

銘傳大學


# 103 大專生赴美專業 實習徵選

中英文履歷 英文成績 歷年成績 活動證明 才藝證明 中英文教案

9945XXXX 華教四乙 趙孝萱


2014/1/10

# 中文簡歷

<b>基本資料</b>	姓名	趙OO	性別	女	
	生日	19XX 年 XX 月 XX 日	手機	0933-XXXXX	
	住址	XXXXXXXXXXXX			
	E-mail	XXXXXXXXXX			
<b>學歷</b>	就讀學校：私立銘傳大學				
	系所：華語文教學系				
<b>英語能力</b>	多益成績 XXX				
<b>社團經歷</b>	2009 花蓮女中康輔社---活動長		2011 銘傳大學熱舞社----公關		
	1 設計團康		1 舉辦比賽		
	2 主持、企劃		2 成果發表		
	3 POP 書寫		3 迎新		
	4 舞蹈編排		4 評鑑		
	5 教育部原住民部落文化與傳統技藝研習營三天兩夜隊輔。		5 校內外溝通協調		
			6 舞蹈教學		
<b>實習與工作經歷</b>	2013 聯合報 教育事業部委派作文老師				
	2013 聯合報 瘋華語夏令營儲備老師(教授文化課)兼康輔員				
	2013 鶯歌陶瓷博物館實習導覽員				
	2012 @LIVE 艾樂弗活動團隊 公關				
	2011 校內實習 tutor 滿 20 小時以上				
	2011 壽山國小課後輔導舞蹈教師				
<b>文化才藝</b>	緞帶編織: 吉祥魚、鳳梨				
	繡球製作: 喜帖繡球、塑膠條編織繡球				
	橡皮篆刻: 陰刻、陽刻				
	傳統技藝: 毬子				
	中國結: 太陽花				
	傳統舞蹈/流行街舞: 編排、教學				

# RESUME

## Base Information

Name	趙OO	
English Name	Shelly	
Gender	Female	
Date of Birth	XXXXXXXX	
Nationality	Taiwan	
Phone number	0933- XXXXXXXX	
E-mail	XXXXXXXX	

## Education

2010- Ming Chuang University Teaching Chinese As Second Language Department
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## Language ability

TOEIC XXX
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## Extracurricular Activities


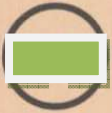
SCHOOL	2009 Hualian Senior High School	2011 Ming Chuang University
CLUB	Srvice-Oriented Club	Dance Club
POSITION	Lead of Activity Group	Public Relations

## Working and practice teaching experience

2013 UDN educational work group composition writing teacher
2013 UDN educational work group FUN Mandarin Summer Camp practice teacher (teaching culture course)and counselor
2013 Ying- Ge ceramics museum practice tour guide
2012 @LIVE activity group public relation
2011 tutor in school for 20 hour
2011 Shou-Shan elementary school after class dance teacher

## Culture Skills

Ribbon knit : auspicious fish 、 pineapple
A ball made of a wedding invitation and plastic stripe
Seal cutting
Shuttlecock
Chinese knot : sun flower
Traditional dance/street dance : arrange and teaching

	趙 <b>CHAO</b> Name	<b>LISTENING</b> Your Score <b>340</b> 5 ————— 495	<b>TOTAL SCORE</b> 
	[Redacted] Registration Number: <b>13611758</b> Test Date: <b>2013/12/14</b> (yyyy/mm/dd)	<b>READING</b> Your Score <b>255</b> 5 ————— 495	
	English Language Center,MCU Client		

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Detach here >

LISTENING		READING	
Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:		Your scaled score is close to 250. Test takers who score around 250 typically have the following strengths:	
<ul style="list-style-type: none"> <li>They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. They can understand details when the information is slightly paraphrased.</li> </ul>		<ul style="list-style-type: none"> <li>They can make simple inferences based on a limited amount of text.</li> <li>They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.</li> <li>They can sometimes connect information within one or two sentences.</li> <li>They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.</li> </ul>	
To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.		To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED* Your Percentage	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED* Your Percentage
Can infer gist, purpose, and basic context based on information that is explicitly stated in short spoken texts	0% ————— 100% 100	Can make inferences based on information in written texts	0% ————— 100% 52
Can infer gist, purpose, and basic context based on information that is explicitly stated in extended spoken texts	0% ————— 100% 70	Can locate and understand specific information in written texts	0% ————— 100% 37
Can understand details in short spoken texts	0% ————— 100% 82	Can connect information across multiple sentences in a single written text and across texts	0% ————— 100% 37
Can understand details in extended spoken texts	0% ————— 100% 65	Can understand vocabulary in written texts	0% ————— 100% 67
		Can understand grammar in written texts	0% ————— 100% 69

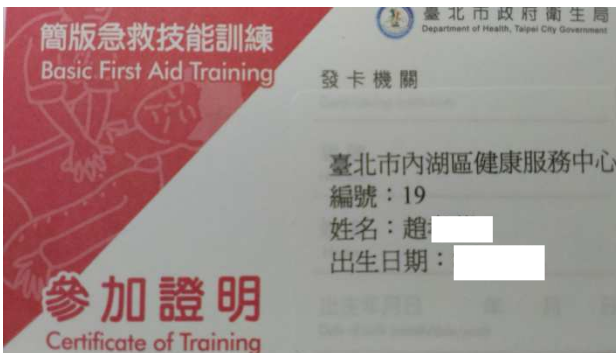
**※ HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**  
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**HOW TO APPLY YOUR CERTIFICATE:**  
Please go online at "www.toEIC.com.tw" for more information.



活動參加證明



文化才藝成果









教案

學習主題	我有什麼?	設計:趙			
語文領域	華文	Zhao			
教學人數	10人				
教學時間	五十分鐘				
使用教材	自編教材(附件一,二) (參考:IQ Chinese G0200)				
教學對象	初級華文程度之美國中小學學生				
學生已具備的華語能力	1. 學過漢語拼音的學生。 2. 已有基礎中文表達能力及基本中文聽力能力。				
相關學習領域	學校與生活				
教學目標	認知方面	情意方面	技能方面		
	1. 能了解課文中的情節 2. 能記得單字與量詞的配對。 3. 能完成練習的活動	4. 能夠與他人談論【我有什麼?】【我沒有什麼?】	5. 能正確地使用量詞去描述或詢問教過的物件的數量 6. 正確使用”來/去”“問”		
教學活動			教學資源	時間	評量方式
課程內容(一)			講義 筆 ppt 糖果	2' , 5' ,	能回答問題
1. 暖身:破冰活動 自我介紹與課室規則 2. 同學提供課文圖片中他們在哪裡?正在做什麼? 教室裏頭有什麼?(中文英文都可以)					
➤ 設計理念:藉由和學生一問一答的互動,帶領學生進入課程的情境當中,並且引發學生學習動機。					
課程內容(二)				10' , 5' , 10'	能認真聽講 能夠回答問題 能夠互相問問題。
➤ 設計理念:現場學現場使用,由老師先問問題,讓他們知道怎麼問再請他們做互相,加深他們的們的印象以及知道他們是否真的學會,現學的量詞					能認真聽講 能與老師做

課程內容(三)

1. 講義第三部分”問問題” 講述圖片中學生去問老師問題，以及同學互相幫忙的圖”我來回答你的問題”。
2. 老師問全班東西在哪裡?也帶入補充”上(面)、下(面)、左(邊)、右(邊)”方位詞概念。
3. 活動(任務型):請學生玩猜拳，贏的要跟輸的說”你去問老師問題”，輸的要來問我一個問題。例如:【老師，你有幾枝筆?】贏的要說:【我來幫老師數一數】然後一起回答【老師有(五)枝筆】
4. 達成的有鼓勵:發糖果
5. 下課

➤ **設計理念:**因為小朋友的注意力時間很短所以講解時候時間要盡量縮短。活動部份是要他們感覺可以馬上用得到。並用糖果鼓勵完成任務

8”

5”

10”

互動練習  
分組能互動

Lesson plan

Topic	What do I have?	Design:		
Domain	Chinese	Zhao		
Student number	10 people			
Period	50''			
Teaching materials	Myself teaching materials refer: IQ Chinese GO200 (enclosure)			
subject	Basic Chinese level elementary school or junior high school student			
Student background	1. student who has already learned HanYu pinyin. 2 student have basic ability to speak and hear Chinese °			
Relative territory	School and life			
Teaching Goal	Learning objectives			
	7. Can understand the plot in teaching material	10. can talk with others 【what do I have?】 【what do I don' t have】	11. can accurately able to use measure word to describe or ask the number of objects	
	8. remember vocabulary and match measure word		12. accurately to use "來 / 去" "問"	
9. can complete the practice activity				
Teaching procedure		Teaching aids	time	Expected outcome
<b>Teaching activities1</b> 3. Warm up: break the ice self-introduction and class manner 4. Discussing what a are they doing? where are they? And what are they have? in the picture  <b>Design purpose :</b> by teacher and student' s interaction to lead student enter the course context, and inspire student' s learning motivation.		loose-leaf materials issued to students  pen	2'' 5''	Can answer the question by any Chinese or English
<b>Teaching activities2</b> 4. Describe the picture and narrate the dialogue slowly, and to add new vocabulary. 5. Teacher choose student to ask question(alternately) 【XXX 你有幾枝筆? 有幾張紙?.....】 6. Divide into groups to simulate the context in the picture. ex: 我有一枝筆。教室裡有一台電腦。.....			ppt  candy	10'' 5'' 10''



**Design purpose :** learning and using immediately , teacher ask question first , let them know “how to ask?” and practice with each other. Except for impress the text, also can understand whether the real learned.

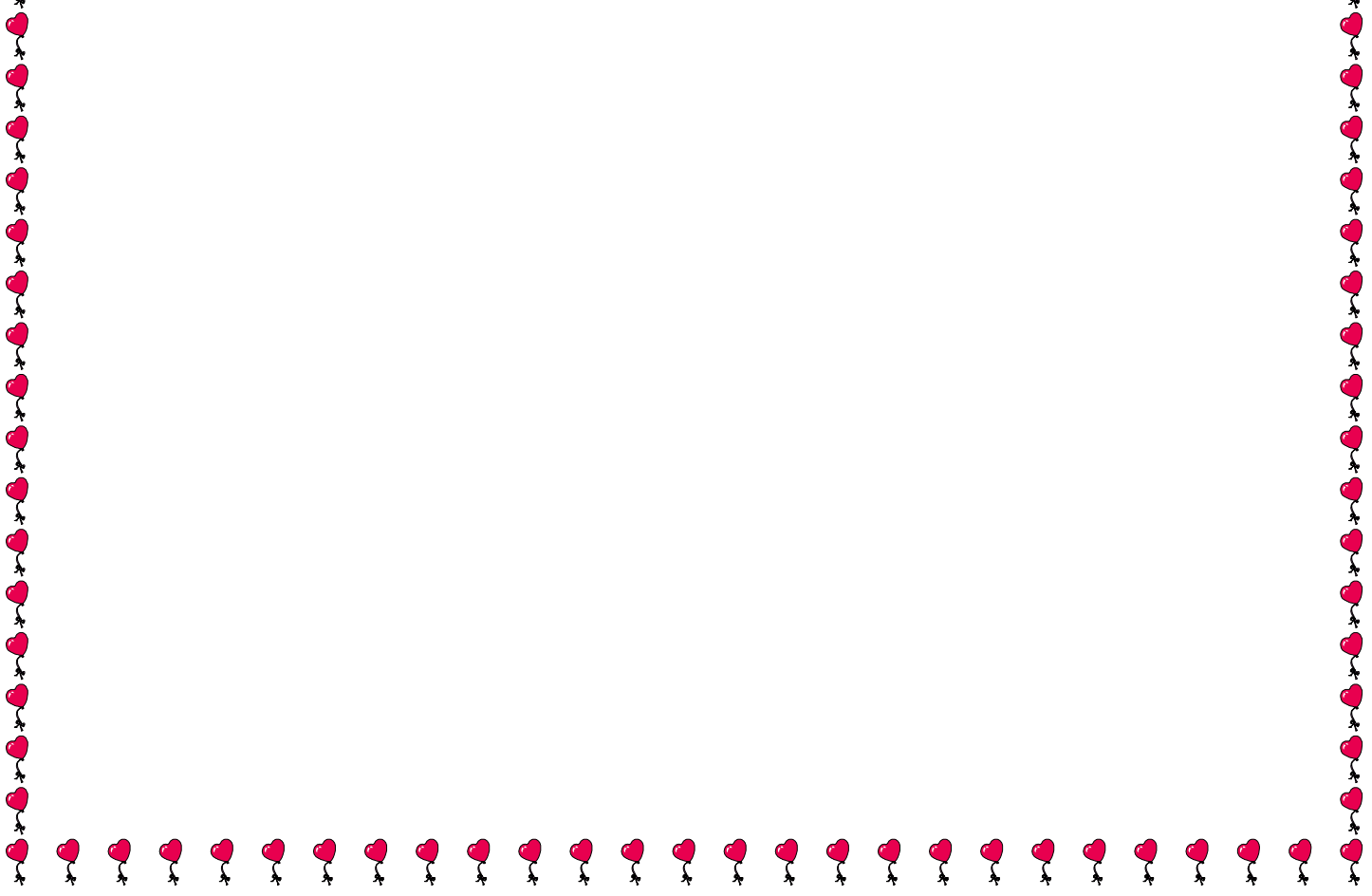
**Teaching activities3**

- 6. The third part “ask question” describing the picture which is student go and ask teacher a question. And the other is student help each other
- 7. Teacher ask the whole class “where is\_\_\_\_?” and resupply the noun of locality 上(面)、下(面)、左(邊)、右(邊)
- 8. Mission activity: playing paper, scissors, rock , winner says to the looser”你去問老師問題” , and th looser asks me 。  
For example: 【老師，你有幾枝筆?】 the winner says: 【我來幫老師數一數】 and they answer together 【老師有(五)枝筆】
- 9. achieve: give candise
- 10. it’s the end of the class

**Design purpose :** children’ s attention is really short , so I have to brief my narrate. Activity is let them feel the sentence just learned is use ful , and use candies to be the reward.

8”  
5”  
10”

Can take the lecture seriously  
  
Can do the interactions with teacher, the groups



## vocabulary

	單字	漢語拼音	詞性	英文解釋	例句/例詞
1	張	zhāng	Mw		一張紙
2	本	běn	Mw		一本書
3	枝	zhī	Mw		三枝筆
4	台	tái	Mw		兩台電腦
5	筆	bǐ	N.	pen	自動筆
6	問	wèn tí	v.	ask	發問
7	問題	wèn tí	N.	question	問問題
8	回答	huí dá	V.	answer	回答問題
9	裡	lǐ	Prep.	in	在花園裡
10	杯子	bēi zi	N.	cup	一個杯子
11	電腦	diàn nǎo	N.	computer	兩台電腦

## Sentence pattern

“有幾(枝).....”

你有幾枝筆?

我有時枝筆。/ 我沒有筆。

“來/去”

我去問老師問題。

我來回答你的問題。

“問”

我問老師一個問題。

“。”和“，”的用法

我的書包裡有兩枝筆，還有七張紙。