教案設計表格 Lesson Plan

一、整體課程簡介(請老師惠填本課程的基本資料)

I. Course Description (Please fill in the background information about your course.)

課程名稱 **Course title**	商業與管理學術英文閱讀與寫作 Academic English Reading and Writing for Business and Management	授課教師 **Instructor**	國立臺灣科技大學 卓君蕙助理教授
課程主要教材 **Main teaching material**	Online teaching materials (e.g., ESL Brains, Linguahouse)	授課班級 **Class**	工業管理系、電子系、企管系、資管系、建築系、管理系、電子碩班、光電碩班
課程學習目標 **Course objectives**	This course is designed to enhance students' proficiency in English for Specific Academic Purposes (ESAP), particularly within the fields of business and management. It emphasizes the development of domain-specific vocabulary and expressions, as well as the improvement of academic reading comprehension and writing skills, thereby preparing students for both academic research and professional communication.		

二、融入《學術英語 Power Up》單元之教案設計

II. Lesson Plan for the selected unit from *EAP Power Up*

(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)

(Please specify your instructional design and activities. All columns are expandable.)

當週教學主題 **Weekly topic**	Changes and Trends in Financial Technology	選用《學術英語 Power Up》單元 **Selected unit from *EAP Power Up***	第____4____單元 Unit ___4_____
教學週次 **Week(s) in the semester**	第____5__週至第___6___週 Week ___5___ to Week ___6___	教學總時數 **Total lesson hours**	共__4___節，__200___分鐘 ___4__ lesson hours, ___200__ minutes in total
預期目標 **Expected objectives**	Students will explore fintech trends, analyze investment growth through line graphs, and develop academic skills in data description. They will enhance topic-specific vocabulary, practice oral presentations, and write a short essay evaluating market trends in health-related AI technologies.		

| 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) |
Abstract of teaching design: Please summarize, in approximately 200 words, how you integrated the EAP Power Up unit into the class you teach.

This teaching design integrates the *EAP Power Up* Unit 4, titled "Changes and Trends," into an English for Academic Purposes (EAP) course for students in business and management-related fields. The unit focuses on developing learners' ability to analyze and describe line graphs—essential academic skills for interpreting data trends, supporting arguments, and presenting research findings. The lesson begins with a warm-up discussion on fintech, supported by a video that introduces current financial technology trends and investment patterns. Students then learn targeted language and strategies for describing visual data, such as increases, decreases, and future projections, with structured input and model sentences. They apply these strategies in speaking tasks where they describe line graphs without visual aids and evaluate their peers' interpretations, fostering both oral proficiency and critical thinking. In the writing task, students synthesize data and viewpoints to produce a short essay on AI technology in healthcare. This integration not only enhances students' academic English literacy and vocabulary but also prepares them to engage with real-world data in professional and research contexts, bridging language learning with business and technology-related content.

教學活動內容及實施方式
Teaching activities and procedures

時間 Time	學習重點、對應能力指標 Learning objectives and competency indicators (or Can-do statements)	教學活動流程 Teaching procedures
0–50 min **Section 1** Warm-Up & Video Analysis	• Understand the concept of fintech and its global impact. • Can describe basic fintech services and identify recent trends.	1. Begin with a short introduction to fintech (5 min). 2. Watch the video "What is Fintech?" (https://www.youtube.com/watch?v=-EoNrg_DR3s) (5 min). 3. Group discussion: Answer video-based comprehension questions (15 min). 4. Share answers and clarify key terms (e.g., peer-to-peer lending, crowdfunding, robo-advisors) (20 min). 5. Introduce relevant vocabulary for upcoming graph analysis (5 min).
51–100 min **Section 2** Describing Line Graph Trends	• Learn key language for describing trends in line graphs. • Can use correct	1. Present line graph data on fintech deal volume (5 min). 2. Teach vocabulary for describing trends: rise, fall, surge, stable, etc. (10 min). 3. Show model sentences for describing overall

	expressions to describe increases, decreases, and trends in data.	trends, sharp changes, and slight changes (10 min). 4. Students practice describing parts of the graph in pairs using sentence patterns (15 min). 5. Class discussion: Share examples and provide feedback (10 min).
101–150 min **Section 3** Speaking Activity: Graph Description	● Develop oral communication skills through data interpretation. ● Can describe and interpret trends orally using academic English.	1. Divide students into groups of three to four. 2. Each group selects a trend-related line graph online (10 min). 3. Groups prepare verbal descriptions of their graphs without revealing them (15 min). 4. Groups take turns presenting their graph descriptions while classmates draw what they hear (20 min). 5. Reveal original graphs, compare drawings, and discuss clarity (5 min).
151–200 min **Section 4** Writing Task: Future Market Trends	● Write an essay describing future trends and analyzing causes. ● Can write a short essay comparing growth patterns and suggesting possible causes or challenges.	1. Present the projected growth data for care and surgical robots from Devon City Hospital (5 min). 2. Review useful expressions for describing future trends and making comparisons (e.g., expected to grow, projected to increase, more rapidly than) (10 min). 3. Brainstorm ideas: reasons for growth and possible challenges (healthcare demand, cost, access to technology) (5 min). 4. Students write their 120–150 word essay (25 min). 5. Teacher support (5 min).
參考資料 **References**	YouTube – CNBC International. (2018). What Is Fintech? Retrieved from: https://www.youtube.com/watch?v=-EoNrg_DR3s	

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 (If there are any supplementary handouts, worksheets, peer review forms, self-assessment forms, or in-class quizzes, please provide them below.)