Dear Teacher

We are delighted to introduce you to our 2020 Longman Zambia Primary Catalogue.

Longman Zambia offers you the widest choice of educational materials in Zambia!

Our Materials

Longman and Heinemann materials have been developed to meet all your new curriculum requirements. Our materials, in a range of subjects, include both Learner’s Books and Teacher’s Guides. These are specifically developed to make learning and teaching easy, enjoyable and meaningful for both learners and teachers.

Representatives’ visits

Our experienced and well-trained sales representatives will be visiting your school during the course of this year to show you sample copies of our wide range of titles.

Contact us

All relevant contact details are listed on the back cover of our catalogue. Please feel free to contact the Longman Zambia office should you have any queries.

Thank you for considering Longman products for use in your classroom.

We wish you a happy and successful teaching year!

Yours in education,

Mabvuto Zulu
General Manager

Longman Zambia

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Cover Illustration by Tang Yau Hoong
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**LONGMAN**

Longman Zambia – books that you can trust!
Longman Grades 1–4 offers:

- Full compliance with the knowledge, skills and values of the new curriculum.
- Full coverage of all outcomes, as specified in the curriculum.
- Assessment activities at the end of each unit.
- Innovative and learner-centred content.
- Content presented in clear and simple English, at the level of the learner.
- Colourful illustrations and photographs.
- A variety of activities to support skills development, application of knowledge and to reinforce learning.

The course includes Teacher’s Guides that offer teaching guidelines and answers to all activities in the Learner’s Books.
Subjects covered in Grade 1:
Mathematics, Creative and Technology Studies, Integrated Science, and Social Studies.
Subjects covered in Grade 2:
Mathematics, Creative and Technology Studies, Integrated Science, Social Studies, and English.
Subjects covered in Grade 3:
Mathematics, Creative and Technology Studies, Integrated Science, Social Studies, and English.
Subjects covered in Grade 4:
Mathematics, Creative and Technology Studies, Integrated Science, Social Studies and English.

<table>
<thead>
<tr>
<th>Language</th>
<th>Mathematics</th>
<th>Integrated Science</th>
<th>Social Studies</th>
<th>Creative and Technology Studies</th>
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<td><img src="image2" alt="Integrated Science" /></td>
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<td><img src="image4" alt="Creative and Technology Studies" /></td>
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<td><img src="image7" alt="Social Studies" /></td>
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9789982196611  9789982196796  9789982196772  9789982196710  9789982196734  9789982196635  9789982196673  9789982196659

9789982196796  9789982196857  9789982196833  9789982196819  9789982196895  9789982196697  9789982196871  9789982196833

9789982196796  9789982196685  9789982196683  9789982196687  9789982196685  9789982196683  9789982196687  9789982196685

9789982196796  9789982196683  9789982196687  9789982196685  9789982196685  9789982196683  9789982196687  9789982196685

9789982196796  9789982196683  9789982196687  9789982196685  9789982196685  9789982196683  9789982196687  9789982196685
Look inside the book!

English Grade 4 Learner’s Book

These methods of assessment may be presented in the form of portfolios, posters, newspaper articles, computer programs, tree diagrams, word webs, summaries, diaries, technical products, and so on. The teacher needs to select an appropriate method for the assessment, and then to make it clear to the pupils what the criteria for the assessment are.

Each lesson in this Teacher’s Guide offers the teacher the following assistance:

### Unit 1: Colour

#### Unit Objectives
- [ ] Identify primary colours
- [ ] Make two primary colours to create a secondary colour
- [ ] Knowledge, skills and values
  - Secondary colours (orange, green, violet)
  - Managing colours
  - Appreciation of different colours
- [ ] Teaching methodology
  - Knowledge, naming, primary colour, paint, imagination, composition, arrangement

#### Required Support
- [ ] Assessments of papers on primary and secondary colours, if possible, assisted by primary colours, brushes, paper

#### Teaching Knowledge
- [ ] Starting out together
  - Write the pupils in the teaching station
  - Note: The pupils draw a coloured sheet of paper, fill these to identify different colours.

#### Individual Learning
- [ ] Time: 2 lessons x 30 minutes
- [ ] Section: Unit 1: Colour

### Remedial Learning

#### Remedial Learning Objectives
- [ ] Learning activities: 20% level primary level
- [ ] Ability groups
  - Pupils who struggle to remember which primary colours combination to create which secondary colours can create their own reference cards.

#### Continuous Assessment
- [ ] Assess the pupils’ abilities to grasp the concepts of primary and secondary colours, and how primary colours can create secondary colours, green, orange, and violet.

#### Remedial Learning Methodology
- [ ] Pupils who struggle to remember which primary colours combination to create which secondary colours can create their own reference cards.

### Extension Learning

#### Extension Learning Objectives
- [ ] Learning activities: 20% level secondary level
- [ ] Ability groups
  - Ask other pupils to assist. Impress upon them to be gentle and patient.

#### Continuous Assessment
- [ ] Test their prior knowledge by asking them if they know which colours are primary, green, orange, violet.

### Remedial Learning

#### Remedial Learning Objectives
- [ ] Learning activities: 20% level primary level
- [ ] Ability groups
  - Some pupils might struggle to fully see red, green or blue. These pupils might suffer from a form of colour blindness. Try to assist these pupils as much as possible. It may help for them to work near the window, where the light is possible.

### Extension Learning

#### Extension Learning Objectives
- [ ] Learning activities: 20% level secondary level
- [ ] Ability groups
  - Some pupils might struggle to fully see red, green or blue. These pupils might suffer from a form of colour blindness. Try to assist these pupils as much as possible. It may help for them to work near the window, where the light is possible.

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- [ ] Learning activities: 20% level primary level
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#### Continuous Assessment
- [ ] Assess the pupils’ abilities to grasp the concepts of primary and secondary colours, and how primary colours can create secondary colours, green, orange, and violet.

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- [ ] Pupils who struggle to remember which primary colours combination to create which secondary colours can create their own reference cards.

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- [ ] Learning activities: 20% level secondary level
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#### Continuous Assessment
- [ ] Assess the pupils’ abilities to grasp the concepts of primary and secondary colours, and how primary colours can create secondary colours, green, orange, and violet.

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- [ ] Pupils who struggle to remember which primary colours combination to create which secondary colours can create their own reference cards.

### Extension Learning

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- [ ] Learning activities: 20% level secondary level
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- [ ] Assess the pupils’ abilities to grasp the concepts of primary and secondary colours, and how primary colours can create secondary colours, green, orange, and violet.

#### Remedial Learning Methodology
- [ ] Pupils who struggle to remember which primary colours combination to create which secondary colours can create their own reference cards.
The course includes Teacher’s Guides that offer teaching guidelines and answers to all exercises and activities in the Learner’s Books.
The course includes Teacher's Guides that offer teaching guidelines and answers to all exercises and activities in the Learner's Books.
Home Economics Grades 5–7

Longman Home Economics offers:

- Full compliance with the knowledge, skills and values of the new curriculum.
- Coverage of all outcomes as specified in the curriculum.
- A variety of practical activities to support skills development and application of knowledge.
- Innovative and learner-centred content.
- Many exercises to reinforce learning.
- Content presented in clear and simple English, at the level of the learners.
- Assessment activities at the end of each unit.
- Colourful illustrations, diagrams and photographs.

Chapter 1 Food and nutrition

When you have finished this chapter, you will be able to:

- make improvised kitchen utensils
- grill and steam different dishes
- prepare flour mixtures using baking powder
- decorate simple dishes.

Unit 1 Kitchen

Improvisation – make your own utensils

In Grade 5 and Grade 6, you got to know and use many items of kitchen equipment correctly and safely; equipment for measuring and equipment to prepare and cook food.

This does not mean that you cannot prepare food if you do not have the correct utensil. You can improvise by using something else or you can improvise by making your own utensils.

Cups

Condensed milk tins and smaller tins can be used as cups. Wrap wire that bends easily around the top and the bottom of the tin to form a handle. They can be used for hot liquids.

Small plastic bottles. Cut the tops off and use the bottom part for cold liquids.

Small yoghurt containers can be used for cold liquids.

Use a file for metal or fine sandpaper for plastic to smooth edges and make them safe to use.

Ladles and spoons

Calabashes can be used as ladles or spoons.

A calabash is useful for a ladle or a spoon.

The course includes Teacher’s Guides that offer teaching guidelines and answers to all exercises and activities in the Learner’s Books.
Learner's Books

LONGMAN Home Economics
Learner's Book
GRADE 5

LONGMAN Home Economics
Learner's Book
GRADE 6

LONGMAN Home Economics
Learner's Book
GRADE 7

Teacher's Guides

LONGMAN Home Economics
Teacher's Guide
GRADE 5

LONGMAN Home Economics
Teacher's Guide
GRADE 6

LONGMAN Home Economics
Teacher's Guide
GRADE 7

ISBNs:
- Learner's Books:
  - Grade 5: 9789982195683
  - Grade 6: 9789982196079
  - Grade 7: 9789982196574
- Teacher's Guides:
  - Grade 5: 9789982195690
  - Grade 6: 9789982196086
  - Grade 7: 9789982196590
IciBemba Grades 5–7

Longman IciBemba offers:

- Full compliance with the knowledge, skills and values of the new curriculum.
- Full coverage of the outcomes for listening, speaking, reading and writing skills.
- Many exercises to reinforce learning of grammatical structures.
- A variety of reading and comprehension texts, including stories, poems and articles.
- Assessment activities at the end of each unit.
- Colourful illustrations and photographs.

The course includes Teacher’s Guides that offer teaching guidelines and answers to all exercises and activities in the Learner’s Books.
Learner’s Books

LONGMAN IciBemba

Grades 5–7

Teacher’s Guides
Integrated Science Grades 5–7

Longman Integrated Science offers:

- Full compliance with the knowledge, skills and values of the new curriculum.
- Coverage of all outcomes as specified in the curriculum.
- A variety of practical activities to support skills development and application of knowledge.
- Innovative and learner-centred content.
- Many exercises to reinforce learning.
- Content presented in clear and simple English, at the level of the learners.
- Assessment activities at the end of each unit.
- Colourful illustrations, diagrams and photographs.

Trees
The shade from trees protects the soil so that it does not lose much water through evaporation. Trees also slow down the falling rain and so more water can sink into the ground rather than wash away.

Terraces
Sometimes farmers plant crops on terraces. A terrace is a flat area for growing plants. These areas are made on slopes. Terraces help to catch and conserve water.

Mosses
Mosses are tiny green plants. They do not have the same leaves, stems or roots as other plants. Mosses grow in damp, shady places such as on wet rocks or in forests.

Ferns
Ferns are green plants that do not have flowers. They do not make seeds. Ferns have leaves, roots and stems. They grow in warm, wet, shady places such as on the ground in a forest.

Fungi
Fungi are not plants. They are not green and they cannot make their own food. They do not have leaves, stems and roots. They get their food from other living things or from dead, rotting things. Examples of fungi are mushrooms, bread mould and yeast.

Activity 1
1. Work in pairs and discuss the questions in the table.
2. Make a copy of the table and fill in the missing information.

<table>
<thead>
<tr>
<th>Name</th>
<th>Algae</th>
<th>Moss</th>
<th>Fern</th>
<th>Fungus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it have flowers?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is its colour?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it have leaves, roots and stems?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does it get food?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where does it grow?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The course includes Teacher’s Guides that offer teaching guidelines and answers to all exercises and activities in the Learner’s Books.
LONGMAN

Mathematics Grades 5–7

Longman Mathematics offers:

- Full compliance with the knowledge, skills and values of the new curriculum.
- Full coverage of all outcomes as specified in the curriculum.
- Assessment activities at the end of each unit.
- Innovative and learner-centred content.
- Content presented in clear and simple English, at the level of the learner.
- Informative illustrations and photographs.
- Lots of exercises to reinforce learning.
- A variety of activities to support skills development and application of knowledge.

UNIT 6 Integers

When you have finished this unit, you will be able to:

- understand integers
  - illustrate positive and negative numbers using a number line
  - order integers
  - add integers
  - subtract integers.

Understanding integers

Activity 1

- Look at this diagram that shows which numbers are integers and which numbers are not integers.

Integers: $\ldots, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, \ldots$

Non-integers: $-4.5, 1.25, 3.15, 0.15$

1. Discuss if these statements are true or false.
   a) An integer is a whole number.
   b) An integer is not a fractional number.
   c) An integer can be positive.
   d) An integer can be negative.
   e) Zero is an integer.

2. Describe and give examples of numbers that are integers.
3. Describe and give examples of numbers that are not integers.

Exercise 1

1. Represent each of these statements as an integer. The first one has been done for you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Integer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kayombo earned K9.</td>
<td>+9</td>
</tr>
<tr>
<td>Mwenya lost 150 kg.</td>
<td>-150</td>
</tr>
<tr>
<td>Mrs Mambwe bought 25 more cows.</td>
<td>+25</td>
</tr>
<tr>
<td>The temperature dropped by 11°C.</td>
<td>-11</td>
</tr>
<tr>
<td>Mr Mwambo lost 1 750 votes.</td>
<td>-1750</td>
</tr>
<tr>
<td>Mrs Lungu has driven 305 km of her journey.</td>
<td>+305</td>
</tr>
<tr>
<td>The bird flew 750 m higher.</td>
<td>+750</td>
</tr>
</tbody>
</table>

2. Given this set of integers: $\{ \ldots, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, \ldots \}$
   a) Write down all the negative integers in this set.
   b) Write down all the positive integers in this set.

The number line

Understanding positive and negative numbers

Integers are whole numbers and are either positive ($1, 2, 3, 4, \ldots$) or negative ($\ldots, -5, -4, -3, -2, -1$) or zero (0). No fractions and decimals are included.

Do you see that the numbers on the left are smaller than the numbers on the right?
Transport in the past
During the early Stone Age and Iron Age periods, most people were nomads. This means that they walked from one area to another looking for food. These nomads had to carry everything that they needed. Zambian people also moved around on rivers and lakes in dugout canoes. These were made from logs, in the same way they are made today. They also made wooden rafts. European settlers introduced the wheel to the people who lived in Zambia. This was the start of using ox-carts and ox-wagons as transport. Walking paths became wagon tracks. Eventually, the wagon tracks became roads. As contact between people grew, so did the number of roads. Vehicles on roads developed from animal-drawn carts to vehicles with engines.

Exercise 1
1. How did nomadic people travel long ago?
2. Why did nomadic people want to move around?
3. Why did Zambians start using ox-carts and ox-wagons?
4. Do you think people from long ago in your district used canoes or rafts? Explain why you say so.

Transport in Zambia today
A modern transport system allows people to travel around their own country and the world very quickly. Today, Zambian people move around in many different ways.

Walking
Many people in Zambia still walk long distances to visit other people and to fetch things needed at home, such as water and firewood. These people also use wheelbarrows to transport food aid, grains for milling, water containers, and building materials.

Activity 1
Answer these questions in groups:
1. Is it dangerous to walk in your district? If yes, what are the dangers?
2. What are the benefits of walking?

Bicycles
Many Zambians move around by bicycle. They use it to visit each other and to transport goods. Many children get to school by bicycle. This way of transport is popular because it is much cheaper than a motor vehicle and it does not need any fuel.
The course includes Teacher’s Guides that offer teaching guidelines and answers to all exercises and activities in the Learner’s Books.
Learner's Books

LONGMAN Technology Studies
Learner's Book
GRADE 5

J Avis • B Dill • J Merchant

REVISED EDITION

9789982195584

LONGMAN Technology Studies
Learner's Book
GRADE 6

C Chaplin • B Dill • R Elphick
W Pick • J Merchant

REVISED EDITION

9789982195973

Teacher's Guides

LONGMAN Technology Studies
Teacher's Guide
GRADE 5

9789982195591

LONGMAN Technology Studies
Teacher's Guide
GRADE 6

9789982195980

LONGMAN Technology Studies
Teacher's Guide
GRADE 7

9789982195515

9789982196512
**Longman Primary Atlas for Zambia**

This primary school atlas is an exceptional resource for every primary school classroom in Zambia. The atlas takes learners on a journey through their own country, Zambia. Learners then study Africa as a continent and, finally, the world.

**Features of the atlas**

- A revised and up-to-date view of Zambia, which includes the latest information on provinces and districts.
- A fascinating range of maps with clear, detailed statistics and colour photographs.
- A uniquely designed eight-page activity section with maps that may be copied.
- Tailored to the new Zambian curriculum.
- Can be used by all learners up to Grade 9.

The *Longman Primary Atlas for Zambia* helps learners develop key map-reading skills and includes activities that are accessible to multiple grades.
Longman Target Study Guides

Improve your results with our Target Study Guides for Grade 7

Our study guides include:
• study tips and timetables
• study notes
• model questions and answers.

The Longman Basic English Dictionary makes learning new words easier and more enjoyable for students at pre-intermediate level.

- Over 12,000 words and phrases
- Easy definitions written using only simple, basic words
- Thousands of authentic examples show how words are used
- Hundreds of fun illustrations help you to understand words quickly
- Full-colour picture dictionary groups vocabulary by topic
- Exercises help you to learn how to use the dictionary