

《學術英語Power Up Unit 4》 融入課堂教學

授課教師：國立臺灣師範大學

陳惠芬教授 Sino Hui-Fen Chen

課程科目：社科英文

English for Social Sciences

教學主題：國際關係 International Relations



Outline

- 教學目標
- 教學步驟
- 學習鷹架
- 折線圖四部曲 (IODP)
- 學生分享
- 四角辯論

預計教學目標

學生能夠利用折線圖的學習，報告並預測中國和世界其他地區**GDP**總額的消長與變化。

學生能夠整合課程內容，完成四角辯論課堂活動。

本單元教材連結

https://drive.google.com/file/d/1-UzreDXj7Q9SzLGdB6YDH_uGT3gdW8VR/view?usp=sharing

Allison, C. (Thursday, September 24, 2015). The Thucydides Trap: Are the U.S and China headed for War?

暖身 Warm up: 腦力激盪 Brainstorm

中國會在哪一年超越美國
成為全球最大製造國、出口國、貿易國...?

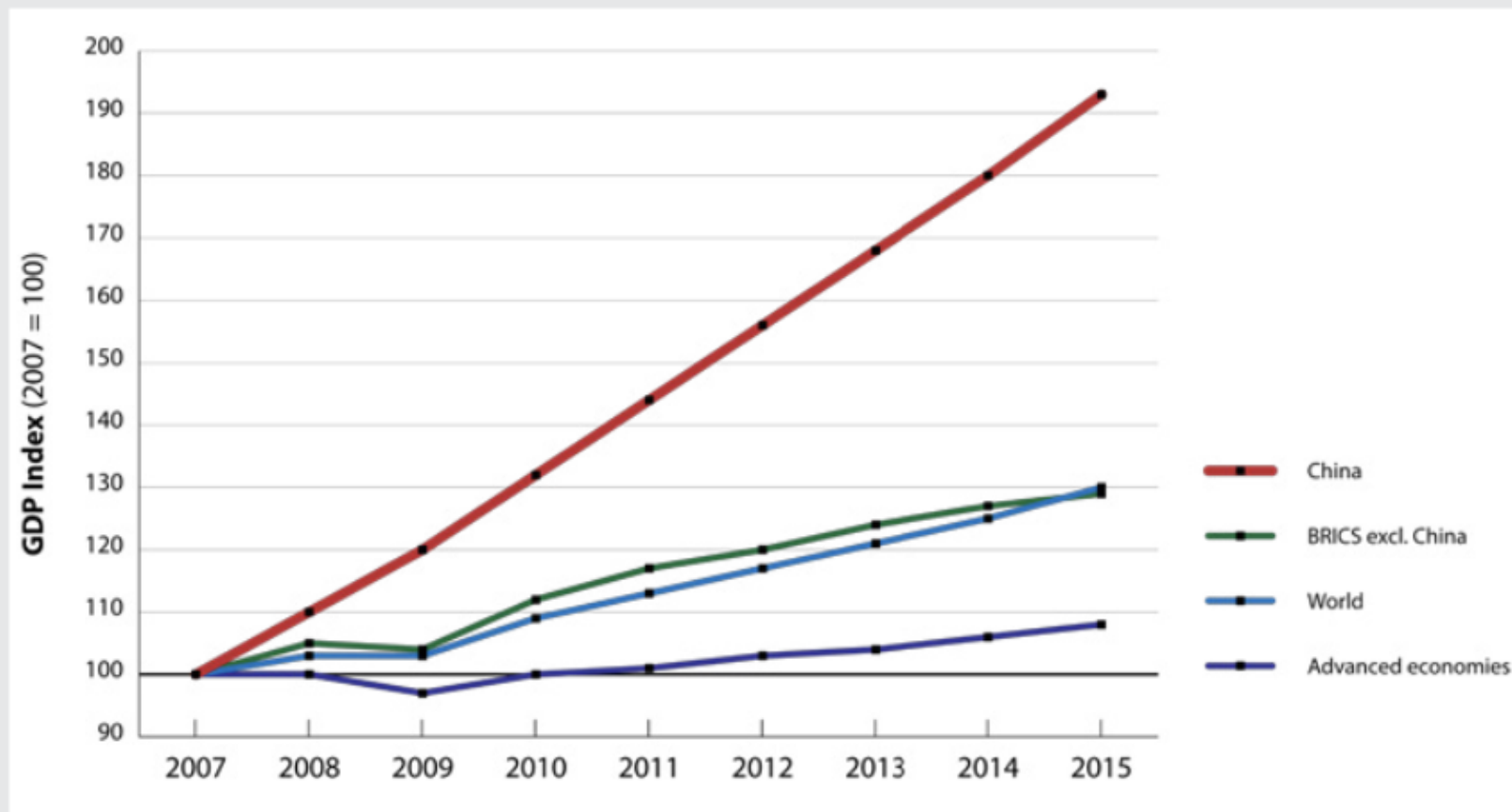
In what year will China
surpass the U.S as the
largest...?

Quiz 2: In what year will China surpass
the U.S. as the largest...

Manufacturer	
Exporter	
Trading nation	
Saver	
Holder of U.S. debt	
Foreign-direct-investment destination	
Energy consumer	
Oil importer	
Carbon emitter	
Steel producer	
Auto market	
Smartphone market	
E-commerce market	
Luxury-goods market	
Internet user	
Fastest supercomputer	
Holder of foreign reserves	
Source of initial public offerings	
Primary engine of global growth	
Economy	

文本折線圖 (Allison, 2014)

GDP, 2007–2015



Belfer Center, September 2015

“With the arrival of China’s new paramount leader, Xi Jinping, the era of ‘hide and bide’ is over.”

With the arrival of China’s new paramount leader, Xi Jinping, the era of “hide and bide” is over. Nearly three years into his 10-year term, Xi has stunned colleagues at home and China watchers abroad with the speed at which he has moved and the audacity of his ambitions. Domestically, he has bypassed rule by a seven-man standing committee and instead consolidated power in his own hands; ended flirtations with democratization by reasserting the Communist Party’s monopoly on political power; and attempted to transform China’s engine of growth from an export-focused economy to one driven by domestic consumption. Overseas, he has pursued a more active Chinese foreign policy that is increasingly assertive in advancing the country’s interests.

While the Western press is seized by the storyline of “China’s economic slow-down,” few pause to note that China’s lower growth rate remains more than three times that of the United States. Many

Today, China has displaced the United States as the world’s largest economy measured in terms of the amount of goods and services a citizen can buy in his own country (purchasing power parity).

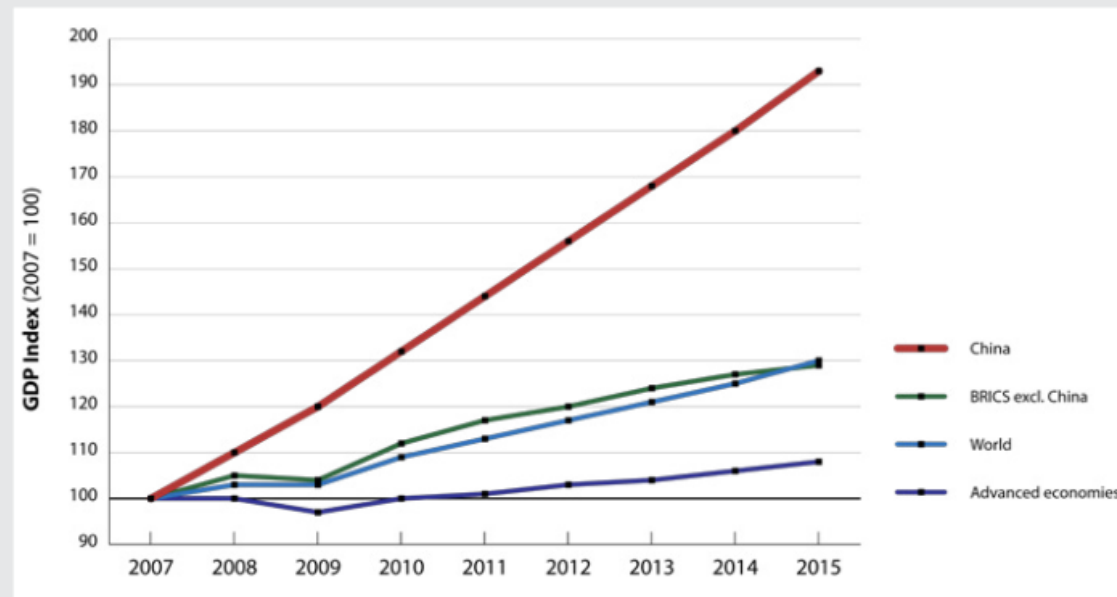
What Xi Jinping calls the “China Dream” expresses the deepest aspirations of hundreds of millions of Chinese, who

display of self-confidence bordered on hubris. Xi began by offering an essentially Hegelian conception of the major historical trends toward multipolarity (i.e. not U.S. unipolarity) and the transformation of the international system (i.e. not the current U.S.-led system). In his words, a rejuvenated Chinese nation will build a “new type of international relations” through a “protracted” struggle over the nature of the international order. In the end, he assured his audience that “the growing trend toward a multipolar world will not change.”

Given objective trends, realists see an irresistible force approaching an

文本折線圖 (Allison, 2014)

GDP, 2007–2015



Belfer Center, September 2015

Power Up Unit 4 折線圖(1)分析現象的變化

Analyzing Changes in a Period of Time

學生以小組方式，以文本中的折線圖 (GDP 2007–2015)，練習說明在2007 年至 2015 年之間，中國GDP快速成長，明顯領先金磚國家與發達經濟體；儘管成長率逐漸放緩，仍維持較高水準，而發達經濟體受金融危機影響復甦緩慢，金磚國家則呈現分化(divergent)趨勢。

Power Up Unit 4

折線圖 (2): 預測未來趨勢 Predict Future Trends

學生以小組方式，利用文本中的折線圖(GDP 2007–2015)，預測中國GDP是否仍能在未來持續成長。

折線圖學習鷹架

Power Up Unit 4 折線圖(1)分析現象的變化

Analyzing Changes in a Period of Time

以EAP Power Up Unit 4課本內容為例，介紹折線圖介紹常用單字（rise, increase, soar, surge...）與句型（This graph shows that...）

Tense時態

Use simple **PRESENT tense** to describe **the graph**. (This line graph shows/illustrates/tells us...)

Use simple **PAST tense** for the **action words**.
(**rose**, increased**ed**, surged**ed**....)

Verbs and Adverbs 動詞與副詞

	上升 (v)	下降 (v)
一般	rise, increase...	fall, decrease, decline
急速/劇烈	soar, surge...	plunge, plummet

	緩慢地	快速地
Adv.	gradually, slightly...	rapidly, sharply...

Making Contrast 對照

While..., ...

In contrast, ...

Conversely, ...

Opposite to X, ...

折線圖：預測未來趨勢 Predict Future Trends

以EAP Power Up Unit 4課本內容為例，介紹折線圖介紹趨勢常用單字（predict, rapid growth, ）與句型（...is expected to grow / Growth is expected.）

China will likely/probably continue to V.

It is very likely that China will...

預測未來趨勢 Predict Future Trends

Overall trends first, key concepts later.

It is not about one category only.
Nor is it about from one point to another point. Rather, it is about **comparing multiple trends** simultaneously.

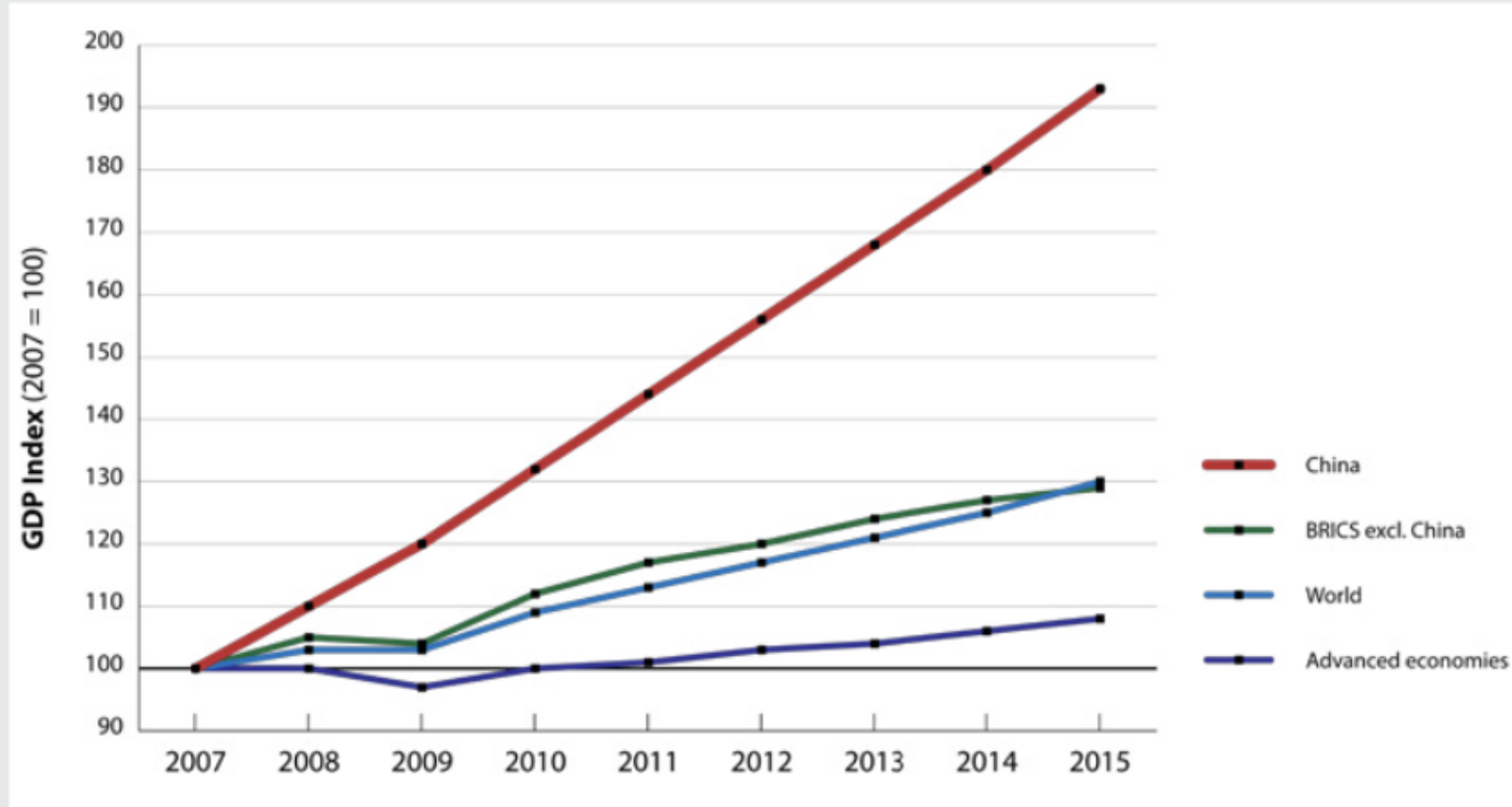
Formula for Line Graph 折線圖四部曲 **IODP**

Part	Function	
1	I ntroduction	In this line graph,....
2	O verview	Overall, this graph shows that...
3	D etails (from general to specific)	In (year), all groups + Ved....In (year), one group + Ved....
4	P rediction (Overall trends first, key concepts later.)	● If these trends continue, ● Hedging (may, likely, ...)

文本折線圖小組分享 (Sharing 2)

Predict Future Trends

GDP, 2007–2015



Belfer Center, September 2011



Power Up Unit 4

折線圖

Sharing

老師抽籤，請抽到的小組上台，分享剛才的文本折線圖練習。

Formula for Line Graph 折線圖四部曲 IODP

Part	Function	
1	I ntroduction	The line graph shows changes in GDP (with 2007 = 100) for four groups: China, BRICS excluding China, the world, and advanced economies from 2007 to 2015.
2	O verview	Overall , <u>all groups</u> show an upward trend after a small drop around 2008–2009. <u>China</u> has the fastest growth, while advanced economies grow more slowly. <u>The world and BRICS</u> (excluding China) follow a similar, steady increase.

Formula for Line Graph折線圖四部曲 IODP

Part	Function	
3	D etails (from general to specific)	In 2007, all four groups started at 100. By 2008, China rose to about 110, while BRICS (excluding China) and the world increased slightly to just above 100. Advanced economies stayed almost the same. In 2009, <u>most groups</u> experienced a small fall or no growth. <u>Advanced economies</u> fell below 100. After that, from 2010, <u>all groups</u> recovered and continued to grow. <u>China</u> grew quickly each year and reached about 192 in 2015. <u>BRICS (excluding China) and the world</u> increased more slowly and ended at around 129. <u>Advanced economies</u> grew slowly and finished at just above 105.
	Identify the turning point.	

Formula for Line Graph折線圖四部曲 IODP

Part	Function	Starter
4	P rediction (Hedging)	If these trends continue , China may keep growing strongly, but the growth might slow down over time. BRICS (excluding China) and the world are likely to keep rising steadily. Advanced economies may grow slowly, but they are unlikely to catch up soon. The gap between China and the other groups could become larger, although global changes may affect future growth.

四角辯論 Four-Corner Debate

Is war between the United States and China more likely than not?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

四角辯論 Four-Corner Debate

老師帶領學生練習四角辯論需用到的論證、反駁，表示同意，或反對的句型。（此附件已於課前上傳至Moodle，方便學生預習。）

四角辯論 Four-Corner Debate

1. 老師引導學生將上一節課學過的16個「修昔底德陷阱」案例，和在EAP Power Up Unit 4學到的折線圖數據說明結合。根據中國在GDP成長的事實和可能預測，和其崛起勢力的影響，決定美中未來交戰的可能性為何。(5 min)
2. 學生需從 Strongly Agree, Agree, Disagree, Strongly Disagree四個論點當中選擇一各自己的論點。(5 min)
3. 選完之後老師會請保持相同論點的學生到同一個角落進行交流與討論。(10 min)
4. 請每個論點學生群，推派1至2位同學，對全班發表他們的觀點。(10 min)
5. 所有代表論點同學的發言之後，每位同學再度確定，自己的觀點是否維持一樣，或者有所改變。(5 min)

Is war between the United States and China more likely than not?

Four-Corner Debate

(Strong Agree, Agree, Disagree, Strongly Disagree)

Opening Statements

- My position is based on the following key points.
- I would argue that this conflict is (avoidable / unavoidable).
- From my perspective, war is (highly likely / unlikely) for several reasons.
- I firmly believe that there will / will not be a war between China and the U.S.

Developing Arguments

- This suggests that...
- This can be explained by the fact that...
- For instance, the article points out that...
- One major reason is that...Another significant factor is...

Responding to Others

- I agree to some extent, but I think...
- I see your point; however, I would argue that...
- That is a valid idea, but we should also consider...
- While I understand your argument, I believe that...

Asking for Clarification

- What evidence supports your idea?
- How does this relate to the article?
- Why do you believe this is important?
- Could you explain what you mean by...?

四角辯論鷹架

Agreeing & Disagreeing

- I'm not fully convinced because...
- I **strongly disagree**, as I believe that...
- I **partially agree**, but I would like to add that...
- I **completely agree** with your argument because...

Changing Position

- This discussion has made me realize that...
- I was initially thinking..., but now I believe...
- After considering these points, I have changed my view.
- After hearing this, I'm beginning to reconsider my position because...

Concluding Ideas

- Therefore, I would maintain that...
- In conclusion, the strongest argument is that...
- Overall, it seems that the situation will depend on...
- To sum up, I believe that war is (likely / unlikely) due to these reasons.

四角辯論 Four-Corner Debate

Is war between the United States and China more likely than not?





Wrap Up

老師對今日折線圖學習，學生小組分享、四角辯論活動，收整並且做出回饋。