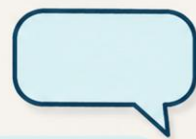
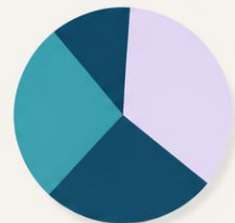
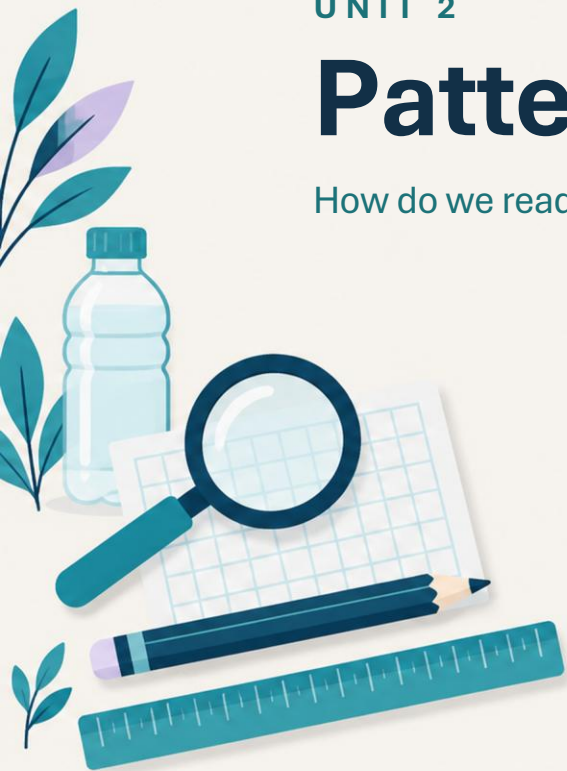


UNIT 2

Patterns & Data

How do we read, explain and use data?



TEACHER ANSWER KEY

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
3	From numbers to sentences	How can we say what the numbers show?	15
4	Spot the pattern	What is the data doing over time?	21
5	Best display for the job	Which display is best for the job?	27
6	Is that a fair conclusion?	Does the graph support the claim?	33
7	Listen to a data briefing	What can a speaker tell us that a graph can't?	39
8	Explain science results	What can a set of results tell us?	45
9	Build a data report	What does a clear data report look like?	49
10	Write a data report	Can I plan and write a complete report?	55
	Transcripts	Lesson 7: Seabay Today and the outtake • Lesson 9: the data briefing	61
	Unit review	What can I do?	63

USING THIS BOOKLET

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

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.



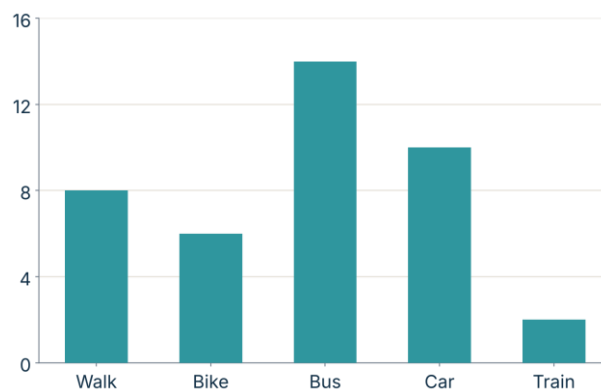
Skills Explain one finding and one limit.



Think: What can you tell?

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

Teacher: Students' own answers are possible.



What can you tell?

Suggested answers: There are five groups: Walk, Bike, Bus, Car, Train.

Bus has the tallest bar. Train has the shortest bar.

What can't you tell yet?

Suggested answers: What the graph is about.

What the numbers measure.

What information would help?

Suggested answers: A title and axis labels.

A unit for the numbers.



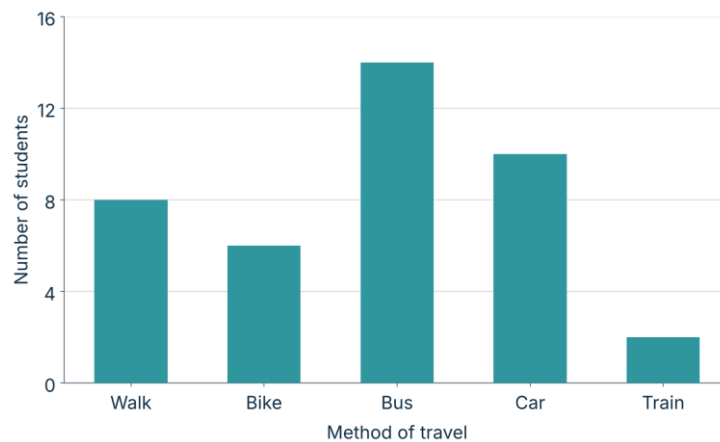


Read: The features help us read the data

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

Teacher: Accept answers that match the graph.

How Year 7 students travel to school



TITLE	What is the graph about?	How Year 7 students travel to school.
LABELS	What do the bars represent?	Ways to travel: walk, bike, bus, car, train.
AXIS	What does each axis show?	Bottom axis: method of travel. Side axis: number of students.
SCALE	How do the numbers go up?	They go up in 4s.
UNIT	What are the numbers counting?	Students.

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.

Teacher: Students' own answers are possible. Suggested answers are shown.

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?

Suggested answer: The table shows books borrowed from the school library, Monday to Friday.

2 CHECK THE FEATURES

Which feature helped you?

Suggested answer: The title helped me because it says what the table is about.

3 FIND ONE KEY POINT

What is one accurate finding?

Suggested answer: One finding is that Thursday is highest, with 33 books.

4 KNOW THE LIMITATION

What can't the table tell us?

Suggested answer: The table cannot tell us why more books were borrowed on Thursday.

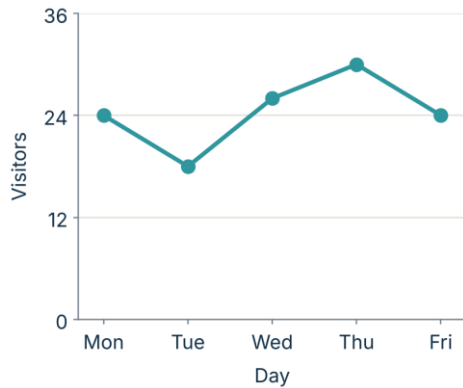


Write: Read different displays

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

Teacher: Students' own answers are possible. The limit is always about why.

A Garden visitors this week



It shows

Suggested answer: visitors to the garden, Monday to Friday.

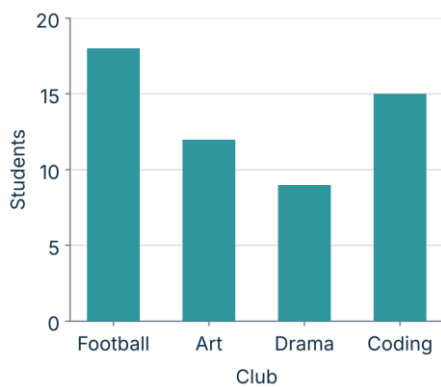
One accurate finding

Suggested answer: Thursday is highest: 30 visitors.

It cannot tell us

Suggested answer: why Thursday had more visitors.

B Club sign-ups



It shows

Suggested answer: how many students signed up for each club.

One accurate finding

Suggested answer: Football is highest: 18 students.

It cannot tell us

Suggested answer: why students chose each club.

C Favourite school subject survey

Subject	Votes
Science	17
Geography	11
History	14
Art	8

It shows

Suggested answer: how many students voted for each favourite subject.

One accurate finding

Suggested answer: Science is highest: 17 votes.

It cannot tell us

Suggested answer: why students chose each subject.



Write: Explain one display

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

Teacher: Students' own answers are possible. Accept any accurate sentences about any display.

USE THIS FRAME

The ___ shows ___.

One accurate finding is ___.

It cannot tell us ___.

Suggested answer: The graph shows garden visitors from Monday to Friday. One accurate finding is that Thursday is highest, with 30 visitors. It cannot tell us why Thursday had more visitors.



Remember: Key words

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

Teacher: The last column is for learners' 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	

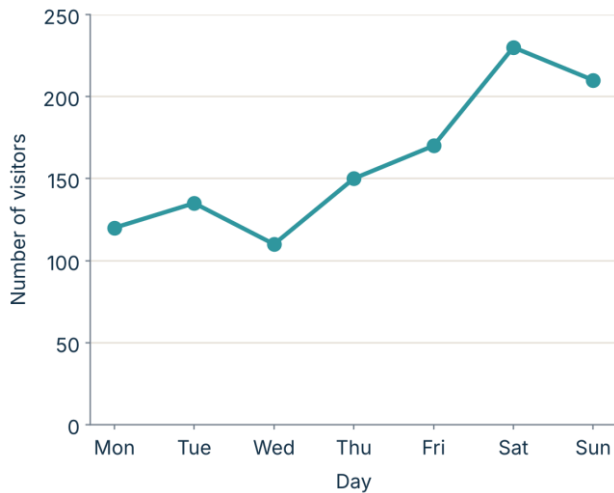


Independent task

Read one new display and explain it clearly.

Teacher: Students' own answers are possible, e.g. the lowest value is Wednesday, about 110. Stretch: accept increased or decreased with correct days.

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

Suggested answer: **The graph shows the number of visitors to Oakfield Castle each day this week.**

One accurate finding is that Saturday has the most visitors, about 230. It cannot tell us why more people visited at the weekend.

STRETCH Can you describe a trend?

Visitor numbers increased/decreased...

Suggested answer: **Visitor numbers increased from Wednesday to Saturday.**

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.

Teacher: Reasons may vary. Accept any accurate check.

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



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”.

Teacher: Students’ own answers are possible. Suggested answers are shown for questions 2 and 4 (also 7).

QUESTION 1

Suggested answers: **Question 2: Do you like school?**

The problem is that it is not specific.

My new question: Which school subject do you enjoy most: maths, science, English, art, PE or other?

My new question is more specific because it names a topic and gives clear options.

QUESTION 2

Suggested answers: **Question 4: Don’t you think the cafeteria food is terrible?**

The problem is that it is not neutral.

My new question: What do you think of the cafeteria food: good, OK or bad?

My new question is more neutral because all answers are possible.

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.

Teacher: Accept any reason that is clear: options do not overlap and cover every answer.

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

Suggested answer: **Options Y are better because they are clear, they do not overlap and they cover every answer.**



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.

Teacher: Students' own answers are possible.

Suggested answers: **How often do you eat in the cafeteria?**

How many hours do you sleep on a school night?

Which sport do you play most often?

What do you think of the length of break time?



Remember: Key words

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

Teacher: The last column is for learners' 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.

Teacher: Students' own answers are possible. Suggested answers show one possible template.

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

Suggested answer: sleep

2 Write your question and options Use the four checks.

Suggested answers: My question is: How many hours do you usually sleep on a school night?

Options: less than 6 · 6–7 · 8–9 · more than 9

3 Explain the data Which data? Which display?

Suggested answer: The data would show how many hours students sleep. I would show it in a bar 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?

Suggested answer: Answers vary. Accept a reason that uses the four checks.

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

Suggested answer: This question would give useful data because it is specific, neutral, answerable and appropriate.



Write: Notes

Use this page after the lesson.

One thing I learned: _____

One thing I will practise: _____

MY NOTES

From numbers to sentences

How can we say what the numbers show?

AIMS

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

Content Work out percentages and write accurate statements.



Language Describe data with approximately, around, just over, just under.



Skills Choose the most useful figures.



Write: Match the figures to the sentences

Imagine that 40 students were asked: “Do you have a library book on loan?” Work out each percentage. Then match each figure to a sentence (A–E).

Teacher: Closed answers.

- A** Only 10% of the students said yes.
- B** Nearly all of the students said yes.
- C** Half of the students said yes.
- D** Three quarters of the students said yes.
- E** Exactly 25% of the students said yes.

#	NUMBER WHO SAID YES	WORK OUT THE PERCENTAGE	SENTENCE
1	10 out of 40	25%	E
2	36 out of 40	90%	B
3	20 out of 40	50%	C
4	4 out of 40	10%	A
5	30 out of 40	75%	D

REMEMBER Percentage reference

100% all	75% three quarters	50% half	25% a quarter	10% one in ten
-----------------	---------------------------	-----------------	----------------------	-----------------------



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.

Teacher: Accept any accurate correction, e.g. "just under half".

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.

✗ not accurate $14 \div 30 = 46.67\%$

Approximately half (or just under half) of the students chose the theme park.

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

✓ accurate $8 \div 30 = 26.67\%$

3 Most students chose the mountains.

✗ not accurate $3 \div 30 = 10\%$

Only 10% of the students chose the mountains.

4 Around 30% of the students chose the beach.

✗ not accurate $5 \div 30 = 16.67\%$

Around 17% of the students chose the beach.

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

Suggested answer: $5 + 3 = 8$ out of 30; $8 \div 30 \times 100 = 26.67\%$

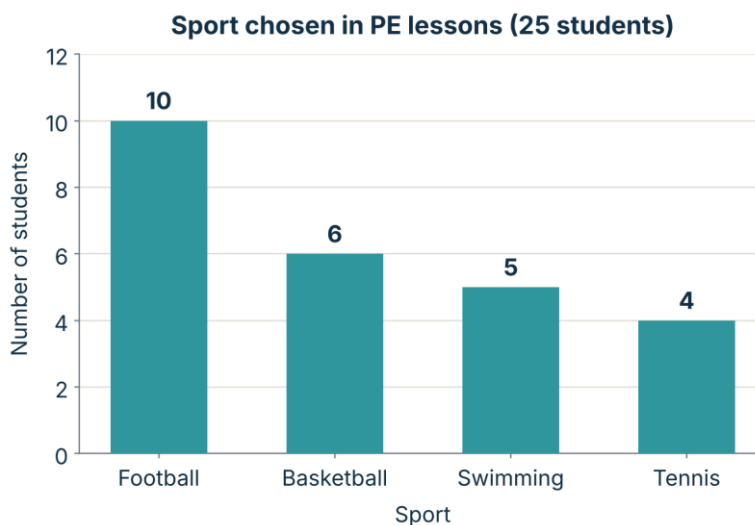
Suggested answer: Around 27% of the students chose a natural place. (Also accept: just over a quarter.)



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.

Teacher: Students' own answers are possible. Each student is 4%.



Sport	Football	Basketball	Swimming	Tennis
Percentage	40%	24%	20%	16%

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

Suggested answers: **Exactly 40% of the students chose football, which is the largest proportion.**

Around a quarter (24%) chose basketball.

A larger proportion chose football than tennis (16%).



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.

X 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.

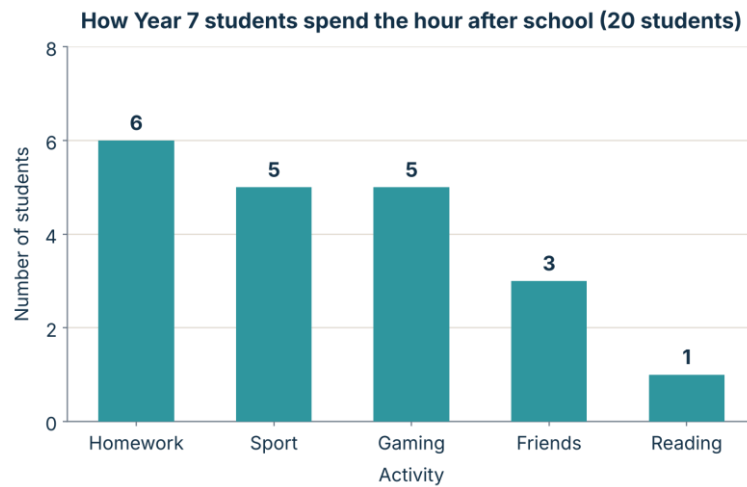
Suggested answer: A bar graph or pie chart of 50%, 25%, 15%, 10%. Check: title, labels, accurate sizes (a pie chart must total 100%).



Independent task

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

Teacher: Students' own answers are possible. Any two accurate, useful figures work.



1 Calculate the percentages Each student is 5%.

Activity	Homework	Sport	Gaming	Friends	Reading
Percentage	30%	25%	25%	15%	5%

2 Write three sentences

Suggested answers: We asked 20 students how they spend the hour after school.

Exactly 30% chose homework, which is the largest proportion.

Only 5% chose reading. This is a much smaller proportion than homework (30%).

3 Check it Tick when your summary passes.

☐ accurate

☐ useful

☐ not a list

STRETCH Add a fourth sentence about sport and gaming together.

Suggested answer: Together, sport and gaming were chosen by 50%, which is half of the group.



Remember: Key words

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

Teacher: The last column is for learners' 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

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.

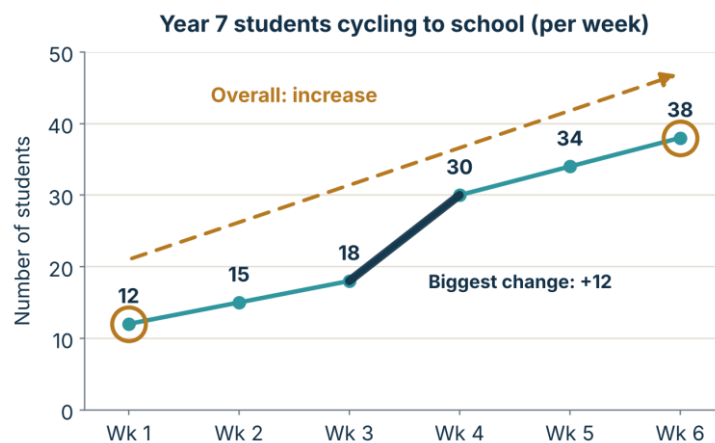


Write: Annotate the two graphs

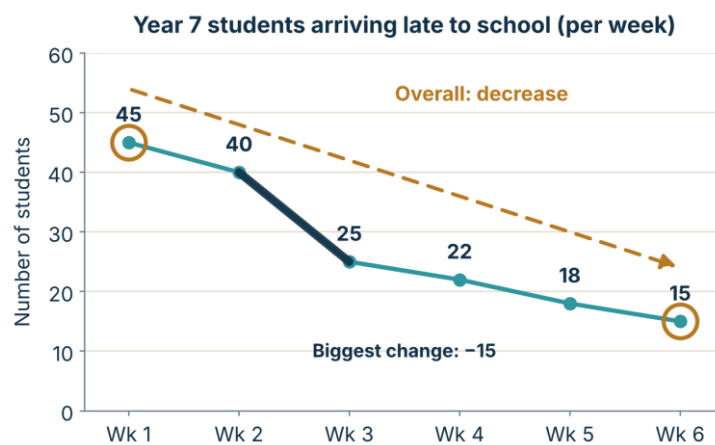
Annotate each graph with a pencil and a ruler. Make three marks on each one.

Teacher: Check marks against the answers shown under each graph.

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



Suggested answer: Overall: increase. Highest 38 (Wk 6), lowest 12 (Wk 1). Biggest change: Wk 3 to Wk 4 (+12).



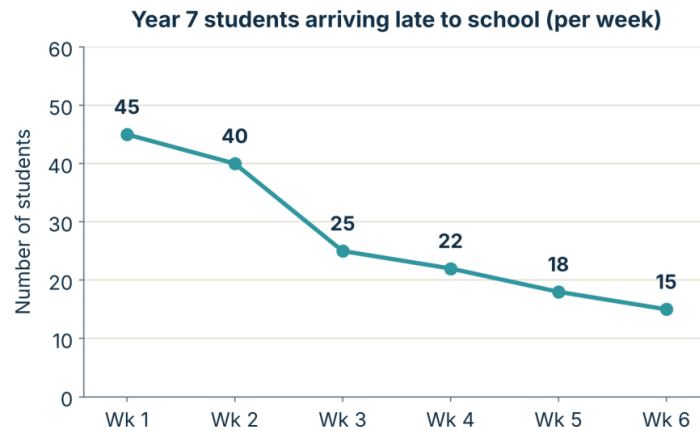
Suggested answer: Overall: decrease. Highest 45 (Wk 1), lowest 15 (Wk 6). Biggest change: Wk 2 to Wk 3 (-15).



Write: Build the trend sentences

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

Teacher: Every number must be found in the graph. Accept any accurate verb and adverb pair.



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 decreased sharply from 45 in Week 1 to 15 in Week 6.
- 2 The lowest number of students arriving late was 15 in Week 6.
- 3 The biggest change was from Week 2 to Week 3 (–15).

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

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

Suggested answers: The highest number of students arriving late was 45 in Week 1.

The number fell gradually from 25 in Week 3 to 15 in Week 6.



Think: Predict carefully

Choose the cautious prediction. Then write your own prediction.

Teacher: Learners tick one sentence, then write their own cautious prediction. Accept any prediction that uses “if”, “might”, “may” or “could”.

1 Choose Tick one sentence.

Library visitors: Week 6 had 46 visitors.

- ☐ **A Visitors will be 52 in Week 7.** *too sure*
- ☒ **B If this pattern continued, visitors might reach about 50 in Week 7.** *cautious: “if...”, “might”*
- ☐ **C Visitors increased in Week 6.** *a fact about the past*

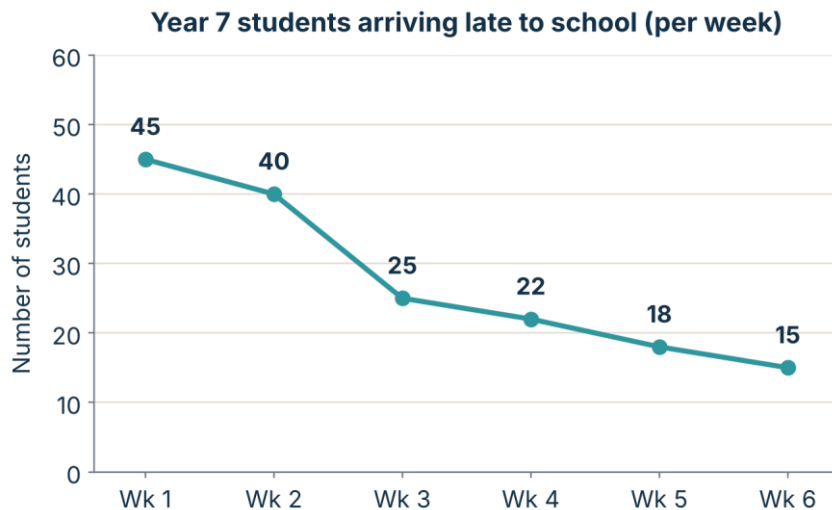
KEY LANGUAGE Say how sure you are.

will
100% sure

is likely to
quite sure

‘might’ · may · could
not sure

2 Write Predict for the “arriving late” graph.

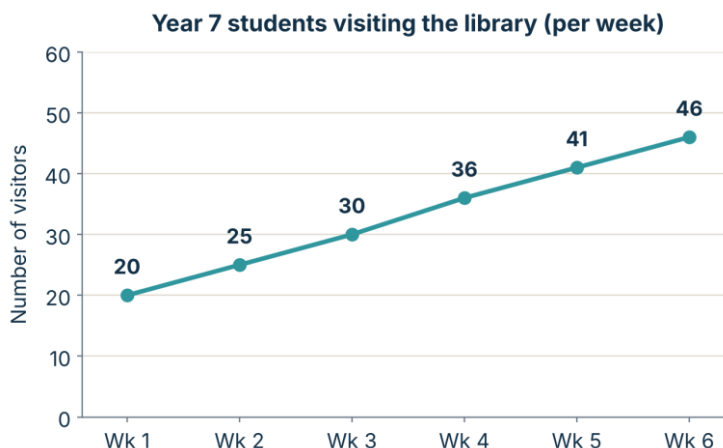


Suggested answer: If this pattern continued, we might predict about 12 students arriving late in Week 7. However, the data only shows Weeks 1 to 6.



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.

Teacher: The last column is for learners' own language.

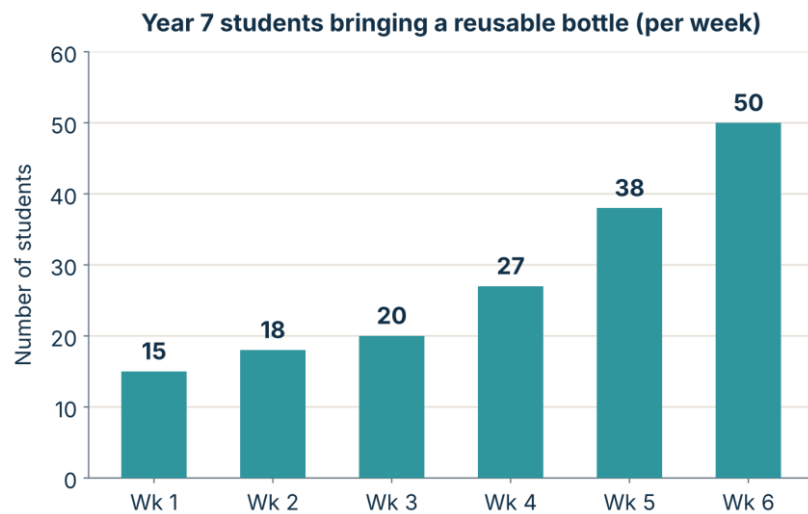
	MEANING	IN MY LANGUAGE
pattern	something that repeats	
trend	the direction of the data	
increase / decrease	go up / go down	
predict	say what might happen	
data	information (numbers)	



Independent task

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

Teacher: Students' own answers are possible. Every number must be in the graph; sentence 4 must use 'might'.



1 Write four sentences

Suggested answers: Overall, the number of students bringing a reusable bottle increased sharply from 15 in Week 1 to 50 in Week 6.

The highest number was 50 in Week 6.

The biggest change was from Week 5 to Week 6 (+12).

If this pattern continued, we might predict about 60 students in Week 7. However, the data only shows Weeks 1 to 6.

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'.

Suggested answer: The number increased gradually from 15 in Week 1 to 20 in Week 3, then rose sharply from 27 in Week 4 to 50 in Week 6.



One thing I learned: _____

One thing I will practise: _____

UNIT 2 · LESSON 5 ANSWER KEY

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

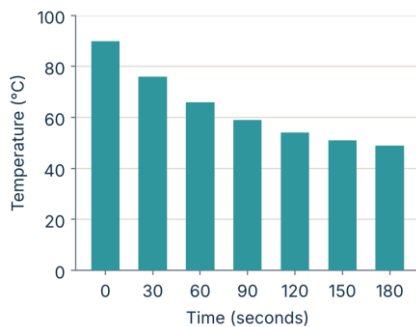
Look at three displays of the same data. What is easy to see, and what is hard to see?

Teacher: Accept any reasonable answer. Suggested answers are shown.

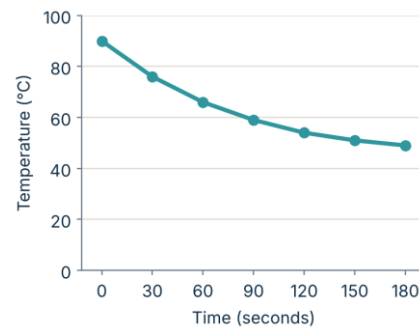
Hot water cooling: temperature every 30 seconds

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	exact numbers	the pattern at a glance
Bar chart	which amount is biggest	exact numbers
Line graph	change over time	exact numbers
Pie chart	the biggest share; parts of a whole	exact numbers; small differences; change over time

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.

Teacher: Other answers are fine if the reason is clear.

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

★ best ✓ possible X 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.

Suggested answers: For job 1, the line graph is best because it shows change over time.

For job 3, the pie chart is best because it shows parts of a whole.



Write: Build the comparison sentences

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

Teacher: Sentence 3: accept the first two in either order.

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 table is better for showing exact numbers, whereas the line graph is better for showing change over time.
- 2 The pie chart is better for showing parts of a whole, whereas the bar chart is better for comparing amounts.
- 3 Both the bar chart and the line graph show the same data. However, only the table gives exact numbers.

4 Write one more comparison sentence of your own.

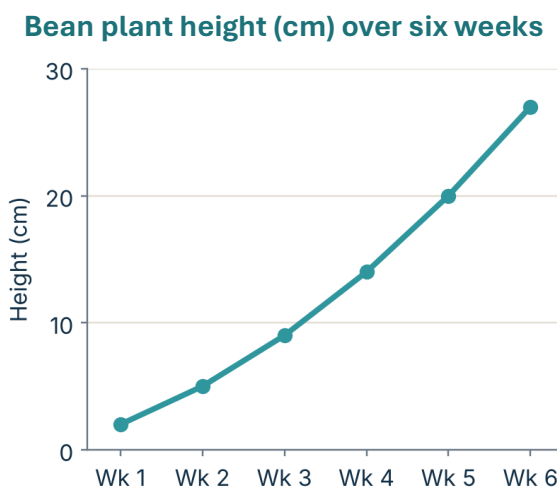
Suggested answer: Students' own answers. The display must really do that job, e.g. The pie chart is more suitable than the line graph for showing parts of a whole.



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.



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.

Teacher: The last column is for learners' 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.

Teacher: Students' own answers are possible. Purpose 1: pie chart. Purpose 2: bar chart. Each needs the display, the job and 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.

The best display is the pie chart. It is better for showing parts of a whole, whereas the bar chart is better for comparing amounts. It is more suitable because the question asks for each share of the land.

2 Purpose 2 Compare the populations of the five cities.

The best display is the bar chart. It is better for comparing amounts, whereas the pie chart is better for parts of a whole. It is more suitable because we want to see which city is biggest.

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

PURPOSE 1

Pie chart: title, labels, slices of 45, 30, 10 and 15 (total 100%).

PURPOSE 2

Bar chart: title, labels, five bars: 8, 12, 5, 21 and 14.



One thing I learned: _____

One thing I will practise: _____

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.

Teacher: In this version the six claims are highlighted and numbered.

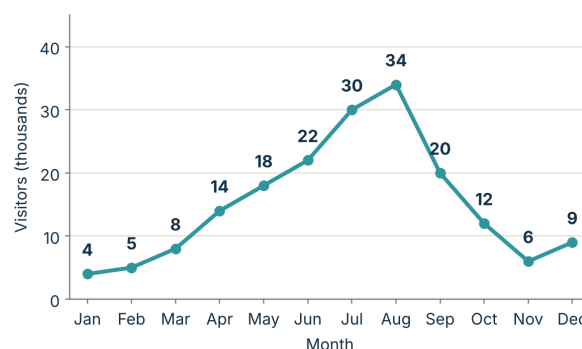
SEABAY GAZETTE · LOCAL NEWS

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, [1]** and **January had the fewest, with only 4 thousand. [2]** **Visitor numbers fell every month after August. [3]** 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, [4]”** she said.

Beach café owner Sam Reid thinks he knows why. **“The August heatwave brought more tourists to Seabay, [5]”** he said.

Mayor Ellis welcomed the news. **“Seabay will have more visitors next summer, so all shop owners will earn more money, [6]”** she said. The council will discuss a new car park at its next meeting.

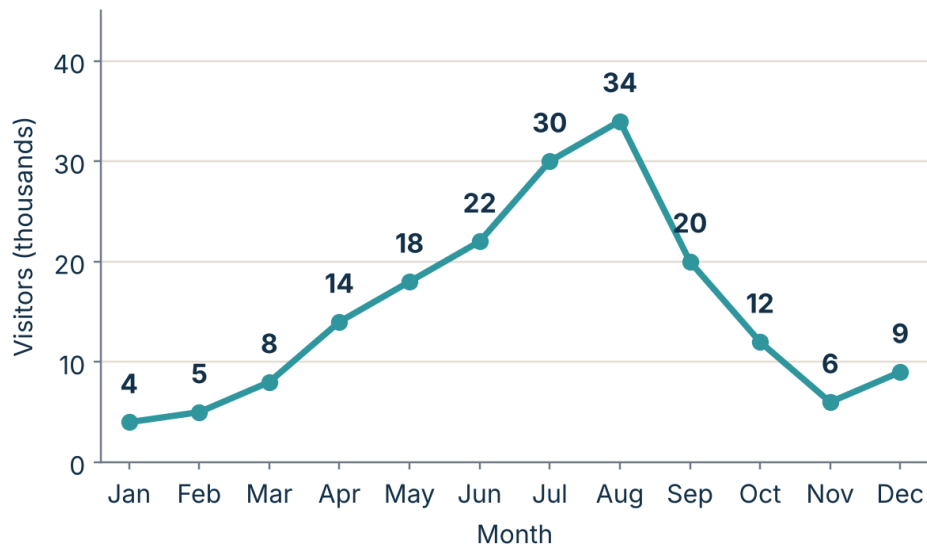
heatwave = a few days or weeks of very hot weather



Check: Judge the claims

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

Teacher: All six claims are given. Accept any evidence that points to the graph.



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.	✓			34,000 was the highest number of visitors.
2	January had the fewest visitors.	✓			4,000 was the lowest number of visitors.
3	Visitor numbers fell every month after August.		✓		They fell until November, but rose in December (9).
4	At least 30,000 people visited in each summer month.		✓		July and August fit, but June was only 22,000.
5	The August heatwave brought more tourists to Seabay.			✓	No data on the weather or on why people came.

6	Seabay will have more visitors next summer, so all shop owners will earn more money.			✓	This year only. No data on money or shops.
---	--	--	--	---	--



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.

Teacher: The last column is for learners' own language.

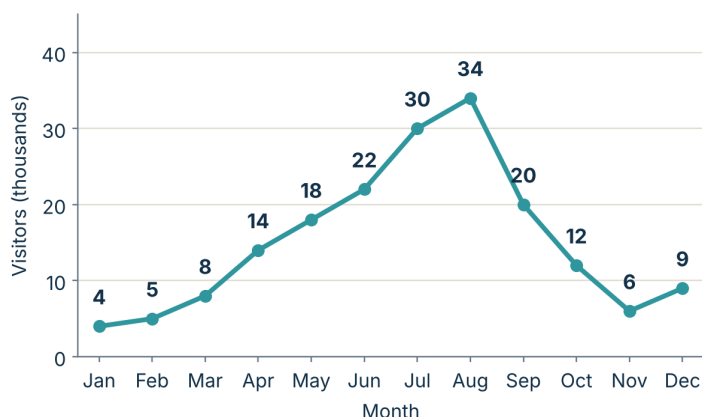
	MEANING	IN MY LANGUAGE
conclude	decide from the data	
evidence	facts or numbers	
support	show a claim is true	
suggest	say it is probably true	
overclaim	a claim that says more than the graph shows	
cause	the reason something happens	



Write: Fix the overclaims

Rewrite each claim so that the graph can support it.

Teacher: Students' own wording. Each rewrite keeps what the graph shows and says what there is no data on.



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.

The graph shows that August had the most visitors, but there is no data on why people came.

[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...".

The graph shows that summer had more visitors, but there is no data on next summer or on shop owners' money.

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

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

The graph shows that at least 30,000 people visited in July and August, but June had only 22,000.

STRETCH Rate this claim. Then fix it.

Visitors only come to Seabay in summer.

✓ not supported: the graph shows visitors in every month (4,000 even in January).

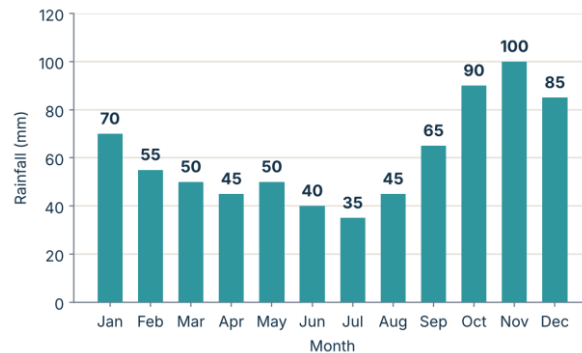
Suggested answer: The graph shows that most visitors came in summer, but it also shows visitors in every month.



Independent task

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

Teacher: Students' own wording for the rewrites and the missing data. Each rewrite keeps what the graph shows and says what there is no data on.



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.			✓

Evidence: 1 tallest bar (100 mm) · 2 a cause · 3 shortest bar (35 mm) · 4 September was 65 mm · 5 35, 45, 65, 90, 100 · 6 a reason and a plan · 7 rain in every month

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

2: The graph shows that November had the most rain, but there is no data on why fewer tourists visit in autumn.

7: The graph shows that autumn had the most rain, but it also shows rain in every month.

3 Add One thing the graph does not show.

We have data on rainfall, but not on why tourists visit or stay away.



One thing I learned: _____

One thing I will practise: _____

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.

Teacher: Learners listen twice, a third time in two halves if needed. Accept any short note with the right number or idea (digits are fine).



- | | | |
|---|---|--|
| 1 | How many people visited Seabay this year? | about 182,000 |
| 2 | How many more visitors than last year? | 18,000 more |
| 3 | Which months were the busiest? | July and August |
| 4 | Which month was the driest? | July (35 mm) |
| 5 | What else might explain the increase? | the town's 500th anniversary (a music festival and an arts festival) |

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

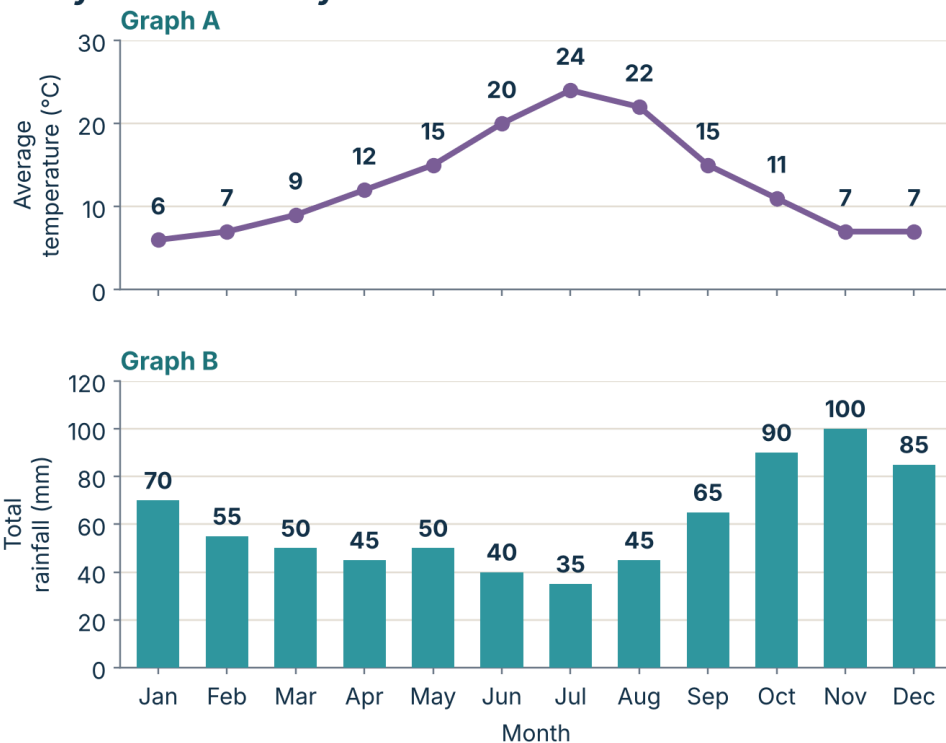


Check: Check the speaker against the graph

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

Teacher: Accept any wording that says July, not August, was the driest month. The correct answer is shown.

Seabay weather this year



WHAT IS NOT RIGHT?

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

Suggested answer: Linda says August was the driest month, but the graph shows July was the driest month, with 35 mm.

STRETCH What does Linda say that no graph shows?

Suggested answer: The town was celebrating its 500th birthday. (Accept any detail that is not in the graph.)

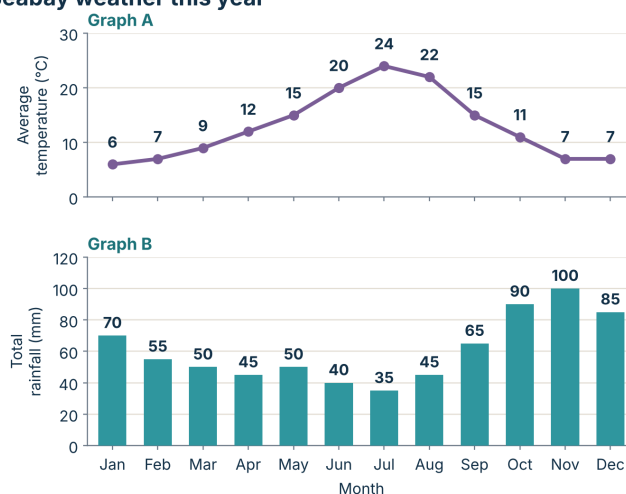


Say: Correct the data

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

Teacher: Model answers are given. Accept any polite correction that matches the graph.

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.”

Suggested answer: Did you mean highest? Actually, I think rainfall was highest in November, with 100 mm.

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

Suggested answer: Did you mean increase? Actually, I think the temperature rose from 12 °C to 24 °C.

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

Suggested answer: Students’ own. Example: “Rainfall increased from October to December.” → “Did you mean decrease? Actually, I think it fell from 90 mm to 85 mm.” (Accept: Nov was the peak at 100 mm.)



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.

Teacher: The last column is for learners' 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.

Teacher: Speaking task. Pairs read the dialogue, swap roles, then cover Linda's lines, Daria's lines or the gaps and say them from memory. Accept any accurate answer that matches the 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 182,000 people visited.
LINDA	How many more is that than last year?
DARIA	That is 18,000 more than last year.
LINDA	Which were the busiest months?
DARIA	The busiest months were July and August .
LINDA	Which was the driest month?
DARIA	The graph shows that July was the driest month, with 35 mm.
LINDA	What else might explain the increase?
DARIA	The town was also celebrating its 500th anniversary .

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



One thing I learned: _____

One thing I will practise: _____

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.

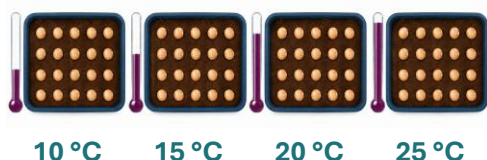


Read: The results

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

Teacher: Sentence 1 is an opening (no job). Colour the other five by job. The correct colours are shown.

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. (opening) [2] As the temperature increases, a higher percentage of seeds germinate. F [3] For example, at 10 °C only 20% of the seeds germinated, but at 25 °C 90% of the seeds germinated. E [4] This suggests that warmer temperatures help seeds to germinate. C [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. C [6] We would need to test more temperatures to find out. C

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.

Suggested answer: For example, at 10 °C only 20% of the seeds germinated, but at 25 °C 90% germinated. (Accept any two figures that show the difference.)



Write: Build the paragraph

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

Teacher: Learners may do this on mini-whiteboards first. The correct order is shown.

- 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

B E D A C

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

Teacher: The last column is for learners' 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	

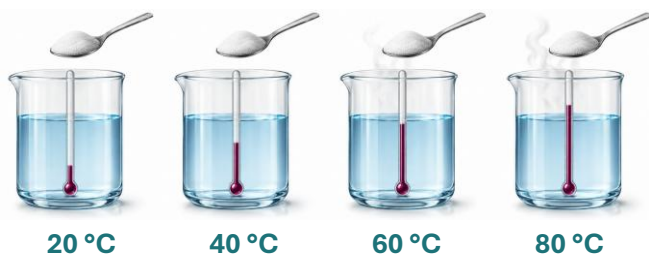


Independent task

Write a results paragraph about the sugar investigation.

Teacher: Learners read the data, plan aloud with a partner (slide 20), then write. Suggested answer is 87 words. Accept any paragraph with an opening, a finding, two figures with units (time decreases) and a careful conclusion. Do not mark spelling.

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 ____.

Suggested answer: The results show that there is a relationship between water temperature and the time sugar takes to dissolve. As the temperature increases, the time decreases. For example, sugar took 30 seconds to dissolve at 20 °C, but only 5 seconds at 80 °C. This suggests that sugar dissolves faster in hotter water. However, the results do not show what happens above 80 °C, so we cannot say that a higher temperature always helps sugar to dissolve faster. We would need to test more temperatures 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.

Teacher: Peer swap is spoken as well as written. Accept any sensible feedback and any improved 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: students' own.

One thing to improve: students' own.

STEP 3 Write one better sentence.

Students' own. Accept any sentence that is more precise, adds a second figure with units, or says what the results do not show.

UNIT 2 · LESSON 9 ANSWER KEY

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.

Teacher: Self-rating only: do not collect or grade. Evidence and careful conclusions are often rated lowest; use this in Lesson 10.

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.

Teacher: The last column is for learners’ 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	

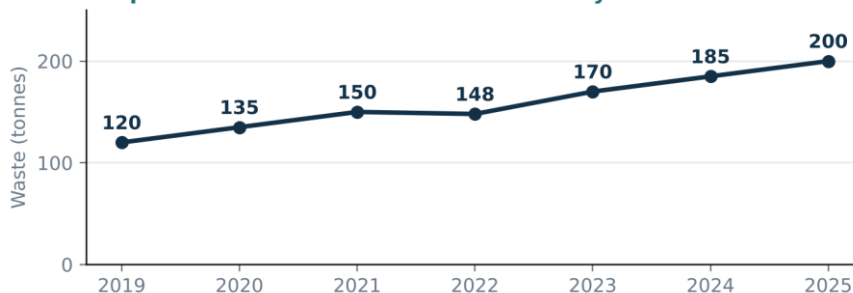


Listen: Look at the graphs. Listen and write key words

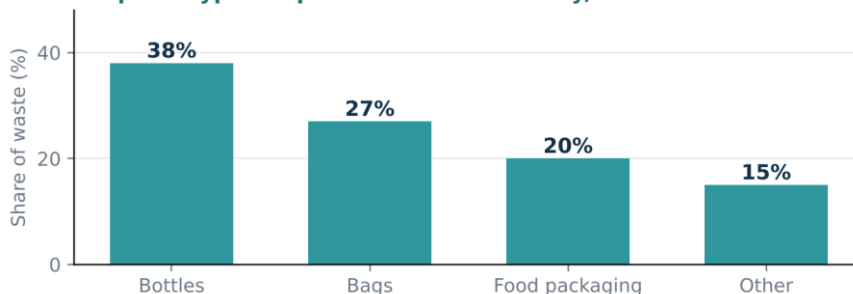
Look at both graphs. Listen to the briefing. Write key words only. Cross out the small words. Any language is fine.

Teacher: Pairs talk through slide 7's five questions aloud first (no writing). Listen 1: rows 1 and 2. Listen 2: rows 3 and 4. Accept key words in any language.

Graph 1. Plastic waste collected in Seabay



Graph 2. Types of plastic waste in Seabay, 2025



Suggested answers:

1	THE QUESTION What does the speaker want to find out? <i>Listen 1</i>	plastic waste: going up or down?
2	THE MAIN FINDING What is the answer? <i>Listen 1</i>	increased steadily, 2019–2025
3	USEFUL FIGURES Which numbers are evidence? <i>Listen 2</i>	120 tonnes (2019), 200 tonnes (2025); bottles 38%, bags 27%; together 65%
4	THE CAREFUL CONCLUSION What does it suggest? What does it not show? <i>Listen 2</i>	suggests Seabay may have a recycling problem; does not show why; cannot be sure

REMEMBER Key words only: topic, numbers, units. Symbols are fine: $\uparrow \downarrow + - =$



Read: The written report

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

Teacher: Colours in this key show the job of each sentence. For the underlining, accept any trend phrase and any quantity phrase from the report.



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 1, 2, 3
Main finding	Sentences 4, 7
Evidence	Sentences 5, 6, 8, 9, 10
Careful conclusion	Sentences 11, 12, 13

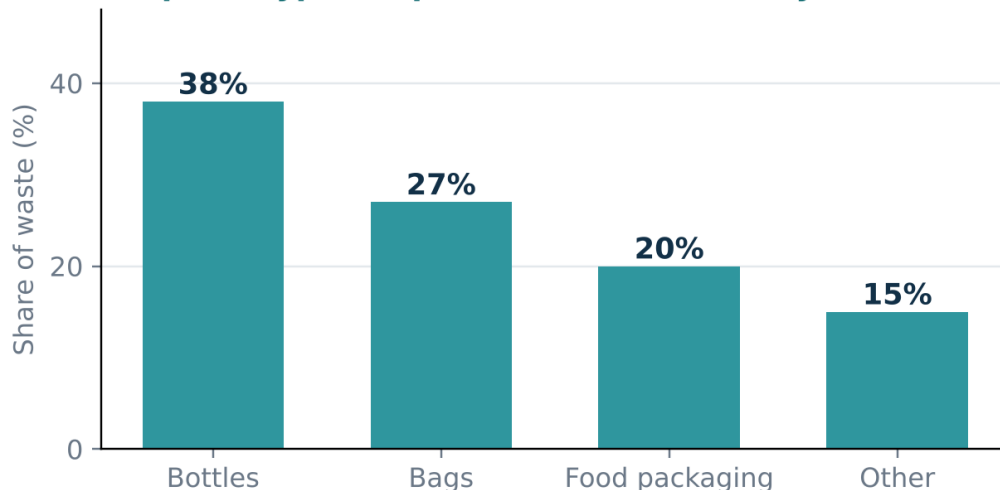


Think: A weaker paragraph

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

Teacher: The first sentence is a good topic sentence. Accept underlining of the key words or of the whole sentence. Problems are tagged in the paragraph and answered under the questions.

Graph 2. Types of plastic waste in Seabay, 2025



THE PARAGRAPH

Graph 2 shows the types of plastic waste in Seabay in 2025. Bottles are **a big part** of the waste. [1] In 2020, Seabay collected **135 tonnes** of plastic. [2] Bags are also **a big part**. [1] This **proves** that bottles and bags are **the reason** the waste is increasing, so Seabay **must stop them**. [3]

1

Does each point have a figure?

No. Sentences 2 and 4 say “a big part” with no figure.

2

Is every figure relevant?

No. Sentence 3: 135 tonnes is from Graph 1, not Graph 2.

3

Does the conclusion say more than the data shows?

Yes. “proves”, “the reason” and “must stop” say too much.

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.

Teacher: Suggested answer is 59 words. Accept any valid hedged reason. Common errors: proves, 135, 38 without %, highest.

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 ___.

Suggested answer: Graph 2 shows the types of plastic waste in Seabay in 2025. Bottles and bags are the largest types of plastic waste. Bottles are 38% and bags are 27%. This suggests that Seabay may have a problem with recycling, but the data does not show why. We would need more information to find out why the amount of plastic waste is increasing.

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?

The writer ... (students' own: e.g. added percentages, cut an irrelevant figure, used "suggests").

I will use ... (students' own phrase).



Use this page after the lesson.

MY NOTES

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.



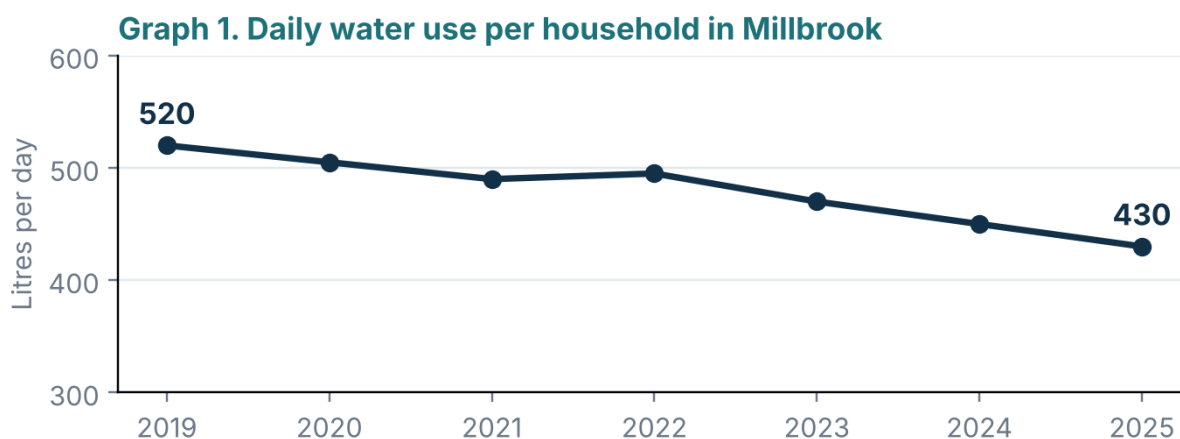
Skills Select relevant figures. Organise your ideas.



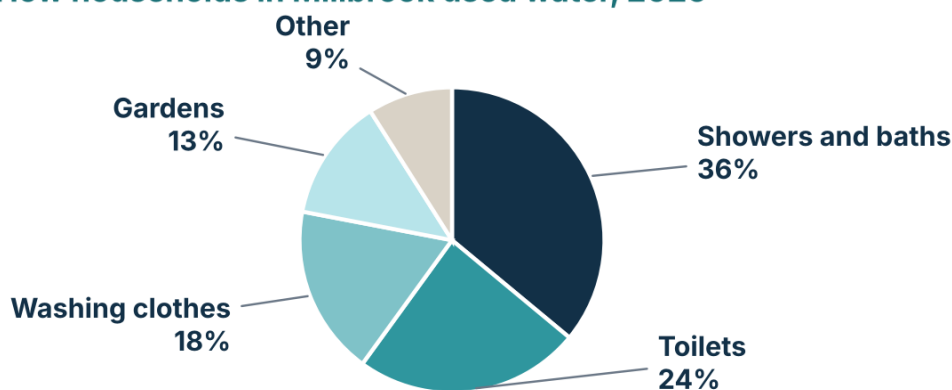
Read: Read the graphs

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

Teacher: Talk first: slide 4's five questions, aloud. Then learners circle figures. Accept any figure that is on the graph.



Graph 2. How households in Millbrook used water, 2025



Example data.

SUGGESTED USEFUL FIGURES

Graph 1: 520 litres (2019) and 430 litres (2025); down 90 litres; biggest fall 2022–2023 (about 25 litres).

Graph 2: showers and baths 36% (largest); other 9% (smallest); showers and toilets 60%.



Think: Plan your report

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

Teacher: Key words and figures only. Reasons to expect: taps, prices, campaigns. Watch for full sentences. Ask: is 13% for gardens relevant to the trend? Why not?

Suggested answers:

	KEY WORDS	FIGURES (WITH UNITS)
OPENING What do the two graphs show?	two graphs: water use, Millbrook	
FINDING 1 Main trend in Graph 1? Start and end. The change.	decreased overall	520 litres (2019) → 430 litres (2025); down 90 litres
FINDING 2 Key pattern in Graph 2? The largest. A comparison.	showers and baths largest; comparison	36% showers and baths; other 9%; showers + toilets 60%
CAREFUL CONCLUSION What does it suggest? A reason? What not? <i>The data suggests ...</i> <i>A possible reason (may, perhaps)</i> <i>...</i> <i>It does not show ...</i>	suggests: less water used · may: shorter showers, price · does not show: why	

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.

Teacher: The bank gives increased and decreased on purpose; it does not give the answer.

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.

Teacher: Spoken phrases only: do not write them. Tell the class about overclaims (proves, must, always) before writing. Feedback lines are learners' own.

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: _____



Independent task

Write your report about Graph 1 and Graph 2. 180–220 words. Write alone. 25 minutes.

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

REMEMBER Units with every figure. · Use “may” or “suggests”. · Opening, two findings, then a careful conclusion.

Teacher: Suggested answer, 187 words. Accept any accurate report with the four parts, a unit with every figure and no overclaim (proves, must, always). Do not correct or give figures while learners write.

OPENING

These two graphs show information about water use in Millbrook. Graph 1 shows the daily water use per household from 2019 to 2025. Graph 2 shows how households in Millbrook used water in 2025.

FINDING 1

The main trend in Graph 1 is that daily water use per household decreased overall. In 2019, a household used 520 litres a day, but in 2025 it used only 430 litres, a decrease of 90 litres. The biggest fall was between 2022 and 2023, when use dropped by about 25 litres.

FINDING 2

Graph 2 shows that showers and baths are the largest use of water, at 36%. This is four times as much as other uses, which are only 9%. Showers and baths together with toilets are 60%, which is more than half of all the water used in the home.

CAREFUL CONCLUSION

This suggests that households in Millbrook are using less water. Perhaps people are taking shorter showers, or the price of water has increased. However, the data does not show why water use is decreasing, and it does not show whether the fall will continue. We would need more information to be sure.



Check: Check, change, count

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

Teacher: Learners' own answers. Under 180 words: add a figure. Over 220: cut the least relevant figure. Collect the reports and mark them against the five criteria (no grade).

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 ... (learners' own: e.g. add a unit, add a second figure, replace "proves" with "suggests").

3 COUNT Count your words.

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



Use this page after the lesson.

MY NOTES



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!

Teacher: the mistake is "August the driest month". The graph shows July (35 mm); August is 45 mm.



Listen: Transcript: model data briefing

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

Teacher: Learners underline and number the words. Accept "Graph 2 shows" as 1 and "may" as 3 as well. Answers are shown in the text and under each question.

- 1 Which words introduce the data? **My question is...** · **Graph 1 shows that...**
- 2 Which words describe the trend? **increased steadily** · **one very small fall** · **the overall trend is an increase**
- 3 Which words show the speaker is careful? **This suggests...** · **Perhaps...** · **However, the data does not show why, so we cannot be sure.**

Good morning. Today I will explain two graphs about plastic waste in Seabay. ¹**My question is:**

5 is the amount of plastic waste going up or down? ¹**Graph 1 shows that** the amount of plastic waste collected ²**increased steadily** from 2019 to 2025.

For example, in 2019 Seabay collected 120 tonnes, but in 2025 it collected 200 tonnes. There was ²**one very small fall**, in 2022, but ²**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.

10 Bottles are 38% and bags are 27%, so together they are 65% of the waste.

³**This suggests** that Seabay may have a problem with recycling. ³**Perhaps** people are not recycling bottles and bags, or there are not enough recycling bins. ³**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: _____

