

## Daily Life English

Fall 2024

楊幸瑜 (Jane Yang)



Course Number	11310LANG200064	Credits	2	Classroom	教 102
Class hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 10:10 A.M. – 12:00 P.M.				
Course Type	<input checked="" type="checkbox"/> EGP (English for general purposes) <input type="checkbox"/> EAP (English for academic purposes) <input type="checkbox"/> EOP (English for occupational purposes)				
Language Level	<input checked="" type="checkbox"/> A2 (初級) <input checked="" type="checkbox"/> B1 (中級) <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1				
Core Ability	<input checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input checked="" type="checkbox"/> production				
可選課學生身分別	<input type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input checked="" type="checkbox"/> 中級生 <input checked="" type="checkbox"/> 初級生				
Prerequisites	「修畢初級英語一、二」或「修畢中級英語一、二」的學生/對各國文化有興趣且期待訓練口語聽力能力的同學				
加簽說明	<p><input type="checkbox"/> 開放人工加簽 2 位學生。學生符合以下每項條件，得於第 <u>  1  </u> 週上課時，向老師提出加簽申請。老師簽署申請表後，申請表送英語教育中心辦公室。由老師進行線上簽核。</p> <p><input type="checkbox"/> 條件 1：必須於第一週到課</p> <p><input type="checkbox"/> 條件 2：如果同時段、同級選讀課還有位子，一概不給予加簽。</p> <p><input type="checkbox"/> 條件 3：整學期出席率未能有把握達 90%出席率者，建議不要加簽這門課。</p> <p><input type="checkbox"/> 條件 4：應屆畢業生優先。</p> <p>提醒：學生修讀英文領域課程，請依本校規劃選課之修業年級選課。如因個人考量，未對應年級與學院分配時段而逕自改於其他修業年級選課或改選其他時段之英文領域課程，或指定加簽某特定課程，英語教育中心與任課教師將礙難配合或處理。</p>				



### Instructor & Contact Information:

Name	Email	Office & Tel	Office Hour
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楊幸瑜 Jane Yang	<a href="mailto:Janeyang1129@gmail.com">Janeyang1129@gmail.com</a>	N/A	By Appointment
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## Course Aims / Description<sup>1</sup>

### Primary aim

The primary aim of this course is to help students develop their listening and speaking skills in English, while also enhance their interpersonal communication abilities in a variety of multicultural contexts. Through a variety of class activities, such as pair-up discussion, group discussion, role play, interview, and class presentations, students will enhance their listening comprehension and speaking fluency as well as gain confidence in using English to achieve different tasks. By the end of the course, students will be more confident and effective communicators in English with an enhancement in their interpersonal and interpretive communicative strategies and presentational English skills.

### Subsidiary aim

In this class, students will have opportunity to

1. **Improve listening comprehension skills:** Students will listen to different types of stories and descriptions from cultures all around the world. This will help students improve their listening comprehension as they practice listening to dialogues, conversations, short stories, and lectures of each unit in this course.
2. **Develop speaking fluency:** Students will get to express their own opinions and share personal experiences about different cultural topics covered in class. They will also practice describing, telling stories and giving short speeches about what they learned in class. This will help students become more confident in speaking English.
3. **Enhance communicative skills and strategies:** Students will participate in discussions on daily topics, role play, question-asking game and interview activity. This will help them understand real-life English conversations. They will learn how to clarify misunderstandings, negotiate meanings, and summarize what they hear.
4. **Develop critical thinking through discussions:** Students will have discussions about different cultural topics in class. They will analyze different points of view and learn how to express their own ideas. This will help students become better at thinking critically about cultural diversity.

Corresponding

CEFR Can-do statements

### CEFR Can-do Statements

R	Listening	OVERALL LISTENING COMPREHENSION
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<sup>1</sup> 請參閱 Bloom's Taxonomy of Measurable Verbs.

		B1	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. [overall listening comprehension]	<b>EGP</b> <b>EOP</b>
		<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>		
		B1	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard dialect. [listening as a member of a live audience]	
Interaction Spoken	Speaking	<b>OVERALL SPOKEN INTERACTION</b>		
		B1	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to every life (e.g., family, hobbies, work, travel, and current events). [overall spoken interaction]	
		<b>CONVERSATION</b>		
		B1	Can enter unprepared into conversations on familiar topics. [conversation]	
		B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. [conversation]	
		<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>		
		B1	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). [informal discussion (with friends)]	
		B1+	Can give brief comments on the views of others. [informal discussion (with friends)]	
		<b>INFORMATION EXCHANGE</b>		
		B1	Can find out and pass on straightforward factual information. [information exchange]	
		B1	Can ask for and follow detailed directions. [information exchange]	
Production Spoken	Speaking	<b>OVERALL SPOKEN PRODUCTION</b>		
		B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. [overall spoken production]	
		<b>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE</b>		
		B1	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. [sustained monologue: describing experience]	
		B1	Can describe events, real or imagined. [sustained monologue: describing experience]	
		B1	Can narrate a story. [sustained monologue: describing experience]	

Interaction	Communication Strategies	<b>TAKING THE FLOOR (TURNTAKING)</b>		
		<b>COOPERATING</b>		
		B1	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion. [cooperating]	
		B1+	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. [cooperating]	
		B1+	Can summarize the point reached in a discussion and so help focus the talk. [cooperating]	
		<b>ASKING FOR CLARIFICATION</b>		
		B1+	Can ask someone to clarify or elaborate what he/she has just said. [asking for clarification]	
Communicative Language	Range	<b>GENERAL LINGUISTIC RANGE</b>		
		B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. [processing text]	
		Control	<b>GRAMMATICAL ACCURACY</b>	
			B1	Uses reasonably accurately a repertoire of frequency used "routine" and patterns associated with more predictable situations. [grammatical accuracy]
			<b>VOCABULARY CONTROL</b>	
B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. [vocabulary control]			



## 英文核心能力指標 University Student Core Competency Indicators

1. 英語溝通與表達能力 (ability to communicate and express oneself in English) 30%
2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) 20%
3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) 20%
4. 對英語與多元文化的國際視野 (global views of English and multicultural diversity) 15%

5. 善用英語學習資源，培養獨立學習英語的習慣與能力 (ability to use existing English learning resources and develop of independent self-learning habit) 15%



### Teaching materials and References

Textbook(s)	<p>Textbook: <b>What a world. 1, Listening</b> : amazing stories from around the globe ;          Author: Milada Broukal          ISBN : 9780132473897, 2011, Publisher: Pearson Education, Author: Milada Broukal</p> <p>CEFR Scale ■ B1 □ B1-B2 □ B2 □ B2+ □ C1</p> <p>“What a world-Listening 1” provides fascinating topics from around the world and across history and covers a diverse range of high-interest topics, from biographical pieces to exploration of cultures in various historical and contemporary periods to students.</p> <p>With this cross-cultural textbook, we wish to take students on an exciting and enriching journey where they learn about new cultures while gaining a deeper insight into their own one. That is, students will be engaged in multi-cultural communication and packed with up-to-date facts, key issues and information in English-speaking contexts.</p>
Additional Textbook(s)	<p><i>Taiwan in Simple English: The Best Guidebook for Travelers and Tour Guides (4th Ed.)</i> /          Author: Peg Tinsley/Paul O’ Hagan/Owain Mckimm          Publisher: 寂天文化/publishing date: 2021/9/22, ISBN : 9786263000650</p>
Learning/Resource Platform	<p>清華大學 eeclass 數位學習系統 <a href="https://eeclass.nthu.edu.tw/">https://eeclass.nthu.edu.tw/</a></p>



### Requirements & Rules:

<ol style="list-style-type: none"> <li>Class attendance, lesson preparation and active class participation are required.  <b>&lt;Special Attention&gt;</b>  <b>Attendance</b> will be taken every week throughout the semester. If students are absent due to uncontrollable circumstances (e.g., illness, emergency, important occasions, etc.), <b>valid proof</b> must be provided within two weeks. All leave requests should be submitted through <b>the school’s online system. Five absences (with approved requests) or three absences (without requests)</b> will result in a <b>failing grade.</b></li> <li>Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. <b>It is your responsibility to ask your classmates or me what has been covered in the class.</b></li> <li><b>Cheating</b> on the exam is <b>absolutely not permitted.</b> If someone is found cheating on an exam, it means he/she will get a zero point for that exam.</li> </ol>
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4. There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
5. The handouts I give you should be kept at least to the end of this semester for later reference or final exam.
6. Please **turn off** your **cell phone** during the two-hour class period.

Grading:

1.	Attendance and participation	20%
2.	Midterm Exam	20 %
3.	Final Exam	25 %
4.	Quizzes	15 %
5.	Small Group Presentation+ Discussion Leader	20 %

Teaching Activities:

■ Lectures 口頭講授    ■ Pair/Group discussion 配對 / 分組討論    ■ Assignments 作業

■ Student presentations 學生報告    ■ Quizzes 小考    ■ Projects 專題

Ethics Statement on Generative Artificial Intelligence

Ethics Statement on Generative Artificial Intelligence

**Conditionally open; please specify how to utilize generative AI in course output**

Grounded in the principles of transparency and responsibility, this course encourages students to leverage AI for collaboration and mutual learning to enhance the quality of course outputs. In accordance with the published Guidelines for Collaboration, Co-learning, and Cultivation of Artificial Intelligence Competencies in University Education, this course adopts the following policy: Conditionally open

Students must briefly explain how generative AI was used for topic ideation, sentence refinement, or structural reference in the footnotes of the title page or after the reference in their assignments or reports. If usage is discovered without proper disclosure, instructors, the institution, or relevant units have the right to reevaluate the assignment or report or withhold scores. If the course materials or learning resources have been derived from generative AI, the instructor will also indicate this in the slides or orally.

Students enrolled in this course agree to the above ethics statement if registering for the class.



**Classroom Languages:**

English 70 %

Mandarin 30 %



**Detailed Syllabus:**

WEEK	DATE	UNIT	Class Activities / Assignments	
1	9/5	Course Orientation	<ol style="list-style-type: none"> <li>1. Course Overview, Syllabus Review, Introducing Yourself, and <u>Grouping</u></li> <li>2. <b>Pre-Class Survey Form</b> (Understand Students' backgrounds, and learning style and habits, and their expectation to this course)</li> </ol>	<input checked="" type="checkbox"/> Taking notes
2	9/12	Unit 4: What animals are useful for humans?	<p>Arrange (Sign-up) for small group presentation + Discussion Leader</p> <p>Dates</p> <p><b>Content Focus:</b> Animals VS Human's daily life around the world</p> <p><b>Language Focus:</b> Simple Present Tense</p> <p>p.22-25</p> <p>Activity: Picture description activity</p> <p>Small Group presentation #1</p>	<input checked="" type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events) <input checked="" type="checkbox"/> Taking notes
3	9/19	Unit 4: What animals are useful for humans?	<p><b>Content Focus:</b> Animals VS cultures (Animal-protection issue, and animals' cultural value)</p>	<input checked="" type="checkbox"/> Using narrative and descriptive language (clearly

			<b>Language Focus:</b> Simple Present Tense with Adv of Frequency p.26-28 ( <b>Discussion Leader</b> ) <b>Activity:</b> Discussion (Animal and your life, Animal protection)	describing a series of events) <input type="checkbox"/> Taking notes
4	9/26	Unit 6: What are some typical foods from around the world?	<b>Content Focus:</b> Food diversity: taste, ingredients, main grains <b>Language Focus: Nouns (Uncountable/countable)</b> p. 36-38( <b>Discussion Leader</b> )	
5	10/3	Unit 6: What are some typical foods from around the world?	<b>Content Focus:</b> Special cuisines around the world: Food preferences in different countries <b>Language Focus: Nouns (Uncountable/countable)</b> p. 39-40 ( <b>Discussion Leader</b> ) <b>Activity:</b> Reserving a table and Ordering food in a restaurant	<input type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events)
6	10/10	<b>Double Tenth Day</b>	<b>National Day</b>	
7	10/17	Unit 6: What are some typical foods from around the world?	<b>Content Focus:</b> Food cultures and table manners <b>Language Focus: Nouns (Uncountable/countable)</b> p. 42-42	
8	10/24	Culture Introduction Presentations preparation (Role Play)	<b>Quiz #1:</b> Unit 4,6, <b>Script discussion and plot designing (Group Discussion for the Cultural Presentations)</b>	<input type="checkbox"/> Following discussions between multiple speakers
9	10/31	<b>Mid-term Exam</b>	<b>Role Play: Cultural Presentation</b>	<input type="checkbox"/> Avoid plagiarism
10	11/7	Unit 13: What are some different kinds of houses?	<b>Content Focus:</b> Popular houses in different places around the world <b>Language Focus:</b> Simple Present Non-action verbs (p.89-91) <b>Small Group presentation #2</b>	<input type="checkbox"/> Taking notes <input type="checkbox"/> Following discussions between multiple speakers



			Activity: Question-asking skill: 20 question game	
11	11/14	Unit 13: What are some different kinds of houses?	<p><b>Content Focus:</b> Features, reasons, and functions, and history of popular houses in different places around the world</p> <p><b>Language Focus:</b> Simple Present Non-action verbs (p.92-93)</p> <p>Activity: Sharing your room or house or dream living place (Part1)</p>	<p>Following descriptions of processes and sequences</p>
12	11/21	Unit 13: What are some different kinds of houses?	<p><b>Content Focus:</b> Popular houses in different places around the world/features, reasons, and functions, and history</p> <p><b>Language Focus:</b> Simple Present Non-action verbs (p.94-95)</p> <p>Activity: Sharing your room or house or dream living place (Part2)</p>	<p>Following descriptions of processes and sequences</p> <p>Following discussions between multiple speakers</p>
13	11/28	Unit 5: What do you know about gift giving?	<p><b>Content Focus:</b> Gift-giving culture around the world</p> <p><b>Language Focus:</b> Comparative Adjectives p. 29-31</p> <p>Activity: Small Presentation #3</p>	<p>Using narrative and descriptive language (clearly describing a series of events)</p>
14	12/5	Unit 5: What do you know about gift giving?	<p><b>Content Focus:</b> Gift-giving culture around the world/preferences and taboos</p> <p><b>Language Focus:</b> Comparative Adjectives p. 32-33</p> <p>Activity: Discuss in pairs and groups for gift-giving taboos in Taiwan</p>	<p>Following discussions between multiple speakers</p>
15	12/12	Unit 5: What do you know about gift giving?	<p><b>Content Focus:</b> Gift-giving culture + Holidays</p>	

		<b>Review and Evaluation</b>	<b>Language Focus:</b> Comparative Adjectives p. 34-35 <b>Activity:</b> Discussion: gift-giving cultures VS holidays (Christmas, Chinese New Year, Valentine's Day, etc.)	
16	<b>12/19</b>	<b>Final Exam</b>	Unit 13, 5,	

### SDGs (UN Sustainable Development Goals) Indicators<sup>2</sup>

### Academic Linguistic Skills Indicators<sup>3</sup>

- Academic Writing
- Attention to Detail
- Brainstorming
- Collaborating
- Critical Thinking
- Debate
- Editing
- Information Gathering

<sup>2</sup> Teachers may indicate the relevancy of the units or the themes in this course to the Sustainable Development Goals, which were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030.

<sup>3</sup> Teacher may indicate the academic skills taught or practiced in this course.

- Listening
- Note Taking
- Organizing
- Peer Review
- Presentations
- Public Speaking
- Reading Comprehension
- Verbal Communication
- Writing



Reading	<input type="checkbox"/> Understanding of a range of academic vocabulary and grammatical structures
	<input type="checkbox"/> Understanding graphic presentation of data
	<input type="checkbox"/> Evaluating, comparing and critically analyzing graphic data
	<input type="checkbox"/> Understanding graphic presentation of data
	<input type="checkbox"/> Identifying appropriate reading techniques
	<input type="checkbox"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Interpreting process diagrams and flowcharts (critical reading)
	<input type="checkbox"/> Analyzing reported statistics (critical reading)
	<input type="checkbox"/> Following discussions between multiple texts or reports
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
	<input checked="" type="checkbox"/> Taking notes
Listening	<input type="checkbox"/> Understanding description of data in spoken language
	<input type="checkbox"/> Understanding and evaluating a speaker's interpretation of data
	<input type="checkbox"/> Understanding references to graphic data
	<input checked="" type="checkbox"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Following an account of the development of ideas over time
	<input checked="" type="checkbox"/> Following discussions between multiple speakers
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
Writing	<input type="checkbox"/> Understanding the core features of a typical written report
	<input type="checkbox"/> Building paragraphs in academic writing
	<input type="checkbox"/> Using supporting information in academic writing
	<input type="checkbox"/> Incorporating graphic information and data into writing (in support of claims)
	<input type="checkbox"/> Describing research findings

<input type="checkbox"/> Describing and explaining data
<input type="checkbox"/> Discussing research findings
<input type="checkbox"/> Explaining the possible implications of events
<input type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
<input type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
<input type="checkbox"/> Drawing conclusion from data (developing your own position on a topic)
<input type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
<input type="checkbox"/> Using inferential language (communicating about ideas across contexts)
<input checked="" type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events)
<input type="checkbox"/> Writing a literature review
<input type="checkbox"/> Creating a poster to report results
<input checked="" type="checkbox"/> Avoid plagiarism

Speaking/Discussion	<input type="checkbox"/> Discussing the meaning and implications of numerical data
	<input type="checkbox"/> Using statistical data in support of claims
	<input type="checkbox"/> Referring to graphics in support of claims
	<input type="checkbox"/> Describing research findings
	<input type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Exchanging and challenging ideas appropriately (in academic discussion)
	<input type="checkbox"/> Expressing and defending opinions
	<input type="checkbox"/> Explaining the possible implications of events
	<input type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
	<input type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
	<input type="checkbox"/> Drawing conclusion from data (developing your own position on a topic)
	<input type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
	<input type="checkbox"/> Creating a presentation to report results
Vocabulary & Grammar	<input type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	<input type="checkbox"/> Developing a sophisticated knowledge of lexical resources (that are used to determine referents, organize ideas, establish relationships between concepts, and develop cohesion within a text)
	<input type="checkbox"/> Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
	<input type="checkbox"/> Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)

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