

Reading data displays

What can data reveal?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes (includes time to hand out and introduce the booklets)

RESOURCES Slides 1–19 · Handout pp1–6 (6 pages) · Whiteboards and pens

AIMS

Content Read data displays accurately.

Language Use language to describe graphs.

Skills Explain one finding and one limit.

KEY LANGUAGE

- data · display · feature · axis · scale · label · unit · represent · indicate
- The graph shows... · The table represents... · The data indicates...
- One accurate finding is... · The graph cannot tell us...

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and hook AIM Activate what learners know about data. <i>Whole class, pairs</i>	6 min 0–6	1 Show slide 1. Instruct learners to write the four display names on whiteboards. 2 Read the definition of data (slide 2). Pairs talk: Where do you see data? 3 Show the journey (slide 3). Point to the aims. ANSWERS bar chart, pie chart, line graph, table.	• Slides 1–3 • Whiteboards	• Vague answers (“on my phone”); ask “What data?” LANGUAGES Ask “How do you say ‘graph’ in your other languages?” Keep the words on the board all unit.
2 What can we tell? AIM See what a bare graph cannot tell us. <i>Individual, then pairs</i>	3 min 6–9	1 Show slide 4: a graph with no title or labels. 2 Learners think for 30 seconds and jot bullet points. 3 Pairs talk, using the starters on the slide.	• Slide 4 • Handout p1	• Learners feel stuck: say “That is the point. What would help?” STRETCH What would you ask the person who made it?
3 Features and the four-step routine AIM Learn the features and the routine. <i>Whole class</i>	6 min 9–15	1 Show slide 5. Go through the five labels (title, labels, axis, scale, unit). Ask each question on the slide; learners answer from the graph. 2 Point to each feature as you say the word. 3 Show slide 6. Teach the four steps with a gesture each. For example: point to the title; circle the axes; tap the highest bar; open your hands for the limit. 4 Repeat the routine chorally. ANSWERS Title: how Year 7 students travel to school. Scale: up in 4s. Unit: students.	• Slides 5–6 • Handout p2	• Axis and scale mix-ups: point to the graph as you say each word. LANGUAGES Instruct pairs to compare the feature words in their languages.
4 Model and key language AIM See it modelled. Meet the phrases. <i>Whole class</i>	7 min 15–22	1 Show slide 8. Think aloud and build bullet points, pointing at the graph. For example: “Bus is highest. How many? 14.” 2 Read the model sentence aloud. 3 Show slide 9. Say each phrase; learners echo it. “Represents” and “indicates” are more formal than “shows”.	• Slides 7–9	• Learners copy full sentences: say “Fragments first.” SUPPORT Learners copy the model notes. LANGUAGES Underline “shows” and “indicates”. Instruct pairs to translate one phrase and compare.
5 Guided practice: read a table AIM Practise on a table, in pairs. <i>Pairs</i>	6 min 22–28	1 Show slide 10. Pairs take turns asking the four routine questions. 2 Praise exact numbers and units: “33 books borrowed on Thursday”. If you hear “33”, ask “33 what?” 3 Show slide 11. The speaker explains with the frame. The listener checks four points and gives one “clear” and one “improve”. 4 Check they know the task: ask “What does the listener do?” Swap roles. ANSWERS Thursday highest (33). Monday lowest (18).	• Slides 10–11 • Handout p3	• Listeners just say “good”: ask “Which point did they hit?” SUPPORT Point at the feature you mean.

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6 Read different displays AIM Make notes on three displays. <i>Individual, then pairs</i>	7 min 28–35	1 Show slide 13. Learners choose one display and write bullet points: what it shows, one finding, one limit. 2 Circulate. Check each learner has all three headings. 3 Show slide 14: the finished notes for Display A. Learners compare and fix one thing. ANSWERS Garden: Thursday highest. Clubs: football highest, drama lowest. Survey: Science highest, Art lowest.	• Slides 12–14 • Handout p4	• Learners stop after “what it shows”: have them touch each heading on the key bar. SUPPORT Start with the table. STRETCH Do two displays. LANGUAGES Pre-teach “survey” and “sign-ups”. Ask for home-language equivalents.
7 Explain one display AIM Say and write a finding and a limit. <i>Pairs, then individual</i>	5 min 35–40	1 Show slide 15. Each partner explains one display aloud for one minute, using their bullet points. 2 Learners write 2–3 sentences with the frame.	• Slides 15–16 • Handout p5	• Vague words (“many”, “big”): ask “How many?” SUPPORT Frame only. STRETCH Use “indicates”. LANGUAGES Instruct pairs to rehearse the three sentences aloud first.
8 Independent mini-task AIM Do it alone with a fresh display. <i>Individual</i>	5 min 40–45	1 Show slide 17. Explain: a new display, three sentences (what it shows, one finding, one limit). 2 Check they know the task: ask “How many sentences? What can you use?” 3 Learners work alone. Circulate and check bullet points before sentences. ANSWERS Saturday highest (about 230). Wednesday lowest (about 110).	• Slide 17 • Handout p6	• Learners list every number: ask “What is the main thing the graph shows about the week?” STRETCH Describe the trend: numbers rise from Wednesday to Saturday. LANGUAGES Instruct learners to note any new words in their home language beside their notes.
9 Plenary and exit AIM Check the routine and the key words. <i>Pairs, whiteboards</i>	5 min 45–50	1 Show slide 18. Pairs explain the club chart aloud with the three-step routine. 2 Learners match the words to meanings on whiteboards. Check together. ANSWERS data = C, axis = D, scale = A, feature = B.	• Slide 18 • Whiteboards	• Axis and scale mix-ups: reteach next lesson with the labelled graph from slide 5.

AFTER THE LESSON Vocabulary book: learners do the word check (pages 2–3) with any time left, then start their word bank.
 No homework task for this lesson. Journey slides (3, 7, 12, 16).