

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 1	<i>Conversion of Decimals and Fractions 1</i>
Activity		Notes
2	<p>Practice converting decimals to fractions</p> <p>T: Did you realise how easy it was to convert decimals to fractions? Now you can try some for yourselves, like this:</p> <p>Someone comes to the front and writes a decimal on BB.</p> <p>They call another person to read it out and write it as a fraction.</p> <p>Then this person will write a decimal on the BB, call another person, and so on.</p> <p>Are you ready? Let's start with decimals smaller than 1. Who'd like to write the first one?</p> <p>e.g. P₁ writes on BB: 0.41 and chooses P₂.</p> <p>P₂ (says): 41 hundredths (writes): $\frac{41}{100}$, etc.</p> <p style="text-align: right;">20 mins</p>	<p>Whole class activity.</p> <p>P who wrote the number on BB decides if answer is correct, T and other Ps agree or not. Correct solution is written in Ex.Bs.</p> <p>After about 10 decimals have been converted, T asks Ps to now choose decimals <i>larger</i> than 1.</p> <p>When all Ps have had a turn, T ends the activity. Praises Ps.</p>
3	<p>Converting fractions to decimals</p> <p>Can you do this in reverse? We'll see.</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p>OS 17.2, Q1 $\frac{9}{10} =$</p> <p>Q5 $\frac{691}{1000} =$</p> <p>Q8 $\frac{162}{100} =$</p> </div> <div> <p>0.9</p> <p>0.691</p> <p>1.62</p> </div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p>Q2 $\frac{5}{100} =$</p> <p>Q3 $\frac{3}{1000} =$</p> <p>Q4 $\frac{21}{100} =$</p> <p>Q6 $\frac{37}{1000} =$</p> <p>Q7 $\frac{107}{100} =$</p> </div> <div> <p>0.05</p> <p>0.003</p> <p>0.21</p> <p>0.037</p> <p>1.07</p> </div> </div> <p>T: But what about $\frac{3}{20}$? We'll look at this one later.</p> <p style="text-align: right;">28 mins</p>	<p>Brief whole class activity; Ps should find this straightforward after the previous work.</p> <p>Problems appear on OHP. For the first few fractions, volunteer Ps come to front, explain and write solutions on OS; other Ps write in Ex.Bs.</p> <p>The remaining problems are worked on individually in Ex.Bs, monitored, helped. Checking at OHP; T points to P, P answers. Agreement, feedback, T writes solution on OS → self-correction. Praising.</p>
(continued)	<p>Decimals to fractions OS 17.1</p> <p>T: Look at question 1. Why do you think the second equals sign and fraction line are there?</p> <p style="text-align: center;"><i>(Because the fractions can be written in several forms)</i></p> <p>T: For example? $(\frac{8}{10} = \frac{80}{100} = \frac{16}{20} = \frac{4}{5} = \frac{800}{1000}, \text{ etc.})$</p> <p>T: Why is it that a fraction can be written in several forms?</p> <p style="text-align: center;"><i>(Because its value stays the same if we multiply or divide both its numerator and denominator by the same non-zero number)</i></p>	<p>Whole class activity.</p> <p>T encourages more and more Ps to give examples, writes them on BB, then makes Ps recall the rule using correct mathematical language.</p>


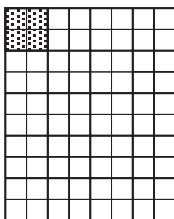
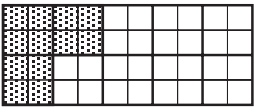
Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages	Lesson Plan 1	Conversion of Decimals and Fractions 1							
Activity 4 (continued)	<p>T: Which form do you prefer to work with?</p> <p>T: Why aren't we given another fraction line in question 2 ? ($0.07 = \frac{7}{100}$, and this is its simplest form)</p> <p>T: Right. Now, write the other decimals as fractions and find their simplest forms.</p> <div><p>Ps at OHP:</p><table><tr><td>Q3</td><td>$0.005 = \frac{5}{1000} = \frac{1}{200}$</td></tr><tr><td>Q4</td><td>$0.62 = \frac{62}{100} = \frac{31}{50}$</td></tr><tr><td>Q5</td><td>$1.25 = \frac{125}{100} = \frac{5}{4}$</td></tr><tr><td>Q6</td><td>$0.034 = \frac{34}{1000} = \frac{17}{500}$</td></tr></table></div>	Q3	$0.005 = \frac{5}{1000} = \frac{1}{200}$	Q4	$0.62 = \frac{62}{100} = \frac{31}{50}$	Q5	$1.25 = \frac{125}{100} = \frac{5}{4}$	Q6	$0.034 = \frac{34}{1000} = \frac{17}{500}$	<p>Notes</p> <p>They agree that $\frac{4}{5}$ is the simplest form of $\frac{8}{10}$, so T writes it after the equals sign on OS.</p> <p>Note that it could be written in other ways, e.g. $\frac{14}{200}, \frac{70}{1000}$.</p> <p>Volunteer Ps come to OHP, explain and write solutions on OS. Other Ps and T agree or not. T praises.</p>
Q3	$0.005 = \frac{5}{1000} = \frac{1}{200}$									
Q4	$0.62 = \frac{62}{100} = \frac{31}{50}$									
Q5	$1.25 = \frac{125}{100} = \frac{5}{4}$									
Q6	$0.034 = \frac{34}{1000} = \frac{17}{500}$									
5	<p>Decimals to fractions - practice</p> <p>PB 17.1, Q3 (b), (g) (b) $\frac{9}{10}$, (g) $\frac{1}{20}$</p> <p>PB 17.1, Q4 (a), (e), (j), (l) (a) $\frac{2}{5}$, (e) $\frac{3}{250}$, (j) $\frac{7}{500}$, (l) $\frac{27}{250}$</p> <p>PB 17.1, Q5 (a), (c) (a) 3, (c) 9</p>	<p>Individual work, monitored, helped.</p> <p>Checking at BB: volunteer Ps come to BB and write solution, other Ps agree or not that this is the simplest form.</p> <p>Self-correction. Praising.</p>								
	<p>Set homework</p> <p>PB 17.1, Q3 (c), (i), (k)</p> <p>PB 17.2, Q1 (b), (d), (f)</p> <p>PB 17.2, Q4 (a), (b), (f)</p> <p>PB 17.1, Q4 (b), (d), (i)</p> <p>PB 17.1, Q6 (b), (e)</p>									

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages	Lesson Plan 2 <i>Conversion of Decimals and Fractions 2</i>
Activity		Notes
6 <i>(continued)</i>	<p>T: So, what do we do?</p> <p>P₂: $\frac{2}{5} = \frac{4}{10}$ and $0.3 + 0.4 = 0.7$</p> <p>T: Good. Who would like to write it on BB?</p> <p>P₃ (writes on BB):</p> $0.3 + \frac{2}{5} = 0.3 + \frac{4}{10} = 0.3 + 0.4 = 0.7$ <p>T: Let's look at some other ones (writes on BB):</p> $\frac{1}{20} + 1.3 \quad (= \frac{5}{100} + 1.3 = 0.05 + 1.3 = 1.35)$ <p>T (writes on BB):</p> $0.046 - \frac{7}{200} \quad (= 0.046 - \frac{35}{1000} = 0.046 - 0.035 = 0.011)$ <p>T: Now try some on your own.</p> <p>(a) $\frac{4}{5} + 1.1$</p> <p>(b) $\frac{3}{2} - 1.3$</p> <p>(c) $2.3 + \frac{6}{25}$</p> <p><i>Solutions</i></p> <p>(a) $\frac{4}{5} + 1.1 = \frac{8}{10} + 1.1 = 0.8 + 1.1 = 1.9$</p> <p>(b) $\frac{3}{2} - 1.3 = \frac{15}{10} - 1.3 = 1.5 - 1.3 = 0.2$</p> <p>(c) $2.3 + \frac{6}{25} = 2.3 + \frac{24}{100} = 2.3 + 0.24 = 2.54$</p> <p style="text-align: right;">45 mins</p>	<p>Agreement. Praising.</p> <p>Probably only stronger Ps will volunteer to solve these problems, but T can encourage slower ones.</p> <p>Individual work.</p> <p>T writes problems on BB, then monitors and helps Ps as they work.</p> <p>Checking at BB with discussion, self-correction and much praising.</p>
	<p>Set homework</p> <p>(1) PB 17.2, Q3 (f), (h), (i), (l)</p> <p>(2) PB 17.2, Q5 (c), (d)</p> <p>(3) (a) $\frac{3}{4} + 0.14$</p> <p>(b) $2.7 - \frac{6}{5}$</p>	<p>Agreement. Praising.</p>

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 3	<i>Conversion of Decimals and Fractions 3</i>
Activity 3	<p>Whole class practice</p> <p>OS 17.4</p> <p>1. (a) ...</p> <p>(b) $\frac{34}{5} =$ (6.8)</p> <p>T: Wouldn't it have been easier to convert this fraction into a decimal in the usual way? So why didn't we do that? Never mind, we can use what we have learnt in this unit to check the answer.</p> <p>Volunteer P at BB:</p> $\frac{34}{5} = \frac{68}{10} = 6.8$ <p>T: This method is much quicker. Which method will you choose to convert the next fraction?</p> <p>Ps: We'll divide.</p> <p>T: OK, it's up to you.</p> <p>P at OHP:</p> <p>2. (a) ...</p> <p>(b) $\frac{13}{8} =$ (1.625)</p> <p>T: Who'd like to show the other method?</p> <p>Ps: ?</p> <p>T (encouraging): Can you get 10, 100 or 1000 by multiplying 8 by a whole number? Look at the last lesson's work in your Ex.Bs.</p> $(8 \times 125 = 1000)$ <p>T: So?</p> $(\frac{13}{8} = \frac{13 \times 125}{1000})$ <p>T: Do the multiplication in your Ex.Bs!</p> <p>T (after a short pause): Have you got the same answer?</p> $(Yes, 13 \times 125 = 1625, so \frac{13}{8} = 1.625)$ <p>T: Which was the quicker method? (<i>The calculation of $13 \div 8$</i>)</p> <p>T: That's how it goes, sometimes one way is better, sometimes the other.</p> <p style="text-align: right;">26 mins</p>	<p>Notes</p> <p>Whole class activity. Task appears on OHP. T makes Ps dictate division 1; T writes on OS, Ps in Ex.Bs. Praising and then discussion.</p> <p>T calls a P to work through the division at OHP.</p>
4	<p>Practice writing fractions as decimals</p> <p>T: Write the following fractions as decimals by using division, then check your solutions by determining the equivalent fractions with the denominators as either 10, 100 or 1000.</p> <p>PB 17.2, Q6 (a), (b), (c)</p> $((a) 3 \div 5 = \frac{3}{5} = \frac{6}{10} = 0.6)$ $(b) 3 \div 8 = \frac{3}{8} = \frac{375}{1000} = 0.375)$ $(c) 25 \div 4 = \frac{25}{4} = \frac{625}{100} = 6.25)$ <p style="text-align: right;">33 mins</p>	<p>Individual work, monitored, helped. Checking at BB with self-checking. Agreement, feedback, self-correction. Praising.</p>

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 3	<i>Conversion of Decimals and Fractions 3</i>
Activity 5	<p>Using equivalent fractions</p> <p>T: Now we'll use the reverse process for the following fractions. Write them as decimals by determining the equivalent fractions with the denominators as either 10, 100 or 1000, then check using division.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>(a) $\frac{2}{3}$ (b) $\frac{70}{11}$ (c) $\frac{4}{7}$</p> </div> <p>Ps: These fractions cannot be written as tenths, hundredths or thousandths.</p> <p>T: So they don't have decimal forms?</p> <p>Ps: No!</p> <p>T: So, why don't you try it the other way; write them as decimals by using long division.</p> <p>P₁ (at BB): $2 \div 3 = 0.666\dots$</p> <p>P₂ (at BB): $70 \div 11 = 6.363636\dots$</p> <p>P₃ (at BB): $4 \div 7 = 0.57142857\dots$</p> <p style="text-align: right;">41 mins</p>	<p style="text-align: center;">Notes</p> <p>Whole class activity.</p> <p>T writes the fractions on BB, and lets Ps find out that they cannot do as asked.</p> <p>T calls volunteer Ps to BB to do the divisions; other Ps write them in Ex.Bs. They all discuss what they have discovered about these fractions, that they have decimal forms, but without an end. Ps realise that, after some decimal places, the digits are repeated. When calculating $4 \div 7$, P₃ must be encouraged to continue until the repetitions are obvious. Finally T tells Ps that they will deal with this problem later, and, until then, it will be enough to determine the first 2 or 3 non-zero digits after the decimal point, depending on the requirements of the task.</p>
6	<p>Individual practice</p> <p>T: Write the following fractions as decimals, using division to determine each number to the third non-zero digit.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>(a) $\frac{5}{6}$ (b) $\frac{1}{22}$</p> </div> <p><i>Solutions</i> (a) $5 \div 6 = 0.833\dots$</p> <p> (b) $1 \div 22 = 0.0454\dots$</p> <p style="text-align: right;">45 mins</p>	<p>Individual work, monitored, helped.</p> <p>Checking at BB: T writes solutions on BB.</p> <p>Feedback, self-correction.</p> <p>Praising.</p>
	<p>Set homework</p> <p>(1) PB 17.2, Q6 (d), (e), (f), using both methods.</p> <p>(2) Write the following fractions as decimals using division to determine each number to the third non-zero digit:</p> <p>(a) $\frac{40}{11}$ (b) $\frac{2}{70}$</p>	

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 4	Percentages 1
Activity		Notes
1	<p>Checking homework</p> <p>(1) PB 17.2, Q6 (d) $16 \div 5 = 3.2$</p> $\frac{16}{5} = \frac{32}{10} = 3.2$ <p>PB 17.2, Q6 (e) $26 \div 4 = 6.5$</p> $\frac{26}{4} = \frac{650}{100} = 6.5$ <p>PB 17.2, Q6 (f) $30 \div 8 = 3.75$</p> $\frac{30}{8} = \frac{3750}{1000} = 3.75$ <p>(2) (a) $\frac{40}{11} = 40 \div 11 = 3.636...$</p> <p>(b) $\frac{2}{70} = \frac{2}{70} = 2 \div 70 = 0.0285...$</p> <p style="text-align: right;">5 mins</p>	<p>Notes</p> <p>Detailed checking of Q6 questions at BB.</p> <p>Agreement, feedback, self-correction. Praising.</p> <p>Only solutions needed for (2). Feedback, self-correction. Praising.</p>
2	<p>Preparing for percentages</p> <p>T: Now that we can convert fractions into decimals and decimals into fractions, we'll make things a little more difficult. Imagine that there is a country where the units are our hundredths. When we need to deal with them, we have to convert all our numbers into hundredths. Let's see how it might work.</p> <p>T: 0.38 Ps: $= \frac{38}{100}$</p> <p> 0.07 $= \frac{7}{100}$</p> <p> 0.99 $= \frac{99}{100}$</p> <p> 1 $= \frac{100}{100}$</p> <p> 1.42 $= \frac{142}{100}$</p> <p> $\frac{7}{10}$ $= \frac{70}{100}$</p> <p> $1\frac{2}{10}$ $= \frac{12}{10} = \frac{120}{100}$</p> <p> $\frac{4}{5}$ $= \frac{8}{10} = \frac{80}{100}$</p> <p> 0.6 $= \frac{6}{10} = \frac{60}{100}$</p> <p> 1.1 $= \frac{11}{10} = \frac{110}{100}$</p> <p> etc. 12 mins</p>	

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 4	Percentages 1
Activity 4 <i>(continued)</i>	<div> <div>(7) $\frac{1}{2} = \frac{50}{100} = 50\%$</div> <div>(8) $\frac{1}{4} = \frac{25}{100} = 25\%$</div> <div>(9) $\frac{3}{4} = \frac{75}{100} = 75\%$</div> </div>	Notes
5	<div> Finding percentages PB 17.3, Q1 and 2 (a), (d), (f) </div> <div> Q1. (a) 47% (d) 30% (f) 75% Q2. (a) 53% (d) 70% (f) 25% </div>	<p>Individual work, monitored, helped.</p> <p>T divides class into two parts, according to seating. Half the Ps have to write down the percentage of shapes (a), (c) and (f) that is shaded; the other half have to write down what percentage is <i>not</i> shaded.</p> <p>For checking, T calls out one P from each group to write solution on BB at the same time.</p> <p>After agreement, T makes Ps compare the percentages (→ 100%)</p> <p>Self-correction. Praising.</p>
6	<div> Converting percentages to fractions OS 17.5 </div> <div> 1. $39\% = \frac{39}{100}$ 2. $40\% = \frac{40}{100} = \frac{2}{5}$ (→ $\frac{2}{5}$ or $\frac{4}{10}$ for shading) 3. $15\% = \frac{15}{100} = \frac{3}{20}$ (→ $\frac{15}{100}$ for shading) </div>	<p>Whole class activity.</p> <p>Problem appears on OHP.</p> <p>Volunteer Ps come to BB to convert percentages into fractions, giving the simplest forms, and the easiest form for shading.</p>
7	<div> Individual work with fractions PB 17.3, Q5 (a), (b), (d) </div> <div> <div> <div>(a) </div> <div>25%</div> <div>(d) </div> <div>5%</div> </div> <div> <div>(b) </div> <div>30%</div> </div> </div>	<p>Individual work.</p> <p>T gives Ps 3 minutes to copy and shade a suitable number of the squares; T helps slower Ps.</p> <p>Checking: T sketches solution on BB → feedback, self-correction, praising.</p>
	<div> Set homework PB 17.3, Q1 and Q2 (b), (c), (e) PB 17.3, Q4 (a), (b) PB 17.3, Q5 (c), (e) PB 17.3, Q6 (b), (c), (f) </div>	

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 5	Percentages 2
Activity 2 <i>(continued)</i>	$\text{e.g. } = \frac{2}{5} \text{ of } 15 = \frac{15}{5} \times 2 = 6$ $\text{or } = \frac{15}{100} \times 40 = 0.15 \times 40 = 6$ $\frac{17}{100} \text{ of } 11 = \frac{11}{100} \times 17 = 0.11 \times 17 = 1.87$ <p>T: What kind of fractions have we been working with here? Ps: Hundredths. T: How else can we describe them? Ps: Percentages. T: Right; let's carry on.</p> <p style="text-align: right;">13 mins</p>	Notes <p>T leads Ps to find different ways (with or without simplifying) to the solution. T asks, Ps answer, T writes on BB, Ps in Ex.Bs.</p> <p>Praising.</p>
3	Calculating percentages OS 17.7 <p>1. $5\% \text{ of } 200 \text{ kg} = \frac{5}{100} \text{ of } 200 \text{ kg}$</p> $\text{e.g. } = \frac{1}{20} \text{ of } 200 \text{ kg} = \frac{200}{20} \text{ kg} = 10 \text{ kg}$ $\text{or } = \left(\frac{200}{100} \times 5 \right) \text{ kg} = 10 \text{ kg}$ <p>2. $20\% \text{ of } 50 \text{ m} = \frac{20}{100} \text{ of } 50 \text{ m}$</p> $\text{e.g. } = \frac{1}{5} \text{ of } 50 \text{ m} = \frac{50}{5} \text{ m} = 10 \text{ m}$ $\text{or } = \left(\frac{50}{100} \times 20 \right) \text{ m} = (0.5 \times 20) \text{ m} = 10 \text{ m}$ <p>3. $25\% \text{ of } £900 = \frac{25}{100} \text{ of } £900$</p> $\text{e.g. } = \frac{1}{4} \text{ of } £900 = £ \frac{900}{4} = £225$ $\text{or } = £ \left(\frac{900}{100} \times 25 \right) = £(9 \times 25) = £225$ <p>4. $30\% \text{ of } £80 = \frac{30}{100} \text{ of } £80$</p> $\text{e.g. } = \frac{3}{10} \text{ of } £80 = \left(\frac{80}{10} \times 3 \right) = £(8 \times 3) = £24$ $\text{or } = £ \left(\frac{80}{100} \times 30 \right) = £(0.8 \times 30) = £24$ <p style="text-align: right;">22 mins</p>	<p>Whole class activity. Problems appear on OHP. Having prepared for this topic in Activity 2, volunteer Ps come to OHP to write and explain solutions. For the first question, T suggests that Ps think carefully which method is the quicker and whether it helps to simplify the fraction. When P has given all the method (1) solutions, T calls another P to give solutions by method (2), at BB. Agreement. Praising.</p> <p>Finally, after discussion T and Ps decide that as a general rule, the % of a quantity can be calculated by dividing the quantity by 100 and then multiplying the quotient by x.</p>
4 <i>(continued)</i>	Finding the quickest method PB 17.3, Q9 (b), (c), (f), (h) <i>Solutions:</i> <p>(b) $30\% \text{ of } 50 \text{ kg} = \frac{30}{100} \text{ of } 50 \text{ kg} = \left(\frac{500}{100} \times 30 \right) \text{ kg} = 150 \text{ kg}$</p> <p>(c) $60\% \text{ of } 50 \text{ p} = \frac{60}{100} \text{ of } 50 \text{ p} = \frac{3}{5} \text{ of } 50 \text{ p} = \left(\frac{50}{5} \times 3 \right) = 30 \text{ p}$</p>	<p>Individual work, monitored, helped. Checking: T and Ps agree the shortest way; these solutions are written on BB by Ps.</p>

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 5	<i>Percentages 2</i>
Activity 5C	Different rates for buying and selling (analysing the 'MEP Bank' table)	Notes There will not be enough time to go into this in depth; interested Ps can investigate further in their homework (Activity 17.2). Two Ps can show and explain solutions at the beginning of the next lesson.
	_____ 45 mins _____ Set homework (1) Activity 17.1 - for all Ps (each P has a copy). (2) Activity 17.2, Q4 and Q5 - for stronger and enthusiastic Ps.	

Y7	Arithmetic: Decimals, UNIT 17 Fractions and Percentages Lesson Plan 6	<i>Decimals, Fractions and Percentages</i>																		
Activity 4 <i>(continued)</i>		Notes them, or, if they have real problems, T must explain the conversions again. Meanwhile, other Ps can proceed with PB 17.4, Q10, which can be checked at the end of the lesson.																		
5	Practice with conversions PB 17.4, Q5 <table border="1" data-bbox="687 600 983 987"> <tbody> <tr><td>$\frac{1}{25}$</td><td>0.04</td><td>4%</td></tr> <tr><td>$\frac{1}{10}$</td><td>0.1</td><td>10%</td></tr> <tr><td>$\frac{1}{2}$</td><td>0.5</td><td>50%</td></tr> <tr><td>$\frac{9}{20}$</td><td>0.45</td><td>45%</td></tr> <tr><td>$\frac{7}{50}$</td><td>0.14</td><td>14%</td></tr> <tr><td>$\frac{21}{25}$</td><td>0.84</td><td>84%</td></tr> </tbody> </table>	$\frac{1}{25}$	0.04	4%	$\frac{1}{10}$	0.1	10%	$\frac{1}{2}$	0.5	50%	$\frac{9}{20}$	0.45	45%	$\frac{7}{50}$	0.14	14%	$\frac{21}{25}$	0.84	84%	Individual work. T monitors and helps Ps' work. Checking: T puts complete table on OHP (prepared in advance) or sketches it on BB. Self-correction, each P should note their mistakes and learn from them. Praising.
$\frac{1}{25}$	0.04	4%																		
$\frac{1}{10}$	0.1	10%																		
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$\frac{7}{50}$	0.14	14%																		
$\frac{21}{25}$	0.84	84%																		
6	Self-marked test M 17.2 1. $\frac{60}{100} = 60\%$ (2 marks) 2. $\frac{35}{100} = \frac{7}{20}$ (2 marks) 3. 0.17 (1 mark) 4. 4% (1 mark) 5. $\frac{48}{100} = \frac{12}{25}$ (2 marks) 6. $\frac{16}{1000} = \frac{2}{125}$ (2 marks) 7. $100\% - 82\% = 18\%$ (2 marks) 8. $\frac{11}{20} = \frac{55}{100} = 55\%$ (2 marks) 9. $\frac{30}{100}$ of £20 = $\frac{3}{10}$ of £20 = $\pounds\left(\frac{20}{10} \times 3\right) = \pounds 6$ (3 marks) 10. $\frac{12}{100}$ of 50 kg = $\frac{6}{20}$ of 50 kg = $\left(\frac{50}{50} \times 6\right)$ kg = 6 kg (3 marks) <i>Marks out of possible 20:</i> 18-20 <i>Excellent</i> 14-17 <i>Good</i> 8-13 <i>Fair</i> less than 8 <i>Poor</i>	Individual work. Ps have the opportunity to test themselves. Each P has a copy of the test and 9-10 minutes to complete it. After this time, T puts answers, with marks, on OHP (prepared in advance). Ps can correct and mark their tests, noting their weak areas. Praising and encouraging.																		
	Set homework M 17.3 PB 17.4, Q9																			