

Xrat 3: Wekheb 7 & 8

Khoekhoegowab



!Hao!nâsib & ‡Ūsigu tsî omdi



Ministry of Education,
Arts and Culture

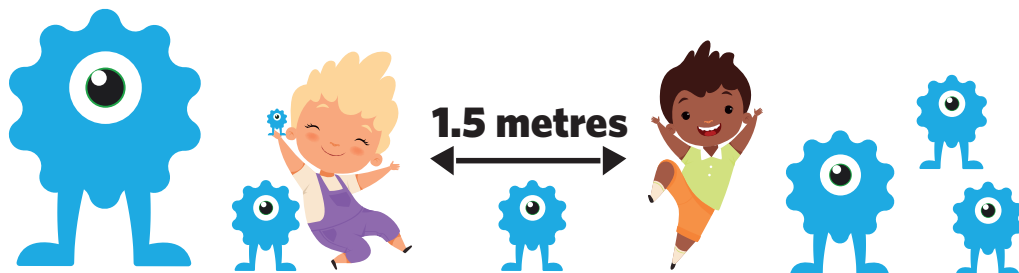


NAMIBIAN
COMMUNITY TRUST

unicef 
for every child



ONLINE SCHOOL



1

2

3

4

5

These numbers indicate which day you can complete each worksheet! But if you want to, you can work ahead and do the rest as well.

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Tari-e nî ǀgaeǀgui-ao kai?

|Gui tsēs ain ge xamarin tsî aniron tsîna ge !garob !nâ !hao. ||în ge ||în ǀgaeǀgui-ao-e gere ||hûi ǀgao. ǀKhoab ge ge mî, ||îb kai!gâ tsîb nî ||îba ǀgaeǀgui-ao kai !khaisa. Anib ge ge mî ||îb kaise îsa tsîb nî ||îba ǀgaeǀgui-ao kai ||khā !khaisa. !Naib ge ge mî ||îb kaise gaxu tsîb nî ||îba ǀgaeǀgui-ao kaisa anu hâ !khaisa. Xammi ge ge mî ||îb kaise |gaisa tsî ǀgaeǀgui-aosisa anu hâ !khaisa. |Hae re tari-i a ǀgaeǀgui-ao kai ||khā !khaisa?

!Âsa khomai tsî dîde !eream re:

1. Xamarina mâpa ge |hao hâ i?

2. Mâ xamariba a kaise gaxu?

3. Mâ xamari-e kaise îsa?

4. Mâ xamari-e sats !oa a ǀgaeǀgui-ao kai ||khā tsî tare-i !aroma?



||Naetisa mîdi:

|gui
!khaisa
nî
tita
di
kaise
sats
||khā
||în
ge
sida



Mîdi||uib:

‡gae‡gui-ao-i
!garob
xamarin
||hûi
kai
îsa
gaxu
|gaisa



†Âibasenga †hanu |gaub !nâ xoa-ūnu



||Garus

|apa

a

ge



|Hôas

|gapasa

|apa ge

†nûi hâ



!Upus

sūs

hâ

ge !nâ



|aedi-ao

a

Pams

ge



ra

ge

Axab

tsâ



Choose the best answer for each of the sentences below.

1. The dog wagged _____ tail to show how happy he was.
its/it's/its'
2. The book is _____ but you're welcome to read it.
mine, yours, my
3. Please return _____ phone at once!
my/mine/its
4. _____ bike is so dirty I can't tell what colour it is!
your/mine/its/my
5. When the dog saw the skunk, it stopped in _____ tracks.
it's/him/its/its'
6. Your bike is a lot faster than _____.
my/it/mine/its
7. Your house is much bigger than _____ is.
theres/ours/them/they
8. I looked everywhere for my keys, but could only find _____.
your/yours/them
9. I saw her dog at _____ house.
yourself/yours/your/you're
10. I never found out _____ wallet that was.
who's/whose/who
11. _____ dog is always so friendly.
there/they're/their
12. _____ book is on my desk?
who's/whos/whose
13. My sister gets along well with _____.
you're/you/yours
14. _____ bullying of him was not acceptable.
there/them/their



Sound the 3-letter words.

a



cat



hat



mat



can



fan



van



cap



map



lap

e



bed



red



Ted



pen



hen

10

ten



pet



wet



net

i



hit



pit



sit



big



pig



wig



fin



pin



win

o



hop



mop



top



dog



jog



log



dot



hot



pot

u



cut



hut



nut



bug



mug



rug



fun



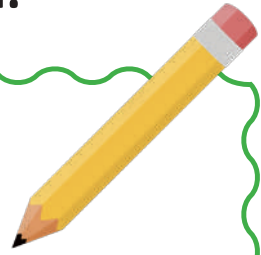
run



sun



|Nō||nâsen sa
!hao!nâsi saran !nâ.



Wekheb 7

Xrat 3

Sa !haos ǂūsigu xa |gam ǂâibasenkha xoa re.

1. _____

2. _____



|Ūgu

3

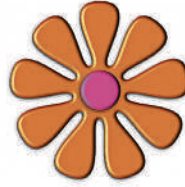
m	r	!	a	m	f	u	g	‡	h	o	a
z	i	x	f	m	o	!	h	u	n	i	w
k	o	r	a	n	g	e	a	t	o	d	z
p	r	s	r	e	q	b	r	!	u	r	i
l	a	p	a	r	a	q	n	k	t	h	b
v	t	i	d	w	d	m	c	g	q	t	l
h	t	n	n	z	w	h	‡	g	a	m	a
g	d	k	q	z	u	q	k	b	s	n	c
!	h	u	n	i	l	a	p	a	m	l	k
c	i	q	e	n	y	e	l	l	o	w	v
j	p	l	a	p	a	d	i	k	d	y	z
x	b	l	u	e	w	y	q	q	‡	n	ū



!am
‡hoa
!apa



!huni
!huni!apa
!uri



‡nū
‡gama
!apara



Wekheb 7

Xrat 3



!Gôan |ondi

!Gôa |onde
(Mîsa !naka ôa.)

Wekheb 7

Xrat 3

d	i	s	i	k	o	e	s	e	l	a
l	g	a	m	d	s	i	u	o	f	h
w	d	i	s	i	o	r	o	l	a	p
d	i	s	i	!	o	n	a	l	a	k
a	d	x	b	d	s	i	h	û	l	a
d	i	s	i	l	u	i	l	a	j	m
d	i	s	i	!	a	n	i	l	a	r
g	d	d	s	i	g	a	m	l	a	b

11 12 13 14 15

16 17 18 19 20



!Gôa

$$\begin{array}{r} 14 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ + 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 43 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 34 \\ \hline \\ \hline \end{array}$$

Wekheb 7

Xrat 3

$17 - 10 = \square$

$50 - 40 = \square$

$17 - 10 = \square$

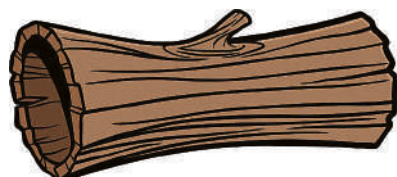
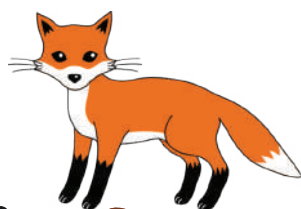
$24 - 12 = \square$

$17 - 10 = \square$

$88 - 28 = \square$

$43 - 22 = \square$

$67 - 27 = \square$





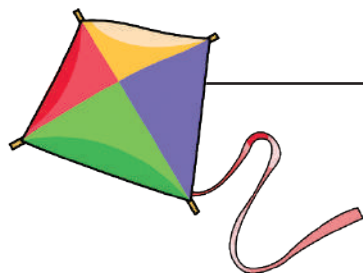
!Gomsina oresa hōbas

1. 53 ||gōadi ge ||gam-i am!gâ ꞑnōa. 20di ge ra ūribē. Mâtikōde ra !gau?

2. 37 Audodi ge ra !nari |nûgu. 17 audodi ge ra !khupusen. Mâtikō audode ra !gau?

3. !Ghs. Mason's !hanab ge 67 !am !khādi tsî 23 !huni !khādi tsîna ūhâ. Mâtikō !khāde hoan |haob ai hâ?

4. 48 |gōan ge !gubis !nâ hâ. 12 |gōan ge Fraitaxtsē ge ||goe-oa. Mâtikō |gōana Fraitaxtsē !gubis !nâ hâ?



Kurib ||khâgu

5

!Ereamde xoa re:

!Khanni	!Khan gôab	Khū khâb	!Hoa‡khaib	!Khaitsâb	Gama aeb
‡Khoesaob	Ao khumu khâb	Tara khumu khâb	‡Nū naiseb	Hō‡gaeb	Hôasoreb

1. ‡Guro ||khâb: _____
2. |Ūni ||khâb: _____
3. Gama|aeb khao!gâ hâ ||khâb: _____
4. Tara||khumu||khâb ais ai hâ ||khâb: _____
5. !Khaitsâb tsî ‡Khoesaob ||aegu hâ ||khâb: _____
6. |Gam||î ||khâb: _____
7. Disi||î ||khâb: _____
8. !Nona||î ||khâb: _____
9. |Khū||khâb tsî !Khaitsâb ||aegu hâ ||khâb: _____
10. Koro||î ||khâb: _____
11. ‡Nū||nâiseb ais ai hâ ||khâb: _____
12. Hôasoreb ais ai hâ ||khâb: _____

Wekheb 7

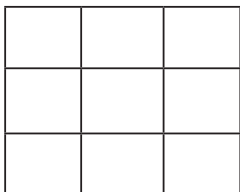
Xrat 3



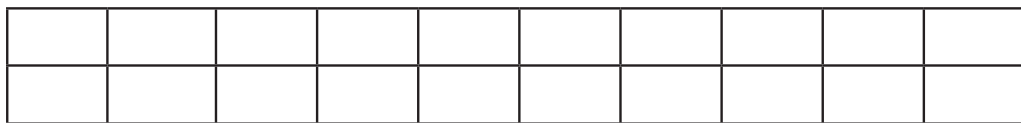
!Khaib

!Kharagagu !khaigu di haka|khābe īsiga |gowe|nō re

**!Khaib: Soab īsib !nā hāb ,
haka|khābedi !nā a |nōsase.**



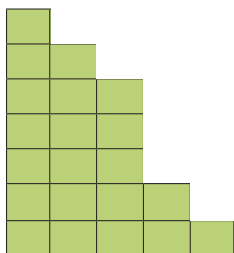
9 haka|khābedi



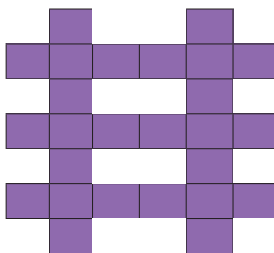
_____ haka|khābedi

Sao ra īsigu !khaiga haka|khābedi !nā hō re.

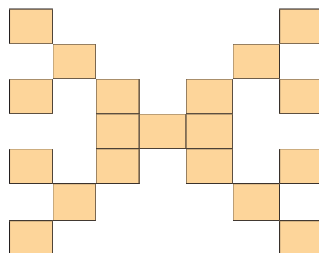
a) _____



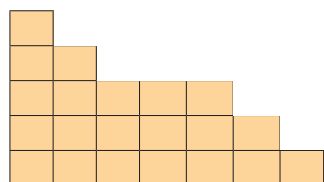
b) _____



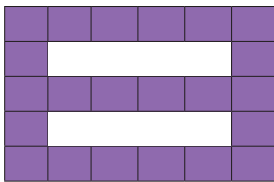
c) _____



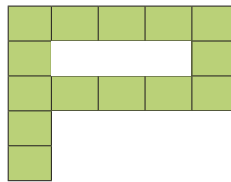
e) _____



f) _____



g) _____



Mā īsiba kai !khaiba ūhā? _____

Mā īsiba ꞑkhari !khaiba ūhā? _____



Omdi

Helena's oms

Tita tsî ti |aokhoen ge oms
!nâ ra hâ. Sida oms ge
!nani !nâ-omde ūhâ. Sida
ge sâi!nâ!nâ-oms !nâ sâi tsî
ra Ɂûdî. Sida ge Ɂnû!nâ!nâ-
oms !nâ ai-îsiɁhōaɁgaresa
ra kō. Tita ge ti ||om!nâ!nâ-
oms xa kaise a !gâibahe,
||nâpa ta ge ti Ɂkhanina
khomai tsî ti oms sîsenna
ra dî.

Buddi Ɂgoa-oms !nâ

!Habub ge !habu-oms !nâ ra
hâ. Aniros ge ani-oms !nâ ra
hâ. Buddi ge ra dîsen “Tita
mâpa ra hâ?” Buddi ge aore
|gōaroba, ||îb ge Ɂgoa-oms
!nâ ra hâ. ||îb ge tsēs hoasa
anirodi ra ā |gausa ra ||nâu.
Buddi ge ||îb |hōsab Rumaba
||îb omsa ||gau tsî ra mîba
||îb ge nē omsa Ɂgoaba xū
kuru !khaisa.



1. Helenas omsa mâtikō !nâ-omde ūhâ?

2. Mâ !nâ-oms xas Helenasa kaise !gâibahe?

3. Budda mâpa ra hâ?

4. Tare-eb Budda tsēs hoasa ra ||nâu?



Mîdi||uib tsî ||naetisa mîdi

Mîdi||uib

oms

!nā-omdi

||āsen!nâ!nā-oms

sâi!nâ!nā-oms

‡nû!nâ!nā-oms

‡û!nâ!nā-oms

||om!nâ!nā-oms

haire-oms

||Naetisa mîdi

||ān

dî

|gôab

Sada di

tsî

!gâi!gâisen

mâ



Sîsen mîde Nē||aeb !nâ



Nē||aeb !nâ hâ ꜥâibasengu !nâ ꜥhanu mîsa xoaꜥgā re.

hui	ꜥû	nam	ꜥoa	sîsen	ꜥhaba	hâ	ꜥhaba
-----	----	-----	-----	-------	-------	----	-------

Wekheb 8

Xrat 3

1. Tita ge hoa||ae mamas |kha ra _____.
2. ||îs ge tē-i xa _____.
3. ||îb ge !garise ra _____ ||îb !âis !aroma.
4. ||îb ge |orose ra _____ tsîb ge kaise ꜥgabasa.
5. ||îs ge 5îr bērosa xū ra _____.



Phonics crossword



Wekheb 8

Xrat 3

Word Bank

sail

rain

paint

train

pail

snail

tail

nail



!Am||aresa xoas

Sa oms xa 8 ꞑâibasenga xoa tsî ai-îsiba bloks !nâ
|nō||nâ re.

Tare om-ūxūn |khas ge omsa omhes tsî !aromadi
!kharagagu !nā-omdi dide mî!gā!gā re.

Wekheb 8

Xrat 3



|Amsaos, Kaixoamûs, |Omsaos tsî Dîsaob

‡Âibasenga !naka xoa||nâ tsî ‡hanu xoas tsî khomaisaona xoa‡gā
re.



1. tita ge stors ||ga ra !gû

2. durude nâ i ra

3. namibiab kai!ās ge |ae||gamsa

4. josefi pieteri lukab tsî ben hagu ge khoe|hōsaguga

5. mâpats ra hâ





Phonics

3

Read the story below and identify all the “ai” sounds.

Queen-Clare with the fair hair sits on a chair while she paints her nails and puts on her pair of flat shoes. She has a pain in her leg. She must go to see her son in jail. He raided a ship to gain bait and hit a sailor with a chain. She must travel by train, but the ticket must be paid at the main ticket stall.

She moves as slow as a snail sails but calls the porter to aid her at the stairs. He helped her to hold onto the rail. There were clouds in the air and it rained and hailed pails and pails full while she waited. Her aim to see her son was in vain, the train never came. She went back home as she failed to see her son, now she will mail a letter to him instead.

Underline the words seen in the table in the story above

“ai” words (ay-sound)		“ai” words (e-sound)	
laid	snail	said	stairs
hail	frail	hair	air
mail	vain	pair	chair
nail	pain	fair	
paid	drain		

Fill in the “ai” sounds in the following sentences:

1. The girls p_____nt their n_____ls again.
2. We will w_____t for the r_____n to stop.
3. If we do not learn hard we will f_____l.
4. The dog has a long t_____l.
5. You must wear the belt around your w_____st.
6. She doesn't like the pl_____n yogurt.
7. The postman brings the m_____l.
8. Don't be afr_____d of the dark.





!Gôas
!Gôade dītoa:

$$\begin{array}{r} 456 \\ - 64 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 273 \\ - 75 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 839 \\ - 48 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 521 \\ - 34 \\ \hline \\ \hline \end{array}$$

Wekheb 8

$$\begin{array}{r} 152 \\ - 78 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 431 \\ - 67 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 635 \\ - 95 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 418 \\ - 29 \\ \hline \\ \hline \end{array}$$

Xrat 3

$$\begin{array}{r} 240 \\ + 64 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ + 58 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 758 \\ + 73 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 541 \\ + 89 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 137 \\ + 67 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 254 \\ + 78 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 718 \\ + 92 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 899 \\ + 34 \\ \hline \\ \hline \end{array}$$



!Khais ||Khāsib !nona!gôamû
!gôadi !aroma



‡Gae!gaosa !gôas ||khāsiba xoa‡gā re:

1. $537 =$ _____ 4. $849 =$ _____ 7. $335 =$ _____

2. $109 =$ _____ 5. $752 =$ _____ 5. $916 =$ _____

1. $412 =$ _____ 6. $526 =$ _____ 6. $293 =$ _____

!Oe!āsa !gôasa |gui !gôas ase xoa re.

1. $200 + 10 + 3 =$ _____ 6. $100 + 20 + 7 =$ _____

2. $500 + 80 + 7 =$ _____ 7. $600 + 10 + 6 =$ _____

3. $300 + 90 + 1 =$ _____ 8. $200 + 60 + 8 =$ _____

4. $700 + 50 + 6 =$ _____ 9. $800 + 30 + 3 =$ _____

5. $900 + 20 + 4 =$ _____ 10. $400 + 40 + 4 =$ _____

!Gôade !oe!ā

1. $413 =$ _____

2. $503 =$ _____

3. $215 =$ _____



Gaxusib

!Naka hâ xoaxuxuruga |nō-ūdab |kha |nō.



_____ cm



_____ cm



_____ cm



_____ cm



_____ cm



_____ cm



_____ cm



_____ cm



_____ cm




























|Hao|haosa ɬansa sîsenūs

Pie stors ge !kharagagu piede ra ||amaxu.

Nēdi ge wekheb tsēs hoas di ||amaxude

piedi dide:

Mâ pies hoas  ge 20 piede ra !gôa.

Mantaxtsēs							
Denstaxtsēs							
Wunstaxtsēs							
Donertaxtsēs							
Fraitaxtsēs							
Satertaxtsēs							

Wekheb 8

Xrat 3

1. Mâtikō piede Donertaxtsēs ai ge ||amaxuhe? _____

2. Mâ tsēs ai di ge !nāsa piede ||amaxuhe? _____

Mâtikō piede ||nā tsēs ai ge ||amaxuhe? _____

3. Mâtikō piede Donertaxtsēs ai !nāsase ge ||amaxuhe Wunstaxtsēs xa?

4. ||Nāpa i ge !nāsa piede |uni |gam tsēra !nā ge ||amaxuhe, ɬguro haka tsēdi xa.
Ama a / Ama tama _____

5. Mâtikō piede |haob ai ||nā wekheb !nā ge ||amaxuhe? _____

5s Tafeli

|Khunugu ai !gôa tsî !ereamsa xoamâi.

$1 \times 5 =$



$2 \times 5 =$



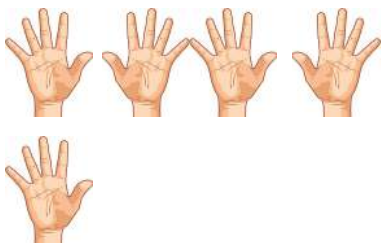
$3 \times 5 =$



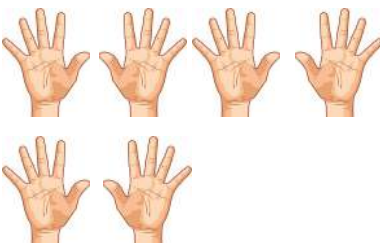
$4 \times 5 =$



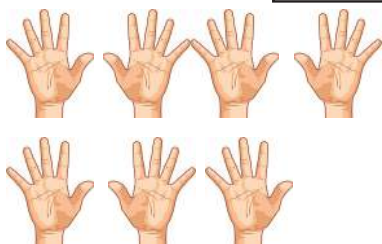
$5 \times 5 =$



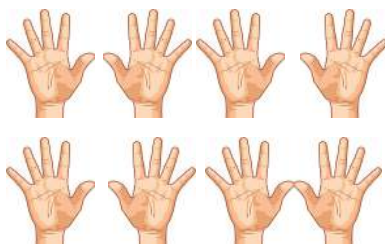
$6 \times 5 =$



$7 \times 5 =$



$8 \times 5 =$



Sao ra |goras !gomsina ore !nande
 ‡gae‡namis |kha .

5

|Hae |guse hâ 10's ||ga

1.Mâtikō 6's !nandets 36 |gamirode xū kuru ||khā?



6 !nandi

|Goras dī|gaub:

$$36 \div 6 = 6$$

2.Mâtikō 4's !nandets 16 ‡gae‡namide xū kuru ||khā?



!nandi

|Goras dī|gaub:

3.Mâtikō 3's !nandets 9 |nore|guidi |kha huru ||khā?



!nandi

|Goras dī|gaub:

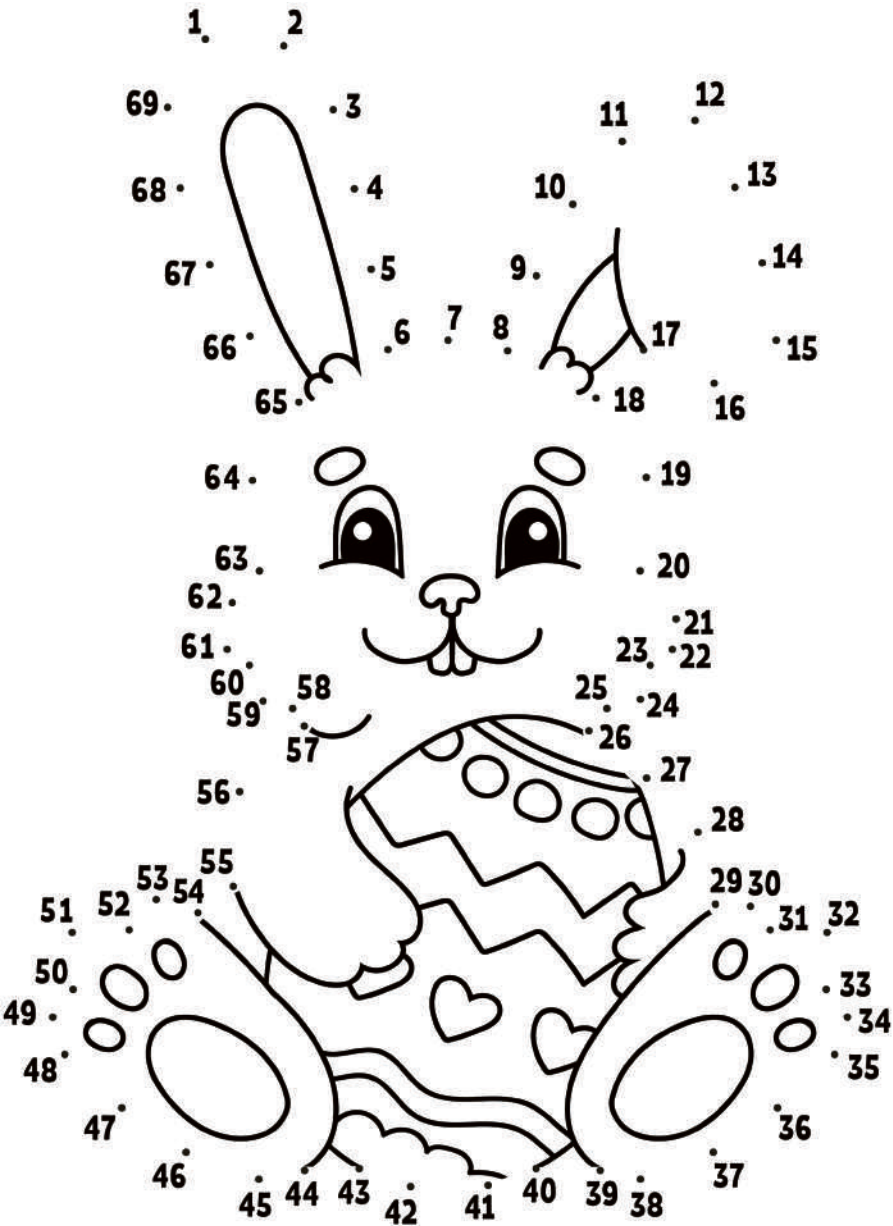
4.Mâtikō 2's di !nandets 12 ‡gaodi |kha kuru ||khā?



!nandi

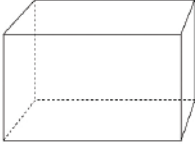
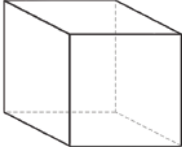
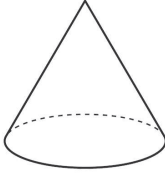
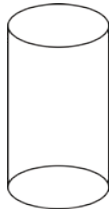
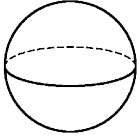
|Goras dī|gaub:

















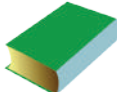


|Khāgu tsî ||hōadi

Ama ûib xūna ||araɸui tsî ɸao ɸhanu
!nona|khābe īsigu !naka.

				
ɸNuwi uis	Kubus	Kels	Silenders	Sfers

Wekheb 8

Xrat 3







ESTEEMED STAKEHOLDERS

On behalf of the Ministry of Education Arts and Culture, we wish to take this opportunity to thank you all, who have completed the survey as per our call. The survey has made it possible for all the schools that has completed it fully, to be able to receive the correct number of books in terms of quantities as well as the amount of books needed for languages used.

We are certain that there are schools that has not yet completed due to various challenges and we are kindly requesting the Principals of such schools to get in touch with our office at mobile number +264 81 850 3609 or by email sophy@nmh.com.na to be able to still receive their surveys so that we complete the process.

We are confident that this initiative by the Ministry of Education, Arts and Culture is embraced by all stakeholders and as a distribution partner, we look forward to a productive 2021.

NMH NAMIBIA
MEDIA
HOLDINGS



Success begins with education

Parents will be able to visit the website and watch daily videos or they can subscribe to our Zoshy Telegram channel to receive daily videos. One can also download the PDF version of the book on the website. Also watch our daily show on Active Kids to watch your favourite lessons.



<https://t.me/zoshyonline>

How does it work?



Easy peasy steps to follow

Register at zoshy

You can save your favourite lessons and find them easier

For extra perks!



ONLINE

Step 1: Find us at www.zoshy.online or scan the QR code

Step 2: Find your grade and select the year

Step 3: Choose your language

Step 4: Choose the week you want to learn out of

Step 5: Choose lessons from what lessons there are

Step 6: Download booklet if you do not have it

Step 7: Watch and follow the teacher as she explains what to do in the book

Step 8: Follow us on Facebook (Zoshy & Active Kids) to never miss a video

Step 9: Subscribe to our Zoshy Telegram channel if you want to receive daily updates



www.zoshy.online

In collaboration with the Ministry of Education, Arts and Culture

PRINT

1

Turn the booklet to landscape.



2

Take a ruler & tear the booklet at the top long fold.



3

Fold the booklet in half.



4

The learning journey can start.



STEPS
HOW TO TEAR & USE
THE BOOKLET

