

From numbers to sentences

How can we say what the numbers show?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–19 · Handout pp1–6 · Calculators · Whiteboards and pens

AIMS

Content Work out percentages and write accurate statements.

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

Skills Choose the most useful figures.

KEY LANGUAGE

- calculate · estimate · proportion · percentage · data
- Exactly 25% of the students chose... · Approximately half of the group chose...
- Around 47% of the students... · Just over / just under half...

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and hook AIM Review words. Spot accurate sentences. <i>Whiteboards, pairs</i>	9 min 0–9	1 Show slide 1. Learners match words 1–6 to meanings A–F and show their answers on whiteboards on “three”. Read the aims. 2 Show slide 2. Learners think, then talk: which sentence matches the chart? Accept “B, because 20 is half of 40.” 3 Show slide 3. Say: “Today you will choose the useful numbers, not list them all.” ANSWERS Words: 1 E, 2 B, 3 A, 4 F, 5 C, 6 D. Chart: B is accurate (20 out of 40).	• Slides 1–3 • Whiteboards	• Learners choose C because mountains “sound” popular: say “Read the chart, not your opinion.”
2 Worked examples and key language AIM See percentages calculated and said. <i>Whole class</i>	8 min 9–17	1 Show slide 4. Think aloud with the calculator: count ÷ total, then × 100. Learners watch; they do not copy yet. 2 Show slide 5: 14 out of 30. Say it three ways: “Around 47%.” “Approximately half.” “Just under half.” 3 Show slide 6. Read each phrase; learners echo it. Echo the key words once: calculate, percentage, proportion, estimate. ANSWERS 10 out of 40 = 25%. 8 out of 30 = around 27%, or just over a quarter.	• Slides 4–7	• Dividing the wrong way round: say “Part first, whole second.” • Mixing the phrases: use “around” with a percentage (around 47%) and “approximately” with a fraction (approximately half).
3 Guided practice: match the figures AIM Match percentages to sentences. <i>Pairs</i>	5 min 17–22	1 Show slide 8. Pairs calculate each figure and match 1–5 to A–E. Boards up on “three”. 2 Show slide 9. Reveal. Ask: “Which words helped you decide?” ANSWERS 1 E (25%). 2 B (90%). 3 C (50%). 4 A (10%). 5 D (75%).	• Slides 8–9 • Handout p1	• 4 out of 40 written as 4%: say “Divide by the total, then × 100.” SUPPORT Reference strip and calculator. STRETCH Say the sentence with a reason: “36 out of 40 is 90%, so nearly all said yes.”
4 Guided practice: correct the statements AIM Check statements against data. <i>Pairs</i>	6 min 22–28	1 Show slide 10. Pairs check four statements about Class 7B. Tick if accurate; correct it if not. 2 Show slide 11. Reveal. Ask: “Statement 2 was correct. How do you know?” ANSWERS 1 wrong: approximately half. 2 correct. 3 wrong: only 10%. 4 wrong: around 17%.	• Slides 10–11 • Handout p2	• Counts used as percentages (14 = 14%): ask “Is 14 a count or a percentage?” SUPPORT Calculator. STRETCH Beach + mountains = 8 of 30: about 27%, just over a quarter.

Stage	Time	Procedure	Resources	Watch for and adapt
5 Calculate, then write AIM Write statements from new data. <i>Individual, then pairs</i>	8 min 28–36	1 Show slide 12. Learners use the PE sports data on handout p3 and calculate each percentage. 2 Learners write three statements, with at least one approximation phrase. ANSWERS 40%, 24%, 20%, 16%. Each student = 4%.	- Slide 12 - Handout p3	Every sentence starts “Exactly”: ask “Which figure is not round?” SUPPORT The frames on the slide. STRETCH Compare two sports with “a larger proportion”.
6 Say it in your language AIM Compare how numbers are said. <i>Pairs</i>	3 min 36–39	1 Show slide 13. Pairs talk in any shared language: How do you say 50%? Where does the % sign go? 2 Take 2–3 examples. Write 50%, about half and just under half on the board. Say: the same amount can be said in different ways.	Slides 13–14	A learner says “in my country everyone...”: say “It can differ. Say what you do.” LANGUAGES Instruct pairs to talk in a shared language, then report in English. If learners mention it, point out that some languages put % before the number or add a space.
7 Model and write a summary AIM Choose two figures. Write three sentences. <i>Whole class, then individual</i>	16 min 39–55	1 Show slide 15. Show the long list: accurate, but not useful. 2 Think aloud: choose the largest and smallest figures. Write three sentences: the survey; figure 1; figure 2 compared with figure 1. 3 Show slide 16. Check they know the task: ask “How many sentences? Which figures?” 4 Learners use the survey data on handout p5, calculate, choose two figures and write three sentences. ANSWERS 30%, 25%, 25%, 15%, 5%. Any two useful figures work.	- Slides 15–17 - Handout pp4–5	Learners list all five numbers: ask “Which two would the head teacher want?” SUPPORT “Need help?” frame, strip, calculator. STRETCH Add a sentence about sport and gaming together (50%, half).
8 Plenary: which sentence is most useful? AIM Judge and say why. <i>Pairs, whiteboards</i>	5 min 55–60	1 Show slide 18. Learners choose A, B or C on whiteboards, compare with a partner and say why. 2 Pairs swap their own summaries and name one accurate thing. ANSWERS C: accurate figures, largest proportion. B only lists numbers. A has no figure.	- Slide 18 - Whiteboards	B chosen because it has the most numbers: ask “Does the reader know what matters?”

AFTER THE LESSON Vocabulary book: learners add estimate, proportion and percentage to their word record or word boxes.
 Homework task: to be added. Journey slides (3, 7, 14, 17).