

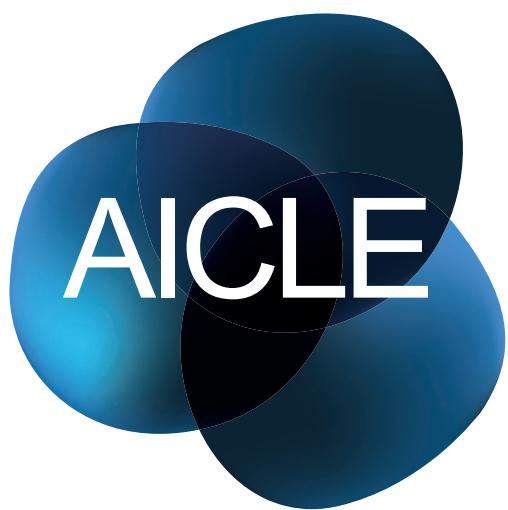
# Matemáticas

Secundaria



JUNTA DE ANDALUCÍA

Inglés



## Identificación del material AICLE

TÍTULO	Linear Equations
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.1
IDIOMA	Inglés
ÁREA / MATERIA	Matemáticas
NÚCLEO TEMÁTICO	Álgebra
GUIÓN TEMÁTICO	La resolución de ecuaciones para su posterior aplicación a la resolución de problemas y la adquisición del vocabulario específico de la unidad.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	1º de Educación Secundaria
AUTORÍA	Patricia Sánchez España
TEMPORALIZACIÓN APROXIMADA	6 sesiones.
COMPETENCIAS BÁSICAS	<p>Competencia en comunicación lingüística:</p> <ul style="list-style-type: none"> <li>- Conocer, adquirir, ampliar y aplicar el vocabulario del tema</li> <li>- Ejercitarse en una lectura comprensiva de textos relacionados con el núcleo temático</li> </ul> <p>Competencia Matemática:</p> <ul style="list-style-type: none"> <li>- Identificar ecuaciones</li> <li>- Utilizar los algoritmos para resolver ecuaciones</li> <li>- Resolver problemas matemáticos que involucren el uso de ecuaciones</li> </ul> <p>Autonomía e iniciativa personal:</p> <ul style="list-style-type: none"> <li>- Ser autónomos para realizar las actividades individuales</li> </ul>
OBSERVACIONES	<p>Las fichas de vocabulario de trabajo en parejas, se pueden usar como introducción a la unidad.</p> <p>Las actividades propias de la materia se pueden utilizar como repaso, al final de la unidad, o intercalando las sesiones en segunda lengua una vez explicado los conceptos en la lengua materna.</p> <p>Atención a la diversidad</p> <p>Ampliación: WRITING WORD PROBLEMS</p> <p>Refuerzo: The Linear Equations Puzzle</p>

# Tabla de programación AICLE

<b>OBJETIVOS</b>	<ul style="list-style-type: none"><li>- Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal</li><li>- Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.</li><li>- Comprender y expresarse en una o más lenguas extranjeras de manera apropiada</li></ul>			
<b>CONTENIDOS DE CURSO / CICLO</b>	<ul style="list-style-type: none"><li>1. Contenidos comunes referentes a la resolución de problemas y la utilización de herramientas tecnológicas.</li><li>3. Álgebra.</li></ul>			
<b>TEMA</b>	<ul style="list-style-type: none"><li>- Ecuaciones de primer: estudio y resolución</li><li>- Resolución de problemas</li></ul>			
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"><li>- Distinguir las partes de una ecuación</li><li>- Identificar las soluciones de una ecuación</li><li>- Plantear problemas</li><li>- Utilizar el vocabulario específico en inglés</li></ul>			
<b>TAREAS</b>	<ul style="list-style-type: none"><li>- Actividades para adquirir el vocabulario específico</li><li>- Ejercicios de resolución de ecuaciones</li><li>- Relación de problemas</li><li>- Tarea de producción escrita: problemas</li><li>- Posters con contenidos algebraicos</li><li>- Presentación oral</li></ul>			
<b>CONTENIDOS LINGÜÍSTICOS</b>	<table><tr><td><b>FUNCIONES:</b> Definir conceptos matemáticos Preguntar por el significado de símbolos</td><td><b>ESTRUCTURAS:</b> Solve the following problems What does this expression mean? No, this expression does not go in this column I think this is a solution. I don't think so. I agree. What's the symbol for ...? how do you read this? What's the next step?</td><td><b>LÉXICO:</b> Algebra, linear equation, coefficient, variable, operator, constants, expression, terms, problem, inverse, operations (addition, add, sum, plus, subtraction, subtract, minus, multiply, times, divide, ...), Solve, value,...</td></tr></table>	<b>FUNCIONES:</b> Definir conceptos matemáticos Preguntar por el significado de símbolos	<b>ESTRUCTURAS:</b> Solve the following problems What does this expression mean? No, this expression does not go in this column I think this is a solution. I don't think so. I agree. What's the symbol for ...? how do you read this? What's the next step?	<b>LÉXICO:</b> Algebra, linear equation, coefficient, variable, operator, constants, expression, terms, problem, inverse, operations (addition, add, sum, plus, subtraction, subtract, minus, multiply, times, divide, ...), Solve, value,...
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<b>CRITERIOS DE EVALUACIÓN</b>	<ul style="list-style-type: none"><li>- Relacionar expresiones algebraicas y enunciados de la vida cotidiana</li><li>- Hallar el valor numérico de una expresión algebraica</li><li>- Operar correctamente con monomios</li><li>- Reconocer cuándo un valor numérico dado es solución de una ecuación</li><li>- Hallar la solución de una ecuación de primer grado</li><li>- Resolver problemas reales utilizando ecuaciones y, en general, el lenguaje algebraico</li><li>- Dominar el vocabulario específico de la unidad en inglés</li></ul>			

# LINEAR EQUATIONS



Do you know how to pronounce these numbers and characters?

this is a ...  
this represents ...  
we pronounce this ...

a linear equation will be  
...

$$2x = 24$$

$$\frac{x - 7}{5} = -7$$

$$48 = 8(x - 8)$$

$$6x - 2 = 40$$

$$\frac{x}{4} - \frac{x}{3} = \frac{5}{6}$$

$$5 - 2x = 3 + 2(4 - 2x)$$

## Key vocabulary

# VOCABULARY PRACTICE

Where did you put ...?  
I put it in ...  
... goes in ...

What's the symbol for ...?  
How do you read this?

I don't think so.  
I agree

No,...does not go in...!  
what does this word mean?

Can this be the ...  
equation?

1. Listen to your teacher reading the numbers and symbols in the orange box. Then write each one in words.



$8 + x = 12$	eight plus _____ equals _____.
$2 x = 20$	_____ times _____.
$x / 2 = 9$	half _____.
$2 x + 5 = 8$	two _____.
$- 2 x = 152$	_____ equals _____.
$x / 3 + 1 = 67$	_____.
$21 x + 5 = - 7$	_____.
$- 5 x + (-1) = - 16$	_____.
$x - (-9) = 6$	_____.
$-21 x + 5 = - 7$	_____.

2. Write each word as a mathematical symbol. Work in pairs.



Key words	Signs
ADDITION ADD SUM INCREASED BY	
SUBTRACTION DIFFERENCE MINUS DECREASED BY LESS	
MULTIPLICATION PRODUCT OF MULTIPLIED TIMES	
DIVISION QUOTIENT OF DIVIDE BY	
IS /ARE GIVES EQUALS TOTAL	

**3. Write a numerical expression for the following verbal phrase.**



a) Twice a number minus four equals minus five

$$2(x - 4) = \underline{\hspace{2cm}}$$

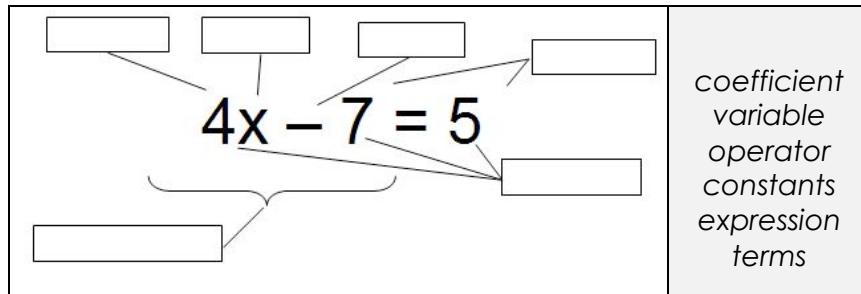
b) Minus five plus three times a number is seven

c) Half a number plus six equals fifteen

d) Seven times a number plus minus one is zero

e) Two times a number minus its half equals ten

**4. Complete the chart with the following words. Work in pairs.**



**5. Listen to some information about solving equations and inequalities and put the steps into the correct order:**

C  
E

### Steps for solving linear equations

- Use addition/subtraction to put all variable terms on one side of the equation and all constants on the other side.
- Clear fractions by multiplying each term in the equation by the LCD.
- Divide both sides of the equation by the coefficient of x.
- Clear parentheses by using the distributive property.
- Simplify.
- Check your solution.
- Combine similar terms on each side of the equal sign.

### Steps for solving linear equations

1. Clear
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

6. Match each step to solve the equation  $5-2x=3+2(4-2x)$  with its mathematical expression. Work in pairs.



steps to solve	math
Divide both sides of the equation by the coefficient of x	$5 - 2x = 3 + 8 - 4x$
Divide both sides of the equation by the coefficient of x	$-2x + 4x = 3 + 8 - 5$
Use addition/subtraction to put all variable terms on one side of the equation and all constants on the other side	$2x = 6$
Simplify	$x = 6 / 2$
Clear parentheses by using the distributive property	$x = 3$

## LINEAR EQUATIONS PRACTICE

7. Label the parts of the linear equations.



$2x = 24$	$3x + 2 = -7$
$6x - 2 = 40$	$5 / 10x - 3 = 4$
$48 = 8 ( x - 8 )$	$79 = 4x - 1$
$6 ( x + 4 ) = 36$	$x - 7 / 5 = -7$
$5 - 2x = 3 + 2 ( 4 - 2x )$	$x / 4 - x / 3 = 5 / 6$

8. In the following linear equations find x. Show your work and identify steps.



$$2x = 24$$

$$3x + 2 = -7$$

$$6x - 2 = 40$$

$$5 / 10x - 3 = 4$$

$$48 = 8 ( x - 8 )$$

$$79 = 4x - 1$$

$$6 ( x + 4 ) = 36$$

$$x - 7 / 5 = -7$$

$$5 - 2x = 3 + 2 ( 4 - 2x )$$

$$x / 4 - x / 3 = 5 / 6$$

## 9. Listen to your teacher and fill in the gaps



### Problem Solving

Five Steps for Problem Solving in Algebra

1. Familiarize yourself with the problem.
2. Translate to \_\_\_\_\_ . This often means writing an equation.
3. Carry out some mathematical manipulation. This often means \_\_\_\_\_ an equation.
4. Check your possible answer in the original problem.
5. State the answer clearly.

To Become Familiar with a Problem

1. \_\_\_\_\_ the problem carefully. Try to visualize the problem.
2. Reread the problem. Make sure you understand all important words.
3. List the information given and the question(s) to be answered. Choose a \_\_\_\_\_ (or variables) to represent the unknown and specify what the variable represents.
4. Find more information. Look up a \_\_\_\_\_ in a book, at a library, or on-line.
6. Make a table that uses all the information you have available. Look for patterns that may help in the translation.
7. Make a drawing and \_\_\_\_\_ it with known and unknown information, using specific units if given.
8. Think of a possible answer and check it. Observe the manner in which you check.

## 10. Read the following information and underline the key vocabulary.



While solving math word problems, you need to translate the wording into a numeric equation. Usually, once you get the math equation, you're fine. But getting to the equation can seem difficult. These strategies may help you translate, but practice will determine your success.

- **Read the problem entirely.** Get a feel for the whole problem.
- **List information and the variables you identify.** Attach units of measure to the variables (liters, centimeters, miles, inches, etc.)
- **Define what answer you need, as well as its units of measure.**
- **Work in an organized manner.** Working clearly will help you think clearly:
  - Draw and label all graphs and pictures clearly.
  - Note or explain each step of your process; this will help you track variables and remember their meanings.
- **Look for “key” words**  
Certain words indicate certain mathematical operations:

Addition	Subtraction	Multiplication	Division	Equals
increased by more than combined together total of sum added to	decreased by minus, less difference between/of less than, fewer than	of times, multiplied by product of increased/ decreased by a factor of (this one is both addition/ subtraction AND multiplication!)	per, a out of ratio of, quotient of percent (divide by 100)	is, are, was, were, will be gives, yields sold for

## Examples

Wording	Math expression
What is the sum of 8 and $x$ ?	$8 + x$
$X$ less 4	$x - 4$
$x$ multiplied by 13	$13x$
the quotient of $x$ and 3	$x/3$
the difference between 5 and $x$	$5 - x$
the ratio of 9 more than $x$ to $x$	$(x + 9)/x$
nine less than the total of a number ( $x$ ) and two	$(x + 2) - 9$
The length of a football field is 30 yards more than its width. Express the length of the field in terms of its width $x$	$x + 30$

11. Word Problems. Solve the following problems.  
Explain your reasoning.

①

②

a) Seven subtracted from the quotient of a number and 9 is 4. What is the number?

The unknown is \_\_\_\_\_ because \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

The equation is \_\_\_\_\_ and the steps to solve are:

A handwritten chalkboard showing the addition of 45 and 24. The numbers are written vertically, and the sum 69 is shown at the bottom. The handwriting is in white chalk on a dark background.

The solution is \_\_\_\_\_ because \_\_\_\_\_  
 \_\_\_\_\_.

- b) A taxicab charges a \$2 fee plus an additional \$1.75 for every mile driven. Your cab ride cost \$12.50. How many miles did you travel?

The unknown is \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.

The equation is \_\_\_\_\_ and the steps to solve are:



The solution is \_\_\_\_\_ because \_\_\_\_\_

- c) You have to read 6 books for a class. You want to find how many pages you need to read per week in order to finish by the time the term is over. There are a total of 3299 pages. You have already read 499 pages. If there are eight weeks left in the term, how many pages do you have to read per week?

The unknown is \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.

The equation is \_\_\_\_\_ and the steps to solve are:



The solution is \_\_\_\_\_ because \_\_\_\_\_

- d) You pay \$9 to join an Internet music club. You pay \$3 for each song that you download. The cost of joining and downloading some songs is \$90. How many songs did you download?

The unknown is \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.

The equation is \_\_\_\_\_ and the steps to solve are:



The solution is \_\_\_\_\_ because \_\_\_\_\_

## WRITING WORD PROBLEMS



12. Write 3 different word problems where the solution is based on the relationship:

money earned each month - expenses/taxes each month = money to use each month



1. Peter earns \_\_\_\_\_ and he pays in taxes \_\_\_\_\_.  
\_\_\_\_\_. How much money \_\_\_\_\_?

2. My sister earns \_\_\_\_\_.  
\_\_\_\_\_. How much money \_\_\_\_\_?

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**13. Solve the problems and check your solutions.  
Present them to your class.**

**1. EQUATION**

**SOLUTION**

**2. EQUATION**

**SOLUTION**

**3. EQUATION**

**SOLUTION**

# THE LINEAR EQUATION PUZZLE

Look, ... is here.  
It's next to ...

Do you know the solution to  
this equation?

Where is ...?  
.... goes here.

## 14. Work in groups of four. The Linear Equations Puzzle.

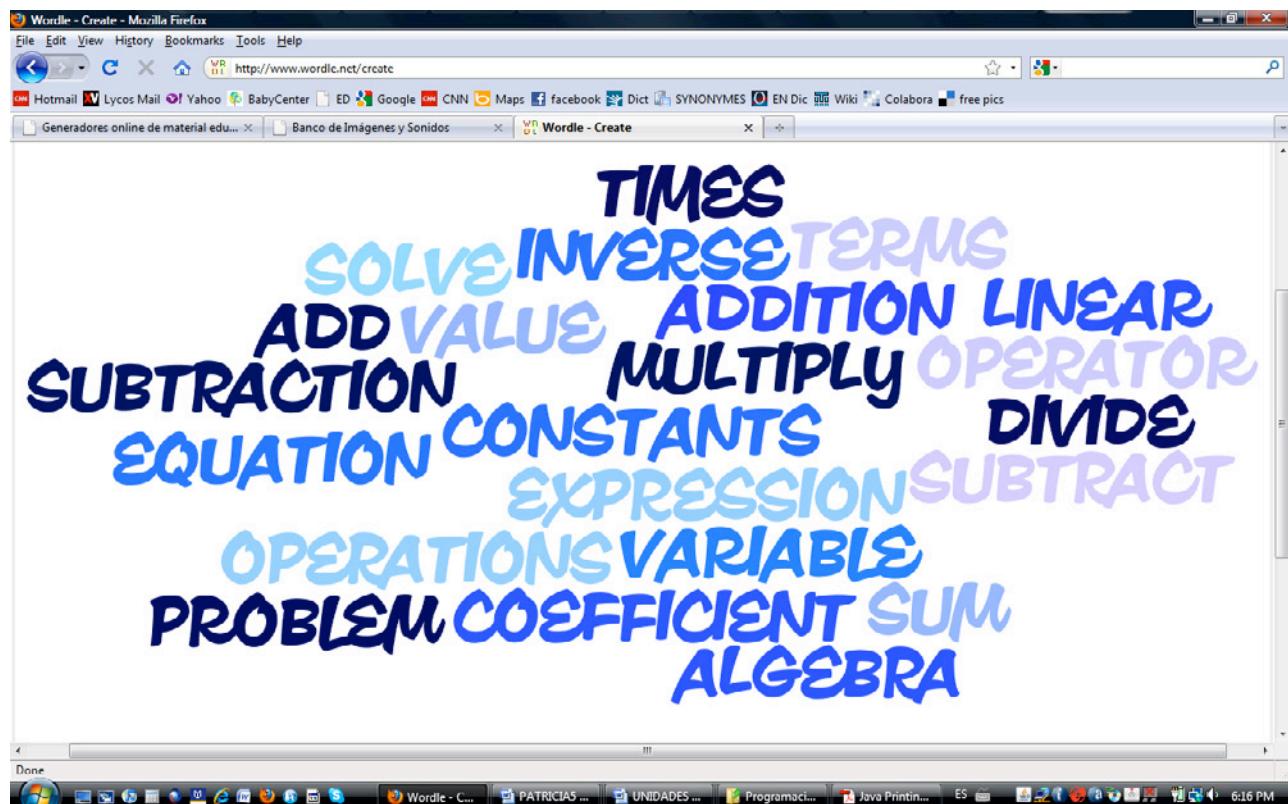
- a) Cut the squares apart.
- b) Match equivalent sentences.
- c) You should get a new 4 X 4 square.



$x=30$	$x=-1/2$	$1=x$	$x-11=4$
$2/5 x=10$	$6x-(-2)=5$	$x=-2$	$x=14$
$x=6$	$3x=12$	$x=3/4$	$x=2.4$
$-x-2=1$	$x=2.2$	$x-(-2)=-5$	$x=15$
$x=-13$	$x=7/8$	$7-6x=1$	$x=1/2$
$2/5 x= 2.5$	$4x+5=8$	$x/4-1=5$	$x=0.8$
$9x= -9$	$x=-5$	$x=25$	$x=-3$
$x=7$	$x/2 -5 = 1$	$-4x+2= -20$	$-x/3 = 8$
$1/3 x = 17$	$-8+6x=28$	$8=x$	$5x+8=-2$
$x=5.5$	$-3x-4=5$	$x=-18$	$1.15x=23$
$x=27$	$6x=-3$	$8=x$	$0.2x+0.3=0$
$8x-3=4$	$x=20$	$x=0.18$	$x=-2$
$x=-3$	$x=10$	$x=-24$	$x=1.18$
$5x+8=-2$	$x=15$	$x=2.4$	$x=14$
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$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	$x=15$
$x=1.18$	$x=24$	$x=15$	$x=-3$
$x=-3$	$x=10$	$x=2.4$	$x=14$
$x=14$	$x=15$	$x=2.4$	$x=1.18$
$x=2.4$	$x=10$	$x=-24$	<math

## FINAL PROJECT

15. Write a composition using the vocabulary given in the unit. Design a poster with these sentences and some graphics, and prepare a short presentation.



# SELF ASSESSMENT

	ALWAYS	SOMETIMES	NEVER
<b>LISTENING</b>			
I can understand my teacher talking about how to solve linear equations			
<b>READING</b>			
I can understand problems related to equations, and find their solutions			
<b>SPEAKING</b>			
I can talk about finding the solutions of problems related to equations			
<b>WRITING</b>			
I can write the steps and solve problems related to equations			
<b>VOCABULARY</b>			
I can use basic number terminology: positive, negative, add, subtract, multiply, ...			

Pictures taken from:  
<http://bancoimagenes.isftic.mepsyd.es/>