

Is that a fair conclusion?

Does the graph support the claim?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–27 · Handout pp1–5 · Whiteboards and pens

AIMS

Content Judge if a graph supports a claim.

Language Say what the data shows and what it does not show.

Skills Fix claims that say too much.

KEY LANGUAGE

- conclude · conclusion · evidence · support · suggest · overclaim · cause
- The graph shows ___, but there is no data on ___. · The data suggests ___, but it does not show ___.
- ___ may / might ___. · This claim is partly supported because... · ...so we cannot conclude ___.

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and aims AIM Share words across languages. <i>Whiteboards, whole class</i>	4 min 0–4	1 Show slide 1. Instruct learners to write each word in their own language on a whiteboard and hold it up. 2 Read the question and aims aloud. Point at the four words.	- Slide 1 - Whiteboards	Note words that were hard to translate. Check them later.
2 Hook: does the graph show it? AIM Tell what a graph shows from what it does not. <i>Individual, pairs</i>	4 min 4–8	1 Show slide 4. Learners think for 30 seconds, then talk: which statement does the graph show? 2 Show slide 5. Read the aims. Say: “The skill is spotting a claim that says too much, and fixing it.” ANSWERS A: point to 20 and 46. B is about next week; you cannot point to it.	Slides 4–5	SUPPORT “The graph shows ___ because...”
3 Model: judging a claim AIM Learn what a fair claim is. <i>Whole class, pairs</i>	6 min 8–14	1 Show slide 6. Think aloud: “Breakfast 74. No breakfast 68.” Learners think, then talk: which claim matches the graph? 2 Show slide 7. Compare the two lists: what the graph shows, and what it does not show. Say: “An overclaim says more than the graph shows.” Read the teacher model aloud. 3 Show slide 8. Read each claim. Learners show thumbs (up = supported, sideways = partly, down = not), then point to the evidence. ANSWERS Slide 6: A. Slide 8: 1 supported. 2 partly. 3 not.	Slides 6–8	“Not supported” is not “false”: say “This graph does not show it.”
4 Certainty language AIM Say how sure the data lets us be. <i>Whole class, pairs</i>	6 min 14–20	1 Show slide 9. Read down the scale from most certain to least certain: shows, suggests, may / might / could, does not show. Say: “The more certain the word, the more evidence you need.” 2 Show slide 10. Read each phrase; learners echo it.	- Slides 9–10 - Handout p3	“Suggests” treated as “shows”: ask “How sure?” LANGUAGES Instruct pairs to find words in their language like “might” and “suggests”. Then take one example from each pair
5 The Seabay graph AIM Read a graph; guess causes carefully. <i>Pairs, whole class</i>	8 min 20–28	1 Show slide 12. Pairs say why people visit Seabay. Board 3–4 ideas with “might”. 2 Show slide 13. Pairs answer the three questions, then give feedback. 3 Show slide 14. Model the three steps on claim 3 (“Visitor numbers fell every month after August”): 1 Point: Sep 20, Oct 12, Nov 6. 2 Check all of it: “every month” is wrong, because December rose to 9. 3 Rate it: partly supported. ANSWERS Slide 13: 1 August (34,000). 2 Down, then up a little in December. 3 Accept colder weather, school terms, fewer holidays; insist on “might”.	Slides 12–14	

Stage	Time	Procedure	Resources	Watch for and adapt
6 Text A: judge the claims AIM Rate claims: point, check all of it, rate. <i>Pairs, whole class</i>	14 min 28–42	- Show slide 15. Pairs read Text A with the graph, find the claims and use the three steps from slide 14: point, check all of it, rate (8 minutes). - Show slide 16. Reveal row by row. Ask: “Where did you point? Which words went too far?” ANSWERS Claims: 1 supported. 2 supported. 3 partly. 4 partly. 5 not. 6 not.	- Slides 15–16 - Handout pp1–2	Pairs not looking at the graph: ask “Show me. Where?” SUPPORT The three ratings are on the handout. STRETCH Say each rating with “because”.
7 Fix the overclaims: model AIM Rewrite a claim so it is fair. <i>Whole class, pairs</i>	7 min 42–49	- Show slide 18. Model fixing claim 5 (“The August heatwave brought more tourists”) in three steps: 1 Point: August had the most visitors, 34,000. 2 Find the gap: there is no data on the weather or on why people came. 3 Rewrite: “The graph shows that August had the most visitors, but there is no data on why people came.” - Show slide 19. Pairs say the rewrite of claims 6 and 4 aloud (30 seconds each), then write it on handout p4 (5 minutes). - Show slide 20. Reveal the rewrites. Ask: “Which words did you add or take out?” ANSWERS Slide 20 shows the rewrites.	- Slides 18–20 - Handout p4	A rewrite that adds nothing: ask “What does the graph not show?” SUPPORT Frames and the “What is missing?” list. STRETCH Finish with “...so we cannot conclude ____.”
8 Independent task: weather report AIM Rate and fix claims alone. <i>Individual</i>	6 min 49–55	- Show slide 21. Check they know the task: ask “How many sentences do you rate? How many do you fix?” - Learners work alone on handout p5. Circulate. ANSWERS Weather report: 1 supported. 2 not. 3 supported. 4 partly. 5 supported. 6 not. 7 not.	- Slide 21 - Handout p5	Give no whole-text feedback while learners write.
9 Check and exit AIM Judge and fix one more claim. <i>Whole class, individual</i>	5 min 55–60	- Show slide 24. Learners rate and fix one more claim. - Show slide 25. Learners show thumbs, then write one sentence with the exit frame. ANSWERS Exit: partly supported. “The data suggests that sport is the most popular club, but it does not show which club students like best.”	Slides 24–25	SUPPORT “The graph shows ____, but there is no data on ____.” STRETCH Add “...so we cannot conclude ____.”

AFTER THE LESSON Optional word game: slides 2–3, 2 minutes. Early finishers: slide 23. Vocabulary book: learners add conclude, evidence, support, suggest and overclaim. Homework task: to be added. Journey slides: 5, 11, 17, 24.