










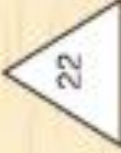



Let's Look Back 5



1. Don't remembering what year you were born in last year.

A Warm-up. Listen to your teacher.

 163	 9	 4	 120
 74	 0	 61	 109
 39	 16	 24	 22
			 6

B Fill in the addition squares.

+	5	6	7	8
5	10	11		
6				
7		13		
8				



B Fill in the subtraction square.

-	11	12	13	14
1	10	11		
2				
3			10	
4				



C Add or subtract.

1. TU 2. TU 3. TU 4. TU 5. TU 6. TU
- $$\begin{array}{r} 34 \\ + 24 \\ \hline \end{array}$$
- $$\begin{array}{r} 49 \\ + 16 \\ \hline \end{array}$$
- $$\begin{array}{r} 67 \\ + 22 \\ \hline \end{array}$$
- $$\begin{array}{r} 36 \\ - 14 \\ \hline \end{array}$$
- $$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$
- $$\begin{array}{r} 35 \\ - 11 \\ \hline \end{array}$$

D Estimate first, then write the answers.

1. $21 - 11 = \square$ 2. $56 - 21 = \square$ 3. $39 + 16 = \square$
4. $16 - 6 = \square$ 5. $24 + 62 = \square$ 6. $47 + 17 = \square$
7. $39 - 13 = \square$ 8. $58 + 14 = \square$ 9. $69 - 11 = \square$

E Write the number that comes before and after.

1.

	16	
--	----	--
2.

	21	
--	----	--
3.

	39	
--	----	--
4.

	19	
--	----	--
5.

	27	
--	----	--
6.

	48	
--	----	--

Revision



A Fill in the number before and after.

1. 64 2. 73 3. 55 4. 86

5. 12 6. 29 7. 39 8. 41

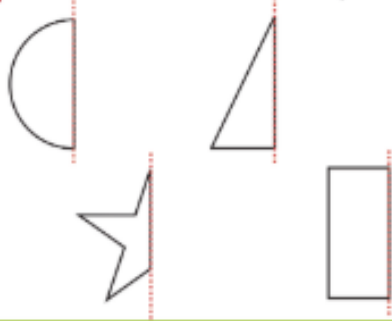
B Fill in the calendar. Use these instructions.

Mon	Tues	Wed	Thurs	Fri	Sat	Sun

- The first day of the month is Monday.
- The month has 28 days.
- Put a blue circle on the first Friday.
- Put a red triangle on the third Saturday.
- Start on Monday the 1st. Cross out every 7th day.



C Draw the other half of each shape.



D Draw a line to show $\frac{1}{2}$.
Colour $\frac{1}{2}$ of the shape.

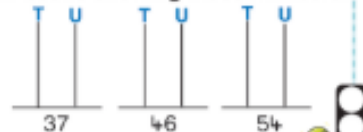


E 1. $14 + 3 = 3 + \square$

2. $16 + 4 = \square + 16$

3. $31 + 3 = 3 + \square$

F Draw beads showing these numbers.



A Fill in the blanks.

longer shorter longest shortest



1. Line A is the _____.
2. Line B is the _____.
3. Line C is _____ than line D.
4. Line D is _____ than line A.
5. Line A is _____ than line C.
6. Line B is _____ than line D.

B Write the words in the correct places.

heavy light balanced



C Tick the boxes.

empty

full

> 1 litre
(more than)

1 litre

< 1 litre
(less than)

1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



A Write the name of each 2D shape.

circle rectangle semi-circle square triangle



B Write the name of each 3D shape.

cube cuboid cylinder sphere

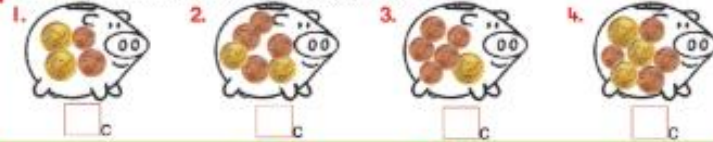


C Follow the instructions.

1. Draw a cat **on top of** the car.
2. Draw a ball **under** the car.
3. Draw a picture of **you** on the **right** of the car.
4. Draw a tree **between** the car and the house.



A How much money is in each piggy bank?



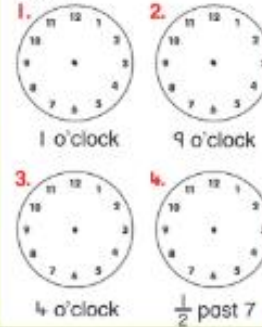
B At the shop.



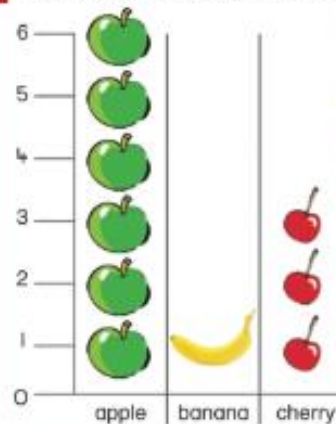
What change did I get from 50c?

1. I bought a lollipop. c
2. I bought an ice-cream. c
3. I bought chocolate. c
4. I bought sweets and a lollipop. c
5. I bought a lollipop and ice-cream. c
6. I bought chocolate and a lollipop. c

C Draw hands to show the time.



D The bar chart shows children's favourite fruit. Write the answers.



1. Which fruit did they like the most?

2. Which fruit did they like the least?

3. How many children liked cherries?
4. How many more children preferred apples to bananas?
5. How many more children preferred cherries to bananas?
6. How many more children preferred apples to cherries?
7. How many children took the survey altogether?



I will count what is in two sets to find an answer.


A Listen to your teacher.

$7 + 3$	$3 + 2$	$4 + 4$	$3 + 3$
$6 + 0$	$4 + 6$	$1 + 4$	$3 + 5$
$1 + 3$	$2 + 4$	$2 + 8$	$8 + 0$
$0 + 5$	$6 + 2$	$1 + 5$	$1 + 9$


B Add each set of ladybird spots.

1.



$7 + 3 = \square$

2.



$10 + \square = 15$

3.



$\square + \square = \square$

4.



$\square + \square = \square$

5.



$\square + \square = \square$

6.



$\square + \square = \square$

7.



$\square + \square = \square$

8.



$\square + \square = \square$

9.



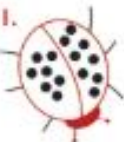
$\square + \square = \square$

10.



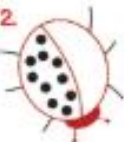
$\square + \square = \square$

11.



$\square + \square = \square$

12.



$\square + \square = \square$

C How many?

There are 6 fish in a bowl. There are 7 in another bowl.
There are \square fish altogether.
In your copy, draw a picture for this number sentence.



I will learn how to separate numbers.


A Write 2 sums that make 7, 9 and 10.

1. $\square + \square = 7$

2. $\square + \square = 7$

3. $\square + \square = 9$

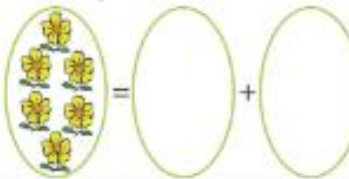
4. $\square + \square = 9$

5. $\square + \square = 10$

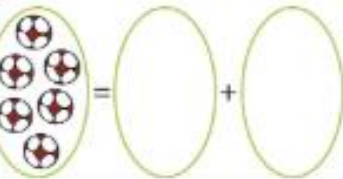
6. $\square + \square = 10$

B Write 4 ways to make 6.

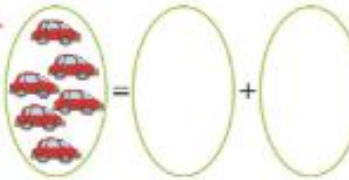
1.



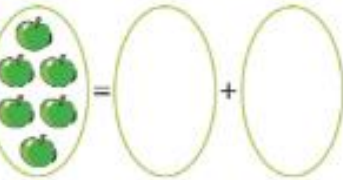
2.



3.



4.


C Join the pairs of numbers that match each total.

Total: 10

1.



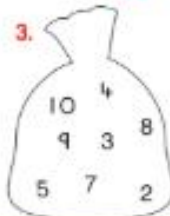
Total: 9

2.



Total: 12

3.



- D** 1. Give your friend some cubes. Ask them to separate them into two sets. Draw the sets.



2. Write the number sentence.

$\square + \square = \square$

I will add both ways.



- A** 1. Circle the sums that make 14, 17, 11.
2. Cross out the sums that make 13, 9, 12.

$$\begin{array}{cccccc} 11 + 3 & 6 + 5 + 1 & 12 + 5 & 11 + 2 & 3 + 11 & \\ 10 + 1 & 4 + 5 & 5 + 12 & 2 + 11 & 1 + 6 + 5 & \end{array}$$

- B** Add both ways. Use 2 different colours.

1. $6 + 2 = \square$ $2 + 6 = \square$

2. $3 + 7 = \square$ $7 + 3 = \square$

3. $1 + 9 = \square$ $9 + 1 = \square$

4. $10 + 1 = \square$ $1 + 10 = \square$

- C** Now try these.

1. $5 + 2 = 2 + 5$
2. $6 + \square = 11 + 6$
3. $4 + 3 = 3 + \square$
4. $11 + 7 = \square + 11$
5. $\square + 9 = 9 + 10$
6. $3 + 14 = \square + 3$
7. $8 + \square = 12 + 8$
8. $2 + 9 = 9 + \square$
9. $12 + \square = 3 + 12$
10. $7 + 8 = 8 + \square$

- D** Match the sums.

1. $3 + 9$	$2 + 9$
2. $6 + 7$	$4 + 8$
3. $8 + 4$	$11 + 5$
4. $5 + 11$	$10 + 0$
5. $9 + 2$	$9 + 3$
6. $0 + 10$	$7 + 6$

Objective: Explore, develop and apply the commutative, associative and zero properties of addition.

Strand: Number
Strand Unit: Operations



I will add three numbers three ways.



- A** Match the sums to their answers.

1. $1 + 2 + 3$	6	2. $4 + 4 + 5$	13	3. $2 + 4 + 7$
4. $5 + 11 + 4$	20	5. $3 + 2 + 1$	11	6. $6 + 0 + 5$
7. $7 + 6 + 7$		8. $2 + 4 + 5$		9. $0 + 6 + 7$

- B** Add.

1. $3 + 4 + 6 = \boxed{13}$ $6 + 3 + 4 = \boxed{13}$ $4 + 6 + 3 = \square$	2. $2 + 7 + 8 = \square$ $8 + 2 + 7 = \square$ $7 + \square + \square = \square$	3. $9 + \square + \square = \square$ $\square + \square + \square = \square$ $\square + \square + \square = \square$
4. $7 + 3 + 6 = \boxed{16}$ $\square + \square + \square = \square$ $\square + \square + \square = \square$	5. $5 + 8 + 2 = \square$ $\square + \square + \square = \square$ $\square + \square + \square = \square$	6. $1 + 4 + 5 = \square$ $\square + \square + \square = \square$ $\square + \square + \square = \square$

- C** Use your beads to try these. What do you notice?

1. $\begin{array}{r} 3 \\ 5 \\ + 9 \end{array}$	2. $\begin{array}{r} 5 \\ 3 \\ + 9 \end{array}$	3. $\begin{array}{r} 9 \\ 3 \\ + 5 \end{array}$	4. $\begin{array}{r} 3 \\ 9 \\ + 5 \end{array}$	5. $\begin{array}{r} 5 \\ 9 \\ + 3 \end{array}$	6. $\begin{array}{r} 9 \\ 5 \\ + 3 \end{array}$
7. $\begin{array}{r} 2 \\ 4 \\ + 8 \end{array}$	8. $\begin{array}{r} 4 \\ 2 \\ + 8 \end{array}$	9. $\begin{array}{r} 8 \\ 2 \\ + 4 \end{array}$	10. $\begin{array}{r} 2 \\ 8 \\ + 4 \end{array}$	11. $\begin{array}{r} 4 \\ 8 \\ + 2 \end{array}$	12. $\begin{array}{r} 8 \\ 4 \\ + 2 \end{array}$

Objective: Explore, develop and apply the commutative, associative and zero properties of addition.

Strand: Number
Strand Unit: Operations



I will practise subtraction

**A** Listen to your teacher. Write + or -.

1. $1 \square 3 = 4$ 2. $2 \square 3 = 5$ 3. $11 \square 1 = 10$
 4. $3 \square 1 = 2$ 5. $5 \square 2 = 3$ 6. $7 \square 3 = 4$
 7. $4 \square 5 = 9$ 8. $8 \square 0 = 8$ 9. $9 \square 3 = 12$
 10. $9 \square 5 = 4$ 11. $10 \square 1 = 9$ 12. $4 \square 4 = 8$

B Cross out the number to be taken away.

1. $10 - 4 = \square$
 2. $8 - 3 = \square$
 3. $10 - 5 = \square$
 4. $6 - 2 = \square$

C Complete these sums! Look at the pictures.

1. $\square - 2 = 8$
 2. $9 - \square = 6$
 3. $\square - 4 = 11$
 4. $12 - \square = 6$

D Take away to make zero.

1. $6 - 6 = 0$ 2. $\square - \square = 0$
 3. $\square - \square = 0$ 4. $\square - \square = \square$
 5. $\square - \square = 0$ 6. $\square - \square = \square$

I will think about how many more or less are needed

**A** Use your number line to do the sums.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1. $5 - 2 = \square$ 2. $10 - 2 = \square$ 3. $18 - 8 = \square$
 4. $8 - 4 = \square$ 5. $12 - 3 = \square$ 6. $20 - 10 = \square$

B Everything is 10c cheaper in the sale. Write the new prices on the tags.

1. was 50c now \square c 2. was 45c now \square c 3. was 30c now \square c
 4. was 20c now \square c 5. was 35c now \square c 6. was 40c now \square c

C There are 12 football cards in a full set. Tell each child below how many more they need for a full set. Use your number line to count on.

1. I have 6 cards. You need \square more. 2. I have 11 cards. You need \square more.
 Tim John
 3. I have 8 cards. You need \square more. 4. I have 4 cards. You need \square more.
 Alice Kate

D Look at the children in C above. At the beginning:

1. _____ had the most cards.
 2. _____ had the least cards.
 3. _____ and _____ had 17 cards altogether.
 4. _____ had 2 cards less than _____.



UNIT 1

High Frequency Words

Wordlist

is	in	go	my	the	red	for	big
it	to	me	see	run	not	can	and



A Write the missing letters.

1. i s
2. _ _ t
3. i _ _
4. t _ _
5. g _ _
6. _ _ e
7. m _ _
8. s _ _ _
9. t _ _ e
10. r _ _ n
11. r e _ _
12. n _ _ _
13. f _ _ _
14. _ _ an
15. b _ _ _
16. a _ _ d



B Unscramble these words. Write them.
Find them in the wordsearch.

1. nod and
2. um
3. arf
4. hte
5. anc
6. ibg



y	a	l	a	n	d	v	h
j	w	h	f	o	d	a	n
r	r	f	o	r	a	n	t
u	s	a	t	a	c	a	v
n	s	m	h	m	t	o	h
a	b	h	e	w	r	u	j
b	i	g	a	n	d	g	m
m	a	n	e	c	a	n	j

C Find 8 words in the caterpillar. Write them.



1. the
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

D Write the missing words. Use the word list.

1. There are grey squirrels and **red** squirrels.
2. Jack _____ Jill went up the hill.
3. Run, _____ as fast as you can!
4. I _____ see a cat.



UNIT 2

Phonics: a

Word List

pan	van	hat	sat	tap	rap	rag	mad
ran	has	rat	pat	map	ham	sad	had

Write the missing letters.

- | | | | |
|-----------------|------------|-------------|-------------|
| 1. p <u>a</u> n | 5. ha _ _ | 9. t _ _ p | 13. r _ _ _ |
| 2. ra _ _ | 6. r _ _ _ | 10. ma _ _ | 14. sa _ _ |
| 3. v _ _ _ | 7. s _ _ t | 11. r _ _ _ | 15. m _ d |
| 4. h _ _ s | 8. pa _ _ | 12. h _ _ m | 16. _ _ a _ |

Colour the correct spelling.

- | | | | |
|---------------------------------|---|----------------------------------|------------------------------|
| 1. <input type="checkbox"/> sda | <input checked="" type="checkbox"/> sad | 4. <input type="checkbox"/> rap | <input type="checkbox"/> rpa |
| 2. <input type="checkbox"/> van | <input type="checkbox"/> ven | 5. <input type="checkbox"/> madd | <input type="checkbox"/> mad |
| 3. <input type="checkbox"/> has | <input type="checkbox"/> haz | 6. <input type="checkbox"/> pon | <input type="checkbox"/> pan |

Match and write.

- | | | |
|----|----|---------------|
| ha | an | 1. <u>hat</u> |
| h | p | 2. _____ |
| p | t | 3. _____ |
| ta | as | 4. _____ |
| h | d | 5. _____ |
| ma | am | 6. _____ |

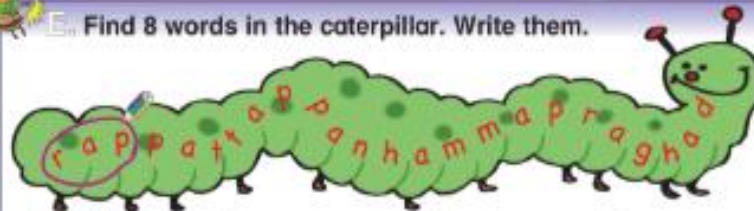


Write the word. Colour the pictures.



1. van 2. _____ 3. _____ 4. _____

Find 8 words in the caterpillar. Write them.



1. rap 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

Write the missing words. Use the word list.

- My dad fried an egg in the pan.
- The wind blew my _____ off my head.
- I _____ after the ball.
- Ben has a _____ roll for his lunch.



Unscramble these words. Write them.

Find them in the wordsearch.

- ahm ham
- asd _____
- dha _____
- ahs _____
- tha _____
- nva _____



<u>h</u>	a	m	a	m	s	v	d
k	c	h	f	h	d	r	n
s	r	d	o	a	a	n	t
u	s	a	d	d	c	a	v
s	s	m	h	m	v	o	h
a	b	h	e	w	a	u	a
h	a	t	a	n	d	g	s
m	a	n	e	v	a	n	j

Colour the words that begin with 'h'.



UNIT
1

How the Polar Bear got his Stumpy Tail

One cold evening a polar bear met a fox by an **icy** pond. He saw that the fox had five **beautiful** fish. The bear asked the fox where he had got his supper. The fox replied that he had caught all the fish. This was not true. The fox had stolen the fish!

'I would really like to catch some fish too,' said the polar bear. 'How did you catch so many?'

'It's easy! You **dangle** your **tail** in this pond and wait. Don't stop after a few small bites. Wait for the big fish to bite and then pull up your tail.'

So the polar bear cut a hole in the ice and dangled his tail in the icy water.

After some time, the bear had not caught anything and he was getting very hungry.

The fox called out, 'The longer you wait, the more fish you will catch.'

The bear replied, 'My tail is much bigger than yours so I'm sure to catch twice as many as you.'

He pushed his tail down deeper into the hole and thought about his fantastic dinner. By eight o'clock, his tail was frozen in the pond.

He was tired of this fishing and he was really hungry now. He tried to pull his tail back up but nothing happened. It was stuck to the ice!

He moved this way and that way. But then... **SNAP!** His beautiful tail suddenly snapped right off!

Sadly, the bear walked off the ice. He had not caught any fish and he had lost his tail. He felt very silly indeed.

The tail never grew again and maybe that is why polar bears have stumpy tails.



New Words

Polar Bear Stumpy icy beautiful
dangle tail snap

UNIT 1 Activities

Activity A Answer these questions in your copy.

- 1 How many fish had the fox?
- 2 Where did the polar bear dangle his tail?
- 3 Did the polar bear catch any fish?
- 4 What happened when the polar bear tried to pull up his tail?
- 5 Do polar bears have long tails?



Activity B Unscramble these words.

ciy	l _____	shif	f _____	orlp	p _____
xof	f _____	atcch	a _____	edirnn	d _____
tila	i _____	terwa	w _____	tupsmys	s _____

Activity C Match these words to their meaning.

icy	very short
twice	very cold
stumpy	two times




Activity D Write two rhyming words for each word.



fish	dish	_____
bear	_____	_____
cold	_____	_____

UNIT 1 Phonics

Activity A Read the words. Colour the **-all** words.

hall 	sell	bill	wall
tell	fill	ball	full
doll	small	hill	tall
fall	bull	call	stall

Activity B Choose the correct word for each sentence.

- My new kitten is very (fall, small) _____.
- Daddy is a (tall, ball) _____ man.
- Mum will (small, call) _____ the doctor.
- The bird sat on the (wall, hall, fall) _____.
- The children are playing with a (stall, ball, sell) _____.



Activity C Write the correct sentence for each picture.

The polar bear has a small tail.

The girl has a red ball.



The doll is on the wall.

The monster sat in the hall.



I saw a book stall in town.

The fox caught all the fish.



UNIT 1 Word Study

a-b-c Order

abcdefghijklmnopqrstuvwxyz



Activity A What letter comes *before* and *after*?

b c d _ l _ _ y _ _ m _ _ f _ _ v _
 _ o _ _ x _ _ s _ _ k _ _ p _ _ h _

Activity B Write these words in **a-b-c** order.

- tail bear fox snap
 bear fox snap tail
- frog ship ant hand
- tent nappy bag jelly
- cap television kite zoo
- Tim Jamie Chris Bob



Remember, when the first letters are the same, look at the second letter to help you e.g. **hat** – **hot** – **hut**.

- shoe sweet school secret
- with west what water
- rag read rub road

I Mo Chorp

Mé Féin



Scrúdú



Aisling



Clárú



Scrú



Dáiríre

Seo í Róisín.

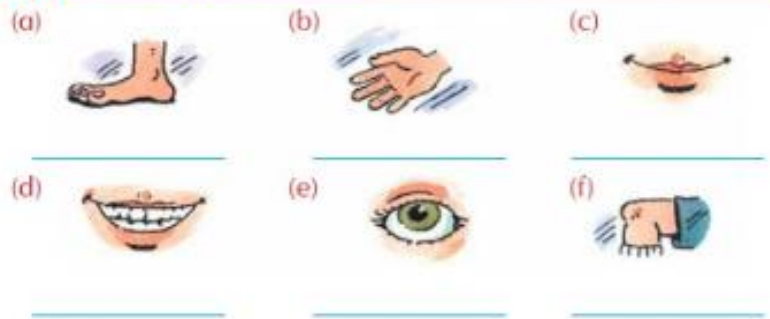


Seo é Ruairí.



Féach agus obair	Scríobh anois	Scríobh arís	Scríobh anocht	(✓) nó (X)
cos				<input type="checkbox"/>
lámh				<input type="checkbox"/>
béal				<input type="checkbox"/>
fiocail				<input type="checkbox"/>
súil				<input type="checkbox"/>
glúin				<input type="checkbox"/>
é				<input type="checkbox"/>
í				<input type="checkbox"/>

A Scríobh an focal ceart.



B Cuir na litreacha san ord ceart.

- (a) soc _____
 (b) albé _____
 (c) lgúni _____
 (d) úsil _____
 (e) fcilaaí _____
 (f) málh _____

C Cuardach focal trasna (→) nó síos (↓)

- lámh ↓
- é →
- glúin ↓
- fiacail →
- cos ↓
- béal →
- í →
- sáil →

a	e	f	s	a	g	l	l
b	g	p	s	f	j	m	á
d	l	f	i	m	c	a	m
g	ú	l	i	e	g	n	h
f	i	a	c	a	i	l	t
t	n	u	o	e	a	l	c
j	t	h	s	ú	i	l	u
k	é	j	o	b	é	a	l

D Faigh na focail. Scríobh.



1 _____ 2 _____ 3 _____ 4 _____

E Cuir le chéile agus scríobh.

co	mh	_____COS_____
lá	ail	_____
bé	il	_____
fiac	s	_____
sú	in	_____
glú	al	_____

F Bris an cód.

5 = i 3 = f 1 = l 4 = c 2 = a 11 = é
 7 = g 6 = ú 8 = n 9 = s 10 = b

- (a) 3 5 2 4 2 5 1 (b) 9 6 5 1
 (c) 7 1 6 5 8 (d) 10 11 2 1

2 Sa Bhaile

Sa Bhaile



teach



leaba



clog



doras



cófra



tine



mé



tú



Féach agus abair	Scríobh anois	Scríobh arís	Scríobh anocht	(✓) nó (X)
mé				<input type="checkbox"/>
tú				<input type="checkbox"/>
clog				<input type="checkbox"/>
tine				<input type="checkbox"/>
leaba				<input type="checkbox"/>
cófra				<input type="checkbox"/>
doras				<input type="checkbox"/>
teach				<input type="checkbox"/>

A Críochnaigh.

- (a) cl_g (b) c_fra (c) te_ch (d) l_aba
 (e) c_g (f) c_fr_ (g) t_ch (h) l_ba

B Cuir an litir cheart i ngach bosca.

clog teach cófra doras



C Cuir na litreacha san ord ceart.

cheta rfcóa neti ém üt

D Scríobh na focail le...




2 litir

4 litir

5 litir

_____	_____	_____
_____	_____	_____
_____	_____	_____

E Cé mise?

- (a) Tá ceithre chos agam. Is mise _____ 
 (b) Tá dhá lámh agam. Is mise _____ 
 (c) Osclaíonn tú mé. Is mise _____ 

F Déan focail.

1 teach _____ 2 _____
 3 _____ 4 _____
 5 _____ 6 _____



G Scriobh an focal ceart.

leaba mé doras tine



'Oscail an _____
 le do thoil.'



'Tá mé fuar.'
 'Las an _____.'



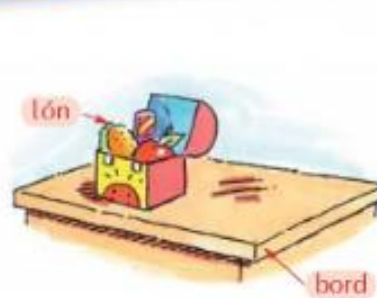
'Cén t-am é?'
 'Tá sé a deich a chlog.'



'Tá _____ ag dul go dtí
 mo _____.'

3 Ar Scoil

An Scoil



Féach agus abair	Scriobh anois	Scriobh arís	Scriobh anocht	(✓) nó (x)
sé				
sí				
sos				
lón				
rang				
bord				
dána				
maith				

A Faigh na focail. Scríobh.



1 _____ 2 _____ 3 _____ 4 _____

B Cuir na litreacha san ord ceart.

ól*n* gn*a*r ad*n*á ih*m*ta

C Críochnaigh.

(a) m__th (b) d__na (c) r__ng (d) l__n

D Scríobh na focail le...

2 litir	3 litir	4 litir
_____	_____	_____
_____	_____	_____

E Scríobh an focal ceart.

- | | | | |
|----------|------|-------|-------|
| (a) sos | sas | sus | _____ |
| (b) moth | math | maith | _____ |
| (c) bard | bord | bored | _____ |
| (d) rong | rang | ring | _____ |

F Cuardach focal trasna (→) nó anuas (↓)

- sé →
- sí →
- sos ↓
- lón →
- rang ↓
- bord ↓
- dána ↓
- maith ↓

r	s	í	s	a	g	l	l
a	g	p	o	f	j	m	á
n	f	f	s	m	c	a	b
g	g	l	i	d	g	i	o
f	i	a	d	a	i	t	r
t	s	u	á	e	a	h	d
j	t	h	n	ú	i	l	u
s	é	j	a	l	ó	n	l

G Bris an cód.

5 = a 8 = b 1 = h 2 = i 12 = g 7 = n 13 = í
 3 = m 11 = s 4 = t 6 = r 9 = o 10 = d 14 = á

- (a) 11 13 (b) 3 5 2 4 1 (c) 6 5 7 12
- (d) 8 9 6 10 (e) 10 14 7 5 (f) 11 9 11

H Déan focail.

1 bord 2 _____

3 _____ 4 _____

5 _____ 6 _____