

教案設計表格

一、整體課程簡介(請老師惠填您本學期開授課程的基本資料)

課程名稱	實用英語技巧	授課教師	國立中正大學 賴郁寧助理教授
課程主要教材	World Link 4 (intermediate)	授課班級	強化班
課程學習目標	This course is designed to help you improve both general and academic English skills for meaningful learning and effective communication in university-level English-Medium Instruction (EMI) settings. Through active participation in individual and group task-based projects, you will develop the ability to use English as a tool for learning, enhance your academic study skills, and communicate effectively in both spoken and written forms. In addition, the course will help you cultivate essential soft skills such as critical thinking and teamwork, preparing you to engage confidently as a competent global citizen.		

二、融入《學術英語 Power Up》單元之教案設計

(請老師惠填您使用此教材於課堂教學的規劃與實施情形，表格欄位皆可擴充)

當週 教學主題	Describe a bar chart	選用《學術英語 Power Up》單元	第__3__單元
教學週次	第 13 週	教學總時數	共__1.5__節，_65_分鐘
預期目標	By the end of the lesson, students will be able to: 1. Identify the basic elements in a bar chart. 2. Use appropriate sentence structures to describe a bar chart. 3. Apply sentence structures to describe a bar chart orally.		
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）			
Unit 3 of Power Up is integrated into this lesson as a supplementary activity in Week 13, when students will take the English Proficiency Test during the second hour and no new course content will be introduced in the first hour. Since students have already learned comparative structures but have not yet applied them to bar-chart description, this session provides an ideal opportunity to teach them how to describe a bar chart using comparative sentences and guided sentence frames.			
教學活動內容及實施方式			
時間	學習重點、對應能力指標	教學活動流程	
8 mins	Students learn to recognize the basic structure of a bar	The teacher presents a bar chart with a basic structure of bar chart description. Then students	

	chart description and practice applying it by discussing and demonstrating how to describe a bar chart clearly and accurately.	work in pairs to discuss how they would describe a bar chart. At the end, a couple of students are invited to demonstrate how they would describe a bar chart.
5 mins	Students understand the purpose and basic components of a bar chart and prepare to learn how to describe bar charts effectively using clear structures and language.	The teacher begins by introducing the purpose of using a bar chart and the basic parts including the data bars and axes. Following this, the teacher transitions to the main focus of the lesson: how to describe a bar chart effectively.
7 mins	Students learn the step-by-step structure for describing a bar chart, including introducing the topic, giving an overall picture, and describing and comparing categories using exact numbers.	The teacher begins by introducing the basic structure of a bar chart. Then the teacher explains how to describe a bar chart step-by-step, from introducing the topic of a chart and providing an overall picture with highest and lowest categories to describing the bars with exact numbers.
7 mins	Students learn how to write a clear introductory sentence for a bar chart by identifying its topic and using appropriate sentence frames to state it concisely.	The teacher shows the bar chart and explains that the first step in describing a bar chart is to introduce it by stating its topic clearly and concisely. After that, the teacher goes through the useful sentences on the slide and demonstrates how to use introductory sentences using one of the expressions.
3 mins	Students practice independently writing an introductory sentence for a bar chart by selecting an appropriate phrase and accurately identifying the chart's topic.	Students work individually to choose one phrase and write their own introductory sentences in the space provided. While students write, the teacher circulates to offer support and check whether students correctly identify the chart's topic.
7 mins	Students learn how to give an overall picture of a bar chart by identifying the highest and lowest categories and using key	The teacher explains that after introducing the chart's topic, the next step is to give an overall picture by highlighting the highest and lowest categories in the chart. Then the teacher introduces the useful phrases and points out the

	transition phrases to summarize general trends accurately.	important words such as <i>overall</i> , <i>while</i> , <i>in general</i> , and <i>whereas</i> on the slide and demonstrates how to use the chart's data in giving an overall picture.
3 mins	Students practice writing an overall picture sentence by selecting an appropriate phrase and accurately identifying the highest and lowest categories in the chart.	Students work individually to choose one phrase and write an overall picture using the chart's data. While students write, the teacher circulates to offer support and check whether students correctly identify the chart's overall picture.
7 mins	Students learn how to describe and compare specific data points in a bar chart by using exact numbers and applying appropriate comparative sentence structures.	The teacher explains that after giving an overall picture, the next step is to describe individual bars using exact numbers and to make comparisons between categories. Following this, the teacher directs students' attention to the numbers on the chart, e.g., 350, 206, etc. Finally, teacher introduces the useful phrases on the slide and demonstrates how to complete it using the chart's data.
3 mins	Students practice describing the bar chart using exact numbers by selecting an appropriate sentence frame and accurately reporting the data.	Students work individually to choose one phrase and describe the chart with exact numbers. While students write, the teacher circulates to offer support and check whether students correctly identify the chart's data.
3 mins	Students practice delivering a complete spoken description of a bar chart using the three-step structure, while also developing peer-evaluation skills to check for accuracy, completeness, and correct use of descriptive language.	The teacher asks students to switch partners according to the pairs shown on the slide (A & F, B & D, C & E). Then the teacher tells them that they will take turns giving a full spoken description of the bar chart using the sentences they created in Steps 1–3. The teacher reminds them that their description must include these steps. As each partner presents, the listening partner evaluates whether the description includes all three parts and uses the correct structures.
7 mins	Students practice delivering a complete bar chart	Students work in pairs to describe the bar chart. Student A describes the bar chart while Student

	description using the three-step structure while developing speaking fluency and peer-evaluation skills.	B listens and evaluates the performance using the required three-step structure. Then they switch roles.
5 mins	Students reinforce their ability to describe bar charts effectively by listening to peer examples and understanding the key features and common errors emphasized by the teacher.	The teacher invites several students to share their descriptions, reinforces the key elements of effective bar chart descriptions, and points out any recurring errors.
參考資料		
附錄(如有補充講義、學習單、同儕互評表、自評檢核表、隨堂測驗卷等，敬請檢附於後)		

Appendix A.

Speaking Task: Describe a bar chart

Name		Student ID	
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I. 3-step to describe a bar chart.

Step 1: Introduce the chart by stating its topic.

Useful phrases (choose one)	
1.	This bar chart compares...
2.	This bar chart shows / illustrates...
3.	The figure presents information about...
Your sentence	

Step 2: Provide the overall picture: highlight the highest and lowest categories.

Useful phrases (choose one)	
1.	Overall, _____ has ..., whereas _____ has ...
2.	In general, _____ shows ..., while _____ shows ...
Your sentence	

Step 3: Describe and compare bars using exact numbers.

Useful phrases (choose one)	
1.	_____ ranks first / second with _____ students. In contrast, _____ ranks last with _____ students.
2.	_____ has _____ students, followed by _____ with _____ students.

3.	_____ has _____ students, which is more / fewer students than _____ with _____ students.
Your sentence	

II. Peer evaluation.

Partner: _____

Step 1: Introduction

(Check ✓ the parts your partner included)

- ☐ Used a correct starter (e.g., This bar chart shows...)
- ☐ Mentioned the topic of the chart

Step 2: Overall Picture

- ☐ Highlighted the highest and lowest categories
- ☐ Used linking words (overall, in general, whereas, while)

Step 3: Describe & Compare with Exact Numbers

- ☐ Gave at least two exact numbers
- ☐ Made at least one comparison (more/fewer, followed by, higher/lower)
- ☐ Used a sentence frame correctly

Language Use

- ☐ Clear pronunciation
- ☐ Easy to understand
- ☐ Good speed (not too fast)

➤ **Strengths (Write one sentence):**

➤ **One suggestion for improvement:**
