

*Shuters*  
★ **TOP CLASS**

*Shuters*  
★ **TOPKLAS**

*Shuters*  
**PREMIER**

**Sediba  
sa thuto**

**IsiXhosa  
Ngumdiliya**

**IsiZulu  
Soqobo**

**Setswana  
Tota**

**Sichumile  
ISIXHOSA**

**SISWATI  
SETFU**

**Hi Nwca  
Hi Kolwa**

**IsiZulu Sethu**

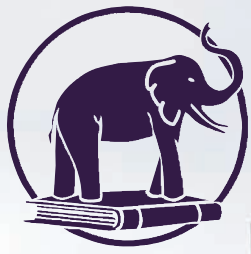


**Grade**

**7**

**CAPS APPROVED  
CATALOGUE**





# Shuter & Shooter

## PUBLISHERS (PTY) LTD

SHUTER & SHOOTER PUBLISHERS (PTY) LTD is a proudly South African publishing company. Established as a bookstore almost 100 years ago, we began publishing IsiZulu novels, poetry and textbooks from the early 1930s.

Since then, we have been successfully producing quality literature and educational materials in all of the South African official languages, as well as for the core schools curriculum.

## OUR CORE BUSINESS IS EDUCATION

SHUTER & SHOOTER PUBLISHERS (PTY) LTD publishes over 950 CAPS-approved titles on the Department of Basic Education's national textbook catalogue, as well as an extensive range of supplementary educational materials. After much research and development, we have also added e-learning to our impressive stable of learning and teaching support material.

2017 saw the launch of our exciting new study guide series – *Ace It!* A unique series that focuses on the different ways in which learners learn, *Ace It!* includes study tips for each learning style to help learners excel in their year-end exams.

In 2018 we published our first TVET title and have since produced titles in over 15 subject areas.

In 2018, Shuter & Shooter concluded a landmark transaction with the Zungu Investments Company (ZICO) which saw the company become one of the largest 100% black-owned educational publishers in South Africa.



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Please note: all prices quoted in this catalogue are our recommended retail prices. Discounts are applicable to trade customers and for high volume purchases. Purchases made through Government's centralised procurement model qualify for the net prices as reflected in the Department of Basic Education's nationally approved CAPS LTSM catalogue.

## Why choose our books?



**TOP CLASS**

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**PREMIER**

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Ngumdiliy**



**TOPKLAS**

**IsiZulu**

Fully CAPS  
compliant

Lots of activities  
and exercises

Relevant  
examples  
throughout the  
books

1

2

3

Improves  
learner's results

Assesses  
progress easily

Reduces the  
admin burden



**TOP CLASS**

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**IsiXhosa  
Ngumdiliy**



**TOPKLAS**

**IsiZulu**



# Advantages of using our books

**IsiZulu** Setswana **Sichumile**  
**iyi Soqobo** Tota **ISIXHOSA** **Hi Nwa**  
**Sethu** **SISWATI SETFU** **Hi Kolwa**

Simple language, written at the level of the learner

Easy to plan lessons and assessments

Planning and Tracking booklets help to make teaching easier



Helps save planning and preparation time

Follows the CAPS precisely, making teaching easier

Most of our titles are available as e-Books

**IsiZulu** Setswana **Sichumile**  
**iyi Soqobo** Tota **ISIXHOSA** **Hi Nwa**  
**Sethu** **SISWATI SETFU** **Hi Kolwa**

**All our CORE material is CAPS APPROVED**

## Components available

### Learner's Book

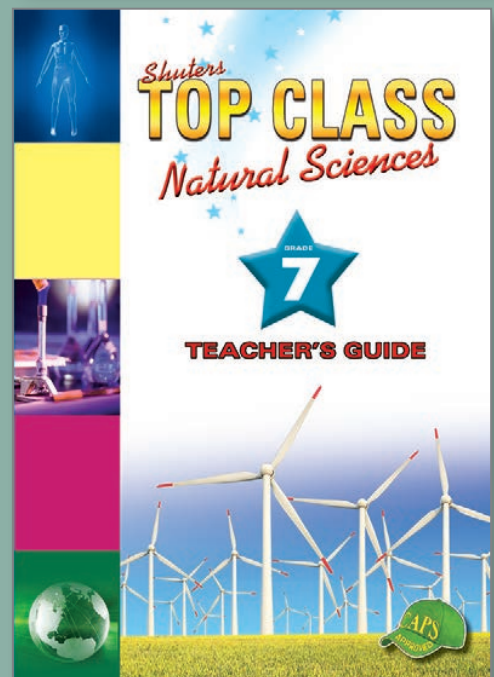
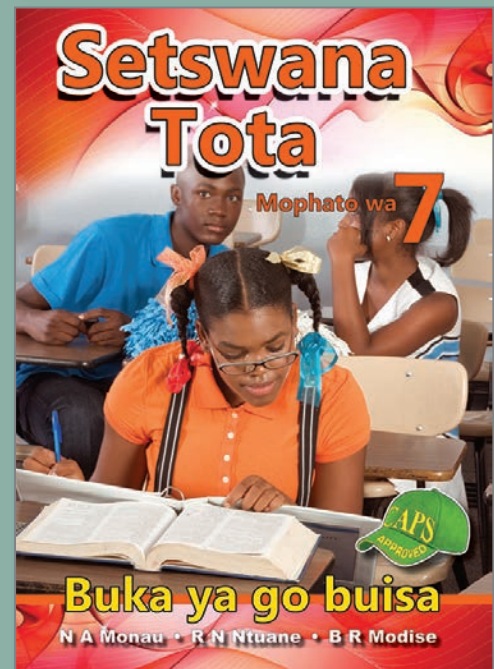
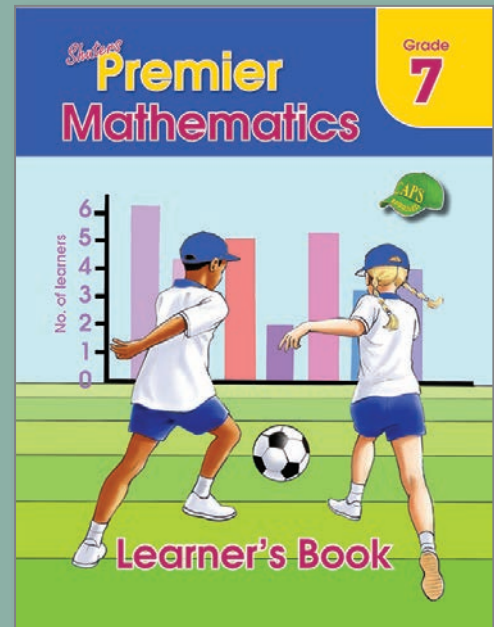
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

### Reader (Languages)

- Relevant activities linked to the Teacher's Resource Book and Learner's Book
- All required literature genre in one book
- User friendly layout and attractive illustrations

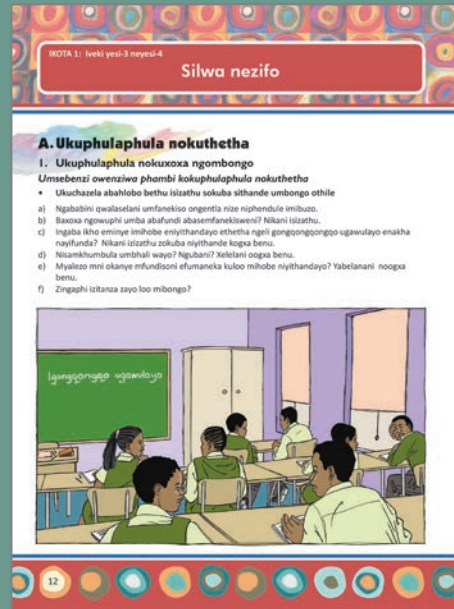
### Teacher's Resource Book / Teacher's Guide

- A practical, week-by-week, teaching programme for all four terms
- Formal Assessment Tasks aligned to the Curriculum and Assessment Policy Statement (CAPS)
- Photocopiable resource material

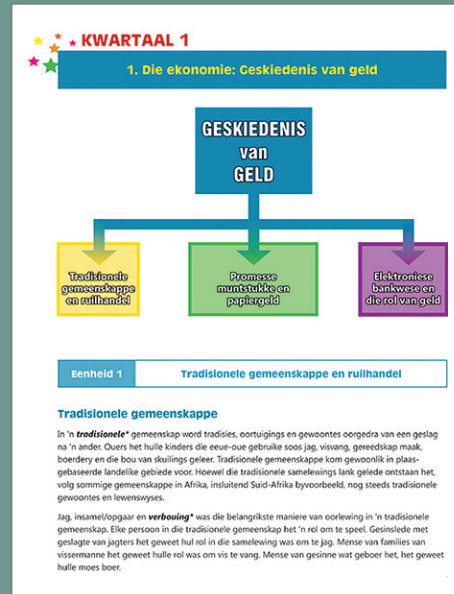


# Features of our Learner's Books

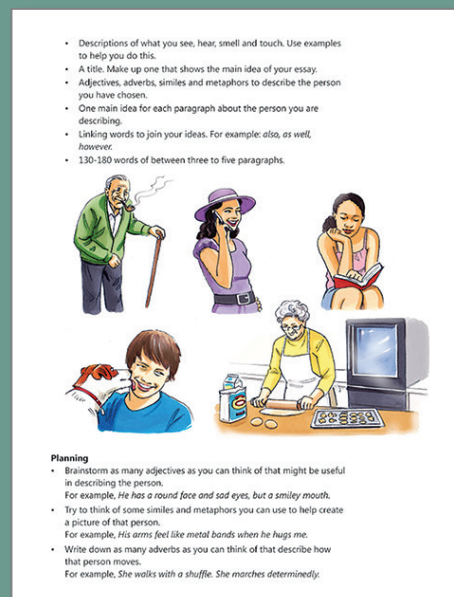
Grade appropriate language



Informative, supportive artwork



Cater for diversity



# Features of our Readers

A variety of texts



Pre- and Post-reading activities



Accessible font and supportive artwork



★ ★ ★  
★ ★

## Contents

<b>TERM 1</b>		
FOLKLORE .....	How fire came to Earth .....	1
POETRY .....	Poem .....	6
SHORT STORY .....	Nongqawuse's dream .....	8
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<b>TERM 2</b>		
SHORT STORY .....	I am the man .....	20
POETRY .....	Fish .....	23
POETRY .....	A newly-born calf .....	25
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### Dipotšišo

- Hlaloša mebolelwana ye bjalo ka ge e dirišitšwe nonwaneng:
  - O be a na le leferehlo.
  - O se ke wa lefetša bobbe ka bobbe.
  - O ile boyabatho.
  - Letšwa la tšhiwana le bewa ke Modimo.
- Hlaloša mošomo wa didirišwa tše di latelago:
  - Nkgo
  - Motšega
  - Metomo
- Na lentšū le 'Mmalo' le bitšwang ka thutapolelo?
- Go na le seema ka segagešo seo se laetšago gore ngwana yo a hlokago motswadi, mafelelong o tlo hwetša katlego. Ngwala seema seo.
- Na o bona nke ke ka lebaka la eng Ramatsobane a be a tšaiša Ramaesela? Efa mabaka a mabedi.
- E ka ba ke tshwanelo gore motho yo mongwe a tšaišwe? Fahlela.
- Akaretša molaetša wa nonwane ka lefoko le tee leo le kgodišago.

28 Dinonwane

### 2. Ukudlala

Kumnandi' ukudlala,  
Komeleza umzimba,  
Amalung' omzimb' omelele.  
Ndokhab' ibhola imke,  
Itshon' emajukujukwini.  
Khawubone, khawubone!  
Ladu-u-u-ma!  
Nawe ntombazana khaba!  
Lixesha lokwenjenjalo!  
That' umzekelo  
Kwi-Banyana-banyana!  
Bayihlahi' indlela,  
Besenziwa luvuyo,  
Uvuyo lona lodwa,  
Ingamalungelo odwa  
Ekhombe ngomnye  
Phambi kwabo.  
Bangena phakathi.  
Akukho kuzisola  
Kuba kumnandi  
Bonwabe! amalungelo!  
Mus' ubamb' umzimba,  
Ingqondo idlamke  
Ube noxol' entliziyweni  
Qakatha! Qakatha!  
Akukho egqith' umdlalo!



#### Vavanya ulwazi lwakho

##### Phendula imibuzo:

- Kubaluleke ngantoni ukudlala?
- Abe nafuthe lini amalungelo emidlalweni?
- Chonga isingqisho kulo mbongo.

- 2 -



# Features of our Teacher's Resource Books

Provides clear guidelines to the teacher



**Pulu ya morutwana**  
Barutwana ba tla somisa pulu ya bona ge ba soma le morutiši ka phapholeng goba a le nōši le ge e ka ba sehlogha. Ka gare ga Pulu ya Morutwana go na le ditemana tseo di sepelelo le melongwana go bona ge morutwana a kwelisiše. Morero wo mongwe le wo mongwe ka gare ga Pulu ya Morutwana o bolela ka kgopolo yeo e itšego gomme di beakantšwe go ya ka nako yeo e abilewego.

**Pulu ya Morutiši**  
Morero wo mongwe le wo mongwe o fa tšhalo go morutiši ka seo a fokelwego ke go se dira gomme ya fa le dikarabo melongwana yeo morutwana a e filwego ka pukung ya gagwe. E letšia morutiši tseo a liego go di hwetša ka gare ga yona le maele ka kele.

E hlahla morutiši go ya ka lenaneo la peakanyo ya molomo wa ngwaga ka moka.

**BEKE 5-2**  
**Bokamoso bja ka**

Maabjigoni	Beke	Go theleša le ge bala	Go bala le ge begela	Go ngwaga le ge begela	Dibegaga le maele ya theleša ya bala
Kabaretšo ya dšang ka kgaešo	1-2	Go theleša kangopholeng	Go bala kangopholeng	Go ngwaga temana ya karegare	• Molele • Molele • Molele le morutwana
Maele ka pukung ya barutwana	3	Pulu ya morutwana			
	4	1-3	4-6	7-8	9-12

A range of assessment activities



**Oorsake van aardbewings**  
★ **AKTIWITEIT 11.1: 'n Klasoefening om te demonstreer hoe 'n aardbewing werk**

**(Riba)**  
Laat u klas in twee rye staan en na mekaar lyk. Hou bande van soos in die diagram gevry. Die een ry moet in een rigting, die ander ry in die ander. Hou so lank aan as u kan. Skielik, sal iemand sy greep verloor en die hele klas sal neerval.

**FORMELE ASSESSERINGSTAAK**  
★ **AKTIWITEIT 11.2: Hou 'n rekord van aardbewings**

**(Individueel)**  
Hierdie aktiwiteit is die formele assesseringstaak vir Geografie in Kwartaal 2. Punteskema vir die aktiwiteit:

- Aardbewing: en vulkaangetse op 'n buitekaart soos hulpe deur die jaar voorkom - punte vir akkuraatheid en detail.
- Venduideliking van waarom aardbewings voorkom - kyk vir duidelike begrip en gee 'n indrukspunt volgens hierdie skaal:

Eindekwaliteit	Goed	Gemiddeld	Ondergemiddeld	Omsoneerkend
Punte: 9-10	Punte: 7-8	Punte: 5-6	Punte: 3-4	Punte: 0-2
'n Deeglike en oorsake van aardbewings is deur die leeder gegee. Bala gegee kennis van plaatektoniek is duidelik. Meer van die oorsake is genoem.	'n Deeglike venduideliking van die oorsake van aardbewings is deur die leeder gegee. Bala kennis van plaatektoniek is duidelik. Die meeste van die oorsake is gedek.	'n Gevee venduideliking van die oorsake van aardbewings is deur die leeder gegee. Bala kennis van plaatektoniek is duidelik. Die meeste van die oorsake is gedek.	'n Eensame venduideliking van die oorsake van aardbewings is deur die leeder gegee. Eensame kennis van plaatektoniek is duidelik. Sleë enkele van die oorsake is gedek.	'n Ontvange of verwagte venduideliking van die oorsake van aardbewings is deur die leeder gegee. Geen kennis van plaatektoniek is duidelik nie. Sleë een of gema oorsake is gedek.

Additional Photocopiable material



**Photocopiable Resource**

Legend: **Q**sa at room temperature, **L**iquid at room temperature, **S**olid at room temperature, **M**etal, **Non-metal**, **G**as at room temperature.

Scale: **kg** (kilograms), **g** (grams), **mg** (milligrams).

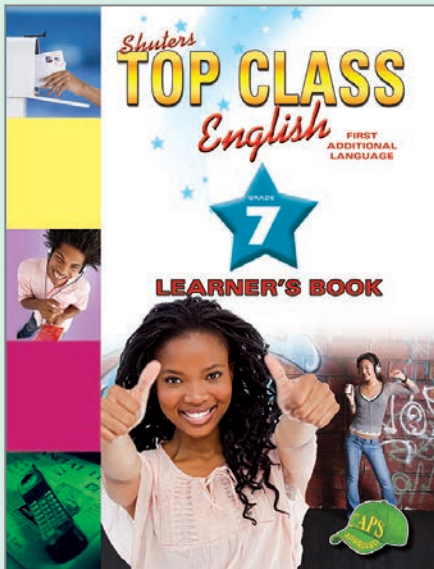
Group 18	He	Ne	Ar	Kr	Xe	Rn	Uuo
Group 17	H	Li	Na	K	Rb	Cs	Fr
Group 16	Be	B	C	N	O	F	Ne
Group 15	Al	Si	P	S	Cl	Ar	Kr
Group 14	Ge	As	Se	Br	Kr	Xe	Rn
Group 13	In	Sn	Pb	Bi	Po	At	Rn
Group 12	Zn	Ga	Ge	As	Se	Br	Kr
Group 11	Cd	In	Sn	Pb	Bi	Po	At
Group 10	Ag	Cu	Zn	Ga	Ge	As	Se
Group 9	Au	Hg	Tl	Pb	Bi	Po	At
Group 8	Pt	Au	Hg	Tl	Pb	Bi	Po
Group 7	Ir	Pt	Au	Hg	Tl	Pb	Bi
Group 6	Rh	Pd	Ag	Cu	Zn	Ga	Ge
Group 5	Ru	Rh	Pd	Ag	Cu	Zn	Ga
Group 4	Rh	Ru	Rh	Pd	Ag	Cu	Zn
Group 3	Ru	Rh	Pd	Ag	Cu	Zn	Ga
Group 2	Rh	Ru	Rh	Pd	Ag	Cu	Zn
Group 1	Rh	Ru	Rh	Pd	Ag	Cu	Zn

# ENGLISH FIRST ADDITIONAL LANGUAGE CAPS GRADE 7

DOWNLOAD  
ADDITIONAL  
RESOURCES  
FROM  
[www.shuters.co.za](http://www.shuters.co.za)

## Shuters TOP CLASS

SHUTER'S TOP CLASS ENGLISH FAL provides a complete and comprehensive teaching and learning programme for First Additional Language Learners.



### LEARNER'S BOOK

- 'On-page' reinforcement texts
- Varied texts and activities
- Colourful artwork promotes visual literacy
- Cross references to the Core Reader

The name of a story or novel. A chapter is the name for a section or chapter within a book.

#### D. Reading a poem

1. Before you read the poem below, look at the title and think about what the poem will be about.

##### I wonder

I wonder why the grass is green,  
why the wind is invisible,  
who taught the birds to build  
the nests? and also made  
the trees to stand still and rest.

Who paints the rainbow in the sky?  
And who makes the clouds up high?  
Who forms all the stars in the sky?  
and when the moon is not round,  
where can the other piece be found?

Nomsa Dlamini

A poem is made up of **lines**. Lines can be long or they can be short. These lines are grouped together in **stanzas**. A stanza is a group of lines of poetry. A **paragraph**. Leave a line space between each stanza. Good poets think very carefully about where to start a new stanza. Some poets even

#### Blurb (from the back cover)

Naledi had made up her mind.  
Her baby sister was ill and needed her mother.  
Mother was working in Johannesburg, 300 km away.  
The only way to reach her was to get to the big road and walk.  
So Naledi and her brother Tiro did just that.

1. What is the setting of the book? What country and city do you expect to read about?
2. The book was published in 1985. What do we know about South Africa in 1985? In what important way was it different from South Africa now?
3. What do you already know about the plot of the book?
  - a) Who are the main characters?
  - b) Where are they going and how do they travel?
  - c) What is the reason for their journey?

#### F. Read an extract from a novel

In this extract from the novel, Naledi and Tiro have just arrived in Jo'burg. Read the extract and answer the questions that follow.

##### Extract from *Journey to Jo'burg* (Chapter 6: A New Friend) By Beverley Naidoo

As they turned towards the road, there was a bus with the word 'PARKTOWN' in big letters on the front. It was slowing down a little as it came up the road and the doors were opening. Through the front window they could see the driver was black.



LEARNER'S BOOK	9781775880424
TEACHER'S GUIDE	9781775880431
READER	9781775880448

5. The teenagers v  
6. They tried to persuade

**READING AND VIEWING**

**H. Reading the one act play**

Whole class

**Guidelines**

1. Read the play out loud in class by assigning learners to read different parts.
2. Learners compare their dialogues with the actual play and evaluate which version they prefer by giving their own feedback as asked in the Learner's Book.

One act play – *Return of the wattled cranes* by David Anderson.

*Please Note:* We have placed guidelines and all the answers for this activity. You will need to spend a few weeks on this activity. We suggest that you spend two weeks to cover all the material.

**Guidelines**

1. Go through the terminology that appears in the glossary of the Learner's Book on page 88 at the back of the Core Reader.
2. Learners can get into groups of eight, assign each other to read different parts of the play out loud in class. Or you may prefer to choose a caste of the play in front of the class as a whole. Provide some of the material on page 70 to help them in their performance.

**Answers**

1. The narrator stands outside the action and helps to make the play more interesting.
2. Stage directions appear in square brackets and italics.

**Resources**

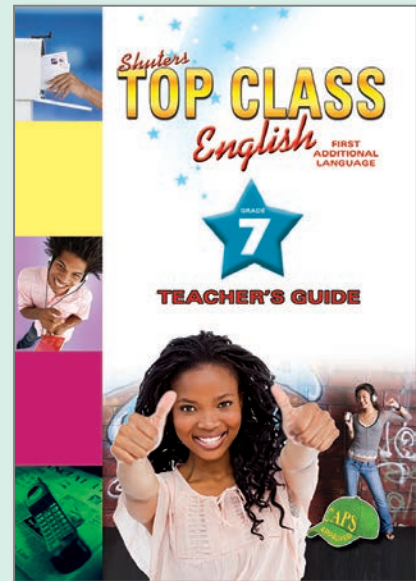
- Learner's Book page 34

**Resources**

- CORE READER pages 69-84
- Props as specified on page 70

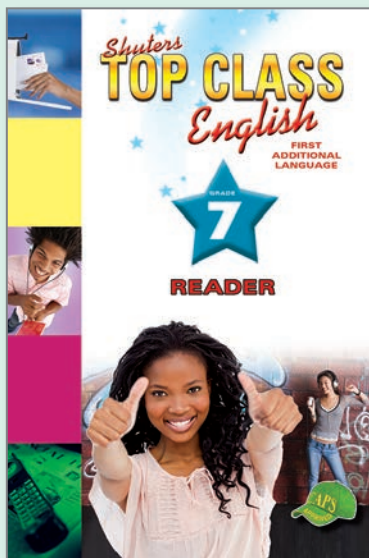
**Teaching plan for the**

Lesson 1	Lesson 2	Lesson 3
A. Reading a story (page 1)	C. Listening to a story (page 2)	D. Telling a story (page 3)
B. Finding the right (page 2)	H. Separating facts from opinion (page 5)	I. Comparing and contrasting stories (page 9)
C. Reading a story (page 5)	J. Looking at nouns (page 9)	



### TEACHER'S GUIDE

- Practical Teaching Plans, Formal Assessment Tasks and photocopiable resource material
- Step-by-step guidelines for all activities, including the teaching of the reading texts in the Core Reader
- Provides answers to all activities and formal assessments, and to questions in the Core Reader
- Cross-references to the Learner's Book



### VOCABULARY

**boastful** – boastful, self important  
**safari** – a trip or expedition  
**nap** – a little sleep  
**evaded** – avoided, escaped  
**brimming** – full up to the top  
**wafts** – something carried on the breeze  
**scuttling** – rushing about  
**salivating** – when your mouth gets full of spit  
**languidly** – lazily

### QUESTIONS

1. This story makes good use of the **setting**. Write down as many words or phrases as you can find that help us picture where this story takes place.
2. Choose words that you think best describe the **character** of Hen: *lazy, curious, wise, naive, adventurous*.
3. Authors use a number of techniques to bring a character to life in a story. They use:
  - dialogue
  - what the character does
  - how other characters behave towards the character.
 Find one example of each technique for the character of Hen.
4. Why could the crocodile not eat Hen?
5. Sometimes the **conflict** in a story might be as a result of more than one factor. One point of conflict in the story is that Hen is going to get eaten. What other point of conflict is there in this story? How does this folk...

### CORE READERS include:

- Short stories
- Poems
- Drama
- Folktales
- Enrichment: Vocabulary and Questions
- Links to the Teacher's Guide and Learner's Book

### GRADE 7

Gather round the fire  
 The sun, the moon and the stars  
 Acting the part  
 Friends false and true  
 The power of nature  
 Showing character  
 Save our seas  
 Doing it yourself  
 The magic wish  
 Mid-year examination

Winning the prize  
 Cracking crime  
 Fundraising can be fun  
 Learn now, chat later  
 Lost...  
 ... Found!  
 Blessing the seeds  
 Seeing clearly  
 Revision for exams  
 End-of-year examination



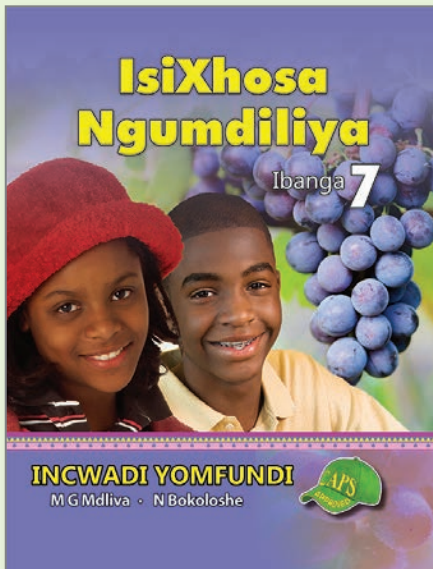
# ISIXHOSA

## ISIXHOSA NGUMDILIYA

### CAPS IBANGA 7

## IsiXhosa Ngumdiliya

Izifikelele zonke iimfuno zofundo njengoko zicwangcisiwe kwiidotyhumenti ezimalunga nocwangciso lwe-CAPS kwisifundo ngasinye.



### INCWADI YOMFUNDI

- Ibonakalisa unxibelelwano olucace gca phakathi kwencwadi yokufunda kunye nencwadi yabafundi
- Kukho isichazi-magama esilungiswe sabekwa

**Kwisiqendu**

Ivakalisi ezilandelayo nika ixesha lesenzi esinomgca ngaphantsi:

Usisi uhlamba impahla.

b) ULizo umkile izolo.

c) Lowo uthenge indlu ecocekileyo

d) Utata uthenga imoto.

e) Ufikile.

2. Nika isininzi segama ngalinye: uluthi, isikhombisi, ikhalipha, induku

3. Kumhlathana olandelayo lungisa iziphene ezikumagama anomgca ngaphantsi: Ikhaya lakhe lidume ngokucocheka kuba iyadi isoloko inecha echetywe kakuhle. Okunye okulenza libenomtshalane ebantwini sisitya seentyambo. Abantu abangenamona bangena bephuma ukuze bafumane amancebo okuphucula amakhaya abo. Loonto bayenzayo iyancomeka.

Amanqaku ewonke = [15]

**Ukuphetha**

Olu lushwankathelo olubonisa imiba ekufundwe ngayo kwesi siqendu.

**Ndizixabisile**

- Sifunde ngokuphulaphula ibali elifutshane.
- Sifunde ngetekisi elibalana.
- Siphendule imibuzo kwisicatshulwana sokufundela ukuqonda.
- Sifunde ngeempawu zokubhala nopelo.
- Sifunde ngokubhala umhlathi obalisayo, sabhala nelethu it.
- Sifunde ngexesha elididlulileyo.
- Sifunde ngesibizo esiyintloko, isivisa nenjongosenzi.
- Sifunde ngesibizo, izazazo, iindidi ze-

Sivale ngokuphendule uvavanyo kwisiqendu lokuqinisekisa ukuba siqondile na.

...ntoni?  
...a umfanekiso-

...kumele asebenzise eliphi  
...wa kulwimi lwesiXhosa?  
...hi na ekungakhiwa kuso

...etha into enye neli lithi *umhlathi*.

**enziwa ngexesha omhlathi**

...isa ixesha elidlulileyo, isivakalisi

...hlathi ongezantsi, isivakalisi

[1] (5)  
[4] (5)

...a ongakanani ukuqala

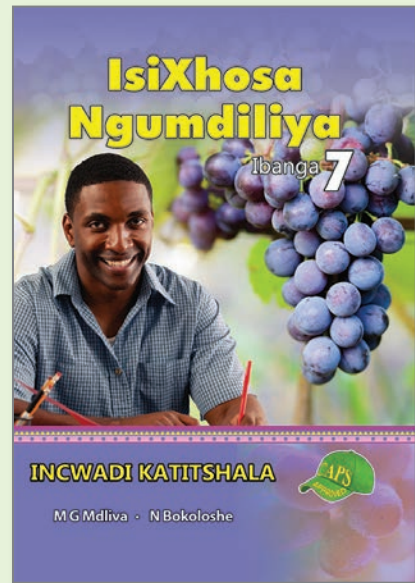
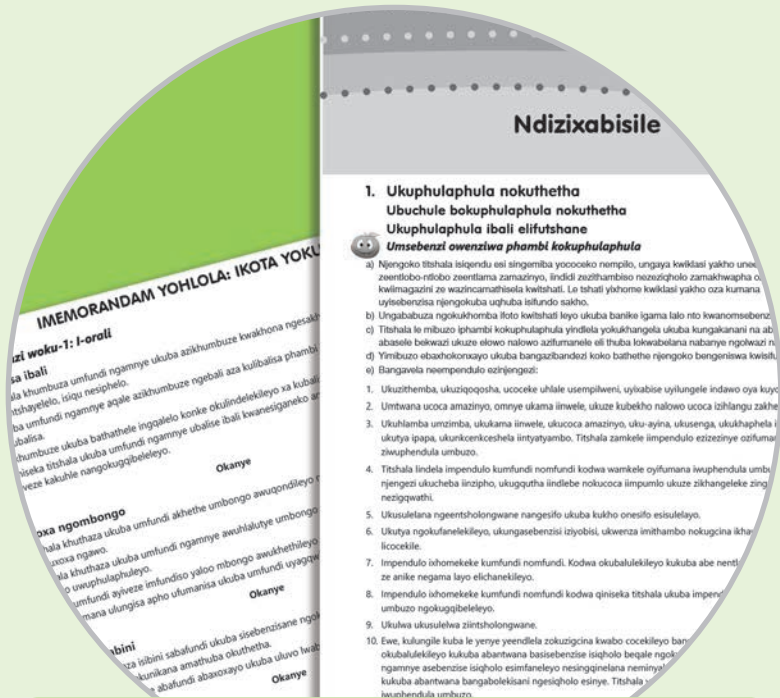
...kalisa ukuba sigqityiwe ukubhalwa isivakalisi?  
...onakalise ukulandelelana kweziganeko, ngokusebenzisa  
...wesibini, emva koko, njalo-njalo.

...afunde ukuze abe  
...eyintombazana  
...o. Wayesoloko enxibe  
...zokukile wawungena  
...ncoselelo

**Khumbula:**  
Kubalulekile ukuba xa ubhala umhlathi zibonakale ngokuthe gca ezi zigaba zilandelayo: **isivakalisi esiyintloko; iingongoma ezingundoqo nezixhasayo; intshayelelo eyiyo; isiqu nesiphelo; nesivakalisi sokuvala.**

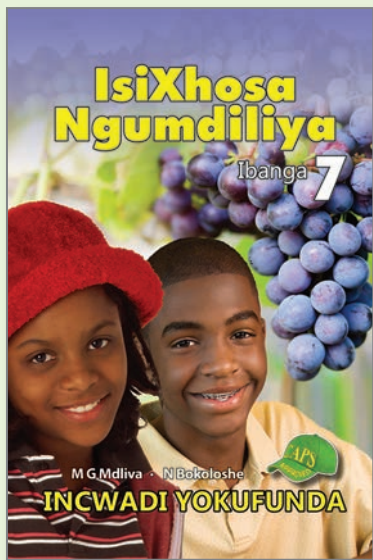
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### INCWADI KATITSHALA

- Ikwancedisana notitshala ngokumnika zonke iimpendulo kwimisetyenzana neemvavanyo ezinikwe abafundi kwincwadi yabo
- Iyalubonakalisa unxibelelwano olwenzekileyo phakathi kwencwadi yomfundi, incwadi yokufunda nencwadi katitshala



### IBANGA 7

Ndizixabisile	Masibambisaneni ukuze silwe
Kumnandi esikolweni	ubundlobongela
Imixhentso yethu	Nathi sinako
Ngemihla yakudala	Umhambi uyabukwa
Indalo ibalulekile	Ukuhlola
Ingomso eliqaqambileyo	AmaXhosa namasiko
Ushishino nokubaluleka kwalo	Makube chosi kube hele
Qwalasela imiyalelo ukuze wakheke	Intlonipho iqala ekhaya
Thina namalungelo ethu	Senza uhlaziyo koko sikufundileyo
Ukuhlola	Ukuhlola
Iinkcukacha ngathi kubomi bethu	Isikhokelo Kufundo Loncwadi
Sifo sini na esi singugawulayo?	Iglosari

### IGLOSARI

- Amafela-ndawonye** – abantu abathandanayo abasebenzisanayo nabagcineneyo.
- Amantelentele** – abantu abangamaciko nabanobuchule bokucinga nokukwazi ukuthatha indawo ephambili kwiingxoxo ezinzulu nakuqulunqo lwemigaqo neenkqubo zeqela.
- Amatshanda** – amabala afumaneka entloko kuba kungekho zinwele ngenxa yokukhuthuka.
- Amatsha-ntliziyo** – amagorha okanye amakhalipha angoyiki ngokoyikiswa alungele naluphi na uhlobo lwedabi.
- Amayathanga** – imixokolelwano ebophelela into okanye umntu kuthi nke.
- Amatya** – umntu obalasele ngokuvimba.
- Amatya** – umntu omdala onamava ngomba awaziyo nasebenze ngawo.
- Amatya** – umntu labantu elikhethelwe ukuba lihambele umcimbi obalasele ngokuvimba.
- Amatya** – umntu obalasele ngokuvimba.
- Amatya** – umntu ekhethele ngokuvimba.

### INCWADI YOKUFUNDA

- Amabali amafutshane
- Imibongo
- Iintsomi
- Idrama
- Inemisetyenzana ekupheleni kwencwadi

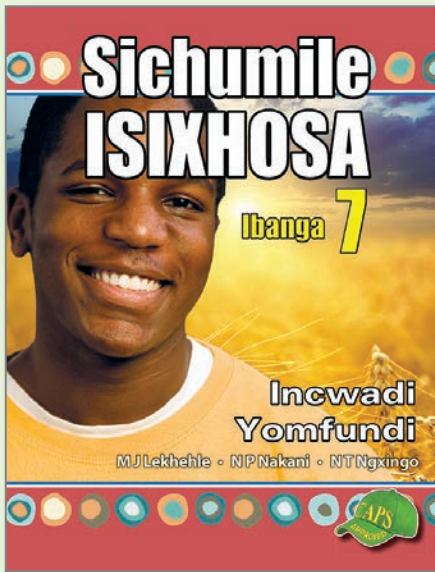
# ISIXHOSA

## SICHUMILE ISIXHOSA

### CAPS IBANGA 7

## Sichumile ISIXHOSA

Izifikelele zonke iimfuno zofundo njengoko zicwangcisiwe kwiidotyhumenti ezimalunga nocwangciso lwe-CAPS kwisifundo ngasinye.



### INCWADI YOMFUNDI

- Ibonakalisa unxibelelwano olucace gca phakathi kwencwadi yokufunda kunye nencwadi yabafundi
- Kukho isichazi-magama esilungiswe sabekwa.

#### Qela: Ikota yoku-1

- Ushicilelwe ngokucacileyo, ubhale amanani emibuzo ngokuchanekileyo.
- Eli phepha lahlulwe langamacandelo ama-3.
- Funda imiyalelo ngocoselelo uze uphendule imibuzo.
- Bhala kakuhle ngokucacileyo upele amagama ngokuchanekileyo.

#### Umsebenzi woku-1: I-Orali

- **Ingxoxo yababini**
- a) Umfundi ngamnye makalungiselele ukuthatha inxaxheba kwingxoxo yababini malunga ne- "Ukulima sisakhono sobomi".
- b) Khumbulani oku kulandelayo ngengxoxo yababini:
  - Ukucacisa imiba ekuxoxwa ngayo
  - Ukuphuhlaphulana nithetha-thethane, nibonise incoko phakathi kwababini
  - Ukuqala niqhube incoko
  - Ukusebenzisa imigaqo yokunikana amathuba okuthetha nigcine incoko
  - Ukuthetha ngeembono namava enu nibonise ulwazi lwalo mba enincokola ngawo
  - Ukuzimela izigqibo enizithathileyo ngokuzixhasa kwincoko

**Qaphela:** Izibizo zinezakhi ezizezi > isimaphambili nesiqu. Isimaphambili senziwa liceba nesisekelo, isiqu senziwe yingcambu, nesigqibelo. Sifihlalela isibizo kwisinye okanye isininzi ngale ndlela:

Isibizo (isinye)	Isimaphambili (Iceba nesisekelo)	Isiqu (Ingcambu nesigqibelo)	Isibizo (isininzi)	Isimaphambili (Iceba nesisekelo)	Isiqu (Ingcambu nesigqibelo)
Isikolo umsebenzi	isi- = i- no -si- um- = u- no - m-	-kolo = -kol- no- o -sebenzi = -sebenz- no -i	izikolo imisebenzi	izi = i- no -zi- imi- = i- no -mi-	

#### Umsebenzi wesi-2: Ukubhala

- **Isincoko ileta yobuhlobo**
  - a) Bhala isincoko ngesinye sezi zihloko:
    - Kwakumnandi kwelo theko
    - Ngenxa yeziyobisi
- OKANYE
- b) Bhala ileta uvuyisane nomhlobo ozuze imbasa yegolide kwiimbaleki kwi-olimpiki eNgilane

#### Umsebenzi wesi-3: Uvavanyo loku-1

- **Isicatshulwa nokusetyenziswa kolwimi**
- Funda esi sicutshulwa silandelayo uze uphendule imibuzo elandelayo.

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**Silwa nezifo**

**Intshayelelo**

Esi sifundo siqulathe iimfundiso ngokuphathelene nezifo ezifana noganwulayo nesifo sephepha I-78. Ngokubonga ngezi zifo abafundi bayaxhotyiswa ngazo khon'ukuze bakwazi ukumelana nazo, ukuba zingakho emakhayeni abo. Bayakwabelana ukubonga abafundi, kanti ke banikwa nenzaxheba yokuyila eyabo imihobe. Bafunda isakhono esibalulekileyo nesematheni kula maxesha, ukubhala imibongo, nokubonga. Banikwa nethuba lokuba baxoxe baveze ezabo izimvo namava abanawo ngazo. Kwicandelo lezakhi nemigaqo yokusetyenziswa kolwimi bafumana ulwazi nangezofebe ezinambhekisa intetho. Bagqibela ngokubhala umsebenzi ovavanya ulwazi abaluzileyo.

**Izixhobo**

Iitshati, itshati/ibhodi enombongo, isicamathelisi, ikhok iphamletti zezifo somhlaza, incwadi yomfundi, incwadi yezazi namaghalo, i-intanethi, iselula.

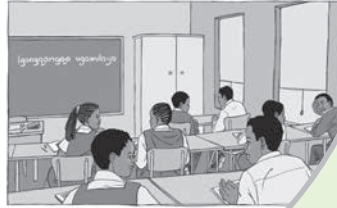
**A. Ukuphulaphula nokuthetha**

**1. Ukuphulaphula nokuxoxa ngombongo**

**Umsenbenzi owenziwa phambi kokuphulaphula**

- Ukuchazela abahlolo babo ukuba kutheni bethanda umbongo othile

Titshala webanga lesixhobo kufuneka ube nolwazi olugqibeleleyo ngetekisi yoncwadi lweshi. Funda iincwadi zesixhosa ukuze uzuzwe ulwazi oluthe phele kokufundisa esi sifundo. Yabela abafundi ukuba bafunde imiyalelo echaza oko bamlele ukukwenza. Yenza amabalengwe ngeempawu zemibongo wongeze kulwazi abalufunene kwibanga lesi-6 abafundi.



Kubalulekile ukuba uzazi iimpawu zetekisi yesihobe ezifana nezi-



**INCWADI KATITSHALA**

- Ikwancedisana notitshala ngokumnika zonke iimpindulo kwimiseteyenzana neemvavanyo ezinikwe abafundi kwincwadi yabo
- Iyalubonakalisa unxibelelwano olwenzekileyo phakathi kwencwadi yomfundi, incwadi yokufunda nencwadi katitshala



**INCWADI YOKUFUNDA**

- Amabali amafutshane
- Imibongo
- Iintsomi
- Idrama
- Inemiseteyenzana ekupheleni kwencwadi

**1. UNolitha**



...uxa lithi ndithenge, uNolitha emi endulini, apho  
...khe ikhona, eyibonela ezantsi ilali yaseZidulini.  
...wayezihlobanise neembila zitsibatsiba, zisuka  
...aliya, zimbi zihleli zole zigcakamel  
...lithambekela kw...

**IBANGA 7**

Imfundo sisixhobo sobomi  
Silwa nezifo  
Ugonyamelo  
luyingxaki  
Lumka ungalukuhleki  
Baphum'iphulo abalimi  
Inkcubeko namasiko kaNtu  
Indima yommi kuqoqosho lelizwe  
Amatiletile obu bomi  
Siphakula singcamle kwezakwantu  
Siphakula singcamle kwezakwantu Ukuhlola

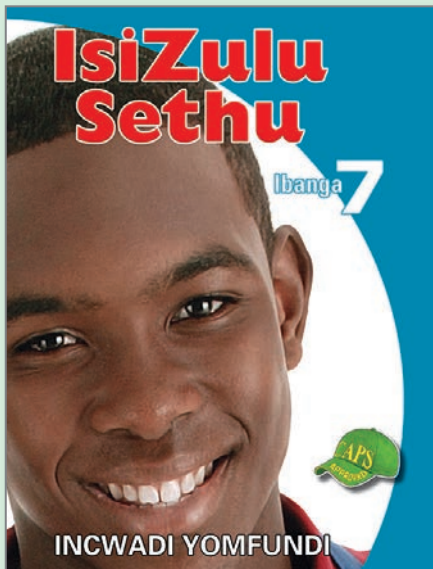
Kanti ithini idilesi yakhe?  
Athombile amantombazana  
Intlanganiso  
Indaba  
Ukuhamba iindawo  
Umzuzu wenguqu  
Kuthiwani ku-SABC?  
Iphupha lam  
Uhlaziyo nokulungiselela uwiwo  
Uhlolo olusesikweni

# ISIZULU ISIZULU SETHU CAPS IBANGA 7

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## IsiZulu Sethu

Nakuba lezi kuyizincwadi zolimi, kepha zibhalwe ngendlela yokuba zisabalalele nakwezinye izifundo nemikhakha eyehlukene ethinta impilo yomfundi.



### INCWADI YOMFUNDI

Umfundi akagcini nje ngokuzuzisa amakhono olimi kodwa uzuzisa namanye amakhono amaningi ayomenza ukuba akwazi ukuziphilisa futhi aphilisane kahle nabanye abantu.

Ukusetshenziswa Kwalo	Ukusetshenziswa Kwalo	Ukusetshenziswa Kwalo
Ukusetshenziswa Kwalo	Lolu uphawu lokuloba olusetshenziswa ekuqaleni kwamabizozho, amagama abantu, imifula, izindawo, izikhungo, amagama ezincwadi, igama negama esihlokweni.	U-Itumeleng Kune ukuba abe unozinti w... Bafana.
Ungqi (.)	Lolu uphawu olukhomba ukuthi umusho usuphelele.	Amabhokobhoko ahluke ama-All Blacks.
Ukhefana (,)	Lolu uphawu olukhomba ukuthi umusho awukakapheli kusekhona okulandelayo. Lungakhomba futhi ukulandelana noma ukwehlukana kwezinto.	Imidlalo esinayo unobhutshuzwayo, ithenisi kanye nebhola lomnqakiswa.
Ikhloni (:)	Lolu phawu lusetshenziswa ukwandulela inkulumbo ngqo.	Uma senizodlala anophatha lokhu: amathawula, amabhola nezingubo zokushintsha.
Ikhloni (;)	Lolu phawu lusetshenziselwa ukukhomba ukuthi umusho unemiqondo emibili eyahlukene engaxhunyiwe ngesihlanganiso.	Iqembu lesizwe lazilolonga ngokwanele; alilesabanga iqembu laseZambia.

**Imidlalo** **ISAHLUKO**

**Ithemu 1** **Isonto 1-2**

"Hambani niyodlala!" Iyona ndlela le okuxoshwa ngayo izingane uma sekuxoxwa izindaba ezingafanele zaziwe izingane. Ukudlala-ke akuyona nje into eyenziwa izingane kuphela, kepha nabantu abadala bayadlala. Ukudlala kwabantu abadala kujwayele ukuba nokuncintisana osekusezingeni eliphezulu. Phela ukudlala sekuphenduke umsebenzi kwabanye. Bayaphila abantu ngezemidlalo.

**ISIFUNDO 1: Okulalela Nokukhuluma**

**Amasu Okulalela**  
Ake sibheke nanka amasu okulalela:

Ngaphambi kokulalela	Ngesikhathi sokulalela	Emva kokulalela
<ul style="list-style-type: none"> <li>Silungisa isimomqondo.</li> <li>Siphendule imibuzo yokulungiselela okulalela.</li> <li>Sixoxa kafuphi ngebesikulalele.</li> <li>Kuqagelwa ngombhalo.</li> </ul>	<ul style="list-style-type: none"> <li>Sibhala amanothi/amaminithi.</li> <li>Sihumusha esikulalele.</li> <li>Sihlaziya sicabange ngesikulalele.</li> <li>Sibuza imibuzo.</li> <li>Sithola incazelo yesikulalele.</li> <li>Sibheka ulwazimagama.</li> </ul>	<ul style="list-style-type: none"> <li>Sibeka imibono ngesihloko nangalokho ebesikulalele.</li> <li>Sihlola sicubungule ebesikulalele.</li> <li>Sinikeza imibono ngebesikulalele.</li> <li>Sikhuluma ngebesikulalele.</li> <li>Silinganisa ebesikulalele.</li> </ul>

2.3  
...shana esilandelayo bese ufaka izimpawu zokuloba ngeka khona.  
...galo azuze lukhulu...

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## Siyathuthuka Ngobuchwepi

Ithema Yoku -1 • Isonto Lesi -3 nalesi -4

### Okuzokwenziwa Kulesi Sahluko:

Ukulalela Nokukhuluma	Ukufunda Nokubekela	Ukubhala Nokubhala
Ukulalela Uphinde Uxoxe Ngenkondlo Nkanyezi yokusa Ukufunda Kuzwakale Okuhleliwe	Ukufunda ubunkondlo Imibhalo yobuciko Inkondlo	Ukubhala Umbhalo Wokuziqambela Inkondlo Yomfundi
Izakhiwo Nezimiso Zokusetshenziwa Kolimi	Izakhiwo nezimiso Zokusetshenziwa Kolimi Ezingeni Lamagama: isenzo, isabizwana sobumini	Izakhiwo Nezimiso Zokusetshenziwa Kolimi
Ezingeni Lamagama Amabizongrubhe Isabizwana Soqobo	Incazelo Yamagama: imvelumano, imikhalo, ifanamsindo, isifaniso nesingathekiso.	Izimpawu Zokuloba: Ungqi nokhefana. Incazelo Yamagama: Izibabazo, Omqondophika, Omqondofana, Umsebenzi Wokuhlola
Incazelo Yamagama Izisho Izaga.		

### ISIFUNDO 1: Ukulalela Nokukhuluma

Lo msebenzi uzothatha amahora amabili emasontweni amabili.

#### 1.1. Ukulalela Uphinde Uxoxe Ngenkondlo

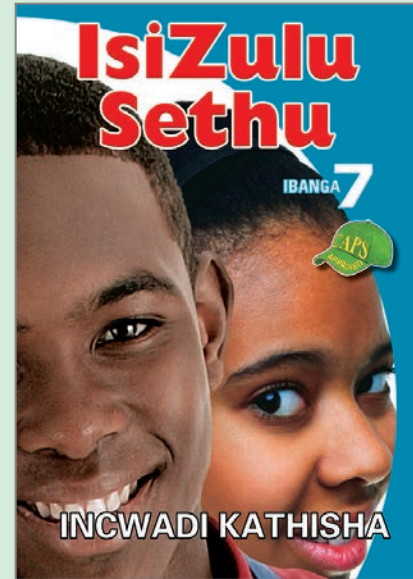
Ibhazi 22 encwadini yomfundi.

#### Okunokusetshenziwa:

- Incwadi yomfundi, isichazamazwi, izincwadi ezichaza ngokuhluzwa kwezinkondlo, nezincwadi ezivumtapo wolimi.

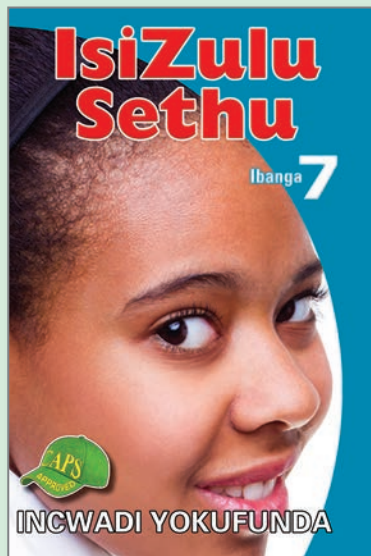
#### Amalungiselelo

- Uthisha uzogala ngokufunda inkondlo eyedwa, ayihaye azizwe ukuthi uyihlala kahle yomfundi.



## INCWADI KATHISHA

- Ukuhlola kufakiwe, amarubhrikhi okumaka nesibonelo sokurekhoda nokubika ngentuthuko yomfundi
- Kukhona ngisho nohlelo lomsebenzi wonyaka wonke nesibonelo sokulungiselela isifundo, esihambisana nohlelo lwe-uthisha angalusebenzisa esenza amalungiselelo esifundo. Uthisha lapha angasilandela lesi sibonelo.



## INCWADI YOKUFUNDA

- Izinganekwane
- Umdlalo
- Izindaba Ezimfushane
- Izinkondlo
- Incazelo Magama

## C. Umdlalo



### Uyini umdlalo?

Umdlalo yindaba esuke ibhalwe ukuze abadlali bayidlale eshashalazini. Lapha abadlali bayaxoxa baphendulane kube khona abakwenzayo. Umdlalo ulingisa impilo. Umdlalo uba nezinkundla nezigcawu.

#### (a) Izinhlobo zemidlalo

Ihlukaniwa ngezindawo edlalelwa kuzo. Nazi izinhlobo zayo: Umdlalo weshashalazi: udlalwe endaweni evulekile okungaba yihholo noma ngaphandle noma yithiyetha. Umdlalo womsakazo: Lona wethulelwa emsakazweni. Abadlali bala mdlalo asibonani sizwa ngamazwi nje. Benza imisindo esakhela isithombe salokho okwenzekayo. Umdlalo wethelvishini (umabona kude): Lona umdlalo owethulwa kuthelevishini. Konke okwenzekayo siyakubona. Umdlalo wokufundwa: Uhlobo olufundwayo nje kuphela. Umfundi uzakhela isithombe salokho okwenzekayo.

#### (b) Izinkundla nezigcawu

Imidlalo yeshashalazi neyokufundwa ivama ukuba nezinkundla ezinhlano. Inkundla ngayinye iba nezigcawu ezimbalwa. Isigcawu simele isehlakalo esenzeka endaweni eyodwa ngesikhathi esisodwa.

#### (c) Imidlalo enkundlanye

Imidlalo emifushane iba nenkundla eyodwa kuphela. Nakuba umfushane nawo uphelele.

## IBANGA 7

Asihlome Ngemfundo  
Izidakamizwa  
Ukucwasa Ngokobuzwe  
Songa Imali  
Imindeni  
Ukuhlanzeka  
Ukuhlola  
Inkululeko  
Inhlonipho  
Ukongiwa Kwamanzi  
Ayinamhlabele

Isifo Somdlavuzwa  
Ukunukubezeka Komoya  
Umngani Oqotho  
Intuthuko  
Siyazilungiselela  
Ukuhlola Kokuphela Konyaka  
Ukuhlola Ulimi Lwasekhaya  
• Uhlelo Lokuhlola  
• Ukurekhoda Nokubika  
• Ukumodareytha Imisebenzi Yokuhlola  
• Amarubhrikhi  
• Izincazelo Zamagama

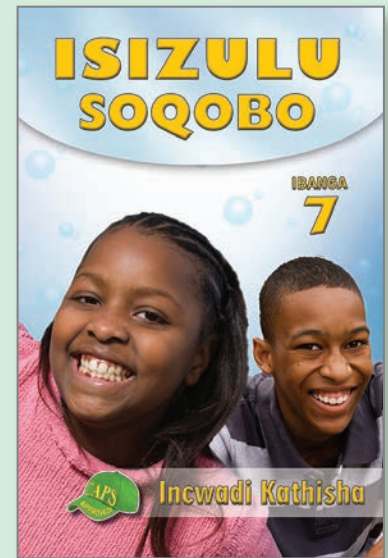
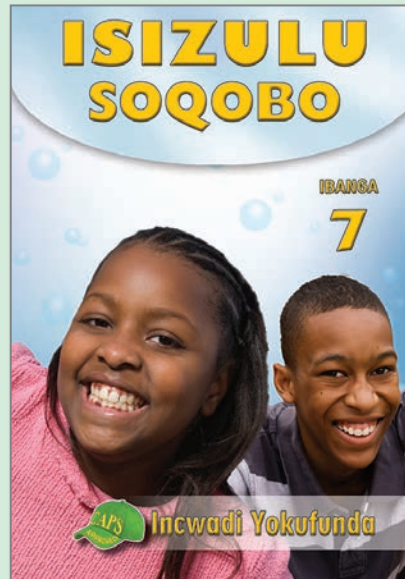
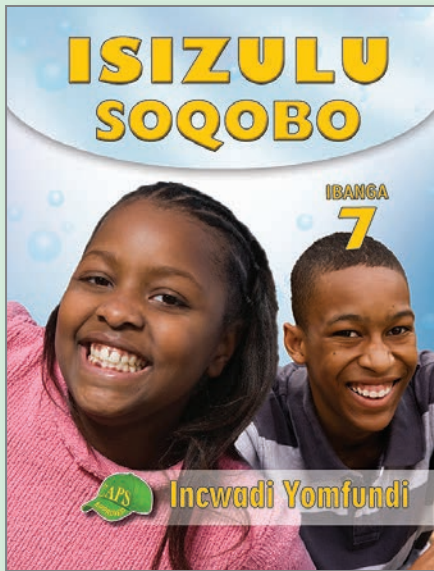
# ISIZULU ISIZULU SOQOBO CAPS IBANGA 7

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## ISIZULU SOQOBO

Izincwadi ze **ISIZULU SOQOBO** yizincwadi eziluchungechunge ezihlelelwe IsiZulu Ulimi lwaseKhaya. Zisukela ebangeni lokuqala kuya kwele-12. Lezi zincwadi zihlelwe zabhalwa kabusha ngohlelo lokufunda lwe-CAPS Isitatimende SeNqubomgomo yoHlelo LweziFundo

nokuHlola (NquTaHleHlo). Emazingeni aphakeme eBangeni lesi-7 kuya kwelesi-9 (Grade 7-9) kukhona lezi zincwadi:



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### IBANGA 7

Izinselelo zobusha	Impilo nokwethembeka
Ukuzikhethela empilweni	Impilo yasemindenini
Ukubuyisana	Inhlalo yomphakathi
Izinganekwane	Ubugebengu
Ukukhetha umsebenzi	Impilo Yokukhululeka
Izinguquko empilweni	Ezokuphepha ogwini lolwandle
Inhlalo yomphakathi	Izwe lakithi
Ukudla kuyimpilo	Ubuciko namasiko
Ukuziphatha kwabantu	Ukuphilisana nabanye abantu



**THEMU 1**

**1. Izinselelo Zobusha**

**A. UKULALELA NOKUKHULUMA**  
Ukulalela indaba emfiphane

**Ukulungiselela ukulalela**

- Isihloko sendaba enizoyilalela sithi: **Useyolala Ngenxeba**. Ake niphendule le mibuzo.
  - Kusho ukuthini ukuthi "Useyolala ngenxeba"?
  - Uma kuthiwa umuntu makalale ngenxeba, kusuke kuyinto enjani emvelele? Ngabe iyinto enhle, yinto embi, yinto elusizo?
  - Ake ninqalele ukuthi le ndaba itroxoxa ngani.
  - Bhalani la magama ezincwadini zenu zokwazimagama, bese ribonisi ana ngezincacelo zawo, noma nziphibeke ezichazamazwini zenu: **vevezela, indlondlo, qongelela, iqatha, enqaka**

**Ukulalela ukufundwa kwendaba emfiphane**

- Lalelani indaba bese nenza imisebenzi eshiwo ngemva kokulalela. Ngenkathi nitalale indaba, bhalani **amanothi** ngamaphu abalulekile nenifuna ukukhumbula ngale ndaba.

**Ingxoxo emva kokulalela indaba emfiphane**

**Ukuphendula imibuzo**

- Xoxani ekilasini noma emaqenjini ngokuphendula imibuzo ngalokho ebonakalile.
  - Ngokubona kwenu, yimaphi umqondo osemqoka wale ndaba phakathi kwelana. Sekela impendulo oyikhethele.
    - UTHolakele umesaba kabi umethroni.
    - UTHolakele unovalo lokuthi angahle axoshelwe ukukhulelwa esikoleni.
    - UTHulani umqinela ngobugagu uTholakele.
  - Ake nisho imiqondo embalwa eyesekela umqondo osemqoka.

**INCWADI YOMFUNDI**

**Umdlalo yokubhala**

Umdlalo-ke isigaba sakho ulandela lezi zinyathelo:

**Umdlalo osabulwembu**



**Ukuhlela**

- Sebenzisa ulimi olushaya ngqo emhloeni nolukhombisa ukwethula.
- Sebenzisa izaga neziso ukunandisa isigaba sakho.
- Ukufinyelela izehlakalo njengokulandelana kwazo ngenkathi zenzeka.
- Sebenzisa imithombo yolwazimagama njengesichazamazwi uma kudingeka.

**THEMU 1**

**1. Izinselelo Zobusha**

**Ukulungiselela ukulalela**

**Inqubo yokufunda**

- Ukulungiselela ukufunda (yethula umbhalo)
- Ngesikhathi kufundwa (izimpawu zombhalo)
- Emuva kokufunda (phendula imibuzo, qhathanisa, hlukanisa, hlola)

**Amasu okulungiselela ukufunda**

- Ukubona izimpawu zombhalo njenge-izihloko nemidwebo
- Ukubona izingxenye zencwadi njenge-ikhava, isihloko, uhla, izifundo, okuchaza amagama

**Ukulalela isifundo sokuqondisa**

**Ukufunda namasu okufunda**

- Ukufunda ngokushesha nangokuhambisa amehlo
- Ukufunda ngokujulile
- Umfanekisomqondo
- Ukucabangela incacelo nesiphetho
- Iqiniso nombono
- Ukuchaza amagama

**Ukulalela nokukhuluma**

**Amasu okulalela nokukhuluma**

**Ukulalela indaba emfiphane**

- Ukubona umqondo osemqoka nosekelayo endabeni emfiphane.
- Ukuthatha amanothi
- Ukwabelana ngemibono ngezinto ezakwehlela uveze ukuzwisisa umqondo

**Ukuphinda uxoxe indaba.**

- Phinda uxoxe ngezimeko ngokulandelana kwazo.
- Ukubalula abalingiswa ngendlela eyayo.
- Ukusho umudwa wesikhathi

**INCWADI KATHISHA**

**Umdlalo waphakathi nonyaka**

**Umsebenzi woku-1**

**Ukukhulunywayo Nokulalelwayo**

**Sebenzisa irubhrikhi yokulalela**

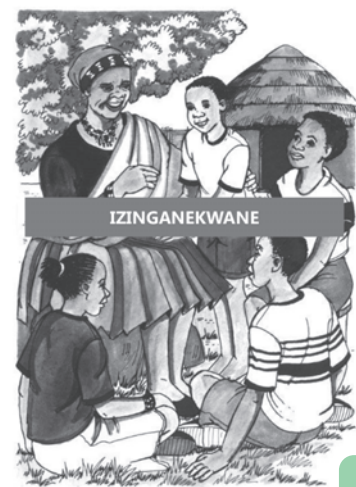
**Umsebenzi wesi-2**

**Isivivinyo sesi-2**

**Izipendulo**

- esikoleni (1)
- Impi yemikhonto nezihlangu (1)
- ngemfundo (1)
- Ukuthola uklonyeliswe iziqu emva kwemfundo ephakeme. (1)
- (a) ukhuloba ngokuthandela okuthile ezinyaweni. (2)  
(b) into engumklomelo ngokuzibalula entweni ethile (2)  
(c) ihawu elikhulu lokulwa (2)
- (a) ukucabanga ujule ngokuzokwenzeka (1)  
(b) isililo sabantu abadelelelele (1)  
(c) ukunyakaza komisindo omncane (1)  
(d) umsindo wesenzo sokushaya emzimbeni (1)  
(e) ukuchaza into edwebayo noma ebalayo (1)

Amamakhi



**IZINGANEKWANE**

**INCWADI YOKUFUNDA**

**Umdlalo wamagama**

**Ukukathole** – indweba/impempe

**Ukwakha umkhanya** – amasimu amakhulu

**Ingqobe** – izikhwetshana ezisala lapho kukhethwa ummbila ovuniw

**Ujiba** – uhlobo lwamabele oludume ngokuthi kaludliwa izinyoni

**Ukubhonyula** – donsa ukhiphe into lapho ibambeke khona

**Ukugqwagqwa** – ukufusa ngomlilo kungavuthwa phakathi

**Ukungquphazela** – ukozela ude ucobhoza ngekhand

**Emakhabeni** – ummbila ongakakhahleli

**Adunuselene** – abhekene

**Insakavukela** – into eyenzeka njalo

**Imibuzo**

Umdlalo-ke ukuthi obani abalingiswa okuxoxwa ngabo ukwanelani oyifundile.

Umdlalo-ke ukuthi le ndaba:

Umdlalo-ke nini?

# SEPEDI SEDIBA SA THUTO CAPS MPHATO WA 7

## Sediba sa thuto

Puku ya Sediba sa Thuto Mphato wa 7-9 ke puku ya Sepedi Leleme la Gae. Puku ye e na le dikarolwana tše pedi, e lego: Puku ya Barutwana, Padišo le Puku ya Morutiši.

Dipuku tše di humile ka tše di latelago: Go bonolo go šomiša dipuku tše ka gore kagego le tshepedišo ya tšona e latelega ga bonolo, di arotšwe ka dikotara le dibeke. Di theilwe godimo ga dinyakwa tša Setatamente sa Pholisi sa Lenaneothuto le Kelo. Dipuku tše di ngwadilwe ke barutiši ba ba nago le boiphihlelo thutong le bomankge ba kharikhulamo ka mono Afrika-Borwa.



### PUKU YA BARUTWANA

- E tšwetša pele mabokgoni a go theeletša le go bolela, go bala le go bogela, go ngwala le go hlagiša
- E šomiša boiphihlelo bja morutwana go ruta polelo ye ya gaborena
- E hlahla barutwana ka mekgwa ye e fapanego ya go ela
- E laetša barutwana kgokagano ya theknolotši le setšo

### Bokamoso bja ka

**Mo kgaolong ye, morutwana o tlo fihlela mabokgoni a latelago**

Beke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melao ya tšomišo ya polelo
1 - 2	Go theeletša kanegelokopana	Dingwalo: Kanegelokopana	Go ngwala temana ya kanegelo	• Maina • Mafokonolo • Mopeleto le maswaodikga

#### 1.1 Go theeletša le go bolela

##### Go theeletša kanegelo

Barutwana theeletšang ge morutiši a le anegela kanegelo yeo e latelago.

Gantiš batho ga ba ke ba setša mohola wa go kgona go theeletša gabotse le ka tshwanelo. Go theeletša ka mokgwa wa maleba ke selo seo morutwana a swanetšego go ithuta sona bjalo ka ge a ithuta go bolela, go bala le go ngwala. Ge motho a ka tšeba gore o swanetše go theeletša bjang ge batho ba bangwe ba bolela, o tlo kgona go tšeba gore le yena o theeletšwa bjang ke ba bangwe ge a bolela. Barutwana le swanetše go kgona go theeletša ka mokgwa o latelago:

Lemogang go re go na le magato ao le swanetšego go a latela ge le lebagane le mošomo wa go theeletša:

utwana, balang kanegelo yeo e ngwetšwego ke morutwana sekolong seo se phagamego sa Mmatedu. Hlogo ya sekolo o be a rata go ngwala pego ka bothata bjo bo hlagetšego yo mongwe wa barutwana ba sekolo sa gagwe, gomme a laela morutwana Kegomoditšwe Malema, go ngwala seo a bego a rata go se anegela hlogo ya sekolo.

Leina la ka ke Kegomoditšwe John Malema. Ke bala kereiti ya 7. Ke hlagetšwe ke bothata lehono ge ke itokisetša go tshela mmila wa lephelo wa M20 ge ke tla sekolong. Ke be ke eme bogole bja dimitara tše tharo ka thoko ga tsela. Ke maketše fela ge go ema koloi e khwibidu ya Venture kgauswi le nna e ke ke laeditše mootledi gore ke rata go namela. Gatee fela yo mongwe wa banamedi a re go bula lebati a fologa, a leka go nkgogela ka gare ga sefatanaga seo ka kgang. Ke rile go mo tetemetša ka meno, a nama a ntesa. Mathata a mohuta wo a ka direga ka mehla fela ge re sa ihlokomelwe. Bjalo ka bana re ka welwa ke mathata a: re ka utswiwa, ra bolawa; ra rekišwa dinageng tša kgole, bj.bj.

Murutwana

Barutwana, aroganang ka dihlopho tša bohloano bohloano gomme le ahlaahle kanegelo ya ka godimo. Kahlahllo ya lena e se fete metsotsoye mehlanga?

#### Arabang dipotšiso tšeo di latelago ka go ngwala ge le fetišo ga ahlahllo kanegelo.

1. Na Kegomoditšwe o hlagetšwe ke bothata bofe?
2. Ke ka lebaka la eng a be a leka go tshela mmila?
3. Na le bona kanegelo ye e ka thuša barutwana ba bangwe bjang?
4. Ngwalang mathata a mangwe ao le gahlanago le wona tseleng ge le tla sekolong.
5. Ngwalang mohola o mogolo woxxxx le tla o bunaga bokamosong bja lena ge le tsene sekolo.

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READER	9781775880158



**Moralo wa go ru**

**ra ya mathomo ya ngwaga**

ing ye, morutwana o tla fihlelela mabokgani ao a latelago

olo	Beke	Go theletša le go bolela	Go bala le go bogela
1 le 2		Go theletša kanegelokopana	Dingwalo: Kanegelokopana • Padi/kanegelo (letakala)
3 le 4		Go theletša le go ablaahla sereto	
5 le 6		Ditheriano ka tiragatso le dipotedišano	Dingwalo: Sa
7 le 8		Theletša dikanelotšhaba	Dingwalo: Dingwalo • Theto

**BEKE 1-2**

**Bokamoso bja ka**

Kgathang ya morutwana o tla fihlelela mabokgani ka tšona di latelago:

Mabokgani	Beke	Go theletša le go bolela	Go bala le go bogela	Go nwele le go thutša	Dibopang le mabokgani ya dithuto
Kakaretšo ya dingwalo	1-2	Go theletša kanegelokopana	Dingwalo: Kanegelokopana	Go nwele morago ya kungelo	Mabokgani • Mafikiso • Mafikiso le mabokgani
Mafikiso ya pukung ya barutwana	1-3		4-6	7-8	9-12



**PUKU YA MORUTIŠI**

- E akaretša ka moka tšeo di lego ka pukung ya morutwana gape e hlahla morutiši ka dikarabo tša dipotšišo tšeo di botšišitšwego barutwana
- E na le dirubriki ka moka tšeo morutiši a di hlokago go ela barutwana ba gagwe, mohlala, rubriki ya go ela bomolomo, orale, ditšweletšwa tša tirišano tše kopana le tše telele



**o ya ranta**

go e aparetše Afrika-Borwa, parlamenteng banna ba itshwere diledu. Tharollo ga e gona le gatee, Ka baka la puhlamu ya ranta.

Bokebekwa bo iphile maatla, Ga go lephodisa go swana fela, Tšotšo e iphile maatla re lapile, Tlhobaboroko ke go wa ga ranta.

<b>Tlontlontšu</b>
go puhlama: go ya fase
bokebekwa: bobotsi

Tlhokego ya mešomo e šenne meno, Dikhamphani le difeme tša mehutahuta, Go tšona go thibilwe ka madiga a mongane, Ka ranta yeo e hlabilego fase ka sekodi.

Theko ya diyamaleng e godimo E nameletše wa go tlabatlabiša dibete, Peterole, parafene, disele le oli tšona ga ke na mmolelo, Ka ranta yeo e pshikologago fase.

**MPHATO WA 7**

Bokamoso bja ka	Botšiša ke go botše
Kgetho ya ka	Dipapadi
Mmele wa ka	Thwadi ke mang
Keleketla!	Lefase la mošomo
Go phela mmogo	Lefase go re dikologa
Ditokelo	Ntshware ke go sware
Hlakodišang bana	Re gadima morago
Afrika Borwa	Boitokišo
Theknolotši	• Go hlatholla dingwalwa
Kgokagano	• Mareo a dingwalwa
	• Rubriki

**Dipotšišo**

ke tlabego ya mohuta mang yeo e aparetšego Afrika-...

**PADIŠO**

- Theto
- Dinonwane
- Dikanegelokopana
- Terama
- Tlhalošontšu

# ■ SETSWANA

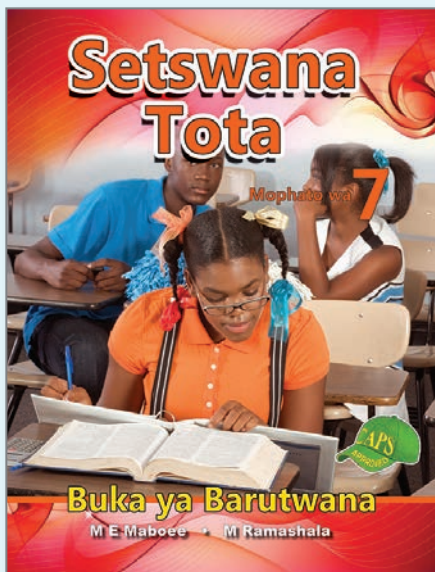
## SETSWANA TOTA

### CAPS MOPHATO WA 7

## Setswana Tota

Buka ya Setswana Tota Mophato wa 7-9, ke nngwe ya dibuka tsa motseletsele wa dibuka tsa Setswana Puo ya Gae. Setswana Tota e na le dikarolo tse di latelang: Buka ya Barutwana, Buka ya go Buisa le Kaedi ya Morutabana.

Dibuka tse di tshotse tse di latelang: Go bonolo go dirisa dibuka tse ka gonne kagego le tsamaiso ya tsona e latelega bonolo, mme di ikamaganya le Pegelo ya Pholisi ya Bosetšhaba ya Kharikhulamo le Tlhatlhobo. Motseletsele o wa dibuka o kwadilwe ke barutwana ba ba nang le maitemogelo le baitseanape ba kharikhulamo.



### BUKA YA BARUTWANA

- Ditiro tse di filweng barutwana di ba thusa go tshloganya le go nna le kitso e e tseneletseng ya go kwala dikgangkhutshwe, diathikele tsa makwalodikgang, go buisa le go tshloganya ditshwantsho le dikhathuni le tse dingwe.
- Kgweditharo ya bone e na le ditlathobo tse di thusang barutwana gi ipaakanyetsa tlhatlhobo ya bofelo jwa ngwaga le go ba sedimosa ka dipotso tse ba ka di solofelang le gore ba ka di araba jang.



#### Tiro 1

##### Araba dipotso tse:

1. Ke mang yo o neng a buisa dikgang?
2. Dikgang di buisitswe ka nako mang?
3. Ga tse go thuntshitswe motšhini wa madi kwa kae?
4. Batho ba ba thuntshitseng motšhini, ba bone madi a ma kanakang?
5. Ke bomang ba ba fitlhetseng ntlo le lolea?
6. Go ne go diragetse eng?

##### Ngangisano ka papatso

Ngangisano ke mokgwa o o tlhomamemng wa tiro ya molomo o o lebeleletsweng le go diragadiwa go phatlalatseng. A re lebeg dikarolo tsa ngangisano. Re tlhola re reeditse papatso ya dilo tse di tloganeng mo thelebišeng le mo seyalemoweng. Fano go latela ngangisano ka papatso

##### Ngangisano e latela melawana e e rileng gore e diragatswe sentle. Yona ke e e latelang:

- tsamaiso e laolwa ke modulasetulo ka go:
- tsese tshagiso le go neelana ka lemorago
- go laola dipuisano fa setlhogo se se na go itsesiwe
- tsese sebui sengwe le sengwe
- go laola nako

Kgweditharo 2

9 le 10

### Tlhatlhobo ya bofelo jwa ngwaga

#### Pampiri ya 1

Tiro ya molomo- e tla bo e setse e dirilwe mo sekolong ga jaana.

##### Maduo:

- Tekatshloganyo
- Puo mo tirisong
- Tsibogelo ya dikwalo

[40]

(15)

(30)

(10)

##### Ditaelo

- Araba dipotso jaaka o laetswe
- Tiro ya gago e nne phepa
- Tlola mola morago ga karabo nngwe le nngwe

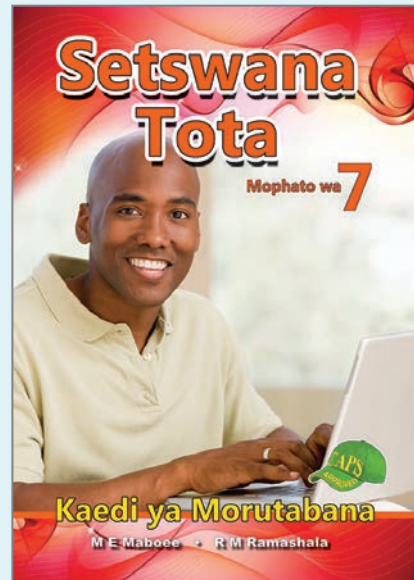
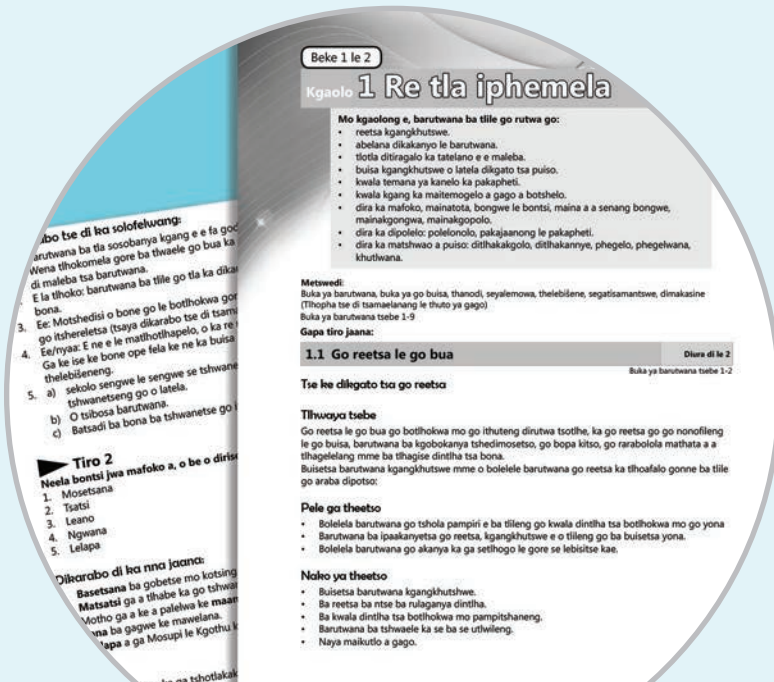
#### Pampiri ya 2

##### Tekatshloganyo



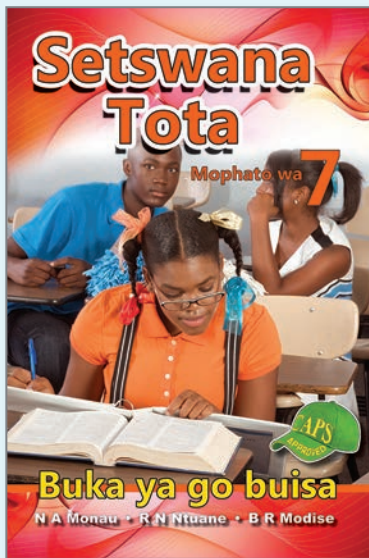
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TEACHER'S GUIDE	9781775880318
READER	9781775880295





### KAEDI YA MORUTABANA

- E naya morutabana tshedimoso e e tseneletseng ka kharilhulamo.
- E kaela morutabana ka ditiro tsa tlhatlhobo le go thusa barutwana ba ba nang le bokoa.
- Kgweditharo nngwe le nngwe e na le ditiro tsa tlhatlhobo le dimemorantamo tsa tsona.



...ari e ntsho, dipuo ga di thusa...  
 ...na motlaela thupa. Matshediso ga a...  
 ...phung. Gore ke mang yo o tsentseng khadi mor...  
 ...a go tlosa bohutsana ba bana ba bona, ga go kitla go...  
 ...e basadi ba bona e se ke ya nna batlholagadi. Diphitlho tsa ker...  
 ...e kwa godimo, ga di kitla di tlosa lebadi la go tlhoka rre, monna...  
 ...mogatsake, moratiwa. Ao! Ntwa kgolo ke ya molomo.

### Dipotso

1. Fa o ne o le modiri wa kwa meepong o ne o ka rata go duelwa bokae ka kgwedi?
2. O akanya gore dipolao tse di ka bo di ne di efofilwe jang?
3. O gopola gore ke goreng badiri ba ne ba duelwa dituelo tse di kwa tlase?
4. Ke eng se se neng se rotloetsa badiri go tlasela batho ba ba tlhometseng?
5. O akanya gore ntwaga e e siameng ke efe?
6. Maitemogelo a gago ka go latlhegelwa ke motsadi ke afe? Naya maikutlo a gago ka dintshontsho tsa kwa Marikana.

### BUKA YA GO BUISA

- Poko
- Terama
- Dikgangkhutshwe
- Dinaane
- Mo bofelong jwa sekwalwa sengwe le sengwe go na le dipotso.

### MOPHATO WA 7

Re tla iphemela  
 Ipolele re utlwe  
 Ipaankanye go sa le gale  
 Ga twe e rile  
 Ga go simolole jaanong  
 Metshameko  
 Itseele ka tsebe  
 Dira jaaka o laelwa  
 Botlhokwa jwa dinonyane  
 Ipaakanyetse bokamoso

A re bueng  
 Re ba itsese jang?  
 Dikgang di reng?  
 Jaanong re bona kwa re yang teng  
 Ema ka lefoko la gago  
 Re leboga thekenoloji  
 Ba teng le bona  
 A re di tloheng gape  
 • Tlhatlhobo ya bofelo jwa ngwaga  
 • Tshekatsheko ya dikwalo



# ■ SISWATI

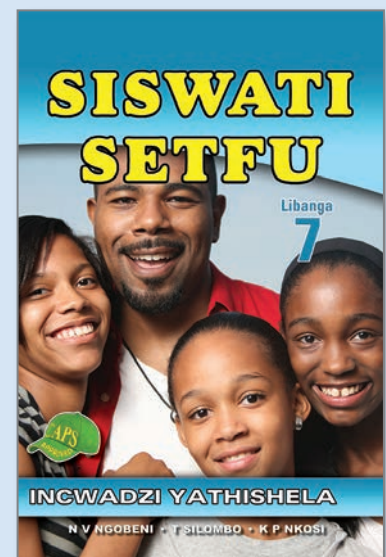
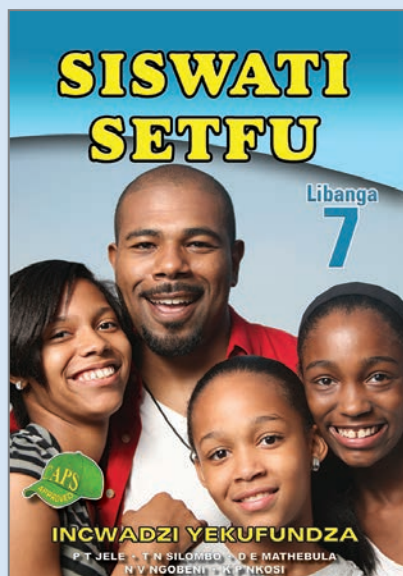
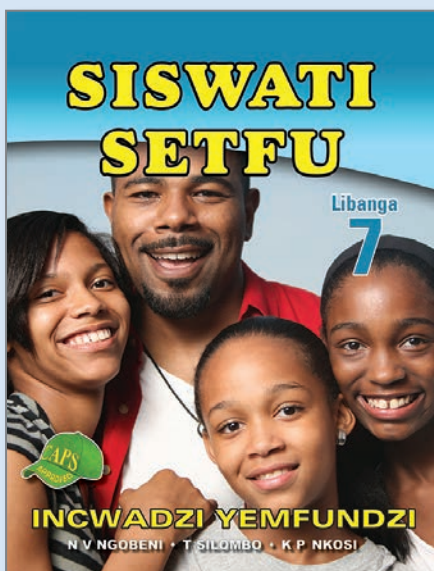
## SISWATI SETFU

### CAPS LIBANGA 7

## SISWATI SETFU

Siswati Setfu luhlelo lwetincwadzi teSiswati lolubhalwe lwahambisana nendlela lensha yeSitatimende Senchubomgomo Yavelonkhe Yekharikhulamu Nekuhlola. Loluhlelo luyatfolakala kusukela eSigabeni Sabokhewane, Sigaba Lesisemkhatsini neSigaba Lesiphakeme.

Loluhlelo luhlanganise emasu lehlukene ekufundza kanye newekufundzisa lulwimi ngekulandzela inchubomgomo. Lugcamisa tingcikitsi letisematseni kanye netemasiko. Tehluko netifundvo tihlelwe ngekwemathemu nangekwemaviki.



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READER	9781920605292

#### LIBANGA 7

Emalungelo  
Tekuchumana  
Temvelo  
Temphilo

- Lugcamisa tingcikitsi letisematseni kanye netemasiko
- Loluhlelo lutfutukisa emakhono ebafundzi ekukhuluma, kulalela, kufundza nekwehlwaya, kubhala nekwetfula
- Lubuye lukhutsate kuhlolwa kwebafundzi lokuhlelekile nalokungakahleleki
- Kukhona netifombe letigcugcutela tibuye titfutukise kufundza ngekubona

...uzelako kanye  
...yokutfoa lwati  
...ibangela yetingoti  
...nikulimala kwebantfu  
...laya nasemigwacweni.

Gogo LaMkhaliphi sakhamuti saseMphakeni. IMphakeni yindzawo lesemakhaya lapho kubaswa phasi nakuphekwa naye logesi sewukhona ngobe cishe tindzawo letinyenti setinaye. Ayikhulunywa ke yebugebengu kulenzawo, tyatentela nje. Ummango walenzawo ugwele bantwana labashiyi sikolwa emkhatsini bagucuka baba tibhemansangu. Imiti leminyenti igucuke emathaveni itsegisela bantwana tiwala.

Gogo LaMkhaliphi uneminyaka le-80 budzala kantsi wagana kaNgcamane. Indvodza yakhe yashonela etimayini. Bekanebantwana lababili Absalom nalomacala. Batse bangakacabangi beva kudvuma kantsi kungena imoto emkhukhwini walaMkhaliphi. Lemoto beyigijima ngesivini lesikhulu beyihamba ngebafana labane. Kutsiwa behluleka kuyilawula ngobe bebadzakiwe kantsi kulapho sebayoshayisa umkhukhu.

Batse basamangalwise nguloko babona sekungena bantfu bemimango batotitsatsela labangakutfoa encoleni. Batfoa bomakhalikhini. Kwafika labo belusito loluphutfumako babayisa esibhedlela labafana. Bebalimele kakhulu ngenhlanhla akekho lowasishiya emhlabeni.

**Umsibenti**

Ngemacambu, asihlele siblembise sifinyeto salenzaba besiyilalela bese siyefutla eklasini.

**INCWADZI YEMFUNDZI**

**SIGABA A Umbuto 1: Fundza lenzaba lelandzelako bese uphendvula imubuto**

Kuleminyaka lesiphila kuyo sekunetungucuko letinyenti letentekako, kusho Jabu wakaMdluli lowenta libanga lesikhombisa esikolweni ibuhlebuyeta. Lohala lapha endzaweni yaseSilweni eNkomazi. Bobabe wetfu bebasebenta ekudzeni ejozi. Umntwana bekeze ambalekele uyise nakefikile ngoba akakamtayeli ingani ufika kabili ngemyaka. Nati tindzaba letinyenti bekativa ngekubhalelwa tincwadi babike lokukhona, nobe kuvusela kumbe kulutsa tikhalo. Labantwana bebasitwa ngito tiffombe letigcinwe ebhukwini lekugcina tiffombe. Nangabe ufuna kucela imali mhlawumbe nineluhambo esikolweni senu bewuvele ubhale incwadzi letawutsatsa inyanga kuhamba nekubuya kwemphendvulo. Kantsi nyalo setintfo letincane ngoba vele sekunabomakhalikhini, uvele ushaye nje sewuyadlisa umlayeto. Nobe ungasebentisa nema -imeyili nakadvutate nangcondvomshini. Kuvele kube lula nyalo kuhambisa umlayeto.

Bojabu ngoba vele uyise wahlola enyonini uvele amentele l-imeyili nobe angene naye (kuface book). Jabu nebangani bakhe boSonto bebasebatigcaba ngato letintfo tethekiki, basebentisa bomakhalikhini labahle bese bayokholwa imisebenti yabo yesikolwa. Bagcina sebangasaphasi kahle etifundweni tabo. Ingani sebakubela letintfo letimbi lapha kukomakhalikhini babo. Ngaleinye ilanga wakhalala makhalikhini, thishela aseklasini wawele wangaphotisi emaseko thishela wamtsatsa asho kutsi letingucuko setisiletsela tinkinga ebantwaneni.

- Imibuto**
- 1.1. Ingabe bebasebentaphi bobabe wabo kudzala? (1)
  - 1.2. Ngutiphi tingucuko lesetikhona nyalo? nika yinye (1)
  - 1.3. Beyitsatsa sikhatsi lesingakanani incwadzi kuhamba nekubuya? (1)
  - 1.4. Bo Jabu nebangani bakhe bebadlala ngani eklasini uma thishela afundzisa. (2)
  - 1.5. Yini lesetjentswako nangabe nichumana nangabe nonkhe ninabongcondvomshini? (2)
- ...kutsesisa thishela lebeyentiwa bojabu? (2)  
...nzalo yalesisho 'kuya enyonini'.  
...nta libanga lesingaki njengoba besebanetidingo kangaka?  
...ngenta njani thishela angakutsatsela lomakhalikhini wakho.  
Emamk...

**Umsibenti weluhlolo loluhlelekile Umsibenti 1: Temlomo**

**LIPHEPHA 1: TEMLOMO 2**

- Khosa sinye sibhoko wente umsibenti labatsi wente
1. Tlhwane tasendle kufanele yini kutsi tibulawe : yenta iakhulumiswano (10)
  2. Yefula sikhulumi njengoba benivakashelwe lapho esikolweni senu : yefula inkhulumo lengakalungiselelwa. (10)
  3. Esikolweni senu banilesele bongcondvomshini labangashumi lamabili ,ase nakhe ingcogo yemacambu ,niso kutsi batavusejentswazi njani labongcondvomshini. (10)
  4. Ingabe kukahle kutsi Hulumende anike bantwana besikolwa babanike kudla esikolweni. Tfula inkhulumompikiswano. (10)

**Timphendvulo letilindzelekile**

- Temlomo**
1. Bafundzi babaneakhulumiswano bakhuluma ngalesihloko kutsi tlhwane tasendle kufanele yini tibulawe kuyawulandzelwa irubhriki yekukhuluma [10]
  2. Kwetfula sikhulumi njengakhulumo lengakalungiselelwa Kuyavusejentswazi irubhriki [10]
  3. Kwetfula ingcogo yemacambu [10] Emarubhriki azawlandzelwa. [10] Inkhulumompikiswano itawetfulwa [10] Emarubhriki azawusebenta.

**INCWADZI YATHISHELA**

**Umsibenti**

- Ngababili, phendvulani lemibuto lelandzelako:
1. Loku lokubonakala esitfombeni kuvamise kutfolakala kuphi? Bala tindzawo tibe TIMBILI.
  2. Loku lokusesitfombeni kumele kusejentswazi bantfu labanjani?
  3. Shano ubi bekusebentisa loku lokusesitfombeni
  4. Kubaluleke ngani kulandzela ticondziso adokorela nawunikerwe umutsi?
  5. Ngabe niyayitfoa imitsi leyenele emifolampihlo nobe etibhedlela tangakini? Sekela imphendvulo yakho.
  6. Wena ukubona kukahle yini kusebentisa imitsi nawugwalo? Usho ngani?

**Timphendvulo letilindzelekile**

1. Etibhedlela nasemakhemisi
2. Bantfu labagulako
3. Ungakusebentisa ngalokwecile kuyabulala, kuyadzakisana
4. Usheshe uphile
5. Timphendvulo itawehluka
6. Kukahle ngobe uyalapheka

**Kwetfula**

**undvo**

bandlela

**Indzaba lem...**

Kungati Kufana Nekungaboni - K.P. Nkosi



Siphandzamatata sikolo lesidvume kakhulu esigodzini saKanyanzane. Lesikolo sathiwa ngemiphumela yaso lemihle kulo lonke leMpumalanga. Batali labanyenti batsandza kutsi ban... lesikolo. Lesikolo sidvume nangekutiphatsa kahle k... thishelanhloko akevani nalabaphume endloleni... inga leyatiwako yaseJozi bafund...

**INCWADZI YEKUFUNDZA**

...umntfu lonetimali, loganyile  
...pi - bantfu labatsengisa ngalabanye  
...mba ngabhongwane - kukhama/kuncisha umoya  
...nlengetela tinyembeti - kugcwala tinyembeti emehleni ufune  
...kukhala  
Kukhuluma tinshanshu - kukhuluma emagama langasimahle.  
Tinkhomba - timphawu.

**Imibuto**

1. Lenzaba yenteka kuphi?
2. Lenzaba yenteka ngasiphi sikhatsi?
3. Phawula ngekuvetwa kwalabalingisi labalandzelako:
  - 3.1. Thishelanhloko
  - 3.2. Ayanda
4. Phawula ngeludweshu lwangekhatsi lolukulenzaba. Lukuphi luvutfondzaba kulenzaba? ... ni ingcikitsi yalenzaba? ... itfolakala kulenzaba?



# XITSONGA

## HI NWA HI KOLWA

### CAPS GIREDI 7

## Hi Nwa Hi Kolwa

HI NWA HI KOLWA GIREDI 7 i buku leyintshwa yo letela vadyondzi va Giredi 7, leyi simekiweke ehenhla ka Xitatimende xa Pholisi ya Kharikhulamu na Makambelelo (XIPHOKHAMA) eka Xiyimo xa le Henhla Tigiredi ta 7-9.

Nongonoko wa tibuku ta Hi Nwa Hi Kolwa wu avanyisiwile hi tibuku tinharhu ku nga: Mbita ya Mudyondzi, Xihlovo xa Mudyondzisi na Buku yo Hlaya.



### MBITA YA MUDYONDZI

Yi na tidyondzo leti ti endlaka leswaku mudyondzi a nwa dyondzo a kolwa. Yi aka ehenhla ka vutivi bya mudyondzi bya khale. Buku leyi yi andlariwile hi ndlela yo olova swinene ku endlela leswaku mudyondzi a mama Xitsonga a kondza a kolwa hakunene.

### HLAYA NA KU LANGUTISA

Swiyenge swa buku:  
Khavhara ya buku, tafula  
ra vundzeni, dillosari,  
xikombo, na swin'wana

Ntirho hi vambirhi

- 1.6.2 Ku hlaya hi ku landzelela magoza na maqhinga**  
Pfluxetani magoza lawa ya landzeleriwaka loko ku hlayiwa xitshuriwa ya Ku tilulamisela ku hlaya, hi nkarhi wo hlaya na le ndzhaku ko hlaya lawa ya nga eka 1.2.2 kona eka buku yoleyi laha henhla.

- 1.6.3 Ku hlaya xitshuriwa**  
Langutisani swifaniso leswi landzelaka na tinhlamuselo ta swona, kutani mi endla xitoloveto lexi nga ehansi ka swona:

**Khavhara ya buku**  
Khavhara ya buku yi na swona swa leswi



### DILLOSARI

Bandlula ku famba u nga tivi laha u yaka kona hikuva u khunguvanyekile.

Dlakuta – I wansati wo rhandzana ni vavanuna vo tala  
Wansati wa mahanyelo yo ka ya nga amukeleki.

Dzunga – Nantswo lowu nga riki wa ntolovelo.

Matshalatshala – I tindlela to hambanahambana to ta ni xintshunxo.

Mazinyongwa – I ntsumi / murhumiwa.

Phuphula – Munhu loyi a endlaka swilo swo huma endleleni.

Ribungu – I ntlhohe

Vufendze – Futa.

Xidzedze – Moya wa matimba.

LEARNER'S BOOK	9781920605148
TEACHER'S GUIDE	9781920605179
READER	9781920605155



**NDZIMA YA 2: I MHANGU KU TILAVELA**

Xana wa swi tiva?

- Vutisa vadyondzi swivutiso swa "Xana wa swi tiva" leswi nga eka Mbita ya Muvhelo thontha miehleketo ya vona mayelana na tidyondzo ta ndzima leyi.
- Tin'wana ta tinhlamulo ta swivutiso leswi leti u nga tilangutelaka eka vadyondzi hi landzela:

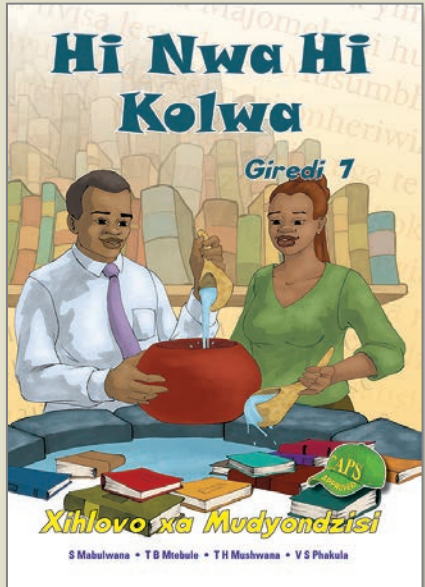
- Ina, ha swi kota ku papalata mavabyi yo tala hi ku endla vutlolori.
- Ina, vanhu vo tala lava khomaka hi vuvabyi bya mbili na ntakukohenhla hikokwalah, swi va tano hileswi va nga nyuhela ngopfu.
- Ina, loko munhu a hlalisa vutomi bya yena hi ku papalata swipyopyi wa hanya malembe yo tala.

Emakuku ka ndzima leyi, mudyondzi u ta kota ku:

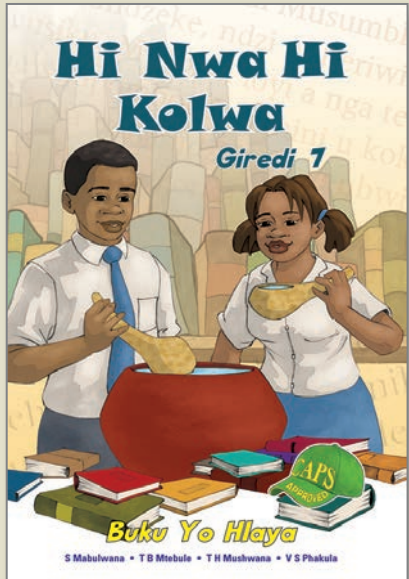
- Yingisele na ku vulavula ehenhla ka xitshuriwa xa xithhokovetselo na ku hlalisa ehenhla loku kulamisweke.
- Hlaya na ku langutisa xitshuriwa hi xikongomelo xo hlamula swivutiso na ku tiva swiyenge swa buku.
- Ku tsala na ku andlala xitshuriwa xa xithhokovetselo.
- Tiva swiaki na milawu ya matirhiselo ya ririmi hi ku tihisa rivitaswanakanyiwa, rivitantiwa, rivitankatsano, rivitariendi, nkarhi wa sweswi, nkarhi wa sweswi wo ya emahweni, thomoni na matirhiselo ya hiko ( ).

Vhaki ve 3 (5 wu fihlwa)

Khodi ya 7: Vuswikoti byo hlalweleka 80-100%	Khodi ya 6: Vuswikoti bya le henhla 70-79%	Khodi Vuswikoti berhile 60%
8-10	6-7	
Vuvandeni byi kumbisa ku vuvandeni abikombaka hi vuvandeni	Vuvandeni byi kumbisa ku vuvandeni abikombaka kabhe	Vuvandeni byi kumbisa ku vuvandeni abikombaka kabhe
Mahungu ya na thontho nawona ya hunkile.	Mahungu ya loka thontho nawona ya hunkile.	Mahungu ya loka thontho nawona ya hunkile.
Kungubato na? Kungubato na? Kungubato na? Kungubato na? Kungubato na?	Kungubato na? Kungubato na? Kungubato na? Kungubato na? Kungubato na?	Kungubato na? Kungubato na? Kungubato na? Kungubato na? Kungubato na?



**XIHLOVO XA MUDYONDZISI**  
 Hi tlhelo ra Makambelelo, ku kombisiwile na tinxaka to hambana ta wona. Xihlovo lexi xa Mudyondzisi xi na xikombiso xa rhubiriki yo hlela switshuriwa.



**BUKU YO HLAYA**  
 Hi ku hlaya swirungulwana, swithhokovetselo, ntlangu na mintsheketo leswi va hungasaka hi swona va ri karhi va dyondza ta vutomi.

**VUTLHOKOVETSERI**

1. VA HUWELELA

Va huwelela vaprofeta va Xikwembu  
 Ndzi fambile etindhawini hinkwato,  
 Ngulumelo i wun'we ntsena  
 Aleluya! Xikwembu xa hanya.

Va huwelela malandza ya Krete  
 Hundzukani nkarhi wu fikile  
 Mpundzu ni Mandyambu i Yesu  
 Xana dyondzo leyi yi huma kwihhi?

Tivoneleni khombo ra Malakiya  
 Etimbala – ntshaveni i Yesu  
 Lomu magoveni hi yena ntsena.  
 Tiko hinkwaro i risimu rin'we.

Sodoma na Gomora yi herisiwile  
 Ndhambi yi dye vadyohi.  
 Ndzilo wu ta foforha van'wana,  
 Hundzukani mi ta pona.

... va sungurile, a va ha dyi

- GIREDI 7**
- I Mhangu Ku Tilavela
  - Vukorhokeri
  - I Mhunti Yo Fela Etinyaweni
  - Vukungundzwana
  - Homu Ya Ntshiva A Yi Na Vurhena
  - N'wana A An'wa Hi Tsheve
  - Mbhurisano
  - Vamanana Va Afrika-Dzonga Va Ninginisa Mfumo
  - Makambelelo Ya Ntirho
  - Ku Hluvuka Ku Huma Evuhlongeni
  - Nkhongeli A Nga Dlawi, Ku Dlawa Mbhala-Vurhena
  - Makhombo
  - Mphikizano Wa Xidlodlo Xa Vunghwazi
  - Ku Tumbuluxa Mintirho
  - Ku Lahleka Wo Ke Nomu Na Mahlo
  - Maetlela Hansi I Maetlela Sangwini
  - Vukhongereri
  - Mpfuxeto Na Ku Lulamisela Xikambelo
  - Mintirho Ya Makambelelo Ya Mafundza Ya Ku Helaka Lembe
  - Xivumbeko Xa Mapapila Ya Ku Hela Ka Lembe

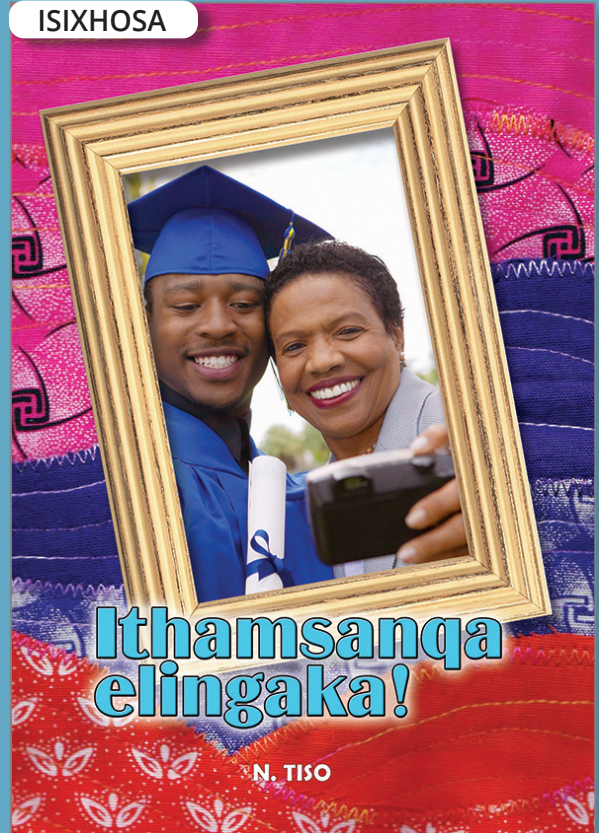


ENGLISH



9781775880455

ISIXHOSA



9781920605865

SEPEDI



9781775880165

SISWATI

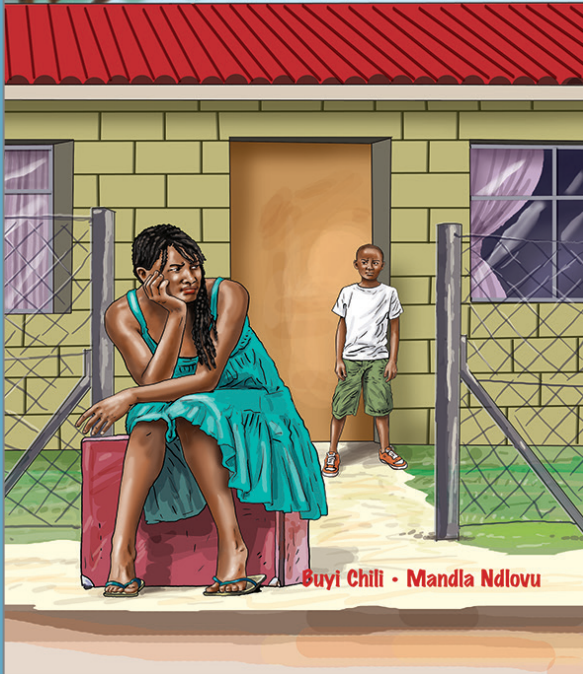


9781920605308



ISIZULU

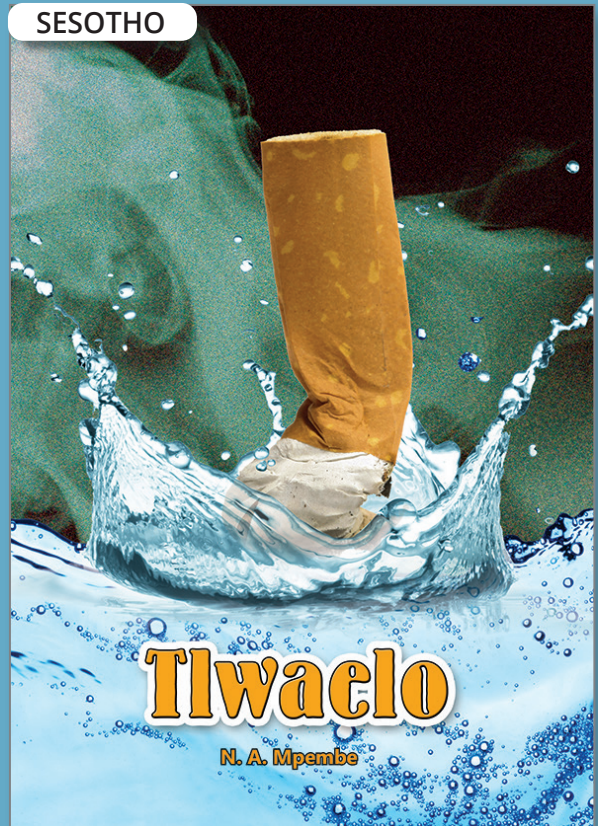
# Ibambe Ngako



Suyi Chili • Mandla Ndlovu

9781920605582

SESOTHO

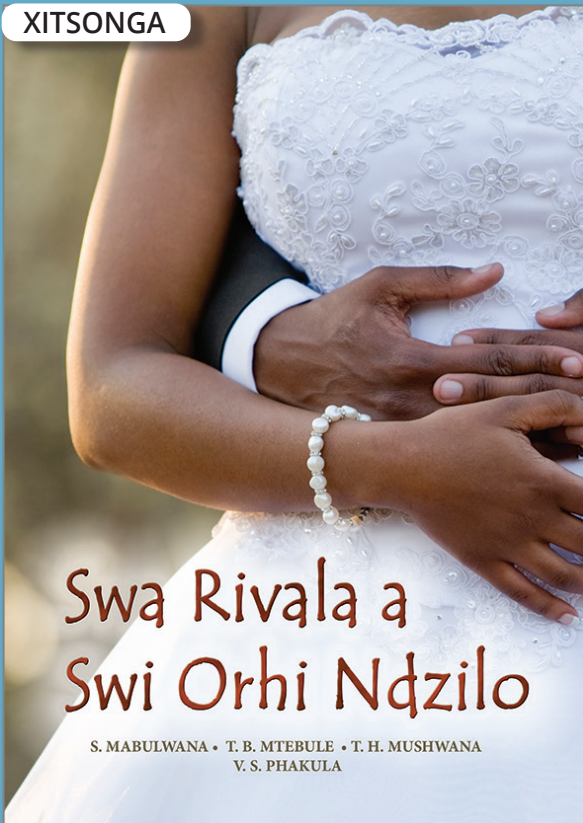


# Tlwaelo

N. A. Mpebe

9781775880028

XITSONGA



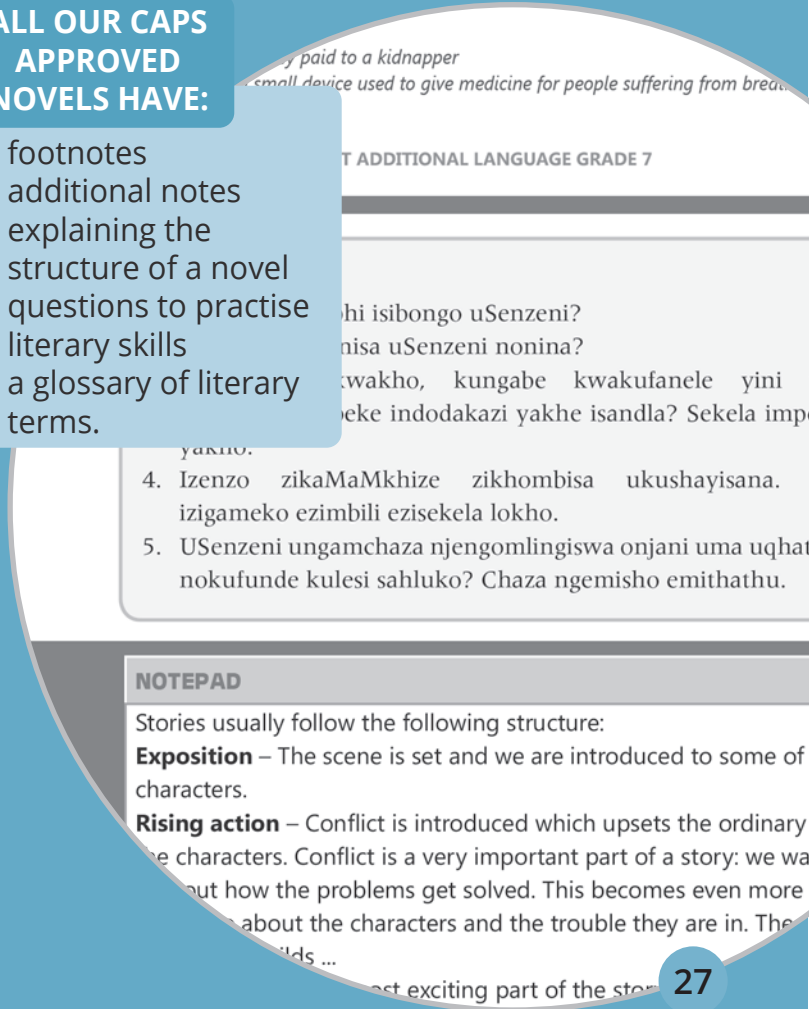
# Swa Rivala a Swi Orhi Ndzilo

S. MABULWANA • T. B. MTEBULE • T. H. MUSHWANA  
V. S. PHAKULA

9781920605162

### ALL OUR CAPS APPROVED NOVELS HAVE:

- footnotes
- additional notes explaining the structure of a novel
- questions to practise literary skills
- a glossary of literary terms.





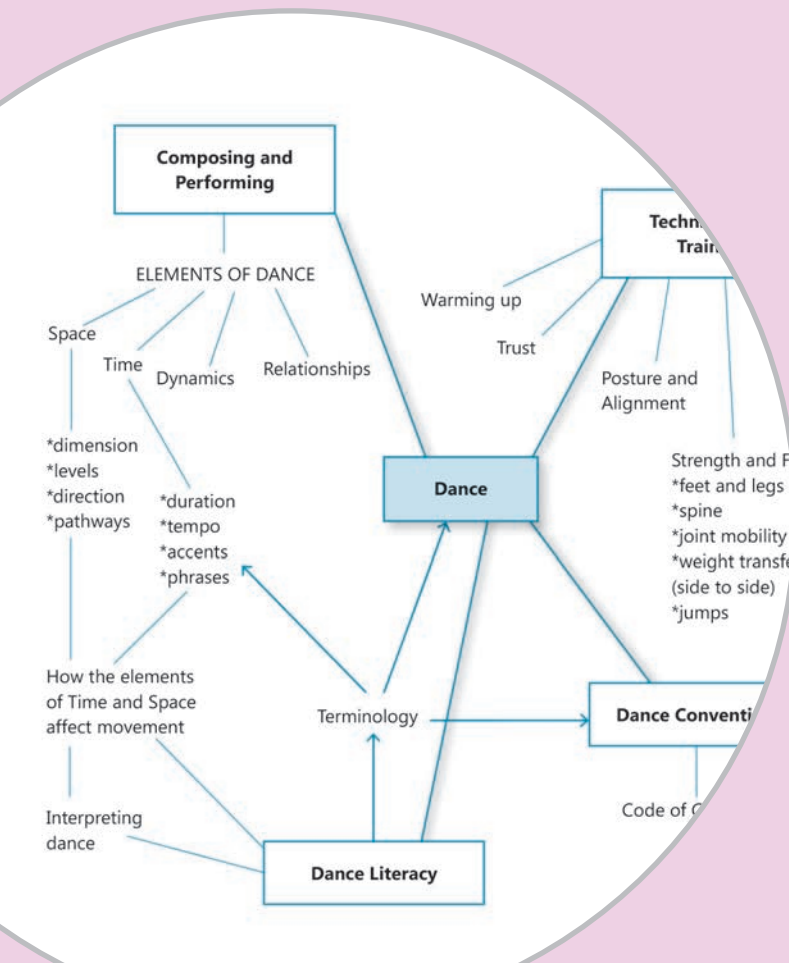
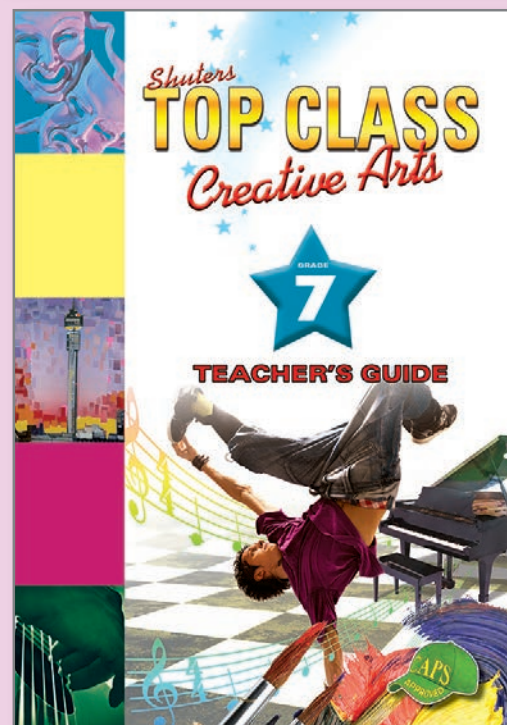
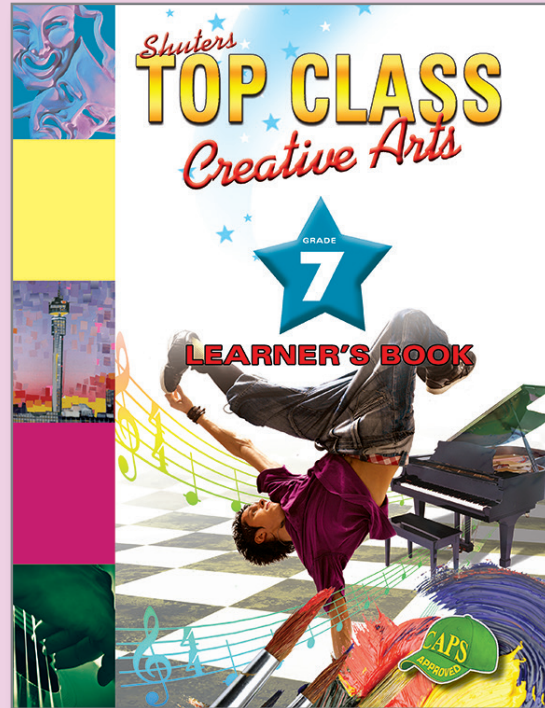
# ENGLISH CREATIVE ARTS CAPS GRADE 7

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## Shuters TOP CLASS

**SHUTERS TOP CLASS CREATIVE ARTS** caters for the following art forms as required in the CAPS document:

- Dance
- Drama
- Music
- Visual Arts



**STUDY MAPS**  
navigate this complex subject

LEARNER'S BOOK	9781920604943
TEACHER'S GUIDE	9781920604950

## Dance theory and literacy

The aim of this activity is to consolidate your knowledge and learning in Sections 1 and 2, and practise being able to write about dance technique and your own and others' dance work in class.

### Formal Assessment – Term 2

#### ACTIVITY 6.1 Written Test (Exemplar)

Total: 20 ÷ 2 = 10 marks

#### Note Pad

You will be assessed on:

- how accurately you have answered the questions;
- whether you have given examples to back up your answers;
- your understanding of the work covered.

1. Describe one cool-down exercise that you have done
2. Explain why cooling down after dancing is important.
3. Describe the element of dance: time.
4. Give an example of the use of the element of time in a movement sequence you created and performed.
5. Describe the element of dance: relationships.
6. Give an example of the use of the element of relationships in a locomotor movement sequence you created and performed. (2)
7. Terminology: match the correct word with its correct meaning: (5)

TERM	DESCRIPTION
Force pattern	A relationship between the release of energy and weight or force
Align	To bring the body into a straight line
Accent	A stress which puts focus on a particular beat, movement or part of the music
Placement	The pattern that your body, and other bodies make, when placed in space
Momentum	The energy and speed of a moving object

## LEARNER'S BOOK

- Full colour illustrations
- Simple, accessible language
- *Note Pads* for additional information
- 'On-page' *Word Boxes* explain new vocabulary
- Flow charts and study maps
- Formal assessment tasks, tests and examinations

## TEACHER'S GUIDE

- Term plan for each art form
- Sample lesson plan for each art form
- Step-by-step methodological guidance
- Formal assessment tasks, tests, examinations; and a formal assessment guide for each art form
- Answers and marking tools
- Cross-references to the Learner's Book
- Enrichment information on all topics

## DANCE

### Term Plan for Grade 7, Term 1

Your timetable allocation for Dance in the first term should be 10 timetabled hours. We have made suggestions for how to fit the activities into the time.

	Timetabled Lesson	Homework
Week 1	<b>Dance Performance (1 hr)</b> Discuss codes of conduct for your classes with the learners. Trust (Activities 1.1-1.3)	
Week 2	<b>Dance Performance (1 hr)</b> Warm up creatively (Activity 1.6) Trust (Activity 1.4) Correct posture and alignment (Activity 1.5) Strength and Flexibility (Activities 1.7, 1.8, 1.9) Cooling down (Activity 1.13)	The learners to research and bring warm-up, strength and flexibility and/or cool-down exercises to class.
Week 3	<b>Dance Performance (1 hr)</b> Warm up creatively (Activity 1.6) Strength and Flexibility (Activities 1.10 & 1.11) Repeat Activities 1.7-1.9 (Can include learner exercises) Cooling down (Activity 1.13)	The learners to research and bring warm-up, strength and flexibility and/or cool-down exercises to class.
Week 4	<b>Dance Performance (1 hr)</b> Warm up creatively (Activity 1.6) Repeat Activities 1.7, 1.8, 1.9, 1.10 & 1.11 Locomotors (Activity 1.12) (Can include learner exercises) Cooling down (Activity 1.13)	The learners to research and bring warm-up, strength and flexibility and/or cool-down exercises to class.
Week 5	<b>Dance Performance (1 hr)</b> Warm up creatively (Activity 1.6) Strength and Flexibility (Activities 1.7, 1.8, 1.9, 1.10 & 1.11) Locomotors (Activity 1.12) Practical Assessment: Dance Performance Cooling down (Activity 1.13)	
	<b>Improvisation and Composition (10 min)</b> Note Pad (10 min)	

## GRADE 7

### DANCE

Dance performance  
Dance improvisation and composition  
Dance theory and literacy  
Dance performance

### DRAMA

Dramatic skills development  
Drama elements in playmaking  
Careers  
Interpretation and performance:
 

- Folk tale or choral verse
- Character development

### MUSIC

Music literacy  
Music listening  
Performing and creating music

### VISUAL ARTS

*Create in 2D:*

- Small object drawing
- Scrapperboard still life of musical instruments
- Paint a still life of flowers
- Researching crafts and crafters in South Africa
- Monochromatic colour in collage
- Observational drawing: small objects in wet medium

*Create in 3D:*

- Mask making
- Model your own musician in clay
- A holder for a cell phone
- Craft skills

*Visual literacy:*

- Studying African masks and local crafts
- Comparing sculptures of musicians
- Meaning and symbolism in paintings of still life
- Finding out about buildings

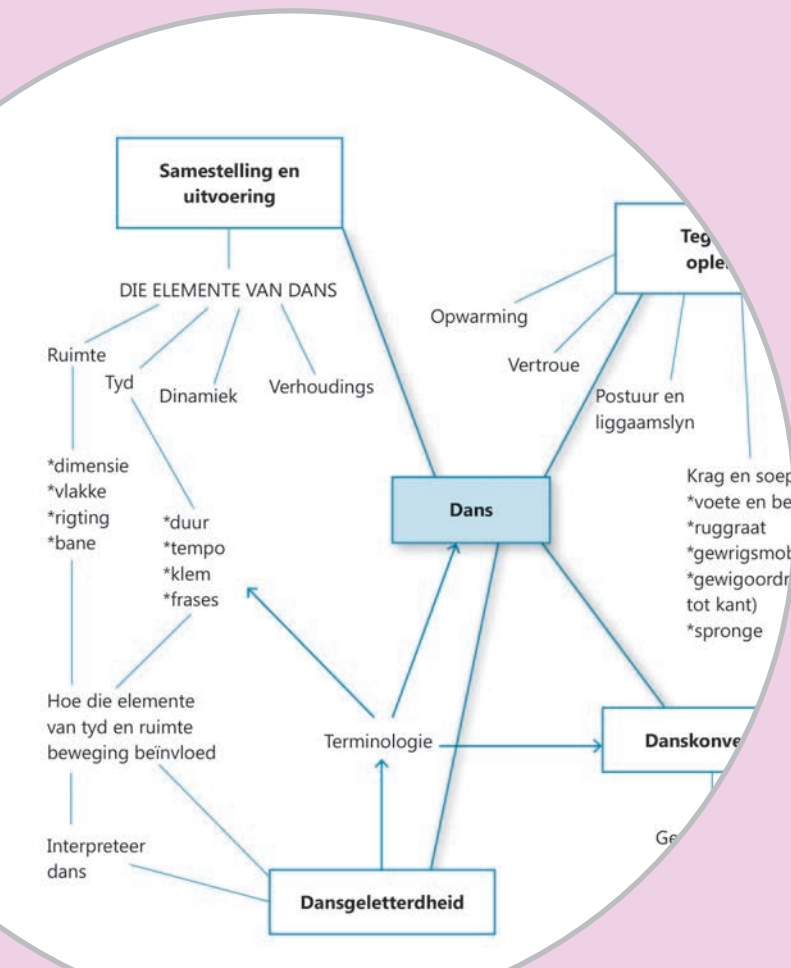
# AFRIKAANS SKEPPENDE KUNSTE KABV GRAAD 7

AFLAI VAN  
BYKOMENDE  
HULPBRONNE:  
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## Shuters TOPKLAS

**SHUTERS TOPKLAS  
SKEPPENDE KUNSTE** maak  
voorsiening vir die volgende  
kunsvorms soos in die KABV-  
dokument vereis word:

- Dans
- Drama
- Musiek
- Visuele Kunste



**STUDIEKAARTE**  
help om hierdie komplekse  
vak te ontsluit

LEERDERBOEK	9781920605001
ONDERWYSERSGIDS	9781920605018



Die doel van hierdie aktiwiteit is om jou kennis en 1 en 2 te konsolideer en te oefen om oor dansteorie en ander se danswerk in die klas te skryf.

**Formele Assessering – Kwartaal 2**  
**Totaal: 20 ÷ 2 = 10 punte**

#### AKTIWITEIT 6.1 SKRYFTELIKE TOETS (V)

1. Beskryf een afkoel oefening wat julle in die klas...
2. Verduidelik waarom dit belangrik is om na 'n d...
3. Beskryf die element van dans: tyd.
4. Gee 'n voorbeeld van die gebruik van die elem...
5. Beskryf die element van dans: verhoudings.
6. Gee 'n voorbeeld van die gebruik van die elem...
7. Terminologie: pas die korrekte woord by sy betekenis

#### Notablok

Jy sal geassesseer word oor:

- hoe akkuraat jy die vrae beantwoord het
- of jy voorbeelde gegee het om jou antwoorde te staaf
- jou begrip van die werk wat gedek is.

Term	Beskrywing
	Die patroon wat jou liggaam en ander liggamme maak wanneer die ruimte geplaas word
	'n Klem wat 'n fokus op 'n bepaalde maatslag, beweging of die ritme plaas
	Die energie en spoed van 'n bewegende liggaam

## LEERDERBOEK

- Duidelike riglyne per kwartaal
- Inhoud word in eenvoudige, toeganklike taal aangebied
- **Notablokke** word gebruik om bykomende agtergrondinligting te verskaf
- **Woordblokkies** word gebruik om nuwe woordeskat op die bladsy te verduidelik
- Vloeikaarte en studiekaarte
- Formele assesseringstake, toetse en eksamens

## DANS

### Kwartaalplan vir Kwartaal 1 Dans Graad 7

Jou roostertoewysing vir Dans in Kwartaal 1 moet 10 tydroosteruur wees. Om voorstelle gemaak oor hoe die aktiwiteite by die rooster inpas.

	Tydroosterles	Huiswerk
<b>Week 1</b>	<b>Dansuitvoering (1 uur)</b> Bespreek gedragskodes vir jou klasse met die leerders. Vertroue (Aktiwiteit 1.1-1.3)	
<b>Week 2</b>	<b>Dansuitvoering (1 uur)</b> Opwarmingsaktiwiteit (Aktiwiteit 1.6) Vertroue (Aktiwiteit 1.4) Korrekte liggaamshouding en belyning (Aktiwiteit 1.5) Sterkte en soepelheid (Aktiwiteit 1.7, 1.8, 1.9) Koel af (Aktiwiteit 1.13)	Die leerders moet navorsing doen en opwarmings-, versterkings- en soepelheid- en/of afkoel oefeninge klas toe bring.
<b>Week 3</b>	<b>Dansuitvoering (1 uur)</b> Warm kreatief op (Aktiwiteit 1.6) Sterkte en soepelheid (Aktiwiteit 1.10 en 1.11) Herhaal Aktiwiteit 1.7-1.9 (Kan leerders se oefeninge insluit) Koel af (Aktiwiteit 1.13)	Die leerders moet navorsing doen en opwarmings-, versterkings- en soepelheid- en/of afkoel oefeninge klas toe bring.
<b>Week 4</b>	<b>Dansuitvoering (1 uur)</b> Warm kreatief op (Aktiwiteit 1.6) Herhaal aktiwiteit 1.7, 1.8, 1.9, 1.10 en 1.11 Lokomotoriese bewegings (Aktiwiteit 1.12) (Kan leerders se oefeninge insluit) Koel af (Aktiwiteit 1.13)	Die leerders moet navorsing doen en opwarmings-, versterkings- en soepelheid- en/of afkoel oefeninge klas toe bring.
<b>Week 5</b>	<b>Dansuitvoering (1 uur)</b> Warm kreatief op (Aktiwiteit 1.6) Sterkte en soepelheid (Aktiwiteit 1.7, 1.8, 1.9, 1.10 en 1.11) Lokomotoriese bewegings (Aktiwiteit 1.12) Koel af (Aktiwiteit 1.13) <b>Praktiese assessering: Dansuitvoering</b> (Aktiwiteit 1.13) <b>Assessering: Danssimulasie en komposisie (10 min.)</b>	

## ONDERWYSERSGIDS

- 'n Kwartaalplan in elke kunsvorm
- 'n Voorbeeld van 'n lesplan vir elke kunsvorm
- Stap-vir-stap metodologiese leiding
- Formele assesseringstake, toetse en eksamens
- 'n Formele assesseringsgids in elke kunsvorm
- Antwoorde en nasieninstrumente
- Kruisverwysings na die Leerderboek
- Bykomende inligting

## GRADE 7

### DANS

Dansuitvoering  
Dansimprovisasie en -komposisie  
Dansteorie en -geletterdheid

### DRAMA

Ontwikkeling van dramavaardighede  
Drama-elemente in die skep van 'n toneel  
Loopbane  
Interpretasie en optrede: volksverhaal of spreekwoord  
Drama-elemente in die skep van 'n toneel: karakterontwikkeling

### MUSIEK

Musiekgeletterdheid  
Luister na musiek  
Voordrag en die skep van musiek

### VISUELE KUNSTE

*Skep in 2D:*

- Die kuns van teken
- Skraapbord-stillewe met musiekinstrumente
- Skilder 'n stillewe met blomme
- Monochromatiese kleur in plaskildery
- Waarnemingstekenwerk: klein voorwerpe in 'n nat medium

*Visuele geletterdheid:*

- Bestudeer Afrikamaskers van plaaslike handwerkers
- Vergelyk beeldhouwerke van musikante
- Betekenis en simboliek van stilleweschilderye
- Doen navorsing oor handwerk en handwerkers in Suid-Afrika
- Vind uit oor geboue

*Skep in 3D:*

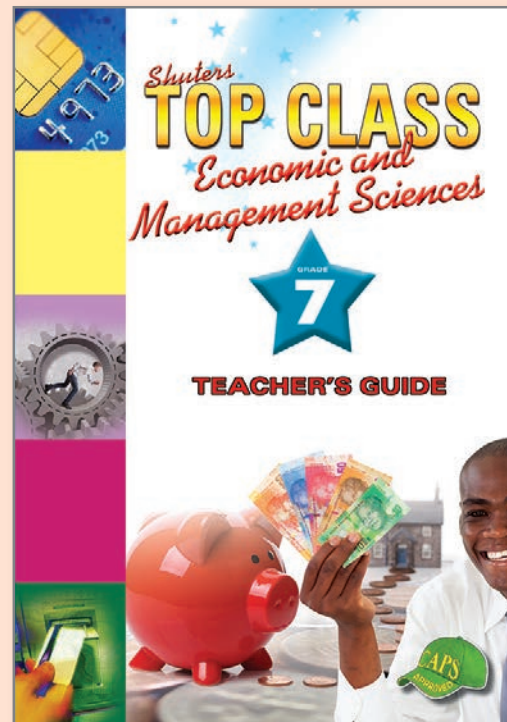
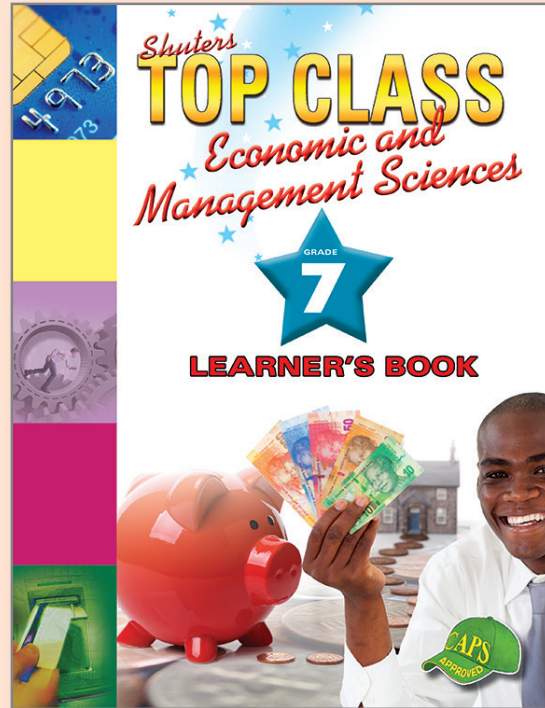
- Maak 'n masker
- Maak jou eie musikant met klei
- 'n Sakkie vir 'n selfoon
- Handwerkvaardighede

ENGLISH

**ECONOMIC and MANAGEMENT SCIENCES**  
**CAPS GRADE 7**

*Shuters*  
**TOP CLASS**

**SHUTERS TOP CLASS ECONOMIC and MANAGEMENT SCIENCES** focuses on the effective use of resources to satisfy people’s needs and wants and reflects critically on the impact of resources exploitation.



**TERM 1**

**EXAMPLE OF AN ASSIGNMENT**

**Guidelines for this assignment**

- A variety of different assignment questions have been provided together with their assessment tools. The assessment tools take the form of memoranda.
- This assignment will cover work that has been completed up to week 5 of the annual programme which means it will only cover the following sections namely: History of money, Needs and wants

**Possible assignment questions**

**SAMPLE 1**

- Make a list of 5 South African banknotes and say what is represented on each. Present your answer in the following table. [5 × 3] [15]

Banknote	Represented on it

- Compare the needs of a Kalahari Bushman with those of a modern businessman. Present your answer in the following table. [5 × 3] [15]

Kalahari Bushman	Modern Businessman

**MEMORANDUM**

1. Make a list of 5 South African banknotes and say what is represented on each. Present your answer in the following table. [5 × 3] [15]

Banknote	Represented
R10 ✓	Rhinoceros ✓
	Elephant

**TEACHER'S GUIDE**

LEARNER'S BOOK	9781920604806
TEACHER'S GUIDE	9781920604813

## LEARNER'S BOOK

- Comprehensive year plan
- New vocabulary and key concepts
- Relevant reinforcement activities
- Guidelines for examination preparation, study techniques and examination writing skills

**D. Reading a poem**

1. Before you read the poem below, look at the title and think about what you think the poem will be about.


**I wonder**

I wonder why the grass is green,  
why the wind is invisible,  
who taught the birds to build  
the nests? and also made  
the trees to stand still and rest.

Who paints the rainbow in the sky?  
And who makes the clouds up high?  
Who forms all the stars in the sky?  
and when the moon is not round,  
where can the other piece be found?

*Nomsa Dlamini*

A poem is made up of **lines**. Lines can be long or they can be short. These lines are grouped together in **stanzas** or **paragraphs**. Leave a line space between each stanza or paragraph. Good poets think very carefully about what they write. They use a new stanza. Some poets use a new stanza.



## GRADE 7 EMS YEAR PLAN

			Page
			TG
<b>ECONOMY</b>			
<b>Section 1</b>			
<b>History of Money</b>		(6 hours)	1
Week 1 – Unit 1	Traditional societies and bartering	(2 hours)	1
Week 2 – Unit 2	Promissory notes, coins and paper money	(2 hours)	4
Week 3 – Unit 3	Electronic banking and the role of money	(2 hours)	6
<b>Section 2</b>			
<b>Needs and Wants</b>		(4 hours)	9
Week 4 – Unit 4	Basic needs of individuals, families, communities and countries, primary and secondary needs	(2 hours)	9
Week 5 – Unit 5	Unlimited wants and limited resources to satisfy needs and wants	(2 hours)	14
<b>FORMAL ASSESSMENT</b>	<b>Assignment</b>		17
<b>Section 3</b>			
<b>Goods and Services</b>		(4 hours)	21
Unit 6	Goods, services, producers and consumers	(2 hours)	21
Unit 7	Efficient and effective use of goods and services and recycling	(2 hours)	22
		(6 hours)	

## TEACHER'S GUIDE

- Comprehensive year plan
- Exemplars of formal assessments with model answers and memoranda
- Guidelines provide insight and support
- Photocopiable templates of Accounting Frameworks
- Cross-reference to Learner's Book

## GRADE 7

### THE ECONOMY

History of money  
Needs and wants  
Goods and services

### ENTREPRENEURSHIP

Businesses

### FINANCIAL LITERACY

Accounting concepts  
Income and expenses  
Budgets

### ENTREPRENEURSHIP

The entrepreneur  
Starting a business  
Entrepreneur's Day

### THE ECONOMY

Inequality and poverty

### THE ECONOMY

The production process

### FINANCIAL LITERACY

Savings

- Examination preparation
- Formal assessment: End-of-year examination
- Glossary
- Photocopiable templates



# AFRIKAANS

## EKONOMIESE en BESTUURSWETENSKAPPE KABV GRAAD 7

### Shuters TOPKLAS

**SHUTERS TOPKLAS EKONOMIESE en BESTUURSWETENSKAPPE** fokus op die doeltreffende gebruik van hulpbronne om mense se behoeftes en begeertes te bevredig. Daar word ook krities oor die impak van die uitbuiting van hulpbronne nagedink.



#### Kwartaal 1

#### VOORBEELD VAN 'N TAAK

##### Riglyne vir hierdie taak

- 'n Verskeidenheid assesseringsvrae word voorsien saam met hulle assesseringshulp, assesseringshulpmiddels neem die vorm van memoranda aan.
- Hierdie taak sal werk dek wat tot by week 5 van die jaarprogram voltooi is, wat beteken net die volgende afdelings, naamlik Geskiedenis van geld en Behoeftes en begeertes.

##### Moontlike vrae

#### VOORBEELD 1

- Maak 'n lys van 5 Suid-Afrikaanse banknote en sê wat op elkeen verteenwoordig word. Dui jou antwoord in die volgende tabel aan. [5 × 3] [15]

Banknoot	Daarop verteenwoordig

- Vergelyk die behoeftes van 'n Kalahari Boesman met dié van 'n moderne sakeman. Dui jou antwoord in die volgende tabel aan. [5 × 3]

Kalahari Boesman	Moderne Sakeman

#### MEMORANDUM

1. Maak 'n lys van 5 Suid-Afrikaanse banknote en sê wat op elkeen verteenwoordig word. Dui jou antwoord in die volgende tabel aan. [5 × 3]

Banknoot	Daarop verteenwoordig
R10 ✓	Renoster ✓✓

#### ONDERWYERSGIDS

LEERDERBOEK

9781920604868

ONDERWYERSGIDS

9781920604875

**Doeltreffende en effektiewe gebruik van goedere en dienste en herwinning**

**Nuwe Woorde**

**effektief:** om jou beoogde resultate te behaal as 'n taak verrig word  
**doeltreffend:** om 'n taak op 'n georganiseerde en toepaslike manier te verrig  
**fossielbrandstowwe:** brandstowwe gevorm deur natuurlike prosesse soos plante wat vrot  
**aardverwarming:** styging in die aarde se temperatuur  
**klimaat:** die weertoestande wat in 'n gebied oor 'n lang tydperk voorkom  
**verkoopprys:** die koste van 'n produk plus wins

Beide verbruikers en produsente gebruik goedere en dienste. Om goedere en dienste **effektief**\* en **doeltreffend**\* te gebruik, beteken om goedere en dienste te gebruik met 'n minimum van vermorsing, koste en moeite.

As verbruikers, kan ons die goedere en dienste wat ons verbruik, effektief en doeltreffend in ons huishoudings gebruik. Een van die grootste kostes wat huishoudings aangaan is vir water en elektrisiteit. Beide hierdie dienste kan gemonitor word sodat elektrisiteit en die water en elektrisiteit gebruik wat regtig nodig is moet huisbewoners byvoorbeeld seker maak dat geïsoleerde die stort behoorlik toe is en lekkende pype onmiddellik vasgemaak word, en die warmwater geiser met 'n hittebestandende word en net aangeskakel word wanneer warmwater nodig is.

Wanneer energie bespaar word, spaar jy nie net geld maar ook 'n verminder die aanvraag na **fossielbrandstowwe**\* soos steenkool en natuurlike gas. As minder fossielbrandstowwe gebruik word, dit minder koolstofdioksied in die atmosfeer. Dit help om die **aardverwarming**\* en lugbesoedeling. Nog 'n manier om energie te bespaar is om skadubome te plant en jou huis 'n ligte kleur te verf. 'n warm **klimaat**\* bly, of 'n donker kleur as jy in 'n koue klimaat!

Kos is nodig vir alle huishoudings, want ons eet daaglik kos en doeltreffende verbruik van voedsel vereis dat huishoudings gepaste wyses stoor voordat dit verbruik word om te verseker dat dit kos sleg word. Baie winkels sprinkel water oor kos om dit vars te laat lyk. Dit is raadsaam om te weet dat die vog sal verdamp en dit sal versuim.

**LEERDERBOEK**

- Omvattende jaarplan
- Nuwe woordeskat en sleutelbegrippe
- Relevante vasleggingsaktiwiteite
- Riglyne vir eksamenvoorbereiding, studietegnieke en eksamen-skrifvaardighede

**GRAAD 7 EBW JAARPLAN**

		Bladsy
		TG
<b>EKONOMIE</b>		
<b>Uitdaging 1</b>		
<b>Geskiedenis van geld</b>	(6 ure)	1
Uitdaging 1 – Eenheid 1	Tradisionele gemeenskappe en ruilhandel (2 ure)	1
Eenheid 2	Promesses, muntstukke en papiergeld (2 ure)	4
Eenheid 3	Elektroniese bankwese en die rol van geld (2 ure)	6
<b>Begeertes</b>	(4 ure)	9
Eenheid 4	Basiese behoeftes van individue, gesinne, gemeenskappe en lande, primêre en sekondêre behoeftes (2 ure)	9
Eenheid 5	Onbeperkte begeertes en beperkte hulpbronne (2 ure)	14
<b>ASSESSERING</b>	<b>Taak</b>	17
<b>Goedere en dienste</b>	(4 ure)	21
Eenheid 6	Goedere, dienste, produsente en verbruikers (2 ure)	21
Eenheid 7	Die doeltreffende en effektiewe gebruik van goedere en dienste en herwinning (2 ure)	27

**ONDERWYSERSGIDS**

- Omvattende jaarplan
- Voorbeelde van formele assesseringstake met modelantwoorde en -memorandums
- Riglyne bied insig en ondersteuning
- Fotokopieerbare template van Rekeningkunde-raamwerke
- Kruisverwysings na die Leerderboek

**GRAAD 7**

**DIE EKONOMIE**

Geskiedenis van geld  
 Behoeftes en begeertes  
 Goedere en dienste

**ENTREPRENEURSKAP**

Besighede

**FINANSIËLE GELETTERDHEID**

Rekeningkundige begrippe  
 Inkomste en uitgawes  
 Begrotings

**ENTREPRENEURSKAP**

Die entrepreneur  
 Begin 'n besigheid  
 Entrepreneursdag  
 Ongelykheid en armoede

**DIE EKONOMIE**

Die produksieproses

**FINANSIËLE GELETTERDHEID**

Besparing  
 • Voorbereiding vir eksamen  
 • Formele assessering: Jaareindeksamen  
 • Woordelys  
 • Voorbeelde om te fotokopieer



# ENGLISH

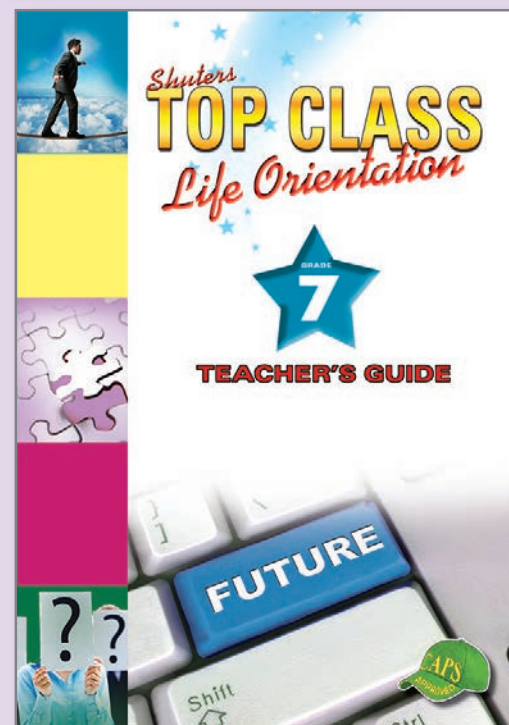
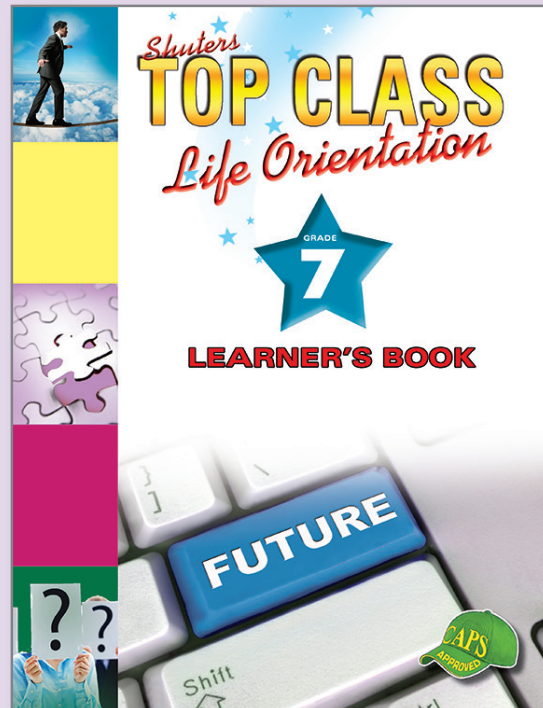
## LIFE ORIENTATION

### CAPS GRADE 7

## Shuters TOP CLASS

**ShuterS Top Class LIFE ORIENTATION** teaches these topics in Grades 7-9:

- Development of the self in society
- Health, social and environmental responsibility
- Constitutional rights and responsibilities
- World of work
- Physical Education



**UNIT 6**      **Physical Education**

**WEEKS 6-8**

**Participation in a fitness programme**

**Unit overview**

- Participation in a fitness programme

In this unit learners continue with their fitness programme through circuit training. At the end of the unit they assess their own level of improvement.

**Instructions for Formal Assessment**

Week 8 has been suggested as a formal assessment of movement performance. Make sure that you record the marks of all the learners on a class list. The assessment tool can be found on page 28 of this Teacher's Guide.

**Week 6: Circuit training (1 hour)**

- Learners will be repeating the circuit training from Lesson 6.
- Remind learners to warm up.
- Learners must complete their Improvement Chart.

**Week 7: Circuit training (1 hour)**

- Learners will be repeating the circuit training from Lesson 6.
- Remind learners to warm up.
- Learners must complete their Improvement Chart.

**Week 8: Circuit training (1 hour)**

**Observation of movement performance 2 (5 marks)**

- Learners will be repeating the circuit training from Lesson 7.
- Remind learners to warm up.
- Learners must complete their Improvement Charts.
- Learners must answer the questions in the learner's book and discuss in their groups.

**Resources**

- Learner's Book page 28
- Markers, for example beacons, cold drink bottles
- Copies of the Improvement Chart for each learner
- Signs and diagrams to number and describe each station.

### TEACHER'S GUIDE

LEARNER'S BOOK	9781920604066
TEACHER'S GUIDE	9781920604073



**LEARNER'S BOOK**

- Written in clear language for easier learning
- Diagrams, pictures and illustrations to support visual learning
- Provides new vocabulary (Word Box) and key concepts or enrichments (Notepad)

**1.1 (1 hour)**

Begin the lesson by discussing peer pressure and asking learners to list ways in which teenagers may experience peer pressure. Write these on the board. Explain how peer pressure can lead to negative and positive outcomes.

Read through the text on page 22 of the Learner's Book with the learners and ask them to look at and discuss the comic strips in pairs.

**★ ACTIVITY 5.1: Effects of peer pressure**

**Group/individual activity**

- Groups should consist of no more than 5 or 6 learners.
- During this activity, go round the groups and observe the participation and contribution of the individual learners in order to do an informal assessment.
- Ask the groups to discuss the pictures in terms of the negative behaviour illustrated and why it is negative.
- Learners can give feedback in a class discussion once the groups have completed the activity.
- Learners now work individually to complete the activity, following the instructions in the Learner's Book. This activity could be completed as homework.

**Possible answers**

Name of comic strip	Negative behaviour	Negative outcome	Positive outcome
Peer pressure	Taking drugs, alcohol, smoking	Drug addiction, drunkenness and not being responsible for behaviour while drunk, nicotine addiction and lung cancer	"No, I am not prepared to try drugs or alcohol even once. I know you can get hooked on cigarettes, going to..."
	Stealing	Being caught and getting a criminal record, going on to breaking and entering etc.	"Stealing..."

**Suggested Homework activity**

**Resources**

- Learner's Book page 23

**TEACHER'S GUIDE**

- Step-by-step guidance for the teacher
- Set of lessons for the entire year
- Answers to activities and formal assessments where relevant
- Cross references to the Learner's Book
- Comprehensive Physical Education Programme

**GRADE 7**

- Sample lesson plan
- How to use this Teacher's Guide
- Year plan: Grade 7 Life Orientation
- Development of the self in society
- Physical Education
- Constitutional rights and responsibilities
- World of work
- Health, social and environmental responsibility
- Sample End-of-year Examination paper
- Memorandum: Sample End-of-year examination paper
- Contact list for Childline South Africa
- How to write a bibliography
- Physical Education: First Aid
- Photocopiable diagram of the Food Pyramid
- Glossary

# AFRIKAANS LEWENSORIËNTERING KABV GRAAD 7

## Shuters TOPKLAS

**SHUTERS TOPKLAS LEWENSORIËNTERING** help om hierdie onderwerpe in graad 7-9 te onderrig:

- Selfontwikkeling in die samelewing
- Gesondheids-, sosiale en omgewingsverantwoordelikheid
- Grondwetlike regte en verantwoordelikhede
- Die wêreld van werk
- Liggaamsopvoeding



waardeer en aanvaar.

### EENHEID 4

### Liggaamsopvoeding

#### Deelname aan en bewegingsuitvoering in 'n fiksheidsprogram

##### Eenheidsoorsig

- Deelname aan 'n fiksheidsprogram
- Deelname en bewegingsuitvoering in 'n fiksheidsprogram

In hierdie eenheid gaan leerders voort met aktiwiteite om hulle vlak van fiksheid te verbeter/ Hulle moet hulle vlak van fiksheid vir die rondgangoefening opteken.

##### Instruksies vir formele assessering

Week 5 word voorgestel as 'n formele assessering van bewegingsuitvoering. Maak seker dat jy al die punte van die leerders in 'n klaslys opteken. Die assesseringshulpmiddel verskyn op bladsy 30 van hierdie Onderwysersgids.

##### Week 3: Draif (1 uur)

##### Hulpbronne

- Leerdersboek bladsy 18
- 'n stophorlosie, 'n fluitjie, 'n pen, papier, waterbottels

- Leerders warm vir tien minute op
- Verduidelik die draifaktiwiteit aan leerders. Wys vir hulle die hele roete uit verskillend van die staproete mag wees. Die roete kan ook 'n langer afstand wees, soos vyf kilometer. Draif is 'n vorm van hardloop teen 'n stadig-gemaklike tempo. Die hoofdoel is om fiksheid te verbeter met minde as wat die liggaam as wat vinnige hardloop veroorsaak.
- Help leerders om hulle pas te beoordeel deur hulle asemhaling te tel. As hulle vind dat hulle na asem snak, moet hulle stadiger draif of stop.
- Vertel hulle dat jy die tyd sal hou vir elke individu sodat hulle hul eie tyd bereik. Hulle moet hul tyd op die tabel wat hulle gekies het opskryf.
- Verseker dat leerders toegang tot vars water het tydens die draif.

**ONDERWYSERSGIDS**

LEERDERBOEK

9781920604127

ONDERWYSERSGIDS

9781920604134



## LEERDERBOEK

- Gebruik duidelike, eenvoudige taal om leer makliker te maak
- Bevat diagramme, prente en illustrasies vir visuele ondersteuning
- Bied nuwe woordeskat (*Woordblokkies*) en sleutelbegrippe of verryking (*Notas*)

## KWARTAL 1

### EENHEID 1 Selfontwikkeling in die samelewing

#### Selfbeeld



Jou selfbeeld is hoe jy jousef sien, hoe jy oor jousef voel en dink. Dit is omtrent al hierdie aspekte van jousef:

- jou persoonlikheid
- jou waardes
- jou oortuigings
- jou belangstellings
- jou vermoëns
- jou uitdagings.

Dit is gesond om 'n positiewe selfbeeld te hê. 'n Positiewe selfbeeld beteken dat jy 'n duidelike prentjie het van jousef soos jy werklik is. Dit beteken ook dat jy die kwaliteite wat jou 'n unieke en waardevolle individu maak, aanvaar en respekteer. 'n Gesonde, positiewe selfbeeld het, aanvaar en respekteer die deel wat deel is van jou. Jy voel: "Ek kan" en "Ek is"

## MANIDUM FORMELE ASSESSERINGSTAAK KWARTAL 1

### Assesseringshulpmiddel

ANALISASIE	Kriteria	Beskrywing
	i. Voorblad met titel van projek, naam, graad en datum	Een punt word toegeken vir elk – titel, naam, graad en datum
	ii. Inhoudsopgawe	Die inhoudslys is in volgorde
	iii. Teks bestaan uit paragrawe en opskrifte	Een punt elk word toegeken vir die insluiting van teksopskrifte en 'n afsluitingsparagraaf
	iv. 'n Bibliografie	Een punt elk word toegeken vir die insluiting van die bibliografie in 'n standaardformaat van die bibliografie en as die bibliografie alfabeties geg...

### RUBRIEK VIR ASSESSERING VAN INHOUD

BREINKAART	Punte: 15 - 12	Punte: 11 - 8	Punte: 7 - 4
'n Breinkaart wat omgewingsgesondheidsprobleme en praktiese oplossings toon	Die breinkaart sluit 'n paar van of al die volgende dinge in: <ul style="list-style-type: none"> <li>- goed beplan met bewyse van diepgaande navorsing</li> <li>- aantreklike, relevante illustrasies</li> <li>- drie of meer omgewingsgesondheidsprobleme met praktiese oplossings</li> </ul>	Die breinkaart sluit 'n paar van of al die volgende dinge in: <ul style="list-style-type: none"> <li>- redelik goed beplan met bewyse van navorsing</li> <li>- aantreklike illustrasies</li> <li>- twee of meer omgewingsgesondheidsprobleme met praktiese oplossings</li> </ul>	Die breinkaart sluit 'n paar van of al die volgende dinge in: <ul style="list-style-type: none"> <li>- Ietwat beplan met bewyse van navorsing</li> <li>- 'n paar illustrasies</li> <li>- een of meer omgewingsgesondheidsprobleme met praktiese oplossings</li> </ul>
VRAEELS	Punte: 15 - 12	Punte: 11 - 8	Punte: 7 - 4
Gewingsvoetspoor vir die ander by jou skool	Vraelys: <ul style="list-style-type: none"> <li>- is gedetailleerd en netjies uiteengesit</li> <li>- sluit ten minste 10 relevante vrae in</li> <li>- is so georden dat leerders dit maklik kan beantwoord, bv. ja/nee, merk blokkies, ens</li> <li>- sluit 'n metode in waarop die omgewingsvoetspoor bereken kan word</li> </ul>	Vraelys: <ul style="list-style-type: none"> <li>- is taamlik gedetailleerd en leesbaar</li> <li>- sluit ten minste agt relevante vrae in</li> <li>- maak 'n mate van voorsiening dat leerders vrae kan beantwoord, bv. ja/nee, merk blokkies, ens</li> <li>- noem iets oor die berekening</li> </ul>	Vraelys: <ul style="list-style-type: none"> <li>- bevat minstens 5 vrae</li> <li>- is moeilik om te lees</li> <li>- maak 'n mate van voorsiening dat leerders vrae kan beantwoord, bv. ja/nee, merk blokkies, ens</li> </ul>

## ONDERWYERSGIDS

- Stap-vir-stap-leiding vir die onderwyser
- 'n Stel lesse vir die hele jaar
- Antwoorde op aktiwiteite en formele assesseringstake
- Kruisverwysings na die Leerderboek
- Omvattende liggaamsopvoedingprogram

## GRAAD 7

- Voorbeeld van lesplan
- Hoe om hierdie Onderwysersgids te gebruik
- Jaarplan: Graad 7 Lewensoriëntering
- Selfontwikkeling in die samelewing
- Liggaamsopvoeding
- Selfontwikkeling in die samelewing
- Die wêreld van werk
- Grondwetlike regte en verantwoordelikhede
- Gesondheids-, sosiale en omgewingsverantwoordelikhede
- Voorbeeld: Jaareindeksamenvraestel
- Voorbeeld: Memorandum
- Kontaklys vir Childline South Africa
- Hoe om 'n bibliografie te skryf
- Liggaamsopvoeding: Noodhulp
- Fotokopieerbare diagram van die voedselpiramide
- Woordelys

# AFRIKAANS

## SOSIALE WETENSKAPPE

### KABV GRAAD 7

## Shuters TOPKLAS

### SHUTERS TOPKLAS SOSIALE WETENSKAPPE

- Die inhoud word in eenvoudige, toeganklike taal aangebied
- Illustrasies ondersteun die inhoud
- Nuwe woordeskat word in woordeskatblokkies verduidelik
- Vloeidiagramme vat die inhoud saam wat in elke afdeling gedek word
- Studiekaarte kan as hulpmiddels vir leer en hersiening gebruik word

#### GESKIEDENISEKSAMEN PUNTEMEMORANDUM

##### AFDELING A

- skierbuik
- Jan van Riebeeck
- Baie om uit te kies: Madagaskar, Mauritius, Maleisië, Goa, ens.
- Die San of Boesmans

##### AFDELING B

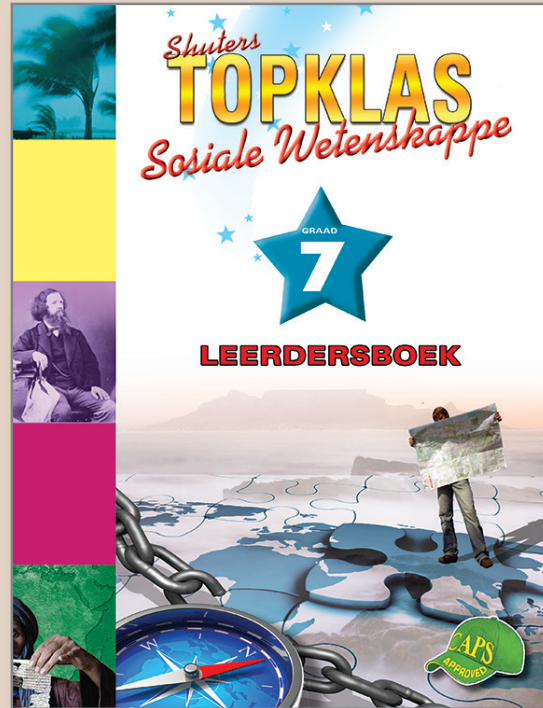
- Hulle het stihouplek op pad na die Ooste nodig gehad
  - Hulle wou 'n verversingstasie stig
- die Europeërs het hulle grond en watervoorrade oorgeneem
- godsdiens versprei
  - verskillende perspektiewe van sienings van die verlede
  - veranderinge wat in gemeenskappe voorkom
- Die Xhosas en die Britte

##### AFDELING C Drie punte vir elke vraag

- Enige van die volgende:
  - Die stad was 'n belangrike handelsentrum.
  - Die rivier, Niger, het dit makliker gemaak om goedere te vervoer
  - Islam was die hoofgodsdien.
  - Die huise is van klei gemaak met grasdakke.
  - Daar was tempels, paleise en winkels.
  - Die mense was ryk en het baie kos en water gehad.
  - Die gemeenskap was in klasse verdeel.
  - Slawe was die laagste klas.
  - Die heerser het in luuksheid gelewe en het 'n sterk weermag gehad.
  - Hy het teen naburige mense oorlog gevoer en gevangenes geneem wat hy as slaves gebruik het.
  - Daar was baie geleerde mense – regters, onderwysers en priesters.
  - Die mense was oor die algemeen vreedsaam.

Suid-Afrika het in 2001 aangebied om die Mali-regering te help met die versterking van die vennootskap, help Suid-Afrika

#### ONDERWYSERSGIDS



LEERDERBOEK

9781920604325

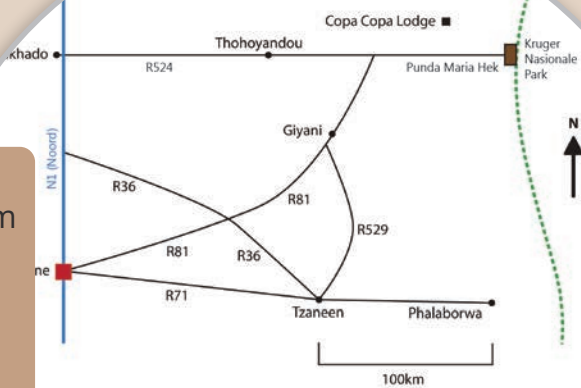
ONDERWYSERSGIDS

9781920604332

## LEERDERBOEK

- Duidelike, eenvoudige taal word gebruik om leer makliker te maak
- Bevat diagramme, prente en illustrasies vir visuele ondersteuning
- Verduidelik nuwe en moeilike woorde op die bladsy waar die woorde gebruik word

## INLEIDENDE AKTIWITEIT



1. Watter simbole is gebruik vir  
a) die grens van die Kruger Nasionale Park;  
b) die ingangshek na die Kruger Nasionale Park by Punda Maria;  
c) dorpe soos Tzaneen en Phalaborwa;  
d) en hoe kan jy weet dat Polokwane die grootste dorp op die kaart is?
2. a) Loop die Nasionale Pad, die N1, van oos na wes of noord na suid?  
b) Loop die Pad, die R524, van oos na wes of noord na suid?  
c) As jy van Phalaborwa na Tzaneen reis, in watter rigting reis?  
d) As jy van Tzaneen na Phalaborwa reis, in watter rigting reis?
3. a) Wat is die afstand tussen Phalaborwa en Tzaneen?  
b) Ongeveer hoe ver is dit tussen Polokwane en Tzaneen?

## MEMORANDUM

...eck  
...uit te kies: Madagaskar, Mauritius, Maleisië, Goa, ens.  
...n of Boesmans

### DELING B

- b) Hulle het stihouplek op pad na die Ooste nodig gehad  
d) Hulle wou 'n verversingstasie stig
2. b) die Europeërs het hulle grond en watervoorrade oorgeneem
3. a) godsdienste versprei
4. b) verskillende perspektiewe van sienings van die verlede  
c) veranderinge wat in gemeenskappe voorkom
5. b) Die Xhosas en die Britte

### AFDELING C Drie punte vir elke vraag

1. Enige van die volgende:
  - Die stad was 'n belangrike handelsentrum.
  - Die rivier, Niger, het dit makliker gemaak om goedere te vervoer
  - Islam was die hoofgoddiens.
  - Die huise is van klei gemaak met grasdakke.
  - Daar was tempels, paleise en winkels.
  - Die mense was ryk en het baie kos en water gehad.
  - Die gemeenskap was in klasse verdeel.
  - Die laagste klas.
  - Die luukseheid.

**SIEN OOK  
BLADSY 48:  
SHUTERS-  
MACMILLAN ATLAS  
VIR SUID-AFRIKA  
AFRIKAANS  
& ENGELS**

## ONDERWYSERSGIDS

- Bied riglyne en leiding oor hoe om die eenhede en aktiwiteite te onderrig
- Bevat 'n werkskedule vir maklike beplanning
- Verskaf antwoorde op alle aktiwiteite en formele assesserings
- Sluit kruisverwysings na die Leerderboek in
- Verduidelik die terminologie vir assessering
- Voorsien addisionele hulpbronne

## GRAAD 7

Kaartvaardighede

Die Koninkryk van Mali en die stad Timboektoe gedurende die 14de eeu

Vulkane, aardbewings en oorstromings

Die trans-Atlantiese slawehandel

Bevolkingsgroei en -verandering

Kolonisasie van die Kaap tydens die 17de- en 18de eeu

Natuurlike hulpbronne en bewaring in Suid-Afrika

Samewerking en konflik op die grense van die Kaapkolonie in die vroeë 19de eeu

- Hersiening, assessering en terugvoering
- Formele assessering



# ENGLISH MATHEMATICS CAPS GRADE 7

*Shuters*  
**Premier**

## SHUTERS PREMIER MATHEMATICS

A carefully structured and well-paced learning experience for learners studying Mathematics in the Senior Phase.

### PATTERNS, FUNCTIONS AND ALGEBRA

#### Unit 19 Numeric and geometric patterns

PATTERNS,  
FUNCTIONS AND  
ALGEBRA

##### Overview

This unit focuses on investigating and extending numeric and geometric patterns, looking for relationships between numbers, including integers.

##### Guidelines for lessons

##### Exercise 1 Investigate number patterns with a constant difference

- Learner's Book page 130.
- Remind the learners how to find the rule for the pattern in a sequence.
- Remind the learners about addition of integers.
- Read through the notes and example in the Learner's Book page 130.

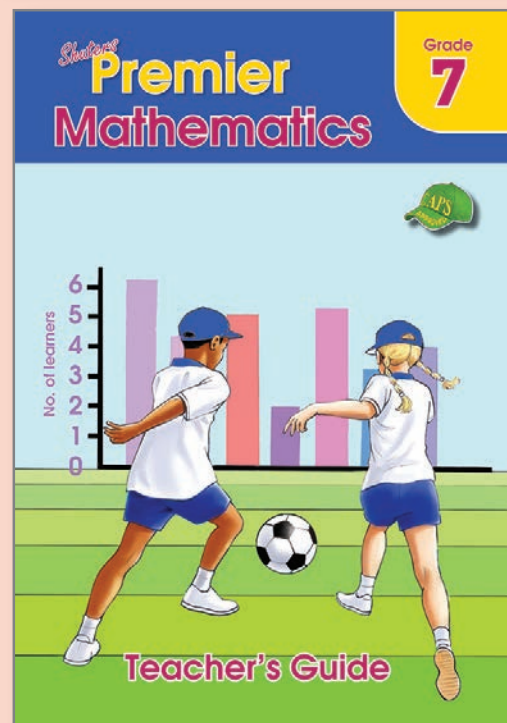
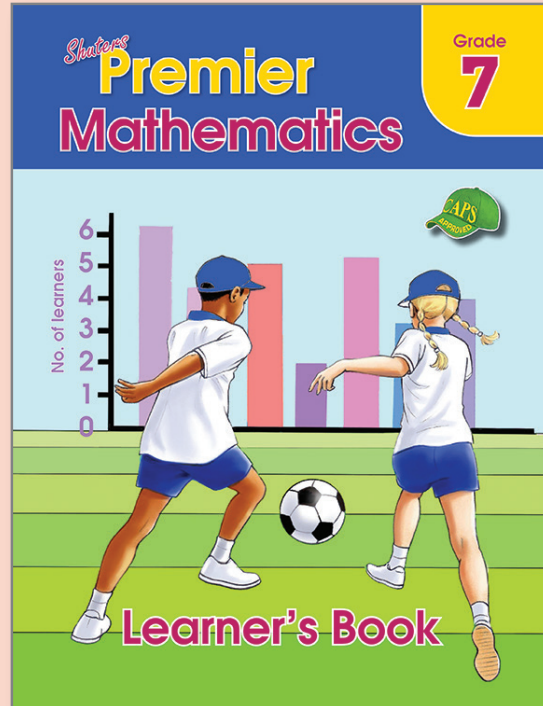
##### Answers:

- 1; 3; 5; 7; 9; 11; 13      Increase each term by 2.
  - 42; 48; 54; 60; 66; 72      Increase each term by 6.
  - 2 005; 2 000; 1 995; 1 990; 1 985; 1 980; 1 975      Decrease each term by 5.
  - 20,5; 21; 21,5; 22; 22,5; 23; 23,5; 25      Increase each term by 0,5.
  - $\frac{3}{4}$ ; 1;  $1\frac{1}{4}$ ;  $1\frac{1}{2}$ ;  $1\frac{3}{4}$ ; 2;  $2\frac{1}{4}$       Increase each term by  $\frac{1}{4}$ .
  - 361 211; 361 209; 361 207; 361 205; 361 203; 361 201      Decrease each term by 2.
  - 11; -19; -27; -35; -43; -51; -59      Add -8 to each term
  - 4; -9; -14; -19; -24; -29; -34      Add -5 to each term
  - 6; -13; -20; -27; -34; -41; -48      Add -7 to each term
  - 4; -1; 2; 5; 8; 11; 14; 17      Add 3 to each term
- 4; 9; 14; 19; 24
  - 365; 375; 385; 395; 405
  - 24; 30; 36; 42; 48
  - 1 002; 1 014; 1 026; 1 038; 1 050
  - 2; -4; -6; -8; -10
  - 11; -14; -17; -20; -23
  - 1; -6; -11; -16; -21
  - 9; -2; -13; -24; -35

TEACHER'S GUIDE

#### EACH TERM COVERS:

- NUMBERS, OPERATIONS & RELATIONSHIPS
- PATTERNS, FUNCTIONS & ALGEBRA
- MEASUREMENT
- DATA HANDLING
- SPACE & SHAPE



LEARNER'S BOOK

9781775880561

TEACHER'S GUIDE

9781775880578

an angle  
follow the

the vertex of the angle  
(the point where the two  
arms meet), which is Y.

Step 2:

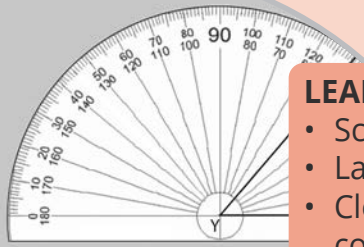
Place the protractor over the  
angle so that the centre of the  
protractor lies on the vertex Y,  
and the horizontal line on the protractor lies over the arm YZ.

Step 3:

Classify your angle first. As angle  $\widehat{XYZ}$  is acute, it must measure less than  $90^\circ$ .

Step 4:

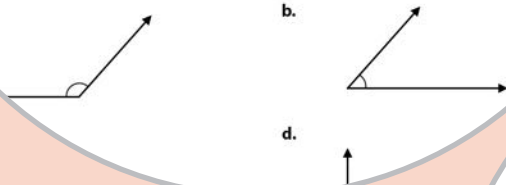
Where the arm XY cuts the scale of the protractor, read off the number of degrees on the inside  
scale, which is  $50^\circ$ . Thus  $\widehat{XYZ} = 50^\circ$ .



## LEARNER'S BOOK

- Scaffolded presentation of content
- Layout is accessible and easy to navigate
- Clear explanations of new concepts and well-constructed examples
- Activities move from simple to complex and stimulate critical thinking

Classify the angles below:



## TEACHER'S GUIDE

- Step-by-step guidelines for all lessons
- All assessment tasks required by CAPS
- Photocopiable tests, exams, with memoranda
- Photocopiable tests and exams with relevant memoranda

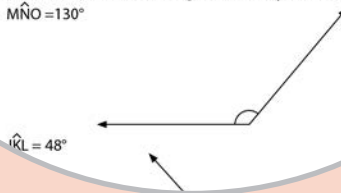
SEE PAGE 49  
OF THIS CATALOGUE:  
SHUTERS PREMIER  
MENTAL MATHS  
FOR GRADES 8 & 9

ENGLISH &  
AFRIKAANS

## Formal Assessment: Assign

• Learner's Book page 43.

- $\widehat{AEC} = 90^\circ$  (CE is perpendicular to AB)
  - $\widehat{CED} = 60^\circ$  ( $\widehat{CEB} = 90^\circ$  and  $\widehat{DEB} = 30^\circ$  -  $30^\circ = 60^\circ$ )
- GH, IJ, KL, MN (any two)
  - OQ, PR, OP, QR (any two)
  - GH  $\parallel$  IJ or KL  $\parallel$  MN
  - $\widehat{MRI} = 60^\circ$
    - $\widehat{MPG} = 60^\circ$
    - $\widehat{MPH} = 120^\circ$
  - Check learners have drawn angle MRI accurately to  $60^\circ$ .
- $\triangle AEB$  or  $\triangle CED$  (any one)
  - $\triangle AED$
  - $\triangle BEC$
  - All equilateral triangles are acute angled triangles.
- Triangle XYZ is an obtuse-angled isosceles triangle.
  - $180^\circ - 114^\circ = 66^\circ \div 2 = 33^\circ$
  - Triangle ABC is an equilateral triangle.
  - AB = 6cm
  - DEFG is a rhombus
  - $\alpha = 96^\circ$
- $\widehat{ABC} = 128^\circ$  (obtuse angle)
  - $\widehat{GHI} = 58^\circ$  (acute angle)
- Check learners have drawn angles accurately (within  $2^\circ$ )
  - $\widehat{MNO} = 130^\circ$



## GRADE 7

- Sample lesson plan.
- An overview of the teaching plan for the year
- Diversity and inclusivity
- 1-100 Chart
- Glossary

### NUMBERS, OPERATIONS AND RELATIONSHIPS

Whole numbers  
Exponents  
Common fractions  
Decimal fractions  
Integers

### SPACE AND SHAPE

Construction of geometric figures  
Geometry of 2D shapes  
Geometry of straight lines  
Transformation geometry  
Geometry of 3D objects

### PATTERNS, FUNCTIONS AND ALGEBRA

Functions and relationships  
Numeric and geometric patterns  
Algebraic expressions  
Algebraic equations  
Graphs

### MEASUREMENT

Area and perimeter of 2D shapes  
Surface area and volume of 3D shapes

### DATA HANDLING

Collect, organise, summarise, represent, analyse,  
interpret and report data  
Probability

# ENGLISH

# NATURAL SCIENCES

## CAPS GRADE 7

### Shuters TOP CLASS

#### SHUTERS TOP CLASS NATURAL SCIENCES

- Covers the requirements of the CAPS document for the subject in detail
- Is written in clear language for easier learning
- Diagrams, pictures and illustrations enrich the learning and teaching experience

#### Answers to Formal Assessment Tasks Term 1: Formal class test

##### Test 1

##### Question 1

- A stigma ✓
- B stamen ✓
- C petal ✓
- D ovary ✓
- E sepal ✓

##### Question 2

- 2.1 Suited to its particular environment/
- 2.2 The transfer of pollen from the stamen of a flower to the stigma of a flower/
- 2.3 The stage of human development when the sexual organs become mature/
- 2.4 Any method of avoiding pregnancy/
- 2.5 An animal with a backbone/

##### Question 3

Gases are needed for breathing/ . A suitable temperature is needed to keep water in a liquid/ Energy is needed for organisms to make food, to move and carry out living functions./

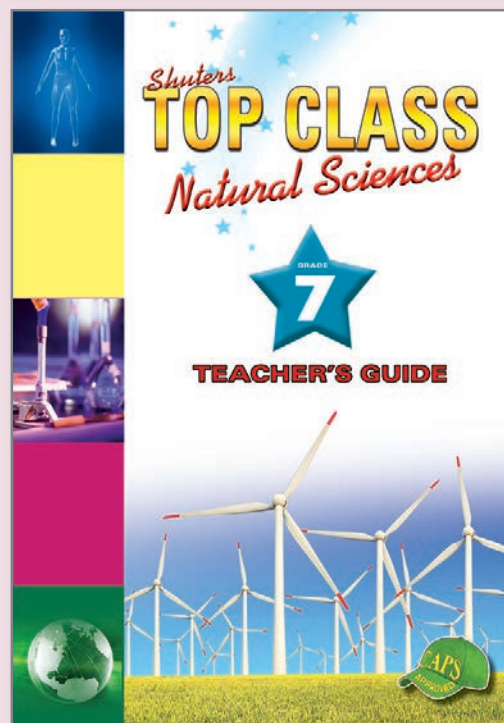
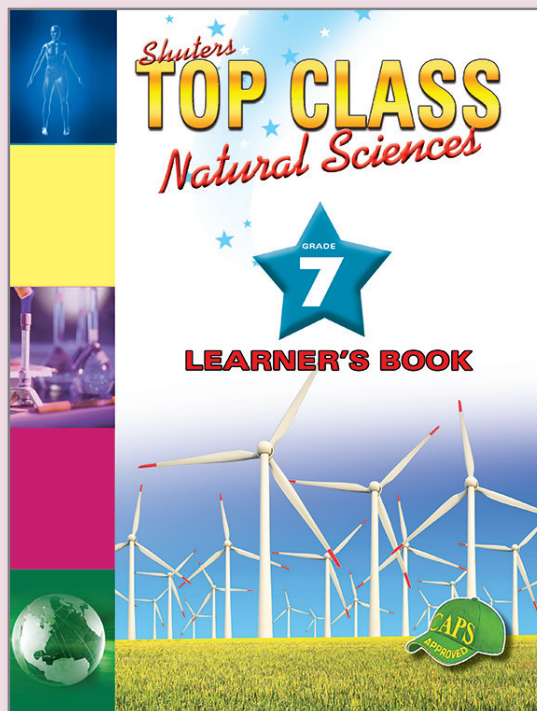
##### Question 4

- 4.1 A is the arthropod, B is the mollusc/
- 4.2 Molluscs have a soft body/ and no hard exoskeleton/  
Molluscs do not have jointed legs/, arthropods do have jointed legs/

##### Question 5

- 5.1 The joining of the male's sperm to the female's egg to make a single/
- 5.2 In both cases, the uterus develops a thick wall/ in preparation for/ If a fertilised egg is implanted/, the wall will continue to thicken/ If there is no implantation/, the wall breaks down/

#### TEACHER'S GUIDE



LEARNER'S BOOK	9781920604547
TEACHER'S GUIDE	9781920604554



Worksheet  
7.1

e. Which two processes take place during distillation?  
Explain what happens during each process.

**ACTIVITY 7.3 Separate ink by chromatography-**

You can use chromatography to separate the ink in a black ballpoint pen (Steps 1 to 6) or different colours of felt-tipped pens (Steps 7 to 10).

- You will need:**
- a black ballpoint pen
  - different colours of non-permanent felt-tipped pens (koki pens)
  - filter paper or blotting paper
  - a beaker or glass
  - methylated spirits
  - water
  - a dropper.

**Note:** Use methylated spirits as the solvent for the black ballpoint pen because the colour pigments are soluble in methylated spirits but not soluble in water. The coloured pigments in the non-permanent koki pens are soluble in water so you can use water as the solvent.

- Step 1** Use the black ballpoint pen to make a small black dot in the centre of a piece of filter paper or blotting paper.
- Step 2** Put the filter paper on top of a glass so that it covers the opening.
- Step 3** Use a dropper to carefully add a drop of methylated spirit to the black spot.
- Step 4** When the first drop of methylated spirits has spread, add second drop. Do this until the colours have spread half way across the filter paper.
- Step 5** Draw a diagram to show how the colours have separated.
- Step 6** Record your answers to the following questions:
- What happens to the methylated spirits?
  - What happens to the dot?
  - Which colour is nearest to the dot? Explain why this is so.
  - Which colour is furthest from the dot? Explain why this is so.

- OR
- Step 7** Use a coloured felt-tipped pen to make a small dot in the centre of a piece of filter paper or blotting paper.
- Step 8** Repeat Steps 2 to 5 but use water instead of methylated spirits.
- Step 9** Record your answers to the following questions:
- What happens to the water?
  - What happens to the dot?
  - Which colour is nearest to the dot? Explain why this is so.
  - Which colour is furthest from the dot? Explain why this is so.

**LEARNER'S BOOK**

- Has step-by-step guidelines
- Has a wide range of activities and investigations
- Explains new and difficult words on the pages where these words are used

**TEACHER'S GUIDE**

- Offers step-by-step guidance
- Offers a user-friendly Teaching Plan to facilitate planning
- Provides answers to all activities and formal assessments
- Makes helpful cross-references to the Learner's Book
- Photocopiable Resources
- Extra Activities
- Worksheets
- Formal Assessment Tasks

This small section is included to counter the idea that there are no invertebrates. You could explain to the learners that the molluscs are a very diverse Phylum, but that the majority of them live in sea water and are not very familiar with them.

**★ Activity 2.4 List the characteristics of invertebrates**

- Guidelines**
- This activity consolidates the learners' understanding of invertebrate classes.
  - The learners should work on their own.
  - It would be a suitable activity for doing as homework.

- Suggested answers**
1. Arthropods ✓ and Molluscs ✓
  2. Arthropods: Jointed legs ✓ Hard outer skeleton ✓  
Molluscs: Soft body ✓ One or two shells ✓
  3. Insects, Arachnids and Crustaceans are all Arthropods ✓
  4. Insects: 3 pairs legs ✓ 1 pair antennae ✓ 3 body sections ✓  
Arachnids: 4 pairs legs ✓ no antennae ✓ 2 body sections ✓  
Crustacea: 5 or more pairs of legs ✓ two pairs of antennae ✓ 2 body sections ✓
  5. Insect: Locust ✓  
Arachnid: Spider ✓  
Crustacea: Crab ✓

**GRADE 7**

- Assessment requirements
- Programme of Formal Assessment
- Teaching plan for the year
- Diversity and inclusivity

**LIFE AND LIVING**

The biosphere  
Biodiversity  
Sexual reproduction in angiosperms  
Sexual reproduction in humans  
Variation

**MATTER AND MATERIALS**

Properties of materials  
Separating mixtures  
Acids, bases and neutrals  
Introduction to the Periodic Table of Elements

**ENERGY AND CHANGE**

Sources of energy  
Potential and kinetic energy  
Heat transfer  
Insulation and energy saving  
Energy transfer to the surroundings  
The national electricity supply system

**PLANET EARTH AND BEYOND**

Relationship of the Sun to the Earth  
Relationship of the Moon to the Earth  
Historical development of astronomy

- Extra activities
- Worksheets
- Photocopiable resources
- Formal Assessment tasks
- Answers to Formal Assessment Tasks

# ENGLISH TECHNOLOGY CAPS GRADE 7

## Shuters TOP CLASS

### SHUTERS TOP CLASS TECHNOLOGY

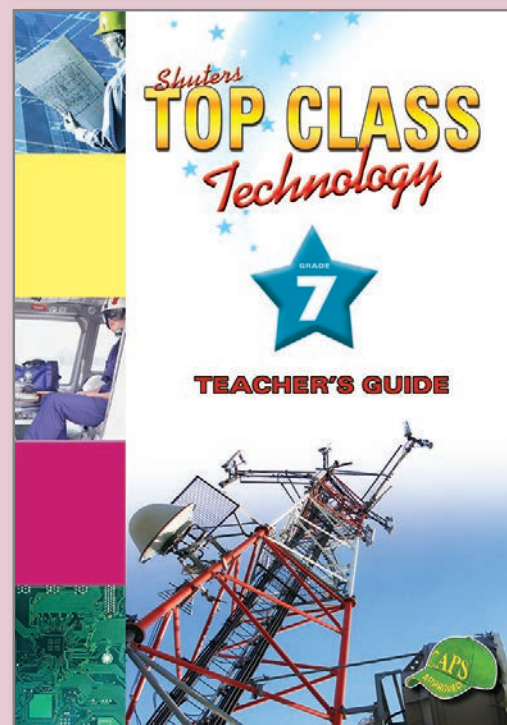
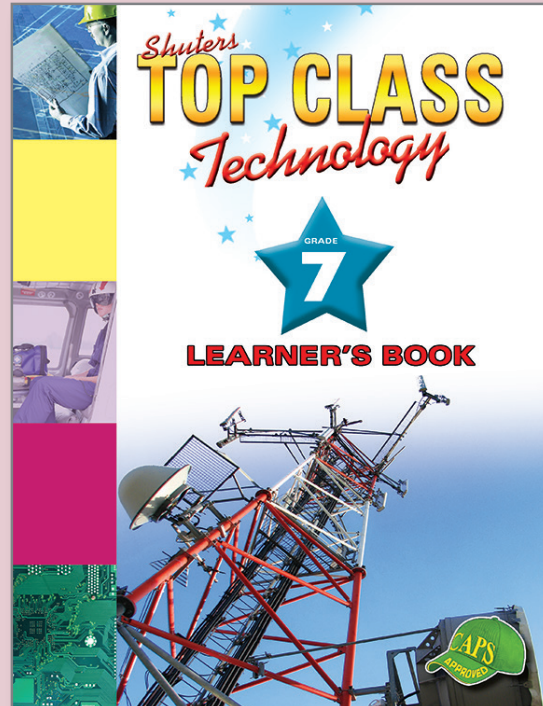
- Covers all the requirements of the CAPS document for each subject
- Presents content in simple language
- Content presentation supported by plenty of illustrations

#### Year Plan

Term 1			
Time	Focus	Unit	Content
1 week (2 hours)	Design process skills	Unit 1: Design process skills	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• The development of a task</li> <li>• Design considerations</li> </ul>
2 weeks (4 hours)	Communication skills	Unit 2: Communication skills	<ul style="list-style-type: none"> <li>• Purpose of graphic communication</li> <li>• Conventions</li> <li>• Free-hand sketching</li> <li>• Working drawings</li> </ul>
2 weeks (4 hours)	Mechanical systems and control	Unit 3: Simple mechanisms	<ul style="list-style-type: none"> <li>• Levers – first-class, second-class, third-class</li> </ul>
1 week (2 hours)	Investigation skills	Unit 4: Investigation skills	<ul style="list-style-type: none"> <li>• Practical investigation: Levers and linkages</li> </ul>
3½ weeks (7 hours)	Formal Assessment Task 1: Mini-PAT	Formal Assessment Task 1: Mini-PAT	<ul style="list-style-type: none"> <li>• Levers, linkages, hydraulic and pneumatic systems</li> </ul>
½ week (1 hour)	Formal Assessment Task: Test	Formal Assessment Task: Test	<ul style="list-style-type: none"> <li>• Test on Term 1 work</li> </ul>

Term 2			
Time	Focus	Unit	Content, concepts and skills
1 week (2 hours)	Structures	Unit 5: Structures	<ul style="list-style-type: none"> <li>• Definition and purpose of structures</li> <li>• Classification of structures</li> <li>• Types of structures</li> </ul>
½ week (1 hour)	Structures	Unit 6: Investigate a cell phone tower – a frame structure	<ul style="list-style-type: none"> <li>• Investigate a cell phone tower</li> <li>• Case study: Examining a structure</li> <li>• Evaluate advantages and disadvantages of structures</li> </ul>
½ week (1 hour)	Structures	Unit 7: Action research: stiffen materials and structures	<ul style="list-style-type: none"> <li>• Practical activity: Stiffen materials and structures</li> <li>• Practical activity: Stiffen structures</li> <li>• Practical activity: Stiffen structures</li> </ul>
1 week (2 hours)	Structures Impact of technology	Unit 8: Investigating design issues	<ul style="list-style-type: none"> <li>• Investigating design issues</li> </ul>

#### TEACHER'S GUIDE



LEARNER'S BOOK	9781920604387
TEACHER'S GUIDE	9781920604394

### Third-class levers

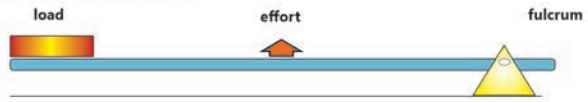


Figure 3-16 A diagram showing a third-class lever.

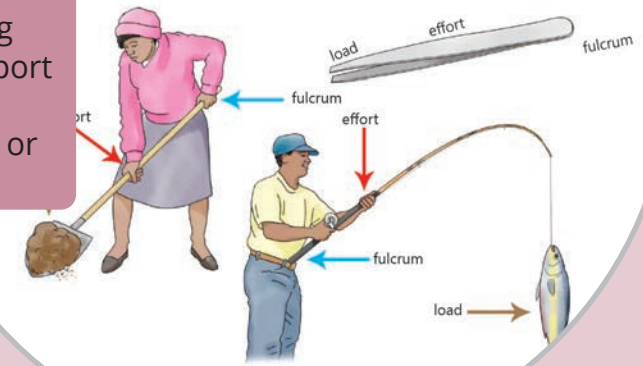


Figure 3-17 A pair of tweezers, a spade and a fishing rod are all good examples of third-class levers.

### LEARNER'S BOOK

- Written in clear language for easier learning
- Diagrams, pictures and illustrations to support visual learning
- Provides new vocabulary and key concepts or enrichments alongside the activity

### Formal Assessment Tasks: Term 4

#### Mini-PAT

**Topic:** Processing / Bias in and Impact of Technology

**Context:** Shelters for refugees

**Content:** Properties of materials

**Time allocation:** 6 hours

#### Guidelines

- This Mini-PAT counts for 10% of the year mark.
- Although the Mini-PAT is regarded as the application of content and concepts learnt the teacher must guide and help the learners. The approach we have taken is to help the learner through each stage. You will need to guide learners through the stages.
- Under no circumstances must the learners be given the Mini-PAT at home.

#### Assessment plan

The assessment plan requires the same emphasis on evaluate, design and communicate.

Use a learner checklist with the sub-headings for those things that are being assessed so that learners track their own progress.

The assessment of the technological process should assess if the learner can identify (find out things), design (plan), make (do).

### TEACHER'S GUIDE

- Step-by-step guidance for the teacher
- Answers to all activities and formal assessments
- Year Plan
- Formal Assessment Tasks exemplars
- Cross references to the Learner's Book
- A glossary of terms and concepts is provided
- Additional resources

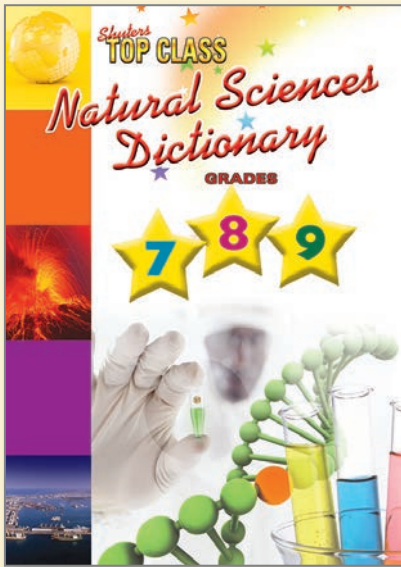
### GRADE 7

- Year Plan
- Formal Assessment Tasks example
- Resources
- Design process skills
- Communication skills
- Simple mechanisms
- Investigation skills
- Structures
- Investigate a cell phone tower – a frame structure

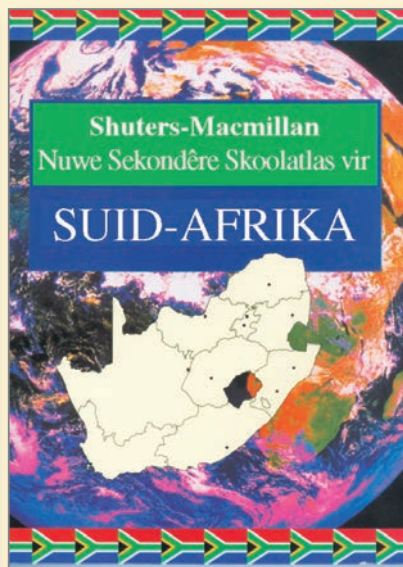
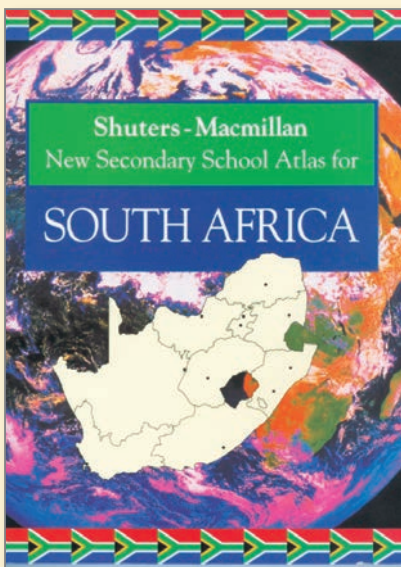
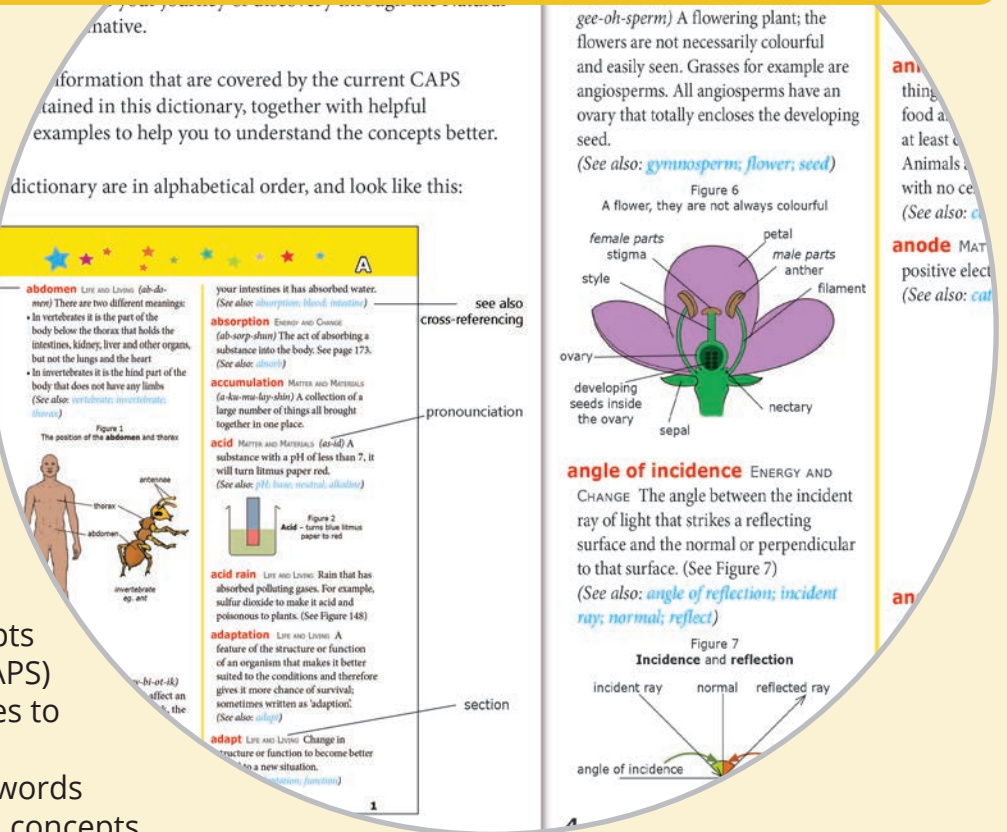
- Action research: stiffen materials and structures
- Investigating design issues
- Magnetism
- Testing metals and recycling
- Simple electric circuits
- Mechanical systems and control
- Investigating emergency situations
- Processing food: emergency food
- Clothing in specialised occupations



# RESOURCES FOR THE SENIOR PHASE



- Covers all words and concepts used in Natural Sciences (CAPS)
- Colour diagrams or examples to support the text
- Pronunciation for difficult words
- Cross-references words and concepts



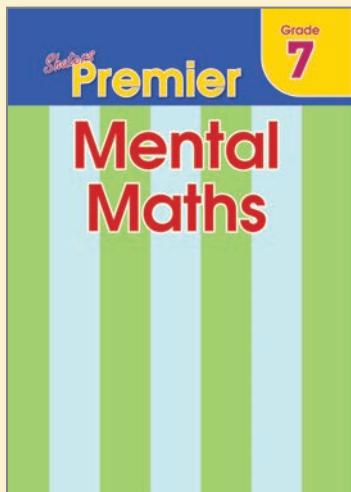
A South African favourite. Includes map projections, symbols and scale, how an atlas is made, South African history, transport, minerals, population, urbanisation, health and welfare, Southern Africa, Africa, the world, and more.



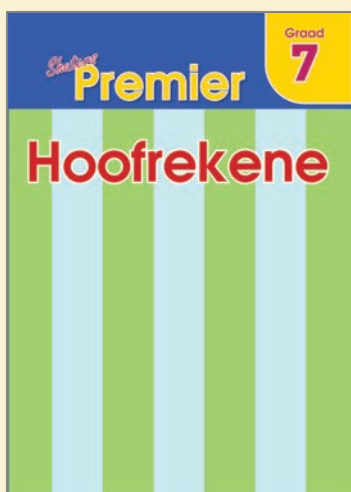
ENGLISH  
AFRIKAANS

SHUTERS TOP CLASS NATURAL SCIENCES DICTIONARY GRADES 7, 8 AND 9	9781775880820
SHUTERS-MACMILLAN NEW SECONDARY SCHOOL ATLAS FOR SOUTH AFRICA	9780796008350
SHUTERS-MACMILLAN NUWE SEKONDÊRE SKOOLATLAS VIR SUID-AFRIKA	9780796009869

# RESOURCES FOR THE SENIOR PHASE



- 80 Exercises – 20 per term
- Combination of pure mental maths, and questions requiring some written working out
- Repetition of certain types of questions to ensure that important concepts and formulae are consolidated
- A bonus question to challenge the stronger learners
- Each exercise designed to take no more than 10-15 minutes
- Answers are provided – including written working out where appropriate



...of this diagram.

$y = 7x + (15 - 8)$

input values of this diagram.

$y = 5x \times (33 - 27)$

the missing values.

$\ell$	$b$	$a$
4cm	3,5cm	7.
5,5mm	2,5mm	8.
12km	9.	156km <sup>2</sup>
	17m	374m <sup>2</sup>

QUESTION ★

	84m <sup>3</sup>	2 340m <sup>3</sup>
a.		12m
	3m	b.
	4m	13m

49

7. 294km<sup>2</sup>

8. 8

9. 2

10. 123

BQ. 171m<sup>2</sup>

**Term 3 Exercise 5**

1. 15

2. -3 from the previous

3. 4,25

4. 40

5. 80 sides

6. 2,7

7. 108

8. Double the number to get the next number in the sequence

9. 240

10. 16

BQ. (a) 8 (b) 21

**Term 3 Exercise 6 Answers**

1. Square the position of the number in the sequence

2. 36

3. 100

4. 6

5. 216

6. 2 197

7. Cube the position of the number in the sequence

8. 108

9. 125

10. +5 or Position of the number in the sequence

BQ. 2,5

ENGLISH

...des van hierdie diagram.

$y = \frac{x}{4} + \frac{2}{5}$

invoerwaardes van hierdie diagram.

$y = x - (4 \times 9)$

reël van hierdie vloei-diagram.

64

343

1 331

8 000

...de van  $x$  wanneer die... is en die reël  $(+ 36) + 2$  is.

...er die

ANTWOORD

Punte

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ANTWOORD

Kwa...

1. 1 750 m

2. 50 mm

3. 72 mm<sup>2</sup>

4. 427

5. 3 720 000 cm<sup>3</sup>

6. 42,25 m<sup>2</sup>

7. 294 km<sup>2</sup>

8. 8

9. 2

10. 123

BONUS: 171 m<sup>2</sup>

**Kwartaal 3 Oefening 5 Antwoorde**

1. 15

2. -3 van die vorige getal

3. 4,25

4. 40

5. 80 sye

6. 2,7

7. 108

8. Verdubbel die waarde van die vorige term om die volgende term te bepaal.

9. 240

10. 16; 29

BONUS: (a) 8 (b) 21

**Kwartaal 3 Oefening 6 Antwoorde**

1. Kwadreer die posisie van die term in die reël

2. 36

3. 100

4. 6

5. 216

6. 2 197

7. Gee die derdemag van die posisie van die term

8. 108 sye

9. 125

10. +5 by vorige term om die volgende term te bepaal

BONUS: 2,5

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