

HOW DO they say it?



Symbol	Interpretation	Example	
=	is, equals	$1/2 = 0.5$	One-half equals point five.
+	and, plus, add	$a + b = c$	A plus B equals C.
-	minus, less, subtract	$a - b = c$	A less B equals C.
x	times, multiplied by	$a \times b = c$	A times B equals C.
$\div$ or /	over, divided by	$a \div b = c$ or $a / b = c$	A over B equals C.
1300	one thousand three hundred or thirteen hundred	The company has thirteen hundred dollars in the bank.	

Get Ready!

- Before you read the chart, talk about these questions.
 - How do you say symbols like = and $\div$?
 - What are some of the ways to say big numbers?

Reading

- Read the chart. Then, mark the following statements as true (T) or false (F).
 - Five less four means the same thing as five minus four.
 - Five times three equals five plus three.
 - Seven over three equals seven divided by three.

Vocabulary

- Fill in the blanks with the correct words from the word bank.

Word BANK

times minus and hundred add is

- Eight _____ two is sixteen.
- Nine and three _____ twelve.
- Twenty _____ six equals fourteen.
- One thousand plus five hundred is fifteen _____.
- To get seven, _____ two and five.
- Eighteen _____ two is twenty.

4 Read the sentence and choose the correct word.

- Seven **plus** / **divided by** two is nine.
- Nineteen **over** / **less** eight equals eleven.
- Start with seventeen. **Subtract** / **Add** three. This equals fourteen.
- Four **multiplied by** / **divided by** two is eight.
- Ten **over** / **plus** five equals two.
- Sixteen **less** / **divided by** four equals four.
- Five plus eight **equals** / **over** thirteen.

5 Listen and read the chart again. What is another way to say the symbol 'and'?

Listening

6 Listen to a conversation between two accountants. Choose the correct answers.

- What is the dialogue mostly about?
A audit results
B a mathematical error
C subtracting numbers
D accounting methods
- The woman divided when she should have _____.
A added C copied
B subtracted D multiplied

7 Listen again and complete the conversation.

Accountant 1: Don, could you look at this for me?

Accountant 2: Sure, what is it?

Accountant 1: Well, I checked these numbers twice, but they still 1 _____ wrong. I'm not sure why.

Accountant 2: Let's see ... Three thousand five hundred 2 _____ seven hundred is five.

Accountant 1: Right. And then I 3 _____ each entry by five.

Accountant 2: Oh, I see the 4 _____. You weren't 5 _____ divide thirty-five hundred by seven hundred.

Accountant 1: Are you 6 _____?

Accountant 2: Yes. You need to multiply them.

Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

Could you look at this for me?

I see the problem.

You were supposed to ...

Student A: You are having trouble with an accounting task. Ask Student B about:

- your work
- errors
- solutions

Student B: You are an accountant. Answer Student A's questions.

Writing

9 Use the chart and the conversation in Task 8 to complete the email. Make up names for both accounts.

FROM: _____

TO: _____

Dear _____

I found a(n) _____ in your calculations. The correct equation is $3500 \times 700 = X$. But you _____ when you should have _____.

Also, you subtracted 300 from 500. The correct equation is $500 + 300 = X$. You need to _____ 500 and 300.

Let me know if you need any more help.

Sincerely,
