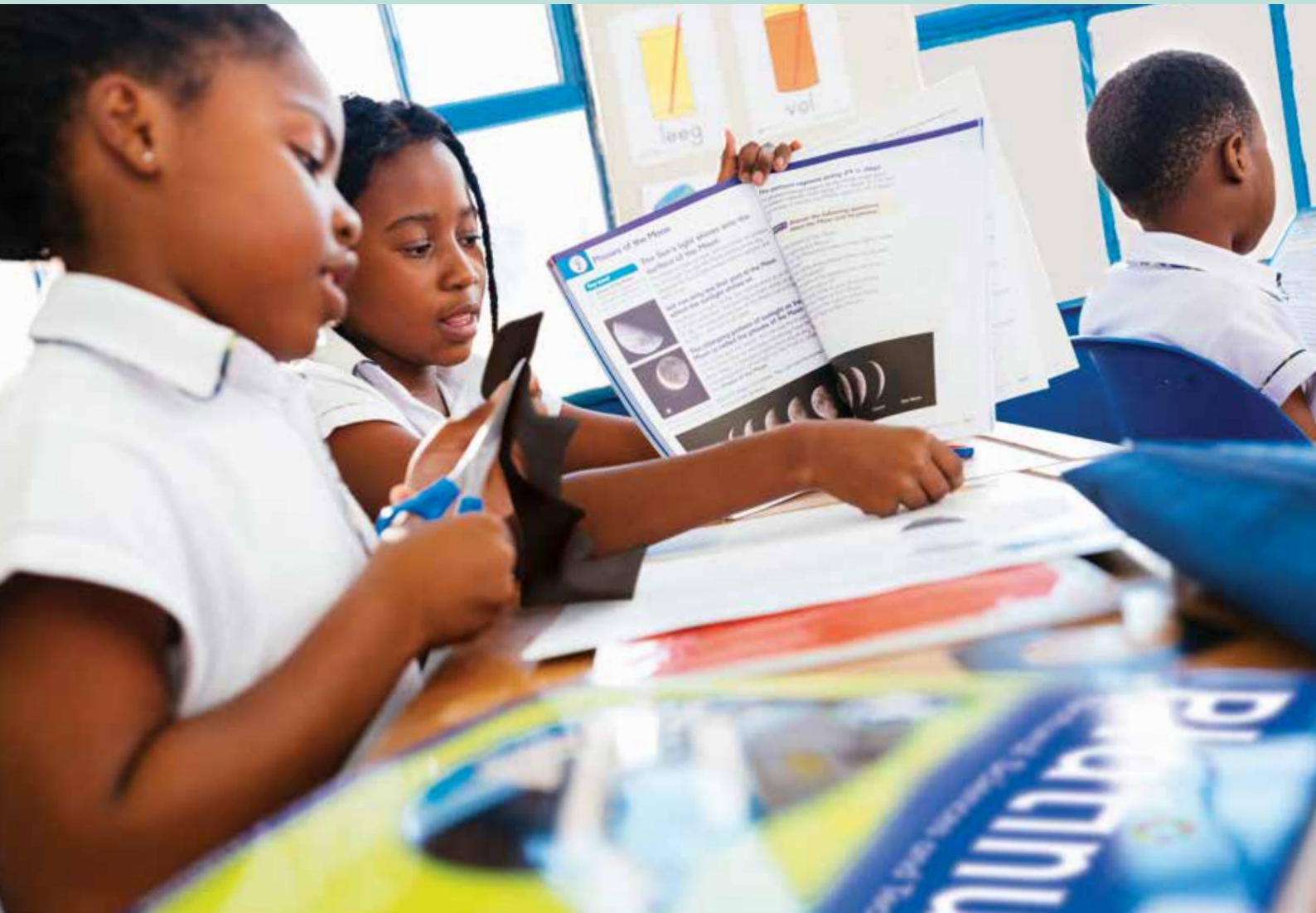


Grades 4 - 7

CAPS-approved Catalogue



Welcome



At Pearson, we believe that learner performance can be improved when both teachers and learners are equipped with quality learning resources filled with relevant and engaging content.

We are proud to present the Pearson South Africa Grades 4 – 7 catalogue. Our Grade 4 – 7 portfolio brings you the widest range of CAPS-approved titles in South Africa. We aim to help your learners make progress through this important learning phase where critical thinking skills and application of knowledge become the focus of attention.

To support you in the classroom, we continue our strong tradition of excellence in teacher training. These teacher-training workshops are run across the country by our dedicated and passionate team of trainers whom are trained teachers. If you require more information about our workshops, please contact your local Pearson office.

Wishing you all the best for the year ahead.

Reggie Mokotsi
Executive Director: Sales
Pearson South Africa

Contents

About Pearson

2

Grades 4–6 CAPS Textbooks

5

| | | | |
|---|----|---|----|
| <i>Platinum</i> English | 7 | <i>Spot On</i> Natural Sciences and Technology | 15 |
| First Additional Language | | <i>Spot On</i> Life Skills | 16 |
| <i>Platinum</i> Home Language | 8 | <i>Day-by-Day</i> Natural Sciences and Technology | 19 |
| <i>Platinum</i> Mathematics | 9 | <i>Day-by-Day</i> Social Sciences | 20 |
| <i>Platinum</i> Natural Sciences and Technology | 10 | <i>Day-by-Day</i> Life Skills | 20 |
| <i>Platinum</i> Social Sciences | 11 | <i>Afrikaans sonder grense</i> | 22 |
| <i>Platinum</i> Life Skills | 12 | <i>Sinothile</i> – isiZulu Home Language | 23 |

CAPS Grades 4–6 Readers

24

Grade 7 CAPS Textbooks

25

| | | | |
|--|----|---|----|
| <i>Platinum</i> English First Additional Language | 27 | <i>Spot On</i> Social Sciences | 38 |
| <i>Platinum</i> Home Language | 28 | <i>Spot On</i> Economic and Management Sciences | 38 |
| <i>Platinum</i> Mathematics | 29 | <i>Spot On</i> Life Orientation | 39 |
| <i>Platinum</i> Natural Sciences | 30 | <i>Spot On</i> Creative Arts | 39 |
| <i>Platinum</i> Social Sciences | 31 | <i>English Today</i> | 41 |
| <i>Platinum</i> Technology | 32 | <i>Mathematics Today</i> | 42 |
| <i>Platinum</i> Creative Arts | 33 | <i>Social Sciences Today</i> | 43 |
| <i>Spot On</i> English First Additional Language | 35 | <i>Economic and Management Sciences Today</i> | 44 |
| <i>Kollig Op</i> Afrikaans Eerste Addisionele Taal | 35 | <i>Technology Today</i> | 45 |
| <i>Spot On</i> Mathematics | 36 | <i>Life Orientation Today</i> | 46 |
| <i>Spot On</i> Natural Sciences | 37 | <i>Creative Arts Today</i> | 46 |
| <i>Spot On</i> Technology | 37 | <i>Afrikaans sonder grense</i> | 48 |
| | | <i>KwaXhosa Zibenza Zibutya</i> | 49 |

CAPS Grade 7 Novels

50

| | | | |
|------------------------------|----|--------------------------------------|----|
| Maskew Miller Longman Novels | 50 | <i>Senior African Writers Series</i> | 50 |
|------------------------------|----|--------------------------------------|----|

Our Grades 4–7 supplementary resources can be found in the Grades R–7 Library & Supplementary Resources Catalogue.

Key to symbols



This title is also available in eBook format.



Features one or more digital resources, e.g. CD, DVD, Online Support.



Resources with audio components.



New title available.



This title is also available in Afrikaans.



Additional information.

About Pearson

At Pearson, home of Maskew Miller Longman and Heinemann, we're here to help people make progress in their lives through learning.

Learning isn't a destination, starting and stopping at the classroom door. It's a never-ending road of discovery, challenge, inspiration, and wonder.

For many people, learning is the route to a job to support their family or the skills to help them progress in their career. For others, it's simply a passion for discovery.

Whether it's in the classroom, at home, or in the workplace, learning is the key to improving our life chances.

That's why, at Pearson, we provide trusted CAPS-approved textbooks, digital and supplementary resources, services and support, and professional development

courses, to make learning more engaging and effective.

We create content in all 11 official languages and have a footprint in all 9 provinces. Our unique insight and local expertise comes from our long history of working closely with the Department of Education, teachers, learners, researchers, authors and thought leaders.

We have a clear and simple set of values – in everything we do, we inspire to be brave, imaginative, decent and accountable. These values describe what is important to all of us, and guide us to do what is right for the world around us.

Every day all over South Africa, our products and services help learning flourish. Because wherever learning flourishes, so do people.

Learn more at za.pearson.com



Our strategic partners

Our dedication to creating positive social impact shapes everything we do, from our products and strategies to the way we engage with our millions of learners, partners, and communities around the world.

We are fortunate to have found B-BBEE partners who share our passion and commitment to education and will enable us to continue to positively impact many thousands of learners across South Africa.

Sphere Holdings is excited to be part of an enterprise whose key focus is on improving knowledge and education in South Africa. The relationship with Pearson South Africa aligns this imperative with their passion for delivering meaningful interventions for change.

Sphere Holdings (Pty) Ltd

- Itumeleng Kgaboesele
- Marang Denalane

Sphere Holdings was founded in 2003 and has a transformative business model that creates wealth that uplifts by putting real money back into the community with a focus on education. Since inception, about 14% of Sphere has been owned by four community charities with a focus on education.

Pearson Marang Education Trust

Through research, engagement and development at the coalface of education, the school and the classroom, the Pearson Marang Education Trust has focused on best practice as an approach to improving the quality of teaching, learning and school management in South Africa. The Trust brings deep knowledge of school improvement and performance into this dynamic partnership.

“

We look forward to working with Pearson to adapt their unparalleled global education expertise, content and services to meet the needs of South African learners, teachers, education departments and schools.

”

Marang Denalane, Sphere director and Pearson SA board member

Our commitment to learning

The challenge for education is not just about providing access, but also ensuring progress.

For Pearson, providing great products and services is just the beginning. It's important for us to know that they are working. Everything we do is driven by its measurable impact on learning outcomes. ***We call this efficacy.***

In 2013, we announced our commitment to report publicly on our progress and make the results transparent. We were the first education company to make this commitment.

By focusing on the efficacy of our products and services, we can see exactly how effective they are at producing successful

outcomes for learners. This involves continually measuring, assessing, and improving everything we do and putting the learner at the heart of our learning solutions. By questioning everything, we ensure that we're always delivering better results.

We work with educators and learners to continually improve our products and services, ensuring they have the most positive impact on learning. In this way, we're able to deliver better education to more people – whatever, whenever, wherever, and however they choose.

Read some of our efficacy reports to learn more about our products and their impact on [pearson.com](https://www.pearson.com) or [classroomsolutions.co.za](https://www.classroomsolutions.co.za)

For us, the future's already begun

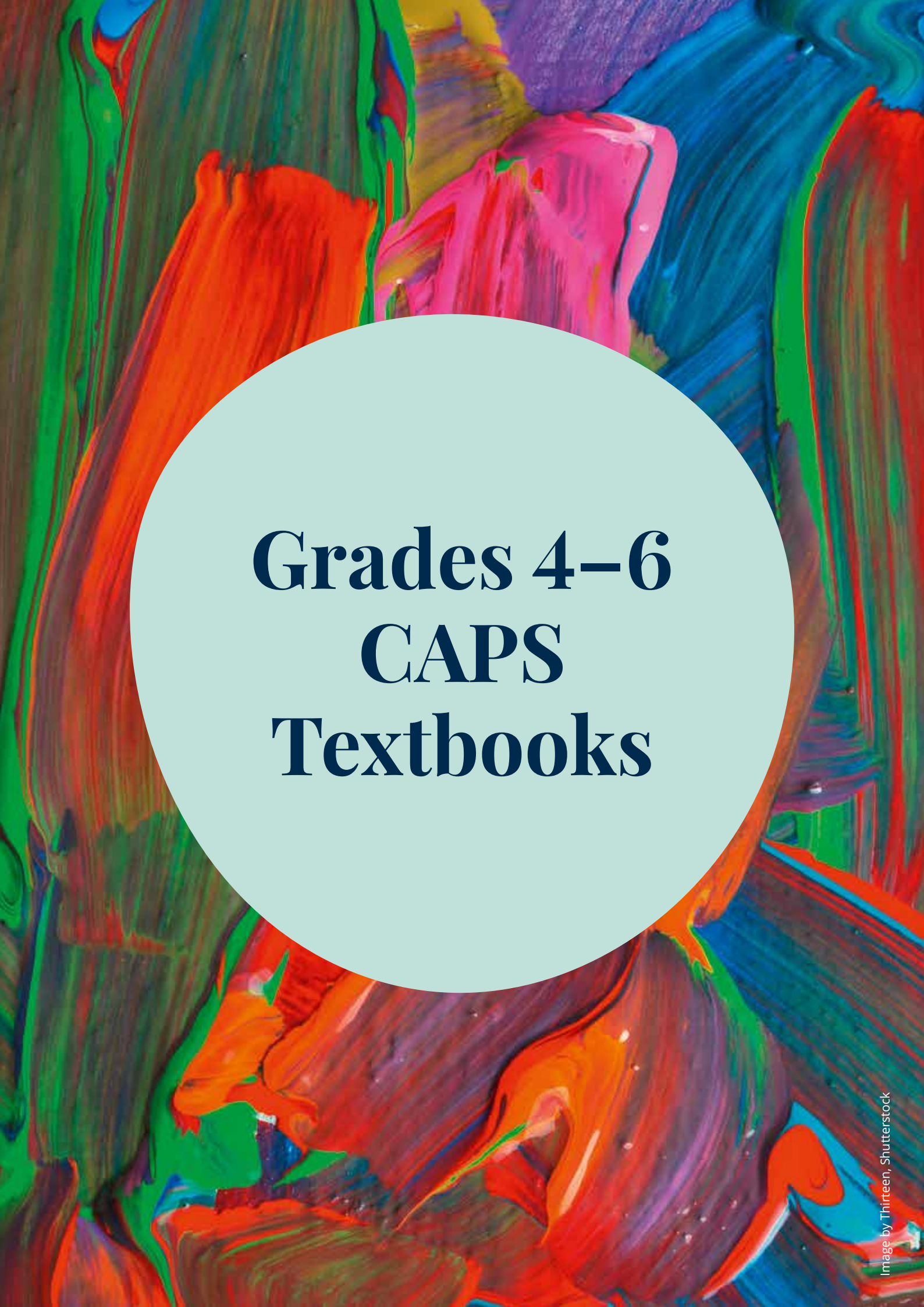
It's a future full of powerful challenges and exciting opportunities. While we're dedicated to making change happen, we're well aware that we can't do it alone.

So we collaborate with employers, teachers and educational experts, entrepreneurs, and other organisations to gain in-depth global perspectives and develop pioneering ideas that will help solve the many educational challenges facing the world.

Working with you enables us to make even bigger changes happen as we collaborate to address some of the biggest education challenges.

One of our initiatives is ***Project Literacy***, a campaign to bring the power of words to everyone so that by 2030, every child born can grow up to be a literate adult. Learn more at [projectliteracy.com](https://www.projectliteracy.com)

Our dedication to creating positive social impact shapes everything we do, from our products and strategies to the way we engage with our millions of learners, partners, and communities around the world.

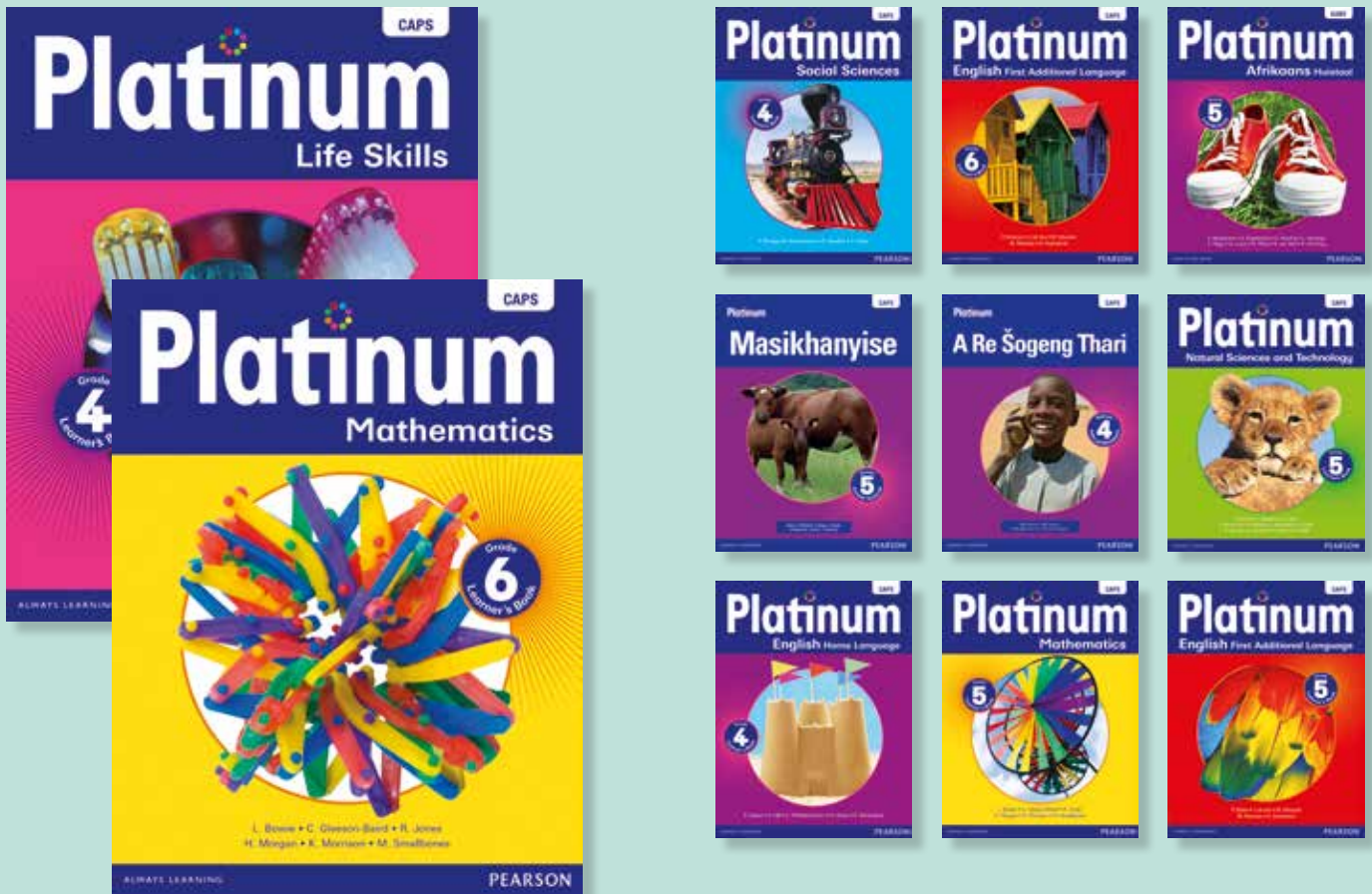
The background is a vibrant, abstract composition of thick, expressive brushstrokes in various colors including red, orange, yellow, green, blue, and purple. The strokes are layered and textured, creating a sense of depth and movement. In the center, a large, solid white circle serves as a focal point, containing the main title text in a dark blue, serif font.

**Grades 4–6
CAPS
Textbooks**

Platinum

Simply Superior!

- **Superior** CAPS coverage – written for the Curriculum and Assessment Policy Statement by expert authors
- **Superior** illustrations and activities to improve results and motivate learners
- **Superior** teacher support to save time and make teaching easy
- **Superior** quality = **success!**



FREE Extension and Remediation workbooks
available with the Teacher's Guide.

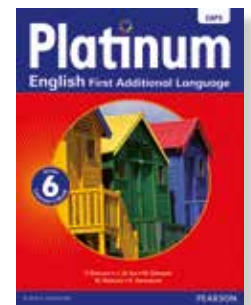
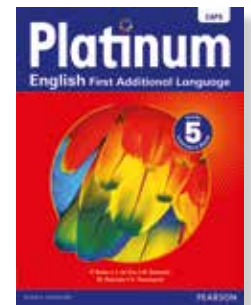
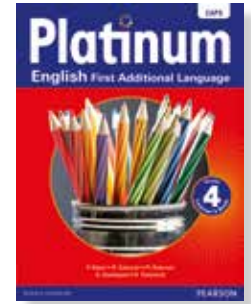
Platinum English First Additional Language



- Each term has a number of themes, covering the required content and skills in two-week cycles.
- The themes open with a clear list of exactly what is covered for each skill.
- Unique features like the *Language toolbox* reinforce processes and provide an easy reference to important language information.
- Sample exam papers are included to help learners prepare for the exams.

Components

- Learner's Books
- Readers
- Teacher's Guides, which include a **FREE** audio CD and Extension and Remediation Worksheet Book



Word lists build vocabulary and understanding

Tasks are broken down into clear steps

Good-quality, full-colour artwork adds to learner understanding and enjoyment

All the Formal Assessment Tasks for the year are included

Word list

Read and view

Read a poster
Read the poster below.

Before you read
Look at the poster quickly and answer these questions.

1. Which heading is the main heading in the poster?
2. How do you know this? Think about the colour and the size of the letters.
3. How many smaller headings are there?
4. What does each picture show you?

While you read
Think about how you behave in your own school. Do you do the things that you read about in the poster?

Main headings

- Make this the biggest writing on the poster.
- Use the brightest colour.

Smaller headings
These must be big enough to read easily.

Use colours for each sentence. Start with a verb.

Pictures

- These must go next to their words.
- They must be interesting and colourful.

Make your school a happy place

Try your best

- Arrive at school on time.
- Do your homework every day.
- Prepare well for your tests and exams.

Respect your school

- Line up quickly when the bell goes.
- Walk quietly in the passage.
- Pick up your litter and put it in the bin.

Respect others

- Treat other people in the same way you would like them to treat you.
- Be sorry when you need to.
- Be polite and listen to your teachers.
- Do not bully others.

140 Term 1, Weeks 11 and 14

Revision

1. Look at the picture of Thoko's family on page 2. Use the words in the table below to write sentences that match the picture.
Example: Grandmother plays with the baby.

| | | |
|--------------------|---------|--------------------|
| a) Grandmother | set | the food. |
| b) Thoko's father | plays | with the baby. |
| c) Mother | cook | the dishes. |
| d) Thoko | carried | the table. |
| e) Thoko's brother | shared | the shopping bags. |
| f) They | washed | the housework. |

2. Copy and complete the sentences using the correct word in brackets.

- a) He (live/lives) with his cousins.
- b) How many brothers and sisters (do/does) you have?
- c) My friend (have/has) two grandfathers and one grandmother.
- d) Her grandmother (is/are) very kind.
- e) My aunt (stay/stays) at home to look after her baby.

3. Copy and complete the paragraph in your exercise book. Use the words in the boxes on the right.

Unathi _____ to play the drums. She _____ in a band. Her brother _____ also in the band. There _____ five people altogether. They _____ playing together. Thoko often _____ them play.

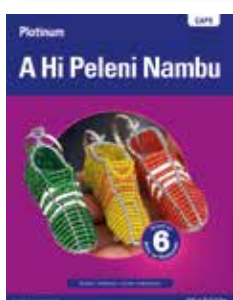
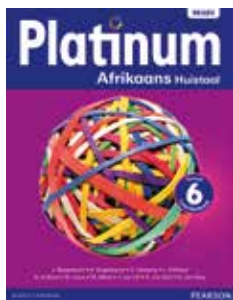
| | |
|---------|---------|
| were | enjoyed |
| played | watched |
| invited | was |

4. Copy and complete the sentences in your exercise book using your own ideas.

- a) I live with _____.
- b) To help at home, I _____.
- c) I like _____ because _____.
- d) I don't like _____ because _____.

140 Term 1, Weeks 1 and 2

Platinum English First Additional Language Grade 4 Learner's Book



Platinum Home Language



- Each theme features helpful *Wordlists*, summary activities and a *Spelling list* to provide added support for learners.
- Extension and remediation worksheets have been provided to assist learners with different abilities.
- There are many opportunities for informal and formal assessment in the Learner's Book, with answers and guidance on how to assess learners in the Teacher's Guide.
- Home language courses are available in Afrikaans, English, isiNdebele, isiXhosa, Sepedi and Xitsonga.

Components

- Learner's Books
- Readers
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book
- Teacher's Guides for English and Afrikaans also include a **FREE** audio CD

Vocabulary blocks extend learners vocabulary

Helpful and practical examples

A Luister en praat

Luister na 'n koerantartikel wat voorgelees gaan word. Konsentreer op die volgende: **oor wie, waarom, watter plek en watter tyd** gaan die berig?

Nadat julle as klas saam getelster het, gesels oor die volgende vrae:

1. a) Van wie word berig? b) Watter plek word berig? c) Dor watter tyd word berig?
2. Wat is die hoofboodskap van die teks waarna jy getelster het?
3. Is die volgende woorde of frases? a) Die slawe wat na die Kaap ingevoer is, het uit verskillende wêrelddele gekom. b) Die slawe het almal dieselfde taal gepraat. c) Baie slawe was van die Moslemgeloof.
4. Hoe sou jy die standpunt van die joernalis van hierdie koerantartikel beskou? a) Die joernalis wil graag hierdie brokkie gekiedenis aan almal bekend maak, omdat hy/tj dit as belangrik vir Afrikaans beskou. of b) Die joernalis maak net terloops melding van hierdie brokkie gekiedenis van jare gelede, omdat hy/tj dit nie as baie belangrik vir Afrikaans beskou nie.

Tref met taal!

Pos die praatjies links by hierdie uitdrukkings:

- Dit **smok** na teer, ek het lus vir meer (ek het lus vir nog meer)
- **Lekker!** (iemand wat graag atherhante lekkergoed eet)
- 'n Du oom het 'n **sou-en-gape!** baard en here (hy is grig)
- Oups is 'n regte ou **kattekop** (swaarstrekkerig/slews)! (swaak/roetsmoelik)
- Iemand **paper** met vrae (iemand lastige vrae vra)
- Hy's in die **pekel** (in die moeilikheid)

B Lees en kyk

Pre-les

Soekles is 'n leesvaardigheid wat gebruik word om na spesifieke inligting in 'n teks te soek, byvoorbeeld sekere woorde, getalle, name, ens.

1. As jy na die koerantartikel se hoofopskrif op bladsy 26 kyk, watteroor, dink jy, gaan die berig? a) oor 'n misdaad b) oor geregtelike
2. Wat, dink jy, is die rol van die foto's wat saam met die koerantartikel gepubliseer word?
3. Soekles of die geregtelike wat in die teks genoem word. Het jy of die **prosa** gevind? Is daar geregtelike in die teks wat jy nie ken nie?
4. Watter van hierdie geregtelike het jy of gelees? Watter geregtelike is vir jou die lekkerste?
5. Welke jy wat die verskil tussen geregtelike en spersje is? Verduidelik die verskil.

Woordeskaf: Op bladsy 26 tot 28 sal jy verskeie reëse of uitdrukkings woorde en uitdrukkings in kleur-klakkies sien. Skryf of hierdie woorde in jou persoonlike woordeskatboek neer, asook hul betekenis. Kyk in jou woordeskatboek na jy steeds meer oor die reëse woorde wil leer.

Kenmerke van 'n goeie koerantartikel

- Die hoofopskrif van die koerantartikel moet interessant wees en die leser nuuskierig maak om die berig te lees.
- Die opskrif is 'n samevatting van die onderwerp van die koerantartikel.
- Die onderwerp van die koerantartikel moet nuutswaardig wees.
- Die joernalis (die skrywer van die koerantartikel) moet oor kennis van die onderwerp beskik.
- Konkrete feite moet in die koerantartikel gegee word.
- Die meeste feite behoort in die eerste paragraaf na vore te kom: **WAT, WIE, WATNE, WANNET, WATWAT** en **HOE**.
- Meer inligting word in die res van die paragrafe gegee.

paragraaf - die begin van 'n artikel

behoefte - 'n geregtelike wat iemand wil ander anders sien, as byvoorbeeld, appaatskeemings en spersje

reëse - 'n storie sonder begin

Platinum Afrikaans Huistaal Graad 5 Leerderboek

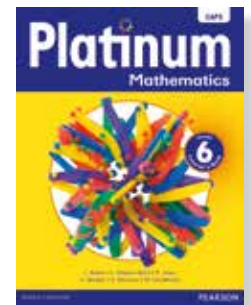
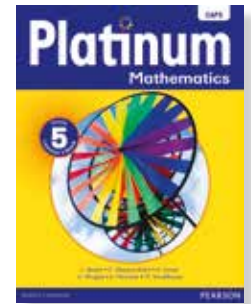
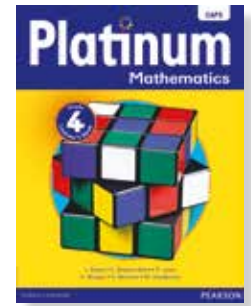
Platinum Mathematics



- Each term covers the required content within each of the five main content areas.
- A variety of exercises, *Did you know?* feature boxes, challenges and games are included to get learners excited about Maths.
- Colourful photographs and artwork assist learners in understanding the concepts and content.
- The Teacher’s Guide includes a Mental Mathematics section with exercises for each day of the school year.
- In addition, the extension and remediation worksheets can be used to provide learners with a challenge or to revise and consolidate the basic concepts.

Components

- Learner’s Books
- Teacher’s Guides, which include a **FREE** Extension and Remediation Worksheet Book



All the concepts learners should know are summarised in this box

Explanatory illustrations are used to visually explain concepts

Difficult words are explained

Colourful diagrams support learners with activities

Topic 12 Common fractions

Maths ideas

- Name and recognise fractions.
- Count in fractions.
- Recognise equivalent fractions.
- Compare and order fractions.
- Make fractions through grouping and sharing.
- Add fractions with the same denominator.
- Solve problems using fractions.

Key words

- **denominator** – the number below a fraction line which shows how many parts the whole has been divided into.
- **numerator** – the number above a fraction line showing the number of parts of the whole.

Name and recognise fractions

Fractions are numbers. They have a specific place on the number line.

The number $\frac{3}{4}$ is a common fraction. You can see $\frac{3}{4}$ of a cake on the left.

- The **denominator** in this fraction is 4. The cake is divided into 4 equal parts.
- The **numerator** in this fraction is 3. There are 3 of the 4 places left.

EXERCISE 12.1

1. Copy these diagrams.

a) What fraction is shaded in each diagram?
 b) Write the fractions in words.
 c) What fraction of each diagram is not shaded?

2. Fill in the missing words.
 In the fraction $\frac{3}{4}$, the whole has been divided into equal parts. The denominator is and the numerator is .

3. Fill in the missing numbers.

a) 1 banana = $\frac{1}{6}$ of the whole bunch.
 b) bananas = $\frac{3}{6}$ of the whole bunch.
 c) 6 bananas = $\frac{6}{6}$ of the whole bunch.
 d) bananas = $\frac{2}{6}$ of the whole bunch.

Equivalent fractions

When a fraction is equal to another fraction, we say the fractions are **equivalent**. This means that they have the same value.

EXERCISE 12.2

1. Use fraction strips to help you answer the following.

- How many sixths do you need to make up a third?
- How many sixths make two-thirds?
- How many tenths make a half?
- How many ninths do two-thirds make?

2. Use the fraction wall to complete these equivalent fractions.

a) $\frac{1}{10} = \frac{2}{20}$ b) $\frac{2}{10} = \frac{4}{20}$ c) $\frac{3}{10} = \frac{6}{20}$ d) $\frac{4}{10} = \frac{8}{20}$
 e) $\frac{5}{10} = \frac{10}{20}$ f) $\frac{6}{10} = \frac{12}{20}$ g) $\frac{7}{10} = \frac{14}{20}$ h) $\frac{8}{10} = \frac{16}{20}$

3. Look very carefully at the fraction wall. Try to find another fraction that is equivalent to $\frac{1}{10}$. Explain your answer.

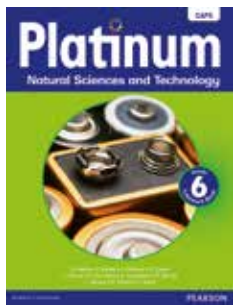
Key words

- **equivalent fractions** – fractions that have the same value.

Platinum Mathematics Grade 6 Learner’s Book



Platinum Mathematics: the only CAPS Maths course that has been approved for all grades!



Platinum Natural Sciences and Technology



- Topics are broken down into units so that the content and concepts are presented to learners in manageable chunks.
- *Skills focus* pages introduce learners to a new skill or revise a prior skill.
- A *Key concepts* box at the end of each unit highlights the fundamental learning in the unit.
- A revision section, consisting of a summary activity, language activity and revision activity, helps learners revise the whole topic.
- Formal assessment activities, with assessment tools and teaching guidelines, are provided for full coverage of the CAPS programme of assessment.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

Skills focus features introduce and explain vital science skills

Keyword boxes explain new terms in each unit

Practical tasks provide opportunities to apply and practise new skills

Full-colour artwork and photographs aid learning

Clear step-by-step instructions with photographs make learning easy

Skills focus activities to practise new skills

Skills focus Compare

What is comparing?
When we compare, we examine two or more things to find out how they are **similar** or **different**.

How to compare things

1. Use a **Venn diagram** to help you compare information between things that have differences and things in common.
2. Draw two overlapping circles as shown in the diagram below.
3. Ask yourself: What is similar about the objects and what is different about them?
4. Label each circle.
5. Write the different features in the correct circle.
6. Write all the common features where the two circles overlap.

A Venn diagram compares two sets of objects.

ACTIVITY A Practise using a Venn diagram to compare

1. Draw a two-circled Venn diagram in your workbook.
2. Compare the forest and grassland habitats. Look at the Venn diagram above to help you.
3. Compare your Venn diagram with that of another pair in your class. Look for similarities and differences in your answers.

Practical task Strengthen materials by rolling into long, thin tubes or struts

Struts are used to strengthen structures, like the chair in the picture. That is why struts must be made of a strong material. Struts can be made stronger, by rolling the material into long, thin tubes. In the next activity we will make struts to use in Topic 9.

ACTIVITY 2 How to make paper struts

You will make a number of struts to use in a practical project in Topic 9.

You need: a dowel stick, 10 mm thick, and 30 cm long; a sheet of A4 paper or newspaper cut to A4 size; sticky tape; stapler and staples, or paper clips

Step 1
Put a sheet of paper flat on your desk.

Put the dowel stick close to the edge of the paper.

Key word
• **struts** lengths of strong material that are joined to make a strong frame

strut
A structure strengthened by struts

Platinum Natural Sciences and Technology Grade 4 Learner's Book

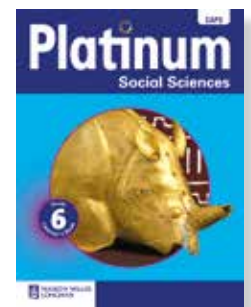
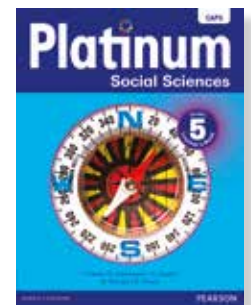
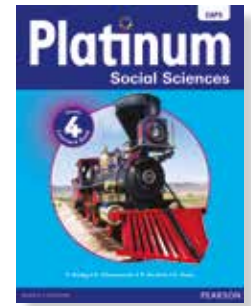
Platinum Social Sciences



- Themes are carefully planned to cover the key Geography and History concepts.
- A variety of activities are included to both consolidate the content covered and test knowledge gained and skills learnt.
- Full-colour illustrations, photographs and maps expand and enhance learning.
- Targeted worksheets are provided to assist learners with different abilities.
- The *Resources* section in the Teacher’s Guide informs teachers when to use resources like maps, graphs and data to complete a lesson.

Components

- Learner’s Books
- Teacher’s Guides, which include a **FREE** Extension and Remediation Worksheet Book



Each topic (term) has a different colour, allowing teachers and learners to see at a glance where Geography and History are covered

Each topic opens with an introduction and exploratory activity

1 Map skills

A photograph of planet Earth that was taken from space

Term 1

Introduction

In this topic on Map skills, you are going to learn more about the continent of Africa. You will be looking at different types of maps to learn about the different countries and cities of Africa. You will also explore mountains, rivers, waterfalls, lakes and great deserts found in Africa.

ACTIVITY 1 Planet Earth

1. Look at the photograph of Planet Earth on page 2. It was taken from space. With a partner, look at the photograph and answer the questions below.

Here are some words to help you:

Mediterranean Africa Indian Sahara
South Africa Nile Atlantic Europe

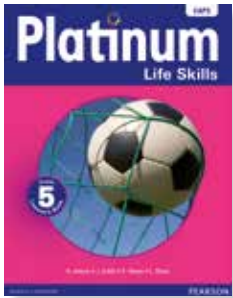
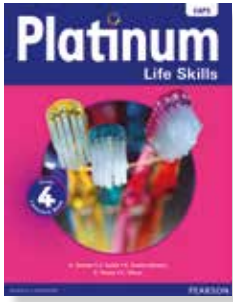
- Which continents are labelled A and B?
- Which oceans are labelled C and D?
- Which sea is labelled E?
- What is the name of the country labelled F?
- What is the name of the river that flows through the area marked G?
- What is the name of the desert marked H?

Platinum Social Sciences Grade 5 Learner’s Book



Platinum Primary School Atlas:
Suitable for Grades 4–7.
Available in Afrikaans.
 See page 52 for more information.





Platinum Life Skills

- Each term is divided into chapters that cover all three Life Skills study areas.
- Term openers introduce learners to key concepts to be dealt with in each term.
- Extension, support activities and suggestions are provided for teachers and learners.
- The *Read for enjoyment* pages provide learners with reading material for the required weekly reading activity.
- An audio CD supplied with the Teacher's Guide provides support for teaching the Performing Arts study area.

Components

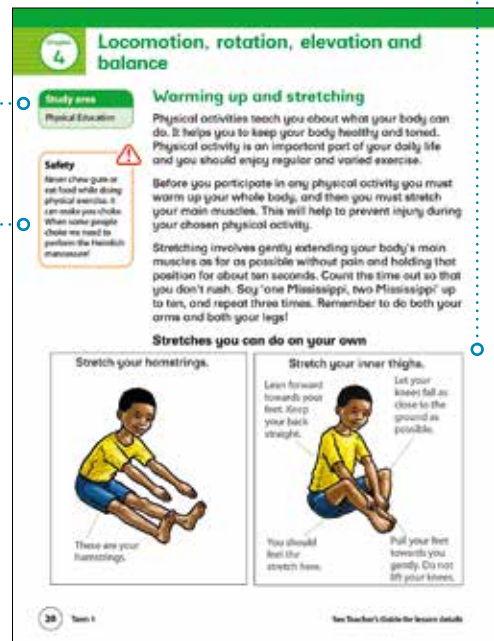
- Learner's Books
- Teacher's Guides, which include a **FREE** audio CD

Study areas are clearly marked for easy use

Safety boxes ensure that learners are doing activities with care

Labelled step-by-step images show learners exactly what to do

Did you know? boxes extend learners' knowledge and thinking



Platinum Life Skills Grade 4 Learner's Book



Platinum Life Skills Grade 6 Learner's Book



“

The *Platinum* books provide lots of evidence and good stories that always match the topic of the week. Beautiful pictures draw the learners' attention. Learners find *Platinum* easy-to-use and don't need to search for more information from other books.

”

Mrs Ramokone, teacher,
Setjhaba-Se-Maketse
Combined School, Free State



Spot On is spot on!

- **Spot On** Intermediate Phase has been developed by teachers, for teachers
- **Spot On** improves results and makes learning enjoyable
- **Spot On** makes teaching a pleasure and is easy to use
- **The Teacher's Guides** offer full support, and aid in both weekly and daily planning



Each **Spot On** Teacher's Guide comes with **16 FREE** full-colour posters.

Spot On Natural Sciences and Technology



- Learner's Books have been written according to CAPS.
- *Notes* and *Fun facts* provide additional information relating to the content.
- Short revision questions at the end of every module can be used for regular informal assessment purposes.
- Easy-to-use term plans in the Teacher's Guide will help teachers to plan their teaching time, assessment and resources.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters

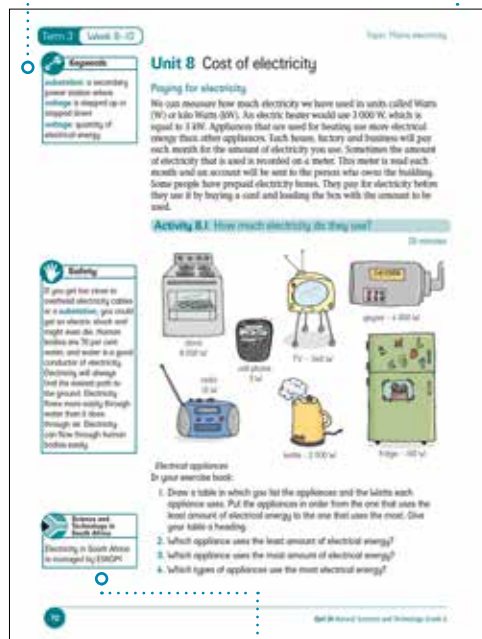
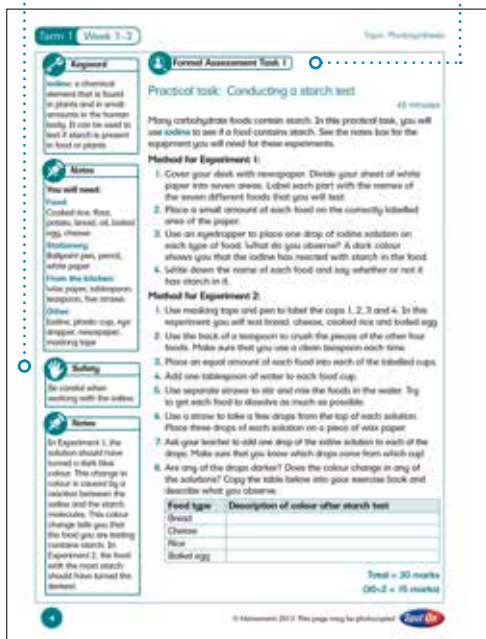


Safety features teach learners to work safely

Step-by-step formal assessment tasks as per the curriculum

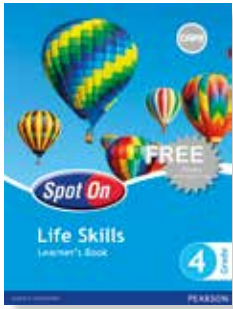
Keyword boxes explain new terms

Information presented in manageable chunks



Spot On Natural Sciences and Technology Grade 6 Learner's Book

Natural Sciences and Technology in South Africa fact boxes take the content beyond the classroom



Spot On Life Skills AFR

- Learner's Books have been written according to CAPS.
- Passages are interesting and applicable to the content in that particular section.
- The *Read for enjoyment* pages provide learners with reading material for the required weekly reading activity.
- *Keyword* boxes are provided to explain unfamiliar words or terms.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters

Safety boxes highlight potential dangers, particularly for topics/activities that carry risks

Reading for enjoyment passages are clearly marked and numbered

Personal and Social Well-being, Health and environmental responsibility (Changes in and around water)

Term 3 Week 8

Unit 20 Responsible safety measures in and around water

At home and public swimming pools
Did you know that it can take just 30 seconds for a child to drown in only four centimetres of water?
Follow the water safety rules to be safe and have fun.

Safety of home

- Make sure an adult **supervises** you in or near water.
- Never leave children alone in the bath.
- Keep the bath plug out of reach of small children.
- Fence home pools and put in gates that close by themselves.
- Keep fish ponds covered.
- Keep top-loading washing machines closed.
- Empty containers like buckets when you are not using them.

Safety of the swimming pool

- Never swim alone.
- Obey all signs.
- Listen to the **lifeguards**.
- Make sure the water is clear of swimmers before jumping in.
- Check the depth markings on the poolside before diving in.
- Stay away from the deep end unless you can swim well.
- Do not run around the pool edge.
- Do not play roughly in the water.

Activity 20.1 Discuss and illustrate water safety rules

1. Work in a group. Choose a water safety rule and explain it. Discuss how this rule can keep people safe.
2. Now, do the following in your workbook:
 - Clearly write your rule on a clean page.
 - Draw and colour in a picture illustrating your rule.
3. Explain why this rule is important and how it can keep people safe.

Extension

Extra reading: Watch *Out Near Water (Watch Out! Book)* by C. Lissafin and Teaching Swimming and Water Safety by A. Adams.

Keywords
supervise: watch and make sure that you are safe
lifeguard: people trained to watch people swimming. They know the rules of being safe in and around water and what to do in an emergency
depth markings: marks on the side of the pool that tell you how deep the water is at that point

Notes
The blue mark covers all accidents in and around water like **ignorance:** having no knowledge of the dangers involved
inexperience: not having enough or enough knowledge of the dangers involved
over-confidence: thinking that you can do something you cannot yet do

Do not run around the pool edge

Personal and Social Well-being, Health and environmental responsibility (Changes in and around water)

Term 3 Week 8

Reading for enjoyment

Reading about dangers in and around water

Sabrina's story

It was my best friend's birthday party and it was a swimming party. Everybody was in the pool and we were having a fantastic time. Two close friends, Rose and Pinky, were swimming in the shallow end of the pool.

Pinky said to Rose, "Let's go to the deep end and try freestyle!" They both walked over to the deep end and climbed in. Rose climbed in first and tried. Pinky followed, but she started to sink and just kept going deeper and deeper. She grabbed onto Rose and both of them were splashing wildly. There was no swimming. I just saw splashing.

I ran over, jumped in and grabbed Pinky by the arm. I then put my arm around her chest and swam with her to the side. Rose struggled slowly to the side and also climbed out. Both of them were in tears, but fortunately safe.

I go to Girl Guides every Saturday and they teach us how to do lifesaving.

My advice is, "If you can't swim, don't go to the deep end. Never try to save a friend if you are not a good swimmer!" I've got a badge for lifesaving and therefore I could attempt the rescue.



Spot On Life Skills Grade 4 Learner's Book

Notes and Extension boxes offer the learner more information about a particular topic, and encourage learners to take responsibility for their learning outside of the classroom



“

I use *Spot On* because it is a user-friendly series with many practical exercises. I use the exercises as practice tests and this has improved my learners pass rates. As a Natural Sciences teacher, without a school laboratory, it is important for me to have a book with pictures of experiments.

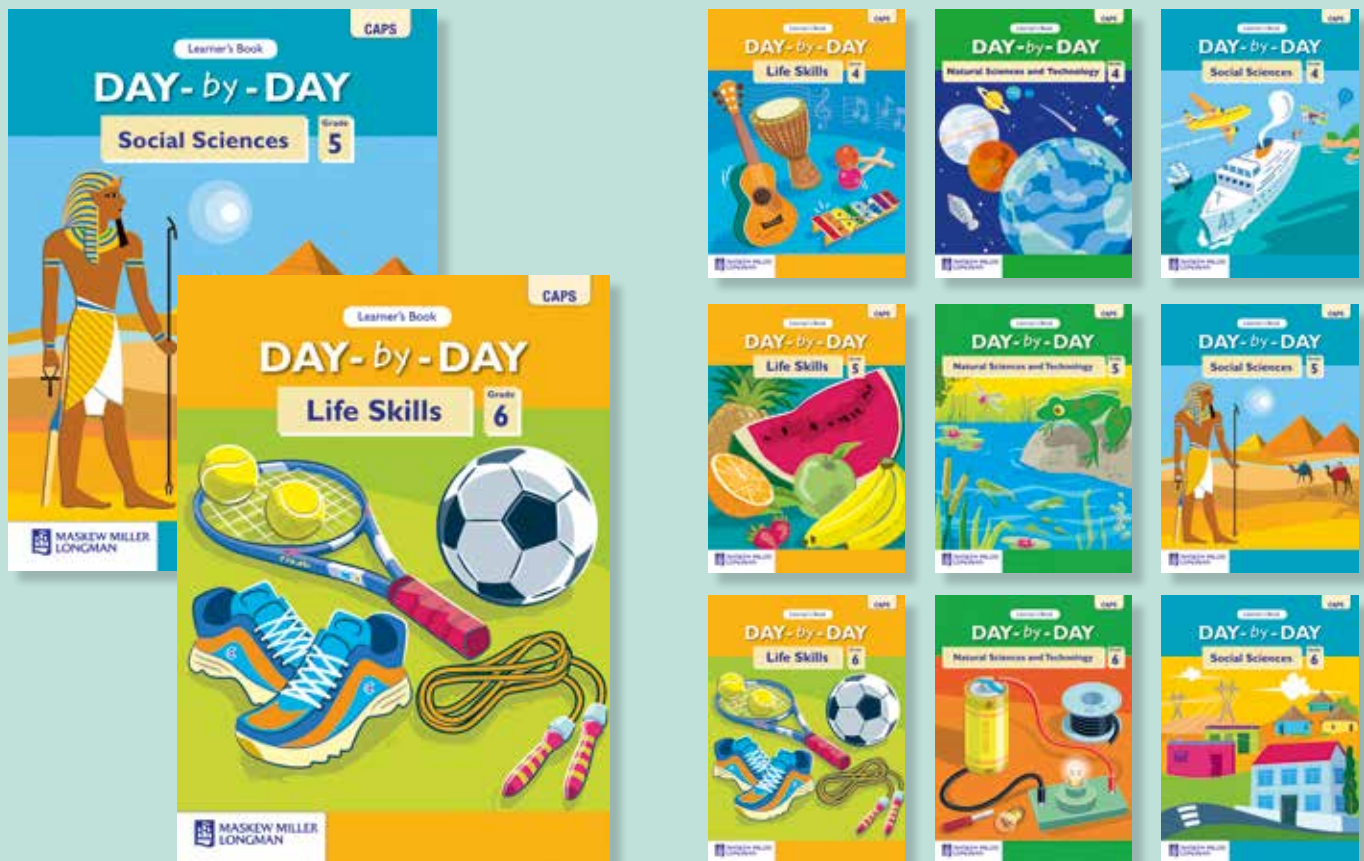
”

Ms Mabhentsela, teacher,
Eastern Cape

DAY-BY-DAY

You are still in good hands with *Day-by-Day!*

- The trusted *Day-by-Day* series is integrated and fully aligned to CAPS.
- The content has been tried, tested and proven to work.
- It provides easy daily planning and assessment for teachers.
- Teacher's Guides include a **FREE** book of photocopiable worksheets.



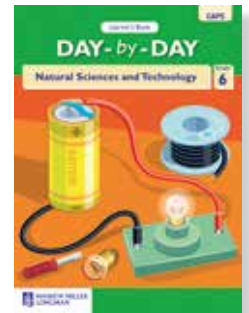
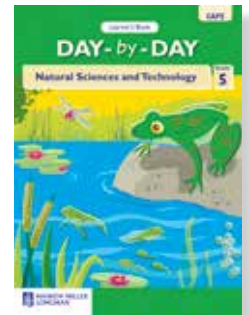
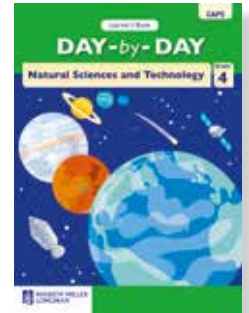
Day-by-Day Natural Sciences and Technology



- The course covers the curriculum content term-by-term to ensure careful progression of learning.
- Information is presented in simple, straightforward language, making concepts easier to understand.
- The various revision exercises, language activities and class tests provide many opportunities to revise and consolidate the work learnt.
- The *New skills* feature gives support on the teaching of science skills.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** photocopiable worksheet book



Keyword boxes explain new terms in each unit

Full-colour illustrations with annotations aid understanding of concepts

Topic 3 Energy

Unit 1 What is energy?

Energy allows you to run around, play and do your work. You can't see energy, but you use it all the time. Energy allows animals to run, people to drive to work, birds to fly and water to run out the tap. The diagram below shows the many different things that energy can do.

Activity 1 Identify how energy is used

1. Look at the picture below.

- How is the mother using energy?
- How is the girl delivering newspapers using energy?
- What makes the kite fly?
- From where does the lawnmower get its energy?

2. Make a list of all the different ways that you used energy this morning.

Energy is the ability to do work

Without energy, nothing would happen. Nothing could move, live or grow. There would be no food, light, heat or sound. Energy gives things the ability to do work.

Where does energy come from?

Energy never gets used up. It is just passed from one thing to another, or changes from one form to another.

Key words
energy: the ability to do work

Topic 3 Energy, Unit 1

Energy comes from a source

The energy we use comes from somewhere. It comes from a **source**. The source of most of the energy that we use on Earth is the sun. You can see and feel the sun's energy as heat and light. Plants use the energy from this source to grow and make food. The food that plants produce is the source of the energy that you use to walk to school. If you burn the wood from plants and trees, you get a good source of heat and light.

The sun shines on the tree and makes it grow.
The wind turns the windmill.
Electricity produces hot water.
The car runs on petrol. The boy eats an apple for energy.

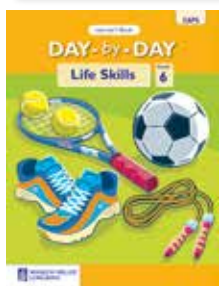
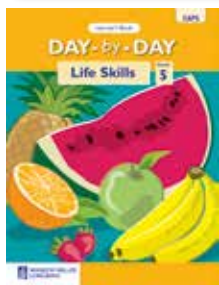
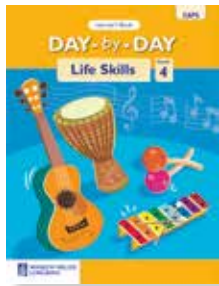
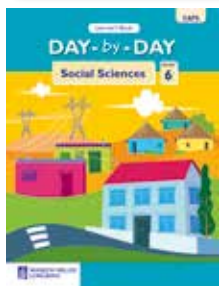
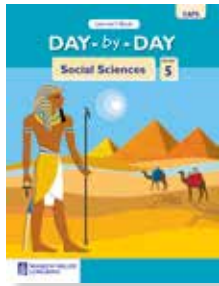
Activity 2 Identify the source of energy and the work it does

- Look carefully at the picture above and identify all the sources of energy you can see.
- Copy the table below in your workbooks. Complete it by describing the work that each energy source does. We have done the first one for you as an example.

| Energy source | Work that it does |
|---------------|----------------------------------|
| Wind | Turns the blades on the windmill |
| | |
| | |

Key words
source: where something comes from

Day-by-Day Natural Sciences and Technology Grade 5 Learner's Book



Day-by-Day Social Sciences

- Day-by-Day Social Sciences contains a variety of activities and content for learners with different learning styles and abilities.
- Colourful images and maps help learners understand key concepts in Geography and History.
- Comprehensive assessment is built in throughout the term and in the Learner's Book – just where you need it.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** photocopiable worksheet book



Mark allocations prepare learners for tests and examinations

Language activities at the end of each term ensure that language is never a barrier to learning

Revision: Hunter-gatherers and herders in southern Africa

A

1. These two drawings tell you about two ways that we find out about hunter-gatherers. What are they? (4)

Source A Source B

2. Find two drawings in this unit that tell you how hunter-gatherers found food. Write two sentences saying what the drawings tell you. (4)


3. What animals did herders keep? (2)

B

4. We say that hunter-gatherers "lived off the environment". Write a sentence saying what this means. (4)

5. We say herders had "a pastoral way of life". Write a sentence saying what this means. (4)

6. Rock art can tell us about the way of life of hunter-gatherers. What does this painting tell us about hunter-gatherer religion? (4)



Source C

C

7. Draw two pictures. One should show something that only hunter-gatherers do. The other should show something that only herders do. Now write a sentence describing one way in which they are different from each other. (4)

8. Read through the unit and find a list of things that are the same between hunter-gatherers and herders. Write down the list. (4)

Total marks: 30

Language activity

Most languages have words borrowed from other languages. Many words and sounds in the Xhosa language come from hunter-gatherers and herders who lived in South Africa long ago. The clicking sounds in Xhosa come from the hunter-gatherer language.

1. Ask a person who speaks Xhosa to say these words for you:

Ugqela – doctor
 Ukugqeka – to tease or mock
 Ukugquma – to jump

Can you hear the click sound?

2. Look at these four sentences:
 We go to the shop.
 I opened the window.
 The teacher gave me the book.
 The thief stole my handbag.

3. Translate the sentences into one of the home languages in your class (Afrikaans, isiZulu, sePedi or seSotho).

4. Did you find any words borrowed from other languages? Underline the words in your sentences and then make a table like the one below to record what you have found.

We have done an example for you.

| | |
|-----------------------|-----------------------------------|
| Isitolo – isiZulu | From store – English |
| Isiwindi – isiZulu | From window – English |
| Isisitshelo – isiZulu | From window – venster – Afrikaans |

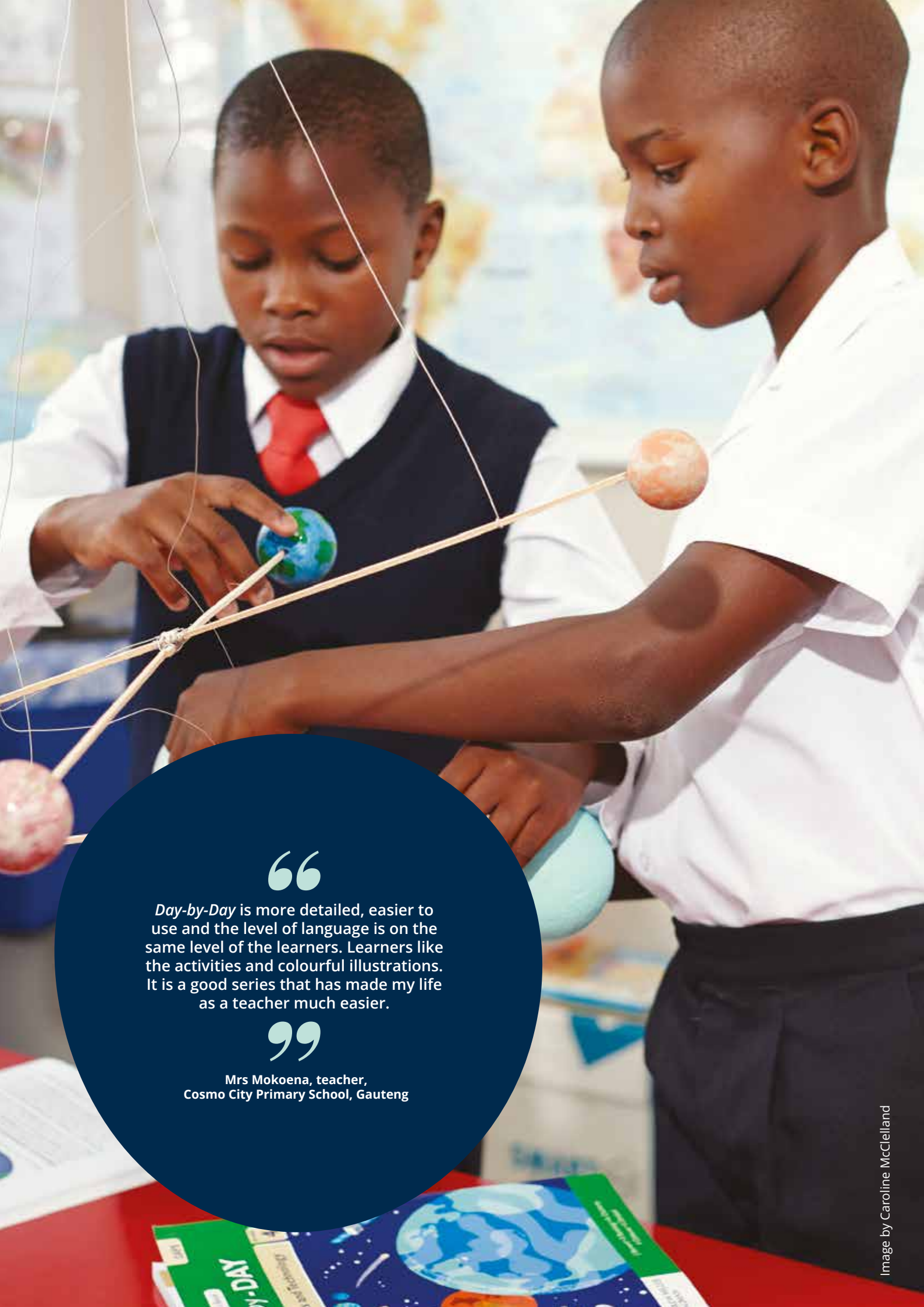
Day-by-Day Social Sciences Grade 5 Learner's Book

Day-by-Day Life Skills

- Opportunities are provided for group, pair and individual work to support learners with different abilities.
- The audio CD in the Teacher's Guide provides resources for teaching the Performing Arts.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** photocopiable worksheet book and an audio CD



“

Day-by-Day is more detailed, easier to use and the level of language is on the same level of the learners. Learners like the activities and colourful illustrations. It is a good series that has made my life as a teacher much easier.

”

Mrs Mokoena, teacher,
Cosmo City Primary School, Gauteng





Afrikaans sonder grense

- Afrikaans sonder grense is 'n volledige taalreeks vir Afrikaans as Eerste Addisionele Taal.
- Elke lesreeks het 'n duidelike fokus op die vaardighede wat in die Kurrikulum- en Assesseringsbeleidsverklaring (KABV) uiteengesit is.
- Daar word baie hulp aan leerders verskaf in die vorm van woordeskatlyste, inligting oor tekste, inligtingsblokkies oor taalreëls en formele assesseringsstake.
- 'n Oudio-CD met opnames van stories, gedigte en liedjies vir die luisteraktiwiteite is in die onderwysersgids ingesluit.

Komponente

- Leerderboeke
- Leesboeke met 'n verskeidenheid tekste
- Onderwysersgids met 'n oudio-CD en werkboeke vir remediëring en verryking

Oefen praat-, luister- en skryfvaardighede

Propvol hersiening en begripsoefeninge

Kwartaal 1

Lees- en skryftyd: 'n Dagboek

Kyk eers na die twee gesigte in die prent. Wat is die verskil? Waarvoor, dink jy, gaan Wilus vandag in sy dagboek skryf?

Lees nou hardop wat Wilus in sy dagboek geskryf het.

Vrae

1. Wie skryf die dagboek?
2. Hoe veel jy vandag? Hoekom?
3. Wat sien Wilus alles met sy bril?

Skryftyd: 'n Dagboek

Skryf jou eie dagboek. Sê wat jy gedoen het en hoe jy gevoel het. Jou dagboekskrywing moet 40 tot 50 woorde wees.

Pret met taal

Leer die volgende meervoud en verkleinwoorde.

| Woord | Meervoud (meer as een) | Verkleinwoord (klein) |
|-------|------------------------|-----------------------|
| bril | brille | brilletjie |
| bloer | blare | blaartjie |
| boom | bome | boompie |
| oog | oë | ogjie |
| ring | ringe | ringetjie |


38

Lesreks 3

Hersiening: Wat ken jy nou?

A Kies die regte woord tussen hakies (verwurrende woorde).

Juffrou Swanepeel het 'n ring aan haar 1. (vinger/finger); Wilus dra 'n 2. (bril/brille). Dit is 3. (mevrou/moer), Wilus 4. (oet/é); "Ek sien nou alles. Ek sien ook die 5. (Mere/Meure) van mense se oë raak."



B Skryf die direkte woorde in die indirekte rede.

1. Juffrou sê: "Wilus het 'n bril." Juffrou sê dat.
2. Wilus sê: "Ek sien nou beter." Wilus sê dat.
3. Wilus sê: "Ek sien die blare."
4. Juffrou sê: "Ek dra 'n ring."
5. Juffrou sê: "Ek gaan trou."

Skryf ten minste ses woorde en hulle betekenis alfabeties in jou persoonlike woordesboek neer. Teken ook prentjies by.

C Skryf bevelsinne.

1. Jy moet na die skryfbord kyk.
2. Jy moet in jou boek lees.
3. Jy moet in jou dagboek skryf.
4. Jy moet na die juffrou luister.
5. Jy moet met jou moets praat.

(Totaal: 15)

39

Afrikaans sonder grense Graad 4 Leerderboek

Sinothile – isiZulu Home Language

Sinothile is an exciting and informative isiZulu Home Language course.

It has been carefully structured to ensure logical progression.

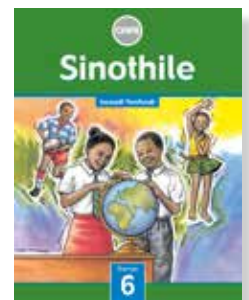
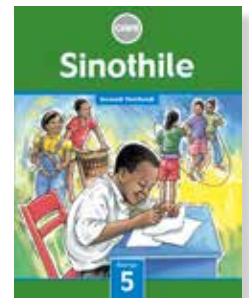
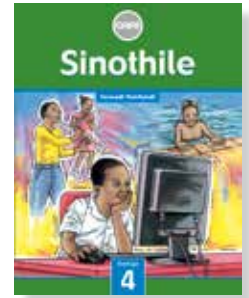
The Learner’s Book features a wide range of interesting and relevant text types.

Reading texts are used as models for writing tasks.

This isiZulu Home Language course will help learners master the language skills they need to read and write isiZulu with confidence.

Components

- Learner’s Books
- Readers
- Teacher’s Guides



Fun and engaging grammar activities

IBHANGI 19 Ukusomama

UMSEBENZI 4.4 Ukwenzasamuntu

Lapha into engaqhefumli yenziva sengathi ingumuntu. Isibonelo: isihlala isisochumama.

- Ake utonozile emkedweni izinto ezenziwe samantu ezijodadaza amabhali wemkondlo.
- Khupha igama zoma amagama ayisenzasamuntu kule mibho elandelayo.
 - UNombuso uphethe umzwangapeda.
 - Umsakazo ulethela abantu imokoro.
 - Udaba lugye ephetheni kubonakala. Nansi phele incwadi.
 - Umkhonto ovela ekhaya ungisakazile impeta.
 - Inkondlo kaMasesi idla ubhedu.

UMSEBENZI 4.5 Iipheleli

Kule pheleli bheka nanka amagama (isakumboko, okujabalala, umsakazo, dushureka, inhliryo, umzwangobwa, usiba, jebula)

Ipheleli

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| u | m | z | w | a | n | g | e | d | w | a |
| d | u | d | w | z | e | k | a | f | y | k |
| u | k | u | j | u | b | a | l | a | l | a |
| i | n | h | l | i | z | i | y | o | f | o |
| u | s | i | b | a | j | a | b | u | l | a |
| j | y | u | m | k | h | o | n | z | o | |
| i | u | m | i | a | k | a | z | o | r | y |

Sinothile Ihanga 6 143

Assessment tasks which are identified and numbered

IBHANGI 20

Ukuhlola okuqoqayo



Ukuhlola okumiselwe imigomo

Ithaski 1

1. Ukulalela nokuxwa ngezincwadi (20 amantaki)

Lalelani nani isiboyekozo enisifundelwa nguthisha.

NginguNoso Zakwe. Ngike ngafunda indaba ethusayo ngesonto elodolile. Ngifunde incwadi ethi "Ubu ungwevu." Le ncwadi ibabone nguLobhe Maribaka. Ishicilelwe yiMasiroane Publishing Company. Kule ncwadi kuvuswa abazwana abangathi ukuba baqaphele izingzi esingabhelela.

Leri izingzi ziphetelene nokubhukanyiswa kwabantwana. Le ncwadi ibeka izindlela eziningi abazwana ababhekanyiswa ngazo, njengokuthi nje abantali balwe phambi kwesingane, ukaketha izingane: kuthambae ezinye, ezinye cha, njako njalo.

144 Sinothile Ihanga 6

Sinothile Grade 6 Learner's Book



Lees is Maklik Ukufunda Kulula Go Buisa Go Bonolo Go Bala Go Bonolo


- These colourful, graded readers for Home Language learners consist of a collection of fiction and non-fiction stories.
- They include activities to help learners understand and remember the key ideas in the text.
- *Word lists* with simple definitions improve and reinforce vocabulary.
- They are available in Afrikaans, isiXhosa, Sepedi and Setswana.


Photographs and illustrations assist with visual comprehension of the text


Activities are provided at the back of each reader


Herken patrone

Hierdie foto's toon klein deeltjies van patrone wat ons in die natuur sien. Kyk of jy hulle kan identifiseer. Die antwoorde is op bladsy 33.

a. 

b. 

c. 

d. 

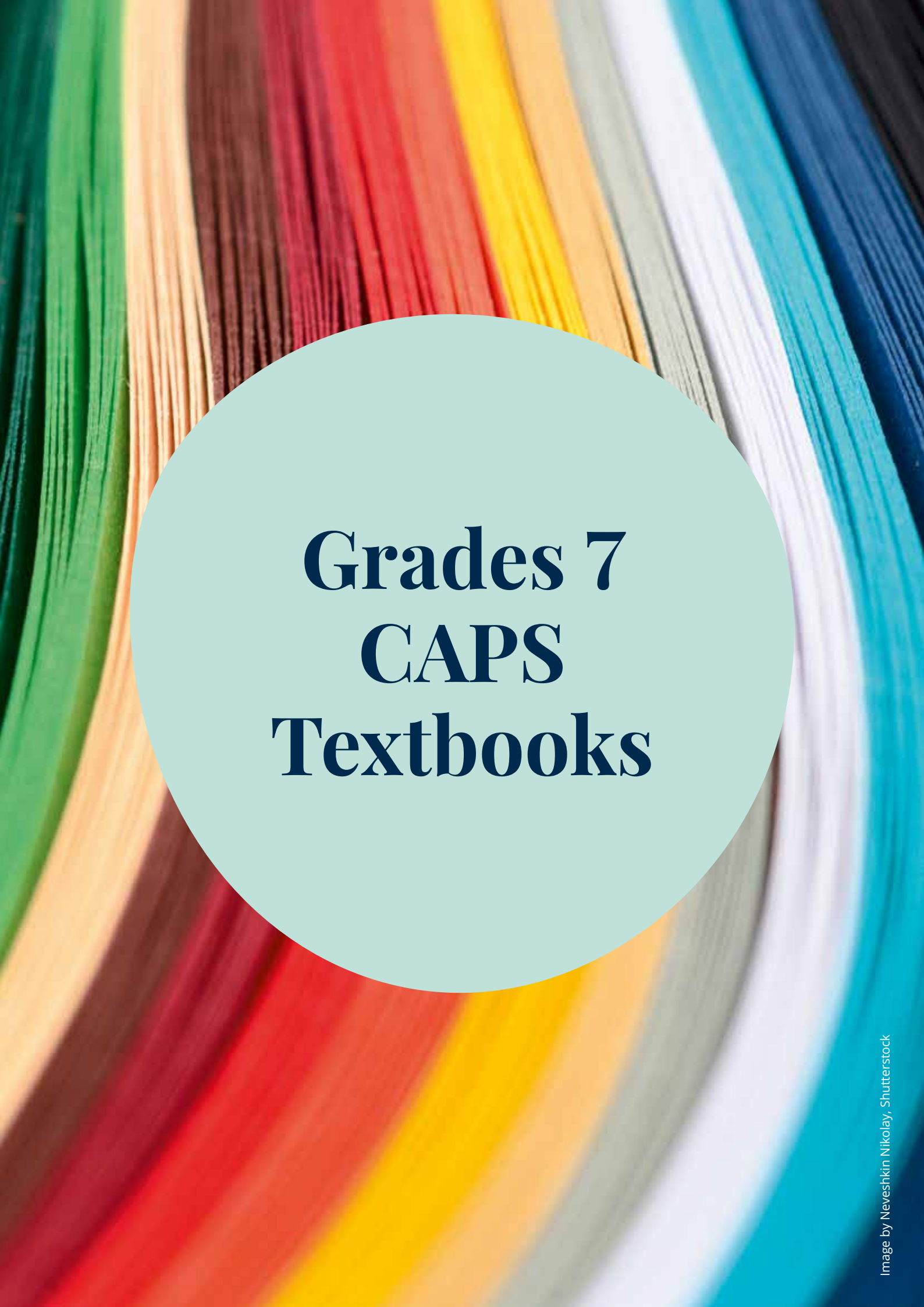
30

Aktiwiteit

- Volg hierdie instruksies om 'n spiraalversiering te maak:
 - Teken 'n spiraal op papier.
 - Knip sorgvuldig met die lyne langs.
 - Lig die papier in die middel op om jou spiraal te maak.
 - Bind 'n stukkie tou deur die middelpunt van die spiraal om 'n handvatsel te vorm.
 - Blaas liggies op jou spiraal om dit te laat draai.
- Kyk na die tekening van 'n skoenlapper. Hou 'n spieël langs die stippellyn. Wat let jy op?
- Fibonacci het opgelet dat sekere getalle herhalend in natuurlike patrone voorkom. Hy het die patroon van hierdie getalle uitgewerk. Voltooi die patroon sover as wat jy kan: 1, 1, 2, 3, 5, 8, 13, 21, 34 ... (Leidraad: Plaas 'n nul (0) aan die begin van die patroon en dink dan aan optel.)
- Neem 'n bietjie verf en verf jou duim. Druk dit dan op 'n stuk papier. Kyk mooi na jou vingerafdruk om te sien watse afdruk jy het: 'n boog, 'n lus of 'n draai?
- Maak 'n tydlyn van die jaar. Wys al die godsdienstige en kulturele geleenthede wat jou gemeenskap vier.

31

Lees is Maklik Graad 4: Natuurpatrone



**Grades 7
CAPS
Textbooks**

Platinum

Simply Superior!

- **Superior** CAPS coverage – written for the Curriculum and Assessment Policy Statement by expert authors
- **Superior** illustrations and activities to improve results and motivate learners
- **Superior** teacher support to save time and make teaching easy
- **Superior** quality = **success!**

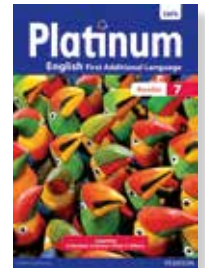
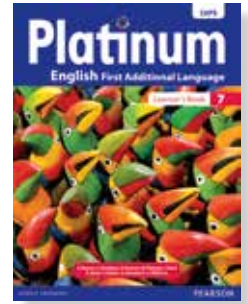


Teacher's Guides include a **FREE** Extension and Remediation Worksheet Book.

Platinum English First Additional Language



- Each chapter contains work for a complete two-week cycle, as set out in the CAPS teaching plans.
- The course includes a range of poetry, drama and story extracts, with notes and activities, to support the study of the prescribed literature.
- The Learner's Book features unique support resources, like the *Language toolbox*, which is an easy reference for common grammatical and spelling patterns.
- All the Formal Assessment Tasks for Grade 7 have been covered.
- The Teacher's Guide contains teaching and assessment guidelines for each activity in the Learner's Book, including answers for every activity.



Components

- Learner's Books
- Core Readers
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

Fun and engaging grammar activities

Reading — **How to play the game-reserve board game**
You will need: game board, dice, four playing pieces

How to play:

1. Four players each roll the dice. The person with the highest score begins.
2. Roll twice to roll the dice.
3. Move your piece forward the number of blocks shown on the dice.
4. If you land on a danger or advantage block, do what it says.
5. The person who lands on the Finish block first is the winner.

Drafting

1. Write a rough draft of all the steps for playing the game. Your instructions should be between 20 and 40 words long.
2. Read the instructions to a partner. Ask them to act out the instructions as you read each step. If your partner cannot follow the instructions, you need to make them clearer.

Revising, editing, proofreading and presenting

1. Read the instructions again yourself. Make changes.
2. Check for spelling and punctuation errors.
3. Write the final version of your instructions. Draw pictures if you can.

Literature

Activity 7 Read a poem
You are going to read a poem about the board game, chess.

Before reading

1. Read the information below about the game of chess.

The game of chess
The game of chess is like a war or battle between two armies. The "armies" are different colours to show which side the pieces are on. The two armies fight battles on a chessboard made of 64 black and white squares. Each army is 16 pieces. The leaders of an army are the king and queen, and there are also bishops, rooks, knights and pawns (soldiers). The pieces live up on opposite sides of the board. Players take turns to move pieces across the board. There is no dice. Each piece is only allowed to move in a certain way. The aim of the game is to take (capture) the king of the opposite army, and to make sure your own king is safe. Chess players must plan ahead and think of strategies before they move their pieces.

Chapter 6 103

Notes to support the understanding of texts

3. Tell a partner what you think you will find out in the report.

While reading
Try to work out the meaning of difficult words by looking at the words around them. Use the Glossary on page 207 to help you.

Bullying in schools

Research has found that bullying in schools occurs throughout Africa. More than 80% of South African learners who answered a questionnaire about bullying reported that they had been **bullied** at school – 63% reported being hurt physically.

Bullying can have serious consequences for both the victim and the bully. Victims can develop low **self-esteem** and can become depressed. In more serious cases of bullying, victims have committed suicide or have even murdered their bullies. Bullies often become involved in criminal activities later in life and they do not find it easy to form positive relationships with others.

Warning the victims and the bullies
Many victims do not tell their parents or teachers because they are scared the bully will hear and do something to hurt them. Other reasons for not telling are because they fear that the other learners will think that they are weak, or because they do not want their parents to worry. It is important that victims talk someone so that they can receive water-tight support. Bullies also need to receive **counselling** to find out why they are behaving this way, and to change their behaviour.

Types of bullying
Examples of types of bullying include:

- Physical: punching, pulling, strangling, hair-pulling, leaving and damage to property.
- Verbal: harmful name-calling, teasing, gossiping, racist and sexual remarks.
- Social: not allowing other learners to join the group or friends, or to play games.
- Emotional: Harassment to hurt people, taking stories, making people feel stupid or **humiliating** people, crowding, intimidating and giving pressure.
- Sexual: sexual talk, showing private parts of the body and sexual violence such as rape.

Types of bullying by Grade 7 learners according to sex

Source: Health, July 2007

206 Unit 4, Weeks 1 and 2



Platinum Home Language

- The Learner’s Book is divided into chapters that introduce learners to the key concepts that will be dealt with.
- A variety of texts, including folklore, short stories, poems and drama are included to illustrate different language usage and to extend learners’ reading experience.
- In addition, important text forms include annotated labels to help the learner differentiate between the different text forms, and value the construction of each form.
- Strong emphasis is placed on reading and writing development skills.
- Activities and revision exercises enable learners to consolidate their knowledge and test their language skills.
- These books are available in Afrikaans, isiNdebele, isiXhosa, Sepedi, Setswana, Siswati, Tshivenda and Xitsonga.

Components

- Learner’s Books
- Core Readers
- Teacher’s Guides, which include a **FREE** Extension and Remediation Worksheet Book

Language Toolbox for explanation of grammatical terms

Glossaries and Word lists aid learners’ understanding of new terms

Inkcazelo yolwimi

Imfano-zandi
Apha kaphela phindwa amagama ayoko ngenqondo. Umzekelo, uMphahle wahabahlala yonke imizila.

Imvavano-zandi
Imvavano-zandi kubizo imvavano-ogqo nemvavano-ogqo. Imvavano-ogqo kukhona kwezandi zokufunda imvavano-ogqo bezibiza ngokufunda imvavano-ogqo zokugqibela.

Ngomgqo-ogqo
Ngomgqo-ogqo ngomgqo-ogqo. Ungomgqo-ogqo ngomgqo-ogqo. Ngomgqo-ogqo ngomgqo-ogqo. Akhona, umvavano-ogqo. Umvavano-ogqo ngomgqo-ogqo.

Imvavano-ogqo
Kuba khona imvavano-ogqo ngomgqo-ogqo. Umvavano-ogqo ngomgqo-ogqo.

Imvavano-ogqo
Apha kubonakala imvavano-ogqo ngomgqo-ogqo. Umvavano-ogqo ngomgqo-ogqo.

Imvavano-ogqo
Apha kubonakala imvavano-ogqo ngomgqo-ogqo. Umvavano-ogqo ngomgqo-ogqo.

Imvavano-ogqo
Apha kubonakala imvavano-ogqo ngomgqo-ogqo. Umvavano-ogqo ngomgqo-ogqo.

Imvavano-ogqo
Apha kubonakala imvavano-ogqo ngomgqo-ogqo. Umvavano-ogqo ngomgqo-ogqo.

Inkcazelo-Magama

Imvavano-ogqo
Imvavano-ogqo ngomgqo-ogqo. Umvavano-ogqo ngomgqo-ogqo.

Imvavano-ogqo
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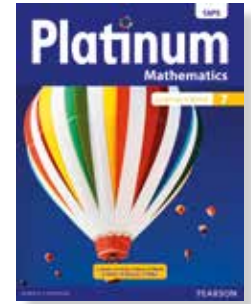
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Platinum Masikhanyise Grade 7 Learner’s Book

Platinum Mathematics

- Each term is divided into topics, covering the required content in each of the five Mathematics content areas.
- Regular revision exercises, set out in the form of tests, follow every topic in the Learner's Book to consolidate learning.
- Colourful photographs and illustrations enhance the text and assist learners who learn better visually.
- The *Did you know?* feature is used to convey the historical facts of some great mathematicians such as Pythagoras, Pascal and Plato.



Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

The *Useful resources* section makes learning and teaching simpler

Useful resources clarify ideas learned in the book

Useful resources

Mathematical symbols

| Word | Symbol | Meaning |
|------------|--------|----------|
| sum | + | add |
| difference | - | subtract |
| product | × | multiply |
| quotient | ÷ | divide |

Rules for rounding off

If the digit to the right of the place you are rounding off is less than 5, round down.
If the digit to the right of the place you are rounding off is 5 or more, round up.

Useful squares

| | | | |
|--------------------|---------------------|---------------------|-----------------------|
| 1 ² = 1 | 4 ² = 16 | 7 ² = 49 | 10 ² = 100 |
| 2 ² = 4 | 5 ² = 25 | 8 ² = 64 | 11 ² = 121 |
| 3 ² = 9 | 6 ² = 36 | 9 ² = 81 | 12 ² = 144 |

Principal units

kilo - thousand (Greek)
milli - thousandth (Latin)
centi - hundredth (Latin)
metre - measure (Latin)

| | | | |
|---------------------|---------------|--------------------|----------------|
| 1 km = 1 000 m | 1 m = 100 cm | 1 m = 0,001 km | 1 cm = 0,01 m |
| 1 km = 100 000 cm | 1 m = 1000 mm | 1 cm = 0,00001 km | 1 mm = 0,001 m |
| 1 km = 1 000 000 mm | 1 cm = 10 mm | 1 mm = 0,000001 km | 1 mm = 0,1 cm |

Capacity

| | | |
|-----------------------------|----|----------------|
| 1 litre = 1 000 millilitres | or | 1 l = 1 000 ml |
| 1 millilitre = 0,001 litre | or | 1 ml = 0,001 l |
| 1 kilolitre = 1 000 litres | or | 1 kL = 1 000 l |
| 1 litre = 0,001 kilolitre | or | 1 l = 0,001 kL |

Percentages

| Percentage | Fraction | Percentage | Fraction | Percentage | Fraction |
|------------|---------------|------------|---------------|------------|-----------------|
| 100% | 1 | 50% | $\frac{1}{2}$ | 25% | $\frac{1}{4}$ |
| 75% | $\frac{3}{4}$ | 20% | $\frac{1}{5}$ | 1% | $\frac{1}{100}$ |

Formulas

| To calculate | Use the formula | Where |
|---------------------|----------------------------|---|
| area of a rectangle | $A = ab$ | l = length, w = width (breadth) |
| area of a square | $A = s^2$ | l = length |
| area of a triangle | $A = \frac{1}{2}ab$ | b = base, h = height |
| volume of a cuboid | $V = abc$ | l = length, b = breadth, h = height |
| volume of a cone | $V = \frac{1}{3}\pi r^2 h$ | r = radius, h = height |

Hundred square

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Attractively coloured diagrams for visual understanding

Platinum Mathematics Grade 7 Learner's Book



Platinum Mathematics:
The only CAPS Maths course that has been approved for all grades!



Platinum Natural Sciences

- The curriculum is comprehensively covered, with additional support on how to teach each section of content with the class.
- The work for the year is planned across terms and weeks, matching the required CAPS sequence.
- *Skills focus* pages in the Learner's Book support the development of all critical science skills.
- Colourful illustrations and photographs enhance learners' understanding of the concepts and content.
- Practice tests have been provided for terms 1 to 3 as further revision for the end-of-year exam.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

Keyword boxes explain new terms in each unit

Skills focus features introduce and explain vital science skills

Full-colour artwork and photographs enhance learning

Clear activities facilitate learning

Unit 1 Classification of living organisms

Key words:

- classify** – arrange objects in groups based on similar characteristics
- taxonomy** – branch of science that is concerned with classification
- kingdoms** – highest category in taxonomic classification


Classification systems

We classify an object when we put it in a group with other objects that are similar in some way. This makes it easier for us to make sense of the world around us. We group objects together all the time. Clothes are grouped into skirts, pants and shirts. Kitchen utensils are grouped into cutlery, plates, bowls and pots. Grouping things in this manner allows us to keep similar things together in one place and makes it easier for us to find them when we need them.

A classification system is a set of criteria that we use to classify objects and name the groups that we put the objects in.

Activity 2: Group a selection of everyday objects

Look at the photograph below of everyday objects then complete the following steps:



- Classify the objects according to their function. Draw up a table with the following headings and list the objects in the correct columns. Some objects can go in more than one column.

| Objects that are used in sports | Objects that are used for selling and serving food | Objects that are worn |
|---------------------------------|--|-----------------------|
| | | |

- Classify the objects according to what they are made of. Copy and complete the classification diagram shown below by listing the objects under the correct branches.

```

graph TD
    A[Everyday objects] --> B[Fabric objects]
    A --> C[Plastic objects]
    A --> D[Non-metallic objects]
    A --> E[Metal objects]
  
```

18 Term 1

Skills focus: Draw line graphs

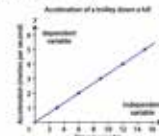
What is a graph?

A graph is a drawing that shows information in a way that makes it easier to understand. There are different types of graphs, for example, line graphs and bar graphs. A graph makes it easier to interpret the information and to see if there are any patterns in the information.

How to draw a line graph

- Draw a set of axes as shown in Figure 16.
- Label the x-axis as the **independent variable**.
- Label the y-axis as the **dependent variable**.
- Choose an appropriate scale for the x- and y-axes. Make sure that you number the axes and keep the intervals along them even.
- Plot each of the points on the grid by placing a small dot in the correct position.
- Use a ruler to join the dots to form a line.
- Give your graph a detailed heading.

Figure 16: How to draw a line graph



Activity 3: Practise drawing a line graph

Thembeke investigated the effects that different fertilisers have on a particular type of plant. Table 1 shows five days of plant growth after applying Makhulu Power fertiliser.

- Use the data in Table 1 to draw a line graph of plant growth using Makhulu Power fertiliser.

Table 1: The plant's growth after applying Makhulu Power fertiliser

| Days | Height of plant (cm) |
|------|----------------------|
| 1 | 0 |
| 2 | 4 |
| 3 | 8 |
| 4 | 12 |
| 5 | 16 |

19 Skills Focus: Draw line graphs

Platinum Natural Sciences Grade 7 Learner's Book

Skills focus activities help with practising new skills

Platinum Social Sciences



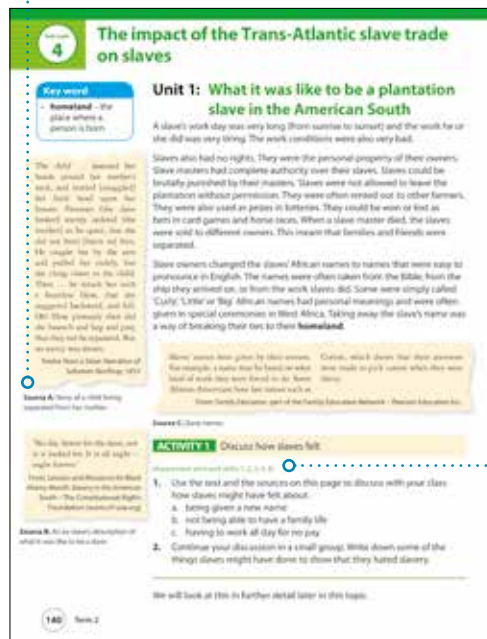
- Themes are carefully planned to cover the key Geography and History concepts.
- A variety of activities in each unit assist learners to consolidate the content covered.
- Language support, to help learners prepare for the exams, is built in throughout the course by providing clear definitions of new words in *Keyword* boxes and a comprehensive *Glossary*.
- The resources section in the Teacher's Guide refers to resources like maps, graphs and data teachers may need to complete lessons.
- Revision is supplied at the end of each topic in Geography and History to help learners consolidate and revise their skills and knowledge.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

Mark allocations are provided to fully prepare learners for tests and examinations in a way that is stress-free

Learners are introduced to source-based learning in History, which encourages critical thinking and prepares them for high school



The assessment aims and skills are supplied for every activity for Geography and History to ensure that the teacher and learner can measure progress accurately and meaningfully

Platinum Social Sciences Grade 7 Learner's Book



Platinum Primary School Atlas:
Suitable for Grades 4-7.
Available in Afrikaans.
 See page 52 for more information.





Platinum Technology

- Each chapter starts with an introduction, which serves as a revision exercise or as an indication of what will be covered in the chapter.
- *Keyword* boxes provide clear definitions of new words, giving the necessary language support for learners.
- The *Skills focus*, *Action research* and *Practical investigation* features, help learners to acquire new skills and also consolidate some that were learnt in earlier grades.
- All the formal and informal assessment activities, as required by the CAPS for Technology, are covered in the Learner's Book.
- The Teacher's Guide provides answers for all activities, and where relevant, the mark allocation is shown.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

Enabling tasks provide opportunities for practical application

Key word boxes explain new terms

Information is given in manageable chunks

Step-by-step instructions keep it simple

Enabling Task 4 Draw single vanishing point (VP) diagrams

You will need: 14 or 16 pencil, 30 cm ruler, medium-grade eraser.

Work on your own in your workbook or on a sheet of paper.

1. Draw a block with a single VP. Use the steps below as a guide.
 - (10)

Key words

- **single vanishing point perspective drawing** – a method of drawing objects realistically in which the objects become smaller along lines called vanishing lines. These lines converge at a single point as the distance on the objects seems to disappear into the distance.

Step-by-step instructions for drawing a block with a single VP are provided, including diagrams showing the construction of vanishing lines and the final drawing.

2 Types of structures

Key words

- **shell structure** – a hollow structure that usually contains or protects something for providing support from the outside.
- **frame structure** – a framework of parts joined together that provides support from the inside.
- **rigid** – the quality of being stiff or firm and difficult to bend.
- **modular** – the name given to one of the parts that are joined together in a frame structure.
- **solid structure** – a structure that is not hollow, and is usually made of a single piece of material with no joints.

Different types of structures

There are three main types of structures. These are shell structures, frame structures and solid structures.

Shell structures
Shell structures contain or protect things from the outside and are usually hollow inside. In a shell structure, the outside layer of the structure holds the whole object together. Examples of shell structures are the mug that contains your coffee, or the suitcase that contains your clothes. Examples of natural shell structures include eggshells, honeycombs and the shells of nuts.

Frame structures
Frame structures are structures that are made of rigid parts joined together to form a framework. These parts are called **modules**. There are lots of examples of frame structures. For example, a bridge is a frame structure that spans a gap, and a bicycle is a frame structure that supports a load such as the mass of a rider.

Whereas a shell structure holds the load on the inside, a frame structure supports the load on the outside.

Realistic examples of shell structures (mug, honeycomb, eggshells) and frame structures (bridge, bicycle) are shown with images.

Platinum Technology Grade 7 Learner's Book

Full-colour artwork aids learning and provides realistic examples

Platinum Creative Arts



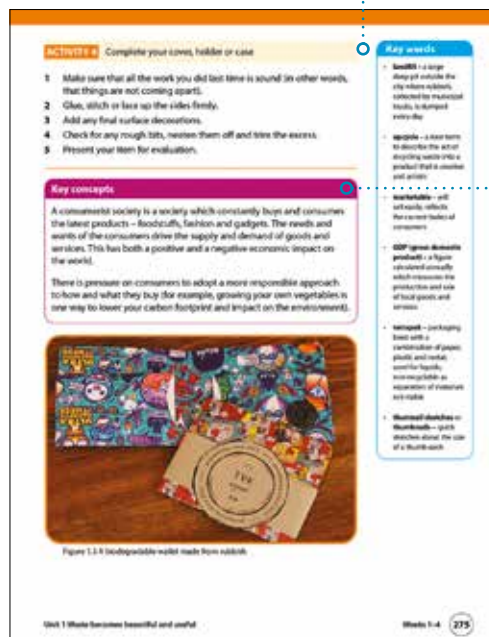
- All content stipulated in the CAPS programme for Dance, Drama, Visual Art and Music has been covered in this Creative Arts course.
- A key focus is on developing art form vocabulary through repeated use of keywords and key concepts during the practical activities.
- *Key concept* boxes in the Learner's Book give the learner a quick overview of the important concepts dealt with, and these are ideal for revision.
- Art form-specific resources, like the *Exercise bank* (Dance), *Music scores* and photocopiable music literacy worksheets, are provided in the Teacher's Guide.
- A separate *Programme of Assessment* section, including rubrics, marking schedules, tests, exams and memos, provides much-needed teacher support for this subject.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

Clear instructions using children, will help learners to see that the content is applicable beyond the page

Keywords ensure that there is no language barrier to learning; important terminology is explained in context



Key concept boxes delve deeper into important and relevant concepts by carefully explaining these concepts and encouraging critical thinking



Spot On is spot on!

- **Spot On** Senior Phase has been developed by teachers, for teachers
- **Spot On** improves results and makes learning enjoyable
- **Spot On** makes teaching a pleasure and is easy to use



The **Spot On** series is also available as **Kollig Op** in Afrikaans.

Spot On English First Additional Language Kollig Op Afrikaans Eerste Addisionele Taal

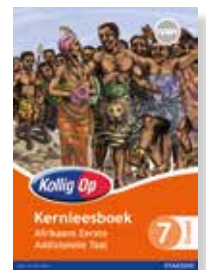


- The Learner's Book provides a clear and predictable structure, presenting information in simple, straightforward language for complete understanding.
- The use of tabs makes it easy to navigate through the terms and weeks of the school year.
- The Learner's Book offers many activities to test knowledge and apply skills required in English First Additional Language.
- Fun and colourful illustrations are provided to enhance learner understanding and stimulate interest.
- Features such as *Keyword* boxes, *Notes*, *Fun facts* and *Tips* provide additional information and encourage learner participation.



Components

- Learner's Books
- Core Readers
- Teacher's Guides, which include 16 **FREE** full-colour posters per grade



Note boxes provide additional information

Language instruction is easy to understand

Unit 5 Sentence structures

You know that a simple sentence consists of a subject and a predicate. The predicate consists of a finite verb, and other phrases.

Example:

Moon sent a message.

finite verb direct object

subject predicate

You can make a simple sentence longer by adding more phrases. As long as the sentence has one finite verb, it is still a simple sentence.

Example:

Moon sent an important message to all people long ago.

finite verb direct object indirect object adverbial phrase

subject predicate

A phrase is a group of words. It does NOT contain a finite verb.

- An **adverbial phrase** is a group of words telling you how, when or where something happens. It does not contain a finite verb.
- An **adjectival phrase** is a group of words telling you more about a noun. It does not contain a finite verb.
- Some phrases contain verbs that are not finite.

Activity 5.1 Spotting the structure of simple statements

Copy sentences 1 and 2 below into your exercise book.

- Indicate the **subject**, the **finite verb**, the **direct object** and the **adverbial phrase** in each sentence.
- Write each sentence in the present tense.

1. Mail with wings. (from parashutist) Start by hitting him on the nose.

2. With this story the Nama people explained the origin of death.

Writing and presenting

7. Check the plural forms of the words below:

person – people man – many woman – women child – children

8. Check the order of your words in a sentence:

- NEVER END. The boy who has a new phone left in rush. (WRONG)
- ALWAYS END. The boy who has a new phone, is rich. (CORRECT)
- NEVER start a sentence with *because*, *and* or *but*. Even though the folk tale "The Message" contains sentences that start with these conjunctions, you should not do it when you write an essay.
- Remember this: a preposition is a *help word* to end a sentence with. *Remember* isn't a preposition. It is a *help word* with which to end a sentence.

9. The sentences in a paragraph should flow logically. Review Module 1 if you have forgotten how to do this.

10. Link your paragraphs in a logical order.

- Allow each paragraph to be about another aspect of your topic. One paragraph could describe what you see, another could describe what you hear, and so on.
- Use words such as *first*, *second*, *then*. These connectors indicate a logical order.

Formal Assessment Task

Writing

Planning, drafting and writing a descriptive essay

- Choose ONE of the topics below for your descriptive essay.
 - My sister/brother/friend as she/he speaks on her/his cell phone
 - My day without ANY contact with ANYONE!
 - These terrible news
 - How cell phones changed our lives
- Plan your essay.
- Draft your essay.
- Edit your essay.
- Write your final draft. Proofread your essay one final time before you present it to your teacher. Remember to include your planning!

Total: 20

All the formal assessment tasks for the year are included

Spot On English First Additional Language Grade 7 Learner's Book



Spot On Mathematics



- *Spot On Mathematics* provides all the activities and examples learners need to complete the programme of assessment for Grade 7.
- Revision questions at the end of every module can be used for regular informal assessment purposes.
- Features like *Notes* boxes provide additional information and encourage learner participation.
- Sixteen full-colour A3 posters will get learners thinking, talking and learning.
- The Teacher's Guide provides additional information on teaching the content and managing the activity for every unit.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters per grade

Clearly labelled diagrams

Activities that are designed to make learning relevant and meaningful

Carefully selected worked examples

Unit 1 Interpreting graphs: trends and features

A graph is a grid on which information or data is represented. All graphs have certain features.

- The scale on the *y*-axis goes up in multiples of 5 from 0 – 30. No temperature on this graph is greater than 30°C.
- The scale on the *x*-axis is the months of the year from January – December.
- The points give the average temperature for each month. In January the average temperature was 30°C.

There are a number of different types of line graphs.

Linear graphs
The graph is a straight line.

Non-linear graphs
The graph is not a straight line.

Increasing line graphs
As the values on the *x*-axis increase, so do the values on the *y*-axis.

Decreasing line graphs
As the values on the *x*-axis increase, the values on the *y*-axis decrease.

Constant line graph
The graph forms either a vertical or a horizontal line. A vertical line means that the *y*-value remains constant, no matter how the *x*-value changes.

Coordinates
All of these graphs are drawn on a plane or two-dimensional surface. A plane can be divided into vertical and horizontal lines. This makes it easy to plot positions. We use an ordered pair to plot a position. An ordered pair is made up of an *x*-coordinate and a *y*-coordinate (1; 3).

Notes
This can show two different sets of data on the same set of axes. This can be useful for making comparisons. A key on the side shows which line refers to each data set.

Example 1
This line graph shows the height of a seedling as it grows over time.

What trend is evident on this graph?
What type of graph is this?

Solution:

The trend is for the seedling to grow at a rate of 3 cm per week.
This is an increasing linear graph.

Example 2
What are the coordinates of A and B?

Solution:
The coordinates of A are (2; 2).
The coordinates of B are (3; 5).

Activity 1A.1 Interpreting graphs: trends and features

1. The following graph shows the relationship between time and distance travelled by the Govevender family as they travelled by car from Johannesburg to Durban.

What type of graph is this?
Name the *x*-axis.
How long did it take the Govevender family to travel (i) 100 km (ii) 300 km?
How far did they travel in (i) 2 hours (ii) 4 hours?

2. The graph shows the results of a survey to find out which tuckshop foods girls bought and which boys bought.

What does the *x*-axis show?
What does the *y*-axis show?
Which food is most popular with the boys?
Who eats more food from the tuckshop, girls or boys?

Spot On Mathematics Grade 7 Learner's Book

Spot On Natural Sciences Spot On Technology



- The Learner's Book provides a clear and predictable structure, presenting information in simple, straightforward language for complete understanding.
- It offers many activities to test knowledge and apply skills as required.
- Annotated illustrations are provided to enhance learner understanding and colourful artwork stimulates interest.
- Features such as *Keyword* boxes define unfamiliar words, while *Notes*, *Fun facts* and *Tips* provide additional information and encourage learner participation.

Components

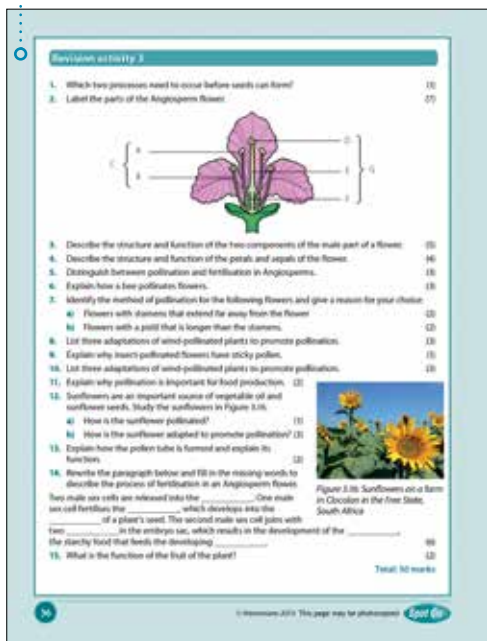
- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters per grade



Each module ends with a revision activity to consolidate learning

CAPS-aligned activities facilitate learning

Tips boxes help learners to better understand what they are learning



Spot on Natural Sciences Grade 7 Learner's Book

Natural Sciences in South Africa fact boxes take the content beyond the classroom

Spot On Economic and Management Sciences

Spot On Social Sciences



- The Learner's Book provides a clear and predictable structure, presenting information in simple, straightforward language for complete understanding.
- Clear, large diagrams and photos support the text and aid learner retention of information and concepts.
- Extra information is provided throughout the course in the form of *Notes, Exam tips, Tips, Keywords* and *Fun facts*.
- A variety of activities provide learners with ample opportunity to test their knowledge and apply the skills required.
- The *Spot On Teacher's Guide* comes with photocopiable planning material, formal assessments tasks, revision tests and exams, and additional resources.
- *Spot on Social Sciences* is available in Afrikaans as *Kollig Op*.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters per grade

Relevant and challenging activities ensure that learners understand the content, and can apply it to everyday life

Keywords at the bottom of the page explain new and important words

Clear and concise content, which is fully CAPS-aligned, covers what learners need to know

Examples are used throughout so that learners are able to relate economic concepts to their everyday lives

Unit 3 Budgets, savings and banking

This unit introduces the learners to the personal finance concepts of budgets, savings and banking. They will be dealt with in a greater detail in the modules that follow.

Budgets

A budget is a written plan that shows anticipated income (what is expected) and estimated expenses (what is assumed) for a specific period.

Families prepare a monthly budget for their income and expenditures. When you have a plan for how your money and resources will be allocated, you can ensure that you do not spend more than you earn. Essential expenses, such as rent, food and electricity, should be paid first. These some money can be put aside to save for major expenses, such as furniture or a car.

Governments budget for their tax income (revenue) and expenditure in the national budget. Businesses use budgets to plan and control their operations and activities. A budget shows how resources are expected to be acquired and used during a specified period. Budgeting is an essential part of managing a business because the budget information is used throughout the management process.

The process of preparing a budget is called budgeting. Managers prepare forecasts, which are estimates of money coming in (receipts) and money going out (payments). The forecasts must be as accurate as possible and the transaction patterns of previous years must be taken into account. Budgets should be checked and updated regularly, to enable managers to control receipts and payments.

Activity 3.1 How do people use budgets?

1. Look at the photos of different people. They all use budgets.



2. How do you think they each use their budgets?

Keyword

budget an agreement, communication or arrangement (arranged) between a buyer and a seller to exchange an asset for payment

Savings

Saving is a method of providing money for future use by putting some aside. Cash savings can be kept in your wallet, a safe or a savings box. This method of saving money is usually short term and no interest or return is earned on the amount of money saved. However, savings in a bank account can be put to work to earn interest. When money is put to work to earn more money it has been invested.

Keywords

savings income less consumption

invest people invest savings so that they can earn more money in the form of interest

interest a charge made for a loan or credit facility on a payment made by a bank or other financial institution for the use of money deposited in an account

unemployment not having a job to go to that earns you a regular income

Spot On Life Orientation

Spot On Creative Arts



- The Learner's Book provides a clear and predictable structure, presenting information in simple, straightforward language for complete understanding.
- It offers many activities to test knowledge and apply skills as required.
- Annotated illustrations are provided to enhance learner understanding and colourful artwork stimulates interest.
- Features such as *Keyword* boxes define unfamiliar words and *Notes*, *Fun facts* and *Tips* provide additional information and encourage learner participation.
- *Spot On* Life Orientation is available in Afrikaans as *Kollig Op*.

Components

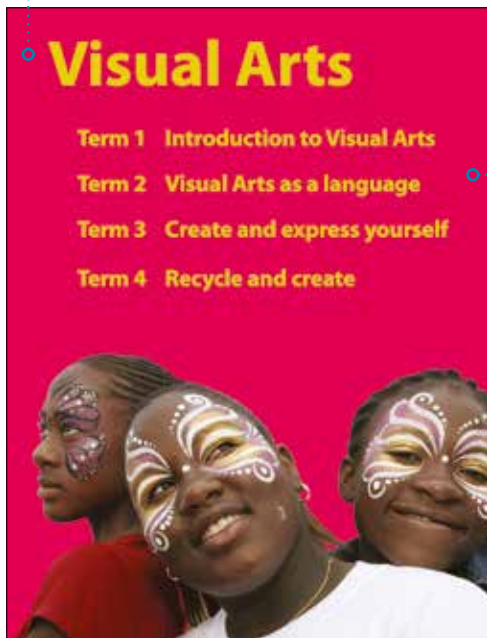
- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters per grade



Topics to be covered per term are clearly outlined for each section

Clearly divided, differently coloured sections for Dance (purple), Drama (blue), Music (green) and Visual Arts (pink)

Keywords boxes ensure that learners understand the content



Career focus boxes emphasise the vast career opportunities within the creative arts field

Spot On Creative Arts Grade 7 Learner's Book

TODAY

Trust *TODAY* to be up-to-date and fresh for the classroom

Opportunities for revision, exam practice and assessment throughout

Develops language skills alongside subject knowledge

All content is fully CAPS-compliant

Your easy-to-use complete classroom solution!

TODAY, for successful teaching tomorrow.



Teacher's Guides include a **FREE** photocopiable worksheet book

English *TODAY*

- The Learner's Book is easy to use, as content is presented in a step-by-step format, using clear and simple language to enhance conceptual understanding of English First Additional Language.
- Activities allow learners to test their skills and use their existing knowledge, challenging them to think critically about their learning within a localised and global framework.
- The Learner's Book provides additional learner support through *Skill support boxes*, *Vocabulary lists* and annotated models for writing.
- Informational and literature texts from both South Africa and abroad will encourage learners to read and think.
- Grammar and language skills are taught in context to enable learners to develop a meaningful understanding of English studies.
- The Teacher's Guide features a comprehensive literature teaching notes section that focuses on the five most frequently studied literature genres in this phase.



Components

- Learner's Books
- Core Readers
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

Sample texts model good writing

History Chapter 8

Biography of Lilian Ngoyi: A local hero

1. Lilian Ngoyi was born in Pretoria in 1914. She was one of six children in a poor family.

2. Lilian had to leave school in Grade 8 to work to support her family. She got a job as a waitress near a hospital in Johannesburg. She met her husband there. Mr Ngoyi died less than five years later. To support her daughter, she got a job sewing clothes.

3. Lilian became a member of the African National Congress (ANC) in 1949 and within a year she was elected president of the ANC Women's League. When the South African government decided that all Black adults must carry passes, she led a **great** march to the Union Buildings in Pretoria. Twenty thousand women of all races gathered together on 9 August 1956 to give a petition to Prime Minister Strijdom. Lilian sign the one who knocked on his door to hand over the petition.

4. Lilian spent her life fighting against Apartheid and for a better future for the children of South Africa. She was arrested in 1956 and charged with treason with 153 other people, one of whom was Nelson Mandela. The South African government banned her for a total of 18 years. She had to live in a strange place and was not allowed to see her political friends, attend meetings, or make speeches. In the mid-1960s, she was jailed and spent 74 days in solitary confinement.

5. The fight for democracy affected her health and she died at the age of 68. After she died, she was awarded the International Medal, the highest ANC award for leadership and heroism. Her grave at Soweto's Herero Cemetery alongside those of other struggle heroes such as Hector Pieterse, Helen Joseph, and Joe Slovo, is a National Heritage Site.

Picture 

Caption Lilian Ngoyi led the greatest march on 9 August 1956.

Outlining **adjectives**

Text **Text**

Important fact

First sentence

Vocabulary

elect to be chosen by people who vote
petition an organised demonstration to show that people dislike a government's law
pledge a request that many people sign
trason the crime of working against the government

solitary confinement to be locked up in a prison cell on your own away from other prisoners
National Heritage Site a place that is very important to the history of South Africa

Term 2, weeks 7 and 8 **75**

Language instruction is easy to understand

Foundation Chapter 8

Unit 2 Language structures and conventions

Present progressive tense

We use the present progressive tense to talk about things that are happening now. For example: I am studying my friend's book.

Look at how we form the present progressive tense: am + V-ing. This is the rule: "to be" + V-ing. Read the box on page 83 to remind you about spelling rules when you add -ing.

Learn this rhyme to help you remember the present tense of to be:

I Am Glad

I am glad that
You are glad that
He is visiting me.
We are glad that
You are glad that
They are staying at home!

Activity 2 Use the present progressive tense

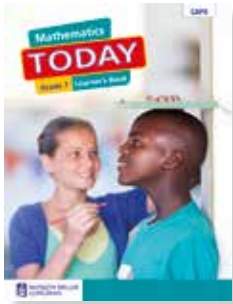
Rewrite the instructions to the actors in full sentences, using the present progressive tense.

- Mingqi reaches the road side.
- Mingqi checks the oil.
- Fremman starts from the right.
- Cheng checks the engine.
- Mikasa fills on the contacts.
- Mingqi tries to drive a ball straight.
- The basketball players work on the side.
- Henry's son plays soccer.

Skill support: How to spell in the present progressive tense

When you form the -ing word from a verb, remember this spelling rule: If the verb ends in **ie**, change it to **y** before you add -ing. For example: lie - lying, die - dying.

Term 2, weeks 7 and 8 **111**



Mathematics TODAY



- The Learner's Book is easy to use, as content is presented in a step-by-step format, using clear and simple language to enhance conceptual understanding.
- This course presents ample opportunity for learners to test their knowledge and apply their skills in the topic revision tests and assessment features.
- The Learner's Book regularly uses visual representations of mathematical concepts, including equations as balances, flow diagrams and function machines, to consolidate the understanding of key Maths concepts.
- The Teacher's Guide includes remedial support, extension, review suggestions and exercises at the end of each topic.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

Introductions explain what the section will cover and provides learners with insight on how the skills covered can be applied

Exercises are challenging and encourage creative thinking

Worked examples have been provided throughout, to ensure learners understand concepts and can revise independently

Unit 4 Interpret, analyse and report data

Interpret data

In everyday life people read and interpret data in books or in the media (newspapers, magazines and television). The data is represented in the form of words, pictures, numbers, percentages, tables or graphs. Information on various topics is given, for example, temperatures, population, transport, accidents, volumes, lengths, deaths, births, greenhouse gases, diabetes, sizes of clothes and shoes, tourism and sport.

Once you have organised the data into a histogram, bar graph or pie chart, you have to analyse and interpret the information. The assumptions and conclusions you make will depend on how the data is presented.

Worked example

Compare this table, bar graph and pie chart. They show the same data in different ways.

| Males and females in South Africa, 2011 | | |
|---|------------|------------|
| Male | Female | Total |
| 24 511 036 | 24 671 723 | 50 588 757 |

Source: Adapted from <http://www.statsofza.gov.za/pub/collections/PI0101010101.pdf>

Males and females in South Africa

1. What is shown in the various representations?
2. How is the data represented? By what?
3. What data is hidden?
4. Which representation works the best for the given data?

Answers

1. The relationship or comparison between the number of females and males in South Africa.
2. A table in columns. The data is summarised. A pie chart which has two sectors, one of which is slightly smaller than half the circle and the other slightly larger than half the circle. The larger sector represents the females and the smaller sector the males. You can easily see the proportion of the males to females. A bar graph with two separate bars of different heights. The bars show the frequency of each category. The longer bar represents the females and the shorter bar the males.
3. The number of children compared to adults.
4. The bar graph, since it is clearly visible that the number of females is just above 25 000 000 and the males just below 25 000 000.

Exercise 23.13

1. This map shows us the size and location of each of South Africa's provinces. Study both the map and the table carefully and then answer the questions.

| Population by province 2011 | | |
|-----------------------------|------------|------------|
| Province | Population | % of total |
| Eastern Cape | 4 679 258 | 9.29% |
| Free State | 2 719 044 | 5.39% |
| Gauteng | 11 428 203 | 22.80% |
| KwaZulu-Natal | 10 819 130 | 21.59% |
| Limpopo | 3 104 437 | 6.14% |
| Mpumalanga | 3 617 189 | 7.17% |
| Northern Cape | 1 039 741 | 2.07% |
| North West | 2 252 092 | 4.45% |
| Western Cape | 2 287 863 | 4.52% |
| TOTAL | 50 588 757 | 100% |

- 1.1 How many provinces does South Africa have?
- 1.2 Look at the map and write down the name of the largest province.
- 1.3 Which province has the smallest area?
- 1.4 Complete this sentence in your own words: The table tells us about ...
- 1.5 What is the total population for the largest province and for the smallest province respectively?

Social Sciences TODAY



- This course has been developed and tested in classrooms to deliver all the support required for successful teaching and learning.
- The Learner's Book contains a number of activities to enable learners to apply their knowledge, test their skills and challenge themselves.
- Detailed and colourful illustrations and photographs help learners understand concepts and stimulate their interest.
- Learners receive ample support through features like summaries, *Keyword* boxes and *Geofacts* provided in each topic.
- A suggested teaching plan for covering content in Social Sciences in Grade 7 matches the term-by-term approach outlined in the CAPS document.



Components

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

All Formal Assessment Tasks have been supplied in either the Learner's Book or Teacher's Guide

Instructions for activities and Formal Assessment Tasks are detailed and specific, ensuring that learners always know what is expected of them

Formal Assessment Task: Research project or time line

Set out below are two plans for a task that explores ideas about population. Your teacher may give you other tasks to do. Before you start, make sure you know:

- whether it is a written or oral task
- the minimum and maximum length that you need to consider
- which items must be included in your task
- which optional extras you may include
- how your assessment task will be marked
- when the work is due

Choose one task to complete: either research project (A) or time line (B).

A. A research project
Total marks: 40 Time: 3 weeks

Instructions
Carry out an enquiry to find out what people in your school or community think about a population topic. Before you start, decide on the following:

1. What question do you want to investigate? Here are some examples:
 - Which factors should parents take into account when they decide how many children to have?
 - Which factors make it unlikely that the Earth could sustain yet another doubling of its population?
 - Should a one-child policy be imposed on every family on Earth?
2. Whose views do you intend to research? You can choose from your friends, classmates, family, teachers, neighbours, younger people and older people. How can you get a balanced sample of opinions?
3. What questions will you ask? Design a questionnaire that each person either fills in or which you can use when you interview people. Here are some examples of the ways you can write your questionnaire:
 - a) **Choosing an answer:**
 - Do you think that parents should be free to choose how many children they will have? Yes/No
 - How many children do you think it is best to have? (1) None; (2) 1; (3) 2; (4) 3; (5) more than 4
 - b) **Rating statements:** Invite people to give their views. For example:

| Statement | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| The government should control population growth. | | | | | |
| The government should punish people who have more than two children. | | | | | |

Link 4 Topic 7: Colonisation of the Cape 17th-19th centuries

Activity 4 Analyse a pie chart
Look at the pie chart in Figure 7.8 and answer the questions that follow.

Figure 7.8 Pie chart showing where slaves came from

1. State whether the following sentences are True or false. If false, rewrite the sentence so that it is true.
 - a) More than half of the slaves came from the African continent.
 - b) India and the Indonesian islands each 'contribute' a similar number of slaves.
 - c) The majority of the slaves came from Africa and the Americas.
 - d) No slaves were provided by other countries.
 - e) Slaves were taken from Europe to Africa.
2. Present the information in the pie chart as a table.

Economic and Management Sciences *TODAY*



- The Learner's Book is suitable for all learning styles and abilities, with content presented in a step-by-step format.
- Summaries at the end of each unit consolidate the content covered.
- Revision activities at the end of each topic help learners strengthen their knowledge and prepare for exams.
- The Learner's Book provides additional support through *Keywords* boxes, worked examples and annotated diagrams.
- An Annual Teaching Plan, included in the Teacher's Guide, suggests a route through the curriculum content that matches the term-by-term approach outlined in the CAPS document.

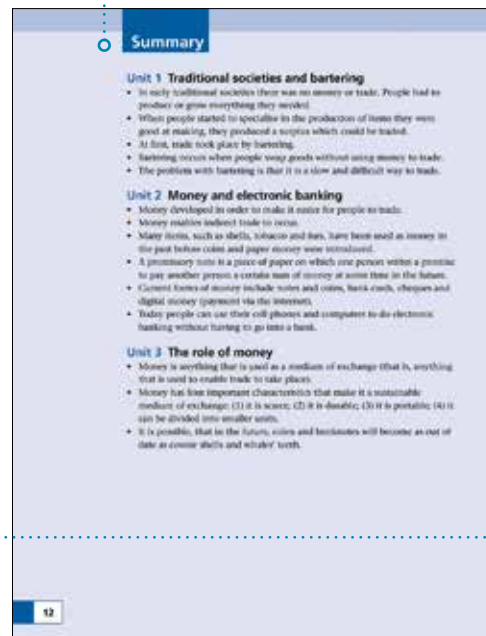
Components

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

Each topic ends with a summary (which is an important study skill for learners) to help learners revise what they have learnt

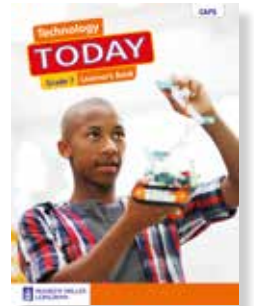
Case studies are modern and relevant to South African learners

Keywords highlight and explain important words to ensure that learners understand the content



Technology *TODAY*

- Learners have ample opportunity to develop and apply specific design skills to solve problems.
- The detailed and colourful illustrations and photographs in the Learner's Book help learners understand concepts and stimulate their interest.
- The book includes many real-life contexts and problems where technology can be seen as part of daily activities.
- Summary and revision sections at the end of each chapter encourage learners to consolidate their knowledge and assess their progress.
- A year-end examination and memorandum are provided in the Teacher's Guide.



Components

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

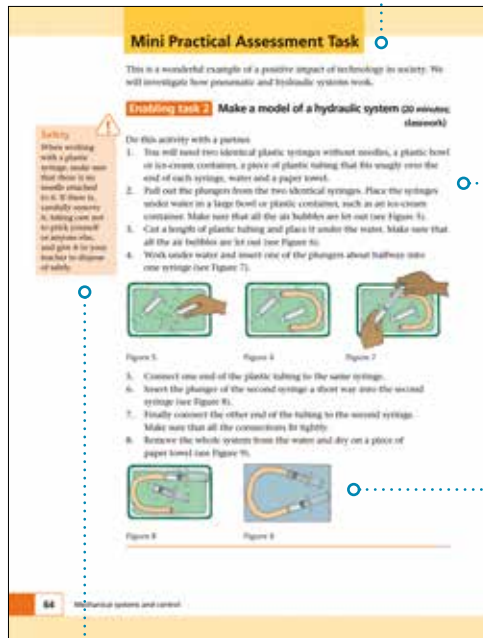
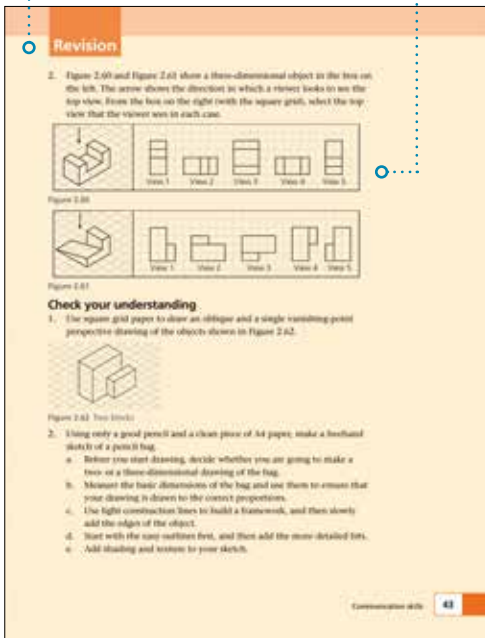
Each chapter ends with a *Revision* activity to consolidate learning

Clear line drawings illustrate technology concepts

CAPS-aligned formal assessment tasks

Practical tasks engage learners

Step-by-step instructions supported by full-colour artwork



Technology *TODAY* Grade 7 Learner's Book

Safety features teach learners to work safely



Life Orientation *TODAY*

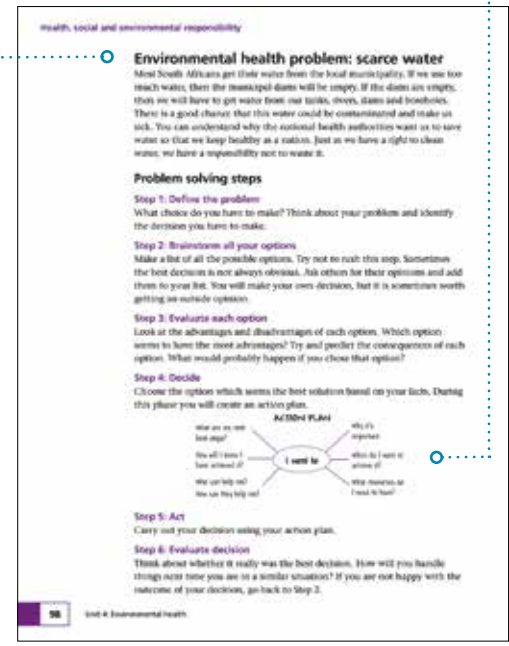
- The Learner's Book is suitable for all learning styles and abilities, with content presented in a step-by-step format.
- Each term covers the required content and skills of each of the five Life Orientation topics, as specified in the CAPS Programme of Learning.
- The book provides a number of activities to enable learners to apply their knowledge, test their skills and challenge themselves.
- Support for remedial and extension work on each topic is provided in the Teacher's Guide.

Key concepts are highlighted at the beginning of each topic for easy navigation through the book and content

Examples and case studies encourage social transformation and responsibility toward the community

Concepts are well-explained using steps and diagrams throughout, making the content easily accessible for all learners

The use of full-colour photographs and artwork brings the subject of Life Orientation to life!



Life Orientation *TODAY* Grade 7 Learner's Book



Creative Arts *TODAY*

- The course includes all four disciplines, allowing schools to select the two most relevant to their learners.
- Each term covers the required content and skills of the topics of all four disciplines.

Components for Life Orientation and Creative Arts

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopyable worksheets

“

I found *Today* to be user-friendly, covering a wide range of topics which are CAPS aligned. Every concept is explained in depth, in a very simple and usable way to understand. The structure and approach used in the Learner's Book provide the learner with relevant and practical learning experiences, offering them opportunities to discover and explore. My learners are performing very well since I have started to use this series.

”

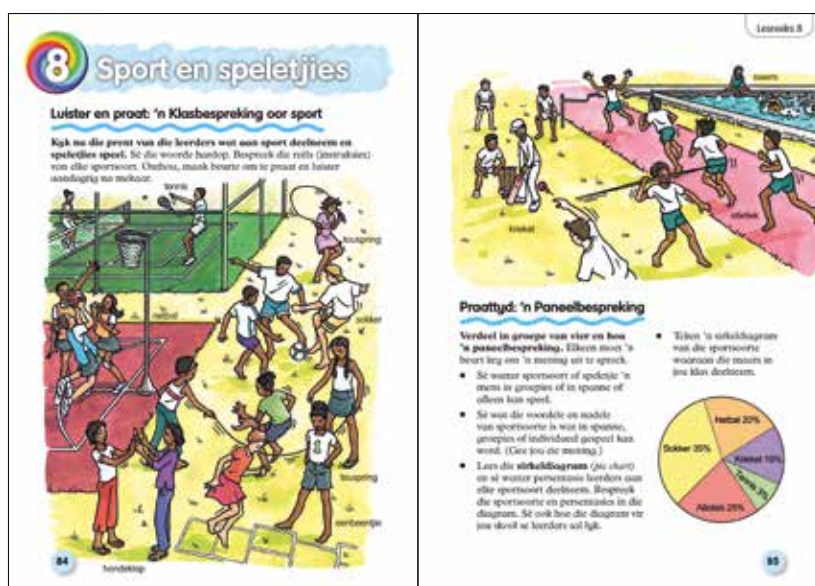
MJ Mochoari, teacher,
Rutanang Intermediate School,
Free State



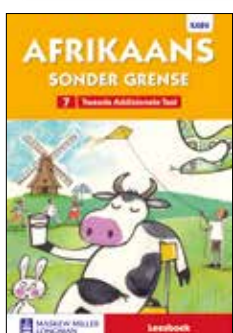
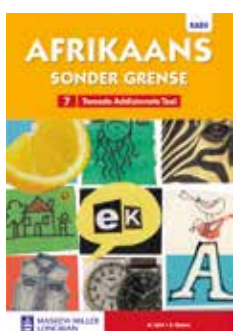


Afrikaans sonder grense – Eerste Addisionele Taal

- Die kursus neem leerders kwartaal vir kwartaal deur die kurrikuluminhoud.
- Die lestemas is rondom 'n verskeidenheid interessante leestekste opgebou om die verskeidenheid van Afrikaanse taalgebruik te illustreer.
- Sterk klem word op Luister en Praat, Leesvaardighede en Skryfontwikkeling geplaas.
- Die Leerderboek sluit af met 'n taalafdeling wat taalreëls, voorbeelde en oefeninge vir vaslegging, asook 'n voorbeeldvraestel, bevat.



Afrikaans sonder grense Graad 7 Leerderboek



Afrikaans sonder grense – Tweede Addisionele Taal

- Dié gebruikersvriendelike reeks bied onderwysers en leerders prikkelende, leerdergerigte stof wat deurgaans vaardighede oefen.
- Om gebruik in die klaskamer te vergemaklik, is lesreëse gestruktureer om elke taalvaardigheid volgens die tydstoekenning per tweeweekse siklus in die KABV te onderrig.
- Take vir formele assessering, asook voorbeeld-eksamenvraestelle, word ingesluit.

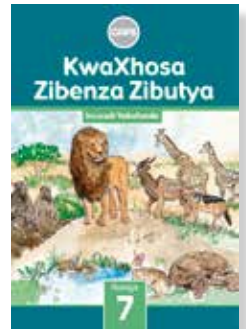
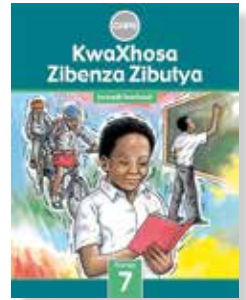
Komponente

- Leerderboeke
- Leesboeke met 'n verskeidenheid tekste
- Onderwysersgids

KwaXhosa Zibenza Zibutya – isiXhosa Home Language



- Khetha... Incwadi yolwimi egxininisa kakhulu kwigrama.
- Khetha... Incwadi yolwimi egxininisa ekwakhiweni kwezakhono zolwimi.
- Khetha... Incwadi yolwimi egxininisa nasekulungiseleleni uviwo.
- Khetha... Incwadi yolwimi enezicatshulwa zokufundwayo ezongezelelweyo.
- Khetha uKwaXhosa Zibenza Zibutya, enkqenkqeza phambili yabo bonke otitshala.



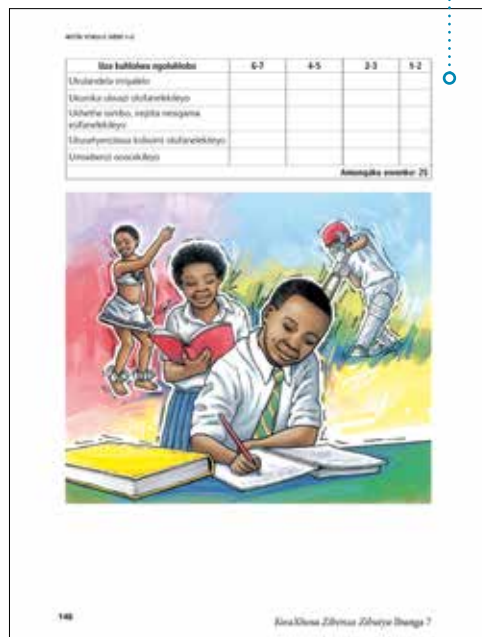
Components

- Learner's Books
- Core Readers
- Teacher's Guides

Clearly linked to the reader



Detailed assessment tools

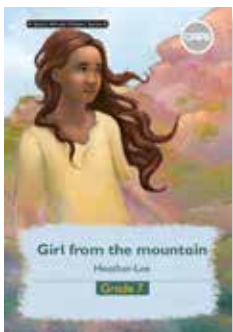
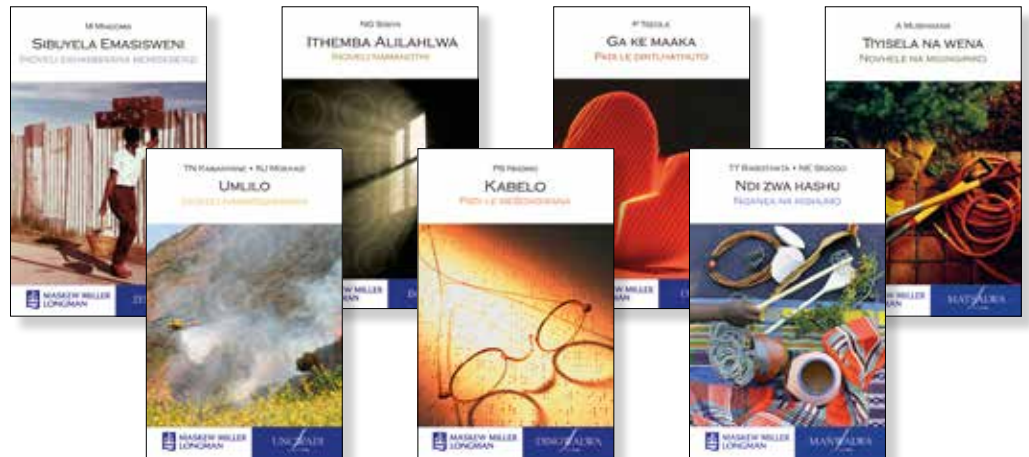


KwaXhosa Zibenza Zibutya Grade 7 Learner's Book



Maskew Miller Longman Novels

- The novels are quality, CAPS-approved literature.
- Stimulating activities consolidate learners' understanding and develop their ability.
- Useful glossaries of difficult vocabulary and literary terms give learners the tools to answer exam questions more effectively.
- Titles are available in Afrikaans, isiNdebele, isiXhosa, isiZulu, Sepedi, Setswana, Tshivenda and Xitsonga Home Language.



Senior African Writers Series

- The books are CAPS-approved novels.
- They are beautifully written stories that will get learners reading about various themes, characters and cultures in Africa and South Africa.
- Titles are available in Afrikaans Eerste Addisionele Taal, Afrikaans, English, isiXhosa and isiZulu Home Languages.



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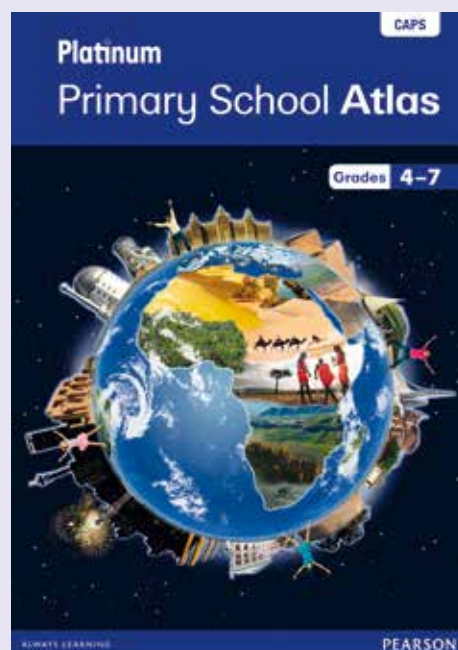
Primary School Atlas

Bringing Social Sciences to life in the classroom!

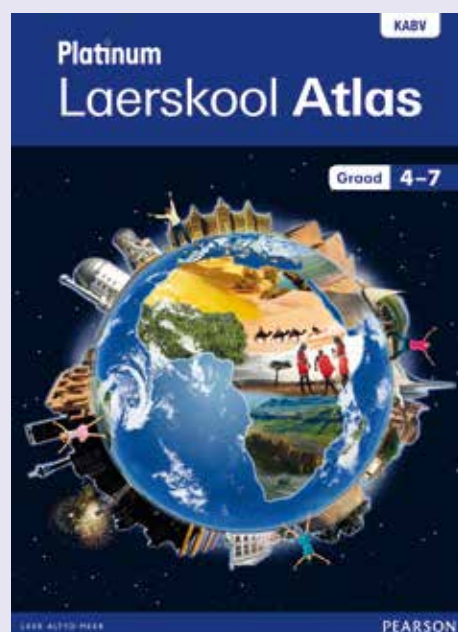
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The Platinum Primary School Atlas offers complete curriculum coverage for Social Sciences Grades 4 to 7.

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- Clear guidance and explanations of key atlas features make the atlas easy to use.
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- History maps and heritage timelines allow for seamless integration of maps in History lessons.



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ISBN: 9780636173323 (Afrikaans)

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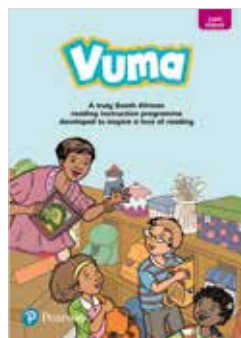
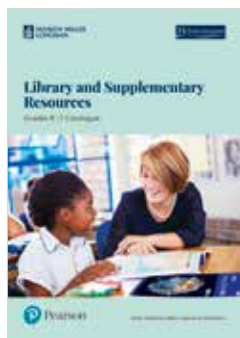
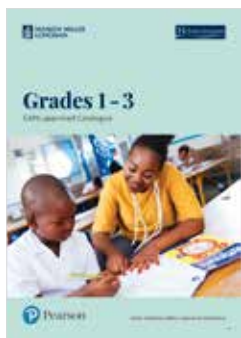
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