DIE ANKERSKOOL / SCHOOL

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

SACE

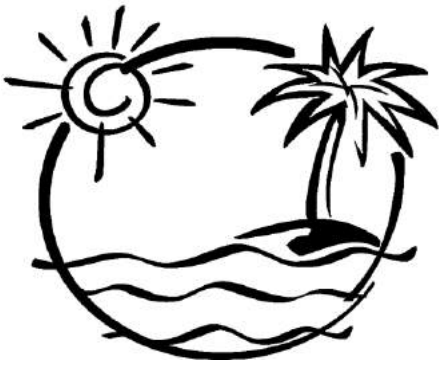
SKILLS LEVEL 4 ENGLISH FAL
REVISION 1

NAME: _____ SL. 4: ___

MUST BE HANDED IN ON 3 JUNE 2021

Read the extract from a youth novel, then answer the questions set on it.
Introduction

The majority of people in South Africa can speak English – but we all sound different when we speak it. This is because people choose different words (diction), have different accents, and use different kinds of grammar. The other languages people know also affect the way they speak English. There are many varieties of English in South Africa, and one is not better than the other. However, you do need to know when to speak what kind of English. We use formal and informal (colloquial) language.



2.

Extract from *Jesse's story*

Fiona MacGregor

On Monday the whole school was buzzing with the news of a new Guinness World Record attempt – to get 73 surfers on a single wave. But I was buzzing with my own personal victory – I get to walk Luce to the bus stop this afternoon. Don't laugh – one small step at a time, **bru**.

About the GWR surf thing (just in case you're bored stiff by all this **chick** talk): they got 300 surfers together at Muizenberg – and that's no small **feat** in itself, organising all those **saltheads** to be in the same place at the same time, and they all paddled out together in one long line, and then on the count of three, turned and surfed in. I saw a pic in the paper – it looked quite awesome, and some of the guys in my tutor class took part so they're the heroes of the moment.

About Luce (okay, you can skip this part). Well, I managed to get through the day without (a) getting DT, (b) dragging my knuckles on the ground and (c) being **interrogated** by Promise again. He wasn't at school so I was a bit worried about him, but it was fine by me not to have to answer too many questions. I did get **nailed** by the Hair Girls though – life's not perfect, after all.

Kissy sounds followed me in the corridor before school, while I was attempting to wrestle my locker door open. Some schmuck had **jimmied** the lock the week before – don't know what they were trying to steal, unless they have a **fetish** for unwashed socks and screwed-up balls of paper.

"On a scale of one to ten?" a heavily mascara-ed Grade 10 girl asked her pouffy-haired mate as they **sashayed** past me.

"Oops! Sorry, Jesse. Didn't see you there."

Notice the slang Jesse uses

As the narrator, Jesse also speaks directly to (addresses) the reader, so we feel as if we know him

The writer uses direct speech, which helps readers to imagine how the characters speak

.

3.

"Yeah, right," I mumbled as I searched through the **dross** in my locker.

"About a six, maybe?" Pouffy Hair replied.

I jammed my books into my bag, and turned to face them, but they had moved on, although the kissy noises followed them as they turned the corner.

"So, you two an item then?" asked Kani, her books held in front of her like some kind of shield.

I didn't mind Kani asking – I quite liked her, and she was Luce's mate anyway, so she probably had the inside story. In fact, I bet she knew more than me.

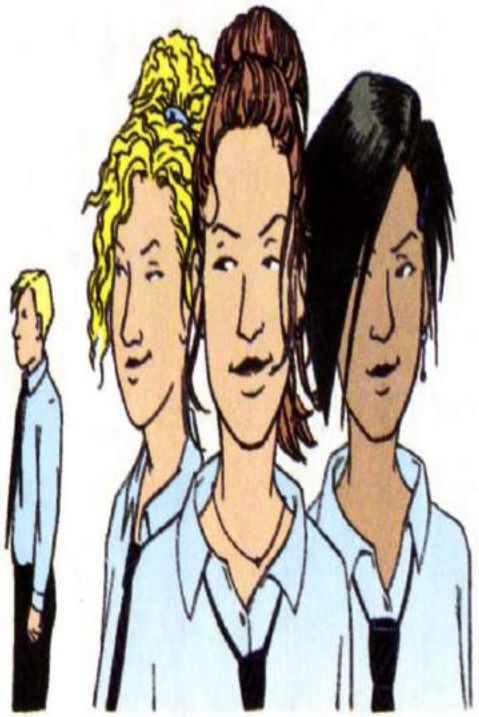
"I think so. Well, I hope so."

I grinned, but she was looking past me.

A touch on the shoulder, and I turned round.

"'Lo, Jess."

"Hi, Luce."



The writer shows details such as girls bumping Jesse, and judging everyone on a scale of 1 to 10, so that readers can see they are not very nice

1. What was the whole school buzzing about on Monday morning?

_____ (1)

2. What did people attempt to do for a Guinness World Record?

_____ (1)

3. What was Jesse's own personal victory?

_____

_____ (1)

4. What type of language do we call words like: bru, chick, saltheads, nailed?

_____ (1)

5. How many surfers came together at Muizenberg?

_____ (1)

6. What followed Jesse as he walked in the corridor?

_____ (1)

7. What do you think does Jesse mean when he says, 'Some schmuck **jimmied** the lock the week before.'?

_____

_____ (2)

8. What is meant by, 'So, you two an item then?'

_____

_____ (2)

9. What was Jesse's answer on this question?

_____

_____ (2)

10. Why did Kani look past him instead of right to him? Who was behind him?

_____ (1)

11. What mind Jesse turn around? Who was it from?

_____

_____ (2)

[15]

Just for fun!!!!

colour this heart as bright as possible!!!!!!

STAY SAFE, AVOID CROWDED PLACES, WEAR YOUR MASK, SANITISE OR WASH YOUR HANDS REGULARLY.

Me. C. Coetzee

DIE ANKERSKOOL / SCHOOL

GAUTENG PROVINCE

SACE

SKILLS LEVEL 4 **AFRIKAANS EAT** **HERSIENNING 1**

NAAM: _____ **SL. 4:** _____

MOET INGEHANDIG WORD OP 3 JUNIE 2021

EKSAMENSTRES

1. Eksamenstres is vir alle leerders en ook vir volwassenes 'n groot kopseer. Hier is 'n paar riglyne wat jou sal help om jou vir 'n eksamen voor te berei.
2. Moet nooit die belangrikheid van enige eksamen onderskat nie daarom moet jy op jou einddoel bly fokus. Jou uitslae het 'n langtermyn effek. Moet dit nooit vergeet nie. Jy moet jouself organiseer deur seker te maak dat jou notas op datum is. Maak gebruik van 'n stelsel wat jy vir jouself uitwerk sodat jy presies weet waar alles is.
3. Jy sal moet aanvaar dat jou sosiale lewe tydens die eksamen en die voorbereidingstydperk laer op jou prioriteitslys sal afbeweeg. Jy moet dus aanpassings maak deur te prioritiseer. Nie al die mense in jou groep sal op dieselfde tyd eksamen as jy skryf nie en sommige van hulle beskou heel moontlik nie hul studies in dieselfde ernstige lig nie. Moenie onder groepsdruk swig as jy aanhoudend uitgenooi word om hulle te vergesel nie.
4. Maak seker dat jy jou werk verstaan. Vra jou onderwyser om jou te help of stig 'n studiegroep. Elke persoon het nie dieselfde berekeningsvlak nie. Maak seker dat jy van studiemetodes gebruik maak wat vir jou werk.
5. Dit is nie nou die tyd om jou eetpatroon te verander nie. Jy moet juis nou 'n gesonde dieet volg sodat jou liggaam op sy beste kan funksioneer

OPSOMMING

Instruksies

1. Lees die boonste teks en skryf SEWE sinne neer **hoe om vir 'n eksamen voor te berei.** Skryf in volsinne.
2. Skryf in jou eie woorde.
3. Jou opsomming moet ongeveer 70 woorde wees.
4. Dui die getal woorde aan die einde van jou opsomming aan.
5. ONTHOU: elke sin moet genommer word en op sy eie lyn staan.
6. Skryf met POTLOOD.

7 punte vir elke sin wat korrek genommer is,1 punt vir aantal woorde,1 punt vir leestekens, 1 punt vir eie woorde. **[10]**

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Name: _____

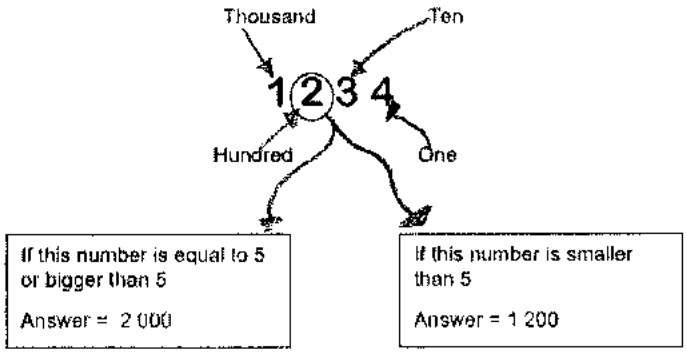
Mathematics SL 4 study material June 2021

Addition, subtraction, multiplication and long division.

1. 473 + 44
2. 2450 + 2554
3. 779 – 605
4. 12 784 – 5 868
5. 436 x 10
6. 330 x 33
7. 726 ÷ 10
8. 9 232 ÷ 15

Solve the following, then mark your answers using the memo.

Rounding off



	Round off to the nearest 10	Round off to the nearest 100
1.	63 _____	435 _____
2.	65 _____	462 _____
3.	524 _____	7328 _____
4.	528 _____	7356 _____

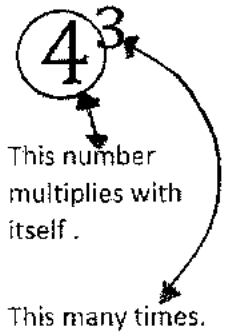
Fill in <, > or =

5	☐	3	7	☐	16
8	☐	12	6	☐	6
17	☐	8	9	☐	12
13	☐	13	20	☐	15
3	☐	2	10	☐	20

Exponents

Solve the following:

1. 2^3 _____
2. 4^4 _____
3. 5^2 _____



Properties of 0 and 1

2 + 0 = 2	2 + 1 = 3
2 – 0 = 2	2 – 1 = 1
2 x 0 = 0	2 x 1 = 2
2 ÷ 0 = Undef	2 ÷ 1 = 2

Calculate the following:

4 + 0 = _____	6 + 1 = _____
4 x 0 = _____	6 x 1 = _____
4 – 0 = _____	6 – 1 = _____
4 ÷ 0 = _____	6 ÷ 1 = _____

Order of operations

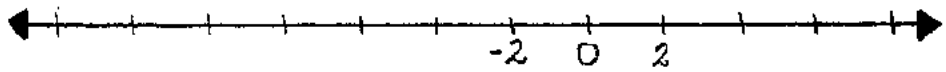
B	*O*	*D*	*M*	*A*	*S*
( )	*Of*	÷	*x*	+	-

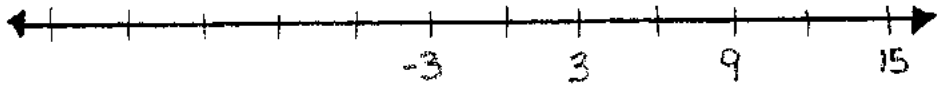
Solve the following by using the correct order of operations.

1. 5 + 3 x 8
2. 15 ÷ 3 + 8
3. 7 x 4 + 11
4. 7 + 16 ÷ 8
5. 12 + 2 x 4

Complete the number lines.

Count in 2's





Identify the number pattern for the second line. Counting in 2's, 3's or 5's?

Commutative property	Associative Property	Distributive property
1. 9 + 5 = 5 + ____ 2. 10 + 3 = ____ + 10 3. 46 + ____ = 7 + ____	4. 4 + (3 + 8) = _____ (4 + 3) + 8 = _____ 5. 6 + (2 + 7) = _____ (6 + 2) + 7 = _____	6. 7 x 8 + 7 x 2 = 7 (____ + _____) 7. 4 x 2 + _____ x _____ = 4 (2 + 10)

- Commutative property
  Kommutatiewe eienskap.

  $12 + 13 = 25$ $\qquad$ $10 \times 3 = 30$
  $13 + 12 = 25$ $\qquad$ $3 \times 10 = 30$

- Associative property
  Assosiatiewe eienskap

  ① $(10 + 20) + 5$ $\qquad$ ② $10 + (20 + 5)$
  $= 30 + 5$ $\qquad$ $= 10 + 25$
  $= 35$ $\qquad$ $= 35$

- Distributive property
  Distributiewe eienskap.

  $20 \times 5 - 5 \times 10$ $\qquad$ $5(20 - 10)$
  $= 100 - 50$ $\qquad$ $= 5(10)$
  $= 50$ $\qquad$ $= 50$

Substitution

Use the given information to

replace the letters with the numbers then solve.

a = 1 ***b = 2*** ***c = 3*** ***d = 4***

Solve the following:

1. d + b – a
2. c – a + d
3. d ÷ a

e.g. d ÷ b + c

= 4 ÷ 2 + 3

= 2 + 3

= 5

Prime factorisation (Ladder)

Factor: A number that can divide evenly (perfectly) into another number.

e.g 10 ÷ 2 = 5 10 ÷ 3 = 3.33333

Prime number: A number that can only divide with itself or with 1.
1 is NOT a prime number.

Prime numbers: 2 3 5 7 11 13 17 19 23 29 31 37 41 43...

Finding prime factors

ALWAYS try to divide with the smallest prime number first. If the number does not divide evenly, move on to the next prime number.

2	1 000
2	500
2	250
5	125
5	25
5	5
	1

List everything on the left-hand side of your ladder. These are your prime factors.

Shorten your answer by counting how many of the same prime factors you have listed.

$F^{1\,000} = 2 \times 2 \times 2 \times 5 \times 5 \times 5$

$F^{1\,000} = 2^3 \times 5^3$

Finding the HCF through prime factorisation

HCF = Highest common factor

1. Do a prime factorisation ladder.
2. DO NOT simplify your answer by adding exponents.
3. List the prime factors underneath each other.
4. Find the matching pairs of prime factors and draw bubbles around them.
5. Only use one prime factor from each pair.
6. One pair = final answer. More than one pair, one number from each pair needs to be multiplied together to find the HCF.
7. No matches = No answer.

1 000 and 30

2	1 000
2	500
2	250
5	125
5	25
5	5
	1

2	30
3	15
5	5
	1

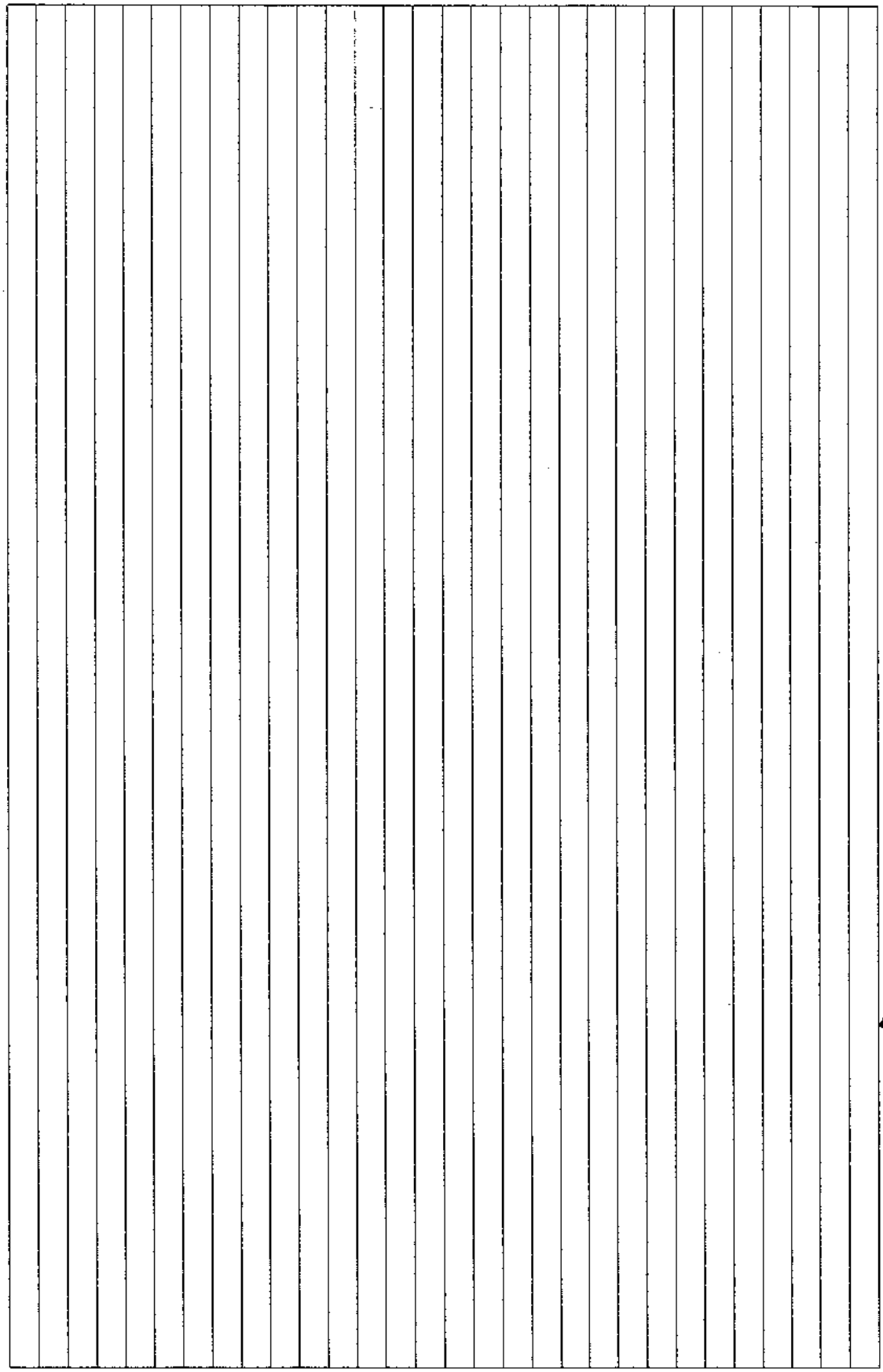
$F^{1\,000} = 2 \times 2 \times 2 \times 5 \times 5 \times 5$

$F^{30} = 2 \times 3 \times 5$

$= 2 \times 5$

HCF = 10

Find the prime factors of the following numbers.	Find the LCM of the following numbers.	Find the HCF of the following numbers.
1. 24 2. 70	1. 8 and 9 2. 15 and 20	1. 30 and 135 2. 15 and 40



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Physical Science **Homework/ Revision 1**

Name: _____ **SL. 4.**

Scalar:

A scalar is a physical quantity existing in number only having no specific direction.

Addition of scalars is done arithmetically: 2 + 2 = 4

Example: 40c; 3 pebbles; 2 boys; etc.

Vectors:

A vector is a physical quantity having a specific magnitude as well as direction.

Addition and subtraction of vectors are not done as in Mathematics: 2N West + 2N East = 0N

Addition is done according to the rules of vector algebra:

2N + 2N = 0N

Write down if the following statements are true or false.

1. A weight of 600 N is a scalar……..
2. A bullet moves 400 m/s South – vector……
3. A ray of lightning – vector …….
4. 60 Seconds – vector……..
5. A magnetic field from North to South – scalar……..

Add the following vectors.

1. 10 N South + 25 N North + 2 N South ……
2. 150 m/s North West + 50 m/s South East ……
3. 40 N West + 120 N East + 10 N West…….
4. 9,8 m/s^2 0˚ + 3 m/s^2 180˚……..
5. 40 m/s North East + 65 m/s South West …….

Find the direction in which an arrow would go if it is shot at 150 m/s in a direction North 35° West, while an Easterly wind of 25m/s is blowing. (An Easterly wind blows from East to West.)

Find the direction in which a wooden block will tend to go if a force of 500N pulls it South while a second force of 300N pulls it North West.

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Fisiese Wetenskap **Huiswerk / Hersiening 1**

Naam: _____ **SL. 4.**

Skalaar:

'n Skalaar is 'n fisiese grootte wat net in getal bestaan en geen besondere rigting het nie.

Optelling geskied gewoonweg: 2 + 2 = 4

Voorbeeld: 40c; 3 klippies; 2 seuns; ens.

Vektore:

'n Vektor is 'n fisiese grootte wat 'n bepaalde grootte sowel as 'n rigting besit.

Optelling en aftrekking geskied nie soos in Wiskunde nie: 2N Wes + 2N Oos = 0N

Optelling geskied volgens die reëls van vektoralgebra:

2N + 2N = 0N

Skryf neer of die volgende stellings waar of onwaar is.

1. 'n Gewig van 600 N is 'n skalaar……..
2. 'n Koeël trek m/s Suid – vektor……..
3. 'n Weerligstraal – vektor……..
4. 60 Sekondes – vektor……
5. 'n Magnetiese kragveld van Noord na Suid – skalaar. ……..

Tel die volgende vektore bymekaar:

1. 10 N Suid + 25 N Noord + 2 N Suid……
2. 150 m/s Noord Wes + 50 m/s Suid Oos ……
3. 40 N Wes + 120 N Oos + 10 N Wes……..
4. 9,8 m/s^2 0˚ + 3 m/s^2 180˚……
5. 40 m/s Noord Oos + 65 m/s Suid Wes……

Vind die rigting wat ‘n pyl sal trek as dit geskiet word teen 150 m/s in ‘n rigting Noord 35° Wes, terwyl daar ‘n Oosterwind van 25m/s waai. (‘n Oosterwind waai van Oos na Wes)

Vind die rigting wat ‘n houtblok sal neig om te beweeg as ‘n krag van 500N Suid trek terwyl ‘n tweede krag van 300N Noord-Wes trek.

Die Ankerskool/School

Skill level 4

Naaldwerk

Die Ankerskool/School

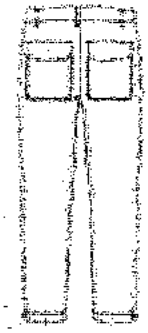
Skill level 4

Sewing

Pockets

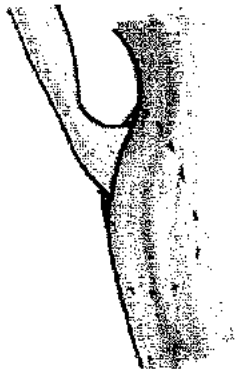
1. Patch pockets

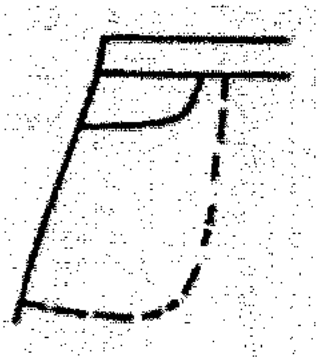
Patch pockets come in many shapes and sizes and are sewn on the right side of a garment. This pocket usually have a hem on the top. You will find this pockets on shirts and the back of trousers.



2. In-seam pockets

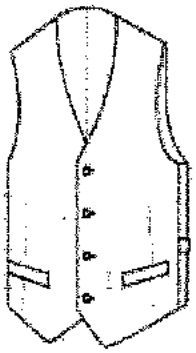
This pocket is not always visible on the outside. It can be cut onto the seam or attached to the seam. You will find it in school skirts. The front-hip pocket in pants are also an in-seam pocket but consist of a pocket and a facing.





3. Welt pocket

With this pocket only a welt is seen on the outside. It can also have a flap. This pocket is used on jackets, waistcoats and coats.



Worksheet Pockets

1. Answer true or false.

1.1 An in-seam pocket is sewn on the right side. _____

1.2 Patch pockets can come in different shapes. _____

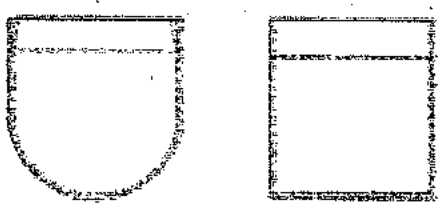
1.3 A front-hip pocket is also an in-seam pocket. _____

1.4 Welt pockets always have a flap. _____

(4)

2. Name the pockets and name a garment where you will use it.

2.1



_____

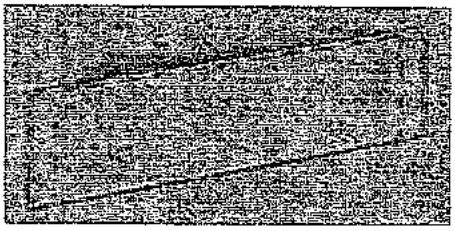
_____ (2)

2.2

_____

_____ (2)

2.3



_____

_____ (2)

[10]

MODULE 1 SIGNING VISITORS IN AND OUT

Words & Terms

Booms: a pole that lifts up to allow vehicles to pass through to a secure area
Permit: a document that gives you permission to do something or be somewhere
Turnstile: a revolving gate that lets only one person through at a time
Unauthorised Person: a person who does not have permission to be in a certain area
Preventative action: doing something that could stop an unwanted event from occurring
Visibility: being able to see
Volatile: situation changing rapidly and unpredictably, especially for the worse
Homicide: murder
Roaming: walking around without going in a particular direction

Introduction

1. As the eyes are the windows to the soul, so is the reception area the window to the heart of the organisation.
2. The reception area is the first visible function of an organisation that a visitor sees, so try to make it a positive experience.
3. It should reflect professionalism and showcase how serious the organisation is about the type of service that they offer to their customers.

IMPLEMENTING SECURITY MEASURES IN AN ORGANISATION

All organisations should apply at least basic security measures to protect their staff members, visitors, documentation, equipment and goods.

SECURITY MEASURES IN THE RECEPTION AREA:

1. Visitor's must be **issued with cards and permits**
2. Request visitors to **hand in their firearms** for safekeeping
3. Request visitors to **sign a visitor's register**.
4. Security guards must **patrol the entrances**, exits, buildings and grounds
5. Train staff to **report to security any visitors wandering around** the premises.
6. Security should **direct these visitors to reception** or a specific department, or ask them to leave the premises if they do not have a good reason for being there.
7. Use **cameras** at entrances to record all movement in and out of the organisation
8. **Turnstile gates** should be managed by a guard
9. Install **electronic doors** or **booms** that respond to a valid visitor's card or permit.
10. Taking **photos** and voice recordings of visitors in high risk organisations before issuing a visitor's card or permit.

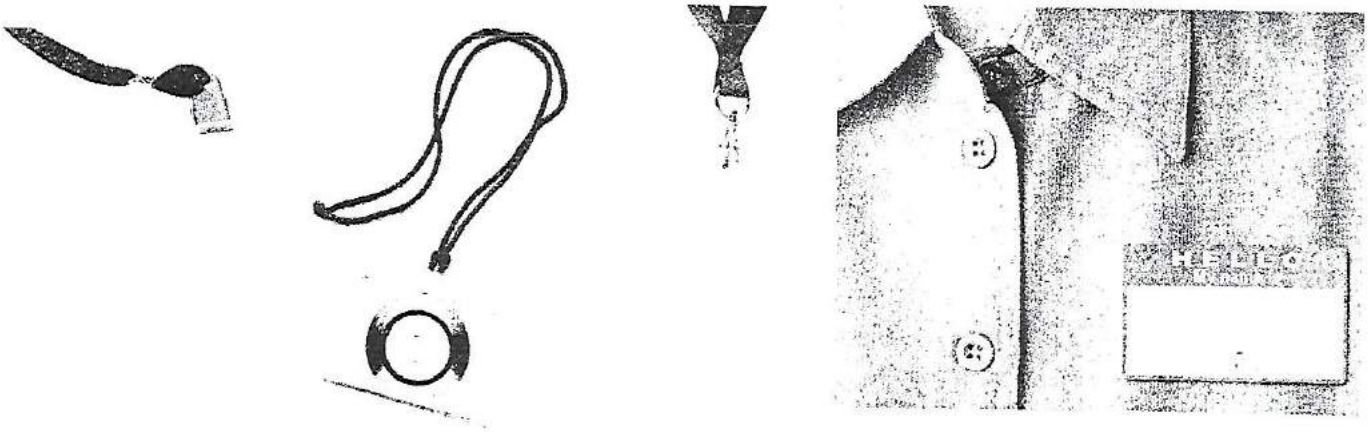
ACTIVITY 1.1

Work on your own for this activity. Read through the section on security measures on the previous page. Why do you think it is necessary to implement security measures?

Can you think of any other examples of security measures, besides those mentioned above, taken in high-risk areas or organisations? Write them down and describe how they work. Say whether you think they are effective.

VISITOR CARDS AND PERMITS

1. When a visitor reports to reception, the receptionist has to issue a card or permit to the person to allow him or her access to the rest of the premises or offices.
2. This card is normally
   - **small**,
   - quite **easy to handle** and
   - has to be **worn visibly** on the label of the visitor's jacket or top to identify himself or herself as a visitor.
3. This enables the security guards and staff members to immediately recognise a person not wearing a visitor's card as an **unauthorised person** on the premises.



VISITOR'S REGISTER

1. A visitor's register is **kept at reception** or at the security entrance of an organisation.
2. It is a book that **all visitors have to sign**, whether they have appointments or not.
3. Either the security guard or the receptionist needs to ensure that every visitor signs the book.
4. The register **supplies valuable information** about all visitors entering and leaving the premises.
5. Such information is important if it becomes necessary to conduct an **internal or external investigation**.
6. If a dangerous incident takes place, the police will request the visitor's register to **gather evidence**.

7. Ensure as far as possible that visitors are **entering complete and accurate information**.

Information required from a visitor when completing a visitor's register:

1. The **date**
2. The visitor's **name**
3. The **time** the visitor **arrives**
4. The **number** on the visitor **permit** or card (optional)
5. The **company** the visitor **works for** (optional)
6. The **person being visited**
7. A short **reason** for the call, e.g. 'meeting'
8. A **car registration number** (optional)
9. The **signature** of the visitor
10. The **time the visitor leaves**.

ACTIVITY 1.2

In pairs, decide on the name of an organisation.

1. Design a visitor's card or permit to be handed to visitors.
2. Ensure that it is the correct size and that it looks neat and professional. Type this on the computer.
3. Design a visitor's register with the appropriate headings. Type this on the computer so that it looks neat and professional.

Role-play the following in the Computer centre:

- Issuing a visitor's card to a visitor
- Letting the visitor sign the visitor's register.

Let the class decide which group designed the best examples. Let them motivate their choice. You may use the following grid to assist you:

Marking grid

Visitor's card	Not correct / Not done 0	Insufficient information / But up to standard 1	Most information included Average 2	All information included Good 3	Extra care taken / extra information included Excellent 4
Visitor's register	Not correct / Not done 0	Insufficient information / Not up to standard 1	Most information included Average 2	All information included Good 3	Extra care taken / extra information included Excellent 4

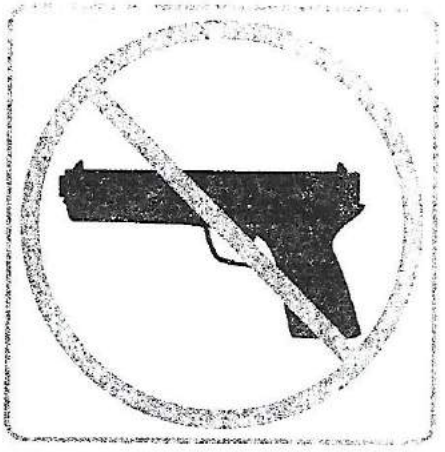
FIREARM PROCEDURE

The following factors might place workers at risk of violence in the workplace:

1. **Exchanging money at a cash register** or over a reception counter
2. **Transporting money** for the organisation to the bank
3. **Interacting alone** with the public
4. **Working alone** in an office or at reception
5. **Delivering goods** or **services**
6. **Guarding valuable goods** or property
7. **Working late at night** or during the **early morning hours**
8. **Dealing with violent people** or **volatile** situations.

PREVENTATIVE ACTIONS TO LIMIT WORKPLACE VIOLENCE:

1. Good **visibility** in and outside the workplace or reception area
2. Good **lighting**
3. **Security devices** such as
   - **electronic scanning equipment**
   - and an **electronic entrance** to **detect firearms**
4. A **no-firearms policy** in the workplace, if possible. Visitors should hand their firearms in at reception. In general, businesses are "gun-free" zones and organizations should clearly communicate this message to visitors by using the appropriate signs.
5. Explain the firearm policy to armed visitors who visit the organization for the first time.
6. You **may refuse an armed visitor entry** into the premises if he/she refuses to hand in the firearm.



Clearly displaying a sign forbidding entrance with a firearm is one preventative action that a company can take to reduce violence in the workplace.

ACTIVITY 1.3

1. Working on your own, name any other preventative actions that an organisation can take to limit violence in the workplace.
2. Give examples of visitors who might be allowed to take their firearm(s) into the premises when visiting an organisation.
3.

FIREARMS AND CONTROL ACT 60 OF 2000:

When a company declares its premises a 'gun-free zone' it must apply to the SAPS, and a condition of this application is that the company must supply adequate safekeeping facilities and control measures as follows:

1. The installation of **SABS-approved handgun safes** with **two locks**
2. A **firearm register** that contains the necessary information (the conditions of safekeeping must appear on each page)
3. **Safekeeping storage in the building** at the main entrance
4. The **owner** of the firearm

- **placing the firearm in the safe,**
- **locking the safe and keeping one key**
- while the **employee** responsible for receiving it (normally a security guard) **keeps the second key**.

5. At **no** time will any **employee handle the visitor's firearm** (legal implications if something does happen and liability in payment of damages is inevitable)
6. **Ensuring** that the **visitor** to the company **removes his or her firearm from the safe on completion of the visit**
7. A security officer employed by the company being in possession of a competency certificate issued by the SAPS.\
8. Occupations with the highest risk for workplace homicides include
   - **fidelity guards,**
   - **liquor stores,**
   - **detective services and**
   - **petrol stations**

Look at this example of a firearm register:

Date	Time in	Name	Surname	ID number	Make of firearm	Number of rounds	Visitor signature	Security officer signature

VISITORS ROAMING THE PREMISES

1. **All staff** should be trained to be alert enough to **identify people roaming** around the premises.
2. Reporting such visitor's to security might prevent a potentially dangerous situation.
3. **Not all such visitors are dangerous**, but a staff member has the right to ask a roaming visitor for the reason he/she is visiting and whom the person wishes to visit.
4. **Should the visitor not co-operate, it should be reported to security.**
5. If the visitor is lost or unaware of the security procedures he/she can be accompanied to reception in order to receive a permit, complete the register and be directed to the appropriate office.

ACTIVITY 1.4

Form groups of two to three learners to role-play the above situation (a person roaming the premises) in the Computer centre. One other group member acts as a staff member enquiring about the reasons for roaming the premises. Let the rest of the class decide which group is the best. Each group must motivate their choice.

OFFICE PRACTICE

TEST - MODULE 1 **SIGNING VISITORS IN AND OUT**
TOTAL [35]

1. Name 3 Security Measures that should be taken in the reception area [3]

2. Give the 3 characteristics of a visitor's card. (What must it look like?) [3]

3. Name 2 places where the visitor's register should be kept. [2]

4. Why is it important that a visitor's register should be kept? Give 2 reasons.[2]

5. Complete the following table with the necessary headings to fill in the visitor's register. [10]

1										
2										
3										

6. What kind of preventative actions could be taken to limit violence in the workplace? Name 3 [3]

_____

_____

_____

7. What kind of security devices could be used to detect firearms? Name 2 [2]

_____

_____

8. What control measures should be taken when a company declares its premises a 'gun-free zone'. State **TRUE** of **FALSE** to the following questions. [10]

a) _____ f) _____

b) _____ g) _____

c) _____ h) _____

d) _____ i) _____

e) _____ j) _____