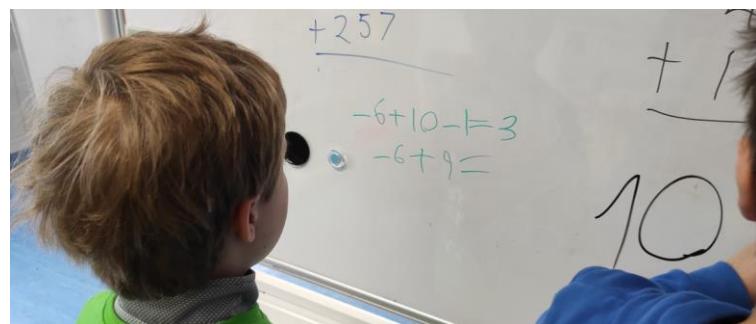
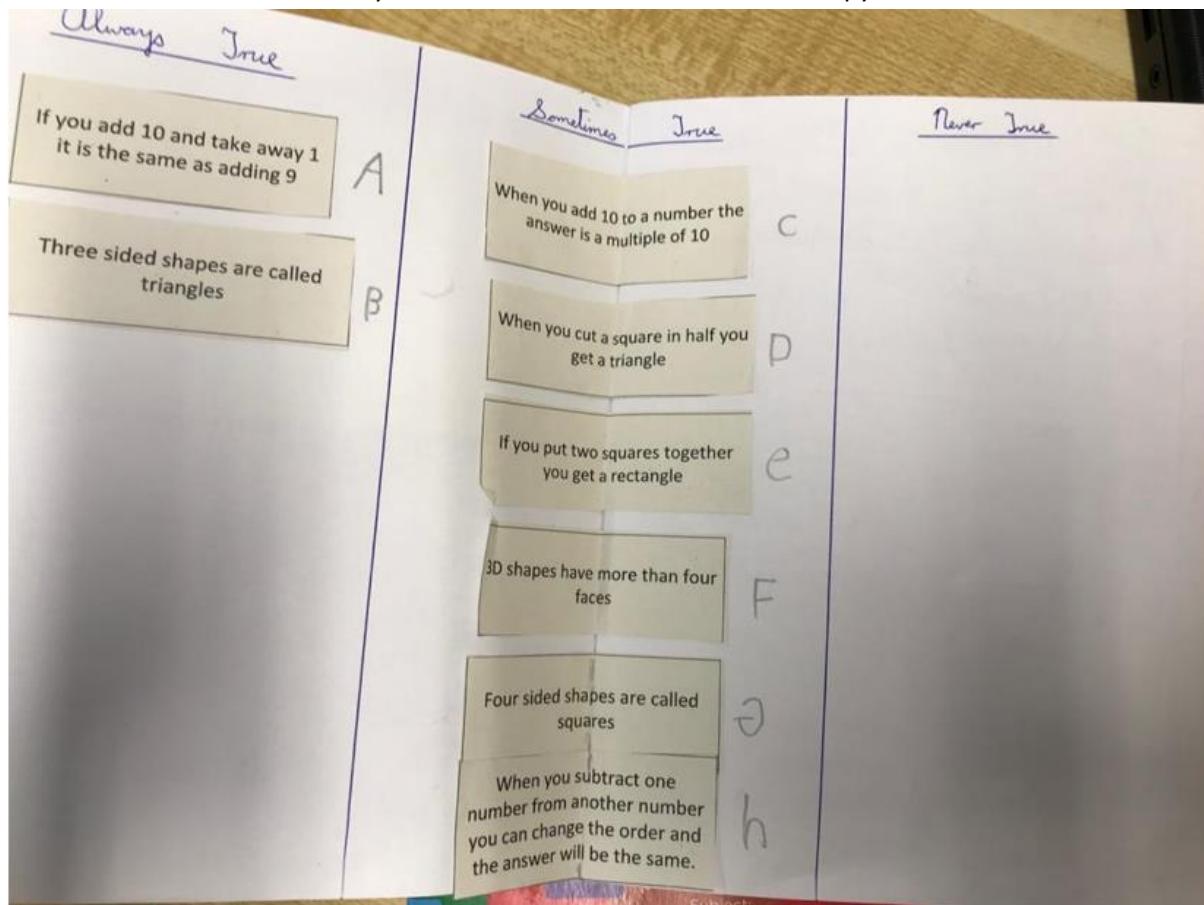


First Cormac and Elliot experimented on the whiteboard and talked about some of the problems:

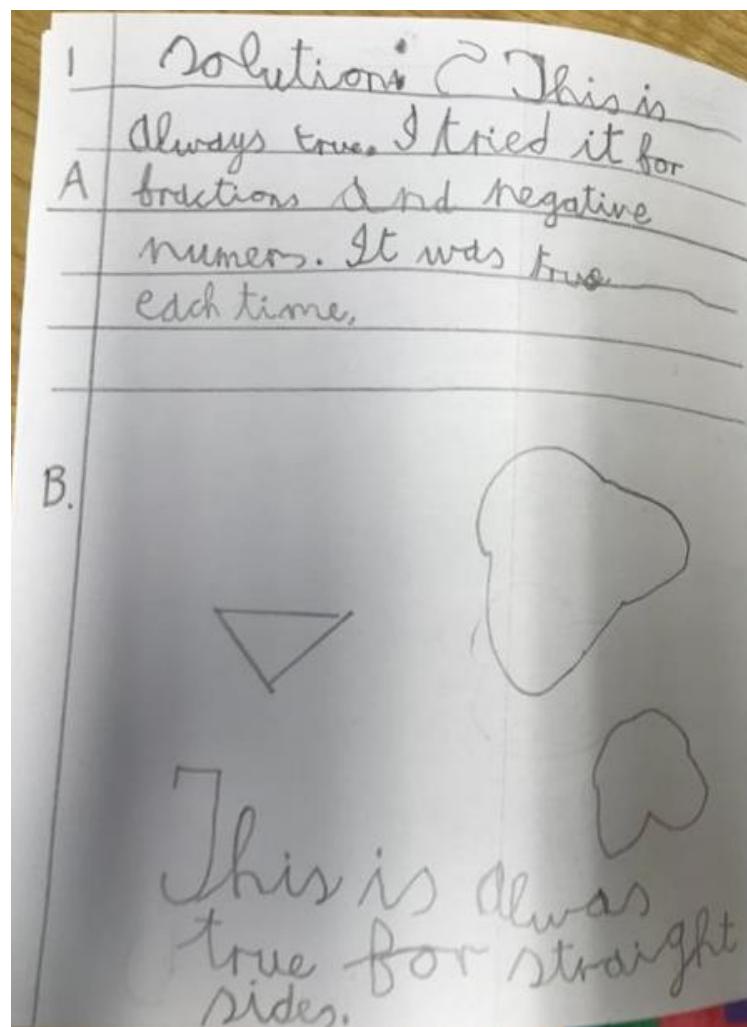


A close-up photograph of a whiteboard. It features two subtraction problems written in green ink. The first problem is $14+10-1=$. Below it is another subtraction problem: $14+9=$.

Then they stuck down the statements in their copybooks.



Then they tried to explain them. They labelled them A – H in their copy so people would know which one they were explaining.



Statement A is always true. I tried it for fractions and negative numbers and it was true each time.

Statement B is always true for straight sides.

Mountain

B this is always
true.

(ANSWER).

because
~~upside-down~~
triangles

are still
triangles.

Statement B is always true because upside-down triangles are still triangles.

$$\begin{array}{r} 10 + 166 \\ = 176 \end{array}$$

(Not a multiple of ten)

$$\begin{array}{r} 600 + 10 \\ = 610 \end{array}$$

(a multiple of ten)

Statement C is true if you add ten to a multiple of ten, but not if you add ten to a number which is not a multiple of ten.

Teacher says: Unfortunately Cormac and Elliot didn't manage to explain the rest of their solutions as I was absent the next day. However, they really enjoyed working together and it was really good practice at explaining ideas to each other and proving their ideas.