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Shuters
PREMIER

IsiZulu Sethu

**IsiXhosa
Ngumdiliya**

**Hi Nwa
Hi Kolwa**

**IsiZulu
Soqobo**

**Setswana
Tota**

**Sediba
sa thuto**

**Sichumile
ISIXHOSA**

**SISWATI
SETFU**



Grade

7

**CAPS APPROVED
CATALOGUE**



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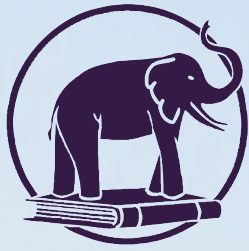
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Shuter & Shooter

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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**IsiXhosa
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



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**IsiXhosa
Ngumdiliy**



TOPKLAS

IsiZulu

Advantages of using our books

IsiZulu
IsiXhosa
IsiNdebele
IsiSethu

Setswana
Tota
SISWATI SETFU

Sichumile
ISIXHOSA
Hi Nwa
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

4

5

6

Helps save
planning and
preparation time

Follows the CAPS
precisely, making
teaching easier

Most of our titles
are available as
e-Books

IsiZulu
IsiXhosa
IsiNdebele
IsiSethu

Setswana
Tota
SISWATI SETFU

Sichumile
ISIXHOSA
Hi Nwa
Hi Kolwa

All our CORE material is CAPS APPROVED

Components available

Learner's Book

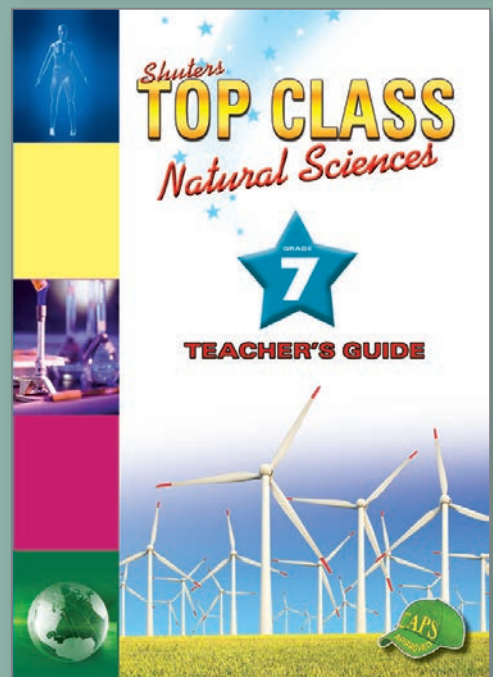
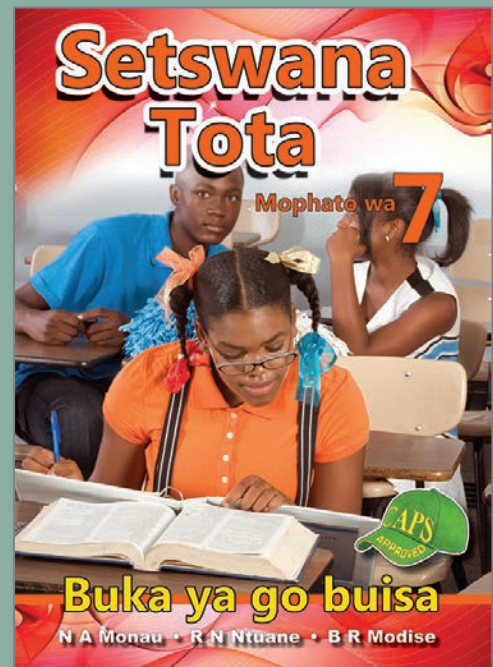
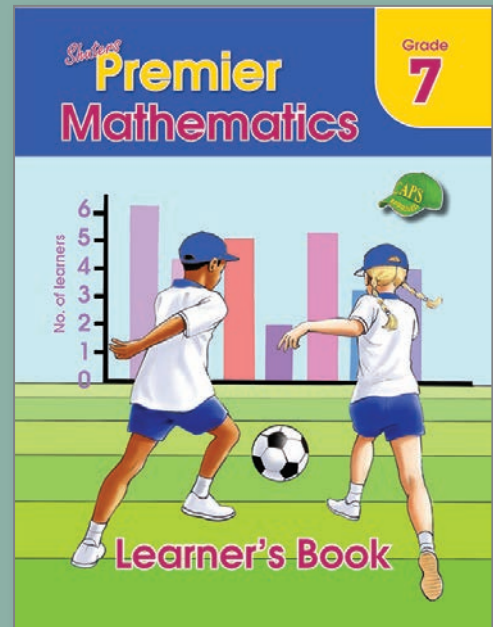
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

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

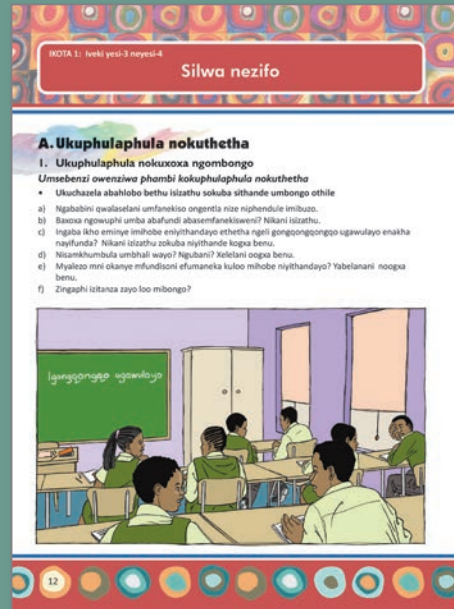
Teacher's Resource Book / Teacher's Guide

- 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

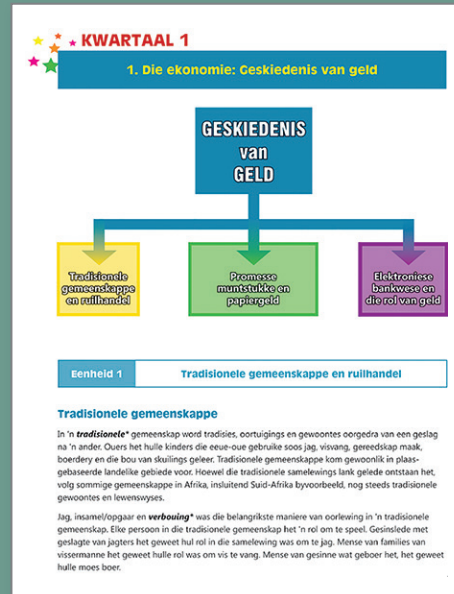


Features of our Learner's Books

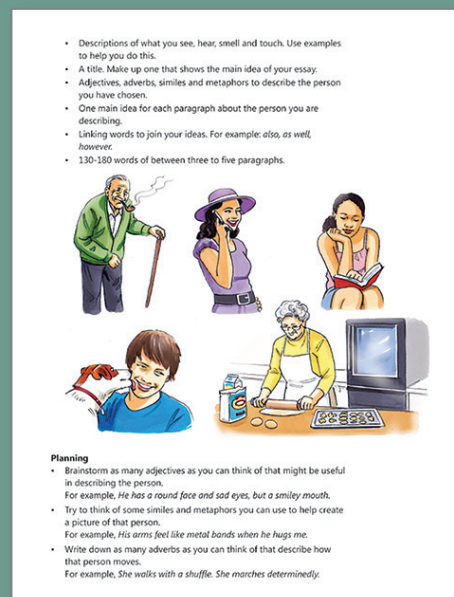
Grade appropriate language



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

TERM 1	
FOLKLORE	How fire came to Earth 1
POETRY	Poem 6
SHORT STORY	Nongqawuse's dream 8
FOLKLORE	Buck and Hare go farming 12
FOLKLORE	The hen's safari 16
TERM 2	
SHORT STORY	I am the man 20
POETRY	Fish 23
POETRY	A newly-born calf 25
FOLKLORE	The Bushman's dream 27

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.
- Akaretsa molaetša wa nonwane ka lefoko le tee leo le kgodišago.

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:

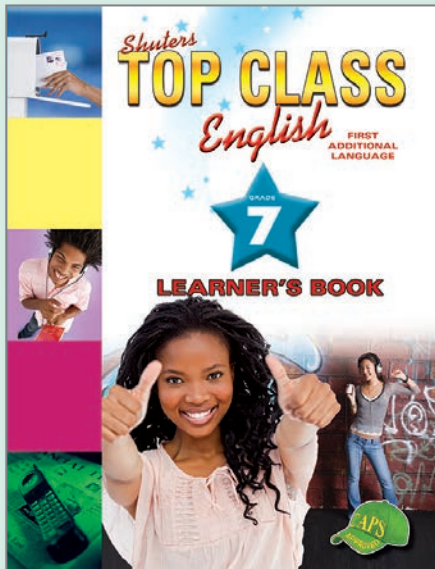
- Kubaluleke ngantoni ukudlala?
- Abe nafuthe lini amalungelo emidlalweni?
- Chonga isingqisho kulo mbongo.

ENGLISH FIRST ADDITIONAL LANGUAGE CAPS GRADE 7

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ADDITIONAL
RESOURCES
FROM
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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

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 up the road and the doors were opening. Through the front screen they could see the driver was black.

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. Leave a line space between each stanza. Good poets think very carefully about where to start a new stanza. Some poets even

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...
2. Learners compare their dialogues with the actual... evaluate which version they prefer by giving their own... 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... need to spend a few weeks on this activity. We suggest that... weeks to cover all the material.

Guidelines

1. Go through the terminology that appears in the glossary of... on page 88 at the back of the Core Reader.
2. Learners can get into groups of eight, assign each other... 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... 70 to help them in their performance.

Answers

1. The narrator stands outside the action and helps to m...
2. Stage directions appear in square brackets and italics...

Resources

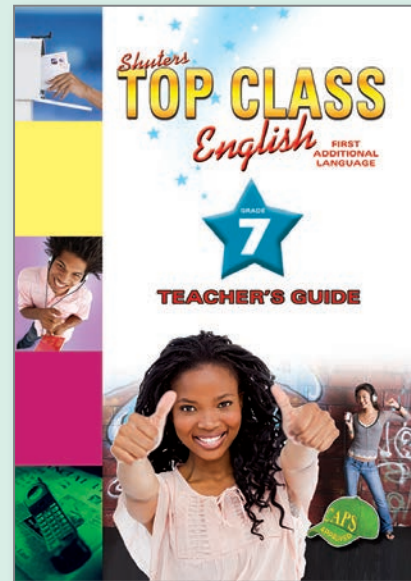
- Learner's Book page 34

Resources

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

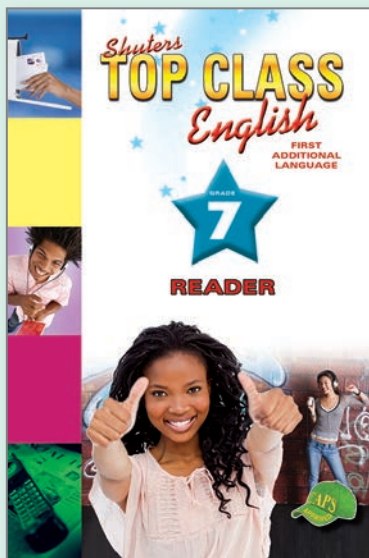
Teaching plan for the

	Lesson 2	Lesson 3
nd	C. Listening to a story (page 2)	D. Telling story (p...
ing (page 1)		
g the right (page 2)		
ding a San (page 5)	H. Separating facts from opinion (page 8)	
g about (page 7)	I. Comparing and contrasting stories (page 9)	
	J. Looking at nouns (page 9)	



TEACHER'S GUIDE

- Practical Teaching Plans, Formal Assessment Tasks and photocopyable 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

- bumptious** – 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...
 Hen is going to get eaten. V...
 in this story?
 ... 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

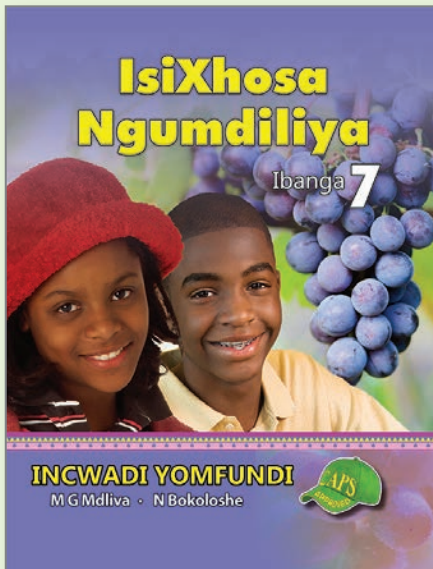
ISIXHOSA

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-

...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)

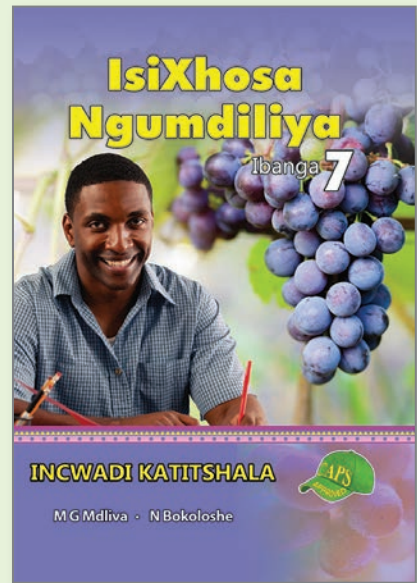
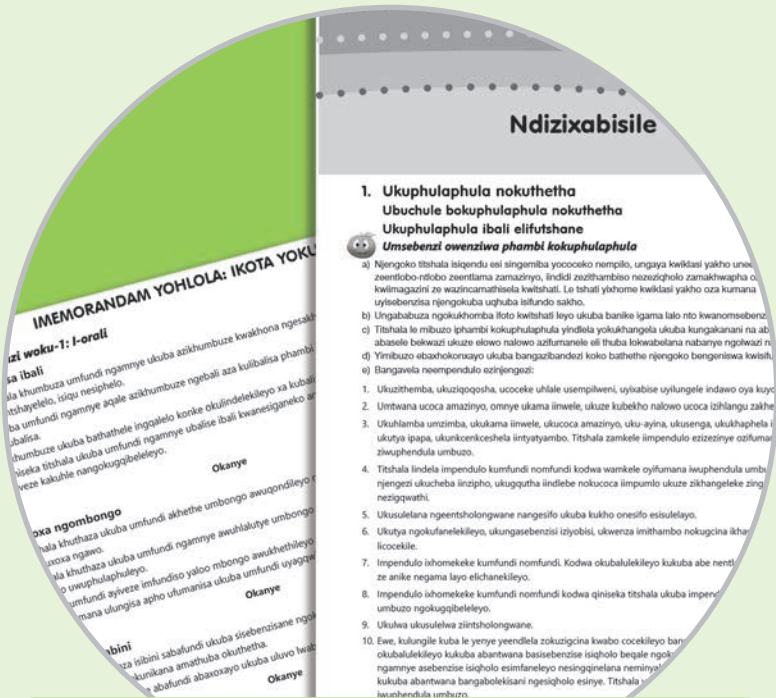
...a ongakanani ukuqala

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

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

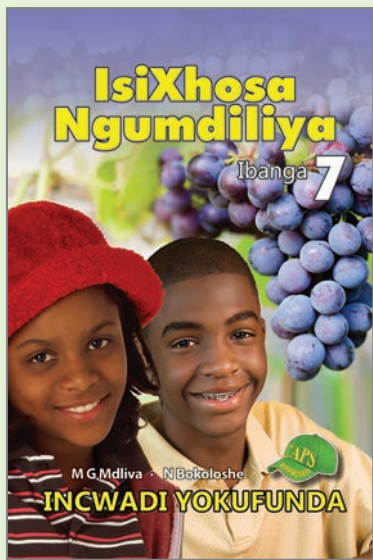
Khumbula:
Kubalulekile ukuba xa ubhala umhlathi zibonakale ngokuthe gca ezi zigaba zilandelayo: **isivakalisi esiyintloko; iingongoma ezingundoqo nezixhasayo; intshayelelo eyiyo; isiqu nesiphelo; nesivakalisi sokuvala.**

LEARNER'S BOOK	9781920605841
TEACHER'S GUIDE	9781920605872
READER	9781920605858



INCWADI KATITSHALA

- Ikwancedisana notitshala ngokumnika zonke iimpindulo 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.
- Amantya** – umntu omdala onamava ngomba awaziyo nasebenze ngawo.
- Amantya** – umntu labantu elikhethelwe ukuba lihambele umcimbi obalasele ngokuvimba.
- Amantya** – umntu ekhethekileyo.

INCWADI YOKUFUNDA

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

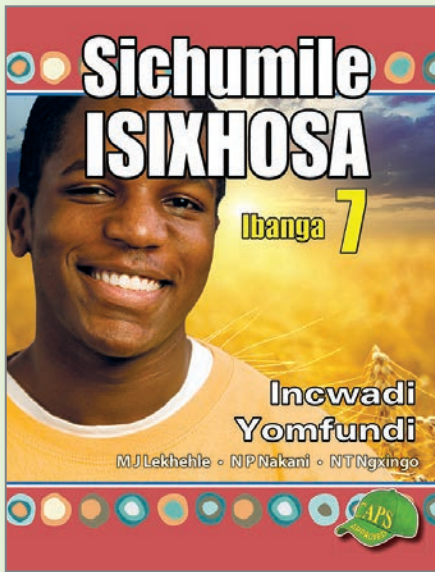
ISIXHOSA

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.

Izibizo: 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. Sifihlelela 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.

LEARNER'S BOOK	9781920605704
TEACHER'S GUIDE	9781920605735
READER	9781920605711

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 nengxakano 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, iikok, iiphamletti zezifo somhlaza, incwadi yomfundi, incwadi yezazi namaghalo, i-intanethi, iiselula.

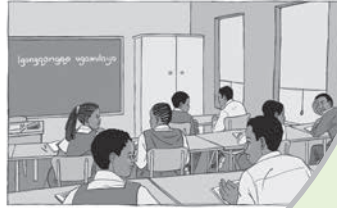
A. Ukuphulaphula nokuthetha

1. Ukuphulaphula nokuxoxa ngombongo

Umsenbenzi owenziwa phambi kokuphulaphula

- Ukuchazela abahlolobabalo ukuba kutheni bethanda umbongo othile

Titshala webanga lesixhobo kufuneka ube nolwazi olugqibeleleyo ngetekisi yoncwadi lweshi. Funda iincwadi zesixhosa ukuze uzuzwe ulwazi oluthe pheleli kokufundisa esi sifundo. Yabela abafundi ukuba bafunde imiyalelo echaza oko bamlele ukukwenza. Yenza amabalelwane ngeempawu zemibongo wongeze kulwazi abalufumene 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

Isahluko sesi-2: Amabali amafutshane

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

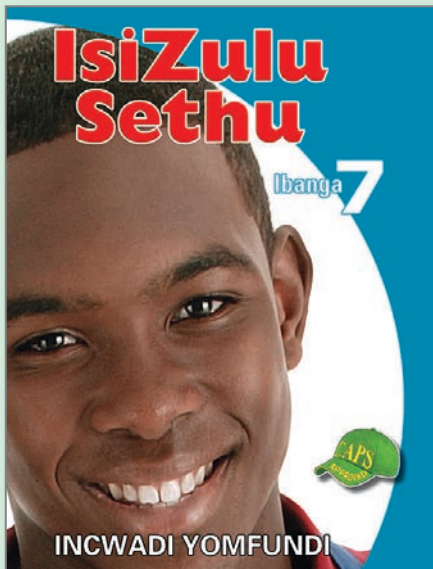
Kanti ithini idilesi yakhe?
Athombile amantombazana
Intlanganiso
Indaba
Ukuhamba iindawo
Umzuzu wenguqu
Kuthiwani ku-SABC?
Iphupha lam
Uhlaziyo nokulungiselela uwiwo
Uhlolo olusesikweni

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 lazilonga 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: Ukulalela Nokukhuluma

Amasu Okulalela
Ake sibheke nanka amasu okulalela:

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

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

LEARNER'S BOOK	9781920605568
TEACHER'S GUIDE	9781920605599
READER	9781920605575

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

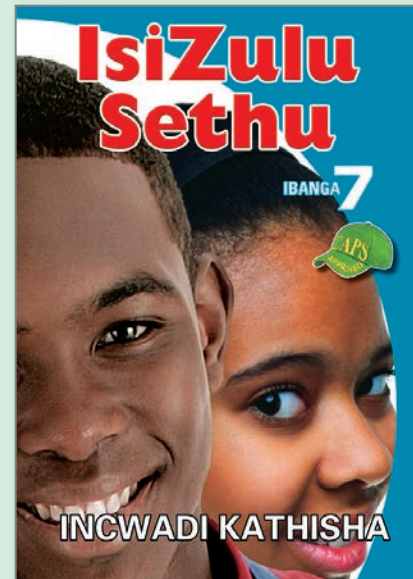
Ibhasi 22 encwadini yomfundi.

Okunokusetshenziwa:

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

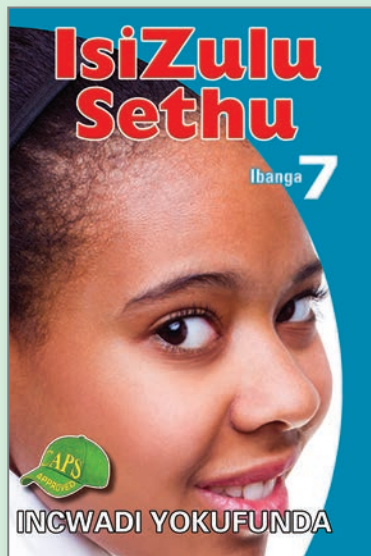
Amalungiselelo

- Uthisha uzogala ngokufunda inkondlo eyedwa, ayihaye azizwe ukuthi uyihaya 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-APS. 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

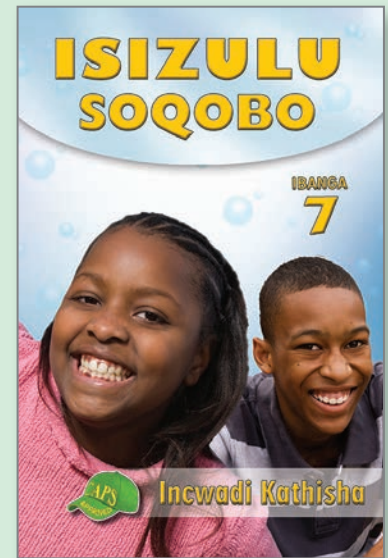
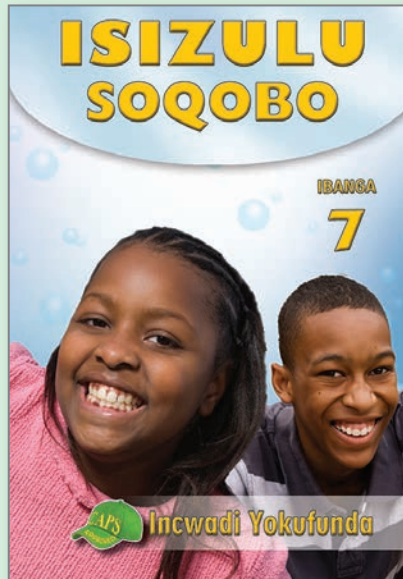
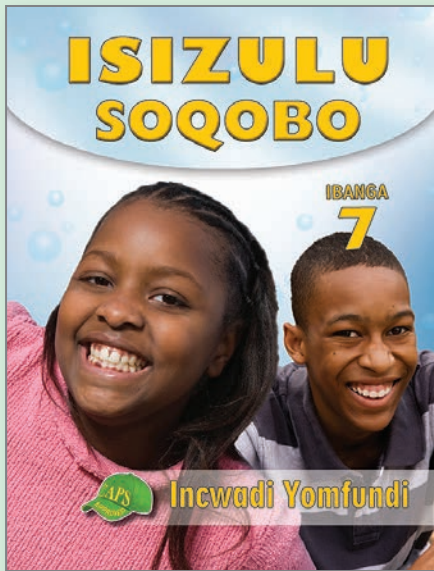
■ ISIZULU ISIZULU SOQOBO CAPS IBANGA 7

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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:



LEARNER'S BOOK	9781920605421
TEACHER'S GUIDE	9781920605452
READER	9781920605438

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 (yinto enhle, yinto embi, yinto elusizo)?
 - Ake ninqalele ukuthi le ndaba irona ngani.
 - Bhalani la magama ezincwadini zenu zokwazimagama, bese ribonisa ngezincazelo zawo, noma nzipheke 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 nenifun ukwakhumbula ngale ndaba.

Ingxoxo emva kokulalela indaba emfiphane

Ukuphendula imibuzo

- Xoxani ekilasini noma emaqenjini ngokuphendula imibuzo ngalokho ebenkululele.
 - 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

Ukubhala

...ke isigaba sakho ulandela lezi zinyathelo:

Umdwebo osabulwembu



Ukuhlela

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

THEMU 1

Ukubhala

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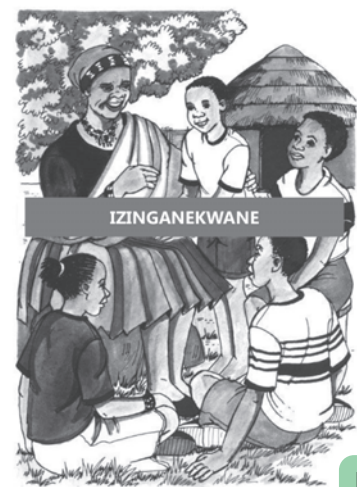
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IZINGANEKWANE

INCWADI YOKUFUNDA

Ukubhala

Ukubhala – indweba/impempe

Ukwakha umkhanya – amasimu amakhulu

Ingqobe – izikhwetshana ezisala lapho kukhethwa ummbila ovuniw

Ujiba – uhlobo lwamabele oludume ngokuthi kaludliwa izinyoni

Ukubhonyula – dons a 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

...o ukuthi obani abalingiswa okuxoxwa ngabo kwaneni oyifundile.

...ho ukuthi le ndaba:

...ka 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



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

lephefo 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. Kahlaahlo ya lena e se fete metsotsoye mehlana?

Arabang dipotšiso tšeo di latelago ka go ngwala ge le fetišo ga ahlahlha 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 bunago bokamosong bja lena ge le tsene sekolo.

Kotara ya 1

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READER	9781775880158

■ SETSWANA

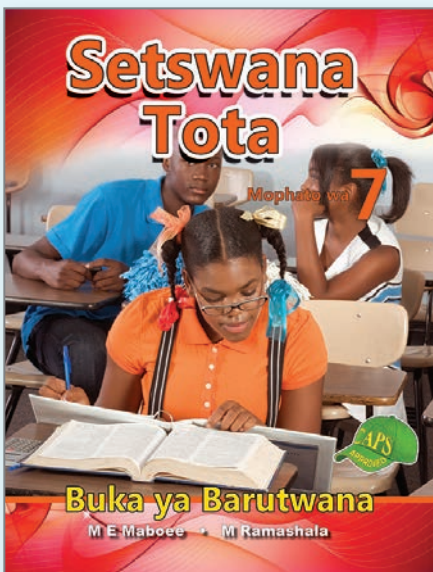
SETSWANA TOTA

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 tlhloganya le go nna le kitso e e tseneletseng ya go kwala dikgangkhutshwe, diathikele tsa makwalodikgang, go buisa le go tlhloganya ditshwantsho le dikhathuni le tse dingwe.
- Kgweditharo ya bone e na le ditlathhobo 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 buisitse 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 phatlhalatseng. A re lebegeng 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:

tšamaiso e laolwa ke modulasetulo ka go:
 itšese tlhagiso le go neelana ka lemorago
 go laola dipuisano fa setlhogo se se na go itšesiwwe
 itšese 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:

- Tekatshologanyo
- Puo mo tirisong
- Tsibogelo ya dikwalo

[40]

(15)

(30)

(10)

Ditaelo

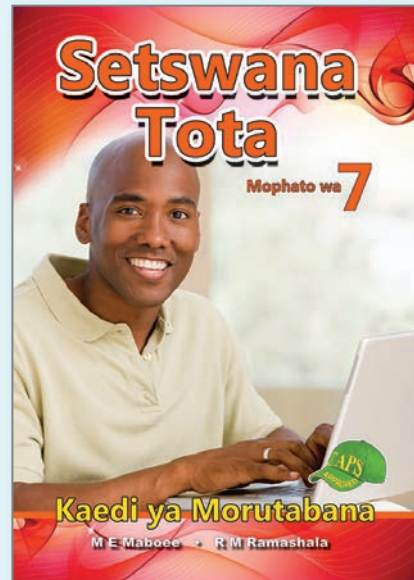
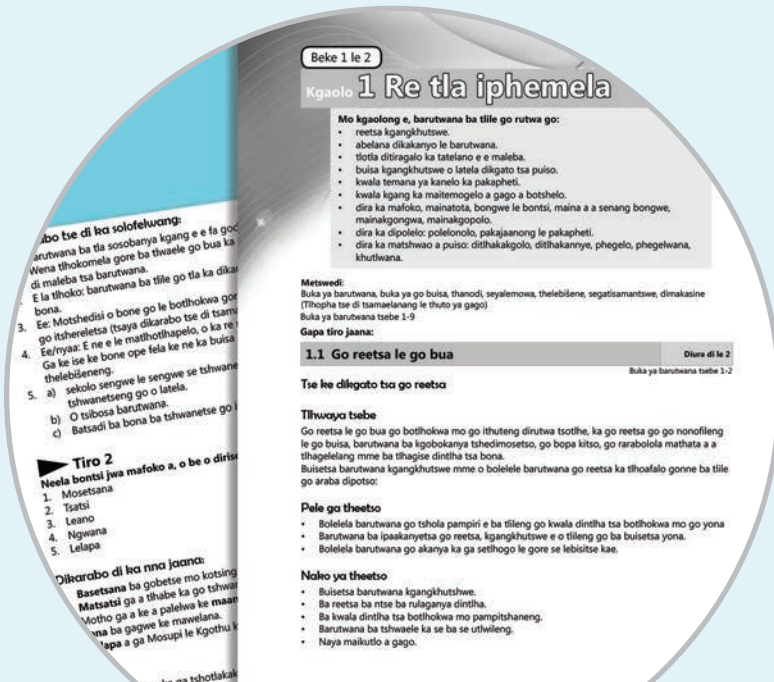
- Araba dipotso jaaka o laetswe
- Tiro ya gago e nne phepa
- Tlola mola morago ga karabo nngwe le nngwe

Pampiri ya 2

Tekatshologanyo



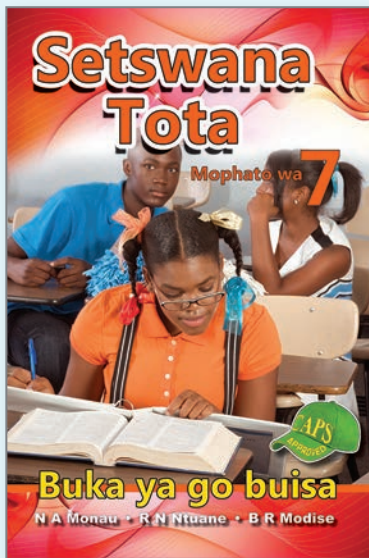
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KAEDI YA MORUTABANA

- 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...
 ma 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 efogilwe 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 tlhasela batho ba ba tlhometseng?
 5. O akanya gore ntwana 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

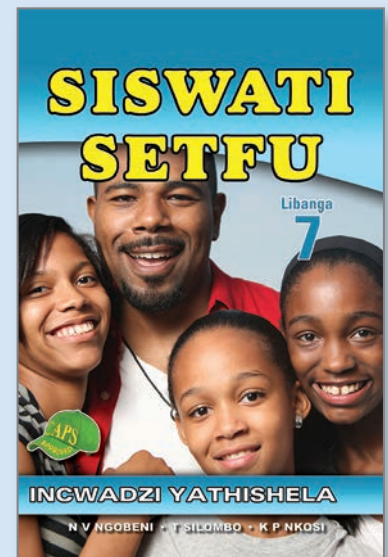
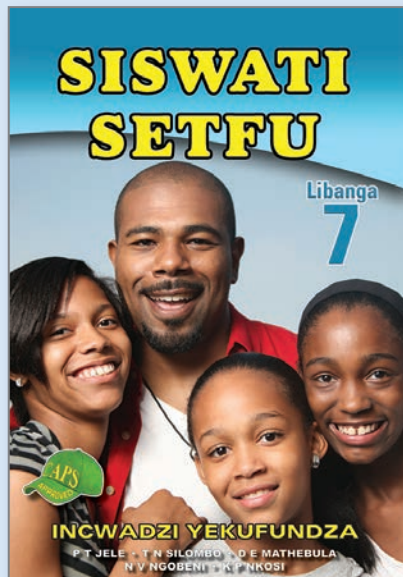
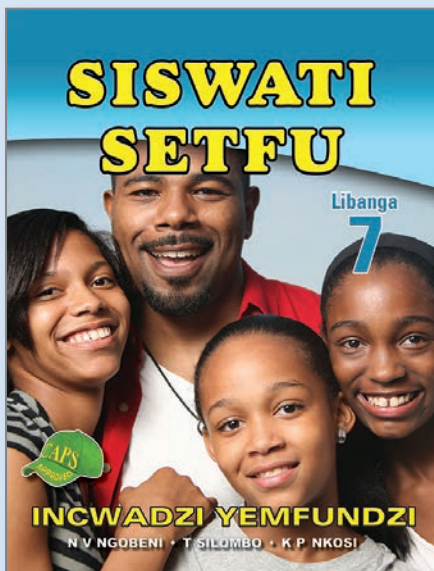
SISWATI SETFU

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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TEACHER'S GUIDE	9781920605315
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 kwabantu
...laya nasemigwacweni.



Gogo LaMkhaliphi sakhamuti saseMphakeni. IMphakeni yindzawo lesemakhaya lapho kubaswa phasi nakuphekwa naye logesi sewukhona ngobe cishe tindzawo letinyenti setinaye. Ayikhulunywa ke yebugebengu kulendzawo, tyatentela nje. Ummango walendzawo ugwele bantwana labashye 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 basamangaliswe nguloko babona sekungena bantfu bemingo batotitsatsela labangakutfoa encoleni. Batfoa bomakhalikhini. Kwafika labo belusito loluphutfumako babayisa esibhedlela labafana. Bebalimele kakhulu ngenhlanhla akekho lowasishiya emhlabeni.

Emvakwukulela

Umsebenzi
Ngemacembu, ashilelele sifinyeto salenzaba besiyilalela bese siyefutla eklasini.

INCWADZI YEMFUNDZI

SIGABA A Umbuto 1: Fundza lendzaba 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 nakefikle ngoba akamantayeli ingani ufika kabili ngemyaka. Nati tindzaba letinyenti bekativa ngekubhalelwa tincwadi babike lokukhona, nobe kuvusela kumbe kulutsa tikhlo. 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 -imeyli nakadvutate nangcondvomshini. Kuvele kube lula nyalo kuhambisa umlayeto. Bolabu ngoba vele uyise wahlola enyonini uvele amentele l-imeylii nobe angene naye (kuface book). Jabu nebangani bakhe boSonto bebasebentigcabha 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 besekanetidzingo kangaka?
...ngenta njani thishela angakutsatsela lomakhalikhini wakho.
Emamk...

Umsebenzi weluhlolo loluhlelekile Umsebenzi 1: Temlomo

LIPHEPHA 1: TEMLOMO 2

- Khessa siney sikhloko wente umsebenzi 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 labangeshumi lamabili ,ase nakhe ingcogo yemacembu ,niso kutsi batavusejentswisa njani labongcondvomshini. (10)
 4. Ingabe kukahle kutsi Hulumende anike bantwana besikolwa babanike kudla esikolweni. Tfula inkhulumompikiswano. (10)

Timphendvulo letilindzelekile

Temlomo

1. Bafundzi babaneakhulumiswano bakhuluma ngalesikhloko kutsi tlhwane tasendle kufanele yini tibulawe kuyawulandzelwa irubhriki yekukhuluma [10]
2. Kwetfula sikhulumi njengakhulumo lengakalungiselelwa Kuyavusejentswisa irubhriki [10]
3. Kwetfula ingcogo yemacembu [10] Emarubhriki atawlandzelwa. [10] Inkhulumompikiswano itawetfulwa [10] Emarubhriki atawusebenta.

INCWADZI YATHISHELA

Umsebenzi

Ngababili, phendvulani lemibuto lelandzelako:

1. Loku lokubonakala esitfombeni kuvamise kutfolakala kuphi? Bala tindzawo tibe TIMBILL.
2. Loku lokusesitfombeni kumele kusejentswisa bantfu labanjani?
3. Shano ubi bekusebentisa loku lokusesitfombeni
4. Kubaluleke ngani kulandzela ticondizo adokorela nawunikerwe umusti?
5. Ngabe nyayitfoala imitsi leyenele emifolampihlo nobe etibhedlela tangakini? Sekela imphendvulo yakho.
6. Wena ukubona kukahle yini kusebentisa imitsi nawugulo? 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

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 ku... thishelanhloko akevani nalabaphume endleni... inga leyatiwako yaseJozi bafund...

INCWADZI YEKUFUNDZA

...umntfu lonetimali, loganyile
...pi - bantfu labatsengisa ngalabanye
...mba ngabhongwane - kukhama/kuncisha umoya
...nlengetela tinymbeti - kugcwala tinymbeti 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?
...ini 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**
Pfuxetani magoza lawa ya landzeleriwaka loko ku hlaiyiwa 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 swin'wana 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.

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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:

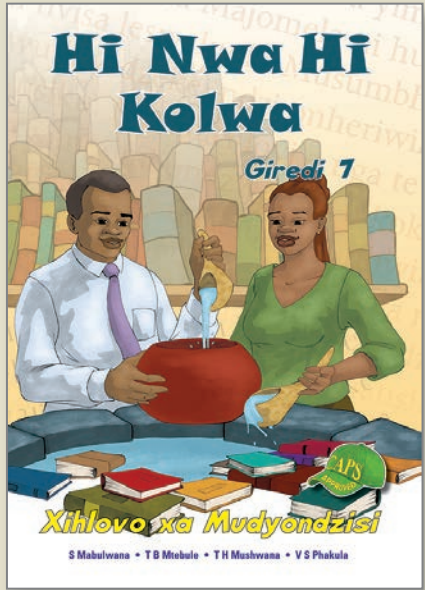
- Ina, ha swi kota ku papalata mavabyi yo tala hi ku endla vutlolori.
- Ina, vanhu vo tala lava khomaka hi vusabyi bya mbili na ntakukohenhla hikokwalaha swi va tano hileswi va nga nyuhela ngopfu.
- Ina, loko munhu a hlalisa vutomi bya yena hi ku papalata swipyopyi wa hanya malembe yo tala.

Emakuku ka ndzima leyi, mudyondzi u ta kota ku:

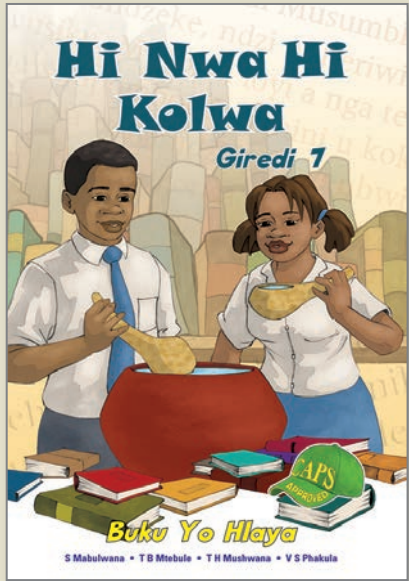
- Yingisele na ku vulavula ehenhla ka xitshuriwa xa xithhokovetselo na ku hlalisa ehenhla loku lulamisweke.
- Hlaya na ku langutisa xitshuriwa hi xikongomelo xo hlamula swivutiso na ku tiva swiyenge swa buku.
- Ku tsala na ku andlala xitshuriwa xa xithhokovetselo.
- Tiva swiaki na milawu ya matirhiselo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

Vhaki ra 3 (5 wu fihlwa)

Khodi ya 7: Vuswikoti byo hlalikelaka 80-100%	Khodi ya 6: Vuswikoti bya le henhla 70-79%	Khodi Vuswikoti berhile 60%
8-10	60-70	
Vuvudoni byi kumbisa ku vevisa abikombaka hi vuvoni	Vuvudoni byi kumbisa ku vevisa abikombaka kabhe	Vuvudoni byi kumbisa ku vevisa abikombaka kabhe
Mahungu ya na thontho nawona ya hukwile	Mahungu ya loka raxola nawona ya hukwile	Mahungu ya loka raxola nawona ya hukwile
Kungubato na? Kungubato wa vevisa ku vevisa abikombaka na	Kungubato na? Kungubato wa vevisa ku vevisa abikombaka na	Kungubato na? Kungubato wa vevisa ku vevisa abikombaka 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 vaprofa 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

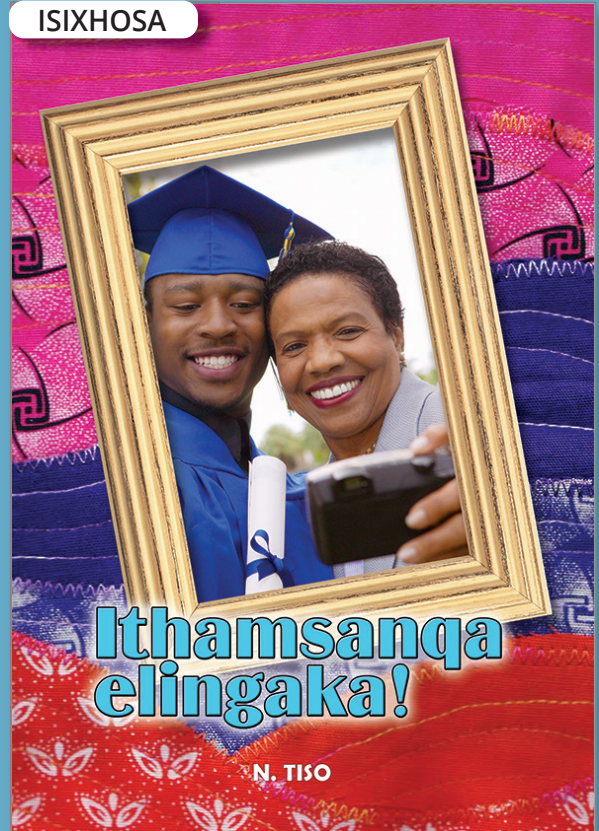
- GIREDI 7**
- I Mhangu Ku Tilavela
 - Vukorhokeri
 - I Mhunti Yo Fela Etinyaweni
 - Vukungundzwana
 - Homu Ya Ntshiva A Yi Na Vurhena
 - N'wana A An'wa Hi Tsheve
 - Mbhurisano
 - Vamanana Va Afrika-Dzonga Va Ninginisa Mfumo
 - Makambelelo Ya Ntirho
 - Ku Hluvuka Ku Huma Evuhlongeni
 - Nkhongeli A Nga 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

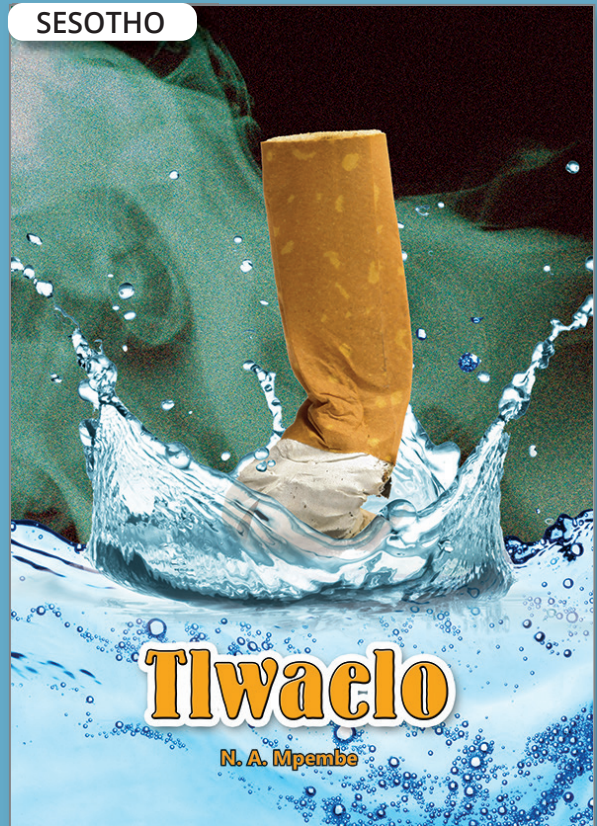
Ibambe Ngako



Suyi Chili • Mandla Ndlovu

9781920605582

SESOTHO



Tlwaelo

N. A. Mpebe

9781775880028

XITSONGA



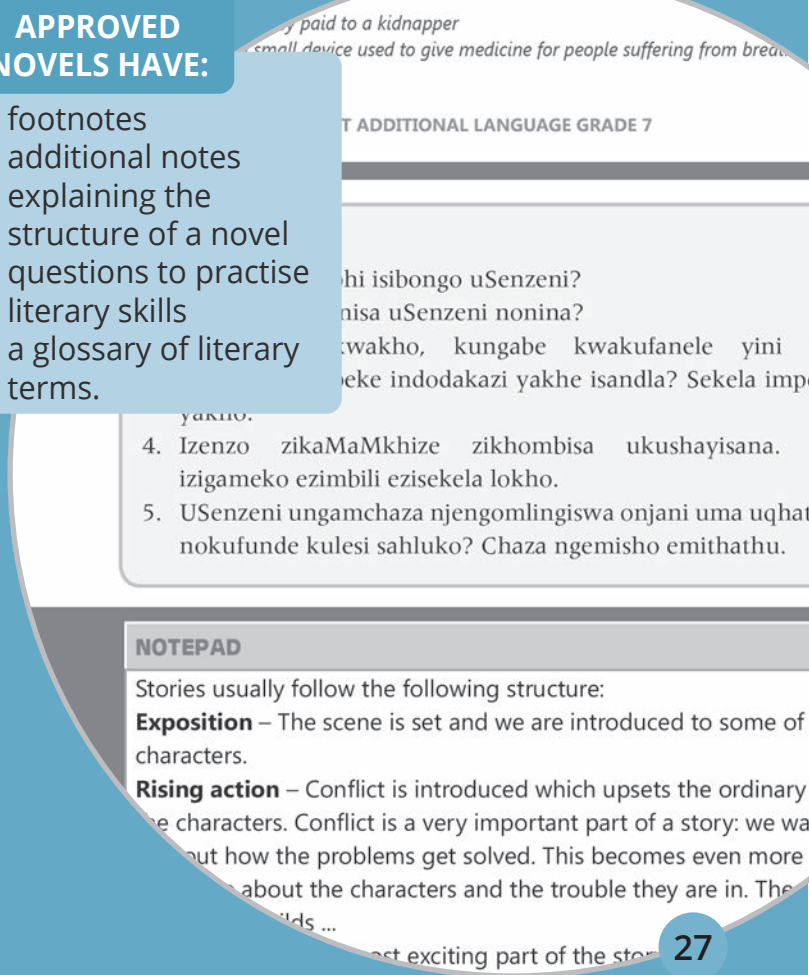
Swa Rivala a Swi Orhi Ndzilo

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.



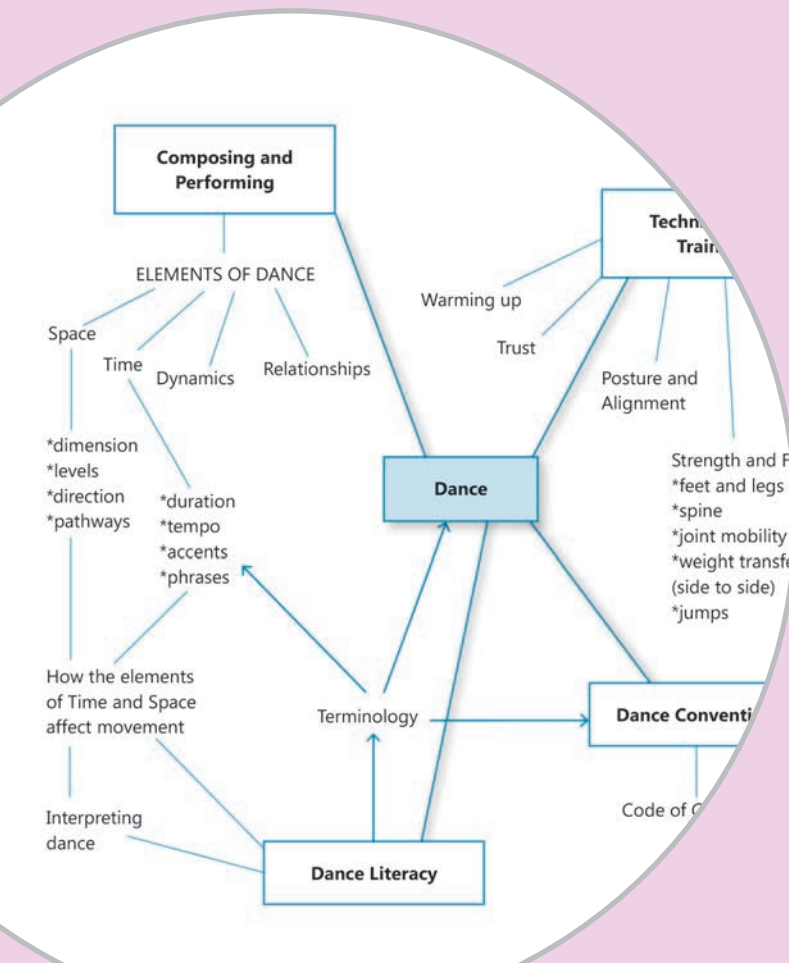
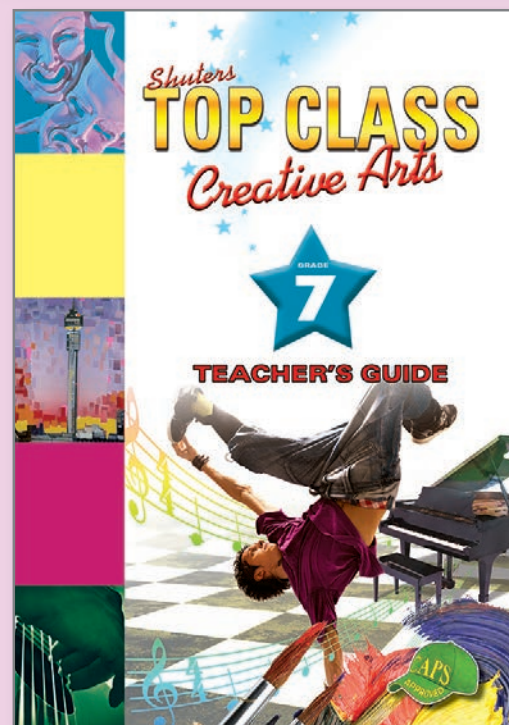
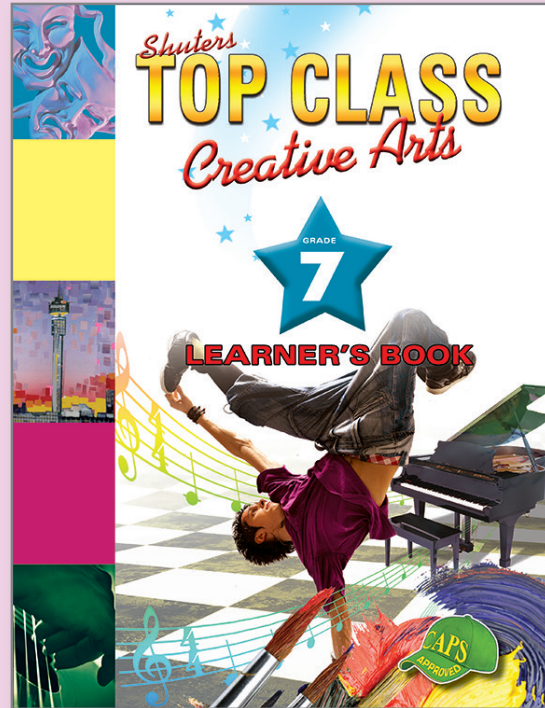
ENGLISH CREATIVE ARTS CAPS GRADE 7

DOWNLOAD
ADDITIONAL
RESOURCES
FROM
www.shuters.co.za

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
Velocity	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 timetable.

	Timetabled Lesson	Homework
Week 1	Dance Performance (1 hr) Discuss codes of conduct for your classes with the learners. Trust (Activities 1.1-1.3)	
Week 2	Dance Performance (1 hr) 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	Dance Performance (1 hr) 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	Dance Performance (1 hr) 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	Dance Performance (1 hr) 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)	
	Improvisation and Composition (10 min) 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

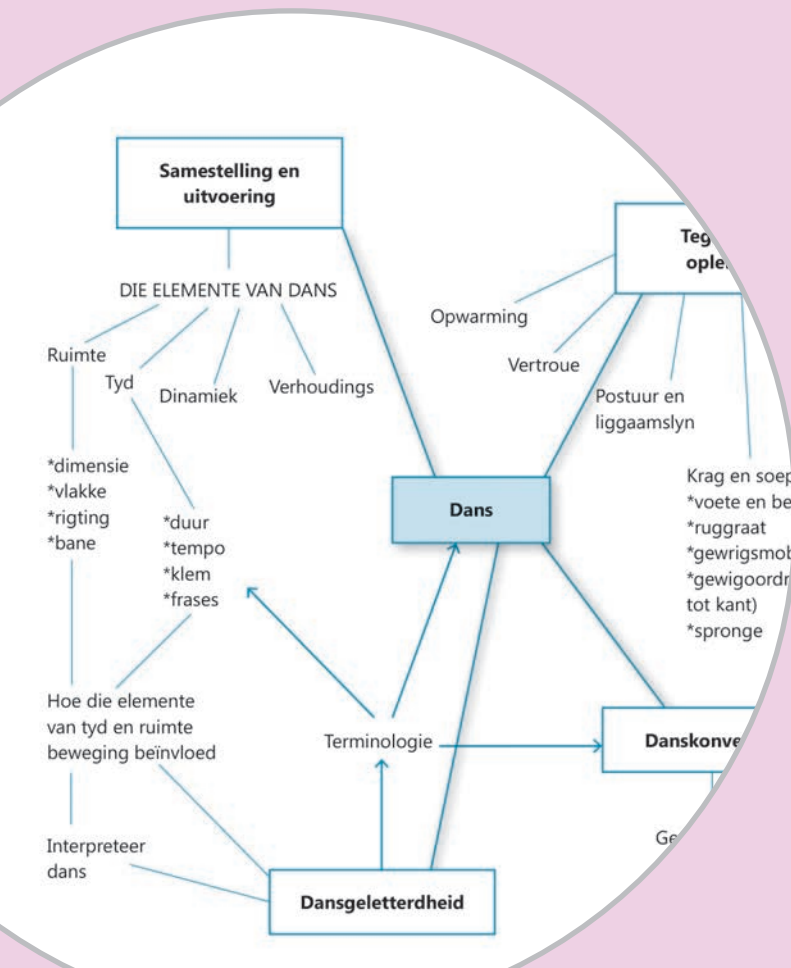
AFRIKAANS SKEPPENDE KUNSTE KABV GRAAD 7

AFLAI VAN
BYKOMENDE
HULPBRONNE:
www.shuters.co.za

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 vaardighede te konsolideer en te oefen om oor dansteorie en -geletterdheid te skryf.

Formele Assessering – Kwartaal 2
Totaal: $20 \div 2 = 10$ punte

AKTIWITEIT 6.1 SKRYFTELIKE TOETS (V)

- Beskryf een afkoel oefening wat julle in die klas doen.
- Verduidelik waarom dit belangrik is om na 'n dans te koel.
- Beskryf die element van dans: tyd.
- Gee 'n voorbeeld van die gebruik van die element van tyd in 'n vormbewegingsekwens wat jy geskep en opgevoer het.
- Beskryf die element van dans: verhoudings.
- Gee 'n voorbeeld van die gebruik van die element van verhoudings in die lokomotoriese beweging-sekwens wat jy geskep en opgevoer het.
- 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
	Die verhouding tussen die voorste en agtergrondligging

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
Week 1	Dansuitvoering (1 uur) Bespreek gedragskodes vir jou klasse met die leerders. Vertroue (Aktiwiteit 1.1-1.3)	
Week 2	Dansuitvoering (1 uur) 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.
Week 3	Dansuitvoering (1 uur) 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.
Week 4	Dansuitvoering (1 uur) 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.
Week 5	Dansuitvoering (1 uur) 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) Praktiese assessering: Dansuitvoering (Aktiwiteit 1.13) Assessering: Dansuitvoering (10 min.)	

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

GRAAD 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:

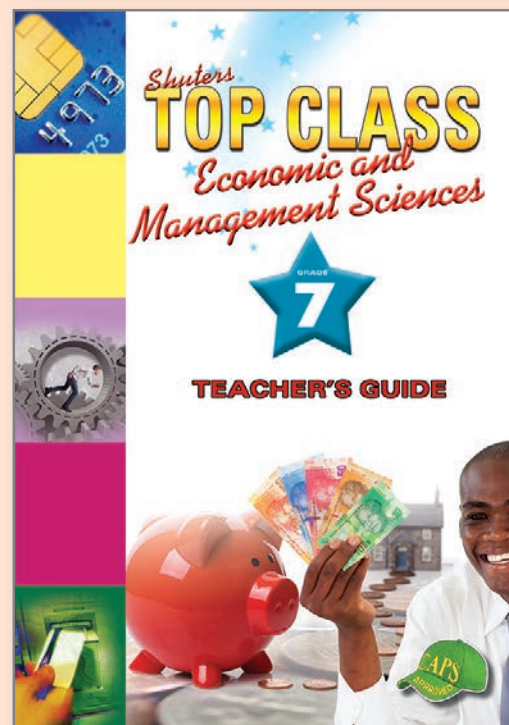
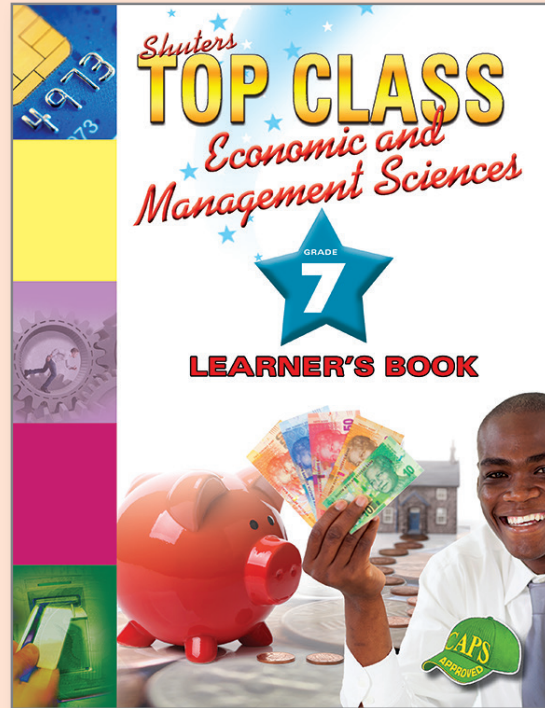
- Maak 'n masker
- Maak jou eie musikant met klei
- 'n Sakkie vir 'n selfoon
- Handwerkvaardighede

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
ECONOMY		
Section 1		
History of Money	(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
Section 2		
Needs and Wants	(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
FORMAL ASSESSMENT	Assignment	17
Section 3		
Goods and Services	(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

LEERDERSBOEK

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 ge die stort behoorlik toe is en lekkende pype onmiddellik word, en die warmwater geiser met 'n hittebestandende word en net aangeskakel word wanneer warmwater

Wanneer energie bespaar word, spaar jy nie net geld r verminder die aanvraag na **fossielbrandstowwe*** soos en natuurlike gas. As minder fossielbrandstowwe gebruik dit minder koolstofdioksied in die atmosfeer. Dit help i **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 t kos sleg word. Baie winkels sprinkel water oor t om dit vars te laat lyk. Dit is raadsaam om t dat die vog sal vers

LEERDERBOEK

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

GRAAD 7 EBW JAARPLAN

			Bladsy
			TG
EKONOMIE			
Uitdaging 1		(6 ure)	
Geskiedenis van geld			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
Begeertes		(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
ASSESSERING	Taak		17
Goedere en dienste		(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

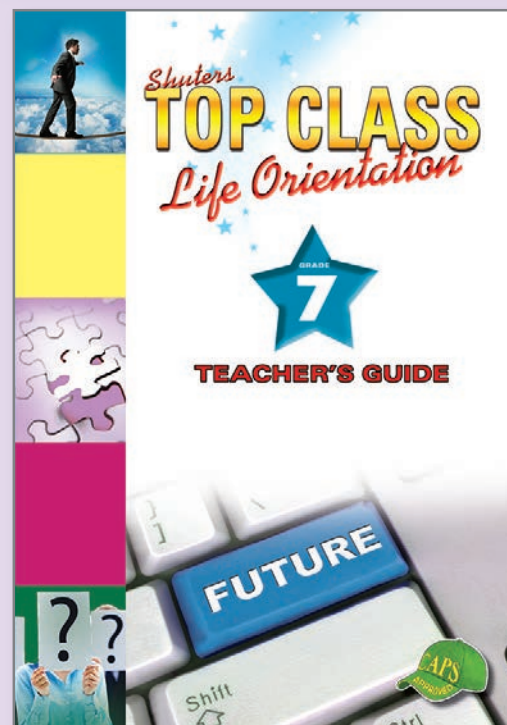
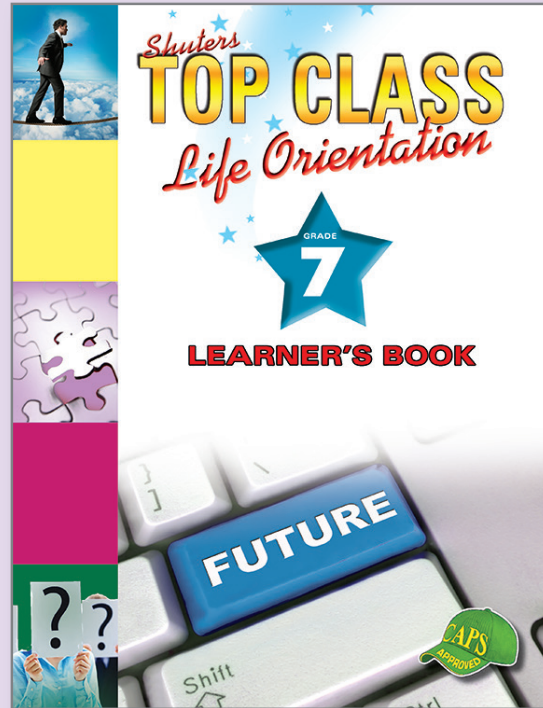
LIFE ORIENTATION

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 learning guide 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)

Activity 5.1 (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 rondgangoenen 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)

- 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 hulle bereik bereik. Hulle moet hul tyd op die tabel wat hulle gekies het opskryf.
- Verseker dat leerders toegang tot vars water het tydens die draif.

Hulpbronne

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

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"

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

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

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

AFDELING B

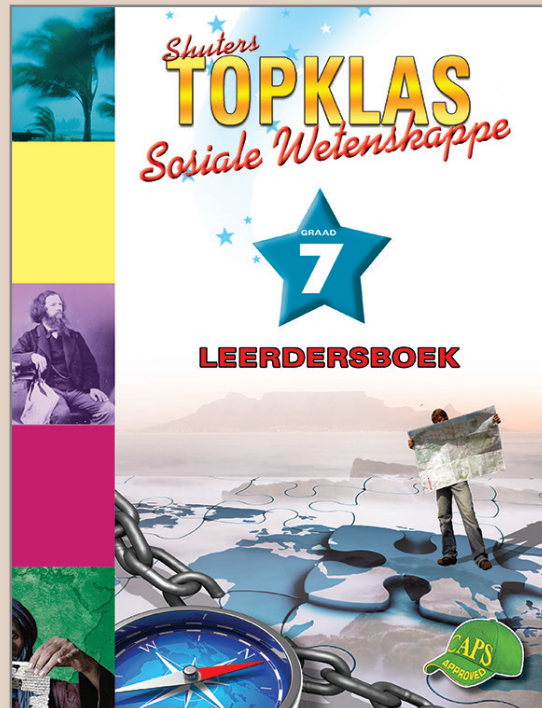
- Hulle het stihouplek op pad na die Ooste nodig gehad
 - Hulle wou 'n verversingstasie stig
- die Europeërs het hulle grond en watervoorrade oorgeneem
 - godsdienste versprei
- verskillende perspektiewe van sienings van die verlede
 - veranderinge wat in gemeenskappe voorkom
- Die Xhosas en die Britte

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

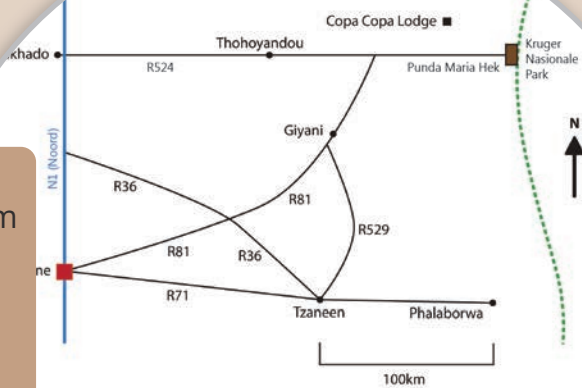
ONDERWYSERSGIDS

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

AFDELING B

1. 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 mense was in klasse verdeel
 - Die laagste klas.
 - Die mense was 'n belangrike handelsentrum.

**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.

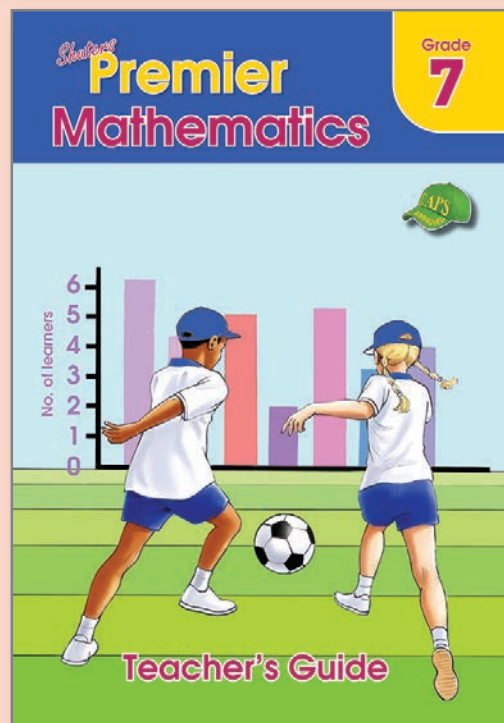
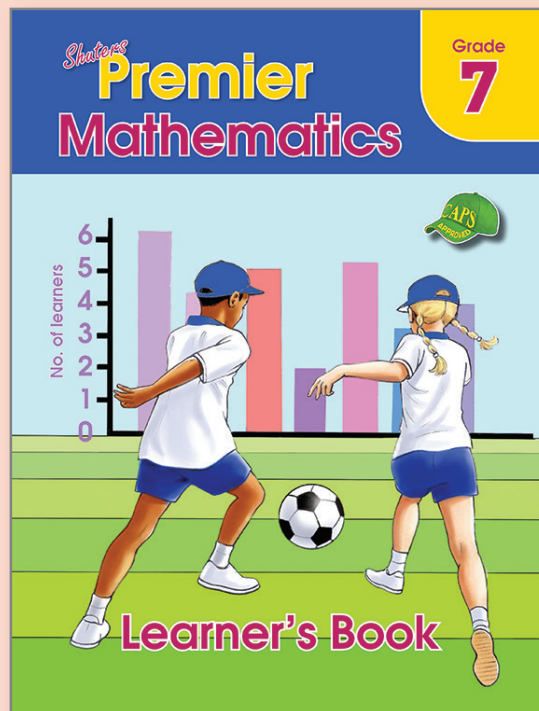
Answers:

- 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:

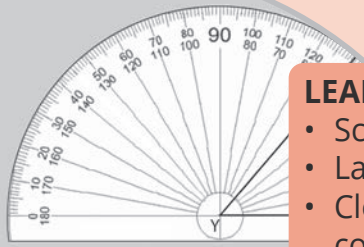
Place the protractor over the
angle so that the centre of the
protractor lies on the vertex Y,
and the horizontal line on the protractor lies over the arm YZ.

Step 3:

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

Step 4:

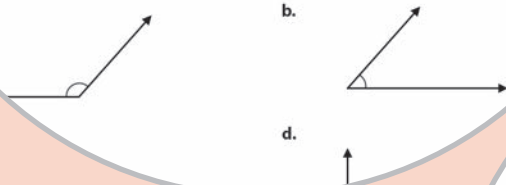
Where the arm XY cuts the scale of the protractor, read off the number of degrees on the inside
scale, which is 50° . Thus $\widehat{XYZ} = 50^\circ$.



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

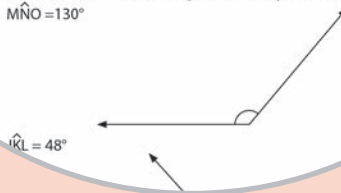
SEE PAGE 49
OF THIS CATALOGUE:
SHUTERS PREMIER
MENTAL MATHS
FOR GRADES 8 & 9

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 $\widehat{DEB} = 30^\circ$, $90^\circ - 30^\circ = 60^\circ$)
- 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° .
- $\triangle AEB$ 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°)
 - $\widehat{MNO} = 130^\circ$



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 Task 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./

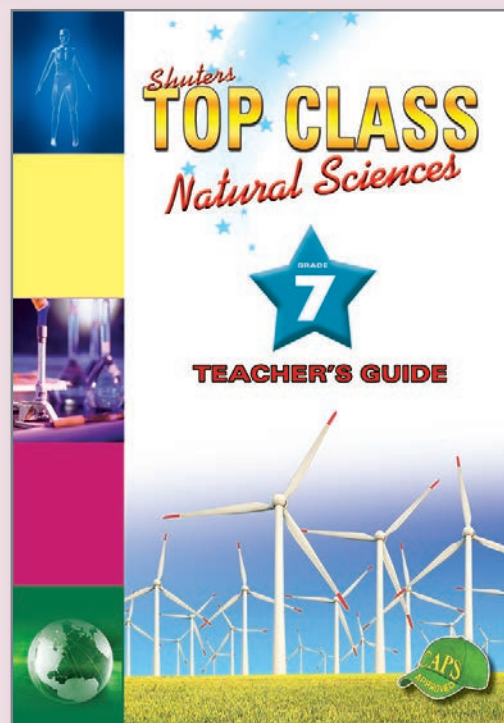
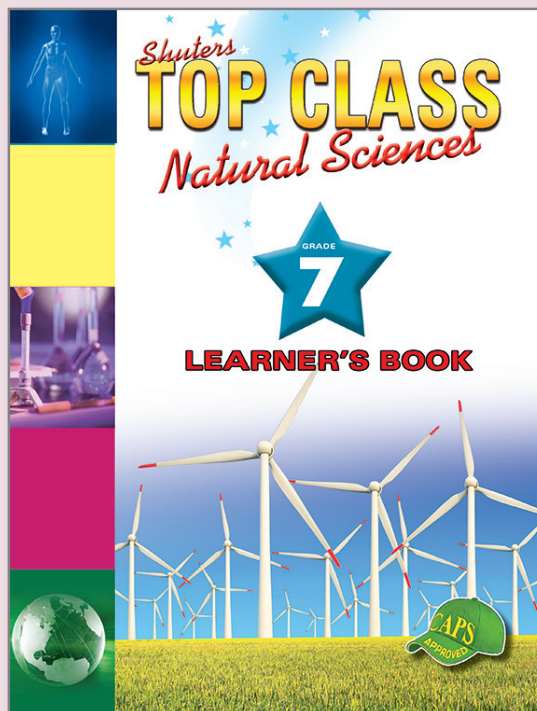
Question 4

- 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 cell/
- 5.2 In both cases, the uterus develops a thick wall/ in preparation for the embryo/ .
If a fertilised egg is implanted/ the wall will continue to thicken/ .
If there is no implantation/ the wall breaks down/

TEACHER'S GUIDE



SEE PAGE 48 OF
THIS CATALOGUE:
SHUTERS TOP CLASS
NATURAL SCIENCES
DICTIONARY FOR
GRADES 7, 8 & 9

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

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 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 ✓

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

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

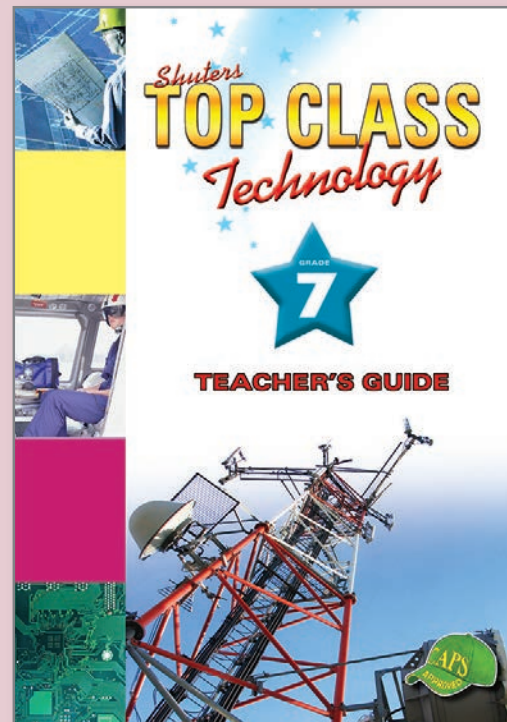
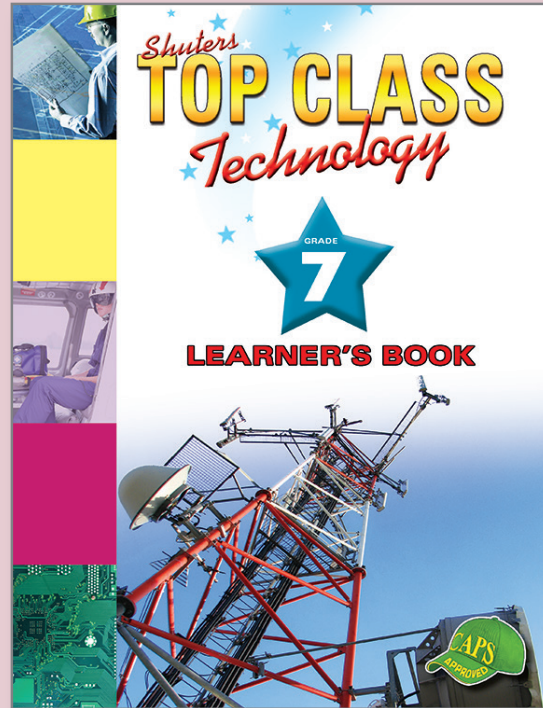
- Covers all the requirements of the CAPS document for each subject
- Presents content in simple language
- Content presentation supported by plenty of illustrations

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

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

TEACHER'S GUIDE



LEARNER'S BOOK	9781920604387
TEACHER'S GUIDE	9781920604394

Third-class levers

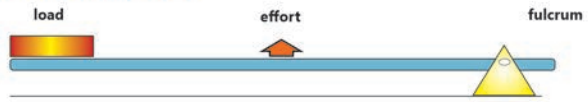


Figure 3-16 A diagram showing a third-class lever.

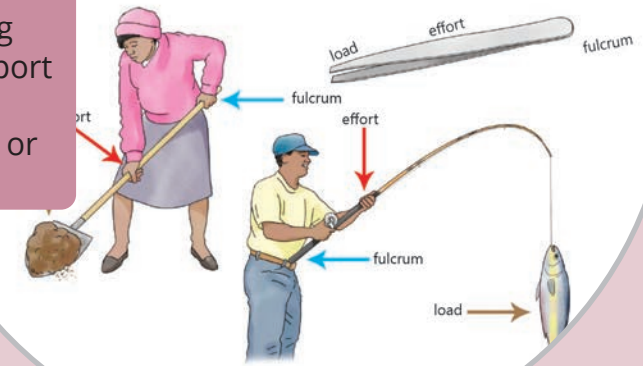


Figure 3-17 A pair of tweezers, a spade and a fishing rod are all good examples of third-class levers.

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

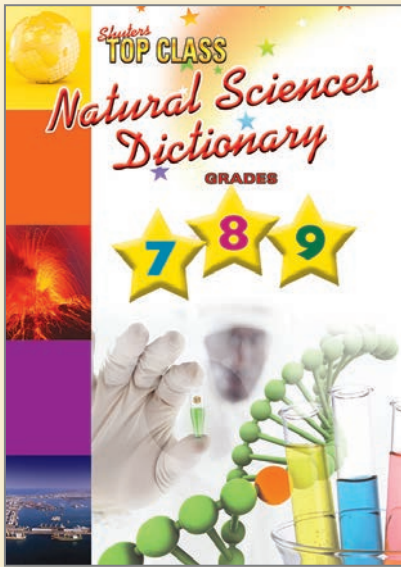
- Step-by-step guidance for the teacher
- Answers to all activities and formal assessments
- Year Plan
- Formal Assessment Tasks exemplars
- Cross references to the Learner's Book
- A glossary of terms and concepts is provided
- Additional resources

GRADE 7

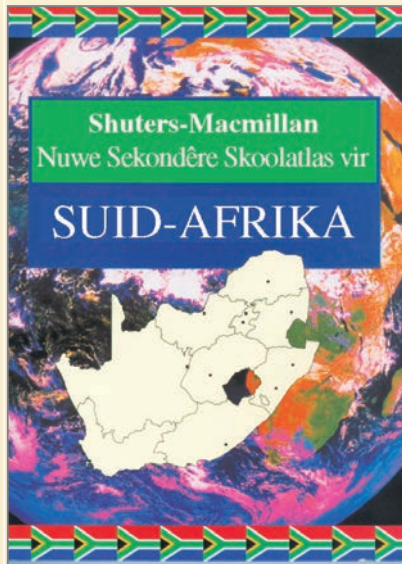
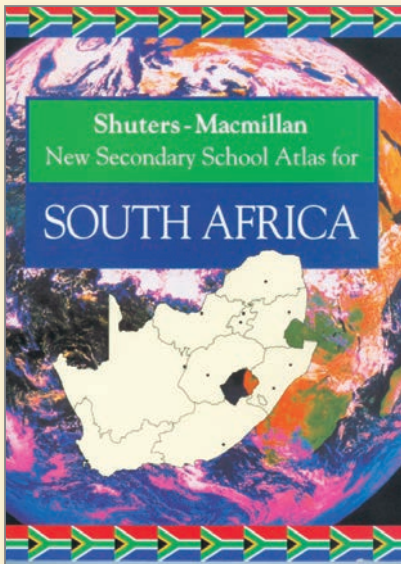
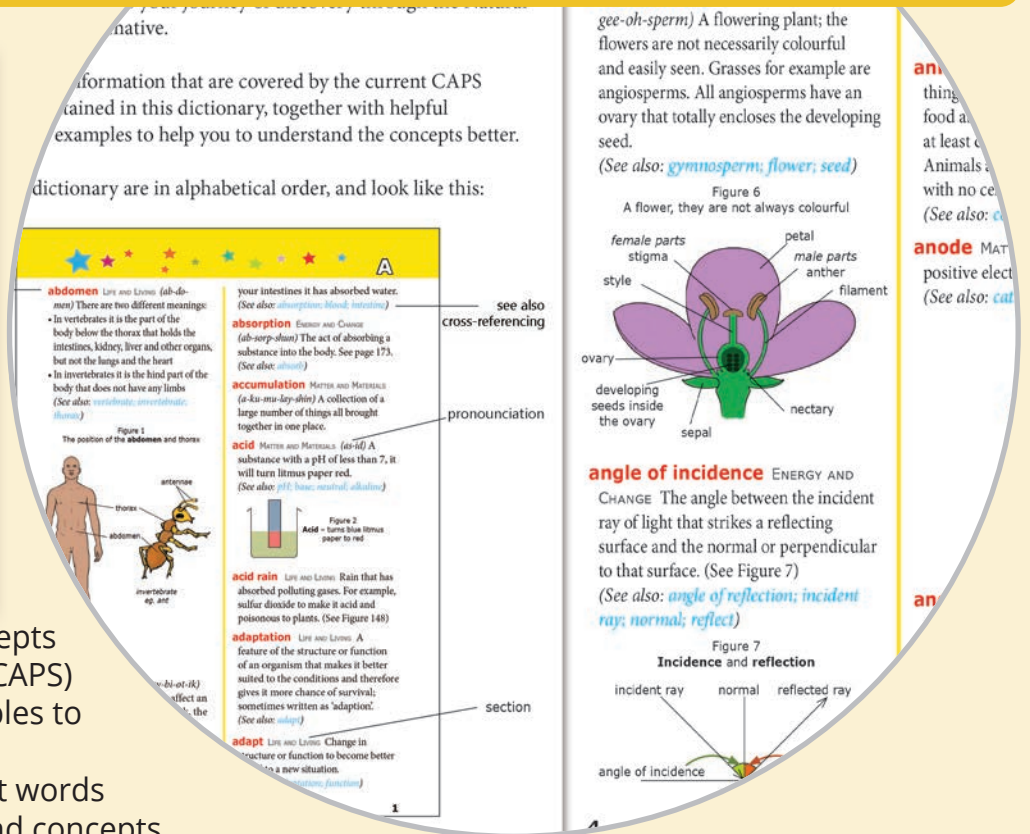
- Year Plan
- Formal Assessment Tasks example
- Resources
- Design process skills
- Communication skills
- Simple mechanisms
- Investigation skills
- Structures
- Investigate a cell phone tower – a frame structure

- 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

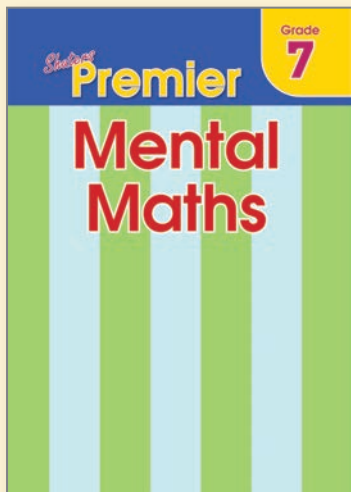


A South African favourite. Includes map projections, symbols and scale, how an atlas is made, South African history, transport, minerals, population, urbanisation, health and welfare, Southern Africa, Africa, the world, and more.

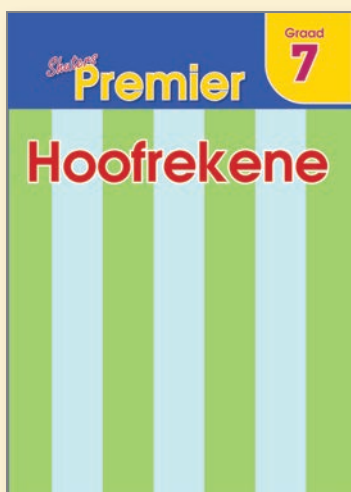


SHUTERS TOP CLASS NATURAL SCIENCES DICTIONARY GRADES 7, 8 AND 9	9781775880820
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RESOURCES FOR THE SENIOR PHASE



- 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.

l	b	a
4cm	3,5cm	7.
5,5mm	2,5mm	8.
12km	9.	156km ²
	17m	374m ²

QUESTION ★

	84m ³	2 340m ³
a.		12m
	3m	b.
	4m	13m

49

7. 294km²

8. 8

9. 2

10. 123

BQ. 171m²

Term 3 Exercise 5

1. 15

2. -3 from the previ

3. 4,25

4. 40

5. 80 sides

6. 2,7

7. 108

8. Double the number to get the next number in

9. 240

10. 16

BQ. (a) 8 (b) 21

Term 3 Exercise 6 Answers

1. Square the position of the number in the

2. 36

3. 100

4. 6

5. 216

6. 2 197

7. Cube the position of the number

8. 108

9. 125

10. +5 or Position of the number

BQ. 2,5

TERM 3: MATHS

ENGLISH

...des van hierdie diagram.

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

invoerwaardes van hierdie diagram.

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

reël van hierdie vloedidiagram.

...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 mm²

4. 427

5. 3 720 000 cm³

6. 42,25 m²

7. 294 km²

8. 8

9. 2

10. 123

BONUS: 171 m²

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 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

2. 36

3. 100

4. 6

5. 216

6. 2 197

7. Gee die derdemag van die posisie

8. 108 sye

9. 125

10. +5 by vorige term om te bepaal die posisie van die term

BONUS: 2,5

AFRIKAANS

SHUTERS PREMIER MENTAL MATHS GRADE 7

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SHUTERS PREMIER HOOFREKENE GRAAD 7

9780796048844

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