

Grade 6 & 7: Week 4



English, Mathematics and Science



Ministry of Education,
Arts and Culture



Index

3

English

Grade 6 & 7

10

Mathematics

Grade 6

13

Mathematics

Grade 7

17

Science

Grade 6

22

Science

Grade 7



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Collective nouns

What are they?

- A collective noun is the name given to a group of animals, people, objects, ideas, of the same kind. e.g. a **herd** of **cattle**, a flock of sheep, a **bouquet** of flowers.
- Collective nouns are considered as one unit and they are singular.
- A collective noun is a descriptive way of saying “lots of.....”.
- However, we should not use “lots of” in speaking or writing as this is slang/colloquialism. Think of better words to use in place of “lots of”.

For example, if you wanted to say:

1. “A **crowd** sounds like a **herd** of elephants.”
2. Instead of, “Lots of birds are flying in the sky”, you would say, “A **flock of birds** is flying in the sky.”

The word **team** represents a group of people in a sporting activity, so **team** is a collective noun. Therefore, all words used for a group of things, people etc. are called collective nouns.

Examples: **class** of students, a **staff** of teachers, a **clan** of hyenas, an **army** of soldiers, a **brood** of hens, an **orchard** of fruit trees etc.

We can use the collective noun without using the noun to which it refers:

Example: the **staff** (of teachers), the **army** (of soldiers), the **choir** (of singers).

Can you name some collective nouns that you know?

Activities

1. Complete the phrases using the collective nouns in the box.

swarm	chest	library
litter	deck	troop
army	shoal	pride
flock	album	pack
fleet	pair	plague

- 1.1 a _____ of sheep
- 1.2 an _____ of photographs
- 1.3 a _____ of fish
- 1.4 a _____ of locusts
- 1.5 a _____ of ants
- 1.6 a _____ of bees
- 1.7 a _____ of ships
- 1.8 a _____ of drawers
- 1.9 a _____ of piglets
- 1.10 a _____ of baboons
- 1.11 a _____ of lions
- 1.12 a _____ of scissors
- 1.13 a _____ of books
- 1.14 a _____ of cards
- 1.15 a _____ of wolves



2. Read the passage

2.1 Underline all the collective nouns in the passage below.

I remember our first school outing so well. My friends, my teacher and I visited a farm in the Omaheke Region. After we arrived, a team of oxen pulled us on a huge wagon to the barn. There, we were able to feed an entire flock of sheep and the lambs too. We saw a herd of cows being milked. The brood of hens were most upset when the farmer took a clutch of eggs from their nest. My best friend and I collected small bundles of sticks and put them in our pockets. We kept them as souvenirs.



2.2 Write six sentences using collective nouns from the passage.

2.2.1 _____

2.2.2 _____

2.2.3 _____

2.2.4 _____

2.2.5 _____

2.2.6 _____

3. Write the missing words in the spaces below.

fish crowd tools stairs bunch batch pair birds

3.1 a _____ of people

3.2 a flight of _____

3.3 a _____ of bread

3.4 a shoal of _____

3.5 a _____ of shoes

3.6 a set of _____

3.7 a _____ grapes

3.8 a flock of _____

4. Use the words in the box to complete each sentence.

shoal flight swarm wolves crowd pair outfit herd chest

4.1 A _____ of narrow steps led to the cabin.

4.2 Our milk comes from the _____ of jersey cows.

4.3 A pack of _____ went hunting in the forest.

4.4 A _____ of people gathered to welcome the prince.

4.5 His clothes were kept in an old _____ of drawers.

4.6 Mum bought a new _____ of reading glasses.

4.7 A _____ of bees settled on Tanga's head and shoulders.

5. Fill in the blank spaces using the words in the box below.
Write the best possible answer for each collective noun.

5.1	a _____ of flowers	5.7	a _____ of potatoes
5.2	a _____ of vehicles	5.8	a _____ of mountains
5.3	a _____ of cattle	5.9	a _____ of rice
5.4	a _____ of puppies	5.10	a _____ of wood
5.5	a _____ of hay	5.11	a _____ of musicians
5.6	an _____ of ants	5.12	a _____ of singers

army	chest	bouquet	fleet	band
herd	pocket	bale	bowl	bundle
choir	litter			

6. Draw a line from the collective noun on the left to the correct common noun on the right.

flock	of water
army	of instructions
swarm	of birds
set	of beads
series	of arrows
pair	of soldiers
pool	of pants
string	of events
quiver	of bees

A red line is drawn from 'flock' to 'of birds'.

7. Who do these collective nouns describe?

Write the common noun in the box next to the correct collective noun.

directors, ships, thieves, ants, horses, cards, fish, peacocks, vipers, fingers			
7.1	a gang of		7.6. a hand of
7.2	a school of		7.7 a fleet of
7.3	a colony of		7.8 a deck of
7.4	a brood of		7.9 a board of
7.5	a stud of		7.10 a muster of

8. Read the passage and answer the questions below



At sunrise one day, the peace at Etosha National Park was shattered. A flock of birds flew up into the sky twittering to themselves. The animals were on high alert. A patrol of wardens had arrived with men driving a convoy of trucks to clear the park of the invader bush. The animals were forced to move out of their natural habitats. A troop of monkeys fled swinging from tree to tree making chattering sounds. The pride of lions roared and walked away proudly. The herd of elephants trumpeted and stampeded off, making clouds of dust. A large swarm of bees followed the queen bee in search of a new place to nest. A colony of ants scurried away from the danger. A pack of wild dogs gnashed their teeth and barked at the intruders. A nest of snakes slithered into the long grass. The entire park was in uproar. The men sawed and chopped until the sun was setting. Finally, the noise from their machines died down. The men loaded the heaps of rubbish onto their lorries. The animals were nervous, they did not return until the next day. The clumps of trees that remained were just what they enjoyed eating from and sleeping in. The stress of their ordeal was worth it.

8.1 Write all the collective nouns in the passage above on the lines below.

8.2 What time of day was the peace shattered?

8.3 What does “invader bush” mean?

8.4 Write five words that indicate the noises the animals made.

8.5 Why do you think bees are important for a natural habitat?

8.6 What does the word “uproar” mean?

8.7 Why did the animals not return until the next day?

Mathematics

Grade 6

WEEK 4 - LESSON 4

Order of Operations

Look what would happen if we did not have rules! The rules tell us which one is correct?

$$10 \div 5 \times 2$$

$$= 10 \div 10$$

$$= 1 \quad \text{✗}$$

$$10 \div 5 \times 2$$

$$= 2 \times 2$$

$$= 4 \quad \text{✓}$$



What is the Order of Operations or BODMAS?

This is a set of rules for determining which mathematical operation is calculated first. The same set of rules is used.

↓	B	() [] { }	Brackets
	O	'Of'	Of
	D and M	× ÷	Division and Multiplication working left to right
	A and S	+ -	Addition and Subtraction working left to right



When do I apply the BODMAS RULE?

When there is more than one operation in a number sentence.

For example:

$$\begin{aligned}
 & 9 \times 3 - (4 + 8) \div 2 \\
 = & 9 \times 3 - 12 \div 2 \\
 = & 27 - 12 \div 2 \\
 = & 27 - 6 \\
 = & 21
 \end{aligned}$$

Keep
the order of
the numbers in
the equation the
same.

Number sentences are always calculated from left to right, just the same way that we read a book. DO NOT switch the order of the numbers in the equation.

Another example:

$$\begin{aligned}
 & 27 - \frac{1}{2} \text{ of } 10 + 16 \div 4 \\
 = & 27 - 5 + 16 \div 4 \\
 = & 27 - 5 + 4 \\
 = & 22 + 4 \\
 = & 26
 \end{aligned}$$

Remember
to work from
left to right.

Do not add brackets into a sum to show the next calculation. Learn the BODMAS rule instead!

Activity 1

Use BODMAS calculation. Show your calculations.

1. $24 + 12 \times 3$

2. $18 \times 3 - 30$

3. $5 \times 7 - (108 - 92)$

4. $54 - 13 - 39$

5. $(56 + 124) \times 5$

6. $(52 - 6 \times 6) \times 3$

7. $8 \times 3 + 30 \div 6$

8. $25 + \frac{1}{3}$ of 12×3

9. $96 + 20 - 5 \times 9$


10. $(80 + 25) \div 5 + 20$

Order of Operations

What do we mean when we talk about order?

It has to do with the fact that things are done in a certain way. E.g. When you get up in the morning there is a specific way you do things. (You do not put your clothes on first then take a bath or shower/ or put your socks on over your shoes/ or do high school before primary school).

So, like there is order in the way we do things in life, there is also order in the way we do calculations.



B	$() \ \parallel \ {}$	Brackets
O	'Of' $\sqrt{x^2}$	Order / Of
D_{and} M	$\times \ \div$	Division and Multiplication working left to right
A_{and} S	$+$ $-$	Addition and Subtraction working left to right

This order we call BODMAS, so when do we use it?
When a sum has 2 or more different operation signs.

For example:

$$\begin{aligned}
 & 9 \times 3 - (4 + 8) \div 2 \\
 = & 9 \times 3 - 12 \downarrow \div 2 \\
 = & 27 \downarrow - 12 \div 2 \\
 = & 27 - 6 \downarrow \\
 = & 21 \downarrow
 \end{aligned}$$

Keep the order of the numbers in the equation the same.

Number sentences are always calculated from left to right, just the same way that we read a book. DO NOT move the calculation you are busy with, to the front of the equation.

Another example:

$$\begin{aligned}
 & 9 \times 3 - \frac{1}{2} \text{ of } 10 + (24 - 8) \div 4 \\
 = & 9 \times 3 - \frac{1}{2} \text{ of } 10 + 16 \div 4 \\
 = & 9 \times 3 - 5 + 16 \div 4 \\
 = & 27 - 5 + 16 \div 4 \\
 = & 27 - 5 + 4 \\
 = & 22 + 4 \\
 = & 26
 \end{aligned}$$

Remember to work left to right.

E.g. 1. $240 + 32 \times 2$
 $= 240 + 64$
 $= 304$

2. $(117 + 24) \times 4$
 $= 141 \times 4$
 $= 141 \times 4$
 $= 564$

3. $20 - (3 \times 6)$
 $= 20 - 18$
 $= 2$

4. $(20 \div 4) + (8 - 5)$
 $= 5 + 3$
 $= 8$



Activity

1. $35 - 3 \times 2 + 8$

2. $35 - 3 \times (2 + 8)$

3. $20 + 5 \times 3 \div 5$

4. $(23 + 36) - (4 \times 5)$

5. $15 + 1/2$ of $12 - (9 \div 3)$

6. $761 - (540 \div 18 + 231)$

Extension work

7. $620 + (6 \times 304) + 248 \div 4$



Social Health

1. Physical development

Basic Competencies

- Describe physical changes in females involving the menstrual cycle and relate it to conception.
- List ways in which some learners are special and thus might require special attention.
- Suggest how they can show respect to others who are both similar and different than they are.

Terminology

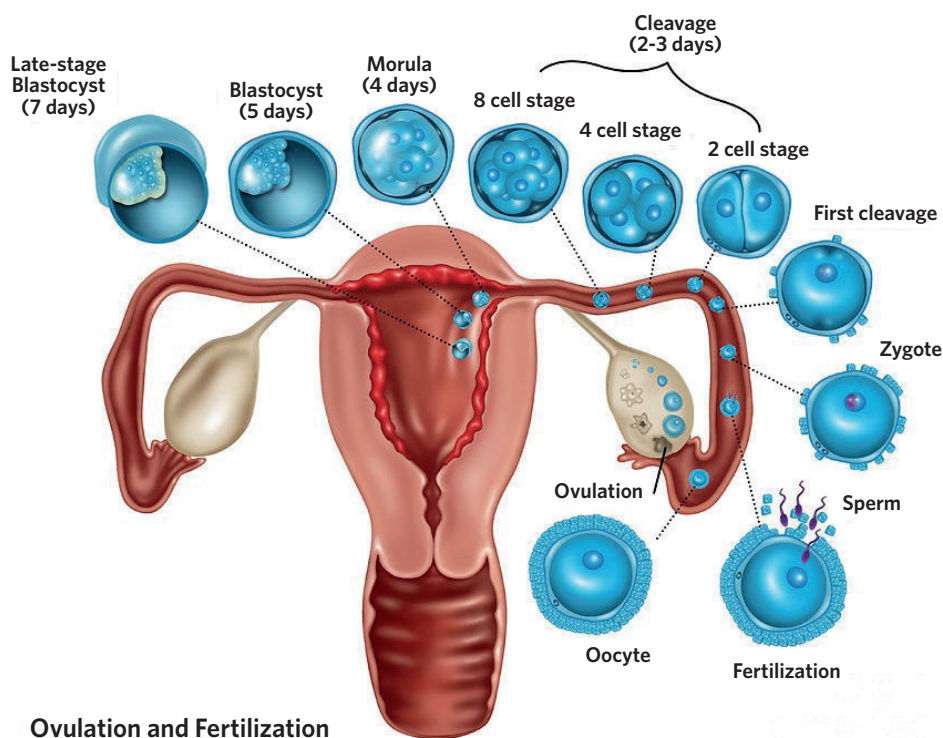
- **Conception (fertilization):** the action of forming a child (is when a sperm cell joins with a female egg (ovum) and implantation occurs).
- **Special:** better, greater, or otherwise different from what is usual
- **Respect:** a feeling of deep admiration for someone or something elicited by their abilities, disabilities, qualities, or achievements.

The Menstrual Cycle

The menstrual cycle is the discharge of blood, uterus lining, and unfertilized egg through the vagina. It occurs monthly from puberty to menopause in non-pregnant women and females of other primate species.

The menstrual cycle provides the female with a chance to be able to conceive. This chance is created by periodically releasing an egg from the ovary in an environment capable of developing it into a baby.

Physical changes in females involving the menstrual cycle and relate it to conception:



Ovulation and Fertilization

Every month, the ovary physically releases an egg into the fallopian tube (oviduct). This triggers ovulation, causing the uterus lining to thicken in preparation for a possible pregnancy, if a sperm cell fertilizes the egg cell within the fallopian tube (oviduct). Fertilization is also referred to as conception. After conception, the fertilized egg travels to the uterus where it will be implanted.



The uterus contains all the necessary nutrients, to develop the implanted egg into a baby.

- If fertilization does not occur, the uterus lining begins to breakdown and is passed out together with the unfertilized egg out of the body.
- Females may get headaches, abdominal cramps, and will physically bleed.

Ways in which some learners are special and thus might require special attention

We are all different from each other in one way or the other. Some of your friends may be better at running, are very intelligent, talented, have a disability and or are popular.

People with disability have special needs. They may need help getting around or require buildings to be adjusted, etc. Treat others as you would have them treat you. Treat others with respect and help those that are in need but can't help themselves because of a disability. Lookout for friends with special needs around you and see how you can help them.

Ways of how you can show respect to others who are both similar and different than they are

- As you mature, realize that everyone is different and unique and that we are all relevant.
- We all have different beliefs and opinions.
- No learner is superior to the other learner regardless of race, gender and ethnicity.
- Practice the golden rule (do onto others what you wish them to do onto you!).

Self assessment

1. Describe three physical changes in females that occur at the onset of menstruation.

2. List two ways in which some kids are special at your school or in your community.

3. Suggest two ways on how you can show respect to kids that are different from you.



Science

Grade 7

WEEK 4 - LESSON 4



Sexuality and sexual health STD's, HIV and AIDS

Competencies

- State three ways HIV is transmitted (blood contact, sexual intercourse, mother to child) and three ways it is not transmitted.
- State that no one knows for sure where HIV and AIDS came from but that they affect all kinds of people all over the world.
- Explain that there is no cure yet for HIV/AIDS but there are life-prolonging treatments.
- Discuss the myths and taboos around HIV and AIDS.

Vocabulary word

- **Myth:** means untrue beliefs.
- **Taboo** is something that people cannot talk about because they feel it may be considered disrespectful, embarrassing or unacceptable.



State three ways HIV is transmitted:



Through sexual intercourse



Through blood contact



From mother to child during birth

State ways HIV is not transmitted:



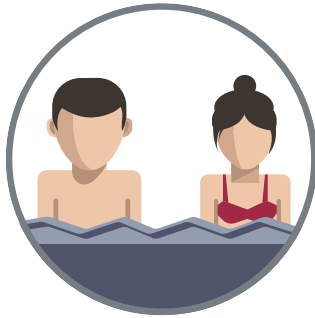
Shaking hands



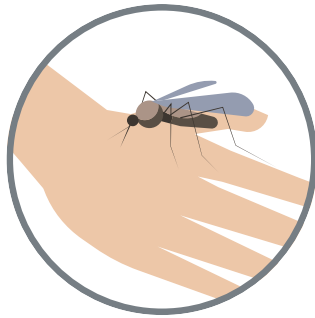
Eating together



Kissing
(if no wound on the lips & in the mouth)



Swimming together



Insect bites

State that no one knows for sure where HIV and AIDS came from but that they affect all kinds of people all over the world.

- HIV and AIDS does not discriminate people; it infects people of any kind, regardless of gender/sex, race, ethnicity, age, financial status or educational status.

Explain that there is no cure yet for HIV/AIDS but there are life-prolonging treatments.

- There is no cure yet for HIV/AIDS but there is medicine for life- prolonging treatment called ANTI-RETROVIRAL (ARV) for treating HIV infection and to prevent it from becoming AIDS.

MYTHS AND TABOOS ABOUT HIV AND AIDS TABOOS AROUND HIV AND AIDS

Discuss the myths and taboos around HIV and AIDS

There have been a lot of myths and taboos that spread about HIV and AIDS over the years:

Having sex with a virgin can cure HIV/AIDS, HIV/AIDS turns your skin lighter, you can get HIV/AIDS by sharing utensils and HIV/AIDS patients are always thin etc.

We need to be aware of these myths and taboos because wrong information is dangerous and can lead to further spreading of HIV and AIDS.

NB: These are all false stories, but myths to mislead the nation especially people that are easily convinced.



Self - assessment

1. State three ways in which HIV is transmitted.

2. State three ways in which HIV is not transmitted.

3. Discuss the myths and taboos around HIV and AIDS.



MEMORANDUM

English

Activities

- | | | | |
|------|----------------------------|------|--------------------------------|
| 1.1 | a flock of sheep | 1.2 | an album of photographs |
| 1.3 | a shoal of fish | 1.4 | a plague of locusts |
| 1.5 | an army of ants | 1.6 | a swarm of bees |
| 1.7 | a fleet of ships | 1.8 | a chest of drawers |
| 1.9 | a litter of piglets | 1.10 | a troop of baboons |
| 1.11 | a pride of lions | 1.12 | a pair of scissors |
| 1.13 | a library of books | 1.14 | a deck of cards |
| 1.15 | a pack of wolves | | |

- | | | | |
|-----|-------------------------|-----|--------------------------|
| 2.1 | a team of horses | 2.2 | a flock of sheep |
| 2.3 | a herd of cows | 2.4 | a brood of hens |
| 2.5 | a clutch of eggs | 2.6 | bundles of sticks |

- | | | | |
|-----|-------------------------|-----|---------------------------|
| 3.1 | crowd of people | 3.2 | a flight of stairs |
| 3.3 | a batch of bread | 3.4 | a shoal of fish |
| 3.5 | a pair of shoes | 3.6 | a set of tools |
| 3.7 | a bunch grapes | 3.8 | a flock of birds |

- 4.1 A **flight** of narrow steps led to the cabin.
- 4.2 Our milk comes from the **herd** of jersey cows.
- 4.3 A pack of **wolves** went hunting in the forest.
- 4.4 **crowd** of people gathered to welcome the Prince.
- 4.5 His clothes were kept in an old **chest** of drawers.
- 4.6 Mum bought a new **pair** of reading glasses.
- 4.7 Dad gave his old **outfit** of clothes to a jumble sale.
- 4.8 A **swarm** of bees settled on Tanga's head and shoulders.

5.1	a bouquet of flowers	5.7	a pocket of potatoes
5.2	a fleet of vehicles	5.8	a range of mountains
5.3	a herd of cattle	5.9	a bowl of rice
5.4	a litter of puppies	5.10	a bundle of wood
5.5	a bale of hay	5.11	a band of musicians
5.6	an army of ants	5.12	a choir of singers



6. flock – of birds
set – of instructions
pool – of water

army – of soldiers
series – of events
string – of beads

swarm – of bees
pair – of pants
quiver – of arrows

7.1 a gang of	thieves	7.6. a hand of	fingers
7.2 a school of	fish	7.7 a fleet of	ships
7.3 a colony of	ants	7.8 a deck of	cards
7.4 a brood of	vipers	7.9 a board of	directors
7.5 a stud of	horses	7.10 a muster of	peacocks

8.1 flock, patrol, convoy, troop, pride, herd, clouds, swarm, colony, pack, nest, heaps, clumps

8.2 The peace was shattered early in the morning just as the sun rose.

8.3 “Invader bushes” are trees and plants that are not indigenous to a country. They are fast growing and sprout everywhere in spaces around the natural vegetation.

8.4 twittering, chattering, roared, trumpeted, barked

8.5 Bees pollinate plants so that they can produce fruit and seed.

8.6 “Uproar” means disorder, chaos or confusion.

8.7 The animals were nervous that the men would still be there.

Mathematics

Activity

Grade 6

$$\begin{aligned} 1. \quad & 24 + 12 \times 3 \\ & = 24 + 36 \\ & = 60 \end{aligned}$$

$$\begin{aligned} 2. \quad & 18 \times 3 - 30 \\ & = 54 - 30 \\ & = 24 \end{aligned}$$

$$\begin{aligned} 3. \quad & 5 \times 7 - (108 - 92) \\ & = 5 \times 7 - 16 \\ & = 35 - 16 \\ & = 19 \end{aligned}$$

$$\begin{aligned} 4. \quad & 54 - 13 - 39 \\ & = 41 - 39 \\ & = 2 \end{aligned}$$

$$\begin{aligned} 5. \quad & (56 + 124) \times 5 \\ & = 180 \times 5 \\ & = 900 \end{aligned}$$

$$\begin{aligned} 6. \quad & (52 - 6 \times 6) \times 3 \\ & = (52 - 36) \times 3 \\ & = 16 \times 3 \\ & = 48 \end{aligned}$$



$$\begin{aligned}
 7. \quad & 8 \times 3 + 30 \div 6 \\
 & = 24 + 5 \\
 & = 29
 \end{aligned}$$

$$\begin{aligned}
 8. \quad & 25 + \frac{1}{3} \text{ of } 12 \times 3 \\
 & = 25 + 4 \times 3 \\
 & = 25 + 12 \\
 & = 37
 \end{aligned}$$

$$\begin{aligned}
 9. \quad & 96 + 20 - 5 \times 9 \\
 & = 96 + 20 - 45 \\
 & = 116 - 45 \\
 & = 71
 \end{aligned}$$

$$\begin{aligned}
 10. \quad & (80 + 25) \div 5 + 20 \\
 & = 105 \div 5 + 20 \\
 & = 21 + 20 \\
 & = 41
 \end{aligned}$$

Activity Grade 7

$$\begin{aligned}
 1. \quad & 35 - 3 \times 2 + 8 \\
 & = 35 - 6 + 8 \\
 & = 29 + 8 \\
 & = 37
 \end{aligned}$$

$$\begin{aligned}
 2. \quad & 35 - 3 \times (2 + 8) \\
 & = 35 - 3 \times 10 \\
 & = 35 - 30 \\
 & = 5
 \end{aligned}$$

$$\begin{aligned}
 3. \quad & 20 + 5 \times 3 \div 5 \\
 & = 20 + 15 \div 5 \\
 & = 20 + 3 \\
 & = 23
 \end{aligned}$$

$$\begin{aligned}
 4. \quad & (23 + 36) - (4 \times 5) \\
 & = 59 - 20 \\
 & = 39
 \end{aligned}$$

$$\begin{aligned}
 5. \quad & 761 - (540 \div 18 + 231) \\
 & = 761 - (30 + 231) \\
 & = 761 - 261 \\
 & = 500
 \end{aligned}$$

$$\begin{aligned}
 6. \quad & 15 + \frac{1}{2} \text{ of } 12 - (9 \div 3) \\
 & = 15 + \frac{1}{2} \text{ of } 12 - 3 \\
 & = 15 + 6 - 3 \\
 & = 21 - 3 \\
 & = 18
 \end{aligned}$$

Extension work

$$\begin{aligned}
 & 7\,620 + (6 \times 304) + 248 \div 4 \\
 & = 7\,620 + 1\,824 + 248 \div 4 \\
 & = 7\,620 + 1\,824 + 62 \\
 & = 9\,444 + 62 \\
 & = 9\,506
 \end{aligned}$$



Science

Activity Grade 6

- 1. Describe three physical changes in females that occur at the onset of menstruation.**
 - Every month, the ovary physically releases an egg into the fallopian tube (oviduct).
 - Females may get headaches, abdominal cramps, physically bleed
- 2. List two ways in which some kids are special at your school or community.**
 - better at running, are very intelligent, talented, have a disability and or are popular.
- 3. Suggest two ways on how you can show respect to kids that are different from you.**
 - As you mature, realize that everyone is different and unique and that we are all relevant.
 - Practice the golden rule (do onto others what you wish them to do onto you!).

Activity Grade 7

- 1. State three ways HIV is transmitted.**
 - Through exchanging of semen during sexual intercourse.
 - Through blood or vaginal fluids contact.
 - Through blood contact.
- 2. State three ways in which HIV is not transmitted.**
 - Hugging.
 - Holding hands.
 - Shaking hands.
- 3. Discuss the myths and taboos around HIV and AIDS.**
 - Having sex with a virgin can cure HIV/AIDS.
 - HIV/AIDS turns your skin lighter.
 - You can get HIV/AIDS by sharing utensils.
 - HIV/AIDS patients are always thin etc.



How to teach your child the importance of learning.

Even though schools are closed it is important to still learn by watching online classes, reading and doing schoolwork.



Success begins with education

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.

ONLINE

Start learning anywhere - on your smartphone, tablet or desktop computer at home or follow the instructions on each printed page.



Register at zoshy

You can save your favourite lessons and find them easier

How does it work?



Easy peasy steps to follow

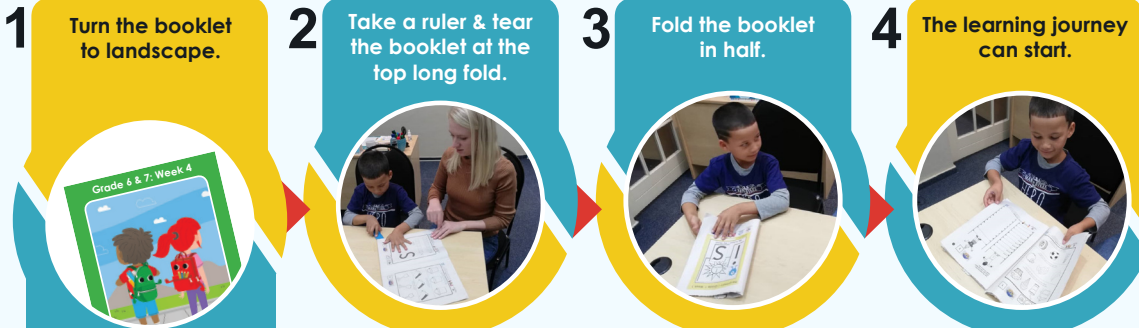
- Step 1:** Find us at www.zoshy.online or scan the QR code
- Step 2:** Find your grade
- Step 3:** Choose which book you want to learn out of today
- Step 4:** Choose lessons from what lessons there are
- Step 5:** Download booklet if you do not have it
- Step 6:** Watch and follow the teacher as she explains what to do in the book
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