

Stage 3 Spelling - Term 2, Week 4	
explain	'ai' family
complain	
contain	
disdain	
waist	
afraid	
traitor	
failure	
acquaint	
portrait	
defy	'y' saying long 'i'
occupy	
cycle	
hybrid	
hygiene	
square	'squa'
squad	
squawk	
squadron	
squander	

I wake up.

My neck is stiff and my eyes hurt in the sunlight and I've got breadcrumbs stuck to my face.

I'm still on the floor of the taxi. Bibi is asleep on the back seat. Her head is on her arm and she's dribbling. I gently wipe the dribble off her chin with my sleeve. It's what Mum would do.

I kneel up and peer out the window.

Dad is steering the taxi off the road. We bump over some potholes and stop under a row of trees.

'Are we there yet?' says Bibi sleepily.

I hope not.

In the distance, past the trees, I can see the roofs of city buildings. I don't know much about city buildings because I've only been to the city twice in my life, but I do know one thing. City buildings often have the government in them.

'Good morning, you two,' says Dad.

'Is Mum here?' I ask anxiously.

Dad takes a moment to answer.

'Not yet,' he says. 'She'll be along a bit later.'

'How much later?' says Bibi.

Just for a second I think Dad is going to lose his temper. The tops of his ears go pink, which is always a dangerous sign for certain members of this family. But he just swallows and looks determined.

'I'm not sure exactly what time she'll be here,' he says. 'But she will. I promise.'

That's all I need to hear. In our family we always keep promises. Mum's probably getting a lift from one of the other school families. Mussa's parents have got a motorbike.

We all get out and stretch our legs.

I glance up at the trees. Their fronds are rustling in the breeze. I think how lucky city people are. Living in the country we don't have trees.

Except, I see now, these aren't real trees. They're actually light poles with huge straggling bunches of tangled cassette tape hanging off them. In among the flapping brown strands I can see empty music cassettes. I know what they are because Yusuf's grandfather has some. He loves Dolly Parton.

Dad sees me looking.

'Tape trees,' he says. 'The government hates music, so they confiscate tapes from motorists and chuck them up there as a warning.'

Dad stares up at the ruined tapes. For a moment I think he's going to climb up and rescue them, but he doesn't.

'That's why I taught you to whistle,' he says. 'So you can annoy the government whenever you want.'

I give Dad a grin. He tries to grin back but his eyes won't go along with it. Poor thing. He's been awake all night.

Early morning traffic zooms past us towards the city. Suddenly I have a scary thought. What if a passing government employee from the illegal schools department recognises Dad?

I try to stand between him and the road.

'Come on,' says Dad. 'Let's get you two settled down.'

I'm not sure what he means. He grabs the bags from the taxi and leads us through the tape trees to an abandoned shop. I can tell it's a shop from the big faded Coke and Fanta signs on the front. Dad has told me about the days before fizzy drinks were banned.

The shop door is hanging off and inside it's a bit messy. On the floor are old campfires that have gone out. And tattered

pieces of cardboard. The type that people without houses sometimes sleep on.

'Sorry it's not cleaner,' says Dad. 'But you'll be safe here till I get back.'

I stare at Dad. 'Are you leaving us here?' I say.

'You're not,' says Bibi, outraged. 'You're not leaving us here.'

Dad hugs us both. It almost feels like he's more scared than we are.

'I've got to go and pick Mum up,' he says. 'It's better if you two wait here.'

'Why?' demands Bibi.

That's what I want to ask too.

Why can't Mussa's parents drop Mum here?

But I don't. Because from Dad's face I can see there's something we don't know. Something scary and dangerous. Something that makes Dad want to keep me and Bibi safely hidden away here. And I'm scared to ask.

Dad kisses me and Bibi on the head. 'There's breakfast in that bag,' he says, trying to sound cheery. But his voice is trembling. 'I won't be going far. The soccer stadium's just over there.'

The soccer stadium?

Dad is pointing out of the shop, past the tape trees. In the distance I can see the top of a curved mudbrick wall.

That must be it.

The soccer stadium.

The one place in the city I've always wanted to visit.

Dad suddenly drops his arm as if he hadn't meant to mention the soccer stadium.

'Bibi,' he says. 'Can you get the breakfast things out?'

Then he steers me out of the shop.

He hands me a folded piece of paper and a wad of money.

‘This is in case I’m not back here by late this afternoon,’ he says softly, glancing over his shoulder to make sure Bibi can’t hear. ‘Find a taxi, give the note and the money to the driver and he’ll take you both back to the village. But I will be here, I promise.’

I’ve never held so much money. I’m still staring at it when I realise Dad’s in the taxi and driving off.

I wave, but I don’t think he sees me. Then I stuff the money and note into my pocket and go back into the shop.

‘Let’s have breakfast,’ I say to Bibi. I don’t say anything about the money. I don’t want her to be worried. One of us is enough.

‘If Dad doesn’t come back,’ says Bibi, ‘we’re going to use that money to buy a tank and blow up whoever’s hurt him and Mum.’

Little sisters, they see everything.

I can see she’s struggling not to cry. While we eat I try and cheer her up with stories of some of the best goals I’ve seen. She’s not very interested, not even in the one where a West Ham striker slipped over and grabbed wildly at something to stop him falling and accidentally pulled down the Arsenal goalie’s shorts.

I’m not very interested either. All the while I’m talking, I’m not really thinking about golden goals. My mind’s somewhere else.

The soccer stadium.

Why is Dad picking Mum up there?

‘Jamal,’ complains Bibi. ‘Your yoghurt’s dripping on my leg.’

Suddenly it hits me. I know why Mum and Dad are going to the soccer stadium. They’ve got the same plan as me. They’re going to talk to a government soccer official about me and Bibi. They’re going to explain how our soccer skills will help Afghanistan have a national team one day. So the government won’t want to kill us anymore.

That happens in families, people having the same idea. Bibi and I both gave Mum blackboard dusters for her birthday last

year.

‘This is fantastic,’ I say out loud.

‘It’s only yoghurt,’ says Bibi.

I explain to her what Mum and Dad are doing. I can hardly get the words out, I’m so excited. Bibi is doubtful at first, until she realises she’s in the running for the national team too.

‘Fantastic,’ she says, eyes wide.

Another thought hits me. One that makes me jump up and spill the rest of the yoghurt.

If Mum and Dad are really going to convince that government soccer official, they need us there too.



People are milling around outside the soccer stadium. Hundreds of them. They seem pretty excited. But not as excited as me.

‘There must be a match,’ I say to Bibi. ‘The government must have given permission. This is great. The national team selectors could be here.’

Mum and Dad, you are so clever.

I smile as I imagine how delighted the national team selectors will be to meet us. Their job must be so boring, never selecting anybody.

Bibi looks doubtful. ‘I don’t think I’m ready for national selectors,’ she says. ‘I’ve only ever scored one goal outside my bedroom.’

‘You’ll be fine,’ I say. ‘It’s talent they’re looking for in a nine-year-old, not experience.’

I give her the ball to hold while I tuck a few strands of her hair back under her hat. It’s actually Dad’s hat, so it’s a bit big.

‘Remember you’re meant to be a boy,’ I tell her. ‘We won’t show them you’re a girl till after you’ve dazzled them with your ball skills.’

‘These pants of yours are really loose,’ grumbles Bibi. ‘I can hardly walk in them, let alone play soccer.’

There are quite a few taxis pulling up outside the stadium. We push through the crowd, looking for a red one with a green driver’s door and a photo of me and Bibi hanging from the mirror.

No luck. Mum and Dad don’t seem to be here yet.

‘We’ll never find them,’ says Bibi, pulling my pants up and squinting through the dust.

‘Keep looking,’ I say.

I explain to her that this stadium is nowhere near as big as the ones on TV, but it can still probably hold two thousand people. That’s at least two hundred taxi loads. There’ll be plenty more taxis arriving before the match starts.

‘What if they’ve parked the taxi?’ says Bibi. ‘What if they’re in the crowd?’

It’s a good point. We push through the throng, searching for two familiar bodies.

Still no luck.

Bibi cups her hands around her mouth. ‘Mum, Dad, where are you?’ she yells at the top of her voice.

I grab her and pull her through the crowd, away from the staring faces.

‘Bibi,’ I plead. ‘We don’t want to attract quite so much attention. Just the selectors, OK?’

I can’t believe it. Some people just don’t know how to behave when they’re on a government death list.

Then I see something amazing. The stadium gates are open. People are just walking in without tickets. There aren’t any ticket collectors. Either they haven’t arrived yet because they couldn’t get a taxi, or this is a free match.

‘Come on,’ I say to Bibi. ‘Let’s look for Mum and Dad inside.’

The stadium is almost full. It must be a big match. Maybe a famous club is on tour. Real Madrid or Juventas. Or even Manchester United. Sir Alex Ferguson could be in the dressing room right now, giving his players a stirring speech and checking their hamstrings.

‘Let’s go up to the high seats,’ I say to Bibi. ‘We’ll be able to spot Mum and Dad better from up there.’

We push our way up the crowded steps to the very back row of seats, right up the top, ten or twelve rows from the pitch. While Bibi peers around at the spectators, I lean back over the stadium wall and check out the people and taxis around the entrance.

Except there aren't many people left outside. And hardly any taxis.

Suddenly the whole stadium goes quiet.

For a panicked second I think it's because they've recognised me and Bibi as students from an illegal school. I put my arm round Bibi. But it's not that. An army truck has driven onto the pitch.

I'm shocked. Don't they realise that heavy vehicles can damage the playing surface? It's really hard to dribble through tyre ruts. I know, I've tried. If Sir Alex Ferguson sees them, he'll go mental.

The truck drives to the far end of the pitch, stops, and soldiers jump out. They open the back of the truck and drag out several women. Even at that distance I can tell they're women because they're covered with clothes from head to foot.

What's going on?

'Look,' whispers Bibi. 'Their hands are tied up.'

She's right.

The soldiers start chaining a couple of the women to the goal posts.

Suddenly I understand what's happening. It's a warning from the government. The women are pretending to be soccer players. The government is showing what will happen to women who play soccer.

I feel Bibi stiffen as she realises this too.

Part of me wants to run onto the pitch with Bibi and show the crowd her soccer skills so they'll see how stupid the government is.

But another part of me is starting to think this isn't such a good idea. The soldiers have got guns. Even though this is just pretend and the guns probably aren't loaded, they could still give you a nasty whack round the head.

I can tell Bibi feels the same. She's shaking.

'Jamal,' she whimpers.

I hug her closer.

Suddenly one of the women breaks away from the soldiers and runs towards our end of the pitch. All the spectators in the stadium start yelling at her. They yell angry, rude, nasty things. The people around me are getting really worked up. The noise makes my head hurt. I put my hands over Bibi's ears.

I can't take my eyes off the woman.

There's something about the way she's running.

No, it can't be.

No, don't let it be.

Lots of women have clothes like that. Lots of women run like that. The exact way Mum used to run when Bibi was a toddler and we had family walks in the desert and Bibi made a break for it.

'Mum,' whimpers Bibi. 'It's Mum.'

It is.

It's Mum.

Down there on the pitch. Hands tied. Running from soldiers. This isn't pretend. This is real.

I stare, numb with shock, trying to take it in, as two soldiers catch Mum at our end of the pitch and fling her to the ground. They point their rifles at the back of Mum's head.

The stadium goes silent.

'No,' screams Bibi.

I clamp my hand over her mouth. People glance at her, then turn back to the pitch.

'It's just a warning,' I plead into Bibi's ear. 'They're just warning Mum not to run away.'

But why? Why is Mum here?

Suddenly I realise. Last night. The government must have arrested Mum before they blew up our house. These women must all be illegal teachers, here to be punished.

Oh no.

Up the other end of the pitch the soldiers are making the other women kneel down. Pointing guns at the backs of their heads too. Taking aim.

I try to scream but all that comes out is a horrified sob.

They can't. The government can't do this. They can't kill people for being teachers.

'Mum,' whimpers Bibi.

'Stay here,' I say to her.

I stuff the soccer ball and Dad's money into her hands and fling myself down the stadium steps. I don't know how I'm going to do it, but I've got to stop them shooting Mum.

Other people are running down the steps too. One of them is Bibi, I can hear her sobbing behind me. For a moment I think the other people are going to help me. But they don't run onto the pitch, they run out of the stadium. They don't want to save Mum, they just don't want to see her shot.

It's just me and Bibi.

Then I hear shouting from the stadium entrance, and the screeching of tyres. A taxi is speeding into the stadium. It smashes through the low fence around the pitch.

People scream.

Smoke is pouring from the back windows of the taxi as it hurtles past Mum and the two soldiers.

It does a half-circle in front of the other soldiers at the far end of the pitch, spraying them with grit. Burning oil cans fly

towards them out of the driver's window. The soldiers dive for cover.

The taxi accelerates out of the smoke and speeds down the pitch towards Mum.

The two soldiers with Mum aim their guns at the taxi. Mum scrambles up and starts running again. The taxi goes into a broadside skid and slams into the two soldiers, sending them sprawling, their guns sliding away across the pitch.

The passenger door of the taxi flies open. Mum sees this, runs to the taxi and flings herself in.

People are shouting. The stadium is full of smoke. I can just make out the soldiers at the other end of the pitch stamping on the burning rags from the oil cans and aiming their guns towards the taxi. People are crawling under their seats.

Gunshots crackle. I'm so numb with shock I can't move. The taxi wheels spin. The taxi lurches forward. For a moment it looks like it's going to crash into the goalposts at this end. Then it veers away and hurtles across the pitch and out of the stadium.

I struggle to breathe.

Bibi is clutching me, struggling to speak.

'Jamal, it was ... it was ...'

It was.

It was Dad.

We're out of the crowds now and almost back at the shop. It's taken a while because you keep bumping into things when you're running and crying at the same time.

'Will they be OK?' sobs Bibi.

She's been asking me the whole way, but I don't blame her. I've been asking myself the same thing.

'They'll be fine,' I say to her. 'Dad rescued Mum. You saw him.'

I don't say anything about government roadblocks and helicopters with telescopic sights. I just glance at the sky and feel sick with worry.

We arrive back at the shop.

Mum and Dad aren't there.

Bibi howls. I hug her and hug myself at the same time. 'This is good,' I say to us both. 'If they got back first and found we weren't here, they'd be really worried.'

I wish it felt good.

'But why aren't they here?' wails Bibi.

'Dad probably wants to make sure he's not being followed,' I say, desperately hoping I'm right. 'He's probably whizzing down one-way streets the wrong way, you know, like he's told us city taxi drivers do.'

I decide to pack our bags to be ready for a quick getaway when Mum and Dad do arrive. I go into the shop, then remember I packed everything before we went to the stadium. Everything except my ball, which I pack into my rucksack now.

And Mum's candlestick, which we left with a candle burning in it. The candle is still burning. I'm not going to pack that. Not yet.

'Jamal.'

It's Bibi, screaming.

I rush outside. A vehicle is speeding off the road in a blur of red and green. It ploughs across the open land and stops in a whirl of dust between the tape trees and the shop.

Now I'm screaming too, we're both screaming their names as we run towards the taxi.

Mum and Dad get out.

We cling onto each other, all four of us, so hard it feels like my arms will snap. Then Dad pulls away. 'We've got to move fast,' he says, going to the boot of the taxi.

I'm not ready to move fast, but Mum pulls away too.

'I thought they were going to kill you,' sobs Bibi, clinging to Mum's dress.

'No', says Mum softly, stroking Bibi's head.

Then Mum stares at Bibi as she realises we were in the stadium. She looks at me. I nod. No point in hiding it.

'Were they going to kill you because you're a teacher?' says Bibi.

Mum looks away. She nods. Her face is pale and dazed. Suddenly I can see she thought they were going to kill her too, and that makes me cry again.

Mum turns and moves towards the shop. She stops. She stares at the candle burning in her candlestick. She turns back and puts her arms round me and Bibi again.

'Thank you,' she whispers.

'Mum,' says Bibi in a tiny voice. 'What will happen to those other women?'

Mum doesn't say anything for a long time. I look up and see the anguish on her face. My own chest hurts with the sadness of

it.

'We couldn't do anything,' I say softly to Bibi. 'We're just a family.'

Mum takes a deep breath. 'And we're going to stay a family,' she says, keeping her arms round us. 'No matter where we go.'

She's never held me so tight.

'Are we going on a trip?' asks Bibi.

Mum nods.

'Where?' asks Bibi.

'A long way away,' says Mum.

'Like a holiday?' asks Bibi.

Mum hesitates. Then she gives me and Bibi a brave smile.

'Sort of,' she says.

'When are we going?' asks Bibi.

'Very soon,' says Dad from over by the taxi.

I turn and see he's crouching by the driver's door with a can of paint. He's already painted half the green door red. He takes a lump of chewing gum out of his mouth and pushes it into a bullet hole and paints over it.

'Come on Bibi,' says Mum. 'Let's get the things in the car.' She goes into the shop. She's incredible. An hour ago she was nearly shot and now she's organising Bibi.

While Dad paints, I kneel next to him and catch the drips off the bottom of the door with my sleeve. The government will be on our trail soon and we don't want to leave tracks.

'Clever thinking, Jamal,' murmurs Dad.

That makes me feel good.

'Dad,' I say. 'What you did was so brave, driving into that stadium and rescuing Mum. But I wish you'd taken us. We could have helped you throw the smoke cans.'

Dad stops painting and stares at me. I remember he doesn't know I was in the stadium. I swallow. He puts a paint-spattered hand on my shoulder.

'Jamal,' he says quietly. 'You are a part of my heart and a part of my soul. I'm proud that you're my son.'

I put my arms round him so he can feel how I'm glowing inside.

'I'm proud that you're my dad,' I say.

We look at each other. And suddenly I know that if Dad can be a desert warrior in a soccer stadium, so can I.

Then I remember we have to move fast.

'Shall I scratch the boot?' I ask. 'And put some dents in the back doors? To disguise it more?'

Dad blinks. He gives a flicker of a smile and shakes his head.

'This'll be enough,' he says. 'It's just to get us to the other side of the city. Then I'm going to sell the taxi to get money for our trip.'

I look at Dad in amazement.

Sell the taxi?

That must be really sad for him. He's had that taxi for years. Longer than he's had me and Bibi. We must be fleeing to somewhere too far away to go in the taxi. Somewhere up some really steep hills. The taxi was never that good at hills.

While Dad finishes the painting, I catch the drips and keep an eye out for government trucks and try not to think about the other women in the stadium.

Mum sticks her head out of the shop.

'If you want to go to the toilet,' says Mum, 'go now.'

None of us do.

I'm too busy having thoughts about my new plan.

'If a person goes somewhere else and becomes a huge soccer star,' I say to Yusuf's grandfather in my imagination, 'and so does his sister, and they play regularly on TV, and then they come back to Afghanistan with their parents, do you think they'd be popular enough to help form a new government? A kind and fair government that wouldn't murder anyone?'

'Yes,' says Yusuf's grandfather.

He's pretty old and wise, Yusuf's grandfather, even in my imagination, and he knows about these things.

'OK,' I say to him, 'I'll do it.'



## Persuasive Devices



## What Are Persuasive Devices?

Persuasive devices are important tools which we can use to convince others to agree with our viewpoint.

Persuasive devices are used to:

- create a bond between the author and the reader or listener
- reinforce and emphasise the author's viewpoint
- appeal to the emotions of the reader or listener
- make the author seem knowledgeable, reliable and correct
- make other views seem foolish, dangerous and wrong.



teachstarter

## Rhetorical Questions

Rhetorical questions are asked just for effect or to emphasise a point. Directly answering the questions is not expected.



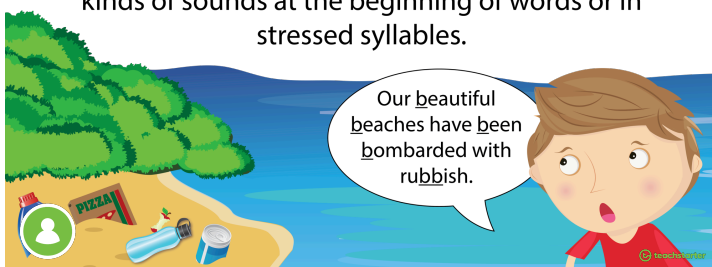
## Personal Pronouns

Personal pronouns are words such as: *you, our, we* and *us*. Use personal pronouns to make the reader feel like you are talking directly to them.



## Alliteration

Alliteration is the repetition of the same or similar kinds of sounds at the beginning of words or in stressed syllables.



## Emotive Language

Emotive language is used to make the reader feel certain emotions, such as sadness or excitement.



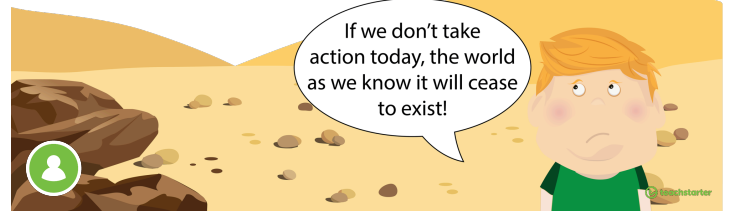
## Modality

Modality is used to indicate the degree to which something is certain, possible or improbable.



## Exaggeration

Exaggeration is used when giving information that is inflated or over the top. Exaggerating information can help to emphasise the point being argued.



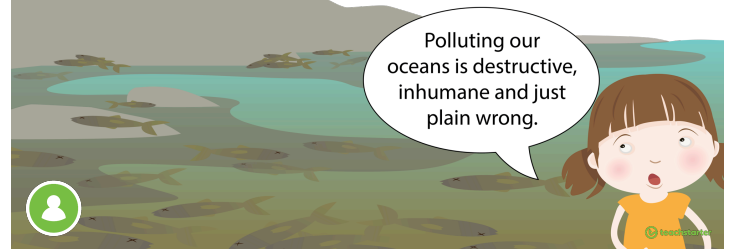
## Repetition

Repetition is when important words or phrases are repeated so that they stick in the reader's mind.



## Rule of 3

The rule of 3 is when 3 adjectives or phrases are used together to draw the reader's attention.



## Facts

Facts are pieces of information that are used to back up an argument.



## Statistics

Statistics are used to support your argument with real-life figures from relevant studies. They provide convincing evidence.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Persuasive Devices Match Up

Match the correct persuasive device to its definition.

Emotive  
Language

Questions asked just for effect, or  
to emphasise a point.

Alliteration

Words used to make the reader  
feel like you are talking to them.

Personal  
Pronouns

Repetition of the same sound at  
the beginning of words.

Exaggeration

Language used to make the reader  
feel certain emotions.

Rule of 3

Words used to indicate the degree  
to which something is probable.

Rhetorical  
Questions

Providing information that is  
inflated, or over-the-top.

Repetition

Important words or phrases that  
are used more than once.

Modality

Three adjectives or phrases used  
together to emphasise a point.

# Traditional Algorithm

$$42 \times 25 = ?$$

- Write down the multiplication problem with each of the numbers in the correct place value position.

$$\begin{array}{r} 42 \\ \times 25 \\ \hline \end{array}$$

- Start by multiplying the units column of the bottom number by the units column of the top number. If the product is a two-digit number, then carry over the first digit of the product into the tens column and place the second digit under the units column. Repeat the process by multiplying the units column of the bottom number by the tens column of the top number.

$$\begin{array}{r} \textcircled{1} 42 \\ \times 25 \\ \hline 0 \end{array} \longrightarrow 5 \times 2 = 10$$

$$\begin{array}{r} {}^1 42 \\ \times 25 \\ \hline 210 \end{array} \longrightarrow (5 \times 4) + 1 = 21$$

- First add the placeholder. Then multiply the bottom number in the tens column by the top number in the units column.

$$\begin{array}{r} 42 \\ \times 25 \\ \hline 210 \\ \boxed{0} \leftarrow \text{placeholder} \end{array}$$

- Continue multiplying the numbers in the next column.

$$\begin{array}{r} 42 \\ \times 25 \\ \hline 210 \\ 40 \end{array}$$

$$\begin{array}{r} 42 \\ \times 25 \\ \hline 210 \\ 840 \end{array}$$

- Add the answers of these two calculations together to get the final answer.

$$\begin{array}{r} 42 \\ \times 25 \\ \hline 210 \\ 840 \\ \hline 1050 \end{array}$$

$$42 \times 25 = 1050$$

# Term 2, Week 3 - Long Multiplication (Red and Yellow Team)

Q1

$$\begin{array}{r} 31 \\ \times 27 \\ \hline \phantom{0} \square \square \square \\ + \phantom{0} \square \square \square \\ \hline \phantom{0} \square \square \square \\ \hline \end{array}$$

Q4

$$\begin{array}{r} \phantom{0} \square \\ 77 \\ \times 51 \\ \hline \phantom{00} \square \phantom{0} \square \square \\ + \phantom{0} \square \square \square \square \\ \hline \phantom{0} \square \square \square \square \\ \hline \end{array}$$

Q2

$$\begin{array}{r} 61 \\ \times 72 \\ \hline \phantom{0} \square \square \square \\ + \phantom{0} \square \square \square \square \\ \hline \phantom{0} \square \square \square \square \\ \hline \end{array}$$

Q5

$$\begin{array}{r} \phantom{0} \square \\ 47 \\ \times 16 \\ \hline \phantom{00} \square \phantom{0} \square \square \\ + \phantom{0} \square \square \square \\ \hline \phantom{0} \square \square \square \\ \hline \end{array}$$

Q3

$$\begin{array}{r} 31 \\ \times 31 \\ \hline \phantom{0} \square \square \\ + \phantom{0} \square \square \square \\ \hline \phantom{0} \square \square \square \\ \hline \end{array}$$

Q6

$$\begin{array}{r} \phantom{0} \square \\ 87 \\ \times 76 \\ \hline \phantom{00} \square \phantom{0} \square \square \\ + \phantom{0} \square \square \square \square \\ \hline \phantom{0} \square \square \square \square \\ \hline \end{array}$$

Q7

$$\begin{array}{r} \phantom{00} \square \square \\ 276 \\ \times 46 \\ \hline \phantom{000} \square \square \square \square \\ + \phantom{00} \square \square \square \square \square \\ \hline \phantom{00} \square \square \square \square \square \\ \hline \end{array}$$

Q8

$$\begin{array}{r}
 \square \square \\
 353 \\
 \times 16 \\
 \hline
 \square \square \square \square \\
 + \square \square \square \square \\
 \hline
 \square \square \square \square
 \end{array}$$

Q12

$$\begin{array}{r}
 \square \\
 98 \\
 \times 98 \\
 \hline
 \square \square \square \square \\
 + \square \square \square \square \\
 \hline
 \square \square \square \square
 \end{array}$$

Q9

$$\begin{array}{r}
 211 \\
 \times 61 \\
 \hline
 \square \square \square \\
 + \square \square \square \square \square \\
 \hline
 \square \square \square \square \square
 \end{array}$$

Q13

$$\begin{array}{r}
 \square \\
 95 \\
 \times 87 \\
 \hline
 \square \square \square \square \\
 + \square \square \square \square \\
 \hline
 \square \square \square \square
 \end{array}$$

Q10

$$\begin{array}{r}
 41 \\
 \times 25 \\
 \hline
 \square \square \square \\
 + \square \square \square \\
 \hline
 \square \square \square \square
 \end{array}$$

Q14

$$\begin{array}{r}
 \square \square \\
 252 \\
 \times 76 \\
 \hline
 \square \square \square \square \square \\
 + \square \square \square \square \square \\
 \hline
 \square \square \square \square \square
 \end{array}$$

Q11

$$\begin{array}{r}
 21 \\
 \times 18 \\
 \hline
 \square \square \square \\
 + \square \square \square \\
 \hline
 \square \square \square
 \end{array}$$

Q15

$$\begin{array}{r}
 \square \square \\
 475 \\
 \times 86 \\
 \hline
 \square \square \square \square \square \\
 + \square \square \square \square \square \\
 \hline
 \square \square \square \square \square
 \end{array}$$

# Term 2, Week 3 - Long Multiplication (Blue Team)

Q1

$$\begin{array}{r} 71 \\ \times 56 \\ \hline \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q5

$$\begin{array}{r} 42 \\ \times 31 \\ \hline \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q2

$$\begin{array}{r} 80 \\ \times 77 \\ \hline \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q6

$$\begin{array}{r} \phantom{0} 98 \\ \times 98 \\ \hline \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q3

$$\begin{array}{r} \phantom{0} 620 \\ \times 17 \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q7

$$\begin{array}{r} \phantom{0} 98 \\ \times 31 \\ \hline \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q4

$$\begin{array}{r} 32 \\ \times 24 \\ \hline \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q8

$$\begin{array}{r} \phantom{0} 729 \\ \times 72 \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\ \hline \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \end{array}$$

Q9

$$\begin{array}{r}
 \phantom{0} \phantom{0} \\
 679 \\
 \times 95 \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0}
 \end{array}$$

Q13

$$\begin{array}{r}
 \phantom{0} \phantom{0} \\
 52 \\
 \times 34 \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \\
 + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0}
 \end{array}$$

Q10

$$\begin{array}{r}
 \phantom{0} \phantom{0} \\
 73 \\
 \times 32 \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \\
 + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0}
 \end{array}$$

Q14

$$\begin{array}{r}
 \phantom{0} \\
 39 \\
 \times 38 \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \\
 + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0}
 \end{array}$$

Q11

$$\begin{array}{r}
 \phantom{0} \\
 77 \\
 \times 69 \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \\
 + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0}
 \end{array}$$

Q15

$$\begin{array}{r}
 \phantom{0} \\
 520 \\
 \times 69 \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0}
 \end{array}$$

Q12

$$\begin{array}{r}
 \phantom{0} \phantom{0} \\
 737 \\
 \times 18 \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 + \phantom{0} \phantom{0} \phantom{0} \phantom{0} \\
 \hline
 \phantom{0} \phantom{0} \phantom{0} \phantom{0} \phantom{0}
 \end{array}$$







where did migrant groups come from and how did they contribute to the Australian Colonies?



Look at the images on the poster carefully and complete the activities below.

1. Write what you see.

--

2. Write three questions that you have about the poster and the images on it.

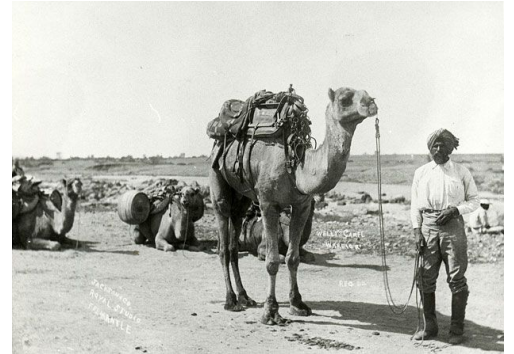
1.
2
3



# Migrant Groups

## Afghan Cameleers

Cameleers (called Afghan Cameleers) came from India, Iran, Egypt and Turkey. They worked mainly in the Northern and Central parts of Australia.



## Chinese migrants

Chinese migrants came in their thousands to the gold fields of Victoria and later on Queensland.

## German vigneron

German vigneron (wine makers) were encouraged to migrate as bounty migrants to South Australia.



## Pacific Islanders

Over 6000 Pacific Islanders, mainly from Vanuatu and the Solomon Islands, were used as indentured workers in the Northern Queensland sugar cane fields.

## Japanese Pearl Divers

Pearl divers and fishermen from Japan and the Philippines worked off the coast of Broome in Western Australia.



# Australia /Japan: The pearling days

Featuring **Broome**, a sea-port in Western Australia and **AMA**, the 'Sea Daughters' of Japan



**Broome**, (Western Australia). In 1861 the oyster **Pinctada maxima** appeared in Roebuck Bay, Broome. Subsequent study of this oyster soon proved it to have the largest pearl shell in the world. At this time the most valuable part of the oyster was its shell, the inside of which came to be commonly known as 'Mother of Pearl'. This material was quickly in high demand worldwide for the manufacture of buttons and several other widely used products. At this stage of the industry, pearls were not regularly found and were regarded as a sort of by-product. Very soon approx. 75% of the worlds' supply of 'Mother of Pearl' (not pearls) came from the Broome area.

Broome's relationship with the great ocean peaked again in 1889 when a submarine cable was laid through Broome and not Darwin as expected. A Customs House, Police Station, Hospital and Goal soon followed the construction of a deep-water jetty in 1897. By the early 1900's a fleet of around 400 pearl luggers developed a strong social and commercial relationship with the now thriving town which at this time accommodated a population of some 1000 Europeans and 3000 Filipinos, Malays, Japanese, other people of South-east Asian origin and indigenous Australians. The Japanese female pearl divers were regarded as the best of all the divers in this group. A reputation based on their high productivity.



**Ama**, (Traditional Divers of Japan) In English, the Japanese word "Ama" means "Sea-Woman" or "Sea-Daughter". The history of the Ama divers goes back at least 1000 years, perhaps 2000 or more. Originally from the south-eastern coast of Honshu they were the daughters and wives of fishermen and made strong contributions to the family by diving for food (seaweed, shellfish, etc.) Japanese women today are still considered to be better divers than men because they can hold their breath longer and are not affected as much by colder temperatures. Free-diving Ama routinely dived to a depth of 10m (often to 30m) and were able to stay under water for as long as 3 mins.



Despite the devastation of 2 World Wars, the pearling industry in Australia survived mainly due to the great advances in cultured pearl production. Sadly this saw the end of the 'Sea Daughters' era.

The amazing skills of the Ama were not necessary for the simple harvesting techniques needed to collect cultured pearls.



Ama divers these days are mostly involved in the tourist industry – demonstrating their diving prowess in a much safer way.

## Note#1 - 'The bends'

Diving is dangerous: Pearl divers had to deal with storms at sea, shark attacks and..... 'the Bends' (also referred to as 'Decompression Sickness', 'Rapture of the Deep' and, more accurately, 'Caisson Disease'), a situation occurring when rapid decompression from quick surface ascent causes nitrogen bubbles to form in the bloodstream (Nitrogen narcosis). This condition can often cause pain severe enough to make the bending of joints extremely difficult. Fatigue, stroke and even death may result.

## Note#2 – The Japanese Cemetery, Broome

A sad legacy left by Japanese pearlers is the Japanese Cemetery at Broome, the last resting place of some 900 Japanese sailors and divers who between 1882 and 1935 lost their lives working in the Australian pearling industry.

## Note#3 – Natural Pearls/Cultured Pearls

The making of a natural pearl starts when the oyster accidentally ingests a foreign body e.g. sand, shell or dirt of some kind. Reacting to this intrusion the oyster begins to cover this intruder with nacre, pearl shell (mother-of-pearl) that lines the inside of the oyster. Eventually this re-action produces a pearl inside the oyster.

## Stage 3 PE Week 4 Term 2

**Learning intention** - For students to participate in fun activities to develop their catching skills.

**Skill focus** – *See attached Skill Card for The Catch*

Equipment required – closed in shoe, a pair of socks, a pencil and the activity log book (see below) or download at [www.sports.det.nsw.edu.au](http://www.sports.det.nsw.edu.au)

### SUGGESTED ACTIVITIES

#### Warm Up

Stretch arms out nice and wide, followed by taking 2 steps forward, 2 steps to the right, 2 steps backwards, 2 steps to the left, jogging on the spot for 20 seconds followed by 15 star jumps, 10 lunges and 4 high kicks.

#### Daily activity

Using a pair of socks folded together to make a ball shape. Pretend the socks are an egg. Toss and catch the egg following the activities below.

**GETACTIVE@Home** - <https://vimeo.com/413420570/0a66eb3963> (Episode 1- The Catch)

Use activity log book to record your results for each activity. You can practise each day and improve on your 'personal best'.

### Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

### Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

### Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



### Teaching Cues

Family member can use the following catching teaching cues to support student:

- Throw the ball - 'toss the egg'
- Eyes on the ball – 'eyes on the prize'
- Arms extended and hands together - 'make the nest'
- Bend the knees and slightly lower hands - 'soften the nest'

### Discussion Questions-

When Catching a ball on the move, what should you look at? The ball? Your hands?  
How do you move your hands when catching a hard ball?

### Cool Down

**Watch and join in with 'Move like the avengers' - Marvel x Les Mills 5-minute Kids Workout**

<https://www.youtube.com/watch?v=uYi1kyMeFHQ>





## NSW School Sport – Get active @ home

### Catching challenge

Time: 20 minutes

#### Activity

##### Individual

Try as many of the following challenges as you can.

- How many times can you clap your hands while the ball is in the air?
- Throw the ball/item between your legs and catch it.
- Bowl the ball overarm into the ground and catch it after it bounces.
- Drop the item from shoulder height and catch it before it hits the ground.
- How high can you throw the item into the air and catch it?
- Catch the item one-handed, try to use the other hand.
- How many times can you spin on the spot while the item is in the air?
- Can you touch the ground while the item is in the air?



#### Equipment

- Any item you can throw, catch and, if possible, bounce.
- Examples – small ball, plush toy, bean bag, soft grocery item, piece of fruit.

#### Activity variations

Try some of these challenges:

- Each time you make a catch take one step back, see how far back you can go.
- Catch the item one-handed.
- Throw the item with your eyes shut.
- Catch the item behind your back.
- Catch the item in a hat.
- Each time you drop the ball you have to:
  - drop to one knee
  - drop to two knees if you drop it again
  - put one hand behind your back if you drop it again
  - if you drop it again you are out, start again.



## The Catch Skill Card

### Skill components



1



3



5



6

1. Eyes focused on the object throughout the catch.
  2. Feet move to place the body in line with the object.
  3. **Hands move to meet the object.**
  4. Hands and fingers relaxed and slightly cupped to catch the object.
  5. Catches and controls the object with hands only (well-timed closure).
  6. Elbows bend to absorb the force of the object.
- (Introductory components marked in bold)

# GetActive@Home



## Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?



TUESDAY

HOW DID YOU GET ACTIVE TODAY?

WEDNESDAY

HOW DID YOU GET ACTIVE TODAY?



THURSDAY

HOW DID YOU GET ACTIVE TODAY?

FRIDAY

HOW DID YOU GET ACTIVE TODAY?



For ideas on how to GetActive visit:

<https://app.education.nsw.gov.au/sport/participation/getactive>



Education

[getactive@det.nsw.edu.au](mailto:getactive@det.nsw.edu.au)



# Get Active @Home



Education

Name



Week 1

					Total/
--	--	--	--	--	--------

Week 2

					Total/
--	--	--	--	--	--------

Week 3

					Total/
--	--	--	--	--	--------

Week 4

					Total/
--	--	--	--	--	--------

Week 5

					Total/
--	--	--	--	--	--------

Make a smiley face on a circle each time you watch an episode or do something active.

How many smiley faces can you make in one week?

Remember to write your total down each week.

How many smiley faces do you have altogether?

11 - 15 = Active Challenger

16 - 20 = Super Active Challenger

21 - 25 = Mega Active Challenger



What is your total?

--



# Opinion Adjectives

An adjective is a word that describes a noun or pronoun. When we need to describe our thoughts about somebody or something, we can use **opinion adjectives**, such as *nice*, *beautiful* or *friendly*.

**1. Write an opinion sentence with each opinion adjective listed below.**

**Example adjective:** *entertaining*

**Example sentence:** The scary movie was very *entertaining*.

a) funny	
b) scary	
c) average	
e) interesting	
f) excellent	
g) boring	
h) beautiful	
i) strange	
j) delicious	
k) unusual	
l) difficult	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Persuasive Devices Sorting Task

The following sentences are from a persuasive text about homework.

Cut out each sentence and paste it in the correct column on the next page, according to the type of persuasive device being used.

We need to work together to make schools see that homework is a completely unnecessary exercise.	Don't students deserve to unwind and relax after a long day at school?
After school, children deserve to unwind, relax and just be kids.	Think about all the exhausted children who must suffer through the horrific task of homework every single night.
Homework is stressful for the student; boring for the student and pointless for the student.	Students should be social after school, not stuck inside doing silly study!
Homework is destroying the childhoods of today's children.	It is certain that homework does not achieve anything for students; this old-age practice must be stopped!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Persuasive Devices Sorting Task

Rhetorical Questions	Personal Pronouns
Alliteration	Emotive Language
Modality	Exaggeration
Repetition	Rule of 3

# • Array or Box Method •

$$42 \times 25 = ?$$

- Draw an array and break each number into a simpler multiplication.

40	2	x
		20
		5

- Multiply the numbers in the array together.

40	2	x
800	40	20
200	10	5

$$\left( \begin{array}{l} 40 \times 20 = 800 \\ 2 \times 20 = 40 \\ 40 \times 5 = 200 \\ 2 \times 5 = 10 \end{array} \right)$$

- Add all of the totals together to get the final answer.

$$800 + 200 + 40 + 10 = 1050$$

$$42 \times 25 = 1050$$





CAPA Option 1

## CAPA Option 2



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Using Persuasive Devices

Your friends are arguing whether or not books are more enjoyable than movies.

Choose which side you support.

Write a sentence using each persuasive device to help argue your viewpoint.

Rhetorical Question: \_\_\_\_\_

\_\_\_\_\_

Personal Pronouns: \_\_\_\_\_

\_\_\_\_\_

Alliteration: \_\_\_\_\_

\_\_\_\_\_

Emotive Language: \_\_\_\_\_

\_\_\_\_\_

Modality: \_\_\_\_\_

\_\_\_\_\_

Exaggeration: \_\_\_\_\_

\_\_\_\_\_

Repetition: \_\_\_\_\_

\_\_\_\_\_

Rule of 3: \_\_\_\_\_

\_\_\_\_\_

## Written methods – extended multiplication

	<b>H</b>	<b>T</b>	<b>U</b>	
	2	3	4	
×			3	
		1	2	← (3 × 4)
		9	0	← (3 × 30)
	6	0	0	← (3 × 200)
	7	0	2	

Extended multiplication is another way of solving problems. In extended multiplication we multiply the units, tens and hundreds separately then add the answers together.

- 1 Use a calculator to help you work out the values you could expect when multiplying the following. Tick the columns:

		T	TH	TH	H	T	U
a	a unit by a unit → $9 \times 7$						
b	a ten by a unit → $43 \times 5$						
c	a hundred by a unit → $126 \times 7$						
d	a ten by a ten → $13 \times 72$						
e	a ten by a hundred → $55 \times 120$						

$2 \times 2$  would give me a unit only. But  $8 \times 6$  would give me tens and units. I'll tick both columns.



- 2 Complete using extended multiplication. Estimate first:

e:

a

	2	4	5
×			2
<hr/>			

(2 × 5)

(2 × 40)

(2 × 200)

e:

b

	4	5	2
×			7
<hr/>			

(7 × 2)

(7 × 50)

(7 × 400)

e:

c

	3	2	7
×			8
<hr/>			

(8 × 7)

(8 × 20)

(8 × 300)

e:

d

	2	7	9
×			2
<hr/>			

(2 × \_\_\_\_\_)

(2 × \_\_\_\_\_)

(2 × \_\_\_\_\_)

e:

e

	4	1	2
×			9
<hr/>			

(9 × \_\_\_\_\_)

(9 × \_\_\_\_\_)

(9 × \_\_\_\_\_)

# Written methods – extended multiplication

## 3 Use extended multiplication to solve these problems:

- a Jack and his 2 friends bought tickets to the World Cup. Each ticket costs \$124. How much did they spend altogether?

e:
- b Jack has a paper round and earns \$7 per day. He works for 18 days and saves it all. Has he earned enough to pay for his World Cup ticket?

e:

- c Yusuf’s highest Level 1 Live Mathletics score is 112. Yep, he’s fast. If he scores this 7 times in a row, how many correct answers has he achieved?

e:
- d Kyra’s class of 24 all had to stay in for 11 minutes of their recess. Something to do with too much talking. How many minutes is this in total?

e:

## 4 Once you have the hang of extended multiplication, you can apply it to larger numbers. Try these:

a

		2	4	5
x			3	2
<hr/>				
				(2 × 5)
				(2 × 40)
				(2 × 200)
				(30 × 5)
				(30 × 40)
				(30 × 200)
<hr/>				
<hr/>				

b

			3	2	9
x				4	3
<hr/>					
					(3 × 9)
					(3 × 20)
					(3 × 300)
					(40 × 9)
					(40 × 20)
					(40 × 300)
<hr/>					
<hr/>					

c

			2	3	8
x				5	2
<hr/>					
					(2 × 8)
					(2 × 30)
					(2 × 200)
					(50 × 8)
					(50 × 30)
					(50 × 200)
<hr/>					
<hr/>					



# “Mongolian Octopus—Its Grip On Australia”

*Bulletin* (Sydney, Australia)

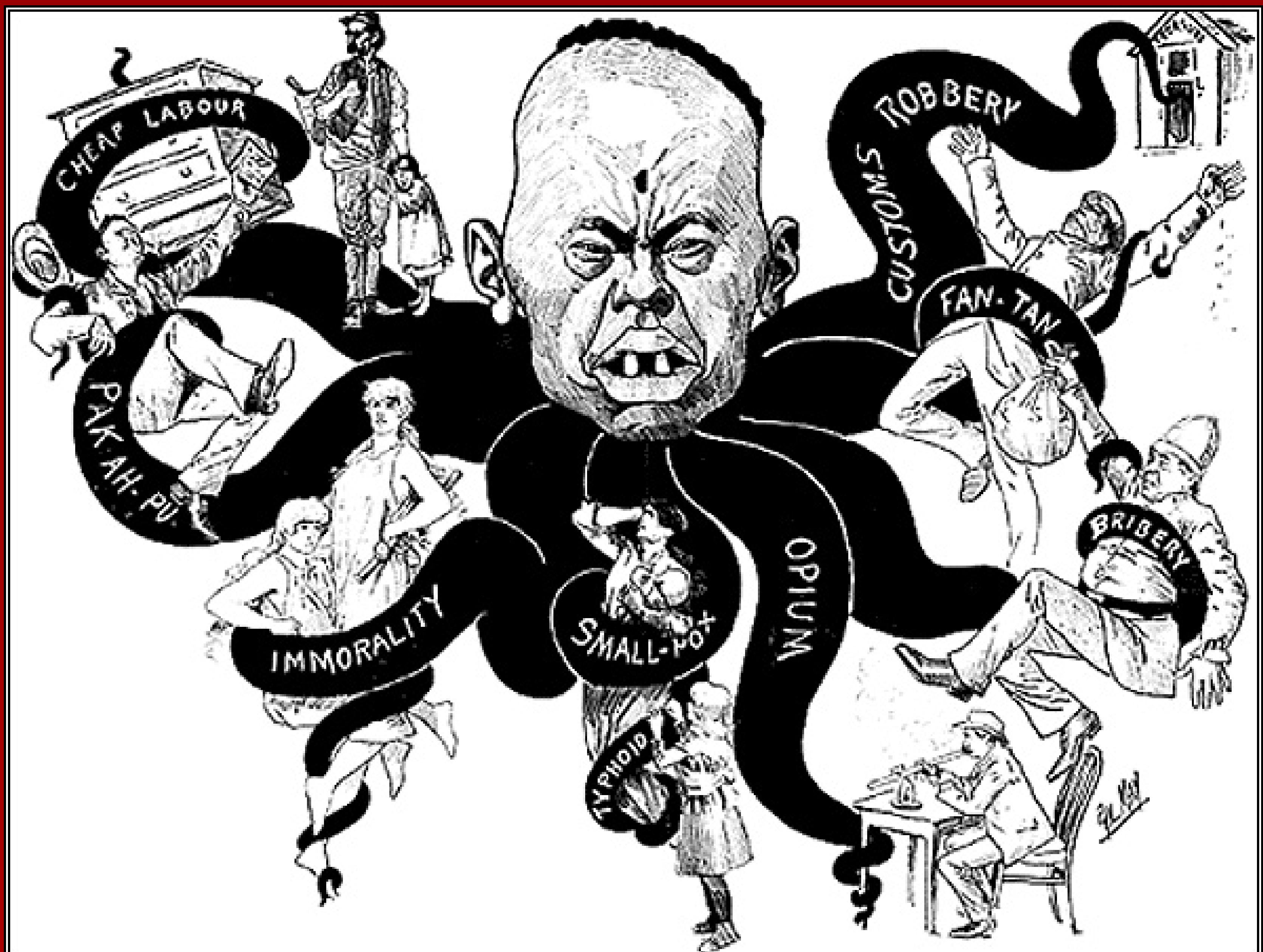
August 21, 1886

Ron Thornton

First-Year Seminar (COLA 100) Cartoon Project - Fall 2012

Published in the Sydney based *The Bulletin Magazine* on August 21, 1886, “The Mongolian Octopus – His Grip on Australia” cartoon was pointedly used as a form of propaganda against Mongolian & Chinese immigration. The cartoon illustrates an octopus with a human head and eight outstretched arms. On each of these arms is a different term, such as typhoid or immorality. These terms, along with the octopus itself, all portrayed racist views of Chinese and Mongolian immigrants.

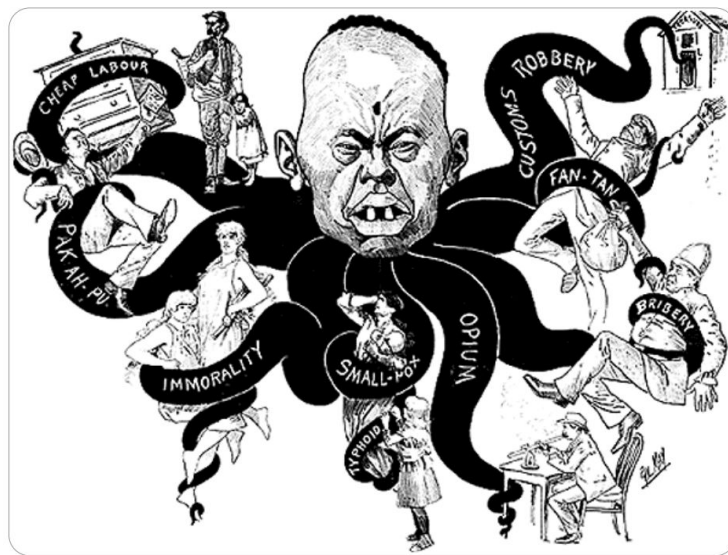
The head of the octopus is the first striking detail. The narrow eyes, large forehead, and buck-teeth are all negative stereotypes of Chinese culture. The fact that the human head is attached to an octopus’ body is another racist comparison to the immigrants resembling animals. On the arms of the octopus are eight crimes that these immigrants were thought to bring into Australian society. These crimes were “Fan Tan” and “Pak-Ah-Pu,” which were gambling games, “Customs Robbery,” “Bribery,” “Cheap Labor,” “Immorality,” “Typhoid,” “Small Pox,” and “Opium.” Each of the crimes listed were various racial stereotypes, such as Chinese disease, cheap labor, and gambling addictions. Many of these crimes were extremely unfounded, and were only circulated due to increased greed during the Australian Gold Rush.





# Life in the Australian Colonies for early migrants from Asia and the Pacific Islands

1. Life in the Australian Colonies for the early migrants from Asia and the Pacific Islands was not always easy. Why do you think this was so?
2. View the image below. This was a cartoon published in the Bulletin, an Australian newspaper, in 1890.



3. How do you feel about the cartoon? What words would you use to describe it?
4. What do you think the cartoonist was trying to say?
5. Would a cartoon like this appear in today's newspapers? Explain your answer.

Copy the following in your best cursive script:  
The Homework Machine, by Shel Silverstein

The Homework Machine, Oh, the Homework Machine,  
Most perfect contraption that's ever been seen.

Just put in your homework, then drop in a dime,

Snap on the switch, and in ten seconds' time,

Your homework comes out, quick and clean as can be.

Here it is – 'nine plus four?' and the answer is 'three.'

Three?            Oh me . . .

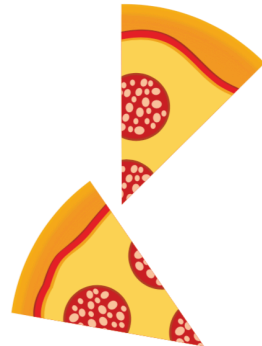
I guess it's not as perfect as I thought it would be.

## Multiplication Word Problems – Set 1

1. 100 people attended a charity dinner.  $\frac{1}{4}$  of them paid \$40,  $\frac{1}{2}$  paid \$65 and the remaining guests paid \$92. How much money did the charity dinner raise?



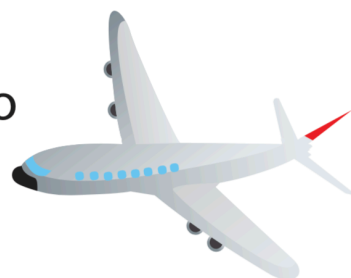
2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?



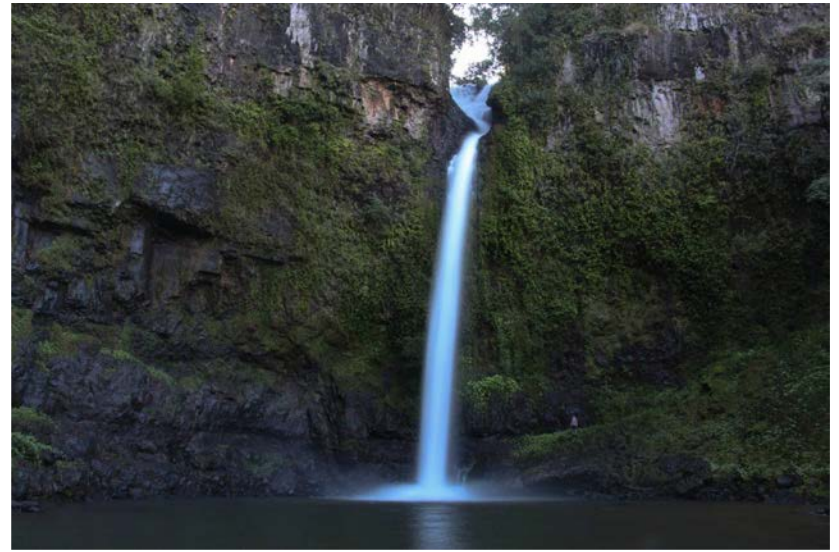
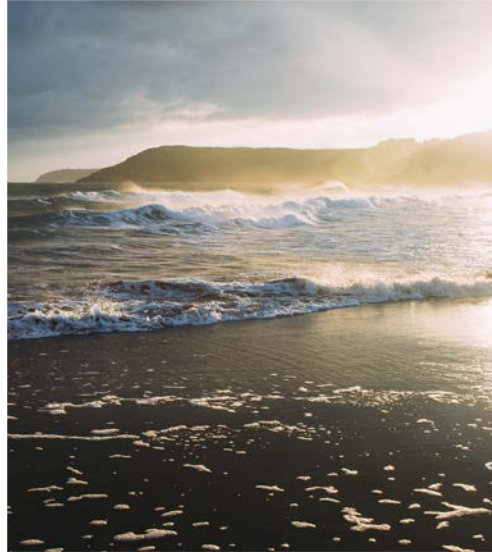
4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs \$3.35. How much did the whole trip cost her?



5. The airline bought 6 new planes for \$385 780 each. They had to spend \$12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?



## Image Gallery A





## Image Gallery B





## Multiplication Word Problems – Set 2

10. Sandy needs 14 ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?



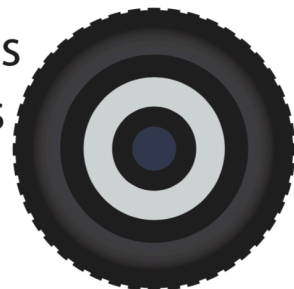
12. You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for \$8.00 or 7 packets of 5 cups for \$1.20 each?



16. On average, 4 babies are born every second world-wide. How many babies are born every 10 minutes?



18. Your car's wheels rotate 600 times per km. If your car needs new tyres every 50 000 km, how many times will your tyres rotate before they need to be replaced?



### Library Week 4– Australia's Migrant Population

1. Read 'Source Card 36– Australia's Migrant Population'

2. Complete 'Worksheet 72– Australia's Migrant Population'. Colour in the top 10 countries of birth for the year 2011. Add lines and labels to the countries to show their percentages.

3. Answer the following questions about the data on Source Card 36.

a) Look at the table from 1901. How many Asian countries are there?

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b) How many Asian countries in the table from 1971? List the countries.

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c) There are five Asian countries out of ten in the table for 2011. What do you think the table for 2041 might look like? Why do you think this?

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d) In all three tables, the largest numbers of people are from the United Kingdom. List some reasons why you think this might be the case.

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## Australia's Migrant Population

### Reading the tables

Look at the data from 1901. The total Australian population was 3 788 123 people. The number of Australians born overseas was 857 576. Most people were born in the United Kingdom (495 074 people). This is 57.7% of the total number of Australians born overseas (857 576 people).

A **census** is a count of a population. In Australia, a census is conducted around every five years. The census also records other details about the population, such as where people were born.

The following tables contain information gathered during Australian census counts in 1901, 1971 and 2011. They show the top ten countries of birth of Australian people who were born overseas. Look at the tables to investigate how these countries and population numbers have changed since 1901.

1901 Australian population (3 788 123)		
Birthplace	Number	%
1. United Kingdom	495 074	57.7
2. Ireland	184 085	21.5
3. Germany	38 352	4.5
4. China	29 907	3.5
5. New Zealand	25 788	3.0
6. Sweden & Norway	9 863	1.2
7. India	7 637	0.9
8. USA	7 448	0.9
9. Denmark	6 281	0.7
10. Italy	5 678	0.7
Other	47 463	5.5
Total number of Australians born overseas	857 576	100.0
Percentage of Australian population born overseas	22.6%	

1971 Australian population (12 755 638)		
Birthplace	Number	%
1. United Kingdom	1 046 356	40.6
2. Italy	289 476	11.2
3. Greece	160 200	6.2
4. Yugoslavia	129 816	5.0
5. Germany	110 811	4.3
6. Netherlands	99 295	3.8
7. New Zealand	80 466	3.1
8. Poland	59 700	2.3
9. Malta	53 681	2.1
10. Ireland	41 854	1.6
Other	507 663	19.7
Total number of Australians born overseas	2 579 318	100.0
Percentage of Australian population born overseas	20.2%	

2011 Australian population (21 507 719)		
Birthplace	Number	%
1. United Kingdom	1 045 024	19.8
2. New Zealand	483 396	9.1
3. China	318 969	6.0
4. India	295 363	5.6
5. Italy	185 401	3.5
6. Vietnam	185 039	3.5
7. Philippines	171 233	3.2
8. South Africa	145 683	2.8
9. Malaysia	116 196	2.2
10. Germany	108 000	2.0
Other	2 236 131	42.3
Total number of Australians born overseas	5 290 435	100.0
Percentage of Australian population born overseas	24.6%	

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Name \_\_\_\_\_

Date \_\_\_\_\_

Using the map below, colour-in the top 10 countries of birth for the year 2011. Add lines and labels to the countries to show their percentages.

