

成人英語教材目錄
English Language Teaching Catalog
Adult / Secondary

TUNG HUA ELT 2026



東華書局
Tung Hua Book Co., Ltd.



新月圖書
New Moon Education Co., Ltd.

Life 3/e

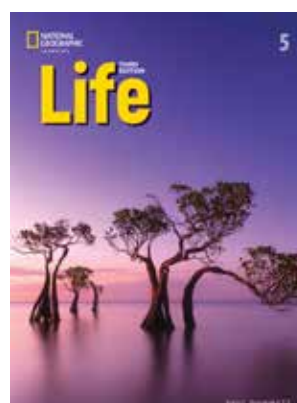
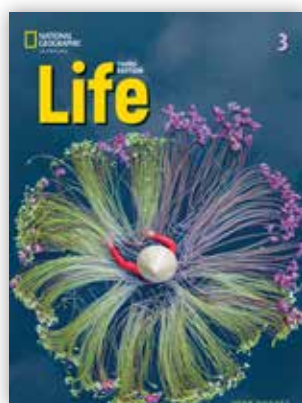
New



Paul Dummett, John Hughes, and Helen Stephenson

Life is a six-level, best-selling integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Known for teaching students something new about the world through inspiring National Geographic content, the third edition showcases global perspectives and contexts relevant to students' own lives that guide them to naturally personalize the language. *Life* continues to help learners connect with the world through its deeply integrated critical thinking strand, which now extends to developing the visual literacy, collaboration, and problem-solving skills they need for academic and career success.

- Critical thinking skills development now extends into updated video lessons by developing visual literacy skills and encouraging a positive global mindset through 'Sustainable Life' project-based lessons.
- Targeted skills development and exam-style task types prepare students for success in international exams like the Cambridge suite and IELTS.
- The all-in-one Spark platform brings together digital tools for every stage of teaching and learning, including placing students at the right level, planning and teaching live lessons, assigning practice and assessment, tracking student and class progress, and turning student information into instructional insights with the Gradebook.



Life 3/e	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Student Book with the Spark Sticker	9798214179322	9798214179490	9798214179667	9798214179834	9798214180007	9798214180175
Teacher's Book	9798214179360	9798214179537	9798214179704	9798214179872	9798214180045	9798214180212

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Life 3/e		Book 1					
			Book 2				
				Book 3			
					Book 4		
						Book 5	
							Book 6

Stand Out 4/e

New



Paul Dummett, John Hughes, and Helen Stephenson

Stand Out, Fourth Edition is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to key standards and frameworks provides adult students with language and skills for success in the workplace, college, and everyday life. Now with a new Literacy Level that teaches foundational reading skills for emergent readers, Workforce Lessons in each unit tied to the National Career Clusters, ‘Life Online’ digital literacy sections and videos, and specific CASAS STEPS preparation.



Stand Out 4/e	Literacy Foundations	Basic	Book 1	Book 2	Book 3	Book 4	Book 5
Student Book with the Spark Platform	9780357964668	9780357964040	9780357964163	9780357964262	9780357964361	9780357964460	9780357964569
Lesson Planner	9780357964705	9780357964088	9780357964200	9780357964309	9780357964408	9780357964507	9780357964606

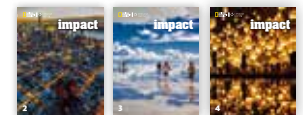
CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Stand Out 4/e	Literacy Foundations						
		Basic					
			Book 1				
			Book 2				
				Book 3			
					Book 4		
						Book 5	

Impact

Lesley Koustaff, Katherine Stannett, Diane Pinkley, and Thomas Fast
 SERIES EDITORS: Dr. JoAnn (Jodi) Crandall and Dr. Joan Kang Shin
 NGL.Cengage.com/impact

Impact helps teenage learners to better understand themselves, each other, and the world they live in. By encouraging self-expression, global citizenship, and active participation, **Impact** motivates students to explore who they are and who they want to be, all while learning English!

- National Geographic Explorers are featured as role models who embody the 21st century skills and values teenagers need to become successful global citizens.
- Cross-curricular topics engage learners with stimulating information about the world, better preparing for the future academic success.
- Student-choice activities and projects present learners with options for language practice, allowing teens to become active participants in the learning process.
- Components: Lesson Planner with MP3, Audio CD, Teacher Resource CD-ROM and DVD, Classroom DVD, Classroom Presentation Tool, Assessment CD-ROM with ExamView® and Professional Development videos.



Unit 3, Level 1

Unit 3

Secrets of the Dark

"To me, science is fiction because sometimes it just seems unreal. Looking at bioluminescence, it's just beautiful. It's artwork." —David Gruber

1. In the photo, fireflies create a beautiful light. What other things in nature produce light?

2. Bioluminescence animals use light as communication with one another. How do humans use light to communicate?

3. Where do you find communication in the dark? Why?

What would be difficult about living without sunlight for five months every year? Discuss. Think about and read. 10-15

For most of us, the days are dark because our eyes are closed. But for five months each year in the northern hemisphere, it's dark for 24 hours a day. There are no sunbeams to warm us from the sun. Would you like to live in darkness for this long? It may seem difficult, but many teenagers have the unusual talent of being able to see in the dark. In the photo, a small town in Iceland is lit up at night. The lights are warm and bright. The houses are lit up. The streets are lit up. The sky is dark. The water is dark. The mountains are dark. The town is lit up. The lights are warm and bright. The houses are lit up. The streets are lit up. The sky is dark. The water is dark. The mountains are dark. The town is lit up.

1. In the photo, a small town in Iceland is lit up at night. The lights are warm and bright. The houses are lit up. The streets are lit up. The sky is dark. The water is dark. The mountains are dark. The town is lit up.

2. Bioluminescence animals use light as communication with one another. How do humans use light to communicate?

3. Where do you find communication in the dark? Why?

Learn new words. Listen and repeat. 10-15

Work in pairs. What would you like about living in the dark for five months? What wouldn't you like? Write three things for each. Compare your list with your partner's.

IN THE DARK OF THE OCEAN

There are incredible creatures living in the darkness.

1. Before you read, discuss in pairs. What do you know about the ocean and life in the ocean? What do you want to learn?

2. What are you reading about?

3. What are you reading about?

Learn new words. Find the words in the text. Guess their meaning. Then look at the first meaning given for each word in the dictionary. Compare these meanings with your guesses. Then listen and repeat. 10-15

After you read, work in pairs. Check 7 for use of 5 for false.

While you read, think about what makes animals in the deep ocean different. 10-15

1. David observed life in the ocean when he was in the dark.

2. He knew a lot about everything that lived in the ocean.

3. He was not all the glowing colors in the ocean when he was in the dark.

4. Only one type of animal glows in the dark through the lens of David's camera.

5. A lot of animals at the bottom of the ocean make their own light.

6. The vampire squid has very large eyes to help it see in the dark.

Review. Look at your answers from Activity 18. How did they connect? What did you learn about the person and the sea animal?

Discuss in groups.

1. What do you know about the ocean? How do you know?

2. It's difficult to study the ocean in the darkness. What are some ways to study the ocean in the dark? How do you know?

Make an Impact

Design a poster.

1. Research animals or plants that glow in the dark. Find out how they glow.

2. Make a poster to describe three of the glow-in-the-dark organisms you researched. Include photos.

Write a blog entry.

1. Research a place that is light for most of the year but dark for a part.

2. Pretend that you visit during the light season. Write a blog about your visit. Include photos.

3. Think of your blog. Answer questions and respond to your classmates' comments.

Make a "day-and-night" video.

1. Choose an interesting place in your region.

2. Make a video of that place during the day and during the night. Mention what is the same and what is different.

3. Share your video with the class.

Understand and Protect

"People want to protect things they love and understand. The more I can share about the amazing animals I get to explore, the more people may want to help protect them."

—David Gruber
 National Geographic Explorer, Marine Biologist

Watch scene 3.2.

1. David came deeply about the ocean and ocean life. Why is it important to protect animals in the ocean? How does David's work help protect them?

2. Do you think it's important to learn about animals in the ocean? Why or why not?

3. What do you want to protect? Why? How can you get others to care about it?

Impact	Foundation	Level 1	Level 2	Level 3	Level 4
Student Book	9781337624787	9781305862975	9781305509313	9781305862951	9781305862968
Classroom DVD	-	9781305873438	9781305873407	9781305873414	9781305873421
Combo Split A	-	9781305874534	-	-	-
Combo Split B	-	9781305873575	-	-	-
Lesson Planner/Teacher's Resources	-	9781305873612	9781305873582	9781305873599	9781305873605
Workbook	9781337624817	9781305872684	9781305872653	9781305872660	9781305872677

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Impact	Foundations						
			Book 1				
				Book 2			
					Book 3		
					Book 4		

Connectivity



Joan Saslow, Allen Ascher

A new communicative course for adults and young adults that takes students from true beginner to advanced competency in six levels.

Connectivity is written by Joan Saslow and Allen Ascher, the award-winning authors of *Top Notch* and *Summit*. It has a strong focus on communication skills and is centered on goal and achievement-driven lessons.

Connectivity features a rigorous speaking pedagogy that activates new language and integrates it with intensive four-skills practice and the soft skills needed for employability. A unique cultural fluency syllabus prepares students to use English for work, travel, studies, and life—no matter where they are in the world.

To meet the needs of the modern student, this blended course offers Online Practice, Student's Interactive eBooks, and the Pearson Practice English App.

Highlights

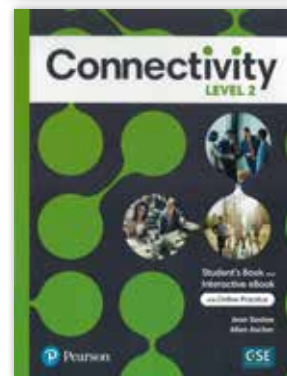
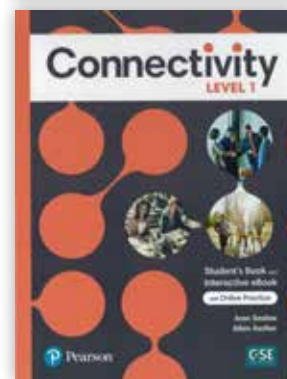
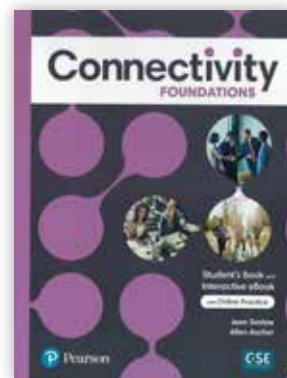
Student's Book & Interactive Student's eBook with Online Practice, Digital Resources and App

It comes with an access code for all digital student materials, so that students can learn English at anytime, anywhere.

- Online Practice (MyEnglishLab): Lots of online practice of grammar, pronunciation, and all 4 skills that scores report to a gradebook automatically. Includes the pronunciation and grammar coach videos.
- Pearson Practice English app: The mobile app is integrated into the course with vocabulary, grammar, listening, and conversation activities, accessible to the course audio and videos. The app provides immediate feedback, letting students monitor their own progress. Content on the app can be downloadable.

Teacher's Book and Lesson Planner

It provides ideas for extension activities, differentiated instruction, teaching tips, culture notes, and notes on how to remediate and motivate students. An access code enclosed enables teachers to access vast digital resources available on Pearson Online Portal.



Connectivity	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5
Student Book	9780136833314	9780136833543	9780136834472	9780136834670	9780137463862	9780137463961
Workbook	9780136833581	9780136834649	9780136834465	9780136834663	9780137463824	9780137463831
Teacher's Edition	9780136833413	9780136834809	9780136834731	9780136834601	9780137463947	9780137464098

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Connectivity	Foundations						
		Level 1					
			Level 2				
				Level 3			
					Level 4		
						Level 5	

Time Zones 3/e



Nicholas Beare, David Bohlke, Tim Collins, Catherine Frazier, Richard Frazier, Mary Jane Maples, Ian Purdon, and Jennifer Wilkin
<http://ngl.cengage.com/timezones>

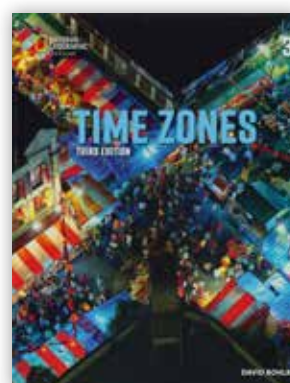
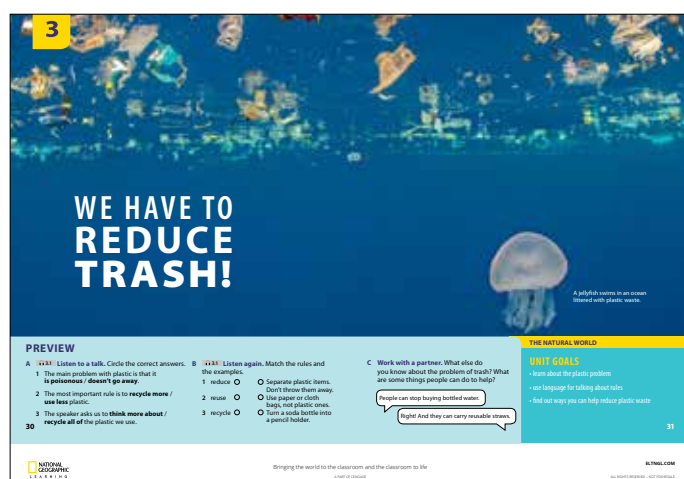
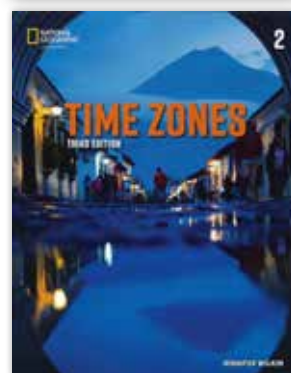
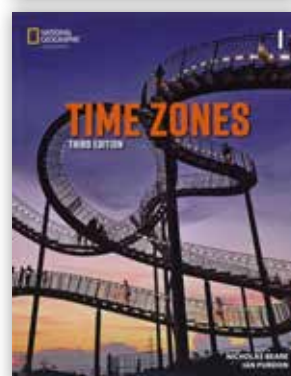
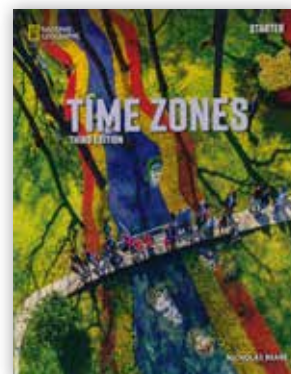
Time Zones 3/e uses authentic stories to motivate learning and encourage active engagement and communication in the classroom. Each unit of Time Zones introduces new information about real people and places, the natural world, history and culture, and science and technology.

Develop key skills

Time Zones helps students develop key competencies including global awareness, critical thinking, and collaboration. Students engage with information presented through text, audio, video, charts, maps and graphs, and work together in pair and group activities to practice new language. Clear unit goals and self-assessment opportunities help to develop independent learners.

Keep the classroom engaged

Classroom-tested lessons help teachers and students achieve success, for wherever they're going next. Lessons are carefully scaffolded and provide frequent practice opportunities, including task types that are commonly found on international exams. Fully supported with up-to-date teaching resources, including a Teacher's Book, Classroom Presentation Tool, and ExamView Assessment Suite, *Time Zones* makes it easy for teachers to carry out successful lessons in any classroom



Time Zones 3/e	Starter	Level 1	Level 2	Level 3	Level 4
Student Book	9780357418949	9780357418918	9780357418925	9780357418932	9780357419878
Workbook	-	9780357426371	9780357426388	9780357426395	9780357426364
Teacher's Edition	9780357426487	9780357426449	9780357426456	9780357426463	9780357426470
Presentation Tool USB	9780357427484	9780357427446	9780357427453	9780357427460	9780357427477
Student Book with OLP & EBK Sticker Code	-	9780357421680	9780357421697	9780357421703	-

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Time Zones 3/e	Starter/ Book 1						
		Book 2					
			Book 3				
				Book 4			

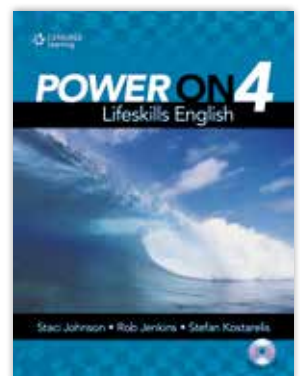
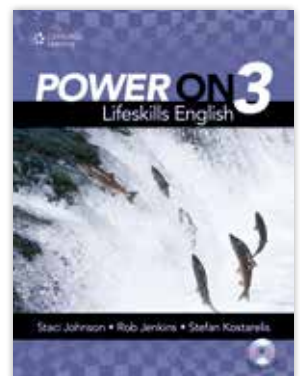
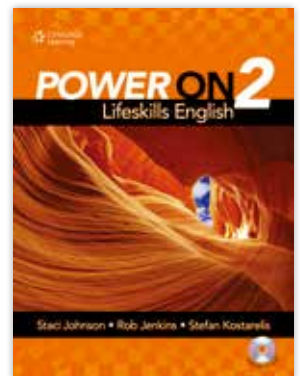
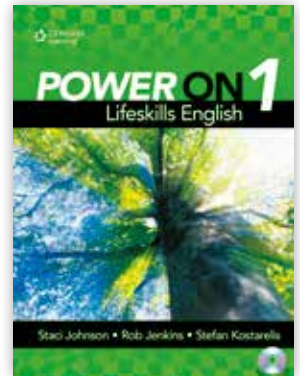
Power On

Staci Johnson, Rob Jenkins, and Stefan Kostarelis

Power On: Lifeskills English series is an exciting new video-based course that uses engaging content to encourage students' critical thinking about real life topics. Each book contains twelve units and four review units.

Each unit contains:

- **Warm-up**—These exercises prepare students for the topic of the unit. Key words and situations are introduced to help students start thinking about the topic.
- **Vocabulary Builders**—Vocabulary words are carefully selected from the video and listening exercises and then presented using various activities.
- **Show Time**—Students complete a range of comprehension activities directly related to each video and its topic.
- **Grammar**—In each unit an appropriate CEF-level grammar topic is taught.
- **Chat Time**—A real-world conversation with added vocabulary related to the topic is presented.
- **Reading**—A short text introduces students to a thought-provoking topic based on each unit.
- **Vive Point and Discussion**—Short interviews with real people are used as a basis for comprehension questions and interesting discussion topics.



Power On	Level 1	Level 2	Level 3	Level 4
SB with DVD	9781305506954	9781305506985	9781305507012	9781305507043

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Power On			Book 1				
				Book 2			
					Book 3		
						Book 4	

Side by Side Extra 3/e

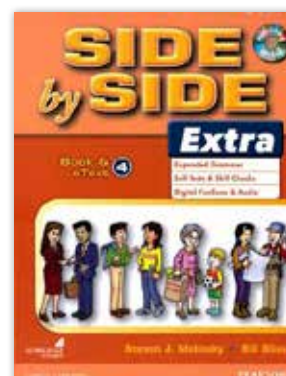
Bill Bliss and Steven J. Molinsky

An enhanced version of the course that has helped more than 30 million students around the world learn English.

Side by Side Extra is an enhanced version of the classic *Side by Side* program—a dynamic, all-skills program that builds students’ general language proficiency.

What’s new?

- New student eText for independent, self-paced practice
- Expanded grammar practice
- New self-assessment skills checks
- Enhanced reading and writing practice in the Activity Workbook



Side by Side Extra 3/e	Level 1	Level 2	Level 3	Level 4
Extra Book (IE)	9780134306513	9780134308265	9780134306506	9780134306490
Extra Book & eText	9780134306728	9780134306711	9780134306704	9780134306698

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Side by Side Extra 3/e		Book 1					
			Book 2				
				Book 3			
					Book 4		

Take It Easy



Jamie Blackler, Joseph Schier, Joseph Henley

搭配 EnglishCentral 線上學習

The **Take It Easy** series is your guide to effective English communication in the business world and beyond. In each of the book's 12 units, students are presented with step-by-step tutorials on how to navigate a wide variety of daily-life scenarios with an air of practicality and a plethora of applicable knowledge.

Key Features:

- **Warm-Up**—In each warm-up exercise, students are presented with a series of photos and questions about the unit's targeted topic.
- **Vocabulary**—Students are introduced to a dozen words which pertain to the topic in each unit. A few basic exercises serve to familiarize them with these words for future use.
- **Listening**—In every unit, students will listen to one or more conversations and short talks in which said speakers talk about many facets of the unit's chosen topic.
- **Reading**—Students have the chance to read through an article in each unit, presented mostly as carefully researched articles or opinion pieces on a wide variety of topics.
- **Grammar Check**—This section gives an in-depth look at a particular grammatical component that is presented throughout each unit's listening and reading exercises.
- **Writing**—Students first have the chance to read a sample of some writing which pertains to the unit's topic. Then they are given the opportunity to try their own hand at writing.
- **Speaking**—With key phrases provided and a conversational template given, students have the chance to pair up and engage in their own conversations.

Chat with Mimi!

- New conversation practice with Mimi the robot helps students further refine their speaking skills and improve learning outcomes.

Components:

- Student Book
- Downloadable MP3s
- Teacher's Manual
- Test Bank
- Presentation Tool



Take It Easy AI

開口說學習新體驗!

生活 & 旅遊英語, AI 助你開口說!

想要 輕鬆學英語, 勇敢開口說?
Take It Easy 結合 AI 科技,
讓學習更有感、更有效、更自然!

AI 科技讓學習更有感!

EnglishCentral 精選影片:
觀看生活英語影片, 模擬真實場景!
AI 語音辨識:
Mimi AI 分析發音, 幫助你說得更標準!
AI 互動對話:
與 AI 進行模擬對話, 增強口說自信!

立即體驗 AI 學習!

觀看 Mimi AI 示範影片

免費試用

Take It Easy	Book 1	Book 2	Book 3
Student Book	9786267130322	9786267130339	9786267130346

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Take It Easy			Book 1				
				Book 2			
					Book 3		

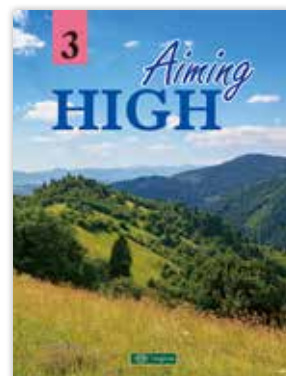
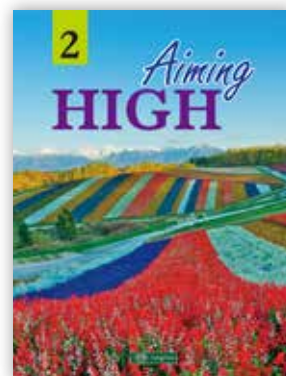
Aiming High, 2/e

Joseph Henley, Sandrine Ting

Aiming High is a three-volume series. Each book has 12 units which offer students real-life conversations/talks, a variety of reading topics, a wide range of useful listening skills and various writing styles. The exercises in the book are designed to help students achieve their study goals.

Key Features:

- Conversations, talks and announcements that students will encounter in their daily life are covered in **Real-Life English**. There are also vocabulary exercises and comprehension questions to test students' understanding of the texts.
- **Reading** articles enable students to increase their vocabulary, develop useful reading skills and become familiar with lexical patterns.
- **Dialogue Practice** includes short dialogues in different settings and situations presented for students to practice.
- The **Further Listening** activities help students develop listening skills including listening for gist, listening for specific information, listening for details.
- Each unit is wrapped up with a **Writing** exercise. The exercise allows students to write various formats of passages and thus strengthen their writing skills.



Components:

- Student Book
- Test Bank
- Downloadable MP3s
- Presentation Tool

Aiming High, 2/e	Book 1	Book 2	Book 3
Student Book	9786267130933	9786267130940	9786267130957

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Aiming High, 2/e			Book 1	Book 2	Book 3		

Springboard, 2/e

Tae Kudo, Joseph Henley

The new **Springboard** series is designed to assist learners of English in adapting to their workplace environment. The series includes a variety of topics that are specifically tailored for today's learners.

Key Features:

- **Listening** comprehension exercises develop learners' listening skills by entertaining them with lively conversations and talks.
- **Vocabulary** activities help learners better remember newly learned terms by putting them to use.
- **Reading** passages develop learners' reading comprehension skills using a variety of topics related to the modern business world.
- **Short dialogues** engage learners with useful topic-based phrases.
- Each unit's **Grammar Focus** outlines key points and allows students to put tips into practice.
- **Class activities** allow teachers to get learners out of their seats and speaking with classmates.



Components:

- Student Book
- Presentation Tool

Springboard, 2/e	Book 1	Book 2
Student Book with Online Audio	9786269853663	9786269853670

Ready for Work

Shu-Ying Chang, Tzu-Hsuan Liu, Michael McColliser, Matthew Read, Hui-Chia Shih, Chi-An Tung, Shu-Chen Wang

Ready for Work has been designed to help pre-intermediate level students prepare for careers in the workplace today. It is based on the authors' original teaching materials that have been used in actual classrooms extensively with proven success for many years. It encompasses the prerequisite skills that students need for professional situations, including resume and cover letter writing, job interviews, email writing, and presentations.



Key Features:

- Lead-In Task
- Analyze the Model
- Culture Note
- Introduction
- Quick Tips
- Expert Advice
- Look at the Model
- Over to You
- Are you Ready?

Components:

- Presentation Tool
- Answer Key

Unit 1

Let's Get Ready!

Lead-In Task

>> Read the following paragraph about why a cover letter is important. Fill in the blanks using the words in the box.

analytical prospect screen cohesively demonstrate accomplishments persuasive candidates enthusiasm core

readyforwork.com/how-to-write-a-cover-letter

Having a great resume is a good way to start your job application. However, simply listing your _____ on your resume is not enough to attract the attention of an employer. They will probably have more applicants than they can interview, so they will _____ applicants to choose the most promising. Many will possess the _____ skills the employer needs, so you must make a(n) _____ argument that you are the best person for the job. Only then will an employer choose you to be among the _____ they wish to interview. You must think in a(n) _____ manner to work out what an employer is looking for. Then you can cohesively argue _____ why you would be the best person to meet these needs. You must also make an employer think you are excited by the _____ of working for them. This will show you have _____ and are eager to do the job well. The cover letter is where you will have a chance to _____ these skills and attributes to a prospective employer.

>> Check your answers with a partner. Look up the words that you don't know.

Introduction

A candidate sends a cover letter along with a resume to a potential employer when applying for a job. The cover letter is therefore a formal and persuasive document that shows the candidate's ability to think and express thoughts clearly.

For the candidate, the contents are a professional introduction, and should include details on education, work experience, and extracurricular activities. There is no "general" cover letter. Every cover letter should be written to a specific person within a specific organization, and highlight skills and experiences that are most relevant to that specific industry or job.

For the employer, it starts the screening process they will apply when deciding which candidates to interview. It introduces a candidate's writing abilities, professionalism, experience, knowledge, skills, and attention to detail, and tells an employer which candidates are serious, enthusiastic, and worthy of interest.

Therefore, read the job description thoroughly, and highlight the key skills, experiences, expertise, and interests required for the position. Use this information when writing your cover letter to show how you're a perfect fit for the job.

Look at the Model | A Cover Letter

Read the following example cover letter from a recently graduated student applying for a job in marketing. Notice how the letter starts with a general introduction of the candidate's qualifications, skills, and abilities, then in subsequent paragraphs moves on to more specific details.

21st June 2024

Laura Lee
Head of Human Resources
GOAT Cycle Company
No. 625, Section 3, Xinyan Road
Xinan District
Xinan City

Dear Laura Lee:

I am writing to apply for the position of Marketing Assistant as advertised on Monster Jobs.com. Having just graduated from Feng Chia University with a Bachelor of Liberal Arts degree in business administration, I am very excited about the prospect of working for your marketing team. I believe that my academic background, extracurricular activities, and work experience have given me the necessary knowledge and skills to thrive in the marketing department at GOAT.

My university program introduced me to a broad range of subjects across which I earned a 3.75 GPA. Taking these subjects not only vastly improved my computer skills, but also helped me learn how to work in a variety of team environments. My studies also gave me a strong marketing background and sparked in me a particular interest in internet strategies. In regard to this position, I took classes in marketing research, planning, and strategy. I also enrolled in my class on internet marketing, and it is my chief area of interest, as I believe it offers the best potential for sustainable future growth. I am highly impressed with GOAT's work on the bicycle industry, both from the point of view

of the products, and the marketing strategies it has used to place itself in such a highly crowded and competitive market. With my excellent analytical abilities and strong English, I believe I will make a great fit in a marketing team looking to trade internationally.

Prior to studying at Feng Chia, I worked as a clerk in an outdoor clothing retailer. The shop used statistical product placements throughout the changing seasons and fashions, giving me real world knowledge of how marketing strategies need to be adaptable and fluid while maintaining certain core principles. The job, along with my volunteer experience working for One Earth, gave me valuable insights into customer service issues. At university, I gained both leadership and logistical experience as president of the Feng Chia University Gutter Club. Club Chair amongst our accomplishments was when our organization arranged the 10th Central Taiwan Singing Competition. To further improve my leadership potential, I also qualified as a certified Project Management Professional.

I would really appreciate the chance to be able to interview for the position of Marketing Assistant with the GOAT Cycle Company. I am available via email at janelia.tan@fcu.edu.tw plus at 0905-23462, and have attached my resume as requested. Please do not hesitate to contact me should you have any questions. I thank you for your consideration of my application and look forward to hearing from you soon.

Sincerely,
Janel Lin

For Getting Ready

1. Make sure your cover letter is no more than one page. Remember KISS—keep it short & simple.
2. Proofread your cover letter and have someone else, or even the one person, proofread it for you, too.
3. Match the font type and size to your resume.

Analyze the Model | Content and Organization

A cover letter contains five sections, and you must make sure you include all five, and all the details required in each section. The five sections are: the header, the opening paragraph, the middle paragraph(s), the closing paragraph, and the complimentary close.

Header
Use both the first and last names of the recipient. Use resources such as the Internet, the company website, and LinkedIn to find the specific recipient. Then use the full address of the company. Justify the whole Header section to the left.

Date of Letter
Contact Name
Contact Title
Company Name
Street Address
City, State, Zip Code
Dear _____

Opening Paragraph
Start by giving your reason for writing. Name the position or type of work you're interested in applying for. You can also state where you heard about the person you're writing to, the position you're applying for, or even the organization. This can be something as simple as stating when you saw the ad for the job. Alternatively, you might be drawing on a friend or family contact, and find advantage in making that clear. It's sometimes said, "It's not what you know, it's who you know." Therefore, if someone influential to an organization put you in contact, mention that here. State that you believe yourself to be an ideal match for the position, and using the employer's requirements in the job description, connect this to a brief outlining of your key skills, experience, expertise, and interests.

Don't use all numbers for the date. It's more elegant to write the month by name. Also, remember that in the U.S., the standard format is Day-Month-Year, whereas in the U.K., the standard format is Month-Day-Year.

Middle Paragraph(s)
This is when you need to provide supporting evidence to show how your key skills, experience, expertise, and interests align with those of the position for which you are applying. Do not simply repeat your whole resume here. This is where analysis is required. You need to think like an employer.

Use the keywords in the job description. What experiences have you had that best demonstrate how your skills and expertise match the requirements of the job? When have you been and what have you done to help you prepare for this type of work? And why are you interested in it, and in this employer in particular? You should show how you are a suitable match for your potential employer's needs. Your tone should be confident without being arrogant. Keep everything positive, but don't be bombastic. This should be the longest section.

Closing Paragraph
Show enthusiasm! Reiterate your interest in the position, and your desire to use your skills to contribute to the organization's work. Show gratitude! Thank the recipient for their consideration of your application. Finally, show common sense. Provide your name, phone number, and email address for any questions or to arrange an interview.

Complimentary Close
It only requires one word, but it's important. It shows you understand the conventions of professional etiquette. Make sure you have a complimentary close.

For Getting Ready
Save your letter to a specific organization by doing research.

The most important information on a resume or cover letter is your name and contact details. Make sure it's on both documents—in case one gets lost!

For Getting Ready
Read the model on pages 26–27 again, to which paragraph does the candidate give a general overview of her qualifications, skills, and experience? What evidence does she provide in the middle paragraphs to demonstrate her abilities? What kind of information does she provide in the closing paragraph?

Ready for Work ISBN 9786267130216

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Ready for Work				1 level			

Writing Success: Professional English for Work Today

Jennifer Shiue

Writing Success provides you with . . .

- A systematic approach to a wide range of business situations
- Strategies and tips on writing for different purposes
- Real-world business advice from professional experts
- A great amount of exercises for better learning results

You can . . .

- Learn the appropriate attitude and tone to communicate effectively
- Use this book for active skill building or quick sample reference
- Build your business mindset with bite-size business knowledge

Components

- MP3s
- Presentation Tool PPT

Writing Success 1

1 Career

Think about It

A. What do employers want to see when they read your resume? Check all that apply.

- Name
- Contact information
- Height and weight
- Pictures
- Family information
- Hobbies and interests
- Education
- Work experiences
- Financial status
- Extracurricular activities
- Technical skills
- Current salary

B. Compare your list with a partner. Why did you choose these items?

Story

A. Listen to the conversation. Fill in the blanks with the words you hear.

Rachel: That's good. How many do we want to interview?
 Yousef: At first we were thinking about 25, but after covering the resumes, I think _____ of them are worth looking into.
 Rachel: OK. _____ will search like a good number. Are there any impressive candidates who caught your attention?
 Yousef: Yes. Here's the resume of Wendy Haggatt. She left us a strong impression because almost everything on her resume tells us that she _____.
 Rachel: Really? How so?
 Yousef: Well, she has quite a bit of experience in the front line serving customers, and it seems like she _____.

1 Career

Wendy Haggatt

PROFESSIONAL EXPERIENCE

June 2012–September 2019 (Part-time)
Retail Assistant, Barnes & Noble, London, United Kingdom

- Designed and supported Book Store. Took on an activity that helped increase sales by 30%.
- February 2012–April 2012 (Part-time)
Sandwich Artist, Subway, London, United Kingdom
- Maintained cleanliness and hygiene standards to make sandwiches consistently. On average, delivered 1000+ sales targets during lunch service (1270 during dinner service).
- Served customers with hospitality. Visited four times at Best Smile of 18 months by customers.
- In full compliance with standard procedures—maintained restaurant cleanliness and provided customers with service and kitchen according to restaurant guidelines.
- Awarded with OIE of the year 2012.

LANGUAGES SKILLS

- English—Intermediate
- Spanish—Professional working proficiency
- French—Intermediate

PERSONAL DEVELOPMENT

2015–2019, MC for International Students Register, an event hosted by British Council

2015–2019, Volunteer role playing for hearing disabled students at Croydon College

2017, Editor of the year for Chairman for Spring Fair at the Croydon College

2013–2014, Editor of the year of school magazine, The Spectrum

REFERENCE

Ms. Theodora Smith, Manager in Subway at Haverhill Place, London, UK. harenagood@subway.co.uk +44 20 899 9701

Writing Success 2

5 Negotiation

Think about It

A. Which of the scenarios below do you think involves negotiation?

- Shop at markets
- Discuss a salary package with your employer
- Sign contracts
- Settle on a quotation
- Watch a movie with friends
- Join membership in a gym

B. Work with a partner. Check the statements that you think will help in a business negotiation. Share your results.

- Learn about the other party as much as you can
- Make the offer first
- Communicate in a cooperative way rather than a competitive way
- Give the attitude of "take it or leave it"
- Set a bottom line
- Make plans for all possible scenarios
- Let the other party know you have other options
- Be a good listener
- Make friends with the other party
- Acknowledge the other party's value and efforts

Story

A. Listen to the conversation. Fill in the blanks with the words you hear.

Jocelyn is the director of North Region in Garden Food Group. She wants to launch the POS system in 18 restaurants in the North Region. Her subordinate, George, is working with her to identify the appropriate vendor for the system.

George: Have you received any updates from Oorder?
 Jocelyn: Yes, they sent us the quotation this morning. It's more expensive than what we expected. _____
 George: I know. It's just too expensive. We're not even going to use the newest model. _____
 Jocelyn: That does not make sense at all. What does the package include? The cashier computers, ordering tablets and kitchen monitors. Am I missing anything?
 George: That's about it for the hardware part. Other than those things, they also included consulting service and training session. _____
 Jocelyn: _____

5 Negotiation

Dear Ellen,

Thank you for the quotation. Jocelyn and I have looked over the price for each item, and we had an internal discussion. We are afraid that your price is too high for us to afford. It is possible that your proposal will not be approved internally for budget reasons. Can you possibly adjust the price so we can get a better chance of having the project approved?

Oorder has been really supportive along the way in providing us with professional advice while we're in the process of adopting the new technology. I understand that you have already given us a discount as a first-time client, but we think this price is still too high for us to bring to our senior management. We will be challenged internally, especially that we're ordering the other model, not the latest.

Given that we are ordering for all 18 restaurants in the North Region, it's a very large order that we're making, so be sure if you can provide us a special offer for the large number of hardware devices we are ordering. If you can give us a good price for our North Region, I believe we will be very happy to work with you for the rest of our restaurants in other regions.

Jocelyn and I really appreciate your help, and we are very grateful to work with professionals like you who have had a lot of experience in helping retail businesses make technological upgrades. Please understand our difficulties, and we look forward to receiving the updated quotation from you soon. Thank you!

Yours sincerely,
 George Hoare
 Associate Manager, North Region
 Garden Food Group

Reading

Negotiate for a Better Deal

George is now replying to the e-mail to Ellen, the salesperson in Oorder. George will let her know that the quotation is expensive and will ask for a better price.

Writing Success	Book 1	Book 2
Student Book	9789574839681	9789574839827

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Writing Success				Book 1	Book 2		



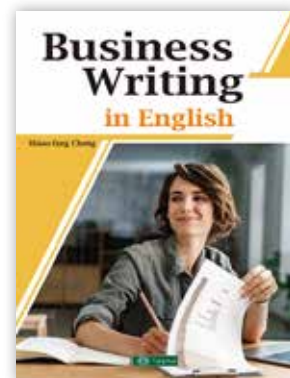
Business Writing in English

Hsiao-fang Cheng

Business Writing in English aims to develop students' knowledge, skills, and confidence in writing business correspondence in an environment in which they are required to communicate with their colleagues and customers in English. This book shows students and their teachers that business writing can be interesting!

Key Features:

- Takes students from the absolute basics to the level required to handle business correspondence in English
- Explains not just how to write letters and emails, but also why they are written that way, giving students the knowledge required to write letters or emails that respond intelligently to novel situations
- Presents intriguing contexts for the various kinds of business communication



Unit 2

Unit 2

Knowing Your Audience

Since most business writing is essentially persuasive in nature, you should know who your audience is. You must convince the reader that what you are writing is true, even at the most basic level. It is therefore necessary to understand your audience's expectations and their relationship with you and to organize your information to satisfy their needs. Think about these questions when you prepare your message:

- How interested or involved in the topic is my reader?
 - This helps the writer decide how to present the information.
- How much does the reader know about the topic?
 - This helps to decide how many technical terms the writer can use.
- Why is this person reading the message? To make a decision? To be better informed?
 - This helps to decide what to present or detail.
- Does the reader have strong views on the topic? What are they?
 - This helps to decide what kind of tone can be used.
- How does the reader regard me, professionally or personally?
 - What is my reader's business style? Casual or formal?

In business correspondence, and email writing in particular, there are two types of readers: skimmers and skeptics. Skimmers are readers that are typically very busy and may receive hundreds of emails every day. Because they do not have much time, they often skim documents in a rather short period of time. The email you write for skimmers should:

- State the main point clearly and upfront
- Organize information into paragraphs
- Place the most important information at the beginning or the end of a paragraph
- Highlight key dates or figures
- Organize information in bulleted or numbered lists

A skeptic is a reader that is cautious and doubtful. Skeptical readers will tend to read a document carefully, questioning whether the writer's claims are true or not. In order to meet the needs of the skeptical reader:

- Support your statements with sufficient details and evidence
- Provide specific examples, number, dates, names and percentages

Your email should always satisfy the needs of both skimmers and skeptics. Your email should be able to be read easily and quickly. The core message should be clear and easily accessible. The reader should not have to search the document to get the meaning of the message. In addition, your email should contain facts, figures and supporting arguments.

Unit 3

Unit 3

Using Appropriate Language

In general, emails tend to be less formal than a letter and are often used for brief communication. If you are a friend of the person that you are writing to, you will want to make your letter informal. Informal written language is much closer to spoken English than the language used in formal letters.

Clear and simple sentences are much better than long complex ones. Simple expressions are better than complicated ones. Using appropriate language is necessary.

In a formal letter or email, the writer:

- Greets with the addressee's title and last name
- Uses longer phrases
- Uses a formal style and avoids personal comments
- Signs with a full name and title

Here is a very simple rule that is usually true:
 "Longer phrases are more formal than shorter phrases."

Example

I would be grateful if you could send me the sample by April 5.
 is more formal than
 Could you possibly send me the sample by April 5?
 and that is more formal than
 Please can you send me the sample by April 5?

Some words sound more formal than other words.

Example

I regret to inform you that our prices have increased.
 sounds more formal than
 I am sorry to tell you that our prices have gone up.

Business letters are more formal, in terms of structure and language. As a foreign language learner, no matter how you communicate—via email or letters, in several offices, it is suggested that you use formal language. You must always be polite, even if you are angry. Don't use capitalized letters in an email or letter, that means you are shouting at the reader.

Unit 4

Unit 4

Maintaining a Positive Tone

In business, if you are polite, you will usually get a better response and better service. Users of English often do the following to show politeness:

- 1 Say please and thank you.
 - Do not write: Thank you for your email dated July 4. Could you please send me your catalogue?
- 2 Say more (without being wordy), don't be blunt.
 - Do not write: We got your order. The cost is \$250 per box plus \$25 for delivery.
 - Do not write: Thank you for your order for 50 boxes of 1,020 rights. Our price for each box is \$250, plus an additional \$25 for delivery. Our normal delivery time is 3-5 days.
- 3 Avoid being very direct.
 - Do not write: Your prices are too high.
 - We think your prices are rather high.

* Please note that more detailed information about tone is dealt with in Units 14 & 15.

thank you sorry you are welcome please

Business Writing in English	ISBN
Student Book	9786267130254

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Business Writing in English			Book 1				

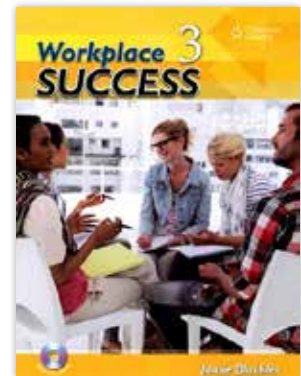
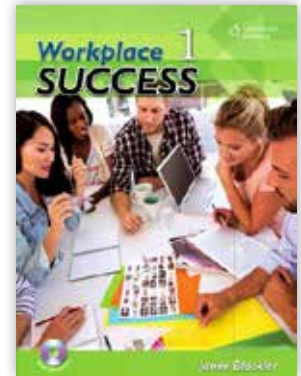
Workplace Success

Jamie Blackler

The *Workplace Success* series prepares students for working in an English-speaking job environment. All four English skills—reading, listening, speaking and writing—are included in each unit. Essential professional English skills are included as well, such as giving presentations, participating in meetings and negotiating. This series will provide learners with the essential tools for working in a globalized world.

Components:

- Student Book
- Teacher's Manual
- Presentation Tool
- Audio CD
- Test Bank



Workplace Success	Level 1	Level 2	Level 3
Student Book	9789865632632	9789865632649	9789865632656

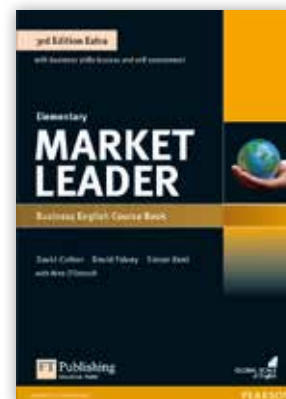
CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Workplace Success		Book 1					
			Book 2				
				Book 3			

Market Leader 3/e Extra

David Cotton, David Falvey, and Simon Kent

Extra builds on **Market Leader**, 3rd Edition, by providing new Business Skills lessons that offer the learner a task-based, integrated skills approach to the development of core business skills such as Presentations, Negotiations, Meetings and Small Talk.

- A five-level course for young adults and adult professionals
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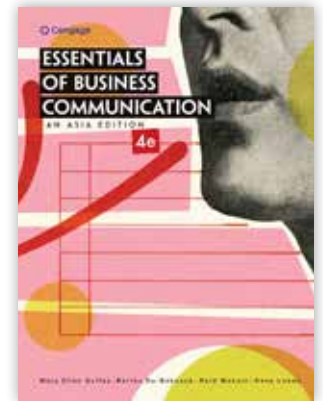
Market Leader 3e Extra	Elementary	Pre-Int	Int	Upp-Int	Advanced
ActiveTeach	9781292124551	9781292124667	9781292124605	9781292124711	9781292124506
Class Audio CD	9781292124582	9781292124681	9781292124636	9781292124735	9781292124537
Coursebook with DVD-ROM	9781292134758	9781292134796	9781292134772	9781292134819	9781292135274
Coursebook with DVD-ROM & MyEnglishLab	9781292134741	9781292134789	9781292134765	9781292134802	9781292134734
Premium Digital Edition with eBook and MyEnglishLab & DVD-ROM	9781292361116	9781292361161	9781292361130	9781292361147	-

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Market Leader 3/e Extra		Elementary					
			Pre-Int.				
				Inter.			
					Upper-Int.		
						Advanced	

Essentials of Business Communication 4/e

Mary Ellen Guffey, Bertha Du-Babcock, and Dana Loewy

Essentials of Business Communication is a comprehensive textbook on effective business communication in the Asian business environment. The fourth Asia Edition delves into the intricacies of communication specific to Asian business contexts. It covers a wide range of topics, including communication in a global workplace environment, the business writing process, electronic messages in today's digital world, contemporary business letter writing, writing business proposals and reports, professionalism at work, and employment communication.



Essentials of Business Communication 4/e	ISBN
	9789815242386

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Essentials of Business Communication 4/e						1 level	

Working English



Jamie Blackler, Joseph Henley, Joseph Schier

New



搭配 EnglishCentral 線上學習

The **Working English** series is created to prepare students for a career in international business. It gives them the tools they need to successfully work in an environment in which they are required to communicate with both their colleagues and customers in English. To achieve this goal, the book contains practical lessons specifically chosen to target improvements in students' listening, reading, writing, and speaking skills while also boosting their vocabulary and understanding of English grammar.

Key Features:

Listening

- Features workplace and casual dialogues between native speakers in the workplace
- Exercises to test students listening comprehension skills

Vocabulary

- Photo match exercises to increase students' vocabulary
- Vocabulary checklists and exercises to familiarize students with keywords that are vital to main topics.

Reading

- Advertisements, passages, and other documents that give students reading practice and questions to test their reading comprehension skills.

Grammar

- Compact lessons based that help students quickly grasp CEFR grammar points.

Writing

- Guided assignments that give students practice writing emails, filling in paperwork, and completing other writing tasks.

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- Interactive conversation and pair work activities that encourage students to practice speaking.
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Chat with Mimi!

- New conversation practice with Mimi the robot helps students further refine their speaking skills and improve learning outcomes.

Components:

- Student Book
- Downloadable MP3s
- Teacher's Manual
- Test Bank
- Presentation Tool

Working English x AI

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AI 科技助攻

EnglishCentral 影片學習: 觀看職場英語影片, 學習道地表達!

AI 語音辨識訓練: Mimi AI 分析發音, 提升流暢度與準確性!

AI 對話模擬: 與 AI 角色練習對話, 提升臨場應變能力!

立即體驗 AI 學習!

觀看 Mimi AI 示範影片:

免費試用:

Working English	Foundation	Book 1	Book 2	Book 3
Student Book	9786267554371	9789865522872	9789865522889	9789865522896

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Working English		Foundation					
			Book 1				
				Book 2			
					Book 3		

Career Paths

by various authors

www.careerpaths-esp.com

These books are designed for professionals and students in vocational schools and colleges to help them develop the language skills they need to succeed in a professional work situation.

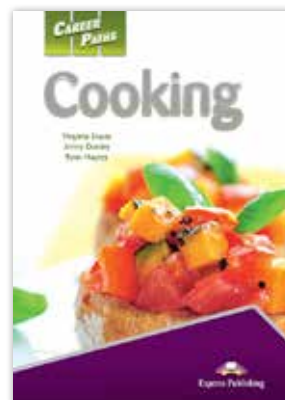
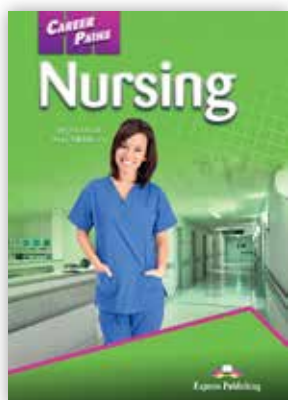
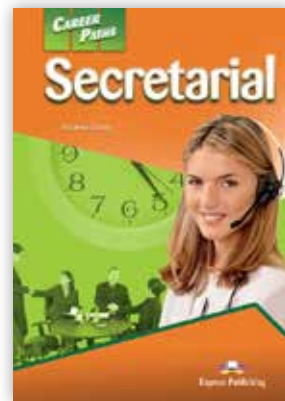
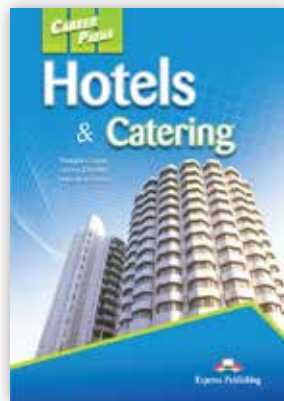
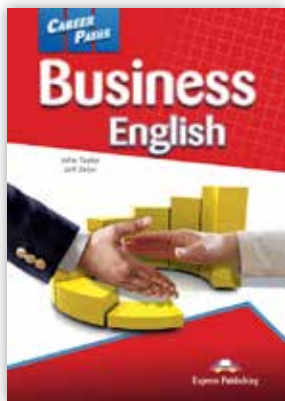
Key Features:

- More than 70 professional fields covered
- Career-specific dialogues
- Over 400 vocabulary terms and phrases
- Complete glossary of terms and phrases
- A variety of realistic reading passages
- 45 reading and listening comprehension checks
- Guided speaking and writing exercises

Career Paths is highly recommended learning material for preparing for the Vocational English Certificate exams. For more information about Vocational English Certificate (VEC) exams, please contact our local representative for further information.



Career Paths Series	Cross-Platform Application	Digibooks App
Agricultural Engineering	-	9781471562372
Agriculture	-	9781471562389
Au Pair	-	9781471562426
Call Centers	9781471512155	-
Computer Engineering 2/e	-	9781399205771
Computing 2/e	-	9781399205764
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Elder Care	9781471580345	9781471580413
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Natural Resources II—Mining	-	9781471562860
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Petroleum II	-	9781471562907
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Psychology	-	9781471566493
Public Relations	9781471555480	-
Rail Transportation	-	9781471570711
Real Estate	-	9781471577062
Security Personnel	-	9781471562983
Social Media Marketing	-	9781471585838
Travel Agent	-	9781471580819
World Cup	9781471528170	-
Worldwide Sports Events	9781471545818	-



Career Paths Series	Cross-Platform Application	Digibooks App
Accounting	9780857778277	9781471562365
Air Force	-	9781471562396
Architecture	-	9781471562402
Art & Design	9781471518867	9781471562419
Automotive Industry	9781471553318	9781471562433
Banking	9781780983554	9781471562440
Beauty Salon	9780857778499	9781471562457
Business English	9780857777485	9781471562464
Call Centers	9781471512155	9781471562471
Civil Aviation	-	9781471562488
Civil Engineering	-	9781471568060
Command & Control	9780857773418	9781471562495
Computer Engineering	9781471541957	9781471562501
Computing	9781471519178	9781471562518
Construction I—Buildings	-	9781471562525
Construction II—Roads & Highways	-	9781471562532
Cooking	9781471513602	9781471562549
Electrical Engineering	-	9781471568688
Electrician	-	9781471562570
Electronics	9781780986968	9781471562587
Engineering	9781780980164	9781471562594
Environmental Engineering	-	9781471562600
Environmental Science	-	9781471562617
Finance	9781780986456	9781471562624
Firefighter	9781471550966	9781471572111
Fishing & Seafood	-	9781471562631
Fitness Training	9781471540783	9781471562648
Flight Attendant	9781471519697	9781471562655
Food Service Industries	9781471520259	9781471562662
Genetic Engineering	-	9781471570650
Hotels & Catering	9780857776082	9781471562686
Human Resources	-	9781471562693

Career Paths Series	Cross-Platform Application	Digibooks App
Information Technology	9780857776402	9781471562709
Insurance	9781471523359	9781471562716
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World Cup	-	9781471563041
Worldwide Sports Events	-	9781471563058



CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Career Paths			70 titles				

Flash on ESP

www.elionline.com

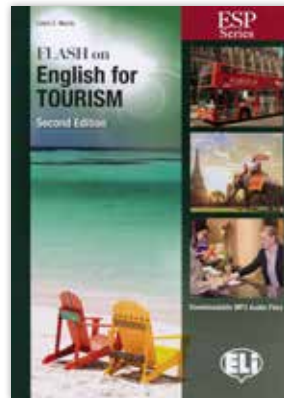
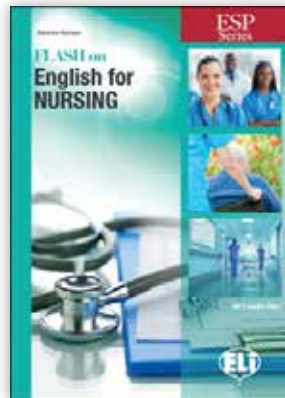
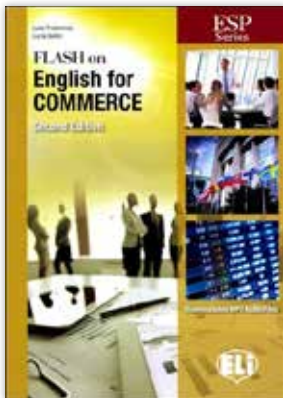
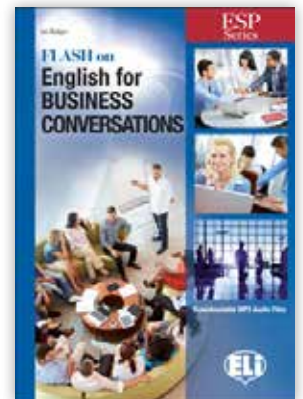
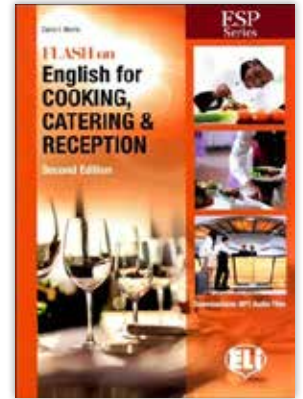
A series designed to introduce topics, vocabulary and language usage specific to various professional situations starting from a low level of language competence.

Course book:

- Free-standing modules cover the major content areas required by the particular profession.
- Exercises and activities practice language functions and encourage vocabulary acquisition.
- Recordings in MP3 format available online.

Online Teacher's Resources:

- Teacher's Answer Key and transcripts of all recordings.
- All listening material in MP3 format.



Flash on ESP Series	ISBN
Flash on English for Tourism	9788853614476
Flash on English for Business Conversations	9788853621764
Flash on English for Nursing	9788853621771
Flash on English for Commerce 2e	9788853621795
Flash on English for Cooking, Catering & Reception 2e	9788853622129
Flash on English for Business Conversations	9789865522087

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Flash on ESP			5 titles				

Travel Beyond

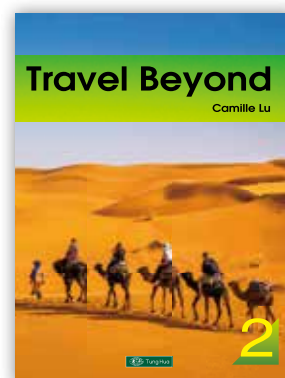
Camille Lu

搭配 EnglishCentral 線上學習

The *Travel Beyond* series aims to embrace the new era for young backpackers. Book 2 of *Travel Beyond* is theme-oriented. The 16 units in the book represent different stages of a backpacking trip with the aim of making students competent to set off a journey on their own even if it is their very first one.

Key Features:

- **Warm-Up:** Pictures and vocabulary are presented, giving a little taste of the topic and increasing learners' motivation.
- **Get Started:** Phrases and collocations are introduced here for learners to build up their speaking competency.
- **Real World Listening:** Well-developed listening passages that could happen at different locales while traveling.
- **Conversation:** A theme-based dialogue with two sets of cues facilitates multiple drill practices.
- **More to Learn:** Advanced content such as expertise knowledge, useful expressions, cultural notes, travel tips, etc., are integrated.
- **Over-to-You:** Self-assessment or wrap-up activity help students evaluate how much they have learned from the unit.

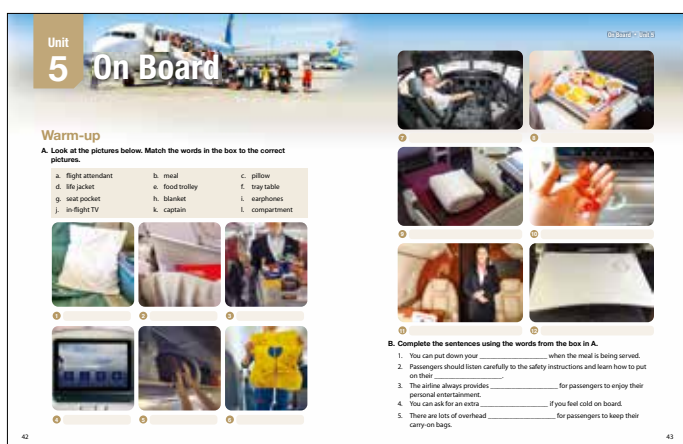


Components:

- Downloadable MP3s
- Presentation Tool
- Test Bank

Travel Beyond 1

Travel Beyond 2



Travel Beyond	Book 1	Book 2
Student Book	9789865522360	9789865522377

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Travel Beyond			Book 1				
				Book 2			

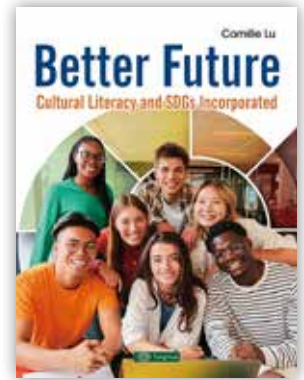
Better Future

Camille Lu

Better Future aims at helping learners equip themselves with the skillful language to express their thoughts and life activities and even think beyond. To make the learning process fun and effective, each unit contains five components designed to serve different purposes.

Key Features:

- **Fun Facts:** This section with interesting facts or anecdotes introducing the topic will make learners want to know more.
- **Gear Up:** Phrases and collocations are presented in this section to prepare learners for the following listening and speaking skills.
- **Real World Listening:** Well-developed listening passages related to the theme get learners ready for real-life conversations.
- **Conversation:** A topic-based dialogue with two sets of cues facilitates multiple drill practices to enhance the register of the sentence patterns.
- **Wrap Up:** Review questions and more statistics are provided to evaluate learners' academic as well as presentation skills.



Components:

- Downloadable MP3s
- Presentation Tool
- Test Bank

Unit 1

Family Bond

If you want to make a difference, go home and love your family.
—Mother Teresa

Match the words to the correct definitions.

1. _____ traits	a. the water from your mouth
2. _____ spit	b. blood relations
3. _____ offspring	c. physical features or personalities
4. _____ bloodline	d. a person's child or an animal's young
5. _____ wondering	e. thinking or questioning

Preparation

How do you find distant relatives and how do you build a family tree? Search online to present a website that helps you build your family tree.

Classroom Activity

We all have heard about DNA and have a rough idea of how we are related to our relatives. Read Part A of the **Gear Up** section to get acquainted with the terms first and then come back to decide how much DNA you share with them.

Form a group of four or five, discuss all the possibilities in each column. Sometimes more than one answer is possible.

Relationship	Average percentage of DNA shared	Range of percentage of DNA shared
1. _____	100%	N/A
2. _____	50%	N/A
3. _____	50%	38%–61%
4. _____	25%	17%–34%
5. _____	12.5%	4%–23%

► Gear Up

Look at the family tree below. Fill in the missing words from the box. Then complete the sentences. Some words can be used more than once.

uncle descendant cousin siblings niece aunt grandaunt
nephew ancestor

Family Tree

1. Your brother's son is your _____.

2. Your brother's son is your daughter's _____.

3. Your grandfather's wife is your _____.

4. Your sister's daughter is your _____.

5. Your uncle's son is your _____.

6. Your uncle's wife is your _____.

7. Your great-great-grandfather is your _____.

8. You are your great-great-grandmother's _____.

Learn words about divorce and remarriage.

If your parents get divorced and one of them gets remarried, here are more words you need to know.

If your father remarries a new wife, she is your _____. Whereas if your mother remarries a new husband, he is your _____. If your _____ parent already has a child, that person is your _____ sibling. But if your remarried parent gets with another child later, this child will be your _____ brother or sister.

Study another even bigger family tree below. Then fill in the blanks.

The word "_____," is very widely used in the family tree. You can have first, second, and third cousins, etc. The phrase "_____," means someone is one generation above or below you.

Family Tree

1. You are your great-great-grandmother's _____.

2. Your great-great-grandfather is your _____.

3. Your great-great-grandmother is your _____.

4. Your great-great-grandfather is your _____.

5. Your great-great-grandmother is your _____.

6. Your great-great-grandfather is your _____.

7. Your great-great-grandmother is your _____.

8. Your great-great-grandfather is your _____.

Better Future	Student Book
	9786267554012

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Better Future				1 level			

Connections—Diversity and Culture

(國立高雄餐旅大學)

王美蓉、蔡峯宏、楊文賢、吳妙姬、高士景、黃德威、吳德偉、蔡倬枝

搭配 EnglishCentral 線上學習

Effective communication in today's interconnected world requires attending to the wide variety of cultural perspectives that are found all around us. By becoming sensitive to how people from different cultures see things, we are more likely to avoid misunderstandings and to better appreciate what makes us similar to and different from one another.

The purpose of this textbook is to help language learners investigate and discuss cultural issues, and to develop a heightened awareness of the role that culture plays in daily life.

Components:

- MP3s
- Presentation Tool



UNIT 1 Greetings and Gift-Giving

Cross-Cultural Issues

Most people would say that first impressions are hard to recover from. Thus, the first time you meet someone, it's important for you to make a good impression. A bad first impression might make for strained conversation or a missed opportunity for making a friend or business deal. Different cultures have different ways of greeting people. When you travel abroad or meet a new coworker from a different culture, it's best if you research a bit of cultural research in preparation to avoid an embarrassing faux pas.

Warm-Up

How do you greet people when you first meet? What are the differences when people from different cultures greet? Look at the pictures and answer the questions.

- What different greetings are used in the picture on the left?
- Why is the picture on the left supposed to be funny?
- Are both greetings in the picture on the left formal?
- Why is the picture on the right funny?
- How would you react if this picture on the right happened to you?

Vocabulary

A. Match the words with the appropriate pictures.

nod	clap hands	handshake	bow	finger snap
fist bump	cheek kiss	namaste (the wai)	hug	wave

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

B. Fill in the blanks with the words in A.

- The _____ is a common form of greeting in Thailand.
- When people in Japan meet, they often _____ to each other.
- _____ is a very informal greeting, and it's popular with young people (especially men) and sports players in the West.
- When people in France meet, they often give each other a _____.
- In most Western countries, a firm _____ is the most commonly seen greeting in a business setting.
- If you see someone from a distance and you want to acknowledge them, you can _____ your hand.
- If you see someone from a distance and you want to acknowledge them, you can _____ your head.
- When old friends meet after some time apart, they often _____.
- We often _____ after great performances.
- A _____ is an act of clapping one's fingers and it often causes a clapping sound.

Conversation

41 A. Listen to and read the following conversation.

Rebekah: Jack, I'm going to meet some new international students today. Do you know anything about greetings in other cultures?

Jack: Yeah, a bit. What do you want to know?

Rebekah: Well, I've got classmates from India, Thailand, Japan and France. I'd like to know them that know a little about their cultures by doing some proper greetings.

Jack: Oh, that's a good idea. They might appreciate that. Well, India and Thailand are kind of similar. You put your palms together, chest high and lean a little

forward or slightly bow. In India you say "Namaste," and in Thailand men say "Samadi khring" and women say "Samadi kha."

Rebekah: Oh, that's interesting. Like this? (doing the wai)

Jack: Yeah! You've got it! Now, as for France, people often greet others with a cheek kiss. You don't really kiss them with your lips, you just touch your cheeks together, once for each side. However, this is often more for friends rather than new acquaintances. So I'd probably watch what the foreign students do and follow their lead.

Rebekah: Oh, that sounds like a good idea. I wouldn't mind if the student is female, but honestly, I'd feel a little strange cheek kissing with a man.

Jack: Yeah, I hear you! And you know they bow in Japan, right?

Rebekah: Yeah, I know that one. Thanks. Well, I think I'm all set. I can't wait to meet them. I'm so excited!

Jack: Yeah, it's always fun to meet new people, especially from other countries. If you don't mind, I'd like to stop by later and meet them all, too.

Rebekah: Sure, that'd be great!

Listening

42 A. Listen and answer the questions.

1. Who has the highest position at the company?

a. Jen b. Ellen c. David d. Jim

2. What do Jen and Jim talk about for small talk?

a. Jim's flight from Tokyo
b. Where Jim has worked before
c. The growth of the Tokyo office
d. Jim's educational experience

3. Did Jim give a good first impression?

a. No, he said some inappropriate things.
b. No, he seemed unfriendly.
c. Yes, he asked some good questions.
d. Yes, he got along well with everyone.

B. Work with a partner and discuss the questions.

- Have you ever gone on a business trip to another country before? What did you experience? If not, what do you think it would be like?
- What topics are appropriate for small talk with new colleagues?
- How would you introduce yourself to a new colleague or classmate?

Reading

43 A. Read the following article on gift-giving.

The Perfect Business Gift

You may think giving a watch as a gift would make the recipient happy, especially if it is an expensive one. But that wasn't the case when a member of the British government visited Taiwan, and she decided to give the Taipei mayor a new ringstone when the two dignitaries met for the first time.

As a turned out, things could not have gone more differently. The UK minister was left red-faced after finding out that in Chinese culture giving a watch is definitely not a good idea. In fact, it symbolizes that time is running out for the person getting the watch, and in many cases it can be used as a gift at a funeral to say goodbye to those who have passed away. The British representative was widely criticized for not being better prepared when thinking of a gift for her Taiwanese counterpart.

How could it have gone so terribly wrong?

Well, objects have different meanings in different cultures, and while we may think choosing a gift for a friend or family member is a relatively easy task, when giving gifts to people from a different country or culture, it is worthwhile putting in some effort to make sure you don't offend the recipient.

While the watch was truly a mistake, giving any type of gift as a business offering also requires some thought. If you give your company diary, would that be good enough? It would show you put in no effort at all. In contrast, if you give expensive crystal wine glasses, it could be mistaken for a bribe.

In Taiwan, as a visitor, you may often receive green tea, pineapple cakes or even a delicately made paper umbrella as a gift. In return, giving something unique to your business would usually make for a successful gift. It may seem quite ordinary, but that British member of government would have been better off giving some attractively boxed biscuits, chocolates, English tea, or perhaps even a Haman's bag with some jam in it. Often what you think may not be so special in your own country works as a fantastic gift for your foreign host. It shows thought and has a special meaning.

Overall, remember to make sure you check before you give any business gift to someone from a different culture to avoid ending up in the same awkward situation that the UK government official found herself in.

B. Choose the best answer to each question.

- What should you consider when giving a business gift?

a. Availability b. Meaning c. Size d. Weight

- What kinds of business gifts should you avoid?

a. One that shows you put no effort into it, such as a company diary
b. One that promotes your country
c. Some kind of snack food
d. Something that the recipient wants

3. Which gift would a foreign visitor be happy to get on their last day in Taiwan?

a. English biscuits b. Your company diary
c. Some tea d. A red envelope

C. Work with a partner and discuss the questions.

- Do you think giving alcohol as a gift is a good idea? Why or why not?
- What gift would you like to receive from a coworker or friend? Why?
- What would you say when you are giving or receiving a gift? Act it out with a partner.

Wrap-Up

Role-play a scenario where you are greeting someone. What would you say? What body language or gestures would you use? What level of formality is appropriate? Practice a scenario below and work with a partner and then take turns performing it for another group.

- Two students meet in the U.S.A. at an ESL school.
- Teacher and student meet for the first time before a college class in Taiwan.
- Two coworkers meet on the first day of starting at a new company.
- An employee meets his or her boss for the first time.

Expansion Activity

With a partner, choose five countries, and find out each country's capital city, major cities and main language(s). For each country, find the most common verbal and non-verbal greetings. How do they say hello in their main language? What body language do they use to greet people? Practice these verbal and non-verbal greetings with your partner. Think what problems of cultural difference their non-verbal greetings might cause. Would people from your country be comfortable with these greetings? Would people from the other country be comfortable with your country's non-verbal greetings? With your partner, make a brief presentation to the class and demonstrate the verbal and non-verbal greetings from each of your five countries.

Connections-Diversity and Culture ISBN 9789574838981

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Connections				1 level			

新聞英語導讀與翻譯要訣

黃永裕 · 黃湘玲 · 黃羽璿 編著

本書使用之教材皆從《紐約時報》購得版權，內容分為政治、科技、自然、生活四大類。每一則新聞除生字與成語注釋外，也包括新聞導讀及翻譯要訣、寫作分析等，從最細的單字與片語解釋，到句型與篇章分析，說明英文新聞常見的寫作模式及語法。

新聞英語導讀與翻譯要訣	ISBN
Student Book	9789574837595



Explore Journalism

曾貴祺 編著

This version of *Explore Journalism* aims to strengthen and deepen learners' reading comprehension ability about the English flow of information in the global community. A linguistic analysis of frequently-used vocabulary and grammar is provided to learners.

As to the selection of the frequently-used vocabulary, we make a statistic estimation of the headlines in the English media, and then choose those significant words. Making the headlines complete sentences, we add a definition and translation to the new word and sentence. Catching these vocabulary helps learners get a comprehensive and clear understanding of the English news, especially the headlines published in recent years.

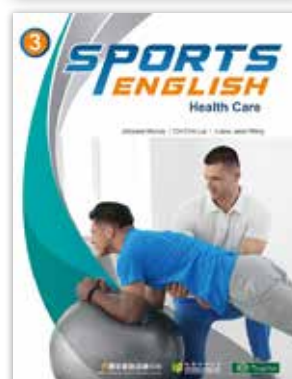
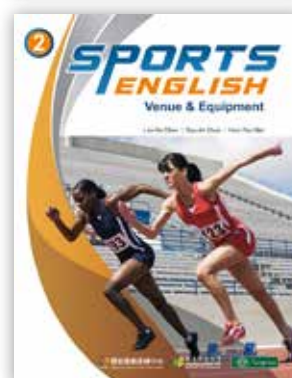
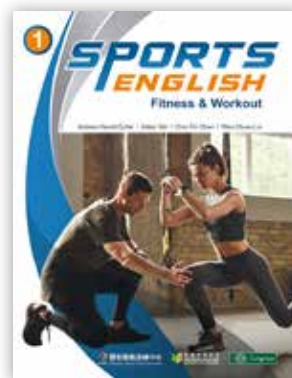
Explore Journalism	ISBN
Student Book	978986522575



CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
新聞英語導讀與翻譯要訣					1 level		
Explore Journalism			1 level				

Sports English

Andrew Harold Cutler, Aiden Yeh, Chin-Pin Chen, Wen-Chuan Lin, Lim-Ha Chan, Szu-An Chen, Hsin-Yun Mei, Johanne Murry, Chi-Chin Lai, I-Jane Janet Weng, Elena Yakovleva, Peter Tze-Ming Chou, Ji-Chen Wang, Chu-Rong Yen, Yi-Ching Jean Chiu, Simon Robinson



搭配 EnglishCentral 線上學習

The core objective of this project is to not only compile a series of *Sports English* books, but also place them within the context of our nation's sports events.

The series is written not only for Taiwanese learners, but also for readers in other Asian regions such as China, Hong Kong, Singapore, Japan, and Korea who are equally concerned with ESP language and education. The authors are convinced that the issues raised—learners' specific needs for learning English—are common throughout East Asia and that the publication of the book series of Sports English demonstrates the best path forward.

Contents of the Book Series

The series is composed of twenty-five units, and every five units are organized into one volume with a united theme. These themes are as follows:

- Volume 1 *Fitness & Workout*
- Volume 2 *Venue & Equipment*
- Volume 3 *Health Care*
- Volume 4 *Organization & Rules*
- Volume 5 *Sports Sociology/Psychology*

Key Features

- Clear and practical unit objectives let students see what they will be studying.
- Realistic and informative reading and listening texts cover a variety of sports-related topics, and are accompanied by a wide range of exercises to test students' comprehension skills.
- Guided speaking and writing activities help students produce the language efficiently and fluently.
- Sports Focus in every unit features specific sports such as golf, taekwondo, gymnastics, weightlifting, track and field, ball games, etc., which are popular sports in both the Asian and Olympic Games.
- Videos in the More Practice sections help students see more of the world and make connections with the unit theme.
- Can-do checklists at the end of each unit provide opportunities for students' self-assessment.

Components

- Teacher's Manual
- Test Bank
- Presentation Tool
- Downloadable MP3s

Sports English		Volume 1	Volume 2	Volume 3	Volume 4	Volume 5	Box Set
Student Book		9786267130353	9786267130360	9786267130377	9786267130384	9786267130391	9786267130407
CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Sports English				Book 1			
				Book 2			
				Book 3			
				Book 4			
				Book 5			

Warm-Up

Work in pairs. Look at the picture on the previous page and answer the questions below.

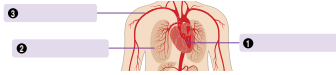
1. Can you guess what he is doing?
2. Do you know what cardiorespiratory endurance is?
3. Do you know what it means for your heart?
4. What exercise(s) do you think can help improve your cardiorespiratory fitness?

Vocabulary

A Read all the words aloud. Which words do you know?

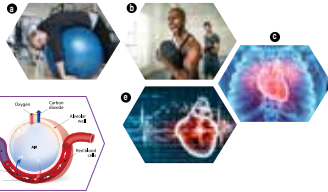
heart	lungs	muscles	blood
blood vessels/veins	oxygen (O ₂)	carbon dioxide (CO ₂)	cardiorespiratory
endurance	fatigue	heart rate/BPM (beats per minute)	

B Look at the picture. Name the body organs related to cardiorespiratory fitness.



C Match the pictures to the correct words.

1. _____ heart
2. _____ fatigue
3. _____ endurance
4. _____ cardiorespiratory
5. _____ O₂/CO₂



D With a partner, talk about what type of cardio fitness or exercise you like the most. Why?

Sports Focus Artistic Swimming

Artistic swimming /ɑː'tɪstɪk 'swɪmɪŋ/ means one or more swimmers perform well-planned movements and patterns in the water, accompanied by music.

A Read about the history of artistic swimming. Fill in the blanks according to the timeline below. Then listen to the recording and check your answers.

History of Artistic Swimming

1924 Montreal First official championship

1984 Los Angeles Became an Olympic sport, solo and duet events

1996 Atlanta The team event first appeared

2000 Sydney Duet and team events

Presented by women only

Since the **1** _____ Los Angeles Olympics, **2** _____ swimming has been an Olympic sport with solo and duet events. The first official **3** _____ took place in Montreal in 1924. A team competition replaced the solo and duet events at the Atlanta Olympics in **4** _____. In 2000, the duet was reintroduced, and it has been featured at the Olympics alongside the team event ever since.

Artistic swimming is one of the two sports **5** _____ presented by women at the Olympics. The athletes performed **6** _____ routines at the Olympic Games: a technical routine and a **7** _____ routine. They were judged in terms of execution, difficulty, overall artistic impression, etc. Normally, athletes make a super tight bun with Knox **8** _____, put on waterproof make-up, and wear a nose clip to stop water from entering **9** _____. When there are no competitions, they train frequently to consolidate their flexibility, core control, body tone, and cardio endurance.

¹ championship (n.) – a competition to find the best player or team
² gelatin (n.) – a clear substance used when making jelly

Listening 2

A Listen to some interesting facts about badminton. Fill in the blanks with the words from the box below.

developed	latest	longest	competition
racket	Olympic	shortest	facts

Badminton was **1** _____ in the UK, from a game known as "battledore and shuttlecock" in the mid-13th century. Hence, the name for the **2** _____ -shaped item that is hit across the net. Badminton became a(n) **3** _____ sport in 1992. However, the first official badminton **4** _____ was the All-England Open Badminton Championships hosted by the Badminton Association of England (BAE) in 1899.



Here are some other interesting **5** _____ that you may not have known about badminton. The **6** _____ game was only six minutes, which was played by South Korea's Ra Kyung-min and England's Julia Mann at the Uber Cup in Hong Kong in 1996. The **7** _____ game was in 2016 at the Badminton Asian Championships Women's Doubles between Indonesia's Greysia Polli and Nitya Krishinda Maheswari and Japan's Kurumi Yonao and Naoko Fukuman. It **8** _____ 161 minutes.

B Listen again and answer the questions below.

1. When was badminton developed?
2. Where does badminton come from?
3. When was the first official competition?
4. How long was the shortest game?
5. How long was the longest game?

Listening 1

A Before listening to the weightlifter talking about his daily training routine, look at the pictures in Sports Focus. Then listen to the recording and fill in the blanks.

107	squats	133	torso twists
working knee hugs	eight	jumping jacks	push-ups

My daily training routine starts with warm-up exercises in the gym. I usually start with 10 **1** _____. Then I do 10 **2** _____, 10 **3** _____, and 10 **4** _____.



I finish my warm-up with 10 **5** _____. It takes me about an hour. I then continue my training with dumbbell workouts. For the upper body, I do hammer curls and bench presses. For the core, I do Russian twists, for the back I do incline rows, and for the lower body I do jump squats. I usually do these **6** _____ times each. Then I take a 10-minute break and drink some water. Afterwards, I do two types of barbells, the snatch, and the clean & jerk. My weight is between 73–75 kg, so I lift **7** _____ kg for the clean & jerk. I continue by adding 1-kilogram increments¹ on each side. After I train for 6–7 hours a day, I feel exhausted, but I always feel good.

¹ increment (n.) – the amount or quantity that something is increased by

Listening 2

A Listen to the conversation between an athlete and her coach. Then practice the conversation with a partner. Take turns reading both parts.

Athlete: Good morning, Coach Lin.
Coach: Good morning, Mei. How are you?
Athlete: I'm fine. Ready to start training? I want to keep working on my 107 kg snatch record.
Coach: Great! Go ahead and do your 30-minute warm-up. Start with torso twists, jumping jacks, and squats. Then we will do the barbell training.
Athlete: OK, will do!
 (After 30 minutes)

Grammar Tips
Conversations in Speaking
Seaking
 Fin. Enc. = Finish Enc.
 How in Enc. = How are you Enc.
 Hi's Enc. = Hi & Enc.

Sports Focus Shooting

Shooting /'ʃuːtɪŋ/ is an act of shooting bullets from guns.

A Read about the history of shooting. How much do you know about it?

Shooting is a competitive and recreational sport emphasizing an athlete's ability in accuracy, precision, and speed in shooting. Olympic shooting includes individual and team contents. The team competition is calculated by adding all the scores of its group members. Historically, shooting and target shooting were noble people's privilege in the United Kingdom. They went shooting for recreation. During the colonial period, target shooting was introduced to the United States. Partisans played it for recreational and military purposes. Trap shooting aims to promote rifle shooting on a scientific basis. Thus, rifle ranges were established. In 1903, rifle clubs were set up in universities, colleges, and military academies by the National Rifle Association (NRA). Shooting made its Olympic debut at the 1896 Olympic Games in Athens. Women made their shooting debut at the 1968 Olympic Games held in Mexico City.

Language Tips
 aim to + verb
 fail to + verb

B Match the words in the box to the correct pictures.

pistol	rifle	shotgun
prone position	standing position	kneeling position



Pathways 3/e

Listening, Speaking, and Critical Thinking

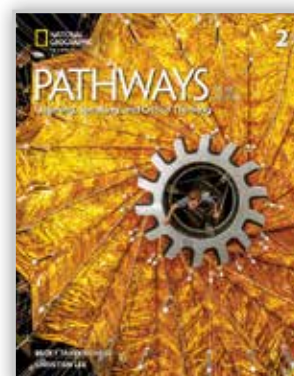
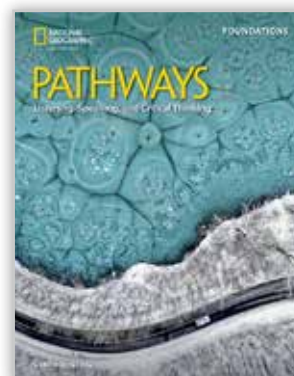


Becky Tarver Chase, Kristin L. Johannsen, Paul MacIntyre,
Kathy Najafi, and Cyndy Fettig
NGL.Cengage.com/pathwaysseries

Pathways is a best-selling, five-level academic skills series that combines highly visual, real-world content and rigorous language instruction to help students develop the skills, language, and critical thinking they need for academic success. Exploring academic topics through authentic videos, photos, and infographics, students connect to ideas while building academic competence skills through collaboration, communication, and problem-solving. *Pathways* helps students to improve the academic and interpersonal skills needed to succeed in and out of the classroom.

New in *Pathways: Listening, Speaking, and Critical Thinking*:

- **A multimedia approach** featuring videos, slideshows, and animations supports listening comprehension while making content accessible and engaging in the classroom and beyond.
- Updated **Speaking activities** feature more guided instruction, language support, and practice to improve students' speaking skills in all areas of their lives.
- **Final Review section** provides additional opportunities for formative assessment and encourages students to take control of their learning journey through guided self-assessment.
- **The Spark platform** delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests, quizzes, and exams, Student's eBook, Classroom Presentation Tool, and downloadable Teacher's Resources.



Pathways 3/e: Listening, Speaking, and Critical Thinking	Foundations	Book 1	Book 2	Book 3	Book 4
Student Book	9780357978627	9780357978733	9780357978917	9780357979099	9780357979273

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Pathways 3/e Listening & Speaking		Foundations					
			Book 1				
				Book 2			
					Book 3		
						Book 4	

21st Century Communication 2/e

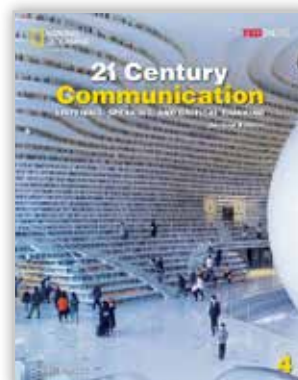
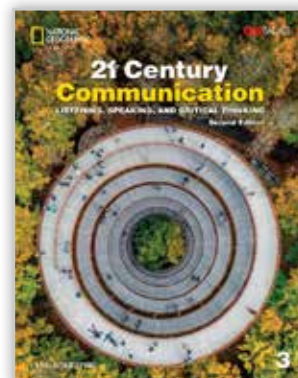
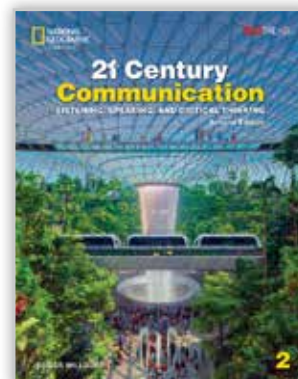
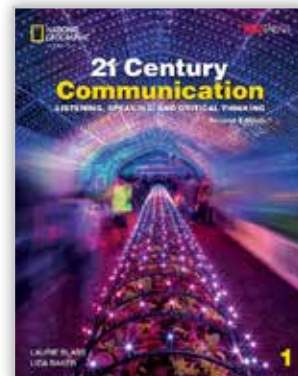


Lida Baker, Laurie Blass, Jessica Williams, Lynn Bonesteel, Christien Lee

21st Century Communication, Second Edition, a four-level series, presents big ideas from TED and National Geographic Explorers to engage students in English. Each unit explores one idea from different angles to prompt students to think critically and express their own opinions, while teaching the skills needed to communicate with confidence. Through inspiring models of effective communication, students develop essential listening and speaking skills to achieve academic success for the 21st century.

New in this edition:

- A wide variety of real-world settings like virtual discussions, interviews, and academic lectures, provide students with models of **confident communication** in relatable situations.
- An expanded focus on academic notetaking, critical thinking, and 21st century life skills such as responsible decision-making, help students achieve their **academic** and **personal goals**.
- Carefully **sequenced lessons** develop comprehension, creative thinking, and collaboration skills to prepare students for the final presentation task.
- The Spark platform delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests and quizzes, Student's eBook, Classroom Presentation Tool, and downloadable Teacher's Resources.



21st Century Communication 2/e	Book 1	Book 2	Book 3	Book 4
Student Book	9780357855973	9780357855980	9780357855997	9780357856000

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
21st Century Communication 2/e				Book 1			
					Book 2		
						Book 3	
							Book 4

Your Turn to Speak

Chia-jung Tsai, Tzu-ying Liu, Chun-ching Hsieh, Hui-hsiang Chang, Wei-chi Pan, Chi-chin Lai

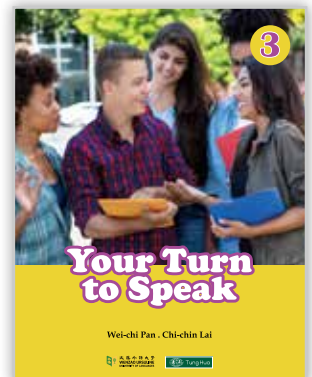
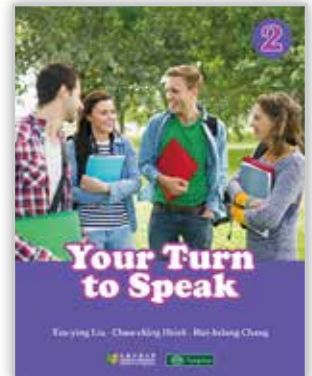
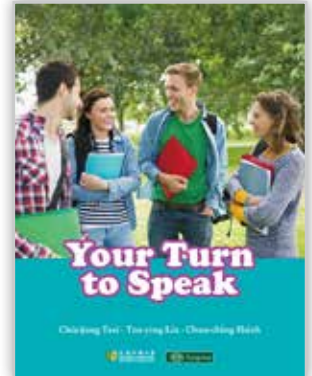
Your Turn to Speak is a perfect series for learners whose English proficiency is at the lower intermediate to higher intermediate stage to improve their oral communication abilities and confidence in speaking English. The series is competence-oriented and organized from easy to more challenging practices wherein vocabulary words and sentence patterns are recycled.

Key Features:

- **Skill Focus:** Each unit presents one learning skill that will facilitate lifelong learning.
- **Critical Thinking:** Each unit begins with an activity that requires learners to think by comparing, reasoning, or classifying.
- **Vocabulary:** Each unit presents the key vocabulary words related to the topic of discussion.
- **Language Focus:** Each unit summarizes the sentence patterns that functionally achieve oral communication purposes.
- **Conversation:** Each unit presents a model conversation about a certain topic with the key vocabulary and sentence patterns.
- **Speak with Confidence:** Each unit provides a chance for learners to say what they can in a more interactive and problem-solving practice.
- **Real-Life Skills:** Each unit wraps up with an illustration practice where learners report charts or give a presentation.

Components:

- Downloadable MP3s
- Test Bank
- Presentation Tool



Your Turn to Speak 1

Your Turn to Speak 2

Critical Thinking

1. What are your family members like? Write the words that describe them.

quiet, friendly, nice, interesting, lazy

1. Mother: _____
2. Father: _____
3. _____ (another family member): _____

Collaborative practice: Work in pairs. Take turns describing your family member's personalities.

My mother is very friendly.
My brother is very interesting.

Vocabulary

Look at the words in the box that describe different personalities. Match them with the correct descriptions.

- Patricia never remembers our plans.
- Maria makes people laugh.
- Kelly doesn't like to sit around and do nothing.
- John can wait for others.
- Bill has been talking to me for an hour.
- Linda is afraid of talking to people at a party.
- Tony likes to give people orders in group activities.
- Lily makes friends easily.
- Lana always greets people with a warm smile.
- Brian never does housework at home.

a. forgetful
b. patient
c. outgoing
d. talkative
e. active
f. polite
g. lazy
h. bossy
i. funny
j. shy

Skill Focus

Understanding prefixes and suffixes

A prefix usually changes a word's meaning. A suffix usually changes a word's part of speech. Learning prefixes and suffixes helps you not only memorize words, but also understand more words.

Prefix	Meaning	Example	Suffix	Part of speech	Example
im-	not	imagine	-ed	adjective	humorous
dis-	not	discount	-er	adjective	domineer
im-	not	impossible	-ness	adjective	servitude
re-	again	redo	-y	adjective	lucky
en-	energy	enchant </td <td>-ion</td> <td>noun</td> <td>connection</td>	-ion	noun	connection
inter-	between	international	-ness	noun	happiness

Circle the suffix and add a prefix to each word below. Then write down their part of speech and meaning.

- forgetful → (forgetful) → unforgetful → adjective
- patient → () → () → ()
- talkative → () → () → ()
- active → () → () → ()
- lazy → () → () → ()
- funny → () → () → ()

Language Focus

Asking about similar or different personalities

- How similar are you and your friend?
- How are you different?

Describing similarities between people

- We are both social.
- Both of us are pretty critical.

Describing differences between people

- I think she is more serious than me.
- I am not as generous as she is.
- She is strict about things, but I'm not.

Collaborative Practice: Work in pairs. Take turns discussing how you and your partner are similar and different.

How similar are you and your friend?
I'd say both of us are responsible students because we show up to class on time.

Conversation

Listen to Helen talking with Angus about her best friend. How are they similar? How are they different? Write your answers in the blank spaces below.

Angus: What are you going to do after class?
Helen: I think I am going out with Megan.
Angus: It must be fun having shared interests with your best friend.
Helen: Yes. We both like playing tennis and watching movies, especially romances.
Angus: How similar are you and Megan?
Helen: Well, we are both humorous. We like to make people laugh. Also, both of us are pretty considerate. I think Megan is more considerate than me. She is considerate of everyone's feelings.
Angus: Well, how are you different?
Helen: I am not as reliable as she is.
Angus: What do you mean?

Speak with Confidence

Look at the pictures. Is there a perfect match for everyone? Imagine you are a matchmaker who helps your clients find possible mates.

Example: Ajayko and Alex are a perfect match. Both of them are active. They can do outdoor activities together, such as hiking and mountain biking. Also, they are both considerate, which makes them a good couple.

Your Turn to Speak	Book 1	Book 2	Book 3
Student Book	9789865522179	9786267130247	9786267554074

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Your Turn to Speak			Book 1	Book 2	Book 3		

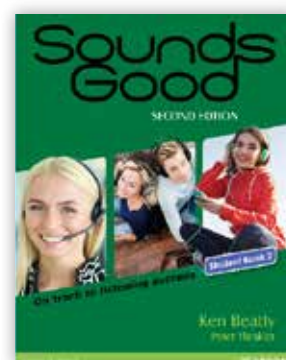
Sounds Good 2/e

Ken Beatty and Peter Thinkler

Sounds Good offers a variety of listening opportunities including fun conversations between two or more people, monologues, radio shows, television broadcasts, phone conversations, lectures, interviews and discussions, all set in real-world contexts. In addition to American English, the course features a variety of other accents to expose learners to English as a global language.

Key Features:

- **Pronunciation section** in every units helps students tune in to the sounds and rhythm of native speech.
- **Grammar Points** give students a strong foundation in critical grammar required by tests such as TOEIC.
- **Culture Note** help students find out about life and culture in different parts of the world.
- **TOEIC Review Tests** help students achieve their wider study goals.
- **Teaching PowerPoint** and **GEPT Test Bank** are provided.

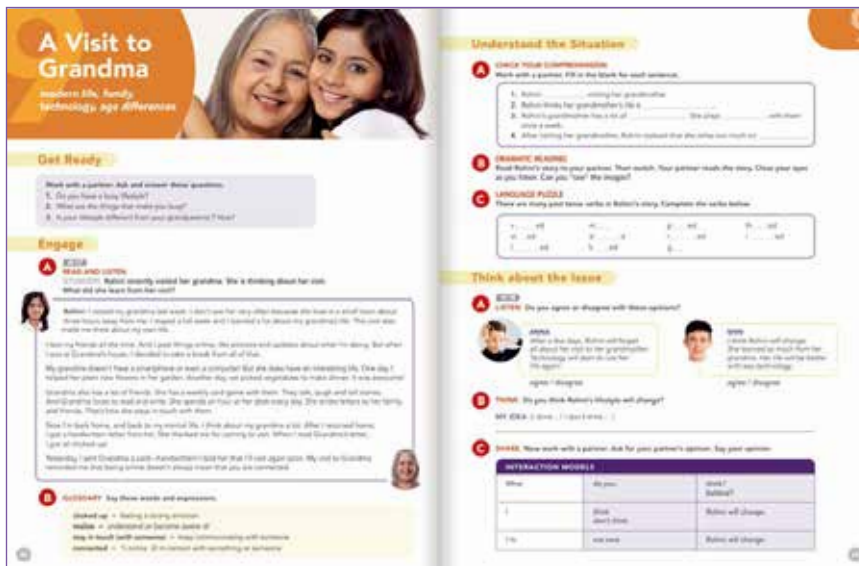


Sounds Good 2/e	Level 1	Level 2	Level 3	Level 4
Student Book	9789862803202	9789862803219	9789862803264	9789862803271

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Sounds Good 2/e		Book 1					
			Book 2				
				Book 3			
					Book 4		

Impact Issues 3/e

Richard R. Day, Joseph Shaules, and Junko Yamanaka
Series Editor Michael Rost



Welcome to the new edition of *Impact Issues*!

What's new?

- 1 Focus on giving effective presentations**
 - Structured approach to teach presentation skills so that students build confidence
 - Ensures students focus on soft skills in their presentation style as well as the content of their presentations
 - Encourages peer feedback to make your class interactive
- 2 Exciting new design and updated content**
 - All units updated to include modern issues (e.g. Social Media, Online Gaming etc.)
 - Situations revised to reflect current conversational styles
- 3 New videos**

Model Videos Presentation for each unit; realistically demonstrates to students how to deliver short, effective presentations
- 4 Emphasis on Active learning**
 - Clear guidelines for developing active learning and classroom participation; Interaction Models teach patterns for effective conversation and discussion
 - Expanded format, additional vocabulary development, group work communication tasks, and critical thinking exercises
 - Extra pair work communication activities

- 5 Enhanced Test Package**

Expanded quizzes for each unit that test: general comprehension, interaction gambits, and vocabulary
- 6 Revised Scope and Sequence**

Syllabus of each book revised to reflect GSE*/CEFR standards

Impact Issues 1:
GSE 32-40; CEFR A2 - A2+

Impact Issues 2:
GSE 35-44; CEFR A2+ - B1

Impact Issues 3:
GSE 41-60; CEFR B1 - B2

* The Global Scale of English(GSE) is a global, standardised, granular scale (10-90), that builds on the CEFR, extending the number and range of learning objectives—or Can-Do Statements—that are included in the CEFR, providing information to support the granular scale.

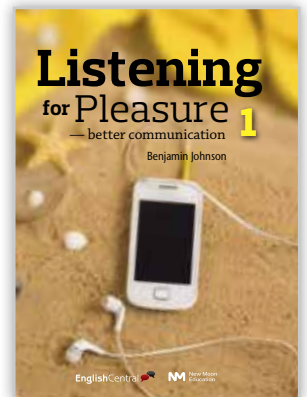
Impact Issues 3/e	Book 1	Book 2	Book 3
Student Book with Online Code	9789813134379	9789813134386	9789813134393

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Impact Issues			Book 1				
				Book 2			
					Book 3		

Listening for Pleasure

Benjamin Johnson

Listening for Pleasure provides a variety of topics and a wide range of useful listening skills to help learners improve their listening skills. Each book provides exciting updated videos, authentic stories, selected to ensure that learners can access and enjoy using the updated information. The texts reflect real English usage in hospitality and tourism. The book can be used to study in the classroom or alone. Key listening skills including listening for gist, listening for specific information and listening for details.



Components:

- Student Book
- Teacher's Manual
- Test Bank
- Presentation Tool
- MP3s



Listening for Pleasure	Book 1	Book 2
Student Book	9789869196697	9789869614153

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Listening for Pleasure			Book 1	Book 2			

初階英語聽講練習

Casey Malarcher

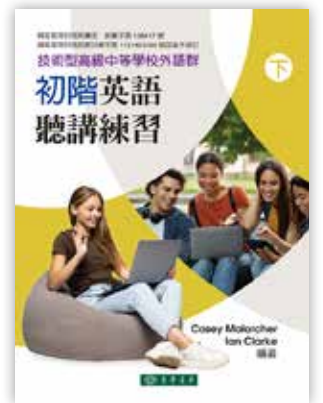
適用課程：技術型高中 - 應外科 實習必修課

國家教育研究院審定 技審字第 108261 號、108417 號

再版：國家教育研究院教研書字第 1131401453 號、1131403164 號函准予修訂

《初階英語聽講練習》共分上下兩冊，每冊六大單元，每單元細分為三個小節，供技術型高級中等學校外語群一年級使用。本書取材於各種情境之日常生活對話，並提供多元文化新知，以期在引發學生學習興趣的同時，也能讓學生能夠活用於生活中，並更進一步了解不同文化的語言使用。

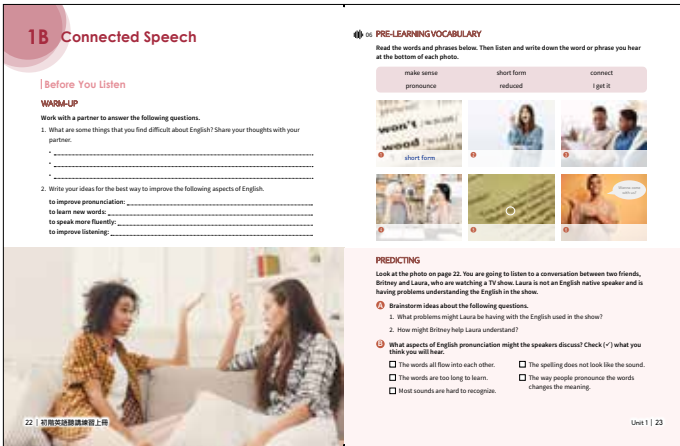
本書架構安排以步驟式培養為原則，前兩個小節分別圍繞兩則聽力對話發展，以提供學生充足的語料輸入。每則對話皆有不同的場景與語境，能夠讓學生了解不同語境下的對話方式與語言選擇。每個小節依照聽力前 (Before You Listen)、聽力中 (While You Listen) 以及聽力後 (After You Listen) 發展，以符合邏輯之步驟培養學生在各個階段的聽力技巧。



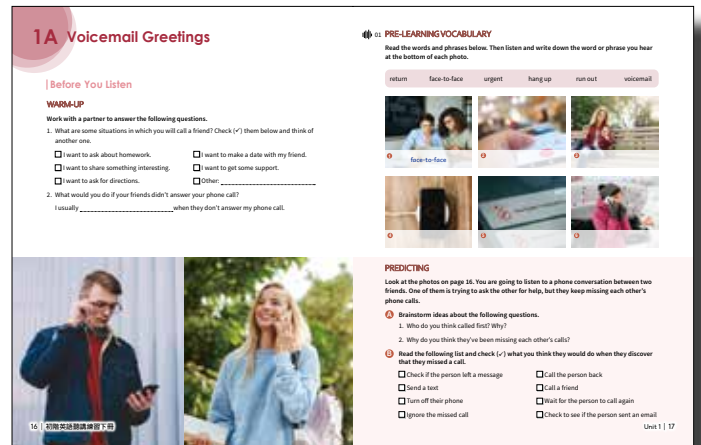
Components:

- Teacher's Manual
- Presentation Tool
- Test Bank
- MP3s

《初階英語聽講練習》上冊



《初階英語聽講練習》下冊



	Level	CEFR	TOEIC	GEPT
Level	上冊	A1-A2-	225-550	初級
	下冊	A2+	225-550	初級 - 中級

初階英語聽講練習	上冊	下冊
Student Book	9786267130988	9786267554135

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
初階英語聽講練習		Book 1					
			Book 2				

中階英語聽講練習

Casey Malarcher

適用課程：技術型高中 - 應外科 實習必修課

國家教育研究院審定 技審字第 109192 號、109447 號

再版：國家教育研究院教研書字第 1141401237 號、1141402041 號函准予修訂

《中階英語聽講練習》共分上下兩冊，每冊六大單元，每單元細分為三個小節，供技術型高級中等學校外語群一年級使用。本書取材於各種情境之日常生活對話，並提供多元文化新知，以期在引發學生學習興趣的同時，也能讓學生能夠活用於生活中，並更進一步了解不同文化的語言使用。

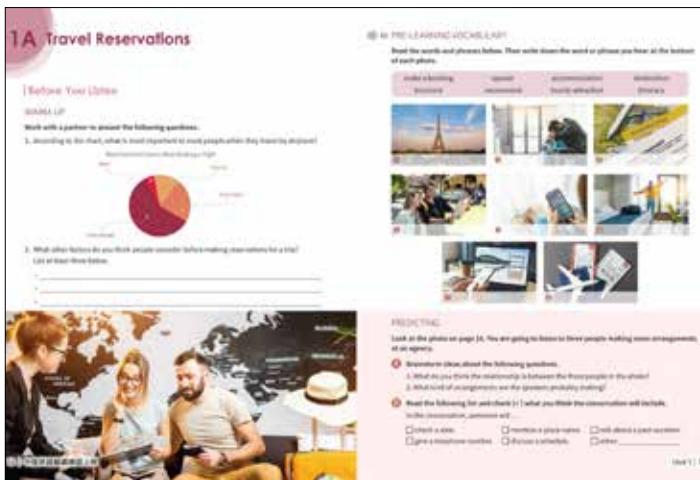
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Components:

- Teacher's Manual
- Presentation Tool
- Test Bank
- MP3s

《中階英語聽講練習》下冊



	Level	CEFR	TOEIC	GEPT
Level	上冊	B1	550	中級
	下冊	B1+	550	中級

中階英語聽講練習	上冊	下冊
Student Book	9786267554258	9786267554340

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
中階英語聽講練習				Book 1			
				Book 2			

高階英語聽講練習

Casey Malarcher

適用課程：技術型高中 - 應外科 實習必修課

國家教育研究院審定 技審字第 110094 號、110169 號

《高階英語聽講練習》共分上下兩冊，每冊六大單元，每單元細分為三個小節，供技術型高級中等學校外語群一年級使用。本書取材於各種情境之日常生活對話，並提供多元文化新知，以期在引發學生學習興趣的同時，也能讓學生能夠活用於生活中，並更進一步了解不同文化的語言使用。

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Components:

- Teacher's Manual
- Presentation Tool
- Test Bank
- MP3s

《高階英語聽講練習》上冊



1A Group Roles

Before You Listen

Warm-Up

Work with a partner to answer the following questions.

- Which of the following is easier or more difficult when you work on a project in a group or on a team?
 - thinking of ideas / recognizing mistakes
 - solving problems / making decisions
 - meeting deadlines / developing skills
- Think about a group project that you were assigned in the past. Choose one of the topics above and explain your experience (good or bad) related to that topic from the group project you thought of.

Pre-learning Vocabulary

Read the words and phrases below. Then write down what you hear in the blanks.

blunder deem assign deprive straightforward drawback grumble
 iconic assign assign straightforward wary worthwhile

To Be on a Team, or Not to Be on a Team?

People in companies of every kind _____ working in teams to be useful in different ways. There is a common notion that teams help workers come up with new and better ways for doing things. People working together can also check each other's work to avoid simple _____.

That makes it _____ for companies to _____ several employees to work together. However, some employees _____ when they are assigned to work on a team. They are _____ of working with others because it _____ them of the full control they feel when they work alone. For them, a team has many _____ to getting work done well and efficiently. Does it seem _____ that several people working together would be less efficient than one person working alone? Well, it does happen! In some cases, there is no _____ solution for all offices. In some, teams will work well, but in others, they might not.

B Write the words or phrases from Activity A next to their definitions.

- _____ a strike against or a point not in favor of
- _____ clear and without confusion
- _____ to give a job to someone; to make someone do a job
- _____ of value at least equal to the time and effort required
- _____ to complain in a low voice as if to oneself
- _____ almost funny in what is true as opposed to what is expected
- _____ to take away
- _____ with caution; unwilling because of a lack of confidence
- _____ an embarrassing mistake
- _____ to view; to have an opinion in mind about

Unit 1 | 17

4B Ecological Damage

Before You Listen

Warm-Up

Work with a partner to answer the following questions.

- Look at the image. How many environmental problems caused by human activities can you identify? What other problems can you think of?
- If we don't fix these problems, what do you think animals and plants on the Earth will be like in 50 years?

Pre-learning Vocabulary

Read the words and phrases below. Then write down what you hear in the blanks.

neglect atmosphere drought agricultural greenhouse gas
 habitat marine mammal organism overconsumption species

According to WWF, a conservation organization, our planet is warming faster than at any time in the past 10,000 years. Because of this climate change, _____ are experiencing new weather systems, including extreme weather, more _____, more wildfires, and more other natural disasters. In some areas, these new weather systems lead to _____ destruction that poses threats to animals and plants. Many species from _____, such as lizards, turtles, etc., birds, to plants are losing the places that they live, as these habitats are gradually losing the ability to support living _____. What worries them are not the only victims of climate change. Even fish and _____ are affected.

Many studies have pointed out that one of the causes of the climate crisis is human beings. _____ of energy, water, and other natural resources. Another cause is the gases produced by factories, cars, and even _____ activities such as farming and harvesting. These gases are called _____ and when they go up into the _____, they stop heat from leaving the Earth. An excessive amount of greenhouse gases results in constantly rising temperatures on the Earth, and this is what we know as global warming.

B Fill in the blanks with the correct words or phrases from Activity A.

- Any living plant or animal, even a small thing, is called a(n) _____.
- The _____ of the mixture of gases that is around the Earth.
- Whales and dolphins are both examples of _____.
- _____ produce food that is grown through farming.
- A set of animals or plants with similar characteristics is a(n) _____.
- Using more of something than we need is called _____.
- A(n) _____ is the natural environment where a plant or animal lives.
- Turtles, lizards, and snakes are examples of _____.
- A(n) _____ is a long period of time when there is little or no rain.
- Substances like carbon dioxide that are causing the Earth to heat up are called _____.

Unit 4 | 109

Level	Level	CEFR	TOEIC	GEPT
	上冊	B2	785	中高級
	下冊	B1+ -C1	785-945	中高級 - 高級

高階英語聽講練習	上冊	下冊
Student Book	9789865522704	9789865522841

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
高階英語聽講練習					Book 1		
						Book 2	

Pathways 3/e

Reading, Writing, and Critical Thinking

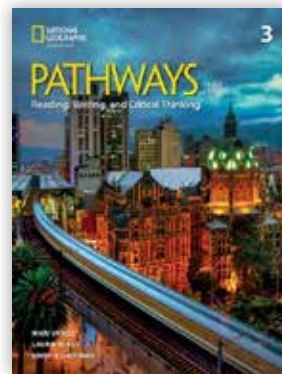
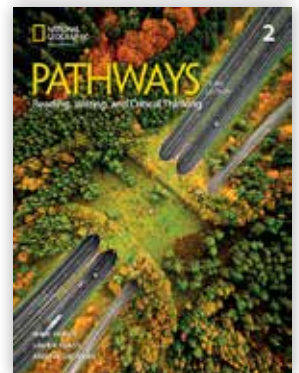
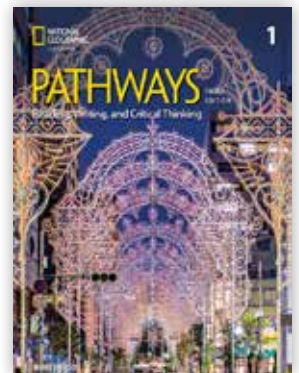


Laurie Blass and Mari Vargo
NGL.Cengage.com/pathwaysseries

Pathways is a best-selling, five-level academic skills series that combines highly visual, real-world content and rigorous language instruction to help students develop the skills, language, and critical thinking they need for academic success. Exploring academic topics through authentic videos, photos, and infographics, students connect to ideas while building academic competence skills through collaboration, communication, and problem-solving. *Pathways* helps students to improve the academic and interpersonal skills needed to succeed in and out of the classroom.

New in *Pathways: Reading, Writing, and Critical Thinking*:

- Relatable **academic readings** engage students and inform them on various topics, while helping improve reading comprehension skills to succeed in and out of the classroom.
- The **Writing** section provides even more guided instruction, explicit models, and practice opportunities to equip students with the skills needed to become effective writers.
- The new **Review** section includes self-assessment activities that encourage students to reflect on what they have learned and what they need to continue to work on in their learning journey.
- **The Spark platform** delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests, quizzes and exams, Student’s eBook, Classroom Presentation Tool, and downloadable Teacher’s Resources.



Pathways 3/e: Reading, Writing, and Critical Thinking	Foundations	Book 1	Book 2	Book 3	Book 4
Student Book	9780357979457	9780357979563	9780357979747	9780357979921	9780357980101

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Pathways 3/e Reading & Writing		Foundations					
			Book 1				
				Book 2			
					Book 3		
						Book 4	

21st Century Reading

SPLIT EDITION FOR SEMESTER AVAILABLE

21st Century Reading was created through a partnership between TED, a nonprofit dedicated to spreading ideas through short, powerful talks and National Geographic Learning. *21st Century Reading* provides the ideal forum for learners of English to make connections with topics ranging from science to business to global issues. Using TED Talks as the springboard to share ideas, this new four-level reading series shows learners how to understand and respond to ideas and content in English.



21st Century Reading	Level 1	Level 2	Level 3	Level 4
Student Book	9781305264595	9781305265707	9781305265714	9781305265721
Audio CD and DVD	9781305495470	9781305495487	9781305495494	9781305495500
Teacher's Guide	9781305266162	9781305266322	9781305266339	9781305266346

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
21st Century Reading				Level 1			
				Level 2			
					Level 3		
					Level 4		

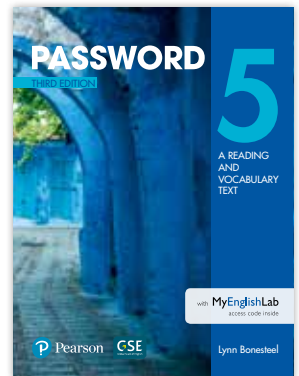
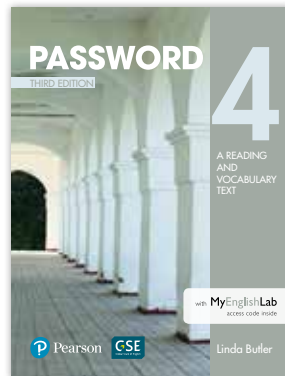
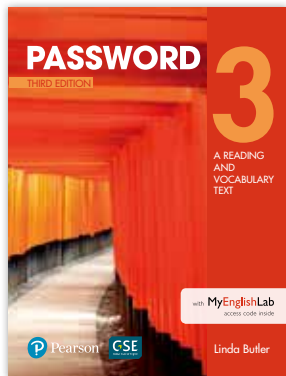
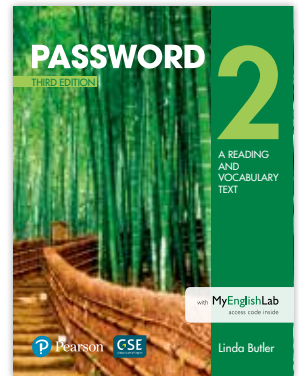
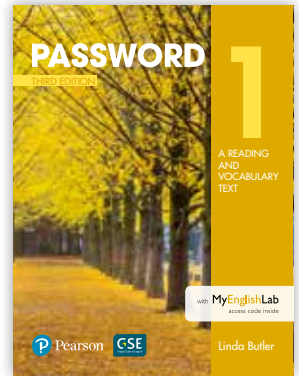
Password 3/e

Linda Butler and Lynn Bonesteel
www.pearsonelt.com/password

The five books in the *Password* series help students advance their reading skills and build a vocabulary of 2,000 high-frequency words and phrases. Research shows that at this point, most students can begin to read unadapted texts.

New to This Edition:

- Engaging new readings require and reward close reading.
- New critical thinking questions in each chapter add depth to discussions and provide students with valuable cognitive skills.
- New Essential Online Resources contain audio recordings of each reading, bonus activities for extra practice in timed reading and study skills, and the Teachers Manual with unit tests, expansive answer keys, and prompts for quick oral vocabulary reviews.



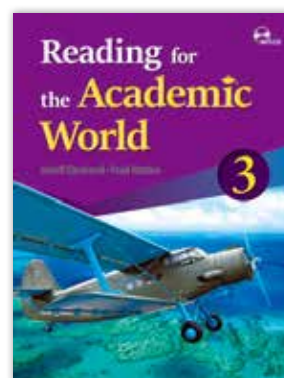
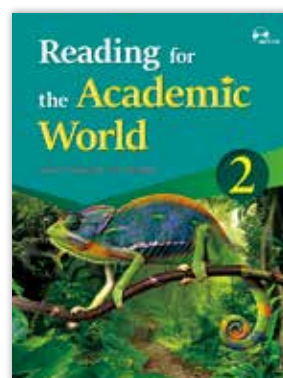
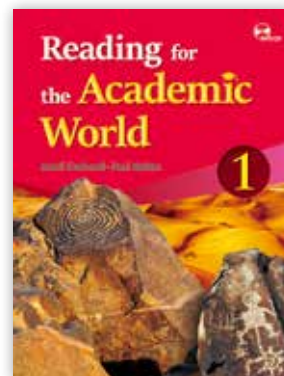
Password 3/e	Level 1	Level 2	Level 3	Level 4	Level 5
Student Book with Essential Online Resource	9780134399348	9780134399355	9780134399379	9780134399386	9780134399393

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Password 3/e		Book 1					
			Book 2				
				Book 3			
					Book 4		
						Book 5	

Reading for the Academic World

Averil Coxhead and Paul Nation

Reading for the Academic World is a three-book series designed for students who are seeking to develop their academic reading skills with particular focus on passages that incorporate items from the Academic Word List. *Reading for the Academic World* provides students with a range of informative texts from various academic fields including history, natural science, literature, social issue, psychology, business, linguistics, and more. All passages in the series are supported with activities to provide opportunities for students to practice comprehension of input, refinement of output, fluency with current skills, and language-focused learning.



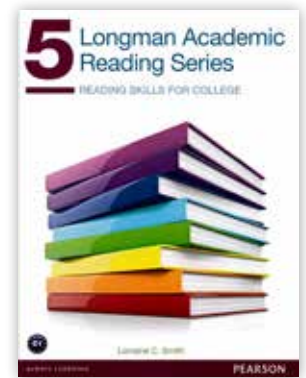
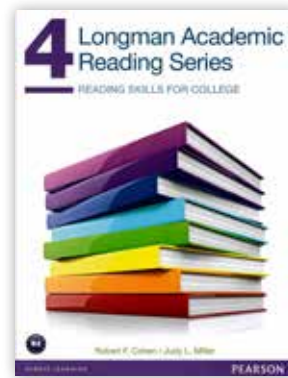
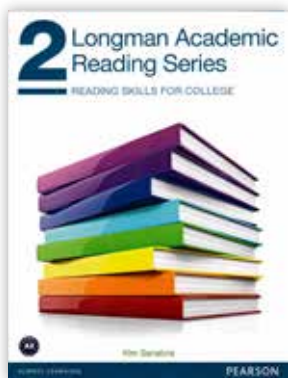
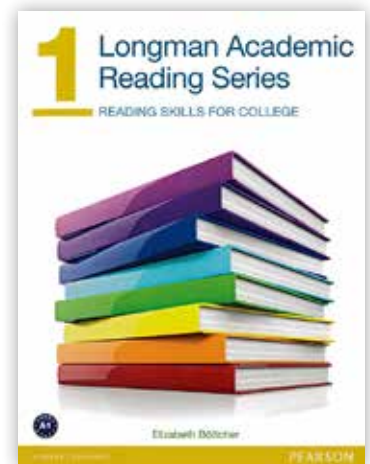
Reading for the Academic World	Level 1	Level 2	Level 3
Student Book	9781946452795	9781946452801	9781946452818

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Reading for the Academic World					Level 1		
					Level 2		
						Level 3	

Longman Academic Reading Series

Elizabeth Bottcher, Robert F. Cohen, Kim Sanabria,
Judy L. Miller, and Lorraine C. Smith

The *Longman Academic Reading Series* is a five-level series that prepares English language learners for academic work. The aim of the series is to make students more effective and confident readers by providing high-interest readings on academic subjects and by teaching them skills and strategies for effective reading, vocabulary building, note-taking, and critical thinking.



Longman Academic Reading Series		Book 1	Book 2	Book 3	Book 4	Book 5	
Student Book		9780132786645	9780132785822	9780132760591	9780132760614	9780132760676	
CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Longman Academic Reading Series		Book 1					
			Book 2				
				Book 3			
					Book 4		
						Book 5	

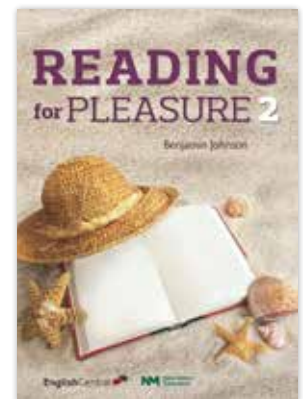
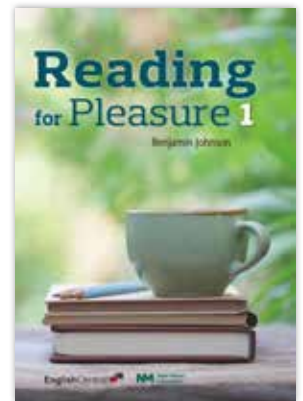
Reading for Pleasure

Benjamin Johnson

Reading for Pleasure provides a variety of topics and a wide range of useful reading skills to help learners improve their reading proficiency. Each book provides exciting updated videos, authentic stories, selected to ensure that learners can access and enjoy using the updated information.

Components:

- Teacher's Manual
- Test Bank
- Presentation Tool
- MP3s

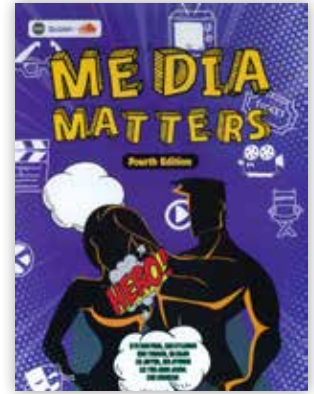


Reading for Pleasure	Book 1	Book 2
Student Book	9789869196659	9789869196666

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Reading for Pleasure			Book 1	Book 2			

Media Matters 4/e

Ryu Dohyung, Kim Hyejeong, Rho Yoonah, Im Mijin, Lee Jihyun,
 Seo Jiyoung, Lee Yun Joon Jason, Koh Sungran
<http://www.seed-learning.com/MM/>



Media Matters is a communication-focused English skills book for university students, based on contemporary pop culture topics. The series engages learners with modern content focused on current topics related to music, movies, books, and other popular media. Themes range from K-pop, the recent popularity of superheroes, zombies, werewolves, and vampires to the influences that the 1980s are having on us today.

Language skills are practiced through listening, speaking, reading, and writing activities. The development of vocabulary is another important focus of this book. Students using this book will find themselves able to talk about a variety of engaging contemporary topics—the kinds that they enjoy talking about with their friends—rather than the dry topics that textbooks often present. All the listening activities in the book are based on authentic materials, exposing students to real-life English. The activities presented in *Media Matters* are designed to develop students communication skills, listening, creativity, and critical thinking. An app expands upon the language and content of each unit to provide additional practice in a fun mode.

Components:

- Student Book
- Teaching PowerPoint
- Answer Key
- Test Bank
- MP3s
- Quizlet Exercises
- English Central Videos

Media Matters 4/e	Book 1
Student Book	9781953705457

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Media Matters 4/e				1 level			

Your Turn to Read

Chia-jung Tsai, Chi-Chin Lai, Jackson Ver Steeg, Jr., Wei-ting Lin, Tzu-yin Lin, Chia-ching Lee, Ya-ting Hsieh, Yana Kabalina

The **Your Turn to Read** series connects readers with topics from many of the major places where English is used: the United States, the United Kingdom, Ireland, Australia, New Zealand, as well as from the many immigrants to those countries whose languages and cultures become part of the changing story of English.

Key Features:

- **Critical Thinking:** Each unit begins with an activity that requires learners to think by researching, comparing, reasoning, justifying, or making a choice.
- **Skill Focus:** Each unit presents one learning skill that will facilitate life-long learning.
- **Vocabulary:** Each unit presents the key vocabulary words from the text and are practiced throughout the unit.
- **Grammar Express:** Each unit summarizes the grammar points that frequently appear in the text and are practically applied in the follow-up activities.
- **Real-Life Reading/Writing:** Each unit wraps up with an authentic reading or writing extension in order to help learners relate to their real-life experiences.

Components:

- Downloadable MP3
- Presentation Tools
- Test Bank

Your Turn to Read 1

Reading

1. What type of writing is this?
2. To whom is it written?

My Diary

February 20, 1981

Dear Diary,

Today is a special day. Two years ago, I arrived here in Iowa in America after leaving my home in Vietnam. I remember the black night that Daddy, Mommy, and my older sister Ping got onto a very crowded boat and silently floated down the river, leaving me behind. We were running away from the war that had hurt many people and made it hard to find food to eat. We were leaving our country for another country. It was dark and I was very scared. I could not see Ping but I was scared.

When we arrived in Iowa, I started 3rd grade in the local school. I felt lost. It was cold, but I liked the feeling of the water wind on my face. I didn't know anyone at first, and I didn't speak any English. Though, a girl from Cambodia, was in my class, and we went together to a special English class every day. I was so happy when I learned my first long sentence "I just have two friends again." Later I learned the word "refugee" and I was happy to know that my family were not the only people that needed to run away from bad things.

That year I made my first snowman. I remember feeling a little sad when the cold water melted and the spring came. Then mommy told me that winter would come again next year, and I was happy.

Things are much better now. There are a lot of Vietnamese families here, so I feel relaxed when I speak my own language. I have new American friends here, too. I did and Ping, and I speak English well now. My favorite things are playing basketball with my team, dancing in class, and when we have pizza at school!

See you tomorrow, diary!

Lain

Find out more about families like Lain's!

Vocabulary

A Match each word with the correct definition. Then write the part of speech for each word for how it is used in the text.

1. diary _____ a. to cause harm or difficulty
2. crowded _____ b. full of people
3. float _____ c. armed fighting
4. war _____ d. a school class in which all the students are of a similar age or ability
5. heart _____ e. a content of air moving
6. scared _____ f. calm and not worried
7. grade _____ g. a book in which you write what has happened each day
8. wind _____ h. a person who has run away from their own country because of a war
9. refugee _____ i. to stay above water
10. relaxed _____ j. being afraid that something bad might happen

B Circle the word or phrase that does not belong in each group.

1. battle war party 2. crowded clear full
3. refugee citizen native 4. country place king
5. quietly silently loudly 6. river air wind
7. stop float stop 8. journal newspaper diary

C Complete the letter with the words from A. Change the word form if necessary.

Dear Mommy,

How have you been? I arrived in Iowa in America last month. My family and I got onto a very _____ boat, and _____ down the river. We were all very _____! Luckily, an old man saw us. How's everything back home? I really hope the _____ will stop soon, and no one will get _____.

It's winter here in Iowa. It's very cold, but I like the feeling of the wind _____ on my face. I'm in the 3rd _____ but I don't have many friends here. I really hope that I can learn English _____ and make a lot of new friends! Today, I learned the word _____! This word means someone who runs away from their own country. Tomorrow, my family and I will make a snowman. I'm really excited about it. I'll write again soon and tell you everything that happens here. I miss you very much, and I hope I can go back to Vietnam and see you soon.

Lain

Your Turn to Read 2

Critical Thinking

Group Work: Discuss the following questions. Then share your answers in class.

1. What is your shopping behavior?
2. What factors might change your shopping behavior?
3. How do you pay for your purchases?
4. What factors might change your shopping behavior?

Reading Skill!

Scanning for Specific Information

When you look for certain information in a passage, you don't read everything. You move your eyes quickly across the page to look for information you need, such as a section heading, numbers, key words, etc., to help you read faster.

A Scan the article on the next page and look for the following information.

Numbers 96.1 _____ 550 _____
Abbreviations AR, VR _____
Names _____
What websites provide AR/VR services?

B Collaborative Practice: Work with partners. Add more information to each category.

Numbers _____
Abbreviations AR = augmented reality
Names _____
Symbols _____

Reading

Do over the text and answer the questions.

1. What are AR and VR?
2. What are some websites that support AR and VR technology?

How Do AR and VR Help You Shop Better Online?

Since the outbreak of the Covid-19 pandemic, shopping online has become the new norm. Just in 2020, Amazon has made US\$6.1 billion. Even so, the return rate of Amazon reached a record of US\$10 million in the same year. People return things they buy for many reasons. They might get the wrong item or the products might be damaged. Maybe, it is simply because the customer does not love the products anymore. There are new reasons: some people find returning products, keep their privacy and satisfy the customer? AR and VR are there to save the day.

People may know about AR and VR, but what exactly do they stand for? AR stands for augmented reality. It is an image produced by a computer that is used together with a view in the real world. VR stands for virtual reality. The image and sound are produced by the computer and it creates a situation a person can take part in. With AR and VR, customers can shop more easily online.

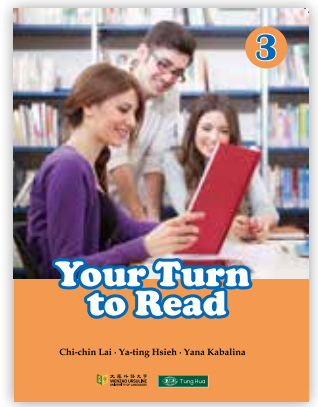
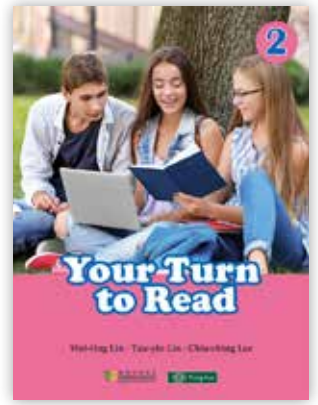
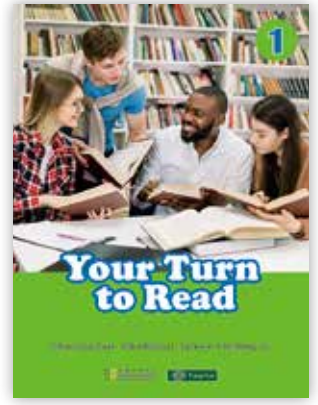
How does the question: How exactly do AR and VR help people shop better? Let's take EschlerDirect as an example. It is an online store which sells all kinds of glasses. It offers virtual try-on using AR and VR technology. You can upload your photo and see how each pair of glasses looks on your face to choose the best option for you. In addition, EschlerDirect, a company which develops a virtual try-on app for merchants and customers. The customers can scan their face, "try-on" or even try the "try on" products online before they make their purchases. The technology helps merchants increase their conversion rate and decrease their return rate.

AR and VR technology give people a whole new world to have a different shopping experience. The next time when you shop online, keep an eye on the websites to see if they offer virtual try-on experience. This way, you can shop with confidence and try out products at home without having to visit a regular store. What's better, you don't have to be worry about getting products you do not like or that do not fit.

What a wonderful and exciting shopping experience with modern technology!

Your Turn to Read Book 1 Book 2 Book 3
Student Book 9789865522728 9786267130230 9786267130773

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Your Turn to Read			Book 1				
				Book 2			
					Book 3		



True Stories Silver Edition

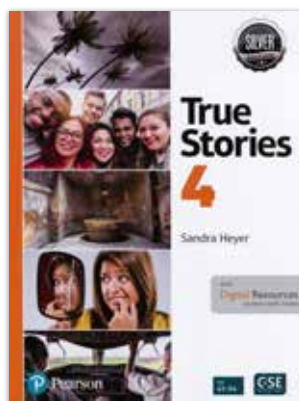
True Stories is appropriate for low-beginning to high-intermediate learners of English as a Second or Foreign Language. The Silver Edition consists of revised editions of six of the highly successful and popular True Stories in the News books that have provided entertaining stories and effective reading skill instruction for many years.



Digital Resources:

- Audio recordings of every reading
- Answer keys
- Teaching tips
- Additional practice activities

Note: The two books in the lowest levels are not part of the Silver Edition revision. Their content has not changed.



True Stories	ISBN
Very Easy True Stories (Intro A)	9780201343137
All New Very Easy True Stories (Intro B)	9780131345560
Level 1A w/Digital Resources	9780135177907
Level 1B w/Digital Resources	9780135177914
Level 2 w/Digital Resources	9780135177921
Level 3 w/Digital Resources	9780135177938
Level 4 w/Digital Resources	9780135177945
Level 5 w/Digital Resources	9780135177952

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
True Stories Series			Very Easy				
				Easy			
					More		
						Even More	
							Beyond

初階英文閱讀與寫作練習

Joseph Schier

適用課程：技術型高中 - 應外科 實習必修課

國家教育研究院審定 技審字第 108262 號、108418 號

再版：國家教育研究院教研書字第 1131401449 號、1131403165 號函准予修訂

《初階英文閱讀與寫作練習》共分上下兩冊，每冊三大單元，每單元細分為三個小節，供技術型高級中等學校外語群一年級使用。本書取材包含社會議題、跨文化比較、環境保護以及科技革新等，並貼近學生之日常生活，以期在引發學習興趣的同時，也讓學生針對各種議題探索、思考、分析、判斷、創造，並且能夠更進一步反饋於生活中。

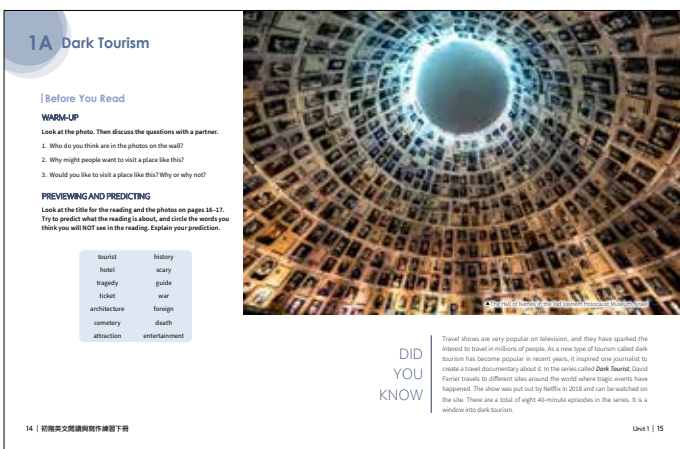
本書架構安排以步驟式培養為原則，前兩個小節分別圍繞兩篇閱讀文本發展，以提供學生充足的語料輸入。每篇閱讀文本皆為不同文體，能夠讓學生接觸各式體裁之文章。每個小節依照閱讀前 (Before You Read)、閱讀中 (While You Read) 以及閱讀後 (After You Read) 發展，以符合邏輯之閱讀步驟培養學生在各個階段的閱讀技巧。



Components:

- Teacher's Manual
- Test Bank
- Presentation Tool
- MP3s

《初階英文閱讀與寫作練習》下冊



Level	Level	CEFR	TOEIC	GEPT
	上冊	A1-A2-	225-550	初級
	下冊	A2+	225-550	初級 - 中級

初階英文閱讀與寫作練習	上冊	下冊
Student Book	9786267130971	9786267554142

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
初階英文閱讀與寫作練習		Book 1					
			Book 2				

中階英文閱讀與寫作練習

Joseph Schier

適用課程：技術型高中 - 應外科 實習必修課

國家教育研究院審定 技審字第 109193 號、109446 號

再版：國家教育研究院教研書字第 1141401236 號、1141402040 號函准予修訂

《中階英文閱讀與寫作練習》共分上下兩冊，每冊三大單元，每單元細分為三個小節，供技術型高級中等學校外語群一年級使用。本書取材包含社會議題、跨文化比較、環境保護以及科技革新等，並貼近學生之日常生活，以期在引發學習興趣的同時，也讓學生針對各種議題探索、思考、分析、判斷、創造，並且能夠更進一步反饋於生活中。

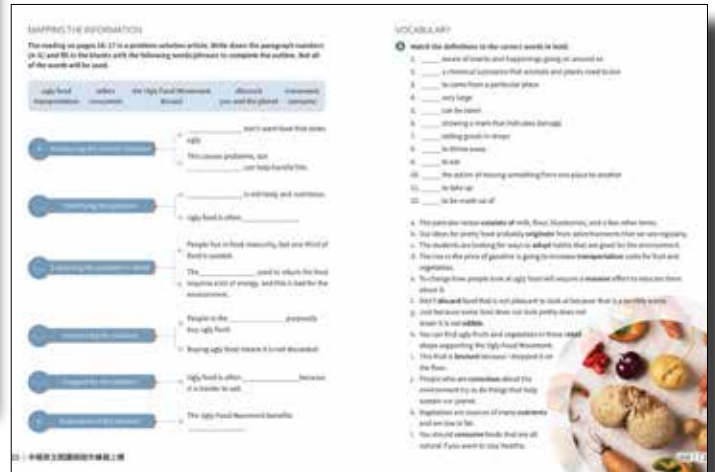
本書架構安排以步驟式培養為原則，前兩個小節分別圍繞兩篇閱讀文本發展，以提供學生充足的語料輸入。每篇閱讀文本皆為不同文體，能夠讓學生接觸各式體裁之文章。每個小節依照閱讀前 (Before You Read)、閱讀中 (While You Read) 以及閱讀後 (After You Read) 發展，以符合邏輯之閱讀步驟培養學生在各個階段的閱讀技巧。

Components:

- Teacher's Manual
- Test Bank
- Presentation Tool
- MP3s



《中階英文閱讀與寫作練習》上冊



	Level	CEFR	TOEIC	GEPT
Level	上冊	B1	550	中級
	下冊	B1+	550	中級

中階英文閱讀與寫作練習	上冊	下冊
Student Book	9786267554241	9786267554333

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
中階英文閱讀與寫作練習				Book 1			
				Book 2			

高階英文閱讀與寫作練習

Joseph Schier

適用課程：技術型高中 - 應外科 實習必修課
國家教育研究院審定 技審字第 110093 號、110170 號

《高階英文閱讀與寫作練習》共分上下兩冊，每冊三大單元，每單元細分為三個小節，供技術型高級中等學校外語群一年級使用。本書取材包含社會議題、跨文化比較、環境保護以及科技革新等，並貼近學生之日常生活，以期在引發學習興趣的同時，也讓學生針對各種議題探索、思考、分析、判斷、創造，並且能夠更進一步反饋於生活中。本書架構安排以步驟式培養為原則，前兩個小節分別圍繞兩篇閱讀文本發展，以提供學生充足的語料輸入。每篇閱讀文本皆為不同文體，能夠讓學生接觸各式體裁之文章。每個小節依照閱讀前 (Before You Read)、閱讀中 (While You Read) 以及閱讀後 (After You Read) 發展，以符合邏輯之閱讀步驟培養學生在各個階段的閱讀技巧。

Components:

- Teacher's Manual
- Test Bank
- Presentation Tool
- MP3s

《高階英文閱讀與寫作練習》上冊

21 Social Media: How Technology Is Changing Our Relationships

Technology has been changing the way people live since the first simple tools were invented. Today, the millennial generation has grown up in a world where social media takes center stage and has never experienced a world without social media. So, how is this technology affecting the way millennials relate to each other?

Positive Aspects of Social Media

Social media is **diversifying** the way people interact with each other, letting people form and **nurture** relationships regardless of physical distance. Before the introduction of social media, the possibilities of interacting with people you did not meet face-to-face were very limited and also expensive. Today, physical **proximity** isn't necessary; people can be separated by thousands of kilometers **geographically** but still be in touch regularly without **incurring** huge costs.

Social media can also help increase social interaction. Some people may think that social media users have been hiding themselves away from the world, behind locked doors. However, social media users have been found to have more personal interactions than those who don't use it.

People using social media are more likely to meet up with those they've chatted with online for coffee, dinner, or a romantic date. Thus, face-to-face interactions are actually increasing thanks to the influence of social media.

Social media also tends to make relationships more supportive. Those who use it have more people to **confide** in, as well as more opportunities to get support from other people. Problems can be **shared** with a large group quickly and easily without the need for one-on-one conversations in person or on the phone. Further, users can get responses from those who see their posts almost **instantaneously**. This allows people to be helped by a wider circle of people, encouraging more supportive relationships.

Negative Aspects of Social Media

While the relational benefits from social media are numerous, there are downsides. To begin with, social media weakens our face-to-face relationships. Because people can be in touch with others regardless of location, they often view their online relationships as having the same value as in-person **companionship**. This can **lead** to be seen everywhere. You've certainly witnessed two friends sitting together in a coffee shop or other public place concentrating on their cellphones, and interacting with their friends online rather than with each other in this way. Social media has been weakening traditional methods of nurturing friendships. Since we can be in touch with whom we want at any time, **we** become easy to ignore those we are actually with.

People using digital communication also face a **dilemma** when they communicate: any of the important details of communication cannot be as easily understood on social media as they can through face-to-face communication. Text messages, and even e-mails, are often written in a particular tone. However, this tone can easily be misinterpreted, and the readers of these messages might have anger, **hostility**, **resentment**, or other negative emotions that the writer of the message never intended. Although we can use emojis¹ to express our real emotions, there are not **enough** professional in more formal communications. Thus, we cannot express tone on social media as effectively as we can in traditional communication, which makes misunderstandings more likely to happen.

Footnotes:

- 1 miscommunication to interpret someone's words or actions incorrectly
- 2 resentment: a negative feeling one feels after being treated unfairly
- 3 emoji: a digital picture used to show an emotion

Unit 1 | 17



24 The Tragedy of Language Extinction

Languages are an integral part of the lives of all people, and it is easy to think of them as something that will always be there. However, this is not the case. Just as forms of life can die out, languages can as well. When this occurs, humankind suffers a loss that cannot be replaced. In our lifetime, we are **poised** to lose hundreds—perhaps thousands—of languages. Language loss is a major problem that occurs in various ways, and losing any language is a great loss for all of us.

There are three terms associated with languages that need to be understood: **endangered**, **threatened**, and **extinct**. Endangered language are the ones that have very few native speakers left. As generations of people die off without passing down the language to younger generations, fewer and fewer people are left speaking them. In contrast, languages are considered **dead** when they are still used in some way, but no communicable speak them. Ancient Greek and Latin are both examples of dead languages. The ancient writings of these languages are read and studied, but no one uses them as a native language anymore. The most extreme case is when languages go **extinct**. This means that there are no native speakers of the language left in the world and that the language is no longer in use in any way.

This is not a small problem. Linguists estimate that over the next century, 3,000 languages or more will go extinct. In 2021, the reference publication Ethnologue claimed there are 7,139 known languages spoken in the world. Of these languages, 90 percent are spoken by fewer than 100,000 people, and many of these won't survive. In UNESCO's *Atlas of the World's Languages in Danger*,¹ thousands of languages are listed as threatened or endangered. In addition, many of the currently endangered languages are oral languages, which means they have no writing systems. Preserving them, by making recordings for example, is **crucial**. Otherwise, when the last native speaker of the language dies, no one will ever hear the language again.

Footnotes:

- 1 genocide: the deliberate killing of a large group of people or ethnic group with the intention of destroying them completely
- 2 assimilation: the absorption of a smaller group into a larger group so that the differences between them disappear
- 3 dominant: single entity or completely
- 4 endangerment: the status of being endangered
- 5 vulnerable: can be easily influenced

Unit 2 | 71

	Level	CEFR	TOEIC	GEPT	
Level	上冊	B2	750	中高級	
	下冊	B1+ -C1	785-945	中高級 - 高級	

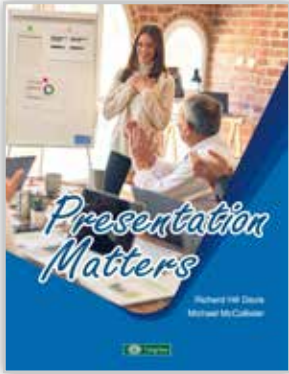
高階英文閱讀與寫作練習	上冊	下冊
Student Book	9789865522698	9789865522858

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
高階英文閱讀與寫作練習					Book 1		
					Book 2		

Presentation Matters

Richard Hill Davis, Michael McCollister

搭配 EnglishCentral 線上學習



Presentation Matters is ideal for learners who need to give presentations in English. It teaches learners the skills and the language to prepare them to speak and present in public. Each unit highlight a specific aspect of presenting and expert guidance which will enable learners to deliver presentation in confidence.

Key Features:

- Comprehension exercises help you understand the presentation skills
- Listening extracts provide more practice on the key phrases and vocabulary
- Language Focus introduces and practices the useful phrases and vocabulary
- Video Lessons enhance your understanding of the presentation skill with guided activities that engage you in analyzing the presentation.
- Presentation task at the end of each unit consolidates the presentation skills you have learned with extra tip from real life professional that bring your presentation up a notch.
- Appendix includes unit-by-unit wordlist, and a glossary of useful phrases and vocabulary. A presentation trainer template and evaluation form are provided.

Presentation Matters	ISBN
Student Book	9789865522605

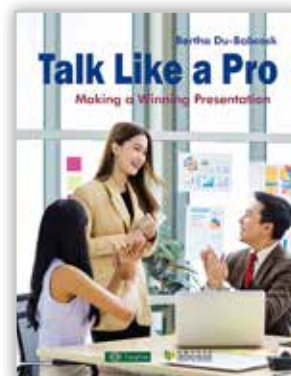
- Downloadable MP3
- Presentation Tool

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Presentation Matters				1 level			

Talk Like a Pro: Making a Winning Presentation

Bertha Du-Babcock

Talk Like a Pro: Making a Winning Presentation is designed to supplement any textbook on Business Communication. This material set can also be a textbook for a one-or-two-unit standalone presentation course. The Guidebook, together with abundant end-of-chapter exercises and activities, aims to help learners in Asia or countries where English is a second or foreign language prepare them for a professional presentation. It is equally valuable for working professionals who need practical advice on preparing for business presentations.



Key Features:

- The principles of presentations provide learners with a foundation for making a professional presentation.
- The video clips provide learners with observational learning opportunities to integrate principles with applications.
- End-of-chapter exercises and activities allow learners to integrate concepts with directed practice.

Talk Like a Pro: Making a Winning Presentation	ISBN
Student Book	9786267130452

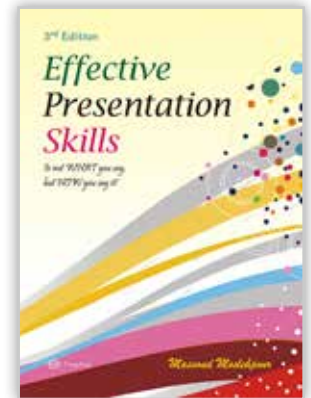
CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Talk Like a Pro				1 level			

Effective Presentation Skills 3/e

Massoud Moslehpour

Key Features:

- Developed locally and targeted at Taiwanese students' needs
- Non-scripted real life video examples of students' presentations
- Author conducted video lessons for PBL or Flipped Classroom
- Suitable for university, graduate students and professionals
- Motivates and enables students to build strong presentation skills
- Checklists to help students chose a topic, structure thoughts, create visual aids, speak with confidence and handle questions
- Listening, speaking, writing and reading practices to improve communication and presentation skills
- Practical, research based and easy-to-read textbook



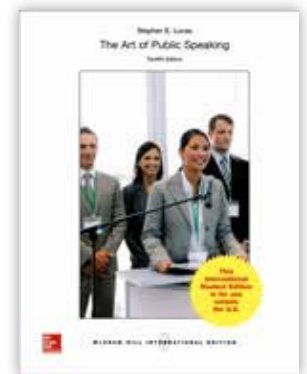
Effective Presentation Skills 3/e	ISBN
Student Book	9789574838950

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Effective Presentation Skills				1 level			

The Art of Public Speaking 12/e

Stephen E. Lucas

The Art of Public Speaking personalizes learning for every student no matter whom they are or where they are, ensuring that they come to your public speaking class confident, prepared with the principle foundations, and ready to participate in your teaching and coaching. Connect is the only integrated learning system that empowers students by continuously adapting to deliver precisely what they need, when they need it, and how they need it, so that your class time is more engaging and effective.



The Art of Public Speaking 12/e

ISBN

Student Book

9781259095672

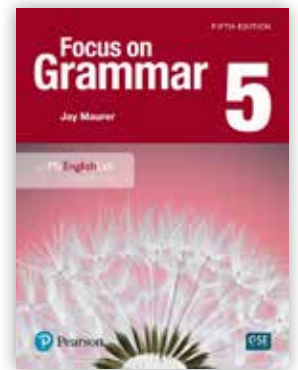
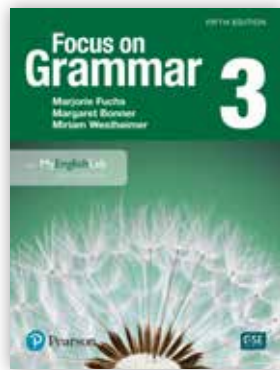
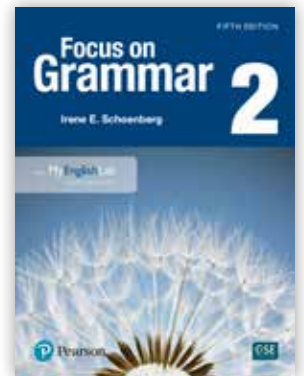
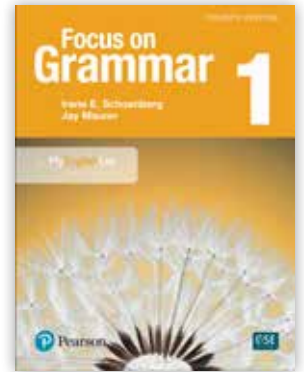
Focus on Grammar 5/e

Irene E. Schoenberg, Jay Maurer, Marjorie Fuchs, Margaret Bonner, and Miriam Westheimer

Building on the success of previous editions, *Focus on Grammar*, Fifth Edition continues to leverage its successful four-step approach that lets learners move from comprehension to communication within a clear and consistent structure.

New to This Edition:

- New assessment tools, including course diagnostic tests, formative and summative assessments, and a flexible gradebook, are closely aligned with unit learning outcomes to inform instruction and measure progress.
- New Essential Online Resources include Student Book audio, answer keys, Grammar Coach videos, self-assessments, and teacher's resources



Focus on Grammar 5/e	Level 1 (4/e)	Level 2 (5/e)	Level 3 (5/e)	Level 4 (5/e)	Level 5 (5/e)
Student Book with Essential Online Resource	9780134583273	9780134583280	9780134583297	9780134583303	9780134583310

CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Focus on Grammar 5e		Level 1					
			Level 2				
				Level 3			
					Level 4		
						Level 5	

英語基礎句型暨翻譯練習

Paul Tseng

In this book, abundant translation drill material is given. Each exercise should be practiced until mastery is achieved. Examples of important vocabulary and sentence pattern usage are given first, which can form the basis for practice in vocabulary building. If you wish to practice translation, exercise will be quite useful. Avoid literal translation. Suggested English equivalents are given in the Answer Key.



英語基礎句型暨翻譯練習

ISBN

9789865522247

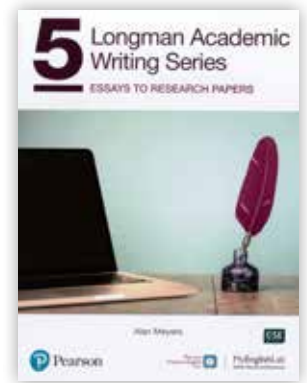
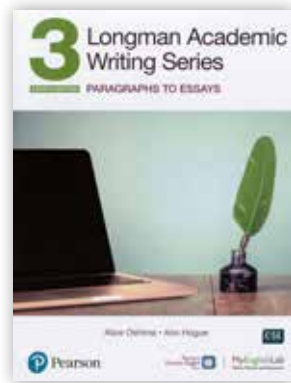
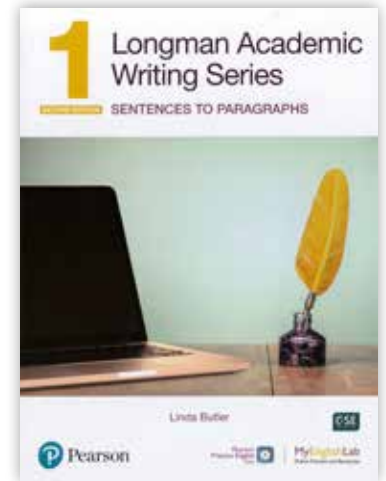
Longman Academic Writing Series

Linda Butler, Ann Hogue, Alice Oshima, and Alan Meyers

The *Longman Academic Writing Series* helps students master the academic writing skills needed to succeed in their academic careers. The five-level series spans writing topics from composing sentences to writing research papers.

Key Features:

- Clear writing models and varied practice enable students to write effectively in different genres.
- Writing Expansions, including journals, timed writing and summarizing, buildwritten fluency and test-taking skills.
- MyEnglishLab Writing provides online skill practice and assessment, with immediate feedback.



Longman Academic Writing Series	Level 1 (2/e)	Level 2 (3/e)	Level 3 (4/e)	Level 4 (5/e)	Level 5 (1/e)
Student Book	9780136769958	9780136769996	9780136838531	9780136838630	9780136838555

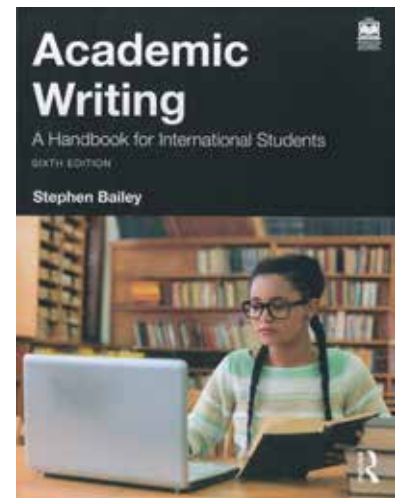
CEFR	Pre-A1	A1	A2	B1	B2	C1	C2
Longman Academic Writing Series			Book 1				
				Book 2			
					Book 3		
						Book 4	
							Book 5

Academic Writing: A Handbook for International Students 6/e

Stephen Bailey

The new sixth edition of this popular book has been written to help international students succeed in writing essays and reports for their English-language academic courses. Thoroughly revised and updated in a streamlined format making it even easier for students and teachers to use, *Academic Writing: A Handbook for International Students* is designed to let readers find the support they need easily, both in the classroom and for self-study.

The book consists of three parts, comprising a total of 28 units: The Writing Process and Writing Skills; Elements of Writing; and Writing Models. The first part explains and practises every stage of essay writing, from choosing the best sources, reading and note-making, through to referencing and proofreading. These stages are supported by relevant explanations of critical writing skills, so that, for instance, finding synonyms is linked with paraphrasing and summarising. The second part explains critical issues such as using numbers and punctuation, and is organised alphabetically, while the third part provides models for common components of student writing such as case studies and reports. All units are fully cross-referenced and can be taught in conjunction with each other or used for self-study or reference. A progress check at the end of each part allows students to self-assess their learning, and a complete set of answers to the practice exercises is included.



Key Features:

- Use of authentic academic texts from a wide range of disciplines
- Designed for self-study as well as classroom use
- Useful at both undergraduate and postgraduate level
- Fully updated, with sections on using AI and exploring electronic sources
- Access to the free interactive website which includes a full set of teaching notes as well as more challenging exercises, revision material and links to other sources.
- All international students wanting to maximise their academic potential will find this practical and easy-to-use book an invaluable guide to writing in English for their degree courses.

All international students wanting to maximise their academic potential will find this practical and easy-to-use book an invaluable guide to writing in English for their degree courses.

New TOEIC® Skills

Jenny Wilsen

Prepare for the TOEIC® test with essential vocabulary, skill lessons, and practice tests on 12 areas of Business English.

- *Jobs *Housing *Activities *Health *Weather
- *Money *Shopping *Medicine *Business *Travel
- *Food *Education

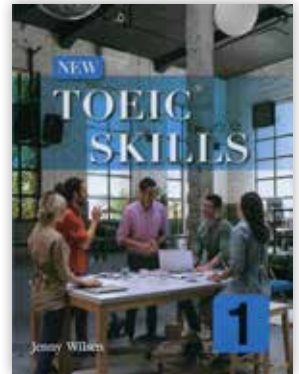
Important content-based vocabulary is introduced with definitions and a list of related words to extend active use of words. Units are structured to review grammar, listening, and reading skills necessary for test takers.

All units end with 20-question mini practice tests containing 20 authentic TOEIC® test type questions.

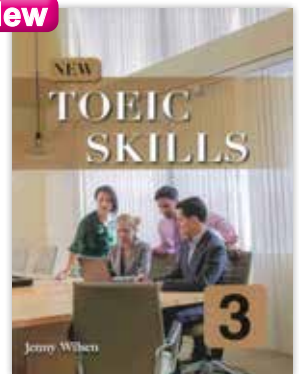
Also included are 2 full-length TOEIC® practice tests that reuse material found in the units. Tests can be as pre- and post-course diagnostic assessments, or for a final review before taking an official TOEIC® test.

Components

- Audio
- Answer Key & Transcripts
- Presentation Tool PPT
- Two TOEIC Practice Tests



New



New TOEIC® Skills	Book 1	Book 2	Book 3
Student Book (QR Code Edition)	9786267533086	9786267533093	9786267533109

Success with the New TOEIC® Test

Charles Tracy

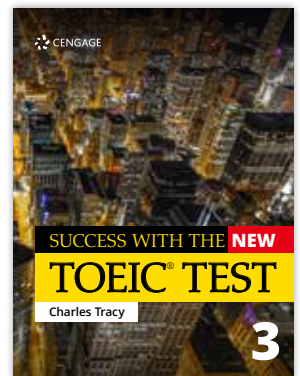
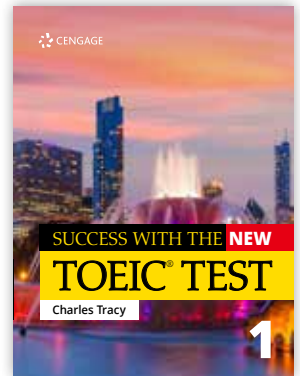
Success with the New TOEIC® Test is designed for students preparing to take the TOEIC® Test. The easy-to-follow strategies and varied practice exercises in this series help students develop the skills necessary to achieve the best possible score on the TOEIC® Test. This series is suitable for classroom study or self-study.

Key Features:

- **A Diagnostic Test** to help students learn how the TOEIC® Test works and determine the areas where further study is needed
- **Up-to-date test-taking strategies and skills** in each part with clear examples and explanations to be directly connected with the new TOEIC® Test
- **Review** exercises at the end of each part bring together the strategy and skill
- **Two full-length Practice Tests** to reflect the actual TOEIC® Test in question types, content, and difficulty
- **Audio QR Code®** for the three TOEIC® listening sections provides instant access to online MP3 audio tracks.

Instructor Components

- Audio
- One full-length Practice Tests (e-file)
- Presentation Tool PPT
- Mid-term and Final Exams



Success with the New TOEIC® Test	Book 1	Book 2	Book 3
Student Book (QR Code Edition)	9789579282291	9789579282307	9789579282314

TOEIC® Skills

Andrea Janzen and Michael Souza,

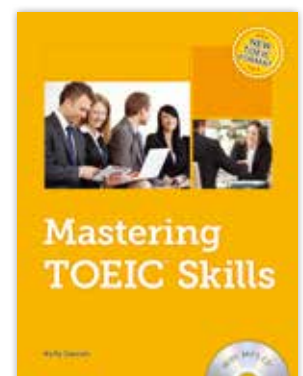
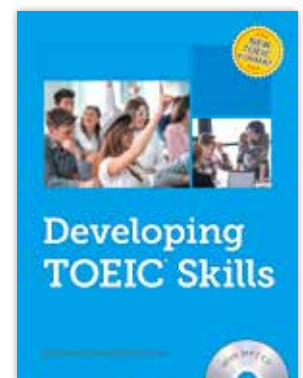
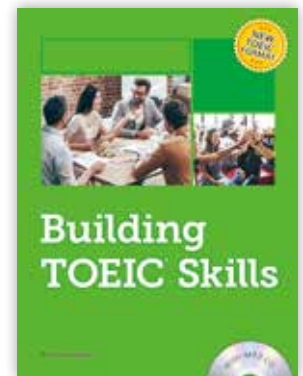
The new TOEIC® study series from Seed Learning is a three-level series designed to assist students in achieving their TOEIC® goals. The series provides thorough test preparation and extensive practice of TOEIC®-style questions. This practical series is aimed at students at different stages of their TOEIC® preparation.

Building TOEIC® Skills is for students aiming at a score of between 450 and 550 points. (14 units)

Developing TOEIC® Skills is for students whose target score is between 650 and 750. (12 units)

Mastering TOEIC® Skills is aimed at students who are working toward a score of 850-990. (12 units)

In addition, a full-length practice test at the end of each level provides students with the opportunity to practice taking the test under test conditions, while applying the knowledge they have gained by working through each book.

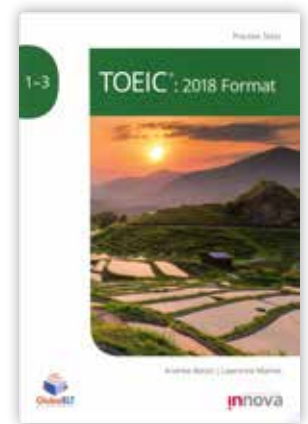


TOEIC® Skills	ISBN
Building TOEIC® Skills	9781944879761
Developing TOEIC® Skills	9781944879778
Mastering TOEIC® Skills	9781944879785

TOEIC® : 2018 Format Practice Test 1-3

Andrew Betsis, Lawrence Mamas

- Three TOEIC® : 2018 Format Practice Tests (Listening & Reading)
- Designed to provide students with the strategies they need to familiarize themselves with the new format of the seven TOEIC® exam tasks
- Answer Explanations for the Listening and the Reading test
- Audio Script & Answer Key
- Vocabulary Development sections for each Reading test
- The audio files for this book are available as a free download at innovapress.com/toeic



TOEIC® : 2018 Format Practice Test 1-3

ISBN

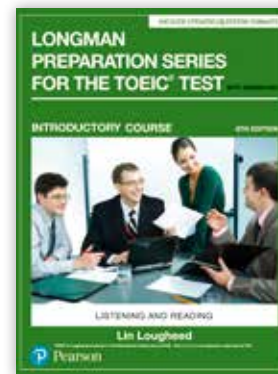
Test Book

9781787680395

Longman Preparation Series for the TOEIC® Test

Lin Lougheed

Longman Preparation Series for the TOEIC® Test: Listening and Reading, Advanced Course, gives students the skills, strategies, practice, and confidence they need to increase their scores on the Listening and Reading sections of the TOEIC® test. Ideal for a TOEIC® test preparation course or for self-study, the Advanced Course is intended for students who achieve TOEIC® test scores from 500 to 900.



Longman Preparation Series for the TOEIC® Test: Listening and Reading	Introductory	Intermediate	Advanced
Student Book with MP3 and Answer Key	9780134862729	9780134862712	9780134862705
Student Book with MP3	9780134984841	9780134984858	9780134984872

新制多益 NEW TOEIC® 究極單字書

The Ultimate TOEIC® Vocabulary for the New TOEIC® Test

Kirby Yang

Key Features:

- 24 回情境單字：
依照情境完整編列 24 回單字，涵蓋 ETS 官方網站所列 13 大主題
- 單字難易分類：
每回精選 30 個高頻必學單字及 30 個追分單字，方便按照個人程度學習
- 主題情境文章：
每回配有一篇主題情境文章，邊複習該回單字，邊提高閱讀理解力
- 新制題型演練：
每篇主題情境文章皆搭配新制多益閱讀題型，以及解題技巧與策略
- 慢速快速朗讀：
單字及例句皆附上慢板和快板的朗讀音檔，有效打開您的英語耳

Component

- 線上音檔和解析 (由官網下載)



新制多益 NEW TOEIC® 究極單字

ISBN

9786267554357

The Complete TOEIC® Practice Test

Joseph Schier, Ian Clarke, Jamie Blackler

Key Features:

- Three complete practice tests
- Matches the latest TOEIC® test format
- Recorded using four native speaker accents
- Blank answer sheets
- An MP3 Audio CD

	Book 1	300-500
Level	Book 2	500-700
	Book 3	700-900+

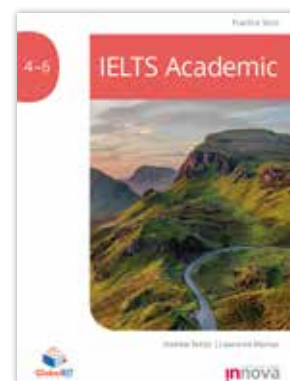
The Complete TOEIC® Practice Test	Book 1	Book 2	Book 3
Test Book	9789574839896	9789574839988	9789574839995



IELTS Academic Practice Tests

Andrew Betsis, Lawrence Mamas
<http://www.innovapress.com/ielts/>

- Three complete IELTS Academic Practice Tests
- Model Answers for all the Writing Tasks
- Answer Explanations for the Reading and the Listening Sections - the words which lead you to the answer are underlined the Audio Script
- Audio Script & Answer Key
- The audio files for this book are available as a free download at: [innovapress.com/ielts](http://www.innovapress.com/ielts)



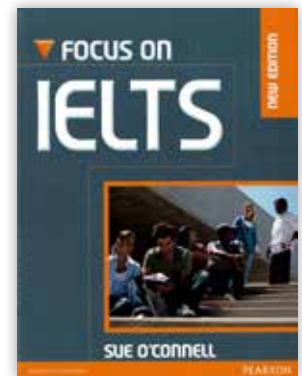
IELTS Academic Practice Tests	1-3	4-6
Test Book	9781787680371	9781787680463

Focus on IELTS 2/e

Sue O'Connell

Focus on IELTS prepares your students for the IELTS exam and helps them succeed in their future studies. The Focus Series was developed around real students' needs in real classroom situations.

Focus on IELTS Foundation provides solid grounding in the language and skills required for the IELTS exam.



Focus on IELTS 2/e	ISBN
Focus on IELTS New Edition with iTest CD-ROM	9781408241363

The Complete GEPT Practice Test

Ian Clarke, Joseph Schier, Patrick Cowsill

The GEPT has been used in Taiwan to show how proficient students are in the English language for many years. It is a widely accepted standard to prove your English ability by taking the test and then showing the results to the world. There is nothing better than working hard, reaching your potential, and then letting others know about it!

The Complete GEPT Practice Test series provides a means of measurement that helps you understand your progress in achieving mastery over English. This allows learners to recognize their true level of English ability and helps them develop strategies and plans in continuing their English learning experience. In addition, the GEPT practice tests help learners benefit from their exposure to English by reinforcing what they've heard on television or online, helping achieve real language learning.

Key Features:

- Eight complete practice tests
- Matches the latest GEPT test format
- Recorded using native speaker accents
- Downloadable MP3s



The Complete GEPT Practice Test	Elementary	Intermediate	High Intermediate
Practice Test	9789865522773	9789865522780	9789865522797

いきいき観光日本語

張惠蘭、莫素微

從 50 音到單字、會話、短文、文法、練習全套完整課程。

本書是以女主角留學生林友美的大學生活為主，藉由和學校同學對話、餐廳用餐、觀光旅遊、居酒屋聚餐等帶入基礎觀光日文情境，讓學生輕鬆學習，沒有壓力，同時從中了解到日本文化及一些觀光景點。

每個會話或短文後附有文法解說及練習，讓學生更易理解文章並熟悉文法，且本書課文內容相當貼近日常生活，並加可愛插圖，讓學生無壓力，可以學習到內容完整且實用的日文。另外附有該課練習問題，加深學生對句型、文法等運用及記憶，並有聽力練習，提升學生聽力。最後會有和該課相關的有趣小常識，內容包括日本天皇、日本的居酒屋文化、晴空塔、畢業季及櫻花季、JR 山手線、日本聚餐時的飲酒文化、租屋注意事項、商店街等，內容都相當貼近日常生活且實用。



いきいき観光日本語

ISBN

9789574839889

¡Vamos!

劉紹彬

¡Vamos! 系列是為西班牙語學習者編寫，更適合做為以西語為第二外國語學習者的教材，以華語為母語的教授者和學習者，目的是讓學習者能夠全面性自我檢測和學習，祈習畢後可達西語檢定 A1–A2 的程度。

為方便西班牙語初學者自習，特別在第一冊中編排〈預備單元〉以使學習者快速進入並了解西班牙語的基礎知識。¡Vamos! 共有兩冊，每冊 8 單元，每單元設有：

- 學習目標 Funciones
- 單字表 Vocabulario
- 對話 Diálogo
- 課文 Texto
- 語法 Gramática
- 開口說 Hable

書中並特別在每兩個單元後安排「西語的世界 Mundo Hispánico」，以豐富學習者的文化層面。

希望這本書介紹給學習者的不只是西班牙文，而是西班牙文背後的拉丁文化——飛揚的熱情，豐盈的創造力，以及既強烈又鮮明的異國文化。建築鬼才高第、西班牙甲級足球聯賽和世界名著唐吉訶德都等著您探索。



Vamos	Level 1	Level 2
Student Book	9789865522148	9789865522155

Les clés de la diction du français

Eliane Desfosses, François de Sulauze, Sonia Lhommet

本書是針對已具備相當程度（B1）的法語學習者，加強其朗誦的能力，使聽者易於理解。適用對象主要是以中文為母語的學習者，也適合其他非法語為母語的學習者。

本書著重高聲朗讀，不同於個人私下的閱讀，高聲朗讀是一種與人溝通的行為。高聲朗讀的獨特之處在於：

- 可以吸引聽眾體認另一個境界。
- 讓自己喜歡上朗讀，進而建立自信心。一個有變化的聲音可以觸動聽覺、大腦和內心。
- 可以激發同理心、反感、喜悅、恐懼等情感。
- 朗讀需要協調智力、生理與情感。

對於外語學習者而言，朗讀的訓練也是不可或缺的。因為不論是母語或外語都普遍存在有發音問題。生動的朗讀可以賦予文本生命，讓文本更美好。透過朗讀，每個字都受到關照，整篇文章因而有了意義，就像音樂家把音符轉化為音樂，感動聽眾。



Les clés de la diction du français

ISBN

9786267130261

越南語教程 A1

阮清廉

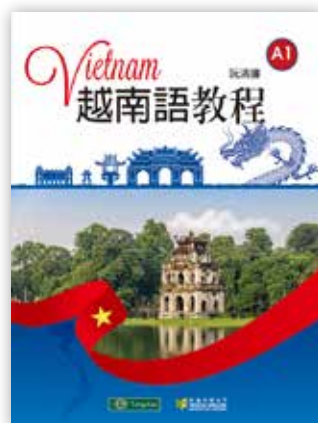
此書為《越南語教程 A1》，其內容為越南語能力框架 A1 的程度。書中分成兩個部份：越南語發音系統及基礎越南語語言。越南語發音基本單位多，相對而言也較難，因為有比較多發音雷同的單位。

整體教材以顧及發音、聽、說、讀、寫等技能的全面性為目的而設計，希望給學習者打下良好的越南語語言基礎知識。本書語法講解十分詳細，練習題多元豐富，能夠讓採用本教材的教師輕鬆授課，也方便學習者自學。

越南語教程 A1

ISBN

9786267130636



越南文檢定 A1

Hoang Thanh Van, Nguyen Thu Quynh, On Thi My Linh, Chun-Tse Wang

此書是由具有多年研究與撰寫越南語教學書籍經驗的越南太原師範大學教師與台灣逢甲大學教師共同合作編撰。

課程按照現代方法編制為 A1 級別，包含學習者在所有四種技能中使用語言的能力：聽、說、讀、寫。此書課程設計教學時間約 220 小時（含實體授課與自學）。目標學習者為越南語初學者或熟悉越南語但不能簡單使用越南語的外國人。

越南文檢定 A1

ISBN

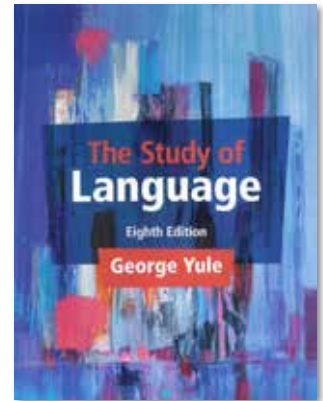
9786267130742



The Study of Language 8/e

George Yule
Cambridge University

This bestselling textbook provides an engaging and user-friendly introduction to the study of language. Assuming no prior knowledge of the subject, Yule presents information in bite-sized sections, clearly explaining the major concepts in linguistics and all the key elements of language. This seventh edition has been revised and updated throughout, with substantial changes to the chapters on phonetics and semantics, and forty new study questions. To increase student engagement and to foster problem-solving and critical thinking skills, the book includes over twenty new tasks. An expanded and revised online study guide provides students with further resources, including answers and tutorials for all tasks, while encouraging lively and proactive learning. This is the most fundamental and easy-to-use introduction to the study of language.



The Study of Language 8/e

ISBN

9781009233408

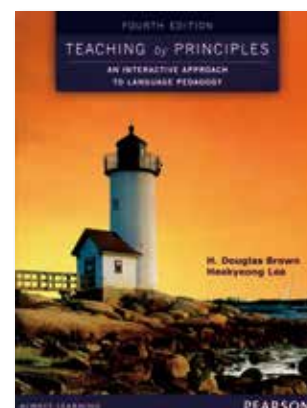
Teaching by Principles 4/e

H. Douglas Brown, Heekyeong Lee
Pearson Education

Teaching by Principles is a widely acclaimed methodology text used in language teacher education programs around the world. In this fourth edition, Dr. H. Douglas Brown and Dr. Heekyeong Lee offer a comprehensive survey of practical language teaching options firmly anchored in current research on second language acquisition and pedagogy.

Features of the Fourth Edition

- A comprehensive update on current issues, new research findings, and innovative classroom teaching techniques, with additional and reworked chapters to reflect this information
- A description and analysis of new foundational principles, including: agency, identity, languaculture, communities of practice, embodied cognition, and self-regulation
- Pre-reading organizers at the beginning of each chapter
- Frequent statistics and pedagogical "tips" in each chapter



Teaching by Principles 4/e

ISBN

9780133925852

Principles of Language Learning and Teaching 7/e

H. Douglas Brown, Heekyeong Lee
Pearson Education

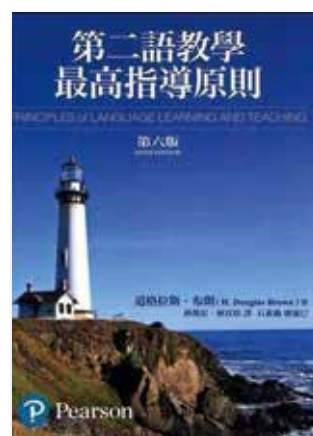
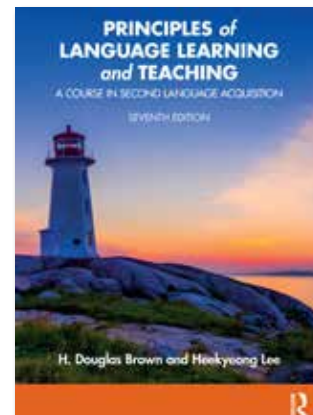
The seventh edition of this classic second language acquisition (SLA) text provides an overview of the theoretical foundations of language teaching.

This new edition has been updated to capture current research and practice in the field. Among concepts that are either redefined or entirely new are:

- Language learning in an era of globalization and multilingualism
- The significance of transnationalism, identity, investment, agency, and ideology
- Language learning as situated, usage-based, and socioculturally contextualized
- The importance of emotional engagement, intercultural sensitivity, and self-efficacy in language learning
- Transdisciplinary and ecological approaches as keys to language teaching in the 21st century

The seventh edition also retains useful historical information and foundational cornerstones of SLA that teachers have found beneficial in their instruction. Key principles continue to be presented and explained with direct application to classroom language education and real-life contexts. Features such as "Points to Ponder" (questions for readers' personal reflection), classroom connections and "Tips for Teaching," suggested readings, and a glossary of terminology are updated in this edition. With its reader-friendly style, practical pedagogical tools, and comprehensive coverage of state-of-the-art research findings, this edition serves as an essential resource for language teacher education programs worldwide, catering to the needs of both novice and experienced language teachers.

New



Principles of Language Learning and Teaching 7/e

ISBN

9781032794907

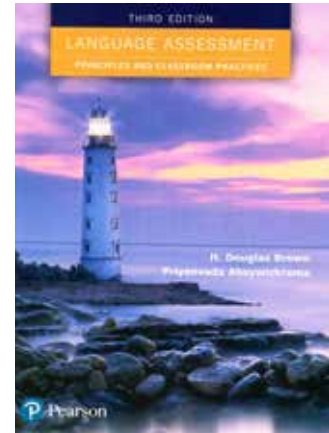
Language Assessment

Principles and Classroom Practices 3/e

H. Douglas Brown, Priyanvada Abeywickrama
Pearson Education

Language Assessment: Principles and Classroom Practices, offers a clear, comprehensive survey of the essential principles of assessing second language learning, as well as the critical tools teachers need to evaluate performance fairly and effectively. This invaluable resource joins Brown's classic texts, *Principles of Language Learning and Teaching* and *Teaching by Principles*, in providing indispensable guidance for second language instruction.

Language Assessment provides a working knowledge of the principles of assessment and their practical application in the classroom. This concise, comprehensive treatment of all four skills includes classification of assessment techniques ranging from controlled to open-ended item types, while a discussion of standardized tests examines their design, purpose, validity and utility.



Language Assessment: Principles and Classroom Practices 3/e

ISBN

9780134860220

Vocational English Certificate

適合年齡：大專一成人 | CEFR levels: A2-B1

線上測驗



VEC 國際專業英語能力檢定

The International Vocational English Examinations & Assessment

因應全球針對專業英文 (English for Specific Purposes) 越來越重視的趨勢，英國格林威治大學 (University of Greenwich) 的 Centre for Applied Research and Outreach (CAROLE) 研發出全球首度針對超過 35 種領域的專業英語認證考試，並與世界知名的 Express Publishing 出版社策略聯盟。主要目的是希望能提供給英語非母語系人士在專業英語技能上的認證。

The University of Greenwich Vocational English Certificates

Vocational English Certificate 是由英國格林威治大學頒發，分為二種：

- Certificate of Attendance

考生須完成二大部分：1. 該專業英文領域的相關課程 2. 學習歷程 (Portfolio: 21 quizzes, 3 consolidation tests, 9 written assignments, 3 speaking assignments)。完成並經過內容審核之後，考生將會獲得出席證書。

- Online/Paper-based Examination Certificate

考生成功通過紙本或是線上考試之後，將會獲得屬於該領域專業英文的考試證書。

以上二種證書皆由英國格林威治大學頒發，證明考生具有足夠該領域的專業英文知識。

關於考試

- 紙本或線上版
- 考試時間：60 分鐘
- 考試內容：

Part 1: Listening

Part 4: Reading

Part 2: Knowledge of linguistic means

Part 5: Writing

Part 3: Knowledge of language functions

歡迎學校機構洽談證照考試合作方案

台灣區總代理



A unique certificate,
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The Examination Certificate

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農業工程 Agricultural Engineering	電腦工程 Computer Engineering	金融 Finance	物流 Logistics	營養與飲食學 Nutrition & Dietetics	保全人員 Security Personnel
農業 Agriculture	計算機科學 Computing	消防員 Firefighter	管理學 I Management I	急救人員 Paramedics	軟體工程 Software Engineering
空軍 Air Force	建築工程 I Construction I	漁業與海產 Fishing & Seafood	管理學 II Management II	石油 I Petroleum I	運動 Sports
建築 Architecture	建築工程 II Construction II	體能訓練 Fitness Training	MBA 英文 MBA English	石油 II Petroleum II	計程車司機 Taxi Drivers
藝術與設計 Art & Design	烹飪 Cooking	空服員 Flight Attendant	技工 Mechanic	醫師助理 Physician Assistant	大學學科 University Studies
互惠生 Au Pair	牙醫 Dentistry	餐飲服務業 Food Service Industries	機械工程 Mechanical Engineering	物理治療 Physiotherapy	世界盃 World Cup
銀行 Banking	電機工程 Electrical Engineering	飯店與餐飲服務 Hotels & Catering	醫學 Medical	警察 Police	世界體育賽事 World Sports Events
美容沙龍 Beauty Salon	電工 Electrician	資訊科技 Information Technology	商船 Merchant Navy	公關 Public Relations	
商業英文 Business English	電子 Electronics	保險 Insurance	自然資源 I Natural Resources I	房地產 Real Estate	
客服中心 Call Center	工程 Engineering	新聞學 Journalism	自然資源 II Natural Resources II	銷售與行銷 Sales & Marketing	
民航 Civil Aviation	環境工程 Environmental Engineering	幼兒教育 Kindergarten	海軍 Navy	科學 Science	



Certificate of Attendance



Certificate of Exam



OXFORD
PLACEMENT TEST



牛津線上分級測驗



牛津線上分級測驗專門為評量受試者的英語能力與程度所設計，測驗中包含了1,000題以上的題庫，電腦會依照受試者的能力調整題目難易度。

題目包含兩大類題型：

- 形式 (Form)：文法及字彙
- 理解 (Meaning)：句型及用法

測驗約有45-50個問題，目前系統並沒有限制受測時間，但建議以30至40分鐘為最佳。

● 精確的分級

經由60個國家19,000多位學生實際測試，擁有極佳的信度與效度。

● 採電腦適性測驗

依據受試者的作答狀況，在有限的題數中自動調整難易度。

● 節省時間

系統自動評分，立即得到成績。

● CEFR 級數參照

等同於CEFR歐洲共同語文參考架構之級數。

● 彈性的線上測驗

直接上網測驗，不需額外安裝軟體。



Form

Meaning



www.oxfordenglishtesting.com

線上管理系統

老師可於線上管理系統直接指派測驗，並可以在任何時間地點追蹤學生進度。測驗由電腦自動評分，不需額外批改時間，還可透過系統自動記錄測驗情形，了解學生的英語程度落點和分佈狀況。