

教案設計表格

1、整體課程簡介(請老師惠填您本學期開授課程的基本資料)

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| 課程名稱 | Academic English For Management | 授課教師 | Mr. Li-sheng Lee, National Taiwan University |
| 課程主要教材 | <i>EAP Power Up</i> Handout created by the instructor | 授課班級 | College of Management |
| 課程學習目標 | <p>By the end of this course, students will be able to:</p> <p>Enhance Oral Communication: Improve oral English proficiency through targeted practice in speaking, listening, and interactive communication, particularly in business-related scenarios.</p> <p>Prepare for EMI Courses: Develop key skills necessary for success in EMI courses, including summarizing academic content, facilitating discussions, and asking clarifying questions.</p> <p>Analyze Language Structures: Identify and apply the specific language structures used in writing business case studies and proposals, thereby improving their ability to produce clear and persuasive academic and professional documents.</p> <p>Master Career Preparation: Develop strong resume writing and interview skills, enabling students to effectively showcase their qualifications and confidently navigate the job application process.</p> <p>Engage in Academic and Professional Discussions: Actively participate in discussions, utilizing appropriate language and strategies to express ideas, ask questions, and engage with peers in both academic and professional settings.</p> <p>Bridge Academic and Professional English: Integrate academic language skills with practical business communication, preparing for both academic success and professional effectiveness in the field of Business Management.</p> | | |

2、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)

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| 當週 教學 主題 | Integrated Speaking Skills (Graph description) | 選用《學術英語 Power Up》單元 | 第 3, 4, 6, 7 單元 |
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| 教學週次 | 第 7 週 | 教學總時數 | 共 3 節，150 分鐘 |
| 預期目標 | <p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> - Describe a graph clearly and accurately using appropriate vocabulary and a recommended organizational structure. - Identify and reflect on challenges in graph description through interactive speaking and drawing activities. - Distinguish between oral and written graph descriptions and modify their language accordingly. - Integrate information from multiple graphs and related texts to make meaningful comparisons. - Apply summarizing and paraphrasing strategies when explaining data trends and differences in academic and professional contexts. - Deliver a structured spoken response that combines a graph description, a summary of a written passage, and a comparison of data. | | |

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)

Establishing clear lesson objectives and plans is essential before selecting relevant resources—such as graphs or texts—from *Power Up* to help achieve those goals. While the textbook is well-structured and thoughtfully written, it is advisable to incorporate supplementary materials based on the students' English proficiency levels to better meet their learning needs.

教學活動內容及實施方式

| 時間 | 教材 | 學習重點、對應能力指標 | 教學活動流程 |
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| 10 mins | PPT p. 2–3 Handout p. 1 | Activating Ss' background knowledge of graph description and helping them identify gaps in their knowledge. | Ss take turns describing a graph while the other tries to draw it based on the description given. Ss compare their drawing with the original. T asks Ss to reflect on the experience and identify what elements were easy or hard to describe. |
| 5 mins | PPT p. 4–6 Handout p. 1–2 | Explaining learning objectives | T explains the lesson outline and objective. T highlights the importance of graph description skills by relating them to Ss' everyday, academic, and professional lives. |
| 20 mins | PPT p 8–10 Handout p. 2–3 | Building lexical knowledge | T shows a few examples on the slides and picks Ss randomly to assess comprehension. T asks Ss to revisit their graph from the warm-up activity and describe it again using the appropriate lexicon |

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| 15 mins | PPT p 12–13 Handout p.3 | Providing structure and approach | T provides the recommended structure for describing a graph and sample questions that Ss can ask themselves to fill each section with relevant information. |
| 10 mins | Break | | |
| 5 mins | Handout p. 3 | Demonstrating language use | T goes over sample sentences for each part of the description. T asks Ss to draw according to the description sentences in the handout. |
| 10 mins | PPT p. 16–18 | Demonstration | T uses the example on <i>Power Up</i> p. 38 to demonstrate how an organized description is formulated by applying the recommended structure and approach questions. |
| 15 mins | PPT p. 20–21 | Assessing understanding | T asks Ss to work in pairs and practice using the recommended structure with the speaking task on <i>Power Up</i> , p 43. (Ss are encouraged to write down their description before presenting it orally.) T randomly picks a few Ss to share their descriptions with the class. T provides constructive feedback on their descriptions. |
| 10 mins | PPT p. 23–24 | Detecting oral and written description indicators | T revisits the graph on <i>Power Up</i> , p. 40, and shows two sample answers (one oral and one written) from p. 41. T asks Ss to compare the two passages and determine which is oral and which is written. T randomly selects some Ss to share their perspectives. T reveals the answer while highlighting the key differences between oral and written text. |
| 10 mins | PPT p. 25–26 | Practice | T has Ss revisit their descriptions from the pair practice (they should've written it down) and ask them to determine which elements to change if they had to transform it from oral to written. T randomly picks Ss to share their answers with the class. |
| 10 mins | Break | | |
| 5 mins | PPT p. 29 | Relating the lecture to Ss' lives | T explains the importance of integrating information and demonstrates its |

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| | | | application in academic and professional settings. |
| 10 mins | PPT p. 31–32 | Demonstration | <p>T asks Ss to compare the two graphs from <i>Power Up</i>, p. 28 and p. 30.</p> <p>T asks questions to guide Ss to figure out the difference.</p> <p>T demonstrates how to integrate information and describe the difference.</p> |
| 10 mins | PPT p. 34–35 | Summarizing and paraphrasing skills training | <p>T uses the example from <i>Power Up</i> pp. 56–57 to review the summarizing skill. (We had already covered the summarizing skill previously.)</p> <p>T reads out loud ‘Mike’s reflection on Crime rate’ and asks Ss to answer questions 2 and 3 listed on slide p.34.</p> <p>T elicits some responses from Ss.</p> <p>T demonstrates the process of summarizing using <i>Power Up</i> pp. 58 and 59</p> <p>T explains how to paraphrase using the examples on <i>Power Up</i>, p.60.</p> |
| 15 mins | PPT p. 37 | Practice | <p>T introduces the speaking task on <i>Power Up</i>, p. 60.</p> <p>T suggests Ss describe what’s shown on the graph, summarize the passage, and describe the difference.</p> <p>T gives Ss some time to write down their answers.</p> <p>T asks Ss to compare their answers with their partners.</p> <p>T invites a couple of Ss to share their answers with the class.</p> |
| 5 mins | PPT p. 38 | Wrap-up | T reviews the relevance of integrating information. |
| 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) | | |