

Best display for the job

Which display is best for the job?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–23 · Handout pp1–5 · Whiteboards and pens

AIMS

Content Compare displays. Choose the best one for the job.

Language Comparison language: more suitable, whereas.

Skills Choose a display and give a reason.

KEY LANGUAGE

- compare · contrast · justify · represent · appropriate
- Both the ___ and the ___ show... · The ___ is better for showing ___, whereas the ___ is better for...
- Unlike the pie chart, the line graph... · However, the ___ is not as good for... · The ___ is more suitable because...

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and hook AIM Review words and trends. <i>Whiteboards, individual</i>	8 min 0–8	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 write one sentence about the trend. ANSWERS Words: 1 D, 2 E, 3 B, 4 F, 5 C, 6 A. Trend: “Overall, the number of students remains stable at about 52.”	• Slides 1–2 • Whiteboards	• Trend wording: ask “What do we say when it stays about the same?”
2 Compare three displays AIM See what each display is good for. <i>Pairs, whole class</i>	8 min 8–16	1 Show slide 4: the same data (hot water cooling) as a table, a bar chart and a line graph. Learners think, then share: what is easy to see in each? What is hard? 2 Show slide 5. Model the three steps: basis (what do we want to know?), similarity, difference. Say: “The table is better for exact numbers, whereas the line graph is better for change over time.” ANSWERS Table: exact numbers; the pattern is hard to see. Bar chart: compare amounts. Line graph: the trend at a glance; exact numbers are hard.	• Slides 4–5 • Handout p1	• Reading exact numbers from a graph: ask “Exactly, or about?” • “Whereas” used as “and”: say “A is good for this, whereas B is good for that.”
3 The pie chart and four jobs AIM Match each display to its job. <i>Whole class</i>	6 min 16–22	1 Show slide 6: a pie chart of electricity sources. Learners say what it is good for and what is hard to see. 2 Show slide 7. Walk through the four cards: table, bar chart, line graph, pie chart. Learners say the job of each in their own words. ANSWERS Pie chart. Easy: the biggest share, parts of a whole. Hard: exact numbers, small differences, change over time.	• Slides 6–7 • Handout p1	• Pie chart used for change over time: ask “Does this data change over time?”
4 Key language AIM Meet the comparison phrases. <i>Whole class</i>	3 min 22–25	1 Show slide 8. Read each phrase; learners repeat. 2 Ask: “Which phrase gives a reason? Which adds a limitation?” 3 Learners echo the five key words once.	• Slides 8–9 • Handout p3	• Missing comma after “Unlike the pie chart”. LANGUAGES Ask pairs to say compare and contrast in another language. Board the words.
5 Guided practice: answer three questions AIM Use the right display to answer. <i>Pairs, whiteboards</i>	6 min 25–31	1 Show slide 10 (monthly rainfall). Learners answer three questions on whiteboards and say which display they used. 2 Show slide 11. Reveal the answers. Ask: “Which display gave the exact answer?” ANSWERS 1 75 mm (exact from the table; about 75 from a graph). 2 April (120 mm). 3 It increased until April, then decreased.	• Slides 10–11 • Whiteboards	• Question 1 read from the line graph: say “Exact? Say about 75, or use the table.” SUPPORT Use the table first for question 1.

Stage	Time	Procedure	Resources	Watch for and adapt
6 Guided practice: choose the best display AIM Choose a display and say why. <i>Pairs</i>	6 min 31–37	1 Show slide 12. Pairs tick every display that could work for each job, then star the best one. 2 Pairs talk, using the frame: “For job __, the __ is best because...” 3 Show slide 13. Reveal. Ask: “Did anyone choose differently? What was your reason?” ANSWERS 1 line graph. 2 table. 3 pie chart. 4 bar chart. Other answers are fine if the reason is clear.	• Slides 12–13 • Handout p2	• One tick, or no star: say “Which displays could work? Now pick one star.” SUPPORT Point to the four-jobs slide (7).
7 Build comparison sentences AIM Write sentences that compare displays. <i>Individual, then whole class</i>	6 min 37–43	1 Show slide 14. Learners complete the sentences with the word bank, then write one of their own. 2 Show slide 15. Reveal. Learners check. Ask: “Which sentences use whereas? Which use both?” ANSWERS 1 table, line graph. 2 pie chart, bar chart. 3 bar chart, line graph, table (first two in either order).	• Slides 14–15 • Handout p3	• “And” instead of “whereas”: ask “Do the two displays do different jobs? Then use whereas.”
8 Model and independent task AIM Choose a display and justify it in writing. <i>Whole class, then individual</i>	12 min 43–55	1 Show slide 17. Read the purpose. Say the three model sentences aloud: position (“The line graph is best.”), comparison (“...whereas the table is...”) and reason (“It is more suitable because...”). 2 Say: “Answer the question first. Then give the reason.” 3 Show slide 18. Learners choose a display for each purpose and write 2–3 sentences. ANSWERS Purpose 1: pie chart (parts of a whole). Purpose 2: bar chart (comparing amounts).	• Slides 16–18 • Handout pp4–5	• A display chosen with no reason: ask “What is the job? Match the job to the display.” SUPPORT Use the frames.
9 Plenary: vote and explain AIM Say why you chose. <i>Whole class</i>	5 min 55–60	1 Show slide 22. Read the purpose. Learners hold up A, B, C or D, then say one sentence: “I chose the __ because...” ANSWERS No single right answer. Line graph (C) shows the growth. Table (A) gives the exact number. Accept both with a clear reason.	• Slides 21–22	• No reason given: say “I chose the ... because...”

AFTER THE LESSON This lesson is optional for the assessment path. If you omit it, teach “represent” and “appropriate” in the next Do Now. If there is time: quick-fire (slides 19–20, 6 minutes). Vocabulary book: learners add contrast, represent and appropriate. Homework task: to be added. Journey slides (3, 9, 16, 21).