Adding numbers

Situation 1 — Student A

John has 3 apples. His mom gives him 5 more apples. If John adds 3 to 5, he notices he has a total of 8 apples.

Now you need to find out information about Mary:

1. How many oranges does Mary have first?
…………………………
2. How many oranges does mom give Mary?
…………………………
2. How many oranges does Mary have in total?
………………………..

Situation 1 — Student B

Mary has 7 oranges. Her mom gives her 3 more oranges. If Mary adds 7 to 3, she notices she has a total of 10 oranges.

Now you need to find out information about John:

1. How many apples does John have at first?
……………………..
2. How many apples does mom give to John?
……………………..
3. How many apples does John have in total?
………………………..

Situation 2 — Student A

John buys 2 kilograms of pears and his friend buys 6 kilograms of kilograms of grapes. John is thinking: '2 kg of pears add 6 kilograms of grapes equals 9 kilograms of fruit.' Is John right?

Now you need to find out information about Mary:

1. How many kilograms of pears does Mary buy?
…………………
2. How many kilograms of grapes does Mary's friend buy?
…………………
3. How many kilograms of fruit do the girls buy?
…………………

Situation 2 — Student B

Mary buys 4 kilograms of pears and her friend buys 3 kilograms of grapes. Mary is thinking:'4 kilograms of pears add 3 kilograms of grapes equals 10 kilograms of fruit'. Is Mary right?

Now you need to find out information about John:

1. How many kilograms of pears does John buy?
…………………
2. How many kilograms of grapes does John's friend buy?
…………………
3. How many kilograms of fruit do the girls buy?
…………………

Situation 3 — Student A

John opens 2 bottles of milk and his friend opens 10 bottles of milk. Two add ten equals twelve. Is this right?
Now you have to find information about Mary:

1. How many milk bottles does John open?
…………………
2. How many does John's friend open?
…………………
3. How many milk bottles are open?
…………………

Situation 3 — Student B

Mary opens 6 bottles of orange juice and her friend opens 1 bottle of orange juice. Six add one equals 7. Is this right?
Now you have to find information about John:

1. How many bottles of juice does Mary open?
…………………
2. How many bottles of juice does Mary's friend open?
…………………
3. How many bottles of juice are open?
……………………

Situation 4 — Student A

John needs 2 kilograms or flour to make some bread and his friend needs 1 kilogram of flour to make a cake. How much flour do they need in total?

Now you have to find information about Mary:
1. How much sugar does Mary need?
………………
2. How much sugar does her friend need?
………………
3. How much sugar is needed altogether?
……………..

Situation 4 — Student B

Mary needs 1 kilogram of sugar to make a large cake and her friend needs 3 kilograms of sugar to make some jam. How much sugar do they need in total?

Now you have to find information about John:
1. How much flour does John need?
………………
2. How much flour does his friend need?
………………..
3. How much flour is needed altogether?
…………………….

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Teaching notes and ideas:

Subject : Maths

Name of resource: John and Mary in word problems(1) – communicative activity

Topic: adding numbers

Age group: ESOL/ EAL - KS2 & KS3 students

Language level: beginner & intermediate

Game's main aim: to develop ESOL/EAL students' speaking skills, to help them understand word problems and familiarise with saying an equation/number sentence.

Playing suggestions:

1. Print the page and cut out the all 8 'situations'.

2. Group students in pairs. If you work 1:1 with a student, you will act as a game partner.

3. Give each pair of students a situation , with one student acting as student A and the other student as student B. Each student reads his/her own situation quietly and then asks partner questions about his/her situation and writes down the answers.

Target vocabulary : *add, equals, in total, altogether, verbs to have, to buy, to open, to need, food vocabulary.*

Target grammar*:* Present Simple (3rd person, singular), quantifiers (kilo of, bottle of), *how much/ how many* with countable and uncountable nouns (apples, oranges, pears, grapes, milk, flour, sugar, juice),

Types of interaction: 1:1, pair work in a group or a whole class setting.

Duration: 15-20 minutes, depending on students' English level.

Follow-up activity : students may devise a word problem themselves, using appropriate vocabulary.