

Namibia Publishing House

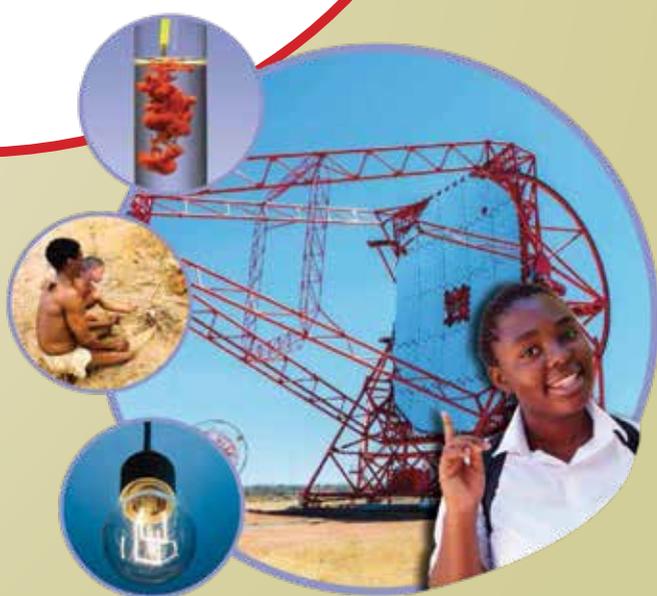
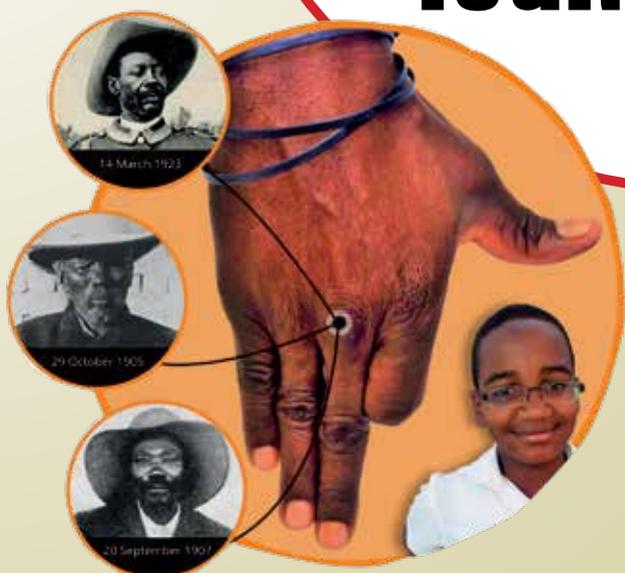
Junior Secondary Phase
materials approved by
NIED

2017–2022



Building our
nation on

SOLID
foundations



macmillan
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Namibia



NAMIBIA PUBLISHING HOUSE

Dear Principal, HODs and Teachers,

Namibia Publishing House together with Macmillan Education Namibia would like to take the opportunity to express our sincere gratitude for the continued support received from your school over the years. With the introduction of the New Curriculum started in 2015 with the Junior Primary Phase and continuing in 2016 with the Senior Primary Phase and 2017 with the Junior Secondary Phase, Namibia Publishing House has even more approved titles to offer for Primary and Secondary Phases Grades 1-9.

Our Solid Foundations series of textbooks for Grades 1-3 has been very successful so far and is now extended to include titles for Grades 4-7 and 8-9. All textbooks in the series establish a uniform standard for the whole of Namibia to equip all learners with knowledge, skills and attitudes to help them excel in future grades. Apart from receiving very favourable reports from NIED, our approved books always cater for the needs of the Namibian child, taking into consideration its learning environment. All our books come with Teacher's Guides that have detailed lesson plans that explain the subject matter on every page of the Learner's Books as well as additional material, in forms worksheets and projects, for reinforcement and assessment.

Our NIED approved titles for Junior Primary Phase are:

- Solid Foundations Environmental Studies Grades 1-3 LBs and TGs
- Solid Foundations Mathematics Grades 1-3 LBs and TGs
- Solid Foundations Religious and Moral Education Grades 1-3 TGs
- Creative English First Language Grades 1-3 LBs, TGs, Readers and CDs
- Wegspring Afrikaans First Language Grades 1-3 LBs, TGs and Readers
- Pyokola Elaka (Oshindonga First Language) Grades 1-3 LBs, TGs and Readers
- Kura pu na Otjiherero Grades 1-3 LBs, TGs and Readers
- Rumanyo rwanavantje Grades 1-3 LBs, TGs and Readers
- A da khomai tsi xoa Khoekhoegowab Ina Grades 1-3 LBs, TGs and Readers
- Thimbukushu thawahe Grades 1-3 LBs, TGs and Readers
- Ju'hoansi koxxui Grades 1-3 LBs, TGs and Readers

Our NIED approved titles for Senior Primary Phase include:

- Solid Foundations Natural Science and Health Education Grades 4-7 LBs and TGs
- Solid Foundations Design and Technology Grades 5-7 LBs and TGs
- Solid Foundations Home Ecology Grades 5-7 LBs and TGs
- Solid Foundations Life Skills Grades 4-7 LBs and TGs
- Solid Foundations Information and Communication Grades 4-7 TGs
- Solid Foundations Religious and Moral Education Grades 4-7 LBs and TGs
- Solid Foundations English Second Language Grades 4-7 LBs, Readers and TGs including CDs
- Wegspring Afrikaans First Language Grades 4-7 LBs, TGs and Readers
- Nongonona Elaka (Oshikwanyama First Language) Grades 4-7 LBs, TGs and Readers
- Pyokola Elaka (Oshindonga First Language) Grades 4-7 LBs, Readers and TGs including CDs
- Kawondje nOtjiherero Grades 4-7 LBs, TGs and Readers
- A da khomai tsi xoa Khoekhoegowab Ina Grades 4-7 LBs, TGs and Readers
- Sebeliso yaPau ya Silozi Grades 4-7 LBs, TGs and Readers
- Ndondorandimi (Thimbukushu First Language) Grades 4-7 LBs, TGs and Readers

Our NIED approved titles for Junior Secondary Phase include:

- Solid Foundations Geography Grades 8-9 LBs and TGs
- Macmillan School Atlas for Southern Africa
- Solid Foundations History Grades 8-9 LBs and TGs
- Solid Foundations Accounting Grades 8-9 LBs and TGs
- Solid Foundations Physical Science Grades 8-9 LBs and TGs
- Solid Foundations Life Science Grades 8-9 LBs and TGs
- Solid Foundations Entrepreneurship Grades 8-9 LBs and TGs
- Solid Foundations English Second Language Grades 8-9 LBs and TGs including CDs
- Nongonona Elaka (Oshikwanyama First Language) Grades 8-9 LBs and TGs
- Pyokola Elaka (Oshindonga First Language) Grades 8-9 LBs and TGs
- IAsa Khomai i xoa (Khoekhoegowab First Language) Grades 8-9 LBs and TGs
- Khoekhoegowab Literature Titles
- Thimbukushu Literature Titles
- Rwakapango kaMukuve (Rukwangali First Language) Grades 8-9 LBs and TGs
- Various Rukwangali Literature Titles

We are confident that all our textbooks will exceed your expectations and that you will find them useful and essential in your daily teaching duties. Should a school require more information on any of the titles above, kindly contact us. Our committed Sales Team will be keen to assist you.

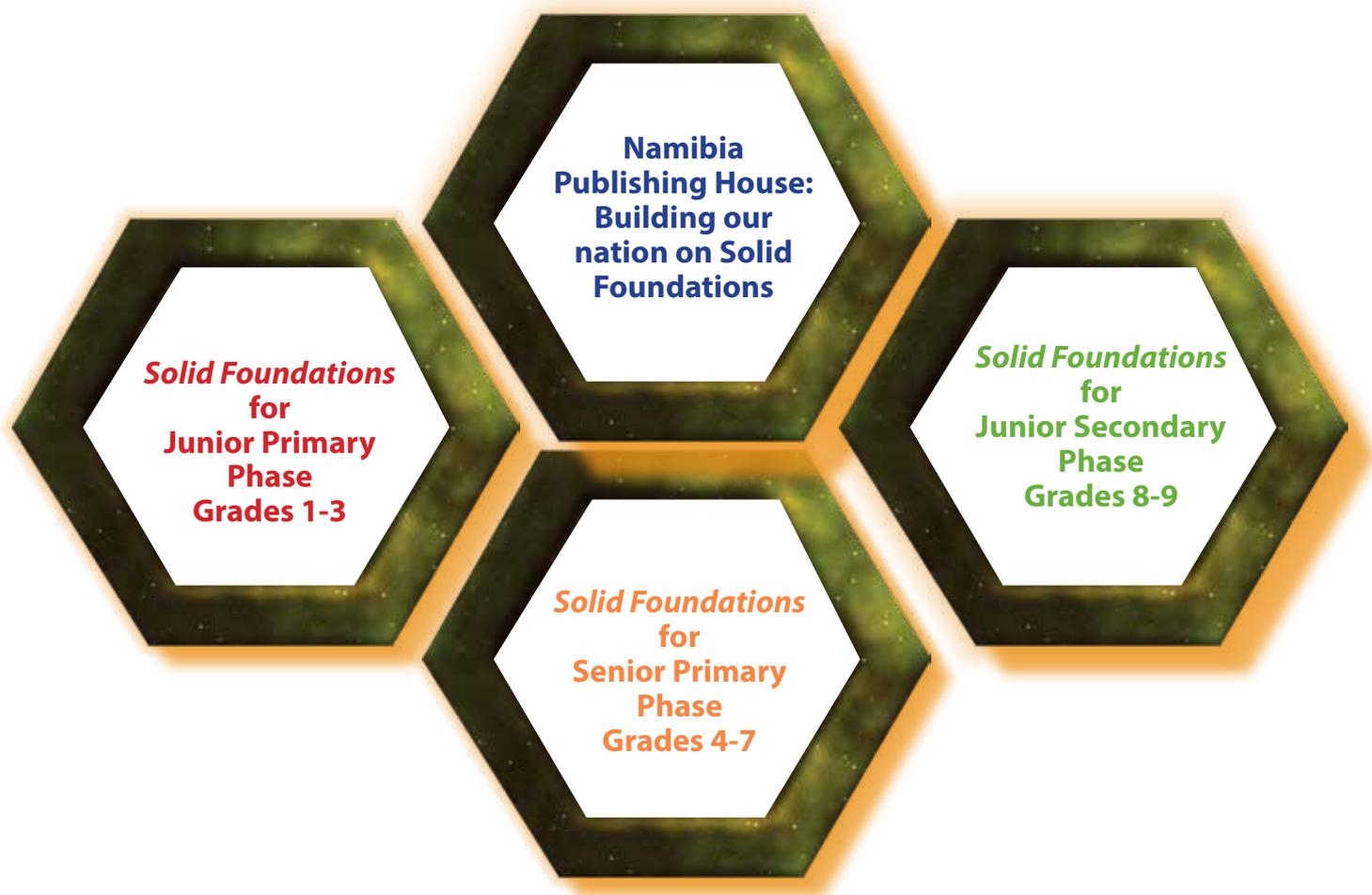
We trust that the use of our newly NIED approved textbooks in your school will make teaching and learning a rewarding experience.

Yours in education,



Deon de Waal
General Manager

It has been two years since the introduction of the new curriculum in Namibia in 2015. Namibia Publishing House (NPH) as part of the Macmillan Education family is proud to say that we have been there every step of the way. NPH supports the implementation of the new curriculum with our approved titles in the **Solid Foundations** series for the Junior Primary through Senior Primary and now including the Junior Secondary Phase.



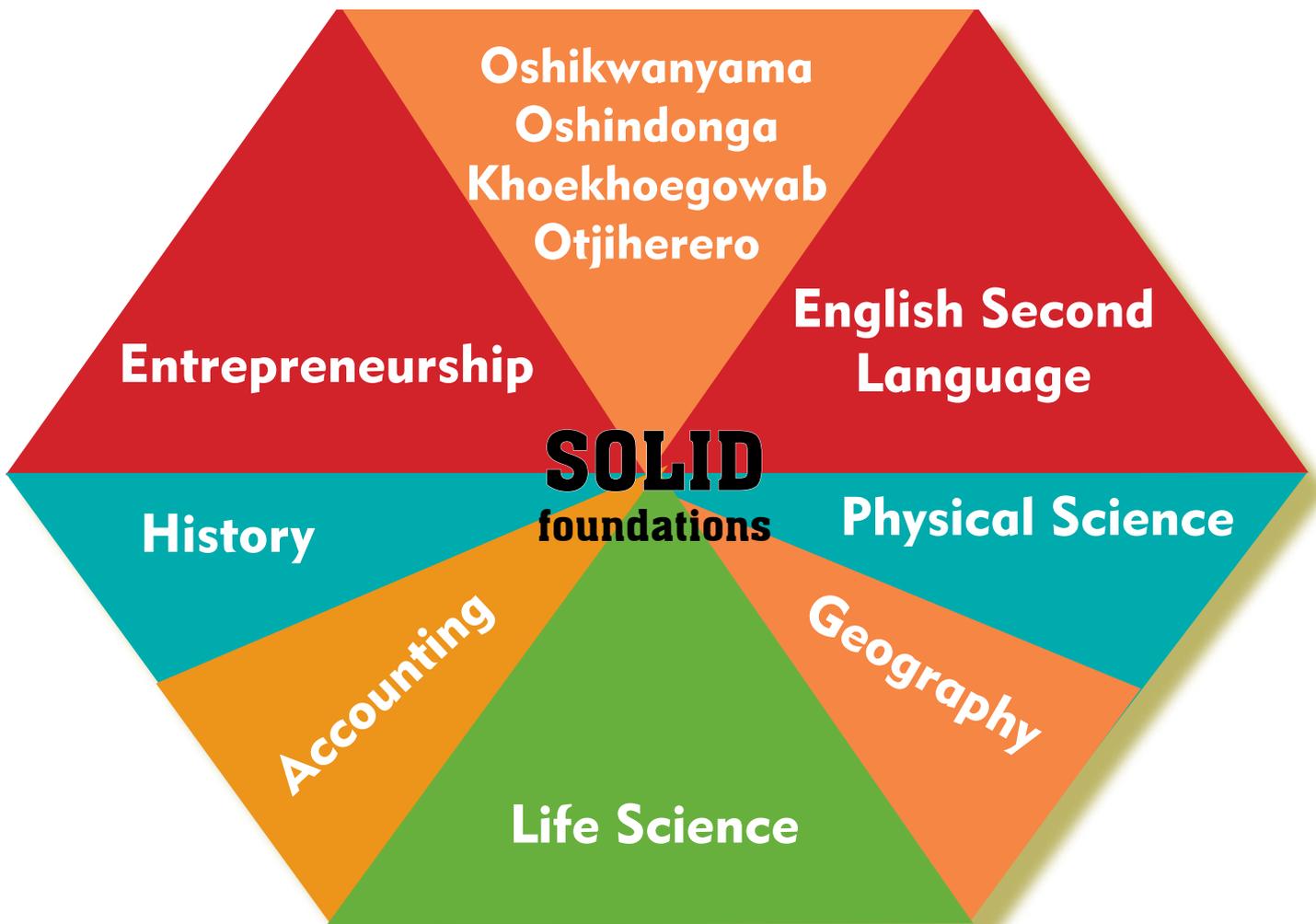
Our **Solid Foundations** series of textbooks for Grades 1-7 has been very successful so far and is now extended to include titles for Grades 8-9. All textbooks in the series establish a uniform standard for the whole of Namibia. The Solid Foundations textbooks equip all learners with knowledge, skills and attitudes to help them excel in higher grades. Apart from receiving very favourable reports from NIED, our approved books cater for the needs of the Namibian child, taking into consideration the learning environment. Additionally, our books give full support to our teachers who often struggle with limited resources at schools.

Our **Solid Foundations** textbooks:

- ✓ establish a uniform standard for the country
- ✓ cater for the needs of Namibian children
- ✓ give full support to our teachers!



NPH *Solid Foundations* series for Senior Secondary Phase:



NPH newest additions to the very successful ***Solid Foundations*** series are materials for the Junior Secondary Phase. The Grades 8-9 textbooks show outstanding syllabus coverage and, like all our materials in the ***Solid Foundations*** series, promote gender equity, inclusive education and cross-curricular issues. Above all, however, the textbooks in this phase aim to aid learners at this tender yet critical stage in their lives with personal growth and self-fulfilment. They also provide broad general knowledge that will give learners confidence to pursue a career in future that will help realise their potential in life.

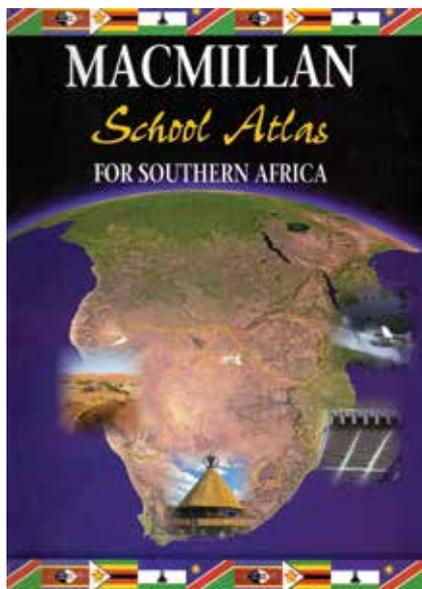
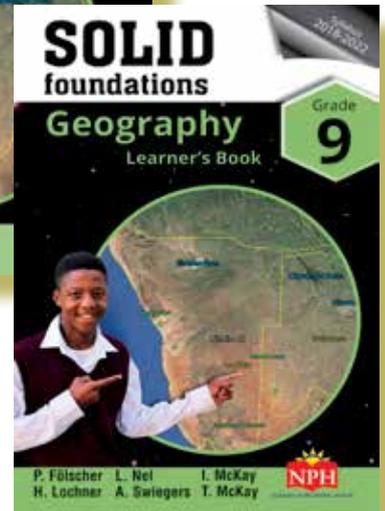
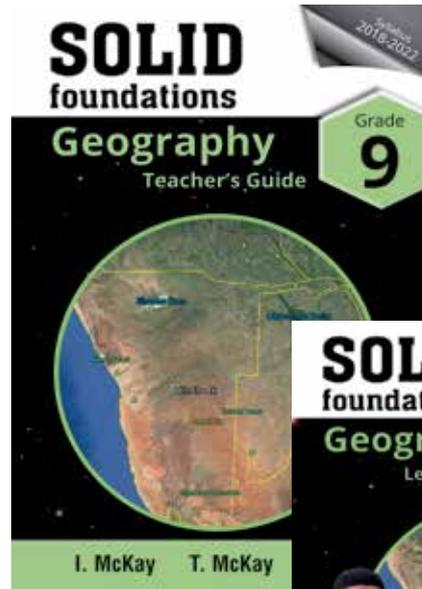
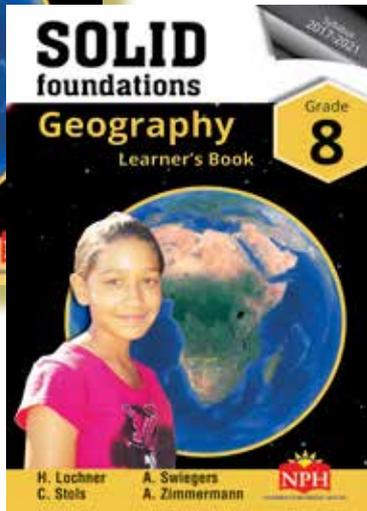
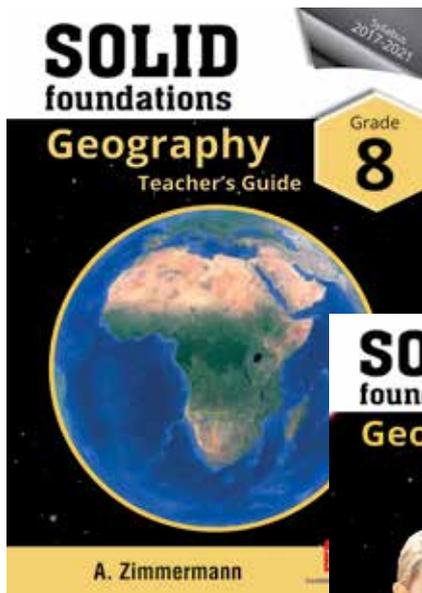
Our ***Solid Foundations*** textbooks for Junior Secondary Phase:

- ✓ show outstanding syllabus coverage
- ✓ promote gender equity, inclusive education and cross-curricular issues
- ✓ facilitate learners' personal growth and self-fulfilment
- ✓ provide broad general knowledge to enable confident career choices
- ✓ help learners realise their potential!



Solid Foundations Geography | Grades 8-9

The **Solid Foundations Geography** is an exciting new series for the Namibian Learners in the Junior Secondary Phase. It provides excellent coverage of the New Curriculum and aims to help teachers shape socially and environmentally sensitive learners as well as informed and responsible citizens of our country. The goal of the series is to equip learners with confidence and broad awareness of the world we live in.



Gr	Geography	ISBN
8	Solid Foundations Geography LB	9789991626451
8	Solid Foundations Geography TG	9789991627427
9	Solid Foundations Geography LB	9789991627458
9	Solid Foundations Geography TG	9789991627519
8-9	Macmillan School Atlas for Southern Africa	9789991625805

A look inside the *Solid Foundations Geography Grade 8 Learner's Book*:

THEME
3

Geomorphology

3.1 Internal structure of the Earth

Geomorphology is the science that studies the origin, development and changes of the landforms on the Earth's surface. The word comes from three Greek words: *geo* (Earth), *morphé* (form) and *logos* (knowledge). Two important influences bring about ongoing change in and on the Earth's crust. First, the forces that work from within the crust, called **endogenic** or internal forces, such as earthquakes and volcanism. Second, the forces that work from outside the crust, called **exogenic** or external forces – running water, wind and moving ice.

Namibia is a country with many striking and beautiful landforms. However, we often take these for granted, giving little thought to how they were formed. In order to understand the Earth's physical features, we need to look beneath the surface of the Earth. In this topic, we focus on the basic composition of each of the three layers of the Earth's internal structure: the core, mantle and crust.

Objectives

By the end of this topic, you should be able to:

- identify, on a simple diagram, the Earth's:
 - crust
 - mantle
 - core
- describe the basic composition of each layer.

Key words

geomorphology: the science that studies the origin, development and changes of the landforms on the Earth's surface

endogenic: forces that work from inside the Earth's crust

exogenic: forces that work from outside the Earth's crust

core: the innermost layer of the Earth

molten: not solid; fluid due to heat

mantle: the thickest layer of the Earth, which lies between the core and the crust

- ➔ **asthenosphere**: the outer part of the Earth's mantle
- lithosphere**: the solid, outer part of the Earth's mantle, together with the Earth's crust, the outermost layer
- discontinuity**: a surface that marks a change or transition in the physical or chemical characteristics of a rock mass
- Moho Plane**: the boundary between the Earth's crust and the mantle; a plane is a surface that separates one layer of stratified rock from another
- crust**: the thinnest, outermost layer of the Earth, composed of tectonic plates that move
- tectonic plates**: sections of the Earth's crust that 'float' on the mantle

The Earth is made up of three main layers – the core, the mantle and the crust. Each layer can be divided into other layers, each with specific characteristics.

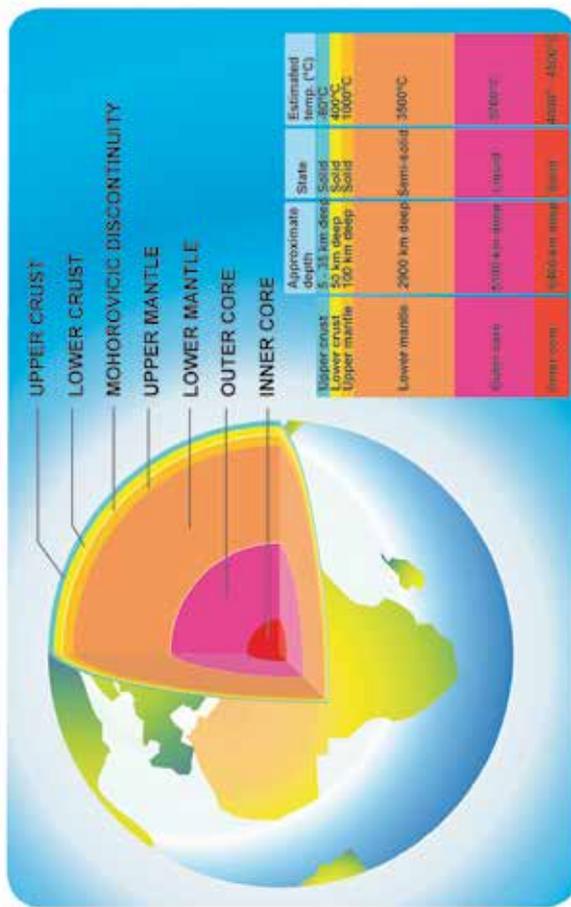


Figure 3.1 The internal structure of the Earth

Examples of metamorphic rocks in Namibia

Schist, slate and quartzite occur over a large area in the central part of Namibia. Marble occurs in many areas in the Namib Desert as well as at Karibib.



Figure 3.16 The marble quarry near Karibib

Figure 3.17 The schist hills around Windhoek

Activity 3.6 Work in pairs

Identify the origin, characteristics and examples of metamorphic rocks

1. Explain the difference between dynamic, thermal and regional metamorphism.
2. Name the igneous or sedimentary rocks from which the following metamorphic rocks are formed:
a) marble b) gneiss c) quartzite d) schist
3. With the help of the descriptions, as well as the photographs, try to identify possible examples of metamorphic rocks in your area.

Remember

- There are three basic types of rock: igneous, sedimentary and metamorphic.
- Igneous rocks originate from solidified molten material, either beneath the Earth's surface as intrusive igneous rocks or on the Earth's surface as extrusive igneous rocks.
- The most important characteristic of igneous rocks is their crystalline texture.
- Examples of igneous rocks are granite, basalt and dolerite.
- Sedimentary rocks originate from sediments deposited by running water, wind or moving ice, or as a result of mechanical or chemical action.
- The most important characteristic of sedimentary rocks is their layered or stratified texture.

- Examples of sedimentary rocks are conglomerate, sandstone, coal and limestone.
- Metamorphic rocks originate from igneous or sedimentary rocks that have changed due to enormous pressure, very high temperatures or chemical action.
- The most important characteristic of metamorphic rocks is their variable, layered, crystalline texture.
- Examples of metamorphic rock are gneiss, marble, schist and quartzite.

Assessment

1. Choose the correct word from the box to complete the sentences.

endogenic	exogenic	crust	molten	mantle
lithosphere	tectonic plates	asthenosphere	core	Moho plane

The Earth is made up of layers. The very innermost layer is called the a) _____. It is very hot in this part of the Earth, and we would not be able to live there. The layer of the Earth between the core and the b) _____ is called the c) _____. The d) _____ has a plastic-like fluidity, as partial melting of rocks takes place here. The e) _____ is solid, and is made up of the entire crust and the upper part of the mantle. This should not be confused with the f) _____, which is a transition zone between two layers. We may think that the ground on which we stand is completely solid, all the way around the Earth, but instead it is made up of g) _____ that shift and move. Our Earth is dynamic and constantly changing. h) _____ material is constantly rising up to the surface of the Earth. Volcanic material (magma) is an example of i) _____ forces that create landforms under the Earth's surface. Weathering and erosion can be described as j) _____ forces as they act on features on the Earth's surface.

2. Why are igneous rocks generally very hard, especially when compared to sedimentary rocks?
3. Why would archaeologists and scientists not search for fossils of ancient plants or organisms in igneous rocks that have large and well-developed crystals?
4. Why would sinkholes form in a place such as Ojikoto near Tsumeb?
5. What is the most defining characteristic of metamorphic rocks?

A look inside the Solid Foundations Geography Grade 8 Teacher's Guide:

If you have a computer and projector, or if learners have access to mobile devices, you can show them video clips such as the following, to help them understand the concepts:

<https://www.youtube.com/watch?v=N9ncfAsmiSg>

<https://www.youtube.com/watch?v=WwiiOjfvAU>

<https://www.youtube.com/watch?v=3MFr2eC3erk>

Example of a lesson plan

Teacher:	Grade: 8	Date: 26 May 20_
Subject: Geography		
Theme and topic: Geomorphology: 3.1 Internal structure of the Earth		
Teaching aids and resources to be used:		
Writing board, <i>Learner's Book</i> , learner exercise books, posters, diagrams and models of the Earth's structure, YouTube clips or other videos illustrating and explaining the structure of the Earth		
General objectives of the lesson:	Learners should be able to know the different parts of the internal structure of the Earth.	
Specific objectives of the lesson:	Learners should be able to:	
	<ul style="list-style-type: none"> • identify on a simple diagram the Earth's: <ul style="list-style-type: none"> ○ crust ○ mantle ○ core • describe the basic composition of each layer. 	
Presentation of lesson:		
1. An appropriate short introduction:	Discuss the introduction to the theme Geomorphology and Topic 3.1 Internal structure of the Earth: <ul style="list-style-type: none"> • Learners should be able to define geomorphology and, as a class, make a mind map of concepts they understand to be related to it, for example layers of the Earth, rocks, sand, mountains, desert, etc. Use mind maps when teaching. 	
2. Presentation of subject content and learning tasks:	<ul style="list-style-type: none"> • Use models of the Earth's structure to demonstrate the main layers, and the Moho plane. • Explain and keep revising the forces that act on the Earth – gravity, compression, etc. Explain in simple words and use familiar alternative words. • Learners work through the activities as described in the <i>Learner's Book</i> and <i>Teacher's Guide</i>. 	
Assessment/homework/tasks/exercises	Learners complete Activities 3.1 to 3.3, completing any unfinished questions independently at home if required.	

Suggested teaching steps

- Prepare the classroom ahead of the lesson by displaying pictures, posters, models and rock samples, etc. all around the room.

THEME 3: GEOMORPHOLOGY

Overview of this theme

Topics	General objectives <i>Learners will:</i>	Specific objectives <i>Learners should be able to:</i>	Activities
3.1 External structure of the Earth	<ul style="list-style-type: none"> • know the different parts of the internal structure of the Earth 	<ul style="list-style-type: none"> • identify on a simple diagram the Earth's: <ul style="list-style-type: none"> ○ crust ○ mantle ○ core • describe the basic composition of each layer 	Activity 3.1 Activity 3.2 Activity 3.3
3.2 Rock types	<ul style="list-style-type: none"> • discover the basic rock types, namely: <ul style="list-style-type: none"> ○ igneous ○ sedimentary ○ metamorphic. 	<ul style="list-style-type: none"> • list for each of the three rock groups: <ul style="list-style-type: none"> ○ their origin ○ two basic characteristics ○ two examples. 	Activity 3.4 Activity 3.5 Activity 3.6

Background information for the teacher

Geomorphology forms the basis for understanding many geographical concepts and processes that the learner will encounter if they continue their studies of the subject. They need to understand the structure of the Earth and the different types of rocks so that they will grasp concepts related to weathering, erosion, fluvial processes and settlement and primary activities. For example, mineral deposits in the Earth are directly related to settlement patterns and primary activities such as mining. Geomorphology, when combined with basic knowledge of climatology, enables learners to have a firm foundation from which to understand human settlement patterns and even development issues.

It is important for you to teach the learners that the Earth is a *dynamic* system – this means that it changes all the time, but that it is a 'closed' system in the sense that change in one area affects changes in other areas. This is important when learners study plate tectonics, earthquakes and volcanoes in Grade 9. This subject should be taught using as much visual material as possible, and using simple definitions. Take time to explain difficult words, and give easy-to-understand synonyms.

At the most basic level, learners need to understand that there are three layers that have been identified within the Earth, and that compression and pressure are important forces that influence the Earth's structure. The crust is of greatest interest, since it is the part inhabited by living organisms, and it is within the crust that geomorphological processes occur that form landforms, minerals and the landscape in which people live.

For learners, the presence of minerals such as diamonds in Namibia's ground can be explained by understanding the formation of different rocks within the Earth. In your teaching, you should try to relate all concepts back to the local area or places the learners may have visited or seen. It is also important to have as many pictures, photographs and models available in the classroom to demonstrate geomorphological processes and concepts to the learners. Many learners do not always cope well with this section of the syllabus (especially rock types), and so visual examples are very helpful.

- Write the word 'Geomorphology' on the board and ask learners if they know what it means. Break the word down into segments to make it more comprehensible.
- Write down all the words the learners come up with, as you brainstorm it with them.
- Let learners examine the models and pictures of items relating to geomorphology around the classroom.
- Let them work in groups to point to different things and describe how these features relate to the study of geomorphology.
- Either draw a sketch of the Earth's internal structure on the board, or bring a cake that is baked with different coloured segments, or use a model that you have made, with a section 'cut out' to demonstrate the internal structure of the Earth.
- You can also bring some hard-boiled eggs to class and give one to each group. Let them peel the egg and cut or break it in two, describing what they see in each 'layer'.
- Use any of these examples to explain that the Earth is composed of layers, and that forces such as compression, heat and gravity act on the material of the Earth to give certain characteristics to different layers.
- If you have access to computers (even one laptop), you can show the learners graphics or animated videos of the structure of the Earth (and formation of rocks). Note that this section of geography particularly lends itself to visual stimuli and learning aids.
- The learners work through the activities in the *Learner's Book* as they engage more deeply with the content.

Activities to support multi-ability learning

Extension activities

- As a class project, or in groups, learners can collect information on the petrified forest near Khorixas in the Kunene Region and relate it to the processes that would have formed the forest.
- Learners can research information about the uses of marble for ornamental purposes (give examples and use pictures) in the building industry. They can make a mind map or poster to present their findings.
- Learners can make PowerPoint presentations of graphics they have collected or made, to demonstrate their learning about the structure of the Earth.
- Learners can use the samples you have made available in class of different types of rock, to describe to their peers and discuss the uses of each type of rock.
- Learners can investigate and report on the diamond industry in Namibia – how deposits of diamonds were found, how they are mined, and what they are used for. Later, they can go back to this when they do Economic Geography, and investigate the economic benefits of diamonds for Namibia.

Remedial activities

- Implement diagnostic assessment by giving learners 'play dough' or other pliable material, such as coloured mashed paper made using food colouring or natural dyes, and asking them to construct a model showing the internal structure of the Earth.
- Guide and help them by providing labels. If they struggle, you can work with them in this tactile way to construct the layers so that they are accurately representative of the internal structure of the Earth.
- Make flash cards of the main concepts and words related to geomorphology, or get learners to make them, using the key words section in each topic. The front of the card has the word, and the back contains the definition, or make the words and their definitions on separate cards. Learners in bigger class groups can then pair up: one has the word and the other the definition. They can also

play a game to see who can come up with the word or its definition faster. Shuffle the cards and hand them over to the learners. Let them play for a small reward.

- Let learners work with these to test one another (or you can test them) on their basic understanding of the concepts and vocabulary.
- Let learners handle rock samples and describe what they see (e.g. texture and colour). This helps them to remember different kinds of rocks and how they are formed.
- Let learners make mind mapped summaries of each topic, with simple key words, to remember the key ideas and how they are linked.
- It is important to monitor how they make these mind maps as some learners do not always understand that 'less is more'.

Support for learners with special needs or learning difficulties

- Learners with visual barriers to learning may benefit from large posters and diagrams of concepts put up around the classroom.
- Learners who struggle to focus and concentrate for the expected length of time on one task can break the task into questions and be allowed to stand up and take a 20-second star-jump or marching on the spot in between questions.
- There are many terms to learn in geomorphology. For the benefit of learners who have language barriers, make large vocabulary cards, or construct a vocabulary wall in one part of the classroom as the class moves to each topic. At the beginning and a little before the end of each lesson, you can allow these learners one or two minutes to read the words aloud, pronounce them, explain them or match them. Everyone in the class would benefit from this practice.

Suggestions for the use of low/no cost materials

- ICT: If you have one computer, laptop or other mobile device in the class, with internet access, you can access hundreds of YouTube and video clips that demonstrate and explain the concepts. Learners can take it in turns to watch them.
- If learners have their own devices, or if there is a projector available, you can show them clips and get them to describe what they have learnt, after watching. This is cost-effective as you do not have to purchase licenses or material.
- You can make a simple model of the structure of the Earth using play dough or mashed paper – making sure each layer is a different colour.
- Ask members of the community to look for and donate different rock samples to your class for the learners to look at. You can display these in a simple cardboard box or on a desk.

Suggested answers to activities

Activity 3.1

Learner's Book page 90

- You must create a large space for this physical activity – either in the middle of the classroom or outside.
- Divide the learners into four groups and give each group a number from 1 to 4, which corresponds to a layer within the Earth, as indicated in the *Learner's Book*.
- Let the learners stand in their groups.
- The object of the game is for each group to arrange itself concentrically (in a circle) to represent each layer of the Earth, as quickly as possible, responding to your command.
- You may call each number in any order, but do not call the numbers in sequence, and do not call '1'

Solid Foundations History | Grades 8-9

The **Solid Foundations History** series for Grades 8-9 provides a refreshing new look at History, making the subject exciting yet more informative than ever. The series focuses on preparing learners towards their Cambridge examinations in future grades, and at the same time helps teachers shape lively, questioning and appreciative learners. Above all, it aims to equip learners with confidence to be able to contribute to the development of culture in our country.



Gr	History	ISBN
8	Solid Foundations History LB	9789991627526
8	Solid Foundations History TG	9789991627533
9	Solid Foundations History LB	9789991627540
9	Solid Foundations History TG	9789991627557

A look inside the *Solid Foundations History Grade 9 Learner's Book*:

Andimba Toivo ya Toivo kissing Namibian soil after he was released, having served 16 years of a 20-year sentence

leader and great-grandson of the Hendrik Witbooi who led the Nama against the Germans in the War of National Resistance, became the vice-president of SWAPO in 1982.

As Namibia came closer to independence, SWAPO increased its demands for South Africa to release Andimba Toivo ya Toivo, who had been imprisoned on Robben Island for 16 years. On 1 March 1984 Ya Toivo was released. He immediately joined the rest of the SWAPO leadership in exile.

Peace talks with South Africa

By 1984, the South African government had realised that their occupation of Namibia was coming to an end. It was clear that SWAPO would win the elections whenever they took place. The South Africa government therefore decided to enter into talks with SWAPO. They met in Lusaka in May 1984 and again in July in Cape Verde. However, both meetings ended in failure because South Africa was still not willing to agree with SWAPO's demand that Resolution 435 should be implemented immediately. During this period, there were still clashes between the SADF and PLAN in northern Namibia.

South Africa continued to demand the withdrawal of the Cuban troops from Angola. In 1988, representatives from the USA and the USSR met in Moscow. They agreed that the Cuban troops would be withdrawn from Angola. This agreement was called the New York Accord and it was signed in December 1988. South Africa promised to hand over control of Namibia to the UN. At last Namibia was ready to become independent.

Activity 2.6 On your own

1. Why do you think SWAPO held its meetings in Lusaka? Motivate your answer.
2. Write a short paragraph on the reason why Ya Toivo was sent to prison.
3. How important was the New York Accord? Explain your answer.

What did you learn in this theme?

- After World War II ended in 1945, the United Nations (UN) replaced the League of Nations.
- In 1945, the South African government tried to persuade the UN to agree to Namibia becoming part of South Africa.
- In 1948, the National Party (NP) came to power in South Africa and introduced the policy of apartheid to separate the different ethnic groups.
- Apartheid laws were extended to Namibia.
- The Odendaal Plan extended the reserve system.
- In 1971, the ICJ ruled that South Africa's presence in Namibia was illegal and that it should withdraw immediately.
- The Turnhalle Constitutional Conference was established in 1975 to draw up a constitution that would lead Namibia to independence.
- In 1977, South Africa appointed an AG in Namibia who had ultimate control and power.
- The WCG consisted of five countries from the West that were tasked with the job of negotiating an acceptable transfer of power in Namibia.
- The WCG's proposals were accepted by South Africa and SWAPO in 1978. The proposals were then incorporated into UN Security Council Resolution 435 of 29 September 1978.
- The DTA set up an interim government to govern Namibia while the negotiations continued for the implementation of UN Resolution 435.
- South Africa insisted that the Cuban troops withdraw from Angola before independence for Namibia could be considered.
- The AG dissolved the National Assembly of the DTA in 1983 and set up a new administration, called the MPC.
- On 1 June 1985, the South African government installed a Transitional Government of National Unity (TGNU) in Windhoek as a move towards independence.
- During much of 1988, intense political talks took place to work out an agreement for peace in Namibia and to make it possible to implement UN Resolution 435.

Assessment

Multiple-choice questions

Write down the letter that you think is the most correct answer to the following questions.

- Which political party was in power in South Africa in 1945? (1)
 - National Party
 - United Party
 - ANC
 - Democratic Party
- The Odendaal Plan wanted to: (1)
 - extend the reserves
 - apply apartheid homeland policies to Namibia
 - divide people according to their ethnic groups
 - all of the above.
- In 1971 the ICJ ruled that: (1)
 - SWAPO and SWANU were the sole representatives of Namibia.
 - The DTA should lead the Interim Government.
 - South Africa's presence in Namibia was illegal.
 - Sam Nujoma should return home from exile.
- Which of the following was **not** part of the proposals contained in UN Resolution 435? (1)
 - Elections in Namibia should be under South African supervision and control.
 - All hostile activities should stop and both sides must agree to a ceasefire.
 - There should be a reduction of South African troops in Namibia.
 - The UN and South Africa should accept elections.
- Why did the UN and most of the international community reject the MPC and the TGNU? (1)
 - They had too many white members.
 - They did not include all the minority groups in Namibia.
 - They wanted to make sweeping reforms.
 - SWAPO was not part of these structures.

- The war in Angola slowed down the granting of Namibian independence because:
 - South Africa wanted to take over Angola as well as Namibia.
 - The Cubans supported the MPLA.
 - South Africa was worried that SWAPO would win the elections and make Namibia a communist country.
 - The Angolans wanted to invade Namibia.

Structured questions

Read the extract and then answer the questions that follow.

The Cuban people hold a special place in the hearts of the people of Africa. The Cuban internationalists have made a contribution to African independence, freedom and justice unparalleled for its principled and selfless character ... We in Africa are used to being victims of countries wanting to carve up our territory or subvert our sovereignty. It is unparalleled in African history to have another people rise to the defence of one of us.

From a speech by Nelson Mandela in July 1991 in Cuba

(Source: ANC, 2015. *ANC Today: Special Edition, July 2015*. Available from <http://www.anc.org.za/does/ancetoday/2015/at24.pdf> (Accessed: 27 January 2016).)

- What did the people of Namibia think about the presence of the Cuban troops in Angola? Explain your answer. (4)
- Explain why South Africa refused to withdraw from Namibia if Cuban troops remained in Angola. (3)
 - How important was this refusal for the history of Namibia? Explain your answer. (3)
- Name any two reasons why SWAPO and the UN did not accept the decisions made at the Turnhalle Conference. (2)
- Name any two political groups that met with SWAPO in Lusaka. (2)

Total marks: 20

A look inside the Solid Foundations Geography Grade 9 Teacher's Guide:

Theme 2 South African colonial administration, 1945–1989

Overview of this theme

The theme focuses on Namibia as a C mandate and South Africa's refusal to fulfill its mandate to treat it as such. We will discuss different apartheid laws as well as the Odendaal Plan. We will look at the UN attempts to help Namibia become independent, as well as South Africa's constant refusal to accept this. Finally, we will look at the Turnhalle, MPC and TGNU and their structures, and also SWAPO's opposition towards them.

Topics	General objectives <i>Learners will:</i>	Specific objectives <i>Learners should be able to:</i>	Activities
2.1 South African colonial rule and the League of Nations mandate	<ul style="list-style-type: none"> understand South African rule in Namibia between 1945 and 1979 know that Namibia was represented in the South African parliament 	<ul style="list-style-type: none"> describe the inheritance of Namibia as a mandate by the United Nations name the two main political parties in the South African parliament explain reasons why these parties were the only two who represented Namibia in the South African parliament 	
2.2 Apartheid in Namibia	<ul style="list-style-type: none"> understand why and how South African racial policies were introduced in Namibia 	<ul style="list-style-type: none"> define the term 'apartheid' discuss the Odendaal Plan name and explain the economic and political recommendations made by the Odendaal Plan list the effects of the Odendaal Plan on the Namibian population evaluate the impact of the Odendaal Plan with specific reference to human rights 	Activity 2.1 Activity 2.2
2.3 United Nations and Namibia	<ul style="list-style-type: none"> understand the reaction of the international community to South African rule in Namibia 	<ul style="list-style-type: none"> describe the reasons why the United Nations and South Africa clashed over Namibia discuss how the International Court of Justice tried to stop South African administration over Namibia 	
2.4 South Africa changes direction	<ul style="list-style-type: none"> understand that South Africa tried to change direction under international pressure 	<ul style="list-style-type: none"> list reasons why South Africa changed direction describe how the Turnhalle conference was formed and its main features 	Activity 2.3

	<ul style="list-style-type: none"> explain reasons why SWAPO, the United Nations and Organisation of African Unity refused to recognise the Turnhalle Constitution discuss the setting-up of the Turnhalle conference, its constitution and reasons for its failure 	
2.5 United Nations and the Western contact group	<ul style="list-style-type: none"> understand that the United Nations and the Western contact group tried to persuade South Africa to grant Namibia independence 	<ul style="list-style-type: none"> name the members of the Western contact group describe how they persuaded South Africa to give independence to Namibia evaluate the successes and failures of the Western Contact Group
2.6 Namibia during the 1980s: Government structures before independence	<ul style="list-style-type: none"> understand how the different government structures were introduced and administered know the reasons for the establishment of the Multi Party Conference (MPC) and the Transitional Government of National Unity (TGNU) understand the role played by South West African People's Organisation (SWAPO) during the 1980s to liberate Namibia 	<ul style="list-style-type: none"> describe the first, second and third tier government name the groups representing MPC give reasons for the establishment of the MPC and why it failed give reasons why the TGNU was formed, and list problem it encountered explain the role played by SWAPO to liberate Namibia describe and discuss the talks SWAPO held with South Africa

Background information for the teacher

In this theme, learners will be introduced to the apartheid policy of South Africa. They will learn how apartheid laws affected the lives of the people of Namibia, and the efforts of Namibians to change their circumstances. The Windhoek and Cassinga Massacres showed that the South African government was not interested in taking into account the national aspirations of the Namibian people, and that it was prepared to use force to impose its will.

Example of lesson preparation

Teacher D. Angula	Grade 9 a–d	Date 16 February
Subject History		
Theme, topic and sub-topic		
Theme 2 South African colonial administration, 1945–1989		
2.1 South African colonial rule and the mandate		

<p>Teaching materials and resources to be used Chalkboard, <i>Learner's Book</i></p>
<p>Lesson objectives <i>Learners will:</i></p> <ul style="list-style-type: none"> • understand South African rule in Namibia between 1945 and 1979.
<p>Basic competencies (refer to syllabus) <i>Learners should be able to:</i></p> <ul style="list-style-type: none"> • describe the inheritance of Namibia as a mandate by the United Nations • name the two main political parties in the South African parliament • explain reasons why these parties were the only two who represented Namibia in the South African parliament.
<p>Presentation of the lesson</p> <p>1. An appropriate short introduction Write short definition of mandate and colony on chalkboard without the title. Learners should identify which is a definition for a colony and which defines a mandate.</p> <p>2. Presentation of subject matter and learning activities: Explain characteristics of a C mandate. Ask learners how they think South Africa ignored its responsibilities towards Namibia. Explain why there were only two parties in the South African-dominated parliament at the time.</p> <p>3. Consolidation Learners evaluate minority rule in South Africa and give their opinions.</p> <p>4. Assessment/Tasks/Exercises Oral discussions – informal</p>
<p>English across the curriculum Reading activities: Read pages 32–33 to find two South African parties. Writing activities: Summarise the day's lesson.</p>

Teaching steps

- When the learners enter, two short definitions of mandate and colony should be on the chalkboard.
- Ask the learners which one refers to a colony and which one refers to a mandate. Learners must motivate their choice.
- Explain the characteristics of a C mandate with Namibia as an example. Write key words on the chalkboard.
- Ask the learners which one of these characteristics South Africa did not meet, in their opinion. They should motivate their answers.
- Refresh learners' knowledge on apartheid and explain that there were only two parties in the South African-dominated parliament.
- Explain that black people did not have the right to vote.
- Give learners about four minutes to skim page 32–33 and come up with the two names for the Namibian political parties in South Africa's parliament.
- Give about 5–7 minutes so that pairs can discuss why South Africa did not want black people to vote.

Activities to support multi-ability learning

- Extension questions for faster learners:
- Look at the conditions for a C mandate on page 31 of the *Learner's Book*. Which of these conditions were most violated by the South African government? Explain your answer.
- Possible answer:**
The fact that Namibia should be governed to the advantage of the Namibian people. This did not happen at all. Very little of what South Africa did was to the advantage of Namibian people. South Africa wanted to take as much as possible from Namibia for its own benefit.
Which one of the economic recommendations of the Odendaal Plan benefited Namibia the most? Explain your answer.

Possible answer:

More schools and training centres. Education forms the foundation for all activities in a country. The better the population is educated, the more the country will develop. Education helped the people of Namibia to know their rights and it made them want to become independent.

- How important was the fact that the WCG allowed South Africa to appoint an Administrator General for the independence of Namibia? Explain your answer.

Possible answer:

It was not important because this allowed South Africa to still control decision making on government level. The AG had veto powers and therefore he did not allow any actions that took away control from South Africa.

Support for learners who are struggling:

- Allow learners to discuss Activity 2.2 in pairs.
- Exclude Question 3 of Activity 2.3.
- Allow learners to discuss Activity 2.5 in pairs (except Question 3).

Support for learners with special needs or learning difficulties

Notes on mandate and colony on the chalkboard should be clearly visible for learners with visual impairments. They should receive more time to search for the two Namibian political parties in the South African parliament.

Suggestions for low cost materials

No teaching materials are used. If there are not enough *Learner's Books* for each learner, you can copy the page onto a transparency and display it on an OHP.

Suggested answers to activities

Activity 2.1 *Practical exercise* *Learner's Book, page 38*

This activity is suggested as a practical exercise for the continuous assessment programme.

1. The Natives or black people (2)
 2. The Coloured people (2)
 3. The Europeans or white people (2)
 4. 6.76 km² (2)
 5. The more land a person has, the bigger their cattle herds can be and the more crops they can produce. This means that they will be richer and therefore have a better standard of living. Their family will also benefit from this higher standard of living. (4)
 6. Black and coloured people would have even less land and some of it would be in barren areas. (3)
- [15]

Activity 2.2

Learner's Book, page 39

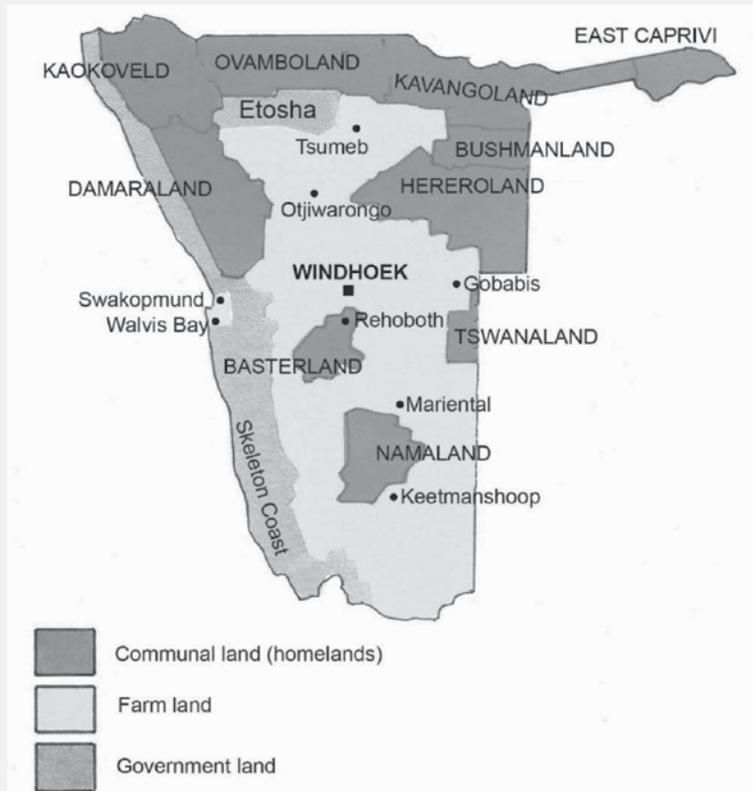
1. Because they said that black people should only be in the reserves that were allocated to them. If they came into white areas, they had to have permission from the white person for whom they worked.
2. They wanted the ethnic groups to be separate, otherwise they could get together and organise demonstrations. It is easier to control people when they are divided.
3. The Group Areas Act did not allow it because black people and white people should not mix.

Topic test 2

This test assesses the work covered in Theme 2.

Topic test

Look at the map and then answer the questions that follow.



Land divisions as recommended by the Odendaal Plan

1. How did the Odendaal Plan affect the lives of Namibian people? Explain your answer. (4)
2. Explain why South Africa introduced the Odendaal Plan. (3)
3. How important was the Odendaal Plan for the Namibian people? Explain your answer. (3)
4. Name and explain any two terms of Resolution 435. (4)
5. Write a paragraph on how Namibia became a mandate of South Africa. (5)
6. What did the Namibian people think about the Turnhalle Conference? Explain your answer. (5)
7. The following are three apartheid laws of South Africa:
 - a) Separate Amenities Act
 - b) Bantu Education Act
 - c) Native Pass Law.
 Which one of these had the biggest effect on the lives of the Namibian people? Give three reasons for your choice and also say why you did not choose the other ones. (6)

Total marks: 30

Solid Foundations Accounting | Grades 8-9

The **Solid Foundations Accounting** series for Junior Secondary Phase is a new series that equips learners with sound knowledge and understanding of accounting rules, principles and procedures. It also helps them develop an appreciation for the subject in preparation for self-employment so that they can contribute to the national welfare of our beautiful country.



Gr	Accounting	ISBN
8	Solid Foundations Accounting LB	9789991627915
8	Solid Foundations Accounting TG	9789991627939
9	Solid Foundations Accounting LB	9789991627953
9	Solid Foundations Accounting TG	9789991627977

A look inside the Solid Foundations Accounting Grade 9 Learner's Book:

CHAPTER 4 Return journals

Objectives

At the end of this chapter you will be able to:

- understand the concepts and terminology of returns transactions.
 - describe the concepts:
 - sales returns/returns inwards
 - purchases returns/returns outwards
 - debit note and credit note
- realise and learn about the different source documents for returns transactions.
 - explain the purpose of a credit note (original vs. duplicate)
 - complete a credit note
- understand the recording and posting of returns transactions and the effect on the accounting equation
 - record the sales returns/returns inwards in the Debtors Returns Journal
 - record the purchases returns/returns outwards in the Creditors Returns Journal
 - post to three-column accounts in the Debtors/Creditors Ledger daily
 - post the totals of the journals to the Sales Returns/Returns Inwards, Purchases Returns/Returns Outwards in the General Ledger at the end of the month
 - interpret entries in the Debtors Returns Journal and Creditors Returns Journal (write the transactions from the Returns Journals)
 - indicate the effect of allowances/returns on the accounting equation
- understand and analyse ledger accounts
 - analyse and interpret all ledger accounts (write the transactions for the ledger accounts)

Introduction

Up to now we have dealt with transactions in the Cash Book, the Petty Cash Book, the Debtors Journal, the Creditors Journal and the General Journal. The debtors and creditors had to do with credit transactions or when goods are bought or sold on credit. But what happens if a creditor sends the wrong goods to my business or the goods are damaged when they are unpacked? The business will return the goods to the supplier. The same will happen if a customer bought goods on credit and they are the wrong colour when she unpacks them. So this chapter will deal with credit sales and purchases which are returned to the supplier.

Sometimes when goods are bought some are returned by the buyer. This can happen for a variety of reasons and must always be recorded. We use the returns journal for this.

1. Concepts and terminology of returns transactions

1.1 Sales returns/Returns inwards

Sales returns are the goods that a credit customer returns to the business, for example if the goods are faulty or are the wrong goods.

Sales returns are also known as returns inwards and refer to the goods that a debtor returns to the business. Some of the reasons can be:

- the goods are damaged goods
- the goods that are not according to **specification**/sample or are the wrong colour/size
- incorrect quantities delivered
- incorrect goods delivered
- calculation errors on invoices or incorrect prices
- **omission** of trade discount on invoices

Key words

specification: an exact measurement or detailed plan about how something is to be made

omission: someone or something that has not been included, either deliberately or because someone forgot



Some goods are returned to the business because they are damaged

This means that the debtor will not pay for the goods which are returned and that the value of the returned goods should be deducted from the accounts. It is important to note that sales returns are not given as a reduction in the selling price of goods, as is the case with trade discount, or because the debtor has paid his or her account early, as with discount allowed.

Sales are an income and therefore the OE+. Sales returns, however, decrease this income and increase on the debit side. The Sales returns are deducted from the Sales when the gross profit is calculated. Sales returns are entered in the Debtors Returns Journal.

1.2 Purchases returns/Returns outwards

Purchases returns are the goods that the business returns to the supplier, for example goods that are faulty or are the wrong goods.

Purchases returns are also known as returns outwards and refer to the goods that the business returns to the supplier. The reason for returning goods could be the same as that for sales returns.

The business will not pay for the goods returned to the supplier because they were returned and are no longer in the books of the business. It is important to note that purchases returns are not treated like trade discount, nor as discount received where a creditor paid his account early.

Purchases are an expense and therefore the OE-. Purchases returns decrease this expense and therefore increase on the credit side. The Purchases returns are deducted from the Purchases when the gross profit is calculated.

Purchases returns are recorded in the Creditors Returns Journal.



The Purchases returns are deducted from the Purchases when the gross profit is calculated

Example

Invoice 150 was issued to Gobabis Secondary School, P.O. Box 291, Gobabis, for the following goods bought on credit from Stationery Ltd, Private Bag 2009, Gobabis on 10 June 2017.

- 100 × Grade 10 Accounting books @ N\$50 each
- 100 × Grade 11 Accounting books @ N\$55 each
- 100 × Grade 12 Accounting books @ N\$60 each

Only 80 Grade 12 Accounting books had been ordered and therefore 20 books were returned to Stationery Ltd on 11 June 2017.

You are required to:

Complete the credit note (number 15) for the goods returned.

Solution

CREDIT NOTE			
		No. 15	
		Private Bag 2009	
		GOBABIS	
		11 June 2017	
Stationery Ltd			
To: Gobabis Secondary School			
P.O. Box 291			
Gobabis			
Quantity	Description	Unit price	Amount
		N\$	c N\$
20	Grade 12 Accounting books	60 00	1 200 00
Reasons for returns			
Only 80 Grade 12 Accounting books ordered			1 200 00
Total			
VAT			180 00
E & O.E.			

2.2 Complete a credit note

Format of a credit note

The information on a credit note is basically the same as that on an invoice.

CREDIT NOTE (1)			
To: _____ (3)		No. ____ (2)	
_____		Private Bag 2009 (4)	
_____		GOBABIS	
_____		___/___/20 (5)	
Stationery Ltd (6)			
Quantity	Description	Unit price	Amount
		N\$	c N\$
(7)	(8)	(9)	(10)
Reason for return (13)		Total	(11)
		VAT	(12)
E & O.E. (14)			

Information on a credit note

- (1) Name of document – credit note
- (2) Number of document. If the credit note is issued, then the numbers will follow one another.
- (3) Name and postal address of customer.
- (4) Postal address of seller.
- (5) Date of the transaction.
- (6) Name of seller's business.
- (7) Number of goods returned per article e.g. a dozen or 12.
- (8) Description or indication of which goods were returned e.g. eggs or bread.
- (9) Selling price per unit of article returned.
- (10) The amount or value of goods returned for every type of article bought. This amount is calculated:
Quantity (7) × Unit price (9) × Amount (10).
- (11) The total amount due in respect of goods returned. Add up the amounts in the column.
- (12) VAT is already included in the selling price, but it is easier for bookkeeping if the VAT amount is indicated separately because it differs between 0%, 15% and 30%. Businesses therefore indicate the VAT amount.
- (13) The reason why the goods were returned.
- (14) Errors and omissions excluded. This means that if the business issuing the invoice made a mistake on it, then they have the right to change and correct it. For example, if the unit price was wrong, or if they entered the wrong number of goods.



Activity 1

Dune Café received an invoice for goods bought on credit from Sand Storm Traders in Dordabis.

- 140 × 1 l soft drinks @ N\$16,00 each
- 315 × 340 ml soft drinks @ N\$8,00 each
- 40 × 100g chocolates @ N\$7,50 each

However, Dune Café had only ordered 100 of the 1 litre soft drinks and 300 of the 340 ml soft drinks. The extra soft drinks were returned to Sand Storm Traders.

You are required to:

Copy and complete the following credit note (number 162) issued to Dune Café on 20 May 2017.

A look inside the *Solid Foundations Accounting Grade 9 Teacher's Guide*:

Chapter 4: Returns journals

In this chapter we look at what happens if goods are broken, or the wrong goods are delivered or the wrong quantity was delivered. If goods were bought or sold on credit and they are returned, then it means that whoever purchased them will not pay for the goods. The same happens if either a debtor returns goods to the business or the business returns goods to the creditors.

The returns journals, the new books of first entry which are dealt with in this chapter, are the opposite of the Debtors Journal and the Creditors Journal which we dealt with in Chapter 2. The format of the return journals is exactly the same, there is just a different source document used. For both return journals the credit note is used – the original for the Debtors Returns Journal and the renumbered original for the Creditors Returns Journal.

If debtors return goods, the account is called either Sales returns or Returns inwards, while if goods are returned to creditors the account is called either Purchases returns or Returns outwards.

Learners learn to complete a credit note in this chapter.

Check that the posting to the General Ledger accounts is done at the end of the month, but daily to the Debtors Ledger and the Creditors Ledger.

When the accounting equations are done for returns, it is the opposite from selling/buying goods on credit. For credit sales, OE+ because income increases, but if the goods are returned, then for Sales returns OE– because income decreases. For credit purchases, OE– because expenses increase, but if the goods are returned, then for Purchases returns OE+ because expenses decrease.

It is important to ensure that learners are able to write entries or interpret all the books of first entry as well as the different ledger accounts.

Knowledge with understanding (A) assessment questions can be asked using questions on the different concepts and terminology, as well as the completion of a credit note. Application (B) questions will be on drawing up the Cash Book, Debtors Journal, Creditors Journal, Debtors Returns Journal, Creditors Returns Journal and the General Journal and posting to the General Ledger, Debtors Ledger and Creditors Ledger. The analysis (C) questions will be on the accounting equation of the transactions (effect and reason) and interpreting the entries in the books of first entry. This means that all three assessment objectives can be asked when returns transactions are assessed.

The marking of the Debtors Returns Journal and Creditors Returns Journal is 1 mark per correct document column. Credit note numbers must be consecutive. For the entries, entering the date, details and amount all correctly, scores 1 mark per line. If the amount was calculated correctly, the entry scores 2 marks, but if the calculation was wrong but the rest are correct, award 1 mark O/F. Award 1 mark per correct folio column when posting. As with the Cash Book the total does not score any marks.

Remember that when posting takes place and entries are on the wrong side, they score no marks! In the General Ledger each entry which has the correct date, details and amount, scores 1 mark per line.

Balance c/d scores 2 marks if the date is correct, while the Balance b/d scores 1 mark if it is on the correct side with the correct date. For the whole General Ledger, correct posting from the books of first entry scores 1 mark for debit and 1 mark for credit if they are both correct.

For the Debtors Ledger and the Creditors Ledger, if they are drawn up in running balance format, the marking is the same. For the correct date, details and amount in the correct columns, 1 mark is given. If the balance amount is calculated correctly, 1 mark will be scored. If the balance b/d has the correct date, details and the correct amount in the balance column, 1 mark is given. As for the General Ledger, the folios will only receive 1 mark if they are correct from where the posting took place from the books of first entry.

For the accounting equation effect and reason, a correct effect, amount and reason will score 2 marks, if anything is wrong, then no marks are given. If an account debited and credited is asked, then both should be correct to score 2 marks. The correct book of first entry and the correct source document will each score 1 mark.

Here are the answers to the exercises in the Learner's Book.

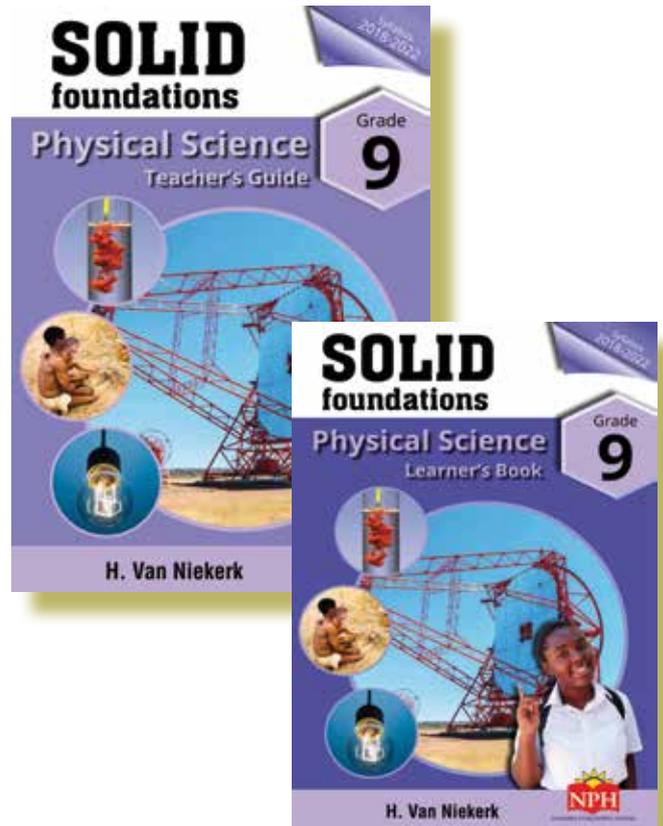
Activity 1

Learner's Book page 95

CREDIT NOTE		No. 162	
To Dume Café		Private Bag 2009	
Dordabis		DORDABIS	
		20/05/2017	
Sand Storm Traders			
Quantity	Description	Unit Price	Amount
		R\$	R\$
40	1 litre soft drinks	16 00	640 00
15	340 ml soft drinks	8 00	120 00
	Total		760 00
(Reasons for returns)			
Incorrect quantities supplied			
E & O.E.		VAT	99 13

Solid Foundations Physical Science | Grades 8-9

The **Solid Foundations Physical Science** series for the Junior Secondary Phase builds on the scientific processes learners were introduced to in the Primary Phase. Through numerous scientific activities, examples, revision activities, colourful attractive illustrations, etc. the series aims to establish scientific literacy in order for Namibia to cope with the challenges of appropriate global technology requirements.



Gr	Physical Science	ISBN
8	Solid Foundations Physical Science LB	9789991627632
8	Solid Foundations Physical Science TG	9789991627649
9	Solid Foundations Physical Science LB	9789991627656
9	Solid Foundations Physical Science TG	9789991627663

TOPIC 4 Metals and non-metals

Objectives

By the end of this topic you should be able to:

- identify elements on the Periodic Table and classify materials as metals or non-metals based on their physical properties
- arrange metals in order of reactivity according to their chemical properties
- recognise that a number of important metals are mined in Namibia
- show on a map where important ore deposits are found in Namibia
- explain what alloys are and that their properties can be tailored for specific uses
- discuss uses of common alloys, name their components and describe some of their properties
- describe the reactions between metals and: water and test the gas released; dilute acids and test the gas released; air and pure oxygen
- state that carbon dioxide does not support combustion, except for a very reactive substance such as magnesium
- explain that the oxides and hydroxides of Group 1 and Group 2 metals are basic and form alkaline solutions in water
- describe the reactions between acids and metal oxides and metal hydroxides
- describe the reactions of carbon, (red) phosphorus and sulfur in oxygen
- recognise the acidic nature of non-metal oxides
- describe the reactions of: non-metals in oxygen and air; non-metal oxides with water; non-metal oxides with alkalis
- predict the role of non-metal oxides in the formation of acid rain
- write down word equations for reactions of metals and non-metals.

Metals

You already know that all the elements are arranged in the Periodic Table. Metals are found on the left and in the middle of the Periodic Table and make up the largest part of the table. It is not surprising then that many things we use every day are made of metal or mixtures of metals and other substances.

Many ancient civilisations thrived because they learnt how to work skilfully with metals. By understanding the properties of metals we can predict their behaviour in physical processes and chemical reactions. This helps us to find new ways to use metals or improve the processes and products in which they are already used, and so advance technology.

Physical properties of metals

The properties of metals make them suitable for making many different products, either when used on their own or when mixed with other elements. For example, a three-legged pot is made of iron. It conducts heat and so allows food to cook. Copper conducts electricity and can easily be formed into wire. This makes it suitable for use in electric circuits. The body of an aeroplane is made from aluminium because it is light yet strong. Steel, which is a mixture of iron and carbon, is strong and commonly used in construction.

In general, metals:

- are solids at room temperature and have high melting and boiling points
- usually feel cold to the touch at room temperature
- conduct heat and electricity well
- produce a ringing sound when struck with a hammer, we say they are **sonorous**
- are strong yet **malleable** and **ductile**
- are shiny or can be polished to a shine
- have closely packed particles, which gives them a high **density**.

Key words

sonorous:
to make a ringing sound when hit with a hammer

malleable:
can be beaten into a thin sheet

ductile:
can be pulled into wire

density:
the amount of mass per volume



Figure 4.1 The properties of metals make them useful for many applications

- Metals are ductile.
- Metals are good conductors of electricity.
- Metals are strong.
- Metals have high melting points and so are generally solids at the temperatures we live in.

Activity 4.1 Work with a partner

Classify materials as metals or non-metals

Your teacher will set up various testing stations to investigate the properties of materials, such as:

- Density
- Shine
- Texture
- Malleability
- The ability to conduct electricity
- The ability to conduct heat

1. Record your observations for each material in a table.
2. Classify each material as a metal or non-metal based on your observations.
3. a) Suggest one possible application for the material at each testing station. This can be either for a metal or for a non-metal.
b) Give a reason for each answer in (a).

Metal mining in Namibia

Metals are found in rocks in the Earth's crust. We call these metal-containing rocks **ore**. Some metals, such as gold, silver and platinum, exist as elements in the ore. In other metal ores, such as those of uranium, zinc and lead, the metal forms part of a chemical compound.

Mining metal ores can contribute significantly to the economy of a country because it results in a product that can be exported, creates jobs and encourages the development of infrastructure.

However, mining can also impact the environment. Mining companies have to practise responsible mining activities so that the environment is not harmed. To minimise the negative effects of mining on the environment, the government usually sets strict rules for mining practices.

Several large **ore deposits** are found in Namibia, as shown on the map in Figure 4.2 on the next page:

- Copper is mined at the Tschudi mine near Tsumeb, as well as at the Otjihase and Matchless mines near Windhoek. The only copper smelter in Namibia, which also handles ore from Zambia, is near Tsumeb. Copper is an important metal for use in power cables and electrical wires.
- Uranium is mined at the Rössing, Husab and Langer Heinrich mines near Swakopmund. Uranium is used in nuclear energy plants. It is estimated that the

attitude and energy consumption patterns we can help to reduce the amount of non-metal oxides released into the air. We can do this by:

- switching to renewable energy sources where possible and relying less on fossil fuels
- conserving energy
- driving less and rather cycling, walking or sharing vehicles when possible.

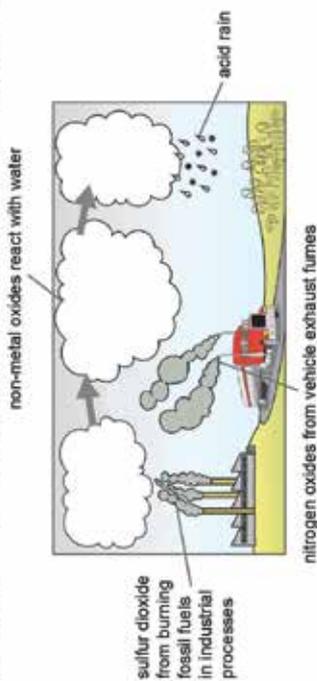


Figure 4.8 The formation of acid rain

Summary

- Metals make up the largest part of the Periodic Table. Many products are made from metals because they have such useful properties.
- Metals form positive ions. This property is the basis for their chemical behaviour.
- The four most important metals mined in Namibia are copper, zinc, gold and uranium. The ore deposits are found in different regions in Namibia. The mining of metals contributes to the economy of Namibia.
- An alloy is a mixture of molten metal and other elements. Alloys can be designed to have specific properties. The properties of an alloy are determined by the ratio in which its components are mixed.
- The reactivity of metals generally increases to the left and bottom of the Periodic Table. The trend shown in a reactivity series for metals helps us to predict the reactions of metals.
- Many metals react readily with oxygen to form a metal oxide.
- The reaction of a reactive metal with water forms a metal hydroxide and hydrogen gas.
- Metal oxides and hydroxides are basic and give alkaline solutions when dissolved in water.
- The reaction of a reactive metal and a dilute acid forms a metal salt and hydrogen gas.



- A burning splint will make a ‘popping’ sound when it is brought close to hydrogen. This can be used as a positive test for hydrogen when an unknown gas has to be identified.
- The properties and reactions of non-metals are different from those of metals. Non-metals generally form negative ions.
- Non-metals burn in oxygen to form non-metal oxides.
- Non-metal oxides form acidic solutions when they dissolve in water.
- Burning fossil fuels such as coal in power plants and vehicles releases non-metal oxides into the atmosphere. These oxides combine further with oxygen and water vapour, which leads to acid rain. Acid rain is harmful to the environment.

Revision activity

1. Match the descriptions in column A with the elements, compound or reactions in column B. You can write your answer like this: a) J (8)

Column A	Column B
a) A soft, shiny metal that reacts rapidly with oxygen	A. magnesium
b) The effect on red litmus paper when a non-metal oxide dissolves in water	B. litmus paper stays red
c) The gas identified by a ‘popping’ sound of a burning splint	C. carbon dioxide
d) A metal that is less reactive than calcium	D. sulfur dioxide
e) The effect on red litmus paper when a metal oxide dissolves in water	E. hydrogen
f) A colourless, odourless gas formed when a non-metal burns in air	F. hydroxide
g) A product of the combustion of a non-metal in oxygen	G. potassium
h) A product of the reaction between a metal and water	H. litmus paper turns blue

2. Give a reason for the following uses of metals:
- Chains used with padlocks are made from iron, not aluminium. (1)
 - Roofing sheets are made from iron coated with zinc, but not from iron or zinc alone. (1)



A look inside the *Solid Foundations Physical Science Grade 9 Teacher's Guide*:

Topic 4 Metals and non-metals

Overview of this topic

By the end of this topic learners should be able to:

- identify elements on the Periodic Table and classify materials as metals or non-metals based on their physical properties
- arrange metals in order of reactivity according to their chemical properties
- recognise that a number of important metals are mined in Namibia
- show on a map where important ore deposits are found in Namibia
- explain what alloys are and that their properties can be tailored for specific uses
- discuss uses of common alloys, name their components and describe some of their properties
- describe the reactions between metals and: water and test the gas released; dilute acids and test the gas released; air and pure oxygen
- state that carbon dioxide does not support combustion, except for a very reactive substance such as magnesium
- explain that the oxides and hydroxides of Group 1 and Group 2 metals are basic and form alkaline solutions in water
- describe the reactions between acids and metal oxides and metal hydroxides
- describe the reactions of carbon, (red) phosphorus and sulphur in oxygen
- recognise the acidic nature of non-metal oxides
- describe the reactions of: non-metals in oxygen and air; non-metal oxides with water; non-metal oxides with alkalis
- predict the role of non-metal oxides in the formation of acid rain
- write down word equations for reactions of metals and non-metals.

Preparation for the teacher

To teach the activities in this topic efficiently, prepare, collect or source the following materials in advance. Also refer to the notes and resource lists at the relevant activities for further guidance.

- For Activity 4.1: Set up testing stations with various materials for classification; set up circuits for testing conductivity (see notes)
- For Activity 4.2: Gas jars filled with oxygen
- For Activity 4.8: Gas jars filled with oxygen; clear limewater

Guidelines for activities

Activity 4.1

Classify materials as metals or non-metals

Knowing science	Understanding science	Applying scientific knowledge	Evaluating, analysing, synthesising scientific knowledge
		1, 2, 3a, 3b	

Learner's Book, page 83

Resources

- Various materials for classification at testing stations
- Circuits for testing conductivity

Notes on the activity

This activity is open ended and is suited to learners working in pairs.

As mentioned previously, a useful ICT resource to use is the interactive Periodic Table found at <http://www.rsc.org/periodic-table>. The application has interesting and useful notes about the properties of elements and their uses. This application can be used as an introduction to the activity if you have access to suitable facilities.

Set up the stations for this activity in advance, sourcing a variety of materials and ensuring that there are enough materials available so that several pairs of learners can work at a single station. Learners can then rotate between the stations. You can also ask learners to bring a collection of items to class or use pictures if materials are limited. You will also need to set up the electrical circuits for testing electrical conductivity, and remind learners how to test for conductivity based on the knowledge they gained in Grade 8.

As an introduction in preparation for the activity or as an extension after the activity, you can assign a task in which learners have to research the properties and history of development of materials or humankind's ability to manipulate the properties of materials. This task will link to ancient civilisations, new developments, development of plastics, design of alloys, and so on. Allow many options for research by not constraining the topics too much. This will enable learners to find what they are interested in and research that topic. The output can be a report, essay or brief presentation to class. Such a task again links to the scientific process as learnt in Topic 1 and also in Grade 8. An extension activity like this can be used as a project for continuous assessment purposes.

Suggested answers

Learners are required to investigate the properties of materials at different stations. It is suggested that they draw up a matrix-like table listing the properties to be investigated and then populate the table by placing a cross or tick mark to indicate presence or absence of a property for each material. These observations will then be used to classify each material as metal or non-metal. Afterwards, learners can use their results to compile a list of general properties of metals and non-metals. Classifying is an important skill in science and this task therefore again links to Topic 1: Scientific processes.

Learners should also suggest a possible application for a material at each testing station based on the observed properties. For example: plastic does not conduct heat, which makes plastic suitable for use as a handle for a pot; copper wires conduct electricity, so copper wire can be used in electrical wiring; etc.

Activity 4.2

Investigate the reactions of metals with air and oxygen

Knowing science	Understanding science	Applying scientific knowledge	Evaluating, analysing, synthesising scientific knowledge
		1, 2a, 2b, 3, 4, 5a-c	

Learner's Book, page 89

Resources

- small pieces of sodium, potassium and calcium
- magnesium ribbon
- iron (steel wool)
- a small piece of zinc and a small piece of copper
- paper towel
- tweezers or tongs
- a combustion spoon
- a Bunsen burner and matches
- several gas jars filled with oxygen
- 7 test tubes filled with distilled water
- universal indicator

Safety warning

It is important to observe safety measures for this activity. Alkali metals are very reactive, so safety measures should be emphasised before the lesson begins:

- Do not touch the alkali metals with your skin.
- A safety screen should be set up between observers and the reaction, and learners should not stand too close.
- Wear safety goggles.
- Do not look at the flames directly as they burn very brightly.
- Use a bucket of sand to extinguish a metal fire.
- Never breathe in the fumes of a metal oxide, especially if the metal is an alkali metal.

Notes on the activity

In this activity, learners observe the reactions of various metals with air and oxygen. This activity incorporates knowledge on acids and bases and therefore links to Topic 3. Although this activity is designed to be demonstrated to the class, make sure to elicit some participation from learners to ensure active learning. You can do this by asking them to do various tasks, such as holding apparatus, turning on the Bunsen burner, opening the gas jar, etc. Be organised for the activity by preparing oxygen-filled gas jars in advance.

Some practical points to consider: Some of the metals, such as copper, are difficult to set alight. Copper does not readily burn when heated with a Bunsen burner. The reaction is improved if copper powder is used as it has a larger surface area than a piece of copper. If you are still unable to light the copper powder, carefully sprinkle a bit of the copper powder into the flame of the Bunsen burner. You will observe a green flame as it burns.

If you are unable to demonstrate the reactions in class, you can also show video clips, such as those that can be found at the following URLs:

- <http://www.rsc.org/learn-chemistry/resource/res0000731/alkali-metals?cmpid=CMP00004756#cmpid=CMP00000879>
- <https://www.youtube.com/watch?v=0KonBvfnzdo>

It may also be interesting to learners to observe a reaction of magnesium in carbon dioxide. Carbon dioxide usually does not support combustion; however, with a reactive metal such as magnesium it is possible. A demonstration can be viewed here:

http://chemwiki.ucdavis.edu/Under_Construction/Demonstrations/Burning_Magnesium.

Suggested answers

- Learners are required to fill in the table based on their observations. The reactivity of Group I metals increases as you move down the group. Group II metals react less vigorously than group I metals.

Metal	Reaction in air	Reaction in oxygen	Reactivity	Appearance of product	Solubility	Colour when indicator is added
Lithium	Burns with a reddish flame	The flame is brighter when it burns in oxygen	Rapid (++)	A white powder forms	Soluble in water	Purple
Sodium	Burns with a gentle yellow-orange glow	Burns with a strong yellow-orange flame	Rapid (+++)	A yellow powder forms	Soluble in water, vigorous reaction	Purple
Potassium	Burns with a bright lilac flame	Not tested with oxygen	Very rapid (++++)	A pale yellow powder forms	Soluble in water, vigorous reaction	Purple
Calcium	When a flame is eventually produced, it is white with tinge of red	Burns with a more intense white flame with a tinge of red	Rapid (+++)	A white powder forms	Soluble in water, vigorous reaction	Purple
Magnesium	Burns with white flame	Burns with extremely intense white flame	Moderate (++)	A white powder forms	Soluble in water, vigorous reaction	Purple
Iron	Smoulders and burns with no flame if heated enough, rusting occurs if left for a long time	Burns/sparks with a brilliant yellow flame, if heated enough	Moderate (++)	An orange-yellow powder forms	Insoluble in water	—
Zinc	Does not readily burn in	Burns with a bluish	Slow (+)	A white powder forms	Insoluble in water	—

Solid Foundations Life Science | Grades 8-9

The **Solid Foundations Life Science** series is an exciting new series for learners in the Junior Secondary Phase. It provides excellent coverage of the New Curriculum and aims to help learners understand the value and limitations of natural scientific knowledge and methods and their application to daily life. The goal of the series is to equip learners with scientific knowledge and attitudes and the ability to apply them to their own health and their environment.



Gr	Life Science	ISBN
8	Solid Foundations Life Science LB	9789991626116
8	Solid Foundations Life Science TG	9789991626123
9	Solid Foundations Life Science LB	9789991626130
9	Solid Foundations Life Science TG	9789991628233

A look inside the *Solid Foundations Life Science Grade 8 Learner's Book*:

Syphilis

Syphilis is a bacterial infection and can be life threatening if left untreated. Syphilis is caused by *Treponema pallidum*, shown in Figure 2.2.



Figure 2.2 Micrograph of *Treponema pallidum*, which causes syphilis

Syphilis bacteria can be transmitted in three ways:

- through anal, oral or vaginal sex
- through direct contact with a syphilis sore on the lips, in the mouth, on the external genital area or the rectum
- passed on from a mother to her baby during pregnancy.

As with other STIs, some people may not experience any symptoms. However, when symptoms of syphilis do appear, three stages occur. These stages sometimes overlap and do not always occur in the same sequence.

During the first stage, a painless sore may appear in the spot where the bacteria first entered the body, for example, on the lips, in the mouth, in the vagina or on the penis. Although the sores often disappear by themselves, the bacteria are still in the body and can still be passed to someone else.

Symptoms during the second stage include fever, swollen glands, a sore throat, hair loss, weight loss, muscle aches, headaches and tiredness. Some people may also develop a rash. At this stage, the infection is highly **contagious**.

The third stage of syphilis appears if the infection is left untreated. This usually occurs years after the initial infection. By this time the bacteria have infected many parts of the body. Symptoms include skin wounds, confusion, loss of balance and vision, numbness and shooting pains in the legs.

Syphilis can be treated with antibiotics during any of the stages, but the damage caused during the third stage of the infection cannot be reversed. A number of patients may experience organ damage, paralysis, numbness of the limbs and blindness. It is important that an infected person's sexual partners all be informed that they may be infected so that they can receive treatment.

If left untreated, a syphilis infection can be fatal. An infection passed on from a mother to her unborn child may result in miscarriages or still births. If the baby is born and not immediately treated, the baby may not develop normally, have seizures or die.

Key words

contagious: refers to an infection that can spread from one person to another

2 Health education

Objectives

By the end of this topic you should be able to:

- list STIs common in Namibia and discuss their symptoms
- discuss how STIs are spread, prevented and treated
- discuss the effects of STIs on your health
- identify and describe various birth control methods
- define immunisation
- discuss the role of antibodies in immunity
- describe the types of immunity.

Sexual health

Keeping your body healthy is your responsibility. To stay healthy you need to make choices that are best for you. You can make healthy choices only if you have all the correct information. Risky sexual behaviour puts you and those around you in danger. This kind of behaviour includes having unprotected sex or having more than one sexual partner. In this topic we discuss information to help you make the right choices about your sexual health.

Sexually transmitted infections

Sexually transmitted infections (STIs) are infections that can be passed from one person to another through unprotected sexual contact. STIs are caused by micro-organisms that affect the general health and fertility of infected people. Any sexually active person stands the risk of being infected with an STI. In general, the more sexual partners a person has, the higher the risk of becoming infected. In Namibia, common STIs include gonorrhoea, syphilis, and HIV/AIDS.

STIs can have serious effects on your health if they are left untreated. These include trouble falling pregnant, risk of miscarriage of an unborn baby, in some cases cancer, and a higher risk for being infected with HIV.

STIs such as gonorrhoea and syphilis can be prevented by practising **abstinence**. If you are sexually active, you should use condoms and be faithful to your sexual partner. It is important that sexually active people be tested for STIs. Education can help people avoid risky behaviour and therefore it is a powerful tool in preventing STIs.

Key words

abstinence:
choosing complete avoidance of sex

Activity 2.1 Work in groups

Making appropriate choices

Look at the situation in Figure 2.3. Pretend that you are Anna's friend. You want to give her advice about responsible sexual behaviour, but do not think you know enough.

Timo wants us to have sex. I have heard that some diseases can be transmitted by having sex. What should I do?



Figure 2.3

- Find information about how to avoid contracting STIs. You can look for brochures or posters at your local clinic, find information at the library or do an internet search.
- When you have enough information, make a list of the advice you should give Anna. Include notes about:
 - possible STIs
 - the effects of STIs
 - how to protect yourself against STIs
 - responsible sexual behaviour.
- Create a role-play in which you give Anna sound advice. Perform the role-play to the rest of the class.

- List the sources you used during the investigation.
 - Describe what each group member's contribution was during the activity.
3. Do you think research about immunity is important? Explain your answer in a short paragraph based on what you learnt during the investigation.

Summary

- Sexually transmitted infections (STIs) are infections that can be passed from one person to another through unprotected sexual contact.
- Common STIs in Namibia include gonorrhoea, syphilis and HIV/AIDS.
- Gonorrhoea is a bacterial infection, which can cause damage to the reproductive system and lead to infertility.
- Syphilis is a bacterial infection that progresses through three stages. The final stage causes irreversible damage to the organs and nervous system. Syphilis can be fatal.
- Contraception refers to keeping sperm from fertilising an egg (ovum) and so preventing pregnancy.
- Physical, chemical and surgical methods of contraception are available.
- Not all contraceptives protect against STIs. Condoms, diaphragms and cervical caps can protect against STIs, but should best be used together with spermicidal gels.
- The immune system protects the body against pathogens.
- When the body is exposed to a pathogen, the white blood cells produce antibodies to fight the infection.
- Antibodies against a previously encountered pathogen remain in the blood and allow the body to fight any future infection by that type of pathogen effectively. This is the principle of immunisation.
- Immunity can be acquired either actively or passively.
- Active immunity develops when the body makes its own antibodies in response to a pathogen, through either natural or artificial exposure.
- Vaccination provides artificial active immunity. Vaccination leads to long-lasting immunity.
- Passive immunity occurs when antibodies are given to a person rather than the body producing them itself. Passive immunity can be acquired either naturally or artificially.

Revision activity

1. Fill in the missing words:
Common STIs in Namibia include gonorrhoea, syphilis and HIV/AIDS. STIs are transmitted through a) _____ sexual contact. Gonorrhoea and syphilis are both caused by b) _____. If a gonorrhoea infection is transmitted from a mother to her baby, it can cause c) _____ in the baby. A syphilis infection progresses through d) _____ stages. The last stage of syphilis causes extensive damage to organs and the e) _____ system. (5)
2. Define the following terms:
 - a) pathogen (1)
 - b) antibiotic (1)
3. Describe the symptoms of a gonorrhoea infection. (5)
4. a) How are gonorrhoea and syphilis treated? (2)
b) Explain why it is important that a pregnant mother diagnosed with a syphilis infection is treated as soon as possible. (2)
5. Explain why people with more than one sexual partner should have regular check-ups for gonorrhoea, even if they do not have any symptoms. (3)
6. a) Explain what is meant by the term 'contraception'. (2)
b) Name three methods of contraception. (3)
c) Which methods of contraception prevent pregnancy and also protect against the spread of STIs? (2)
7. Why do you think it is important that sexually active people practise safe sex? (2)
8. a) Describe the difference between active immunity and passive immunity. (2)
b) Why do you think natural passive immunity is important to a baby? (2)
9. Your father received an injection of antibodies against tetanus bacteria after he had stepped on a rusty nail in the ground.
 - a) What type of immunity does the injection provide? Give a reason for your answer. (2)
 - b) If a baby is vaccinated against tetanus, does active or passive immunity develop? Give a reason for your answer. (2)

A look inside the *Solid Foundations Life Science Grade 8 Teacher's Guide*:

Learner's Book, page 32

Activity 2.2

Design a poster

Knowing science	Understanding science	Applying scientific knowledge	Evaluating, analysing, synthesising scientific knowledge
		✓	

Notes on the activity

The aim of this activity is to allow learners to display information, which they have gathered themselves, in a creative way. It is important that the information on the poster is correct and comes from a reputable source. Have a discussion about what reputable sources of information are. For example, a qualified health worker is a reputable source of information, whereas a fellow class member is not. A government website is a reputable source, whereas social media are unlikely to be. It is important that the source has authority on the subject. This authority may come from a qualification, experience or evidence. Displaying information in a visually appealing way is an important skill in the sciences and can be used by scientists to convey important information to the public. Learners with the resources and skills may use computer programs to design infographics. The activity presents an opportunity for learners to express creativity, yet also gain valuable knowledge that may have a direct impact on their lives in the process. Note that not all learners may have the means to bring cardboard and other craft materials to class. You will know what the circumstances are among the learners in your class. Make provision for such by having some materials on hand in class.

Suggested answers

Learners should present a visually appealing poster that displays accurate and relevant information in a manner that is easy to understand. The poster should at the very least summarise several methods of contraception and the advantages and disadvantages of each method. Visual interest can be created by using various colours and including diagrams, drawings and photos. All information should be presented in clear, legible writing/font.

Activity 2.3

Listen to a talk by a health worker

Knowing science	Understanding science	Applying scientific knowledge	Evaluating, analysing, synthesising scientific knowledge
		✓	

Notes on the activity

The aim of this activity is to allow learners to engage with a healthcare professional. This will allow them the chance to interact with a reliable source of information, which follows on from activities 2.1 and 2.2. The learners should prepare questions beforehand and write down any answers that come up during the talk. Note taking is a valuable academic skill and should be encouraged.

Allow questions in an open forum after the talk should there be any questions that were not addressed during the talk. However, you will have to gauge the response from the room; ensure that

14 • Topic 2: Health education

Topic 2
Health education

Overview of this topic

By the end of this topic learners should be able to:

- list STIs common in Namibia and discuss their symptoms
- discuss how STIs are spread, prevented and treated
- discuss the effects of STIs on your health
- identify and describe various birth control methods
- define immunisation
- discuss the role of antibodies in immunity
- describe the types of immunity.

Preparation for the teacher

To teach the activities in this topic efficiently, prepare, collect or source the following materials in advance. Also refer to the notes and resource lists at the relevant activities for further guidance.

- For Activity 2.3: Contact a health worker to address learners

Guidelines for activities

Activity 2.1

Learner's Book, page 29

Making appropriate choices

Knowing science	Understanding science	Applying scientific knowledge	Evaluating, analysing, synthesising scientific knowledge
		1, 2a–d, 3	

Resources

- reputable information sources about sexual health, obtained from your local clinic or printed from the internet

Notes on the activity

The aim of this activity is to allow learners to apply knowledge they have gained in class to a real-world situation. They should realise that they have sexual choices but that with these choices come responsibilities. It is important that the learners are allowed a space in which to discuss these choices rather than being told the correct action. The learners should come to their own conclusions but must be guided by facts. These conclusions should take into account the possible risks of their choices and how these risks can be mitigated through responsible behaviour.

Suggested answers

Learners have to find relevant and credible information from local clinics, the internet, and/or the local library. The role-play should reflect that they have researched STIs and understand the importance of safe sex. It is important to ensure that all group members participate equally.

Topic 2: Health education • 13

learners ask questions only if comfortable to do so in the presence of the rest of the class. Arrange with the health worker in advance to allow for consultation time after the talk, should some of the learners want to speak to the health worker privately. It is important that the talk is given by a professional.

If you are unable to invite a health worker, this activity can also be done with pamphlets available at a clinic. Let the learners formulate questions and find the answers in the pamphlets.

Suggested answers

This is a listening-style, introspective activity. After listening to the talk, learners should be able to answer the evaluation questions. The healthcare worker should be briefed on the questions beforehand so that the relevant information can be included in the presentation. Learners' answers to the evaluation questions should reflect their understanding of the risks involved with unprotected sex and also show that they appreciate the need for appropriate safety measures to be taken to prevent STI infections and unplanned pregnancies. Learners who need more information on the matter should be encouraged to seek guidance or professional advice from a counsellor, trustworthy adult or healthcare professional.

Activity 2.4

Learner's Book, page 35

Investigate types of immunity

Knowing science	Under-standing science	Applying scientific knowledge	Evaluating, analysing, synthesising scientific knowledge
		2a-c	1, 3

Notes on the activity

In this activity learners develop their information-gathering skills further while also learning about the scientific process and the advances that scientific research and investigation have made possible. All of the steps of the scientific process can be seen in the scientific advances made by the discovery of vaccines. During their research for this activity, learners will be exposed to the background research that led to the advances in immunology and treatment of diseases we have today. Through their research they should be able to appreciate the value of science in our lives and link it to the scientific process (Topic 1).

If learners are not able to access the internet or do library searches at your school or in your town, you can consider printing materials from the internet and making them available as a resource pack for use in class. A number of links to websites with useful information are given in the suggested answers to this activity.

Suggested answers

- In this activity learners need to do their own research at the library or on the internet, to gain more information on the examples listed:
 - Edward Jenner's breakthrough discovery in the fight against smallpox; which is the cornerstone of immunology today.
 - The human papilloma virus (HPV) vaccine, which aims to protect against the virus that causes cervical cancer. This is a current and relevant topic in teenagers' lives as this vaccine is administered to boys and girls, between the ages of 11 and 12 years.

- Rabies, a frightening, fatal disease for which there is much concern in developing countries.

Useful resources:

- <http://www.historyofvaccines.org/content/timelines/diseases-and-vaccines>
- <http://www.vaccines.gov/diseases/rabies/>
- <http://www.cdc.gov/vaccines/hcp/vis-statements/rabies.html>
- http://www.bbc.co.uk/history/history/figures/jenner_edward.shtml
- <http://www.cdc.gov/hpv/parents/vaccine.html>
- <http://www.nhs.uk/conditions/vaccinations/pages/hpv-human-papillomavirus-vaccine.aspx>
- <http://www.cdc.gov/hpv/parents/whatishpv.html>

2. a) Designing and completing a table is an important skill in science; this links to scientific processes (Topic 1). For each example, learners should have recorded information similar to this:

Principle of immunity against smallpox	
Background leading to discovery/development	Smallpox was a fatal, debilitating disease, which affected people in the 1700s. Milkmaids who had had cowpox (a milder form of the disease, contracted from cows) seemed not to contract smallpox. Jenner realised that cowpox may make people immune to smallpox. He tested this idea on a child (John Phipps) by exposing him to pus from smallpox sores, and the child appeared to receive immunity.
Pathogen causing infection	<i>Variola</i> virus
Symptoms of infection	Flu-like symptoms after about 7–14 days; then fluid-filled blisters develop on upper body; pus and scabs form; deep scars form when the scabs drop; can be fatal
Type of immunity involved	Natural active immunity
Who is/was protected from infection?	John Phipps and the milkmaids
How long immunity lasts	Permanent immunity
Why is this considered a scientific advancement?	Edward Jenner's work illustrated the principle of immunity and laid the foundation for research into the development of vaccines. Vaccines have helped to eradicate many contagious diseases worldwide, thus keeping the world populations safe from epidemic outbreaks.
Development of HPV vaccine	
Background leading to discovery/development	A need for a vaccine was identified. Cervical and vaginal cancers are typically difficult to detect until advanced stages, which makes treatment particularly aggressive. These cancers are fatal if not treated timeously.
Pathogen causing infection	Human papilloma virus, of which there are more than 100 types. Many of these viruses are harmless; however, some are aggressive and cause cervical and vaginal cancers.
Symptoms of infection	Many people do not know that they have been infected with HPV because they do not develop any symptoms. HPV infection is generally detected during a physical exam (abnormal Pap

Solid Foundations Entrepreneurship | Grades 8-9

The **Solid Foundations Entrepreneurship** series for the Junior Secondary Phase offers a practical approach to instilling in learners good working habits, positive attitudes towards work and promoting interest in self-employment. The main goal of the series is to help learners to initiate, organise and control a business or enterprise so that they can play an effective and productive role in the economic life of the nation.



Gr	Entrepreneurship	ISBN
8	Solid Foundations Entrepreneurship LB	9789991627991
8	Solid Foundations Entrepreneurship TG	9789991628011
9	Solid Foundations Entrepreneurship LB	9789991628035
9	Solid Foundations Entrepreneurship TG	9789991628110

A look inside the *Solid Foundations Entrepreneurship Grade 9 Learner's Book*:

TOPIC 4 Employment opportunities in Namibia

Learning objectives

By the end of this topic, you will be able to:

- compare the personal benefits and challenges of self-employment and paid employment
- explain the importance of enterprise in Namibia as country to:
 - reduce unemployment
 - promote enterprises
 - increase the living standard
 - reduce poverty.

Introduction

A career is a long-term, sometimes even a lifelong occupation or activity, so it is a decision that must be made carefully. Your career choices will influence the rest of your life. You need to gather a lot of information before you make a career decision.

One of the things you need to know is what career opportunities are available in Namibia for you.



Paid employment and self-employment both have benefits and challenges.

Self-employment and paid employment

In Grade 8 you discussed *self-employment* and *paid employment*. Remember, self-employment is working for yourself rather than for another person or company. Many people who are self-employed, are highly skilled in a trade or have a niche product or service to offer their community. The Internet has made it possible for more people to become self-employed, as they are able to research and advertise online.

To be self-employed you could also be largely self-sufficient, and produce what you and your family need to survive. Many Namibian families practise subsistence farming; they grow their own crops.

To be self-employed does not mean you have to live in a city. Many people throughout Namibia use their skills to be self-employed.

Being self-employed is not the same as being a business owner. A business owner is not required to be hands-on with the day-to-day operations of his or her company (although some business owners choose to do so), while a self-employed person has to have a hands-on approach in order to survive.

Paid employment is working for someone else or a business. The employee is paid a salary or wage.

The personal benefits and challenges of self-employment and paid employment

The table below shows the benefits and challenges of self-employment and paid employment.

Benefits of self-employment	Challenges of self-employment
You are in control and can make your own decisions.	Less job security: earnings or salaries are not always regular.
Self-employed people may have higher earning potential than paid-employed people.	When you don't work, you do not earn any money.

Keywords

self-employment: a situation in which an individual works for himself or herself instead of working for an employer for an income
paid employment: a job that one does in order to be remunerated



Selling crops or the products of the crops, such as sorghum beer, is another way to be self-employed. (Remember, that according to the Namibian Liquor Licence of 1998, you need a licence to sell tombo/sorghum beer.)

You have a greater degree of independence.	Hours of work are often long and irregular.
There is a greater opportunity to display creative and entrepreneurial skills.	You will have to pay for your vacation time, medical aid and pension fund.
Benefits of paid employment	Challenges of paid employment
Earnings are regular.	Less opportunity to display creative and entrepreneurial skills.
The hours of work are regular.	Less independence: you need to answer to your employer.
Employees enjoy non-wage benefits in addition to normal wages or salaries, such as housing, medical aid, paid holidays, sick leave and pension.	Earning potential is on average lower than the earning potential of self-employment.
You have more job security.	Working conditions are determined by the employer.

Activity 4.1 With a partner

- Select three of the benefits and challenges in the table above.
- Discuss the benefits and challenges you selected. Consider the following questions:
 - Do you think it is enough of a challenge to make that form of employment undesirable?
 - Is it enough of a benefit to make you choose that form of employment?
 - How could you deal with the challenge?
- Decide whether you would rather be self-employed or employed and explain why.

The importance of enterprise in Namibia

Businesses directly affect the lives of business owners and employees. But the effect of a successful business goes beyond just those people. Businesses are important to the whole community they exist in.

All businesses have the potential to have either a good or a bad impact on the community. The financial gains a business may bring to a community will have a good impact. However, businesses can have a bad impact on the community if, for example, the environment is damaged by the business. All businesses must be **environmentally sustainable** and responsible.

Businesses have a number of positive effects in their communities.

Keywords

environmentally sustainable:

to use resources in such a way that you conserve it for future use

Businesses reduce unemployment

Even if a business is so small as to employ one person only, that is one more person in the community with an income. This paves the path towards reducing the unemployment problem. The bigger and more successful the business, the more of an impact it can make on unemployment figures.

In addition to employing people, some businesses will train their staff too. This increases their chances of improving their position in the business, or of finding a better job. When they move on, another starter position becomes available.

Businesses promote enterprises

Large businesses can often promote SMEs by using them as suppliers. An example is a small one-person courier business, which is employed by larger companies needing packages moved between towns. When these larger businesses use the small business, they have a positive effect on the community the owner of the small business is part of.

Businesses increase living standards

In Grade 8 you learnt what the standard of living means. Standard of living is a measure of how well a family can meet their needs. By employing people, businesses allow people to earn a living. The money they earn goes towards increasing their standard of living.

Businesses reduce poverty

Every person who earns a wage or a salary has their level of poverty reduced. Employment is the greatest tool available to people to reduce their level of poverty.

Case Study

Doris's Home Baking Business

Doris decided to start a business selling the cakes and biscuits she makes at home. She created a whole selection of samples and took them to the small restaurants and cafes in her town. Three of the businesses she approached liked her baking and started placing regular orders.

In just three weeks, Doris realised she needed help to fill all of her orders. Doris and her team make different cakes and biscuits.



End-of-term test

Short questions

Multiple-choice questions

Select the correct answer from the options given below. Write only the number and letter, for example, 1. d.

1. Which of the following combinations are characteristics of an entrepreneur? (1)
 - a. opportunity seeking, information seeking, discriminatory
 - b. opportunity seeking, persistence, commitment
 - c. opportunity seeking, persevering, disloyal
2. Which of the following combinations are examples of entrepreneurial challenges? (1)
 - a. limited opportunities, money, creativity
 - b. high costs of doing business, time, goal setting
 - c. money, time, responsibilities
3. Which of the following is not an undesirable business ethic? (1)
 - a. poverty
 - b. corruption
 - c. nepotism
4. Which of the following is a benefit of self-employment? (1)
 - a. When you don't work, you do not earn any money.
 - b. There is a greater opportunity to display creative and entrepreneurial skills.
 - c. Hours of work are often long and irregular.
5. Which of the following is a challenge of paid employment? (1)
 - a. You will have to pay for your vacation time, medical aid and pension fund.
 - b. Less independence: you need to answer to your employer.
 - c. You have more job security. [5]

True and false

Say whether each of the following statements is true or false. Write only the number and true or false, for example, 1. True.

1. Small to medium-sized enterprises (SMEs) employ at least 100 people. (1)
 2. Persistence means that a person does not give up easily. (1)
 3. Ethics are about distinguishing between right and wrong, and sticking to ethical principles. (1)
 4. Being creative and innovative is bad for business. (1)
 5. By employing people, businesses allow people to earn a living. (1)
- [5]**

A look inside the *Solid Foundations Entrepreneurship Grade 9 Teacher's Guide*:

THEME 1 ENTREPRENEURIAL TRAITS AND CULTURE

Topic 4 Employment opportunities in Namibia

Overview of this topic

The knowledge that learners have gained so far in Grade 8 and in the first three topics have given them the background to look at employment opportunities in Namibia. For this section, and for the rest of this year, it may be good to include posters on your classroom walls, showing different entrepreneurial opportunities in your community and throughout the country. You can encourage learners to find articles about how different entrepreneurs have successfully reduced unemployment and increased the standard of living around them by creating their own job opportunities.

Encourage learners to think about their future careers. They can start to keep a folder or notebook of ideas that appeal to them. While not everyone wants to be self-employed, it is important to remind learners that they can look for business opportunities around them.

At the end of this topic, learners will complete an end-of-term test that forms part of their continuous assessment. Keep their marked tests in their portfolios.

Topic	General objectives <i>Learners will:</i>	Specific objectives <i>Learners should be able to:</i>	Activities
Employment opportunities in Namibia	<ul style="list-style-type: none"> understand different employment opportunities in Namibia 	<ul style="list-style-type: none"> compare the personal benefits and challenges of self-employment and paid employment 	Activity 4.1
	<ul style="list-style-type: none"> be aware of the importance of business/enterprise. 	<ul style="list-style-type: none"> explain the importance of enterprise in Namibia as country to: <ul style="list-style-type: none"> reduce unemployment promote enterprises increase the living standard reduce poverty. 	Activity 4.2 Activity 4.3

Background information for the teacher

In Grade 8, learners discussed self-employment (where an individual works for himself or herself instead of working for an employer for an income) and paid employment (a job that one does in order to be remunerated). Begin this section by going over these definitions with them, and asking them what they remember about different enterprises that create employment opportunities in your community. You can ask learners whether their parents, caregivers, friends or family members are employed in any of the examples that they have given.

It is important for learners to remember that although entrepreneurs and self-employed individuals face many challenges, there is a lot of support available for entrepreneurs in Namibia. These include many of the banks and local authorities, which they will look at in more detail in the next topic.

You may want to include international examples too, looking at companies such as Google, Facebook, Twitter and Airbnb, which have changed the way we think about business start-ups.

Example of lesson preparation

Teacher A. Tjivikua	Grade 9a-d	Date 26 March
Subject Entrepreneurship		
Topic and sub-topic		
<ul style="list-style-type: none"> Employment opportunities in Namibia 		
Teaching materials and resources to be used		
<i>Learner's Book</i> with case studies		
Lesson objectives		
Learners will:		
<ul style="list-style-type: none"> understand different employment opportunities in Namibia. 		
Basic competencies (refer to syllabus)		
Learners should be able to:		
<ul style="list-style-type: none"> compare the personal benefits and challenges of self-employment and paid employment. 		
Presentation of the lesson		
<ol style="list-style-type: none"> An appropriate short introduction Discuss the terms self-employment and paid employment (as covered in Grade 8). Ask a few questions to see how much learners remember. Presentation of subject matter and learning activities In this lesson, focus on the different ways in which people work for themselves, and ask learners whether they know of people who are self-employed. Work through the information in the <i>Learner's Book</i>, including the benefits and challenges of being self-employed. Ask learners for suggestions of other benefits and challenges; write these on the board. LCE: Divide the class into pairs. You may choose to pair learners who work well together, or tell the learners that you are giving them the opportunity to think about how they work in a business setting, and choose their own partners for this activity. <ul style="list-style-type: none"> You will need to walk around the class while the pairs are working. Ensure that they are using the <i>Learner's Book</i> to choose their challenges and benefits and respond to the questions. They should write their responses in their workbooks. Allow 10 to 15 minutes for this. Learners need to then spend five minutes writing about whether they would prefer to be self-employed or in paid employment, and justify their answer. You may ask some pairs to share their responses with the class. 		
Time: 25 minutes		
3. Consolidation		
Learners can take note of what other pairs say, and write down some of these ideas in their workbooks. They may choose to explore some career opportunities in their own time.		
1. Assessment/Tasks/Exercises		
Learners complete Activity 4.1.		

English across the curriculum

Reading activities: All discussions and reading in English

Writing activities: Learners respond to the questions in their workbooks and make notes during discussion and while the class gives feedback.

Learners with special needs

For learners who struggle to keep their desk and work space tidy, encourage them to only have their *Learner's Book*, workbook and a pen on the desk, to prevent distractions. For learners who are struggling with English, try to pair them with a friend who has better English language skills and can help them.

Teaching steps

- Discuss the meanings of the terms self-employment and paid employment with the learners (briefly recapping what was covered in Grade 8).
- Write the terms self-employment and paid employment on the board and ask learners to think of different jobs that fall under each category, especially thinking about your own community.
- Work through the personal benefits and challenges of self-employment and paid employment from the *Learner's Book*. Ask learners to add any other examples to the lists.
- Indicate keywords on the board.
- Learners complete Activity 4.1.
- Work through the next sections of work, making notes on the board of any concepts that learners are unsure of.
- Learners work through each activity.
- Allow a few minutes at the end of each activity to go through responses.
- Remind learners to revise their material regularly to ensure that they are prepared for tests.
- Remind learners to think about entrepreneurship day, and how they will apply the knowledge and skills that they have learnt to this event, and to their lives going forward.
- The end-of-term test must be written under test conditions. Learners' tests must be collected and marked by you, and kept in their portfolios for continuous assessment.

Suggestions for low cost materials

Use the *Learner's Book* for most of the information you need. Ask learners to look out for examples of local entrepreneurs in newspapers and on TV. Collect sections in the newspapers where jobs are advertised to give learners an idea of opportunities in the job market. You can also contact employment agencies and arrange for someone to speak to your learners about commonly sought-after skills. If you have a career guidance counsellor in your school or community, ask them for pamphlets about different careers, or look for opportunities online to discuss with the learners.

Suggested answers to activities

Activity 4.1 With a partner

Learner's Book page 35

1. Learners need to choose three benefits and three challenges from the table in the *Learner's Book*.
2. Learners' responses to the questions will differ, but examples are given here (they need to answer the questions for all of the benefits and/or challenges they have chosen).

a. Example of challenge: Less job security in self-employment. Learners could say that this is undesirable as they would prefer to have a regular income. Or they could say that this is not enough of a deterrent (and in fact, may encourage some people), because if they work hard in a successful business of their own, they can make more money and have a higher earning potential.

b. Example of benefit: You have greater independence if self-employed. Learners could say that they like working for themselves and not relying on others, so it would be good for them to be independent. Or they could say that they like having someone to check their work and feel that they would do better if employed by a company or reporting to a manager.

c. Example of challenge: Less creativity in paid employment. Learners could say that they would take proposals to their employers if they had creative ideas, and look for ways to grow the business.

3. Learners need to decide whether they would rather be self-employed or employed and explain why.

Activity 4.2 Individually

Learner's Book page 38

Learners refer to the case studies "Doris's Home Baking Business" and "Monica Kaapanda – Namibian at Heart" to answer the questions in the *Learner's Book*.

1. Doris's Home Baking Business:
 - a. Doris's business affects Susan, Gugu and Martha directly. (Learners may add that it also affects their families.)
 - b. Before Doris started her business, Susan, Gugu and Martha were unemployed and did not have an income. Now, they are able to help to support their families, which means that there has already been a reduction in unemployment in the community, and an increase in the living standards of these families. This will result in a reduction in poverty.
 - c. If the business grows, at least two other people will be employed. These people will be able to support their families and have a better standard of living. Doris will also need to buy additional supplies, which will boost the economy as a whole, as she is spending more money than previously.
2. Monica Kaapanda – Namibian at Heart:
 - a. Monica Kaapanda wants to grow her business to create employment opportunities for others. This may also mean that she teaches others new skills. She is keen to focus on using local supplies, which will help other Namibian businesses too.
 - b. Kaapanda may need people to make the products, package the products, market the products and sell them.
 - c. By focusing on Namibian products, Monica Kaapanda is ensuring that more money is spent supporting local business instead of being paid to a global company where the profits may be taken out of Namibia. Kaapanda would like to promote enterprises in Namibia and, by doing so, reduce unemployment, increase the standard of living, and reduce poverty.

Activity 4.3 With a partner

Learner's Book page 38

1. Learners read through the descriptions in the *Learner's Book* and decide whether they would be able to provide an employment opportunity to someone:
 - a. This would provide employment for one person only, unless this could be expanded to sell cold drinks outside other schools and in other places.
 - b. This could provide many employment opportunities; people would be needed to make the clothing, sell the clothing and manage the store.

Solid Foundations English Second Language | Grades 8-9

The **Solid Foundations English Second Language** series for Grades 8-9 learners provides a wide experience and exposure to English to increase learners' awareness of correct and meaningful language and correct uses of grammatical structures. At the same time, the series supports creativity and intellectual development in learners and helps increase their understanding of the world they live in.

The series provides full coverage of the New Curriculum and further builds on the foundations for meaningful interaction in a multi-lingual and multi-cultural Namibian society.



Gr	English Second Language	ISBN
8	Solid Foundations English Second Language LB	9789991625805
8	Solid Foundations English Second Language TG	9789991625812
8	Move into English 2 L	9780732999667
9	Solid Foundations English Second Language LB	9789991625829
9	Solid Foundations English Second Language TG	9789991626444
9	The Merchant of Venice (Reader) L	9780230716643
9	Move into English 3 L	9780732999674

A look inside the *Solid Foundations English Second Language Grade 8 Learner's Book*:



Unit 2

Growing up

In this unit, you will:

- be part of a group discussion, brainstorming, then selecting and sequencing main ideas
- listen to a text and answer questions
- take notes, paying attention to main and supporting ideas, and to persuasive and manipulative techniques
- use the reading process to appreciate a youth short story
- write a reflective essay, focusing on process writing
- listen to a speech, write your own and present it
- revise language structures that you learnt about in previous grades
- revise the features of a literary text and the parts of a book.

Let's talk

Talk about these questions in a group:

- What are your best memories about the time before you went to primary school?
- What are your best and worst memories about primary school?
- What games can you remember playing as a young child?
- Do you miss being a little child or not? Why?
- What is best about high school so far?



Let's listen for ideas and meaning

Word bank **A B C**

- destiny:** fate, future
withir: shrivel, dry up
straight and narrow: the right way, the law-abiding way
logic: reason

Listening skills

In Unit 1, you were introduced to the difference between **fact and opinion** (positive and negative statements). Look at the speech bubbles below. Which are opinions and which are facts?



Good speakers use techniques to influence their listeners. When we listen actively, we recognise these skills.

Did you notice that there was only one fact expressed (the second person from the left)? All the other people expressed opinions. To express their opinions, they made use of **emotive language**.

Cause and effect is about why an event happens, and the results of that event.

When we listen to or read a text, we are often presented with the results first and then we learn about the cause. Listen out for words (called conjunctions) such as, *consequently, then, as a result, before, after, and so on*.

Different ways of manipulating readers or listeners		
Biased statements	Opinions disguised as facts	Words that make me feel emotional
Prejudice	Rhetorical questions	Figurative or implied word meanings

Emotive language:

- is not only used to **influence** us into buying something, or into voting for or against someone or something. It can also be used to **inspire** us to do something good, or to be better people
- is **subjective**. When we are **objective**, we are fair and unbiased. We look at the facts and take all sides into account. When we are **subjective**, we are personal, emotional and biased towards our own opinions.

Classroom activity 1

- 1 Divide into groups of approximately six. Brainstorm the persuasive and manipulative language techniques that you learnt in Grade 7, and also in this theme. Write these down as a mind map on a piece of paper. Write down examples too. Remember the rules of group work:
 - Allow everyone a chance to speak.
 - Take turns to share your opinions.
 - Prompt the quiet learners to participate.
- 2 As a group, look at what you wrote down.
 - Have you repeated anything? Cross it out.
 - Are there some things that you wrote down that are not manipulative or persuasive techniques or examples? Cross them out too.

The first five verbs in the table are all regular verbs, but the rest are irregular.

Note: If the paragraph above started as follows: *Every year we go on a trip. We always leave early the day the schools close*, then these sentences now describe an action that **happens** again and again, therefore we use the **simple present tense**.

Remember: The simple present tense expresses:

- **habits:** *He bites his nails.*
- **general truths:** *The Moon revolves around the Earth.*
- **repeated actions:** *She walks to school every day of the week.*
- **emotions:** *I love to play games.*

Homework activity

- 1 Correct the following groups of words, so that each is a proper sentence and has agreement of subject and verb:
 - a) Children playing on the merry-go-round under the tree.
 - b) A whole class of learners were sick the day after the party.
 - c) My best friend, her cousin and her brother and I am going to the park.
 - d) Wish every day was Children's Day!
 - e) The group of boys who bullied the girls are in trouble.
- 2 Write three paragraphs on one event that you have experienced in your life: one narrative (use only the **simple past tense**), one descriptive and one reflective paragraph talking about this same event. Are your paragraphs different? If so, in what way are they different? If not, what have you done wrong?

Extra practice activity

Read the poem below and answer the questions.

Guilty conscience

by Rodney Sivyjour

I went to the shed for a cigarette. Mind I was not allowed to smoke, and if Dad caught me there's no telling what would happen.

I lit it

And puffed.

What's that?

Quick as a flash the cigarette is out and I stand with beating heart, waiting.

It was only the door, swinging and creaking in the evening breeze.

I lit up again

And puffed.

The door opened with a push and a clatter, hitting, storming, searching out the sinner.

Without waiting to think, I dashed out, down the path, round the corner, and indoors.

Safe?

Safe from myself?

(Source: Sivyjour, R. 2006. *Reading Matters*. Cambridge: Cambridge University Press.)

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- 1 In your opinion, is this a poem?
- 2 What is a "guilty conscience"?
- 3 Why is the poet so nervous?
- 4 a) Who is "searching out the sinner"?
b) Why does the poet run?
- 5 Quote a simile from the poem.
- 6 What does "beating heart" tell us about the poet's feelings?
- 7 Why do you think his dad doesn't allow him to smoke?

Unit 2: Growing up • 47

Summary

- Different types of **text features** form parts of printed books, for example: title, heading, illustrations, captions, chapters, glossary, index, table of contents, appendix, footnotes.
- A **sentence** is made up of **different parts**, for example: **subject** (the doer), **verb** (the action), **object** (the receiver) – *The boy (subject) kicked (action) the ball (receiver).*
- The different **parts of speech** are nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions.
- When **presenting a speech**, pay attention to your tone, gestures, facial expressions, body language, voice projection, voice modulation, tempo and eye contact with the audience.
- Different **types of nouns** include **proper** nouns, **compound** nouns, **complex** nouns, **augmentatives** as well as **common** nouns.
- Different **kinds of pronouns** are found in English: **personal**, **possessive**, **indefinite**, **reciprocal**, **reflexive** and **relative** pronouns.

Assessment

- 1 State if the following are true or false. Where possible, give a reason for your choice.
 - a) It is an opinion that the Namib Desert is the oldest desert in the world.
 - b) A caption is a title or explanation for a picture or illustration in a magazine.
 - c) A rhetorical question must always end with a question mark.
 - d) A narrator is the person about whom a story is written.
 - e) You are objective if you are biased.
 - f) If you project your voice you speak very fast.
 - g) Another word for *sanctuary* is *haven*.
 - h) If you follow the *straight and narrow* you are acting unlawfully. (8)

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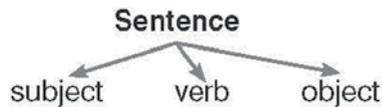
• Unit 2: Growing up

Unit 2

Opinions are **subjective** and use: **persuasive** and **manipulative language**.

Text features:

title, heading, illustrations, captions, chapters, glossary, index, table of contents, appendix, footnote

**Parts of speech:**

nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions, conjunctions

Features of a short story:

characters, characterisation, plot, narrator, conflict, setting, theme

Essay structure:

- Introductory paragraph
- Body: 2–4 paragraphs
- Concluding paragraph

Types of essays:

- Narrative
- Descriptive
- Autobiographical/reflective

When presenting a speech pay attention to:

- tone
- gestures
- facial expressions
- body language
- voice projection
- voice modulation
- tempo
- eye contact.

Tenses:

- Simple present tense (*Every year we go on a trip.*)
- Simple past tense (*We went on a trip to Botswana.*)

Types of nouns:

- Proper nouns (*Monika, Rehoboth*)
- Compound nouns (*toothpaste*)
- Complex nouns (*spoonful*)
- Augmentatives (*supermarket*)
- Common nouns (*window*)

Types of pronouns:

- Personal pronouns (*I, you, him*)
- Possessive pronouns (*yours, his, its*)
- Indefinite pronouns (*anyone*)
- Reciprocal pronouns (*one another*)
- Reflexive pronouns (*herself*)
- Relative pronouns (*who*)

Two types of verbs:

- Regular verbs (*close, fetch, try*)
- Irregular verbs (*go, leave, break*)

A look inside the *Solid Foundations English Second Language Grade 8 Teacher's Guide*:

- demonstrate knowledge of the process writing and:
 - plan/ pre-write, draft, revise, edit and proofread written work before publication
 - link and develop ideas using grade appropriate vocabulary
- write creatively a variety of formal and informal texts, showing a sense of audience and purpose and:
 - use the appropriate register in formal and informal writing
 - write long text (essay) for different audiences, in different situations, e.g. an autobiography
- listen and show understanding of the literal meaning of the text
- listen to demonstrate knowledge and understanding of linguistic and organisational structure of spoken texts and:
 - distinguish between formal and informal registers in oral texts (like a speech)
 - identify intensifiers used in spoken texts
- evaluate the relevance and soundness of the speaker's arguments and reasoning and:
 - identify the purpose of the message (e.g. to educate, to inform, to persuade or encourage)
 - identify the evidence for the argument
- convey information, opinions and ideas with sense of audience by:
 - speaking fluently and confidently
- develop effective public speaking skills by:
 - showing knowledge and understanding of public speaking e.g.
 - using a clear voice
 - presenting a speech that shows the different stages e.g. beginning, middle and ending
 - giving support to one's ideas by providing reasons
 - showing knowledge and understanding of audience etiquette such as:
 - to listen carefully,
 - to focus on the speaker/listener and
 - not talking and asking relevant questions when appropriate
 - demonstrating use of gestures, facial expressions and tone of voice
 - giving a speech on current issues such as human and wild animal conflict; baby dumping or gender based violence and their causes and solutions
- use and apply knowledge of grammatical structures at phrase and sentence levels, e.g.:
 - identifying and using different types of nouns, e.g. common, compound, proper, complex and augmentatives
 - using of different pronouns in speech and in writing, e.g. personal, possessive, indefinite, reciprocal, reflexive and relative pronouns
 - identifying and using verbs, e.g. simple present and past tenses
 - regular and irregular verbs
 - clauses: main and subordinate
 - parts of speech: nouns, articles, adjectives, conjunctions
- progressively exercise more accuracy in referencing and use a wider variety of reference materials such as:
 - dictionaries and other available resource books for spelling, meaning and additional information like abbreviations, idiomatic expressions, parts of speech, etc.

Multi-ability learning and how to facilitate it

- The information contained under this heading in Unit 1 is relevant for the unit and all the subsequent units in the *Learner's Book*.
- It might be necessary to make adaptations for each unit. Be led by the content requirements of the texts as well as the needs of individual learners. By now you will have formed a more accurate assessment of the learners' individual abilities; therefore you may want to rearrange your groupings at this stage.
- Keep to the suggestion of pairing weaker and stronger learners; both groups will benefit. However, use your professional discretion and make adaptations that best address the individual needs of your learners.

Extension and remedial

- Any aspect that the learners might have difficulty with would require further extension in the form of either additional activities and/or discussions.
- Additional work sheets are indispensable in the normal administration of a functioning language classroom.
- Support in the form of timeous remediation is crucial to ensure that weaker learners do not fall behind.

Growing up

UNIT

2

In this unit, learners will:

- listen to demonstrate development of basic comprehension by:
 - identifying main ideas and supporting details in oral presentations e.g. identify what the presentation/text is about and why saying so
- listen actively and respond in a variety of ways, and:
 - predict outcome following the events in a listened text (e.g. predict what will come next)
 - listen and identify the gist or main ideas
 - give oral responses
- demonstrate verbal participatory skills in pair and group work, and:
 - summarise the important points of a discussion
- interact effectively and critically, using appropriate vocabulary in social, cultural and academic contexts, by:
 - showing knowledge and understanding of speaking strategies, e.g. turn-taking, rephrasing
 - showing awareness of respecting others' opinions, suggestions and or feelings
 - using appropriate language to describe, explain or support an idea
 - acknowledging others' opinions, suggestions and/or feelings
 - analyse pictures in texts and:
- explain literal and figurative meanings in texts
- demonstrate the ability to express themselves in various situations by:
 - speaking fluently and confidently, using appropriate vocabulary in a range of situations
- demonstrate verbal participatory skills in pair and group work and:
 - summarise the important points of a discussion
- use appropriate reading strategies and:
 - demonstrate knowledge and understanding of using the pre-reading strategies to increase comprehension of texts
 - establish a purpose
 - preview a text before reading:
 - Title
 - Headings
 - Introduction
 - Every first sentence in a paragraph
- read and respond to a short story and:
 - demonstrate an understanding of and respond actively to key aspects of the text such as:
 - plot
 - setting
 - broad content
 - sequence of events
 - story line
 - characters
 - distinguish between fact and opinion
 - compare and contrast ideas or information
 - figure out themes in texts read
- locate information that answers specific questions
- understand the literal and inferred meaning of a text by:
 - demonstrating the ability to find information such as meaning, spelling, idiomatic usage in dictionaries
 - explaining literal meanings in the text
 - demonstrating knowledge of using contextual clues to get meaning of difficult words
 - produce well-organised coherent piece of writing (essay) and:

Support for learners with special needs or learning difficulties

- See the suggestions listed in Unit 1. Be prepared to adjust your classroom methodologies to optimise the efficacy of the support you give.
- Do not hesitate to speak to more experienced teachers who have had experience in adapting their classroom strategies to provide the necessary supportive mechanisms.
- The wealth of information that might be gleaned from educational books addressing the special-need child could open up new frontiers for you too.

Learners who are deaf or hearing impaired

- Ensure that a learner with a hearing impairment stays in the front of the class. Do not hesitate to intervene in the interest of any learner.
- Insist on quiet in the classroom when you are explaining work or giving instructions.
- You are going to play a recording of a text to the class (or read it yourself). Find out from the learner(s) with hearing impairment what you can do to ensure that they maximise the listening component, for example the use of earphones or anything else that will assist the learner.

Learners who are blind or visually impaired

- Large-print texts for learners with visual impairments are non-negotiable.
- Find out if the learner(s) are able to write (if they do not have access to a Braille typewriter) or if a fellow learner can write for them.

Learners with physical disabilities

If possible give other caring learners a turn to assist a learner who may need physical assistance.

Learners with dyslexia

Ask a trained specialist to give you guidelines on how to provide the necessary support for a learner with dyslexia or make time to study this condition and how best to support the learner yourself.

Autistic learners

Continue to assist autistic learners who find it difficult to participate in many classroom activities. Depending on the degree and nature of the autism allow the learner to write the answers down or speak to you on a one-on-one basis.

Suggestions for use of low/no cost materials

Use the Information Sheets given throughout this *Teacher's Guide* for the creation of posters, for example, this unit requires the knowledge and use of the different parts of speech which could be made by groups – and the most creative poster could be displayed. This will not only contribute to the classroom ambience but also be both motivational and instructive.

Let's talk

Resources needed

- *Learner's Book*

Teaching steps

- The learners are introduced to the theme of the unit.
- They should be placed in groups as they are now already more familiar with one another and will have grown in confidence. Be ever watchful of those learners that might still be very shy. You could even initiate some discussion in such instances by joining those learners in a group.
- Indicate how much time they have for this discussion. (±6–8 minutes)
- It might be useful to let the group appoint a time-keeper. If this is done, ensure that when doing subsequent activities of this nature, other learners are also allowed to act as time-keepers.
- Remind learners to listen carefully while others speak and that no interruptions will be permitted. Each person in a group has the right to his/her opinion and needs to be treated with respect and courtesy.

- You could also allow for feedback from different groups. Ensure that in follow-up activities, different learners report back.



Let's listen for ideas and meaning

(*Learner's Book*, page 27)

Classroom activities 1–2

Resources needed

- *Learner's Book*
- Class dictionaries
- Personal dictionaries
- CD player and CD that comes with this *Teacher's Guide*
- Answer sheets or exercise books

Teaching steps

- The normal classroom guidelines need to be followed when the learners brainstorm persuasive and manipulative language techniques they learnt in Grade 7.
- Be mindful that learners come from different schools and backgrounds and might not all be familiar or comfortable with their knowledge of these techniques. Do not hesitate to support learners if necessary, on the other hand, do not be an intrusive presence who constantly breaks down the interactive communicative process.
- Every group should produce a list of the techniques required to assist in the listening and answering process.
- It is important to prepare the learners adequately for the listening comprehension before they answer the questions.
- The first reading or playing of the recording should leave the learners with an overall idea and feeling for what the writer is trying to convey. You should not interrupt the first reading with explanations – this can be done after the first reading and perhaps during a second reading.

Pre-listening

- Write the name of the text, *Boy's life*, on the blackboard. (Usually the passage will have its own title.) Ask the learners to guess what the passage might be about from the title.
- Remind them that the title of the unit is *Growing up*. Allow a few minutes for interaction and discussion and also use the opportunity to explain the function of headings. Also go through the words in the **Word bank**.

During-listening

- Grade 8s might not be too keen on closing their eyes during the first listening, but encourage them to look down (and even fold their arms) so that they are not distracted during it. The learners simply listen to the content and overall meaning of the text.
- During a second reading, the learners make notes of the required aspects (as indicated in the *Learner's Book*). Provide an opportunity for the learners to read through the questions (before a second reading). Answer any queries that might arise. As this is not a very easy passage, the learners could even be allowed to listen to the passage yet again, although this would be an exception to the rule. However, as this is their first listening comprehension of the year, some leeway could be in order.

Post-listening

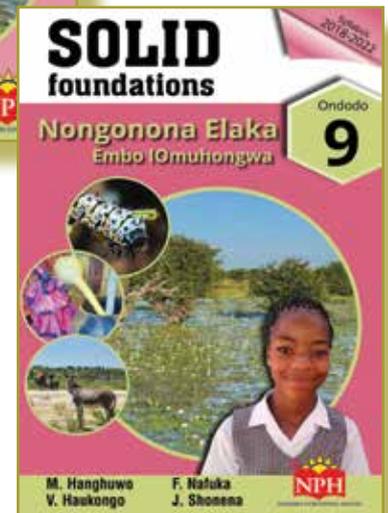
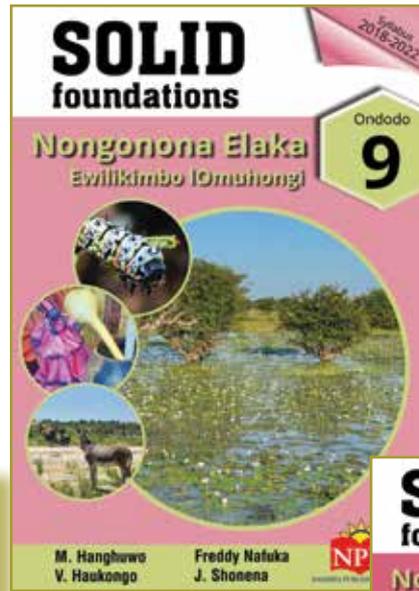
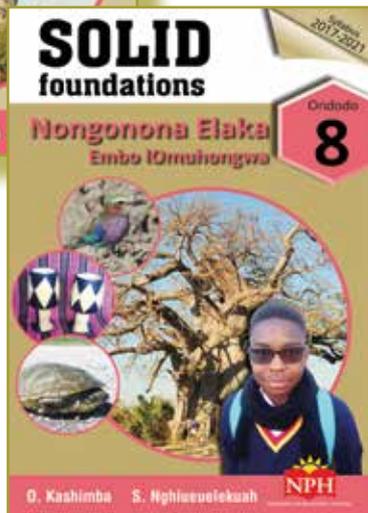
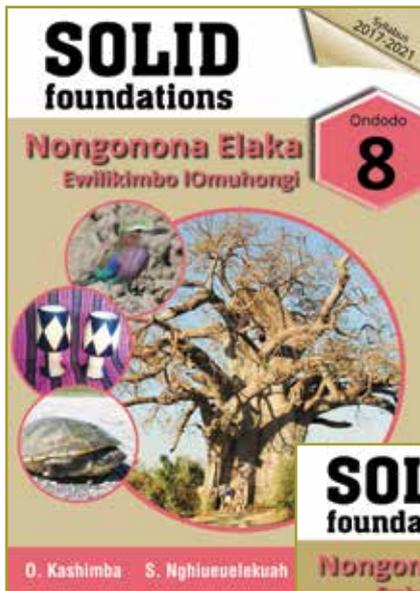
- The learners are now prepared and ready to answer the questions. Use your discretion – the learners could either answer the questions individually or in pairs.
- Once they have completed the answers, go through the answers with them. Ensure that their uncertainties are addressed.

Boy's Life

I believe in magic. We all start out knowing magic. We are born with whirlwinds, forest fires, and comets inside us. We are born able to sing to birds and read clouds and see our destiny in grains of sand. Then we get the magic educated right out of our souls. We get it churched out, spanked out, washed out, and combed out. We get put on the straight and narrow and told to be responsible. Told to act our age and grow up for goodness' sake.

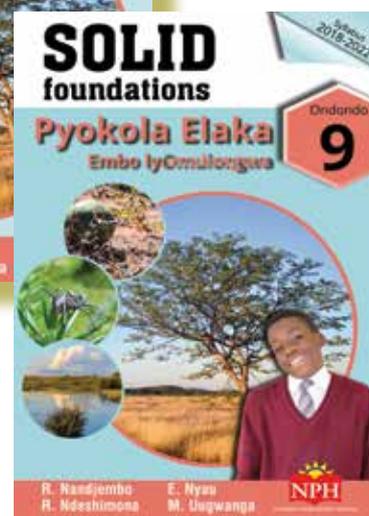
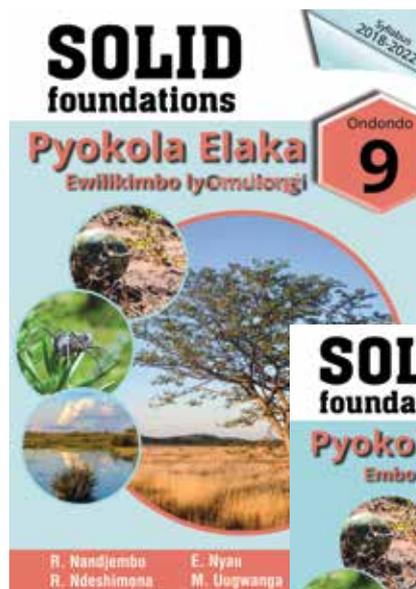
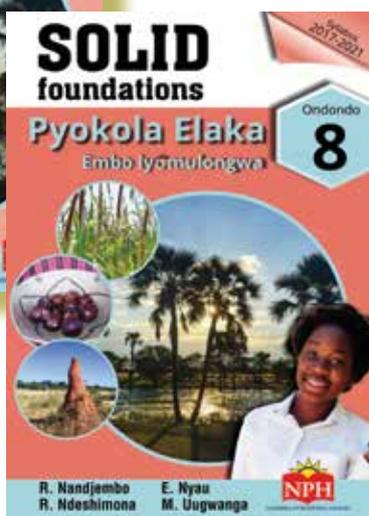
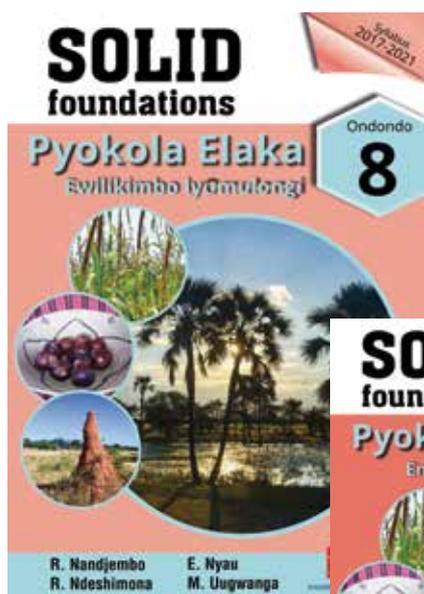
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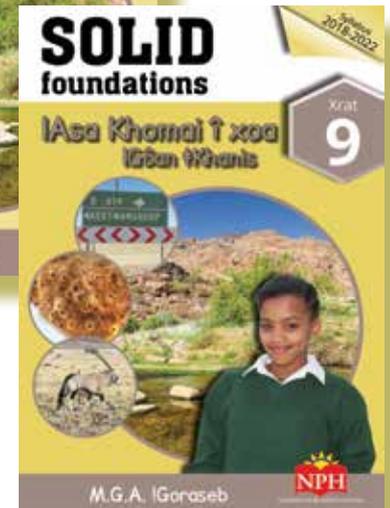
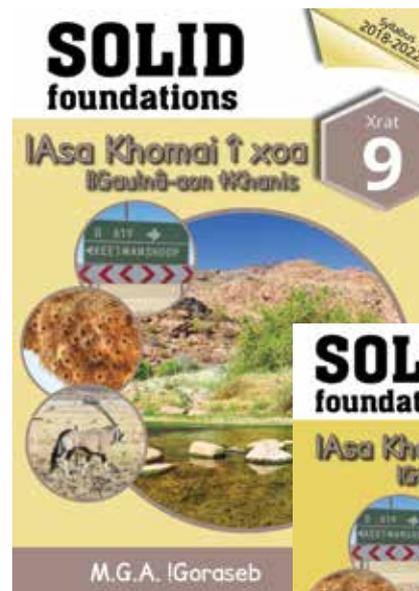
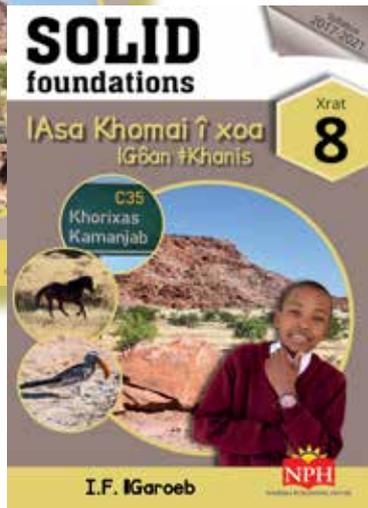
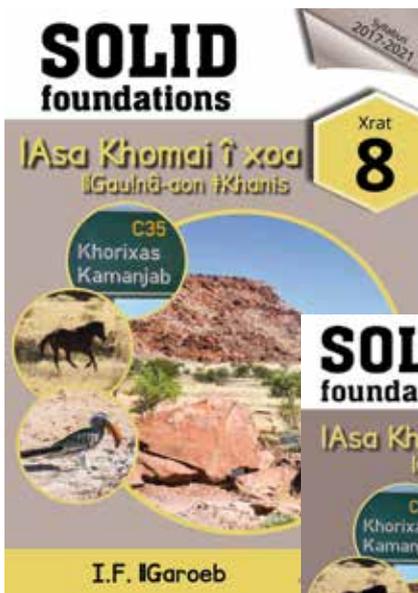
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Khoekhoegowab First Language | Grades 8-9

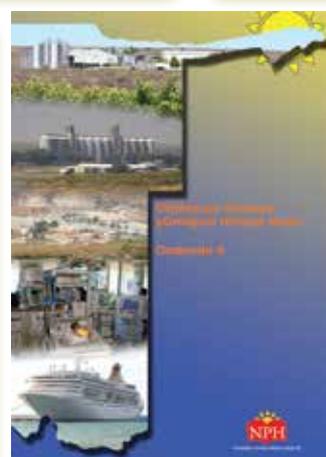
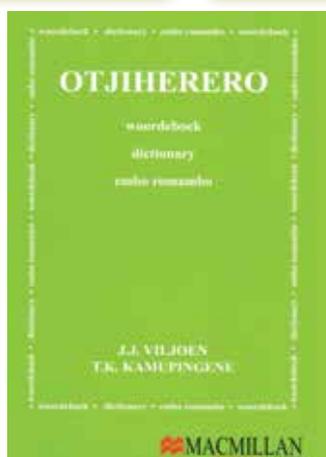
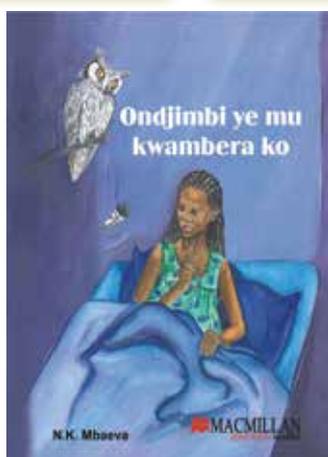
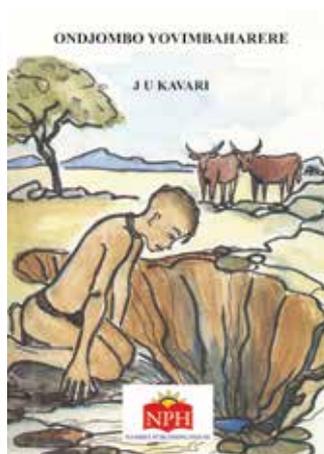
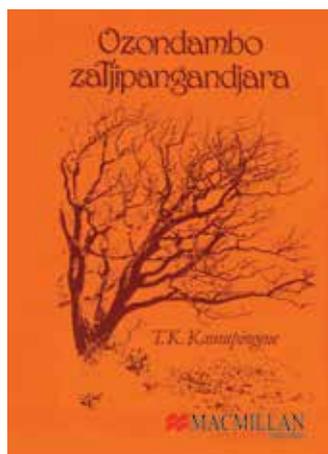


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Otjiherero First Language | Grades 8-9



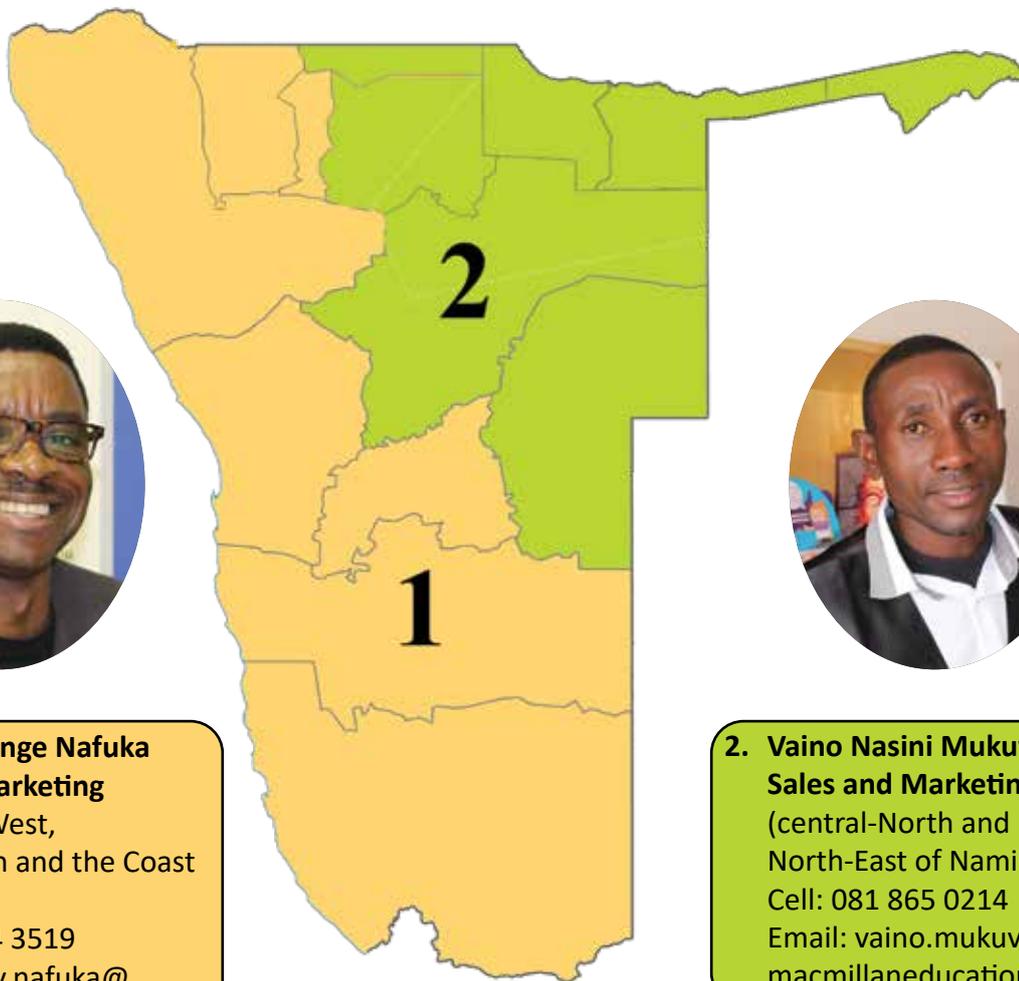
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Thimbukushu First Language | Grades 8-9

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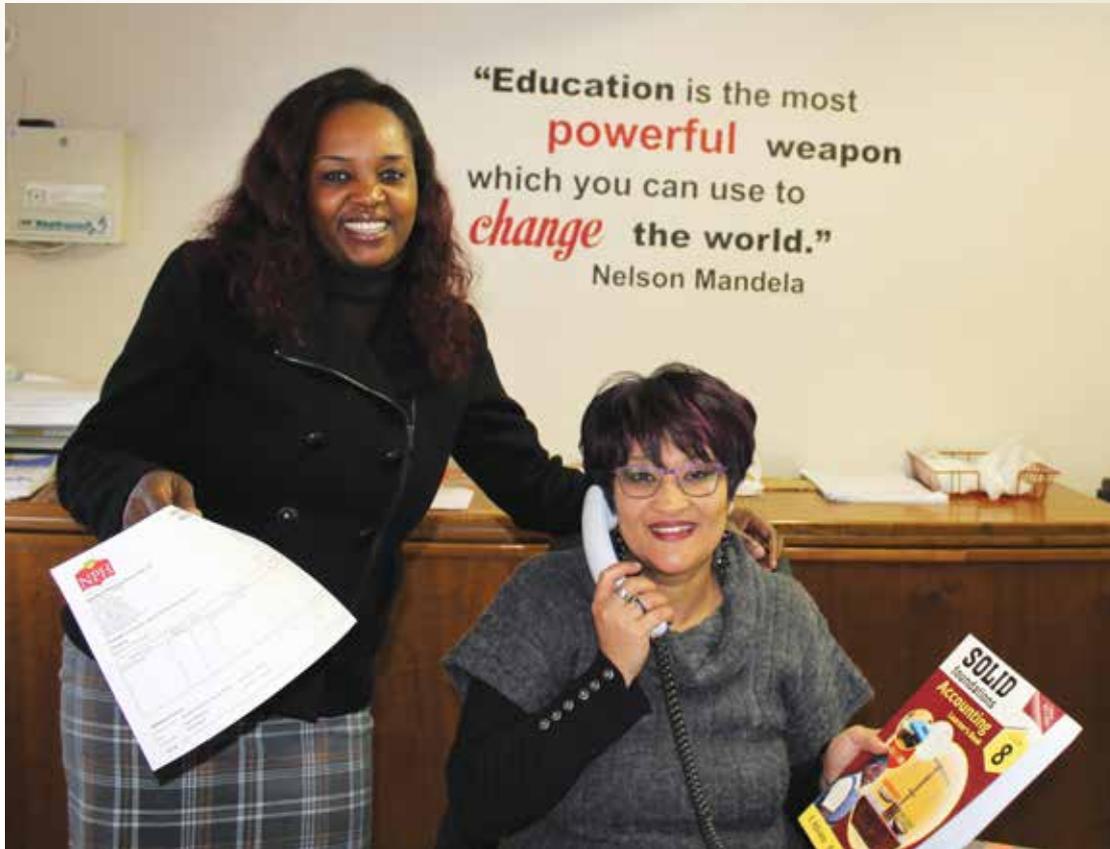


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