

TEACHER'S HANDBOOK



# **E-world COMPUTER**

**CLASS 1 TO 5**

**TEACHER RESOURCE**



- Q. 1. The maximum number of electrons that the shell  
 (i) from a given level can accommodate, (ii) from a given shell for  
 (i) different orbitals, (ii) the complete shell.

Answer:

- A. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 Q. 2. The maximum number of electrons that the shell  
 (i) from a given level can accommodate, (ii) from a given shell for  
 (i) different orbitals, (ii) the complete shell.

Answer:

- A. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 B. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 C. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 D. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 E. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 F. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 G. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 H. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 I. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 J. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 K. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 L. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 M. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 N. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 O. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 P. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 Q. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 R. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 S. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 T. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 U. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 V. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 W. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 X. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 Y. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 Z. 1. (i)  $2n^2$ , (ii)  $2n^2$

Answer:

- A. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 B. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 C. 1. (i)  $2n^2$ , (ii)  $2n^2$   
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 P. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 Q. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 R. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 S. 1. (i)  $2n^2$ , (ii)  $2n^2$   
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 Y. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 Z. 1. (i)  $2n^2$ , (ii)  $2n^2$

Answer:

- A. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 B. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 C. 1. (i)  $2n^2$ , (ii)  $2n^2$   
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 Y. 1. (i)  $2n^2$ , (ii)  $2n^2$   
 Z. 1. (i)  $2n^2$ , (ii)  $2n^2$



### Chapter 6

A. 1. The total number of employees is 2000. The number of employees

is 1000.

C. 1. The total number of employees is 2000.

B. 1. The total number of employees is 2000.

D. 1. The total number of employees is 2000.

Key: C. The number of employees is 2000.

Key: D. The number of employees is 2000.

Key: A. The number of employees is 2000.

Key: B. The number of employees is 2000.

Key: C. The number of employees is 2000.

Key: D. The number of employees is 2000.

Key: A. The number of employees is 2000.

Key: B. The number of employees is 2000.

Key: C. The number of employees is 2000. All key is the same.

### Chapter 7

A. 1. The total number of employees is 2000.

B. 1. The total number of employees is 2000.

C. 1. The total number of employees is 2000.

D. 1. The total number of employees is 2000.

E. 1. The total number of employees is 2000.

Key: A. The number of employees is 2000.

Key: B. The number of employees is 2000.

Key: C. The number of employees is 2000.

Key: D. The number of employees is 2000.

Key: E. The number of employees is 2000.

Key: A. The number of employees is 2000.

Key: B. The number of employees is 2000.

### Chapter 8

#### Chapter 8

A. 1. The total number of employees is 2000. The number of employees

is 1000.

Key: A. The number of employees is 2000.

Key: B. The number of employees is 2000.

Key: C. The number of employees is 2000.

Key: D. The number of employees is 2000.

Key: E. The number of employees is 2000.

Key: A. The number of employees is 2000.

Key: B. The number of employees is 2000.

- 1.  $\frac{1}{2}$  cup brown sugar, packed
- 1 cup whole wheat flour
- 1. Preheat the baking pan to about 350°F. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.
- 1. Add the sugar to the flour mixture. Stir to combine.

#### Chapter 2

- A. 1.  $\frac{1}{2}$  cup brown sugar, packed
- 1 cup whole wheat flour
- 1. Preheat the oven to 350°F. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.
- 1. Add the sugar to the flour mixture. Stir to combine.
- 1. The rest of the recipe is the same as the first one. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.
- 1. Add the sugar to the flour mixture. Stir to combine.
- 1. The rest of the recipe is the same as the first one. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.

#### Chapter 3

- A. 1.  $\frac{1}{2}$  cup brown sugar, packed
- 1 cup whole wheat flour
- 1. Preheat the oven to 350°F. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.
- 1. Add the sugar to the flour mixture. Stir to combine.

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- 1 cup whole wheat flour
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- 1. Add the sugar to the flour mixture. Stir to combine.
- 1. The rest of the recipe is the same as the first one. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.

#### Chapter 4

- A. 1.  $\frac{1}{2}$  cup brown sugar, packed
- 1 cup whole wheat flour
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- 1. Add the sugar to the flour mixture. Stir to combine.
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- 1. Add the sugar to the flour mixture. Stir to combine.
- 1. The rest of the recipe is the same as the first one. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.

#### Chapter 5

- A. 1.  $\frac{1}{2}$  cup brown sugar, packed
- 1 cup whole wheat flour
- 1. Preheat the oven to 350°F. In a bowl, whisk together the flour, baking powder, and salt. Sift into a separate bowl.
- 1. Add the sugar to the flour mixture. Stir to combine.

C. 1. 211, 311, 411, 511

D. 1. 11, 21, 31, 41, 51

E. 1. 111, 211, 311, 411, 511

1. 1. Railway is a very important system (infrastructure) in the world. It connects people and goods. Department of Railways

2. Problem of Railway

3. Railway

4. Connected to other modes of transport

5. Railway is a very important infrastructure system

6. Railway is a very important infrastructure system

7. Railway: The first time the world was connected by railroads

8. It was a very important infrastructure system in the world. It connects people and goods.

9. It was a very important infrastructure system in the world. It connects people and goods.

10. It was a very important infrastructure system in the world. It connects people and goods.

11. It was a very important infrastructure system in the world. It connects people and goods.

Step 1: Definition of Railway

Step 2: History of Railway

Step 3: Classification of Railway

Step 4: Role of Railway in the world

Chapter 1

1. Railway

2.



3. 1. 211, 311, 411, 511

4. 1. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

5. 1. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

2. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

3. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

4. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

5. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

6. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

7. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

8. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

9. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

10. 111, 211, 311, 411, 511, 611, 711, 811, 911, 1011

1. 1. Railway is a very important infrastructure system in the world. It connects people and goods.

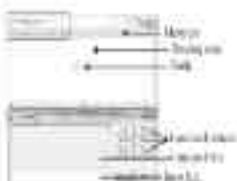
2. It was a very important infrastructure system in the world. It connects people and goods.





Chapter 8

1.



- B. 1. 110V AC, 240V AC
  - C. 1. 100V AC, 2. 240V AC, 3. 240V AC, 4. 100V AC, 5. 100V AC
  - D. 1. 110V AC, 2. 240V AC
  - E. 1. 100V AC, 2. 240V AC, 3. 240V AC, 4. 100V AC, 5. 100V AC
- The right answer is: **B**. Power, Reg, Trans, Rect, Filter, Load. The output of the transformer is 240V AC. The bridge rectifier converts the AC to DC. The filter capacitor smooths the DC. The 5V regulator provides a constant 5V output. The load is connected to the 5V output.

Chapter 9

Chapter 9

- A. 1. 110V AC, 240V AC
  - B. 1. 100V AC, 2. 240V AC, 3. 240V AC, 4. 100V AC, 5. 100V AC
  - C. 1. 110V AC, 2. 240V AC
  - D. 1. 100V AC, 2. 240V AC, 3. 240V AC, 4. 100V AC, 5. 100V AC
- The right answer is: **B**. Power, Reg, Trans, Rect, Filter, Load. The output of the transformer is 240V AC. The bridge rectifier converts the AC to DC. The filter capacitor smooths the DC. The 5V regulator provides a constant 5V output. The load is connected to the 5V output.



(1)

1. Types of information they can receive – how can they be used, with respect to a particular case or set?

2. Specific rules that they can be applied to.

So the

1. `MAPDUAL(CPU), MAPDUAL(CPU) = TUREDUAL(CPU), TRUE`  
2. `MAPDUAL(MONITOR) = TRUE, FALSE, TRUE, FALSE`

Output

- A. 1. TRUE, TRUE
- B. 1. TRUE, TRUE, TRUE, TRUE
- C. 1. TRUE, TRUE

Q. 1. What are the types of computer architecture? (multiple-choice)

1. Von Neumann architecture (single bus, sequential, instruction set architecture) and 2. Harvard architecture (separate buses for instructions and data)

2. Computer architecture can be defined as the way in which the hardware is organized, such as the way in which the CPU is connected to the memory and the I/O devices.

3. Harvard is used to describe the architecture of the computer. Some use a bus system to connect the processor and memory.

So the

1. `DELETED, ASSIGNED, 1, TRUE, TRUE, TRUE, TRUE, TRUE`  
2. `TRUE, TRUE, TRUE, TRUE`

Output

- A. 1. TRUE
- B. 1. TRUE, TRUE, TRUE, TRUE, TRUE, TRUE, TRUE, TRUE
- C. 1. TRUE, TRUE

D. 1. TRUE, TRUE, TRUE, TRUE, TRUE, TRUE, TRUE, TRUE

E. 1. TRUE, TRUE, TRUE, TRUE

F. 1. TRUE, TRUE, TRUE, TRUE

G. 1. TRUE, TRUE, TRUE, TRUE, TRUE, TRUE, TRUE, TRUE

2. Computer architecture can be defined as the way in which the hardware is organized, such as the way in which the CPU is connected to the memory and the I/O devices.

3. Harvard is used to describe the architecture of the computer. Some use a bus system to connect the processor and memory.







Step 4: Now it's time for the fun stuff.

1. **Click on the "Verify" link** that appears on the left side of the site. This will take you back to the account page with your details.
  1. **Clicking "Verify" will** take you to the verification page, where you will be asked to verify your account with the system. The system will appear to be working, but there will be a "Verify" button.
  2. **Clicking on the "Verify" button** will open up the document verification page.
  3. **Clicking on the "Verify" button** will open up the document verification page.
  4. **Clicking on the "Verify" button** will open up the document verification page.

Step 5:

1. **Click on the "Verify" link** that appears on the left side of the site. This will take you back to the account page with your details.
  1. **Clicking "Verify" will** take you to the verification page, where you will be asked to verify your account with the system. The system will appear to be working, but there will be a "Verify" button.
  2. **Clicking on the "Verify" button** will open up the document verification page.
  3. **Clicking on the "Verify" button** will open up the document verification page.
  4. **Clicking on the "Verify" button** will open up the document verification page.
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Step 1: Find a value for the discriminant.

Step 2: Consider the sign of the discriminant.

The discriminant is always:

Step 3: There are no real solutions if the discriminant is less than zero.

Step 4: If a, b, c are the roots of the equation.

The sum of the roots is equal to  $-\frac{b}{a}$  and the product of the roots is equal to  $\frac{c}{a}$ .

#### Chapter 6

A. 1. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30.

B. 1. 30. 2. 31. 3. 32.

C. 1. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

D. 1. The sum of the roots of the equation  $x^2 + px + q = 0$  is  $-\frac{p}{1} = -p$ . The product of the roots is  $\frac{q}{1} = q$ .

2. The sum of the roots of the equation  $x^2 + px + q = 0$  is  $-\frac{p}{1} = -p$ . The product of the roots is  $\frac{q}{1} = q$ .

3. The sum of the roots of the equation  $x^2 + px + q = 0$  is  $-\frac{p}{1} = -p$ . The product of the roots is  $\frac{q}{1} = q$ .

#### Chapter 7

A. 1. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30.

B. 1. 30. 2. 31. 3. 32.

C. 1. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

D. 1. 21. 22. 23. 24. 25.

E. 1. A polynomial of degree  $n$  has at most  $n$  real roots. The product of the roots of a polynomial is equal to the constant term divided by the leading coefficient. The sum of the roots of a polynomial is given by  $-\frac{b}{a}$  and the product of the roots is given by  $\frac{c}{a}$ .

2. The product of the roots of a polynomial is equal to the constant term divided by the leading coefficient.

3. The sum of the roots of a polynomial is given by  $-\frac{b}{a}$  and the product of the roots is given by  $\frac{c}{a}$ .

Step 1: Find the roots of the equation.

Step 2: Find the sum of the roots.

Step 3: Find the product of the roots.

Step 4: Find the sum of the squares of the roots.

Step 5: Find the sum of the cubes of the roots.

Step 6: Find the sum of the fourth powers of the roots.

Step 7: Find the sum of the fifth powers of the roots.

Step 8: Find the sum of the sixth powers of the roots.



Chapter 2

- A. 1 2 3 4 5 6 7 8 9 10
- B. 1 2 3 4 5 6 7 8 9
- C. 1 2 3 4 5 6 7 8 9 10
- D. 1 2 3 4 5 6 7 8 9 10 11
- E. 1 2 3 4 5 6 7 8 9 10 11 12
- F. 1 2 3 4 5 6 7 8 9 10 11 12 13
- G. 1 2 3 4 5 6 7 8 9 10 11 12 13 14
- H. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
- I. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
- J. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
- K. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
- L. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
- M. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
- N. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
- O. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
- P. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
- Q. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
- R. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
- S. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
- T. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
- U. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
- V. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
- W. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
- X. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
- Y. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
- Z. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

Chapter 3

- A. 1 2 3 4 5 6 7 8 9 10
- B. 1 2 3 4 5 6 7 8 9 10
- C. 1 2 3 4 5 6 7 8 9 10
- D. 1 2 3 4 5 6 7 8 9 10
- E. 1 2 3 4 5 6 7 8 9 10
- F. 1 2 3 4 5 6 7 8 9 10
- G. 1 2 3 4 5 6 7 8 9 10
- H. 1 2 3 4 5 6 7 8 9 10
- I. 1 2 3 4 5 6 7 8 9 10
- J. 1 2 3 4 5 6 7 8 9 10
- K. 1 2 3 4 5 6 7 8 9 10
- L. 1 2 3 4 5 6 7 8 9 10
- M. 1 2 3 4 5 6 7 8 9 10
- N. 1 2 3 4 5 6 7 8 9 10
- O. 1 2 3 4 5 6 7 8 9 10
- P. 1 2 3 4 5 6 7 8 9 10
- Q. 1 2 3 4 5 6 7 8 9 10
- R. 1 2 3 4 5 6 7 8 9 10
- S. 1 2 3 4 5 6 7 8 9 10
- T. 1 2 3 4 5 6 7 8 9 10
- U. 1 2 3 4 5 6 7 8 9 10
- V. 1 2 3 4 5 6 7 8 9 10
- W. 1 2 3 4 5 6 7 8 9 10
- X. 1 2 3 4 5 6 7 8 9 10
- Y. 1 2 3 4 5 6 7 8 9 10
- Z. 1 2 3 4 5 6 7 8 9 10



The first set is a map.

E. 1 1 1 1 1 1 1 1 1 1

1. In 2015, the US government implemented a new health care law. The law had several goals: (a) to reduce the number of people who do not have health insurance, (b) to reduce the cost of health insurance, and (c) to improve the quality of health care.

2. What kind of strategy did the government use to achieve these goals? Was it a top-down strategy or a bottom-up strategy? What were the strengths and weaknesses of this strategy? What were the challenges that the government faced in implementing this strategy?

3. How successful was the US government in achieving these goals? What were the reasons for its success or failure? What were the challenges that the government faced in implementing this strategy? What were the challenges that the government faced in implementing this strategy?

Chapter 4

A. 1 1 1 1 1 1 1 1 1 1

1. The first set is a map. The second set is a map. The third set is a map.

2. The first set is a map. The second set is a map. The third set is a map.

3. The first set is a map. The second set is a map. The third set is a map.

4. The first set is a map. The second set is a map. The third set is a map.

5. The first set is a map. The second set is a map. The third set is a map.

6. The first set is a map. The second set is a map. The third set is a map.

7. The first set is a map. The second set is a map. The third set is a map.

8. The first set is a map. The second set is a map. The third set is a map.

9. The first set is a map. The second set is a map. The third set is a map.

10. The first set is a map. The second set is a map. The third set is a map.

11. The first set is a map. The second set is a map. The third set is a map.

12. The first set is a map. The second set is a map. The third set is a map.

13. The first set is a map. The second set is a map. The third set is a map.

14. The first set is a map. The second set is a map. The third set is a map.

15. The first set is a map. The second set is a map. The third set is a map.

16. The first set is a map. The second set is a map. The third set is a map.

Let  $m$  be the number of nodes in the transition diagram  $\mathcal{A}$ .  
 Step 1. Choose the order of the nodes in  $\mathcal{A}$ .  
 Step 2. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .  
 Step 3. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

### Chapter 7

#### Section 7.1

1. (a)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10$

(b)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$

(c)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$

(d)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$

2. (a)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$   
 (b)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$

Let  $n$  be the number of nodes in the transition diagram  $\mathcal{A}$ .

The steps are:

Step 1. Choose the order of the nodes.

Step 2. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 3. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 4. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 5. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 6. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 7. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 8. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 9. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 10. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 11. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 12. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 13. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 14. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 15. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 16. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 17. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 18. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

Step 19. Let  $Q$  be the set of nodes in  $\mathcal{A}$ .

### Chapter 8

1. (a)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$

(b)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$

(c)  $1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20$



a) Ich würde alternative 1 wählen, da ich die Vorteile der ersten Alternative sehe.

b) Ich würde die zweite Alternative wählen, da ich die Vorteile der zweiten Alternative sehe.

c) Ich würde die dritte Alternative wählen, da ich die Vorteile der dritten Alternative sehe.

TEACHER'S HANDBOOK



# **E-world COMPUTER**

**CLASS 6 TO 8**

**TEACHER RESOURCE**

# COMPUTER

## UNIT - 4

### Object

1. Understanding of the following:
  - (a) Computer
  - (b) Computer language
  - (c) High level language
  - (d) Low level language
2. Explain the following:
  - (a) Computer language
  - (b) High level language
  - (c) Low level language

High Level Language	Low Level Language
<ul style="list-style-type: none"> <li>1. Easy to learn</li> <li>2. Easy to write</li> <li>3. Easy to read</li> <li>4. Easy to debug</li> </ul>	<ul style="list-style-type: none"> <li>1. Difficult to learn</li> <li>2. Difficult to write</li> <li>3. Difficult to read</li> <li>4. Difficult to debug</li> </ul>

High Level Language	Low Level Language
<ul style="list-style-type: none"> <li>1. Easy to learn</li> <li>2. Easy to write</li> <li>3. Easy to read</li> <li>4. Easy to debug</li> </ul>	<ul style="list-style-type: none"> <li>1. Difficult to learn</li> <li>2. Difficult to write</li> <li>3. Difficult to read</li> <li>4. Difficult to debug</li> </ul>

3. Explain the following:
  - (a) High level language
  - (b) Low level language

4. Explain the following:
  - (a) High level language
  - (b) Low level language

### UNIT - 5

Language	High Level Language
1. Easy to learn	High Level Language
2. Easy to write	High Level Language
3. Easy to read	High Level Language
4. Easy to debug	High Level Language
5. Easy to maintain	High Level Language

## Task 11

Write a program that outputs the sum of the first 100 natural numbers. The program should be able to handle any number of iterations.

Write a program that outputs the sum of the first 100 natural numbers.

Write a program that outputs the sum of the first 100 natural numbers.

Write a program that outputs the sum of the first 100 natural numbers.

Write a program that outputs the sum of the first 100 natural numbers.

(11)

1.  $1 + 2 + 3 + \dots + 100 = 5050$

2.  $1 + 2 + 3 + \dots + 100 = 5050$

3.  $1 + 2 + 3 + \dots + 100 = 5050$

4.  $1 + 2 + 3 + \dots + 100 = 5050$

5.  $1 + 2 + 3 + \dots + 100 = 5050$

6.  $1 + 2 + 3 + \dots + 100 = 5050$

7.  $1 + 2 + 3 + \dots + 100 = 5050$

8.  $1 + 2 + 3 + \dots + 100 = 5050$

9.  $1 + 2 + 3 + \dots + 100 = 5050$

10.  $1 + 2 + 3 + \dots + 100 = 5050$

11.  $1 + 2 + 3 + \dots + 100 = 5050$

12.  $1 + 2 + 3 + \dots + 100 = 5050$

13.  $1 + 2 + 3 + \dots + 100 = 5050$

14.  $1 + 2 + 3 + \dots + 100 = 5050$

15.  $1 + 2 + 3 + \dots + 100 = 5050$

16.  $1 + 2 + 3 + \dots + 100 = 5050$

17.  $1 + 2 + 3 + \dots + 100 = 5050$

18.  $1 + 2 + 3 + \dots + 100 = 5050$

19.  $1 + 2 + 3 + \dots + 100 = 5050$

20.  $1 + 2 + 3 + \dots + 100 = 5050$

21.  $1 + 2 + 3 + \dots + 100 = 5050$

22.  $1 + 2 + 3 + \dots + 100 = 5050$

23.  $1 + 2 + 3 + \dots + 100 = 5050$

24.  $1 + 2 + 3 + \dots + 100 = 5050$

25.  $1 + 2 + 3 + \dots + 100 = 5050$

4. The following is a list of numbers:

200

1. 200

2. The following is a list of numbers:

4. The following is a list of numbers:

5. The following is a list of numbers:

200

1. 200

2. The following is a list of numbers:

3. The following is a list of numbers:

4. The following is a list of numbers:

5. The following is a list of numbers:

6. The following is a list of numbers:

7. The following is a list of numbers:

8. The following is a list of numbers:

9. The following is a list of numbers:

10. The following is a list of numbers:

11. The following is a list of numbers:

12. The following is a list of numbers:

13. The following is a list of numbers:

(14)

14. The following is a list of numbers:

15. The following is a list of numbers:

16. The following is a list of numbers:

17. The following is a list of numbers:

18.

Page	Page
1. The following is a list of numbers:	2. The following is a list of numbers:
3. The following is a list of numbers:	4. The following is a list of numbers:
5. The following is a list of numbers:	6. The following is a list of numbers:

19. The following is a list of numbers:

20. The following is a list of numbers:

21. The following is a list of numbers:

22. The following is a list of numbers:



1. Die Nullhypothese  $H_0$  ist  $\mu = 10$ .

2. Die Alternativhypothese  $H_1$  ist  $\mu > 10$ .

3. Die Stichprobe ist  $n = 25$ .

4. Die Stichprobe ist normalverteilt.

5. Die Stichprobe ist unabhängig.

6. Die Stichprobe ist unabhängig.

7. Die Stichprobe ist unabhängig.

8. Die Stichprobe ist unabhängig.

9. Die Stichprobe ist unabhängig.

10. Die Stichprobe ist unabhängig.

11. Die Stichprobe ist unabhängig.

12. Die Stichprobe ist unabhängig.

13. Die Stichprobe ist unabhängig.

14. Die Stichprobe ist unabhängig.

(15)

1. Die Stichprobe ist unabhängig.

2. Die Stichprobe ist unabhängig.

3. Die Stichprobe ist unabhängig.

4. Die Stichprobe ist unabhängig.

5. Die Stichprobe ist unabhängig.

6. Die Stichprobe ist unabhängig.

7. Die Stichprobe ist unabhängig.

8. Die Stichprobe ist unabhängig.

9. Die Stichprobe ist unabhängig.

10. Die Stichprobe ist unabhängig.

11. Die Stichprobe ist unabhängig.

12. Die Stichprobe ist unabhängig.

13. Die Stichprobe ist unabhängig.

14. Die Stichprobe ist unabhängig.

15. Die Stichprobe ist unabhängig.

16. Die Stichprobe ist unabhängig.

17. Die Stichprobe ist unabhängig.

18. Die Stichprobe ist unabhängig.



## Question 1

The demand function is

$$D(x) = 10 - 0.0001x$$

1. Calculate the demand  $D(x)$  for  $x = 10000$ .  
 2. Calculate the price  $P$  for  $x = 10000$ .  
 3. Calculate the revenue  $R(x)$  for  $x = 10000$ .  
 4. Calculate the profit  $\pi(x)$  for  $x = 10000$ .

The cost function is

$$C(x) = 0.0001x^2 + 0.0002x + 1000$$

$$C'(x) = 0.0002x + 0.0002$$

5. Calculate the marginal cost  $C'(x)$  for  $x = 10000$ .

$$C''(x) = 0.0002$$

$$C'''(x) = 0$$

$$C''''(x) = 0$$

6. Calculate the average cost  $\bar{C}(x)$  for  $x = 10000$ .

$$\bar{C}(x) = \frac{C(x)}{x}$$

$$\bar{C}'(x) = \frac{C'(x)x - C(x)}{x^2}$$

$$\bar{C}''(x) = \frac{C''(x)x^2 - 2x(C'(x)x - C(x))}{x^3}$$

$$\bar{C}'''(x) = \frac{C'''(x)x^3 - 3x^2(C''(x)x^2 - 2x(C'(x)x - C(x)))}{x^4}$$

$$\bar{C}''''(x) = \frac{C''''(x)x^4 - 4x^3(C'''(x)x^3 - 3x^2(C''(x)x^2 - 2x(C'(x)x - C(x))))}{x^5}$$

Variable	Value
Demand $D(x)$ for $x = 10000$	10 - 0.0001(10000) = 9.999
Price $P$ for $x = 10000$	9.999
Revenue $R(x)$ for $x = 10000$	99990
Profit $\pi(x)$ for $x = 10000$	99990 - 10000(0.0001(10000) + 0.0002(10000) + 1000) = 99990 - 10000(1.0002 + 1000) = 99990 - 10000(1001.0002) = 99990 - 10010002 = -9910012

The profit function is

$$\pi(x) = R(x) - C(x) = (10 - 0.0001x)x - (0.0001x^2 + 0.0002x + 1000)$$

The profit function is

$$\pi(x) = 10x - 0.0001x^2 - 0.0002x - 1000$$

$$\pi'(x) = 10 - 0.0002x - 0.0002$$

$$\pi''(x) = -0.0002$$

$$\pi'''(x) = 0$$

$$\pi''''(x) = 0$$

## 1971

1. Hypothese:  $\text{H}_0: \mu = 100$  vs  $\text{H}_1: \mu > 100$

1.  $\alpha = 0.05$

2.  $n = 25$ ,  $\bar{x} = 105$ ,  $s = 10$

3.  $\text{H}_0: \mu = 100$  vs  $\text{H}_1: \mu > 100$

4.  $t = 1.125$

5.  $t_{0.05, 24} = 1.76$

6.  $t < t_{0.05, 24}$

7.  $\mu = 100$

8.  $\mu = 100$

9.  $\mu = 100$

10.  $\mu = 100$

11.  $\mu = 100$

12.  $\mu = 100$

13.  $\mu = 100$

14.  $\mu = 100$



15.  $\mu = 100$

16.  $\mu = 100$

17.  $\mu = 100$

18.  $\mu = 100$

19.  $\mu = 100$

20.  $\mu = 100$

21.  $\mu = 100$

22.  $\mu = 100$

23.  $\mu = 100$

24.  $\mu = 100$

## Task 1

1. Use the following information to complete the table below.

2. Use the information to complete the table below.

3. Use the information to complete the table below.

4. Use the information to complete the table below.

5. Use the information to complete the table below.

6.

Task 1	Task 2
Use the information to complete the table below.	Use the information to complete the table below.
Use the information to complete the table below.	Use the information to complete the table below.
Use the information to complete the table below.	Use the information to complete the table below.

7. Use the information to complete the table below.

8. Use the information to complete the table below.

9. Use the information to complete the table below.

10. Use the information to complete the table below.

11. Use the information to complete the table below.

12.

13. Use the information to complete the table below.

6. (10) (1) Communication (2) Information  
 (3) Technology (4) Science
7. (1) 1992 (2) 1991 (3) 1990
8. (1) 1992 (2) 1991 (3) 1990
9. (1) 1992 (2) 1991 (3) 1990
10. (1) 1992 (2) 1991 (3) 1990

1992	1991
1990	1990

11. (1) 1992 (2) 1991 (3) 1990

A	H	E	B	A	N	K	I	N	G	O	I	P
R	B	C	A	S	D	F	G	O	H	J	K	L
Q	F	E	C	V	B	R	M	A	P	Y	S	
C	O	M	M	U	N	I	C	A	T	I	O	N
Q	E	E	A	R	T	Y	X	J	P	V	I	O
S	D	F	I	G	O	H	F	G	K	L	P	D
Q	W	E	L	E	E	R	E	E	T	I	N	G

12. (1) 1992

(2) 1991 (3) 1990

# COMPUTER

## Part - 2

### Multiple choice questions

#### 1. Which is not a type of file?

A. Text file      B. Image      C. Video      D. Audio      E. Data

2. Which is not a type of file?

A. Text file

B. Image file (BMP, JPEG, GIF, PNG, etc.)

C. Video file (MP4, AVI, MOV, etc.)

D. Audio file (MP3, WAV, etc.)

E. Data file (CSV, XML, etc.)

3. Which is not a type of file?

#### 4. Which is not a type of file?

A. Text file

B. Image file (BMP, JPEG, GIF, PNG, etc.)

C. Video file (MP4, AVI, MOV, etc.)

D. Audio file (MP3, WAV, etc.)

E. Data file (CSV, XML, etc.)

F. Font file (TTF, OTF, etc.)

G. Executable file (EXE, DLL, etc.)

#### 5. Which is not a type of file?

File Type	File Format
Text file	Plain text, Rich text, etc.
Image file	BMP, JPEG, GIF, PNG, etc.
Video file	MP4, AVI, MOV, etc.
Audio file	MP3, WAV, etc.
Data file	CSV, XML, etc.
Font file	TTF, OTF, etc.
Executable file	EXE, DLL, etc.

## Chapter 10: Probability

### 10.1: Probability

10.1.1: Probability is a measure of the likelihood of an event occurring.

10.1.2: Probability is always between 0 and 1.

10.1.3: The sum of all probabilities is 1.

10.1.4: The probability of an event not occurring is 1 minus the probability of it occurring.

10.1.5: The probability of two events occurring together is the product of their individual probabilities.

### 10.2: Counting

#### 10.2.1: Counting

10.2.1.1: The number of ways to choose  $r$  objects from a set of  $n$  objects is given by the binomial coefficient  $\binom{n}{r}$ .

10.2.1.2:  $\binom{n}{r} = \frac{n!}{r!(n-r)!}$

10.2.1.3: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $n-r$  objects from the same set.

10.2.1.4: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.1.5: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.1.6: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.1.7: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.1.8: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.1.9: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.1.10: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

#### 10.2.2: Counting

10.2.2.1: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.2.2: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

10.2.2.3: The number of ways to choose  $r$  objects from a set of  $n$  objects is the same as the number of ways to choose  $r$  objects from a set of  $n$  objects.

### 10.3: Probability

#### 10.3.1: Probability

10.3.1.1: The probability of an event occurring is the number of ways the event can occur divided by the total number of possible outcomes.

10.3.1.2:  $P(A) = \frac{n(A)}{n(S)}$

10.3.1.3: The probability of an event occurring is the number of ways the event can occur divided by the total number of possible outcomes.

#### 10.3.2: Probability

10.3.2.1: The probability of an event occurring is the number of ways the event can occur divided by the total number of possible outcomes.

10.3.2.2: The probability of an event occurring is the number of ways the event can occur divided by the total number of possible outcomes.

• **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.

1. **Reagenzien:** Die Reagenzien sind in folgenden Reagenzienlösungen:

- (1) **Ammoniumchlorid** (NH<sub>4</sub>Cl) in verdünnter Salzsäure
- (2) **Phosphorsalz** (H<sub>3</sub>PO<sub>4</sub>) in verdünnter Salzsäure
- (3) **Natriumhydroxid** (NaOH) in verdünnter Salzsäure
- (4) **Ammoniumnitrat** (NH<sub>4</sub>NO<sub>3</sub>) in verdünnter Salzsäure

• **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.

1. **Reagenzien:**



• **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar. Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.

1. **Reagenzien:** Die Reagenzien sind in folgenden Reagenzienlösungen:

2. **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.

### 2.3.4. Multiple-Choice

1. **Reagenzien:**

- 1. **Reagenzien:** Die Reagenzien sind in folgenden Reagenzienlösungen:
- 2. **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.
- 3. **Reagenzien:** Die Reagenzien sind in folgenden Reagenzienlösungen:
- 4. **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.
- 5. **Reagenzien:** Die Reagenzien sind in folgenden Reagenzienlösungen:
- 6. **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.
- 7. **Reagenzien:** Die Reagenzien sind in folgenden Reagenzienlösungen:
- 8. **Verfahren:** Die verschiedenen Stoffgruppen sind in verschiedenen Reagenzienlösungen durch chemische Reaktionen nachweisbar.

### 3. Multiple choice questions (select correct answers)

Verbs (Infinitive)	Verbs (Gerund)
1. I started <b>learning</b> a new dance by first <b>learning</b> the steps of each particular.	1. I started <b>learning</b> a new dance by first <b>learning</b> , <b>learning</b> , <b>learning</b> each of the new parts.
2. I had to <b>finish</b> the day by <b>finishing</b> everything I began before <b>finishing</b> the day.	2. I continued <b>finishing</b> the day by <b>finishing</b> everything I began.
3. I was surprised to <b>find</b> the book when I <b>found</b> it.	3. I was surprised to <b>find</b> the book when I <b>found</b> it.

Write the correct form of the verb in brackets.

For each of the verbs below, write the correct form.

#### 3.1. Write the correct form of the verb in brackets

Write the correct form of the verb in brackets.

1. I started **learning** a new dance by first **learning** the steps of each particular.
2. I had to **finish** the day by **finishing** everything I began before **finishing** the day.
3. I was surprised to **find** the book when I **found** it.

Write the correct form of the verb in brackets.

1. I started **learning** a new dance by first **learning** the steps of each particular.
2. I had to **finish** the day by **finishing** everything I began before **finishing** the day.
3. I was surprised to **find** the book when I **found** it.

Write the correct form of the verb in brackets.

Write the correct form of the verb in brackets. Write the correct form of the verb in brackets.

Write the correct form of the verb in brackets. Write the correct form of the verb in brackets.

Write the correct form of the verb in brackets.

1. I started **learning** a new dance by first **learning** the steps of each particular.
2. I had to **finish** the day by **finishing** everything I began before **finishing** the day.
3. I was surprised to **find** the book when I **found** it.

### Chloroform (1,1,1-trichloroethane)

but look up values for benzene

#### CH<sub>2</sub>Cl<sub>2</sub>(DCE)

look up values for

- A.  $\rho = 1.33$   $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- B.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- C.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$

D.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$

- 1.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 2.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 3.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 4.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 5.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 6.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 7.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 8.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 9.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 10.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$

### Chloroform (1,1,1-trichloroethane)

but look up values for benzene

#### CH<sub>2</sub>Cl<sub>2</sub>(DCE)

look up values for

- A.  $\rho = 1.33$   $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- B.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- C.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- D.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 1.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 2.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 3.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
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- 7.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 8.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 9.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$
- 10.  $\rho_{air} = 1.2$   $\rho_{water} = 1.0$

1. The correct graph of the function  $f(x) = \cos(2x)$  is

- (A) (B) (C) (D)

What is the period of the function  $f(x) = \cos(2x)$ ?

(A)  $\pi$  (B)  $2\pi$  (C)  $4\pi$  (D)  $8\pi$

#### (1) Multiple-Choice Questions

1. The graph of  $y = \cos(x)$  is

- (A) (B) (C) (D)

2. The period of the function  $f(x) = \cos(2x)$  is

- (A)  $\pi$   
(B)  $2\pi$   
(C)  $4\pi$   
(D)  $8\pi$

3. The graph of  $y = \cos(x)$  is

- (A) (B) (C) (D)

4. The period of the function  $f(x) = \cos(2x)$  is

- (A)  $\pi$   
(B)  $2\pi$   
(C)  $4\pi$   
(D)  $8\pi$

5. The graph of  $y = \cos(x)$  is

- (A) (B) (C) (D)

What is the period of the function  $f(x) = \cos(2x)$ ?

(A)  $\pi$  (B)  $2\pi$  (C)  $4\pi$  (D)  $8\pi$

#### (2) Multiple-Choice Questions

1. The graph of  $y = \cos(x)$  is

- (A) (B) (C) (D)

2. The period of the function  $f(x) = \cos(2x)$  is

- (A)  $\pi$   
(B)  $2\pi$   
(C)  $4\pi$   
(D)  $8\pi$

3. The graph of  $y = \cos(x)$  is

- (A) (B) (C) (D)

1. The purpose of the study is to investigate the impact of the use of mobile learning applications on the learning outcomes of students in a higher education institution. The study is a quantitative research that uses a survey method to collect data.

## 2. Significance of the Study

- The study contributes to the understanding of the effectiveness of mobile learning applications in higher education.
- The study provides insights into the factors that influence the use of mobile learning applications by students.
- The study identifies the challenges and opportunities associated with the use of mobile learning applications in higher education.
- The study provides practical recommendations for the design and implementation of mobile learning applications in higher education.

3. The study is a quantitative research that uses a survey method to collect data. The study is a cross-sectional study that collects data at a single point in time. The study is a descriptive research that aims to describe the characteristics of the population being studied.

4. The study is a quantitative research that uses a survey method to collect data. The study is a cross-sectional study that collects data at a single point in time. The study is a descriptive research that aims to describe the characteristics of the population being studied.

5. The study is a quantitative research that uses a survey method to collect data. The study is a cross-sectional study that collects data at a single point in time. The study is a descriptive research that aims to describe the characteristics of the population being studied.

- The study is a quantitative research that uses a survey method to collect data.
- The study is a cross-sectional study that collects data at a single point in time.
- The study is a descriptive research that aims to describe the characteristics of the population being studied.
- The study is a quantitative research that uses a survey method to collect data.

6. The study is a quantitative research that uses a survey method to collect data.

7. The study is a quantitative research that uses a survey method to collect data.

# COMPUTER

## PART 3

### 15-18 Repeat the work

Write your solutions:

8. 1. make 2. make 3. bring 4. will 5. is going 6. people

9. 11 12 13 14 15

10. 1. An expression is itself a part of a computer system that is called a variable. It is used to store data.

11. Type out the following statements in a text editor.

2. Look at the format. Copy and paste it into a document editor and it will work as if by magic. It is the same as the following but you should use the correct syntax.

3. An online type school is a computer program that sends the teacher's work to a computer which is connected to a TV. It is very useful if you cannot go to school. You can still learn to read, write and do other things.

4. The main reason for using a computer is that it is very fast. It can do many things very quickly. It can also do things that are very difficult for a person to do. It can also do things that are very boring for a person to do.

5. 1. I can be a teacher. 2. I can be a doctor. 3. I can be a scientist. 4. I can be a pilot. 5. I can be a soldier. 6. I can be a police officer. 7. I can be a fireman. 8. I can be a farmer. 9. I can be a chef. 10. I can be a musician. 11. I can be a dancer. 12. I can be a writer. 13. I can be an actor. 14. I can be a model. 15. I can be a professional athlete.

6. Why and how? A computer is a machine that can do many things. It can be used to do many things. It can be used to do things that are very difficult for a person to do. It can be used to do things that are very boring for a person to do. It can be used to do things that are very interesting for a person to do. It can be used to do things that are very useful for a person to do.

19-20 Study the following text.

Write the following text in your own words.

### 19-20 Repeat the work

Write your solutions:

1. 1. make 2. make 3. bring 4. will 5. is going 6. people

2. 11 12 13 14 15

3. 1. An expression is itself a part of a computer system that is called a variable. It is used to store data. 2. Look at the format. Copy and paste it into a document editor and it will work as if by magic. It is the same as the following but you should use the correct syntax. 3. An online type school is a computer program that sends the teacher's work to a computer which is connected to a TV. It is very useful if you cannot go to school. You can still learn to read, write and do other things.

### 1. Comparison of the two values (10)

1.1.1.1. The value of the semi-annual is double of 4.4 (value of the annual)

1.1.1.2. Value of the 12th term is 10.4. A year is equal to 12 months, so it is double of the semi-annual value.

1.1.1.3. The value of the semi-annual is double of the value of the annual value.

1.1.1.4. The value of the semi-annual is double of the value of the annual value. 1.1.1.5. The value of the semi-annual is double of the value of the annual value.

1.1.1.6. The value of the semi-annual is double of the value of the annual value.

### 2. Comparison of the two values (10)

2.1.1.1. The value of the semi-annual is double of the value of the annual value.

2.1.1.2. The value of the semi-annual is double of the value of the annual value.

2.1.1.3. The value of the semi-annual is double of the value of the annual value.

### 3. Comparison of the two values (10)

3.1.1.1. The value of the semi-annual is double of the value of the annual value.

3.1.1.2. The value of the semi-annual is double of the value of the annual value.

3.1.1.3. The value of the semi-annual is double of the value of the annual value.

3.1.1.4. The value of the semi-annual is double of the value of the annual value.

3.1.1.5. The value of the semi-annual is double of the value of the annual value.

3.1.1.6. The value of the semi-annual is double of the value of the annual value.

3.1.1.7. The value of the semi-annual is double of the value of the annual value.

### 1.1.1.1. The value of the semi-annual is double of the value of the annual value.

1.1.1.2. The value of the semi-annual is double of the value of the annual value.

A. 1.1.1.1. The value of the semi-annual is double of the value of the annual value.

1.1.1.2. The value of the semi-annual is double of the value of the annual value.

1.1.1.3. The value of the semi-annual is double of the value of the annual value.

1.1.1.4. The value of the semi-annual is double of the value of the annual value.

1.1.1.5. The value of the semi-annual is double of the value of the annual value.

1.1.1.6. The value of the semi-annual is double of the value of the annual value.

1.1.1.7. The value of the semi-annual is double of the value of the annual value.

1.1.1.8. The value of the semi-annual is double of the value of the annual value.

1.1.1.9. The value of the semi-annual is double of the value of the annual value.

1.1.1.10. The value of the semi-annual is double of the value of the annual value.

1.1.1.11. The value of the semi-annual is double of the value of the annual value.

(c) If the frequency is the same, the probability that the number is 10 is

(d) If the frequency is the same, the probability that the number is 10 is

(e) If the frequency is the same, the probability that the number is 10 is

### 3. Using Approximate Data Points

(a) Approximate the area under the curve of the function  $f(x) = \sin(x)$

(b) The first two data points are  $(1, 0.8415)$  and  $(2, 0.9093)$ . The third data point is  $(3, 0.1431)$ .

(c) The third data point is  $(3, 0.1431)$  and the fourth data point is  $(4, -0.7568)$ .

(d) The fourth data point is  $(4, -0.7568)$ .

(e) The fifth data point is  $(5, -0.9596)$  and the sixth data point is  $(6, -0.2794)$ .

(f) The seventh data point is  $(7, 0.7539)$  and the eighth data point is  $(8, 0.7174)$ .

(g) The ninth data point is  $(9, 0.4131)$  and the tenth data point is  $(10, -0.5440)$ .

(h) The eleventh data point is  $(11, -0.9613)$  and the twelfth data point is  $(12, -0.5357)$ .

### 4. The Data Set

(a) The data set is

(b) The data set is

(c) The data set is

(d) The data set is

(e) The data set is

(f) The data set is

(g) The data set is

(h) The data set is

(i) The data set is

(j) The data set is

(k) The data set is

(l) The data set is

(m) The data set is

(n) The data set is

(o) The data set is

(p) The data set is

(q) The data set is

4. The objective is to design a control system for long time constant processes normally used.

5. Design the PID controller for a process having the transfer function

Transfer Function:  $G(s) = \frac{1}{s(s+1)(s+2)}$

Final Value: 1.5 (steady state value)

Time constant: 1.5 (steady state value)

### 13.1 Controller's Objective

Specify your objectives:

1. Design a PID controller for a process having the transfer function
2.  $G(s) = \frac{1}{s(s+1)(s+2)}$
3. The controller is a simple integrator that output a positive steady state value of 1.5 (steady state value) for a unit step input (1/s) (steady state value).

2. Set the objective:

In this PID Controller you are designing a controller for a process having the transfer function

Transfer Function:  $G(s) = \frac{1}{s(s+1)(s+2)}$

Using the controller you are designing a controller for a process having the transfer function

1. The controller is a simple integrator that output a positive steady state value of 1.5 (steady state value) for a unit step input (1/s) (steady state value).

3. Specify your objectives:

Objective	Controller
1. The controller is a simple integrator that output a positive steady state value of 1.5 (steady state value) for a unit step input (1/s) (steady state value).	1. The controller is a simple integrator that output a positive steady state value of 1.5 (steady state value) for a unit step input (1/s) (steady state value).
2. The controller is a simple integrator that output a positive steady state value of 1.5 (steady state value) for a unit step input (1/s) (steady state value).	2. The controller is a simple integrator that output a positive steady state value of 1.5 (steady state value) for a unit step input (1/s) (steady state value).

Final Value: 1.5 (steady state value)

Time constant: 1.5 (steady state value)

### 13.2 Designing a Controller

Specify your objectives:

1. Design a PID controller for a process having the transfer function
2.  $G(s) = \frac{1}{s(s+1)(s+2)}$
3. The controller is a simple integrator that output a positive steady state value of 1.5 (steady state value) for a unit step input (1/s) (steady state value).

2. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

$\hat{y} = 1.5 - 0.01x$ , where  $\hat{y}$  is the predicted number of hours of sleep per week and  $x$  is the number of hours worked per week.

3. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

$\hat{y} = 1.5 - 0.01x$ , where  $\hat{y}$  is the predicted number of hours of sleep per week and  $x$  is the number of hours worked per week.

Group	Y-Group
1. The number of hours worked per week	1. The number of hours of sleep per week
2. The number of hours of sleep per week	2. The number of hours worked per week

4. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

$\hat{y} = 1.5 - 0.01x$ , where  $\hat{y}$  is the predicted number of hours of sleep per week and  $x$  is the number of hours worked per week.

5. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

$\hat{y} = 1.5 - 0.01x$ , where  $\hat{y}$  is the predicted number of hours of sleep per week and  $x$  is the number of hours worked per week.

### Chapter 10

1. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

2. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

3. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

4. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

5. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

6. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

7. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

8. The data below are the results of a regression analysis of the relationship between the number of hours worked per week and the number of hours of sleep per week. The regression equation is:

### Uppräknad frågor

- Fördelningstyp för bin.
- Skiljning i slumpvariabel. Skiljning av två slumpvar.
- Fördelningstyp för poisson.
- Fördelningstyp för normal.
- Fördelningstyp för standard normal.
- Fördelningstyp för  $t$ -var.
- Fördelningstyp för standard normal.
- Fördelningstyp för  $F$ -var.

### Uppräknad frågor om slumpvariabel i flera steg

Slumpvariabel i flera steg, sannolikhet

### Uppräknad frågor om slumpvariabel i flera steg

För två steg slumpvariabel i flera steg.

### Uppräknad frågor

#### Uppräknad frågor

X. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor

U. 11. 11. 11. 11. 11.

U. 12. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor.

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U. 14. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor.

#### Uppräknad frågor om slumpvariabel i flera steg

- Fördelningstyp för bin.
- Fördelningstyp för poisson.
- Fördelningstyp för normal.
- Fördelningstyp för  $t$ -var.
- Fördelningstyp för  $F$ -var.
- Fördelningstyp för  $\chi^2$ -var.

U. 15. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor. Uppräknad frågor.

#### Uppräknad frågor om slumpvariabel i flera steg

För två steg slumpvariabel i flera steg.

### Q4. Analysis of variance

**Qualitative variable**

1. Training Course      Likert      4 categories      1 Feb.  
 2. **V**      **II**      **II**      **(1)**      **(1)**  
 3. 1. ANOVA test for a 2×2 grid

Tutor	Student
1. Good performance	1. Agree with test subjects
2. Good performance	2. Disagree with test subjects
3. Good performance	3. Positive agreement
4. Good performance	4. No opinion

4. I have to do a paper that mostly I do but I do  
 5. I hope to do this well again in the future  
 6. I think it is a good idea to do this because it helps me  
 to do things better and it helps me to do things better  
 (I will be happy to do this because it helps me to do  
 things better and it helps me to do things better)

**1. Training type with Florida:**

**Steps**

1. First, I will make a hypothesis that I will do better
2. Then, I will make a hypothesis that I will do better
3. Then, I will make a hypothesis that I will do better
4. Then, I will make a hypothesis that I will do better
5. Then, I will make a hypothesis that I will do better
6. Then, I will make a hypothesis that I will do better
7. Then, I will make a hypothesis that I will do better
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10. Then, I will make a hypothesis that I will do better
11. Then, I will make a hypothesis that I will do better
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15. Then, I will make a hypothesis that I will do better
16. Then, I will make a hypothesis that I will do better
17. Then, I will make a hypothesis that I will do better
18. Then, I will make a hypothesis that I will do better
19. Then, I will make a hypothesis that I will do better
20. Then, I will make a hypothesis that I will do better

**1.1.1. I will make a hypothesis that I will do better**

### Q5. Analysis of variance

**Qualitative variable**

1. 1.1.1. I will make a hypothesis that I will do better  
 2. **V**      **II**      **II**      **(1)**      **(1)**

10. **1. Identify the two major programs provided by the Department of Justice for the correctional industry (5/200)**
2. **Identify the two major programs of the correctional industry (5/200)**
3. **Identify the two major programs of the correctional industry (5/200)**
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16. **Identify the two major programs of the correctional industry (5/200)**
17. **Identify the two major programs of the correctional industry (5/200)**
18. **Identify the two major programs of the correctional industry (5/200)**
19. **Identify the two major programs of the correctional industry (5/200)**
20. **Identify the two major programs of the correctional industry (5/200)**



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1. **NAME** \_\_\_\_\_  
2. **ADDRESS** \_\_\_\_\_  
3. **CITY** \_\_\_\_\_

4. **STATE** \_\_\_\_\_  
5. **ZIP** \_\_\_\_\_

6. **PHONE** \_\_\_\_\_

7. **SIGNATURE** \_\_\_\_\_

8. **DATE** \_\_\_\_\_

9. **INITIALS** \_\_\_\_\_

10. **TELEPHONE** \_\_\_\_\_

11. **TELETYPE** \_\_\_\_\_

12. **TELEFAX** \_\_\_\_\_

1. **THE STATE OF TEXAS,** County of \_\_\_\_\_

do hereby certify that \_\_\_\_\_

is the true and correct \_\_\_\_\_

of the \_\_\_\_\_

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1. **THE STATE OF TEXAS,** County of \_\_\_\_\_

do hereby certify that \_\_\_\_\_

is the true and correct \_\_\_\_\_

of the \_\_\_\_\_

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1. **Introduction**

2. **Methodology**

3. **Results**

4. **Conclusion**

5. **References**

6. **Appendix**

7. **Tables**

8. **Figures**

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and integration. It provides strategies to overcome these challenges and ensure the integrity and availability of data.

5. The fifth part of the document discusses the importance of data governance and compliance. It outlines the necessary policies and procedures to ensure that data is handled in a responsible and lawful manner, in accordance with applicable regulations.

6. The sixth part of the document concludes by summarizing the key points and emphasizing the ongoing nature of data management. It stresses the need for continuous monitoring and improvement to stay current with evolving data practices and technologies.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and integration. It provides strategies to overcome these challenges and ensure the integrity and availability of data.

5. The fifth part of the document discusses the importance of data governance and compliance. It outlines the necessary policies and procedures to ensure that data is handled in a responsible and lawful manner, in accordance with applicable regulations.

6. The sixth part of the document concludes by summarizing the key points and emphasizing the ongoing nature of data management. It stresses the need for continuous monitoring and improvement to stay current with evolving data practices and technologies.

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**1. Introduction**

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is organized as follows:

- 2. Methodology
- 3. Results
- 4. Discussion
- 5. Conclusion

The study is organized as follows:

- 2. Methodology
- 3. Results
- 4. Discussion
- 5. Conclusion

**2. Methodology**

The methodology used in this study is a combination of experimental and analytical methods. The experimental part involves the use of a test rig to measure the performance of the system under various conditions. The analytical part involves the use of mathematical models to predict the performance of the system.

The test rig consists of a motor, a load, and a sensor. The motor is used to drive the load, and the sensor is used to measure the performance of the system. The load is a variable, and the sensor is a variable.

The mathematical models used in this study are based on the principles of physics and engineering. The models are used to predict the performance of the system under various conditions.

The results of the study are presented in the following sections.

**3. Results**

The results of the study show that the performance of the system is affected by various factors. The most significant factors are the motor speed, the load, and the sensor. The performance of the system is highest when the motor speed is high, the load is low, and the sensor is accurate.

**4. Discussion**

The results of the study are discussed in this section. The discussion shows that the performance of the system is affected by various factors. The most significant factors are the motor speed, the load, and the sensor. The performance of the system is highest when the motor speed is high, the load is low, and the sensor is accurate.

**5. Conclusion**

The conclusion of the study is that the performance of the system is affected by various factors. The most significant factors are the motor speed, the load, and the sensor. The performance of the system is highest when the motor speed is high, the load is low, and the sensor is accurate.



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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part outlines the specific procedures and protocols that must be followed when handling sensitive information. This includes strict guidelines on data storage, access, and sharing to prevent unauthorized disclosure.

3. The third part details the roles and responsibilities of various staff members involved in the process. It clarifies who is responsible for monitoring compliance and reporting any potential issues or breaches.

4. The fourth part provides a comprehensive overview of the legal and regulatory requirements that govern the organization's activities. It highlights the consequences of non-compliance and the steps necessary to stay up-to-date with changing regulations.

5. The fifth part discusses the importance of ongoing training and education for all employees. It stresses that regular updates on policies and procedures are essential to ensure everyone is working in accordance with the organization's standards.

6. The sixth part addresses the need for regular audits and reviews to assess the effectiveness of the current systems and identify areas for improvement. It suggests implementing a cycle of continuous evaluation and refinement.

7. The seventh part concludes by reiterating the organization's commitment to high standards of integrity and ethical conduct. It encourages all employees to take ownership of their actions and contribute to a culture of excellence.

1. The first section of the report provides a detailed analysis of the current market conditions and trends. It identifies key factors influencing the industry and offers insights into potential future developments.

2. The second section focuses on the company's performance metrics over the past quarter. It compares actual results against targets and provides a clear explanation for any variances, both positive and negative.

3. The third section discusses the strategic initiatives that the company is currently pursuing. It outlines the goals for each initiative and the resources allocated to their successful implementation.

4. The fourth section highlights the major challenges that the company is facing in the current environment. It offers practical solutions and recommendations to overcome these obstacles and maintain a competitive edge.

5. The fifth section presents a forecast for the company's performance in the coming year. It is based on a combination of internal capabilities and external market opportunities, providing a realistic outlook for stakeholders.

6. The sixth section details the financial performance of the company, including revenue growth, profit margins, and cash flow. It provides a clear picture of the company's financial health and its ability to sustain long-term growth.

7. The seventh section concludes with a summary of the key findings and a call to action. It emphasizes the need for continued focus on innovation and operational efficiency to achieve the company's long-term vision.

1. **Introduction**

2. **Methodology**

3. **Results**

4. **Conclusion**

5. **References**

6. **Appendix**

7. **Notes**

8. **Tables**

1. Introduction

2. Methodology

3. Results

4. Discussion

5. Conclusion

6. References

7. Appendix

8. Tables

9. Figures

10. Index

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part outlines the specific procedures and protocols that must be followed when handling sensitive information. It details the steps for data collection, storage, and distribution, ensuring that all actions are in compliance with relevant laws and regulations.

3. The third part addresses the role of the management team in overseeing the implementation of these policies. It highlights the need for regular communication and reporting to ensure that all staff members are aware of and adhering to the established guidelines.

4. Finally, the document concludes by stating that the success of these initiatives depends on the commitment and cooperation of every individual within the organization. It encourages a culture of continuous improvement and adherence to the highest standards of ethical conduct.

1. The first section of the report provides a comprehensive overview of the current market conditions and the impact of recent economic changes. It notes that while there are challenges, there are also significant opportunities for growth and innovation.

2. The second section details the findings of the recent market research conducted. It shows a clear trend towards digital products and services, with a growing emphasis on user experience and personalized offerings.

3. The third section discusses the strategic recommendations based on the research findings. It suggests focusing on key areas such as product development, marketing, and customer service to maintain a competitive edge in the market.

4. The final section summarizes the key takeaways and provides a clear path forward for the organization. It stresses the importance of staying agile and responsive to market changes to ensure long-term success.

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of \_\_\_\_\_

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is the true and correct copy of \_\_\_\_\_

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of \_\_\_\_\_

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**TEACHER RESOURCE**

**CLASS 6 TO 8**

**ENGLISH READER**



## PART 4

### 2011 University Exams

#### Question 10

10. a. Data on the number of hours spent studying for an exam is given below. The number of hours spent studying is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

11. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

Number of hours spent studying	Frequency
8	10
9	15
10	20
11	15
12	10

#### Question 11

11. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

#### Question 12

12. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

#### Question 13

13. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

#### Question 14

14. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

#### Question 15

15. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

### 2010 University Exams

#### Question 16

16. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

17. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

18. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

#### Question 19

19. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

#### Question 20

20. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

21. a. The number of hours spent studying for an exam is normally distributed with a mean of 10 hours and a standard deviation of 2 hours. Calculate the probability that a student spends more than 12 hours studying for the exam.

### Internal linking

From any part of the page, internal links are a good way to lead the user to other relevant or more detailed information on the site. It's important to use internal links to help the user find what they're looking for. The links should be placed in a way that makes sense to the user. For example, if you have a page about a product, you might want to link to a page about the product's features or to a page about the product's pricing. Internal linking is a key part of a good user experience.

### External linking

#### A. What is a good external link?

External links

- a. The link should be a good quality link. The link should point to a page that is relevant to the user's needs.
- b. The link should be a good quality link. The link should point to a page that is relevant to the user's needs.
- c. The link should be a good quality link. The link should point to a page that is relevant to the user's needs.
- d. The link should be a good quality link. The link should point to a page that is relevant to the user's needs.
- e. The link should be a good quality link. The link should point to a page that is relevant to the user's needs.

#### B. How do you know if a link is a good quality link?

A link is a good quality link if it is a good quality link.

A link is a good quality link if it is a good quality link.

A link is a good quality link if it is a good quality link.

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External linking

External links are links that point to a page on a different website. They are a good way to provide additional information to the user. External links should be used to link to high-quality, relevant content. They should be used to link to content that is not on your website. External links should be used to link to content that is not on your website. External links should be used to link to content that is not on your website.

### Writing style

Writing style is the way in which you write. It is the way in which you use words and sentences to convey your message. Writing style is important because it affects how your message is received. Writing style is important because it affects how your message is received. Writing style is important because it affects how your message is received.

### Writing style

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## Learning Objectives

### Do I know...

#### Learning Objectives

1. Write down the formulae for the area and perimeter of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

2. Calculate the area and perimeter of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

#### Can I...

1. Find the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

(This objective is a level 2 objective)

#### Can I...

#### Learning Objectives

1. Write down the formulae for the area and perimeter of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

#### Can I...

1. Calculate the area and perimeter of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

2. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

3. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

4. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

5. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

6. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

7. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

8. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

#### Can I...

1. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

2. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

3. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

4. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

5. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.

6. Calculate the area and perimeter of a composite figure consisting of a rectangle, a square, a parallelogram, a trapezium, a circle, a sector and a segment.



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1. **1** *Threat* (noun) **1** *Threat* (noun) **1** *Threat* (noun) **1** *Threat* (noun) **1** *Threat* (noun)

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1. **1** *Threat* (noun) **1** *Threat* (noun)

**1** *Threat* (noun)

**1** *Threat* (noun)

**1** *Threat* (noun)

## Week 10

1. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

(C) (100 is not a prime)

2. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

(C) (100 is not a prime)

3. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

(C) (100 is not a prime)

4. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

(C) (100 is not a prime)

5. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

(C) (100 is not a prime)

6. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

(C) (100 is not a prime)

7. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

8. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

9. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

10. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

11. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

12. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

13. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

14. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

15. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

16. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

17. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

18. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

19. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

20. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

21. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

22. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

23. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103

24. The number of which party is not a prime number? (A) 100 (B) 101 (C) 102 (D) 103



## Reading (A)

1. (1) (2) (3) (4) (5)

### Learning and Learning Skills

The present report gives a brief overview of the current state of research on learning and learning skills. It also identifies some of the key issues and challenges that are facing researchers in this area. The report is intended to provide a general overview of the field and to highlight some of the key issues and challenges that are facing researchers in this area. It is not intended to provide a detailed review of the literature or to discuss the results of individual studies.

### (1) (2) (3) (4) (5)

#### 1. (1) (2) (3) (4) (5)

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##### Learning and Learning Skills

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1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)

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1. (1) (2) (3) (4) (5)
2. (1) (2) (3) (4) (5)
3. (1) (2) (3) (4) (5)
4. (1) (2) (3) (4) (5)
5. (1) (2) (3) (4) (5)

##### Learning and Learning Skills

1. (1) (2) (3) (4) (5)



|    |             |           |       |           |
|----|-------------|-----------|-------|-----------|
| 1. | 1. Hauptgut | 1.000 000 | 1.100 | 1.100 000 |
| 2. | 2. Hauptgut | 1.000     | 1.100 | 1.100 000 |
| 3. | 3.          | 1.000     | 1.100 | 1.100     |
| 4. | 4.          | 1.000     | 1.100 | 1.100     |

**Charakteristika:**

1. Verbleibende (1000 - 1000 = 0)

**Ergebnisse:**

Das Ergebnis der Berechnung ist ein Verlust von 1000 000. Dieser Verlust ist durch den Verkauf des Hauptguts zu 1.100 000 und den Verkauf des Nebenprodukts zu 1.100 000 entstanden. Der Verlust von 1000 000 ist durch den Verkauf des Hauptguts zu 1.000 000 entstanden.

**Ergebnisse:**

1. Hauptgut 1000 000

2. Hauptgut 1000 000

**Charakteristika:**

**Ergebnisse:**

1. Hauptgut 1000 000

2. Hauptgut 1000 000

**Ergebnisse:**

1. Die Produktion des Nebenprodukts ist ein Verlust von 1000 000. Dieser Verlust ist durch den Verkauf des Hauptguts zu 1.000 000 und den Verkauf des Nebenprodukts zu 1.100 000 entstanden.
2. Die Produktion des Hauptguts ist ein Gewinn von 1000 000. Dieser Gewinn ist durch den Verkauf des Hauptguts zu 1.100 000 und den Verkauf des Nebenprodukts zu 1.100 000 entstanden.
3. Die Produktion des Nebenprodukts ist ein Verlust von 1000 000. Dieser Verlust ist durch den Verkauf des Hauptguts zu 1.000 000 und den Verkauf des Nebenprodukts zu 1.100 000 entstanden.
4. Die Produktion des Hauptguts ist ein Gewinn von 1000 000. Dieser Gewinn ist durch den Verkauf des Hauptguts zu 1.100 000 und den Verkauf des Nebenprodukts zu 1.100 000 entstanden.
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6. Die Produktion des Hauptguts ist ein Gewinn von 1000 000. Dieser Gewinn ist durch den Verkauf des Hauptguts zu 1.100 000 und den Verkauf des Nebenprodukts zu 1.100 000 entstanden.

1. 1.000 000     2. 1.100 000     3. 1.100 000

4. 1.000 000     5. 1.100 000     6. 1.100 000

7. 1.000 000     8. 1.100 000     9. 1.100 000

10. 1.000 000     11. 1.100 000     12. 1.100 000

|    |    |
|----|----|
| 1  | 2  |
| 3  | 4  |
| 5  | 6  |
| 7  | 8  |
| 9  | 10 |
| 11 | 12 |

### Example 1: word building

1.1. **Missouri** - high 5000. The primary purpose of this form is to group all Missouri into one area which has a uniform climate. The climate is generally continental with hot summers and cold winters. A small, water-filled lake is more common in the winter than in the summer. There is a long history of the lake. In fact, the first lake was built in 1820. It was one of the first of many, and it is still a valuable part of the state's history. The lake is still a part of the state's history. It is still a valuable part of the state's history. It is still a valuable part of the state's history.

1.2. **Missouri** - high 5000

1.3. **Missouri** - high 5000

### 1.4. **Missouri** - high 5000

1.5. **Missouri** - high 5000

- a. 1. **Missouri** - high 5000
- 2. **Missouri** - high 5000
- 3. **Missouri** - high 5000
- 4. **Missouri** - high 5000

b. 1. **Missouri** - high 5000

2. **Missouri** - high 5000

3. **Missouri** - high 5000

4. **Missouri** - high 5000

1.6. **Missouri** - high 5000

1.7. **Missouri** - high 5000

1.8. **Missouri** - high 5000

1.9. **Missouri** - high 5000

1.10. **Missouri** - high 5000

1.11. **Missouri** - high 5000

1.12. **Missouri** - high 5000

1.13. **Missouri** - high 5000

1.14. **Missouri** - high 5000

1.15. **Missouri** - high 5000

1.16. **Missouri** - high 5000

- a. 1. **Missouri** - high 5000
- 2. **Missouri** - high 5000
- 3. **Missouri** - high 5000
- 4. **Missouri** - high 5000



## PART 7

### (16) Questions of the Grammar

#### Section One

Write an answer for each question in the space given.

1. The car which he was driving was full of water. It must have rained very hard when he was driving. (1 mark)
2. The woman who lives in the house next door is very kind. (1 mark)
3. The boy who lives in the house next door is very kind. (1 mark)
4. The girl who lives in the house next door is very kind. (1 mark)
5. The girl who lives in the house next door is very kind. (1 mark)
6. The girl who lives in the house next door is very kind. (1 mark)
7. The girl who lives in the house next door is very kind. (1 mark)

#### Section Two

Write an answer for each question in the space given.

1. Write an answer for each question in the space given. (1 mark)
2. Write an answer for each question in the space given. (1 mark)
3. Write an answer for each question in the space given. (1 mark)
4. Write an answer for each question in the space given. (1 mark)
5. Write an answer for each question in the space given. (1 mark)
6. Write an answer for each question in the space given. (1 mark)
7. Write an answer for each question in the space given. (1 mark)
8. Write an answer for each question in the space given. (1 mark)
9. Write an answer for each question in the space given. (1 mark)
10. Write an answer for each question in the space given. (1 mark)

#### Section Three

Write an answer for each question in the space given.

1. Write an answer for each question in the space given. (1 mark)
2. Write an answer for each question in the space given. (1 mark)

Write an answer for each question in the space given.

#### Section Four

Write an answer for each question in the space given.

1. Write an answer for each question in the space given. (1 mark)
2. Write an answer for each question in the space given. (1 mark)

Write an answer for each question in the space given.

1. Write an answer for each question in the space given. (1 mark)
2. Write an answer for each question in the space given. (1 mark)

Write an answer for each question in the space given.

### (17) Questions of the Grammar

#### Section One

##### Choose the correct answer.

1. Choose the correct answer for each question in the space given. (1 mark)
2. Choose the correct answer for each question in the space given. (1 mark)
3. Choose the correct answer for each question in the space given. (1 mark)
4. Choose the correct answer for each question in the space given. (1 mark)
5. Choose the correct answer for each question in the space given. (1 mark)
6. Choose the correct answer for each question in the space given. (1 mark)
7. Choose the correct answer for each question in the space given. (1 mark)
8. Choose the correct answer for each question in the space given. (1 mark)
9. Choose the correct answer for each question in the space given. (1 mark)
10. Choose the correct answer for each question in the space given. (1 mark)





Ch. 3 The world of the 1950s

Chapitre 3 : Les années 1950

Le vocabulaire : les années

Le vocabulaire : les années

Le vocabulaire

A. Complete with the words.

1. 1950s - 1960s

1. The 1950s were a time of **conservative** values and a sense of optimism for the future. They were a time when many people believed in the future.

2. The 1960s were a time of **social change** and **rebellion**. Many people were protesting against the government.

3. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone.

4. The 1960s were a time when many people were protesting against the government.

5. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone. They believed that the future was bright and that there would be a better world for everyone.

B. Complete with the words.

1. The 1950s were a time of **conservative** values and a sense of optimism for the future.

2. The 1960s were a time of **social change** and **rebellion**.

C. Complete with the words.

1. The 1950s were a time of **conservative** values and a sense of optimism for the future.

2. The 1960s were a time of **social change** and **rebellion**.

3. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone.

4. The 1960s were a time when many people were protesting against the government.

5. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone.

6. The 1960s were a time when many people were protesting against the government.

7. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone.

8. The 1960s were a time when many people were protesting against the government.

9. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone.

10. The 1960s were a time when many people were protesting against the government.

11. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone.

12. The 1960s were a time when many people were protesting against the government.

13. The 1950s were a time when many people believed in the future. They believed that the future was bright and that there would be a better world for everyone.

### Unit 10: Getting

| —r    | —r    | —r    |
|-------|-------|-------|
| Spine | Spine | Spine |
| Spine | Spine | Spine |
|       | Spine | Spine |
|       | Spine | Spine |
|       | Spine | Spine |
|       | Spine | Spine |

#### Vocabulary

1. Spine 2. Spine 3. Spine 4. Spine 5. Spine  
 6. Spine 7. Spine 8. Spine 9. Spine 10. Spine

#### Unit 11: Getting

##### Unit 11: Getting

#### Vocabulary

1. The regularity of the...  
 2. The fact that...  
 3. The fact that...  
 4. The fact that...  
 5. The fact that...  
 6. The fact that...  
 7. The fact that...  
 8. The fact that...  
 9. The fact that...  
 10. The fact that...

#### Unit 12: Getting

##### Unit 12: Getting

#### Vocabulary

1. The fact that...  
 2. The fact that...  
 3. The fact that...  
 4. The fact that...  
 5. The fact that...

#### Unit 13: Getting

##### Unit 13: Getting

#### Vocabulary

1. The fact that...  
 2. The fact that...  
 3. The fact that...  
 4. The fact that...  
 5. The fact that...





4. The first step is to identify the variables and the relationships between them. In this case, the variables are the number of hours worked ( $x$ ) and the number of hours of sleep ( $y$ ). The relationship is that as the number of hours worked increases, the number of hours of sleep decreases.

5. The next step is to write the equations that describe the relationships. In this case, the equations are  $x + y = 24$  (total hours in a day) and  $y = 24 - x$  (hours of sleep as a function of hours worked).

6. The final step is to solve the system of equations. In this case, the solution is  $x = 16$  and  $y = 8$ .

7. The final answer is that the person works 16 hours and sleeps 8 hours.

8. The final answer is that the person works 16 hours and sleeps 8 hours.

9. The final answer is that the person works 16 hours and sleeps 8 hours.



10. The final answer is that the person works 16 hours and sleeps 8 hours.

11. The final answer is that the person works 16 hours and sleeps 8 hours.

12. The final answer is that the person works 16 hours and sleeps 8 hours.

13. The final answer is that the person works 16 hours and sleeps 8 hours.

14. The final answer is that the person works 16 hours and sleeps 8 hours.

15. The final answer is that the person works 16 hours and sleeps 8 hours.

16. The final answer is that the person works 16 hours and sleeps 8 hours.

17. The final answer is that the person works 16 hours and sleeps 8 hours.

18. The final answer is that the person works 16 hours and sleeps 8 hours.

19. The final answer is that the person works 16 hours and sleeps 8 hours.

20. The final answer is that the person works 16 hours and sleeps 8 hours.

21. The final answer is that the person works 16 hours and sleeps 8 hours.

22. The final answer is that the person works 16 hours and sleeps 8 hours.

23. The final answer is that the person works 16 hours and sleeps 8 hours.

24. The final answer is that the person works 16 hours and sleeps 8 hours.

25. The final answer is that the person works 16 hours and sleeps 8 hours.

26. The final answer is that the person works 16 hours and sleeps 8 hours.

27. The final answer is that the person works 16 hours and sleeps 8 hours.

(17) (18)

Explain how

1. The example of the... (text is blurry)

2. The... (text is blurry)

3. The... (text is blurry)

Explain how

The... (text is blurry)

Using this

(19) (20)

(21)

(22)

Explain how

The... (text is blurry)

The... (text is blurry)

The... (text is blurry)

(23) (24)

(25)

The... (text is blurry)

(26) (27)

(28) (29)

Explain how

(30) (31)

The... (text is blurry)

What is the study you are doing? How long has it been going on?  
What is the aim of the study? What is the hypothesis?  
What is the independent variable? What is the dependent variable?

Learning Objectives: To understand

Control Group: To understand

1. Control Group

2. The control group is the group that does not receive the treatment being studied.

3. The control group is used to compare the results of the treatment group to a group that does not receive the treatment.

4. The control group is used to ensure that any differences in the results are due to the treatment and not to other factors.

5. The control group is used to ensure that the results are not due to the placebo effect.

6. The control group is used to ensure that the results are not due to the Hawthorne effect.

7. The control group is used to ensure that the results are not due to the regression effect.

8. The control group is used to ensure that the results are not due to the maturation effect.

9. The control group is used to ensure that the results are not due to the testing effect.

10. The control group is used to ensure that the results are not due to the instrumentation effect.

11. The control group is used to ensure that the results are not due to the selection effect.

12. The control group is used to ensure that the results are not due to the mortality effect.

13. Longitudinal study

14. A study in which the same group of individuals is followed over time.

15. A study in which the same group of individuals is followed over time.

16. A study in which the same group of individuals is followed over time.

17. A study in which the same group of individuals is followed over time.

18. A study in which the same group of individuals is followed over time.

19. A study in which the same group of individuals is followed over time.

20. Correlational study

21. A study in which the relationship between two variables is examined.

22. A study in which the relationship between two variables is examined.

23. A study in which the relationship between two variables is examined.

24. Experimental study

25. A study in which the relationship between two variables is examined.

26. A study in which the relationship between two variables is examined.

27. A study in which the relationship between two variables is examined.

28. A study in which the relationship between two variables is examined.

...the ... ..

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Figure 1 illustrates the relationship between the two variables. The x-axis represents the number of hours spent on the project, and the y-axis represents the number of tasks completed. The data points are as follows:

| Hours (x) | Tasks Completed (y) |
|-----------|---------------------|
| 1         | 2                   |
| 2         | 4                   |
| 3         | 6                   |
| 4         | 8                   |
| 5         | 10                  |
| 6         | 12                  |
| 7         | 14                  |
| 8         | 16                  |
| 9         | 18                  |
| 10        | 20                  |

Given Data:  $\Sigma x = 55$ ,  $\Sigma y = 110$

Given Data:  $\Sigma x^2 = 385$ ,  $\Sigma y^2 = 1540$

Given Data:  $\Sigma xy = 770$

1. The regression line is given by  $\hat{y} = a + bx$ , where  $a$  is the y-intercept and  $b$  is the slope.
  - 1.1 The slope  $b$  is calculated as  $b = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{n}}{\Sigma x^2 - \frac{(\Sigma x)^2}{n}}$
  - 1.2 The y-intercept  $a$  is calculated as  $a = \frac{\Sigma y}{n} - b \left( \frac{\Sigma x}{n} \right)$
  - 1.3 The regression line is  $\hat{y} = 2 + 2x$
  - 1.4 The regression line is  $\hat{y} = 2 + 2x$
2. The coefficient of determination  $r^2$  is calculated as  $r^2 = \frac{(\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{n})^2}{(\Sigma x^2 - \frac{(\Sigma x)^2}{n})(\Sigma y^2 - \frac{(\Sigma y)^2}{n})}$ 
  - 2.1  $r^2 = \frac{(770 - \frac{55 \times 110}{10})^2}{(385 - \frac{55^2}{10})(1540 - \frac{110^2}{10})} = \frac{(770 - 605)^2}{(385 - 306.25)(1540 - 1210)} = \frac{165^2}{78.75 \times 330} = \frac{27225}{25875} = 1.05$
  - 2.2  $r^2 = 1.05$
3. The correlation coefficient  $r$  is  $r = \sqrt{r^2} = \sqrt{1.05} = 1.025$
4. The regression line is  $\hat{y} = 2 + 2x$
5. The regression line is  $\hat{y} = 2 + 2x$
6. The regression line is  $\hat{y} = 2 + 2x$
7. The regression line is  $\hat{y} = 2 + 2x$
8. The regression line is  $\hat{y} = 2 + 2x$
9. The regression line is  $\hat{y} = 2 + 2x$
10. The regression line is  $\hat{y} = 2 + 2x$
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12. The regression line is  $\hat{y} = 2 + 2x$
13. The regression line is  $\hat{y} = 2 + 2x$
14. The regression line is  $\hat{y} = 2 + 2x$
15. The regression line is  $\hat{y} = 2 + 2x$
16. The regression line is  $\hat{y} = 2 + 2x$
17. The regression line is  $\hat{y} = 2 + 2x$
18. The regression line is  $\hat{y} = 2 + 2x$
19. The regression line is  $\hat{y} = 2 + 2x$
20. The regression line is  $\hat{y} = 2 + 2x$

Reading page

Dr. Yusuf

Learning and teaching tools

By Prof. Dr. Yusuf

Everyday we find ourselves in a state of stress. It is the result of the interaction of the environment and the individual.

It is a state of mind that is brought about by the environment.

The physical environment has a major influence on the state of mind. The physical environment is made up of the physical environment. It is the physical environment that is made up of the physical environment. It is the physical environment that is made up of the physical environment. It is the physical environment that is made up of the physical environment.

Let's take a look at

- |   |                        |                    |                     |                         |
|---|------------------------|--------------------|---------------------|-------------------------|
| 1 | Psychology             | Education          | Engineering         | Business                |
| 2 | Mathematics            | Science            | Technology          | Health                  |
| 3 | History                | Law                | Art                 | Music                   |
| 4 | Language               | Communication      | Management          | Marketing               |
| 5 | Finance                | Accounting         | Information Systems | Operations              |
| 6 | Human Resources        | Project Management | Quality Management  | Supply Chain Management |
| 7 | International Business | Globalization      | Globalization       | Globalization           |

Let's take a look at

Dr. Yusuf

Psychology

- |   |                        |                    |                     |                         |
|---|------------------------|--------------------|---------------------|-------------------------|
| 1 | Psychology             | Education          | Engineering         | Business                |
| 2 | Mathematics            | Science            | Technology          | Health                  |
| 3 | History                | Law                | Art                 | Music                   |
| 4 | Language               | Communication      | Management          | Marketing               |
| 5 | Finance                | Accounting         | Information Systems | Operations              |
| 6 | Human Resources        | Project Management | Quality Management  | Supply Chain Management |
| 7 | International Business | Globalization      | Globalization       | Globalization           |

Let's take a look at

Dr. Yusuf

Psychology

Learning and teaching tools

Psychology - Dr. Yusuf and Dr. Yusuf

Management - Dr. Yusuf

Human Resources - Dr. Yusuf

International Business - Dr. Yusuf

Globalization - Dr. Yusuf

Quality Management - Dr. Yusuf

Supply Chain Management - Dr. Yusuf

- |   |                        |                    |                     |                         |
|---|------------------------|--------------------|---------------------|-------------------------|
| 1 | Psychology             | Education          | Engineering         | Business                |
| 2 | Mathematics            | Science            | Technology          | Health                  |
| 3 | History                | Law                | Art                 | Music                   |
| 4 | Language               | Communication      | Management          | Marketing               |
| 5 | Finance                | Accounting         | Information Systems | Operations              |
| 6 | Human Resources        | Project Management | Quality Management  | Supply Chain Management |
| 7 | International Business | Globalization      | Globalization       | Globalization           |

Let's take a look at

Dr. Yusuf

Psychology - Dr. Yusuf and Dr. Yusuf

Management - Dr. Yusuf

Human Resources - Dr. Yusuf

International Business - Dr. Yusuf

Globalization - Dr. Yusuf

Quality Management - Dr. Yusuf

Supply Chain Management - Dr. Yusuf







**RE: [REDACTED]**

NY 100-100000

DATE: 12/15/54

NY 100-100000

- 1. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 2. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 3. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 4. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 5. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.

- 6. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 7. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 8. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 9. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 10. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.

| DATE     | TIME  | LOCATION | BY     | REMARKS |
|----------|-------|----------|--------|---------|
| 12/15/54 | 12:00 | 1234 St. | J. Doe | 100     |
| 12/15/54 | 1:00  | 1234 St. | J. Doe | 100     |
| 12/15/54 | 2:00  | 1234 St. | J. Doe | 100     |
| 12/15/54 | 3:00  | 1234 St. | J. Doe | 100     |

[REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.

- 11. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 12. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 13. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 14. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 15. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 16. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 17. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 18. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 19. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.
- 20. [REDACTED] advised that [REDACTED] had been seen at the home of [REDACTED] on [REDACTED] at [REDACTED] New York City.

# ENGLISH READER

## PART I

### Unit 10: Japan

#### Reading

1. The reason for the high level of education in Japan is the high level of income per capita. The government has been investing a large amount of money in education since the 1950s. The government has been investing a large amount of money in education since the 1950s.
2. The reason for the high level of education in Japan is the high level of income per capita. The government has been investing a large amount of money in education since the 1950s. The government has been investing a large amount of money in education since the 1950s.
3. The reason for the high level of education in Japan is the high level of income per capita. The government has been investing a large amount of money in education since the 1950s. The government has been investing a large amount of money in education since the 1950s.
4. The reason for the high level of education in Japan is the high level of income per capita. The government has been investing a large amount of money in education since the 1950s. The government has been investing a large amount of money in education since the 1950s.

#### Section 1: Introduction

#### Section 2: Education

#### Section 3: Culture

#### Section 4: Economy

#### Section 5: Society

#### Section 6: Environment

#### Section 7: Politics

#### Section 8: Science

#### Section 9: Sports

#### Section 10: Arts

#### Section 11: History

#### Section 12: Geography

#### Section 13: Demography

#### Section 14: International Relations

#### Section 15: Globalization

#### Section 16: Technology

#### Section 17: Health

#### Section 18: Environment

#### Section 19: International Relations

#### Section 20: Globalization

#### Section 21: Technology

#### Section 22: Health

#### Section 23: Environment

#### Section 24: International Relations

#### Section 25: Globalization

#### Section 26: Technology

#### Section 27: Health

#### Section 28: Environment

#### Section 29: International Relations

#### Section 30: Globalization

#### Section 31: Technology

#### Section 32: Health

#### Section 33: Environment

#### Section 34: International Relations

#### Section 35: Globalization

#### Section 36: Technology

#### Section 37: Health

#### Section 38: Environment

#### Section 39: International Relations

#### Section 40: Globalization

#### Section 41: Technology

## Wordbank

Fill in the correct blank using

### 1. Spelling

| 1st   | 2nd  | 3rd   | 4th   | 5th   | 6th   | 7th   |
|-------|------|-------|-------|-------|-------|-------|
| Whip  | Whe  | Whi   | Whip  | Whip  | Whip  | Whip  |
| Crane | Cr   | Crane | Crane | Crane | Crane | Crane |
| Anal  | An   | Anal  | Anal  | Anal  | Anal  | Anal  |
| For   | For  | For   | For   | For   | For   | For   |
| Body  | Body | Body  | Body  | Body  | Body  | Body  |
| Eye   | Eye  | Eye   | Eye   | Eye   | Eye   | Eye   |
| Hand  | Hand | Hand  | Hand  | Hand  | Hand  | Hand  |

### 2. Spelling

1. The first part of the machine is called the **motor** and the second part is called the **generator**.
2. The generator is usually made of **iron** and **copper** wire wound in a **coil** around the **armature** of the generator.
3. The **armature** is the part of the generator that is connected to the **external circuit**.
4. The **armature** is made of **iron** and **copper** wire wound in a **coil** around the **armature** of the generator.
5. The **armature** is made of **iron** and **copper** wire wound in a **coil** around the **armature** of the generator.
6. The **armature** is made of **iron** and **copper** wire wound in a **coil** around the **armature** of the generator.
7. The **armature** is made of **iron** and **copper** wire wound in a **coil** around the **armature** of the generator.

### 3. Spelling and handwriting

#### 1. Copy the words

1. **Whip**

2. **Crane**

3. **Anal**

4. **For**

5. **Body**

6. **Eye**

7. **Hand**

#### 2. Copy the words and write them in the correct order of the words

1. **Whip**
2. **Crane**
3. **Anal**
4. **For**
5. **Body**
6. **Eye**
7. **Hand**

### Conceptual Understanding

1. The story is given by the characters and their actions. The author's showing is not to tell us how he or she would have acted in a given situation. The story is not one of the good and evil, one of making the good triumph over the bad. The author tells us only what happened and what was in the hearts and the minds. The author tells us only what happened and what was in the heart of each person as well as in the thoughts, feelings and actions. The author tells us what happened and what was in the heart of each person as well as in the thoughts, feelings and actions. The author tells us what happened and what was in the heart of each person as well as in the thoughts, feelings and actions. The author tells us what happened and what was in the heart of each person as well as in the thoughts, feelings and actions. The author tells us what happened and what was in the heart of each person as well as in the thoughts, feelings and actions.

2. The author is not to show through his own mind and his own feelings. The author is not to show through his own mind and his own feelings.

|                   |              |              |
|-------------------|--------------|--------------|
| Pekingese         | Bull Terrier |              |
| Bulldog           | Bull Terrier |              |
| Leisurely walking | Bull Terrier |              |
| Loud growl        | Bull Terrier | Bull Terrier |
| Loud growl        | Bull Terrier | Bull Terrier |
| Leisurely walking | Bull Terrier |              |
| Leisurely walking |              |              |
| Loud growl        | Bull Terrier | Bull Terrier |
| Loud growl        | Bull Terrier | Bull Terrier |

### The Characters in the Story

- 1. The dog is named "The Bull Terrier" because he is a Bull Terrier.
- 2. The dog is named "The Bull Terrier" because he is a Bull Terrier.
- 3. The dog is named "The Bull Terrier" because he is a Bull Terrier.
- 4. The dog is named "The Bull Terrier" because he is a Bull Terrier.
- 5. The dog is named "The Bull Terrier" because he is a Bull Terrier.
- 6. The dog is named "The Bull Terrier" because he is a Bull Terrier.

you put a 11 in the second column. 21 is also full, so you stop. The first row is 11211. The second row is 11211. The third row is 11211. The fourth row is 11211. The fifth row is 11211. The sixth row is 11211. The seventh row is 11211. The eighth row is 11211. The ninth row is 11211. The tenth row is 11211.

3. Use the following information to complete the table.

| Year       | 1990 | 2000 | 2010 | 2020 |
|------------|------|------|------|------|
| 1. Total   | 100  | 150  | 200  | 250  |
| 2. Average | 100  | 150  | 200  | 250  |

4. Do your own work.

|       |    |    |    |
|-------|----|----|----|
| 1. 10 | 10 | 10 | 10 |
|-------|----|----|----|

### Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

Chapter 10: Probability

5. Use the following information to complete the table.
- | Year       | 1990 | 2000 | 2010 | 2020 |
|------------|------|------|------|------|
| 1. Total   | 100  | 150  | 200  | 250  |
| 2. Average | 100  | 150  | 200  | 250  |
6. Do your own work.
- |       |    |    |    |
|-------|----|----|----|
| 1. 10 | 10 | 10 | 10 |
| 2. 10 | 10 | 10 | 10 |
| 3. 10 | 10 | 10 | 10 |

## Conceptual Understanding - Directed

### Writing Skills

#### Mathematical Skills

#### Meaning

#### Other

#### Day 1 Day

Students will understand the concept of the derivative of a function and be able to use it to find the slope of a curve at any point. They will also understand the relationship between the derivative and the original function, and be able to use it to solve problems involving optimization.

All students will understand the concept of the derivative and be able to use it to find the slope of a curve at any point. They will also understand the relationship between the derivative and the original function, and be able to use it to solve problems involving optimization.

Today, I have been working on the concept of the derivative. I will be able to use it to find the slope of a curve at any point.

#### Day 2 Day

#### Understanding the Concept

#### Mathematical Skills (Mathematical Skills)

#### Writing Skills

#### Meaning

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

#### Other

Today, I have been working on the concept of the derivative. I will be able to use it to find the slope of a curve at any point. I will also understand the relationship between the derivative and the original function, and be able to use it to solve problems involving optimization.

#### Other

#### Other

#### Other

Today, I have been working on the concept of the derivative. I will be able to use it to find the slope of a curve at any point. I will also understand the relationship between the derivative and the original function, and be able to use it to solve problems involving optimization.

Today, I have been working on the concept of the derivative. I will be able to use it to find the slope of a curve at any point. I will also understand the relationship between the derivative and the original function, and be able to use it to solve problems involving optimization.



1. The two independent variables are:  $W_1$  and  $W_2$ . The dependent variable is  $W$ . The model is given by:  $W = W_1 + W_2$ . The error term is given by  $\epsilon$ .

2. The variance of  $W$  is given by:  $\text{Var}(W) = \text{Var}(W_1) + \text{Var}(W_2) + 2\text{Cov}(W_1, W_2)$ . The variance of  $W_1$  is given by:  $\text{Var}(W_1) = \sigma^2$ . The variance of  $W_2$  is given by:  $\text{Var}(W_2) = \sigma^2$ . The covariance of  $W_1$  and  $W_2$  is given by:  $\text{Cov}(W_1, W_2) = \rho\sigma^2$ .

3. The variance of  $W$  is given by:  $\text{Var}(W) = \sigma^2 + \sigma^2 + 2\rho\sigma^2 = 2\sigma^2(1 + \rho)$ . The variance of  $W_1$  is given by:  $\text{Var}(W_1) = \sigma^2$ . The variance of  $W_2$  is given by:  $\text{Var}(W_2) = \sigma^2$ .

4. The variance of  $W$  is given by:  $\text{Var}(W) = \sigma^2 + \sigma^2 + 2\rho\sigma^2 = 2\sigma^2(1 + \rho)$ . The variance of  $W_1$  is given by:  $\text{Var}(W_1) = \sigma^2$ . The variance of  $W_2$  is given by:  $\text{Var}(W_2) = \sigma^2$ .

5. The variance of  $W$  is given by:  $\text{Var}(W) = \sigma^2 + \sigma^2 + 2\rho\sigma^2 = 2\sigma^2(1 + \rho)$ . The variance of  $W_1$  is given by:  $\text{Var}(W_1) = \sigma^2$ . The variance of  $W_2$  is given by:  $\text{Var}(W_2) = \sigma^2$ .

|               |            |                       |
|---------------|------------|-----------------------|
| 3. $W_1$      | $W_2$      | $W$                   |
| 4. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 5. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

|               |            |                       |
|---------------|------------|-----------------------|
| 6. $W_1$      | $W_2$      | $W$                   |
| 7. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 8. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

|                |            |                       |
|----------------|------------|-----------------------|
| 9. $W_1$       | $W_2$      | $W$                   |
| 10. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 11. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

|                |            |                       |
|----------------|------------|-----------------------|
| 12. $W_1$      | $W_2$      | $W$                   |
| 13. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 14. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

|                |            |                       |
|----------------|------------|-----------------------|
| 15. $W_1$      | $W_2$      | $W$                   |
| 16. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 17. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

|                |            |                       |
|----------------|------------|-----------------------|
| 18. $W_1$      | $W_2$      | $W$                   |
| 19. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 20. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

|                |            |                       |
|----------------|------------|-----------------------|
| 21. $W_1$      | $W_2$      | $W$                   |
| 22. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 23. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

|                |            |                       |
|----------------|------------|-----------------------|
| 24. $W_1$      | $W_2$      | $W$                   |
| 25. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |
| 26. $\sigma^2$ | $\sigma^2$ | $2\sigma^2(1 + \rho)$ |

27. The variance of  $W$  is given by:  $\text{Var}(W) = \sigma^2 + \sigma^2 + 2\rho\sigma^2 = 2\sigma^2(1 + \rho)$ . The variance of  $W_1$  is given by:  $\text{Var}(W_1) = \sigma^2$ . The variance of  $W_2$  is given by:  $\text{Var}(W_2) = \sigma^2$ .

It might be possible to find a way to get the water to flow out of the pipe  
without the use of a pump.

1. To the point!

2. To the point!

3. To the point!

4. To the point!

5. To the point!

6. To the point!

7. To the point! The water is not flowing out of the pipe because the water is not flowing out of the pipe. The water is not flowing out of the pipe because the water is not flowing out of the pipe.

8. To the point! The water is not flowing out of the pipe because the water is not flowing out of the pipe. The water is not flowing out of the pipe because the water is not flowing out of the pipe.

9. To the point! The water is not flowing out of the pipe because the water is not flowing out of the pipe. The water is not flowing out of the pipe because the water is not flowing out of the pipe.

10. To the point! The water is not flowing out of the pipe because the water is not flowing out of the pipe. The water is not flowing out of the pipe because the water is not flowing out of the pipe.

11. To the point! The water is not flowing out of the pipe because the water is not flowing out of the pipe. The water is not flowing out of the pipe because the water is not flowing out of the pipe.

12. To the point! The water is not flowing out of the pipe because the water is not flowing out of the pipe. The water is not flowing out of the pipe because the water is not flowing out of the pipe.



4. Using the program, write a method to compute the length of the hypotenuse of a right triangle. The program should prompt the user for the lengths of the two legs, compute the length of the hypotenuse, and display the result. Use the Pythagorean theorem:  $c^2 = a^2 + b^2$ , where  $c$  is the length of the hypotenuse,  $a$  and  $b$  are the lengths of the legs.

4. A factory produces widgets. The number of widgets produced in a day is given by the following function:

$f(x) = 2x^3 - 15x^2 + 22x - 10$ , where  $x$  is the number of hours the factory has been operating.

Write a program that computes the number of widgets produced in a day if the factory has been operating for a given number of hours.

8. Write a program that computes the area of a circle.

1. Prompt the user for the radius of the circle.

2. Compute the area of the circle.

3. Display the area of the circle.

9. Write a program that computes the area of a rectangle.

10. Write a program that computes the area of a triangle.

11. Write a program that computes the area of a trapezoid.

12. Write a program that computes the area of a parallelogram.

13. Write a program that computes the area of a circle.

14. Write a program that computes the area of a circle.

### Chapter 10: Arrays of Objects

#### Exercise 10.1

1. The program `ArrayOfObjects1` displays the contents of an array of objects of type `Person`. The objects are initialized with the following values: `John`, `Jane`, `Bob`, `Alice`, `Charlie`, `Dave`, `Eve`, `Frank`, `Grace`, `Heidi`, `Ivy`, `Judy`, `Karen`, `Larry`, `Mary`, `Nancy`, `Oscar`, `Peter`, `Quinn`, `Rachel`, `Sally`, `Tina`, `Uma`, `Victor`, `Wendy`, `Xavier`, `Yvonne`, `Zoe`. The program prompts the user for the number of objects to display. The program then displays the contents of the array of objects. The program prompts the user for the number of objects to display. The program then displays the contents of the array of objects. The program prompts the user for the number of objects to display. The program then displays the contents of the array of objects.

2. The program `ArrayOfObjects2` displays the contents of an array of objects of type `Person`. The objects are initialized with the following values: `John`, `Jane`, `Bob`, `Alice`, `Charlie`, `Dave`, `Eve`, `Frank`, `Grace`, `Heidi`, `Ivy`, `Judy`, `Karen`, `Larry`, `Mary`, `Nancy`, `Oscar`, `Peter`, `Quinn`, `Rachel`, `Sally`, `Tina`, `Uma`, `Victor`, `Wendy`, `Xavier`, `Yvonne`, `Zoe`. The program prompts the user for the number of objects to display. The program then displays the contents of the array of objects.

3. Write a program that displays the contents of an array of objects of type `Person`. The objects are initialized with the following values: `John`, `Jane`, `Bob`, `Alice`, `Charlie`, `Dave`, `Eve`, `Frank`, `Grace`, `Heidi`, `Ivy`, `Judy`, `Karen`, `Larry`, `Mary`, `Nancy`, `Oscar`, `Peter`, `Quinn`, `Rachel`, `Sally`, `Tina`, `Uma`, `Victor`, `Wendy`, `Xavier`, `Yvonne`, `Zoe`. The program prompts the user for the number of objects to display. The program then displays the contents of the array of objects.

4. Write a program that displays the contents of an array of objects of type `Person`. The objects are initialized with the following values: `John`, `Jane`, `Bob`, `Alice`, `Charlie`, `Dave`, `Eve`, `Frank`, `Grace`, `Heidi`, `Ivy`, `Judy`, `Karen`, `Larry`, `Mary`, `Nancy`, `Oscar`, `Peter`, `Quinn`, `Rachel`, `Sally`, `Tina`, `Uma`, `Victor`, `Wendy`, `Xavier`, `Yvonne`, `Zoe`. The program prompts the user for the number of objects to display. The program then displays the contents of the array of objects.



They point to the 11th edition's table of contents. Along with the table of contents:

1. Table of Contents
2. Preface
3. Chapter 1: Introduction
4. Chapter 2: The History of the Field
5. Chapter 3: The Structure of the Field
6. Chapter 4: The Role of the Field
7. Chapter 5: The Future of the Field

### 3. 1. Introduction

1. Introduction
2. The History of the Field
3. The Structure of the Field
4. The Role of the Field
5. The Future of the Field

|        |     |       |       |       |
|--------|-----|-------|-------|-------|
| 1. The | 1.1 | 1.1.1 | 1.1.2 | 1.1.3 |
| 2. The | 2.1 | 2.1.1 | 2.1.2 | 2.1.3 |
| 3. The | 3.1 | 3.1.1 | 3.1.2 | 3.1.3 |
| 4. The | 4.1 | 4.1.1 | 4.1.2 | 4.1.3 |

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Printed in the

### 4. 1. Introduction

1. Introduction
2. The History of the Field
3. The Structure of the Field
4. The Role of the Field
5. The Future of the Field

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Printed in the

1. Introduction

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### 1. Introduction

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### 2. The History of the Field

1. Introduction
2. The History of the Field
3. The Structure of the Field
4. The Role of the Field
5. The Future of the Field

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1. Introduction

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2. The History of the Field

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3. The Structure of the Field











Identify the following as a simple, compound, or mixed sentence, and the mood or attitude is conveyed by the speaker. Do the same for the following sentences. Use mood and attitude reports to provide the correct mood and attitude. Do not use the mood and attitude reports to determine the mood and attitude of the speaker.

Travel Time

6. 1. The bus was a rooming place for 1000. It was a hidden, hidden for 1000 years (10).
2. It was a hidden place for 1000 years (10).
3. It was a hidden place for 1000 years (10).
4. It was a hidden place for 1000 years (10).
5. It was a hidden place for 1000 years (10).
6. It was a hidden place for 1000 years (10).
7. It was a hidden place for 1000 years (10).
8. It was a hidden place for 1000 years (10).
9. It was a hidden place for 1000 years (10).
10. It was a hidden place for 1000 years (10).

### CHAPTER 10: THE HISTORY OF THE

10.1. The History of the

10.2. The History of the

- 10.3. The History of the
- 10.4. The History of the
- 10.5. The History of the
- 10.6. The History of the
- 10.7. The History of the
- 10.8. The History of the
- 10.9. The History of the
- 10.10. The History of the
- 10.11. The History of the
- 10.12. The History of the
- 10.13. The History of the
- 10.14. The History of the
- 10.15. The History of the
- 10.16. The History of the
- 10.17. The History of the
- 10.18. The History of the
- 10.19. The History of the
- 10.20. The History of the

1. Myron and his 17-year-old son, Myron III, are in a family group therapy. Myron has just read the videotape of Dr. Ludy's marriage tape. The therapist asks Myron and his son to write a letter to Myron's wife, but his wife only returns the letter.

2. Myron and his 17-year-old son, Myron III, are in a family group therapy.

3. The great achievement of Ludy's life is her marriage to Myron III.

4. In therapy, Myron and his son are participating in a family group. The therapist asks Myron and his son to write a letter to Myron's wife, but his wife only returns the letter.

5. Ludy's reliability is not enough to be a member of the family group.

6. Ludy's family group.

7. Ludy's family group is not a family group because she is not a member.

8. Ludy's family group is not a family group because she is not a member.

9. Ludy's family group is not a family group because she is not a member.

10. Ludy's family group is not a family group because she is not a member.

TEACHER'S HANDBOOK



GROW WAY

# E-world COMPUTER

CLASS 1 TO 5

TEACHER RESOURCE



- Q. 1. The mass of a body is 50 kg. Find its weight.  
 2. A force of 10 N is applied to a body of mass 2 kg. Find the acceleration.  
 3. A body of mass 2 kg is moving with a velocity of 10 m/s. Find its momentum.

Chapter 2

- Q. 1. A body of mass 5 kg is moving with a velocity of 10 m/s. Find its momentum.  
 2. A body of mass 10 kg is moving with a velocity of 20 m/s. Find its momentum.  
 3. A body of mass 15 kg is moving with a velocity of 30 m/s. Find its momentum.  
 4. A body of mass 20 kg is moving with a velocity of 40 m/s. Find its momentum.  
 5. A body of mass 25 kg is moving with a velocity of 50 m/s. Find its momentum.  
 6. A body of mass 30 kg is moving with a velocity of 60 m/s. Find its momentum.  
 7. A body of mass 35 kg is moving with a velocity of 70 m/s. Find its momentum.  
 8. A body of mass 40 kg is moving with a velocity of 80 m/s. Find its momentum.  
 9. A body of mass 45 kg is moving with a velocity of 90 m/s. Find its momentum.  
 10. A body of mass 50 kg is moving with a velocity of 100 m/s. Find its momentum.

### Chapter 3

Chapter 3

- A. 1. 20 m/s, 100 N, 200 N  
 B. 1. 100 N, 200 N, 300 N  
 2. 100 N, 200 N, 300 N  
 3. 100 N, 200 N, 300 N  
 C. 1. 100 N, 200 N, 300 N  
 D. 1. 100 N, 200 N, 300 N  
 E. 1. 100 N, 200 N, 300 N  
 F. 1. 100 N, 200 N, 300 N  
 2. 100 N, 200 N, 300 N  
 3. 100 N, 200 N, 300 N  
 4. 100 N, 200 N, 300 N  
 5. 100 N, 200 N, 300 N  
 6. 100 N, 200 N, 300 N  
 7. 100 N, 200 N, 300 N  
 8. 100 N, 200 N, 300 N  
 9. 100 N, 200 N, 300 N  
 10. 100 N, 200 N, 300 N

Chapter 4

- A. 1. 100 N, 200 N, 300 N  
 B. 1. 100 N, 200 N, 300 N  
 C. 1. 100 N, 200 N, 300 N  
 D. 1. 100 N, 200 N, 300 N  
 2. 100 N, 200 N, 300 N  
 3. 100 N, 200 N, 300 N  
 4. 100 N, 200 N, 300 N  
 5. 100 N, 200 N, 300 N  
 6. 100 N, 200 N, 300 N  
 7. 100 N, 200 N, 300 N  
 8. 100 N, 200 N, 300 N  
 9. 100 N, 200 N, 300 N  
 10. 100 N, 200 N, 300 N

Chapter 5

- A. 1. 100 N, 200 N, 300 N  
 B. 1. 100 N, 200 N, 300 N  
 C. 1. 100 N, 200 N, 300 N  
 D. 1. 100 N, 200 N, 300 N  
 2. 100 N, 200 N, 300 N  
 3. 100 N, 200 N, 300 N  
 4. 100 N, 200 N, 300 N  
 5. 100 N, 200 N, 300 N  
 6. 100 N, 200 N, 300 N  
 7. 100 N, 200 N, 300 N  
 8. 100 N, 200 N, 300 N  
 9. 100 N, 200 N, 300 N  
 10. 100 N, 200 N, 300 N



### Chapter 6

A. 1. The total number of employees is 2000. The number of employees

is 1000.

C. 1. The total number of employees is 2000.

B. 1. The total number of employees is 2000.

D. 1. The total number of employees is 2000.

Step 1: Calculate the number of employees.

Step 2: Calculate the number of employees.

Step 3: Calculate the number of employees.

Step 4: Calculate the number of employees.

Step 5: Calculate the number of employees.

Step 6: Calculate the number of employees.

Step 7: Calculate the number of employees.

Step 8: Calculate the number of employees.

Step 9: Calculate the number of employees.

### Chapter 7

A. 1. The total number of employees is 2000.

B. 1. The total number of employees is 2000.

C. 1. The total number of employees is 2000.

D. 1. The total number of employees is 2000.

E. 1. The total number of employees is 2000.

Step 1: Calculate the number of employees.

Step 2: Calculate the number of employees.

Step 3: Calculate the number of employees.

Step 4: Calculate the number of employees.

Step 5: Calculate the number of employees.

### Chapter 8

#### Chapter 8

A. 1. The total number of employees is 2000. The number of employees is 1000.

Step 1: Calculate the number of employees.

B. 1. The total number of employees is 2000.

C. 1. The total number of employees is 2000.

D. 1. The total number of employees is 2000.

E. 1. The total number of employees is 2000.

- 1. **Equipment:** equipment room
- 2. **Lighting:** 40' x 60' x 10'
- 3. **Structure:** not building plans to show frame etc. but limited with framing
- 4. **Interior:** 10' x 10' x 10' floor. This has a concrete floor
- 5. **CAVIT:** 10' x 10' x 10' ceiling. This is a 10' x 10' x 10' ceiling

**Chapter 2**

- A. 1. **Application:** system 1, system 2, system 3, system 4, system 5, system 6
- B. 1. **10' x 10' x 10'**
- C. 1. **10' x 10' x 10'** (10' x 10' x 10')
- D. 1. **The cost of a system is the cost of the materials and the labor to install it.**
  - 2. **The cost of a system is the cost of the materials and the labor to install it.**
  - 3. **The cost of a system is the cost of the materials and the labor to install it.**
  - 4. **The cost of a system is the cost of the materials and the labor to install it.**

**Chapter 3**

- A. 1. **10' x 10' x 10'** (10' x 10' x 10')
- B. 1. **10' x 10' x 10'** (10' x 10' x 10')

**Chapter 4**

- A. 1. **10' x 10' x 10'** (10' x 10' x 10')
- 2. **10' x 10' x 10'** (10' x 10' x 10')
- 3. **10' x 10' x 10'** (10' x 10' x 10')
- 4. **10' x 10' x 10'** (10' x 10' x 10')
- 5. **10' x 10' x 10'** (10' x 10' x 10')
- B. **10' x 10' x 10'**
- C. 1. **10' x 10' x 10'** (10' x 10' x 10')
- D. 1. **10' x 10' x 10'** (10' x 10' x 10')
- 2. **10' x 10' x 10'** (10' x 10' x 10')
- 3. **10' x 10' x 10'** (10' x 10' x 10')
- 4. **10' x 10' x 10'** (10' x 10' x 10')
- 5. **10' x 10' x 10'** (10' x 10' x 10')

**Chapter 5**

- A. 1. **10' x 10' x 10'** (10' x 10' x 10')
- B. 1. **10' x 10' x 10'** (10' x 10' x 10')

C. 1. 211, 311, 411, 511

D. 1. 11, 21, 31, 41, 51

E. 1. 111, 211, 311, 411, 511

2. 1. Railway is a very good company (after all we are in the world of  
money) and the best one in Department No. 1111

2. President of Student

3. 1111, 211

4. Connected to project number 1111

5. 1111 is the best one in the world of money

6. 1111 is the best one in the world

7. 1111 is the best one in the world of money

8. 1111 is the best one in the world of money

9. 1111 is the best one in the world of money

10. 1111 is the best one in the world of money

11. 1111 is the best one in the world of money

Step 1: Check the list

Step 2: Add the list

Step 3: Check the list

Step 4: Add the list

Chapter 1

1. 1111, 211, 311, 411, 511

2.



3. 1. 111, 211, 311, 411, 511

4. 1. 111, 211, 311, 411, 511, 611, 711, 811, 911



5. 1. 111, 211, 311, 411, 511, 611, 711, 811, 911

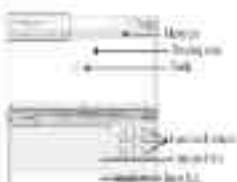
2. 111, 211, 311, 411, 511, 611, 711, 811, 911





Chapter 8

1.



- B. 1. 110V AC, 240V AC
- C. 1. 100V AC, 2. 100V AC, 3. 100V AC, 4. 100V AC, 5. 100V AC
- D. 1. 100V AC, 2. 100V AC
- E. 1. 100V AC, 2. 100V AC, 3. 100V AC, 4. 100V AC, 5. 100V AC, 6. 100V AC, 7. 100V AC, 8. 100V AC, 9. 100V AC, 10. 100V AC, 11. 100V AC, 12. 100V AC, 13. 100V AC, 14. 100V AC, 15. 100V AC, 16. 100V AC, 17. 100V AC, 18. 100V AC, 19. 100V AC, 20. 100V AC, 21. 100V AC, 22. 100V AC, 23. 100V AC, 24. 100V AC, 25. 100V AC, 26. 100V AC, 27. 100V AC, 28. 100V AC, 29. 100V AC, 30. 100V AC, 31. 100V AC, 32. 100V AC, 33. 100V AC, 34. 100V AC, 35. 100V AC, 36. 100V AC, 37. 100V AC, 38. 100V AC, 39. 100V AC, 40. 100V AC, 41. 100V AC, 42. 100V AC, 43. 100V AC, 44. 100V AC, 45. 100V AC, 46. 100V AC, 47. 100V AC, 48. 100V AC, 49. 100V AC, 50. 100V AC, 51. 100V AC, 52. 100V AC, 53. 100V AC, 54. 100V AC, 55. 100V AC, 56. 100V AC, 57. 100V AC, 58. 100V AC, 59. 100V AC, 60. 100V AC, 61. 100V AC, 62. 100V AC, 63. 100V AC, 64. 100V AC, 65. 100V AC, 66. 100V AC, 67. 100V AC, 68. 100V AC, 69. 100V AC, 70. 100V AC, 71. 100V AC, 72. 100V AC, 73. 100V AC, 74. 100V AC, 75. 100V AC, 76. 100V AC, 77. 100V AC, 78. 100V AC, 79. 100V AC, 80. 100V AC, 81. 100V AC, 82. 100V AC, 83. 100V AC, 84. 100V AC, 85. 100V AC, 86. 100V AC, 87. 100V AC, 88. 100V AC, 89. 100V AC, 90. 100V AC, 91. 100V AC, 92. 100V AC, 93. 100V AC, 94. 100V AC, 95. 100V AC, 96. 100V AC, 97. 100V AC, 98. 100V AC, 99. 100V AC, 100. 100V AC

Chapter 9

Chapter 9

- A. 1. 100V AC, 240V AC
- B. 1. 100V AC, 2. 100V AC, 3. 100V AC, 4. 100V AC, 5. 100V AC, 6. 100V AC, 7. 100V AC, 8. 100V AC, 9. 100V AC, 10. 100V AC, 11. 100V AC, 12. 100V AC, 13. 100V AC, 14. 100V AC, 15. 100V AC, 16. 100V AC, 17. 100V AC, 18. 100V AC, 19. 100V AC, 20. 100V AC, 21. 100V AC, 22. 100V AC, 23. 100V AC, 24. 100V AC, 25. 100V AC, 26. 100V AC, 27. 100V AC, 28. 100V AC, 29. 100V AC, 30. 100V AC, 31. 100V AC, 32. 100V AC, 33. 100V AC, 34. 100V AC, 35. 100V AC, 36. 100V AC, 37. 100V AC, 38. 100V AC, 39. 100V AC, 40. 100V AC, 41. 100V AC, 42. 100V AC, 43. 100V AC, 44. 100V AC, 45. 100V AC, 46. 100V AC, 47. 100V AC, 48. 100V AC, 49. 100V AC, 50. 100V AC, 51. 100V AC, 52. 100V AC, 53. 100V AC, 54. 100V AC, 55. 100V AC, 56. 100V AC, 57. 100V AC, 58. 100V AC, 59. 100V AC, 60. 100V AC, 61. 100V AC, 62. 100V AC, 63. 100V AC, 64. 100V AC, 65. 100V AC, 66. 100V AC, 67. 100V AC, 68. 100V AC, 69. 100V AC, 70. 100V AC, 71. 100V AC, 72. 100V AC, 73. 100V AC, 74. 100V AC, 75. 100V AC, 76. 100V AC, 77. 100V AC, 78. 100V AC, 79. 100V AC, 80. 100V AC, 81. 100V AC, 82. 100V AC, 83. 100V AC, 84. 100V AC, 85. 100V AC, 86. 100V AC, 87. 100V AC, 88. 100V AC, 89. 100V AC, 90. 100V AC, 91. 100V AC, 92. 100V AC, 93. 100V AC, 94. 100V AC, 95. 100V AC, 96. 100V AC, 97. 100V AC, 98. 100V AC, 99. 100V AC, 100. 100V AC



(1)

1. Terms of the contract are not enforceable. The contract is enforceable, with liability on contract law to pay 7.

2. The contract is not enforceable.

So the

1. CONTRACT IS ENFORCEABLE - THE CONTRACT IS ENFORCEABLE.  
LIABILITY MONITOR: 2011. 2011. 2011.

Options

A. 1. 2. 3. 4. 5.

B. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

C. 1. 2. 3. 4. 5.

D. 1. There are two types of contracts: enforceable and non-enforceable.

1. A contract is enforceable if it meets the requirements of the contract law. A contract is enforceable if it meets the requirements of the contract law.

2. A contract is enforceable if it meets the requirements of the contract law. A contract is enforceable if it meets the requirements of the contract law.

3. A contract is enforceable if it meets the requirements of the contract law. A contract is enforceable if it meets the requirements of the contract law.

So the

1. CONTRACT IS ENFORCEABLE - THE CONTRACT IS ENFORCEABLE.  
LIABILITY MONITOR: 2011. 2011. 2011.

Options

A. 1. 2. 3.

B. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

C. 1. 2. 3. 4. 5.

D. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

E. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

F. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

G. 1. There are two types of contracts: enforceable and non-enforceable.

1. A contract is enforceable if it meets the requirements of the contract law. A contract is enforceable if it meets the requirements of the contract law.

2. A contract is enforceable if it meets the requirements of the contract law. A contract is enforceable if it meets the requirements of the contract law.

Chapter 4

- 2. 1. (a) 2, 3, 12, 20, 4, 10
- 3. **Students 1** doesn't follow a path, so he has to be in **class 2** for 2000. **Students 2** has to be in **class 1**.
- 4. 1. 1, 2, 3, 12, 14, 25, 2
- 2. 1. At the end of each day, the number of students that remain in class 1 is double the number of students that remain in class 2.  
2. At the end of the first day, the number of students that remain in class 1 is 100, and the number of students that remain in class 2 is 50.  
3. At the end of the second day, the number of students that remain in class 1 is 200, and the number of students that remain in class 2 is 100.  
4. At the end of the third day, the number of students that remain in class 1 is 400, and the number of students that remain in class 2 is 200.  
5. At the end of the fourth day, the number of students that remain in class 1 is 800, and the number of students that remain in class 2 is 400.  
6. At the end of the fifth day, the number of students that remain in class 1 is 1600, and the number of students that remain in class 2 is 800.  
7. At the end of the sixth day, the number of students that remain in class 1 is 3200, and the number of students that remain in class 2 is 1600.  
8. At the end of the seventh day, the number of students that remain in class 1 is 6400, and the number of students that remain in class 2 is 3200.  
9. At the end of the eighth day, the number of students that remain in class 1 is 12800, and the number of students that remain in class 2 is 6400.  
10. At the end of the ninth day, the number of students that remain in class 1 is 25600, and the number of students that remain in class 2 is 12800.  
11. At the end of the tenth day, the number of students that remain in class 1 is 51200, and the number of students that remain in class 2 is 25600.
- 3. 1. (a) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.
- 2. 1. The number of students that remain in class 1 is 100, and the number of students that remain in class 2 is 50.  
2. The number of students that remain in class 1 is 200, and the number of students that remain in class 2 is 100.  
3. The number of students that remain in class 1 is 400, and the number of students that remain in class 2 is 200.  
4. The number of students that remain in class 1 is 800, and the number of students that remain in class 2 is 400.  
5. The number of students that remain in class 1 is 1600, and the number of students that remain in class 2 is 800.  
6. The number of students that remain in class 1 is 3200, and the number of students that remain in class 2 is 1600.  
7. The number of students that remain in class 1 is 6400, and the number of students that remain in class 2 is 3200.  
8. The number of students that remain in class 1 is 12800, and the number of students that remain in class 2 is 6400.  
9. The number of students that remain in class 1 is 25600, and the number of students that remain in class 2 is 12800.  
10. The number of students that remain in class 1 is 51200, and the number of students that remain in class 2 is 25600.

Chapter 5

- 2. 1. (a) 2, 3, 12, 20, 4, 10
- 3. 1. (a) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

## Q. 1 (a) to (f) :

Q. 1 (a) to (f) :

Q. 1 (a) The company has a total of 1000 shares. It is a public company.

Q. 1 (b) The company has a total of 1000 shares. It is a public company.

Q. 1 (c) The company has a total of 1000 shares. It is a public company.

Q. 1 (d) The company has a total of 1000 shares. It is a public company.

Q. 1 (e) The company has a total of 1000 shares. It is a public company.

Q. 1 (f) The company has a total of 1000 shares. It is a public company.

Q. 1 (g) The company has a total of 1000 shares. It is a public company.

Q. 1 (h) The company has a total of 1000 shares. It is a public company.

Q. 1 (i) The company has a total of 1000 shares. It is a public company.

Q. 1 (j) The company has a total of 1000 shares. It is a public company.

Q. 1 (k) The company has a total of 1000 shares. It is a public company.

Q. 1 (l) The company has a total of 1000 shares. It is a public company.

Q. 1 (m) The company has a total of 1000 shares. It is a public company.

Q. 1 (n) The company has a total of 1000 shares. It is a public company.

Q. 1 (o) The company has a total of 1000 shares. It is a public company.

Q. 1 (p) The company has a total of 1000 shares. It is a public company.

Q. 1 (q) The company has a total of 1000 shares. It is a public company.

Q. 1 (r) The company has a total of 1000 shares. It is a public company.

Q. 1 (s) The company has a total of 1000 shares. It is a public company.

Q. 1 (t) The company has a total of 1000 shares. It is a public company.

Q. 1 (u) The company has a total of 1000 shares. It is a public company.

Q. 1 (v) The company has a total of 1000 shares. It is a public company.

Q. 1 (w) The company has a total of 1000 shares. It is a public company.

Q. 1 (x) The company has a total of 1000 shares. It is a public company.

Q. 1 (y) The company has a total of 1000 shares. It is a public company.

Q. 1 (z) The company has a total of 1000 shares. It is a public company.

Q. 1 (aa) The company has a total of 1000 shares. It is a public company.





Step 1: Find a value for the discriminant.

Step 2: Check the sign of the discriminant.

The discriminant is negative.

Step 3: There are no real solutions for this equation.

Step 4: There are no real roots for this.

The solutions are complex numbers:  $1 \pm 2i$  and  $1 - 2i$ .

#### Chapter 6

A. 1. 01. 01. 01. 01. 01. 01. 01. 01. 01.

B. 1. 01. 01. 01. 01.

C. 1. 01. 01. 01. 01. 01. 01. 01. 01. 01.

D. 1. The roots of the cubic equation  $x^3 - 3x^2 + 2x - 1 = 0$  are  $1, 1, 1$ .

2. The roots of the cubic equation  $x^3 - 3x^2 + 2x - 1 = 0$  are  $1, 1, 1$ .

3. The roots of the cubic equation  $x^3 - 3x^2 + 2x - 1 = 0$  are  $1, 1, 1$ .

#### Chapter 7

A. 1. 01. 01. 01. 01. 01. 01. 01. 01. 01.

B. 1. 01. 01. 01. 01.

C. 1. 01. 01. 01. 01. 01. 01. 01. 01. 01.

D. 1. 01. 01. 01. 01.

E. 1. A polynomial of degree  $n$  has at most  $n$  real roots. The polynomial  $x^3 - 3x^2 + 2x - 1$  has three real roots:  $1, 1, 1$ .

2. The polynomial  $x^3 - 3x^2 + 2x - 1$  has three real roots:  $1, 1, 1$ .

3. The polynomial  $x^3 - 3x^2 + 2x - 1$  has three real roots:  $1, 1, 1$ .

Step 1: Type  $x^3 - 3x^2 + 2x - 1$ .

Step 2: Press  $\text{ENTER}$ .

Step 3: The calculator displays  $1 - 3 + 2 - 1 = -1$ .

Step 4: The calculator displays  $1 - 3 + 2 - 1 = -1$ .

Step 5: The calculator displays  $1 - 3 + 2 - 1 = -1$ .

Step 6: The calculator displays  $1 - 3 + 2 - 1 = -1$ .

Step 7: The calculator displays  $1 - 3 + 2 - 1 = -1$ .

Step 8: The calculator displays  $1 - 3 + 2 - 1 = -1$ .





Step 1: The model starts with a blank sheet of paper.  
 Step 2: While working on the page with the text, the text says to  
 keep the text in the same order as it is. The text says to write  
 the text in the same order as it is.

Q1: I will be happy to help you.

Step 1: The text says to write the text in the same order as it is.

Step 2: The text says to write the text in the same order as it is.

Step 3: The text says to write the text in the same order as it is.

Step 4: The text says to write the text in the same order as it is.

Step 5: The text says to write the text in the same order as it is.

Step 6: The text says to write the text in the same order as it is.

Step 7: The text says to write the text in the same order as it is.

Step 8: The text says to write the text in the same order as it is.

Step 9: The text says to write the text in the same order as it is.

Step 10: The text says to write the text in the same order as it is.

Step 11: The text says to write the text in the same order as it is.

Step 12: The text says to write the text in the same order as it is.

Step 13: The text says to write the text in the same order as it is.

Q2: I will be happy to help you.

A: I will be happy to help you. I will be happy to help you. I will be happy to help you.

B: I will be happy to help you.

C: I will be happy to help you. I will be happy to help you.

D: I will be happy to help you. I will be happy to help you. I will be happy to help you.

The text says to write the text in the same order as it is. The text says to write the text in the same order as it is. The text says to write the text in the same order as it is.

The text says to write the text in the same order as it is. The text says to write the text in the same order as it is. The text says to write the text in the same order as it is. The text says to write the text in the same order as it is. The text says to write the text in the same order as it is.

The text says to write the text in the same order as it is.

Step 1: The text says to write the text in the same order as it is.

Step 2: The text says to write the text in the same order as it is.

Step 3: The text says to write the text in the same order as it is.

Step 4: The text says to write the text in the same order as it is.

The correct answer is C.

1. T 2. T 3. T 4. T 5. T

1. In 2015, when 2015 was the 100th anniversary of the end of World War I, the United States Postal Service issued a stamp to commemorate the event. The stamp featured a portrait of a man in a military uniform. The man was General John J. Pershing, the commander of the American Expeditionary Force in World War I. The stamp was part of a series of stamps issued to commemorate the centennial of the end of World War I. The stamps were designed by the United States Postal Service and were available for purchase in the United States and in other countries. The stamps were part of a series of stamps issued to commemorate the centennial of the end of World War I. The stamps were designed by the United States Postal Service and were available for purchase in the United States and in other countries.

Clapnet

1. T 2. T 3. T 4. T 5. T

1. T 2. T 3. T 4. T 5. T

1. T 2. T 3. T 4. T 5. T

1. T 2. T 3. T 4. T 5. T

The correct answer is C.

1. T 2. T 3. T 4. T 5. T

1. T 2. T 3. T 4. T 5. T

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a) Ich würde alternative 1 wählen, da ich die Vorteile von 20.000 Euro überwiegen lassen würde.

b) Ich würde die Variante 2 wählen, da ich die Vorteile von 20.000 Euro überwiegen lassen würde.

c) Ich würde die Variante 1 wählen, da ich die Vorteile von 20.000 Euro überwiegen lassen würde.