

Shuters
PREMIER

Shuters
★ **TOP CLASS**

Shuters
★ **TOPKLAS**

**IsiXhosa
Ngumdiliya**

**Hi Nwa
Hi Kolwa**

**Setswana
Tota**

**Sediba
sa thuto**

**IsiZulu
Soqobo**

**Sichumile
ISIXHOSA**

**SISWATI
SETFU**



Grades

8 & 9

**CAPS APPROVED
CATALOGUE**



www.shuters.co.za



www.duzipublishers.co.za



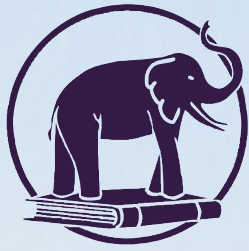
www.aceitstudyguides.co.za



www.facebook.com/shuterandshooter



www.facebook.com/aceitstudyguides



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.



CONTENTS

Why choose our books? Advantages of using our books	
All our CORE material is CAPS Approved	2-7
Components available and features of our books	

LANGUAGES

ENGLISH	
Top Class English FAL	8-9
ISIXHOSA	
IsiXhosa Ngumdiliya	10-11
Sichumile IsiXhosa	12-13
ISIZULU	
IsiZulu Sethu	14-15
IsiZulu Soqobo	16-17
SEPEDI	
Sediba sa Thuto	18-19
SETSWANA	
Setswana Tota	20-21
SISWATI	
Siswati Setfu	22-23
XITSONGA	
Hi Nwa Hi Kolwa	24-25

CAPS APPROVED LITERATURE

Novels for Grade 8	26
Novels for Grade 9	27

CORE SUBJECTS

Creative Arts	28-29
Skeppende Kunste	30-31
Economic and Management Sciences	32-33
Ekonomiese en Bestuurswetenskappe	34-35
Life Orientation	36-37
Lewensoriëntering	38-39
Sosiale Wetenskappe	40-41
Mathematics	42-43
Natural Sciences	44-45
Technology	46-47

RESOURCES FOR THE SENIOR PHASE

NATURAL SCIENCES Dictionary for Grades 7, 8 and 9	48
SOCIAL SCIENCES School Atlas for South Africa	48
SOSIALE WETENSKAPPE Skoolatlas vir Suid-Afrika	48
MATHEMATICS Mental Maths for Grades 8 and 9	49
WISKUNDE Hoofrekene vir Graad 8 en 9	49

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

Shuters

PREMIER

**IsiXhosa
Ngumdiliy**



TOPKLAS

IsiZulu

Fully CAPS
compliant

Lots of activities
and exercises

Relevant
examples
throughout the
books

1

2

3

Improves
learner's results

Assess progress
easily

Reduces the
admin burden



TOP CLASS

Shuters

PREMIER

**IsiXhosa
Ngumdiliy**



TOPKLAS

IsiZulu

Advantages of using our books

IsiZulu
Iya Soqobo
Sethu

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
Iya Soqobo
Sethu

Setswana
Tota
SISWATI SETFU

Sichumile
ISIXHOSA
Hi Nwa
Hi Kolwa

All our CORE material is CAPS APPROVED

Components available

Learner's Book

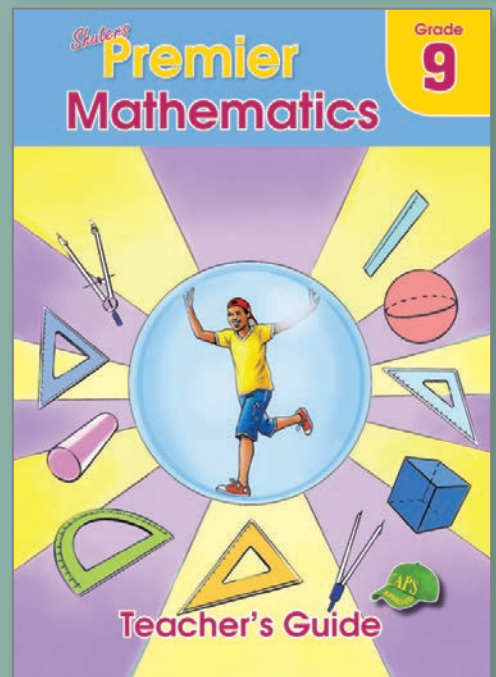
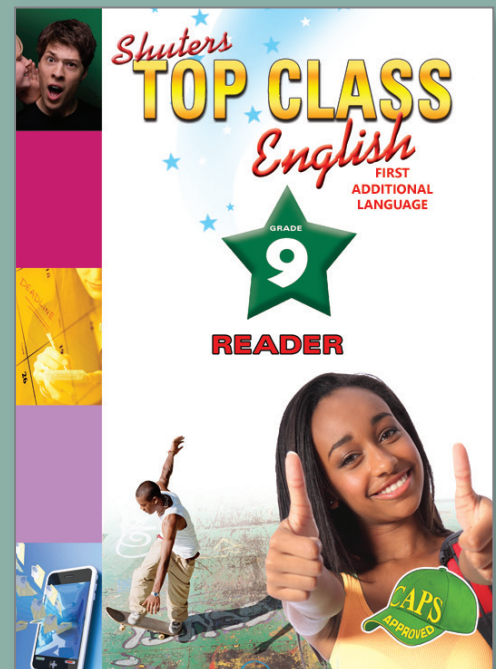
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

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



Kufundzela kuvisisa

Umsebenzi

Ngababli, bukisisani lesitfombe bese niphedvula imbuto

1. Yini Ioyibonako kulesitfombe lesingehla?
2. Asewabale KUBILI lokutselo nobe tibhido letivetwe kulesitfombe.
3. Ngekwabona kwakho kubaluleke ngani kutsi udle lokulapha ngenhla?
4. Ngutiphi tifo lowungavikeleka kuto uma udla loku lokutwetwe esitfombeni?
5. Kukahle yini kudla tiseko todwa nobe tibhido todwa? Usho ngani?

3. Kubhala Nekwetfula

Tinhloso Tesifundvo

- Kubhala incwadi lehabisana nencwadziselco nentandvophilo
- Kugola kuchubo yekubhala

Incwadi lehabisana nemlandvophilo
Incwadi lekushunywa ngayo akusiyo yebungani noma yebuhlobo. Uyibhala ngenca yekucela umsebenzi lokhangisiwe nobe longakhangisiwa.

Lokubalulekile

- Kulandzela tidzingo tesakhiwo, sitayela.
- Tetsameliwati lethlosiwe inhloso nesimongondvo.
- Kukhetya emagama, luwimi lokujalle, limphawu, umbala, sikhala semsebenzi.
- Sakhi semusho, budze netinhlobo temisho.
- Kukhethwa kwetibonwa netincenye tesakhiwo.
- Emakheli abo mabili linye esandleni sekudla lokukheli lakoyi lobhala incwadi linye esandleni sesincelwe labapho lencwadi lya khona.
- Kubese kuyabingelelwa kanje: Mphatsisikolo, Mphatsisitolo njll.
- Bese kubhalwa sikhokondzikhamba ngabofeleba, uma ubhale ngetinhlamu letincane ubese uyadwebela.

177

Informative, supportive artwork



Eenheid 5 Suid-Afrikaanse digkuns

7 uur (plus bukkelkayf repetier eenmaal 10 week)

Formele Assessering – KWARTAAL 2
Voordrag: Gedig of Lofgedig
(aktiwiteite 5.1-5.20)
Totaal: 20 + 2 = 10 punte

In hierdie eenheid kan julle kies tussen die voordrag van 'n inheemse Suid-Afrikaanse gedig, of 'n lofgedig. Julle onderwyser sal besluit wat julle gaan doen. Blaar na die betrokke afdeling in die handboek.

Opsie 1: Inheemse gedigte
Julle onderwyser kan vra dat julle hierdie eenheid alleen of in groepe doen. Hoewel die aktiwiteite individueel gedoen kan word, fokus die handboek op groepswerk.

Inheems beteken dat iets van 'n plaaslike plek of gemeenskap kom. In Suid-Afrika het ons inheemse bome en blomme, wat beteken dat hulle sonspronklike in hierdie land aangetref is. Ons het ook diere wat inheems aan hierdie land is, soos kameelperde, leus en seebotie.

Figuur 5.1. Hierdie plante en diere is inheems aan Suid-Afrika.

Inheemse gedigte is dus gedigte wat deur digters van Suid-Afrika geskryf is. Daar is talle inheemse digters, dus behoort dit nie moeilik te wees om 'n Suid-Afrikaanse gedig te kry nie.

142 KWARTAAL 2 DRAMA

Cater for diversity



E. Reading a newspaper article

Read this information about South Africa's top disabled tennis player, Lucas Sithole. Answer the questions below.

Manipulative language is language that aims to influence the reader in some way. It is often used in advertisements, when people want to sell you something and also used by politicians in their speeches.

Manipulative language may include:

- The use of **generalisations**, which are statements that might apply to many examples, but are not true in every instance.
- The use of **hyperbole** (pronounced: hi-PER-bowlee) which exaggerates the reality of a situation such as calling someone: 'The greatest athlete the world has ever known'.
- Using **bias** where the writer expresses a personal opinion as in: 'The unruly teenagers entered the shop'.

Vocabulary

- combination** – an association or mixture of different things or factors
- discharged** – to allow somebody to leave a place
- passion** – intense or overpowering emotion such as joy, love or anger

Unbeatable passion – Lucas Sithole

by Ayendo Sithole

Wheelchairs and tennis: an unlikely combination? Not if your name is Lucas Sithole. In 1998 Sithole, then 12 years old, fell under a train and his body was torn to pieces, leaving him with just his left arm intact.

Lucas Sithole, South Africa's top ranking wheelchair tennis player prepares for the 2012 Paralympic Games.

UNIT 7: Overcoming the odds 87

Features of our Readers

A variety of texts



Pre- and Post-reading activities

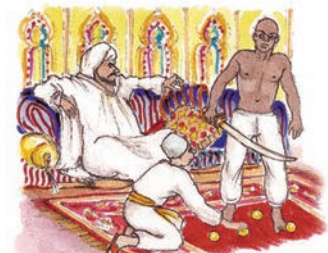


Accessible font and supportive artwork



FOLKLORE FROM MOROCCO
Unit 9
The clever snake charmer

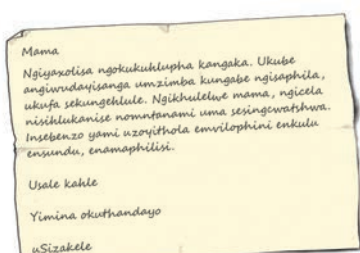
From Morocco comes this entertaining story about a clever snake charmer who knows how to push his luck. In this story, as in many folktales there are riddles that have to be answered. From the book *Madiba Magic: Nelson Mandela's favourite stories for children*. Reproduced by permission of Tafelberg.



Sultan Jadi – may blessings be upon him – was very bored in his palace. So he called for his fiddler, Mohammed. For a few days he took pleasure in listening to the fiddler, and even started laughing and cracking jokes again. But it was not long before he tired of the fiddler and had the unlucky fellow's head chopped off.

Then he called Joseph, his harp-player. But it was not long before the music of the harp was just a scratching in his ears and he had the harpist's head chopped off too.

58 ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 9



Mama
 Ngijoyotisa ngokukukhulupha kangaka. Ukube angijoyotisa ngama umzimba kungabe ngisiphila, ukufa sekungekhule. Ngikhulelwe mama, ngicela nisikhukani nontanami uma sesingcwashwa. Insebenzo yami uzoyithola emvitophini enkulu ensundu, enamaphelisi.
 Usale kahle
 Yimina okuthandayo
 uSizakele

Nebala uMaNgema wayithola imfumba yemali emvitophini leyo. Wayengazazi ukuthi ayithathe yini imali leyo noma ayiyeke. Lavele laduma ikhanda kuyena.


Imibuzo
 Phendula le mibuzo.

- Kungabe babenza msebenzi muni abangani bakaSizakele? Ukusho ngani lokho?
- Imithetho yezwe lethu kungabe iyakuvumela yini ukwenza loyo msebenzi?
- Ubani umlingiswa osemqoka? Sekela impendulo yakho.
- Kungene abangani bakaSizakele kwakungabangani beqiniso? Bala kube kuthathu ukusekela impendulo yakho.
- Ake uchaze umehluko phakathi kwebohlololo nengwijikhwebu.

39

FOLKLORE FROM SOUTH AFRICA
Unit 7
How the birds and the insects fell out

Taken from Famous South African Folktales by Peter Grobbelaar and Sean Verbe. Reproduced by permission of Human & Rousseau.



It happened one day that **strife** arose among the winged creatures. After the birds and the insects had fought the four-footed animals so successfully, they began to pick quarrels with each other. The birds became particularly **ill-mannered**, because they were much bigger than the insects.

"We're going to court about this," declared the insects.

"Fine!" said the birds, and they appointed their own judges. The chief justice was Parrot. Butcherbird and Crow sat with him.

TERM 2 39

Features of our Teacher's Resource Books

Provides clear guidelines to the teacher



Spesiale behoeftes en inklusiwiteit
Moedig enige gestremde leerders se oewerkleding van hulre musik- vaardighede aan deur hulre te help om 'n manier te kry om dit te oewerkler.

Eenheid 1 Musiekgeletterdheid

15 minute per week Musiekgeletterdheid moet deur die leeders en instrumetele makte wat die leeders simeer, oewerkled word, asook deur aktiewe musiklaster wat deur ander greupe word.

Aktiwiteit 1.1 Tydsuur van note en toonhoogte

(Individueel)
Stap-vir-stap-leidng

- Hierde aktiwitee laa die leeders hulre kennis oor die toonhoogte van note heriene.
- Herieneer die leeders om neiges met 'n poklood te skryf.
- Die leeders moet een voorbeeld van toonhoogte vir elke vraag skryf en die toonhoogte van hulre leere gefreik.
- Herieneer die leeders datsaam om die verelre deurek te konstrueer.
- Leeders moet elreks van hulre antwoede sien keer neerskryf.
- Hier is die moontlike antwoede:

7. Asseser die leeders se werk.

Vaardighede en waardes
Hierde oefening sal veldingstare en konsentrasie beveder.

Aktiwiteit 1.2 Tydmaattekens – vul die maatstrepe in

(Individueel)
Stap-vir-stap-leidng

- Hierde aktiwitee word gebruik om die leeders se kennis van die maatstrepe te heriene.
- Hier is die leerekte maatstrepeposiede:

Eenheid 1: Musiekgeletterdheid 167

A range of assessment activities



Assessment plan
The assessment plan requires the same emphasis on investigate, design, make, communicate and evaluate:

- Use a learner checklist with the sub-headings for those things that you will be assessing so that learners track their own progress.
- Your assessment of the technological process should assess if there is an ability to investigate (find out things), design (plans), make (do), evaluate (reflect) and communicate (share).
You could use the generic rubric on page 19 of this Teacher's Guide or the marking rubrics below to assess the learners' work and models.

Investigation skills [5 marks]

Skills	Description	Individual work (IW) or group work (GW)	Marks allocated	Mark achieved
Material investigation (Maximum 5 marks)	A comprehensive investigation of materials OR	IW	4-5	
	Satisfactory investigation of materials OR	IW	2-3	
	Some investigation of materials	IW	0-1	
Total marks 5				

Design skills [15 marks]

Skills	Description	Individual work (IW) or group work (GW)	Marks allocated	Mark achieved
Design skills (two initial idea sketches) (Maximum 5 marks)	It is evident from the sketches that it is a solution to the problem identified	IW	2	
	The view is complete and neatly drawn	IW	2	
	Labels and notes explain the design clearly	IW	1	
Total marks 5				

FORMAL ASSESSMENTS

Additional Photocopiable material



VOORBEELDE OM TE FOTOSTATEER

DEPOSITOSTRUKIE

Naam van bank _____ Datum: _____

Redet: _____ Rekeningnommer: _____ R _____ c _____

Note _____
Sier _____
Eone _____
Gerelaste geldrap - met tips _____
Subitaal _____

Treker se naam _____ Bank _____ Tak/kode _____

1 _____
2 _____
3 _____

Bewoerhede van deposanteer _____ Subitaal _____

Naam: _____ Totaal _____ R _____

Handtekening: _____
Telefoon: _____ Deposite verspreng _____

DEPOSITOSTRUKIE

Naam van bank _____ Datum: _____

Redet: _____ Rekeningnommer: _____ R _____ c _____

Note _____
Sier _____
Eone _____
Gerelaste geldrap - met tips _____
Subitaal _____

Treker se naam _____ Bank _____ Tak/kode _____

1 _____
2 _____
3 _____

Bewoerhede van deposanteer _____ Subitaal _____

Naam: _____ Totaal _____ R _____

Handtekening: _____
Telefoon: _____ Deposite verspreng _____

116 EKONOMIESE EN BESTUURSWETENSKAPPE

ENGLISH

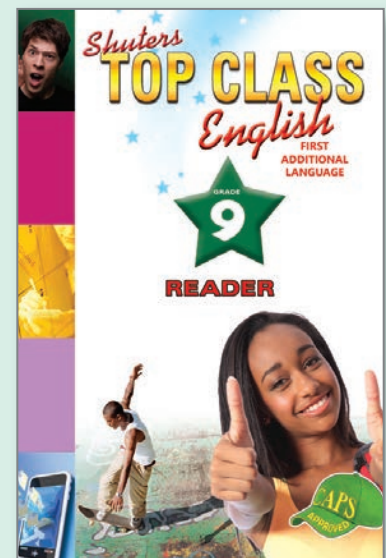
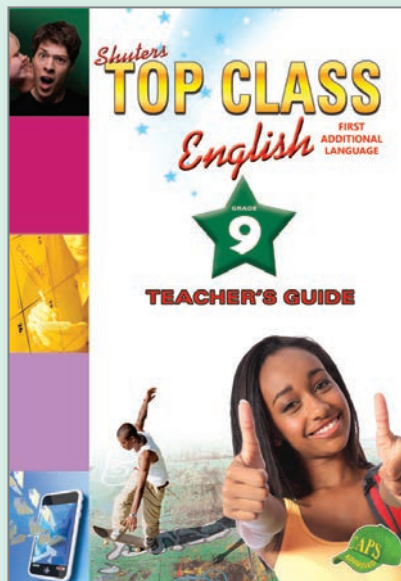
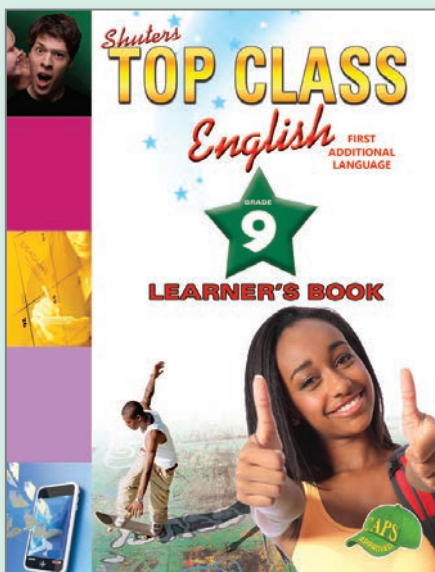
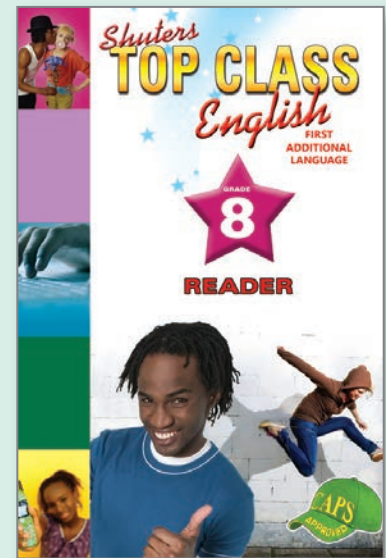
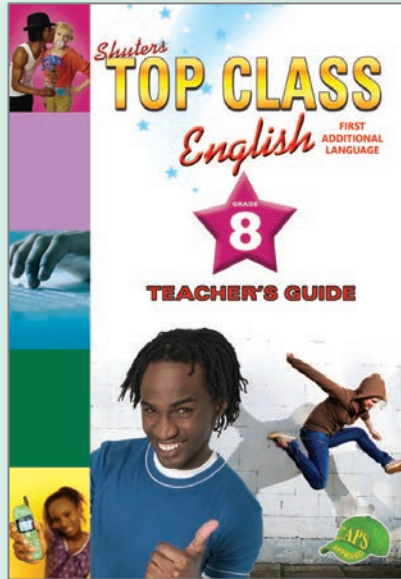
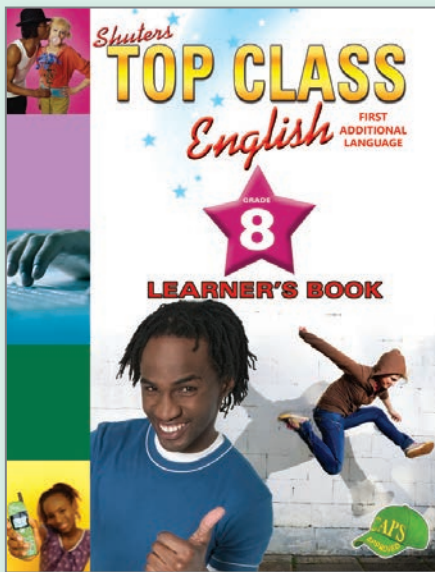
FIRST ADDITIONAL LANGUAGE

CAPS GRADES 8 AND 9

DOWNLOAD
ADDITIONAL
RESOURCES
FROM
www.shuters.co.za

Shuters TOP CLASS

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



GRADE 8	GRADE 9
LEARNER'S BOOK 9781775880462	LEARNER'S BOOK 9781775880509
TEACHER'S GUIDE 9781775880479	TEACHER'S GUIDE 9781775880516
READER 9781775880486	READER 9781775880523

TEACHER'S GUIDE

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



Pix1 • *The Rune Legity* • Starting Time Th-Mon 10:30; 12:30; 14:00; 17:00; 19:45; 22:00 • PG13 • Adventure/thriller
 Pix2 • *Starman arrives* • Starting Time Th-Mon 10:30; 12:30; 14:00; 17:00; 19:45; 22:00 • PG13 • Adventure/thriller
 Pix3 • *People can be Green* • Starting Time Th-Mon 10:30; 12:30; 14:00; 17:00; 19:45; 22:00 • PG13 • Family Drama
 Pix4 • *All boy & Friends* • Starting Time Th-Mon 10:30; 12:30; 14:00; 17:00; 19:45; 22:00 • PG13 • Animated comedy

The newspaper article you will listen to describes a local tourism initiative. Listen to the article and then in your groups discuss the article by answering the questions on the next page.

1. What kind of newspaper article is this? How do you know?
2. How do you think the writer felt about the experience described in the article? Was it positive or negative?
3. Did the article give facts or opinions or both? Think of examples to back up what you say.
4. Is the article subjective or objective?

What register did the writer use to write this article? Choose from the following options:
impersonal, relaxed, personal, formal, objective, subjective, friendly

Notepad

Register is the use of different words, style, grammar, pitch and tone for different situations.

Vocabulary

subjective – expresses a opinion and attitude
objective – deals in fact not opinions
initiative – the op act before oth

LEARNER'S BOOK

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

CORE READERS include:

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

GRADE 8

Food for thought
 Words with wings
 The magic of everyday life
 Multicultural moments
 Become a first class investigator
 Proud to be South African
 Let's talk about it
 Women we admire
 Family matters
 Let dreams take flight
 Litterbugs look out!
 School struggles

Old stories for modern times
 A new country, a new life
 The Olympic and Paralympic Games
 Be a good sport
 Hurt no living thing
 Revision for exams
 • Rubric for assessing creative essays
 • Rubrics for assessing transactional texts
 • Your guide to doing a literature study

GRADE 9

The teen scene
 Chaos in the classroom
 Communicating clearly
 Tools from ancient times
 Listening and speaking
 Celebrating culture
 Overcoming the odds
 Women hold up half the sky
 The art of advertising
 The circle of life
 The world of work
 The wishes of women
 Going places

Grandparents are great
 Wild cats
 People need people
 Fighting for the soul of our planet
 Revision for exams
 • Rubric for assessing essays
 • Rubric for assessing transactional texts
 • Rubric for assessing Debate
 • Your guide to doing a literature study

Unit 6 Proud to be South African

Weeks 1 and 2

Resources: CORE READER, pages 35-38

OVERVIEW OF

Activity
Listening and speaking Listen to instructions and take notes Answering questions on the instruction Explain how to draw the South African flag
Reading and viewing Reading visual texts – symbols and their meaning Read about South African languages Comparing and contrasting Topic sentences and supporting sentences Read a poem
Writing and presenting Plan a Freedom Day Celebration – making a menu Draft a plan for your celebration Write the final draft of your invitation
Language structures and conventions Clauses Improve your sentences – using conjunctions Check your use of capital letters and punctuation Parts of a sentence – verb phrases, noun phrases Spelling Extra practice

LESSON PLAN FOR THE YEAR

Week	Lesson	Lesson
1	Week 1	Lesson 1
1	Week 1	Listening and speaking A. Introducing yourself (page 1) B. Listening comprehension (page 1)
2	Week 2	H. Adverbs of place and degree (page 8) Writing and presenting I. FAT Task 2: Writing (narrative essay) (page 8)
3	Week 3	Listening and speaking Listen to a speech (page 14) Page used

Resources: Learner's Book page 67

Length of text: 3 minutes

LISTENING AND SPEAKING

A. Listen to instructions and take notes

Class/Individual

Guidelines

- This activity gives learners an opportunity to copy the outline, then follow the instructions:

Guidelines

The



Everyone's **oumas** have stories about the Princess Vlei. Some tell the story of a San Princess who had to marry a Khoi against her wishes, and wept so much that her tears formed the small lake besides the big one. But all the oumas agree – it's not safe to swim in the Princess Vlei.

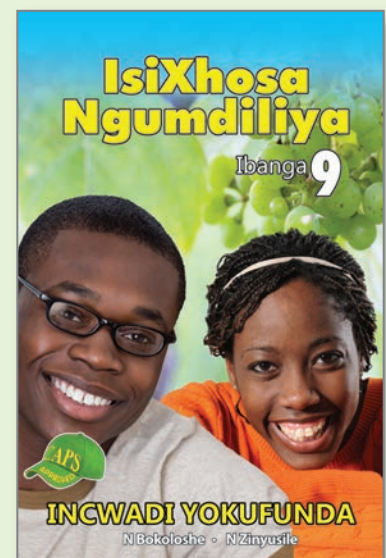
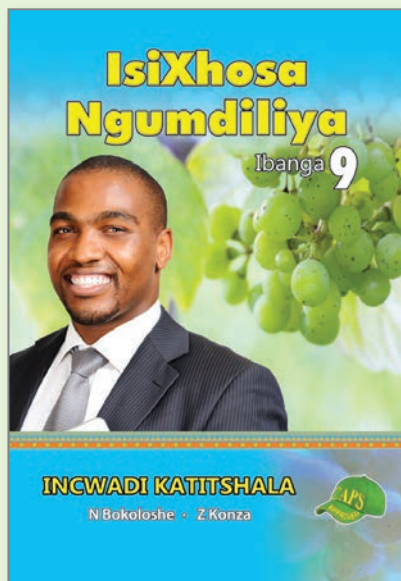
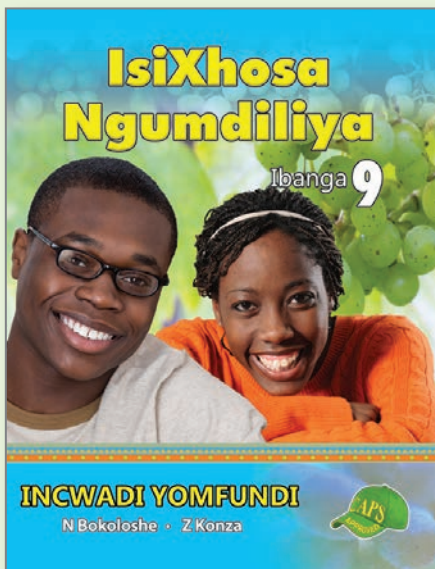
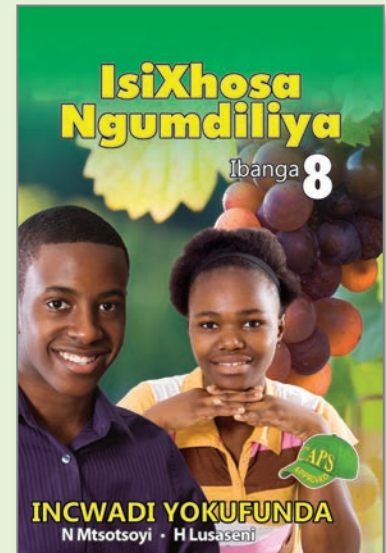
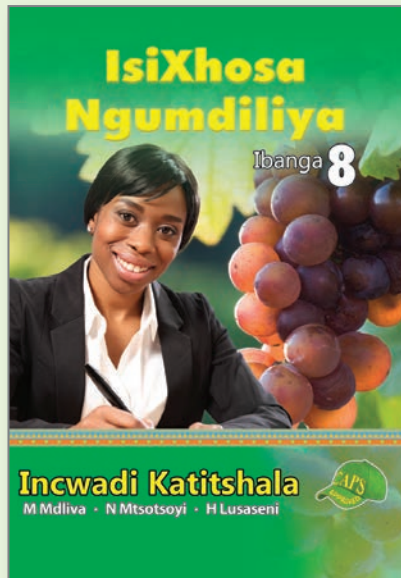
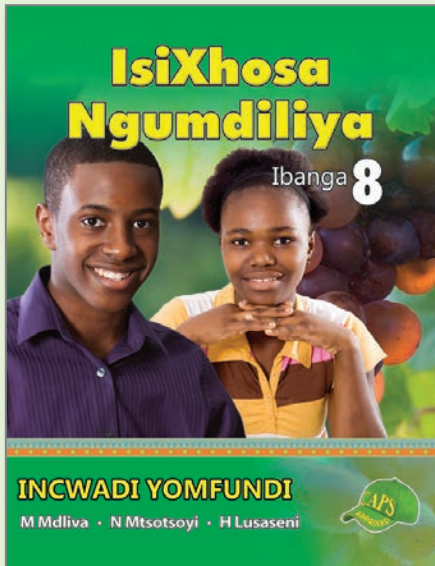
VOCABULARY

oumas – grandmothers
tickheads – drug takers

QUESTIONS

1. What is the name of the girl who narrates the story?
 Does the story use the technique of the first person narrator or the third person narrator? How do we know?
 Learn a number of things about the main character's

■ ISIXHOSA
ISIXHOSA NGUMDILIYA
CAPS IBANGA 8, 9



IBANGA 8	IBANGA 9
LEARNER'S BOOK 9781920605889	LEARNER'S BOOK 9781920605926
TEACHER'S GUIDE 9781920605919	TEACHER'S GUIDE 9781920605957
READER 9781920605896	READER 9781920605933

ISIXHOSA NGUMDILIYA

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

IKOTA 2 • Iveki y...

Impatho

1. Ukuphulaphula nokuthetha Ubuchule bokuphulaphula nokuthetha

A. Isicatshulwa esiphulaphulwayo

Umsebenzi owenziwa phambi kokuphulaphula isicatshulwa

- Titshala le mibuzo ilungiselelwe ukukhangela oko bakwaziyo abafundi
- Ukuba bazi kangakanani ngomba oqulethwe siscatshulwa.
- Kulindleleke iimpendulo ezifana nezi:
 - Impendulo ixhomekeke kumfundi nomfundi kodwa okubalulekileyo kukutsempendulo ayinikileyo.
 - Impendulo ixhomekeke kumfundi nomfundi.
 - Impendulo ixhomekeke kumfundi nomfundi kodwa titshala qiniseka ukuba...
 - Impendulo ixhomekeke kumfundi nomfundi.
 - Impendulo ixhomekeke kwinkolo yomfundi malunga nalo mba.
 - Impendulo ixhomekeke kumfundi nomfundi.
 - Impendulo ixhomekeke kwinkolo yomfundi malunga nalo mba.

Umsebenzi owenziwa ngexesha lokuphulaphula isicatshulwa

- Titshala qinisekisa ukuba abafundi baphulaphule ngenyameko ne...
- Bakhuthaze ukuba bamamelisise kuba beza kuba nemibuzo abafundi...
- Titshala bafundele abafundi bakho isicatshulwa esilandelayo...

Impatho – gadalala lutshutshiso olufunyanwa ngabantwana kubantu abanye balungile kanti abanye bakhohlakale. Le nto imbi ibizwa ngabaphatheki kakuhle ngabazali.

Kuthi emzini kwakusweleka utata oyintloko yekhaya, abafundi abazifumanise elilolo. Athathe isigqibo sokuba...

INCWADI KATITSHALA

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

INCWADI YOKUFUNDA

- Amabali amafutshane
- Imibongo
- Iintsomi
- Idrama

Inemisetyenzana ekupheleni kwencwadi

IBANGA 8	
Ukonwaba yimpilo nobomi	Ukhuseleko ngomthetho
Ubumdaka lutshaba lwempilo	Ukubaluleka kwelobola
Iziyobisi ngumbulalazwe	Ubuhle bendalo
Ngomhla womtshato	Sigcina iingingqi zethu zicocekile
Amaqhawo ezemidlalo	Siyakhenketha
Kubalulekile ukulandela imiyalelo	Konwatyawe kwantonjane
Unxibelelwano Masincokole	Ukubaluleka kwesiko kwaXhosa
ngezoqoqosho	Silwa neengozi ezindleleni
Impatho-gadalala	IGlosari
Isifo ugawulayo	

IBANGA 9	
Sonwabela imidlalo	Silungisa izinto emakhaya
Ukubaluleka kwemfundo	Amakhondo empangelo
Unikezo-nkonzo olungafanelekanga	Masamkele ukuqeqeshwa ngabazali
Qoqosha ulondolozo mnt'omtsha!	Kwakumnandi kwantonjane
Ubuchwepheshe bale mihla	Sinamalungelo
Masibuke indalo lyantlukwano	Izinxibo zakwantu
kwezenkcubeko	Mkhulu umvuzo konembeko
Iziyobisi ziligqibile ilizwe	Masizihlaziye koko besikufundile
Kuyayizizwa ngumtshato	IGlosari

Umsebenzi owenziwa ngexesha lokunika izalathisi

Iimpawu zetekisi, ulwimi nemigaqo, ukusebenzisa amalungu omzimba

Qwalasela lo mfanekiso ulandelayo:

Ingaba lo mntu ukulo mfanekiso ume phi? Ucinga ukuba ezi zalathisi azenzayo abanceda abantu? Chaza ukuba zibanceda nani.

Ucinga ukuba xa zingekho izalathisi kungenzeka ntoni?

Qaphela: Izalathisi zifumaneka kwii-imephu yiplani ezotywe ephesheya, izotywe njengalo mfanekiso. Icala ngocoselelo, iindlela zizalathisi amagqabi imilimilani.

INCWADI YOMFUNDI

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

IDRAMA

Ubomi ngamahla-ndinyuka

AMAGQABANTSHINTSHI NGALO MDLALO

(Lo mdlalo libali elimalunga noThabo noLulama abangabazali bakaNandipha. Aba bazali bamkhulisa umntwana wabo ngendlela elungileyo kakhulu. UNandipha wayefunda kwizikolo zabamhlophe kuba abazali bakhe babekwazi ukukumela oko, bengabazali abafundileyo. UNandipha wayekrele-krele ezifundweni zakhe, ephumelela emagqabini. Ngelishwa uThabo noLulama baye basweleka ngokulandelelana beshiya intombi yabo ingenabani. Abantu bakulotata kaNandipha zange babe nanxaxheba bayithathayo ekukhuliseni lo mntwana emva kokusweleka kwabazali bakhe kuba besithi abanakuzithathela inkedama eselula kangaka.

UNandipha uye wakhuliswa nguninakhulu uNomaneji ongumama kanina, owaye enobubele kakhulu.)

ABALINGANISWA

Thabo noLulama – Abazali bakaNandipha

Uwe, Mfakadolo noSimilo – Abantakwabo Thabo

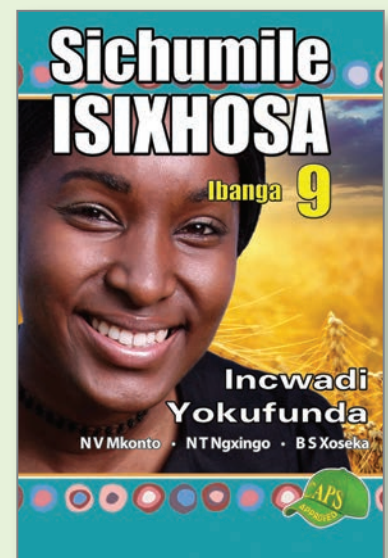
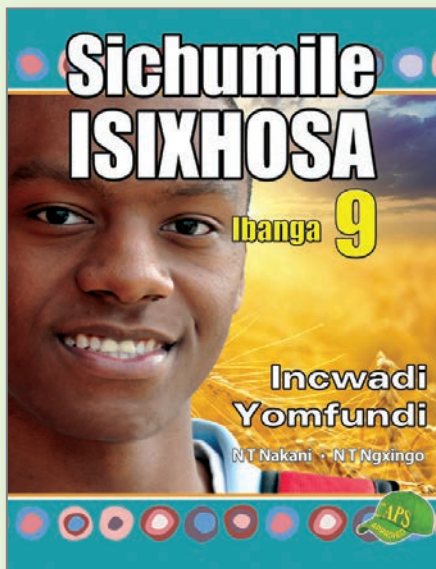
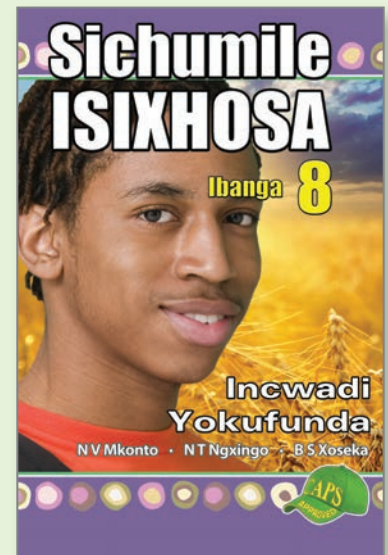
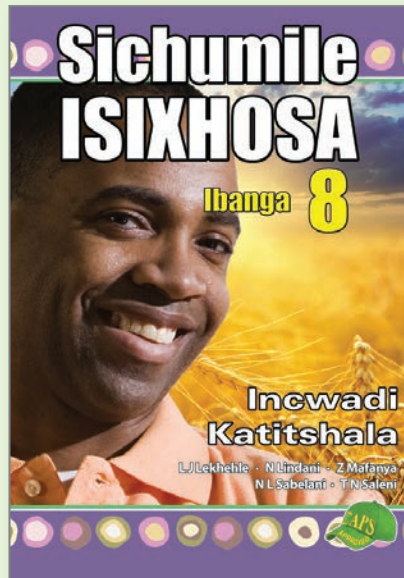
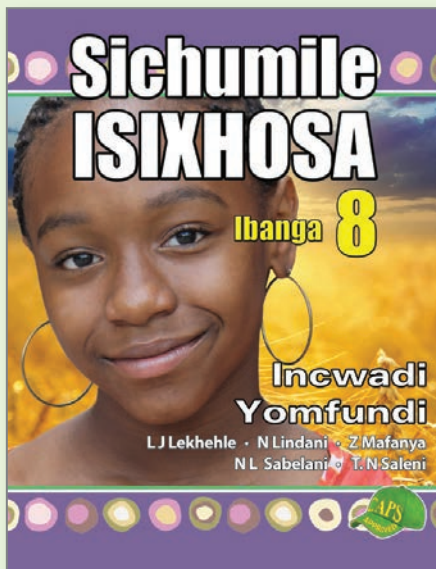
Ukhinebe – Umfazi kaLizwe

Ungelwa – Oodade boThabo, oodadobawo baLizwe

■ ISIXHOSA

SICHUMILE ISIXHOSA

CAPS IBANGA 8, 9



IBANGA 8	IBANGA 9
LEARNER'S BOOK 9781920605742	LEARNER'S BOOK 9781920605780
TEACHER'S GUIDE 9781920605773	TEACHER'S GUIDE 9781920605810
READER 9781920605759	READER 9781920605797

SICHUMILE ISIXHOSA

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

veki yoku-1 neyesi-2

Kumnandi ukutyelela

Intshayelelo

Apha kwesi sikhloko titshala uza kufundisa uqhelise abafundi bakho ukuphulaphula nemigaqo yokuthetha. Baza kuphulaphula isibhengezo baze baxoxe ngethoni, isantya, ukusetyenziswa kolwimi oluchukumisayo noluhqathayo. Baza kufunda isibhengezo kunye nebalana elifutshane belandela inkqubo yokufunda, baphendule imibuzo, baxoxe gabalala ngeempawu zoncwadi. Mayela nokubhala uza kufundisa ukubhala isibhengezo ugxininisa kwinkqubo yokubhala efanelekileyo. Kwakhona uza kufundisa ngezakhi nemigaqo yolwimi uxinzelele ekwakhiweni kwamagama: izibizo; izenz; iziphawuli; izimelabizo; upelo; izifinyezo; izishunqulelo neendidi zezimelabizo. Uza kufundisa nokwakhiwa kwezivakalisi ugxininise kwintloko, isivisa nenjongosenzi kunye nezivumalanisi; izivakalisi ezilula nexesha langoku. Kwezi veki zimbini uza kufundisa izafobe neentsingiselo zamagama; iimpawu zokubhala nopelo.

Izixhobo

Incwadi yom ibhodi, iitshati zemifanekiso, iincwadi kwithala leencwadi, i-intanethi, iikhrayon itshati zokwenza izixhobo ezibonwayo izixhobo zokwenza iziviva-zibonwa njalo-njalo, ziya kuncedisana nawe.

A. Ukuphulaphula nokuthetha

I. Isicatshulwa esiphulwaphulwayo: Isibhengezo

Umsebenzi owenziwa phambi kokuphulaphula

- Baxoxa beyiklasi ngomfanekiso bahlaziye ulwazi lwangaphambili ngokuphendula imibuzo, bathelekelele okuza kwenzeka

(a) Titshala ngenisa iklasi yabafundi kwingxoxo ngalo mfanekiso ungezantsi:



INCWADI KATITSHALA

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

INCWADI YOKUFUNDA

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

IBANGA 8

Ukubaluleka kwefundo
Imidlalo
lingxaki zolutsha
Amanzi bubomi
Ukhuseleko lolutsha
Amasiko
Ingqesho yabantwana
Masilondoloze imali
Kumnandi ekhaya
Isintu sethu maXhosa
Imiba edla umzi
Lumkela ungcoliseko lomhlaba

Imvelaphi yoMzantsi Afrika
Sifunda ngoqoqosho
Apha naphaya!
Ukhuphiswano
Inkenenkeko imeko eMzantsi Afrika
Uhlaziyo nokulungiselela uviwo

... nokunikizela

ubhala umhlathi omfutshane nesibhengezo
umsebenzi owenziwa phambi kokubhala umhlathi



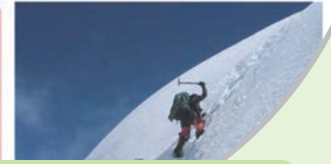
- Sihlaziya ukubhala komhlathi

- Qwalaselani lo mfanekiso ugentla nize niphendule imibuzo:
- Ithini intsingiselo yetekisi ebonakala kulo mfanekiso?
- Ningaqikelela niithi zimalunga nantoni izivakalisi ezinokwakhiwa ngalo mfanekiso: esiyintloko, ezixhasayo nezivalayo? Xa nisenza umhlathi nikani ingxelo ngenikubona kulo mfanekiso.

Umsebenzi owenziwa ngexesha lokubhala umhlathi

Ukunyuka intaba yeTafile

UGali noSilwele benyuke intaba yeTafile. Le yintaba ende kunene. Zibenzini iinzima abadibene nazo endleleni. Ngamanye amaxesha bebenokulihlala ithemba, kodwa kuba bebekhangele encotsheni bezizile, bazondelela. Ukutshintsha ngokuzulu: iinkqwithala nemimova



INCWADI YOMFUNDI

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

Umtshato

Nguwo nguwo ngumtshato!
Ifikil' imin' ebikad' ixelwa!
Laphum' iguzbel' ekhasini!
Iindonga ziwelene!

Ngale mini kudiban' ababini;
Babizwa ngelithi ngumyeni nomtshakazi
Bezokwenz' isifungo phambi komfundisi
Noluntu ngokubanzi lungamangqina.

Namhla konwatywe ngumntu wonke,
Izihlobo nezalamane ziqokelelene,
Kuvuyiswana nolu sapho lwababini,
Bezimanya ngeqhina lomtshato.

Abo babini bamanyeneyo
Mabangohlulwa mntu.
Nguwo nguwo ngumtshato!
Ifikil' imin' ebikad' ixelwa!

Vavanya ulwazi lwakho

Phendula le mibuzo ilandelayo:

- Yintoni umtshato ngokuchazwa yimbongi?
- Umyalezo wembongi?
- Ungcoliseko yesi siqwebiso: Iindonga ziwelene!



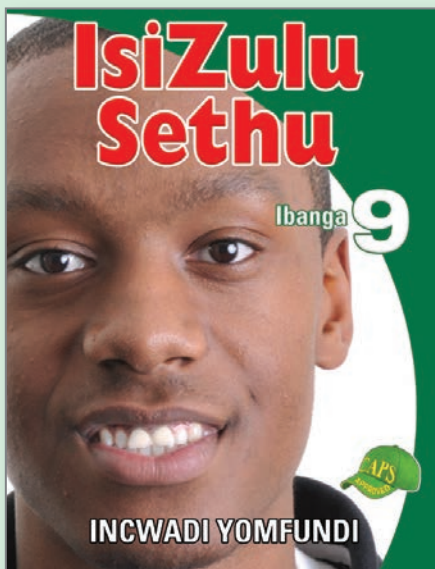
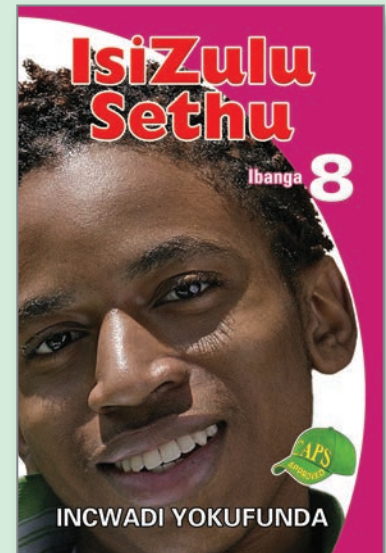
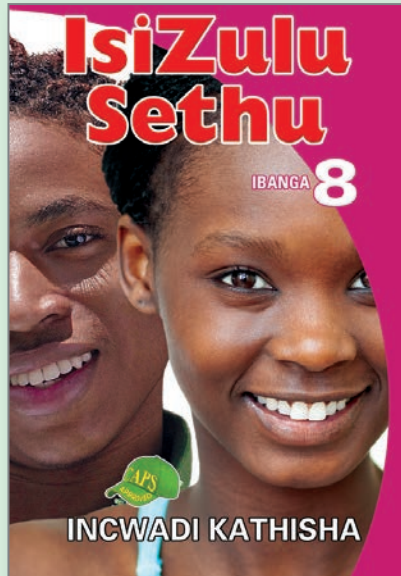
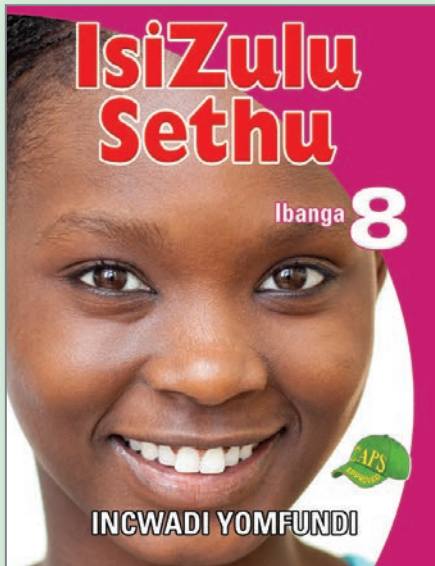
IBANGA 9

Kumnandi ukutyelela
Imfundiso yamabali
Isivumelwano
Masigcine ucoceko
Ndiluqobo lomXhosa
Ithamsanqa
Ndineqhawe emidlalweni
Ubomi ngumzamo
Amandla esibhengezo kumthengi
Umyolelo
Masizilungiselele sikhethe ikhondo

Ukwenda kwenkosazana
Ibuyil'indodana!
Inja ifile!
Unxibelelwano
Iimvumi ezindonwabisayo
Ukuzinga kwenjongo kothandisizwe
Uhlaziyo

■ ISIZULU
ISIZULU SETHU
CAPS IBANGA 8, 9

DOWNLOAD
 ADDITIONAL
 RESOURCES
 FROM
www.shuters.co.za



IBANGA 8	IBANGA 9
LEARNER'S BOOK 9781920605605	LEARNER'S BOOK 9781920605643
TEACHER'S GUIDE 9781920605636	TEACHER'S GUIDE 9781920605674
READER 9781920605612	READER 9781920605650

ISIZULU SETHU

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

Asigcine Ubudlelwane

Ithemu Yoku-1 • Isonto Lesi-3

Okuzokwenziwa Kulesi Sahluko	
Ukulalela Nokukhuluma	Ukufunda Nokubekela
<ul style="list-style-type: none"> Ukulalela Ngokuqondisa-Umsindo Kuphela. Ukwakha Kabusha Izigameko Ingxoxo Yeqembu Ngokubonakalayo, Okulalelwayo Kube Kubonakala. 	<ul style="list-style-type: none"> Ukufunda Ngobunkondlo Imigqa, Izitanga Nesigqi Imibhalo Yobuciko Indaba Emfushane (Iyaqhubeka)
Izimiso Nezakhiwo Zolimi	Izimiso Nezakhiwo Zolimi
Incazelo Yamagama Okuqonde Ngqo Kanye nokufenqa Izimpawu Zokuloba (isibabazi Nombuzi)	Ezingeni Lamagama Izandiso, Izandiso Zenkathi.
Ezingeni Lamagama Izikhuliso	Ezingeni Le Isakhiwo So Isigajana Sa Nesikhanyisi Ukuphika Isitatimend
Izimpawu Ungqi No Ulwazi Izaga N Incazelo	Izimpawu Ungqi No Ulwazi Izaga N Incazelo

ISIFUNDO 1: Ukulalela Nokukhuluma

Lo msebenzi uzothatha amahora amabili emasontweni amabili.

1.1 Ukulalela Ngokuqondisa (umsindo)

Ikhasi lama-44 kuya kwelama-46 encwadini yomfundi.

Okunokusetshenziswa

Incwadi yomfundi, isichazamazwi, izincwadi...

INCWADI KATHISHA

- Ukuhlola kufakiwe, amarubhrikhi okumaka nesibonelo sokurekhoda nokubika ngentuthuko yomfundi
- Kukhona ngisho nohlelo lomsebenzi wonyaka wonke nesibonelo sokulungiselela isifundo, esihambisana nohlelo lomsonto. Uthisha lapha angasilandela lesi sibonelo.

INCWADI YOKUFUNDA

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

IBANGA 8

Yazi Ilungelo Lakho
Sidla Okunempilo
Asigcine Ubudlelwane
Bubuhle
Zithuthukise
Ukuntuleka
Kwemisebenzi
Zingenisile Izidakamizwa
Ukudla Kwendlebe
Isimo Sezulu
Siyamukelana eNingizimu
Afrika
Sisebenza
Ngokubambisana

IBANGA 8

Ezempundo
Ubuhle Bemvelo
Ukongiwa Kukagesi
Ukulima
Inkolo
Ukuvota
Izimoto Zikanokusho
Ukugwazisa
Ukuhlola Kokuphela
Konyaka
• AmaRubhrikhi
• Izincazelo Zamagama

IBANGA 9

Ezohwebo
Ukuxhumana
Amalungelo Abathengi
Amazinga Okukhula
Ukuguquguquka
Kwesimo Sezulu
Ubuntu
Ikusasa Eliqhakazile
Amakhono
Ukunakekela Imvelo
Umculo
Isifundo
Ukukhetha Umsebenzi

IBANGA 9

Ubugebengu Abubuyiseli
Imicimbi
Imihlangano
Imfashini
Ubuchwepheshe
Ezempilo
Ingqalasizinda
• Ukurekhoda Nokubika
• Ukumodareytha
Imisebenzi Yokuhlola
• AmaRubhrikhi
• Izincazelo Zamagama

Wethula Umbiko Wocwaningo


Lo kanye namasu okukhuluma

Isibheke nanka amasu okukhuluma ngaphambi kokuba sixoxe:

Ukucwaninga Nokuhlela	Ukuzilolonga Nokwethula Inkulamo
<ul style="list-style-type: none"> Sebenzisa irejista, isitayela nephimbo kuhambelane nenhloso, nezethameli nesimo. Sebenzisa amagama anembayo. Veza imithombo nezinsiza okuthathelwe kuzo. 	<ul style="list-style-type: none"> Bhekisa ngqo ezethamelini. Isingeniso nesiphetho sakho asibe ngesinembayo. Sebenzisa iphimbo ngendlela efanele. Qaphela ulimi oluhlaziyayo. Sebenzisa izindlela zokugcizelela. Sebenzisa isivini, ubuso namalunga omzimba ngemfanelo.

Khumbula:

- Uma wethula umbiko wocwaningo qikelela ukuqala ngesihloko socwaningo. Phela amaphuzu akho ngokulandelana nawo.
- Ukuhlolwa ukwesekela ngezibonelo kudingeka khona.



INCWADI YOMFUNDI

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

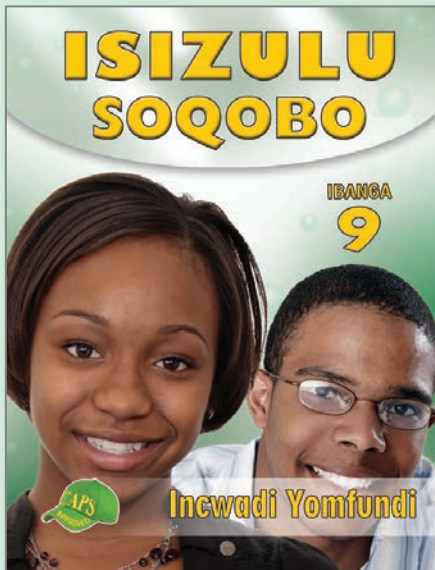
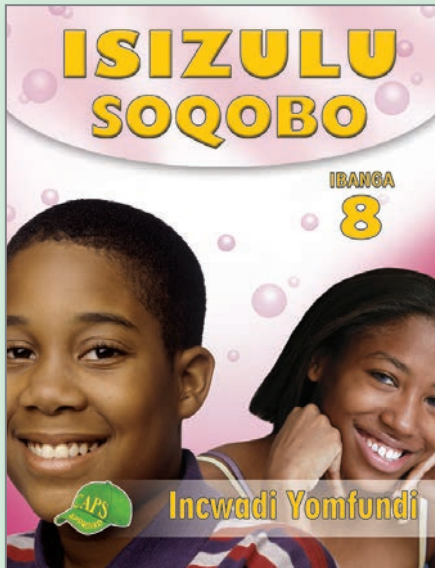
Izinganekwane

Izindaba ezazixoxwa kudala futhi ezisaxoxwa namanje. Kulezi izindaba ezisaxoxwa ngazo kulezi zindaba zikholeki ukuthi zenzeka ngempela. Phela ukuxoxwa kwezinganekwane kwakungekhona ukuba zikholeke kumbe kube yizindaba ezingamaqiniso, kepha zazixoxelwa ubumnandi nje nokuzijabulisa njengoba sesike sasakho. Okwakubaluleke kakhulu ezinganekwaneni, kwakuyizifundo nezexwayiso ezazitholakala ezinganekwaneni. Zazifundisa ngempilo yonke nje jikelele. Yingakho-ke nje zazivamise ukuxoxwa ogogo kumbe omkhulu okuyibo ababengomakadebona, sebeyazi ukusuka nokuhlala impilo yakulo mhaka.



■ ISIZULU
ISIZULU SOQOBO
CAPS IBANGA 8, 9

DOWNLOAD
 ADDITIONAL
 RESOURCES
 FROM
www.shuters.co.za



IBANGA 8	IBANGA 9
LEARNER'S BOOK 9781920605469	LEARNER'S BOOK 9781920605506
TEACHER'S GUIDE 9781920605490	TEACHER'S GUIDE 9781920605537
READER 9781920605476	READER 9781920605513

Izincwadi ze**SIZULU 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:



1 Ezobusha

amasonto 1-2

A. Ukulalela nokukhuluma
(Bheka incwadi yomfundi ikhasi 1)

Ukulalela ngokuqondisisa
Ukulungiselela ukulalela

- Hlalisa abafundi ngendlela ezolungela ikilasi lakho bazilungiselele abazoyifundelwa.
 - Bayophendula imibuzo eyisendlalelo salokho abazokulalela. Izimpindulo ezilindelekile
 - (a) 'Ebumnandini' kungaba noma kuyiphi indawo lapho abantu bafunda?
 - (b) Abantu abasha bangadlala umculo, badanse, badle izidlo ezimnandi.
 - (c) Incazelo yamagama
 - vulekiyane** (ukuvuleka kwento)
 - ukuquba** (ukuhlala uthule ikakhulu uma ucashile)
 - ukushosholozu** (ukuhamba ngokushesha)
 - uxhaxha** (izinto eziningi ezifanayo).
- Abafundi mabalalelisise ngenkathi befundelwa indaba engezantsi namaphuzu asemqoka kanye nasekelayo endabeni, neminye imibuzo.

Ngesikhathi sokulalela

Ebumnandini

Aphinde angqongqoze uMaMbili. Kuthulekile. Kanti kwakuba...
"Mpume! Awungivuleli ngani ngempela?" ememezela...
"Cha phela le ngane iyangidelela. Nx!" Asho utshale...
ipulangwe aqonde emnyango wekamelo lile...
umnyango.

INCWADI KATHISHA

Aphambi kokulalela nokukhuluma

Imibuzo nihlezi nonke ekilasini. ...
... nisha nisho amagama anembayo alo...

INCWADI YOMFUNDI

Impungushe Nochakide
Kwesukasukela

... lungwini elakhelene nehlathi nalo eselikhanya ubone ngale kwazi...
... kukade kusha ngayizolo. Impungushe nochakide babhunga lona lolu...
... kusha kwemililo.)

Impungushe: Safa indlala, kodwa mhlawumbe ungcono wena ngoba ngiye ngikubone weqa umgwaqo uphikelele kule mizi engaphesheya.

Uchakide: Ngisuke ngiyobheka ukuthi umlilo uqale kuphi.

Impungushe: Kodwa usengelani ezimithiyo? Ingani ngiye ngibone sebekujaha ngezagila?

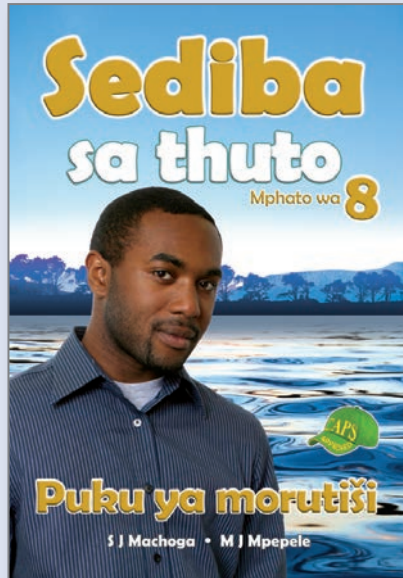
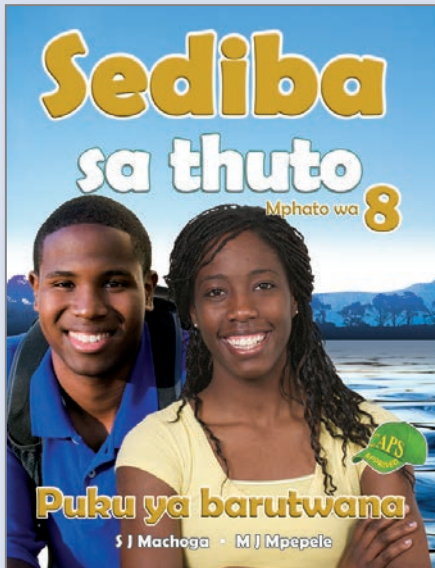
INCWADI YOKUFUNDA

IBANGA 8		IBANGA 9	
Ezobusha	Amalungelo	Imibhalo Yemihla	Ukuziphatha Ezikoleni
Abesifazane Nentsha	Nokuzihlonipha	Ngemihla	Ukudlanga
Entuthukweni Yesizwe	Ubuntu	Imvelaphi Nekusasa	Kwezidakamizwa
INingizimu Afrika Entsha	Impumelelo	Lethu	Kwabasha
Imfundo Kayikhulelwa	nokuzethemba	Izivumelwano	Usiko Oluguqukayo
Ukuhlonishwa	Ulwazi Luyingcebo	Ezokuzithokozisa	Ezenkolo
Kwemithetho	Ezakudala Nezanamuhla	Ezamazaphandaba	Ukulalela
Ezokuvakasha	Ezanamuhla	Ezomfelandawonye	Impilo Yasemindenini
Nokungcebeleka	Ezezwe Lakithi	Imibhalo Yobuciko	Ezokungcebeleka
Ukuxhumana	Ubuciko Namasiko	Imibhalo Yokuxhumana	Nemfundo
Ngemibhalo	Ukuphilisana Nabanye	Ezohwebo	Ukubukeza
Umsebenzi Uyimpilo	Abantu	Ukwabiwa Kwamafa	
Ezomphakathi		Ubuntu	

■ SEPEDI

SEDIBA SA THUTO

CAPS MPHATO WA 8, 9



MPHATO WA 8	MPHATO WA 9
LEARNER'S BOOK 9781775880189	LEARNER'S BOOK 9781775880226
TEACHER'S GUIDE 9781775880219	TEACHER'S GUIDE 9781775880257
READER 9781775880196	READER 9781775880233

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

Khutsofatšo e ka bonagala

- Mna. - Morena
- Mdi. - Mdi.

Khutsofatšo e ka bonagala go mantšu a

- Bj.bj. Bjalo bjalo
- Letl. Letlakala

C. Tlhamego ya lefoko
Sebopego sa lefoko.

Lefoko le ka hlophollwa ka diripa goba ditho tše pedi tše bo... e ka ba lentšu goba sehlophantšu. Tiro ka mehla e theilwe go... ke sedirwa goba lehlathi. Seo ke sona tlhamego ya lefoko. *Moh...*

Batšofadi ba gola motlaodutše

Leina	Lediri
Basadi	ba hlatswa
Batsofadi	ba gola

Maina	Mahlaodi
Hlalošo: Maina ke mantšu ao a emelago dilo goba	Hlalošo: Mahlaodi a arogantšwe ka mehuta e mebedi: <i>Mohlala:</i> Mmala le sebopego
Monna yo mošweu o tšile	Monna yo mošweu o tšile
Pudi ye kgolo e tswetše	Pudi ye kgolo e tswetše
Manala a matelele a kotsi	Manala a matelele a kot...

D. Makgokedi

Makgokedi ke mantšu ao a **thekgago mafoko**. Ntle le mantšu a mangwe re ka re ntle le makgokedi, maf... diripa tša polelo mo lefokong gore di kwane. ... magareng ga diripa tša polelo gore lefoko... botlalo. Ka nako e nngwe motho a...

PUKU YA MORUTIŠI

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

Mmele tšeo di latelago:

- Segalo
- Retšistara
- Tšhomišo ya polelo
- Melawana

gale ke leletša mogala wo, kgane... nata ke eng le sa arabe megala?

Mše: Hei, buti wee! Mogala wo ke wa batho ba bantši. Go ka direga gore o leletše nomoro ye gantši o palelwa ke go tsena. O le mang, a nka go thuša?

ami: Ee, ke Thami Mmuši, Ke rekile diaparo tša ka gare maloba fao lebenkeleng la lena, ke rata go di gomiša. Ga di ntekane.

morekiši: O tla ntshwarela buti, diaparo tša ka gare ga di amogelwe ge di gomišwa ke bareki lebenkeleng la lena.

mi: Ga le tšee diaparo tšeo di gomišwago ka mabaka a afe? Gape nna ke nyaka tšhelete ya ka...



Morekiši: Buti... o nkwešiš...



Dikgomo

Kgomo tšešo di ile le lešoka,
O ka se re di tšwa gae ga Mahlako,
O ka se re di gotše ka lenyora le tšala,
Ya komelelo le matamo a leraga.

Tšešo di ganetše mo di sa go tsebego,
Di ganetše legang la Dikebekwa,
Ka be di boa gae lapeng di tšwago,
Welakalana ga gabomotho.

go digangwa ke matšwabotšo,
porotla ntle le lešoko,
gaela ba fo hloba naga ya lala,
go re sehlefetše melomo.

Tlotlontsu

Lešoka: nageng
Dikebekwa: di...
Porotla: ga...

PADIŠO

- Theto
- Dinonwane
- Dikanegelokopana
- Terama
- Tlhalošontšu

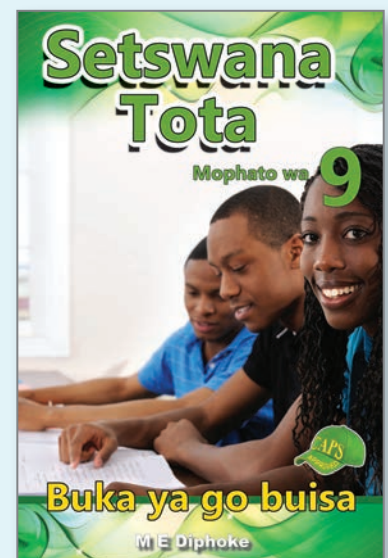
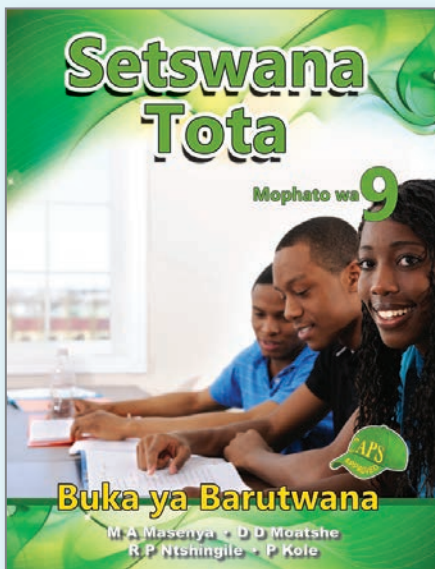
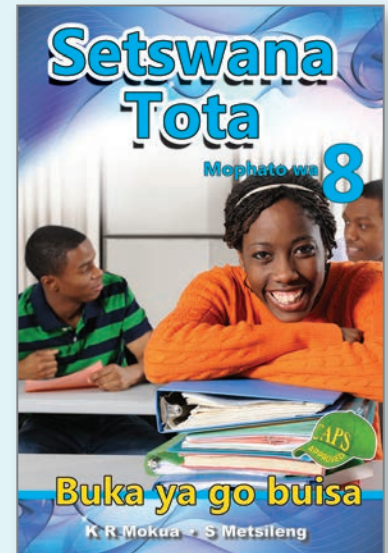
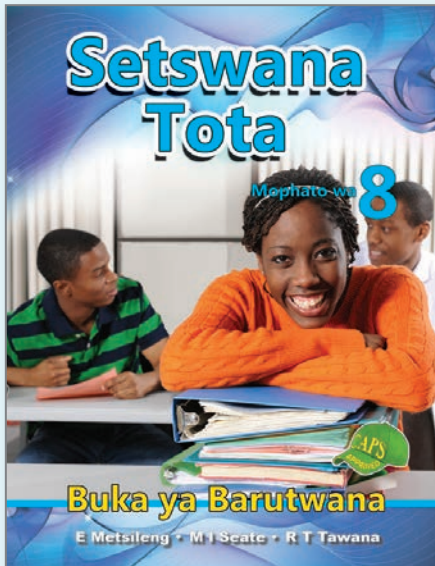
MPHATO WA 8

Bokamoso bja ka	Kgokagano
Ke nna MoAfrica	Re a boledišana
Mmele wa ka	Dipapadi
Sefoka	Nkgwete ke mang?
Go phela mmogo	Lefase la mošomo
Ditokelo	Lefase go re dikologa
Maikarabelo	Beakanya mabaka
Afrika Borwa	Re gadima morago
Theknolotši le setšo	Boitokišo

MPHATO WA 9

Re ya papatšong	Lentšu la mafelelo
Mongwadi wa lengwalo	Hwetša mošomo
Moreki le morekiši	Dipapadi
Mpotše ke go botše	Ntheeletše hle!
Go phela mmogo	Lefase la mošomo
Molaotheo	Lefase go re dikologa
Re lokologile	O na le molaetša
Afrika Borwa	Re gadima morago
Theknolotši le setšo	Poeletšo

■ SETSWANA
SETSWANA TOTA
 CAPS MOPHATO WA 8, 9



MOPHATO WA 8	MOPHATO WA 9
LEARNER'S BOOK 9781775880325	LEARNER'S BOOK 9781775880363
TEACHER'S GUIDE 9781775880356	TEACHER'S GUIDE 9781775880394
READER 9781775880332	READER 9781775880370

BUKA YA BARUTWANA

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

Nyenyefatso ya maina

Leina le ka nyenyefatswa ka go dirisa ...
Gantsi fa re nyenyefatsa ka mogatlana **-ana**.

Leba dikao tse:

Leina	Nyenyefatso
Sethare	setlhatshana
logong	longonyana
leleme	lelengwana
podu	potsana

Nyenyefatso ka **-nyana**

Leina	Nyenyefatso
modisa	modisanyana
lore	lorenyana
kgole	kgolenyana
ngwana	ngwananyana

Tiro 5

- Kwala dipopi tsa maina a a latelang bogobe, dithaba, mosetsana, sejo, leoto
- Nyenyefatsa maina a ka mogatlana **-ana** le

Leina	Nyenyefatso
Tsela	

KAEDI YA MORUTABANA

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

BUKA YA GO BUISA

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

MOPHATO WA 8

Re a keteka	Tlhagelela o utlwagale
A re bontshaneng	Bua ka pene
Tsa tlhaeletsano	Tlhagisa maikutlo a gago
Re a ipela	A re ba neele
A re di tlhokomeleng	Jaanong re bona
Re a semelela	Nako e fitlhile
Le ikaetse eng?	Itlhaba bothale
Le tla nkitse	Bana ba thari
Tema e a bonala	Re a itlhokotsa

MOPHATO WA 9

A re tshamekeng	Mmino, sejo sa tsebe
Bo sele jang?	Ditumelo tsa rona
Tlhaeletsano	Dikhuduego
Maikarabelo a gago ke	Kgethololo ya
afe?	bosemorafe
Itlhophele tsela	Ke nako ya thobo
Mathata a badiri	A re kwaleng
Rakalala jaaka nong	Re emetse eng?
Dikolo kwa ditoropong	Re fitlhile
A re ba itsese!	Itlhaba bothale

Tsa tlhaeletsano

maolong e le tile go ithuta ka:

- Dithangwa tsa pono, ponokutlo le mmediamentsi
- Mefuta, popego le diponagalo tsa poko
- Lekwalo la botsalano
- Dipopego tsa puo le melawana ya tiriso

3.1 Go reetsa le go bua

Diura di le 2

Pele ga theetso:

- Nnang ka ditlhopha mme le buisaneng ka mesola ya didiriswa tse di bonang.
- Ke didiriswa dife tse di re thusang ka dithuto mo sekolong. Di thusa jang? Jaanong reetsang kgang e e gatisitsweng ka kelothoko.

Ma nako ya theetso

- Sekaseka sebui/dibui le bopaki o bo neelwang
- Maola dikakanyogolo le tsa theetso.
- Ko dintlha tsa
- le mafoko a mašwa
- yo ya theetso:
- ameka
- weng



Morutabana

Yo o jaaka wena o a tlhokwa.
O nkamogetse wa mphutha.
Wa mphuthela ka lerato.
Lerato le senang selekano.

Ka botsadi wa mphatlhosa.
Ka bopelotelele wa nnaya thuto.
Wa nkanyisa letsele la tlotlo le thuto.
Ka bona lesedi ka tswa fifing.

O nthutile ka boineelo.
O mphile boswa go swa nabo
O mphile senotlolo sa botshelo
Wa ntlosa boseeng go nkisa bogoding.



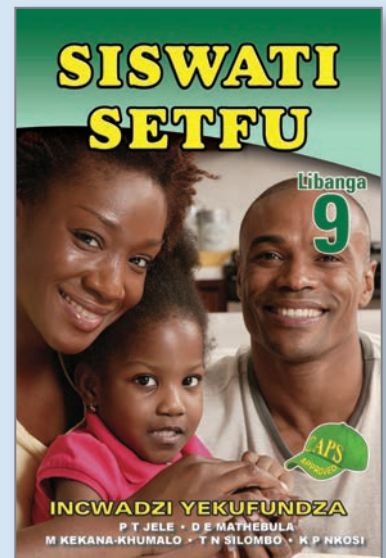
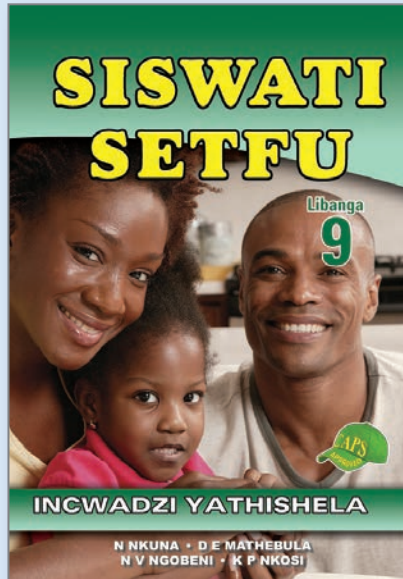
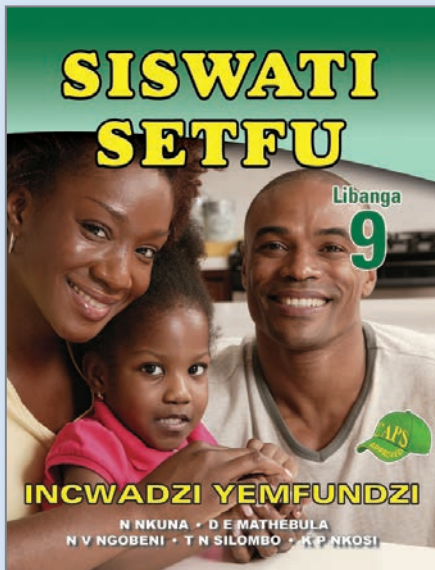
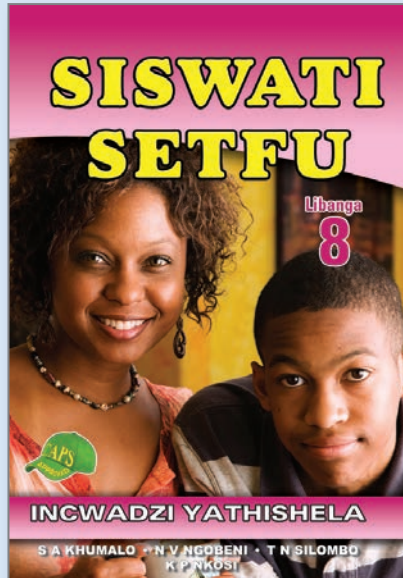
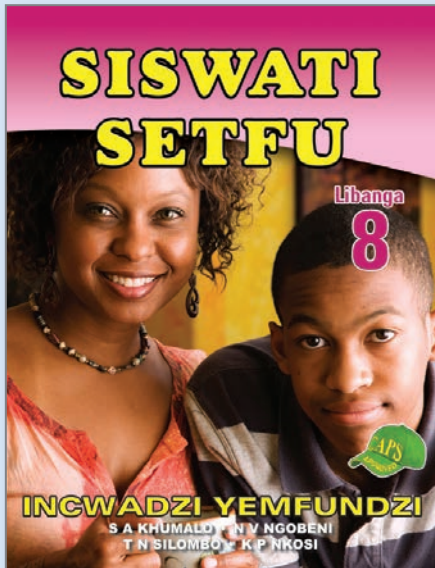
Dipotso

- Bontsha ponagalo e e tlhagelelang mo moleng 2 le 3 ya temana ya nthl1.
- Mo moleng wa 2 le 3 mo temaneng ya bobedi go bonala ponagalo efe?
- Gantsi ke bomang ba anyang letsele? Supa ponagalo mo moleng wa 2 le 3 ya temana ya maikutlo a leboko.

■ **SISWATI**

SISWATI SETFU

CAPS LIBANGA 8, 9



LIBANGA 8	LIBANGA 9
LEARNER'S BOOK 9781920605322	LEARNER'S BOOK 9781920605360
TEACHER'S GUIDE 9781920605353	TEACHER'S GUIDE 9781920605391
READER 9781920605339	READER 9781920605377

SISWATI SETFU

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

...ebakhonjiswe esitw...
...handle nobe kusendlini.
...kungaphandle sinjani simo selitulu.
...ntwana beliklasi lelibanga lelishumi nakunye lelenta sifund...
...una emalungelo ekufundza ngelulwimi lwabo.

Khathuni
...kufundza ngekunyanyalata
Kufundza ukhe etulu ngenhloso yekutfola lwati

- Kufundzisisa
- Kwenta tiphetfo
- Yenta siphetho ngenhlokutsi yamagama langakatayeleki ngekusebentisa emakhono ekulahlela emagama
- Lulwimi loluvusa imiva

Inchubo yekufundza
Ngembikwekufundza
Yini umehluko phakatsi kwemakhathuni netitfombe?

Nakufundwa
Asibukisise lekhatuni lelandzelako



INCWADZI YEMFUNDZI

Umsebenzi
Ngemacambu, asifinyete lenkhul...

Timphendvulo letilindzelekile
Landzela irubhriki lesekugcineni kwencwadzi.

Inkhulumo Lelungiselelwe
Lokumele Kwentiwe Nguthishela.

1. Fundzisa ngenkhulumo lelungiselelwe.
Inkhulumo lelungiselelwe yinkhulumo lehlelelwako kwe yetfulwe. Kubakhona sihloko lokutawukhulunyelwa etuk lengenhla.

Kulungiselelwa kwenkhulumo

- Kumele ube nelwati ngetisamelilwati takho.
- Kumele ucwaninge ngesihloko kumitfombolwati l...
- Kumele kube nemaphuzu lalinciso ucwaninge ng...
- Kumele ube nelwati lwekusetjentiswa kwelulw...

Inchubo Yekukhuluma
Lokumele Kwentiwe Nguthishela

2. Fundzisa nangenchubo yekukhuluma

Kucwaninga nekuhlela

- Nasitawetfula inkhulumo sicwaninge emitfon...

INCWADZI YATHISHELA

...zaba lemfisha

...rondvo Lesikhulu – P.T. Jele

...senjiwe, mntfwanami inhloko yakho ilukhuni.” Kusho um...
...khele ngesikhatsi abona intfombatane yakhe ihleti esofeni ib...
...latsini ibuke phasi. Phela Tsenjiwe ungena uhlala lapha esofeni nj...
...buya eKhosini kuyawutsenga tinshwana. Naku-ke asavelelwa lishwa...
...lapha erenkini yematekisi eNhlazatje.

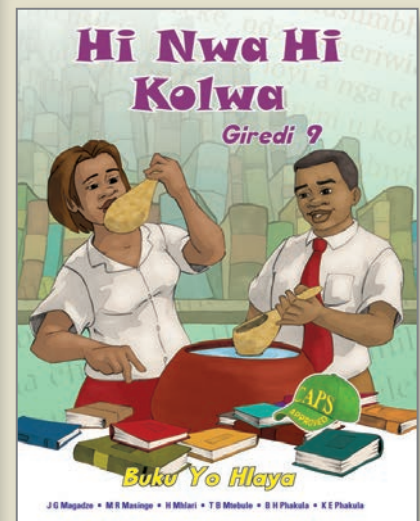
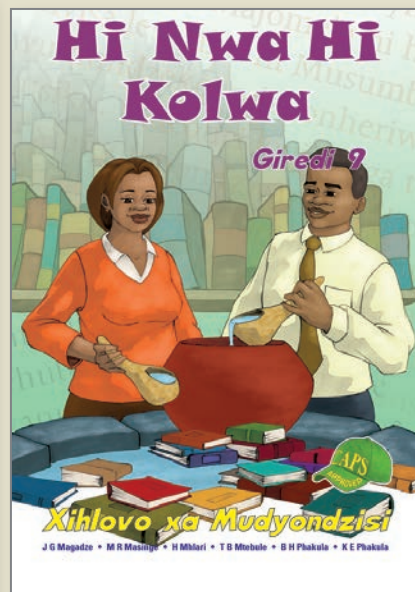
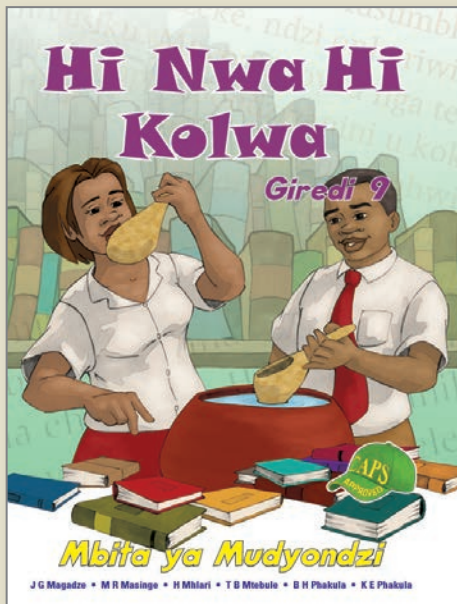
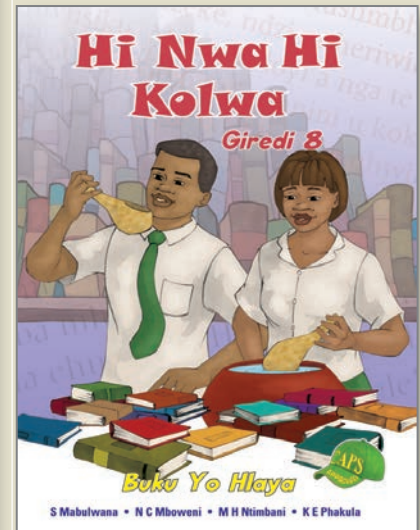
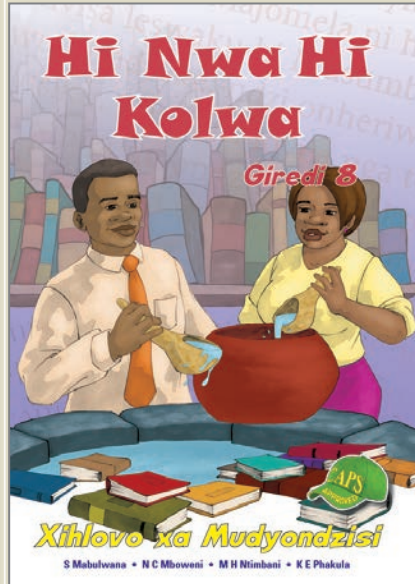


...make ngobe ngibo labantfu labadvuna laban...
...kuphendvula Tsenjiwe atsi kuphakamisa...
...labekadze eme lapha ed...

INCWADZI YEKUFUNDZA

LIBANGA 8	LIBANGA 9
1. Emalungelo	1. Temidlalo
2. Kwehlukahlukana	2. Emasiko
3. Tekutfutsa	3. Temphilo
4. Temvelo	

XITSONGA
HI NWA HI KOLWA
CAPS GIREDI 8, 9



GIREDI 8	GIREDI 9
LEARNER'S BOOK 9781920605186	LEARNER'S BOOK 9781920605223
TEACHER'S GUIDE 9781920605216	TEACHER'S GUIDE 9781920605254
READER 9781920605193	READER 9781920605230

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 endlaka leswaku mudyondzi a mama Xitsonga a kondza a kolwa hakunene.

KU TSALA NA KU ANDELA

2.3.1 Papila ro tlangela ku pfuniwa/tsundzuxiwa

Ntirho hi vambirhi

2.3.2 Ku hlaya hi ku landzelela magoza na maqhinga

Hlaya swin'we na vadyondzi magoza na maqhinga ya ku tlangela hlaya na ya le ndzhaku ko hlaya, lawa ya nga eka Mbita ya

2.3.3 Ku hlaya xitshuriwa

Lerisa vadyondzi leswaku va hlaya xitshuriwa lexi nga eka 2.3.3 eka papila ra 25, va ri karhi va xiyaxiya xivumbeko, vundzeni, marito lawa na swilelelo swa matsalelo ya xona. Va tivise leswaku leswi swi ta switshuriwa swo fana na leswi hi voxhe hi ku endlaka xitoloveto lexi nga

2.3.4 Swilelelo swa matsalelo ya papila ra xinghana

Lerisa vadyondzi ku hlaya swilelelo swa matsalelo ya papila ra xinghana papila ra 26.

2.3.5 Xitoloveto

Lerisa vadyondzi ku landzelela magoza lawa ya landzeleriwaka loko ku kunguhata, ku pfapfarhuta, ku pfuxeta, ku hlela no andlaka Mudyondzi, papila ra 26, kutani va tsala xitoloveto xa 2.3.5 eka

2.3.6 Makambelelo

Lerisa vadyondzi ku kambelana mintirho ya vona tanihi (1.7.3.1 – 1.7.3.3) eka Mbita ya Mudyondzi, papila ra 26, kutani va kambela hi ku tirhisa Rhubiriki leyi tirhisiwaka ku vulevi.

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, switlhokovetselo, ntlangu na mintsheketo leswi va hungasaka hi swona va ri karhi va dyondza ta vutomi.

GIREDI 8

Ka Ha Ri
Mahlambandlopfu
U Na Vuswikot
Xivijo Xa Swiharhi
Vurhangeri
Dyondzo I Xithlangu
Xintu I Ndzhaka Ya Hina
Dyana Kambe U Tivonela
Vumunhu Byi Dye
Xiendlahivomu
Vukungundzwana Byi
Dlaya Tiko
Makambelelo Ya Mintirho
Ya Mafundza Ya Le
Xikarhi Ka Lembe

Ku Yimayimela Tiko
Vukorhokeri
Rivila Ra Tsu Tsuma
Rintiho Rin'we A Ri Nusi
Hove
Vutleketli
Dyondzo I Rivoningo
Hi Huma Maendzo
Masipala A Tumbuluxa
Swivandla Swa Mintirho
Mpfuxeto Wa Ku
Lulamisa Xikambelo

GIREDI 9

Vona Vona Leswi, Nave!
Mihivahivani Ya Rifu
Vukorhokeri
Timfanelo Ta Vana
Hi Dyondza Swi Te Tani
Ku Tihlawulele
Tinghozi
Ngoma Yi Hundzuka
Bindzu
Tipolotik
Xikombiso Xa
Makambelelo Ya Le
Xikarhi Ka
Lembe - (Tinhlamuselo)

Mayana Madyandzhaka
A Hi Rhandzaneni
Ndzingandzingano Wa
Rimbewu
Vukosi I Vutirheli
Hi Dya Switshongo Na
Masi
Vantshwa Va
Manguvalawa
Vuhlayiseki Eswikolweni
Vuhungasi
Mpfuxeto Wa Ntirho
Lowu Endliweke
Mintirho Ya Mafundza Na
Makambelelo

Xitshuriwa

Xitshuriwa lexi landzelaka mi ri karhi mi xiyaxiya xivumbeko, vundzeni, marito lawa ya xizwihatiweke, ririmi na swilelelo swa matsalelo ya xitshuriwa lexi, kutani mi tsala xitoloveto xa kona.

Vumbiwa bya Afrika-Dzonga

Vumbiwa i nongonoko wa milawu yo karhi leyi tiko kumbe nhlango wo karhi va faneleke ku yi landzelela loko swi ta eka mafambiselo/mafumelo.

Vumbiwa byi hlamusela leswi tiko kumbe nhlango wo karhi wu faneleke ku fambisiwa xiswona, kumbe wu vumbekisa swona. Vumbiwa byi kombisa na milawu leyi tiko ro karhi ri faneleke ku yi landzelela, maendlelo ya milawu ni leswaku yi endlwe hi vamani.

Vumbiwa byi pimela kumbe ku hunguta matimba ya tiko hi ku ba ndzelekano lowu varhangeri va nga fanelangiki ku wu tlula, ku fana ni timfanelo ta ximunhu.

4 Swilelelo swa matsalelo ya Vumbiwa

- Milawu yi fanele ku pfumeleriwa hi vanhu hinkwavo lava khumbekaka.
- Milawu ya boha.
- Milawu yi nga antswisiwa.

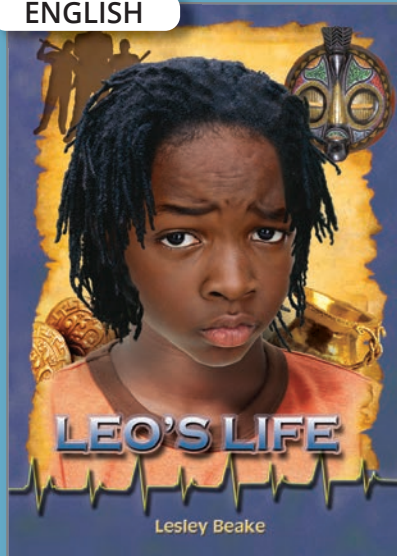
Xivumbeko xi fanele ku katsa vito ra nhlango kumbe ndhawu, vuxiri twanano wu simekiweke ehenhla ka swona, siku leri ku nga pfumela nsayino na swin'wana ni swin'wana.

Un'wana,
ngeni wa kaTomu,
nhwanyana vo twanana,
Ku ya eku korhokeni.
Un'wana wa vakorhoki lava,
A a ri makwavo wa mutekiwa.

Nuna wa makwavo wa mutekiwa o:
"Na mina ndzi famba na n'wina,
Ndza mi heleketa eku korhokeni."
Mutekiwa a a nga swi lavi,
Leswaku nuna wa makwavo.
A famba na vona.



ENGLISH



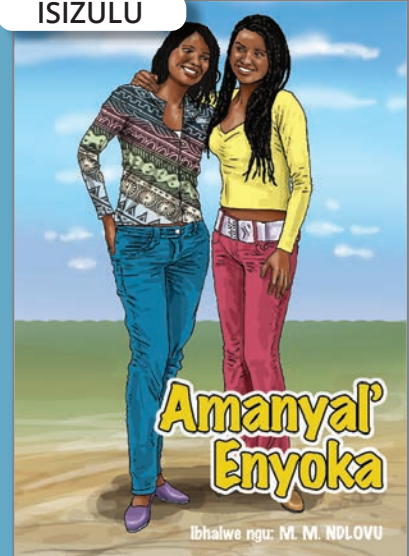
9781775880493

ISIXHOSA



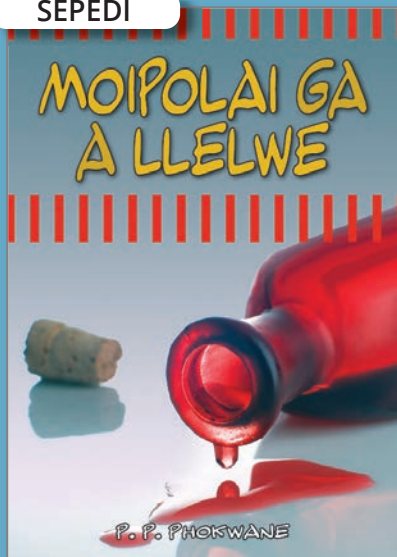
9781920605902

ISIZULU



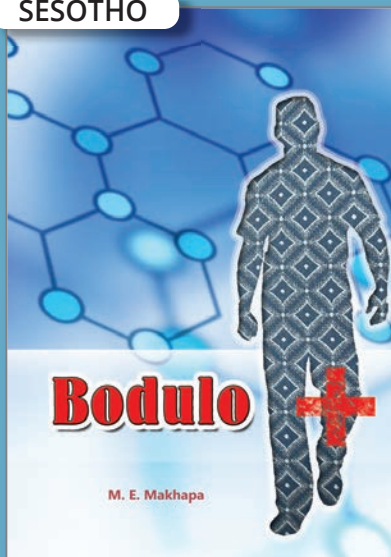
9781920605629

SEPEDI



9781775880202

SESOTHO



9781775880066

SISWATI



9781920605346

XITSONGA



9781920605209

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.

NOTEPAD

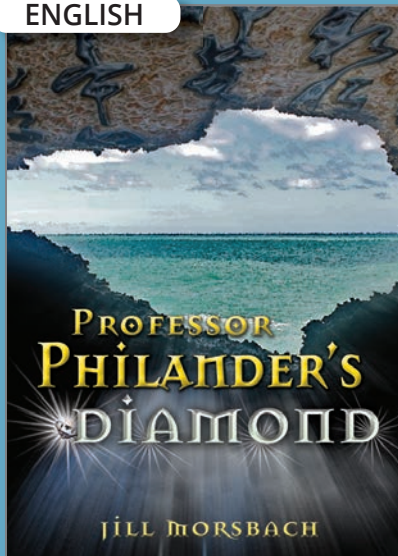
Stories usually follow the following structure:

Exposition – The scene is set and we are introduced to the main characters.

Rising action – Conflict is introduced, which upsets the ordinary life of the characters. Conflict is a very important part of a story: we want to find out how the problems get solved. This becomes even more urgent if we care about the characters and the trouble they are in.

The complications and problems build and the conflict is increased.

ENGLISH



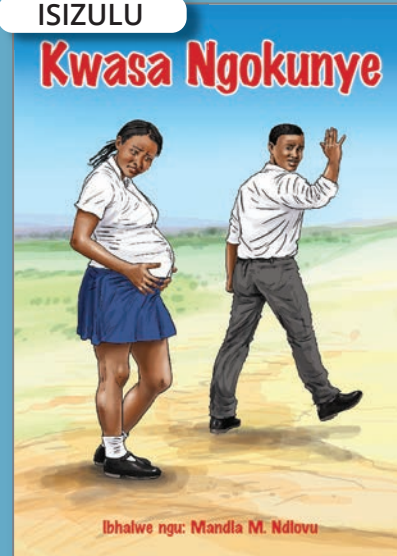
9781775880530

ISIXHOSA



9781920605940

ISIZULU



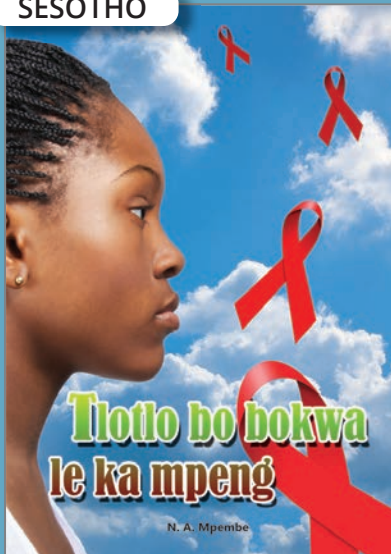
9781920605667

SEPEDI



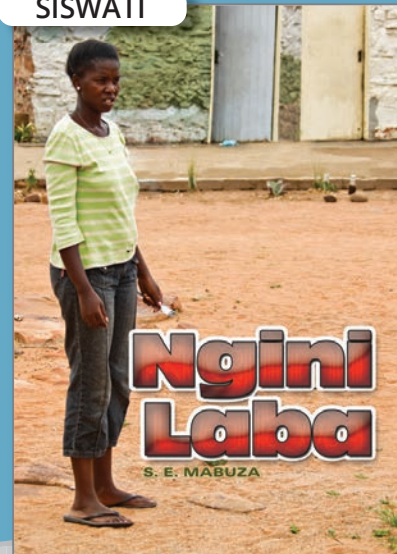
9781775880240

SESOTHO



9781775880103

SISWATI



9781920605384

XITSONGA



9781920605247

QUESTIONS

Narrator

1. What kind of narrator does this novel make use of: a first person narrator or a third person narrator? How do you know?

Exposition:

2. Improve your vocabulary. Read the following definitions of words. Decide which word you would use to describe the name of Ben's uncle:

Pun – a clever play on words that are alike in sound but

Ambiguity – Often accidental use of words which

Irony – words that show a difference between the



Glossary of terms

Plot

The events that happen in a story. A very important part of the plot is the development and resolution of conflict: without conflict a story lacks energy. The ways in which characters solve the problems of the plot are what make stories exciting or engaging.

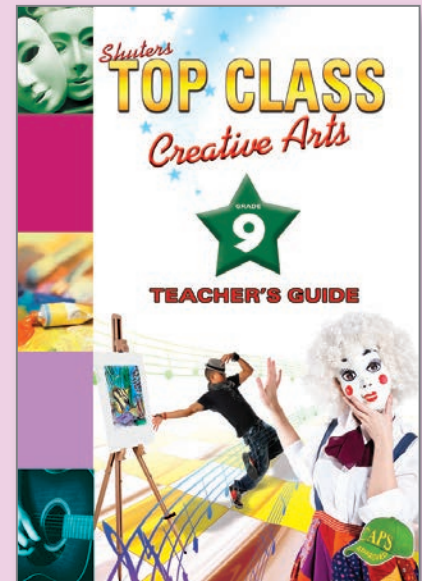
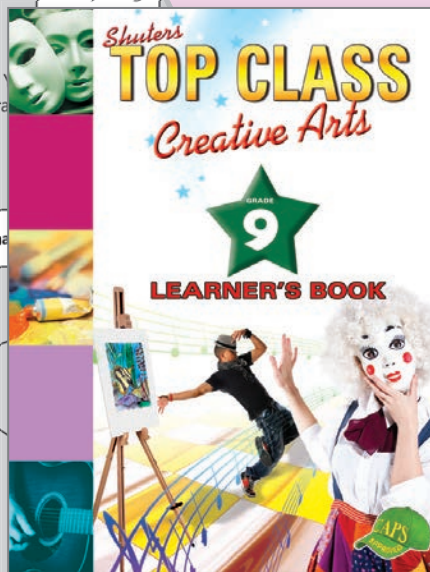
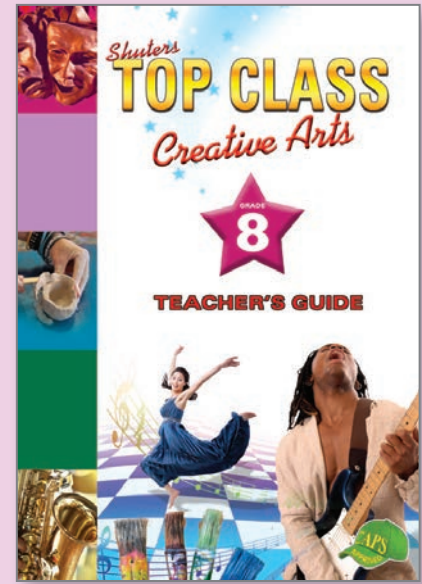
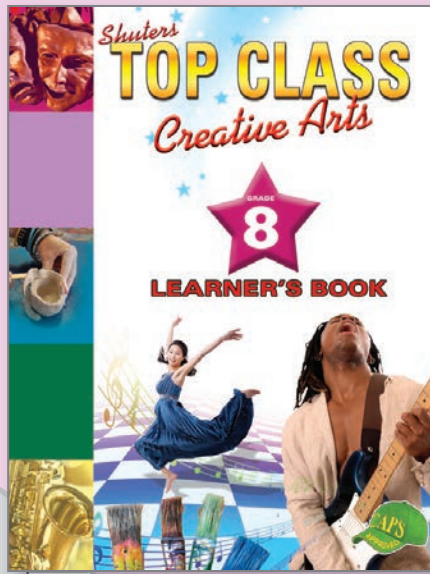
ENGLISH CREATIVE ARTS CAPS GRADES 8 AND 9

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

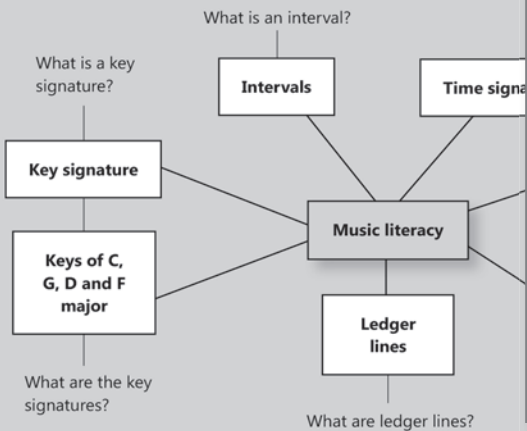


Study maps
One distinguishing feature of this series is the availability of study maps.

At the beginning of each Term the flow chart shows you exactly what topics will be covered during that particular Term. This gives you a useful overview of how the Term's work is structured, and what you will be learning during that part of the year.



At the end of the Term, you will find a Study map. A study map is a very valuable revision tool which should give you a more detailed overview of the content that you will have covered during the Term. It is a spider diagram that you can copy and develop by adding other branches to the missing information as you revise your Term's work.



You must bear in mind that a study map is a basic outline of the content. To turn it into a much more detailed spider diagram by adding to it as much information as you can. To personalise your study map you may add colour, pictures, etc.

STUDY MAPS
navigate this complex subject

GRADE 8	GRADE 9
LEARNER'S BOOK 9781920604967	LEARNER'S BOOK 9781920604981
TEACHER'S GUIDE 9781920604974	TEACHER'S GUIDE 9781920604998

Drama elements sketch/imp

6½ hours and outside rehearsal once a week.



Figure 2.1 Social issues.

Formal Assessment – Term 2
Classroom Improvisation: Process
(Activities 2.1-2.14 – Total: 20 marks)

In this term you will be writing your own scene or improvisation which you will perform. An improvisation is a scene which you create as a group without a script. Focus on how to **structure** a scene. The structure of the scene is built up from an idea to a whole scene.

Structure of the performance

ACTIVITY 2.1 FINDING A TOPIC

(Group task/group-led)

The aim of this activity is to find a topic around which to create a scene.

1. Your teacher will put you into groups of about four or five.
2. Your task now as a group is to look through newspapers, magazines, slogans, current songs, poems or the news to find a topic around which you want to create a scene.
3. Choose a topic which interests you as you will be writing for the whole term.
4. Divide the research amongst yourselves and find out what different people look in different ways at the same scene.



Figure 2.2 A photograph of a self-portrait of a learner executed in mixed media.

ACTIVITY 15B.3 THE COMPLETE ME AND MY WORLD

(Individual task/teacher-led)

Formal Assessment

In this activity you will complete your artwork based on the theme **Me and My World** using the mixed media you have practised in the previous activity.

1. Cut your self-portrait into the centre of your cardboard.
2. Paste your portrait using oil pastels or acrylic paint.
3. Complete the rest of your composition around your portrait using a variety of media.

Focus on the elements: **line, shape, tone, texture** in your composition.

You will need:

- scrap paper such as sweet wrappers, chip packets and wrapping paper, used teabags, plastic bags
- recyclable materials and fabrics, ribbons, buttons, sequins, glitter, bottle caps, chips and any other material you find useful and usable
- dried plant material e.g. grasses and seeds
- newsprint
- pencil, pen, markers
- charcoal
- acrylic paint

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

South African poetry

6½ hours (plus outside rehearsal once a week)

FORMAL ASSESSMENT – TERM 2

Performance: Poem or Praise Poetry (Activities 5.1-5.14)
Total: 20 ÷ 2 = 10 marks

In this unit you have a choice between indigenous poetry or praise poetry. Decide which one you want the class to do and turn to the relevant activities. Consider the decision on the resources that are available to you.

Indigenous poems

You may want to do this as an individual task if you have the time. All the activities are focused on group work but can be done individually as well. Make sure learners understand what **indigenous** means. Get them to come up with their own examples as well. You may also want to focus on what is not indigenous (for example, tigers) so that the learners can see the difference.

Activity 5.1 ★ Indigenous poem search

Resources
Learner's Book p. 149

(Group task/group-led)

The aim of this activity is for the learners to find a poem that has been written by a South African poet.

Step-by-step guidance

1. Divide the class into groups of four or five.
2. Link the idea of being indigenous to the poetry that they must search for.
3. The learners must look in all the resources that are available to them.
4. There are also indigenous poems in the Learner's Book and other resources available.
5. Check the poems before the learners start to write to ensure they are appropriate and by a South African poet.

Complete Me and my World

(Individual task/teacher-led)

Resources
Learner's Book p. 409

Formal assessment

In this activity the learners will complete their artwork based on the theme **Me and My World**, using the mixed media techniques that they have practised.

Step-by-step guidance

1. Ensure the learners have the materials they will need to complete a self-portrait and a mixed media activity.
2. Remind the learners to trace their portrait onto their format and place it in the central position.
3. Encourage the learners to vary their use of media and to consider the Elements and Design Principles.
4. Remind the learners to include the symbols and lettering that they need to complete their theme, and to merge these successfully with their portrait and background in a balanced composition.
5. Ensure the learners have access to a variety of recycled materials for their compositions, and encourage the learners to include textures made from recycled materials in their composition.
6. Remind the learners to record their names and grade on the back of the compositions and to hand these in for you to assess.

Use the following grid to assess the learners' artwork:

Use the following grid to assess the learners' artwork: Use the following grid to assess the learners' artwork: Use the following grid to assess the learners' artwork:

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

GRADES 8 and 9

DANCE

Dance performance
Improvisation and composition
Dance theory and literacy

DRAMA

Dramatic skills development
Drama elements in playmaking
Media

MUSIC

Music literacy
Music listening

VISUAL ARTS

Visual literacy
Create in 2D
Create in 3D

AFRIKAANS SKEPPENDE KUNSTE KABV GRAAD 8 EN 9

AFLAAI 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



Ontwikkeling van dramavaardighede

Waardering en besinning

Geskryf deur...

Studiekaarte

Die onderskeidende kenmerke van hierdie reeks is die studiekaarte.

Die vloekkaart aan die begin van elke kwartaal wys vir jou presies watter onderwerpe gedurende daardie bepaalde term gedek gaan word. Dit gee vir jou 'n nuttige oorsig van hoe die kwartaal se werk gestruktureer word en wat jy gedurende daardie deel van die jaar gaan leer.

Jy kry aan die einde van die kwartaal 'n studiekaart. 'n Studiekaart is 'n baie nuttige hulpmiddel wat vir jou in meer besonderhede 'n oorsig gee van die inhoud wat jy in die kwartaal se werk hersien, kan jy die studiekaart gebruik as 'n spinnekopdiagram om te uitbrei deur ander takke met inligting by te voeg, of deur die ontbrekende...

Tydsduur van note

Triool

Wat is 'n triool?

F-majeurtoonleer

Wat is die note van die F-majeurtoonleer?

Musiekgelettertheid

Vorm

Wat is vorm?

Swing

Jy moet in gedagte hou dat 'n studiekaart 'n basiese uiteensetting is van die inhoud van 'n baie meer volledige spinnekopdiagram kan uitbrei deur soveel inligting by te voeg. Om jou studiekaart persoonlik te maak, kan jy kleure, prente, tekeninge en enige ander kenmerk byvoeg wat jou sal help om die verhoudings...

STUDIEKAARTE help om hierdie komplekse vak te ontsluit

GRAAD 8	GRAAD 9
LEERDERBOEK 9781920605025	LEERDERBOEK 9781920605049
ONDERWYSERSGIDS 9781920605032	ONDERWYSERSGIDS 9781920605056

11.25 PRAAT DIE S...

bespreking/groep/individueel/deur groep/in...
(onderwyser gelei)

Die doel van hierdie aktiwiteit is om die verskillende tipes stories te verstaan en hoe hulle verskil met die oortel daarvan.

Notablok

- Ides:** dit is stories wat op feite gegrond is, maar wat deur die jare oordryf is sodat niemand weet watter deel watter dele uitgedink is nie.
Voorbeeld: van die legendes oor Shaka Zulu.
- ites:** dit is stories wat geskep is om mense te help om die wêreld te verstaan.
Voorbeeld: waarom die kameelperd so 'n lang nek het, en waarom die renoster net een horing het.
- eeverhale:** dit is stories wat op sekere karakters soos feeë, hekse en ander uitgedinkte kreature gegrond is. Dit is altyd 'n stryd tussen goeie en slegte karakters en die goeie karakters wen altyd op die ou end.
Voorbeeld is Aspoestertjie of Sneeuwitjie en die sewe dwergies.
- Ntsomi:** dit is tradisionele Xhosa-stories wat van die geskiedenis van die mense en hulle geloofstelsels en waarde handel.
- Fabels:** in hierdie stories is die karakters almal diere wat kan praat en soos mense optree. Daar is gewoonlik een les uit die storie te leer.
- Volksverhale:** in hierdie stories is daar 'n kombinasie van mense en dierekarakters. Die diere meng met die mense om met hulle praat.



1. Lees die Notablok hierbo oor die verskillende stories.
 2. Julle onderwyser sal 'n klasbespreking oor die verskillende tipes stories lei. Kyk of julle meer voorbeelde in elke kategorie kan vind.
 3. In julle bespreking, besluit oor die bepaalde verhale wat julle wil vertel wat nodig is om hierdie tipes stories op te voer.
 4. Julle onderwyser sal 'n bespreking lei wat op die verskillende tipes stories gegrond is.
- Vrae om in die klas te bespreek:
- Is daar 'n ander manier om die verskillende tipes stories te verstaan?

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
- Vloekaarte en studiekaarte
- Formele assesseringstake, toetse en eksamens

WIS. FORMELE ASSESSERINGSGIDS

KWARTAAL	FORMELE ASSESSERING - KWARTAAL	AKTIWITEIT
Kwartaal 1	FORMELE ASSESSERING - KWARTAAL 1 Prakties: Tegniek en komposisie (lokomotoriese bewegings en aksiaal)	Aktiwiteit 2.1
Kwartaal 2	FORMELE ASSESSERING - KWARTAAL 2 Prakties: Tegniek, uitvoering van populêre of sosiale dans en komposisie (tyd, verhoudings)	Aktiwiteit 4.11
Kwartaal 3	FORMELE ASSESSERING - KWARTAAL 3 Prakties: Tegniek en improvisasie (ruimte, krag, verhoudings)	Aktiwiteite 7.9 en 8.5
Kwartaal 4	FORMELE ASSESSERING - KWARTAAL 4 Praktiese eksamens: Uitvoering van klaswerk en groepdans en komposisie (gebare)	Aktiwiteite 10.2, 10.3, 11.3
	FORMELE ASSESSERING - KWARTAAL 4 Skryflike eksamens (Voorbeeld): Terminologie, doel van opwarming en afkoeling, dansgeletterdheid – populêre dans	Aktiwiteit 6.3
	FORMELE ASSESSERING - KWARTAAL 4 Skryflike eksamens (Voorbeeld): insluitend elemente, terminologie, sosiaal, gemeenskap, populêre dans; loopbane	Aktiwiteit 12.2

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



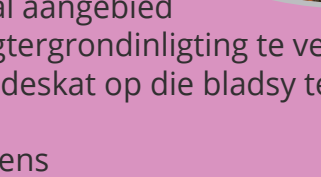
Die protea is 'n blom wat in Suid-Afrika voorkom. Dit is 'n simbool van die nasionale identiteit. Daar is egter talle ander simbole wat ons as belangrike identiteit beskou en wat ons verskillende kulture en strewes as 'n uitbeeld. Hierdie kwartaal ondersoek julle 'n verskeidenheid simbole in die nasionale landskap.

Namate julle deur hierdie drie eenhede werk, sal julle 'n wye begrip ontwikkel van wat ons Suid-Afrikaans maak, en watter simbole ons as 'n nasie verenig. Voor die hand liggende simbole is die Springbok-embleem in rugby en die Protea-embleem in krieket. Albei hierdie embleme se oorsprong lê in ons natuurferies. Die spoed en uithouvermoë van die springbok is vir ons nasionale rugbyspan gekies, en het die gewilde simbool vir die span gebly. Die koningsprotea is ons nasionale blom en was die logiese keuse as 'n simbool vir ons nasionale krieketspan.

Eenheid 6 Skep in 3D: Beeldhouwerk op openbare plekke



In die Westerse kultuur bestaan daar 'n tradisie om die dorpsplein as 'n geskikte openbare ruimte vir 'n beeldhouwerk te gebruik. Die voorkant van belangrike geboue en die mure van die fasade word dikwels gebruik, en so ook die ingangsportale. Katedrale plaas beeldhouwerke van Christus Maagd Maria in prominente posisies in bouwerke teen mure. Michelangelo se **Piëta** is 'n voorbeeld van 'n beeldhouwerk wat die dood aan die kruis simboliseer. Hierdie beeldhouwerk is 'n aan alle mense aanbied in ruil vir hulle lewens. Die ruimte langs die hoofingang van die basilika in Rome is 'n goeie voorbeeld van 'n openbare ruimte.



Beeldhouwerk op openbare plekke

FORMELE ASSESSERING – KWARTAAL 2

Totaal: 40 ÷ 4 = 10

Prakties: Skep in 3D (Aktiwiteite 6.1 - 6.4)



In die volgende aktiwiteit gaan die leerders beeldhouwerk ontwerp wat geskik is vir 'n openbare ruimte, en wat Suid-Afrikaanse simboliek en belangrike uitbeeld. Die doel van die volgende aktiwiteit is om idees en begrip te genereer en om die opsigte van openbare beeldhouwerk en die geskiktheid van 'n bepaalde vorm vir 'n openbare ruimte.

Aktiwiteit 6.1 ★ Dink aan temas

(Klas/deur onderwyser gelei)

In hierdie aktiwiteit hou die leerders 'n dinkskrum oor al die simbole wat hulle kan identifiseer, en met vryheid, stryd en nasionale trots assosieer – simbole wat op 'n Suid-Afrikaanse identiteit betrekking het.

★ Remediëring

5. Laat die leerders posisies oefen. Hulle kan hulle eie liggaam gebruik om poserings te skep wat vryheid of stryd uitbeeld. Hulle kan ook in die posisies van hulle beoogde beeldhouwerk plaas.
6. Moedig die leerders aan om rondom elke posering te staan en die driedimensionele hoeke en die veranderinge in die posering te bespreek.

GRAAD 8 en 9

DANS

Dansuitvoering
Improvisasie en komposisie
Dansteorie en -geletterdheid

DRAMA

Ontwikkeling van dramavaardighede
Drama-elemente in toneelskepping
Waardering en besinning
Drama-elemente in toneelskepping
Media

MUSIEK

Musiekgeletterdheid
Luister na musiek
Voordrag en die skep van musiek

VISUELE KUNSTE

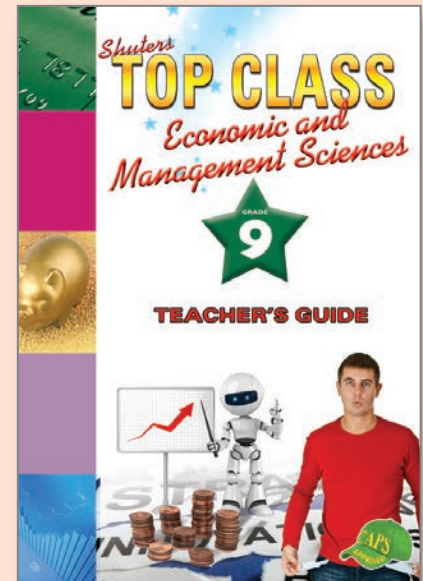
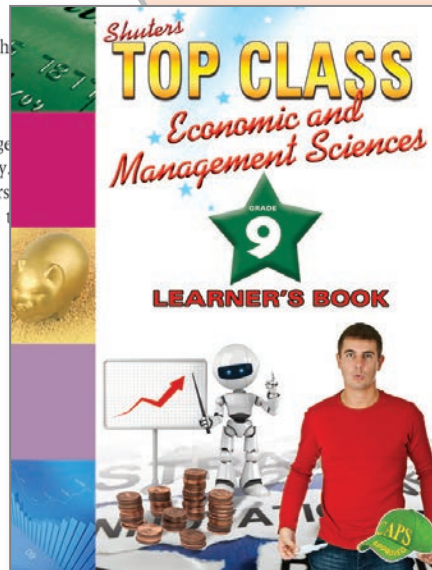
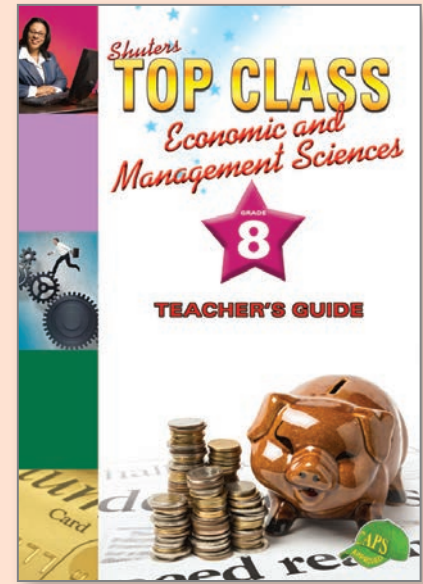
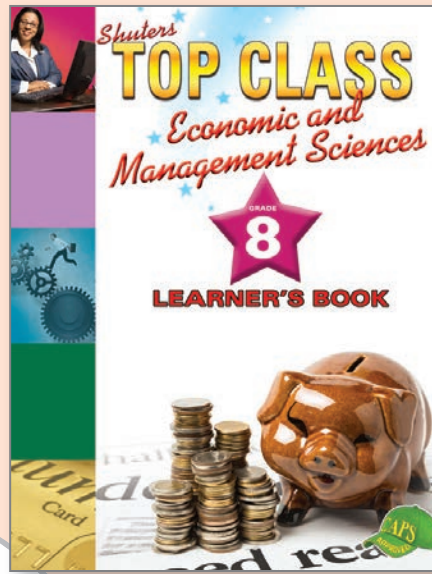
Visuele geletterdheid:
Skep in 2D
Skep in 3D

ENGLISH

ECONOMIC and MANAGEMENT SCIENCES CAPS GRADES 8 AND 9

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.



Effect of cash transactions

ACTIVITY 3

The accounting equation

Learner's Book page 97

How do transactions affect the accounting equation: $A = OE + L$?

Purpose of this activity

In this activity learners will evaluate how any transaction affects the equation $A = OE + L$.

Guidelines for the teacher

Eventually learners will have to post the journal to the General Ledger is a book which summarises the business assets, liabilities and equity. will prepare learners for writing up the ledger. In this activity learners every transaction has a dual effect. In the ledger there are always affected. There is always a debit entry and a credit entry.

Guidelines for the learner

Learners should remember that:

- any possession including money is an asset
- capital or equity is the owner's investment in the business
 - income will increase equity, making the owner worth more
- liabilities are debts

Suggested answers

NB:

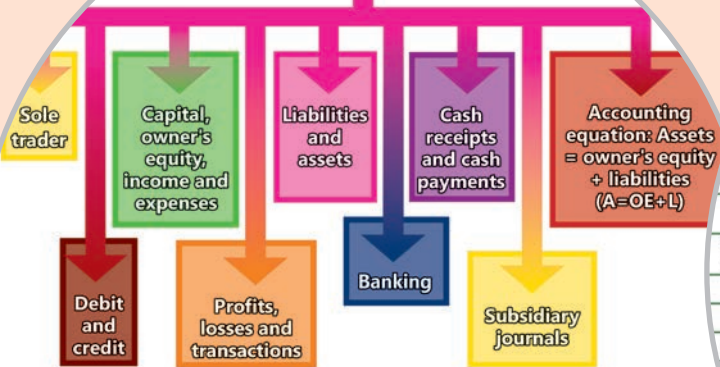
- A plus (+) denotes an increase.
- A minus (-) denotes a decrease.
- A zero (0) denotes no change.

Day	Assets	=	Owner's Equity (Capital + income - expenses)	+	Liabilities
1	[Money received increases assets, Bank increases.] + R50 000		[Capital is equity.] + R50 000		[Only two affected B 0
	[Money received increases s. Bank increases.]		[Income increases equity.] + R1 998		

TEACHER'S GUIDE

GRADE 8	GRADE 9
LEARNER'S BOOK 9781920604820	LEARNER'S BOOK 9781920604844
TEACHER'S GUIDE 9781920604837	TEACHER'S GUIDE 9781920604851

ACCOUNTING CONCEPTS



Unit 6 Sole trader, debit, credit, capital, owner's equity, income, expenses, profit, losses, transactions, liabilities and assets

Sole trader: A sole trader, or sole proprietor, is a person who owns the entire business. Word Box: proprietor: owner; entitled: having a legal right.

Rand	c	Year / Month	Date		
Balance Sheet Accounts Section					
Capital B1					
		2013	1	Bank	CRJ1
Trading stock B2					
31	Bank	CPJ1	20	00	
		2013	31	May	CRJ1
				Cost of sales	12
				Balance	c/d 8
					20 00
June	1	Balance	b/d	8	00
Bank B3					
2013	31	Total Receipts	CRJ1	124	00
				2013	31
				May	CPJ1
				Total Payments	20 00
				Balance	c/d 104 00
					124 00
June	1	Balance	b/d	104	00
Nominal Accounts Section					
Sales N1					
		2013	31	Bank	CRJ1
					24
Cost of sales N2					
		Trading stock	CRJ1	12	00

LEARNER'S BOOK

- Comprehensive Year Plan
- New vocabulary and Key Concepts
- Relevant reinforcement Activities
- Guidelines for examination preparation, study techniques and examination writing skills

GRADE 8 EMS YEAR PLAN

Week	Topic	Hours	Start	End
	Revision of the work covered in Grade 7	(2 hours)		
Section 1: Government (4 hours)				
Week 2 – Unit 1	Meaning of government and different levels of government	(2 hours)		4
Week 3 – Unit 2	Roles of the different levels of government in respect of households and businesses (both as consumer and producer) in the use of resources and services	(2 hours)		5
Section 2: National Budget (4 hours)				
Week 4 – Unit 3	Government revenue and government expenditure	(2 hours)	10	15
Week 5 – Unit 4	The influence of the National Budget on growth and redressing of economic inequalities	(2 hours)	13	23
FORMAL ASSESSMENT Data response 15				
Section 3: Standard of living (2 hours)				
Week 6 – Unit 5	Lifestyles, self-sufficient societies, modern societies, rural societies, impact of development on the environment, unemployment, productive use of resources to promote a healthy environment	(2 hours)	17	19
FORMAL ASSESSMENT 17				
FINANCIAL LITERACY				
Accounting concepts (4 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 8

THE ECONOMY
Government / National Budget / Standard of living

FINANCIAL LITERACY
Accounting Concepts / Source documents / Cash Receipts Journal (service) / Cash Payments Journal (service) / Overview of the accounting cycle / Cash Receipts Journal (service) / General Ledger and Trial Balance (service)

ENTREPRENEURSHIP
Factors of production / Markets / Forms of ownership / Levels and functions of management
Formal assessment: End-of-year examination
Glossary / Photocopiable templates

GRADE 9

FINANCIAL LITERACY
Cash Receipts Journal and Cash Payments Journal (sole trader)

THE ECONOMY
Economic systems / The circular flow / Price theory / Trade unions

FINANCIAL LITERACY
General Ledger and Trial Balance (sole trader)
Credit transactions – debtors
Credit transactions – creditors
Transactions – cash and credit

ENTREPRENEURSHIP
Sectors of the economy / Functions of a business / Business plan
Formal assessment: End-of-year examination
Glossary
Photocopiable templates

AFRIKAANS EKONOMIESE en BESTUURSWETENSKAPPE KABV GRAAD 8 EN 9

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.



heid 27 Effek van kontant
rekeningkundige verge

AKTIWITEIT 1

★ Ontvangste of betalings

Leerd-
boek bladsy
107

Doel van hierdie aktiwiteit

In hierdie aktiwiteit sal leerders besluit of die transaksie 'n ontvangste of 'n betaling is. Ontvangste sal in die KOBJ aangeteken word.

Riglyne vir die opvoeder

Die taak kan mondelings as 'n groeps- of klasaktiwiteit gedoen word. Die opvoeder rondgaan en leerders vra om die aard van die transaksie (betaling) te identifiseer.

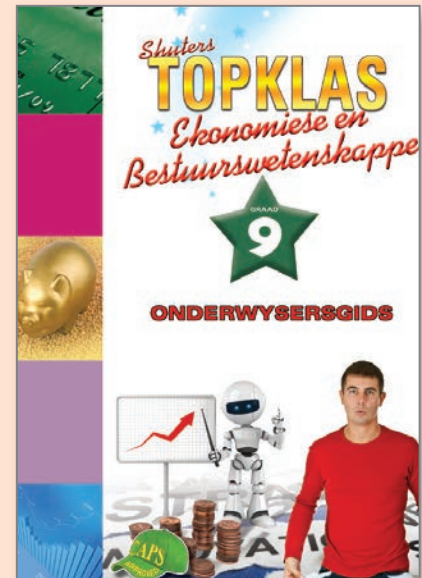
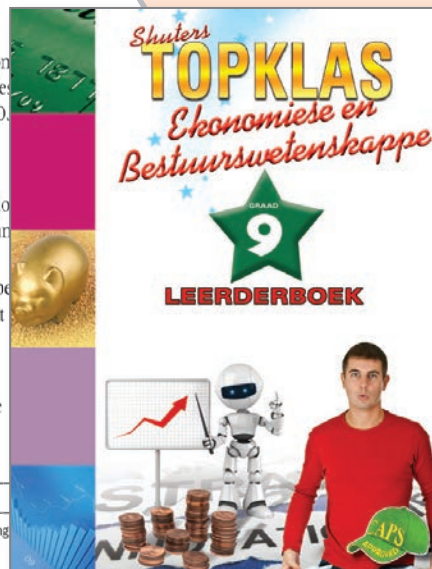
Dit moet beklemtoon word dat die transaksie vanuit die besigheid beskou word wat beteken dat die leerders hulself altyd moet identifiseer as 'n ontvang of 'n betaling van geld.

Riglyne vir die leerder

Leerders moet self lees en besluit of 'n bepaalde transaksie 'n ontvangste of 'n betaling van geld verteenwoordig.

Voorgestelde antwoorde

Datum	Dag	Transaksie
2014 Januarie	1	Don deponeer sy persoonlike tjek van R120 000 in die bankrekening vir 'n ontvangste. Dit was sy kapitaalbydrae. Die besigheid reik kwitansie 01 vir Don uit.
	5	Don koop grassnyers en ander tuingereedskap van Keep Tidy, R9 500. Hy gebruik 'n betaalkaart vir 'n betaling.
	8	Die besigheid koop faktuurboeke en ander kantoorskryfbehoeftes, R1200. Die besigheid betaal per tjek 02.
	10	Koop 'n bakkie gekoop, R85 000, van Used Cars en betaal per tjek 03. Die bakkie het brandstof volgemaak, R400, en gebruik 'n betaalkaart.



ONDERWYSERSGIDS

GRAAD 8	GRAAD 9
LEERDERBOEK 9781920604882	LEERDERBOEK 9781920604905
ONDERWYSERSGIDS 9781920604899	ONDERWYSERSGIDS 9781920604912

LEWENS-STANDAARD



Eenhed 5
 Leefstyl, selfversorgende gemeenskappe, moderne gemeenskappe, landelike gemeenskappe, impak van ontwikkeling op die omgewing, werkloosheid, produktiewe gebruik van hulpbronne om 'n gesonde omgewing te bevorder

Nuwe Woorde

beduidend: belangrik

Kom ons verwys terug na die Debiteurejoernaal van Pet's Parlour

Debiteurejoernaal van Pet's Parlour Junie 2013

Dag	Besonderhede	Folio	Verkope	Koste van verkope
23	M Simkins	DG 1	19 00	9 00
24	K Xulu		150 00	80 00
25	P Naidoo		500 00	460 00
			669 00	549 50
	Onthou die 4 inskrywings wat gemaak word as goedere verkoop word.		Dt Verkope N1 Kt Debiteurekontrolle 32	Dt Koste van verkope N2 Kt Handelsvooraaade B1

Bestudeer die joernale en rekeningkundige reëls hierbo. Kyk hoe die joernaal na die grootboekrekeninge hieronder oorgesluit is.

Algemene Grootboek van Pet's Parlour

Jaar / maand	Datum	Besonderhede	Folio	Rand	c	Jaar / Maand	Datum	Besonderhede	Folio	Rand	c
Balansstaatrekening Afdeling Handelsvoorraad											
31	Saldo	a/d	xxx			2013 Junie	30	Koste van verkope	DJ6		
Debiteurekontrolle											
			DJ6	669	00						
Nominale rekening Afdeling Verkope											

LEERDERBOEK

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

GRAAD 8 EBW JAARPLAN

Kwartaal 1		
DIE EKONOMIE		
Week 1	Hersiening van Graad 7 werk (2 ure)	1
Afdeling 1: Die owerheid (4 ure)		
Week 2 – Eenheid 1	Wat beteken die owerheid en die verskillende vlakke van owerheid (2 ure)	4 5
Week 3 – Eenheid 2	Rolle van die verskillende vlakke van owerheid ten opsig van huishoudings en ondernemings (beide as verbruiker en produsent) in die gebruik van hulpbronne en dienste (2 ure)	5 8
Afdeling 2: Nasionalebegroting (4 ure)		
Week 4 – Eenheid 3	Staatsinkomste en -besteding (2 ure)	10 11
Week 5 – Eenheid 4	Die invloed van die Nasionalebegroting op groei en die regstelling van ekonomiese ongelykhede (2 ure)	13
FORMELE ASSESSERING	Datarespons	
Afdeling 3: Lewensstandaard (2 ure)		

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 8

DIE EKONOMIE

Die owerheid / Nasionalebegroting / Lewensstandaard

FINANSIËLE GELETERDHEID

Rekeningkundige begrippe / Brondokumente / Oorsig van die rekeningkundige siklus / Kontantontvangstejoernaal (dienste; diensonderneming) / Algemene grootboek en proefbalans (diens)

ENTREPRENEURSKAP

Produksiefaktore / Markte / Vorme van eienaarskap / Vlakke en funksies van bestuur
 Voorbereiding vir die eksamen / Woordelys / Voorbeelde om te fotostateer

GRAAD 9

FINANSIËLE GELETERDHEID

Kontantontvangstejoernaal en die Kontantbetalingsjoernaal (alleenhandelaar) / Algemene grootboek en proefbalans (alleenhandelaar) / Krediet-transaksies – debiteure en krediteure / Transaksies – kontant en krediet

DIE EKONOMIE

Ekonomiese stelsels / Die ekonomiese kringloop / Prysteorie / Vakbonde

ENTREPRENEURSKAP

Sektore in die ekonomie / Funksies van 'n besigheid / Sakeplan
 Voorbereiding vir die eksamen / Woordelys / Voorbeelde om te fotostateer

ENGLISH

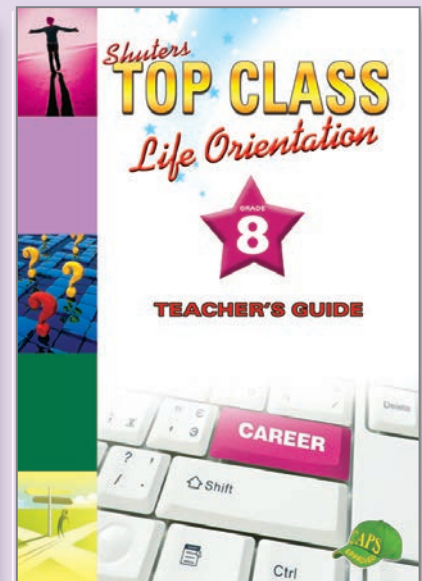
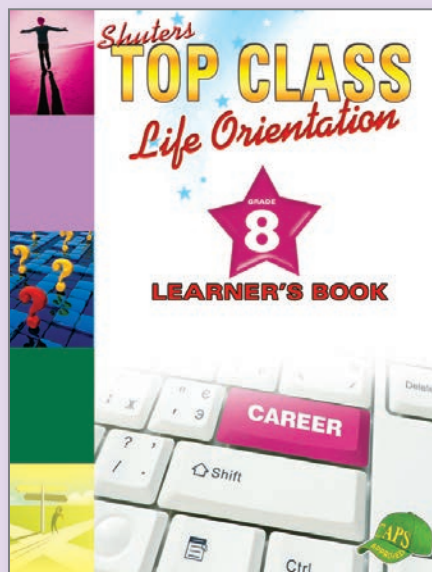
LIFE ORIENTATION

CAPS GRADES 8 AND 9

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



This lesson will be devoted to the presentation of the work done in the last lesson. Stress the necessity of active listening to their presentation quietly and without interruption. You could allow the rest of the class to ask the group questions in a category.

For a class of 30 learners you could allow 8 - 10 minutes for each group. Each member of the group would then speak for about 2 minutes. In a large class, less time will be available for each group.

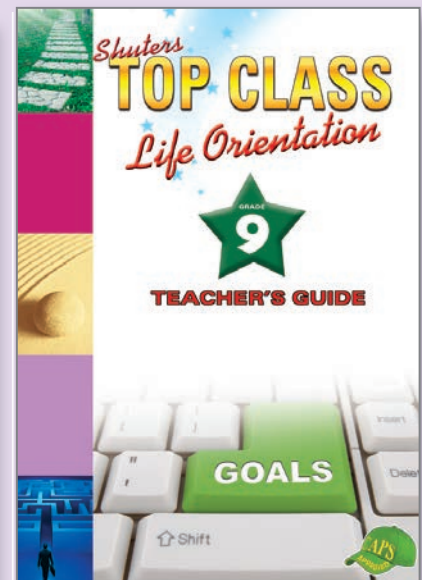
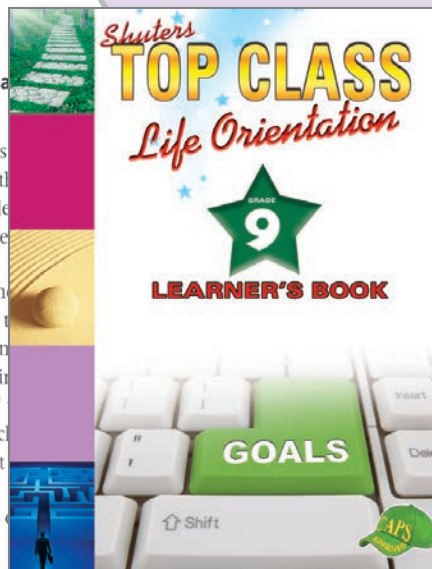
Lesson 4 – 1 hour

The role of work in relation to South Africa's social and economic development
Identify needs in the community and country

Begin the lesson by asking the class what they understand by work. In questioning the learners you should be able to raise the issue of different communities at the same time, for example a school community, a residential community. Ask the learners to identify the needs of these communities and write these on the board.

Ask the class to identify what they think the needs of these communities are and how these needs are satisfied. Write these needs on the board. Discuss the needs of each community and discuss how different communities are satisfied. For example, the needs of a school community will include suitable classrooms, washroom facilities, and forms of transport. One residential community might have basic needs, such as water and electricity. Another, wealthier community might have better lights, and rubbish collection.

After your class discussion, read the text on page 63-64 and discuss it with the class.



★ ACTIVITY 11.2: Needs of the South African Community

Group activity

- Ask the group to study and discuss the map on page 63.
- Each member of the group should copy the map and discuss the answers and complete the activity.

TEACHER'S GUIDE

GRADE 8	GRADE 9
LEARNER'S BOOK 9781920604080	LEARNER'S BOOK 9781920604103
TEACHER'S GUIDE 9781920604097	TEACHER'S GUIDE 9781920604110

Resources
Book pages 63-66

Resources
Book page 64

social group. Violence against women is **pervasive*** yet least recognised human rights violation (UN Chronicle, 25/02/2012) Because it threatens the **autonomy*** of women and girls, violence against women is impossible for women to take part in society and fulfil their potential as human beings.

Notepad

A person who has experienced gender-based violence is called a survivor or victim. The terms 'victim' and 'survivor' can be used interchangeably. 'Victim' is a term often used in the legal and medical sectors. 'Survivor' is the term generally preferred in the psychological and social support sectors because it implies **resilience***.

Word Box

Coercion: force

Arbitrary deprivations: the denial of rights or privileges without any logic or reason

Comprehensive: all encompassing;

Efficiency: sufficiency;

Around the world, at least one in every three women has been beaten, coerced into sex, or otherwise abused by a man in her lifetime. More than 20 % of women are reported to have been abused by men with whom they live.

- Nearly 50% of all sexual assaults worldwide are against women aged 15 years or younger (UNFPA, 2005).
- In a study conducted in KwaZulu Natal, more than 70% of girls aged 15-19 reported that they had lost their virginity through force, coercion or trickery (UNAIDS, 2007).
- Among women aged 15-44 years, gender-based violence accounts for more death and disability than the combined effects of cancer, malaria, traffic-related injuries and HIV/AIDS.
- Women who are victims of domestic violence are more likely to attempt suicide than those who do not experience violence.
- Each year, 2 million girls between ages 5 and 14 are forced into the commercial sex industry.
- Violence against women is one of the leading causes of death and disability amongst women aged 15-44 years.

Constitutional rights and responsibilities

Accessing to citizens' rights and responsibilities

Building a human rights culture in South Africa

In order for a human rights culture to exist in a society, people need to know their own rights and understand and respect the rights of others. The South African Constitution contains a Bill of Rights that **guarantees*** our rights and allows us to defend them in court. But building a human rights culture depends mostly on the attitudes of individuals, and the respect and tolerance that they show towards other people.

Notepad

We say that a person is tolerant when they accept differences in other people's actions, cultures, or sexual orientation. A tolerant person will allow them to express their opinions to his or her without shouting at or assaulting them.

Word Box

guarantee: official promise

impairment: damage to health

self-reliant: being able to manage things without help from others

rehabilitation: helping someone to get back to health and normal life

vocation: a job or profession

Disability: a physical, mental, intellectual or sensory **impairment*** that prevents a person from fully participating in the right to live normal individual or social lives because of that impairment.

Respect for others' rights: People living with different abilities

In 2007, the General Assembly of the United Nations adopted the Convention on the Rights of Persons with Disabilities. Any country or organisation that accepts the Convention has to promote, protect and ensure that people with disabilities enjoy all their human rights as well as equality under the law. South Africa signed in 2007.

Under the Convention, people living with disabilities are those who do not have the same fundamental rights as able-bodied people.

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)

Gender-based violence

Lesson by finding out how much understanding the learners have about gender-based violence. Ask the class what forms they think this violence takes in South Africa. Make sure that they understand that although gender-based violence can be directed against both sexes, it is mostly women and girls who are the sufferers.

Ask the learners if they know what stereotypes are and to give the stereotypical characteristics of men and of women. Try to get the learners to make a connection between the stereotyping of women's roles and violence towards women.

It would probably be best to read the text on pages 169-170 of the Learner's Book aloud to the class, to allow for some discussion and for questions. Make sure that learners know the meanings of any words that are unfamiliar to them. You could ask them to consider why violence, particularly against women, persists despite universal recognition of the problem and existing legislation.

Resources

- Learner's Book pages 169-175

★ ACTIVITY 23.6: Understanding gender-based violence

Resources

- Learner's Book page 171

Pair activity

Ask the learners to discuss each question with a partner. They should decide whether the statement is true or false.

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 8

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

- United Nations Universal Declaration of Human Rights
- First Aid
- Assessment with specific reference to Life Orientation
- Sample lesson plan
- Year plan
- Inclusivity and equity in the classroom
- Glossary

GRADE 9

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

- Physical Education Improvement Chart for circuit training
- First Aid for Physical Education
- Water games for Physical Education
- Assessment with specific reference to Life Orientation
- Sample lesson plan
- Year plan
- Inclusivity and equity in the classroom
- Glossary

AFRIKAANS LEWENSORIËTERING KABV GRAAD 8 EN 9

Shuters TOPKLAS

SHUTERS TOPKLAS LEWENSORIËTERING 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



geld vandaan kry.

Baie van die leerders sou nie voor...
geld en dis dit! Jy sal nou die begrip van...
leerders sou al gehoor het hoe hulle ouers of...
maar jy sal inkomstebelasting en ander vorme...
aangesien die begrip vir baie leerders onbekend...
Die regering voorsien in maatskaplike behoeftes...
te stel en om welsynstoelae te betaal aan diege...

Hoe kan werk in Suid-Afrika se ekonomiese

Lees die teks op bladsy 66 van die Leerdersboek...
verstaan dat tensy mense werk en 'n inkomste...
in die vorm van inkomstebelasting kan bydra...
beskikbaar is, sal dus minder wees as minder m...

★ AKTIWITEIT 11.3: Hoe we... en ekonomiese behoeftes

Twee-twee-aktiwiteit

- Vra die leerders om weer die teks te lees...
ekonomiese behoeftes bydra.
- Hulle bespreek die vrae twee-twee.
- Hulle moet hulle antwoorde individueel neerskryf.

Voorgestelde antwoorde

1. Mense werk om geld te verdien om in hulle b...
2. Die regering kry geld deur belasting...
maatskappybelasting en belasting op...
3. Die regering gebruik die geld om...
behoefte te voorsien. Dit sluit...
welsynstoelae, bel...

Hulpbronne
boek bladsy 67

ONDERWYSERSGIDS

GRAAD 8	GRAAD 9
LEERDERBOEK 9781920604141	LEERDERBOEK 9781920604165
ONDERWYSERSGIDS 9781920604158	ONDERWYSERSGIDS 9781920604172

Stap 5: Kyk terug en leer

Stap 4: Doen wat jy besluit om te doen

Stap 3: Evalueer elke opsie

Stap 2: Beskryf moontlike oplossings

Stap 1: Identifiseer die probleem

Waardevenster

Ekklusiewe: om 'n verhouding te hê met net een ander persoon

Kom ons kyk na hoe een meisie die IDEAL-probleemoplossingsprosedure gebruik het om te besluit of sy 'n kêrel moet hê of nie. Lees wat sy vanaf Stap 1 onderaan tot bo by Stap 5 gedoen het.

Stap 5: Besin en beweeg aan
As ek doen wat ek besluit en aanbeweeg, besef ek dat ek die res van my lewe sal hê om 'n volwassene te wees. Om "cool" in my vriende se oë te wees, is 'n goed genoeg rede om op te hou om met almal pret te hê nie.

Stap 4: Doen wat jy besluit om te doen
Ek het besluit om opsie 3 te kies. Ek sal my vriend vertel dat ek te jonk is om 'n vaste kêrel te hê.

Stap 3: Evalueer elke opsie
Is die keuse regverdig en eerlik vir my en ander? Sal ek trots wees op hierdie keuse?

Opsie 1: Stem in om sy vaste meisie te wees.

- Ek sal nie met ander seuns kan uitgaan nie.
- Ons vriendskap sal bederf word deur jaloesie oor mekaar se ander vriende.

Opsie 2: Weier volstrek en sê jy wil nie met hom uitgaan nie.

- My vriend sal seergemaak voel en sal miskien nie met my praat nie.
- Miskien sal ek eendag reg wees om met hom uit te gaan, maar my gevoelens seermaak, kan ek die kans verloor.

Opsie 3: Vertel hom jy wil graag vriende met hom wees maar dat jy nie in 'n eksklusiewe* verhouding te wees.

- Ek sal bly wees as ons vriende kan bly en saam kan speel.
- Hy mag teleurgesteld wees en ons vriendskap kan bederf word.

Gesondheids-, sosiale en omgewingsverantwoordelike gedrag

Gesondheids- en veiligheidskwessies wat verband hou met geweld

Dit is belangrik dat jy weet wat konflik is en hoe om daarmee om te gaan. Konflik vind oral plaas – by die huis, in skole, op die speelgrond, by die werk, in buurte en tussen laatses. Konflik is deel van menswees. Dit vind plaas as mense verskillende idees het of verskillende dinge benodig. Konflik is normaal. Die manier waarop ons egter konflik hanteer, kan 'n probleem wees. Dit kan tot 'n negatiewe, gewelddadige wyse hanteer.

Algemene gewelddade by die huis, skool en in die gemeenskap

Geweld is die gebruik van liggaamlike krag om mense of eiendomme te beseer of seer te maak. Geweld kan liggaamlike pyn asook emosionele ellende veroorsaak vir diegene wat dit óf ervaar óf waarnaem*. Individue, families, skole, werkplekke, gemeenskaplike samelewings en die omgewing word alles deur geweld benadeel. Geweld kan baie vorme aanneem.

Soorte algemene gewelddade

- familiegeweld, wat dikwels as "huishoudelike misdaad" bekend staan, misbruik van kinders, **kindermishandeling**, mishandeling van **eggenote*** en vroueslaag.
- skoolgeweld, wat geweld tussen leerders is.
- werkgroepsgeweld, wat geweld tussen werkers is.
- buurtgeweld, wat geweld tussen buurte is.
- politiegeweld, wat geweld tussen polisie en burgers is.
- staatsgeweld, wat geweld tussen staatsmagte is.

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*)

...nulp behels die gebruik van gesonde verhoudings om hulp opdaag.

- Om hulp in te roep, is die belangrikste ding wat jy tydens 'n noodgeval moet doen.

Om 'n noodtelefoonoproep te maak:

1. Haal diep asem om te kalmteer.
2. Skakel jou plaaslike noodnommer (vra jou onderwyser om julle plaaslike noodnommer vir jou te gee en vul dit op 'n veilige plek in waar onthou dat jy dit neergeskryf het).
3. Sê vir wie ook al die oproep beantwoord dat daar 'n noodgeval is.
4. Sê jou naam en waar julle is – die presiese adres as jy dit ken.
5. Verduidelik wat gebeur het en hoeveel mense beseer is. Verskaf soveel besonderhede as moontlik.
6. Volg al die persoon se instruksies sorgvuldig.
7. Bly op die lyn totdat hulle sê dat jy die oproep mag beëindig.
8. As jy nie presies weet waar julle is nie – bly op die lyn sodat die noodhulpdele jou kan vind – moenie die telefoon neersit nie.
9. Bly by hulle totdat hulp opdaag en bly kalm.
10. Praat saggies met die persoon.

Veiligheidswenke

- Voor jy enigiets doen om iemand anders te help, moet jy seker maak dat jy veilig is.

ONDERWYSERSGIDS

- 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 8

- Selfontwikkeling in die samelewing
- Liggaamsopvoeding
- Die wêreld van werk
- Gesondheids-, sosiale en omgewingsverantwoordelike gedrag
- Grondwetlike regte en verantwoordelikhede
- Verenigde Nasies se Universele Handves van Menseregte
- Liggaamsopvoeding: Noodhulp
- Assessering met spesifieke verwysing na Lewensoriëntering
- Voorbeeld van lesplan
- Jaarplan
- Inklusiwiteit en gelykheid in die klaskamer
- Woordelys

GRAAD 9

- Selfontwikkeling in die samelewing
- Liggaamsopvoeding
- Die wêreld van werk
- Gesondheids-, sosiale en omgewingsverantwoordelike gedrag
- Grondwetlike regte en verantwoordelikhede
- Liggaamsopvoeding-verbeteringskaart
- Noodhulp vir Liggaamsopvoeding
- Waterspeletjies vir Liggaamsopvoeding
- Assessering met spesifieke verwysing na Lewensoriëntering
- Hoe om hierdie Onderwysersgids te gebruik
- Voorbeeld van lesplan
- Jaarplan
- Inklusiwiteit en gelykheid in die klaskamer
- Woordelys

AFRIKAANS

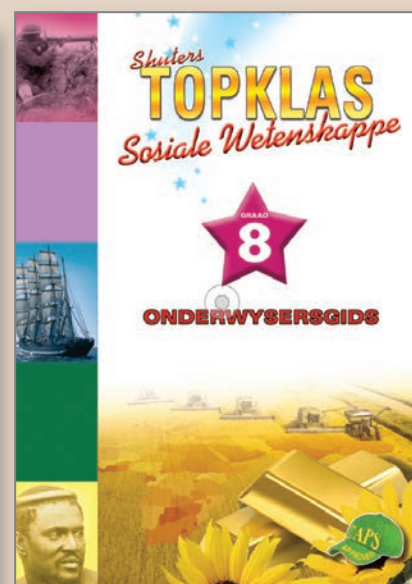
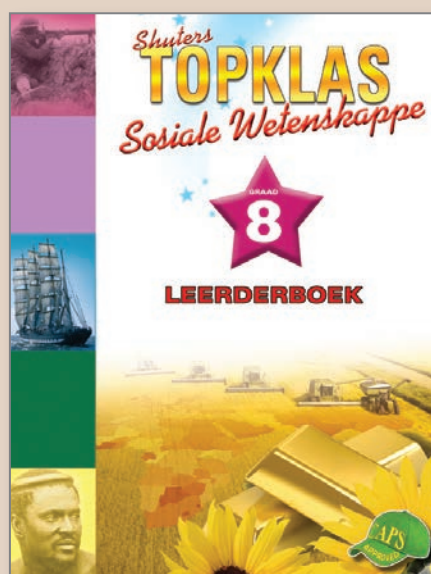
SOSIALE WETENSKAPPE

KABV GRAAD 8 EN 9

Shuters TOPKLAS

SHUTERS TOPKLAS SOSIALE WETENSKAPPE

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

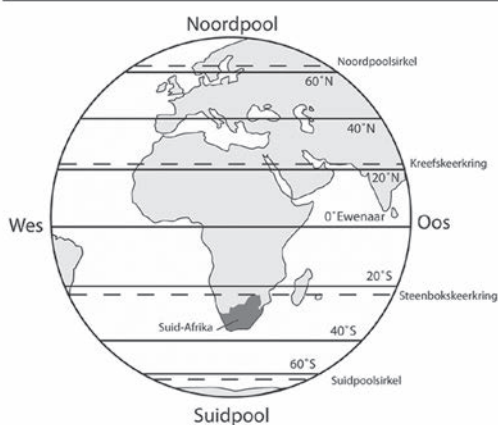


Kaarte en atlasse

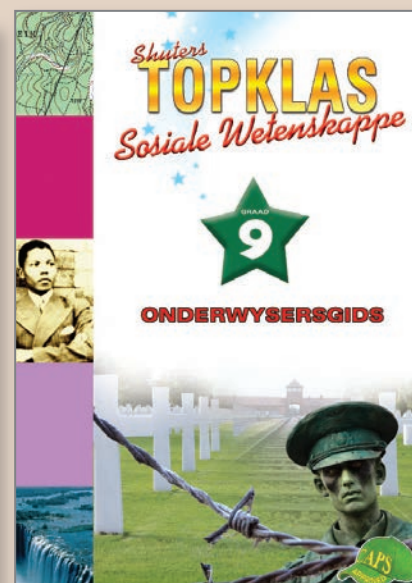
eenheid, word daar aanbeveel dat u eers alles oor breedtegraad en lengtegraad leer. Daarna kan u die twee saam te onderrig wat daartoe sal lei.

Eenheidsdoelwitte:

- Leerders sal die begrippe breedte- en lengtegraad verstaan
- Leerders sal weet hoe om met grade en minute te werk
- Leerders sal vertroue opbou om plekke in 'n atlas te vind
- Leerders sal die verskil tussen groot- en kleinskaalkaarte verstaan
- Leerders sal verstaan waarom verskillende skale in 'n atlas gebruik word



Kry die ewenaar op u aardbol. Merk 0° op hierdie lyn. Merk 90° op of naby hierdie ligging. Skryf 90° op of naby hierdie ligging. Die N en S simbole dui rigtings aan. N staan vir Noord en S staan vir Suid.



ONDERWYSERSGIDS

GRAAD 8	GRAAD 9
LEERDERBOEK 9781920604349	LEERDERBOEK 9781920604363
ONDERWYSERSGIDS 9781920604356	ONDERWYSERSGIDS 9781920604370

...se medisyne, ...logie, kultuur en ...at.
 ...n kontant-vir-arbeid-ekonomie Afrika-mense is g... te voorsien om die E... ontgin of verwerk.

Woordeboek
 heidene: Christelike

Weg van kolonisasie: watter lande watter dele van Afrika gekoloniseer het

...eronder is 'n lys van koloniserende lande en die grondgebiede in Afrika wat hulle gekoloniseer het. (Die moderne naam vir die Afrika-land, indien anders, verskyn in hakies.)

Weg van lengte- of breedtegraad

...graad lengte- of breedtegraad kan verdeel word in 60 minute (minuut) wat op die kante van 'n 1:50 000 kaart gemerk is. 1' (minuut) kan verdeel word in 60" (sekondes).

Weg van lengte- of breedtegraad

...n vel papier as 'n reghoek te gebruik: ...pier het dieselfde grootte as 'n tekenriehoek. ...A4-vel papier en plaas dit op 'n 1:50 000-kaart. ...al enige punt op die kaart, ...iek en die koördinate van hierdie plek kan dan afgelees word.

Weg van lengte- of breedtegraad

...n vel papier te gebruik om die koördinate van 'n plek te bepaal

- 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

Kontoerlyne

Die konsep kontoerlyne

Kontoerlyne is denkbeeldige lyne van gelyke hoogte wat getoon word met bruin lyne op topografiese kaarte en met swart lyne op aasetaatpapier.

1. Werk met riefelkarton. Hierdie materiaal is geredelik beskikbaar en is toepaslik stewig en snybaar om gebruik te word om die model te maak, en dun papier wat in die model gebruik word om die model gladgemaak word om dit meer realisties te maak.

...vel aasetpapier met kontoere daarop afgetrek

...kontoere is duidelik wanneer hulle van bo af gesien word

...dwarsprofiel

...wisselende watervlakke toon die hoogte van die kontoere

...kontoerkaart op oorhoofse projektorskerm

...kontoerintervalle wanneer hulle gesien word

...model op oorhoofse projektor

- 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

SIEN BLADSY 48 VAN HIERDIE KATALOGUS: SHUTERS-MACMILLAN ATLAS VIR SUID-AFRIKA AFRIKAANS & ENGELS

GRAAD 8

Kaarte en aardbolle
 Die Industriële Revolusie in Brittanje en Suider-Afrika vanaf 1860
 Klimaatstreke
 Die Minerale Revolusie in Suid-Afrika
 Nedersetting
 Eenheid
 Stormloop vir Afrika
 Vervoer en handel
 Die Eerste Wêreldoorlog (1914-1918)
 Hersiening, assessering en terugvoering
 Voorbeelde van jaareindeksamens

GRAAD 9

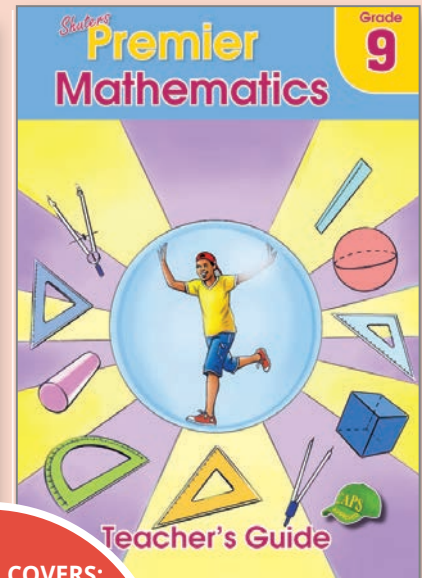
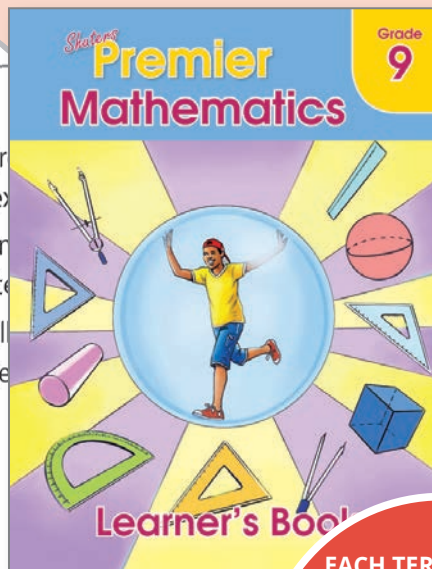
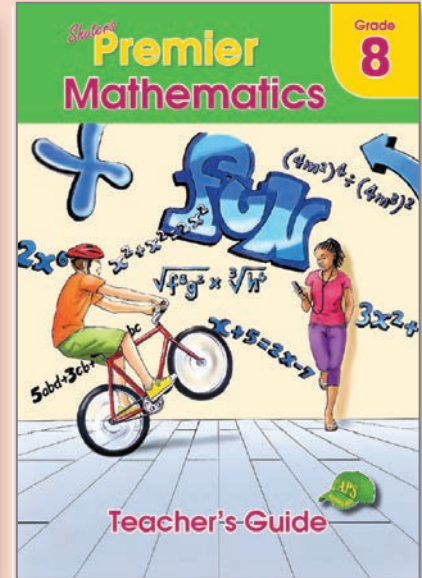
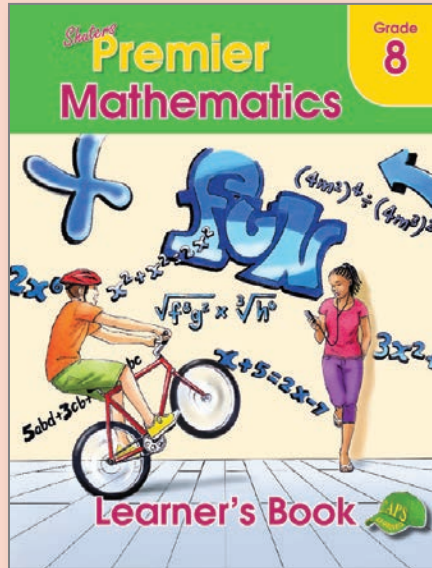
Kaartvaardighede
 Die Tweede Wêreldoorlog (1919-1945)
 Ontwikkelingskwessies
 Die Kerntydperk en die Koue Oorlog
 Oppervlakkragte wat die aarde vorm
 Keerpunte in die Suid-Afrikaanse geskiedenis
 Hulpbrongebruik en volhoubaarheid
 Keerpunte in die Suid-Afrikaanse geskiedenis: 1960, 1976 en 1990
 Hersiening, assessering en terugvoering
 Formele assessering

ENGLISH MATHEMATICS CAPS GRADES 8 AND 9

Shuters Premier

SHUTERS PREMIER MATHEMATICS

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



EACH TERM COVERS:

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

NUMBERS, OPERATIONS AND RELATIONSHIPS

Unit 3

Exponents

NUMBERS, OPERATIONS AND RELATIONSHIPS

Overview

In this unit we revise square numbers and the learners know about exponents. We will further compare and contrast powers and learners being able to write them in exponential form. In this unit the learners will learn to use exponents and solve contextual problems in exponential form.

Guidelines for lessons

Exercise 1 Mental calculations

- Learner's Book page 26.
- The learners must understand that a power is a number expressed in exponential form.
- Firmly discourage the use of calculators as this is purely mental calculations.
- Work through the notes and examples in the Learner's Book.

Answers:

- 4
 - x
 - 7
 - three
 - two
 - seven
- Square numbers 1; 4; 9; 16; 25; 36; 49; ...
- Cube numbers 1; 8; 27; 64; 125; ...

TEACHER'S GUIDE

GRADE 8	GRADE 9
LEARNER'S BOOK 9781775880585	LEARNER'S BOOK 9781775880608
TEACHER'S GUIDE 9781775880592	TEACHER'S GUIDE 9781775880615

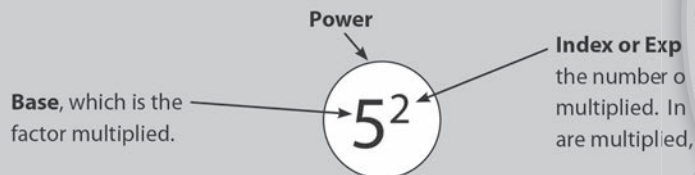
Exponents

EXERCISE 1 Mental calculations

Remember:

Numbers can be represented in exponential form, for example $25 = 5^2$.

- Numbers in exponential form are read as 'a to the power of b'.
- 5^2 is known as a power and is read as '5 to the power of 2'. This means 5 multiplied by 5.
- All numbers expressed in exponential form have two parts, e.g.



When you find the square root or cube root of a number you are finding the inverse operation of squaring or cubing. For example, the square root of 25 is 5.

Finding the square root of a number is the inverse operation of squaring.

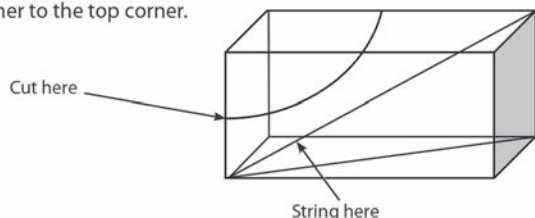
LEARNER'S BOOK

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

Theorem of Pythagoras

Work page 117.

The learners how the Theorem of Pythagoras can be applied to a rectangular prism. They need a cereal box for this exercise. The activity could be done as a group activity with a group of about 4-6 learners per box. In preparation for this lesson the teacher should cut the box so that the learners can see the diagonal inside the box. The learners should draw in the diagonal line along the base and take a piece of string from the base corner to the top corner.



Once the lines are drawn, the learners could measure along the base as marked and use Pythagoras to calculate the length of the diagonal and then measure the string to check.

The learners could then measure the height to the top of the string and use Pythagoras to calculate the length of the string.

GRADE 8

NUMBERS, OPERATIONS AND RELATIONSHIPS
Whole numbers
Integers
Exponents
Common fractions
Decimal fractions
PATTERNS, FUNCTIONS AND ALGEBRA
Numeric and geometric patterns
Functions and relationships
Algebraic expressions
Algebraic equations
Graphs

SPACE AND SHAPE
Construction of geometric figures
Geometry of 2D shapes
Geometry of 3D objects
Geometry of straight lines
Transformation geometry
MEASUREMENT
The Theorem of Pythagoras
Area and perimeter of 2D shapes
Surface area and volume of 3D objects
DATA HANDLING
Collect, organise and summarise data
Probability

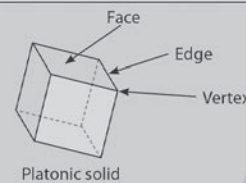
GRADE 9

NUMBERS, OPERATIONS AND RELATIONSHIPS
Whole numbers
Integers
Common fraction
Decimal fractions
Exponents
PATTERNS, FUNCTIONS AND ALGEBRA
Numeric and geometric patterns
Functions and relationships
Algebraic expressions
Algebraic equations
Graphs

SPACE AND SHAPE
Construction of geometric figures
Geometry of 2D shapes
Geometry of 3D objects
Geometry of straight lines
Transformation geometry
MEASUREMENT
The Theorem of Pythagoras
Area and perimeter of 2D shapes
Surface area and volume
DATA HANDLING
Collect, organise, summarise, represent, interpret, analyse and report data
Probability

Triangle	A shape made from three or more sides with the same length.
Polygon	A polygon where all sides are of equal length and all angles are equal.
Platonic solid	A solid in which every face is a polygon.
Face	A solid in which all faces are regular polygons and the same number of faces meet at each vertex.
Edge	The plane surface on a polyhedron.
Vertex	A line segment where two faces meet.
Pyramid	A corner where a number of edges and faces meet.
Prism	A 3D solid that consists of a polygon as a base and all the side faces meet at single vertex.
	A 3D shape that consists of two faces that are polygons and are parallel to each other.

- In Grade 8 you learnt about Platonic solids.
- These solids can be classified into their different categories according to their shape, number of faces, number of vertices and number of edges.
- The name of each of the Platonic solids is determined by the number of faces in the solid.



Tetrahedron	Hexahedron	Octahedron	Dodecahedron	Icosahedron
<ul style="list-style-type: none"> • 4 faces • 4 vertices • 6 edges 	<ul style="list-style-type: none"> • 6 faces • 8 vertices • 12 edges 	<ul style="list-style-type: none"> • 8 faces • 6 vertices • 12 edges • 8 equilateral triangles meet at each vertex 	<ul style="list-style-type: none"> • 12 faces • 20 vertices • 30 edges • 12 regular pentagons meet at each vertex 	<ul style="list-style-type: none"> • 20 faces • 12 vertices • 30 edges • 12 regular triangles meet at each vertex

TEACHER'S GUIDE

- Step-by-step guidelines for all lessons
- All assessment tasks required by CAPS
- Fully worked answers to the exercises in the Learner's Book
- Photocopiable tests and exams with relevant memoranda

SEE PAGE 49 OF THIS CATALOGUE: SHUTTERS PREMIER MENTAL MATHS FOR GRADES 8 & 9 ENGLISH & AFRIKAANS

ENGLISH

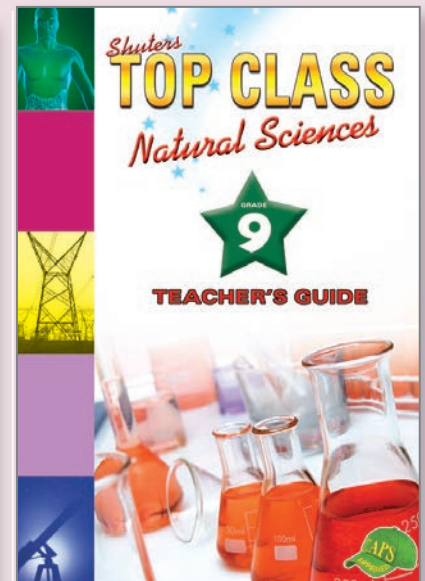
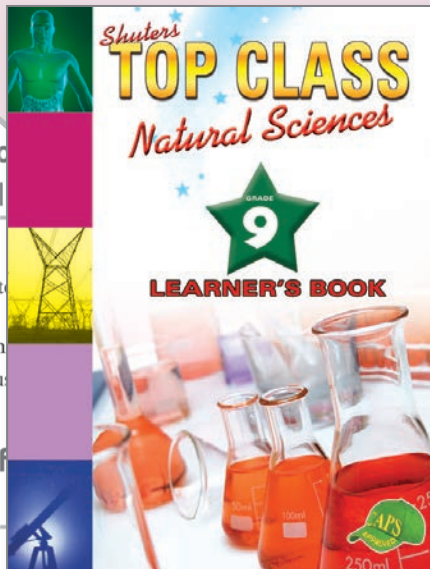
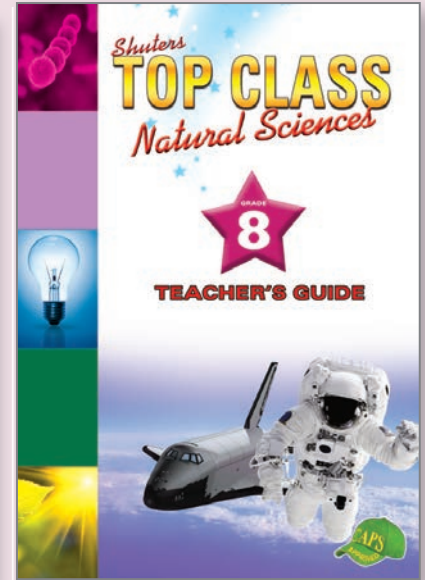
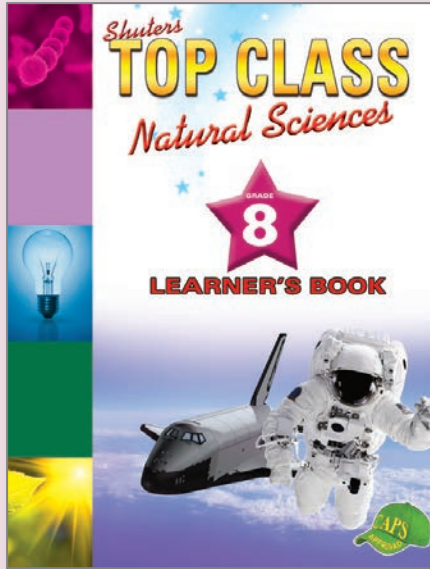
NATURAL SCIENCES

CAPS GRADES 8 AND 9

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
- Includes pictures and illustrations to enrich the learning and teaching experience



Other output devices

These are any devices that will use the current. You have some of these for demonstration when more meaningful for the learners.

★ Activity 9.5 Research the history of electricity in South Africa and

Guidelines

- Learners must write about notable events in the history of electricity in South Africa.
- Compare to the uses in other places as in London and the USA.
- If these are to be part of their notes, then a discussion should be held to ensure all learners have the correct material.

★ Activity 9.6 Find out about different uses of electricity in the electrical field

Guidelines

- This could be done as a class discussion.

You could photocopy Worksheet 9.1 on page 103 in this Teacher's Guide for use with the learners.

WORKSHEET
9.1

Answers to the Questions for revision on page 103 Learner's Book

Question 1

- 1.1 greater ✓
- 1.2 current ✓
- 1.3 electrons ✓
- 1.4 diameter/thickness ✓
- 1.5 greater ✓

TEACHER'S GUIDE

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

GRADE 8	GRADE 9
LEARNER'S BOOK 9781920604561	LEARNER'S BOOK 9781920604585
TEACHER'S GUIDE 9781920604578	TEACHER'S GUIDE 9781920604592

on your drawing. ...
 your drawing showing its re...
 magnification of your drawing co...
 organism e.g. x 1 000.

Step 3 For each micro-organism, calculate how m...
 organisms side by side would be as wide as...
 on your ruler. Write your answer next to each c...

If required, hand in your work for assessment.


Harmful micro-organisms
Some micro-organisms cause disease

A **disease** is something that happens when the body is not w...
 correctly. The part of the body that is not working causes you...
 ill in a particular way. These are called the **symptoms** of the...
 Some diseases happen when the body is damaged by what...
 done, for example, if you twist your ankle and it swells up. M...
 diseases are caused by micro-organisms. An organism that h...
 body and therefore causes disease is called a **pathogen***.

Pathogens are found in all four groups of micro-organisms me...
 on page 48. Let us look at a few examples of these diseases.

Key words
 disease
 symptom
 pathogen
 HIV/AIDS
 immune system

Word Box
Pathogen: an organism that
 uses disease



ACTIVITY 22.2 Investigate
Lead is extracted from its ore

Teacher demonstration

Step 1 Use the spatula or knife to make a small hole in...
 block. Leave the loosened carbon powder in the...

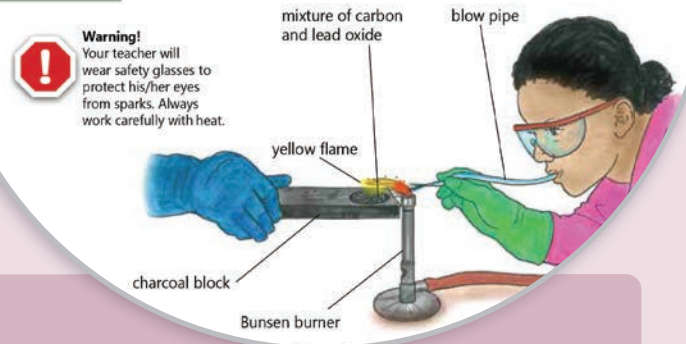
Step 2 Mix the loosened carbon powder with an equal amo...
 of lead oxide powder. Moisten the mixture with a drop...
 water.

Step 3 Hold the charcoal block at an angle near the yellow flame...
 of the Bunsen burner. Use the blow pipe to direct a sharp...
 narrow flame on to the mixture in the hollow as shown in...
 Figure 22.5.

Note: Do not blow the powder away. Breathe in through your nose...
 and not through the blow pipe so that you do not suck in the flame.

You will need:
 charcoal (carbon) block
 spatula or knife
 blow pipe
 lead oxide powder
 water
 Bunsen burner or spirit
 burner.

Warning!
 Your teacher will
 wear safety glasses to
 protect his/her eyes
 from sparks. Always
 work carefully with heat.



LEARNER'S BOOK

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

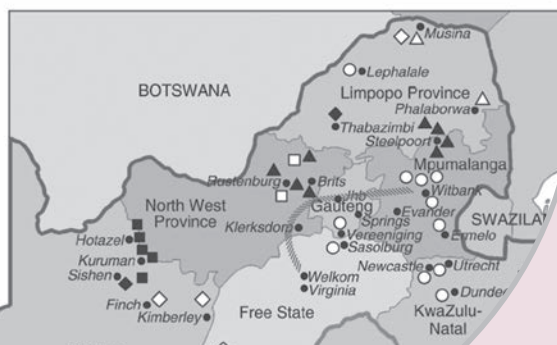
Elements and compounds
Earth's crust

Guidelines
 This activity is important as an introduction to Unit 22.

- Learners should work in small groups so they can share the r...
 members of each group can then share what they have found...
 learners prepare separate maps for assessment.
- There are a number of useful internet sites that could be used by...

Resources
 such as books,
 medias and
 internet if available.

Map key
 + Titanium
 ◆ Iron
 ▲ Copper
 △ Chrome
 ■ Manganese
 * Natural gas
 □ Platinum
 ◇ Diamond
 / Gold
 ○ Coal



TEACHER'S GUIDE

- Step-by-step teaching guidelines
- User-friendly Teaching Plan
- Detailed answers to all activities and formal assessments
- Helpful cross-references to the Learner's Book
- Photocopiable Resources
- Extra activities
- Worksheets
- Exemplars for all Formal Assessment Tasks

GRADE 8

- LIFE AND LIVING
 Photosynthesis and respiration
 Environmental interactions and interdependence
 Micro-organisms
- MATTER AND MATERIALS
 Atoms
 Particle model of matter
 Chemical reactions
- ENERGY AND CHANGE
 Static electricity
 Energy transfer in electrical systems
 Series and parallel circuits
 Visible light
- PLANET EARTH AND BEYOND
 The Solar System
 Beyond the Solar System
 Looking into space

GRADE 9

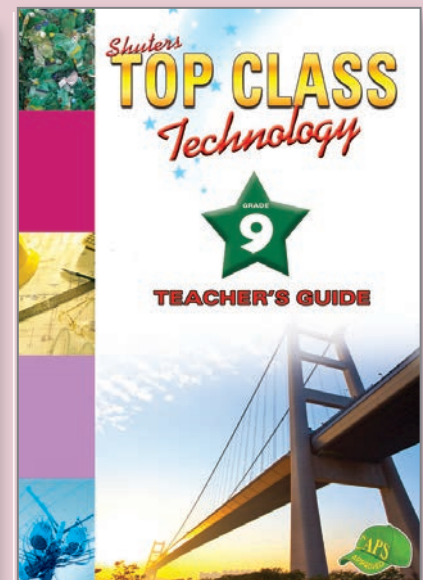
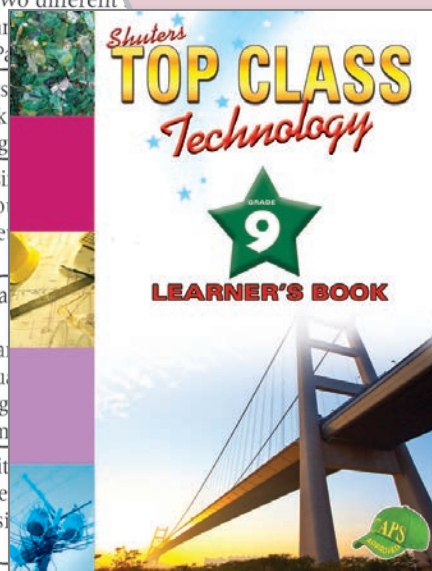
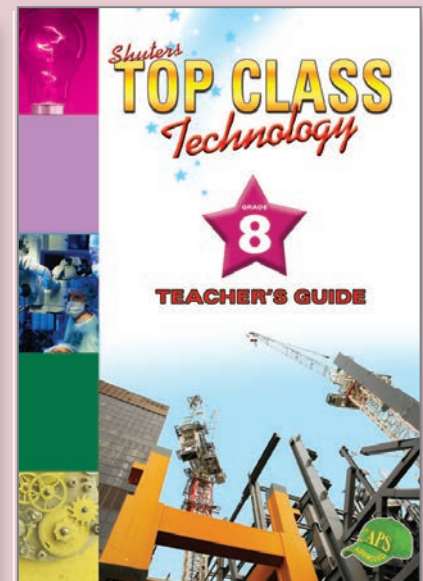
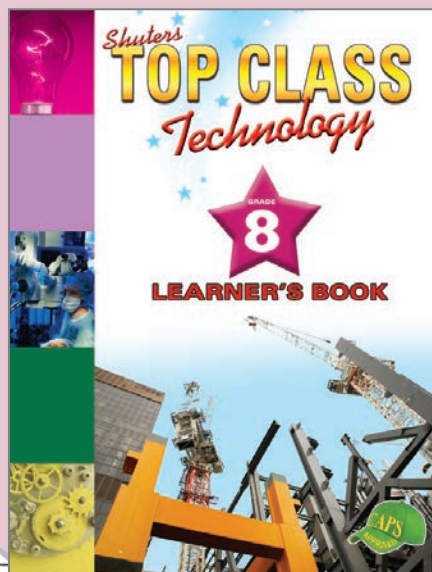
- ENERGY AND CHANGE
 Forces
 Electric cells as energy systems
 Resistance
 Series and parallel circuits
 Safety with electricity
 Energy and the national electricity grid
 Cost of electrical power
- PLANET EARTH AND BEYOND
 The Earth as a system
 Lithosphere
 Mining of mineral resources
 Atmosphere
 Birth, life and death of stars

ENGLISH TECHNOLOGY CAPS GRADES 8 AND 9

Shuters TOP CLASS

SHUTERS TOP CLASS TECHNOLOGY

- Covers all the requirements of the CAPS document for the subject
- Presents content in clear and simple language
- Supports the content with plenty of illustrations and diagrams



Year Plan		
Term 2		
Focus	Unit	Content, concepts and skills
Mechanical systems and control Investigation skills	Unit 4: Pneumatic systems and hydraulic systems	<ul style="list-style-type: none"> • Revision of syringe mechanism: two different sized syringes linked by a tube • Action research: two different sized syringes linked by a tube and a piston • Action research: Piston and tube
Investigation skills	Unit 5: The hydraulic press and hydraulic jack	<ul style="list-style-type: none"> • The hydraulic press • The hydraulic jack • Investigation: Design and construction of a hydraulic press
Investigation skills Mechanical systems and control	Unit 6: Mechanical control systems	<ul style="list-style-type: none"> • Action research: simple mechanism: ratchet wheel moveable piston • Investigate: ratchet wheel, brake and cleat
Mechanical systems and control	Unit 7: Gears	<ul style="list-style-type: none"> • Spur gears of equal size: meshing of two gears rotating in opposite directions • Spur gears using a common shaft • Bevel gears of equal size: meshing of two gears rotating in opposite directions • Rack-and-pinion gear system • Worm gear system
Evaluation skills Design skills Communication skills	Unit 8: Evaluation skills and communication skills	<ul style="list-style-type: none"> • Evaluate various kitchen appliances: the modern kitchen • Artistic drawing: simple mechanism
Formal Assessment Task 2: Mini-PAT	Formal Assessment Task 2: Mini-PAT	• Problem solving/mechanism
Formal Assessment Task:	Formal Assessment Task:	• Test on Technology

TEACHER'S GUIDE

GRADE 8	GRADE 9
LEARNER'S BOOK 9781920604400	LEARNER'S BOOK 9781920604424
TEACHER'S GUIDE 9781920604417	TEACHER'S GUIDE 9781920604431

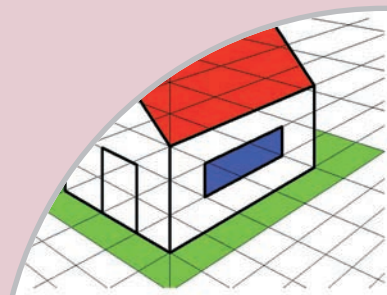


Figure 3.35 Colour can be used to highlight aspects

Examples of texture are the attractive pattern of the grain of wood, designs of blocks of bricks in a wall, the designs of "veins" on a leaf, the different shapes of stones and the detailed bark of a tree.



Figure 3.36

Colour

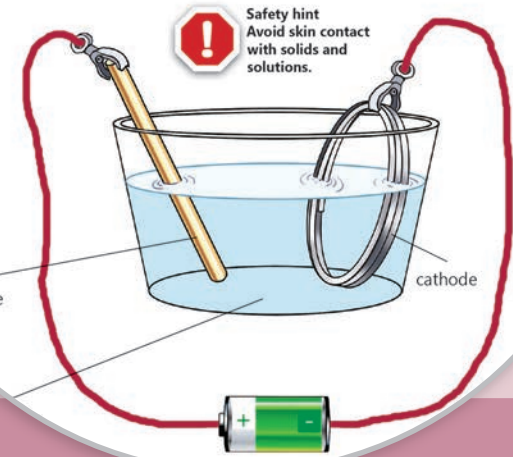
By colouring the object, you can highlight the important aspects of the object.

Texture

Texture is the detailed qualities that give an object its "feel" and "look". In drawing, the detailed texture of an object can enhance the drawing.

What you need:

- Connecting wire
- Hydrochloric acid
- Lead or copper rod
- Copper sulphate solution



Safety hint
Avoid skin contact with solids and solutions.

anode

cathode

LEARNER'S BOOK

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

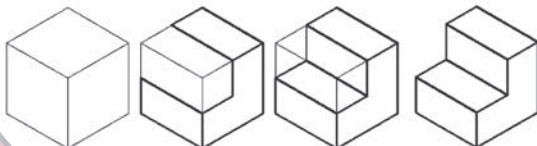
Activity 3

Isometric drawing

Guidelines

Again remind the learners to use the correct equipment – sharp pencils, rulers or set squares to draw lines and soft white erasers.

- Emphasise the importance of measuring the dimensions carefully.
- The task in Number 1 should be done in freehand before they use a ruler or set square.
- You could work through Number 2 with the learners. The easiest way to draw these isometric figures is to follow these steps:
 - Step 1: Draw an isometric block with the total width, total height and total depth. Use light lines.
 - Step 2: Draw in all outside view lines. Use dark lines.
 - Step 3: Complete by drawing in all inside view detail. Use dark lines.
 - Step 4: Use an eraser to rub out the remaining light lines.



GRADE 8

Frame structures
Structural members
Communication skills
Mechanical systems and control
The impact of technology
Technology with a positive impact on society
The negative impact of technological products
Structures
Levers and gear systems
Mechanical advantage calculations
Communication skills – gear systems
Impact of technology and bias in technology
Electrical systems and control
Energy for heating, lighting and cooking
Electrochemical cells
Generation of electricity

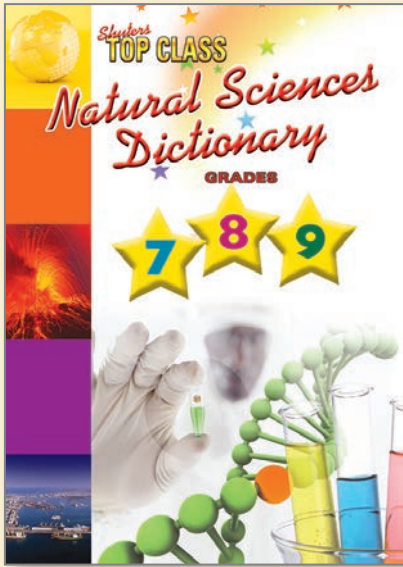
TEACHER'S GUIDE

- Step-by-step guidance for the teacher
- Answers to all activities and formal assessments
- Year plan
- Exemplars for all Formal Assessment Tasks
- Cross references to the Learner's Book
- Glossary of terms and concepts
- Additional resources

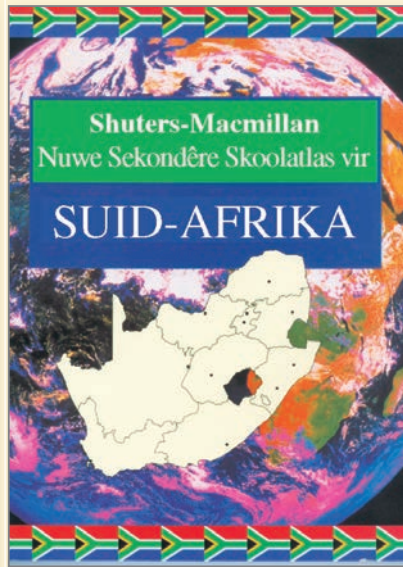
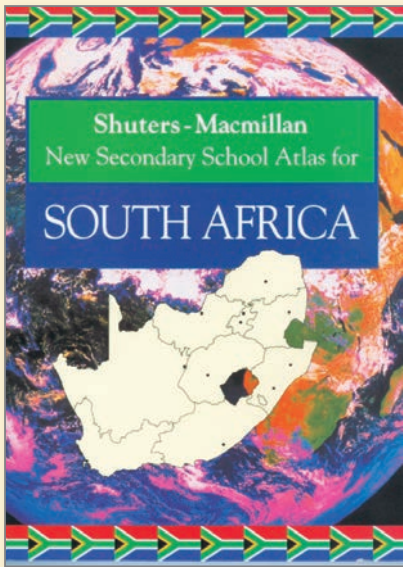
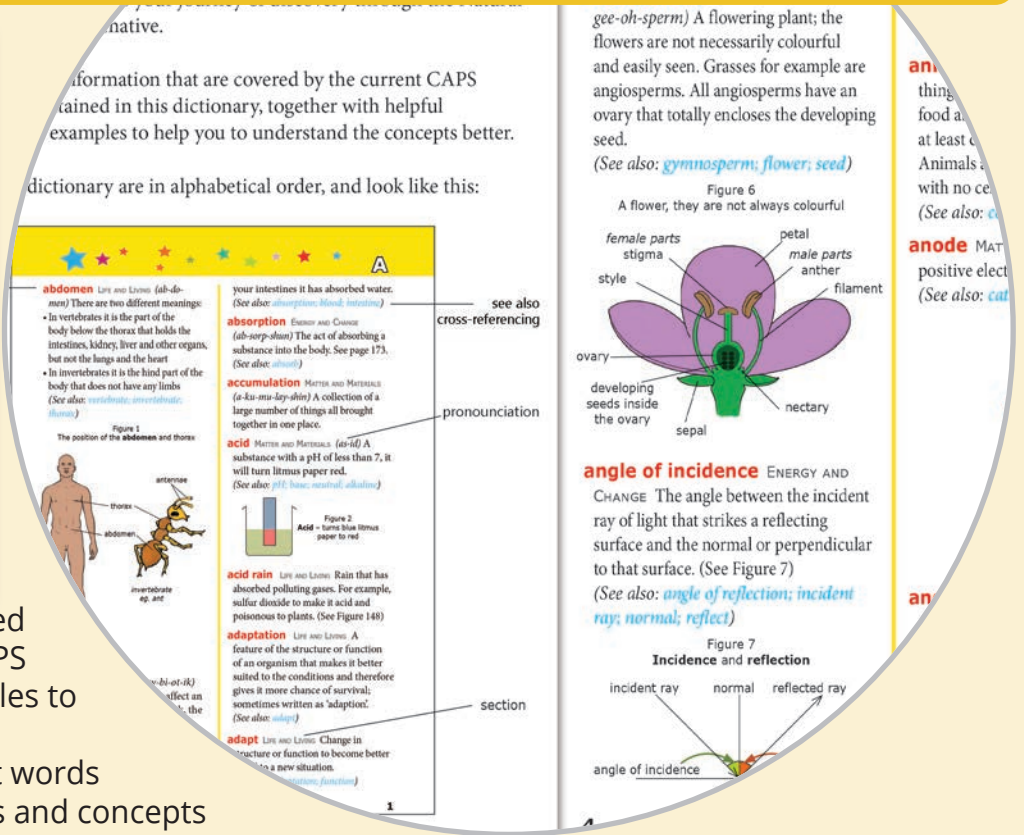
GRADE 9

First angle orthographic projection
Design skills
Structures
Pneumatic systems and hydraulic systems
The hydraulic press and hydraulic jack
Mechanical control systems
Gears
Evaluation skills and communication skills
Electrical systems and control
Resistor colour codes
Electronic components
Simple electronic circuits
Preserving metals
Preserving food
Types of plastics and their uses
Remanufacturing waste plastic into pellets for reuse

RESOURCES FOR THE SENIOR PHASE



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

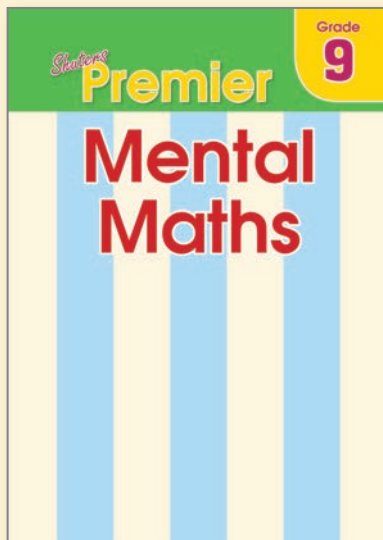
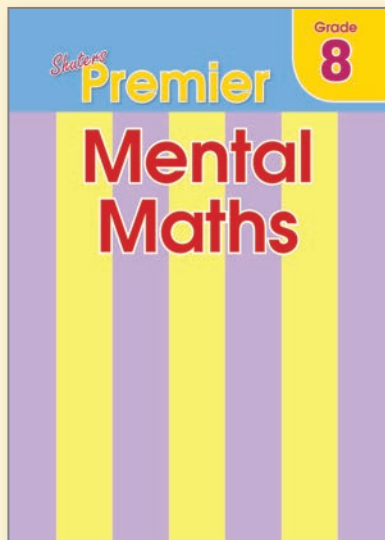


A South African favourite. Includes map projections, symbols and scale, how an atlas is made, South African history, transport, minerals, population, urbanisation, health and welfare, Southern Africa, Africa, the world, and more.



SHUTERS TOP CLASS NATURAL SCIENCES DICTIONARY Gr7•8•9	9781775880820
SHUTERS-MACMILLAN NEW SECONDARY SCHOOL ATLAS FOR SOUTH AFRICA	9780796008350
SHUTERS MACMILLAN NUWE SEKONDERE SKOOLATLAS VIR SUID-AFRIKA	9780796009869

RESOURCES FOR THE SENIOR PHASE



Shuters
Premier

- 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

...next term in the
... 7; 11; 15; 19; 23; ...

...ive for y in the following formula if $x = 2$
... = $8x - 7$

Calculate, in terms of x , the area of a rectangle with a length of $x + 5$ cm and a width of x cm.

7. Determine the new coordinates if the point $(1; 5)$ is reflected about the y -axis.

8. Determine if the graph alongside is continuous or discrete.

...e 14

... = $27 + 5 = 32$

... $2x^4 + 5x^3 - 9x + 4$

... $-2k - 4 = 20$

... $6k - 4 = 20$

... $6k = 24$

... $k = 4$

... $\frac{70}{500} \times 100\% = \frac{70}{5}\% = 14\%$

Length = $\frac{950}{50} = 19$ cm

equal

... $PT^2 = PS^2 - TS^2$

... $10^2 - 5^2$

... $100 - 25$

...onic solid has 6 faces and 12

...ices does it have

Answers

Term 4 Exercise 15

- 9 367, 14
 - $4a^2 + 5a^2 = 9a^2$
 - $(-3)^2 = 9$
 - 27
 - $y = 8\left(\frac{1}{2}\right) - 7$
 $y = 4 - 7$
 $y = -3$
 - Area = length \times width
 $= x(x + 5)\text{cm}^2$
 $= x^2 + 5x\text{cm}^2$
 - $(-1; 5)$
 - Discrete
 - $V - E + F = 2$
 $V - 12 + 6 = 2$
 $V = 8$
 - $P(3, \text{heads}) = \frac{1}{8}$
- BQ. $y = x^3 - 5$

GRADE 8
SAMPLE

SHUTERS PREMIER MENTAL MATHS GRADE 8 9780796064608

SHUTERS PREMIER MENTAL MATHS GRADE 9 9780796064769

SALES CONTACTS



TVET Colleges	Vaasna Parbhodeen	063 251 8566	vaasna@shuter.co.za
Booksellers	Vaasna Parbhodeen	063 251 8566	vaasna@shuter.co.za
Eastern Cape	Sydney Nquma	083 253 6761	sydney@shuters.com
Free State	Dimakatso Makhurane	083 215 6835	dimagatso@shuters.com
Gauteng	Themba Msimanga	082 445 6435	themba@shuters.com
	Amanda Mamabolo	083 287 6855	amanda@shuters.com
	Eugenia Sibeko	083 287 6899	eugenia@shuters.com
KwaZulu-Natal	Khanyo Cele	083 281 0849	khanyo@shuters.com
	Phumzile Ngcobo	083 272 9029	phumzile@shuters.com
	Gloria Mthethwa	081 046 1735	gloria@shuters.com
Limpopo	Dimakatso Makhurane	083 215 6835	dimagatso@shuters.com
Mpumalanga	Dimakatso Makhurane	083 215 6835	dimagatso@shuters.com
Northern Cape	Colette van der Merwe	071 851 1814	colette@shuters.com
North West	Phemelo Maiphehlo	083 378 8725	phemelo@shuters.com
Western Cape	Colette van der Merwe	071 851 1814	colette@shuters.com
Shuters Academy	Vickesh Thandray	060 545 2264	vickesh@shuters.com

CUSTOMER SERVICES:

Nhlanhla Zondi	+27 (0) 33 846 8779	nhlanhla@shuter.co.za
Mbali Kunene	+27 (0) 33 846 8722	mbali@shuter.co.za
Thandeka Ngcobo	+27 (0) 33 846 8724	thandeka@shuter.co.za
Zandile Mthethwa	+27 (0) 33 846 8721	zandilem@shuter.co.za
Sylvie Doarsamy	+27 (0) 33 846 8723	sylvie@shuter.co.za

HEAD OFFICE

Tel: +27 (0) 33 846 8721 / 22 / 23 / 24 / 79

Fax: +27 (0) 33 846 8701

Pietermaritzburg · Johannesburg · Cape Town · East London

