

Grade 6 & 7: Week 7



English, Mathematics and Science



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Singular and Plural Nouns

Learning Objectives: Learners should be able to identify and use the plural nouns that require "s", "es", "ies" as well as the irregular plural nouns that change and do not change.

What are they?

- A noun is a word used to name a: **person, thing, place, idea.**

Nouns can be **singular** (one) or **plural** (more than one).

A plural noun indicates that there is more than **one person, animal, place, thing** or **idea.**

a. In general, we form plural nouns by adding the letter 's' to the singular noun.

e.g. car	cars	teacher	teachers
apple	apples	road	roads

b. For **singular nouns** ending in 's', 'ss', 'sh', 'ch', 'x' or 'z' - add 'es' to the end of the noun to make it **plural.**

e.g. fox	foxes	box	boxes
match	matches	glass	glasses

c. When a noun ends in a vowel followed by 'y' - only add a 's'.

e.g. tray	trays	guy	guys
key	keys	monkey	monkeys
boy	boys	turkey	turkeys

d. For nouns **ending in a consonant** followed by 'y' - remove 'y' and add 'ies'.

e.g. city	cities	party	parties
baby	babies	pony	ponies
country	countries	worry	worries

e. Some nouns have **irregular plurals** with no 's' at the end.

e.g. man	men	person	people
child	children	mouse	mice
foot	feet	goose	geese

f. Some other irregular plural nouns do not change.

e.g. sheep	sheep	deer	deer
fish	fish	a series	series

- It is important to know that not all nouns have a plural form.
- Nouns that do not have a plural form or singular form are called uncountable nouns, but we shall discuss them in the next lesson.

Activities

1. From plural to singular

Tia is going on a school camp. On the left is a list of items other children have bought. Tia is going shopping for his items from the list of the other children.

Write his shopping list using the singular form.

Bring the following:		Shopping list:	
a.	matches	a.	
b.	candles	b.	
c.	newspapers	c.	
d.	paper plates	d.	
e.	plastic knives and forks	e.	
f.	glasses	f.	
g.	potatoes	g.	
h.	loaves of bread	h.	
i.	torches	i.	
j.	compasses	j.	

2. Complete the paragraph and change the nouns in brackets to the plural form.

I enjoy visiting my grandparents' farm. I need to catch a few **buses** (bus) to reach the farm. The journey there is fun, as I have the opportunity of meeting new **people** (person) and even some new **friends** (friend). My grandfather often loses the _____ (key) of his truck and my grandmother loses her _____ (glass). They always ask me to help them find these _____ (item). Near the farm, I can see different _____ (animal) and _____ (insect). I can see _____ (monkey), _____ (cow), _____ (butterfly), _____ (donkey), _____ (bird), _____ (fox) and _____ (wolf), too! My grandfather picks fresh _____ (tomato), _____ (grape), _____ (egg) and _____ (potato) every week. Once, _____ (thief) tried to steal from the farm, but the _____ (police) appeared quickly and caught them in action. They caught three _____ (man) and two _____ (woman). On Sunday mornings I like to pick some _____ (apple) and _____ (cherry) from the _____ (tree). My grandmother prepares _____ (toast), _____ (tea), _____ (meat) and _____ (milk) for breakfast. There are many _____ (church) open, so I visit them with some _____ (child) who live nearby. My _____ (day) on the farm are interesting and when I leave to return home, my grandmother gives me many _____ (kiss) on both _____ (cheek).

3. Find all the nouns in the sentences and change them to the plural form. Write the plural nouns on the lines.

3.1. The lady wiped the baby's nose with a handkerchief.

3.2. The man cut the loaf with a sharp knife.

3.3. There was mud on the hoofs of the pony.

4. Are the underlined nouns below spelt correctly? Shade the correct answer.

4.1. Four trucks transported the valuable medicine.

A. truck

B. truckes

C. correct as is

4.2. We take each accident seriously.

A. accidents

B. accidentes

C. correct as is

4.3. Ask the patient if she needs her glass to see.

A. glasses

B. glassess

C. correct as is

4.4. All of the worker were exhausted.

A. workers

B. worckers

C. correct as is

4.5. A helicopter arrived within minutes.

A. minute

B. minuties

C. correct as is

4.6. The paramedic assessed the victim's multiple injury.

A. injuryies

B. injuries

C. correct as is

4.7. The bully was punished.

A. buly

B. bulli

C. correct as is

4.8. The whole country is under lockdown.

A. countre

B. country

C. correct as is

4.9. All the skools in Namibia remain closed.

A. schools

B. schoels

C. correct as is

4.10. Some schools are doing e-learners.

A. e-mail learning

B. e-learning

C. correct as is



5. Read the story below and answer the questions on the lines provided.



The Crows and the Snake

Long ago, in India, a pair of crows nested in a hollow tree. At the bottom of the tree there lived a fierce snake that used to eat the young birds as soon as they hatched. One day, the mother crow said, "Oh dear, how can we stop this horrid snake from eating our children?" "We must get rid of him my dear," replied the father crow. "That is impossible," said Mrs Crow. "You know very well that he is much younger, stronger and faster than we are." "Don't worry my dear," answered her husband. "Just leave everything to me." The following day the king's son came down to a nearby river to swim. No sooner had he entered the water, than the father crow seized the beautiful gold anklet that the prince had taken off. The father crow dropped the anklet inside the hollow tree where the crows had their nest. When the prince was dressing, he noticed that his precious anklet was missing and ordered his servants to search everywhere for it. After some time, the missing anklet was found inside the hollow tree. The servants found the cruel snake too and killed it. The crows were able to raise their next family in peace. This fable teaches us that skill will often make up for a lack of strength.

5.1. Complete the sentence using a suitable word.

The story is set in the country of _____

5.2. Write the correct singular nouns of these words from the passage.

crows _____ birds _____ servants _____

5.3. Make a plural sentence with word family.

5.4. Are these statements True or False? Write only true or false.

5.4.1. Mother crow thought that their enemy was too strong for them. _____

5.4.2. The crow took a ring from the prince _____

5.5. Why did the king's son come to the river?

5.6. Who was ordered to look for the missing jewellery?

5.7. Find a **synonym (means the same)** from the story, for "grabbed".

5.8. When we say, "**a pair of crows**", how many crows are there?

5.9. What was found in the hollow of the tree in addition to what they were looking for?



5.10. At the end of the story, why were the crows able to raise their family in peace?

English is a strange and difficult language. Highlight the correctly spelled plural words.

The plural poem

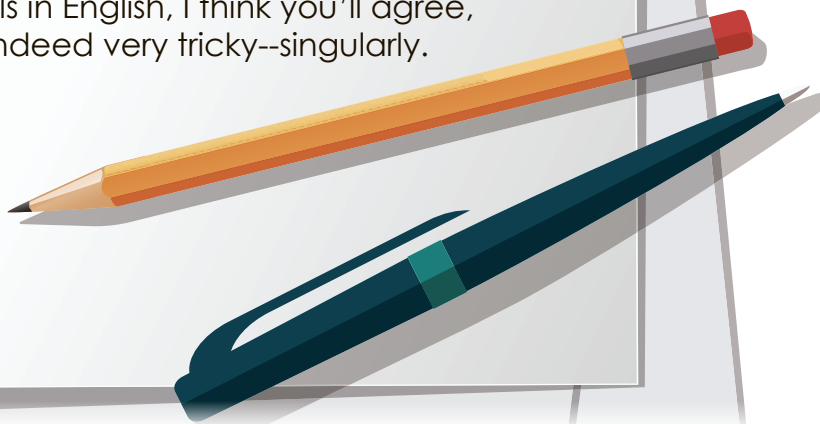
We'll begin with a box, and the plural is boxes;
Then the plural of ox should be oxes, not oxen.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.

You may find a lone mouse or a nest full of mice,
But the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

If I spoke of my foot and showed you my feet,
When I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

If the singular is this, and the plural is these,
Why shouldn't the plural of kiss be kесе?
Then one may be that, and three would be those,
Yet the plural of hat would never be hose.

We speak of a brother and also of brethren,
But though we say mother, we never say methren.
So plurals in English, I think you'll agree,
Are indeed very tricky--singularly.



Mathematics

Grade 6

WEEK 7 - LESSON 7

Prime and Composite Numbers

Learning Objectives: Know prime and composite numbers and their properties.

Competencies:

- Determine whether a number is prime or composite by finding the number of factors, e.g. 17 is prime, because it has only 2 factors, i.e. 1 and 17, but 15 is composite because it has more than 2 factors, i.e. 1, 3, 5 and 15.

Previously you learnt that we could determine the factors of a number. E.g. Here are the factor pairs of 24 drawn in a rainbow.



If we were to write this as a list it would be:

24: 1; 2; 3; 4; 6; 8; 12; 24.

So 24 has 8 factors.

Let us try a few more:

List the factors of:

18: 1; 2; 3; 6; 9; 18.

16: 1; 2; 4; 8; 16.

7: 1; 7.

6: 1; 2; 3; 6.

5: 1; 5.

1: 1.

18 has 6 factors

16 has 5 factors

7 has 2 factors

6 has 4 factors

5 has 2 factors

1 has 1 factor

What do you notice about the number of factors?



From the above we can establish 3 important facts:

1

Composite Numbers

Prime Numbers

The number 1 is a special number in a group of its own as it has only 1 factor.

Composite Numbers have more than 2 factors.

Composite numbers are the opposite of prime numbers. Composite numbers are whole numbers that are divisible by 1, the number itself and more factors.

For example: 21 is a composite number because 1; 3; 7 and itself (21) can divide into 21.

Prime Numbers have only 2 factors; 1 and itself.

Prime numbers are the opposite of composite numbers. They are special numbers that can only be divided by 1 or itself without a remainder.

For example: 5 is a prime number. 2; 3 and 4 cannot divide into 5. Only 1 and itself (5) can divide into 5.

Activity

1. Follow the instructions below to find all the prime and composite numbers between 1 and 100.

The first 50 numbers have been done for you.

- Cross out 1 which is not a prime number.
- Colour in all multiples of 2 except 2.
- Colour out all multiples of 3 except 3.
- Colour out all multiples of 5 except 5.
- Colour out all multiples of 7 except 7.
- Put a circle around the numbers that are left. These are the prime numbers.

A	B	C	D	E	F	G	H	I	J
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. a. List all the prime numbers between 1 and 100.

b. Write down all the composite numbers between 1 and 100.

c. Determine the only even prime number.

d. Which column has the most prime numbers?

e. Which column has the most composite numbers?

f. Which column has the least prime numbers?

g. Which column has the least composite numbers?

3. a. Identify the only prime number between 81 and 90. _____
 b. Write down the smallest composite number between 31 and 40.

 c. Find the biggest prime number between 1 and 100. _____
 d. Write down the only three composite numbers that end with 3.

4. Find the nearest prime number before and after the number written in the circle.

Fill the numbers into the blocks provided.

a. ← **8** →

b. ← **35** →

c. ← **18** →

d. ← **95** →

5. Is the number 15 a prime number or a composite number? Give a reason for your answer.

Mathematics

Grade 7

WEEK 7 - LESSON 7

Prime and Composite Numbers and Prime Factorising

Learning Objectives: Know prime numbers and their properties.

Competencies:

- Recognise and list prime numbers smaller than 100.
- Find prime factors of a given number smaller than 100.
- Write a number as a product of its prime factors.

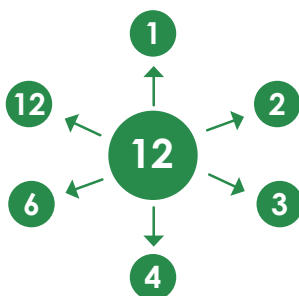
Do you remember?

- A **factor** is one number that can divide into another without a remainder.
- A **composite number** is a whole number that has more than two factors.
- A **prime number** is a whole number that has only 2 factors, i.e. 1 and itself.

Factors can be represented in several ways:

For example:

$$\begin{aligned} 12 \div 1 &= 12 \\ 12 \div 2 &= 6 \\ 12 \div 3 &= 4 \\ 12 \div 4 &= 3 \end{aligned}$$



We use this method in Grade 7.

Factors of 12 are:
1, 2, 3, 4, 6 and 12



List the factors of the following numbers:

16: 1; 2; 4; 8; 16.

17: 1; 17.

18: 1; 2; 3; 6; 9; 18.

19: 1; 19.

20: 1; 2; 4; 5; 10; 20.

Composite Numbers

Prime Numbers



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On the right is a 1 - 100 table. Shade in all the prime numbers. Did you find 25?

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

1 is not a prime number or a composite number because it has only one factor.

What are **prime factors**?

These are factors of a number that are also prime numbers.

E.g. 24: 1 ; ②; ③; 4; 6; 8; 12; 24.

2 and 3 are the two factors of 24 that are also prime numbers.

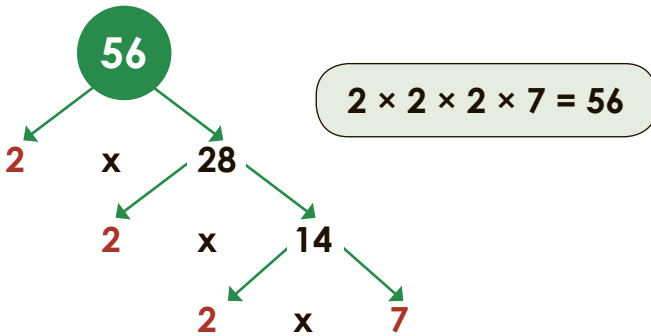
Prime Factorising

How do I write numbers as a product of its prime factors?

We use two methods to express prime factors:

E.g. Write 56 as a product of its prime factors.

Factor Tree



Factor Tree:

You can use any combination of factor pairs when factorising. You will always end up with the same prime factors.

'Ladder' Method

2	56
2	28
2	14
7	7
	1

Ladder Method:

This is repeated division, but upside down! Always start with the smallest prime number and divide until you cannot anymore. Then try the next largest prime number and so on, until you reach the number 1. $(56 \div 2 = 28, 28 \div 2 = 14, 14 \div 2 = 7, 7 \div 7 = 1)$

Activity

1. List all the factors of the number:

a. 10: _____

b. 13: _____

c. 21: _____

d. 25: _____

e. 90: _____

f. 100: _____

2. From the list below, identify the prime numbers.

a. 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 17; 18; 19; 20; 21; 22; 23; 24; 25.

b. 35; 36; 37; 38; 39; 40; 41; 42; 43; 44; 45; 46; 47; 48; 49; 50; 51; 52

c. 55; 56; 57; 58; 59; 60; 61; 62; 63; 64; 65; 66; 67; 68; 69; 70

3. List all prime numbers between:

a. 71 and 90

b. 91 and 100

4. a. Is 21 a prime number? _____

b. Give a reason for your answer. _____

5. Use any method to write the following as products of their prime factors:

a. 18

b. 27

c. 30

d. 84

Challenge

6. Can you have 3 consecutive numbers that are prime numbers?

Why? _____

7. Can the product of 2 prime numbers be prime?

Why? _____

Human Body

Breathing system

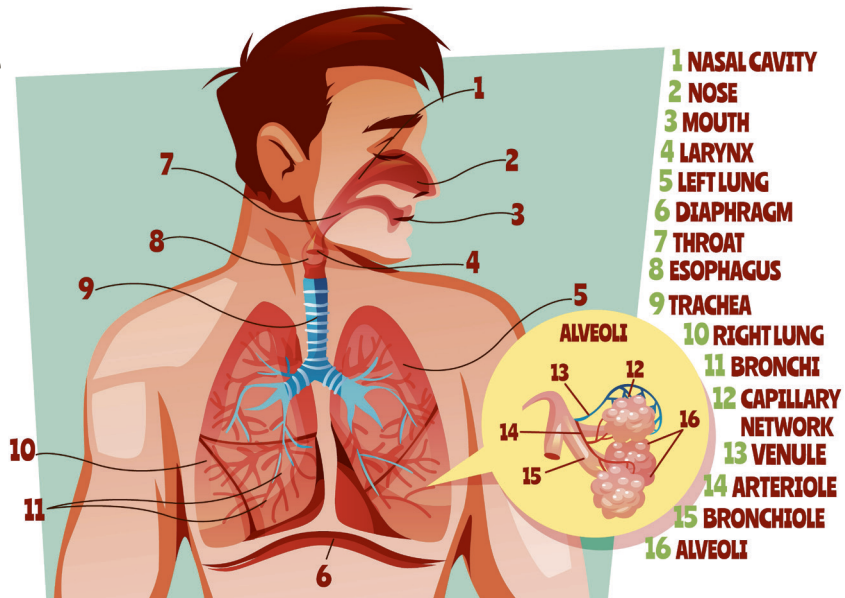
Learning competencies

- Identify and label the structures of the breathing system.
- Describe the functions of the following parts: nasal cavity, voice box, wind pipe, ribs and diaphragm.
- Describe the path of air through the parts of the breathing system (demonstrate how the lungs get inflated with air using the lungs of a goat or a sheep).
- Explain inhaling and exhaling with reference to the ribs and diaphragm.

Vocabulary

- **Inhaling:** the process of breathing the air into your body.
- **Exhaling:** the process of breathing out the air from your body.
- **System:** a group of organs working together to perform important jobs for the body.

Identify and label the structure of the breathing system:



Describe the function of the following parts: nasal cavity, voice box, wind pipe, ribs and diaphragm.

Nasal cavity: Traps dust and smoke particles from the air during inhalation.

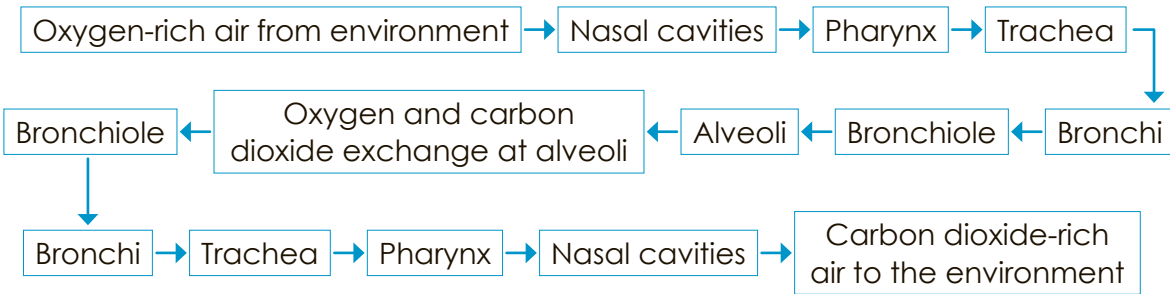
Voice box: Structures for the production of sound.

Wind pipe: Carries air from nasal cavity or mouth to the lungs during inhalation and carries air from the lungs to the mouth or nasal cavity during exhalation.

Ribs: Change the shape of chest cavity and protect the lungs.

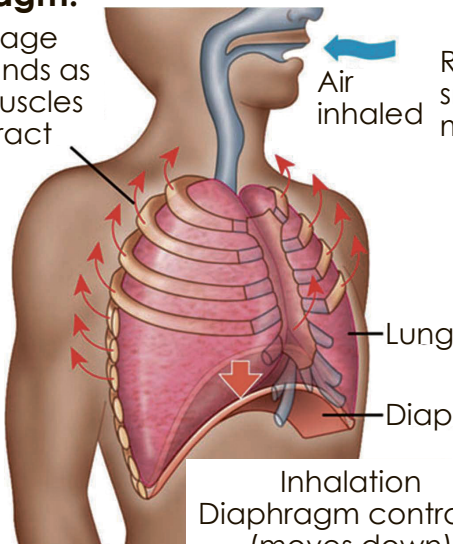
Diaphragm: Controls the movement of air inside and outside the body.

Describe the path of air through the parts of the breathing system (demonstrate how the lungs get inflated with air using the lungs of a goat or a sheep):



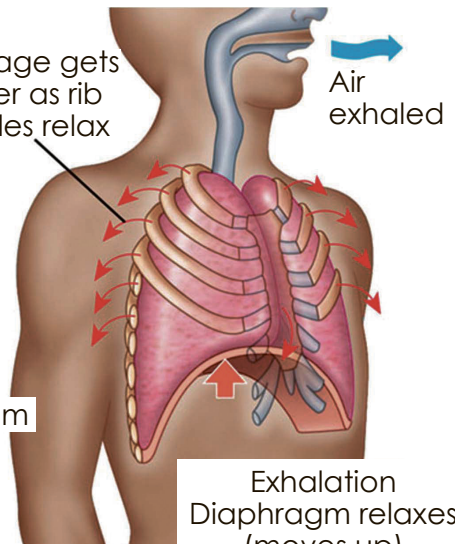
Explain inhaling and exhaling with reference to the ribs and diaphragm:

Rib cage expands as rib muscles contract



Inhalation
Diaphragm contracts (moves down)

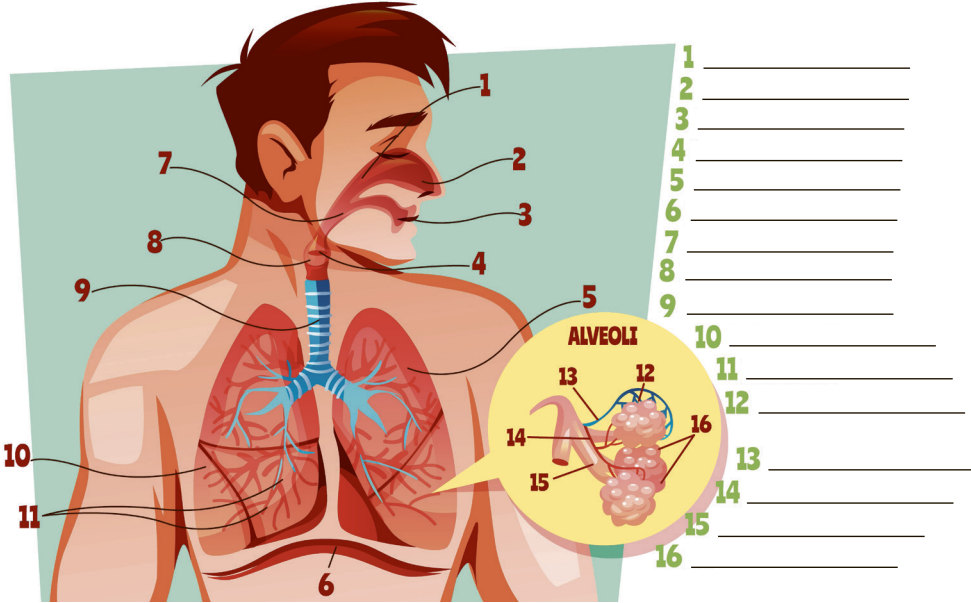
Rib cage gets smaller as rib muscles relax



Exhalation
Diaphragm relaxes (moves up)

Assessment

1. Identify and label parts of the breathing system:



2. Copy all the parts/organs from question 1, and complete the table below by describing the functions of the following organs:

Organs/parts	Functions

3. Explain the path of air through the parts of the breathing system.

4. Explain inhaling and exhaling with reference to the ribs and diaphragm.

Science

Grade 7

WEEK 7 - LESSON 7

Estimating & measuring

Competencies

Estimate and measure:

- Length, mass, time and temperature.
- Temperature of melting ice.


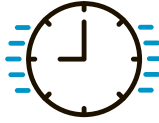

Vocabulary

- **Estimate** – making a smart guess / judgement / prediction (answer near actual answer).
- **Measure** – to find the size, amount or degree of something using an instrument (get actual answer).
- **Evaluation** – assessing something (numerically or descriptively)
Compare your estimate to actual answer.

Length, Mass, time and Temperature

Length	Estimate	Measure and Instrument	Evaluate
Distance between two points e.g. A _____ B The distance between A and B is indicated by the line in the middle	Length \approx 5 cm P _____ Q Record your estimate line between P and Q	Measure the length of the line PQ and record. Length \approx 4.5 cm Instrument: Ruler, metre stick, measuring tape, measuring wheel, odometer meter	Difference: Estimate - Measure or Measure - Estimate $6.5\text{cm} - 5\text{cm} = 1.5\text{cm}$ Scale: you must rate your work. E.g. if your estimate is 20 cm while measuring is 4.5 cm, that is a very poor estimate because the difference is bigger. <div style="display: flex; justify-content: space-around; align-items: center;"> 1 2 3 4 5 </div> <p style="text-align: center;">poor excellent</p> Comment: How is your estimate compared to your measure? <ul style="list-style-type: none"> • The estimate is good because its nearly the actual answer. • The estimate is close to the measure, therefore it is a very good estimate.



<p>Mass The amount of matter that makes up an object e.g. How heavy is your school bag?</p>	<p>Take one loaf of bread and estimate the mass by feeling how heavy it is \approx _____ g</p>	<p>Take one loaf of bread and place it on a scale to measure its Mass _____ g</p> 	<p>Difference: Estimate - Measure or Measure - Estimate</p> <p>_____</p> <p>Scale: 1 2 3 4 5 poor excellent</p> <p>How is your estimate compared to your measure?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Time The past, present and future. E.g. How long will it take you to complete a 100 m race?</p>	<p>How long will it take you to measure the sides of the book? \approx _____ min</p>	<p>Start measuring the sides of your science book. Write the starting time: _____ min. Record the time you took _____ min</p> 	<p>Difference: Estimate - Measure or Measure - Estimate</p> <p>_____</p> <p>Scale: 1 2 3 4 5 poor excellent</p> <p>How is your estimate compared to your measure?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Temperature The measure of how cold or hot something is. E.g. body temperature/ temperature of boiling water.</p>	<p>What could probably be my body temperature? \approx _____ $^{\circ}\text{C}$</p>	<p>Use a thermometer to measure your body temperature and record it as _____ $^{\circ}\text{C}$</p> 	<p>Difference: Estimate - Measure or Measure - Estimate</p> <p>_____</p> <p>Scale: 1 2 3 4 5 poor excellent</p> <p>How is your estimate compared to your measure?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Activity

Length (pen)	Mass (School bag)	Time (Water to boil)	Temperature (Melting Ice)
Estimation: _____	Estimation: _____	Estimation: _____	Estimation: _____
Measurement with unit(s): _____	Measurement with unit(s): _____	Measurement with unit(s): _____	Measurement with unit(s): _____
Instrument: _____	Instrument: _____	Instrument: _____	Instrument: _____
Difference: _____	Difference: _____	Difference: _____	Difference: _____
Evaluation: _____	Evaluation: _____	Evaluation: _____	Evaluation: _____
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Comment: _____ _____	Comment: _____ _____	Comment: _____ _____	Comment: _____ _____



MEMORANDUM

English

Activities

1. a. match
d. paper plate
g. potato
j. compasses
- b. candle
e. plastic knife and fork
h. loaf of bread
- c. a newspaper
f. glass
i. torch

2.

1. buses (bus)	2. people (person)	3. friends (friend)
4. keys (key)	5. glasses (glass)	6. items (item)
7. animals (animal)	8. insects (insect)	9. monkeys (monkey)
10. cows (cow)	11. butterflies (butterfly)	12. donkeys (donkey)
13. birds (bird)	14. foxes (fox)	15. wolves (wolf)
16. tomatoes (tomato)	17. grapes (grape)	18. eggs (egg)
19. potatoes (potato)	19. thieves (thief)	20. police (police)
21. men (man)	22. women (woman)	23. apples (apple)
24. cherries (cherry)	25. trees (tree), ,	26. toast (toast)
27. tea (tea)	28. meat (meat)	29. milk (milk)
30. churches (church)	31. children (child)	32. days (day)
33. kisses (kiss)	34. cheeks (cheek)	

3.1. The ladies wiped the babies' noses with handkerchiefs.

3.2. The men cut the loaves with sharp knives.

3.3. There was mud on the hoofs/hooves of the ponies.

- 4.1. c - correct 4.2 c - correct 4.3 a - glasses 4.4 a - workers
4.5. c - correct 4.6 b - injuries 4.7 c - correct 4.8 b - country
4.9. a - schools 4.10 b - e-learning

5.1. The setting was in India.

5.2. Crow, bird and servant.

5.3. Any sentence containing the noun "family".

5.4.1. True

5.4.2. False

5.5. The king's son came to the river to swim.

5.6. The servants were ordered to look for jewellery.

5.7. seized

5.8. There are two crows.

5.9. The servants found a snake.

5.10 The snake was dead and would no longer eat their chicks.

The plural poem: boxes, oxen, geese, mice, houses, men, feet, teeth, these, those and brethren

Mathematics

Activity Grade 6

1.

A	B	C	D	E	F	G	H	I	J
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

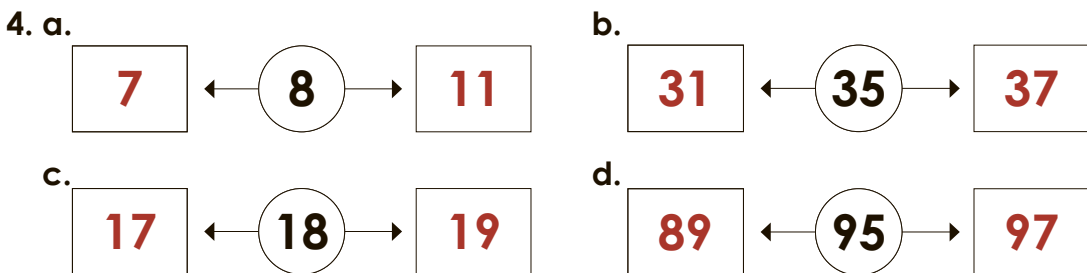
2. a. 25
d. D; F; H; J

b. 75
e. B; E

c. 2
f. C

c. C

3. a. 89 b. 32 c. 97 d. 33; 63; 93



5. No, because it has more the 2 factors; namely 1; 3; 5 and 15

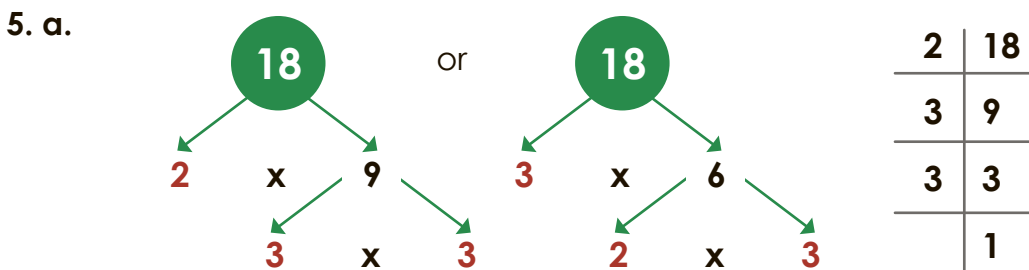
Activity
Grade 7

1. a. 10: 1; 2; 5; 10. b. 13: 1; 13. c. 21: 1; 3; 7; 21.
d. 25: 1; 5; 25. e. 90: 1; 2; 3; 5; 6; 9; 10; 15; 18; 30; 45; 90.
f. 100: 1; 2; 4; 5; 10; 20; 25; 50; 100.

2. a. 2; 3; 5; 7; 11; 13; 17; 19; 23; 29.
b. 37; 41; 43; 47.
c. 59; 61; 67.

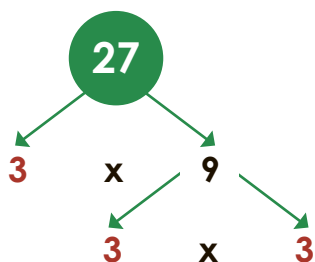
3. a. 73; 79; 83; 89. b. 97.

4. a. No.
b. It has more than 2 factors, namely 1; 3; 5; 15.



$18 = 2 \times 3 \times 3$

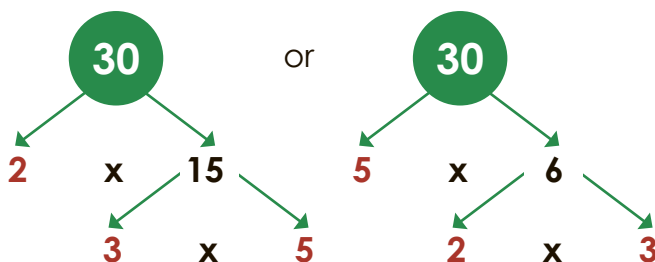
b.



3	27
3	9
3	3
	1

$$27 = 3 \times 3 \times 3$$

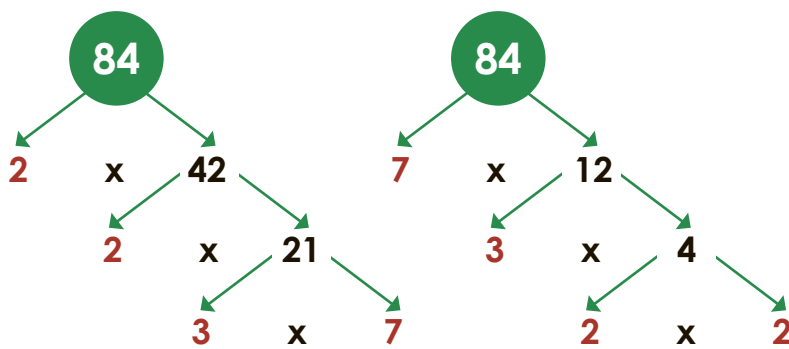
c.



2	30
3	15
5	5
	1

$$30 = 2 \times 3 \times 5$$

d.



2	84
2	42
3	21
7	7
	1

$$84 = 2 \times 2 \times 3 \times 7$$

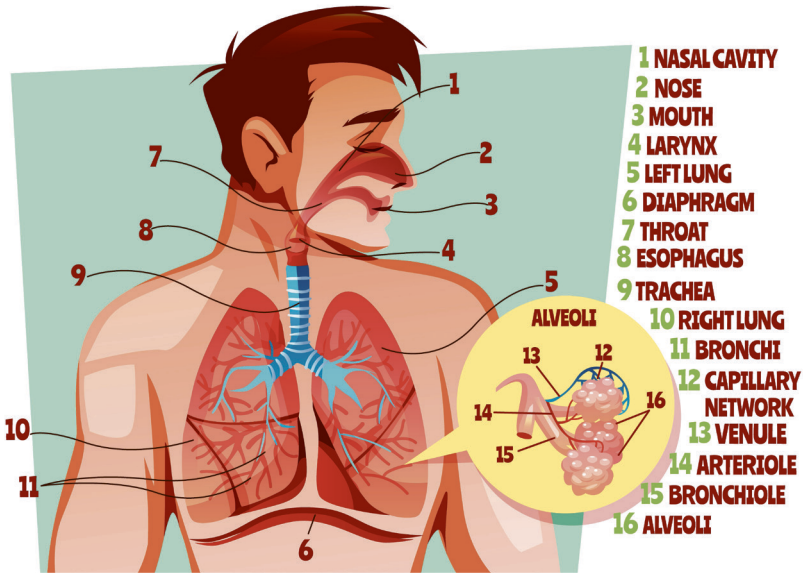
Challenge

6. No, because every second number is a factor or 2.
 7. No, because those 2 prime numbers are factor of the product making the total number 4 factors.

Science

Activity Grade 6

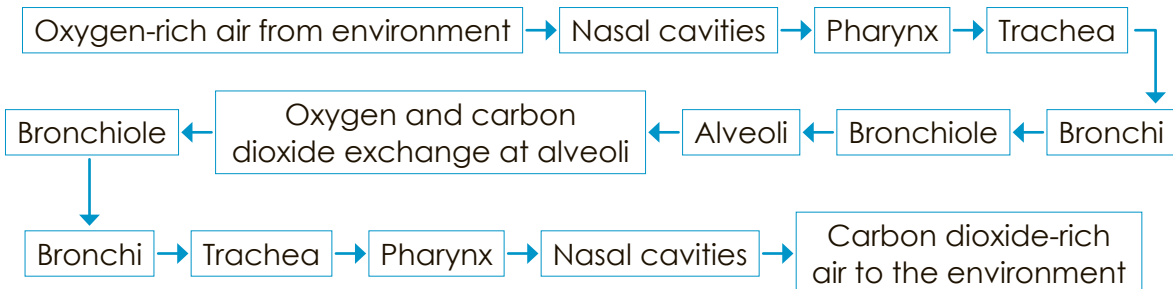
1.

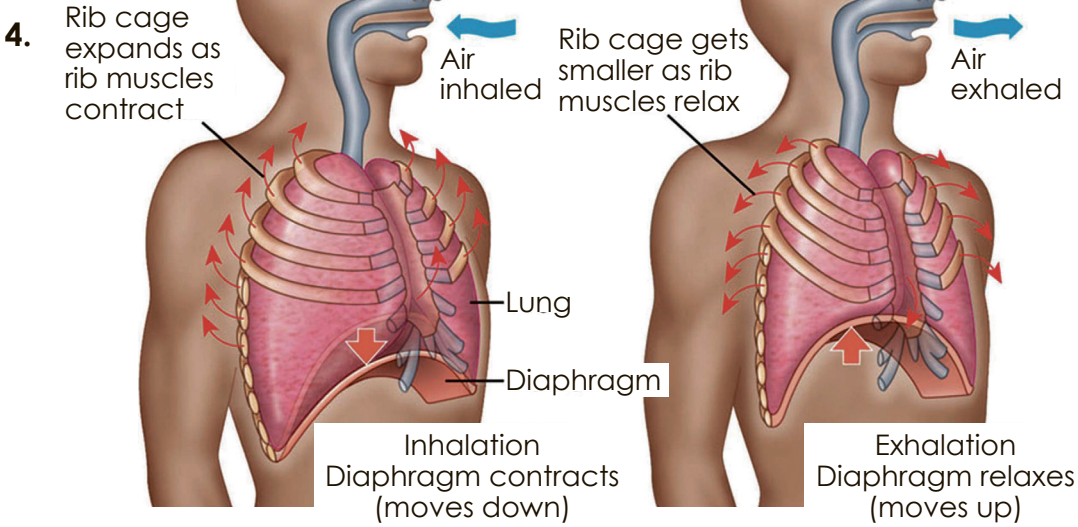


2.

Organs/ parts	Functions
Nasal cavity	Traps dust and smoke particles from the air and prevent them from getting to the lungs
Ribs	Change the shape of chest cavity Protect the lungs
Wind pipe/trachea	Carries air from nasal cavity or mouth to the lungs during inhalation Carries air from the lungs to the mouth or nasal cavity during exhalation
Diaphragm	controls the movement of air inside and outside the body
Voice box	structures for the production of sound

3.






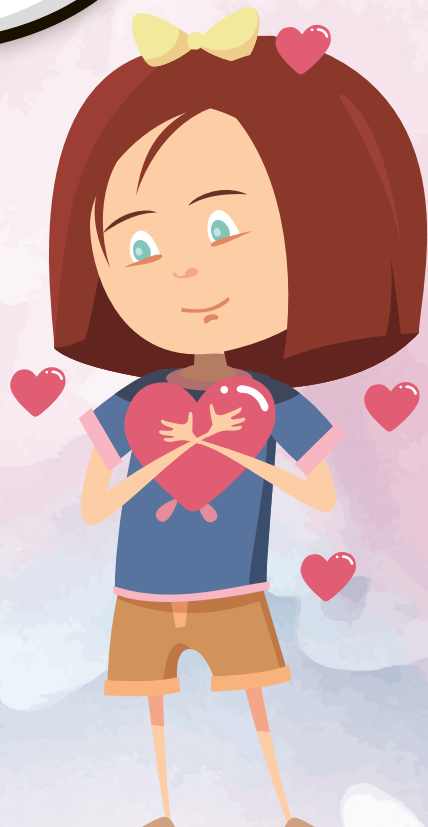
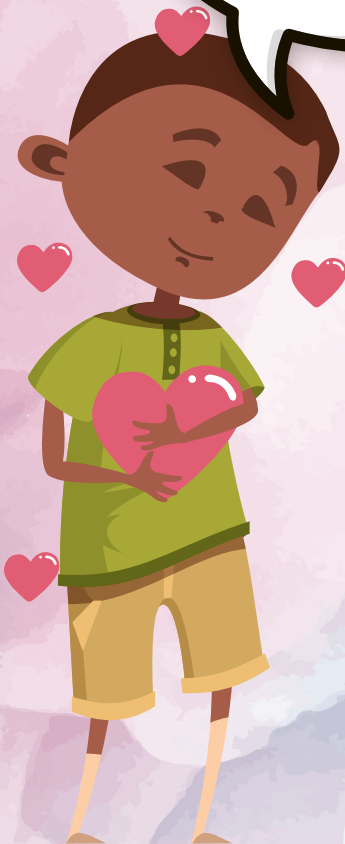
Activity
Grade 7

Length (pen)	Mass (School bag)	Time (Water to boil)	Temperature (Melting Ice)
Estimation: any in cm	Estimation: any in kg	Estimation: any in min	Estimation: any in °C
Measurement with unit(s): reading in cm	Measurement with unit(s): reading in kg	Measurement with unit(s): reading in min	Measurement with unit(s): reading in °C
Instrument: Ruler	Instrument: Blance/scale	Instrument: stopwatch/watch	Instrument: Thermometer
Difference: Esti-meas or meas-esti	Difference: Esti-meas or meas-esti	Difference: Esti-meas or meas-esti	Difference: Esti-meas or meas-esti
Evaluation: rate your work (1 is poor to 5 is excellent)	Evaluation: rate your work (1 is poor to 5 is excellent)	Evaluation: rate your work (1 is poor to 5 is excellent)	Evaluation: rate your work (1 is poor to 5 is excellent)
Comment:	Comment:	Comment:	Comment:
if difference is higher, the estimate is poor. if the difference is lower then the estimation is good			

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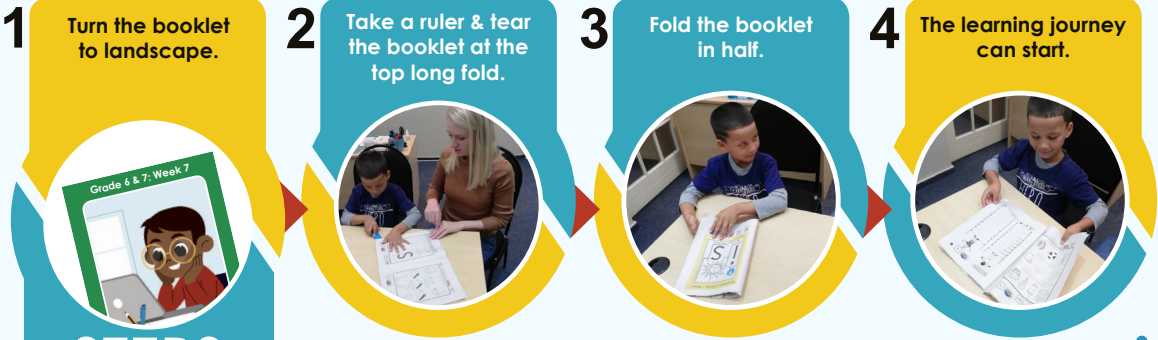
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