

Shuters
PREMIER

Shuters
★ **TOP CLASS**

Shuters
★ **TOPKLAS**

**IsiXhosa
Ngumdiliya**

**Hi Nwa
Hi Kolwa**

**Setswana
Tota**

**Sediba
sa thuto**

**IsiZulu
Soqobo**

**Sichumile
ISIXHOSA**

**SISWATI
SETFU**



Grades

8 & 9

**CAPS APPROVED
CATALOGUE**



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LOCAL
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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 – ETDPS010941
- 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)

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.

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Why choose our books?



TOP CLASS

Shuters

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

Assess progress
easily

Reduces the
admin burden



TOP CLASS

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**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

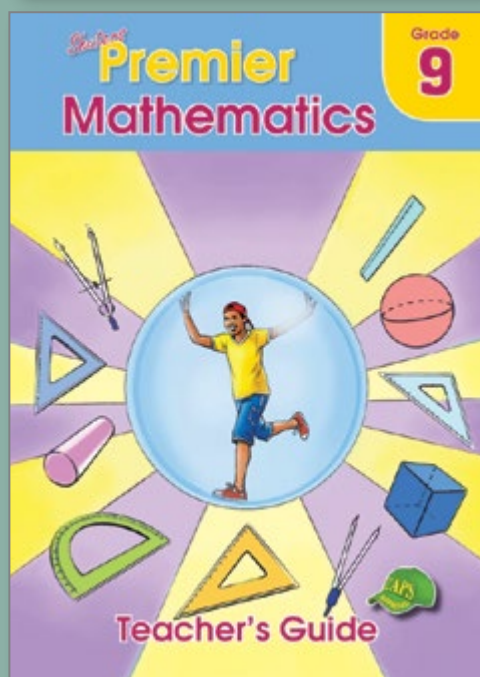
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

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



FOLKLORE FROM MOROCCO

UNIT 9

The clever snake charmer

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



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

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

58 ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 9

Mama

Ngiyavutisa ngokukhulupha kangaka. Ukuba angivutisiwanga amzimba kungaba ngisaphila, ukuba sekungakhuli. Ngichulelele mama, ngicela nischakenisel nammamuni uma sesingivutshwa. Msebenzi yami usayibhala emvithophini enkulu emundo, emaphilile.

Ukule kahle
Yimina okuthandayo
uSizakele

Nabela uluhigema wayithola imfumba yemali emulophini leyo. Wayengazazi ukuthi ayithathe yini imali leyo nom ayyike. Levele laduma ikhanda koyena.

Imibuzo
Phendula le mibuzo.

- Kungabe babenza msebenzi muni abangani bakaSizakele? Ukusho ngani lokho?
- Imithetho yezwe lithu kungabe iyakuvumela yini ukwenza loyo msebenzi?
- Ubani umlingiswa osemqoka? Sekela impendulo yakho.
- Kungene abangani bakaSizakele kwakungabangani beginiso? Bala kube kuthathu ukusela impendulo yakho.
- Ake uchaze umehluko phakathi kwebohloli nengwikhwebu.

39

FOLKLORE FROM SOUTH AFRICA

UNIT 7

How the birds and the insects fell out

Nelson Mandela South African Publishers by Peter Gredler and Joan Venter. Reproduced by permission of Human & Rousseau.



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

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

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

TERM 2 **39**

Provides clear guidelines to the teacher



A range of assessment activities



Additional
Photocopiable
material



Spelwijze behouden en individualiseren

Werkwijze groenere leerstof en ontwikkeling van beide leerstijlen: voorafgaand aan deze lesstof is het spel in muziek te krijgen en de afwisseling.

Beeld 1

Musiekgeletterdheid

1. Het spel in muziek

Maatschappijleerzaamheid moet door de leerstof en instrumentale muziek van de leerlingen worden ontwikkeld, maar ook door de diverse muzieksoorten van deze maatschappij wordt.

Aktiviteit 1.1

1.1 Tydsduur van note en toonhoogte

Spelwijze

Leerdoelen H. 324

Individueel

Stap-af-stap-leswijze

1. Leerder antwoorde hoe de leerstof heeft leren over de ontwikkeling van deze leerstof.
2. Leerder die leerstof aan zijn/haar te gebruiken in zijn/haar.
3. De leerstof moet aan de leerstof van de leerstof via het spel in de leerstof van de leerstof.
4. Leerder die leerstof moet aan de leerstof in de leerstof.
5. Leerder moet effecten van de leerstof in de leerstof.
6. Het is de leerstof in de leerstof.

7. Antwoorde de leerstof in de leerstof.

Voorafgaand en waarden

Werkwijze ontwikkeling van de leerstof in de leerstof.

Aktiviteit 1.2

1.2 Tydsduur van note en toonhoogte

Spelwijze

Leerdoelen H. 327

Individueel

Stap-af-stap-leswijze

1. Leerder antwoorde hoe de leerstof in de leerstof van de leerstof.
2. Het is de leerstof in de leerstof.

Assessment plan

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

- Use a learner checklist with the sub-headings for those things that you will be assessing in that learner, such as their own projects.
- **Final assessment** of the technological process should assess if there is an attitude to investigate (find out things), design (plan), make (do, evaluate, reflect) and communicate (share).

You could use the generic rubric on page 17 of this Teacher's Guide as the marking criteria below to assess the learners' work and models.

(15 marks)

Skills	Description	Individual work (IW) or group work (GW)	Marks allocated	Mark achieved
Manual investigation (Maximum: 5 marks)	A comprehensive investigation of materials OR	IW	4-5	
	Satisfactory investigation of materials OR	IW	3-3	
	Some investigation of materials	IW	0-1	
				Total marks 15

(15 marks)

Design skills

Skills	Description	Individual work (IW) or group work (GW)	Marks allocated	Mark achieved
Design skills from initial idea sketch (Maximum: 5 marks)	It is evident from the sketches that it is a solution to the problem identified	IW	2	
	The view is complete and neatly drawn	IW	2	
	Labels and notes explain the design choice	IW	1	
				Total marks 15

(15 marks)

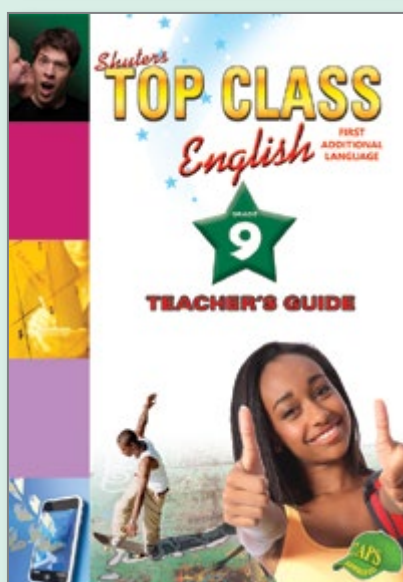
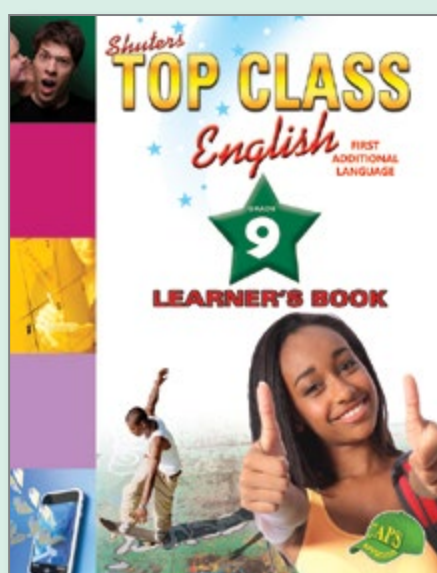
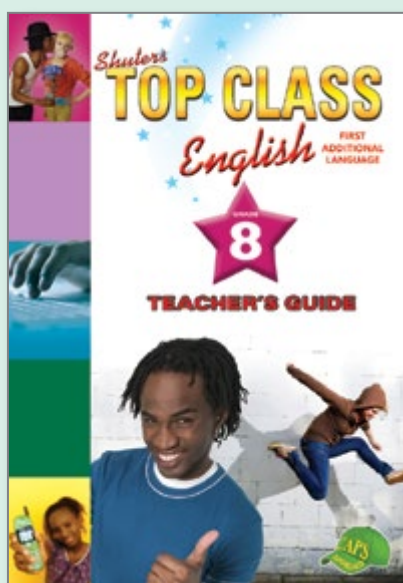
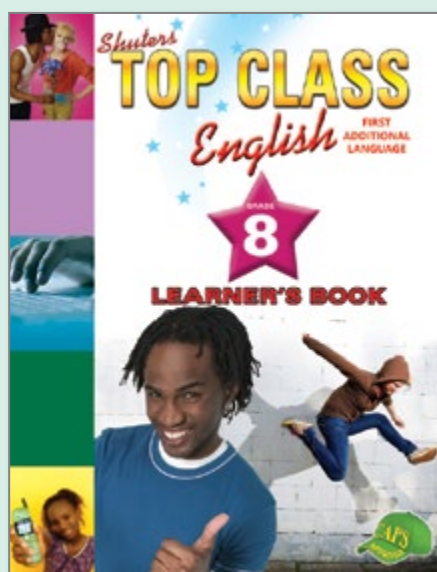
FORMER, FORDSIDE COLLEGE



[illegible]

Shuters TOP CLASS

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



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

TEACHER'S GUIDE

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

Unit 6 Proud to be South African

Weeks
1 and 2

Resources

CORE READER
pages 35-38

OVERVIEW OF

Activity

Listening and speaking
Listen to instructions and take notes.
Answering questions on the instructions.
Explain how to draw the South African flag.

Reading and viewing
Reading visual texts – symbols and their meaning.
Read about South African languages.
Comparing and contrasting
Topic sentences and supporting sentences.
Read a poem.

Writing and presenting
Plan a Freedom Day Celebration – making a plan.
Draft a plan for your celebration.
Write the final draft of your invitation.

Language structures and conventions
Clauses
Improve your sentences – using conjunctions.
Check your use of capital letters and punctuation.
Parts of a sentence – verb phrases, noun phrases.
Spelling
Extra practice

LISTENING AND SPEAKING

A. Listen to instructions and

Class/individual
Guidelines

- This activity gives learners a chance to copy the outline, then follow the instructions.

Guidelines

The

Resources

Learner's Book page 67

Length of text

3 minutes



Tips bathroom

a list of the
and the
bathroom
by the spa
linen you do
make available. C
vital for fresh app
look out for this sea
Rainbow nation Brigh
a brand new bathroo
concept. Either mix and
match or choose a strong

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

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

What register did the writer use to write this article? Choose from the following options:

impersonal, relaxed, personal, formal, objective, subjective, friendly

Notepad

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

Vocabulary

subjective – expresses a opinion and attitude
objective – deals in facts not opinions
initiative – the action or act before others

LEARNER'S BOOK

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

CORE READERS include:

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



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

VOCABULARY

oumas – grandmothers
tickheads – drug takers

QUESTIONS

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

GRADE 8

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

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

GRADE 9

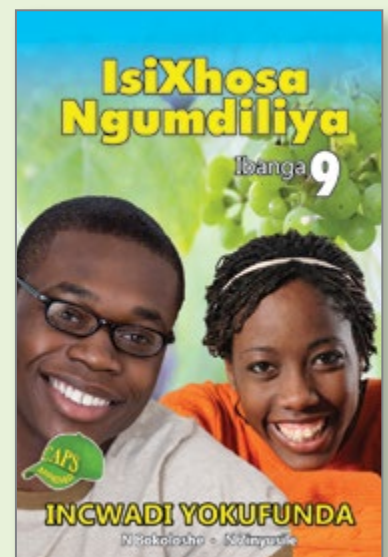
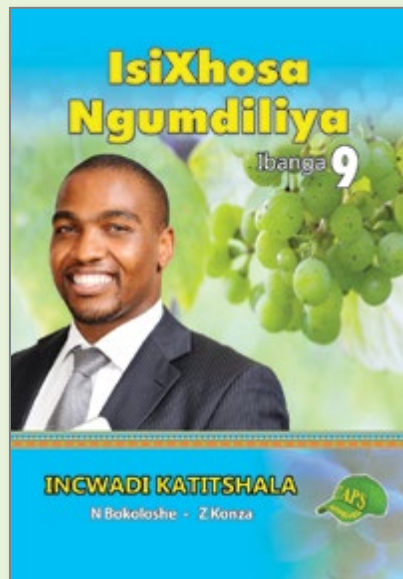
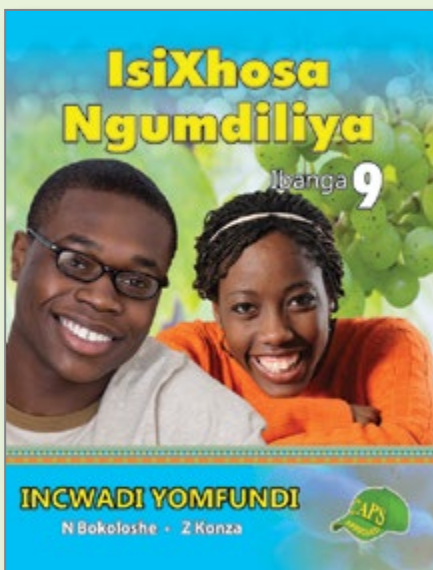
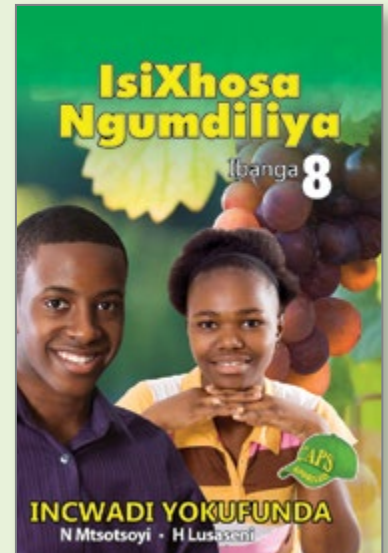
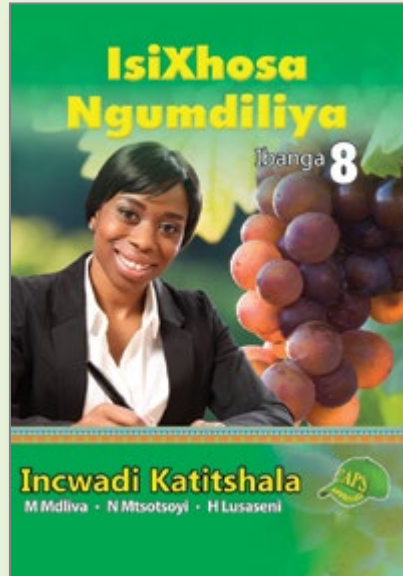
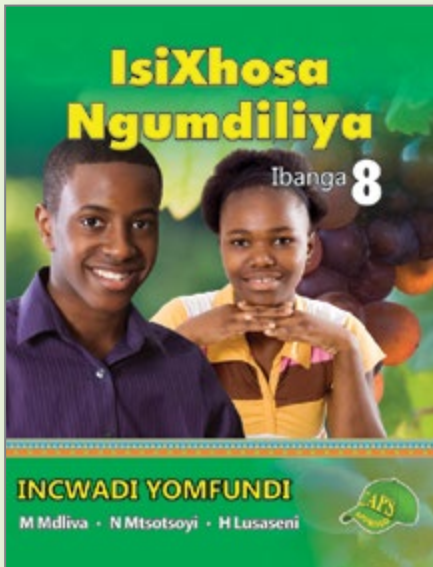
The teen scene
Chaos in the classroom
Communicating clearly
Tools from ancient times
Listening and speaking
Celebrating culture
Overcoming the odds
Women hold up half the sky
The art of advertising
The circle of life
The world of work
The wishes of women
Going places

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

ISIXHOSA

ISIXHOSA NGUMDILIYA

CAPS IBANGA 8, 9



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

ISIXHOSA NGUMDILIYA

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

IKOTA 2 • Iveki y

Impatho

1. Ukuphulaphula nokuthetha
Ubuchule bokuphulaphula nokuthetha

A. Isicatshulwa esiphulaphulwayo
Umsebenzi owenziwa phambi kokuphulaphula isicatshulwa

a) Titshala le mibuzo ilungiselelwe ukukhangela oko bakwaziyo abafundi
b) Ukuba bazi kangakanani ngomba oqulethwe sisicatshulwa.
c) Kulindlekele iimpendulo ezifana nezi:

1. Iimpendulo ixhomekeke kumfundi nomfundi kodwa okubalulekileyo kukutsempendulo ayinikileyo.
2. Iimpendulo ixhomekeke kumfundi nomfundi.
3. Iimpendulo ixhomekeke kumfundi nomfundi kodwa titshala qiniseka ukuba
4. Iimpendulo ixhomekeke kumfundi nomfundi.
5. Iimpendulo ixhomekeke kwinkqubo yomfundi malunga nalo mba.
6. Iimpendulo ixhomekeke kumfundi nomfundi.
7. Iimpendulo ixhomekeke kwinkqubo yomfundi malunga nalo mba.

Umsebenzi owenziwa ngexesha lokuphulaphula isicatshulwa

a) Titshala qinisekisa ukuba abafundi baphulaphule ngenyamako ne
b) Bekhutheze ukuba bamamelise kuba beza kuba nemibuzo abafundi
c) Titshala bafundele abafundi bakho isicatshulwa esilandelayo

Impatho – gadalala lutshutshiso olufunyanwa ngabanebano kub
Abanye balungile kanti abanye bakhohlakele. Le nto inibi abaphatheki kakuhle ngabazali.

Kuthi emzini kwakusweleka utata oyindoko yekha
azifumanise elilolo. Athathe isigqibo sokuba

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
- Inemiseteyenzana ekupheleni kwencwadi

IBANGA 8

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

IBANGA 9

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

Umsebenzi owenziwa ngexesha lokunika izalathisi

Iimpawu zetekisi, ulwimi nemigaqo, ukusebenzisa amalungu omzimba

Qwalasela lo mfanekiso ulandelayo:

Ingaba lo mntu ukulo mfanekiso ume phi?

Ucinga ukuba ezi zalathisi azenzayo nabanceda abantu? Chaza ukuba zibanceda nani.

Ucinga ukuba xa zingekho izalathisi kungenzeka ntoni?

Oqphela: Izalathisi zifumaneka Imephu yipla ezotywe epho plani izotywe njengalo mfanekisela. Izo ngocoseleki iindlela izizikhulul amag imi

INCWADI YOMFUNDI

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

IDRAMA

Ubomi ngamahla-ndinyuka

AMAGQABANTSHINTSHI NGALO MDLALO

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

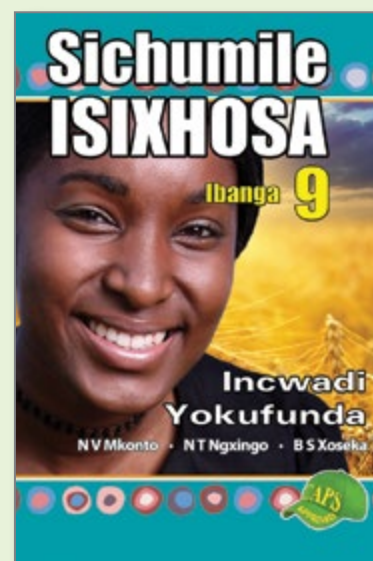
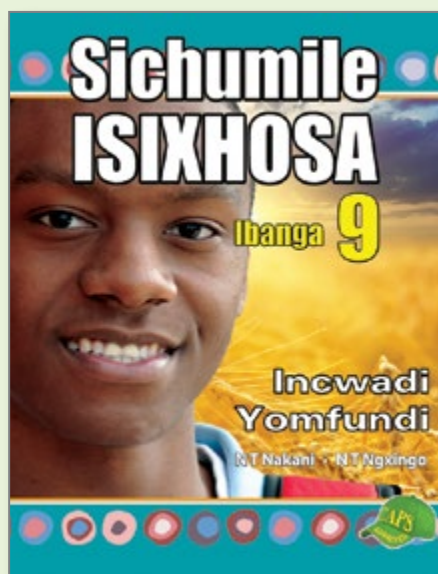
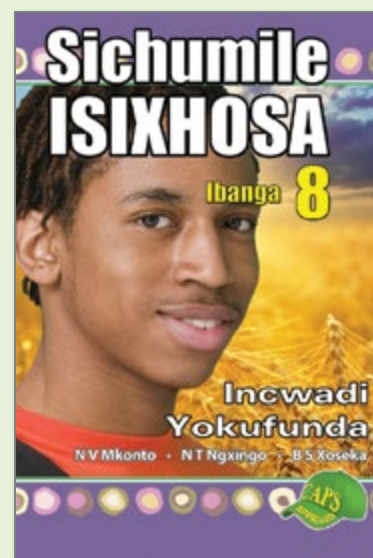
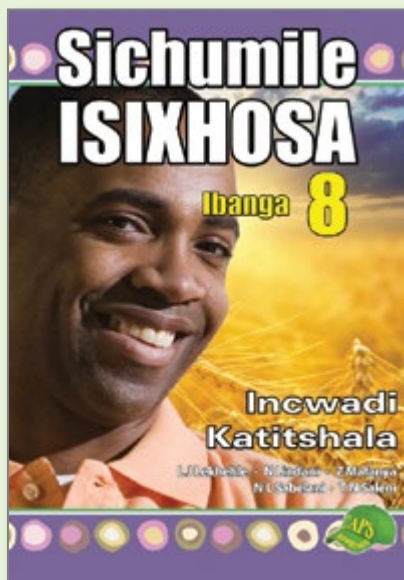
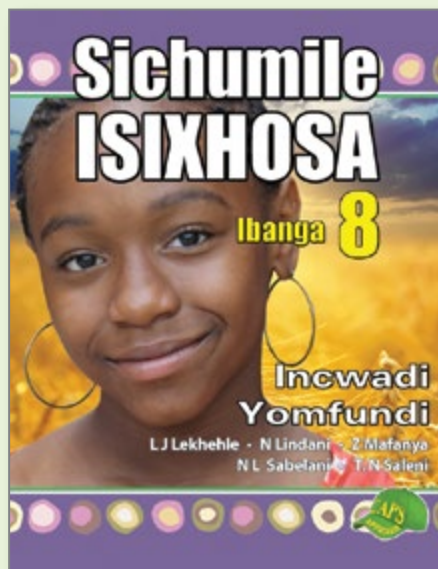
ABALINGANISWA

Thabo noLulama – Abazali bakaNandipha
Mfakadolo noSimilo – Abantakwabo Thabo
Shinebe – Umfazi kaLizwe
Oodade boThabo – Oodade boThabo, oodadobawo ba

ISIXHOSA

SICHUMILE ISIXHOSA

CAPS IBANGA 8, 9



IBANGA 8	IBANGA 9
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SICHUMILE ISIXHOSA

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

veki yoku-1 neyesi-2

Kumnandi ukutyelela

Intshayelelo

Apha kweni sikhoko titshala uza kufundisa uqhulise abafundi bakho ukuphulaphula nemigqo yokuthetha. Baza kuphulaphula isibhengezo baze baxoxe ngethoni, isantya, ukusetyenziswa kolwimi oluchukumisiyo noluhathayo. Baza kufunda isibhengezo kunye nebalana elifutshane belandela inkqubo yokufunda, baphendule imibuzo, baxoxe gabalala ngeempawu zoncwadi. Mayela nokubhala uza kufundisa ukubhala isibhengezo ugcinisa kwinkqubo yokubhala efanelekileyo. Kwakhona uza kufundisa ngezalshi nemigqo yolwimi uxinzelele ekwakhiweni kwamagama: izibizo; izenz; iziphawuli; izimelabizo; upelo; izifinyezo; izishungulelo neendidi zezimelabizo. Uza kufundisa nokwakhiwa kwezivakalisi ugcinise kwintloko, isivisa nenjongosenzi kunye nezivumalanisi; izivakalisi ezilula nexesha langoku. Kwezi veki zimbi uza kufundisa izafobe neentsingiselo zamagama; iimpawu zokubhala nopelo.

Izixhobo

Incwadi yom ibhodi, itshati zemfanekiso, incwadi kwithala leencwadi, i-intanethi, ikhwayon itshati zokwenza izixhobo ezibonwayi izixhobo zokwenza iziviva zibonwa njalo-njalo, ziya kuncedisana nawe.

A. Ukuphulaphula nokuthetha

1. Isicatshulwa esiphulwaphulwayo: Isibhengezo

Umsebenzi owenziwa phambi kokuphulaphula

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

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

INCWADI KATITSHALA

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

INCWADI YOKUFUNDA

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

IBANGA 8

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

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

IBANGA 9

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

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

na nokunikezela
ubhala umhlathi omfutshane nesibhengezo
umsebenzi owenziwa phambi kokubhala umhlathi



Sihlaziya ukubhalwa komhlathi

- Qwalaseleni lo mfanekiso ungentla nize niphendule imibuzo:
- Ithini intsingiselo yetekisi ebonakala kulo mfanekiso?
- Ningaqikelela nithi zimalunga nantoni izivakalisi ezinokwakhiwa ngalo mfanekiso: esiintloko, ezixhasayo nezahlayo? Xa nisenza umhlathi nikani ingqalelo ngenkubona kulo mfanekiso.

Umsebenzi owenziwa ngexesha lokubhala umhlathi

Ukunyuka intaba yeTafle

UGali noSihwele benyuka intaba yeTafle. Le yintaba ende kunene. Zibenzini iinzima abadibene nazo endleleni. Ngamanye amaxesha bebenokulilala itshamba, kodwa kuba bebekhangela ematsheni bezizile, be bazondelela. Ukutshintsha izizulu: iinkawithela nemimoya



INCWADI YOMFUNDI

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

Umtshato

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

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

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

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

Vavanya ulwazi lwakho

Phendula le mibuzo ilandelayo:

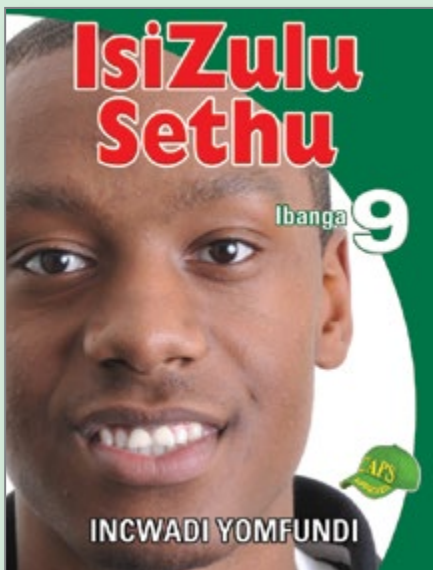
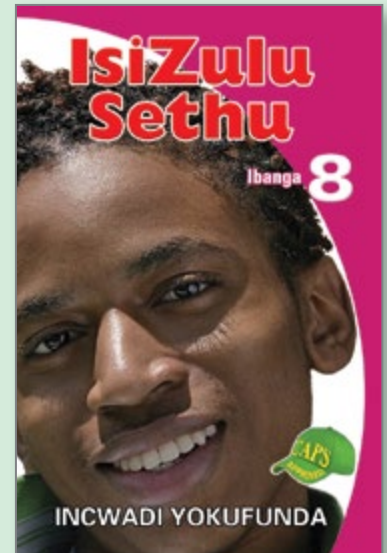
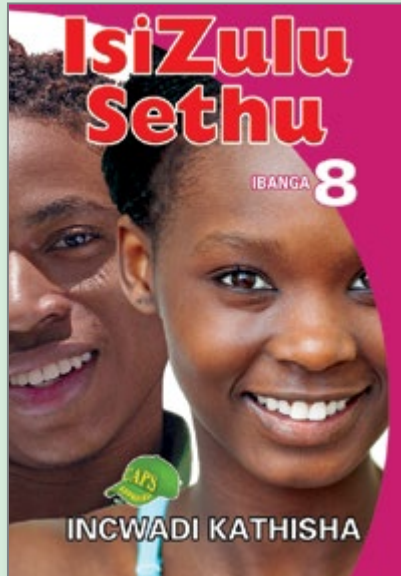
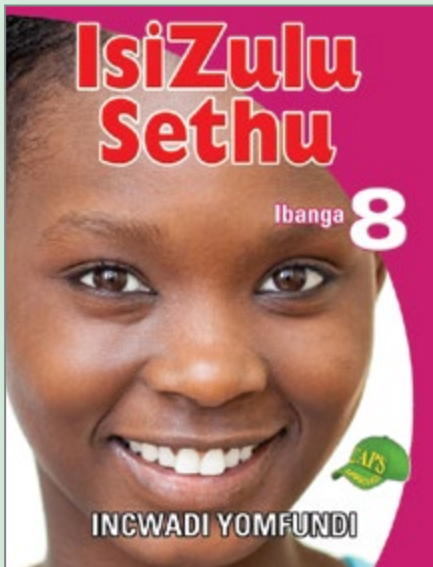
Yintoni umtshato ngokuchazwa yimbongi?
Umyalezo wembongi?
Yintoni yesi qwenga: Iindonga ziwelene!



■ ISIZULU

ISIZULU SETHU CAPS IBANGA 8, 9

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ISIZULU SETHU

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



INCWADI KATHISHA

- Ukuhlola kufakiwe, amarubhrikhi 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

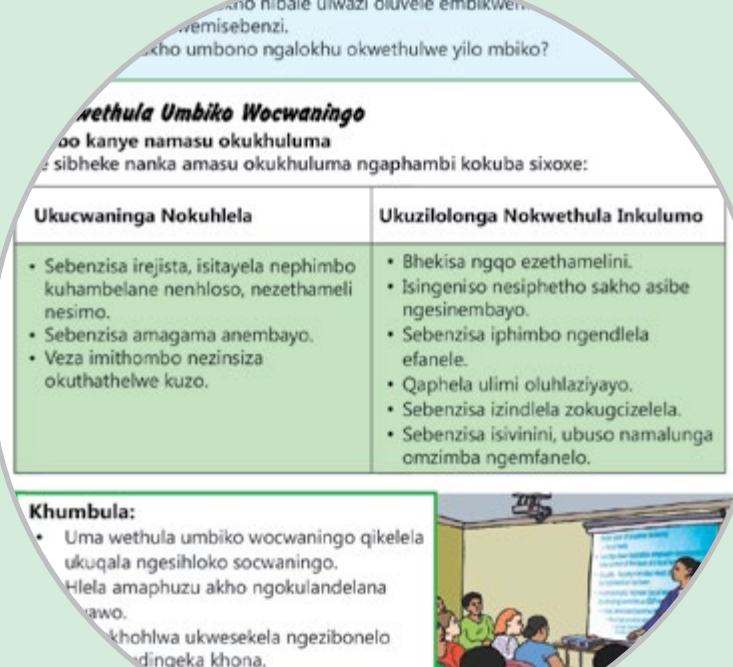
IBANGA 8

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

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

IBANGA 9

Ezohwebo
Ukuxhumana
Amalungelo Abathengi
Amazinga Okukhula
Ukuguquguquka
Kwesimo Sezulu
Ubuntu
Ikusasa Eliqhakazile
Amakhono
Ukunakekela Imvelo
Umculo
Isifundo
Ukukhetha Umsebenzi
Ubugebengu Abubuyiseli
Imicimbi
Imihlangano
Imfashini
Ubuchwepheshe
Ezempilo
Ingqalasizinda
• Ukurekhoda Nokubika
• Ukumodareytha
Imisebenzi Yokuhlola
• AmaRubhrikhi
• Izincazelo Zamagama



INCWADI YOMFUNDI

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

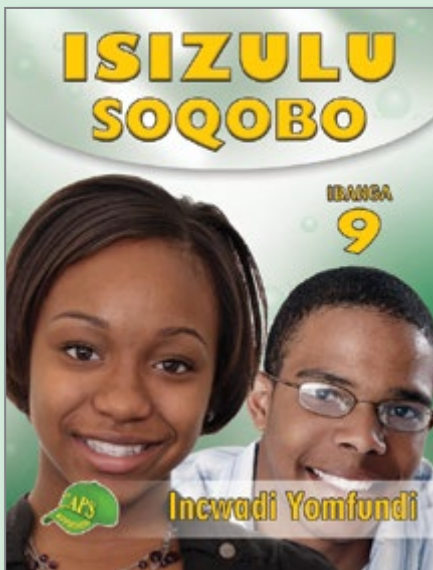
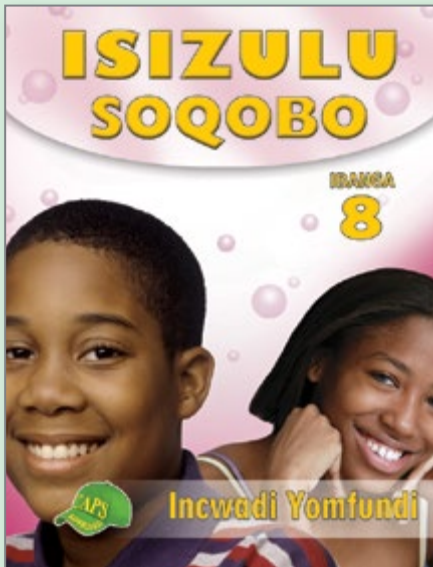


ISIZULU

ISIZULU SOQOBO

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Izincwadi ze**SIZULU SOQOBO** yizincwadi eziluchungechunge ezihlelelwe IsiZulu Ulimi lwaseKhaya. Zisukela ebangeni lokuqala kuya kwele-12. Lezi zincwadi zihlelwe zabhalwa kabusha ngohlelo lokufunda lwe-CAPS Isitatimende SeNqubomgomo yoHlelo LweziFundo nokuHlola (NquTaHleHlo). Emazingeni aphakeme eBangeni lesi-7 kuya kwelesi-9 (Grade 7-9) kukhona lezi zincwadi:



INCWADI YOMFUNDI



INCWADI YOKUFUNDA

IBANGA 8

Ezobusha	Amalungelo
Abesifazane Nentsha	Nokuzihlonipha
Entuthukweni Yesizwe	Ubuntu
INingizimu Afrika Entsha	Impumelelo
Imfundo Kayikhulelwa	nokuzethemba
Ukuhlonishwa	Ulwazi Luyingcebo
Kwemithetho	Ezakudala Nezanamuhla
Ezokuvakasha	Ezanamuhla
Nokungcebeleka	Ezezwe Lakithi
Ukuxhumana	Ubuciko Namasiko
Ngemibhalo	Ukuphilisana Nabanye
Umsebenzi Uyimpilo	Abantu
Ezomphakathi	

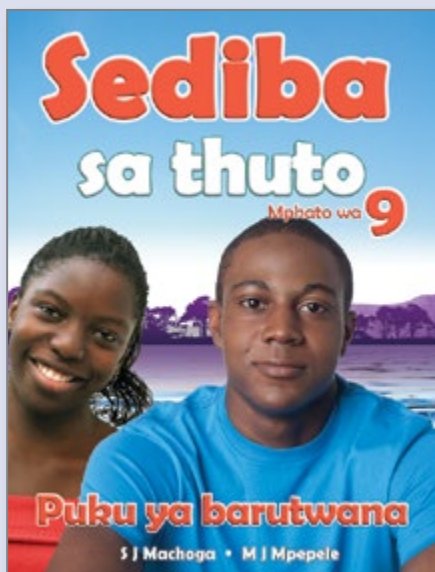
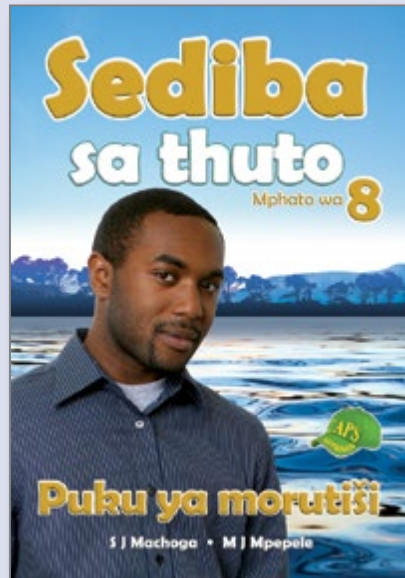
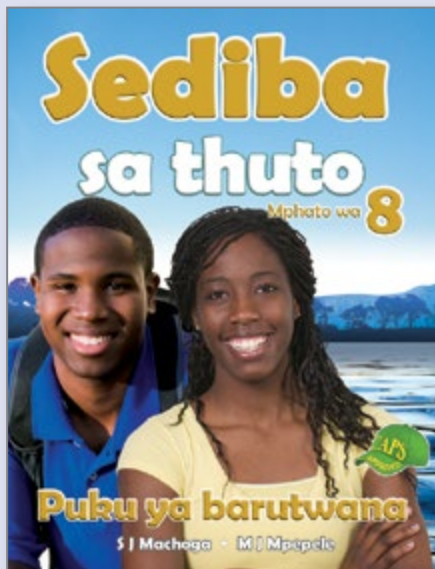
IBANGA 9

Imibhalo Yemihla	Ukuziphatha Ezikoleni
Ngemihla	Ukudlanga
Imvelaphi Nekusasa	Kwezidakamizwa
Lethu	Kwabasha
Izivumelwano	Usiko Oluguqakayo
Ezokuzithokozisa	Ezenkolo
Ezamaphephandaba	Ukulalela
Ezomfelandawonye	Impilo Yasemindenini
Imibhalo Yobuciko	Ezokungcebeleka
Imibhalo Yokuxhumana	Nemfundo
Ezohwebo	Ukubukeza
Ukwabiwa Kwamafa	
Ubuntu	

SEPEDI

SEDIBA SA THUTO

CAPS MPHATO WA 8, 9



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PUKU YA BARUTWANA

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

Khutsofatšo e ka bonagala

- Mna. - Morena • Mdi.

Khutsofatšo e ka bonagala go mantšu a

- Bj.bj. Bjalo bjalo • Letl. Letlakala

C. Tihamego ya lefoko
Sebopego sa lefoko.
 Lefoko le ka hlopholwa ka diripa goba ditho tše pedi tše bo e ka ba lentšu goba sehlophantšu. Tiro ka mehla e theilwe go ke sedirwa goba lehlathi. Seo ke sona tihamego ya lefoko. Mohlala:

Batsofadi ba gola motlaodutše

Leina	Lediri
Basadi	ba hlatswa
Batsofadi	ba gola

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

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

PUKU YA MORUTIŠI

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

Mmala tšeo di latelago:

- Segalo
- Retšistara
- Tšhomišo ya polelo
- Melawana

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

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

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

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

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



Morekiši: Buti...
o nkwešiš...

Dikgomo

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

Tšeo di ganetše mo di sa go tsebegu,
 Di ganetše legaeng la Dikebekwa,
 Ika be di boa gae lapeng di tšwago,
 welakalana ga gabomotho.

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

Tlotlontsu

Lešoka: nageng
Dikebekwa: di
Porotla: gan

PADIŠO

- Theto
- Dinonwane
- Dikanegelokopana
- Terama
- Tlhalošontšu

MPHATO WA 8

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

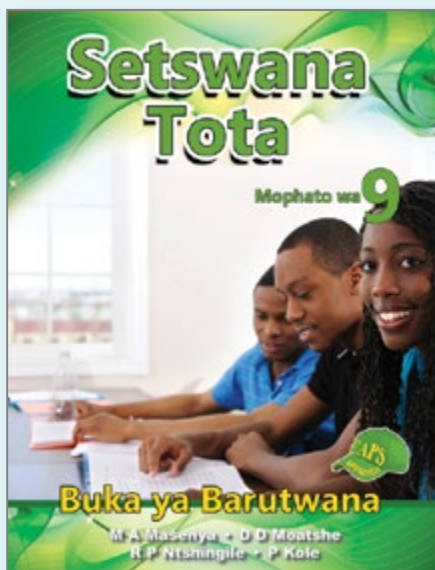
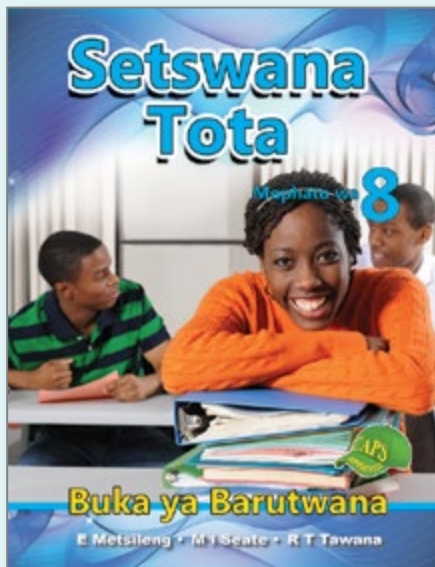
MPHATO WA 9

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

SETSWANA

SETSWANA TOTA

CAPS MOPHATO WA 8, 9



MOPHATO WA 8	MOPHATO WA 9
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TEACHER'S GUIDE 9781775880356	TEACHER'S GUIDE 9781775880394
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BUKA YA BARUTWANA

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

Nyenyefatso ya maina

Leina le ka nyenyefatsa ka go dirisa
Gantsi fa re nyenyefatsa ka mogatlana -a-

Leba dikao tse:

Leina	Nyenyefatso
Setlhare	setihatsana
logong	longonyana
leleme	lelengwana
podu	potsana

Nyenyefatso ka -nyana

Leina	Nyenyefatso
modisa	modisanyana
lore	lorenyana
kgole	kgolenyana
ngwana	ngwananyana

Tiro 5

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

Leina	Nyenyefatso
Tsela	

KAEDI YA MORUTABANA

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

BUKA YA GO BUISA

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

Tsa tlhaeletsano

Jaamong e le tile go ithuta ka:

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

3.1 Go reetsa le go bua

Diura di le 2

Pele ga theetso:

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

Nako ya theetso

Sekaseka sebui/dibui le bopaki bo neelwang maola dikakanyokgolo le tsa theetso. Dintlha tsa mafoko a maswa go theetso: meka



Morutabana

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

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

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



Dipotso

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

MOPHATO WA 8

Re a keteka
A re bontshaneng
Tsa tlhaeletsano
Re a ipela
A re di tlhokomeleng
Re a semelela
Le ikaeletse eng?
Le tla nkitse
Tema e a bonala

Tlhagelela o utlwagale
Bua ka pene
Tlhagisa maikutlo a gago
A re ba neele
Jaanong re bona
Nako e fitlhile
Itlhaba botlhale
Bana ba thari
Re a itlhokotsa

MOPHATO WA 9

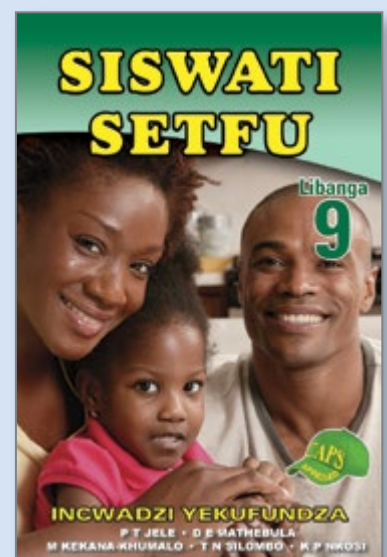
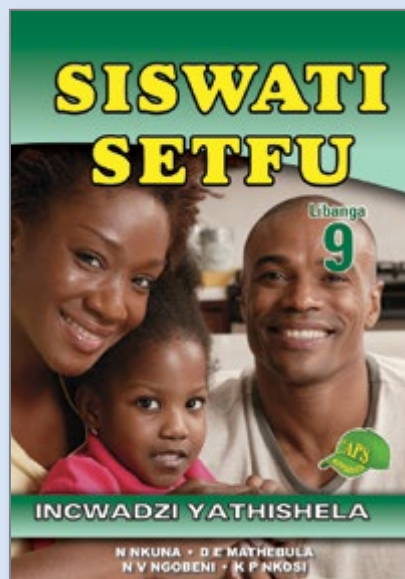
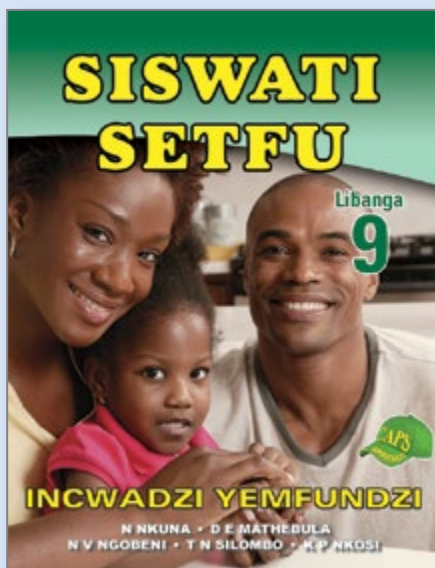
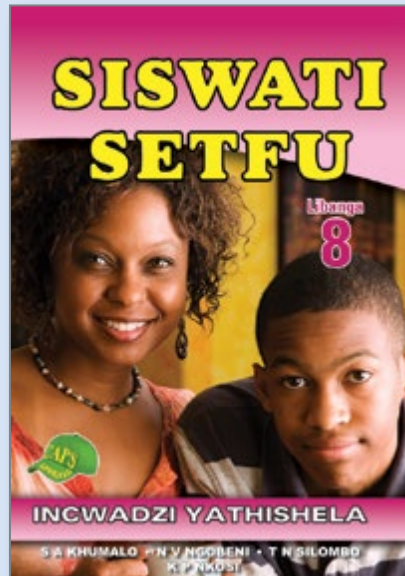
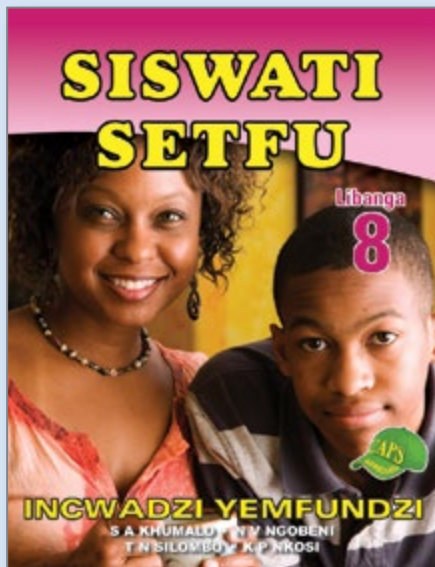
A re tshamekeng
Bo sele jang?
Tlhaeletsano
Maikarabelo a gago ke afe?
Itlhophele tsela
Mathata a badi
Rakalala jaaka nong
Dikolo kwa ditoropong
A re ba itsese!

Mmino, sejo sa tsebe
Ditumelo tsa rona
Dikhuduego
Kgethololo ya bosemorafe
Ke nako ya thobo
A re kwaleng
Re emetse eng?
Re fitlhile
Itlhaba botlhale

SISWATI

SISWATI SETFU

CAPS LIBANGA 8, 9



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

SISWATI SETFU

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

Umsebenzi

Ngemacambu, asifinyete lenkhulu

Timphendvulo letilindzelekile

Landzela irubhriki lesekgucineni kwencwadzi.

Inkhulumo Lelungiselelwe

Lokumele Kwentiwe Nguthishela.

1. Fundzisa ngenkhulumo lelungiselelwe.

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

Kulungiselelwa kwenkhulumo

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

Inchubo Yekukhuluma

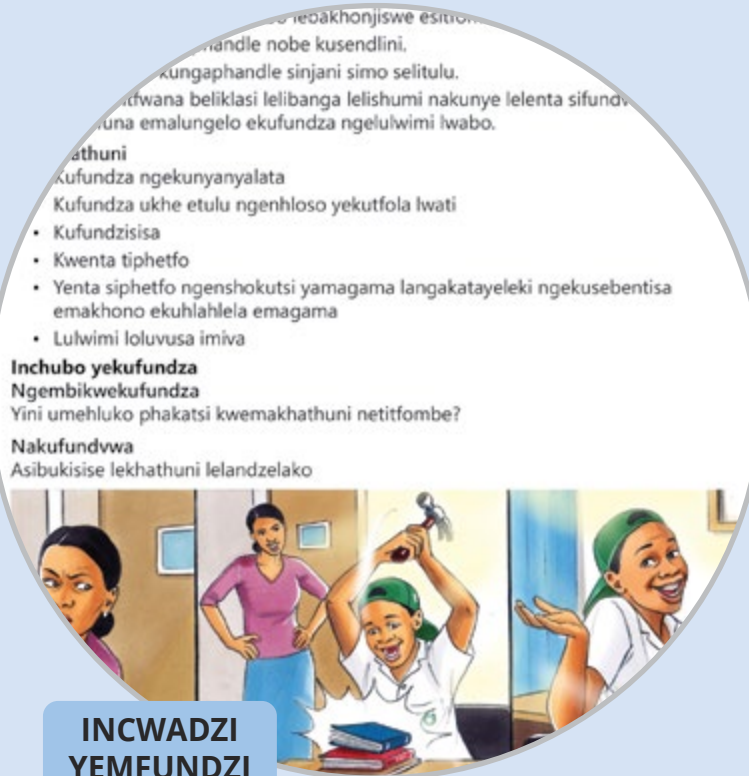
Lokumele Kwentiwe Nguthishela

2. Fundzisa nangenchubo yekukhuluma

Kucwaninga nekuhlela

- Nasitawetfula inkhulume sicwaninge emifon

INCWADZI YATHISHELA



INCWADZI YEMFUNDZI

zaba lemfisha

fundvo Lesikhulu – P.T. Jele

senjiwe, mntfwanami inhloko yakho ilukhuni." Kusho um... akhele ngesikhatsi abona intfombatane yakhe ihleti esofeni ib... hlatsini ibuke phasi. Phela Tsenjiwe ungena uhlala lapha esofeni nj... ouya eKhrosini kuyawutsenga tinshwana. Naku-ke asavelelwa lishwa lapha erenkini yematekisi eNhlatzje.



INCWADZI YEKUFUNDZA

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

LIBANGA 8

1. Emalungelo
2. Kwehlukahlukana
3. Tekutfutsa
4. Temvelo

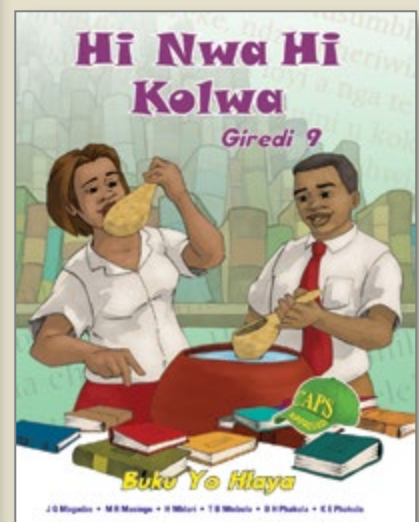
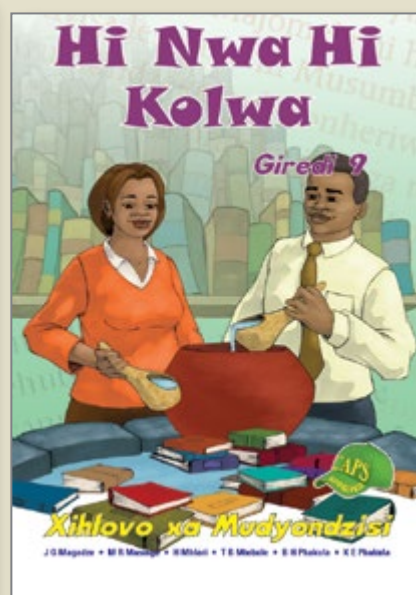
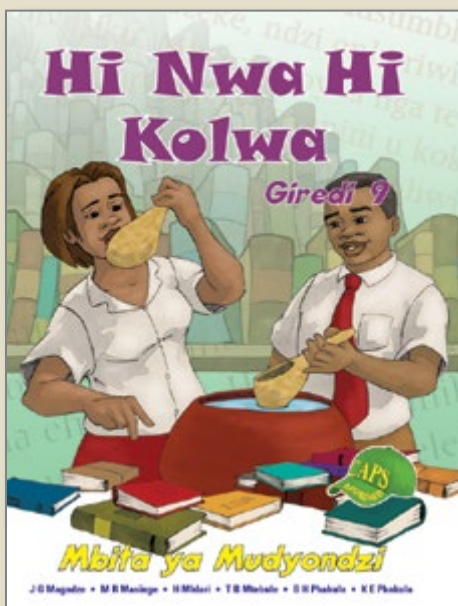
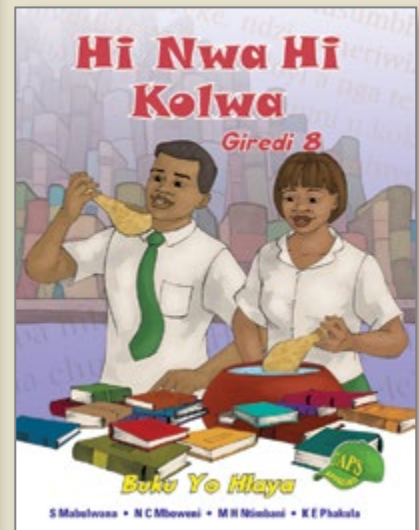
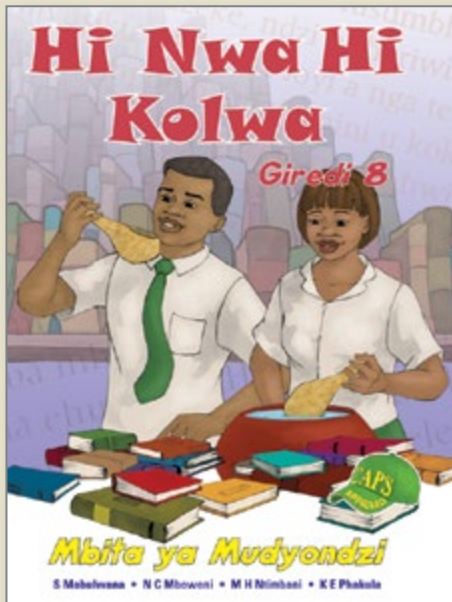
LIBANGA 9

1. Temidlalo
2. Emasiko
3. Temphilo

XITSONGA

HI NWA HI KOLWA

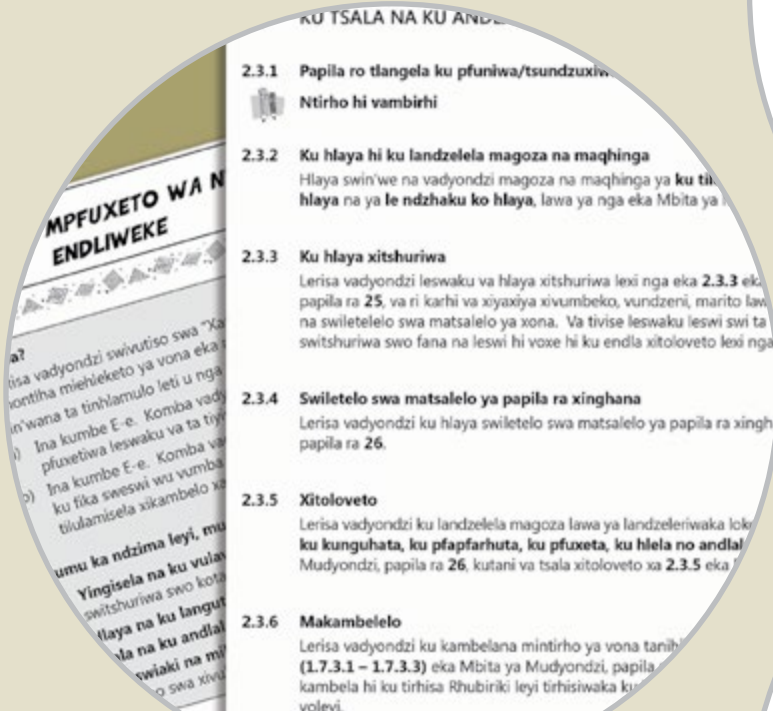
CAPS GIREDI 8, 9



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

MBITA YA MUDYONDZI

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



XIHLOVO XA MUDYONDZISI

Hi tlhelo ra Makambebele, 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 hlalwa swirungulwana, switlhokovetselo, ntlangu na mintsheketo leswi va hungasaka hi swona va ri karhi va dyondza ta vutomi.



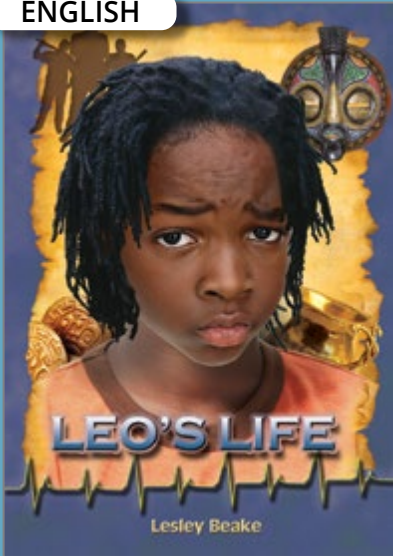
GIREDI 8

Ka Ha Ri	Ku Yimayimela Tiko
Mahlambandlopfu	Vukorhokeri
U Na Vuswikot	Rivila Ra Tsu Tsuma
Xivijo Xa Swiharhi	Rintiho Rin'we A Ri Nusi
Vurhangeri	Hove
Dyondzo I Xithlangu	Vutleketli
Xintu I Ndzhaka Ya Hina	Dyondzo I Rivoningo
Dyana Kambe U Tivonela	Hi Huma Maendzo
Vumunhu Byi Dye	Masipala A Tumbuluxa
Xiendlahivomu	Swivandla Swa Mintirho
Vukungundzwana Byi	Mpfuxeto Wa Ku
Dlaya Tiko	Lulamisela Xikambelo
Makambebele Ya Mintirho	
Ya Mafundza Ya Le	
Xikarhi Ka Lembe	

GIREDI 9

Vona Vona Leswi, Nave!	Mayana Madyandzhaka
Mihivahivani Ya Rifu	A Hi Rhandzaneni
Vukorhokeri	Ndzingandzingano Wa
Timfanelo Ta Vana	Rimbewu
Hi Dyondza Swi Te Tani	Vukosi I Vutirheli
Ku Tihlawulele	Hi Dya Switshongo Na
Tinghozi	Masi
Ngoma Yi Hundzuka	Vantshwa Va
Bindzu	Manguvalawa
Tipolotik	Vuhlayiseki Eswikolweni
Xikombiso Xa	Vuhungasi
Makambebele Ya Le	Mpfuxeto Wa Ntirho
Xikarhi Ka	Lowu Endliweke
Lembe - (Tinhlamuselo)	Mintirho Ya Mafundza Na
	Makambebele

ENGLISH



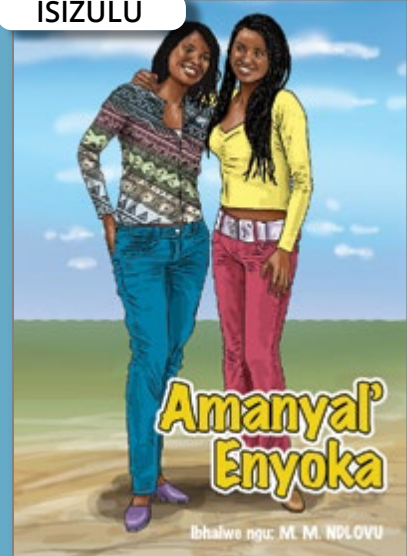
9781775880493

ISIXHOSA



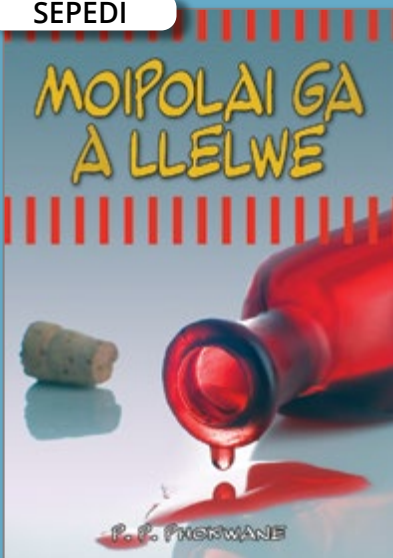
9781920605902

ISIZULU



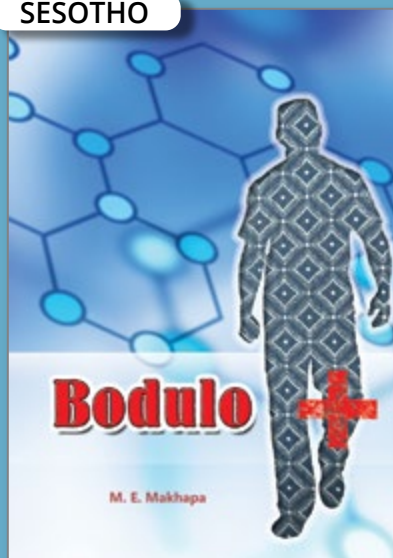
9781920605629

SEPEDI



9781775880202

SESOTHO



9781775880066

SISWATI



9781920605346

XITSONGA



9781920605209

ALL OUR CAPS APPROVED NOVELS HAVE:

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

NOTEPAD

Stories usually follow the following structure:

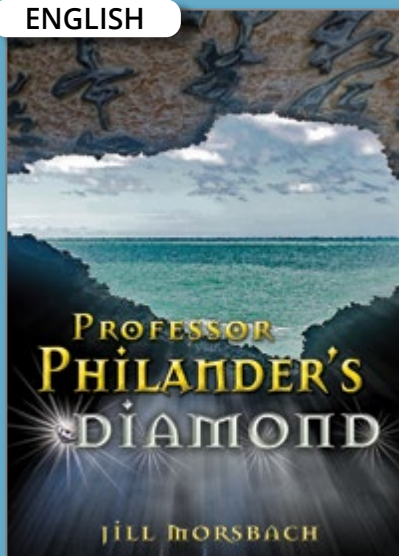
Exposition – The scene is set and we are introduced to the characters.

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

The tensions and problems build and the conflict is increased.

Climax – This is the most exciting part of the story. In many stories...

ENGLISH



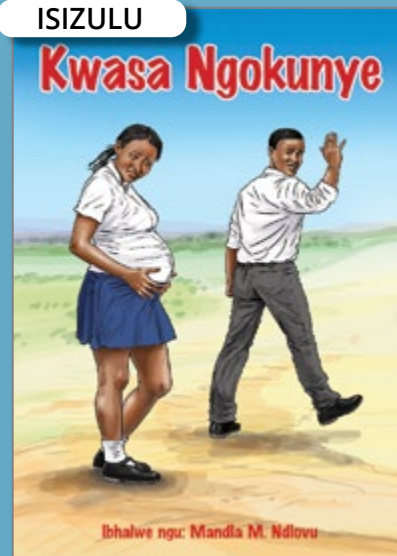
9781775880530

ISIXHOSA



9781920605940

ISIZULU



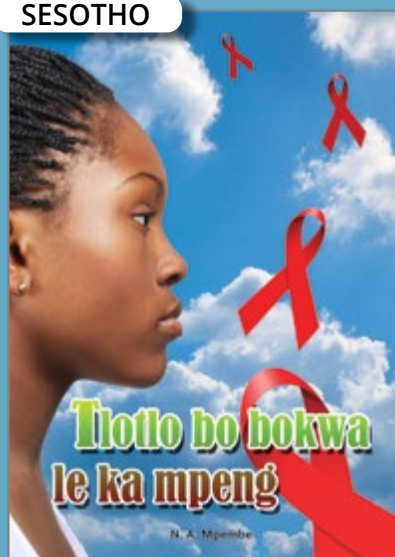
9781920605667

SEPEDI



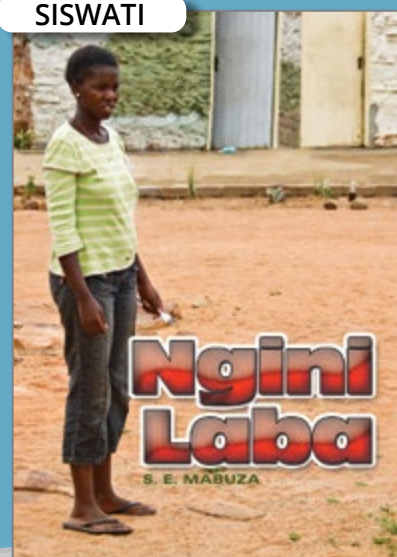
9781775880240

SESOTHO



9781775880103

SISWATI



9781920605384

XITSONGA



9781920605247

QUESTIONS

Narrator

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

Exposition:

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

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

Ambiguity – Often accidental use of words which

Irony – words that show a difference between the



Glossary of terms

Plot

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

Sub plot

A smaller story within the larger plot that has its

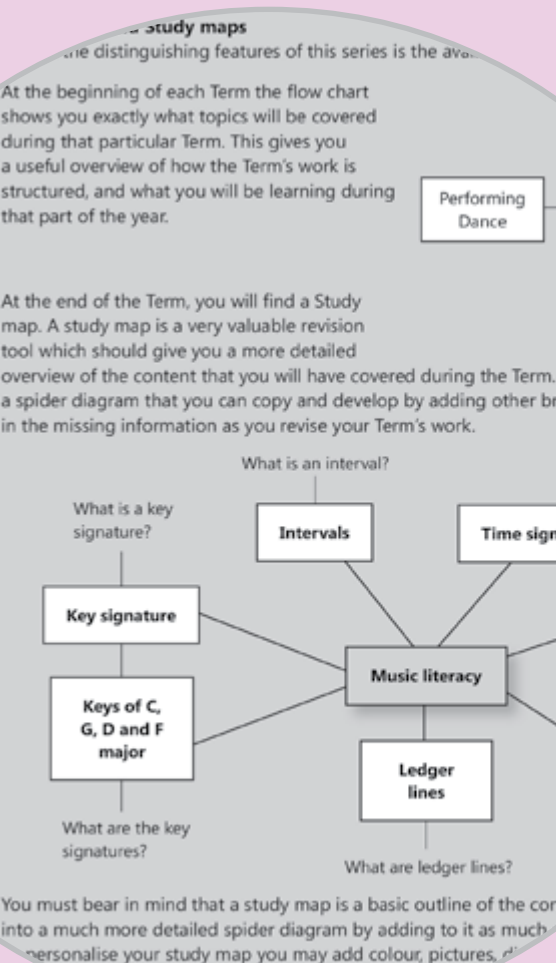
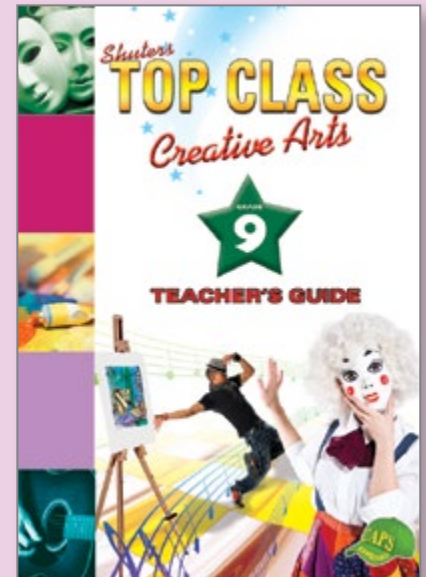
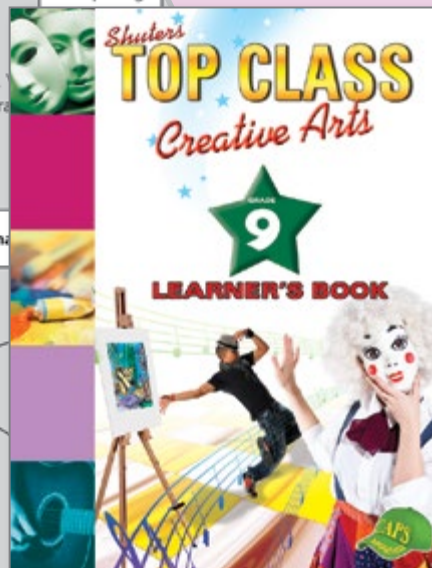
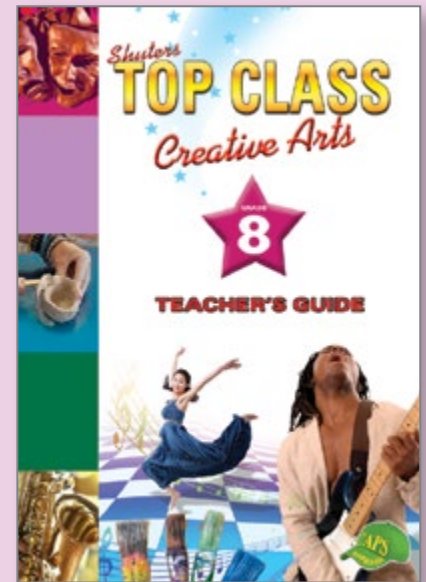
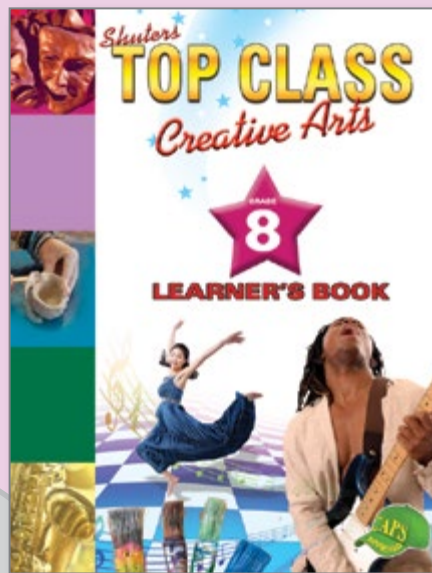
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RESOURCES
FROM
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CREATIVE ARTS caters for the following art forms as required in the CAPS document:

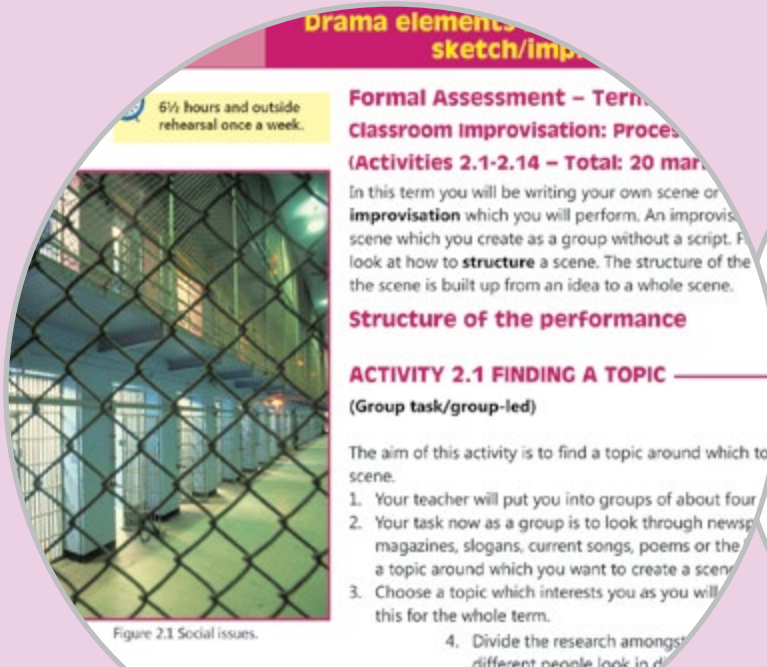
- Dance
- Drama
- Music
- Visual Arts



STUDY MAPS

navigate this complex subject

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



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

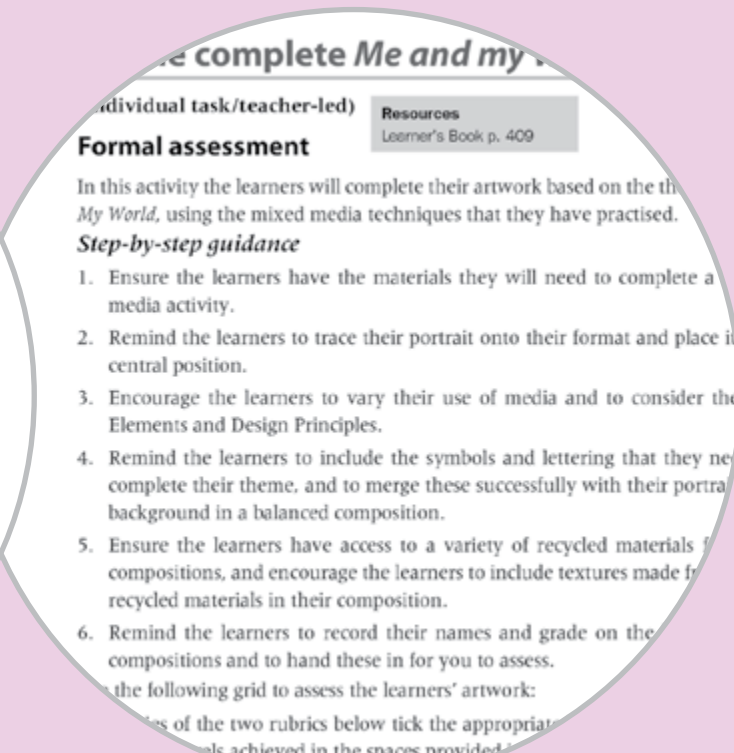


Figure 2.1 Social issues.



TEACHER'S GUIDE

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



GRADES 8 and 9		
DANCE	Dance performance Improvisation and composition Dance theory and literacy	MUSIC Music literacy Music listening
DRAMA	Dramatic skills development Drama elements in playmaking Media	VISUAL ARTS Visual literacy Create in 2D Create in 3D

AFRIKAANS SKEPPENDE KUNSTE KABV GRAAD 8 EN 9

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Shuters TOPKLAS

**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

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

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

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

Notablok

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



1. Lees die Notablok hierbo oor die verskillende s
2. Julie onderwyser sal 'n klasbespreking oor die ve
3. In julle bespreking, besluit oor die bepaalde ver
4. Julie onderwyser sal 'n bespreking lei wat o

Vrae om in die klas te bespreek:

Le daas 'n ander manier om die verki

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

FORMELE ASSESSERINGSGIDS

Kwartaal	FORMELE ASSESSERING - KWARTAAL 1	Aktiwiteit 2.1
Kwartaal 1	Prakties: Tegniek en komposisie (lokomotoriese bewegings en aksiaal)	
Kwartaal 2	FORMELE ASSESSERING - KWARTAAL 2	Aktiwiteit 4.11
	Prakties: Tegniek, uitvoering van populêre of sosiale dans en komposisie (tyd, verhoudings)	
Kwartaal 3	FORMELE ASSESSERING - KWARTAAL 3	Aktiwiteit 6.3
	Skriflike toets (Voorbeeld): Terminologie, doel van opwarming en afkoeling, dansgeletterdheid - populêre dans	
Kwartaal 4	FORMELE ASSESSERING - KWARTAAL 4	Aktiwiteite 7.9 en 8.5
	Praktiese eksamen: Uitvoering van klaskamer- en groepdans en komposisie (gebaar)	
	FORMELE ASSESSERING - KWARTAAL 4	Aktiwiteit 12.2
	Skriflike eksamen (Voorbeeld): insluitend elemente, terminologie, sosiaal, gemeenskap, populêre dans; loopbane	

AFDELING	KWARTAAL	FORMELE ASSESSERING	AKTIWITEIT	tyd
Drama	Kwartaal 1	FORMELE ASSESSERING - KWARTAAL 1	Aktiwiteite 2.1 - 2.14	40 min
	Kwartaal 2	FORMELE ASSESSERING - KWARTAAL 2	Aktiwiteit 6.2	40 min
		FORMELE ASSESSERING - KWARTAAL 2	Aktiwiteite 5.1 - 5.20	40 min
	Kwartaal 3	FORMELE ASSESSERING - KWARTAAL 3	Aktiwiteite 8.1 - 8.6	40 min

ONDERWYSERSGIDS

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



Die protea

Suid-Afrika. Daar is egter talle ander simbole wat ons as belangrik vir ons identiteit beskou en wat ons verskillende kulture en strewes as 'n nasie uitbeeld. Hierdie kwartaal ondersoek julle 'n verskeidenheid simbole vir ons taal.
Namate julle deur hierdie drie eenhede werk, sal julle 'n wye begrip ontwikkel van wat ons Suid-Afrikaans maak, en watter simbole ons as 'n nasie verenig. Voor die hand liggende simbole is die Springbok-embleem in rugby en die Protea-embleem in krieket. Albei hierdie embleme se oorsprong lê in ons natuurferis. Die spoed en uithou vermoë van die springbok is vir ons nasionale rugbyspan gekies, en het die gewilde simbool vir die span gebly. Die koningsprotea is ons nasionale blom en was die logiese keuse as 'n simbool vir ons nasionale krieketspan.

Eenheid 6

Skep in 3D: Beeldhouwerk op openbare plekke

4 uur



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

Beeldhouwerk op openbare plekke

FORMELE ASSESSERING - KWARTAAL 2

Totaal: 40 ÷ 4 = 10

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



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

Aktiwiteit 6.1

★ Dink aan temas

(Klas/deur onderwyser gelei)

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



Remediëring

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

GRAAD 8 en 9

DANS

Dansuitvoering
Improvisasie en komposisie
Dansteorie en -geletterdheid

DRAMA

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

MUSIEK

Musiekgeletterdheid
Luister na musiek
Voordrag en die skep van musiek

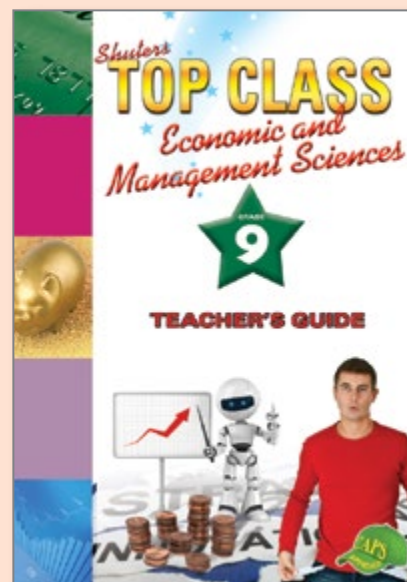
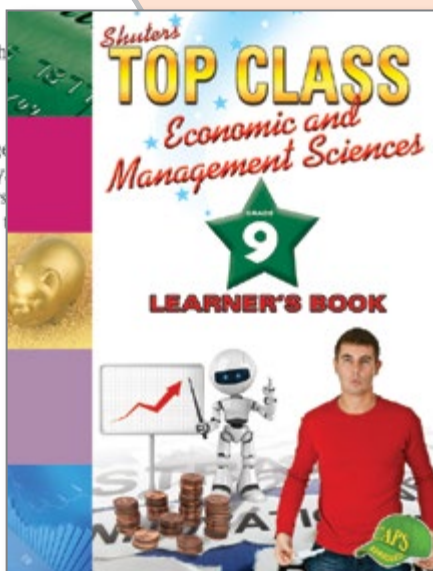
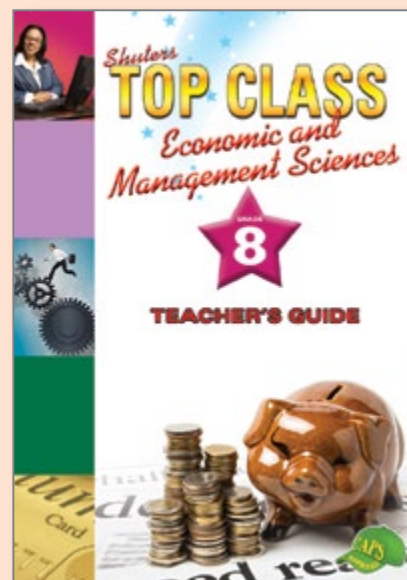
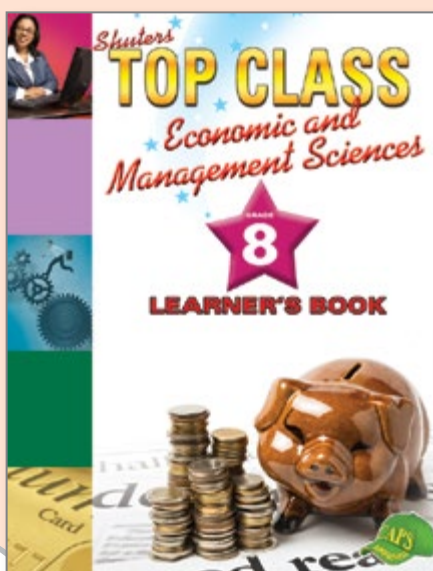
VISUELE KUNSTE

Visuele geletterdheid:
Skep in 2D
Skep in 3D

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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.



Effect of cash transactions

ACTIVITY 3

★ The accounting equation

Learner's Book page 97

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

Purpose of this activity

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

Guidelines for the teacher

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

Guidelines for the learner

Learners should remember that:

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

Suggested answers

NB:

A plus (+) denotes an increase.

A minus (-) denotes a decrease.

A zero (0) denotes no change.

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

TEACHER'S GUIDE

GRADE 8

LEARNER'S BOOK
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TEACHER'S GUIDE
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GRADE 9

LEARNER'S BOOK
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TEACHER'S GUIDE
9781920604851

ACCOUNTING CONCEPTS



Sole trader

A sole trader, or sole proprietor, is a person who owns the entire business.

Word Box

proprietor: owner
entitled: having a legal right

LEARNER'S BOOK

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

Balance Sheet Accounts Section

Capital

B1

Trading stock

B2

Bank

B3

Nominal Accounts Section

Sales

N1

Cost of sales

N2

Trading stock

shows that:

Trading stock sold, Cost of sales, is R12

Sales, is R24

Cost of sales, is R12

GRADE 8 EMS YEAR PLAN

Unit	Topic	Duration	Page
Unit 1	Revision of the work covered in Grade 7	(2 hours)	
Section 1: Government		(4 hours)	
Week 2 – Unit 1	Meaning of government and different levels of government	(2 hours)	4
Week 3 – Unit 2	Roles of the different levels of government in respect of households and businesses (both as consumer and producer) in the use of resources and services	(2 hours)	5
Section 2: National Budget		(4 hours)	9 12
Week 4 – Unit 3	Government revenue and government expenditure	(2 hours)	10 15
Week 5 – Unit 4	The influence of the National Budget on growth and redressing of economic inequalities	(2 hours)	13 23
FORMAL ASSESSMENT	Data response		15
Section 3: Standard of living		(2 hours)	17
Week 6 – Unit 5	Lifestyles, self-sufficient societies, modern societies, rural societies, impact of development on the environment, unemployment, productive use of resources to promote a healthy environment	(2 hours)	17
FORMAL LITERACY			
Accounting concepts		(4 hours)	

TEACHER'S GUIDE

- Comprehensive Year Plan
- Exemplars of Formal Assessments with model answers and memoranda
- Guidelines provide insight and support
- Photocopiable templates of Accounting Frameworks
- Cross-reference to Learner's Book

GRADE 8

THE ECONOMY

Government / National Budget / Standard of living

FINANCIAL LITERACY

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

ENTREPRENEURSHIP

Factors of production / Markets / Forms of ownership / Levels and functions of management

Formal assessment: End-of-year examination
Glossary / Photocopiable templates

GRADE 9

FINANCIAL LITERACY

Cash Receipts Journal and Cash Payments Journal (sole trader)

THE ECONOMY

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

FINANCIAL LITERACY

General Ledger and Trial Balance (sole trader)

Credit transactions – debtors

Credit transactions – creditors

Transactions – cash and credit

ENTREPRENEURSHIP

Sectors of the economy / Functions of a business / Business plan

Formal assessment: End-of-year examination

Glossary

Photocopiable templates

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.



AKTIWITEIT 1

★ Ontvangste of betalings

Leerdersboek bladsy 107

Doel van hierdie aktiwiteit

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

Riglyne vir die opvoeder

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

Dit moet beklemtoon word dat die transaksie vanuit die besigheid beskou word wat beteken dat die leerders hulself altyd moet verantwoordelikheid oorgaan.

Riglyne vir die leerder

Leerders moet self lees en besluit of 'n bepaalde transaksie 'n ontvangste of 'n betaling is.

Voorgestelde antwoorde

Dag	Transaksie	Antwoord
2014 Januarie 1	Don deponeer sy persoonlike tjek van R120 000 in die bankrekening van die besigheid. Dit was sy kapitaalbydrae. Die besigheid reik kwitansie 01 vir Don uit.	Ontvangste
5	Don koop grassnyers en ander tuingereedskap van Keep Tidy, R9 500. Hy gee 'n betaalbrief. Die besigheid reik kwitansie 01 om hiervoor te betaal.	Betaling
8	Die besigheid koop faktuurboeke en ander kantoorbehoeftes, R 1 200. Die besigheid betaal per tjek 02.	Betaling
10	Koop 'n bakkie gebruik, R85 000, van Used Cars en betaal per tjek 03. Bakkie met brandstof volgemaak, R400, en 'n tjek 04.	Betaling



ONDERWYSERSGIDS

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

LIFE ORIENTATION

CAPS GRADES 8 AND 9

Shuters TOP CLASS

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

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

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

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

Lesson 4 – 1 hour

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

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

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

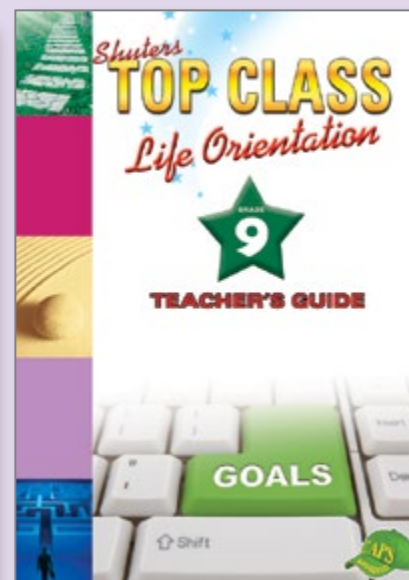
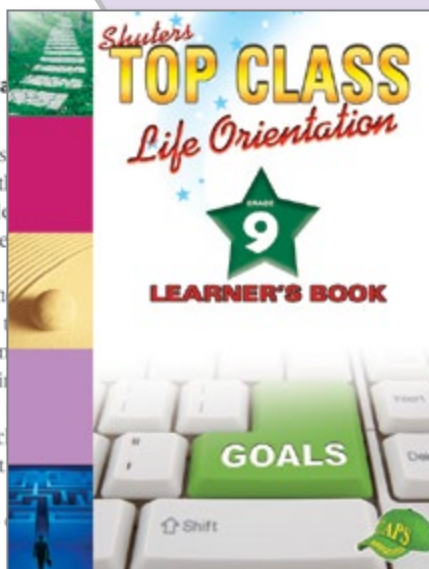
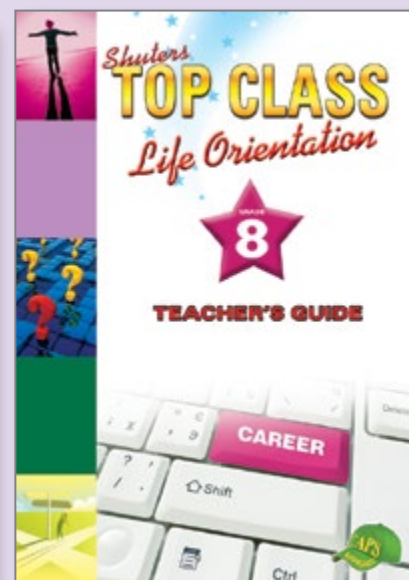
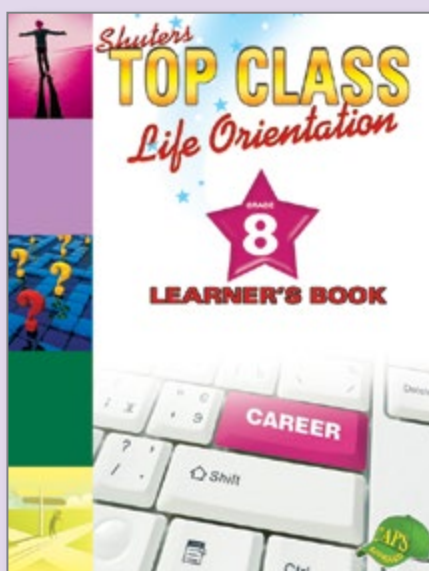
After your class discussion, read the text on page 63-64 and discuss it with the class.

★ ACTIVITY 11.2: Needs of the South African Community

Group activity

- Ask the group to study and discuss the map on page 64.
- Each member of the group should copy the map and discuss the answers and complexities.

TEACHER'S GUIDE



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

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

Notepad

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

Word Box

Coercion: force
Gender-based violence: the use of force or threats to deprive someone of rights or privileges on the basis of their sex or gender
Resilience: the ability to bounce back from adversity
Survivor: a person who has experienced gender-based violence and has overcome it
Victim: a person who has been harmed or injured by a crime or accident
Violence: the use of force or threats to harm someone

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

- Nearly 50% of all sexual assaults worldwide are against women aged 15 years or younger (UNFPA, 2005).
- In a study conducted in KwaZulu Natal, more than 50% of girls aged 15-19 reported that they had lost their virginity through force, coercion or trickery (UNAIDS, 2006).
- Among women aged 15-44 years, gender-based violence accounts for more death and disability than the effects of cancer, malaria, traffic-related injuries and HIV/AIDS.
- Women who are victims of domestic violence are more likely to attempt suicide than those who do not experience violence.
- Each year, 2 million girls between ages 5 and 14 are forced into the commercial sex industry.
- Violence against women is one of the leading causes of death and disability amongst women aged 15-44 years.

Constitutional rights and responsibilities

Access to citizens' rights and responsibilities

Building a human rights culture in South Africa

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

Tolerance means:

- showing respect towards other people
- being patient with other people
- listening to and accepting other peoples' opinions
- solving problems by talking about them and negotiating solutions

Respect for others' rights: People living with different abilities

In 2007, the General Assembly of the United Nations adopted the Convention on the Rights of Persons with Disabilities. Any country or organisation that accepts the Convention has to promote, protect and ensure that people with disabilities enjoy all their human rights as well as live under the law. South Africa signed in 2009. According to the Convention, people living with disabilities are those who cannot live normal individual or social lives because of physical, mental, intellectual or sensory **impairment***.

Notepad

We say that a person has a disability when they are unable to do what other people can do because of differences in their actions, cultures, beliefs, sexual orientation, etc. A tolerant person will allow others to express their opinions to his or her without shouting at them or assaulting them.

Word Box

Guarantee: official promise
Impairment: damage or harm
Self-reliant: being able to manage things without help from others
Rehabilitation: helping someone to return to health and normal life
Vocation: a person's occupation or profession

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)

Resources

- Learner's Book pages 169-175

Gender-based violence

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

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

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

★ ACTIVITY 23.6: Understanding gender-based violence

Resources

- Learner's Book page 171

Pair activity

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

GRADE 8

- Development of the self in society
- Physical Education
- World of work
- Health, social and environmental responsibility
- Constitutional rights and responsibilities
- United Nations Universal Declaration of Human Rights
- First Aid
- Assessment with specific reference to Life Orientation
- Sample lesson plan
- Year plan
- Inclusivity and equity in the classroom
- Glossary

GRADE 9

- Development of the self in society
- Physical Education
- World of work
- Health, social and environmental responsibility
- Constitutional rights and responsibilities
- Physical Education Improvement Chart for circuit training
- First Aid for Physical Education
- Water games for Physical Education
- Assessment with specific reference to Life Orientation
- Sample lesson plan
- Year plan
- Inclusivity and equity in the classroom
- Glossary

AFRIKAANS LEWENSORIËNTERING KABV GRAAD 8 EN 9

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

geld vandaan kry.

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

Hoe kan werk in Suid-Afrika se ekonomiese

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

★ AKTIWITEIT 11.3: Hoe we en ekonomiese behoeftes

Twee-twee-aktiwiteit

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

Voorgestelde antwoorde

1. Mense werk om geld te verdien om in hulle b
2. Die regering kry geld deur belasting, maatskappybelasting en belasting op
3. Die regering gebruik die geld om die behoeftes te voorsien. Dit help hulle om te lewe.

ONDERWYSGIDS

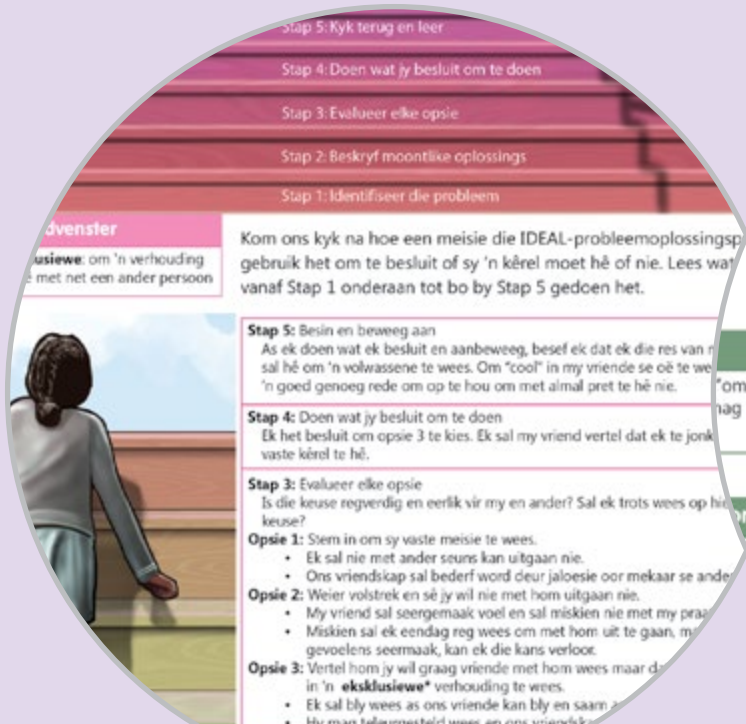


GRAAD 8

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ONDERWYSGIDS
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GRAAD 9

LEERDERBOEK
9781920604165
ONDERWYSGIDS
9781920604172



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 verduideliking (*Notas*)



ONDERWYSERSGIDS

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

GRAAD 8

Selfontwikkeling in die samelewing
Liggaamsopvoeding
Die wêreld van werk

Gesondheids-, sosiale en omgewings-
verantwoordelike gedrag

Grondwetlike regte en verantwoordelikhede

- Verenigde Nasies se Universele Handves van Menseregte
- Liggaamsopvoeding: Noodhulp
- Assessering met spesifieke verwysing na Lewensoriëntering
- Voorbeeld van lesplan
- Jaarplan
- Inklusiwiteit en gelykheid in die klaskamer
- Woordelys

GRAAD 9

Selfontwikkeling in die samelewing
Liggaamsopvoeding
Die wêreld van werk

Gesondheids-, sosiale en omgewings-
verantwoordelike gedrag

Grondwetlike regte en verantwoordelikhede

- Liggaamsopvoeding-verbeteringskaart
- Noodhulp vir Liggaamsopvoeding
- Waterspeletjies vir Liggaamsopvoeding
- Assessering met spesifieke verwysing na Lewensoriëntering
- Hoe om hierdie Onderwysersgids te gebruik
- Voorbeeld van lesplan
- Jaarplan
- Inklusiwiteit en gelykheid in die klaskamer
- Woordelys

AFRIKAANS SOSIALE WETENSKAPPE KABV GRAAD 8 EN 9

Shuters TOPKLAS

SHUTERS TOPKLAS SOSIALE WETENSKAPPE

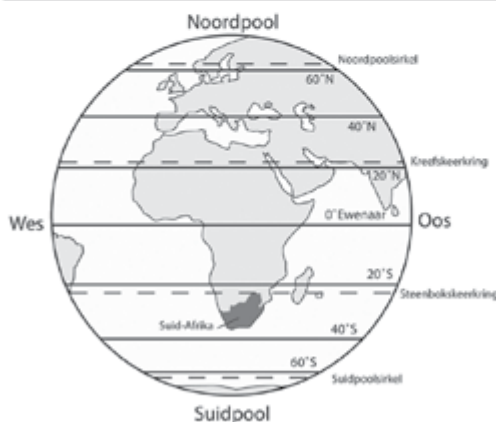
- Die inhoud word in eenvoudige, toeganklike taal aangebied
- Illustrasies ondersteun die inhoud
- Nuwe woordeskat word in woordeskatblokkies verduidelik
- Vloeidiagramme vat die inhoud saam wat in elke afdeling gedek word
- Studiekaarte kan as hulpmiddels vir leer en hersiening gebruik word

Kaarte en atlasse

nhed, word daar aanbeveel dat u eers alles oor breedtegraad
ad tot later laat, eerder as om die twee saam te onderrig wat da
al lei.

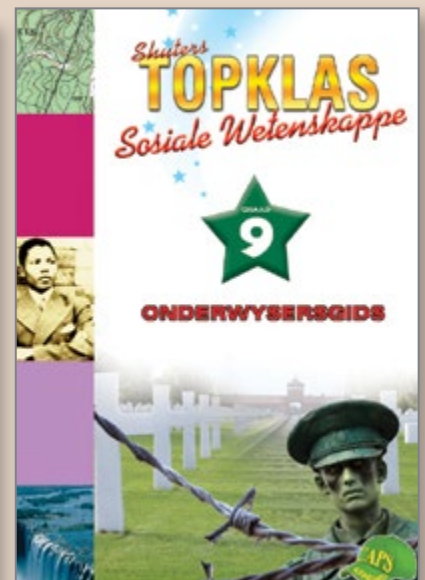
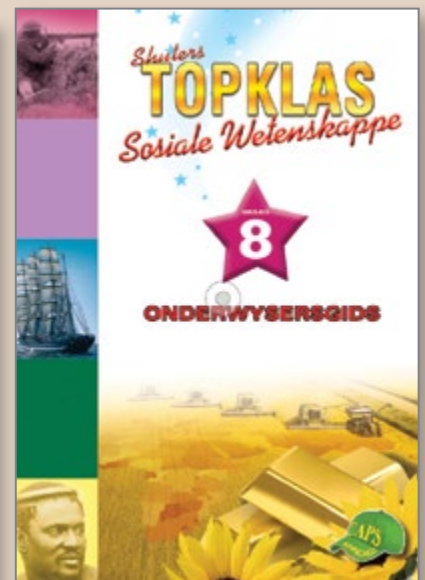
Eenheidsdoelwitte:

- Leerders sal die begrippe breedte- en lengtegraad ver
- Leerders sal weet hoe om met grade en minute te we
- Leerders sal vertroue opbou om plekke in 'n atlas te v
- Leerders sal die verskil tussen groot- en kleinskaalkaa
- Leerders sal verstaan waarom verskillende skale in 'n



Kry die ewenaar op u aardbol. Merk 0° op hierdie lyn.
90° op of naby hierdie ligging. Skryf 90° op of naby
ersimbole dui rigtings aan. N staan vir n

ONDERWYSESGIDS



GRAAD 8

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GRAAD 9

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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



ONDERWYSERSGIDS

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

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

GRAAD 8

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

GRAAD 9

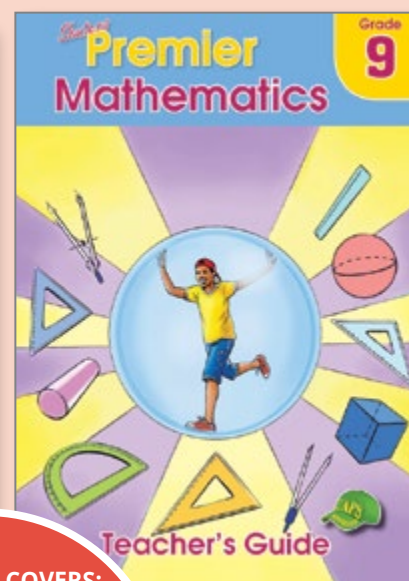
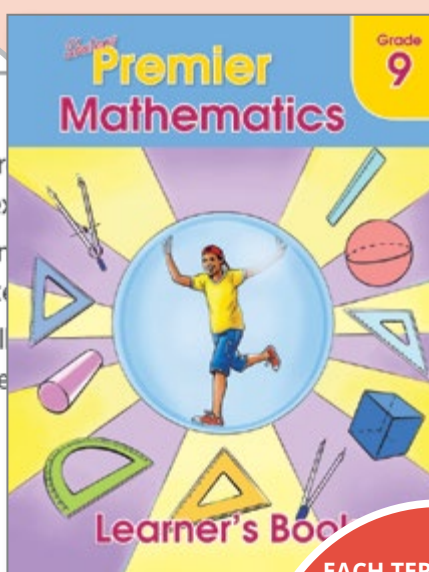
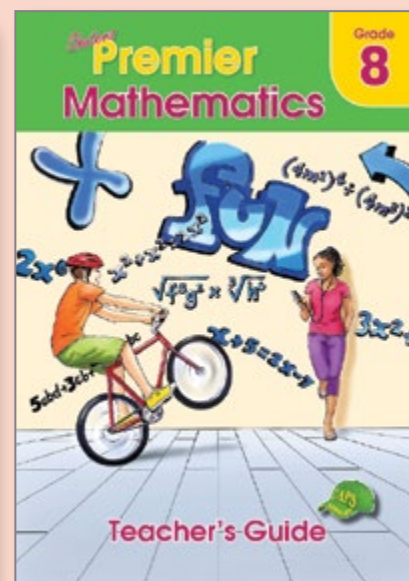
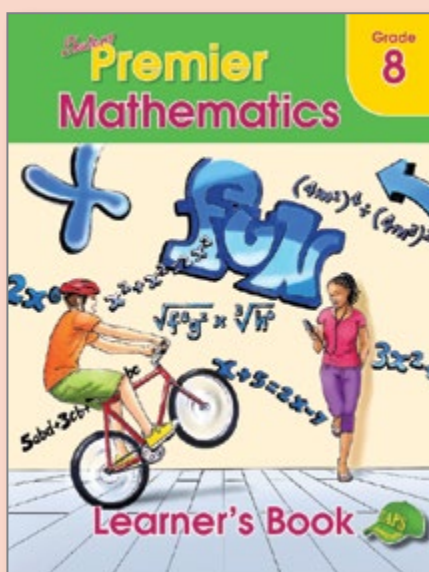
Kaartvaardighede
Die Tweede Wêreldoorlog (1919-1945)
Ontwikkelingskwessies
Die Kerntydperk en die Koue Oorlog
Oppervlakkragte wat die aarde vorm
Keerpunte in die Suid-Afrikaanse geskiedenis
Hulpbrongebruik en volhoubaarheid
Keerpunte in die Suid-Afrikaanse geskiedenis: 1960, 1976 en 1990
Hersiening,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

ENGLISH MATHEMATICS CAPS GRADES 8 AND 9

Shuters Premier

SHUTERS PREMIER MATHEMATICS

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



Unit 3

Exponents

NUMBERS, OPERATIONS AND RELATIONSHIPS

Overview

In this unit we revise square numbers and the learners know about exponents.

We will further compare and contrast the learners being able to write numbers in standard form.

In this unit the learners will learn to write exponents and solve context problems in standard form.

Guidelines for lessons

Exercise 1 Mental calculations

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

Answers:

1. a. 4 b. x c. 7
2. a. three b. two c. seven

Square numbers 1; 4; 9; 16; 25; 36; 49;

TEACHER'S GUIDE

EACH TERM COVERS:

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

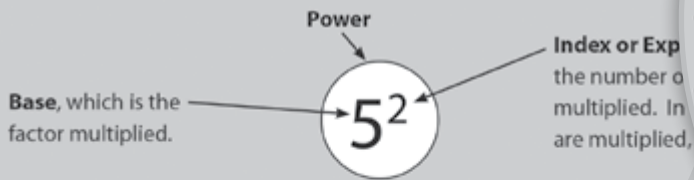
GRADE 8	GRADE 9
LEARNER'S BOOK 9781775880585	LEARNER'S BOOK 9781775880608
TEACHER'S GUIDE 9781775880592	TEACHER'S GUIDE 9781775880615

Exponents

EXERCISE 1 Mental calculations

Remember:

- Numbers can be represented in exponential form, for example $25 = 5^2$.
- Numbers in exponential form are read as ' a to the power of b '.
- 5^2 is known as a power and is read as ' 5 to the power of 2 '. This means:
- All numbers expressed in exponential form have two parts, e.g.



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

LEARNER'S BOOK

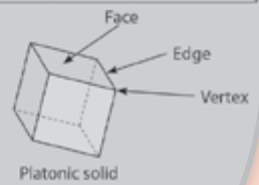
- Scaffolded presentation of content
- Layout that is accessible and easy to navigate
- Clear explanations of new concepts, with well-constructed examples
- Activities that move from simple to complex and stimulate critical thinking

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

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

Below is a table for the 5 Platonic solids.

Tetrahedron	Hexahedron	Octahedron	Dodecahedron	Icosahedron
4 faces 6 edges 4 vertices	6 faces 8 vertices 12 edges	8 faces 6 vertices 12 edges 8 equilateral triangles	12 faces 20 vertices 30 edges 12 regular pentagons	20 faces 30 vertices 60 edges 20 equilateral triangles



TEACHER'S GUIDE

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

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

GRADE 8

NUMBERS, OPERATIONS AND RELATIONSHIPS

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

SPACE AND SHAPE

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

GRADE 9

NUMBERS, OPERATIONS AND RELATIONSHIPS

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

SPACE AND SHAPE

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

ENGLISH

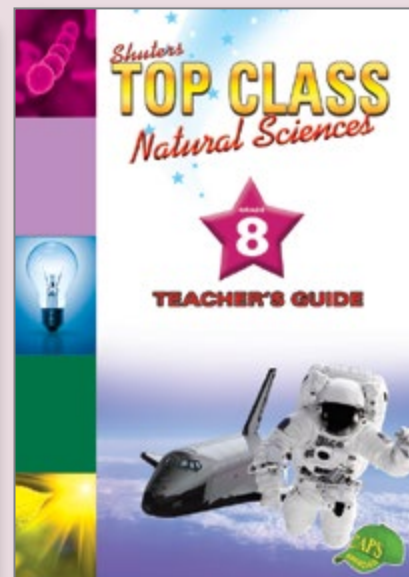
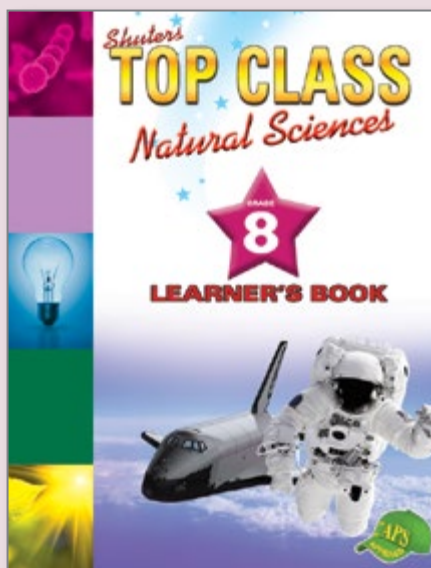
NATURAL SCIENCES

CAPS GRADES 8 AND 9

Shuters TOP CLASS

SHUTERS TOP CLASS NATURAL SCIENCES

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



Other output devices

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

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

Guidelines

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

★ Activity 9.6 Find out about different types of electrical fields in the electrical field

Guidelines

- This could be done as a class discussion.

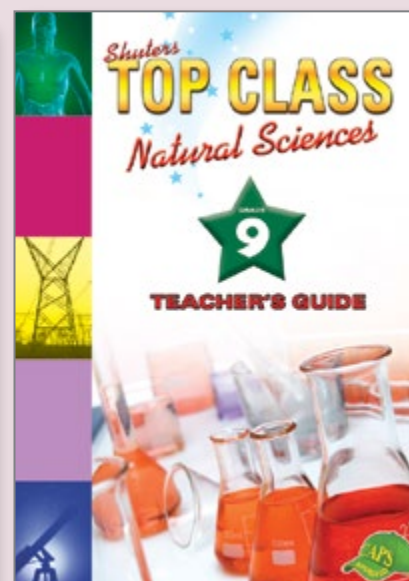
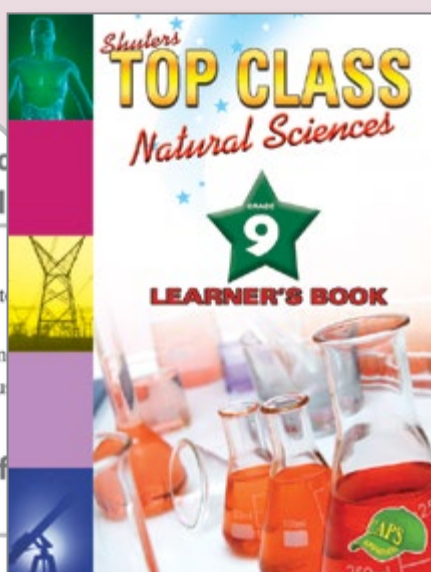
You could photocopy Worksheet 9.1 on page 103 in this Teacher's Guide for the learners.

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

Question 1

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

TEACHER'S GUIDE



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

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

on your drawing. For each micro-organism, calculate how many of these organisms side by side would be as wide as the field of view on your ruler. Write your answer next to each drawing. If required, hand in your work for assessment.

Step 3 For each micro-organism, calculate how many of these organisms side by side would be as wide as the field of view on your ruler. Write your answer next to each drawing. If required, hand in your work for assessment.

Key words

disease
symptom
pathogen
HIV/AIDS
immune system

Word Box

Pathogen: an organism that causes disease

Harmful micro-organisms

Some micro-organisms cause disease

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

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



Activity 22.2 Investigate: Lead is extracted from its ore

Teacher demonstration

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

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

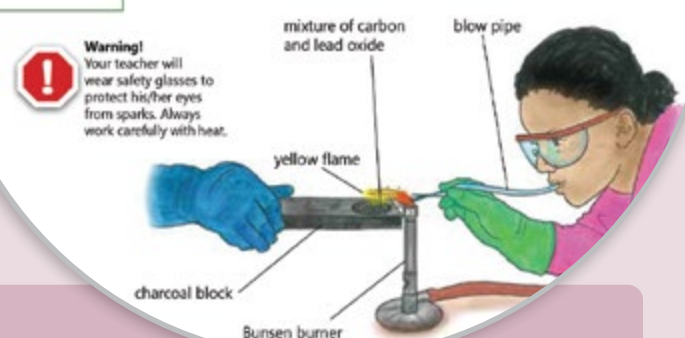
Step 3 Hold the charcoal block at an angle near the yellow flame of the Bunsen burner. Use the blow pipe to direct a sharp narrow flame on to the mixture in the hollow as shown in Figure 22.5.

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

You will need:

- Charcoal (carbon) block
- Spatula or knife
- Blow pipe
- Lead oxide powder
- Water
- Bunsen burner or spirit burner.

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



LEARNER'S BOOK

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

Elements and compounds in Earth's crust

Guidelines

This activity is important as an introduction to Unit 22.

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

Resources

Such as books, maps, and internet if available.

Map key

- ✦ Titanium
- ◆ Iron
- △ Copper
- ▲ Chrome
- Manganese
- Natural gas
- Platinum
- ◇ Diamond
- ◇ Gold
- Coal



TEACHER'S GUIDE

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

GRADE 8

LIFE AND LIVING

Photosynthesis and respiration
Environmental interactions and interdependence
Micro-organisms

MATTER AND MATERIALS

Atoms
Particle model of matter
Chemical reactions

ENERGY AND CHANGE

Static electricity
Energy transfer in electrical systems
Series and parallel circuits
Visible light

PLANET EARTH AND BEYOND

The Solar System
Beyond the Solar System
Looking into space

GRADE 9

ENERGY AND CHANGE

Forces
Electric cells as energy systems
Resistance
Series and parallel circuits
Safety with electricity
Energy and the national electricity grid
Cost of electrical power

PLANET EARTH AND BEYOND

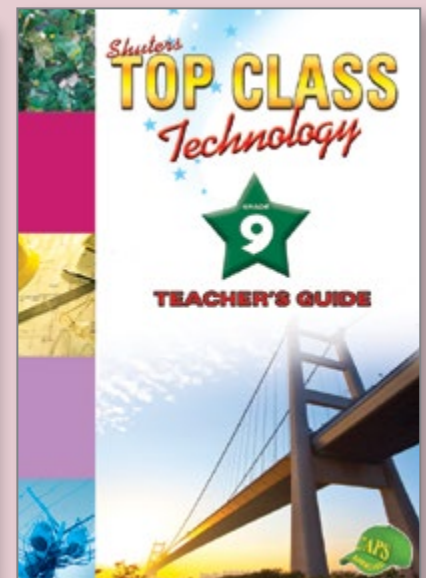
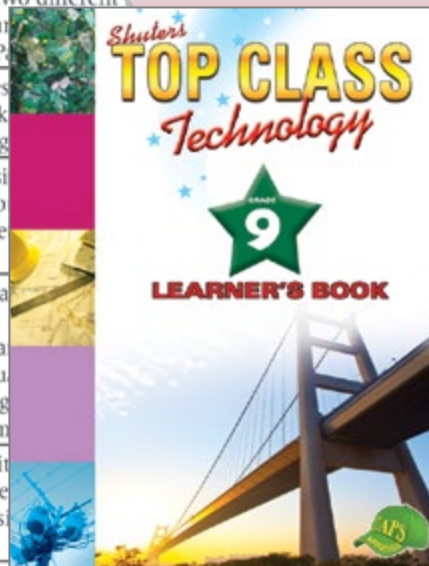
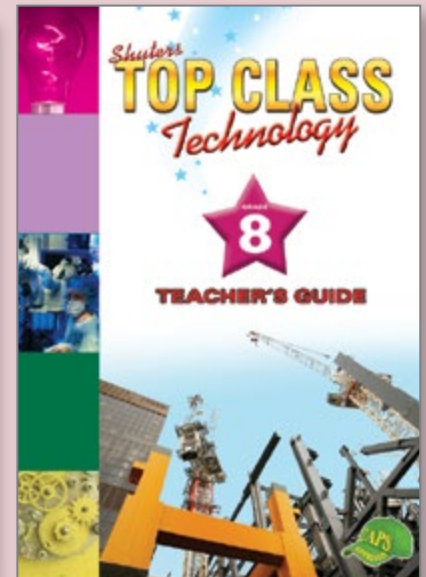
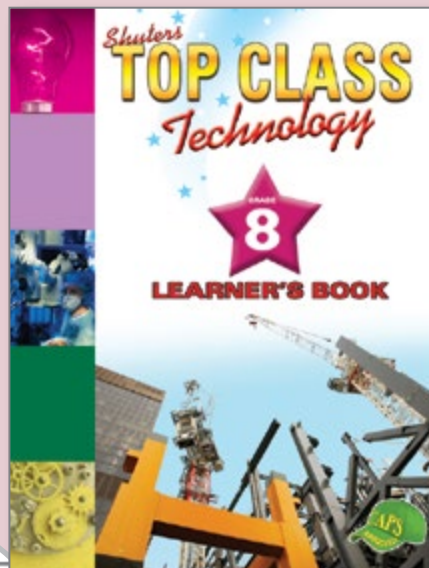
The Earth as a system
Lithosphere
Mining of mineral resources
Atmosphere
Birth, life and death of stars

ENGLISH TECHNOLOGY CAPS GRADES 8 AND 9

Shuters TOP CLASS

SHUTERS TOP CLASS TECHNOLOGY

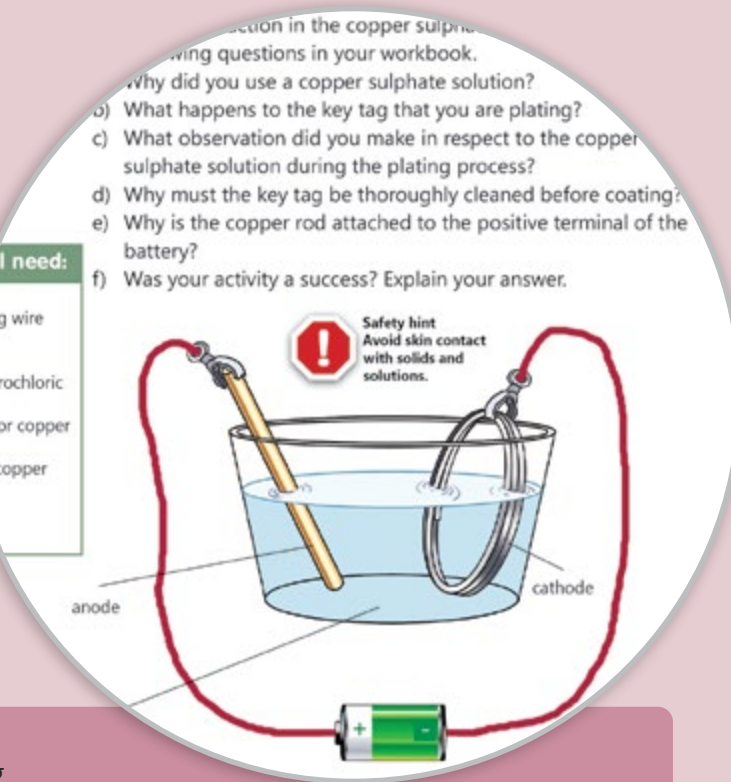
- Covers all the requirements of the CAPS document for the subject
- Presents content in clear and simple language
- Supports the content with plenty of illustrations and diagrams



Formal Assessment Task: Test	Formal Assessment Task: Test	
Year Plan		
Term 2		
Focus	Unit	Content, concepts and skills
Mechanical systems and control Investigation skills	Unit 4: Pneumatic systems and hydraulic systems	- Revision of syringe mechanism: two different sized syringes linked by a tube - Action research: two different sized syringes linked by a tube and a pump - Action research: Pump and syringe
Investigation skills	Unit 5: The hydraulic press and hydraulic jack	- The hydraulic press - The hydraulic jack - Investigation: Design and construction of a hydraulic press
Investigation skills Mechanical systems and control	Unit 6: Mechanical control systems	- Action research: simple wheel moveable pump - Investigate: ratchet brake and cleat
Mechanical systems and control	Unit 7: Gears	- Spur gears of equal size rotating in opposite directions - Spur gears using a belt drive - Bevel gears of equal size rotating in opposite directions - Rack-and-pinion gear system - Worm gear system
Evaluation skills Design skills Communication skills	Unit 8: Evaluation skills and communication skills	- Evaluate various items in the modern kitchen - Artistic drawing: simple line drawing
Formal Assessment Task 2: Mini-PAT	Formal Assessment Task 2: Mini-PAT	Problem solving/mechanics
Formal Assessment Task:	Formal Assessment Task:	Test on Technology

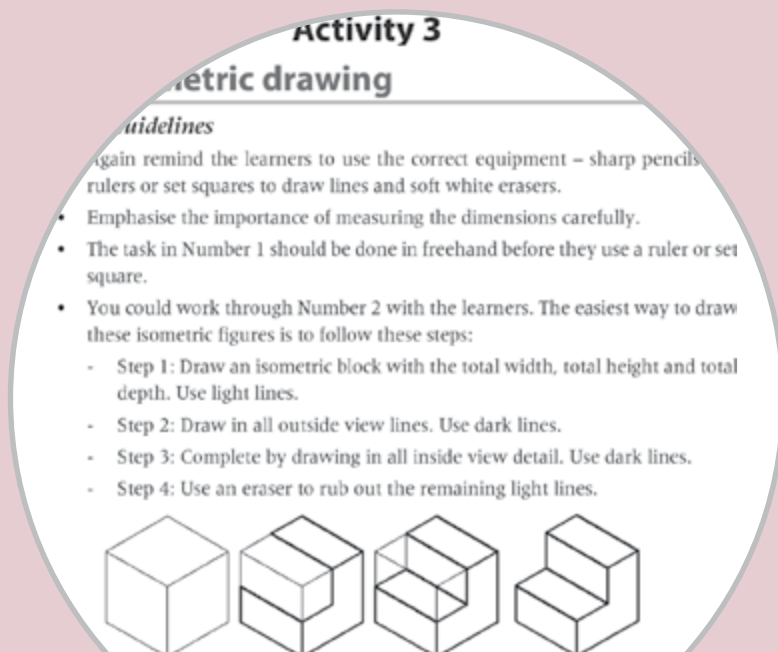
TEACHER'S GUIDE

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



LEARNER'S BOOK

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



TEACHER'S GUIDE

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

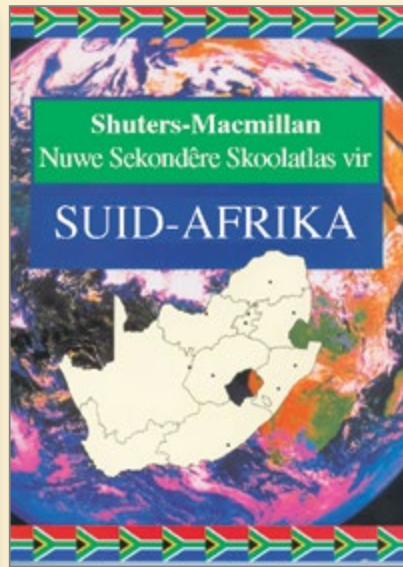
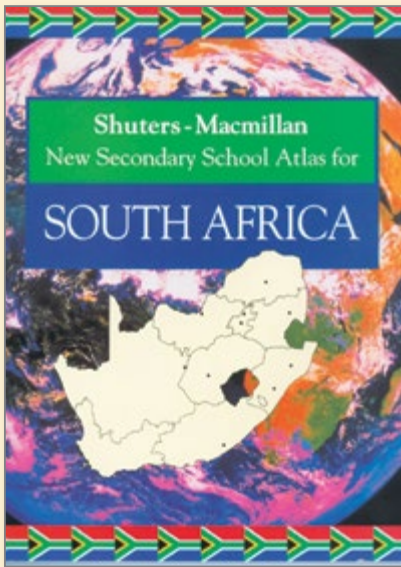
GRADE 8

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

GRADE 9

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

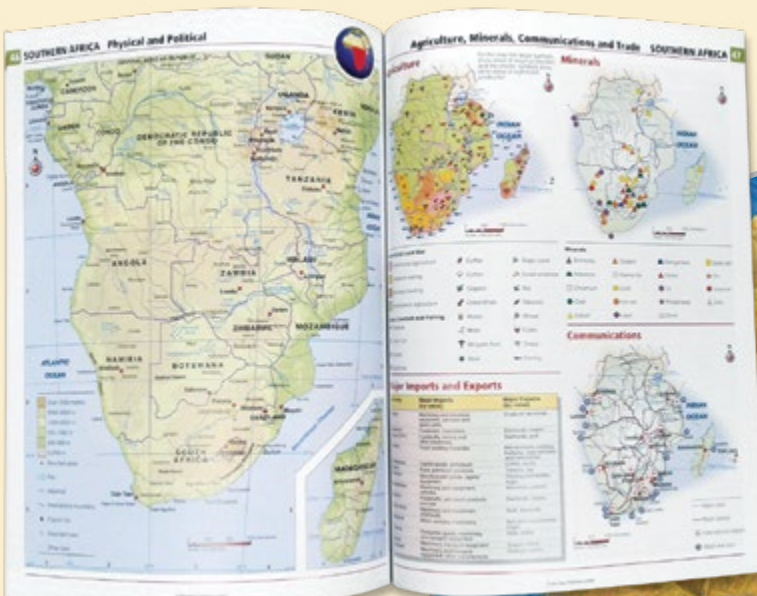
RESOURCES FOR THE SENIOR PHASE



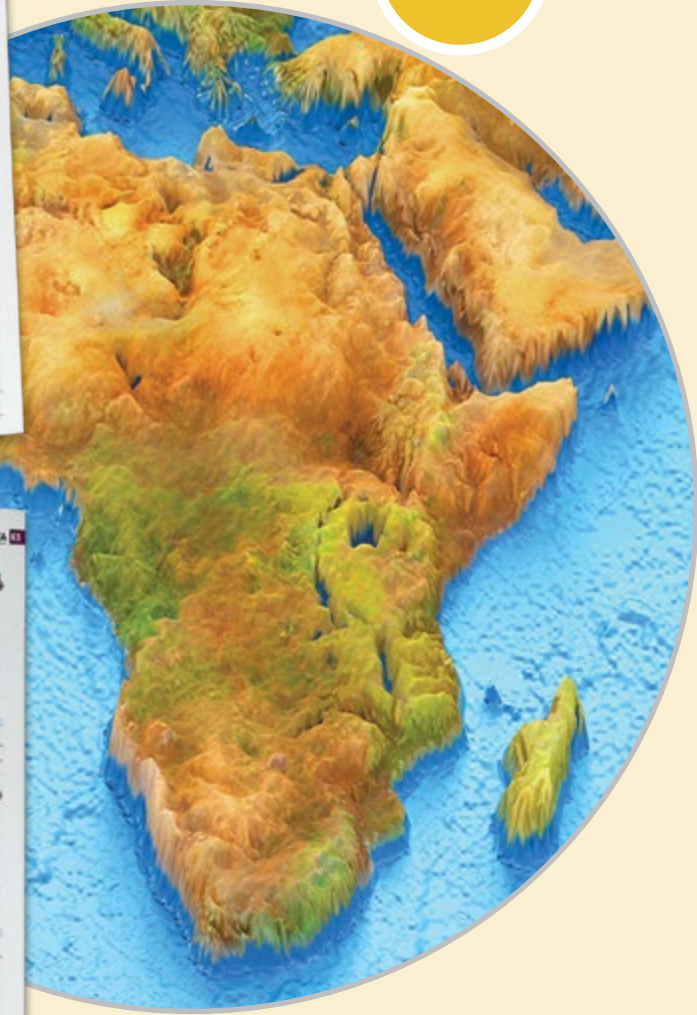
**SHUTERS-MACMILLAN NEW
SECONDARY SCHOOL ATLAS
FOR SOUTH AFRICA**

**SHUTERS-MACMILLAN NUWE
SEKONDÊRE SKOOLATLAS VIR
SUID-AFRIKA**

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**



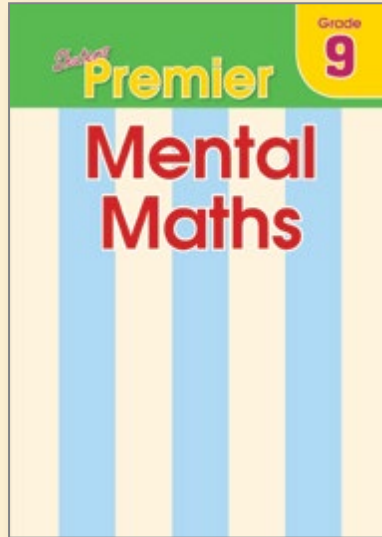
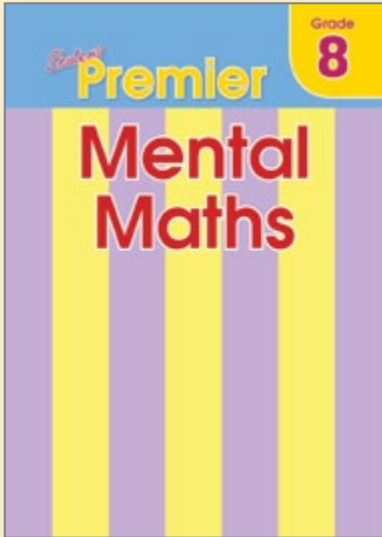
SHUTERS-MACMILLAN NEW SECONDARY SCHOOL ATLAS FOR SOUTH AFRICA

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RESOURCES FOR THE SENIOR PHASE



SHUTERS PREMIER MENTAL MATHS GRADE 8 9780796064608

SHUTERS PREMIER MENTAL MATHS GRADE 9 | 9780796064769

Shutters Premier

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

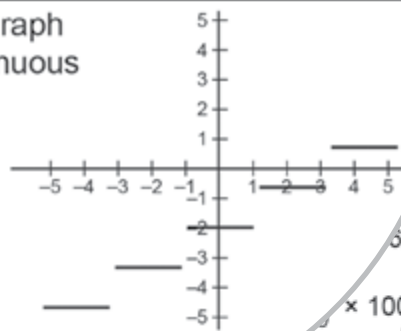
Give for y in the following formula if $x = 2$

$$y = 8x - 7$$

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

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

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



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

$$PT^2 = PS^2 - TS^2$$
$$10^2 - 5^2$$
$$100 - 25$$

**GRADE 8
SAMPLE**

Answers

14

$$x^3 - 9x + 4$$
 $\ell = 20$
$$= 20$$
$$= 24$$
$$= 4$$
$$\% = \frac{70}{5}\% = 14\%$$
$$\text{Length} = \frac{950}{50} = 19\text{cm}$$

equal

$$PT^2 = PS^2 - TS^2$$
 $10^2 - 5^2$ $100 - 25$

Term 4 Exercise 15

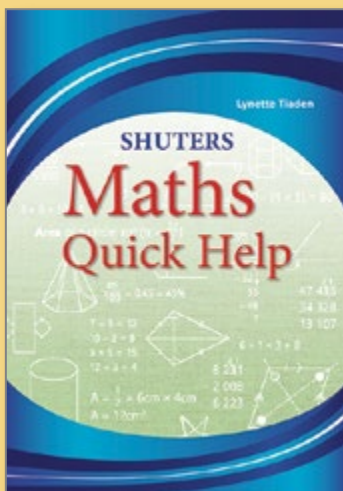
1. 9367,14
 2. $4a^2 + 5a^2 = 9a^2$
 3. $(-3)^2 = 9$
 4. 27
 5. $y = 8\left(\frac{1}{2}\right) - 7$
 $y = 4 - 7$
 $y = -3$
 6. Area = length $\times$ width
 $= x(x + 5)\text{cm}^2$
 $= x^2 + 5x\text{cm}^2$
 7. $(-1; 5)$
 8. Discrete
 9. $V - E + F = 2$
 $V - 12 + 6 = 2$
 $V = 8$
 10. $P(3, \text{heads}) = \frac{1}{8}$
- BQ. $y = x^3 - 5$

ALSO AVAILABLE IN AFRIKAANS

SHUTERS PREMIER HOOFREKENE GRAAD 8	9780796051110
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SHUTERS PREMIER HOOFREKENE GRAAD 9	9780796051189
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RESOURCES FOR THE SENIOR PHASE



SHUTERS MATHS QUICK HELP 9781485832157

- A dictionary of mathematical terms
- Methods and formulae explained
- Strategies for solving problems

Products of prime factors
Composite numbers can be written as the product of their prime factors.
For example: Write 24 as the product of its prime factors.

Ladder method:

1. Divide the number by its smallest prime factor.
2. Keep on dividing by the same prime factor, until you cannot divide without a remainder.
3. Move to the second smallest prime factor of the number. Repeat Step 2.
4. Carry on until you get 1.
5. Write down all the prime factors with multiplication signs between them.

24 = 2 × 2 × 2 × 3

Factor tree method:

1. Find any two factors of the given number, other than 1 and the number itself. Write the factors as two branches.
2. Repeat the process until there are prime numbers at the ends of all the branches.
3. Write down all the prime factors in the tree with multiplication signs between them.

24 = 2 × 2 × 2 × 3

Convert mixed numbers to common fractions
We can write mixed numbers as common fractions. The answer is always an improper fraction.

Quick method to convert a mixed number to a common fraction
For example: $3\frac{2}{5}$

1. Multiply the denominator of the fraction with the whole number: $9 \times 3 = 27$.
2. Add the numerator of the fraction to your previous answer: $27 + 2 = 29$.
3. Write an improper fraction with your previous answer as the numerator. Keep the original denominator: $\frac{29}{5}$.

Equivalent fractions
Equivalent fractions represent the same part of a whole. Equivalent fractions have different numerators and denominators, but they have the same value. All the diagrams below represent $\frac{2}{5}$.

$\frac{2}{5} = \frac{4}{10} = \frac{6}{15} = \frac{8}{20} = \frac{10}{25}$

Types of triangles
A triangle has three sides and three angles.

Name	Shape	Properties
Equilateral triangle		All sides equal in length. All angles 60°
Isosceles triangle		Two sides equal in length. Two angles equal
Acute triangle		All three angles are acute angles
Obtuse triangle		One angle is an obtuse angle
Right-angled triangle		One angle is a right angle (90°)
Scalene triangle		All sides have different lengths. All angles have different sizes

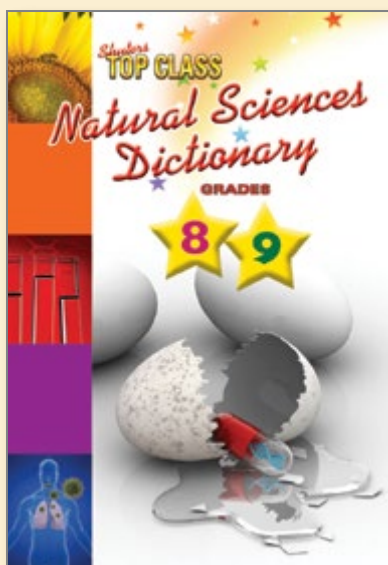
MEASUREMENT
Time

Analogue clocks

- An analogue clock has hands to show the time.
- The long hand shows the minutes. It takes 5 minutes to move from one number on the clock face to the next. We name the positions of the long hand as follows:

five to, five past, ten to, ten past, quarter to, quarter past, twenty to, twenty past, twenty-five to, twenty-five past, half past

- It takes 60 minutes (1 hour) for the long hand to move around the clock face once.
- The short hand shows the hours. It takes 60 minutes (1 hour) to move from one number on the clock face to the next.
- The time on the analogue clock in the diagram is quarter past three.
- Some analogue clocks have a third, thin, fast-moving hand. It shows the seconds. It takes 60 seconds (1 minute) for this hand to move around the clock face once.



SHUTERS TOP CLASS NATURAL SCIENCES DICTIONARY

Grades 8 and 9

9781775880783

- All words and concepts used in the Natural Sciences CAPS
- Colour diagrams or examples support the text
- Pronunciation for difficult words
- Cross-references for words and concepts
- Five prelim pages of extra information

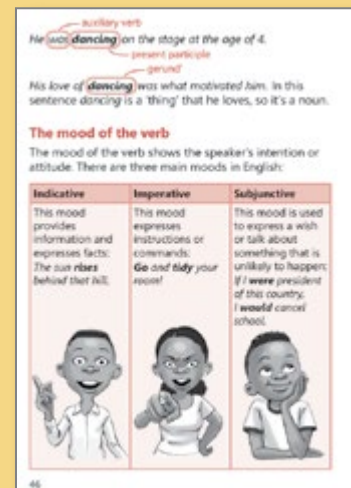
Brain
The brain is the central part of the nervous system. It is a soft, pinkish, fleshy organ that is about the size of a fist. It is located in the skull, which protects it from injury. The brain is made up of billions of nerve cells called neurons. These neurons are connected by a network of fibers called the nervous system. The brain controls all the functions of the body, from thinking and feeling to movement and growth.

Neurons
Neurons are the basic units of the nervous system. They are specialized cells that transmit information throughout the body. Each neuron consists of a cell body (soma) and long, thin extensions called dendrites and an axon. Dendrites receive signals from other neurons or sensory organs, and the axon carries the signal to the next neuron or an effector organ.

Brain functions
The brain performs a wide range of functions, including controlling movement, processing information, regulating emotions, and managing the body's internal systems. Different parts of the brain are responsible for different tasks, such as memory, language, and motor control.

Diagram of the brain
The diagram shows the brain from a side view, highlighting the cerebrum, cerebellum, and brainstem. It also shows the location of the ventricles and the meninges, which protect the brain.

RESOURCES FOR THE SENIOR PHASE

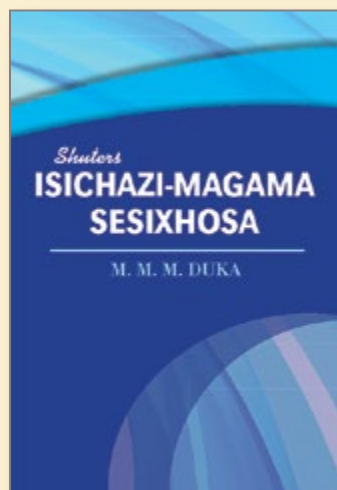
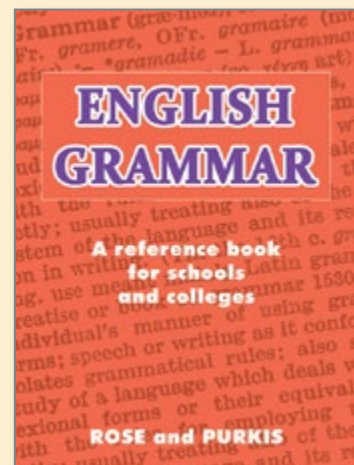


SHUTERS ENGLISH QUICK HELP 9781485829683

Grammar ; Sentences; Punctuation; Literary terms;
how to talk about poetry; stories and plays; Spelling
rules; Ways to improve your vocabulary.

ENGLISH GRAMMAR 9780796003300

Topics include: the word,
word groups and the
sentence, the paragraph and
special uses of language.



SHUTERS ISICHAZI-MAGAMA SESIXHOSA 9780796058218

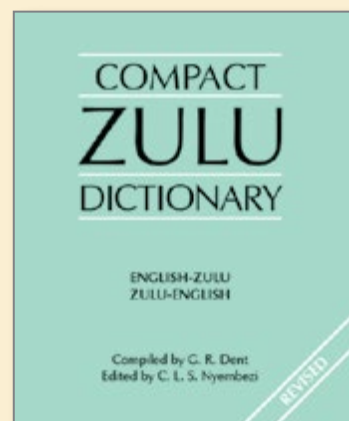
M. M. M. Duka

- Sicacisa amagama ngendlela elula etsho kuthi dlwe.
- Sidwelisa amahlelo ezibizo ngendlela elula neyamkelekileyo.
- Silungele ukusetyenziswa ezikolweni nakumabanga aphezulu.

COMPACT ZULU DICTIONARY 9780796007605

D. M. Dent

A popular and convenient, pocket-sized English/Zulu : Zulu/English dictionary.

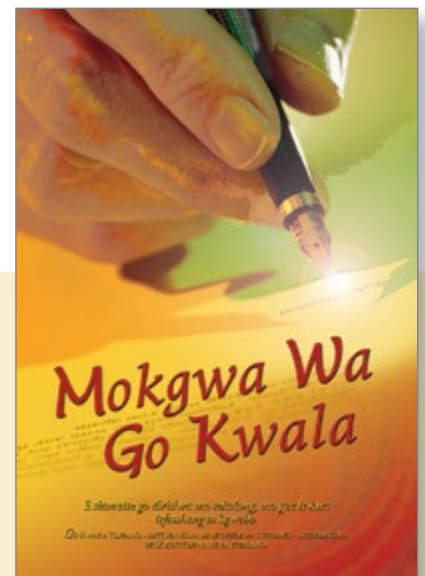
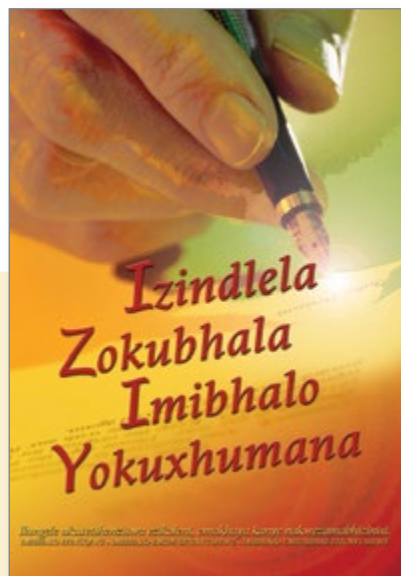
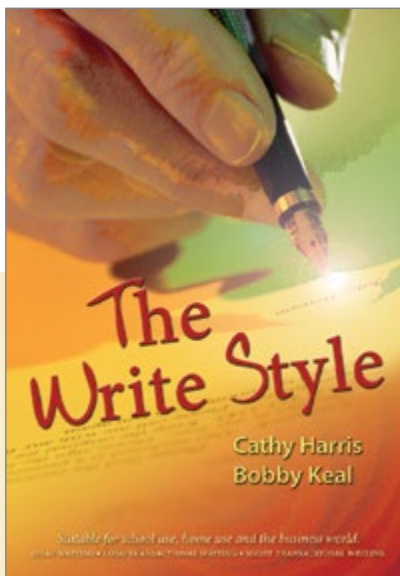


RESOURCES FOR THE SENIOR PHASE

This is a useful reference book for scholars or for home use. It provides all you ever wanted to know about how to write: a book review, a critical essay, or how to take minutes at a meeting, or draft a flyer.

Each genre has the following:

- Model text
- Genre-specific criteria
- Language and structural requirements
- Evaluation summary.



THE WRITE STYLE (ENGLISH)

9780796042262

IZINDLELA ZOKUBHALA IMIBHALO YOKUXHUMANA (ISIZULU)

9780796043313

MOKGWA WA GO KWALA (SETSWANA)

9780796038616

RESOURCES FOR THE SENIOR PHASE



- Ace it! Study Guides has activities to practise your skills and test your knowledge.
- Ace it! Study Guides have sample exam sample questions to help you prepare.
- Ace it! Study Guides provide helpful marking guidelines so that you can check your work.
- Ace it! Study Guides help you understand how you learn best and gives you techniques to help you succeed.



GRADE • GRAAD 9

AFRIKAANS (FAL)	AFR	9781920356439
ECONOMIC AND MANAGEMENT SCIENCES	ENG	9781920356552
EKONOMIESE EN BESTUURS-WETENSKAPPE	AFR	9781920356569
ENGLISH (FAL)	ENG	9781920356453
MATHEMATICS	ENG	9781920356828
WISKUNDE	AFR	9781920356835
NATURAL SCIENCES	ENG	9781920356477
NATUUR-WETENSKAPPE	AFR	9781920356484
TECHNOLOGY	ENG	9781920356514
TEGNOLOGIE	AFR	9781920356521



GRADE • GRAAD 9

AFRIKAANS (FAL)	AFR	9781920356446
ECONOMIC AND MANAGEMENT SCIENCES	ENG	9781920356576
EKONOMIESE EN BESTUURS-WETENSKAPPE	AFR	9781920356583
ENGLISH (FAL)	ENG	9781920356460
MATHEMATICS	ENG	9781920356842
WISKUNDE	AFR	9781920356859
NATURAL SCIENCES	ENG	9781920356491
NATUUR-WETENSKAPPE	AFR	9781920356507
TECHNOLOGY	ENG	9781920356538
TEGNOLOGIE	AFR	9781920356545

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