# Plus One Serious Revision Mathematics

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Grade

Revision Guide

Smart Gundumuro Mary Dube Nomore Masvimbo With Answers

Plus One Serious Revision

# Mathematics

**Grade 5** Revision Guide *With answers* 

**Smart Gundumuro** 

**Mary Dube** 

Nomore Masvimbo



#### CONTENTS

Topic 1 Number	1
Unit 1 Whole number	1
Unit 2 Proper fractions	10
Unit 3 Mixed numbers	16
Unit 4 Numeration systems	19
Unit 5 Decimals	21
Unit 6 Percentages	26
Topic 2 Operations	31
Unit 7 Addition of whole numbers	31
Unit 8 Subtraction of whole numbers	34
Unit 9 Multiplication of whole numbers	36
Unit 10 Division of whole numbers	42
Unit 11 Addition and subtraction of decimals	46
Unit 12 Multiplication and division of decimals	47
Unit 13 Addition and subtraction of fractions	51
Unit 14 Multiplication of fractions	53
Unit 15 Percentages	55
Topic 3 Measures	56
Unit 16 Money	56
Unit 17 Time	58
Unit 18 Mass	61
Unit 19 Length	63
Unit 20 Rate	65
Unit 21 Area	69
Unit 22 Volume and capacity	79
Unit 23 Directions, angles and lines	84
Unit 24 Shapes	90
Topic 4 Relationships	99
Unit 25 Data handling	99
Examination Practice 1	107
Examination Practice 2	113
Examination Practice 3	120
Examination Practice 4	127
Examination Practice 5	133

Answers	177
Examination Practice 10	170
Examination Practice 9	163
Examination Practice 8	155
Examination Practice 7	147
Examination Practice 6	139

# Topic

#### NUMBER

#### Unit 1: Whole number (0 - 100 000)

#### **Objectives**

#### By the end of this unit, you should be able to:

- identify, read and write numbers in words and numerals in the range.
- count in ascending and descending order.
- give values of digits in a number.
- arrange numbers in order of size.
- write number sequences.
- round off numbers to a degree of accuracy.
- apply approximation in life situation.
- express numbers in expanded notation or form.

#### Numerals and words

#### **Reading numbers**

All numbers are read from left to right. You can use place values (the value of a digit based on its position in the number) to help you read a number.

#### **Single-digit numbers**

A single-digit number is in the unit's place. The name of a single-digit number is simply the name of the digit. Let us read the names of the following single-digit numbers:

- 0 is read as zero.
- 1 is read as one.
- 2 is read as two.
- 3 is read as three.
- 4 is read as four.
- 5 is read as five.
- 6 is read as six.
- 7 is read as seven.

- 8 is read as eight.
- 9 is read as nine.

#### **Two-digit numbers**

Two-digit numbers extend from the units into the tens place, which is the second digit from the right. Reading a two-digit number requires knowing a variety of number names. Two-digit numbers beginning with 1 each have a unique name, so you simply need to memorise each. To read two-digit numbers beginning with 2 through to 9, we use the name of the tens place value plus the name of the digit in the units place. Let us read some two-digit numbers beginning with 1 and others beginning with 2 up to 9.

- 10 is read as ten.
- 11 is read as eleven.
- 12 is read as twelve.
- 13 is read as thirteen.
- 14 is read as fourteen.
- 15 is read as fifteen.
- 16 is read as sixteen.
- 17 is read as seventeen.
- 18 is read as eighteen.
- **19** is read as nineteen.
- 20 is read as twenty.
- **30** is read as thirty.
- 40 is read as forty.
- 50 is read as fifty.
- 60 is read as sixty.
- 70 is read as seventy.
- 80 is read as eighty.
- 90 is read as ninety.

Now, let us try reading a list of items Benjamin found in his garden as an example:

- (a) **45** slugs are read as forty-five slugs.
- (b) **96** pumpkins are read as ninety-six pumpkins.
- (c) 27 snails are read as twenty-seven snails.

#### Three-digit numbers

Three-digit numbers extend into the hundreds place, which is the third digit from the extreme right. To read a three-digit number, name the first digit to the left, add the word "hundred" and then read the rest of the number as a 2-digit number.

- (a) **300** tomatoes are read as three hundred tomatoes.
- (b) 777 heads of lettuce are read as seven hundred and seventy seven heads of lettuce.

#### Four-digit numbers

Four-digit numbers extend into the thousands place, which is the fourth digit from the right. To read a fourdigit number, name the first digit, say the word "thousand," and then read the rest of the number as a 3-digit number. (a) **4 000** cucumbers are read as four thousand cucumbers.

(b) 8 122 bananas are read as eight thousand one hundred twenty two bananas.

#### **Five-digit numbers**

Five-digit numbers extend into the ten thousands place, which is the fifth digit from the right. To read a fivedigit number, name the first digit, say the word "ten thousand," and then read the rest of the number:

(a) **25 340** earth worms are read as twenty-five thousand three hundred and forty earth worms.

(b) 80 000 heads of cabbage are read as eighty thousand heads of cabbage.

#### **Six-digit numbers**

Six-digit numbers extend into the hundred thousands place, which is the sixth digit from the right. To read a sixth-digit number, name the first digit, add the phrase *hundred thousand*, and then read the rest of the number.

(a) **200 000** bean seeds are read as two hundred thousand bean seeds.

\_\_\_\_\_/

(b) **566 445** maize seeds are read as five hundred and sixty six four hundred and forty-five maize seeds.

\_\_\_\_\_

#### **Exercise 1**

#### **Reading and writing numbers**

- 1. Which of the following answers is correct when reading the number 97?
  - A. Ninety-seven.
  - B. Nine.
  - C. Seven.
  - D. Nine hundred and seven.
- 2. How would you write the number, one hundred?
  - A. 200
  - B. 100
  - C. 1
  - D. 10
- 3. Which of the following answers is correct for reading the number 7 979?
  - A. Seven hundred and seventy nine.
  - B. Seven thousand nine hundred and seventy nine.
  - C. Seventy-nine thousand seven hundred and ninety.
  - D. Seven hundred and ninety seven.
- 4. How would you write the number 3 333?
  - A. Thirty three.
  - B. Three hundred and thirty three.
  - C. Thirty three thousand three hundred and thirty three.
  - D. Three thousand three hundred and thirty three.
- 5. How would you write the number five thousand seven hundred and fifty nine?
  - A. 559
  - B. 759
  - C. 5 759
  - D. 579

#### Consolidating fractions as percentages

Use your calculator to consolidate the following fractions as percentages.

#### Example

1. 
$$\frac{2}{5}$$
 as a percentages  $=\frac{2}{5} \times 100\%$   
 $=\frac{200}{5}$   
 $=40\%$ 

## Exercise 34

- 1.  $\frac{3}{4}$  as a percentage
- 2.  $\frac{15}{25}$  as a percentage
- 3. 45% of \$250
- 4. 30% of 20 litres
- 5. 60% of 100kg

#### Equivalence

To find the percentage equivalence to a fraction, take the fraction and multiply it by 100%.

\_\_\_\_\_

#### Example

Find the percentage equivalent to  $\frac{2}{5}$ .

#### Solution

First write the fraction and multiply it by 100%.

$$\frac{2}{5} \times 100$$

Divide 100 by the denominator of the fraction.

$$= 2 \times \frac{100}{5}$$

Multiply the answer by the numerator and add the percentage sign.

= 2×20%

= 40%

Exercise 35	]
Find the percentage that is equivalent to	
1. $\frac{1}{2}$	
$\frac{1}{2}$	
$\frac{1}{3}$ $\frac{1}{4}$	į
$1 4. \overline{10}$	

## Topic OPERATIONS

#### **Unit 7: Addition of whole numbers**

#### **Objectives**

#### By the end of this unit, you should be able to:

- demonstrate understanding of basic addition facts.
- add with carrying.
- add measures.
- use the associative and commutative law.

#### Addition of whole numbers

There are many words that can be used in place of addition. For example, 8 + 9 can be expressed as:

(a) Find the sum of 8 and 9.

- (b) Add 8 and 9.
- (c) What is the total of 8 and 9?
- (d) Increase 8 by 9.
- (e) 8 count on 9.

#### Exercise 36

1. Solve the following:

(a) State any 3 words that can be used to mean addition.

\_\_\_\_\_

\_\_\_\_\_

- (b) 5 count on 3
- (c) 8 + 9
- (d) Add 713 and 402
- (e) What is the sum of 7 009 and 993?
- (f) Increase 12 419 by 9 502.
- (g) A farmer has 90 909 goats and 7 431 cattle. What is the total number of livestock that the farmer has?
- (h) What is the sum of 7 912, 603 and 15?

Exe	ercise 41		·	
Subt	ract the following r	neasures using	either the addition o	r decomposition method
(a)		(b)		(c)
	HTU		ΗTU	Th H T U
	921g	\$	924,00	7 4 3 m
	– 475g	_ \$	586,00	-2 6 8 4 m
(d)		(e)		
	Th H T U	Tł	H T U	
	6 4 2 2 cm		743m	
	– 4 8 4 5 cm	- 2	6 8 4 m	

#### **Unit 9: Multiplication of whole numbers**

#### Objectives

#### By the end of this unit, you should be able to:

- demonstrate an understanding of basic multiplication.
- multiply by one-digit numbers.
- multiply by two-digit numbers.
- multiply by multiples of 10 and 100.
- deduce and generalise multiplication processes.
- multiply measures within the range.
- find the HCF and LCM of two numbers.

#### **Multiplication of whole numbers**

Multiplication can be thought of as repeated addition. For example, if you multiply the number 3 by the number 5, it is the same as adding the number 3 repeatedly for 5 times (or adding 5 repeatedly for 3 times).

For example: 
$$3 \times 5 = 5 + 5 + 5$$
  
= 15  
 $3 \times 5 = 3 + 3 + 3 + 3 + 3$   
= 15

#### Multiplication as repeated addition

#### Example

(a)  $2 \times 3$  can be expressed in repeated addition as 2 + 2 + 2 = 6.

(b)  $4 \times 5$  can be expressed in repeated addition as 4 + 4 + 4 + 4 = 20.

The final step is to add the two results.

	43
×	29
	4887
+	10860
	13947

Thus,  $543 \times 29 = 13947$ .

Exercise 43		j		
Work out the fo	llowing			
1. $236$ $\times 3$	$2.  531 \\ \times  5$	$3.  752 \\ \times 6$	$\begin{array}{ccc} 4. & 1 & 3 & 3 & 2 \\                                  $	5. $2204$ $\times$ 7
$\begin{array}{rrr} 6. & 3 \ 2 \ 6 \\ \underline{\times \ 3 \ 1} \end{array}$	7. $432$ × $21$	$8.  8 \ 0 \ 2 \\ \times \ 2 \ 2 \\ \hline$	9. $623$ × 53	10. 1 2 3 5 $\times$ 8 1

#### Multiplying by multiples of 10 and 100

When multiplying by multiples of 10, the product is the number with 1 zero added to its right and when we multiply by 100, the product is the number with 2 zeros added to its right.

#### Example

- 1. 3 2 6 First bring down zero as a place holder then start multiplying the top number by 3.
  - $\frac{\times 30}{9780}$

2. 432  $\times 200$  86400First start by bringing down 00 since you are multiplying by a multiple of 100 Secondly, multiply the top number by 2.

Ex	cercise 44		 			   
1.	Solve the foll (a) 8 6 $\times$ 1 0	llowing: (b) 4 2 1 × 3 0	(c) 7 5 2 × 6 0	(d) $2341$ × 80	(e) $3 1 0 6$ × 9 0	
           	(f) $126 \times 300$	$(g) 432 \times 400$	(h) $1 \ 0 \ 4$ _× 5 0 0	(i) $3 4 3$ $\times 6 0 0$	(j) $235$ $\times 900$	

#### Unit 19: Length

#### Objectives

#### By the end of this unit, you should be able to:

- estimate and measure length using standard and non-standard units.
- find the perimeter of rectangle and square.

#### **Measurement of length**

#### Estimating and measuring length using standard and non-standard units

Length is the distance between two points. The distance can be measured in millimetres (mm), centimetres (cm), metres (m) or kilometres. To estimate length is to make an intelligent guess on the distance between two points.

### Activity

What do you think is the distance between the following points? Write down your answers.

- 1. Your school and your home.
- 2. Your home and your nearest health centre.
- 3. Your school and your nearest shopping centre.
- 4. Estimate the length of the following.
  - (a) The chalk or white board used by your teacher.
  - (b) Your teacher's desk.
  - (c) Your classroom.
  - (d) The distance between your classroom and the head's office
- 5. Estimate the length of the following lines.
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_

#### Measuring length using non-standard units

Length is a quantity that can be measured. However, when we estimate, we do not get the exact or correct length of an object. Non-standard units such as spans, paces, sticks and others assist us to measure and get near correct length of an object. A span is the distance of length measured by a hand from the tip the thumb to the tip of the little finger. A pace is the distance of a single step.

#### Activity

Use your span to measure the following and say how many spans are there.

- (a) The chalkboard in your classroom.
- (b) Your desk or table.
- (c) The teacher's table.
- (d) The height of your friend.
- (e) The length of a classroom window.

# GRADE 5 EXAMINATION PRACTICE 1MATHEMATICS502/1PAPER 1TIME: 2 HOURS

#### **INSTRUCTIONS TO CANDIDATES**

- When you are told to start, choose **one** correct answer from the suggested answers.
- Answer **all** questions by choosing the correct answer from the options given.
- Make calculations on your rough paper, do not guess answers.
- 1. The number shown on the abacus below is



20.	3 00	08−1 786 is						
	A.	1 322.	B.	1 232.	C.	1 222.	D.	1 312.
21.	The	H.C.F of 9 and 12 is	5					
	A.	6.	B.	3.	C.	9.	D.	36.
22.	The	product of 9 and 8 i	S					
	А.	1.	B.	17.	C.	98.	D.	72.
23.	The	value of $258 \times 5$ is						
	А.	2 585.	B.	1 240.	C.	1 290.	D.	1 000.
24.	2 85	50 ÷ 30 is						
	А.	90.	B.	95.	C.	70.	D.	75.
25.	The	number of sets of 5	in 65	is				
	А.	11.	B.	12.	C.	13.	D.	15.
26.	200	sweets were equally	shar	red among 10 people	e. The	e number of sweets t	hat e	ach got is
	А.	10 sweets.	В.	20 sweets.	C.	25 sweets.	D.	15 sweets.
27.	The	value of 15,15 + 10	, 3 is					
	А.	25,18.	В.	25,45.	C.	25,35.	D.	25,12.
28.	The	value of $1,8 \times 0,5$ is	5					
	А.	9.	В.	90.	C.	0,9.	D.	0,09.
29.	$\frac{2}{5}$ +	$+\frac{4}{10}$ is						
	A.	$\frac{3}{5}$ .	B.	$\frac{4}{5}$ .	C.	$\frac{6}{10}$ .	D.	$\frac{6}{15}$ .
20	(00)	5		5		10		15
30.	60%	0 OI 80 18	D	40	C	96	D	(0)
21	A.	480.	в.	48.	C.	86.	D.	68.
31.	Ine	number of 50 cents	coins	s that add up to $\$4,0$	00 1S	10	D	10
22	A.	4.	<b>В.</b>		C.	10.	D.	12.
32.	If ai	n item costs $3/,50$ ar		te pays \$10,00. Her	chan	ge 1s	D	¢2.00
22	А.	\$3,50.	В.	\$ 2,50.	C.	\$2,00.	D.	\$3,00.
33.	Iwo	o fortnights are equiv	alent		C	20.1	D	20.1
24	A.	14 days.	В.	10 days.	C.	28 days.	D.	30 days.
34.	3, 5	kg is equivalent to			D	250		
	A. C	3 500 g.			B. D	350 g. 3 005 σ		
35	C. A re	ectangular field meas	lires	200m by 50m. Its p	erime	ter is		
	Δ	0.2 km		p	R	0.25 km		
	<b>C</b> .	1 km.			D.	0,5 km.		

- **36.** A complete revolution is the same as the size of a
  - A. right angle.
  - **B.** straight line.
  - C. quarter revolution.
  - **D.** complete turn.

**37.** The side of a cube measures 5cm. The volume of such a cube is

- **A.** 25 cm<sup>3</sup>.
- **B.** 50 cm<sup>3</sup>.
- **C.** 100 cm<sup>3</sup>.
- **D.**  $125 \text{ cm}^3$ .
- **38.** The name given to a polygon with six sides is
  - A. pentagon.
  - B. hexagon.
  - C. heptagon.
  - D. octagon.
- **39.** The table below shows the information on shoe sizes worn by Grade Five learners at Khumalo Primary School.

Shoe size	1	2	3	4
Number of learners	8	6	3	2

The number of learners who wear sizes 2 and 3 is

- **A.** 8.
- **B.** 9.
- **C.** 5.
- **D.** 11.
- 40. The total number of learners whose shoe sizes were recorded is
  - **A.** 20.
  - **B.** 10.
  - **C.** 19.
  - **D.** 8.

#### **GRADE 5 EXAMINATION PRACTICE 1**

## MATHEMATICS502/2PAPER 2TIME: 2 HOURS

#### **INSTRUCTIONS TO CANDIDATES**

- Answer all questions in Section A and any three questions in Section B.
- If more than three questions are answered in Section B, the first three will be considered.
- If working is needed for any question it must be shown.
- Omission of essential working may result in loss of marks.
- Marks allocated to each question are shown in brackets.
- Electronic calculators and slide rules **must not** be used in the examination.

#### **SECTION A [25 MARKS]**

#### Answer all questions in this section.

1.	Solv	ve the following:	
	<b>(a)</b>	Write 34 099	
		(i) in expanded form.	[1]
		(ii) to the nearest thousand.	[1]
	<b>(b)</b>	Write the place value of 4 in 35,04.	[1]
2.	Eva	luate the following:	
	<b>(a)</b>	Compare the two fractions $\frac{4}{5}$ and $\frac{2}{10}$ using the appropriate sign.	[1]
	<b>(b)</b>	Arrange the following fractions in ascending order.	
		$\frac{1}{5}, \frac{1}{2}, \frac{1}{4}$	[2]
3.	(a)	Round off 15, 95 to the nearest tenth.	[1]
	<b>(b)</b>	Express $\frac{40}{50}$ as	
		(i) a fraction in its lowest term.	[1]
		(ii) a percentage.	[1]
4.	(a)	Find the sum of 1 308 and 986.	[1]
	<b>(b)</b>	An insurance company received 7 089 claims and managed to pay for 5 698 claims.	
		Find the number of unpaid claims.	[2]
5.	<b>(a)</b>	Find the H.C.F of 6 and 9.	[1]
	(b)	Find the value of $9.6 \div 0.3$ .	[2]
6.	(a)	Simplify $\frac{15}{20} - \frac{1}{4}$ leaving your answer as a fraction in lowest term.	[2]
	<b>(b)</b>	Find the exact value of 20% of 30 kg.	[2]
7.	(a)	Calculate the number of seconds in 5 minutes.	[1]
	<b>(b)</b>	Mary walks from home at 6.30 am to school and arrives at 7:00 am. Calculate the time she tak	ces to
		travel to school	[2]

7.	Find	1	
	<b>(a)</b>	the sum of 2 009 and 1 099.	[2]
	<b>(b)</b>	the difference between 123 and 78.	[2]
8.	<b>(a)</b>	Find the value of $4 \times \frac{1}{4}$ .	[1]
	<b>(b)</b>	Divide 680 by 5.	[2]

#### SECTION B [15 MARKS]

#### Answer any **three** questions only.

9.	<b>(a)</b>	Find the product of 18,5 and 6.	[2]
	(b)	A hospital received 3 066 patients in January and 4 987 patients in February. Find the total number of patients received at this hospital in the two months.	[2]
	(C)	Reduce 96 by 69.	[1]
10.	An	athlete completed the race in 185 seconds.	
	<b>(a)</b>	(i) Write the time taken in minutes and seconds.	[2]
		(ii) Round off the time taken to the nearest minute.	[1]
	<b>(b)</b>	Convert $2\frac{1}{2}$ weeks to days.	[2]
11.	<b>(a)</b>	Calculate the number of coins of 50 cents that make up \$6,00.	[2]
	(b)	Mr Vusa gave his customer \$49,00 as change when the customer had paid \$100,00 to buy an item. Calculate the cost of the item.	[3]
12.	Con	vert	
	(a)	(i) 7,25 kg to grams.	[2]
		(ii) 250 grams to kg.	[2]
	<b>(b)</b>	In a butchery, the price of meat is written \$2,50/ kg. Calculate the amount paid for 3 kg of	
		meat.	[3]
13.	The	table below shows marks got by a student in four learning areas.	

Learning area	Marks
English	20
Ndebele	15
Maths	15
P. E	25

Draw a bar chart to show the information.

[5]

#### **GRADE 5 EXAMINATION PRACTICE 9**

#### MATHEMATICS 502/1

#### PAPER 1 TIME: 2 HOURS

#### **INSTRUCTIONS TO CANDIDATES**

- When you are told to start, choose **one** correct answer from the suggested answers.
- Answer **all** questions by choosing the correct answer from the options given.
- Make calculations on your rough paper, do not guess answers.
- 1. 3 000; 4 323; 999 and 4 233 arranged in ascending order is

	А. В.	4 323 3 000	4 233 4 323		3 000 4 233	999. 999.				
	C.	999	3 000		4 233	4 323	3.			
	D.	3000	4233		999	4323	•			
2.	34 7	730 to the	nearest 100	is						
	<b>A.</b>	34 000.	]	B.	35 000.		C.	34 700.	D.	34 800.
3.	Acc	ontainer ho	olds 100ml	of w	ater. The numb	er of	cont	ainers of the same s	ize th	at would hold 1 000ml is
	А.	100.	]	B.	10.		C.	1 000.	D.	1.
4.	24 8	341 in expa	anded notat	ion	is					
	A. C.	20 + 4 + Twenty th	800 + 40 + housand + 4	1. 4000	0 + 800 +40 + o	one.	B. D.	2+4+8+4+1. 20 000 + 4 000 + 8	300 +-	40 + 1.
5.	$\frac{1}{2}$	$\frac{9}{16}$ .								
	<b>A.</b>	>	]	B.	<		C.	//	D.	=
6.	$\frac{8}{16}$	in its lowe	est terms is							
	<b>A.</b>	$\frac{1}{2}$ .	]	B.	$\frac{4}{8}$ .		C.	$\frac{1}{8}$ .	D.	$\frac{1}{16}$ .
7.	The	improper	fraction fro	om tł	ne ones below i	S				
	А.	$\frac{1}{4}$ .	]	B.	$\frac{13}{2}$ .		C.	$7\frac{3}{4}$ .	D.	$\frac{1}{100}$ .
8.	$\frac{9}{6}$ ×	6 =								
	А.	9.	]	B.	5.		C.	6.	D.	54.
9.	C in	Arabic nu	imeral is							
	А.	50.	]	B.	10.		C.	1 000.	D.	100.
10.	34,1	25 in wor	ds is							

- A. three four comma one two five.
- **B.** thirty five thousand one hundred and twenty five.
- C. thirty four comma one hundred and twenty five.
- **D.** thirty four comma one two five.



The table below shows the number of learners who passed different learning areas in Grade 5 Blue at Trojan Primary School. Use it to answer Questions 39 and 40.

Mathematics	ChiShona	English	Agriculture	Social Sciences	PE/VPA
17	40	32	25	30	43

**39.** The number of learners who passed PE and VPA is

**A.** 43. **B.** 25. **C.** 40. **D.** 17.

40. If the total number of learners is 60. The percentage of learners who passed Agriculture is

**A.** 25%. **B.** 42%. **C.** 52%. **D.** 50%.

#### **GRADE 5 EXAMINATION PRACTICE 9**

#### **MATHEMATICS** 502/2**TIME: 2 HOURS**

#### PAPER 2

#### **INSTRUCTIONS TO CANDIDATES**

- Answer all questions in Section A and any three questions in Section B. •
- If more than three questions are answered in Section B, the first three will be considered. •
- If working is needed for any question it must be shown. •
- Omission of essential working may result in loss of marks. •
- Marks allocated to each question are shown in brackets. •
- Electronic calculators and slide rules **must not** be used in the examination. ٠

#### (a) Write down the number shown on the picture. 1. [1] IJ Т TH Ħ 5 3 9 (b) Compare using >, <, or = $1386 \Box 1683$ . [1] (c) Round off $37\ 260$ to the nearest 1 000. [1] Simplify 7 815 + 1 639 = 2. [2] 3. There are 354 sweets in a packet of sweets. 120 sweets were sold. Calculate the number of sweets left. [2] (a) Calculate the number of minutes between 1800 hrs and 1850 hrs. [2] 4. (b) find the product of 392 and 7. [2] (c) Share \$100,00 between 4 children. Calculate the amount of money each one gets. [2] (a) Reduce $\frac{40}{100}$ in it lowest terms. 5. [2] (b) Round 5.88 to the nearest tenth. [1] (a) Express 200 cm to mm. 6. [1] **(b)** Simplify $= \frac{3}{10} + \frac{3}{5}$ . [2]

#### **SECTION A [25 MARKS]**

#### Answer all questions in this section.

11. Below is an invoice for what Mr Smith bought for breakfast.

Quantity	Item	Amount
1	Loaf of bread	\$102,00
1	Margarine	\$345,00
1	Tea leaves	\$37,75
Total		

	<b>(a)</b>	Calculate the total	[2]
	<b>(b)</b>	The customer paid \$500.00, calculate their change.	[2]
	(c)	Calculate how much 3 packets of tea leaves costs.	[1]
12.	The	re are 51 406 people at a rally.	
	<b>(a)</b>	Write the number in words.	[1]
	<b>(b)</b>	Expand 51 406.	[1]
	(c)	Round off the number of people to the nearest 100.	[1]
	(d)	If 25 697 were men. Calculate the number of women.	[2]

**13.** Use the diagram below to answer the questions that follow:



[1]

[2]

[2]

<b>(a)</b>	Name	the	shape	above.
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- (b) Calculate the perimeter.
- (c) Calculate the area of the shape.

- (b) 42
- **3.** (a)
  - (b) 11
- 4. (a)  $\frac{9}{10}$ 
  - (b) 1,68
- **5.** (a) 12 744
- (b) 24,8 6. 36 cm
- **7.** \$17.85
- 8. 56cm<sup>2</sup>

#### **SECTION B**

9. (a) (i) 6 minutes 22 seconds (ii) 6 minutes



- **10.** (a) 55
  - (b) 1 650 tomato seedlings
- **11.** (a) (i) East
  - (ii) Hospital
  - (b) 4
  - (c) 6 sides
- 12. (a)  $256 \text{ cm}^2$
- (b)16 cm 13. (a) (i) 20
  - (ii) goats
  - (b) 40

#### **SPECIMEN EXAMINATION 6**

#### **SECTION A**

- 1. (a) Seventy nine thousand
- (b) < **2.** (a)  $\frac{3}{8}$ 
  - (a)  $\frac{1}{8}$  (b)  $\frac{1}{2}$
  - (c)  $\frac{1}{8} \frac{3}{8} \frac{1}{2} \frac{3}{4}$
- **3.**  $\frac{31}{10}$
- **4.** (a) 25 057
  - (b) 27
  - (c) 0.3

- **5.** 31
- **6.** (a) \$49.55
  - (b) 0035
  - (c) 5 minutes to 6
- 7. (a) 5 327 (c) 137 (c)  $1\frac{1}{5}$
- 8. Octagon

#### **SECTION B**

- **9.** (a) East
  - (b) Acute
    - (c) Vertical
    - (d) North East
  - (e) 360°
- 10. (a) Rectangle
  - (b) 22 cm
  - (c)  $30 \text{ cm}^2$
- 11. (a) 250 kg(b) 1 500 kg
  - (c) 750 kg
- **12.** (a) 25 mins to 1
  - (b) 12 o'clock
  - (c) 1200 (d) 12:25
  - (d) 12:35
- **13.** (a) 100 (b) 15
  - (c) white and yellow, 30

#### **SPECIMEN EXAMINATION 7**

#### **SECTION A**

- 1. (a) 72 053 (b) <
  - (c) 40/ forty
  - (d)  $1\frac{1}{4}$
- **2.** \$57.30
- (a) 22 687
  (b) 0.8
  (c) 405
- **4.** 1.8 m
- **5.** (a) 92% (b) 56 863
- 6. 20 past 1
- 7.  $9\ 000 + 900 + 40 + 0$
- 196