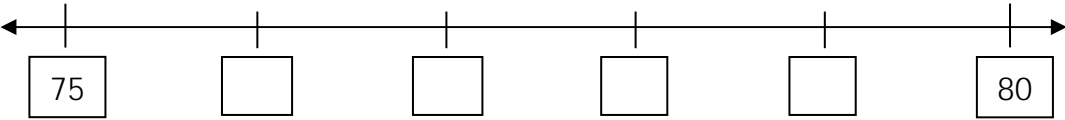


## Classwork Klaswerk

<b>Classwork Lesson 5</b> <b>Klaswerkles 5</b>	<b>Monday</b> <b>Maandag</b>	<b>Date:</b> <b>Datum:</b>
<p>1. Draw a picture using tens and units and write the number name for 79.  Teken 'n prentjie deur tiene en ene te gebruik, en skryf die getalnaam vir 79.</p> <p>2. Fill in the missing numbers on the number line:  Vul die ontbrekende getalle op die getallelyn in:</p>  <p>3. Arrange these numbers from the smallest to the biggest:  Rangskik hierdie getalle van die kleinste tot die grootste: 71, 80, 69, 75, 66</p> <p>4. Complete the following:  Voltooi die volgende:  <math>70 + 7 = \underline{\quad}</math>      <math>70 + \underline{\quad} = 75</math>      <math>\underline{\quad} + 2 = 72</math></p> <p>5. How many tens are there in 68?  Hoeveel tiene is daar in 68?</p> <p>6. How many units are there in 68?  Hoeveel ene is daar in 68?</p>		
<b>Classwork Lesson 6</b> <b>Klaswerkles 6</b>	<b>Tuesday</b> <b>Dinsdag</b>	<b>Date:</b> <b>Datum:</b>
<p>1. If I have 86 counters, how many tens will I be able to make? _____  How many units will I have? _____  As ek 86 tellers het, hoeveel tiene kan ek maak? _____  Hoeveel ene sal ek hê? _____</p> <p>2. Complete the following:  Voltooi die volgende:</p> <p>a. <math>53 = \underline{\quad}</math> tens and <math>\underline{\quad}</math> units  <math>53 \underline{\quad}</math> tiene en <math>\underline{\quad}</math> ene</p> <p>b. <math>94 = \underline{\quad}</math> units and <math>\underline{\quad}</math> tens  <math>94 = \underline{\quad}</math> ene en <math>\underline{\quad}</math> tiene</p>		

c. 4 units and 8 tens = \_\_\_\_

4 ene en 8 tiene = \_\_\_\_

d. 3 tens and 5 tens = \_\_\_\_

3 tiene en 5 tiene = \_\_\_\_

3. Which number has more tens? 56 or 84 \_\_\_\_

Watter getal het meer tiene? 56 of 84? \_\_\_\_

4. Which number has more units? 89 or 98 \_\_\_\_

Watter getal het meer ene? 89 of 98? \_\_\_\_

5. Write these numbers in order from the biggest to the smallest: 7 tens and 6 units, 6 tens and 0 units, 9 units and 8 tens

Skrif hierdie getalle in volgorde van die grootste tot die kleinste: 7 tiene en 6 ene, 6 tiene en 0 ene, 9 ene en 8 tiene

**Classwork Lesson 7**

**Wednesday**

**Date:**

**Klaswerkles 7**

**Woensdag**

**Datum:**

1. Write these numbers using digits:

Skrif hierdie getalle deur syfers te gebruik:

a. 8 tens and 0 units, \_\_\_\_

8 tiene en 0 ene: \_\_\_\_

b. 8 tens and 4 units, \_\_\_\_

8 tiene en 4 ene: \_\_\_\_

c. 8 tens and 1 unit, \_\_\_\_

8 tiene en 1 een: \_\_\_\_

d. 7 tens and 9 units, \_\_\_\_

7 tiene en 9 ene: \_\_\_\_

e. 8 tens and 2 units, \_\_\_\_

8 tiene en 2 ene: \_\_\_\_

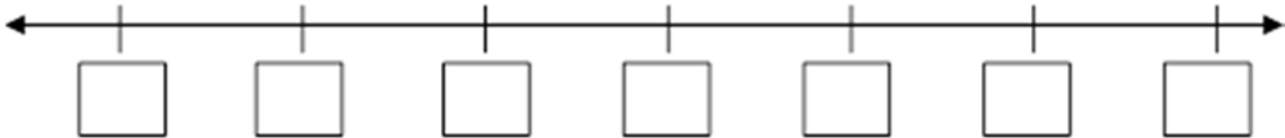
f. three units and 8 tens \_\_\_\_

drie ene en 8 tiene: \_\_\_\_

2. Fill in these numbers on the number line from the smallest to the biggest:

Vul hierdie getalle op die getallelyn in van die kleinste tot die grootste:

80, 84, 81, 79, 82, 83.



3. Draw unifix blocks to show 94.

Teken Unifix-blokkies om 94 te wys.

4. Write the number name for 94. \_\_\_\_  
Skryf die getalnaam vir 94. \_\_\_\_

5. Give two numbers that are smaller than 94, but bigger than 88. \_\_\_\_\_  
Gee twee getalle wat kleiner as 94 is, maar wat groter as 88 is. \_\_\_\_\_

**Classwork Lesson 8**

**Thursday**

**Date:**

**Klaswerkles 8**

**Donderdag**

**Datum:**

1. Arrange these numbers from the smallest to the biggest:

Rangskik hierdie getalle van die kleinste tot die grootste: 102, 120, 200, 122

2. Arrange these numbers from the biggest to the smallest:

Rangskik hierdie getalle van die grootste tot die kleinste: 181, 118, 182, 128

3. Fill in the missing numbers:

Vul die ontbrekende getalle in.

a.  $40 + 8 = \underline{\quad}$

b.  $80 + \underline{\quad} = 89$

c.  $\underline{\quad} + 5 = 95$

4. Use these numbers to make your own sums:

Gebruik hierdie getalle om jou eie somme te maak: 97, 68, 85, 90.

**Classwork Lesson 9**  
**Klaswerkles 9**
**Friday**  
**Vrydag**
**Date:**  
**Datum:**

1. Find the following words in the word search and colour each word in a different colour: circle, triangle, square, rectangle

Soek na die volgende woorde in die woordsoektog en kleur elke woord in 'n ander kleur in: sirkel, driehoek, vierkant, reghoek.

v	s	t	h	a	p	m	d	y	z
s	i	r	r	o	l	r	r	z	m
u	r	e	v	e	i	a	i	b	p
l	k	d	r	i	e	h	o	e	k
f	e	n	x	k	i	z	v	q	s
g	l	g	z	a	a	d	e	l	q
r	e	g	g	o	e	n	e	d	u
f	y	e	e	g	a	c	t	q	a
s	i	e	c	e	l	r	s	c	r
e	a	j	r	e	g	h	o	e	k

2. Draw and label the shapes that you have identified in the word search.

Teken die vorms wat jy in die woordsoektog gekry het en benoem elke vorm.

**Classwork Lesson 10**  
**Klaswerkles 10**
**Monday**  
**Maandag**
**Date:**  
**Datum:**

DBE Worksheet 99, pgs. 76 and 77

Voltooi DBO-werkkaart 99 (pp 76 en 77).

**Classwork Lesson 11**  
**Klaswerkles 11**
**Tuesday**  
**Dinsdag**
**Date:**  
**Datum:**

1. Draw a line of symmetry through each of the following pictures:  
 Trek 'n lyn van simmetrie deur elkeen van die volgende prentjies:



2. Colour each side of the picture a different colour.  
 Kleur elke kant van die prentjie in 'n ander kleur in.

3. Complete these pictures by drawing the exact other half.

Voltooi hierdie prentjies deur die presiese ander helfte daarvan te teken.



4. Draw in the line of symmetry.  
 Trek 'n lyn van simmetrie in.

**Classwork Lesson 12**  
**Klaswerkles 12**
**Wednesday**  
**Woensdag**
**Date:**  
**Datum:**

Complete DBE Worksheet 127, pgs. 134 and 135.  
 Voltooi DBO-werkkaart 127 (pp 134 en 135).

**Classwork Lesson 13**  
**Klaswerkles 13**
**Thursday**  
**Donderdag**
**Date:**  
**Datum:**

1. Between which two tens are the following numbers? E.g. 37 = 30 and 40  
 Tussen watter twee tiene is die volgende getalle? Byvoorbeeld: 37 = 30 en 40.
- 65: \_\_\_\_\_
  - 55: \_\_\_\_\_
  - 48: \_\_\_\_\_
2. Which ten is closest to this number? E.g. 56 = 60  
 Rond die volgende getalle af tot die naaste 10, byvoorbeeld 56 = 60.
- 72: \_\_\_\_\_
  - 29: \_\_\_\_\_
  - 87: \_\_\_\_\_

3. What should I add to or subtract from this number to get to the closest 10?

E.g.  $38 + 2 = 40$

Wat moet ek by hierdie getal tel of van hierdie getal aftrek om die naaste 10 te kry? Byvoorbeeld:  $38 + 2 = 40$ .

a. 49: \_\_\_\_\_

b. 65: \_\_\_\_\_

c. 53: \_\_\_\_\_

4. Calculate by counting up or down to the nearest ten:

Rond albei getalle af tot die naaste 10 en bereken dan die antwoord deur aan te tel

of terug te tel:

$$68 + 19 =$$

5. Noluthando had 25 sweets. Silo gave her 18 sweets. How many sweets does she have now?

Noluthando het 25 lekkers. Silo gee haar nog 18 lekkers. Hoeveel lekkers het sy nou?

**Classwork Lesson 14**

**Klaswerkles 14**

**Friday**

**Vrydag**

**Date:**

**Datum:**

Add using the "breaking down" strategy to add.

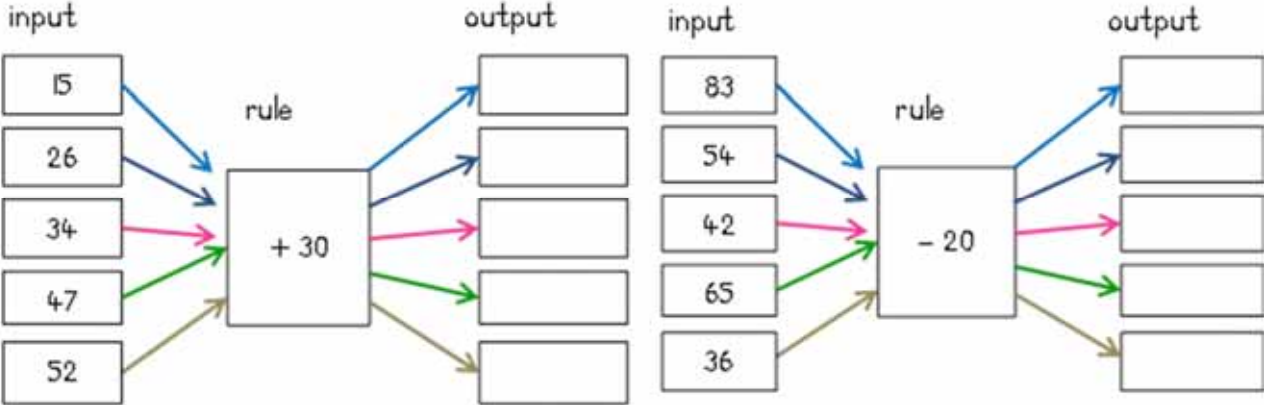
Tel op deur die "afbreek"-metode te gebruik.

1.  $24 + 17 =$

2.  $36 + 48 =$

3.  $57 + 21 =$

4.  $61 + 32 =$

<b>Classwork Lesson 15</b> <b>Klaswerkles 15</b>	<b>Monday</b> <b>Maandag</b>	<b>Date:</b> <b>Datum:</b>
<p>1. Subtract using the "breaking down" strategy. Trek af deur die "afbreekmetode" te gebruik.</p> <p>a. <math>56 - 23 =</math></p> <p>b. <math>87 - 34 =</math></p> <p>2. Complete the diagrams: Voltooi die diagramme:</p> 		
<b>Classwork Lesson 16</b> <b>Klaswerkles 16</b>	<b>Tuesday</b> <b>Dinsdag</b>	<b>Date:</b> <b>Datum:</b>
<p>DBE Worksheet 104, pgs. 86 and 87 Voltooi DBO-werkkaart 104 (pp 86 en 87).</p>		
<b>Classwork Lesson 17</b> <b>Klaswerkles 17</b>	<b>Wednesday</b> <b>Woensdag</b>	<b>Date:</b> <b>Datum:</b>
<p>1. What is half of: Wat is die helfte van:</p> <p>a. 26? _____</p> <p>b. 90? _____</p> <p>c. 164? _____</p> <p>2. Complete the calculation, e.g. <math>16 + 17 = \text{double } 16 + 1 = 33</math>. Voltooi die berekening, byvoorbeeld: <math>16 + 17 = \text{dubbel } 16 + 1 = 33</math>.</p> <p>a. <math>7 + 8 =</math> _____</p> <p>b. <math>12 + 13 =</math> _____</p> <p>3. Calculate the following using halving to break down the second number. Bereken die volgende deur halvering te gebruik om die tweede getal af te breek:</p>		

$$72 + 16 = \square$$

4. Identify near doubles. Calculate the following:  
 Identifiseer die bynadubbelgetalle. Bereken die volgende:

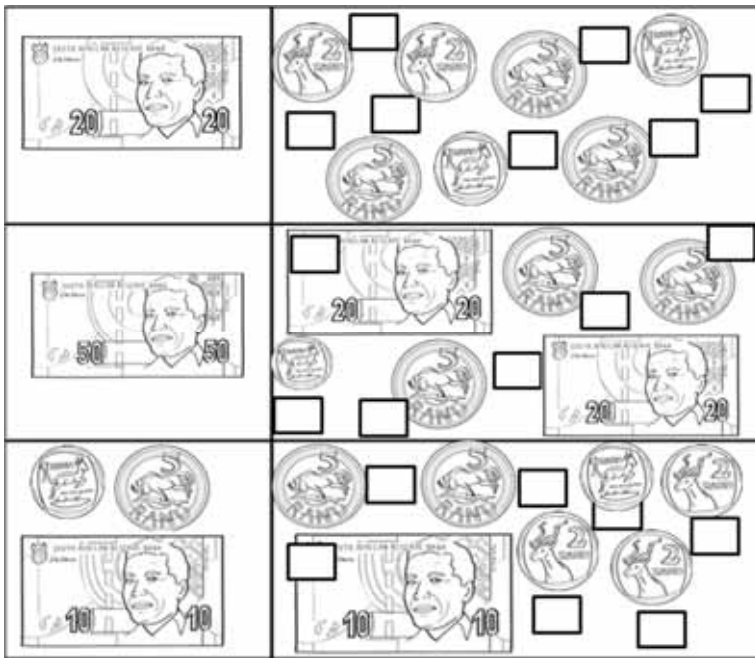
$$35 + 36 = \square$$

**Classwork Lesson 19**  
**Klaswerkles 19**

**Friday**  
**Vrydag**

**Date:**  
**Datum:**

1. Tick the coins that will give you the following:  
 Merk die munte wat jou die volgende sal gee:



2. Draw the following amounts using coins and notes:  
 Teken die volgende bedrae deur munte en note te gebruik: R21,25; R37,30.

**Classwork Lesson 20**  
**Klaswerkles 20**

**Monday**  
**Maandag**

**Date:**  
**Datum:**

Complete DBE Worksheet 109, pgs. 96 and 97  
 Voltooi DBO-werkkaart 109 (pp 96 en 97).



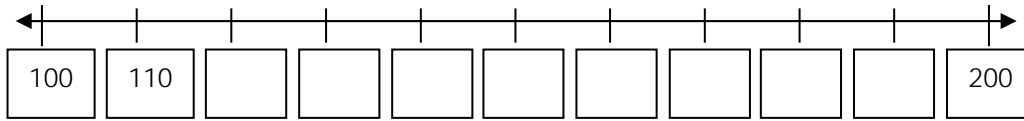
**Classwork Lesson 21**  
**Klaswerkles 21**

**Tuesday**  
**Dinsdag**

**Date:**  
**Datum:**

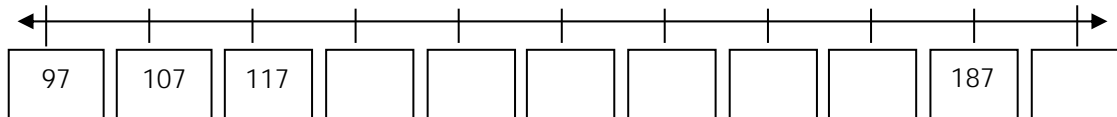
1. Complete the number line counting forwards in 10s.

Voltooi die getallelyn deur in 10'e aan te tel.



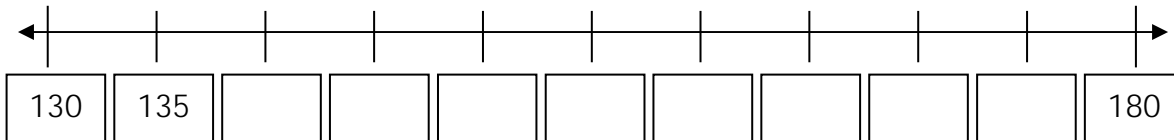
2. Complete the number line counting forwards in 10's.

Voltooi die getallelyn deur in 10'e aan te tel.



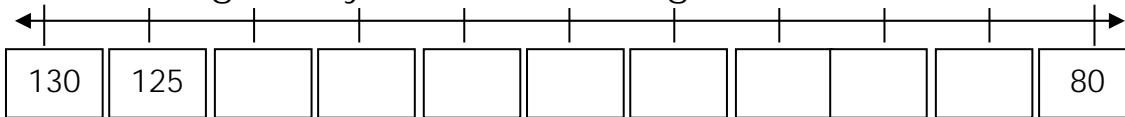
3. Complete the number line counting forwards in 5s.

Voltooi die getallelyn deur in 5'e aan te tel.



4. Complete the number line counting down in 5s.

Voltooi die getallelyn deur in 5'e terug te tel.





<b>Classwork Lesson 24</b> <b>Klaswerkles 24</b>	<b>Friday</b> <b>Vrydag</b>	<b>Date:</b> <b>Datum:</b>
Complete worksheet 112, pgs. 102 and 103. Voltooi DBO-werkkaart 112 (pp 102 en 103).		
<b>Classwork Lesson 25</b> <b>Klaswerkles 25</b>	<b>Monday</b> <b>Maandag</b>	<b>Date:</b> <b>Datum:</b>
Complete DBE Worksheet 119, pg. 118 Voltooi DBO-werkkaart 119 (p 118).		
<b>Classwork Lesson 26</b> <b>Klaswerkles 26</b>	<b>Tuesday</b> <b>Dinsdag</b>	<b>Date:</b> <b>Datum:</b>
<p>1. Use the old adverts to cut out five containers with different capacities. Stick the pictures in your maths book. Write the capacity of each container under the picture. Gebruik ou advertensies om vyf houers, wat verskillende hoeveelhede kan bevat, uit te knip. Plak die prentjies in jou Wiskundeboek in. Skryf die kapasiteit van elke houer onder die prentjie neer.</p> <p>2. Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres altogether? My ma koop 2 liter melk en my pa koop nog 5 liter melk. Hoeveel liter is daar nou altesaam?</p> <p>3. Jabu buys a half litre of coke and Vusi buys 1 litre of coke. How many litres of coke do they have together? Jabu koop 'n halwe liter Coke en Vusi koop 1 liter Coke. Hoeveel liter Coke het hulle altesaam?</p>		

**Classwork Lesson 27**  
**Klaswerkles 27**
**Wednesday**  
**Woensdag**
**Date:**  
**Datum:**

1. Complete this table. Some of the answers are filled in to help you check your answers.

Voltooi hierdie tabel. Van die antwoorde is reeds ingevul om jou te help om jou antwoorde te kontroleer.

x	1	2	3	4	5	6	7	8	9	10
2	2									
3					15					
4										
5							35			

2. Complete DBE Worksheet 114, pgs. 106 and 107.

Voltooi DBO-werkkaart 114 (pp 106 en 107).

**Classwork Lesson 28**  
**Klaswerkles 28**
**Thursday**  
**Donderdag**
**Date:**  
**Datum:**

1. Write a repeated addition number sentence for the following: Dad took three screws out of his one pocket. He took another three screws from his other pocket. He then took another three screws from his shirt pocket and another three screws from his bag. How many screws does dad have altogether?

Skryf 'n herhaalde optellingsgetalsin vir die volgende:

My pa haal drie skroewe uit sy een sak uit. Hy haal nog drie skroewe uit sy ander sak uit. Dan haal hy nog drie skroewe uit sy hemsak en 'n verdere drie

skroewe uit sy werksak uit. Hoeveel skroewe het my pa altesaam uit sy sakke uitgehaal?

2. Write a multiplication number sentence for the following: My teacher likes to send us to the office to show off our good work. This morning she sent 5 groups of 4 children each to the office. How many children did she send altogether?

Skryf 'n vermenigvuldigingsgetaltesin vir die volgende:

My onderwyser hou daarvan om ons kantoor toe te stuur om ons goeie werk vir die skoolhoof te wys. Sy het vanoggend 5 groepe van 4 leerders elk kantoor toe gestuur. Hoeveel kinders het sy altesaam gestuur?

3. Complete DBE Worksheet 113, pgs. 104 and 105.  
Voltooi DBO-werkkaart 113 (pp 104 en 105).

**Classwork Lesson 29**  
**Klaswerkles 29**

**Friday**  
**Vrydag**

**Date:**  
**Datum:**

Draw pictures to show your answer

Teken prentjies om jou antwoorde te wys.

1. Share 20 counters equally between 2 friends. Each friend gets \_\_\_ counters and \_\_\_ left over.

Verdeel 20 tellers gelykop tussen 2 maats. Elke maat kry \_\_\_ tellers en \_\_\_ bly oor.

2. Share 51 sweets equally between 5 friends. Each friend gets \_\_\_ sweets and \_\_\_ left over.

Verdeel 51 lekkers gelykop tussen 5 maats. Elke maat kry \_\_\_ lekkers en \_\_\_ bly oor.

3. Share 15 blocks equally between 4 children. Each friend gets \_\_\_ blocks and \_\_\_ left over.

Verdeel 15 blokkies gelykop tussen 4 kinders. Elke maat kry \_\_\_ blokkies en \_\_\_ bly oor.

**Classwork Lesson 30**  
**Klaswerkles 30**

**Monday**  
**Maandag**

**Date:**  
**Datum:**

1. How much is 4 groups of 3 \_\_\_\_\_  
Hoeveel is 4 groepe van 3? \_\_\_\_\_

2. How much is 8 groups of 2 \_\_\_\_\_  
Hoeveel is 8 groepe van 2? \_\_\_\_\_

3. How much is 10 groups of 5 \_\_\_\_\_  
Hoeveel is 10 groepe van 5? \_\_\_\_\_

4. Share 20 equally between 5: \_\_\_\_\_  
Verdeel 20 gelykop tussen 5: \_\_\_\_\_

2. Share 40 by 10: \_\_\_\_\_  
Verdeel 40 tussen 10: \_\_\_\_\_

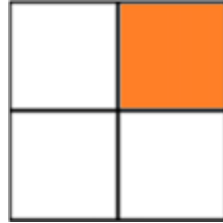
3. Share 36 by 4: \_\_\_\_\_  
Verdeel 36 tussen 4: \_\_\_\_\_

**Classwork Lesson 31**  
**Klaswerkles 31**
**Tuesday**  
**Dinsdag**
**Date:**  
**Datum:**

1. What fraction is coloured?  
 Watter breuk is ingekleur?



\_\_\_\_\_



\_\_\_\_\_



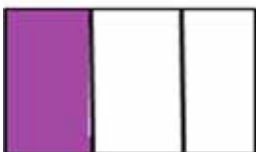
\_\_\_\_\_

2. Solve the following. Draw a picture to show your answer.  
 Two biscuits are shared equally amongst three friends. How much does each one get?  
 Los die volgende op. Teken 'n prentjie om jou antwoord te wys.  
 Twee koekies word gelykop tussen drie maats verdeel. Hoeveel kry elke maat?

3. Complete DBE Worksheet 121, pgs. 122 and 123.  
 Voltooi DBO-werkkaart 121 (pp 122 en 123).

**Classwork Lesson 32**  
**Klaswerkles 32**
**Wednesday**  
**Woensdag**
**Date:**  
**Datum:**

1. Match the fraction words and the shapes.  
 Verbind die breukwoorde met die korrekte vorms.



One half  
 Een halwe  
 One third  
 Een derde  
 One quarter  
 Een kwart  
 One fifth  
 Een vyfde

2. Draw the shape and colour the correct fraction.

Teken die vorm en kleur die korrekte breuk in.

a. A triangle. Colour one third.

a. 'n Driehoek. Kleur een derde in.

b. A square. Colour one quarter.

b. 'n Vierkant. Kleur een kwart in.

c. A rectangle. Colour one fifth.

c. 'n Reghoek. Kleur een vyfde in.

**Classwork Lesson 34**

**Klaswerkles 34**

**Friday**

**Vrydag**

**Date:**

**Datum:**

Complete DBE Worksheet 123, pgs. 126 and 127.

Voltooi DBO-werkkaart 123 (pp 126 en 127).

**Classwork Lesson 35**

**Klaswerkles 35**

**Monday**

**Maandag**

**Date:**

**Datum:**

Complete DBE Worksheet 126, pgs. 132 and 133.

Voltooi DBO-werkkaart 126 (pp 132 en 133).




**Classwork Lesson 36**  
**Klaswerkles 36**

**Tuesday**  
**Dinsdag**

**Date:**  
**Datum:**

1. Do the following activity in your maths book.

Doen die volgende aktiwiteit in jou Wiskundeboek.

Name the shape. Benoem die vorm.	Draw the same object, only smaller. Teken dieselfde voorwerp, maar dit moet kleiner wees.	Find a similar picture in a magazine and stick it here or draw an object in your classroom that is the same shape: Kry 'n soortgelyke prentjie in 'n tydskrif en plak dit hier in, of teken 'n voorwerp in jou klaskamer wat dieselfde vorm het.
		
		
		



<b>Classwork Lesson 37</b> <b>Klaswerkles 37</b>	<b>Wednesday</b> <b>Woensdag</b>	<b>Date:</b> <b>Datum:</b>
<p>1. Draw pictures of the items that were used for the class activity in the correct block. Say if the object can slide, roll or slide and roll. Teken prentjies van die artikels wat vir die klasaktiwiteit gebruik is, in die korrekte blok. Sê of die voorwerp kan gly of rol, en of dit kan gly en rol.</p>		
<b>Object</b> <b>Voorwerp</b>	<b>Draw the object:</b> <b>Teken die voorwerp:</b>	<b>Roll / Slide / Roll and slide</b> <b>Rol/Gly/Rol en gly</b>
Prism Prisma		
Sphere Sfeer		
Cylinder Silinder		

**Classwork Lesson 38**  
**Klaswerkles 38**

**Thursday**  
**Donderdag**

**Date:**  
**Datum:**

1. Look at the balancing scales and say if the pictures shown are true or false:  
Kyk na die balanseerskale en sê of die prentjies wat gewys word, waar of onwaar is:

True Waar	False Onwaar
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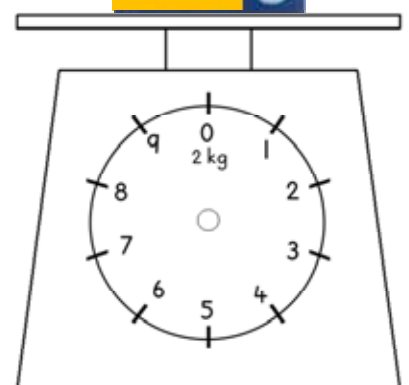
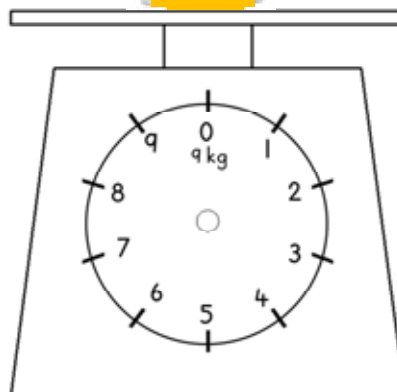
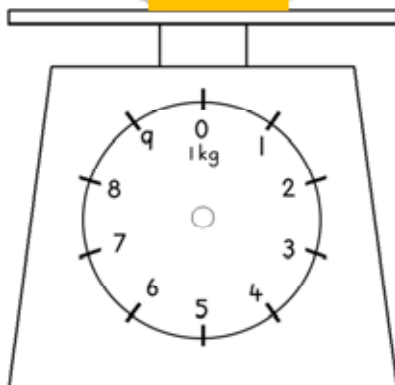
True Waar	False Onwaar
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True Waar	False Onwaar
--------------	-----------------



2. Draw the arms on the kitchen scales to show the mass of these products:  
Teken die wyser op die kombuisskale in om die massa van hierdie produkte te wys.



Classwork Lesson 39  
Klaswerkles 39

Friday  
Vrydag

Date:  
Datum:

1. Match the animal to the animal print.

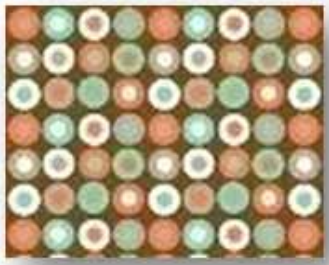
Verbind die prentjie van die dier met die korrekte afdruk.



2. Describe the following patterns. Use the key words to help you.

Beskrif die volgende patrone. Gebruik die sleutelwoorde om jou te help.

a. Key words: circle, size, equal  
Sleutelwoorde: sirkels, groot, ewe









b. Key words: lines, straight, cross  
Sleutelwoorde: lyne, reguit, dwars



<b>Classwork Lesson 40</b> <b>Klaswerkles 40</b>	<b>Monday</b> <b>Maandag</b>	<b>Date:</b> <b>Datum:</b>
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1. Look at the patterns in these pictures and say whether they are from nature, modern everyday life or our cultural heritage.

Kyk na die patrone in hierdie prentjies en sê of dit afkomstig is van die natuur, van ons moderne alledaagse lewe of van ons kulturele erfenis.

2. Draw a pattern that can be found in nature.

Teken 'n patroon wat in die natuur voorkom.

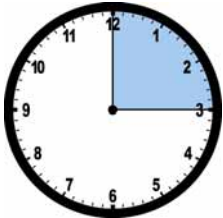
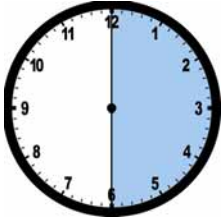
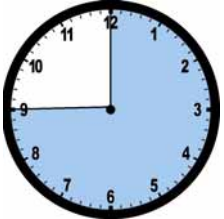
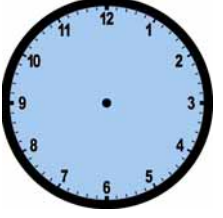
**Classwork Lesson 41**  
**Klaswerkles 41**

**Tuesday**  
**Dinsdag**





**Date:**  
**Datum:**

1. Look at the clocks. How many minutes do the shaded parts of the clocks show?

Kyk na die horlosies. Hoeveel minute wys die ingekleurde dele op die horlosies?

Hoe laat is dit op hierdie horlosies?

**Classwork Lesson 42**  
**Klaswerkles 42**

**Wednesday**  
**Woensdag**

**Date:**  
**Datum:**

1. Draw pictures of what you can do in:

Teken prentjies van wat jy binne die volgende aantal minute kan doen:

15 minutes 15 minute	30 minutes 30 minute	45 minutes 45 minute	60 minutes 60 minute
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2. What is the time? Draw the arms in the clocks.

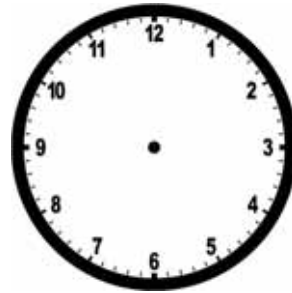
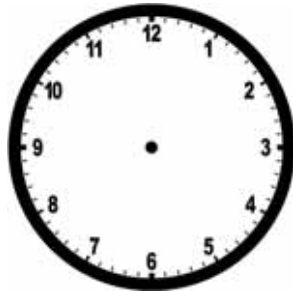
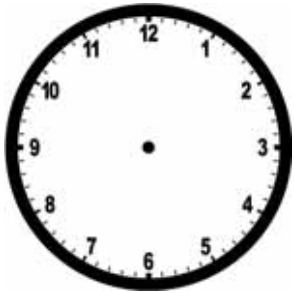
Hoe laat is dit? Teken die wysers op die horlosies in.

30 minutes before 11 o'clock    15 minutes after 9 o'clock    45 minutes before 7 o'clock

30 minute voor 11-uur

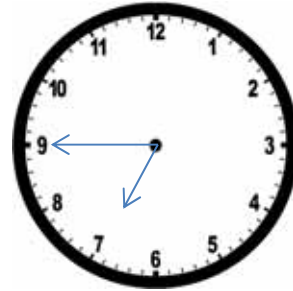
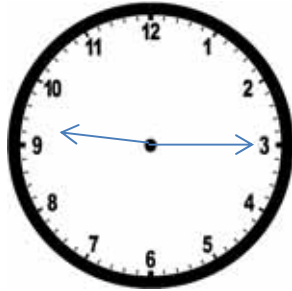
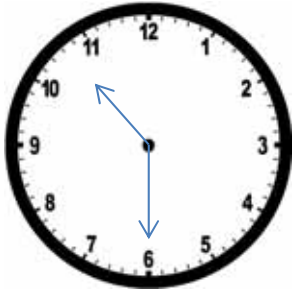
15 minute na 9-uur

45 minute voor 7-uur



3. What is the time shown on the three clocks below?

Hoe laat is dit op die drie horlosies hier onder?

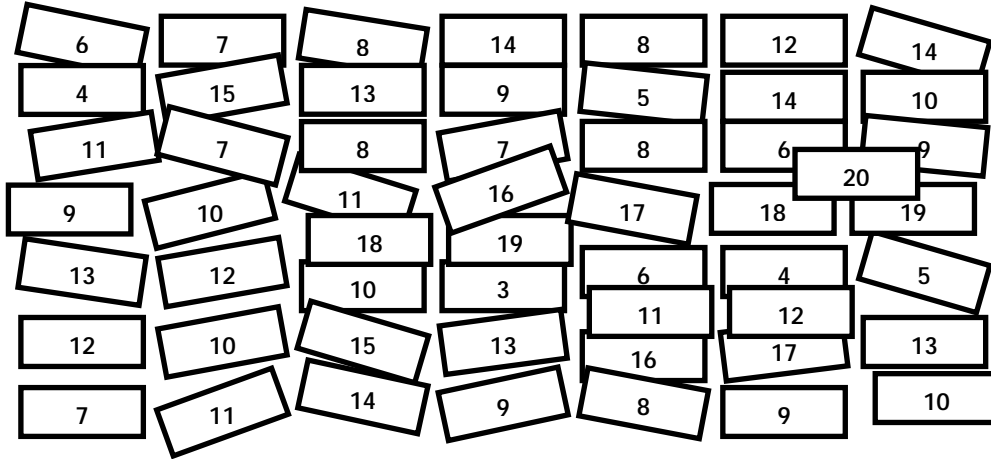


**Classwork Lesson 43**  
**Klaswerkles 43**

**Thursday**  
**Donderdag**

**Date:**  
**Datum:**

1. Sort these number cards according to the same numbers.  
Sorteer hierdie getallekaarte deur dieselfde getalle bymekaar te pas.



How many of each number is there?

Hoeveel is daar van elke getal?

6 \_\_ 4 \_\_ 11 \_\_ 9 \_\_ 13 \_\_ 12 \_\_ 7 \_\_ 15 \_\_ 10 \_\_ 12 \_\_ 8 \_\_ 13 \_\_ 18 \_\_ 14 \_\_  
16 \_\_ 19 \_\_ 3 \_\_ 5 \_\_ 17 \_\_ 20 \_\_

**Classwork Lesson 44**  
**Klaswerkles 44**

**Friday**  
**Vrydag**

**Date:**  
**Datum:**

Complete DBE Worksheet 107, pgs. 92 and 93.  
Voltooi DBO-werkkaart 107 (pp 92 en 93).