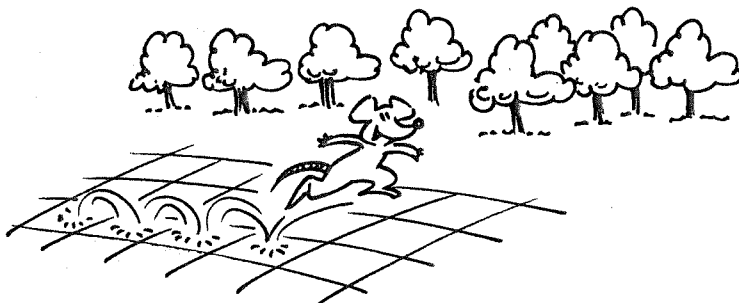Name _____

Common multiples

In each box, write the lowest common multiple of the row heading and the column heading.

	2	3	4	5	6	7	8	9	10	11
2			4							
3										
4						28				
5			20							
6		6								
7										
8										
9										
10										
11										

PAY ATTENTION – 1

Read the humorous narrative.

'Okay, class. Now that you've listened carefully to the story, you may begin the activity on the blackboard.'

Uh-oh. I whipped my head away from the window. Miss Turner's voice had interrupted my daydream.

Stacey was frowning at me. 'You didn't hear any of that, did you?'

I shook my head and read the words on the board with a sinking feeling in my stomach. *Write a letter from one of the characters that describes his or her feelings.* I turned to Stacey in panic. She rolled her eyes and started to speak.

'Stacey, no talking!' Miss Turner snapped. 'This is a test. If Holly wasn't listening, that's her fault. Maybe it might finally teach her to pay attention.' She folded her arms and glared at me.

I groaned and massaged my temples. Had any of the story filtered through into my brain? Hmm ... there had been something about a princess who secretly loved a poor man ... she was trying to organise to meet him at the palace gates. It was typical of the soppy stuff Miss Turner was always reading to us.

I picked up my pencil. It was simple. I'd write a love letter from the princess to the poor man. I'd make it as flowery as I could and Miss Turner would be sure to like it.

'You are the man of my dreams. My heart beats quickly whenever you are near', I wrote. That was a good start. I added some more sickly phrases and finished with *'Meet me at the gates at 3 pm'* Then I drew lots of love hearts and kisses. I looked at my letter admiringly. There. Miss Turner would have to be happy with that. It hadn't mattered that I hadn't been paying attention.

'Class, when you've finished, please bring your letters to my desk. Oh, and if anyone hasn't handed in the permission form for next week's excursion, please give it to Justin.'

Justin was the notes monitor for the week. He was also the best-looking boy in the class. I scooped up my letter and my excursion form and went to his desk first.

'Here', I said, not looking at him. I felt my cheeks flame as I held out the form.

'Er, thanks. Can you hand my letter to Miss Turner?' he asked.

'Okay', I said, looking at my shoes. I grabbed his letter and put it on Miss Turner's desk with mine. Then I went back to my seat.

A few minutes later, the siren went. I breathed a sigh of relief. Three o'clock was the best part of the school day. I picked up my bag, waited for Stacey and then started to walk to the school gates to meet my little brother.

'Holly!' I spun around. Miss Turner was walking towards me. 'Where is your letter? You've handed me your excursion form by mistake.'

'But I gave that to ...' I started. Then it hit me. I gulped and looked towards the gates. Justin was standing there with three of his friends, my love letter in his hand.

'Holly loves Justin.' I could just hear the singing over the sniggers and giggles.

Maybe today would be the day I'd finally learn to pay attention.
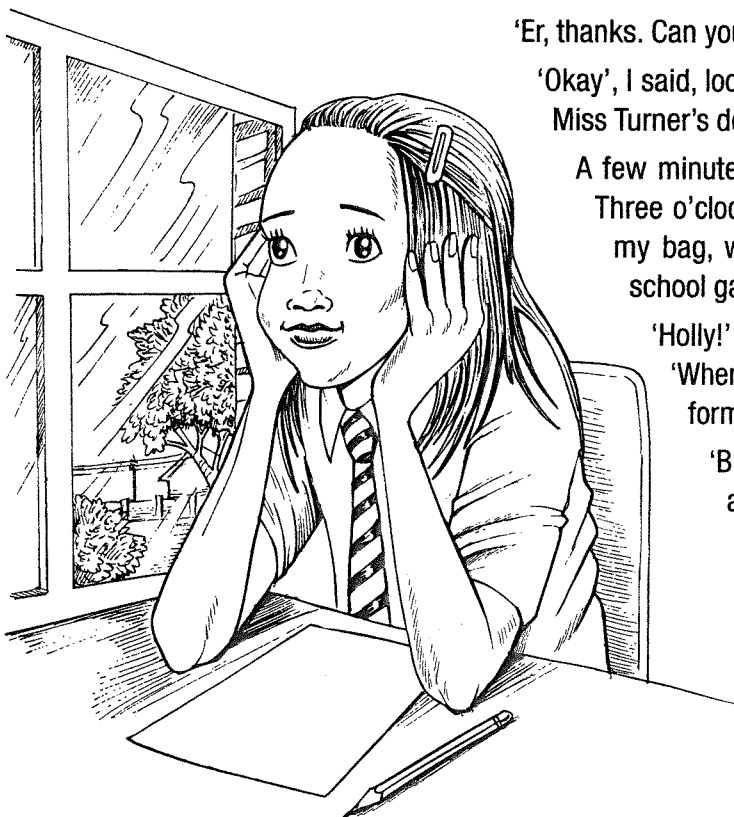
PAY ATTENTION – 2

Use the text on page 75 to answer the questions.

❶ Literal

(a) Why didn't Holly hear any of Miss Turner's story? _____

_____

(b) Tick the statements Holly would agree with.

(i) Home-time is the worst part of going to school. ☐

(ii) Miss Turner likes 'soppy' stories. ☐

(iii) Justin is good-looking. ☐

(iv) The love letter was well written. ☐

❷ Inferential

(a) How do you think Holly felt about speaking to Justin? Explain why you think this.

(b) List words to describe how you think Holly felt at the end of the story.
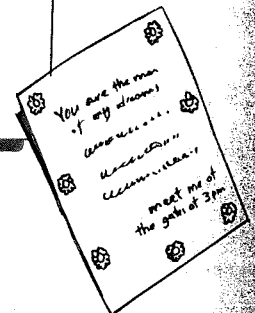
❸ Applied

(a) Imagine you are Miss Turner. Complete comments on this school report for Holly.

English report
Writing ....
....
....
Listening ....
....
....

(b) Would you like to have Miss Turner for your teacher? Give reasons for your answer. _____

_____

_____

_____

PAY ATTENTION – 3

Use the text on page 75 to help you complete this activity.

1 Summarise the plot of the story by listing the main events that happened in time order. You should list betwee six and 10 events. The first one has been done for you.

1. Holly realises that Miss Turner is speaking.	2.	3.	4.	5.
6.	7.	8.	9.	10.

2 Describe the character of Holly. Use from two to four sentences.

....

....

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3 Based on your plot and character summaries, w do you think Holly might do next after the story ends? Describe six events you would like to see happen.

Departure lounges

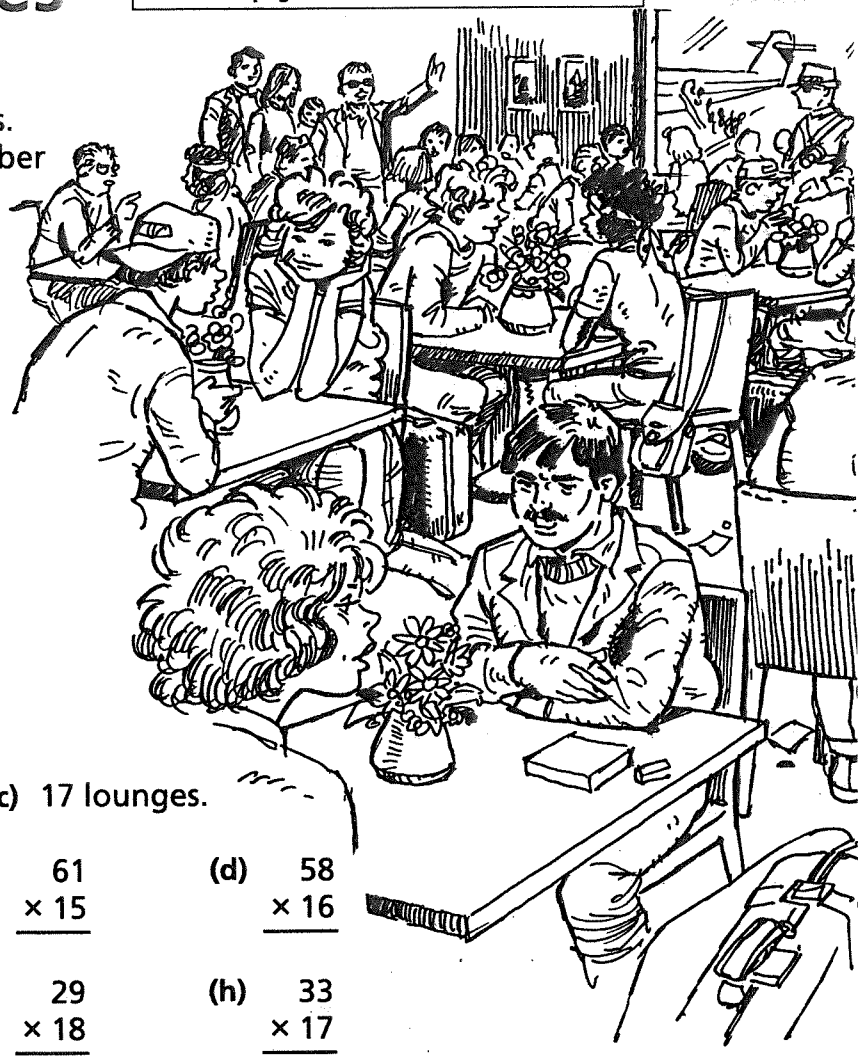**1** Each departure lounge has 23 tables.
Copy and complete to find the number
of tables in 16 lounges.

```
    2 3
 ×  1 6
 _____

 +
 _____

 _____
```

2 Find the number of tables in
(a) 12 lounges **(b)** 14 lounges **(c)** 17 lounges.

3 **(a)** 32 × 19   **(b)** 47 × 13   **(c)** 61 × 15   **(d)** 58 × 16

(e) 74 × 11   **(f)** 69 × 12   **(g)** 29 × 18   **(h)** 33 × 17

4 Each lounge has 49 chairs. How many chairs are
in **(a)** 15 lounges **(b)** 18 lounges?

5 Trish arranges 35 white flowers,
21 pink flowers and 46 peach
flowers for each lounge.
How many of each colour of flower
does she arrange for
(a) 11 lounges **(b)** 13 lounges?
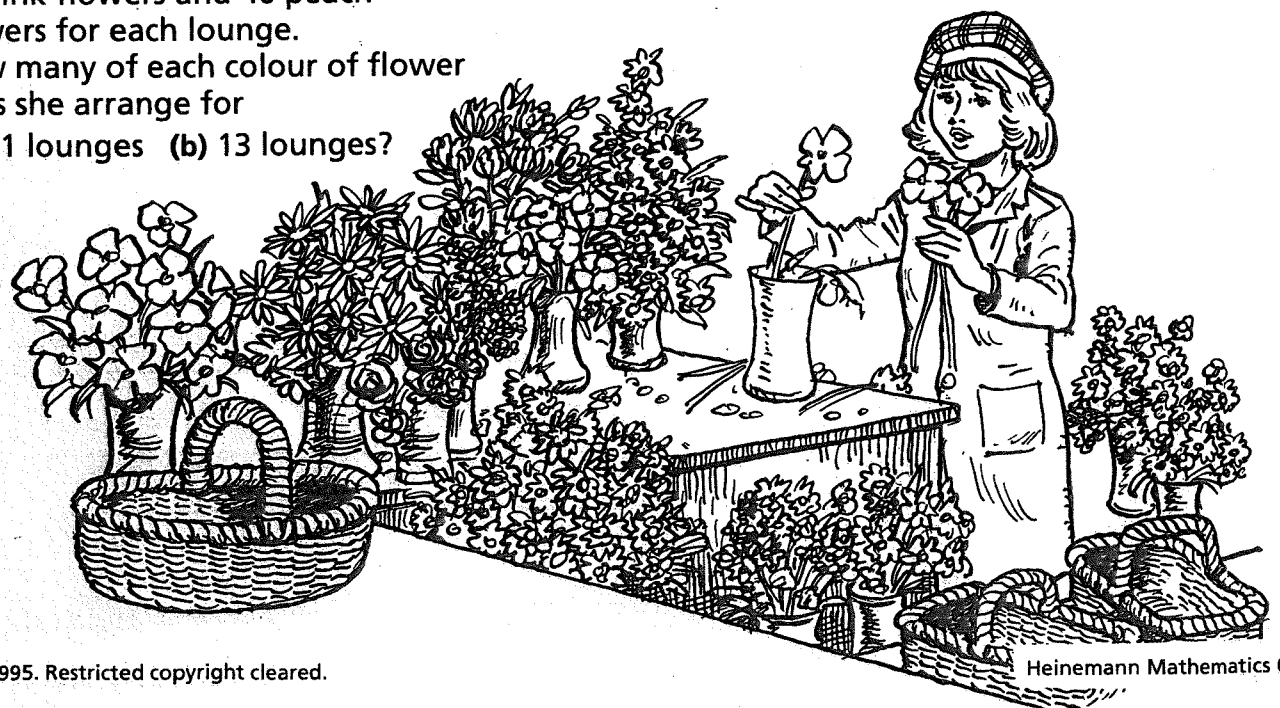
Fractions – simplifying fractions

4 Write the following fractions in their simplest form:

a $\frac{28}{49} = \frac{\square}{\square}$

b $\frac{12}{20} = \frac{\square}{\square}$

c $\frac{24}{42} = \frac{\square}{\square}$

d $\frac{13}{39} = \frac{\square}{\square}$

e $\frac{32}{36} = \frac{\square}{\square}$

f $\frac{9}{15} = \frac{\square}{\square}$

g $\frac{16}{48} = \frac{\square}{\square}$

h $\frac{15}{55} = \frac{\square}{\square}$

> If you are not sure what the HCF is, guess, check and improve is a useful strategy. Try your choice out and then look at your new fraction.
>
> Could it be any simpler? Is 1 the ONLY number that could go into both the numerator and the denominator?

5 Solve the following problems. Write your answers in the simplest form:

a Luke scored $\frac{16}{20}$ on a test. What fraction was incorrect?

$\frac{\square}{\square}$

b Marika scored $\frac{12}{20}$ on the same test. What fraction did she get right?

$\frac{\square}{\square}$

c 25 out of the 75 kids in Year 6 ride their bikes to school. What fraction does this represent?

$\frac{\square}{\square}$

d Out of the 26 students in 6F, 14 rate Maths as their favourite subject. What fraction is this?

$\frac{\square}{\square}$

e What fraction did not choose Maths as their favourite subject?

$\frac{\square}{\square}$

6 Colour and match the fractions on the bottom row with their simplest form:

$\frac{1}{2}$ $\frac{2}{3}$ $\frac{3}{5}$ $\frac{1}{9}$ $\frac{1}{4}$ $\frac{3}{4}$

$\frac{15}{20}$ $\frac{25}{100}$ $\frac{9}{81}$ $\frac{60}{100}$ $\frac{12}{18}$ $\frac{40}{80}$

Fractions, Decimals and Percentages