

PARKHURST PRIMARY SCHOOL

LEARNING ACTIVITY PACK COVER PAGE

SUBJECT						
ENGLISH	AFRIKAANS	MATHEMATICS	LIFE SKILLS	PSWB	SS - GEOG	SS - HIST
✓						
NS/TECH	EMS	NS	TECHNOLOGY	CA	LO	

GRADE						
GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GRADE 7	GRADE SV	PERIOD WEEK/S OR APPLICABLE DATES:				
✓		29/6 → 3/7				

QUESTION PAPER/ACTIVITY WORKSHEETS	MEMORANDUM (ANSWERS)
✓	✓

NUMBER OF PAGES EXCLUDING COVER PAGE	
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INSTRUCTIONS/NOTES FOR PARENTS AND LEARNERS

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	29/06/2020
NAME AND SURNAME			
SUBJECT		English	Resource book : English for Success
TITLE OF WORKSHEET		Comprehension.	

Read the interview on Pg- 146 and answer the questions (Nos. 1,2,3)

Language Activity (Pg-~~14~~7)
(Complete nos.1,2 and 3)

Writing: Write a dialogue discussing “Safety Protocols in our School.”

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Read and understand the use of relative clauses and complete the activity.
(nos. 1,2)

[illegible]

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	01/07/2020
NAME AND SURNAME			
SUBJECT		English	
TITLE OF WORKSHEET		Meeting Procedures.	

Visual Literacy: Order, Order!

There are processes to follow before and after a meeting:

Notice- To inform people about the meeting

Agenda – Tells people what time the meetings will begin and end and what items will be discussed. (Example on Pg- 159)

Meeting- People gather to discuss and follow a procedure.

Minutes –Minutes help everyone remember what was said and decided in the meeting. (Example on Pg- 163)

Examine the picture on Pg-154

Answer nos.1,2 and 3.

Take Notice

Read and analyse the notice (Pg-157) and answer the questions that follow (Pg-158)

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	02/07/2020
NAME AND SURNAME			
SUBJECT		English	
TITLE OF WORKSHEET		Notice and Agenda.	

Writing Activity: Draw up a notice to call a meeting to discuss “Safety Protocols our School”

Visual Literacy: Analyse an Agenda (Pg-159)

Read the key features of an agenda and study the format of an agenda. Using the agenda format design an agenda for the meeting on “Safety Protocols in our School.”

[illegible]

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	03/07/2020
NAME AND SURNAME			
SUBJECT		English	
TITLE OF WORKSHEET		Taking Minutes.	

Read the minutes and answer the questions (Pg163)

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PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	29/06/2020
NAME AND SURNAME			
SUBJECT	English	Resource book : English for Success	
TITLE OF WORKSHEET	Comprehension.		

Read the interview on Pg- 146 and answer the questions (Nos. 1,2,3)

Language Activity (Pg- 47)
(Complete nos.1,2 and 3)

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	01/07/2020
NAME AND SURNAME			
SUBJECT	English		
TITLE OF WORKSHEET	Meeting Procedures.		

Visual Literacy: Order, Order!

There are processes to follow before and after a meeting:

Notice- To inform people about the meeting

Agenda – Tells people what time the meetings will begin and end and what items will be discussed. (Example on Pg- 159)

Meeting- People gather to discuss and follow a procedure.

Minutes –Minutes help everyone remember what was said and decided in the meeting. (Example on Pg- 163)

Examine the picture on Pg-154

Answer nos.1,2 and 3.

Take Notice

Read and analyse the notice (Pg-157) and answer the questions that follow (Pg-158)

GRADE	7	DATE	03/07/2020
NAME AND SURNAME			
SUBJECT		English	
TITLE OF WORKSHEET		Taking Minutes.	

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PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	29/06/2020
NAME AND SURNAME		MEMO	
SUBJECT		English	Resource book : English for Success
TITLE OF WORKSHEET		Comprehension.	

Read the interview on Pg- 146 and answer the questions (Nos. 1,2,3)

1. Readers of Edyth Bulbring books – the interview is about why and how she writes.
2. “striking” – strong visual word
“fan” – to describe how much she liked them
“intriguing” – to show amazement
3. The interviewer asks open questions that invite an answer full of information

Language Activity (Pg-47)
(Complete nos.1,2 and 3)

- 1.a) image; visual; intrigue
b)-ery; -ally; -ing
c) imagery – noun
visually – adverb
intriguing – verb
d) Learners' answers will vary.
- 2.a) dash; to show an afterthought or additional information
b) comma; extra information
c) question mark; asking a question
d) apostrophe; possession
e) colon; to introduce a list
- 3.a) “How do you develop your characters?” asked the interviewer. “Are they based on people you know?” Edyth Bulbring replied, “My characters are always based on people I’ve met.”
b) The interviewer asked Edyth Bulbring how she develops her characters. She asked if they were based on people that Edyth knew. Edyth replied that her characters are always based on people that she’s met.
c) Direct speech

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	30/06/2020
NAME AND SURNAME			
SUBJECT		English	
TITLE OF WORKSHEET		Writing: Dialogue	

Writing: Write a dialogue discussing “Safety Protocols in our School.”

(Learner's Response)

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Language Activity: Relative clauses (Pg- 151)

Read and understand the use of relative clauses and complete the activity.
(nos. 1,2)

1.
 - a) I told you about the waitron who is rude.
 - b) Did you fetch the plate which was clean.
 - c) Do you know the waitron whose table this is?
 - d) I want to be seated where I sat last time.
2.
 - a) These prawns that you asked me to try are delicious.
 - b) Sihle, who owns the restaurant, would not be pleased.
 - c) The restaurant which sells the best fish is Fishee Fish.
 - d) The restaurant where I ate the best fish was in Durban.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	01/07/2020
NAME AND SURNAME			
SUBJECT	English		
TITLE OF WORKSHEET	Meeting Procedures.		

Visual Literacy: Order, Order!

There are processes to follow before and after a meeting:

Notice- To inform people about the meeting

Agenda – Tells people what time the meetings will begin and end and what items will be discussed. (Example on Pg- 159)

Meeting- People gather to discuss and follow a procedure.

Minutes –Minutes help everyone remember what was said and decided in the meeting. (Example on Pg- 163)

Examine the picture on Pg-154.Suggested Answers.

1. A meeting is being held however there is no order and it is chaotic.
2. General Robert is the figure in the middle of the scene wearing a uniform. He is looking exasperated with his hands in his hair. The advice that learners might give him can range from saying where he should stand to what he should tell everyone to do, e.g. he could stand on a chair and shout the word "Attention" or bang something on a desk or tell everyone to sit down and listen.
3. Learners can mention anything, e.g. they should have put chairs in rows for people to sit on, someone should have stood in the front, they should have started on time

Take Notice

Read and analyse the notice (Pg-157) and answer the questions that follow (Pg-158).

1. The notice is about organising the Grade 7 Farewell. It is aimed at all the Grade 7 learners.
2. The notice does not give the time of the meeting.
3. The Grade 7 Farewell committee has called the meeting.
4. The notice appeared on the library notice board.
5. Any suitable ideas should be accepted.
6. The notice went up two days before the meeting. This is probably not enough time for everyone to organise things like lift clubs and extra-murals. It should have gone up at least a week before.
7. Any suitable suggestions should be accepted.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	02/07/2020
NAME AND SURNAME			
SUBJECT		English	
TITLE OF WORKSHEET		Notice and Agenda	

Writing Activity: Draw up a notice to call a meeting to discuss "Safety Protocols our School"

Look at page 157 and use these examples as guide .

Visual Literacy: Analyse an Agenda (Pg-159)

Read the key features of an agenda and study the format of an agenda.
Using the agenda format design an agenda for the meeting on "Safety Protocols in our School."

Use the example on page 159 as a guide to your agenda format.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	03/07/2020
NAME AND SURNAME			
SUBJECT	English		
TITLE OF WORKSHEET	Taking Minutes.		

Read the minutes and answer the questions (Pg163)

1. 85 out of 120 attended the meeting.
2. 12 excused themselves.
3. 23 did not arrive or send an apology.
4. The meeting was held in Room 20.
5. The four main items discussed were: a date for the Farewell party, a venue, a theme, the "Leave a Legacy" campaign.
6. All the items required a decision.
7. According to the agenda format on page 159 of the Learner's Book, there are no items missing in these minutes.
8. (Learners should use their own words to explain this vocabulary). a minutes: a summary of the items discussed at a meeting b vote: when people make a decision based on the majority c table: something gets set aside/placed on the next agenda for discussion at the next meeting
9. "All that glitters" won the majority vote.
10. The matter of the venue was tabled.
11. There was a 50/50 vote so they could not reach a decision because there was no majority.
12. Blue was chosen for the hoodies.
13. Blue took a majority vote of 39% which was 12% more than the next highest vote.
14. Maroon was the least popular because it got the lowest vote of 11%.
15. Learners should realise that it was an important meeting because every item on the agenda involved all the Grade 7 learners and required a decision and a vote.
16. Yes, it was successful because only one of all four items on the agenda that required a decision was "tabled" because they could not reach a decision. Also, most of the Grade 7 learners attended. (Any other reasonable answer that is supported)

PARKHURST PRIMARY SCHOOL

LEARNING ACTIVITY PACK COVER PAGE

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ENGLISH	AFRIKAANS	MATHEMATICS	LIFE SKILLS	PSWB	SS - GEOG	SS - HIST
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GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GRADE 7	GRADE SV	PERIOD WEEK/S OR APPLICABLE DATES: 29 Jun - 03 Jul				
✓						

QUESTION PAPER/ACTIVITY WORKSHEETS	MEMORANDUM (ANSWERS)
✓	

NUMBER OF PAGES EXCLUDING COVER PAGE	
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INSTRUCTIONS/NOTES FOR PARENTS AND LEARNERS

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE:	7	DATE: 29/06/2020	
NAME AND SURNAME			
SUBJECT		Afrikaans	
TITLE OF WORKSHEET		LEESTYD- LEES EN SKRYF	

Instructions:

Lees die storie en beantwoord die vrae wat volg/ Read the story and answer the questions

Tuis / Nuus

Hond red seuntjie van beer

Deur Kirstin Gulick | 24 Junie 2014



'n Troetelhond is 'n held nadat hy 'n vyfjarige seuntjie van 'n wildebeer-aanval in die noorde van Japan gered het, het die polisie Dinsdag gesê.

Die hond, 'n sesjarige Shiba Inu, het die beer van sowat 1 m lank aangevat nadat dié die seuntjie aangeval het toe hy langs 'n rivier saam met sy oupagrootjie gaan stap.

Die hond het "buitengewoon hard" geblaf en die dier weggejaag tydens die voorval Saterdagmiddag in Odate, sowat 550 km noord van Tokio, het 'n plaaslike polisiewoordvoerder gesê. "Die seun het ligte kneusplekke opgedoen en is hospitaal toe geneem, maar dieselfde dag ontslaan."

Die kind se 80-jarige oupagrootjie, wat tydens die voorval net 'n kort entjie weg van hom was, het alarm gemaak. Die plaaslike media het die hond geïdentifiseer as 'n sesjarige wyfie genaamd Mego, wat oulik beteken.

"Mego is gewoonlik baie rustig. Dit was 'n groot verrassing vir ons dat sy 'n beer weggejaag het," het die hond se eienaar aan die koerant Sports Hochi gesê. "Mego was nog altyd sy maat en ons het haar beloon met vleis en ander bederfies."

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

Hond / dog	Langs / next to	Geblaf / barked
Beer / bear	Rivier / river	Weggejaag / chased away
Lank / long	Saam / with	Ligte kneusplekke / light bruises
Nadat / after	Oupagrootjie / great grandfather	Hospitaal / hospital
Seuntjie / boy	Stap / walk	Verrassing / surprise
Aangaval / attacked	Buitengewoon / out of the ordinary	Beloon / reward

Vrae / Questions *(use the dictionary to help you with the words in the questions)*

1. Wie (who) het langs 'n rivier gaan stap?

2. Op watse dag (on what day) het die voorval plaasgevind?

3. Hoe oud (how old) is die oupagrootjie?

4. Is die hond 'n mannetjie of 'n wyfie?

5. Wat beteken die hond se naam "Mego" (what does the dog's name mean)?

6. Wat (what) het die hond gejaag?

7. Hou jy (do you like) van honde? JA / NEE Rede:

Instructions:

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE:	7	DATE: 30/06/2020	
NAME AND SURNAME			
SUBJECT	Afrikaans		
TITLE OF WORKSHEET	Taalstrukture		

1. Answer the following questions

Taal hersiening / Language revision

A. Skryf die volgende in die ontkennde vorm

1. Pa braai lekker vleis op Saterdag.

2. Die hond het die seuntjie gered.

3. My hond speel baie bal.

4. Die fliek het al in Suid-Afrika begin wys.

5. Die hond hardloop in die straat.

6. Hy was in die hospital opgeneem.

7. Ek hou van honde en katte.

8. Mego is gewoonlik baie rustig.

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE:	7	DATE: 01/07/2020	
NAME AND SURNAME			
SUBJECT		Afrikaans	
TITLE OF WORKSHEET		Taalstrukture	

Instructions:

1. Answer the following questions

A. Skryf die sinne met die voegwoorde

2. Die ma is bly. Haar dogter doen haar huiswerk. **(want)**

3. Sy skilder 'n olifant. Sy slurp lyk te lank en te wyd. **(maar)**

4. Sipho wil 'n akteur word. Hy wil graag eendag in 'n flielc speel. **(en)**

5. Renoster wil 'n resies teen Olifant hardloop. Hy wil die wenner wees. **(want)**

Age Group	Percentage of Respondents
18-29	85%
30-49	80%
50-69	75%
70+	70%

- onderwerpe:

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**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

PARKHURST PRIMARY SCHOOL

LEARNING ACTIVITY PACK COVER PAGE

SUBJECT						
ENGLISH	AFRIKAANS	MATHEMATICS	LIFE SKILLS	PSWB	SS - GEOG	SS - HIST
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GRADE 7	GRADE SV	PERIOD				
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✓		29 Jun - 03 Jul				

QUESTION PAPER/ACTIVITY WORKSHEETS	MEMORANDUM (ANSWERS)
	✓

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INSTRUCTIONS/NOTES FOR PARENTS AND LEARNERS

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE:	7	DATE: 29/06/2020	
NAME AND SURNAME	Memo		
SUBJECT	Afrikaans		
TITLE OF WORKSHEET	LEESTYD- LEES EN SKRYF		

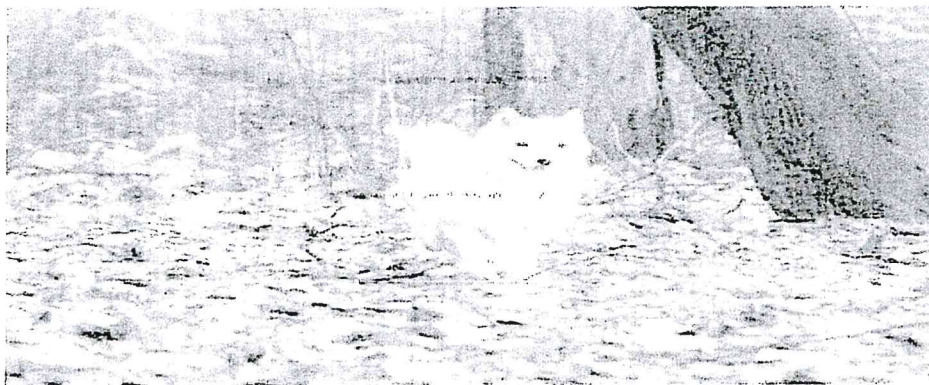
Instructions:

Lees die storie en beantwoord die vrae wat volg/ Read the story and answer the questions

LEES / READ

Hond red seuntjie van beer

Deur Koenen Bock | 24 Junie 2014



'n Troostel hond is 'n held nadat hy 'n vyfjarige seuntjie van 'n wildebeer-aanval in die noorde van Japan gered het, het die polisie Dinsdag gesê.

Die hond, 'n sesjarige Shiba Inu, het die beer van sowat 1 m lank aangevat nadat dié die seuntjie aangeval het toe hy langs 'n rivier saam met sy oupagrootjie gaan stap.

Die hond het "buitengewoon hard" geblaf en die dier weggejaag tydens die voorval Saterdagmiddag in Odate, sowat 550 km noord van Tokio, het 'n plaaslike polisiewoordvoerder gesê. "Die seun het ligte kneusplekke opgedoen en is hospitaal toe geneem, maar dieselfde dag ontslaan."

Die kind se 80-jarige oupagrootjie, wat tydens die voorval net 'n kort entjie weg van hom was, het alarmering gemaak. Die plaaslike media het die hond geïdentifiseer as 'n sesjarige wyfie genaamd Mego, wat oulik beteken.

"Mego is gewoonlik baie rustig. Dit was 'n groot verrassing vir ons dat sy 'n beer weggejaag het," het die hond se eienaar aan die koerant Sports Hochi gesê. "Mego was nog altyd sy maat en ons het haar beloon met vleis en ander bederfies."

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

Hond / dog	Langs / next to	Geblaf / barked
Beer / bear	Rivier / river	Weggejaag / chased away
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Seuntjie / boy	Stap / walk	Verrassing / surprise
Aangaval / attacked	Buitengewoon / out of the ordinary	Beloon / reward

Vrae / Questions (use the dictionary to help you with the words in the questions)

1. Wie (who) het langs 'n rivier gaan stap?

Die seun en sy oupagrootjie

2. Op watse dag (on what day) het die voorval plaasgevind?

Op Saterdag

3. Hoe oud (how old) is die oupagrootjie?

80 jaar oud

4. Is die hond 'n mannetjie of 'n wyfie?

Wyfie

5. Wat beteken die hond se naam "Mego" (what does the dog's name mean)?

Oulik

6. Wat (what) het die hond gejaag?

'n Beer

7. Hou jy (do you like) van honde? JA / NEE Rede:

Ja/Nee. Leerder se eie antwoord

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE:	7	DATE: 30/06/2020	
NAME AND SURNAME			
SUBJECT		Afrikaans	
TITLE OF WORKSHEET		Taalstrukture	

Instructions:

1. Answer the following questions

Taal hersiening / Language revision

A. Skryf die volgende in die ontkennde vorm

1. Pa braai lekker vleis op Saterdag.

Pa braai nie lekker vleis op Saterdag nie.

2. Die hond het die seuntjie gered.

Die hond het nie die seuntjie gered nie.

3. My hond speel baie bal.

My hond speel nie baie bal nie.

4. Die flik het al in Suid-Afrika begin wys.

Die flik het nie in S.A begin wys nie.

5. Die hond hardloop in die straat.

Die hond hardloop nie in die straat nie.

6. Hy was in die hospitaal opgeneem.

Hy was nie in die hospitaal opgeneem nie.

7. Ek hou van honde en katte.

EK hou nie van honde en katte nie.

8. Mego is gewoonlik baie rustig.

Mego is gewoonlik nie baie rustig nie.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE:	7	DATE: 01/07/2020	
NAME AND SURNAME			
SUBJECT		Afrikaans	
TITLE OF WORKSHEET		Taalstrukture	

Instructions:

1. Answer the following questions

A. Skryf die sinne met die voegwoorde

2. Die ma is bly. Haar dogter doen haar huiswerk. (want)

Die ma is bly, want haar dogter doen haar werk.

3. Sy skilder 'n olifant. Sy slurp lyk te lank en te wyd. (maar)

Sy skilder 'n olifant maar sy slurp lyk te lank en wyd.

4. Sipho wil 'n akteur word. Hy wil graag eendag in 'n fliek speel. (en)

Sipho wil 'n akteur word en hy wil graag eendag 'n fliek speel.

5. Renoster wil 'n resies teen Olifant hardloop. Hy wil die wenner wees. (want)

Renoster wil 'n resies teen olifant hardloop, want hy wil die wenner wees.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE:	7	DATE: 02/07/2020	
NAME AND SURNAME			
SUBJECT		Afrikaans	
TITLE OF WORKSHEET		Taalstrukture	

Instructions:

1. Skryf 'n opstel van drie (3) paragrawe (130 woorde) oor die volgende onderwerpe:

Dit was die beste dag in my lewe.

1. Skryf die titel bo-aan jou skryfstuk neer.
2. Skryf eers 'n kopkaart en dan die finale poging.
3. Skryf hoeveel woorde jy het aan die einde van die opstel.
4. Skryf die eerste poging in jou boeke

Titel: _____

Skryf eie storie.

Rubriek te volg.

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Blank lined paper with horizontal ruling lines.

PARKHURST PRIMARY SCHOOL

LEARNING ACTIVITY PACK COVER PAGE

SUBJECT						
ENGLISH	AFRIKAANS	MATHEMATICS	LIFE SKILLS	PSWB	SS - GEOG	SS - HIST
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GRADE						
GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GRADE 7	GRADE SV	PERIOD WEEK/S OR APPLICABLE DATES:				
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QUESTION PAPER/ACTIVITY WORKSHEETS	MEMORANDUM (ANSWERS)
✓	✓

NUMBER OF PAGES EXCLUDING COVER PAGE	9
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INSTRUCTIONS/NOTES FOR PARENTS AND LEARNERS

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	29 June 2020
NAME AND SURNAME			
SUBJECT		Natural Science	
TITLE OF WORKSHEET		Acids, bases and neutrals.	

1. Introduction

Materials can be classified according to whether they are:

- Acid
- Base, or
- Neutral (neither acid or base)

An **acid** is a chemical substance that forms **hydrogen ions** (protons) in a solution.

A **base** is a chemical substance that forms **hydroxide ions** in a solution.

When an acid reacts with a base, the acid produces a positively charged hydrogen atom called a **hydrogen ion** or **proton**. The base produces a negative charged **hydroxyl ion**.

Stronger concentrations of acids and bases release higher concentrations of **hydrogen ions** or **hydroxyl ions**.

Acids and bases are characterised by what happens when they are mixed. When mixed, they neutralise each other and form a substance known as **salt**. There are many different types of salt, with the most well-known being table salt, which is formed by mixing hydrochloride acid with sodium hydroxide (base). Water is also produced from the chemical reaction.

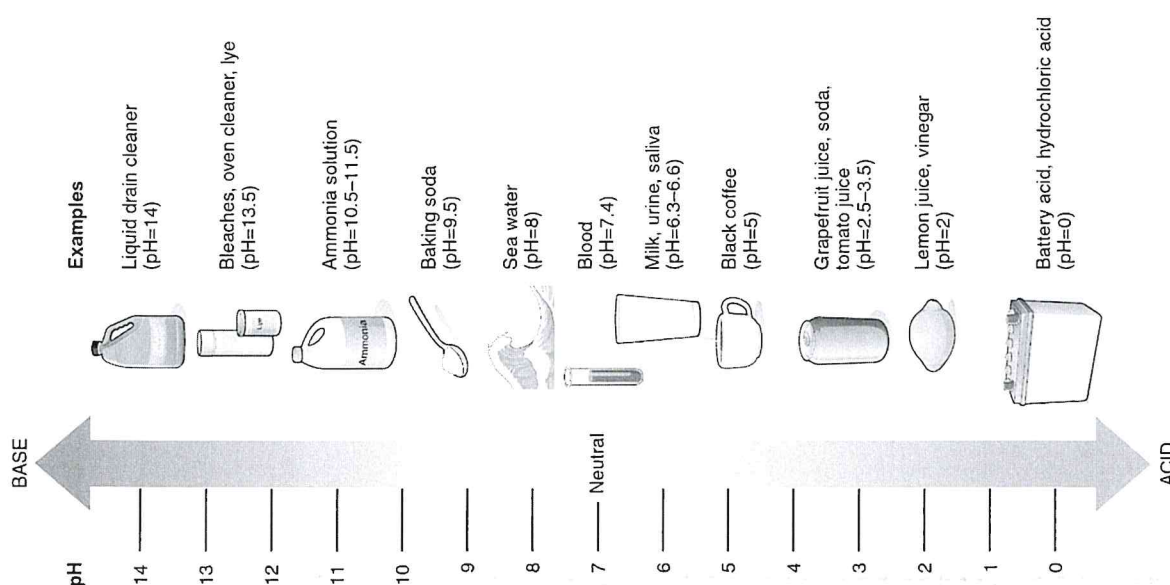
Acid + Base = Salt and Water.

2. pH Scale

We use the pH scale to measure a material's acidity or base. The scale rates the colour of the indicator when acidity is measured. The scale ranges from pH0 (most acid) to pH14 (most base), with pH7 being neutral. Every value represents the colour produced when a substance is tested.

The pH scale was devised by a Danish chemist, Seres Sorensen. pH stands for 'potential of hydrogen'.

The table below shows the pH scale with examples.



Each increase in value on the pH scale represents a concentration of hydrogen ions 10 times lower than the previous one. At pH7, the concentration of hydrogen ions is equal to the concentration of hydroxyl ions.

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

3. Measuring acidity

Red or blue litmus paper is used to test whether the substance is an acid, a base or a neutral. Red litmus paper turns blue if the substance is a base and remains red for an acid and a neutral.

Figure 1 Red and Blue litmus paper.

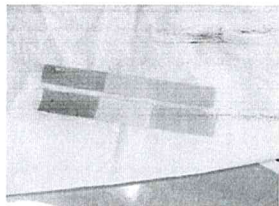


Figure 2 Red Litmus paper – Acid

Blue litmus paper turns red if the substance is an acid, but remains blue for a base and a neutral. Both blue and red litmus papers are always used to test a substance.

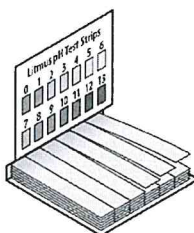


Figure 3 Illustration of Litmus Test Strips.

Universal indicator solution can also be used to test a substance. This turns from red (most acid) through orange, yellow, green, blue, to purple (most base).

Exercise 1: Acid, Base or Neutral?

Decide whether the substances is acid, base or neutral by ticking the correct box.

Substance	Acid	Neutral	Base
1. pure water			
2. furniture polish			
3. apple			
4. sugar			
5. saliva			
6. tomato sauce			
7. rainwater			
8. blood			
9. pasta			
10. black coffee			
11. salts			
12. coke			
13. mustard			
14. detergent			
15. egg			
16. shampoo			
17. banana			
18. sea water			
19. toothpaste			
20. bleach			

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	30 June 2020
NAME AND SURNAME			
SUBJECT		Natural Science	
TITLE OF WORKSHEET		Acids, bases and neutrals.	

4. Properties of Acids

Many foods and household chemicals can be classified as acids, bases or neutrals, depending on their properties.

Acids display the following properties:

- They are liquids.
- Acids can be strong or weak. Strong acids are more dangerous than weak acids.
- They have a sour taste.
- They feel rough on the skin.
- Many are dangerous to feel or taste, as they are **corrosive**.
- They contain hydrogen ions.
- They usually react with metals to form salts.
- They turn blue litmus paper red.
- They turn the universal indicator solution from green to red.
- They have a pH of less than 7.
- They react with metals to form hydrogen gas, water and a salt (neutral). If the base is a carbonate, carbon dioxide will also be produced. This process is called **neutralisation**.
- They react with bases to form a salt and water.
- They conduct electricity.

Acid and Metal Reaction:

Acid + Metal =
a Salt + H₂ Hydrogen Gas

Acid and Base Reaction:

Acid + Base =
a Salt + H₂O Water

Examples of acids:

Lemon and orange juice	Vinegar	Tartaric acid	Battery acid
------------------------	---------	---------------	--------------

5. Properties of Bases

Bases display the following properties:

- They are soluble bases – known as **alkaline**.
- They taste bitter.
- They feel slippery / soapy on the skin.
- Many are dangerous to feel or taste, as they are also corrosive.
- They turn litmus paper blue.
- They turn the universal indicator solution from green to blue or purple.
- They have a pH of more than 7.
- They react with acids to form a salt (neutral) and water, for example, if hydrochloric acid is mixed with the base sodium hydroxide, common table salt (sodium chloride) and water are formed.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

Examples of Bases:

Bicarbonate of soda	Soap	Washing powder
Bleach	Household cleaners	Ammonia

6. Properties of Neutrals

Neutral substances display the following properties:

- They are neither acids nor bases.
- They are not affected by litmus paper.
- They are usually harmless.
- Universal indicator stays green.
- They have a pH of exactly 7.

Examples of Neutral Substances:

Pure water	Salt solution	Sugar	Cooking oil
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Exercise 2: Acids and Bases.

Choose the correct answer to the questions in the table below by underlining the correct answer.

Question	Option 1	Option 2	Option 3
1. Which of the following pHs would be classified as a weak acid?	pH5	pH1	pH12
2. Which acid is found in car batteries?	Vinegar	Sulphuric acid	Hydrochloric acid
3. What is the reaction whereby acidity or alkalinity is removed called?	Sterilisation	Pasteurisation	Neutralisation
4. When an alkali is added to an acid, the pH:	Rises	Falls	Stays the same
5. If universal solvent is used to determine the pH of pure water, the colour will:	Remain green	Turn purple	Turn orange
6. Which of the following is a strong acid?	Urine	Acid rain	Hydrochloric
7. Which of the following is a strong alkali?	Ammonia solution	Baking soda	Liquid drain cleaner
8. Which of the following substances can be corrosive?	Acids and bases	Bases only	Neutrals
9. Which of the following statements are true?	Red litmus paper does not change colour if the substance tested is a base.	Blue litmus paper turns red if the substance is an acid.	Blue litmus paper turns red if the substance tested is a base.
Which of the following statements are true?	A strong acid will produce higher concentrations of hydroxyl ions when reacting with a base.	A strong alkali will produce higher concentrations of hydrogen when reacting with an acid.	A strong acid will produce higher concentrations of hydrogen ions when reacting with an acid.

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	01 July 2020
NAME AND SURNAME			
SUBJECT	Natural Science		
TITLE OF WORKSHEET	Acids, bases and neutrals		

7. Taste

Taste helps us to detect and enjoy the flavours of food and drinks. It is the weakest of the five senses.

Our tongue is the organ that we use for taste. It is covered with around 10 000 taste buds which can detect substances in food and drink. These taste buds have receptors which send the messages to our brain and tell us if the food or drink tastes nice or not.

Taste helps us to distinguish which foods are OK to eat, for example, a ripe apple will usually taste sweet, but an unripe one can taste sour. There are many substances which are unsafe to taste.

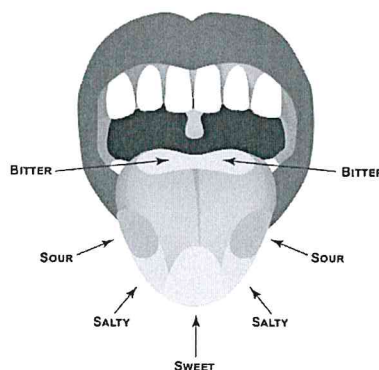
The four main tastes that we can detect are:

- Sweet – example cupcakes.
- Sour – lemons and limes.
- Salty – fish.
- Bitter - black coffee.

Salty and sweet taste buds are at the front of the mouth, the sour taste buds are at the sides and the bitter taste buds are at the back of the tongue.

When we are very young, we have taste buds on the sides and roof of our mouth as well as our tongue, so we are very sensitive to taste. These disappear as we get older and our taste buds become less sensitive, which is why our taste for certain foods can change.

Basic tastes:



Exercise 3: Practical activity: The senses – taste activities. (Homework activity)

1. Identifying the four main tastes

We have seen that we can identify four main tastes, i.e., **sweet, sour, salty and bitter**. Gather **two examples of foods in each of these categories** and enter their names in the table below, then taste each one.

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

Food example 1:

Sweet	Sour	Salty	Bitter
_____	_____	_____	_____

Food example 2:

Sweet	Sour	Salty	Bitter
_____	_____	_____	_____

2. Taste buds

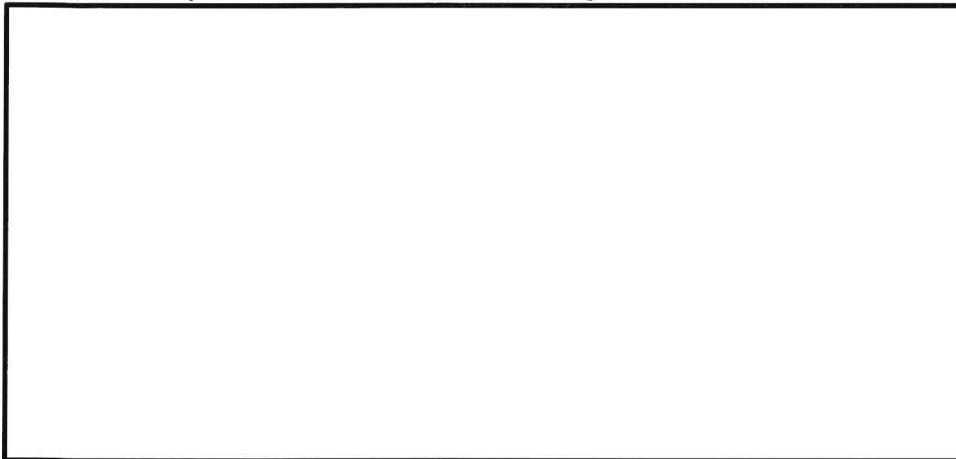
The tongue has different taste buds on different parts of the tongue for each taste. To test this, dip a toothpick into the following:

- a) Salt taste – salt water
- b) Sweet taste – sugary water
- c) Sour taste – lemon juice
- d) Bitter taste – tonic water or onion

Now put the toothpick on different parts of the tongue and see if you can identify in which part of the tongue the taste buds for the taste are located.

You might need to drink some water between tastes.

In the space below, draw a picture of the areas of the tongue that are most sensitive to each taste.



1. The role of saliva

In order to taste food, the food must dissolve in our saliva so that the chemicals can be detected by the receptors on the taste buds. Without saliva, we will not be able to taste our food.

To test this, dry out your tongue with a clean paper towel and then try to taste the different foods. Dry your tongue between each food type.

Can you taste the food when the tongue is dry, i.e., without any saliva?

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	02 July 2020
NAME AND SURNAME			
SUBJECT		Natural Science	
TITLE OF WORKSHEET		Acids, bases and neutrals.	

Exercise 4: Acids, bases and neutrals

1. Answer the following questions, use the information/words from the box below:

0 and 7	7 and 14
Neutral	pH scale

1.1 Acids are found on the pH scale between the numbers of ____ and ____.

1.2 Bases are found on the PH scale between the numbers of ____ and ____.

1.3 A solution that has a pH of 7 is a _____.

1.4 A _____ is what scientists use to measure how basic or acidic a liquid is.

2. Name three (3) properties of acids.

3. Give two (2) examples of acid that could be found in a grocery cupboard.

4. Why does it hurt when a person is stung by a bee?

5. Name three (3) properties of bases.

6. Give two (2) examples of bases that could be found in a detergent cupboard.

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7. ~~What is a neutral substance?~~

8. Give two (2) examples of neutral substances.

9. How can you tell if a substance is an acid or a base?

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	03 July 2020
NAME AND SURNAME			
SUBJECT		Natural Science	
TITLE OF WORKSHEET		Acids, bases and neutrals. Page 206 - 231	

Complete pages 206 - 231 in GDE technology workbook.

Instructions:

1. Read through all the information on page 206 to 231.
2. Answer the questions on page 207 (bottom of page), 209, 212, 213, 214, 215, 228, 229, 230, 231
3. Write all answers in the book, in the spaces provided.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	29 June 2020
NAME AND SURNAME	MEMO		
SUBJECT	Natural Science		
TITLE OF WORKSHEET	Acids, bases and neutrals.		

1. Introduction

Materials can be classified according to whether they are:

- Acid
- Base, or
- Neutral (neither acid or base)

An **acid** is a chemical substance that forms **hydrogen ions** (protons) in a solution.

A **base** is a chemical substance that forms **hydroxide ions** in a solution.

When an acid reacts with a base, the acid produces a positively charged hydrogen atom called a **hydrogen ion** or **proton**. The base produces a negative charged **hydroxyl ion**.

Stronger concentrations of acids and bases release higher concentrations of **hydrogen ions** or **hydroxyl ions**.

Acids and bases are characterised by what happens when they are mixed. When mixed, they neutralise each other and form a substance known as **salt**. There are many different types of salt, with the most well-known being table salt, which is formed by mixing hydrochloride acid with sodium hydroxide (base). Water is also produced from the chemical reaction.

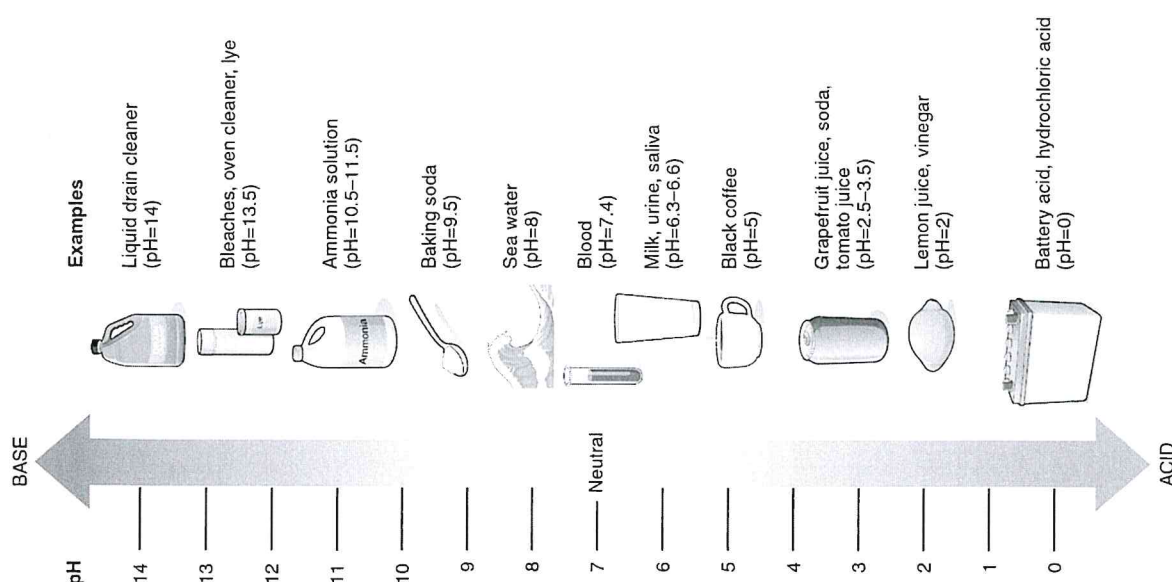
Acid + Base = Salt and Water.

2. pH Scale

We use the pH scale to measure a material's acidity or base. The scale rates the colour of the indicator when acidity is measured. The scale ranges from pH0 (most acid) to pH14 (most base), with pH7 being neutral. Every value represents the colour produced when a substance is tested.

The pH scale was devised by a Danish chemist, Seres Sorensen. pH stands for 'potential of hydrogen'.

The table below shows the pH scale with examples.



Each increase in value on the pH scale represents a concentration of hydrogen ions 10 times lower than the previous one. At pH7, the concentration of hydrogen ions is equal to the concentration of hydroxyl ions.

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

3. Measuring acidity

Red or blue litmus paper is used to test whether the substance is an acid, a base or a neutral. Red litmus paper turns blue if the substance is a base and remains red for an acid and a neutral.

Figure 1 Red and Blue litmus paper.

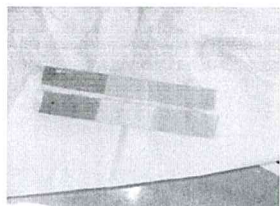


Figure 2 Red Litmus paper – Acid

Blue litmus paper turns red if the substance is an acid, but remains blue for a base and a neutral. Both blue and red litmus papers are always used to test a substance.

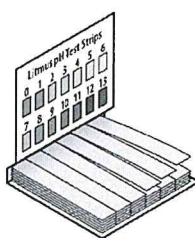


Figure 3 Illustration of Litmus Test Strips,

Universal indicator solution can also be used to test a substance. This turns from red (most acid) through orange, yellow, green, blue, to purple (most base).

Exercise 1: Acid, Base or Neutral?

Decide whether the substances is acid, base or neutral by ticking the correct box.

Substance	Acid	Neutral	Base
1. pure water		<input checked="" type="checkbox"/>	
2. furniture polish			<input checked="" type="checkbox"/>
3. apple			<input checked="" type="checkbox"/>
4. sugar		<input checked="" type="checkbox"/>	
5. saliva	<input checked="" type="checkbox"/>		
6. tomato sauce	<input checked="" type="checkbox"/>		
7. rainwater	<input checked="" type="checkbox"/>		
8. blood		<input checked="" type="checkbox"/>	
9. pasta	<input checked="" type="checkbox"/>		
10. black coffee	<input checked="" type="checkbox"/>		
11. salts		<input checked="" type="checkbox"/>	
12. coke	<input checked="" type="checkbox"/>		
13. mustard	<input checked="" type="checkbox"/>		
14. detergent			<input checked="" type="checkbox"/>
15. egg	<input checked="" type="checkbox"/>		
16. shampoo			<input checked="" type="checkbox"/>
17. banana	<input checked="" type="checkbox"/>		
18. sea water			<input checked="" type="checkbox"/>
19. toothpaste			<input checked="" type="checkbox"/>
20. bleach			<input checked="" type="checkbox"/>

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	30 June 2020
NAME AND SURNAME	MEMO		
SUBJECT	Natural Science		
TITLE OF WORKSHEET	Acids, bases and neutrals		

4. Properties of Acids

Many foods and household chemicals can be classified as acids, bases or neutrals, depending on their properties.

Acids display the following properties:

- They are liquids.
- Acids can be strong or weak. Strong acids are more dangerous than weak acids.
- They have a sour taste.
- They feel rough on the skin.
- Many are dangerous to feel or taste, as they are **corrosive**.
- They contain hydrogen ions.
- They usually react with metals to form salts.
- They turn blue litmus paper red.
- They turn the universal indicator solution from green to red.
- They have a pH of less than 7.
- They react with metals to form hydrogen gas, water and a salt (neutral). If the base is a carbonate, carbon dioxide will also be produced. This process is called **neutralisation**.
- They react with bases to form a salt and water.
- They conduct electricity.

Acid and Metal Reaction:

Acid + Metal =
a Salt + H₂ Hydrogen Gas

Acid and Base Reaction:

Acid + Base =
a Salt + H₂O Water

Examples of acids:

Lemon and orange juice	Vinegar	Tartaric acid	Battery acid
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5. Properties of Bases

Bases display the following properties:

- They are soluble bases – known as **alkaline**.
- They taste bitter.
- They feel slippery / soapy on the skin.
- Many are dangerous to feel or taste, as they are also corrosive.
- They turn litmus paper blue.
- They turn the universal indicator solution from green to blue or purple.
- They have a pH of more than 7.
- They react with acids to form a salt (neutral) and water, for example, if hydrochloric acid is mixed with the base sodium hydroxide, common table salt (sodium chloride) and water are formed.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

Examples of Bases:

Bicarbonate of soda	Soap	Washing powder
<u>Bleach</u>	<u>Household cleaners</u>	<u>Ammonia</u>

6. Properties of Neutrals

Neutral substances display the following properties:

- They are neither acids nor bases.
- They are not affected by litmus paper.
- They are usually harmless.
- Universal indicator stays green.
- They have a pH of exactly 7.

Examples of Neutral Substances:

Pure water	Salt solution	Sugar	Cooking oil
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Exercise 2: Acids and Bases.

Choose the correct answer to the questions in the table below by underlining the correct answer.

Question	Option 1	Option 2	Option 3
1. Which of the following pHs would be classified as a weak acid?	<u>pH5</u>	pH1	pH12
2. Which acid is found in car batteries?	Vinegar	<u>Sulphuric acid</u>	Hydrochloric acid
3. What is the reaction whereby acidity or alkalinity is removed called?	Sterilisation	Pasteurisation	<u>Neutralisation</u>
4. When an alkali is added to an acid, the pH:	<u>Rises</u>	Falls	Stays the same
5. If universal solvent is used to determine the pH of pure water, the colour will:	<u>Remain green</u>	Turn purple	Turn orange
6. Which of the following is a strong acid?	Urine	Acid rain	<u>Hydrochloric</u>
7. Which of the following is a strong alkali?	Ammonia solution	Baking soda	<u>Liquid drain cleaner</u>
8. Which of the following substances can be corrosive?	<u>Acids and bases</u>	Bases only	Neutrals
9. Which of the following statements are true?	Red litmus paper does not change colour if the substance tested is a base.	<u>Blue litmus paper turns red if the substance is an acid.</u>	Blue litmus paper turns red if the substance tested is a base.
Which of the following statements are true?	A strong acid will produce higher concentrations of hydroxyl ions when reacting with a base.	A strong alkali will produce higher concentrations of hydrogen when reacting with an acid.	<u>A strong acid will produce higher concentrations of hydrogen ions when reacting with an acid.</u>

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	01 July 2020
NAME AND SURNAME	MEMO		
SUBJECT	Natural Science		
TITLE OF WORKSHEET	Acids, bases and neutrals		

7. Taste

Taste helps us to detect and enjoy the flavours of food and drinks. It is the weakest of the five senses.

Our tongue is the organ that we use for taste. It is covered with around 10 000 taste buds which can detect substances in food and drink. These taste buds have receptors which send the messages to our brain and tell us if the food or drink tastes nice or not.

Taste helps us to distinguish which foods are OK to eat, for example, a ripe apple will usually taste sweet, but an unripe one can taste sour. There are many substances which are unsafe to taste.

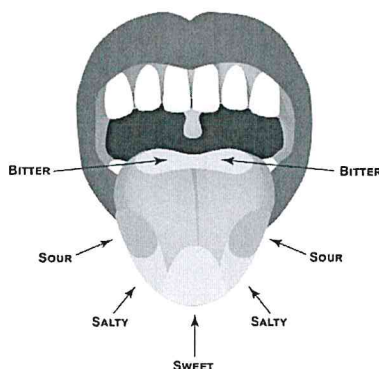
The four main tastes that we can detect are:

- Sweet – example cupcakes.
- Sour – lemons and limes.
- Salty – fish.
- Bitter – black coffee.

Salty and sweet taste buds are at the front of the mouth, the sour taste buds are at the sides and the bitter taste buds are at the back of the tongue.

When we are very young, we have taste buds on the sides and roof of our mouth as well as our tongue, so we are very sensitive to taste. These disappear as we get older and our taste buds become less sensitive, which is why our taste for certain foods can change.

Basic tastes:



Exercise 3: Practical activity: The senses – taste activities. (Homework activity)

1. Identifying the four main tastes

We have seen that we can identify four main tastes, i.e., sweet, sour, salty and bitter. Gather two examples of foods in each of these categories and enter their names in the table below, then taste each one.

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

Food example 1:

Sweet <u>Learner's own answer</u>	Sour <u>Learner's own answer</u>	Salty <u>Learner's own answer</u>	Bitter <u>Learner's own answer</u>
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Food example 2:

Sweet <u>Learner's own answer</u>	Sour <u>Learner's own answer</u>	Salty <u>Learner's own answer</u>	Bitter <u>Learner's own answer</u>
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2. Taste buds

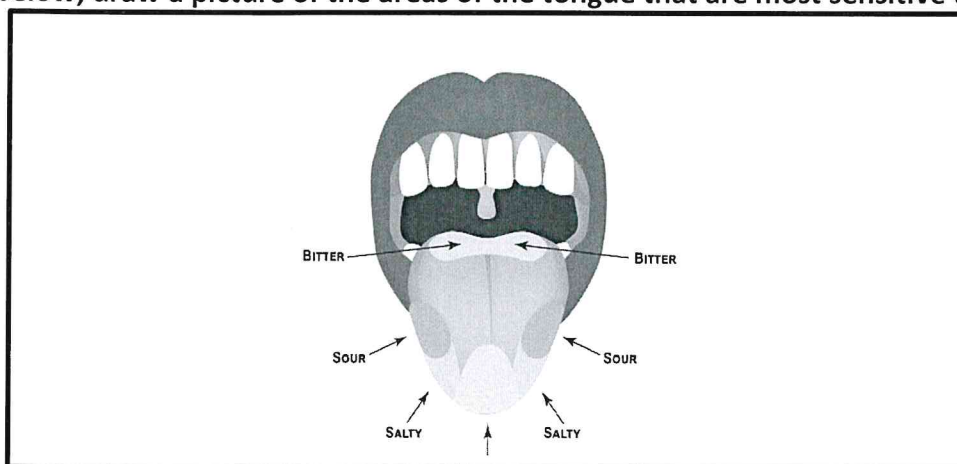
The tongue has different taste buds on different parts of the tongue for each taste. To test this, dip a toothpick into the following:

- a) Salt taste – salt water
- b) Sweet taste – sugary water
- c) Sour taste – lemon juice
- d) Bitter taste – tonic water or onion

Now put the toothpick on different parts of the tongue and see if you can identify in which part of the tongue the taste buds for the taste are located.

You might need to drink some water between tastes.

In the space below, draw a picture of the areas of the tongue that are most sensitive to each taste.



1. The role of saliva

In order to taste food, the food must dissolve in our saliva so that the chemicals can be detected by the receptors on the taste buds. Without saliva, we will not be able to taste our food.

To test this, dry out your tongue with a clean paper towel and then try to taste the different foods. Dry your tongue between each food type.

Can you taste the food when the tongue is dry, i.e., without any saliva?

NO.

PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS

GRADE	7	DATE	02 July 2020
NAME AND SURNAME	MEMO		
SUBJECT	Natural Science		
TITLE OF WORKSHEET	Acids, bases and neutrals. Page 76-80 of Textbook		

Refer to page 76-80 of your textbook.

Exercise 4: Acids, bases and neutrals

1. Answer the following questions, use the information/words from the box below:

0 and 7	7 and 14
Neutral	pH scale

1.1 Acids are found on the pH scale between the numbers of 0 and 7.

1.2 Bases are found on the PH scale between the numbers of 7 and 14.

1.3 A solution that has a pH of 7 is a neutral.

1.4 A pH scale is what scientists use to measure how basic or acidic a liquid is.

2. Name three (3) properties of acids.

- Taste sour
- Feel rough on the skin.
- Many are dangerous to taste or feel because they are corrosive.

3. Give two (2) examples of acid that could be found in a grocery cupboard.

Lemon juice, vinegar, fruit juices, fizzy drinks.

4. Why does it hurt when a person is stung by a bee?

Because the insect gives you a little injection of acid that burns.

5. Name three (3) properties of bases.

- Taste bitter
- Feel slippery or soapy on the skin
- Many are dangerous to taste or feel because they are corrosive.

6. Give two (2) examples of bases that could be found in a detergent cupboard.

Soap, bleach, washing powder, household cleaners.

7. What is a neutral substance?

A substance that is not an acid or a base.

8. Give two (2) examples of neutral substances.

Water, salt, sugar, cooking oil.

9. How can you tell if a substance is an acid or a base?

By using a substance called and INDICATOR, which changes colour when it comes into contact with an acid or a base.

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	03 July 2020
NAME AND SURNAME	MEMO		
SUBJECT	Natural Science		
TITLE OF WORKSHEET	Acids, bases and neutrals. Page 206 - 231		

Complete pages 206-231 in GDE technology workbook.

Instructions:

1. Read through all the information on page 206 to 231.
2. Answer the questions on page 207 (bottom of page), 209, 212, 213, 214, 215, 228, 229, 230, 231
3. Write all answers in the book, in the spaces provided.

Answers:

Page 207: Sweet, sour, bitter and salty.

Page 209:

- Vinegar, citric fruits (lemons, oranges, grapefruits)
- The lemon juice contains an acid. The lemon juice is sour.

Page 212 - 213: Activity: True or False

1. False, we can sense four tastes, namely salty, sweet, sour and bitter.
2. True.
3. False, not all acids are safe to taste.
4. False, there are many household acids which are not dangerous, such as acetic acid and acids in foods.
5. True.
6. True.
7. False. This symbol means that the substance is corrosive, it is a warning.
8. False, ascorbic acid is commonly referred to as Vitamin C.
9. False, there are many other foods with higher ascorbic acid (Vitamin C), such as strawberries and chillies.

Page 214-215: Activity: Acids and bases in our homes.

1.

Product	What is it used for?
<u>Stain remover (vanish)</u>	<u>Removing stains from clothes.</u>
<u>Windowlens</u>	<u>Cleaning windows</u>
<u>Handy Andy</u>	<u>Cleaning surfaces (stove, bathroom, kitchen tops. Etc.)</u>
<u>Baking powder</u>	<u>Ingredient in baked goods.</u>
<u>Bicarbonate of soda</u>	<u>Ingredient in baked goods, also mild disinfectant.</u>
<u>Bleach</u>	<u>Disinfecting and removing stains.</u>
<u>Sunlight liquid</u>	<u>Cleaning dishes, cutlery and crockery.</u>

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

2.

Substance	How did it feel between the fingers?	Is it an acid or a base?
<u>Washing powder</u>	<u>Slippery</u>	<u>Base</u>
<u>Lemon juice</u>	<u>Feels slightly rough between the fingers.</u>	<u>Acid</u>
<u>Handy andy/soap</u>	<u>Slippery</u>	<u>Base</u>
<u>Vinegar</u>	<u>Leaves a rough feeling on the skin.</u>	<u>Acid</u>
<u>Baking powder</u>	<u>Slippery</u>	<u>Base</u>

3. Questions:

1. Bases feels slippery.
2. Generally, acids feel rough on the skin.
3. She/he had to add water to make it slippery. A solution of a base and water is called an alkaline solution.
4. Many acids and bases are dangerous to touch or taste – they are corrosive.

Page 228, 229, 230, 231: Revision:

1.

Acids	Bases
<u>Sour taste</u>	<u>Bitter taste</u>
<u>Tartaric acid</u>	<u>Bicarbonate of soda</u>
<u>Feels rough on the skin</u>	<u>Soaps</u>
<u>Vinegar</u>	<u>Feels slippery</u>
<u>Lemon juice</u>	<u>Bleach</u>
<u>Citric acid</u>	<u>Turns red litmus blue</u>
<u>Formic acid</u>	<u>Corrosive</u>
<u>Turns blue litmus red</u>	
<u>Corrosive</u>	

2.
 - a. litmus
 - b. corrosive
 - c. poisonous
 - d. Salty, sweet, bitter and sour.
 - e. indicator
 - f. Neutral
 - g. neutralize
 - h. red cabbage
3. Strong acids include hydrochloric acid, sulfuric acid and a strong base is sodium hydroxide.
4. Learner's answer should include at least 2 of the following ideas:
 - When an acid reacts with a base, the acid and the base will neutralize each other.
 - That means they will both lose their strength/potency.
 - The acid will not be an acid anymore, and the base will not be a base anymore.
 - They will combine to form a neutral substance.

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5. Learner's answer should include the following ideas:
 - Laboratory acids should be handled very carefully because they are corrosive.
 - Laboratory acids should never be tested.
 - You should protect yourself by wearing protective clothes, safety goggles and gloves when handling these acids.
6. Some household acids can be tested. Some household acids are in our food. Laboratory acids should never be tasted.
7. Examples of acids that are safe to taste are: vinegar, lemon juice, ascorbic acid (vitamin C), citric acid.
8. We recognize them as acids by their taste; acids have a sour taste.
9. Learner's answer should include at least 2 of the following ideas:
 - Most people don't like bitter food; that is because poisonous substances often have a bitter taste.
 - When food tastes sour, it may be a sign that the food is spoiled.
 - When food tastes strange, it may be a warning that the food has spoiled.
10. :
 - a) Sulfur dioxide and carbon dioxide.
 - b) They come from factories, power stations and car exhausts.
 - c) The impacts include:
 - Damage of plant life, both wilderness areas and also crops, depending on where the rain falls.
 - The rain goes into soil, polluting it and making it more acidic.
 - The rain can fall into various water sources and pollutes it.
11. Acids are corrosive and so they can corrode surfaces over time.

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LEARNING ACTIVITY PACK COVER PAGE

SUBJECT						
ENGLISH	AFRIKAANS	MATHEMATICS	LIFE SKILLS	PSWB	SS - GEOG	SS - HIST
NS/TECH	EMS	NS	TECHNOLOGY	CA	LO	
			X			

GRADE						
GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
GRADE 7	GRADE SV	PERIOD WEEK/S OR APPLICABLE DATES:				
X		29/06 - 03/07				

QUESTION PAPER/ACTIVITY WORKSHEETS	MEMORANDUM (ANSWERS)
✓	✓

NUMBER OF PAGES EXCLUDING COVER PAGE	
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INSTRUCTIONS/NOTES FOR PARENTS AND LEARNERS

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	29 June 2020
NAME AND SURNAME			
SUBJECT		Technology	
TITLE OF WORKSHEET		Structures Page 119 – 122 in GDE technology workbook.	

Complete pages **119 -122** in GDE technology workbook. **(8.2 Man-made and natural structures)**

Instructions:

1. Read through all the information on page 119 to 121.
2. Answer the questions on page 122.
3. Write all answers in the book, in the spaces provided.

GRADE	7	DATE	30 June 2020
NAME AND SURNAME			
SUBJECT		Technology	
TITLE OF WORKSHEET		Structures Page 123 – 128 in GDE technology workbook.	

Complete pages **123 -128** in GDE technology workbook. **(8.3 Types of structures)**

Instructions:

1. Read through all the information on page 123 to 128.
2. Answer the questions on page 126, 127 and 128.
3. Write all answers in the book, in the spaces provided.

GRADE	7	DATE	01 July 2020
NAME AND SURNAME			
SUBJECT		Technology	
TITLE OF WORKSHEET		Structures Page 129 – 136 in GDE technology workbook.	

Complete pages **129 -136** in GDE technology workbook. **(9.1 Strong frame structures)**

Instructions:

1. Read through all the information on page 129 to 136.
2. Answer the questions on page 133, 136.

Write all answers in the book, in the spaces provided

GRADE	7	DATE	02 July 2020
NAME AND SURNAME			
SUBJECT		Technology	
TITLE OF WORKSHEET		Structures Page 137 – 138 in GDE technology workbook.	

Complete pages **137 -138** in GDE technology workbook. **(9.2 Communication systems)**

Instructions:

1. Read through all the information on page 137 to 138.
2. Answer the questions on page 137 and 138.

Write all answers in the book, in the spaces provided

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	03 July 2020
NAME AND SURNAME			
SUBJECT	Technology		
TITLE OF WORKSHEET	Structures Page 139 – 144 in GDE technology workbook.		

Complete pages **139 -144** in GDE technology workbook. **(9.3 Action research: strengthening structures)**

Instructions:

1. Read through all the information on page 139 to 144.
2. Answer the questions on page 139, 140 and 143.

Write all answers in the book, in the spaces provided

**PARKHURST PRIMARY SCHOOL
HOMESCHOOLING ACTIVITY WORKSHEETS**

GRADE	7	DATE	29 June 2020
NAME AND SURNAME	MEMO		
SUBJECT	Technology		
TITLE OF WORKSHEET	Structures Page 119 – 122 in GDE technology workbook.		

Complete pages **119 -122** in GDE technology workbook. **(8.2 Man-made and natural structures)**

Instructions:

1. Read through all the information on page 119 to 121.
2. Answer the questions on page 122.
3. Write all answers in the book, in the spaces provided.

Answers:

1.

Man-made structures	Natural Structures
<u>House</u>	<u>Skull</u>
<u>Pylon</u>	<u>Egg</u>
<u>Chair</u>	<u>Tortoise shell</u>
<u>Cellphone</u>	<u>Rocks</u>
<u>Cellphone or radio tower</u>	<u>Plant</u>
<u>Oven</u>	<u>Spider web</u>
<u>Woodpile</u>	<u>Beehive</u>
<u>Brick</u>	

2. Examples: beehives, cocoons, caves, waterfalls.
3. Examples: houses, tents, bus stop, shelters.
4. Examples: electricity pylons, bridges, chairs.
5. Examples: cupboards, cardboard boxes, bottles.

GRADE	7	DATE	30 June 2020
NAME AND SURNAME			
SUBJECT	Technology		
TITLE OF WORKSHEET	Structures Page 123 – 128 in GDE technology workbook.		

Complete pages **123 -128** in GDE technology workbook. **(8.3 Types of structures)**

Instructions:

1. Read through all the information on page 123 to 128.
2. Answer the questions on page 126, 127 and 128.
3. Write all answers in the book, in the spaces provided.

Answers:

1. **Classify the following structures: (Page 126)**
- 2.

Shell structures	Frame structures	Solid structures
<u>Human skull</u>	<u>House</u>	<u>Brick</u>
<u>Chicken eggs</u>	<u>Electricity pylon</u>	<u>Wooden logs</u>
<u>Bath tubs</u>	<u>Cellphone tower</u>	<u>Rocks</u>
<u>Cups</u>	<u>Garden chair</u>	<u>Concrete pillars</u>
<u>Bowls</u>	<u>Spider web</u>	<u>Iron beams</u>

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<u>Vases</u>	<u>Dog kennel</u>	<u>Foundations for buildings</u>
<u>Bike helmets</u>	<u>Chairs</u>	<u>Roof tiles</u>
<u>Basins</u>	<u>Tables</u>	<u>Cutlery</u>
<u>Rubber tyre</u>	<u>Bridges</u>	<u>Gold bars</u>
<u>Coffee mugs</u>	<u>Cranes</u>	<u>Steel railway line.</u>

Answers: (Page 127 – 128)

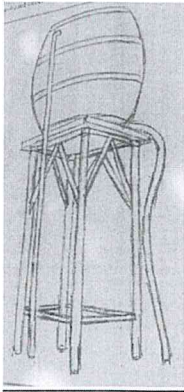
1. Figure 22: a water tank is a shell structure to contain water. A solid brick stand is a solid structure to support the weight of the water tank. Pipes are shell structures to let water in and out of the tank.

Figure 23: the same as Figure 22, except that the weight of the water tank is here supported by a metal frame structure.

2. (a) Figure 22 solid; Figure 23 Frame

(b) The solid structure gives more support, because of how it is built: it is wider and lower. Another advantage of the solid is that it won't rust.

3. :



GRADE	7	DATE	01 July 2020
NAME AND SURNAME			
SUBJECT	Technology		
TITLE OF WORKSHEET	Structures Page 129 – 136 in GDE technology workbook.		

Complete pages **129 -136** in GDE technology workbook. **(9.1 Strong frame structures)**

Instructions:

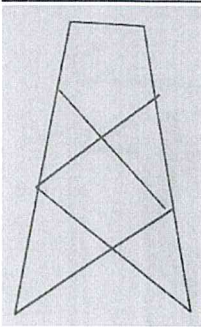
1. Read through all the information on page 129 to 136.
2. Answer the questions on page 133, 136.

Write all answers in the book, in the spaces provided

Answers:

Page 133:

1. The learners should draw triangular struts as illustrated below:



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HOMESCHOOLING ACTIVITY WORKSHEETS

2. So that the tower on the left will be firm, remain standing and not fall over.

Page 136:

1. Design A
2. No triangles on design B. 10 Triangles on design A.
Bottom centre is not a triangle unless you take the ground level into account.
Top centre is a pentagon, 5-sided shape.
3. Triangles makes the tower stiff and strong (rigid) to hold its shape.

GRADE	7	DATE	02 July 2020
NAME AND SURNAME			
SUBJECT		Technology	
TITLE OF WORKSHEET		Structures Page 137 – 138 in GDE technology workbook.	

Complete pages **137 -138** in GDE technology workbook. **(9.2 Communication systems)**

Instructions:

1. Read through all the information on page 137 to 138.
2. Answer the questions on page 137 and 138.

Write all answers in the book, in the spaces provided

Answers:

Page 137:

1. Because her phone cannot pick up the signal from the cellphone tower. The mountain is blocking the signal from Mavis' cellphone to Thomas' cellphone.
2. The landline carries the signal across all the barriers without being blocked.
3. Advantages and disadvantages.

Device	Advantages	Disadvantages
<u>Landline phones</u>	<u>Cheaper for local calls.</u> <u>Can call directory services on 1023 for free.</u> <u>Most businesses have landline phones.</u> <u>Good connection even in bad weather or where there are overhead electricity cables.</u>	<u>Can check time update on 1026 but it costs.</u> <u>Cannot be used away from home.</u> <u>No text messages.</u> <u>No internet connection.</u> <u>No radio or camera.</u> <u>Expensive (more than cell phones) for long distance calls.</u> <u>Can only be used on home/business premises.</u>
<u>Cellphones</u>	<u>Cheaper than landline over long distances, pay for length of call (duration) not distance.</u> <u>Can be used anywhere where there is a signal not necessarily from home.</u> <u>Can send text messages.</u> <u>Built in clock</u> <u>Has a radio connection.</u>	<u>Expensive for local calls depending on length of call; pay for duration.</u> <u>No directory service.</u> <u>Poor connection in bad weather or close to overhead electricity cables.</u>

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	<u>Most have cameras.</u> <u>Many can connect to the internet.</u>	<u>No cell tower</u> <u>receiver/transmitter, no</u> <u>connection.</u>
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GRADE	7	DATE	03 July 2020
NAME AND SURNAME			
SUBJECT	Technology		
TITLE OF WORKSHEET	Structures Page 139 – 144 in GDE technology workbook.		

Complete pages 139 -144 in GDE technology workbook. (9.3 Action research: strengthening structures)

Instructions:

1. Read through all the information on page 139 to 144.
2. Answer the questions on page 139, 141 and 143 (number 5,6,7).

Write all answers in the book, in the spaces provided

Answers:

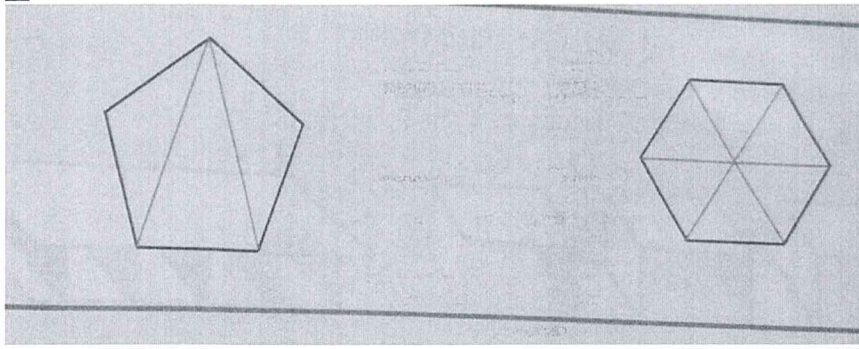
Page 139: the tube with the bigger centre.

Page 141:

1. The flat unfolded piece.
2. The flat strip.

Page 143:

5.



6. Two
7. Three