

# 《學術英語 Power Up》

## Unit 4

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課程名稱：應用英語技巧(強化班)

教學主題：**How to respond to a question  
with evidence (a graph)**



# Warm up

1. Work in pairs.
2. Answer the question based on Figure 1.

## Scenario:

**Hampton College has noticed that fewer of its students have been taking summer jobs. It published the graph below in a recent edition of its student magazine.**

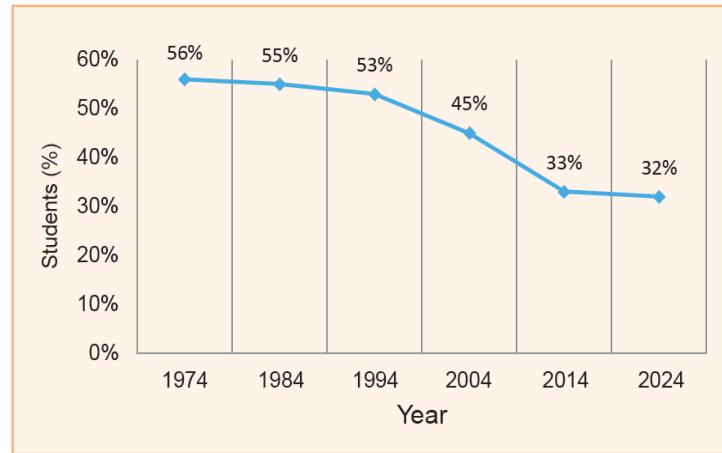


Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

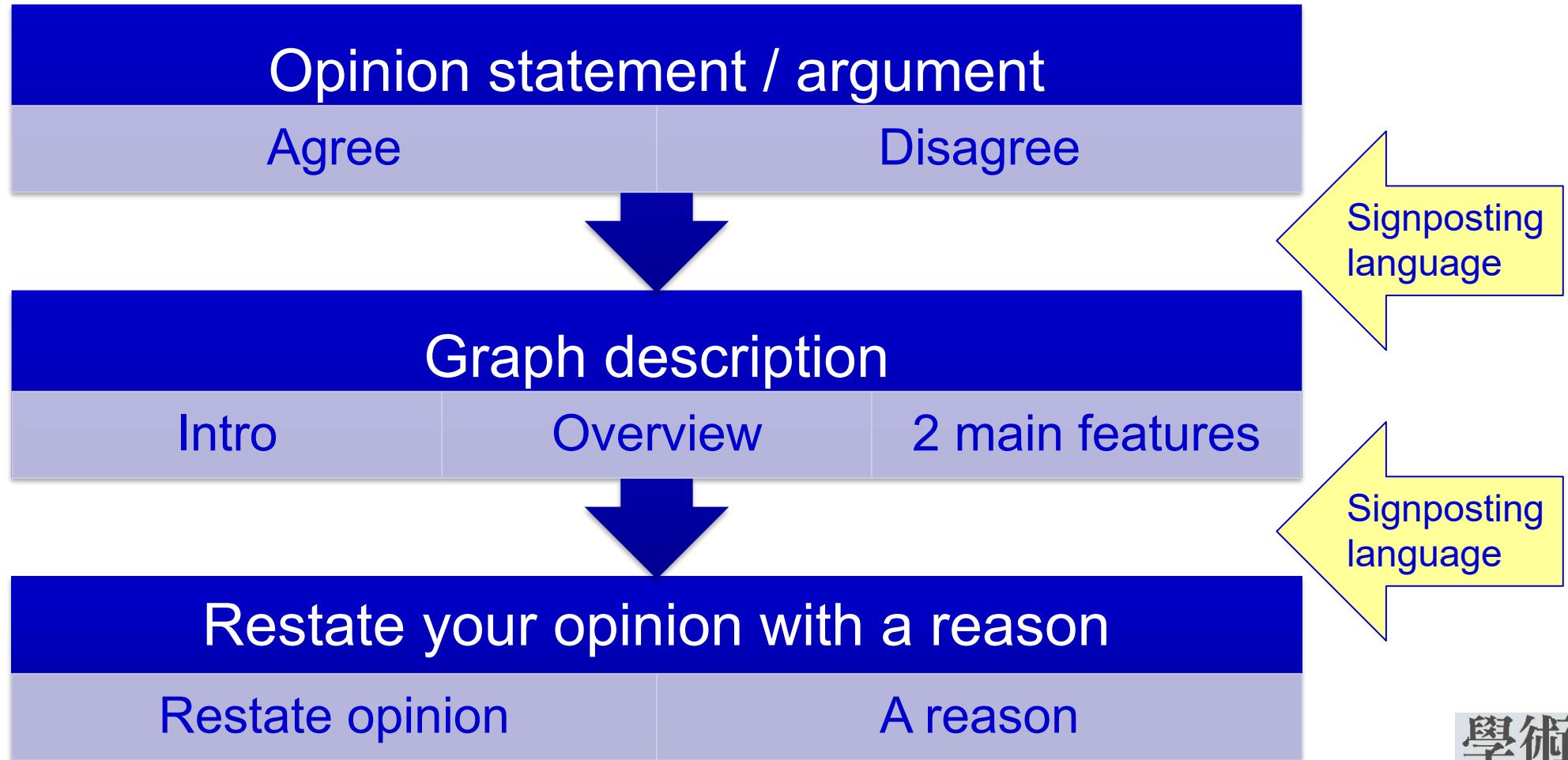
Image source: 學術英語 *Power Up*, LTTC.

**Do you think the number of students in your college with summer jobs is changing in a similar way to that shown in Figure 1? Please explain.**

# 1. Respond to a question with evidence

# 1-1. Respond to a question with evidence

**Do you think the number of students in your college with summer jobs is changing in a similar way to that shown in Figure 1? Please explain.**



## 1-2. Respond to a question with evidence

Do you think the number of students in your college with summer jobs is changing in a similar way to that shown in Figure 1? Please explain.

Opinion statement / argument

Agree

Disagree

**Useful language for giving opinions.**

1 I think / believe...

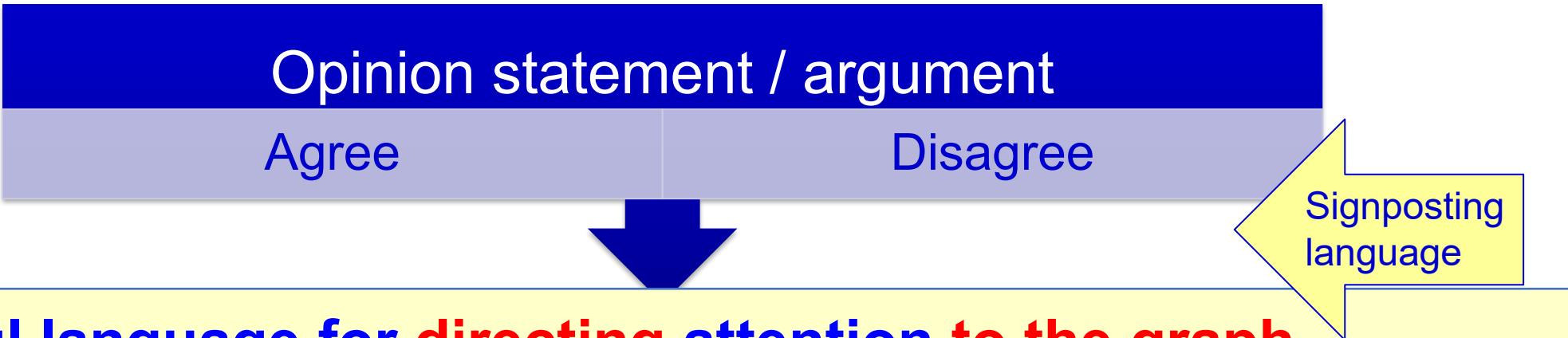
2 I agree / disagree that...

3 I would support / oppose...

4 My opinion (on X) is...

# 1-3. Respond to a question with evidence

Do you think the number of students in your college with summer jobs is changing in a similar way to that shown in Figure 1? Please explain.



- 1 As we can see in this line graph, it illustrates / indicates...
- 2 In this line graph, it shows / presents...
- 3 If we look at this graph, we will find...
- 4 To illustrate my point, we can look at this line graph...

# 1-4. Respond to a question with evidence

Useful language for **redirecting the graph** and **making prediction / speculation**

As shown in the line graph,

1 it appears to...**because...**

2 it looks like...**due to + N,...**

3 it seems like...**because of + N**

4 it seems to be....**owing to + N**



Signposting language

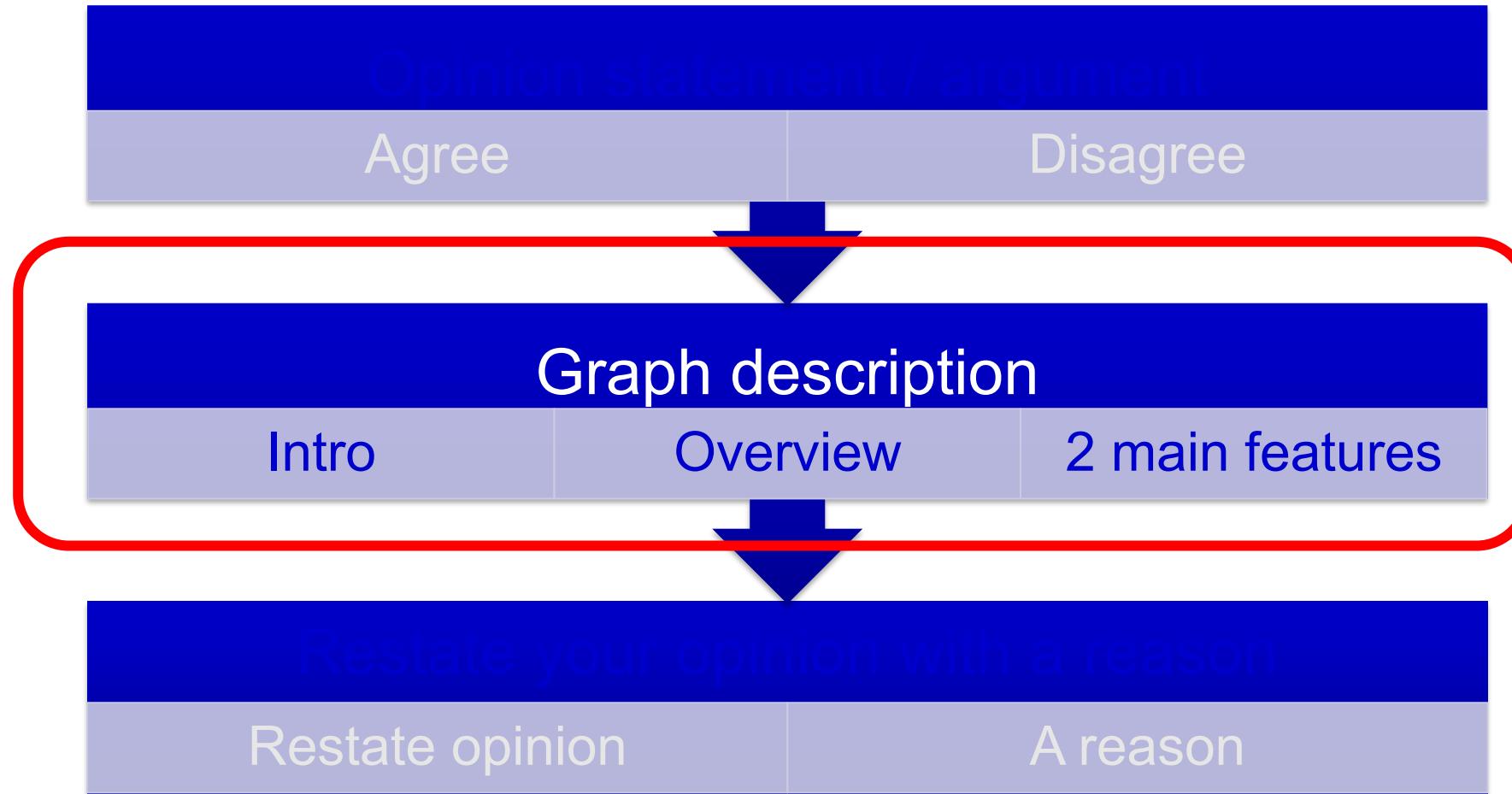
Restate your opinion with a reason

Restate opinion

A reason

# 1-5. Respond to a question with evidence

Do you think the number of students in your college with summer jobs is changing in a similar way to that shown in Figure 1? Please explain.



## 2. Understand a line graph

# 2-1. Understand a line graph

Graphs can...

1. Show **numerical data** in a **visual form**
2. Enable us to "see" relationships that are difficult to describe with **numbers** alone

Different types of graphs

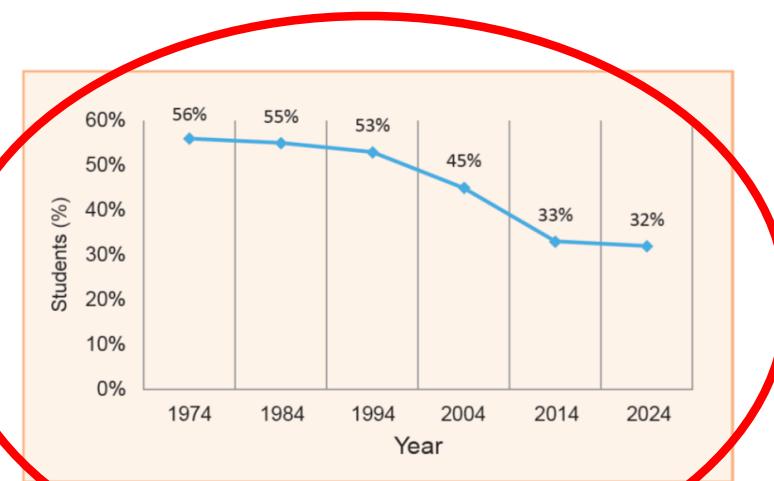


Image source: 學術英語 *Power Up*, LTTC.

Line graph

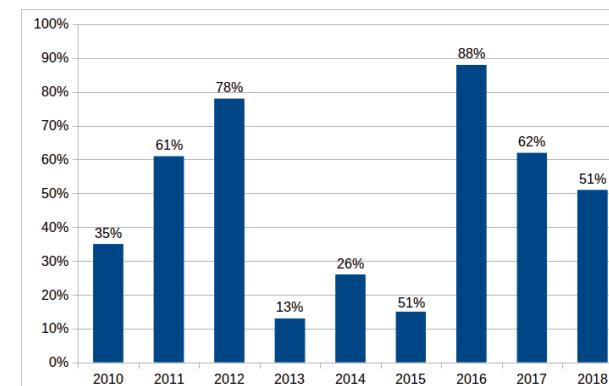


Image source: [www.3cs.ch](http://www.3cs.ch)

Bar chart

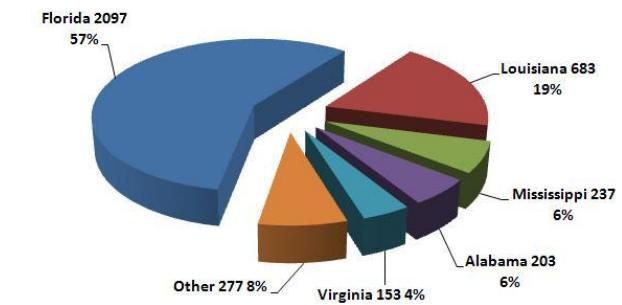


Image source:  
[www.lawyersandsettlements.com](http://www.lawyersandsettlements.com)

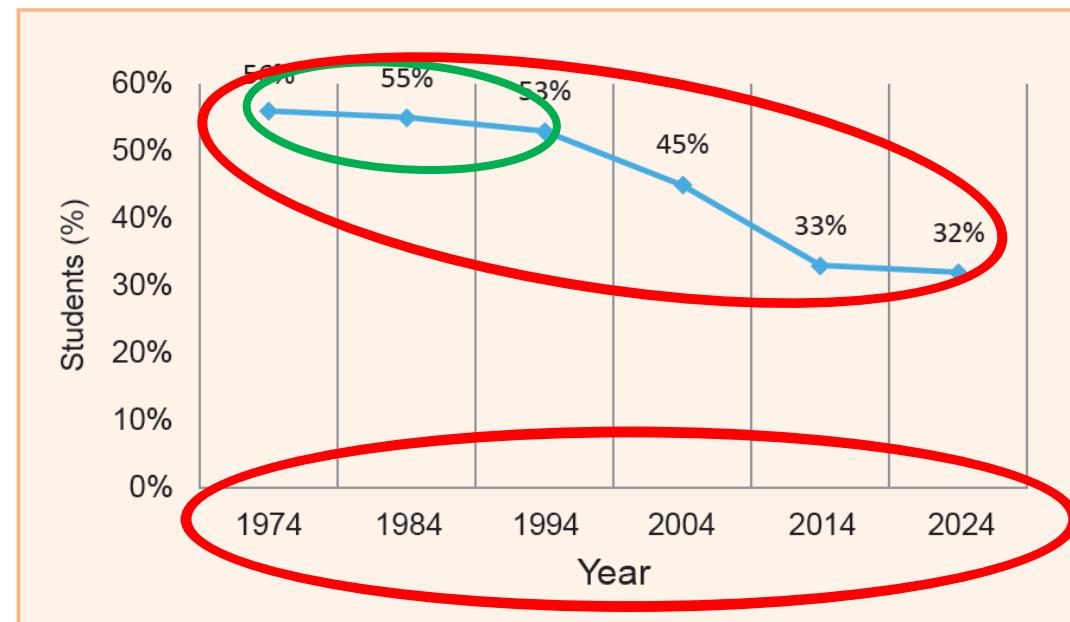
學術英語  
*Power Up*

## 2-2. Understand a line graph

### Line graph

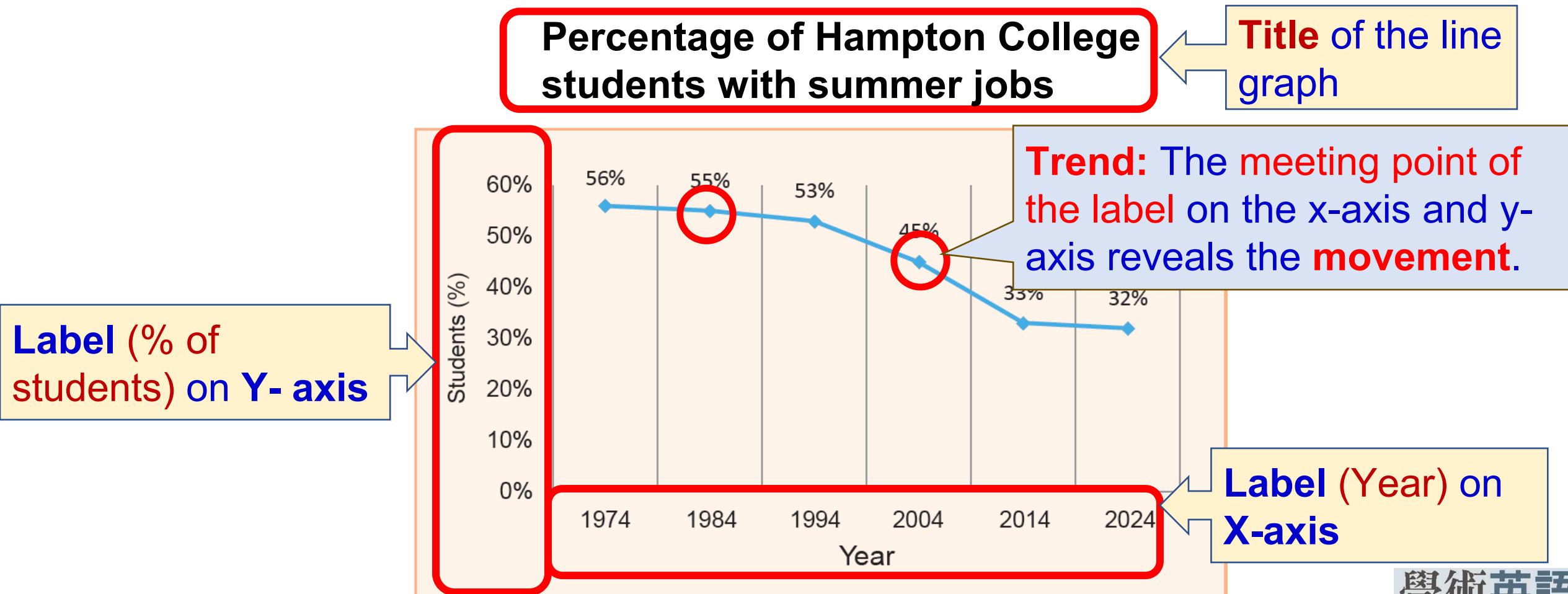
1. Gives a **picture of** whether the **trend** is increasing or decreasing.
2. Shows information that **changes over time**.

Percentage of Hampton College  
students with summer jobs



## 2-3. Understand a line graph

### Parts of line graph



### 3. How to describe a graph

### 3.1 How to describe a graph

#### 3-steps Graph description

|   | Structures                          | Details  |
|---|-------------------------------------|--|
| 1 | Introduction                        | <b>Introduce</b> the graph:<br>a. title<br>b. x & y axes<br>c. line(s)   |
| 2 | Overview                            | Give an <b>overview</b> : overall trend (main increase or decrease)  |
| 3 | Explain the main features in detail | <ul style="list-style-type: none"><li>• <b>Explain</b> 2 main features <b>in detail</b> (trends, numbers, time periods)</li><li>• use a variety of <b>verbs</b>, <b>adverbs</b>, and <b>transition words</b></li></ul> |

## 3.2 How to describe a graph

### Step 1. Introduce **title** and **x & y axes**.

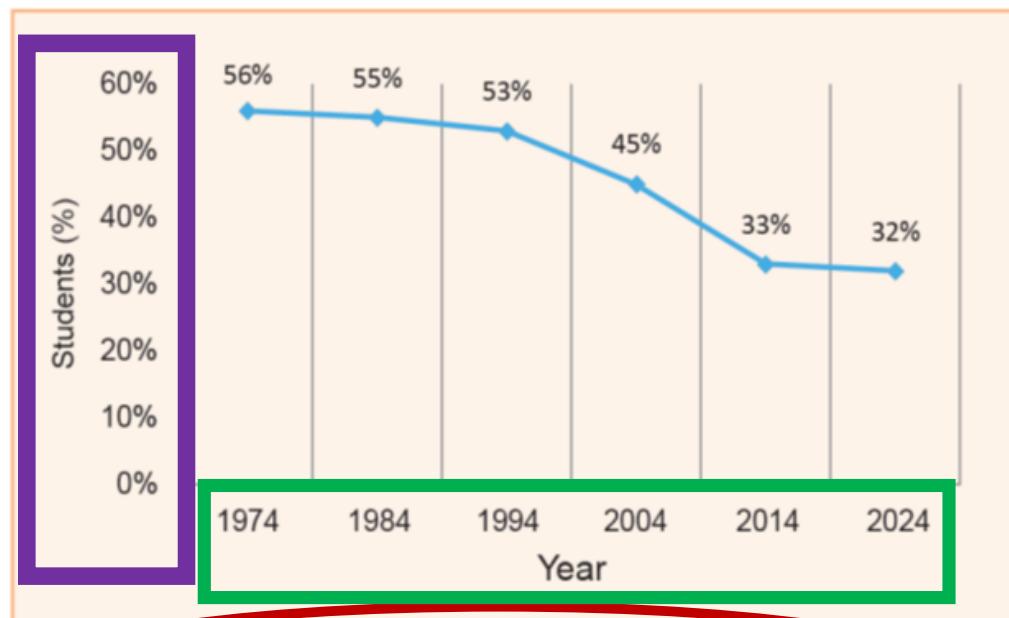


Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

The line graph **illustrates** the percentage of students at Hampton College who held summer jobs between 1974 and 2024. The X axis **represents** the years, while the Y axis **indicates** the percentage of students employed during the summer.

### 3.3 How to describe a graph

#### Step 2. Give an **overview**.

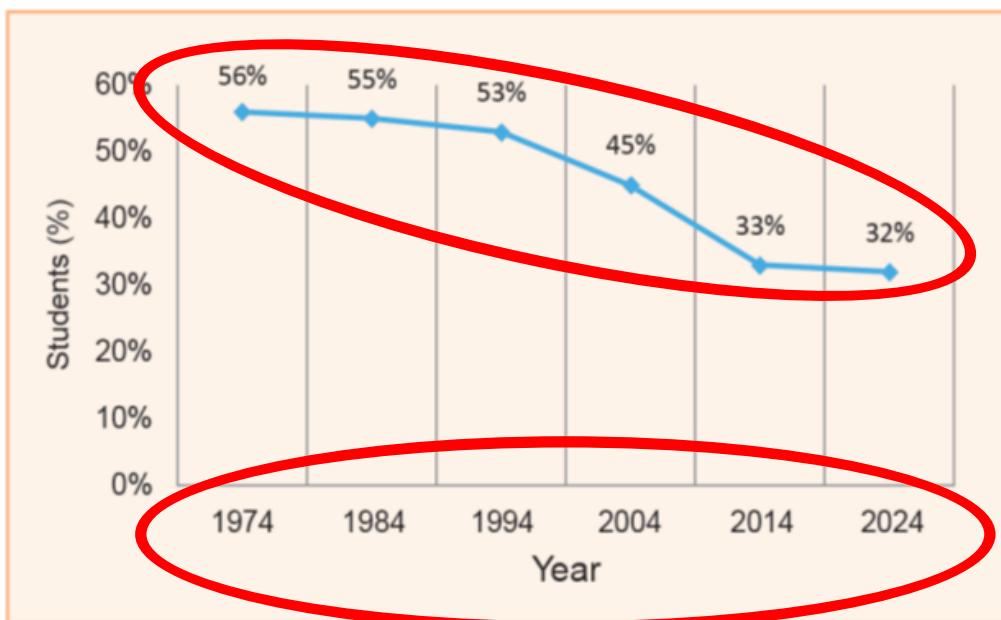


Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

**Overall**, the percentage of Hampton students with summer jobs **declined** over the past fifty years, from 1974 to 2024.

## 3.4 How to describe a graph

**Step 3. Explain 2 main features in detail.**

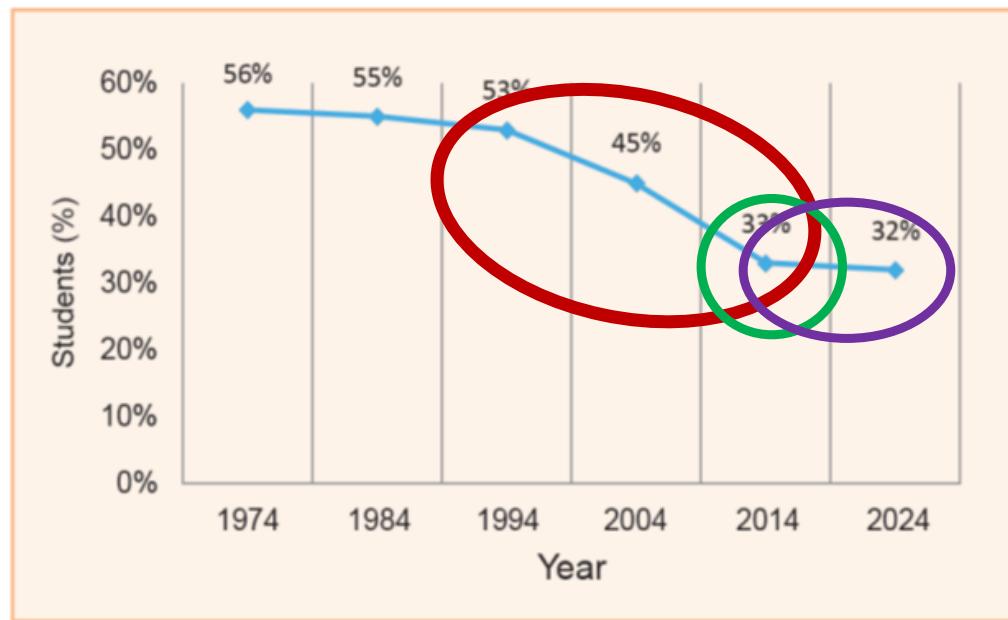


Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

**Between 1994 and 2014, the percentage of students with summer jobs decreased sharply.** Since then, the percentage **has leveled off**. However, from 2014 onward, there was **a slight decline** from approximately 33% to 32%.

## 4. Vocabulary and sentence structures

# 4-1. Vocabulary and sentence structure

**Pair work.** Put the **verbs** in the correct groups.

|         |                            |             |             |         |              |                                  |
|---------|----------------------------|-------------|-------------|---------|--------------|----------------------------------|
| to rise | to remain<br>stable/steady | to plunge   | to surge    | to fall | to decrease  | to level off<br>(to flatten out) |
| to peak | to decline                 | to increase | to shoot up | to drop | to fluctuate |                                  |

**Upward trend**



Image source: stock.adobe.com

**Downward trend**



Image source: istock

**Other noticeable trends**

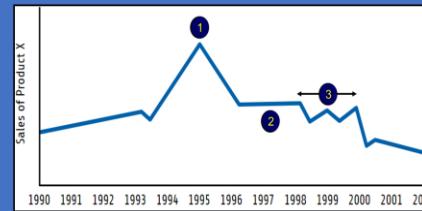
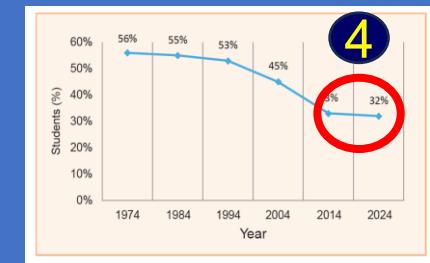


Image source: <https://aquascript.com/>



|   |   |   |   |
|---|---|---|---|
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
|   | 5 |   |   |

## 4-2. Vocabulary and sentence structure

|         |                         |             |             |         |              |                                  |
|---------|-------------------------|-------------|-------------|---------|--------------|----------------------------------|
| to rise | to remain stable/steady | to plunge   | to surge    | to fall | to decrease  | to level off<br>(to flatten out) |
| to peak | to decline              | to increase | to shoot up | to drop | to fluctuate |                                  |

Upward trend



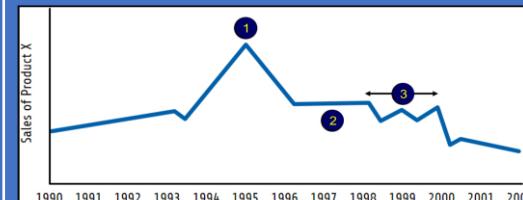
Source: stock.adobe.com

Downward trend



Source: istock

Other noticeable trends



Source: https://aquascript.com/



1 to rise

1 to fall

1 to peak

2 to increase

2 to drop

2 to remain stable / steady

3 to surge

3 to decrease

3 to fluctuate

4 to shoot up

4 to decline

4 to level off

**suddenly move quickly**

**to plunge**

**suddenly move downwards**

## 4-3. Vocabulary and sentence structure

**Pair work.** Put the **adverbs** in the correct groups.

|              |               |          |            |
|--------------|---------------|----------|------------|
| steeply      | steadily      | rapidly  | constantly |
| sharply      | significantly | slightly |            |
| dramatically | gradually     | slowly   |            |

| A <b>high</b> degree of change | A <b>medium</b> degree of change | A <b>low</b> degree of change |
|--------------------------------|----------------------------------|-------------------------------|
|                                |                                  |                               |
|                                |                                  |                               |
|                                |                                  |                               |
|                                |                                  |                               |

## 4-4. Vocabulary and sentence structure

|           |               |          |              |
|-----------|---------------|----------|--------------|
| steeply   | steadily      | rapidly  | constantly   |
| sharply   | significantly | slightly | dramatically |
| gradually | slowly        |          |              |

| A <b>high</b> degree of change | A <b>medium</b> degree of change | A <b>low</b> degree of change |
|--------------------------------|----------------------------------|-------------------------------|
| dramatically                   | steadily                         | slowly                        |
| steeply                        | constantly                       | slightly                      |
| sharply                        |                                  | gradually                     |
| significantly                  |                                  |                               |
| rapidly                        |                                  |                               |

## 4-5. Vocabulary and sentence structure

1. Follow the line's progression **from left to right** across the **X-axis**.
2. Indicate the trend as **going up**, **down** or **staying the same**.

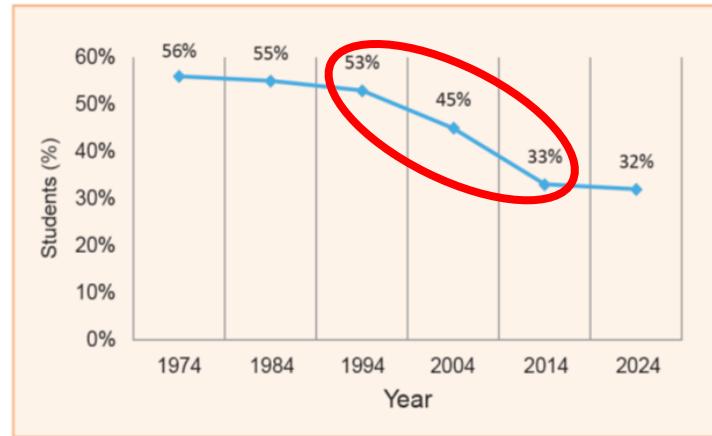


Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

### Sentence structure

1. **Subject (what you're describing) + verb + adverb + Time expression.**

1. The number of students with summer jobs **decreased sharply** from 1994 to 2014.

## 4-6. Vocabulary and sentence structure

1. Follow the line's progression **from left to right** across the **X-axis**.
2. Indicate the trend as **going up**, **down** or **staying the same**.

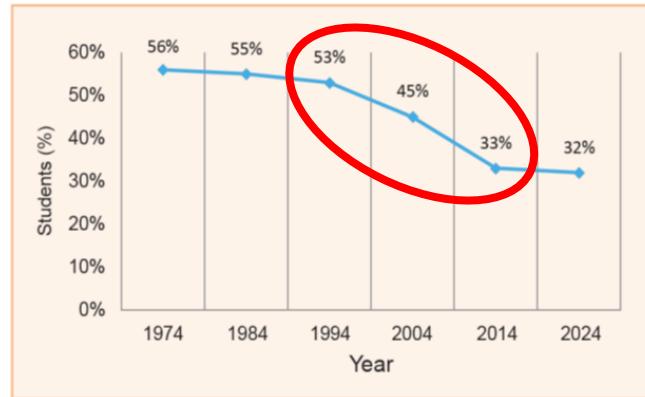


Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

### Sentence structure

2

There **is/was + adjective + noun + in + (what you're describing) + Time expression.**

There **was** a **sharp decrease** in the number of students with summer jobs from 1994 to 2014.

# 4-7. Vocabulary and sentence structure

| #  | Step  | Useful phrases  |
|----|---|---|
| 1. | Introduction ( <b>title, x &amp; y axes</b> ) | <ul style="list-style-type: none"><li>• The graph shows / illustrates / presents / demonstrates / represents...</li><li>• The graph shows / gives information about...</li></ul>  |
| 2. | Overview ( <b>main trend</b> )                | <ul style="list-style-type: none"><li>• Overall, there was a(n) _____ trend in...</li><li>• Overall, the number of _____ has increased /decreased..</li></ul>   |
| 3. | <b>Explain 2 main features in detail</b>      | <ul style="list-style-type: none"><li>• ...<b>surge</b> / rise steadily / increase dramatically</li><li>• ...<b>plunge</b> / drop slightly / decline sharply</li><li>• ...remain steady / stable</li><li>• ...level off / flatten out</li></ul> |



# 口說練習活動

# Practice (1)

**Pair work. Describe the line graph using the steps and vocabulary below.**



Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

| Upward trend          |                         | Downward trend              |                         | Other noticeable trends |                                 |
|-----------------------|-------------------------|-----------------------------|-------------------------|-------------------------|---------------------------------|
|                       | Source: stock.adobe.com |                             | Source: istock          |                         | Source: https://aquascript.com/ |
| 1 to rise             | 1 to fall               | 1 to peak                   |                         |                         |                                 |
| 2 to increase         | 2 to drop               | 2 to remain stable / steady |                         |                         |                                 |
| 3 to surge            | 3 to decrease           | 3 to fluctuate              |                         |                         |                                 |
| 4 to shoot up         | 4 to decline            | 4 to level off              |                         |                         |                                 |
| suddenly move quickly |                         | 5 to plunge                 | suddenly move downwards |                         |                                 |

| #  | Step                              | Useful phrases   |
|----|-----------------------------------|--|
| 1. | Introduction (title, xy axes)     | <ul style="list-style-type: none"> <li>The graph shows / illustrates / presents / demonstrates / represents...</li> <li>The graph shows / gives information about...</li> </ul>                            |
| 2. | Overview (main trend)             | <ul style="list-style-type: none"> <li>Overall, there was an _____ trend in...</li> <li>Overall, the number of _____ has increased /decreased..</li> </ul>   |
| 3. | Explain 2 main features in detail | <ul style="list-style-type: none"> <li>...surge / rise steadily / increase dramatically</li> <li>...plunge / drop slightly / decline slowly</li> <li>...remain steady / level off / flatten out</li> </ul> |

| Sentence structure |  |
|--------------------|--|
| 1                  | Subject (what you're describing) + verb + adverb + Time expression.                |
| 2                  | There is/was + adjective + noun + in + (what you're describing) + Time expression. |

| A high degree of change | A medium degree of change | A low degree of change |
|-------------------------|---------------------------|------------------------|
| dramatically            | steadily                  | slowly                 |
| steeply                 | constantly                | slightly               |
| sharply                 |                           | gradually              |
| significantly           |                           |                        |
| rapidly                 |                           |                        |

# Practice (2)

**Pair work.** Practice expressing an opinion with evidence.

**Do you think the number of students in your college with summer jobs is changing in a similar way to that shown in Figure 1? Please explain.**

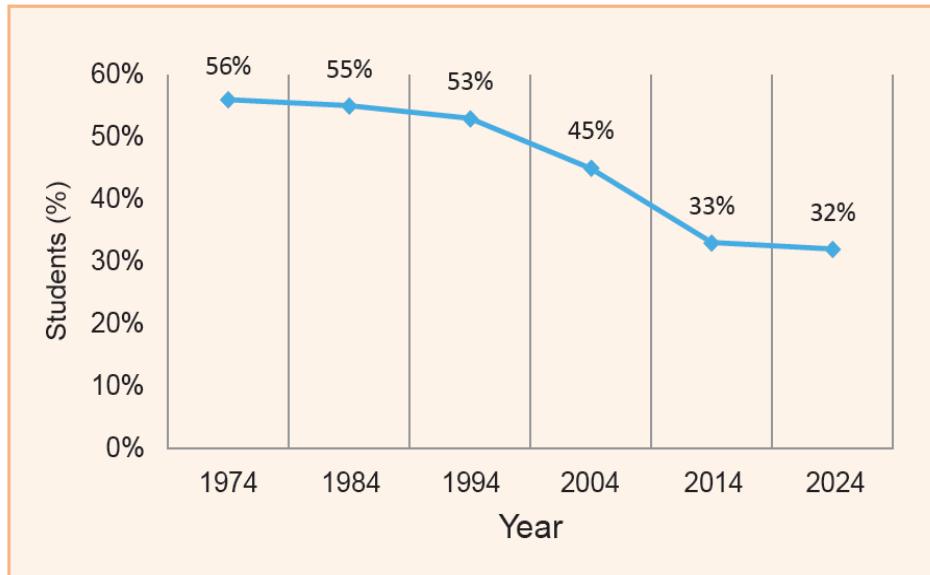


Figure 1 Percentage of Hampton College students with summer jobs (1974–2024)

| Opinion statement             |                           |  |
|-------------------------------|---------------------------|--|
| Graph description             | Introduction              |  |
|                               | Overview                  |  |
|                               | Explain TWO main features |  |
| Restate opinion with a reason |                           |  |

# Practice (2)

|                                      |  |
|--------------------------------------|--|
| <b>Opinion statement</b>             | Figure 1 reveals some interesting insights into the number of students of Hampton University who find summer jobs, and <b>I think this might also be the case in my college. Let's begin with the line graph from its student magazine.</b>  |
| <b>Graph description</b>             | <b>Introduction</b><br>The line graph illustrates the percentage of students at Hampton College who held summer jobs between 1974 and 2024. The X axis represents the years, while the Y axis indicates the percentage of students employed during the summer.   |
|                                      | <b>Overview</b><br>Overall, the percentage of Hampton students with summer jobs declined over the past fifty years, from 1974 to 2024.   |
|                                      | <b>Explain TWO main features</b><br>Between 1994 and 2014, the percentage of students with summer jobs decreased sharply. Since then, the percentage has leveled off. However, from 2014 onward, there was a slight decline from approximately 33% to 32%.   |
| <b>Restate opinion with a reason</b> | As seen in the graph, the decline in the number of students with summer jobs is likely due to more students using their time to develop specific skills, such as <b>English or computer skills</b> . For example, my friend Jeffery participated in a language program in the U.S. every summer to improve his English instead of taking a part-time job during his summer vacation. <b>Based on the graph and my observation, the number of students choosing to use their time to develop specific skills is expected to gradually increase.</b> |



Class Dismissed!

