

Shuters
★ TOPKLAS

Shuters
★ TOP CLASS

Shuters
PREMIER

IsiZulu Sethu

**IsiXhosa
Ngumdiliya**

**Hi Nwa
Hi Kolwa**

**IsiZulu
Soqobo**

**Setswana
Tota**

**Sediba
sa thuto**

**Sichumile
ISIXHOSA**

**SISWATI
SETFU**



**SUPPORT
LOCAL
PUBLISHERS**



Grade

7

**CAPS APPROVED
CATALOGUE**



www.shuters.co.za



www.duzipublishers.co.za



www.aceitstudyguides.co.za



www.facebook.com/shuterandshooter



www.facebook.com/aceitstudyguides



The Shuters Academy was established in 2016 in response to the increasing need for quality Continuous Professional Teacher Development. We are an accredited training provider and our accreditation allows us to conduct either in-person or online training, depending on our client's needs.

- ETDP SETA Accreditation number – ETDP010941
- SACE Provider number – PR 12058

The Shuters Academy is able to provide training in all nine provinces across South Africa. Teachers can earn SACE Continuous Professional Teacher Development points for all our training. We have in excess of 55 learning programmes/workshops available, which are delivered by well-qualified and experienced trainers/facilitators. All learning material is provided to participants during our training.

Our training focuses on most school subjects and covers teaching, learning and assessment methodology as well as effective classroom practice. We also have training programmes/workshops that focus on school and classroom management.

Besides training, the Shuters Academy also offers General Education Project Management in the following areas:

- Needs and impact analysis
- Strategic planning
- Learner support programmes
- Teacher mentoring and coaching
- Individualised training programmes according to identified needs

The following are our ETDP SETA accredited learning programmes that are offered as both in-person or online programmes:

- Conduct Outcomes-Based Assessment: Unit Standard – 115753 Level 5 (15 Credits)
- Conduct Moderation of Outcomes-Based Assessment: Unit Standard – 115759 Level 6 (10 Credits)
- Facilitate Learning Using a Variety of Given Methodologies: Unit Standard – 117871 Level 5 (10 Credits)

For more information regarding our training offering please contact:

Vickesh Thandray - (vickesh@shuters.com)

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

Why choose our books?



TOP CLASS

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PREMIER

**IsiXhosa
Ngumdili**



TOPKLAS

IsiZulu

Fully CAPS
compliant

Lots of activities
and exercises

Relevant
examples
throughout the
books

1

2

3

Improves
learner's results

Assesses
progress easily

Reduces the
admin burden



TOP CLASS

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PREMIER

**IsiXhosa
Ngumdili**



TOPKLAS

IsiZulu

Advantages of using our books

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

Simple language,
written at the
level of the
learner

Easy to plan
lessons and
assessments

Planning
and Tracking
booklets help to
make teaching
easier

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 Setswana Sichumile
ya Soqobo Tota ISIXHOSA Hi Nwa
Sethu SISWATI SETFU Hi Kolwa

All our CORE material is CAPS APPROVED

Components available

Learner's Book

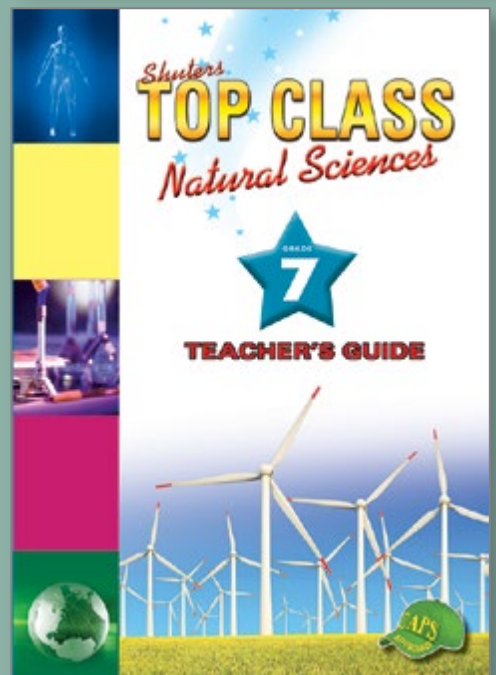
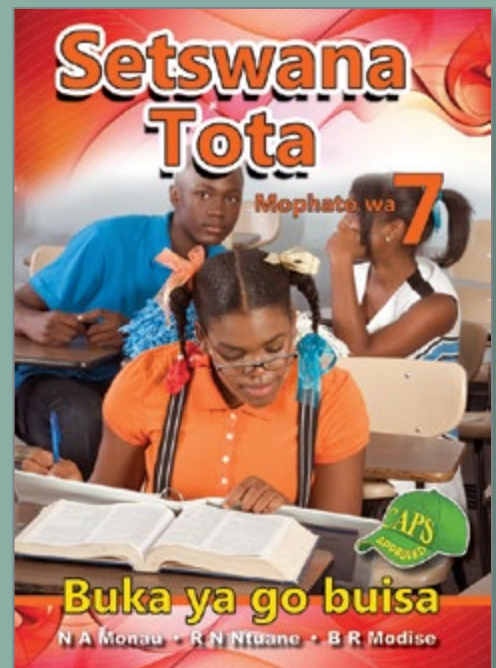
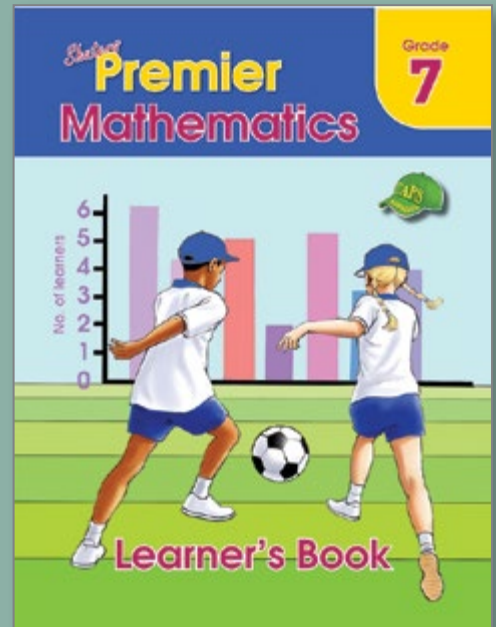
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

Reader (Languages)

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

Teacher's Resource Book / Teacher's Guide

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

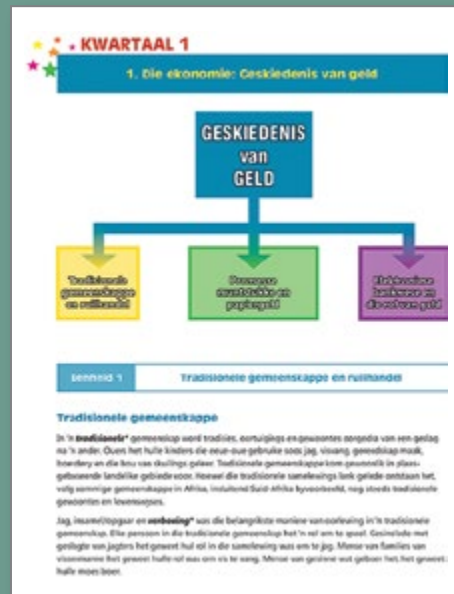


Features of our Learner's Books

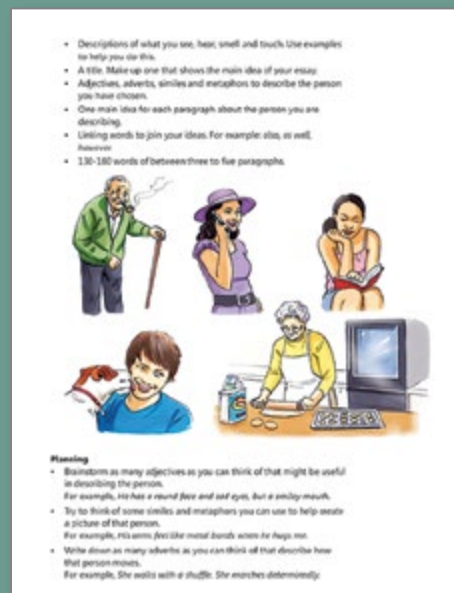
Grade appropriate language



Informative, supportive artwork



Cater for diversity



Features of our Readers

A variety of texts



Pre- and Post-reading activities



Accessible font and supportive artwork



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

Dipotliso

- Haloša mebolelwana ye bjalo ka ge e dirilwe nonwaneng:
(a) O ba a na le leferehlo.
(b) O se ke wa lefela bobae ka bobae.
(c) O ile boyabatho.
(d) Letiwa la tšhiwana le bewa ke Modimo.
- Haloša molomo wa didirwa tše di latelago:
(a) Ntso
(b) Motlega
(c) Metomo
- Na lentšu le 'Mmalof' le bitšwang ka thutapolelo?
- Go na le seema ka segapelo seo se laetlago gore ngwana yo a hlokgao motswadi, mafelelong o tlo hwetša katlego. Ngwala seema seo.
- Na o bona nke ke ka lebaka la eng Ramatsobane a be a tšila Ramasela? Efa mabaka a mabedi.
- E ka ba ke tšhwanetse gore motho yo mongwe a tšibe? Fahlela.
- Akaretša molaetša wa nonwane ka lefoko le tee leo le kgoditšago.

28 Dinonwane

2. Ukudlala

Kummandi' ukudlala,
Kemelana umzimba,
Amalung' omzimba' emelele.
Ndokhal' ihola inke,
Ithone' emajukukwini,
Khasubone, khawubone!
Ladu-u-u-mal!
Nawe nimbazana khabal!
Lionsha lekwerenjalo!
Thuth' umzekelo
Kwi-Banyana-banyana!
Bayibhal' indlela,
Bosentzwa luvuyo,
Uvuyo lona lodwa,
Ingamalungelo odwa
Ekhombe ngomwe
Phambi kwabo,
Bangena phakathi,
Akukho kuzisela
Kuba kummandi
Bomwabel' amalungelo!
Mus' ubamb' umzimba,
Ingqondo idlamke
Ube nosol' entliziyweni
Qakath! Qakath!
Akukho egipti' umdlalo!



Vavanya uhwal' hekhwa

Phendula imibuzo:

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

- 2 -

Provides clear guidelines to the teacher



A range of assessment activities



Additional
Photocopiable
material

[illegible][illegible]

Photocopiable Resource

Legend:

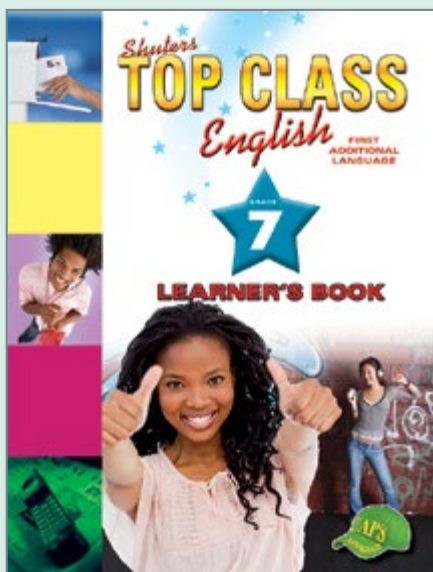
- Gas at room temperature
- Liquid at room temperature
- Solid - metal
- Solid - non-metal
- Alloy

Periodic Table:

118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101
Uuo	Uut	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup	Uuq	Uuh	Uus	Uup
118	117																

Shuters TOP CLASS

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



LEARNER'S BOOK

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

D. Reading a poem

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

I wonder

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

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

Nomsa Dlamini

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

Blurb (from the back cover)

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

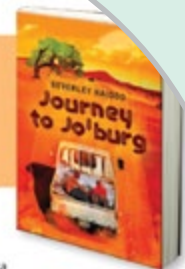
- What is the setting of the book? What country and city do you expect to read about?
- The book was published in 1985. What do we know about South Africa in 1985? In what important way was it different from South Africa now?
- What do you already know about the plot of the book?
 - Who are the main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

F. Read an extract from a novel

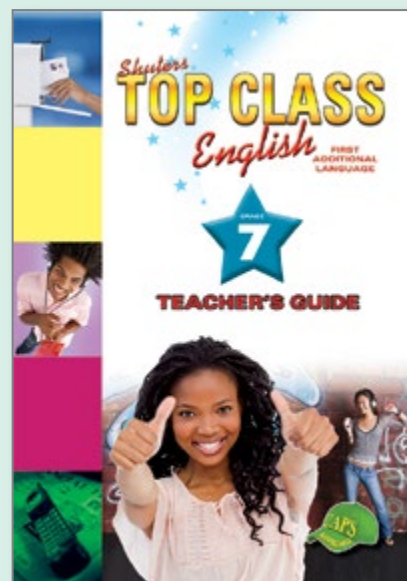
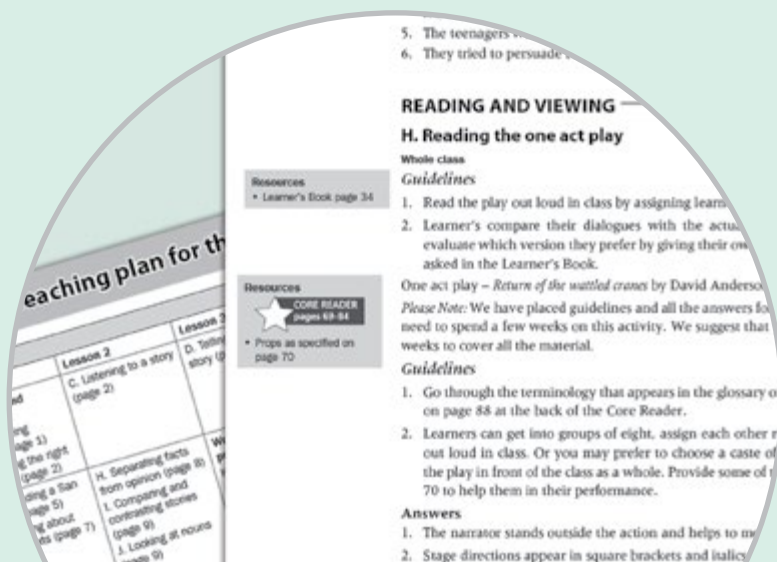
In this extract from the novel, Naledi and Tiro have just arrived in Jo'burg. Read the extract and answer the questions that follow.

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

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

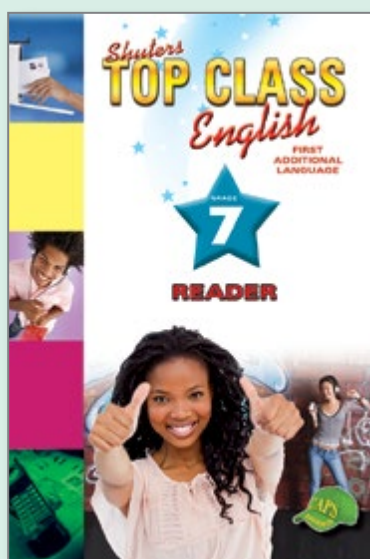


LEARNER'S BOOK	9781775880424
TEACHER'S GUIDE	9781775880431
READER	9781775880448



TEACHER'S GUIDE

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



VOCABULARY

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

QUESTIONS

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

CORE READERS include:

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

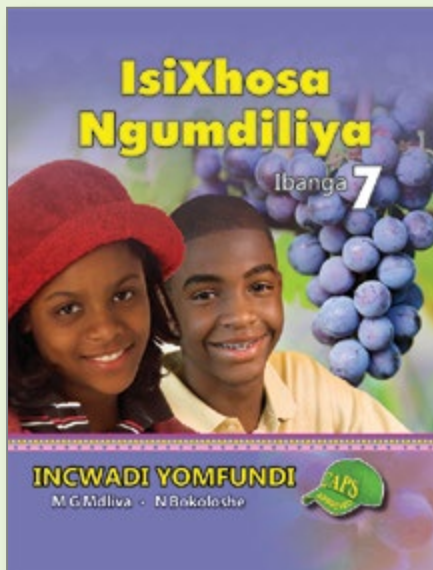
GRADE 7

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

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

IsiXhosa Ngumndiliya

Izifikelele zonke iimfuno zofundo njengoko zicwangcisiwe kwiidotyhumentu ezimalunga noccwangciso lwe-CAPS kwisifundo ngasinye.



INCWADI YOMFUNDI

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

Kwisigqendu

Isivakalisi ezilandelayo nika ixesha lesenzi esinomgca ngaphantsi:

Usisi yhlamba impahla.

b) Ulizo umkile izolo.

c) Lowo uthenge indlu ecocekileyo

d) Utata uthenga imoto.

e) Ufikile.

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

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

Amanqaku ewonke = [15]

Ukuphetha

Olu lushwankathelo olubonisa imiba ekufundwe ngayo kwesi sigqendu.

Ndizixabisile

- Sifunde ngokuphuthaphutha ibali elifutshane.
- Sifunde ngetekisi elibalana.
- Siphendule imibuzo kwisicatshulwana sokufundela ukuqonda.
- Sifunde ngokubhala umhlathi obalisayo, sabhala nelethu ibhali.
- Sifunde ngesibizo esiyintloko, isivisa nenjongosenzi.
- Sifunde ngezibizo, izinto zazo, iindidi zazo.
- Sifunde ngeempawu zokubhala nopol.
- Sifunde ngokuphendule uvavanyo kwisigqendu lokujinisekisa ukuba siqondile na.
- Sifunde ngexesha elidlulileyo.

...ntoni?
...umfanekiso-
...kumele asebenzise eliphi
...kwa kulwimi lwesiXhosa?
...hi na ekungakhiwa kuso
...etha into enye neli lithi umhlathi.

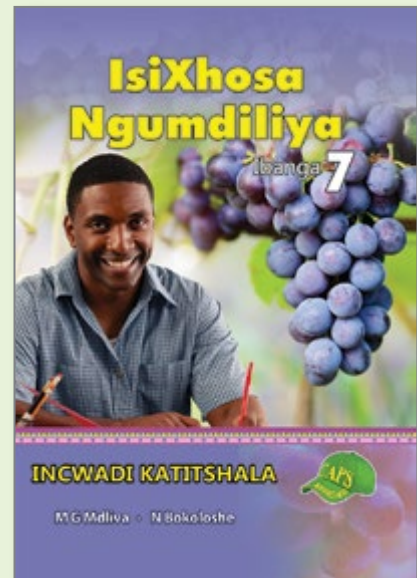
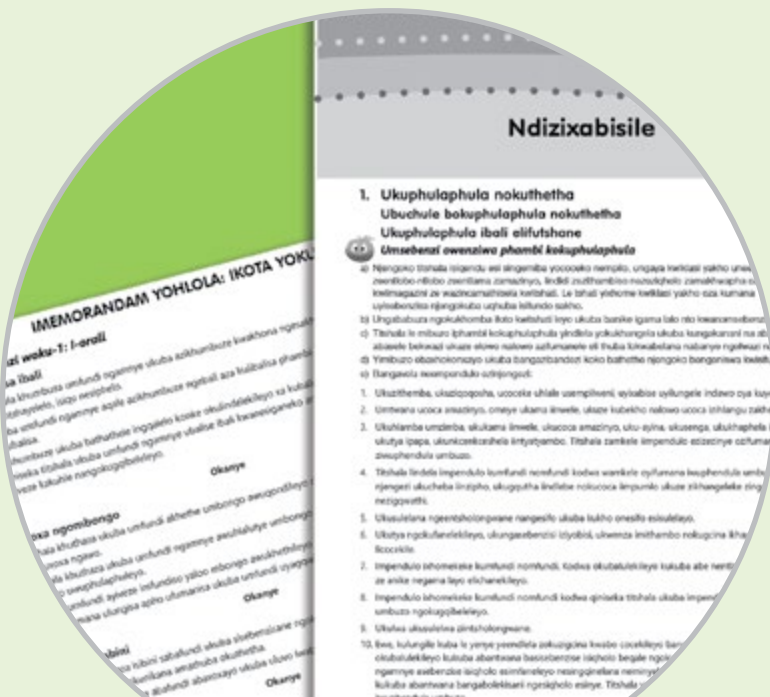
enziwa ngexesha omhlathi

isa ixesha elidlulileyo, isivakalisi
...hlathi ongezantsi, isivakalisi
[2]
[1] (5)
(4) ...ongakanani ukuqala
...kalisa ukuba sigqityiwe ukubhalwa isivakalisi?
...onakalise ukulandelelana kweziganeko, ngokusebenzisa
wesibini, emva koko, njalo-njalo.

afunde ukuze abe
eyintombazana
Wayesoloko enxibe
ezukile wawungena
ocoselelo

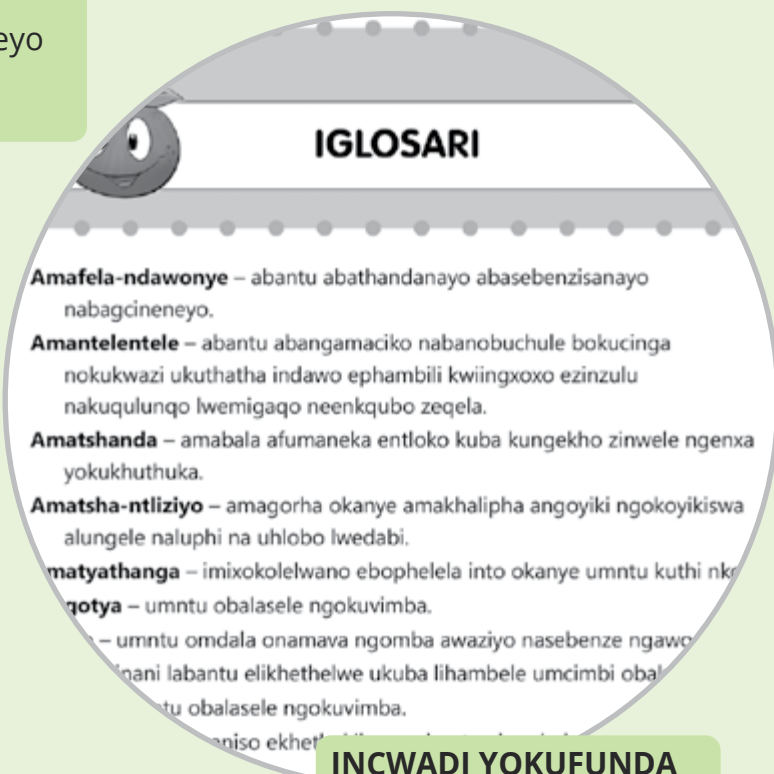
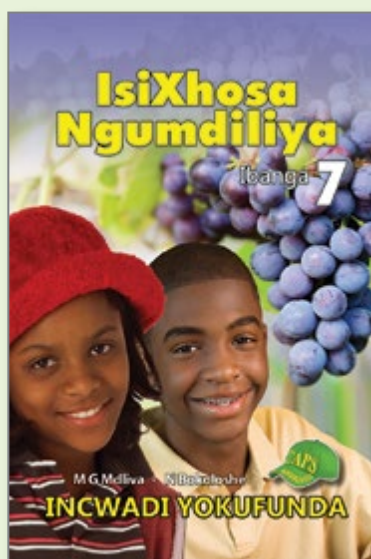
Khumbula:
Kubalulekile ukuba xa ubhala umhlathi zibonakale ngokuthe gca ezi zigaba zilandelayo: isivakalisi esiyintloko; iingongoma ezingundoqo nezixhasayo; intshayelelo eyiyo; isiqu nesiphelo; nesivakalisi sokuvala.

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



INCWADI KATITSHALA

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



IBANGA 7

Ndixabisile
Kumnandi esikolweni
Imixhentso yethu
Ngemihla yakudala
Indalo ibalulekile
Ingomso eliaqambileyo
Ushishino nokubaluleka kwalo
Qwalasela imiyalelo ukuze wakheke
Thina namalungelo ethu
Ukuhlola
Iinkcukacha ngathi kubomi bethu
Sifo sini na esi singawulayo?

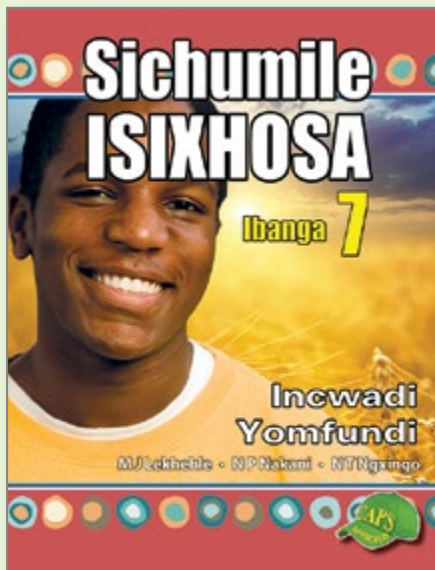
Masibambisaneni ukuze silwe
ubundlobongela
Nathi sinako
Umhambi uyabukwa
Ukuhlola
AmaXhosa namasiko
Makube chosi kube hele
Intlonipho iqala ekhaya
Senza uhlaziyo koko sikufundileyo
Ukuhlola
Isikhokelo Kufundo Loncwadi
Iglosari

INCWADI YOKUFUNDA

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

Sichumile ISIXHOSA

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



INCWADI YOMFUNDI

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

...gekileyo, esinambithexu...
...si, iimpawu zofundo mazisetyenziswe ngokuchanekileyo...
...a okokugqibela iimpazamo, uliphonononge.

...u owenziwa emva kokubhala...
...ole? Wunikezele lo msebenzi wakho kutitshala akwazi ukuhlola, akulungise ukuba i...
...funeko yoko.

2. Izakhi nemigaqo yokusetyenziswa kolwimi

1. Inqanaba lokusebenza ngegama: Izibizo, nezakhi zezibizo

Umsebenzi owenziwa phambi kwesifundo: Ngezakhi nemigaqo yokusetyenziswa kolwimi

- Khethani imizekelo yezibizo ezihlani kwibali 'imfundo sisithixo sobomi'.
- Hlahlelani izibizo nisebenzisa ezi zakhi zikwithezibhula: iceba, isisekelo, ingcambu, nesigqibelo.

Oqhele: Izibizo zinezakhi ezisazi > isimaphambili nesiga. Isimaphambili senziwa iceba nesisekelo, isigu senziwe yingcambu, nesigqibelo. Sihlahlele izibizo kwisinye ekanye isininzi ngale ndlela:

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

2. Izakhi nemigaqo yokusetyenziswa kolwimi

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

Umsebenzi woku-1: I-Orali

• Inxoxo yababini

- Umfundi ngamnye makalungiselele ukuthatha inxaxheba kwinxoxo yababini malunga "Ukulima sisakhono sobomi".
- Khumbulani oku kulandelayo nginxoxo yababini:
 - Ukucacisa imiba ekuxoxwa ngayo
 - Ukuphuhlaphulana nithetha-thethane, nibonise incoko phakathi kwababini
 - Ukuqala ngqibelo incoko
 - Ukusebenzisa imigaqo yokunikana amathuba okuthetha ngcine incoko
 - Ukuthetha ngeembono namava enu nibonise ulwazi lwalo mba enincokola ngawo
 - Ukuzimela izigqibo enizithathileyo ngokuzixhasa kwincoko

Amanqaku: [30]

Umsebenzi wesi-2: Ukubhala

• Isincoko ileta yobuhlobo

- Bhala isincoko ngesinye sezi zihloko:
 - Kwakumnandi kwelo theko
 - Ngenxa yeziyobisi
- Bhala ileta uvuyisane nomhlobo ozuze imbasa yegolide kwiimbaleki kwi-olimpiki eNgilane

Amanqaku: [30]

Umsebenzi wesi-3: Uvavanyo loku-1

• Isicatshulwa nokusetyenziswa kolwimi

Funda esi sicutshulwa silandelayo uze uphendule imibuzo elandelayo.

...diwelile ngciph'umlenzana

...e'ndukwane kwaMandlovu unyana ubuyile esineleni. Lisiko ke lok...
...ile uzebehlwa inkabi yegusha. Nakwesi sihlandlo wayesazi...
...Wakhangeleka engonwabanga de abazali bacin...
...wamkhapha, kodwa ugqirha akazane...
...lisisiwe emva kum...

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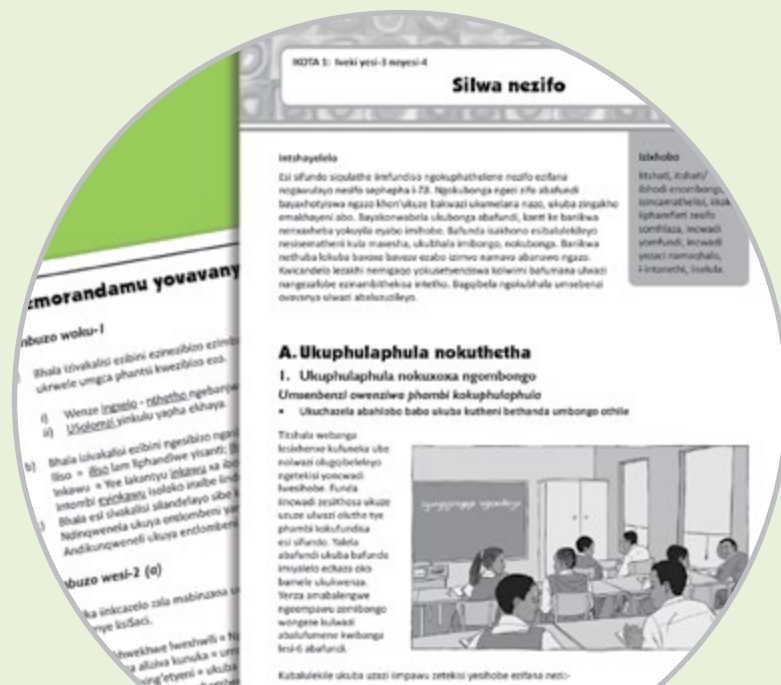
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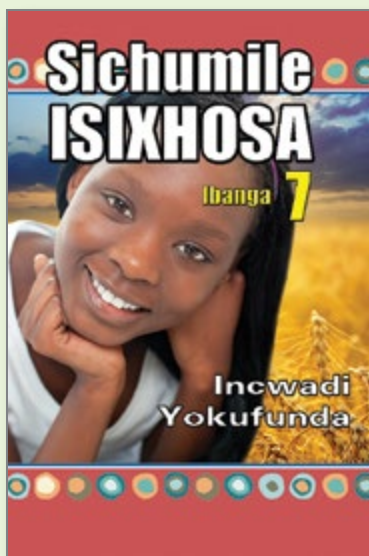
READER

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INCWADI KATITSHALA

- Ikwancedisana notitshala ngokumnika zonke iimpendulo kwimiseteyenzana 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



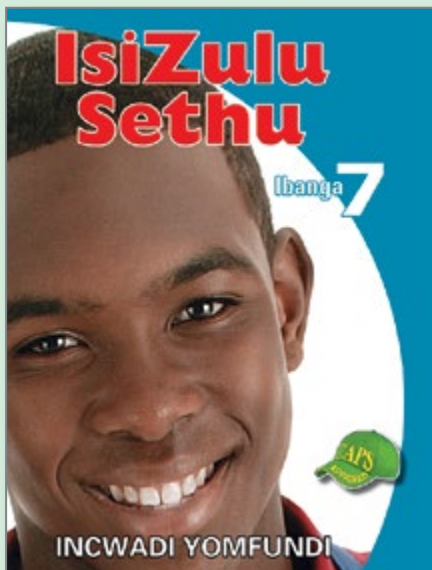
IBANGA 7

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

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

IsiZulu Sethu

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



INCWADI YOMFUNDI

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



	Ukusetshenziswa Kwalo	
Ungqi (.)	Lolu uphawu olukhomba ukuthi umusho usuphelele.	Amabhokobhoko ahlule ama-All Blacks.
Ukhefana (.)	Lolu uphawu olukhomba ukuthi umusho awukakapheli kusekhona okulandelayo. Lungakhomba futhi ukulandelayo noma ukwehlukaniswa kwezinto.	Imidlalo esinayo unobhutshuzwayo, ithenisi kanye nebhola lomnqakisiwano.
Ikholoni (.)	Lolu phawu lusetshenziswa ukwandulela inkulumbo ngqo.	Uma senizodlala anophatha lokhu: amathawula, amabhola nezingu zokushintsha.
Ikholoni (.)	Lolu phawu lusetshenziselwa ukukhomba ukuthi umusho unemigondo emibili eyahlukene engaxhunyiwe ngesihlanganiso.	Iqembu lesizwe lazilolonga ngokwanele; alilesabanga iqembu laseZimbabwe.

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Siyathuthuka Ngobuchwep.

Ilime Yoku-7 • Isonto Lasi-3 seleni-4

Okuzokwenziwa Kulesi Sahluho:

Ukufunda Nokukhuluma	Ukufunda Nokubhala	Ukufunda Nokubhala
Ukufunda Ukhondo Uxoxe Ngenkondlo	Ukufunda ubukhondo	Ukufunda ubukhondo
Ukufunda Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda
Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda
Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda
Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda
Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda
Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda
Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda
Ukufunda Ukufunda	Ukufunda Ukufunda	Ukufunda Ukufunda

ISIFUNDO 1: Ukufunda Nokukhuluma

Lo mabeni uqhuba amahla amabini emasontweni amabini.

1.1. Ukufunda Uphinde Uxoxe Ngenkondlo

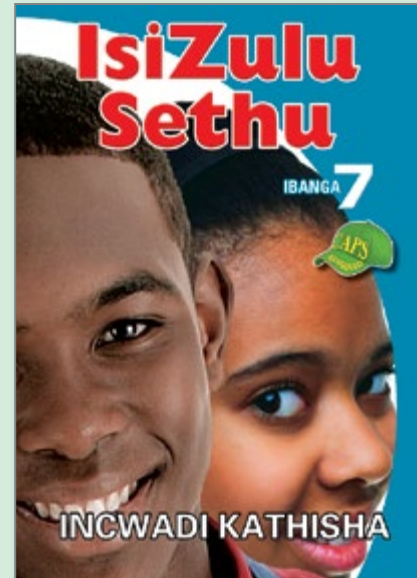
Ilime 22 emadini yomfundi.

Okunokusetshenziswa:

- Incwadi yomfundi, isichazamali, isinwadi ezichaza ngokukhuluma kwinkondlo, nezincwadi ezinwaziyo.

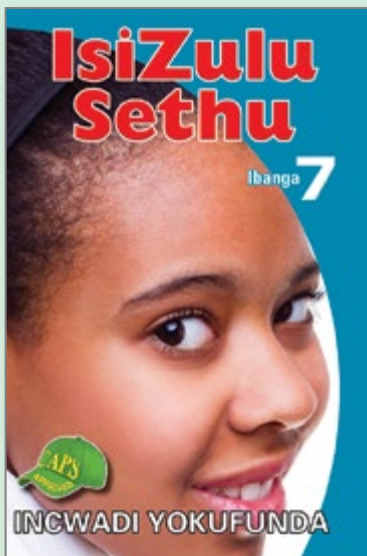
Amalungiselelo

- Uthisha uqala ngokufunda inkondlo eyodwa, ayihaye aqhubeke ukuthi uyibhale kahle yomfundi.



INCWADI KATHISHA

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



INCWADI YOKUFUNDA

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

C. Umdlalo



Uyini umdlalo?

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

(a) Izinhlobo zemidlalo

Ithukaniswa ngezindawo edlalelwa kuzo. Nazi izinhlobo zayo: Umdlalo weshashalazi: udlalelwa endaweni evulekile okungaba yiholdo noma ngaphandle noma yihiyetha. Umdlalo womsakazo: Lona wethulelwa emsakazweni. Abadlali balo mdlalo asibalboni sizwa ngamazwi nje. Benza imisindo esakhela isithombe salokho okwenzekayo. Umdlalo wethelwelelweni (umabona kude): Lona umdlalo owethulwa kuthelevishini. Konke okwenzekayo siyakubona. Umdlalo wokufundwa: Uhlolo olufundwayo nje kuphela. Umfundi uzakhele isithombe salokho okwenzekayo.

(b) Izinkundla nezigcawu

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

(c) Imidlalo enkundlanyane

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

IBANGA 7

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

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

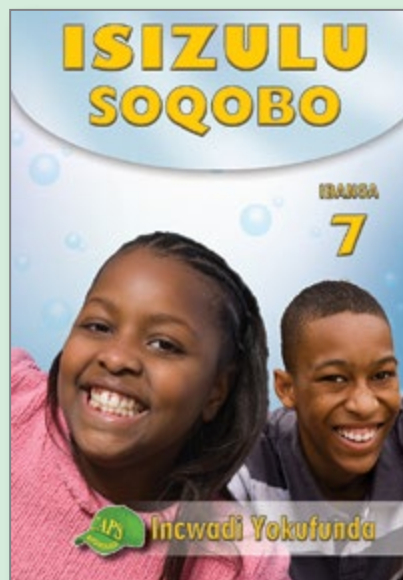
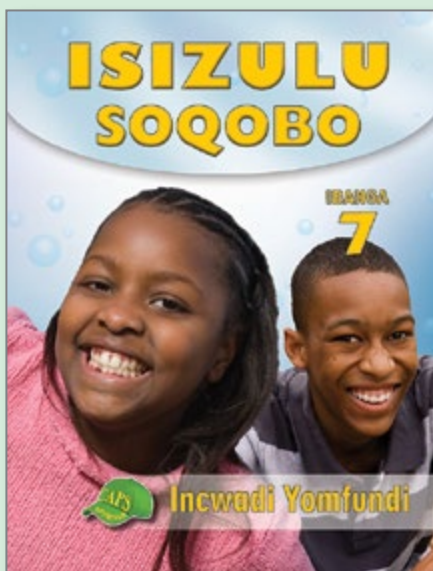
ISIZULU ISIZULU SOQOBO CAPS IBANGA 7

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ISIZULU SOQOBO

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

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



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IBANGA 7

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

THEMU 1

1. Izinselelo Zobusha

A. UKULALELA NOKUKHULUMA

Ukulalela indaba emfashane

Ukulungiselela ukulalela

1. Isihloko sendaba enciyalela utshi: **Ungayala Ngemba**. Ake niphendule le mibuzo.
 - (a) Kuthi ukuthi ukuthi "Ungayala ngemba"?
 - (b) Uma kuthiwa umuntu ukulalela ngemba, kuthiwa kuyinto enjani emveleni? Ngabe (yinto eninzi, yinto embi, yinto elusizi)?
 - (c) Ake niphendule ukuthi le ndaba isiva ngani.
 - (d) Ishani la magama eincwadini zenu zokwazimagama, base naborisani ngezincwadi zawo, noma nizekwe ezichazamazwi zenu: vuvuzela, indindindiso, qongilela, igeltha, engekwa.

Ukulalela ukufundwa kwendaba emfashane

2. Lalelani indaba bese nenza imibuzo ethile ngemba kokulalela. Ngenkathi nitalale indaba, shilani **amasethi** ngamaphuzo abalulekile nentfuna ukwakhumbula ngale ndaba.

Ingxoxo emva kokulalela indaba emfashane

Ukugxendula imibuzo

3. Sizane esilalani noma emagweni ngokuphendula imibuzo ngalokho elibekulalela.
 - (a) Ngokubona kwenu, yimaphi umqondo osemqoka wale ndaba phakathi kwelele. Selula ingendulo ngalokho.
 - (b) Utholalela umesaba kabi umntwini.
 - (c) Utholalela umesaba lokuthi angakhe azokhele ukukhuluma esikoleni.
 - (d) Utholalela umesaba ngokugqoka uTholalela.
 - (e) Ake nibo emqondo embakha eyekela umqondo osemqoka.

Imibuzo Zokufundwa

THEMU 2

1. Izinselelo Zobusha

A. UKULALELA NOKUKHULUMA

Ukulalela indaba emfashane



Ukuhlela

- Sebenzisa ulimi olushayayo ngqo emhloveni nolukhombisa ukwehuka.
- Sebenzisa izaga neziso ukunandisa isigaba sakho.
- Ikhuluma isehlakalo njengokulandela kwazo ngenkathi zenzeka.
- Sebenzisa imithombo yokwazimagama njengesichazamazwi uma kudingeka.

Imibuzo Zokufundwa

Imibuzo Zokufundwa

INCWADI YOMFUNDI

THEMU 1

1. Izinselelo Zobusha

A. UKULALELA NOKUKHULUMA

Ukulalela indaba emfashane

- Ukulungiselela ukufunda (yethula umbhalo)
- Ngesikhathi kufundwa (zimpawu zombhalo)
- Emva kokufunda (phendula imibuzo, gqathansisa, hlukanisa, hlolela)
- Amasu okulungiselela ukufunda
- Ukubona izimpawu zombhalo njenge-isihloko nemidwebho
- Ukubona izingxenye zencwadi njenge-ikhava, isihloko, uhla, izifundo, okuchaza amagama

Ukufunda isifundo sokugondisa namasu okufunda

- Ukufunda ngokushesha nangokuhambisa amehlo
- Ukufunda ngokujolile
- Umlanekisoqondo
- Ukucabangela incwadi nesiphetho
- Iqiniso nombono
- Ukuchaza amagama

1. Izinselelo Zobusha

A. UKULALELA NOKUKHULUMA

Ukulalela indaba emfashane

- Ukubona umqondo osemqoka nasekelayo endabeni emfashane.
- Ukuthatha amanothi
- Ukubabizana ngemibono ngezinto ezikwehlela uvuze ukuzwisisa umqondo
- Ukuphinda uxoxe indaba.
- Phinda uxoxe ngezimameko ngokulandela kwazo.
- Ukubalula abalingiswa ngendlela eyiyo.
- Ukuxho umdaka wesikhathi

Ukubhala nokwethula

- Ukubhala isigaba esilandisiyo
- Isigaba sezimiso zolimi
- Umqondo womusho wesigaba
- Umqondo osemqoka nasekelayo
- Ukusebenzisa izihlangothi

INCWADI KATHISHA

THEMU 2

1. Izinselelo Zobusha

A. UKULALELA NOKUKHULUMA

Ukulalela indaba emfashane

Ukufunda isifundo sokugondisa namasu okufunda

- Ukufunda ngokushesha nangokuhambisa amehlo
- Ukufunda ngokujolile
- Umlanekisoqondo
- Ukucabangela incwadi nesiphetho
- Iqiniso nombono
- Ukuchaza amagama

Ukubhala nokwethula

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- Ukuchaza amagama

Ukubhala nokwethula

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- Umqondo osemqoka nasekelayo
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- Iqiniso nombono
- Ukuchaza amagama

Ukubhala nokwethula

- Ukubhala isigaba esilandisiyo
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- Ukufunda ngokujolile
- Umlanekisoqondo
- Ukucabangela incwadi nesiphetho
- Iqiniso nombono
- Ukuchaza amagama

INCWADI YOKUFUNDA



THEMU 2

1. Izinselelo Zobusha

A. UKULALELA NOKUKHULUMA

Ukulalela indaba emfashane

Ukufunda isifundo sokugondisa namasu okufunda

- Ukufunda ngokushesha nangokuhambisa amehlo
- Ukufunda ngokujolile
- Umlanekisoqondo
- Ukucabangela incwadi nesiphetho
- Iqiniso nombono
- Ukuchaza amagama

Ukubhala nokwethula

- Ukubhala isigaba esilandisiyo
- Isigaba sezimiso zolimi
- Umqondo womusho wesigaba
- Umqondo osemqoka nasekelayo
- Ukusebenzisa izihlangothi

Ukufunda isifundo sokugondisa namasu okufunda

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- Umlanekisoqondo
- Ukucabangela incwadi nesiphetho
- Iqiniso nombono
- Ukuchaza amagama

Ukubhala nokwethula

- Ukubhala isigaba esilandisiyo
- Isigaba sezimiso zolimi
- Umqondo womusho wesigaba
- Umqondo osemqoka nasekelayo
- Ukusebenzisa izihlangothi

SEDIBA SA THUTO

CAPS MPHATO WA 7

Sediba sa thuto

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

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



PUKU YA BARUTWANA

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



1.1 Go theeletšā le go bolela

Go theetla bonagelo

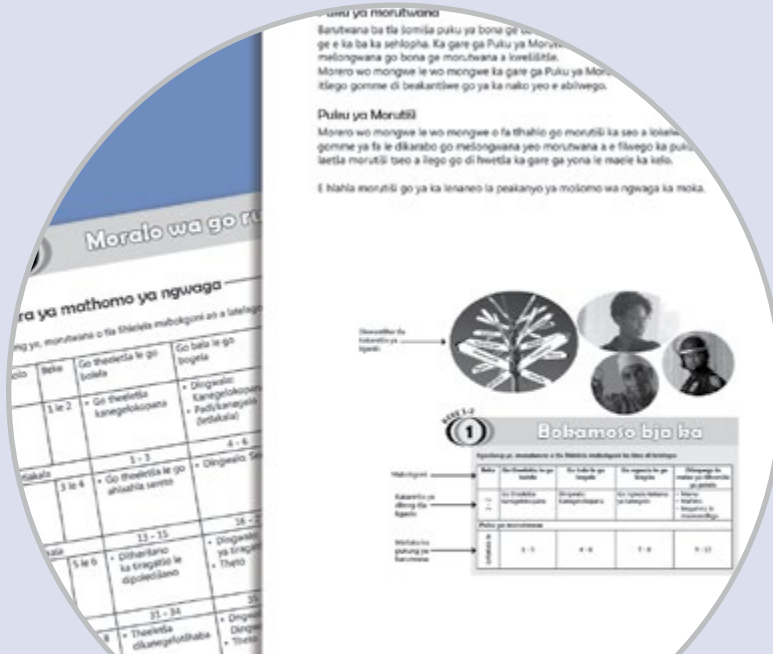
Barutwana theeletlang ge morutisi a le anegela kanegelo yeo e latelago.

Ganti batho ga ba ke ba letla mohlwa wa go kgon'a go theetisa gabotho le ba tshwanelo. Go theetisa ka mokgwa wa maleba ke seilo seo monwana a swaneteng go itluta sono bjaia ka go a itluta go boela, go bala le go ngwala. Ge motho a ka tseba gore o swanetse go theetisa bjang ge batho ba bangwe ba boela, o do kgon'a go tseba gore le yena o theetisa bjang ke ba bangwe ga a boela. Barutwana le swanetse go kgon'a go theetisa ka mokgwa o latelago:

Lemogang go re go na le magato ao le swanetse go a latela ge le lebagane le molomo wa go theolela:



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PUKU YA MORUTIŠI

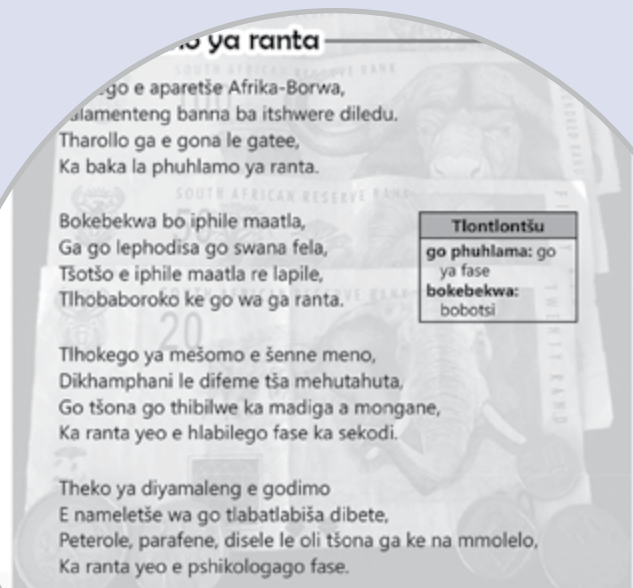
- E akaretša ka moka tšeo di lego ka pukung ya morutwana gape e hlahla morutiši ka dikarabo tša dipotšišo tšeo di botšišitšwego barutwana
- E na le dirubriki ka moka tšeo morutiši a di hlokago go ela barutwana ba gagwe, mohlala, rubriki ya go ela bomolomo, orale, ditšweletšwa tša tirišano tše kopana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



MPHATO WA 7

Bokamoso bja ka
Kgetho ya ka
Mmele wa ka
Keleketla!
Go phela mmogo
Ditokelo
Hlakodišang bana
Afrika Borwa
Theknolotši
Kgokagano

Botšiša ke go botše
Dipapadi
Thwadi ke mang
Lefase la mošomo
Lefase go re dikologa
Ntshware ke go sware
Re gadima morago
Boitokišo
• Go hlatholla dingwalwa
• Mareo a dingwalwa
• Rubriki



Dipotšišo

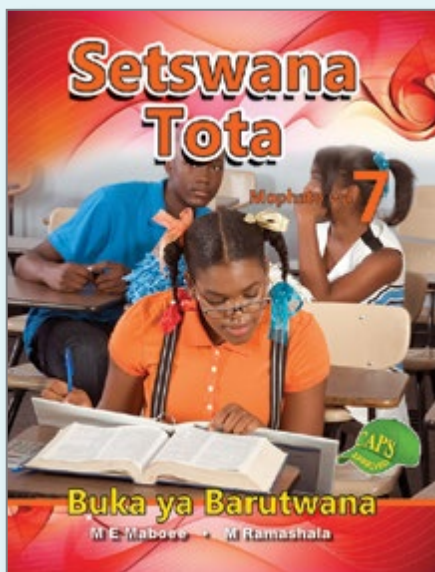
PADIŠO

- Theto
- Dinonwane
- Dikanegelokopana
- Terama
- Tlhalošontšu

Setswana Tota

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

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



BUKA YA BARUTWANA

- Ditiro tse di filweng barutwana di ba thusa go tlhaloganya le go nna le kitso e e tseneletseng ya go kwala dikgangkhutshwe, diathikele tsa makwalodikgang, go buisa le go tlhaloganya 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.

9 le 10

Tlathlho ya bofelo jwa ngwaga

Pampiri ya 1

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

Maduo:

- Tekathaloganyo
- Puo mo tirisong
- Tšibogelo ya dikwalo

Ditaelo

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

Pampiri ya 2

Tekathaloganyo



Tiro 1

Araba dipotso tse:

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

Ngangisano ka papatso

Ngangisano ke mokgwa o o tšhomameng wa tiro ya molomo o o lebeleletsweng le go diragadiwa go phatlalatseng. A re lebeng dikarolo tsa ngangisano. Re tihola re needitse papatso ya dilo tse di nyaneng mo thelebišeng le mo seyašemong. Fano go latela ngangisano ka papatso

ngangisano e latela melawana e e rileng gore e diragatswe sentle. Yona ke e e latelang: Tsamaiso e laolwa ke modulatsetulo ka go itsele tšhagiso le go neelana ka lemoro go laola dipuisano fa sethogo se se na go itselewe itsele sebuli sengwe le sengwe go laola nako

Kgweditharo 2

LEARNER'S BOOK

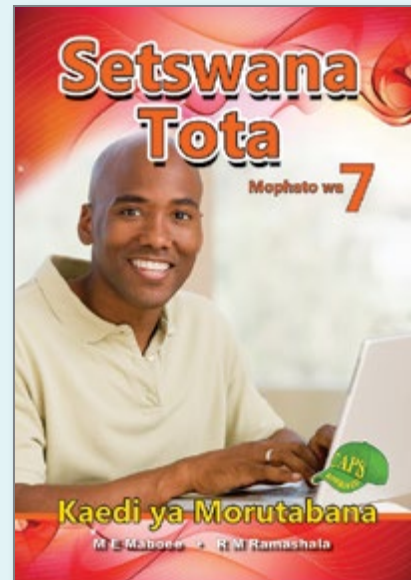
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TEACHER'S GUIDE

9781775880318

READER

9781775880295

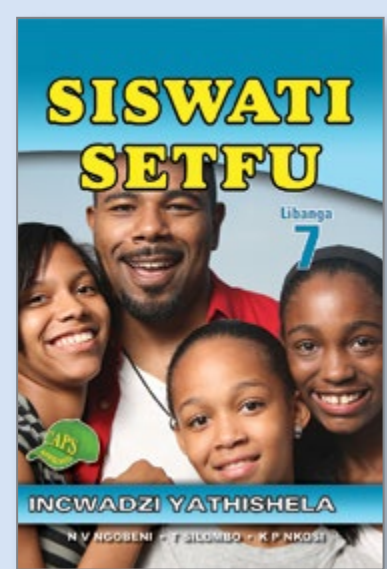
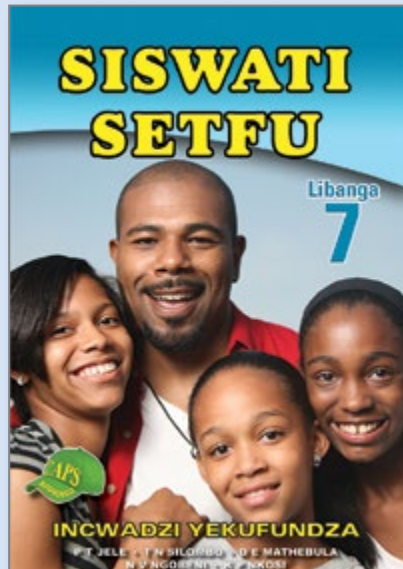
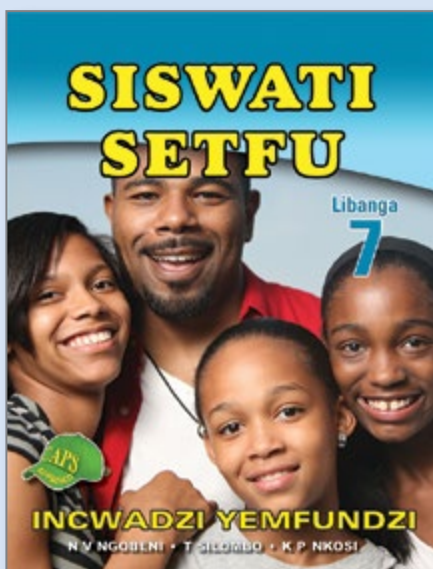


1. Fa o ne o le modiri wa kwa meepong o ne o ka rata go duelwa bokae ka kgwedi?
 2. O akanya gore dipolao tse di ka bo di ne di efogilwe jang?
 3. O gopola gore ke goreng badiri ba ne ba duelwa dituelo tse di kwa tlase?
 4. Ke eng se se neng se rotloetsa badiri go tlhasela batho ba ba tlhometseng?
 5.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

**SISWATI
SETFU**

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

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



LEARNER'S BOOK	9781920605285
TEACHER'S GUIDE	9781920605315
READER	9781920605292

LIBANGA 7

Emalungelo
Tekuchumana
Temvelo
Temphilo

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

Hi Nwa Hi Kolwa

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

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



MBITA YA MUDYONDZI

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

HLAYA NA KU LANGUTISA

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

Ntirho hi vambirhi

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

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

Khavhara ya buku
khavhara ya buku yi na
khavhara swa leswi



DILLOSARI

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

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

Dzunga – Nantswo lowu nga riki wa ntolovelo.

Matshalatshala – I tindlela to hambanahambana to ta ni xintshunxo.

Mazinyongwa – I ntsumi / murhumiwa.

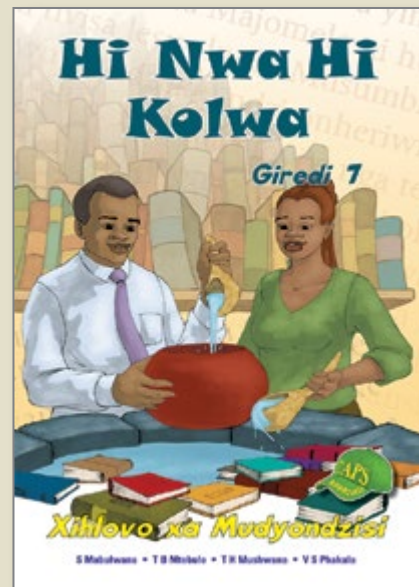
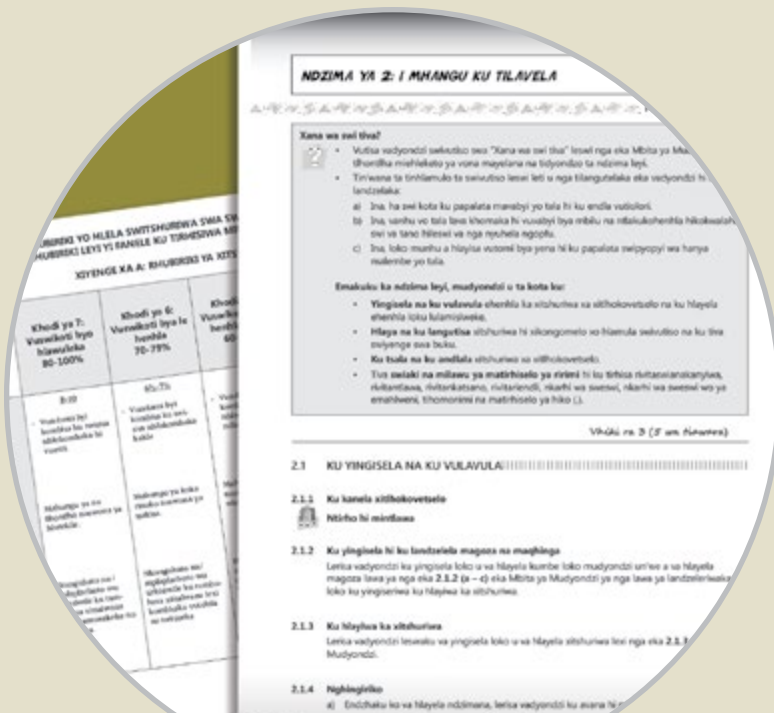
Phuphula – Munhu loyi a endlaka swilo swo huma endleleni.

Ribungu – I ntlhohe

Vufendze – Futa.

Xidzedze – Moya wa matimba.

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READER	9781920605155



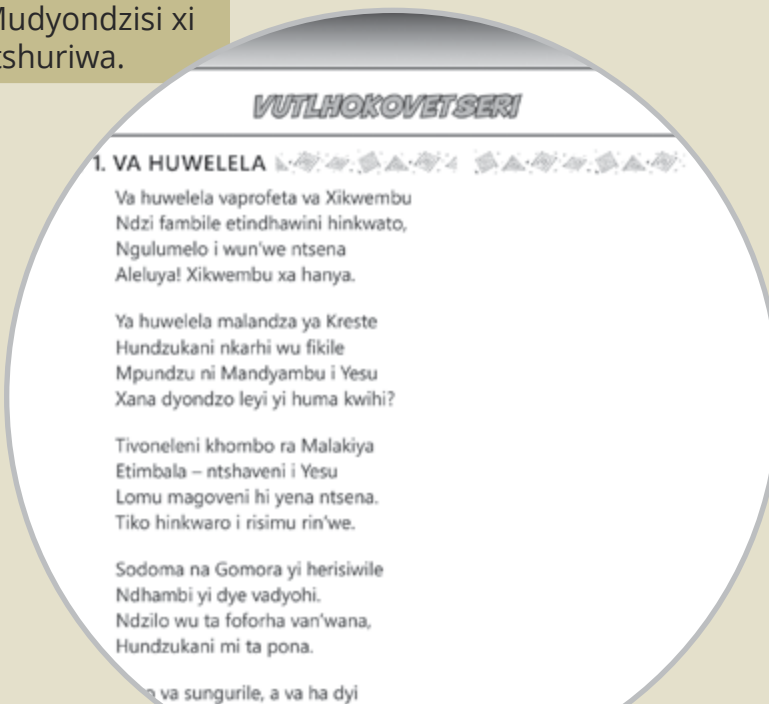
XIHLOVO XA MUDYONDZISI

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 7

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

Nkhongeli A Nga Dlawi, Ku Dlawi Mbhala-Vurhena
Makhombo
Mphikizano Wa Xidlodlo Xa Vunghwazi
Ku Tumbuluxa Mintirho
Ku Lahleka Wo Ke Nomu Na Mahlo
Maetlela Hansi I Maetlela Sangwini
Vukhongeri
Mpfuxeto Na Ku Lulamisela Xikambelo
• Mintirho Ya Makambelelo Ya Mafundza Ya Ku
Helaka Lembe
• Xivumbeko Xa Mapapila Ya Ku Hela Ka Lembe

ENGLISH



9781775880455

ISIXHOSA



9781920605865

SEPEDI



9781775880165

SISWATI



9781920605308

ISIZULU



9781920605582

SESOTHO



9781775880028

XITSONGA



9781920605162

ALL OUR CAPS APPROVED NOVELS HAVE:

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

... paid to a kidnapper
... small device used to give medicine for people suffering from breas

... T ADDITIONAL LANGUAGE GRADE 7

... hi isibongo uSenzeni?
... nisa uSenzeni nonina?
... kwakho, kungabe kwakufanele yini
... keke indodakazi yakhe isandla? Sekela in

... yakho.

4. Izenzo zikaMaMkhize zikhombisa ukushayisana. izigameko ezimbili ezisekela lokho.
5. USenzeni ungamchaza njengomlingiswa onjani uma uqhokufunde kulesi sahluko? Chaza ngemisho emithathu.

NOTEPAD

Stories usually follow the following structure:

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

Rising action – Conflict is introduced which upsets the ordinary lives of the characters. Conflict is a very important part of a story; we need to know how the problems get solved. This becomes even more important when we learn about the characters and the trouble they are in. The rising action is the most exciting part of the story.

ENGLISH CREATIVE ARTS CAPS GRADE 7

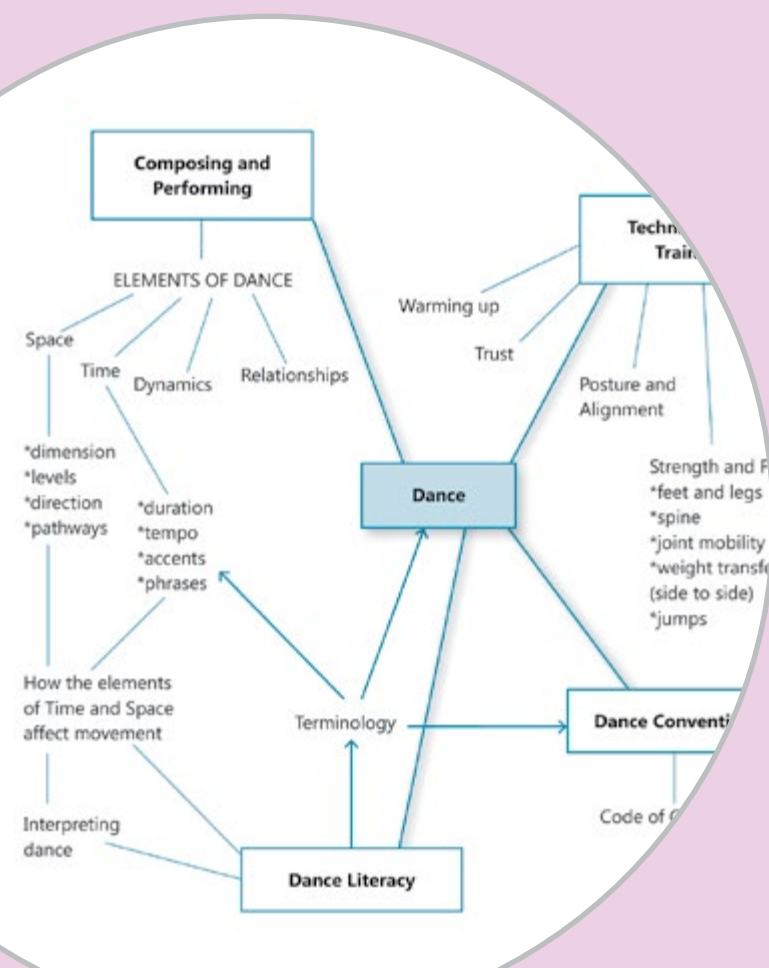
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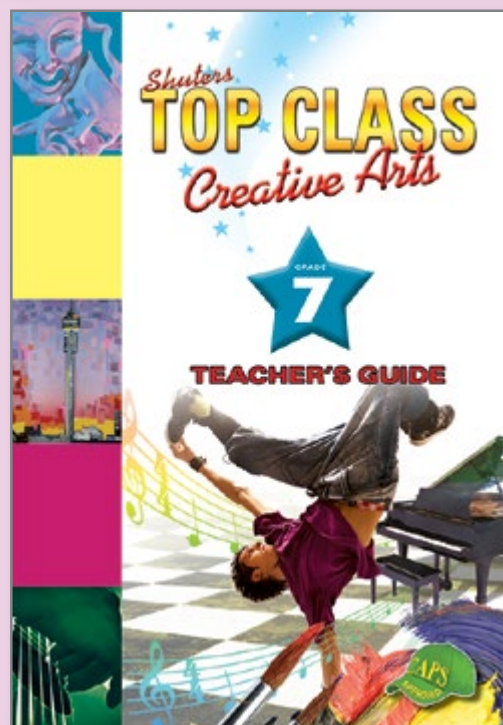
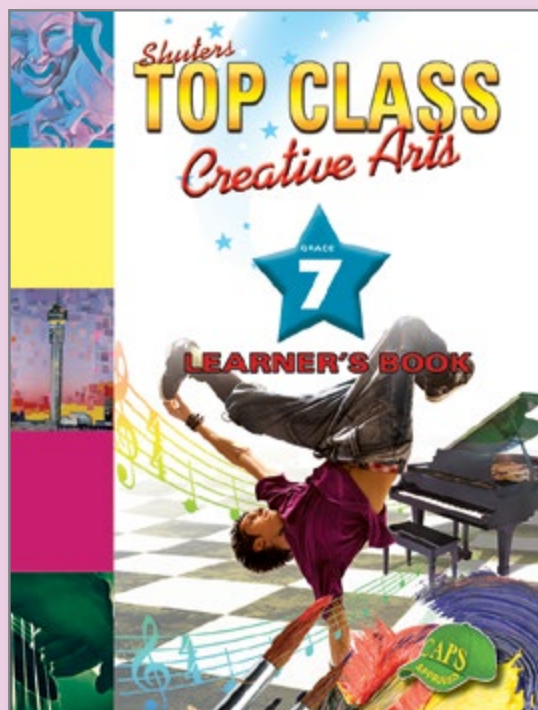
CREATIVE ARTS caters for the following art forms as required in the CAPS document:

- Dance
- Drama
- Music
- Visual Arts



STUDY MAPS

navigate this complex subject



LEARNER'S BOOK

9781920604943

TEACHER'S GUIDE

9781920604950

Dance theory and literacy

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

Formal Assessment – Term 2

ACTIVITY 6.1 Written Test (Exemplar)

Total: $20 \div 2 = 10$ marks

Note Pad

You will be assessed on:

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

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

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

LEARNER'S BOOK

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

TEACHER'S GUIDE

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

DANCE

Term Plan for Grade 7, Term 1

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

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

GRADE 7

DANCE

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

DRAMA

Dramatic skills development
Drama elements in playmaking
Careers
Interpretation and performance:
• Folk tale or choral verse
• Character development

MUSIC

Music literacy
Music listening
Performing and creating music

VISUAL ARTS

Create in 2D:

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

Create in 3D:

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

Visual literacy:

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

AFRIKAANS SKEPPENDE KUNSTE KABV GRAAD 7

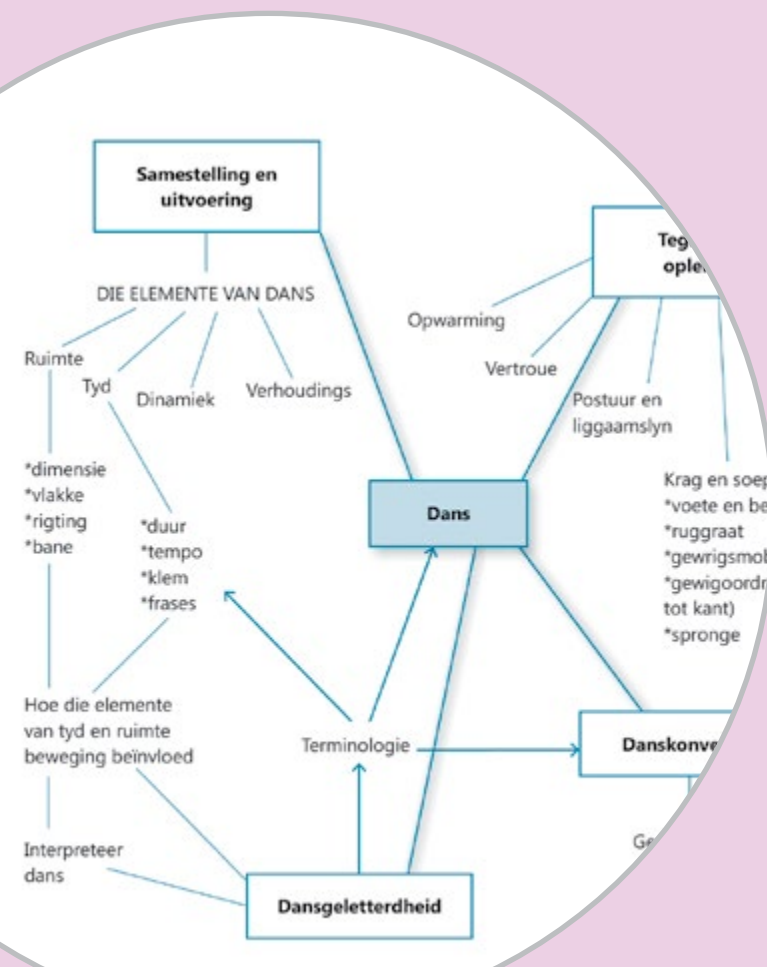
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SHUTERS TOPKLAS

SKEPPENDE KUNSTE maak voorsiening vir die volgende kunsvorme soos in die KABV-dokument vereis word:

- Dans
- Drama
- Musiek
- Visuele Kunste



STUDIEKAARTE

help om hierdie komplekse vak te ontsluit

LEERDERBOEK

9781920605001

ONDERWYSGIDS

9781920605018

6 Dansteorie en -geletterdheid

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

Formele Assessering – Kwartaal 2
Totaal: 20 + 2 = 10 punte

AKTIWITEIT 6.1 SKRYFTELIKE TOETS

Notablok

Jy sal geassesseer word oor:

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

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

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

LEERDERBOEK

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

ONDERWYERSGIDS

- '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

DANS

Kwartaalplan vir Kwartaal 1 Dans Graad 7

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

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

GRAAD 7

DANS

Dansuitvoering
Dansimprovisasie en -komposisie
Dansteorie en -geletterdheid

DRAMA

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

MUSIEK

Musiekgeletterdheid
Luister na musiek
Voordrag en die skep van musiek

VISUELE KUNSTE

Skep in 2D:

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

Visuele geletterdheid:

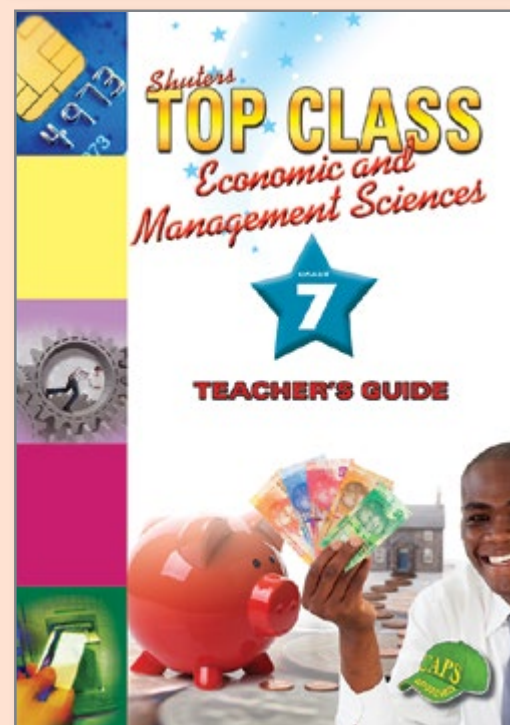
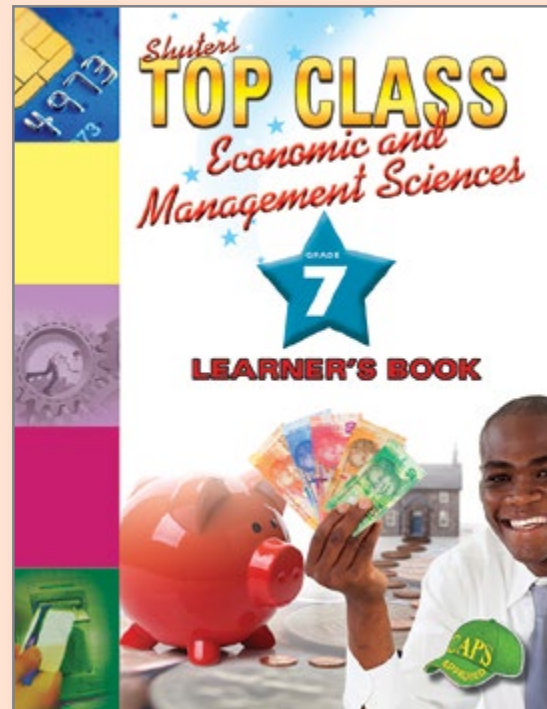
- Bestudeer Afrikamaskers van plaaslike handwerkers
- Vergelyk beeldhouwerke van musikante
- Betekenis en simboliek van stilleweskilderye
- Doen navorsing oor handwerk en handwerkers in Suid-Afrika
- Vind uit oor geboue

Skep in 3D:

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

Shutters TOP CLASS

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



TERM 1

EXAMPLE OF AN ASSIGNMENT

Guidelines for this assignment

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

Possible assignment questions

SAMPLE 1

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

Banknote	Represented on it

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

Kalahari Bushman	Modern Businessman

MEMORANDUM

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

Banknote	Represented
R10 ✓	Rhinoceros ✓✓
	Elephant ✓✓

TEACHER'S GUIDE

LEARNER'S BOOK

9781920604806

TEACHER'S GUIDE

9781920604813

LEARNER'S BOOK

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

Effective use of goods and services is also important for the environment. Producers use natural resources, such as trees or coal, to make their products. Most natural resources are **limited*** so using them impacts on the **environment***. Limited supply means that the supply is restricted. Using natural resources efficiently and effectively means the supply will last longer.

Key concept:

Natural resources: That which occurs naturally and is not man-made for example water, the sun, rivers. Some of the natural resources are used to produce goods and services to satisfy needs and wants.

How to recycle* and reuse goods to satisfy needs and wants

The waste that households and businesses produce is a growing problem around the world. Our environment, which is the air, soil, forests, rivers and seas around us, is being harmed by our actions through pollution. If we manage our waste wisely, by reusing and recycling goods, we can reduce the number of goods we consume and thereby protect our environment. In this way we will use fewer resources to produce new goods. If we do this, we can make our planet cleaner and healthier place.

Word Box

recycle: reuse an item that has been used in the past and use it again in another way
mercury: a toxic metal
temp: temperature
dispo: dispose

GRADE 7 EMS YEAR PLAN

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

TEACHER'S GUIDE

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

GRADE 7

THE ECONOMY

History of money
Needs and wants
Goods and services

ENTREPRENEURSHIP

Businesses

FINANCIAL LITERACY

Accounting concepts
Income and expenses
Budgets

ENTREPRENEURSHIP

The entrepreneur
Starting a business
Entrepreneur's Day

THE ECONOMY

Inequality and poverty

THE ECONOMY

The production process

FINANCIAL LITERACY

Savings

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

Shuters TOPKLAS

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



Kwartaal 1

VOORBEELD VAN 'N TAAK

Riglyne vir hierdie taak

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

Moontlike vrae

VOORBEELD 1

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

Banknoot	Daarop verteenwoordig

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

Kalahari Boesman	Moderne Sakeman

MEMORANDUM

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

Banknoot	Daarop verteenwoordig
R10 ✓	Renoster ✓

ONDERWYSGIDS

LEERDERBOEK

9781920604868

ONDERWYSGIDS

9781920604875

Doeltreffende en effektiewe gebruik van goedere en dienste en herwinning

Nuwe Woorde

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

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

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

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

Kos is nodig vir alle huishoudings, want ons eet daaglikse kos. 'n doeltreffende verbruik van voedsel vereis dat huishoudings gepaste wyses stoor voordat dit verbruik word om te versek dat dit nie kos sieg word. Baie winkels sprinkel water oor kos om dit vars te laat lyk. Dit is raadsaam om te versek dat die voedsel veilig is.

LEERDERBOEK

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

ONDERWYSERSGIDS

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

GRAAD 7 EBW JAARPLAN

			Bladsy	
			TG	
EKONOMIE				
Uitdaging 1	Geskiedenis van geld	(6 ure)	1	
Uitdaging 1 - Eenheid 1	Tradisionele gemeenskappe en ruilhandel	(2 ure)	1	
Uitdaging 2	Promesses, muntstukke en papiergeld	(2 ure)	4	
Uitdaging 3	Elektroniese bankwese en die rol van geld	(2 ure)	6	9
Uitdaging 4	Begeertes	(4 ure)	9	12
Uitdaging 4	Basiese behoeftes van individue, gesinne, gemeenskappe en lande, primêre en sekondêre behoeftes	(2 ure)	9	12
Uitdaging 5	Onbepaalde begeertes en beperkte hulpbronne	(2 ure)	14	15
ASSESSERING	Taak		17	
Uitdaging 6	Goedere, dienste, produsente en verbruikers	(4 ure)	21	
Uitdaging 6	Goedere, dienste, produsente en verbruikers	(2 ure)	21	
Uitdaging 7	Die doeltreffende en effektiewe gebruik van goedere en dienste en herwinning	(2 ure)	21	

GRAAD 7

DIE EKONOMIE

Geskiedenis van geld
 Behoeftes en begeertes
 Goedere en dienste

ENTREPRENEURSKAP

Besighede

FINANSIËLE GELETTERDHEID

Rekeningkundige begrippe
 Inkomste en uitgawes
 Begrotings

ENTREPRENEURSKAP

Die entrepreneur
 Begin 'n besigheid
 Entrepreneursdag
 Ongelykheid en armoede

DIE EKONOMIE

Die produksieproses

FINANSIËLE GELETTERDHEID

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

ENGLISH

LIFE ORIENTATION

CAPS GRADE 7

Shuters TOP CLASS

SHUTERS TOP CLASS LIFE ORIENTATION teaches these topics in Grades 7-9:

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

UNIT 6

Physical Education

WEEKS
6-8

Participation in a fitness programme

Unit overview

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



Instructions for Formal Assessment

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

Resources

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

Resources

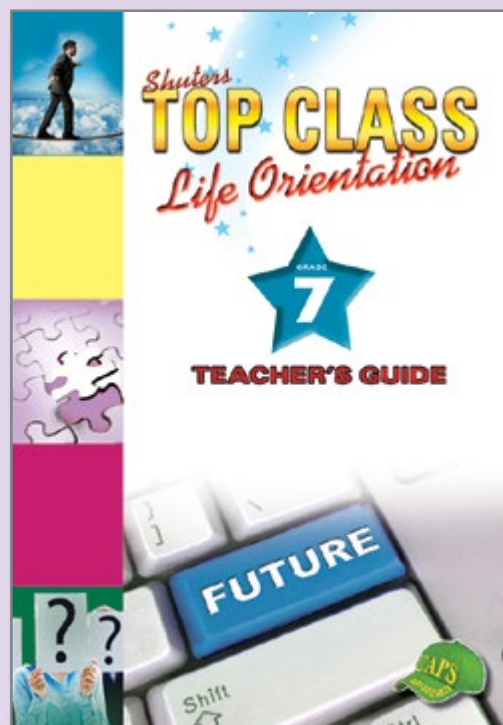
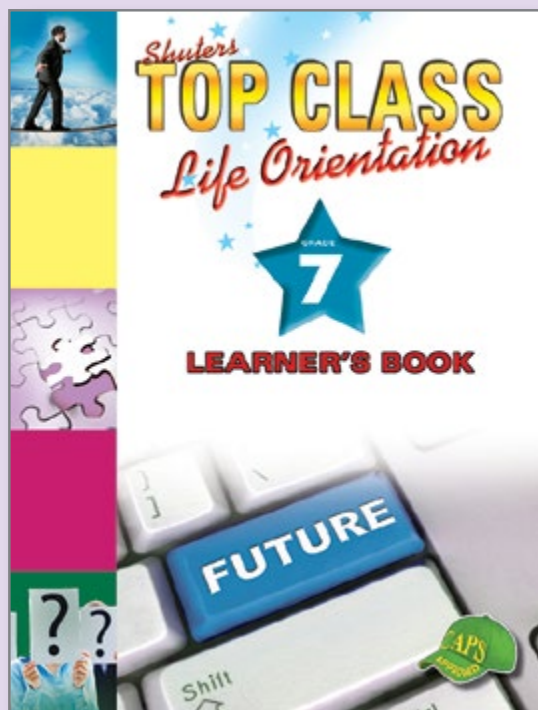
- Learner's Book page 28
- Markers, for example beacons, cold drink bottles
- Copies of the Improvement Chart for each learner
- Signs and diagrams to number and describe each station.



Week 8: Circuit training (1 hour)

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

TEACHER'S GUIDE



LEARNER'S BOOK

9781920604066

TEACHER'S GUIDE

9781920604073

LEARNER'S BOOK

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

Unit 1 Development of the self in society

Self Image



Your self-image is how you see, think and feel about yourself. It is about all these aspects of yourself:

- your personality
- your values
- your beliefs
- your interests
- your abilities
- your challenges.

You can have a positive self-image. A positive self-image is a clear picture of yourself as you really are with all the things you are unique and valuable individual. When you accept and respect all the things you are, you have a positive self-image.

Activity 5.1 (1 hour)

Begin the lesson by discussing peer pressure and ways in which teenagers may experience peer pressure. Read through the text on page 22 of the Learner's Book with the learners and ask them to look at and discuss the comic strips in pairs.

★ ACTIVITY 5.1: Effects of peer pressure

Group/individual activity

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

Possible answers

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

TEACHER'S GUIDE

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

GRADE 7

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

AFRIKAANS LEWENSORIËNTERING KABV GRAAD 7

Shuters TOPKLAS

SHUTERS TOPKLAS

LEWENSORIËNTERING help om hierdie onderwerpe in graad 7–9 te onderrig:

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



EENHEID 4

Liggaamsopvoeding

Deelname aan en bewegingsuitvoering in 'n fiksheidsprogram

Eenheidsoorsig

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

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



Instruksies vir formele assessering

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

Week 3: Draf (1 uur)

Hulpbronne

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

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

ONDERWYSERSGIDS

LEERDERBOEK

9781920604127

ONDERWYSERSGIDS

9781920604134

LEERDERBOEK

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

KWARTAL 1

EENHEID 1

Selfontwikkeling in die samelewing

Selfbeeld



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

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

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

MEMORANDUM FORMELE ASSESSERINGSTAAK KWARTAL 1

Assesseringshulpmiddel

ANALISASIE	Kriteria	Beskrywing
	i. Voorblad met titel van projek, naam, graad en datum	Een punt word toegeken vir elk - titel, naam, graad en datum
	ii. Inhoudsopgawe	Die inhoudslys is in volgende
	iii. Teks bestaan uit paragrawe en opskrifte	Een punt elk word toegeken vir die insluiting van teksopskrifte en opskrifte
	iv. 'n Bibliografie	Een punt elk word toegeken vir die insluiting van die bibliografiese formaat van die bibliografie en as die bibliografie allabeities gegroepeer is

RUBRIEK VIR ASSESSERING VAN INHOUD

BREINKAART	Punte: 15 - 12	Punte: 11 - 8	Punte: 7 - 4
'n Breinkaart wat omgewingsgesondheidsprobleme en praktiese oplossings toon	Die breinkaart sluit 'n paar van of al die volgende dinge in: - goed beplan met bewyse van navorsing - aantreklike, relevante illustrasies - drie of meer omgewingsgesondheidsprobleme met praktiese oplossings	Die breinkaart sluit 'n paar van of al die volgende dinge in: - redelik goed beplan met bewyse van navorsing - aantreklike illustrasies - twee of meer omgewingsgesondheidsprobleme met praktiese oplossings	Die breinkaart sluit 'n paar van of al die volgende dinge in: - fewat beplan met bewyse van navorsing - 'n paar illustrasies - een of meer omgewingsgesondheidsprobleme met praktiese oplossings
VRAGELYS	Punte: 15 - 12	Punte: 11 - 8	Punte: 7 - 4
Gewingsvoetspoor vir die ander in jou skool	Vrags: - is gedetailleerd en netjies uitgevoer - sluit ten minste 10 relevante vrae in - is so geordene dat leerders dit maklik kan beantwoord, bv. ja/nee, merk blokkies, ens - sluit 'n metode in waarop die gewingsvoetspoor bereken kan word	Vrags: - is taamlik gedetailleerd en leesbaar - sluit ten minste agt relevante vrae in - maak 'n mate van voorsiening dat leerders vrae kan beantwoord, bv. ja/nee, merk blokkies, ens - norm ien oor die berekenings	Vrags: - bevat minstens 5 vrae - is maklik te lees - sluit 'n metode in

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 7

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

Shuters TOPKLAS

SHUTERS TOPKLAS SOSIALE WETENSKAPPE

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

GESKIEDENISEKSAMEN PUNTEMEMORANDUM

AFDELING A

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

AFDELING B

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

AFDELING C Drie punte vir elke vraag

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



LEERDERBOEK

9781920604325

ONDERWYERSGIDS

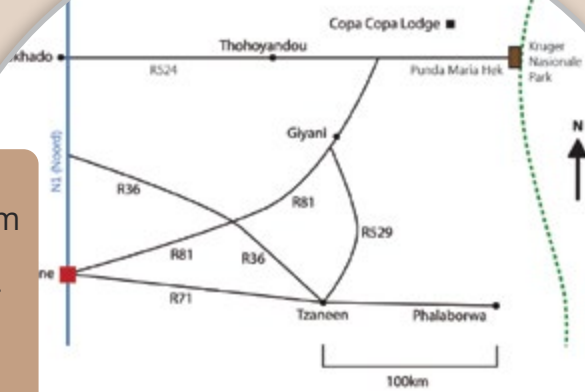
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ONDERWYERSGIDS

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 bladsye waar die woorde gebruik word

INLEIDENDE AKTIWITEIT



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

MEMORANDUM

te kies: Madagaskar, Mauritius, Maleisië, Goa, ens.
 van Boesmans

ADELING B

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

AFDELING C Drie punte vir elke vraag

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

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

ONDERWYSERSGIDS

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

GRAAD 7

Kaartvaardighede

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

Vulkane, aardbewings en oorstromings

Die trans-Atlantiese slawehandel

Bevolkingsgroei en -verandering

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

Natuurlike hulpbronne en bewaring in Suid-Afrika

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

- Hersiening, assessering en terugvoering
- Formele assessering

ENGLISH MATHEMATICS CAPS GRADE 7

Shuters
Premier

SHUTERS PREMIER MATHEMATICS

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

PATTERNS, FUNCTIONS AND ALGEBRA

Unit 19 Numeric and geometric patterns

Overview

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

Guidelines for lessons

Exercise 1 Investigate number patterns with a constant difference

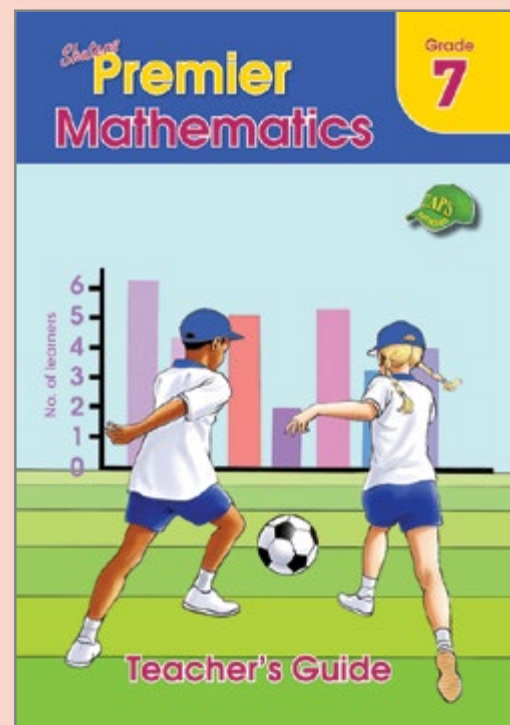
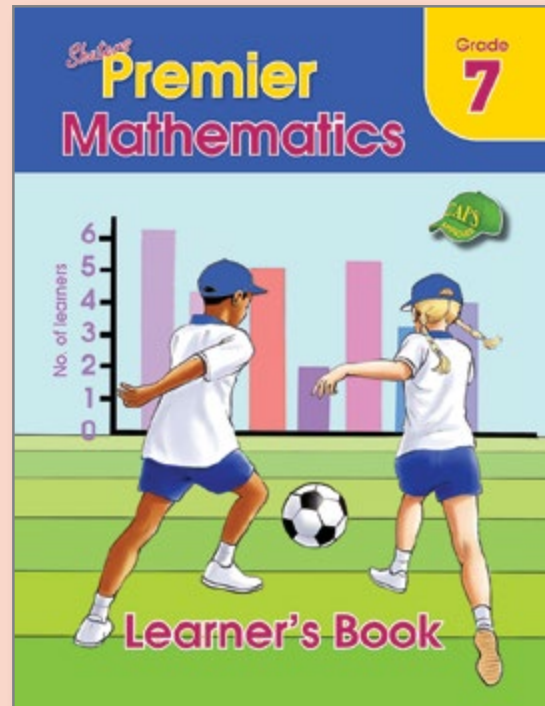
- Learner's Book page 130.
- Remind the learners how to find the rule for the pattern in a sequence.
- Remind the learners about addition of integers.
- Read through the notes and example in the Learner's Book page 130.

Answers:

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

TEACHER'S GUIDE

- EACH TERM COVERS:**
- NUMBERS, OPERATIONS & RELATIONSHIPS
 - PATTERNS, FUNCTIONS & ALGEBRA
 - MEASUREMENT
 - DATA HANDLING
 - SPACE & SHAPE

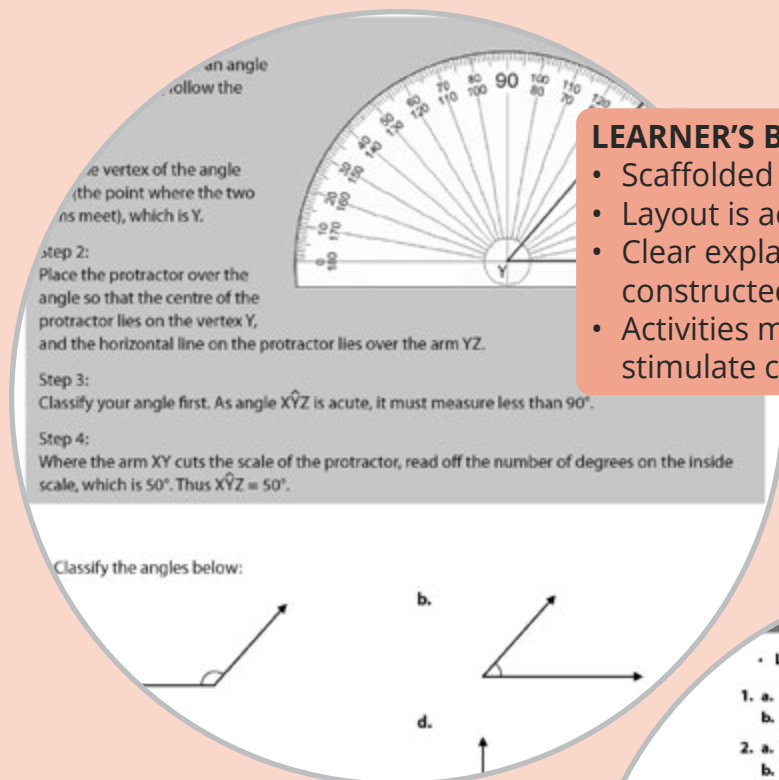


LEARNER'S BOOK

9781775880561

TEACHER'S GUIDE

9781775880578



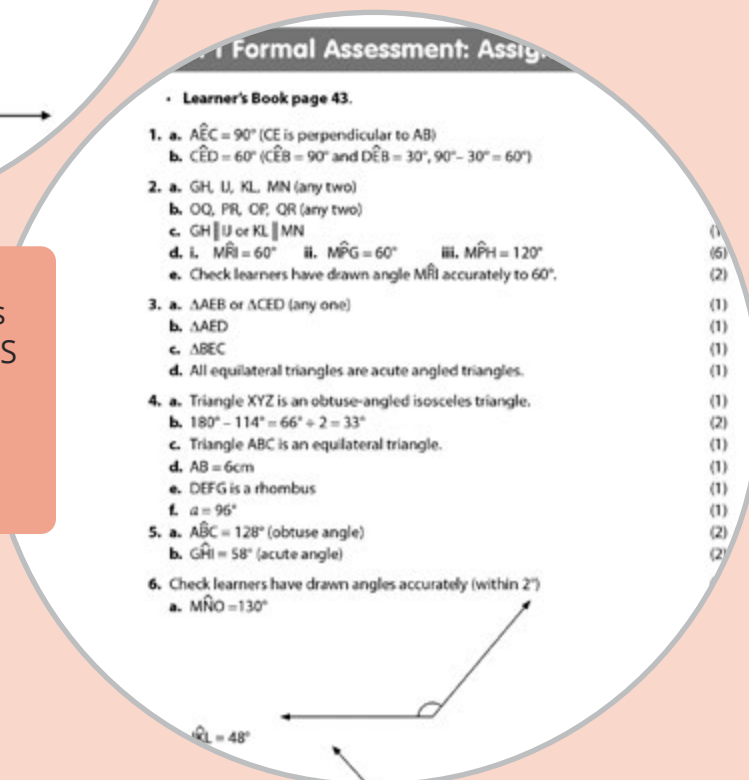
LEARNER'S BOOK

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

TEACHER'S GUIDE

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

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



GRADE 7

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

NUMBERS, OPERATIONS AND RELATIONSHIPS

Whole numbers
Exponents
Common fractions
Decimal fractions
Integers

SPACE AND SHAPE

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

PATTERNS, FUNCTIONS AND ALGEBRA

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

MEASUREMENT

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

DATA HANDLING

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

Shuters TOP CLASS

SHUTERS TOP CLASS NATURAL SCIENCES

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

Answers to Formal Assessment Task Term 1: Formal class test

Test 1

Question 1

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

Question 2

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

Question 3

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

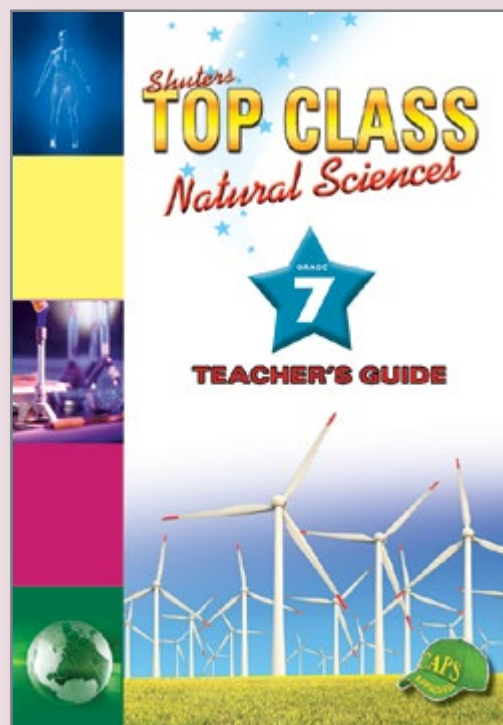
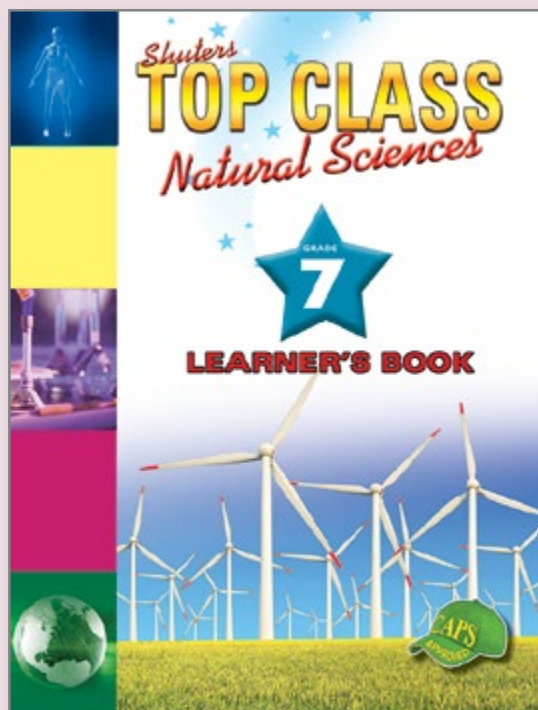
Question 4

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

Question 5

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

TEACHER'S GUIDE



LEARNER'S BOOK

9781920604547

TEACHER'S GUIDE

9781920604554

Worksheet 7.1

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

ACTIVITY 7.3 Separate ink by chromatography

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

You will need:

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

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

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

OR

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

LEARNER'S BOOK

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

TEACHER'S GUIDE

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

This small section is included to counter the idea that there are no invertebrates. You could explain to the learners that the molluscs are a very diverse Phylum, but that the majority of them live in sea water. They are very familiar with them.

★ Activity 2.4 List the characteristics of invertebrates

Book page 25

Guidelines

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

Suggested answers

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

GRADE 7

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

LIFE AND LIVING

The biosphere

Biodiversity

Sexual reproduction in angiosperms

Sexual reproduction in humans

Variation

MATTER AND MATERIALS

Properties of materials

Separating mixtures

Acids, bases and neutrals

Introduction to the Periodic Table of Elements

ENERGY AND CHANGE

Sources of energy

Potential and kinetic energy

Heat transfer

Insulation and energy saving

Energy transfer to the surroundings

The national electricity supply system

PLANET EARTH AND BEYOND

Relationship of the Sun to the Earth

Relationship of the Moon to the Earth

Historical development of astronomy

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

ENGLISH TECHNOLOGY CAPS GRADE 7

Shuters TOP CLASS

SHUTERS TOP CLASS TECHNOLOGY

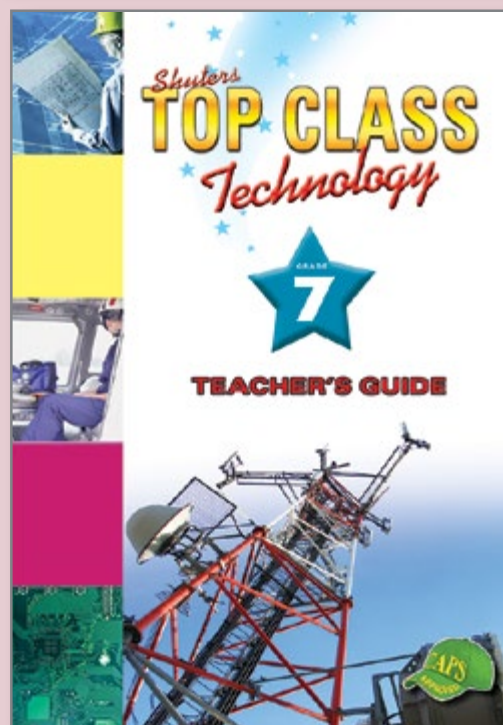
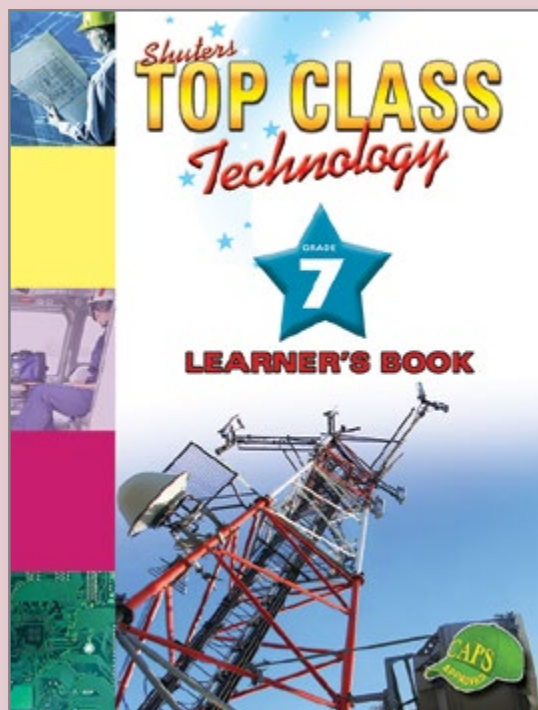
- Covers all the requirements of the CAPS document for each subject
- Presents content in simple language
- Content presentation supported by plenty of illustrations

Year Plan

Term 1			
Time	Focus	Unit	Content
1 week (2 hours)	Design process skills	Unit 1: Design process skills	• Introduction • The development of a task • Design considerations
2 weeks (4 hours)	Communication skills	Unit 2: Communication skills	• Purpose of graphical communication • Conventions • Free-hand sketching • Working drawings
2 weeks (4 hours)	Mechanical systems and control	Unit 3: Simple mechanisms	• Levers – first-class, second-class, third-class
1 week (2 hours)	Investigation skills	Unit 4: Investigation skills	• Practical Investigation: Levers and linkages
3½ weeks (7 hours)	Formal Assessment Task 1: Mini-PAT	Formal Assessment Task 1: Mini-PAT	• Levers, linkages, hydraulic and pneumatic systems
½ week (1 hour)	Formal Assessment Task: Test	Formal Assessment Task: Test	• Test on Term 1 work

Term 2			
Time	Focus	Unit	Content, concepts and skills
1 week (2 hours)	Structures	Unit 5: Structures	• Definition and purpose of structures • Classification of structures • Types of structures
½ week (1 hour)	Structures	Unit 6: Investigate a cell phone tower – a frame structure	• Investigate a cell phone tower • Case study: Examining the tower • Evaluate advantages and disadvantages of the tower
½ week (1 hour)	Structures	Unit 7: Action research: stiffen materials and structures	• Practical activity: Stiffen materials and structures • Practical activity: Stiffen materials and structures • Practical activity: Stiffen materials and structures
1 week (2 hours)	Structures Impact of technology	Unit 8: Investigating design issues	• Investigating design issues

TEACHER'S GUIDE



LEARNER'S BOOK	9781920604387
TEACHER'S GUIDE	9781920604394

LEARNER'S BOOK

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

Formal Assessment Tasks: Term 4

Mini-PAT

Topic: Processing / Bias in and Impact of Technology

Context: Shelters for refugees

Content: Properties of materials

Time allocation: 6 hours

Guidelines

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

Assessment plan

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

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

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

Third-class levers

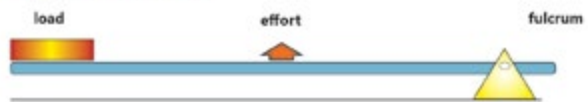


Figure 3-16 A diagram showing a third-class lever.

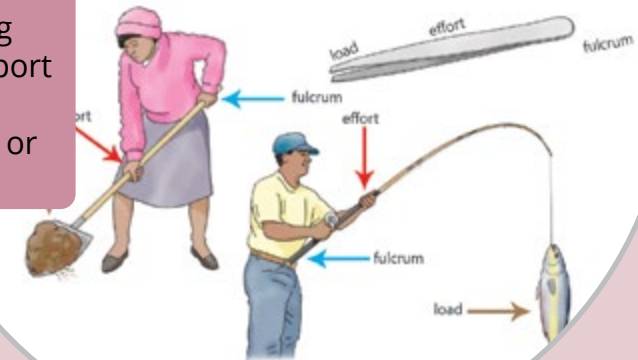


Figure 3-17 A pair of tweezers, a spade and a fishing rod are all good examples of third-class levers.

Figure 3-18 A diagram showing a third-class lever.

TEACHER'S GUIDE

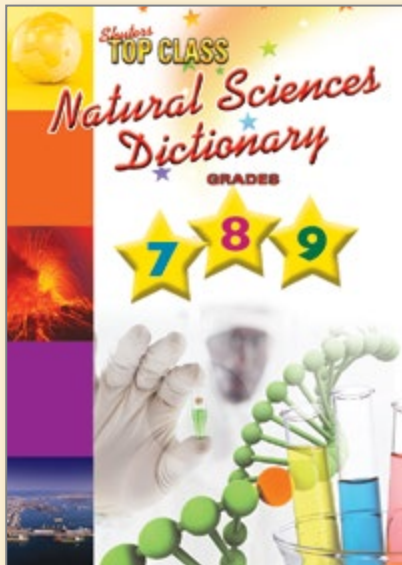
- Step-by-step guidance for the teacher
- Answers to all activities and formal assessments
- Year Plan
- Formal Assessment Tasks exemplars
- Cross references to the Learner's Book
- A glossary of terms and concepts is provided
- Additional resources

GRADE 7

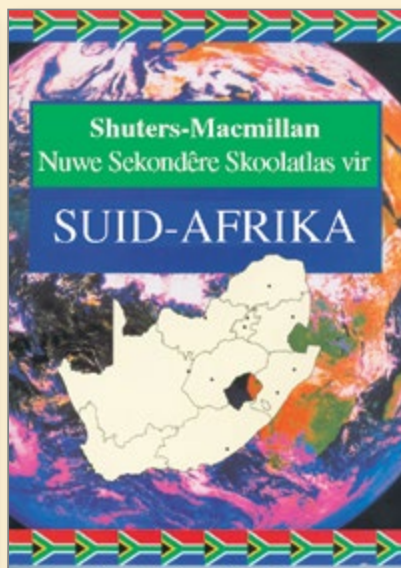
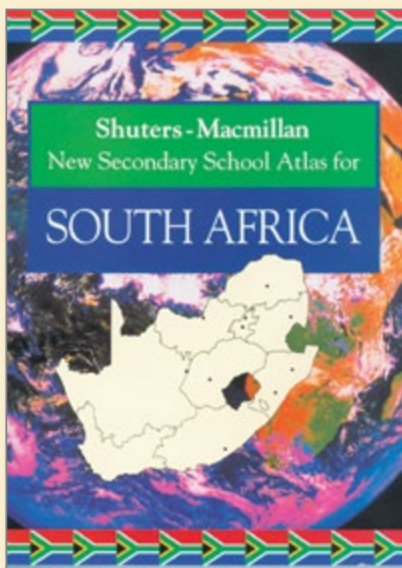
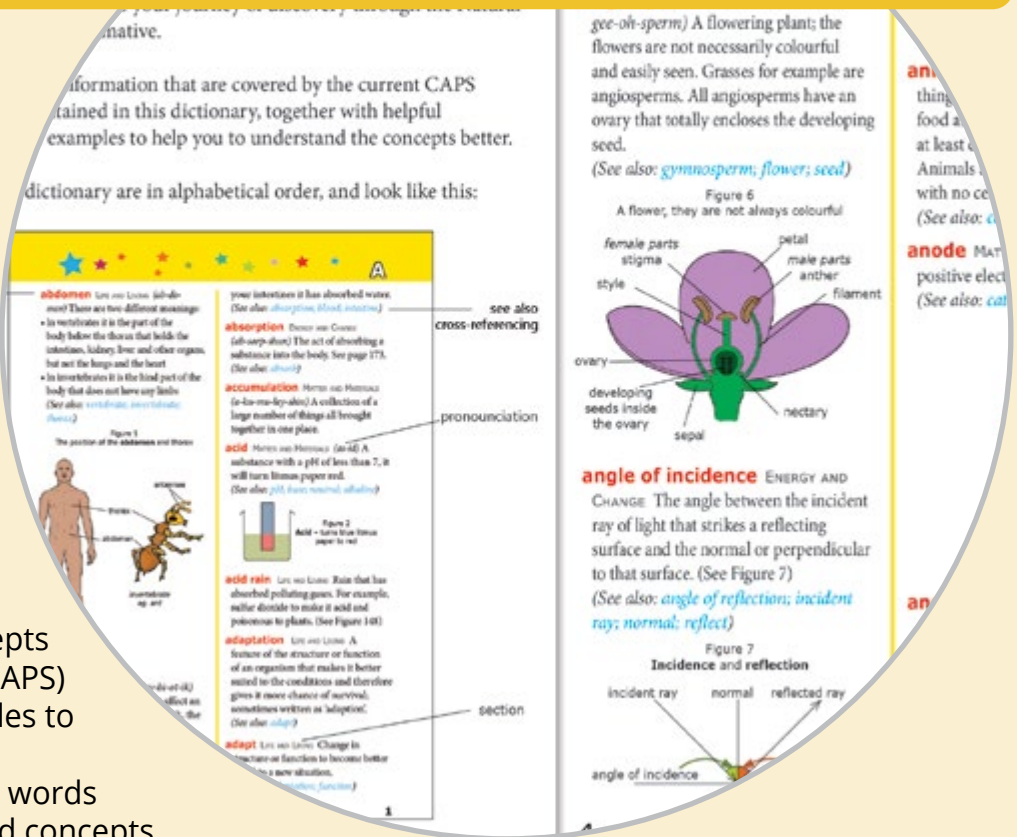
- Year Plan
- Formal Assessment Tasks example
- Resources
- Design process skills
- Communication skills
- Simple mechanisms
- Investigation skills
- Structures
- Investigate a cell phone tower – a frame structure

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

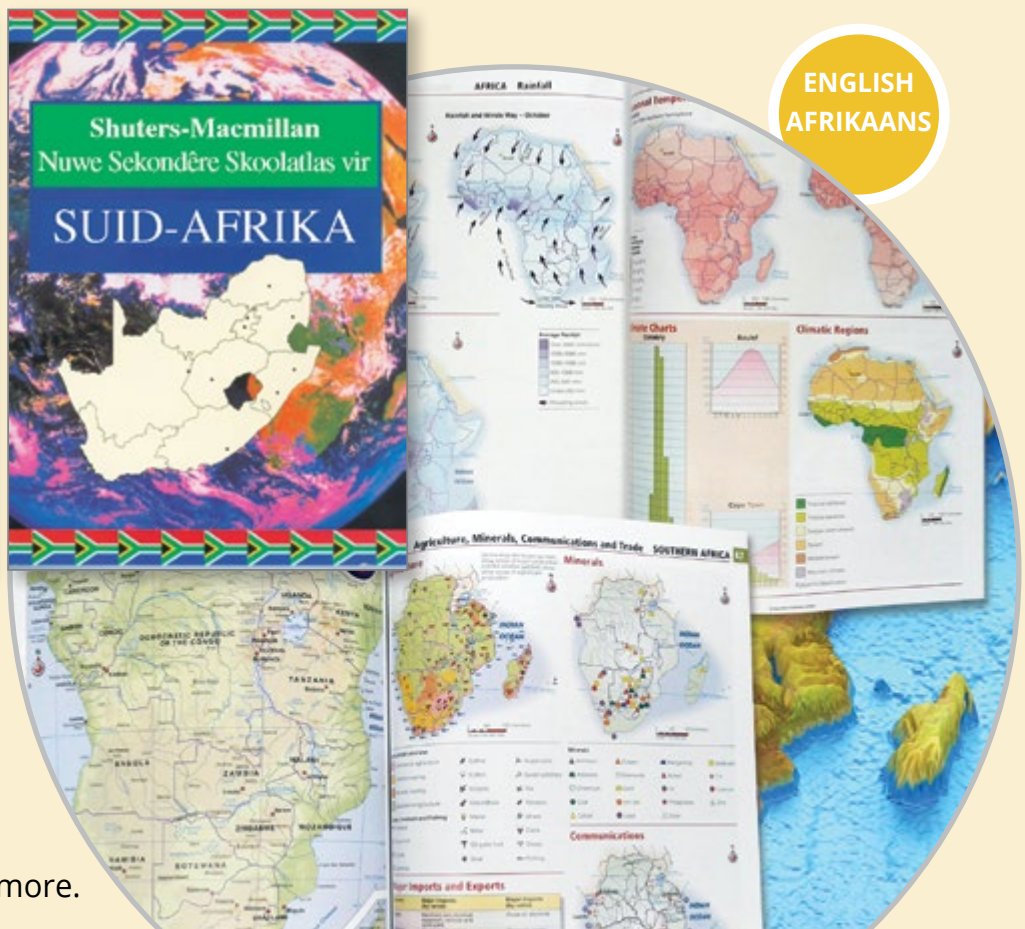
RESOURCES FOR GRADE 7



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



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



ENGLISH
AFRIKAANS

SHUTERS TOP CLASS NATURAL SCIENCES DICTIONARY GRADES 7, 8 AND 9

9781775880820

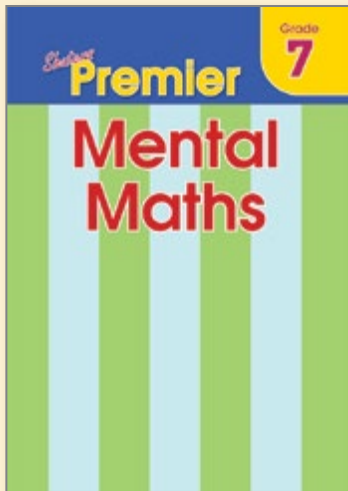
SHUTERS-MACMILLAN NEW SECONDARY SCHOOL ATLAS FOR SOUTH AFRICA

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SHUTERS-MACMILLAN NUWE SEKONDÊRE SKOOLATLAS VIR SUID-AFRIKA

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RESOURCES FOR GRADE 7



- 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



... van hierdie diagram.

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

input values of this diagram.

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

the missing values.

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

QUESTION ★

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

49

7. 294km²
8. 8
9. 2
10. 123
BQ. 171m²

Term 3 Exercise 5

- 15
- 3 from the prev.
- 4,25
- 40
- 80 sides
- 2,7
- 108
- Double the number to get the next number in
- 240
- 16

BQ. (a) 8 (b) 21

Term 3 Exercise 6 Answers

- Square the position of the number in the
- 36
- 100
- 6
- 216
- 2 197
- Cube the position of the number
- 108
- 125
- +5 or Position of the number

BQ. 2,5

TERM 3: MATHS

ENGLISH

... van hierdie diagram.

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

... invoerwaardes van hierdie diagram.

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

... reël van hierdie vloedidiagram.

y

64
343
1 331
8 000

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

... die

ANTWOORD

Punte

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

ANTWOORD

Kwa

- 1 750 mm
- 50 mm
- 72 mm²
- 427
- 3 720 000 cm³
- 42,25 m²
- 294 km²
- 8
- 2
- 123

BONUS: 171 m²

Kwartaal 3 Oefening 5 Antwoorde

- 15
- 3 van die vorige getal
- 4,25
- 40
- 80 sye
- 2,7
- 108
- Verdubbel die waarde van die vorige term om te bepaal.
- 240
- 16; 29

BONUS: (a) 8 (b) 21

Kwartaal 3 Oefening 6 Antwoorde

- Kwadreer die posisie van die term in die
- 36
- 100
- 6
- 216
- 2 197
- Gee die derdemag van die posisie
- 108 sye
- 125
- +5 by vorige term om te bepaal die posisie van die term

BONUS: 2,5

AFRIKAANS

SHUTERS PREMIER MENTAL MATHS GRADE 7

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SHUTERS PREMIER HOOFREKENEN GRAAD 7

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3

Application skills

What do you remember?

The Grade 5 held a Market Day. Below the Market Day, teams sold different items.

- Open the spreadsheet application.
Save a new document with the name: **Year5Home TTTS(Home)**.

- There is an award for the top three teams that made the most profits. These are the profits each team made. Copy the table below in your spreadsheet app and organise the data to make it easy to find the top three teams.

	Profit (R)	Rounded up	Rounded down
Team 1	108,12		
Team 2	35,89		
Team 3	40,91		
Team 4	175,12		
Team 5	238,47		
Sum			
Average			
Max			
Min			

- Use functions to work out the following using the numbers in the **Profit** column. Remember: Only include the numbers in the **Profit** column, otherwise your calculations will be incorrect.

a) Sum of the numbers

b) The biggest number

c) The numbers rounded up

d) Average of the numbers

e) The smallest number

f) The numbers rounded down
- Filter out the numbers smaller than 100 in the **Rounded up** column only.
- Sort the numbers from smallest to smallest in the **Rounded down** column only.
- Save your work and close your spreadsheet application.

20 | Term 1 • Week 4

Explanations and instructions with computer screenshots make it easy for learners to understand the principles of coding.

You are already familiar with block-based coding from MakeCode and Scratch.

A. Revise block-based and line-based code

Look at this example of block-based code created in MakeCode. Below it is the line-based version of the same code.

In this example, the LED will switch on and off every 300 milliseconds.

```

1  basic.show_string("Hello!")
2
3  def on_forever():
4      pins.digital_write_pin(DigitalPin.P1, 1)
5      basic.pause(300)
6      pins.digital_write_pin(DigitalPin.P1, 1)
7      basic.pause(300)
8  basic.forever(on_forever)
  
```

Block-based and line-based code for a program that switches an LED on and off

B. Introduction to Python

Look at the line-based code again. The blocks have been translated into a different coding language, called Python. You were first introduced to Python in Term 1.

```

1  basic.show_string("Hello!")
2
3  def on_forever():
4      pins.digital_write_pin(DigitalPin.P1, 1)
5      basic.pause(300)
6      pins.digital_write_pin(DigitalPin.P1, 1)
7      basic.pause(300)
8  basic.forever(on_forever)
  
```

Code in the coding language of Python

130 Term 3 • Week 3

A robot helper gives hints and tips.

Reality is augmented because of the phone's technology.

In Week 1, you learned about augmented reality. You investigated apps that use augmented reality.

Some apps have built-in AR features that work with a phone's camera. When you use the camera lens in selfie mode, it will use all technology to overlay your chosen filter, for example bunny ears and a bunny nose. As you talk or blink, the image on the screen will make the same movement. Because the real world is still visible in the image, we say that the reality is augmented, or enhanced.

You can use a plug-in or extension in Scratch to add augmented reality to a program. Remember that a plug-in is an extra tool that you can add to the standard tools in the Scratch toolbox.

How to add a plug-in in Scratch.

Step 1:
Open your Scratch app.

Step 2:
In the bottom-left corner click the Add Extensions icon. It looks like this:

Step 3:
Add the Video Extension module.

Video Extension
Extend Scratch with video features

The button on the right will be added to your toolbox.

1. Create a new project in Scratch with the name: YourShower TTS.RULEZ.
- a) Build the script as shown below, on the left.

Your script should look like this:

```

    When green flag clicked
      Say Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
      Hello! for 2 secs.
  
```

The sprite area should show the following:

- Three pens: orange, blue, and grey.
- A speech bubble saying "This is also..."

- b) Now, lay out your pens as shown above, on the right, and focus your webcam on to them.
- c) Change these blocks to match the colours of your pens.
- d) Run the program and then debug it.

2. Answer the following questions:
 - a) What happens when the sprite touches a pen?
 - b) How is the sprite controlled?
 - c) What will happen if you change the order of the pens with the video switched off?

Task 2 Algorithms and coding

A friendly-looking robot with a large screen face showing a smile, giving a thumbs up against a pink starry background.

TOPIC 2 Revision

Understand concepts

1. Match the key features of machine learning in Column A with the correct description in Column B.

Column A	Column B
a. Data handling	1. Specific ways to teach a computer to recognise patterns in data
b. Algorithms	2. Components that can be combined to create models that understand data and make predictions
c. Model building	3. Test and evaluate and test data
d. Training data	4. Test that shows how accurate the model is
e. Evaluation	5. Examples for the model to work from

Test yourself

2. You want your computer to recognise pictures of birds. List the five steps that a machine-learning library must follow to learn what birds look like.

3. In the context of machine-learning libraries, what is an algorithm, and how does it help computers recognise patterns in data?

4. Why is model evaluation important in machine learning?

5. List the three types of machine learning.

6. Look at this script and answer the questions that follow.

```

def user_guesses_bird():
    # Ask user to guess a bird
    guess = input("What bird do you think it is? ")
    # Check if the guess is correct
    if guess == correct_bird:
        print("Correct!")
    else:
        print("Incorrect! The bird was", correct_bird)
    # End of function

```

7. What happens if the user types "starfishes"?

8. How could machine learning improve this script?

Topic 2: Algorithms and coding 107

New concepts and skills are revised at the end of each topic.

The topic revision includes a section that addresses language across the curriculum.

Subject vocabulary is shown in blue where it appears for the first time.

Easy definitions for the subject vocabulary appear in a keyword box on the same page.

The appropriate Practical Assessment Task for each term is provided.

Term 2 Mini-PAT

Your Practical Assessment Task for Grade 7

This year, you will do a Practical Assessment Task (PAT) to solve a problem. Each term, we will work towards the final project. Last term, you identified the problem statement. This term, you will investigate a solution.

Mini-PAT 1: Problem statement
Mini-PAT 2: Investigation
Mini-PAT 3: Design and build
PAT: Evaluation and communication

Mini Practical Assessment Task 2: Identify and draft a design brief, specification and constraints

Last term, you learnt about sinkholes that occur in many provinces in South Africa. You learnt that these generally occur due to the erosion of underground dolomite, which leaves cavities that eventually sink or cave in.



Sinkholes can be very big, like this one (photographed from above) in the Northern Cape.

Specifications

Work with a partner.

You have learnt that sinkholes form due to:

- leaking underground pipes that make the surrounding soil wet
- poor water drainage
- rising ground water levels.

In order to reduce the risk to people, animals and infrastructure, the dolomite in certain areas must be checked regularly.

Answer three questions.

- Why is it important to regularly check the dolomite?
- You would need to go underground to check the dolomite.
 - Name the risks of sending people underground.
 - Think of a way to mitigate this risk, and describe it.
- You are tasked with designing a navigation robot that can be controlled remotely. The robot's purpose is to check whether there are areas of weakness in the underground dolomite in urban areas.
 - List at least three specifications for your navigation robot.
 - List the pieces of equipment that you would need to fulfil these specifications.

Keywords

Specification – a specific thing about a design, such as something it must include, the tools that must be used and what the design must be able to do.

Constraint – something that limits or controls.

Term 2 Mini-PAT • Week 9 87

A summary of the main concepts is provided at the end of each term.

Term 3 Summary

Topic 1: Internet and e-communications

- Artificial intelligence (AI) is the science of making machines think like humans.
- The AI is coded with algorithms that enable it to learn from information and make decisions.
- AI can be found in various apps, smartphones, video games and toys.
- AI should be used wisely to avoid some of the risks associated with it.

Topic 2: Algorithms and coding

- Flowcharts use standard symbols and shapes to represent different parts of the process.

Start/End box
Input/Output box
Process or instruction box
Decision box
Connector

Some common data types for variables include:

- String: a sequence of characters, such as text
- Integer: a whole number
- Float: a number that has a decimal point
- Boolean: a value that can be either true or false.

Topic 3: Application skills

- One workbook in a spreadsheet app can have multiple sheets.
- In HTML, an unordered list is a list in which the order of the items does not matter.
- Use `ul` and `li` to indicate the whole list. Use `li` and `li` to indicate each list item.
- You can add background images and foreground images to web pages using HTML code.

Topic 4: Robotic skills

- Wheels and axles are used together to roll heavy loads over a distance.
- Isometric drawings allow you to draw 3D objects on 2D planes.
- Isometric drawings allow you to see the object from three sides.

Term 3 • Week 10 108

Term 3 Exemplar Test

Time: 40 minutes
Mark: 50 marks

1. State whether the following statements are true or false.

- Predictive text is an example of virtual reality.
- In a spreadsheet app, a workbook can have multiple sheets.
- An integer represents whole numbers.
- A Boolean data type represents true or false.
- Friction makes it easier for large objects to move.

(2 + 5 = 10)

2. Match the terms in Column A with the correct definition in Column B.

Column A	Column B
a. Control	1. Used to represent different kinds of events
b. Directory	2. A device that knows where to place and arrange data that they move together at the same pace
c. Data types	3. An AI-powered computer that can interpret and solve people's requests
d. Input	4. A file system that is used by your computer
e. Axis	5. Information that is provided to a program to trigger a process

(2 + 5 = 10)

3. Name and describe one disadvantage of artificial intelligence.

(2)

4. Using HTML tags, write these items in an ordered list from smallest to largest.

Dot, Elephant, Fly, Blue whale, Zebra

(5)

5. Look at this script.

```

1 basic.show_string("Hello!")
2
3 def on_forever():
4   pins.digital_write_pin(DigitalPin.P1, 1)
5   basic.pause(100)
6   pins.digital_write_pin(DigitalPin.P1, 1)
7   basic.pause(100)
8   basic.pause(100)
9   pins.digital_write_pin(DigitalPin.P1, 1)
10  basic.pause(100)

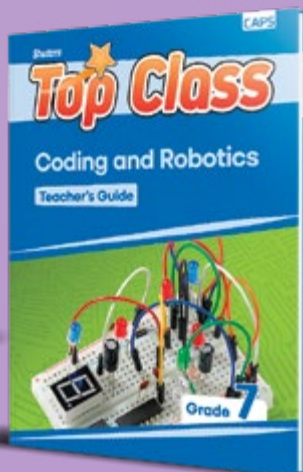
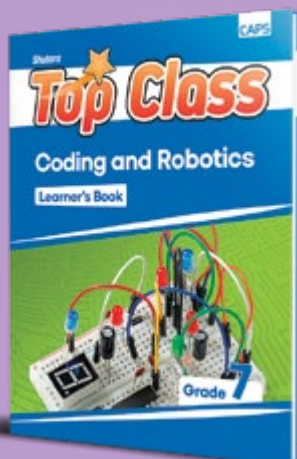
```

6. Provide a brief description of each part of the code.

7. Use the script on the next page to design and draw a flowchart.

Term 3 Exemplar Test • Week 10 107

Formal Assessment Exemplars are provided at the end of each term.



Content guidance videos provide *special support* for teachers who will be teaching the subject for the first time.



- The comprehensive Teacher's Guide provides *term-by-term teaching guidelines*.
- A key component of this series is content guidance and *step-by-step modelling videos* (embedded in the Teacher's Guide).
- Teachers can use them to *prepare for lessons* or to *explain* an answer or process in class.

Shuters Coding and Robotics Kit



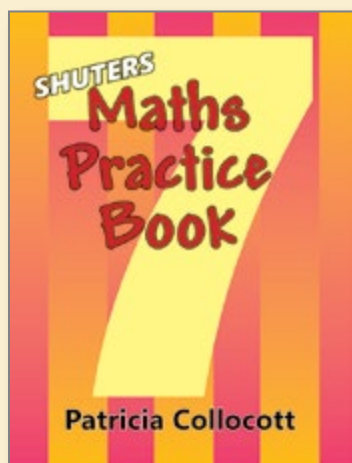
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**SHUTERS CODING
AND ROBOTICS KIT**
ISBN 9781779921406

Discover the stimulating world of **Coding and Robotics** with this **curriculum-compliant kit**.

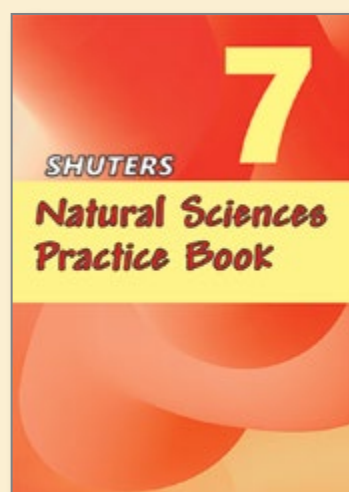
- It is an excellent way to spark excitement in **learners and teachers who are new to the subject**.
- The contents are **easy to use** for teacher demonstrations and learner activities.
- Technical specifications and visual representations for all components are included in the kit. This enables teachers and learners to easily build and code their own robots!

RESOURCES FOR GRADE 7



SHUTERS MATHS PRACTICE BOOK FOR GRADE 7 9780796093288

- CAPS compliant exercises divided into five sections: Numbers, Operations and Relationships; Patterns, Functions and Algebra; Space and Shape; Measurement and Data Handling.
- Concise exercises that will take no more than 15 minutes.
- Reminders on calculation strategies and examples where necessary to help learners.
- Repetition, drill and practice to ensure that important concepts are consolidated.
- Two problem solving questions on each page, to develop problem solving skills.
- Answers are provided for parents, learners or teachers to check learner's progress.

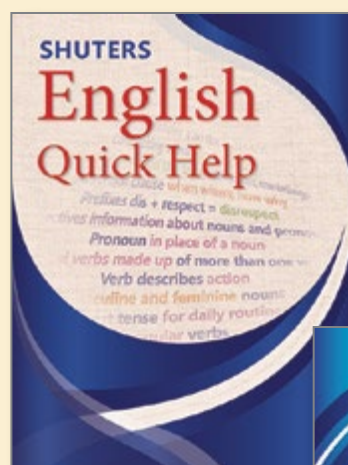


SHUTERS NATURAL SCIENCE PRACTICE BOOK FOR GRADE 7 9780796059338

- CAPS compliant, straight forward and easy to use.
- Concise exercises that will take no more than 15 minutes.
- Reminders of important concepts and examples where necessary to help learners.
- Repetition, drill and practice to ensure that important concepts are consolidated.
- Answers are provided for parents, learners or teachers to check learner's progress.

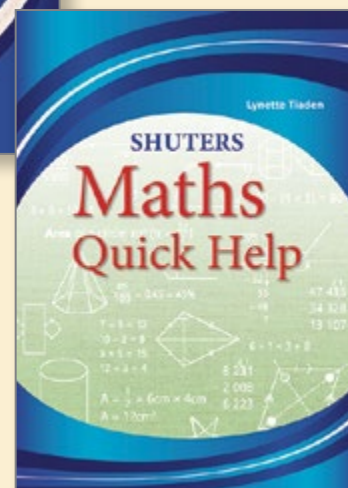
SHUTERS ENGLISH QUICK HELP 9781485829683

- Grammar
- Sentences
- Punctuation
- Literary terms: words to talk about poetry, stories and plays
- Spelling rules
- Ways to improve your vocabulary



SHUTERS MATHS QUICK HELP 9781485832157

- A dictionary of mathematical terms
- Clear explanations of methods and formulae
- Strategies for solving problems



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
	Thozo Mthethwa (Gloria)	081 046 1735	gloria@shuters.com
	Sanelisiwe Ngubane	083 272 9029	sanelisiwe@shuter.co.za
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 8721	mbali@shuter.co.za
Shaheen Ismail	+27 (0) 33 846 8722	shaheen@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

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