


# 英語文教學模組 A

## 一、課程基本資訊

項目	說明
課程主題	Global Citizens in Taiwan (世界公民在台灣)
課程設計者	蔡正儀 林敏靜 林秀娟
課程節數	32 節 (共 16 週, 每週 2 節)
適用的對象	高二 / 36 人
學習目標	<ol style="list-style-type: none"> <li>1. 培養對國際議題的關心, 具備國際視野與全球責任感。</li> <li>2. 欣賞自身的環境與文化, 並能以英語介紹給外國友人。</li> <li>3. 經過逐步指導與充分練習, 具備英語簡報能力。</li> </ol>
對應的總綱核心素養簡寫	B1 符號運用與溝通表達 C2 人際關係與團隊合作 C3 多元文化與國際理解
對應的領綱核心素養簡寫	英S-U-B1 具備聽、說、讀、寫的英語文素養, 能連結自身經驗、思想與價值, 運用多樣的字詞及句型, 在多元情境中適切溝通表達及解決問題。 英 S-U-C2 積極參與課內及課外英語文團體學習活動, 透過團隊合作, 發展個人溝通協調能力及解決問題的能力。 英S-U-C3 具備國際視野及地球村觀念, 能從多元文化觀點了解、欣賞不同的文化習俗, 並尊重生命與全球的永續發展。
對應的學習表現	2-V-14 能以簡易的英語介紹國內外風土民情。 5-V-2 能掌握高中階段所學字詞及句型, 適當地使用於日常生活之溝通。 6-V-6 能主動從網路或其它管道搜尋英語文學習相關資源, 並與老師及同學分享。 7-V-6 能針對同一文本主題進行延伸閱讀或探索, 以強化學習的深度與廣度。 8-V-3 能從多元文化觀點, 了解並尊重不同的文化及習俗。 8-V-6 能關心時事, 了解國際情勢, 具有國際視野。 9-V-4 能分析、歸納多項訊息的共通點或結論。 9-V-8 能整合資訊, 合理規劃並發揮創意完成任務。
對應的學習內容/實質內涵	A 語言知識 Ae-V-18 工具書 (如百科全書) 或其他線上資源 Ae-V-20 不同體裁、不同主題之文章 B 溝通功能

	<p>B-V-6 引導式討論</p> <p>B-V-9 有情節發展及細節描述的故事或個人經驗</p> <p>C 文化理解</p> <p>C-V-2 國內外風土民情</p> <p>C-V-3 文化異同的比較及多元文化的觀點</p> <p>D 思考能力</p> <p>D-V-1 項訊息比較、歸類、排序、分析、推論的方法</p> <p>D-V-6 整合不同訊息、合理規劃，完成任務的方法</p>
學生學習任務	<ol style="list-style-type: none"> <li>1. 從本土出發，發揮團隊合作與創意，完成大稻埕主題導覽，並做成影音與文字紀錄。</li> <li>2. 放眼國際，了解國際議題，參與國際論壇討論，並以簡報方式分享成果。</li> </ol>
課程亮點	<ol style="list-style-type: none"> <li>1. 教材內容跨領域，融入歷史、地理、公民課程。</li> <li>2. 教學過程以學生為中心，強調課堂討論與意見發表，並採教學與評量穿插方式進行。</li> <li>3. 教學活動設計多元，採教學活動與評量穿插方式進行，引導學生自主學習，展現搜集與整合資料的能力。</li> <li>4. 教學策略兼顧差異化教學，鼓勵團隊合作，引導小組工作分配時，依成員能力差異，給予不同的任務，即便學習落後者也可以有所貢獻。</li> <li>5. 透過文本閱讀、課堂討論與論壇發表，綜合發展聽、說、讀、寫四種技能。</li> </ol>

## 二、教學單元案例

教材來源: 自編投影片、自編講義、學習單、台北市政府網頁、典藏台灣網頁、Youtube 影片	
教學資源/設備需求: 投影布幕、單槍投影機、網路、電腦、個人筆電或平板、手機、麥克風、磁性軟式白板、白板筆、玩具籌碼	
單元一: Rediscover the Charm of our Hometown (從本土出發) 教學活動略案:	評量策略 (包含評量方法、過程、規準)
<p>第一週: Course Introduction and Ice-breaking Activities (課程簡介與破冰活動)</p> <p>第一節</p> <ol style="list-style-type: none"> <li>1. Getting to know the student (15 mins) <ul style="list-style-type: none"> <li>● 請學生填寫 Student Profile 表格 (附錄一), 並說明解釋表格各欄位的重要意涵。</li> <li>● 建立 Google Classroom, 請學生 sign up, 以方便閱讀課程資料及上傳作業。</li> </ul> </li> </ol>	<p>準備玩具籌碼 (token) 一疊(如右圖), 依照單元進行, 給予 1~3 枚籌碼, 以觀察各階段學生參與的情形。課程結束時, 憑籌碼累積點值, 在計分板上紀錄, 作為學習態度加分依據。</p> 

## 2. Introducing the course (15 mins)

- 發課程教學計畫表 ( 附錄二 ), 介紹本課程的大綱與進度表, 並說明本單元課程要求與評量方式 ( 附錄三 )。

## 3. Breaking the ice (20 mins)

- 發 Getting to Know Your New Friends 學習單 ( 附錄四 )
- 利用 附錄五 ( 先裁切成小張紙條 ) 進行分組活動: 每位同學隨機抽出一張紙條, 依據紙條上的 key word 提示 ( 新聞焦點人物、新聞事件、相關訊息 ), 尋找拿到同一新聞議題的同伴 ( 三人一組 )。
- 同一組成員, 根據紙條上的 key words 彼此的相關性, 搜尋資料 ( 可以手機或平板上網 ), 共同討論該組新聞事件, 完成 附錄四。

## 第二節

## 4. Talking about current news (45 mins)

- 依照 附錄五 分組的順序, 每一組依序上台發表, 以英文或中文介紹該新聞議題。
- 每組報告限時 3 分鐘, 學生可以扮演新聞焦點人物 ( 例如: Donald Trump ), 以第一人稱發表新聞內容。
- 老師適時提示與補充背景知識, 並盡量鼓勵學生以英文發表。

## 5. Wrap up (5 mins)

- 確定收齊 Student Profile。
- 提醒同學下週進度與該準備事項。

## 第二週: The Place Where I Live (認識家鄉: 台北商貿的起源)

## 第三節

### 1. Getting to know the place I live: Guess to Win ( 20 mins)

- 請學生隨意舉例, 就台北的起源、發展、歷史、地理、人口、地標等事實, 確認其先備知識
- 準備玩 Kahoot! 猜謎遊戲。
- 以手機或平板, 隨機兩人一組, 登入 Kahoot.it 網頁 ([https://create.kahoot.it/?\\_ga=1.209735509.1961213878.1475460064&deviceId=4fcae00e-ff67-4efd-b756-603d3591cfd7R#login?next](https://create.kahoot.it/?_ga=1.209735509.1961213878.1475460064&deviceId=4fcae00e-ff67-4efd-b756-603d3591cfd7R#login?next))=), 開始玩老師設計的遊戲: Fun Taipei—Guess to Win

### 🔔 聆聽 & 😊 口說:

採志願舉手作答, 能就台北的歷史發展或地理事實舉例說明者, 獲得籌碼一枚。

### 閱讀:

遊戲共 8 題選擇, 電腦自動積分, 最高分的雙人組, 各獲得籌碼一枚。

(<https://create.kahoot.it/#quiz/d8c71959-42c5-4bc0-a871-66a3954b8f23>)。

- 輸入遊戲的 Game Pin，便可以開始玩 Kahoot! 搶答遊戲。

## 2. Introducing Taipei to a foreign friend in one day (30 mins)

### (1) Brain-storming for ideas (12 mins)

- 三人一組，一組一張軟式白板(soft whiteboard)。請學生一起腦力激盪，提出三個值得帶老外遊台北的景點與從事的活動，並將討論結果紀錄在軟式白板上。
- 學生進行討論時，老師在旁協助引導。

### (2) Presenting your ideas (18 mins)

- 依照 Kahoot! 遊戲的結果，依積分高低按順序上台發表討論結果。
- 一組 1~2 分鐘，利用軟式白板展示，簡單說明參觀景點與活動。

## 第四節

## 3. Seeing Taipei through a visitor's eyes (15 mins)

- 老師播放 PPT 上連結的 Youtube 影片 (<https://www.youtube.com/watch?v=hPekXlgOjUU>)，從外國人眼裡看台北市，反思觀光客所看到的是否是我們認知的台北，藉以說明“Rediscover the Charm of Taipei”【重新發現台北之美】的主題與目的。
- 提問確認學生聽懂影片的內容，學生必須舉出外國觀光客所體驗的台北之美為何。

## 4. Discovering Dadaocheng (30 mins)

- 介紹本課程從本土出發的第一站：大稻埕。
- 發大稻埕學習單 (附錄六)，解釋學習單上各欄位的重點。
- 學生利用手機或平板上網搜尋資料，以小組為單位，合作完成學習單。
- 老師另外提供大稻埕的相關書籍，學生可現場查閱參考。

## 5. Wrap up (5 mins)

- 確認學生完成學習單。
- 提醒未完成小組，繼續蒐集資料，並介紹下一次課程內容與進度。

### 聆聽 & 口說：

採志願舉手，能舉出影片中，外國觀光客所體驗的台北之美者，獲得籌碼一枚。

### ★差異化：

細節閱讀後，組內互相檢查學習單填寫情形，速度較快者協助較慢者完成學習單的填寫。

## 第五節

### 1. Checking assignment (50 mins)

- 檢討 Dadaocheng Facts 學習單 (附錄六)，請各小組討論搜尋的結果。
- 全班共同檢討學習單，鼓勵學生主動提供答案，凡舉手說明或提問者，給予籌碼為獎勵。
- 收回完成的學習單。

## 第六節

### 2. Digging in for more information (15 mins)

- 播放 PPT 上連結的 Youtube 影片 (<https://www.youtube.com/watch?v=fZXyRsbkLz0>)，增強學生對大稻埕與台灣歷史的連結。
- 鼓勵學生提問，確認學生理解大稻埕在課程設計中作為起點的重要性。

### 3. Reading the text (20 mins)

- 發文本“John Dodd, Li Chunsheng, and the Age of Taiwanese Tea”([http://culture.teldap.tw/culture/index.php?option%3Dcom\\_content%26id%3D2290:john-todd-li-chunsheng-and-the-age-of-taiwanese-tea](http://culture.teldap.tw/culture/index.php?option%3Dcom_content%26id%3D2290:john-todd-li-chunsheng-and-the-age-of-taiwanese-tea))學習單 (附錄七) 與單字表 (附錄八)。
- 以四種不同顏色的籌碼，將學生分成 4 大組，各組完成學習單上的指定部分 (A, B, C, D 其中之一)。

### 4. Sharing information (13 mins)

- 學生依照籌碼顏色，找到四個不同顏色的成員為一組。
- 四人小組，依序分享各自所完成的部分，完成學習單上 A, B, C, D 四個部分的答案。
- 提醒學生，以講述方式分享所獲得的資訊，避免以互相抄寫方式完成學習單。

### 5. Wrap up (2 mins)

- 提醒各組完成學習單。
- 確認下次課程進度，並收回籌碼。

## 閱讀 & 😊 口說：

學生能主動舉手回答或提問者，獲得籌碼一枚，回答切題而完整者，加籌碼一枚，能以英文回答者，再加籌碼一枚。

## ★差異化：

每個人依閱讀速度不同，各自做時間標記，老師巡視學生填寫情形，請速度較快者協助較慢者完成。

**第四週：The Place Where I Live—from a Historical Perspective (瘋台北：用歷史眼光看台北)**

## 第七節～第八節

### 1. Warm up (5 mins)

- 確認附錄七學習單作業是否完成。
- 簡單說明講座課程與學習單的連結，請學生從講座內容中，設定《迪化街一日主題行旅》的主軸。
- 提醒學生注意觀察講師呈現的演說技巧與策略。

### 2. Lecture (60 mins)

- 邀請歷史老師進行主題演說 ( Guest speaker: 蕭承先老師 )。
- 演講主題:《港口、茶葉、鐵路、人—連結世界的大稻埕》(附錄九)
- 演講結束，就演說內容提問，與學習單(附錄七)內容連結，並做簡單討論。

### 3. Follow up (30 mins)

- 解釋下週主題旅遊的主軸設計、目的、發表方式(採分站學習 gallery walk 的分享模式)、與評量方式。
- 以3人為一組，分四大主題 (Food & Drink, Architecture, Commerical Activities, Popular Culture)，參照學習單(附錄十)，進行分組與討論。
- 每一個主題至少有2組，各組必須於下週做行旅計畫 (mini-travel plan)發表。

### 4. Wrap up (5 mins)

- 收回學習單(附錄七)。
- 確定主題旅遊分組名單。

## 第五週：The Place Where I Live—Presenting a One-day Tour Around Dadaocheng (瘋台北：迪化街一日主題行旅發表)

## 第九節

### 1. Warm-up (5 mins)

- 發回上週評閱完畢的學習單(附錄七)。
- 老師根據完成內容，提出建議與回饋。

### 2. Preparing for the presentation (20 mins)

- 說明主題旅遊的進行方式(附錄十一)：

### 聆聽 & 口說：

採隨機提問，確認學生的理解。

### ★差異化：

學生依興趣喜好自由分組，老師觀察分組情形，協助未能順利成組的學生，避免落單者。

### 閱讀 & 寫作：

學生完成學習單，依照完成內容的正確性與完整性，給予等第分數。

- 採分站學習(gallery walk)的分享模式，分為上、下兩場，分兩輪進行。
- 第一輪由 1-6 組擔任學習站的駐站解說員，7-12 組扮演遊客；第二輪則角色互換，由 7-12 組擔任學習站的駐站解說員，1-6 組扮演遊客。
- 每一站的分享時間為 3 分鐘，分享時間結束，老師吹哨，遊客依順時針方向移動到下一站，直到聽完每一站的分享内容。
- 學習站的解說員必須以英文為主要語言進行。
- 說明小組成員的工作分配：
  - 每一組 3 位成員，共同蒐集資料，兩人輪流擔任解說員的角色，另一人負責以手機做影音紀錄，並節選最精彩部分，在課後上傳雲端 Google Classroom。
- 說明評量方式：
  - 每個場次進行之前，先發給每位遊客三枚籌碼，聽完各組解說後，遊客將籌碼交給表現優異的解說站。

### 3. Doing the research and group discussion (25 mins)

- 學生按照組別討論主題旅遊導覽內容與工作分配，分工搜尋景點的文史資料與交通地圖，補齊不足之處。
- 老師巡視各組進度，提供必要的協助與建議。

## 第十節

### 4. Presenting your mini-travel plan (45 mins)

- 請 1-6 組在學習站就位，準備介紹自己的主題內容。7-12 組先擔任遊客，依序分散到各站（1-6 組）準備參訪。
- 老師發給每位遊客 3 個籌碼，聽完各組發表後，交給表現最好的 3 組。
- 老師準備計時鬧鈴，每隔 3 分鐘鈴響，遊客以順時針方向更換組別。
- 第一輪結束後，第二輪開始，換 7-12 組擔任學習站介紹者，1-6 組擔任遊客，按第一輪的模式操作第二次。

### 5. Wrap-up (5 mins)

- 宣布表現優異組別（共 8 組），接受表揚，並成為下週導覽大使。
- 確認各組了解下週進行《迪化街一日主題行旅》之前應該完成的工作：
  - 上傳最佳片段影像紀錄到 Google Classroom。

### ★差異化：

搜集資料的工作分配各組自訂，每位成員都有任務，閱讀與搜集資料較快者，協助其他成員。

### 聆聽 & 口說：

1. 每個場次結束後，回收籌碼，並依籌碼數量多寡，結算成績高低，四大主題各選出較優的一組（每個場次 4 組，共選出 8 組）。
2. 表現優異的組別，受邀成為第六週主題旅遊導覽大使，擔任外籍友人的導覽。

### 閱讀 & 寫作

統整所搜集資料，填入旅遊計畫


- 完成學習單 ( 附錄十 ), 並上傳 Google Classroom。
- 導覽小組行前集訓時間。
- 提醒應注意事項, 包括集合時間、地點、與當日動線。

## 第六週：Fun Taipei—Taking a Walking Tour Around Dadaocheng

### (瘋台北：迪化街一日主題行旅執行)

#### 第十一節～第十二節

##### 1. Getting ready

- 集合點名, 確認小組成員到齊。
- 發下學習單 ( 附錄十二 ), 說明本日活動行程表。
- 確認導覽大使任務, 與各小組成員工作 ( 各站打卡、攝影師、寫心得日誌 )。
- 說明評量與獎勵方式：
  - 聽完導覽, 給予導覽大使 1~5 枚茶葉 (  ) 為分數。
  - 老師與外籍友人的分數以 5 倍計算。
  - 依統計結果, 算出最佳導覽大使兩名。

##### 2. Taking a walking tour

- 依照學習單 ( 附錄十二 ) 走行程：
  - 第一站 Food/Drink: 旗魚米粉 → 油飯
  - 第二站 Culture: 永樂座戲院 → 大稻埕故事工坊
  - 第三站 Architecture: 月老 → 霞海城隍廟
  - 第四站 Commercial activities 1: 年貨
  - 第五站 Commercial activity 2: 有記名茶
- 各站導覽大使, 以英文解說該景點特色, 解說結束, 接受外籍友人、老師與同學提問。
- 行程終點站集合, 與外籍友人拍團照留念。
- 統計本日最佳導覽大使, 頒獎鼓勵。

##### 3. Back to school

- 集合點名上車。
- 確認本週完成學習單 ( 附錄十二 ) 心得日誌, 於繳交期限內上傳 Google Classroom。
- 平安返校。

表, 完成並確實上傳雲端者, 獲得加分。

#### ★差異化：

執行旅遊計畫時的工作分配, 依學習者的多元智慧, 認養工作, 務必每位成員都有任務。

#### 聆聽 & 口說：

依活動參與者投票結果, 算出最佳導覽大使兩名, 予以適當獎勵 ( 加分與小禮物 )。

#### 寫作：

1. 依據心得內容確實與否評分。
2. 於繳交期限內完成心得日誌並確實上傳雲端者, 獲得加分。



單元二：Rediscover Our World (世界知識—認識世界的樣貌) 教學活動略案：	評量策略 (包含評量方法、過程、規準)
<p><b>第七週： We Are a Member of the Global Community (你我都是世界公民)</b></p> <p><b>第十三節</b></p> <p>1. Checking assignments (10 mins)</p> <ul style="list-style-type: none"> <li>● 確定學生完成上傳第一單元 Tour Report 的報告，鼓勵準時繳交作業者，並協助上傳 Google Classroom 發生困難的組別與提供解決辦法。</li> </ul> <p>2. Reviewing Part I and introducing Part II of the course (10 mins)</p> <ul style="list-style-type: none"> <li>● 統整第一部分 Rediscover the Charm of Our Hometown 【從本土出發】的歷程與學習重點，並介紹本課程第二單元的方向與期許 ( <b>附錄二</b> )。</li> </ul> <p>3. Getting to know the world as a village (30 mins)</p> <ul style="list-style-type: none"> <li>● 播放 PPT ( <b>附錄十三</b> )，請學生將全世界的人口，以一個 100 人的村落的規模來做估算，回答學習單 “If the World Were 100 People” ( <b>附錄十四</b> ) 上的問題。</li> <li>● 問答活動以小組為單位，每一組有一張軟式白板，各組討論後將答案寫在軟式白板上，寫好答案後，將白板舉起，待老師公布正確答案。</li> <li>● 播放 If the World Were 100 People—Good Data ( <a href="https://www.youtube.com/watch?v=QFrqTFRy-LU">https://www.youtube.com/watch?v=QFrqTFRy-LU</a> )，以相對數字，呈現世界村裏的各種人口、經濟、宗教、教育、語言、食物、自然資源、能源供應、網路資訊等分佈不均的問題。</li> </ul> <p><b>第十四節</b></p> <p>4. Understanding the role of a global citizen (25 mins)</p> <ul style="list-style-type: none"> <li>● 播放 PPT ( <b>附錄十五</b> )，請學生針對 “global issue” 與 “globalization” 的定義自由發言並舉例說明。</li> <li>● 說明何謂 “global issue” 與 “globalization”，並根據真實全球性議題與事件，就其定義、成因、與影響加以釐清。</li> <li>● 請學生思考身為 “global citizen” 的角色與重要性，分組討論個人所能發揮的地方與支持行動。</li> <li>● 發下 Becoming a Global Citizen 學習單 ( <b>附錄十六</b> )，請學生根據課程中所討論的重點，完成學習單。</li> </ul>	<p><b>🔔 聆聽 &amp; 😊 口說：</b></p> <p>每答對一題，該組獲得籌碼一枚。</p> <p><b>🔔 聆聽 &amp; 😊 口說：</b></p> <p>採志願舉手作答，能以英文說出具體看法者，獲得籌碼一枚。</p>

5. Checking the worksheet (5 mins)

- 依照 **附錄十六**，請學生就“Where can I find more information to explore about the world?”以及“What can I do to serve as a responsible global citizen?” 兩個問題發表看法。
- 收回學習單 ( **附錄十六** )。

6. Playing a bingo game (18 mins)

- 以 Bingo 遊戲的模式，進行國際議題大會考(A Quiz on Global Issues) ( **附錄十七** )。
- 解釋遊戲規則與計分方法，分組競賽，團對搶答，依照 PPT 內容開始玩遊戲。
- 遊戲結束後，宣布贏家，並請同學個別搶答尚未完成的題目，答對者另外加分。

7. Wrap up (2 mins)

- 提醒同學下週進度與該準備事項。
- 收回籌碼計分。

**第八週：Making Use of the English Language to Exert Your Power of Influence：The key elements of a good speech (善用國際語言，發揮影響力：做好簡報的要素)**

**第十五節**

1. Returning corrected reports and giving feedback (10 mins)


- 發回批閱完成的《迪化街主題行旅》書面報告，鼓勵報告完整有創意者，並檢討內容不足與尚待改進之處。

2. Introducing the topic (10 mins)

- 請學生發表第一單元的感想與第三單元的活動中，在口語表達上可能遇到的困難。
- 比較第一單元的口語溝通任務(介紹迪化街地景文化給外國友人認識)，與第三單元的議題討論(邀請國際友人入班討論國際議題)，在口語表達上，兩者所面對的不同挑戰。
- 介紹第二單元主題：The Key Elements of a Good Speech，提醒學生，在此單元會透過各個要素的討論，並邀請名人演講，在觀摩與心得記錄中，印證這些成功演說的要素，並學習如何成為 a good public speaker。

 寫作：

依照完成學習單內容的正確性與完整性，給予等第分數。

 口說：

採團隊搶答方式，先連成一線者，為贏家。贏者可獲得籌碼與加分。個別搶答正確者，獲得籌碼一枚。

 寫作：

依完成學習單內容的正確性與完整性，以 holistic rubrics ( **附錄十八** )，給予等第分數(1-10)。

 聆聽 &  口說：

自願發表意見者獲得加分機會。

3. Watching a model presentation (20 mins)
  - 介紹 2014 Toastmasters International 世界冠軍演說家 Dananjaya Hettiarachchi，並播放他的得獎演說“I See Something” (YouTube 影片 <https://www.youtube.com/watch?v=RfAz9v2TZcE>)
  - 播放影片過程中，觀察學生反應，必要時暫停影片並提問，以確認學生是否理解演說內容。
4. Discussing the strengths of the model presentation (10 mins)
  - 發給各組軟式白板與白板筆，請各組討論得獎演說者的成功之處，在白板上寫下三點所獲得的結論。

## 第十六節

5. Presenting the result of the group discussion (20 mins)
  - 請各組將白板貼在教室公佈欄。
  - 每一組派代表發表小組討論的結果。
  - 老師在各組發言之後，統整各組的觀察結果，做成簡要結論。
6. Completing the follow-up worksheet (25 mins)
  - 發下學習單 ( **附錄十九** )，請學生閱讀評論者 Richard Feloni 的分析，並且依段落文字內容，判斷作者所分析的要點標題。
  - 依組別 ( 1~13 ) 不同，完成學習單不同的部分 ( A~D )：
    - 1-3 組 標題 A
    - 4-6 組 標題 B
    - 7-9 組 標題 C
    - 10-13 組 標題 D
  - 請各組討論後，提供可能的答案。
  - 老師統整各組的標題，並公布原始答案 ( **附錄二十** )。
7. Wrap up (5 mins)
  - 確認學生清楚下週活動 ( 啟思講座 ) 的地點與任務。
  - 請學生就期末國際議題討論的分組，開始尋找合作伙伴。

## 第九週：Guest Speakers' Presentations (啟思講座：褚士瑩 x 許芯瑋)

### 第十七~十八節

1. Introducing the speakers (10 mins)
  - 許芯瑋：Design For Change 臺灣發起人。

### 聆聽 & 口說：

各組發言之後，給予口頭肯定與鼓勵，論點敘述清楚者，獲得加分機會。

### ★差異化：

細節閱讀後，組內互相檢查學習單填寫情形，速度較快者協助較慢者完成學習單的填寫。

TEDxMonga Make It Real 2010 講者

社團法人臺灣童心創意行動協會 理事長

- 褚士瑩：台灣大學政治學系、埃及開羅大學新聞研究所、美國哈佛大學公共行政研究所畢業。

知名作家、公益旅行家

擔任多個國際非營利組織顧問

## 2. Listening to the lectures (50 mins)

- 演講錄影連結

<http://igt.hs.ntnu.edu.tw/sections/2343/pages/27892?locale=en>

- 許芯瑋：創造夢想的我，實現理想與熱情的心路歷程。
- 褚士瑩：人生小故事，挑戰好與壞、是與非之間的價值觀。

## 3. Q & A (30 mins)

- 講者彼此問答。
- 聽眾提問。

## 4. Wrap up (10 mins)

- 總結演說內容。
- 請學生完成學習單 ( 附錄二十一 )。

## 第十週： The key elements of a good speech (I)—Choosing a Topic

### (做好簡報的要素 (一) —選擇主題)

#### 第十九節

## 1. Warm up (5 mins)

- 發回上週啟思講座學習單 ( 附錄二十一 )，給予簡單評論。
- 說明課程安排變化：5/19 會考停課。
- 提醒學生 6/9 到 6/30 為本課程第三階段，將進行國際論壇分組上台報告。

## 2. Introducing the oral presentation project (30 mins)

- 發下講義 Global Issues, Local Voices—Oral Presentation Essentials ( 附錄二十二 )，討論國際論壇分組報告的必要步驟：  
choose a topic → structure & organize ideas → research & gather information → create an outline → design multi-media content
- 觀賞由聯合國所製作的短片 8 Millennium Development Goals: What We Met And Missed ( YouTube 連結影片 <https://www.youtube.com/watch?v=A5giOGjj5X8> )，內容介紹聯

## 🔔 聆聽 & ✍️ 寫作：

依據學習單 ( 附錄二十一 ) 的問題與提示，在聆聽演講之後，完成心得與感想。依照完成內容的正確性與完整性，給予等第分數 (1-10)。

合國在千禧年時設定的八大發展目標。必要時，可視學生理解情況，暫停影片，提問或解說內容。

- 從影片中，可以知道全球面臨的各種問題與挑戰，請學生從中試想自己有興趣探討的議題。

### 3. Assigning geographical regions for the oral presentation project (15 mins)

- 依照全球的地理區域——亞洲、歐洲、美洲、非洲，請各組學生選擇一個地理區域為國際論壇的探索目標，並盡量平均分配每一洲的報告組別數（3~4組）。
- 播放去年國際論壇活動發表的精彩片段，提供學生參考借鏡。

## 第二十節

### 4. Choosing a topic (30 mins)

- 發下 Preparing a Speech—Choosing a Topic 學習單（[附錄二十三](#)）。
- 發下軟白板，請各組學生，就選定的地理區域，一起討論計畫在論壇上發表的議題與發展方向，並在白板上寫下討論的結果。
- 依照亞洲（1-4組）—歐洲（5-7組）—美洲（8-10組）—非洲（11-12組）的順序，從選擇亞洲的組別開始，請各組將白板貼在教室前方，並派代表就選擇該議題的理由，以英文或中文發表30秒的說明。
- 發下便利貼（各組顏色不同），待該地理區域各組上台發表結束後，其他不同地理區域的組別必須在便利貼上寫下評論意見，並到教室前，將便利貼貼在所評論的組別白板上。
- 各組取回白板，閱讀白板上所收集到的便利貼，並修正各組學習單上（[附錄二十三](#)）原來所討論的議題內容。

### 5. Discussing how to narrow down a topic (15 mins)

- 播放 PPT（[附錄二十四](#)），透過實例，討論如何將題目過於鬆散、方向太模糊的議題，修正為可以聚焦，適合6分鐘國際論壇的標題。
- 各組再次修正所訂定的議題題目，完成學習單（[附錄二十三](#)）。

### 6. Wrap up (5 mins)

- 清理收拾白板。

 聆聽 &  口說：

觀賞影片時，口頭提問影片內容，確定學生理解。

★差異化：  
依興趣分組。

★差異化：  
討論時，各組自訂任務探索地理區域，閱讀與搜集資料較快者，協助其他成員。

 聆聽 &  口說：

各組成員發表後，其他區域的小組必須給予即時回饋。

 閱讀 &  聆聽 &  寫作

統整所搜集資料與意見，修正原先國際論壇議題發展方向與內容，完成學習單（[附錄二十三](#)）

- 確定各組繳交學習單 ( 附錄二十三 )。

### 第十一週：Guest Speakers' Presentations (啟思講座：徐小波 x 孫心瑜 x 王師)

#### 第二十一～二十二節

##### 1. Introducing the speakers (10 mins)

- 徐小波：台灣法律、創投專家。曾擔任國立台灣大學法律系教授、理律法律事務所主持律師。現擔任宇智顧問公司董事長暨執行長、時代基金會執行長。
- 孫心瑜：台灣首位獲得「義大利波隆那拉加茲獎」得主、金鼎獎、兩屆「信誼幼兒文學獎圖畫書創作獎」得主。作品有《回家》《酒釀》《背影》《台南遊》等。
- 王師：現任牽猴子整合行銷總監。成功行銷《翻滾吧！阿信》《牽阮的手》《不老騎士》《一首搖滾上月球》《BBS 鄉民的正義》《看見台灣》《總舖師》等。

##### 2. Listening to the lectures (50 mins)

- 演講錄影連結：  
<http://igt.hs.ntnu.edu.tw/sections/2343/pages/27900?locale=en>
- 徐小波：談台灣產業的發展與危機
- 孫心瑜：成為繪本作者的人生選擇
- 王師：走上電影行銷的成長之路

##### 3. Q & A (30 mins)

- 講者提問。
- 聽眾提問。

##### 4. Wrap up (10 mins)

- 總結演說內容。
- 請學生完成學習單 ( 附錄二十一 )。




### 第十二週：The Key Elements of a Good Speech (II)—Gathering Information & (III)—Structure and Organization (做好簡報的要素 (二)—蒐集資訊 & (三)—結構邏輯)

#### 第二十三節～第二十四節

並確實繳交者，獲得加分。

#### 🔔 聆聽 & ✍️ 寫作：

依據學習單 ( 附錄二十一 ) 的問題與提示，在聆聽演講之後，完成心得與感想。依照完成內容的正確性與完整性，給予等第分數 (1-10)。

<p>1. About the global forum (20 mins)</p> <ul style="list-style-type: none"> <li>● 發下國際論壇的議程與小組順序表 ( 附錄二十五 ), 確定各小組發表議題的時間表。</li> <li>● 請小組就論壇的議題簡短介紹, 老師就各組簡介給予提點與評論。 <ul style="list-style-type: none"> <li>➢ 主題必須明確, 議題必須有觀察者的論點。</li> <li>➢ 時間限制: 6~8 分鐘</li> <li>➢ 講者: 1 人~3 人</li> </ul> </li> </ul> <p>2. Outlining your speech (30 mins)</p> <ul style="list-style-type: none"> <li>● 播放 PPT ( 附錄二十六 ) 談《如何寫大綱》( 附錄二十七 )。</li> </ul> <p>3. Doing the task (50 mins)</p> <ul style="list-style-type: none"> <li>● 請學生分組在圖書館內, 利用電腦與網路資料, 完成議題的 outline。</li> <li>● 老師在各組間巡視, 並提供協助與參考意見。</li> <li>● 請學生在下課之前, 各組將完成的 outline 上傳到 Google Classroom。</li> </ul>	<p> 閱讀 &amp;  聆聽 &amp;  寫作</p> <p>統整所搜集資料與意見, 完成 outline 學習單( 附錄二十七 ) 並確實上傳繳交者, 獲得加分。</p>
<p>單元三: Global Forum (胸懷寰宇—國際議題探討) 教學活動略案:</p>	<p>評量策略 ( 包含評量方法、過程、規準 )</p>
<p>第十三週: Global Forum I (國際議題探討 I)</p> <p>第二十五節</p> <p>1. Getting ready for the forum (10 mins)</p> <ul style="list-style-type: none"> <li>● 說明今天的論壇流程: (1) 國際友人短講 (2) 亞洲議題論壇發表會 ( 共 4 組 ) (3) 國際友人講評</li> <li>● 發下評量規準與評量表 ( 附錄二十八 ), 並解釋給分原則。</li> <li>● 說明三場 Global Forum 結束之後, 依評量規準與評量結果, 選出 Best Speaker, Best PowerPoint, Best Teamwork, Best Topic 等榮譽獎項, 並於第十六週公開表揚。</li> </ul> <p>2. Short talks by the guest speakers (30 mins)</p> <ul style="list-style-type: none"> <li>● 介紹今天論壇的國際友人: Grace (新加坡籍)、Fluk ( 泰國籍 )</li> <li>● 第一位講者 Grace 分享: 介紹新加坡的文化特色, 如: 種族、宗教信仰、食物、人文風情。</li> <li>● 第二位講者 Fluk 分享: 介紹泰國的文化特色, 包括政府、語言、人文風情。</li> </ul>	

### 3. Q & A (10 mins)

- 國際友人分享完畢，講者就分享内容隨機提問，學生也可提出問題，請講者解說。

## 第二十六節

### 4. Introducing the forum (10 mins)

- 確認四組論壇發表者的簡報資料就位（附錄二十九），開始有關亞洲地區的國際議題探討。
- 每組至少 1 人上台發表，每組發表時間至少 5 分鐘，不得超過 8 分鐘。

### 5. Presenting the issues (25 mins)

- 各組依照順序上台發表議題內容：
  - 第一組：Nuclear Weapons in North Korea and Other Countries
  - 第二組：Southeast Asian Foreign Workers in Taiwan
  - 第三組：WAKE UP: Who Is the Actual King of World Economy?
  - 第四組：ISIS
- 各組上台發表前，必須根據議題內容，先準備好 1-2 個問題，於發表後，對聽眾提問。
- 各組發表時，其他各組聆聽並同時紀錄問題，待簡報結束後提問。
- 問答結束後，其他各組在評量表上紀錄給分。

### 6. Guest speakers' feedback and comments (10 mins)

- 兩位講者就四組發表的議題內容與簡報技巧給予鼓勵與評論。例如：引用新聞內容的精確度、簡報製作的細緻程度、與事前準備是否足夠等等。

### 7. Wrap up (5 mins)

- 就今天的論壇討論做結論。
- 收回所有的評分表格，並收回籌碼計分。
- 提醒下週上台發表的小組提早準備，上傳 PPT 並於下次上課前與老師討論。

## 第十四週：Global Forum II (國際議題探討 II)

### 聆聽 & 口說：

講者就分享内容提問，採志願舉手作答，答對者，獲得籌碼一枚。

### ★差異化：

各組依照成員表達能力不同，分配發表的順序與重點。

### 聆聽 & 口說：

1. 針對簡報者的提問，主動回答正確者，獲得籌碼一枚。
2. 針對議題內容，主動提問者，獲得籌碼一枚。
3. 學生就論壇簡報內容，根據評量規準（附錄二十八），在評量表上紀錄給分，統計結果，作為 Best Speaker, Best PowerPoint, Best Teamwork, Best Topic, Best Research 等榮譽獎項的評分依據。



## 第二十七節

1. Getting ready for the forum (10 mins)
  - 檢討第一次論壇的成果與改進之處。
  - 說明今天論壇流程：(1)國際友人短講 (2) 美洲議題論壇發表會 (共 4 組) (3)國際友人講評
  - 發下評量規準與評量表 ( 附錄二十八 ) 與國際友人短講學習單 ( 附錄三十 )，並確認學生理解學習單上單字的意義與單字 Bingo 遊戲規則。
2. Short talks by the guest speakers (30 mins)
  - 介紹今天論壇的國際友人： Weverton Ataide (巴西籍) 、 Fernando Ramos (宏都拉斯籍)
  - 第一位講者分享 “Political Situation in Brazil: What Has Gone Wrong?” 介紹巴西政壇的輪替與政治風暴。
  - 第二位講者分享 “Human Rights Situation in Honduras” 分析宏都拉斯國內的人權問題，強調唯有透過教育，才能讓國家強壯，讓人民自由。
3. Q & A (10 mins)
  - 國際友人分享完畢，講者就分享内容隨機提問，學生也可提出問題，請講者解說。
  - 每位講者結束，確認完成單字賓果遊戲的學生，給予加分獎勵。

## 第二十八節

4. Introducing the forum (10 mins)
  - 確認今天論壇發表者的簡報資料就位 ( 附錄二十九 )，開始有關美洲地區的國際議題探討。
  - 每組至少 1 人上台發表，發表時間至少 5 分鐘，不得超過 8 分鐘。
5. Presenting the issues (25 mins)
  - 各組依照順序上台發表議題內容：
    - 第一組：Fast Fashion
    - 第二組：So Far from God, So Close to the U.S.
    - 第三組：USS Cal Vinson and Donald Trump’s North Korea Policy
    - 第四組：The Earth’s Tuberculosis
  - 各組上台發表前，必須根據議題內容，先準備好 1-2 個問題，

### 聆聽 & 口說：

講者就分享内容提問，採志願舉手作答，答對者，獲得籌碼一枚。

### ★差異化：

各組依照成員表達能力不同，分配發表的順序與重點。

### 聆聽 & 口說：

1. 針對簡報者的提問，主動回答正確者，獲得籌碼一枚。
2. 針對議題內容，主動提問者，獲得籌碼一枚。
3. 學生就論壇簡報內容，根據評量規準 ( 附錄二十八 )，在評量表上紀錄給分，統計結果，作為 Best Speaker, Best PowerPoint, Best Teamwork,

於發表後，對聽眾提問。

- 各組發表時，其他各組聆聽並同時紀錄問題，待簡報結束後提問。
- 問答結束後，其他各組在評量表上紀錄給分。

#### 6. Guest speakers' feedback and comments (10 mins)

- 兩位講者就四組發表的議題內容、討論的深度與廣度、簡報技巧等等給予鼓勵與評語。

#### 7. Wrap up (5 mins)

- 就今天的論壇討論做結論。
- 收回所有的評分表格，並收回籌碼計分。
- 提醒下週上台發表的小組提早準備，上傳 PPT 並於下次上課前與老師討論。

### 第十五週：Global Forum III (國際議題探討 III)

#### 第二十九節

#### 1. Getting ready for the forum (10 mins)

- 檢討第二次論壇的成果與改進之處。
- 說明今天論壇流程：(1)國際友人短講 (2) 歐洲與非洲議題論壇發表會 (共 4 組) (3)國際友人講評
- 發下評量規準與評量表 (附錄二十八)。

#### 2. Short talks by the guest speakers (30 mins)

- 介紹今天論壇的國際友人：Richard Gomez (甘比亞籍)、Paulie Keipi (芬蘭籍)
- 第一位講者介紹甘比亞的地理位置、歷史、語言、政治與文化。
- 第二位講者介紹芬蘭的地理位置、歷史、教育現況、面臨的問題與挑戰 (全球暖化、社會問題等)，以及有趣的芬蘭與台灣文化比較。

#### 3. Q & A (10 mins)

- 國際友人分享完畢，講者就分享内容隨機提問，學生也可提出問題，請講者解說。
- 每位講者結束，確認完成單字賓果遊戲的學生，給予加分獎勵。

Best Topic, Best Research 等榮譽獎項的評分依據。

 聆聽 &  口說：

講者就分享内容提問，採志願舉手作答，答對者，獲得籌碼一枚。

★差異化：

### 第三十節

#### 4. Introducing the forum (10 mins)

- 確認今天論壇發表者的簡報資料就位 ( 附錄二十九 ), 開始有關歐洲與非洲地區的國際議題探討。
- 每組至少 1 人上台發表, 發表時間至少 5 分鐘, 不得超過 8 分鐘。

#### 5. Presenting the issues (25 mins)

- 各組依照順序上台發表議題內容:
  - 第一組: Crimea Issues
  - 第二組: DIEmond
  - 第三組: Terrifying Terrorists in Europe
  - 第四組: Yellow Fever in Africa
- 各組上台發表前, 必須根據議題內容, 先準備好 1-2 個問題, 於發表後, 對聽眾提問。
- 各組發表時, 其他各組聆聽並同時紀錄問題, 待簡報結束後提問。
- 問答結束後, 其他各組在評量表上紀錄給分。

#### 6. Guest speakers' feedback and comments (10 mins)

- 兩位講者就四組發表的議題內容、討論的深度與廣度、簡報技巧等等給予鼓勵與評語。

#### 7. Wrap up (5 mins)

- 就今天的論壇討論做結論。
- 收回所有的評分表格, 並收回籌碼計分。

### 第十六週: Review and Reflections (回顧與省思)

### 第三十一節

#### 1. Awarding ceremony (15 mins)

- 播放事先剪輯好的 Global Forum 各組上台簡報的部分錄影, 請同學回顧三場國際論壇中各組所探討的議題與表現。
- 發給各組軟式白板、白板筆及便利貼。
- 請各組進行討論, 依 Best Speaker, Best PowerPoint, Best Teamwork, Best Topic, Best Research 等榮譽獎項, 將表現最好的組別寫在不同顏色的便利貼上, 並在軟式白板上寫下選擇的原因。
- 將代表各組選票的便利貼黏貼至計分板上, 由計票同學統計

各組依照成員表達能力不同, 分配發表的順序與重點。

#### 聆聽 & 口說:

1. 針對簡報者的提問, 主動回答正確者, 獲得籌碼一枚。
2. 針對議題內容, 主動提問者, 獲得籌碼一枚。
3. 學生就論壇簡報內容, 根據評量規準 ( 附錄二十八 ), 在評量表上紀錄給分, 統計結果, 作為 Best Speaker, Best PowerPoint, Best Teamwork, Best Topic, Best Research 等榮譽獎項的評分依據。

各個獎項的得票數。

- 根據計票結果，由老師頒發各個獎項，並請得獎組別上台領獎。

## 2. Getting ready for the semester-end evaluation (15 mins)

- 根據便利貼投票結果，請同學發表意見，說明投票給某一議題的原因。
- 老師綜合大家的意見，整理出各組共同及個別的優缺點，並勉勵大家從中學習，關懷身邊重要的國際議題，成為更好的世界公民。
- 發下期末合作學期自評及互評表（附錄三十一），並解釋填寫原則。

## 3. Group reflections (20 mins)

- 各組成員就該組國際議題的期末報告進行自我評分的討論，並分析自我優勢及待改進之處。
- 發下三色便利貼，請同學分別寫下小組合作過程中的優點、需要改進之處，以及最想感謝的人。
- 每組推派一名代表負責上台報告，並推派一名記錄員，紀錄討論結果。

## 第三十二節

## 4. Sharing time (25 mins)

- 各小組依序派代表上台分享討論的結果。
- 老師在各組發言之後，統整各組的心得與省思，做成簡要結論。

## 5. Completing the evaluation sheets (15 mins)

- 學生填寫合作學習自評及互評表（附錄三十一）。
- 老師在各組間巡視並提供協助。

## 6. Wrap-up (10 mins)

- 老師總結本學期課程並收取相關表單。

 聆聽 &  口說：

各組發言之後給予口頭肯定與鼓勵

 聆聽 &  口說：

各組發言之後給予口頭肯定與鼓勵

## 參考資料：

- Taipei's History and Development <http://english.gov.taipei/ct.asp?xItem=1084524&ctNode=29490&mp=100002>
- Taipei's Diversity <https://www.travel.taipei/en/tour/culture>
- Ultimate Taipei Sightseeing Tour <https://www.youtube.com/watch?v=hPekXlgOjUU>

- Taiwan Bar-『想找茶？來天龍國找我吧！』臺灣世界史 第7集  
<https://www.youtube.com/watch?v=fZXyRsbkLz0>
- John Dodd, Li Chunsheng, and the Age of Taiwanese Tea  
[http://culture.teldap.tw/culture/index.php?option%3Dcom\\_content%26id%3D2290:john-todd-li-chunsheng-and-the-age-of-taiwanese-tea](http://culture.teldap.tw/culture/index.php?option%3Dcom_content%26id%3D2290:john-todd-li-chunsheng-and-the-age-of-taiwanese-tea)
- 一百人的村落 <http://www.100people.org/wp/the-100-people-project-an-introduction/>
- If the World Were 100 People <https://www.youtube.com/watch?v=QFrqTFRy-LU>
- 中華民國外交部國際新聞讀報站 <http://internationalnewsstation.tw>
- Here's a breakdown of the speech that won the World Championship of Public Speaking  
<http://www.businessinsider.com/toastmasters-public-speaking-champion-dananjaya-hettiarachchi-2014-9#ixzz3kXJde73v>
- 2014 World Championship of Public Speaking 1st Place winner  
<https://www.youtube.com/watch?v=RfAz9v2TZcE>
- 8 Millennium Development Goals: What We Met And Missed  
<https://www.youtube.com/watch?v=A5giOGjj5X8>

附錄：

- 一、第1節 1. Getting to know the students 學生基本資料表“My Profile”
- 二、第1節 2. Introducing the course 課程教學計畫表“Course Syllabus”
- 三、第1節 2. Introducing the course 本單元課程要求與評量方式“Course Requirement for Part I”
- 四、第1節 3. Breaking the ice 認識新同學“Getting to Know Friends”
- 五、第1節 3. Breaking the ice 分組活動學習單“Ice-breaking Paring-up Sheet”
- 六、第4節 4. Discovering Dadaocheng 及第五節 1. Checking assignment 大稻埕學習單  
“Dadaocheng Facts”
- 七、第6節 3. Reading the text 及第七節 1. Warm up 大稻埕歷史文本學習單“John Dodd & Li”
- 八、第6節 3. Reading the text 大稻埕歷史單字表 “Vocabualry in the Text”
- 九、第7節 2. Lecture 《港口、茶葉、鐵路、人—連結世界的大稻埕》簡報內容大綱
- 十、第7節 3. Follow up 及第十節 5. Wrap up 大稻埕主題行旅表格“Form for Planning Your Trip”
- 十一、第9節 2. Preparing for the presentation 大稻埕主題行旅 “Dadaocheng Mini-travel Plan” 簡報
- 十二、第11、12節“Route for the Guided Walking Tour” 大稻埕一日導覽行程表
- 十三、第13節 3. Getting to know the world as a village 一百人村落“If the World Were 100 People”簡報
- 十四、第13節 3. Getting to know the world as a village 一百人村落“If the World Were 100 People”學習單
- 十五、第14節 4. Understanding the role of a global citizen 成為世界公民“Becoming a Global Citizen”簡報
- 十六、第14節 4. Understanding the role of a global citizen 成為世界公民“Becoming a Global Citizen”學習單
- 十七、第14節 6. Playing a bingo game 全球議題大挑戰遊戲“A Test on Global Issues”簡報
- 十八、第15節 1. Returning corrected reports and giving feedback 批閱書面報告的評量標準
- 十九、第16節 6. Completing the follow-up worksheet 分析得獎演說要素學習單

- 二十、第 16 節 6. Completing the follow-up worksheet 學習單的原始答案
- 二十一、第 17~18, 21~22 節 啟思講座學習單
- 二十二、第 19 節 2. Introducing the oral presentation project 討論國際論壇分組報告的必要步驟講義  
“Global Issues, Local Voices—Oral Presentation Essentials”
- 二十三、第 20 節 4. Choosing a topic 學習單 “Preparing a Speech—Choosing a Topic”
- 二十四、第 20 節 5. Discussing how to narrow down a topic 教學簡報“How to Narrow Down a Topic”
- 二十五、第 23 節 1. About the global forum 國際論壇的議程與小組順序表
- 二十六、第 23 節 2. Outlining your speech 教學簡報
- 二十七、第 23 節 2. Outlining your speech 《如何寫大綱》講義
- 二十八、第 25~32 節 國際議題論壇簡報評量規準 “Rubrics for Presentation Evaluation”
- 二十九、第 26~30 節 國際議題論壇小組議題與順序表 “Global Forum Agenda”
- 三十、第 26 節 國際友人短講單字賓果遊戲學習單 “Global Vocabulary Bingo Worksheet”
- 三十一、第 31~32 節 合作學習自我評量表 “Cooperative Learning Self-evaluation”

**Student Profile:** \_\_\_\_\_ **of class** \_\_\_\_\_

<b>Chinese Name (Pin-yin):</b>	<b>Student No.</b>	<b>Please attach photo</b>
<b>English Name:</b>	<b>Birthday(dd/mm/yyyy)</b>	
<b>Home Address:</b>		<b>Phone Number: (landline)</b>
<b>Email Address:</b>		<b>Mobile Phone Number:</b>
<b>3 People I admire the most.</b>		<b>3 Values I hold dearly to my heart.</b>
<b>To me, English is. . .</b>		<b>I use English when. . .</b>

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世界公民在臺灣 105 學年度第二學期教學計畫  
Global Citizens in Taiwan—Course Syllabus

任教老師	林敏靜 老師 <a href="mailto:jillmjlin@gmail.com">jillmjlin@gmail.com</a> 高一導師辦公室 蔡正儀 老師 <a href="mailto:caseytsai@gmail.com">caseytsai@gmail.com</a> 圖書館二樓辦公室	學分 總數	2						
一、教學目標	<p><b>修習這門課能讓你——</b></p> <ol style="list-style-type: none"> <li>1. 培養對國際議題的關心，具備國際視野與全球責任感。</li> <li>2. 欣賞自身的環境與文化，並能以英語介紹給外國友人。</li> <li>3. 經過逐步指導與充分練習，具備英語簡報能力。</li> </ol> <p><b>At the end of this course, you will be able to—</b></p> <ol style="list-style-type: none"> <li>1. Develop global-mindedness and global citizenship.</li> <li>2. Appreciate local environment and culture and promote them in English.</li> <li>3. Equip yourself with basic English presentation skills through practice.</li> </ol>								
二、評量方式 與成績計算	<ol style="list-style-type: none"> <li>1. 上課參與及作業繳交 50%</li> <li>2. 小組討論與報告 25%</li> <li>3. 個人期末英語簡報 25%</li> </ol> <p>Coursework will be weighted as the following:</p> <table border="0"> <tr> <td>--Class participation and assignments</td> <td>50%</td> </tr> <tr> <td>--Group discussion and reports</td> <td>25%</td> </tr> <tr> <td>--Oral presentation and peer evaluation</td> <td>25%</td> </tr> </table>			--Class participation and assignments	50%	--Group discussion and reports	25%	--Oral presentation and peer evaluation	25%
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--Oral presentation and peer evaluation	25%								
三、教學大綱與進度 <b>Class Schedule ( tentative and subject to change)</b>									
<b>(一) 認識家鄉—從本土出發 Rediscover the Charm of our Hometown</b>									
<p>網路學習資源 Online Learning Resources:</p> <ol style="list-style-type: none"> <li>1. Taipei's History and Development <a href="http://english.gov.taipei/ct.asp?xltem=1084524&amp;ctNode=29490&amp;mp=100002">http://english.gov.taipei/ct.asp?xltem=1084524&amp;ctNode=29490&amp;mp=100002</a></li> <li>2. Taipei's Diversity <a href="https://www.travel.taipei/en/tour/culture">https://www.travel.taipei/en/tour/culture</a></li> </ol>									
週次 Week	日期 Date	教學內容 Class Topics	課程要求及作業 Class Requirements						
1	2/17	課程簡介與破冰活動 Course Introduction and Ice-breaking Activities	填寫學生資料卡與家長同意書 To-do: fill out student profile and parental consent form						
2	2/24	認識家鄉：台北商貿的起源 The Place Where I Live	大稻埕與迪化街初探 To-do: city facts sheet						



			<b>Due: Parental Consent Form</b>
3	3/3	瘋台北：迪化街一日主題行旅 <b>規劃</b> Fun Taipei—Planning A One-day Walking Tour Around Dadaocheng	分組討論與實作 To-do: presentation plans
4	3/10	瘋台北：用歷史眼光看台北 The Place Where I Live—from a historical perspective	聆聽講座 演講重點摘要與發問 To-do: notes on the lecture
5	3/17	瘋台北：迪化街一日主題行旅 <b>發表</b> Fun Taipei—Presenting A One-day Tour Around Dadaocheng	分組報告與評分 To-do: Plans for A Guided Tour
6	3/24	瘋台北：迪化街一日主題行旅 <b>執行</b> Fun Taipei—Taking a Walking Tour Around Dadaocheng	校外教學(分組負責英語導覽, 個人完成踏查筆記) To-do: Tour Report & Project Evaluation
7	3/31	第一次段考 First Monthly Exam	停課一次 Class Canceled
<b>(二) 世界知識-認識世界的樣貌 Rediscover Our World</b>			
網路學習資源：			
1. 一百人的村落 <a href="http://www.100people.org/wp/the-100-people-project-an-introduction/">http://www.100people.org/wp/the-100-people-project-an-introduction/</a>			
2. 中華民國外交部國際新聞讀報站 <a href="http://internationalnewsstation.tw">http://internationalnewsstation.tw</a>			
8	4/7	你我都是世界公民 We Are a Member of the Global Community	國際議題大會考 A Quiz on Global Issues Due: Tour Report
9	4/14	Mini marathon	Class canceled
10	4/21	善用國際語言·發揮影響力 Making use of the English Language to exert your power of influence 做好簡報的要素-選擇主題 The key elements of a good speech I—Choosing a topic  何謂好的簡報-訂定期末評量標準	說得清楚·聽得明白 Say it right and harness the power of language To-do: "I See Something" by Dananjaya Hettiarachchi (2014 World Championship of Public Speaking 1st Place winner) Review the rubrics for evaluating final presentations
11	4/28	做好簡報的要素-蒐集資訊	言之有物·言之有據

		The key elements of a good speech II—gathering/collecting information  做好簡報的要素–結構邏輯  The key elements of a good speech III—structure and organization	Go on a library tour and generate a list of references/works cited  To-do: List of reference materials 因果關係，條理分明  “The Opposite May Also Be True” by Derek Sivers on Ted  Hugh Herr’s talk on at 2010 TEDMED To-do: Writing an Outline
12	5/5	啟思講座：褚士瑩 x 許芯瑋 x 劉姿麟	Guest speakers' presentations
13	5/12	做好簡報的要素–視覺輔助及多媒體融入 The key elements of a good speech IV—enriching a presentation with props/multi-media content	善用資源，駕馭媒體  “The Technology of Story-telling” by Joe Sabia
13	5/12	做好簡報的要素–琢磨講稿與演練 PP V—fine-tuning your speech	課堂實作與教師諮詢  Lab work / meeting with instructor
14	5/19	做好簡報的要素–琢磨講稿與演練 PP V—fine-tuning your speech	預演與排練  To-do: Mini-rehearsal, 2 <sup>nd</sup> evaluation
15	5/26	啟思講座：徐小波 x 孫心瑜	Guest speakers' presentations
<b>(三) 胸懷寰宇–國際議題探討</b>			
16	6/2	Global Forum	Students’ presentations
17	6/9	Global Forum	Students’ presentations
18	6/16	Global Forum	Students’ presentations
19	6/23	Review and Reflections	

Date: \_\_\_\_\_ Class: \_\_\_\_\_ No. \_\_\_\_\_ Name: \_\_\_\_\_

## Course Requirements for Part 1: Rediscover the Charm of Taipei

### I. Group work (60%) : making plans for the tour

1. A **completed tour plan** that includes...
  - a **theme** that you will focus on to uncover the charm of Taipei
  - a clear **topic** that helps the reader understand your purpose of the trip
  - a simple description of the **place**—address, map, transportation, related demographic/geographic/historic facts
  - a list of **highlights/missions** of the trip
  - an easy-to-follow **itinerary/schedule** for the trip
  - **references** of related websites and publications
2. A **5-minute PowerPoint presentation** of the trip that is...
  - delivered in English
  - presented through photos rather than words
  - uploaded to the assigned shared online folder.

### II. Individual work (20%): reflecting/reporting on the tour

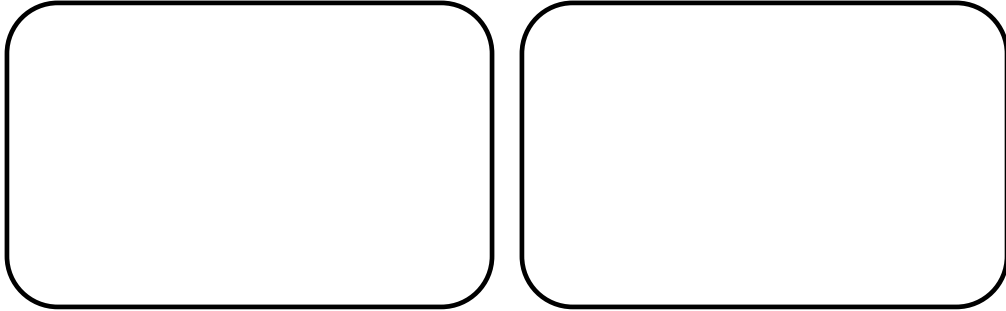
1. A **journal** of the experience that is...
  - composed of three parts:
    - (a) the expectations you have for the trip,
    - (b) the difficulties and most exciting part of the trip, and
    - (c) the charm of Taipei this trip has helped to unveil.
  - around 200 words in length
  - illustrated with photos taken on the trip
  - submitted within a week after the tour.

### III. Participation (20%)

**You'll be evaluated by your peers based on the criteria in the numerical peer evaluation form.**

Date: \_\_\_\_\_ Class: \_\_\_\_\_ No. \_\_\_\_\_ Name: \_\_\_\_\_

## Getting to Know Your New Friends



The Card You Got

Your Friends' Cards



The Connection among Your Cards

## The Profile of Your New Friend

**Name:**

**Class:**

**Where does he/she live? (?District of Taipei City/New Taipei City...)**

**Interests/Hobbies:**

<b>Donald Trump</b>	<b>Immigration Reform</b>	<b>Mexico</b>
<b>Theresa Mary May</b>	<b>European Union</b>	<b>Brexit</b>
<b>António Guterres</b>	<b>United Nations</b>	<b>Portugal</b>
<b>Barack Obama</b>	<b>Green Climate Fund</b>	<b>Clean energy</b>
<b>Rodrigo Duterte</b>	<b>South China Sea</b>	<b>Natural gas</b>
<b>Park Geun-hye</b>	<b>Samsung Group</b>	<b>Corruption impeachment</b>
<b>Angela Merkel</b>	<b>Refugees</b>	<b>Syria</b>

<b>Vladimir Putin</b>	<b>Ukraine</b>	<b>Armed conflict</b>
<b>Shinzō Abe</b>	<b>Pearl Harbor</b>	<b>World War II</b>
<b>Juan Manuel Santos</b>	<b>Nobel Peace Prize</b>	<b>Columbia</b>
<b>Bravo the Bear</b>	<b>29<sup>th</sup> Summer Universiade</b>	<b>Taipei City</b>
<b>Xi Jinping</b>	<b>Regional Comprehensive Economic Partnership</b>	<b>Global trade</b>
<b>Yellow fever</b>	<b>World Health Organization</b>	<b>Democratic Republic of Congo</b>



# Dadaocheng Area

## Fact Sheet



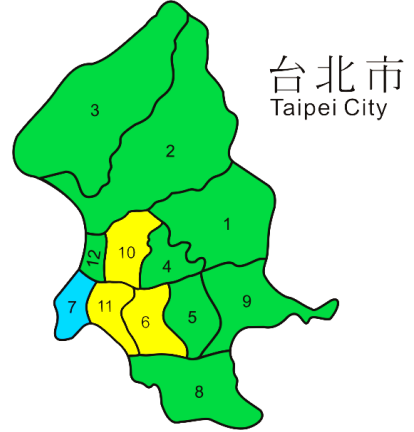
On the map of Taipei City, mark out the district to which Dadaocheng belongs. Then complete the fact file below.

District:

Population:

Major business activities:

Landmark buildings:



Dadaocheng is famous for:

District Emblem

District Flower

History and Culture:

Architecture:

Delicacies:

### Questions We Would Like to Ask the Guest

Speaker:

- 1.
- 2.
- 3.

Things I would like to explore in Dadaocheng:

Contributors: \_\_\_\_\_

附錄七

Comprehension Check for “John Dodd, Li Chunsheng, and the Age of Taiwanese Tea”

**Part A**

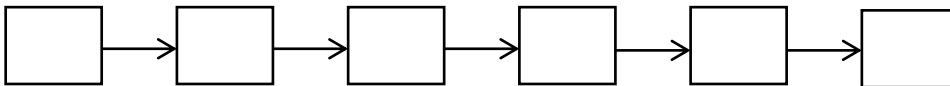
1. Who were the Fathers of Taiwanese Tea?
2. Why are they given the title?
3. Where did they come from?
4. What personality traits do you believe are key to their success? (Give 3 examples along with evidence.)

Name:  1.  2.  3.	Name:  1.  2.  3.
-------------------------------------	-------------------------------------

5. What do they have in common?

**Part B**

1. Why did Dodd think highly of Taiwanese tea?
2. What were Dodd’s strategic plans to encourage farmers to cultivate tea?

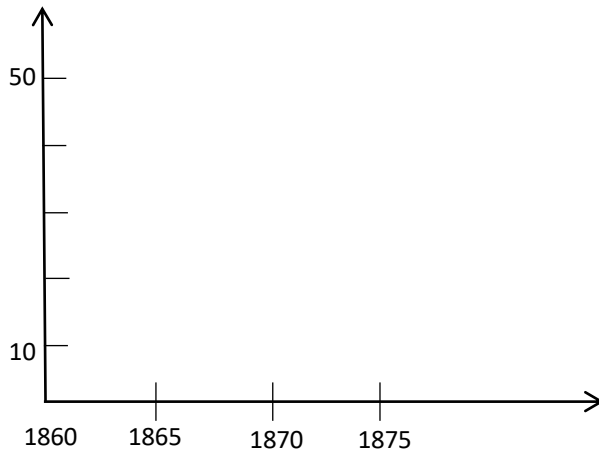


- (A) Li providing tea growing advice
  - (B) shipping the tea to Xiamen for fine processing
  - (C) buying crudely processed tea from the farmers
  - (D) more and more people were willing to plant tea trees
  - (E) Dodd promising to buy all of the tea harvested from farmers
  - (F) issuing loans to farmers who were willing to buy the tea seedlings imported from Anxi
3. How did Dodd improve the quality of tea making?
  4. True/False questions
    - ( ) Before Dodd developed large-scale plantations in Muzha, there was no tea plantation there.
    - ( ) Oolong tea was the most popular type of tea at that time.
    - ( ) Because of the Suez Canal, Taiwanese oolong tea became an instant success in the U.S.



**Part C**

1. Where did the settlers who populated the small village of Dadaocheng come from?
2. Based on the reading text, draw a line chart to show the percentage of tea in Taiwan’s total export from 1860s to 1870s.



3. Why were tea leaves called “merry leaves” at that time?
4. Draw a flow chart to show different stages of Dadaocheng’s development.



**Part D**

1. What does “rosy” mean?
2. Find out the Chinese meaning of each term.
  - (i) Zhongli Yamen
  - (ii) the Treaty of Tianjin
  - (iii) Huwei
  - (iv) Keelung Harbor
  - (v) Mengjia
3. What were the difficulties encountered by Dodd? How did he solve his problems?
4. What about Li? What difficulties was he faced with? Did he find out solutions to the problems?

Part A	
1. economy	經濟
2. Fathers of Taiwanese Tea	台灣茶之父
3. natural resources	天然資源
4. indigenous	土著的；(當地)固有的
5. hospitable	好客的
6. baptize	受洗
7. comprador	買辦
8. strategic plan	策略性計畫

Part B	
1. tea plantation	茶園
2. observation	觀察
3. consumption	消耗；消費
4. cultivate	種植；栽培
5. crudely processed	粗略加工
6. recruit	招募
7. revolutionary	革命性的

Part C	
1. hub	中心；中樞
2. diversified	各種的
3. invest	投資
4. explosion	遽增；爆炸
5. demand	需求
6. harvest	收成
7. domestic	家庭的
8. go the extra mile	多下一點功夫

Part D	
1. officially-designated	官方指定的
2. branch office	分公司
3. regulation	法規
4. circumvent	規避
5. property	地產；財產
6. confrontation	對抗；衝突
7. infuriate	激怒
8. daunting	可怕的
9. accumulate	累積

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港口、茶葉、鐵路、人-  
連接世界的大稻埕

歷史科 蕭承先老師

Harbor, Tea, Railway, and People:  
Dadaocheng—a Hub to Connect  
the World

Rudy Hsiao

- 茶葉、港口與鐵路 (Harbor, Tea, Railway, and People: Dadaocheng)
  - 1860 年淡水開港
  - 艋舺、大稻埕成為淡水河重要河港，但艋舺淤積，大型船隻只能行駛到大稻埕。
  - 英國商人 John Dodd 引進烏龍茶苗，大稻埕成為重要的茶葉加工出口區。
  - 建省後，乃因大稻埕為人口與貨物集散地，劉銘傳決定興建鐵路(大稻埕—基隆)
- 台鐵北淡線(台北→淡水) (Taiwan Railway: Taipei to Dansui)
  - 日本統治台灣後，為便利交通除了縱貫鐵路的興建外，北部地區最重要的就是北淡鐵路的興建。
  - 1901 年 8 月通車，1902 年初大稻埕驛建成，從 1903 年起成為此段鐵路的起終點站。
- 大稻埕地理位置(Geographic Facts of Dadaocheng)
  - 對照今日 GOOGLE 地圖，大約在民權西路、台北橋以南、忠孝西路以北、重慶北路一段二段以西。
  - 位置在台北城北方，由北門進入台北城內，北方是大龍峒，淡水河可以停泊大型船隻，可由此直接出海。
  - 迪化街，在明治 34 年(1911 年)市區改正中，改為【永樂町】，大稻埕的店家紛紛改建店面為歐式風格的巴洛克建築。
- 導覽路線可以分四段: (Four Routes of Guided Tours)
  - 一、從南京西路進入，布行林立，為台灣最大布料批發地
  - 二、經由城隍廟，附近是中藥、乾貨店
  - 三、從民生西路口往北，店鋪充滿烏魚子、小魚乾等南北貨
  - 四、經過歸綏街後逐漸接近台北橋，會較為冷清，但仍存在許多古老行業的店鋪，如農具行、竹器店、種子行、燈籠店等。
- 日治時期的「本島人市街」(“The Locals’ Marketplace” during the Japanese Colonial Period)
  - 日治初期，茶葉貿易仍然興盛，並且多了南北貨、布匹、藥材，加上縱貫鐵路開通，商業貿易更蓬勃。
  - 日治中期，日本建設重心在城內(中正區)，因此形成經濟的大稻埕與政治的城內，而市區改正計畫並沒有把城外併入都市計畫中，因此成為台灣人「本島人市街」
- 時尚大稻埕 (Trendy Dadaocheng)
  - 台北第一家西餐廳【波麗路】(1934)
  - 台北第一家咖啡廳【維特咖啡】(1931)

- 新流行服飾、穿著與時尚
- 迪化街?! 迪化!?! (Why “Dihua Street”?)
  - 一九四五年頒佈「台灣省各縣市街道名稱改正辦法」街町 → 街道名稱
  - 一九四七年，是一個上海來的建築師，鄭定邦，授命為台北市的街道命名。
- 人 (People)
  - 「番勢」李春生(1838-1924)
  - John Dodd (1838-1907)
  - 1896 年大稻埕鼠疫為起點—醫療衛生改善
  - 黃玉階—斷髮、天然足
    - 1897 年，第一個漢醫執照
    - 1900 年，台北天然足會
    - 1911 年「斷髮不改裝」
  - 宗教家
  - 蔣渭水--台灣民眾黨
    - 台灣文化協會
    - 在靜修女學校成立「台灣文化協會」，本部設在蔣渭水的大安醫院
- 藝術與娛樂的大稻埕 (Art and Entertainment in Daodaicheng)
- 商業的大稻埕 (Commercial Activities in Dadaocheng)
 

大稻埕地區崛起的台灣富商、上市櫃公司不計其數。

  - 布商
    - 統一集團(迪化街 80 號)台南幫高清愿、吳尊賢等原在台南府城的布行當學徒，後自立門戶來大稻埕開設聯絡處，由布商起家的台南紡織，開拓出統一王國。
    - 新光紡織:新光金控創辦人吳火獅，擔任小川布行經理(迪化街 106 號)
      - 鹽商:辜家大宅，1910 年辜顯榮建立來經營鹽業的鹽館，後來變成「榮星幼稚園」
  - 食品業:
    - 聯華食品(迪化街 148 號)，以元本山海苔聞名。
    - 怡興商行(迪化街 140 號)，以「北海鱈魚香絲」、「高岡屋海苔」聞名。
    - 義美食品，本店就在蔣渭水過去的「大安醫院」，也是文化協會過去的總部。
    - 光泉: 從原本廟前的杏仁茶攤販，成為光泉牛乳
    - 旺旺集團: 蔡家原本就是大稻埕望族，祖父經營造紙廠、父親拓展事業經營宜蘭食品工廠。

**I. Form for planning your trip**

<p><b>Group:</b> Captain: Members &amp; Job Allocation:</p>
<p><b>Theme:</b> <b>Topic:</b></p>
<p><b>Description of the place:</b></p> <ol style="list-style-type: none"><li>1. Location: (address)</li><li>2. Map: (eg. a Google map of the area)</li><li>3. Transportation:</li><li>4. Historical and geographical facts about the place:</li></ol>
<p><b>Highlights:</b> (Suggestions provided below in III)</p>
<p><b>Schedule:</b> (Timetable and activity details required) (Recommended apps for location &amp; transportation provided below in IV)</p>
<p><b>References:</b> (Websites and books referred to)</p>



### Before we hit the road...

Invited guests:

- Philip Chang
- Nicholas Hasselbach
- Rufo Calderon
- Dafydd Jones
- Yu-Ching Tseng

教育部

### Presenting Groups

1	Food & Drink	S1	S2	S3
2		S4	S5	S6
3		S7	S8	
4		S9	S10	S11
5	Commercial Activities	S12	S13	S14
6		S15	S16	S17
7		S18	S19	S20
8	Architecture	S21	S22	S23
9		S24	S25	S26
10		S27	S28	S29
11	Pop Culture	S30	S31	S32
12		S33	S34	S35
13		S36	S37	S38

教育部

### Procedure

- 1<sup>st</sup> period: prepare for presentation
- 2<sup>nd</sup> period: 25 minutes: Groups 1-7  
20 minutes: Groups 8-13

教育部

### 1<sup>st</sup> period: Preparation

- Job Description:
  1. speaker
  2. minutes for meeting
  3. video recorder (for other teams to give feedback online)

教育部

### 2<sup>nd</sup> period: Presentation

- Each speaker has 2 minutes to talk about the highlight of your trip. Provide background info if necessary.
- Each shopper has 3 chips to reward the speaker. Each stand hosts one group of shoppers. When the introduction is finished. Rotate.

教育部

### After the presentation

- Everyone gives feedback online by Monday.
- Google classroom course code: cul2j7
- Sign up and activate your google for education account.  
ID: student number@gs.hs.ntnu.edu.tw  
Password: hsnu\_XXXX  
(last 4 digits of your national ID)

教育部

### Attention! Winning teams.

- Send texts to the google classroom by Tuesday.
- Rehearsal during the week (by appointment)

教育部



## After the presentation

- Everyone gives feedback online by Monday.
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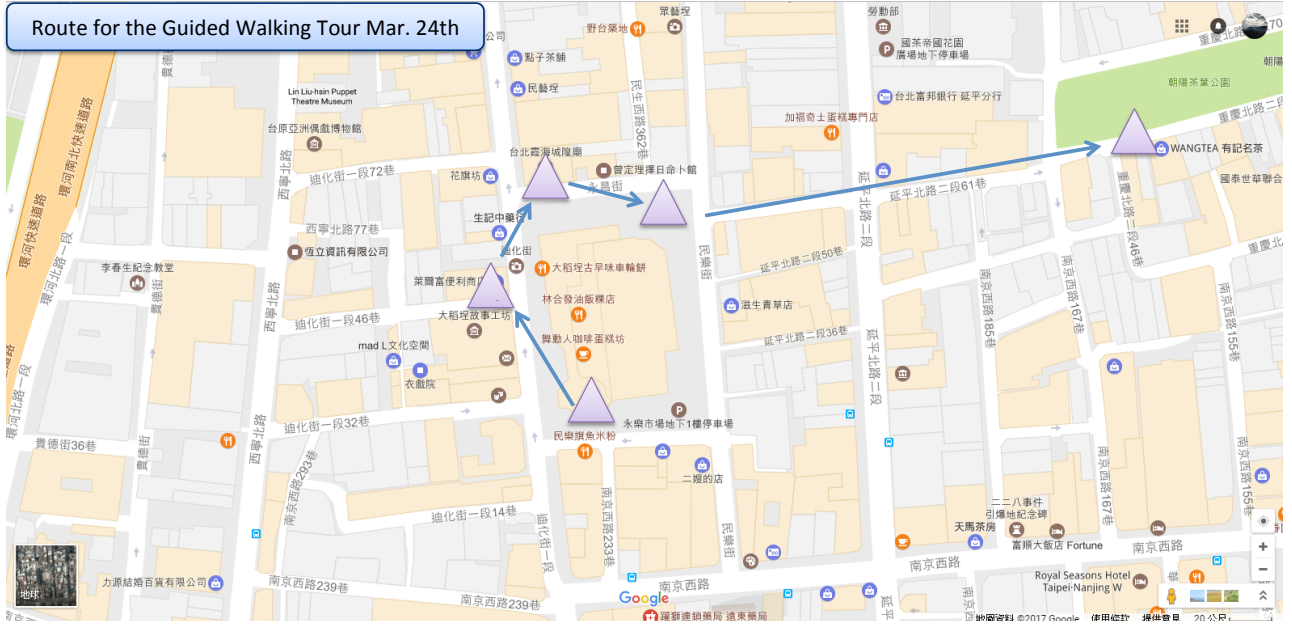
中小學 International Education

# 國際教育

International Education

-----TEXT HERE-----

附錄十二



- ▲ Food/Drink: G1 旗魚米粉 (rice noodle with sailfish) x \_\_\_\_
- G3 油飯 (glutinous oil rice) x \_\_\_\_
- ▲ Culture: G12 永樂座戲院 (Yongle Theater) x \_\_\_\_
- G11 大稻埕故事工場 (Da-dao-cheng Story house) x \_\_\_\_

- ▲ Architecture: G10 月老(Yueh-Lao) x \_\_\_\_
- G8 霞海城隍廟(Xia-Hai City God Temple) x \_\_\_\_
- ▲ Commercial activities: G7 年貨 (dry goods) x \_\_\_\_
- ▲ G6 有記名茶 (Wang Tea) x \_\_\_\_



Attention!

1. Stay with your group at all times. Save one another's contact info.
2. Take note of the meeting time and place.  
Coach pick-up Time: \_\_\_\_\_ Place: \_\_\_\_\_
3. In case of emergency, call Ms. Lin at 09----- or Ms. Tsai at 09-----

Your Task:

1. Listen to the English guides attentively.
2. Rate their talks by giving them 1 to 5 tea leaves.
3. Take a photo of you/your team members at the five designated stops.
4. Write a comment on the tour in English (no more than 300 words )

**Required:** ponder on the following question and give your opinions.  
**How would you define Dadaocheng? Is it local or global? What makes you think this way?**  
**Optional:** Share with us interesting finds, special sights or personal observations and reflection.

**Send your work (photos included) to Google Classroom by Apr. 2nd**

先用學校的 Gmail 帳號登入信箱, 再搜尋 google classroom 輸入課程代碼 cul2j7 即可繳交作業, 期限為 Apr. 2nd

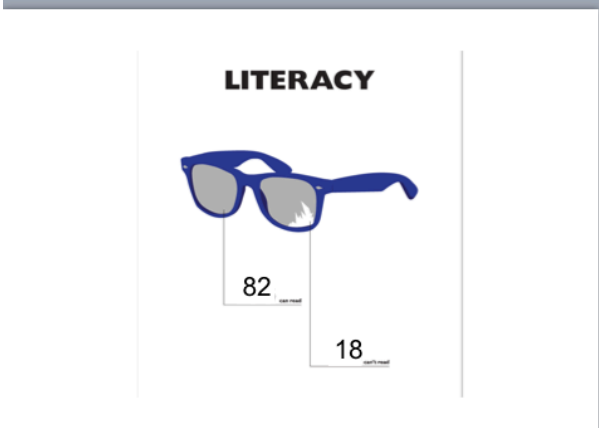
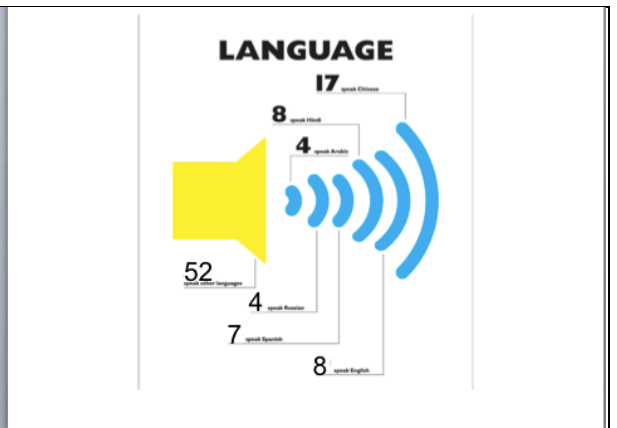
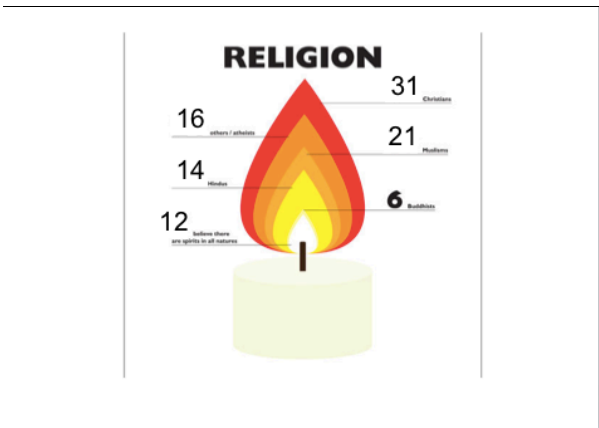
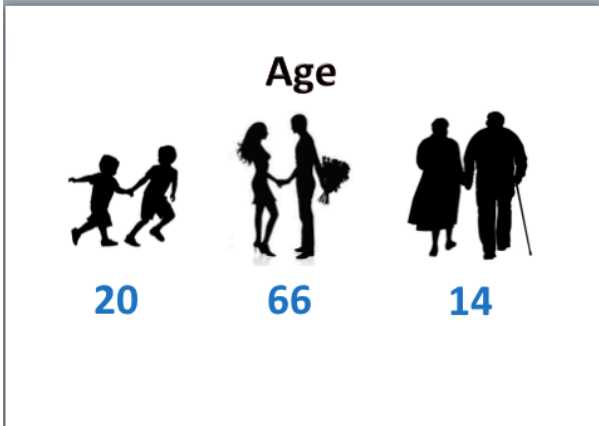
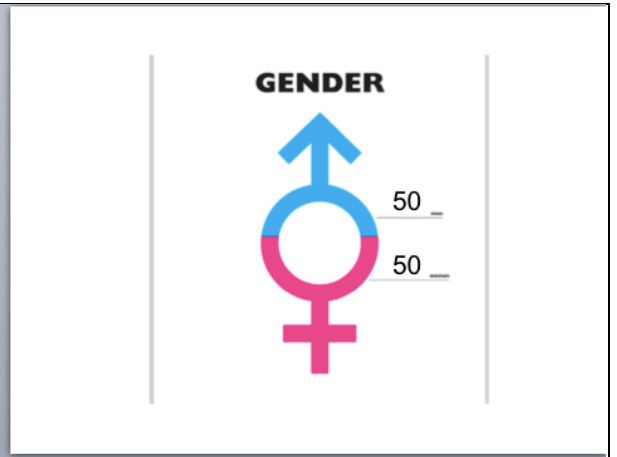
登入帳號: 學號@gs.hs.ntnu.edu.tw 密碼: hsnu\_XXXX(身分證末 4 碼)



## IF THE WORLD WERE 100 PEOPLE, ...

*TOO FEW PEOPLE, ...*

**World as  
a Village of  
100 People**



## Food & Shelter



75



25

## Nutrition

17



15



## Safe drinking water

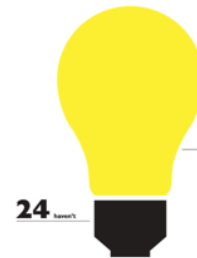


83



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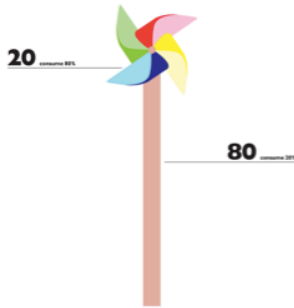
## ELECTRICITY



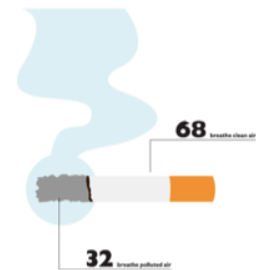
24

76

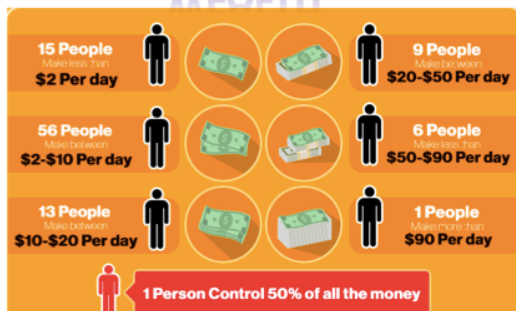
## ENERGY



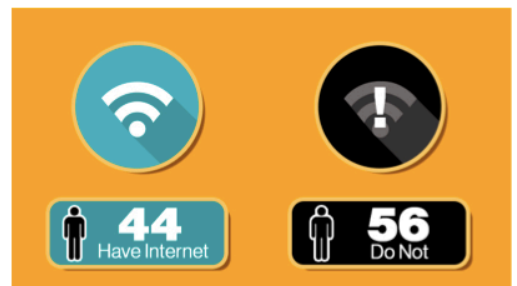
## AIR



## WEALTH



## Access to Internet



## IF THE WORLD WERE 100 PEOPLE



(<https://leoniehallatinnovationiq.wordpress.com/2013/01/09/if-the-world-were-100-people/>)

\_\_\_\_\_ would be female

\_\_\_\_\_ would be male

\_\_\_\_\_ would be children

\_\_\_\_\_ would be adults

\_\_\_\_\_ would be 65 and older

There would be:

\_\_\_\_\_ Asians

\_\_\_\_\_ people from the Western Hemisphere

\_\_\_\_\_ Africans

\_\_\_\_\_ Europeans

There would be:

\_\_\_\_\_ Christians

\_\_\_\_\_ Muslims

\_\_\_\_\_ people would be non-religious

\_\_\_\_\_ Hindus

\_\_\_\_\_ people who practice other religions

\_\_\_\_\_ Buddhists

\_\_\_\_\_ would speak other languages

\_\_\_\_\_ would speak a Chinese dialect

\_\_\_\_\_ would speak Hindustani

\_\_\_\_\_ would speak English

\_\_\_\_\_ would speak Spanish

\_\_\_\_\_ would speak Arabic

\_\_\_\_\_ would speak Russian

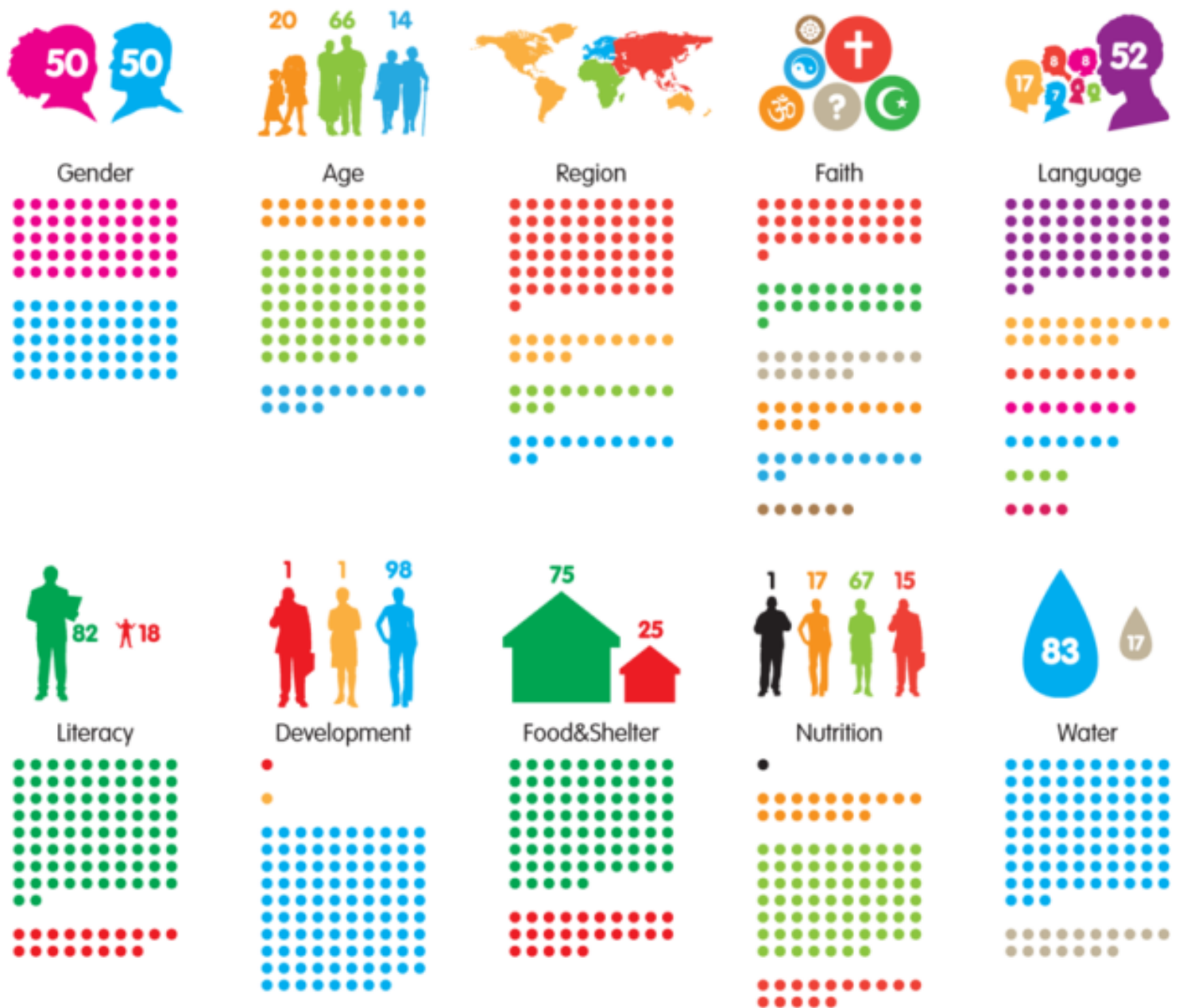
\_\_\_\_\_ would be able to read and write,

\_\_\_\_\_ would not

1 would have a college education

1 would own a computer

\_\_\_\_\_ people would have food and shelter,  
 \_\_\_\_\_ people would not  
 \_\_\_\_\_ would have access to safe drinking water,  
 \_\_\_\_\_ people would not  
  
 \_\_\_\_\_ would be dying of starvation  
 \_\_\_\_\_ would be undernourished  
 \_\_\_\_\_ would be overweight





**The UN defines global issues as ...**

issues that

- (1) transcend national boundaries
- (2) and cannot be resolved by any one country acting alone.



**What is a global issue?**

- Affects a large number of people across national boundaries
- E.g. poverty, climate change

**What is a global issue?**

- Beyond the capability of any one nation to resolve
- E.g. migration, financial stability, forests, water



**What is a global issue?**

- Is of significant concern to all or most of the countries
- E.g. communicable diseases, conflicts



**What is a global issue?**

- Requires a global regulatory approach to resolve
- Trade, corruption, IPRs (intellectual property rights)



**Brazilian Dam Causes Too Much or Too Little Water in Amazon Villages**

Saturday, April 01, 2017

ALTAMIRA, Brazil, Apr 01 (IPS) - The Juruna indigenous village of Miratu mourned the death of Jarliel twice: once on Oct. 11, when he was drowned in the Xingu River, and again on March 31, when the sacred burial ground experienced an unexpected rise in the river in the Amazon region.

**Indonesian Farmers Weather Climate Change with Conservation Agriculture**

Friday, March 31, 2017

JAKARTA, Mar 31 (IPS) - Fifty-two-year-old farmer Theresia Loda was asked how conservation agriculture has helped her situation.

**How a Devastating Hurricane Led to St. Vincent's First Sustainability School**

Thursday, March 30, 2017

KINGSTOWN, St. Vincent, Mar 30 (IPS) - In the 1980s, an institution for troubled Danish youth and a vocational school for Vincentians was built in Richmond Vale, an agricultural district on the northwestern tip of St. Vincent.

## Key Global Issues



- **Sharing our planet:** Issues involving the global commons
- [Climate Change](#)
- [Biodiversity and Ecosystem Losses](#)
- [Fisheries Depletion](#)
- [Deforestation](#) (耗竭)
- [Water Deficits](#) (不足)
- [Maritime Safety and Pollution](#) (海的；海事的)

- **Sharing our humanity:** Issues requiring a global commitment
- [Massive Step-Up in the Fight Against Poverty](#)
- [Peacekeeping, Conflict Prevention, Combating Terrorism](#)
- [Education for All](#)
- [Global Infectious Diseases](#)
- [Digital Divide](#) (數位落差)
- [Natural Disaster Prevention and Mitigation](#) (緩和；減輕)

- **Sharing our rule book:** Issues needing a global regulatory approach
- [Reinventing Taxation for the Twenty-First Century](#)
- [Biotechnology Rules](#)
- [Global Financial Architecture](#)
- [Illegal drugs](#)
- [Trade, Investment, and Competition Rules](#)
- [Intellectual Property Rights](#)
- [E-commerce Rules](#)
- [International Labor and Migration Rules](#)

## What is globalization?



- **Definition:**
  - Globalization -- the process of international integration
- **Causes**
  - Arising from the interchange of world views, products, ideas, and culture
- **Effects**
  - Improvements of communications
  - Labor availability and skill economy
  - Freer movement of capital, goods, and services.
  - Recognition of companies such as McDonald's and Starbucks

## What is a global citizen?



## A Global Citizen

- is aware of the wider world
  - has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works

17

☆

## A Global Citizen

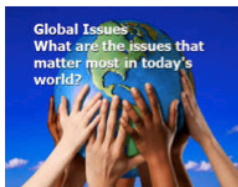
- is passionately committed to social justice
- participates in the community at a range of levels, **from the local to the global**
- works with others to make the world a more equitable and sustainable place
- takes responsibility for their actions

18

☆

## What Can We Do as Individuals?

- **Learn about the issues**
  - Get familiar with the nature and dynamics of the issues
  - Find out the actors and their actions



19

## What Can We Do as Individuals?

- **Get involved!**
  - Use your representation and voting rights
  - Support companies that demonstrate social and environmental responsibility
  - Develop support by talking to your family and friends
  - Make donations to support issues you care about

20



What is a global issue?

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 Saturday, April 01, 2017



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### How a Devastating Hurricane Led to St. Vincent's First Sustainability School

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Are these two reports about global issues? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

What is globalization?

\_\_\_\_\_  
\_\_\_\_\_

Globalization has resulted in:



- Increased international trade
- Companies operating in more than one country
- Greater dependence on the global economy
- Freer movement of capital, goods, and services.
- Recognition of companies such as McDonald's and Starbucks.

**Reasons for globalization**

There are several key factors which have influenced the process of globalization:

- **Improvements in transportation**
- **Freedom of trade**
- **Improvements of communications**
- **Labor availability and skills**

**Where can I find more information to explore about the world?**



**What can I do to serve as a responsible global citizen?**

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## WORLD KNOWLEDGE TEST A BINGO GAME



### RULES

- 1. Draw a 5×5 grid (your caller card) on a piece of paper.
- 2. Fill in the squares randomly with numbers 1~25.
- 3. If you call out a number and get a right answer to its corresponding question, you can mark that number out (either with a circle or a cross)

### RULES

- 4. Any right answer to the **BONUS** questions can win you a free number (any number) you would like to mark out on your caller card.
- 5. Any team that has a full line straight across a row, or straight down a column, or has a diagonal line first can yell out “**BINGO!**” and win the game.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
<b>BONUS 1</b>	<b>BONUS 2</b>	<b>BONUS 3</b>	<b>BONUS 4</b>	<b>BONUS 5</b>

### 1.

- Where is the first Starbucks store?(請問星巴克的發源地為?)



### 2.

- Name 3 countries with constitutional monarchs.(請舉出三個還有皇室的國家)



### 3.

- Who is the Prime Minister of the United Kingdom?(目前英國首相為?)



### 4.

- Which country has the most islands in the world?(全世界擁有最多島嶼的國家為?)



**5.**

- What nationality is Donald Tusk, the President of the European Council?(歐洲理事會主席圖斯克(Donald Tusk)來自哪一個國家?)


**6.**

- Which city will host the 2020 Summer Olympics?(2020奧運將於那個城市國家舉辦?)


**7.**

- Where is the United Nations Headquarters?(聯合國總部位於?)


**8.**

- What is the capital of Syria?(敘利亞的首都為?)


**9.**

- Where is the International Court of Justice?(國際法庭總部位於?)


**10.**

- Which country is the world's biggest coffee producing country?(請問哪個國家為世界上最大咖啡產出國?)


**11.**

- What is Russia's currency?(請問俄國的貨幣名稱為?)


**12.**

- Name 3 countries that legally recognize same-sex marriage.(請舉出三個合法同性婚姻的國家)


### 13.

- What does LGBT stand for?(LGBT是甚麼意思?)

之代表外月外英在總自



### 14.

- Where was Kim Jong-nam assassinated?(北韓領導人金正恩兄長金正男於何國遭謀殺?)



### 15.

- How many member countries are there in the EU, exclusive of the United Kingdom?  
(扣除英國，歐盟共有幾個成員國?)



### 16.

- When was the Treaty of Rome signed? (促成了歐洲共同體the European Economic Community(EEC)(今日歐盟的前身)成立的羅馬條約於何年簽署?)



### 17.

- Who became South Korea's first president to be ousted by impeachment?
- 因閹蜜干政而遭彈劾下台的南韓總統是...



### 18.

- Which country is ranked the largest importer of arms in the world?(截至2016年為止，何國成為全球第一大武器採購國?)



### 19.

- Where is Mount Kilimanjaro located?  
(請問吉力馬扎羅山是哪一州的最高峰?)



### 20.

- Travis Kalanick, who resigned from Trump's Economic Advisory Council, is the CEO of \_\_\_\_\_.  
(在員工和民眾的強烈反彈下辭去川普經濟顧問團之職務的卡拉尼克(Travis Kalanick)是哪個公司的執行長?)



## 21.

- Who was the 2016 Nobel Peace Prize winner?  
(請問2016諾貝爾和平獎得主為?)



## 22.

- Which Japanese political leader is facing the biggest crisis of his tenure because of a scandal that involves a shady land deal?  
(哪一位政治領袖因為土地交易醜聞而陷入從政生涯最大危機?)




## 23.

- Where will be the 2017 G20 (the Group of Twenty) summit held? (請問2017年G20高峰會將於何地舉行?)



## 24.

- Which country has the most nuclear reactors for the purpose of generating electricity?  
(哪一個國家擁有最多發電用的核反應爐?)



## 25.

- Which country holds the most U.S. government debt?(何國為美國最大的債權國?)



## BONUS 1

- Who designed *Templo Expiatorio de la Sagrada Familia*?(請問位於西班牙的聖家堂(是世界上唯一一座還未完工就被列為世界遺產的建築物)是誰的作品?)



## BONUS 2

- Which country is ranked the healthiest country on Earth in the *Bloomberg Global Health Index* (of 163 countries)? (何國榮獲2017年「全球健康指數」報告中的「全球最健康國家」第1名?)



## BONUS 3

- What European countries are not in the EU?  
(Name 3 countries)
- 請指出三個沒有加入歐盟的歐洲國家



## BONUS 2



- Which country is ranked the healthiest country on Earth in the *Bloomberg Global Health Index* (of 163 countries)? (何國榮獲2017年「全球健康指數」報告中的「全球最健康國家」第1名?)

上。

31

致

## BONUS 3

- What European countries are not in the EU? (Name 3 countries)
- 請指出三個沒有加入歐盟的歐洲國家



32

致

## BONUS 4

- What does IMF stand for?(請問IMF為什麼的英文縮寫?)



33

致

## BONUS 5

- Approximately what percentage of the world's population lives on less than \$2.50 per day? (全球約有多少人每日所得不到2.5美元?)



34

致

## Field Trip Report — A Holistic Rubric

Score	Description
<p><b>9~10</b></p>	<ul style="list-style-type: none"> <li>•Meet both of the assignment requirements:               <ul style="list-style-type: none"> <li>– (1) Answer the instructors’ questions in English (in no more than 300 words).</li> <li>– (2) Include photos of the trip in the report.</li> </ul> </li> <li>•Hand in the report as scheduled.</li> </ul>
<p><b>6~8</b></p>	<ul style="list-style-type: none"> <li>•Fail to meet one of the assignment requirements.</li> <li>•Hand in the report as scheduled.</li> </ul>
<p><b>1~5</b></p>	<ul style="list-style-type: none"> <li>•Fail to meet both of the assignment requirements.</li> <li>•Fail to hand in the report as scheduled.</li> </ul>

附錄十九

Class:

No:

Name:

Your Task: Read the article and describe what makes this speech stand out by writing down the heading for each passage.

Here's a breakdown of the speech that won the World Championship of Public Speaking



[Richard Feloni](#)

Sep. 22, 2014, 11:22 AM

On Aug. 23, Sri Lankan human resources consultant [Dananjaya Hettiarachchi](#) was crowned the World Champion of Public Speaking by [Toastmasters International](#). He survived seven rounds of a competition that lasted six months and included 33,000 competitors from around the world.

He and eight other finalists competed at the Toastmasters annual convention last month in Kuala Lumpur, Malaysia. Hettiarachchi took first place for his speech "I See Something," which clocked in at seven minutes and 20 seconds. You can watch the full speech below:

We spoke with Hettiarachchi about his winning speech and what you can learn from it. Here are a few things that made it great:

A. \_\_\_\_\_.

Hettiarachchi tells us that the modern style of speech-making has transitioned from a theatrical monologue to a conversation with the audience.

There are several theatrical elements to Hettiarachchi's speech, but they're done in a way to connect with the audience rather than dive deeper into himself.

He bookends his speech by holding a rose in his hands — the first time to pull the audience into his message and the second time to send them off with a laugh. He avoids being melodramatic or silly by finding a rhythm of silence and laughter, drama and humor.

"A speech has to be like a rollercoaster," he tells us.



**B.** \_\_\_\_\_.

Hettiarachchi tells us that a common mistake beginners make when crafting their speeches is starting with a topic instead of a clear and concise message. This message is whatever you want your audience to be thinking about when your presentation concludes.

The message of "I See Something" is that anyone has the potential to be great, even if they've long abandoned their greatest aspirations. To avoid making that sound trite, he tells his own story of going from a law-breaking and lost kid to a motivated and focused adult. His story is the vehicle for a message, which the audience can personalize for themselves.

**C.** \_\_\_\_\_.

Hettiarachchi is far from monotone, but he also doesn't sound off the wall. He expertly alternates between lowering his voice to a solemn level and raising it for comedic effect.

Pay close attention to the way he makes use of pauses. He takes anywhere from one to a few seconds of silence to emphasize a point, staring into the eyes of audience members to hook them even further.

At the same time, his gestures are open but controlled, so he doesn't look like he's flopping his arms.

**D.** \_\_\_\_\_.

There's a technique comedians use called a "callback," in which a joke alludes to a previous joke in the set for added laughter. It serves as a sort of reward for being an active listener and makes the set feel more cohesive.

Hettiarachchi pulls this off with the phrase, "I see something — but I don't know what it is." It shows up in the beginning, middle, and end, and feels fresh each time because he plays with the delivery. He also introduces his parents in the story with similar audience prompts.

When he concludes his speech, you're left laughing and feeling satisfied.

Read more:

<http://www.businessinsider.com/toastmasters-public-speaking-champion-dananjaya-hettiarachchi-2014-9#ixzz3kXJde73v>

附錄二十

Key to the reading task:

A. He keeps you guessing.

B. He starts with a message.

C. He fluctuates his cadence and gestures without making them distractions.

D. He ties everything together.

今日課程作業請在演講結束立刻繳交給老師(中英皆可) Class:

No.:

Name:

Date: May 5<sup>th</sup>

2017

Interesting facts about the speaker:

An impressive example/story the speaker shares:

The take-home message:

Words or expressions that

resonate(引起共鳴):

Inspiration/Action:  
(What I can do in the future)

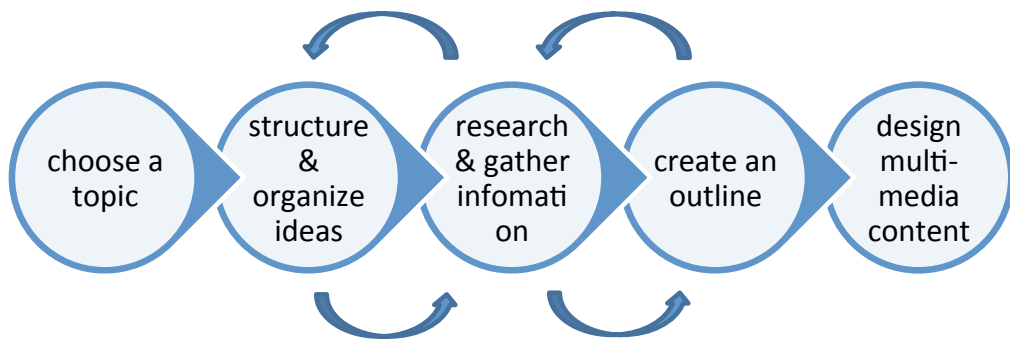
## Global Issues, Local Voices—Oral Presentation Essentials

Class:

No:

Name:

1. Follow the procedure below and create a 6 to 8-minute talk as the semester-end project.



2. Choose a topic that you feel strongly about and stay focused.
3. You may include the following in your talk:
  - Describe the global issue using the 5W1H method.
  - Present the cause and effect of the issue.
  - Explain how it is connected to our country.
  - Propose a possible solution or local action that can be taken to change the world for the better. For example, get involved in a NPO or NGO that is devoted to this cause.
4. Cite more than 5 sources. Your reference materials should come in at least 3 types, meaning they can be collected from websites, books, magazines, newspapers, TV shows, interviews, etc.
5. Create a take-home message and use it throughout the talk. Add follow-up questions to your presentation for your audience to ponder.
6. As shown in this map of worlds' flights where people, things, and events are "interconnected" with one another, your ideas and thoughts should also reflect the same connectedness. One way of achieving that is by presenting them in a logical way, or the A-R-E way, to be exact. A stands for assertion, R for reason, and E for evidence. Together, they make an argument sound with concrete facts.



A sample:

**Aleppo being demolished as battle intensifies**

Many civilians trapped in crossfire as Syria's largest city (about 2 million people) and chief commercial center is fought over by Assad regime, backed by Iran and Russia, and various rebel groups, backed by Turkey and Saudi Arabia. Each side believes its vital interests are at stake and will not back down. All ceasefire efforts have failed. Most infrastructures are destroyed. How should the U.S. respond to this? Should the two sides just fight it out until only one is left standing? How will it affect world economy?

7. Apart from the news media previously introduced in class, the following are also recommended for your reference:

- 國際觀的第一本書：看世界的方法 劉必榮著 先覺出版 2014 年 附圖索書號 578/8756
- 各國眼中的世界：現在就翻新你的國際觀！帕斯卡.博尼法斯 {Pascal Boniface} 于貝爾.凡德林 {HubertVedrine} 著、王立言,許晴舒譯 如果出版 2012 年 附圖索書號 716/B715
- 圖解簡明世界局勢：政治.經濟.環境資源.國際社會.人文許韋婷等著 易博士出版 2010 年  
附圖索書號 578/8457

網路資源：

- 中華民國外交部國際新聞讀報站 <http://internationalnewsstation.tw/>
- Taiwan Today <http://taiwantoday.tw/mp.asp?mp=9>
- <http://www.globalissues.org>
- *What are the world biggest problems?*  
<https://www.youtube.com/watch?v=zSM6IAz8iHo>

Team Members: (class/number/name)

1.	2.
3.	4.


### Preparing a Speech—Choosing a Topic

Talk about a subject which you have strong beliefs in, such as food security, water shortage, global epidemics, or poverty. Be sure that you have a definite point of view and then prepare a protest, an appeal, or a call for action to support your viewpoint. You may want to follow this outline:

1. Something is wrong. State just what it is.
2. Why is this wrong? Who is to blame? What harm is done?
3. How can this wrong be corrected? Make specific recommendations for changing things for the better.
4. What should we do? Tell your listeners exactly what you want them to do, think, or feel. Show your enthusiasm and sincerity.

### Our Topic

## How to Narrow a Research Topic



Adopted from OSU Libraries

## Ask yourself these questions:

When your research topic is too **broad**, ask these questions:

- Who?
- What?
- When?
- Where?
- Why?

## Topic: Immigration reform

- Example of a broad topic: Immigration reform
- This topic is too broad and needs to be narrowed down to something more specific.

## Use AND, OR, NOT

Use AND to narrow down a topic.      Use OR to broaden a topic.

children      depression      Children or Adolescents

Use NOT to eliminate a information not wanted.

Great Depression

## Who?

**TOPIC: Immigration reform**

Populations

Age  
Gender  
Race or Ethnicity

**NEW TOPIC:**  
Immigration reform for Latinos.

## What?

**TOPIC: Immigration reform**

Types

Build a Fence  
Tough Laws  
Amnesty

**NEW TOPIC:**  
How will building a border fence effect illegal immigration?

## When?

**TOPIC: Immigration reform**

Timeframes

Current or historical view  
Period of life

**NEW TOPIC:**  
Illegal immigration's effect on young males.

## Where?

**TOPIC: Immigration reform**


Places


States  
Regions  
Countries

**NEW TOPIC:**  
Illegal immigration in Arizona.

## Why?

**TOPIC: Immigration reform**





Causes


Treatments

Outcomes

**NEW TOPIC:**  
Potential solutions  
for dealing with  
illegal immigration.

How to Narrow a Research Topic


## Mix n' Match



- Combine any number of elements that you derive from asking these questions until you find an interesting topic to research.
- **Some examples:**
- Causes and treatment of anorexia in college athletes.
- Prevalence of bulimia in teen-age males in the United States.
- Changes in treatment for compulsive overeaters, 1950-present.

How to Narrow a Research Topic

## Narrow your topic




Use the following resources for an overview of your topic:

1. Encyclopedias - Give a brief summary
  1. Print - Found on the Reference Shelves
  2. Online - Gale Virtual Reference Library
2. Opposing Viewpoints - (Reference Articles)
3. CQ Researcher (Print and Online)
4. SIRS Issue Researcher

## Inverted Triangle

Start with general/broad idea on the top row and try to specify the idea next row






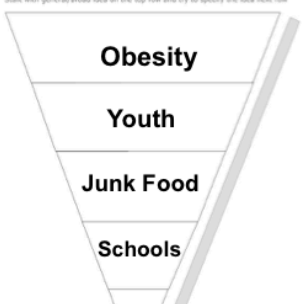
**Would there be less crime in California if new laws controlling guns were passed?**

Specific

## Inverted Triangle

Start with general/broad idea on the top row and try to specify the idea next row






**Could the obesity epidemic plaguing our youth be solved by eliminating junk food from schools ?**

Specific

## Construct a keyword search



Sample Search

"junk food"

And (obesity or obese)

And School\*

Research question:  
**Could the obesity epidemic plaguing our youth be solved by eliminating junk food from schools ?**



## GLOBAL FORUMS SCHEDULE

--Global Issues, Local Voices--

Time: All sessions are held on Friday afternoons from 1 p.m. to 3 p.m.

Date/ Region	Guest Speaker(s)	Group No.	Topic (Tentative, to be modified)	Presenters				
June 9 <sup>th</sup> <b>Asia</b>	Grace Chan (Singapore) Fluk, Ampunyt Khongkaed (Thailand)	1		S1				
				S2				
				S3				
		2		S4		S5		
				S6		S7		
		3		S8				
				S9				
				S10				
		4		S11				
				S12				
				S13				
		June 16 <sup>th</sup> <b>The Americas</b>		Weverton Ataide (Brazil) Fernando Ramos (Honduras)	1		S14	
							S15	
S16								
2	S17							
	S18							
	S19							
3	S20							
	S21							
	S22							
4	S23							
	S24							
	S25							
June 23 <sup>rd</sup> <b>Europe &amp; Africa</b>	Richard Gomez (The Gambia) Pauli Keipi (Finland)		1				S26	
		S27						
		S28						
		2	S29			S30		
			S31			S32		
		3	S33					
			S34					
			S35					
		4	S36					
			S37					
S38								

# Speech Outlining



▶ The outline of a speech can be broken down into 3 essential parts.

- Introduction
- Body
- Conclusion

## Introduction

- ▶ Opening greeting and attention getter
- ▶ Defining your thesis statement (a summary of what your speech is about)
- ▶ An overview (brief outline of the main points to be covered)

## Body

- ▶ Transition or link between introduction and body
- ▶ Main ideas with supporting ideas
- ▶ Examples and details

## Conclusion

- ▶ Summary of main points
- ▶ Closer or call to action

## Organizational Patterns

### 1. Cause-Effect

- ▶ Because event A happened, event B occurred.

### 2. Problem-Solution

- ▶ The problem is X. The solution is Y.

### 3. Logical

- ▶ This pattern suits a broad topic which is broken down into naturally occurring sub-topics.
- ▶ E.g. Broad topic: Vocal Variety
- ▶ Sub-topics: rate of speech, use of pausing, voice tone, volume, articulation...

### 4. Spatial or Geographic

- ▶ Topics dealing with physical space
- ▶ E.g. The Popular Tourism Areas in New Zealand

### 5. Time or Chronological

- ▶ Historical topics dealing with the sequence of events or demonstration speeches
- ▶ E.g. The History of Women's Suffrage in USA  
How to Bake a Cake

### 6. Advantage-Disadvantage

- ▶ This pattern is used for examining the range of positive and negative aspects of an idea or event.
- ▶ E.g. Social Housing  
Work Schemes  
Lowering the Drinking Age  
....

---

## Writing A Complete Outline

An effective speech is logically organized into an opening, a body and a conclusion. The opening is designed to catch immediate attention. It must arouse the audience's interest in your topic. It also leads into the subject of the speech.

No matter which talk you choose to present, your presentation needs a beginning and an ending. Try to create an interesting first sentence. Get it fixed in your mind and use it even if a better idea occurs to you just before you speak. Then think of a good ending sentence and memorize it. With a good start and a good finish, it's easy to fill in the rest of your speech.

☺ Examples of a good opening are:

- A startling question or a challenging statement
- An appropriate quotation, illustration, or story
- A display of some appropriate object or picture
- An attention-getting generalization that ties in with your subject

☹ When preparing your opening, avoid the following:

- An apologetic statement
- A story or joke that doesn't relate to your topic
- A commonplace observation delivered in a commonplace manner
- A long or slow-moving statement
- A trite question, such as, "Did you ever stop to think...?"

The body of your speech contains the support for your purpose. You'll usually want to include a statement of facts, proof, and acknowledgement and rebuttal of contrary views.

In any speech it's good to select only three or four main points and then organize your facts around them. If you just state a fact, alone, and then continue, most of your audience will miss the point.

The conclusion of your speech is the climax. It should tie in with your opening and should leave no doubt about what you want the audience to do with the information you have given them. Finish forcefully and confidently. A weak or apologetic closing can ruin even the best speech.

Examples of a good closing are:

- A summary of the points you have made and the conclusions to be drawn from them
- A specific appeal to action
- A story, quotation, or illustration that emphasizes the point you are making

附錄二十八

EVALUATING CONTENTS	Beginning 2	Developing 3	Accomplished 4	Exemplary 5
<p>1. Project message is communicated through PowerPoint Presentation.</p> <p>PPT 簡報內容明確並且充分傳達演講的主旨。</p>	<p>The project is missing pieces. Information is missing and scattered. No sign of pre-planning. Overall project message is missing.</p> <p>內容不完整，資訊零散，毫無規劃。沒有主旨。</p>	<p>The project may be missing a few pieces. Information is more organized but critical parts are still not present. The project lacks pre-planning and organization.</p> <p>內容有些部份不夠完備。資訊經過整理但未呈現重點。規劃與組織不夠到位。</p>	<p>All pieces are present, but some information is missing. The missing information does not hinder the overall understanding of the presentation. Information could be better organized and planned.</p> <p>內容完整，雖漏掉少許資訊，仍不影響整體理解。規劃與組織還可以更好。</p>	<p>All pieces are present. Pre-planning is evident. Information is organized and presented in a logical manner. The overall power and impact of the project is well represented.</p> <p>內容完整。報告經過事先規劃，資訊的呈現具有組織性與邏輯。內容充分展現出報告的說服力與影響力。</p>
<p>2. Organization of slides and information presented shows understanding of material presented.</p> <p>簡報的組織架構以及當中呈現的資訊反映出講者對主題的理解程度。</p>	<p>Lacks enough support for each piece of work. Presenter has little, if any, personal insight.</p> <p>報告內容缺乏背景資料的支持。講者個人觀點付之闕如。</p>	<p>The presentation shows signs of background support, but fails to incorporate all elements. Little if any presenter insight.</p> <p>報告內容雖然有背景資料的支持，但是未能做通盤的鋪陳。講者個人觀點非常少。</p>	<p>The presentation has an adequate amount of support. There is evidence of some presenter insight. Information is well organized.</p> <p>報告內容背景資料足夠。資訊呈現具有組織性。報告呈現出講者個人觀點。</p>	<p>The presentation goes above and beyond the requirements. More than adequate information is presented. Presenter provides insightful perspective.</p> <p>報告內容超乎預期並優於課程的要求，資料豐富。講者觀點新穎具洞察力。</p>
<p>3. Citation of Sources/Copyright Information</p> <p>資料來源</p>	<p>Citation and sources are missing, no sign of resources used.</p> <p>完全沒有列出資料來源</p>	<p>Resources are not cited properly, information is missing with fewer than 3 types of resources.</p> <p>僅列出部份來源或內容不完整(如僅列出書名卻沒有出版年份，僅列出網站卻沒有擷取日期等)，資料種類少於兩種</p>	<p>Resources are not cited properly, information is missing with more than 10 items and 3 types of resources.</p> <p>僅列出部分來源或內容不完整，但列出三種(含)以上資料種類及十項以上條目</p>	<p>All resources and information is present and cited correctly with more than 10 items and 3 types of resources. Copyright issues are correctly cited.</p> <p>所有的資料來源均完整列出並列出三種(含)以上資料種類及十項以上條目。</p>

### Rubric for Evaluating Oral Presentation

EVALUATING DELIVERY	Beginning 2	Developing 3	Accomplished 4	Exemplary 5
<p><b>4. Delivery of the presentation</b></p> <p style="text-align: center;">口語表達</p> <p>Correct pronunciation. Clear enunciation. Nice intonation. Moderate pace.</p> <p>講者表達清楚、抑揚頓挫適當自然、速度適中。</p>	<p>Presenter stutters through the presentation. Delivery is cut off with long pauses. Errors are so many that they hinder understanding.</p> <p>講者支吾其詞，停頓過久。錯誤太多以至於影響理解。</p>	<p>Delivery is choppy. Presenter at times is unclear. Errors are present and they affect understanding to a certain extent.</p> <p>講者說話斷斷續續，有時候表達不清楚，以至於無法有效傳達訊息。</p>	<p>Delivery is smooth. Presenter is well spoken and clear. Errors are present but they do not hinder understanding.</p> <p>講者表達流暢、口齒清晰，雖偶有錯誤但不影響理解。</p>	<p>Delivery is superb with very few errors. Presenter is able to facilitate better understanding with oral presentation.</p> <p>講者表達能力絕佳，幾乎沒有錯誤。口語表達能有效促進聽眾的理解。</p>
<p><b>5. Rapport with the Audience</b></p> <p>講者台風親切自然，與觀眾有互動及眼神接觸</p> <p>Presenter has great rapport with the audience (eye contact, non-verbal cues) and does not read directly off PPT.</p>	<p>Presenter appears tense, reads directly off of the PPT slides. There's no eye contact or interaction with the audience.</p> <p>講者肢體僵硬，完全盯著簡報讀稿，與觀眾沒有交流互動。</p>	<p>Presenter appears nervous from time to time. Tends to depend too much on notes. There is little eye contact.</p> <p>講者有時表現出緊張，台風不夠穩健，過度依賴小抄，沒有持續的眼神交流。</p>	<p>Presenter has nervousness under control. Moderate use of notes. Rapport with the audience is built through maintaining eye contact and the use of verbal cues.</p> <p>講者的緊張情緒控制得當。小抄使用得宜。能以適當的眼神接觸與肢體語言和觀眾建立互動關係。</p>	<p>Presenter appears confident and is well versed with their information. Presenter does not read from the slides. Maintains great rapport with the audience.</p> <p>資料運用自如不依賴簡報。與觀眾維持絕佳的互動，沒有冷場。</p>

To cite your English sources with ease, go to <http://www.citationmachine.net/> 引述中文資料，請至 [http://www.shs.edu.tw/temp\\_pdf/9803021302.pdf](http://www.shs.edu.tw/temp_pdf/9803021302.pdf) 查詢正確格式

Evaluator: \_\_\_\_\_ of class \_\_\_\_\_ (Please fill in your Chinese name)

Make comments on 4 groups by giving them a score in each category. You may use the space in the table below to take notes.

Group Number	CONTENTS			DELIVERY		OVERALL EVALUATION
	1. Project message is communicated through PowerPoint Presentation. PPT 簡報內容明確並且充分傳達演講的主旨。	2. Organization of slides and information presented shows understanding of material presented. 簡報的組織架構以及當中呈現的資訊反映出講者對主題的理解程度。	3. Citation of Sources/Copyright Information is correct and complete 正確完整列出資料來源且提供充分資料	4. Speech quality: correct pronunciation. Clear enunciation. Natural intonation. Moderate pace. 講者表達清楚、抑揚頓挫適當自然、速度適中。	5. Rapport with the Audience: Presenter has great rapport with the audience (eye contact, non-verbal cues) and does not read directly off PPT slides. 講者台風親切自然，與觀眾有互動及眼神接觸	Please add up the points and 加總分數
1.						
筆記欄：寫下這組報告最重要的信息以及你想問的問題： Write down the take-home message and questions you have for the group.						
2.						
筆記欄：寫下這組報告最重要的信息以及你想問的問題： Write down the take-home message and questions you have for the group.						
3.						
筆記欄：寫下這組報告最重要的信息以及你想問的問題： Write down the take-home message and questions you have for the group.						
4.						
筆記欄：寫下這組報告最重要的信息以及你想問的問題： Write down the take-home message and questions you have for the group.						

**2017 HSNU Global Forum—Agenda**

<b>Date</b>	<b>Region in Focus</b>	<b>Presenters</b>	<b>Issues in Question</b>		
<b>6/9</b>	<b>Asia &amp; Australia</b>	S1	Nuclear Weapons in North Korea and Other Countries		
		S2			
		S3			
		S4	S5	Southeast Asian Foreign Workers in Taiwan	
		S6	S7		
		S8	WAKE UP: Who is the Actual King of World Economy?		
		S9			
		S10			
		S11	ISIS		
		S12			
		S13			
		<b>6/16</b>	<b>The Americas</b>	S14	Fast Fashion
				S15	
S16					
S17	So Far from God, So Close to the U.S.				
S18					
S19					
S20	USS Cal Vinson and Donald Trump's North Korea Policy				
S21					
S22					
S23	The Earth's Tuberculosis				
S24					
S25					
<b>6/23</b>	<b>Europe &amp; Africa</b>	S26	Crimea Issue		
		S27			
		S28			
		S29	S30		



		S31	S32	<i>“Diamond”</i>
		S33		Terrorism and the Refugee Policies in Europe
		S34		
		S35		
		S36		Yellow Fever in Africa
		S37		
		S38		

**Terms You Should Know** about Brazil’s Political Situation

English	中文	Family of words: politics
allegation	指控	
convict	定罪	
corruption	貪汙	
coup	政變	
economy	經濟	
impeachment	彈劾	
Inflation	通貨膨脹	
kickback	回扣	
opponents	反對者	
oust	推翻 驅逐	
poll	民調	
recession	(經濟)蕭條	
rivalry	對抗、競爭	
scandal	醜聞	
supporter	支持者	

**Bingo!**

- ☞ Pick 9 words from the list above
- ☞ Cross the word when you hear the speaker say it.
- ☞ Form 3 lines and win points!


## Cooperative Learning Self-Evaluation

Name \_\_\_\_\_ Team \_\_\_\_\_ Date \_\_\_\_\_

Project Topic or Title:

Briefly describe your contribution to the cooperative learning project:

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If you were doing this project again, what would you do differently to improve your work?

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How could your team work together more effectively next time?

---

---

---

Teachers' Comments:

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---

Your Grade for Yourself:

---

Teachers' Grade for You:

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### 三、 學生學習成果

1. 學習單：附錄六、七、十、十二、十四、十六、十九、二十一、二十三、三十、三十一  
例一：大稻埕行旅心得報告學生作品

#### **Dadaocheng Mini-tour Report**

##### ***1. How would you define Dadaocheng? Is it local or global? What makes you think this way?***

I think Dadaocheng is a global place because of its history. In the past, many foreign merchants carried out import and export trade in Dadaocheng, which made it become one of the most prosperous place in Taiwan, and the scene had lasted for a long time. At that time, its transport and sale of tea-leaves really helped Dadaocheng make a fortune. Thus, I think we can define Dadaocheng as a global place though now it is not an “international harbor” anymore, but we can not ignore the splendid status it was before.

##### ***2. Share with us interesting finds, special sights or personal observations and reflection.***

The last time I visited Dadaocheng was last year. My classmates and I went there to finish our history report, but we didn't investigate the spot deeply. And this time, I eventually realized more Dadaocheng's special characteristics, like its food, architecture, and commercial activities. And the most meaningful part is that our classmates introduced Dadaocheng in English. Though I didn't understand all the contents they said, it was really a good opportunity to improve my English listening ability.

#### **A Trip to Dadaocheng**

##### ***How would you define Dadaocheng? Is it local or global? What makes you think this way?***

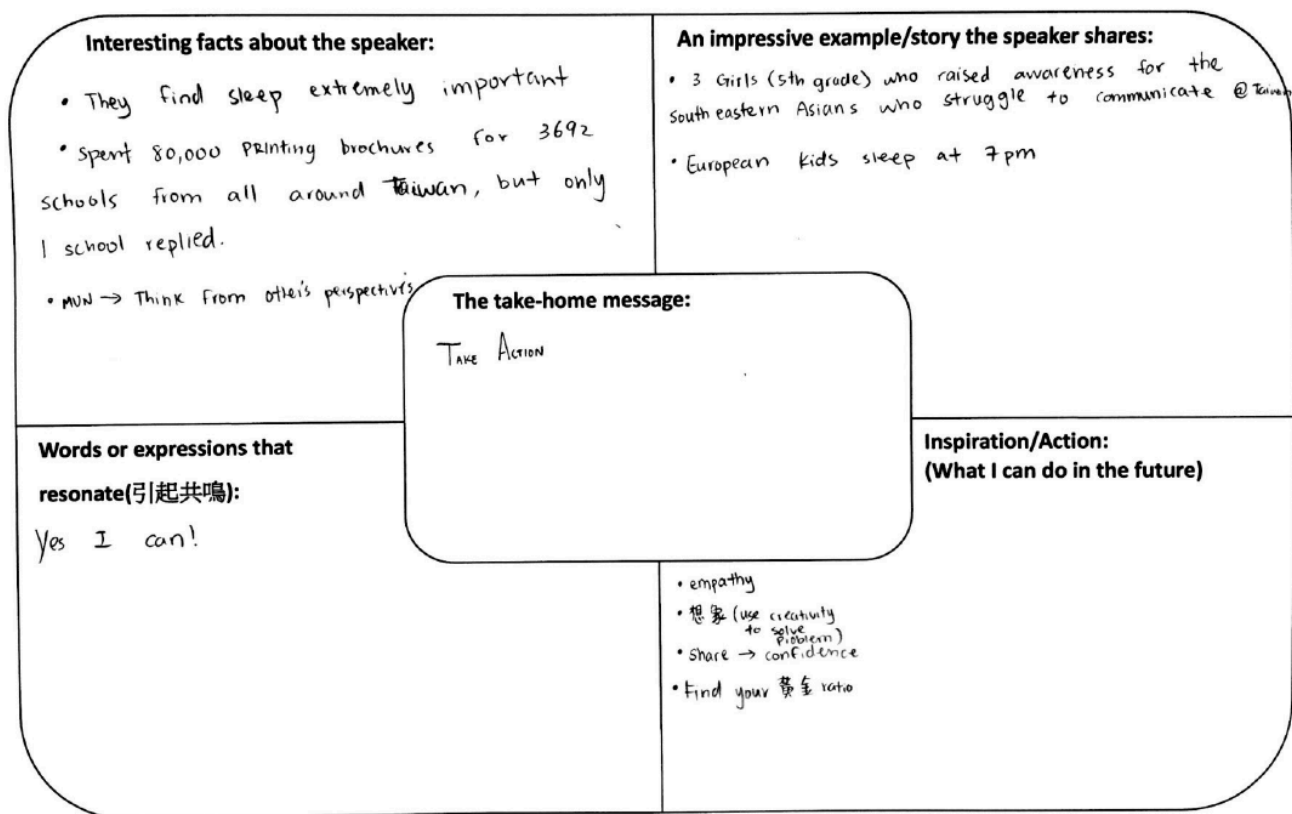
Dadaocheng is a very special district. There isn't a clear definition for this area. Some might consider it to be a local district, while others consider it to be a global one. In my opinion, Dadaocheng is a global district but contains local elements to make it global and local at the same time. We can obtain this conclusion by seeing this place through different perspectives.

Let's take the architecture part for instance. When you enter this area, you can see very traditional streets with arcades, you can also see traditional shops, restaurants or even markets decorated in Chinese style. On the other hand, when you look up, you can see different styles of buildings. For example, Baroque style and Western style. The architecture in this area makes it really special. It's like a combination of Chinese style and Western style.

After architecture, let's focus on people. In the past, Dadaocheng is a really commercial place. People with goods sell different products around this area, including foreign merchants selling exotic products. Now, it has become one of many tourist attractions in Taipei city area. Many local tourists and foreign people visit this place and experience local things during their trip to Taipei. As a result, it has always been a place for local people and foreign people to gather here.

Because of all these reasons, I consider Dadaocheng to be a local and global city. This is my second time visiting this beautiful place. I had a really different experience comparing to the previous visit. I've learned a lot about this place instead of just sight-seeing, the history, the architecture, the culture, all these things made my trip full of learning, and also, made Dadaocheng a really beautiful place to visit.

例二：講座心得回饋學生作品



<p><b>Interesting facts about the speaker:</b></p> <p>Some of them came from a infame class</p>	<p><b>An impressive example/story the speaker shares:</b></p> <p>Refuse to attend the flag rising ceremony Quit the oppatunity that being a teacher</p>
<p><b>The take-home message:</b></p> <p><b>FOLLOW YOUR DREAM!</b></p>	
<p><b>Words or expressions that resonate(引起共鳴):</b></p> <p>Everything you will hear this hour could follow your lifetime. What you spend time on, What you will good at.</p>	<p><b>Inspiration/Action: (What I can do in the future)</b></p> <p>Thinking of what you are, why you born.</p> <p style="text-align: right;">Jill</p>

2. 影音紀錄：《迪化街一日主題行旅》影音紀錄（共 12 組）

3. 簡報：Global Forum 國際論壇議題小組報告（共 12 組）

例：亞洲議題 Who Is the Actual King of World Economy 學生簡報內容

**WAKE UP**

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**WHO IS THE ACTUAL KING OF WORLD ECONOMY**

TEXT

**IS IT THE UNITED STATES OR CHINA ?**

▶ Why China?

ONE ROAD & ONE BELT

BUILDING OF THE SILK ROAD ECONOMIC BELT AND THE 21ST CENTURY MARITIME SILK ROAD

▶ A BELT A ROAD

TEXT

**WHY A BELT A ROAD ?**

- ▶ 1. China's economic problems
- ▶ 2. Benefits for China

TEXT

**WHO'S WITH CHINA ?**

Source: China Investment Research

TEXT

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**CONTRIBUTIONS**

- ▶ To China
- ▶ To the World

TEXT

**TRANS - PACIFIC PARTNERSHIP**

TEXT

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**TAIWAN**

- ▶ The Tsai Government
- ▶ Problem? Solution?

TEXT

**KING OF WORLD ECONOMICS ?**

- ▶ What is it?
- ▶ The United States or China ?
  - GDP
  - Trades
  - Exporting
  - Importing

#### 四、觀課及議課紀錄

##### 第一次觀課紀錄

時間：106年3月3日下午1點-2點50分(2節課；課間休息10分鐘)

對象：36人

教師：蔡正儀老師、林敏靜老師

課程內容：第二週 The Place Where I Live (認識家鄉：台北商貿的起源)

紀要如下：

##### 物理環境：

- 1.採男女混和、分組坐、每組2-3人(一開始)。
- 2.寰宇教室有自備錄影系統
- 3.寰宇教室較易邊教室大，各組間皆有空間。

投影幕	白板			投影幕	門
	OOO	OOO		老師桌子+電腦	白板
OOO	OOO	OOO	OOO		
	OO	OOO	OO		(助理)

	000	000	00		
	00				

### 教材教具：

1. 寰宇教室
2. 投影機 2 台、電腦
3. 運用學生的智慧型手機進行查詢旅行資料

### 班級經營：

上課氣氛良好、老師問答學生反應不佳(切換成中文後比較有反應)

### 英語教學：

上課流程如下：

- 1：07 點名+學生繳交同意書
- 1：10 結束點名、說明後續課程內容
- 1：16 繼續上星期未完成的 work sheet(大稻埕)(2 位老師巡視各組)
- 1：31 times up、尋求各組自願分享者
- 1：35 第一組分享(用中文分享)
- 1：37 第二組分享(用英文分享)
- 1：40 第三組分享(用中文分享)
- 1：41 解說各組分享的內容-有關大稻埕的景點
- 1：43 第四組分享(用英文分享)(有回應先前組別內容)
- 1：46 回收 work sheet、與學生互動「為什麼要介紹大稻埕？」
- 1：50 下課休息
- 2：01 準時上課、發放籌碼
- 2：02 觀看影片(Taiwan Bar-『想找茶？來天龍國找我吧！』臺灣世界史 第 7 集)
- 2：09 解說影片內容
- 2：11 進行分組、9 人一組(共 4 組、以籌碼顏色做區分)、進行小組閱讀文本(2 位老師巡視各組)
- 2：36 分組閱讀結束、開始進行活動(不同籌碼的 4 人一組、完成關於整篇文章的題目)
- 2：50 活動持續到下課鐘響、work sheet 未完成的同學可以回家完成、下週交回，本週課程結束。

### 觀課心得：

1. 教學目標的設定：能透過遊戲及分享討論活動讓學生更了解台北，並能運用英文介紹台北給外國朋友。
2. 老師的教學內容：自編教材、YouTube- Taiwan Bar
3. 評量與進度監控：無評量。
4. 學生的參與情形：
  - (1)學生參與度佳，師生間及小組間互動佳



(2)討論活動及分享時間，學生互動融洽、有聲有笑

(3)本週學生較認真，不管是小組討論活動或是看影片都沒有人睡覺或滑手機

## 第二次觀課紀錄

時間：106年6月2日下午13點15分-下午14點50分(2節課)

對象：36人

教師：蔡正儀老師、林敏靜老師

課程內容：第十二週 The Key Elements of a Good Speech (II)—Gathering Information & (III)—Structure and Organization (做好簡報的要素(二)—蒐集資訊 & (三)—結構邏輯)

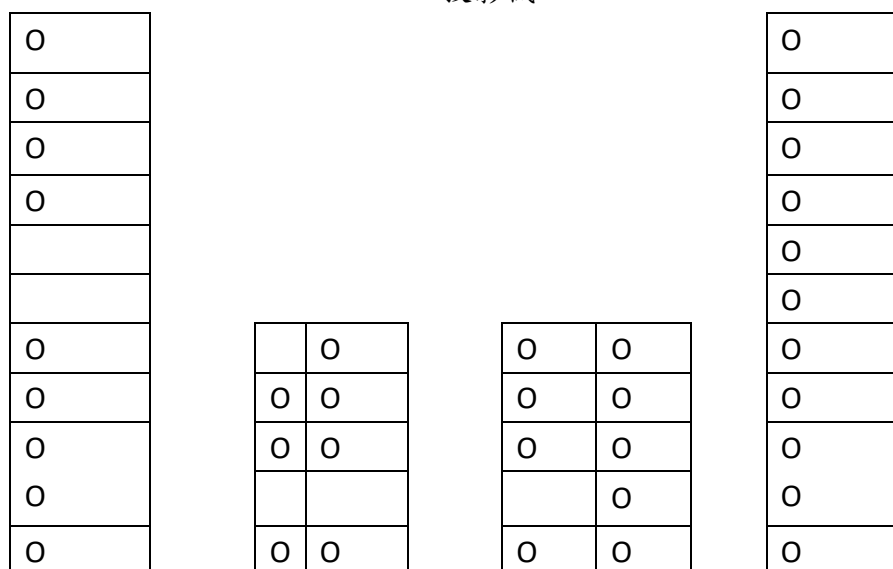
紀要如下：

**物理環境：**

圖書館內有電腦、投影機

學生分組坐(2-3人一組，共12組)

投影機



**教材教具：**

1. 筆電
2. 投影機

**班級經營：**

上課秩序良好

同學參與度高  
進行分組討論

上課流程如下：

- 13:15 課程開始
- 13:16 剛下大雨，辛苦大家跋山涉水來上課
- 13:16 未簽到同學，請舉手
- 13:20 發放上次課程各組填寫學習單
- 13:24 哪一組題目已決定
- 13:25 學生答伊斯蘭教，探究國際間影響(報告約 5 分鐘)
- 13:26 戰爭過程影響石油
- 13:27 建議查近期石油影響情況作出數據
- 13:29 學生答北韓發射核彈看法
- 13:32 最近試爆引發全球問題，思考北韓民生問題、核能生產經費
- 13:34 其他同學還有問題嗎
- 13:35 沒有同學表達
- 13:36 討論中可再提問
- 13:37 學生答外籍人來台打工
- 13:38 想表達哪些問題
- 13:38 外籍人員權益
- 13:40 學生答研究中國發展，成世紀第一經濟國家
- 13:41 中國世界強權者國家
- 13:42 知道為何進行分組嗎
- 13:43 喚起大家思考、啟發不同觀點導向
- 13:44 寫作時也會透過討論大家達成共識
- 13:46 說明論文演講涵蓋要素
- 13:48 訊息包含報章雜誌傳達
- 13:50 演說前要下標題
- 13:52 念出事前準備工作
- 13:55 內容要與主題相關，直接開門見山
- 13:59 透過圖表或數據幫讀者快速理解
- 14:01 第二段內容需呼應第一段
- 14:02 組織可運用到其他領域
- 14:05 結論呼應行動
- 14:07 問題出現不同地方，例如歷史發展
  
- 14:08 檢查想法或正面及負面方面的範圍
- 14:09 增加可看性

14:10 下周報告組員，內容文字要完成  
14:11 呈現方式包含 PPT 或影片製作  
14:12 5-8 分鐘報告  
14:13 組員有個人及三人合作  
14:14 合作報告要有關連、完整性  
14:15 網站資料要有資料來源  
14:16 下課前各組要完成草稿  
    下周報告同學，須有完整內容  
14:17 開始搜尋資料  
14:20 哪組有困難  
14:21 大家要一起分工合作  
14:22 至 14:50 進行協同資料收集  
14:50 下課

## 五、教學省思與建議

1. 本課程共分三個單元，原本規劃為 18 週 (6+8+4) 的單元內容，但是在實際操作過程中，在進入第二單元時，因學校活動(校慶活動與校園馬拉松比賽)與國中會考試場佈置等因素，造成課程中斷，因此只能縮減原先的規劃，成為 16 週 (6+6+4) 的進度表。
2. 本課程需要用到雲端硬碟，活動進行仰賴網路，教師必須考慮硬體環境的建置，以避免課程設計的執行上受到干擾與挫折。例如：依課程設計，教師必須先建置 Google Classroom，每位學生也必須都有一個官方設定的帳戶，在老師發出邀請通知之後，學生必須依規定上網註冊，才能順利上傳作業。
3. 雲端教室有其方便之處，但是本課程實施過程中，一開始因為學生未能確實註冊，會有作業延遲的問題。為避免發生混亂與干擾，建議老師第一堂課在電腦教室示範操作，並確定每位學生都順利註冊之後，再開始進行正式課程。
4. 本課程為選修課程，學生來自不同班級，因此落實點名制度很重要；不過，也因為要確實點名，加上本課程上課教室位於不同棟建築內，每次上課開始難免延誤。因此，教師安排課程活動，在時間的估計方面，應盡量有彈性，必須考慮各種狀況，除了選修學生到班點名的延遲問題外，其他如硬體設備與網路的建置出狀況、活動進行所需前置作業的準備時間等等。
5. 由於選修課程的學生來自不同班級，在作業設計上，不論是學習單或評量表，盡量以在課堂上完成為主，盡量留適當的時間讓學生在課堂內討論出結果，並在下課前繳交。簡報部分，若能在電腦教室操作，不妨先在課堂中完成初稿，並且上傳。
6. 本課程結合歷史、地理、與公民的內容，語言的使用，無法避免中英夾雜，尤其涉及台灣的史地部分，中文的解釋是必要的。但是教師在課程的引導過程中，仍以英文為優先，尤其國際論壇的外籍人士也必然以英文表達。雖然學生無法全英文發表意見，但語言的使用的規範上，應鼓勵以英文為主，教師則盡量提供誘因 (加分或口頭獎勵)，讓學生帶頭示範。
7. 本課程的分組活動多，設計課程時，雖按選修人數規劃小組人數，但該週學生若有缺課情形，便會有不同於預期的結果。為了方便操作，建議老師不論分組討論、報告或比賽，小組數量

以偶數為宜，以利輪流操作。

8. 外籍客座講師的邀請，在都會區可能比較容易聯繫，各大學多有國際交換學生，不妨透過大學端的國際學生事務處，公告課程計劃與邀請事宜。
9. 邀請的外籍學生以來自世界不同區域為佳，不論是美洲、非洲、歐洲、或亞洲，只要能以英文溝通傳達，對學生都會是良性的引導，因為多元的另一個優點，是發現英文之所以是國際語言的原因，就是大家都可以用同一個語言了解認識來自世界各地不同文化背景的人。