

# Grade 6 & 7: Week 8



English, Mathematics and Science



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## Singular and Plural Nouns

### Learner objectives:

- Identify and use nouns (countable, uncountable, plural, nouns with no plurals) as well as:
- Nouns ending in **-o**, **-f**, **-ff** or **-fe**, irregular plural forms and nouns with plural forms only.

### In the previous lesson, we learnt that:

- Most plurals are formed by adding **s** to the end of the word.  
e.g. **car - cars, match - matches, glass - glasses**
- When nouns **end** in a **consonant followed by 'y'** – remove the **'y'** and add **'ies'**. e.g. **city - cities, party – parties, baby - babies**

### In this lesson, we will learn the plurals of words ending **-o / -f / -fe** and irregular plurals.

- Most words ending in a consonant followed by **'o'**, add **'es'**.  
e.g. hero      heroes      echo      echoes  
volcano      volcanoes      mosquito      mosquitoes  
tomato      tomatoes

There are some words where either spelling is correct.

- e.g. buffalo      buffalos/buffaloes  
mango      mangos/mangoes  
domino      dominoes/dominos

Exceptions - **musical** terms usually have only **'s'**.

- e.g. solo      solos      banjo      banjos  
piano      pianos      radio      radios

- When a noun ends in a **vowel** followed by **'o'**, add **'s'**  
e.g. zoo      zoos      video      videos

stereo  
studio

stereos  
studios

kangaroo  
tattoo

kangaroos  
tattoos

- Words ending in 'f', or 'fe', drop f / fe, add 'ves'.

**e.g.** calf  
half  
loaf  
life

calves  
halves  
loaves  
lives

themselves  
thief  
yourself  
knife

themselves  
thieves  
yourselves  
knives

- Nouns ending in 'f' or 'ff', only add 's'.

**e.g.** giraffe  
cliff

giraffes  
cliffs

roof  
safe

roofs  
safes

- Some nouns are always plural:

**e.g.** scissors, glasses, trousers, jeans, tights, pants, tongs

Take note:

- The indefinite articles "a" or "an" are used to modify singular nouns.

**e.g.** I used a handkerchief to wipe my nose. (one handkerchief)

- When using plural nouns, these two articles are not necessary.

**e.g.** I distributed handkerchiefs to the elderly.



## Summary of singular and plural nouns.

<p><b>Regular Nouns</b> add -s</p> <p>1 car      2 cars 1 dog      2 dogs 1 book     2 books 1 house    2 houses 1 apple    2 apples</p>	<p><b>Ends in s, ch, x or z</b> add -es</p> <p>1 bus      2 buses 1 match    2 matches 1 dish      2 dishes 1 box      2 boxes 1 quiz     2 quizzes</p>	<p><b>Ends in f or fe</b> Remove f/fe add -ves</p> <p>1 leaf      2 leaves 1 wolf      2 wolves 1 life      2 lives 1 knife     2 knives</p> <p>Exceptions: roof – roofs                   cliff - cliffs</p>
<p><b>Ends in vowel + y</b> add -s</p> <p>1 day      2 days 1 key      2 keys 1 boy      2 boys 1 guy      2 guys 1 donkey   2 donkeys</p>	<p><b>Ends in consonant + y</b> remove -y    add -ies</p> <p>1 city      2 cities 1 baby     2 babies 1 story     2 stories 1 party     2 parties 1 country   2 countries</p>	<p><b>Irregular Nouns</b> (spelling changes)</p> <p>1 man      2 men 1 child     2 children 1 foot      2 feet 1 tooth     2 teeth 1 mouse    2 mice</p>
<p><b>Ends in vowel + o</b> add -s</p> <p>1 zoo      2 zoos 1 radio     2 radios 1 stereo    2 stereos 1 tattoo    2 tattoos</p>	<p><b>Ends in consonant + o</b> add -es</p> <p>1 hero      2 heroes 1 echo      2 echoes 1 tomato    2 tomatoes</p> <p>Exceptions: piano – pianos                   photo - photos</p>	<p><b>No change</b></p> <p>1 sheep     2 sheep 1 deer      2 deer 1 fish      2 fish 1 series    2 series 1 species   2 species</p>

### 1. Read the passage and circle all the plurals.

#### THE CHRISTMAS THIEVES!

It was Christmas Eve and Santa and all his elves were flying through the air about to make a stop. The shelves of Santa's workshop had been emptied onto the sleigh and all of the children around the world were trying to sleep, making themselves over excited with joy! Santa was delivering a large sack to a big family and the elves were watching in the sleigh. They were in warm Australia and the leaves were swaying in the cool night breeze. Suddenly, a large group of thieves wearing all black jumped out from nowhere and grabbed a present each and ran off. The elves sprang up in shock. The thieves ran towards an open field and the elves sprinted off after them. 'You should be ashamed of yourselves!' one of the elves yelled out,

'Those are for the children!' The thieves knew where they were going. They ran into a field full of calves and split up between them. In the background, the elves could hear wolves howling and they felt scared, but they were going to risk their lives to help Santa out. The thieves ran out of the field and the elves could see them clearly now. They ran down the town's main street but the elves were catching up. The thieves ran into a bakery and threw loaves of bread at the elves who had almost got them. The thieves ran up the bakery stairs and into a baker's house where his whole family were staying. The thieves' stomping up the staircase woke all the wives who were asleep. The housewives ran out with knives, stopping the thieves! 'Thank you so much!' the head elf said, 'We probably wouldn't have caught them ourselves. You all just saved Christmas!'

**a. Write a list of the plural words ending in 'f' you found in the 'The Christmas Thieves'.**

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**b. What is the plural rule for these words?**

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**c. Write four new plurals of your own that follow this rule.**

---

**2. Change the noun/nouns in brackets into their plural forms.**

- a. A flock of wild \_\_\_\_\_ just flew noisily overhead.  
(goose)
- b. Three tiny \_\_\_\_\_ scurried through the kitchen.  
(mouse)
- c. The dental hygienist cleaned my \_\_\_\_\_. (tooth)
- d. The old \_\_\_\_\_ at the bus stop had umbrellas.  
(woman)
- e. Those \_\_\_\_\_ were shouting angrily at the players.  
(person)

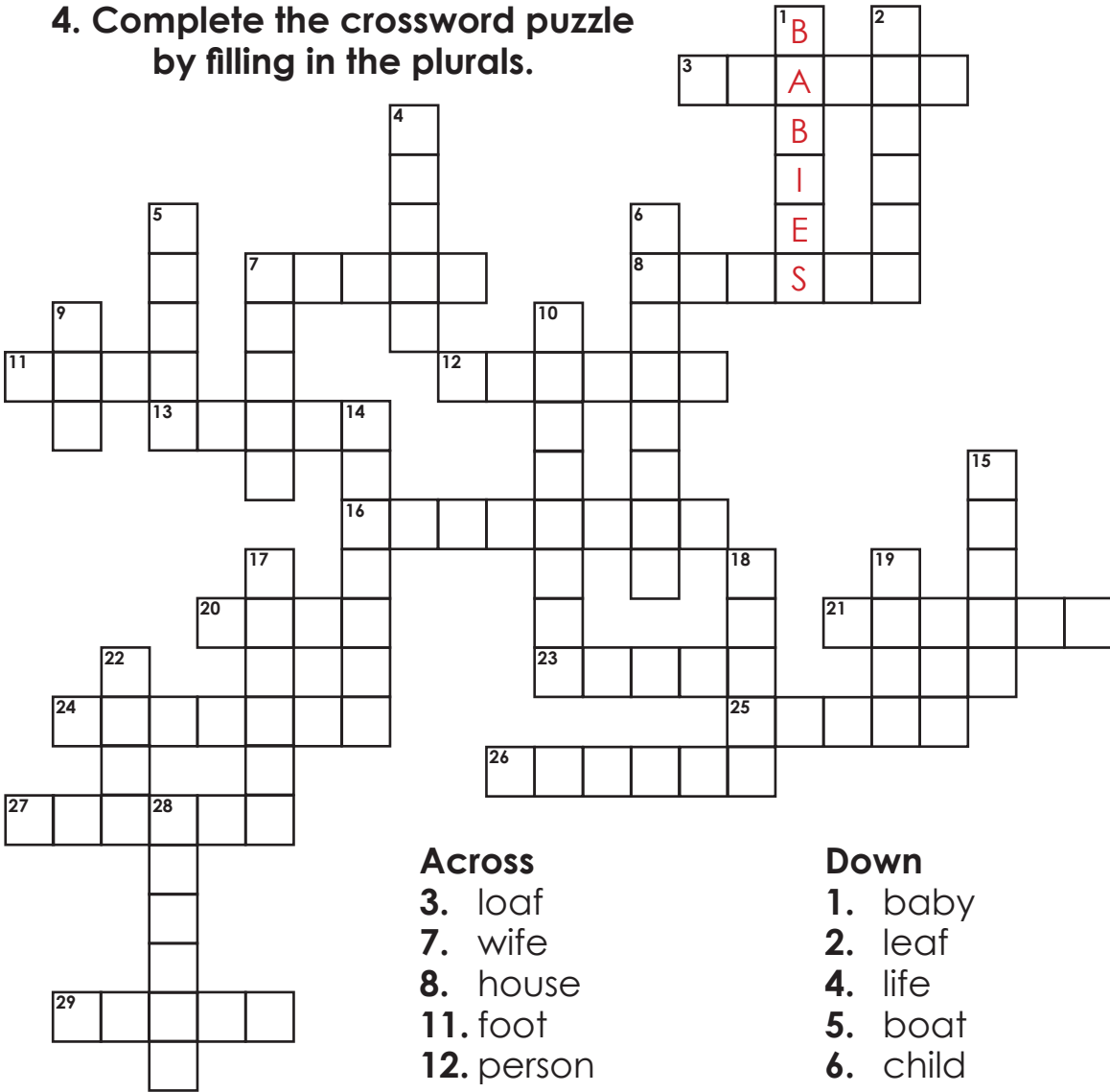


- f. The farmer's \_\_\_\_\_ walked slowly into the field.  
(sheep)
- g. The young \_\_\_\_\_ are peeling the \_\_\_\_\_. (lady, potato)
- h. The caterpillars turned into stunning \_\_\_\_\_. (butterfly)
- i. The \_\_\_\_\_ each have four \_\_\_\_\_. (buffalo, hoof)
- j. The hungry \_\_\_\_\_ stole the bright red \_\_\_\_\_. (thief, cherry)
- k. Those \_\_\_\_\_ had to do many \_\_\_\_\_. (boy, quiz)
- l. The \_\_\_\_\_ had fun at the spring \_\_\_\_\_. (elf, party)

**3. Complete the sentences below with the articles “a”, “an” or no word.**

- a. I have \_\_\_\_\_ red bicycle. I ride to school every day.
- b. \_\_\_\_\_ Windhoek is \_\_\_\_\_ big city.
- c. Yes, that is \_\_\_\_\_ great idea! Let's watch \_\_\_\_\_ movie tonight!
- d. What kind of bird is that? Is it \_\_\_\_\_ owl?
- e. That is \_\_\_\_\_ easy question.
- f. Once upon \_\_\_\_\_ time, \_\_\_\_\_ long time ago, there was \_\_\_\_\_ beautiful princess.
- g. I have \_\_\_\_\_ idea! Let's buy \_\_\_\_\_ hammer and fix the door.
- h. Tyrannosaurus Rex, or T – Rex, was \_\_\_\_\_ very large dinosaur.
- i. We need to buy \_\_\_\_\_ eggs and \_\_\_\_\_ bottle of orange juice.
- j. Frankie Fredericks is \_\_\_\_\_ famous athlete from Namibia.
- k. Iyaloo has \_\_\_\_\_ useful book about fixing cars.
- l. We still have to wait \_\_\_\_\_ hour for the movie to begin.

#### 4. Complete the crossword puzzle by filling in the plurals.



#### Across

- 3. loaf
- 7. wife
- 8. house
- 11. foot
- 12. person
- 13. sheep
- 16. tomato
- 20. fish
- 21. river
- 23. spy
- 24. daisy
- 25. elf
- 26. knife
- 27. wish
- 29. tooth

#### Down

- 1. baby
- 2. leaf
- 4. life
- 5. boat
- 6. child
- 7. woman
- 9. man
- 10. potato
- 14. pitch
- 15. box
- 17. city
- 18. bus
- 19. mouse
- 22. cat
- 28. half





## 5. Read the following passage carefully and then answer the questions.

### The classroom is so hot! What can I do about it?

The heat inside buildings rises when the sun bakes on the walls and roofs. Air conditioners help to cool buildings, but are expensive to buy and they consume a lot of electricity.

Rosmina Bustami, a civil engineering student in Australia, has found that a vertical garden (also known as a green or living wall), can cool a room by as much as 12 degrees. "I observed a positive difference during the day and a negative difference at night and early morning, when the green wall acted as an additional layer of insulation for the house on cold nights," she says.

Other students confirmed her studies and found that vertical gardens add an extra layer of insulation, cooling down the interior temperature, maintaining heat in the evening and reducing the noise from outdoors.

A living wall or vertical garden is a collection of wall-mounted plants. Plants can grow on a vertical panel that could be freestanding or attached to a wall. These vertical structures of plant life can be as small as a picture frame or cover an entire wall. There are many ways to create a vertical garden. Some people use discarded cold drink bottles.

This also helps manage pollution in the environment. Just like any other garden, you need to water it regularly. Some people add an irrigation system to the top layer of bottles.

Many types of plants grow in a vertical garden. Succulents are an excellent choice as they are easy to care for and do not require a lot of water. Planting edible plants like, tomatoes, strawberries, radishes and spinach will make the wall even more useful.

While waiting for school to begin, it would be a useful project for you and your family to plan a vertical garden at your home. Then when school reopens, you will have a solution for keeping your classroom cool. Just imagine the changes you could bring about in your school.

a. The antonym (opposite) of 'vertical' is \_\_\_\_\_

b. Write True or False alongside the statement .

A vertical wall can:

i. reduce the inside temperature during the night. \_\_\_\_\_

ii. reduce the inside temperature during the day. \_\_\_\_\_

iii. reduce the level of sound. \_\_\_\_\_

iv. raise the inside temperature during the day. \_\_\_\_\_

v. maintain the inside temperature during the night. \_\_\_\_\_

c. Which are the best plants to use in a vertical garden? Prove your answer.

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d. Rewrite the sentences in singular form.

i. The heat inside buildings rises when the Sun bakes on the walls and roofs .

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ii. Air conditioners help to cool buildings, but are expensive to buy and they consume a lot of electricity.

---



---

iii. Planting edible plants like, tomatoes , strawberries , radishes and spinach will make walls even more useful.

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## Division

**Learning Objective:** know how to select and apply appropriate written methods for division.

**Competencies:**

- Recognise and use different notations for division:  $30 \div 6$ ;  $6) 30$ ;  $30/6$ .
- Record the remainders to division problems as fractions or decimals where appropriate.
- Divide a number with three or more digits by a one-digit number.
- Divide a number with three or more digits by a two-digit number using long division.

There are different ways to express a division algorithm:

$$35 \div 7$$

$$\begin{array}{r} 35 \\ \underline{\phantom{00}} \\ 7 \end{array}$$

$$7 \overline{)35}$$

Here are three ways how you can write or express them.

Certain terms that one should learn are:

Quotient  $\rightarrow$  6

Divisor  $\rightarrow$  4  $\overline{)24}$   $\leftarrow$  Dividend

**Examples:**

$$\begin{array}{r} 562 \\ 7 \overline{) 3934} \\ \underline{- 35} \phantom{0} \\ \phantom{0}43 \phantom{0} \\ \underline{- 42} \phantom{0} \\ \phantom{00}14 \phantom{0} \\ \underline{- 14} \\ \phantom{000}00 \end{array}$$

Divide 39 by 7. Now discover  $5 \times 7 = 35$ . Write 35 under 39. Write 5 at the quotient (above the 9). Subtract 35 from 39 and it will give you 4.

$$\begin{array}{r} 43 \\ \underline{- 42} \\ 14 \end{array}$$

Write the 4 below and drop the 3 from the dividend. Discover that  $7 \times 6 = 42$ . Write the 6 at the quotient. Write 42 under 43 and subtract. The answer is 1.

$$\begin{array}{r} 14 \\ \underline{- 14} \\ 00 \end{array}$$

Write the 1 below and drop the 4 from the dividend.

$$\begin{array}{r} 00 \\ \phantom{00} \end{array}$$

Discover how many times 7 goes into 14. It is exactly 2 times. Write the 2 at the quotient. Write 14 under 14 and subtract. It will give you 0, represented as .. Your final answer is 562.

$$\begin{array}{r} 395 \\ 12 \overline{) 4740} \\ \underline{- 36} \phantom{0} \\ \phantom{0}114 \phantom{0} \\ \underline{- 108} \phantom{0} \\ \phantom{000}60 \phantom{0} \\ \underline{- 60} \\ \phantom{0000}00 \end{array}$$

Discover that 47 divided by 12 is 3. Write 3 at the quotient. Now discover  $3 \times 12$  is 36. Write 36 under the 47. Subtract 36 from 47 and it will give you 11.

$$\begin{array}{r} 114 \\ \underline{- 108} \\ 60 \end{array}$$

Write the 11 below and drop the 4 from the dividend. Discover  $114 \div 12 = 9$ . Write the 9 at the quotient. Discover what is  $9 \times 12 = 108$ . Write 108 under 114 and subtract. The answer is 6.

$$\begin{array}{r} 60 \\ \underline{- 60} \\ 00 \end{array}$$

Write the 6 below and drop the 0 from the dividend. Discover how many times 12 goes into 60. It is exactly 5 times.

$$\begin{array}{r} 00 \\ \phantom{00} \end{array}$$

Write the 5 at the quotient. Discover what is  $5 \times 12$ . It is 60. Write 60 under 60. Subtract the 60 from 60 and it will give you 0 represented as .. Your final answer is 395.

What if a I get a remainder? You write the remainder as a common fraction or as a decimal fraction.

53 rem 7

$$\begin{array}{r} 8 \overline{) 431} \\ \underline{- 40} \phantom{0} \\ \phantom{0}31 \phantom{0} \\ \underline{- 24} \\ \phantom{000}7 \end{array}$$

This can also be written as a fraction:  $53 \frac{7}{8}$ . Here the 7 has not yet been divided by the 8



$$\begin{array}{r}
 53.875 \\
 8 \overline{) 431.000} \\
 \underline{- 40} \phantom{00} \\
 31 \phantom{00} \\
 \underline{- 24} \phantom{00} \\
 70 \phantom{00} \\
 \underline{- 64} \phantom{00} \\
 60 \phantom{00} \\
 \underline{- 56} \phantom{00} \\
 40 \phantom{00} \\
 \underline{- 40} \phantom{00} \\
 \phantom{00} 00 \\
 \phantom{00} \dots
 \end{array}$$

Use the method above to divide 431 by 8. Once you have a remainder of 7, add a decimal point and 3 place holders (000).

Ensure that you write the decimal point in the quotient above the decimal point in the dividend. Continue dividing as explained above.

The quotients are written after the decimal point. This gives your answer as a decimal number and has been divided fully.

## Activity

1. Below are final answers of 5 learners. Rewrite their answers by writing the remainders as a common fraction and a decimal fraction.

		Common fraction	Decimal fraction
a.	$15 \div 2 = 7$ remainder 1		
b.	$64 \div 5 = 12$ remainder 4		
c.	$35 \div 4 = 8$ remainder 3		
d.	$71 \div 10 = 7$ remainder 1		
e.	$75 \div 8 = 9$ remainder 3		

2. Calculate the following. Show your calculations. Write the remainder as a common fraction and a decimal where applicable.

a.  $434 \div 7$

b.  $299 \div 8$

c.  $7\,587 \div 9$

d.  $4\,439 \div 9$

e.  $4\,557 \div 7$

f.  $4\,635 \div 12$

g.  $6\,372 \div 18$

h.  $17\,710 \div 21$

i.  $1\,656 \div 24$

j.  $425 \div 32$



## Square and cube numbers

**Learning Objectives:** Know square and cube numbers and their properties.

**Competencies:**

- Recognise and list square and cube numbers up to 10.

When a number is multiplied by itself, we call the product/answer a square number.

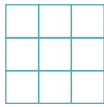
E.g Count the blocks.



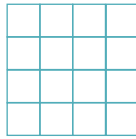
$$1^2 = 1 \times 1 \\ = 1$$



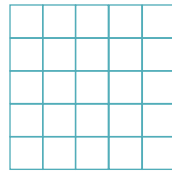
$$2^2 = 2 \times 2 \\ = 4$$



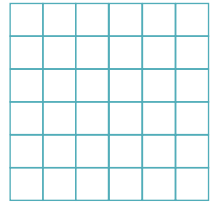
$$3^2 = 3 \times 3 \\ = 9$$



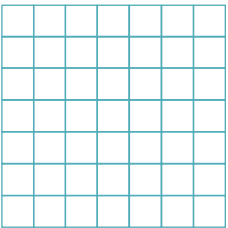
$$4^2 = 4 \times 4 \\ = 16$$



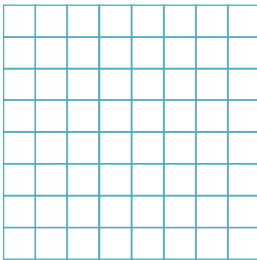
$$5^2 = 5 \times 5 \\ = 25$$



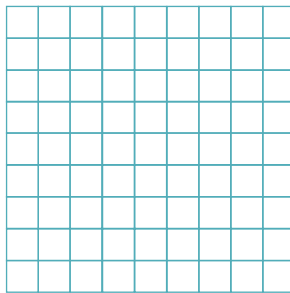
$$6^2 = 6 \times 6 \\ = 36$$



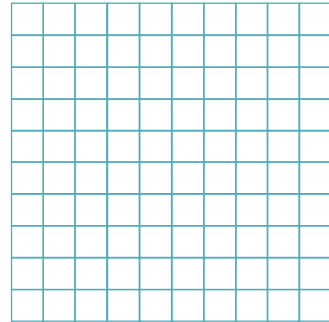
$$7^2 = 7 \times 7 \\ = 49$$



$$8^2 = 8 \times 8 \\ = 64$$



$$9^2 = 9 \times 9 \\ = 81$$



$$10^2 = 10 \times 10 \\ = 100$$

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

## Multiplication Table

Square numbers have 2 dimensions, namely length and breadth (width). In the multiplication table square to the left, the square numbers (Perfect Squares) are shown in red.

That is why there is a little 2 to the top right of the number. We use this when we work out area. (This will be covered later in the year.)

Take note of the way the numbers are written.

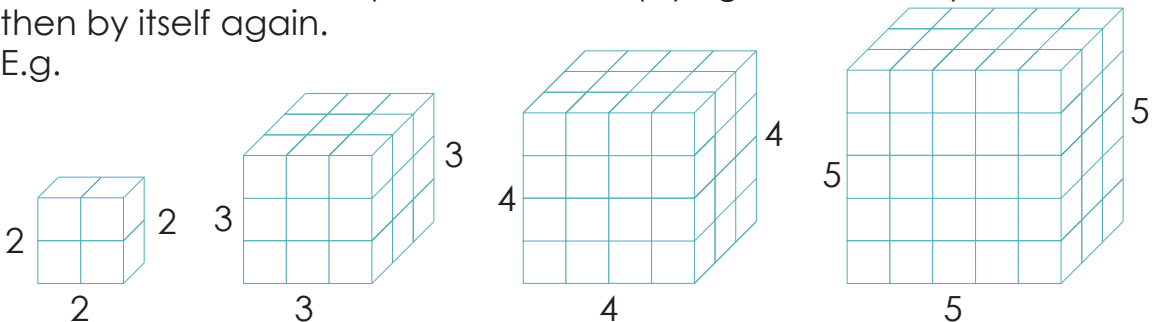
Base number →  $3^2 = 9$  ← Square number

Exponent

## Cube Numbers

A cube number is the product of multiplying a number by itself and then by itself again.

E.g.





Cube numbers have 3 dimensions, namely length, breadth (width) and height. That is why there is a little 3 to the top right of the number.

We use this when we work out volume. (This will be covered later in the year.)

Note the way the numbers are written.

Exponent



Base  
number



$$5^3 = 125$$

Cube  
number

$$1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8$$

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

$$4^3 = 4 \times 4 \times 4 = 64$$

$$5^3 = 5 \times 5 \times 5 = 125$$

$$6^3 = 6 \times 6 \times 6 = 216$$

$$7^3 = 7 \times 7 \times 7 = 343$$

$$8^3 = 8 \times 8 \times 8 = 512$$

$$9^3 = 9 \times 9 \times 9 = 729$$

$$10^3 = 10 \times 10 \times 10 = 1000$$

### Activity

1. Identify all the square numbers in the list below.

1; 7; 11; 16; 18; 24; 25; 30; 36; 73; 79; 80; 81

2. Fill in the missing square numbers in the list below.

\_\_\_\_; 4; \_\_\_\_; \_\_\_\_; 25; \_\_\_\_; \_\_\_\_; \_\_\_\_; 81; \_\_\_\_.

3. Find the path of square numbers from start to end. You may only move horizontally or vertically. You must go in order without missing out any numbers.

	6	15	25	36	65	100	
	3	9	16	25	40	44	
Start →	1	4	24	36	15	42	
	5	9	36	49	81	24	
	6	12	44	64	81	100	← End

4. Draw a line to match the numbers from the column on the left to those in the column on the right.

$2 \times 2 \times 2$

$125$

$63$

$1 \times 1 \times 1$

$3 \times 3 \times 3$

$6 \times 6 \times 6$

$43$

$8$

$5 \times 5 \times 5$

$64$

$13$

$27$

5. Circle all cube numbers in the box below.

1

1 001

41

64

216

125

355

904

1 000

33

512

81

100

27

444

729

24

8



# Science

Grade 6

WEEK 8 - LESSON 8

## Human Body

### Diseases of the Breathing System

#### Competencies

- List common diseases of the breathing system.
- Describe how common diseases can be prevented (coughs, colds, asthma, bronchitis and TB).

#### Vocabulary

**COVID-19** – a mild to severe infectious respiratory illness caused by a coronavirus.

**Bronchitis** – an inflammation (swelling) of the mucous membranes in the bronchi.

#### List the common diseases of the breathing system:

1. Coughing and sneezing
2. Colds
3. Asthma
4. Tuberculosis (TB)
5. Bronchitis
6. Corona virus/COVID-19



## Describe how common diseases can be prevented:

### 1. Coughs and colds

- Wash your hands with soap and running water.
- Cover your mouth with a tissue and dispose it immediately.
- Keep warm to prevent getting sick.
- Drink a lot of fluids, especially hot drinks.
- Avoid contact with sick people.
- Get vaccinated.

### 2. Asthma

- Identify asthma triggers and avoid them.
- Stay away from allergens.
- Take your medication.
- Avoid smoke of any kind.
- Prevent colds.



### 3. Bronchitis

- Don't smoke.
- If you catch a cold, get plenty of rest.
- Eat a healthy diet.
- Wash your hands often.

### 4. Tuberculosis (TB)

- Take all of your medicines as they're prescribed.
- Keep all your doctor appointments.
- Wash your hands regularly.



### 5. COVID-19

- Wash hands with soap and water.
- Maintain social distancing.
- Wear a mask.
- Don't touch your eyes, nose or mouth.
- Cover your nose and mouth when sneezing.
- Stay home if you feel unwell (Isolate).
- If you have a fever, a cough, and difficulty breathing, seek medical attention. Call in advance.
- Follow the directions of your local health authority.

### Activity

1. List four common diseases of breathing systems.

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2. Describe how the above mentioned common diseases can be prevented.

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# Science

**Grade 7****WEEK 8 - LESSON 8**

## Estimating & measuring

### Competency:

#### Estimate and measure:

– The height of fellow learners and the mass of school bags using an appropriate method.

### Vocabulary

**Height** – The measurement of something/someone from base to top.

**Measuring Instrument** - is a tool that can be used to find something.

**Units:** Physical quantity of measure for e.g. m, cm, kg, g etc.

## Measuring the height of a person:

Remember to estimate before you measure. By measuring the height of a fellow learner, you use a measuring tape (instrument) or metre - stick (if shorter than 1 m) and measure in metres (unit) while making sure the learner measured stand straight.

Below is the correct way a learner must stand when measuring height.



When measuring you must know what instrument to use and the unit of the reading must be indicated.

Instrument: e.g. measuring tape

Units: e.g. kilometre, metre



## How to measure the mass – school bag

Instrument: - Balance / scale

Units: - Kilogram (Kg)

## Activity

### 1. Mass – School bag x3

Estimate and measure the mass of your school bag three times. First measurement: it must be full of books. Second measurement: half the books and third: leave the bag with only two books. (Record your reading in the three tables on page 25).





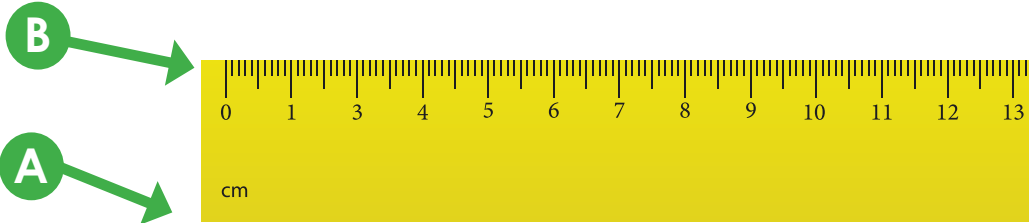
Estimation:	Estimation:	Estimation:
Measurement with unit(s):	Measurement with unit(s):	Measurement with unit(s):
Instrument:	Instrument:	Instrument:
Difference:	Difference:	Difference:
Evaluation:	Evaluation:	Evaluation:
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Comment:	Comment:	Comment:

2. Why will you not use a balance/scale marked in gram (g) to measure the mass of a school bag?

---

3. Where must an object starts when measuring its height?

---



4. Why can we not use a ruler to measure our heights?

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5. What will one use to measure the height of a building of 5m tall and why?

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# MEMORANDUM

## English

### Activities

1. **a.** Shops; friends; pajamas; apples; bananas; notes; chairs; dogs; doughnuts; cupcakes; biscuits; shopkeepers; presents; requests; sports; balls; shoes; cars; lanes  
**b.** The rule is just add s  
**c.** Individual answers
2. **a.** geese                      **b.** mice                      **c.** teeth                      **d.** women  
**e.** people                      **f.** sheep                      **g.** ladies, potatoes                      **h.** butterflies  
**i.** buffalos, hooves/hoofs                      **j.** thieves, cherries  
**k.** boys, quizzes                      **l.** elves, parties
3. **a.** I have a red bicycle. I ride to school every day.  
**b.** Windhoek is a big city.  
**c.** Yes, that is a great idea! Let's watch a movie tonight!  
**d.** What kind of bird is that? Is it an owl?  
**e.** That is an easy question.  
**f.** Once upon a time, a long time ago, there was a beautiful princess.  
**g.** I have an idea! Let's buy a hammer and fix the door.  
**h.** Tyrannosaurus Rex, or T – Rex, was a very large dinosaur.  
**i.** We need to buy eggs and a bottle of orange juice.  
**j.** Frankie Fredericks is a famous athlete from Namibia.  
**k.** Iyaloo has a useful book about fixing cars.  
**l.** We still have to wait an hour for the movie to begin.

### 4. Across

- |            |            |              |           |
|------------|------------|--------------|-----------|
| 3. loaves  | 7. wives   | 8. houses    | 11. feet  |
| 12. people | 13. sheep  | 16. tomatoes | 20. fish  |
| 21. rivers | 23. spies  | 24. daisies  | 25. elves |
| 26. knives | 27. wishes | 29. teeth    |           |

### Down

- |             |           |            |              |
|-------------|-----------|------------|--------------|
| 1. babies   | 2. leaves | 4. lives   | 5. boats     |
| 6. children | 7. women  | 9. men     | 10. potatoes |
| 14. pitches | 15. boxes | 17. cities | 18. buses    |
| 19. mice    | 22. cats  | 28. halves |              |



5. a. The antonym of “vertical” is horizontal.

b. A vertical wall can:

- i. reduce the inside temperature during the night **False**
- ii. reduce the inside temperature during the day **True**
- iii. reduce the level of sound **True**
- iv. raise the inside temperature during the day **False**
- v. maintain the inside temperature during the night **True**

c. Succulents are the best plants, as they use little water and are easy to care for.

- d. i. The heat inside a **building** rises when the Sun bakes on a **wall** and a **roof**.
- ii. An air **conditioner** **helps** to cool a **building**, but is expensive to buy and **consumes** a lot of electricity.
- iii. Planting an edible **plant** like, a **tomato** , a **strawberry** , a **radish** and **spinach** will make the **wall** even more useful.

## Mathematics

Activity  
Grade 6

		Common fraction	Decimal fraction
a.	$15 \div 2 = 7$ remainder 1	$7 \frac{1}{2}$	7.5
b.	$64 \div 5 = 12$ remainder 4	$12 \frac{4}{5}$	12.8
c.	$35 \div 4 = 8$ remainder 3	$8 \frac{3}{4}$	8.75
d.	$71 \div 10 = 7$ remainder 1	$7 \frac{1}{10}$	7.1
e.	$75 \div 8 = 9$ remainder 3	$9 \frac{3}{8}$	9.375

- 1.
2. a)  $434 \div 7 = 62$  62
- b)  $299 \div 8 = 37$  remainder 3  $37 \frac{3}{8}$  or 37,375
- c)  $7\ 587 \div 9 = 843$  843
- d)  $4\ 439 \div 9 = 493$  remainder 2  $493 \frac{2}{9}$  or 493,222
- e)  $4\ 557 \div 7 = 651$  651
- f)  $4\ 635 \div 12 = 386$  remainder 3  $386 \frac{3}{12}$  or 386,25
- g)  $6\ 372 \div 18 = 354$  354
- h)  $17\ 710 \div 21 = 843$  remainder 7  $843 \frac{7}{21}$  or 843,333
- i)  $1\ 656 \div 24 = 69$  69
- j)  $425 \div 32 = 13$  remainder 9  $13 \frac{9}{32}$  or 13.281

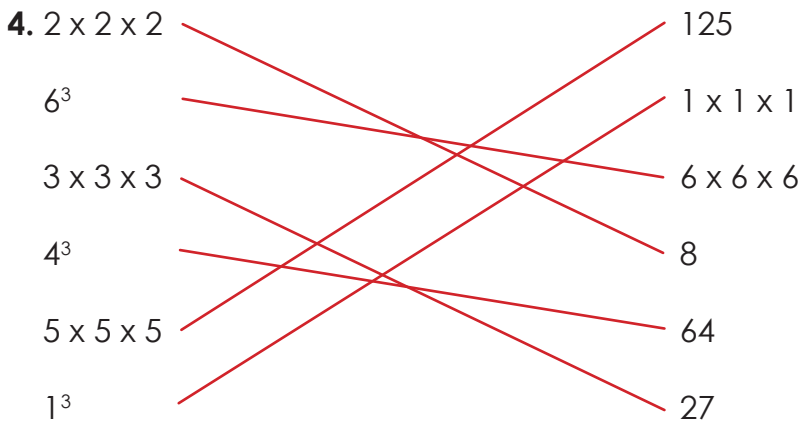
### Activity

#### Grade 7

1. 1; 16; 25; 36; 81.
2. 1; 4; 9; 16; 25; 36; 49; 64; 81; 100.
- 3.

	6	15	25	36	65	100
	3	9	16	25	40	44
Start →	1	4	24	36	15	42
	5	9	36	49	81	24
	6	12	44	64	81	100
						← End





- 5.
- |       |       |     |     |
|-------|-------|-----|-----|
| 1     | 1 001 | 41  | 64  |
| 216   | 125   | 355 | 904 |
| 1 000 | 33    | 512 | 81  |
| 100   | 27    | 444 | 729 |
| 24    | 8     |     |     |

# Science

## Activity Grade 6 1&2.


Disease	Symptoms	Preventive measures
Asthma	The person finds it difficult to breathe	Avoid asthma triggers
Tuberculosis	Coughing up blood	Avoid contact with people that are sick
Bronchitis	Produces a lot of mucous	Avoid smoke or any air pollution that can irritate lungs
Colds and coughing	Runny nose, sneezing	Good hygiene practices

**Activity**  
**Grade 7**  
**1.**

<p>Estimation: ≈ any in kg</p> <p>Measurement with unit(s): reading in kg</p> <p>Instrument: Balance or scale</p> <p>Difference: Estimate-measure</p> <p>Evaluation: rate your work (1 is poor to 5 is excellent)</p> <p>1   2   3   4   5</p> <p>Comment:</p>	<p>Estimation: _____</p> <p>Measurement with unit(s): _____</p> <p>Instrument: _____</p> <p>Difference: _____</p> <p>Evaluation: _____</p> <p>1   2   3   4   5</p> <p>Comment:</p>	<p>Estimation: _____</p> <p>Measurement with unit(s): _____</p> <p>Instrument: _____</p> <p>Difference: _____</p> <p>Evaluation: _____</p> <p>1   2   3   4   5</p> <p>Comment:</p>
<p>If difference is higher, the estimate is poor. If the difference is lower then the estimation is good.</p>		

2. Because the school bag is heavier than a gram scale/balance can measure.
3. B
4. Rulers are shorter than a grade 7 learner – height shall be measured in metre of a grade 7 learner.
5. Measuring tape – because measuring tapes can measure any length/ height in the range of 0-100 m (They differ).

# How to teach your child the importance of staying calm.

A woman with dark skin and black hair, wearing a teal shirt and brown skirt, is kneeling and hugging a young boy with dark skin who is crying. The boy is wearing a yellow shirt and blue shorts. They are surrounded by several blue, gear-like monsters with one eye and two legs. A speech bubble from the woman contains the text: "Don't be scared of what you hear from other people. Talk to your parents and ask them if you have any questions."

Don't be scared of what you hear from other people. Talk to your parents and ask them if you have any questions.

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Parents will be able to visit the website and watch daily videos from a teacher that will teach their children about various topics in the booklet. One can also download the PDF version of the book on the website.

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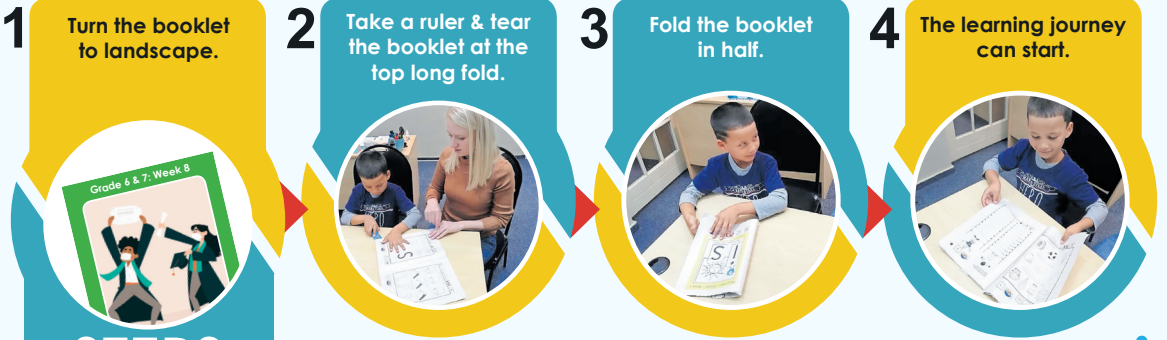
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