

NGUYỄN
PHẠM TRÍ ĐỨC

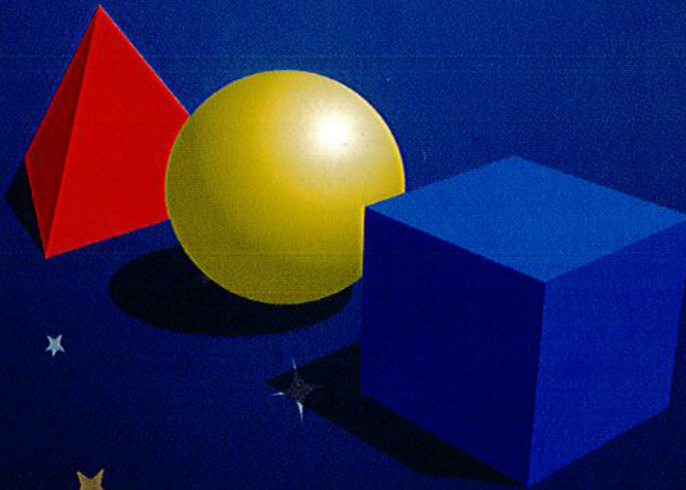
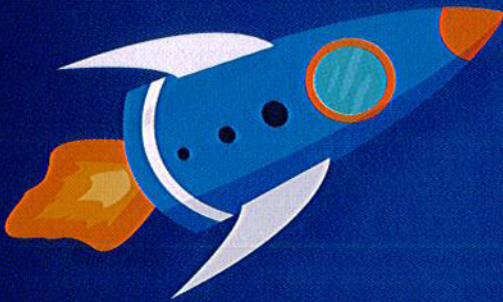
Trường: Đinh Thụ
Tập: Math In My World Lớp: 5¹
Tên: Trương Anh
Niên khóa: 20.16 - 20.17

ENGLISH TEACHER CLUB

MATH

in My World

5



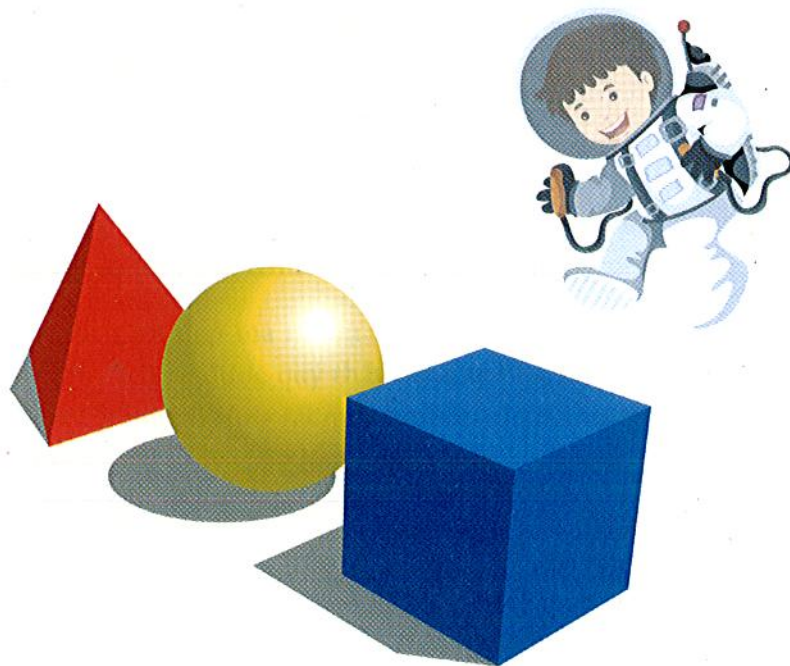
NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

NGUYỄN TRƯỜNG GIANG
PHẠM TRÍ ĐỨC - NGUYỄN TRUNG HIỂU



MATH 5

in My World



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Tổ chức biên soạn:

Sở Giáo dục và Đào tạo Thành phố Hồ Chí Minh -
Công ty cổ phần Dịch vụ xuất bản giáo dục Gia Định

A large, light blue rectangular area with rounded corners serves as a background for the form. On the left side of this area is an illustration of a green book with a yellow cover, a blue pen, and a pink flower sticker. The text 'This book belongs to' is followed by a horizontal line. Below this, the word 'Class' is followed by a horizontal line, and the word 'School' is followed by a horizontal line.

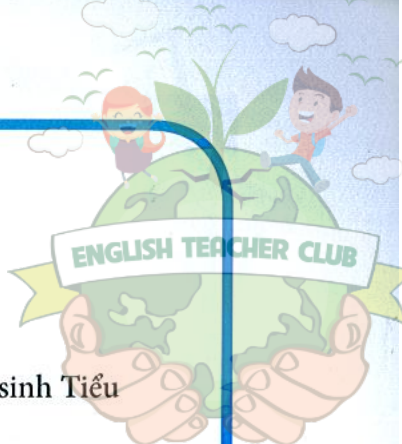
This book belongs to _____

Class _____

School _____



Lời nói đầu



Bộ sách **Math in My World** được biên soạn nhằm giúp các em học sinh Tiểu học làm quen và rèn luyện ngôn ngữ tiếng Anh trong môn Toán.

Sách **Math in My World 5** được thiết kế theo từng bài học với các phần **Lí thuyết** (Let's learn) đưa ra các thuật ngữ được sử dụng trong bài học; phần **Luyện tập** (Let's practice) với các bài toán có các câu lệnh đơn giản theo chủ đề của bài để học sinh ghi nhớ, vận dụng; phần **Tự luyện** (Let's try) có các bài tập để các em tự rèn luyện và phần **Liên hệ thực tế** (Math in my world) với các bài tập, trò chơi hoặc một thử thách theo các chủ đề gắn liền với thực tế cuộc sống, giúp cho việc học Toán trở nên sinh động và gần gũi hơn. Sách được trình bày đẹp mắt, phù hợp với chuẩn kiến thức và tâm lí của trẻ lớp 5.

Nội dung của quyển sách bao gồm 4 chương với 16 đơn vị bài học và 2 bài ôn:

Chương 1: Phép toán với các số tự nhiên

Chương 2: Hình bình hành, Phân số

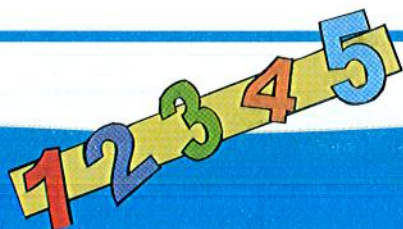
Chương 3: Phép toán với phân số

Chương 4: Hình học

Thông qua các dạng bài tập đa dạng, hợp lí và lời cuốn, học sinh có thể vừa luyện tập tiếng Anh vừa học Toán. Điều này sẽ giúp các em cảm thấy thích thú khi học tiếng Anh bằng Toán và tạo cho các em bước nền quan trọng để có thể tiếp cận các kì thi tiếng Anh và Toán quốc tế trong tương lai.

Với mục đích tốt đẹp mà nhóm tác giả mong muốn đạt được, chúng tôi hi vọng quyển sách sẽ được quý thầy cô, quý phụ huynh cùng các em học sinh đón nhận. Chúng tôi cũng rất mong muốn nhận những ý kiến đóng góp để nội dung quyển sách ngày càng hoàn thiện hơn.

NHÓM TÁC GIẢ



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Back to School

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Hi, friends! Welcome to **Math in My World 5!**
We will go on the journey to explore the world of math and we will find out how interesting it is!
Before we start, let's see how well you know about math! Are you ready? Let's get started!



Choose and circle the correct answers.

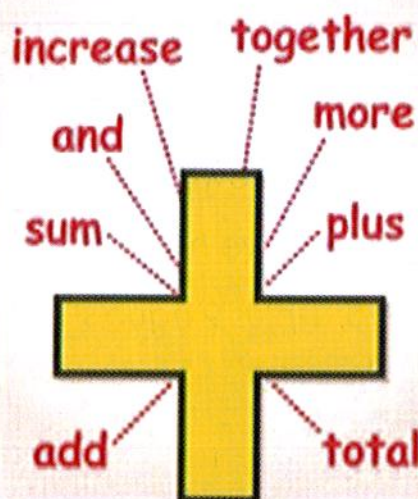
1. The value of digit "7" in 270,320 is
a. 700,000 b. 70,000 c. 7,000 d. 700
2. Among these numbers, the number divisible by 2, 3, 5 and 9 is
a. 4,194 b. 36,810 c. 21,000 d. 76,020
3. The arithmetic mean number of 45, 72 and 114 is
a. 75 b. 76 c. 77 d. 231
4. Eighty two thousands, four hundreds and two is
a. 82,402 b. 82,420 c. 82,240 d. 47,825
5. A triangle with three sides 45 cm, 56 cm and 47 cm. The perimeter of the triangle is
a. 184 cm b. 148 cm c. 148 m d. 184 m
6. The next number in series 21,300; 21,350; 21400 is
a. 21,500 b. 21,550 c. 21,450 d. 21,540



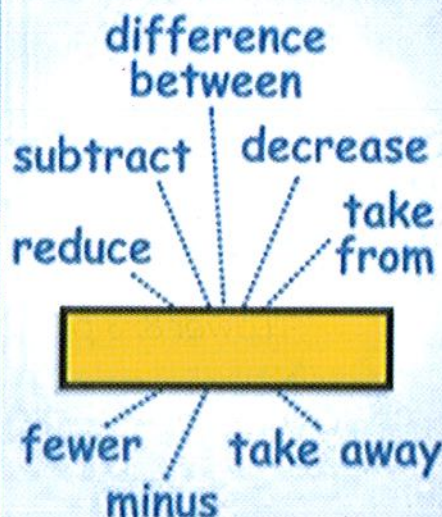
The Basic Operations with Natural Numbers

ENGLISH TEACHER CLUB

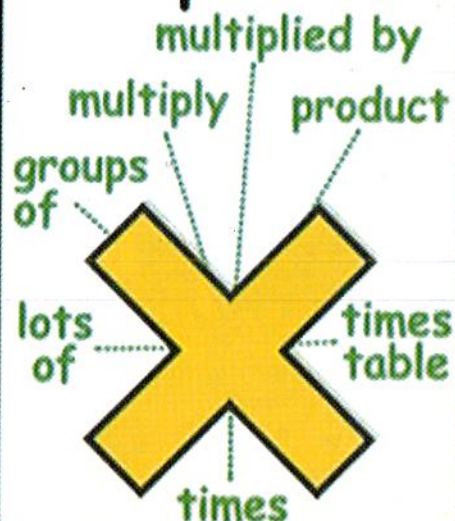
addition



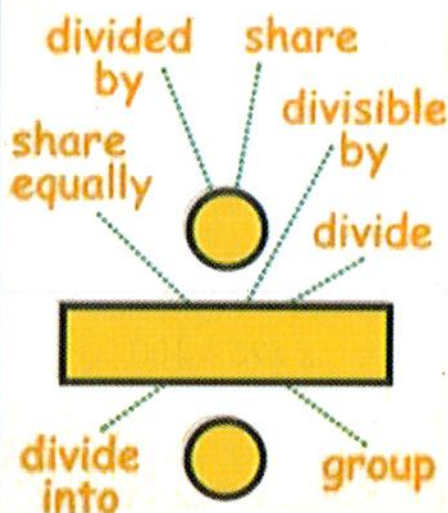
subtraction



multiplication



division



Objectives

- To know how to multiply by 2-digit numbers

Vocabulary

multiply, digit

Let's learn

1. Multiplying by 2-digit number: calculate 46×23

$$\begin{array}{r} 46 \\ \times 23 \\ \hline 138 \\ 92 \\ \hline 1,058 \end{array}$$

Multiply from right to left. This is the rule.

– 3 times 6 equals 18, write 8 carry 1 over;

– 3 times 4 equals 12, add 1 to 12 we have 13, write 13.

– 2 times 6 equals 12, write 2 (below 3) carry 1 over;

– 2 times 4 equals 8, add 1 to 8 we have 9, write 9.

– Lower 8; 3 plus 2 equals 5; 1 plus 9 equals 10, write 10.

Let's practice

1. Calculate.

$$\begin{array}{r} 427 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 103 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 197 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 408 \\ \times 32 \\ \hline \end{array}$$

2. Find the value of x .

Example: $x : 25 = 100$

$$x = 100 \times 25$$

$$x = 2,500$$

We can say: x divided by 25 equals 100. Therefore, in order to find x , we multiply 100 by 25 and then we have x equals 2,500.

a. $x : 27 = 509$

b. $x : 14 = 280$

Let's try

1. A rectangular schoolyard is 125 m in length and 78 m in width. What is the area of the rectangular schoolyard?

Solution

The area of the rectangular schoolyard is:

$$125 \times 78 = \underline{\hspace{2cm}} (\text{m}^2)$$

Answer: $\underline{\hspace{2cm}} \text{ m}^2$.



2. The 4th graders lined up in 17 lines with 11 students per line.
The 5th graders lined up in 15 lines with 11 students per line.
How many students are there in total?





Solution

The member of 4th graders is:

$$17 \times 11 = \boxed{} \text{ (students)}$$

The member of 5th graders is:

$$15 \times 11 = \bigcirc \text{ (students)}$$

The number of students of two grades in total is:

$$\boxed{} + \bigcirc = \underline{\hspace{2cm}} \text{ (students)}$$

Answer: students.



Math in my world

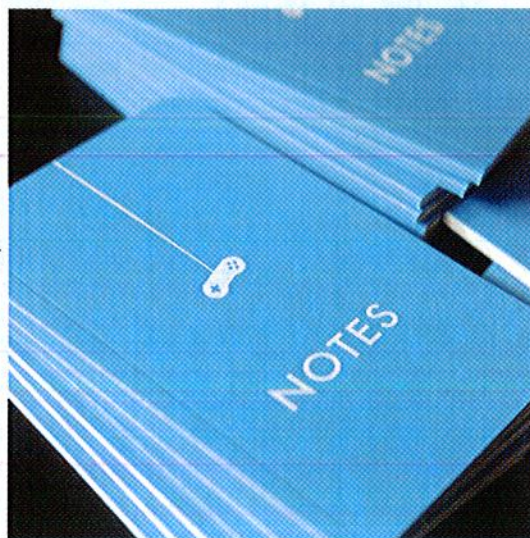
There are 50 pages in each of Lan's notebook. How many pages are there in 25 notebooks?

Solution

The pages of 25 notebooks in total are:

$$50 \times 25 = \underline{\hspace{2cm}} \text{ (pages)}$$

Answer: pages.



1. Calculate.

$$\begin{array}{r} 17 \\ \times 86 \\ \hline \end{array}$$

$$\begin{array}{r} 428 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 2057 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 44 \\ \hline \end{array}$$

2. Fill in the blanks with the values of the product.

M	3	30	23	230
M x 78				

3. A normal person's pulse is 75 times per minute. How many times does his heart beat per 24 hours?

Solution

The times a normal person's heart beats per 24 hours are:

$$75 \times 24 = \underline{\hspace{2cm}} \text{ (times)}$$

Answer: times.

4. Yesterday, Mrs Lan sold 13 kg of sugar at 21,000 VND/kg and 15 kg of sugar at 21,500 VND/kg. How much money did she earn?

Solution

The price of 13 kg of sugar is:

$$21,000 \times 13 = \boxed{\hspace{2cm}} \text{ (VND)}$$

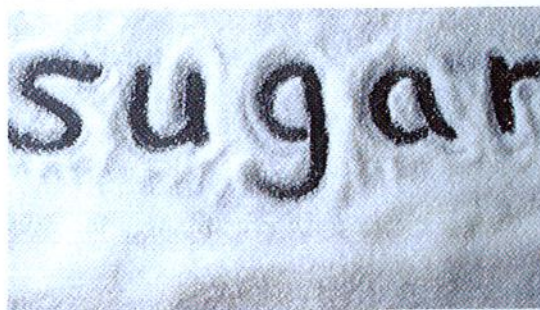
The price of 15 kg of sugar is:

$$21,500 \times 15 = \bigcirc \hspace{2cm} \text{ (VND)}$$

The money Mrs Lan earned in total is:

$$\boxed{\hspace{2cm}} + \bigcirc \hspace{2cm} = \underline{\hspace{2cm}} \text{ (VND)}$$

Answer: VND.



Objectives

- To know how to divide by 2-digit numbers

Let's learn

1. Dividing by 2-digit number $288 : 24 = ?$

$$\begin{array}{r}
 288 \quad 24 \\
 \underline{24} \\
 48 \\
 \underline{48} \\
 0
 \end{array}$$

Divide digits from left to right. This is the rule.

- 28 divided by 24 equals 1, write **1**; 1 times 4 equals 4, write **4**; 1 times 2 equals 2 write **2**; 28 minus 24 equals 4 write **4**.
- Lower 8, we have 48, 48 divided by 24 equals 2; 2 times 4 equals 8, write **8**; 2 times 2 equals 4 write **4**.
- 48 minus 48 equals 0, write **0**.

Let's practice

1. Calculate:

$$17,856 \quad 48$$

$$288 \quad 24$$

$$11,760 \quad 42$$

$$392 \quad 56$$

2. Find the value of x .

Example:

$$x \times 15 = 600$$

$$x = 600 : 15$$

$$x = 40$$

We can say: multiply x by 15 equal 600. Therefore, in order to find x , we divide 600 by 15 and then we have x equals 40.

a. $x \times 63 = 16,254$

b. $x \times 159 = 32,913$

Let's try

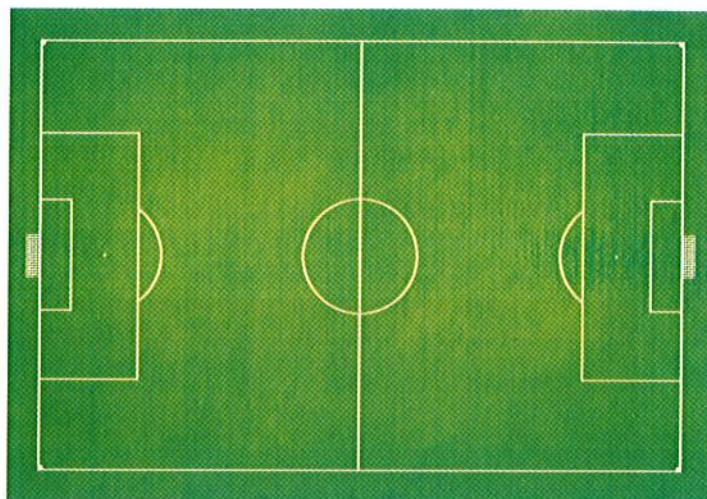
1. A rectangular sportfield has the area of $7,140 \text{ m}^2$ and the width of 68 m . What is the length of the rectangular sportfield?

Solution

The length of the rectangular sportfield is:

$$7,140 : 68 = \text{_____} (\text{m})$$

Answer: _____ m.



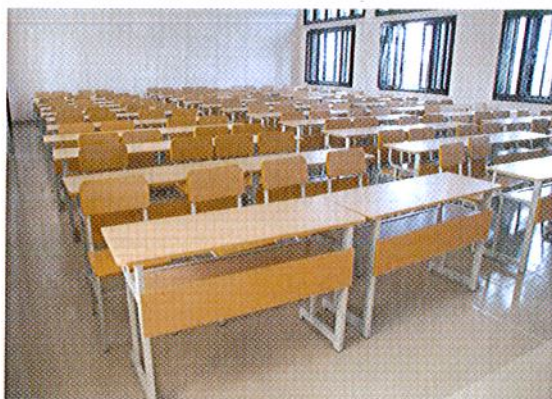
2. There are 240 sets of table and chair in 15 classrooms. How many sets are there in each classroom?

Solution

The sets of table and chair for each class are:

$$240 : 15 = \text{_____} (\text{sets})$$

Answer: _____ sets.





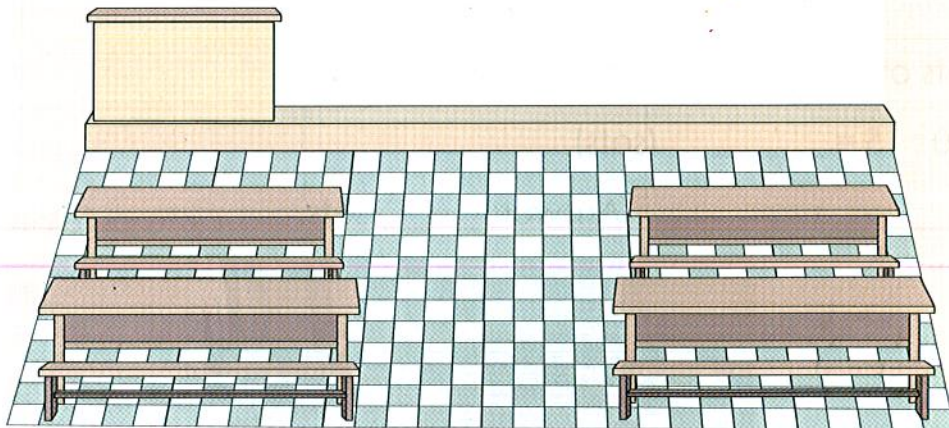
There are 25 tiles on a 1 m^2 floor of a classroom. How many square meters will be tiled with 1,050 tiles?

Solution

The area of the floor will be tiled:

$$1,050 : 25 = \text{_____} (\text{m}^2)$$

Answer: _____ m^2 .



1. Calculate

$$\begin{array}{r} 2,996 \overline{) 28} \\ \hline \end{array}$$

$$\begin{array}{r} 25,272 \overline{) 108} \\ \hline \end{array}$$

$$\begin{array}{r} 4,725 \overline{) 15} \\ \hline \end{array}$$

$$\begin{array}{r} 4,674 \overline{) 82} \\ \hline \end{array}$$

2. Packages of cupcakes were put into 48 boxes. Each box had 130 packages. If each box has 60 packages, how many boxes do we need to put all the packages?

Solution

The packages of cupcakes put into 48 boxes are:

$$48 \times 130 = \boxed{} \text{ (packages)}$$

The boxes we need if each box has only 60 packages are:

$$\boxed{} : 60 = \underline{\hspace{2cm}} \text{ (boxes)}$$

Answer: boxes.



3. A cycling athlete completed 38 km 400 m in 1 hour 15 minutes. On average how many kilometers per minute did he cycle?

Solution

The kilometers per minute the cyclist cycled:

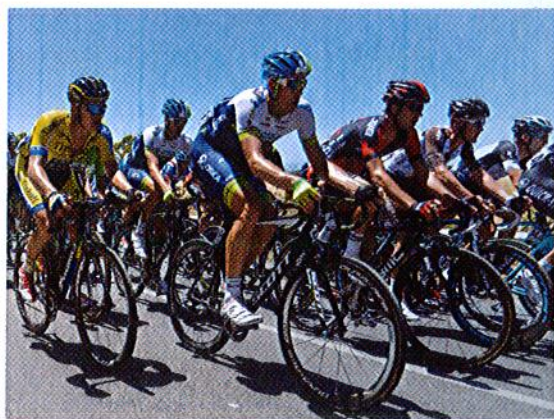
$$38 \text{ km } 400 \text{ m} = \boxed{} \text{ meters}$$

$$1 \text{ hour } 15 \text{ minutes} = \boxed{} \text{ minutes}$$

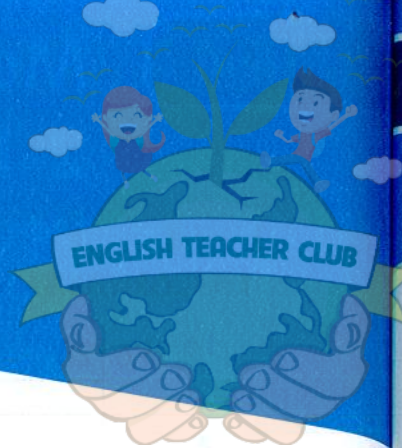
$$\boxed{} \text{ m} : \boxed{} \text{ min} = 512 \text{ (m/min)}$$

$$512 \text{ m/min} = \underline{\hspace{2cm}} \text{ (km/min)}$$

Answer: km/min.



Parallelogram, Fraction

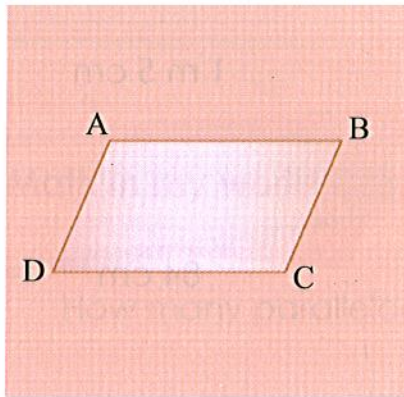


PARALLELOGRAM

What is a parallelogram? Can you describe it?

Let's learn

1. Parallelogram ABCD has



AB and CD are **opposite sides**; AD and BC are opposite sides

AB is **parallel** to CD

AD is parallel to BC

$AB = CD$ and $AD = BC$

A parallelogram has two pairs of parallel and congruent opposite sides.

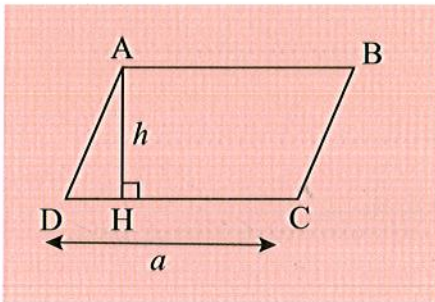
Objectives

- To identify what parallelogram is
- To know how to find the area of a parallelogram

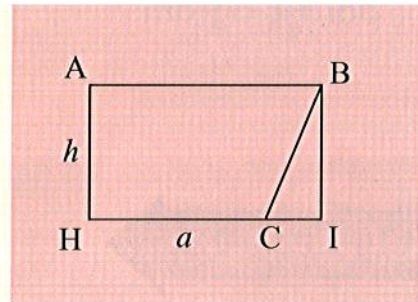
Vocabulary

parallelogram, base, height, segment

2. The area of a parallelogram



Cut and join triangle ADH from parallelogram on the left to create rectangle ABIH on the right.



- The area of parallelogram ABCD is equal to the area of rectangle ABIH.
- The area of rectangle ABIH is $a \times h$.
- Therefore, the area of parallelogram ABCD is also $a \times h$.

The area of a parallelogram equals the base multiplied by the height (the same unit of measurement).

$$S = a \times h$$

(S is the area, a is the base, h is the height of a parallelogram.)

Let's practice

1. Draw two more segments to create a parallelogram.



2. Fill in the tables with correct numbers.

Base	8 cm	4 dm	1 m 5 cm
Height	5 cm	35 cm	84 cm
Area of the parallelogram			

Let's try

1. A parallelogram plot of land has a base of 40 dm and a height of 25 dm. What is the area of the land?

Solution

The area of that land is:

$$40 \times 25 = \boxed{} \text{ (dm}^2\text{)}$$

Answer: $\boxed{}$ dm².



2. A parallelogram plot of land has a base of 12 m. Its height is $\frac{3}{4}$ of the base. What is the area of the land?

Solution

The height of the land is:

$$12 \times \frac{3}{4} = \boxed{} \text{ (m)}$$

The area of the land is:

$$12 \times \boxed{} = \underline{\hspace{2cm}} \text{ (m}^2\text{)}$$

Answer: $\underline{\hspace{2cm}}$ m².



Math in my world

How many parallelograms can you see in the tile?

Solution

.....

.....

.....

.....

.....

.....

.....



Objectives

- To identify the unit to measure the large area

Vocabulary

square kilometer

Let's learn

- The measurement unit of an area is: square kilometer.
- One square kilometer is the area of a square with side length of 1 km.
- km² stands for square kilometer.

$$1 \text{ km}^2 = 1,000,000 \text{ m}^2$$

Example: The area of Ho Chi Minh City is 2,095.239 km².

Let's practice

1. Fill in the blanks with the correct numbers.

Write in numbers

Write in words

429 km²51,034 km²

One hundred thousand, three hundred square kilometers

Sixty seven million square kilometers

2. Fill in the blanks with the correct numbers.

a. $1 \text{ km}^2 = \dots\dots\dots \text{m}^2$

b. $1 \text{ dm}^2 = \dots\dots\dots \text{cm}^2$

c. $5 \text{ m}^2 \text{ } 25 \text{ dm}^2 = \dots\dots\dots \text{m}^2$

d. $1,000,000 \text{ m}^2 = \dots\dots\dots \text{km}^2$

e. $8 \text{ km}^2 = \dots\dots\dots \text{m}^2$

f. $4 \text{ m}^2 \text{ } 5 \text{ dm}^2 = \dots\dots\dots \text{m}^2$



Let's try

1. A rectangular forest is 4.5 km in length and its width is $\frac{4}{5}$ of the length.
What is the area of the rectangular forest in square kilometer?

Solution

The width of the forest is:

$$4.5 \times \frac{4}{5} = \boxed{} \text{ (km)}$$

The area of the forest is:

$$4.5 \times \boxed{} = \underline{\hspace{2cm}} \text{ (km}^2\text{)}$$

Answer: $\underline{\hspace{2cm}} \text{ km}^2$.



2. A rectangular plot of land is 3 km in length and its width is $\frac{1}{3}$ of the length. What is the area of that land?

Solution

The width of that land is:

The area of that land is:

Answer: _____.



Math in my world

Choose an appropriate answer.

1. An area of a classroom is:

a. 40 cm²

b. 40 dm²

c. 40 m²

2. The area of Viet Nam is:

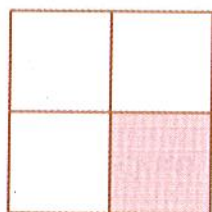
a. 331,210 m²

b. 331,210 dm²

c. 331,210 km²

Let's learn

- 1. Fraction:** divide a square into 4 equal parts, color one part, we say:



- One-fourth of the square is colored.

- We write: $\frac{1}{4}$, we read one fourth.

- We call $\frac{1}{4}$ a fraction.

- Fraction $\frac{1}{4}$ contains: numerator 1 and denominator 4.

Objectives

- To identify the smaller part of a number

Vocabulary

fraction, numerator, denominator

- 2. Division of Natural Number:** An orange was divided into 4 equal parts. Binh ate 1 part of an orange. So Binh ate:

$$1 : 4 = \frac{1}{4}$$

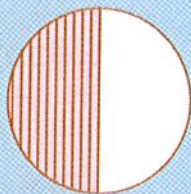
• The quotient of natural numbers (not 0) can be written as a fraction, in which the numerator is the dividend, and the denominator is the divisor.

Example $2 : 3 = \frac{2}{3}$; $9 : 3 = \frac{9}{3}$

Let's practice

- 1.** Indicate the colored parts in the following figures.

a.

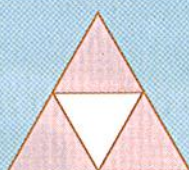


$$\frac{1}{2}$$

b.



c.



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2. Write down the quotient of each division in fraction form.

$$7:9 = \frac{7}{9}; \quad 3:2 = \quad ; \quad 8:3 = \quad ; \quad 1:5 = \quad$$

3. Write down each natural in fraction form.

$$9 = \frac{9}{1}; \quad 11 = \quad ; \quad 2 = \quad ; \quad 7 = \quad$$

Let's try

1. Write the following fractions.

Example: one fourth = $\frac{1}{4}$

a. Six tenths =

b. Eighteen eighty-fifths =

c. Seventy-two one hundredths =

2. Write the following natural numbers as fractions with the denominator as 1.

Example:

$$5 = \frac{5}{1}$$

a. 14 =

b. 32 =

c. 2 =

d. 3 =

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Write a fraction which is:

a. less than 1: _____

b. equal to 1: _____

c. greater than 1: _____

Let's learn

Objectives

- To compare two fractions
- To reduce the fractions

1. Equivalent fraction:

There are two identical squares. Divide the first square into two equal parts and color one part, we have fraction $\frac{1}{2}$ (figure 1). Divide the second square into 4 equal parts and color 2 parts, we have fraction $\frac{2}{4}$ (figure 2).

From the figures, we can say: $\frac{1}{2} = \frac{2}{4}$.



Figure 1

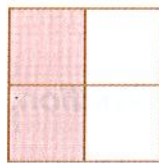


Figure 2

Remark: $\frac{1}{2} = \frac{1 \times 2}{2 \times 2} = \frac{2}{4}$ and $\frac{2}{4} = \frac{2 : 2}{4 : 2} = \frac{1}{2}$.

- If both the numerator and denominator are multiplied by a natural number different from 0, the new fraction will be equal to the old fraction.
- If both the numerator and denominator are divisible by a natural number different from 0, the new fraction obtained from dividing them will be equal to the old fraction.

2. Simplifying fraction:

Examples.

- Simplify fraction $\frac{5}{10}$.

Because 5 and 10 are both divisible by 5, by using the basic property of fraction, we have: $\frac{5}{10} = \frac{5 : 5}{10 : 5} = \frac{1}{2}$.

Fraction $\frac{1}{2}$ is not divisible by any natural number greater than 1, so we say $\frac{1}{2}$ is the lowest term.

• Simplify fraction $\frac{12}{18}$.

Because 12 and 18 are both divisible by 2, by using the basic property of fraction, we have: $\frac{12}{18} = \frac{12:2}{18:2} = \frac{6}{9}$.

We notice 6 and 9 are both divisible by 3, therefore: $\frac{6}{9} = \frac{6:3}{9:3} = \frac{2}{3}$.

$\frac{2}{3}$ is not divisible by any natural number greater than 1, so we say $\frac{2}{3}$ is the lowest term.

• **When simplifying a fraction, we can:**

- Find the natural number greater than 1 that both the numerator and denominator are both divisible by.
- Divide the numerator and denominator by this number.
- Continue until the lowest term is found.

Let's practice

1. Fill in the boxes with the correct numbers.

a. $\frac{2}{3} = \frac{2 \times 3}{3 \times 3} = \frac{\boxed{}}{\boxed{}}$;

$\frac{9}{10} = \frac{9 \times 5}{10 \times 5} = \frac{\boxed{}}{\boxed{}}$

b. $\frac{6}{8} = \frac{6:2}{8:2} = \frac{\boxed{}}{\boxed{}}$;

$\frac{12}{15} = \frac{12:3}{15:3} = \frac{\boxed{}}{\boxed{}}$

2. Fill in the boxes with the correct numbers.

a. $\frac{40}{30} = \frac{\boxed{}}{3} = \frac{16}{\boxed{}}$

b. $\frac{\boxed{}}{2} = \frac{4}{8} = \frac{3}{\boxed{}}$

3. Simplify the following fractions.

Example: $\frac{2}{4} = \frac{1}{2}$

We can say: 2 and 4 are divisible by 2 so we divide numerator 2 and denominator 4 by 2 and we have one-half.

$\frac{4}{6} =$; $\frac{15}{20} =$; $\frac{24}{30} =$; $\frac{25}{100} =$

Let's try

1. Circle the lowest term in the following fractions.

$\frac{1}{3}$; $\frac{11}{33}$; $\frac{21}{49}$; $\frac{12}{13}$; $\frac{19}{20}$

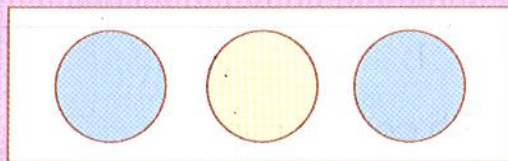
2. Find the equivalent fractions.

$\frac{3}{4}$; $\frac{12}{15}$; $\frac{15}{16}$; $\frac{6}{7}$; $\frac{4}{5}$; $\frac{24}{28}$

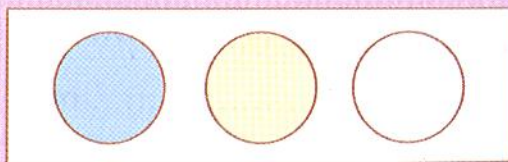
Math in my world

Which set of circles has $\frac{2}{3}$ of circles colored? Choose and circle.

a.



b.



Review 1

ENGLISH TEACHER CLUB

Choose and circle the correct answers.

1.



AB is equal to of AC.

a. $\frac{1}{2}$

b. $\frac{2}{5}$

c. $\frac{2}{3}$

d. $\frac{3}{2}$

2. $\frac{56}{32} = \frac{\square}{4}$. The number in the box \square is:

a. 9

b. 6

c. 7

d. 8

3. Which is different from $\frac{1}{2}$?

a. $\frac{14}{28}$;

b. $\frac{25}{50}$;

c. $\frac{44}{88}$;

d. $\frac{6}{8}$

4. Which are equal to $\frac{2}{9}$?

a. $\frac{5}{8}$ and $\frac{6}{27}$

b. $\frac{6}{27}$ and $\frac{14}{63}$

c. $\frac{14}{63}$ and $\frac{10}{36}$

d. $\frac{5}{8}$ and $\frac{10}{36}$

5. Arrange the fractions from least to greatest.

$\frac{6}{20}$;

1 ;

$\frac{9}{12}$;

$\frac{12}{32}$

6. Fill in the blanks with correct numbers.

1. $5 \text{ km}^2 = \dots\dots\dots \text{ m}^2$

2. $6,000,000 \text{ m}^2 = \dots\dots\dots \text{ km}^2$

3. $5,264 \text{ dm}^2 = \dots\dots\dots \text{ m}^2$

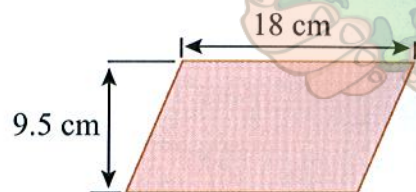
4. $10 \text{ m}^2 = \dots\dots\dots \text{ dm}^2$

7. What is the area of a parallelogram, if:
- Its base is 18 cm and its height is 9.5 cm.
 - Its base is 20.6 cm and its height is 1 dm.

Solution

- a. The area of a parallelogram:

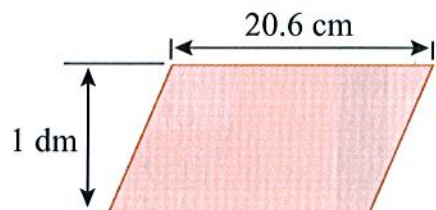
$$18 \times 9.5 = \underline{\hspace{2cm}} (\text{cm}^2)$$



- b. The area of the parallelogram:

$$1 \text{ dm} = \boxed{\hspace{1cm}} \text{ cm}$$

$$\boxed{\hspace{1cm}} \times 20.6 = \underline{\hspace{2cm}} (\text{cm}^2)$$



8. A parallelogram plot of land for growing vegetables has a base of 30 m and the height is $\frac{5}{6}$ of the base.
- What is the area of the land?
 - We collect 5 kg of vegetables every 2 m². How many kilograms of vegetables do we collect on the land?

Solution

- a. The height of the land is:

$$30 \times \frac{5}{6} = \boxed{\hspace{1cm}} (\text{m})$$

The area of the land is:

$$30 \times \boxed{\hspace{1cm}} = 750 (\text{m}^2)$$

- b. The kilograms of vegetables we collect on the land are:

$$(750 \times 5) : 2 = \underline{\hspace{2cm}} (\text{kg})$$

Answer: 750 m² and kg.

Operations with Fractions

Addition

$$\frac{1}{4} + \frac{3}{8} =$$

If the **denominators** are different, first find a **common denominator**.

$$\left(\frac{1}{4} \times \frac{2}{2}\right) + \frac{3}{8} =$$

Then add or subtract the **numerators**.

$$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

The **denominators** stay the same.

Subtraction

$$\frac{5}{6} - \frac{3}{4} =$$

$$\left(\frac{5}{6} \times \frac{2}{2}\right) - \left(\frac{3}{4} \times \frac{3}{3}\right) =$$

$$\frac{10}{12} - \frac{9}{12} = \frac{1}{12}$$

Multiplication

Multiply the **numerators**.

$$\frac{3}{4} \times \frac{4}{5} = \frac{12}{20} = \frac{3}{5}$$

Multiply the **denominators**.

Reduce.

Division

First, invert the **divisor**.

$$\frac{4}{5} \div \frac{5}{6} =$$

Multiply the **numerators**.

$$\frac{4}{5} \times \frac{6}{5} = \frac{24}{25}$$

Multiply the **denominators**.

Remember to Reduce!

For all operations, reduce or simplify when possible.

Objectives

- To find a common denominator for operations with fraction

Vocabulary

common denominator

Let's learn

Given fractions $\frac{1}{3}$ and $\frac{1}{2}$. Find two fractions with a common denominator, one of which is equal to $\frac{1}{3}$ and the other one is equal to $\frac{1}{2}$.

Solution

Based on the basic property of fraction, we know:

$$\frac{1}{3} = \frac{1 \times 2}{3 \times 2} = \frac{2}{6} \quad \text{and} \quad \frac{1}{2} = \frac{1 \times 3}{2 \times 3} = \frac{3}{6}$$

Remark: $\frac{1}{3} = \frac{2}{6}$ and $\frac{1}{2} = \frac{3}{6}$.

We say: $\frac{1}{3}$ and $\frac{1}{2}$ are made to have **a common denominator**, they become $\frac{2}{6}$ and $\frac{3}{6}$.

Therefore, when making two fractions to have a common denominator, we can:

- multiply the numerator and denominator of first fraction by the denominator of the second one.
- multiply the numerator and denominator of the second fraction by the denominator of the first one.



Let's practice

1. Make these fractions to have a common denominator:

Example: $\frac{4}{5}$ and $\frac{5}{7} \Rightarrow \frac{4}{5} = \frac{28}{35}$ and $\frac{5}{7} = \frac{25}{35}$.

We say: $\frac{4}{5}$ and $\frac{5}{7}$ are made to have **a common denominator**, they become $\frac{28}{35}$ and $\frac{25}{35}$.

a. $\frac{9}{8}$ and $\frac{3}{5}$

b. $\frac{7}{9}$ and $\frac{1}{2}$

2. Make these fractions to have a common denominator:

a. $\frac{1}{2}$; $\frac{1}{3}$ and $\frac{1}{4}$

b. $\frac{2}{3}$; $\frac{3}{4}$ and $\frac{4}{5}$

Let's try

1. Find two fractions that have a common denominator in which fractions

are equal to $\frac{7}{8}$ and $\frac{2}{3}$.

.....

2. Write down fractions, which are equal to $\frac{5}{6}$, $\frac{9}{8}$ and have common denominator of 24.

.....



When the denominators of two fractions are the same, which fraction is greater?

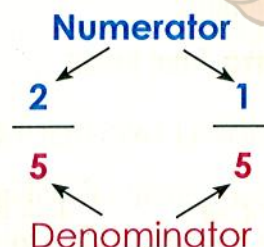
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Let's learn

Objectives

- To know how to add and subtract fractions

1. Adding fractions

a. Adding two fractions with a common denominator:

Example $\frac{2}{5} + \frac{1}{5} = \frac{2+1}{5} = \frac{3}{5}$

• *In order to add two fractions with a common denominator, we add the two numerators and keep the denominator unchanged.*

b. Adding two fractions with different denominators:

Example $\frac{1}{4} + \frac{1}{3}$

Step 1: Make two fractions to have a common denominator.

$$\frac{1}{4} = \frac{1 \times 3}{4 \times 3} = \frac{3}{12} \quad \text{and} \quad \frac{1}{3} = \frac{1 \times 4}{3 \times 4} = \frac{4}{12}$$

Step 2: Add the two fractions.

$$\frac{1}{4} + \frac{1}{3} = \frac{3}{12} + \frac{4}{12} = \frac{7}{12}$$

• *In order to add two fractions with different denominators, we make them to have a common denominator, then do the addition.*

2. Subtracting fractions

a. Subtracting two fractions with a common denominator:

Example $\frac{5}{9} - \frac{3}{9} = \frac{5-3}{9} = \frac{2}{9}$

• *In order to subtract two fractions with a common denominator, we subtract the numerator of the second fraction from the numerator of the first fraction and keep the denominator unchanged.*

b. Subtracting two fractions with different denominators

Example $\frac{5}{6} - \frac{3}{5}$

Step 1: Make two fractions to have a common denominator.

$$\frac{5}{6} = \frac{5 \times 5}{6 \times 5} = \frac{25}{30} \quad \text{and} \quad \frac{3}{5} = \frac{3 \times 6}{5 \times 6} = \frac{18}{30}$$

Step 2: Subtract the two fractions.

$$\frac{5}{6} - \frac{3}{5} = \frac{25}{30} - \frac{18}{30} = \frac{17}{30}$$

• In order to subtract fractions with different denominators, we make them to have a common denominator and then do the subtraction.

Let's practice

a. $\frac{3}{14} + \frac{5}{14}$

b. $\frac{3}{12} + \frac{1}{4}$

c. $\frac{5}{8} - \frac{2}{8}$

d. $\frac{9}{10} - \frac{7}{9}$

Let's try

1. A rectangular carton has a length of $\frac{4}{5}$ m, and a width of $\frac{2}{3}$ m. What is the perimeter of the carton?

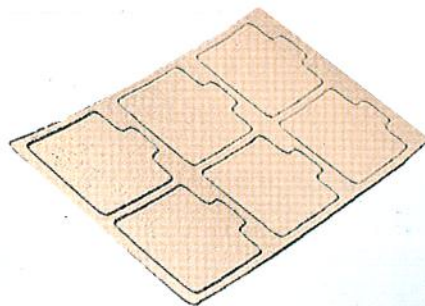
Solution

$$\frac{4}{5} + \frac{2}{3} = \frac{12}{15} + \frac{10}{15}$$

The perimeter of the carton is:

$$\left(\frac{12}{15} + \frac{10}{15} \right) \times 2 = \underline{\hspace{2cm}} \text{ (m)}$$

The answer : $\underline{\hspace{2cm}}$ m.



2. A rectangular carton has a length of $\frac{4}{5}$ m. Its width is $\frac{1}{2}$ m less than the length. What is the perimeter of the carton?

Solution

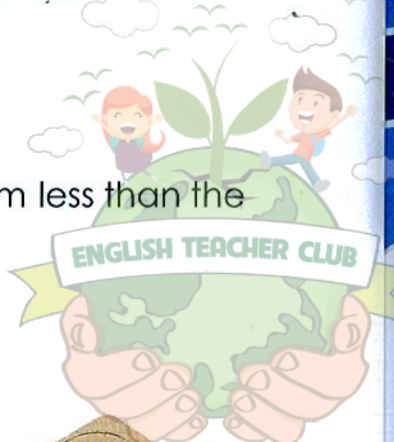
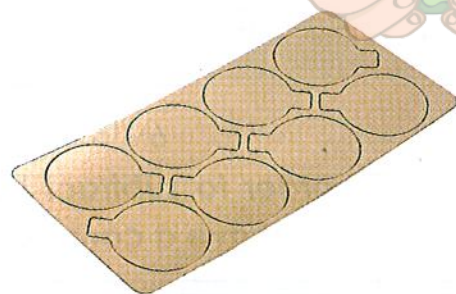
The width of the carton is:

$$\frac{4}{5} - \frac{1}{2} = \frac{8}{10} - \frac{6}{10} = \boxed{} \text{ (m)}$$

The perimeter of the carton is:

$$\left(\frac{8}{10} + \boxed{} \right) \times 2 = \underline{\hspace{2cm}} \text{ (m)}$$

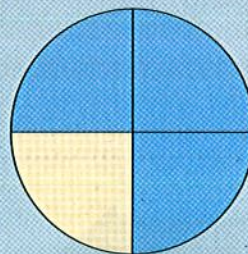
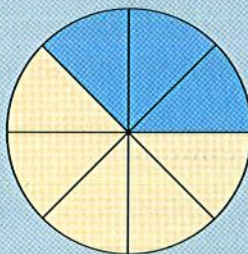
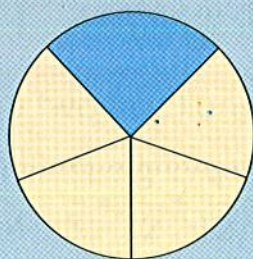
Answer: m.



Math in my world

Write the fraction modeled:

a.

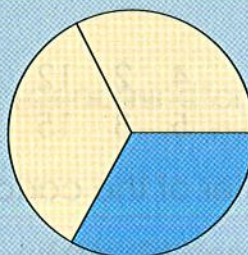
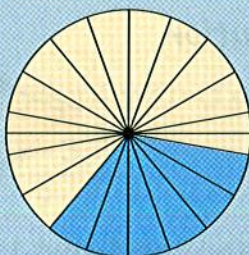


$\frac{1}{5}$

.....

.....

b.



.....

.....

Let's learn

Objectives

- To know how to multiply and divide fractions

1. Multiplying fractions:

Example. A parallelogram has a base of $\frac{2}{3}$ m and a height of $\frac{5}{4}$ m.

What is its area?

Solution

The area of the parallelogram is:

$$\frac{2}{3} \times \frac{5}{4} = \frac{2 \times 5}{3 \times 4} = \frac{10}{12} (\text{m}^2)$$

Answer: $\frac{10}{12} \text{ m}^2$.

- In order to multiply two fractions, we multiply the numerators, and then multiply the denominators.

2. Dividing fractions:

Example. $\frac{2}{3} : \frac{5}{7}$

- In order to divide two fractions, we multiply the first fraction by the reciprocal of the second fraction.

- In order to write the reciprocal of a fraction, write a new fraction by exchanging the numerator and denominator.

We have, $\frac{2}{3} : \frac{5}{7} = \frac{2}{3} \times \frac{7}{5} = \frac{14}{15}$



Let's practice

a. $\frac{4}{5} \times \frac{2}{3}$

.....

b. $\frac{9}{10} \times \frac{2}{7}$

.....

c. $\frac{6}{7} \times \frac{7}{6}$

.....

d. $\frac{2}{3} \times \frac{5}{7}$

.....

e. $\frac{5}{7} \times \frac{2}{3}$

.....

f. $\frac{9}{10} \times \frac{10}{9}$

.....



ENGLISH TEACHER CLUB

Let's try

A rectangular garden has a length of 80 m. Its width is $\frac{4}{5}$ of the length.

1. What is the width of the garden?
2. What is the perimeter and the area of the garden?

Solution

1. The width of the garden is:

$$80 \times \frac{4}{5} = \boxed{} \text{ (m)}$$

2. The perimeter of the garden is:

$$(80 + \boxed{}) \times 2 = \boxed{} \text{ (m)}$$

The area of the garden is:

$$80 \times \boxed{} = \boxed{} \text{ (m}^2\text{)}$$

Answers: $\boxed{}$ m and $\boxed{}$ m².

Math in my world

ENGLISH TEACHER CLUB

The length of a rectangular board is $\frac{1}{2}$ m, the width is $\frac{1}{3}$ m. Divide the card into 3 pieces. Find the area of each piece.

Solution

The area of the board is:

$$\frac{1}{2} \times \frac{1}{3} = \boxed{} \text{ (m}^2\text{)}$$

The area of each piece is:

$$\boxed{} : 3 = \bigcirc \text{ (m}^2\text{)}$$

Answer: ○ m².

HAPPY BIRTHDAY

1. Calculate:

a. $\frac{5}{7} + \frac{1}{2}$

b. $\frac{9}{10} - \frac{3}{5}$

c. $\frac{2}{3} \times \frac{8}{9}$

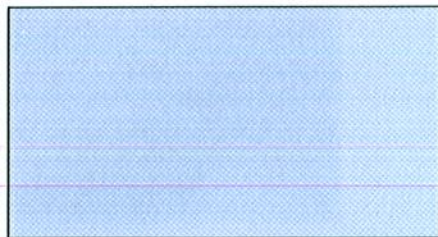
d. $\frac{10}{12} \div \frac{2}{3}$

2. Find the value of x .

a. $\frac{6}{7} \times x = \frac{12}{49}$

b. $x : \frac{2}{3} = \frac{3}{2}$

3. A rectangle has the area of $\frac{8}{9} \text{ m}^2$. The length is $\frac{4}{3} \text{ m}$. Find the perimeter of the rectangle.



4. A team of workers dug a road for three days. On the 1st day, they dug $\frac{2}{9}$ of the road. On the 2nd day, they dug $\frac{1}{3}$ of the road. How much work did they have to do to finish the road?

.....

.....

.....

.....

.....



5. The width of a rectangular plot of land is $\frac{3}{4}$ km. The length is doubled the width.

a. What is the area of the land?

b. $\frac{1}{9}$ of the land is used for building house. What is the area of the land used for the house?

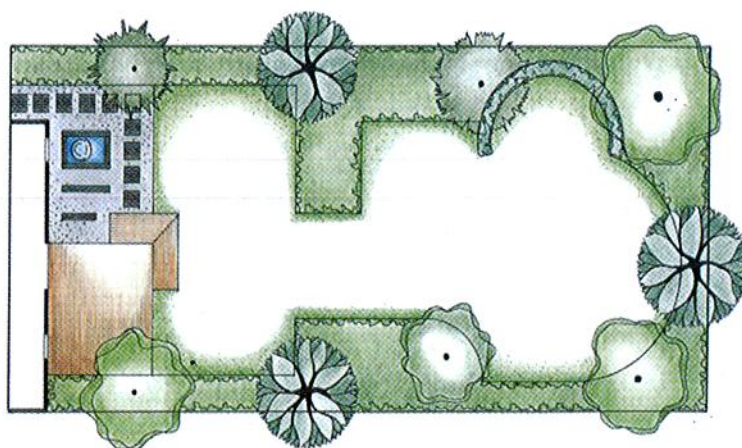
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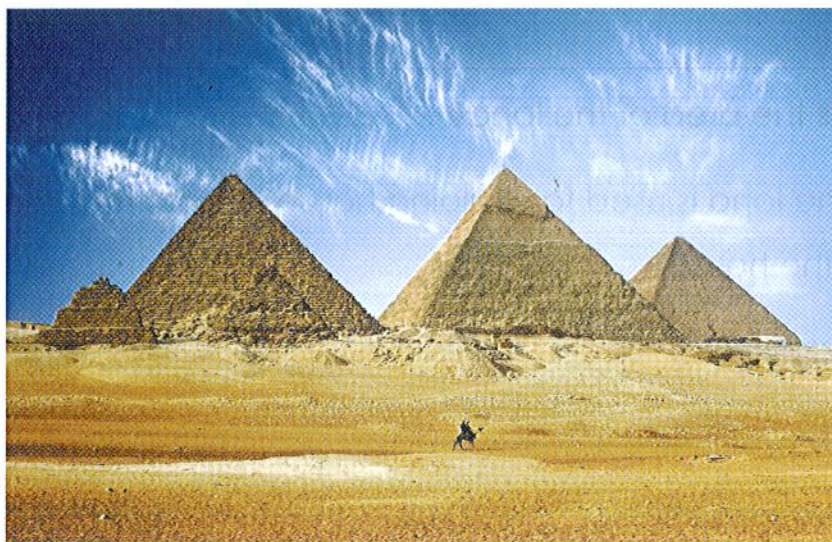
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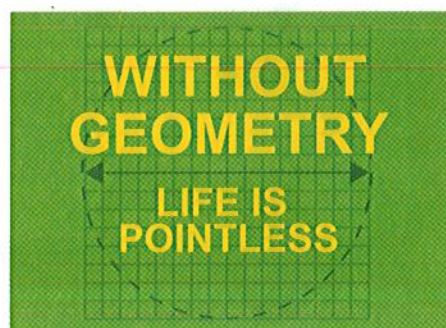
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WHAT IS GEOMETRY?

- Geometry is the study of shapes
- They studied Geometry in Ancient Mesopotamia and Ancient Egypt
- Geometry is important in the art and construction fields



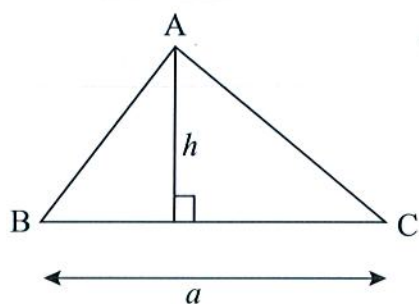
Objectives

- To identify a shape with three sides, three vertices and three angles

Vocabulary

vertices (vertex)

Let's learn



Triangle ABC has:

- three sides: AB, AC, BC.
- three vertices: A, B, C.
- three angles.
- BC is the base.
- AH is the height (the height corresponding to the base BC).

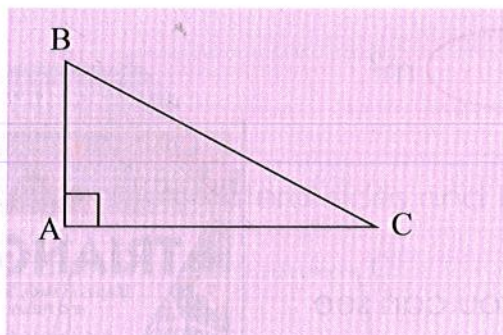
• In order to find the area of a triangle, we multiply the base by the height (with the same unit of measurement), and then divide the product by 2.

$$S = \frac{a \times h}{2} \quad (S \text{ is the area, } a \text{ is the base, } h \text{ is the height})$$

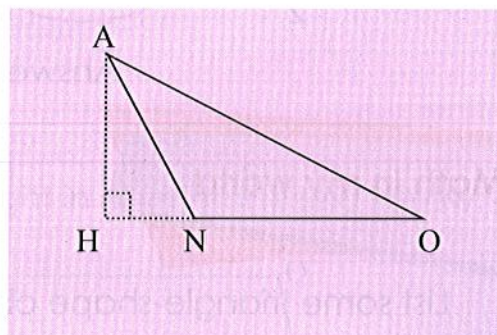
Let's practice

1. Find the base and the corresponding height in each of the following triangles.

a.



b.



2. Find the area of two triangles that have:

- a base of 1.2 cm and a height of 0.36 cm.
- a base of 18 dm and a height of 2.4 m.

Solution

a. The area of the first triangle is:

$$\frac{1.2 \times 0.36}{2} = \boxed{} \text{ (cm}^2\text{)}$$

b. The area of the second triangle is:

$$18 \text{ dm} = \boxed{} \text{ m}$$

$$\frac{2.4 \times \boxed{}}{2} = \boxed{} \text{ (m}^2\text{)}$$

Answer: $\boxed{}$ cm² and $\boxed{}$ m².

Let's try

A triangle yard has a base of 3.6 m. Its height is $\frac{3}{4}$ of the base. What is the area of the yard?

Solution

The height of the yard is:

$$3.6 \times \frac{3}{4} = \boxed{} \text{ (m)}$$

The area of the yard is:

$$\frac{3.6 \times \boxed{}}{2} = \boxed{} \text{ (m}^2\text{)}$$

Answer: $\boxed{}$ m².



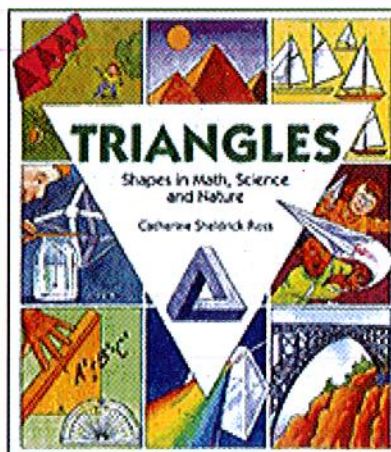
Math in my world

List some triangle-shape objects you can see in everyday life.

.....

.....

.....



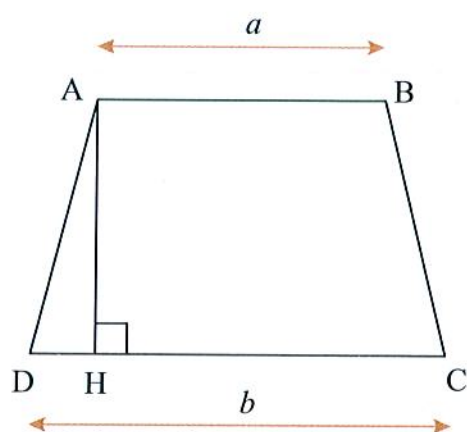
Objectives

- To identify a shape with two bases (two parallel sides), two lateral sides

Vocabulary

trapezoid, lateral side

Let's learn



Trapezoid ABCD has:

- two bases: AB and CD.
- two lateral sides: AD and BC.
- two parallel sides: AB and CD.
- AH is the height.

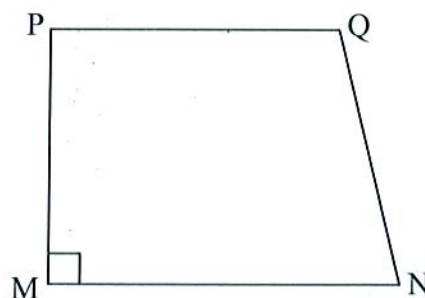
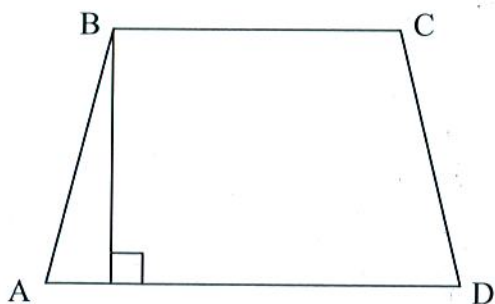
• To find the area of a trapezoid, we multiply the sum of the two bases by the height (with the same unit of measurement), and then divide the product by 2.

$$S = \frac{(a+b) \times h}{2}$$

(S is the area; a, b are the bases; h is the height)

Let's practice

1. Name the bases, lateral sides and the height in each trapezoid below:



2. Find the area of trapezoids, knowing that:

a. The two bases are 1.2 cm and 9 cm; the height is 1.5 cm.

b. The two bases are 48 dm and 3 cm; the height is 40 cm.

Solution

a. The area of the first trapezoid is:

$$\frac{(1.2 + 9) \times 1.5}{2} = \boxed{} \text{ (cm}^2\text{)}$$

b. The area of second trapezoid is:

$$48 \text{ dm} = \underline{\hspace{2cm}} \text{ cm}$$

$$\frac{(\underline{\hspace{2cm}} + 3) \times 40}{2} = \bigcirc \text{ (cm}^2\text{)}$$

Answers: $\boxed{} \text{ cm}^2$ and $\bigcirc \text{ cm}^2$.

Let's try

Draw two more sides on each figure to make a trapezoid:



2. A trapezoidal field with a long base of 45 m; the short base is $\frac{4}{5}$ the long base and the height is 50 m.

a. What's the area of the trapezoidal field?

b. Each 2 m² of field yielded 10 kg of vegetables. How many kilograms of vegetables did this field yield?

Solution

a. The short base of the trapezoidal field is:

$$45 \times \frac{4}{5} = \boxed{} \text{ (m)}$$

The area of the trapezoidal field is:

$$\frac{(+) \times }{2} = 2,025 \text{ (m}^2\text{)}$$

b. The weight of vegetables this field yielded is:

$$\frac{2,025 \times 10}{2} = \bigcirc \text{ (kg)}$$

The answers: $2,025 \text{ m}^2$ and $\bigcirc \text{ kg}$.



Math in my world

List some trapezoid-shaped objects you can see in everyday life.

.....
.....
.....



Objectives

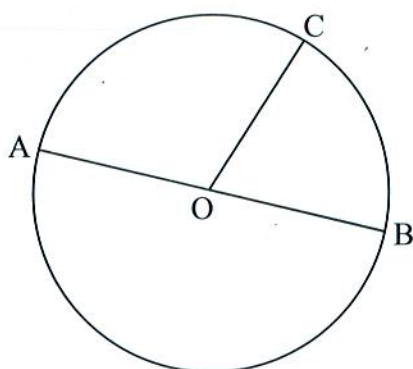
- To identify a shape with a center, 2 radius or 1 diameter
- To find its circumference

Vocabulary

radius (radii), diameter

Let's learn

1. Circle:



A circle has:

- segment AB which join A, B and passes through center O of a circle is called a diameter.
- OA, OB, OC are radii of a circle.
- the length of the diameter of a circle is 2 times the length of its radius.
- O is the center of a circle.

- 2.** The circumference of a circle: To find the circumference of a circle, multiply its diameter by 3.14.

$$C = d \times 3.14$$

(C is the circumference; d is the diameter; r is the radius)

or

$$C = r \times 2 \times 3.14$$

Let's practice

- 1.** Draw a circle with:

a. diameter of 6 cm

b. a radius of 2 cm

- 2.** Find the circumference of a circle with:

a. diameter of 2.5 cm

b. a radius of 1.3 cm

Let's try

1. A bicycle wheel has a diameter of 90 cm. Find the circumference of that wheel.

Solution

The circumference of the wheel is:

$$90 \times 3.14 = \underline{\hspace{2cm}} \text{ (cm)}$$

Answer: cm.

2. Two steel wires are bent into two circles as shown in figure 1, 2. Find the length of the wires.

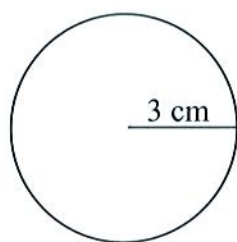


Figure 1

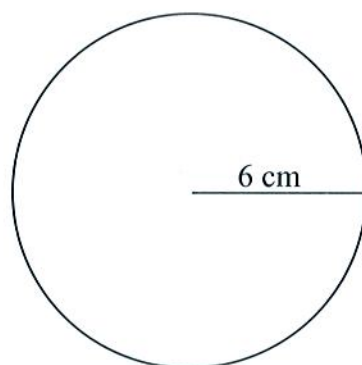


Figure 2

Solution

The length of the wire in figure 1 is:

$$C_1 = 3 \times 2 \times 3.14 = \boxed{\hspace{1cm}} \text{ (cm)}$$

The length of the wire in figure 2 is:

$$C_2 = 6 \times 2 \times 3.14 = \boxed{\hspace{1cm}} \text{ (cm)}$$

Answer: cm and cm.

Math in my world

Name and draw at least 3 things around you in circle shape.

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Objectives

- To know how to find the area of a circle

Let's learn

- Area of a circle:** To find the area of a circle, we multiply the radius by itself then multiply the product by 3.14.

$$S = r \times r \times 3.14$$

(S is the area of a circle, r is the radius.)

Let's practice

- Find the area of two circles, knowing that:

a. $r = 1.2 \text{ cm}$

b. $d = 1 \text{ dm}$

Solution

a. The area of the first circle is:

$$1.2 \times 1.2 \times 3.14 = \underline{\hspace{2cm}} (\text{cm}^2)$$

b. The area of the second circle is:

$$1 : 2 = \underline{\hspace{2cm}} (\text{dm})$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \times 3.14 = \underline{\hspace{2cm}} (\text{dm}^2)$$

Answers: $\underline{\hspace{2cm}} \text{ cm}^2$ and $\underline{\hspace{2cm}} \text{ dm}^2$.

- Find the area of a circle with a diameter of 3 m.

Solution

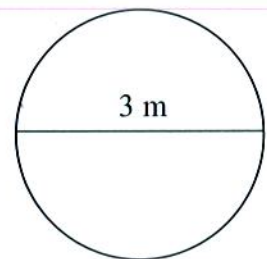
The radius of the circle is:

$$3 : 2 = \underline{\hspace{2cm}} (\text{m})$$

The area of the circle is:

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \times 3.14 = \underline{\hspace{2cm}} (\text{m}^2)$$

Answer: $\underline{\hspace{2cm}} \text{ m}^2$.



Let's try

1. Find the area of the circle in the figure.

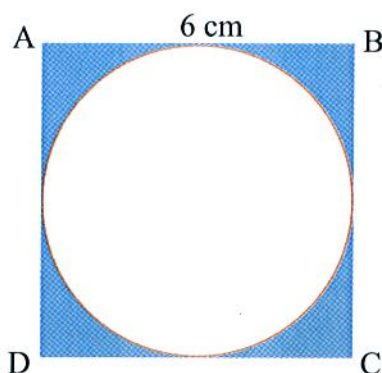
Solution

The radius of the circle is:

$$6 : 2 = \text{ } (\text{cm})$$

The area of the circle is:

$$\text{ } \times \text{ } \times 3.14 = \text{ } (\text{cm}^2)$$



2. Find the area of the colored section.

Solution

The area of the square ABCD is:

$$6 \times 6 = \text{ } (\text{cm}^2)$$

The area of the colored part of the square:

$$\text{ } - \text{ } = \text{ } (\text{cm}^2)$$

Answer: _____ cm^2 .

Math in my world

The inside of a water well is a circle with radius of 0.7 m. The thickness of the curb is 0.3 m. Find the area of the curb.

Solution

The area of the water well's inside is:

$$0.7 \times 0.7 \times 3.14 = \text{ } (\text{m}^2)$$



The radius of the outside circle of the well is:

$$0.7 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ (m)}$$

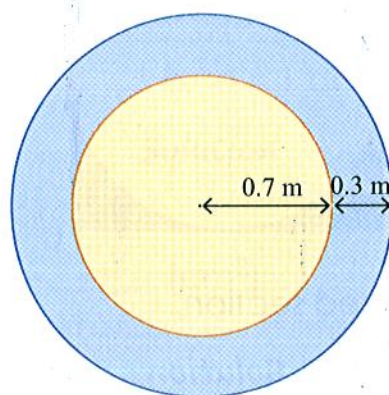
The area of the outside circle of the well is:

$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times 3.14 = \boxed{\hspace{1cm}} \text{ (m}^2\text{)}$$

The area of the curb is:

$$\boxed{\hspace{1cm}} - \text{ } \bigcirc \text{ } = \text{ } \bigcirc \text{ (m}^2\text{)}$$

Answer: $\bigcirc \text{ m}^2$.



Review 2

ENGLISH TEACHER CLUB

1. Calculate

a. $\frac{6}{8} + \frac{5}{8} = \dots\dots\dots$;

$\frac{4}{5} + \frac{2}{3} = \dots\dots\dots$

b. $\frac{4}{3} - \frac{2}{3} = \dots\dots\dots$;

$\frac{4}{5} - \frac{2}{6} = \dots\dots\dots$

c. $\frac{3}{10} \times \frac{4}{9} = \dots\dots\dots$;

$\frac{3}{4} \times \frac{2}{5} = \dots\dots\dots$

d. $\frac{6}{5} : \frac{3}{7} = \dots\dots\dots$;

$\frac{5}{8} : \frac{1}{2} = \dots\dots\dots$

2. A box contains some balls. $\frac{1}{2}$ of the balls are red, $\frac{1}{3}$ of them are blue, the rest are yellow. Find the fraction which represents the number of yellow balls.

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3. The length of a rectangular card is $\frac{1}{2}$ m, the width is $\frac{1}{3}$ m. Divide the card into 3 equal pieces. Find the area of each piece.

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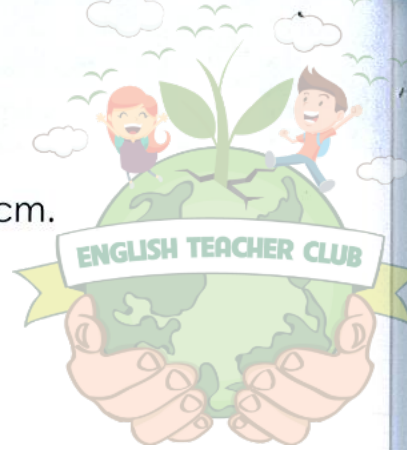
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4. Draw a circle with:

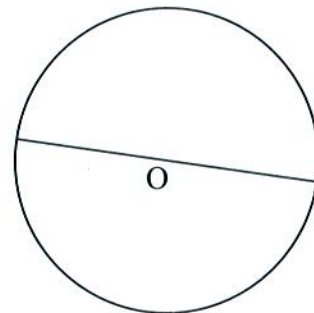
a. A radius of 3 cm.

b. A diameter of 5 cm.



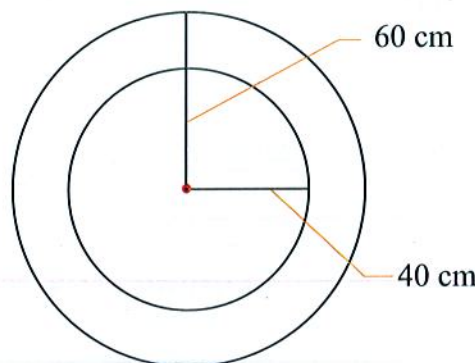
5. Find the circumference and the area of the circle with a diameter of 1.2 dm.

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6. Given two concentric circles with center O as show in the figure. Find the difference between their circumference.

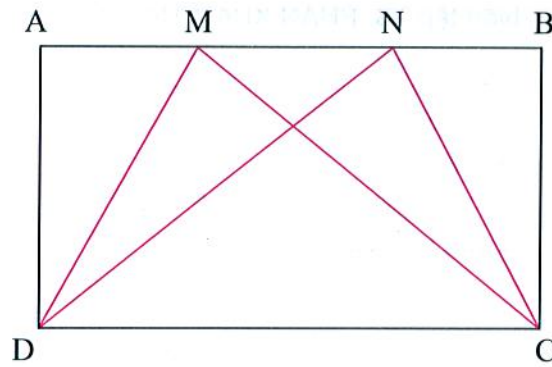
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7. Write True or False

a. Trapezoid AMCD, MNCD and NBCD have the same area.

b. The area of trapezoid AMCD is $\frac{1}{3}$ the area of rectangle ABCD.



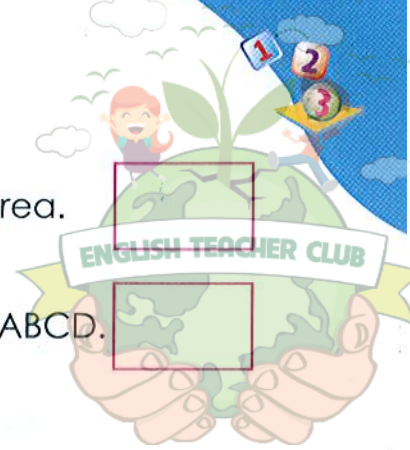
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MATH IN MY WORLD 5

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