

Downloadable resource 12:

Maths problem review

This resource corresponds to **Chapter 19: Personalisation**.

Content

This resource contains a number of criteria which you can use to guide your students in their writing of a maths problem (or function e.g. long division, multiple equations or algebra) review. The schematic diagram contains simplified prompts. Beneath that, the prompts are given in full question forms.

Rationale

During their journeys as students of English our learners will be asked to write various reviews. By reviewing something they experience on a daily basis they can:

- ▶ practise language that is personally relevant to them
- ▶ work on an area where they have plenty to say and, hopefully, not struggle for ideas
- ▶ voice their opinions, in a constructively critical way, on things that affect them.

Procedure

While the end product of a review is traditionally a written assignment, this set of criteria and schema also lends itself to a speaking activity which can act as a primer for the writing.

Students form into groups of 4-6. Each student takes it in turn to be interviewed by all the others together. That student tells the others about a specific maths problem (or function) they would like to talk about (one they enjoyed, understood well or one that caused them particular difficulties) and answers questions from the rest of the group, who work their way round the diagram.

To set this up, the teacher can model the activity with the whole class by projecting or distributing the prompts/diagram then assuming the role of the interviewed student, taking questions from the class on a maths lesson or function that he or she can remember from school. This will also allow the teacher to explain any questions or prompts that the students do not understand as you go.

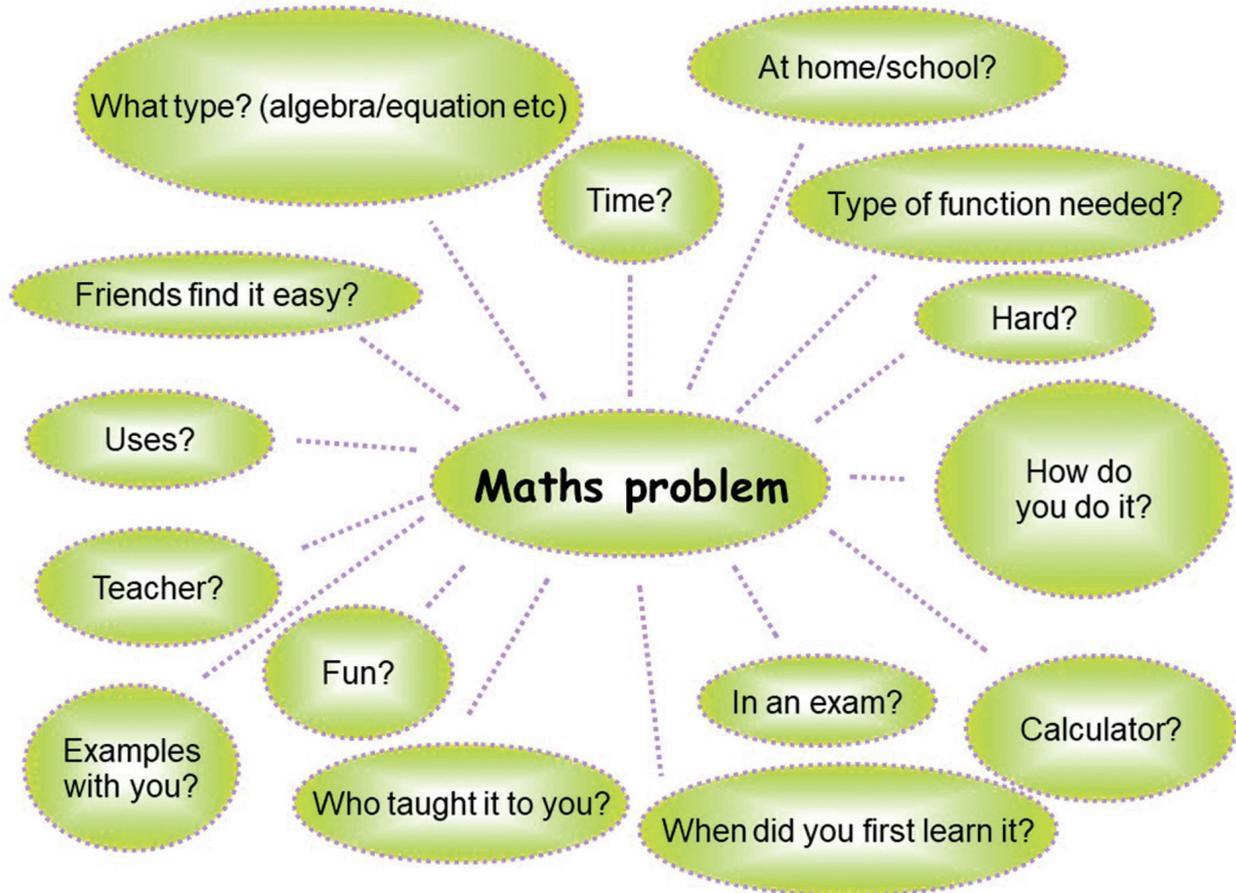
What type of maths was covered in the lesson?

When was the lesson? What time of the day was it? How long was the lesson?

Did you study this type of maths at school, at home or both?

What type of function was needed (e.g. subtraction, multiplication or trigonometry)?

Was it hard?



How do you do it? (Can you explain how to do it?)

Was it or will it be in an exam?

Did you use a calculator?

When did you first see this type of maths?

Who first taught it to you?

Was it fun? Why? Why not?

Do you have any examples of this sort of maths with you (e.g. in your exercise book)?

Who was the teacher in the lesson you are talking about?

How can this type of mathematical calculation be used in real life?

Did your friends find the lesson/function easy or difficult?