

Spot the pattern

What is the data doing over time?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–19 · Handout pp1–5 · Pencils and rulers · Whiteboards and pens

AIMS

Content Describe a trend. Make one careful prediction.

Language Use trend language: increase steadily, fall sharply.

Skills Separate what the data shows from a prediction.

KEY LANGUAGE

- pattern · trend · increase / decrease · predict · data
- Overall, ___ increased / decreased from ___ to ___. · increased steadily · fell sharply
- If this pattern continued, we might predict... · However, the data only shows...

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and hook AIM Review words. Make sentences exact. <i>Whiteboards, pairs</i>	9 min 0–9	1 Show slide 1. Learners match words 1–6 to meanings A–F and show their answers on whiteboards on “three”. Read the aims. 2 Show slide 2. Learners think for 30 seconds, then talk: make sentences A and B more exact, using the chart. 3 Show slide 3. Say: “By the end you will write four sentences about a graph. Three say what the data shows. One is a careful prediction.” ANSWERS Words: 1 E, 2 C, 3 A, 4 F, 5 B, 6 D. A: “Around 40% come by bus.” B: “Only 4 students cycle.”	• Slides 1–3 • Whiteboards	• “A lot” or “many” with no number: ask “Which number from the chart can you use?”
2 Worked examples and key language AIM See a trend described and meet the phrases. <i>Whole class</i>	11 min 9–20	1 Show slide 4. Think aloud, pointing to the graph: first the overall trend, then one detail. Say: “Overall, the number of visitors increased steadily from 20 in Week 1 to 46 in Week 6.” 2 Show slide 5. Model the second graph. Point to the word bank and ask: “Which adverb for 120 to 30?” 3 Show slide 6. Say: “The weeks are finished: use the past.” Read each phrase; learners repeat. Ask: “Which phrase is for the highest number? Which is for a prediction?” ANSWERS Slide 5: “Overall, bottle sales decreased sharply from 120 in Week 1 to 30 in Week 6.”	• Slides 4–7 • Handout p4	• Learners list every number: say “Pick the two numbers that tell the story.” • “Predict” mixed up with “describe”: say “Describe is what we see. Predict is what we think comes next.”
3 Guided practice: annotate the graphs AIM Mark the trend and key numbers. <i>Pairs</i>	6 min 20–26	1 Show slide 8. Pairs annotate both graphs with a pencil and ruler: an arrow for the overall trend, circles for the highest and lowest numbers, a line for the biggest change. 2 Show slide 9. Reveal the answers. Pairs compare marks. 3 Ask: “Is the highest number the same as the biggest change?” Show Week 6 (38) against Week 3 to 4 (+12). ANSWERS Cycling: increase; highest 38 (Wk 6); lowest 12 (Wk 1); biggest change Wk 3 to 4 (+12). Late: decrease; highest 45 (Wk 1); lowest 15 (Wk 6); biggest change Wk 2 to 3 (–15).	• Slides 8–9 • Handout p1	• Biggest change marked at the highest number: say “Subtract. Which two weeks have the largest difference?” SUPPORT Do the first mark together on the cycling graph. STRETCH Which graph changes more? How do you know?

Stage	Time	Procedure	Resources	Watch for and adapt
4 Guided practice: build trend sentences AIM Build accurate trend sentences. <i>Individual, then pairs</i>	7 min 26–33	1 Show slide 10. Learners build three sentences on the “arriving late” graph, using the word bank and their annotations. 2 Show slide 11. Reveal. Learners check each sentence and each number against the graph. ANSWERS 1 overall trend. 2 and 3 details. Every number must be in the graph.	• Slides 10–11 • Handout p2	• “Sharp” for “sharply”: say “The word describes the verb, so it ends in -ly.” SUPPORT Do sentence 1 together, with a partner. STRETCH Write sentence 1 again with a different verb and adverb.
5 Guided practice: predict carefully AIM Tell data from a cautious prediction. <i>Pairs</i>	4 min 33–37	1 Show slide 12. Pairs choose the cautious prediction (A, B or C). 2 Learners write their own prediction for the “arriving late” graph. ANSWERS B is cautious. A (“will be 52”) is too sure. C is a fact about the past.	• Slide 12 • Handout p3	• “Will” in every prediction: ask “Do we know? Then use might.” SUPPORT Point to the sentence frame. STRETCH Use “is likely to” for a prediction you are quite sure about.
6 Say it in your language AIM Compare how change is described. <i>Pairs</i>	3 min 37–40	1 Show slide 13. Instruct pairs to say how they describe increase, decrease and “stay the same” in a language they know. 2 Write the words learners offer on the board next to the English. 3 Ask: “In your language, does the word for “steadily” come before or after the verb?” Then show slide 14.	• Slides 13–14	LANGUAGES Pairs with no shared language say the English words and show the change with their hands.
7 Model and write a mini-report AIM Write four sentences: three data, one prediction. <i>Whole class, then individual</i>	15 min 40–55	1 Show slide 15. Read the four sentences aloud with the class. Learners underline sentences 1–3 (data) in one colour and sentence 4 (the prediction) in a different colour. 2 Point out: sentences 1–3 are all in the graph. Sentence 4 starts “If this pattern continued...” and uses “might”. 3 Show slide 16. Learners write the mini-report on the bottle graph: sentence 1 trend, 2 and 3 details, 4 prediction. 4 Check at 7 minutes: “Is sentence 4 a prediction? Does it say “might”?”	• Slides 15–17 • Handout pp4–5	• “Will” in sentence 4: ask “What would happen if the library opened a new room? Can the graph know that?” • Prediction written as a fact: ask “Is this in the graph? Then start with ‘If this pattern continued...’” SUPPORT Use the frames on the slide. Do sentence 1 together. STRETCH “Gradually at first, then sharply” (bars 15, 18, 20, then 27, 38, 50): describe two phases.
8 Plenary: data or prediction? AIM Say the difference between the two. <i>Pairs</i>	5 min 55–60	1 Show slide 18. Learners sort statements A–D into “data shows” and “prediction”. 2 Pairs explain: “A is a prediction because...” 3 Each learner says one sentence about the library graph. ANSWERS A prediction (too sure). B data. C data. D prediction.	• Slide 18	• A says “will”: ask “Make A more careful.” (“The library might be full by Week 10.”)

AFTER THE LESSON Vocabulary book: learners add pattern, trend and predict to their word record or word boxes. Homework task: to be added. Journey slides (3, 7, 14, 17).