《學術英語Power Up》Units 6–7

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課程名稱：大一英文（EMIPP）

教學主題：Academic Communication

學術英語 Power Up

Warm up activity

What is Missing?

What is Missing?

1. Invite 5 students
   Come to the stage & decide the assigned data

2. Procedure
   2-1 Each invited student will describe the assigned data
   2-2 The rest of the class will recreate the data by drawing
   2-3 The class is welcome to ask any clarification question

3. Note
   Pay attention on what details you need in order to recreate the data

Describing Data

Summarizing (1.0; 2.0)

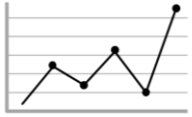
Describing Data

Year	A	B	C
2005	**48%**	32%	20%
2015	20%	**48%**	32%
2025	32%	20%	**48%**

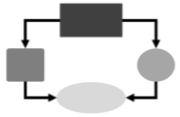
Table

Pie chart

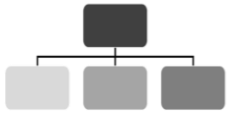
Bar chart



Line chart (Line graph)



Flowchart



Classification chart

From Broad to Specifics

- Type of data; purpose/theme
- Context; conditions
- Key information

From Broad to Specifics

- Type of data; purpose/theme (*what/who, why*)
  - ✓ **Type**: graph, chart, table, etc.
  - ✓ **Verbs**: shows, illustrates, provides an overview of…, explains…, compares…
- Context; conditions (*where, when*)
  - ✓ **Range** of the data (years, categories, etc.)
  - ✓ Data **sources** (credibility)
- Key information (*Where* to focus)
  - ✓ **Top** / **bottom** – **right** / **left** corner
  - ✓ **Extreme** values; **significant** differences
  - ✓ **Trend**; **projection**
  - ✓ **Sequential** order
  - ✓ **Structure** / interrelations

} Noteworthy findings

ABOUTs

- Numbers & Tables
- Pie charts & Bar charts
- Line graphs
- Flowcharts
- Classification charts

About the Numbers & Tables

- Big numbers
  - ✓ 12,000 >> twelve thousand
  - ✓ 1,200,000 >> one point two million

Rows⇔

Year	A	B	C
2005	**48%**	32%	20%
2015	20%	**48%**	32%
2025	32%	20%	**48%**

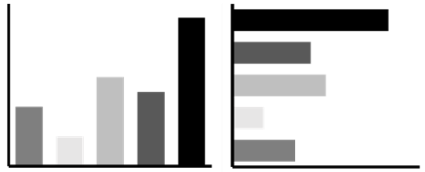
⇳ Columns ⇳

- Ratios (account for, make up)
  - ✓ E.g. >> International students **make up** a quarter (25%) of the university's enrollment.
- Adverbs for numbers (exactly, nearly, approximately)
  - ✓ E.g. >> Describe 48%
    Exactly 48%
    Nearly half
    Approximately 50%

About the Pie charts & Bar charts

- Surveys
  - ✓ Findings >> **compare data** between different categories; **identify** the variables or ratios; etc.

Pie chart

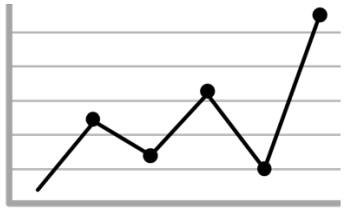


Bar chart

- Pie charts
  - ✓ Indicate the **obvious**
    (the most common choice..., ... ranks 2nd , over 50% respondents believe...)
- Bar charts
  - ✓ Compare the **differences** between categories
- Integrate
  - ✓ E.g. >>
    The **pie chart** summarizes the overall opinions of students...
    The **bar chart** compares the perspectives of students from different...

About the Line graph

- Trend
  - ✓ Show the **changes** over time; predict the **likely** future

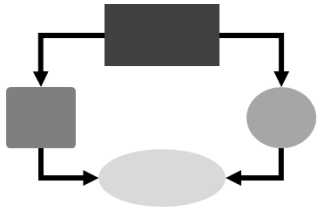


Line chart (Line graph)

- Overview
  - ✓ Describe the overall changes/trend (with context)
  - ✓ E.g. >> The line graph shows that fewer students have summer jobs now than 50 years ago.
- Phrases
  - ✓ ↑ >> rise, increase, surge, shoot up, rapid growth
  - ✓ ↓ >> fall, decline, decrease, plunge, drop
  - ✓ → >> remain, stable, level off, …only a slight decline between…
  - ✓ **Projection** >> …is expected to grow

About the Flowcharts

- Time sequence
  - ✓ Show the **separate steps** of a **process**/**workflow** in sequential order

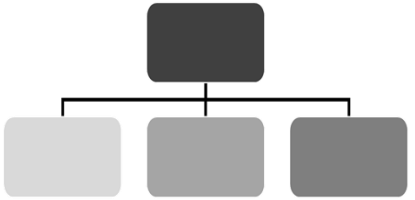


Flowchart

- Step by step
  - ✓ Overview >> What the process is about/for (**context**/**conditions**)
  - ✓ Step 1 >> The process **begins** when…
  - ✓ Step 2 >> **Then** …; **subsequently**…
  - ✓ Step 3 >> **Finally**, …; **ultimately**…

About the Classification charts

- Structure/interrelations
  - ✓ Logical structure (hierarchy, bureaucracy, roles)
  - ✓ Dependency, association, aggregation/composition
- Categorizing Phrases
  - ✓ Categorize/ classify
  - ✓ Divide/ split/ break down … into



Classification chart

口說練習分組活動

Present Your Data

Present Your Data

1. Divide into groups
   3–6 people per group
2. Scenario
   Scan the **QR code** (decide your #)

3. Spend 10mins to prepare the content
   Read the data and present your data (must include):
   1) Describe the **purpose/theme** and **context/conditions**
   2) Identify the **key information**
4. Share with the class
   After each presentation, someone will ask one follow-up question (clarification question)

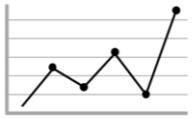
Summarizing

Year	A	B	C
2005	**48%**	32%	20%
2015	20%	**48%**	32%
2025	32%	20%	**48%**

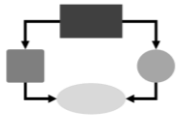
Table

Pie chart

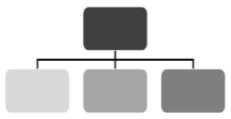
Bar chart



Line chart (Line graph)



Flowchart



Classification chart

Summarizing

- What & Why
- How (1.0; 2.0)

Summarizing

- What

  To express the most important facts or ideas about something or someone in a short and clear form (Cambridge Dictionary)

- Why

  Deepen your memory and understanding of the content through processing the information into summaries

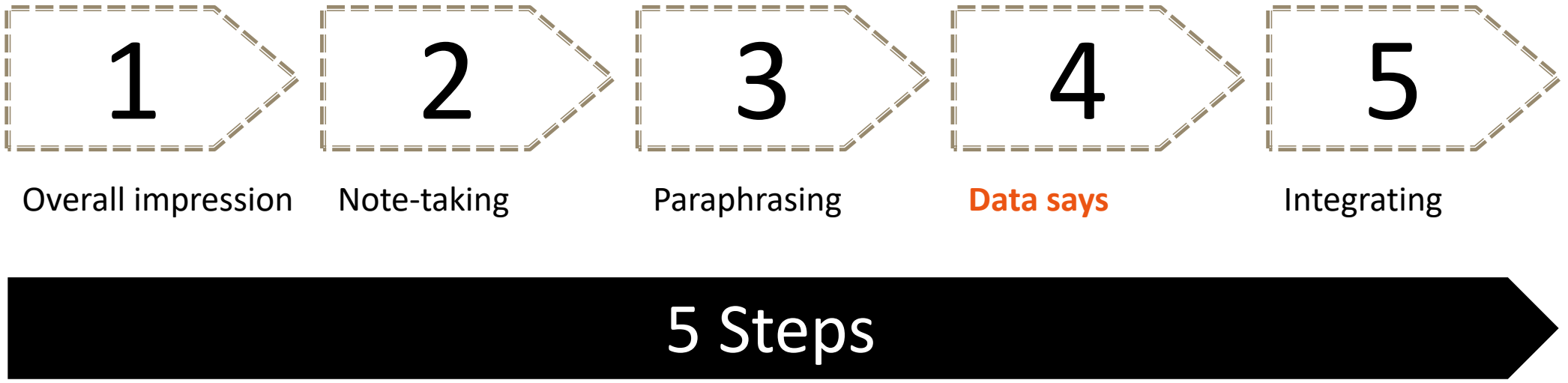
Reference | Cambridge Dictionary
https://dictionary.cambridge.org/dictionary/english/summarize

Summarizing

- How (text)

Summarizing

- How (text + data)



口說練習分組活動

Summarizing

Summarizing

1. Divide into groups
   3–6 people per group
2. Scenario
   A site published survey findings regarding crime rates, and Mike, a 3rd year sociology student, reflected on the findings (see next page).
3. Spend 15mins to prepare the content
   1) Read the figure & Mike's reflection
   2) Summarize Mike's reflection with the "5-steps"
   3) Present your summary: must include **a description of the data**, **what Mike said**, **what you think**
4. Share with the class
   After each presentation, someone will ask one follow-up question (clarification question)

Summarizing

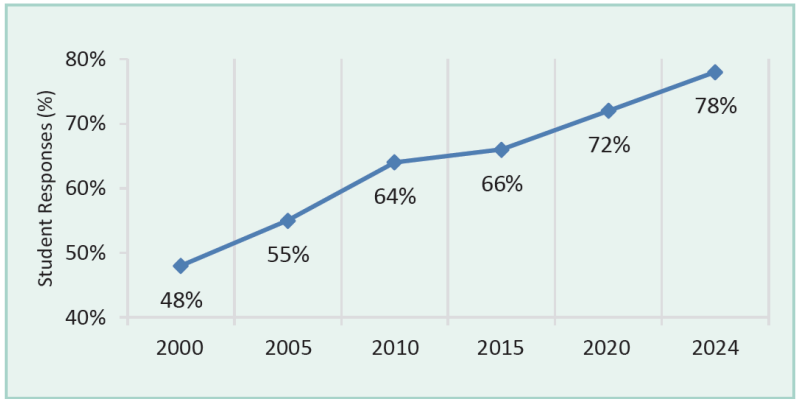


Figure 1 Percentage of students who believe there is more crime now than in previous years (based on a survey of 750 students)

Mike, 3rd year Sociology

This graph shows that most people have perception that the rate of crime in society is rising year after year. However, we cannot assume that this reflects the true state of affairs. The reasons for this are explained as follow.

Imagine that you see two headlines on a news website. The first is “Man Steals Wallet in Station.” The second is “Man Enjoys Great Day.” Like most people, you would probably click on the bad news story.

When asked how they feel about news, most people will claim that the news media are too negative. People say they would prefer to hear and read positive news stories. However, the media know that, in fact, negative news sells. As a consequence, crime forms such a large part of the daily news content.

You might think this is harmless. After all, crime is one of the leading genres of fiction. Watching crime stories in the movies or on TV allows people to feel scared in a safe way, according to psychologists. However, the amount of crime features in the news is out of proportion with the real situation. That explains the phenomenon shown in the graph.

In addition, humans are obsessed with crime. This means we think about small incidents a lot and give them more attention than they probably deserve. This is another reason why, when asked about the level of crime in society, we are likely to overestimate it and guess that it is rising when, in fact, it is actually falling.

Reflection

What could the skills of “Describing Data” & “Summarizing” do for you?

- From the academic aspect (in your discipline)
- From the career/professional development aspect

Class Dismissed!