

Grade 11 • Image 1 of 6 • Read Multimodal Information

English • October 12–16, 2026

Different forms.
Deeper meaning.

1 What is multimodal information?

Multimodal information is meaning communicated through more than one form, such as words, numbers, charts and pictures.



Words



Numbers



Pictures



Charts

2 Key vocabulary

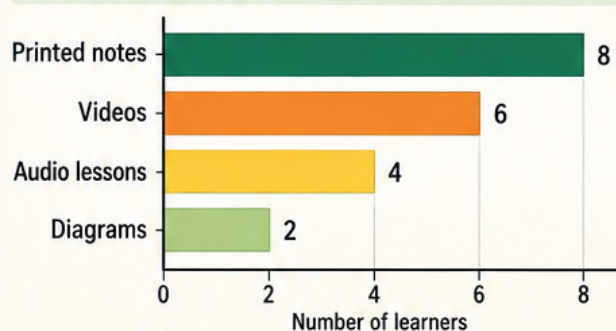
data	recorded information
interpret	explain what information means
figure	a numbered visual such as a diagram, map or graph.

3 The same data in a table and a bar chart

Sample data only: Preferred study materials, 20 learners

Study material	Number of learners
Printed notes	8
Videos	6
Audio lessons	4
Diagrams	2
Total	20

Sample data only: Preferred study materials, 20 learners



4 How to read the table and chart

- The **table** helps us find **exact values**. For example, 8 learners chose printed notes.
- The **chart** helps us **compare amounts**. We can see which bar is longer or shorter.
- The **caption** tells the **context**. It says the data are about preferred study materials.
- The **total** tells the **sample size**. In this example, 20 learners were included.

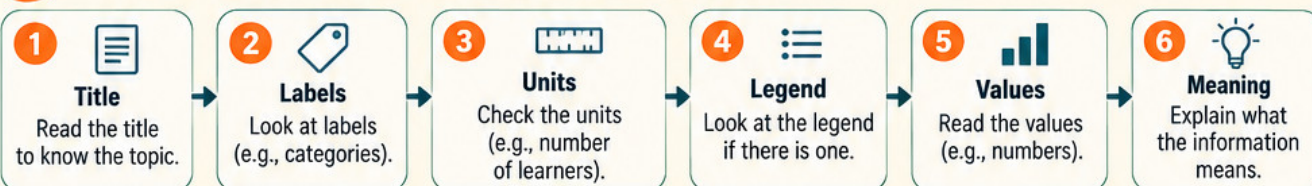
5 Model: Interpreting the data

Printed notes were chosen most often in this sample. They were chosen by 8 of 20 learners.



We cannot conclude all Grade 11 learners prefer notes. The data are only from this sample of 20 learners.

6 Reading routine for multimodal information



7 Your turn! Notebook activity



Look at the table and bar chart above. Use the data to answer.

- 1 Which category has 6 learners?
- 2 Which category has the least number?
- 3 How many learners chose audio lessons or diagrams?

8 Check your answers

- 1 videos
- 2 diagrams
- 3 6



Well done!

All data are invented for practice only. This is not an actual survey or research study.

Grade 11 • Image 2 of 6

Interpret Tables and Bar Charts

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Data helps us understand our world!

1 Key Ideas

- A **table** organizes data in rows and columns.
 - A **row** goes across (horizontal).
 - A **column** goes up and down (vertical).
- A **bar chart** compares different categories using bars.
- Frequency** means how many there are.
- Percentage** means a part out of 100.

2 Table: Practice only

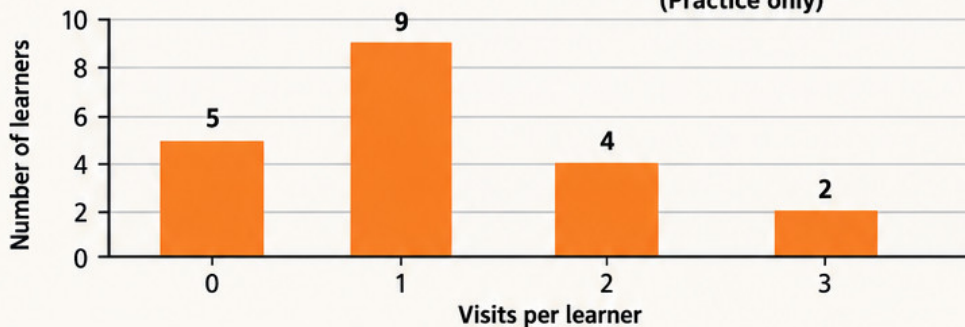
Practice only: Library visits by 20 learners in one week

Visits per learner	Number of learners
0 visits	5
1 visit	9
2 visits	4
3 visits	2
Total	20

Each row shows a category. Each column shows the information for that category.

3 Bar Chart: Practice only

Library visits by 20 learners in one week
(Practice only)



- Each bar represents a category (number of visits).
- The height of the bar shows the number of learners.
- This bar chart uses the same data as the table.

4 Read the Table and Bar Chart

- The **largest** group made 1 visit (9 learners).
- Five learners made no visits.
- Four learners made 2 visits.
- Two learners made 3 visits.
- The bars in the chart match exactly the numbers in the table.



5 Calculate a Percentage

To find the percentage, use:
(part ÷ whole) × 100

Example: What percentage made 2 visits?

$$4 \div 20 \times 100 = 20\%$$

20% made 2 visits.

Do not confuse the number of visits with the number of people.

9 learners each made 1 visit. This means 9 people, not 9 total visits.

6 Use an Interpretation Frame

Use this frame to summarize what the table or chart shows.

The table/chart shows _____,
The largest group is _____,
with _____. This suggests
_____ within this sample.



7 Your Turn: Short Answer

Use the table and bar chart above. Show your work where needed.

- How many learners visited the library at least once? _____
- What percentage of learners made no visits? _____
- Does the table prove that library visits caused higher grades?

8 Check Your Answers (for self-check)



- 15
- 25%
- No, grades and causation were not measured.

Grade 11 • Image 3 of 6 •

Read Trends and Check Graphs

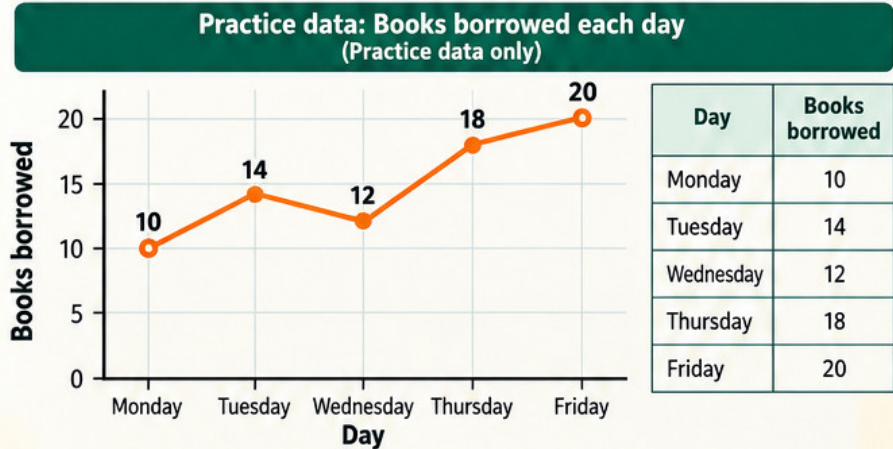
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Graphs help us find and describe trends in data.

1 Key Ideas

- **Trend** = general direction of change.
- **Axis** = reference line for a graph.
- **Interval** = gap between scale marks.
- **Increased** = went up.
- **Decreased** = went down.
- **Fluctuated** = went up and down.

2 Line Graph: Practice data

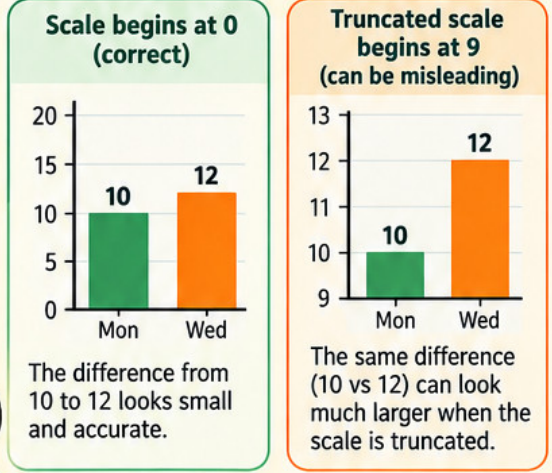


3 Read the Trend

Borrowing **increased** overall from 10 on Monday to 20 on Friday, although it **decreased** on Wednesday. Change from Monday to Friday = $20 - 10 = 10$ books. Largest day-to-day increase = 6 books, Wednesday to Thursday (12 to 18).

The data show how many books were borrowed, **not** how many books were finished.

4 Check the Scale: Why It Matters



5 Graph-Check Checklist

- ✓ Title and source? (Here: a clear title is given. Practice data only.)
- ✓ Units? (Books borrowed)
- ✓ Equal intervals? (Yes, 5 units each)
- ✓ Baseline or clear break? (Baseline at 0)
- ✓ Time period? (Monday to Friday)

Always check these before interpreting a graph!

6 Your Turn: Notebook Activity

- 1 What day decreased?
- 2 Write one supported trend sentence using the graph.
- 3 Can you infer that students' reading skill improved? Explain.

7 Answer Check (keep covered at first)

- 1 Wednesday.
- 2 **Example:** Borrowing increased overall from 10 on Monday to 20 on Friday, although it decreased on Wednesday. (Other accurate, supported trend sentences are acceptable.)
- 3 No. The graph only shows how many books were borrowed, not how many books were finished or how well students read.

Remember...

- ✓ A trend shows the general direction of change.
- ✓ Read the scale and check the graph details.
- ✓ Make accurate statements based on the data shown.

Look at the data, not what it does not show.

Grade 11 • Image 4 of 6 • Read Figures, Diagrams and Combined Messages

English • October 12–16, 2026



1 Parts of a Figure or Diagram

When you read a figure or diagram, look for these parts:

	Title	Tells you what the figure or diagram is about.
	Caption	A brief explanation of a visual.
	Labels	Words or numbers that identify what is shown.
	Arrows	Show direction or order (e.g., the steps in a process).
	Key or Legend	Shows the meaning of symbols or colors.
	Annotation	An added explanatory note to give more information.

2 Figure 1. A classroom vocabulary routine

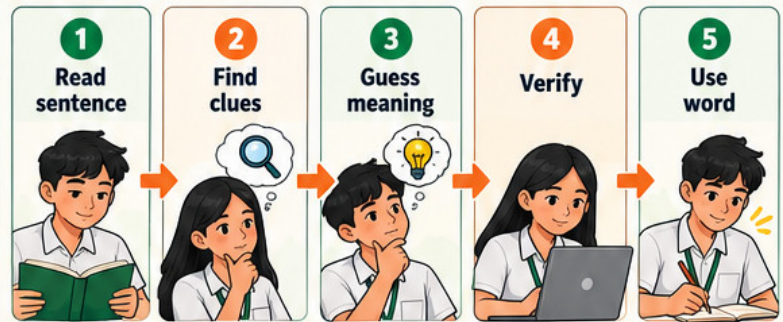


Figure 1. A classroom vocabulary routine.

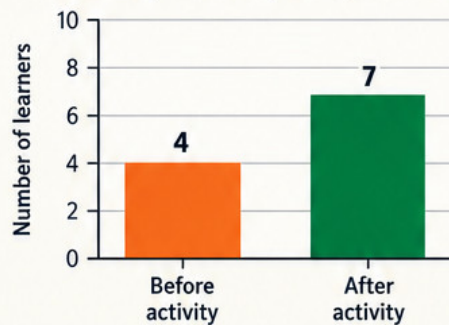
This diagram shows the steps learners can follow to learn a new word from a text. The arrows show the order of the steps, not quantities.

3 Practice only: Vocabulary check, 10 learners

Check	Number of learners who identified the target word (out of 10)
Before activity	4
After activity	7

Practice only: fictional data for learning purposes.

Practice only: Vocabulary check, 10 learners



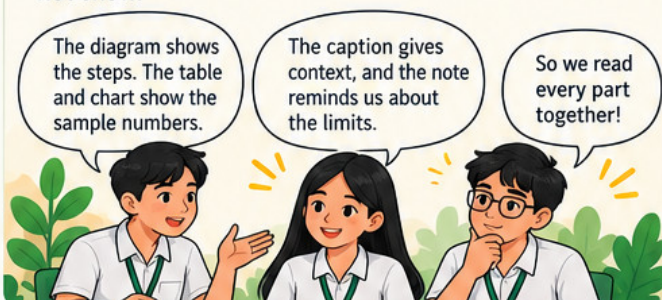
Caption: The same 10 learners completed a short check before and after one classroom activity.

What the figure shows:
3 more learners identified the word on the second check (7 compared to 4).

Important limit:
This small classroom example does not prove the activity alone caused the change or that learning will last.

4 Reading the Combined Message

This page combines a process diagram (the routine), a table and bar chart (sample counts), and captions (with context and limits). Reading all parts helps you understand what the visuals show and what they do not show.



5 Your Turn: Notebook Activity

- 1 Explain in your own words what the arrows in Figure 1 mean.
- 2 Compare the before and after results in the table or bar chart. How many more learners identified the word after the activity?
- 3 Write one cautious interpretation based on the figure. Use the information in the caption and the limit.



6 Check Your Answers (Sample Responses)

- 1 **Arrow meaning**
The arrows show the order of the steps in the vocabulary routine. They do not show quantities.
- 2 **Comparison**
3 more learners identified the word after the activity (7 compared to 4).
- 3 **Cautious interpretation**
A higher count of learners identified the word after this activity, but this small classroom example does not prove the activity alone caused the change or that learning will last.

Read the data, explain the meaning

Grade 11 | Reading & vocabulary | 30-minute practice

Write an accurate interpretation of a small practice data set.

Read and notice

- Read the title, labels, units and source before making a claim.
- Tables organise data in rows and columns. Bar charts compare categories.
- In a process diagram, arrows can show order rather than quantities. Read the caption and labels together.
- Frequency tells how many people or items are in a group.
- Calculate a percentage with $(\text{part} \div \text{whole}) \times 100$.
- Describe only what the data supports. A pattern alone does not prove a cause.

Practice only: library visits by 20 learners in one week

Visits per learner	Number of learners
0 visits	5
1 visit	9
2 visits	4
3 visits	2
Total	20

A model to learn from

In this practice sample, nine of the twenty learners made one library visit. That is the largest group. Four learners made two visits: $(4 \div 20) \times 100 = 20\%$. The table does not measure grades or prove that visits caused higher grades.

A little check-in

Name: _____ Date: _____

Choose one answer for each question. The answer key is at the end of this pack.

1. How many learners made exactly one library visit?

- A. 5
- B. 9
- C. 20

2. What percentage of the learners made two visits?

- A. 4%
- B. 40%
- C. 20%

3. Does this table prove that library visits caused higher grades?

- A. No; grades and causation were not measured.
- B. Yes; any table proves a cause.
- C. Yes; the largest group always gets the highest grades.

Review your writing

- ☐ I named what the data shows.
- ☐ My numbers match the table.
- ☐ I distinguished visits from numbers of learners.
- ☐ I did not claim an untested cause.

Make it your own

Write an accurate interpretation of a small practice data set.

Complete the sentence frames with your own ideas. Use another sheet if needed.

01. Name what is being shown

The table shows ____ in ____.

02. Describe the largest group

The largest group is ____, with ____ learners.

03. Support a comparison with numbers

____ learners ____, while ____ learners ____.

04. State a careful conclusion

The data shows _____. It does not tell us _____.

Teacher notes & answer key

Read the data, explain the meaning

Keep these pages separate from the learner's blank worksheet. Open-ended writing has many possible correct answers.

1. 9

The row for one visit shows 9 learners. Visits and learners are different quantities.

2. 20%

There are 4 learners out of 20: $4 \div 20 \times 100 = 20\%$.

3. No; grades and causation were not measured.

The table describes visits. It contains no grades or test of cause and effect.

Model responses for the sentence frames

These examples offer support. Learners can change the wording and choose their own ideas.

Name what is being shown: The table shows library visits by 20 learners in one week.

Describe the largest group: The largest group made one visit, with 9 learners.

Support a comparison with numbers: Five learners made no visits, while four learners made two visits.

State a careful conclusion: The data shows how often this group visited the library. It does not tell us why they visited.