

**Warm up**

- Elicit the most common forms of visual aids you can find in academic reading. Apart from photos and illustrations, you often see:  
*Tables*  
*Pie charts*  
*Bar charts*  
*Line graphs*
- Ask the class to tell you the differences between these types of visual display and what they are best suited to – e.g. for showing comparisons, for showing changes over time, etc.
- Ask students to tell you about any other visual aids that they frequently meet in their studies. They might, for example, use flow charts or organizational charts, or variants of the types of chart mentioned above. Ask them how they are distinctive, or what they are useful for.
- Finally, ask them what makes a good visual aid. They should be able to suggest a few things. You can prompt with questions such as:  
*How clear should they be?*  
*How much information should they have?*  
*Should they be in colour, 3D, etc.?*

**Using the Factsheet**

**Make sure students have completed and understood the Theory to practice section before starting the Worksheet.**

**There are two possible ways to use the Factsheet:**

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

**Theory to practice****Answers**

Students' own answers.

Point out some of the following if your students don't mention them:

- In the table (1), it might be difficult for some people to visualize the difference year on year.
- Both the bar chart (2) and the line graph (3) visualize the year-on-year numerical increase.
- The pie chart (4) doesn't allow us to easily see the yearly increase. It is perhaps not best suited to this information – especially because the segments are very similar sizes.

**Using the Worksheet**

- Ask students to read the information at the top of the page. If they have done *C21 English for the 21<sup>st</sup> Century*, Level 1, remind them of the work they have done on graphs there.

**Practice****1 Look at the table. It contains data about local weather. Complete the sentences.**

- Ask students to work alone on this, at least initially, because it will give them (and you) a good idea of how well they can understand information presented in this way.
- Allow a few minutes for students to attempt the questions. They can then discuss with a partner if you wish.
- Elicit answers, and encourage students to show you where they found them. For sentences **e** and **f**, allow a discussion on the possibilities.

## Suggested answers

- a** January / February
- b** July / August
- c** June
- d** a lot of rain
- e** Students' own answers. The actual data is taken from the foothills of the Himalayas in northern India.
- f** Students' own answers. They should at least have an idea of temperature, if not rainfall.

## 2 Look at the information in the bar chart and discuss the questions.

- Students should find this easier and quicker to do – especially in pairs.
- Allow pairs a minute or two to discuss the questions. Then elicit answers.
- For question **f**, encourage discussion of various factors that affect life expectancy.

### Answers

- a** Japan
- b** Sierra Leone
- c** 65
- d** South Sudan
- e** Students' own answers
- f** Students' own answers – factors might include poverty, healthcare, diet, war, pollution, etc.

## 3 Complete the text using the information from the pie chart. Then discuss how your own personal pie charts would be different.

- Refer students to the pie chart and the legend. Tell them they will use this information to complete the text.
- Allow students a few minutes to complete the text. They should work alone for this first part.
- Check answers, and then ask students to spend a minute or two discussing the second part of the question with their partner.
- Elicit a variety of comments from the class regarding how their own typical days are different.

### Answers

- a** hours
- b** sleeping
- c** socializing
- d** 3.8
- e** work
- f** travelling

## 4 Look at the line graph and choose the correct options to complete the sentences.

- Allow students a few minutes to interpret the graph. They should work alone on this. Give guidance where necessary.
- Check the answers, asking the students to point out the relevant parts of the graph. Make sure everyone understands.

### Answers

- a** up
- b** €600
- c** 1986
- d** stayed the same
- e** €400
- f** lower

## Reflect

5



**With a partner, discuss the questions.**

- Allow a few minutes for students to discuss the questions in their pairs.
- Open up the discussion to the whole class, encouraging students to think back over the Worksheet and the different ways of presenting information.
- Remind students to always look carefully at graphs, charts, tables, etc., and to ensure that they take time to study them carefully.