

Cosmos

2019 <<<



ELT Catalog

About Cosmos

Cosmos Culture Ltd., established in March 1998, is composed of intellectuals from different professions. The staff is devoted to cultural education and hopes to make a significant contribution to the inheritance and development of world culture by providing knowledge and high quality reference books to our readers.

Our aim is to make you realize that language is not a barrier or a cold tool, but a form of beautiful art, natural music, and a dancing dialog between human beings.

Main areas of books published by Cosmos Culture Ltd.:

Books for English study:

Our English books cover a variety of subjects, with contents including conversation, grammar, reading, and writing, all designed with lively layouts. Our books and CDs can meet your needs, greatly improve your English proficiency in the real world, and also help you deal with upcoming exams.

Books for Japanese study:

Our lively layouts and colorful print appeal to readers. Cosmos seeks to create exciting and interesting books and CDs for studying Japanese.

If you want to know more about books published by Cosmos Ltd., please visit our website at www.cosmoselt.com.tw

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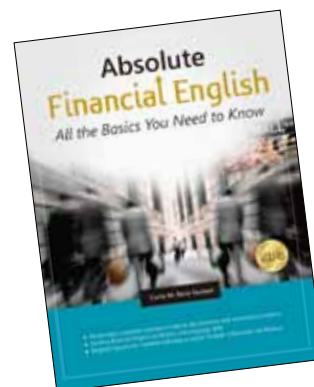
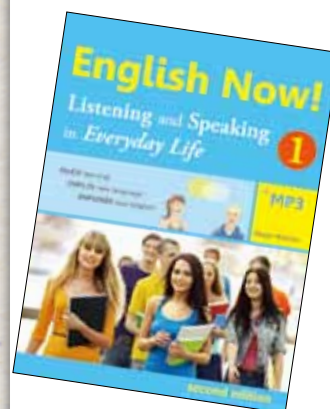
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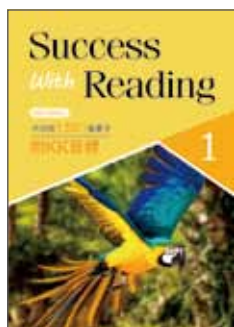
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Success With Reading



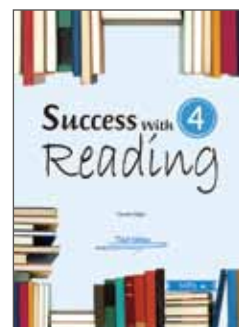
C32291601 240 Pages
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ISBN: 9789863187523



C32311601 240 Pages



C32241601 240 Pages
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Length of the articles

280–300 words

CEFR A2-B1

300–350 words

CEFR B1

350–370 words

CEFR B1-B2

400 words

CEFR B2

Success With Reading is a four-volume series of exercise books designed to develop reading competence and improve reading skills. Each book contains 100 articles on various topics and multiple comprehension questions to test readers' ability to recall and understand what they read in the articles.

Each book is divided into four units, which concentrate on different reading strategies, including **Reading Skills**, **Word Study**, **Study Strategies**, and **Final Reviews**. As readers use this book, they equip themselves with not only reading capability but also knowledge about a wide variety of subjects that include arts, culture, politics, animals, history, science, and sports.

Different Levels of Learning

Levels of learning material are designed to suit readers of different levels of English ability. Readers can select books for their appropriate level to make reading more engaging and effective.

A Wide Variety of Reading Topics

The subject-rich articles in this book bring reading passages to life, focusing on the world's hottest issues and attractive topics. Subjects from across different fields --including topics from arts, history, culture, sports, and science --enrich readers' knowledge while strengthening reading skills. Many forms of colorful graphics throughout the book also help enhance readers' learning experience.

A Wide Range of Reading Strategies

Learners will benefit from a wide range of practical strategies with the target to become more strategic and effective readers.

■ Reading Skills contain core skills needed for readers to make progress in reading, such as identifying Main Idea, Supporting Details, Fact or Opinion, and Figurative Language.

■ Word Study highlights skills for building vocabulary and understanding new vocabulary in a text, such as practice with Synonyms, Antonyms, and Words in Context.

■ Study Strategies show the application of basic information-seeking skills such as Visual Material and Reference Sources.

■ Final Reviews provide bountiful reading material and probing questions that aim to examine how well readers absorb the ideas and information in the book.

Focused, Meaningful Practice Tests

This book offers multiple comprehension questions that reinforce word recognition and reading comprehension. Readers can evaluate themselves effectively by using these tests, making this book an excellent resource for use at home or in school and providing the best preparation material for the General Scholastic Ability Test, the Department Required Test, the TOEIC, the TOEFL, and the IELTS.



Afternoon tea is a small meal typically eaten between 2:00 to 5:00 p.m.

91 Where Elegant Meets Delicious

Afternoon tea refers to a small meal that used to be eaten sometime between 2:00 to 5:00 p.m. in Britain and other Commonwealth countries. It consists of a delicious spread of tiny sandwiches, scones, rolls, meats, and of course tea. People don't "eat" afternoon tea; they "take" it. However, it has been a long time since afternoon tea was widely popular. In modern society, it's hard to take afternoon tea at 2:00 p.m. when you're working a full-time job.

Even though people have stopped taking afternoon tea every day, the custom survives in some parts of the world. Many people view afternoon tea as an elegant meal that only aristocrats and other very rich people used to enjoy. Therefore, it's not rare for a group of friends to go to a fancy restaurant and take afternoon tea on a rainy Sunday afternoon as a special treat.

Hundreds of years ago, it wasn't just rich people who took afternoon tea. Poor people who worked all day took it as well. So why do we think of afternoon tea as such an elegant tradition? The answer may have to do with the origins of the custom.



finger sandwiches



scones

According to legend, afternoon tea was invented by the Duchess of Bedford, one of Queen Victoria's ladies-in-waiting. It seems like the Duchess didn't usually eat lunch, so she would always suffer from "a sinking feeling" of hunger around four o'clock. In the beginning, the Duchess would send for her servants and ask them to bring her tea and snacks. Later, she began sending out invitations to her friends so she wouldn't have to eat her snacks alone. Some of the guests liked these informal gatherings so much that they started organizing their own afternoon tea parties. And just like that, the tradition of afternoon tea was born.

cup of tea

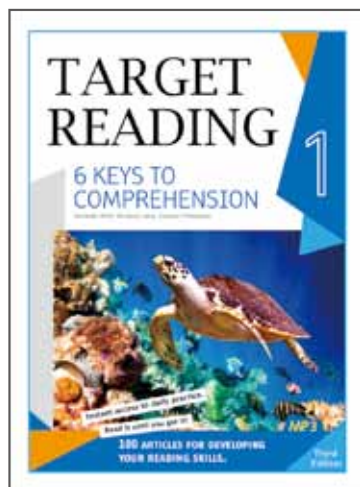
cupcakes

Questions

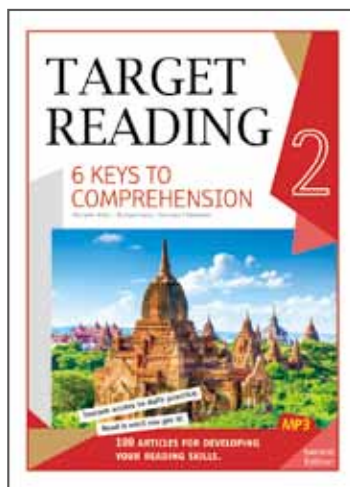
- What would you say is the main topic of this article?
 - The origin of a well-known British tradition.
 - The dining habits of Queen Victoria.
 - The lifestyles of the rich and famous in ancient Britain.
 - A history of the conflict between Britain and France.
- This article is about _____.
 - Queen Victoria
 - the Duchess of Bedford
 - afternoon tea
 - rich people
- Which of the following is probably true about the Duchess of Bedford?
 - She was weak and sick her whole life.
 - She secretly hated Queen Victoria.
 - She was originally from Spain.
 - She was a rich aristocrat.
- Why do people believe that afternoon tea is very elegant nowadays?
 - Because the teacups always used to be made of gold.
 - Because the custom was started by a Victorian lady-in-waiting.
 - Because afternoon tea is always very expensive at restaurants.
 - Because the custom was started by a French king.
- This article can best be described as a(n) _____.
 - narrative essay
 - biography
 - informative essay
 - myth



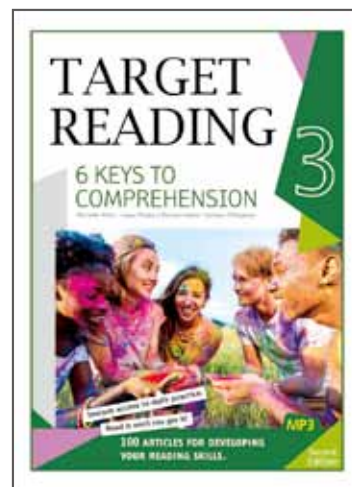
Target Reading



C49241601 240 Pages
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C49251601 240 Pages
ISBN: 9789863186328



C49261601 240 Pages
ISBN: 9789863186502

Length of the articles

250–300 words

CEFR B1

300–330 words

CEFR B1-B2

330–360 words

CEFR B2

Target Reading is a series of books concentrating on teaching reading skills. Each book is comprised of 100 articles that provide attractive reading material on different themes and various topics, including Art & Literature, Business, Culture, Entertainment, Geography, Health, History, People, Sports, and Technology.

Each article is designed with six essential questions to help the readers understand the article. These questions are within the framework of the following categories:

Main Idea

The readers will have to ask themselves, "What point is the writer trying to make?" By asking this question, they will be aware of looking for an answer during the reading process.

Subject Matter

The subject matter question can help readers focus on the articles they are reading. After reading the first few lines of the article, the readers should ask themselves, "What is the subject matter of this article?" They will be concentrating instantly.

Supporting Details

The article is made up of details that support the main idea. Supporting details come in various forms, such as examples, explanations, descriptions, definitions, comparisons, contrasts, and metaphors.

Inference

Inference questions ask the readers to find the inferences and assumptions made in the article. The main goal of the question is to train the readers' ability of critical and logical thinking.

Vocabulary/Phrases

Vocabulary and phrases are important in understanding an article. Imposing fuzzy meanings of some key words or phrases can lead to a gross misunderstanding of the author's message.

Clarifying Devices

The author might use similes and metaphors to capture the readers' attention and spark their imagination. The most widely used clarifying devices are signal words (first, second, next, last, finally . . .), and transitional words (in brief, in conclusion, above all, therefore, since, because). Organizational patterns are also clarifying devices. One such pattern is the chronological pattern, in which events unfold in the order of time.

Through repeated practice with the six categories of questions, readers will be engaged and will develop an inquiring attitude towards reading. They will gradually gain the ability to catch important information from an article. Furthermore, this thinking-while-reading strategy will prepare the readers for a higher comprehension level.

Week 4
Plants


Our Little Green Friends

Many people use plants to improve the **appearance** of their homes. Plants have been shown to **reduce** stress and noise, and to help us focus on our work. But did you know that houseplants can also improve your health?



By the process of **photosynthesis**, plants take in **carbon dioxide** and give out **oxygen**. Of course, humans need oxygen to breathe. The oxygen given out by plants helps us to breathe more deeply, and stops us from feeling tired. Some plants can also **absorb** **harmful chemicals** from the air inside our houses.

Experts suggest placing one plant every nine square meters. The average American home measures 232 square meters, which means it should have around 25 plants. That may sound like a lot, but remember this is an investment in your health!

Some plants produce more oxygen than others. **Tropical** plants produce the most, because their natural environment is the forest floor. They have **adapted** to **survive** even when they can't get much sunlight through the trees above them.



▲ gerbera daisy

▲ spider plant ▲ snake plant

Forest **ferns** are among the best plants for the home. Not only do they produce oxygen, but they also absorb **formaldehyde**, which can cause cancer. Ferns have no seeds or flowers, but they do have attractive leaves. The most beautiful **option** is the gerbera daisy, which is known to help people sleep. While most plants produce oxygen during the day, these brightly-colored flowers work right through the night.

Money plants, spider plants, and snake plants (sometimes called "mother-in-law's tongue") also make good houseplants. However, the leaves of money plants can be dangerous if eaten by small children or pets, so be careful!

Key Words

appearance 外观 (n.) reduce 减少; 降低 (v.) photosynthesis 光合作用 (n.)
carbon dioxide 二氧化碳 (n.) oxygen 氧气 (n.) absorb 吸收 (v.)
harmful 有害的 (a.) chemical 化学成分 (n.) tropical 热带的 (a.) adapt 适应 (v.)
survive 存活; 幸存 (v.) fern 蕨类植物 (n.) formaldehyde 甲醛 (n.)

Questions

1. Which of the following sentences is closest to being the main idea of the passage? *Main Idea*

☐ Houseplants provide us with oxygen.
☐ American houses are getting bigger.
☐ Flowers make a room more attractive.
☐ Your home may contain chemicals.

2. What is this passage about? *Subject Matter*

☐ Homes. ☐ Science.
☐ Animals. ☐ Plants.

3. Which of the following can improve your sleep? *Supporting Details*

☐ The money plant. ☐ The gerbera daisy.
☐ The forest fern. ☐ The spider plant.

4. Who might benefit the most from having houseplants in his or her room? *Inference*

☐ Someone who enjoys music.
☐ Someone who has no money.
☐ Someone who needs to study.
☐ Someone who feels relaxed.

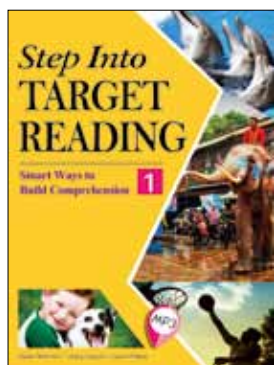
5. Which of the following is closest in meaning to **option** in the fifth paragraph? *Words in Context*

☐ Breath. ☐ Gift.
☐ Choice. ☐ Leaf.

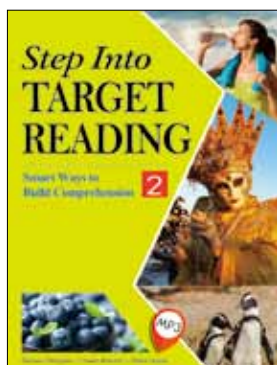
6. How can we describe the author's tone in the passage? *Author's Tone*

☐ Helpful. ☐ Critical.
☐ Doubtful. ☐ Annoyed.

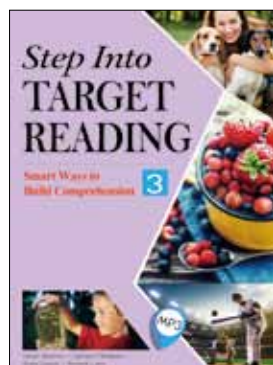
Step Into Target Reading **Books 1–4**



C61011601 112 Pages
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C61021601 112 Pages
ISBN: 9789863183792



C61031601 112 Pages
ISBN: 9789863183907



C61041601 112 Pages
ISBN: 9789863184003

Length of the articles

120–150 words

CEFR A1-A2

150–180 words

CEFR A1-A2

180–210 words

CEFR A2

210–250 words

CEFR A2-B1

Step Into Target Reading is a four-book series specially designed for beginner to intermediate level readers. Each book contains 50 content-rich lessons, with each lesson composed of a reading text and five reading comprehension questions.

The topics covered in the series are fun, diverse, and related to the readers' everyday lives. They include **Teens, Families, Education, Holidays & Festivals, Animals, Arts & Literature, Science, and Travel**, to name but a few. The texts come in a variety of types, including **passages, poems, dialogues, blogs, leaflets, and news clips**, providing a different reading experience daily and exposing learners to a wide range of useful everyday language.

Each text is followed by five comprehension questions to help students review the content of the reading and improve their comprehension skills. The reading skills involved in these questions are:

Main idea / Subject matter

Supporting details

Words in context

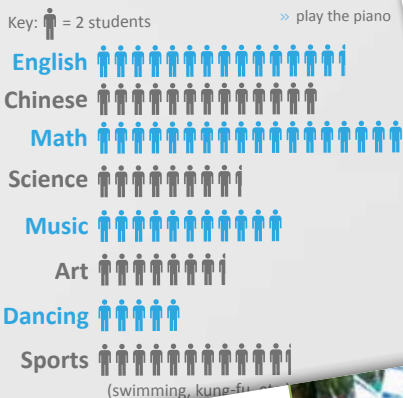
Making inferences

Visualizing comprehension

6 After-School Classes

A lot of students in my grade take extra classes after school. Some of these classes help students do better at certain subjects, like math or English. Others help them develop a talent, like dancing or playing an instrument. I find science very difficult, so my mom sends me to extra science classes on Wednesdays. I'm also learning to play the piano after school on Tuesdays. I wanted to know how many other kids in my grade **do similar things**, so I took a survey. I made this pictograph with the results.

Number of Students Taking After-School Classes (Grade 8)



Questions

- What does the pictograph show us?
 - Which after-school class the writer likes most.
 - Students' grades before and after they took an after-school class.
 - How many students attend different after-school classes.
 - The price and length of each after-school class.
- What is said about the writer?
 - Her science grades are very poor.
 - She doesn't like taking piano lessons.
 - She attends English classes on Tuesdays.
 - She takes two after-school classes.
- What does the writer mean by "**do similar things**"?
 - Learn to play the piano.
 - Make pictographs.
 - Take after-school classes.
 - Find science difficult.
- How many students take dancing classes after school?
 - 5
 - 10
 - 15
 - 21

11 St. Patrick's Day Parade

The St. Patrick's Day parade has been a proud tradition of this town for over 50 years. It began as a way to honor the contributions of immigrants in building this country. Now it has become a key part of our community. It is an event that everyone looks forward to each year. When the snow begins to melt, we know that the St. Patrick's Day parade is just around the corner.



This year's parade will be **one for the history books**. For the first time ever, citizens from other towns will be participating. Each town will build its own float. On parade day, these floats will move along the usual parade route. After that, everyone will be able to vote for his or her favorite float. The winning town will earn the title of "Float King"—at least until next year's parade.

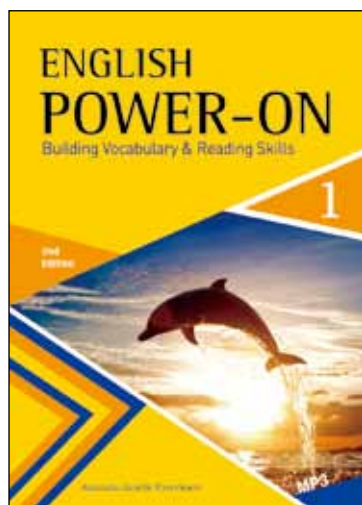
Questions

- What is this article about?
 - A special event.
 - A town.
 - A street.
 - A vote.
- According to the map, where does the parade begin?
 - Near Town Square.
 - Near the mayor's house.
 - Near the bank.
 - Near the school.
- What does it mean that this year's parade will be "**one for the history books**"?
 - It will be based on the town's traditions.
 - It will be remembered for years to come.
 - It will be canceled.
 - It will follow a different route.
- According to the map, which of the following locations does the parade not pass by?
 - The bank.
 - The school.
 - The post office.
 - The mayor's house.
- Where does the parade finish?
 - Near the mayor's house.
 - Near Town Square.
 - Near the clinic.
 - Near the bank.



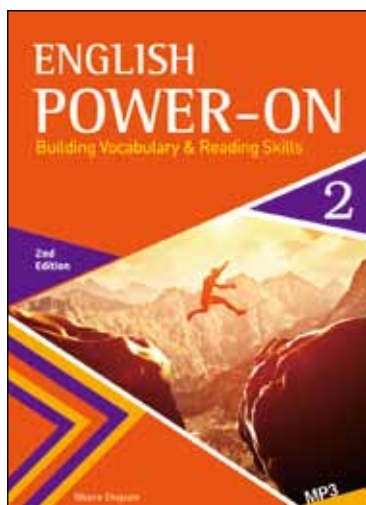
English POWER-On!

Building Vocabulary & Reading Skills Books 1–3



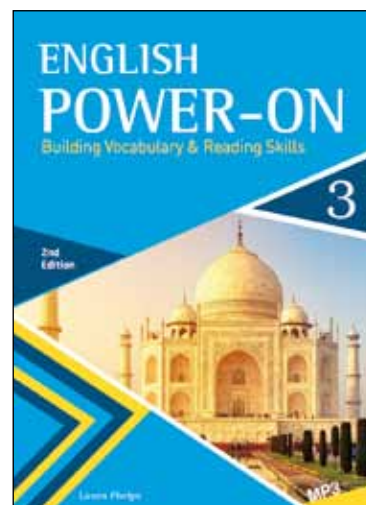
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CEFR B1



C48081601 208 Pages
ISBN: 9789863187172

CEFR B1-B2



C48091601 200 Pages
ISBN: 9789863187233

CEFR B2

The books are for intermediate English learners and are useful for vocabulary and reading instruction at the college level.

The series is comprised of three books catering to English learners of different proficiency levels. Each book contains 18 units and 36 lessons that provide attractive reading material on different themes and various topics, including Travel, Animals, People, Arts & Literature, Sports, Business, Entertainment, Science & Technology, Computers & the Internet, and Nature, etc. This series offers you valuable practice with real English and a wealth of reading strategies and activities designed to help you build your vocabulary and comprehension skills.

Reading Passage			
LEVEL	Level 1	Level 2	Level 3
Passage Words	270 words	280 – 300 words	320 – 350 words

BASIC STRUCTURES OF THE BOOK

Each lesson of the book is divided into three main parts that serve different functions and purposes.

BEFORE YOU READ

Before you read, each Pre-reading Warm-up exercise provides discussion questions to help you warm up your brain, increase your comprehension of the article, and familiarize you with the main topic.

READING PASSAGE

As you read, each short Reading Passage covers one of the many interesting topics and genres in the book, and points out target words and phrases to enhance your vocabulary and reading competence as well as foster your skills in appropriate word usage.

AFTER YOU READ

After you read, this section provides you with different kinds of after-reading activities, including:

■ **Reading Skill** practices reading skills such as Making Inferences, Drawing Conclusions, Identifying Cause and Effect, Distinguishing Main Ideas and Supporting Details, and Evaluating Text Features.

■ **Word Study** reinforces the appropriate usage of words and phrases.

■ **Exercise** consists of Reading Comprehension, Target Vocabulary, and Critical Thinking.

These after-reading activities will help you gain a better understanding of the article and also build up your vocabulary and reading skills.

Unit 2
Lesson 04
ANIMALS
Jane Goodall: A Life With Chimpanzees

Before You Read
Pre-reading Warm-up

- Jane Goodall is a famous chimpanzee expert. Do you know anything else about her?
- With a partner, look at the words below. Which ones do you think you might see in the passage, and why?

cancer **graduation** **health** **hospital**
meat **Australia** **secretary** **Africa**
toy **training** **vet** **zoo**

▲ Jane Goodall (1934–)
(cc by Mark Schierbecker)

► chimpanzee (cc by Roland)

Vocabulary Definition

- having strong feelings
- the most interesting parts
- very interested
- a particular way of doing things
- ending a marriage
- animals that live in nature
- a famous person who supports an organization
- an organization that helps others

▲ primate instincts, an exclusive interview with Jane Goodall (cc by kofodfred)

04 Jane Goodall: A Life With Chimpanzees
The Incredible Life of Jane Goodall

Scientist Jane Goodall is the world's leading expert on chimpanzees. She spent over 50 years observing them in Gombe Stream National Park, Tanzania, and has written books about her work. She is also a vegetarian who is **passionate**¹ about animal rights. To find out more, read the following timeline, which shows **highlights**² of her life.

1934 Jane is born on April 3 in London, England. As a child, she loves her toy chimpanzee. She also becomes **fascinated**³ by Africa.

1957 She visits a friend in Kenya and finds work as a secretary there.

1960 Jane moves to Tanzania to study the **behavior**⁴ of chimpanzees. She has no formal training and has to learn on-the-job. She gives the chimpanzees names instead of numbers.

1962 Jane returns to England and begins studying for her PhD at Cambridge University. While a student, she marries her first husband, Hugo. After Jane's graduation, they go back to Gombe and have one son.

1975 After **divorcing**⁵ Hugo the previous year, Jane marries Derek.

1977 She founds the Jane Goodall Institute, which aims to protect chimpanzees and other **wildlife**⁶, as well as working to improve health and women's rights in poor communities.

1980 After a cancer battle, Derek passes away.

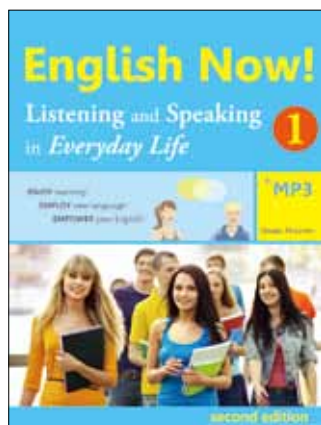
1991 Jane begins a youth organization called Roots and Shoots, which encourages involvement in environmental projects.

2011 She becomes the **patron**⁷ of Voiceless, an animal rights **charity**⁸. Jane speaks about her belief that animals should not be farmed for meat.

(cc by Festival della Scienza)

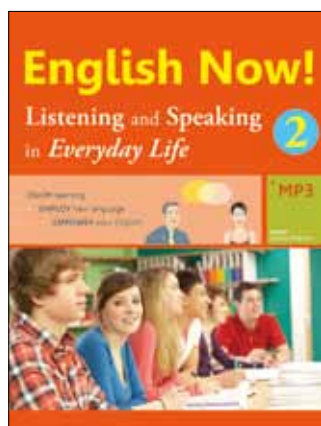
(cc by Hugo van Lawick)

▲ the foundation of Jane Goodall Institute (cc by FotoMani)



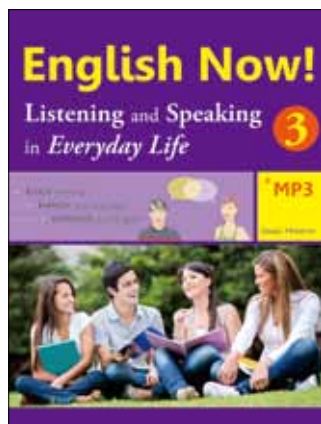
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CEFR A2-B1



C47040801 144 Pages
ISBN: 9789863180968

CEFR B1



C47050801 144 Pages
ISBN: 9789863181118

CEFR B1-B2

English Now!

Listening and Speaking in Everyday Life

Books 1–3

English Now! is a comprehensive program for English learners looking to enhance their listening and speaking skills.

English Now! provides you with:

- **Topic Preview:** Each unit begins with short conversations that give the topic an overall introduction.
- **Vocabulary & Phrases:** We provide the students with an abundant list of useful keywords and sentence structures that are most relevant to the topic.
- **Now, Time to Listen!:** These dialogues and short talks accurately reflect typical, day-to-day encounters. The audio tracks, recorded by native speakers, familiarize students with authentic spoken English, while abundant illustrations make the learning process even more appealing!
- **Now, Grammar Time!:** Clear charts and creative exercises help students apply grammar with ease and use it in communicative contexts.
- **Now, Time to Speak!:** Task-based classroom activities motivate students to participate and communicate using English in various realistic scenarios. Simple models and easy-to-follow sample scripts make speaking stress-free and fun.
- **Now, Time to Pronounce!:** This level introduces advanced tuition on stress, pitch, and intonation, helping students understand how these factors affect meaning and to sound more like a native speaker by applying them to their own speech.

UNIT 09 Asking for a Favor

1. Topic Preview

1. Asking a friend for a favor

Could you do me a favor?
Could you lend me some money?

Sure. What is it?
(willing) OK. How much do you need?
(unwilling) Sorry, I'm broke.

2. Asking a stranger for a favor

Excuse me. Could you help me with something?

Oh, I'm sorry. I'm busy at the moment.

It'll just take a second. I'd be ever so grateful.

OK. What do you need?

Could you hold my coffee for a minute?

3. Asking for permission to do something

Do you mind if I use your phone to go online?

(willing) No, not at all.
(unwilling) Sorry. My phone's not working.

4. Asking for something extra

Excuse me. Could I get some more ketchup?
And could I get another coke, too?

Sure. I'll take care of it for you right away.
Sure. I'll be right back.

II. Vocabulary & Phrases

give me a lift / a ride lend me some money lend me your umbrella help me move feed my cat

watch my stuff pick up the check/bill for me let me use your phone get me something from the supermarket let me stay at your house

another an extra a couple more a few more

Sentence Patterns

Asking for a favor (informal→formal/polite)
Can you lend me your umbrella?
Could you lend me your umbrella?
Would you mind lending me your umbrella?
Would you lend me your umbrella?

Asking for permission (informal→formal/polite)
Can I use your phone?
Could I use your phone?
Is it OK if I use your phone?
Do you mind if I use your phone?
Would you mind if I use your phone?
May I use your phone?

Asking for more (informal→formal/polite)
Can I get another cup of coffee?
Could I get an extra plate?
Is it possible for me to get a couple more books?
Would it be possible for me to get some more water?

Note
Could you lend me some money?
→ Could I borrow some money?
Would you let me stay at your house?
→ Could I stay at your house?

would you mind...? **Would you mind lending me some money?**

Answer: **Meaning:**

No, not at all. I'm willing to help you.

Sure. No problem. I'm willing to help you.

Yes, I would. I'm not willing to help you.

Sorry, I can't. I'm not willing/able to...



C16232001 352 pages (CEFR A2-B1)
ISBN: 9789863185604

Each chapter has three parts:

Vocabulary:

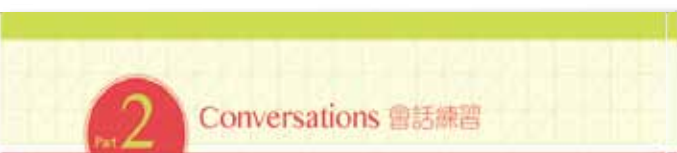
A useful selection of new words and phrases, accompanied by colorful photos to help aid understanding and memorization.

Conversations:

Dialogues with a range of potential substitutions, which give learners sufficient practice by simulating real-life conversations.

Useful Expressions:

Plenty of handy, short sentences to help learners handle all possible situations with confidence.



1 Hi, I'm..., the new...

- Karen:** Rick, do you have a minute? I want to introduce you to someone.
- Rick:** Oh, hi, Karen. Yeah, sure.
- Debra:** Hi, I'm Debra, the new receptionist. **Nice to meet you.**
- Karen:** Debra just started yesterday. **Pleased to meet you.**
- Rick:** Welcome, Debra! I'm pleased to meet you. If you need anything, just ask.
- Debra:** Thanks a lot. I appreciate that.



2 What should I be focusing on now?



- Supervisor:** Is everything okay, Vickie? Are you settling in?
- Vickie:** I think so. What should I be focusing on now?
- Supervisor:** Well, it's only your first day. For now, just read these documents and try to get familiar with the company's products.
- Vickie:** okay, but are you sure there's nothing else I need to do?
- Supervisor:** Maybe you could head down to the IT department and ask them to set up an email account for you.
- Vickie:** No problem, I'll do that.

主管: 嘿，一切還好嗎？妳還習慣嗎？



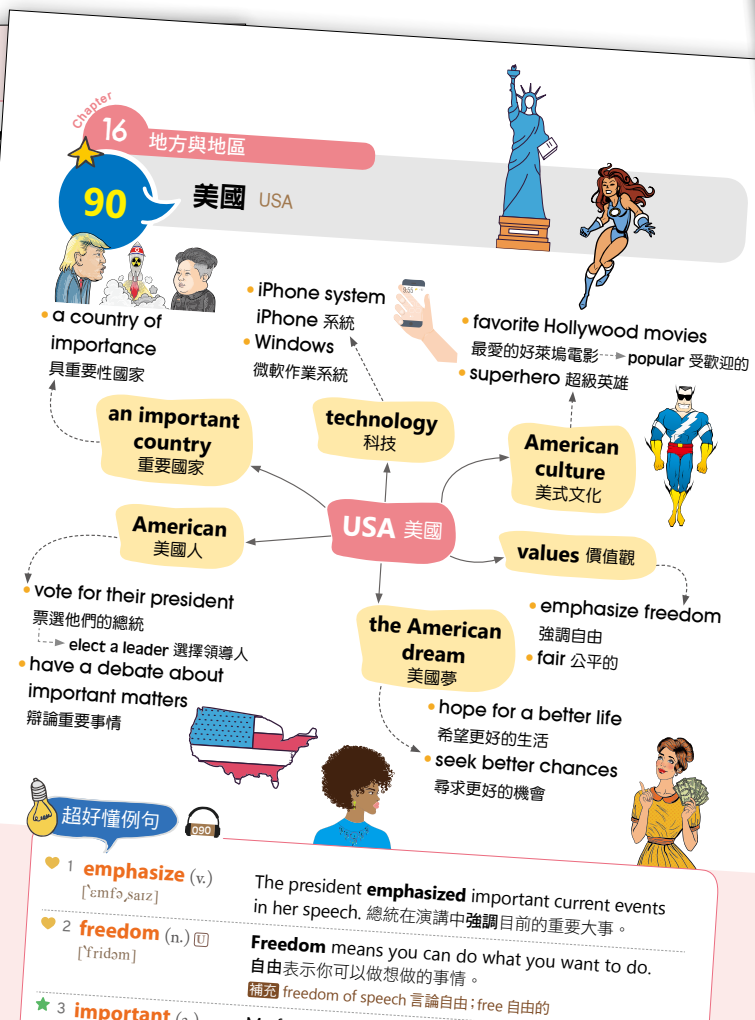
C03481604 292 pages **CEFR A2**
ISBN: 9789863186335

Using Magic Mind Maps to Learn 2000 Basic Vocabulary Words

This book is based on the latest and most effective approaches to vocabulary acquisition. With the help of mind maps—diagrams used to organize information visually—this book makes learning new words both easy and fun. By reading each mind map created around a single concept and its related vocabulary words, learners can almost effortlessly absorb new words.

This book contains 30 chapters and has a total of 133 extended topics, including Animals, Nature, the Internet, and more! In each topic, there are also plenty of example sentences written for targeted vocabulary words for the purpose of enhancing readers' understanding of these words.

- ♥ 4 **importance** (n.) □ People should understand the **importance** of law. 人們應該瞭解法律的重要性。
[im'pɔ:nts]
- ♥ 5 **elect** (v.) Americans **elect** a president every four years. 美國人每四年選一次總統。
[i'lekt] Amber was **elected** as our cheerleader. 安柏被選為我們的啦啦隊隊長。
- ♥ 6 **vote** (v.) We **vote** for people we want to have as our president. 我們投票選出政府官員。
[vot] **補充** vote for 投票贊成; vote against 投票反對
- ♥ 7 **debate** (n.) □ The men discussed climate change all night. 這群男子昨晚在辯論(會)。
[di'bet] **補充** debate 辯論者
- ★ 8 **favorite** (a.) The USA is my **favorite** country. 美國是我喜愛的國家。
['feɪvərɪt]
- ★ 9 **matter** (n.) □ What's the **matter**? 發生什麼事?
['mætə] **補充** as a matter of fact 事實上; no matter 無論
- ★ 10 **hope** (v.) (n.) □ Peter **hopes** to find an American teacher. 彼得希望找到一個美國老師。
[hop] Don't give up **hope**. 不要放棄希望。
補充 hope for the best 盡量往好處想
- ♥ 11 **fair** (a.) A judge has to be **fair** and honest. 法官必須公平且平等對待所有人。
[fer]
- ★ 12 **chance** (n.) □ Emma has no **chance** of getting that job. 艾瑪沒有機會得到那個工作。
[tʃa:ns]
- ★ 13 **dream** (n.) □ Ann hopes that her **dream** will come true. 安希望她的夢想能成真。
[dri:m] **補充** have a good/bad dream 做一個好/壞夢
- ♥ 14 **system** (n.) □ Airplanes use many computer **systems**. 飛機使用很多電腦系統飛行。
['sɪstəm]
- ★ 15 **popular** (a.) iPhones are very **popular**. iPhone 手機在我們學校裡很流行。
['pɒpjələ] Do you like **popular** music? 你喜欢流行音乐吗?
反義詞 unpopular 不受歡迎的
- ♥ 16 **super** (a.) The party was **super**! 那派對太棒了。
['su:pə] **補充** supermodel 超模



Guide to 7000 Basic Words

This book is an effective vocabulary builder for students preparing to take college entrance examinations. It aims to help students learn 7000 basic words using word parts (prefixes, root words, and suffixes) and etymologies.

This book contains a list of 7000 basic words, along with each word's KK phonetic symbols, part of speech, definition, word breakdown, and origin. With attractive illustrations and accompanying MP3 audio files, this book makes it easy for students to learn these 7000 words by heart.

In addition, it equips students with effective tools to dissect unfamiliar words and define their parts independently in the future.



H13082501 456 pages (CEFR A2-B2)
ISBN: 9789863186250

068

5 **chimpanzee** [tʃɪmpænˈzi] ② 黑猩猩
→ 源自剛果的班圖語 (Bantu)

 chimpanzee 黑猩猩 gorilla 大猩猩
orangutan 紅毛猩猩

2 **chin** [tʃɪn] ② 下巴

3 **china** [ˈtʃaɪnə] ② 瓷器；陶瓷器
② 根 china 瓷器
→ china ware 的縮寫，因瓷器是聞名世界的中國特產。

3 **China** [ˈtʃaɪnə] ② 中國
→ 源自梵文 Cina (支那)，是古印度對中國的稱呼。

1 **Chinese** [tʃaɪˈniːz] ② 中國人；中文 ② 中國的
② 根 Chin(a) 中國
② 尾 -ese 構成國名或城市名的衍生字，通常表示該地居民或語言。

3 **chip** [tʃɪp] ② 屑片；晶片；炸薯片
② 動 削；切薄片

4 **chirp** [tʃɪɹp] ② 啾啾聲；(發) 啾啾聲
② 動 (發) 啾啾聲；(發) 啾啾聲
→ 擬聲詞

2 **chocolate** [ˈtʃɒkəlɪt] ② 巧克力
→ 音譯為「巧克力」。一說源自雅語，本指「飲料」，由可可與玉米攪和而成；一說源自納特語 (Nahuatl)，指「苦的水」。

2 **choice** [tʃɔɪs] ② 選擇

5 **choir** [kwaɪr] ② 唱詩班；合唱
→ 源自拉丁文 chorus (舞蹈)

3 **choke** [tʃɒk] ② 窒息；哽噎；堵塞；
② 動 窒息；哽噎；堵塞；

6 **cholesterol** [kəˈlestərɒl] ② 膽固醇
② 根 chole 膽汁 + ster 固體
② 根 chole 膽汁 + ster 固體
② 尾 -ol 表示「化學衍生物」

2 **choose** [tʃuːz] ② 選擇

3 **chop** [tʃɒp] ② 劈；砍；切細；剁
② 動 劈；砍；切細；剁
② 動 劈；砍；切細；剁



039

5 **batter** [ˈbætə] ② 連續猛擊；打碎 ② 打擊手
② 動 連續猛擊；打碎 ② 打擊手
② 根 bat 打 ② 尾 -er ②

4 **battery** [ˈbætəri] ② 電池
② 動 bat 打；拍擊 ② 尾 -ery ②

2 **battle** [ˈbætl] ② 戰役；戰鬥 ② 戰鬥
② 動 bat 打；拍擊 ② 尾 -le ②

3 **bay** [beɪ] ② 海或湖泊的灣

5 **bazaar** [bəˈzɑːr] ② (中東國家等) 市場；商店街
→ 源自波斯語，指「市場」。

2 **BBQ** ② 烤肉
→ barbecue 的縮寫

1 **be** [bi] ② 是 (原型動詞)

1 **beach** [biːtʃ] ② 海灘

2 **bead** [biːd] ② 有孔的小珠子
→ 本指「祈禱」，引申為「幫助記住祈禱次數用的念珠」。

4 **beak** [biːk] ② (鷹等的) 鳥嘴；
(鯊等的) 喙狀嘴；
(水壺等器皿的) 口



3 **beam** [biːm] ② 樑；光束 ② 以樑支撐；照耀
→ beam 在古英語中本指「樹」，因此有「柱」之意，後來被拿來稱呼火柱，繼而衍生為「光束」。

2 **bean** [biːn] ② 豆子
→ 果實呈長形的為 bean，呈圓形為 pea (豌豆)。

2 **bean curd** [ˈbiːn ˈkɜːd] ② 豆腐
→ curd 為「凝乳狀食品」。

1 **bear** [ber] ② 熊 ② 承受；忍受
② 根 bear 生；支撐

2 **beard** [berd] ② 下巴處的鬍子
② 根 mustache 鬍子 beard 鬍子

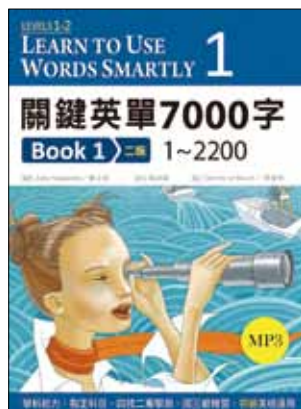
3 **beast** [biːst] ② 野獸

1 **beat** [biːt] ② 擊；打；拍子
② 動 beat 打；拍擊
→ 可能源自擬聲詞中的敲擊聲。

1 **beautiful** [ˈbjuːtɪfəl] ② 美麗的；漂亮的
② 根 beaut 美麗 ② 尾 -ful ② 表「充滿……的」



Learn to Use Words Smartly Books 1-3



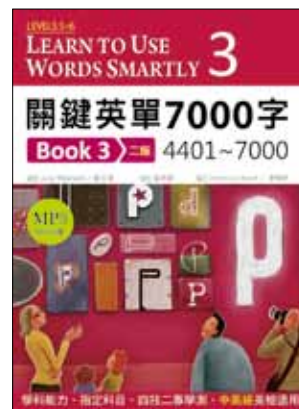
C03341601 440 Pages
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CEFR A2



C03431601 408 Pages
ISBN: 9789863184577

CEFR B1



C03351601 408 Pages
ISBN: 9789863183099

CEFR B2

Learn to Use Words Smartly is divided into Book 1, Book 2, and Book 3. They are at the beginner level, medium level and intermediate level respectively. Each book is arranged according to a wide variety of topics, such as science, food and drinks, occupation, and so on. Every unit introduces many key points of vocabularies, for example, pronunciation, parts of speech, lexical meanings, example sentences, etc. Moreover, in order to help learners memorize vocabularies easily and efficiently, each unit covers the morphology of the word. All the three books contains everything you need. Don't miss the chance to own them.

Unit 1 Jobs & People 職業與人物

01 actor

['æktə]

• act 做：表演
• or 表示「人」

◎◎ (男) 演員

• Carlos Goodwin used to be the most popular **actor** in New York theaters. 卡洛斯·古德溫過去曾是紐約劇場最受歡迎的男演員。

◎◎ actress 女演員

02 adult

['ædʌlt]

◎◎ 成年人 ◎ 成年人的，成年的

1 This comic book is popular with both children and **adults**. 這本漫畫書深受小孩與成人的喜愛。

2 Portia spent her childhood in Taichung; she then spent all of her **adult** life in Taipei. 波蒂雅小時候住在臺中，長大後則一直住在臺北。

◎◎ adulthood 成年期

◎◎ grown-up 成熟的，成人的 ◎◎ child 小孩，兒童

03 anybody

['æni.bɒdi]

• any 任何的
• body 身體

◎◎ (用於否定句) 任何人；◎ (用於肯定句) 無論誰

1 There wasn't **anybody** in the theater when I arrived, so I sat alone. 我抵達戲院的時候沒有半個人在那裡，所以我一個人坐在戲院裡。

2 **Anybody** can go to the library; it is open to the public. 這間圖書館對一般民眾開放，每個人都可以進去。

◎◎ anyone 任何人；無論誰

04 anyone

['æni.wʌn]

• any 任何的
• one 一個

◎◎ (用於否定句) 任何人；◎ (用於肯定句) 無論誰

1 There isn't **anyone** on the street; it is empty. 街上空無一人，空空蕩蕩的。

2 **Anyone** can join the club; you just have to pay a membership fee. 只要繳交會費，任何人都可以入會。

◎◎ anybody 任何人；無論誰

05 assistant

['æsɪstənt]

• assist 幫助
• ant 表示「進」

◎◎ 助手，助理 ◎◎ 助理的，輔助的

1 Nora works as an administrative **assistant** at the Department of Social Policy and Social Work. 諾拉在「社會政策與社會工作學系」擔任行政助理一職。

2 The **assistant** manager has been hired to help the sales manager run the department. 這位副經理被聘來協助業務經理管理他的部門。

06 aunt

[aʊnt]

◎◎ 伯母，姑媽，姨媽，舅媽

• My **aunt** lives in the United States; she is my father's older sister. 我的姑媽住在美國，她是我爸爸的姐姐。

◎◎ auntie, aunty 伯母，姑媽，姨媽，舅媽

07 baby

['beɪbi]

◎◎ 嬰兒

• Debby had her **baby** last night—a little girl! 黛比昨晚生了一個寶貝——是個小女孩！

◎◎ infant, babe, newborn 嬰兒，新生兒

08 barber

['bɑːbə]

◎◎ 理髮師

• My brother Hal is a **barber**. 我哥哥海爾是一位理髮師。

◎◎ barber shop 理髮店

09 beginner

['bɪɡɪnə]

• begin 開始
• -er 表示「人」

◎◎ 初學者，新手

• Kevin bought his wife an aerobics DVD for **beginners**. 凱文為他太太買了一塊初級有氧運動的 DVD。

◎◎ begin 開始，著手 (參見 Unit 70)

◎◎ rookie, apprentice, novice 初學者，新手

◎◎ beginner's luck 新手的好運氣

• Sam's win was just **beginner's luck**; he barely knows the rules of the card game! 山姆會贏只不過是新手的好運氣罷了，他根本不太懂紙牌遊戲的規則。

10 boss

[bɒs]

◎◎ 上司，老闆

• Anna is nervous because she is going to ask her **boss** for a promotion today. 安娜覺得很緊張，因為她今天要找老闆談升遷的事。

11 boy

[bɔɪ]

◎◎ 男孩

• Mr. and Mrs. Jones have two **boys** and one girl. 瓊斯夫婦有兩兒一女。

◎◎ boyhood (男性的) 童年

◎◎ boy wonder 神童；boy scout 童子軍；boyfriend 男朋友

12 brother

['brʌðə]

◎◎ 兄，弟

• Do you have any **brothers** and sisters? 你有兄弟姊妹嗎？

◎◎ brotherhood 兄弟關係，手足之情 ◎◎ male sibling 兄弟

◎◎ brother-in-law 妻舅，大伯，小叔，妹(姐)夫，連襟

13 captain

['kæptɪn]

◎◎ 船長，機長；◎ 隊長

• The **captain** is in charge of this ship. 船長負責指揮這艘船艦。

• Susan is the **captain** of our basketball team. 蘇珊是我們籃球隊的隊長。

Vocabulary



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CEFR B2

01 職業與人物 (1)

applicant
bride
civilian
bridegroom
client
being

composer
companion
audience
acquaintance
critic

② 心爱的，宠爱的；
③ 漂亮的，迷人的



C03491601 408 pages **CEFR B1**
ISBN: 9789863187318

High-Frequency Advanced Vocabulary Builder

High-Frequency Advanced Vocabulary Builder is an English vocabulary textbook featuring high-frequency advanced words of high school level that are commonly found on entrance examinations.

Arranged in thematic sections— feelings, communities, health, science and so on— this book presents all the essential vocabulary arranged according to parts of speech, thus making it easier for students to expand their vocabulary. Each word is used in an example sentence in order to enhance students' mastery of that word.

It also comes with an MP3 CD to help students memorize the words, and includes quizzes to test students' progress.

Unit 5

經濟與金融 (1)

01 account

[ə'kaunt]
□ 帳戶；帳目；帳單；
記述；描述；報導

What's your **account** number, please?
請問您的帳戶號碼是多少？

近義字 statement [ˈstetmənt] □ 陳述；說明；結算單；報表
description [dɪ'skripʃən] □ 描述
詞彙 count [kaunt] □ 計算；數；認為；包括 □ 總數；計數
encounter [ɪn'kaʊntə] □ 遭遇；遇到
countless [ˈkauntlɪs] □ 無數的

account

[ə'kaunt]
□ 解釋；對……負責；
導致；(在數量等上)佔

How did he **account** for his son's behavior?
他怎麼解釋他兒子的行為？

搭配用法 account for 解釋
There's no accounting for taste! 人各有志

accountant

[ə'kaʊntənt]
□ 會計師；會計人員

The **accountant** will go over the books next week.
會計師下星期會來查帳。

02 administration

[əd,mɪnɪ'streɪʃən]
□ 管理；經營；行政；
行政機構；政府

We spent too much time on **administration**.
我們的管理上花了太多時間。

近義字 management [ˈmænɪdʒmənt] □ 管理；經營
application [ˌæplɪ'keɪʃən] □ 應用；適用；
app [æp] □ = application 應用程式
(尤指下載在行動裝置上的)
supervision [ˌsʊpə'vɪʒən] □ 管理；監督
詞彙 admiration [ˌædmə'reɪʃən] □ 欣賞；欽佩
admission [əd'mɪʃən] □ 入場費；承認；進入許可；

administer

[əd'mɪnɪstə]
□ 管理；治理；執行

It takes courage to **administer** a large company.
要管理一家大企業是需要膽識的。

03 advertise

[ˈædvə'taɪz]
□ 登廣告；做廣告；宣傳

The company is **advertising** their new product.
這家公司正在宣傳新產品。

近義字 promote [prə'moʊt] □ 宣傳；推廣；晉升；升級
announce [ə'naʊns] □ 宣布；公布
publicize [ˈpʌblɪsaɪz] □ 宣傳
詞彙 adversity [əd'veɪsəti] □ 逆境；厄運

advertisement

[ˌædvə'taɪzmənt]
□ 廣告；宣傳

Please show me how to include **advertisements** on my Facebook page.
請教我要怎麼在臉書上投放廣告。

04 afford

[ə'fɔːd]
□ 買得起；有能力去做；
承擔得起

We can't **afford** such expensive holidays.
我們負擔不起這麼昂貴的假期。

近義字 manage [ˈmænɪdʒ] □ 設法做；勉力完成；經營
sustain [sə'steɪn] □ 支撐；供養
詞彙 fork [fɔːk] □ 叉；耙；岔口；岔路
fort [fɔːt] □ 堡壘

05 allowance

[ə'laʊəns]
□ 津貼；零用錢；限額

She receives a monthly **allowance** of \$500.
她每月拿到500元的零用錢。

近義字 portion [pɔːʃən] □ 部分；分配
quota [kwɒtə] □ 配額；限額
share [ʃeə] □ 一份；一部分 □ 分享；共用；分攤
benefit [ˈbenɪfɪt] □ 津貼
詞彙 allow [ə'laʊ] □ 允許；准許
allot [ə'lɒt] □ 分配
alloy [ə'lɔɪ] □ 合金

06 alternative

[ɒ'lternətɪv]
□ 選擇；二擇一
□ 可供替代的；非傳統的；
另類的

This restaurant offered several vegetarian **alternatives**.
這家餐廳提供了多種素食餐可供選擇。

近義字 option [ɒpʃən] □ 選擇；選擇自由；選修科
preference [ˈprɛfərəns] □ 偏愛；偏愛的人或事物
substitute [ˈsʌbstɪtjuːt] □ 代替人；代替物
□ 用……代替；取代

詞彙 altar [ˈɔltə] □ 祭壇
alteration [ˌɔltə'reɪʃən] □ 改變；修改
altercation [ˌɔltə'keɪʃən] □ 爭吵；爭論

alternation

[ˌɔltə'neɪʃən]
□ 交替；輪流

As a child, I was fascinated by the **alternation** of seasons.
我小時候就被四季的更迭迷住了。

Learn Smart! Dixon Phrase

This book contains 470 of the most common English idioms along with a thesaurus and in-depth explanations of each idiom. It is divided into 39 units based on frequency of use and difficulty.

Idioms are presented in order from easy to challenging, and the book contains plenty of conversations, sentences, and exercises to help review and build upon the new idioms learned. By helping to cultivate a knowledge of idioms, this widely-used classic book helps substantially enhance a learner's English competence.



C03301604 352 pages **CEFR B1**
ISBN: 9789863183440

Unit

01

The School Test 學校考試

Sandra and Nick talk about their history test.
珊卓拉和尼克在談論歷史考試。

Sandra: Hey Nick, where have you been? I've to **call** you **up**¹ for a few hours, but you haven't answered your phone! Did you just wake up?

Nick: No, I've been awake for a few hours. I forgot to **turn on**³ my cell phone. Come in and **take off**⁴ your jacket. It's a bit uncomfortable.

Sandra: We don't have time to chat here. **Put on**⁵ your jacket and let's go.

Nick: Why?

Sandra: We have that big history test today.

Nick: I'll study for it **sooner or later**⁶. What's the rush?

Sandra: The test is in three hours.

Nick: Yikes! I forgot! We'd better go **away**⁷. Let me call my mom to pick me up.



珊卓拉: 嘿，尼克，你到哪去了？我打電話找你找了好幾個小時，你都沒接電話！你才剛起床嗎？

尼克: 不，我醒來好幾個小時了。我想我早上忘記開機了。進來脫下來，別拘束。

珊卓拉: 我們沒時間在這裡聊天了。把夾克穿上，我們快走！

尼克: 為什麼？

珊卓拉: 我們要準備歷史大考了。

尼克: 我遲早會準備的，急什麼呢？

珊卓拉: 考試再過三個小時就要開始了！

尼克: 天啊！我都忘了！我們最好馬上出門。我要叫我媽來接我們，送我們到圖書館。

turn on the TV 打開電視



take off 脫下



Unit 01

The School Test 學校考試



C09061601 308 pages **CEFR B1**
ISBN: 9789863187592

Essential English Sentence Patterns

Essential English Sentence Patterns is an informative and useful book for students ambitious enough to master essential English sentence structures of high school level.

It includes a selection of 118 English sentence patterns divided into 17 chapters, which are carefully placed in a systematic order so that students can easily remember them and enhance their grammar skills. Each sentence pattern demonstrates a grammar idea first, and is followed by example sentences with detailed explanations. Supplementary grammar sections are included if there seem to be confusing concepts that students might misunderstand.

A practice section is included for every sentence pattern, and there is a review section in every chapter to test and improve students' understanding.

1-4 S + Vt + O + OC

本句型中之「及物動詞」為「不完全及物動詞」，所以接受詞之後仍必須加受詞補語才能使句意完整。本句型可分為下列四種情況：

1. 保持 (keep/ leave) ; 發覺 (find)	2. 感官動詞
3. 使役動詞	4. 認為 (consider/ think/ find) ; 命名 (call/ name) ; 選擇 (elect/ vote)

1 S + leave/ keep/ find + O + OC (adj./ V-ing/ p.p.)

leave/ keep/ find 等動詞後之受詞，可以 adj./ V-ing/ p.p. 當補語來補充說明受詞的狀態。主動狀態用 V-ing，被動狀態則用 p.p.

1. Almost every student found the book interesting.

幾乎所有學生都覺得這本書很有趣。 形容詞 interesting 為受詞 the book 的補語，補充說明受詞的狀態。

2. The mother left her child crying alone in the park.

這位母親留她的孩子一個人坐在公園哭泣。 現在分詞 crying 為受詞 her child 的補語，補充說明受詞的「主動」狀態。

3. The rich man found his stolen luxury car parked by the river.

這位有錢的男士發現他的豪華跑車停在河邊。 過去分詞 parked 為受詞 his stolen luxury car 的補語，補充說明受詞的「被動」狀態。

2 S + watch/ see/ hear/ feel/ notice/ witness + O + OC (V/ V-ing/ p.p.)

感官動詞即是和五官、知覺有關的一切動詞。

其後的受詞補語若是「原形動詞」或「現在分詞」，表主動，其中：

- 「原形動詞」強調事實
- 「現在分詞」強調動作正在發生

若補語為「過去分詞」，則代表被動的動作。

Chapter 1

感官動詞用在被動語態中，其句型如下：

S + be + seen/ watched/ heard/ found/ noticed + to V/ V-ing

1 補語為「不定詞」(to V) 時，通常表示整個動作的過程。

(註：感官動詞作被動式時，後面要加 to 不定詞。)

I saw the teacher punish her students.

我看見那位老師處罰她的學生。

→ The teacher was seen to punish her students.

那位老師被人看見處罰他的學生。 「感官動詞被動式，不定詞」的用法一般較少見，由所觀察動作的全部過程；強調事實。

2 補語為「現在分詞」(V-ing) 時，表示進行當時的動作。

I saw the teacher punishing her students.

我看見那位老師正在處罰他的學生。

→ The teacher was seen punishing her students.

那位老師被人看見正在處罰他的學生。 強調動作正在進行。

3 使役動詞 make/ have/ let/ get

S + let/ make/ have + O + OC (V)
S + get + O + OC (to V)

表主動

S + get/ have/ make + O + OC (p.p.)
S + let + O + OC (be + p.p.)

表被動

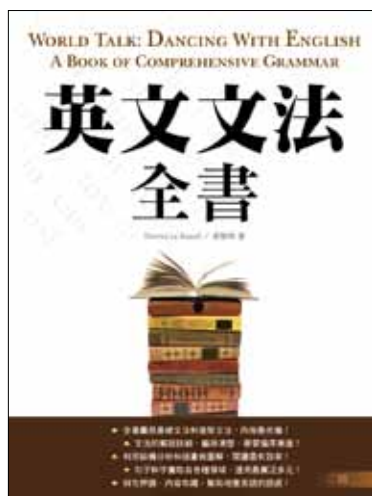
make/ have/ let 為使役動詞，都有「使……；讓……；叫……去做……」的意思。其受詞後的補語形式有兩種：

1. 原形動詞：表受詞會自己「主動」做此動作。

2. 過去分詞：有「被動」意味，表受詞「被……」。

其中 get 的受詞之後若表「主動」，而以「to V」為補語：

let 的受詞若表「被動」，則以「be + p.p.」作補語。



C02312001 976 pages (CEFR B1)
ISBN: 9789863182603

A Comprehensive Handbook of English Grammar and Usage

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This comprehensive grammar book contains the important grammar rules and usage you need to know in order to gain high scores on English tests and communicate effectively with the world.

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Illustrations and Pictures: Clear entry layout with vivid illustrations and pictures will help you easily understand difficult grammar rules.

Cross-References: Extensive cross-references help you find information easily.



句子的定義

1 句子 (Sentences)

1 句子由一組詞構成，表達一個完整的概念。一個句子包含兩個主要成分：**主詞**和**述語**。也就是說，一個句子必須要有**主詞**和**述語動詞**。

句子 → 主詞 + 述語

主詞 述語動詞 ← 述語動詞用來說明主詞所做的動作，或主詞所處的狀態。

- She **wrote** a funny story. 她寫了一個有趣的故事。
- Margo **will fly** over Chicago. 瑪歌將從芝加哥上空飛過。
- NASA **hired** Amy Shaw. 美國國家航空暨太空總署雇用了艾咪·蕭。

2 句子還可包括**主詞補語**、**受詞**、**狀語**（用來修飾動詞、形容詞、另一個副詞或整個句子）、**定語**（用來修飾名詞或代名詞）等句子成分。

3 一組詞如果沒有主詞和述語動詞，就不是一個句子，不過在口語中回答問題時，有時會用**省略句**作簡略回答。省略句裡有可能只有主詞。

2 主詞 (Subjects)

1 **主詞**是述語動詞所描述的人、動物、地點或事物，一般置於句首，但在 there be 結構、倒裝句和許多疑問句中，主詞位於動詞後面。主詞可以是一個字、一個片語，或是一個子句，例如：

主詞是一個字	Wendy	溫蒂
主詞是一個片語	lovely Wendy	可愛的溫蒂
主詞是一個子句	those who want to go	那些想去的人

2 依形式而言，主詞可分為以下兩種：

簡單主詞	man 人 we 我們	← 一個名詞或代名詞。
完全主詞	the angry old man 憤怒的老人	← 一個名詞或代名詞，及其修飾語。

3 就數量而言，主詞還可分為以下兩種：

單一主詞	Wendy	溫蒂
複合主詞	Wendy and Lily	溫蒂和莉莉

- The **boy** jumped over the fence. 那男孩跳過柵欄。
 1 誰跳過柵欄？是那男孩。主詞是 The boy。
- She **will give me** her cellphone number. 她要把手機號碼給我。
 1 誰會給我手機號碼？是她。句子的主詞是 She。



C02371601 368 Pages **CEFR A2**
ISBN: 9789863186212

English Grammar & Practice Basic

The Fun Grammar Book teaches all the basic grammar rules you need for speaking and writing in English. It is easy-to-teach, easy-to-learn presentations of English grammar and exercises. The full color pictures and interesting rhyming examples in the book will help you relax while learning grammar rules.

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Unit 1 名詞和冠詞

Chapter

3 可數和不可數名詞

1

可數名詞是可以用量數表示的人、事物、地點或動物的名稱。可數名詞具有單數和複數形式，可以用 a、one、two、three 等修飾。



2

不可數名詞不可以用量數來表示，不可以用 a、one、two、three 等修飾；不可數名詞都是單數名詞，沒有複數形式。以下的名詞都是不可數名詞：



Unit 2

2 表示地方的介系詞：beside, between 等

beside, under, over, behind, in front of



和 by 指「在……旁邊；在……附近」，相當於 next to 和 near。
down beside Mom. 湯姆在媽媽身邊坐下來。

在正下方) 反義詞 over (在正上方)

the bridge 橋下方 over the bridge 橋上方

at girl sitting under the tree? 坐在樹下的那個姑娘是誰?

sitting on the tree branch over my head. 一隻鸚鵡正坐在我頭頂上的樹枝上。

……的後面) 反義詞 in front of (在……的前面)

angry people gathered in front of the city hall.

人群聚集在市政廳前面。

ing behind Mark? 坐在馬克後面的是誰?



H08170802 400 pages (CEFR B1)
ISBN: 9789861849669

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Unit 8 關係詞

Chapter 66 關係形容詞與關係副詞 (2)：關係副詞的用法

關係副詞 *where*、*when*、*why* 的先行詞分別是表示地點、時間、理由的名詞。這三個關係副詞在形容詞子句中起副詞作用。

1 | 關係副詞 *where*

where 引導形容詞子句，在子句中充當地點副詞 (at that place) 修飾動詞，其先行詞通常是表示地點的名詞 (如 *house*、*place*、*town* 等) 或含有地點意義的名詞 (如 *case*、*point*、*situation* 等)。

- The village **where** she grew up is very poor.
⇒ *where* 引導形容詞子句修飾先行詞 *village*；在形容詞子句中 *where* 作副詞，修飾動詞 *grew up*。
- That's the point **where** Lily and I disagree.
⇒ That's the point **on which** Lily and I disagree.
⇒ *where* 引導形容詞子句，修飾含有地點意義的先行詞 *point*；在形容詞子句中 *where* 作副詞，修飾動詞 *disagree*。

2 | 關係副詞 *when*

① *when* 引導形容詞子句，在子句中充當時間副詞 (at that time) 修飾動詞，其先行詞必滿足表示時間的名詞 (如 *day*、*time*、*year* 等)。

② 有時也可以省略關係副詞 *when*，在限定性子句中可以用 *that* 來代替 *when*，但常常省略。

- My favorite season is spring, **when** flowers blossom.
⇒ *when* 引導形容詞子句，修飾先行詞 *spring*；在形容詞子句中 *when* 作副詞，修飾動詞 *blossom*。
- June looks forward to the day **(when/that)** she can go to the Moon.
⇒ *when* 引導形容詞子句，修飾先行詞 *day*，這裡也可以用 *that*，*that* 和 *when* 都可以省略。

3 | 關係副詞 *why*

① *why* 引導形容詞子句，在子句中充當原因副詞，其先行詞是名詞 *reason*。

② 也可以用 *that* 代替 *why* 來替代先行詞 *reason*，還可以省略 *why* 或 *that*。

- Do you know the reason **(why/that)** Kay is absent today?
⇒ *why* 是關係副詞，可以用 *that* 取代，引導形容詞子句，修飾先行詞 *reason*，*why/that* 皆可省略。
- Do you know **why** Kay is absent today.
⇒ 省略了先行詞 *reason*，由疑問連綴詞 *why* 引導一個名詞子句，整個子句作動詞 *know* 的受詞，*why* 是 *the reason for which*。
- The reason **(why/that)** she told that lie is still not clear to me.
⇒ *why/that* 修飾先行詞 *reason*，並引導一個形容詞子句。
- **Why** she told that lie is still not clear to me.
⇒ 省略了先行詞 *reason*，由疑問連綴詞 *why* 引導一個名詞子句，整個子句作主詞。

Exercise 66

1 選擇填空。

- This is the house _____ I live.
A. when B. where C. why D. that
- We are living in a fantastic age, _____ the world is changing so fast.
A. from which B. when C. why D. that
- Is that the reason _____ you do not want to take the job?
A. how B. when C. why D. that
- We have postponed our picnic until Sunday, _____ we have no time.
A. when B. / C. why D. that
- I know the reason _____ Trish wants to learn Spanish.
A. how B. when C. why D. that
- This is the church _____ my grandmother used to go to.
A. when B. that C. why D. where
- Nancy has never been to Paris, but it is the city _____ she most wants to see.
A. where B. when C. that D. why
- Do you remember the huge wind farm _____ was built last year?
A. when B. where C. that D. why
- This crowd of Olympic athletes will only go to a rest area _____ allowed.
A. when B. where C. that D. why
- Did Sam understand the reason _____ he failed the exam?
A. why B. where C. when D. that

2 根據括弧裡的文字提示，用恰當的關係詞完成以下句子。

- I will move to a place _____ (Lily 和我上週參觀的)
- That's the art museum _____ (在丹佛第一次見到你的那天)
- Kate refused to give me a reason _____ (她拒絕的那些事)
- I will never forget the day _____ (我在那裏的那四年)
- Mom will never forget her happy years _____ (我在那裏的那四年)

Let's See Grammar

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C02390801 336 pages **CEFR A2**
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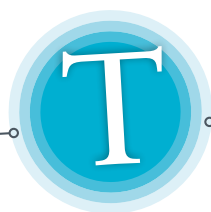
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C02452001 520 pages **CEFR A2-B1**
ISBN: 9789863186038



taxi stand/taxi rank 計程車招

If you want to go somewhere, take a taxi from the **taxi stand** over there.

If you want to go somewhere, take a taxi from the **taxi rank** over there.

如果你想去什麼地方，你可以在那邊的計程車招呼站搭

05 technique/technology 技

✗ Maggie understands modern rocket **te**chnique.

技巧；方法；手段

✓ Maggie understands modern rocket **te**chnology.

科技

• statistical/analytical/surgical **techniques**
(統計技術／分析技術／外科技術)

• a useful **technique** for doing something (做某事有用的方法)

• information/computer/military/software **technology**
(資訊科技／電腦科技／軍事科技／軟體科技)

• I had only two weeks to learn about modern management **techniques**.

181 emigrate/immigrate 移居出境／移居入境

✗ Sue **immigrated** from Britain to the U. S. in 2016.
搬進並定居一個新國家或地區

✓ Sue **emigrated** from Britain to the U. S. in 2016.
離開你的國家或地區到別的地方去定居

• Lars **emigrated** from Britain in 2015, and after spending five months in India, he **immigrated** to Australia.
(2015 年拉斯移民離開了英國，在印度生活了 5 個月後，他移民到了澳洲。)

文法加油站

emigrant 和 immigrant

① **emigrant** 和 **immigrant** 意思雖然都是「移民」，但它們之間是有區別的。兩者的區別與 **emigrate** 和 **immigrate** 之間的區別是一樣的。

② **emigrant** (移居他國的移民)，是指那些離開自己的國家而前往另一個國家定居的移民，而在他們的新國家，他們就被稱為 **immigrant** (外來移民)，即 **immigrant** 是一個從別的國家移居進一個新國家的移民。



emigrant	immigrant
去 (going) / 出去 (exiting)	來 (coming) / 進入 (entering)

Elementary Advanced

English Composition



Elementary

H09031601 256 pages
ISBN: 9789866963520

CEFR A2-B1



Advanced

H09041601 264 pages
ISBN: 9789866963568

CEFR B1

- Complete with beautiful illustrations throughout, this book makes learning English easy and efficient!
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- Immediate Practice: with interspersed practice, readers are able to immediately use what they have just learned.
- Picture Writing: different scenarios are accompanied by various comic pictures, providing a fun way to generate inspiration.

3

代名詞 (pronoun)

1

代名詞的用法

代名詞用來代替句中的名詞，以避免重複，作用和名詞一樣，可作主詞、受詞或補語等。

Jessica has a dog. It is very cute.
= The dog

潔西卡有一隻狗，
那隻狗很可愛。

Jessica is my best friend. She usually wears braids.
= Jessica

潔西卡是我最好的朋友，
她都綁著辮子。

2

常見的代名詞種類

人稱代名詞	I • me • my • you • your • he • him • his • she • her • it • its • we • us • our • they • them • their
所有格代名詞	mine • yours • his • hers • its • ours • theirs
反身代名詞	myself • ourselves • yourself • yourselves • himself • herself • itself • themselves
指示代名詞	this • that • these • those
關係代名詞	who • whose • whom • which • that
疑問代名詞	who • whom • whose • which • what • where
不定代名詞	all • another • any • anybody • anyone • anything • both • each • everybody • everyone • everything • few • many • most • neither • nobody • none • nothing • oneself • other • some • somebody • someone • something
相互代名詞	each other • one another

2 主詞 + 及物動詞 + 間接受詞 + 直接受詞

= 主詞 + 及物動詞 + 直接受詞 + **for** + 間接受詞

* We bought our friends many souvenirs. 我們買了很多紀念品給朋友。
= We bought many souvenirs **for** our friends.

→ 常搭配介系詞 for 的動詞: buy, choose, cook, get, play, sing

3 主詞 + 及物動詞 + 間接受詞 + 直接受詞

= 主詞 + 及物動詞 + 直接受詞 + **of** + 間接受詞

* My brother asked the clerk a favor. 我哥哥請店員幫個忙。
= My brother asked a favor **of** the clerk.

→ 常搭配介系詞 of 的動詞: ask, require

5

(句型五) 主詞 + 及物動詞 + 受詞 + 受詞補語

主詞 + 及物動詞 vt + 受詞 + 受詞補語 OC
用來補充說明受詞的狀態。

* We elected Tina our leader.

主詞 及物動詞 受詞 受詞補語

我們推選妮娜為領導者。

* The news made Tina's parents happy.

主詞 及物動詞 受詞 受詞補語

這個消息使妮娜的父母很高興。

* We believed Jean (to be) capable of doing it.

主詞 及物動詞 受詞 受詞補語

我們相信琴能勝任這個工作。



適用於〈句型五〉的及物動詞，例如：

believe • call • consider • elect • find • keep
make • take • think • regard • view • treat

Go on a Trip!

English for Traveling and Tourism

Go on a Trip! English for Traveling and Tourism is a great learning material designed for students who are preparing to use English as tourists or in the tourism industry. The book contains 23 chapters on various topics including airports, hotels, transportation, shopping, food, and hospitals. These chapters include all possible types of conversations that readers may engage in while traveling. With this book, readers can and will enhance their travel-related English skills.

Key Terms With Colorful Photos

A wide selection of essential words and phrases for traveling and tourism, accompanied by colorful photos to help learners understand and memorize them easily and effectively.

Conversations With Substitutions & Follow-Up Practice

Authentic conversations give learners great opportunities to simulate dialogues in various contexts. Substitutions for phrases, sentences, and words in conversations are provided for learners to practice alternative expressions. Follow-up practice encourages them to utilize target sentence patterns and enhance their understanding of conversations.

Useful Expressions

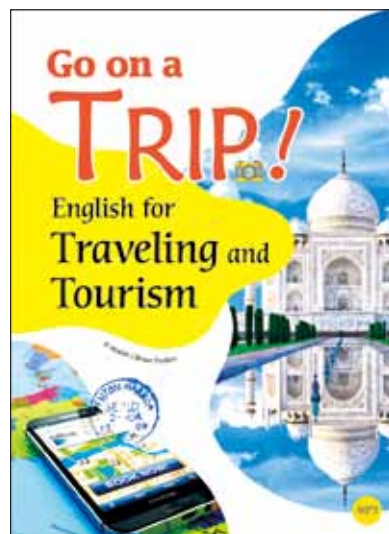
Plenty of handy sentences help learners cope with all possible situations. Once they pick up these sentences, they will travel with ease and confidence.

Focused, Comprehensive Exercises

Each chapter is followed by an exercise that provides comprehensive practice in listening, reading, and speaking. These exercises are good tools for readers to evaluate their own learning and pinpoint what they have to improve.

More Information With Colorful Illustrations

Additional related information is provided in certain chapters. Clear and colorful illustrations are great aids for learners to digest this extra information.



C45151601 264 pages **CEFR A2-B1**
ISBN: 9789863187455

Exercise
Chapter 03 **Arrival and Transit**

A Listening
You will hear three short conversations. Match the picture with the conversation by checking the box under the correct picture.

Conversation 1

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conversation 2

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conversation 3

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Listen again to the three conversations. Check T (true) or F (false).

B Look at the following image of a disembarkation form and choose the correct answers.

Disembarkation Card for Foreigners

1 Family Name: Chen	2 Given Name: Hui-ling
3 Nationality: Singaporean	4 Date of Birth: 05/29/1996
5 Home Address: 33 Tuas Lane, Singapore	6 Sex: F
7 Address in Japan: Grand Spirit National Hotel, Tokyo	
8 Passport Number: 6754321	9 Flight Number: AK-989
10 Intended Length of Stay: 10 days	
11 Purpose of Visit: Sightseeing	12 Signature: Chen, Hui-ling

Office Use Only

1. Why is this passenger visiting Japan?
(A) To see the popular sights. (B) To do business.
(C) To visit relatives. (D) To go to a job interview.

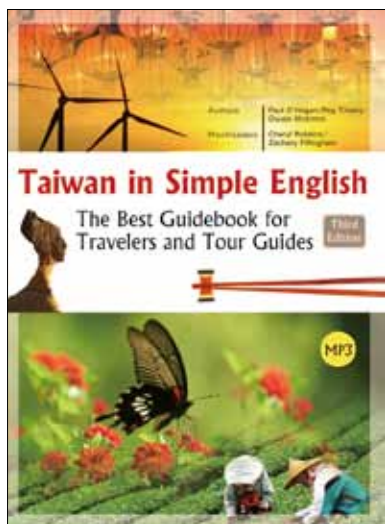
2. How long will she stay in Japan?
(A) One week. (B) A week and a half.
(C) Two weeks. (D) 16 days.

C Pair Work
With a partner, take turns playing the roles of a **traveler** and an **airport clerk**. Using the words in the vocabulary list below, role-play a scene about missing luggage.

backpack	suitcase	carry-on bag	

Taiwan in Simple English

The Best Guidebook for Travelers and Tour Guides



C45041601 224 pages

ISBN: 9789863180357

CEFR A2-B1

This book is comprised of 32 interesting articles that introduce Taiwan from different perspectives, including its geographical position, customs, daily life, historical background, and present development.

Each unit of the book is divided into four sections that serve different functions. It begins with a few short passages that provide information concerning various aspects of Taiwan. Then the next section has a quiz based on the short passages, which helps you to focus on reading carefully and test your comprehension.

In the Conversation section, you and a partner will talk about the subjects from the passages. Practicing the lively conversations about the articles will enhance your abilities in oral English. The Practice section after the Reading Passage and Conversation offers you the opportunity to review what you've learned. The valuable practice in each unit includes listening, reading, and writing.

In addition, there are many colorful illustrations with explanations that will help you to fully appreciate Taiwanese culture, food, and scenic spots. Sometimes, one or two additional passages are provided at the end of the unit to enrich your knowledge about Taiwan. While reading this book, you will have the opportunity to take a close look at the beautiful island of Taiwan and be surprised to learn that using English is both easy and fun!

5 Conversation

Ethan What about the weather? It's pretty hot, right?

Laura Most of the time, but not always. In the north, winters are often **chilly** and occasionally very cold.

Ethan Really? What do people do to heat their homes?

Laura There isn't much central heating in Taiwan because it's not cold for very long. People usually use small electric heaters and put on more layers of clothing.

Ethan What about in the mountains? How cold is the winter up there?

Laura It can be surprisingly cold in the mountains during winter. A friend of mine who went camping there one year said it dropped to -10 degrees Celsius.

Ethan I suppose Taiwanese people **value** the mountains. They give them a great chance to go out and enjoy nature.

Laura Yes, mountain areas are becoming more and more important. People go there to **escape** the heat of summer and view the beautiful flowers and plants.

Ethan So, in summer, it's really hot!



Flip-flops



Down Jacket



Cap



Sunglasses



Umbrella



Rain boots

Seasonal Festivals



Alishan Cherry Blossom Festival
阿里山櫻花季



Miaoli Tung Flower Season
苗栗桐花季



Yangmingshan Flower Festival
陽明山櫻花季

Wulai Cherry Blossom Festival
烏來櫻花季

Baihe Lotus Festival
白河蓮花季



C45091601 240 pages (CEFR B1)
ISBN: 9789863180982

Fun in Taiwan The Best Guide to Taiwan

Taiwan is a small country with a rich diversity of scenery, history, food, and culture. For tourists coming to the island, there's a lot to see and experience. This book will take you around Taiwan and introduce you to many aspects of life and culture here.

There are 27 chapters, which have been split into six major topics: Introduction, Travel and Accommodation, Food and Beverages, Shopping Experience, Scenic Spots and Attractions, and Customs and Festivals.

Each chapter includes a reading passage, two dialogs, two exercises, and extra information. This book gives you an opportunity to broaden your vocabulary and enhance your reading comprehension and speaking skills. Features of each chapter:

Vocabulary

Essential words that you need to pay extra attention to are listed at the beginning of each chapter. Take a look at all the vocabulary before you go on to the passage.

Reading passage

Each chapter contains a reading passage on the main topic. Detailed information about Taiwan's culture, history, religion, language, food, or attractions is provided in the passages.

Reading Comprehension

Multiple choice questions will help you test your comprehension of the information in the passage.

Dialogs

Each chapter has two dialogs based on the information given in the passage. By reading the dialogs with a partner, you can practice your conversation skills and learn how to talk about Taiwan in English with your foreign friends.

Vocabulary Test

The tests will help you review the vocabulary in each chapter and help you remember the words more fully.

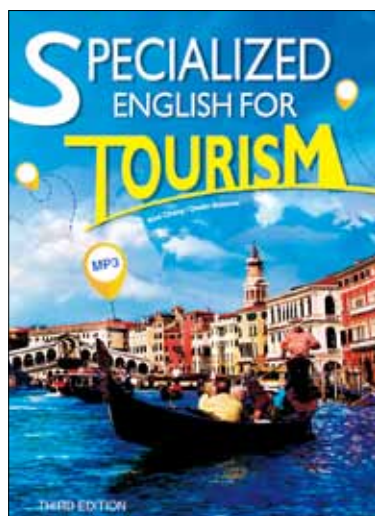
Extra Information

At the end of each chapter, there are a few short passages that contain additional information about Taiwan.

Colorful pictures

Colorful pictures are used throughout the book to give you to better understanding of the reading passages and extra information. We hope this will help you learn English in a more relaxing way.





C45121601 240 pages **CEFR B1**
ISBN: 9789863183655

Specialized English for Tourism

Third Edition

As an essential language guide to travel and tourism, *Specialized English for Tourism* covers a wide range of travel-related topics, from booking airline tickets and maneuvering through airport procedures, to planning personalized itineraries and dealing with common travel concerns.

By detailing various travel situations, this guide provides readers with practical dialogues, key expressions, helpful vocabulary, and useful practice exercises. Filled with colorful illustrations, the book also offers a fun, interactive learning experience.

Whether you are a backpacker, a student majoring in tourism, or a professional embarking on a business trip, *Specialized English for Tourism* holds the golden ticket to a safe and pleasant trip. So sit back, and enjoy the ride!

Key Features

- Key Terms
- Practical Dialogues
- In-Depth Readings
- Useful Expressions
- Practice Exercises
- Colorful Illustrations
- Audio Material Recorded by Native English Speakers

Useful Expressions

A Getting Seated

- 1 **A:** Hello, I'm William Hong. I reserved a table for this evening.
B: Good evening, Mr. Hong. Please follow me to your table.
- 2 **A:** A table for four, please. We don't have a reservation.
B: Sorry, all of our tables are full now.
- 3 **A:** How long do we have to wait for a table?
B: About 30 minutes. We have quite a long line at the moment.



- 4 **A:** How many people are there in your party?
B: There are four of us now, but one will be coming along later.
- 5 **A:** We'd like to sit by a window. Is that possible?
B: I'm sorry. All our window tables are taken.
- 6 **A:** Please let me know when a table is ready.
B: Your table is ready. Please come with me.

B Questions About the Menu

- 1 **A:** ① May we please see the menu/wine list?
② Do you have a menu in Chinese?
B: I'll bring some/one over to you immediately.
- 2 **A:** Would you like some wine with your meal?
B: Yes, I think so. Can you recommend a nice wine at a reasonable price?
- 3 **A:** Are you ready to order?
B: ① Yes. We would like to order now.
② Could you please give us a few more minutes?



Traveling With English



C20082001 288 pages **CEFR A2-B1**
ISBN: 9789863180210

Traveling With English is comprised of 23 interesting chapters that cover a wide range of useful travel-related topics including dining out, making hotel reservations, and shopping.

Every unit is divided into four regular parts: Vocabulary with color pictures, important words and phrases, Conversations, and useful expressions. Filled with color illustrations, it will make your learning experience fun and interactive.



02 Traveling by train in America 在美國搭火車

Adam What time does the train for Boston leave?
Booking clerk 9:25 on Platform 12, Track B.
Adam When does it arrive?
Booking clerk It should be there at 11:45, but it may be a little late.
Adam How much is a one-way ticket?
Booking clerk It's \$32.00.

亞當 去波士頓的火車什麼時候開?
售票員 9點25分, 在12月台, 軌道B。
亞當 什麼時候抵達波士頓?
售票員 應該是11點45分到, 不過有時候會誤點。
亞當 單程車票一張多少錢?
售票員 32美元。

如果你打算在美國做短途旅行, 建議你可以搭乘火車。坐火車可以避免繁瑣的安檢, 另一方面空間也比較大, 並且可以使用手機和筆記本電腦, 有些車廂甚至還有...



H20042001 368 pages (CEFR B1)
ISBN: 9789863185260

English for Tourism

An essential language guide to tourism, English for Tourism covers a wide variety of travel-related topics, from booking airline tickets and maneuvering through airport procedures to planning personalized itineraries and dealing with common tourism concerns.

By detailing various travel situations, this guide provides readers with practical dialogues, key expressions, and helpful vocabulary. Filled with color illustrations, it will also make your learning experience fun and interactive.

Key Features

- Practical Dialogues
- Sample Sentences
- Color Illustrations



24-3 參加當地旅遊行程 (119)

報名參加旅遊團	1 I am interested in joining the Blue Mountain one-day tour.	我想參加藍山一日遊。
預約報名處	2 Could I reserve a place here?	請問可以在這裡報名嗎？
一團人數	3 How many people are there in a tour?	一團有多少人？
是否至飯店接泊	4 Could you please pick me up at my hotel?	請問可以到我住的飯店接我嗎？
詢問集合點	5 Where is the meeting point?	要在哪裡集合？
詢問行程時間的頻率	6 I'm very interested in this tour, but I'm booked today. When will you have it again?	我對這個行程非常有興趣，但我今天沒空，你們什麼時候還會有呢？
	7 This one is available every day except Friday.	除了禮拜五以外，每天都有這個行程。
出發時間	8 When do you depart?	請問幾點出發？
中文導遊	9 Do you have any Chinese-speaking tour guides?	請問有中文導遊嗎？
回程時間	10 When will we return from the excursion?	請問幾點會回來？
是否包含餐費	11 Does the fee include meals?	費用包含餐費嗎？
是否可自由活動	12 Will I have some free time at Sydney Olympic Stadium?	到了雪梨奧運會場有自由活動的時間嗎？

24-4 市區觀光巴士 (120)

詢問有無觀光巴士	1 Are there any sightseeing buses?	請問有觀光巴士嗎？
詢問搭乘處	2 Where can I take a sightseeing bus?	請問哪裡可以搭觀光巴士？
詢問費用	3 How much does it cost to take the Blue Route sightseeing bus?	搭藍線觀光巴士要多少錢？
詢問停站處	4 Where will the Purple Route sightseeing bus stop?	紫線觀光巴士在哪停靠？
可否再上車	5 If I get off the bus, can I get back on another one later with the same ticket?	下車後還可以用同一張票再上另一部車嗎？
車票可否聯搭	6 The ticket is valid for all the buses on the Red Route.	這種票可以搭乘所有的紅線巴士。



Travel, English, and Fun



C20092001 192 pages

ISBN: 9789863180944

CEFR A2-B1



This is a simple and useful English book for tourism, specifically designed for readers with pre-intermediate level. There are 14 units in total. Each unit consists of: daily conversations, key phrases, vocabulary with illustrations, useful sentences, and travel information . . . etc.

Study Points

the purpose of your visit	此行目的	進入這個國家的目的
sightseeing	觀光	sightseer 則是指「觀光客」
Where will you be staying?	你會住在哪裡?	也可以說成: ① Where are you going to stay? ② Where will you stay?
return ticket	回程機票	來回機票是 round-trip ticket
Here it is.	東西在這裡。	把東西交給別人時, 可以說: ① Here it is. ② Here you are.

1 入境審查 (immigration inspection)

準備好護照和入境申請表 (disembarkation card), 有時也會被要求附上回程機票。審查人員可能會詢問你的入境目的、居留時間、住宿地點、持有多少現金等問題。

2 提領行李 (baggage claim)

辦完入境手續後, 就可以到行李提領處領取自己的行李。如果找不到行李, 可以向工作人員出示行李牌 (claim tag), 請他們幫忙尋找。

3 海關檢查 (customs inspection)

須出示護照及關稅申報表, 海關人員會問是否需要申報物品, 有時會要求打開行李接受檢查。在接受入境檢查或海關檢查時, 回答應該具體且明確。

10 ketchup 番茄醬

11 mayonnaise 美乃滋

12 vinegar 醋

13 soy sauce 醬油

14 chili sauce 辣椒醬

15 syrup 糖漿

lobby 大廳

Arrivals 1-2 →
Departures 1-2 →
Check-in 1-16 →
Information ? →

入境大廳 1-2 →
出境大廳 1-2 →
報到櫃檯 1-16 →
詢問處 ? →

Departure 出境

Arrival 入境

Information Center 詢問處

Customs 海關

Waiting Room 候機室

Pass 過關

Airport Terminal 航廈

Passport Control 護照檢查

Baggage Scanning 行李掃描

Weighing of Luggage 行李過磅

Ticket Checking 機票檢查

Control Tower 塔台

X-ray Scanning 機場 X 光檢查

Locker 寄物櫃

Duty-free Shop 免稅商店

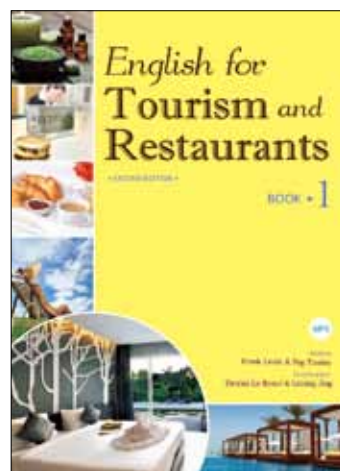
English for Tourism and Restaurants

CEFR A2-B1

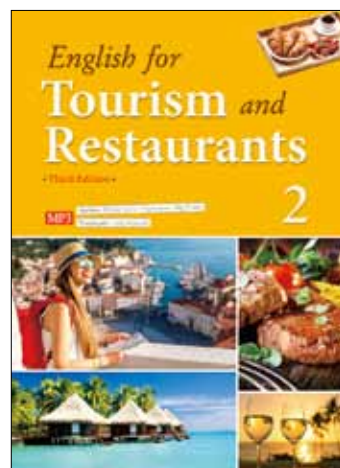
Books 1–2

This book will help you:

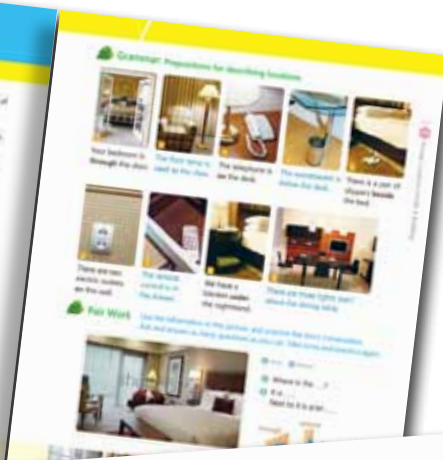
- Get familiar with the tourism and restaurant industries through over 100 dialogs about various kinds of situations.
- Learn the essential grammar through simple sentences and clear charts.
- Enrich your vocabulary by studying the "Words & Phrases," "Word Power," and "Phrase Focus" sections.
- Strengthen your listening comprehension by doing lots of listening training.
- Improve your speaking skills by frequently doing the Pair Work.
- Deepen your understanding of English for the service industry by doing the large number of exercises.
- Understand certain English items by referring to a great number of colorful pictures.



C39030801 216 pages
ISBN: 9789863183624



C39270801 200 pages
ISBN: 9789863186878



Tourism & Hospitality English Conversation



C39381601 400 pages **CEFR B1**
ISBN: 9789863186052

This book is written especially for those who want to enter the tourism or the restaurant industries. Divided into three subject areas—Hotels, Restaurants, and Tourism—this book contains dialogues for various situations and provides learners with a wide range of useful sentence patterns and expressions. At the end of each chapter, learners will benefit from a practice section to exercise and review what they've learned.

Chapter 12 Receiving Customers in a Restaurant 在餐廳 Unit 38 請客人等候座位 Asking Customers to for a Table

A Dialogue

Head Waiter → H)

- H) Good evening. Welcome to the Wonderland Restaurant. Do you have a reservation?
- C) No, we don't, I'm afraid.
- H) That's all right. How many people are in your party?
- C) Five.
- H) OK. I'm afraid we don't have a table for five **available**¹ at the moment. Would you mind waiting until a table becomes available? Or I can sit two of you now and the other three in about 15 minutes.
- C) About how long do you think we'll have to wait for a five-person table?
- H) There should be one free in about 20 minutes.
- C) OK. We'll wait.
- H) Wonderful. May I have your name, please?
- C) Yes. It's Anderson.
- H) OK, Ms. Anderson. If you'll just take a seat over there, I'll call you when we have your table ready.

[fifteen minutes later]



1. **available** [ə'veɪləbl̩] (a.) 有空的；可利用的

C Ending a Conversation 結束對話

- 1
- A) Sorry, I **have to**³ go.
不好意思，我得走了。
- B) OK. See you later.
Take care⁴.
Have a good day.
好，晚點見。
保重。
祝你有美好的一天。
- 2
- A) It was lovely talking with you.
It's been great meeting you.
Nice meeting you.
很高興和你聊天。
認識你真好。
很高興認識你。
- B) You, too.
And you.
我也是。
我也很高興。
3. **have to** [hæv tu] 必須
4. **take care** [tek keə] 保重

D Exercise

聆聽並練習以下的英文對話，將標色的字，與 Conversation Bank 中的姓名跟職稱對換，形成新的對話

- A Hello! We haven't met yet. I'm Jimmy. I'm **the bar manager**.
- B Hi, Jimmy. Nice to meet you. I'm Kate. I'm **the new chambermaid**.
- A How are you finding things so far?
- B Great! Everyone's very friendly.

- A 哈囉，我們之前還沒見過面，我是吉米，吧檯經理。
- B 嗨，吉米，很高興見到你，我是凱特，我是新的房務人員。
- A 目前為止工作都還順利嗎？
- B 很棒，大家都很和善。

Conversation Bank

- Janet **the head housekeeper** 房務主管
- Steve **the laundry manager** 洗衣部經理
- Martin **a guest** 客人
- Eileen **the entertainment director** 娛樂總監
- Mark **the concierge** 禮賓專員
- Tony **the chef** 主廚

015

PART-1
HOTEL
Chapter 1
02 Introducing Yourself to a Coworker 向同事自我介紹

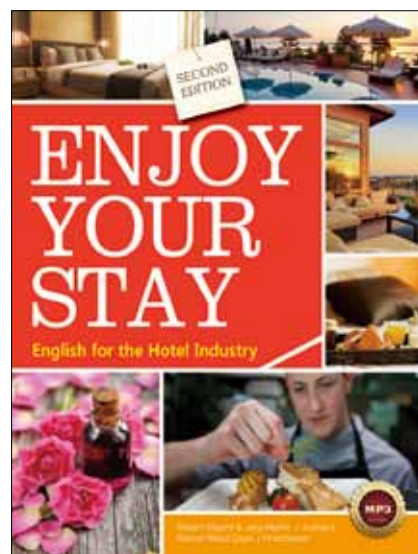
Enjoy Your Stay

English for the Hotel Industry

Enjoy Your Stay is a complete course for trainees and employees in the hotel industry, as well as students taking hospitality courses and general readers interested in the industry.

This book is comprised of 30 units that meet the practical needs of industry-related personnel. Topics include reservations, checking in, services and facilities, housekeeping, emergencies, problems and solutions, checking out, and staff training. You will learn how to deal with guests properly in various situations, and will build your service skills.

Every unit is divided into four regular parts: Conversation, Words and Expressions, Activity, and Exercises. By following the sequence, readers will study all aspects of English — speaking, listening, reading, and writing. Practical illustrations are also included in this book to help you develop better comprehension. This book makes your learning fun!



C39090801 184 pages

CEFR B1

ISBN: 9789863183495



Conversation ① → Ordering Desserts

Waitress: How is everything, sir?

Man: Very delicious. Thank you.

Waitress: Would you like to order dessert?

Man: Yes. Can I have another look at the menu?

Waitress: Yes, sir. Here you are.

Man: We want one apple pie à la mode, one crème caramel, and two lemon sorbets.

Waitress: I am not sure that we have crème caramel. I will check. Sorry, sir. We only have crème brûlée.

Man: Then make it one crème brûlée.

Waitress: Very well, sir. One apple pie à la mode, one crème brûlée, and two lemon sorbets.

Conversation ② → Ordering Cheese

Waiter: Excuse me, Ms. Would you care for cheese?

Woman: Yes, please.

Waiter: Just a moment, I will bring the cheese board. We have Camembert, Brie, Gruyère, and goat cheese.

Woman: I will have a slice of Camembert and goat cheese.

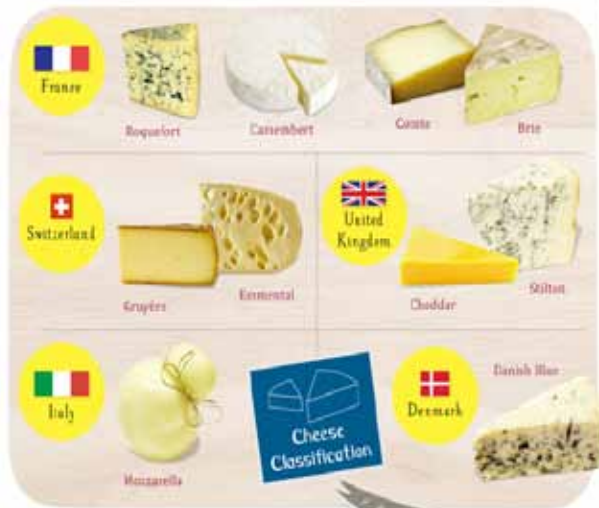


Words & Phrases

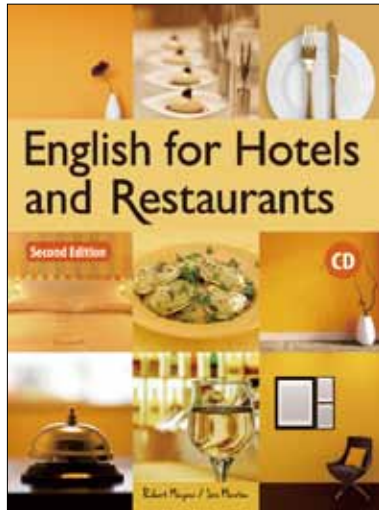
dessert
slice
light
heavy
cheese board
today's special
souffle
meringue
à la mode
Tiramisu

Expressions

- Would you like to order dessert?
- Can I have another look at the menu?
- Would you care for cheese?
- What do you suggest for dessert?
- Can you suggest something light?
- I suggest chocolate souffle.
- Tiramisu is very popular.



English for Hotels and Restaurant



C39150801 136 pages **CEFR A2-B1**
ISBN: 9789863181224

This book is designed for the purpose of training college students that are taking catering and hospitality courses or for those who are in this service industry and want to continue with their training.

The subjects are divided into Restaurants (Part I) and Hotels (Part II) and arranged by the service procedures, which allow you to learn step by step and strengthen your practical skills.

Contents and Features

- | | |
|----------------------------|--------------------------|
| 1. Conversations | 4. Expressions and Words |
| 2. Pair Work | 5. Exercises |
| 3. Practical Illustrations | 6. Audio CDs |

Unit 03 A Breakfast Dialog

Expressions & Words

- How much is...?
- How much does it cost?
- What is the price?
- It costs...
- Excuse me, I'd like to...
- The subcheck/bill, please.
- Pay the bill!

(class in.) tab (in.) check (in.) cooked beef poached egg hush (in.)	rye bread wheat loaf plain (in.) shrimp (in.) barn (in.) cereal (in.)	high protein granola (in.) fried (in.) fishes (in.) ice bag
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Conversation

W: Water G: Guest D: Dish 1-7

<p>W: Good morning, Ma. Would you care to order from the menu?</p> <p>G: Yes, I would.</p> <p>W: What kind of breakfast would you like?</p> <p>G: I want an English-style breakfast, please.</p> <p>W: Would you like porridge or conifakes?</p> <p>G: I think I'd prefer the conifakes.</p>	<p>W: Very well, Ma. And how would you like your eggs?</p> <p>G: Sure-ide up.</p> <p>W: And would you like your fried eggs with bacon, sausage, or ham?</p> <p>G: Bacon, please.</p> <p>W: Would you like tea or coffee?</p> <p>G: Coffee, please.</p> <p>W: Thank you, Ma.</p>
--	---

Breakfast

Cereal				
Eggs				

Pair Work

Make up dialogues with your partner using the following sentences and pictures.

W: Water/Waitress G: Guest

1

G: How much is the _____?

W: How much does the _____ cost?

G: What's the total?

W: It is _____ dollars.

G: The American breakfast is _____ dollars.

W: It costs _____ dollars.

English-style breakfast

2

W: Does the English breakfast have a fixed price?

G: Yes, 600 NTD.

breakfast buffet

continental breakfast

3

G: The bill, please.

W: I want the check right away.

G: Can you bring me the bill?

W: I'd like to pay now.

G: Can I have the bill?

W: Excuse me, I'd like to pay.

G: Yes, wait.

W: Right away, sir/ma.

G: Of course, sir/ma.

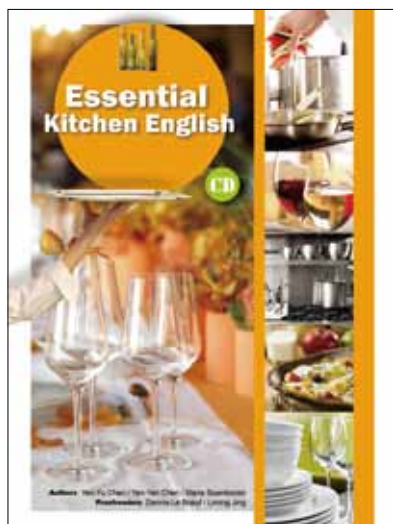
Food

bacon	ham	sausage	corned beef hash

Drinks

juice	milk tea	tea	coffee	milk	hot chocolate

Essential Kitchen English



C44081601 120 pages
ISBN: 9789861848686

CEFR B1

Essential Kitchen English is a textbook designed for students studying about hotels and restaurants and other food service related fields. The book consists of eight units that introduce the basic kitchen equipment and various kinds of beverages. Each unit is divided into four parts: Vocabulary, Sentences, More Expressions, and an Exercise.

Basic Features

- There are 20-25 subject-related colored illustrations in each unit to help improve your comprehension of the material.
- Learn the essential kitchen vocabulary words and their usage through simple and useful sentences.
- Get familiar with the common kitchen expressions for various situations by studying the "More Expressions" section.
- Deepen your knowledge related to the kitchen by doing each "Exercise" section.

15	made from [med 'frɒm] 以(某種作為原料)製成, 此為化學變化	<ul style="list-style-type: none"> made-to-measure (n) 訂製的
	<ul style="list-style-type: none"> This cake was made from blueberries, milk, sugar, flour, baking powder, butter, and eggs. 	
16	start with [stɑ:t wɪð] 以.....開始	<ul style="list-style-type: none"> start up 突然出現
	<ul style="list-style-type: none"> Would you like to start with something to drink? 	
17	measure ['meɪʒə] (n.) 度量單位; 量器	<ul style="list-style-type: none"> measure (v) 測量; 丈量 measure cup 量杯
	<ul style="list-style-type: none"> The serving measure for one glass is 50 grams. 	
18	crushed ice [kraʃt aɪs] 碎冰	<ul style="list-style-type: none"> ice cube 冰塊
	<ul style="list-style-type: none"> Take a cocktail shaker and fill it with crushed ice. 	
19	consist of [kən'sɪst əv] 由.....組成	<ul style="list-style-type: none"> consist in 包含在.....其中
	<ul style="list-style-type: none"> A screwdriver is a cocktail that consists of vodka and orange juice. 	
20	contain [kən'teɪn] (vt.) 含有	<ul style="list-style-type: none"> contain (vt) 包含; 含有
	<ul style="list-style-type: none"> Cocktails that contain only liquids can be made by stirring them well in a glass. 	

Cocktail Preparation

- First, take a cocktail shaker and fill it with crushed ice.
- Next, add tequila, apple or, lime juice and caster sugar to a cocktail shaker.
- Rub lime juice around the edge of the glass.
- Place the glass upside-down on a saucer of salt to achieve the salted rim effect.
- Shake well to mix all the ingredients.
- Strain the shaken cocktail into a cocktail glass.
- Finally, garnish it with a slice of lime.

Essential Restaurant English Books 1-2

C44201601 104 Pages
ISBN:9789863182696

Essential Restaurant English Book 1 & 2 are textbooks written for students studying cooking and restaurant management. They are specially designed for those who want to enter the hospitality industry.

The two books consist of 15 units that introduce practical English that you can use every day in a restaurant. By reading through the book, you will not only enrich your vocabulary but deepen your understanding of English in the service industry.

Each unit is divided into four parts: Vocabulary, Sentences, More Expressions, and an Exercise.

Basic Features

- There are more than 20-25 subject-related colored illustrations in each unit to help improve your comprehension of the material.
- Learn the essential restaurant vocabulary words and their usage through simple and useful sentences.
- Get familiar with common restaurant expressions for various situations by studying the "More Expressions" section.
- Deepen your knowledge related to the restaurant service by doing each "Exercise" section.



CEFR A2-B1



C44101601 120 Pages
ISBN:9789861849096



Sentences

- dress code** [dres kɒd] 服裝規定 (n.)
 - There is no **dress code** in our restaurant.
 - business formal clothes 上流正式服裝 (西裝 + 襯衫 + 領帶)
 - casual clothes 休閒服裝
- under preparation** ['ʌndə, prepe'reɪʃən] 準備中
 - I'm afraid that area is **under preparation**.
 - under construction 施工中
- in the way** [ɪn ðə weɪ] 阻礙
 - Excuse me, your suitcase is **in the way**. May I move it?
 - This way, please. 這邊
- lavatory** ['lævə, tɔɪ] 盥洗室 (n.)
 - Excuse me, where is the **lavatory**?
 - restroom 洗手間 (n.)
 - nursing room 哺乳室 (n.)
- wait in line** [weɪt ɪn laɪn] 排隊
 - Could you **wait in line** until a table is free?
 - cut in line 插隊
- separately** ['separəti] 分開地 (adv.)
 - We prefer not to sit **separately**.
 - together 在一起 (adv.)

Business Writing

Skills, Applications, and Practices

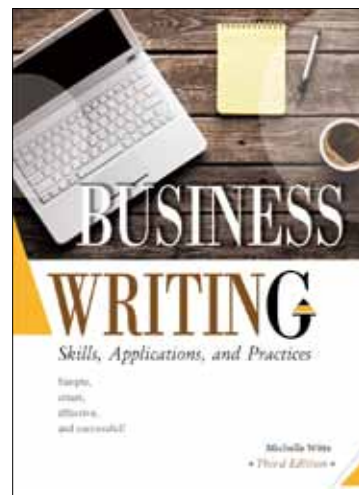
Business writing is the type of writing used in today's business world. It includes letters, emails, faxes, memos, presentations, reports, resumes or CVs, and other kinds of documents.

Who are the readers of business writing?

Business writing is read by people who want information, not pleasure or relaxation. Instead of enjoying the plot of a long story, business readers first want to get to the end—the recommendations or conclusions. Business writing should be clearly formatted with short paragraphs, headers, and bulleted or numbered lists. People in the business world don't often have a lot of time to spend reading the documents they receive. A piece of good business writing should let your readers understand the main ideas by just skimming only the information that is relevant to them.

What is the function business writing?

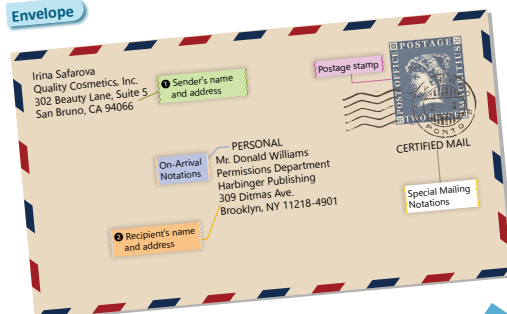
Business writing is often used to make decisions; for example, to hire a new employee, to change the team on a project, to cancel a partnership with another business, or to buy a product or service. Readers may use business writing to communicate information to other people in a speech or meeting.



C19401601 400 pages
ISBN: 9789863183648

CEFR B1-B2

Envelope



Basic business letter formats

Quality Cosmetics, Inc.
Permissions Department
Harbinger Publishing
300 Dimas Ave.
Brooklyn, NY 11218-4901
July 8, 2015

Letterhead: Sending company's name and address

Recipient's name and address
Mr. New Lin
Creative Design
Room 205, Building 3
Lane 2008, Puchang Avenue
Shanghai, PRC

Body text
Dear Mr. Lin:

Closing and signature
I would like to use one of your illustrations in my in-house report titled "Third Quarter Growth in the Cosmetics Industry." The illustration is called "Girl Applying Lipstick."
Thank you so much for your attention to my request. Please contact me as soon as possible at (555) 786-9852.
Respectfully,
Irina Safarova
Analyst, Quality Cosmetics

Best regards,
Catherine Davies
Enc (3)
cc: Flora Lopez

Postscript:
Catherine Davies
315 Qingyang Rd. 10101
Puchang Road District,
Shanghai, PRC 201203
November 2, 2015

Three business letter styles

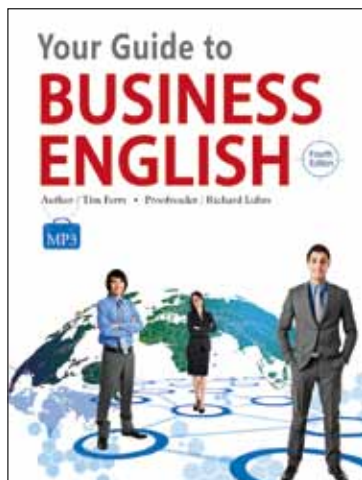
1 Block style

2 Modified block style

3 Indented style

DISCUSSION & EXERCISE 2

- What does "flush left" mean?
- Which letter format involves lining up each element flush left?
- In which format(s) will the sender's address be on the right side of the paper?
- Which is the oldest format for business writing?
- How does the modified block style combine indented style and block style?
- In the modified block style, which parts of your letter will be on the right side of the paper rather than flush left?
- Where should the receiver's address go on a business envelope?
- What is a "window envelope"?



C44240801 256 pages **CEFR B2**
ISBN: 9789863183716

Your Guide to Business English

This book will develop your skills in the global language of commerce—English. Whether you are preparing for your overseas MBA program or test for business English proficiency—or simply want to communicate better in business relations, this book provides vital skills and knowledge.

Each chapter begins with an article that explores some aspect of business in great detail. The articles cover any range of topics—from Advertising to Finance to International Trade—and provide essential vocabulary and grammar structures. Be careful—the articles are not easy! They closely follow newsmagazine and business news structure and content.

Each article is followed by a series of activities designed to enhance language ability along with greater understanding of the business-related concepts. Many of these activities are modeled on questions from the major standardized tests—TOEFL, TOEIC and IELTS—allowing you to train for these tests as you develop your more general business language skills. The activities are designed to be in-depth and challenging.

Each chapter ends with a listening passage or activity that presents not only a different set of skills development, but also ideas that directly counter the ideas in the article. This will give you the chance to engage in critical thinking as you develop language.

Chapter 1

Recruitment

1 Reading

Article 1

Fill in the missing words and answer the following questions.

Some 60% of workers quit in 3 months

TAIPEI, CNA (2006/11/18)

Some 59 percent of Taiwan's office workers quit their jobs within three months out of dissatisfaction with their companies' environments or salaries, according to the results of a recent survey made public yesterday.

Nearly 23 percent of the respondents said that they had _____ within a week of starting a new _____, while as many as 63 percent of those born in the 1980s said that they had done so within three months, according to the poll carried out by 104 Manpower Bank, an online service.

According to the _____ results, 36 percent of _____ employees polled cited "an unpleasant working environment" as the leading factor behind their _____, while 33 percent and 32 percent pointed to "company systems" and "poor _____," respectively, as their major reasons for leaving.

The survey also found that female _____ workers attach greater importance to "the _____ for advancement," while their male counterparts pay more attention to "_____ culture" and _____ future."

Exercise for Article 1

Multiple choice

How many of Taiwan's office workers quit their jobs within the first three months?
a. 29%. b. 63%. c. 59%. d. 36%.

What percentage of Taiwan's office workers born in the 1980s quit their jobs within the first three months?
a. 29%. b. 63%. c. 59%. d. 36%.

What was the most common reason people gave for leaving their jobs?
a. No opportunity for advancement.
b. Poor salaries.
c. Bad company systems.
d. Unpleasant working environments.

What do women consider the most important factor in a job?
a. Corporate culture.
b. Opportunities for promotion.
c. Working environment.
d. Company future.

Who responded to this survey?
a. Mostly women.
b. Only men.
c. Factory workers.
d. White collar employees.

True or False

_____ he answered this information?

_____ his information obtained?

_____ respondents said they had quit a job within the first week?

_____ le office workers feel are the most important factors in a job?

_____ respondents said salary was the most important factor in their decision to resign?

company
salaries
corporate
survey
resignations
job
resigned
white collar
office
opportunity

Business English

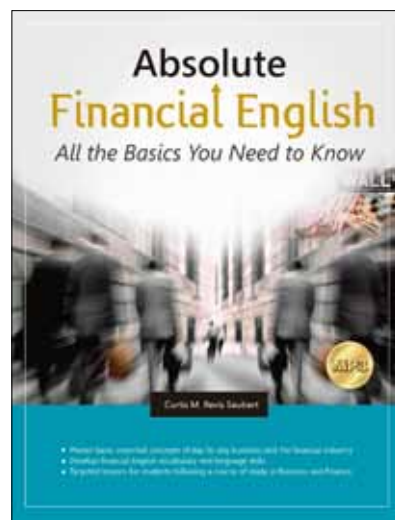
39

Absolute Financial English

All the Basics You Need to Know

- Master basic, essential concepts of day-to-day business and the financial industry
- Develop financial English vocabulary and language skills
- Targeted lessons for students following a course of study in Business and Finance

Absolute Financial English: All the Basics You Need to Know is a textbook devised specifically for students studying in finance-related fields. Suitable for high-intermediate students and above, it contains six units and 44 sections covering a wide range of basic financial topics, including Financial Situations in a Corporation, Money and Banking, Accounting, Trade and Commerce, Business and Investment, and Economy Issues. It also includes a wealth of financial vocabulary and phrases, as well as explanations for financial idioms and metaphors.



C19350801 280 pages **CEFR B2-C1**
ISBN: 9789861849904



Decide if the following words are **Nouns (N)**, **Verbs (V)**, or **Adjectives (A)**. More than one answer may be possible.

PART OF SPEECH	
1. expand	8. regulatory
2. specialization	9. open account
3. capacity	10. advance payment
4. bridge the gap	11. letter of credit
5. stand to make	12. documentary collection
6. domestic	13. multilateral
7. tariff	



Why Is There International Trade?

International trade is the buying and selling of goods and services across national borders, allowing businesses to **expand** their markets. All countries have different strengths in terms of land, labor, capital, technology, and natural resources, and these differences give rise to different **specializations** in products and services.



Such specialization may result in excess production **capacity** for certain goods and services, which can be traded for goods and services from other countries.



Admittedly, this is a simplified version of international trade, but this picture captures the basics: there is an uneven distribution of natural resources in different countries, and international trade exists to **bridge the gap** across geographical boundaries. International trade provides consumers with the opportunity to be exposed to goods and services not available in their own country and expands customer demand in other countries.

This is where corporations come in. Corporations willing to deal across national borders **stand to make** significant gains, and, if not careful enough, losses. International trade differs from **domestic** trade in that it is more costly, typically due to **tariffs**, time costs due to border delays, and costs associated with country differences such as language, the legal system, or culture. International trade poses significant risks not encountered in domestic markets, including **regulatory** risk, political risk, war, and natural catastrophes.

Different methods of payment must also be negotiated: **open account** (goods are delivered before payment is made), **advance payment** (payment is made before goods are delivered), **letter of credit** (an intermediary bank pays the seller once all terms of the



The World Trade Organization (WTO) deals with the global rules of trade between nations.

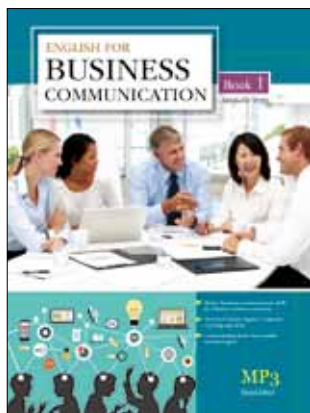


▲ Ancient silk road trade routes across Eurasia.

contract are complete), and **documentary collection** (the title to goods is not transferred until the draft is paid).

International trade is somewhat regulated by **multilateral** treaties like the General Agreement on Tariffs and Trade (GATT) and World Trade Organization (WTO), that have attempted to promote free trade while creating a globally regulated trade structure.

English for Business Communication **Books 1–2**



C43100801 152 pages
ISBN: 9789863185680

CEFR B1



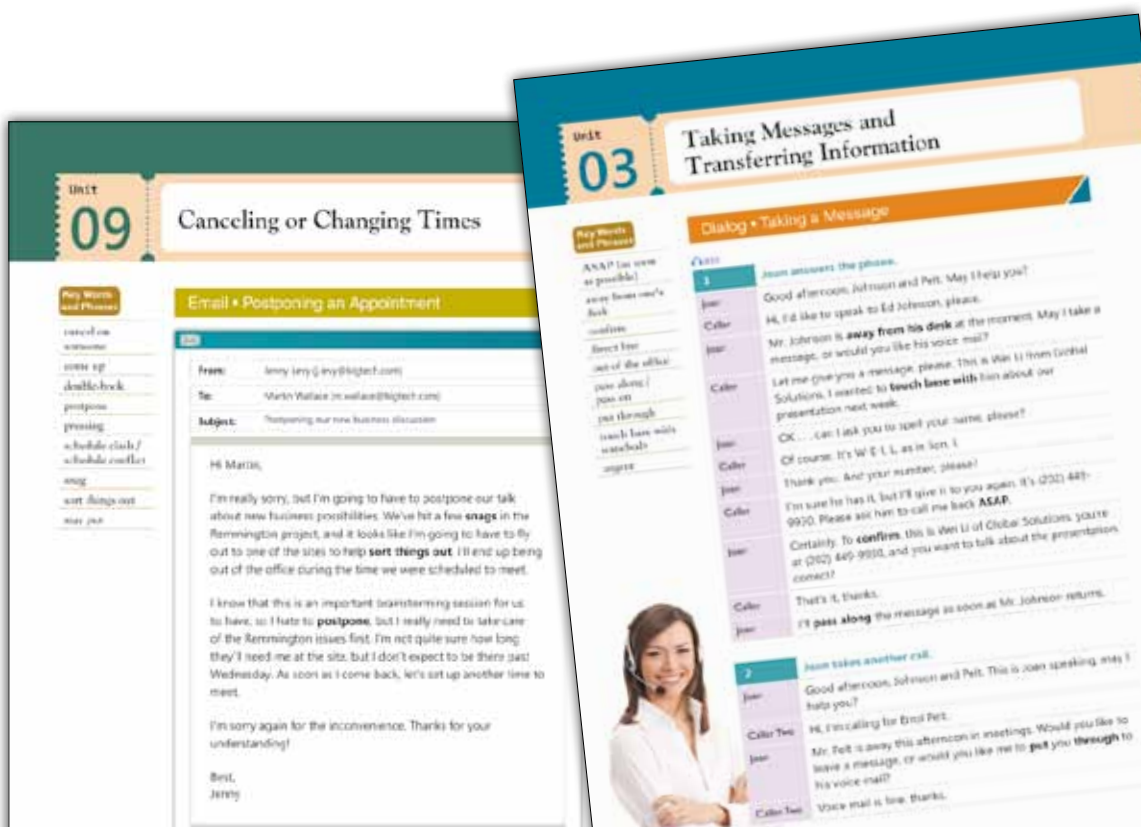
C43110801 120 pages
ISBN: 9789863185697

CEFR B1

Business Communication is the type of communication used in the business world. The scope of it comprises telephone manners, making appointments with colleagues and clients socializing with people of your trade and others, making speeches and presentations, running meetings, negotiating and persuading, promoting sales, problem solving, reading and writing business documents, and hunting for

a job. All of the above are skills you're going to need in your day-to-day work environment or for any business—related occasions and activities.

English for Business Communication provides a variety of communication skills and techniques for different business occasions. The books are divided into 57 units, and each unit deals with a specific theme, helping you focus on one area of business know-how and learn it quickly and thoroughly. Most units begin with an introductory description or lively conversation, with “Sample Sentences” following, to help you explore and expand on the theme. “Exercises” come at the end of each unit, offering you a chance to review the content and practice the useful phrases.



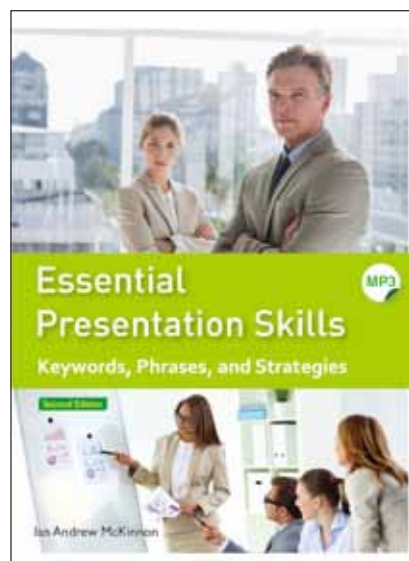
Essential Presentation Skills

Keywords, Phrases, and Strategies

Essential Presentation Skills: Keywords, Phrases, and Strategies is a book that will help ESL learners to master the skills of presentations in a second language.

The exercises at the end of each unit will help you to review the important points you have read about. These exercises also offer you a practical opportunity to practice your speaking skills. Your teacher can lead you through all the lessons in the book.

You can also go to the table of contents to look up the exact situation for which you are in need of a phrase and find an example that will help you when you're working on an actual presentation.



C19390801 176 pages
ISBN: 9789863182429

CEFR B1

UNIT

01

Learning About the Audience

With the subject of your presentation in mind, you should begin by learning all you can about your audience.

1. Politics, culture, and language
2. Professional backgrounds
3. Technical knowledge
4. Opinions and values
5. Methods of background information research

1→Politics, culture, and language

Your ultimate goal is to deliver a clear message about the subject; however, to do that successfully, you must establish a good relationship with the audience. You can create good rapport with the audience members if you research information beforehand about their politics, culture, and language.

- 1 Are there any cultural or political topics that you want to highlight or stay away from?
- 2 Will engaging the audience with questions be offensive or inappropriate?
- 3 Is humor appropriate or not? And if so, what kind?
- 4 Are there other non-native speakers in the audience? Will you have to simplify your language?

2→Professional backgrounds

Detailed information about your audience's professional background can also be extremely valuable. Knowing the professional roles, titles, and responsibilities of the audience members can help you decide what you want to say to them and how you want to say it.

- 1 Does the audience include salespeople, technicians, managers, or entry-level staff?
- 2 Have any audience members been employed by other major companies?
- 3 Are there any mutual relationships with previous employers?

3→Technical knowledge

Another bit of helpful information about audience members is their level of knowledge about the subject matter of your presentation. Knowing what your audience knows can help you present the material at the appropriate level—especially if the information is technical.

- 1 How familiar is your audience with the technical parts of your presentation?
- 2 What is the audience's area of expertise/level of education?
- 3 How many years of experience in the field does the audience have?

4→Opinions and values



In 380 B.C., Aristotle said, "The fool persuades me with his reasons; the wise man persuades me with my own."

Certainly, this idea remains true today. Here are some in-depth questions to consider about your audience's opinions and values:

- 1 **What is the audience's position regarding the subject matter?**
→ Is your audience already for or against what you are going to say?
- 2 **How does the audience feel about you as the presenter?**
→ Are there people in the audience who know you?
- 3 **Will audience members be skeptical or supportive?**
→ What are the audience's expectations?
- 4 **What kind of presentation is the audience used to?**
→ What is the audience's standard of excellence?
- 5 **Are audience members attending because they want to be here?**
→ Do they actually care about what you have to say?
- 6 **How will audience members benefit from the presentation?**
→ Can you give them valuable information?
- 7 **What kind of information will be valuable to this particular audience?**
→ What motivates the audience?
→ How can audience members be inspired to act or buy?

Everyday Office English

Everyday Office English is a thorough guide that's tailored for professionals seeking to refine their Business English.

This book is comprised of 36 units that cover daily situations in the office. Each unit is divided into four parts—Dialogue, Useful Expressions, Key Terms, and Review Questions, using real-life international business scenarios to develop your ability to express English accurately and clearly in a business context. It offers a logical progression for learning the language required for entry into the workforce.

Practical illustrations related to each topic are also included to help you expand your vocabulary and improve comprehension. Correspondences and contracts are featured in the appendix to let you master your business writing and presentation skills. **Everyday Office English** sets the scene for demonstrating how to communicate internationally in business so that you can be fully equipped with the language needed to work in an English-language office. Have fun talking shop!



C43081601 216 pages

ISBN: 9789863184706

CEFR A2-B1

Unit

20

Presenting a New Product

Key terms

to capitalize on	niche market
to go nuts for	profit margin
to roll out	to stand out
goldmine	bottom line
to extend one's brand	saturated market
untapped market	impulse buyer

Dialogue

114

Jared:

Jared, in the product development department, presents a new product to shareholders with a slide show.

As you all know, our Ethersole athletic shoe has been a huge hit. We believe our new children's line, with its first design, the Etherkid, will help us **capitalize on** that success.

As you can see from this slide, the Etherkid is based on the Ethersole design, but it comes in a wider color range and with iron-on initials. We think kids are going to **go nuts for** these initials.

This slide explains the profit margins we predict for the Etherkid, which we plan to **roll out** in Fall 2016. Having the existing infrastructure means our production costs for this product will be much lower, giving us a higher profit margin. We think the Etherkid is going to be a **goldmine**.

Shareholder: Who's your target here?

Jared: Well, we don't want to stray too far from the Ethersole brand, which was marketed toward serious runners. Therefore, we're aiming the Etherkid at children who are interested in athletics and style—and parents who want their kids to have the best equipment.

Shareholder: And does the research show that the market will support another product like this?

Jared: Oh, absolutely. Our market research found that there is a huge, unmet demand for a shoe like this.

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Useful Expressions

115

A Talking about a new product's potential

1. I don't really see a lot of sales potential here.
2. This product is going to open up a whole new market for us.
3. This is going to **extend our brand**.
4. We're offering a product no one else is selling.
5. We believe this product will appeal to an **untapped market**.
6. This is going to appeal to a **niche market**.

B Asking questions about a new product

7. What would the **profit margin** be for this line?
8. What's going to make this product **stand out**?
9. How is this going to affect our **bottom line**?
10. Isn't the **market saturated** with these products?
11. Does this product fit our image?
12. Can you sell it to **impulse buyers**?
13. Are you going to go for penetration pricing?

Chapter 4
Discussions, Meetings, and Proposals

Unit 20
Presenting a New Product

English for MICE

Meetings, Incentive Travel, Conventions, and Exhibitions

This book is designed for both students and business people who want to pursue a career in the meetings and events industry. The book is divided into four parts: Meetings, Incentive Travel, Conventions, and Exhibitions, with each part then further divided into four units. The book features a variety of handy real-life dialogues and hands-on activities that will help learners sharpen their English skills and build confidence.



C44170801 128 pages **CEFR B1-B2**
ISBN: 9789863182405

Each unit includes

1. Warming Up

This section provides readers with a few topic-related questions that offer insight into the upcoming lesson and act as a general overview of the unit.

2. Conversations

The dialogues reflect real-life scenarios that one would encounter in professional business situations. By studying the conversations, learners can effectively grasp important phrasing and keywords.

3. Listening Practice

Recorded by native speakers, this activity not only tests listening proficiency but also offers learners a chance to become fully immersed in an all-English learning environment.

4. Discussion Questions

These practical questions are more specific and problem oriented than the ones in Warming Up, challenging learners to think more deeply while testing their problem-solving skills.

5. Activity

The section provides students with several hands-on activities that will help them deal with practical problems and apply English with ease in real-life business situations.





C44040801 120 pages
ISBN: 9789861846934

CEFR B1

MICE English

Meetings, Incentive Travel, Conventions, and Exhibitions

Business English plays a vital role in today's world civilization.

MICE English is your best choice whether you're a student who is studying Business English or an active business person who is interested in the various aspects of MICE English.

This book focuses on four Units: Meetings, Incentive Travel, Conventions, and Exhibitions. Every unit includes four chapters, each of which provides the definition of its main topic and other related issues. The beginning of each chapter shows you the specific learning goals and also provides an overview of the material so that you can easily understand what you're going to learn.

Features

Cultural Corner/SOS English

This section provides readers with a few topic-related questions that offer insight into the upcoming lesson and act as a general overview of the unit.

Dialog

The dialogues reflect real-life scenarios that one would encounter in professional business situations. By studying the conversations, learners can effectively grasp important phrasing and keywords.

Learn to Use Words Smartly

Recorded by native speakers, this activity not only tests listening proficiency but also offers learners a chance to become fully immersed in an all-English learning environment.

Activity

These practical questions are more specific and problem oriented than the ones in Warming Up, challenging learners to think more deeply while testing their problem-solving skills.

Project Activity

The section provides students with several hands-on activities that will help them deal with practical problems and apply English with ease in real-life business situations.



How to Understand English News

A Comprehensive Guide to Reading English News

This book is an essential reference tool for intermediate to high-intermediate English learners and students in applied English and journalism-related departments. Containing authentic news articles and carefully written according to several dependable global sources, this book is divided into two parts, with 18 chapters in total.

PART I focuses on introducing English news style, features, usage, and structures. It teaches you, step by step, how to understand English news by offering useful reading strategies, and it includes plenty of opportunities to practice the techniques you have learned immediately.

PART II provides a wide variety of English news, from news about world events to entertainment pieces. Each news article is accompanied by review exercises to improve your vocabulary and test your comprehension of the news.

Goals

This book aims to guide you to read and understand English news, to introduce the special usage and arrangement of English news articles, and to help you become a critical thinker by looking beyond the words to grasp critical concepts in order to fully comprehend news stories in a more systematic way.

Basic Structures of This Book

PART I: Reading Comprehension Methods

This section guides you, step by step, to understanding news English, introducing you to the grammar rules as well as to the use of idioms and special vocabulary seen in English news. The methods provided in this part will help train your reading ability to comprehend news English intensively. Numerous exercises are included in every chapter, which helps ingrain the reading tips through practical and immediate application.

PART II: Sample News Stories

This section offers a wide range of news articles covering politics, business and finance, technology, the environment, war and terrorism, health, sports, and more. The topics are categorized into 11 chapters, each dealing with a theme prevalent in the news worldwide. There are 35 news articles, and after each news article you will find three exercises: Vocabulary, Comprehension, and Critical Thinking. The questions in these exercises are designed to help English learners improve their ability of understanding English news, from absorbing information in news to critical thinking about news topics.



C18190801 228 pages **CEFR B1-B2**
ISBN: 9789863186960

Breaking News English!

A Complete Guide to Understanding English News

MOST COMPREHENSIVE BOOK ABOUT NEWS ENGLISH CURRENTLY AVAILABLE

- Reading and vocabulary based on various kinds of authentic English news articles
- Preview and Review Exercises focused on English news and feature articles
- In-depth analysis and information about the special usages and structures of news English
- Suitable for high-intermediate English learners and students in applied English and journalism-related departments

This book is suitable for high-intermediate English learners and students in applied English and journalism-related departments.



C18180801 208 pages **CEFR B2**
ISBN: 9789863183426

The book consists of 38 chapters that introduce news English from different perspectives, including an Introduction to News English, News Media in Detail, and News Articles and Activities. There are various kinds of authentic English news articles in this comprehensive book, covering a wide range of topic in all fields.

This book aims to teach you about news English. As you read this book, you will learn new vocabulary and styles of news English, be able to read, understand, and talk about news in English, and also improve your reading speed and comprehension skills when reading English newspapers, articles, and magazines.

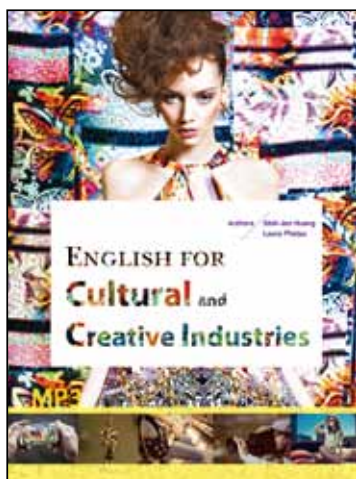
Basic structures of this book

Preview Exercises Provide discussion questions focused on the introduction to news features as well as vocabulary studies. These preview exercises will help you understand the special usages, structures, elements, and arrangements of English news articles.

Article Include reading and vocabulary materials based on the various topics of authentic English news articles, including politics, finance, economics, business, science, technology, environment, health, medicine, sports, entertainment, life, travel, education, crime, and war.

Review Exercises Provide questions which improve your understanding of the topic, content, discussion issues, grammar, and vocabulary.

English for Cultural and Creative Industries



C44160801 176 pages **CEFR B1-B2**
ISBN: 9789863182580

There are six themes and 12 units in this book, with each unit divided into five sections:

1. Warm Up Activities

Each pre-reading section provides activities that prepare students for reading by assessing their background knowledge of the topic and clarifying any culture-specific information necessary to comprehend the passage.

2. Main Article

Each unit contains a passage of 500 words on a topic connected with the cultural and creative industries, along with five follow-up multiple-choice questions.

3. Dialogue

The third section is comprised of two 150-word dialogues, giving students plenty of opportunities to practice their English conversation skills.

4. Cultural Notes

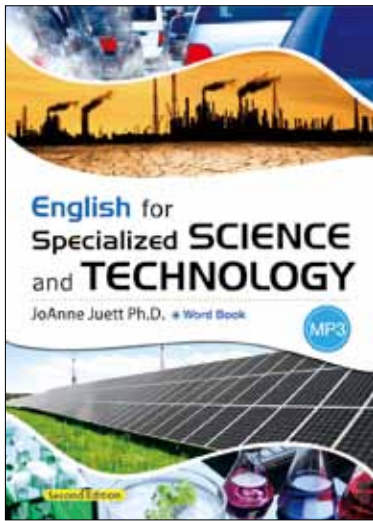
Each unit provides extra information and activities that build upon the unit's main text.

5. Exercises

Targeted, skill-building practice that tests student's understanding of the unit. Exercises include Matching, Listening Practice, and Individual/Group Activities.

This book explores various topics connected with these industries—including Designer Fashion, Film and Video, Interactive Leisure Software, Music, Performing Arts, and Arts—and aims to familiarize students with the diverse features of these industries through introductory articles, colorful illustrations, and multiple exercises. It is also a wonderful learning tool for increasing English vocabulary, improving listening comprehension, and strengthening reading skills.





English for Specialized Science and Technology

C44251601 312 pages **CEFR B2**
ISBN: 9789863184287

English for Specialized Science and Technology is a textbook designed for students studying in science and technology related fields, as well as for general readers interested in scientific and technical subjects.

What is the design of this book?

This book has 47 chapters. Each chapter is an article that models a scientific or technical essay and is followed by several sets of exercises designed to help the reader identify vocabulary specific to scientific and technology writing.

TARGET WORD
EXERCISES

A Match the target words with the correct definitions.

monitor	destine	donate	mandate	contemporary
indefinitely	preferable	hierarchy	content	source
burden	incineration	knowledgeable	haul	ferrous
loop	delay	standard	audit	lag

- () 1 current; modern
- () 2 the origin or starting point
- () 3 give to a charity or good cause
- () 4 slowing down or falling behind
- () 5 to postpone until a later time; defer
- () 6 the act of burning something completely
- () 7 more desirable or suitable
- () 8 to assign or intend for a specific end, use, or purpose
- () 9 the proportion of a specified substance
- () 10 of or relating to or containing iron
- () 11 lacking precise time limits
- () 12 intelligent or well-informed
- () 13 any thoroughgoing assessment or review
- () 14 generally accepted as reliable or authoritative
- () 15 the act of transporting or carting
- () 16 something having a shape, order, or path of motion that is circular or curved over on itself
- () 17 to keep track of systematically with a view to collecting information
- () 18 a source of great worry or stress; weight; hardship
- () 19 an official or authoritative command to carry out a particular task
- () 20 a series in which each element is graded or ranked

B Many words related to the recycling process contain the prefix **re-, which means again or anew. Circle the root words and match them to the correct definitions of these root words.**

recycle	recapture	redeem	return	reuse
reclaim	regain	reprocess	recover	

236

common recycling materials



▲ Non-ferrous materials can be recycled most efficiently.



▲ Iron and steel are the most common recycled material.



6 Five components make up the entire recycling process, each essential to sustain an ongoing cycle of production. First of all, from industry leaders to community participants, each person must be **knowledgeable** about the basics of recycling. Businesses can perform a waste **audit**, which can track trash and disposal information to help companies decide on the best recycling methods. Local agencies can assist individuals with information about how



English for Medical Professionals

English for Medical Professionals is a book for medical-related majors and nursing students who are learning general medicine, and would like to communicate effectively in English. The objective of this book is to guide those students to become effective communicators in their use of the English language.

Key Features of English for Medical Professionals

- Each unit begins with *Think about it* to activate students' background knowledge of the topic represented in the unit.
- Each unit practices various listening skills, such as listening for main ideas, key points, and phrases.
- Speaking sections give the students a chance to practice speaking in practical and realistic situations.
- Vocabulary and key expressions provide the tools to communicate effectively and confidently.

Each unit covers

Listening practice

A wide variety of medical based scenarios.

Speaking practice

Varied exercises develop student's practical communication skills.

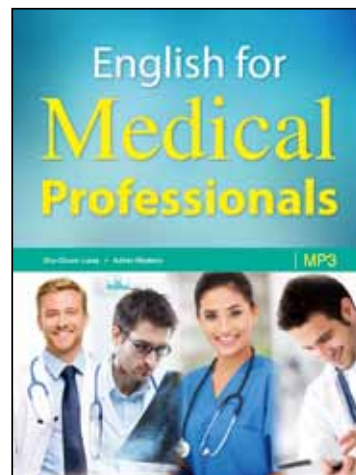
Reading

Different articles are adapted from authentic reading materials, from posters to informative brochures.

Key vocabulary and expressions

An indispensable learning tool provides medical terms and expressions.

+ Review Units, Audio Scripts, Glossary



C44180801 112 pages
ISBN: 9789863182436

CEFR B1-B2

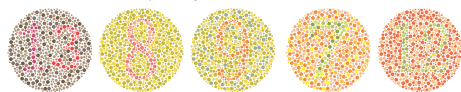
6

Unit 6 | Medical Departments |

Testing for Color Blindness

A Read for Details

Below is the Ishihara test used for testing color blindness:



You should be able to see 13, 8, 9, 7, and 12. If you can see all the numbers clearly, you probably do not suffer from color blindness. The retina is made up of rods and cones, which give us the ability to see color.

Dysfunction of the retina causes different types of color blindness. There are three types of color blindness. The first and most common is **red-green blindness**, which includes two kinds of conditions, **protanopia** and **deuteranopia**. **Protanopia** is the inability to see red while **deuteranopia** is the inability to differentiate between red and green.

The next type of color blindness is **tritanopia**, which reduces the ability of a patient to distinguish between some blue and yellow hues.

The final types are **rod monochromacy** and **cone monochromacy**. Rod monochromacy means you can't perceive colors, and it is coupled with poor vision. Cone monochromacy, on the other hand, refers to total color blindness with normal vision.

Color blindness may not be seen as a major disability, but people with one of these conditions may be excluded from some occupations and may have difficulty in driving.

Below are four pictures, as seen by people with different color blindness conditions. Label them according to the reading.

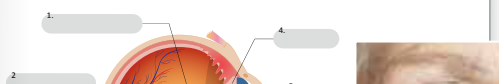
Unit 6 | Medical Departments |

Conditions and Treatments

A Vocabulary

Use the vocabulary words to complete the diagram below.

cornea	▶ clear tissue covering the eye.
eyebrow	▶ dense hair located above the eye.
eyelashes	▶ hair on the edge of the eye.
eyelid	▶ the flap of skin that covers the eye.
iris	▶ the colored part of the eye, which controls the amount of light going into the eye.
lens	▶ crystallized structure that focuses light into the retina.
optic nerve	▶ the nerve that transmits electrical impulses to the brain.
pupil	▶ the opening in the center of the iris.
retina	▶ lining at the back of the eye; converts light to electrical impulses.
tear	▶ clear, salty liquid that is produced by glands in the eyes.
vitreous (vitreous humor)	▶ a thick transparent liquid that fills the center of the eye. It gives the eye its shape and form.



English for Beauty Care Professionals

Refreshing Your Body and Mind

This textbook is designed primarily for high-intermediate students and students in departments of beauty science, health beauty, and nursing.

- **Article.** The article in each chapter focuses on essential beauty care knowledge and information.
- **Vocabulary, Phrases, and Sample Sentences.**
- **Grammar in Use.** Important English grammar in each article is clearly explained with examples.
- **Dialogue.** Useful dialogues in different contexts associated with the topic serve as models of collaborative communication for students to engage in.
- **Post-Reading Exercises.** Key concepts in each chapter are the focus of these exercises.
- **Audio MP3.**
- **English-Chinese Glossary.**



C44120801 200 pages **CEFR B1**
ISBN: 9789863180166

Reading Comprehension Questions

Choose the correct answer based on the reading.

1. Which layers contain dead skin cells?
 - a) The epidermis and the subcutaneous layer.
 - b) The dermis and the sebum.
 - c) The epidermis and the dermis.
 - d) Only the epidermis has dead cells.
2. In which layer of the epidermis does cell reproduction take place?
 - a) The stratum basale.
 - b) The stratum lucidum.
 - c) The stratum corneum.
 - d) The stratum granulosum.
3. What is the body's natural oil called?
 - a) Pores.
 - b) Sebum.
 - c) Stratum.
 - d) Pathogens.
4. How did the stratum lucidum get its name?
 - a) Its fat cells act as shock absorbers to protect the body.
 - b) It is the bottom layer of the epidermis.
 - c) It is hard to see even under a microscope.
 - d) It helps with the body's hydration system.
5. Which of the following is true about sweat glands?
 - a) There are about 100,000 sweat glands in your body.
 - b) They produce a substance released through pores.
 - c) The subcutaneous layer mainly consists of sweat glands.
 - d) They produce a material called sebum.





C13492001 420 pages (CEFR B2)
ISBN: 9789863184546

1200 Key Words for The New TOEIC

This book is tailored to professionals who are taking the TOEIC and want to pass with flying colors. Getting a high score on the TOEIC is not easy, but this book is designed to help you achieve just that. Unlike ordinary vocabulary books, it offers you:

- 1200 words divided into 30 concepts
- Sample sentences and related phrases
- Prefix/Stem/Suffix of words
- 60 comparisons of confusing words
- MP3 audio recordings in American/Australian/British/Canadian accents
- 720 exercises for frequent practice

001 01 美英 02 美加 03 澳美 04 加英

Employment 就業

- 01 **addition** [3'dɪʃən]
 增加的人(或物); 附加物
 • add 添加、附加
 • -ition 表「行為、狀態; 結果」
- There will be a new **addition** to the management team, since Mrs. Nichols is being promoted.
 管理團隊將加入新成員，因為尼可斯太太升職了。

- 應用 ① in addition (to + N.) = besides (+ N.) 此外(包含在內)
 ② except (for) + N. 除此以外(不包含在內)

- 02 **admission** [3d'mɪʃən]
 獲准; 許可; 准許進入
 • ad- 向
 • miss 送
 • -ion 表「動作、狀態」
- Candidates must pass the entrance exam before being given **admission** to an interview.
 求職者必須通過門檻測驗，才可以面試。

- 應用 ④ admission fee 入場費
 人 + apply for admission to a school 申請入學

- 03 **advance** [3d'vʌns]
 向前進; 進步
- Our company is seeking individuals to help us **advance** our goal of helping the community.
 我們正在尋找有助我們邁向福利社會的目標的人才。

- 應用 in advance = beforehand = prior to + N. 事先

- 04 **be subject to** ['sʌbdɪekt]
 受……約束; 遭受……
- Regardless of their position or status, employees will **be subject to** annual evaluations.
 不管什麼職務或職位，所有員工都將接受年度考核。

- 應用 ① S. + be subject to + N. 受限於……; 易受……影響
 ② S. + V., + subject to + N. 在……條件下/依照……做事

25 entrust vs. entitle

011 02 英加 03 加澳

- entrust** [ən'trʌst]
 委託; 託付
- Our boss has **entrusted** me with locking up the office every night.
 我們老闆交代我每天晚上要鎖辦公室的門。

- entitle** [ən'taɪtl]
 給予(某人)……的權利/資格
- Under the agreement, she is **entitled** to receive \$10,000 in compensation.
 根據合約，她有權拿到一萬元的賠償金。

- **entrust** 指出於信賴的「委託」，常用「(某人) be entrusted with (責任)」。
 → **entitle** 指「給予(某人)……的權利/資格」，常用被動語態「(某人) be entitled to (資格)」。

- Every employee is _____ to two weeks of paid vacation per year.
 (A) entrusted (B) entitled

26 consult vs. counsel

- consult** [kən'sʌlt]
 向(某人)諮詢、尋求意見
- Rebecca was **consulted** three times before the contract was signed.
 合約簽署前已諮詢過瑞貝卡三次了。

- counsel** ['kaʊnsəl]
 給予(某人)建議、忠告
- She is still being **counseled** on how to work well as part of a team.
 她目前仍在接受如何提升團隊合作能力的輔導。

- **consult** 指 ask for advice: 「向某人討教」，受詞為「提供意見的專業人士」。
 → **counsel** 指 give advice: 「給予某人建議」，受詞為「尋求建議者」。

- After weeks of being _____ on management techniques, Patricia started her new job as department head.
 (A) consulted (B) counseled

Grimm Brothers Fairy Tales Aesop's Fables

Reading & Listening Training Book

This book series introduces classic stories, Grimm Brothers Fairy Tales and Aesop's Fables, with fun and vivid illustration, making reading a joyous experience. The exercises in them also enhance learners' overall English abilities while they are reading these stories.

Each book contains two components: Main Book and Training Book.

The comprehension questions in Main Book train readers' reading skills, helping them understand classic stories effortlessly. Training Book contains vocabulary and listening exercises, guiding readers to listen strategically in order to comprehend story plots.



C46381601 216 pages

ISBN: 9789863185208

CEFR B1



C46391601 216 pages

ISBN: 9789863185444

CEFR B1

1

Thumbling

There was once a poor peasant who sat one evening by the fireplace and poked the fire as his wife sat spinning thread. Then he said, "How sad it is that we have no children. With us all is so quiet, and in other houses it is noisy and lively."

"Yes," replied his wife with a sigh. "Even if we had only one, and it were quite small, and only as big as a thumb, I should be quite satisfied, and we would still love it with all our hearts."

Now it happened that the woman fell ill, and after seven months she gave birth to a child that was perfect in all his limbs, but no longer than a thumb.



Stop & Think
What is the peasant couple's wish?



fireplace



thread

KEY WORDS

- peasant a poor farmer
- poke to push with a finger or an object
- spin to turn around quickly "spin-spin-spin"
- thread a long, thin string to make clothes
- lively full of energy; energetic
- sigh a loud, deep breath

- limb an arm or leg
- remain to stay the same
- nevertheless however
- sensibly intelligently
- graceful having grace; elegant
- creature a living thing

2 Step 1

... couple said, "It is as we wished it to be, and he shall only as big as a thumb." And because of his size, they called him

... couple did not let him go without food, the w taller, but remained as he had been at first. looked sensibly at the world through his eyes himself to be a wise and graceful creature, for turned out well.

... peasant was getting ready to go into the forest to said, as if to himself, "How I wish that there would bring my cart to me."

... d Thumbling, "I will soon bring the cart. in the forest when you need it."

... nd said, "How can you do that? You are far horse by the reins."

Stop & Think

What did Thumbling want to do for his father?

- The peasant and his wife were rich.
- Thumbling didn't grow as time went by.
- One day, the peasant needed his cart in the forest.

GRAMMAR POINT

too ... to ... = so ... that ...

* You are far too small to lead the horse by the reins.

(= You are so small that you cannot lead the horse by the reins.)

Tell Tales in 1000 Words Books 1-2



K04011601 176 pages
ISBN: 9789866693339

CEFR A2



K04021601 176 pages
ISBN: 9789866696334

CEFR A2

The series—*Tell Tales in 1000 Words*—uses 1000 simple English words and is filled with useful sentence patterns. This series is composed of 20 stories that happen in the imaginary world of "Zooville." The vivid pictures and stories not only inspire the imagination and creativity of a child but will also help him or her to use the words and sentence structures in the stories. *Tell Tales in 1000 Words* makes learning English more creative and fun!

39. **cent** 分

He chants,
"1, 2, do you
know what to
do?"



7, 8, there is no time to hesitate.
9, 10, and you only have 10 cents!"

40. **dozen** 一打

"That will buy you a dozen ants!"



41. **holiday** 節慶



Cousin Billy loves **holidays**.

42. **Christmas** 聖誕節



He especially loves **Christmas**.

43. **celebrate** 慶祝

He wants to
celebrate it.



44. **yesterday** 昨天

He has been waiting for Christmas
since **yesterday**.



47. **morning** 早上

48. **noon** 中午

Cousin Billy waits and waits.
He waits from **morning** till **noon**.



45. **today** 今天

He is very
excited **today**.



49. **afternoon** 下午

50. **evening** 傍晚

Afternoon comes, and then
evening comes.



46. **tomorrow** 明天

"I know Christmas is coming
tomorrow!" Billy says confidently.



51. **night** 晚上

Here comes **night**.



Let's Sing 1



K05041201 132 pages **CEFR A2**
ISBN: 9789861849508

Let's Sing 2



K05021201 132 pages
ISBN: 9789866963476

Let's Sing 3



K05031201 132 pages
ISBN: 9789866963483

Music is the best medium for efficiently learning a language. Every rhyme in this series this book has a clear tempo. Each rhyme makes use of simple sentence patterns. The music that goes with these rhymes is very pleasing to listen to. This book series has the following five features:

- Graduated Reading/Listening System
- Colored Phonic Symbols
- Simple and Useful Words and Sentence Structures
- Interesting Skill-Based Exercises
- Fun With Music





H22022001

ISBN: 9789866963513

CEFR A2

Let's Sing and Learn English Songs

This book is a collection of 144 famous English nursery rhymes. It introduces the historical origins of these songs and hence provides readers with valuable cultural enhancement. This book is divided into three levels based on the length of the songs, the difficulty of the sentence patterns, and the complexity of the rhymes. With ample vocabulary items, example sentences, attractive illustrations, and an accompanying MP3, it is easy for children to digest and learn these popular nursery rhymes, and thereby enjoy learning English.

With An Introduction to the origins of the songs



這是一首教導孩子數數兒的歌謠。早期的由 Injuns) (印第安人)，由流行歌曲作者 Se 在 1860 年間，為一個歌舞表演所精心打造的意指十個印第安男孩一一遭到事故，最後一個

在莎士比亞的戲劇《凱撒大帝》(The Tragedy of Caesar) 中，十個印第安男孩變成了十個羅馬命運坎坷的士兵們，一一遭到不測，最後一位世，悲傷過度而亡。後來，一些戲劇和推理小說這個故事，可見影響之深遠。

Wishing you happy
Birthday



lane [len] (n.) 巷
• There's a baker who lives on Drury Lane.
有一位烘焙師住在杜立巷中。
muffin ['mʌfɪn] (n.) 馬芬鬆餅
• The muffins you baked are delicious!
你烤的鬆餅真好吃!





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