THE LANGUAGE OF MATHEMATICS

ESL learners need to learn the many different ways we describe number operations in mathematics. Even English speakers get confused. This grid – developed with students at the intermediate level – has become a chart – binder size for secondary learners and a wall chart for younger learners. As you and your classes explore the language of mathematics, you are sure to find even more to add to the grid. Enjoy!

ADDITION	**SUBTRACTION**
add and plus + total of more/more than in all altogether increase by sum/ sum of	minus take away difference less/ less than − from fewer/ fewer than decreased by
MULTIPLICATION	**DIVISION**
multiply times by factor × product/ product of groups of multiplier	divide by / divide into into over divisor/ dividend portion /part of quotient out of ÷ part of share

SYMBOLS AND THEIR MEANINGS

equals is is the same as makes has the same value as **=**	equivalent to approximately about roughly close to nearly almost the same as **≈**
< is less than is smaller than is fewer than	**>** is bigger than is greater than is more than
≠ is not equal to is not the same as is not true of	**%** percent out of a hundred
: to ratio in relation to	**∞** infinity

Samples:

1. How much is 3 times 4?
2. How many groups of 4 are there in 60?
3. If the quotient is 40, what are all possible divisors, leaving no remainder?
4. What percent of 150 is 20?
5. Is 5/3 more, less or the same as 11/6? Write your answer using < or > or =
6. Jen had 33 apples but used 10 to make a pie. How many fewer apples does she have?
7. Harjit has two dozen quarters. How much money does he have?
8. Maria wants to travel 582 km. She has a 50-litre tank in her car. At 32km/litre how many times will she need to fill her gas tank to get to her destination?
9. A recipe calls for 6 onions and two dozen apples. What is the ratio of apples to onions?