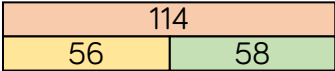
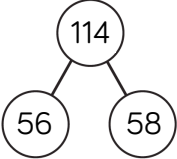
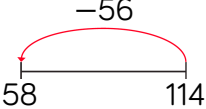


Question	Answer
1	$23 + 35 = 58$ <input checked="" type="checkbox"/> $58 + 35 = 23$ <input type="checkbox"/> $58 = 35 + 23$ <input checked="" type="checkbox"/> $23 - 35 = 58$ <input type="checkbox"/> $58 - 35 = 23$ <input checked="" type="checkbox"/> $23 = 58 - 35$ <input checked="" type="checkbox"/>
2	$32 + 59 = 91$ $59 + 32 = 91$ $91 - 32 = 59$ $91 - 59 = 32$
3	$74 + 56 = 130$ $56 + 74 = 130$ $130 - 74 = 56$ $130 - 56 = 74$
4	$139 + 62 = 201$ $62 + 139 = 201$ $201 - 62 = 139$ $201 - 139 = 62$
5	  
6	$83 = 36 + 30 + 17$ <input checked="" type="checkbox"/> $17 + 30 + 36 = 83$ <input checked="" type="checkbox"/> $83 - 17 = 30 - 36$ <input type="checkbox"/> $83 - 36 = 30 + 17$ <input checked="" type="checkbox"/> $30 + 36 = 17 - 83$ <input type="checkbox"/> $83 - 17 - 30 = 36$ <input checked="" type="checkbox"/>
7	The numbers can be written in either order. $40 + 26 = 26 + 40$
8	Subtraction is not commutative. The order of the numbers matters.
9	a) Nijah spotted a number bond to 100, so the calculation was easier because $57 + 43 = 100$ b) $6 + 4 + 9 + 1 + 2$ $38 + 62 + 27$ $26 + 74 + 31 + 29$
10	$y + z = x$ $z + y = x$ $x - y = z$ $x - z = y$
11	use of concrete resources to show the statements are true

Question	Answer
1	<div>a) $40 + 90 + 6 + 9$ <input checked="" type="checkbox"/> $45 + 100$ <input checked="" type="checkbox"/> $46 + 90 + 9$ <input checked="" type="checkbox"/></div> <div>$99 + 6 + 40$ <input checked="" type="checkbox"/> $46 + 100 - 1$ <input checked="" type="checkbox"/> $99 + 40 + 6$ <input checked="" type="checkbox"/></div> <div>b) Students need to justify which method they prefer.</div>
2	<div>$364 + 297 = 364 + 297 + 3 - 3 = 364 - 3 + 297 + 3 = 361 + 300 = 661$</div> <div>a) 126</div> <div>b) 991</div> <div>c) 1,707</div> <div>d) 432</div> <div>e) 861</div> <div>f) 5,753</div>
3	<div>a) 744</div> <div>b) 615</div> <div>c) 652</div> <div>d) 6,511</div>
4	<div></div> <div>Students' diagrams may differ, but must show that $803 - 99 = 803 - 100 + 1$</div>
5	<div>a) $180 - 42 = 138$</div> <div>$180 - 58 = 122$</div> <div>$180 - 131 = 49$</div> <div>b) $360 - 35 = 325$</div> <div>$360 - 147 = 213$</div> <div>$360 - 228 = 132$</div> <div>c) They are used a lot in calculating angles.</div>
6	<div>a) $17.3 + 9 + 0.9$ $17.3 + 10 - 0.1$ $17.2 + 10$</div> <div>b) Students need to justify which method they prefer.</div>

Question	Answer
7	<div><div><div>18.6 + 9.9</div><div>18.7 + 9.9</div><div>18.6 – 9.9</div><div>18.7 – 9.9</div></div><div><div>18.6 – 10 + 0.1</div><div>18.5 + 10</div><div>18.8 – 10</div><div>18.7 + 10 – 0.1</div></div></div>
8	<div><div>a) 0.83</div><div>b) 787</div><div>c) 2.62</div><div>d) 85.31</div><div>e) 76.4</div><div>f) 90.1</div></div>

Question	Answer																									
1	a) $45 + 37$ b) 10 ones for 1 ten c) <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>4</td><td>5</td><td></td></tr><tr><td></td><td>+</td><td>3</td><td>7</td><td></td></tr><tr><td></td><td></td><td>8</td><td>2</td><td></td></tr><tr><td></td><td></td><td>1</td><td></td><td></td></tr></table>								4	5			+	3	7				8	2				1		
		4	5																							
	+	3	7																							
		8	2																							
		1																								
2	a) 778 b) 783 c) 823																									
3	a) 5,933 b) 3,923 c) 7,000																									
4	a) 8,766 b) 8,255																									
5	a) 5,791 b) 6,151 c) 27,452																									
6	a) 9,384 b) 6,918 c) 10,400																									
7	a) 430,000 500,000 2,025,000 64,354 b) 3,019,354 c) seven million, nineteen thousand, three hundred and fifty-four 7,019,354																									
8	a) 4,831 b) 3,895 c) 8,726																									
9	multiple possible answers There are many ways of making 999, e.g.: <table><tr><td></td><td>1</td><td>5</td><td>2</td></tr><tr><td></td><td>3</td><td>7</td><td>8</td></tr><tr><td>+</td><td>4</td><td>6</td><td>9</td></tr><tr><td></td><td>9</td><td>9</td><td>9</td></tr><tr><td></td><td>1</td><td>1</td><td></td></tr></table>		1	5	2		3	7	8	+	4	6	9		9	9	9		1	1						
	1	5	2																							
	3	7	8																							
+	4	6	9																							
	9	9	9																							
	1	1																								

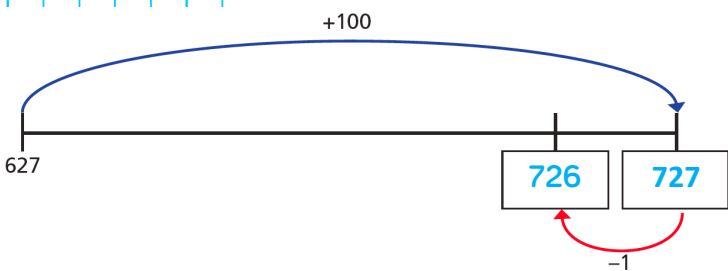
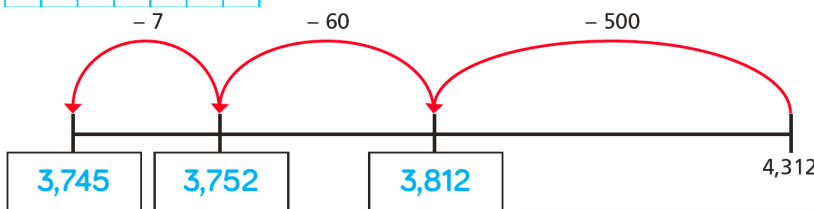
Question	Answer																																																																											
1	$0.3 + 0.4 = 0.7$ <input checked="" type="checkbox"/> $0.5 + 0.5 = 1.0$ <input checked="" type="checkbox"/> $0.8 + 0.3 = 0.11$ <input type="checkbox"/> $1.3 + 1.7 = 2.10$ <input type="checkbox"/> $0.6 + 0.8 = 1.4$ <input checked="" type="checkbox"/> $0.3 + 0.4 + 0.5 = 0.12$ <input type="checkbox"/>																																																																											
2	a) 8.8 b) 9.0 c) 9.4 d) 70.5																																																																											
3	$0.03 + 0.04 = 0.07$ <input checked="" type="checkbox"/> $0.51 + 0.5 = 0.56$ <input type="checkbox"/> $0.99 + 0.01 = 1$ <input checked="" type="checkbox"/> $0.99 + 0.1 = 0.109$ <input type="checkbox"/> $0.99 + 0.1 = 1.09$ <input checked="" type="checkbox"/> $0.2 + 0.3 + 0.41 = 0.91$ <input checked="" type="checkbox"/>																																																																											
4	a) 8.76 b) 6.04 c) 80.11 d) 20.00																																																																											
5	<table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>4</td><td>•</td><td>5</td></tr><tr><td></td><td>+</td><td>7</td><td>•</td><td></td></tr><tr><td></td><td></td><td></td><td>•</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <input checked="" type="checkbox"/> <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>4</td><td>•</td><td>5</td></tr><tr><td></td><td>+</td><td></td><td>•</td><td>7</td></tr><tr><td></td><td></td><td></td><td>•</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <input type="checkbox"/> <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>4</td><td>•</td><td>5</td></tr><tr><td></td><td>+</td><td>7</td><td>•</td><td>0</td></tr><tr><td></td><td></td><td></td><td>•</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <input checked="" type="checkbox"/> Students may discuss the importance of aligning the columns and whether it is necessary to add a zero in the tenths column after the 7								4	•	5		+	7	•					•														4	•	5		+		•	7				•														4	•	5		+	7	•	0				•						
		4	•	5																																																																								
	+	7	•																																																																									
			•																																																																									
		4	•	5																																																																								
	+		•	7																																																																								
			•																																																																									
		4	•	5																																																																								
	+	7	•	0																																																																								
			•																																																																									
6	a) 49.9 b) 53.4 c) 92.2 d) 74.96 e) 38.68 f) 32.5																																																																											
7	a) 9.24 b) 44.4 c) 38.84 d) 41.02 e) 13.26 f) 50.26																																																																											

Question	Answer
8	tea and sandwich £5.08 coffee and cake £4.29 soup, tea and coffee £7.38 sandwich, cake and coffee £7.78
9	a) 1.92 b) 2.42 c) 2.47 d) 2.94

Question	Answer																																																		
1	<p>a) $56 - 32 = 24$ $56 - 39 = 17$ $56 - 39$ was more difficult because we need to exchange 1 ten for 10 ones.</p> <p>b)</p> <div><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>5</td><td>6</td><td></td></tr><tr><td></td><td>-</td><td>3</td><td>2</td><td></td></tr><tr><td></td><td></td><td>2</td><td>4</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>⁴5</td><td>¹6</td><td></td></tr><tr><td></td><td>-</td><td>3</td><td>9</td><td></td></tr><tr><td></td><td></td><td>1</td><td>7</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></div> <p>c) Both methods involve exchanging 1 ten for 10 ones. In part a), the tens counter is replaced with 10 ones counters. In part b), this exchange is written on the calculation.</p>								5	6			-	3	2				2	4														⁴ 5	¹ 6			-	3	9				1	7						
		5	6																																																
	-	3	2																																																
		2	4																																																
		⁴ 5	¹ 6																																																
	-	3	9																																																
		1	7																																																
2	<p>a) 461 b) 317 c) 346 d) 434 e) 389 f) 384</p>																																																		
3	<p>a) 1,108 b) 3,376 c) 1,628 d) 2,095</p>																																																		
4	<p>a) 6,142 b) 3,937 c) 4,342 d) 5,189</p>																																																		
5	<p>a) 2,259 b) 1,679</p>																																																		
6	<p>a) Sixty-eight thousand, three hundred and two thousand, half a million, 650,000, 2,700,000 b) half a million c) 2,632,000</p>																																																		
7	<p>a) 222 b) 2,131</p>																																																		
8	<p>a) $a = 36$ b) $b = 90$ c) $d = 194$ d) $e = 824$</p>																																																		

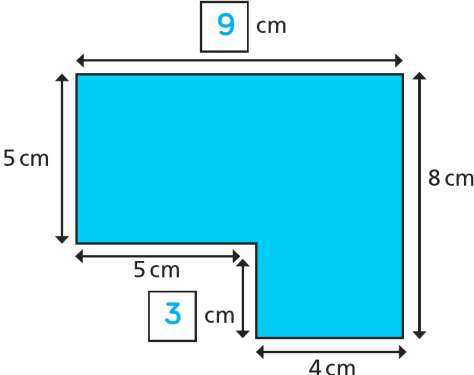
Question	Answer																																																																											
1	a) 2.7 b) 2.0 c) 5.35																																																																											
2	<div><div><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>8</td><td></td><td></td></tr><tr><td></td><td>-</td><td>2</td><td>.</td><td>7</td></tr><tr><td></td><td></td><td></td><td>.</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><div><input checked="" type="checkbox"/></div></div><div><div><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>8</td><td>.</td><td>0</td></tr><tr><td></td><td>-</td><td>2</td><td>.</td><td>7</td></tr><tr><td></td><td></td><td></td><td>.</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><div><input checked="" type="checkbox"/></div></div><div><div><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>8</td></tr><tr><td></td><td>-</td><td>2</td><td>.</td><td>7</td></tr><tr><td></td><td></td><td></td><td>.</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><div><input type="checkbox"/></div></div></div></div></div>								8				-	2	.	7				.														8	.	0		-	2	.	7				.																8		-	2	.	7				.						
		8																																																																										
	-	2	.	7																																																																								
			.																																																																									
		8	.	0																																																																								
	-	2	.	7																																																																								
			.																																																																									
				8																																																																								
	-	2	.	7																																																																								
			.																																																																									
3	a) He has worked out the difference between the two digits in each column instead of subtracting the second digit from the first digit. b) <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>23</td><td>.</td><td>15</td><td>4</td></tr><tr><td></td><td>-</td><td>2</td><td>.</td><td>7</td><td>1</td></tr><tr><td></td><td></td><td>0</td><td>.</td><td>8</td><td>3</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>									23	.	15	4		-	2	.	7	1			0	.	8	3																																																			
		23	.	15	4																																																																							
	-	2	.	7	1																																																																							
		0	.	8	3																																																																							
4	a) 27.3 b) 23.8 c) 28.9 d) 10.93 e) 22.2 f) 21.61																																																																											
5	Kim should received £7.11 change.																																																																											
6	a) 2.44 b) 1.76 c) 23.6 d) 21.16 e) 0.68 f) 29.44																																																																											
7	a) 1.37 b) 0.88 c) 1.42 d) 0.92 e) 1.07 f) 0.94																																																																											

Question	Answer
8	a) $a = 52.3$ b) $b = 7.1$ c) $c = 5.02$ d) $d = 1.85$ e) $e = 8.95$ f) $f = 4.64$
9	a) Alex's height = 1.36 m Tom's height = 1.64 m Aisha's height = 1.09 m b) 0.55 m

Question	Answer																														
1	<p>a) $600 + 100 = 700$</p> <p>b)</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>6</td><td>2</td><td>7</td></tr><tr><td></td><td>+</td><td></td><td>9</td><td>9</td></tr><tr><td></td><td></td><td>7</td><td>2</td><td>6</td></tr><tr><td></td><td></td><td>1</td><td>1</td><td></td></tr></table> <p>c)</p>  <p>Adding 99 is the same as adding 100 and subtracting 1</p> <p>d) The method in part c) is more efficient as it uses easy calculations and gives an exact answer.</p>								6	2	7		+		9	9			7	2	6			1	1						
		6	2	7																											
	+		9	9																											
		7	2	6																											
		1	1																												
2	<p>a) $4,000 - 600 = 3,400$</p> <p>b)</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>3</td><td>4</td><td>12</td><td>3</td></tr><tr><td></td><td></td><td>10</td><td>1</td><td>2</td><td></td></tr><tr><td></td><td>-</td><td></td><td>5</td><td>6</td><td>7</td></tr><tr><td></td><td></td><td>3</td><td>7</td><td>4</td><td>5</td></tr></table> <p>c)</p>  <p>567 has been partitioned into $500 + 60 + 7$ and each of these is subtracted in turn.</p> <p>d) The method in part c) is more efficient as it breaks the problem down into easier calculations and gives an exact answer.</p>									3	4	12	3			10	1	2			-		5	6	7			3	7	4	5
		3	4	12	3																										
		10	1	2																											
	-		5	6	7																										
		3	7	4	5																										
3	<p>a) £7.42</p> <p>b) 1p has been subtracted from both numbers so the difference is the same.</p> <p>c) £7.42</p> <p>d) The subtraction in part c) is easier because there are no exchanges.</p>																														
4	<p>a) £7.57</p> <p>b) 3,726</p> <p>c) 579</p> <p>d) 1,579</p>																														

Y7 – Spring – Block 1 – Step 7 – Choose the most appropriate method – mental strategies, formal written or calculator Answers (continued)


Question	Answer
5	<p>a) 8 million b) 5 billion c) 147 thousand d) 200 million</p> <p>We can ignore the word part of each number because they are the same within each calculation. So we work out the calculation using only the number parts and then include the word part in the answer.</p>
6	<p>The number after the colon is the number of minutes, not a decimal. There are 60 minutes in an hour, not 100</p>
7	<p>a) 37 minutes b) 37 minutes c) 39 minutes d) 2 hours 39 minutes</p>
8	<p>Students may choose different methods.</p> <p>a) £6.53 b) £1,298 c) 151,392</p>

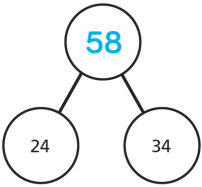
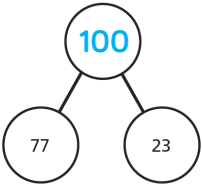
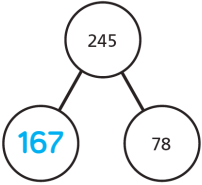
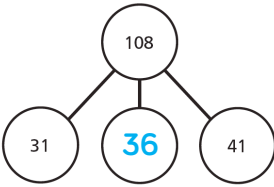
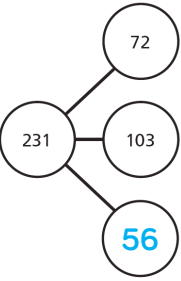
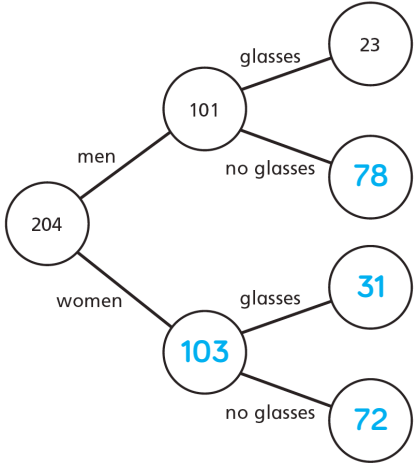
Question	Answer
1	a) 26.5 cm b) 23.7 cm c) 22.2 cm d) 30.2 cm
2	possible rectangles: 1 cm by 11 cm 2 cm by 10 cm 3 cm by 9 cm 4 cm by 8 cm 5 cm by 7 cm 6 cm by 6 cm The two sides must sum to 12 cm.
3	a) $a = 5\text{ cm}$ b) $b = 6\text{ cm}$ c) $c = 4\text{ cm}$ d) $d = 2.5\text{ cm}$
4	a) 70 cm b) 8 cm
5	6.3 cm, 2.5 cm, 2.5 cm
6	a)  b) 34 cm c) They are all right angles.

Y7 – Spring – Block 1 – Step 9 – Solve financial maths problems Answers

Question	Answer
1	Brett saves £4.01 a week.
2	Whitney sold the tablet for £75
3	Dani makes £1.25 profit.
4	a) The balance was £197.32 b) £27.95 c) £212.85 d) £246.71
5	a) £654.11 b) £850.00 c) £79.99 d) £315.96
6	a) The total cost is £3.28 b) Tommy should receive £6.72 change.
7	Mrs Dean needs £270
8	Filip needs €699.65

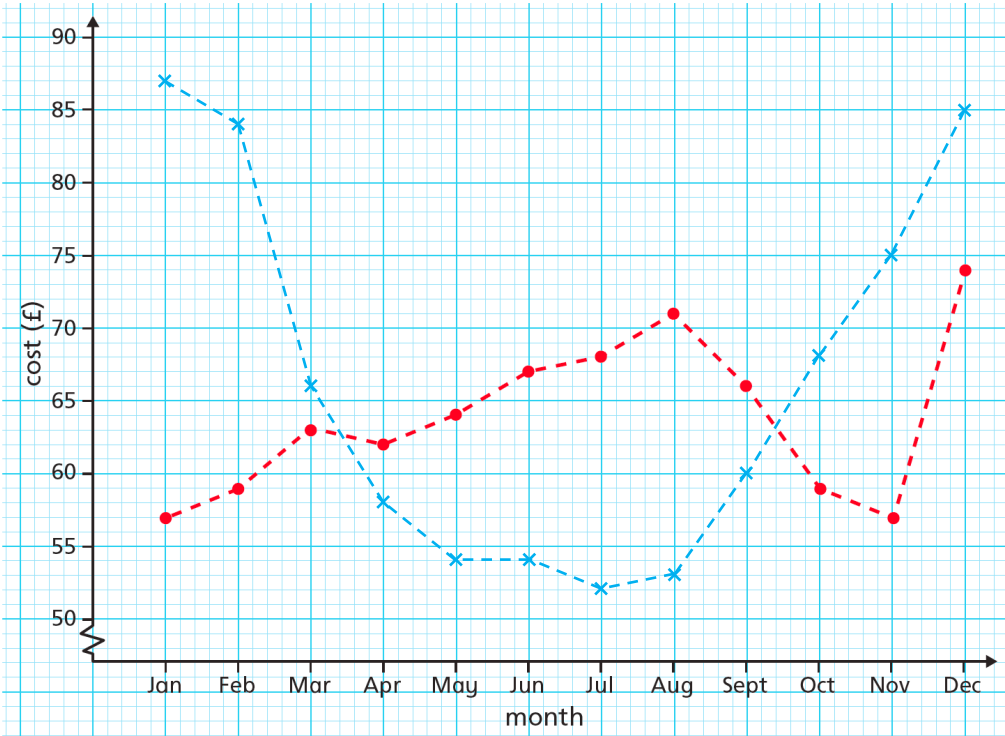
Question	Answer																												
1	a) 5 b) 4 c) Wednesday d) Saturday																												
2	a) Aberdeen and Dover b) Bristol and Exeter c) Cambridge and Exeter d) 84 miles e) 107 miles f) 717 miles																												
3	<table><tr><td>Junction 17</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td>Junction 18</td><td></td><td></td><td></td></tr><tr><td>9</td><td>6</td><td>Junction 19</td><td></td><td></td></tr><tr><td>13.5</td><td>10.5</td><td>4.5</td><td>Junction 20</td><td></td></tr><tr><td>30.5</td><td>27.5</td><td>21.5</td><td>17</td><td>Junction 21</td></tr></table>	Junction 17					3	Junction 18				9	6	Junction 19			13.5	10.5	4.5	Junction 20		30.5	27.5	21.5	17	Junction 21			
Junction 17																													
3	Junction 18																												
9	6	Junction 19																											
13.5	10.5	4.5	Junction 20																										
30.5	27.5	21.5	17	Junction 21																									
4	<p>a)</p> <table><tr><td></td><td>Boys</td><td>Girls</td><td>Total</td></tr><tr><td>Italian</td><td>27</td><td>18</td><td>45</td></tr><tr><td>Indian</td><td>31</td><td>40</td><td>71</td></tr><tr><td>Chinese</td><td>27</td><td>23</td><td>50</td></tr><tr><td>Other</td><td>18</td><td>26</td><td>44</td></tr><tr><td>No preference</td><td>48</td><td>62</td><td>110</td></tr><tr><td>Total</td><td>151</td><td>169</td><td>320</td></tr></table> <p>b) 76</p>		Boys	Girls	Total	Italian	27	18	45	Indian	31	40	71	Chinese	27	23	50	Other	18	26	44	No preference	48	62	110	Total	151	169	320
	Boys	Girls	Total																										
Italian	27	18	45																										
Indian	31	40	71																										
Chinese	27	23	50																										
Other	18	26	44																										
No preference	48	62	110																										
Total	151	169	320																										
5	<table><tr><td></td><td>Men</td><td>Women</td><td>Total</td></tr><tr><td>Prefer cats</td><td>22</td><td>31</td><td>53</td></tr><tr><td>Prefer dogs</td><td>24</td><td>23</td><td>47</td></tr><tr><td>Total</td><td>46</td><td>54</td><td>100</td></tr></table> <p>First we need to work out the missing number in a row or column that already has two values.</p>		Men	Women	Total	Prefer cats	22	31	53	Prefer dogs	24	23	47	Total	46	54	100												
	Men	Women	Total																										
Prefer cats	22	31	53																										
Prefer dogs	24	23	47																										
Total	46	54	100																										
6	a) 3 b) 39 minutes c) 07:22																												

Question	Answer			
7				
	Aberford	08:30	11:00	13:10
	Cartown	08:52	11:22	13:32
	Donville	09:07	11:37	13:47
	Highborough	09:21	11:51	14:01
	Southland	09:57	12:27	14:37

Question	Answer
1	<div><div>a)</div><div>b)</div><div>c)</div><div>d)</div><div>e)</div></div>
2	<div><div>a)</div><div>b) 96</div></div>

Question	Answer
3	<p>A frequency tree diagram for Question 3. The root node is a circle containing the number 50. It branches into two nodes: 'boys' (22) and 'girls' (28). The 'boys' node branches into 'like' (7) and 'dislike' (15). The 'girls' node branches into 'like' (17) and 'dislike' (11).</p> <pre>graph LR; A((50)) -- boys --> B((22)); A -- girls --> C((28)); B -- like --> D((7)); B -- dislike --> E((15)); C -- like --> F((17)); C -- dislike --> G((11));</pre>
4	<p>A frequency tree diagram for Question 4. The root node is a circle containing the number 100. It branches into two nodes: 'men' (57) and 'women' (43). The 'men' node branches into 'under 15' (13) and '15 or over' (44). The 'women' node branches into 'under 15' (17) and '15 or over' (26).</p> <pre>graph LR; A((100)) -- men --> B((57)); A -- women --> C((43)); B -- under 15 --> D((13)); B -- 15 or over --> E((44)); C -- under 15 --> F((17)); C -- 15 or over --> G((26));</pre>

Question	Answer
5	<p>A frequency tree diagram showing the distribution of age groups (under 18 and 18 or over) for three categories A, B, and C, starting from a total of 200.</p> <ul style="list-style-type: none">Category A: 40 (under 18: 11, 18 or over: 29)Category B: 90 (under 18: 67, 18 or over: 23)Category C: 70 (under 18: 12, 18 or over: 58) <p>The diagram is a frequency tree starting from a root node of 200. It branches into three categories: A, B, and C. Category A has a total of 40, with 11 under 18 and 29 18 or over. Category B has a total of 90, with 67 under 18 and 23 18 or over. Category C has a total of 70, with 12 under 18 and 58 18 or over.</p>

Question	Answer
1	a) 32 b) 7 c) 4 d) 51
2	a) 74 b) 202 c) 55 d) Scott has consistently improved in English and Maths. His improvement in Maths is greater than his improvement in English. His Science score was decreasing, but improved in December.
3	a) 8 b) £17 c) November and December d) £206 e) 
4	a) No. The temperature will not necessarily increase at a constant rate. b) 3 c) 15 °F d) midday and 1 pm e) probably summer, since it is warm all day

Question	Answer
1	<div><div><div>3,000</div><div>0.0003</div><div>0.03</div><div>30</div><div>0.003</div><div>30,000</div></div><div><div>3×10^4</div><div>3×10^{-4}</div><div>3×10^3</div><div>3×10^{-3}</div><div>3×10^1</div><div>3×10^{-2}</div></div></div>
2	<div><div>a) $3 \times 10^5 + 4 \times 10^5 = 300,000 + 400,000 = 700,000 \neq 7 \times 10^{10}$</div><div>$7 \times 10^5$</div><div>b) 7×10^6</div><div>7×10^8</div><div>7×10^{17}</div><div>9×10^{-3}</div></div>
3	<div><div>a) $3 \times 10^5 + 7 \times 10^5 = 300,000 + 700,000 = 1,000,000 = 1 \times 10^6$</div><div>b) $3 + 7 = 10$, so the index needs to increase by 1 for the number part of standard form to be less than 10</div><div>c) $3 \times 10^6 + 7 \times 10^6 = 1 \times 10^7$</div><div>$6 \times 10^8 + 4 \times 10^8 = 1 \times 10^9$</div><div>$5 \times 10^5 + 5 \times 10^5 = 1 \times 10^6$</div><div>$7 \times 10^{-2} + 3 \times 10^{-2} = 1 \times 10^{-1}$</div><div>$5 \times 10^{-4} + 5 \times 10^{-4} = 1 \times 10^{-3}$</div></div>
4	<div><div>a) 870,000</div><div>1,500,000</div><div>7,800,000</div><div>b) 730,000</div><div>793,000</div><div>799,300</div><div>c) 0.78</div><div>0.15</div><div>0.087</div><div>d) 0.73</div><div>0.0793</div><div>0.07993</div></div>
5	<div><div>a) 600,000,000 km</div><div>b) 520,000,000 km</div><div>c) 630,000,000 km</div><div>d) 1,930,000,000 km</div></div>