

Write a data report

Can I plan and write a complete report?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–15 · Handout pp1–5 · Whiteboards and pens · Timer

AIMS

Content Plan and write a four-part data report.

Language Link language for patterns, evidence and careful conclusions.

Skills Select relevant figures. Organise your ideas.

KEY LANGUAGE

- data · pattern · evidence · conclude · relevant
- increased / decreased steadily · the largest · more than half
- For example, in ____ ..., but in ____ ... · This suggests ____, but the data does not show ____.

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and the task AIM Meet today's task. <i>Whiteboards, pairs</i>	6 min 0–6	1 Show slide 1. Learners answer the three questions on whiteboards. Read the aims. Show slide 2 and read the four steps. 2 Show slide 3. Read the three cards. Pairs say in their own words what they have to do. Take two answers. ANSWERS 1 B. 2 C. 3 B. Task: one report about both graphs; use figures; say what the data suggests carefully; 180–220 words; alone.	• Slides 1–3 • Whiteboards	• Do not say what the graphs show. LANGUAGES Pairs first talk in a shared language. Take two answers, then repeat them in English.
2 Read the graphs AIM Find the main trends. <i>Pairs</i>	5 min 6–11	1 Show slide 4 and handout p1. Pairs talk through the five questions. Learners circle useful figures on the handout. 2 Say: “Show me.” Read values from the gridlines. ANSWERS 1 Decreased (520 to 430 litres). 2 Down 90 litres. 3 Largest showers and baths 36%; smallest other 9%. 4 Showers and toilets 60%. 5 Less water used; cannot show why.	• Slide 4 • Handout p1	STRETCH Biggest fall: 2022–2023.
3 Choose your evidence AIM Choose relevant figures. <i>Individual, pairs</i>	5 min 11–16	1 Show slide 5 and handout p2. Learners write the figure and unit for each point. Compare with a partner for 1 minute. 2 Ask: “Is 13% for gardens relevant to the trend? Why not?” ANSWERS Trend 520 litres, 430 litres. Change down 90 litres. Largest showers and baths 36%. Comparison 60% (showers and toilets) or 36% against 9%.	• Slide 5 • Handout p2	• Missing units, wrong graph, every number chosen. SUPPORT The first figure is given in each row. STRETCH Add a comparison with “whereas”.
4 Plan your report AIM Plan in key words and figures. <i>Individual</i>	4.5 min 16–20.5	1 Show slide 6, then slide 7. Learners plan on handout p2 in key words and figures. Use the evidence table. 2 Check with a partner. ANSWERS Opening: what the graphs show. Finding 1: trend and two figures. Finding 2: key pattern, figures. Conclusion: suggests, a hedged reason, what it does not show.	• Slides 6–7 • Handout p2	• Full sentences: say “Key words and figures only.” SUPPORT First words are given. LANGUAGES Instruct pairs to check plans in a shared language.
5 Rehearse aloud AIM Say the report from key words. <i>Pairs</i>	6 min 20.5–26.5	1 Show slide 8. Look at the photo. Explain: the speaker uses key words, the listener ticks three checks. 2 Show slide 9 and handout p3. Model for 45 seconds from the Seabay plan: “I will start by... Then I will show... This suggests... but...” 3 Student A speaks for 60–90 seconds. Student B ticks the checks and gives one piece of feedback. Swap.	• Slides 8–9 • Handout p3	• Missing units or “proves”: tell the whole class before they write. • Reading sentences instead of speaking. SUPPORT The partner reads the plan aloud first.

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6 Independent task: write the report AIM Write 180–220 words in 25 minutes. <i>Individual</i>	25 min 26.5–51.5	1 Show slide 10. Say: “You have 25 minutes, as in the assessment.” Name the two common slips: units and “proves”. 2 Show slide 11 and the language bank (slide 12, handout p3). Learners underline two phrases. Return to slide 11. 3 Learners write alone on handout p4. Call time at 10 minutes (opening and Finding 1) and 20 minutes (conclusion). Hard stop at 25.	- Slides 10–12 - Handout pp3–4 - Timer	- No opening, no units, “proves”. Do not correct or give figures. - Stuck? Ask: “What does the data suggest? One reason? What not?” SUPPORT Writing frame. STRETCH Add a comparison and a second reason.
7 Check, change, count AIM Improve your report. <i>Individual</i>	6 min 51.5–57.5	1 Show slide 13, then slide 14. Learners tick five questions (3 minutes) on handout p5. 2 Learners fix the weakest part and write “I will change ____” (2 minutes). 3 Learners count their words and write the number (1 minute). Collect reports. Mark against the five criteria, no grade. Note one strength each.	- Slides 13–14 - Handout p5	Under 180 words: add a figure. Over 220: cut the least relevant figure. STRETCH All ticked? Add a comparison, a second reason or check units.
8 Assessment: next lesson AIM Know what Lesson 11 involves. <i>Whole class</i>	2.5 min 57.5–60	1 Show slide 15. Read the three cards. Pairs talk: “Which part was hardest? What will you remember in Lesson 11?” 2 Say: “Bring a pen. No hints about the topic.” ANSWERS Two new graphs; 50 minutes (explore 15, write 25, check 10); checklist, guide, glossary.	Slide 15	Note careful conclusions, relevance and units for reminders.

AFTER THE LESSON Start of Lesson 11: slide 16 (how the report is judged, 3 minutes). Vocabulary book: learners add pattern, conclude and relevant. Self-study: slide 17 (Frayer). Journey slides: 2, 6, 10, 13.