# 教案設計表格

## 一、整體課程簡介

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| **課程名稱** | 大一英文（全英培力課程） | **授課教師** | 國立臺灣大學<br>郭貞秀副教授 |
| **課程主要教材** | 1) 全英培力課程授課統一課本課綱。<br>2) 授課老師自編簡報、講義。 | **授課班級** | 生農、電資學院 |
| **課程學習目標** | Upon the completion of this yearly preparation course, students can expect to be able to<br>• understand a wide range of demanding, longer texts, and recognize implicit meaning,<br>• communicate effectively, give a well-structured presentation, and present key points about integrated information,<br>• summarize information from different sources and present clear arguments in writing, and<br>• display enhanced confidence and motivation and decreased anxiety for EMI learning. | | |

## 二、融入《學術英語 Power Up》單元之教案設計

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| **當 週<br>教學主題** | Mastering the Art of Visual Description in Academic English | **選用《學術英語<br>Power Up》單元** | 第 3-6 單元 |
| **教學週次** | 第 12 週至第 13 週 | **教學總時數** | 共 3 節，180 分鐘 |
| **預期目標** | 使學生理解並應用學術英語寫作中的圖表描述技能，建立自己的圖表說明表達習慣。 | | |
| **教學設計摘要：請概述您如何運用《學術英語 Power Up》單元融入教學 (約 200 字)** | | | |

在課堂教學中，我將《學術英語 Power Up》單元作為訓練學生統整視覺與書面資訊之核心教材。課程設計由介紹基本圖表入手，包括圓餅圖、長條圖與折線圖，進而延伸至流程圖、分類圖與樹狀圖，循序漸進地培養學生解讀與詮釋各類視覺資料的能力。透過教材中設計的挑戰任務，學生得以系統性地練習圖表閱讀、摘要撰寫、觀點闡述與批判思考等學術能力。課程安排先以授課方式協助學生釐清邏輯與架構，再過渡至口說活動，引導學生以圖表為基礎進行說明與討論，強化其整合性語言表達。課程結尾安排學生先填寫回饋表，以回顧學習歷程並反思自我表現，隨後進行約二十分鐘的 BESTEP 口說模擬測驗，讓學生在擬真語境中實踐所學，全面提升其英語為媒介之學術表達能力，並協助其順利銜接 EMI 課程，符合大學階段學術英文訓練之核心目標。下圖為本課程的進行流程。


**教學活動內容及實施方式**

**Week 12 (2 hours)**

| 時間 | 學習重點、對應能力指標 | 教學活動流程 |
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| 4:00 – 4:15 | **Warm-up & Overview** | **[Slide 0]**<br>**Warm-up: Draw What You Hear**<br>• Remind students of the strategies for describing tables and graphs in integrated writing introduced in Week 2. Since students have already practiced these skills, they are now ready to apply them in a more interactive and communicative setting.<br>• Divide the class into five groups, with five students per group. Within each group, assign numbers from 1 to 5. Give each student a blank sheet of paper.<br>• Explain that this is a listening and |

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| | | communication challenge: each student will take turns describing a table or graph to their group, while the others try to recreate it solely based on the description.<br>• The activity consists of five timed rounds. In each round, call out a number (1-5). The student with that number from each group come to the front to collect a mystery figure (either a table or a graph) and return to describe it to their group. They have 30 second to explain the visual -- no showing the original figure allowed.<br>• After all five rounds, students compare their drawings with the originals to see how accurately the descriptions were interpreted. |
| 4:15 – 4:20 | | **Overview of Today's Lesson**<br>• Give a brief demonstration on how to describe the given graphs or table. Then provide students with an overview of the lesson objectives and activities. Emphasize that <u>both</u> speaking and writing tasks require clear, logical structure, and these structures are often remarkably similar. |
| 4:20 – 4:30 | **Part 1: Surveys**<br>**Pie Chart Description**<br>**Bar Chart Description**<br>**Challenge 1a** | **[Slide 1]**<br>**Lecture 1: Introduce Pie Charts and Bar Charts**<br>In presenting "survey" results, two of the most common visual tools are pie charts and bar charts. This mini-lecture introduces both chart types and guides students on how to describe them using clear academic language and organized structure.<br><br>**[Slide 2]** Adapted from page 28 of Power Up<br>**Pie Chart Descriptions**<br>Pie charts are typically used to show proportions or distributions within a whole. When describing a pie chart, follow this basic structure:<br>(a) State the theme and purpose: Begin by identifying the focus of the chart, usually found in the caption or title.<br>*Example: The chart illustrates the factors that influence students' selection of overseas universities for their studies.* |

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| | | (b) Identify the largest or most notable segments. Highlight the most prominent responses or categories.<br>*Example: Among the factors listed in the chart, a safe and open environment is the most common choice, followed by the chance to learn a new language.*<br>(c) Report specific percentages or proportions. Use appropriate language to express numerical values.<br>*Example: Exactly 32 percent of all respondents consider language learning an important factor. / Around a third selected this option. / More than 30% view this as significant.*<br><br>**[Slide 3]** Adapted from page 30 of Power Up<br>**Bar Chart Descriptions**<br>Bar charts are often used to compare responses across categories or groups. When describing a bar chart, consider the following approach:<br>(a) General overview<br>*Example: The chart shows how many students from each of the three domains chose one of these two factors.*<br>(b) Compare responses across groups<br>*Example: In the domain of natural sciences, more students prefer a safe and open environment over language learning opportunities. In contrast, students in humanities and social sciences are more inclined toward learning a new language. For those in business and finance domain, the numbers of both factors are nearly equal.* |
| 4:30 – 4:40 | | **[Slide 4]** Adapted from page 32 of Power Up<br>**Challenge 1a**<br>• This is a group activity. Distribute the worksheet containing the bar chart (Figure 1) and pie chart (Figure 2) from the slide. |

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| | | • Students work in their groups. Begin by individually analyzing the two charts and answering the following three questions within 2 minutes. Questions:<br>(1) What are the main points shown in Fig. 1?<br>(2) In your opinion, why might Taiwan appeal to international students? You may refer to Fig. 2.<br>(3) Looking at Fig. 2 again, what factors do you think are important when selecting an overseas university? Explain your reasoning.<br>• After the analysis, students discuss their answers with their group members for 3 minutes to collaboratively develop a clear and accurate description.<br>• Group Presentation Rotation. Each group will then take turns sharing a different aspect of their analysis, ensuring a comprehensive understanding of both visual representations:<br>Group 1 – Brief introduction and overview<br>Group 2 – Summarize the main points in Fig. 1.<br>Group 3 – Summarize the main points in Fig. 2.<br>Group 4 – Discuss implications based on Fig. 1.<br>Group 5 – Discuss implications based on Fig. 2.<br>Group 1 (again) – Conclude with a summary connecting both figures. |
| | **Part 2: Changes & Trends**<br>**Line Chart Description**<br>**Language Tips**<br>**Challenge 2a**<br>**Change 2b** | **[Slide 6]**<br>**Lecture 2: Introduce Line Charts**<br>• In academic writing and data interpretation, it is important to distinguish between “changes” and “trends” when describing graphs or tables.<br>(1) Change = One-Time Shifts<br>A change refers to a specific difference or movement between two points in time. It’s usually a single event or moment that marks an increase or decrease.<br>(2) Trend = Ongoing Direction Over Time<br>A trend refers to a long-term movement or direction across a period of time. It shows a |

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| | | pattern rather than a single data point.<br>• Ask students to listen and identify whether each verbal statement describes a "change" or a "trend."<br>(1) *The number of international students rose sharply in 2021.* → change<br>(2) *Electric vehicle usage has been increasing globally since 2015.* → trend<br>(3) *There was a sharp drop in stock prices last Friday.* → change<br>(4) *Smartphone usage shows an upward trend among teenagers.* → trend<br>• Ask students to explain why they choose each answer.<br><br>**[Slide 7]** Adapted from page 38 of Power Up<br>**Line Chart Description – Describing Changes**<br>• Step 1: Describe overall change across a time span. *Example: The graph shows that fewer students have summer jobs now than 50 years ago.*<br>• Step 2: Describe a dramatic rise of fall over a short period. *Example: By looking at the graph, we can see that the sharpest drop occurred between 1994 and 2014.*<br>• Step 3: Describe slight or minimal changes. *Example: Over the last decade, the figure has leveled off, with only a slight decrease in the number of Hampton students working summer jobs between 2014 and the present day.*<br><br>**[Slide 8]** Adapted from page 40 of Power Up<br>**Line Chart Description – Describing Trends**<br>• Step 1: Describe overall forecasted trends. *Example: The market for both care robots and surgical robots at Devon City Hospital is expected to grow steadily throughout the rest of the decade.*<br>• *Step 2:* Describe expected rapid growth. *Example: The market for surgical robots is* |

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| | | *expected to surge significantly in the next three years.*<br><br>**Language Tips – go over useful verbs and phrases**<br>• Genera trend – *decline, increase, rise, fall*<br>• Steady Growth – *is expected to grow steadily, projected to increase gradually*<br>• Sharp/Rapid change – *is forecast to surge/soar, anticipated to rise sharply, a dramatic increase is expected*<br>• Small change – *slight decline, remain stable, level off*<br>• Forecast – *is likely to, is expected to, is projected to, will probably, predicts rapid growth* |
| 5:00 – 5:10 | | **[Slides 9–10]** Adapted from page 42 of Power Up<br>**Challenge 2a**<br>• This is a text analysis activity and it involves group discussion.<br>• Distribute two short texts – one excerpt from a speech, and one from an academic essay.<br>• Working with your partners, read both texts and decide:<br>(1) Which text is a spoken script intended for oral delivery (e.g., a presentation)?<br>(2) Which text is a written script meant for reading or publication?<br>• Students underline highlight clues that helped them decide (e.g., contractions, direct address, rhetorical questions, formal tone, sentence structure)<br><br>**[Slides 11–12]** Adapted from page 42 of Power Up<br>**Challenge 2b**<br>• This is a text analysis activity and it involves group discussion.<br>• Discuss the similarities and differences between a spoken script and a written script.<br>• Questions to be discussed:<br>o How does the tone differ between the two |

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| | | texts?<br>o Which features make the speech more engaging for listeners?<br>o Which features make the essay more suitable for formal academic reading?<br>o Are there structural similarities (e.g., introduction, supporting points, conclusion)?<br>o How does the writer/speaker organize their argument or message? |
| 5:10 – 5:20 | **Break Time** | |
| 5:20 – 5:30 | **Part 3: Processes**<br>**Flow Chart Description**<br>**Classification Chart Description**<br>**Challenge 3a**<br>**Challenge 3b (writing + text analysis)** | **[Slide 13]**<br>**Lecture 3: Introduce Flow and Classification Charts**<br>In academic and scientific contexts, visuals such as flow charts and classification charts are tools for describing processes, systems, and relationships.<br><br>**[Slide 14]** Adapted from page 48 of Power Up<br>**Flow Chart Description**<br>• A flow chart is a diagram that shows how something processes or develops over time. It is often used to illustrate a process, breaking it down into clear, logical steps. Arrows are used to show the direction of movement or cause-and-effect relationships between stages. Take the flow chart on slide 14 for example.<br>• Step 1: Initial entry. *Example: Pesticides enter the ecosystem when animals consume crops that have been sprayed with chemicals. The process begins when herbivores eat contaminated plants.*<br>• Step 2: Transfer through the food chain. *Example: As animals consume other animals that already contain pesticides, the chemicals spread further through the ecosystem. Subsequently, pesticides are passed on when predators eat prey that has already absorbed these toxins.*<br>• Step 3: Accumulation and Impact. *Example:* |

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| | | *Over time, each animal accumulates more pesticides than it can eliminate, leading to declining health. Ultimately, the concentration of pesticides increases at higher trophic levels, making animals progressively less healthy.*<br><br>**[Slide 15]** Adapted from page 49 of Power Up<br>**Classification Chart Description**<br>• The graph in the slide is a tree map, which is a type of classification chart used to visually organize and divide information into categories and subcategories. Tree maps are especially useful for explaining hierarchies, categories, or roles within a system, such as positions in a food chain.<br>• Step 1: Describing the topic and purpose. *Example: The classification chart categorizes plants and animals according to their positions in the food chain.*<br>• Step 2: Describing the categorization. *Example: The classification chart splits the category of "consumers" into "primary consumers," "secondary consumers," and "final consumers."*<br>• Step 3: Defining the categories. *Example: The classification chart defines the different roles played by plants and animals in a food chain.* |
| 5:30 – 5:40 | | **[Slide 16]** Adapted from pages 51–52 of Power Up<br>**Challenge 3a**<br>• This is a group activity. Instruct students that they have 3 minutes to answer the following questions based on the flow chart and the classification chart.<br>• Questions:<br>(1) *How do pesticides spread through an ecosystem?* → Use the flow chart to explain the step-by-step process.<br>(2) *Based on the information in the two figures, what types of consumers are mice and eagles?* → Refer to the classification in the tree map and explain the reasoning. |

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| | | (3) *If pesticides leaked into the ocean and got stuck on seaweed, how would the pesticides spread through the ecosystem?* → Use the marine plants and animals shown in the classification chart to explain the likely path of contamination.<br>• Students share their answers with their group for 2 minutes.<br>• Invite a volunteer from each group to share their answers. |
| 5:40 – 5:50 | | **[Slide 16]**Adapted from pages 51–52 of Power Up<br>**Challenge 3b**<br>• This is a writing individual activity (this week) and a text analysis group activity (to be implemented next week).<br>• **Individual activity.** Give each student a blank sheet of paper. Instruct students to write a short essay in 10 minutes discussing the topic: "Pesticide Exposure: Processes, Impact, and Prevention" based on the two visual figures.<br>• Instruct students to (a) summarize the key information shown in the two charts, and (b) propose possible methods to reduce or prevent exposure to pesticides.<br>• Collect students' short essays afterwards. |
| 5:50 – 6:00 | **Wrap-up** | **Wrap-up**<br>• To conclude the lesson, randomly select a few students to briefly share what they have learned or found most interesting from today's class.<br>• Then provide a review of the key concepts and activities covered over the past two hours. |
| **Week 13 (1.5 hr)** | | |
| 4:00 – 4:05 | **Warm-up: Challenge 1b**<br><br>**Challenge 3b (cont'd)**<br><br>**From Graph Description to Essay Summary Challenge 4a** | **[Slide 6]** Adapted from page 34 of Power Up<br>**Challenge 1b (Warm-up)**<br>• This is a group activity. Distribute the worksheet containing the bar chart (Figure 1) and pie chart (Figure 2) from the slide.<br>• Instruct students to individually review both figures and prepare for 1 minute. |

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| | **Challenge 4b**<br><br>**BESTEP mock test** | • Then, in groups, students will discuss their ideas and collaborate to answer the following questions in 3 minutes. Questions:<br>(1) What are the main points in the two figures?<br>(2) What is your personal opinion on the topic? Compare the information from the two figures with your own experiences or observations.<br>• After the group discussion, ask for volunteers to share their responses with the class, focusing on how they connected the visual data to their personal insights. |
| 4:05 – 4:15 | | **[Slide 16]**Adapted from pages 51–52 of Power Up<br>**Challenge 3b (cont'd)**<br>• This is a group activity. Students work with the same partners as last week to maintain continuity and build on previous group discussions. Return students' short essays and distribute the example essay provided by the instructor.<br>• Give students 5 minutes to read and compare their own writing with the model essay.<br>• Ask each student to identify one major difference between their essay and the example – this could relate to structure, content, organization, language use, or clarity.<br>• Students then share their observations with their group members and discuss any common patterns for 3 minutes.<br>• In the last 2 minutes, invite one volunteer from each group to report the most commonly observed difference among group members. |
| 4:15 – 4:25 | | **[Slides 18–21]**Adapted from pages 56–57 of Power Up<br>**Lecture 4: From Graph Description to Essay Summary**<br>• Previously, we've focused on describing graphs and charts. Now, we will practice summarizing written arguments based on visual data and supporting reasoning. Use the content in the slides for example.<br>• Step 1: Initial observation. *Example: According* |

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| | | *to the graph, most students believe that the crime rate is increasing each year. However, Mike disagrees with this view and explains why in his article.*<br>• Step 2: Identify key points in Mike's essay.<br>(1) Main Claim – Mike's overall response to the graph (Red)<br>(2) First Support – His first reason (Blue)<br>(3) Second Support – His second reason (Green)<br>(4) Conclusion – His final thoughts (Yellow)<br>• Step 3: Paraphrase each of the key points using the template below. Use transitions to connect ideas smoothly. Essay Summary Structure:<br>(1) Sentence 1: Describe the graph.<br>(2) Sentence 2: State his overall opinion. (Red)<br>(3) Sentence 3: Introduce the ideas of the two supporting points (use a linking phrase)<br>(4) Sentences 4-5: Explain the first and second supporting points (Blue + Green)<br>(5) Sentence 6: Summarize his conclusion (Yellow)<br><br>**Some Paraphrasing Tips: Go over these tips.**<br>• Use synonyms: *reflects → shows; true state of affairs → real situation; feel scared in a safe way → a safe thrill*<br>• Change active to passive or general forms: *Negative news sells → People are generally drawn to negative news.* |
| 4:25 – 4:40 | | **[Slides 22–23]**Adapted from pages 63–64 of Power Up<br>• **Challenge 4a**<br>This is a group activity. As part of today's lesson on interpreting data and summarizing opinions, students will work in groups to draft a short essay in response to two sources presented in the slide:<br>(1) a bar chart published in a local newspaper, &<br>(2) an opinion piece that appeared shortly after the chart's release.<br>• In the group essay, be sure to |

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| | | (a) Describe the main findings shown in the bar chart,<br>(b) Summarize the key arguments from the opinion piece, and<br>(c) present your own opinion on the topic of "hidden crime".<br>• The essay should be written in formal academic English and demonstrate your ability to synthesize visual and textual information. The length requirement is 150–180 words.<br>• The entire practice lasts for 10 minutes.<br>• In the last 5 minutes, invite a volunteer from each group to share what they have learned from this practice. |
| 4:40 – 4:55 | | **[Slide 24]**Adapted from page 61 of Power Up<br>**Challenge 4b**<br>• This is a group activity. Group members will provide feedback to one another after the presentations.<br>• Prepare a short presentation (2 minutes) based on the letter written by the head of the History Department and the graph showing results of surveys given to students of history.<br>• In the presentation, students should<br>(a) Discuss one key difference between the message in the letter and the data shown in the graph, and<br>(b) State their own opinion on the topic, and compare the information in both sources with their personal experiences or observations.<br>• After everyone's presentation, group members are encouraged to give constructive feedback on clarity, organization, and content. |
| 4:55 – 5:00 | **Wrap-up** | **Wrap-up**<br>• To conclude today's lesson, ask students to take a moment to reflect on what they've learned.<br>• Provide a quick review of the main skills practiced today: describing visuals, summarizing written arguments, and expressing personal opinions using evidence. |

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| 5:00 – 5:10 | **Break Time** |
| 5:10 – 5:30 | **BESTEP 模擬測驗** |
| **參考資料** | 《學術英語》Power Up (2024) |
| **附錄：補充講義、自評檢核表** | |