

Verney College
Afrikaans EAT
Werkkaart 7, Gr. 7

Begrip

Lees die volgende leesstuk versigtig deur en beantwoord die vrae wat volg.

Jagluiperd

Die jagluiperd is die vinnigste dier oor kort afstande en kan tot 55 km per uur hardloop wanneer dit prooi jaag. Dit is 'n katsoort wat 'n slanke lyf, lang bene, duidelike afgeronde kop met klein geronde ore het wat wyd van mekaar sit. Die afstand van sy snoet tot sy stert is 2 meter, hy weeg ongeveer 40-60 kg en staan ongeveer 80 cm hoog. Hy het 'n hol rug en sy agterlyf is laer as sy voorlyf. Sy kenmerk is 'n gevlekte pels en 'n stert wat helfte so lank soos sy kop en stert is.

Jagluiperds eet veral medium tot klein bakkies soos die steenbok, duiker en springbok. Mannetjies werk soms saam om groter prooi soos wildebeeste te jag. Hulle vang ook graag bobbejane, voëls wat op die grond nes bou, poue, hase en ystervarke.

Jagluiperdwelpies word na 'n dragtigheidsperiode van drie maande gebore. Daar kan twee tot ses welpies in die werpsel wees. Welpies bly sowat twee jaar lank by hulle ma, maar baie word nie volwasse nie omdat hulle die prooi van ander roofdiere word.

Jagluiperds woon in familiegroepes van twee tot ses en daar is soms alleenlopers ook onder hulle. Hulle is dagdiere wat op hulle aktiefste tydens sonsopkoms en sonsondergang is. Hulle rus bedags op hoogliggende plekke. Die geluid wat hulle maak klink soos 'n voëltjirp. Hulle maak ook soms katgeluide, maar hulle brul nooit soos 'n leeu nie.

Hulle verkies oop vlaktes en grasvlaktes. Hulle word in die Kalahari en in afgeleë gebiede van Limpopo en Mpumalanga aangetref. Hulle word ook in Kwazulu-Natal aangetref.

Verwerk uit **Wikipedia**

Vrae

1) Hoe vinnig kan 'n jagluiperd hardloop?

2) Beskryf die voorkoms van 'n jagluiperd.

3) Noem drie soorte bakkies wat die jagluiperd graag jag.

4) Noem een soort voël wat hulle graag vang.

5) Hoeveel welpies kan daar in 'n werpsel wees?

6) Hoe lank bly die welpies by hulle ma?

7) Is die volgende stelling **waar** of **onwaar** ? Gee 'n rede vir jou antwoord.
Jagluiperds jag veral deur die nag.

8) Kies die korrekte antwoord.

Die geluid wat 'n jagluiperd maak, klink soos 'n ...

- a) leeu se brul.
- b) voël se tjirp.

c) hond se blaf.

9) In watter semi-woestyn kom jagluiperds voor?

10) Noem drie provinsies in Suid-Afrika waar 'n mens jagluiperds kan kry.

11) Hoekom, dink jy, word hierdie dier 'n jagluiperd genoem?

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Gedig

Lees die volgende gedig versigtig deur en beantwoord die vrae wat volg.

Die jagluiperd

jy's 'n wilde dier
jy's 'n vinnige tier
jy hardloop soos die wind
om jou prooi te vind
jy's 'n groot kat
met die lyf van 'n lat
en jy slaap smiddags hoog
op 'n plek, veilig en droog
daar is min van jou soort
hoop jy bestaan voort
in die vlakke of grasveld
waar jy met die omgewing saamsmelt

Anoniem

Vrae

1) Wat is die rymskema van hierdie gedig?

2) Skryf al die rymwoorde neer.

3) **Kies die korrekte antwoord.**

Wat is die ander naam vir 'n jagluiperd?

(Vlaktetier / Veldleeu)

4) Haal 'n voorbeeld van **vergelyking** uit die gedig aan.

5) Waar slaap die jagluiperd in die middag?

6) Noem twee plekke waar die jagluiperd woon.

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Taalleer

A Skryf die volgende sinne in die **verlede tyd** oor.

1) Die jagluiperd kan baie vinnig hardloop.

2) Die jagluiperd vang 'n bok.

3) Daar is drie welpies in die werpsel.

4) Die mannetjie baken sy gebied af.

5) Wilde katte kruip graag in bome weg.

B Skryf die volgende sinne in die **toekomende tyd** oor.

1) 'n Luiperd trek sy prooi teen die boomstam op.

2) 'n Jagluiperd is die vinnigste landdier op aarde.

3) Leeus is bedags maar baie lui.

4) Poemas woon in Amerika.

5) Die Bengaalse tier is 'n bedreigde spesie.

6) In Siberië kry jy ook baie mooi tiere.

C Skryf die volgende sinne in die **teenwoordige tyd** oor.

1) Daar was baie jagluiperds in die Krugerwildtuin.

2) Twee welpies sal in die dieretuin gebore word.

3) Die ou jagluiperd het alleen in die veld geloop.

4) Die luiperd sal bedags in die boom wegkruip.

5) Dit was moeilik om 'n jagluiperd in die wildtuin te sien.

6) Die voëls het die bokke teen die jagluiperd gewaarsku.

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Prosa

Lees die volgende hoofstuk uit *Gevaarlike lopies* en beantwoord die vrae wat volg,

Henk is baie bekommerd terwyl die vrou met hulle wegjaag.

Hoofstuk 11

1) Skryf Henk se gedagtes neer terwyl die vrou met hulle wegjaag.

2) Henk het 'n teorie oor die diefstalle. Skryf dit kortliks neer.

3) Wie probeer met die vrou onderhandel om hulle vry te laat?

4) Waar ry die vrou met hulle in?

5) Wie volg die skoolbus?

6) Wie moet eerste uit die skoolbus klim?

7) Waarin word die span toegesluit?

Target worksheet 1

Date: _____

DECIMAL FRACTIONS**WHAT IS A DECIMAL FRACTION?**

- A decimal fraction is a number that is written with a comma.
- Decimals are commonly used to indicate temperature, length, mass, money and other forms of measurement.
- Proper (common) fractions can be expressed in decimal form

Example: $4,9 = 4 \frac{9}{10}$

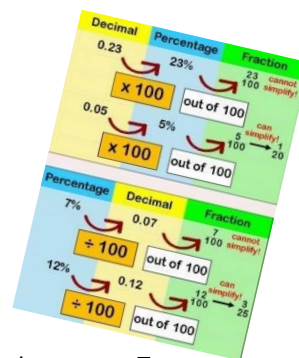
DECIMALS AND PLACE VALUE

The place value table can be represented as follows:

M HTH TTH TH H T U , t h th

Example: 17 Tens + 14 thousandths

$$\begin{aligned} &= (17 \times 10) + \frac{14}{1000} \\ &= 170 + 0,014 \\ &= 170,014 \end{aligned}$$



- If we have 9 units and we add 1 more, we now have a Ten.
- Each place value on the left is 10 times bigger than the one on the right, e.g.

1×10	=	10	(T)
10×10	=	100	(H)
10×100	=	1 000	(TH)
$10 \times 1\ 000$	=	10 000	(TTH)
$10 \times 10\ 000$	=	100 000	(HTH)
$10 \times 100\ 000$	=	1 000 000	(M)

SO:

$10 \times 0,1$	=	1	(U)
$10 \times 0,01$	=	0,1	(t)
$10 \times 0,001$	=	0,01	(h)
$10 \times 0,0001$	=	0,001	(th)

DECIMAL FRACTIONS AND ROUNDING OFF

Remember:

1 st decimal place	=	tenth
2 nd decimal place	=	hundredth
3 rd decimal place	=	thousandth

When rounding off a decimal, the rules for rounding off stay the same, i.e.

- If the number to the right of the number being rounded off is between 0 and 4, the number being rounded remains the same.
- If the number to the right of the one being rounded off is between 5 and 9, the number being rounded off moves up by 1.

Activity 2

1. Round off to the nearest whole number:

- a. 0,751 = _____
- b. 1298,3 = _____
- c. 0,6 = _____
- d. 48,386 = _____
- e. 9 999 999,999 = _____

2. Round off to the second decimal place:

- a. 796 125,324 = _____
- b. 18,961 = _____
- c. 0,423 = _____
- d. 908,001 = _____
- e. 0,008 = _____

COMPARING AND ORDERING AND SEQUENCING

Activity 3

1. Arrange each of the decimal sequences below in descending order:

- a. 74,302 74,23 74,203 74,3 74,32
- b. 115,7 115,099 115,709 115,9 115,79

2. Arrange each of the decimal sequences in ascending order:

a. 43,18 43,089 43,0 43,097 43,819

b. 734,9 734,099 734,090 743,99 734,909

3. Fill in the missing numbers to complete each sequence:

a. 0,3 0,6 0,9 _____ _____ _____

b. 11,6 11,4 11,2 _____ _____ _____

c. 3,25 3,5 3,75 _____ _____ _____

d. 0,85 0,9 0,95 _____ _____ _____

e. 6,5 6,25 6,0 _____ _____ _____

4. Fill in >, < or =

a. 500,60 _____ 500,06

b. 0,120 _____ $\frac{12}{100}$

c. $40\frac{1}{8}$ _____ 40,125

d. $21\frac{6}{1000}$ _____ 21,006

e. $\frac{37}{50}$ _____ 0,72

CONVERTING TO COMMON FRACTIONS AND PERCENTAGES

A.DENOMINATORS OF 10, 100 OR 1 000

- When studying common fractions, you discovered that the denominator must be 10, 100 or 1 000 before it can be converted to a decimal fraction. e.g.

$$13\frac{1}{2} = 13\frac{1}{2} \times \frac{5}{5} = 13\frac{5}{10} = 13,5$$

- When converting from a **decimal to a common fraction**, first give the fraction a denominator of 10, 100 or 1000 and then simplify the fraction,

$$\text{e.g. } 28,35 = 28\frac{35}{100} \div \frac{5}{5} = 28\frac{7}{20}$$

* Remember : **Always give the simplest form!**

Activity 4

1. Convert the decimals below to common fractions in their simplest form:

a. 25,4

d. 12,09

b. 0,975

e. 1,125

c. 101,58

f. 84,499

2. Convert the following fractions to decimals:

a. $645\frac{12}{25}$

d. $1699\frac{2}{50}$

b. $6\frac{14}{20}$

e. $\frac{9}{8}$

c. $12\frac{1}{8}$

f. $\frac{3}{5}$

CONVERTING TO PERCENTAGES

- A percentage is always out of 100
- Percentages are closely linked to common and decimal fractions
- If you can, simply change the denominator to 100. What you do to the bottom, also do to the top.

$$\begin{aligned} \text{E.g. } \frac{17}{50} &= \frac{*}{100} \\ &= \frac{17}{50} \times \frac{2}{2} = \frac{34}{100} \\ &= 34\% \\ &= 0,34 \end{aligned}$$

$$\begin{aligned} 3\frac{1}{25} &= \frac{*}{100} \\ &= \frac{76}{25} \times \frac{4}{4} = \frac{304}{100} \\ &= 304\% \\ &= 3,04 \end{aligned}$$

➤ If the denominator cannot be changed to 100, simply , multiply by $\frac{100}{1}$

$$\begin{aligned} \frac{19}{30} &= \frac{*}{100} \\ &= \frac{19}{30} \times \frac{100}{1} \\ &= \frac{190}{3} \\ &= 63,3 \end{aligned}$$

$$\begin{aligned} \therefore \frac{19}{30} &= \frac{63,3}{100} = 63,3\% \\ &= 0,63 \end{aligned}$$

Activity 5

1. Convert to percentages and decimals and show your working out:

a. $\frac{1}{2}$

b. $\frac{3}{5}$

c. $\frac{8}{25}$

d. $1\frac{7}{20}$

e. $18\frac{4}{5}$

2. Convert the percentages to decimals and then to common fractions in their simplest form:

a. 80%

b. 68%

c. 91%

d. 8%

e. 102%

ADDITION AND SUBTRACTION OF DECIMALS

When adding or subtracting decimals, remember the following:

- All the decimal commas must be in line with one another
- Use zero as a place holder if some numbers have more decimal places or values than others

Example 1:

$$\begin{array}{r} 142,7 + 6,395 + 12,42 \\ 142,700 \\ \quad 6,395 \\ +12,420 \\ \hline 161,515 \end{array}$$

Example 2:

$$\begin{array}{r} 15,8 - 2,345 \\ 15,800 \\ -2,345 \\ \hline 13,455 \end{array}$$

Activity 6**1. Complete the following:**

a. $27,046 + 1436,2 =$

b. $0,789 + 65,7 =$

c. $41,2 + 2,704 + 715,437 =$

d. $99.875 + 2,1 + 112 =$

e. $0,006 + 1043,9 + 712,38 =$

f. $8,8 - 3,796 =$

g. $15,81 - 7,9 =$

h. $951,283 - 12,9 =$

i. $53,6 - 17,154 =$

j. $71,947 - 3,26 =$

MULTIPLICATION OF DECIMALS**HORIZONTAL MULTIPLICATION**

- This is a mental process that can be carried out without showing the method. This should be used for basic sums only.

Example:

$6 \times 0,02$ → Ask what 6×2 is. Write the answer of 12, then count how many spaces there are after the comma. Insert the comma in the answer. 0,12

Other examples:

$$0,7 \times 0,3 = 0,21$$

$$0,08 \times 0,2 = 0,016$$

$$1,5 \times 0,3 = 0,45$$

$$0,004 \times 0,003 = 0,000012$$

VERTICAL MULTIPLICATION

- Follow the same method you would use to multiply whole numbers
- Ignore the decimal comma in your method
- Once you have worked out the answer, check how many decimal places were after each number. Count this amount of spaces in the answer (from the right) and insert the comma.
- **You need not line up the commas underneath each other.**

Example 1:

$$483,2 \times 7$$

$$\begin{array}{r} 483,2 \\ \times \quad 7 \\ \hline 3382,4 \end{array}$$

(1 place after the comma)
(1 place after the comma)

Example 2:

$$13,5 \times 2,4$$

$$\begin{array}{r} 13,5 \\ \times 2,4 \\ \hline 540 \\ +2700 \\ \hline 32,40 \end{array}$$

(1 place after the comma)
(+ 1 place comma)
(leave out the comma)
(insert comma)

MULTIPLYING BY 10, 100 AND 1000

Study the examples below:

$$0,6 \times 10 = 6$$

$$0,23 \times 1000 = 230$$

$$0,145 \times 100 = 14,5$$

$$0,002 \times 10^4 = 20$$

* You should see that when you multiply by 10, 100 or 1000 to make the number bigger, the number of times the comma “moves” is in direct relation to the number of zeroes there are in the number you are multiplying by:

x10 - moves one space to the right

x100 - moves two spaces to the right

x1000 - moves three spaces to the right

Activity 7

1. Complete the following:

- a. $0,4 \times 0,09$
- b. $4,3 \times 0,007$
- c. $6,2 \times 0,05$
- d. $32,6 \times 0,8$
- e. $8,7 \times 2,4$

2. Complete the following:

- a. $23,7 \times 2,5$
- b. $6,7 \times 8,6$
- c. $432,54 \times 1,7$
- d. $56,72 \times 6,4$
- e. $589,6 \times 0,8$

3. Write down the answers to the following:

- a. $14,06 \times 1000$
- b. $0,007 \times 10$
- c. $125,3 \times 100$
- d. $(0,2)^2$
- e. $4,59 \times 10^3$

4. Complete the following:

- a. $71,83 \times 6000$
- b. $0,007 \times 10$
- c. $412,6 \times 90$
- d. $9,836 \times 4000$
- e. $98,6 \times 500$

Target worksheet 5

Date: _____

Activity 8

1. Select the best and easiest method to solve each of the following:

- a. A tour to certain parts of South Africa costs R4698,35 per person. If 68 tourists go on the trip, how much money will be collected?

- b. A local deli sells cheese for R29,99 per kilogram. What will it cost me if I buy 3½ kg of cheese?

- c. Liane earns R54,75 for every 1 hour shift she works. If she works 8 hours a day over 100 days, what will her total earnings be?

- d. A greengrocer sells peaches for R3,99 per kilogram. A customer selects some peaches and is told that her fruit weighs 5,2 kg. How much money must she pay the greengrocer?

- e. A money-lending business charges R68,75 interest per day on a loan that it made to a client. How much interest does the client have to pay for the month of April?

- Revision activities. Please complete on a daily basis when your target worksheets are done.

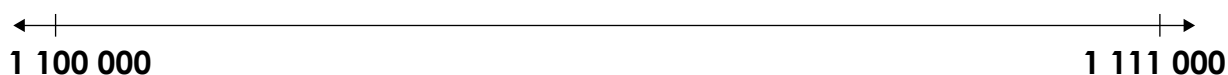
A. Ordering and comparing whole numbers

How far can you count, and how far is far?

1. How long will it take to count to a million? Let us say it takes one second to count each number. Find out how long is one million seconds. Work in your exercise book. Give your final answer in days, hours and seconds.
2. Write 234 500 320 in words.
3. In each case insert one of the symbols > or < to indicate which number is the smaller of the two.
 - (a) 876 243 876 234 (b) 534 616 543 016
 - (c) 701 021 698 769 (d) 103 232 99 878
4. In each case place the numbers on the number line as carefully as you can.
5. (a) 185 000; 178 000; 170 900; 180 500



- (b) 1 110 000; 1 102 900; 1 100 500; 1 105 050



The first row in the table shows the average distances of the planets from the Sun. These distances are given in **millions of kilometres**.

One million kilometres is 1 000 000 km.

The distances from the Sun are called average distances, because the planets are not always the same distance from the Sun. Their orbits are not circles.

Planet	Mercury	Venus	Earth	Mars	Jupiter	Saturn	Uranus	Neptune
Distance from the Sun	58 million km	108 million km	150 million km	228 million km	778 million km	1 427 million km	2 870 million km	4 497 million km
Equatorial diameter	4 880 km	12 102 km	12 756 km	6 794 km	142 800 km	120 000 km	52 400 km	49 500 km

- Which planet is the second farthest planet from the Sun?
- How does Mars' distance from the Sun compare to that of Venus? Give two possible answers.
- Arrange the planets from the smallest to the biggest.

B. Estimation and rounding off

- Sometimes we do not need to know the exact number or exact amount. We say a loaf of bread costs about R10, or a bag of mealie meal costs about R20. The loaf of bread may cost R8 or R12 but it is close to R10. The mealie meal may cost R18 or R21 but it is close to R20. When you read in a newspaper that there were 15 000 spectators at a soccer game, you know that that is not the actual number. In the language of mathematics we call this process **rounding off** or **rounding**.

Rounding to 5s, 10s, 100s and 1 000s

To round off to the **nearest 5**, we round numbers that end in 1 or 2, or 6 or 7 **down** to the closest multiple of 5. We round numbers that end in 3 or 4, or 8 or 9 **up** to the closest multiple of 5.

- For example, 233 is rounded down to 230, 234 is rounded up to 235, 237 is rounded down to 235 and 238 is rounded up to 240.

- Round the following numbers to the nearest 5 by checking the **unit value**:

- 612
- 1 328
- 87
- 454

- To round off to the **nearest 10**, we round numbers that end in 1, 2, 3 or 4 **down** to the closest multiple of 10 (or decade). We round numbers that end in 5, 6, 7, 8 or 9 **up** to the closest multiple of 10.
- For example, if you want to round off 534 to the nearest 10, you have to look at the unit digit. The unit digit is 4 and it is closer to 0 than to 10. The rounded off number is 530.

2. Round the following numbers to the nearest 10 by checking the **unit value**:

a. 12

b. 87

c. 454

d. 1 325

When **rounding to the nearest 100**, we look at the last **two digits** of the number. If the number is less than 50 we **round down** to the lower 100. If the number is 50 or more we **round up** to the higher 100.

3. Complete the table.

	Round to the nearest 5	Round to the nearest 10	Round to the nearest 100
681			
5 639			
5 361			
12 458			

- When **rounding to the nearest 1 000**, we look at the hundreds. Is the hundreds value less than, equal to or greater than 500? If less than 500, round down (the thousands value stays the same), if equal to 500 round up, and if greater than 500 round up too.
- When **rounding to the nearest 10 000**, we look at the thousands. Is the thousands value less than, equal to or greater than 5 000? If less than 5 000, round down (the ten thousand value stays the same), if equal to 5 000 or greater than 5 000 round up.

4. Complete the table.

	Round to the nearest 1 000	Round to the nearest 10 000
142 389		
343 621		
356 552		

C. Factors, prime numbers and common multiples

Different ways to produce the same number

The number 80 can be produced by multiplying 4 and 20: $4 \times 20 = 80$. The number 80 can also be produced by multiplying 5 and 16.

1. In what other ways can 80 be produced by multiplying two numbers?

The number 80 can also be produced by multiplying 2, 10 and 4:

$2 \times 10 = 20$ and $20 \times 4 = 80$ or $10 \times 4 = 40$ and $40 \times 2 = 80$.

We can use brackets to describe what calculation is done first. So instead of writing

“ $2 \times 10 = 20$ and $20 \times 4 = 80$ ” we may write $(2 \times 10) \times 4$. Instead of writing “ $10 \times 4 = 40$ and $40 \times 2 = 80$ ” we may write $2 \times (10 \times 4)$.

2. Show how the number 80 can be produced by multiplying four numbers. Describe how you do it in two ways: without using brackets and by using brackets.

3. Show three different ways in which the number 30 can be produced by multiplying two numbers.

4. (a) Can the number 30 be produced by multiplying three whole numbers?
Which three whole numbers?

(b) Can the number 30 be produced by multiplying four whole numbers that do not include the number 1?
If you answered “yes”, which four numbers?

The number 105 can be produced by multiplying 3, 5 and 7, hence we can write $105 = 3 \times 5 \times 7$. Mathematicians often describe this by saying “105 is the **product** of 3, 5 and 7” or “105 can be **expressed as the product** $3 \times 5 \times 7$ ”.

5. Express each of the following numbers as a product of three numbers.

(a) 248

(b) 375

* The whole numbers that are multiplied to form a number are called **factors** of the number. For example, 6 and 8 are factors of 48 because $6 \times 8 = 48$.

But 6 and 8 are not the only numbers that are factors of 48. 2 is also a factor of 48 because $48 = 2 \times 24$. And 24 is a factor of 48. The numbers 3 and 16 are also factors of 48 because $48 = 3 \times 16$.

6. Describe all the different ways in which 48 can be expressed as a product of two factors.

- The number 36 can be formed by $2 \times 2 \times 3 \times 3$. Because 2 is used twice, it is called a **repeated factor** of 36. The number 3 is also a repeated factor of 36.
7. a. Express 48 as a product of three factors.
b. Express 75 as a product of three factors.
 8. Can 36 be expressed as a product of three factors? How?
 9. Can 36 be expressed as a product of five factors? How?
 10. Express each of the following numbers as a product of as many factors as possible, including repeated factors. Do not use 1 as a factor.

(a) 300	(b) 310
(c) 320	(d) 330
(e) 340	(f) 350

D. Prime numbers

1. Express each of the following numbers as a product of as many factors as possible, including repeated factors. Do not use 1 as a factor.

(a) 36	(b) 37
(c) 38	(d) 39
(e) 40	(f) 41
(g) 42	(h) 43
(i) 44	(j) 45
(k) 46	(l) 47
(m) 48	(n) 49
2. Which of the numbers in question 1 cannot be expressed as a product of two whole numbers, except as the product $1 \times \text{the number itself}$?
 - **A number that cannot be expressed as a product of two whole numbers, except as the product $1 \times \text{the number itself}$, is called a prime number.**

3. Which of the numbers in question 1 are prime?
4. Which numbers between 20 and 30 are prime?
5. Are 11 and 17 prime numbers?

Eratosthenes, a Greek mathematician who lived a long time ago, designed a method to find the prime numbers. The process is called “the sieve of Eratosthenes”.

6. Work on the table below.

Follow the steps to find all the prime numbers up to 100.

Step 1: Cross out 1.

Step 2: Circle 2, and then cross out all the multiples of 2.

Step 3: Circle 3, then cross out all the multiples of 3.

Step 4: Find the next number that has not been crossed out and cross out all its multiples.

Continue like this.

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

7. What is the smallest number that can be formed as a product of three prime numbers, if the same factor may be repeated?
8. What is the smallest number that can be formed as a product of three prime numbers, if no repeated factors are allowed?
9. Maria did a lot of work, and found out that 840 can be formed as the product of 2, 2, 2, 3, 5 and 7. Check whether Maria is correct.

We can say that Maria **found the prime factors** of 840, or Maria **factorised 840 completely**. We can write:

$$\times 2 \square 4 \times 2 \square 8 \times 3 \square 24 \times 5 \square 120 \times 7 = 840.$$

10. The prime factors of some numbers are given below. What are the numbers?

(a) 3, 5, 5 and 11

(b) 3, 3, 5 and 7

(c) 2, 7, 11 and 13

Here is a method to find the prime factors of a number:

If the number is even, divide it by 2. If the answer is even, divide by 2 again. Continue like this as long as it is possible. If the answer is odd, divide by 3, if it is possible. Continue to divide by 3 as long as it is possible. Then switch to 5. Continue like this by each time trying to divide by the next prime number.

11. Find all the prime factors of each of the following numbers.

(a) 588

(b) 825

(c) 729

(d) 999

(e) 538

(f) 113

Grade 7 Life Orientation.

DAY 2 4 May -

Finish marking worksheet Chapter 5

Chapter 6

Dealing with Abuse in different contexts. Pg 74-

- Heading: Types of Abuse

Write down the type of abuse with their explanations pg 74

- Heading: Types of abuse amongst peers

Summarise paragraph that says abuse between peers. Pg 74-75

- Heading Reasons why someone may lose control and hurt another person:pg 75

Copy down bullet points.

- Heading : Circle of abuse

Draw circle of abuse in your books pg 76

Do Activity 1.1 pg 76 , 1.2 pg 77 and 1.3 page 77.

DAY 5 8 May

Write Heading – Effects of abuse

Summaries pg80

Write Heading – Importance of communication

Summaries pg 81

Activity 2.1 pg 82