

Build a data report

What does a clear data report look like?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–24 · Handout pp1–6 (transcript on p6) · Audio: model briefing · Whiteboards and pens

AIMS

Content Understand how a data report is built.

Language Write a clear paragraph: finding, evidence, careful conclusion.

Skills Listen for key words. Write key words only.

KEY LANGUAGE

- data · indicate · evidence · conclusion · relevant
- Graph 1 shows that... · increased steadily · more than double
- This suggests..., but the data does not show...

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and the assessment AIM Meet the Lesson 11 assessment. <i>Whole class, pairs</i>	9.5 min 0–9.5	1 Show slide 1. Learners match words 1–5 to meanings. Read the aims. Show slide 2 and read the four steps. 2 Show slide 3. Read the three cards. Pairs talk: “What questions do you have?” Take two or three. 3 Show slide 4. Say: “Explore 15, write 25, check 10. You do not write until you know what the graphs show.” ANSWERS 1 E, 2 B, 3 D, 4 A, 5 C. Lesson 11: 50 minutes, individual, two unseen Geography graphs, 180–220 words.	• Slides 1–4 • Whiteboards	• Worries about time or vocabulary: note them for Lesson 10. LANGUAGES Invite questions in a shared language, then answer in English.
2 What will your report be checked on? AIM Rate yourself on the criteria. <i>Individual, pairs</i>	3.5 min 9.5–13	1 Show slide 5 and handout p1. Read each “I can” statement. Learners circle 1, 2 or 3, then compare with a partner. 2 Do not collect or grade.	• Slides 5–6 • Handout p1	• Evidence and careful conclusions are often rated lowest. Use this in Lesson 10.
3 Read the graphs AIM Read two graphs. <i>Pairs</i>	3 min 13–16	1 Show slide 7 and handout p2. Pairs talk through the five questions. No writing. 2 Say: “Show me.” Do not give away the briefing. ANSWERS 1 Increased. 2 Up 80 tonnes (120 to 200). 3 Largest bottles 38%; smallest other 15%. 4 Bottles more than double other; bottles and bags 65%. 5 Waste is rising; cannot show why.	• Slide 7 • Handout p2	STRETCH Biggest rise: 2022–2023 (+22).
4 Listen: key words AIM Listen for the question and the finding. <i>Individual, pairs</i>	7.5 min 16–23.5	1 Show slide 8 and handout p2. Read the focus question. Play Listen 1 once. Learners write 3–6 key words in each box. 2 Show slide 9. Model: “I hear ‘Today I will explain two graphs about plastic waste in Seabay.’ I write: plastic waste Seabay.” Play Listen 2. Learners add key words to rows 3 and 4. ANSWERS Question: is plastic waste going up or down? Finding: increased, 2019–2025. Figures: 120 and 200 tonnes; 38%, 27%, 65%. Conclusion: may be a recycling problem; does not show why.	• Slides 8–9 • Handout p2 • Audio: model briefing	• A figure instead of an answer: say “That is a figure. What is the answer?” • Full sentences: say “Cross out the small words.” LANGUAGES Instruct learners to write key words in the language that is quickest for them. They report in English next.

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5 Say it and compare notes AIM Say the main finding with evidence. <i>Pairs</i>	6 min 23.5–29.5	- Show slide 10. Look at the photo. Ask: “What is she doing?” - Show slide 11. Pairs compare notes (1.5 minutes). Then Student A says the main finding and two figures, using the frame. Swap. - Ask: “Which key words did you need most?” ANSWERS Question: up or down. Finding: increased steadily. Figures: 120, 200 tonnes; 38%, 27%, 65%.	Slides 10–11	Pointing without speaking: say “Point and say it.” SUPPORT Read frame 1 together first. STRETCH Add a figure as evidence.
6 Study the transcript and report AIM Find the parts of a report. <i>Pairs</i>	10 min 29.5–39.5	- Show slide 13 and handout p6. Read the transcript aloud while learners follow. Pairs underline the language and write 1 (introducing the topic), 2 (describing the trend) or 3 (careful conclusion) above it. - Show slide 15. Learners read the report silently, then pairs answer: “How is the report different from the briefing?” - Show slide 16 and handout p3. Learners write the sentence numbers for the criteria, then compare. - Show slide 17. Reveal the colour-coding on the slide. Learners correct their numbers. ANSWERS Opening 1, 2, 3. Finding 4, 7. Evidence 5, 6, 8, 9, 10. Careful conclusion 11, 12, 13. Report vs briefing: more detail, longer sentences, an opening, no “I will explain”.	- Slides 13, 15–17 - Handout pp3, 6	Stuck on 3: ask “Which sentences say what the data cannot tell us?” LANGUAGES Ask pairs to say one sentence in another language. Ask: “Is the order the same?”
7 A weaker paragraph AIM Find and name three problems. <i>Pairs</i>	5 min 39.5–44.5	- Show slide 19 and handout p4. Pairs read the paragraph, underline problems and write 1, 2 or 3 above them. - Show slide 20. Reveal the three problems. Ask: “Why is ‘proves’ a problem?” ANSWERS 1 No figure. 2 135 tonnes is not about types. 3 “This proves... must stop” is too strong. Fix: add 38% and 27%; use a Graph 2 figure or leave it out; use “suggests”, “might”, “does not show”.	- Slides 19–20 - Handout p4	Do not give new sentences yet. SUPPORT Talk first in a shared language, then in English.
8 Rewrite and check AIM Fix the paragraph. <i>Individual, pairs</i>	12 min 44.5–56.5	- Show slide 21 and handout p5. Learners say it first (1 minute), then write 55–75 words using the frame. Learners count and write the number. - Show slide 22. Learners swap. The partner reads, ticks the checklist and says one improvement. Learners improve. - Show slide 24. Return to the question. Learners write on handout p5: one useful choice the writer made, and one phrase they will use. ANSWERS Add 38% and 27%; replace “proves” and “must” with “suggests... but the data does not show”. Accept any valid hedged reason. Model: 59 words (slide 23).	- Slides 21–22, 24 - Handout p5	“135”, “38” without %, “proves”, “highest”. - Long lists of feedback: say “One improvement only.” SUPPORT Use the frame. STRETCH Cover the frame. Add: “The share of bottles is more than double other types.”

AFTER THE LESSON Optional: slide 14 (language to reuse), slide 23 (model paragraph). Vocabulary book: learners add conclusion, indicate, data and relevant. Self-study: slides 25–26. Homework task: to be added. Journey slides: 2, 6, 12, 18.