

Freshman English Guidelines

September 2020--June 2021

Language Center

語言教學中心

College of Foreign Languages and Cultures

Soochow University

<http://www.scu.edu.tw/language/index.htm>

Contents

General Goals of Freshman English for Non-English Majors	1
Introduction to Freshman English	1
Testing	1
Grading policy for reading/writing and listening/speaking.....	2
Coordinators of the Freshman English Program	2
Must-knows for all faculty members.....	3
Homework Inspection of Freshman English Reading.....	3
Duties of the Reviewers for Midterm and Final Unified Exams.....	4
Important notes on testing	4
Adjustment of Semester Grades	4
Useful resources	5
Introduction to Level A (High) Classes	6
Introduction to Level B (Mid) Classes	9
Introduction to Level C (Low) Classes	122

General Goals of Freshman English for Non-English Majors

Freshman English for non-English majors is a required course for the majority of freshmen at Soochow University. The course is intended as a general English course, meaning that students should be able to use their general knowledge about the world to understand and communicate in English. Starting from 2008 academic year (97 學年度), all students who enroll in Soochow are required to reach certain levels of English proficiency tests accredited by Soochow University as part of the requirement for graduation. The general goal of the program is to help students improve their overall English proficiency, thereby assisting them in reaching the Soochow English graduation threshold.

Introduction to Freshman English

Freshman English is a 2-credit course. There are two components: reading/writing (2 hours weekly in regular classroom) and listening/speaking (2 hours bi-weekly in lab classroom). All students who enroll in the Freshman English course will be placed into one of three levels (Level A -High, Level B- Mid, and Level C-Low) based on their scores from the English section of the JCEE. Those who did not take the JCEE (e.g. transfer students) will have to take a placement test administered on campus in the first week of the fall semester.

Testing

1. Exams for Reading/writing:

The following table shows the schedule of the exams.

	Day School	Night School
Fall Semester 第一學期	♦ Unified midterm 11/7 (統一考試) ♦ Unified final 1/9 (統一考試)	♦ Midterm Exam 11/13 (星期五讀本課時段) ♦ Final Exam 1/15 (星期五讀本課時段)
Spring Semester 第二學期	♦ Unified midterm 4/17 (統一考試) ♦ Unified final 6/19 (統一考試)	♦ Midterm Exam 4/23 (星期五讀本課時段) ♦ Final Exam 6/25 (星期五讀本課時段)

 Starting from fall semester 2020, unified exams no longer apply to night school. Teachers require to write midterm and final test questions for class use. Test questions aim to evaluate students' vocabulary and grammar knowledge; reading comprehension should also be included in the test.

2. Exams for Listening/Speaking:

There is no unified exam for the listening/speaking component; how to evaluate students' performance is left to the teacher's discretion.

3. Sophomore placement test (for day school students only): (大二日間部分級統一考試)

Students are required to take the Sophomore Placement Test in March.

Grading policy for reading/writing and listening/speaking

Day School

第 1 學期 Fall semester	第 2 學期 Spring semester
Semester Grade= (Reading 70%) + (Listening 30%)	Semester Grade= (Reading 65%) + (Listening 25%) + (Sophomore placement test 10%)
Reading (70%): 20% --- Midterm exam 20% --- Final exam 30% --- Homework, quizzes, attendance and participation	Reading (65%): 20% --- Midterm exam 20% --- Final exam 25% --- Homework, quizzes, attendance and participation
Listening (30%): (The grading policy is at the instructor's discretion.)	Listening (25%): (The grading policy is at the instructor's discretion.)
	Sophomore Placement Test: (10%)

- Note: The result of the Sophomore Placement Test will account for a total of 10% of students' semester grade in the spring semester.

Night School

第 1 學期 Fall semester	第 2 學期 Spring semester
Semester Grade= (Reading 70%) + (Listening 30%)	Semester Grade= (Reading 70%) + (Listening 30%)
Reading (70%): 20% --- Midterm exam 20% --- Final exam 30% --- Homework, quizzes, attendance and participation	Reading (70%): 20% --- Midterm exam 20% --- Final exam 25% --- Homework, quizzes, attendance and participation
Listening (30%): (The grading policy is at the instructor's discretion.)	Listening (30%): (The grading policy is at the instructor's discretion.)

Coordinators of the Freshman English Program

Head coordinator	陳淑芳老師	分機 6478	colleen@scu.edu.tw
Level A (High) coordinator	江逸琳老師	分機 6480	belindajiang@scu.edu.tw
Level B (Mid) coordinator	呂 信老師	分機 6473	esleu@scu.edu.tw
Level C (Low) coordinator	趙佳音老師	分機 6474	gracec@scu.edu.tw
Language Center T.A.	李秀貞編審	分機 6466	candy84@gm.scu.edu.tw

Must-knows for all faculty members

1. Teachers are assigned to teach a specific level by the Center.
2. **Teachers are responsible for showing professionalism toward students and teaching duties** (arriving in class on time, making up missed classes, giving valid test questions for midterm and final exams before deadlines, and grading midterm and final exams).
3. Each teacher will be given a Soochow account number to fulfill the following obligations.
 - a. Upload their syllabi before the date set by school. In their syllabi, specify the guidelines for evaluation, dates of the exams, lessons to be covered, types of assignments as well as all other details.
 - b. Upload their students' scores of quizzes and exams on the school system so that students have a general idea as to how they do in the course.
 - c. Download the name list of the students in their classes after the add-and-drop week. Teachers must call the roll at the beginning of the semester to ensure that students are in the correct class.
 - d. Upload teaching materials or files to Moodle at <http://isee.scu.edu.tw/> for students to read online or download.
4. Teachers are to proctor midterm and final exams of one of their own classes. The exam dates should be included in the teacher's syllabi. Please be sure to make yourself available at those times.
5. In order to learn how to use the equipment in language labs, new teachers are strongly encouraged to attend the lab workshop. Teachers will receive a notice from the Language Center about workshop information, classroom policies and related regulations.
6. At the end of each semester, the school will administer a class survey to find out students' responses to the class. The teacher whose teaching performance is less than satisfactory will not be given classes to teach again.
7. Teachers are encouraged to build up whole-English learning environment. If not feasible, the following percentage of English used in class is suggested: Level A: (about) 80%, Level B: 70%, Level C: 50% of the class time.
8. Teachers are expected to give presentations or workshops on ESL/EFL teaching at the request of the Center.

Homework Inspection of Freshman English Reading

1. Teachers are required to mark and grade at least **4** assignments in each semester, and the total amount of assignments should be equivalent to that of making **40** sentences.
2. During each semester, teachers have to download their class name lists to enter their students' grades using letters (A, B, C...) /scores (1~100) for the homework.
3. At the end of the semester, the form will be collected and reviewed by the Head Coordinator and Level Coordinators.

Duties of the Reviewers for Midterm and Final Unified Exams

The reviewers for midterm and final unified exams have to:

1. Choose appropriate questions to make test forms for Level A (High), Level B (Mid) and Level C (Low) as assigned.
2. Revise words or phrases to fit the students' level, especially the passages of reading comprehension which should be tailored for testing. After getting the questions, if the reviewer thinks the passages are too difficult to be used, s/he can ask the teacher who prepared them to provide new ones in three days.
3. Distribute the questions evenly over the lessons covered.
4. Correct errors if any.

Important notes on testing

1. All teachers should contribute to the preparation of unified tests.
2. It is extremely important that all teachers meet the deadlines listed on the test timetable. Many things need to be done to produce the midterm and final exams. If one deadline is not met, the entire schedule is threatened and many people are inconvenienced. Problems arising from missed deadlines will put pressure on the coordinators and the TA.
3. Teachers should be aware that if the questions they make for the midterm and final exams are found to be unacceptable, they have to make another set of questions in lieu of the old ones.
4. At the beginning of each semester, a timetable with sample question types will be given to teachers, along with the testing duties.

Adjustment of Semester Grades

In order to be fair to students placed into different levels, teachers are required to adjust their semester grades according to the following distribution. That is, 70%~75% of the students in each class should be placed in the following score ranges:

	score range	percentage
Level A (High):	70 – 85	70%~75%
Level B (Mid):	60 – 80	70% ~75%
Level C (Low):	50 – 75	70% ~75%

Useful resources

1. The audio scripts and video/DVD scripts of the textbooks are available at the Language Center webpage (http://web-ch.scu.edu.tw/language/web_page/3821).
2. **Live ABC/ CNN (互動英語)**: <http://sammi.idc.scu.edu.tw/login/login.php>
3. **SOSA 英語影音學習資源網**: <http://sosa.idc.scu.edu.tw/>
4. **Easy Test 線上英語能力測驗評量**: <http://eztest.idc.scu.edu.tw/>
5. TOEIC Vocabulary List is available at the Language Center webpage. http://web-ch.scu.edu.tw/language/web_page/3821
6. Vocabulary Lists for three levels are available at the Language Center webpage. http://web-ch.scu.edu.tw/language/web_page/3821
7. <http://www.iwriteonline.tw/>: A website to improve students' writing skills
8. Teachers should encourage their students to use the Self-Access Lab (外語自學室), which is open daily from Monday to Friday.
Self-Access Lab: #G103, Language Center, Main Campus (9 a.m. to 7 p.m.)
#5316, Language Center, Downtown Campus (10 a.m. to 7 p.m.)

Introduction to **Level A (High)** Classes

A. Reading/Writing Component

Fall semester: 70% of the semester grade

Spring semester: 65% of the semester final grade

a. Course objective for Level A (High):

- To help students develop a variety of reading skills and strategies
- To cultivate students' ability to read critically and analytically
- To develop students' ability in paragraph writing

b. Lessons to be covered:

Textbook for Reading: <i>21st Century Reading 4</i>	
Lessons to be covered in Fall Midterm	Unit 1A: The Urge to Explore Unit 2A: A School in the Cloud Unit 2B: How to Learn? From Mistakes Unit 3A: Driving Change
Lessons to be covered in Fall Final	Unit 3B: Why We Have Too Few Women Leaders Unit 4A: Sparking Wonder and Possibility Unit 4B: The Mystery Box (self-study) Unit 5A: Living on a Dollar a Day Unit 5B: The Good News on Poverty
Lessons to be covered in Spring Midterm	Unit 6A: Laser Preservation Unit 6B: Ancient Wonders Captured in 3-D (self-study) Unit 7A: Feeding Nine Billion Unit 7B: How Food Shapes Our Cities Unit 8A: Recipes For Innovation
Lessons to be covered in Spring Final	Unit 8B: What Will Future Jobs Look Like? Unit 9A: What Babies Know About Language and Why We Should Care Unit 9B: The Linguistic Genius of Babies Unit 10A: Paths to the Future Unit 10B: Innovating to Zero! (self-study)
Supplementary materials for teachers	1. <i>Teacher's Manual</i> 2. <i>Audio CDs</i> 3. <i>Class PowerPoint</i>
Suggested assignments	1. Making sentences using the taught phrases or expressions 2. Writing short essay questions 3. Writing summary paragraphs 4. Paraphrasing
There is a list of vocabulary and useful phrases. Teachers are encouraged to use it to assign homework. The vocabulary list is available at the Language Center webpage (http://web-ch.scu.edu.tw/language/web_page/3821).	

c. Question Types for Level A (High):

TED Talks 列入統一考試範圍的問答題與單字兩個大題；但講稿 script 較為口語，因此不適合用 script 出 Sentence Structures 大題的文法題目。

✓ Questions & Answers

✓ Vocabulary

✗ Sentence Structures

問答題盡量考主旨大意，避免出需背誦細節的題目。

1. Questions & Answers 20% (5 Qs)	Three questions (facts) are based on the contents of the lessons while the other two questions (opinions) provide students a chance to express themselves more freely.
2. Vocabulary 20% (20 Qs)	Only vocabulary items in the vocabulary list are to be included in this part. The vocabulary list is available at the Language Center webpage: http://web-ch.scu.edu.tw/language/web_page/3821
3. Sentence structures: 20% (20 Qs)	These questions are from the original text. (A synonym can substitute the word or expression used as a key to any other question in the exam.) Students have to choose the best answer among the three choices to complete each sentence.
4. Reading Comprehension 10% (10 Qs)	There are two passages from outside materials, with five questions for each.
5. Reading Strategies 20%	Part A: Students are required to put five sentences in the correct position in a paragraph according to contextual clues. 10% Part B: This part focuses on the Reading Skills covered in the textbook. The forms and number of questions vary according to different reading skills tested. 10%
6. Cloze 10% (10 Qs)	There is a related passage from other sources with 10 words removed.

d. Testing schedule

	Day School	Night School
Fall Semester 第一學期	<ul style="list-style-type: none"> ♦ Unified midterm 11/7 (統一考試) ♦ Unified final 1/9 (統一考試) 	
Spring Semester 第二學期	<ul style="list-style-type: none"> ♦ Unified midterm 4/17 (統一考試) ♦ Unified final 6/19 (統一考試) ♦ Sophomore placement test in March (大二分級統一考試) 	

B. Listening & Speaking Component (conducted in a language lab for two hours on a bi-weekly basis)

Fall semester: 30% of the semester final grade

Spring semester: 25% of the semester final grade

a. Course objective for Level A (High):

To develop students' ability to fully and actively participate in discussions on a variety of topics in English

b. Testing

There is no unified exam for the listening/speaking component; how to evaluate students' performance is left to the teacher's discretion. Some possible options are slot cloze, writing a dialog, short answer questions, written quizzes, role-play, oral test, interview and oral presentation.

c. Text material

There is no standard textbook for the listening/speaking component conducted in the lab, and teachers should focus on the listening/speaking skills when they design their own curriculum. They are encouraged to use teaching materials related to the following topics:

- Housing
- Health
- Travel
- Dining out
- Entertainment
- Office
- General business
- Personnel
- Manufacturing
- Finance
- Purchasing

* Please note that a list of TOEIC Vocabulary is available at the Language Center Homepage.

http://web-ch.scu.edu.tw/language/web_page/3821

d. Final note

Teachers are strongly encouraged to use the SANAKO Console for in-class activities, such as role-play, group discussions, and voice recording, to create an interactive and supportive learning environment for students.

Introduction to **Level B (Mid)** Classes

A. Reading/Writing Component

Fall semester: 70% of the semester grade

Spring semester: 65% of the semester grade

a. Course objective for Level B (Mid):

- To equip students with basic reading skills, such as skimming, scanning, reading for main ideas, key details, understanding sequence and connecting ideas
- To expand students' vocabulary through reading
- To develop students' critical and creative thinking skills, such as analysis, evaluation and problem solving in discussions and simple writing

b. Lessons to be covered for the unified Midterm & Final Exams

Textbook for Reading: <i>21st Century Reading 3</i>	
Lessons to be covered in Fall Midterm	2A Are You Sleeping Enough? 2B How to Succeed? Get More Sleep 3A We are Cyborgs 3B I Listen to Color
Lessons to be covered in Fall Final	4A The Road to Happiness? 4B The Happy Planet Index 5A My Year in the Arctic 5B The Power of Time Off
Lessons to be covered in Spring Midterm	6A The Death of Writing? 6B Texting is Killing Language. JK!!! 8A The Importance of Solitude 8B The Power of Introverts 7A Bringing the World Together (Self-study)
Lessons to be covered in Spring Final	9A Nature of Intelligence 9B The Gentle Genius of Bonobos 10A Keep Calm! 10B What I Learned from Going Blind in Space 7B The Danger of a Single Story (Self Study)
Supplementary materials for teachers	<i>1. Teacher's Manual</i> <i>2. Audio CDs</i> <i>3. Class PowerPoint</i>
Suggested assignments	1. Making sentences using the taught phrases or expressions 2. Writing short essay questions 3. Writing summary paragraphs 4. Paraphrasing
There is a list of vocabulary and useful phrases. Teachers are encouraged to use it to assign homework. The vocabulary list is available at the Language Center Homepage (http://web-ch.scu.edu.tw/language/web_page/3821).	

c. Question Types for Level B:

TED Talks 列入統一考試範圍，惟 **Sentence structure** 不從 TED Talks 出題。

每課 Lesson B TED Talks 部分可納入統一考試問答題(Questions and Answers)之 **OPINIONS** 的出題範圍，但 **FACTS** 的部分請出題老師由 Lesson A 範圍出題。

3 題 Facts questions (from Lesson A)

2 題 Opinion questions (from Lessons A & B)

1. Questions & Answers 20% (5 Qs)	Three questions (facts) are based on the contents of the lessons while the other two questions (opinions) provide students a chance to express themselves more freely.
2. Vocabulary 20% (20 Qs)	Only words and expressions in the vocabulary list are to be included in the exam. The vocabulary list is available at the Language Center Homepage: http://web-ch.scu.edu.tw/language/web_page/3821
3. Sentence structures: 20% (20 Qs)	These questions are from the original text. (A synonym can substitute the word or expression used as a key to any other question in the exam.) Students have to choose the best answer among the three choices to complete each sentence.
4. Reading Comprehension 10% (10 Qs)	There are two passages from outside materials, with five questions for each.
5. Reading Strategies 20%	Part A: Students are required to put five sentences in the correct position in a paragraph according to contextual clues. 10% Part B: Focus on the Reading/Academic Skills covered in the text. The forms and number of questions vary according to different reading skills tested. 10%
6. Cloze 10% (10 Qs)	There is a related passage from other sources with 10 words removed.

d. Testing schedule

	Day School	Night School
Fall Semester 第一學期	<ul style="list-style-type: none"> ◆ Unified midterm 11/7 (統一考試) ◆ Unified final 1/9 (統一考試) 	/
Spring Semester 第二學期	<ul style="list-style-type: none"> ◆ Unified midterm 4/17 (統一考試) ◆ Unified final 6/19 (統一考試) ◆ Sophomore placement test in March (大二分級統一考試) 	

B. Listening & Speaking Component (conducted in a language lab for two hours on an every-other-week basis)

Fall semester: 30% of the semester grade

Spring semester: 25% of the semester grade

a. Course objective for Level B (Mid):

To increase students' listening and speaking abilities by focusing on practical, real-life skills

b. Testing

There is no unified exam for the listening/speaking component; how to evaluate students' performance is left to the teacher's discretion. Some possible options are slot cloze, writing a dialog, short answer questions, written quizzes, role-play, oral test, interview and oral presentation. Teachers don't have to submit a copy of their midterm and final exam questions to the Center.

c. Text material

There is no standard textbook for listening/speaking, and teachers should address the objectives of the listening/speaking component when they design their own curriculum. They are encouraged to use teaching materials related to the following topics:

- Housing
- Health
- Travel
- Dining out
- Entertainment
- Office
- General business
- Personnel
- Manufacturing
- Finance
- Purchasing

* Please note a list of TOEIC Vocabulary is available at the Language Center Homepage.

http://web-ch.scu.edu.tw/language/web_page/3821

d. Final note

Teachers are strongly encouraged to use the SANAKO Console for class activities, such as role-play, group discussion, and voice recording, in order to create an interactive and supportive learning environment for students.

Introduction to **Level C (Low)** Classes

A. Reading/Writing Component

Fall semester: 70% of the semester grade

Spring semester: 65% of the semester final grade (Day school)

70% of the semester final grade (Night school)

a. Course objective for Level C (Low):

- To improve students' speed and comprehension in reading English
- To build their vocabulary and grammar knowledge
- To sharpen their skills in writing correct English sentences

b. Lessons to be covered:

Day School

Textbook for Reading: <u><i>Reading for Today 2: Insights</i></u>	
Lessons to be covered in Fall Midterm	Chapter 1 <u>1A Work and College: You can do both!</u> <u>1B A Different Kind of College Student</u>
	Chapter 2 <u>2A A New Way to Apply to College</u> <u>2B The Right College for You</u>
	Chapter 3 <u>3A How alike are identical twins?</u> <u>3B Diary of a Father of Triplets</u>
Lessons to be covered in Fall Final	Chapter 4 <u>4A A Healthy Diet for You and Your Family</u> <u>4B Why do I eat when I'm not hungry?</u>
	Chapter 5 <u>5A Volunteer Vacations</u> <u>5B Who volunteers?</u>
	Chapter 6 <u>6A Improving Lives with Pet Therapy</u> <u>6B A New Way to Relieve Student Stress</u>

<p style="text-align: center;">Lessons to be covered in Spring Midterm</p>	<table border="1"> <tr> <td data-bbox="632 163 778 293">Chapter 7</td> <td data-bbox="778 163 1428 293"> <u>7A Robots: The Face of the Future</u> <u>7B An Unusual Teacher</u> </td> </tr> <tr> <td data-bbox="632 293 778 432">Chapter 8</td> <td data-bbox="778 293 1428 432"> <u>8A A blind man sees again!</u> <u>8B A Bionic Hug</u> </td> </tr> <tr> <td data-bbox="632 432 778 571">Chapter 9</td> <td data-bbox="778 432 1428 571"> <u>9A Alfred Nobel: A Man of Peace</u> <u>9B Choosing Nobel Prize Winners</u> </td> </tr> </table>	Chapter 7	<u>7A Robots: The Face of the Future</u> <u>7B An Unusual Teacher</u>	Chapter 8	<u>8A A blind man sees again!</u> <u>8B A Bionic Hug</u>	Chapter 9	<u>9A Alfred Nobel: A Man of Peace</u> <u>9B Choosing Nobel Prize Winners</u>
Chapter 7	<u>7A Robots: The Face of the Future</u> <u>7B An Unusual Teacher</u>						
Chapter 8	<u>8A A blind man sees again!</u> <u>8B A Bionic Hug</u>						
Chapter 9	<u>9A Alfred Nobel: A Man of Peace</u> <u>9B Choosing Nobel Prize Winners</u>						
<p style="text-align: center;">Lessons to be covered in Spring Final</p>	<table border="1"> <tr> <td data-bbox="632 640 778 770">Chapter 10</td> <td data-bbox="778 640 1428 770"> <u>10A Marie Curie: Nobel Prize Winner</u> <u>10B Irene Curie: Following in Her Mother's Footsteps</u> </td> </tr> <tr> <td data-bbox="632 770 778 990">Chapter 11</td> <td data-bbox="778 770 1428 990"> <u>11A The Formation of Oil</u> <p style="color: red;">p.174 "Oil as an Important World Resource"不列入出題範圍</p> <u>11C Fresh Water for the World</u> </td> </tr> <tr> <td data-bbox="632 990 778 1209">Chapter 12</td> <td data-bbox="778 990 1428 1209"> <u>12A Earthquakes: Powerful and Deadly</u> <p style="color: red;">p.199 "How Earthquakes Occur"不列入出題範圍</p> <u>12C A Survivor's Story</u> </td> </tr> </table>	Chapter 10	<u>10A Marie Curie: Nobel Prize Winner</u> <u>10B Irene Curie: Following in Her Mother's Footsteps</u>	Chapter 11	<u>11A The Formation of Oil</u> <p style="color: red;">p.174 "Oil as an Important World Resource"不列入出題範圍</p> <u>11C Fresh Water for the World</u>	Chapter 12	<u>12A Earthquakes: Powerful and Deadly</u> <p style="color: red;">p.199 "How Earthquakes Occur"不列入出題範圍</p> <u>12C A Survivor's Story</u>
Chapter 10	<u>10A Marie Curie: Nobel Prize Winner</u> <u>10B Irene Curie: Following in Her Mother's Footsteps</u>						
Chapter 11	<u>11A The Formation of Oil</u> <p style="color: red;">p.174 "Oil as an Important World Resource"不列入出題範圍</p> <u>11C Fresh Water for the World</u>						
Chapter 12	<u>12A Earthquakes: Powerful and Deadly</u> <p style="color: red;">p.199 "How Earthquakes Occur"不列入出題範圍</p> <u>12C A Survivor's Story</u>						
<p>Supplementary materials for teachers</p>	<ol style="list-style-type: none"> 1. <i>Teacher's Manual</i> 2. <i>Audio CDs</i> 3. <i>Class PowerPoint</i> 						
<p>Suggested assignments</p>	<p>Making sentences using the taught phrases or expressions Writing short answer questions</p>						
<p>There is a list of vocabulary and useful phrases. Teachers are encouraged to use it to assign homework. The vocabulary list is available at the Language Center Homepage (http://web-ch.scu.edu.tw/language/web_page/3821).</p>							

Night School

<p>Textbook for Reading: <u><i>Reading for Today 2: Insights</i></u></p>					
<p style="text-align: center;">Lessons to be covered in Fall Midterm</p>	<table border="1"> <tr> <td data-bbox="632 1760 778 1899">Chapter 1</td> <td data-bbox="778 1760 1428 1899"> <u>1A Work and College: You can do both!</u> <u>1B A Different Kind of College Student</u> </td> </tr> <tr> <td data-bbox="632 1899 778 2029">Chapter 2</td> <td data-bbox="778 1899 1428 2029"> <u>2A A New Way to Apply to College</u> <u>2B The Right College for You</u> </td> </tr> </table>	Chapter 1	<u>1A Work and College: You can do both!</u> <u>1B A Different Kind of College Student</u>	Chapter 2	<u>2A A New Way to Apply to College</u> <u>2B The Right College for You</u>
Chapter 1	<u>1A Work and College: You can do both!</u> <u>1B A Different Kind of College Student</u>				
Chapter 2	<u>2A A New Way to Apply to College</u> <u>2B The Right College for You</u>				

Lessons to be covered in Fall Final	Chapter 4	<u>4A A Healthy Diet for You and Your Family</u>
		<u>4B Why do I eat when I'm not hungry?</u>
	Chapter 5	<u>5A Volunteer Vacations</u>
		<u>5B Who volunteers?</u>
Lessons to be covered in Spring Midterm	Chapter 7	<u>7A Robots: The Face of the Future</u>
		<u>7B An Unusual Teacher</u>
	Chapter 8	<u>8A A blind man sees again!</u>
		<u>8B A Bionic Hug</u>
Lessons to be covered in Spring Final	Chapter 10	<u>10A Marie Curie: Nobel Prize Winner</u>
		<u>10B Irene Curie: Following in Her Mother's Footsteps</u>
	Chapter 12	<u>12A Earthquakes: Powerful and Deadly</u>
		p.199 "How Earthquakes Occur"不列入出題範圍
		<u>12C A Survivor's Story</u>
Supplementary materials for teachers	1. <i>Teacher's Manual</i> 2. <i>Audio CDs</i> 3. <i>Class PowerPoint</i>	
Suggested assignments	Making sentences using the taught phrases or expressions Writing short answer questions	
There is a list of active/passive vocabulary and useful phrases. Teachers are encouraged to use it to assign homework. The vocabulary list is available at the Language Center Homepage (http://web-ch.scu.edu.tw/language/web_page/3821).		

c. Question Types for **Level C (Low)**

Day School

1. Questions and answers : 15% (3 questions)	There will be one question for each target unit.
2. Vocabulary: 30% (30 questions) In these questions, students will be given the first and last letter and in most cases, the definition of the word.	The vocabulary list is available at the Language Center Homepage (http://web-ch.scu.edu.tw/language/web_page/3821). Teachers who are responsible for questions in this part should choose words from this word list and test them in a different context from the original text.

3. Sentence structures: 20% (20 questions)	These questions are from the original text. (A synonym can substitute the word or expression used as a key to any other question in the exam.) Students have to choose the best answer among the three choices to complete each sentence.
4. Sentence making: 10% (5 sentences)	Students are asked to make a sentence for each of the 5 phrases chosen from the vocabulary list.
5. Reading Comprehension: 25% (25 questions)	There are 5 passages from outside materials, 3 passages for reading comprehension and 2 passages for Cloze test, with 5 questions from each passage.

Night School

1. Vocabulary: 50% (25 questions) In these questions, students will be given the first and last letter and in most cases, the definition of the word.	The vocabulary list is available at the Language Center Homepage (http://web-ch.scu.edu.tw/language/web_page/3821). Teachers who are responsible for questions in this part should choose words from this word list and test them in a different context from the original text.
2. Sentence structures: 20% (20 questions)	These questions are from the original text. (A synonym can substitute the word or expression used as a key to any other question in the exam.) Students have to choose the best answer among the three choices to complete each sentence.
3. Sentence making: 10% (5 sentences)	Students are asked to make a sentence for each of the 5 phrases chosen from the vocabulary list.
4. Reading Comprehension: 20% (20 questions)	There are 4 passages from outside materials, 2 passages for reading comprehension and 2 passages for Cloze test, with 5 questions from each passage.

d. Testing schedule

	Day School	Night School
Fall Semester 第一學期	♦ Unified midterm 11/7 (統一考試) ♦ Unified final 1/9 (統一考試)	♦ Midterm Exam 11/13 (星期五讀本課時段) ♦ Final Exam 1/15 (星期五讀本課時段)
Spring Semester 第二學期	♦ Unified midterm 4/17 (統一考試) ♦ Unified final 6/19 (統一考試)	♦ Midterm Exam 4/23 (星期五讀本課時段) ♦ Final Exam 6/25 (星期五讀本課時段)

🔔 Starting from fall semester 2020, unified exams are no longer apply to night school. Teachers are required to write midterm and final test questions for class use. Test questions aim to evaluate students' vocabulary and grammar knowledge, and reading comprehension is also required.

B. Listening & Speaking Component (conducted in a language lab for two hours on an every-other-week basis)

Fall semester: 30% of the semester final grade

Spring semester: 25% of the semester final grade (Day school students)

30% of the semester final grade (Night school students)

a. Course objective for Level C (Low):

- To improve students' pronunciation skills
- To increase their listening ability by focusing on basic conversations
- To foster self-confidence and positive attitude toward language learning

b. Testing

There is no unified exam for listening/speaking component; how to evaluate students' performance is left to the teacher's discretion. Some possible options are slot cloze, writing a dialog, short answer questions, written quizzes, role-play, oral test, interview and oral presentation. Teachers don't have to submit a copy of their midterm and final exam questions to the Center.

c. Text material

There is no standard textbook for listening/speaking, and teachers should address the objectives of the listening/speaking component when they design their own curriculum. They are encouraged to use teaching materials related to the following topics:

- Housing
- Health
- Travel
- Dining out
- Entertainment
- Office
- General business
- Personnel
- Manufacturing
- Finance
- Purchasing

* Please note a list of TOEIC Vocabulary is available at the Language Center Homepage.

http://web-ch.scu.edu.tw/language/web_page/3821

d. Final note

Teachers are strongly encouraged to use the SANAKO Console for in-class activities, such as role playing, group discussion, and voice recording, in order to create an interactive and supportive learning environment for students.