1 What are the missing numbers on these number lines?





2 -5 is the opposite number of 5, and 5 is the opposite number of -5. Write down the opposite to these numbers.

- **c** −3 **d** −7 **g** 132 **h** −1071 **a** 2 **b** 6 **e** −15 f 21
- **3** Fill in the blanks using the words *greater* and *less*.
- a 5 is ______ than 0
 b -3 is _____ than 0

 c 0 is _____ than -6
 d 0 is _____ than 1

4 Draw a number line for each description, showing all the given integers.

a from -2 to 2 **b** from -5 to 1

5 List all the integers that fit the given description.

a from -2 up to 4

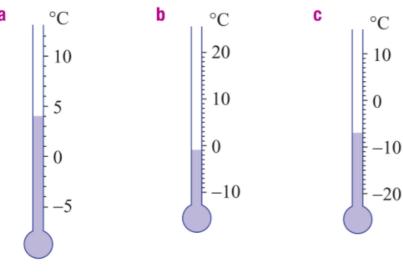
b from -7 up to 0

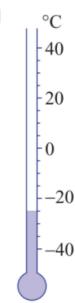
6 Insert the symbol < (is less than) or > (is greater than) into these statements to make them true.

- **a** 7 9
- **b** 3 2 **c** 0 -2 **d** -4 0

- i -3 3 j 3 -3 k -130 1 l -2 -147

7 Give the temperature for these thermometers.





Arrange these numbers in *ascending* order.

$$a -3, -6, 0, 2, -10, 4, -1$$

Write the next three numbers in these simple patterns.

10 These lists of numbers show deposits (positive numbers) and withdrawals (negative numbers) for a month of bank transactions. Find the balance at the end of the month.

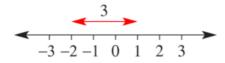
a Starting balance

\$200	
- \$10	
-\$130	
\$25	
-\$100	

\$20

Starting balance \$0

12 The difference between two numbers could be thought of as the distance between the numbers on a number line. For example, the difference between -2 and 1 is 3.



Find the difference between these pairs of numbers.

- \mathbf{a} -1 and 1
- \mathbf{b} -2 and 2
- **c** -3 and 1 **d** -4 and 3

- e -3 and 0
- **f** -4 and -1 **g** -10 and -4 **h** -30 and 14