

1042學期 課程基本資料/Course Information			
系所 / 年級	基礎課程 1年級	課號 / 班別	GRG00185 / H
學分數	3學分	選 / 必修	必修
科目中文名稱	英語聽講(二)：中級初階班	科目英文名稱	English listening and Speaking(1):Low Intermediate
主要授課老師	林庭安	開課期間	一學年之上學期
人數上限	40人	已選人數	31人
起始週 / 結束週 / 上課地點 / 上課時間 第1週 / 第18週 / L007 / 星期三第4節 第1週 / 第18週 / L007 / 星期五第1節 第1週 / 第18週 / L007 / 星期五第2節 請各位同學遵守智慧財產權觀念；請勿非法影印。 Please observe Intellectual Property Rights (IPR), not to make illegal copies.			
教學綱要/syllabus			
第一部分/Part I(※依課程委員會審議之內容決議填入)			
一、教學目標所要達成之能力培養項目： 【依據課程委員會審議通過之課程與基本素養核心能力關聯表填寫】	Item	基本素養/核心能力 Core Literacy/Core Competencies	相關性 Relevance
			高度相關
			中度相關
	1	健康 Health [具有促進身體、心理以及靈性健康的良好習慣]	
	2	關懷 Care [具有實踐關懷自己(尊重生命、感恩惜福)、關懷他人(孝親尊長、同理尊重、團隊合作)、關懷社會(扶助弱勢、服務社區)、以及關懷世界(愛護地球、多元文化)的行動力]	
	3	創新 Innovation [具有創造特色的原創力與求新、求變及應變的能力]	
	4	卓越 Excellence [具有追求自我突破，並能終身學習，以不斷因應社會與時代需求的企圖心]	
	5	中文能力 Chinese Competencies[具有中文閱讀賞析、文字運用表達及文書處理能力]	
6	英文能力 English Competencies[具有英文閱讀、寫作及聽講之溝通能力]		
7	資訊能力 Information Competencies[具有常用的電腦軟體操作及利用網際網路中豐富資源的能力]		
二、教學目標 (Objective)	1.認知面：[使學生理解、應用、分析、綜合、比較、推論、評估本課程之理論與概念]： 1. Range The student is able to deal with everyday matters and has enough vocabulary to talk about personal opinions, matters relating to hobbies, entertainment, school and daily routines. 2. Accuracy The student uses accurate expressions and vocabulary in predictable situations and in frequently routine matters. 3. Fluency The student can communicate with a limited vocabulary and simple grammar structures with confidence. 4. Interaction The student can start, continue, and finish a face-to-face conversation dealing with the topics related to daily life matters, entertainment, personal interests, school, work, and travel. The student can also confirm mutual understanding by asking and answering appropriate questions. The student is aware of cultural and paralinguistic differences between Taiwan and English speaking countries and is able to take these into account when communicating. 5. Coherence The student can give a prepared speech (3 - 5 minutes) on a topic related to daily life matters, entertainment, personal interests, school, work, and travel. 2.技能面[使學生能獲得運用與實做本課程理論與概念之技巧]： The can-dos for Writing Can recognize and use the Present Continuous, Present Simple, Past Tense Simple, Past Continuous, Future Simple, and Future Progressive. Can use can and could to express ability, permission and requests. Can form compound nouns and adjectives. Can use suffixes and prefixes appropriately. Can use comparative and superlative structures. Can understand and use basic abbreviations. Can write sentences to describe situations related to daily life, familiar situations, school matters, work, hobbies, and interests. Can write a range of e-mails in the appropriate register and tone in response to specific situations. The can-dos for Reading Can understand texts that contain mainly daily high frequency everyday life situations, work situations, or school situations. (2000 ~ 3000 common words). Can skim texts for their gist, as well as scan them for information and key points. Can understand and perform written directions related to common daily tasks such as following recipes, non-technical work related instructions, daily life matters, etc. Can read about personal daily life experiences, relationships, opinions, travel diaries, movie reviews, art reviews, etc. Can understand standard business letters, and letters from public authorities. Can recognize important information when reading texts from brochures and magazines (what, who, where, when, how). Can recognize the main message and important details in articles and reports on subjects related to his/her specialized field. Can read several international websites for both specific information and general interest. 3.情意面[能引發學生對本課程之興趣，激發學生學習動機，增加觸類旁通與自主學習]： Learner centered and task-oriented methods to increase students' interests and motivation. Students will be encouraged to recognize that English is a useful tool for communication, not just an academic subject.		
三、符合教學目標之課程內容設計	The aim of this course is to encourage students to appreciate low-intermediate level spoken and written English and to give them further insight into what is an inescapably indispensable language. Much of the course will be involved in tackling the mechanics of English and understanding how the proper combination of simple grammar, syntax, pronunciation, and general reading, writing and listening skills will enable students to confidently advance their communicative abilities. Furthermore, this course will have students explore and analyze their everyday experiences and then express these experiences in a fun, open, and English-inspired environment.		
四、先修科目 (Pre Course)	N/A		
第二部分/Part II			
一、多元教學方法 (Teaching Method)	<input checked="" type="checkbox"/> 由學生自訂學習目標與抱負水準		<input type="checkbox"/> 案例或故事討論
	<input type="checkbox"/> 學生課後書面報告	<input checked="" type="checkbox"/> 小組討論	<input type="checkbox"/> 學生上台報告
	<input type="checkbox"/> 學生實作	<input checked="" type="checkbox"/> 角色演練	<input checked="" type="checkbox"/> 習題練習
			<input checked="" type="checkbox"/> 講述 <input type="checkbox"/> 腦力激盪 <input type="checkbox"/> 影片欣賞與討論

<input type="checkbox"/> 採訪	<input checked="" type="checkbox"/> e化教學	<input type="checkbox"/> 審議式民主	<input type="checkbox"/> 觀察與資料收集
<input checked="" type="checkbox"/> 一分鐘回饋	<input type="checkbox"/> 磨課師課程	<input type="checkbox"/> 翻轉教學	<input type="checkbox"/> 其他
<input type="checkbox"/> 企業參訪	<input type="checkbox"/> 與課程有關之實務學習	<input type="checkbox"/> 見習	<input type="checkbox"/> 實習
<input type="checkbox"/> 協同教學	<input type="checkbox"/> 服務學習課程	<input type="checkbox"/> 其他系課程委員會核定之實務學習項目	

二、多元教學方法與教育目標的連結	您所勾選之教學方法與何種基本素養/核心能力有關?
	1.由學生自訂學習目標與抱負水準
	2.講述
	3.小組討論
	4.角色演練
	5.習題練習
	6.e化教學
	7.一分鐘回饋

三、參考書目 (Reference) 【符合教學目標之參考書目】	Check It Out 2 Thomas Heinle 1.Frankenstein by Mary Shelley. Oxford 2. The Wrong Trousers by Aardman. Oxford
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四、教學進度 (Syllabi) 【符合教學目標之教學進度】	教學進度與何種基本素養/核心能力有關?	
	2016/2/17 Outside Reading/e-mail/website reading	林庭安
	2016/2/24 Sherlock Holmes: The Blue Diamond/website reading 1	林庭安
	2016/3/2 Sherlock Holmes: The Blue Diamond/e-mail 1	林庭安
	2016/3/9 Sherlock Holmes: The Blue Diamond	林庭安
	2016/3/16 The Phantom of the Opera	林庭安
	2016/3/23 The Phantom of the Opera/e-mail 2	林庭安
	2016/3/30 The Phantom of the Opera	林庭安
	2016/4/6 November	林庭安
	2016/4/13 Reader and Vocabulary Quiz/e-mail 3	林庭安
	2016/4/20 Monster House/website reading 2	林庭安
	2016/4/27 Monster House/e-mail 4	林庭安
	2016/5/4 Monster House	林庭安
	2016/5/11 Website reading 3/e-mail 5/optional reader	林庭安
	2016/5/18 Optional reader/review/optional website reading	林庭安
	2016/5/25 e-mail 6/optional website reading	林庭安
	2016/6/1 Optional reader/review	林庭安
	2016/6/8 Final Exam	林庭安
2016/6/15 Final Exam	林庭安	

五、多元評量方法 (Evaluation) 【所勾選評量方法之評分加總為100分】	評量方式	分數	評量方式	分數
	<input type="checkbox"/> 實作測驗	0	<input checked="" type="checkbox"/> 期中筆試	20
	<input checked="" type="checkbox"/> 隨堂筆試測驗	30	<input checked="" type="checkbox"/> 期末筆試	20
	<input type="checkbox"/> 小組作業	0	<input type="checkbox"/> 期中報告	0
	<input type="checkbox"/> 服務日誌	0	<input type="checkbox"/> 期末報告	0
	<input type="checkbox"/> 口試	0	<input type="checkbox"/> 專題報告	0
	<input type="checkbox"/> 個人上台報告	0	<input type="checkbox"/> 實作作品與反思	0
	<input type="checkbox"/> 小組上台報告	0	<input type="checkbox"/> 前後測比較進步與成長	0
	<input checked="" type="checkbox"/> 出席狀況	30	<input checked="" type="checkbox"/> 課堂參與與表現	15
	<input type="checkbox"/> 心得與反思報告	0	<input type="checkbox"/> 其他	0

六、多元評量方法與教育目標的連結	您所勾選之評量方法與何種基本素養/核心能力有關?
	1.期中筆試

	2.隨堂筆試測驗
	3.期末筆試
	4.出席狀況
	5.課堂參與與表現
七、講義位址 (http://)	

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