

活動成果			
活動名稱	時事英文		
執行單位	語文發展中心		
活動聯絡人	許雅雯	電話/分機	089-517543/4114
執行日期	107/10/1-107/12/3		
執行地點	H202-3 教室		
參與人數	教師人數	學生人數	校外人士
	1	12	
活動主旨	透過最新的國外時事，引導學生跟上時代潮流。運用最流行的新聞時事，關心世界大小事，使學生們實際運用英文在讀報，掌握國際動態。		
活動整體滿意度 (請提供滿意度調查附件)	請參照附件一		
活動過程簡介 (500~800 字說明)	<p>一、講師介紹</p> <p>游明哲 畢業於中山大學外文碩士，有多年英文教學經驗。譯作 Paolo D'Iorio 學術期刊文章〈文本生成及哲學性分析－探討尼采的一個標題〉(“Textual Genesis and Philosophical Analysis: On a Title of Nietzsche’s”)並刊登於《中山人文學報》第 37 期</p> <p>二、授課內容</p> <p>This course is designed to familiarize students with the major events happening around the world. Due to the limit of time, the course can but draw a vague contour of the fast changing world while simultaneously awakening the students’ awareness as an engaging citizen on the planet. By doing so, it is expected that the course can be capable of enabling students to acquire individual critical thinking ability against the contemporary global world.</p> <p>三、結語</p> <p>In the past seven classes I had tried to lead students to “read” the society in a diversified, albeit not comprehensive, perspective. In the sessions, I constantly urge students to “guess” the meaning of the words they do not understand instead of looking them up immediately. Indeed, it is true that students often find it hard to “imagine” the words’ connection with other words in the context without guidance in the very beginning. However, in the course of the guessing, some students did begin to feel confident (if not comfortable) reading the material without being interrupted by the unfamiliar words. Certainly, I told them it is equally important to find the meaning of the vocabulary afterwards.</p>		

Course Plan		
Week/Date	Main Issue	Class Reading Material
Week One Oct 1	<p>1. Course Introduction: How to Read News in English</p> <p>2. Sentence Structure of English(五大句型): Subject, Verb and Object</p> <p>In today's class, I first introduced the five most common sentence structures of English to students.</p> <p>I tried to elicit students to conduct translation from Chinese to English. In the process of doing so, students can learn to recognize the component necessary in English sentences even though they are often omitted in the Chinese language.</p> <p>With the English sentence patterns in mind, the students would not fail to recognize the subjects and verbs in each sentence, especially when we mark different colors on different parts of the sentences, e.g., mark the subject in each sentence blue and the verb red, etc. Then I began to ask students what was new, informing them that this would be a frequent question in the coming weeks. Based on their answer, I chose a piece of news related to climate change and extreme weather. In the process I also showed the students various online media they can use to learn English in their daily lives. I chose a piece of news and broke it into sentences. By ensuring them able to tell the difference between reading a whole piece of news and reading sentences, I hope to decrease their resistance against English news.</p>	Chinese: “半夜叫外送「怕被發現」,她學「長髮公主」網驚呆”

	<p>Week Two Oct 8</p>	<p>News on Arts</p> <p>I commenced the class with the stunning video of the work of art shredding itself in the auction before announcing that it is worth \$1.4 million. At the same time, I asked the students to notice the venue of the event so that they would grasp the meaning of the word “auction” without looking it up in the dictionary.</p> <p>Later, I turned to the introduction to the artist. Upon seeing the various works of art “exhibited” on Banksy’s website, the students realized what it means to be a street artist.</p> <p>In the process, I aimed to familiarize students with English terms on currency worldwide including pound, yen, NTD, RMB, and so on as well. With that in mind, students were now able to understand how much the destroyed painting worth in NTD.</p> <p>“Why would an artist do that?” I then questioned them.</p> <p>Interesting answers include: “Perhaps he is rich enough.” “Perhaps he did it just for fun.” “Perhaps he tried to fight against commercialism.”</p> <p>Although the students made sure they all undertand today’s reading material, they still admit that they are filled with more questions. Today’s class ended in an atmosphere full of question marks. I did this intentionally, and I encouraged the students to realize that no one in the globe knows the</p>	<p>News:</p> <ul style="list-style-type: none"> * “Banksy Painting ‘Self-Destructs’ Moments after Being Sold for \$1.4 Million at Auction.” <p>YouTube:</p> <ul style="list-style-type: none"> * “Banksy Publishes Video Detailing Auction Stunt Plan” <p>Banksy’s Instagram:</p> <ul style="list-style-type: none"> * “Going, Going, Gone” <p>Photos of Banksy’s works of art on www.banksy.co.uk/</p>
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		<p>answer yet, so they could go home with the questions, the answer to which they might be interested to figure out in the future.</p>	
	<p>Week Three Oct 15</p>	<p>News on Animal-Human Relationship</p> <p>“When it comes to Australia, what do you think of?” was the first question I posed to the students in today’s class. Several Australian animals were mentioned, providing today’s class with suitable discussion backdrop.</p> <p>In today’s news reading material, the kangaroo is reportedly at least “6 ft tall,” leading me to introduce to the students the way to exchange the imperial/metric measurements (6ft=180cm). At the same time, I introduced the national coat of arm of Australia, which contains two famed animals, emu and kangaroo, facing each other and representing the spirit of the Australian people. For example, I shared with the students that while kangaroos might be violent and dangerous, they are praised as the representation of bravery and courage since they never move backwards.</p> <p>I closed the class discussion with one simple question, “Would you hope the kangaroo to be captured if you were the victim?” By posing this question, I aimed for the students to consider the possibility to apply human discipline on animals since news about animals attacking human beings (including babies) is far from</p>	<p>News:</p> <ul style="list-style-type: none"> * “Kangaroo Launches Savage Attack on Family in Queensland.” <p>Pictures on Google:</p> <ul style="list-style-type: none"> * National Coat of Arms of Australia * Pictures of emus

		<p>rare.</p> <p>The class became two parties with their contrast answers.</p> <p>One party held the concept that the kangaroo should be kept in a zoo while the other is more forgiving.</p>	
	<p>Week Four Oct 22</p>	<p>News on Domestic Tourism</p> <p>In today's class, I tried to familiarize the students with the concept of "Citizen Journalism", one which they are already experiencing without realizing it. With a cellphone in hand and an account on social medias, most people are already playing the role of a citizen journalist unconsciously.</p> <p>The fact that the day before the class was the derailment of the Puyuma Express urged me to provoked the students' immediate action should they be on the scene as a journalist. Most of the students answered that they would try to be of help while taking no photo but the train itself to hand in to their supervisors. We also discussed what should be done as a citizen when such national/international disaster takes place.</p> <p>Going back to the issue of domestic tourism in Taiwan, I elicit the students to imagine the possible tourism route without the railway system. They agree that it would be rather inconvenient for international tourists.</p>	<p>News:</p> <ul style="list-style-type: none"> * "5 Ways Taiwan Can Increase International Tourism without Building Theme Parks and Casinos." * "Taiwan Train Derailment in Yiland County Kills at least 18"
	<p>Week Five Nov 5</p>	<p>News on Gender Equality</p> <p>In today's class, before</p>	<p>News:</p> <ul style="list-style-type: none"> * "Google Workers Fume over

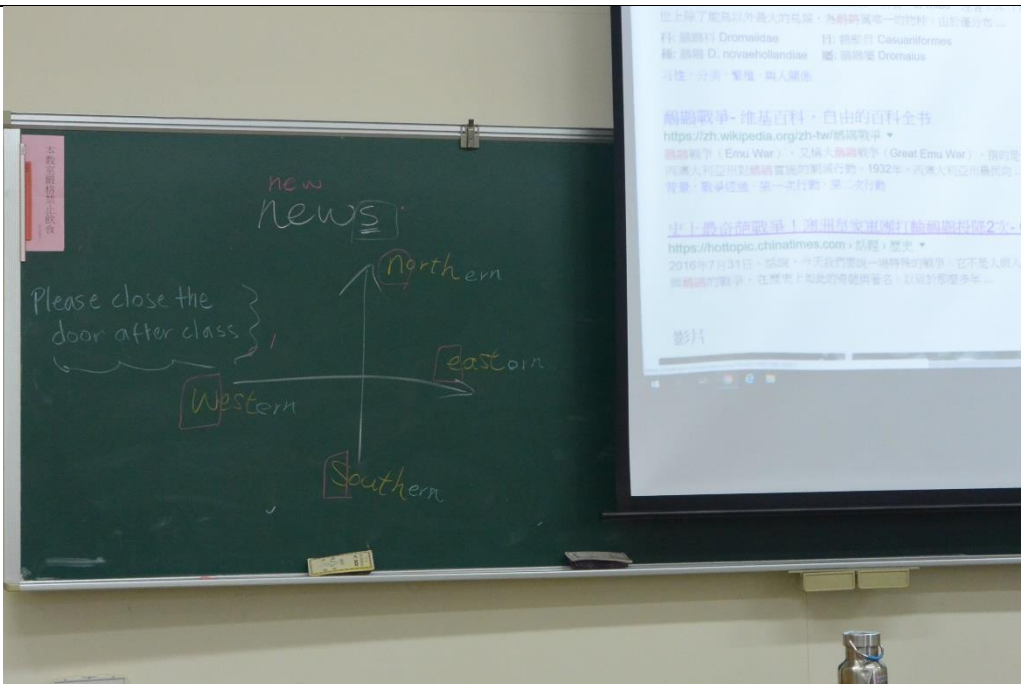
		<p>announcing the topic of today’s reading material, I first introduced the idea of a “happy company” or “happy work place.” Not surprisingly, all the students agreed that they would undoubtedly grab the chance to work in Google if they were provided one.</p> <p>“What if you may be sexually harassed only to find it impossible for the abuser to get punished?” I further quoted from an assertion from Taiwan Public Health Association, stating that “[h]ealth is a state of complete physical, mental and social well-being [. . .]” before posing the question concerning the impossibility of one being healthy should he or she be bereaved of the social well-being and thus forced to become the outcast from the society.</p> <p>Students expressed their shock at the unfairness between gender and class when facing such scandals.</p> <p>I concluded today’s class with quotes from Emma Watson’s speech on gender equality</p>	<p>Executives’ Payouts after Sexual Harassment Claim.”</p> <p>Emma Watson: * “HeForShe”</p>
	<p>Week Six Nov 19</p>	<p>News on the Morality of Marriage</p> <p>What’s your ideal husband/wife like?</p> <p>If marriage is the combination of two individuals, who should it be?</p> <p>While students are open-minded or forgiving to a husband/wife who is potential of having an affair with others, they hesitated when it comes to cross-dimensional romance, i.e., toward a spouse who might keep a</p>	<p>News: * “Japanese Man Marries Hologram He Admired for Ten Years.”</p> <p>YouTube: * “Gatebox- Promotion Movie ‘Okaeri’_English” * “Hot Robot at SXSW Says She Wants to Destroy Humans”</p>

		<p>close relationship/affair with a biobot.</p> <p>In the class, I aimed to expand the scope of the issue discussed in the previous week. Should marriage be a matter of morality in contrast to love?</p> <p>More and more people in Japan are beginning to apply for the unofficial wedding document from the company that manufactures and distributes the hologram character, revealing the harsh condition for Japanese people in terms of marriage. Under such condition, could these so-called “otaku” (御宅族) be understood (if not accepted) by the society? How human-like should the robots be so that they could be accepted as a partner in marriage? If the robots become too intelligent, would they try to substitute their creator?</p>	
	<p>Week Seven Nov 26</p>	<p>News on Movie</p> <p>What is a live-action movie? Disney states that the 2019 remake of <i>The Lion King</i> (1994) is a live action movie; however, none of the actors/actresses listed in the cast appear in the movie trailer.</p> <p>In today’s class, the students learned to tell the difference between debate (often between two parties), argument (which may contain more than two participants) and controversy (which often concerns the whole society). Is it a cash-grab? Much to my surprise, the students expressed that they seldom watch movie sequels and therefore hardly imagine the</p>	<p>News:</p> <ul style="list-style-type: none"> * “The Lion King Remake Ignites Big Debate: Is it Animation or Live-Action?” <p>YouTube:</p> <ul style="list-style-type: none"> * “The Lion King Official Teaser Trailer” (2018) * “The Lion King (1994 vs 2019) Official Teaser Comparison Shot by Shot”

hook behind the scene.



上課照片



上課照片



上課照片



上課照片



上課照片



上課照片

其他附件

1. 學習成效評量或滿意度調查表及分析結果說明

附件一

時事英文

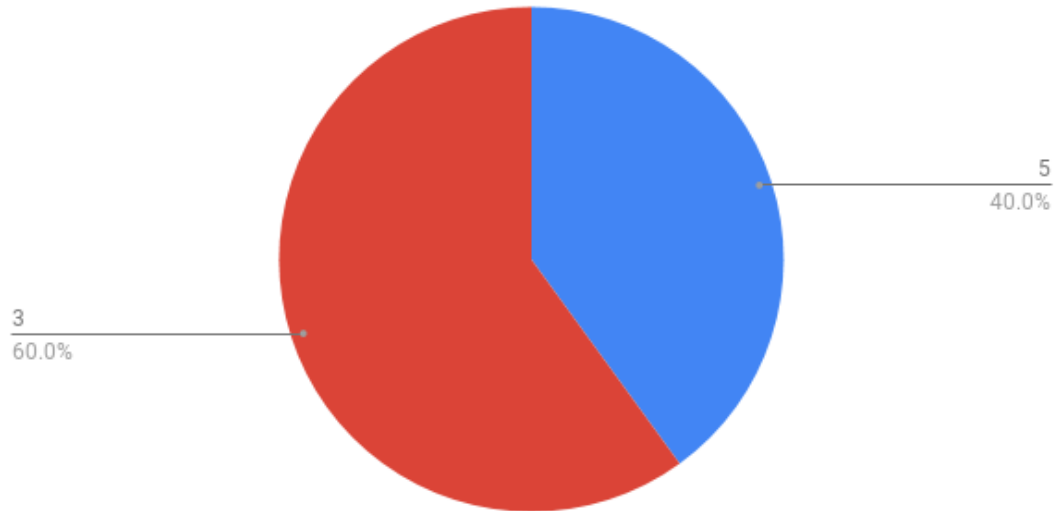
主辦單位:語文發展中心

教師: 游明哲老師

時間:107年10月1日~107年12月3日

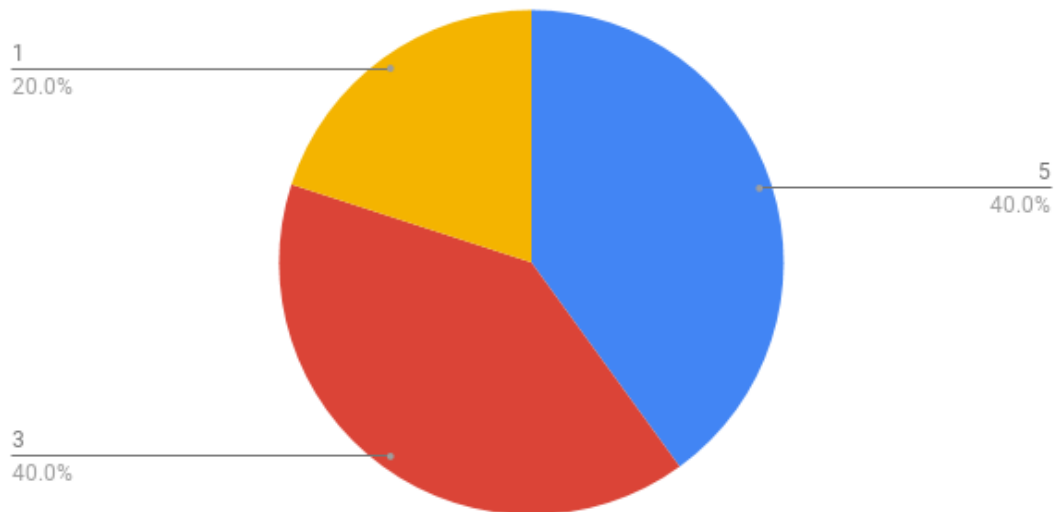
對本次活動主題的滿意程度

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



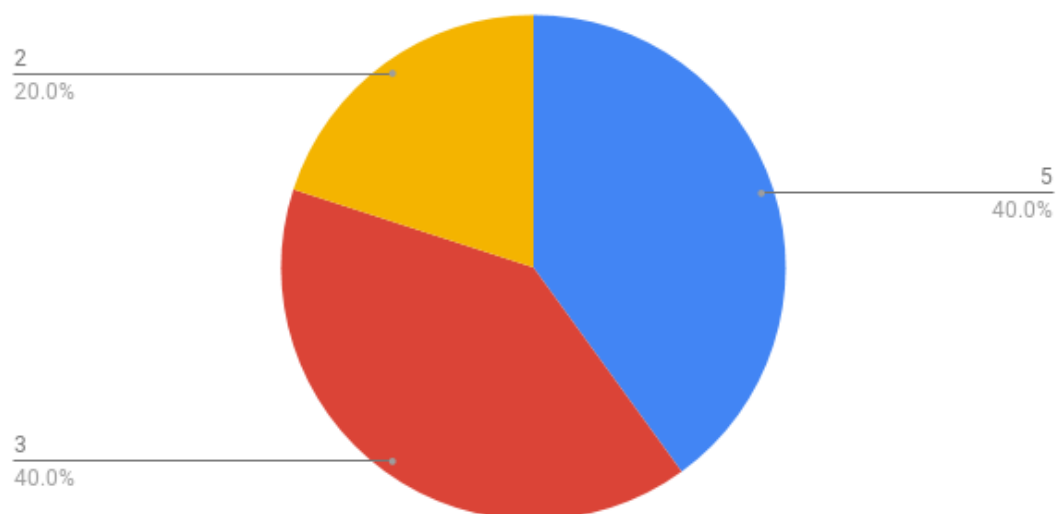
對本次活動內容的滿意程度

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



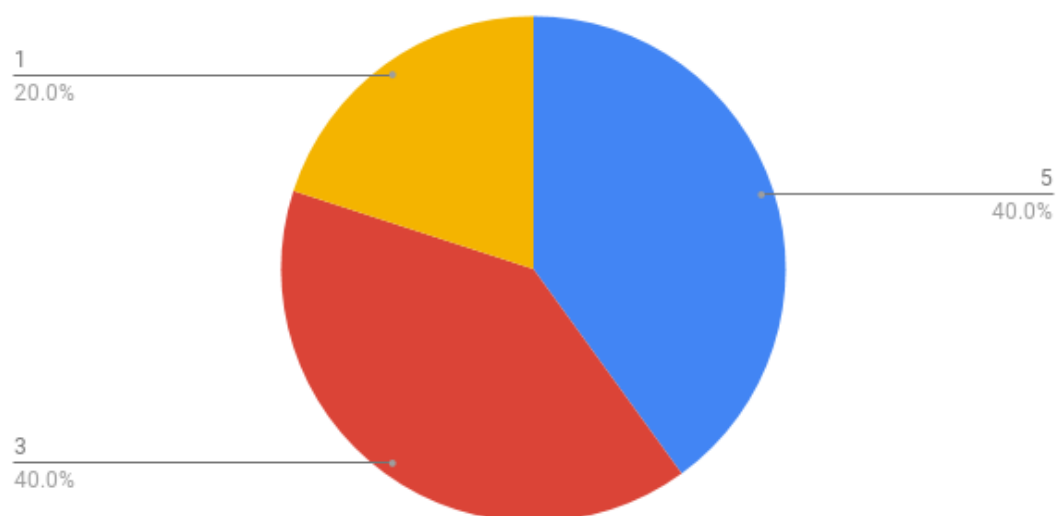
對本次活動進行方式的滿意程度

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



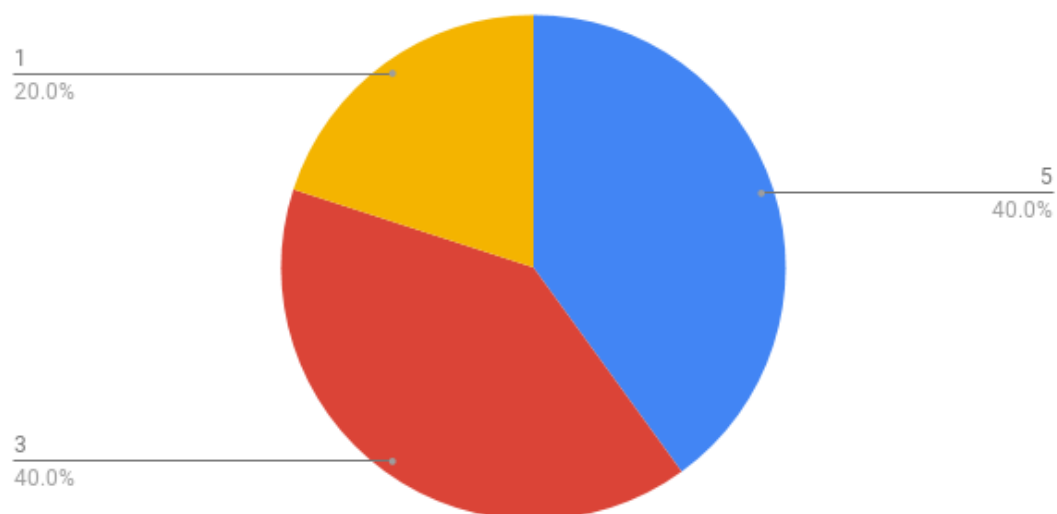
本課程能提升學生英語學習的主動參與度

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



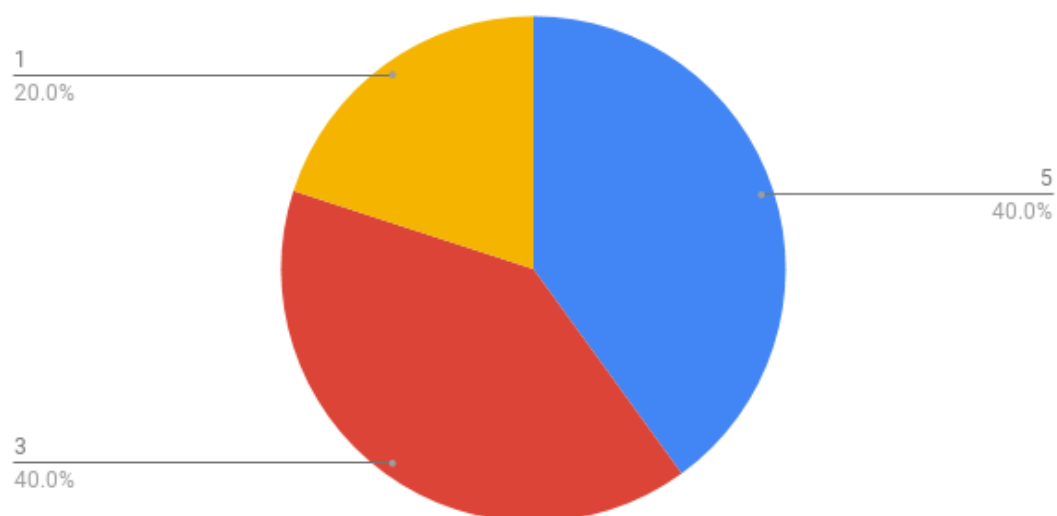
本課程能提升學生使用英語交談的信心

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



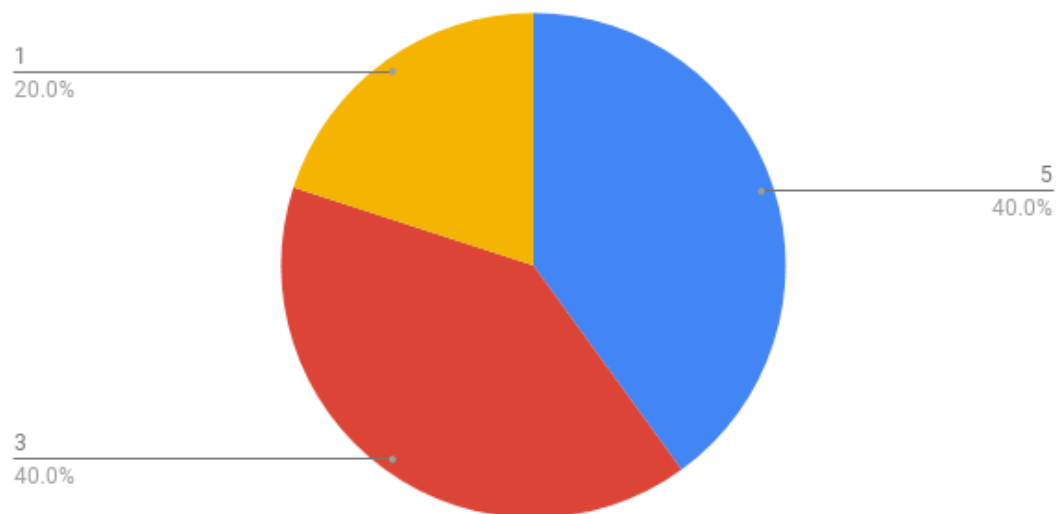
建立學生自然使用英語的習慣

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



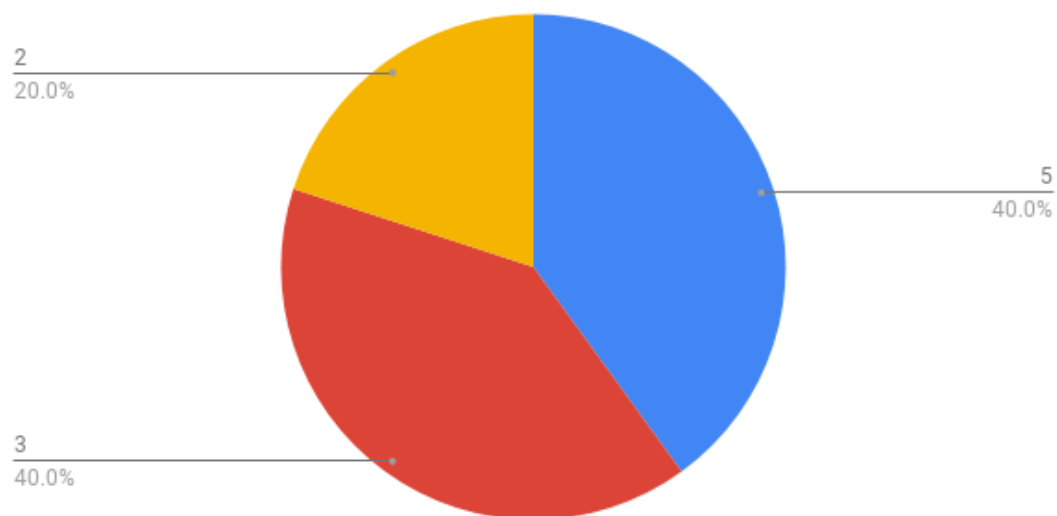
希望下學期能繼續開設這門課

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



授課教師專業知識度

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



希望語文發展中心未來能開設的課程

時事英文對話

多益閱讀，聽力

更多外語

更多語言學習課程或針對英語畢業門檻開設課程

法文

課程心得：

同學 A: 能加強對原文(英文)的應用

同學 B: 我覺得學到的東西有點少

同學 C: 很好

同學 D: 原本很期待地去上時事英文，可是老師教的是很基礎的國中文法，時事部分比較少，希望下次能有不同的上課方式

同學 E: 讚