SESSION THREE · WORKSHEET

Numbers in the Room

By the end of this session you can give a figure, question one you did not catch, correct one that is wrong, and disagree without sounding rude.

01 LISTEN FIRST

12 MIN

Andrés is reporting the year's figures to his board. You will hear it twice. Do not write sentences — just capture the numbers.

1.1 Capture the figures

	Figure you heard	How he softened it
Enrolment this year		
Enrolment last year		
Capacity		
Utilisation — the group		
Utilisation — Hillcrest		
This year's intake		

1.2 Answer

How has enrolment changed, and by how much?	
Why does Andrés say the utilisation figure hides a problem?	
Which figure is he most pleased with? How do you know?	

LIVEWORKSHEETS

02 SAYING NUMBERS

10 MIN

1,250,000	one point two five million	**18 : 1**	eighteen to one
3.5%	three point five percent	**FY26**	Fiscal year twenty-six
USD 4.2m	four point two million dollars	**Q3**	Third quarter
0.75	point seventy five	**91.4%**	ninety-one point four percent

→ English uses a **point** where Spanish uses a comma. 4,2 millones is 4.2 million.

→ **FY** is the *fiscal year* — the twelve-month accounting period an organisation uses, which often does not match the calendar year. **Q** is a *quarter*, a three-month block of it. So FY28 Q1 is the first quarter of fiscal year 2028 — which may well begin in 2027.

2.1 You read, your teacher writes

The only way to find out what your mouth actually produces. Your teacher writes down exactly what is heard — including the mistakes.

3,187	14.9 to 1	USD 4.2m	78.3%
FY27 Q2	1,043	0.6%	€12,750

03 PRESENTING A FIGURE

14 MIN

The phrase on the left; what usually follows it on the right.

It currently stands at	three thousand one hundred and eighty-seven · ninety-one point four percent
We're running at about	seventy-eight percent of capacity · four hundred a month · break-even · the same level as last year
That's up from / down from	two thousand nine hundred and forty last year · where we were in Q2
Compared to last year	that's an increase of roughly eight percent · we're slightly behind
The figure I'd highlight is	retention · cost per student · utilisation at Hillcrest · this year's intake

SOFTENERS approximately · around · just over · just under · in the region of · give or take

3.1 Say it properly

A full sentence for each

3,187 students, up from 2,940	
78% of capacity	
14.9 students per teacher	
512 new students, best in 3 years	

LIVEWORKSHEETS

04 QUERYING AND CORRECTING

24 MIN

From the video. Asking is normal, not weak — a number you guessed at is far more expensive than a question.

Ask for a repeat	Sorry, could you repeat that figure? · I didn't catch the number. · Say that again — was it fifteen or fifty?
Check you heard right	So that's three point two million? · Did you say per campus or in total? · Is that this year or last?
Check what it means	Sorry, what's that as a percentage? · Is that gross or net? · Is that the fiscal year or the calendar year?
Buy a moment	Let me just check that. · Give me a second with those numbers. · Can I come back to that figure?
Correct — direct	Actually, it's… · That's not quite right — it's… · Close, but it's actually…
Correct — softer	I may be wrong, but I think… · My figures show something different. · I think there may be a mistake there.

4.1 What would you say?

One question for each. A different phrase each time.

The number was mumbled.	
You think you heard 15, but it might be 50.	
You don't know if it is per campus or in total.	
You need it as a percentage, not a headcount.	
You need a moment before you answer.	

4.2 Dictation — with the right to ask

Fifteen figures. Write what you hear — and when you cannot, use a phrase from the card. A blank line is a mistake; a question is not.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

LIVEWORKSHEETS

05 AGREEING AND DISAGREEING

20 MIN

From the video. The middle group is the one that matters: at this level people swing between total agreement and blunt contradiction, and credibility lives in between.

Agreeing	Absolutely. · That's exactly my view. · You're right that… · I'd say the same.
Partly agreeing	I take your point, but… · That's fair, however… · I agree up to a point. · Yes and no. · I'd agree if…
Disagreeing	I'm not sure I'd agree. · I see it differently. · I'd push back on that. · The problem with that is…
Conceding	That's a fair point. · I hadn't thought of it that way. · Fair enough.
Holding the floor	If I could just finish… · One more point on that. · Let me come back to that in a second.

→ Tone carries as much as the words. "I see it differently", said flat, lands as hostile. Let the voice rise a little on *differently*.

5.1 Respond

Someone says this to you about Meridian. Answer each one using a different group from the card.

"You should close Hillcrest."	
"Three thousand students is too many for four campuses."	
"Ninety-one percent retention is excellent."	
"You don't need a fifth campus."	
"Intake is the only figure that really matters."	

06 HOMEWORK

Voice memo, 60 seconds: the five figures that define your own institution. Say each one exactly once, then softened once — the way Andrés does it in section 01.

LIVEWORKSHEETS