

Listen to a data briefing

What can a speaker tell us that a graph can't?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–15 · Handout pp1–5 (transcripts on p6) · Audio: Listen 1, Listen 2, outtake · Whiteboards and pens

AIMS

Content Check what a speaker says against a graph.

Language Report what a speaker says and what the graph shows.

Skills Listen for key ideas. Make short notes.

KEY LANGUAGE

- data · trend · indicate · source
- Linda says ___, but the graph shows ___. · According to...
- Did you mean...? · Actually, the graph shows...

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and aims AIM Warm up on the graph. <i>Whiteboards, individual</i>	4 min 0–4	1 Show slide 1. Learners write three facts with numbers on whiteboards. Take two or three. Do not correct yet. 2 Read the aims aloud. Show slide 2 and read the four steps.	• Slides 1–2 • Whiteboards	• Facts with no units: ask “Degrees? Millimetres?” STRETCH Write one pattern, or compare two months.
2 Read the graph AIM Read the weather graphs accurately. <i>Pairs</i>	4 min 4–8	1 Show slide 3. Student A answers odd questions, Student B even. The partner checks on the graph. 2 Say: “Show me. Where?” Circulate and check. ANSWERS 1 Seabay weather this year. 2 average temperature (°C). 3 degrees Celsius; millimetres. 4 months. 5 50 mm. 6 11 °C. 7 it increases from 6 to 15 °C. 8 35 mm (100 – 65).	• Slide 3	• “Highest point”: say “highest number”. • Rainfall is the total for the month. LANGUAGES Instruct partners to discuss in a shared language first, then answer in English.
3 Listen and point AIM Match descriptions to the graph. <i>Whole class</i>	3 min 8–11	1 Show slide 4. Read each sentence once. Learners show the number of the part of the graph. 2 Ask: “How do you know?” ANSWERS Sentences 1–5 match zones 1–5.	• Slide 4	• No reason given: ask “Show me the part of the graph.”
4 Predict AIM Predict what the speaker will say. <i>Individual, pairs</i>	3 min 11–14	1 Show slide 5. Say: “You will hear two people on the news, Seabay Today.” 2 Learners write two predictions, share with a partner, then share with the class.	• Slide 5	• Do not reveal tourism. If learners say visitors: “Maybe. We will check.” SUPPORT Word bank on the slide. STRETCH “I think the speaker might say ___ because the graph shows ___.”
5 Listen 1: main message AIM Choose the best summary. <i>Individual, pairs</i>	7 min 14–21	1 Show slide 6. Read the three options aloud before playing. 2 Play Listen 1 once (about 2 minutes). Learners listen and do not write. 3 Learners choose silently for 30 seconds, then talk to a partner, then show fingers (1 = A, 2 = B, 3 = C). Do not give the answer. 4 Show slide 7. Reveal the answer. Ask: “Why are the others not right?” ANSWERS A. B says too much: Daria said “might” and gave another reason. C is wrong: visitors went up by 18,000.	• Slides 6–7 • Audio: Listen 1	• All three options start the same way. Tell learners to listen for the second sentence. SUPPORT Learners point to the graph while it plays.

Stage	Time	Procedure	Resources	Watch for and adapt
6 Short notes AIM Write notes, not sentences. <i>Whole class, whiteboards</i>	7 min 21–28	- Show slide 8. Think aloud: “I need the topic, the month, the number and the change.” Read the sentence once. Show the note. On the slide, the dark words stay in the note and the grey words go. - Show slide 9. Read each sentence once. Learners write a note on whiteboards and show it. - Compare notes. Cross out small words together. ANSWERS 1 Nov rain 100 mm. 2 Oct visitors 12,000 (+6,000 on Nov).	- Slides 8–9 - Whiteboards	Full sentences: say “Key words and numbers only.” SUPPORT Use symbols (+, →). LANGUAGES Ask learners to read a note and say it in their own language.
7 Listen 2: what does the speaker add? AIM Note details the graph does not show. <i>Individual, pairs</i>	8 min 28–36	- Show slide 10. Read the five questions before playing. - Play Listen 2. Learners make short notes on handout p1. Replay if needed; for a third time, play it in two halves. - Show slide 11. Pairs compare notes and fix them. Reveal the answers. - Ask: “Which answers are not on the graph?” ANSWERS 1 about 182,000. 2 18,000 more. 3 July and August. 4 July (35 mm). 5 the town’s 500th anniversary. Not on the graph: 1, 2, 3, 5. Accept 182k, 182,000 or 182 000.	- Slides 10–11 - Handout p1 - Audio: Listen 2	Learners noting every detail: say “Use digits for numbers.” SUPPORT Partners compare notes.
8 Check the speaker against the graph AIM Spot the speaker’s mistake. <i>Pairs, whole class</i>	5 min 36–41	- Show slide 12. Say: “Linda makes a mistake with the data.” Play the outtake. - Learners write on handout p2: “Linda says ___, but the graph shows ___.” - Ask: “How do you know?” ANSWERS Linda says August was the driest month, but the graph shows July was (35 mm; August is 45).	- Slide 12 - Handout p2 - Audio: outtake	SUPPORT Use the sentence frame on the slide.
9 Spot the deliberate mistake AIM Correct a mistake politely. <i>Pairs</i>	4 min 41–45	- Show slide 13. Model: read Student A’s mistake. Ask “Is that right? Check the graph.” Student B corrects politely. - Pairs take turns making a mistake about Graph A or B on handout p3. The partner corrects it. ANSWERS Model: temperature fell from 11 °C (Oct) to 7 °C (Dec). Extra: rainfall was highest in November, 100 mm.	- Slide 13 - Handout p3	Check learners say “Did you mean...?” before “Actually...”. SUPPORT Point to the frame.
10 Be the news team AIM Report from notes and a graph. <i>Pairs</i>	9 min 45–54	- Show slide 14. Ask: “Who are they? What are they doing?” Say: “Now you are Linda and Daria.” - Show slide 15. Student A is Linda and asks the five questions. Student B is Daria and answers from notes, pointing to the graph. Then swap. Learners do not read the transcript. - Note errors. Give feedback at the end. - Ask the class: “What can a speaker tell us that a graph can’t?” ANSWERS Visitors, reasons, events.	- Slides 14–15 - Handout p5	- Reading aloud: say “Use your notes and the graph.” - Check learners use “According to...”. SUPPORT Starters in the dialogue on handout p5. STRETCH Linda says one wrong fact; Daria corrects it.

AFTER THE LESSON Vocabulary book: learners add data, trend, indicate and source. Self-study (optional): slides 16–17, table or Frayer. Homework task: to be added. Journey slide: 2.