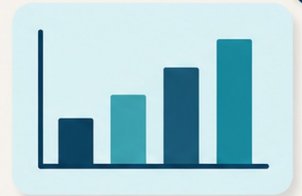
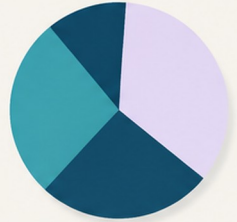


UNIT 2

Patterns & Data

How do we read, explain and use data?



Name _____

Class _____

Year 7 Academic English

Contents

	LESSON	BIG QUESTION	PAGE
1	Reading data displays	What can data reveal?	3
2	Good questions, good data	What makes a survey question useful?	9
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USING THIS BOOKLET

Use your vocabulary book as well to keep a record of new words.

UNIT 2 • LESSON 1

Reading data displays

What can data reveal?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Read data displays accurately.



Language Use language to describe graphs.

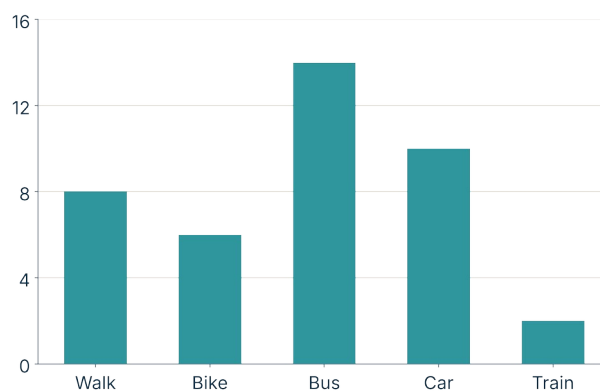


Skills Explain one finding and one limit.



Think: What can you tell?

Look at the graph. Some information is missing. Write bullet points to answer the three questions.



What can you tell?

- _____
- _____

What can't you tell yet?

- _____
- _____

What information would help?

- _____
- _____

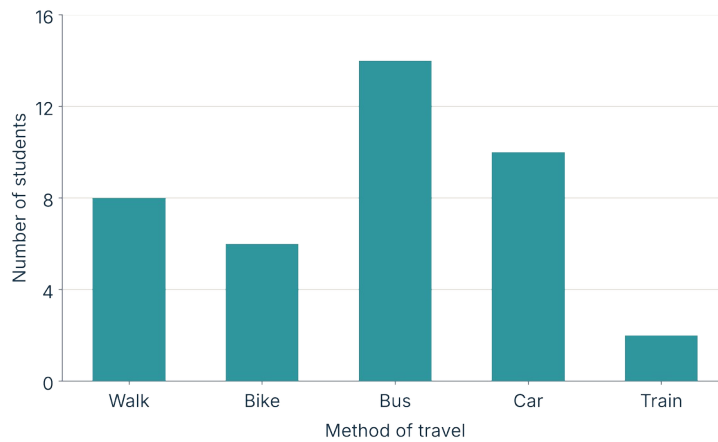




Read: The features help us read the data

Read the graph and find the key information. Write one answer for each feature.

How Year 7 students travel to school



TITLE	What is the graph about?	_____
LABELS	What do the bars represent?	_____
AXIS	What does each axis show?	Bottom axis: _____ Side axis: _____
SCALE	How do the numbers go up?	They go up in _____
UNIT	What are the numbers counting?	_____

KEY LANGUAGE Use these phrases when you explain a graph or table.

STARTING PHRASE

The graph shows...

MORE FORMAL

The table represents...

FOR A FINDING

The data indicates...

FOR A LIMIT

The graph/table cannot tell us...



Write: Read a table

Read the table. Follow the four steps of the routine to answer each question.

Books borrowed from the school library

Day	Mon	Tue	Wed	Thu	Fri
Borrowed books	18	25	21	33	27

1 READ THE TITLE

What does the table show?

The table shows _____

2 CHECK THE FEATURES

Which feature helped you?

The _____ helped me because _____

3 FIND ONE KEY POINT

What is one accurate finding?

One finding is _____

4 KNOW THE LIMITATION

What can't the table tell us?

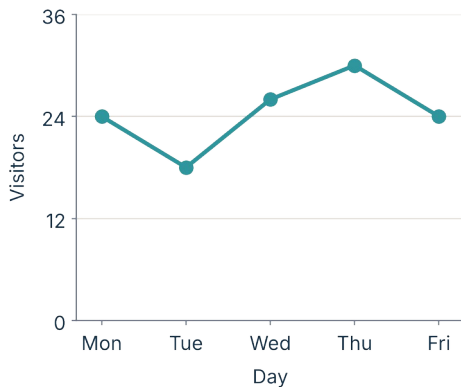
The table cannot tell us _____



Write: Read different displays

Read each display. For each one, write what it shows, one accurate finding and one limit.

A Garden visitors this week

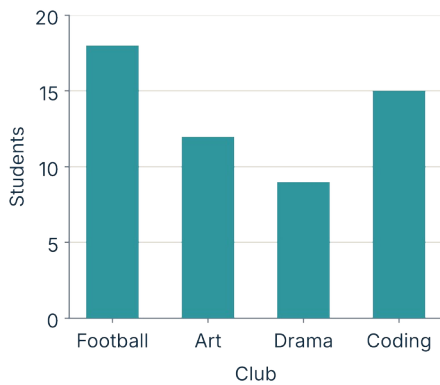


It shows: _____

One accurate finding: _____

It cannot tell us: _____

B Club sign-ups



It shows: _____

One accurate finding: _____

It cannot tell us: _____

C Favourite school subject survey

Subject	Votes
Science	17
Geography	11
History	14
Art	8

It shows: _____

One accurate finding: _____

It cannot tell us: _____



Write: Explain one display

Choose one display from activity 4. Say your ideas first, then write 2–3 sentences using the frame.

USE THIS FRAME

The ___ shows ___.

One accurate finding is ___.

It cannot tell us ___.



Remember: Key words

Read the key words and their meanings. Write each word in your own language.

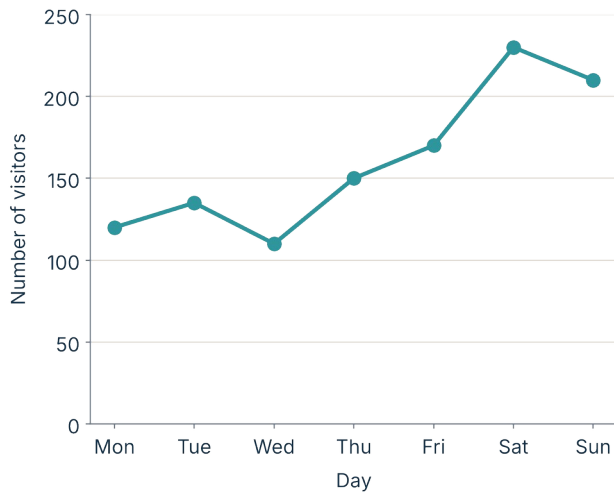
	MEANING	IN MY LANGUAGE
data	facts and numbers that people collect	
display	a way to show data, such as a graph, chart or table	
feature	an important part of a display, such as the title or an axis	
axis	a line on a graph that has labels or numbers	
scale	the numbers along an axis, such as 0, 4, 8, 12	
label	a word that names a part of a display, such as "Bus"	
unit	what the numbers count or measure, such as students or cm	



Independent task

Read one new display and explain it clearly.

Oakfield Castle visitors this week



Write 3 sentences: what the graph shows · one accurate finding · one thing it cannot tell us.

Use at least one: shows · represents · indicates

STRETCH Can you describe a trend?

Visitor numbers increased/decreased...

UNIT 2 · LESSON 2

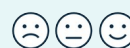
Good questions, good data

What makes a survey question useful?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Judge and improve survey questions.



Language Classify questions and use "because" to say why.



Skills Give a reason for your choice.



Read: Four checks for a useful question

Read the four checks and the examples. You will use them to judge questions on the next page.

1 SPECIFIC

Clear topic and exact words.

- ✗ Do you like sport?
- ✓ Which sport do you play most often?

2 NEUTRAL

No pushing to one answer.

- ✗ Don't you agree it is too long?
- ✓ Is the school day too short, about right or too long?

3 ANSWERABLE

Everyone can answer it.

- ✗ What does everyone in the world think?
- ✓ What do the students in our class think?

4 APPROPRIATE

Right for the situation. Not private.

- ✗ How much money does your family have?
- ✓ Which lunch do you usually have?

Key idea: pass all four checks = useful. Fail a check = needs improving.

KEY LANGUAGE Use these to judge, compare and explain.

EXPLAIN A GOOD FEATURE

This question is specific because...

EXPLAIN A WEAK QUESTION

This question needs improving because...

COMPARE TWO QUESTIONS

Question A is more useful than B because...

CHOOSE THE STRONGEST

The best question is... because it is...



Write: Judge the questions

Read each question. Circle the happy face if it is useful or the sad face if it needs improving. Then write the reason.

#	QUESTION	CIRCLE ONE	REASON
1	Which after-school club do you want to join? art · chess · football · drama · none	☐ ☐	
2	Do you like school?	☐ ☐	
3	How many minutes does it take you to get to school? 0–10 · 11–20 · 21–30 · more than 30	☐ ☐	
4	Don't you think the cafeteria food is terrible?	☐ ☐	
5	How many days a week do you do sport outside lessons? 0 · 1–2 · 3–4 · 5–7	☐ ☐	
6	What do students in the world think about homework?	☐ ☐	
7	How often do you read for fun? often · sometimes · never	☐ ☐	
8	How much money does your family earn?	☐ ☐	
9	On which day do you have the most homework? Mon · Tue · Wed · Thu · Fri	☐ ☐	
10	How do you usually travel to school? walk · bike · bus · car · other	☐ ☐	



Write: Rewrite weak questions

Task 1: Choose two weak questions from your judging table. Write each one and name the problem. Then write a better question and explain with "because".

QUESTION 1

Question number ____ (the original): _____

The problem is _____

My new question: _____

My new question is more _____ because _____

QUESTION 2

Question number ____ (the original): _____

The problem is _____

My new question: _____

My new question is more _____ because _____

Stretch Choose another weak question.



Check: Choose better options

Task 2: Read the question and the two sets of options. Choose the better set and say why.

How often do you read for fun?

OPTIONS X

often · sometimes · never

OPTIONS Y

0 days a week · 1–2 days · 3–4 days · 5–7 days

Options ____ are better because _____



Read: A model survey question

Read the model template. You will fill in a template like this for your own question.

TOPIC	homework
QUESTION	How many minutes do you spend on homework each evening?
OPTIONS	0–15 · 16–30 · 31–45 · more than 45
DATA	Students in each time group → bar chart
WHY IS IT USEFUL?	This question is specific because it asks about minutes. It is appropriate because it is about school. The data would show how long students work.



Think: Ideas for your question

Think of some survey questions for Year 7 students. Use the stems to help you. Do not worry about the checks yet.

How often... _____

How many... _____

Which... _____

What do you think of... _____



Remember: Key words

Read the key words and their meanings. Write each word in your own language.

	MEANING	IN MY LANGUAGE
classify	put things into groups, for example useful or needs improving	
specific	exact and clear, with a clear topic	
neutral	does not push you to one answer	
appropriate	right for the situation and not private	
useful	gives data we can use to answer a question	
data	facts and numbers that people collect	



Independent task

Design one Year 7 survey question and explain why it is useful.

1 Choose a topic school food · homework · sleep · travel · clubs · free time

My topic is _____

2 Write your question and options Use the four checks.

My question is _____

Options: _____

3 Explain the data Which data? Which display?

The data would show _____

I would show it in a table / bar chart / line graph / pie chart: _____

4 Say why it is useful

5 Check it Tick when your question passes.



specific



neutral



answerable



appropriate

STRETCH Write a second version. Which is better, and why?

PARTNER CHECK Swap pages. Answer your partner's question. Then judge it.

This question would / would not give useful data because _____



One thing I learned: _____

One thing I will practise: _____

MY NOTES

[illegible]

From numbers to sentences



15



Check: Correct the statements

Class 7B has 30 students. Check each statement against the data. Tick if it is accurate. If it is not, correct it.

Class 7B: school trip choices

Choice	Theme park	Museum	Beach	Mountains
Count	14	8	5	3

1 Exactly 50% of the students chose the theme park.

☐ accurate ☐ not accurate

Calculation: $\frac{\quad}{\quad} \times 100 = \quad$

It should say $\quad$

2 Just over a quarter of the students chose the museum.

☐ accurate ☐ not accurate

Calculation: $\frac{\quad}{\quad} \times 100 = \quad$

It should say $\quad$

3 Most students chose the mountains.

☐ accurate ☐ not accurate

Calculation: $\frac{\quad}{\quad} \times 100 = \quad$

It should say $\quad$

4 Around 30% of the students chose the beach.

☐ accurate ☐ not accurate

Calculation: $\frac{\quad}{\quad} \times 100 = \quad$

It should say $\quad$

CHALLENGE Beach and mountains are natural places. What percentage of the students chose a natural place? Write a sentence.

Calculation: $\quad + \quad = \quad$ out of 30; $\frac{\quad}{30} \times 100 = \quad\%$

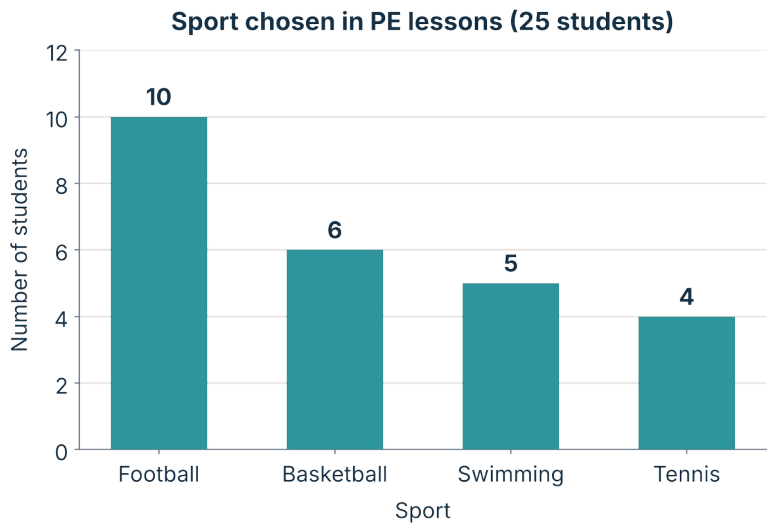
$\quad$

$\quad$



Write: Calculate, then write

25 students chose their favourite sport in PE. Work out each percentage. Then write 3–4 accurate statements. Check each number against the data.



Sport	Football	Basketball	Swimming	Tennis
Percentage				

KEY LANGUAGE Use these phrases to describe percentages.

EXACT FIGURE Exactly 25% of the students chose...	SIMPLE FIGURE Approximately half of the group chose...
ROUGH AMOUNT Around 47% of the students...	CLOSE TO HALF Just over / just under half of...
COMPARE A larger / smaller proportion chose... than...	BIGGEST OR SMALLEST This is the largest / smallest proportion.

Use at least one: approximately · around · just over · just under



Read: A model summary

Read the model. It uses two useful figures. It does not list every number.

School trip survey: 40 students

Choice	Theme park	Museum	Beach	Mountains
Students	20	10	6	4
Percentage	50%	25%	15%	10%

Two useful figures: the highest and the lowest.

✗ LISTING EVERY NUMBER

20 chose the theme park, 10 the museum, 6 the beach, 4 the mountains.

✓ SELECTING TWO USEFUL FIGURES

- 1 We asked 40 students about a school trip.
- 2 Exactly 50% chose the theme park, which is the largest proportion.
- 3 Only 10% chose the mountains. This is a much smaller proportion than the theme park (50%).

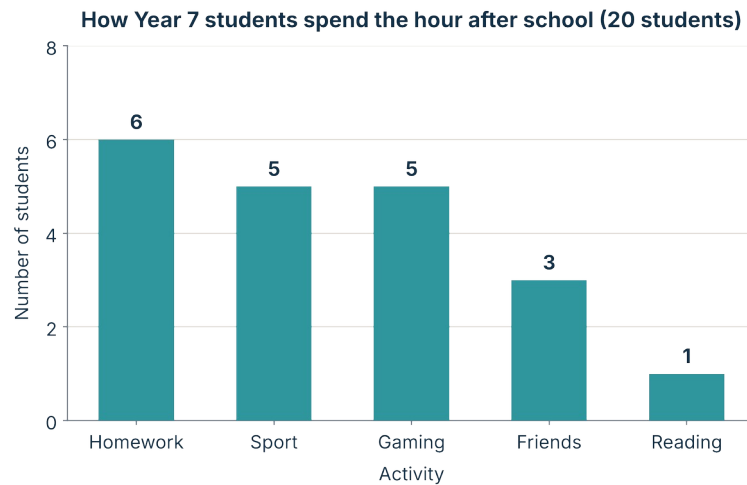
Key idea: choose the figures that matter most.

STRETCH Remember: Which display is often best for showing percentages? Display the data from the table above in a different way. Draw your display in this box.



Independent task

Write a three-sentence summary. Choose the two most useful figures. Do not list every number.



1 Calculate the percentages Each student is 5%.

Activity	Homework	Sport	Gaming	Friends	Reading
Percentage					

2 Write three sentences

SENTENCE 1 · THE SURVEY

SENTENCE 2 · FIGURE 1

SENTENCE 3 · FIGURE 2

3 Check it Tick when your summary passes.

☐ accurate

☐ useful

☐ not a list

STRETCH Add a fourth sentence about sport and gaming together.



Remember: Key words

Read the key words and their meanings. Write each word in your own language.

MEANING

IN MY LANGUAGE

calculate work out an answer using numbers

estimate a close number, not exact

proportion a part of the whole

percentage a number out of 100

data facts and numbers that people collect

UNIT 2 · LESSON 4

Spot the pattern

What is the data doing over time?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Describe a trend.

Make one careful prediction.



Language Use trend

language: increase steadily, fall sharply.

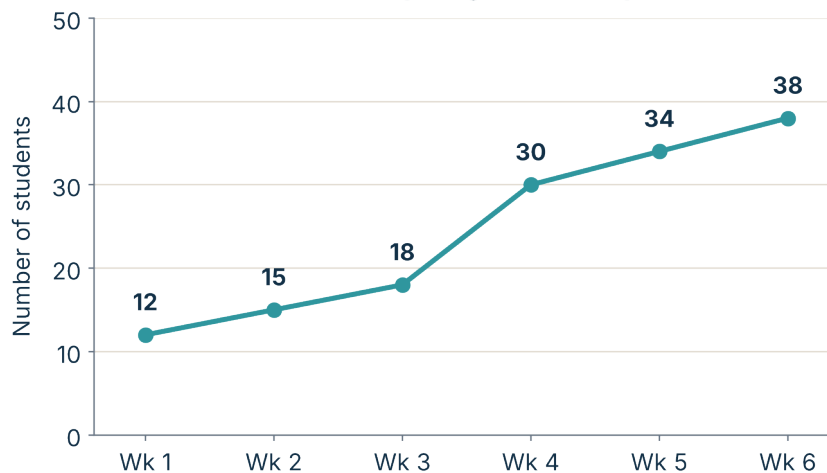


Write: Annotate the two graphs

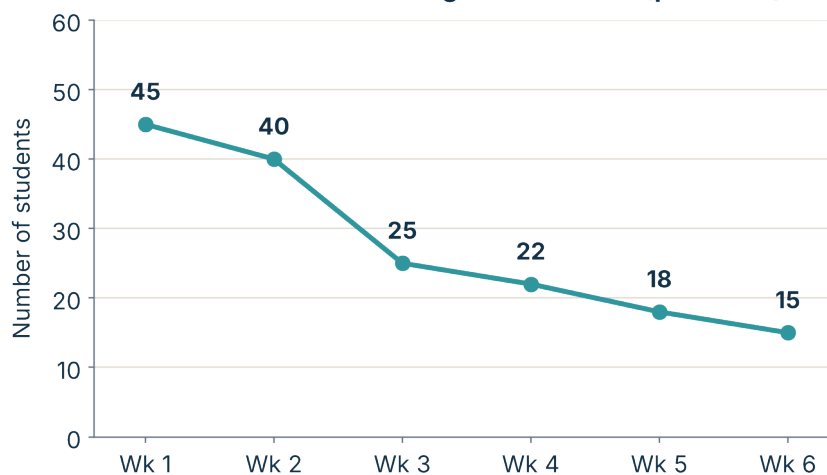
Annotate each graph with a pencil and a ruler. Make three marks on each one.

- 1 Draw an arrow for the overall trend.
- 2 Circle the highest and lowest numbers.
- 3 Mark the biggest change between two weeks.

Year 7 students cycling to school (per week)



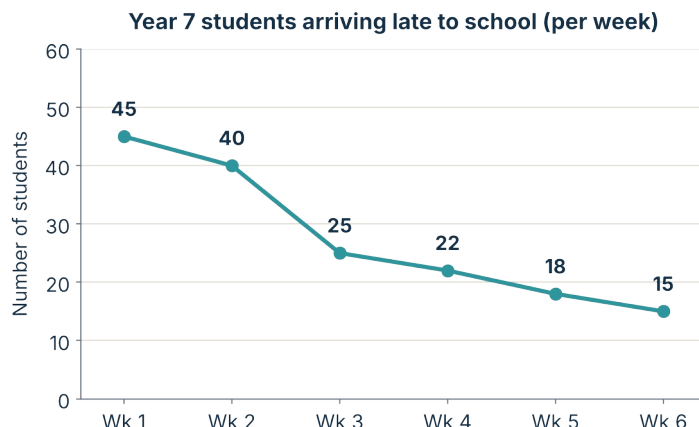
Year 7 students arriving late to school (per week)





Write: Build the trend sentences

Look at your marks on page 1. Use them to complete the three sentences about the “arriving late” graph.



KEY LANGUAGE Choose a verb. Then say how it changes.

GOING UP

increased · rose · grew

GOING DOWN

decreased · fell · dropped

STAYING THE SAME

remained stable

HOW DOES IT CHANGE?

steadily · gradually · sharply

- 1 Overall, the number of students arriving late _____ from _____ in Week _____ to _____ in Week _____.
- 2 The lowest number of students arriving late was _____ in Week _____.
- 3 The biggest change was from Week _____ to Week _____ (_____).

Check: verb + adverb. Is it “sharply” or “sharp”?

Now write two more sentences about the graph. Use a number and a week in each.



Think: Predict carefully

Choose the cautious prediction. Then write your own prediction.

1 Choose Tick one sentence.

Library visitors: Week 6 had 46 visitors.

- ☐ **A** Visitors will be 52 in Week 7.
- ☐ **B** If this pattern continued, visitors might reach about 50 in Week 7.
- ☐ **C** Visitors increased in Week 6.

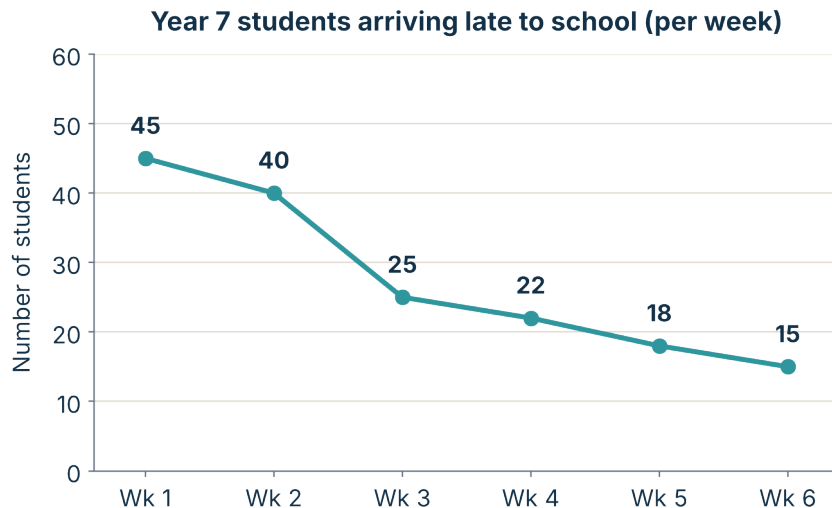
KEY LANGUAGE Say how sure you are.

will
100% sure

is likely to
quite sure

'might' · may · could
not sure

2 Write Predict for the "arriving late" graph.



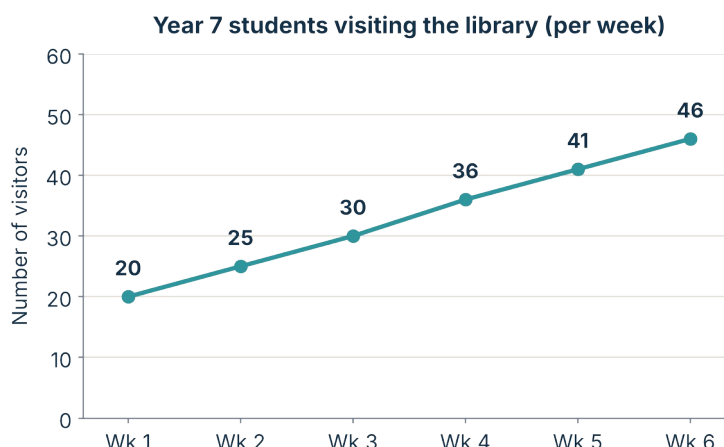
If this pattern continued, we might predict _____

However, the data only shows _____



Read: A model mini-report

Read the model. Sentences 1–3 are in the graph. Sentence 4 is a prediction.



1 OVERALL TREND

Overall, the number of visitors increased steadily from 20 in Week 1 to 46 in Week 6.

2 DETAIL

The highest number of visitors was 46 in Week 6.

3 DETAIL

The biggest change was from Week 3 to Week 4 (+6).

4 PREDICTION

If this pattern continued, we might predict about 50 visitors in Week 7. However, the data only shows Weeks 1 to 6.

Key idea: data first. Then “If this pattern continued...” and ‘might’.

REMEMBER Read the key words. Write each word in your own language.

MEANING

IN MY LANGUAGE

pattern

something that repeats

trend

the direction of the data

**increase /
decrease**

go up / go down

predict

say what might happen

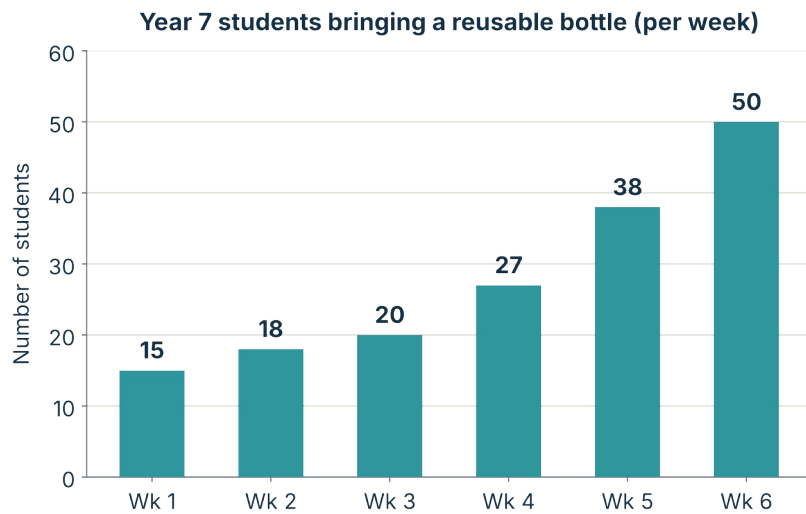
data

information (numbers)



Independent task

Write a four-sentence mini-report about the graph: the overall trend, two details and one cautious prediction.



1 Write four sentences

SENTENCE 1 · OVERALL TREND: DIRECTION, START, END

SENTENCE 2 · DETAIL: THE HIGHEST OR LOWEST NUMBER

SENTENCE 3 · DETAIL: THE BIGGEST CHANGE

SENTENCE 4 · PREDICTION

2 Check it

Tick when your report passes.

☐ numbers are in the graph

☐ verb + adverb

☐ sentence 4 uses 'might'

STRETCH Write about two phases in the graph. Use the words 'gradually' and 'sharply'.



One thing I learned: _____

One thing I will practise: _____

MY NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT 2 · LESSON 5

Best display for the job

Which display is best for the job?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

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



Language Comparison language: more suitable, whereas.



Skills Choose a display and give a reason.



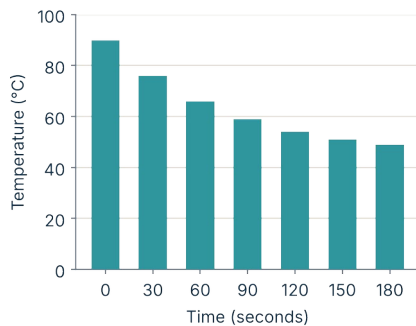
Write: Compare the displays

Look at three displays of the same data. What is easy to see, and what is hard to see?

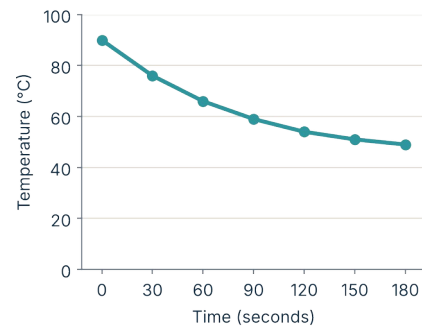
Hot water cooling: temperature every 30 seconds

Time (s)	0	30	60	90	120	150	180
Temp (°C)	90	76	66	59	54	51	49

Bar chart



Line graph



DISPLAY	EASY TO SEE	HARD TO SEE
Table		
Bar chart		
Line graph		
Pie chart		

For the pie chart, use the electricity chart on the slide.



Think: Choose the best display

Tick every display that could work for each job. Then star the best one.

JOB	TABLE	BAR CHART	LINE GRAPH	PIE CHART
1 Show how a city's population changed from 1950 to 2020.				
2 Read the exact temperature at 60 seconds.				
3 Show what share of a country's land is forest, farmland and cities.				
4 Compare the heights of five mountains.				

★ best ✓ possible × not suitable

REMEMBER Four displays, four jobs.

table exact numbers	bar chart compare amounts	line graph change over time	pie chart parts of a whole
-------------------------------	-------------------------------------	---------------------------------------	--------------------------------------

Choose two jobs. Write a sentence for each to say why your star is best.

For job __, the __ is best because _____

For job __, the __ is best because _____



Write: Build the comparison sentences

Complete the three sentences. Then write one comparison sentence of your own.

KEY LANGUAGE Use these phrases to compare displays and give a reason.

SAME

Both the ___ and the ___ show...

DIFFERENT

Unlike the pie chart, the line graph...

COMPARE

The ___ is better for showing ___, whereas the ___ is better for showing ___.

LIMIT

However, the ___ is not as good for...

REASON

The ___ is more suitable because...

PURPOSE

The best display depends on the question.

WORD BANK table · bar chart · line graph · pie chart

1 The _____ is better for showing exact numbers, whereas the _____ is better for showing change over time.

2 The _____ is better for showing parts of a whole, whereas the _____ is better for comparing amounts.

3 Both the _____ and the _____ show the same data. However, only the _____ gives exact numbers.

4 Write one more comparison sentence of your own.

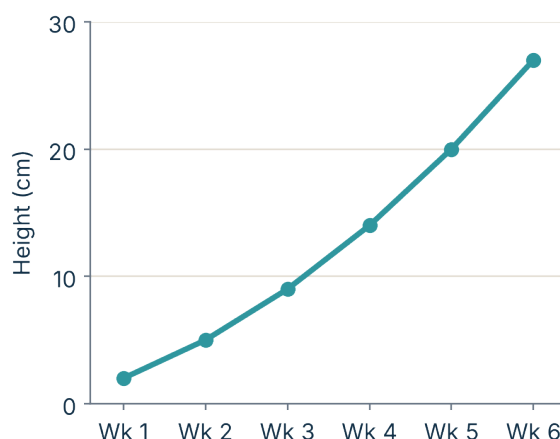


Read: A model answer

Read the model. Sentence 1 answers the question. Sentences 2 and 3 give the reason.

PURPOSE A scientist wants to show how a bean plant's height changed over six weeks.

Bean plant height (cm) over six weeks



1 POSITION

The best display for showing how the height changed over six weeks is the line graph.

2 COMPARE

It is better for showing change over time, whereas the table is better for exact heights.

3 REASON

This is more suitable because the line shows the plant growing at a glance.

Key idea: answer the question first. Then compare the displays and give your reason.

REMEMBER Read the key words. Write each word in your own language.

MEANING

IN MY LANGUAGE

compare

find what is the same and different

contrast

show what is different

justify

give a reason for your choice

represent

show information in a graph

appropriate

right for the purpose



Independent task

Choose the best display for each purpose. Write 2–3 sentences for each. Give a reason.

Purpose 1: land use in a country (%)

Use	Share (%)
Farms	45
Forest	30
Cities	10
Other	15

Purpose 2: population of five cities (millions)

City	Millions
City A	8
City B	12
City C	5
City D	21
City E	14

table exact numbers

bar chart compare

line graph change over time

pie chart parts of a whole

1 Purpose 1 Show what share of a country's land is farms, forest, cities and other uses.

2 Purpose 2 Compare the populations of the five cities.

STRETCH Draw the data for each purpose in the display you chose.

PURPOSE 1

PURPOSE 2



Use this page after the lesson.

One thing I learned: _____

One thing I will practise: _____

MY NOTES

[illegible]

UNIT 2 · LESSON 6

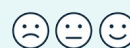
Is that a fair conclusion?

Does the graph support the claim?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

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.



Read: Text A

Read the article and look at the graph. Notice what each person claims.

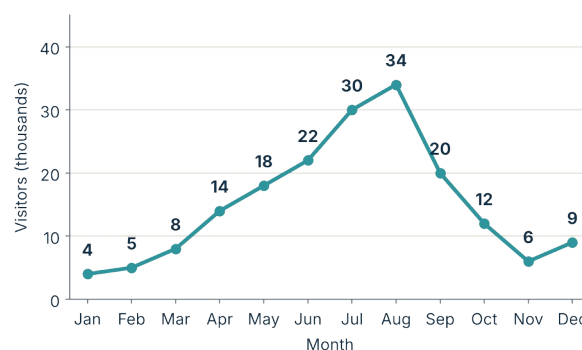
SEABAY GAZETTE · LOCAL NEWS

Seabay's summer rush: good news for the town?

Figures from the Seabay Tourist Information Office



Seabay on a summer day



Visitors to Seabay this year (thousands)

Seabay has long been popular with visitors, thanks to its sandy beach, old cobbled streets and lots of cafés. In recent years, the tourist information office has counted visitors every month. This graph shows the figures for this year.

The figures show a busy summer. August was the busiest month, with 34 thousand visitors, and January had the fewest, with only 4 thousand. Visitor numbers fell every month after August. The town also holds a Christmas market in December.

A tourist office spokesperson said the summer was strong. "At least 30 thousand people visited in each summer month," she said.

Beach café owner Sam Reid thinks he knows why. "The August heatwave brought more tourists to Seabay," he said.

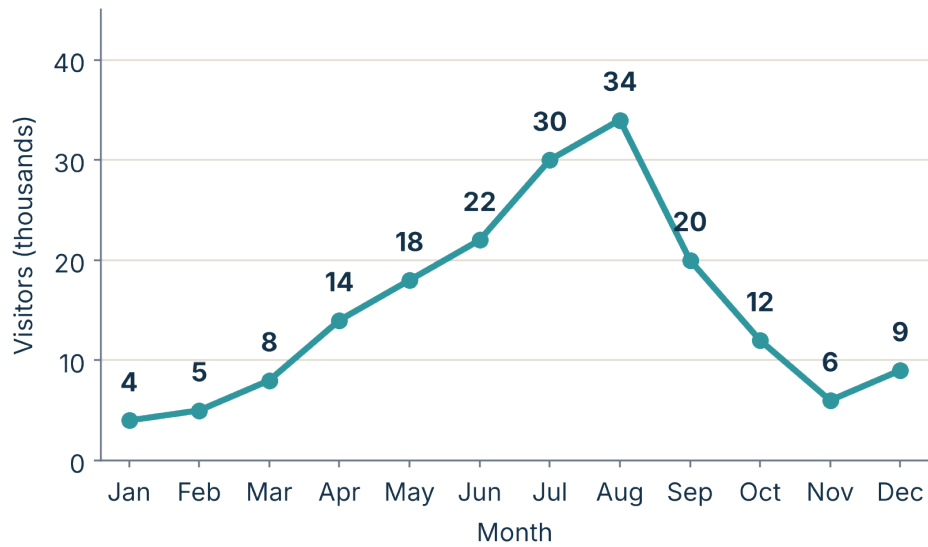
Mayor Ellis welcomed the news. "Seabay will have more visitors next summer, so all shop owners will earn more money," she said. The council will discuss a new car park at its next meeting.

heatwave = a few days or weeks of very hot weather



Check: Judge the claims

Read each claim from Text A. Judge it against the graph. Tick one box for each claim.



THE POINTING TEST

Supported point to all of it	Partly supported point to some of it	Not supported you cannot point to it
--	--	--

#	CLAIM	SUPPORTED	PARTLY SUPPORTED	NOT SUPPORTED	EVIDENCE, OR WHAT IS MISSING
1	August was the busiest month.	☐	☐	☐	
2	January had the fewest visitors.	☐	☐	☐	
3	Visitor numbers fell every month after August.	☐	☐	☐	
4	At least 30,000 people visited in each summer month.	☐	☐	☐	
5	The August heatwave brought more tourists to Seabay.	☐	☐	☐	
6	Seabay will have more visitors next summer, so all shop owners will earn more money.	☐	☐	☐	



Remember: Words for careful conclusions

Use this page to help you write careful conclusions.

MORE CERTAIN ↑

The graph shows...	we can see it
The data suggests...	probably true
may / might / could...	possible
does not show / cannot conclude...	the graph cannot tell us

LESS CERTAIN ↓

The more certain the word, the more evidence you need.

KEY LANGUAGE Judge a claim and fix an overclaim.

WHAT IS SHOWN AND MISSING

The graph shows ___, but there is no data on ___.

A CAREFUL CONCLUSION

The data suggests ___, but it does not show ___.

WHAT IS POSSIBLE

___ may / might ___.

WHY A CLAIM GOES TOO FAR

...so we cannot conclude ___.

JUDGE A CLAIM

This claim is partly supported because...

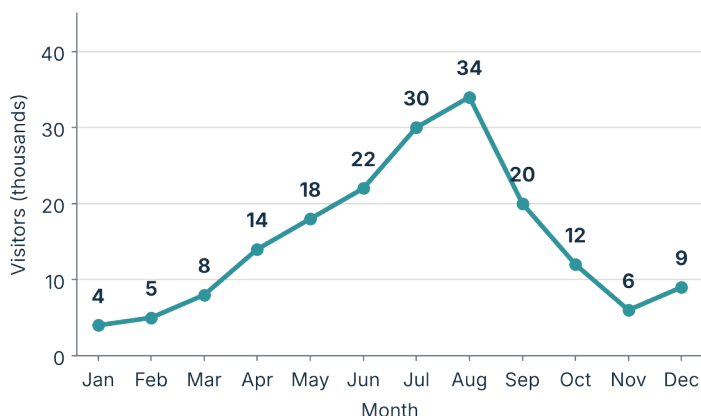
REMEMBER Read the key words. Write each word in your own language.

	MEANING	IN MY LANGUAGE
conclude	decide from the data	
evidence	facts or numbers	
support	show a claim is true	
suggest	say it is probably true	
overclaim	a claim that says more than the graph shows	
cause	the reason something happens	
rose · fell	the past forms of rise and fall	



Write: Fix the overclaims

Rewrite each claim so that the graph can support it.



Use this graph to check your rewrites.

LANGUAGE TO HELP

The graph shows ___, but there is no data on ___.

The data suggests ___, but it does not show ___.

The data suggests ___, but it does not show ___, so we cannot conclude ___.

[5] The August heatwave brought more tourists to Seabay.

Copy the rewrite from the board, or write your own.

My rewrite: _____

[6] Seabay will have more visitors next summer, so all shop owners will earn more money.

This claim has two problems. Fix both. Stretch: end with "...so we cannot conclude...".

My rewrite: _____

[4] At least 30,000 people visited in each summer month.

Part of this is true. Change it so the whole claim is supported.

My rewrite: _____

STRETCH Rate this claim. Then fix it.

Visitors only come to Seabay in summer.

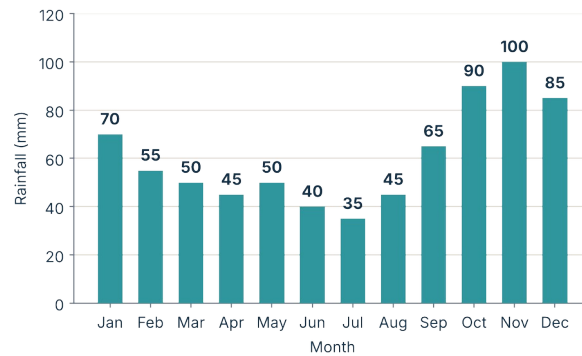
☐ supported ☐ partly supported ☐ not supported

My rewrite: _____



Independent task

Rate every numbered sentence in the Seabay weather report. Then fix two that say too much.



Rainfall in Seabay this year (mm)

1 Rate each sentence Tick one box.

#	SENTENCE	SUPPORTED	PARTLY	NOT SUPPORTED
1	November was the wettest month, with 100 mm of rain.	☐	☐	☐
2	This is why fewer tourists visit Seabay in autumn.	☐	☐	☐
3	July was the driest month, with 35 mm.	☐	☐	☐
4	Every month from September to December had more than 80 mm of rain.	☐	☐	☐
5	Rainfall rose every month from July to November.	☐	☐	☐
6	Rain puts tourists off, so Seabay should build an indoor attraction.	☐	☐	☐
7	Seabay only gets rain in autumn.	☐	☐	☐

2 Fix two sentences Choose two that are not fully supported. Rewrite them.

Sentence ____

Sentence ____

3 Add One thing the graph does not show.

We have data on _____

but not on _____



One thing I learned: _____

One thing I will practise: _____

MY NOTES

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UNIT 2 · LESSON 7

Listen to a data briefing

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

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Check what a speaker says against a graph.



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



Skills Listen for key ideas. Make short notes.



Listen: Seabay Today

You will hear two people on the news, Seabay Today. They talk about this year's weather. Read the five questions. Then listen and write short notes.



- 1 How many people visited Seabay this year?
- 2 How many more visitors than last year?
- 3 Which months were the busiest?
- 4 Which month was the driest?
- 5 What else might explain the increase?

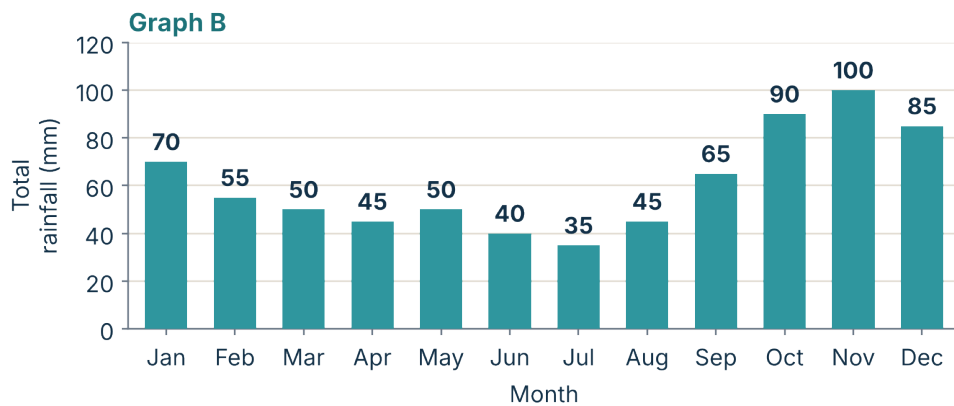
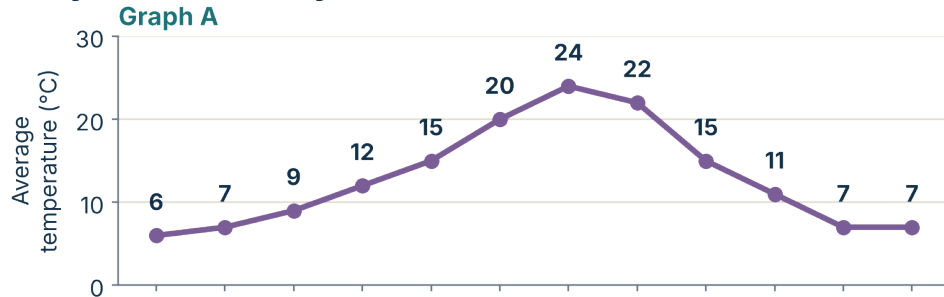
REMEMBER You can see the weather in the graph. You cannot see the visitors. Listen for what the speaker adds.



Check: Check the speaker against the graph

Listen to Linda's sign-off. One thing is not right. Use the graph to find it.

Seabay weather this year



WHAT IS NOT RIGHT?

Write what Linda says. Then write what the graph shows.

Linda says _____

but the graph shows _____

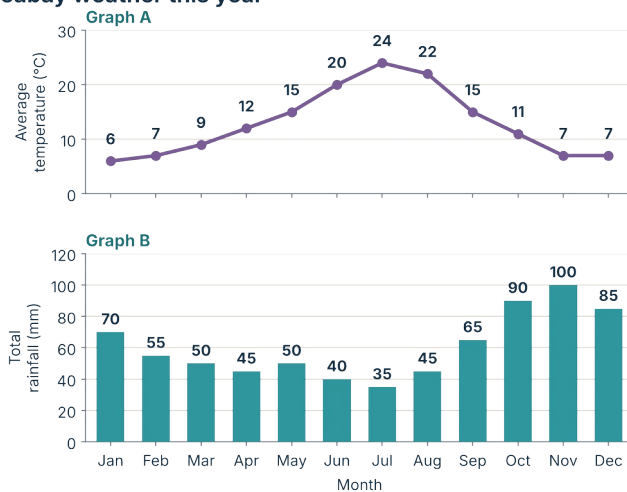
STRETCH What does Linda say that no graph shows?



Say: Correct the data

Student A makes a mistake with the graph. Student B corrects it politely. Then swap.

Seabay weather this year



MODEL · STUDENT A MAKES A MISTAKE

"There has been a sharp increase in temperature from October to December."

STUDENT B CORRECTS IT

"Did you mean **decrease**? Actually, I think the temperature **fell** from 11 °C to 7 °C."

1 A says: "Rainfall was lowest in November."

B corrects: _____

2 A says: "There has been a sharp decrease in temperature from April to July."

B corrects: _____

STRETCH Make your own mistake about Graph B. Your partner corrects it.

My mistake: _____

Correction: _____



Remember: Language for checking a speaker

Use this page to help you with the role-play.

KEY LANGUAGE Report a speaker and check a graph.

REPORT WHAT YOU HEAR AND SEE

The speaker says ___. The graph shows ___.

SAY WHERE IT COMES FROM

According to ___, about ___.

SAY HOW SURE

The speaker might say ___.

CORRECT A MISTAKE

___ says ___, but the graph shows ___.

CORRECT POLITELY

Did you mean ___? Actually, I think ___.

REMEMBER Read the key words. Write each word in your own language.

MEANING

IN MY LANGUAGE

data

facts and numbers

indicate

show or point to

trend

the general direction of change over time

source

where information comes from



Seabay on a summer day



Independent task

Be the news team. Linda asks, Daria answers. Use your notes and the graph.

Seabay Today: your turn

Student A is Linda. Student B is Daria. Then swap.

LINDA	Welcome to Seabay Today. How many people visited Seabay this year?
DARIA	According to the Seabay Tourism Authority, about _____ people visited.
LINDA	How many more is that than last year?
DARIA	That is _____ more than last year.
LINDA	Which were the busiest months?
DARIA	The busiest months were _____ and _____.
LINDA	Which was the driest month?
DARIA	The graph shows that _____ was the driest month, with _____ mm.
LINDA	What else might explain the increase?
DARIA	The town was also celebrating _____.

STRETCH Linda says one wrong fact. Daria corrects it.
"Actually, the graph shows ..."



Write: Notes

Use this page after the lesson.

One thing I learned: _____

One thing I will practise: _____

MY NOTES

UNIT 2 · LESSON 8

Explain science results

What can a set of results tell us?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Find the relationship in results.



Language Write a results paragraph.



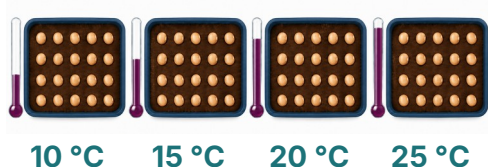
Skills Understand how a paragraph is organised.



Read: The results

Read the results. Then read the model paragraph. Which job does each sentence do? Colour sentences 2 to 6.

SEED INVESTIGATION



TEMP. (°C)	SEEDS GERMINATED (OUT OF 20)	PERCENTAGE OF SEEDS GERMINATED (%)
10	4	20%
15	8	40%
20	13	65%
25	18	90%

20 bean seeds at each temperature. After one week, she counted how many germinated. Example data.

MODEL PARAGRAPH

[1] The results show that there is a relationship between temperature and germination. [2] As the temperature increases, a higher percentage of seeds germinate. [3] For example, at 10 °C only 20% of the seeds germinated, but at 25 °C 90% of the seeds germinated. [4] This suggests that warmer temperatures help seeds to germinate. [5] However, the results do not show what happens above 25 °C, so we cannot say that a higher temperature always helps seeds to germinate. [6] We would need to test more temperatures to find out.

F Finding

E Evidence

C Careful conclusion

MAKE THE EVIDENCE MORE PRECISE

Weak evidence: A lot of seeds germinated when it was warm, but not many germinated when it was cold.

How many is "a lot"? How warm is "warm"? Rewrite the sentence with two exact figures from the table.

For example, at _____



Write: Build the paragraph

Put the five sentences in the correct order. Write the letters.

A

This suggests that seeds need warmth to germinate, but it does not show that temperature is the only reason.

B

The results show a relationship between temperature and germination.

C

Other things, such as water and light, might also be factors.

D

For example, 8 out of 20 seeds germinated at 15 °C, but 18 out of 20 germinated at 25 °C.

E

When the temperature is higher, more seeds germinate.

WRITE THE ORDER

Think: finding, then evidence, then careful conclusion. *factor = something that can affect a result*

REMEMBER Read the key words. Write each word in your own language.

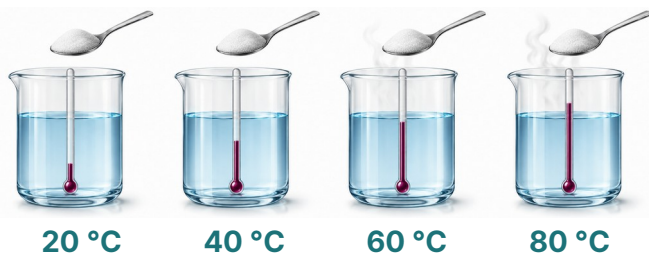
	MEANING	IN MY LANGUAGE
germinate	a seed starts to grow	
variable	something that can change in an investigation	
result	what we find out from an investigation	
relationship	a connection between two variables	
evidence	facts and numbers that support a point	
precise	exact and clear	
relevant	connected to your point	
factor	something that can affect a result	



Independent task

Write a results paragraph about the sugar investigation.

SUGAR INVESTIGATION



WATER TEMP. (°C)	TIME TO DISSOLVE (s)
20	30
40	18
60	10
80	5

One teaspoon of sugar in 100 ml of water. Example data.

KEY LANGUAGE Write 80–100 words. Use these to help you.

1 OPENING

The results show that there is a relationship between ___ and ___.

2 FINDING

As ___ increases, ___ increases / decreases.

3 EVIDENCE

For example, at ___, ___, but at ___, ___.

4 CAREFUL
CONCLUSION

This suggests ___, but the results do not show ___.
We would need more results to find out ___.

WORD COUNT Target: 80–100 words. My words: _____



Check: Check and improve your paragraph

Check your paragraph. Swap with a partner. Then improve one sentence.

STEP 1 Check

☐ **OPENING + FINDING** Did I say the relationship?

☐ **EVIDENCE** Did I use two figures, with units?

☐ **CAREFUL CONCLUSION** Did I say what the results do not show?

STEP 2 Swap. Your partner writes feedback.

One good thing: _____

One thing to improve: _____

STEP 3 Write one better sentence.

UNIT 2 · LESSON 9

Build a data report

What does a clear data report look like?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

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.



Check: What will your report be checked on?

Read each "I can ..." statement. Rate yourself: 1 not yet · 2 getting there · 3 confident.

FINDINGS	I can describe the main findings. <i>main trends or patterns</i>	1	2	3
EVIDENCE	I can use data as evidence. <i>figures and percentages from both graphs</i>	1	2	3
CAREFUL CONCLUSIONS	I can make careful conclusions. <i>what the data suggests, no more</i>	1	2	3
ORGANISATION	I can organise the report clearly. <i>ideas in a clear order</i>	1	2	3
DATA LANGUAGE	I can use clear data language. <i>words for trends, amounts and comparisons</i>	1	2	3

Compare: which is your strongest? Which will you practise?

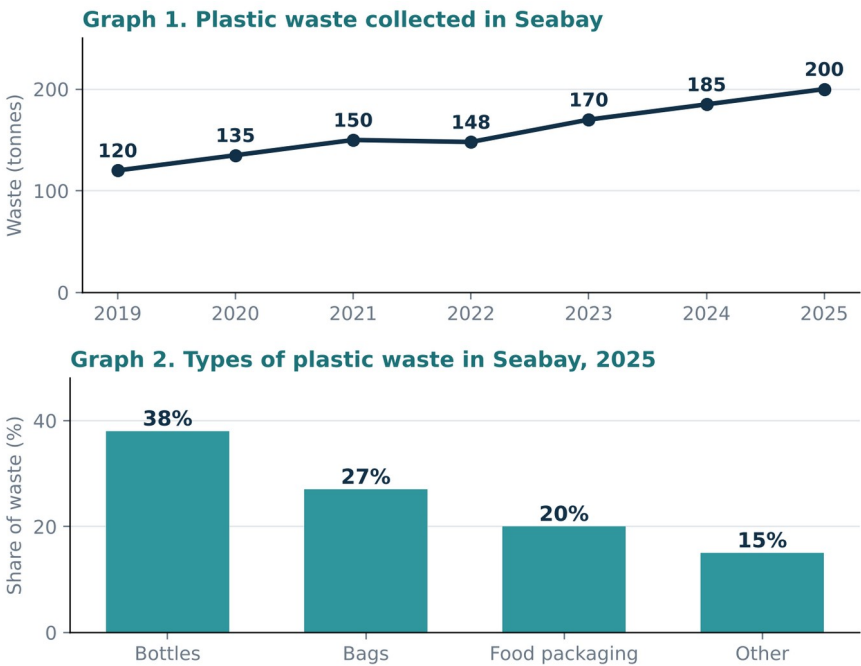
REMEMBER Read the key words. Write each word in your own language.

	MEANING	IN MY LANGUAGE
data	facts and numbers you collect	
indicate	show or point to	
evidence	facts or numbers that support a point	
conclusion	a decision about what the data tells you	
relevant	connected to your point	



Listen: Look at the graphs. Listen and write key words

Look at both graphs. Listen to the briefing. Write key words only. Cross out the small words. Any language is fine.



1	THE QUESTION What does the speaker want to find out? <i>Listen 1</i>	
2	THE MAIN FINDING What is the answer? <i>Listen 1</i>	
3	USEFUL FIGURES Which numbers are evidence? <i>Listen 2</i>	
4	THE CAREFUL CONCLUSION What does it suggest? What does it not show? <i>Listen 2</i>	

REMEMBER Key words only: topic, numbers, units. Symbols are fine: ↑ ↓ + - =



Read: The written report

Read the report. Find the four parts. Write the sentence numbers.



REPORT: PLASTIC WASTE IN SEABAY

1 These two graphs show information about plastic waste in Seabay. **2** Graph 1 shows how much plastic waste the town collected each year from 2019 to 2025. **3** Graph 2 shows the types of plastic in the waste in 2025.

4 The main trend in Graph 1 is that the amount of plastic waste increased steadily. **5** In 2019, Seabay collected 120 tonnes, but in 2025 it collected 200 tonnes, an increase of 80 tonnes. **6** There was a very small fall in 2022, from 150 to 148 tonnes, but the overall trend is clear.

7 Graph 2 shows that bottles and bags are the largest types of plastic waste. **8** Bottles are 38% and bags are 27%, whereas food packaging is 20% and other types are 15%. **9** The share of bottles is more than double the share of other types. **10** Bottles and bags together are 65%, which is just under two thirds of the waste.

11 This suggests that Seabay may have a problem with recycling. **12** Perhaps people are not recycling bottles and bags, or there are not enough recycling bins. **13** However, the data does not show why the amount of plastic waste is increasing, so we cannot be sure without more information.

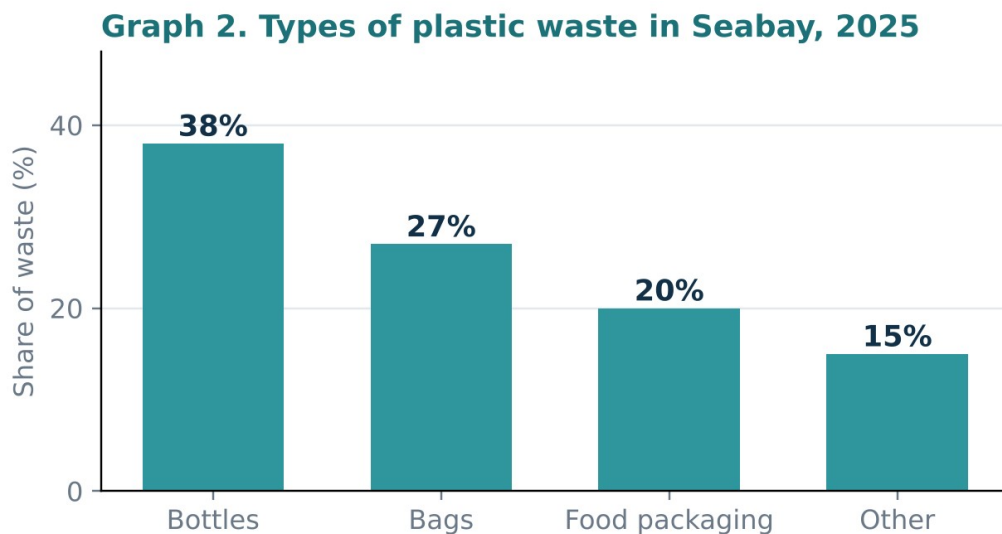
FIND IT Write the sentence numbers. Underline a trend phrase and a quantity phrase.

Opening	Sentences _____
Main finding	Sentences _____
Evidence	Sentences _____
Careful conclusion	Sentences _____



Think: A weaker paragraph

A student wrote about Graph 2. Find the problems. Underline them and write 1, 2 or 3 above them.



THE PARAGRAPH

Graph 2 shows the types of plastic waste in Seabay in 2025. Bottles are a big part of the waste. In 2020, Seabay collected 135 tonnes of plastic. Bags are also a big part. This proves that bottles and bags are the reason the waste is increasing, so Seabay must stop them.

- 1 Does each point have a figure?
- 2 Is every figure relevant?
- 3 Does the conclusion say more than the data shows?

relevant = connected to your point. A relevant figure helps to support your point.



Write: Rewrite the paragraph

Fix the three problems. Write 55–75 words about Graph 2.

KEY LANGUAGE Say it first. Then write it.

1 TOPIC SENTENCE

Graph 2 shows the types of plastic waste in Seabay in 2025.

2 FINDING

___ and ___ are the largest types of plastic waste.

3 EVIDENCE

___ is ___% and ___ is ___%.

4 CAREFUL
CONCLUSION

This suggests ___, but the data does not show ___.
We would need more information to find out ___.

WORD COUNT Target: 55–75 words. My words: _____

CHECK Swap with a partner. Tick the checklist. Give one thing to improve.

- ☐ Is there a topic sentence?
- ☐ Does each point have a figure?
- ☐ Is every figure relevant?
- ☐ Is the conclusion careful? (suggests, might, does not show)
- ☐ Are there 55–75 words?

EXIT TICKET What does a clear data report look like?

One useful choice the writer made: _____

One phrase I will use in my report: _____



Use this page after the lesson.

One thing I learned: _____

One thing I will practise: _____

MY NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT 2 · LESSON 10

Write a data report

Can I plan and write a complete report?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Plan and write a four-part data report.



Language Link language for patterns, evidence, careful conclusions.



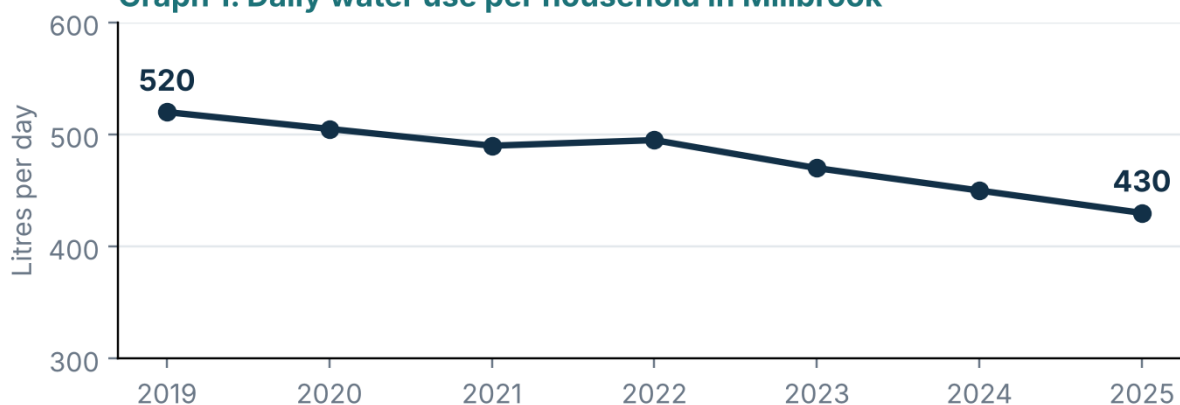
Skills Select relevant figures. Organise your ideas.



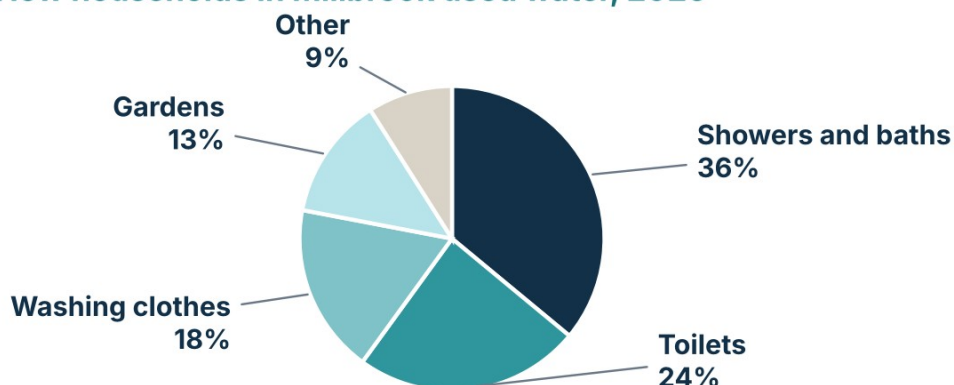
Read: Read the graphs

Look at Graph 1 and Graph 2. Circle the figures that could be useful for your report.

Graph 1. Daily water use per household in Millbrook



Graph 2. How households in Millbrook used water, 2025



Example data.



Think: Plan your report

Use the graphs. Write key words and figures only, not sentences. Add the unit to every figure.

	KEY WORDS	FIGURES (WITH UNITS)
OPENING What do the two graphs show?		
FINDING 1 Main trend in Graph 1? Start and end. The change.		
FINDING 2 Key pattern in Graph 2? The largest. A comparison.		
CAREFUL CONCLUSION What does it suggest? A reason? What not? <i>The data suggests ...</i> <i>A possible reason (may, perhaps) ...</i> <i>It does not show ...</i>		

CHECK EACH FIGURE Tick when you are sure.

☐ **Connected to the point?** ☐ **Has a unit? (litres or %)** ☐ **From the right graph?**

relevant = connected to your point



Read: Language bank

Choose the phrases you need. Underline two phrases you will use.

THE PATTERN

increased / decreased steadily

the overall trend is ...

a small rise / a small fall

the largest · the second largest · the smallest

QUANTITY AND COMPARISON

an increase / a decrease of ____

about · nearly · just over · just under

more than half

____ times as much as ... · whereas

EVIDENCE AND CAREFUL CONCLUSION

For example, in ____ ..., but in ____ ...

This suggests that ... may ...

Perhaps ...

However, the data does not show why ...

shows = what is in the graph

suggests = what it might mean



Say: Rehearse with a partner

Partner A speaks for 60–90 seconds from key words. Partner B ticks the checks and gives one piece of feedback. Then swap.

PARTNER CHECKS

A SPEAKS

B SPEAKS

Is the main finding clear?

☐
☐

Are there useful figures as evidence?

☐
☐

Is there any overclaim?

☐
☐

One piece of feedback I gave: _____

One piece of feedback I got: _____



ROUGH GUIDE opening about 30 words · each finding about 50 words · careful conclusion about 60 words

[illegible]



Check: Check, change, count

Check your report. Fix your weakest part. Then count your words.

1 CHECK Tick each question.

FINDINGS	Main trend and key pattern described?	☐
EVIDENCE	A relevant figure and unit for every point?	☐
CAREFUL CONCLUSION	"may" or "suggests"? What the data does not show?	☐
ORGANISATION	Four parts in order?	☐
DATA LANGUAGE	Clear words for trend, quantity, comparison?	☐

2 CHANGE Fix your weakest part. All ticked? Make it clearer.

I will change _____

3 COUNT Count your words.

My report: _____ words The target: 180–220 words



Use this page after the lesson.

One thing I learned: _____

One thing I will practise: _____

MY NOTES

[illegible]



Listen: Transcript 1: Seabay Today

- LINDA** Welcome back to Seabay Today. Many residents will know that this has been the driest summer on record for Seabay. Our Economics Editor, Daria Coulter, has been looking at the figures. Daria?
- DARIA** Thanks, Linda. It really has been a dry summer. Behind me you can see this year's weather graph, from the Seabay weather station. The bars show rainfall, in millimetres. The bars for June, July and August are all low, and July is the driest month, with only thirty-five millimetres. In total, only about one hundred and twenty millimetres of rain fell this summer. A normal summer has about two hundred. The line shows temperature, and it was a warm summer as well.
- LINDA** And it has been a very busy year for tourism too, hasn't it?
- DARIA** It has. According to the Seabay Tourism Authority, about one hundred and eighty-two thousand people visited this year. That is eighteen thousand more than last year. The busiest months were July and August.
- LINDA** So, Daria, I guess there's a connection between the dry summer and the increase in tourism?
- DARIA** Most probably, Linda! You can't beat the seaside in the sun. Although, it is worth mentioning that, while the weather might have been a factor, Seabay was also celebrating its five hundredth anniversary this year. The town was founded in fifteen twenty-six. There were lots of events, like a music festival and an arts festival, and they brought many tourists to the town.
- LINDA** So there might be more than one reason.
- DARIA** Exactly. We have data on rainfall and visitor numbers, but we do not have data on why people chose Seabay. We would need to ask the visitors.
- LINDA** Thanks, Daria. We'll be back after the break.



Listen: Transcript 2: Outtake from rehearsal

This is an outtake from rehearsal. Linda makes a mistake with the data.

- LINDA** Thanks, Daria. So, to sum up: a warm, dry summer, with August the driest month, around one hundred and eighty-two thousand visitors, and a town celebrating its five hundredth birthday. Goodnight!



Listen: Transcript: model data briefing

Read the transcript while you listen. Then underline the language and write 1, 2 or 3 above the words.

- 1 Which words introduce the data?
- 2 Which words describe the trend?
- 3 Which words show the speaker is careful?

Good morning. Today I will explain two graphs about plastic waste in Seabay.

My question is: is the amount of plastic waste going up or down? Graph 1

shows that the amount of plastic waste collected increased steadily from 2019 to 2025.

For example, in 2019 Seabay collected 120 tonnes, but in 2025 it collected 200 tonnes. There was one very small fall, in 2022, but the overall trend is an increase.

Graph 2 shows the types of plastic in the waste in 2025. Bottles and bags are the largest types. Bottles are 38% and bags are 27%, so together they are 65% of the waste.

This suggests that Seabay may have a problem with recycling. Perhaps people are not recycling bottles and bags, or there are not enough recycling bins.

However, the data does not show why, so we cannot be sure.

What can I do?

Look back at Lessons 1 to 10.

Name _____ Class _____ Date _____

CHECK Tick one box for each row. Be honest: this is for you. Then choose your strongest skill and one skill to practise.

LESSON		I CAN ...	 Not yet	 Nearly	 Yes
1	Reading data displays	I can read a graph and say what its parts show.	☐	☐	☐
2	Good questions, good data	I can say why a survey question is useful, or how to improve it, using "because".	☐	☐	☐
3	From numbers to sentences	I can work out a simple percentage and describe it (about, just over, just under).	☐	☐	☐
4	Spot the pattern	I can describe a trend and make one careful prediction.	☐	☐	☐
5	Best display for the job	I can choose the clearest display for a question and say why.	☐	☐	☐
6	Is that a fair conclusion?	I can say what the data shows and what it does not show.	☐	☐	☐
7	Listen to a data briefing	I can listen to a speaker, note key words and check them against a graph.	☐	☐	☐
8	Explain science results	I can write a results paragraph: finding, evidence, careful conclusion.	☐	☐	☐
9	Build a data report	I can choose relevant figures and see how a data report is organised.	☐	☐	☐
10	Write a data report	I can plan and write a four-part data report.	☐	☐	☐

My strongest skill: _____

One skill I want to practise: _____