Day 1.

1.

a) Study:

<table>
<thead>
<tr>
<th></th>
<th>HTh</th>
<th>T Th</th>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 units</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 tens</td>
<td></td>
<td></td>
<td>6 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 hundreds</td>
<td></td>
<td>6 0</td>
<td>0 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 thousands</td>
<td></td>
<td>6 0</td>
<td>0 0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 ten-thousands</td>
<td></td>
<td>6 0</td>
<td>0 0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6 hundredThousands</td>
<td></td>
<td>6 0</td>
<td>0 0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

b) Our number system is a **decimal number system**. This means that the place value of any digit in a number is **10 times** the place value of the digit on its right.

c) 

<table>
<thead>
<tr>
<th>Hundred-thousands</th>
<th>Ten-thousands</th>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Th</td>
<td>T Th</td>
<td>Th</td>
<td>H</td>
<td>T</td>
<td>U</td>
</tr>
<tr>
<td>100 000</td>
<td>×10</td>
<td>10 000</td>
<td>×10</td>
<td>100</td>
<td>×10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

2. Use digits to write down each of the following numbers.

a) Twenty-six thousands = _________________________________

b) Seven hundred-thousands = ______________________________

c) Sixty-eight hundred-thousands = __________________________

d) Two million = _________________________________________

e) Fifty-four ten-thousands = _______________________________

f) Fifty-four hundred-thousands = ___________________________

3. Write each of the expanded numbers in short form.

a) \(6 \times 100 000 + 4 \times 10 000 + 2 \times 100 + 5\) = _________________________________

b) \(8 000 000 + 50 000 + 3 \times 1000 + 2 \times 10\) = _________________________________

c) \(24 \ H Th + 3 \ T Th + 5 \ Th + 2H + 9U\) = _________________________________
4. Complete:
   a) The tens digit in 74 863 is ______
   b) The hundreds digit in 395 491 is ______
   c) The thousands digit in 837 526 is ______
   d) The ten-thousands digit in 759 167 is ______
   e) The hundred-thousands digit in 2 469 837 is ______

5. Complete:
   a) The value of digit 5 in 4 356 869 is ________________
   b) The value of digit 2 in 5 284 976 is ________________
   c) The value of digit 7 in 39 726 504 is _______________

6. Write down the following numbers from the smallest to the greatest.
   a) 463 628, 433 628, 473 628, 453 628
      ____________________________________________
   b) 325 783, 327 358, 323 875, 325 873
      ____________________________________________

7. Write down 634 564, 634 864, 634 464, 634 664 from greatest to smallest.
   ____________________________________________
   ____________________________________________

8. **Remember** the symbol “>” is read “is greater than” and
   the symbol “<” is read “is smaller than”.

9. Write “>” or “<” between each pair of numbers to make correct sentences.
   **Example:** 527 436 > 527 364
   a) 415 974 _______ 415 947
   b) 636 204 _______ 636 024
   c) 144 888 _______ 144 788
   d) 254 876 _______ 256 876
   e) 726 349 _______ 716 449

10. Complete:
    a) The number that is 10 more than 1 498 is ______________________
    b) The number that is 10 less than 1 498 is ______________________
    c) The number that is 100 more than 5 897 is ______________________
    d) The number that is 100 less than 5 897 is ______________________
e) The number that is 1000 more than 24 975 is ____________________

f) The number that is 1000 less than 24 975 is ____________________

g) The number that is 10 000 more than 36 812 is __________________

h) The number that is 10 000 less than 36 812 is __________________

i) The number that is 100 000 more than 148 664 is __________________

j) The number that is 100 000 less than 148 664 is __________________

k) The number that is 30 000 more than 429 735 is __________________

l) The number that is 40 000 less than 429 735 is __________________

Day 2.

1. Write down the next two numbers in each sequence.
   a) 3 456; 3 457; 3 458; ______________________________________
   b) 7 434; 7 433; 7 432; ______________________________________
   c) 15 647; 15 657; 15 667; ______________________________________
   d) 34 535; 34 525; 34 515; ______________________________________
   e) 24 583; 24 683; 24 783; ______________________________________
   f) 36 419; 36 319; 36 219; ______________________________________
   g) 45 843; 46 843; 47 843; ______________________________________
   h) 58 631; 57 631; 56 631; ______________________________________

2. Write down the answers as quickly as you can.
   a) 5 + 3 = _____ b) 6 + 5 = _____ c) 9 + 3 = _____ d) 7 + 6 = _____
      7 + 2 = _____ 7 + 4 = _____ 7 + 5 = _____ 8 + 5 = _____
      3 + 4 = _____ 8 + 3 = _____ 8 + 4 = _____ 9 + 4 = _____
      2 + 3 = _____ 9 + 2 = _____ 6 + 6 = _____ 4 + 9 = _____
   e) 11 + 4 = _____ f) 12 + 3 = _____ g) 13 + 4 = _____ h) 14 + 3 = _____
      11 + 6 = _____ 12 + 6 = _____ 13 + 6 = _____ 14 + 5 = _____
      11 + 9 = _____ 12 + 8 = _____ 13 + 7 = _____ 14 + 6 = _____
   i) 15 + 2 = _____ j) 16 + 1 = _____ k) 17 + 1 = _____ l) 13 + 3 = _____
      15 + 4 = _____ 16 + 2 = _____ 17 + 2 = _____ 14 + 4 = _____
      15 + 5 = _____ 16 + 4 = _____ 17 + 3 = _____ 16 + 3 = _____
3. Complete the following addition sums.

a) \(12 + 1 + 7 = \) \[ \]  
\(11 + 2 + 7 = \) \[ \]  
\(13 + 2 + 5 = \) \[ \]  
\(16 + 6 = \) \[ \]  

b) \(4 + 1 + 15 = \) \[ \]  
\(6 + 1 + 13 = \) \[ \]  
\(7 + 1 + 12 = \) \[ \]  
\(17 + 5 = \) \[ \]  

\(14 + 7 = \) \[ \]  
\(14 + 9 = \) \[ \]  
\(14 + 9 = \) \[ \]  
\(18 + 6 = \) \[ \]  

\(15 + 8 = \) \[ \]  
\(15 + 9 = \) \[ \]  
\(19 + 5 = \) \[ \]  
\(19 + 7 = \) \[ \]  

\(15 + 9 = \) \[ \]  
\(19 + 9 = \) \[ \]  

4. Fill up tens to complete. Example: \(17 + 9 + 3 = 29\) because \(17 + 3 = 20\).

a) \(14 + 8 + 6 = \) \[ \]  
\(16 + 9 + 4 = \) \[ \]  
\(18 + 7 + 2 = \) \[ \]  

b) \(11 + 7 + 9 = \) \[ \]  
\(13 + 9 + 7 = \) \[ \]  
\(15 + 8 + 5 = \) \[ \]  

\(12 + 9 + 8 = \) \[ \]  
\(19 + 8 + 1 = \) \[ \]  
\(14 + 9 + 6 = \) \[ \]  

5. Write down the missing numbers on each number line.

a) | | | | | | | |  
1650 1750 1800  

b) | | | | | | | |  
31500 31700 31800  

c) | | | | | | | |  
43250 43500 44000  

6. Write down the next 2 numbers in each sequence.

a) 2 540; 2 560; 2 580;  

b) 6 380; 6 360; 6 340;  

c) 1 450; 1 475; 1 500;  

d) 1 775; 1 750; 1 725;  

e) 26 470; 26 670; 26 870;
7. Write down the next 2 numbers in each sequence.
   a) 2 764; 2 766; 2 768; ____________________________________________
   b) 5 346; 5 344; 5 342; ____________________________________________
   c) 3 645; 3 648; 3 651; ____________________________________________
   d) 4 968; 4 965; 4 962; ____________________________________________
   e) 1 745; 1 750; 1 755; ____________________________________________
   f) 6 325; 6 320; 6 315; ____________________________________________
   g) 1 838; 1 843; 1 848; ____________________________________________
   h) 9 524; 9 520; 9 516; ____________________________________________

8. Write down the next 2 numbers in each sequence.
   a) 21 570; 21 580; 21 590; _________________________________________
   b) 33 440; 33 430; 33 420; _________________________________________
   c) 52 540; 52 560; 52 580; _________________________________________
   d) 46 380; 46 360; 46 340; _________________________________________
   e) 74 250; 74 200; 74 150; _________________________________________
   f) 17 600; 17 550; 17 500; _________________________________________
   g) 83 700; 83 800; 83 900; _________________________________________
   h) 48 800; 48 700; 48 600; _________________________________________
   i) 11 450; 11 475; 11 500; _________________________________________
   j) 61 775; 61 750; 61 725; _________________________________________
Day 3.

1. Complete each flow-diagram.

<table>
<thead>
<tr>
<th>Input</th>
<th>Rule</th>
<th>Output</th>
<th>Input</th>
<th>Rule</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 9 →</td>
<td>+8 →</td>
<td>+7 →</td>
<td>b) 21 →</td>
<td>+9 →</td>
<td>+15 →</td>
</tr>
<tr>
<td>26 →</td>
<td></td>
<td></td>
<td>35 →</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 →</td>
<td></td>
<td></td>
<td>62 →</td>
<td>+9 →</td>
<td>+15 →</td>
</tr>
<tr>
<td>73 →</td>
<td></td>
<td></td>
<td>94 →</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Input</th>
<th>Rule</th>
<th>Output</th>
<th>Input</th>
<th>Rule</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>c)</td>
<td>+6 →</td>
<td>+9 →</td>
<td>85</td>
<td>d)</td>
<td>+70 →</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>109</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>144</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>212</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete each number-chain.

| Number-chain | a) 63 | +4 | +5 | +6 | b) 46 | +7 | +8 | +3 | c) 87 | +8 | +9 | +8 | d) 168 | -8 | -8 | -7 | e) 295 | +9 | -9 | -9 | f) 343 | -8 | -8 | -8 | g) 132 | +9 | -8 | -7 | h) 254 | +12 | -15 | +19 |
3. **Addition of 3-digit and/or 4-digit numbers**

“Break-down” both numbers and then add units, tens, hundreds and thousands.

<table>
<thead>
<tr>
<th>Example: 247 + 368</th>
<th>or</th>
<th>7 + 8 = 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>247 + 368</td>
<td></td>
<td>7 + 8</td>
</tr>
<tr>
<td>= 200 + 40 + 7 + 300 + 60 + 8</td>
<td>and</td>
<td>40 + 60 = 100</td>
</tr>
<tr>
<td>= 200 + 300 + 40 + 60 + 7 + 8</td>
<td>and</td>
<td>200 + 300 = 500</td>
</tr>
<tr>
<td>= 500 + 100 + 15</td>
<td>means</td>
<td>247 + 368 = 615</td>
</tr>
<tr>
<td>= 615</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) \(593 + 378\)  

b) \(3274 + 869\)

4. **Use the “vertical-column method” to add the given numbers.**

<table>
<thead>
<tr>
<th>a) (5641 + 2168)</th>
<th>b) (3158 + 4903)</th>
<th>c) (3371 + 4193)</th>
<th>d) (4602 + 3988)</th>
</tr>
</thead>
<tbody>
<tr>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>e) (4876 + 3429)</td>
<td>f) (1738 + 5291)</td>
<td>g) (4444 + 6666)</td>
<td>h) (8282 + 2828)</td>
</tr>
<tr>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>i) (5878 + 2124)</td>
<td>j) (4756 + 6574)</td>
<td>k) (2652 + 7289)</td>
<td>l) (3758 + 4692)</td>
</tr>
<tr>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>
5. Look at the given numbers carefully and then write down the answers as quickly as you can.
   a) 3 + 48 + 17 = ________  b) 35 + 47 + 5 = ________  c) 94 + 278 + 6 = ________
   4 + 69 + 26 = ________  58 + 69 + 2 = ________  87 + 178 + 13 = ________
   9 + 76 + 31 = ________  47 + 38 + 13 = ________  75 + 498 + 25 = ________

6. We know that an easy way of adding 9, is to add 10 and subtract 1.
   What is an easy way of
   a) adding 99  b) subtracting 99?
   a) _____________________________
   b) _____________________________

7. Complete each addition chain.
   a) 200 +99 → ______ → ______ → ______
   b) 374 +99 → ______ → ______ → ______
   c) 649 +99 → ______ → ______ → ______
   d) 2168 +99 → ______ → ______ → ______
   e) 727 +101 → ______ → ______ → ______
   f) 3938 +98 → ______ → ______ → ______

Day 4.

1. Complete:
   a) 99 999 + 1 = ___________________  b) 99 990 + 10 = ___________________
   c) 999 999 + 1 = ___________________  d) 999 990 + 10 = ___________________
   e) 4 999 999 + 1 = ___________________  f) 4 999 990 +10 = ___________________

2. Calculate:
   a)    2 6 3 7 5 4
       + 4 7 5 3 2 8
       _________
   b)    5 6 4 7 3 1
       + 3 8 2 6 8 4
       _________
   c)    6 9 4 4 2 4
       + 1 8 3 7 9 6
       _________
   d)    4 7 3 2 9
       + 2 9 5 8 + 1 4 5 3 6
       _________
   e)    6 8 4 9 5
       + 1 6 6 8 0 + 3 7 8 2 7
       _________
   f)    4 8 7 4 5 8
       + 1 4 3 5 7 7 + 4 8 3 7 4
       _________
Day 5.

1. Use the above number line to round off each of the given numbers to the nearest 10.

   
   **Examples:**
   
   a) 14 rounded off to the nearest 10 is 10.  (14 is closer to 10 than to 20)
   b) 17 rounded off to the nearest 10 is 20.  (17 is closer to 20 than to 10)
   c) 15 rounded off to the nearest 10 is 20.  (15 is equally far from 10 and 20)
   d) 28 rounded off to the nearest 10 is _______.  (28 is closer to ____ than to ____)
   e) 23 rounded off to the nearest 10 is _______.  (23 is closer to ____ than to ____)
   f) 25 rounded off to the nearest 10 is _______.  (25 is ________________________)

2. |
   | 230 | A | 240 | B | C | 250 |

   a) A represents the number _______ and is closer to _______ than to _______
   b) The number _______ , represented by A, rounded off to the nearest 10 is _______
   c) The number _______ , represented by B, rounded off to the nearest 10 is _______
   d) The number _______ , represented by C, rounded off to the nearest 10 is _______

3. |
   | 1400 | A | B | 1500 | C | 1600 |

   a) The number _______ , represented by A, rounded off to the nearest 100 is _______
   b) The number _______ , represented by B, rounded off to the nearest 100 is _______
   c) The number _______ , represented by C, rounded off to the nearest 100 is _______

4. |
   | 3000 | A | 4000 | B | C | 5000 |

   a) The numbers represented by A, B and C are _______________________________
   b) The number _______ , represented by A, rounded off to the nearest 1000 is ______
   c) The number _______ , represented by B, rounded off to the nearest 1000 is ______
   d) The number _______ , represented by C, rounded off to the nearest 1000 is ______
5. Number rounded off to the nearest 10

<table>
<thead>
<tr>
<th>Number</th>
<th>Number rounded off to the nearest 10</th>
<th>Number rounded off to the nearest 100</th>
<th>Number rounded off to the nearest 1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 6 793</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) 587 645</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) 762 154</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) 875 387</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Estimate the answers by rounding off the 4-digit numbers to the nearest 100 and the bigger numbers to the nearest 1 000.

The symbol “≈” reads “is approximately equal to”.

Example:

a) 2 653 + 2 348 ≈ 2 700 + 2 300 ≈ 5 000 to the nearest 100.

b) 52 496 + 15 796 ≈ 52 000 + 16 000 ≈ 68 000 to the nearest 1 000.

c) 7 843 + 2 178 ≈ ______________________________________________________

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

d) 92 688 + 68 253 ≈ ______________________________________________________

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

e) 63 512 + 16 289 ≈ ______________________________________________________

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Day 6.

1. Write down the answers as quickly as you can.

a) 10 - 3 = _____  b) 11 - 2 = _____  c) 12 - 4 = _____  d) 13 - 4 = _____

<table>
<thead>
<tr>
<th>10 - 5 = _____</th>
<th>11 - 4 = _____</th>
<th>12 - 5 = _____</th>
<th>13 - 6 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 8 = _____</td>
<td>11 - 6 = _____</td>
<td>12 - 8 = _____</td>
<td>13 - 7 = _____</td>
</tr>
<tr>
<td>10 - 9 = _____</td>
<td>11 - 8 = _____</td>
<td>12 - 9 = _____</td>
<td>13 - 8 = _____</td>
</tr>
</tbody>
</table>

e) 14 - 3 = _____  f) 15 - 4 = _____  g) 16 - 7 = _____  h) 18 - 9 = _____

<table>
<thead>
<tr>
<th>14 - 6 = _____</th>
<th>15 - 7 = _____</th>
<th>16 - 8 = _____</th>
<th>18 - 18 = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 7 = _____</td>
<td>15 - 8 = _____</td>
<td>17 - 8 = _____</td>
<td>19 - 9 = _____</td>
</tr>
<tr>
<td>14 - 9 = _____</td>
<td>15 - 9 = _____</td>
<td>17 - 9 = _____</td>
<td>19 - 19 = _____</td>
</tr>
</tbody>
</table>
2. Calculate:
   a) \(16 - 3 - 4 = \) ____
   b) \(17 - 5 - 4 = \) ____
   c) \(18 - 5 - 4 = \) ____
   d) \(19 - 6 - 5 = \) ____
   \(16 - 7 - 2 = \) ____
   \(17 - 6 - 5 = \) ____
   \(18 - 8 - 5 = \) ____
   \(19 - 7 - 8 = \) ____
   \(16 - 5 - 3 = \) ____
   \(17 - 8 - 2 = \) ____
   \(18 - 9 - 2 = \) ____
   \(19 - 8 - 6 = \) ____

3. Complete:
   a) 35 is 7 more than ________
   b) 44 is 6 more than ________
   c) 58 is 9 more than ________
   d) 87 is 20 more than ________
   e) 73 is 40 more than ________
   f) 129 is 30 more than ________
   g) 163 is 70 more than ________
   h) 212 is 50 more than ________

4. Write down the next 4 numbers in each sequence.
   a) 174 ; 173 ; 172 ;
   b) 174 ; 172 ; 170 ;
   c) 174 ; 171 ; 168 ;
   d) 265 ; 260 ; 255 ;
   e) 340 ; 330 ; 320 ;

5. Complete each of the following number chains.
   a) \(68 \rightarrow -8 \rightarrow \) ____
   b) \(135 \rightarrow -9 \rightarrow \) ____
   c) \(241 \rightarrow -8 \rightarrow \) ____
   d) \(374 \rightarrow -5 \rightarrow \) ____
   e) \(528 \rightarrow -20 \rightarrow \) ____
6. Write down the next 3 numbers in each sequence.
   a) 4 900 ; 4 800 ; 4 700 ; ___________________________________________
   b) 8 650 ; 8 600 ; 8 550 ; __________________________________________
   c) 5 380 ; 5 360 ; 5 340 ; __________________________________________
   d) 15 700 ; 15 680 ; 15 660 ; _________________________________________
   e) 23 400 ; 23 375 ; 23 350 ; _________________________________________
   f) 34 875 ; 34 850 ; 34 825 ; _________________________________________

7. “Break-down” both numbers, subtract the units from one another, the tens from one another and the hundreds from one another.

   Remember to subtract 236 means to subtract 200, then subtract 30 and then subtract 6 or subtract 6, then subtract 30 and then subtract 200.

   Thus  
   a) 478 - 236 = 400 + 70 + 8 - 200 - 30 - 6 = 200 + 40 + 2 = 242
      or 478 - 236 = 400 + 70 + 8 - 6 - 30 - 200 = 2 + 40 + 200 = 242
   or
   b) 8 - 6 = 2 or c) 478 = 400 + 70 + 8 or d) 478
   and 70 - 30 = 40 and 400 - 200 = 200
   and 478 - 236 = 200 + 40 + 2
   
   478 - 236 = 242  

8. Calculate 985 - 642 as set out in (c) and (d) above.

   985 = _________ + _________ + _________ or 9 8 5
   – 642 =- _________ - _________ - _________ = 6 4 2
   985 - 642 = ______________________________ = _________

9. Use the “vertical-column method” to calculate.

   a) 2 6 8 4  
      – 1 5 4 3  

   b) 4 9 2 7  
      – 2 3 1 5  

   c) 7 5 6 8  
      – 5 3 2 3  

   d) 9 6 4 9  
      – 6 4 3 5  

Day 7.

1. Fill in the missing numbers to make correct sentences:
   a) $346 = 300 + _____ + 6$ or $346 = 300 + 30 + _____$ or $346 = 200 + _____ + 6$
   b) $575 = 500 + 70 + _____$ or $575 = 500 + _____ + 15$ or $575 = 400 + _____ + 5$
   c) $2869 = 2000 + _____ + 60 + 9$ or $2000 + 700 + _____ + 9$ or $1000 + _____ + 60 + 9$
   d) $4283 = 4000 + ____ + ____ + 3$ or $4000 + 100 + ____ + 3$ or $3000 + ____ + 70 + ____$

2. Use the “breaking-down method” to calculate.
   a) 2674 and 952
   b) 3586 and 1854

   a) $2674 = 1000 + 1600 + 70 + 4$
      $- 952 = - 900 - _____ - _____$
      $_______ = _______________ = ______________$
      $= _______________

   b) $3586 = 2000 + ___________$
      $- 1854 = - 1000 - ___________$
      $_________ = _______________ = _______________
      $= _______________

3. Use the “vertical-column method” to subtract the smaller number from the bigger number in each of the following.

   Example:
   
   \[
   \begin{array}{c}
   \text{Step 1: We cannot subtract 8U from 6U} \\
   4 \quad 13 \quad 3 \quad 16 \\
   5 \quad 3 \quad 4 \quad 6 \\
   -2 \quad 4 \quad 2 \quad 8 \\
   \hline
   2 \quad 9 \quad 1 \quad 8
   \end{array}
   \]
   
   \[
   \begin{array}{c}
   \text{Step 2: We write 46 as 3T + 16U} \\
   \text{Step 3: 16U – 8U = 8U} \\
   \text{Step 4: 3T – 2T = 1T} \\
   \text{Step 5: We cannot subtract 4H from 3H} \\
   \text{Step 6: We write 53H as 40H + 13H} \\
   \text{Step 7: 13H – 4H = 9H and 4Th – 2Th = 2Th}
   \end{array}
   \]
   
   Do you see that 5346 was actually written as 4000 + 1300 + 30 + 16?

   a) 6572
      $- 2347$
      $_______$
      $_______$

   b) 4554
      $- 2461$
      $_______$
      $_______$

   c) 3829
      $- 2794$
      $_______$
      $_______$

   d) 5745
      $- 3832$
      $_______$
      $_______$

   e) 47839
      $- 17256$
      $_______$
      $_______$

   f) 68112
      $- 15258$
      $_______$
      $_______$

   g) 538245
      $- 68432$
      $_______$
      $_______$

   h) 47600
      $- 28597$
      $_______$
      $_______$
Day 8.

1. Complete:
   a) \(13 + 9 = 22\) means \(22 - 9 = \) \_
      and \(22 - 13 = \) \_
   b) \(27 + 58 = 85\) means \(85 - 58 = \) \_
      and \(85 - 27 = \) \_
   c) \(17 - 8 = 9\) means \(9 + \) \_
      = 17
      and \(17 - 9 = \) \_
   d) \(96 - 24 = 72\) means \_
      and \_

2. Calculate:
   a) \[
      \begin{array}{c}
         32867 \\
         -12743 \\
      \end{array}
   \]
   b) \[
      \begin{array}{c}
         56489 \\
         -24675 \\
      \end{array}
   \]
   c) \[
      \begin{array}{c}
         83579 \\
         -47666 \\
      \end{array}
   \]
   d) \[
      \begin{array}{c}
         92848 \\
         -67519 \\
      \end{array}
   \]

3. Check the answers in question 2 (a) - (d) by doing an addition sum.

   Example: If \[
      \begin{array}{c}
         76423 \\
         -54162 \\
      \end{array}
   \] then \[
      \begin{array}{c}
         22261 \\
         +54162 \\
      \end{array}
   \]
   \[
      \begin{array}{c}
         22261 \\
         76423 \\
      \end{array}
   \]

   a) \[
      \begin{array}{c}
         \_
         +12743 \\
      \end{array}
   \]
   b) \[
      \begin{array}{c}
         \_
         +24675 \\
      \end{array}
   \]
   c) \[
      \begin{array}{c}
         \_
      \end{array}
   \]
   d) \[
      \begin{array}{c}
         \_
      \end{array}
   \]

4. Use the “vertical-column method” to answer the following questions.
   a) Calculate the sum of 15 674 and 37 325.
   b) Calculate the difference between 42 863 and 25 431.
   c) How much is 84 581 more than 63 763?

   a) \[
      \begin{array}{c}
         \_
      \end{array}
   \]
   b) \[
      \begin{array}{c}
         \_
      \end{array}
   \]
   c) \[
      \begin{array}{c}
         \_
      \end{array}
   \]
Day 9.

1. Complete each of the following multiplication grids.

   What do you notice about row 2 and row 3 in a) - d)?

   a) \[
   \times \quad 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
   2 & & & & & & & & & \\
   4 & & & & & & & & & 
   \]

   b) \[
   \times \quad 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
   3 & & & & & & & & & \\
   6 & & & & & & & & & 
   \]

   c) \[
   \times \quad 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
   4 & & & & & & & & & \\
   8 & & & & & & & & & 
   \]

   d) \[
   \times \quad 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
   3 & & & & & & & & & \\
   9 & & & & & & & & & 
   \]

   e) \[
   \times \quad 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
   7 & & & & & & & & & 
   \]

2. Complete:

   a) \[3 \times 10 = _____ \quad b) \quad 7 \times 10 = _____ \quad c) \quad 2 \times 20 = _____ \quad d) \quad 2 \times 30 = _____ \]
   \[4 \times 10 = _____ \quad 8 \times 10 = _____ \quad 3 \times 20 = _____ \quad 3 \times 30 = _____ \]
   \[5 \times 10 = _____ \quad 9 \times 10 = _____ \quad 4 \times 20 = _____ \quad 2 \times 40 = _____ \]
   \[6 \times 10 = _____ \quad 10 \times 10 = _____ \quad 5 \times 20 = _____ \quad 2 \times 50 = _____ \]
3. Write down the answers as quickly as you can.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>10 × 2 = _____</td>
<td>b)</td>
<td>10 × 3 = _____</td>
</tr>
<tr>
<td></td>
<td>9 × 2 = _____</td>
<td></td>
<td>9 × 3 = _____</td>
</tr>
<tr>
<td></td>
<td>8 × 2 = _____</td>
<td></td>
<td>8 × 3 = _____</td>
</tr>
<tr>
<td></td>
<td>7 × 2 = _____</td>
<td></td>
<td>7 × 3 = _____</td>
</tr>
<tr>
<td>e)</td>
<td>5 × 2 = _____</td>
<td>f)</td>
<td>7 × 2 = _____</td>
</tr>
<tr>
<td></td>
<td>5 × 4 = _____</td>
<td></td>
<td>7 × 4 = _____</td>
</tr>
<tr>
<td></td>
<td>6 × 2 = _____</td>
<td></td>
<td>8 × 2 = _____</td>
</tr>
<tr>
<td></td>
<td>6 × 4 = _____</td>
<td></td>
<td>8 × 4 = _____</td>
</tr>
<tr>
<td>i)</td>
<td>7 × 1 = _____</td>
<td>j)</td>
<td>4 × 4 = _____</td>
</tr>
<tr>
<td></td>
<td>8 × 2 = _____</td>
<td></td>
<td>5 × 5 = _____</td>
</tr>
<tr>
<td></td>
<td>5 × 3 = _____</td>
<td></td>
<td>3 × 3 = _____</td>
</tr>
<tr>
<td></td>
<td>6 × 5 = _____</td>
<td></td>
<td>2 × 2 = _____</td>
</tr>
</tbody>
</table>

4. a) Because 1×2 = 2, 2×2=4, 3×2=6, 4×2=8, 5×2=10 we say that 2,4,6,8 and 10 are the first 5 multiples of 2.

b) Thus 12 is the fourth multiple of 3 and 35 is the seventh multiple of 5 or 35 is the fifth multiple of 7.

c) Also, any multiple of 2 is called an **even** number. This means that whole numbers in which the units digit is 0,2,4,6, or 8 will be **even** numbers.

d) Numbers in which the units digit is 1,3,5,7 or 9 are called **odd** numbers.

5. Write down the multiples of

a) 2 between 12 and 24. ____________________________________________________

b) 3 between 18 and 33. __________________________________________________

c) 5 between 30 and 55. __________________________________________________

d) 4 between 32 and 48. __________________________________________________
6. Underline the even numbers and draw a circle around the odd numbers in the list below.

267  436  5148  3790  6985  1974

7. Write down the correct answers as quickly as you can.

a) $5 \times 9 = \underline{45}$
   $7 \times 7 = \underline{49}$
   $5 \times 8 = \underline{40}$
   $6 \times 9 = \underline{54}$

b) $8 \times 7 = \underline{56}$
   $4 \times 9 = \underline{36}$
   $4 \times 7 = \underline{28}$
   $4 \times 8 = \underline{32}$

c) $9 \times 9 = \underline{81}$
   $7 \times 8 = \underline{56}$
   $7 \times 9 = \underline{63}$
   $6 \times 8 = \underline{48}$

d) $6 \times 7 = \underline{42}$
   $3 \times 9 = \underline{27}$
   $2 \times 8 = \underline{16}$
   $9 \times 8 = \underline{72}$

e) $0 \times 7 = \underline{0}$
   $8 \times 8 = \underline{64}$
   $8 \times 0 = \underline{0}$
   $5 \times 7 = \underline{35}$

f) $7 \times 11 = \underline{77}$
   $4 \times 12 = \underline{48}$
   $3 \times 10 = \underline{30}$
   $11 \times 12 = \underline{132}$

g) $6 \times 12 = \underline{72}$
   $9 \times 10 = \underline{90}$
   $12 \times 12 = \underline{144}$
   $0 \times 11 = \underline{0}$

h) $10 \times 11 = \underline{110}$
   $6 \times 12 = \underline{72}$
   $11 \times 11 = \underline{121}$
   $12 \times 10 = \underline{120}$

i) $4 \times 30 = 4 \times 3 \text{ tens} = 12 \text{ tens} = \underline{120}$
   Also $20 \times 40 = 2 \text{ tens} \times 4 \text{ tens} = 8 \text{ hundreds} = \underline{800}$.
   And $50 \times 700 = 5 \text{ tens} \times 7 \text{ hundreds} = 35 \text{ thousands} = \underline{35000}$

Day 10.

1. Complete:

\[\begin{array}{cccc}
\text{Example: } & 4 \times 30 = 4 \times 3 \text{ tens} & = 12 \text{ tens} & = \underline{120} \\
\text{Also } & 20 \times 40 = 2 \text{ tens} \times 4 \text{ tens} & = 8 \text{ hundreds} & = \underline{800}.
\end{array}\]

And $50 \times 700 = 5 \text{ tens} \times 7 \text{ hundreds} = 35 \text{ thousands} = \underline{35000}$

\[\begin{array}{cccc}
a) 2 \times 10 = \underline{20} & b) 3 \times 30 = \underline{90} & c) 6 \times 10 = \underline{60} & d) 8 \times 40 = \underline{320} \\
2 \times 20 = \underline{40} & 4 \times 20 = \underline{80} & 6 \times 30 = \underline{180} & 7 \times 30 = \underline{210} \\
3 \times 20 = \underline{60} & 5 \times 20 = \underline{100} & 7 \times 20 = \underline{140} & 9 \times 50 = \underline{450} \\
e) 10 \times 20 = \underline{200} & f) 20 \times 30 = \underline{600} & g) 30 \times 30 = \underline{900} & h) 60 \times 20 = \underline{1200} \\
10 \times 30 = \underline{300} & 20 \times 40 = \underline{800} & 30 \times 50 = \underline{1500} & 70 \times 20 = \underline{1400} \\
10 \times 60 = \underline{600} & 20 \times 60 = \underline{1200} & 30 \times 70 = \underline{2100} & 90 \times 30 = \underline{2700} \\
i) 10 \times 400 = \underline{4000} & j) 70 \times 200 = \underline{14000} & k) 40 \times 500 = \underline{20000} \\
20 \times 600 = \underline{12000} & 60 \times 800 = \underline{48000} & 50 \times 600 = \underline{30000} \\
40 \times 900 = \underline{36000} & 90 \times 500 = \underline{45000} & 80 \times 500 = \underline{40000} \\
\end{array}\]
2. Multiply by “breaking-down” the 3-digit number.

Example: \(7 \times 168\)

Answer: 

\[7 \times 168 = 7 \times (100 + 60 + 8)\]

or

\[7 \times 8 = 56\]

\[= (7 \times 100) + (7 \times 60) + (7 \times 8)\]

and

\[7 \times 60 = 420\]

\[= 700 + 420 + 56\]

and

\[7 \times 100 = 700\]

\[= 1120 + 56\]

means

\[7 \times 168 = 1176\]

a) \(4 \times 243\)

or

b) \(6 \times 329\)

3. Multiplication of any 2-digit or 3-digit number by a 1-digit number without “breaking-down” the 2-digit or 3-digit number.

Example: \(4 \times 46\)

Step 1: \(4 \times 6\) units = 24 units = 2T + 4U

\[= 184\]

Step 2: Write down 4 units

Step 3: \(4 \times 4\) tens = 16 tens and 16 tens + 2 tens = 18 tens

2 extra tens

\(4 \times 46\)

\[= 184\]

a) \(6 \times 14 = \) _____________

b) \(5 \times 23 = \) _____________

c) \(9 \times 61 = \) _____________

e) \(4 \times 63 = \) _____________

f) \(8 \times 53 = \) _____________

g) \(3 \times 98 = \) _____________

i) \(2 \times 324 = \) _____________

j) \(4 \times 132 = \) _____________

k) \(9 \times 322 = \) _____________
4. Double each of the given numbers.

**Example:** Double 3 257 = $2 \times 3 257 = 6 514$

a) Double 563 = ________________ = ________________

b) Double 2 734 = ________________ = ________________

c) Double 4 386 = ________________ = ________________

5. Multiplication of any 3- or 4-digit number by a 1-digit number without breaking down the bigger number.

**Example:** $7 \times 2 354$

\[ \text{Step 1: } 7 \times 4 = 28 \quad \text{- write down 8 units.} \]
\[ \text{Step 2: } 7 \times 5 + 2 = 37 \quad \text{- write down 7 tens.} \]
\[ \text{Step 3: } 7 \times 3 + 3 = 24 \quad \text{- write down 4 hundreds} \]
\[ \text{Step 4: } 7 \times 2 + 2 = 16 \quad \text{- write down 16 thousands} \]

a) $2 \times 324 = ________________$

b) $4 \times 132 = ________________$

c) $8 \times 215 = ________________$

d) $9 \times 322 = ________________$

e) $7 \times 253 = ________________$

f) $6 \times 348 = ________________$

g) $3 \times 1 432 = ________________$

h) $5 \times 2 213 = ________________$

i) $7 \times 3 142 = ________________$

**Day 11.**

1. Multiplication of any 2-digit or 3-digit number by a multiple of 10.

**Example:** $30 \times 37 = 3 \times 10 \times 37 = 3 \times 370 = 1 110.$

a) $40 \times 28 = 4 \times ________________$

\[ = ________________ \]
\[ = ________________ \]

c) $70 \times 63 = ________________$

\[ = ________________ \]
\[ = ________________ \]

e) $50 \times 413 = ________________$

\[ = ________________ \]
\[ = ________________ \]

b) $60 \times 54 = ________________$

\[ = ________________ \]
\[ = ________________ \]

d) $30 \times 214 = ________________$

\[ = ________________ \]
\[ = ________________ \]

e) $90 \times 326 = ________________$

\[ = ________________ \]
\[ = ________________ \]
2. Multiplication of any 2-digit number by any 2-digit number using the "vertical-column method".

**Example:**

\[
\begin{array}{c}
\text{47} \\
\times \text{28} \\
\hline
\text{376} \\
\text{940} \\
\hline
\text{1316}
\end{array}
\]

\[
\begin{align*}
8 \times 47 &= 376 \\
20 \times 47 &= 10 \times 2 \times 47 = 10 \times 94 = 940
\end{align*}
\]

a) \[
\begin{array}{c}
\text{34} \\
\times \text{16} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

b) \[
\begin{array}{c}
\text{53} \\
\times \text{27} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

c) \[
\begin{array}{c}
\text{49} \\
\times \text{34} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

d) \[
\begin{array}{c}
\text{56} \\
\times \text{42} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

3. Use the "vertical-column method" to calculate the answers.

**Example:** 563 × 34

Answer:

\[
\begin{array}{c}
563 \\
\times \text{34} \\
\hline
2252 \\
+16890 \\
\hline
19142
\end{array}
\]

\[
\begin{align*}
4 \times 563 &= 2252 \\
30 \times 563 &= 16890
\end{align*}
\]

a) \[
\begin{array}{c}
\text{623} \\
\times \text{29} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

b) \[
\begin{array}{c}
\text{804} \\
\times \text{67} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

c) \[
\begin{array}{c}
\text{975} \\
\times \text{78} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

d) \[
\begin{array}{c}
\text{475} \\
\times \text{47} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

e) \[
\begin{array}{c}
\text{382} \\
\times \text{83} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]

f) \[
\begin{array}{c}
\text{619} \\
\times \text{56} \\
\hline
\text{_______} \\
\text{_______} \\
\text{_______} \\
\text{_______}
\end{array}
\]
Day 12.

1. Because 12 can be written in product form as $1 \times 12$ or $2 \times 6$ or $3 \times 4$, we say that 12 is a **multiple** of 2, 3, 4, 6, 12 and that 2, 3, 4, 6 and 12 are **factors** of 12. Also since 2 and 3 are both prime numbers and factors of 12 they are known as the **prime factors** of 12.

2. Multiplication of 3-digit and 4-digit numbers by a 2-digit or 3-digit number using the known factors of one of the numbers.

Example: $236 \times 28 = 236 \times 7 \times 4 = 1652 \times 4 = 6608$

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| a) $413 \times 24$ | b) $672 \times 36$ | c) $857 \times 56$
| = $413 \times 8 \times ______$ | = $672 \times ______ \times 4$ | = ______
| = $_______$ | = $_______$ | = ______
| = $_______$ | = $_______$ | = ______
| d) $753 \times 42$ | e) $2346 \times 96$ | f) $1437 \times 132$
| = $_______$ | = $_______$ | = ______
| = $_______$ | = $_______$ | = ______
| = $_______$ | = $_______$ | = ______
3. Use the “vertical-column method” to calculate the answers.

**Examples:** \(563 \times 34\) and \(1267 \times 329\)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers:</strong></td>
<td></td>
</tr>
<tr>
<td>(563)</td>
<td>(1267)</td>
</tr>
<tr>
<td>(\times 34)</td>
<td>(\times 329)</td>
</tr>
<tr>
<td>2252</td>
<td>11403</td>
</tr>
<tr>
<td>(\longleftarrow 4 \times 563)</td>
<td>(\longleftarrow 9 \times 1267)</td>
</tr>
<tr>
<td>+16890</td>
<td>25340</td>
</tr>
<tr>
<td>(\longleftarrow 30 \times 563)</td>
<td>(\longleftarrow 20 \times 1267)</td>
</tr>
<tr>
<td>19142</td>
<td>380100</td>
</tr>
<tr>
<td></td>
<td>(\longleftarrow 300 \times 1267)</td>
</tr>
<tr>
<td></td>
<td>416843</td>
</tr>
</tbody>
</table>

| (a) 623          | (b) 975          | (c) 849          |
| \(\times 28\)    | \(\times 78\)    | \(\times 53\)    |
|                  |                  |                  |
|                  |                  |                  |
|                  |                  |                  |
|                  |                  |                  |

| (d) 1674         | (e) 2318         | (f) 3567         |
| \(\times 361\)   | \(\times 472\)   | \(\times 809\)   |
|                  |                  |                  |
|                  |                  |                  |
|                  |                  |                  |
|                  |                  |                  |
Day 13.

1. Closed shapes with 3 or more straight sides are named according to their number of sides. Fill in the missing numbers or words in the table.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Number of sides</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) <img src="image" alt="Triangle" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) <img src="image" alt="Rectangle" /></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>c) <img src="image" alt="Pentagon" /></td>
<td></td>
<td>pentagon</td>
</tr>
<tr>
<td>d) <img src="image" alt="Square" /></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>e) <img src="image" alt="Octagon" /></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>f) <img src="image" alt="Octagon" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) <img src="image" alt="Octagon" /></td>
<td></td>
<td>hexagon</td>
</tr>
</tbody>
</table>
2. Draw a neat straight line to link each of the given figures with its name.

a) parallelogram

b) semi-circle circle

c) kite

d) quadrilateral

e) trapezium

f) rhombus
3. The adjacent rectangle has 4 square corners and the line joining the opposite corners is called the diagonal of the rectangle. A rectangle has 2 diagonals. We say that the square corners form right angles. Another name for a corner is a vertex and the plural for vertex is vertices.

b) The adjacent parallelogram has no square corners but has 2 diagonals. Two of the vertex angles of a parallelogram are smaller than right angles and the other two vertex angles are greater than right angles.

4. Complete:
   a) Figure A has ________ square corner(s)
   b) Figure B has ________ square corners
   c) Figure C has ________ square corners
   d) Figure D has ________ square corners
   e) Figure E has ________ square corners
5.

Use a sharp pencil and a ruler to draw the following figures on the above grid:

a) A rectangle which is 5 units long and 3 units wide. Then draw one diagonal.
   Are the triangles formed the same size or not? __________________________

b) A square with a side of 4 units. Then draw two diagonals.
   What do you notice about the new shapes formed? _______________________

c) A triangle with one vertex angle that is greater than a right angle.

6. Put a “✓” after the last word in each sentence if it is correct and a “✗” if it is wrong.

a) A square and a rectangle each have 4 equal straight sides. ✓

b) A square and a rectangle each have 4 square corners. ✓

c) A square only has one diagonal. ✓

d) A parallelogram has 4 square corners. ✗

e) Two of the corners of a parallelogram are smaller than a right angle. ✓

Day 14.

1.

A     B    C    D

Which of the above diagrams are symmetrical in shape? __________________________
2. Draw the line(s) of symmetry in each of the following capital letters.

a) B  
b) H  
c) W  
d) E

3. Use a ruler to draw the line(s) of symmetry in each of the given figures.

a)  
b)  
c)  
d)  
e)  
f)  

d)  
e)  
f)  

4. Draw the other half of each figure to make a symmetrical figure.

a)  
b)  

a)  
b)  

5. A challenging question - for fun.

Complete: In diagram A there are _________ rectangles and
in diagram B there are _________ triangles.

Day 15.

1. Study:

a) vertex

   face

   edge

   i) The 6 flat figures used to build the cube are all squares and are called the faces of the cube.
   ii) The line segments where the faces meet are called edges.
   iii) The points where the edges meet are called vertices.

b) 3-D objects which have two straight-sided faces that are exactly the same and opposite each other are called prisms.

c) These identical faces are called the bases of the prism.

d) The 2 bases are joined by rectangles or parallelograms.

e) A 3-D solid which has only one base is either a cone or a pyramid.

f) A cone has a circular base whereas the base of a pyramid may be a triangle, square, rectangle etc.

g) A pyramid has a number of triangular faces meeting in one vertex.
2.

The above 12 figures are all 3-D shapes.

Complete:

a) The 3-D shape marked (d) is called a ______________________________

b) The 3-D shape marked (h) is called a ______________________________

c) The 3-D shape marked (i) is called a ______________________________

d) The 3-D shape marked (j) is called a ______________________________

e) The 3-D shape marked (k) is called a ______________________________

3. Look at the figures in question 2 and then answer each of the questions.

a) Which figures have the same shape as figure (c)? ______________________

b) In which way are figures (d) and (j) alike? __________________________

c) In which way is figure (g) different from figure (i)? ______________________

d) In which way are figures (e), (g) and (i) the same? ______________________

4. Complete:

<table>
<thead>
<tr>
<th>Name of prism</th>
<th>Number of vertices</th>
<th>Number of edges</th>
<th>Number of faces</th>
<th>Shape of faces</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) A rectangular prism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) A triangular prism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) A pentagonal prism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) A hexagonal prism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Complete for

<table>
<thead>
<tr>
<th></th>
<th>a triangular pyramid</th>
<th>a square-based pyramid</th>
<th>a heptagonal pyramid</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Shape of base</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Number of faces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Number of vertices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Number of edges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Shape of lateral faces</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>