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.
×	times, multiplied by	a x b = c	A times B equals C.
÷ or /	over, divided by	a ÷ 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!

1 Before you read the chart, talk about these questions.

1 How do you say symbols like = and ÷ ?
2 What are some of the ways to say big numbers?

Reading

2 Read the chart. Then, mark the following statements as true (T) or false (F).

1 __ Five less four means the same thing as five minus four.
2 __ Five times three equals five plus three.
3 __ Seven over three equals seven divided by three.

Vocabulary

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

WOrd BANK

times   minus   and   hundred   add   is

1 Eight _____ two is sixteen.
2 Nine and three _____ twelve.
3 Twenty _____ six equals fourteen.
4 One thousand plus five hundred is fifteen _____ .
5 To get seven, _____ two and five.
6 Eighteen _____ two is twenty.

6

4 Read the sentence and choose the correct word.

1 Seven **plus / divided by** two is nine.
2 Nineteen **over / less** eight equals eleven.
3 Start with seventeen. **Subtract / Add** three. This equals fourteen.
4 Four **multiplied by / divided by** two is eight.
5 Ten **over / plus** five equals two.
6 Sixteen **less / divided by** four equals four.
7 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.

1 What is the dialogue mostly about?
   A audit results
   B a mathematical error
   C subtracting numbers
   D accounting methods

2 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 x 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,

_____