

# *EAP Power Up*

## Units 5 & 7

**Instructor: Freddy Yi-Chi Chen, National Taiwan University**

**Course Title: Academic English for Bioresources and Agriculture**

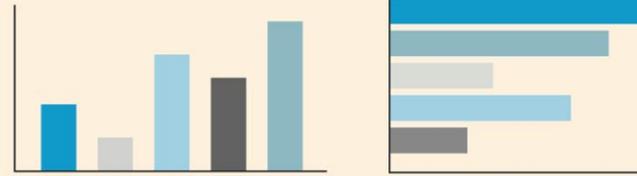
**Weekly Topic: Writing to Describe Visuals—Charts & Diagrams**



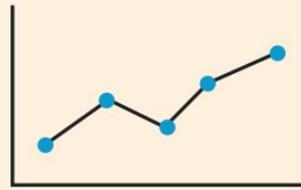
# Common Visuals in Academic Writing



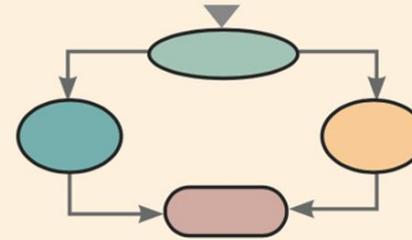
pie chart (圓餅圖)



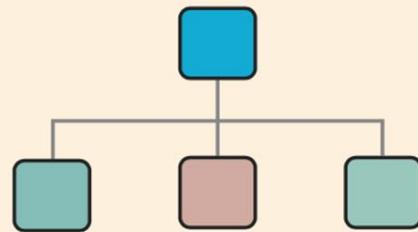
bar chart (長條圖)



line graph (折線圖)



flowchart (流程圖)



classification chart (分類圖)



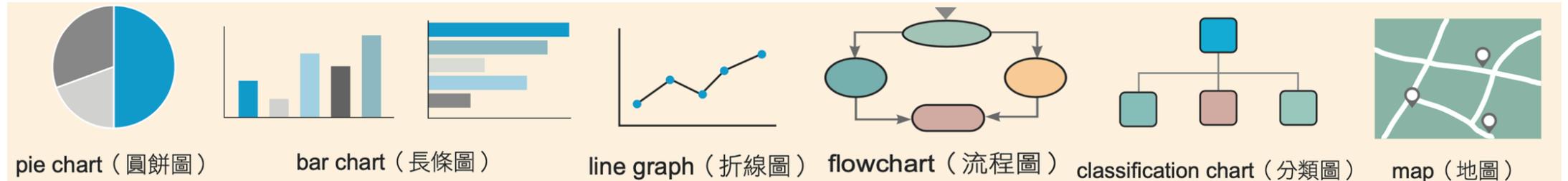
map (地圖)

Source: *Power Up* (p. 9–10)

# Discussion Questions

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1. Which of the following types of visuals have you described? How are they different?



2. How do you usually structure your data description text, in terms of text length, detail specificity, and text organization?
3. Which approach to data description do you prefer and why?
  - a) Be 100% faithful and describe everything in the chart
  - b) Be selective and only report important information bits

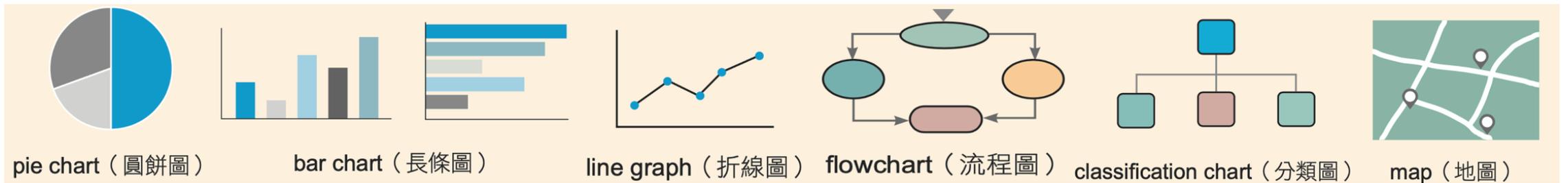
# Some Basics in Writing a Data Description Text

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## 1. Overall Text Structure

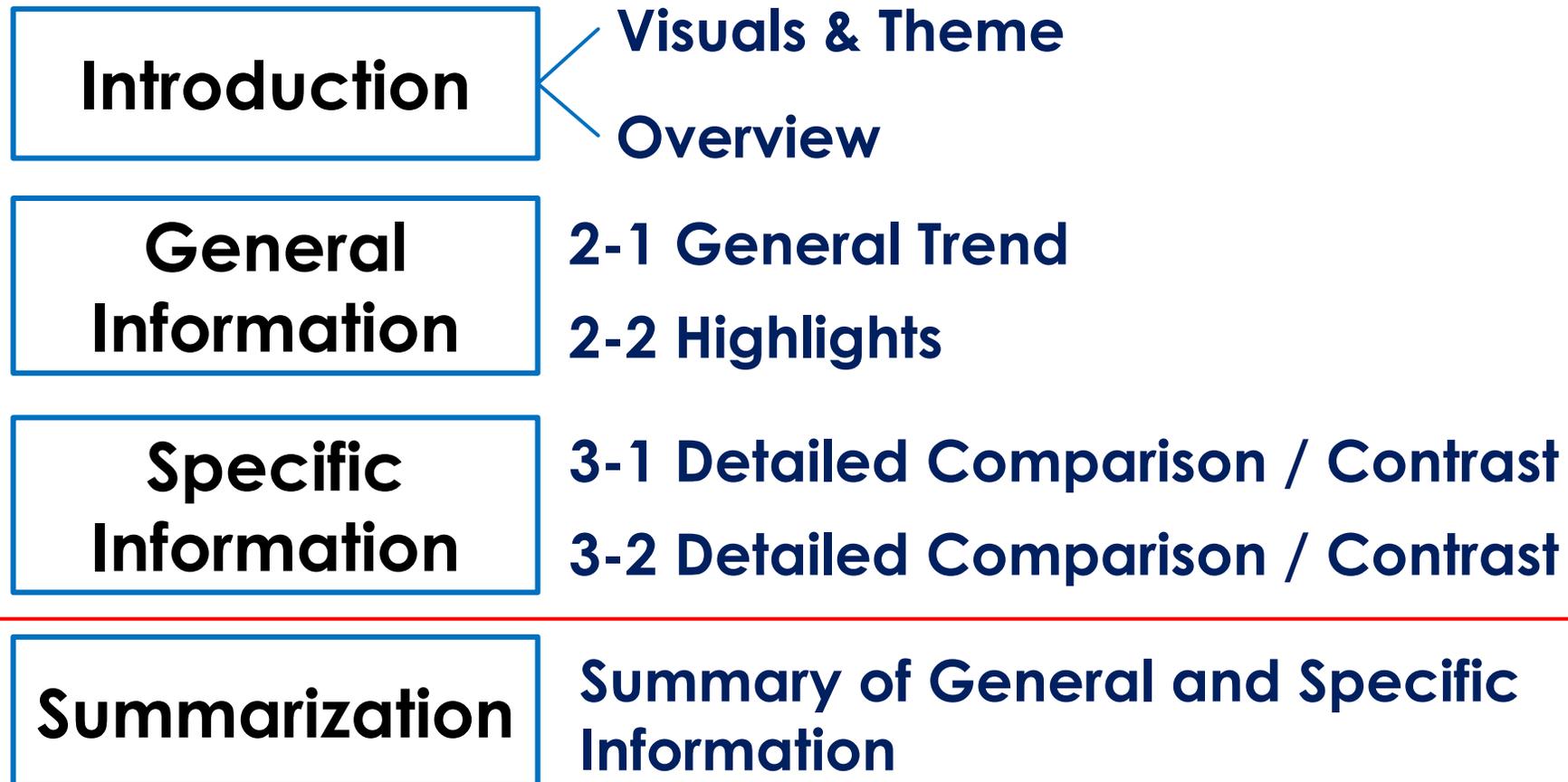
## 2. Information Selection Principle

## 3. The Quirkiness of Data Description Texts



# Some Basics in Writing a Data Description Text

Typically, a data description text based on numeral charts/graphs follows a certain structure:



# Hands-on Practice – Data Description [20–25 mins] ①

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**Describe the diagram provided in an essay of 200 words:**

1. Begin your writing process with an outline so that you can be clear with your structure.
2. Use transition words or phrases adequately to maintain your text readability and coherence (watch your tone!).
3. Prepare to share it with the class after the collaborative writing task:
  1. The organization of your text
  2. Your choice of information from the diagram
  3. How you make transitions along your text

Line Graph Source: [https://ourworldindata.org/peak-agriculture-land?utm\\_campaign=mb&utm\\_medium=newsletter&utm\\_source=morning\\_brew](https://ourworldindata.org/peak-agriculture-land?utm_campaign=mb&utm_medium=newsletter&utm_source=morning_brew)

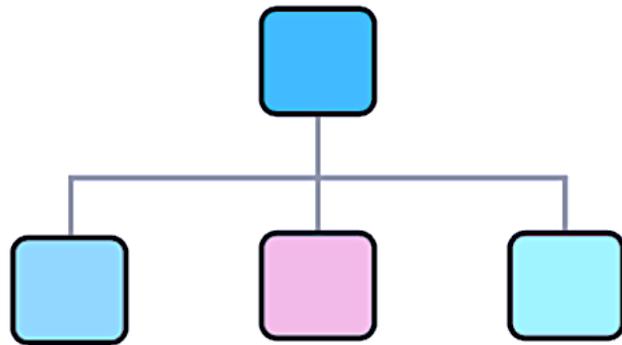
Pie Chart Source: Cambridge IELTS 8. ISBN: 9780521173780

# **Let Us Hear Your Thoughts [10 min]**

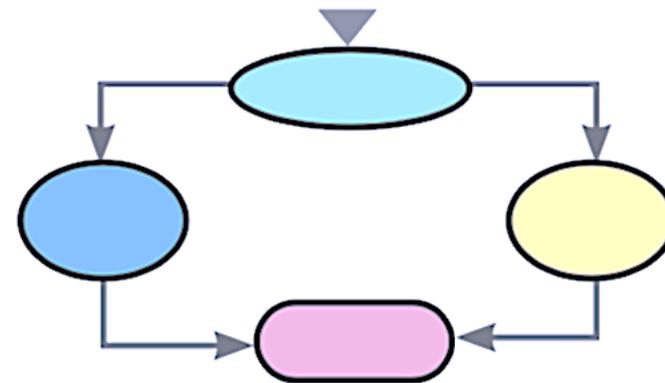
- 1. Your Text**
- 2. An Analysis of Your Text Structure**
- 3. Information You Selected and Why**

# Discussion Questions About Flowcharts and Tree Maps

1. How are **flowcharts** and **classification diagrams** different from other forms of charts and graphs?
2. Do you think they are more difficult to describe? Why (not)?



classification chart (分類圖)



flowchart (流程圖)

# Principles in Describing Flowcharts and Classification Charts

## 1. Overall Text Structure

- Intro. – Process (1<sup>st</sup> Half) – Process (2<sup>nd</sup> Half) – Summary
- Intro. – Category 1 – Category 2 – ... Category X – Summary

## 2. Tense, Aspect, and Voice of Verbs

- Simple Present (predominant)
- Passive Voice (human or creature actions)
- Active Voice (natural phenomena)

# Tips in Writing a Process Text

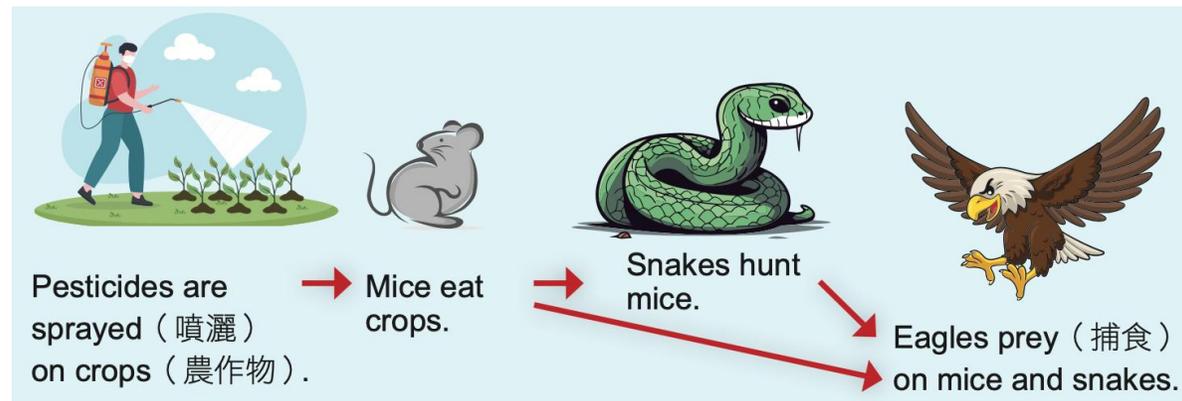
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## 1. Clarifying the Purpose and Theme

- The flowchart illustrates **how pesticides spread through an ecosystem.**

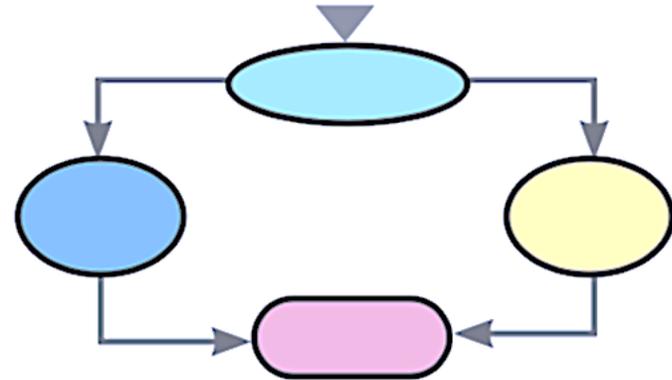
## 2. Describe Each Step in the Diagram, One by One

- The process *begins when* animals consume crops sprayed with pesticides.
- *Then, when* animals eat other animals that have pesticides in them, those pesticides spread even more.
- *Ultimately,* each animal takes in more pesticides than it can remove, *thus* becoming less and less healthy.



# Sample Sentence Forms in Process Writing

- ✓ “The flowchart demonstrates how \_\_\_ unfolds/can be done.”
- ✓ “The process begins when \_\_\_.”
- ✓ “Next, \_\_\_ happens as \_\_\_.”
- ✓ “Following this/After that, \_\_\_.”
- ✓ “After the \_\_\_ process, \_\_\_”
- ✓ “At the same time, \_\_\_.”
- ✓ “Eventually, \_\_\_.”
- ✓ “This series of steps results in \_\_\_.”
- ✓ “Overall, the process shows that \_\_\_.”



# Tips in Writing a Classification Text

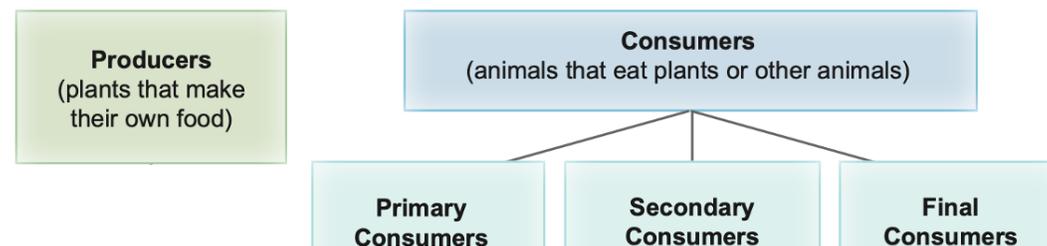
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## 1. Clarifying the Purpose and Theme

- **The classification diagram** presents **how organisms are organized** within a food chain by their source of energy and role in the ecosystem.
- It **distinguishes between** producers and consumers, **with the latter further divided into three subcategories** based on what they eat and whether they are preyed upon.

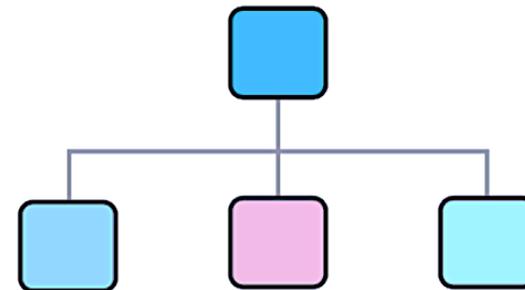
## 2. Describe and Define Each Subgroup in the Diagram

- **First**, producers refer to plants that make their own food through photosynthesis. Consumers, **on the other hand**, are animals that rely on eating plants or other animals. This group is **subdivided into** primary consumers, secondary consumers, and final consumers.



# Sample Sentence Forms in Classification Writing

- ✓ “The diagram classifies \_\_\_ into several categories based on \_\_\_.”
- ✓ “One major category is \_\_\_, which refers to \_\_\_.”
- ✓ “Within this group, examples include \_\_\_ and \_\_\_.”
- ✓ “According to the diagram, \_\_\_ are considered \_\_\_.”
- ✓ “In contrast, \_\_\_ describes \_\_\_.”
- ✓ “Finally, \_\_\_ stands out as \_\_\_ because \_\_\_.”
- ✓ “This classification highlights the differences between \_\_\_ and \_\_\_.”



## Hands-on Practice – Data Description [20–25 mins] ②

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**Describe the diagram provided in an essay of 200 words:**

1. Begin your writing process with an outline so that you can be clear with your structure.
2. Use transition words or phrases adequately to maintain your text readability and coherence (watch your tone!).
3. Prepare to share it with the class after the collaborative writing task:
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# Peer Evaluation and Proofreading (20 mins)

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## Directions

1. Refer to the guidelines in the rubric and proofread your peer's essay.
2. Leave revising suggestions using the **comment** function.
  - **Note: DO NOT rewrite or correct any part of the text; rather, raise questions when you encounter mistakes or confusions.**
3. After you've finished proofreading, share the link/file in the comment section of "Week 11 In-class Task: Proofreading" on Discussion.

# Rewriting Your Text (10 mins)

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## Directions

1. Skim through the revising suggestions your peer provided.
2. Discuss how you can rewrite your text accordingly.
3. Highlight the parts where modifications are made.
4. After you've finished rewriting the text, upload it to the **Discussion** board.

# **Sharing Session (10 mins)**

- 1. The feedback you received**
- 2. Your response to the feedback**

# Take-away Messages

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Today, we've learned about...

1. Writing Data Description Texts
2. Writing Process and Classification Texts
3. Proofreading Techniques
4. Providing and Responding to Peer Feedback

# Individual Writing Assignment

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The diagram shows how honey is made in small-scale commercial production plant. Write a short essay containing below 250 words to describe each step in the process.

(Illustration cited from p. 178, *IELTS Trainer 2 Academic*, on which there is a process writing task)

**Source: *IELTS Trainer 2 Academic*. (p. 178) ISBN: 9781108567589**



Class Dismissed!

See you next time!

