

Comprehensive Practice Series

Complying EDB's latest curriculum guide



Prime Weekly Mathematics Exercises (New Curriculum)

Number of books: 12 (1A–6B)
Number of exercises: 18–23 exercises for each book
Format: Integrated exercises
Objective: Help students understand fundamental concepts and develop skills for tackling complex questions step by step

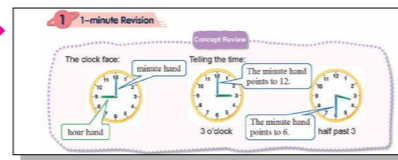
Contents and sample pages



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Key Concept Practice

- Exercises are sequenced according to mainstream textbooks for easy reference and use.
- Each exercise comes in a clear and systematic structure: **revision** → **consolidation** → **challenges**. **NEW**
 - 1-minute Revision** (Concept Review / Common Error): clarifying key concepts
 - Basic Practice:** laying a solid foundation with a firm grasp of concepts
 - Advanced Practice:** developing skills for solving difficult questions
- Level-up Questions** and **Public Exam Questions** are included, encompassing advanced questions and the common question types in public exams. **NEW**
- Useful Tips** and **Quick Reminder** in the exercises provide skills for solving questions or revisiting concepts learnt in previous years. **NEW**



Common Error

$33 \div 9 \times 3 = ?$

$33 \div 9 \times 3$ $= 33 \div 3 \times 9$ $= 11 \times 9$ $= 99$	$33 \div 9 \times 3$ $= 33 \div 3 \times 9$ $= 99 \div 9$ $= 11$
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When we change the order of calculation, we should change the digit together with the sign in front of that digit.

3 Advanced Practice

Circle the answers and fill in the boxes.

3. 13 is (larger / smaller) than 7.
 7 is (larger / smaller) than 16.
 Of the 3 numbers, (13 / 16 / 7) is the largest.

4. Arrange the numbers from the largest to the smallest: 17, 20, 3, 12.

5. Circle all the numbers larger than 6 but smaller than 14: 15, 9, 13, 2, 19.

6. Four numbers are arranged from the smallest to the largest: 5, \square , \square , 16. (smallest) (largest)
 Now, fill in the \square with the numbers from the table below.

7	1	18	4	10
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Upgrade Practice

- Cross-topic Exercise** is added to strengthen the ability of knowledge integration and application.
- 'Inquiry and Investigation' in the latest curriculum:** Challenging Problems are included to respond to the needs of the new curriculum.

Cross-topic Exercise

Complete the questions below.

- Kelly uses some shapes to make the figure on the right.
 - The figure is made up of _____ quadrilaterals and _____ triangles.
 - Kelly uses the squares and rectangles above to make the figure on the right. If the length of the rectangle is 4 times the side length of the square, the area of the figure is _____ cm^2 .
 - The perimeter of the figure in question b, is _____ (Give the answer with a unit).
- The weights of the 3 pieces of fruit are shown on the right.
 - The pineapple weighs _____ kg, that is _____ g.
 - Change $\frac{36}{25}$ to a mixed number: _____
 - Change $\frac{15}{25}$ to an improper fraction: _____
 - Arrange the weights of the 3 pieces of fruit from the lightest to the heaviest. _____ (Write the numbers.)
- The weight difference between the watermelon and the bananas is _____.
- On the right are 2 wooden sticks.
 - Wooden stick A is _____ m long.
 - Wooden stick B is _____ m long.
 - Wooden stick C is _____ m long.
 - 2 pieces of wooden stick A and 2 pieces of wooden stick B can be used to form a (square / rectangle / rhombus). (Circle the answer)
 - What is the perimeter of the figure formed in question b.7? (Show your work)

'Inquiry and Investigation' in the latest curriculum Challenging problems

A. Example

The length of the rectangle on the right is 24 cm, its width is 18 cm.

- At least how many squares can be divided without leaving any remainder? (The divided squares can be of different sizes.)
- Of the divided squares, what are the areas of the largest and the smallest squares respectively?

Step 1

The area of each divided square should be as large as possible to minimise the number of squares divided.

The first and second divided squares should be:

Step 2

Applying the rule, the divided squares should be:

Answer

- The rectangle can be divided into _____ squares at least.
- The area of the largest square is _____ cm^2 .
- The area of the smallest square is _____ cm^2 .

Assessments

- Two assessment tests and a final assessment are included in each book.

Assessment 1

Name: _____ Class: () Date: _____

Time allowed: 20 min

Final Assessment

Name: _____ Class: () Date: _____

Time allowed: 45 min

Revision Notes

Unit 1: Circles (Exercises 1-2)

- Recognising the circumference, centre, radius and diameter of a circle.
 - The perimeter of the circle is called the circumference.
 - Point O is the centre. All the points on the circumference are equally distant from the centre.
 - OR: OQ and OR are radii of the circle.
 - PR is a diameter of the circle.
- Drawing circles.
 - The point where the needle is fixed is the centre.
 - The distance between the needle and the pencil tip is the radius of the circle.
 - By rotating the pencil tip for one loop on a piece of paper, a circle will be drawn.

Unit 7: 3-D shapes (Exercises 21-22)

- Prisms and cylinders.
 - Prisms: 2 bases are the same shape and size. The lateral faces are quadrilaterals.
 - Cylinders: 2 bases are circles of the same size. The lateral face is a curved surface.
- Pyramids and cones.
 - Pyramids: with only 1 base. The lateral faces are triangles.
 - Cones: with only 1 circular base. The lateral face is a curved surface.
- Spheres.
 - have 1 curved surface only.

Explicit Answers

Clear, Accurate, Fit for Use

- The answer key is also available online for convenient use.
- The answer key caters for users' needs by offering three kinds of explanation:
 - MCQ Explanation **EXCLUSIVE**
 - Common Mistakes Explanation **EXCLUSIVE**
 - Solutions with Steps

MCQ Explanation

Wrong choice	Reason
A	Confuse 'the largest' and 'the smallest'.
B	Misunderstand to compare the last digit of each number.
C	Only compare '11' and '17'.

Common Mistakes

Common mistake 1: $6 \times$
 Ignore that the square has green edges on both sides and omit '+ 2'. Then write the expression as: $60 \div 4 - 36 \div 4$.

Common mistake 2: $144 \times$
 Wrongly take the area of the green part as the answer. Then write the expression as: $(60 \div 4) \times (60 \div 4) - (36 \div 4) \times (36 \div 4)$.

Solutions with Steps

[There are 3 different bases in Figure I, so there are more than one cross sections which are parallel to the bases with different shapes:]

- Cut along _____, the cross section is \square ;
- cut along _____, the cross section is \square ;
- cut along _____, the cross section is \square .]

E-resources

- Explanatory videos
 - Concept Review
 - Common Error

How many biscuits are there altogether?

5 biscuits + 3 biscuits = 8 biscuits

3 biscuits + 5 biscuits = 8 biscuits

Try now



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