

## Mid-year Exam Revision

## The Number System

**QUESTION 1:**

1.1 Which of the following numbers are rational and which are irrational?

$$\pi; \frac{3}{4}; -\sqrt{0,64}; \sqrt{2}; 3,02; \sqrt{14} \quad (3)$$

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1.2 Determine three rational numbers between  $\frac{1}{8}$  and  $\frac{3}{8}$ . (3)

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1.3 Arrange the following number in ascending order:

$$2\frac{2}{3}; 2,7; 2\frac{3}{5} \quad (3)$$

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1.4 Write down whether the following statements are TRUE or FALSE: (3)

(a)  $\frac{0}{7} = 0$  \_\_\_\_\_

(b)  $\frac{7}{0} = 0$  \_\_\_\_\_

(c) Zero is the identity element for addition. \_\_\_\_\_

**QUESTION 2:**

2.1 Write down whether the following statements are TRUE or FALSE: (5)

(a) 16 is a multiple of 2 and 8 \_\_\_\_\_

(b) 24 is a multiple of 10 \_\_\_\_\_

(c) 1 is a prime number \_\_\_\_\_

(d) All the prime numbers are odd \_\_\_\_\_

(e) 8 is a multiple and a factor of 8 \_\_\_\_\_

# Grade Quetions Paper Midyear

**L Towne**



## Grade Questions Paper Midyear:

Air Witch Gina Kincade, C.D. Gorri, 2022-11-22 Exams suck especially Westwood Academy's midyear Magical Decathlon. Maia is the youngest Witch in her family and the sole heir to the fabled Meriwether cache of magic. It is her duty to uphold the family name and to bring honor to the Meriwether Witches who came before her. Her parents aren't the only ones with high expectations of their youngest. She has the professors on her back too. One in particular. Not exactly what she had in mind when she came to Westwood Academy. Longing for freedom, she only wants to make her own choices without repercussions to her family name. Will Maia disappoint her family and school by refusing to play their midyear games? Or will she draw on her inner strength and surprise even the most cynical of her instructors? Find out in *Air Witch* History Gr11 T/g ,

**Exemplary Literacy Teachers, Second Edition** Cathy Collins Block, John N. Mangieri, 2009-04-22 Identifying what exemplary teachers know and do to promote literacy achievement at every grade level, this highly motivating book provides step-by-step guidance for professional development. It helps teachers assess their strengths and build their competencies in six key domains of literacy instruction directly linked to student success. Featuring skills building exercises, sample lesson plans, book lists, and over a dozen reproducibles, the book illustrates specific actions that teachers can take to emulate their most effective colleagues in school districts around the country. New to This Edition: Revised and updated based on the authors' professional development work with over 20,000 educators. Expanded to cover K-12; prior edition covered K-5. Now includes material for literacy coaches and administrators as well as teachers. Teacher in Action cases offer vivid snapshots of exemplary practices. Many of the activities and reproducibles are new or revised.

**Proceedings of the Board of Public Instruction of the City of Albany**, 1889 *The North Carolina Teacher*, 1924 **Proceedings of the Mid-year Meeting** Super Market Institute, 1951 Wisconsin Journal of Education, 1923 *The Road to Freedom* Albert Tang, 2021-02-23 Albert Tang was only five years old but he can still vividly recall that day in 1970 when he opened the front door to his home in Cambodia. He saw a group of armed soldiers had arrived to guard the perimeter of the school where he and his family lived. This signaled the beginning of the Cambodian civil war as well as the atrocities and genocide by dictator Pol Pot's communist regime. In this memoir, Albert provides the perspective of a young boy who witnessed the brutal Khmer Rouge in action and who suffered under the communists. Their actions not only devastated the adults living under the regime but also the children who were robbed of the opportunity to go to school. Many Cambodians fled their country and became refugees in Thailand. Many of them never returned home. But with determination, perseverance, a positive attitude, hard work, and some luck, some of these refugees found the chance to start a new life. Join Albert as he shares an inspiring story of endurance, courage, and hope in *The Road to Freedom*.

**The Journal of Educational Research**, 1922 **New York State Education**, 1924 *Paper*, 1922 **Mister K.** James K. Kamana, 1998 **Proceedings of the High School Conference of November 1910-November 1931** Horace Adelbert Hollister, 1921 *Proceedings of the High School*

*Conference of November 1910-November 1931 ,1921      Paper American Society of Mechanical Engineers,1922*

**Proceedings of the High School Conference** University of Illinois. High school visitor,1919      Autonomous Village  
Vinod Ranaveni,2023-10-30 This is a story of a person who lives in a village where he helps and supports his village people  
One day he met with a stranger who changes his understanding towards life through his experiences and stories During this  
process the village person queries are addressed by the stranger in practical ways so that he can live and experience present  
moment Once he observes understands and experiences life then the journey starts to make an Village into Autonomous  
Village which will fulfill the dreams of those who dream but stuck with one or another reason to make their dreams come  
true      No. 8 ,1915      **Science Education For The Contemporary Society** D.B. Rao,2005 Contents Science Education  
for Contemporary Society Problems Issues and Dilemmas Current Trends and Main Concerns as Regards Science Curriculum  
Development and Implementation in Selected States in Asia Current Trends and Main Concerns as Regards Science  
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