Verbs

Introduction

Upper Primary children should understand the following types of verbs and their uses.

(a) **Action verbs** are words that express a concrete action. They are common in spoken language and in the writing of young children. Examples:

work   run   sit   eat   jump

(b) **Saying verbs** express a spoken action. Examples:

talk   tell   said   suggested   yelled

(c) Some verbs do not express a concrete action—they express actions that happen mentally, such as feelings, ideas, thoughts or attitudes. These can be called **thinking and feeling verbs**. They are common in arguments, narratives and descriptions (but not scientific descriptions, which are objective). Examples:

I *like* Sam.   Katy *believed* the story.

I *see* the rabbit.   I *think* people should recycle.

(d) Some verbs tell us about what things are and what they have. These are **being and having verbs**. They are common in all kinds of descriptions. Examples:

Ben *is* a good swimmer.   Ali *has* the answer.   They *are* here.

(*Is, are, has* and *have* can also act as auxiliaries, or helping verbs, for doing, thinking and feeling verbs. Example: Ben *is* swimming.)

Verbs can be **finite** or **non-finite**.

(a) **Finite** verbs have a subject. Example:

The dog bit my leg.

The verb is *bit.* To find the subject ask "Who or what bit?". In this case there is an answer—*the dog*—so there is a subject.

Finite verbs can also stand alone without a helping verb. For a sentence to be complete it must have a finite verb.

(b) **Non-finite verbs** cannot stand alone. Example:

to go to the dance

Non-finite verbs can be infinitives or participles.

• The infinitive usually consists of a verb before which is the word *to.* Examples:

to jump   *to hop*

Often the *to* is not written or spoken. Examples:

Fred made me *do* this.   Let me *go* with Sam.

- **Participles** are parts of verbs. When they are used with helping verbs (auxiliaries), they form complete verbs. Example:

    Jack is *running* across the lawn.

    The helping verb is *is* and the present participle is *running*.
    Participles can be present or past. Examples:

    present   *swimming*   *skipping*   *hopping*
    past   *swum*   *skipped*   *hopped*

    Note that a participle must never be used on its own as a verb.

Correct	**Incorrect**
I have done.	I done.
I have seen.	I seen.

Verbs do not only express actions; they also tell us the time of the action. The **tense** of a verb tells us when the action is, was, or will be carried out.

The three tenses are past, present and future.

(a) **Present tense** refers to actions that are happening now, at this moment. Example:

    I *like* the chocolate flavour.

(b) **Past tense** refers to actions that happened in the past, a few seconds ago or years ago. Example:

    I *liked* the chocolate flavour.

    Don't confuse the past tense with the past participle. Remember, the past participle always has a helping verb. Example:

    Past tense   I *rang*.
    Past participle   I *have rung*.

(c) **Future tense** refers to actions which will happen in the future, in a few seconds or in a few years. Example:

    She *will like* the chocolate flavour.

There are different forms of the present, past and future tenses.

(a) The examples above are in the **simple** or **indefinite form**.

(b) The other main form that Upper Primary children should be aware of is the **continuous form**. It refers to an action that is, was or will be continuing.

    Present continuous tense   He *is walking* along the road.
    Past continuous tense   He *was walking* along the road.
    Future continuous tense   He *will be walking* along the road.

Most verbs form their tenses in a regular way according to the following table.

REGULAR VERBS		
Present Tense	**Past Tense**	**Past Participle**
I watch	I watched	(I have) watched
He plays	He played	(He has) played
They use	They used	(They have) used

Irregular verbs do not simply add *-ed* to form the past tense. The verb itself changes—and these changes have to be learned. (A good dictionary will list these changes.)

A verb can be in the **active** or the **passive voice**. The voice of the verb tells whether the subject is doing the action (active voice) or whether something is being done to the subject (passive voice). When the passive voice is used the verb includes an auxiliary (helping verb) and a participle (main verb). Examples:

Active voice   Katy *read* the book.
Passive voice   The book *was read* by Katy.

Active voice is more direct, and usually shorter and easier to read than passive voice. Passive voice is often used in reports and explanations to neutralise events, and in public notices to make them less hostile. Examples:

Active voice   Do not *put* your feet on the seats!
Passive voice   Feet must not be *put* on the seats.

Children at this level should be able to talk about **subject/verb agreement** in a sentence. They are generally quick to identify times when the verb does not agree with the subject in number.

- If the subject is plural (more than one), a plural verb is required. Examples:
  The *boys are coming* down the road.
  The *girls like* ice-cream.
- If a subject is singular, a singular verb is required. Examples:
  The *boy is coming* down the road.
  The *girl likes* ice-cream.
- If there is more than one subject joined by *and*, a plural verb is required. Example:
  Here *come* the *bride* and *groom*.
- Collective nouns usually take a singular verb. See the chapter on nouns for more information.

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Teaching Strategies

Puzzle verbs

On the chalkboard write the first letter of a verb and then a dash for each remaining letter. Tell the class what the verb means. Have volunteers come out and add the missing letters.

g _ _ _ _ _   *to run like a horse*

w _ _ _   *to cry*

Verb lists

Spend time encouraging students to seek out and use the most suitable verb at all times. This can be done by simple exercises on the chalkboard.

The frightened rabbit ran to its hole.

Have children replace *ran* with more effective verbs.

bolted   hopped   shot   leaped

Charades

Have children act out roles while others guess what they are doing.

You are drying the dishes.

Mixed-up verbs

Have children add suitable verbs to given nouns.

Dogs bark. Cats purr.

They can then mix them up in a humorous way and create cartoons.

Fish bark.   Dogs fly.

Make it active

Have children identify verbs in a sentence and state whether they are in the active or passive voice.

Tom read the newspaper.

The newspaper was read by Tom.

Have children change sentences from the passive to the active voice.

In the past

Provide plenty of practice for children in the use of the past tense and past participles, especially of irregular verbs. These can be short oral activities.

I drive my car — but yesterday I _____ my car.

I have _____ my car.

I think . . .

Encourage each child to orally state their opinions on certain topics. Remind them to use thinking and feeling verbs.

I believe that . . .

It seems that . . .

As children become more confident, conduct panel games or simple debates.

WORD BANK   VERBS

Irregular Verbs

Present Tense	Past Tense	Past Participle
am	was	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
creep	crept	crept
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
forsake	forsook	forsake
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
hang (article)	hung	hung
hang (person)	hanged	hanged
hide	hid	hidden
hold	held	held
hurt	hurt	hurt

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WORD BANK   VERBS

Irregular Verbs

Present Tense	Past Tense	Past Participle
kneel	knelt	knelt
know	knew	known
lay	laid	laid
leave	left	left
lie	lay	lain
mow	mowed	mown
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw (wood)	sawed	sawn
see	saw	seen
seek	sought	sought
shake	shook	shaken
show	showed	shown
sing	sang	sung
sink	sank	sunk
slay	slew	slain
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
strike	struck	struck
swear	swore	sworn
swell	swelled	swollen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
tread	trod	trodden
wear	wore	worn
weave	wove	woven
wind	wound	wound
wring	wrung	wrung
write	wrote	written

WORD BANK   VERBS

Action Verbs

bounce
build
dawdle
fight
hurtle
kick
knock
meander
saunter
scatter
shatter
shuffle
slither
squeeze
stagger
struggle
stumble
wriggle

Saying Verbs

bellowed
cheered
chuckled
exclaimed
giggled
growled
howled
joked
laughed
moaned
roared
shouted
shrieked
sighed
snarled
sniggered
sobbed
squealed
stormed
wailed

Thinking and Feeling Verbs

believe
dislike
doubt
feel
know
like
prefer
seem
suppose
think
understand
wonder

Being and HavingVerbs

am
are
had
has
have
is
was
were

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Verbs

Action verbs express an action we can see.
For example: *work, run, sit.*

1. Circle the action verb in each sentence.
a. The dog bit the postman.
b. Ian listened carefully.
c. The teacher tapped the table with his ruler.
d. Susan read a book about dinosaurs.
e. The dog ate the old bone.
f. We wandered through the rainforest.

2. Use a verb from the box to fill each space.

> pounced   scowled   searched   pruned   wiped   gushed

a. When we turned the tap the water _____ out.
b. The angry lady _____ at me.
c. The hungry cat _____ on the mouse.
d. After he finished the ice-cream he _____ his face.
e. The farmer _____ the fruit trees.
f. We _____ everywhere but could not find the missing watch.

3. What does each do?

> leaps   gambols   gallops   slithers
> scampers   soars   waddles   struts

a. A snake _____ .   e. A rooster _____ .
b. A horse _____ .   f. A duck _____ .
c. A lamb _____ .   g. An eagle _____ .
d. A frog _____ .   h. A mouse _____ .

Verbs

Name _____ Grammar BLM **11**

Action verbs express an action we can see.
For example: *work, run, sit.*

1. Circle the action verb in each sentence.

a. The builders constructed the new home.

b. We grilled the sausages on the barbecue.

c. Heavy rain fell on the roof last night.

d. The mechanic removed the nuts from the bolts.

e. Sally wrote a letter to her friend.

f. The acrobats performed some amazing stunts.
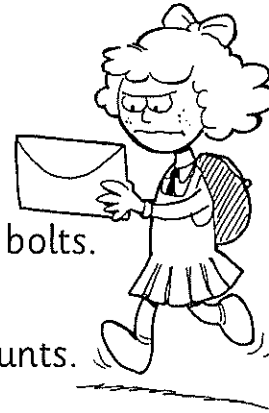
2. Use a verb from the box to fill each space.

> quench   comb   burst   throw   draw   obey

a. to_____ a picture   d. to_____ your thirst

b. to_____ an order   e. to_____ your hair

c. to_____ a ball   f. to_____ a balloon

3. Add an action verb of your own to complete each sentence. Then think of a different action verb to give the sentence a different meaning.

a. The cat_____ its tail.   The cat_____ its tail.

b. The ball_____ the window.   The ball_____ the window.

c. Dad_____ the dishes.   Dad_____ the dishes.

d. The car_____ on the greasy road. The car_____ on the greasy road.

Verbs

Action verbs express an action we can see.
For example: *work, run, sit.*

1. Sort the action verbs under the headings.

catching	studying	batting	browsing
roasting	fielding	cleaning	cooking
researching	peeling	reading	bowling

at a cricket match   in the library   in the kitchen

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

2. Circle the action verb in the brackets.

a. The dog went straight out to (bury   berry) the bone.

b. They tried to (pier   peer) through the curtains.

c. The rocket (mist   missed) its target.

d. It is rude to (stair   stare) at other people.

e. Water supplies began to (lessen   lesson) during the drought.

3. Unjumble the letters in brackets and write the action verb in the space.

a. Tomorrow the chickens should _____ from the eggs. (ahtch)

b. I was lucky the wasp did not _____ me. (ingst)

c. It is my job to _____ the clothes. (awsh)

d. Be careful your little brother does not _____ that toy. (wsallow)

e. I saw the dog _____ the fence. (umjp)

Verbs

Name _____ Grammar BLM **13**

Saying verbs express a spoken action.
For example: *talk, tell, said.*

1. Circle the saying verb in each sentence.

a. Sally talked to the new boy.

b. Tom yelled at the dog that was eating his pie.

c. "I will be late," said Ben.

d. The children chatted for a long time before going to sleep.

e. The teacher asked the class to get back to work.

f. They screamed when the big dipper suddenly dropped back to Earth.

2. Add a saying verb of your own to each sentence.

a. The boy _____ as he ran down the street.

b. She _____ as she slipped on the wet floor.

c. Year Six_____when they were told they had raised the

   most money.

d. The children _____ as they slid down the water slide.

e. The cat _____ as she ran towards her dish of food.

f. The angry mother_____, "Tidy up your room!"

3. What noise does each make?

| grunts | trumpets | chirps | bellows |
| brays | bleats | screeches | gobbles |

a. a lamb_____   e. a pig _____

b. a turkey_____   f. an elephant _____

c. a parrot_____   g. a sparrow_____

d. a donkey_____   h. a bull_____

Verbs

Thinking verbs express actions that happen mentally, such as feelings, ideas, thoughts or attitudes. For example: I *like* Sam.

1. Circle the thinking verb in each sentence.

a. I believed the story.

b. I think people should recycle.

c. I wondered what would happen next.

d. Tom thought about it for a while.

e. I understand what you mean.

f. Did you enjoy the movie?

2. Change the noun in brackets to a thinking verb.

a. I am _____ . (anger)

b. The principal was _____ by the graffiti. (sadness)

c. I was _____ by the story. (amazement)

d. The new boy _____ about his achievements. (boastfulness)

e. I _____ that we should leave at four o'clock. (agreement)

f. I _____ being forced to eat my vegetables. (hatred)

3. Write your thoughts and feelings on an issue that is important to you. Then circle all the thinking and feeling verbs you have used.

_____

_____

_____

_____

_____

_____

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Verbs

Being and having verbs tell us about what things are and what they have. For example: Ben *is* a good swimmer.
Being and having verbs are sometimes confused with words acting as auxiliaries (or helping verbs) for doing, saying and thinking verbs.
For example: Ben *is swimming*.

1. Circle the being or having verb in each sentence.
a. Max has a bad cold.
b. Ali is the best speller.
c. The books are here.
d. Nick was there a minute ago.
e. I am the captain of the team.
f. I have the string.
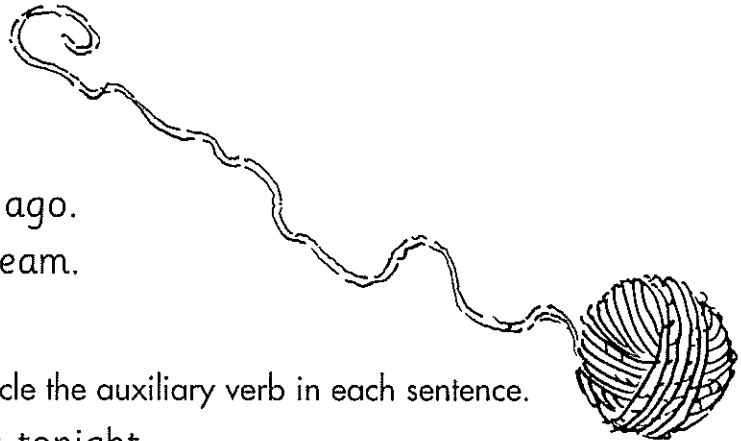
2. Underline the main verb and circle the auxiliary verb in each sentence.
a. I am going to the movies tonight.
b. Mum is painting the house this weekend.
c. The teacher was helping us.
d. Tom will run in the race.
e. Our class has read that book.
f. I have seen a shooting star.

3. Use three of the being and having verbs from question 1 in sentences of your own.

_____

_____

_____

4. Use three of the verb groups (auxiliary verb plus main verb) from question 2 in sentences of your own.

_____

_____

_____

Verb Tense

The tense of a verb tells us when the action is, was, or will be carried out. Present tense refers to actions that are happening now, at this moment. Past tense refers to actions that happened in the past, a few seconds ago or years ago. Future tense refers to actions that will happen in the future, in a few seconds or in a few years.

Present tense: She *likes* the chocolate flavour.

Past tense: She *liked* the chocolate flavour.

Future tense: She *will like* the chocolate flavour.

1. Change each of the words in the box to the past tense verb. Then use the past tense verbs to complete the sentences. Hint! Some words add -*ed* to make the past tense.

> delight___   defeat___ bark___ thank___ start___ walk___

a. I _____the teacher for helping me throughout the year.

b. The dog_____ loudly at the stranger.

c. Our football team_____ the other team ten goals to three.

d. I was _____when I was told I had won the prize.

e. We_____ over three kilometres to the nearest house.

f. The concert_____ right on time.

2. Change each of the words in the box to the past tense verb. Then use the past tense verbs to complete the sentences. Hint! If the word ends in -*e*, add -*d* to make the past tense.

> whistle___   refuse___   waste___   describe___   capture___   continue___

a. The hunters _____ the leopard in the net.

b. The soldier_____ to obey the orders of her sergeant.

c. The children_____ a lot of good food on the camp.

d. He _____ loudly to call his dog.

e. The witness _____ the thief to the police officer.

f. Although her leg had hurt badly Freya_____ the race.

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Verb Tense

The tense of a verb tells us when the action is, was, or will be carried out. Present tense refers to actions that are happening now, at this moment. Past tense refers to actions that happened in the past, a few seconds ago or years ago. Future tense refers to actions that will happen in the future, in a few seconds or in a few years.

Present tense: She *likes* the chocolate flavour.

Past tense: She *liked* the chocolate flavour.

Future tense: She *will like* the chocolate flavour.

1. Write the past tense verbs on the lines. Hint! If the word ends in -*y*, change the -*y* to -*i* and add -*ed* to make the past tense.

a. study _____

b. deny _____

c. multiply _____

d. bury _____

e. terrify _____

f. tidy _____

g. copy _____

h. hurry _____
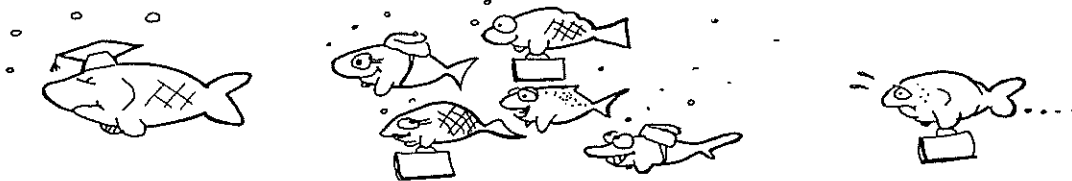
2. Use the past tense verbs from question 1 to complete the sentences.

a. The dog _____ its bone in the garden.

b. When I _____ two by four I got eight.

c. The thief _____ stealing the jewels.

d. Sally _____ hard to pass her spelling test.

e. The savage dog _____ the young child.

f. I _____ up the lounge room for my mother.

g. Mike _____ the answers from Peter.

h. Joanne _____ to school because she thought she was late.

Verb Tense

Name _____ Grammar BLM

The tense of a verb tells us when the action is, was, or will be carried out. Present tense refers to actions that are happening now, at this moment. Past tense refers to actions that happened in the past, a few seconds ago or years ago. Future tense refers to actions that will happen in the future, in a few seconds or in a few years.

Present tense: She *likes* the chocolate flavour.
Past tense: She *liked* the chocolate flavour.
Future tense: She *will like* the chocolate flavour.

1. Complete the sentences by writing the past tense of the verb in brackets Hint! Some verbs form the past tense by doubling the final letter and adding -ed.

a. The car_____ across the greasy road. (skid)

b. The old man_____ for money for food to eat. (beg)

c. The glass broke when he_____ it on the floor. (drop)

d. The thieves_____ the hotel last night. (rob)

e. Peter_____his sister a woollen jumper. (knit)

f. I_____ the sugar before I drank the tea. (stir)

g. The class_____to Melbourne by train. (travel)

h. The leaking tap_____ all night. (drip)

2. Use the past tense verbs of the words in the box to complete the story. Hint! Some verbs change their spelling to make the past tense. You might need to say the verb aloud to see if it sounds right.

(ride   speak   tell   bring   ring   teach   get   eat   go   fly)

Yesterday Tim_____his bike to school. When he arrived he _____ to Lisa

and_____ her he had_____his kite to school. At nine o'clock he _____

the bell. In class the teacher_____ the children how to do long division. At

recess Tim_____a delicious cake from his lunch box and _____ it. Then

he_____ out on to the oval where he_____his kite.

Verb Tense

Name _____ Grammar BLM **19**

The tense of a verb tells us when the action is, was, or will be carried
out. Present tense refers to actions that are happening now, at this
moment. Past tense refers to actions that happened in the past, a few
seconds ago or years ago. Future tense refers to actions that will
happen in the future, in a few seconds or in a few years.

Present tense: She *likes* the chocolate flavour.
Past tense: She *liked* the chocolate flavour.
Future tense: She *will like* the chocolate flavour.

1. Circle all the past tense verbs and underline all the present tense verbs. Then rewrite
   each joke in the future tense.

a. What do people do in a clock factory? They make faces all day.

   _____

b. Why did the cross-eyed teacher quit? He couldn't control his pupils.

   _____

c. What went over the tongue and through the eye? A shoelace.

   _____

d. Why was the exterminator so sad? He couldn't bear to see the moth bawl.

   _____

e. What did one eye say to the other eye? "Between you and me, something
   smells."

   _____

f. Why was the chicken sick? It had people pox.

   _____

2. Make up a joke of your own. Write it in the past tense and then in the future tense.

a. _____

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b. _____

Forming nouns

When you change one part of speech into another,
spelling changes are always necessary. For example,
if you change the noun **circle** to an adjective, you get
circular, or to a verb, you get **circulate** or **circularise**.

> Change the verb in brackets at the end of each sentence to a noun
> to fit the meaning.

1. The scientists made an important
   _____. (discover)
2. The witness gave an accurate
   _____ to the police.
   (describe)
3. His blatant _____ left
   us all disappointed. (deceive)
4. The statue was really a wonderful
   _____. (create)
5. I get an _____ of
   pocket money each week. (allow)
6. When I won the trophy I had to give an
   _____ speech. (accept)
7. Their _____ in cleaning
   the room was helpful. (assist)
8. The _____ he made
   was quite accurate. (calculate)

9. It was a serious _____
   they made against me. (accuse)
10. I am sure we have made the right
    _____. (choose)
11. The victims received a lot of money in
    _____. (compensate)
12. At the _____ of the
    match we will leave. (complete)
13. We went to the airport to witness his
    final _____. (depart)
14. A large _____ took
    place in the street. (explode)
15. I have a very high
    _____ of his work.
    (expect)
16. The _____ of the
    monument was a disaster. (destroy)

> Write each of these words in a sentence of your own:

explain _____

explanation _____

complete _____

completion _____

Parent/Teacher Signature   Date

Forming adjectives

When you change a word into another part of speech you must make changes in spelling. To form an adjective from a noun you must add a suffix. Sometimes the base word also changes spelling (**hunger, hungry**).
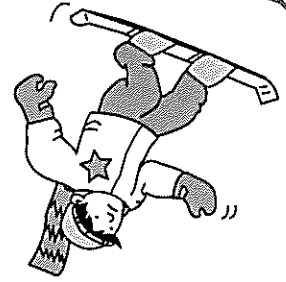
Write the adjective that can be formed from the noun in the brackets at the end of each sentence. For example, from the noun **safety** you can get the adjective **safe**.

1. We were very _____ crossing the highway. (caution)
2. The footpath is _____ in shape. (circle)
3. Tom is extremely _____ and tries hard all the time. (industry)
4. The goods on that table are quite _____. (expense)
5. We sat in the _____ lounge chair. (comfort)
6. The drought was _____ to the farmers. (disaster)
7. That was a very _____ prank he played on us. (humour)
8. These fungi can be quite _____ to your health. (injury)

9. It was very _____ he wasn't injured badly. (fortune)
10. This is really a _____ story. (fable)
11. We booked our passage on the _____ ocean liner. (luxury)
12. The mayor is an _____ person in our city. (influence)
13. These toadstools are very _____. (poison)
14. This is a _____ jumper. (wool)
15. The team was at last _____. (victory)
16. The small door is a _____ shape. (triangle)

Use these words in sentences of your own:

miracle (n) _____

miraculous (adj) _____

star (n) _____

starry (adj) _____

Parent/Teacher Signature   Date

Internal doubled consonants

The following words contain doubled consonants. Double consonants may occur naturally in a word (**follow**), or from what we call assimilated, or absorbed, prefixes (see glossary), as for **accumulate**.

Add a word from the box to complete the sentences below.

cappuccino	occurred	accordion	affection
hiccups	tobacco	accountant	forgotten
moccasins	desiccated	corrosion	caffeine
successful	broccoli	traffic	jewellery

1. Smoking _____ is an unhealthy habit.
2. I had a cup of _____ coffee at the Italian café.
3. Our team was _____ in the finals, winning all matches.
4. An accident _____ at the crossroads last night.
5. I bought some _____ coconut from the supermarket.
6. There is a lot of _____ on the freeway today.
7. Gosh! I have _____ the name of that man already.
8. The rich lady wore expensive _____.

9. The _____ in the rusty pipes soon made them useless.
10. My uncle plays an _____ in a small band.
11. My favourite vegetable is _____.
12. I gave my mother a pair of _____ for her feet.
13. He drank some gulps of water to try to cure his _____.
14. My _____ has at last completed my tax return.
15. Tammy showed _____ towards the little kitten.
16. This coffee has a high level of _____ in it.

Write these words in sentences of your own:

antenna _____

summit _____

hessian _____

Parent/Teacher Signature   Date

Adding the suffix ly

Spelling changes are usually needed when you change a word such as an adjective into an adverb ending in ly.
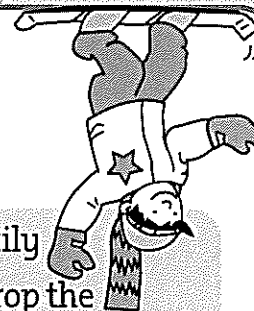
Different words have different changes:

★ Some simply add ly.
  Example: plain, plainly

★ If the word ends in y change the y to i and add ly.

Example: hearty, heartily

★ If the word ends in le, drop the e and add y. Example: noble, nobly

★ If the word ends in ful or al, simply add ly.
  Example: skilful, skilfully

A Add ly to each word in the box and write it in its correct sentence below.

gentle	lazy	hungry	probable
sweet	sudden	annual	true
anxious	easy	lucky	fatal

1. He signed the letter Yours _____.

2. Someone was _____ injured in the collision.

3. _____ no one was hurt in the accident.

4. The mother lifted the newborn baby very _____.

5. The kangaroo _____ jumped over the tall hedge.

6. The children's choir sang the hymns _____.

7. Jack leaned _____ against the wall and yawned.

8. The troops were _____ ambushed by the enemy.

9. This fete is held _____ each September.

10. We waited _____ for news of the lost child.

11. The starving boy ate the food _____.

12. It will _____ be at least three o'clock before we get there.

B Write these in sentences of your own, making the words end in ly:

1. merry _____

2. patient _____

Parent/Teacher Signature   Date

Revision

A Change the word in the brackets to an adjective. Make the spelling changes necessary.

1. a _____ attack (coward)
2. an _____ car (expense)
3. a _____ person (fame)
4. a _____ jumper (wool)
5. a _____ sky (star)
6. a _____ concert (noise)
7. a _____ seat (comfort)
8. my _____ food (favour)
9. a _____ dog (faith)
10. a _____ day (beauty)
11. an _____ hug (affection)
12. a _____ grave (water)

B In the spaces add the double consonants that are needed.

1. bi____abong (waterway)
2. ba____erina (dancer)
3. embe____le (steal)
4. e____ential (vital, needed)
5. ho____ible (terrible, bad)
6. je____ison (throw overboard)
7. ma____oth (extinct elephant)
8. qua____el (argument)
9. sci____ors (cutting implements)
10. vi____age (small town)
11. fe____et (small animal)
12. a____omplished (did, attained)

C Make the words in the brackets end in ly.

1. buying _____ (cheap)
2. yawning _____ (weary)
3. injured _____ (fatal)
4. dividing _____ (equal)
5. driving _____ (careful)
6. wishing _____ (hopeful)
7. playing _____ (happy)
8. speaking _____ (sensible)
9. sitting _____ (comfortable)
10. waiting _____ (anxious)
11. singing _____ (merry)
12. playing _____ (noisy)

Parent/Teacher Signature _____ Date _____

Test

The underlined word in each sentence is spelled incorrectly. Write the correct spelling of the word on the line at the end of the sentence.

1	The <u>departchu</u> of the plane was ten minutes late.	1
2	She made a serious <u>acussation</u> against him.	2
3	Mary has given me a lot of <u>asisstence</u> for many years.	3
4	The mayor is a most <u>inflewential</u> person.	4
5	These gifts are very <u>expinsive</u>.	5
6	This plate is <u>tryangular</u> in shape.	6
7	At the footwear shop I bought a pair of <u>mocasins</u>.	7
8	The accident <u>ocurred</u> at the crossroads.	8
9	The <u>antena</u> of our television needs replacing.	9
10	This fete is held <u>anualy</u>.	10
11	I don't think it could <u>possibley</u> be true.	11
12	The baby was <u>gentley</u> lifted by the nurse.	12
13	He had a <u>succesfull</u> day at the carnival.	13
14	This is a most <u>comfortible</u> lounge.	14
15	I did not believe his <u>explarnation</u>.	15

Total correct _____

15

Parent/Teacher Signature   Date

15

Vowel alternations, short to long

When you change a word to another form of the word, sometimes the pronunciation of the vowel in the base word changes, while the base word spelling does not change. For example, the short i in **criminal** changes to a long i in **crime**.

The word in brackets at the end of each sentence has a short vowel sound. In the space write the form of the word that fits the meaning of the sentence and has a long vowel sound.
Example: pose (long o), position (short o)

1. The hot _____ from the fire burned his fingers. (flammable)

2. Riley is a competent _____. (athletic)

3. I ask you _____ not to do that again. (pleasant)

4. It is time to _____ one way or the other. (decision)

5. I can only _____ he did not know. (assumption)

6. This company can _____ thousands of cars. (production)

7. We fled when the _____ began to erupt. (volcanic)

8. That was a _____ thing to do for the prisoners. (humanity)

9. We hid in the _____ during the storm. (cavity)

10. It is time for us to _____ our system again. (revision)

11. The dry wood will _____ when we light it. (ignition)

12. Our teacher is a very _____ person. (wisdom)

13. We will _____ the cake equally. (division)

14. The doctor made a _____ decision about the patient. (gravity)

15. The work is second _____ to the old hand. (natural)

16. The next _____ of the show is on tonight. (episodic)

Use these words in sentences of your own:

convene _____

convention _____

serene _____

serenity _____

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16

Long vowel sound to schwa

The vowel sound that often occurs in an unstressed syllable, such as the uh sound in the first syllable of the word **above** and the er sound in the last syllable of **major**, is called schwa. When you change the form of a word, a stressed syllable with a long vowel sound often becomes the short schwa sound.

Change the words with a long vowel sound in the brackets to one with a short schwa sound that fits the meaning of the sentence.

1. The _____ of people voted for the change. (major)

2. A _____ scene was staged for Christmas. (native)

3. You need much _____ before the event. (prepare)

4. Tom is a distant _____ of mine. (relate)

5. The athletes enjoyed the strong _____. (compete)

6. She could not remember the _____ of the bank safe. (combine)

7. She gave a clear _____ of the word. (define)

8. There is a big _____ between the wealthy and the poor in this country. (divide)

9. The new girl possesses a lot of _____ in sport. (able)

10. We accepted her kind _____. (invite)

11. Michelle is now a permanent _____ of our town. (reside)

12. The _____ of this mixture is not known. (compose)

13. The criminal was taken into _____. (custodian)

14. The newly designed building has good _____. (stable)

15. The statue was moved to a new _____. (pose)

16. She gave a faultless _____ of the poem. (recite)

Use these words in sentences of your own:

social _____

society _____

famous _____

infamous _____

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Latin root words

Many of the everyday words we use have come from Latin, the language spoken by the ancient Romans. For example, from the Latin root word for water, **aqua**, we get words like **aquatic, aquarium** and **aquamarine**.

> Write a word in the space that has been formed from the Latin root named below.

1. The _____ of the jet is 20,000 metres. (altus = high)

2. Some cars are automatic but many have a _____ gear change. (manus = hand)

3. The doctor had to attend to an _____. (mergo = I plunge)

4. The _____ carried a nuclear warhead. (mitto = I send)

5. The surgeon performed the heart _____. (opus = work)

6. The _____ was hit by the speeding car. (pedis = foot)

7. My brother has begun _____ school. (primus = first)

8. The wealthy man owns a lot of _____ in the city. (proprius = one's own)

9. They celebrated their fiftieth _____. (annus = year)

10. I hope the principal's address will be _____. (brevis = short)

11. The doctors conducted a post-mortem on the _____. (corpus = body)

12. The strong _____ swept the swimmers away. (curro = I run)

13. The _____ applauded the choir loudly. (audio = I hear)

14. James has been elected _____ of the team. (caput = head)

15. After he left the army Will became a _____ once again. (civis = citizen)

16. Sally was _____ of her school. (duco = I lead)

> Write a word we use that would come from each of these Latin root words:

pedis = foot _____   dens = tooth _____

numerus = number _____

Parent/Teacher Signature   Date

THE BABY KANGAROO
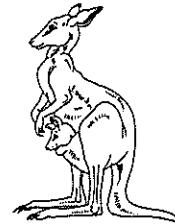
The alligator and the ostrich crawl from an egg and are able to begin life at once. Some forms of life go through amazing changes as is seen in the tadpole or caterpillar. Other creatures, like the new-born mouse, begin their separate existence blind and helpless, but with the instinct and power to draw nourishment from the mother. But all baby mammals are not able to even do as much as that. The kangaroo, and its kin, is born more feeble and helpless still. The young are produced in such an early stage of development that they resemble what chickens would be like if they left the egg many days too early.

Baby kangaroos cannot even suck, and would die in a few hours were it not that the mothers have pouches that serve as bassinets. Into these the young crawl the moment they are born. In the pouch, safe and snug, they continue the growth which a bird or reptile makes in its fortress of a shell. They are fed by one of Nature's master contrivances. Too weak to suck, the little one receives into its mouth, a teat which passes down into the stomach. The baby' s mouth is barely a mouth at all in the early stages of life, but a cylinder down which the teat is thrust. The milk is not obtained by the baby's suction, but is forced down by the muscles of the mother, much as water is forced into the stomach of a a thirsty camel from its storage cells.

Even this provision is insufficient to safeguard this feeble sprig of life. The milk might enter the lungs; so, at the outset, there is no passageway between the nostrils and the mouth. Breath passes straight to the lungs from the nostrils, which do not open into the mouth until the baby is old enough to begin sucking by itself. This arrangement of breathing for the baby stage matches that which is found in the crocodiles and whales.

The receptacle in which the little one lives is the 'marsupium' or pouch. Pouched animals are called *marsupials*. Most marsupials are confined to regions in and around Australia. It is supposed that they reached Australia when that continent was joined to Asia. Cut off from the mainland, they multiplied with little competition from other animals. Those marsupials that did not cross to Australia must have gradually been exterminated by predators. The marsupial's brain is sufficient proof that it did not have to think a great deal to survive. Kangaroos have large bulk and speed but are not at all cunning. With millions of hectares to roam, and only having been hunted in the last thirty thousand years, it is not surprising that they thrive today.

1. Name an aquatic animal mentioned in the passage that passes through stages of development.

   ....

2. Does a baby kangaroo drink milk of its own account immediately it is born? ....

3. Is the passage between nose and mouth of a baby kangaroo sealed when it is born? ....

4. Were there marsupials in Europe at one time? ....

5. Do you think a whale can breathe with water in its mouth? ....

■ **Tick the right answer:**

6. Kangaroos have survived because:

   (a) they have been able to run fast. .... (b) they have been left alone for many years. ....

■ **Write the word from the passage that means the same as:**

7. become greater in numbers ....   11. weight or volume ....

8. look like ....   12. unlearned automatic knowledge ....

9. food ....   13. protected and armoured building ....

10. where something is stored ....   14. beginning ....

FILM CARTOONS
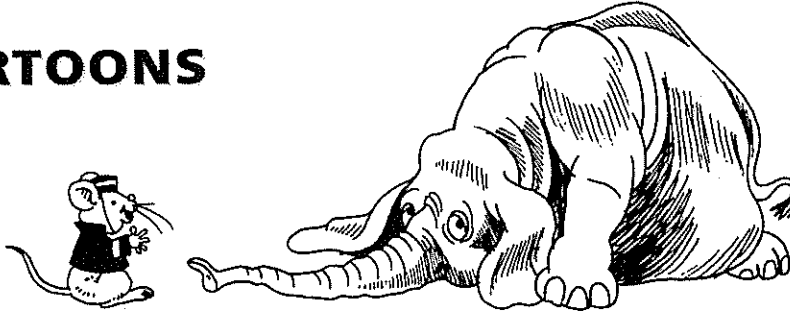
You have probably seen hundreds of film cartoons on television. Have you ever stopped to think how they were made? In actual fact, the making of a cartoon is expensive, and requires a great deal of work by many people. It begins when the producer, in consultation with a team of artists, decides on a story, which is often drafted roughly in a sequence of sketches. Characters are designed next, down to the very last detail.

The cartoon is built up from a number of successive pictures thrown on the screen at the rate of 24 a second. A cartoon film lasting ten minutes would be built up of 14 000 separate exposures. The pictures, as prepared by the artists, of whom there may be as many as 80, are photographed in the proper sequence with a special type of cine-camera, This camera is designed to take one picture at a time and is mounted on a vertical stand with the lens pointing downward. In order that each picture should be photographed in exactly the right position, it is perforated with holes at the corners to fit over pegs on the copy board.

Each picture is really a combination of a drawn background and a drawing of the animals or people in the plot. An artist will draw the series of pictures of an animal, for example, which, when thrown quickly on the screen one after the other, gives the effect of animation. These drawings are traced or inked on transparent sheets of plastic and then coloured. The plastic pictures are placed over the background picture, drawn or painted on white cardboard, and the two together are photographed as one. When all the photographic negatives have been made, they are arranged in the proper order of the story and a master print is made.

The preparation of the music, speech and sound effects has been going on at the same time. It is a work of great skill to 'marry' all the aspects of the completed film. The sound engineer then records the sound track, which is incorporated by a special machine into the film.

1. What is the name of the person in charge of making a cartoon? ....

2. How may individual pictures are flashed on the screen in one minute? ....

3. Is there a slight change made in each picture of an animal that is running? ....

4. Would the maker of cartoons usually have to have more background pictures painted than those of the characters in the film? ....

5. In a film which includes singing, who is responsible for recording the song on the film?

   ....

■ **Which word in the passage means the same as:**

6. following one after the other ....   7. upright ....

8. liveliness or movement ....   9. included as part of a whole ....

10. costly ....

THE WONDERFUL CAMERA
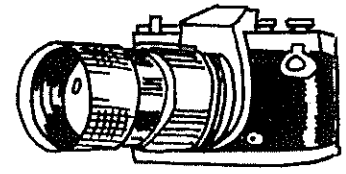
Most of us take photographs and have them developed without marvelling at this wonderful invention. We owe much to a Frenchman—Daguerre—who, in 1839, first made the taking of pictures possible with a silvered copper plate which he treated chemically. His camera that worked with the plate was large and clumsy, but portraits were able to be taken and developed on the metal. They were called 'daguerrotypes'. It was not until 1888 that Eastman in America invented a camera that used a roll of film as we do now, and marketed it as the Kodak camera.

A camera is like a large eye, but unlike the eye, it can make a lasting picture of a scene. The lens, or eye, collects rays of light from the object being photographed and casts them in the form of a reversed image on the sensitive film at the back of the camera. Only a fraction of a second is needed to record a picture. A shutter is used to allow rays of light to pass through the lens. This is controlled by your finger when you press the button. Modern shutters work extremely fast and are coupled automatically with a covering over the lens to allow the exact amount of light to take a perfect snapshot. Perhaps you have seen old-fashioned cameras with one person under a cloth taking the picture, and another taking the lens cap off and on again, to allow the image to be picked up by the camera. The person being photographed had to stay perfectly still without moving a muscle or blinking an eye!

During the time the image falls on the sensitive film, a profound change takes place. By looking at the undeveloped film we could not see any change, yet the invisible change is so great, that on placing the film in a chemical solution, a miniature image gradually appears on the surface, and the modern miracle of recording a scene has been accomplished.

To understand something of this, we must learn about the sensitive material with which the film is coated. This layer consists of millions of tiny crystals composed of two elements—silver and bromide, chemically combined as silver bromide. The tiny crystals of silver bromide are sensitive to light, and, when they are placed into a chemical solution called a 'developer', they turn black, and thus we get a negative image. The developing process, when colour film is used, must be carried out in total darkness. Machines that do this today in photo shops are enclosed and the process is automatic.

The taking of a photograph is not finished when we get a negative picture on the film, for everything that is light looks dark and is in a reversed position. Even colours come out differently—what should be red, is green. Blue skies are yellow. This is, of course, corrected when another photograph is taken of the negative by using a simple contact in a printing frame. Everything then again becomes reversed. Blacks in the negatives become whites in the print, yellows become blue, as they were in the original picture, so the whole picture appears correct.

1. What nationality was the inventor of the camera as we know it today? ....

2. An automatic camera couples the lens opening with the (button, film, shutter) .... speed.

3. What colour would a black cat appear on a film negative? ....

4. What kind of crystal on a film will pick up light? ....

5. If you take your film to a chemist to be processed, do you think he or she does this by hand? ......

6. Is another camera necessary to make a negative into a print? ....

■ **Which word in the passage means:**

7. not able to be seen ....

8. a small copy ....

9. very deep or important ....

10. turned back to front ....

THE CHILD AND THE SNAKE

Adapted from a poem by Charles and Mary Lamb.

1

Henry was every morning fed
With a full mess of milk and bread.
One day the boy his breakfast took,
And ate it by a purling brook.
His mother lets him have his way,
With free leave Henry every day,
There he went, until she heard
Him talking of a fine grey bird.
This pretty bird, he said, indeed,
Came every day with him to feed;
And it loved him and loved his milk,
And it was smooth and soft like silk.
On the next morn she follows Harry,
And carefully sees him carry
Through the long grass his heaped-up mess.
What was her terror and distress
When she saw the infant take
His bread and milk close to a snake!
Upon the grass he spreads his feast
And sits down by his frightful guest
Who had waited for the treat;
And now they both begin to eat.
Fond mother, shriek not! Oh, beware
The least small noise; oh, have a care—

2

The least small noise; oh, have a care—
The least small noise that can be made
The wily snake will be afraid.
If he hears the slightest sound
He will inflict the envenomed wound.
She speaks not, moves not, scarce does breathe
As she stands the trees beneath.
No sound she utters; and she soon
Sees the child lift up his spoon
And tap the snake upon the head,
Fearless of harm; and then he said,
As speaking to familiar mate:
"Keep on your own side, do Grey Pate."
The snake then to the other side,
As one rebuked, seems to glide;
And now, again advancing high,
Again she hears the infant cry,
Tapping the snake: "Keep further, do:
Mind, Grey Pate, what I say to you."
The danger's over! She sees the boy
(Oh what a change from fear to joy!)
Rise and bid the snake good-bye;
Says he, "Our breakfast's done, and I
Will come again tomorrow day."—
Then, lightly tripping, ran away.

1. What was the fine grey bird? ....
2. Did Henry have breakfast near water? ....
3. Besides bread, what else did Henry have to eat? ....
4. Did Henry have a table? .....
5. What is the old word in the poem that is used for 'head'? ....
6. Did Henry ever seem to have a different breakfast each day? ....
7. Was the snake obedient? ....
8. Did the snake appear to harm Henry? ....
9. Write the line that indicates that the snake had been told off. ....

10. Write the line that tells what harm the snake could do if it was disturbed. ....

11. Write the line that describes the texture of the snake's skin.

MONDAY

1. What is the time?

2. $7 + 8 =$

3. Which coin has the larger area?
   (a) ☐ 5c   (b) ☐ 10c   (c) ☐ $2

4. Round 8.9 to the nearest whole.

5. $90 + 300 + 40 =$

6. This nursery had 100 lemon trees.
   Look at the sales data and calculate
   the number of trees left to sell on Saturday.

	M	T	W	T	F	S
Sales	2	12	10	18	21	
Balance	98	86	76	58		

7. Write $3\frac{1}{2}$ as
   an improper fraction.

8. If the date is 1 January,
   what was the date 8 days prior?

9. Mark this shape as an
   equilateral triangle.
   Each angle must be

10. Which pairs are equivalent?
    (a) ☐ $\frac{2}{3} = \frac{4}{3}$ (b) ☐ $\frac{1}{2} = \frac{5}{10}$
    (c) ☐ $\frac{2}{5} = \frac{8}{10}$ (d) ☐ $\frac{1}{2} = \frac{2}{4}$

11. Write $\frac{5}{3}$ as a mixed number.

12. $0.3 > 0.2 > 0.1$ ☐ true ☐ false

13. $8^2 =$

14. 0101 hours =   ☐ am or ☐ pm

15. Write 3303 in words.

16. $\frac{25}{100} = 0.25 =$ %

17. Rotate 720°.
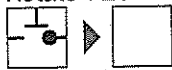
18. $7\overline{)100} =$ r

19. 8.1 m =   mm

20. Which is heaviest?
    1 kg, 100 g, 0.5 t

MY SCORE

TUESDAY

1. What is the time?

2. Write $\frac{8}{3}$ as a mixed number.

3. There are   edges on a triangular prism.

4. Round 11.3 to the nearest whole.

5. $1200 - 110 =$

6. $0.8 > 0.10$ ☐ true ☐ false

7. What is the rpm for this
   motor?
   (a) ☐ 70   (b) ☐ 700
   (c) ☐ 7000   (d) ☐ 0.7
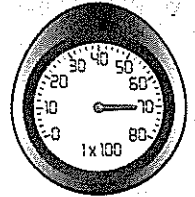
8. $\frac{1}{4}$ of 32 =

9. Look at the net. Which number is missing
   from the blank face of the cube?
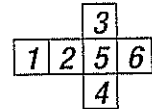
10. $0.15 = \frac{15}{100} =$ %

11. $44 \div 9 =$ r

12. 0.6, 1.2, 1.8,   , 3.0

13. If the date is 8 August, what was the date 8
    days prior?

14. 0.9 km =   m

15. If odd x odd = odd, then 213 x 43 =
    (a) ☐ 9158.   (b) ☐ 9159.   (c) ☐ 9160.

16. During a series of cricket test matches, Alex
    scored 350 runs over 7 innings. What is his
    average score per inning?

17. Write $4\frac{1}{5}$ as an improper fraction.

18. 0010 hours =   ☐ am or ☐ pm

19. $7 + 6 =$

20. Which is the longest?
    2 m, 200 cm, 2.05 m

MY SCORE

1. What is the time?

2. If you double the length of sides $\overline{AB}$ and $\overline{AC}$, will you still have a right-angle triangle?
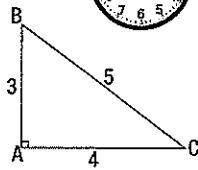
3. Is 3 km or 2900 m longer?

4. $\frac{1}{2} > \frac{1}{3} > \frac{1}{4}$ ☐ true ☐ false

5. This is a
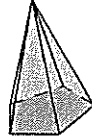
6. How many faces does the shape above have?

7. $\frac{32}{100} = 0.32 =$ %

8. $1003 - 8 =$

9. 0.25, 0.50, 0.75, 1.00,

10. $1.00 - $0.25 =

11. Ricky Pudding scored 490 runs in 7 innings. What is his average score per inning?

12. $3\overline{)100} =$ r

13. If 1.01 km = 1010 m, then 1.001 km = m.

14. $37 \div 9 =$ r

15. How many triangles can you find?
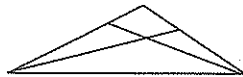
16. Rotate 450° clockwise.

17. $50.00 - $33.50 =

18. If the date is 7 September, what was the date 9 days prior?

19. Write $\frac{4}{3}$ as a mixed number.

20. Write $6\frac{1}{5}$ as an improper fraction.

MY SCORE

1. What is the time?

2. $1040 - 11 =$

3. This is a
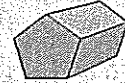
4. $\frac{1}{8} < \frac{1}{7} < \frac{1}{6}$ ☐ true ☐ false

5. $1375 + 375 =$

6. How many faces are on the shape in Question 3?

7. Draw ⬇ to show the way the scale will tip down.

900 g   1 kg
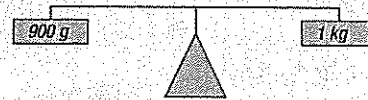
8. $\frac{7}{10} = \frac{70}{100} =$ = %

9. Write $\frac{31}{10}$ as a mixed number.

10. Alex swam 20 laps of a 50-m pool. How many metres did he swim altogether?
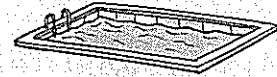
11. 1200 hours = ☐ am or ☐ pm

12. 8, 17, 26, 35,

13. Write as a fraction the chance of spinning a 3:

for Spinner A:
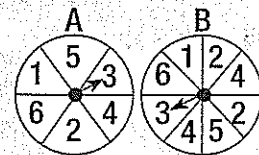
for Spinner B:

Which is less likely to spin 3?

14. $4009 - 100 =$

15. What was the date 6 days before 2 May?

16. Write two number sentences using the number family of 3, 9 and 27 (x and ÷).

17. Write $\frac{10}{3}$ as a mixed number.

18. $50.00 - $34.50 =

19. How many triangles can you find?
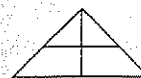
20. $4.4 \div 4 =$

MY SCORE

MONDAY

1. What is the time when both hands of a clock are on 12?

2. Write $5\frac{1}{3}$ as an improper fraction.

3. $997 \div 6 =$ _____ , $9997 \div 6 =$ _____

4. Which coin has the larger surface area?

    (a) ☐ 20c   (b) ☐ 10   (c) ☐ $1

5. $2\frac{1}{10} = 2.$ _____

6. Round $8\frac{5}{7}$ to the nearest whole.

7. $0.4, 0.8, 0.6,$ _____ $, 0.8, 1.2, 1$

8. $0.5 \times 10 =$

9. This limestone block needs to be cut into 1 m x 1 m x 10 cm slabs. How many can be cut?
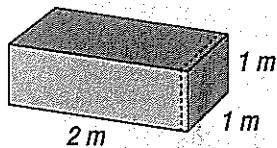
10. $3 \text{ ha} =$ _____ m^2

11. $1352 > 1359$ ☐ true ☐ false

12. $3 \times 4 =$

13. If yesterday was Friday, what will tomorrow be?

14. $1.103 \text{ km} =$ _____ m

15. Write *ninety thousand and nineteen* as a numeral.

16. $8 \times 6 =$ _____ x 4.

17. If a street has 11 houses numbered from 1 to 11, how many houses will have an odd number?

18. Halve 210.

19. $4 \text{ kg} =$ _____ g

20. Antonio swam 15 laps of a 25-m pool. How many metres did he swim altogether?

TUESDAY

1. On a clock, at what number does the big hand point to show quarter past?

2. $955 + 5 =$

3. $3.5 \text{ ha} =$ _____ m

4. Write $3\frac{3}{5}$ as an improper fraction.

5. $0.5 \times 20 =$

6. $48 \times 6 = (40 \times 6) + (8 \times 6)$

    $=$ _____ $+$ _____

    $=$ _____

7. $84 \div 10 =$ _____ r

8. Arrange these digits to make the highest value.

    $3, 5, 1, 7, 9, 6$

9. A cube has _____ vertices.

10. The weird wizard's potion should have 400 mL of milk.

    He poured _____ mL too much.
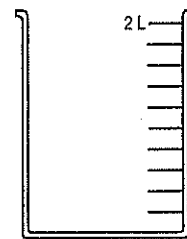
11. $40 \times 8 = 80 \times 4$

    $=$ _____ x 2 = _____ x 1

12. *(Roman numeral)* CIX =

13. $0.35, 0.70, 1.05,$ _____ 1.75

14. If a street has 15 houses numbered from 1 to 15, how many houses will have an odd number?

15. Draw a top view.
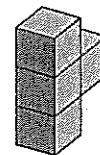
16. $1315 \text{ hours} =$ _____ ☐ am *or* ☐ pm

17. $\boxed{9\ \ } + \boxed{7\ 7} = \boxed{1\ 7\ 4}$
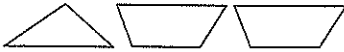
18. In which season is October?

19. $1.2 \text{ m} =$ _____ mm

20. Write $\frac{52}{10}$ as a decimal. 5. _____

WEDNESDAY

1. On a clock, at what number does the big hand point to show half past?

2. Write two number sentences using the number family of 6, 8 and 48 (x or ÷).

3. 2.8 ha = _____ m²

4. Write $2\frac{4}{6}$ as an improper fraction.

5. A decagon has _____ sides.

6. 99 ÷ 10 = _____ r

7. 200, 500, 1000, 1700, _____, 3700

8.
   What 2-D shape would be made if the 3 shapes are joined?

9. odd − even = _____

10. $4\overline{)120}$ =

11.
    Shade the lightest weight.

12. If yesterday was Monday, what was the day before yesterday?

13. 40 x 0.5 =

14. $8 - \frac{1}{5}$ =

15. 4800 mm = _____ m

16. This is a _____

17. 2359 hours = ☐ am or ☐ pm

18. 3 t = _____ kg

19. Is 313 divisible by 3?

20. If seven apples weigh about 1.5 kg, then what do 10 apples weigh?
    (a) ☐ 1.7 kg − 1.9 kg
    (b) ☐ 2.0 kg − 2.2 kg
    (c) ☐ 15 kg
    (d) ☐ 10.1 − 10.2 kg

THURSDAY

1. On a clock, what number does the big hand point to show quarter to?

2. 9 ha = _____ m²

3. $8\boxed{}$ + $\boxed{5}\boxed{8}$ = $\boxed{1}\boxed{4}\boxed{0}$

4. Write $3\frac{5}{10}$ as a decimal.

5. Write $3\frac{3}{4}$ as an improper fraction.

6. One decade = _____ years

7. odd + even = _____

8. If Tony received $1.40 in change from $10, how much did he spend?

9. 90 x 0.5 =

10. Draw an ellipse.

11. Write the next 2 leap years. (L = Leap year.)
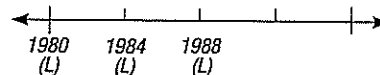
12. 1404 < 1400 ☐ true ☐ false

13. 6 x 60 =

14. The rule for this pattern is x4.
    3, _____, _____, 192

15. 200 − 55 =

16. Draw the top view.
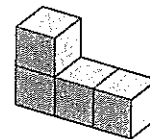
17. $\boxed{7}\boxed{1}$ − $\boxed{3}\boxed{}$ = $\boxed{3}\boxed{3}$

18. Is 414 divisible by 3?

19. Is 𝕂 symmetrical?

20. Ivan's fishing trawler has a 12-t capacity. If it is one-third full, how many tonnes of fish have been caught?

MY SCORE

MY SCORE

MONDAY

1. On a clock, at what number does the big hand point to show five past?

2. Draw a vertical line.

3. $999 + 9 =$ _____ , $9999 + 9 =$ _____

4. One century = _____ years

5. Write $4\frac{1}{3}$ as an improper fraction.

6. 3 weeks = _____ days

7. Write in descending order: $\frac{4}{5}$, $\frac{1}{3}$, $\frac{2}{4}$, $\frac{1}{5}$, $\frac{3}{4}$.

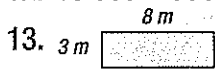8. In which direction is a helicopter travelling if it has left Brisbane for Melbourne?

9. $\boxed{2}\;\boxed{}\;\boxed{3} + \boxed{4}\;\boxed{} = \boxed{2}\boxed{8}\boxed{1}$

10. Write $\frac{3}{4}$ as a decimal.

11. $\frac{41}{100} =$ _____ $\% = 0.$_____

12. $10\,000 - 3900 =$

13.
8 m
3 m [ ]

    Perimeter = _____ m

14. 909 _____ $10 = 9090$

15. $9997, 9998, 9999,$ _____

16. If the date is 27 June, the date 4 days before was _____ .

17. ◺ ▭ ▽
    What 2-D shape would be made if the 3 shapes are joined?

18. If you swam 30 laps of a 50-m pool, what is the total distance swum in metres?
    _____ m

19. A cube has _____ faces.
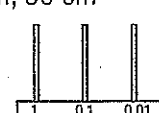
20. If $n = 4$, what is y?
    $n \div y = 2$, $y =$ _____

TUESDAY

1. On a clock, at what number does the big hand point to show ten past?

2. Which is the longest?
   400 mm, 0.5 m, 90 cm

3. Draw beads to show 2.07.
   | | |
   1   0.1   0.01

4. Write $4\frac{2}{5}$ as an improper fraction.

5. $50 \times 40 =$

6. $414 + 256 =$

7. Write *eighty thousand, four hundred and forty* as a numeral.

8. What will be the speeding fine?
   (a) ☐ *5–12 km/h $115*
   (b) ☐ *13–19 km/h $175*
   (c) ☐ *20–29 km/h $200*
   (90) **Police speed radar** 112

9. If tomorrow is Thursday, what was the day before yesterday?

10. A square pyramid has _____ vertices.
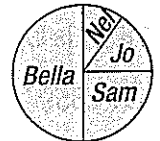
11. $0.5,$ _____ $, 1.5, 2, 2.5,$ _____

12. Mark the parallel lines [▱]

13. If the date is 4 September, what was the date 4 days prior?

14. Write in order the names' popularity.
    1. _____   2. _____
    3. _____   4. _____

    Favourite horse names
    Ne, Jo, Sam, Bella

15. 24 _____ $100 = 0.24$

16. $30 \times 8 = 60 \times 4 = 120 \times 2 =$

17. $10 \times 11 =$ _____ $, 100 \times 11 =$

18. $\frac{2}{3} > \frac{1}{2}$ ☐ *true* ☐ *false*

19. $3 L =$ _____ mL

20. Halve $\frac{8}{10}$

WEDNESDAY

1. On a clock, at what number does the big hand point to show twenty past?

2. $^{14}/_4 = 14 \div 4 =$ r

3. $^3/_4 =$ $/_8$

4. $80 + 70 =$, $180 + 170 =$

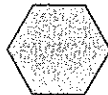5. $40 \times 8 = 80 \times$ $= 160 \times$
   $=$ $\times 1$

6. 30 days =   weeks   days

7. 219   10 = 2190

8. Halve 40%.

9. Round 15.4 to the nearest whole.
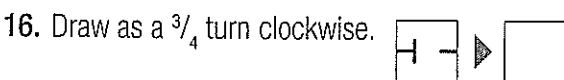
10. What 2-D shape is this?

11. Innaloo 30 km   Outaloo 27 km

    If you lived in Outaloo and worked in Innaloo, how far would you travel each day?

12. Perimeter =   m   4 m ☐   7 m

13. $^5/_{10} < ^1/_5$ ☐ true ☐ false

14. 2.5,   , 3.5, 4, 4.5

15. (Roman numeral) LXXXIX =

16. Draw as a $^3/_4$ turn clockwise.

17. Write $6^1/_3$ as an improper fraction.

18. Fold paper.   Cut shape.   Unfold and draw new shape.

19. 0.5 km =   m,
    0.05 km =   m

20. $50.00 − $23.50 =

MY SCORE

THURSDAY

1. What is the time if the big hand is on 11 and the small hand is almost on 11?

2. $5 + 8 =$

3. Double $^2/_3$

4. 1645 hours is the same as 'quarter to   '.

5. $12\,896 − 1000 =$

6. even − odd =

7. 1505 > 1550 ☐ true ☐ false

8. 1.05 km =   m

9. If you scored 40 runs in 8 innings, what would your batting average be?

10. How many odd-numbered houses are there in a street with houses numbered from 1 to 43?

11. How many vertices does a triangular pyramid have?

12. If $9 \times 6 = 54$, then $18 \times 6 = 108$.
    If $9 \times 7 = 63$, then $18 \times 7 =$.

13. 1111 < 1101 ☐ true ☐ false

14. Show as a $^3/_4$ turn clockwise.

15. $2 \times 9 =$ $\times 3$

16. 8.9 m =   mm

17. The rule for this pattern is 3x.
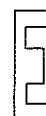   7,   , 63,

18. A nonagon has   sides and is a 2-D polygon.

19. If you swam 40 laps of a 25-m pool, what is the total distance in metres?
        m

20. Fold paper.   Cut shape.   Unfold and draw new shape.

MY SCORE

MONDAY

1. What is the time if the big hand is on 5 and the little hand is between 2 and 3?

2. $0.98 + 0.1 =$

3. $9 \div 8 =$ _____ , $90 \div 80 =$

4. Write $3^4/_5$ as an improper fraction.

5. Perimeter = _____ m

6. $0.8 > 1$ ☐ *true* ☐ *false*

7. $10\,t =$ _____ kg

8. Which 2 equations are true?
   (a) ☐ $81 \div 9 = 9$ (b) ☐ $99 \div 9 = 10$
   (c) ☐ $45 \div 9 = 6$ (d) ☐ $36 \div 9 = 4$

9. This quadrilateral is known as a

10. 1200, 1150, _____ , 1050

11. Write 50 in Roman numerals.

12. $3 \times 8 =$

13. Write 60% as a decimal.

14. You ride your bike 5 km in 20 minutes. Keeping the same speed, how far will you ride in an hour?

15. What is n? $n \div 2 = 7\,r\,1$

   _____ $\times 2 + 1 =$

   $n =$

16. $^1/_4$ of $400 =$

17. Write the missing number from the blank face of the cube.

6	1
4	5
3	2
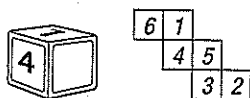
18. If you read a map with a scale of 1 cm = 10 km, how far is it from Windy to Sindy if you measured 11 cm?

19. $\boxed{8}\boxed{7} + \boxed{1}\boxed{9}\boxed{\ } = \boxed{2}\boxed{8}\boxed{2}$

20. A triangular pyramid has _____ edges.

MY SCORE

TUESDAY

1. In 308 642 what is the place value of 0?

2. 0.3, 3, 30, _____ , 3000

3. $9997 + 8 =$ _____ , $99\,997 + 8 =$

4. In which season does September occur?

5. Write $4^4/_{10}$ as an improper fraction.

6. Write *five thousand and eight* as a numeral.

7. Write 35% as a fraction.

8. If the day before yesterday was Tuesday, what is the day after tomorrow?

9. Is a tonne of cotton wool or a tonne of bricks heavier?

10. This is a:
   ☐ *rhombus.*
   ☐ *kite.*
   ☐ *rectangle.*

11. $10\overline{)205} =$

12. What is cheaper, 4 yoyos for $10 or 9 yoyos for $18?

13. If a class has 25 girls and 25 boys, what is the ratio of girls to boys?

14. $800 - 75 =$

15. Show as a $^3/_4$ turn anticlockwise.

16. A dishwasher uses 24 L of water per wash. If you use it once each day, how many litres of water are used per week?

17. $\$50.00 - \$15.50 =$

18. $^{17}/_7 = 17 \div 7 =$ _____ r

19. 1750 hours is the same as '10 to _____ '.

20. A square pyramid has _____ edges.

MY SCORE

WEDNESDAY

1. Write the highest even number possible using these digits: 7, 1, 4, 9, 0.

2. What is n if $n \div 6 = 4$ r 2?

3. $27 \times 10 = 54 \times 5$ ☐ *true* ☐ *false*

4. $^3/_4 > 1$ ☐ *true* ☐ *false*

5. This 3-D shape is commonly known as a

6. Alexander swam 50 m in 59.4 seconds. If the next fastest was Matthew (who was 0.5 seconds behind Alexander), what is Matthew's time?
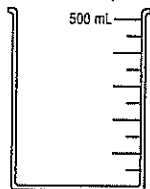
7. Write a number sentence using 4, 12 and 48.

8. If there are 8 girls and 4 boys, what is the ratio of girls to boys?

9. 0202 hours = ☐ am *or* ☐ pm

10. Samantha, a scientist, poured 350 mL of H_2O. Mark this level.

500 mL—

11. The sum of all angles in a triangle equals °

12. 10 kg = g

13. $5 + 8 + 7 =$

14. 3.1 m = mm

15. 0.8, , 1.6, 2.0

16. This is a:
    (a) ☐ *triangular prism.*
    (b) ☐ *rectangular pyramid.*
    (c) ☐ *triangular pyramid.*
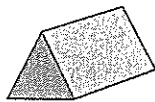
17. $143 - = 128$

18. $900 - 35 =$

19. Double $^3/_4$

20. $\$50.00 - \$14.50 =$

MY SCORE

THURSDAY

1. Write the lowest odd number using these digits: 6, 2, 8, 7, 3.

2. $99\,999 \div 5 =$

   $999\,999 \div 5 =$

3. This is a list of four swimmers and their times for a 50-m swim. Order them from first to fourth.
    ☐ Matthew 59.8
    ☐ Paul 1.00.4
    ☐ Alexander 59.1
    ☐ Ivan 59.6

4. $^1/_3 < 1$ ☐ *true* ☐ *false*

5. What is the lowest composite number?
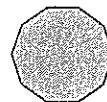
6. Write $5^1/_4$ as an improper fraction.

7. 4 L = mL

8. What is n if $n \div 4 = 8$ r 3? $n =$

9. 400, 800, 500, 900, 600,

10. This 2-D polygon is a

11. $1300 > 1333$ ☐ *true* ☐ *false*

12. $26 \times 10 = 52 \times$

13. $\boxed{2}\,\boxed{}\,\boxed{6} + \boxed{3}\,\boxed{8} = \boxed{2}\,\boxed{8}\,\boxed{4}$

14. How many triangles can you find?

15. $1.35 = 1 + 0.3 +$

16. What is the ratio of lemons to oranges if a bucket had 20 lemons and 4 oranges?
    :

17. $4 \times 9 =$

18. Write 100 010 in words.

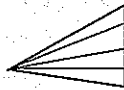19. 0955 hours = ☐ am *or* ☐ pm

20. 3.5 km = m

MY SCORE

MONDAY

1. 1545 hours is also known as 'a quarter to ____ '.

2. 18 x 5 = ____ x 10

3. 900 + 10 =

4. 1009 – 10 = ____ ,

   10 009 – 10 =

5. 9 + 8 + 9 =

6. 0.25, 0.50, 0.75, 1.00, 1.25, ____

7. 1.1 < 0.9 ☐ true ☐ false

8. A nursery had 100 apple trees. Check the sales data and calculate the number of trees available for Saturday.

	Mon	Tue	Wed	Thu	Fri	Sat
Sales	8	14	7	17	24	
Balance	92	78	71	54		

9. 0.24 = ____/$_{100}$ = ____ %

10. Write another name for an oblong.

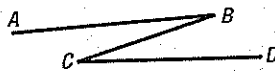11. You ride your bike 8 km in 20 minutes. Keeping the same speed, how far will you ride in an hour?

12. How many triangles can you find?

13. A2, B10, C50, ____

14. One fortnight = ____ days

15. 97 – 8 =

16. $20.00 – $7.70 =

17. How long is $\overline{ABCD}$? ____ cm

18. $8\overline{)99}$ = ____ r

19. Write $1\frac{5}{6}$ as an improper fraction.

20. Rotate 90° clockwise.

TUESDAY

1. 40 + 90 + 50 =

2. 5 + 6 = ____ , 500 + 600 =

3. Write number sentences using the number family of 40, 25 and 15 (+ and –).

4. 105 ÷ 10 = ____ r

5. Order these long jumper results from first to fourth.

   ☐ Sam .... 4.65 m
   ☐ Nicholas .... 4.61 m
   ☐ Alexander .... 4.93 m
   ☐ Damien .... 4.81 m

6. 3, 6, 12, 24, ____ ,

7. 9^2 =

8. If the day after tomorrow is Wednesday, what is the day before yesterday?
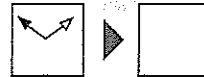
9. Draw the 3 lines of symmetry.

10. This is a ____ triangle.

11. Write $8\frac{2}{3}$ as an improper fraction.

12. What is the smallest three-digit odd number that can be made from 2, 8, 5, 1, 3?

13. 16 x 5 = ____ x 10

14. AZ, BY, CX, ____

15. Rotate 180°.

16. 2.1 > 2 ☐ true ☐ false

17. $10.00 – $3.30 =

18. 1820 hours = ____ ☐ am or ☐ pm

19. Write $5\frac{8}{10}$ as a decimal.
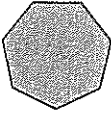
20. 6.5 ha = ____ m²
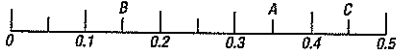
MY SCORE

MY SCORE

WEDNESDAY

1. 30 + 6000 + 700 + 9 =

2. Order these long jumpers from first to fourth.
   ☐ Lily .... 4.72 m
   ☐ Holly .... 4.61 m
   ☐ Mei .... 5.05 m
   ☐ Evita .... 4.77 m

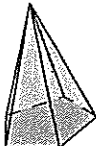3. 39 × 9 =

4. Write $9\frac{3}{5}$ as an improper fraction.

5. This is a

6. What is the ratio of apples to lemons if there were 100 apples and 50 lemons?

   :

7. 15, 30, 45,   , 75,

8. If a street has houses numbered from 1 to 73, how many are odd-numbered?

9. Write $3\frac{3}{4}$ as a decimal.

10. 30 × 0.5 =

11. What decimal is at:

    A?   B?   C?

12. AA, AC, AE, AG,

13. If $n × 7 = 42$, then $n =$

14. $20.00 − $12.20 =

15. $\boxed{9\ \ }$ + $\boxed{3|2|9}$ = $\boxed{4|2|1}$

16. This shape is a
    ☐ pentagonal prism.
    ☐ pentagonal pyramid.
    ☐ triangular prism.

17. 30 000 m² =   ha

18. How many triangles can you find?

19. How many edges does the shape in Question 16 have?

20. What is the smallest even whole number that can be made from 2, 8, 5, 4?

MY SCORE

THURSDAY

1. 69 × 9 =

2. If a school has 200 boys and 250 girls, what is the total number of students?

   What is the ratio of girls to boys?

3. This is an   triangle.

4. 993 ÷ 9 =

5. Double 5550.

6. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, $1\frac{1}{4}$,   , $1\frac{3}{4}$, 2

7. 38 × 5 =   × 10

8. One century =   years

9. If the date is 29 September, in 5 days it will be

10. Show as a $\frac{1}{4}$ turn clockwise.
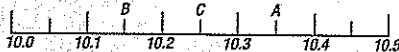
11. Halve 5.6.

12. A1, A5, A10, A50, A100,   , A1000

13. Draw an ellipse.

14. $8.37   10 = $83.70

15. 7 × 4 =

16. 1300 mm =   m

17. Write the positions for

    A   , B   and C

18. 0630 hours =   ☐ am or ☐ pm

19. Circle the symmetrical letter.

    F   G   H   J   R

20. If you travelled from Hobart to Launceston, write the distance as a number sentence.

    Hobart 48 km   Launceston 429 km

MY SCORE

NUMBER

1.
(a) 33
× 3
___
___

(b) 52
× 3
___
___

(c) 62
× 4
___
___

(d) 31
× 5
___
___

(e) 44
× 2
___
___

(f) 51
× 6
___
___

2.
(a) 23
× 4
___
___

(b) 44
× 5
___
___

(c) 63
× 4
___
___

(d) 56
× 5
___
___

(e) 73
× 7
___
___

(f) 84
× 5
___
___

3.
(a) 134
× 3
___
___

(b) 243
× 3
___
___

(c) 352
× 4
___
___

(d) 508
× 3
___
___

(e) 406
× 5
___
___

(f) 670
× 4
___
___

4.
(a) 2413
× 3
___
___

(b) 1824
× 4
___
___

(c) 2605
× 5
___
___

(d) 3054
× 4
___
___

(e) 5624
× 6
___
___

5.
(a) 55
× 21
___
___
___

(b) 33
× 22
___
___
___

(c) 35
× 13
___
___
___

(d) 64
× 35
___
___
___

(e) 75
× 46
___
___
___

6.
(a) 112
× 21
___
___
___

(b) 134
× 22
___
___
___

(c) 232
× 31
___
___
___

(d) 345
× 25
___
___
___

(e) 506
× 46
___
___
___

7. **Find the missing numbers.**

(a)
```
3 [ ] 0
  ×   2
[ ] 8 [ ]
```

(b)
```
6 0 [ ]
    × 4
[ ][ ][ ] 2
```

(c)
```
[ ] 9 9
  ×   6
2 3 [ ][ ]
```

(d)
```
  4 [ ]
× 2 2
  9 0
9 0 0
[ ][ ][ ]
```

(e)
```
  4 [ ] 6
×   3 4
[ ][ ] 2 [ ]
1 2 1 8 [ ]
[ ] 3 8 [ ] 4
```

NUMBER

1. Each side of a square measures 53 mm. What is the perimeter?

2. Six boxes each held 85 books. How many books were there altogether?

3. How many days in eight years? (No leap years)

4. Each of nine books had exactly 287 pages. How many pages in total?

5. (a) A running track is 498 m long. If an athlete ran the track eight times in one session, how many metres did he run?

6. Ten students each wrote a 1750 word story to enter a competition. How many words did the judge have to read?

(b) How many metres would the athlete cover in seven training sessions?

7. If there were 98 pages in each magazine, how many pages in total for 12 magazines?

8. If there was an average of 14 words printed on one line, how many words would there be on a page with 96 lines?

9. A bakery produced 345 loaves each week. How many were baked over 22 weeks?

10. Steve travelled 584 km each week. Find the total km travelled in 40 weeks.

11. What is the area of an outdoor space 808 m long and 37 m wide?

Write your own word problems using the numbers given. Set out and solve each problem.

12. 2415 x 5

13. 75 x 35

NUMBER

A	B	C	D	E
12 x 1 =	6 x 4 =	11 x 3 =	8 x 12 =	8 x 1 =
9 x 3 =	8 x 5 =	10 x 10 =	11 x 7 =	12 x 4 =
6 x 6 =	10 x 4 =	9 x 6 =	6 x 2 =	6 x 10 =
8 x 7 =	3 x 4 =	5 x 1 =	12 x 10 =	7 x 5 =
10 x 9 =	12 x 7 =	7 x 8 =	5 x 11 =	9 x 1 =
4 x 1 =	5 x 8 =	4 x 7 =	8 x 2 =	6 x 12 =
3 x 3 =	9 x 4 =	8 x 9 =	3 x 12 =	11 x 6 =
11 x 5 =	3 x 8 =	2 x 12 =	9 x 10 =	5 x 2 =
3 x 10 =	7 x 2 =	12 x 2 =	4 x 11 =	8 x 11 =
7 x 6 =	4 x 3 =	11 x 12 =	7 x 4 =	10 x 6 =
5 x 4 =	11 x 9 =	3 x 2 =	10 x 11 =	12 x 12 =
12 x 6 =	2 x 8 =	10 x 1 =	11 x 2 =	4 x 2 =
10 x 3 =	8 x 8 =	9 x 2 =	4 x 8 =	7 x 10 =
2 x 12 =	4 x 12 =	3 x 6 =	6 x 8 =	3 x 1 =
8 x 4 =	6 x 7 =	7 x 12 =	3 x 9 =	11 x 11 =
9 x 9 =	11 x 4 =	8 x 3 =	12 x 5 =	2 x 9 =
3 x 7 =	2 x 10 =	4 x 4 =	10 x 5 =	9 x 8 =
4 x 6 =	7 x 7 =	12 x 9 =	7 x 9 =	5 x 10 =
11 x 10 =	5 x 5 =	6 x 3 =	5 x 3 =	10 x 2 =
6 x 5 =	9 x 12 =	5 x 9 =	9 x 5 =	6 x 1 =
7 x 1 =	4 x 10 =	10 x 8 =	6 x 11 =	12 x 8 =
4 x 9 =	12 x 3 =	7 x 3 =	3 x 5 =	5 x 6 =
5 x 7 =	3 x 11 =	6 x 9 =	8 x 10 =	7 x 11 =
12 x 11 =	10 x 12 =	11 x 8 =	4 x 5 =	8 x 6 =
10 x 7 =	9 x 7 =	5 x 12 =	9 x 11 =	11 x 1 =

Create your own multiplication crossword. Use a calculator to help.

Across

1. _____
2. _____
4. _____
5. _____
8. _____
11. _____
12. _____
13. _____

Down

1. _____
2. _____
3. _____
4. _____
6. _____
7. _____
8. _____
10. _____
11. _____
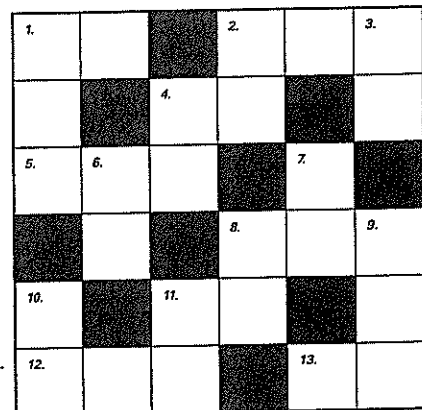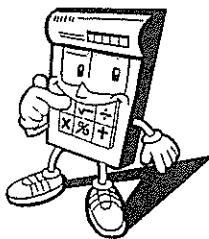
NUMBER

1. (a) $2\overline{)284}$ (b) $3\overline{)693}$ (c) $3\overline{)906}$ (d) $4\overline{)128}$ (e) $5\overline{)255}$

2. (a) $4\overline{)8012}$ (b) $6\overline{)6360}$ (c) $3\overline{)1209}$ (d) $3\overline{)2406}$ (e) $7\overline{)2114}$

3. (a) $4\overline{)732}$ (b) $3\overline{)879}$ (c) $8\overline{)6640}$ (d) $4\overline{)4692}$ (e) $7\overline{)4564}$

4. (a) $6\overline{)196}$ (b) $2\overline{)597}$ (c) $3\overline{)740}$ (d) $8\overline{)265}$ (e) $4\overline{)789}$

5. (a) $7\overline{)3376}$ (b) $6\overline{)1963}$ (c) $9\overline{)1252}$ (d) $4\overline{)9337}$ (e) $3\overline{)2678}$

6. 205 books were placed equally on five shelves. How many books were on each shelf?

7. 384 students were divided into four factions. How many were in each faction?

8. A publisher sent 9200 books to four stores. How many books did each store receive?

9. 2000 brochures need to be delivered. If there are eight people, how many will each deliver?

10. During training, an athlete covered 5580 m over six days. What distance did he average each day?

11. Nine people had a combined height of 1395 cm. What was the average height?

12. $3500 was shared among four charities. How much did each receive?

13. James had a total of $1250 to spend over an eight-day trip. What average amount could he spend each day?

14. Write your own word problem for 265 ÷ 5. Set out and solve the problem.

NUMBER

A	B	C	D	E
120 ÷ 12 =	36 ÷ 9 =	110 ÷ 11 =	12 ÷ 6 =	45 ÷ 9 =
42 ÷ 7 =	60 ÷ 10 =	56 ÷ 7 =	40 ÷ 10 =	120 ÷ 10 =
108 ÷ 9 =	55 ÷ 11 =	32 ÷ 8 =	132 ÷ 12 =	42 ÷ 6 =
60 ÷ 5 =	30 ÷ 3 =	18 ÷ 6 =	24 ÷ 4 =	21 ÷ 7 =
77 ÷ 11 =	54 ÷ 6 =	72 ÷ 12 =	30 ÷ 5 =	88 ÷ 11 =
36 ÷ 6 =	48 ÷ 8 =	21 ÷ 3 =	90 ÷ 9 =	10 ÷ 5 =
88 ÷ 8 =	24 ÷ 2 =	90 ÷ 10 =	44 ÷ 4 =	14 ÷ 2 =
110 ÷ 10 =	8 ÷ 4 =	20 ÷ 2 =	14 ÷ 7 =	64 ÷ 8 =
32 ÷ 4 =	144 ÷ 12 =	45 ÷ 5 =	36 ÷ 12 =	27 ÷ 3 =
25 ÷ 5 =	36 ÷ 3 =	28 ÷ 7 =	18 ÷ 3 =	72 ÷ 6 =
63 ÷ 7 =	84 ÷ 7 =	6 ÷ 2 =	80 ÷ 8 =	55 ÷ 5 =
24 ÷ 12 =	8 ÷ 2 =	22 ÷ 11 =	63 ÷ 9 =	96 ÷ 12 =
33 ÷ 3 =	24 ÷ 8 =	9 ÷ 9 =	6 ÷ 3 =	12 ÷ 4 =
81 ÷ 9 =	40 ÷ 4 =	30 ÷ 6 =	10 ÷ 2 =	49 ÷ 7 =
48 ÷ 6 =	121 ÷ 11 =	99 ÷ 9 =	99 ÷ 11 =	16 ÷ 8 =
20 ÷ 10 =	12 ÷ 12 =	4 ÷ 2 =	10 ÷ 10 =	36 ÷ 4 =
48 ÷ 4 =	66 ÷ 6 =	77 ÷ 7 =	15 ÷ 5 =	80 ÷ 10 =
16 ÷ 2 =	54 ÷ 9 =	108 ÷ 12 =	18 ÷ 2 =	35 ÷ 5 =
56 ÷ 8 =	22 ÷ 2 =	11 ÷ 11 =	18 ÷ 9 =	48 ÷ 12 =
40 ÷ 5 =	100 ÷ 10 =	28 ÷ 4 =	12 ÷ 3 =	72 ÷ 9 =
84 ÷ 12 =	24 ÷ 3 =	50 ÷ 10 =	44 ÷ 11 =	9 ÷ 3 =
20 ÷ 4 =	72 ÷ 8 =	12 ÷ 2 =	16 ÷ 4 =	30 ÷ 10 =
33 ÷ 11 =	50 ÷ 5 =	66 ÷ 11 =	70 ÷ 7 =	24 ÷ 6 =
15 ÷ 3 =	35 ÷ 7 =	27 ÷ 9 =	40 ÷ 8 =	132 ÷ 11 =
70 ÷ 10 =	60 ÷ 12 =	20 ÷ 5 =	60 ÷ 6 =	96 ÷ 8 =

Create your own division crossword. Use a calculator to help.

Across	Down
1. _____	1. _____
2. _____	2. _____
4. _____	3. _____
5. _____	4. _____
8. _____	6. _____
11. _____	7. _____
12. _____	8. _____
13. _____	9. _____
	10. _____
	11. _____

Reading Maps

All the information you need
to answer the questions is
on the map.

N

TAK ●
DIT ●
BOK ●
R. TODD
▲ R.
▲
R. AGG
● TAL
SUL
◉ DUN
EVAR PLAIN
● WAT

55⁰

LEGEND

● Towns
🌲 Forest
▲ Iron Ore
□ Bauxite
〰 Mountains

0   30 km
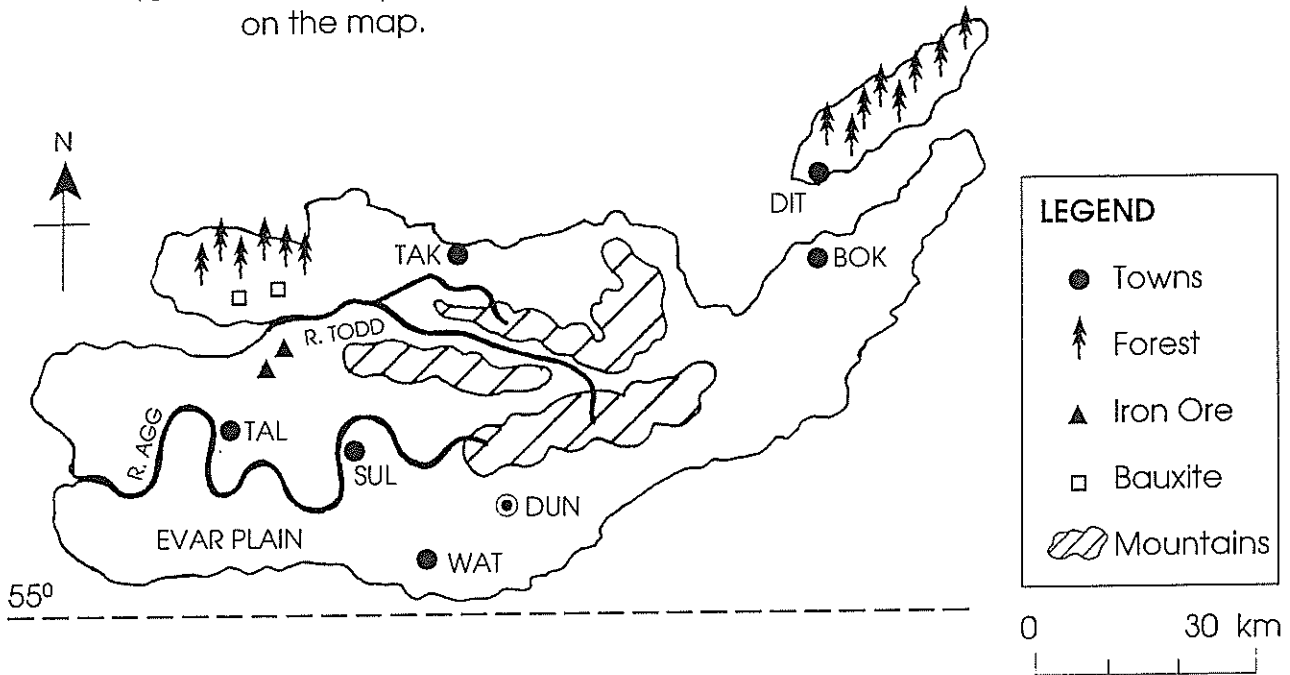
1. What is the main island's capital? _____

2. Which two towns could be linked by a ferry service?

   _____ and _____

3. How far is it *as the crow flies* from the town Dun to the town Bok? _____

4. Mark with a red cross (X) the best place for a new port.

5. Could bananas be grown on the island? _____

   Why? _____

6. Mark a strait with a blue cross (X).

7. Why does the river Agg *meander* so much? _____

   _____

8. Which town, Tal or Sul, is higher above sea level? _____

9. Which products do you think the town Dit would export? _____

10. Shade in green the area known as the NE cape on the main island.

Use a dictionary to check any words you don't know.
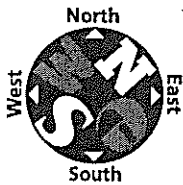
Reading Maps

All the information you need to complete the map is given. *Use the standardised legend symbols unless asked to create your own.*

North
West / East
South

N

SULE

▲ MT. HOB

GARTH

BEAL

BANT

HOLT

REIM

TARP

15⁰

R. TAURO

KORP

ACTON

BILT

MAIN

ARGYLE PLAIN

TARO GULF

BERN

23½
0

KENT

RORK

30⁰   40⁰   50⁰   60⁰

LEGEND
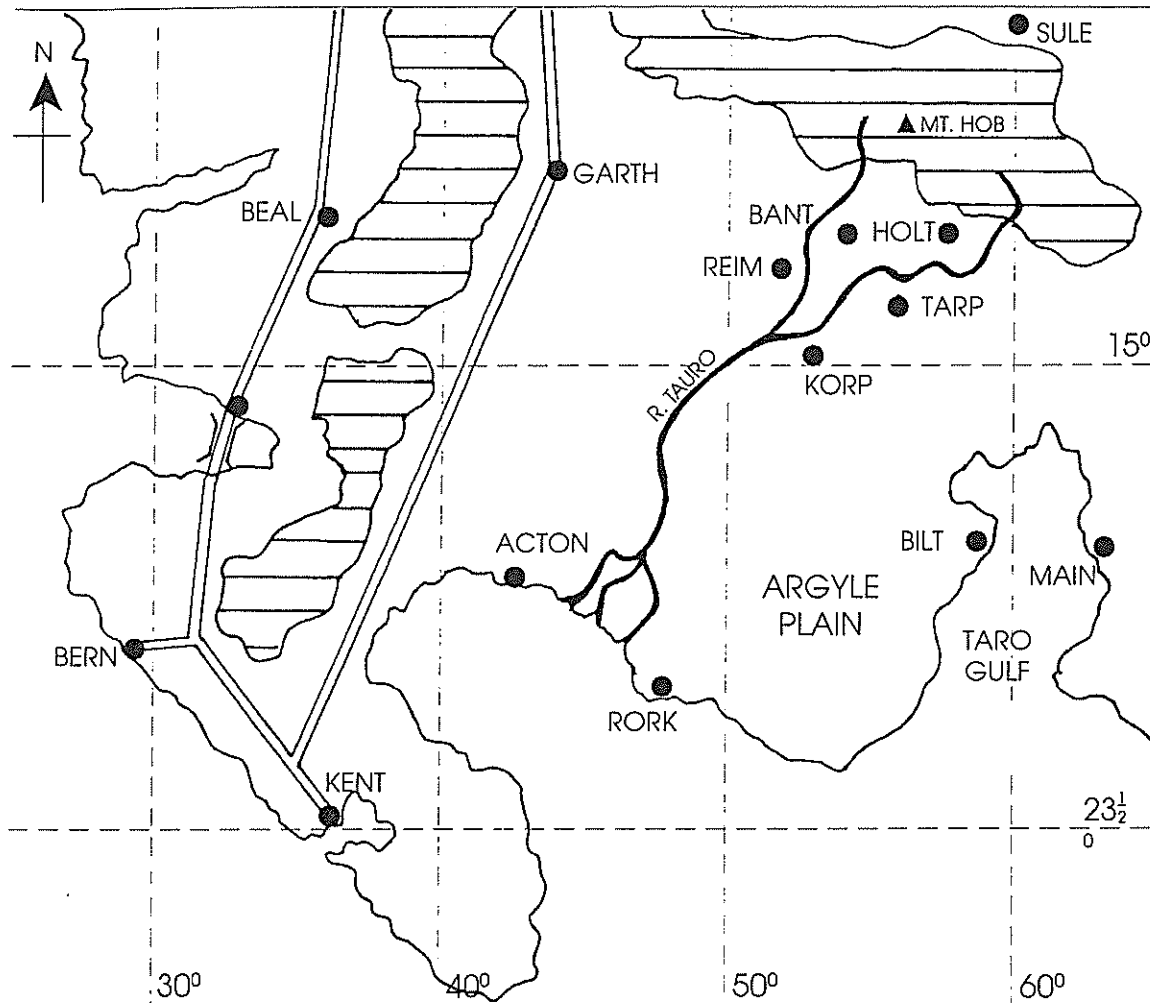
Bridge
Lighthouse
✕ Road tunnel
Road
National Park
Mountains +++ Rail
Car Ferry
▲ Peak
— — — Car Ferry

SCALE 1 cm → 50 km

1. Draw a lighthouse equidistant from Bilt and Rork (use legend/scale).

2. Draw a railway line from Acton to Beal. There are no tunnels and the shortest distance is the least expensive.

3. Locate the town of Fest which is 200 km east of the R. Tauro and 250 km NE of Rork and lies on an inlet.

4. Link with a road tunnel (through mountains) the two main north-south roads.

5. Draw and label the River Taw which has its source 75 km east of Mt Hob. From its source it meanders south into the southern gulf.

6. Show with your own symbol the three silver deposits which have led to the growth of a cluster of small settlements. (Include your symbol in the legend.)

7. Draw in the 75-km ferry route between two ports. (See legend.)

8. Which two towns have a two hours' time difference? (Every 15⁰ longitude = 1 hour time difference.)

_____ and _____

9. Use the legend and scale to draw a 5 000 km² national park east of the Tauro River.

10. Draw in a tiny island on the Tropic of Capricorn (48⁰ longitude and 200 km from Acton).
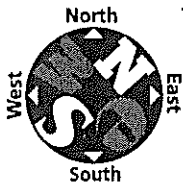
Reading Maps 10

Reading Maps

1. Which island has the greater population, Fala or Tiba? _____

2. Which island is nearer to the equator? _____ How can you tell?

   _____

3. On which island could you possibly find a |glacier|? _____

   _____

4. Why does Fala have a drier climate than Tiba? _____

5. Which island has three countries within its coastline? _____

6. Tiba has more |natural resources|. True or false? _____

7. Which island has an |artificial| waterway? _____

8. Which island has the best site for a new port to export coal? _____

   Why?_____

9. Give two reasons why Tiba could have a ski resort.

   (a) _____ (b) _____

10. Which island lies partly within the tropics? _____

FALA

LEGEND

SULT

40⁰

HOPE   CARL

LORN

RORN

HELT

20⁰

A R W O N
D E S E R T

PREVAILING WINDS
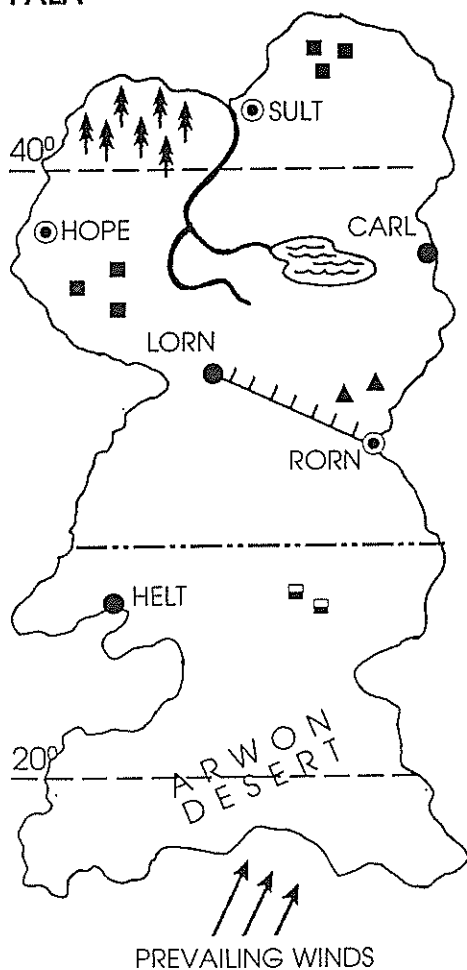
Lake

Mountains

Canal

City of over
1 000 000

Town 5 000 -
50 000

Forest

Copper

Coal

Iron ore

International
border

TIBA

HALE   60⁰

KELE

FALT

KINT

VERN

KANE

70⁰

SCALE

0   75 km
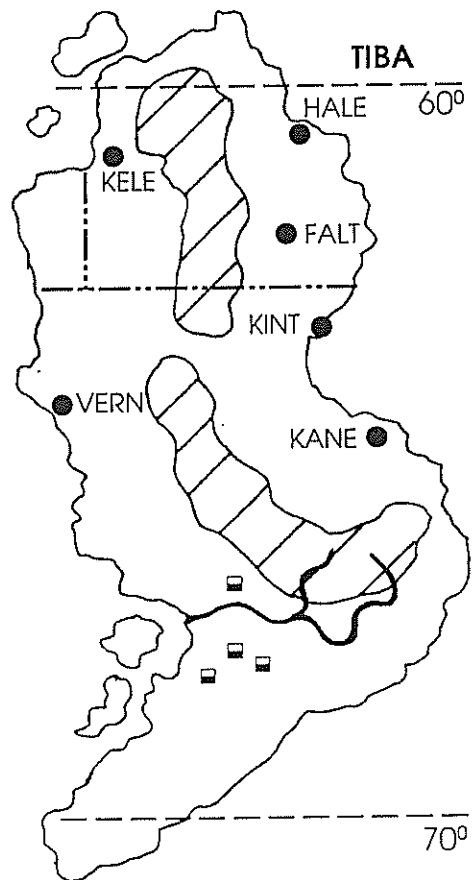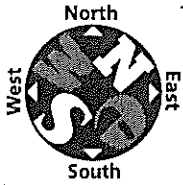
Reading Maps

All the information you need to complete the map is given. *Use the legend's standardised symbols unless asked to create your own.*

LEGEND

SKI RESORT

YALE

BUTE

TARK

AVON

DEAL

A R L O P L A I N S

LECK

TRENT

SKI RESORT

R. TAWN

A R C A L   S E A
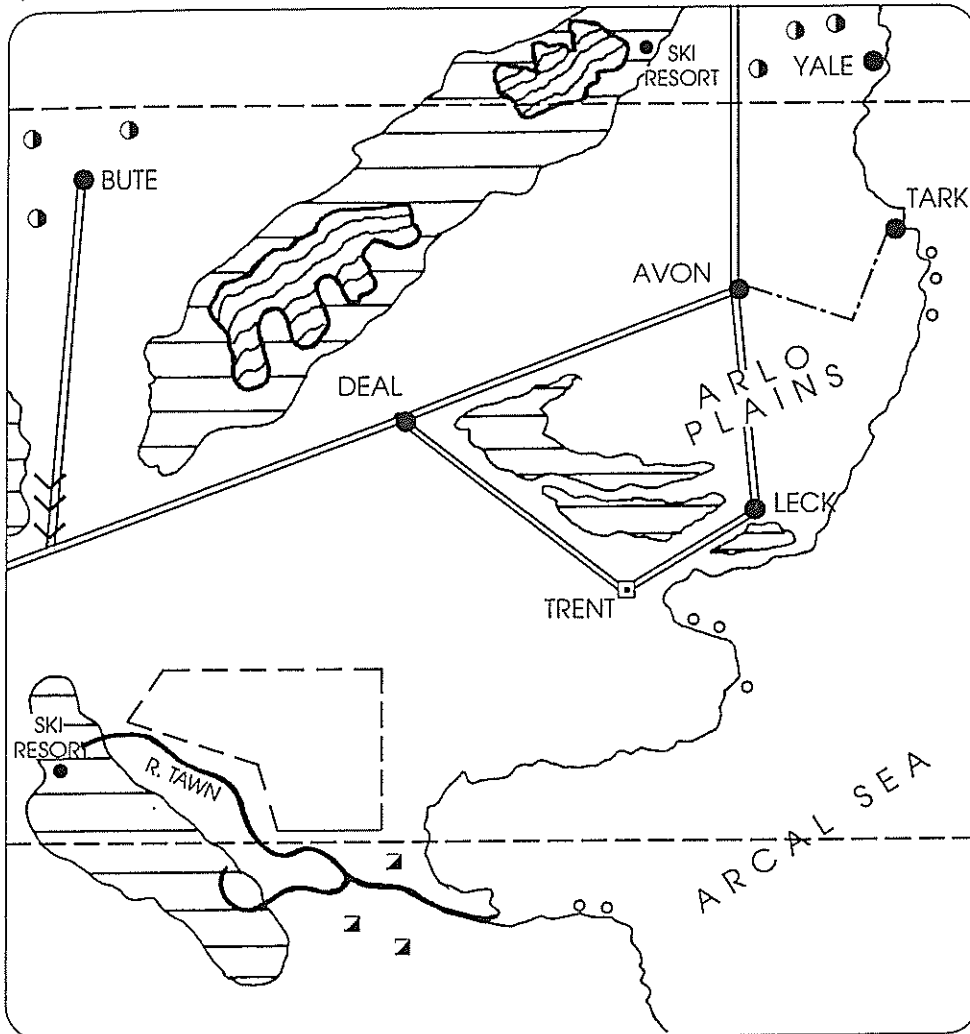
Mountains

Main rail line

Main road

✕ Mining

▲ Peak

Glaciers

Coal

Steep gradient (1:4)

Tin

7 500 m Spot depth

National Park

Lake

Secondary road

○ Mineral sands

SCALE
1 cm → 20 km

1. Draw a main railway line on flat land with the line linking two towns 50 km apart.

2. A road goes from Avon to another town and then to the region's capital. This road length is 180 km. What is the other town? _____

3. Put in a ski resort 120 km NW of Trent.

4. Put in the degrees on the two latitude lines shown.

5. Put in the legend's mining symbol near the two towns with collieries.

6. Locate Mt Ebra, which is 100 km east of Bute. Label it.

7. Mark with a red cross a traffic danger spot.

8. Use the legend and mark a point 200 m deep in the Arcal Sea, 60 km east of the region's capital city.

9. Put a green △ where you would build a new port. Why there? _____
_____

10. Use string and draw a lake (see legend) which is near Deal and has a shoreline 120 km long. Colour it blue.
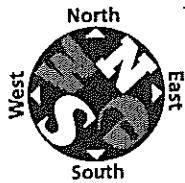
Reading Maps

Use the map below to answer the following questions.

1. Why wouldn't you see a mesa in the south of the region? _____

_____

2. The island in the NE gulf has no natural resources. True or false? _____

3. If it is 11 a.m. at Carn, what time is it in Denk? (Every 15° longitude means one hour time difference. Denk would have its sunrise before Carn because of the Earth's rotation.) _____

4. Why don't many tourists go via Mull when travelling to Keel from Kith? _____

_____

5. Why do tourists travel to Keel and Pult? _____

6. Near which town is the source of the R. Elb? _____

7. If you set off from Kith and travelled to Mull, Hant, Keel and then Pult, towards which main cardinal point would you **not** travel? _____

8. Use the legend symbol and draw a state boundary running north/south 40 km west of Pult.

9. How far by boat is Mull from the mouth of the R. Jade? _____ km

10. Does the western region have an unbroken coastline? _____

LEGEND

× Zinc

Mountains

—— B Road

══ A Road

- - - Unsealed road

Historical Battle site

State boundary

SCALE

0   10   30 km
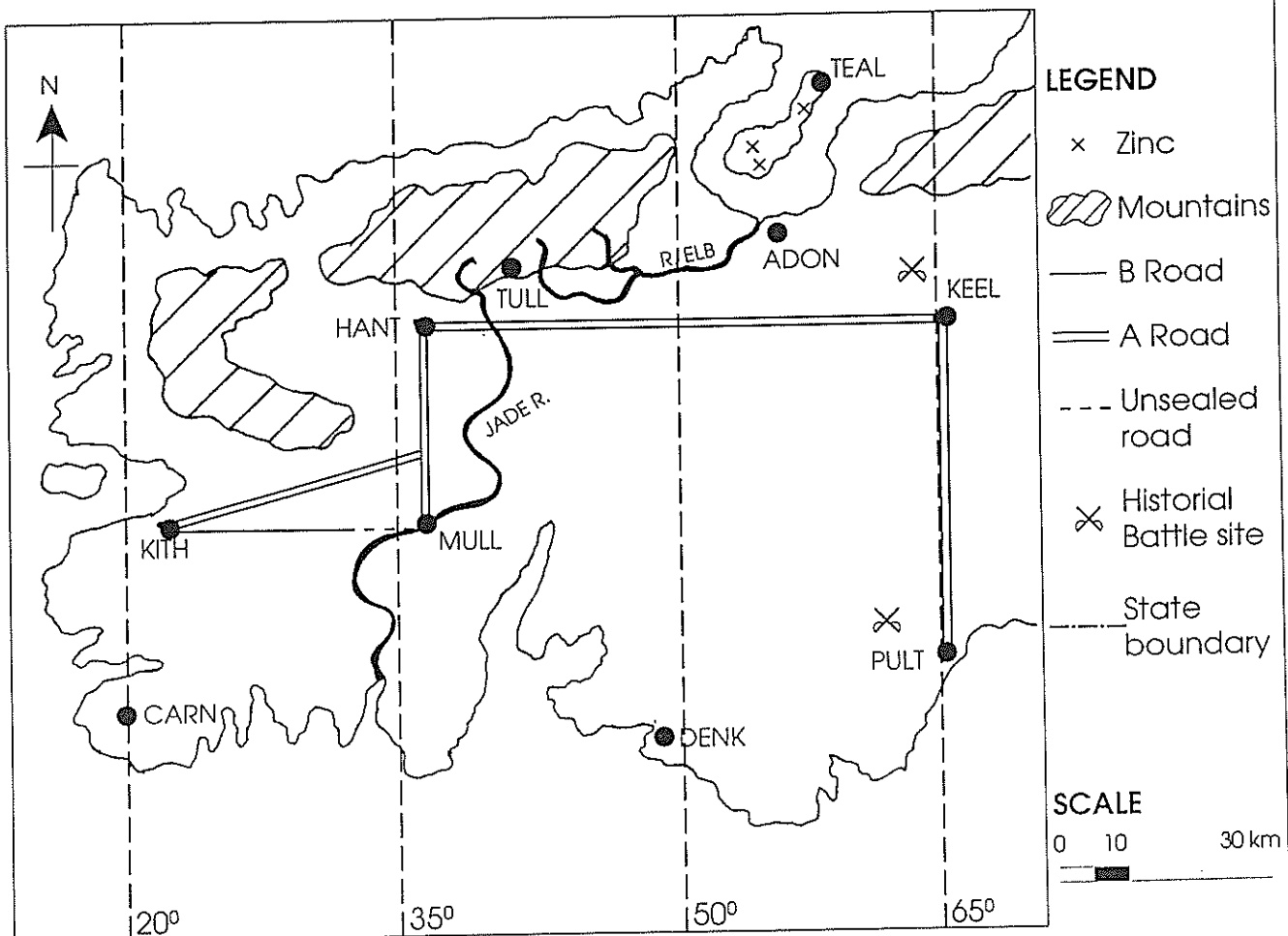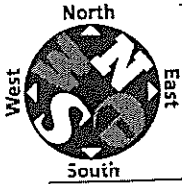
Reading Maps
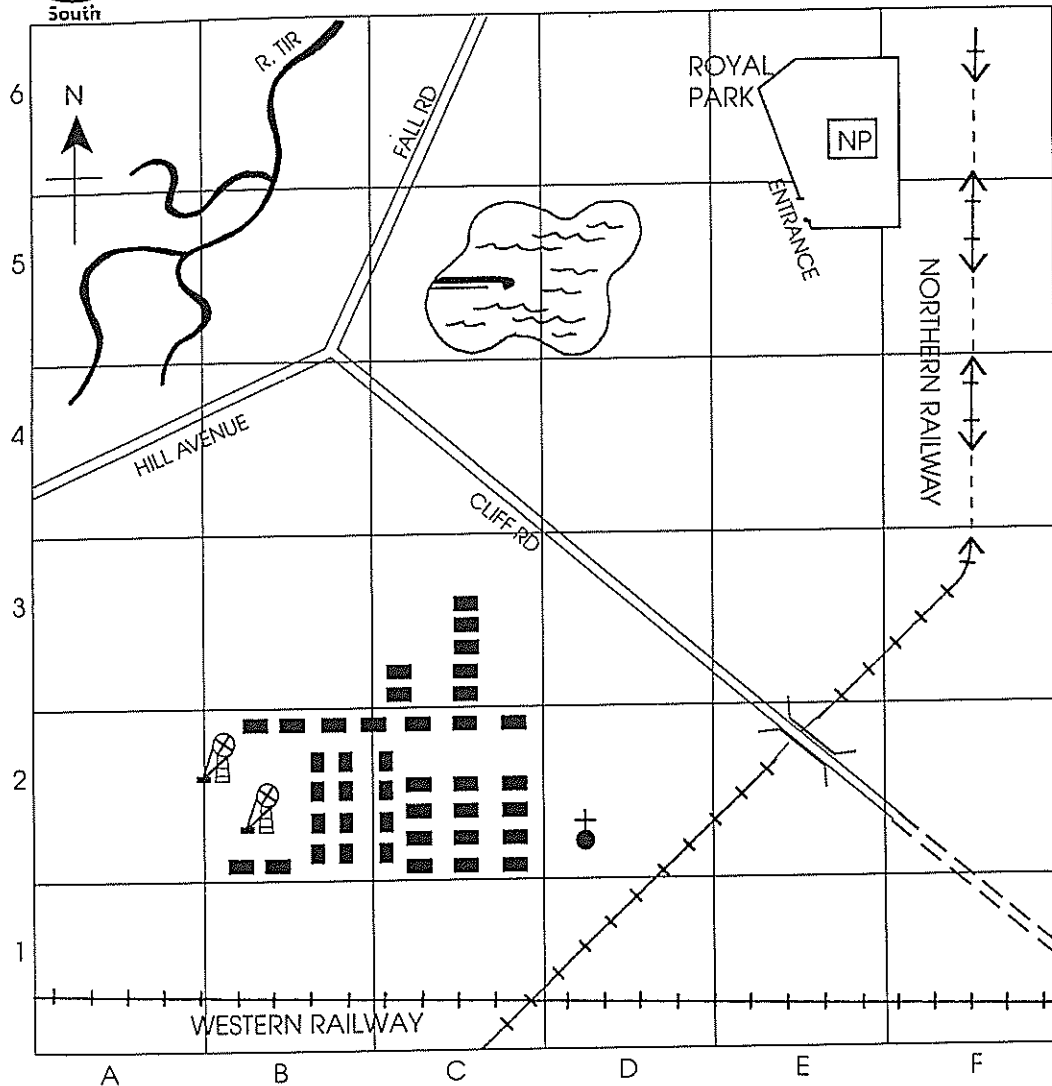
LEGEND

Rail
Tunnel
Major road
Bridge
Coal mine
Houses
Unsealed road
Church
Jetty
Lake
NP National Park

SCALE

1 cm → 100 m

1. Who lives in the small houses in B2 and C2? _____

2. How far would the congregation travel after a service to enjoy a barbecue in Royal Park? _____ m/km.

3. Which would have been more expensive to build - the western or northern rail line? _____ Why? _____

4. In which general direction does the River Tir flow? _____

5. In which coordinate do three roads converge? _____

6. What would be a good angling spot in C5? _____

7. The council has plans to improve which road? _____

8. A kiosk in the SW corner of Royal Park is in coordinate _____.

9. The church is north of one rail line and west of the other. True or false? _____

10. Name three natural physical features shown.

    1. _____   2. _____   3. _____

Reading Maps

CITY CENTRE

OLD STREET

REGENT ROAD

QUAY NO. 6

PEMBROKE APARTMENTS

S.M   S

HART ROAD

TOWER HOTEL

ROXY

ARDEN

LORN

BEAL

APOLLO

HILTON ROAD

ELFIN PARK

ETON SQUARE

LAKE

S.M

DENT CLOSE

BROOK PARK

GUY STREET

LART

HALL STREET

BURT ROAD

YALE STREET

S.M

REX

S

STATION

HALL STREET

HORT ROAD

QUAY NO. 7 →
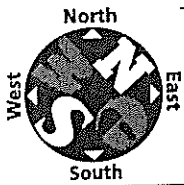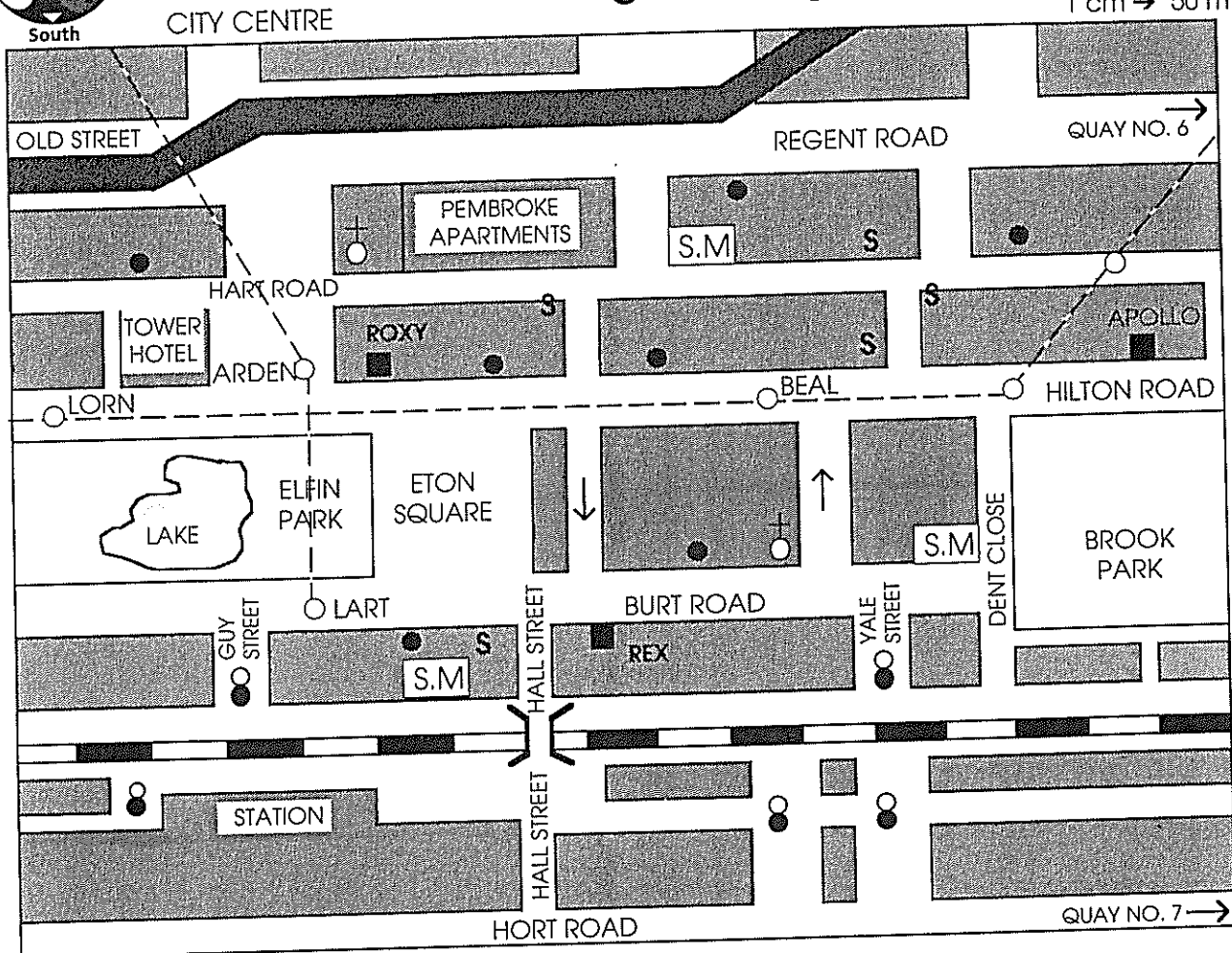
LEGEND

Bridge | Main rail line | Underground railway | Cinema

S Shoe store | → Traffic flow | Church | S.M. Supermarket

● Clothing store | Rail crossing lights | Freeway flyover

1. On which road across the main rail line is there no need to wait for trains to pass? _____

2. Is the dockland area to the east or west of the city centre? _____

3. How many underground railway stations are there south of Hart Road? _____

4. At which underground station would you alight to go to the Roxy Cinema? _____

5. What kind of shop is diagonally opposite a similar shop on the same street? _____

6. Why would a room on the south side of the Tower Hotel be more expensive than one on the north side? _____

7. Why would it be noisy to live on the north side of Pembroke Apartments? _____

8. What is the total length of the two one-way streets? _____ m

9. By how many m² is the area of Elfin Park greater than Brook Park's area? _____ m²

10. Name two main east-west roads which are north of the main rail line and run right across the CBD (Central Business District). _____ and _____
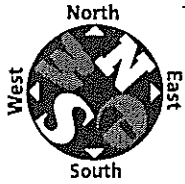
Reading Maps

A discussion on 'contours' should precede this lesson.

1. Which two towns are the same height above sea level?

   _____ and _____ .

2. How long is the railway tunnel? _____ km

3. After which town would trains start to climb the slopes? _____

4. From Repp you travel 25 km due south, then 15 km west, then 10 km SE. What natural physical feature is near? _____

5. What is the difference in height between the two highest points? _____

6. Why can't timber workers cut down trees in E5 or F5? _____

7. How do we know three ministers of religion work in the region? _____

   _____

LEGEND

Contours

Rail

Rail tunnel

▲ Peak

● Town

Lake

Bushland

National Park

✝ Church

SCALE

0   10km
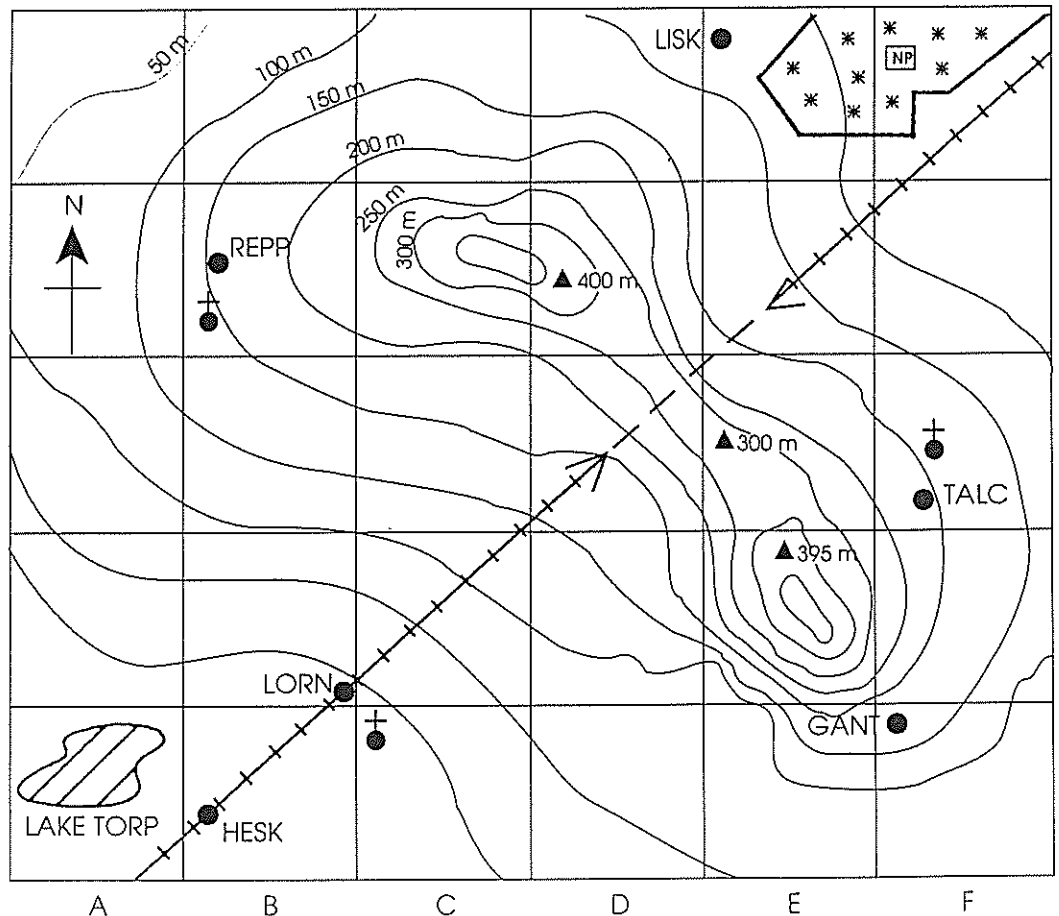
8. Where would most national park employees live? _____

9. In which coordinate is there a very steep slope? _____

10. What height above sea level is Gant? _____

Use the picture to help you create an interesting text.
Decide which type of text you will write and then brainstorm
ideas, purpose, format and vocabulary choices. Use the graphic
organisers, scaffolds and writing purpose ideas to help you.
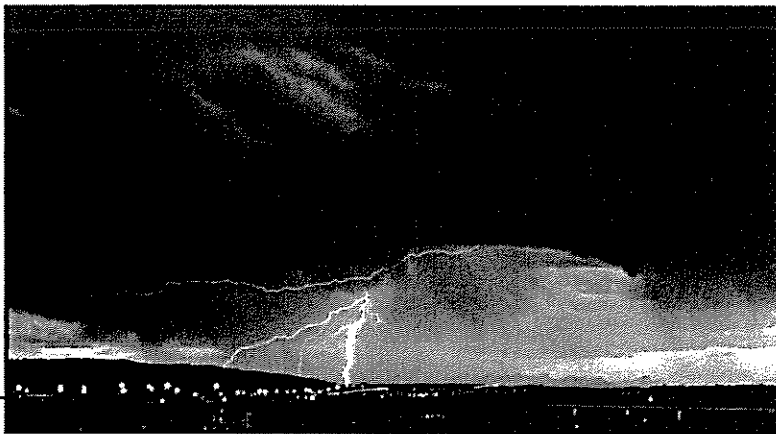
PERSUASIVE IDEAS

♦ Discuss this issue: *Nature will always be more powerful than people.*

♦ Create a storm warning poster to help people prepare for severe weather.

♦ Interview a storm chaser. What do they do? Why do they put themselves in such danger?

IMAGINATIVE IDEAS

♦ Write a poem about a storm.

♦ Write an adventure narrative about being caught in a storm.

♦ Write a science fiction narrative about an evil scientist who tries to create the world's largest storm.

INFORMATIVE IDEAS

♦ Explain how lightning and thunder happen.

♦ Create a weather report for the local nightly news.

♦ Write instructions for what to do if you are caught in a storm.
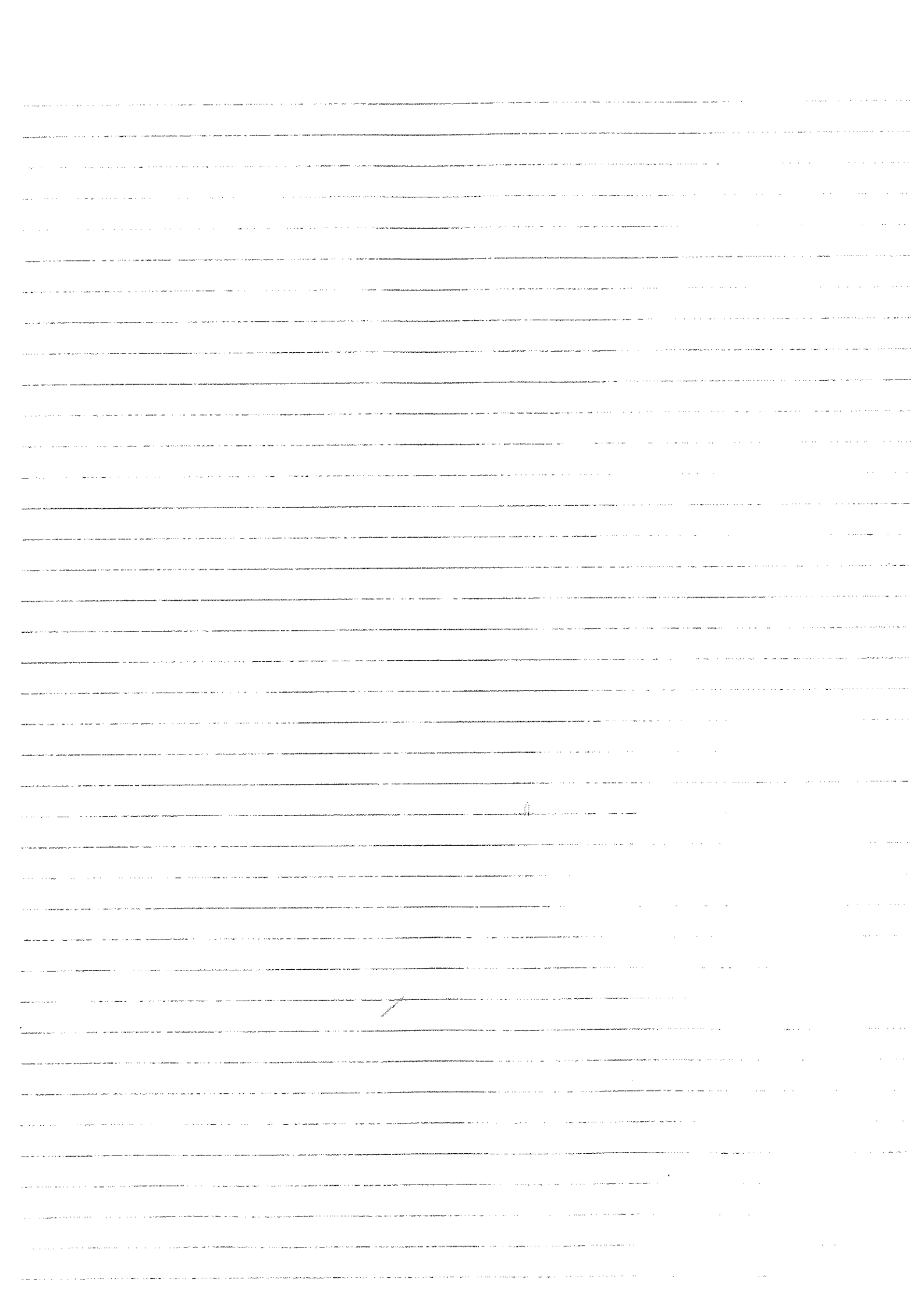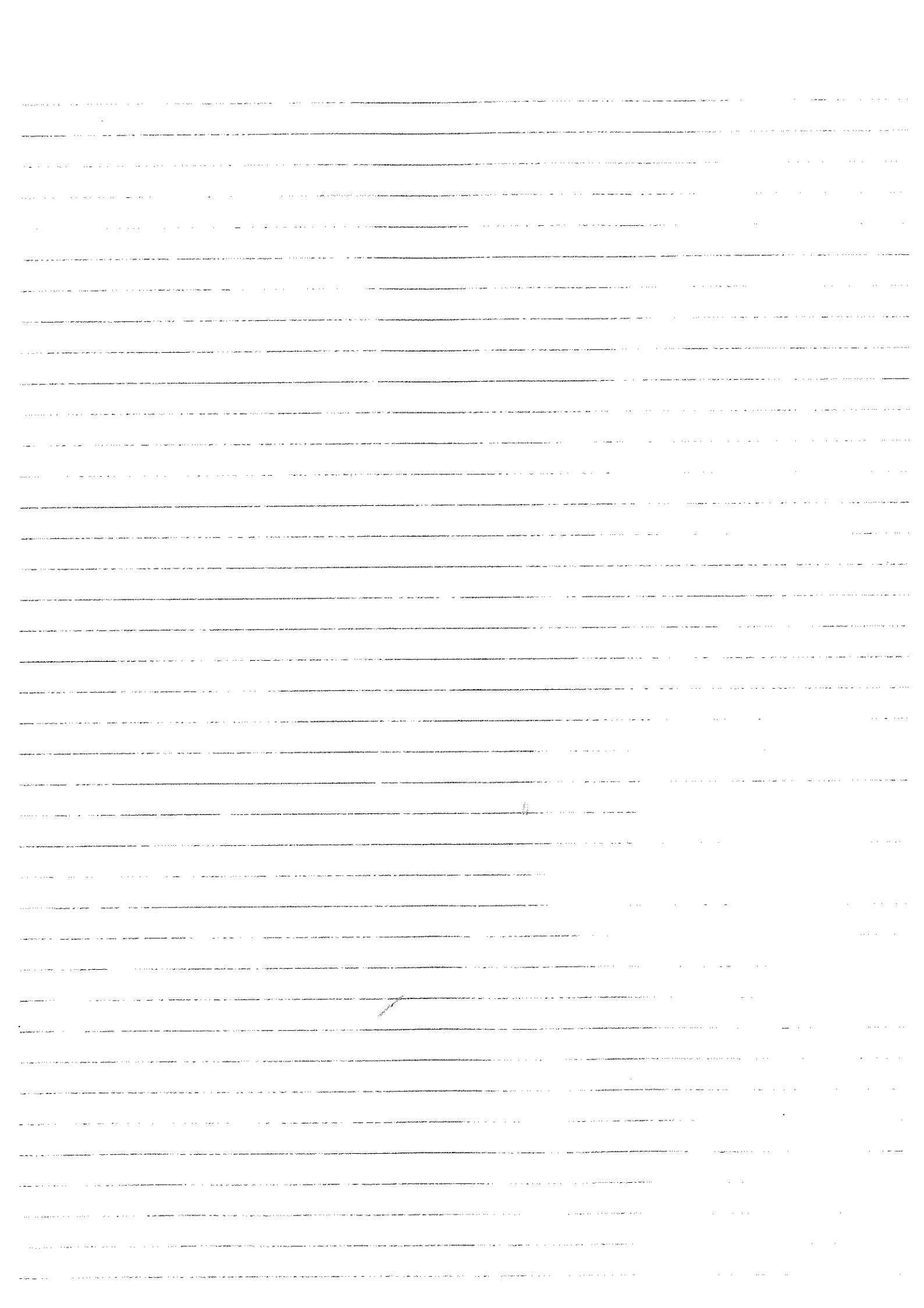
Use the picture to help you create an interesting text.
Decide which type of text you will write and then brainstorm
ideas, purpose, format and vocabulary choices. Use the graphic
organisers, scaffolds and writing purpose ideas to help you.
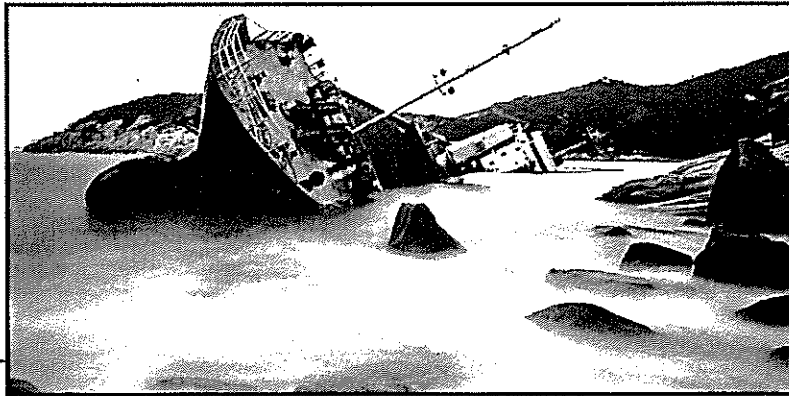
PERSUASIVE IDEAS

♦ Which is the best way to travel: car, plane or ship? Discuss.
♦ Write a job application for the position of a deep sea diver who
  searches for shipwrecks.
♦ Advertise a cabin on the *RMS Titanic* or a modern cruise ship.

IMAGINATIVE IDEAS

♦ imagine you are a shipwreck survivor. Write a diary of your
  experiences.
♦ Write about finding a mysterious object from a shipwreck. What
  happens?
♦ Retell in your own words the Greek story of the Sirens who
  lured ships onto rocky coasts and destroyed them.

INFORMATIVE IDEAS

♦ Research a famous shipwreck, such as *RMS Titanic, USS Arizona,*
  or *RMS Lusitania.* Write an informative report about it.
♦ Describe the photograph of the shipwreck.
♦ Write a report about the Bermuda Triangle.
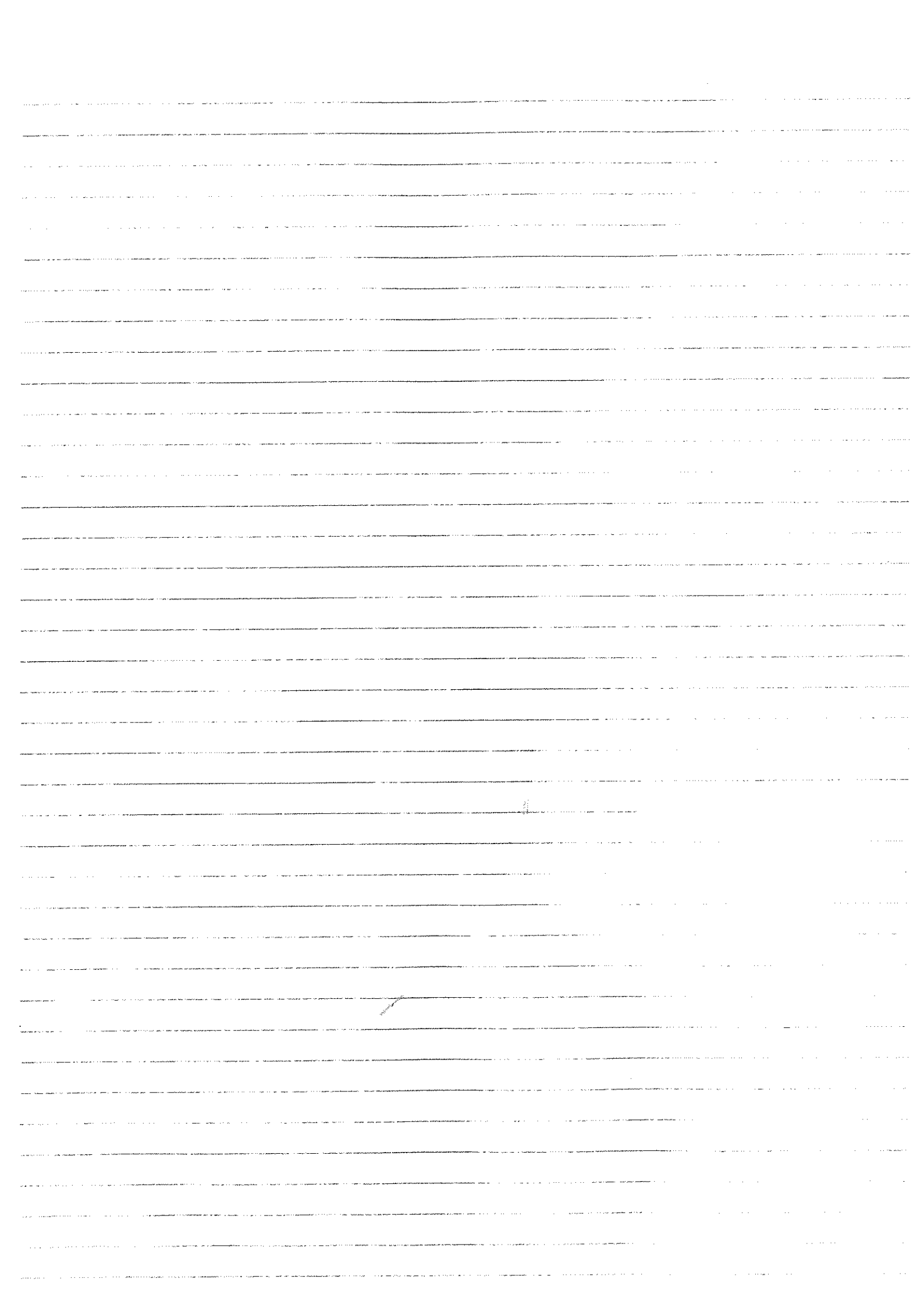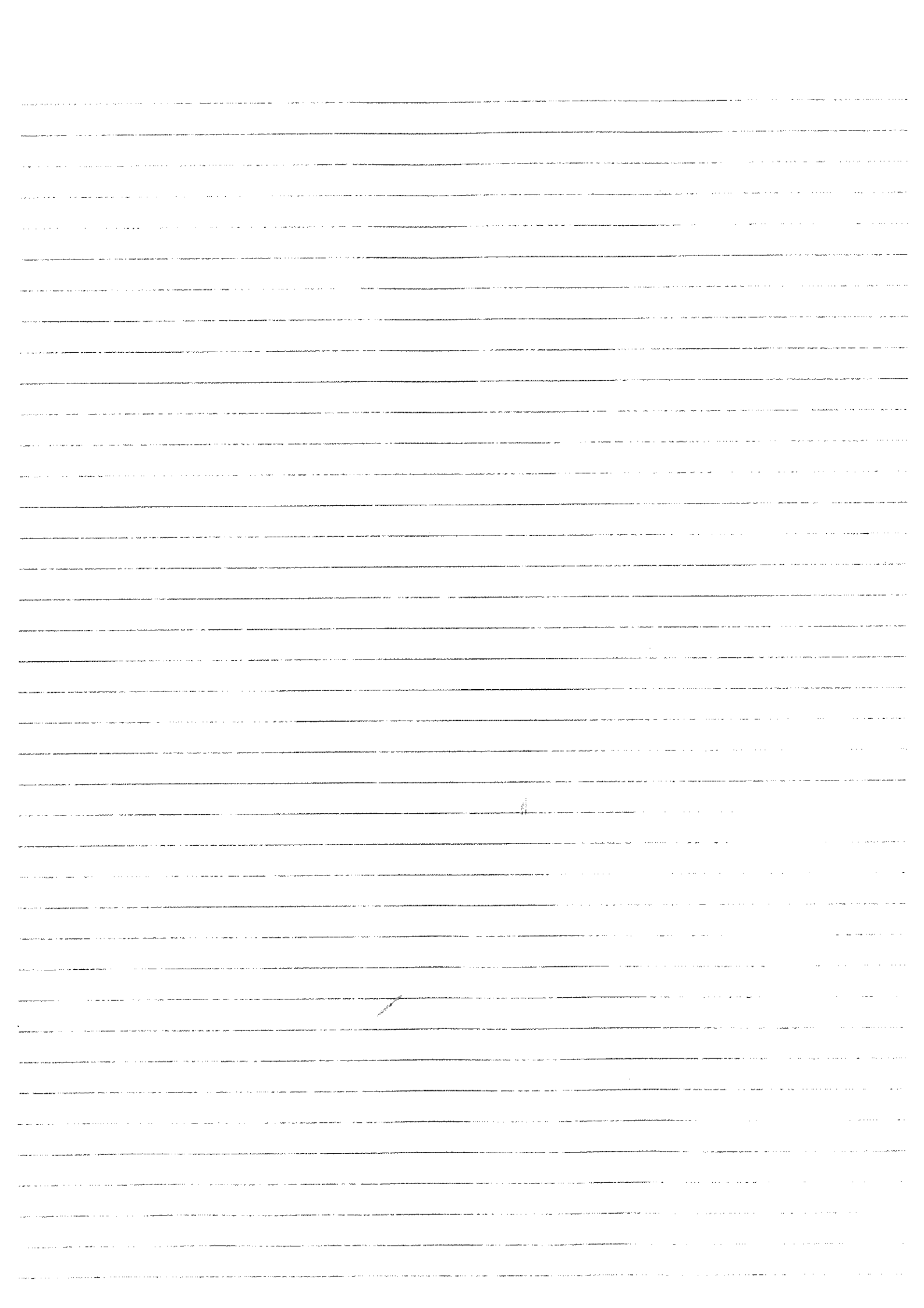
How the woodpecker was born

Read the Native American myth.

Long ago, the Great Spirit disgised himself as an old man and visited the people he had creatted to see how they were living. one day, he met a chiefs wife in front of her wigwarm. Knowing she had plenty of food he asked for something to eat.

'I don't have much food' said the woman, but I could bake you a cake'.

The Great Spirit silently waited whille the cake was baked by the woman. But when it was reddy, she decided it was too large to give away.

'this cake is for my husband', she lied. I'll make you another one.

The woman then made a smaller cake however, to her it still seemed too large to give away so she made a third even tinier, cake. She studeed it for a while, then turned to the old man.

'There isn't no food for you after all', she said. 'Youll have to find some in the forest.'

To the womans amazment the old man suddenly turned into the Great spirit.

You are not kind to those in need, he said, 'so you will no longer live in comfert.

Instead, you must search for your food in the bark of trees in the forrest.

you will also have a small body this will mach your small spirit'.

as the Great Spirit spoke, the woman transfformed into a bird—the first woodpecker. even today woodpeckers find thier food in the bark of trees.
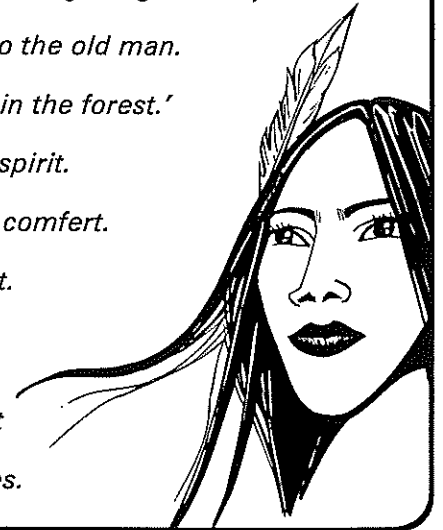
❶ Punctuation

(a) Find the 6 missing capital letters, 3 commas, 3 quotation marks and 2 apostrophes, 1 for possession and 1 for a contraction.

A semicolon is used to separate clauses or phrases in a sentence. It indicates a pause—not as strong a pause as a full stop or colon, but stronger than a comma; for example, 'He wouldn't stop talking; he was being annoying', 'You may go; however, pack up first'.

(b) Write the 2 semicolons missing from the text.

❷ Grammar

Verbs can be either active or passive. An active verb is used in a sentence with this word order: subject, verb, object. For example, 'The cat sat on the mat.' A passive verb is used in a sentence with this word order: object, verb, subject. For example, 'The mat was sat on by the cat.' In most cases, it is better to use active verbs in writing.

(a) Underline the sentence in the text that uses a passive verb.

❸ Spelling

(a) Write the correct spelling of the 11 misspelt words above each word.

❹ Writing

*A double negative statement incorrectly uses two negative words; for example, **'I haven't** got **no** more,'** should be 'I haven't any more' or 'I have no more'.*

(a) Circle the line in the text containing a double negative. Write it correctly.

Chocolate

Read the report.

Chocolate was first made in mexico, were the Aztec indians
used cokoa beans to make a cold drink.

In the 1500s **it** was the favorite of the mexican emperor
montezuma. Him reportedly drank over 50 cups a day

When spanish explorers came to Mexico **they** tryd
Montezumas chocolate but found her very bitter as it didnt
have no sweeteners aded. They took it back to spain, where
sugar, vanila cinnamon and other spices were added. It was
also descided the drink would taste considerably better
if they was hot.

Chocolate then spred to the rest of europe, where it
became a fashinable drink. It wasnt until 1847 that an
english companey first made chocolate which could be
eaten. In 1876 the swiss added milk to chocolate, criating
the most poppular kind of chocolate today—milk chocolate.

_____
_____
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❶ Punctuation

(a) Find the 3 missing apostrophes, 8 capital letters, 3 commas and the exclamation mark.

❷ Grammar

Pronouns are words that replace nouns; for example, 'I', 'he', 'she', 'him', 'it'.

(a) Circle the 3 incorrect pronouns used in the text. Write the correct pronoun in the space at the end of the line.

(b) Write the nouns replaced by the pronouns highlighted in the text.

(i) it _____

(ii) they _____

Conjunctions are words that join single words or groups of words to make a sentence longer.

(c) Underline these words used as conjunctions in the text.

(i) if   (ii) but

(iii) as   (iv) where

(d) Write any two sentences in the text that have been joined with the conjunction 'where'.

_____
_____
_____

❸ Spelling

(a) Write the incorrectly spelt words in the space at the end of the line.

❹ Writing

A double negative statement incorrectly uses two negative words; for example, 'I haven't got no more,' should be 'I haven't any more' or 'I have no more'.

(a) Underline the line in the text containing a double negative. Write it correctly.

Ancient Greek myth

Read the narrative.

pandora's box

Long ago, Prometheus, a Titan, stole fire from the gods and will give it to humans. As a punishment, Zeus the king of the gods, decided to create misery on Earth he ordered the blacksmith off the gods too create the first woman Pandora. Zeus then will send him to live with Prometheus's brother, epimetheus. epimetheus had a large box in his house that she worned Pandora never to open But won day, Pandora became too curious and she opens the box. Two her her horror, out flu all the evils of the world, including Envy, Disease and Revenge Pandora tried to put the lid back on but it was too late. Then it realised their was one thing left in the box—Hope.

We shoud remember that, despite hour troubles, there always Hope.

❶ Punctuation

(a) Find 4 missing capital letters, 2 commas and 3 full stops.

❷ Grammar

> Pronouns are words that replace nouns;
> e.g. 'he', 'him', 'it', 'me'.

(a) Circle the 3 incorrect pronouns used in the text.

> We can change the 'tense' of a verb; for example, 'He **gave** her a gift' (past tense); 'He **gives** her a gift (present tense); 'He will **give** her a gift' (future tense).

(b) All of the verbs in the text should be in the past tense but there are 3 examples where the wrong verb tense has been used. Find and underline them. Write each of the incorrect verbs from the text below. Next to each, write the correct verb tense.

Verb used	Correction

❸ Spelling

(a) Write the correct spelling of the 9 misspelt words.

_____

_____

_____

❹ Vocabulary

(a) Write a definition for each of the 3 evils.

(i) Envy _____

_____

_____

(ii) Disease _____

_____

_____

(iii) Revenge _____

_____

_____

(b) Write 2 synonyms and 2 antonyms for the word 'hope'.

Synonyms	Antonyms

❺ Writing

(a) One word has been omitted from the final line of the myth. Add it to the text.

(b) Which word has been repeated unnecessarily in the text?

1. Correct the spelling mistake. _____

   Someone who is agressive is ready for an argument.

2. Circle the correct spelling.   veyicle   vehicle

3. Rearrange the letters to spell the word that means *well-known*.

   aafiilmr _____

4. Circle the correct spelling.   perticular   particular

5. *Often* is a synonym for _____ .

   frequently   sometimes   never

6. Add a prefix to give each word the opposite meaning.

   _____active   _____regular

7. Write as a contraction.

   should have _____

8. Write the homophone of *mussel*. _____

9. Separate *persuade* into its syllables. _____

10. The plural of *curiosity* is _____ .

11. Add quotation marks to show what was said.

    What a fantastic view! marvelled Dad.

12. Add commas to the sentence.

    'I can see our house the library the hospital and the school!' cried Bethan excitedly.

13. Add capital letters where necessary.

    i live at 52 highgate terrace in the town of glasbury.

14. Write the concrete noun. _____

    The climb to the top of the mountain was tough.

15. Write the abstract noun. _____

    Jai's progress was slow but his legs kept moving.

16. Circle the concrete noun.

    He ate his lunch as he gazed at the beautiful view.

17. Circle the abstract nouns.

    As he walked down the mountain, Jai was lost in memories of his childhood.

18. Circle the noun that the pronoun refers to.

    The walk had been long, but Jai had enjoyed it.

19. Circle the noun that the pronoun refers to.

    Jai took off his boots and cleaned their soles with a brush before putting them in the car.

20. Circle the pronoun and the nouns it refers to.

    Jai and his father shared thoughts about their day and agreed it had been very good for them.

1. Correct the spelling mistake. _____

   I took the next avalable appointment at the dentist.

2. Circle the correct spelling.   yacht   yatch

3. Rearrange the letters to spell the word that means *wonderful*.

   aellmorsuv _____

4. Circle the correct spelling.   eighth   eightht

5. *Miraculous* is an antonym for _____ .

   fortunate   disastrous   shameful

6. Write the word made when the suffix *ness* is added.

   happy _____   sad _____

7. Write *rhyme* and *rhythm* in the correct places.

   Put to music, the _____ had a good _____ .

8. The prefix *semi* (*semicircle*) means: ⬭ half   ⬭ part

9. In the dictionary, ... comes after *avenue*.

   ⬭ available   ⬭ avalanche   ⬭ average

10. Choose to complete the words.   ere   are   ear

    Prep_____ the p_____ over th_____ .

11. Complete the punctuation.
    That boys results were excellent.

12. Add an apostrophe to show possession.
    Many neighbours children were at the meeting.

13. Add a comma.
    Today I shall work hard.

14. Write the verb group. _____
    These days, we can travel by many forms of transport.

15. Which verb tense? ⬭ past   ⬭ present
    For exercise, you could travel on foot or by bike.

16. Insert the verb.   travels   travel

    He would _____ by bike every day if he could.

17. Insert the verb.   take   takes

    The bus ride may _____ about 20 minutes.

18. Write the pronoun.

    _____ might read her book on the train.

19. Write the pronoun.

    If necessary, _____ will take his car.

20. Write the pronoun.

    If _____ can fly to the city, her journey will take much less time.

MY SCORE   MY SCORE

1. Correct the spelling mistake. _____
   I got a briuse when I walked into the open door.

2. Circle the correct spelling.   system   sistem

3. Rearrange the letters to spell the word that means *extremely old*.
   aceinnt   _____

4. Circle the correct spelling.   hite   height

5. A synonym for *enough* is _____ .
   excessive   sufficient   inadequate

6. Add the prefix that means *again*.
   _____appear   _____live

7. The contraction *they'll* is made from the words
   _____ and _____ .

8. Write the homophone of *groan*. _____

9. Separate *frequently* into its syllables.
   _____

10. The plural of *potato* is _____ .

11. Circle the parenthesis.
    My brother, older than me but far less intelligent, is never ready for school on time.

12. Add commas to show the parenthesis.
    At school Park View Primary I pretend not to know him.

13. Add commas to show the parenthesis.
    All my friends and I have many think he's really cool.

14. Circle the definite articles.
    At the beach, we saw a dolphin close to the shore.

15. Circle any indefinite articles.
    A man in a kayak was very close to the dolphin.

16. Write the definite article. _____
    The man was really pleased to have seen such a beautiful creature.

17. Circle the preposition.
    We kept looking at the ocean but the dolphin had gone.

18. Write the preposition. _____
    We knelt on the sand and dug a huge hole.

19. Circle the conjunction.
    We sat in the hole and waited for the water to rush in.

20. Write the conjunction. _____
    The water came in but it did not fill the hole.

1. Correct the spelling mistake. _____
   The neighbour's barking dog is a newsance.

2. Circle the correct spelling.   simbal   symbol

3. Rearrange the letters to spell the word that means *first-class*.
   ceeellntx   _____

4. Circle the correct spelling.   seperate   separate

5. *Tense* is an antonym for _____ .
   different   clumsy   relaxed

6. Write the new word made by adding the suffix *ous*.
   courage   _____
   outrage   _____

7. Write *advise* and *advice* in the correct places.
   My parents _____ *me and give me good*
   _____ .

8. The prefix *super* (*superstar*) means: ☐ above
                                           ☐ great

9. In the dictionary, ... comes after *convenience*.
   ☐ correct   ☐ community   ☐ conscious

10. Which letters complete the words?   tu   or   tch
    frac____re   pos____re   fea____re

11. Circle the parenthesis.
    I am flying to Europe, my first time, to visit my aunt.

12. Add commas to show the parenthesis.
    While there I still can't believe it I shall visit Austria.

13. Add commas to show the parenthesis.
    My aunt an artist will meet me in Vienna.

14. Circle the common adjective.
    Aunt Ella lives in the beautiful city of Vienna.

15. Write the common adjective. _____
    Marie Antoinette, the famous queen of France, was born in Vienna.

16. Circle the proper adjective.
    Vienna is the Austrian capital city.

17. Write the proper adjective. _____
    I will visit Vienna while on a European river cruise.

18. Circle the adverb.
    Marie Antoinette stood proudly before her execution.

19. Write the adverb. _____
    The guillotine fell quickly and the queen was dead.

20. Circle the adverbs.
    The crowd cheered loudly and celebrated wildly.

MY SCORE

MY SCORE

DAY 15

1. Correct the spelling mistake. _____
   Travelling to foregn countries extends the mind.

2. Circle the correct spelling.   definite   definate

3. Correct the spelling mistake. _____
   The spy's idenntity was soon discovered.

4. Circle the correct spelling.   consious   conscious

5. A synonym for *relevant* is: _____
   religious   related   reliable

6. Add a prefix to give each word the opposite meaning.
   _____agree   _____believe

7. Write as a contraction.
   they have   _____

8. Write the homophone of *board*. _____

9. Separate *existence* into its syllables.
   _____

10. The plural of *stomach* is _____ .

11. Add quotation marks to show what was said.
    What career would you like to have? asked Mr Gray.

12. Add commas to the sentence.
    'An astronaut a firefighter a zookeeper or the prime minister!' answered Kiah excitedly.

13. Add capital letters where necessary.
    The planets in our solar system include earth, mars, mercury and venus.

14. Circle the concrete noun.
    The weather is very important to firefighters.

15. Write the abstract noun. _____
    To work in a zoo, you need an interest in animals.

16. Circle the concrete noun.
    Can we put our trust in politicians?

17. Circle the abstract nouns.
    Whatever your choice, education is vital.

18. Circle the noun that the pronoun refers to.
    The spacecraft orbited the moon before landing on <u>it</u>.

19. Circle the noun that the pronoun refers to.
    The firefighters tackled the bushfires for hours before <u>they</u> could say the houses were safe.

20. Circle the pronoun and the noun it refers to.
    Zoo workers love the animals in their care and would do anything for them.

MY SCORE

DAY 16

1. Correct the spelling mistake. _____
   To be successful, it is necessry to work hard.

2. Circle the correct spelling.   devellop   develop

3. Correct the spelling mistake. _____
   I want a career in the medical proffession.

4. Circle the correct spelling.   pressure   preshure

5. An antonym for *desperate* is: _____
   safe   easy   difficult

6. Add the suffix *ise* or *en* and write the verb.
   fright _____   terror _____

7. Write *loose* and *lose* in the correct places.
   If I _____ my button, my trousers will be _____ .

8. The suffix *less* (*fearless*) means: ☐ little
   ☐ without

9. In the dictionary, ... comes after *forecast*.
   ☐ foreign   ☐ force   ☐ forbid

10. Which word does not have the *soft g* sound?
    ☐ prejudice   ☐ privilege   ☐ suggest
    ☐ signature

11. Complete the punctuation.
    Where is the Andes mountain range asked Miss Jay.

12. Add an apostrophe to show possession.
    Earths longest mountain range is under the ocean.

13. Add a comma.
    This term we shall study mountains.

14. Circle the verb group.
    We will climb mountains.

15. The main verb is _____ .
    We will climb up to 500 metres.

16. The helping (auxiliary) verb is _____ .
    We will climb a different mountain each week.

17. Circle the adverbial of manner.
    We climb that peak <u>often</u> and <u>with determination</u>.

18. Circle the adverbial of place.
    The mountains on the coast are tricky to climb.

19. Circle the adverbial of time.
    With this weather, we will be at the summit very soon.

20. An adverbial of: ☐ manner   ☐ place   ☐ time
    The climbers <u>on the ridge</u> are celebrating their achievement.

MY SCORE

DAY 17

1. Correct the spelling mistake. _____
   I did not recernise you with your new haircut.

2. Circle the correct spelling. dicsionary   dictionary

3. Correct the spelling mistake. _____
   Mum does not like that vareiety of apple.

4. Circle the correct spelling. neighbour   nieghbour

5. A synonym for *reliable* is _____ .
   trusting   dependable   confident

6. Add the prefix to make a word that means *the reverse*.
   _____frost   _____value

7. The contraction *might've* is made from the words
   _____ and _____ .

8. Write the homophone of *meddle*. _____

9. Separate *develop* into its syllables. _____

10. The plural of *watch* is _____ .

11. Circle the parenthesis.
    Rhythmic gymnastics, unlike other forms of the sport, requires the use of a ball, a ribbon, a hoop and clubs.

12. Add commas to show the parenthesis.
    I have watched my friend although she doesn't know it compete in a rhythmic gymnastics festival.

13. Add commas to show the parenthesis.
    Rhythmic gymnastics my favourite spectator sport requires strength, skill and agility.

14. Circle the determiners.
    I was amazed by my friend's skill as she performed the tricky routine.

15. Circle the possessive determiner.
    In every routine, she caught all her apparatus.

16. Circle all the determiners.
    This year, my friend has won a medal at every event.

17. Circle the preposition.
    She threw the ball and it landed on her shoulders.

18. Write the preposition. _____
    She swirled the ribbon around her body.

19. Circle the conjunction.
    I would have stayed longer, but I had to leave.

20. Write the conjunction. _____
    My friend is very fit because she trains so hard.

MY SCORE

DAY 18

1. Correct the spelling mistake. _____
   Do not interuppt when I am speaking!

2. Circle the correct spelling. leisure   leosure

3. Correct the spelling mistake. _____
   I cannot perswade Mum to let me go to the party.

4. Circle the correct spelling. soldier   souldier

5. An antonym for *interfere* is _____ .
   hinder   assist   fascinate

6. Write the noun made by adding the suffix *ion*.
   attract   _____
   conclude   _____

7. Write *accept* and *except* in the correct places.
   We _____ all donations _____ electrical goods.

8. The prefix *trans* (*translate*) means: ☐ across
                                            ☐ change

9. In the dictionary, ... comes after *inject*.
   ☐ inhale   ☐ inflate   ☐ innocent

10. Add letters to complete the words.   gu   gue
    lea_____   _____itar   pla_____   _____ard

11. Add **?** or **!**.
    How do volcanoes form ☐

12. Add commas to show the parenthesis.
    Mount Eden in the Auckland suburb of the same name is an extinct volcano.

13. Add commas to show the parenthesis.
    The volcano the second highest natural point in the Auckland region has not erupted for 15 000 years.

14. Write the common adjective. _____
    Views of the city from the summit are stunning.

15. Circle the common adjectives.
    Mount Eden has exotic, colourful plants.

16. Circle the proper adjective.
    In Maori culture, Mount Eden is called Maungawhau.

17. Write the proper adjective. _____
    I am very interested in Polynesian culture.

18. Circle the adverbial of time.
    Humans came to New Zealand about 750 years ago.

19. Circle the adverbial of place.
    In October 1769, the British landed on the east coast.

20. Adverbial of: ☐ manner   ☐ place   ☐ time
    The visitors were treated with suspicion by the Maori.

MY SCORE

1. Correct the spelling mistake. _____
   My house is butween the school and the park.
2. Circle the correct spelling.   hospidal   hospital
3. Correct the spelling mistake. _____
   I am foretunate to live in a beautiful country.
4. Circle the correct spelling.   ready   reddy
5. A synonym for *doubt* is _____ .
   problem   suspicion   certainty
6. Add the prefix that means *before*.
   _____ history   _____ view
7. Write as a contraction.
   you had   _____
8. Write the homophone of *court*. _____
9. Separate *necessary* into its syllables. _____
10. The plural of *echo* is _____ .
11. Add the possessive apostrophe.
    The twins grandmother gave them a special treat.
12. Add the possessive apostrophe.
    One twins score was better than expected.
13. Add the possessive apostrophes.
    Jacobs and Isaacs dogs are called Archie and Roxy.
14. Circle the common noun.
    Jacob and Isaac are Paul and Ann's only children.
15. Write the proper nouns. _____ _____
    Paul and Ann each have two siblings.
16. Common or proper nouns? _____
    Jacob and Isaac have two <u>aunts</u> and two <u>uncles</u>.
17. Choose the noun.   cousins   nieces   nephews
    The children of their aunts and uncles are the twins' _____ .
18. Circle all the determiners.
    The twins enjoy many special days with their family.
19. Write the possessive determiner. _____
    In her old-age, Ann hopes to be a grandmother.
20. Circle the indefinite articles.
    The twins have a new baby cousin, a new nephew for their dad.

MY SCORE

1. Correct the spelling mistake. _____
   Exercise gives me more enurgy.
2. Circle the correct spelling.   damidge   damage
3. Correct the spelling mistake. _____
   I always keep a hankerchief in my pocket.
4. Circle the correct spelling.   dout   doubt
5. An antonym for *deceit* is _____ .
   betrayal   belief   honesty
6. Write the adjective made by adding the suffix *able*.
   adapt   _____
   agree   _____
7. Write *threw* and *through* in the correct places.
   I _____ *the ball* _____ *the hoop.*
8. The suffix *pod* (*tripod*) means: ☐ hand   ☐ foot
9. In the dictionary, ... comes before *threat*.
   ☐ thrift   ☐ thread   ☐ thresh
10. Circle the word that does not have a silent consonant.
    ghost   queen   lamb   autumn
11. Circle the parenthesis.
    The Bayeux Tapestry, a medieval comic strip of historic events, is on display in the French town.
12. Add commas to show the parenthesis.
    The tapestry created after a famous battle in 1066 is almost 70 metres long.
13. Add commas to show the parenthesis.
    The battle known as the Battle of Hastings was short.
14. The verb group is _____ .
    The English king was killed by an arrow to his eye.
15. Write the main verb. _____
    The English had been defeated.
16. Write the auxiliary verb. _____
    The Normans had won the battle.
17. The conjunction is _____ .
    The Normans had won, but England would rise again.
18. Circle the two conjunctions.
    England and France were often at war because they were both powerful nations.
19. The preposition is _____ .
    Peace between England and France did not last long.
20. Circle the preposition.
    Sovereigns rule over their subjects.

MY SCORE

1. Correct the spelling mistake. _____
   I hardly reconise the house since it's been renovated.

2. Circle the correct spelling. neusanse nuisance

3. Correct the spelling mistake. _____
   The house will be avaylable to rent for the holidays.

4. Circle the correct spelling. perswaid persuade

5. A synonym for *frequently* is:
   ⬭ never   ⬭ often   ⬭ seldom

6. Add a prefix to give each word the opposite meaning.
   _____respect   _____qualify

7. Write as a contraction.
   would have   _____

8. Write the homophone of *bored*. _____

9. Separate *necessary* into its syllables. _____

10. The plural of *radio* is _____ .

11. Add three types of punctuation mark.
    Gary cried out Watch out Tom It's Lord Walbernort

12. Add the possessive apostrophe.
    Lord Walbernort heard Garys screams and turned to follow them.

13. Add the commas.
    Gary Tom Germaine and Hidreg the gnome stood still.

14. Circle the common noun.
    Slowly, Lord Walbernort approached the four friends.

15. Circle the concrete nouns.
    With a flash of magic, they were rescued on a flying carpet.

16. Common or proper adjectives? _____
    The air around them was warm and comforting.

17. Circle the adverb.
    The carpet brought them swiftly back to the old gate.

18. Circle the definite article.
    Walking up to school, the friends remained calm.

19. Write the preposition. _____
    Standing beneath the arch, they knew they were safe.

20. Write the conjunction. _____
    Feeling rather strange and very tired, they decided to go straight to bed.

21. Correct the spelling mistake. _____
    Slugs can easily damidge your garden plants.

22. Circle the correct spelling. excllent excellent

23. Correct the spelling mistake. _____
    I am defernate that I did not take your book.

24. Circle the correct spelling. hieght height

25. An antonym for *relaxed* is:
    ⬭ difficult   ⬭ tense   ⬭ strange

26. Add the suffix *ous* and write the adjective.
    fame _____   glory _____

27. Write *advice* and *advise* in the correct places
    If I _____ you, will you listen to my _____ ?

28. The prefix *super* (*supersonic*) means: ⬭ great
    ⬭ above

29. In the dictionary, _____ comes before *surly*.
    surprise   surge   survive

30. Circle the word that does not have a silent letter.
    sword   knight   quiet   wrong

31. Add capital letters as needed.
    anna lived on the mountain with grandpa joel.

32. Add the missing comma.
    Every spring Anna took the goats to the high pasture.

33. Add commas to show the parenthesis.
    Anna's dog a mutt named Belle rescued a young boy.

34. Circle the proper nouns.
    Anna and Joel cared for Peter during the storm.

35. Adverbial of: ⬭ manner ⬭ time ⬭ place
    With great delight, Peter looked after the village goats.

36. Common or proper adjective? _____
    Life in the Swiss Alps was wonderful for Anna.

37. Circle the verb group.
    Grandpa had lived in the Alps for many years.

38. Circle and write the preposition. _____
    One day, Joel's sister came to take Anna to the city.

39. Write the possessive determiner. _____
    Anna did not want to leave with her great-aunt.

40. Write the conjunction. _____
    She left her beloved mountains and lived in a grey city.

MY SCORE

Communication

During the Dreamtime, Aboriginal people needed to communicate with each other. They did this in many ways. One type of communication they used was symbols.

Some types of symbols that Aboriginal people may have used to communicate are shown below.

Symbol	Meaning	Symbol	Meaning
⌒	person sitting	⇉	budgerigar tracks
◎	campsite well rockhole hill	═◎═	travelling sign - the circles are the resting places
∼∼	running water lightning		
⌇	creek smoke	))	windbreak
∘∘ ∘∘ ∘∘∘	plants	‖═	spears
◎ ⌇	fire	○	sun
⁄⁄⁄⁄	cracks in the ground	⌇⌇⌇	sandhills
⊘⊂⊘	clouds	◀▲●	trees
∘⬟∴	stars	⌇⌇◎	bush tucker
‖‖ ⋮⋮	rain	◌	man tracks
∘∘∘	grass	⬨	wallaby tracks
⋒	possum tracks		

1. Complete the story below by using the appropriate symbol.

Early one morning there was a _____ on the _____ eating his _____. As he sat eating his kangaroo stew and damper, the sky began to change. He was almost finished when he noticed that the _____ suddenly disappeared behind _____. He stood up and looked at the sky. It was black, and all of a sudden it started to _____. The man ran to take shelter under some _____ until the _____ stopped. When the rain stopped, the _____ came out and the man went on his way.

2. *Using the symbols, create your own story. Include at least ten different symbols.*

Language

There were over 250 Aboriginal languages in Australia before European settlement. Today it is not known exactly how many of these languages are still in use, but probably 100. One of the languages that has been recorded and is still in use today is *Wajarri*. This language was once very strong, but is mainly spoken by the elders now. It originated in the Murchison area of Western Australia. The Wajarri language is very different from English. Many of the sounds are different which means there is no letter in the alphabet for them. To have a way of writing these sounds down we use pairs of letters like 'rn', 'ny', 'rl', 'th' and so on.

Below is a table showing some words in both English and Wajarri. Remember, that because Wajarri is a very different language from English, it will be difficult for you to pronounce these words correctly just by looking at them.

English	Wajarri	English	Wajarri
mother	yagu	father	mama
moon	wilara	fire	garla
rock	yabu	creek, river	wila
tomorrow	mungal	night time	marungga
fish	warrbi	camp	ngurra
meat	guga	two	gutharra
big	yarnda	hot	garla
old	winja	thirsty	yurrun
older brother	gurda	older sister	jurdu
tree	wirnda	look out!	balayi!
asleep	nyubarr	frightened	ngurlu
hungry	nyarrun	go away	yanma
spear	wirrangu	red kangaroo	marlu
sun	garangu	rock	marda
magpie	gudbaru	dingo	ngubanu
north	yaburru		

1. Where did the Wajarri language originate? _____

2. Give two differences between the Wajarri and English languages. _____

_____

3. Complete this short story by adding appropriate Wajarri words.

It was _____ when we were around the _____. The _____ could be seen clearly in the sky.

My _____ yelled, '_____!', but I had already tripped over the _____ _____ near the _____ _____. My _____ chuckled and told me to come over to the _____ to get warm.

_____ I'll go down to the _____ and catch _____

_____.

4. *Create a cartoon strip using as many Wajarri words as possible in the speech bubbles.*

Totems

Totems are sacred emblems that represent certain bird, animal, rock or plant species. There is a separate token for each group that originally came from the ancestor spirits. Group totems are never changed, they continue to be inherited, usually through the father's line.

The Aboriginal people believed that every bird, animal, rock and plant that belonged to their totem was the spirit of an ancestor. If the totem was an animal or bird, it was never hunted or killed.

Totems were used in paintings, carvings, ceremonies and on tools and implements. They were extremely important because they gave each group an individual identity, and created a feeling of support and loyalty.

Each man, woman and child also had his or her own personal totem. Sacred tjuringa stones were carried to help keep the individual spirits united with their ancestors. Many Aboriginal people still carry these stones at all times.

The totem system still remains an important part of the Aboriginal people's culture today. Aboriginal people continue to hold sacred their personal totems to maintain their ties with the land and the Dreamtime.
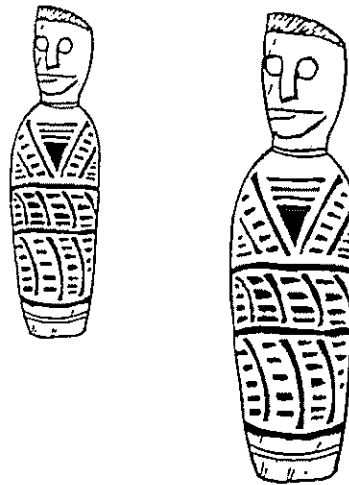
Fill in the structured overview below with information from the text.

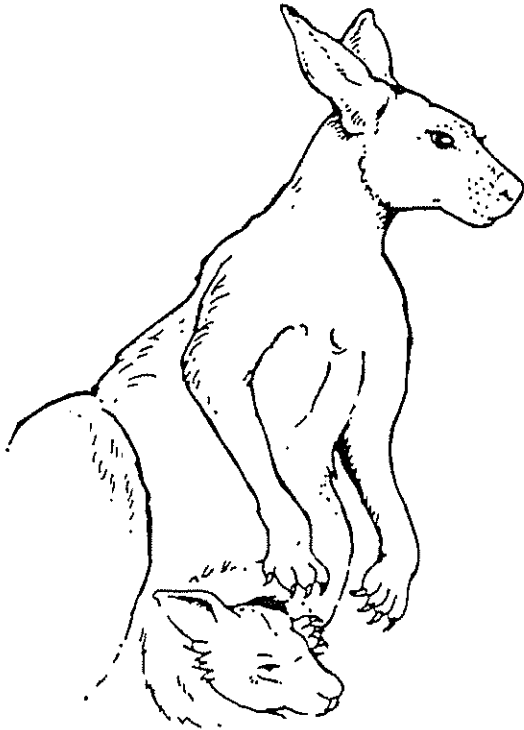## Totems

Meaning	Beliefs	Uses	Importance

If you could have an individual totem that represented an animal or plant, what would you choose? Explain the personal significance.

_____

_____

_____

_____
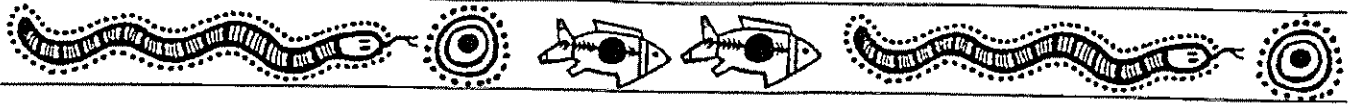
The Kangaroo

The kangaroo belongs to the scientific family Macropodidae which also includes wallabies, quokkas and euros. It is a native animal of Australia, although some are found in Papua New Guinea. They live in open or lightly wooded areas. The kangaroo is generally harmless and docile, but it can become angry if cornered.

Kangaroos vary in size and colour. The small rat kangaroo has a body length of about 30 cm, and the great grey kangaroo may stand over two metres tall. Colours range through many shades of grey and brown. Large species are very quick and agile, and reach speeds of 48 km/h in leaps of 11 metres. Tree kangaroos can leap up to 18 metres between trees. A leaping kangaroo uses only its very strong hind legs for speed. The heavy tail is used for balance. The great grey kangaroo can take up to seven years to reach full adult size.

Kangaroos are herbivorous marsupials. The newborn, which are only a few centimetres long and weigh little more than 1.5 g, make their own way from the birth canal to the pouch where they attach themselves to a teat. The newborn is blind and hairless at birth, so their well developed sense of smell aids them in finding their mother's pouch. When the joey is 150 days old, it is capable of protruding its head and at 190 days, it can leave the pouch for short times.

Kangaroos travel in groups under the leadership of the biggest male, or boomer. Many kangaroos are kept in zoos and wildlife parks where they become tame enough to hand feed and pat. In some parts of Australia, kangaroos can become so numerous that licences are issued to kill a controlled number. This is known as 'culling'.

1. In groups discuss arguments for and against the culling of the kangaroo population.

2. Use information from the text to complete this acrostic poem.

K _____

A _____

N _____

G _____

A _____

R _____

O _____

O _____
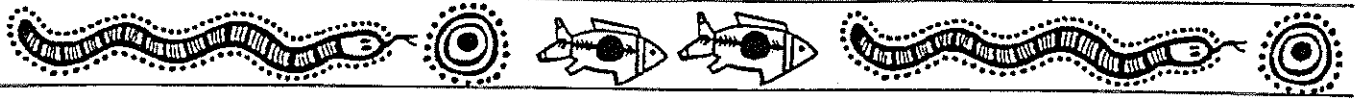
The British Invasion

In 1770 Captain James Cook raised the British flag to take possession of Australia for the King of England. The Aboriginal people had already been living there for at least 50 000 years.

When the two cultures met, problems were inevitable. Neither understood the other — language, appearance and behaviour were all different. At first, a natural curiosity between the two races provided some friendly and beneficial contact, but this was short-lived.

When Governor Phillip began his new settlement, clashes became common. As the settlers moved inland, they introduced plants and animals, especially sheep, that were in direct competition with the native plants and animals that the Aboriginal people needed for survival. They were soon forced off their land.

Further problems arose when Phillip tried to maintain control of the convicts in the new settlement. Convicts often stole tools, weapons and canoes. Fishing spots were taken over and heated confrontations took place. Although Governor Phillip attempted to put things right, the conflict was too severe and too much damage had been done to the Aboriginal people's way of life. Aboriginal people were taken prisoner and many were shot to stop them entering the settlement.

As the white settlement became more established, thousands of Aboriginal people succumbed to new diseases, such as measles and influenza, against which they had no immunity.
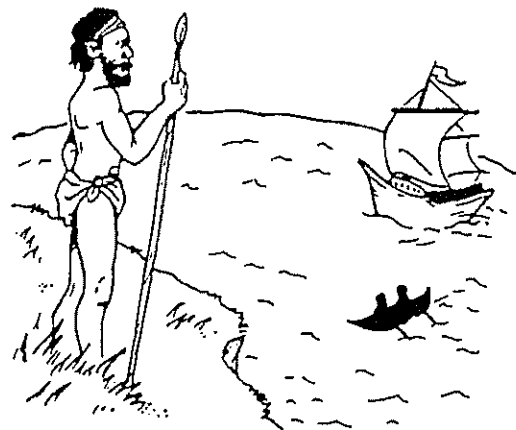
1. Imagine you were Governor of the new colony. Make a list of five rules and regulations that you would enforce to minimise the problems that arose.

_____

_____

_____

_____
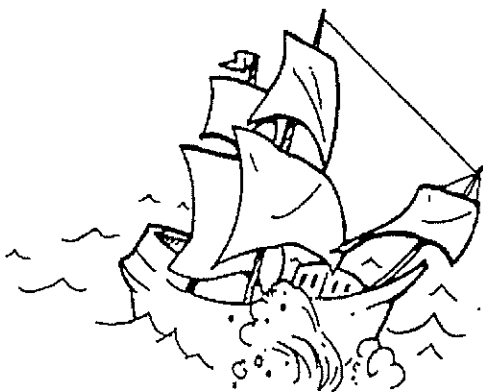
2. *Write a letter that a settler, officer or convict could have written to a friend in England. Explain about their life in the new land, encounters with the Aboriginal people, and the problems that were faced.*

3. *Using speech bubbles, create a picture story of the new settlement from the Aboriginal people's point of view.*
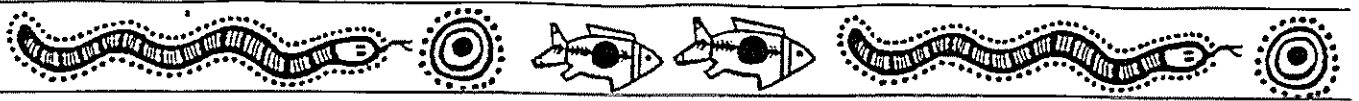
Separated Families

During the early 1900s, the Australian Government developed a policy that they hoped would make it easier for the Aboriginal people to integrate into white society.

As the population of the Aboriginal people decreased, the State and Federal Protectors decided that full integration into white society was necessary. It was felt that the Aboriginal people were not maintaining a respectable standard of living as their ways were too 'different'.

An education policy was initiated and half-caste children were taken from their homes and families and placed in missions. It was hoped that these missions could educate the children to live and work among white society. While at the missions, the children were encouraged to forget their past, their families, language and culture. Instead, they went to a one-teacher school where they learnt about famous white men and explorers. After school, the girls were taught cooking, cleaning and sewing, while the boys learnt woodwork and gardening.

No contact was permitted with the children's families until, at the age of 14, they were able to leave the mission. Some children returned to try to find their families. Many others were unaware of their origins and had little or no hope of reuniting with their families.

The policy was abandoned in 1960 when the Government realised that the children's heritage could not be wiped out. Unfortunately, this came too late for the many thousands who were stripped of their families and culture.

1. Give reasons to explain why the Aboriginal population was decreasing.

    _____

    _____

2. What does the term 'half-caste' mean? _____

    _____

3. Give your opinion on the Government's decision to develop a policy to 'integrate' the Aboriginal people.

    _____

    _____

    _____

4. Write a diary entry to explain the feelings of a child who was taken to a mission.

    _____

    _____

    _____

5. *Describe the problems that a 14-year-old child may have faced after leaving a mission and returning to his or her family.*
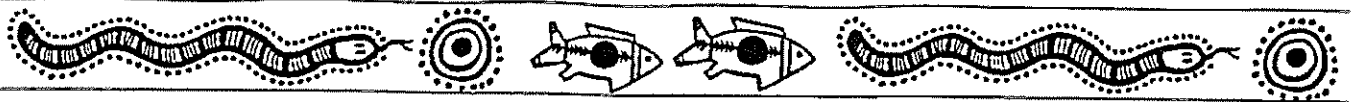
Land Rights

Aboriginal people's land rights has been an emotive issue throughout Australia in recent times. The land rights issue is not always understood by non-Aboriginal people, and so the incidence of conflict is high.

From an Aboriginal person's view, the meaning of land rights is the return of usable land where communities can be re-established and economic, cultural, religious and social choices can be made freely.

Throughout the Australian Government some progress has been made toward the land rights issue. Many questions still remain. How will the land be distributed? How much land is involved? In what regions?

A major issue affecting the land rights debate is mining. Because Australia is such a mineral-rich country, there are many areas where mining is an economically important venture. However, the mining of certain areas of land directly interferes with Aboriginal people's beliefs and sacred areas. Should mining go ahead for economic reasons? Should traditional sacred sites remain untouched? The questions and repercussions are numerous.

Since 1976, the Federal Government has recognised that the Aboriginal people have prior ownership of land and that they should have the right to tribal territories. Land trusts and councils have been set up to negotiate and ensure that the best possible outcomes are achieved for all involved.
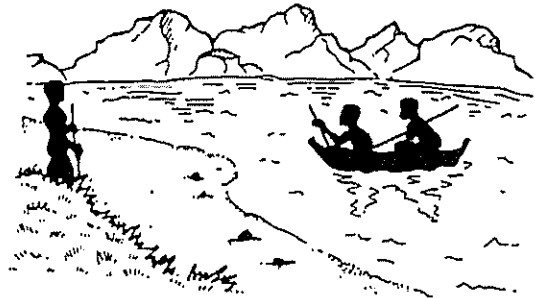
Complete the chart below.

Points of view FOR Land Rights	Points of view AGAINST Land Rights

Neville Bonner

Neville Thomas Bonner was born in 1922 at Tweed River, NSW. There was no school nearby, and as schools were then segregated, he was unable to get a formal education. His mother died when he was 13 and he later travelled to Beaudesert where he was able to attend a school for one year. He spent many years travelling around the state, seeking work. He was rejected for Army Service, became a head stockman, married and became a works supervisor, responsible for 250 workers. In 1961 he joined the Liberal Party and then the One People of Australia league in 1965. From 1971 to 1983 Bonner was a Liberal Party senator for Queensland. This position made him the first member of parliament. He was named Australian of the Year in 1979.

1. Write a list of characteristics that you regard as important for someone to be voted as Australian of the Year.

   _____

   _____

   _____

2. What major war would Bonner have been involved in if he had not been rejected?

   _____

3. Summarise Neville Bonner's life on a time line.

Albert Namatjira

Albert Namatjira was born in 1902 at Hermannsburg mission, west of Alice Springs in the Northern Territory. As a child he attended the mission school and later worked on the station. Namatjira won fame for his watercolour paintings of the Australian outback. Two of his early watercolours were titled *My First Painting* and *The Fleeting Kangaroo*. A Melbourne artist, Rex Battarbee, encouraged and later acted as agent to Namatjira. A first exhibition was held in Melbourne in 1938 where all 41 of his paintings sold within three days. In 1954, Namatjira left Alice Springs for the first time when he met Queen Elizabeth II and attended his own exhibitions in Sydney, Melbourne and Adelaide. He died from a heart attack in 1959.

1. Why do you think Namatjira's first exhibition was so successful? _____

   _____

2. Describe how Namatjira may have felt when he left Alice Springs to meet the Queen and attend his exhibitions.

   _____

   _____

3. *Design an invitation that may have been delivered for Albert Namatjira's first exhibition.*

The earthworm

Read the text and answer the questions.

An earthworm has no eyes or ears but it can sense light, heat and vibrations. Unlike us, it has no lungs but breathes in any air in the soil through its skin. It moves underground by using muscles to shorten and lengthen its body and a slimy mucus secreted from its skin helps it to glide through the soil. On most body segments, hairlike bristles are thrust out from under its body to help movement and help it to grip. Its body is made up of many of these ringlike sections and lost ones can regrow as long as damage from animals or birds is not too serious. An earthworm's body is an inner tube for digesting food and an outer tube, a body wall, with fluid in between the two.
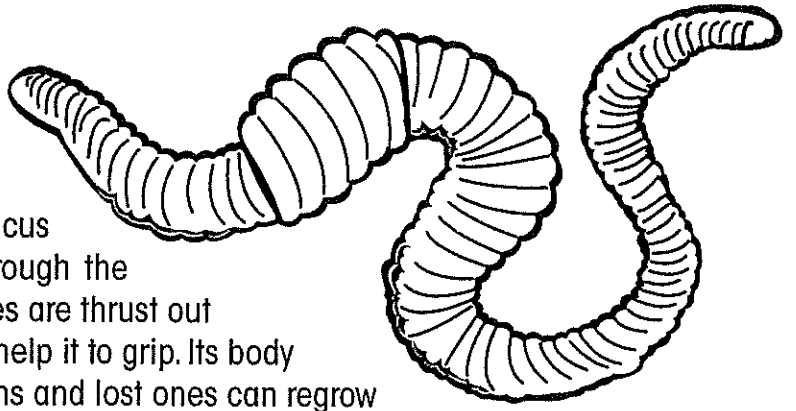
An earthworm feeds at night, and as its head is sensitive to light it goes back underground at sunrise. It eats rotting animal and plant matter such as decaying insects, decomposing leaves, grass cuttings, etc. As it eats it also digests soil and sand. These pass through its body and are left on top of the ground as 'castings' (worm dung). This helps to create valuable topsoil for plants.

If the weather is very cold or hot, many species burrow deep into the soil. Their burrows allow air to enter the soil and also water to reach the roots of plants.

1. How does an earthworm breathe?

   _____

2. What helps it to slide through the soil more easily?

   _____

3. How many main tubes are in an earthworm's body?

   _____

4. When do earthworms feed?

   _____

5. What do they leave on top of the ground to help to form topsoil?

   _____

6. When can an earthworm not regrow lost segments?

   _____

   _____

7. What does the earthworm use to change its body shape so it can move?

   _____

8. Give two words from the text which mean 'rotting'.

   _____

9. Find words in the text for: liquid, tunnels, grasp, swallows, sections

   _____

   _____

An avalanche

Read the text and answer the questions.

An avalanche often occurs after a fierce snowstorm or heavy rain. It is a high speed fall of sn down a mountain and can cause loss of life and property damage. 'Slab' avalanches occ when there is a strong, stiff snow layer and they cause about 90% of the fatalities. They can hundreds of metres in size and several metres thick and move when a weak layer in the sl breaks. Another dangerous kind is the 'slush' avalanche when a large snow pack becomes ve heavy as it is saturated with rain. Rising temperatures can cause melting inside a snow pac This seriously weakens the upper layers of snow, especially on slopes facing the sun. Stron winds on the windward side of a slope can carry tonnes of snow to the sheltered (leewar side. This adds enormous weight and can lead to the start of a dangerous avalanche.

As avalanches descend they can mix with air and form a huge powder cloud. These are the largest avalanches, which can travel at 300 km/h and carry 10 million tonnes of snow! Their power can move them along flat ground and even short distances up a slope. Snow does not build up on very steep slopes but usually on slopes that are flat enough to hold snow and also steep enough to ski on. Don't even think about a skiing holiday!
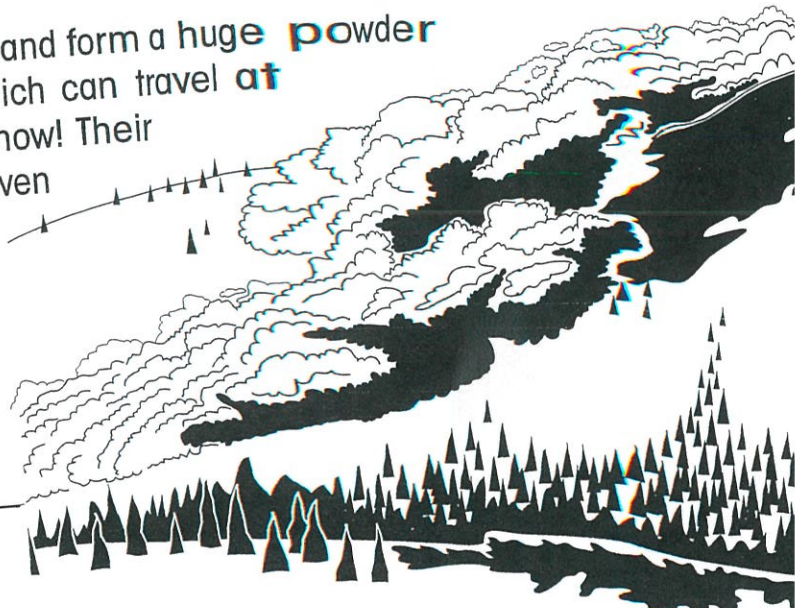
1. What is the side of a slope sheltered from winds called?
_____

2. Which kind of avalanche is most dangerous to humans?
_____

3. When falling snow mixes with air, what is formed?
_____

4. What is unusual about the movement of a powder cloud?
_____

5. Which kind of avalanche is heavy with moisture?
_____

6. Avalanches can be caused by snowstorms, heavy rain and a rise in
_____

7. Snow builds up on slopes that hold snow and are

_____ enough

to _____ on.

8. Find words in the text for: deaths, fractures, enormous, strength, soaked
_____
_____

Comprehending our world

An airport

Read the text and answer the questions.

At a busy airport, thousands of passengers fly each day. The many economy passengers on outbound journeys must arrive at the airport several hours before their flight departs. The fewer business and first class travellers have less time to wait. Long queues at economy check-in desks can mean delays for passengers and then they have to pass through security checks as a result of terrorist activities, including proof of identity, metal detectors for concealed weapons etc. When a loudspeaker announces a plane is boarding, staff organise passengers in wheelchairs, then families with children or certain seat numbers to board first.

Air traffic controllers coordinate the movements of planes landing, taking off or taxiing to runways from loading aprons. In the air, they keep them safe distances apart and guide them around thunderstorms, bad turbulence etc. At take-off, the pilot activates a 'transponder' which detects incoming signals. It then sends a signal back to the controller and provides the plane's flight number, altitude, airspeed and destination. The controller now follows the plane's flight path on a radar screen. When the plane leaves the airport's control area, the radar controller passes it on to another area's controller. You're in safe hands when you fly off on your next holiday!
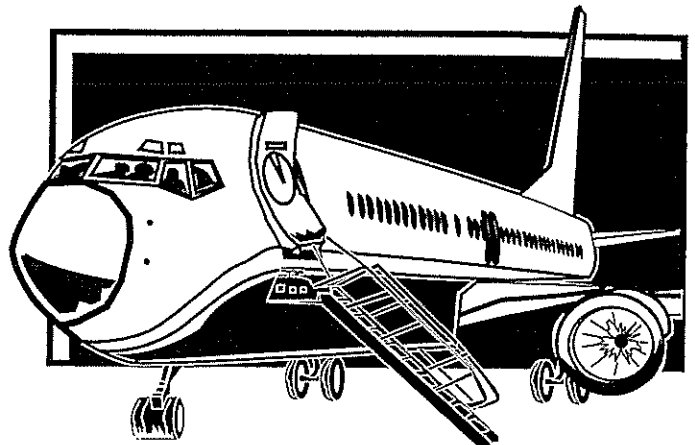
1. Why must economy passengers be at an airport hours before their flight leaves?

   _____

   _____

2. How can passengers prove who they are?

   _____

3. Which airport device detects incoming signals?

   _____

4. Who usually boards an aircraft first?

   _____

5. Which passengers buy the cheapest tickets?

   _____

6. Who is most likely to be carrying a concealed weapon?

   _____

7. What is another name for a plane's parking area where passengers board the plane?

   _____

8. Find words from the text for: height, plane driver, leaves, region, hidden.

   _____

   _____

A microwave oven

Read the text and answer the questions.

A microwave oven uses special electric currents called microwaves to cook food. These microwaves are absorbed by the water molecules (small groups of atoms bonded together) in food. The microwaves make the molecules vibrate rapidly which causes friction between them and heat is produced. The heat occurs inside the food and not in the air around it. This reduces the cooking time to minutes rather than a much longer time in a normal oven. Remember waiting for your Christmas turkey!

Microwaves travel in straight lines and bounce off the insides of the oven. A rotating tray moves the food through the energy waves so it is cooked evenly. Moist foods cook faster than drier ones but the moist outer layers usually absorb most radiated waves before they reach the centre sections. These middle parts can be only partly cooked and have to be reheated. Microwave ovens can't brown or make outside pastry crispy so reheated pies are soggy!

Microwaves pass through different materials like many kinds of glass, paper, plastic and most ceramics. They heat the food but don't overheat the containers when they are in for a short time. Food cannot be cooked in metal containers as the metal blocks the waves and can cause sparking.

Rapid progress in microwave technology led to the invention of special tubes called 'magnetrons', which can generate large amounts of microwave energy.
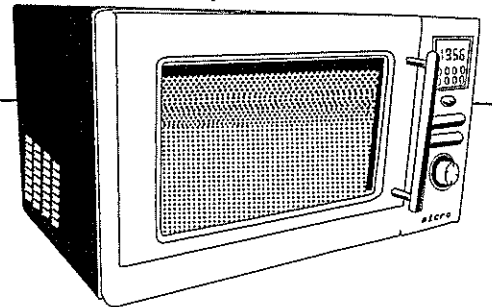
1. What kind of container can cause sparking?

   _____

2. Which tubes generate microwave energy?

   _____

3. What moves the food through the microwaves?

   _____

4. Which word means 'to shake rapidly with small movements'?

   _____

5. Which part of the food may have to be reheated as it may not be fully cooked?

   _____

6. Why do you think moist foods cook faster?

   _____

   _____

7. I wouldn't use containers made of _____ in a microwave oven.

8. Find words from the text for: turning, quick, middle, receptacles, lessens

   _____

The crocodile

Read the text and answer the questions.

Crocodiles are among the heaviest and largest reptiles and have the most developed brain of them all. They are mainly nocturnal hunters of the tropics and, when young, eat water insects, frogs, prawns, fish etc, Older ones eat waterbirds, turtles and various mammals, sometimes hunting in groups to overpower large prey like buffalo or wild pigs who come to drink. They are 'ambush predators' which drift like floating logs or lie motionless in hiding near the edge of the water. Movements by its prey are detected by sensory organs along its jaw. They often seize a victim and then rotate quickly in the water tearing lumps of flesh from its body. If it can't consume all the meal at once it returns to eat the remains later.

A crocodile is a strong swimmer and moves its muscular tail from side to side to propel it along. Webbed feet enable it to walk on soft ground near swamps, mangroves etc. Each nostril is closed by a flap so water can't enter when it dives. A fleshy valve in its throat closes and keeps water out of air passages when it seizes its prey. Its sharp teeth are replaced constantly by new ones, which push the old ones out.

Crocodiles come ashore to build nests and lay eggs in decaying vegetation or under sand and soil. In some species the females protect the eggs from predators until they hatch. A baby crocodile has an egg tooth on its snout which helps it to break through the egg's shell.
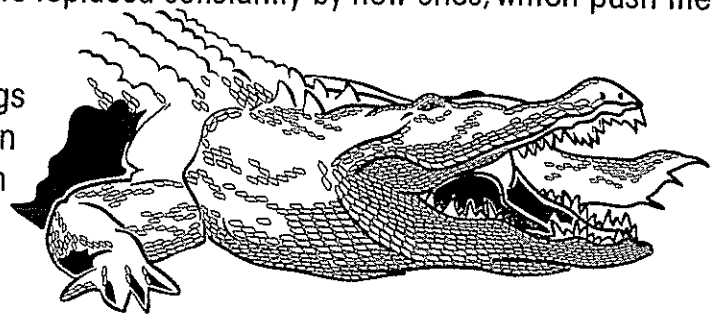
1. Why do crocodiles work together when hunting?

_____

_____

2. Where are the organs which detect movement?

_____

3. What does the crocodile use to swim along?

_____

4. Which word tells us that crocodiles mainly hunt at night?

_____

5. What helps baby crocodiles to break out of an egg?

_____

6. Which crocodile protects the eggs from predators like large birds?

_____

7. What do you think reduces crocodile populations around the world?

_____

8. Do crocodiles live in polar, temperate or tropical climate zones.

_____

9. Find words in the text for: feral, hunters, eat, nose, rotting

_____

Russell Crowe

actor
Born: 7/4/1964
Birthplace: New Zealand

This New Zealand-born actor is best known in the U.S. for his starring roles in the Academy Award-winning film *L.A. Confidential* (1997) and the Oscar-nominated film *The Insider*.

Crowe grew up in Australia as the son of movie production caterers. His early work included a role in the Australian movie *Proof* (1991), but it was the critically acclaimed film *Romper Stomper* (1992) that put him in the international spotlight. According to Hollywood legend, after seeing that film, Sharon Stone handpicked Crowe to appear in the American action movie *The Quick and the Dead* (1995). That same year he appeared opposite Denzel Washington as a sadistic virtual reality character roaming the real world in *Virtuosity* (1995).

Nevertheless, it was Crowe's Oscar-winning, nuanced performance in the epic *Gladiator* (2000) that propelled him to the top of Hollywood's A-list. Crowe earned his third Oscar nomination for his portrayal of mentally ill math genius John Forbes Nash, Jr. in *A Beautiful Mind*.

Questions

1) Where was Russell Crowe born? _____

2) Where did he grow up? _____

3) In which two major Australian films did Russell Crowe play a role?

❶ _____

❷ _____

4) What events occurred, according to Hollywood legend, to make the way for Crowe to have a US career? _____

_____

5) What character did Crowe play in each of the following films?
Virtuosity: _____
A Beautiful Mind: _____

6) According to the passage, for which films did Crowe receive:
An Oscar: _____
An Oscar nomination: _____

7) Match the phrases from the passage with the correct meaning:

Line	Phrase	Meaning
6	*critically acclaimed*	❑ Acting which shows sensitivity and a range of emotions
7	*international spotlight*	❑ Described as excellent by film reviewers and critics
12	*nuanced performance*	❑ A long story about a hero
12	*Epic*	❑ Being known and talked about across the world
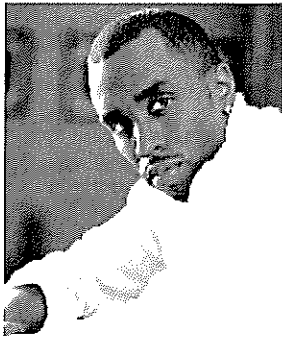
Diddy

(Sean "Diddy" Combs)
producer, musician
Born: 4/11/1969
Birthplace: New York City

At a very young age, this influential music producer launched the careers of such rap artists as Notorious B.I.G. and Craig Mack through his extraordinarily successful venture, Bad Boy Entertainment.

Originally called "Puff Daddy," he changed his name to "P. Diddy" in 2001 and then he cut the "P." in 2005 to become just "Diddy." Diddy launched his own career with an album, *No Way Out* (1997). He appeared in the movie *Monster's Ball* (2001) and has also directed music videos. He has his own line of clothing called Sean Jean.

Questions

1) What is this producer/ musician's real name? _____

2) By what name was he originally known? _____

3) By what name is he now known? _____

4) What is the name of his music production company? _____

5) How has this company helped other rap artists? _____
_____

6) What was the name of the album that launched his own career? _____
_____

7) In what other types of work has Diddy been involved?

❶ _____

❷ _____

Roald Dahl

British writer
Born: 13/9/1916
Birthplace: Llandaff, Wales

One of the most popular children's book authors of all time, Dahl began his career writing adult horror stories and magazine articles, including a *Saturday Evening Post* series about his experiences as a World War II Royal Air Force pilot.

Dahl's children's books, however, are light-hearted, often outrageous fare. His first, *The Gremlins* (1943), was based on a script commissioned by Walt Disney. While the first screenplay was scrapped, the story was adapted for the big screen in 1984. His next children's book, *James and the Giant Peach,* didn't appear until 1961, and it established Dahl as a literary force. *Charlie and the Chocolate Factory* (1964) followed, as did the best-selling *Fantastic Mr. Fox* (1970), *The Witches* (1983), and *Matilda* (1990). He also wrote the scripts for the films *You Only Live Twice* (1967) and *Chitty Chitty Bang Bang* (1968). His adult collections include *Someone Like You* (1953) and *Kiss, Kiss* (1959).

After graduating from secondary school, Dahl opted not to attend university and instead joined an exploring expedition to Newfoundland. From 1937 to 1939 he worked for Shell in Dar es Salaam and then enlisted with the RAF at the dawn of World War II. He survived a crash landing in Libya and went on to serve as a fighter pilot in Greece and Syria before taking an assignment in Washington as an assistant air attaché. While in the U.S., he met the novelist C. S. Forester, who persuaded Dahl to write about his war stories. Thus began a singular literary career.

Died: Oxford, England, 23/11/1990

Questions

1) For what type of writing is Roald Dahl best known? _____

2) With what two types of writing did he start off his literary career?

    ❶ _____

    ❷ _____

3) What experiences inspired his early magazine articles? _____

_____

4) Put the events in order that led up to this initial writing. The first is done for you:

❶	Dahl decided not to go to university but went on an exploration trip to Newfoundland instead.
	C.S Forester encouraged Dahl to write about his flying experiences.
	Dahl joined the British Royal Air Force at the start of World War II.
	Dahl met novelist C.S.Forester
	Dahl served in Libya, Greece and Syria.
	Dahl was stationed in Washington.
	He worked for two years in Dar es Salaam for the fuel company Shell.

5) Find all the children's books mentioned in the passage and re-write them in alphabetical order.

❶ _____

❷ _____

❸ _____

❹ _____

❺ _____

❻ _____

6) Did Roald Dahl write any stories for adults? _____

7) What two film scripts did he write?

❶ _____

❷ _____

8) When was *Charlie and the Chocolate Factory* first published? _____

9) Complete the following sentences:

*According to the passage his first children's book, entitled _____,
was written in 1943.*

*His last children's book, entitled _____ was published the
year he died, 1990.*

10) Using the dates in question 7, for how many years of his life did Roald Dahl write children's books? _____

11) How old was Roald Dahl when he died? _____

12) Match the phrases from the passage with the correct meaning:

Line	Phrase	Meaning
5	*light-hearted*	❑ changed to make suitable for something else
5	*outrageous*	❑ fun and not serious
6	*commissioned*	❑ completely over the top and extreme, even shocking
7	*scrapped*	❑ an extremely influential writer
7	*adapted*	❑ got rid of
9	*a literary force*	❑ a role as a writer that is longstanding, unique and successful
19	*a singular literary career*	❑ specially written by request
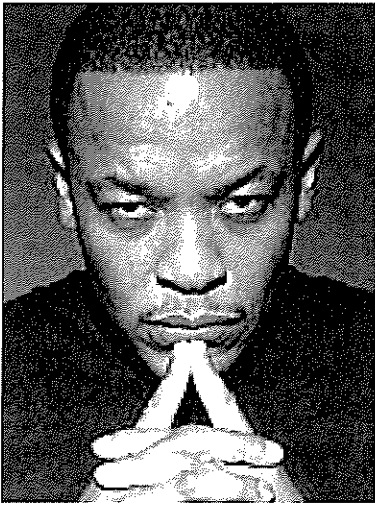
Dr. Dre

(Andre Young)
musician and producer
Born: 18/2/1966
Birthplace: Los Angeles

Rap musician who pioneered "gangsta" rap and, with Ice Cube, formed the rap group, NWA, or "Niggaz with Attitude". Dre has also enjoyed success as a solo artist and producer with albums such as *The Chronic* (1992) and *Dr. Dre Presents the Aftermath* (1996), the first release he made on "Aftermath", the label he founded in 1996. This label introduced a new stable of talent that he began working with outside of the "gangsta" mould.

Questions

1) With which kind of rap music did Dr Dre break new ground? _____

2) Name two rap groups with which Dre has been involved?

    ❶ _____

    ❷ _____

3) In which two areas of the music industry has Dre been successful? _____

_____

4) What record label did he start in 1996? _____

5) What was its first record release called? _____

6) How has this record label affected the style of rap music with which Dre works? _____

_____
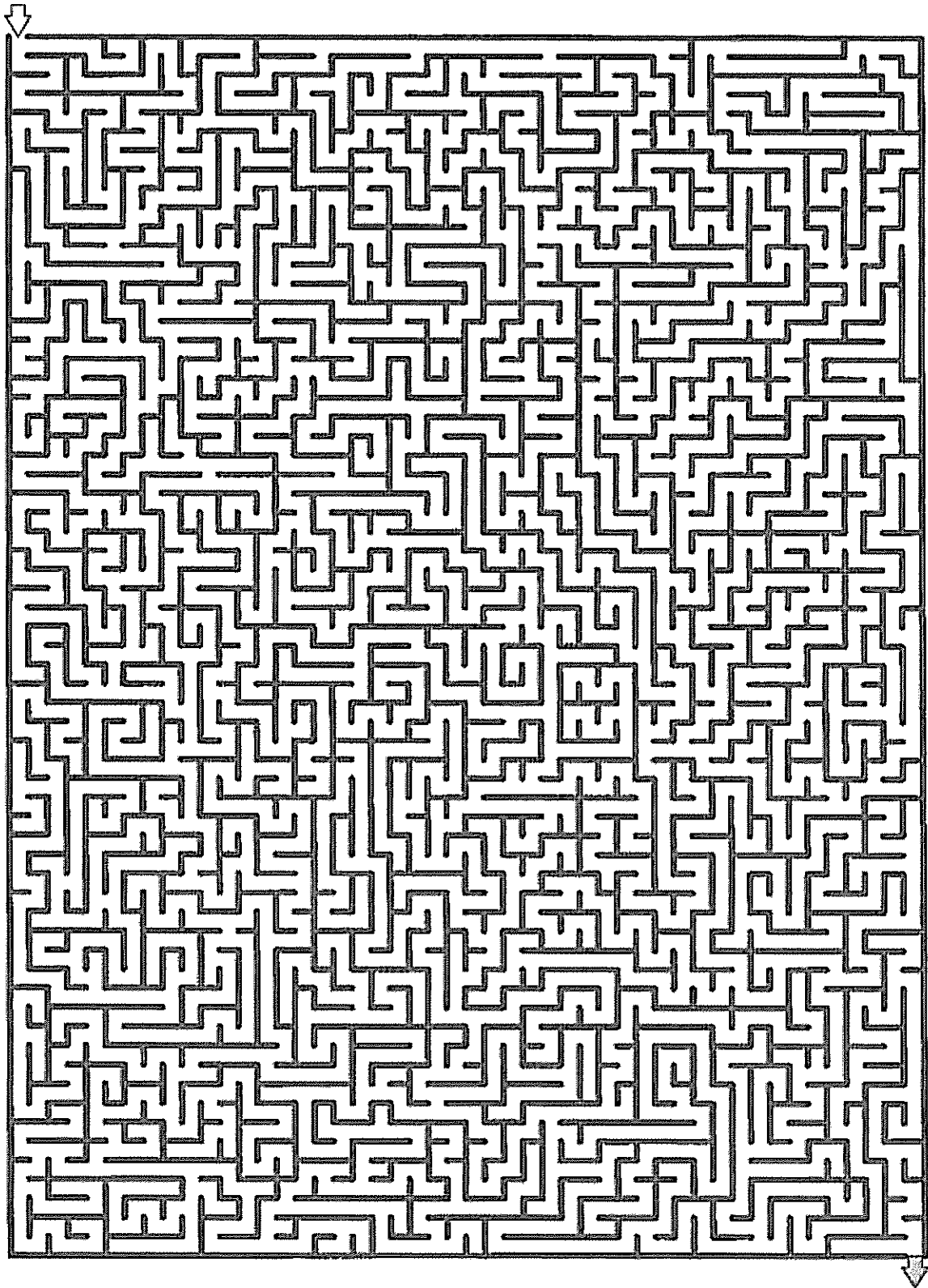
KRAZYDAD.COM/PUZZLES
Need the answer? http://krazydad.com/mazes/answers

II. OPPOSITES

1. The opposite of cold (3)
2. The opposite of thin (3)
3. The opposite of big (5)
4. The opposite of up (4)
5. The opposite of difficult (4)
6. The opposite of quiet (4)
7. The opposite of right (4)
8. The opposite of backwards (8)
9. The opposite of quickly (6)
10. The opposite of smooth (5)

Z	F	P	D	Y	L	W	O	L	S	P	E
O	R	E	S	Q	K	S	X	H	C	H	N
U	X	M	E	D	H	B	L	Y	S	A	E
D	N	K	K	T	R	D	O	X	N	K	T
N	B	T	F	U	Z	A	R	J	T	J	G
W	K	E	R	F	N	F	W	I	S	F	D
O	L	S	L	P	K	R	U	R	Q	L	S
D	X	T	D	B	O	M	G	T	O	C	M
Q	F	O	C	U	E	G	A	X	K	F	A
G	I	H	G	E	J	F	P	I	E	S	L
K	Z	H	D	N	O	F	T	K	Z	D	L
M	U	D	U	O	L	R	B	H	R	S	J

SUDOKU

Sudoku is simple to learn, requires no calculations, and provides a surprisingly wide variety of logical situations. No wonder it has become such a popular puzzle.

How to solve
Place a number from 1-9 in each empty cell so that each row, each column and each 3x3 block contains all the numbers from 1-9.

A

					6			5
		4						
	9				8	2	6	
				6	2	7	9	
			1					
7		8	4					6
		7	5				2	9
		6	8			1		
4					3	5		

B

	9						4	
3	2						5	6
6			9		2			1
			3		1			
		2	4		7	6		
		1		2		5		
		7				4		
4	5						7	9

C

					5			
	3				8			
	2		1	7			4	
5	7		3					1
4		3	9			2		
			1	4	3			
	6			4				
		4			3	5	8	
2				6	1			

D

2								8
	1	5				7	6	
1	7		4		2		8	9
		8		9		4		
		4	8	1	5	2		
	5		7		8		2	
	4	6				3	5	

69 FLY ME TO THE MOON
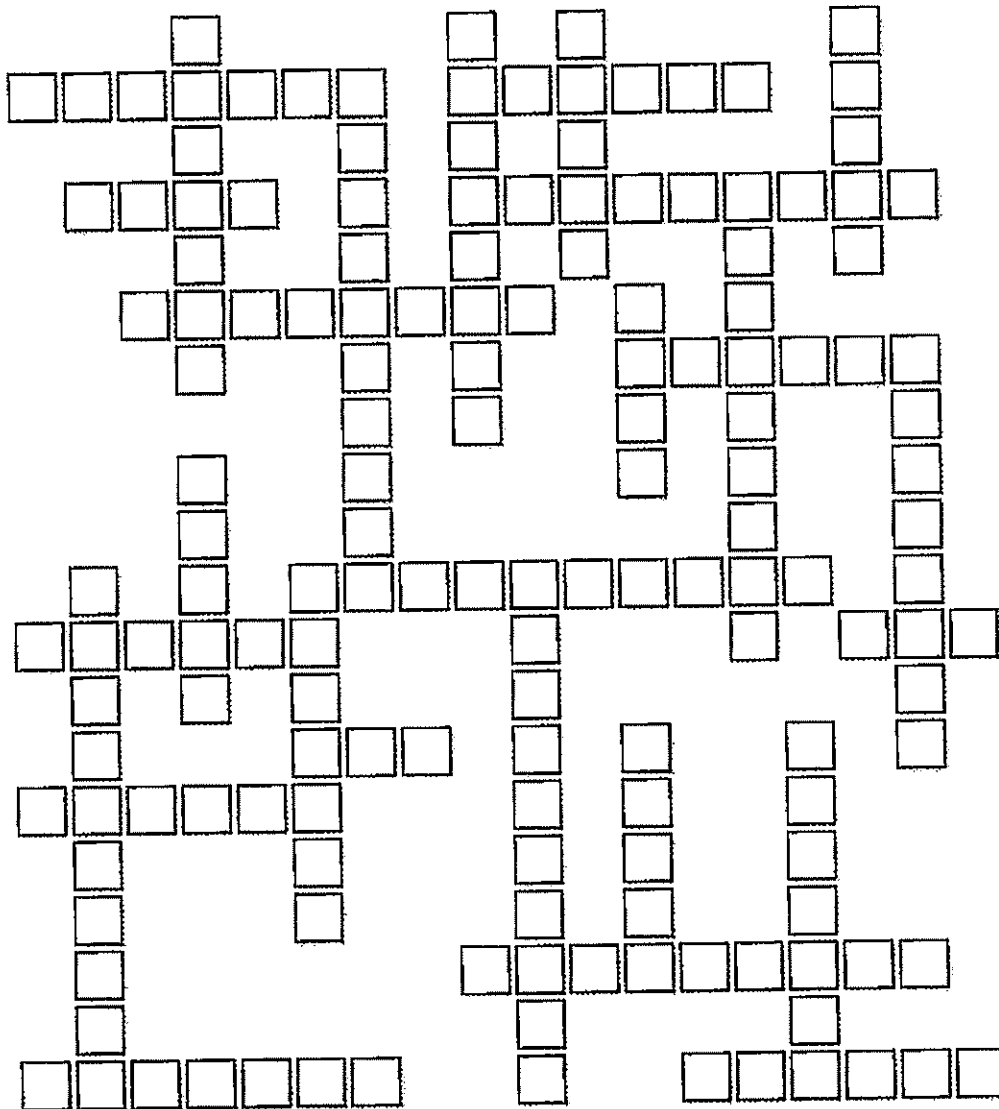
3 letters
MIR
SKY

4 letters
CREW
NASA

5 letters
CABIN
EAGLE
LUNAR
ORBIT

6 letters
APOLLO
HELMET
LAUNCH
MODULE
ROCKET

7 letters
HOUSTON
MARINER
MISSION
PAYLOAD
RE-ENTRY

8 letters
BLAST OFF
MOON SHOT
TRACKING

9 letters
COUNTDOWN
SPACESHIP
SPACE WALK

10 letters
HEAT SHIELD
ROCK SAMPLE
SPACE PROBE
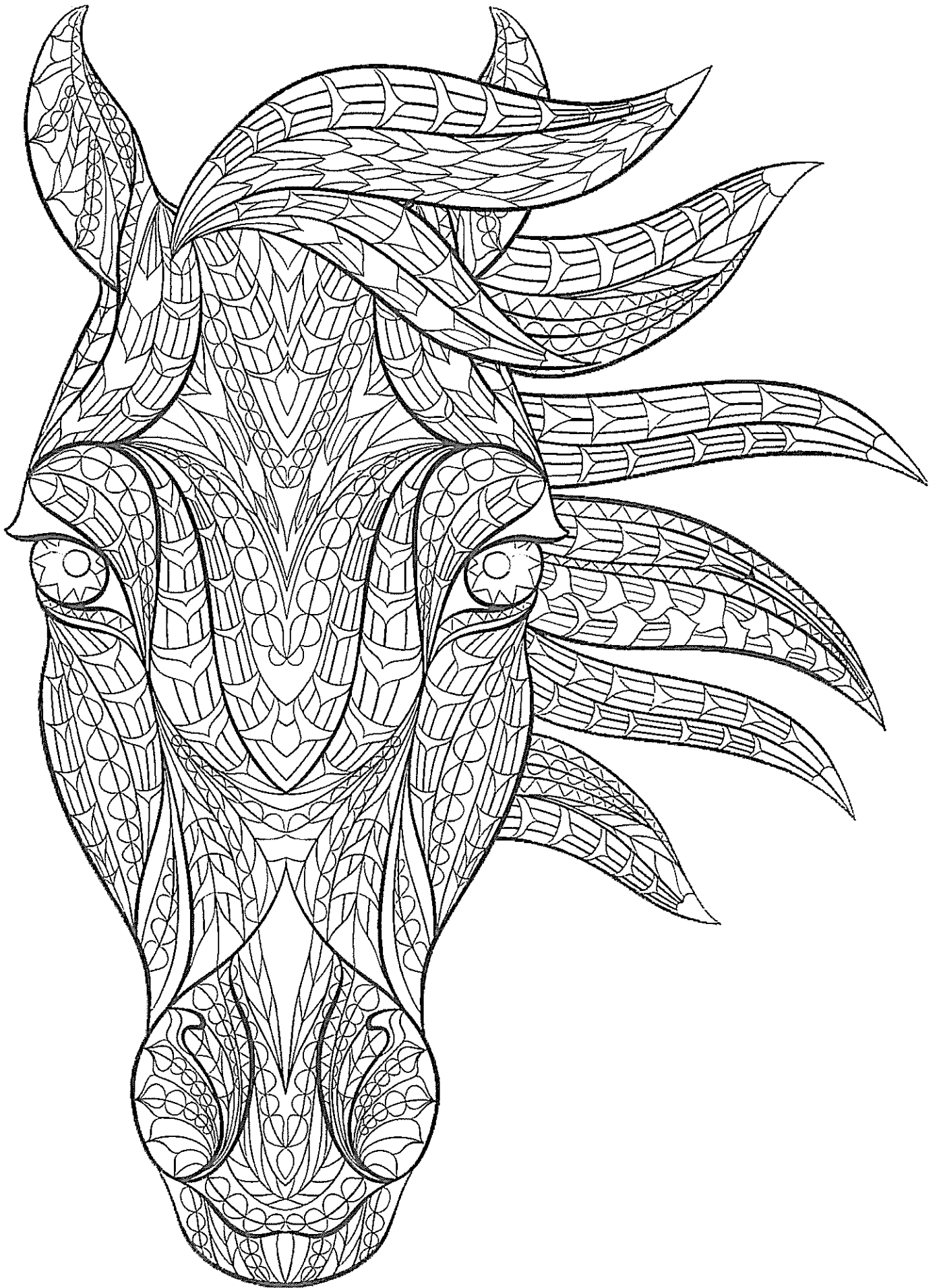SPLASHDOWN

WRAP UP WARM

'Chop your own wood, and it will warm you twice'. (*Henry Ford*)
Our first themed puzzle is all about ways to keep warm.
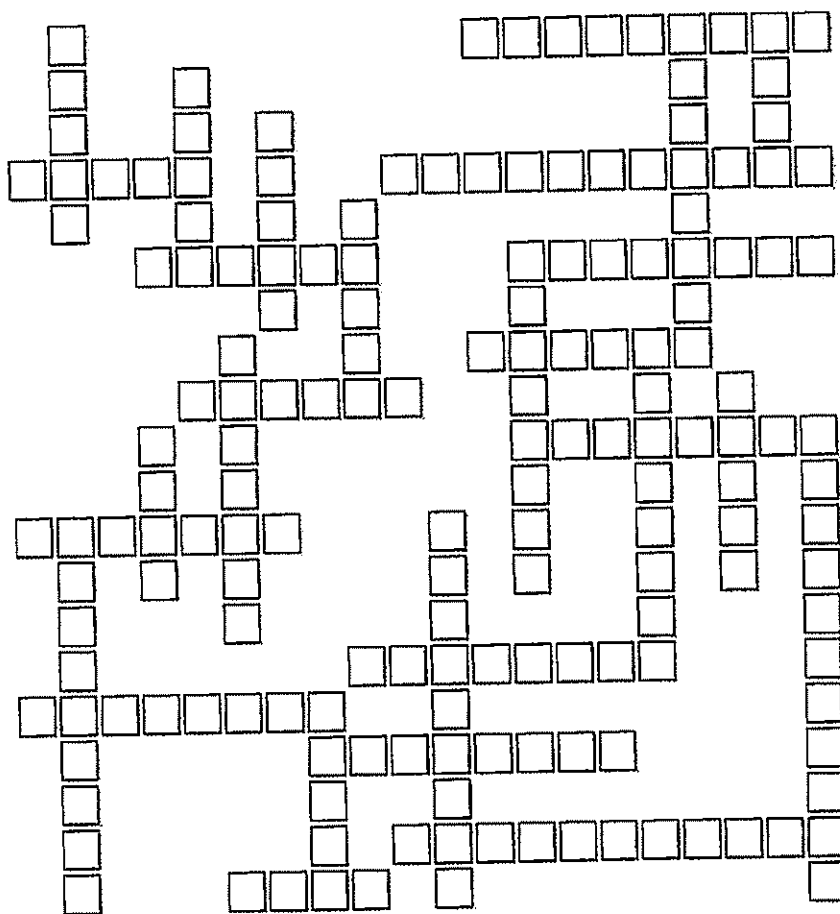
4 letters	5 letters	6 letters	8 letters	9 letters
COAT	BERET	FLEECE	BEDSOCKS	BALACLAVA
MUFF	BOOTS	GLOVES	CARDIGAN	HOODED TOP
VEST	CLOAK	TIGHTS	EARMUFFS	WOOLLY HAT
	GILET		LEGGINGS	
	PARKA	7 letters	OVERCOAT	11 letters
	SCARF	MITTENS	POLO NECK	THERMAL VEST
	SHAWL	SWEATER	PULLOVER	THICK TIGHTS
			SLIPPERS	WOOLLY SOCKS

49 OUT FOR...

BOUT
CROUTON
DEVOUT
FLOUTING
LOUTH
MANGETOUT
OUTAGE
OUTCROP
OUTRANK
OUTWIT

RAGOUT
SHOOT-OUT
SHOUTIEST
SPOUT
SPROUT
STOUT
TAKE OUT
TROUT
VELOUTE
WEAR OUT

D	S	M	T	B	S	H	O	O	T	O	U	T
F	I	P	I	S	T	U	O	V	E	D	E	A
C	T	D	R	U	E	L	I	F	N	A	G	T
I	A	U	O	O	L	I	L	E	L	N	A	M
V	O	P	O	O	U	O	T	T	T	K	T	E
E	S	U	U	T	U	T	B	U	E	C	U	C
L	D	T	T	T	S	A	O	O	O	I	O	R
O	H	N	I	R	S	R	U	T	U	H	E	O
U	L	N	A	W	A	T	B	E	T	T	S	U
T	G	R	H	E	T	N	I	G	R	E	N	T
E	S	A	W	E	C	U	K	N	O	D	L	O
R	A	G	O	U	T	R	O	A	U	M	I	N
N	P	O	R	C	T	U	O	M	T	E	A	P

50 ...A DUCK

T	W	I	N	G	B	P	Y	F	M	I	W	S
S	G	T	T	R	D	M	S	T	E	U	A	E
E	L	G	O	N	U	Y	A	S	T	P	K	P
N	B	O	E	W	C	A	V	L	B	A	A	I
N	D	I	S	A	K	E	O	O	L	L	T	N
A	R	U	R	D	I	E	E	N	C	A	S	O
A	T	I	T	D	Y	K	F	E	C	S	R	L
G	S	M	V	L	I	A	O	N	E	A	U	D
P	E	S	O	E	N	R	W	T	F	I	E	M
L	R	U	D	W	R	D	L	A	N	S	E	O
C	C	O	O	R	D	I	V	E	R	T	I	A
B	W	R	E	L	G	N	R	E	D	I	E	M
N	C	S	O	R	T	I	A	E	P	N	Y	U

BIRD
BROOD
CREST
CROWN
DIVER
DOWN
DRAKE
DUCK
EGG
EIDER

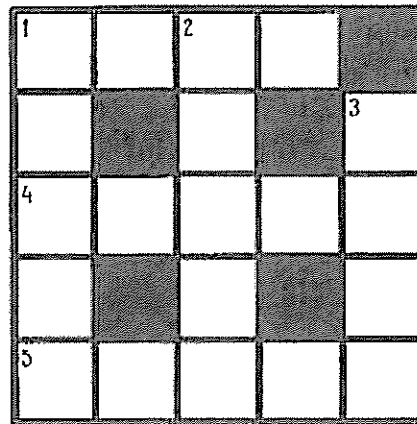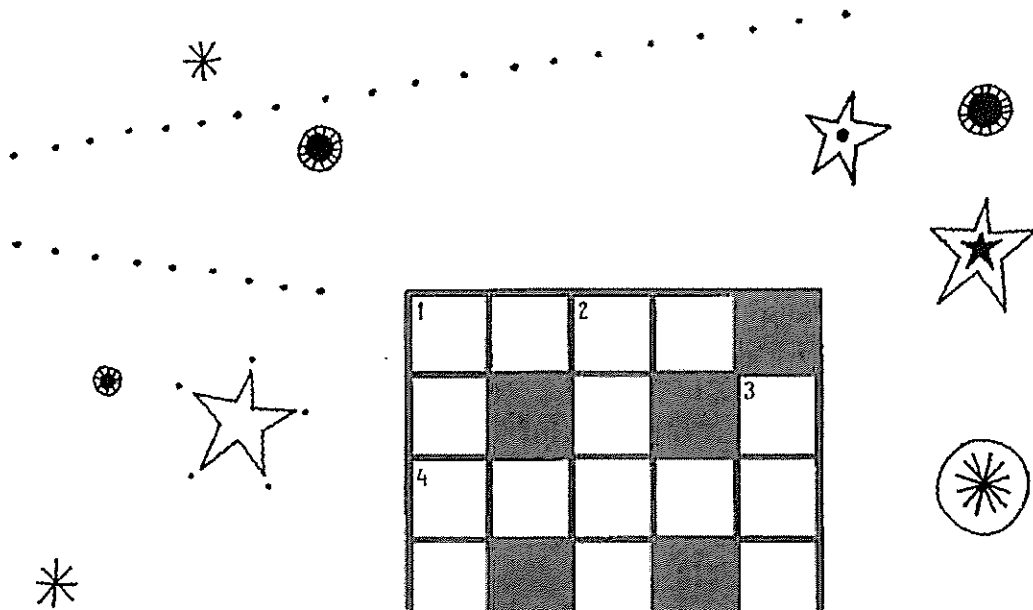FOWL
LAKE
MALLARD
MUSCOVY
NAPE
NEST
RIVER
SWIM
WADDLE
WING
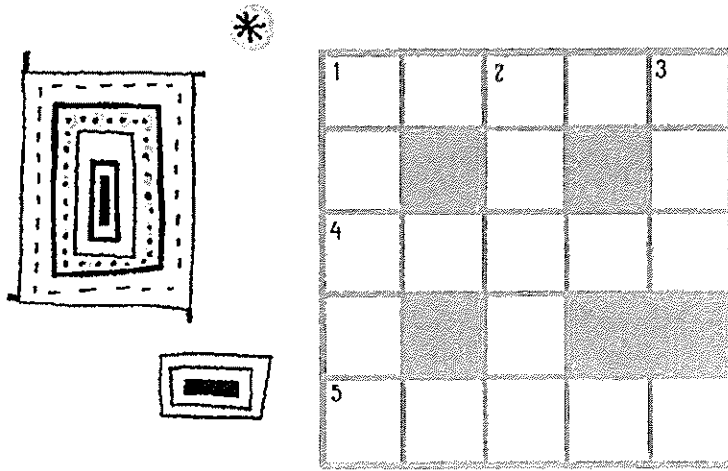
ACROSS

1. Turn your upper body (5)
4. Clean the floor with a broom (5)
5. Latin American dance, or a chunky dipping sauce (5)

DOWN

1. An elephant's largest teeth (5)
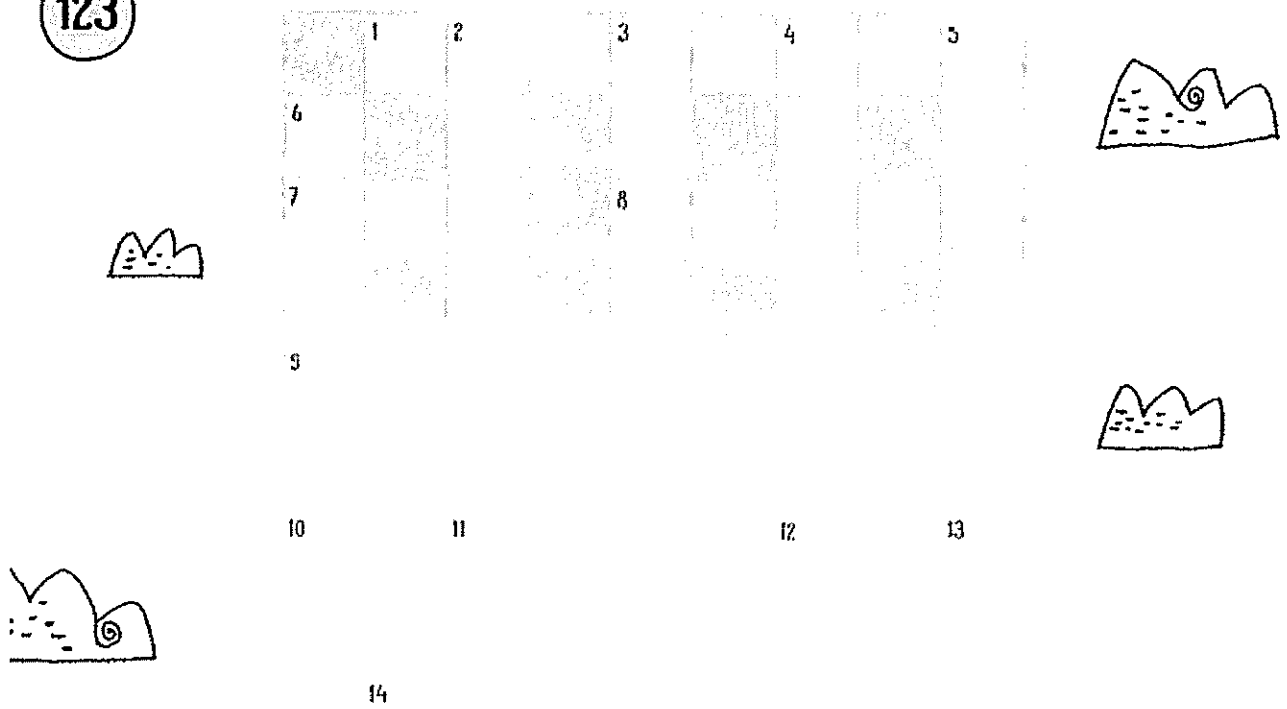2. Perfect (5)
3. Noisy dance in metal-soled shoes (3)

ACROSS

1. Dice shape (4)
4. Conscious, knowing (5)
5. Twitter message (5)

DOWN

1. List of the week's most popular songs (5)
2. Burn brightly (5)
3. Pulse, rhythm (4)

ACROSS

1. Indian birds with big, fanned tails (8)
7. Also known as (1.1.1.)
8. Christmas song (5)
9. Huge, white Arctic carnivore (5, 4)
10. Star sign of the Scales (5)
12. Lid, cap (3)
14. Water creature with an upright body and curly tail (8)

DOWN

2. Electronic mail (5)
3. Big, tough, brown insect pest found especially in warmer countries (9)
4. Someone who works with wood (9)
5. _____ power, energy from the Sun (5)
6. Baby frog or toad (7)
11. Spelling ____, word-power contest (3)
13. Baked dish covered in pastry (3)
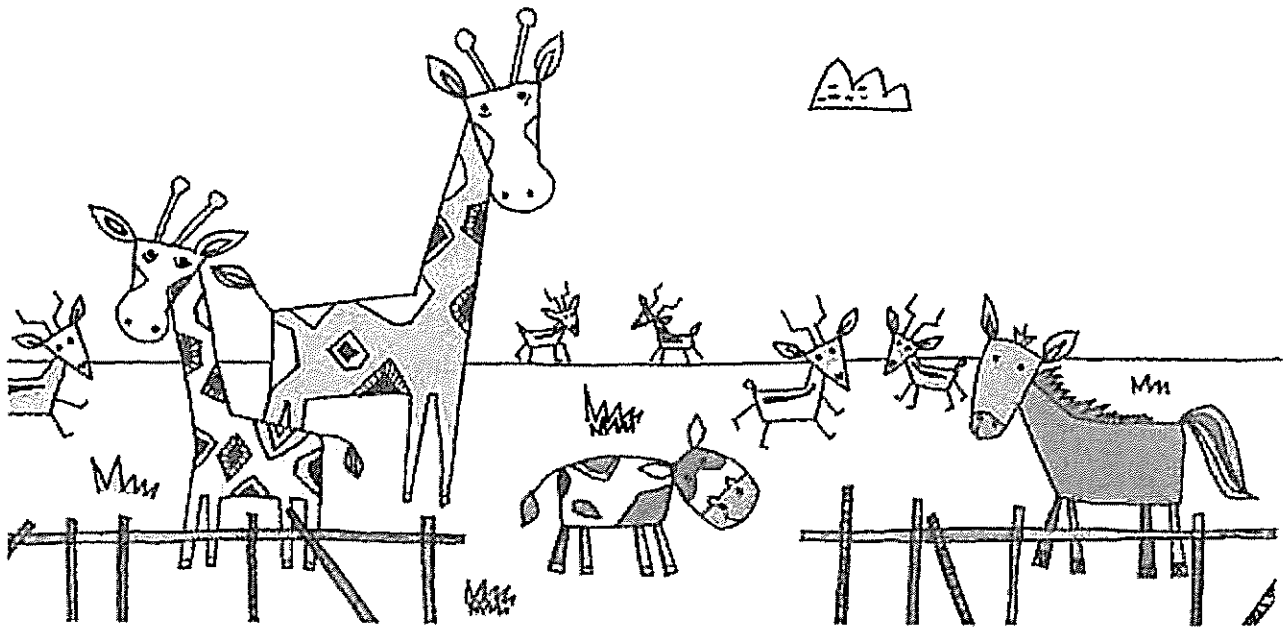
PUZZLE CHOICE

No 11

Number Cruncher

1		2		3		4		5
		6						
7						8	9	
			10		11			
12	13				14			
			15	16				
17		18				19		20
				21				
22						23		

Across
1. 17 down plus thirty-eight
4. 19 across doubled
6. 20 down minus 123
7. 8 across plus ninety-five
8. Minutes in nine hours
10. Months in nine years
12. 14 across minus 637
14. 5 down times nine
15. 18 down minus 183
17. 1 across minus sixty-seven
19. 13 down minus eighteen
21. Minutes in five hours
22. 4 across plus twenty-eight
23. 13 down times five

Down
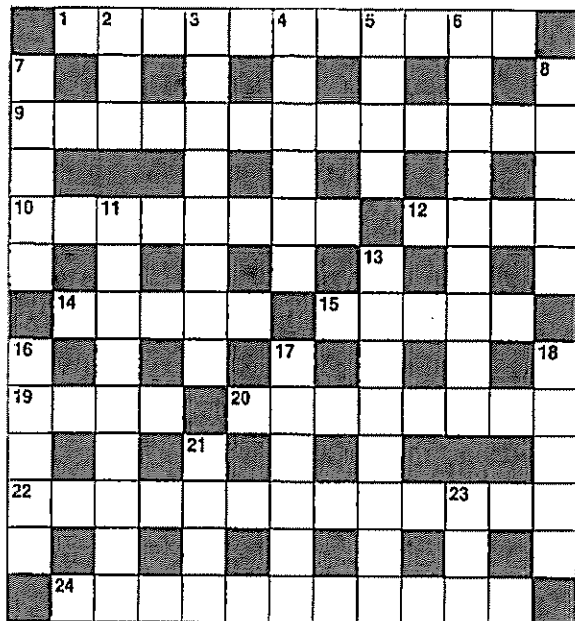1. 9 down doubled
2. 10 across plus seven
3. Five times 22 across
4. 2 down tripled
5. 4 down plus seventy-five
9. Four times 6 across
10. Dozen in eleven gross
11. 1 down minus ninety-seven
13. Seconds in three minutes
16. 14 across plus 955
17. 23 across plus thirty-three
18. Three gross
19. 15 across minus 140
20. Hours in ten days

Puzzle Choice   Solution

QUICK CROSSWORDS

ACROSS
1 Impartiality (11)
9 Sleeveless frock (8,5)
10 Collaborating author (2-6)
12 Blemished skin condition (4)
14 Impatient (5)
15 Narrow-minded, intolerant person (5)
19 Soreness (4)
20 Style of American open car (8)
22 Process of bringing back together (13)
24 Person with shares in a corporation (11)

DOWN
2 Tavern (3)
3 Provided during a plane journey (2-6)
4 Large soup dish (6)
5 Scarlet, vermilion etc (4)
6 Give a brief spoken account of (6,3)
7 Piquancy (5)
8 Small areas of land surrounded by water (5)
11 Persecution of political opponents (5,4)
13 Chirp (4-4)
16 ___ Hagman, J.R. Ewing on *Dallas* (5)
17 Chic, trendy (6)
18 Under the influence (5)
21 Galvanising metal (4)
23 Frozen sweet (3)

ACROSS
1 Indispensable (10)
8 Of the ice regions (5)
9 Spitting images (7)
10 Letters from devotees (3,4)
11 Distinctive smell (5)
12 Christening participant (9)
15 Book's advertising copy (5)
17 (Of water) freeze up (3,4)
19 Old Japanese warrior (7)
20 Misbehave or cause a fuss (3,2)
21 Popular soft toys (5,5)

DOWN
2 Man-made fabric (5)
3 Overhead attack (3-4)
4 Tendency to let you down (13)
5 Lotto (5)
6 Level off (4,3)
7 Russian ruler (4)
8 Breathe heavily (4)
12 Food connoisseur (7)
13 Heighten (7)
14 Holdall (4)
15 Deep male voice (4)
16 Drilled (5)
18 Person taking part in a ballot (5)
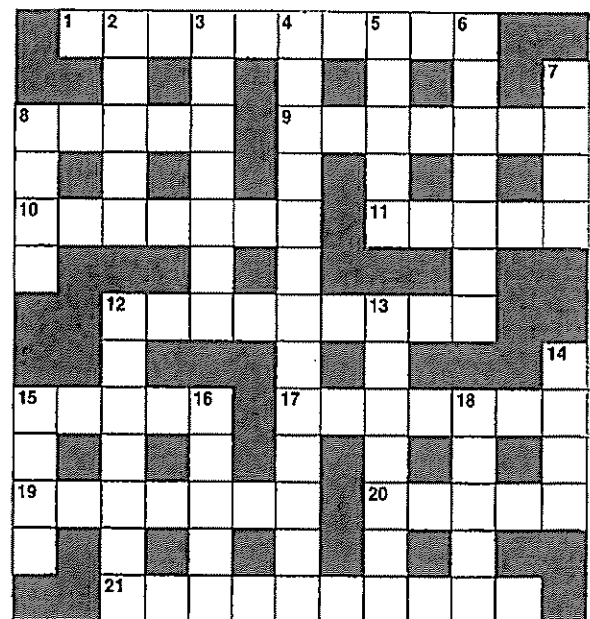
'DEM BONES, DEM BONES!'

These human bones are in the wordsearch below. Which ones can you locate?

BRACHIUM	CUBOID	HUMERUS	MANUBRIM	RIB
CARPUS	ETHMOID	ILIUM	MAXILLA	SACRUM
CLAVICLE	FEMUR	ISCHIUM	METACARPUS	SCAPULA
COCCYX	FIBULA	LACRIMAL	NASAL	SKULL
COXAL	FRONTAL	MANDIBLE	NAVICULAR	SPHENOID
			OCCIPITAL	STERNUM
			PALATINE	TARSUS
			PARIETAL	TEMPORAL
			PATELLA	TIBIA
			PHALANGES	ULNA
			PUBIS	VOMER
			RADIUS	ZYGOMATIC

```
K N T N H N C M U F F M D L H F I N
E V I B M U A Z G G E V S Z K Y D Q
I D B Q G M J S K U L L S J T B D J
J C I F I B U L A R O P M E T I X Q
A W A O K P A T E L L A T N O R F R
B M P U B I S J C A N L U M Z O Y Q
X S F H L U P O F D S A H H O Z F X
P A R B R A C H I U M T C H D F U C
B C K E Z C X B A L E I E V I Y N R
K R M U Y A L O P L T N I R O F U T
M U R X R E P A C A A E Q B N M P V
H M A N U B R I M T C N E N E U E Y
N A L P L I V O U I A G G F H K M R
J X U F E A G C I P R C A E P G U B
N I P T L Y S S L I P C S U S R A T
H L A C Z N A V I C U L A R E D E G
N L C P K M U I H C S I A L B Y I H
R A S U I D A R U O C S Y T G M Y H
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MATHS

		FUNCTION	MULTIPLICATION
		GEOMETRICAL	NEGATIVE
		GEOMETRY	NUMERATOR
		GRADIENT	NUMERICAL
		HYPOTHESIS	PERCENTAGE
ALGEBRA	DEGREE	INDICES	PERMUTATION
APPROXIMATE	DENOMINATOR	INFINITY	POSITIVE
ARITHMETIC	DIMENSIONS	INTERSECTION	PRIMITIVE
CALCULUS	EQUILIBRIUM	LOGARITHM	PROBABILITY
CONTINUITY	EQUIVALENT	MATRICES	PROBLEM
CONVERSE	FACTOR	MAXIMUM	PROPORTION
COSINE	FREQUENCY	MINIMUM	QUOTIENT

REMAINDER
SEQUENCE
SQUARE ROOT
STATISTICS
SUBTRACT
SYMMETRY
TANGENT
THEOREM
TRIGONOMETRY
VARIABLE
VOLUME

```
C H X G M F U C T V E R F R O H G K B H R O
Q Z O A P F A C T O R E D N I A M E R X S K
G N Z N R T N E I T O U Q S E C I R T A M B
U U S N O I S N E M I D V U V P R O B L E M
X M V T B W F I N U D D E V I T I S O P V Q
T G U U A U D S N L Q J K D T V R G X T S X
H E S M B T M O E T B T N E I D A R G U Y M
E G Q S I D I C G I E W H B M R O L B D M H
O A U U L X L S A P P R O X I M A T E E M Z
R T A L I V A S T L G G S T R S R N N E G
E N R U T L C M I I H A E P A O O B U T R
M E E C Y T I Y V C C M X I C M N I B M R P
U C R L C Y R B E A E S N T I T O T J E Y X
M R O A N T T Y R T E M O N O G I R T R D F
I E O C E I E I I I P C A M V F T O A I A S
N P T M U N M C U O U T O A U Q A P N C L E
I E O T Q I O J Z N O M R N V G T O G A G C
M E M U E F E X X R I I C S V Q U R E L E I
G R X J R N G D U T A T S M M E M P N B B D
Z G J K F I P U U B I S N U M E R A T O R N
G E M U L O V Y L O H Y P O T H E S I S A I
G D N S E Q U E N C E T Z H C J P D E R W L
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