

## 臺北市立陽明高級中學 110 學年度第 2 學期外籍教師開設輔導課 課程介紹

壹、課程名稱：多益(TOEIC)能力加強班。

貳、選課資格：本校高一至高三，未來有想參加多益(TOEIC)考試，以及想提升考試成績的學生。

參、授課教師：Teacher David Marchant。

肆、授課時段：111 年 3 月 7 日至 6 月 20 日，每週一 16:20~17:10。

伍、授課教室：活動中心三樓社會教室。

陸、課程介紹：

1. 所有選課學生皆須準備課程用書《TOEIC Official Test-Preparation Guide Vol.6：多益測驗官方全真試題指南 VI》。請於選課回條上勾選是否自備、或由學校代為購買(原價 950 元，學校售價 85 折 800 元，於第一次上課時領書並繳交書籍費)。
2. 全英文授課，課程以加強學生聽力、閱讀能力為目標。因各學生的英文程度各有不同，老師會依據個人的英文程度，創建小組共同學習的機制，提升組員彼此的英文能力。
3. 有興趣的學生課先至多益(TOEIC)網站提供的範例試題，了解多益的考試題目難度：<https://reurl.cc/g0RqZ4>，以及了解考試得分對應的英文能力：<https://reurl.cc/Wk02D5>。

柒、課程計畫：

課程目標 Standards		This class focuses on improving TOEIC scores through practice tests and exercises. Students will be able to listen and respond to various audio segments, read and respond to various texts, and finally, students will be given short optional homework assignments intended to strengthen vocabulary and comprehension skills.	
課程大綱 Learning Objectives		Students will demonstrate comprehension of oral exchanges as well as demonstrate a mastery of interpreting written texts through regular practice questions and tests as provided by the test maker. Additionally, students will get to practice building their vocabulary and comprehending various accents through optional extracurricular tasks such as transcribing videos, reading short articles and responding to questionnaires. The final unit will involve simulating the full test over the course of three class periods at the end of the semester.	
課程 規劃 表  schedule	次序 No.	課 程 主 題 Topics	教 學 內 容 Material
	1	Introduction to the class	Ice breaker games, Group assignments, overview of the Toeic test. 1 <sup>st</sup> optional homework: take test 1 at home. Record your scores
	2	Toeic reading portion part 7	<ol style="list-style-type: none"> <li>1. Students will work from page 59-63</li> <li>2. We will work through the sample on page 59 first together as a class. We will read the text together and I will explain which answers are correct and why.</li> <li>3. Students work on questions 149-157 on their own in class, I will then review the questions and explain why the answers are correct.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. We will conclude with a short question and answer</li> </ol>

3	Toeic Reading part 7 day 2	<ol style="list-style-type: none"> <li>1. Students will work from page 64-67</li> <li>2. We will work through the sample on page 64 first together as a class. We will read the text together and I will explain which answers are correct and why.</li> <li>3. Students work on questions 161-171 on their own in class, I will then review the questions and explain why the answers are correct.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. We will conclude with a short question and answer</li> <li>6. Homework 2: students should write a brief email exchange between two people using 4 of the new vocabulary words learned from the sample questions</li> </ol>
4	Toeic listening part 4	<ol style="list-style-type: none"> <li>1. Students will work from page 49 today</li> <li>2. We will work through the sample for questions 71-73</li> <li>3. Students work on questions 74-82 on their own in class, I will then review the questions and explain why the answers are correct. Since the listening section can be particularly challenging, I will have students attempt to mark answers the first time, then replay the audio several times, asking students to retain their initial answers as well as their changed answers after repeated listening.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. Students will take time to discuss their answers in groups</li> <li>6. I will review one last time, explaining the answers and the content of each audio clip</li> </ol>
5	Toeic Listening part 4 day 2	<ol style="list-style-type: none"> <li>1. Students will work from page 50 today</li> <li>2. We will work through the sample for questions 83-85</li> <li>3. Students work on questions 86-100 on their own in class, I will then review the questions and explain why the answers are correct. Since the listening section can be particularly challenging, I will have students attempt to mark answers the first time, then replay the audio several times, asking students to retain their initial answers as well as their changed answers after repeated listening.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. Students will take time to discuss their answers in groups</li> <li>6. I will review one last time, explaining the answers and the content of each audio clip</li> <li>7. Homework 3: Students will be assigned a videoclip on YouTube from a popular film. Students will be asked to transcribe it and then write a summary of what happened in the clip</li> </ol>

6	Listening part 3	<ol style="list-style-type: none"> <li>1. Students will work from page 45 and 46 today</li> <li>2. We will work through the sample for questions 32-34</li> <li>3. Students work on questions 35-52 on their own in class, I will then review the questions and explain why the answers are correct. Since the listening section can be particularly challenging, I will have students attempt to mark answers the first time, then replay the audio several times, asking students to retain their initial answers as well as their changed answers after repeated listening.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. Students will take time to discuss their answers in groups</li> <li>6. I will review one last time, explaining the answers and the content of each audio clip</li> </ol>
7	Listening part 3 day 2	<ol style="list-style-type: none"> <li>1. Students will work from page 46 and 47 today</li> <li>2. We will work through the sample for questions 47-49</li> <li>3. Students work on questions 53-70 on their own in class, I will then review the questions and explain why the answers are correct. Since the listening section can be particularly challenging, I will have students attempt to mark answers the first time, then replay the audio several times, asking students to retain their initial answers as well as their changed answers after repeated listening.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. Students will take time to discuss their answers in groups</li> <li>6. I will review one last time, explaining the answers and the content of each audio clip</li> <li>7. Homework 4: Students will watch another clip, but this time will fill in a worksheet of questions about the video clip similar to the question format used in part 3 of the toeic test.</li> </ol>
8	Listening part 2	<ol style="list-style-type: none"> <li>1. This part of the test focuses on natural/organic language and involves no writing or reading whatsoever.</li> <li>2. As such, this section will involve some lecturing as to the common uses for small talk phrases (example: how is the weather today? When is it starting? ect...) Students in this class will be given short prompts and will practice conversations with a partner. First they will practice individually and later they will practice in front of the class/ receive corrections</li> </ol>
9	Listening part 2 days 2	<ol style="list-style-type: none"> <li>1. Students will attempt to answer the listening portion from test 1 (pg 44). First we will take the test one time. Then I will play each part several times to allow students to hear the questions over and over. Students should retain their first responses and compare them to their changes.</li> <li>2. I will then play each one more time, explaining the correct answers</li> <li>3. We will have a short question and answer session to explain why each answer is the correct one</li> <li>4. Time permitting, we will practice a game where students listen to short phrases and identify the repeated word or homophone and indicate whether the repeated words/homophones have the same or different meanings.</li> </ol>

10	Toeic Reading part 7 day 3	<ol style="list-style-type: none"> <li>1. Students will work from page 68-73</li> <li>2. We will work through the sample on page 68 first together as a class. We will read the text together and I will explain which answers are correct and why.</li> <li>3. Students work on questions 176-185 on their own in class, I will then review the questions and explain why the answers are correct.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. We will conclude with a short question and answer</li> </ol>
11	Toeic Reading part 7 day 4	<ol style="list-style-type: none"> <li>1. Students will work from page 74-79</li> <li>2. We will work through the sample on page 74 first together as a class. We will read the text together and I will explain which answers are correct and why.</li> <li>3. Students work on questions 191-200 on their own in class, I will then review the questions and explain why the answers are correct.</li> <li>4. Students will take time to jot down notes on any parts that they struggle with/any vocabulary words that are unknown</li> <li>5. We will conclude with a short question and answer</li> </ol>
12	Reading part 5/6	<ol style="list-style-type: none"> <li>1. Students will work through part 5 at their own pace. I will then review the answers. This portion focuses mostly on choosing the most appropriate word which mostly involves grammatical knowledge</li> <li>2. For part 6, I will model the first question. We will read the answers first followed by the prompt on page 97. As a class we will select the correct answers and discuss our choices together.</li> <li>3. Students will work independently on the rest of part 6.</li> <li>4. We will review the correct answers and I will explain why they were correct.</li> <li>5. Short question and answer section</li> <li>6. Homework 4: Students will take home a worksheet with fill in the blank questions similar to the test.</li> </ol>
13	Listening test	<ol style="list-style-type: none"> <li>1. Students will take the listening part of the exam (test 2)</li> </ol>
14	Reading test part 5 and 6	<ol style="list-style-type: none"> <li>1. Students will take the reading part of the exam. Part 5 and 6 (test 2)</li> </ol>
15	Reading test part 7	<ol style="list-style-type: none"> <li>1. Students will take the reading part of the exam. Part 7 (test 2)</li> </ol>

## 臺北市立陽明高級中學 110 學年度第 2 學期外籍教師開設輔導課 課程介紹

壹、課程名稱：從多媒體瞭解美國文化。

貳、選課資格：本校高一至高三，對透過全英文教學認識美國文化有興趣的學生。

參、授課教師：Teacher David Marchant。

肆、授課時段：111 年 3 月 8 日至 6 月 21 日，每週二 16:20~17:10。

伍、授課教室：活動中心三樓社會教室。

陸、課程介紹：

1. 由老師選擇播放經典電影、音樂、廣播節目，帶領學生認識美國當代文化發展。
2. 課程中使用全英文教學、搭配全英文教材與學習單，學生可提升英文聽力、口說與閱讀能力。

柒、課程計畫：

課程目標 Standards		Students will be able to identify themes, storytelling devices, and vocabulary common in American vernacular through film, music, and radio. Students will be able to form coherent conversations as well as respond in real-time to questions across a variety of topics in English. Students will have a better understanding of American culture as well as be able to make comparisons between Taiwanese and American customs and values.	
課程大綱 Learning Objectives		Students will demonstrate comprehension of American English through various mediums by participating in small group as well as instructor led discussions. Students will use notes, conduct secondary research, and practice building conversational skills through in class activities including worksheets, short writing exercises, and informal debate.	
課程 規 劃 表  schedule	次序 No.	課 程 主 題 Topics	教 學 內 容 Material
	1	Introduction to the class	1. Students will learn about expectations, course materials, and structure of assignments in class. Students will be assigned groups.
	2	Radio: Americas first foray into cultural evangelism	1. Overview of the advent of the radio. 2. Introduction of Radio as a form of entertainment 3. Popular radio serializations: Superman, War of the Worlds, the lone ranger 4. Eisenhower's fireside chats
	3	Adventures of Green Hornet broadcast	1. Students will listen to the broadcast of a superman episode, circling new vocabulary words. 2. I will pause periodically to facilitate discussion/ question and response
	4	Adventures of Green Hornet part 2	1. Finish listening to the superman broadcast 2. Students create their own superhero 3. Students present their superhero to the class and vote anonymously on their favorites
	5	Introduction to American film	1. Overview of the most influential films in American cinema 2. How Film is used to spread culture 3. Origins and influence of Hollywood

6	Early Cinema Silent Era	<ol style="list-style-type: none"> <li>1. Sherlock Jr.</li> <li>2. Before showing the film, students will complete a game (thought exercise) where students must work in teams to convey messages to their classmates without using words. The teams must guess the meaning of the message. This exercise will demonstrate the importance of gesture and pantomime in conveying meaning and context during English oral exchanges. The challenge of silent films was to accurately convey complex messages without sound and with minimal words.</li> <li>3. Students will be presented with a list of vocabulary words. They will then be asked to use English in groups to predict the events of the film based on new vocabulary presented.</li> <li>4. Students will be asked to work in groups to write their own dialogue in between pauses. Afterwards the real dialogue will be shown and the class will compare and contrast.</li> </ol>
7	Sherlock Jr. Part 2	<ol style="list-style-type: none"> <li>1. Students will continue the exercise into the second half of the film.</li> <li>2. Students will discuss the film. How does the absence of sound impact storytelling? What can student learn about American culture from the film? How are the events. Attitudes of the characters, and vocabulary different than depictions of Taiwan's past?</li> </ol>
8	Contemporary Cinema	<ol style="list-style-type: none"> <li>1. The advent of new cinema</li> <li>2. Rise of Hollywood in the post silent area</li> <li>3. Influence of Japan and Hong Kong on America</li> </ol>
9-11	America in Film (3 week course) Possible alternatives: Back to the Future, Breakfast club, Dead Poet's society, Footloose, Carrie (1976)	<ol style="list-style-type: none"> <li>1. Use the movie Dead Poets society to introduce Hollywood portrayals of high school and education.</li> <li>2. Students will be presented with handouts detailing new vocabulary words and common American colloquialisms used in the film. Students will also be presented with a list of works alluded to in the film by teacher Keating along with short synopsis of their content/meaning. Students will work in pairs to predict the genre of the film as well as their guess about the plot.</li> <li>3. Students will utilize note handouts which they will complete as the film progresses.</li> <li>4. Periodic stops and discussions regarding new vocabulary introduced into the film</li> <li>5. Group discussions will involve students responding to questions and answers, before, during, and after viewings. Students will be expected to take notes.</li> <li>6. Each session will begin with a short discussion session where students recap the events covered in the last week.</li> <li>7. Homework (Students will choose one American film of their choice (depending on personal availability, if no access to Netflix students will choose an older film available on youtube (If students struggle to identify a film, I will provide a list of options)). Students will write up notes while they watch the film and complete character sheets. (How do the characters change through the course of the film, what are their goals, which obstacles prevent them from achieving their goals)? Students will also write a short synopsis of the film as well as making a "star ranking". Due at the end of the 8 weeks</li> </ol>

12-14	<p>Forest Gump (3 Weeks)</p> <p>Alternatives: The Music Man, Matilda, It's a wonderful life, West side story, Do the right thing</p>	<ol style="list-style-type: none"> <li>1. Students will view the film Forest gump in class over the course of 4 weeks</li> <li>2. Each class will involve a discussion of the last week's viewing</li> <li>3. Students will take notes in class, writing down the characters, aspects of American culture that differ from Taiwan, new vocabulary, and the way the country changes in connection to the way in which the image of America changes.</li> <li>4. Each class will involve class and group discussions of movie points as well as the underlying symbolisms and metaphors portrayed in the film</li> </ol>
15	America in Television	<ol style="list-style-type: none"> <li>1. Students will listen to a lecture on the evolution of television as a medium in America.</li> <li>2. Students will be involved in group and class discussions, presenting the television shows that they think best represent Taiwan. They will compare these to the television shows covered during the lecture using graphic organizers.</li> <li>3. (Homework) Students will choose an episode of any show of their choice. They will write out a review of the episode as well as detailing the characters, plot, climactic moment, and conclusion</li> </ol>
16	<p>Community Alternatives: Friends, How I met your mother, 30 rock, The office, parks and recreation, Modern Family, Seinfeld</p>	<ol style="list-style-type: none"> <li>1. Students will view an episode of the television comedy "The office". How is humor used to portray every day life? How does the way in which the show is filmed contribute to the feeling of personalization between the audience and the characters?</li> </ol>
17	Community part 2	<ol style="list-style-type: none"> <li>1. Students will complete the viewing of the episode of the office.</li> <li>2. Class discussion will involve analyzing the episode, identifying the characters, humor used, and comparing the language and type of jokes to similar comedy shows in Taiwan. How is humor used in Taiwan vs. USA? In which ways are they similar?</li> <li>3. Students will turn in a review of the episode, using English to describe their feelings and thoughts on the episode shown.</li> </ol>