Write the numbers as digits in the place-value table.

a) How many circles are in the diagram?

b) What is the total amount?

c) Nine hundred and thirty seven

d) $3 \times 100 + 1 \times 10 + 9 \times 1$

e) 6 hundreds + 8 tens + 3 units

Write these numbers as digits and list them in increasing order.

one thousand four hundred and eighteen, six hundred and five, ninety eight, five hundred and sixty, seven hundred and seventy seven

Write these numbers in the correct sets.

\{ 6, 10, 54, 109, 468, 893, 1000, 1302, 1517, 1999 \}

Study the numbers. Are the statements true or false? Write T or F in each box.

a) There is at least one number which is odd. T

b) All the numbers are even. F

c) None of the numbers is more than 1500. T

d) There are no whole tens. F

e) Not every number is odd. T
1. Fill in the missing numbers, then list them in decreasing order.

\[
\begin{align*}
8 \times 100 + 5 \times 10 &= 850 \\
3 \times 100 + 7 \times 1 &= 307 \\
8 \times 100 + 5 \times 1 &= 805 \\
3 \times 100 + 7 \times 10 &= 370 \\
1 \times 1000 + 6 \times 10 &= 1060 \\
1 \times 1000 + 8 \times 100 &= 1800 \\
1 \times 1000 + 6 \times 1 &= 1006 \\
1 \times 100 + 8 \times 10 &= 180 \\
\end{align*}
\]

1800 > 1060 > 1006 > 850 > 805 > 370 > 307 > 180

2. Fill in the missing numbers, then list them in increasing order.

\[
\begin{align*}
600 + 30 &= 630 \\
1000 + 500 + 4 &= 1504 \\
300 + 60 &= 360 \\
1000 + 40 + 5 &= 1045 \\
600 + 3 &= 603 \\
1000 + 900 + 1 &= 1901 \\
300 + 6 &= 306 \\
1000 + 90 + 1 &= 1091 \\
\end{align*}
\]

306 < 360 < 603 < 630 < 1045 < 1091 < 1504 < 1901

3. Write the whole numbers up to 1000 which have the sum of their digits as 3.

3, 12, 21, 30, 102, 111, 120, 201, 210, 300

4. Write the Roman numerals as Arabic numbers.

\[
\begin{align*}
a)\ CV &= 105 \\
b)\ CXXXIX &= 139 \\
c)\ CXLVIII &= 148 \\
d)\ DCLX &= 660 \\
e)\ CMIX &= 909 \\
f)\ MCMXCVIII &= 1998 \\
\end{align*}
\]

5. Write the numbers which have:

a) an even digit as their hundreds digit and 500 as their nearest ten.

495, 496, 497, 498, 499

b) an odd digit as their hundreds digit and 500 as their nearest ten.

500, 501, 502, 503, 504

c) the smallest even digit as their tens digit and 1010 as their nearest ten.

1005, 1006, 1007, 1008, 1009
The rule for the next term in the sequence is: \textit{3 times the previous term plus 2}.

a) Write the first six terms of the sequence if the first term is 2.
\[2, 8, 26, 80, 242, 728\]

b) Write the first six terms of the sequence if the first term is 3.
\[3, 11, 35, 107, 323, 971\]

2
Complete the tables.

a)
<table>
<thead>
<tr>
<th>Number</th>
<th>Next 10 smaller</th>
<th>Next 10 greater</th>
<th>Rounded to nearest 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>20</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>86</td>
<td>80</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>105</td>
<td>100</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>341</td>
<td>340</td>
<td>350</td>
<td>340</td>
</tr>
<tr>
<td>450</td>
<td>440</td>
<td>460</td>
<td>450</td>
</tr>
<tr>
<td>500</td>
<td>490</td>
<td>510</td>
<td>500</td>
</tr>
<tr>
<td>996</td>
<td>990</td>
<td>1000</td>
<td>1000</td>
</tr>
</tbody>
</table>

b)
<table>
<thead>
<tr>
<th>Number</th>
<th>Next 100 smaller</th>
<th>Next 100 greater</th>
<th>Rounded to nearest 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>20</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>86</td>
<td>80</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>105</td>
<td>100</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td>341</td>
<td>300</td>
<td>400</td>
<td>300</td>
</tr>
<tr>
<td>450</td>
<td>400</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>500</td>
<td>400</td>
<td>600</td>
<td>500</td>
</tr>
<tr>
<td>996</td>
<td>900</td>
<td>1000</td>
<td>1000</td>
</tr>
</tbody>
</table>

3
Mark the numbers with a dot and a letter on a suitable number line.

\[a = 205 \quad b = 640 \quad c = 432 \quad d = 278 \quad e = 486 \quad f = 1005\]
\[g = 490 \quad h = 250 \quad i = 1075 \quad j = 500 \quad k = 1200 \quad l = 455\]

4
Write the numbers in the set diagram.

<table>
<thead>
<tr>
<th>The number is divisible by 5</th>
<th>even</th>
<th>odd</th>
</tr>
</thead>
<tbody>
<tr>
<td>0, 60, 100, 1000, 900, 1780</td>
<td>5, 1215, 1605</td>
<td></td>
</tr>
</tbody>
</table>

| The number is not divisible by 5 | 352, 834, 78 | 909, 217, 13 |
1. Continue the pattern. Colour the correct part of the circles in the flow chart.

Start

1 2 3 4 5 6 7 8 9 10

Input

Divide it by 3

Ordinal number

Is there a remainder?

NO

YES

Is the remainder 1?

NO

YES

End

2. Continue the sequence using Roman numerals.
   a) XLVII, LXVII, LXXXVII, CVII, CXXVII, CXLVII, CLXVII (+20)
   b) CMI, DCCCI, DCCI, DCI, DI, CDI, CCCI, CCI, CI, I (–100)

3. Round the numbers. Complete the table.

<table>
<thead>
<tr>
<th>Number</th>
<th>Rounded to the nearest:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ten</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>172</td>
<td>170</td>
</tr>
<tr>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>999</td>
<td>1000</td>
</tr>
<tr>
<td>1050</td>
<td>1050</td>
</tr>
<tr>
<td>1846</td>
<td>1850</td>
</tr>
</tbody>
</table>

4. Write the meaning of each set label. Write another 3 numbers in each set.
   E.g:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>420</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>716</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>888</td>
<td>1600</td>
</tr>
<tr>
<td>D</td>
<td>235</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>851</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>999</td>
<td>1003</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>583</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>885</td>
<td>1427</td>
</tr>
</tbody>
</table>

A: 3-digit numbers
B: Not 3-digit numbers
C: Even numbers
D: Odd numbers
Write these numbers in words.

a) 3210  three thousand two hundred and ten
b) 7004  seven thousand and four
c) 2300  two thousand three hundred
d) 995   nine hundred and ninety five
e) 1068  one thousand and sixty eight

How many 3-digit numbers can you make from these digits?  5  6  1

a) Complete the tree diagrams.

b) List the numbers. 111, 115, 116, 151, 155, 156, 161, 165, 166, ...

27 numbers (order may vary)

Join up the equal values.

Continue the sequence.

a) 990, 885, 780, 675, 570, 465, 360, 255, 150, 45 ... (–105) ...

b) MMDXV, MMCCCLX, MMV, MDCCL, MCDXCV, MCCXL, CMLXXXV (–255)
1. Write your estimation in detail. Calculate the exact sum.
   a) \[263 + 526\]
      
      \[E: \begin{array}{c}
      260 \\
      + 530 \\
      \hline
      790
      \end{array}
      \]
      
      \[C: \begin{array}{c}
      263 \\
      + 526 \\
      \hline
      789
      \end{array}
      \]
   b) \[354 + 419\]
      
      \[E: \begin{array}{c}
      350 \\
      + 420 \\
      \hline
      770
      \end{array}
      \]
      
      \[C: \begin{array}{c}
      354 \\
      + 419 \\
      \hline
      773
      \end{array}
      \]
   c) \[475 + 53 + 419\]
      
      \[E: \begin{array}{c}
      480 \\
      + 50 \\
      + 420 \\
      \hline
      950
      \end{array}
      \]
      
      \[C: \begin{array}{c}
      475 \\
      + 53 \\
      + 419 \\
      \hline
      947
      \end{array}
      \]

2. How much money do we have left? Estimate, calculate and check the result.
   We had: \[100 \begin{array}{c}
   100 \\
   100 \\
   20 \\
   \end{array} \begin{array}{c}
   1 \\
   1 \\
   \end{array}\]
   We bought: \[100 \begin{array}{c}
   100 \\
   100 \\
   20 \\
   \end{array} \begin{array}{c}
   1 \\
   1 \\
   \end{array}\]
   
   \[E: \begin{array}{c}
   650 \\
   - 230 \\
   \hline
   420
   \end{array}
   \]
   
   \[C: \begin{array}{c}
   645 \\
   - 232 \\
   \hline
   413
   \end{array}
   \]
   
   \[\text{Check:} \begin{array}{c}
   413 \\
   + 232 \\
   \hline
   645
   \end{array}
   \]
   
   \[\text{Check:} \begin{array}{c}
   413 \\
   - 232 \\
   \hline
   181
   \end{array}
   \]
   
   \[\text{Check:} \begin{array}{c}
   645 \\
   232 \\
   \hline
   413
   \end{array}
   \]

3. What is the difference between 743 and 558? Estimate, calculate and check the result.
   \[E: \begin{array}{c}
   740 \\
   - 560 \\
   \hline
   180
   \end{array}
   \]
   
   \[C: \begin{array}{c}
   743 \\
   - 558 \\
   \hline
   185
   \end{array}
   \]
   
   \[\text{Check:} \begin{array}{c}
   185 \\
   + 558 \\
   \hline
   743
   \end{array}
   \]
   
   \[\text{Check:} \begin{array}{c}
   185 \\
   - 558 \\
   \hline
   743
   \end{array}
   \]

4. Fill in the missing numbers and write above the arrows what they mean if \[\rightarrow \text{ means } +180 \text{ and } \leftarrow \text{ means } -75\]
   \[\begin{array}{ccccccc}
   4 & 6 & 5 & \text{+105} & 5 & 7 & 0 & \text{+105} & 6 & 7 & 5 & \text{+105} & 7 & 8 & 0 \\
   \end{array}
   \]
   
   \[\begin{array}{ccccccc}
   6 & 4 & 5 & \text{+105} & 7 & 5 & 0 & \text{+105} & 8 & 5 & 5 & \text{+105} & 9 & 6 & 0 \\
   \end{array}
   \]
1. Practise addition. Estimate the sum first by rounding numbers to the nearest 100.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>263 + 526</td>
<td>E: 800</td>
</tr>
<tr>
<td></td>
<td>+ 526</td>
<td>+ 493</td>
</tr>
<tr>
<td></td>
<td>789</td>
<td>667</td>
</tr>
<tr>
<td>b)</td>
<td>493 + 174</td>
<td>E: 700</td>
</tr>
<tr>
<td></td>
<td>+ 174</td>
<td>+ 426</td>
</tr>
<tr>
<td></td>
<td>704</td>
<td>704</td>
</tr>
<tr>
<td>c)</td>
<td>278 + 426</td>
<td>E: 700</td>
</tr>
<tr>
<td></td>
<td>+ 426</td>
<td>+ 426</td>
</tr>
<tr>
<td></td>
<td>704</td>
<td>704</td>
</tr>
</tbody>
</table>

2. Practise subtraction. Estimate the difference first by rounding numbers to the nearest 100. Check your result in two ways.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>978 – 426</td>
<td>Check:</td>
</tr>
<tr>
<td></td>
<td>E: 600</td>
<td>C:</td>
</tr>
<tr>
<td></td>
<td>800</td>
<td>552</td>
</tr>
<tr>
<td></td>
<td>380</td>
<td>426</td>
</tr>
<tr>
<td>b)</td>
<td>803 – 576</td>
<td>Check:</td>
</tr>
<tr>
<td></td>
<td>E: 200</td>
<td>C:</td>
</tr>
<tr>
<td></td>
<td>600</td>
<td>227</td>
</tr>
<tr>
<td></td>
<td>373</td>
<td>576</td>
</tr>
</tbody>
</table>

3. Complete the additions and subtractions.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>+ 436</td>
<td>1074</td>
</tr>
<tr>
<td></td>
<td>+ 57</td>
<td>+ 74</td>
</tr>
<tr>
<td></td>
<td>605</td>
<td>173</td>
</tr>
<tr>
<td>b)</td>
<td>348</td>
<td>1074</td>
</tr>
<tr>
<td></td>
<td>+ 257</td>
<td>+ 74</td>
</tr>
<tr>
<td></td>
<td>605</td>
<td>173</td>
</tr>
<tr>
<td>c)</td>
<td>915</td>
<td>487</td>
</tr>
<tr>
<td></td>
<td>– 742</td>
<td>– 487</td>
</tr>
<tr>
<td></td>
<td>173</td>
<td>653</td>
</tr>
<tr>
<td>d)</td>
<td>1140</td>
<td>487</td>
</tr>
<tr>
<td></td>
<td>– 487</td>
<td>– 487</td>
</tr>
<tr>
<td></td>
<td>653</td>
<td>653</td>
</tr>
</tbody>
</table>

4. I thought of a number, then added 900.
   The result was a whole number less than 1000.

Write ✓ if you think the statement is true and ✗ if you think it is false.

a) The number I first thought of must be less than 100. ✓
b) The number I first thought of must be less than 99. ✗
c) The number I first thought of could be equal to 99. ✓
d) The number I first thought of cannot be more than 99. ✓
e) The number I first thought of could be equal to 10. ✓
f) The number I first thought of cannot be 100. ✓
1. The sum of any two adjacent numbers is the number directly above them. Fill in the missing numbers.

\[
\begin{array}{cccc}
1000 & 615 & 385 & b) 2000 \\
325 & 290 & 95 & 600 & 1400 \\
90 & 235 & 55 & 40 & 200 & 400 & 1000 \\
\end{array}
\]

2. Fill in the missing numbers.

\[
\begin{align*}
a) & \ 30 + 120 + 120 = \ 270 \\
& \ 200 + 150 - 130 = \ 220 \\
& \ 110 + 30 + 110 = \ 250 \\
& \ 340 - 240 + 140 = \ 240 \\
b) & \ 260 - 120 + 50 = \ 190 \\
& \ 110 + 150 - 100 = \ 160 \\
& \ 30 + 230 - 40 = \ 220 \\
& \ 180 - 40 + 110 = \ 250 \\
\end{align*}
\]

3. Do the additions and subtractions. Look for connections between them.

\[
\begin{align*}
a) & \ 25 + 40 = \ 65 \\
& \ 725 + 40 = \ 765 \\
& \ 725 + 140 = \ 865 \\
b) & \ 58 - 40 = \ 18 \\
& \ 658 - 40 = \ 618 \\
& \ 658 - 240 = \ 418 \\
c) & \ 60 + 17 = \ 77 \\
& \ 60 + 317 = \ 377 \\
& \ 460 + 317 = \ 777 \\
d) & \ 93 - 63 = \ 30 \\
& \ 393 - 63 = \ 330 \\
& \ 393 - 363 = \ 30 \\
\end{align*}
\]

4. Underline the important data. Write a plan, estimate, calculate and check your result. Write the answer in a sentence. Do the work in your exercise book.

a) There were 348 boys and 316 girls at a summer camp. How many children were at the camp altogether? \( E: 350 + 320 = 670 \)

\( 348 + 316 = 664 \) There were 664 children at the camp.

b) 417 children were taking part in a concert. If 188 of them were girls, how many boys were there? \( E: 420 - 190 = 230 \)

\( 417 - 188 = 229 \) 229 boys took part in the concert.

c) In an obstacle race, the number of girls taking part was 43 less than the number of boys. If 227 boys took part, how many girls were in the race? \( E: 230 - 40 = 190 \)

\( 227 - 43 = 184 \) 184 girls were in the race.

d) 234 girls took part in a treasure hunt. Eve came second. The number of girls taking part was 109 less than the number of boys. How many boys took part? \( E: 230 + 110 = 340 \)

\( 234 + 109 = 343 \) (boys took part) \( E: 340 + 230 = 570 \)

\( 234 + 234 + 109 = 577 \) (total)

Eve came second. The number of girls taking part was 109 less than the number of boys. How many boys took part? \( E: 230 + 110 = 340 \)

\( 234 + 109 = 343 \) (boys took part) \( E: 340 + 230 = 570 \)

\( 234 + 234 + 109 = 577 \) (total)

e) One morning, there were 664 children on the beach. 385 of them went home for lunch. How many children remained on the beach? \( E: 660 - 390 = 270 \)

\( 664 - 385 = 279 \) (remained)
Complete the table using the rule given.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>a + b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>648</td>
<td>342</td>
<td>990</td>
</tr>
<tr>
<td>2</td>
<td>563</td>
<td>204</td>
<td>767</td>
</tr>
<tr>
<td>3</td>
<td>437</td>
<td>548</td>
<td>985</td>
</tr>
<tr>
<td>4</td>
<td>343</td>
<td>285</td>
<td>628</td>
</tr>
<tr>
<td>5</td>
<td>847</td>
<td>51</td>
<td>898</td>
</tr>
<tr>
<td>6</td>
<td>358</td>
<td>561</td>
<td>919</td>
</tr>
<tr>
<td>7</td>
<td>1345</td>
<td>284</td>
<td>1629</td>
</tr>
<tr>
<td>8</td>
<td>734</td>
<td>814</td>
<td>1548</td>
</tr>
</tbody>
</table>

Complete the table using the rule given.

<table>
<thead>
<tr>
<th></th>
<th>x</th>
<th>y</th>
<th>x – y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>674</td>
<td>261</td>
<td>413</td>
</tr>
<tr>
<td>2</td>
<td>452</td>
<td>309</td>
<td>143</td>
</tr>
<tr>
<td>3</td>
<td>548</td>
<td>437</td>
<td>111</td>
</tr>
<tr>
<td>4</td>
<td>343</td>
<td>285</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>847</td>
<td>51</td>
<td>796</td>
</tr>
<tr>
<td>6</td>
<td>919</td>
<td>561</td>
<td>358</td>
</tr>
<tr>
<td>7</td>
<td>1629</td>
<td>140</td>
<td>284</td>
</tr>
<tr>
<td>8</td>
<td>1548</td>
<td>140</td>
<td>814</td>
</tr>
</tbody>
</table>

Draw arrows pointing towards the multiples.

(Positive whole numbers are multiples of themselves.)

Underline the data. Write a plan, estimate, calculate and check your result. Write the answer in a sentence. Do the work in your exercise book.

a) Ann has £716 and Barry has £285 less. How much money does Barry have? How much money do Ann and Barry have altogether?

*E: £700 – £300 = £400    £716 – £285 = £431 (Barry)*

How much money do Ann and Barry have altogether?

*E: £700 + £400 = £1100    £716 + £431 = £1147 (altogether)*

b) Ann has £716 and Sarah has £285 more. How much does Sarah have? How much do Ann and Sarah have altogether?

*E: £700 + £300 = £1000    £716 + £285 = £1001 (Sarah)*

How much do Ann and Sarah have altogether?

*E: £700 + £700 + £300 = £1700    £716 + £1001 = £1717 (altogether)*

c) Ann has £716, which is £285 less than Tom has. How much does Tom have? How much do Ann and Tom have altogether?

*E: £700 + £300 = £1000    £716 + £285 = £1001 (Tom)*

How much do Ann and Tom have altogether?

*E: £700 + £700 + £300 = £1700    £716 + £1001 = £1717 (altogether)*

d) Ann has £716, which is £285 more than Suzy has. How much does Suzy have? How much do Ann and Suzy have altogether?

*E: £700 – £300 = £400    £716 – £285 = £431 (Suzy)*

How much do Ann and Suzy have altogether?

*E: £700 + £400 = £1100    £716 + £431 = £1147 (altogether)*

e) Ted has £761 and Sam has £285. How much money should Ted give to Sam so that they both have the same amount?

*E: £800 + £300 = £1100;  £1100 ÷ 2 = £550;  £550 – £300 = £250    £761 + £285 = £1046 (in total);  £1046 ÷ 2 = £523 (final amount each)*

*E: £761 – £523 = £238 (Ted gives Sam) (They now have £523 each)*

Fill in the missing digits.

<p>| | | | | | | | |</p>
<table>
<thead>
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<td>c</td>
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</tbody>
</table>

Page 9
1 Practise addition and subtraction.

   a) 653 + 25 = 678  b)  200 – 25 = 175  c)  109 + 9 = 118
   394 + 37 = 431  645 – 40 = 605  376 + 33 = 409
   116 + 93 = 209  749 – 550 = 199  900 – 542 = 358
   1010 + 29 = 1039  210 – 82 = 128  1550 – 440 = 1110

2 Fill in the missing numbers and signs.

   a)  695  +  50  + 9  645  + 59  +  9  704
   b)  866  – 40  – 307  826  – 347  – 519
       859  +  7  859  + 340

3 Practise multiplication.

   a)  40 × 3 = 120  b)  70 × 7 = 490  c)  20 × 8 = 160
   2 × 70 = 140  3 × 90 = 270  400 × 0 = 0
   61 × 8 = 488  26 × 4 = 104  30 × 10 = 300
   25 × 6 = 150  91 × 9 = 819  100 × 10 = 1000
   17 × 4 = 68  85 × 5 = 425  110 × 11 = 1210

4 Complete the table. Write the rule in different ways.

   |   | 840 | 360 | 690 | 1224 | 749 | 816 | 1535 | 0   
---|----|----|----|-----|-----|-----|-----|-----|-----|
   | a  | 20 | 10 | 30 | 12  | 7   | 1   | 5    | 25  |
---|----|----|----|-----|-----|-----|-----|-----|-----|
   | b  | 42 | 36 | 23 | 102 | 107 | 816 | 307  | 0   |
   | c  | 840| 360| 690| 1224| 749 | 816 | 1535 | 0   |

   a = b × c  b = a ÷ c  c = a ÷ b

   except when c = 0

5 David had a large box of sweets. He gave 15 sweets to each of his 6 friends and had 25 sweets left. How many sweets were in the box before David opened it?

   115 sweets
1. Calculate the products. Look for relationships.
   a) \(4 \times 5 = 20\)  \(40 \times 5 = 200\)  \(4 \times 50 = 200\)  \(4 \times 500 = 2000\)
   b) \(3 \times 6 = 18\)  \(30 \times 6 = 180\)  \(3 \times 60 = 180\)  \(3 \times 600 = 1800\)
   c) \(4 \times 4 = 16\)  \(40 \times 4 = 160\)  \(4 \times 40 = 160\)  \(4 \times 400 = 1600\)

2. Calculate the quotients. Look for relationships.
   a) \(12 \div 4 = 3\)  \(120 \div 40 = 3\)  \(20 \div 5 = 4\)  \(200 \div 50 = 4\)
   b) \(120 \div 4 = 30\)  \(1200 \div 40 = 30\)  \(200 \div 5 = 40\)  \(2000 \div 50 = 40\)
   c) \(1200 \div 4 = 300\)  \(1200 \div 400 = 3\)  \(2000 \div 5 = 400\)  \(2000 \div 500 = 4\)

3. Calculate the products. Look for relationships.
   a) \(3 \times 100 = 300\)  \(100 \times 7 = 700\)  \(200 \times 4 = 800\)
   b) \(3 \times 40 = 120\)  \(30 \times 7 = 210\)  \(80 \times 4 = 320\)
   c) \(3 \times 140 = 420\)  \(130 \times 7 = 910\)  \(280 \times 4 = 1120\)
   d) \(3 \times 12 = 36\)  \(6 \times 13 = 78\)  \(7 \times 14 = 98\)
   e) \(6 \times 13 = 78\)  \(7 \times 14 = 98\)
   f) \(60 \times 13 = 780\)  \(70 \times 14 = 980\)

4. Underline the data. Write a plan. Estimate, calculate and check the result in your exercise book. Write the answer as a sentence.
   a) A box of apples weighs about 28 kg. How much do 30 boxes of apples weigh?
      Answer: \(E: 30 \times 30 = 900 \ldots 28 \times 30 = 840\)  \(\ldots\)  
      Ans: 30 boxes of apples weigh about 840 kg.
   b) How much is the cost of 8 kg of pears if 1 kg costs £1.90?
      Answer: \(E: 8 \times £2 = £16 \ldots 8 \times £1.90 = £15.20\)  \(\ldots\)  
      Ans: 8 kg of pears cost £15.20.

5. Write a plan for each question.
   a) 6 children collected 120 kg of chestnuts. They share them equally. How many kg of chestnuts does each child get?
      \(\ldots\)
   b) At the market, they are packing fruit into boxes, 30 kg per box. They have 900 kg of fruit. How many boxes will they need?
      \(\ldots\)
1. Fill in the numbers which are missing from the multiplication table.

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<td>90</td>
<td>100</td>
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</table>

2. Do the calculations in the correct order.

a) \(60 + 20 \times 2 = 100\)  

b) \(15 + 30 \div 3 = 25\)

\((60 + 20) \times 2 = 160\)  

\((15 + 30) \div 3 = 15\)

\(60 \times 2 + 20 = 140\)  

\(15 \div 3 + 30 = 35\)

\(60 \times 2 + 20 \times 2 = 160\)  

\(15 \div 3 + 30 \div 3 = 15\)

3. Complete the tables. Write the rules in different ways.

a) \[\begin{array}{c|ccccccccc}
   a & 4 & 150 & 632 & 111 & 604 & 704 & 635 & 246 & 362 \\
   b & 354 & 500 & 982 & 461 & 954 & 704 & 1054 & 985 & 596 & 712 \\
\end{array}\]

\[a = b - 350\]  

\[b = a + 350\]

b) \[\begin{array}{c|ccccccccc}
   x & 20 & 15 & 200 & 111 & 50 & 180 & 150 & 99 & 120 & 100 \\
   y & 140 & 105 & 1400 & 777 & 350 & 1260 & 1050 & 693 & 840 & 700 \\
\end{array}\]

\[x = y \div 7\]  

\[y = x \times 7\]

c) \[\begin{array}{c|cccccccc}
   u & 888 & 346 & 1 & 551 & 581 & 500 & 968 & 273 \\
   v & 112 & 654 & 999 & 449 & 419 & 500 & 32 & 727 & 660 & -1 \\
\end{array}\]

\[u = 1000 - v\]  

\[v = 1000 - u\]

d) \[\begin{array}{c|cccccccc}
   m & 2 & 40 & 10 & 800 & 200 & 5 & 8 & 50 & 25 & 800 \\
   n & 400 & 20 & 80 & 1 & 4 & 160 & 100 & 16 & 32 & 1 \\
\end{array}\]

\[m = 800 \div n\]  

\[n = 800 \div m\]
Do the calculations in the correct order.

a) \(2 \times 400 - 258 = \boxed{542}\)  
b) \(3 \times 140 - 130 = \boxed{290}\)  

c) \(7 \times 80 + 258 = \boxed{818}\)  
d) \(220 + 4 \times 90 = \boxed{580}\)  

e) \(912 - 5 \times 50 = \boxed{662}\)  
f) \(595 - 6 \times 70 = \boxed{175}\)  

Do the calculations in the correct order.

a) \(640 \div 8 + 379 = \boxed{459}\)  
b) \(580 + 420 \div 6 = \boxed{650}\)  

c) \(910 - 480 \div 8 = \boxed{850}\)  
d) \(1052 - 492 \div 7 = \boxed{80}\)  

e) \(810 \div 9 - 34 = \boxed{56}\)  
f) \(1200 \div (9 - 5) = \boxed{300}\)  

Underline the data. Make a plan. Estimate, calculate and write the answer.

a) George has 324 stamps and Rita has 3 times as many as George. How many stamps does Rita have?  
   Plan: \(324 \times 3\)  
   \(E: 320 \times 3 = 960\)  
   \(324 \times 3 = 972\)  
   Rita has 972 stamps.

b) Helen has 324 postcards, which is 3 times as many as Mary has. How many postcards does Mary have?  
   Plan: \(324 \div 3\)  
   \(E: 300 \div 3 = 100\)  
   \(324 \div 3 = 108\)  
   Mary has 108 postcards.

c) Steve has 324 marbles, which is a quarter of the number of marbles that Jack has. How many marbles does Jack have?  
   Plan: \(324 \times 4\)  
   \(E: 320 \times 4 = 1280\)  
   \(324 \times 4 = 1296\)  
   Jack has 1296 marbles.

d) Johnny has 324 football cards and Mike has 1 quarter of that number. How many football cards does Mike have?  
   Plan: Find one quarter of 324 (Mike) and then add this to 324 to find total number.  
   \(E: 320 \div 4 = 80\)  
   \(324 \div 4 = 81\)  
   Mike has 81 football cards.  
   \(324 + 81 = 405\). They have 405 football cards altogether.

e) Charlie has £324. How many matchbox cars can he buy with this money if each car costs £9? How much money would he have left?  
   Plan: £324 \(\div 9\) gives number of cars. The remainder is the money Charlie has left.  
   \(E: 320 \div 10 = 32\)  
   \(324 \div 9 = 36\)  
   Charlie can buy 36 matchbox cars. There is no money left.
1. Estimate the product first, then do the multiplication.

(a)  
\[
\begin{array}{c}
E: 420 \\
73 \times 6 \\
438
\end{array}
\quad \begin{array}{c}
E: 450 \\
146 \times 3 \\
438
\end{array}
\quad \begin{array}{c}
E: 750 \\
246 \times 3 \\
738
\end{array}
\quad \begin{array}{c}
E: 1050 \\
346 \times 3 \\
1038
\end{array}
\]

(b)  
\[
\begin{array}{c}
E: 400 \\
47 \times 8 \\
376
\end{array}
\quad \begin{array}{c}
E: 450 \\
147 \times 3 \\
441
\end{array}
\quad \begin{array}{c}
E: 900 \\
147 \times 6 \\
882
\end{array}
\quad \begin{array}{c}
E: 750 \\
247 \times 3 \\
741
\end{array}
\]

2. Estimate the quotient first, then do the division. Check with multiplication.

(a)  
\[
\begin{array}{c}
E: 200 \\
HTU
212
4848
-\ 8
\ 04
-\ 4
\ 08
-\ 8
\ 0
\end{array}
\quad \begin{array}{c}
E: 140 \\
HTU
134
5670
-\ 5
\ 17
-\ 15
\ 20
-\ 20
\ 0
\end{array}
\quad \begin{array}{c}
E: 125 \\
HTU
122
8976
-\ 8
\ 17
-\ 16
\ 16
\ 16
\ 0
\end{array}
\]

Check:  
\[
\begin{array}{c}
HTU
212 \times 4
848
\end{array}
\quad \begin{array}{c}
HTU
134 \times 5
670
\end{array}
\quad \begin{array}{c}
HTU
122 \times 8
976
\end{array}
\]

3. Underline the data. Make a plan. Estimate, calculate and write the answer.

(a) Lisa had collected 516 shells. She gave 1 quarter of the shells to Alice and 1 third of them to Julie. How many shells did Lisa have left?

\[
\begin{align*}
\text{Plan:} & \ 516 \div 4 \rightarrow \text{shells for Alice} \quad 516 \div 3 \rightarrow \text{shells for Julie} \\
& 516 – (\text{Alice} + \text{Julie}) \rightarrow \text{number of shells Lisa had left.} \\
E: & \ 500 \div 4 = 125; \quad 500 \div 3 = 167; \quad 500 – (125 + 167) = 200 \\
& 516 \div 4 = 129 \\
& 516 \div 3 = 172 \\
& 516 – (129 + 172) = 215 \\
& \text{Lisa had 215 shells left.}
\end{align*}
\]

(b) Darren bought 5 pairs of sports socks for £7.75. Jamie bought 6 pairs of the same kind of socks. How much did Jamie pay?

\[
\begin{align*}
\text{Plan:} & \ \text{One pair of socks cost £7.75} \div 5 \quad \text{Jamie paid} \ 6 \times \text{cost of one pair.} \\
E: & \ 10 \div 5 = 2; \quad 6 \times 2 = 12 \\
& 7.75 \div 5 = 1.55 \\
& 6 \times 1.55 = 9.30 \\
& \text{Jamie paid £9.30.}
\end{align*}
\]
Write the whole numbers up to 1000 which have 4 as the sum of their digits.

4, 13, 22, 31, 40, 103, 112, 121, 130, 202, 211, 220, 301, 310, 400

Study the numbers. Are the statements true or false? Write T or F in each box.

a) All the even numbers are multiples of 4. F
b) All the odd numbers are divisible by 9. T

c) There are no whole tens. F
d) All the odd numbers divisible by 5 have 5 as the units digit. T

Write these numbers in the correct set.

<table>
<thead>
<tr>
<th>The number is divisible by 9</th>
<th>even</th>
<th>odd</th>
</tr>
</thead>
<tbody>
<tr>
<td>0, 450, 900</td>
<td>9, 99, 207, 63, 2007</td>
<td></td>
</tr>
</tbody>
</table>

| not divisible by 9          | 6, 160, 60, 20 | 103, 49, 669 |

Fill in the missing digits.

a) 267 + 352 = 619
b) 293 + 782 = 1075
c) 988 - 436 = 552
d) 851 - 363 = 488

Join up the equal values.

45 + 75 × 3
Half of 2430
1645 + 560 ÷ 8
324 ÷ 3 + 892
770 ÷ 7 × 5
(1324 - 423) × 2
(328 - 139) ÷ 9
1Th + 8T + 2U
1. Calculate the quotient and the remainder. Check with multiplication.

   a) \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   1 & 0 & 7 \\
   - & 6 & 4 \\
   \hline
   5 & & 7 \\
   \end{array}
   \]

   b) \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   1 & 2 & 4 \\
   - & 7 & 1 \\
   \hline
   4 & & 4 \\
   \end{array}
   \]

   c) \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   2 & 3 & 7 \\
   - & 8 & 9 \\
   \hline
   0 & & 8 \\
   \end{array}
   \]

   Check:
   \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   1 & 0 & 7 \times 6 \\
   \hline
   6 & 4 & 2 \\
   + 5 \\
   \hline
   6 & 4 & 7 \\
   \end{array}
   \]

   \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   1 & 2 & 4 \times 7 \\
   \hline
   8 & 6 & 8 \\
   + 4 \\
   \hline
   8 & 7 & 2 \\
   \end{array}
   \]

   \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   2 & 3 & 7 \times 4 \\
   \hline
   9 & 4 & 8 \\
   + 1 \\
   \hline
   9 & 4 & 9 \\
   \end{array}
   \]

2. Is 642 divisible by these numbers? Do the calculations, then write YES or NO.
   a) 3 \... Yes \... b) 4 \... No \... c) 6 \... Yes \... d) 9 \... No \...

   a) \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   2 & 1 & 4 \\
   - & 6 & 4 \\
   \hline
   0 & 2 \\
   \end{array}
   \]

   b) \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   1 & 6 & 0 \times 3 \\
   \hline
   4 & 6 & 2 \\
   - 4 \\
   \hline
   0 \\
   \end{array}
   \]

   c) \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   1 & 0 & 7 \\
   - & 6 & 4 \\
   \hline
   4 & 2 \\
   \end{array}
   \]

   d) \[
   \begin{array}{c|c|c|c}
   \text{H} & \text{T} & \text{U} \\
   \hline
   7 & 1 & 2 \\
   - & 6 & 3 \\
   \hline
   0 & 3 \\
   \end{array}
   \]

3. Do the calculations in your exercise book. Write the answers in the boxes.

   a) Which number is three times as much as 264? \[792\]

   b) Three times a number is 264. What is the number? \[88\]

   c) Which number is 1 third of 426? \[142\]

   d) One third of a number is 426. What is the number? \[1278\]

4. Write 2-digit numbers which have a remainder of 6 after dividing by 7.
   13, 20, 27, 34, 41, 48, 55, 62, 69, 76, 83, 90, 97
The area of a rectangle is 360 unit squares. How long is the other side if one side is:

a) 5 units  
    $72 \text{ units}$  

b) 12 units  
    $30 \text{ units}$  

c) 8 units  
    $45 \text{ units}$  

Calculate the perimeter of each rectangle.

a) $P = 2 \times (5 + 72) = 2 \times 77 = 154 \text{ (units)}$

b) $P = 2 \times (12 + 30) = 2 \times 42 = 84 \text{ (units)}$

c) $P = 2 \times (8 + 45) = 2 \times 53 = 106 \text{ (units)}$

Practise division.

a) $116 \div 7 = 16 \text{ r } 4$

b) $68 \div 4 = 17 \text{ r } 2$

c) $56 \div 6 = 9 \text{ r } 2$

d) $31 \div 3 = 10 \text{ r } 1$

Practise division.

a) $82 \div 9 = 9 \text{ r } 1$

b) $83 \div 9 = 9 \text{ r } 2$

c) $71 \div 9 = 7 \text{ r } 8$

d) $93 \div 9 = 10 \text{ r } 3$

Do the calculations and write the answers in your exercise book.

a) A floor tile is 205 mm wide. How wide is the utility room if 9 tiles laid end to end are needed for each row? $9 \times 205 \text{ mm} = 1845 \text{ mm}$

The utility room is 1 m 84 cm 5 mm wide.

b) 4 sacks of wheat weigh 304 kg altogether. How much wheat, on average, is in each sack? $304 \div 4 = 76$

On average, there is 76 kg of wheat in each sack.

c) Study the diagram. Make up a question about it.

E.g. If Sam walks at a steady speed and takes 7 minutes to cover 420 m, how far did Sam walk in the first minute?

$7 \text{ minutes to cover } 420 \text{ m} \implies 1 \text{ minute to cover } 420 \text{ m} \div 7 = 60 \text{ m}$
Which numbers can be written instead of the letters?

1. \(157 \times 3 + a = 196 + 285\)  
   \[a = 10\]

2. \(b + 136 \times 2 = 640 \div 8 + 292\)  
   \[b = 100\]

3. \(376 + 287 \leq c - 126 \leq 134 \times 5\)  
   \[c: 789, 790, \ldots, 796\]

4. \(364 \div 7 + 100 < 160 - d < 55 \times 3 - 8\)  
   \[d: 7, 6, 5, 4\]

---

One quarter of a path has already been paved. How much has been done if the whole path is 792 m long?

Plan: \(792 \div 4\)

Calculation: 
\[
\begin{array}{c}
198 \\
792 \times 4 \\
\hline
792 \\
4 \\
- 3 \\
- 3 \\
\end{array}
\]

Check: 
\[
\begin{array}{c}
198 \\
198 \times 4 \\
\hline
792 \\
- 4 \\
\end{array}
\]

Estimation: 800 m ÷ 4 = 200 m

Answer: 198 m has been paved.

---

Pete can cycle 4 m in one second. How long will it take Pete to cycle:

a) 760 m

\[
\begin{align*}
760 \div 4 & = 400 \div 4 + 360 \div 4 \\
& = 100 + 90 \\
& = 190
\end{align*}
\]

Pete will cycle 760 m in 190 seconds.

b) 380 m

\[
\begin{align*}
380 \div 4 & = 360 \div 4 + 20 \div 4 \\
& = 90 + 5 \\
& = 95
\end{align*}
\]

Pete will cycle 380 m in 95 seconds.

c) 1520 m

\[
\begin{align*}
1520 \div 4 & = 1200 \div 4 + 320 \div 4 \\
& = 300 + 80 \\
& = 380
\end{align*}
\]

Pete will cycle 1520 m in 380 seconds.

---

Fill in the missing numbers and signs.

a) \(708 \div 2 = 354 \div 3 = 118\)

b) \(698 = 139 \times 5 + 3\)

\[\div 6\]
1 Write the numbers from 200 to 220 in the correct column in the table. Draw dots on the graph to show the remainders.

<table>
<thead>
<tr>
<th>Remainder after dividing by 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>200 201 202 203 204</td>
</tr>
<tr>
<td>205 206 207 208 209</td>
</tr>
<tr>
<td>210 211 212 213 214</td>
</tr>
<tr>
<td>215 216 217 218 219</td>
</tr>
<tr>
<td>220</td>
</tr>
</tbody>
</table>

2 Helen had 952 stamps. She gave 278 stamps to Sam.
   a) How many stamps did Helen have left? Complete the calculation.
   b) How many stamps would she have left if she had at first
      i) 200 stamps less  ii) 100 stamps more? Fill in the numbers.

3 Fill in the missing numbers.
   a) \[
   \begin{array}{c}
   4 \quad 9 \quad 6 \\
   + \quad 2 \quad 8 \quad 1 \\
   \hline
   7 \quad 7 \quad 7 \\
   \end{array}
   \quad \begin{array}{c}
   3 \quad 4 \\
   + \quad 3 \quad 8 \quad 1 \\
   \hline
   4 \quad 1 \quad 5 \\
   \end{array}
   \quad \begin{array}{c}
   8 \quad 3 \quad 4 \\
   - \quad 5 \quad 0 \quad 5 \\
   \hline
   3 \quad 2 \quad 9 \\
   \end{array}
   \quad \begin{array}{c}
   9 \quad 4 \quad 4 \\
   - \quad 8 \quad 4 \quad 1 \\
   \hline
   1 \quad 0 \quad 3 \\
   \end{array}
   \]

   b) \[
   \begin{array}{c}
   2 \quad 3 \quad 3 \times \boxed{6} \\
   1 \quad 3 \quad 9 \quad 8 \\
   \end{array}
   \quad \begin{array}{c}
   1 \quad 2 \quad 7 \times \boxed{4} \\
   5 \quad 0 \quad 8 \\
   \end{array}
   \quad 1400 = \boxed{233} \times \boxed{6} + \boxed{2}
   \quad 511 = \boxed{127} \times \boxed{4} + \boxed{3}
   \]

4 3 pupils can do 108 multiplications in 3 hours. If all the pupils calculate at the same speed, how many calculations can be done by:
   a) 6 pupils in 3 hours \[\boxed{216}\]  b) 3 pupils in 6 hours \[\boxed{216}\]
   c) 6 pupils in 6 hours \[\boxed{432}\]  d) 6 pupils in 9 hours \[\boxed{648}\]
   e) 9 pupils in 9 hours \[\boxed{972}\]  f) 3 pupils in 90 minutes \[\boxed{54}\]
   g) 6 pupils in 90 minutes \[\boxed{108}\]  h) 9 pupils in 90 minutes \[\boxed{162}\]
   i) 1 pupil in 3 hours \[\boxed{36}\]  j) 1 pupil in 1 hour? \[\boxed{12}\]
1. Do the calculations in your exercise book. Write the answers in the boxes.

   a) Which number is four times as much as 164? 656
   b) Four times a number is 164. What is the number? 41
   c) Which number is 1 quarter of 456? 114
   d) One quarter of a number is 456. What is the number? 1824

2. Complete the tables. Write the rules in different ways.

   a) $\begin{array}{|c|c|c|c|c|c|c|c|c|}
   \hline
   a & 5 & 120 & 78 & 25 & 140 & 12 & 45 & 240 & 199 & 182 \\
   \hline
   b & 235 & 120 & 162 & 215 & 100 & 228 & 195 & 0 & 41 & 58 \\
   \hline
   \end{array}$

   $a = 240 - b$  
   $b = 240 - a$

   b) $\begin{array}{|c|c|c|c|c|c|c|c|c|}
   \hline
   x & 7 & 2 & 100 & 5 & 20 & 0 & 4 & 9 & 5 & 70 \\
   \hline
   y & 49 & 14 & 700 & 35 & 140 & 0 & 28 & 63 & 35 & 490 \\
   \hline
   \end{array}$

   $x = y \div 7$  
   $y = 7x (7 \times x)$

   c) $\begin{array}{|c|c|c|c|c|c|c|c|c|c|c|}
   \hline
   u & 5 & 20 & 50 & 10 & 25 & 100 & 4 & 200 & 40 & 1 \\
   \hline
   v & 40 & 10 & 4 & 20 & 8 & 2 & 50 & 1 & 5 & 200 \\
   \hline
   \end{array}$

   $u = 200 \div v$  
   $v = 200 \div u$

   d) $\begin{array}{|c|c|c|c|c|c|c|c|c|c|c|}
   \hline
   m & 725 & 40 & 1205 & 75 & 600 & 1000 & 999 & 1 & 1850 & 1901 \\
   \hline
   n & 1275 & 1960 & 795 & 1925 & 1400 & 1000 & 1001 & 1999 & 150 & 99 \\
   \hline
   \end{array}$

   $m = 2000 - n$  
   $n = 2000 - m$

3. List the positive whole numbers which make the inequalities true.

   a) $10 \times 100 < \boxed{\ldots} < 201 \times 5$  
   $\boxed{\ldots} : \ldots 1001, 1002, 1003, 1004$

   b) $125 \div 5 \leq \boxed{\ldots} < 210 \div 7$  
   $\boxed{\ldots} : \ldots 25, 26, 27, 28, 29$

   c) $4 \times 60 - 4 \times 58 \geq \boxed{\ldots}$  
   $\boxed{\ldots} : \ldots 1, 2, 3, 4, 5, 6, 7$

   d) $30 \times 10 \leq \boxed{\ldots} \leq 912 \div 3$  
   $\boxed{\ldots} : \ldots 301, 302, 303, 304$

4. A baker needs 7 eggs to make a cake. He has 150 eggs.
How many cakes can he bake and how many eggs will be left over?

   $\text{Answer: \ldots}$  
   The baker can make 21 cakes with 3 eggs left over.
1. Fill in the missing numbers and units.
   a) \(3 \text{ m } 35 \text{ cm} = \boxed{335} \text{ cm}\)
   b) \(5 \text{ m } 70 \text{ cm} = 570 \text{ cm}\)
   c) \(198 \text{ cm} = \boxed{1 \text{ m } 98 \text{ cm}}\)
   d) \(609 \text{ cm} = 6 \text{ m } 9 \text{ cm}\)
   e) \(8 \text{ cm } 4 \text{ mm} = \boxed{84} \text{ mm}\)
   f) \(1 \text{ m } 32 \text{ cm } 5 \text{ mm} = 1325 \text{ mm}\)
   g) \(1273 \text{ mm} = \boxed{1 \text{ m } 27 \text{ cm } 3 \text{ mm}}\)
   h) \(1905 \text{ mm} = \boxed{1 \text{ m } 90 \text{ cm } 5 \text{ mm}}\)

2. Fill in the missing numbers and units.
   a) \(3 \text{ litres } 42 \text{ cl} = \boxed{342} \text{ cl}\)
   b) \(6 \text{ litres } 58 \text{ cl} = 658 \text{ cl}\)
   c) \(824 \text{ cl} = \boxed{8 \text{ litres } 24 \text{ cl}}\)
   d) \(703 \text{ cl} = 7 \text{ litres } 3 \text{ cl}\)
   e) \(1 \text{ litre } 63 \text{ cl } 5 \text{ ml} = \boxed{1635} \text{ ml}\)
   f) \(1 \text{ litre } 4 \text{ cl } 8 \text{ ml} = 1048 \text{ ml}\)
   g) \(1546 \text{ ml} = \boxed{1 \text{ litre } 54 \text{ cl } 6 \text{ ml}}\)
   h) \(1038 \text{ ml} = \boxed{1 \text{ litre } 3 \text{ cl } 8 \text{ ml}}\)

3. Fill in the missing numbers and units.
   a) \(1 \text{ kg } 806 \text{ g} = \boxed{1806} \text{ g}\)
   b) \(1 \text{ kg } 257 \text{ g} = 1257 \text{ g}\)
   c) \(1300 \text{ g} = \boxed{1 \text{ kg } 300 \text{ g}}\)
   d) \(1604 \text{ g} = 1 \text{ kg } 604 \text{ g}\)
   e) \(1320 \text{ g} = \boxed{1 \text{ kg } 320 \text{ g}}\)
   f) \(1001 \text{ g} = \boxed{1 \text{ kg } 1 \text{ g}}\)
   g) \(1624 \text{ g} = \boxed{1 \text{ kg } 624 \text{ g}}\)
   h) \(1479 \text{ g} = 1 \text{ kg } \boxed{479} \text{ g}\)

4. Write plans and do the calculations in your exercise book. Fill in the answers.
   a) *Freddy Frog* jumped 120 cm 5 mm, then another 1 m 14 cm 3 mm. How far did he jump altogether? \(2 \text{ m } 34 \text{ cm } 8 \text{ mm}\)
   b) *Peter Pelican* drank 1 litre 143 ml of water and his son drank 210 ml less. How much water did his son drink? \(93 \text{ cl } 3 \text{ ml}\)
   c) If one egg weighs 60 g, what is the weight of 31 eggs? \(1 \text{ kg } 860 \text{ g}\)
   d) *Sammy Snail* takes 5 minutes to move 1950 mm. How far can he move in 1 minute? \(39 \text{ cm}\)
Join up the quantities to the tools you would use to measure them.

3 kg 480 g  5 hours 15 minutes  1 m 52 cm  34 cl

Join up the measures to the matching units.

metre  capacity  centilitre
kilogram  time  minute
litre  length  gram
centimetre  mass  day

Fill in the missing numbers and units.

a) 439 cm = 4 m 39 cm  12 m 6 cm = 1206 cm
b) 1831 mm = 1 m 83 mm  1 m 67 mm = 1067 mm
c) 1210 g = 1 kg 210 g  1 kg 340 g = 1340 g
  d) 1942 ml = 1 litre 942 ml  1 litre 86 ml = 1086 ml
  e) 11 minutes = 660 seconds  4 hrs 27 min = 267 min
  f) 372 seconds = 6 min 12 sec  10 min 40 sec = 640 sec
  g) January = 4 weeks 3 days  June = 4 weeks 2 days

Write in the missing numbers. (They need only be approximate.)

Today's date: .... (day) / .... (month) / ....... (year)
My height: ......... cm = .... m ..... cm
My weight: ............... Length of my step: ............
My age: .... years ..... months Length of my span: ........
I go to bed at: ............... Length of my foot: ........
I get up at: ............... I sleep for: ............ per day
Fill in the missing numbers.

a) \(1500 \text{ m} = \underline{1} \text{ km} \underline{500} \text{ m}\) \qquad \(1 \text{ km} 480 \text{ m} = \underline{1480} \text{ m}\)

b) \(1300 \text{ g} = \underline{1} \text{ kg} \underline{300} \text{ g}\) \qquad \(1 \text{ kg} 290 \text{ g} = \underline{1290} \text{ g}\)

c) \(1640 \text{ mm} = \underline{1} \text{ m} \underline{640} \text{ mm}\) \qquad \(1 \text{ m} 517 \text{ mm} = \underline{1517} \text{ mm}\)

d) \(1240 \text{ ml} = \underline{1} \text{ litres} \underline{240} \text{ ml}\) \qquad \(1 \text{ litre} 804 \text{ ml} = \underline{1804} \text{ ml}\)

e) \(640 \text{ minutes} = \underline{10} \text{ hrs} \underline{40} \text{ min}\) \qquad \(10 \text{ hrs} 56 \text{ min} = \underline{656} \text{ min}\)

f) \(90 \text{ days} = \underline{12} \text{ weeks} \underline{6} \text{ days}\) \qquad \(50 \text{ weeks} 6 \text{ days} = \underline{356} \text{ days}\)

---

\[\begin{align*}
\text{a)} & \quad 340 \text{ m} + 460 \text{ m} = 800 \text{ m} \\
\text{b)} & \quad 810 \text{ ml} + 190 \text{ ml} = 1000 \text{ ml} = 1 \text{ litre} \\
\text{c)} & \quad 157 \text{ g} + 243 \text{ g} = 400 \text{ g} \\
\end{align*}\]

\[\begin{align*}
\text{a)} & \quad 340 \text{ m} + 460 \text{ m} = 800 \text{ m} \\
\text{b)} & \quad 810 \text{ ml} + 190 \text{ ml} = 1000 \text{ ml} = 1 \text{ litre} \\
\text{c)} & \quad 157 \text{ g} + 243 \text{ g} = 400 \text{ g} \\
\end{align*}\]

---

Fill in the missing numbers to show how much time has passed.

a) \(7 \text{ hours} 45 \text{ min} \) to \(12 \text{ hours} 15 \text{ min} : \underline{4} \text{ hours} \underline{30} \text{ min}\)

b) \(15 \text{ hours} 30 \text{ min} \) to \(17 \text{ hours} 50 \text{ min} : \underline{2} \text{ hours} \underline{20} \text{ min}\)

c) \(6.30 \text{ am} \) to \(2.40 \text{ pm} : \underline{8} \text{ hours} \underline{10} \text{ min}\)

d) \(08 : 40 : 00 \) to \(15 : 10 : 00 : \underline{6} \text{ hours} \underline{30} \text{ min}\)

e) \(10 : 25 : 00 \) to \(14 : 40 : 00 \) \qquad 4 \text{ hours} 15 \text{ minutes}

f) \(2 : 10 : 00 \) to \(3 : 20 : 00 \) \qquad 1 \text{ hour} 10 \text{ minutes}
1. Write a plan. Do the calculation in your exercise book. Write the answer.

a) A ball bearing weighs 30 g. What is the weight of 451 ball bearings?
   
   **Plan:** \( 30 \text{ g} \times 451 \) ......... 
   **Answer:** \( 13 \text{ kg} \ 530 \text{ g} \) .........

b) A snail moves at a speed of 6 cm per minute. How far will it have gone after 3 hours 7 minutes?
   
   **Plan:** \( (3 \times 60 + 7) \times 6 \text{ cm} \) ......... 
   **Answer:** \( 11 \text{ m} \ 22 \text{ cm} \) .........

c) Grandma made 17 litres of tomato sauce and poured it into 70 cl bottles. How many bottles did she fill?
   
   **Plan:** \( (17 \times 100) \text{ cl} \div 70 \) ......... 
   **Answer:** \( .24 \text{ bottles} \) (20 cl of sauce was left.)

d) Mum bought 14 m 36 cm of material and made 4 tablecloths, all the same size. How much material did she use for each tablecloth?
   
   **Plan:** \( 14 \text{ m} \ 36 \text{ cm} \div 4 \) ......... 
   **Answer:** \( 3 \text{ m} \ 59 \text{ cm} \) .........

2. Write a plan. Do the calculations in your exercise book. Write the answer.

Mary had a length of ribbon which measured 9 m 24 cm.

She cut 4 pieces from it, each 124 cm long. What length of ribbon was left?

**Plan:** \( 9 \text{ m} \ 24 \text{ cm} \div 4 \times 124 \text{ cm} \) ......... 
**Answer:** \( 4 \text{ m} \ 28 \text{ cm} \) .........

3. A train travels at a speed of 20 m per second on average. Complete the tables.

a) | Journey time | Distance |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 seconds</td>
<td>600 m</td>
</tr>
<tr>
<td>1 minute</td>
<td>1200 m</td>
</tr>
<tr>
<td>1 and a half minutes</td>
<td>1800 m</td>
</tr>
<tr>
<td>50 seconds</td>
<td>1000 m</td>
</tr>
<tr>
<td>45 seconds</td>
<td>900 m</td>
</tr>
</tbody>
</table>

b) | Distance | Journey time |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>120 metres</td>
<td>6 seconds</td>
</tr>
<tr>
<td>200 metres</td>
<td>10 seconds</td>
</tr>
<tr>
<td>600 metres</td>
<td>30 seconds</td>
</tr>
<tr>
<td>1200 metres</td>
<td>60 seconds</td>
</tr>
<tr>
<td>2000 metres</td>
<td>100 seconds</td>
</tr>
</tbody>
</table>

4. One litre of oil has mass 900 g. Complete the table.

<table>
<thead>
<tr>
<th>Capacity</th>
<th>10 cl</th>
<th>30 cl</th>
<th>1150 cl</th>
<th>2 litres</th>
<th>200 ml</th>
<th>10 litres</th>
<th>1000 ml</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass</td>
<td>90 g</td>
<td>270 g</td>
<td>10350 g</td>
<td>1800 g</td>
<td>180 g</td>
<td>9 kg</td>
<td>900 g</td>
</tr>
</tbody>
</table>
The sum of any two adjacent numbers is the number directly above them. Fill in the missing numbers.

a)

| 275 m | + | 420 m | = | 695 m |
| 821 cm | + | 275 cm | = | 10 m | 96 cm |
| 1 km | 75 m | – | 620 m | = | 455 m |
| 427 m | + | 720 m | = | 1 km | 147 m |
| 72 mm | + | 99 mm | = | 17 cm | 1 mm |

b)

| 27 cl | + | 1260 cl | = | 12 litres | 87 cl |
| 1 litre | 27 cl | – | 47 cl | = | 80 cl |
| 1 litre | 226 ml | + | 874 ml | = | 2 litres | 10 cl |
| 1257 ml | + | 874 ml | = | 2 litres | 131 ml |

The Statue of Liberty in New York is 93 metres high. The Eiffel Tower in Paris is 207 m higher. How tall is the Eiffel Tower?

Height SL = 93 m
Height ET = 93 m + 207 m = 300 m
The Eiffel Tower is 300 m high.

In a school hall, there are 332 chairs stacked against the wall. They have to be arranged in 8 rows, with the same number of chairs in each row.

If 12 chairs are broken, how many chairs will be in each row?

\[(332 – 12) ÷ 8 = 320 ÷ 8 = 40\]

There will be 40 chairs in each row.
1. Complete the table. Follow the example.

<table>
<thead>
<tr>
<th>Number</th>
<th>1978</th>
<th>1083</th>
<th>1803</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digit value</td>
<td>1</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Place value</td>
<td>1Th</td>
<td>9 H</td>
<td>7 T</td>
</tr>
<tr>
<td>Real value</td>
<td>1000</td>
<td>900</td>
<td>70</td>
</tr>
</tbody>
</table>

2. a) Join up the numbers to their approximate position on the number line.

b) Write the next smaller and greater whole tens and hundreds in the boxes.

| 400 | < | 420 | < | 423 | < | 430 | < | 500 |
| 500 | = | 500 | < | 507 | < | 510 | < | 600 |
| 600 | < | 680 | < | 685 | < | 690 | < | 700 |
| 700 | < | 750 | < | 751 | < | 760 | < | 800 |
| 800 | < | 890 | < | 892 | < | 900 | = | 900 |
| 900 | < | 970 | < | 977 | < | 980 | < | 1000 |
| 1000 | < | 1080 | < | 1089 | < | 1090 | < | 1100 |

3. Continue the sequence.

E.g:

a) 1024, 512, 256, 128, 64, 32, 16, 8, 4
b) 10, 5, 20, 10, 40, 20, 80, 40, 160, 80, 320, 160
c) 520, 640, 760, 880, 1000, 1120, 1240, 1360, 1480
d) 900, 789, 678, 567, 456, 345, 234, 123, 12
e) 1, 4, 16, 64, 256, 1024, 4096

4. Compare the quantities. Write in the missing signs.

a) 18 m 32 cm < 19 m
b) 1 litre 320 ml < 1720 ml
c) 4 kg 460 g > 894 g
d) 1 m 8 cm 1 mm < 176 cm
e) 48 days > 5 weeks 3 days
f) 420 minutes < 7 hrs 31 min
1. Practise addition.

a) \[56 + 18 = \boxed{74}\]
   \[556 + 18 = \boxed{574}\]
   \[556 + 418 = \boxed{974}\]

b) \[43 + 29 = \boxed{72}\]
   \[243 + 29 = \boxed{272}\]
   \[243 + 929 = \boxed{1172}\]

c) \[37 + 48 = \boxed{85}\]
   \[937 + 48 = \boxed{985}\]
   \[937 + 548 = \boxed{1485}\]

2. Practise subtraction.

a) \[92 – 16 = \boxed{76}\]
   \[392 – 16 = \boxed{376}\]
   \[492 – 216 = \boxed{276}\]

b) \[63 – 27 = \boxed{36}\]
   \[863 – 27 = \boxed{836}\]
   \[863 – 127 = \boxed{736}\]

c) \[56 – 49 = \boxed{7}\]
   \[556 – 49 = \boxed{507}\]
   \[556 – 449 = \boxed{107}\]

3. In each sequence the difference between any term and the next term is the same. Write the missing terms.

a) \[1000, 940, 880, 820, 760, 700, 640, 580, 520\]

b) \[100, 300, 500, 700, 900, 1100, 1300, 1500, 1700\]

c) \[50, 220, 390, 560, 730, 900, 1070, 1240, 1410\]

d) \[374, 360, 346, 332, 318, 304, 290, 276, 262\]

e) \[263, 275, 287, 299, 311, 323, 335, 347, 359\]


a) 60 swallows are resting on the wire between two telegraph poles. What weight is on the wire if each swallow weighs about 30 grams?
   
   There is about 1 kg 800 g on the wire.

b) Every time we breathe in, we take about half a litre of air into our lungs. We take a breath about 20 times every minute. How much air do we breathe in during 30 minutes?
   
   We breathe in about 300 litres of air in 30 minutes.

c) A hare weighs about 8 kg and a brown bear can weigh 40 times as much. What could be the weight of a brown bear?
   
   A brown bear could weigh about 320 kg.

5. Work out a rule and complete the table. \[c = 3 \times a + b\]

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>80</th>
<th>15</th>
<th>100</th>
<th>32</th>
<th>140</th>
<th>90</th>
<th>100</th>
<th>28</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>4</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>4</td>
<td>580</td>
<td>200</td>
<td>200</td>
<td>320</td>
<td>10</td>
</tr>
<tr>
<td>c</td>
<td>7</td>
<td>242</td>
<td>65</td>
<td>300</td>
<td>100</td>
<td>1000</td>
<td>470</td>
<td>500</td>
<td>404</td>
<td>70</td>
</tr>
</tbody>
</table>
1. Solve the problems in your exercise book.
   
a) An athlete won a high jump competition with a jump of 236 cm. A dolphin can leap out of the water and into the air to a height which is 374 cm above that reached by the high jumper. How high can this dolphin jump? This dolphin can jump to a height of 6 m 10 cm.

b) A milk churn contained 7 litres 5 cl of milk. The farmer's wife used 2 litres 18 cl of the milk to feed some newborn lambs. How much milk was left in the churn? There was 4 litres 87 cl of milk left in the churn.

2. Look at how the factors and products change. Fill in the missing numbers and signs.
   
a) $132 \times 3 = 396$
   b) $216 \div 4 = 54$

3. Look at how the dividends, divisors and quotients change. Fill in the missing numbers and signs.
   
a) $108 \times 2 = 216$
   b) $152 \div 3 = 456$

   Flora has collected 1200 1p coins and she wants to put them in two piggy banks. How many coins should she put in each piggy bank so that there is:

   a) twice as much money in one piggy bank as in the other?  PB1  |  PB2 
                400 coins | 800 coins 

   b) half as much money in one piggy bank as in the other?  PB1  |  PB2 
                800 coins | 400 coins 

   c) three times as much money in one piggy bank as in the other?  PB1  |  PB2 
                300 coins | 900 coins 

   d) 1 third as much money in one piggy bank as in the other?  PB1  |  PB2 
                900 coins | 300 coins 

   e) five times as much money in one piggy bank as in the other?  PB1  |  PB2 
                200 coins | 1000 coins 

   f) 1 fifth as much money in one piggy bank as in the other?  PB1  |  PB2 
                1000 coins | 200 coins 

   g) 1 seventh as much money in one piggy bank as in the other?  PB1  |  PB2 
                1050 coins | 150 coins 

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1

Are the statements true or false? Write T for true and F for false in each box.

a) Every number which is a whole hundred is divisible by 2. T
b) There is an even number which has 5 as its units digit. F
c) Every number which is divisible by 5 is a whole ten. F
d) 217 is divisible by neither 5 nor 2. T
e) Every number which is a whole ten is divisible by 2 and by 5. T

Write the answers in the number puzzle.

Horizontal clues

<table>
<thead>
<tr>
<th>a</th>
<th>Sum of 642 and 579</th>
<th>b</th>
<th>Quotient of 168 divided by 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>Quotient of 642 divided by 6</td>
<td>c</td>
<td>Difference between 423 and 217</td>
</tr>
<tr>
<td>f</td>
<td>Difference between 642 and 579</td>
<td>d</td>
<td>This number has factors 217 and 8</td>
</tr>
<tr>
<td>g</td>
<td>Sum of 423 and 217</td>
<td>h</td>
<td>Sum of 371 and 46</td>
</tr>
<tr>
<td>i</td>
<td>Product of 168 and 8</td>
<td>j</td>
<td>Dividend if divisor is 6, quotient is 270</td>
</tr>
<tr>
<td>l</td>
<td>Product of 125 and 5</td>
<td>k</td>
<td>270 divided by 6</td>
</tr>
<tr>
<td>m</td>
<td>125 divided by 5</td>
<td>n</td>
<td>513 divided by 3</td>
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<td>o</td>
<td>375 divided by 5</td>
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<tr>
<td>p</td>
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<td></td>
</tr>
<tr>
<td>q</td>
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</tr>
<tr>
<td>r</td>
<td>This number has factors 219 and 9</td>
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<td></td>
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<tr>
<td>s</td>
<td>Difference between 217 and 125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>This number minus 219 equals 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>Sum of 402 and 325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Subtrahend if difference is 325 and reductant is 402.</td>
<td></td>
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</tr>
<tr>
<td>w</td>
<td>Product of 375 and 5</td>
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</tbody>
</table>

Vertical clues

<table>
<thead>
<tr>
<th>b</th>
<th>Quotient of 168 divided by 8</th>
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<tbody>
<tr>
<td>c</td>
<td>Difference between 423 and 217</td>
</tr>
<tr>
<td>d</td>
<td>This number has factors 217 and 8</td>
</tr>
<tr>
<td>h</td>
<td>Sum of 371 and 46</td>
</tr>
<tr>
<td>i</td>
<td>Dividend if divisor is 6, quotient is 270</td>
</tr>
<tr>
<td>j</td>
<td>Difference between 371 and 46</td>
</tr>
<tr>
<td>k</td>
<td>270 divided by 6</td>
</tr>
<tr>
<td>n</td>
<td>Dividend if divisor is 3, quotient is 513</td>
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<tr>
<td>o</td>
<td>Sum of 388 and 356</td>
</tr>
<tr>
<td>p</td>
<td>356 plus this number equals 388</td>
</tr>
<tr>
<td>r</td>
<td>This number has factors 219 and 9</td>
</tr>
<tr>
<td>t</td>
<td>This number minus 219 equals 9</td>
</tr>
<tr>
<td>v</td>
<td>Subtrahend if difference is 325 and reductant is 402.</td>
</tr>
</tbody>
</table>
1. Continue the sequences.
   a) 800, 400, 200, 100, 50, 25, 12 and a half
   b) 410, 520, 630, 740, 850, 960, 1070, 1180
   c) 1, 4, 9, 16, 25, 36, 49, 64, 81, 100
   d) 800, 698, 596, 494, 392, 290, 188, 86, –16
   e) 5, 15, 10, 25, 15, 35, 20, 45, 25, 55

2. Which is more and by how much? Fill in the missing signs and quantities.
   a) 1 m 6 cm \(<\) 182 cm
   b) 345 minutes \(>\) 5 hours 40 minutes
      \[76\text{ cm}\]
   c) 59 days \(\leq\) 8 weeks 3 days
   d) 182 mm \(<\) 1 m 57 mm
      \[875\text{ mm}\]

3. Work out the rule and complete the table. \(c = 5 \times a + b\).
   \[
   \begin{array}{cccccccccccc}
   a & 1 & 80 & 25 & 21 & 12 & 8 & 9 & 31 & 18 & \text{E.g.:} & 100 \\
   b & 5 & 5 & 20 & 6 & 48 & 12 & 19 & 15 & 10 & 0 \\
   c & 10 & 405 & 145 & 111 & 108 & 52 & 64 & 170 & 100 & 500
   \end{array}
   \]

4. Write the whole numbers from 30 to 50 in the correct set.
   \[
   \begin{array}{cccccccccccc}
   & & & & & & & & & & & \\
   & 30 & \leq \text{number} & \leq 50 & & & & & & & & \\
   31 & 32 & & & & & & & & & & \\
   33 & 34 & & & & & & & & & & \\
   & & & & & & & & & & & \\
   37 & 38 & & & & & & & & & & \\
   39 & 41 & & & & & & & & & & \\
   43 & 44 & & & & & & & & & & \\
   46 & 47 & & & & & & & & & & \\
   49 & \text{Multiple of 5} & & & & & & & & & & \\
   & & & & & & & & & & & \\
   35 & 40 & 45 & 50 & & & & & & & & \\
   & & & & & & & & & & & \\
   30 & \text{Multiple of 6} & & & & & & & & & & \\
   & & & & & & & & & & & \\
   36 & 42 & 48 & & & & & & & & & \\
   \end{array}
   \]

5. a) An express train can travel 250 km every hour. How far can it travel in
   i) 4 hours \[1000\text{ km}\]
   ii) 2 and a half hours? \[625\text{ km}\]

   b) An athlete can run 100 m in 12 seconds. How far can the athlete run in
   i) 6 seconds \[50\text{ m}\]
   ii) 1 minute? \[500\text{ m}\]