

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	應用英語技巧	授課教師	國立中正大學 賴郁寧助理教授
課程主要教材	International Express (intermediate)	授課班級	強化班
課程學習目標	This course helps students build communicative competence in English for workplace contexts, including greeting business contacts, introducing colleagues, and describing company operations. Through engaging and well-balanced learning tasks, students will have ample opportunities to practice using English in both spoken and written forms while becoming more familiar with common topics in the global workplace.		

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 Line Graph	選用《學術英語 Power Up》單元	第 4 單元
教學週次	第 5 週	教學總時數	共 1.5 節， 80 分鐘
預期目標	<p>Students will be able to:</p> <ol style="list-style-type: none">Identify key trends and patterns in a line graph.Use appropriate verbs and sentence structures to describe trends shown in a line graph.Support their answers with appropriate and relevant evidence to justify their opinions or interpretations.		

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）

The lesson begins with the presentation of a line graph sourced from Unit 4, Power Up, to engage students and provide a real-world context. Following this, the teacher introduces the typical structures and language used for describing line graphs, including common organizational patterns and useful expressions. Students then work in pairs to identify key vocabulary and sentence structures relevant to graph description. To consolidate their understanding, they revisit the initial line graph and practice describing it orally before proceeding to the main task.

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
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6 mins	Students will be able to activate prior knowledge and respond to a question using relevant evidence, preparing them for the main task.	Students work in pairs to discuss how to respond to a question using evidence. Then the teacher invites them to share their responses to a sample question.
10 mins	Students will be able to recognize appropriate opinion phrases and apply the structures to effectively describe a line graph.	The teacher begins by introducing the basic structure for responding to a question using evidence and provides useful phrases for expressing opinions in each part of the response. Following this, the teacher transitions to the main focus of the lesson: how to describe a line graph effectively.
10 mins	Students will learn the structure of a line graph and describe trends using appropriate vocabulary and clear sentence structures.	The teacher begins by introducing the basic structure of a line graph, explaining key components such as the title, axes, and data lines. Then the teacher presents a sample graph to demonstrate step-by-step how to describe trends, including how to identify changes over time, use appropriate vocabulary, and structure sentences clearly. This provides students with a model to follow before they practice on their own.
12 mins	Students will be able to identify and use appropriate verbs to describe different trends in a line graph.	The teacher presents a slide with pictures illustrating different trends, each accompanied by key verbs commonly used in graph descriptions. Students then work in groups to write the verbs that match each picture on the board. As students complete the task, the teacher walks around to check their answers and identifies any verbs that are not appropriate for describing trends in a line graph. Finally, the teacher highlights the most commonly used verbs for graph description.
12 mins	Students will be able to recognize and categorize adverbs according to the	The teacher displays another slide featuring key adverbs used to describe the manner or degree of change in actions.

	degree of change they describe in relation to actions or trends.	Students then work in pairs to match the adverbs with different levels of change. While students discuss with their partners, the teacher circulates to check their progress and provide support. Finally, the teacher reveals the correct categorization of the adverbs according to their degree of change on the next slide.
8 mins	Students will learn key sentence structures for accurately and effectively describing trends in a line graph.	The teacher presents a slide highlighting key sentence structures commonly used to describe trends in a line graph.
8 mins	Students will practice orally describing a line graph using appropriate language and receive feedback to improve their speaking accuracy and fluency.	Students work in pairs to revisit the initial line graph and practice describing it orally. Then, the teacher invites 2–3 students to demonstrate their descriptions in front of the class. After each student finishes, the teacher provides feedback on their performance.
8 mins	Students will practice constructing and delivering spoken responses to a line-graph-based question, while learning from peer presentations, teacher feedback, and a model answer.	The teacher displays a slide with the initial line graph and the corresponding question. Students work in pairs to practice formulating their responses. Then two students are invited to present their answers to the class. After each presentation, the teacher provides feedback on their performance. Finally, the teacher presents a sample response for reference.
6 mins	Students will apply the learned structure, vocabulary, and sentence patterns to a new set of questions to strengthen and reinforce their skills.	Students are now assigned a speaking task that requires them to respond to a question based on a line graph from main class material. For this task, they will record their responses. They have 60 seconds in total to prepare for all four questions and will be given 15 to 40 seconds to answer each one.

參考資料

- <https://ieltsliz.com/ielts-writing-task-1-line-graph-model-score-9/>
- <https://learnenglish.britishcouncil.org/skills/writing/b2-writing/summary-line-graph>
- <https://edubenchmark.com/blog/line-graph-ielts/>

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)