



MATH OPERATIONS



Basic functions

Part A INTRO TO VOCABULARY

Class goes through worksheet

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MATH OPERATIONS Student handout

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<input type="text"/>	$3 + 1 = 4$	three	one	
<input type="text"/>	$6 - 2 = 4$	six	two	is
<input type="text"/>	$4 \times 1 = 4$	four	one	is equal to
<input type="text"/>	$8 \div 2 = 4$	eight	two	four

$3 \times 5 = 7$ three times five? Three times five equals fifteen.

8 - 6	6 ÷ 3	2 x 4	6 + 4	2 + 3	5 x 3	14 ÷ 7	11 - 7
9 ÷ 3	3 + 9	17 - 1	2 x 5	10 x 1	5 - 2	5 ÷ 6	8 ÷ 4
3 x 6	7 - 5	8 ÷ 2	10 ÷ 2	9 - 2	12 ÷ 4	3 x 2	6 ÷ 1

Step 1 ADDITION

Go through the first part of the worksheet (HO 7) eliciting how to say '+' and '=' as well as the name of the operation (Addition)

Step 2 SUBTRACTION

Complete the next section of the worksheet, introducing the vocabulary and encouraging good pronunciation / fluidity

Step 3 MULTIPLICATION

As the previous steps

Step 4 DIVISION

As the previous steps

Step 5 QUESTIONS

Focus on how to ask and answer the question using the appropriate vocabulary of math operations

Step 6 REVIEW

Students practice applying the new vocabulary while pronouncing it well, connecting the words by placing them into groups

Part B PRACTICE

Students practice in pairs

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MATH OPERATIONS Practice

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4 + 1	9 - 7	8 ÷ 2	3 x 5	2 x 9	15 ÷ 3	8 + 4	7 - 6
17 - 5	6 + 13	3 x 8	20 ÷ 4	24 ÷ 6	4 x 7	21 - 2	5 ÷ 5
6 x 5	21 ÷ 7	8 + 9	11 - 4	18 - 14	23 ÷ 5	16 ÷ 4	2 x 11

39 - 5	60 - 4	6 x 7	40 + 18	17 + 70	3 x 6	72 ÷ 2	89 - 4
49 ÷ 7	30 + 13	81 - 2	4 x 8	7 x 9	15 - 3	63 ÷ 8	48 ÷ 16
9 x 5	17 - 6	22 + 8	90 ÷ 3	71 - 2	36 ÷ 9	8 x 5	41 + 7

17 + 18	4 - 9	63 ÷ 7	6 x 12	16 x 3	84 ÷ 7	79 + 12	43 - 5
72 - 5	27 + 13	14 x 3	81 ÷ 9	93 ÷ 3	15 x 5	44 - 6	84 + 17
5 x 13	51 - 17	46 + 15	38 - 19	15 - 16	49 + 14	72 ÷ 8	100 x 100

Step 1 MODEL

Give each pair of students a copy of HO 8 and model how you want them to practice. One student asks the question and the other answers.

Step 2 PAIRWORK PRACTICE

Students take turns as teacher and student as one asks the question and the other gives the answer. When one row or section of 4 is done, they change roles.

Part C FUTURE CLASSES

Some ideas for further practice

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MATH OPERATIONS Practice

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4 + 1	9 - 7	8 ÷ 2	3 x 5	2 x 9	15 ÷ 3	8 + 4	7 - 6
17 - 5	6 + 13	3 x 8	20 ÷ 4	24 ÷ 6	4 x 7	21 - 2	5 ÷ 5
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17 + 18	4 - 9	63 ÷ 7	6 x 12	16 x 3	84 ÷ 7	79 + 12	43 - 5
72 - 5	27 + 13	14 x 3	81 ÷ 9	93 ÷ 3	15 x 5	44 - 6	84 + 17
5 x 13	51 - 17	46 + 15	38 - 19	15 - 16	49 + 14	72 ÷ 8	100 x 100

1 Step FURTHER PRACTICE

In future classes the students can use HO 8 again. Other possibilities include using the last two audio recordings as a form of dictation.

HOMEWORK: Study the numbers well