

Week 1

The legend of Hairy Breeches

Comprehension

- (c) tell a story from the past
- (a) villain
 - He killed and kidnapped people and they were frightened of him and his warriors.
- They gave him silver so he would not attack and burn the city of Paris.
- Many of Ragnar's warriors died in a shipwreck, so he couldn't fight back.
- (a) King Aella
 - He was thrown into a pit filled with poisonous snakes.
 - He had killed so many Saxons and had taken their valuables.
- (a) his sons
 - Hairy Breeches
 - They would be very angry and attack.
 - Yes
- Answers will vary.

Word knowledge

- (a) plundered—robbed, destroyed
 - raids—attacks
 - scourge—destroyer, punisher, curse, terror
 - warriors—people engaged or experienced in warfare; soldiers
 - countless—innumerable, too many to be counted

Word	Base word	Prefix	Suffix
beheaded	head	be	ed
removed	move	re	ed
inescapable	escape	in	able

- The following morphemes should be circled:
 - long—boat—s
 - finger—nail—s
 - bone—less
 - ship—wreck—ed
 - poison—ous
 - continue—ous—ly
- The syllables for each word should be marked as follows:
 - pun/ish/ment (3)
 - im/pres/sion (3)
 - fear/some (2)
 - fur/i/ous (3)
 - e/ven/tu/al/ly (5)
 - bru/tal (2)
- Answers may include: this hero, this Norwegian commander, this prisoner, the warrior, the old boar, their father.

Smugglers' cave

Comprehension

- (a) at Polperro on the Cornish coast of England
 - at the Smugglers' Museum in town
- The cave was close to their house and they had probably played in it.
- (a) No
 - She didn't think he should go by himself.
- (a) Opinion
 - Fact
 - Opinion
 - Fact
 - Opinion
- (a) It was dark and they didn't have any torches. They may have felt safer in daylight.
 - He was hoping to find some fabulous treasure of precious jewels. He didn't think they were valuable.
- (a) They fell asleep because they were very tired.
 - (c) Teacher check
- (a) the trolley
 - the treasure

Word knowledge

- (a) informal
 - Teacher check
- (a) accomplices
 - precariously/treachorous
 - investigate
- you two scaredy-cats
 - stolen artworks
 - the old stone steps
 - Sally and Bernadette
 - a faint noise
 - a dangerous hazard
 - a chest of precious jewels
 - a pile of old paintings
 - it
 - some fabulous treasure
- (a) below the cliffs
 - old stone
 - very faint
 - small, wooden rowing
 - of precious jewels
- (a) Someone walked slowly (past/passed) them.
 - The children tried not to (breathe/breath) so he wouldn't (here/hear) them.
 - Sally was worried Tom would fall and (brake/break) his neck.
 - The children managed to get down the treacherous steps in one (peace/piece) without breaking (there/their) legs.

Nouns

- chain, colony, mob, herd, choir, crowd, panel
- (a) school, shoal
 - flock, drove, herd, mob
- Common nouns: pandemonium, morning, zoo, ants, kangaroos, enclosure, walls, stampede, gate, animals, tents, concert, school, directions, director, week

Proper nouns: Mr Stan Chuggins, City Zoo, Jemma Win, Channel Eight News

Collective nouns: herd, furniture, cutlery, crowd, police
- Teacher check

Nouns with a gender

- (a) Answers will vary; teacher check
 - Six of the following: night, play, role, production, audience, cable, props, company, bravery.
- bull: M, aunt: F, manager: C, bride: F, duke: M, giant: M, child: C, happiness: N, parent: C, bike: N.

Week 1

Narrative

1. Teacher check
2. (a) They love soccer. They are dedicated team players.
They are skilful soccer players.
(b) The match was held at the end of the season at the soccer park.
3. A boy on his skateboard knocked Paul Peckham to the ground and stole his bag containing his lucky boots.
4. (a) Romelyn, by chasing and catching the assailant.
(b) Looking after Romelyn during the match.
5. (a) The Robe Rockets won the Cup. Paul Peckham scored a hat-trick (three goals) and achieved the magic 50.
(b) Teacher check

Tasmanian devil

Tasmanian devils are nocturnal *marsupials* about the size of a small dog. They are found only in **Tasmania**. **Devils** have black fur, *often* with white patches on their chest and rump. They have large heads and short, thick tails. Devils can make different *spinechilling noises*, ranging from growls to screeches. Devils are carnivorous animals. They *generally* eat whatever meat they can find, including dead animals. They have been *known* to eat a range of reptiles, birds, *mammals* and insects. **A** devil will use its strong jaws and teeth to eat *almost* all the parts of an *animal*—even its bones and fur!

 marsupials
 They
 often
 They
 spinechilling
 noises
 generally
 They
 known
 mammals
 almost
 animal

1. Missing punctuation is in **bold type**.
2. (a) my class – we, Tasmanian devils – They, Joshua – he, Tasmanian devils – them
(b) Pronouns are underlined.
They (line 2), They (line 4), They (line 8)
(c) Teacher check
3. Spelling errors are in *italic type*.
marsupial, often, spinechilling, noises, generally, known, mammals, almost, animal
4. (a) Teacher check

Dream catcher

Long ago, Iktomi, the teacher of *wisdom*, appeared to a Lakota elder. Iktomi had taken the form of a spider. The spider took a wooden hoop that the elder was carrying. **It** then started to spin a web in it.

The spider made the web a perfect circle with a hole in the middle. It told the elder that webs like this would help the Lakota people reach their goals and make better use of their ideas and dreams. The webs would catch their good ideas and dreams and let the bad ones go straight through the hole. The elder took the web to his people and told them what the spider had said. **The** Lakota people then made their own dream catchers.

Today, many native **Americans** hang dream catchers above their beds to capture good dreams and ideas.

 wisdom
 to
 took
 started
 made
 would
 reach
 their
 catch
 through
 took
 said
 dream
 Today
 to

1. Missing punctuation is in **bold type**.
2. (a) Adjectives are underlined.
Answers should include three of the following: Lakota, wooden, perfect, better, good, bad, dream, native
(b) Verbs are underlined in bold.
will start – started (line 4); will reach – reach (line 7); will take – took (line 11)
3. (a) Spelling errors are in *italic type*.
wisdom, to, took, made, would, their, catch, through, said, dream, Today, to
4. Answers will vary but may include dreamboat, Dreamtime, webfoot, webpage and web-toed.

Robotic pets

Robotic pets: my opinion

Robotic pets, like cats and dogs, are now *available*. But I think they should be banned. If a robotic pet is bought for a *young* child, it could *teach* him or her that pets can be ignored or mistreated whenever the child's mood changes. What would *happen* if one day the child receives a real pet? He or she may treat it the same way.

Some robotic pets are used in nursing homes for *elderly* people who are unable to care for a real pet. I understand that this may give them some *comfort*, but a robotic pet can't give you love like a real animal can. I think nursing homes should have *volunteers* who regularly bring in real pets for a few hours at a time *instead*.

The only *positive* thing about robotic pets is that it might save some animals from being treated *cruelly* by their owners. But the cost of robotic pets is still too high for most people's *budgets*.

1. (a) Missing punctuation is in **bold type**.
2. (a) Verbs are underlined.
are – is (line 2), receive – receives (line 5), has – have (line 8), brings – bring (line 9)
3. (a) Spelling errors are in *italic type*.
available, young, teach, happen, elderly, comfort, volunteers, instead, positive, cruelly, budgets
4. (a) One way of correcting the double negative is underlined in bold.
...'but a robotic pet can't give you no love ...' should read 'but a robotic pet can't give you love ...'
(b) Teacher check
(i) They had no pets/They never had pets/They never had any pets
(ii) He didn't see robots/He saw no robots/He didn't see any robots

Identifying lines

1. (a) vertical – a line that runs at a right angle to the horizon
(b) horizontal – in line with the horizon
(c) parallel – lines that run side by side without meeting
(d) perpendicular – lines that join at right angles
2. (a) parallel (b) horizontal
(c) perpendicular (d) vertical
3. Teacher check
Challenge – Teacher check

Classifying angles

1. (a), (c), (e) = 90°
(b), (g), (h), (i) > 90°
(d), (f) < 90°
2. rectangle, square
3. (a) 90° (b) 180° (c) 45° (d) 120°
(e) 60° (f) 280° (g) 160° (h) 360°
Challenge – Teacher check – answers will vary

Numbers to 99 999

1. (a) 25 719 (b) 40 825
(c) 18 539 (d) 76 135
(e) 6824 (f) 63 471
(g) 54 082 (h) 94 835
2. Teacher check
3. (a) 5647, 5649 (b) 17 580, 17 582
(c) 65 959, 65 961 (d) 43 966, 43 968
(e) 9361, 9363 (f) 89 157, 89 159
(g) 21 303, 21 305 (h) 93 691, 93 693
(i) 59 070, 59 072 (j) 75 092, 75 094
Challenge – 5648, 9362, 17 581, 21 304, 43 967, 59 071, 65 960, 75 093, 89 158, 93 692

Week 1

Numbers to 999 999

Numbers to 999 999..... 36

- (a) 341 856 (b) 140 947
(c) 604 351 (d) 78 965
(e) 582 485 (f) 912 739
(g) 715 683 (h) 978 634
- Teacher check
- (a) 241 767 (b) 713 945 (c) 503 453 (d) 879 422
(e) 179 000 (f) 375 686 (g) 600 431 (h) 943 158
(i) 400 001

Challenge – smallest 13 589 largest 985 310

Writing numbers

- (a) 5321 (b) 48 113
(c) 256 630 (d) 511 948
(e) 301 962 (f) 800 000
(g) 614 583
- (a) six hundred and seventeen
(b) fourteen thousand, five hundred and seventy-two
(c) seventy-eight thousand, nine hundred and fifty-three
(d) three hundred and twenty-four thousand, eight hundred and sixty
(e) eight hundred and thirty-five thousand, six hundred and sixty-five
(f) one hundred and eighty-nine thousand, seven hundred and sixty-five
(g) five hundred and forty-six thousand, nine hundred and eight
- (a) 973 321 (b) 985 420
(c) 986 510 (d) 997 431
(e) 775 311 (f) 865 432
- (a) 123 379 (b) 24 589
(c) 15 689 (d) 134 799
(e) 113 577 (f) 234 568

Challenge – Self-assessment

Measuring in millimetres

- 10 mm
- (a) 20 mm (b) 50 mm (c) 80 mm
(d) 40 mm (e) 10 mm (f) 100 mm
(g) 150 mm (h) 260 mm (i) 590 mm
(j) add zero to increase place value
- Teacher check
- (a) 65 mm (b) 120 mm (c) 83 mm

Challenge – Answers will vary

Measuring in centimetres

- 100
- (a) 200 (b) 350 (c) 900 (d) 120
(e) 760 (f) 590 (g) 1200 (h) 1650
(i) 3240. The place value increases.
- Teacher check
- (a) 8 cm (b) 14 cm (c) 4 cm

Challenge – Teacher check

Dice experiment

- 1.-2. Answers will vary
- (a) 1 out of 6 chance (b) 1 out of 6 chance
(c) likely (d) likely
(e) likely (f) impossible
(g) certain (h) 1 out of 6 chances

Challenge – Answers will vary

Chance experiments

- (a - c) Answers will vary (d) unlikely (e) 50 %
- (a) spinner 1 (b) spinner 2 (c) spinner 1 (d) spinner 3
- (a) red (b) black (c) green, yellow

Challenge – Answers will vary

A food chain – 1

- Teacher check
- (a) sun, grass, sheep, humans
(b) sun, grains, mouse owl
- Teacher check

Week 2

Viking invaders

Comprehension

1. *devoured* → *grow* → *cultivate* → *founded* → *unified*
made into one → *eaten* → *set up, started*
- (a) *had a great thirst for adventure*—wanted to do different, exciting things
 (b) *their infamous longships*—their ships known for negative reasons
 (c) *the attack enraged Christians*—their attack made Christians very angry
 (d) *little organised resistance*—they weren't organised enough to fight back
 (e) *protection money*—money paid to people so they won't hurt you
 (f) *a critical victory*—a very important win
 - (a) Fact (b) Opinion
 (c) Opinion (d) Fact
 (e) Opinion
 - (a) 20 years (1015–1035) (b) The Normans
 - (a) King Alfred won the battles and said that he had to.
 (b) Other raids would land near them first and they were able to fight well and stop them.
 (c) Teacher check
 - infamous, distinctive carved figureheads, single mast, sail of brightly coloured woven wool, oars set on both sides, adaptable craft

Word knowledge

- (a) unsuspecting (b) unarmed/disarmed
 (c) unprotected (d) discontinued
- (a) although (b) Northumbria
 (c) fiercest
- (a) king (b) carry
 (c) continue (d) rage
- (a) having a bad reputation
 (b) in- (c) -ous
 (d) fame (e) 3
 (f) The prefix 'in-' usually means 'not', but not in infamous.

Infinitive form	Present tense (third person)	Past tense
<i>to steal</i>	<i>steals</i>	<i>stole</i>
to come	<i>comes</i>	came
<i>to take</i>	takes	took
to bring	<i>brings</i>	brought
to ride	<i>rides</i>	rode
<i>to find</i>	finds	found
to wear	wears	<i>wore</i>
<i>to fight</i>	fights	fought

- (a) practice (b) steal
 (c) led (d) rowed
 (e) whose

Marooned

Comprehension

- (a) essential
 (b) **2** *Robert Jeffery was left on Sombrero Island.*
3 *Lake was sent home to England.*
1 *Jeffery joined the crew of Lord Nelson.*
5 *Lake's lawyer paid money to Jeffery.*
4 *Samuel Whitbread took Jeffery's case to Parliament.*
- Teacher check – suitable answers are:
 (a) *hush money* – a bribe; money paid to someone to stop them from telling embarrassing or discreditable information.
 (b) *press into service* – force someone to serve on naval ships (hence 'press gang').
 (c) *critical shortage* – being in or verging on a state of crisis or emergency due to there not being enough of something.
 (d) *prominent politician* – important, well known and leading person who is professionally involved in politics.
- (c) Jeffery was left to die on an island.
- (a) No
 (b) They promoted him and put him in command of two other ships, which they wouldn't have done if they had known.
- The following words should have been circled:
a sailor, a tradesman, a victim, a thief, a survivor
- There would have been more publicity. New laws could have been made. Commanders would have had less control. Commanders' actions would have been checked.

Word knowledge

- (a) arrive (b) horror
 (c) public (d) punish
 (e) coast (f) serve
- (a) lawyer (b) shortage
 (c) clothes (d) action
- (a) His/Her Majesty's Ship
 (b) Answers may include: sailor, crew, ship, privateer, Gunner's Mate, admiralty, HMS, Commander, Captain, Rear-Admiral
- (a) *blacksmith* **2** (b) *decided* **3**
 (c) *condemning* **3** (d) *Barbados* **3**
 (e) *Sombrero* **3** (f) *although* **2**
- (a) inhabited (b) perish
 (c) unimportant (d) promote
 (e) reject
- (a) caught (b) married
 (c) met (d) gave
 (e) sent (f) received
- (a) British (b) Cornish
 (c) coastal (d) critical
 (e) furious (f) horrific

Verbs

- (a) Teacher check
 (b) (i) are/is
 (ii) is/surrounds
 (iii) pounded
 (iv) is waiting/to see/will nestle
- Teacher check
- (a) were (b) was (c) were (d) were

Week 2

Command verbs

- (a) Teacher check
(b) Collect, Preheat, Spray (3), Place (2) Fold, Cut, Repeat, Cook, Combine, Season, Spoon, Top, serve
- Teacher check. Suggestions include:
(a) set, tidy/clean
(b) Wiggle, clap
(c) Draw/Sketch, highlight/create.

Recount

- Teacher check
- (1) Waugh (2) cricketer (3) Sydney
(4) soccer (5) 17
- (a) Teacher check
(b) Answers will vary but may include information on his family, hobbies, favourite music etc.
(c) To portray an image of the whole person and not just one aspect of his life.
- Teacher check

Mars

Mars: the red planet

Mars is the fourth planet from the sun. You can see Mars from Earth as a reddish-orange colour. This is because it has red soil.

Mars would not be a pleasant place to visit. The air is mostly carbon dioxide, there are lots of giant dust storms and the average temperature is -60°C .

But Mars has a few things in common with Earth. It has clouds, canyons, valleys, plains, mountains, polar ice-caps and even volcanoes! Scientists have also found frozen water under the surface of the planet.

see
colour
has
pleasant
giant
is
has
clouds
have
surface

- (a) Missing punctuation is in bold type.
(b) (i) reddish-orange, ice-caps
(ii) Teacher check
- (a) Verbs are underlined.
sees – see (line 1), have – has (line 3), are – is (line 6), have – has (line 7), has – have (line 9)
- (a) Spelling errors are in *italic type*.
colour, pleasant, giant, clouds, surface
- (a) Answers will vary, but should indicate the following:
paragraph 2 – ‘What would it be like to visit Mars?’
paragraph 3 – ‘What does Mars have in common with Earth?’

Crown Princess Mary of Denmark

Mary Donaldson was born in Hobart, Tasmania on 5 February 1972. She completed her schooling in Tasmania, where she enjoyed *competing* in horse riding, swimming and *hockey*. On leaving *secondary* school, Mary *attended* the University of Tasmania and graduated in 1994 with degrees in commerce and law. Soon after, she *moved* to Melbourne and worked for an international *advertising* agency. Mary then worked in *various* jobs in Australia and Europe.

In 2000, Mary met Crown Prince Frederik of Denmark in a Sydney pub. She didn't know at first that he was a prince—he introduced himself as ‘Fred’! The couple *were married* in Copenhagen on 14 May 2004. Becoming the Crown Princess of Denmark meant huge changes to Mary's life. She gave up her Australian citizenship, changed her *religion* and learnt Danish.

- (a) Missing punctuation is in **bold type**.
(a) Pronouns are underlined.
It – She (line 1), him – he (line 9), Her – She (line 12)
(b) (i) present tense (ii) past tense
(iii) future tense
(c) Verbs are underlined in bold.
will attend – attended (line 3), moves – moved (line 5), are – were (line 9)
- (a) Spelling errors are in *italic type*.
born, competing, hockey, secondary, advertising, various, married, religion

Why do stars twinkle?

Twinkle, twinkle, little star

You may be *surprised* to learn that stars actually never do any twinkling at all! When you look at a star, you are seeing it through the thick layers of air that make up the Earth's *atmosphere*. When the star's light passes *through* these layers of air, the light is bent or ‘refracted’ *differently* by each layer. This is because of *moisture* in the air as well as different air temperatures and the movement of the air. Together, they make the starlight seem to be moving, *which* we see as twinkling.

surprised
you
it
atmosphere
through
differently
moisture
they
which

- Missing punctuation is in **bold type**.
- (a) Pronouns are underlined.
(i) you (line 2), it (line 3), they (line 8)
(ii) Teacher check
- Spelling errors are in *italic type*.
(a) surprised, atmosphere, through, differently, moisture, which
- Teacher check
- (a) One way of correcting the double negative is underlined in bold.
‘... stars actually never do no twinkling ...’ should read ‘... stars actually never do any twinkling ...’ or ‘... stars actually do no twinkling ...’

Polygons

- (a) hexagon, 6 sides, 6 angles
(b) square, 4 sides, 4 angles
(c) heptagon, 7 sides, 7 angles
(d) decagon, 10 sides, 10 angles
(e) triangle, 3 sides, 3 angles
(f) pentagon, 5 sides, 5 angles
(g) nonagon, 9 sides, 9 angles
(h) octagon, 8 sides, 8 angles

Challenge – Teacher check

Quadrilaterals and parallelograms

- (a), (d), (e), (f) and (h) – quadrilaterals
- Answers will vary
- (a) square, 4 sides, 4 angles
(b) parallelogram, 4 sides, 4 angles
(c) rectangle, 4 sides, 4 angles

Challenge – Teacher check

Place value

- (a) 315 623 (b) 461 315
(c) 634 462 (d) 547 108
(e) 125 361 (f) 573 416
(g) 347 043 (h) 251 738
- (a) 60 000 (b) 800
(c) 7 (d) 60
(e) 500 000 (f) 70 000
(g) 600 (h) 6
(i) 800 000 (j) 9000
- (a) 145 847 (b) 279 635
(c) 317 096 (d) 467 298
(e) 499 638 (f) 503 428
(g) 613 809 (h) 730 861
(i) 861 850 (j) 974 327

Challenge – Teacher check

Week 2

Expanded notation

- (a) $5000 + 600 + 20 + 8$
(b) $70\,000 + 4000 + 500 + 30$
(c) $40\,000 + 9000 + 700 + 10 + 5$
(d) $100\,000 + 20\,000 + 7000 + 900 + 40 + 6$
(e) $600\,000 + 10\,000 + 8000 + 700 + 50 + 5$
(f) $300\,000 + 5000 + 800 + 60 + 2$
(g) $900\,000 + 50\,000 + 7000 + 400 + 30 + 8$
(h) $500\,000 + 20\,000 + 3000 + 100 + 70$
- (a) $2 \times 100\,000 + 5 \times 10\,000 + 7 \times 1000 + 8 \times 100 + 3 \times 10 + 2 \times 1$
(b) $8 \times 10\,000 + 9 \times 1000 + 6 \times 100 + 5 \times 10 + 1 \times 1$
(c) $4 \times 100\,000 + 2 \times 10\,000 + 6 \times 1000 + 7 \times 100 + 1 \times 10 + 9 \times 1$
(d) $9 \times 1000 + 6 \times 100 + 5 \times 10 + 8 \times 1$
(e) $1 \times 100\,000 + 3 \times 10\,000 + 9 \times 1000 + 9 \times 100 + 4 \times 10 + 5 \times 1$
(f) $8 \times 100\,000 + 4 \times 10\,000 + 6 \times 100 + 2 \times 10 + 4 \times 1$
(g) $5 \times 100\,000 + 2 \times 10\,000 + 7 \times 1000 + 9 \times 100 + 2 \times 10 + 6 \times 1$
(h) $6 \times 100\,000 + 9 \times 1000 + 5 \times 100 + 8 \times 10 + 3 \times 1$
- (a) 647 341 (b) 52 965 (c) 123 844
(d) 970 538

Challenge – 9658, 89 651, 139 945, 257 832,
426 719, 527 926, 609 583, 840 624

Fractions and multiples

- (a) 24, 6, 36, 54, 63, 12 (b) 6, 24, 15, 3, 12, 36
(c) 25, 15, 5, 40, 35, 50 (d) 63, 27, 72, 18, 81, 54
(e) 12, 18, 8, 16, 10, 2 (f) 49, 63, 35, 21, 42, 28
(g) 4, 32, 20, 0, 36, 24 (h) 0, 48, 24, 72, 64, 16
- (a) 1, 2, 4, 8 (b) 1, 2, 5, 10
(c) 1, 3, 5, 15 (d) 1, 2, 4, 5, 10, 20
(e) 1, 2, 4, 8, 10, 20, 40 (f) 1, 2, 3, 6, 9, 18
- (a) 6, 12, 18, 24, 30, 36, 42, 48, 54, 60
(b) 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
(c) 3, 6, 9, 12, 15, 18, 21, 24, 27, 30
(d) 8, 16, 24, 32, 40, 48, 56, 64, 72, 80

Challenge – Answers may include:

- (a) 4, 6, 8 (b) 10, 15, 20
(c) 18, 27, 36 (d) 14, 21, 28

Multiplication facts

1.

X	1	2	3	4	5	6	7	8	9	10
8	8	16	24	32	40	48	56	64	72	80
4	4	8	12	16	20	24	28	32	36	40
9	9	18	27	36	45	54	63	72	81	90
7	7	14	21	28	35	42	49	56	63	70
5	5	10	15	20	25	30	35	40	45	50
3	3	6	9	12	15	18	21	24	27	30
6	6	12	18	24	30	36	42	48	54	60
2	2	4	6	8	10	12	14	16	18	20
10	10	20	30	40	50	60	70	80	90	100

- (a) 24 (b) 21 (c) 45 (d) 16 (e) 81
(f) 20 (g) 14 (h) 25 (i) 12 (j) 42
(k) 32 (l) 45 (m) 21 (n) 40 (o) 72
(p) 100 (q) 48 (r) 35 (s) 56 (t) 36
- (a) 0 (b) 0 (c) 0 (d) 0 (e) 0
(f) 0 (g) 0 (h) 0 (i) 0 (j) 0
(k) 0 (l) 0

Challenge – Self-assessment

Measuring perimeter

- (a) 18 cm (b) 14 cm (c) 24 cm (d) 12 cm
(e) 8 cm
- (a) $2 + 2 + 2 + 2 + 2 + 2 = 12$ cm
(b) $3 + 3 = 3 = 9$
(c) $5.5 + 3.5 + 4 + 2 = 15$
- Teacher check

Challenge – Teacher check

Measuring area

- (a) 9 cm^2 (b) 10 cm^2 (c) 12 cm^2 (d) 14 cm^2
(e) 7 cm^2 (f) 22 cm^2
- Teacher check

Challenge – Answers will vary

Week 3

Our heroes

Comprehension

- (a) 60–70 (b) He is a grandfather.
 - (a) persuade (b) Teacher check
 - (a) He is famous and he plays football very well/He possibly wants to be like him.
(b)–(c) Teacher check
 - Teacher check
 - (a) Someone who has courage/has done something exceptional to benefit others/inspires others/keeps trying.
(b) Teacher check
- 6.–7. Teacher check

Word knowledge

- (a) *medication*—medicine people take
(b) *obsessed*—someone whose strong feelings control his/her behaviour
(c) *inspire*—to have an encouraging, uplifting effect on someone
(d) *high time*—something is overdue, enough time has passed
(e) *coma*—a long, deep sleep
- (a) *granddaughter* **3** (b) *tough* **1**
(c) *inspiration* **4** (d) *although* **2**
(e) *choose* **1** (f) *fashion* **2**
- (a) *inspire* – inspiration *believe* – believable
frustrate – frustration *afford* – affordable
like – likeable *continue* – continuation
(b) Teacher check (c) –ation
(d) inspiration
- (a) *His main goal/goal* was to help others.
(b) Please **choose**/chose carefully, as it can't be exchanged.
(c) *Our old towels are used as cleaning cloths/clothes.*
- (a) *This game was a birthday present* from my parents.
(b) *Our class will present* a play next Friday.
(c) *Sadly, my mum will be working and can't be present.*
- (a) fought (b) sure
(c) bored (d) real

A wartime hero

Comprehension

- (a) *left this post*—stopped working in that position
(b) *stirring speeches*—speeches which affected people
(c) *with great distinction*—extremely well
(d) *saw combat*—fought in a war
- Possible answers. He was such a good speaker and knew the right words to use. He set a good example and was brave. He inspired people.
- (b) Churchill was a hero.
- (a) We shall fight
(b) He wanted people to keep fighting.
(c) It worked and people didn't give in.
- Teacher check
- (a) Yes
(b) It tells about a person's life, written by someone else.

Word knowledge

- (a) *resourceful*—having good ideas and solving problems
(b) *rebellious*—not doing what you are told
(c) *proactive*—be active and not wait
(d) *aggressive*—warlike
- (a) Churchill fort/**fought** in more than one war/**war**.
(b) He dyed/**died** when he was ninety years old.
(c) Churchill maid/**made** people feel strong and determined, not weak/**weak** and helpless.
- (a) country (b) lord, war
(c) mourn, resource
- Teacher check
- (a) re-enact
(b) co-educational
(c) re-own, co-own (d) re-elect
(e) semi-invalid (f) co-edit, re-edit
- Answers may include:
exceptional, absolutely, situation, devastating, determination, American, rebellious, particularly, military, academy, correspondent, resourcefulness, Gallipoli, conservative, admiralty, opposition

Adjectives – 1

- The words, **chocolate**, **dark**, **runny** and **delicious** should be underlined.
- Teacher check
- Teacher check. Answers include:
(a) hungry, long, dry
(b) warm, cottage, delightful
(c) narrow, winding, steep
(d) elastic, dangerous, sensitive
(e) juicy, large, orange, clean, white

Comparing things

- Many people believe that lions are **bigger** than tigers, but tigers, in fact, are the **largest** cat species in the world. Their colourings and markings are also the **most vivid** of all cat species. Tigers that live in cold climates are **larger** than those that live in **warmer** climates. They are also **paler** in colour and have **longer, thicker** fur. Only about 6000 tigers survive in the wild today, making them one of the **most endangered** species.
- (a) thirsty, thirstier, thirstiest
(b) ferocious, more ferocious, most ferocious
(c) itch, itchier, itchiest
(d) terrible, more terrible, most terrible
(e) good, better, best
- Antarctica is the fifth **largest** continent. It is also the **coldest** and has the **lowest** temperature ever recorded: -89°C . Although it is covered by ice, it hardly rains and is the **driest** place on Earth. Many people consider Antarctica to be the **most beautiful** place on our planet.

Procedure

- Apple and cinnamon
- 4
- (a) The materials come before the method so the reader can collect the items required before beginning the procedure.
(b) The ingredients are the edible materials and the equipment is the utensils and appliances—the non-edible materials.
- (a) • Place grated apple, currants, ricotta cheese and cinnamon in bowl. (3)
• Stir ingredients well. (4)
• Peel and grate apples. (2)
• Spray surface of sandwich maker with cooking spray (lightly). (5)
• Turn on sandwich maker to begin heating. (1)
(b) The steps are numbered to show the reader they must be followed in order.
(c) Teacher check
- Test apple and cinnamon jaffles by tasting them, but allow a minute or two for the filling to cool down first.

Windswept poem

The wind

The wind *swirls* around me
And *invites* me to play.
Ruffles my *hair*
Tickles my cheeks
Tugs at *my* shirt
And *whispers* in my ear.
But I *don't do anything*
And the wind's temper *rises*.
Kicks sand in my face
Pushes at my chest
Whips my arms
And howls with *laughter*
As I struggle to my feet and stamp down the *beach*.

_____ swirls _____
_____ invites _____
_____ hair _____
_____ Tickles _____
_____ my _____
_____ whispers _____
_____ don't _____
_____ rises _____
_____ Kicks _____
_____ Pushes _____
_____ Whips _____
_____ laughter _____
_____ beach _____

- Missing punctuation is in **bold type**.
- (a) Verbs are underlined.
Tickled – Tickles, Kicked – Kicks, Whipped – Whips
(b) The present tense verbs are swirls, invites, ruffles, tugs, whispers, do, rises, pushes, howls, struggle, stamp. Teachers will need to check the synonyms the students have chosen.
(c) Answers include: and, but, as
(d) Teacher check. Possible answer; I need to open the door **before/so** I can walk inside.
- (a) Spelling mistakes are in *italic type*.
swirls, invites, hair, my, whispers, don't, rises, pushes, laughter, beach
- (a) One way of correcting the double negative is underlined in bold.
'I don't do anything' or 'I do nothing'.

Guard the treasure!

You will need:

- the children in *your* class
- a small box of coins
- a *rolled-up* newspaper
- a blindfold

- Ask the students to sit in a circle on the floor.
- Choose one person to be the **guard**. He/She should sit in the *middle* of the circle.
- Blindfold the guard and *give* him/her the rolled-up newspaper. **Place** the box of coins in *front* of him/her.
- Choose one person in the circle to *try* to steal the box without being *tapped* by the guard's newspaper. **If caught**, he/she must return to his/her place. If he/she *succeeds*, he/she *becomes* the new guard.

_____ your _____
_____ rolled-up _____
_____ sit _____
_____ guard _____
_____ middle _____
_____ give _____
_____ Place _____
_____ front _____
_____ try _____
_____ tapped _____
_____ caught _____
_____ succeeds _____
_____ becomes _____

- (a) Missing punctuation is in **bold type**.
(b) Answers will vary
- (a) Verbs are underlined.
sits – sit (line 4), tries – try (line 10), succeed – succeeds (line 13)
- (a) Spelling errors are in *italic type*.
your, rolled-up, guard, middle, give, Place, front, tapped, caught, becomes
(b) (i) classes (ii) circles (iii) boxes

Eyewitness account

I was standing *calmly* at the traffic lights at St Lucy's Square when I heard the sound of running footsteps a few metres behind me. I turned to see a young man *viciously* snatch an elderly woman's handbag from under her arm. Then he pushed her over and kept *running*. I raced over to the woman, who was struggling to her feet. As *there* was no-one else in sight, I yelled out for help and was *relieved* to see a police officer round the corner. We *carefully* helped the woman into a nearby shop *where* the owner kindly gave her a glass of water. She recovered *quickly* and helped me to give a description of the man *who* had robbed her.

_____ calmly _____
_____ I _____
_____ me _____
_____ viciously _____
_____ he _____
_____ running _____
_____ there _____
_____ relieved _____
_____ carefully _____
_____ where _____
_____ her _____
_____ quickly _____
_____ who _____

- Missing punctuation is in **bold type**.
- Grammar answers are underlined.
(a) Pronouns are underlined.
me – I (line 2), I – me (line 3) it – he (line 5), him – her (line 11)
(b) Adverbs are underlined in bold.
calmly, viciously, carefully, quickly
(c) (i) a description of the man
(ii) the bag **under** her arm
- (a) Spelling errors are in *italic type*.
running, there, relieved, where, who
- (a) Answers will vary, but may include the following:
(i) attacked (ii) shoved (iii) sped (iv) shouted

Week 3

Triangles

- (a) E (b) I (c) S, R (d) S (e) I (f) I, R (g) S (h) E
- (a) scalene
 side 1 – 4 side 2 – $5\frac{1}{2}$ or 5.5 side 3 – 2
 angle 1 – 125° angle 2 – 20° angle 3 – 35°
- (b) equilateral
 side 1 – 3 side 2 – 3 side 3 – 3
 angle 1 – 60° angle 2 – 60° angle 3 – 60°
- (c) scalene, right angled
 side 1 – $3.5/4$ side 2 – 4.5 side 3 – 2.5
 angle 1 – 90° angle 2 – 35° angle 3 – 55°

NB: Measurements may vary slightly due to photocopying

Challenge – Teacher check

Circles

- Teacher check
 - (a) 3 cm circumference
 (b) 5 cm (c) 4 cm Teacher check
 - Teacher check
- Challenge – Teacher check, 20 cm

Division facts

- (a) $12 \div 4 = 3$ (b) $9 \div 3 = 3$ (c) $14 \div 7 = 2$
 (d) $16 \div 4 = 4$
 - (a) 4 (b) 5 (c) 3 (d) 7 (e) 8
 (f) 7 (g) 7 (h) 6
 - (a) 3 (b) 6 (c) 6 (d) 6 (e) 4
 (f) 3 (g) 5 (h) 4 (i) 8 (j) 12
 (k) 5 (l) 7 (m) 4 (n) 8 (o) 9
 (p) 8
- Challenge –
- (a) $2 \times 3 = 6$ (b) $3 \times 6 = 18$
 (c) $10 \times 6 = 60$ (d) $5 \times 6 = 30$
 (e) $4 \times 4 = 16$ (f) $5 \times 3 = 15$
 (g) $5 \times 4 = 20$ (h) $6 \times 4 = 24$
 (i) $9 \times 8 = 72$ (j) $2 \times 12 = 24$
 (k) $8 \times 5 = 40$ (l) $5 \times 7 = 35$
 (m) $7 \times 4 = 28$ (n) $8 \times 8 = 64$
 (o) $3 \times 9 = 27$ (p) $7 \times 8 = 56$

Addition and subtraction facts

- (a) 27 (b) 21 (c) 19 (d) 24 (e) 27
 - (a) 9, 5, 4, 6, 3, 7, 1, 8
 (b) 5, 9, 3, 6, 4, 1, 7, 10
 (c) 7, 8, 3, 2, 9, 6, 1, 5
 - (a) 10 (b) 8 (c) 15 (d) 16 (e) 3
 (f) 17 (g) 9 (h) 6 (i) 17 (j) 12
 (k) 12 (l) 9 (m) 20 (n) 5 (o) 6
 (p) 16
- Challenge – Teacher check

Rounding numbers to add or subtract

- (a) 30 (b) 80 (c) 20 (d) 60 (e) 50
 (f) 150 (g) 210 (h) 470 (i) 740 (j) 820
 (k) 540 (l) 1000
- (a) 400 (b) 200 (c) 700 (d) 500 (e) 300
 (f) 900 (g) 300 (h) 1000 (i) 1200 (j) 4700
 (k) 8800 (l) 6900

Add or subtract	Round	Est.	Calculator	✓ or X
e.g. $82 + 49 =$	$80 + 50 =$	130	131	✓
(a) $19 + 54 =$	$20 + 50 =$	70	73	
(b) $35 + 41 =$	$40 + 40 =$	80	76	
(c) $79 - 33 =$	$80 - 30 =$	50	46	
(d) $67 + 54 =$	$70 + 50 =$	120	121	
(e) $98 - 66 =$	$100 - 70 =$	30	32	
(f) $75 - 21 =$	$80 - 20 =$	60	54	
(g) $124 + 56 =$	$120 + 60 =$	180	180	
(h) $299 - 76 =$	$300 - 80 =$	220	223	
(i) $148 + 111 =$	$150 + 110 =$	260	259	
(j) $184 - 127 =$	$180 - 130 =$	50	57	

Challenge –

- (a) $100 + 200 = 300, 360$
 (b) $400 - 200 = 200, 220$
 (c) $1000 - 500 = 500, 426$
 (d) $300 + 700 = 1000, 992$

Square centimetres

- (a) 12 cm^2 (b) 8 cm^2 (c) 15 cm^2 (d) 10 cm^2
 (e) 12 cm^2 (f) 11 cm^2
 - (a) $5 \times 2 = 10 \text{ cm}^2$ (b) $6 \times 3 = 18 \text{ cm}^2$
 (c) $4 \times 4 = 16 \text{ cm}^2$ (d) $7 \times 4 = 28 \text{ cm}^2$
- Challenge – $30 \text{ cm} \times 21 \text{ cm} = 630 \text{ cm}^2$

Millilitres

- 500 ml
 - (a) 8000 ml (b) 500 ml (c) 5000 ml
 (d) 7250 ml (e) 3 l (f) 6.5 l
 (g) 12 l (h) 2.75. The place value increases.
 - Teacher check
 - (a) 6 (b) 8 (c) 5 (d) 4 (e) 7
 (f) 1 (g) 2 (h) 3
- Challenge – Teacher check

Bar graphs – 2

- Teacher check graph (a) beach (b) overseas
 - (a) 85 (b) 70 (c) 40
 (d) netball and cricket (e) dancing
 (f) martial arts
- Challenge – Teacher check

Pictographs

- (a) lollies (b) bubblegum (c) 8 (d) 2
 - Teacher check graph
 (a) apples (b) mandarins
 (c) 3 (d) 32
- Challenge – Teacher check

Week 3

Sun, Earth and moon

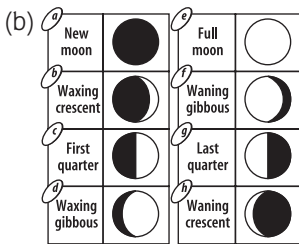
- (d) Sphere
- Teacher check
- (a) 24 hours (b) anticlockwise
(c) year
- See background information.

Sunrises and sunsets

- (a) Answers will vary (b) Answers will vary (c) daylight
- (a) Teacher check
(b) Sunrise gets earlier heading towards summer and then starts getting later. Usually, when sunrise comes earlier, the sun sets later and there are more daylight hours.

The moon

- Answers will vary
- (a) About every month



Week 4

Don't judge a book by its cover

Comprehension

- (a) Don't judge a book by its cover
(b) Teacher check. Possible answers: You can't tell what people are like by just looking at them.
(c) Teacher check

Appearance	Actions	Character
<ul style="list-style-type: none"> tattoos old boots frayed jeans ponytail beard big, hairy arms well-worn coat with badges 	<ul style="list-style-type: none"> sat on bike looked menacing revved bike looked scary watched people saved baby risked his life cried with joy 	<ul style="list-style-type: none"> brave strong scary kind soft-hearted

- (b) Teacher check. I realised that he cared about others and he was brave and kind.
(c) The things he did to save the baby made me change my mind.
- Teacher check. Perhaps he/she wanted people to think more before they judge others.
- He/She might smile at the person.
- (a) Fact (b) Opinion (c) Opinion

Word knowledge

- (a) *slumped*—bent over
(b) *concealed*—hidden
(c) *scurrying*—moving quickly
(d) *planted*—placed
- (a) screeched (b) threw
(c) wore (d) tore
(e) came (f) sat
- (a) tenderly/gently (b) unharmed
(c) nothing (d) oblivious
- Teacher check. I will tear it up. A teardrop fell.
- (a) all the people rushing past
(b) the man and the baby
- (a) Car brakes screeched loudly as drivers desperately tried to avoid the huddled body.
(b) By throwing himself on the speeding pram, he propelled it towards the kerb.
- (a) A loud, throbbing noise rattled everything as he continually revved his bike.
(b) Adorned with embroidered badges, his leather coat was grey and white.

Too late

Comprehension

- (a) He accepted a lift from a stranger because he was late for football training.
(b) At first he felt quite comfortable.
(c) He looked at the man's eyes instead of his clothes and his office.
- (a) The storyteller started to feel frightened.
(b) Most of the text is about why he started to feel worried.
- to warn of stranger danger
- 4.–5. Teacher check

Word knowledge

- (a) *I didn't have a clue*—Informal—I didn't know
(b) *protruded from under his desk*—Formal—sticking out from under his desk
(c) *without shifting his gaze*—Formal—without looking away
- (a) his plush chair; his obviously expensive desk; his tastefully decorated office; his narrow, unblinking, grey eyes; his thin lips; his pale face; gigantic, metal clamp
(b) Teacher check
- (a) fear gripped me like a gigantic metal clamp
(b) feeling panic like a rabbit caught in a steel trap

Adjective	Noun	Positive	Negative	Neutral
<i>dignified</i>	<i>man</i>	✓		
<i>plush</i>	<i>chair</i>	✓		
<i>narrow</i>	<i>eyes/line/lips</i>		✓	
<i>sticky</i>	<i>hands</i>		✓	
<i>noisy</i>	<i>clock</i>			✓
<i>polished</i>	<i>desk/shoe</i>	✓		
<i>respectable</i>	<i>man</i>	✓		

- (a) tough, enough (b) although (c) brought

Adverbs – 1

- (a) The following adverbs should be underlined: tonight, strongly, urgently, genuinely, Everywhere, rapidly, dangerously, tragically, dramatically, now, here, sadly
(b) Manner: strongly, urgently, genuinely, rapidly, dangerously, tragically, dramatically, sadly
Time: tonight, now
Place: Everywhere, here
- (a) here—sit (plus teacher check)
(b) dangerously—is affecting (plus teacher check)
(c) sadly—watch (plus teacher check)
(d) now—must act (plus teacher check)
- Teacher check

Week 4

Adverbs – 2

- (a) anywhere, swim, *where* the divers could swim
(b) later, developed, *when* scientists developed air tanks
(c) safely, inhale, *how* divers were able to inhale compressed air
(d) powerfully, moving, *how* divers could move
(e) usually, attached, *how often* they had fins attached to their feet.
- Teacher check
- (a) How (b) Where (c) When (d) Why

Report

- (a) Wildlife wonderland
(b) Teacher check
- Teacher check
- (a) 5
(b) Paragraph 1 of the description
(c) Teacher check
(d) Answers may include sandstone plateau and escarpment, monsoon rainforests, savannah, woodlands, floodplains, waterfalls or mangroves
(e) is, are
(f) Aboriginal people have lived in the Kakadu region for more than 40 000 years.
- The writer agrees it is easy to see why Kakadu is considered one of the most fascinating wildlife and cultural reserves in the world.

The Aquada

Would you like to own a car that's *also* a boat? You can *buy* one now—but you won't get much change out of \$500 000!

The **Aquada** is a *slick-looking* sports car that can *seat* three people. It has all the normal car *controls*, like a speedometer and a fuel *gauge*. It doesn't have any doors—you have to *carefully* climb in! This is so the car is *completely watertight*.

If you want to go onto *water*, all you do is press a button. When the car senses it's floating, it *quickly* retracts the *wheels* and lights up the navigation lights that *surround* the *numberplate*. The car is now a *jet-powered* boat! It can do *almost* 50 *kilometres* per hour at top speed.

_____ also _____
_____ buy _____
_____ of _____
_____ seat _____
_____ controls _____
_____ gauge _____
_____ carefully _____
_____ completely _____
_____ water _____
_____ quickly _____
_____ wheels _____
_____ surround _____
_____ almost _____
_____ kilometres _____

- (a) Missing punctuation is in **bold type**.
(b) (i) slick-looking
(ii) Teacher check
- (a) Adverbs are underlined.
carefully, completely, quickly
- (a) Spelling errors are in *italic type*.
also, buy, of, seat, controls, gauge, water, wheels, surround, almost, kilometres
- (a) Compound words are underlined in bold.
slick-looking, carefully, watertight, numberplate, jet-powered
(b) Choose from: carefully, watertight, numberplate

Cubbyhouse

Jack *swung* open the door of the old cubbyhouse and stepped inside. It *slammed* shut behind him. He *stared* around with wide eyes.

In the middle of the room, in the *thick* dust and spider webs, stood a small *wooden* table. It was set with polished silver plates and *cutlery* and a single candle was burning *brightly* in an elaborate candlestick. Jack shivered *violently*. This was *creepy*. And the damp, musty smell was making him feel *queasy*. He had to get out. *Swiftly*, he turned towards the door and *grabbed* at the handle.

'Don't go. Come and eat', *whispered* a *voice* in his ear.

Jack screamed and *desperately* rattled the handle. 'Help! Let me *out*!'

_____ swung _____
_____ slammed _____
_____ stared _____
_____ thick _____
_____ wooden _____
_____ cutlery _____
_____ brightly _____
_____ violently _____
_____ creepy _____
_____ queasy _____
_____ Swiftly _____
_____ grabbed _____
_____ whispered _____
_____ voice _____
_____ desperately _____
_____ out _____

- Missing punctuation is in **bold type**.
- (a) Adverbs are underlined.
brightly, violently, Swiftly, desperately
- (a) Spelling errors are in *italic type*.
swung, slammed, stared, thick, wooden, cutlery, creepy, queasy, grabbed, whispered, voice, out
- Compound words are underlined in bold.
(a) cubbyhouse, inside, behind, around, candlestick, towards

Birthday parties

Have you ever wondered why we celebrate birthdays with *parties*?

Long ago in Europe, people thought that evil *spirits* were *attracted* to people on their birthdays. To protect them, friends and family would gather to bring their good *wishes* and gifts for the birthday person. At first, only kings celebrated *their* birthdays, but soon people began *to* celebrate children's birthdays *too*.

Many children's birthday parties include games. A lot of *these* games involve the unknown, such as 'Pin the tail on the donkey' or 'Musical *chairs*'. Traditionally, they symbolise the unknown in the new year of life that *lies* ahead for the birthday child.

_____ celebrate _____
_____ parties _____
_____ spirits _____
_____ attracted _____
_____ gather _____
_____ wishes _____
_____ their _____
_____ to _____
_____ too _____
_____ Many _____
_____ these _____
_____ chairs _____
_____ symbolise _____
_____ lies _____

- Missing punctuation is in **bold type**.
- (a) Verbs are underlined.
celebrates – celebrate (line 1), gathers – gather (line 5), symbolises – symbolise (line 13)
- (a) Spelling errors are in *italic type*.
parties, spirits, attracted, wishes, their, to, too, Many, these, chairs, lies
- (a) Possible answers:
(i) good (ii) neglect/destroy/harm
- Teacher check

Prisms and pyramids

- (a) *square prism* (d) *rectangular prism*
(b) *pentagonal prism* (e) *hexagonal prism*
(c) *triangular prism* (f) *octagonal prism*
 - (a) *triangular pyramid* (d) *hexagonal pyramid*
(b) *rectangular pyramid* (e) *square pyramid*
(c) *pentagonal pyramid* (f) *octagonal pyramid*
- Challenge – Teacher check

Classifying and describing 3-D shapes

- (a) *cube* – 6 faces, 12 edges, 8 vertices
(b) *cone* – 2 faces, 1 edge, 1 vertex
(c) *cylinder* – 3 faces, 2 edges, 0 vertices
(d) *rectangular prism* – 6 faces, 12 edges, 8 vertices
(e) *square pyramid* – 5 faces, 8 edges, 5 vertices
(f) *sphere* – 1 face, no edges, no vertices
 - (a) *hexagonal pyramid* – 7 faces, 12 edges, 7 vertices
(b) *cube* – 6 faces, 12 edges, 8 vertices
(c) *triangular prism* – 5 faces, 9 edges, 6 vertices
- Challenge – Answers will vary

Week 4

Subtracting with trading

- (a) 28 (b) 47 (c) 36 (d) 29 (e) 46
(f) 26 (g) 78 (h) 36
- (a) 587 (b) 265 (c) 214 (d) 153 (e) 368
(f) 535 (g) 378 (h) 335
- (a) 174 (b) 279 (c) 535
- (a) 0 (b) 1 (c) 8 (d) 7, 3

Challenge – Self-assessment

Subtracting with zeros

- (a) 127 (b) 311 (c) 405 (d) 532 (e) 276
(f) 528 (g) 181 (h) 353
- (a) 1648 (b) 1515 (c) 4001 (d) 2427 (e) 3462
(f) 1609 (g) 6537 (h) 1014
- (a) 2159 (b) 2413 (c) 1885
- \$71 475

Challenge – Self-assessment

Subtracting decimals

- (a) 5.2 (b) 3.2 (c) 4.6 (d) 3.7
(e) 6.6 (f) 4.3 (g) 3.2 (h) 3.7
(i) 1.77 (j) 3.25 (k) 2.67 (l) 1.76
- (a) \$1.34 (b) \$5.42 (c) \$4.46 (d) \$2.45
(e) \$3.78 (f) \$2.75 (g) \$6.57 (h) \$35.43
- (a) \$15.58 (b) \$27.45 (c) \$18.50
- (a) \$289.35 (b) \$43.50
- Self-assessment

Challenge – \$4.15

Volume

- (a) 4 cm (b) 5 cm (c) 16 cm (d) 6 cm (e) 12 cm
(f) 8 cm
- Teacher check

Challenge – Teacher check

Reading temperature

- (a) 22 °C (b) 17 °C (c) 30 °C (d) 14 °C (e) 28 °C
(f) 41 °C
- 14 °C, 17 °C, 22 °C, 28 °C, 30 °C, 41 °C
- Teacher check
- (a) 37 °C (b) 36 °C (c) 40 °C (d) 32 °C

Challenge – (a) Patient c – 40 °C
(b) Patient d – 32 °C
(c) Patient a – 37 °C

Line graphs

- (a) Friday (b) Wednesday
(c) Thursday (d) 10 °C
(e) 22 °C (f) Teacher check
 - Teacher check graph
(a) Tuesday
(b) Thursday
(c) 13 °C
(d) Summer – may vary depending on location
- Challenge – Teacher check

Pie graphs

- (a) cartoons
(b) situation comedies
(c) $\frac{1}{8}$ each or $\frac{1}{4}$
 - Teacher check pie graph
(a) situation comedies
(b) movies, sport and documentaries
- Challenge – Teacher check

Inside the Earth

	Solid or liquid?	Temperature	Thickness	Describe it
The Crust	Solid	870° C – air temperature	5 km – 100 km	Teacher check
The Mantle	Liquid	870° C – 2 170° C	2 800 km	Teacher check
Outer Core	Liquid	2 175° C – 4 800° C	2 200 km	Teacher check
Inner Core	Solid	4 800° C	900 km	Teacher check

- Teacher check

Using the land

- (a) To extract minerals from the ground so products can be made that we use every day.
(b) Possible answers:
 - Natural environment changes by large holes being dug, housing built and the traffic moving around the mine site.
 - Vegetation cleared.
 - Fauna loses its homes, ecosystems become unbalanced and animals die.(c) Biologists monitor the changes and the disposal of chemicals is recorded.
(d) All equipment is removed, holes filled and the area monitored to ensure that vegetation is growing and that the fauna are returning.

- Teacher check

Reversible and irreversible changes

- (a) heating (b) melting (c) burning (d) freezing
- (a) Yes (b) No
- Teacher check
- Teacher check