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5.87 10.7 13.223 4.8 5.9 7.323 b 5.6 6.12 34.783 21.44 13.343 11.72 9.72 3.623 3.6 0.023 Challenge 9 a 1 Complete calculation is: 9.375.687=3.683 b Complete calculation is: 3.467+7.89=11.357 10 Learners own answers. Any three decimals that satisfy the criteria, for example: 0.14+0.239+0.621 11 2.9kg 0.27kg 3.8kg 5.5kg 4.8kg 0.49kg 0.34kg 2.7kg 4.9kg 1.4kg 0.92kg 0.86kg 4.1kg 1.19kg 1.2kg 8.7kg 5.99kg 7.7kg Exercise 8.2 Focus 1 1 1 2 a 21 20 = 1 20 b 11 12 c 2 15CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 12 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 4 Answer less than 1 Answer equal to 1 Answer more than 1 B C A D Practice 5 or 6 12 1 2 1 12 2 3 1 4 1 6 Chata has added the numerators together and added the denominators together. He should use his knowledge of equivalent fractions to find fractions with a common denominator. Correct answer: 3 5 + 3 8 = 24 40 + 15 40 = 39 40 7 27 20 (1 7 20) hour (or 1 hour 21 minutes) 8 4 15 Challenge 9 3 10 9 40 11 41 12 = 3 5 12 hours (or 3 hours 25 minutes) 12 1 5 + 1 2 and 3 5 + 1 10 are both possible answers Unit 9 Probability Exercise 9.1 Focus 1 a Sofias first bag is bag 4. Sofias second bag is bag 1. Marcuss first bag is bag 2. Marcuss second bag is bag 5. b The third bag does not belong to either of the children. The probability of taking a prism from the bag is 3 out of 4. The probability of taking a 3D shape from the bag is 4 out of 4. The probability of taking a pyramid from the bag is 1 out of 4. 2 Three cards with triangles circled. 4 The following statements should have an X next to them: Taking a card with a square symbol. Taking a card with a value greater than 4. 3 Learners own answers. Answers are dependent on learners environment, etc. Could include height the paper was dropped from or air circulation. Learners own variations on the experiments. Learners own answers. 4 Rex has a 1 in 4 chance of taking a 3 from Rex and a 1 in 5 chance of taking a 3 from Nina. A 1 4 (25%) chance is greater than a 1 5 (20%) chance. Practice 5 Many solutions. The net must have: one or two negative numbers no multiples of 3 exactly three numbers greater than 5 at least four numbers that are even. 6 Yes, Kapil is correct. Learners own explanations, for example: Two events are mutually exclusive when they cannot happen at the same time. 7 a 1 out of 5 b 10 c Learners own answers depending on results d The number of 2s spun should get closer to 1 5 . CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 13 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 e A larger number of trials means that the result gets closer to the probability. Challenge 8 a 8 b 1 out of 8 i 3 out of 8 iii 5 out of 8 v 6 out of 8 (or 3 out of 4) 9 A B C D E Learners own answers for Event E. 10 a Balls coloured: 4 red, 0 blue, 5 yellow, 10 purple and 1 green b Learners own answers c No, because each time a ball is selected, the outcome is random. As the experimenter continues, the pattern of outcomes may become closer to the predictions. Unit 10 Multiplication and division (1) Exercise 10.1 Focus 1 1 1 5 4 4 2 2 4 4 5 1 8 1 4 2 9 2 8 0 5 6 8 5 1 2 6 6 2 8 4 1 1 5 4 8 5 4 1 2 6 5 3 9 7 2 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Practice 2 Estimates may vary but it should be clear how learners have arrived at the estimate. a Estimate: 20007=14000 Answer: 10 822 b Estimate: 20008=16000 Answer: 19 184 c Estimate: 40006=24000 Answer: 21 564 3 1726=1032 4 The estimate is a good one because 300070=210000. 5 1590 or 9015 6 101200 100120 20600 20600 30400 30040 Challenge 7 Ella is correct. Roz has forgotten to add in the 1 hundred that has been carried on the line 29 280. 8 243793 9 20676km 10 Apollo took the most money. Apollo: 2108845=\$94860 Lif: 1935839=\$75465 Legend: 2245\$42=\$94 290 Mani: 1649\$47=\$77503 Exercise 10.2 Focus 1 93 2 \$38 3 83 weeks 4 124 t-shirts Practice 5 a 3 b 4 6 78 7 50 people 8 15 packsCAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 14 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 Challenge 9 Leanne is correct. Carrie has decomposed 24 instead of finding the factors of 24. 10 9 and 5 (9424=235 r2) 11 a 5924=148 b 3895=77 r4 c 4763=158 r2 Exercise 10.3 Focus 1 4563 and 234567 because the sum of the digits is divisible by 3 2 a 7023 or 7323 or 7623 or 7923 b 50127 or 50157 or 50187 3 divisible by 9 not divisible by 9 even 2322 321426 2348 723142 not even 770679 2331 4867 126147 Practice 4 C 5 3 6 9 21 471 482 211 152 214 6 divisible by 6 204 222 324 189 159 146 divisible by 9 divisible by 3 Challenge 7 Yes. Multiples of 6 must be even and a number ending in 3 is odd. 8 Many possible answers including 171 (divisible by 3), 522 (divisible by 6) and 117 (divisibleby9). 9 a Any 5-digit numbers that satisfy the criteria. b All numbers that are divisible by 9 are also divisible by 3. Unit 11 3D shapes Exercise 11.1 Focus 1 a This compound shape is made from a cuboid and a cube. (Note: names of shapes can be written in any order.) b This compound shape is made from two cuboids. c This compound shape is made from a cube and a (square-based) pyramid. (Note: names of shapes can be written in any order.) 2 A and ii, B and iv, C and i, D and iii. 3 a 2 b 1 c 3 Practice 4 a a cuboid and a square-based pyramid b a cube and a triangular prism 5 Learners own answers. For example: a three different cuboids b two identical conesCAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 15 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 c two identical pyramids 6 Learners own answers. For example: a a triangular prism has five faces. Two of the faces are triangles and three of the faces are rectangles. b A hexagonal prism has eight faces. Two of the faces are hexagons and six of the faces are rectangles. 7 Learners own answers. For example: For shape a, calculate the area of the two triangles and add to the area of the threerectangles. For shape b, calculate the area of the two hexagons and add to the area of the sixrectangles. 8 a 5 b 8 c 14 Challenge 9 Learners own answers. For example: a b 10 a 5 b 12 c 23 11 Learners sketches of two different cuboids with a total number of 36 unit cubes each Cuboids could be: 3611, 1821, 1231, 941, 922, 661, 632, 433 (These are all the possible answers.) CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 16 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 For example: Exercise 11.2 Focus 1 a i 500ml ii 200ml b i 100ml ii 90ml c i 5000ml ii 4000ml 2 a capacity: 2 litres, volume: 1.25 litres b capacity: 200ml, volume: 160ml c capacity: 1 litre, volume: 0.6 litres d capacity: 1600ml, volume: 700ml e capacity: 1.2 litres, volume: 0.9 litres 3 Capacity less than 500ml Volume less than 100ml A G C H E F B D 4 millilitres litres and millilitres litres 4100ml 4l 100ml 4 l 1500ml 1l 500ml 1.5l 3600ml 3l 600ml 3.6l 2500ml 2l 500ml 2.5l 400ml 0l 400ml 0.4l 9600ml 9l 600ml 9.6l 5 a 125ml b 360ml c 2.8 litres Practice 6 a Sofia is correct. Learners own answers. Forexample: Each increment is worth 2ml. The water is four increments above 70ml, so it is at 70ml+42ml=78ml. b Learners own answers. For example: Zara has noticed that the water is one increment down from 80ml, but she has said that one increment=1ml not 2ml. c 22ml 7 a Capacity: 200ml Volume: 140ml b Capacity: 4 litres Volume: 2.25 litres c Capacity: 800ml Volume: 500ml 8 a 60ml b 1.75litres c 2500ml 9 a 12.5 litres b A 2500ml B estimate approximately 1250ml C estimate between 100ml and 300ml D estimate between 2250ml and 2450ml E estimate between 550ml and 750mlCAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 17 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 Challenge 10 Yes. Learners own answers. For example: There is 1350ml in the first jug and 1750ml in the second jug. This gives a total of 3100ml which is 3 litres and 100ml. He needs 3 litres of water, so he has 100ml too much, so he hasenough. 11 18 litres 12 Learners own answers. For example: a Fill cup B. From the water in cup B, fill cup C. There will be 40ml left in cup B. b Fill cup A. From the water in cup A, fill cup D. There will be 180ml left in cup A. c Fill cup A. From the water in cup A, fill cup B. There will be 80ml left in cup A. d Fill cup B. From the water in cup B, fill cup D. There will be 100ml left in cup B. e Fill cup A. From the water in cup A, fill cups B and D. There will be 20ml left in cup A. 13 The volume of the liquid is not always less than the capacity of the container because the volume of the liquid can be equal to the capacity of the container when it is full. or The volume of liquid inside a container will usually be equal to or less than the capacity of the container, but, as the capacity of a container is how much the container can sensibly and safely contain, it is often possible to force more volume into it than the capacitygiven. 14 Fill the 4 litre from the 7 litre. Fill the 3 litre from the 4 litre. There are now 2 litres in the 4 litre container and 3 litres in the 3 litre container. Exercise 12.1 Ratio and proportion Exercise 12.1 Focus 1 a 1 : 4 b 2 : 1 c 1 : 2 2 a 1 : 5 b 3 : 7 c 4 : 3 d 4 : 1 3 a 6 b 10 c 20 Practice 4 a 4 : 1 b 1 : 4 Remember: units should not appear in theseanswers. 5 8 cans 6 20 chocolates 7 12 teachers 8 a 30 cartons b 15 bananas Challenge 9 16 oranges 10 a G b 2 b in every 10 shapes are triangles 11 18 and 98 12 25cm Exercise 12.2 Focus 1 Number of items 1 2 3 4 Cost in \$ 5 10 15 20 2 a 240 bottles b 2 1 2 hours 3 9cm Practice 4 a 45cm b 6cmCAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 18 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 5 50g flour. 1 egg. 150ml milk 6 Learners own answers. For example: He can draw A, C and D because the sides are in the ratio 1 : 2 but he cannot draw B as the sides are in the ratio 1 : 4. 7 a 500g b 4kg Challenge 8 A: 6 and 16 B: 10, 30 and 80 C: 20, 60 and 160 9 a 140ml cream b 600ml milk 10 a A: 100ml B: 90ml C: 50ml D: 70ml b 1 8 Unit 13 Angles Exercise 13.1 Focus 1 a=30 b=55 c=78 2 d=110 e=170 f=142 3 g=210 h=270 i=340 Practice 4 Estimates: Learners own answers. Accurate measurements: x=38 y=152 z=327 5 Learners accurate drawings of the followingangles: a 10 b 165 c 230 6 a x=127 y=53 b 127+53=180 (or 180 127=53, or180 53=127) Challenge 7 No. Learners own answers. For example: x=37 which is OK for the ramp, but y=15 which is more than it should be. 8 a a=36 b=108 c=216 b Learners own answers. For example: The angles should add up to 360 because they complete a full turn. 36+108+216 =360 c 336=108 or 108 3 =36 d i 2 ii 6 9 a Triangle 1 a=50 d=310 a+d=360 b=90 e=270 b+e=360 c=40 f=320 c+f=360 a+b+c =180 d+e+f =900 a+b+c+d+e+f=1080 Triangle 2 g=63 j=297 g+j=360 h=75 k=285 h+k=360 i=42 l=318 i+l=360 g+h+i =180 j+k+l =900 g+h+i+j+k+l=1080 b Learners own answers. For example: The angles in the triangles add up to 180 and the angles outside the triangles add up to 900. The total of all the angles is 1080. c Learners own answers. For example: Yes, because each pair of angles at a corner of the triangle add up to a full turn (360) and all the angles add up to three full turns which is 3360=1080. Exercise 13.2 Focus 1 a 80 +40=120 180120=60 x=60 b 65+45=110 180110=70 x=70 2 a 90 +30=120 180120=60 y=60 b 90+35=125 180125=55 y=55CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 19 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 3 a 302=60 18060=120 z=120 b 18080= 100 1002=50 y=50 Practice 4 a m=76 b n=25 5 a Learners own answers. For example: He has not used the lines on the triangle correctly that show which sides (and so which angles) are equal. He has said that a=62 and it should be b=62 . b a=56 , b=62 6 Yes. Learners own answers. For example: 180115=65 and 652=32.5. Sam=32.5, which is greater than 30, so the swing is safe. Challenge 7 a x 40 30 55 18 24 29 y 50 60 35 72 66 61 b 40 +50 =90 , 30 +60 =90 55 + 35 =90, 18 +72 =90 24 +66 =90, 29 +61 =90 c Learners own answers. For example: In a right-angled triangle, one of the angles is always 90. This leaves 18090 =90 for the other two angles. So, the sum of x and y is always 90. d No. Learners own answers. For example: the total of x and y must be 90, so one of them can never be greater than 90. 8 No. Learners own answers. For example: 48+72+50=170. The total of the angles in a triangle must be 180, so these three angles cannot form a triangle. 9 a d=90 (largest angle), e=f=45 (180 90=90 and 90 2=45) b d=90 (largest angle), f=30 (90 3=30), e=60 (230=60) Unit 14 Multiplication and division (2) Exercise 14.1 Focus 1 Addition: 3 8 +3 8 +3 8 +3 8 =12 8 (or 14 8 or 11 2) Multiplication: 3 8 4 =12 8 (or 14 8 or 11 2) or 4 3 8 =12 8 (or 14 8 or 11 2) 2 a 2 9 b 3 20 3 a 4 b 15 4 4 5 3 = 4 15 Practice 5 a 7 27 b 3 28 6 3 boxes 7 a 1 8 3 8 5 8 7 8 3 3 8 9 8=11 8 15 8 =1 7 8 21 8 =2 5 8 4 4 8 = 1 2 12 8 =11 2 20 8 =21 2 28 8 =31 2 5 8 15 8 =1 7 8 25 8 =31 8 35 8 =4 3 8 b Because 53 (eighths)=35 (eighths) 3 8 5 and 5 8 3=15 8 3 = 15 8 5 8 = 15 8 3 8 3 20 metreCAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 20 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 Challenge 9 No. 4 lots of 3 8 =12 8 which is 11 2 10 Answer 1 6 Answer 1 3 Answer 1 12 B F F A C D 11 a 2 3 of 21=14 b 3 4 of 24=18 c 2 5 of 40=16 12 2 3 4 =1 6 Exercise 14.2 Focus 1 a 144.6 b 72.8 c 204.5 2 \$23.25 3 \$60.40 4 12.459 answer more than 100 13.847 answer less than 100 12.58 answer equal to 100 Practice 5 6 4 7 0.56 3.36 2.24 3.92 0.27 1.62 1.08 1.89 6.04 14 2.76 4.83 6 Learners own answers. For example: 16.258=130 is the only one with a whole number answer. All other answers have a decimal place. 7 a 509.3 b 903.9 c 833 8 \$55.25 Challenge 9 \$643.50 10 248.64 11 No. 180.3=5.4 which is bigger than 5 (Stoness is the maximum load). 12 Yes. 5.3513=69.55 which is less than 75 (she would need 69.55 kg and she has 75 kg). Exercise 14.3 Focus 1 a 4 8 b 3 2 c 4 3 2 START 12.4 4 30 6 9 44.8 8 36.4 7 3 1 17 1 3 5 4 12 5 5 4 1 3 6 5 6 31.8 6 5.2 17.4 6 3.4 END 5.7 5.5 3.4 11.2 5.2 3 \$1.62 4 4.99 metres Practice 5 Answer less than 10 Answer between 10 and 20 Answer more than 20 76.328=9.54 24.157=3.45 56.25= 11.24 61.23= 20.4CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 21 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 6 16 4 7 16.87=2.4 is the odd one out. All the others have an answer of 2.6. 8 a 91.0515=6.07 b 73.4412=6.12 c 87.2214=6.23 d 78.5213=6.04 e 111.2418=6.18 f 98.7216=6.17 6.18 (part e) is not on the grid. 6.15 is notneeded. Challenge 9 Deal B because the cost for each bag is less. Deal A: bags cost \$5.084=\$1.27 each Deal B: bags cost \$6.255=\$1.25 each 10 5 11 939.79=93.3 Estimate 9009=100 so the answer to 939.79 must be greater than 100. 12 37 (562.515=37.5) Unit 15 Data Exercise 15.1 Focus 1 A a dot plot that represents the data, forexample: Number of umbrellas Day 0 1 2 3 4 5 6 7 2 3 1 4 5 7 6 8 Dot plot showing how many umbrellas a shop sold in one week b day 3 c 13 umbrellas d A dot plot that represents the data, forexample: Number of umbrellas Day 0 1 2 3 4 5 6 7 2 3 1 4 5 7 6 8 Dot plot showing how many umbrellas a shop sold in one week later in the year e Learners own answers. For example: In the first week 13 umbrellas were sold but in the second week 37 umbrellas were sold. In the first week the highest number of umbrellas were sold on day 3 but in the second week the highest number of umbrellas were sold on day 5. f Learners own answers. For example: Maybe more umbrellas were sold in the second week because there was more rain.CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 22 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 2 Favourite flavour Frequency Vanilla 1 Strawberry 1 Chocolate 1 Lemon 1 Favourite flavour Frequency Vanilla 2 Strawberry 0 Chocolate 0 Lemon 0 Favourite flavour Frequency Vanilla 3 Chocolate 1 Lemon 0 Favourite flavour Frequency Vanilla 4 Strawberry 0 Chocolate 0 Lemon 0 Practice 3 a Number of children in household 0 1 2 3 4 Frequency 3 2 3 1 1 Percentage 30% 20% 30% 10% 10% b children Charts showing the number of children in each household along a street 1 child 2 children 3 children 4 children 0 children 1 child 2 children 3 children 4 children c 70% d Learners own answers. For example: It is easier to see the percentage of households that have children in the waffle diagram because the diagram is made up of 100 squares and each square represents 1%. 4 Bar chart with the following columns: Strongly agree: 2 people Mostly agree: 2 people Mostly disagree: 4 people Strongly disagree: 2 people Dont know: 1 person Both axes should have labels, with frequency of people being on the vertical axis, and the graph should have a title. Learners should write three statements. For example: 6 people disagreed with thestatement. 5 Learners own answers Challenge 6 a Waffle diagram B. A greater proportion of people said that swimming was their favourite activity. b 22% c 80% d 10 e Learners own answers. For example: In both sets of data the least popular activity is running. f Learners own answers g Learners own answers. This should include any necessary equipment, a design of a table for collecting the data, and how they would represent their data in a diagram, graph or chart. 7 The Tornadoes: A, D, E The Hurricanes: B, C, F CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 23 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 Exercise 15.2 Focus 1 Height (cm) Tally Total 125less than 130 IIII 4 130less than 135 III 3 135less than 140 IIII 4 140less than 145 IIII 5 145less than 150 IIII III 9 150less than 155 IIII 5 Frequency Height (cm) 0 125 130 135 140 145 150 155 2 4 6 8 10 A frequency diagram showing the heights of a group of children 2 a 100cm (or 1m) b 8 years old c Estimate from 118 cm to 120cm inclusive d Sofia stayed the same height between 10and 11. The line on the graph does not goup. 3 a too low b too steep c wrong direction d just right e not steep enough f too high Practice 4 a 2 b c Tom could be correct, but we cannot tell from the graphs. There are 2 boys and 1 girl that are in the heaviest group (between 50kg and 55kg). We cannot tell from the graphs which of the children has the greatest mass. 5 Learners own answers 6 a, b 0 0 5 10 15 Age of tree (years) 20 25 30 2 4 8 Height of tree (m) 10 12 A scatter graph showing the heights and ages of 24 palm trees c Approximately 4m (3.5m to 4.5m) d An estimate of 20, 21 or 22 years 7 Learners own answers Challenge 8 a The temperature dropped 3 C. b 4C ii 2 c iii between 1 and 1.5C c A measurement was taken at 2 p.m. and 4p.m., but not at 3 p.m. The graph shows the temperature at 3 p.m. as halfway between the temperatures at 2 p.m. and 4p.m. because it is likely that there was the approximate temperature, but we do not know if it was the precise temperature at that time. d 22 midnight noon midnight Time A line graph showing the temperature over 24 hours Temperature (C) 20 18 16 14 12 10 2 4 6 8 10 12 2 4 6 8 10 12 Learners can use a different scale for the y-axis. e Learners own answers. For example: The graphs have a similar pattern; the line goes up and then back down. The graphs are different because the temperatures are lower in the firstgraph.CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 24 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 f Learners own answers. Forexample: The temperatures might have been recorded in different places with different climates or weather. The temperatures might have been recorded at different times of year. g Learners own answers. 9 a b Approximately 40% (between 35% and 45%) c The more days absent, the lower the percentage scored on the test. Unit 16 The laws of arithmetic Exercise 16.1 Focus 1 Calculation Answer (12 3) 8 18 10 8 + 1 27 6 (5 2) 36 7 (4 + 5) 45 6 (3 + 6) 54 (9 4) 9 63 (8 + 4) 3 72 (12 3) 3 81 2 95 3 3 (14 6) 20 (2 + 3) 6 (13 + 2) start 24 36 2 19 81 15 4 25 35 end 3 3 13 10 (8 3) 20 (7 3) 24 (3 + 5) 9 (18 5) 3 (4 + 4) 4 C is wrong as the answer should be 36. Practice 5 3697=36(1003) =(36100)(363) =3600108 =3492 6 No. Mandy should do multiplication before addition. The answer to the calculation is 94. Mandy could get the answer 130 by addingbrackets. (4+9)52=130 7 9 8 A is equivalent to 812 B: 12 is wrongly decomposed as (1+2) instead of (10+2) C: Correctly writes 12 as 10+2 but only applies the multiplication by 8 to 10 D: Incorrectly writes 12 as the product of 10and 2 It would also be acceptable if the learners just demonstrated that the calculations do notequal 96. 9 a > b = c < Challenge 10 a 4 b 2 c 5 d 3 0 10 20 30 40 50 60 70 80 90 100 1 2 3 4 Days absent A scatter graph showing the number of days absent and the percentage scored on the exam Percentage scored 5 6 7 8CAMBRIDGE PRIMARY MATHEMATICS 6: TEACHERS RESOURCE 25 Cambridge Primary Mathematics 6 Wood, Low, Byrd & Byrd Cambridge University Press 2021 11 a (14125)=10 b 11(65)=10 c 20(155)=10 d 20(42)=10 12 a 5 b 3 c 3 d 4 e 8 f 3 13 25(7+8)=10 or 25(8+7)=10 14 a 5(2+6). You could have a slightly different order, for example, (2+6)5. b (5+3)2 or 5(32) or 2(53) c 4(63). You could have a slightly different order, for example, (63)4. 15 2543+7 =1003+7 =307 or (2510)+(252)+7 =250+50+7 =307 Unit 17 Transformations Exercise 17.1 Focus 1 C ii F iii A iv D v B vi E 2 A (2, 1), B (4, 2), C (5, 4), D (1, 3) 1 C ii A iii B Practice 4 P (2, 1), Q (3, 1.5), R (4, 1), S (1.5, 3) Accept fractions instead of decimals. 5 a, b 0 1 1 2 3 4 5 1 1 2 3 4 5 4 3 2 2 3 4 5 x y F G H E' E' F' F' G' G' H' H' a E (1, 4), F (3, 4), G (5, 2), H (1, 2) b E (5, 3), F (1, 3), G (1, 5) H (3, 5) 6 0 1 1 2 3 4 5 11 2 3 4 5 5 4 3 2 2 3 4 5 6 x y A B C 6 6 a (2, 2) b Any two points (x, 1) such that (1,

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