

# Math Mammoth Grade 5 End-of-the-Year Test

## South African Version

### Instructions

This test is quite long, because it contains lots of questions on all of the major topics covered in *Math Mammoth Grade 5 Complete Curriculum*. Its main purpose is to be a diagnostic test—to find out what the student knows and does not know. The questions are quite basic and do not involve especially difficult word problems.

Since the test is so long, I do not recommend that you have your child/student do it in one sitting. Break it into 3-5 parts and administer them on consecutive days, or perhaps on morning/evening/morning/evening. Use your judgment.

**A calculator is not allowed.**

The test is evaluating the student's ability in the following content areas:

- the four operations with whole numbers
- the concept of an equation; solving simple equations
- divisibility and factoring
- place value and rounding with large numbers
- solving word problems, especially those that involve a fractional part of a quantity
- the concept of a decimal and decimal place value
- all four operations with decimals, to the hundredths
- coordinate grid, drawing a line graph, and finding the average
- fraction addition and subtraction
- equivalent fractions and simplifying fractions
- fraction multiplication
- division of fractions in special cases (a unit fraction divided by a whole number, and a whole number divided by a unit fraction)
- classifying triangles and quadrilaterals
- area and perimeter
- volume of rectangular prisms (boxes)

In order to continue with the *Math Mammoth Grade 6 Complete Worktext*, I recommend that the child gain a minimum score of 80% on this test, and that the teacher or parent revise with him any content areas in which he may be weak. The exception to this rule is integers, because they will be revised in detail in 6th grade. Children scoring between 70% and 80% may also continue with grade 6, depending on the types of errors (careless errors or not remembering something, versus a lack of understanding). Again, use your judgment.

## Grading

My suggestion for points per item is as follows. The total is 171 points. A score of 137 points is 80%.

Question #	Max. points	Student score
<b>The Four Operations</b>		
1	2 points	
2	6 points	
3	2 points	
4	2 points	
5	2 points	
6	2 points	
7	3 points	
<i>subtotal</i>		/ 19
<b>Large Numbers</b>		
8	2 points	
9	1 point	
10	1 point	
11	4 points	
<i>subtotal</i>		/ 8
<b>Problem Solving</b>		
12	3 points	
13	3 points	
14	3 points	
15	3 points	
16	3 points	
17	3 points	
<i>subtotal</i>		/ 18
<b>Decimals</b>		
18	4 points	
19	6 points	
20	3 points	
21	3 points	
22	3 points	
23	3 points	
24	9 points	
25	6 points	
26	9 points	
27	3 points	
28	3 points	
<i>subtotal</i>		/52

Question #	Max. points	Student score
<b>Graphs</b>		
29	3 points	
30	2 points	
31	4 points	
<i>subtotal</i>		/9
<b>Fractions</b>		
32	3 points	
33	4 points	
34	4 points	
35	2 points	
36	4 points	
37	2 points	
38	5 points	
39	3 points	
40	2 points	
41	4 points	
42	2 points	
43	2 points	
44	4 points	
<i>subtotal</i>		/41
<b>Geometry</b>		
45	4 points	
46	4 points	
47	2 points	
48	3 points	
49	3 points	
50	3 points	
51	1 point	
52	4 points	
<i>subtotal</i>		/24
<b>TOTAL</b>		/171



5. Write a single expression (number sentence) for the problem, and solve.

A shop was selling movies that originally cost R119,95 with a R5 discount. Mampho bought five of them. What was the total cost?

6. Is 991 divisible by 4?

Why or why not?

7. Factor the following numbers to their prime factors.

<b>a. 26</b> /\	<b>b. 40</b> /\	<b>c. 59</b> /\
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## Large Numbers

8. Write the numbers.

**a.** 70 million 16 thousand 90

**b.** 32 billion 232 thousand

9. Estimate the result of  $31\,933 \times 305$ .

10. What is the value of the digit 8 in the number 56 782 010 000?

11. Round these numbers to the nearest thousand, nearest ten thousand, nearest hundred thousand and nearest million.

<i>number</i>	593 204	19 054 947
to the nearest 1 000		
to the nearest 10 000		
to the nearest 100 000		
to the nearest million		

### Problem Solving

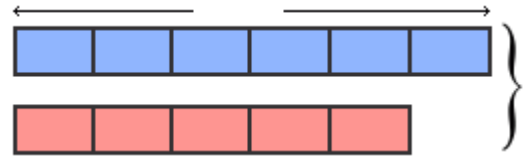
12. Jali has an 3-m long board. He cuts off  $\frac{1}{6}$  of it.  
How long is the remaining piece, in metres and centimetres?

13. A website charges a fixed amount for each song download.  
If you can download six songs for R48,60, then how much would it cost to download ten songs?

14. A lunch in a fancy restaurant is three times as expensive as a lunch in a cafeteria.  
The lunch in the fancy restaurant costs R96. In a 5-day workweek, Mary eats at the fancy restaurant once, and in the cafeteria the rest of the days. How much does she spend on lunches in that week?

15. A blue swimsuit costs R540 and a red swimsuit costs  $\frac{5}{6}$  as much. How much would the two swimsuits cost together?

Mark the R442 in the bar model. Mark what is not known with “?”. Solve.



16. A bag has green and purple marbles. Two-fifths of the marbles are green, and the rest are purple.

a. Draw a bar model for this situation.

b. If there are 134 green marbles, how many are purple?

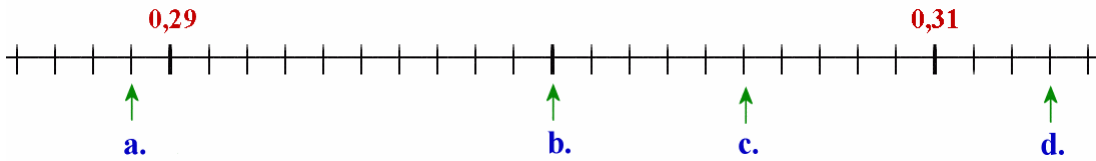
17. Karen and Daleen share the cost of a DVD that costs R219,75 so that Karen pays  $\frac{3}{5}$  of it and Daleen pays  $\frac{2}{5}$  of it.

a. *Estimate* how much each person will pay.

b. Find the exact amount of how much each person will pay.

## Decimals

18. Write the decimals indicated by the arrows.



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

19. Complete.

a. $0,9 + 0,05 =$ _____	b. $0,28 +$ _____ $= 1$	c. $0,82 - 0,2 =$ _____
d. $1,3 - 0,04 =$ _____	e. $0,25 + 0,8 =$ _____	f. _____ $- 0,2 = 0,17$

20. Write as decimals.

a.  $\frac{8}{100} =$

b.  $\frac{81}{1000} =$

c.  $5 \frac{21}{100} =$

21. Write as fractions or mixed numbers.

a. 0,048

b. 1,004

c. 7,22

22. Compare, and write  $<$  or  $>$ .

a.  $0,31$    $0,031$

b.  $0,43$    $0,093$

c.  $1,6$    $1,29$

23. Round the numbers to the nearest one, nearest tenth and nearest hundredth.

rounded to...	nearest one	nearest tenth	nearest hundredth
5,098			

rounded to...	nearest one	nearest tenth	nearest hundredth
0,306			

24. Solve.

a. $0,4 \times 7 =$	d. $10 \times 0,05 =$	g. $1,1 \times 0,3 =$
b. $0,4 \times 0,7 =$	e. $100 \times 0,05 =$	h. $70 \times 0,9 =$
c. $0,4 \times 700 =$	f. $1000 \times 0,5 =$	i. $20 \times 0,09 =$





## Graphs

29. Plot the points from the “number rule” on the coordinate grid.

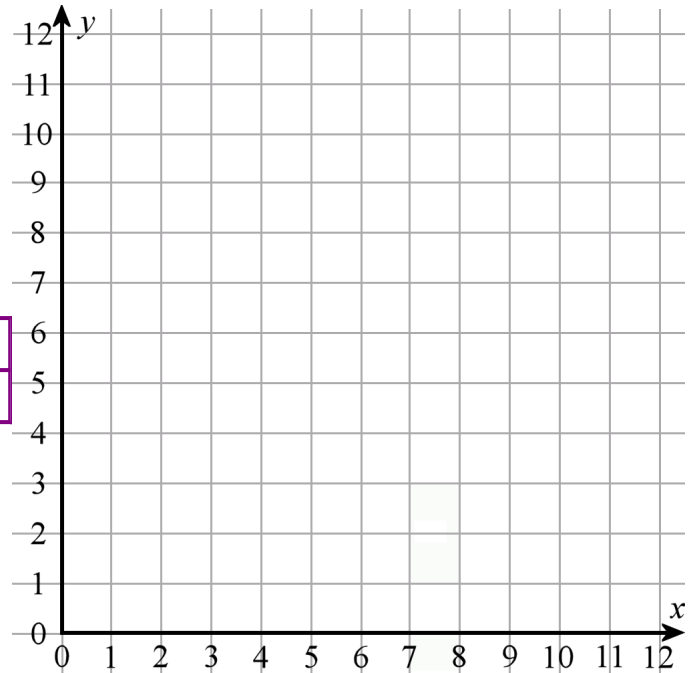
**The rule for  $x$ -values:**

start at 0, and add 1 each time.

**The rule for  $y$ -values:**

start at 1, and add 2 each time.

$x$	0	1				
$y$	1					

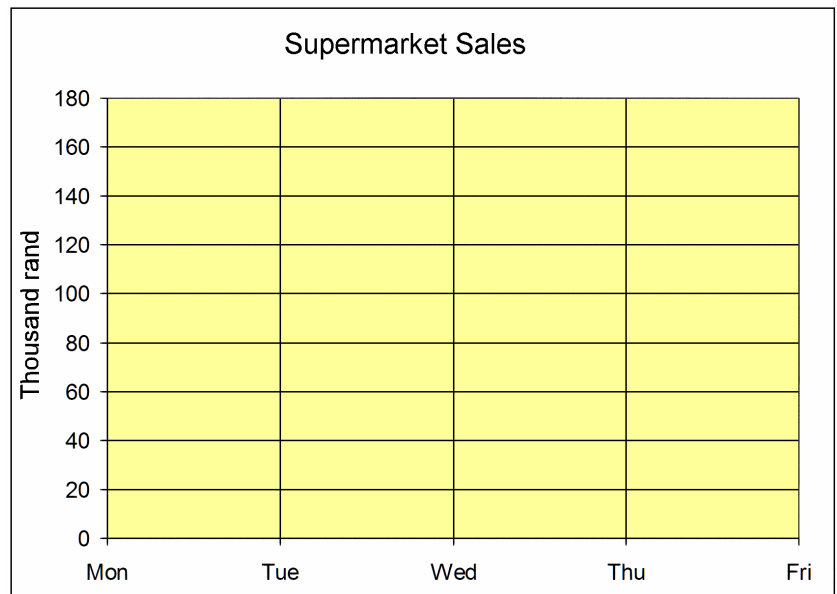


30. Draw in the grid a circle with a centre point at (8, 4), and a radius of 3 units.

31. The table below gives the amount of sales in a supermarket from Monday through Friday.

Day	Sales (thousands of rand)
Mon	125
Tue	114
Wed	118
Thu	130
Fri	158

- Make a line graph.
- Calculate the average daily sales in this period.

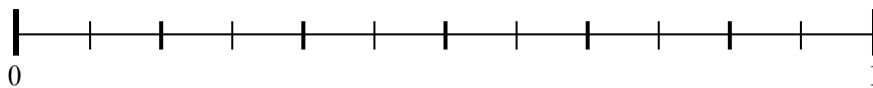


## Fractions

32. Add and subtract.

<p><b>a.</b></p> $\begin{array}{r} 3\frac{7}{9} \\ + 2\frac{5}{9} \\ \hline \end{array}$	<p><b>b.</b></p> $\begin{array}{r} 5\frac{1}{6} \\ - 2\frac{5}{6} \\ \hline \end{array}$	<p><b>c.</b></p> $\begin{array}{r} 3\frac{7}{10} \\ + 2\frac{8}{10} \\ + 7\frac{3}{10} \\ \hline \end{array}$
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33. Mark the fractions on the number line.  $\frac{3}{4}$ ,  $\frac{1}{3}$ ,  $\frac{4}{6}$ ,  $\frac{5}{12}$



34. If you can find an equivalent fraction, write it. If you cannot, cross the whole problem out.

<p><b>a.</b> <math>\frac{5}{6} = \frac{\quad}{20}</math></p>	<p><b>b.</b> <math>\frac{2}{7} = \frac{\quad}{28}</math></p>	<p><b>c.</b> <math>\frac{3}{8} = \frac{15}{\quad}</math></p>	<p><b>d.</b> <math>\frac{2}{9} = \frac{6}{\quad}</math></p>
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35. Find the errors in Lizelle's calculation and correct them.

+     “I need these to have the same denominator.”

$$\frac{2}{5} + \frac{2}{3}$$

↓                      ↓

=

$$\frac{2}{15} + \frac{2}{15} = \frac{4}{15}$$

36. Add and subtract the fractions and mixed numbers.

<p>a. <math>\frac{1}{3} + \frac{5}{6}</math></p>	<p>b. <math>\frac{4}{5} - \frac{1}{3}</math></p>
<p>c. <math>6\frac{1}{8} - \frac{1}{2}</math></p>	<p>d. <math>6\frac{7}{9} + 3\frac{1}{2}</math></p>

37. You need  $\frac{1}{3}$  kg of flour for one recipe of rolls.  
Find how much flour you would need for five times the recipe of rolls.

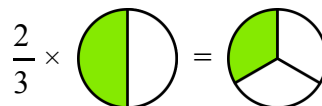
38. Compare the fractions, and write  $<$ ,  $>$  or  $=$  in the box.

a.  $\frac{6}{9} \square \frac{6}{13}$       b.  $\frac{6}{13} \square \frac{1}{2}$       c.  $\frac{5}{10} \square \frac{48}{100}$       d.  $\frac{1}{4} \square \frac{25}{100}$       e.  $\frac{5}{7} \square \frac{7}{10}$

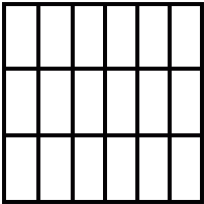
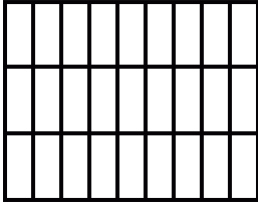
39. Simplify the following fractions if possible. Give your answer as a mixed number when you can.

<p>a. <math>\frac{21}{15} =</math></p>	<p>b. <math>\frac{29}{36} =</math></p>	<p>c. <math>\frac{42}{48} =</math></p>
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40. Is the following multiplication correct?  
If not, correct it.



41. Multiply the fractions, and shade a picture to illustrate the multiplication.

 <p style="margin-left: 20px;"><b>a.</b> <math>\frac{1}{3} \times \frac{5}{6}</math></p>	 <p style="margin-left: 20px;"><b>b.</b> <math>\frac{2}{9} \times \frac{2}{3}</math></p>
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42. How many  $\frac{1}{4}$ -metre pieces can you cut from a string that is 15 metres long?

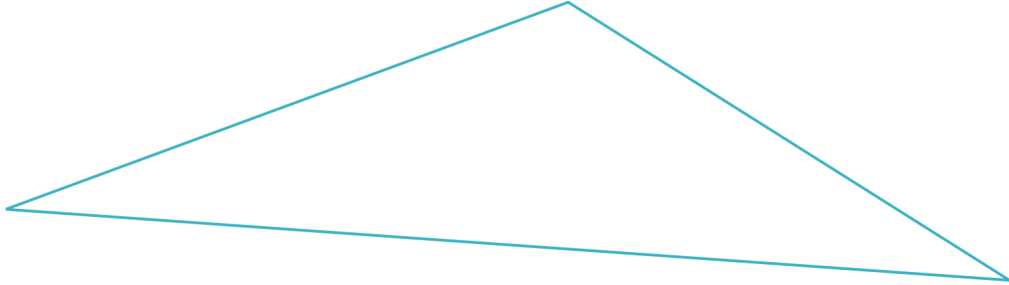
43. Three people share half of a pizza evenly. What fractional part of the original pizza does each one get?

44. Solve. Give your answer as a mixed number and in a simplified form.

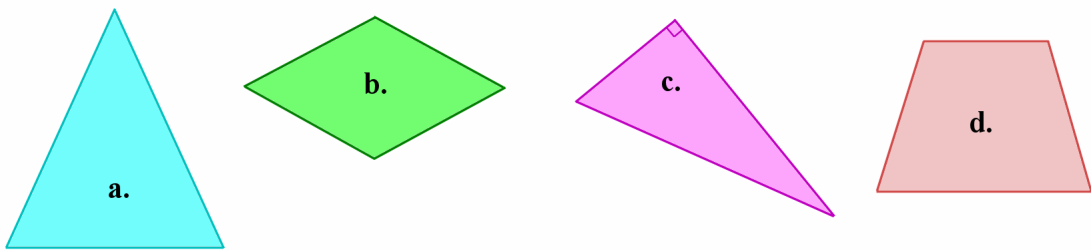
<p><b>a.</b> <math>\frac{7}{6} \times 9</math></p>	<p><b>b.</b> <math>\frac{1}{7} \div 3</math></p>
<p><b>c.</b> <math>\frac{4}{5} \times 3\frac{2}{3}</math></p>	<p><b>d.</b> <math>2 \div \frac{1}{9}</math></p>

## Geometry

45. Measure the sides of the triangle in centimetres. Find its perimeter.



46. Below you see two triangles and two quadrilaterals. Classify the triangles according to their sides and angles. Name the quadrilaterals.



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

47. a. A square has a perimeter of 12 m. What is its area?

b. A square has an area of  $25 \text{ cm}^2$ . What is its perimeter?

48. Is a square a trapezium? Why or why not?

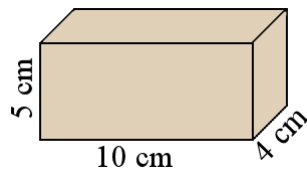
49. Can an obtuse triangle be isosceles?  
If not, explain why not.  
If yes, sketch an example.

50. a. Draw a right triangle with 5 cm and 7 cm perpendicular sides.

b. Find its perimeter.

c. Measure its angles. They measure \_\_\_\_\_<sup>°</sup>, \_\_\_\_\_<sup>°</sup> and \_\_\_\_\_<sup>°</sup>.

51. This is a rectangular prism.  
Find its volume.



52. Matthew has a rainwater collection tank in his yard that is rectangular, like a box. It is 1,2 m long, 60 cm wide, and 1 m tall.

a. Find the volume of the tank in cubic metres.

b. One morning, after a rainy night, the tank is about  $\frac{1}{3}$  full.  
About how many litres of water are in the tank?  
1 cubic metre equals 1 000 litres.