**TERM 2:[UNIT 1]**

**NUMBERS, OPERATION AND RELATIONS**

**Whole numbers**

**Exercise 1**

1. Complete the following table. The first number [5 650] has been worked out for you.

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|  | + 100 | - 100 | + 1 000 | - 1 000 |
| 5 650 | a. [5 750] | b. [5 550] | c. [6 650] | d. [4 650] |
| 9 990 | e. | f. | g. | h. |
| 12 340 | i. | j. | k. | l. |

2. Complete the number sequences:

a. 1 200 + 50 = \_\_\_\_\_\_\_ + 50 = \_\_\_\_\_\_\_ + 50 = \_\_\_\_\_\_\_ + 50 = \_\_\_\_\_\_\_

b. 7 620 – 400 = \_\_\_\_\_\_\_ - 400 = \_\_\_\_\_\_\_ - 400 = \_\_\_\_\_\_\_ - 400 = \_\_\_\_\_\_\_

**Exercise 2**

1. Arrange the numbers in ascending order [smallest to biggest].

a. 5 600; 5 650; 5 560; 6 500 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. 10 412; 10 114; 10 214; 10 421 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Arrange the numbers in descending order [biggest to smallest].

a. 2 687; 2 867; 2 768; 2 876 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. 15 501; 15 490; 15 489; 15 502 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Replace \* with <; > or =

a. 6 780 \* 6 870 \_\_\_\_\_ b. 9 900 \* 9 900 \_\_\_\_\_

c. 10 345 \* 10 430 \_\_\_\_\_ d. 12 890 \* 12 980 \_\_\_\_\_

**Exercise 3**

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| Example of odd numbers are: 1; 3; 5; 7; 9; 11; 13 …Example of even numbers are: 2; 4; 6; 8; 10;12; 14 …Starting from 1, every second number is odd.Starting from 2, every second number is even. |

1.Draw a number line showing the odd numbers between 3 457 and 3 475.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Draw a number line showing the even numbers between 9 804 and 9 824.

**Exercise 4**

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| 245 316The 2 tells us that there are two hundred thousands [Hth].The 4 tells us that there are four ten thousands [Tth].The 5 tells us that there are five thousands [Th].The 3 tells us that there are three hundreds [H].The 1 tells us that there is one ten [T].The 6 tells us that there are six units [U].

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| Hth | Tth | Th | H | T | U |
| 2 | 4 | 5 | 3 | 1 | 6 |

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1.Write the numbers in expanded notation.

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| For example:342 128 = 300 000 + 40 000 + 2 000 + 100 + 20 + 8 |

a. 42 990 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. 431 654 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. 762 435 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Give the place value of the underlined digit in the following numbers.

a. 245 689 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. 540 215 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Give the value of the underlined digit in the following numbers.

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| Example:678 432 = 600 000NB: You drop down the underlined digit and the other digits become zeros. |

a. 23 456 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. 123 457 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Write the numbers in words.

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| For example:The number 235 675 is said like this:Two hundred and thirty-five thousand, six hundred and seventy-five. |

a.120 450 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. 934 871 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Write the words in numerals.

a. Twelve thousand, four hundred and three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Five hundred and twenty-three thousand, two hundred and fifty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 5**

1.Round off to the nearest 10.

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| For example:20 654 when rounded to the nearest 10 is 20 650NB: The number 20 654 is found in between 20 650 and 20 660 which are both multiples of 10. However, it is close to 20 650 than 20 660. |

a. 1 452 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. 3 567 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c. 13 456 \_\_\_\_\_\_\_\_\_\_

2. Round off to the nearest 100.

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| For example:18 945 when rounded off to the nearest 100 is 18 900.NB: The number 18 945 is found in between 18 900 and 19 000 which are both multiples of 100. However, it is close to 18 900 than 19 000. |

a. 3 478 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. 9 321 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c. 15 677 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Round off to the nearest 1 000.

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| For example:324 567 when rounded to the nearest 1 000 is 325 000.NB:The number 324 567 is found in between 324 000 and 325 000 which are both multiples of 1 000. However, it is close to 325 000 than 324 000. |

a. 13 568 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b. 87 342 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c. 236 981 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_