



basic education

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2020

NATIONAL REVISED TEACHING PLANS

GRADE 7

LANGUAGES

Table of Contents

1. Introduction	1
2. Purpose	2
3. Implementation Dates	2
4. Revised Teaching Plans per Subject	2
4.1 Afrikaans Huistaal	3
4.2 English	13
4.2.1 English Home Language	13
4.2.1 English First Additional Language	23
4.3 IsiNdebele	35
4.4 IsiXhosa	51
4.5 IsiZulu	66
4.6 Sepedi	78
4.7 Sesotho	90
4.8 Setswana	102
4.9 Siswati	114
4.10 Tshivenda	127
4.11 Xitsonga	141
4.12 South African Sign Language (SASL) – Home Language	156

1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid-19 and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid-19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans the 19 lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal
- educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 7.

4.1 Afrikaans Huistaal

Revised National Teaching Plan

GRAAD 7 - KWARTAAL 2 – AFRIKAANS HT				
VAAR-DIGHEDE	Luister en Praat	Lees en Kyk	Skryf en Aanbied	Taalstrukture en Konvensies
Week 1-2	<p>Luister- en Praatstrategieë:</p> <p>Begripslees:</p> <p>Lees 'n kort gedig oor Covid-19</p> <ul style="list-style-type: none"> • Verduidelik die luisterproses • Maak aantekeninge • Beantwoord vrae <p style="text-align: center;">OF</p> <p>Vertel 'n storie:</p> <ul style="list-style-type: none"> • Karakterbeelding; taalgebruik; liggaamsstaal; interpretasie van stemming, stemtoon, atmosfeer, tydlyn, ironie en slot. <p>Pre- luister stel die leerder bekend aan die luisterproses</p> <p>Tydens luister – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer</p> <p>Post-luister volg die luisterervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p>	<p>Lees/Kyk vir begrip (strategieë)</p> <p>Lees 'n literêre teks, byvoorbeeld 'n Roman (30-40 bladsye) / Drama (1-2 Een-bedryf – 10-20 bladsye)</p> <ul style="list-style-type: none"> • Belangrikste kenmerke van 'n letterkundige teks soos karakter, karakterisering, intrigue, konflik, agtergrond, ruimte, verteller en tema. <p style="text-align: center;">OF</p> <p>Lees en kyk vir begrip (gebruik geskrewe en/of visuele teks soos strokiesprente)</p> <ul style="list-style-type: none"> • Vluglees/Soeklees • Aandagtige lees • Maak afleidings, (karakters, ruimte, milieu, boodskap) • Afleiding van betekenis van onbekende woorde deur woordaanpakvaardighede. • Gevoelstaal <p>Volg die leesproses:</p> <ul style="list-style-type: none"> • Pre-lees (<i>lei die teks in</i>) • Tydens lees (<i>kenmerke van die teks</i>) • Post-lees (<i>beantwoord vrae, vergelyk, kontrasteer, evalueer</i>) 	<p>Skryf 'n verhalende opstel (of 4-6 Paragrawe/ 150-200 woorde)</p> <p>Konvensies van 'n paragraaf:</p> <ul style="list-style-type: none"> • Onderwerpsin van paragraaf • Kern en ondersteunende gedagtes • Logiese opeenvolging van paragrawe • Gebruik van voegwoorde vir samehang • Gebruik 'n verskeidenheid van sinsoorte, -lengtes en -strukture. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> • Beplanning • Konsep • Hersiening • Redigering • Proeflees en aanbieding van finale konsep. 	<p>Woordvlakwerk: samestellings, onderwerp en gesegde, letterlike en figuurlike gebruik van sommige soortname, infinitiewe werkwoorde byvoeglike naamwoorde: trappe van vergelyking</p> <p>Sinsvlakwerk: enkelvoudige sinne; stelsinne; teenwoordige tyd, verlede tyd</p> <p>Betekenisleer en woordeskatautbreiding: sinonieme, antonieme, letterlike en figuurlike betekenis, gevoelstaal</p> <p>Lees- en skryftekens: punt, komma, uitroepteken, vraagteken</p> <p>Woordeboekgebruik</p>
Week 3-4	<p>Luister- en Praatstrategieë:</p>	<p>Lees/Kyk vir begrip</p> <p>Gebruik Geskrewe en/of Visuele teks soos Advertensie</p>	<p>Skryf 'n transaksionele teks: 'n Advertensie / 'n Plakkaat (Kies een)</p> <ul style="list-style-type: none"> • Vereistes t.o.v. formaat. 	<p>Woordvlakwerk: eiename, geslag, meervoud, enkelvoud, aanwysende voornaamwoorde, betreklike voornaamwoorde</p> <p>Sinsvlakwerk: direkte en indirekte</p>

	<p>Luister met begrip – (Gebruik 'n Visuele teks bv. Plakkaat/Advertensie / 'n TV nuusaanbieding)</p> <p>Volg die luisterproses:</p> <p>Pre- luister stel die leerder bekend aan die luisterproses</p> <p>Tydens luister – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer</p> <p>Post-luister volg die luisterervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p> <ul style="list-style-type: none"> • Mondelinge opsomming • Maak afleidings. 	<ul style="list-style-type: none"> • Vluglees • Soeklees • Aandagtige lees • Maak afleidings,(karakters, ruimte, milieu, boodskap) • Afleiding van betekenis van onbekende woorde deur woordaanpakvaardighede. • Manipulerende taal • Formele/Informele taal <p style="text-align: center;">OF</p> <p>Lees 'n Literére teks soos 'n roman</p> <ul style="list-style-type: none"> • Fokus op belangrikste kenmerke van 'n letterkundige teks soos karakter, karakterisering, intrigue, konflik, agtergrond, ruimte, verteller en tema. <p>Volg die leesproses:</p> <ul style="list-style-type: none"> • Pre-lees (<i>lei die teks in</i>) • Tydens lees (<i>kenmerke van die teks</i>) • Post-lees (<i>beantwoord vrae, vergelyk, kontrasteer, evalueer</i>) 	<ul style="list-style-type: none"> • Doel, teikengroep en konteks. • Woordkeuse en sinskontruksie. • Visuele elemente soos lettertype en - grootte, opskrif, simbole, kleur. • Manipulerende/oorredende taal. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> • <i>Beplanning</i> • <i>Konsep</i> • <i>Hersiening</i> • <i>Redigering</i> • <i>Proeflees en aanbieding van finale konsep.</i> 	<p>rede, enkelvoudige sinne, stelsinne</p> <p>Betekenisleer en woordeskatautbreiding: sinonieme, antonieme, letterlike en figuurlike betekenis</p> <p>Leestekens en spelling: dubbelpunt, kommapunt</p> <p>Woordeboekgebruik</p>
	<p>FORMELE ASSESSERINGSTAAK 6</p> <p>MONDELINGE Assesseringstaak - (Deurlopend deur die Kwartaal – Begin met die assessering van hierdie taak gedurende hierdie siklus om te verseker dat alle leerders teen die einde van die kwartaal geassesseer is.)</p> <p>Luisterbegrip / Voorbereide / Onvoorbereide Toespraak (20 Punte)</p>			
Week 5-6	<p>Luister- en Praatstrategieë:</p> <p>Voorbereide/Onvoorbereide praat oor die manier waarop Instruksies of Procedures gevolg word:</p> <ul style="list-style-type: none"> • Taal- enwoordkeuse. • Gebruik van toon, tempo en intonasie. • Gebruik van leidrade gedurende 	<p>Lees/Kyk vir Begrip (strategieë)</p> <p>Lees 'n instruksionele teks soos 'n resep/aanwysings, ens.</p> <ul style="list-style-type: none"> • Vluglees • Soeklees • Aandagtige lees • Maak afleidings 	<p>Korter transaksionele teks:</p> <p>Skryf 'n instruksionele teks oor hoe om 'n stuk gereedskap of 'n instrument te gebruik, hoe om kos voor te berei, foute te herstel, ens.</p> <ul style="list-style-type: none"> • Vereistes vir formaat, styl. • Teikengehoor, doel en konteks. 	<p>Woordvlakwerk: voorsetsels, telwoorde</p> <p>Sinsvlakwerk: lydende en bedrywende vorm</p> <p>Betekenisleer en woordeskatautbreiding: idiomatiese uitdrukings en spreekwoorde</p>

	<p>aanbieding.</p> <ul style="list-style-type: none"> Gebruik van gepaste liggaamstaal. 	<p>Volg die leesproses:</p> <ul style="list-style-type: none"> Pre-lees (<i>lei die teks in</i>) Tydens lees (<i>kenmerke van die teks</i>) Post-lees (<i>beantwoord vrae, vergelyk, kontrasteer, evalueer</i>) 	<ul style="list-style-type: none"> Samehang van paragrawe Woordkeuse en sinstruktuur. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> Beplanning Konsep Hersiening Redigering Proeflees en aanbieding van finale konsep. 	<p>Lees- en skryftekens: koppelteken Afkappingsteken Woordeboekgebruik</p>
Week 6	<p>FORMELE ASSESSERINGTAAK 7</p> <p>GESKREWE Toets (1hr 30 min) [Totaal: 40 Punte]</p> <p>Transaksionele teks</p> <p>Advertisie / Plakkaat / Instruktionele teks: Resep (<i>Kies een</i>) [10 Punte]</p> <p>EN</p> <p>Opstel – Argumenterende / Beskrywende opstel (6 paragrawe) [30 Punte]</p>			
Week 7-8	<p>Luister- en Praatstrategieë:</p> <p>Ondersoek van Rolspel</p> <ul style="list-style-type: none"> Leerders neem 'n rol aan, dikwels 'n probleem of 'n incident, waarop hulle moet reageer deur 'n sekere rol aan te neem. Die rolspel kan onvoorbereid wees, of die leerder kan kortlik ingelig word oor die spesifieke rol wat gespeel moet word; Gebruik gepaste taal; Dui aan duidelike gesprekskonvensies gebaseer op die gehoor se bewustheid en doel. 	<p>Lees/Kyk vir Begrip (strategieë)</p> <p>Lees letterkundige teks: Drama/Roman</p> <ul style="list-style-type: none"> Fokus op belangrikste kenmerke van 'n letterkundige teks soos karakter, karakterisering, intrigue, konflik, agtergrond, ruimte, verteller en tema. <p>Volg die leesproses:</p> <ul style="list-style-type: none"> Pre-lees (<i>lei die teks in</i>) Tydens lees (<i>kenmerke van die teks</i>) Post-lees (<i>beantwoord vrae, vergelyk, kontrasteer, evalueer</i>) 	<p>Skryf 'n dramaresensie (Konvensies van 'n paragraaf 100-120 woorde):</p> <ul style="list-style-type: none"> Reflektereer 'n individu se antwoord teenoor die werk van 'n drama. Evalueer of voorsien 'kritiek' teenoor die drama, Verskeie resensente mag verskillende opmerkings hê teenoor dieselfde drama, Gee relevante feite, byvoorbeeld, Die naam van die redigeerder/ kunstenaar, Die titel van die drama, die naam van die produksiemeatskappy ens. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> Beplanning Konsep Hersiening Redigering Proeflees en aanbieding van finale konsep. 	<p>Woordvlakwerk: koppelwerkwoorde, hulpwerkwoorde</p> <p>Sinsvlakwerk: lydende en bedrywende vorm</p> <p>Betekenisleer en woordeskatautbreiding: sinonieme, antonieme, letterlike en figuurlike betekenis</p> <p>Lees- en skryftekens: koppelteken, aanhalingsstekens, vraagteken, komma, punt</p> <p>Woordeboekgebruik</p>
Week 8	<p>FORMELE ASSESSERINGTAAK 8</p> <p>BEGRIPSLEER & TAALGEBRUIK – TOETS (2 URE 30 min) [Totaal: 60 Punte]</p> <p>Vraag 1.1 - Leesbegrip: Literêre / Nie-literêre teks (20 punte)</p> <p>Vraag 1.2 - Visuele teks (10 punte)</p>			

	Vraag 2 - Opsomming (10 punte) Vraag 3 – Taalstrukture en Konvensies binne konteks (20 punte)
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GRAAD 7 KWARTAAL 3				
VAAR-DIGHED	Luister en Praat	Lees en Kyk	Skryf en Aanbied	Taalstrukture en Konvensies
Week 1-2	<p>Luister- en Praatstrategieë: Luister met begrip oor hoe om 'n vorm/vraelys te voltooi:</p> <ul style="list-style-type: none"> • Oefen die luisterproses • Maak aantekeninge • Beantwoord vrae. <p>Verskillende vorme van mondelinge kommunikasie oor die gebruik van 'n vraelys of vorm. Kies 'n onderwerp</p> <ul style="list-style-type: none"> • Deel idees • Neem beurte en luister aandagtig. • Vul gapings. • Gebruik gesprekskonvensies om bespreking vol te hou. <p>Volg die luisterproses: <i>Pre-luister</i> stel die leerder bekend aan die luisterproses <i>Tydens luister</i> – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer <i>Post-luister</i> volg die luisterervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p> <ul style="list-style-type: none"> • Opsomming van die mondeling • Maak afleidings. 	<p>Lees 'n teks oor die belangrikheid van 'n vraelys en hoe om dit te voltooi</p> <ul style="list-style-type: none"> • Inligting benodig • Taalgebruik • Handtekening <p>Lees/Kyk vir begrip</p> <ul style="list-style-type: none"> • Vluglees • Soeklees • Maak opsomming van die belangrikste feite • Visualisering • Maak afleidings • Betekenisleer en woordeskatautbreiding <p>Volg die leesproses:</p> <ul style="list-style-type: none"> • Pre-lees (<i>lei die teks in</i>) • Tydens lees (<i>kenmerke van die teks</i>) • Post-lees (<i>beantwoord vrae, vergelyk, kontrasteer, evalueer</i>) 	<p>Transaksionele tekste soos die voltooiing van vraelyste of vorms:</p> <ul style="list-style-type: none"> • Volg instruksies • Voorsien korrekte inligting op die vraag. • Gebruik gepaste taal. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> • Beplanning • Konsep • Hersiening • Redigering • Proeflees en aanbieding van finale konsep. 	<p>Woordvlakwerk: soortname, versamelname; bywoorde van wyse en tyd, byvoeglike naamwoorde</p> <p>Sinsvlakwerk: byvoeglike en bywoordeelike sinne, saamgestelde sinne</p> <p>Betekenisleer en woordeskatautbreiding: sinonieme, antonieme, homonieme</p> <p>Lees- en skryftekens: vraagteken, ellips, gebruik van hoofletters, koppelteken</p> <p>Afkortings, verkortings en akronieme</p>

Week 3-4	<p>Luister- en Praatstrategieë:</p> <p>Luister na 'n drama (dialoog/onderhou)</p> <ul style="list-style-type: none"> • Stel vrae • Taal en konvensies. • Gebruik gepaste taal. • Maak aantekeninge • Rapporteer bevindings <p>Verskillende vorme van mondeling kommunikasie:</p> <p>Dramatisering Aanpassing van een genre na 'n ander.</p> <ul style="list-style-type: none"> • Rolspeel/opvoer van oorspronklike dialoog • Uitvoering in lyn met gees en doel van die oorspronklike teks. • Sterk karakterbeelding met eenvoudige rekvisiete. - Gebruik van effektiewe rekvisiete om ruimte/agtergrond te skep. <p>Volg die luisterproses:</p> <p><i>Pre-luister</i> stel die leerder bekend aan die luisterproses</p> <p><i>Tydens luister</i> – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer</p> <p><i>Post-luister</i> volg die luisterervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p> <ul style="list-style-type: none"> • Opsomming van die mondeling • Maak afleidings. 	<p>Literêre teks soos jeugdrama/radiodrama:</p> <ul style="list-style-type: none"> • Belangrikste kenmerke van letterkundige teks soos karakter, karakterisering, intrigue, konflik, agtergrond, ruimte, verteller en tema. <p>Poësie</p> <p>Belangrikste kenmerke van 'n gedig.</p> <ul style="list-style-type: none"> • Interne struktuur van 'n gedig soos beeldspraak/stylfigure, rym, ritme; • Uiterlike bou van 'n gedig soos reëls, strofes, tipografie. • Figuurlike betekenis. • atmosfeer • tema en boodskap. <p>Volg die leesproses:</p> <ul style="list-style-type: none"> • Pre-lees (<i>lei die teks in</i>) • Tydens lees (<i>kenmerke van die teks</i>) • Post-lees (<i>beantwoord vrae, vergelyk, kontrasteer, evaluateer</i>) 	<p>Langer transaksionele tekste bv.</p> <p>Geskreve onderhoud:</p> <ul style="list-style-type: none"> • Vereistes vir formaat en styl. • Teikengehoor, doel en konteks. • Gebruik gepaste woordkeuse. • Gepaste taalgebruik. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> • Beplanning • Konsep • Hersiening • Redigering <p><i>Proeflees en aanbieding van finale konsep.</i></p>	<p>Woordvlakwerk: soortname, Enkelvoud en meervoud Byvoeglike naamwoorde: trappe van vergelyking, verboë forme</p> <p>Sinsvlakwerk: saamgestelde sinne met bysinne, direkte en indirekte rede</p> <p>Betekenisleer en woordeskatuitbreiding: basisvorme van woorde</p> <p>Lees- en skryftekens: dubbelpunt; aanhalingsstekens; komma; punt; afkappingstekens; vraagteken, hakies</p>
	<p>FORMELE ASSESSERINGSTAAK 9 - Mondeling [20 Punte]</p> <p>Luisterbegrip / Voorbereide Lees / Onvoorbereide Lees</p>			
Week 5-6	<p>Luister- en Praatstrategieë:</p> <p>Verskillende vorme van mondeling kommunikasie:</p> <ul style="list-style-type: none"> • Goeie opening/inleiding • Gebruik van toon, tempo en intonasie 	<p>Lees 'n teks oor hoe om 'n kennisgewing/agenda en notule te skryf:</p> <ul style="list-style-type: none"> • Taalgebruik • Formaat • Rolvertolking. 	<p>Langer transaksionele tekste, bv. kennisgewing/agenda en notule:</p> <ul style="list-style-type: none"> • Identifiseer teikengehoor en doel van skryf. • Besluit op styl, standpunt en formaat van skryf. 	<p>Woordvlakwerk: Voornaamwoorde: persoonlik, aanwysend, besitlik</p> <p>Sinsvlakwerk: Gebruik van teenwoordige tyd, Verlede tyd, direkte en indirekte</p>

	<ul style="list-style-type: none"> Gepaste taalgebruik Gepaste liggaamstaal Goeie afsluiting <p>Luister met begrip na 'n geskrewe teks/ TV nuusaanbieding):</p> <ul style="list-style-type: none"> Verduidelik die luisterproses Maak aantekeninge Beantwoord vrae. <p>Volg die luisterproses:</p> <p><i>Pre-luister</i> stel die leerder bekend aan die luisterproses</p> <p><i>Tydens luister</i> – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer</p> <p><i>Post-luister</i> volg die luisterervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p> <ul style="list-style-type: none"> Opsomming van die mondeling Maak afleidings. 	<p>Lees en kyk vir begrip geskrewe/visuele teks/grafieke:</p> <ul style="list-style-type: none"> Vluglees vir kerngedagtes. Soeklees vir ondersteunende besonderhede. Maak voorspellings. Lei die betekenis van onbekende woorde en beelde af. Kern-en ondersteunende gedagtes. Gee eie mening. <p>Volg die leesproses:</p> <ul style="list-style-type: none"> Pre-lees (lei die teks in) Tydens lees (kenmerke van die teks) Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer) 	<ul style="list-style-type: none"> Gebruik gepaste woorde en taalstrukture. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> Beplanning Konsep Hersiening Redigering <p>Proeflees en aanbieding van finale konsep.</p>	rede, lydende en bedrywende vorm Betekenisleer en woordeskatuitbreiding: afleidings Lees- en skryftekens: afkappingstekens; aandagstreep; gebruik van hoofletters; komma; punt, dubbelpunt
Week 6	<p>FORMELE ASSESSERINGSTAAK 10 - Letterkunde (in konteks) [30 Punte]</p> <p>Vraag 1: Gedig (10 punte), Vraag 2: Drama / Kortverhale (10 punte) EN Vraag 3: Volksverhale / Roman (10 punte)</p>			
Week 7-8	<p>Luister- en Praatstrategieë:</p> <p>Luister na en bespreek nuis gebaseer op koerantberigte en tydskrifartikels:</p> <ul style="list-style-type: none"> Doel, teikengroep en konteks. Gepaste gebruik van toon, tempo en intonasie. Gebruik van manipulerende /emotiewe/oordredende taal. Gebruik van leidrade. Nakom van gesprekskonvensies. Gepaste liggaamstaal. Interessante inleiding en 'n sterk afsluiting. Doel, teikengroep en konteks. 	<p>Lees en kyk vir inligting (gebruik teks soos koerantberigte/tydskrifartikels/ geskrewe mondelige aanbieding:</p> <ul style="list-style-type: none"> Vluglees vir kerngedagtes. Soeklees vir ondersteunende besonderhede. Maak voorspellings. Onderskei tussen feit en mening. Standpunt van outeur. Lei die betekenis van onbekende woorde en beelde af. 	<p>Langer transaksionele tekste, bv. koerantberig</p> <ul style="list-style-type: none"> Vereistes t.o.v. formaat en styl. Teikengehoor, doel en konteks. Gepaste woorde en taalstrukture. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> Beplanning Konsep Hersiening Redigering <p>Proeflees en aanbieding van finale konsep.</p>	<p>Woordvlakwerk: abstrakte soortname, soortname Voorsetsels Byvoeglike naamwoorde: trappe van vergelyking, verboë vorme</p> <p>Sinsvlakwerk: Chronologiese volgorde; volgorde van belangrikheid; beskrywende paragraaf, oorredende en gevoelstaal; partydigheid en vooroordeel, stereotipering; retoriiese stylfigure</p> <p>Betekenisleer en woordeskatuitbreiding:</p>

	Voorbereide/Onvoorbereide hardoplees van 'n koerantberig: <ul style="list-style-type: none"> • Gepaste gebruik van toon, tempo en intonasie. • Doeltreffende gebruik van leestekens. • Gepaste gebruik van liggaamstaal. 	<ul style="list-style-type: none"> • Formele/informelege taal. • Direkte -/geimpliseerde betekenis. • Beeldspraak. <p>Skryf 'n begripstoets.</p>		sinonieme, antonieme, letterlike, figuurlike betekenis Lees- en skryftekens: aanhalingstekens; uitroeptekens; komma; punt; vraagteken; ellipsis.
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GRAAD 7 KWARTAAL 4

VAAR-DIGHED	Luister en Praat	Lees en Kyk	Skryf en Aanbied	Taalstrukture en Konvensies
Week 1-2	<p>Luister- en Praatstrategieë</p> <p>Onvoorbereide mondelinge aanbieding:</p> <p>Bekendstelling van 'n spreker/bedanking/vertel 'n storie</p> <ul style="list-style-type: none"> • Kies 'n gepaste onderwerp. • Samehangende organisering van inligting. • Identifiseer woordeskat en taalstrukture. • Effektiewe inleiding en slot. <p>Kenmerke en konvensies (openbare praattegnieke, struktuur):</p> <p>Hardoplees:</p> <ul style="list-style-type: none"> • Gepaste gebruik van toon, tempo en intonasie. • Doeltreffende gebruik van leestekens. • Gepaste gebruik van liggaamstaal. <p>Volg die luisterproses:</p> <p><i>Pre-luister</i> stel die leerder bekend aan die luisterproses</p> <p>Tydens luister – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer</p> <p>Post-luister volg die luisterervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p> <ul style="list-style-type: none"> • Opsomming van die mondeling • Maak afleidings. 	<p>Literêre teks soos jeugroman/kortverhale/drama:</p> <ul style="list-style-type: none"> • Belangrikste kenmerke van letterkundige teks soos karakter, karakterisering, intrigue, konflik, intrigue, agtergrond, ruimte, verteller en tema. <p>Lees en kyk vir begrip bv. Geskrewe/visuele teks:</p> <ul style="list-style-type: none"> • Vluglees vir kerngedagtes. • Soeklees vir ondersteunende besonderhede. • Maak voorspellings. • Lei die betekenis van onbekende woorde en beelde af. • Onderskei tussen feit en mening. • Afleidings en gevolgtrekkings. • Eie mening. <p>Volg die leesproses:</p> <ul style="list-style-type: none"> • Pre-lees (<i>lei die teks in</i>) • Tydens lees (<i>kenmerke van die teks</i>) • Post-lees (<i>beantwoord vrae, vergelyk, kontrasteer, evalueer</i>) 	<p>Lang/kort transaksionele teks bv.- Gee van aanwysings:</p> <ul style="list-style-type: none"> • Vereistes t.o.v. format en styl. • Teikengehoor, doel en konteks. • Gepaste woordkeuse en taalstrukture. <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> • Beplanning • Konsep • Hersiening • Redigering <p><i>Proeflees en aanbieding van finale konsep.</i></p>	<p>Woordvlakwerk: samestellings, afleidings byvoeglike naamwoorde: (intensieve vorme, verboë vorme) voorsetsels</p> <p>Sinsvlakwerk: enkelvoudige sinne; saamgestelde sinne, bywoordelike en byvoeglike bysinne</p> <p>Betekenisleer en woordeskatuutbreiding: sinonieme; antonieme; letterlike; kontekstuele en figuurlike betekenis, byvoeglike naamwoorde, bywoorde</p> <p>Lees- en skryftekens: kommapunt; aanhalingstekens; punt; afkappingstekens</p>

Week 3-4	<p>Luister- en Praatstrategieë:</p> <p>Luister met begrip (geskrewe teks/TV nuusaanbieding):</p> <ul style="list-style-type: none"> Verduidelik die luisterproses. Neem aantekeninge. Skryf antwoorde. <p>Verskillende vorms van mondeling kommunikasie:</p> <p>Bespreek gebruik van eposboodskappe/plakkate/ dagboekinskrywings/ stroobiljette:</p> <ul style="list-style-type: none"> Kenmerke en konvensies. Beplanning, navorsing, organisasie en aanbieding. <p>Volg die luisterproses:</p> <p><i>Pre-luister</i> stel die leerder bekend aan die luisterproses</p> <p>Tydens luister – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer</p> <p>Post-luister volg die luister ervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p> <ul style="list-style-type: none"> Opsomming van die mondeling Maak afleidings. 	<p>Lees 'n teks met 'n dagboekinskrywing/ eposboodskap/strooibiljet:</p> <ul style="list-style-type: none"> Die formaat Taalgebruik Teikengehoor. <p>Poësie/Volksverhale</p> <p>Belangrikste kenmerke van 'n gedig.</p> <ul style="list-style-type: none"> Interne struktuur van 'n gedig soos beeldspraak/stylfigure, rym. ritme; Uiterlike bou van 'n gedig soos reëls, strofes, tipografie. Figuurlike betekenis. atmosfeer tema en boodskap. <p>Volg die leesproses:</p> <ul style="list-style-type: none"> Pre-lees (lei die teks in) Tydens lees (kenmerke van die teks) Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer) 	<p>Lang/korter transaksionele tekste bv.: eposl, plakkate/dagboekinskrywings/ strooibiljette.</p> <ul style="list-style-type: none"> Vereistes t.o.v. formaat, styl en perspektief. Teikengehoor, doel en konteks. Woordkeuse en duidelike beskrywing. Sinstruktuur, -lengtes en -tipes. <p>Skryf een van die bogenoemde tekste</p> <p>Fokus op die skryfproses:</p> <ul style="list-style-type: none"> Beplanning Konsep Hersiening Redigering <p><i>Proeflees en aanbieding van finale konsep.</i></p>	<p>Woordvlakwerk: voornaamwoorde: vriend, besitlik, onbepaald Versamelname Infinitiewe werkwoorde Deelwoorde Byvoeglike naamwoorde: Intensieve vorme, trappe van vergelyking Voorvoegsels, agtervoegsels en basisvorme</p> <p>Sinsvlakwerk: Direkte en indirekte rede, vrae en begeleidende vrae, ontkenning, afgekorte stellings, retoriiese vrae</p> <p>Betekenisleer en woordeskatuitbreiding: antonieme; letterlike; figuurlike en kontekstuele betekenis</p> <p>Lees- en skryftekens: aanhalingsstekens; klemteken; vraagtekens; komma; uitrooptekens; lettertipe</p>
Week 5-6	<p>Luister- en Praatstrategieë:</p> <p>Luister met begrip:</p> <ul style="list-style-type: none"> Verduidelik die leesproses. Maak aantekeninge. Beantwoord vrae. <p>Voorbereide mondelinge aanbieding:</p> <ul style="list-style-type: none"> Gepaste gebruik van toon, tempo en intonasié. Gebruik van manipulerende/emotiewe/oorendeende taal. 	<p>Lees letterkundige teks soos jeugroman/kortverhale/drama of volksverhale</p> <ul style="list-style-type: none"> Belangrikste kenmerke van letterkundige teks soos karakter, karakterisering, intrige, konflik, intrige, agtergrond, ruimte, verteller en tema. <p>Poësie: Voorgeskrewe gedigte:</p> <p>Belangrikste kenmerke van 'n gedig.</p> <ul style="list-style-type: none"> Interne struktuur van 'n gedig soos beeldspraak/stylfigure, rym. ritme; 	<p>Hersiening en voorbereiding vir eksamen</p> <p>Opstelle</p> <p>Voorbereidingsfase:</p> <ul style="list-style-type: none"> Vereistes t.o.v. formaat, styl en standpunt. Teikengehoor, doel en konteks. Woordkeuse. 	<p>Woordvlakwerk: koppelwerkwoorde, hulpwerkwoorde Byvoeglike naamwoorde: trappe van vergelyking, verboë vorme</p> <p>Sinsvlakwerk: partydigheid; stereotipering; vooroordeel; gevoelstaal en manipulerende stellings, retoriiese vrae</p>

	<ul style="list-style-type: none"> Gebruik van leidraadkaartjies. Hou by konvensies. Gepaste liggaamstaal en -houding. Interessante inleiding en 'n sterk afsluiting. Doel, teikengroep en konteks. <p>Volg die luisterproses:</p> <p><i>Pre-luister</i> stel die leerder bekend aan die luisterproses</p> <p><i>Tydens luister</i> – beantwoord vrae, herkenning, vergelyk, maak aantekeninge en interpreteer</p> <p><i>Post-luister</i> volg die luister ervaring op. Leerders beantwoord vrae; praat oor wat die spreker gesê het, ens.</p> <ul style="list-style-type: none"> Opsomming van die mondeling Maak afleidings. 	<ul style="list-style-type: none"> Uiterlike bou van 'n gedig soos reels, strofes, tipografie. Figuurlike betekenis. atmosfeer tema en boodskap. <p>Ontleding van 'n gedig:</p> <ul style="list-style-type: none"> Reëls, woorde, strofes, skakel, refrein, tipografie, leestekens. Betekenis: implisiet en eksplisiet. 	<p>Follow the Writing Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Betekenisleer en woordeskatuitbreiding: sinonieme, antonieme, kontekstuele leidrade</p> <p>Lees- en skryftekens: punt; komma; uitroopteken; vraagteken</p>
Week 6	<p>FORMELE ASSESSERINGSTAAK 11 – SKRYF – VRAESTEL 3 [Totaal: 40 Punte]</p> <p>Transaksionele teks Koerantberig / Vraelyste / Rigtingaanwysings / Instruksies (Kies een) (10 Punte)</p> <p style="text-align: center;">EN</p> <p>Opstel (6 paragrawe) Argumenterende / Verhalende/ Beskrywende Opstel (Kies een) (30 Punte)</p> <p>Let wel: Daar moet 'n verskeidenheid van genres oor die spektrum van die grade heen wees.</p>			
Week 7-8	<p>Hersiening en voorbereiding vir eksamen:</p> <p>Praat:</p> <ul style="list-style-type: none"> Voorbereide toespraak/debat/onderhoud of gesprek. Voorbereide lees. Onvoorbereide lees. <p>Luister:</p> <ul style="list-style-type: none"> Luister met begrip en voorbereiding vir eksamen. 	<p>Hersiening en voorbereiding vir eksamen:</p> <p>Lees</p> <ul style="list-style-type: none"> Voorbereide lees. Leesbegrip. Opsomming. Letterkunde: <ul style="list-style-type: none"> Roman/kortverhale/volksverhale. Drama/filmstudie; en Gedigte. 	<p>Hersiening en voorbereiding vir eksamen.</p> <p>Skryf:</p> <ul style="list-style-type: none"> Transaksionele tekste. Opstel 	<p>Woordvlakwerk: versamelname, betreklike voornaamwoorde, basisvorme</p> <p>Sinsvlakwerk: enkelvoudige en saamgestelde sinne, stelsinne, deelwoorde, vraagsinne, vraagvorme ontkenning</p> <p>Betekenisleer en woordeskatuitbreiding: sinonieme, antonieme, letterlike en figuurlike betekenis</p> <p>Lees- en skryftekensHersien</p>

<p style="text-align: center;">KWARTAAL 4 FORMELE JAAREINDEKSAMEN</p>		
Week 9-10	FORMELE ASSESSERINGSTAAK 12: MONDELING	FORMELE ASSESSERINGSTAAK 13: JAAREINDEKSAMEN
	<p>TAAK 12 – MONDELING [(20 Punte] Luisterbegrip / Onvoorbereide Toespraak / Voorbereide Toespraak mondeling – Deur die verloop van die kwartaal</p>	<p>FORMELE ASSESSERINGSTAAK 13: [Totaal: 60 Punte] COMPREHENSION & LANGUAGE USE PAPER 2 Vraag 1.1 - Leesbegrip: Literêre / Nie- literêre teks (20 punte) Vraag 1.2 - Visuele teks (10 punte) Vraag 2 - Opsommings (10 punte) Vraag 3 - Taalstrukture en konvensies in konteks (20 punte)</p>

4.2 English

4.2.1 English Home Language

Revised National Teaching Plan

GRADE 7 TERM 2 English HL				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and Speaking strategies:</p> <p>Listening Comprehension:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p style="text-align: center;">OR</p> <p>Tell a story by focusing on: Characterisation; Diction; Body language; Interpret mood, atmosphere time-line, ironic twists and ending</p> <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p>	<p>Reading/Viewing for comprehension:</p> <p>Read a Literary text like a Novel (30-40 pages) / Drama (1-2 Act Play – 10-20 pages) Key features of literature text: such as characterisation, plot, conflict, background, setting, narrator, theme</p> <p style="text-align: center;">OR</p> <p>Reading/Viewing for comprehension a written and/or visual text such as Cartoon / Comic strips)</p> <ul style="list-style-type: none"> • Skimming; Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write a Narrative essay (of 4-6 Paragraphs/ 150-200 words)</p> <p>Use Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Complex nouns, predicate and object, dual use of some nouns, finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p>Word meaning synonyms, antonyms, literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p> <p>Dictionary use encouraged</p>
Week 3-4	<p>Listening and Speaking strategies:</p> <p>Listening comprehension – Use a Visual text such as a Poster/ Advertisement / a Television news presentation</p>	<p>Reading/Viewing for comprehension:</p> <p>Use a Written and/or Visual text such as an Advertisement</p>	<p>Write a Transactional text:</p> <p>Create an Advertisement / Poster (Select one)</p>	<p>Word level: Proper nouns, gender, plural, singular Adjectives: demonstrative, relative</p> <p>Sentence level:</p>

GRADE 7 TERM 2 English HL				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
	<p>Follow the listening process</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Manipulative language • Formal/informal language <p style="text-align: center;">OR</p> <p>Read a Literary text such as a novel</p> <p>Focus on the key features of a literary text: such as characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<ul style="list-style-type: none"> • Requirements of format • Purpose, target group and context • Word choice and sentences construction • Visual elements such as font types and size, headings, symbols, colour • Manipulating/persuasive language <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	direct and indirect speech, simple and compound sentences Word meaning: synonyms, antonyms, literal and figurative meaning Punctuation and spelling: colon; semi-colon Dictionary use encouraged
	<p>FORMAL ASSESSMENT TASK 6</p> <p>ORAL - (During the course of the Term)</p> <p>Listening Comprehension OR Prepared Speech [20 Marks]</p>			
Week 5-6	<p>Listening and Speaking strategies:</p> <p>Prepared/Unprepared speaking on how to follow Instructions or Procedures</p> <ul style="list-style-type: none"> • Focus on the choice of wording & expression • Use of tone, pace and intonation • Use of cues during presentation 	<p>Reading/Viewing for comprehension:</p> <p>Read an Instructional text like a recipe / direction, etc.</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences 	<p>A shorter transactional text:</p> <p>Write an Instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context 	<p>Word level: Adverbs; Preposition – of time, place and movement Adjectives: numerical</p> <p>Sentence level: active and passive voice</p> <p>Word meaning:</p>

GRADE 7 TERM 2 English HL				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
	<ul style="list-style-type: none"> • Use of appropriate body language 	<p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<ul style="list-style-type: none"> • Paragraph cohesion • Use suitable word choice and sentence structure <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	idioms and proverbs Punctuation: hyphen; apostrophe Dictionary use encouraged
Week 6	<p>FORMAL ASSESSMENT TASK 7</p> <p>WRITING Test (1 hr 30 min) [Total: 40 Marks]</p> <p>Transactional text</p> <p>Advertisement / Poster / Instructional text: Recipe (Select one) (20 Marks)</p> <p>AND</p> <p>Essay - Narrative / Descriptive Essay (Select one) (20 Marks)</p>			

GRADE 7 TERM 2 English HL				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 7-8	<p>Listening and Speaking strategies:</p> <p>Investigation</p> <ul style="list-style-type: none"> Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role individually The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played Use clear objective language Clearly enunciated ideas showing awareness of audience and purpose 	<p>Reading/Viewing for comprehension:</p> <p>Read a literary text: Drama/Novel</p> <p>Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write a Drama review (Apply paragraph conventions: 100-120 words):</p> <ul style="list-style-type: none"> Reflect an individual's response to a work drama. Evaluate or provide 'critique' to the drama presented Various reviewers may respond differently to the same drama <p>Give relevant facts, for example, the name of the producer/artist, the title of the drama, the name of the production company, etc.</p> <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Word level: Transitive and intransitive verbs</p> <p>Sentence level: Passive; present progressive; direct and reported speech</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: colon; quotation marks; question marks; comma; full stop Dictionary use encouraged</p>
Week 8	<p>FORMAL ASSESSMENT TASK 8</p> <p>COMPREHENSION & LANGUAGE USE – Test (2 hours 30 min) [Total: 60 Marks]</p> <p>Question 1.1 - Reading Comprehension: Literary / Non-literary text (20 marks)</p> <p>Question 1.2 - Visual text (10 marks)</p> <p>Question 2 - Summary (10 marks)</p> <p>Question 3 - Language Structures and Conventions in context (20 marks)</p>			

GRADE 7 TERM 3

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and Speaking strategies</p> <ul style="list-style-type: none"> • Listening comprehension on how to fill in a form / questionnaire • Practice listening process • Take notes • Answer questions <p>Different forms of oral communication on the use of a questionnaire:</p> <ul style="list-style-type: none"> • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Read a text on the importance of a questionnaire and how to fill it in:</p> <ul style="list-style-type: none"> • Information required • Language use • Signature <p>Reading/viewing for comprehension</p> <ul style="list-style-type: none"> • Skimming • Scanning • Summarize • Visualization • make inferences • meaning of words <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Transactional texts such as filling in of questionnaires, or forms:</p> <p>Follow instructions</p> <p>Provide correct information to the prompt</p> <p>Use appropriate language</p> <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: common nouns, collective nouns; collective; adverbs of manner and time; adjectives</p> <p>Sentence level: noun clauses; adjectival and adverbial clauses; compound and complex sentences</p> <p>Word meaning: synonyms, antonyms, homonyms</p> <p>Punctuation: question marks; ellipsis; capitalisation; hyphen</p> <p>Abbreviations – initialism, acronym, clipped, truncation</p>
Week 3-4	<p>Listening and speaking strategies listen to drama</p> <ul style="list-style-type: none"> • Compile questionnaire • Observe conventions • use appropriate language • Take notes • Report findings 	<p>Literary text like youth drama/radio drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme 	<p>Longer texts e.g. written</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Appropriate language use 	<p>Word level: proper nouns, singular and plural Adjectives: comparative, superlative</p> <p>Sentence level: Complex with relative clauses; direct and indirect speech.</p>

GRADE 7 TERM 3

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
	<p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word meaning: roots of words</p> <p>Punctuation: colon; quotation marks; comma; full stop; apostrophe; question mark</p>
	<p>FORMAL ASSESSMENT TASK 9 ORAL [20 Marks]</p> <p>Listening Comprehension or Prepared Reading</p>			
Week 5-6	<p>Listening and speaking strategies different forms of oral communication</p> <ul style="list-style-type: none"> • Good opening/introduction • use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion <p>Listening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Follow the listening process:</p>	<p>Read text on how to write a notice/agenda and minutes</p> <ul style="list-style-type: none"> • Language use • Format • Role execution <p>Reading/viewing for comprehension written/visual text/graphs</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • making predictions • Inferring the meaning of unfamiliar words and images • main and supporting ideas • Own opinion <p>Follow the Reading Process:</p>	<p>Longer transactional texts e.g. notice/agenda and minutes</p> <ul style="list-style-type: none"> • Identify target audience and purpose of writing; • Decide on style, view- point & format of writing; • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Pronouns: personal, demonstrative, possessive.</p> <p>Sentence level: Simple present tense, simple past tense; direct and reported speech; active and passive voice;</p> <p>Word meaning: Verbal extensions (derivatives)</p> <p>Punctuation: apostrophe; capitalisation; comma; full stop; colon</p>

GRADE 7 TERM 3				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
	<p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 		
Week 6	FORMAL ASSESSMENT TASK 10 RESPONSE TO LITERATURE (contextual) [30 Marks] Poem AND Drama / Short Stories / Folklore / Novel			
Week 7-8	<p>Listening and speaking strategies:</p> <p>Listens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Prepared/unprepared reading a newspaper article aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	<p>Reading/viewing for information (use text such as newspaper articles/ magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech <p>Write a comprehension test</p> <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Long/short transactional texts: Write a newspaper article</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p> <p>Sentence level: Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p>Word meaning: synonyms, antonyms, literal, figurative</p> <p>Punctuation: quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p>

GRADE 7 TERM 4

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and speaking strategies unprepared speech</p> <p>Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherent • Identify vocabulary, language structures, • Effective introduction and ending • Features and conventions (public speaking techniques, structure.) <p>Reading aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading/viewing for comprehension (use written and visual text)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • making predictions • Inferring the meaning of unfamiliar words and images • main and supporting ideas • Fact and opinion • Inferences and conclusions • Own opinion <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Long/short transactional text e.g- giving directions</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: complex nouns; Adjectives: comparative, superlative; Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions</p> <p>Sentence level: simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses;</p> <p>Word meaning: synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs;</p> <p>Punctuation: semicolon; inverted commas; full stop; apostrophe</p>
Week 3-4	<p>Listening and speaking strategies</p> <p>Listening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Write answers 	<p>Read a text with a diary/e-mail/flyer</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Poetry/ Folklore</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm 	<p>Long/shorter transactional texts e.g. e-mail, posters/diary entries/flyers.</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths, and types <p>Produce one of above-mentioned texts</p>	<p>Word level: pronouns – interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs, Adjectives: comparative, superlative Prefixes, suffixes and roots.</p> <p>Sentence level: direct speech; questions and prompts;</p>

GRADE 7 TERM 4

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
	<p>Different forms of oral communication</p> <p>Discuss use of e-mail / posters / diary entries / flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and presenting <p>Follow the listening process: Pre-listening introduces learners to the listening situation. During listening – questioning, recognising, matching, note-taking, interpreting Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<ul style="list-style-type: none"> • external structure of a poem, lines, stanzas, typography • figurative meaning • mood • theme and message <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing <p>Proof-reading and presenting</p>	subject-verb agreement; abbreviated statements; rhetoric questions Word meaning: antonyms; literal; figurative; contextual Punctuation: quotation marks; question marks; comma; exclamation marks; font
Week 5-6	<p>Listening and speaking strategies</p> <p>listening comprehension</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Prepared speech</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Follow the listening process: Pre-listening introduces learners to the listening situation. During listening – questioning, recognising, matching, note-taking, interpreting</p>	<p>Read literary text like youth novel/ short stories/drama/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Poetry: Prescribed Poems</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Analysis of a poem:</p> <ul style="list-style-type: none"> • Lines, words, stanzas, link, refrain, typography, punctuation. • Meaning: implicit and explicit 	<p>Revision and preparation for examination</p> <p>Essays</p> <p>Preparation stage:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing <p>Proof-reading and presenting</p>	Word level: auxiliary verbs; finite verbs, Adjectives: comparative, superlative Sentence level: bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions; Word meaning: synonyms, antonyms, Contextual Punctuation: full stop; comma; exclamation marks; question marks

GRADE 7 TERM 4				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
	Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc. <ul style="list-style-type: none"> Summarise the presentation orally Draw conclusions 			
Week 6	FORMAL ASSESSMENT TASK 11 - WRITING PAPER 3 [Total: 40 Marks] Transactional text Written / Newspaper Article / Agenda & Minutes (Select one) (10 Marks) AND Essay Narrative / Descriptive Essay (Select one) (30 Marks) Note: There must be a variation of genres across the grades.			
Week 7-8	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> Prepared speech// conversation Prepared reading Unprepared reading Listening <ul style="list-style-type: none"> Listening comprehension 	Revision and preparation for examination Reading <ul style="list-style-type: none"> Prepared reading Reading comprehension Summary Literature: <ul style="list-style-type: none"> → Novel/short stories/folklore → Drama/film study → Poems 	Revision and preparation for examination Writing: <ul style="list-style-type: none"> Transactional texts Essay 	Word level work: Collective pronouns; reflexive pronouns; stem. Sentence level: simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation Word meaning: synonyms, antonyms, literal, figurative Punctuation

TERM 4 FORMAL END OF YEAR EXAMINATION	
FORMAL ASSESSMENT TASK 12 (20 Marks) ORAL PAPER 1 Unprepared Speech OR Prepared Speech – During the course of the Term	FORMAL ASSESSMENT TASK 13: [Total: 60 Marks] COMPREHENSION & LANGUAGE USE PAPER 2 Question 1.1 - Reading Comprehension: Literary / Non-literary text (20 marks) Question 1.2 - Visual text (10 marks) Question 2 - Summary (10 marks) Question 3 - Language Structures and Conventions in context (20 marks)

4.2.1 English First Additional Language

Revised National Teaching Plan

GRADE 7 TERM 2 Eng FAL				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and Speaking strategies:</p> <p>Listening Comprehension:</p> <p>Read a short Poem about the Covid-19:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>OR</p> <p>Tell a story by focusing on:</p> <ul style="list-style-type: none"> • Characterization; Diction; Body language; Interpret mood, atmosphere time-line, ironic twists and ending <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p>	<p>Reading/Viewing for comprehension:</p> <p>Read a Literary text like a Novel (30-40 pages) / Drama (1-2 Act Play – 10-20 pages)</p> <ul style="list-style-type: none"> • Key features of literature text: such as characterization, plot, conflict, background, setting, narrator, theme <p>OR</p> <p>Reading/Viewing for comprehension a written and/or visual text such as Cartoon / Comic strips)</p> <ul style="list-style-type: none"> • Skimming; Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Emotive language <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write a Narrative essay (of 4-6 Paragraphs/ 150-200 words)</p> <p>Use Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Complex nouns, predicate and object, dual use of some nouns, finite verbs, Adjectives: comparative, superlative</p> <p>Sentence level: subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p>Word meaning: synonyms, antonyms, literal, figurative, emotive language</p> <p>Punctuation: full stop, comma, exclamation mark, question mark</p> <p>Dictionary use encouraged</p>

GRADE 7 TERM 2 Eng FAL

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 3-4	<p>Listening and Speaking strategies:</p> <p>Listening comprehension – Use a Visual text such as a Poster/ Advertisement / a Television news presentation</p> <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Reading/Viewing for comprehension:</p> <p>Use a Written and/or Visual text such as an Advertisement</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences (characters, setting, milieu, message) • Infer meaning of unfamiliar words by word attack skills • Manipulative language • Formal/informal language <p>OR</p> <p>Read a Literary text such as a Novel</p> <ul style="list-style-type: none"> • Focus on the key features of a literary text: such as characterization, plot, conflict, background, setting, narrator, theme <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Write a Transactional text:</p> <p>Create an Advertisement / Poster (Select one)</p> <ul style="list-style-type: none"> • Requirements of format • Purpose, target group and context • Word choice and sentence construction • Visual elements such as font types and size, headings, symbols, colour • Manipulating/persuasive language <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Proper nouns, gender, plural, singular Adjectives: demonstrative, relative</p> <p>Sentence level: Direct and Indirect speech, Simple and Compound sentences</p> <p>Word meaning: Synonyms, Antonyms, Literal and Figurative meaning</p> <p>Punctuation and spelling: Colon; Semi-colon</p> <p>Dictionary use encouraged</p>
	<p>FORMAL ASSESSMENT TASK 6</p> <p>ORAL - (During the course of the Term)</p> <p>Listening Comprehension OR Prepared Speech [20 Marks]</p>			

GRADE 7 TERM 2 Eng FAL

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 5-6	Listening and Speaking strategies: Prepared / Unprepared speaking on how to follow Instructions or Procedures: <ul style="list-style-type: none"> • Focus on the choice of wording and expression • Use of tone, pace and intonation • Use of cues during presentation • Use of appropriate body language 	Reading/Viewing for comprehension: Read an Instructional text like a recipe / direction, etc. <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences Follow the Reading Process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	A shorter transactional text: Write an Instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc. <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Paragraph cohesion • Use suitable word choice and sentence structure Follow the Writing Process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Word level: Adverbs; Preposition – of time, place and movement Adjectives: numerical Sentence level: Active and Passive voice Word meaning: Idioms and Proverbs Punctuation: Hyphen; Apostrophe Dictionary use encouraged
Week 6	FORMAL ASSESSMENT TASK 7 WRITING Test (1hr 30 min) [Total: 40 Marks] Transactional text Advertisement / Poster / Instructional text: Recipe (Select one) (20 Marks) AND Essay - Narrative / Descriptive Essay (Select one) (20 Marks)			

GRADE 7 TERM 2 Eng FAL

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 7-8	Listening and Speaking strategies: Investigation <ul style="list-style-type: none"> Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role individually The enactment may be un-rehearsed, or the learner may be briefed in the particular role to be played Use clear objective language Clearly enunciated ideas showing awareness of audience and purpose 	Reading/Viewing for comprehension: Read a literary text: Drama/Novel <ul style="list-style-type: none"> Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme Follow the Reading Process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) 	Write a Drama review (Apply paragraph conventions: 100-120 words): <ul style="list-style-type: none"> Reflect an individual's response to a work drama. Evaluate or provide 'critique' to the drama presented Various reviewers may respond differently to the same drama Give relevant facts, for example, the name of the producer/artist, the title of the drama, the name of the production company, etc. Follow the Writing Process: <p>Planning</p> <ul style="list-style-type: none"> Drafting Revision Editing Proof-reading and presenting 	Word level: Transitive and intransitive verbs Sentence level: Passive; Present progressive; Direct and reported speech Word meaning: Synonyms, Antonyms, Literal, Figurative Punctuation: Colon; Quotation marks; Question marks; Comma; Full stop Dictionary use encouraged
Week 8	FORMAL ASSESSMENT TASK 8 COMPREHENSION & LANGUAGE USE – Test (2 hours 30 min) [Total: 60 Marks] <p>Question 1.1 - Reading Comprehension: Literary / Non-literary text (20 marks) Question 1.2 - Visual text (10 marks) Question 2 - Summary (10 marks) Question 3 - Language Structures and Conventions in context (20 marks)</p>			

GRADE 7 TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and speaking strategies Listening comprehension on how to fill in a form /questionnaire</p> <ul style="list-style-type: none"> • Practice listening process • Take notes • Answer questions <p>Different forms of oral communication on the use of a questionnaire: Choose a topic: <ul style="list-style-type: none"> • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion </p> <p>Follow the listening process:</p> <p>Pre-listening introduces learners to the listening situation.</p> <p>During listening – questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Read a text on the importance of a questionnaire and how to fill it in:</p> <ul style="list-style-type: none"> • Information required • Language use • Signature <p>Reading/viewing for comprehension:</p> <ul style="list-style-type: none"> • Skimming • Scanning • Summarize • Visualization • Make inferences • Meaning of words <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Transactional texts such as filling in of questionnaires, or forms:</p> <ul style="list-style-type: none"> • Follow instructions • Provide correct information to the prompt • Use appropriate language <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Common nouns, Collective nouns; Collective; <u>adverbs</u> of manner and time; Adjectives</p> <p>Sentence level: Noun clauses; Adjectival and Adverbial clauses; Compound and Complex sentences</p> <p>Word meaning: Synonyms, Antonyms, Homonyms</p> <p>Punctuation: Question marks; Ellipsis; Capitalisation; Hyphen</p> <p>Abbreviations: Initialism, Acronym, Clipped, Truncation</p>

GRADE 7 TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 3-4	<p>Listening and speaking strategies</p> <p>listen to drama:</p> <ul style="list-style-type: none"> • Compile questionnaire • Observe conventions • use appropriate language • Take notes • Report findings <p>Follow the listening process:</p> <p>Pre-listening - introduces learners to the listening situation.</p> <p>During listening - questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening - follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Literary text like youth drama / radio drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme <p>Poetry</p> <ul style="list-style-type: none"> • Key features of poem • Internal structure of a poem, figures of speech / imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Longer texts e.g. written:</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Appropriate language use <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Proper nouns, Singular and Plural Adjectives: Comparative, Superlative</p> <p>Sentence level: Complex with relative clauses; Direct and Indirect speech.</p> <p>Word meaning: Roots of words</p> <p>Punctuation: Colon; Quotation marks; Comma; Full stop; Apostrophe; Question mark</p>
	<p>FORMAL ASSESSMENT TASK 9 ORAL [20 Marks]</p> <p>Listening Comprehension or Prepared Reading</p>			

GRADE 7 TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 5-6	<p>Listening and speaking strategies different forms of oral communication:</p> <ul style="list-style-type: none"> • Good opening/introduction • use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion <p>Listening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Follow the listening process:</p> <p>Pre-listening - introduces learners to the listening situation.</p> <p>During listening - questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening - follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Read text on how to write a notice/agenda and minutes:</p> <ul style="list-style-type: none"> • Language use • Format • Role execution <p>Reading/viewing for comprehension written/visual text / graphs:</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • making predictions • Inferring the meaning of unfamiliar words and images • main and supporting ideas • Own opinion <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Longer transactional texts e.g. notice/agenda and minutes:</p> <ul style="list-style-type: none"> • Identify target audience and purpose of writing; • Decide on style, view- point & format of writing; • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Pronouns: personal, demonstrative, possessive.</p> <p>Sentence level: Simple present tense, Simple past tense; Direct and Reported speech; Active and Passive voice;</p> <p>Word meaning: Verbal extensions (derivatives)</p> <p>Punctuation: Apostrophe; Capitalization; Comma; Full stop; Colon</p>

GRADE 7 TERM 3

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 6		FORMAL ASSESSMENT TASK 10 RESPONSE TO LITERATURE (contextual) [30 Marks] Poem AND Drama / Short Stories / Folklore / Novel		
Week 7-8	Listening and speaking strategies Listens to and discusses current news based on newspapers and magazine articles: <ul style="list-style-type: none"> • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context Prepared/unprepared reading a newspaper article aloud: <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	Reading/viewing for information (use text such as newspaper articles/ magazine articles/written speeches): <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • Viewpoint of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech Write a comprehension test Follow the Reading Process: <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	Long/short transactional texts: Write a newspaper article: <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice and language structures Follow the Writing Process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	Word level: Abstract nouns; Concrete nouns Prepositions Adjectives: Comparative, Superlative Sentence level: Chronological (sequential) order; Order of importance; Description paragraph, Persuasive and Emotive language; Bias and Prejudice; Stereotypes; Rhetoric devices. Word meaning: Synonyms, Antonyms, Literal, Figurative Punctuation: Quotation marks; Exclamation marks; Comma; Full stop; Question marks; Ellipsis

GRADE 7 TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 1-2	<p>Listening and speaking strategies unprepared speech:</p> <p>Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> • Choose appropriate topic • Organize information coherent • Identify vocabulary, language structures, • Effective introduction and ending features and conventions (public speaking techniques, structure.) <p>Reading aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language <p>Follow the listening process:</p> <p>Pre-listening - introduces learners to the listening situation.</p> <p>During listening - questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening - follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Literary text like youth novel/short stories/drama</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme <p>Reading/viewing for comprehension (use written and visual text)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • making predictions • Inferring the meaning of unfamiliar words and images • main and supporting ideas • Fact and opinion • Inferences and conclusions • Own opinion <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Long/short transactional text e.g.- giving directions:</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice and language structures <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Complex nouns; Adjectives: Comparative, Superlative; Prepositions – simple (one word), Compound (two word), Complex (three and more word) Prepositions</p> <p>Sentence level: Simple sentences; Compound sentences; Complex sentences; Adverbial and Adjectival clauses;</p> <p>Word meaning: Synonyms; Antonyms; Literal; Contextual; Figurative; Adjectives; Adverbs;</p> <p>Punctuation: Semicolon; Inverted commas; Full stop; Apostrophe</p>

GRADE 7 TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 3-4	<p>Listening and speaking strategies</p> <p>Listening comprehension (written text/ TV news presentation):</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Write answers <p>Different forms of oral communication</p> <p>Discuss use of e-mail /posters /diary entries/ flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organizing and presenting <p>Follow the listening process:</p> <p>Pre-listening - introduces learners to the listening situation.</p> <p>During listening - questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening - follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Read a text with a diary/e-mail/flyers</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Poetry/ Folklore</p> <ul style="list-style-type: none"> • Key features of poem • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Follow the Reading Process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) 	<p>Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types <p>Produce one of above-mentioned texts</p> <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Pronouns – Interrogative, Demonstrative, Indefinite nouns - Collective nouns; Finite verbs, Adjectives: Comparative, Superlative Prefixes, Suffixes and Roots.</p> <p>Sentence level: Direct speech; Questions and Prompts; Subject-verb agreement; Abbreviated statements; Rhetoric questions</p> <p>Word meaning: Antonyms; Literal; Figurative; Contextual</p> <p>Punctuation: Quotation marks; Question marks; Comma; Exclamation marks; Font</p>

GRADE 7 TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 5-6	<p>Listening and speaking strategies Listening comprehension:</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Prepared speech</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Follow the listening process:</p> <p>Pre-listening - introduces learners to the listening situation.</p> <p>During listening - questioning, recognizing, matching, note-taking, interpreting</p> <p>Post-listening - follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> • Summarise the presentation orally • Draw conclusions 	<p>Read literary text like youth novel/ short stories/drama/folklore:</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme <p>Poetry: Prescribed Poems</p> <ul style="list-style-type: none"> • Key features of poem • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Analysis of a poem:</p> <ul style="list-style-type: none"> • Lines, words, stanzas, link, refrain, typography, punctuation. • Meaning: implicit and explicit 	<p>Revision and preparation for examination essays Preparation stage:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice <p>Follow the Writing Process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level: Auxiliary verbs; Finite verbs, Adjectives: Comparative, Superlative</p> <p>Sentence level: Bias; Stereotypes; Prejudice; Emotive and Manipulative statements; Rhetoric questions;</p> <p>Word meaning: Synonyms, Antonyms, Contextual</p> <p>Punctuation: Full stop; Comma; Exclamation marks; Question marks</p>

GRADE 7 TERM 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 6	FORMAL ASSESSMENT TASK 11 - WRITING PAPER 3 [Total: 40 Marks] Transactional text / Written / Newspaper Article / Agenda & Minutes (Select one) (10 Marks) AND Essay Narrative / Descriptive Essay (Select one) (30 Marks) Note: There must be a variation of genres across the grades.			
Week 7-8	Revision and preparation for examination Speaking: <ul style="list-style-type: none"> • Prepared speech// conversation • Prepared reading • Unprepared reading Listening <ul style="list-style-type: none"> • Listening comprehension 	Revision and preparation for examination Reading <ul style="list-style-type: none"> • Prepared reading • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> • Novel/short stories/folklore • Drama/film study • Poems 	Revision and preparation for examination Writing: <ul style="list-style-type: none"> • Transactional texts • Essay 	Word level work: Collective pronouns; Reflexive Pronouns; Stem Sentence level: Simple, Compound and Complex sentences; Statements; Subject-verb agreement; Question forms; Negation Word meaning: Synonyms, Antonyms, Literal, Figurative Punctuation

TERM 4

FORMAL END OF YEAR EXAMINATION

FORMAL ASSESSMENT TASK 12 (20 Marks) ORAL PAPER 1 Unprepared Speech OR Prepared Speech – During the course of the Term	FORMAL ASSESSMENT TASK 13: [Total: 60 Marks] COMPREHENSION & LANGUAGE USE PAPER 2 Question 1.1 - Reading Comprehension: Literary / Non-literary text (20 marks) Question 1.2 - Visual text (10 marks) Question 2 - Summary (10 marks) Question 3 - Language Structures and Conventions in context (20 marks)
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4.3 IsiNdebele

Revised National Teaching Plan

IHLELO LOKUFUNDISA LOMNYAKA ELIPHUNGULIWEKO NGONOBANGELA WENGOGWANA

ICOVID-19: IGREYIDI YE-7

IGREYIDI YE-7 ITHEMU YESI-2				
AMAKGHONO	UkuLalela nokuKhuluma	UkuFundela nokuBukela	UkuTlola nokweThula	IZakhiwo nemithetjhvana yokusetjenziswa kweLimi
Iveke 1-2	<p>Amaqhinga wokuLalela nokuKhuluma</p> <p>UkuLalela ukuzwisa:</p> <p>Ukufunda ikondlo efitjhani ephathelene nengogwana Icovid 19</p> <ul style="list-style-type: none"> • Ukuhlathulula indlela yekambiso yokulalela • Ukutlola amanowuthi • Ukuphendula imibuzo <p>NOFANA</p> <p>UkuFundela/ukubukelela ukuzwisa (itheksti etloliweko ne/nofana ebukelwako njengemakhathuni/imitletlana yama-khomigi)</p> <ul style="list-style-type: none"> • UkuSkima; ukuSkena • Ukufunda ngokungeneleko • Ukuthatha iinqunto (abalingisi, isizinda, umlayezo) • Ukuthatha isiquntu ngamagama angakajayeleyi ngokusebenzisa amakghono wokuhlasela igama • ILimi elithinta imizwa <p>kwezelhakakalo ngokuya</p>	<p>Ukufundela/Ukubukelela ukuzwisa:</p> <p>Ukufunda itheksti yemitlolo njengenovel (amakhasi ama-30-40)/ umdlalo (Ikundla 1-2, amakhasi ali-10-20)</p> <ul style="list-style-type: none"> • Amatshwayo aqakathekileko wetheksti yezemitlolo: njengomlingisi, abalingisi, isakhiwo irarano, isendlalelo, isizinda, umcoci, um-mongo <p>NOFANA</p> <p>UkuFundela/ukubukelela ukuzwisa (itheksti etloliweko ne/nofana ebukelwako njengemakhathuni/imitletlana yama-khomigi)</p> <ul style="list-style-type: none"> • UkuSkima; ukuSkena • Ukufunda ngokungeneleko • Ukuthatha iinqunto (abalingisi, isizinda, umlayezo) • Ukuthatha isiquntu ngamagama angakajayeleyi ngokusebenzisa amakghono wokuhlasela igama • ILimi elithinta imizwa 	<p>Tlola i-eseyi ecocako (eneengaba ezi-4-6/amagama ali-150-200)</p> <p>Sebenzisa imithetjhvana yeengaba:</p> <ul style="list-style-type: none"> • Umutjho oyihloko yesigaba. • Umbono oqakathekileko nosekelako • Ukulamana ngefanelo kweengaba. • Ukusebenzisa iinhlanganisi ukwenza iingaba zikhambelane. • ukusebenzisa imihlobo yemitjho, ubude nezakhiwo ezihlukahlukeneko. <p>Landela indlela yekambiso yokulalela:</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • UKuthatlabeja 	<p>Izinga legama: Amabizo ahlangahlangeneko, isenzo nomenziwa, amabizomvango,</p> <p>ukusebenza kwamanye amabizo ngendlela ezimbili, izenzo ezizijameleko, isiphawulo</p> <p>Izinga lomutjho: umenzi neszenzo, isivumelwano sehloko, imitjho elula, iiintatimende, isikhathi sanje, isikhathi esidulileko</p> <p>Ihlathululo yegama: abomqondofana, abomqondophika, ihlathululo esobala, ihlathululo efanekisako, ilimi elithinta imizwa</p> <p>Amatshwayo wokufunda nokutlola: ungci, ikhoma, isibabazo, unobuza</p> <p>Ukusetjenziswa kwesihlathululi-mezwi kuyakhuthazwa</p>

	<p>ngokwesikhathi, isiphetho-phekghu.</p> <p>Ukulandela indlela yekambiso yokulalela:</p> <p>Ngaphambi kokulalela</p> <p>Yethulela abafundi ubujamo bokulalela.</p> <p>Ngesikhathi sokulalela-</p> <p>Ukubuza, ukufanisa, ukumadanisa, ukutlola amanothi, ukurhumutjha</p> <p>Ngemva kokulalela</p> <p>Ukubuyekeza ilemuko lokulalelwoko. Abafundi babuza imibuzo; bakhuluma/bacoca ngalokho okutjhiwo sikhulumi, njll.</p>	<p>Landela indlela yekambiso yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda/ ukulungiselela ukufunda (ukwethula itheksti) • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemva kokufunda (ukuphendula, imibuzo, ukumadanisa, ukuphikisana, ukuhlunga) 	<ul style="list-style-type: none"> • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso 	
Iveke 3-4	<p>Amaqhinga wokuLalela</p> <p>nokuKhuluma:</p> <p>UkuLalela ukuzwisia –</p> <p>Ukusebenzisa itheksti ebukelwako njengephostara/ isikhango/yokwethula iindaba zaka-mabonwakude</p> <p>Ukulandela indlela yekambiso yokulalela:</p> <p>Ngaphambi kokulalela</p> <p>Yethulela abafundi ubujamo bokulalela.</p>	<p>UkuFundela/ukubukelela ukuzwisia:</p> <p>Ukusebenzisa itheksti etloliweko begodu/nofana ebukelwako njengesikhangiso</p> <p>UkuFundela/ukubukelela ukuzwisia:</p> <p>Ukusebenzisa itheksti etloliweko begodu/nofana ebukelwako njengesikhangiso</p> <ul style="list-style-type: none"> • UkuSkima • UkuSkena • UkuFundala ngokungeneleleko • Ukuthatha iinqunto (abalingisi, isizinda, umlayezo) 	<p>Ukutlola itheksti yokuthintana:</p> <p>Tlama isikhangiso/iphostara (Khetha okukodwa)</p> <ul style="list-style-type: none"> • limfuneko zesakhiwo • Umnqopho, abamukelilwazi nobujamo. • Ukukhetha amagama nokwakha imitjho. • Amatshwayo wokubukelwako njengomhlobo nobukhulu 	<p>Izinga legama: Amabizo mbala, ubulili, ubunengi, ubunye, Isiphawulo, isabizwana sokuhombwa, isibaluli</p> <p>Izinga lomutjho: ikulumo enqophileko nengakanqophi, imitjho elula nepandepande</p> <p>Ihlathululo yegama: abomqondofana, abomqondophika, ihlathululo esobala nefihlekileko</p> <p>Amatshwayo wokufunda nokutlola: iholoni; isemikhloni</p> <p>Ukusetjenziswa kwesihlathululumezwi kuyakhuthazwa</p>

	<p>Ngesikhathi sokulalela-</p> <p>Ukubuza, ukufanisa, ukumadanisa, ukutlola amanothi, ukurhumutjha</p> <p>Ngemva kokulalela</p> <p>Ukubuyekeza ilemuko lokulalelwoko. Abafundi babuza imibuzo; bakhuluma/bacoca ngalokho okutjhilo sikhulumi, njll.</p> <ul style="list-style-type: none"> • Ukurhunyeza isethulo ngomlomo • Ukuthola iimphetho 	<ul style="list-style-type: none"> • Ukuthatha isiqunto ngehlathululo yamagama angakajayelesi ngokusebenzisa amakghono wokuhlasela igama • Ilimi lokwenzisa/elibuqobolwana • Ilimi elihlelekileko/elingakahleleki <p style="text-align: center;">NOFANA</p> <p>Ukufunda itheksti yezemitlolo njengenoveli</p> <p>Nqophisa kumatshwayo aqakathekileko wamatheksti wezemitlolo: njengabalingisi, ukuvezwa kwabalingisi, isakhiwo irarano, isendlalelo, isizinda, umcoci, ummongo</p> <p>Landela indlela yekambiso yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda (ukwethula itheksti) • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga) 	<p>bamaledere (ifonti nesayizi), iinhloko, amatshwayo, umbala.</p> <ul style="list-style-type: none"> • Ilimi elibuqobolwana/elikholtwiso <p>Landela indela yekambiso yokutlola:</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukutlhathlabeja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso nokwethula
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	<p>UMSEBENZI WOKUHLOLA OKUHLELEKILEKO WESI- 6</p> <p>ZOMLOMO- (wensiwa phakathi neThemu)</p> <p>Ukulalelela ukuzwisa/ NOFANA Ikulomo elungiselelweko NOFANA Ikulomo engakalungiselelwa [20 amamaksi]</p>			
Iveke 5-6	<p>Amaqhinga wokuLalela nokuKhu-luma:</p> <p>Ikuloma elungiselelweko/ engakalungiselelwa yokobana un-galandela bunjani iinlayelonofana iinkambiso</p> <ul style="list-style-type: none"> • Ukunqophisa ekukhetheni amagama nokuphimisa • Ukusebenzisa iphimbo, ibelo nehlukalizwi • Ukusebenzisa imithala ngesikhathi sesethuo • Ukusebenzisa ilimi lomzimba ngefanelo <p>Ukufundela/ukubukelela ukuzwisa:</p> <p>UkuFunda itheksti yelayelo njengeresiphi/ikombatjhuba, njll.</p> <ul style="list-style-type: none"> • UkuSkima • UkuSkena • Ukufunda ngokungeneleko • Ukuthatha iinqunto <p>Indlela yeKambiso yokuFunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda (ukwethula itheksti) • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga) <p>Itheksti wokuthintana efitjhani:</p> <p>Ukutlola itheksti yeelayelo njengokuthi li-setjenziswa bunjani ithulusi nofana isisetjen-ziswa, ukulungisa ukudla, ukulungisa umtjhapho, njll.</p> <ul style="list-style-type: none"> • Ukusebenzisa isakhiwo nesitayela esifaneleko. • Abamukelilwazi abanqotjhiweko, ihloso, nobujamo obuthileko. • Ukukhambelana kweengaba. • Ukukhetha amagama nesakhiwo semitjho esifaneleko. <p>Landela indlela yekambiso yokutiola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukuthatlhabeja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso nokwethula 	<p>Izinga legama:</p> <p>Izandiso - zesikhathi, zendawo, zobujamo, Isiphawulo, inani</p> <p>Izinga lomutjho: Umutjho/Ikulomo enqophileko, ipambosi yokwenziwa</p> <p>Ihlathululo yegama: izitjho nezaga</p> <p>Amatshwayo wokufunda nokutlola</p> <p>Udwi/ihayifeni, uzitjhana</p> <p>Ukusetjenziswa kwesihlathululi-mezwi kuyakhuthazwa</p>		
Iveke 6	<p>UMSEBENZI WOKUHLOLA OKUHLELEKILEKO WE-7</p> <p>UKUTLOLA ISIVIVINYO (1 i-iri 30min) [Inani seliloke: amamaksi ama-40]</p> <p>Itheksti yokuthintana</p> <p>Isikhangiso/iphostara/itheksti yeenlayelo:iresiphi (Khetha eyodwa) (amamaksi ama-20)</p> <p>BEGODU</p> <p>I-Eseyi</p> <p>Ecocako/ehlathululako (Khetha eyodwa) (amamaksi ama-20)</p>			

Iveke 7-8	<p>Amaqhinga wokuLalela</p> <p>nokuKhuluma:</p> <p>Irhubhululo</p> <p>Abafundi bethulelwa ubujamo obuthileko, kanengi kuba yikinganofana isehlakalo, ekufanele baphendule ngokuzicabangela indima umuntu ngamunye angayidlala</p> <ul style="list-style-type: none"> • Ukulingisa kungaba ngokungakazijayez, nofana umfundu angatjelwa kafitjhazana bonyana alingise yiphi indima azoyidlala • Ukusebenzisa ilimi elifaneleko • Imibono evezwe ngefanelo etjengisa ukulemuka abamukelilwazi nom-nqopho 	<p>Ukufundela/ukulalelala ukuzwisisa:</p> <p>Ukufunda itheksti yezemitlolo:</p> <p>Umdlalo/inoveli</p> <ul style="list-style-type: none"> • Amatshwayo aqakathhekileko wetheksti yezemitlolo: njengomlingisi, ukuvezwa kwabalingisi, isakhwi, irarano, is-endlalelo, isizinda, umcoci, ummongo <p>Landela indlela yekambiso yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda (ukwethula itheksti) • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemva kokufunda (ukuphendula imibuzzo, ukumadanisa, ukuphikisana, ukuhlunga) 	<p>Tiola ukubuyekezwa komdlalo</p> <p>(Sebenzisa imithetjhwanayeengaba: amagama ali-100-200)</p> <ul style="list-style-type: none"> • Ukuzindla/ukucabangisisa ngokuphendula komlingisi/ komuntu ngomsebenzi womdlalo • Hlaziya nofana hlabu umdlalo othuliweko • Ababuyekezi abahlukahlukeneko banganikela iimpendulo • ezhilukahlekene zomdlalo ofanako • Ukunikela amaphuzu afaneleko, isibonelo, igama lomvezilomuntu ovezza umsebenzi wobukghwari, isihloko somdlalo, igama lek-hampani ekhiqiza umdlalo, njll. <p>Landela indlela yekambiso yokutlola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukutlhathabeja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso • nokwethula 	<p>Izinga legama: izenzo esithatha umenziwa oyedwa nezithatha abomenziwa ababili</p> <p>Izinga lomutjho: Impambosi yokwenziwa; isikhathi sanje esiragako; ikulumo enqophileko nekulumo emubiko</p> <p>Ihlathululo yegama: abomqondofana, abomqondophika, ihlathululo esobala, ihlathululo efanekisako</p> <p>Amatshwayo wokufunda nokutlola: iholoni; abodzubhula, abonobuza, ikhoma, ungc</p> <p>Ukusetjenziswa kwesihlathululi-mezwi kuyakhuthazwa</p>
Iveke 8	<p>UMSEBENZI WOKUHLOLA OKUHLEKILEKO WOBU-8</p> <p>ISIFUNDO SOKUZWISISA NOKUSETJENZISWA KWELIMI- Isivivivnyo (2 ama-iri 30 min) [Inani seliloke: 60 amamaksi]</p> <p>Umbuzo 1.1 – Ukufundela ukuzwisisa: Itheksti yezemitlolo/engasiyo yemtlolo (amamaksi ama-20)</p> <p>Umbuzo 1.2 – Itheksti ebukelwako (amamaksi ali-10)</p> <p>Umbuzo 2 - Urhunyeza (amamaksi ali-10)</p> <p>Umbuzo 3 - Izakhiwo nemithetjhana yokusebenzisa iLimi ezibujameni obuthileko (amamaksi ama-20)</p>			

IGREYIDI YE-7 ITHEMU YESI-3

Amakghono	UkuLalela nokuKhuluma	UkuFunda nokuBukela	UkuTlola nokwEthula	Izakhiwo nemithetjhwa yokuSetjen-ziswa kweLimi
Iveke 1-2	<p>Amaqhinga wokuLalela nokuKhuluma</p> <p>Ukulalela ukuzwisa bonyana iforomo/ir-helo lemibuzo lizaliswa bunjani</p> <ul style="list-style-type: none"> • Ukuwijayeza indlela yekambiso yokulalela • Ukutiola amanowuthi • Ukuphendula imibuzo <p>Indlela ezhilukahlukene</p> <p>zokucocisana ngomlomo</p> <p>ngokusetjenzisa kwerhelo lemibuzo</p> <ul style="list-style-type: none"> • Ukukhetha isihloko • Ukwabelana ngemibono • Ukdilhegana nokualelisisa • Ukuvalisa iinkhala • Ukuzebenzisa iinsetjenzisa <p>zokuzikhumbuza ukuragisela ikulomo phambili</p> <p>Landela indlela yekambiso yokulalela:</p>	<p>UkuFunda itheksti yokuqakathika kwerhelo lemibuzo nokobana</p> <p>lizaliswa bunjani</p> <ul style="list-style-type: none"> • Ilwazi elifunekako • Ukuisetjenzisa kweLimi • Umtlikito <p>UkuFundela/ukubukelela</p> <p>ukuzwisa</p> <ul style="list-style-type: none"> • UkuSkima • UkuSkena • Ururhunyeza • Ukubona ngelihlo lengqondo • Ukuthatha isiqunto • Ihlathululo yamagama <p>Landela indlela yekambiso</p> <p>yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda/ <p>Ukulungiselela ukufunda</p> <p>(ukwethula itheksti)</p> <ul style="list-style-type: none"> • Ngesikhathi sokufunda • (amatshwayo wetheksti) • Ngemva kokufunda (ukuphendula 	<p>Amatheksti wokuthintana njengokuzalisa amarhelo wemibuzonofana amaforomo:</p> <ul style="list-style-type: none"> • Landela iinlayelo. • Nikela ilwazi elifaneleko ngokurhabako • Sebenzisa ilimi elifaneleko. <p>Landela indlela yendlela yokutlola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukuuthathabehja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso nokwethula 	<p>Izinga legama: amabizombala; amabizo-buthelela; izandiso zobujamo nezesikhathi; limphawulo</p> <p>Izinga lomutjho: imitjhwa yamabizo, imitjhwa eneemphawulo, enezandiso; imitjho epandepande nehangahlangeneko</p> <p>Ihlathululo yegama: abomqondofana, abomqondophika, abomabizwafana</p> <p>Amatshwayo wokufunda</p> <p>nokutlola: abonobuza; ama-elipsisi; amagabhadlhela; ihayifeni;</p> <p>linrhunyezo: ama-initjhiyali, ama-akronimi, amaklibhu, ithrankheyitjhini</p>

	<p>Ngaphambi kokulalela Yethulela abafundi ubujamo bokulalela.</p> <p>Ngesikhathi sokulalela- Ukuba, ukufanisa, ukumadanisa, ukutlola amanowuthi, ukurhumutja</p> <p>Ngemva kokulalela Ukubuyekeza ilemuko lokulalelwoko. Abafundi babuza imibuzo, bakhuluma ngalokho ebekukhulunywa sikhulumi, njll. • Ukurhunyeza okwethulwe ngomlomo • Ukuthola iimphetho</p>	imibuzo, ukumadanisa, ukuphikisana, ukuhlunga)		
Iveke 3-4	<p>Amaqhinga wokuLalela nokuKhuluma Ukulalela umdlalo Ukutlola irhelo lemibuzo • Ukutjheja imithetjhvana • Ukusebenzisa ilimi elifaneleko • Ukutlola amanowuthi • Ukubika ngokutholiweko</p> <p>Landela indlela yekambiso yokulalela:</p> <p>Ngaphambi kokulalela Yethulela abafundi ubujamo</p>	<p>Amatheksti wezemitlolo njengomdlalo welutjha/umdlalo wemrhatjhweni</p> <ul style="list-style-type: none"> Amatshwayo aqakathekileko wetheksti yezemitlolo: njengomlingisi, ukuvezwa kwabalingisi, isakhiwo irarano, isendlalelo, isizinda, umcocci, um-mongo <p>Ikondlo</p> <ul style="list-style-type: none"> Amatshwayo aqakathekileko wekondlo Isakhiwo sangaphakathi sekondlo, iimfenqo/iinthombe mqondo, ivumelwano, igido Isakhiwo sangaphandle sekondlo, imida, iindima, ithiphografi 	<p>Amatheksti amade isib.</p> <p>Ukutlola umdlalo</p> <ul style="list-style-type: none"> limfuneko zesakhiwo, isitayela. Abamukellwazi abanqotjhiweko, umnqopho, nobujamo obuthileko. Ukukhetha amagama. Ukusebenzisa ilimi ngefanelo. <p>Landela indlela yendlela</p> <p>yokutlola</p> <ul style="list-style-type: none"> Ukuhlela/ukuplana Ukuthathabeja Ukubuyekeza Uku-editha Ukufundela ukulungisa iimphoso nokwethula 	<p>Izinga legama: amabizombala; amabizo-buthelela; izandiso zobujamo nezesikhathi; limphawulo</p> <p>Izinga lomutjho: imitjhvana yamabizo, imitjhvana eneemphawulo, enezandiso; imitjho epandepande nehlangahlangeneko</p> <p>Ihlathululo yegama: abomqondofana, abomqondophika, abomabizwafana</p> <p>Amatshwayo wokufunda</p>

	<p>bokulalela.</p> <p>Ngesikhathi sokulalela-</p> <p>Ukuba, ukufanisa, ukumadanisa, ukutiola amanowuthi, ukurhumutjha</p> <p>Ngemva kokulalela</p> <p>Ukubuyekeza ilemuko lokulalelwko. Abafundi babuza imibuzo, bakhulumu ngalokho ebekukhulunywa sikhulumi, njii.</p> <ul style="list-style-type: none"> • Ukurhunyeza okwethulwe ngomlomo • Ukuthola iimphetho 	<ul style="list-style-type: none"> • ihlathululo efanekisako • Umoya wekondlo • Ummongo nomlayezo <p>Landela indlela yekambiso</p> <p>yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda/ <p>Ukulungiselela ukufunda (ukwethula itheksti)</p> <ul style="list-style-type: none"> • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga) 		<p>nokutlolola: abonobuza; ama-elipsisi; amagabhadlhela; ihayifeni;</p> <p>linrhunyezo:</p> <p>ama-initjhiyali, ama-akhronimi, amaklibhu, ithrankheyitjhini</p>
	<p>UMSEBENZI WOKUHLOLA OKUHLELE-KILEKO</p> <p>WE-9 ZOMLOMO [20 amamaksi]</p> <p>Ukulalelela ukuzwisia nofana</p> <p>Ukufunda okulungiselelwko nofana ukufunda engakalungiselewa</p>			
Iveke 5-6	<p>Amaqhinga wokuLalela</p> <p>nokuKhuluma</p> <p>lindlela ezihlukaklukueneko</p> <p>zokukhulumisana ngomlomo</p> <ul style="list-style-type: none"> • Ukuvula/isingeniso esihle • Ukusetjenziswa kwephimbo, ibelo nehlukalizwi • Ukusetjenziswa kwelimi 	<p>UkuFunda itheksti ngokutlolwa</p> <p>kwesaziso/i-ajenda namaminithi</p> <ul style="list-style-type: none"> • Ukusetjenziswa kwelimi • Isakhiwo • Abadlali-ndima 	<p>Amatheksti wokuthintana amade</p> <p>isib. isaziso/l-ajenda amaminithi</p> <ul style="list-style-type: none"> • Ukuthola abamukelilwazi nomnqopho wokutlolwa. • Ukucabanga ngesitayela, umbono nesakhiwo somtlolo. • Ukukhetha amagama nezakhiwo zelimi. 	<p>Izinga legama:</p> <p>Izabizwana: samambala, sokuhomba, sobumnini</p> <p>Izinga lomutjho:</p>

	<ul style="list-style-type: none"> • Ilimi lomzimba elifaneleko • Isiphetho esihle <p>Ukulalela ukuzwisia (itheksti etoliweko)</p> <p>ukwethulwa kweendaba zakamabon-wakude)</p> <ul style="list-style-type: none"> • Ukuhlathulula indlela yekambiso yokulalela • Ukutlola amanowuthi • Ukuphendula imibuzo <p>Landela indlela yekambiso yokulalela:</p> <p>Ngaphambi kokulalela</p> <p>Yethulela abafundi ubujamo bokulalela.</p> <p>Ngesikhathi sokulalela-</p> <p>Ukuba, ukufanisa, ukumadanisa, ukutlola amanowuthi, ukurhumutjha</p> <p>Ngemva kokulalela</p> <p>Ukubuyekeza ilemuko lokulalelwoko. Abafundi babuza imibuzo, bakhuluma ngalokho ebekukhulunywa sikhulumi, njll.</p> <ul style="list-style-type: none"> • Ukurhunyeza okwethulwe ngomilomo • Ukuthola iimpetho 	<p>UkuFundela/ukubukelela ukuzwisia okutloli-weko/amatheksti abukelwako/amagrafu</p> <ul style="list-style-type: none"> • Ukusimela ukuthola imibono eqakathekileko • Ukuskenela imininingwana esekelako • Ukwenza ibonelo phambili • Ukuthatha isiqunto ngamagama angakajayeleki nangemifanekiso • Imibono eqakathekileko nesekelako • Umbono wakhe <p>Landela indlela yekambiso yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda/Ukulungiselela ukufunda (Ukwethula itheksti) • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemuva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga) 	<p>Landela indlela yendlela yokutlola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukutlhathabeja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso nokwethula 	<p>isikhathi sanje, isikhathi esidlulileko; ikulumo enqophileko nekulomo emubiko, umutjho onqophileko, ipambosi yokwenziwa.</p> <p>Ihlathululo yegama: iimpambosi zesenzo</p> <p>Amatshwayo wokufunda nokutlola: uzitjhana; amagabhadlhela; ikhoma;gci; iholoni.</p>
Iveke 6	<p>UMSEBENZI WOKUHLOLA OHLEKILEKO WE-10 UKUPHENDULA ZEMITLOLO (imibuzo emide) [amamaksi ama-30]</p> <p>Ikondlo nomdlalo/iindatjana ezifitjhani/umtlolo-ndabuko/inoveli</p>			

Iveke 7-8	<p>Amaqhinga wokuLalela</p> <p>nokuKhuluma</p> <p>Ukulalela nokuocisana ngeendaba zanje eziphathelene nama-athikili</p> <p>wamaphephandabeni</p> <p>newabomagazini</p> <ul style="list-style-type: none"> • Ukusetjenzisa kwelimi elibuqobolwana/elithinta imizwa/elikholsisako • Ukusetjenzisa kwemithala • Ukulandela imithetjhwana • Ilimi lomzimba elifaneleko • Isingeniso esidosako nesiphetho esiqinileko • Umnqopho, abamukelilwazi abanqotjhiweko nobujamo <p>Ukufundela phezulu oku-lungiselelweko/okungakalungiselelwa kwe-athikili</p> <p>yephephandabeni</p> <ul style="list-style-type: none"> • Ukusetjenzisa kwephimbo, ibelo nehlukalizwi • Ukyelela amatshwayo wokufunda nokutlola ukwenzela ukuthola imiphumela emihle • Ilimi lomzimba elifaneleko 	<p>UkuFundela/ukuBukelela ukuthola ilwazi (ukusebenzisa itheksti njengama-athikili wephephandaba/ama-athikili</p> <p>wemagazini/iinkulomo</p> <p>ezitlololiweko)</p> <ul style="list-style-type: none"> • Ukusimela ukuthola imibono eqakathekileko • Ukuskenela imininingwana esekelako • Ukwenza ibonelo phambil • Amaphuzu nemibono • Umbono womtloli • Ukuthatha iinqunto ngehathululo yamagama angakajayeleki <p>nemifanekiso</p> <ul style="list-style-type: none"> • ILimi elihlelekileko/ nelingakahleleki • Ihlathululo enqophileko/ efanekisako • limfenqo <p>UkuTlola isifundo sokuzwisia</p> <p>Landela indlela yekambiso</p> <p>yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda/ Ukulungiselela ukufunda (Ukwethula itheksti) • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemuva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga) 	<p>Amatheksti wokuthintana</p> <p>amade/amafitjhani: ukutlola</p> <p>i-athikili yephephandaba</p> <ul style="list-style-type: none"> • Iimfuneko zesakhiwo, isitayela. • Abamukelilwazi abanqotjhiweko, umnqopho, nobujamo obuthileko. • Ukkhetha amagama nezakhiwo zelimi. <p>Landela indlela yendlela</p> <p>yokutlola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukuhatlhabeja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso nokwethula 	<p>Izinga legama:</p> <p>amabizonya; amabizo wezinto esinokuzibona ngamehlo, izandiso iimphawulo</p> <p>Izinga lomutjho:</p> <p>Ukuhlela ngokulamanako: ukuhlela ngokuqakatheka; kwezinto, isigaba esihlathululako, ilimi elikholsisako nelithinta imizwa; ubuhlangothi; ukuzindla, ukudzimela kokholelw</p> <p>kiko; iisetjenzisa zekulomo-bugagu</p> <p>Ihlathululo yamagama:</p> <p>abomqondofana, abomqondophika, ihlathululo esobala nefanekisako</p> <p>Amatshwayo wokufunda nokutlola:</p> <p>abodzubhula; isibabazo; ikhoma; ungc; unobuza;</p> <p>i-elipsi</p>
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IGREYIDI YE- 7 | THEMU YESI-4

Amakghono	UkuLalela nokuKhuluma	UkuFunda nokuBukela	UkuTlola nokwEthula	Izakhiwo nemithetjhana yokuSetjen-ziswa kweLimi
lveke 1-2	<p>Amaqhinga wokuLalela nokuKhuluma</p> <p>Ikulomo engakalungiselelw</p> <p>Ukwethula isikhulumi/amazwi wokuthokoza/ukucoca indatjana</p> <ul style="list-style-type: none"> • Ukukhetha isihloko esifaneleko • Ukuhlela ilwazi ngokulamana kwalo • Ukubona ilwazimagama nezakhiwo zelimi • Isingeniso nesiphetho esifaneleko <p>Amatshwayo nemithetjhana (amaqhinga wokuhuluma, tjatjhalazi izakhiwo.)</p> <p>Ukufundela phezulu</p> <ul style="list-style-type: none"> • Ukusetjenziswa kwephimbo, ibelo nehlukalizwi • Ukutjheja amatshwayo wokufunda nokutlola • ukwenzela ukuthola imiphumela emihle • llimi lomzimba elifaneleko 	<p>Itheksti yezemitololo: njengenoveli yelutjha/iindatjana ezifitjhani/ umdlalo</p> <ul style="list-style-type: none"> • Amatshwayo aqakathekileko wetheksti yezemitololo: njengomlingisi, ukuvezwa kwabalingisi, isakhiwo, irarano, isendalelo, isizinda, umcoci, ummongo <p>UkuFundela/ukubukelela ukuzwisia (kusetjen-ziswa itheksti etlolweko nabukelwako)</p> <ul style="list-style-type: none"> • Ukusimela ukuthola imibono eqakathekileko • Ukuskenela imininingwana esekelako • Ukwenza ibonelo phambili • Ukuthatha iinqunto ngamagama angakajayeleki nemifanekiso • Imibono eqakathekileko nesekelako • Iphuzu nombono • Ukuthatha iinqunto nesiphetho • Umbono wakhe <p>Landela indlela yekambiso yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda/ Ukulungiselela ukufunda (Ukwethula itheksti) • Ngesikhathi sokufunda (amatshwayo wetheksti) 	<p>Itheksti yokuthintana ede/efitjhani isib. ukunikela iinkombatjhuba</p> <ul style="list-style-type: none"> • limfuneko zesakhiwo, isitayela. • Abamukelilwazi abanqotjhieko, umnqopho nobujamo obuthileko. • Ukukhetha amagama nezakhiwo zelimi. <p>Landela indlela yendlela yokutlola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukutlhatlhabeja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso nokwethula • 	<p>Izinga legama:</p> <p>amabizomvango</p> <p>iimphawulo, izandiso</p> <p>Izinga lomutjho: imitjho elula; imitjho epandepande, imitjho ehangahlangeneko,</p> <p>imitjhana ezizandiso, imitjhana eziimphawulo;</p> <p>Ihlathululo yegama:</p> <p>abomqondofana, abomqondophika;</p> <p>Ihlathululo osobala/ ofihlekileko</p> <p>Amatshwayo wokufunda nokutlola:</p> <p>isemikhloni; abodzubhula; ungci; uzitjhana</p>

	<p>Landela indlela yekambiso yokulalela:</p> <p>Ngaphambi kokulalela</p> <p>Yethula abafundi ebujameni bokulalela.</p> <p>Ngesikhathi sokulalela-</p> <p>Ukuba, ukufanisa, ukumadanisa, ukutola amanowuthi, ukurhumutjha</p> <p>Ngemva kokulalela</p> <p>Ukubuyekeza ilemuko lokulalelwoko. Abafundi babuza imibuzo, bakhuluma ngalokho ebekukhulunywa sikhulumi, njll.</p> <ul style="list-style-type: none"> • Ukurhunyeza okwethulwe ngomlomo • Ukuthola iimphetho 	<p>Ngemuva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga)</p>		
Iveke 3-4	<p>Amaqhinga wokuLalela nokuKhuluma</p> <p>UkuLalelela ukuzwisia (itheksti etlooliweko/</p> <p>Ukwethulwa kweendaba zakamabon-wakude)</p> <ul style="list-style-type: none"> • Ukuhlathulula indlela yekambiso yokulalela • Ukutola amanowuthi • Ukutola iimpendulo <p>Imihlobo ehlukahlukenenko yokukhulumisana ngezomlomo</p>	<p>UkuFunda itheksti yedayari/ ye-imeyili/amaflaya</p> <ul style="list-style-type: none"> • Isakhiwo/ibumbeko • Ukusetjenziswa kweLimi • Abamukelilwazi okunqotjhiswe kibo <p>Ikondlo/umtlolondabuko: inolwana</p> <ul style="list-style-type: none"> • Amatshwayo aqakathekileko wekondlo • Isakhiwo sangaphakathi sekondlo, iimfenqo/imfanekiso-mqondo, 	<p>Amatheksti amade/amafitjhani wokuthintana isib: i-imeyili, amaphostara/dayari/amaflaya</p> <ul style="list-style-type: none"> • limuneko zesakhiwo, isitayela nombono wakho. • Abamukelilwazi abangojihweko, umnqopho nobujamo obuthileko. • Ukuhetha amagama, ihlathululo ecacileko. • Isakhiwo, ubude nemihlobo yemitjho Khiqiza itheksti eyodwa yalawa angebla <p>Landela indlela yendlela yokutlola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukutlhathabeja • Ukubuyekeza • Uku-editha 	<p>Izinga legama: izabizwana: senani, sokukhomba, amabizo athoma ngo ukumadanisa, amabizo buthelela, izenzo ezizijamel-eko, iimphawulo, iinthomo, iinlungelelo nemirabhu</p> <p>Izinga lomutjho: ikulomo enqophileko, imibuzo neenkhuthazo; iimvumelwano zehloko, iintatimende ezirhunyeziweko; imibuzo engadingi ipendulo</p> <p>Ihlathululo yegama: abomqondophika, ihlathululo esobala; ihlathululo efanekisako/efihlekileko</p>

	<p>Ukucoca ngokusebenza kwe-imeyili/amaphostara, idayari/amaflaya</p> <ul style="list-style-type: none"> • Amatshwayo nemithetjhana • Ukuhlela/ukuplana, ukurhubhulula, ukuhlela nokwethula <p>Landela indlela yekambiso yokulalela:</p> <p>Ngaphambi kokulalela</p> <p>Yethula abafundi ebujameni bokulalela.</p> <p>Ngesikhathi sokulalela-</p> <p>Ukubuza, ukufanisa, ukumadanisa, ukutlola amanowuthi, ukurhumutjha</p> <p>Ngemva kokulalela</p> <p>Ukubuyekeza ilemuko lokulalelwoko. Abafundi babuza imibuzo, bakhuluma ngalokho ebekukhulunywa sikhulumi, njll.</p> <ul style="list-style-type: none"> • Ukuhrunyeza okwethulwe ngomlomo • Ukuthola iimphetho 	<p>ivumelwano, igido</p> <ul style="list-style-type: none"> • Isakhiwo sangaphandle sekondlo, imida, iindima, ithiphografi • Ihlathululo efanekisako • umoya wekondlo • ummongo nomlayezo <p>Landela indlela yekambiso yokufunda:</p> <ul style="list-style-type: none"> • Ngaphambi kokufunda/ <p>Ukulungiselela ukufunda (ukwethula itheksti)</p> <ul style="list-style-type: none"> • Ngesikhathi sokufunda (amatshwayo wetheksti) • Ngemuva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga) 	<ul style="list-style-type: none"> • Ukufundela ukulungisa iimphoso nokwethula 	<p>ihlathululo esebujameni obuthileko</p> <p>Amatshwayo wokufunda nokutlola:</p> <p>Abodzubhula; unobuza; ikhoma; isibabazo, umhlobo womtlolo (ifonti)</p>
Week 5-6	<p>Amaqhinga wokuLalela nokuKhuluma</p> <p>Ukulalelela ukuzwisia</p> <ul style="list-style-type: none"> • Ukuhlathulula indlela yekambiso yokulalela • Ukutlola amanowuthi • Ukuphendula imibuzo 	<p>Ukufunda itheksti yezemitlolo njengenoveli yelutjha/iindatjana ezifitjhani/umdlalo/umtlolo-ndabuko</p> <ul style="list-style-type: none"> • Amatshwayo aqakathekileko wetheksti yezemitlolo: njengomlingisi, ukuvezwa kwabalingisi, isakhiwo, 	<p>Ukubuyekeza nokulungiselela iinhlahlubo Ama-eseyi</p> <p>Isigaba sokuzilungiselela:</p> <ul style="list-style-type: none"> • limfuneko zesakhiwo, isitayela, umbono 	<p>Izinga legama: iinsizasenso; izenzo ezizijameleko, iimphawulo</p> <p>Izinga lomutjho: ubuhlangothi, ukudzimelela kokholelwka kikho; ukuz-indla; iintatimende ezithinta imizwa nezinobuqobolwana, imibuzo engadingi iimpendulo</p>

	<p>Ikulomo elungiselelweko</p> <ul style="list-style-type: none"> • Ukusetjenziswa kwephimbo, ibelo nehlukolizwi • Ukusebenzisa ilimi elibuqobolwana/elithinta imizwa/elikholisako • Ukusetjenziswa kwemithlala • Ukulandela imithetjhwana • Ilimi lomzimba elifaneleko • Yelela- Isingeniso esidosako nesiphetho esiqinileko • Umnqopho, abamukeli-lwazi abanqotjhiweko nobujamo <p>Landela indlela yekambiso yokulalela:</p> <p>Ngaphambi kokulalela Yethula abafundi ebujameni bokulalela.</p> <p>Ngesikhathi sokulalela- Ukubuza, ukufanisa, ukumadanisa, ukutlola amanowuthi, ukurhumutjha</p> <p>Ngemva kokulalela</p>	<p>irarano, isendlalelo, isizinda, umcoci, ummongo</p> <p>Ikondlo: linkondlo ezinqintelweko</p> <ul style="list-style-type: none"> • Amatshwayo aqakathekileko wekondlo • Isakhiwo sekondlo esingaphakathi, Imfenqo, iinthombemqondo, ivumelwano, igido • Isakhiwo sangaphandle sekondlo, imida, iindima, ithiphografi • Ihlathululo efanekisako • umoya wekondlo • ummongo nomlayezo <p>Ukutsenga ikondlo:</p> <ul style="list-style-type: none"> • Imida, amagama, iindima, ivumelwano, ukurhobelana, ithiphografi, igido, amatshwayo wokufunda nokutlola. • Incazelio/ihlathululo: efihlekileko nesepepeneni 	<ul style="list-style-type: none"> • Abamukelilwazi abanqotjhiweko, umnqopho, nobujamo obuthileko. • Ukukhetha amagama. <p>Landela indlela yendlela yokutlola</p> <ul style="list-style-type: none"> • Ukuhlela/ukuplana • Ukuthathlabeja • Ukubuyekeza • Uku-editha • Ukufundela ukulungisa iimphoso nokwethula 	<p>Ihlathululo yegama: abomqondofana, abomqondophika, ihlathululo yobujamo obuthileko</p> <p>Amatshwayo wokufunda nokutlola: ungc; ikhoma; isibabazo, abonobuza</p>
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	<p>Ukubuyekeza iemuko lokulalelweko. Abafundi babuza imibuzo, bakhulumha nga-lokho ebekukhulunwa sikhulumi, njii.</p> <ul style="list-style-type: none"> • Ukurhunyeza okwethulwe ngomlomo • Ukuthola iimphetho 			
Iveke 6	<p>UMSEBEZI WOKUHLOLA OHLELEKILEKO WE-11 UKUTLOLA IPHEPHA LESI-3 [INANI SELILOKE: amamaksi ama-40]</p> <p>Itheksti yokuthintan /Idrama etlolwako / i-athikili yephephandaba/ i-ajenda namaminithi (Khetha eyodwa) (amamaksi ali-10)</p> <p>BEGODU</p> <p>I-Eseyi Ecocako/ehlathululako (Khetha eyodwa) (amamaksi ama-30)</p> <p>Yelela: Kufanele kuge nemihlobo ehlukahlukeneko yemitlolo kiwo woke amagreyidi.</p>			
Iveke 7-8	<p>Ukubuyekeza nokulungiselela iinhlahlubo UkuKhuluma:</p> <ul style="list-style-type: none"> • Ikulumo elungiselelweko/ingcoco • Ukufunda okulungiselelweko • Ukufunda okungakalungiselelw • UkuLalela <p>• Ukulalelela ukuzwisia</p>	<p>Ukubuyekeza nokulungiselela iinhlahlubo Ukufunda:</p> <ul style="list-style-type: none"> • Ukufunda okulungiselelweko • Ukufundela ukuzwisia • Ukurhunyeza • Zemitlolo: <ul style="list-style-type: none"> - iNoveli/iindatjana eifijhani/ umtlolo- - ndabuko - Umdlalo/filimu - linkondlo 	<p>Ukubuyekeza nokulungiselela iinhlahlubo Ukutlola:</p> <ul style="list-style-type: none"> • Amatheksti wokuthintana • I-Eseyi 	<p>Umsebenzi wezinga legama: Isabizwana, isakhi sokuzenza; isiqu</p> <p>Izinga lomutjho: imitjho elula, epandepande nehlangahlangeneko; iintatimende, iimvumelwano zehloko; imihlobo yemibuzo, ukulandula</p> <p>Ihlathululo yamagama: abomqondofana, abomqondophika, ihlathululo esobala, ihlathululo efanekisako</p> <p>Amatshwayo wokufunda nokutlola</p>

**ITHEMU YESI-4
IHLAHLUBO EHLELEKILEKO YOKUPHELA KOMNYAKA**

**UMSEBENZI WOKUHLOLA OKUHLELEKILEKO WE- 12 (amamaksi ama-20):
ZOMLOMO IPHEPHA LOKU-1**

Ukulalela ukuzwisa NOFANA Ikulomo engakalungiselelwa NOFANA Ikulomo elungiselelweko - wenziwa phakathi kweThemu

UMSEBENZI WOKUHLOLA OKUHLELEKILEKO WE-13:

[Inani seliloke: amamaksi ama- 60]

ISIFUNDO SOKUZWISISA NOKUSETJENZISWA KWELIM

IPHEPHA LESI-2

Umbuzo 1.1 Ukufundela ukuzwisia: Itheksti yezemtlolo/engasiyo
yemitlolo (amamaksi ama-20)

Umbuzo 1.2 – Itheksti ebukelwako (amamaksi ali-10)

Umbuzo 2 - Ukurhunyeza (amamaksi ali-10)

Umbuzo 3 - Izakhiwo nemiThejhana yokusebenzisa iLimi
ezibujameni obuthileko (amamaksi ama-20)

4.4 IsiXhosa

Revised National Teaching Plan

ISICWANGCISO SOKUFUNDISA ESICUTHIWEYO SE-COVID: IBANGA7

IBANGA LESI- 7 IKOTA YESI- 2				
ISICWANGCISO SOKUFUNDISA ESICUTHIWEYO SE-COVID				
IZAKHONO	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
IVEKI 1-2	<p>Ubuchule bokuphulaphula nokuthetha Isicatshulwa esiphulwaphulwayo: Ukufunda umbongo omfutshane othetha nge-Covid 19 • Ukucacisa inkqubo yokuphulaphula • Ukuthatha amanqaku • Ukuphendula imibuzo OKANYE Ukubalisa ibali ugxile kwezi zinto zilande-layo : • Ukubunjwa kwabalinganiswa • Ukhetho-magama • Intshukumo yamalungu omzimba • Ukuolika imvakalelo, ithoni, ukulandelelana kweziganeko, isigqebelo nesiphele</p>	<p>Ukufunda/ukubukelela ukuqonda Itekisi ebalisayo enjenge noveli (enamaphepha angama-30-40) umdlalo (amaphe-phu ali-10-20 indima e- 1 ukuya kwi2)</p> <ul style="list-style-type: none"> • limpawu eziphambili zetekisi ezifana nezi: ukubunjwa kwabalinganiswa, isakhwo sebali, impixano, imvelaphi, isimo sentlalo, unobalisa, umxholo <p>OKANYE</p> <p>Ukufunda/ukubukelela ukuqonda usebenzisa itekisi ebhaliweyo okanye ebonwayo efana nezicwili zokuhlekisa (iikhathuni)</p> <ul style="list-style-type: none"> • Ukufunda itekisi ngokukhawuleza ukuze ufumane amanqaku aphambili/ulwazi ngokubanzi • Ufundu itekisi ngokukhawuleza ukhangela ulwazi oluthile 	<p>Ukubhala: Isincoko esibalisayo (Imihlathi emi-4-6 / amagama ali- 150-200)</p> <p>Imigaqo yokubhala imihlathi:</p> <ul style="list-style-type: none"> • Isivakalisi esiyintloko somhlathi • lingcinga eziphambili nezixhasayo • Ulandelelana kwemihlathi ngokufanelekileyo • Ukusebenzisa iintlobo zezivakalisi, ezinobude nezakhwo ezahlukileyo. <p>Ukugxininisa kwinkqubo</p> <p>yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi 	<p>Inqanaba lokusebenza ngamagama: Izibizo ezimbaxa, isivisa, injongosenzi, izibizo ezintsingiselo mbini, izenzi, izichazi</p> <p>Inqanaba lokusebenza ngezivakalisi: intloko, isivisa, isivumelanisi senjon-gosenzi, izivakalisi ezilula, ixesha langoku, ixesha elidluleyo</p> <p>Intsingiselo yamagama: izithethantonye, izichasi, intsingiselo eacileyo nefihlakeleyo, ulwimi oluchukumisayo</p> <p>limpawu zokufunda: isingxi, ikoma, uphawu lokhuzzo, uphawu lombuzzo</p> <p>Ukusetyenziswa kwasichazi-magama kuyakhuthazwa</p>

	<p>Landela inkqubo yokuphulaphula:</p> <p>Phambi kokuphulaphula – Ukwazisa abafundi ngenkqubo yokuphulaphula.</p> <p>Ngexesha lokuphulaphula- Ukuqaphela ukuhambelana kwezinto,ukuthatha amanqaku nokutolika abakuphulaphulileyo.</p> <p>Emva kokuphulaphula Baqwalaselwa kwakhona oko bebekuphulaphule,babuza imibuzo,bancokola ngokuthethwe sisithethi njalo-njalo</p>	<ul style="list-style-type: none"> • Ukufunda ngokunzulu • Ukwenza intelekelelo (abalinganiswa, isimo sentlalo, imekobume, umyalezo) • Ukuthelekelela intsingiselo yamagama angaqhelekanga esebenzisa isakhono sokukwazi ukuthelekelela amagama kwitekisi efundwayo. • Ulwimi oluchukumisayo <p>Inkqubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga) 	<p>kokubhala,</p> <ul style="list-style-type: none"> • Ukuyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela
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Iveki 3-4	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
	<p>Ubuchule bokuphulaphula nokuthetha:</p> <p>Isicatshulwa esiphulaphulwayo</p> <p>Sebenzisa itekisi ebonwayo efana ne-powusta/isibhengezo/ukufundwa kweendaba zikamabonakude)</p> <p>Landela inkqubo yokuphulaphula:</p> <p>Phambi kokuphulaphula – Ukwazisa abafundi inkqubo yokuphulaphula.</p> <p>Ngexesha lokuphulaphula- Ukubaza imibuzo, Ukuqaphela indlela yokuhambelana kwezinto, ukuthatha amanqaku, ukutolika okuthile.</p> <p>Emva kokuphulaphula Landelela amava abafundi ngoko bebekuphulaphule. Abafundu babuza imibuzo. bancokola ngokuthethwe sisithethi, njalo njalo.</p> <ul style="list-style-type: none"> • Bashwankathela intetho • Bafikelela kwizigqibo 	<p>Ukufundela/ukubukelela ukuqonda:</p> <p>Sebenzisa itekisi ebhaliweyo okanye ebonwayo efana nesibhengezo</p> <ul style="list-style-type: none"> • Ukufunda itekisi ngokukhawuleza ukuze ufumane amanqaku aphambili/ulwazi ngokubanzi • Ufunda itekisi ngokukhawuleza ukhangela ulwazi oluthile <p>Ukufunda ngokunzulu</p> <ul style="list-style-type: none"> • Ukwenza intelekelelo (abalinganiswa, isimo sentlalo, imekobume, umyalezo) • Ukuthelekelela intsingiselos yamagama angaqhelekanga esebenzisa isakhono sokukwazi ukuthelekelela amagama kwitekisi efundwayo. • Ulwimi oluqhatha ngobuchule • Ulwimi olusesikweni/ulwimi olungekho sesikweni. <p>OKANYE</p> <p>Itekisi ebalisayo enjengenoveli</p> <ul style="list-style-type: none"> • limpawu eziphambili zetekisi ebalisayo 	<p>Ukubhala itekisi emfutshane enesakhiwo esithile:</p> <p>Isibhengezo/ ipowusta (Khetha ibe nye)</p> <ul style="list-style-type: none"> • limfuno zoyilo • Injongo, abaphulaphuli ekujoliswe kubo nemeko • Ukukhethwa kwamagama nokwakhiwa kwezivakalisi • Izinto ezibonwayo ezifana nohlobo lohiclelo nobungakanani, izihloko, imiqondiso, umbala) • Ulwimi olucengayo <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala, • Ukuyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela 	<p>Inqanaba lokusebenza ngamagama: Izibizo, isini sobuduna nesobukhomokazi, isinye nesinzi</p> <p>Izichazi</p> <p>Inqanaba lokusebenza ngezivakalisi: Intetho ngqo nengxelo-ntetho, izivakalisi ezilula nezimbaxa</p> <p>Intsingelo yegama: izithethantonye, izichasi, intsingiselo ecacileyo</p> <p>nentsingiselo efihlkakaley</p> <p>Impawu zokubhala nopelo: ikholonii, isemi-kholoni,</p> <p>Ukusebenzisa isichazi-magama</p>

	<p>ezifana nezi: ukubunjwa kwabalinganiswa ukwakhiwa kwabalinganiswa, isakhiwo, impixano, imvelaphi, isimo sentlalo, unobalisa, umxholo</p> <p>Inkqubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga) 			
	<p>UHLOLO OLUSESIKWENI -UMSEBENZI-WESI- 6</p> <p>I-ORALI (Mayenziwe njengokuba ikota iqhuba)</p> <p>Isicatshulwa esiphulaphulwayo okanye Intetho elungiselelwego(amanqaku angama-20)</p>			
	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki 5-6	<p>Ubuchule bokuphulaphula nokuthetha</p> <p>Intetho elungiselelwego/ engalungiselelwanga yokulandela imiyalelo okanye inkqubo</p> <ul style="list-style-type: none"> • Gxila kwindlela yokukhetha amagama kwakunye nenkangeleko yobuso • Ukucebenza ithoni, isantya nemvakalozwi • Ukucebenza imiqondiso/impawu ezithile xa 	<p>Ukufundela/ukubukelela</p> <p>ukuqonda:</p> <p>Funda itekisi enika imiyalelo enjengeresipi/izalathisi</p> <ul style="list-style-type: none"> • Ukufunda itekisi ngokukhawuleza ukuze ufunmane amanqaku aphambili/ulwazi ngokubanzi • Ufunda itekisi ngokukhawuleza ukhangela ulwazi oluthile • Ukufunda ngokunzulu • Ukwenza intelekelelo 	<p>Itekisi emfutshane: itekisi enika imiyalelo:</p> <p>Bhala itekisi enika imiyalelo enjengetekisi ebonisa Indlela yokusebeniza isixhobo esithile, ukupheka isidlo esithile, ukulungisa iziphene, etc</p> <ul style="list-style-type: none"> • limfuno zoyilo nesimbo sokubhala 	<p>Inqanaba lokusebenza ngamagama:</p> <p>Izihlomelo zendawo nexesha, Izichazi</p> <p>Inqanaba lokusebenza ngezivakalisi:</p> <p>Izixando zezenzi</p> <p>Intsingiselo yegama: izaci namaqhalo</p> <p>Impawu zokubhala: iqhagamshela;</p>

	<p>unikezela</p> <ul style="list-style-type: none"> • ukusebenzisa intshukumo yamalungu omzimba ngokufanelekileyo 	<p>Inkubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga) 	<ul style="list-style-type: none"> • Injongo, abaphulaphuli ekujoliswe kubo nemeko • Uku namathelana kwemihlathi • Uku khethwa kwamagama nokwakhiwa kwezivakalisi <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Uku cwangcisa/phambi kokubhala, • Uku yila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Uku lungisa iziphene • Nokunikezela 	<p>isimeli-nobumba</p> <p>Ukusebenzisa isichazi-magama</p>
Iveki -6	<p>UHLOLO OLUSESIKWENI -UMSEBENZI WESI- 7</p> <p>UHLOLO LOKUBHALA (lyure e-1 nemizuzu engama-30) (Amanqaku ewonke-40)</p> <p>Itokisi yonxibeletwano/ezimfutshane</p> <p>Isibhengezo/ Ipowusta/ itekisi enika imiyalelo: Iresipi (Khetha ibe nye) (Amanqaku angama-20)</p> <p>KUNYE</p> <p>Isincoko</p> <p>Isincoko esibalisayo/esichazayo (Khetha sibe sinye) (Amanqaku angama-20)</p>			
Iveki7-8	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
	Ubuchule bokuphulaphula nokuthetha	Ukufundela/ukubukelela	<p>Ukubhala irivyu yedrama</p> <p>Sebenzisa imigaqo yokubhala umhlathi:</p>	Inqanaba lokusebenza ngamagama:

	<p>Uphando</p> <ul style="list-style-type: none"> • Abafundi banikwa imeko/ingxaki efuna bayisombulule ngokuthatha inxaxheba ethile. • Abafundi banganikezela bengakhange ba-ziqhelanise/bazilungiselele okanye umfundi ax-elelwe indima ethile aza kuyidlala. • Ukusebenzisa ulwimi olufanelekileyo • Ukunika izimvo ezicacileyo ezifanelekileyo ebonakalisa ukuqonda udidi lwababukeli kwakunye nenjongo 	<p>ukuqonda:</p> <p>Ukufunda itekisi ebalisayo enjengomdlalo/inoveli</p> <ul style="list-style-type: none"> • Iimpawu eziphambili zetekisi yoncwadi Ezifana nezi: abalinganiswa • Ukubunjwa kwabalinganiswa, isakhiwo, impixano, imvelaphi, isimo sentlalo, unobalisa, umxholo <p>Inkubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukukhangela umahluko, ukuphonononga) 	<p>Amagama ali-100-120):</p> <ul style="list-style-type: none"> • Ukuveza imbono yakho buqu ngomsebenzi wedrama. • Ukuphonononga okanye ugxeke/uncome in-dlela owubona ngayo umdlalo • Abafundi bangaphendula ngendlela ezahlukileyo kulo mdlalo.Nika amanqaku afanelekileyo umzekelo • Umqulunqi, isihloko somdlalo, igama lenkampani evelisa umdlalo njl-njl <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala, • Ukuyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela 	<p>Izenzi ezithatha injongosenzi ezingathathi njongosenzi</p> <p>Inqanaba lokusebenza ngezivakalis:</p> <p>Isixando sokwenziwa: ixesha langoku; intetho ngqo nengxelontetho</p> <p>Intsingiselo yegama:</p> <p>Izithethantonye</p> <p>nezichasi, intsingiselo ecacileyo nentsingiselo efihlakeleyo</p> <p>Iimpawu zokubhala: ikholonii; iimpawu zocaphulo, uphawu lombuzo; ikoma, isingxi</p> <p>Ukusebenzisa isichazi-magama kuyakhuthazwa</p>
Iveki-8	<p>UHLOLO OLUSESIKWENI- UMSEBENZI WE-8</p> <p>UHLOLO LWESICATSHULWA NOKUSETYENZISWA KOLWIMI (liyure ezi-2 nemizuzu engama-30) (Amanqaku ewonke: 60)</p> <p>Umbuzo 1.1 - Isicatshulwa esisekelwe kwitekisi ebalisayo/ enika ulwazi(Amanqaku-20)</p> <p>Umbuzo 1.2 - Itekisi ebonwayo (Amanqaku ayi-10)</p> <p>Umbuzo 2 - Isishwankathelo (Amanqaku ayi-10)</p> <p>Umbuzo 3 – Izakhi nemigaqo yokusetyenziswa kolwimi (Amanqaku angama-20)</p>			

IBANGA LESI-7 IKOTA YESI-3

ISICWANGCISO SOKUFUNDISA ESICUTHIWEYO SE-COVID

Isakhono	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki 1-2	<p>Ubuchule bokuphulaphula nokuthetha Isicatshulwa esiphulaphulwayo malunga yokugcwala ifomu/ uxwebhu Iwemibuzo</p> <ul style="list-style-type: none"> • Ukuziqhelanisa nenqubo yokuphulaphula • Ukuthatha amanqaku • Ukuphendula imibuzo <p>Indlela ezahlukeneyo zonxibelewano ngomlomo usebenzisa uxwebhu Iwemibuzo</p> <ul style="list-style-type: none"> • Ukukhetha isihloko • Ukwabelana ngezimvo • Ukonikana amathuba nokuphulaphula ngononophelo • Ugugcwala izithuba • Ukuusebenzisa amagama afana nezihlanganisi ukhlanganisa, ukucwangcisa nokuvakalisa esithetha ngako ukuqhubela phambili ingxoxo <p>Landela inkqubo yokuphulaphula</p> <p>Phambi kokuphulaphula-kwazisa abafundi kwnkqubo yokuphula-phula</p> <p>Ngelixa kuphulaphulwe-kubuzwa imibuzo, ukuqaphela okuthile, ukuhambelana kwezinto, ukuthatha amanqaku, uktolika abakuphulaphulileyo</p> <p>Emva kokuphulaphula -kulandelelwamava abafundi koko bebekuphulaphule. okuphulaphula. Abafundi babuza imibuzo, bancokola ngokuthethwe sisithethi njl-njl</p> <p>Bashwankathela intetho</p> <p>Bafikelela kwizigqibo</p>	<p>Ukufunda itekisi ngokubaluleka koxwebhu Iwemibuzo nendlela yokuligcwala</p> <ul style="list-style-type: none"> • Ulwazi olufunwayo • Ulwimi olusetyenziswayo • Utikityo <p>Ukufundela/Ukubukelela ukuqonda</p> <p>Ukufunda itekisi ngokukhawuleza ukuze ufumane amanqaku aphambili/ulwazi ngokubanzi</p> <p>Ufundla itekisi ngokukhawuleza ukhangela ulwazi oluthile</p> <ul style="list-style-type: none"> • Ukushwankathela • UkuzaKhela umfanekiso ngqondweni • Ukuthelekelela • lintsingiselo zamagama <p>Landela inkqubo yokufunda</p> <p>Phambi kokufunda (ukwazisa itekisi/</p> <ul style="list-style-type: none"> • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuphonononga) 	<p>Imihlathi/iitekisi zonxibelewano ezimfut-shane: ukugcwala ifomu okanye ux-webhu Iwemibuzo:</p> <ul style="list-style-type: none"> • Ukulandela imiyalelo echanekileyo • Ukunika ulwazi oluchanekileyo ngexesha elifanelekileyo • Ukuusebenzisa ulwimi olufanelekileyo <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukuwangcisa/phambi kokubhala, • Ukyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela 	<p>Inqanaba lokusebenza ngamagama: izibizo; isihlomelo sobunjani nesexesa; izi-chazi</p> <p>Inqanaba lokusebenza ngezivakalisi</p> <p>Izibizo ezimbaxa Intsingiselo yegama: Izithethantonye nezichasi, oomabizwafane</p> <p>Impawu zokubhala:</p> <p>Uphawu lombuzo; oonobumba abakhulu; iqhagamshela Izifinyezo (umz. Nkosk.)</p>

Isakhono	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki 3-4	<p>Ubuchule bokuphulaphula nokuthetha Ukuphulaphula umdlalo //incoko yababini/udliwano-ndlebe</p> <ul style="list-style-type: none"> • Ukuqulunqa uxwebhu lwemibuzo • Ukulandela imigaqo • Ukuusebenzisa ulwimi olufanelekileyo • Ukuthatha amanqaku • Ukuunikezela ingxelo yophando <p>Ukulandela inkqubo yokuphulaphula:</p> <p>Phambi kokuphulaphula-kwazisa abantwana kwinkqubo yokuphulaphula</p> <p>Ngeli xesha kuphulaphulwe</p> <p>Kubuzwa imibuzo, ukuqaphela, ukutshatisa/ukuthelekisa, uku-tolika abakuphulaphulileyo</p> <p>Emva kokuphula-phula</p> <p>kulandelelwamava abantwana okuphulaphula. Abantwana ba-buza imibuzo, bancokola ngokuthethwe sisithethi njl-njl</p> <p>Bashwankathela intetho</p> <p>Bafikelela kwiziggibo</p>	<p>Ukufunda itekisi ebalisayo umz umdlalo wolutsha/umdlalo kanomathotholo</p> <ul style="list-style-type: none"> • limpawu eziphambili zetekisi ezibalisayo ezifana nezi: abalinganiswa ukubunjwa kwabalinganiswa, isakhiwo, impixano, imvelaphi, isimo sentlalo, unob-alisa, umxholo <p>Umbongo</p> <ul style="list-style-type: none"> • limpawu eziphambili zombongo • Isakhiwo sangaphakathi sombongo, izigaba zentetho/izafobe, umfanekiso ntelekelelo, imvano-siphele, isingqisho • Isakhiwo sangaphandle zombongo, imigca, izitanza, inkangeloko yombongo • Intsingiselo efihlakeleyo • Imvakalelo • Umxholo nomyalezo <p>Landela inkqubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuhangela umahluko, ukuphonononga) 	<p>litekisi ezinde umz.udliwano-ndlebe olubhaliweyo</p> <ul style="list-style-type: none"> • limfuno zojilo, isimbo • Abaphulaphuli ekujoliswe kubo, injongo kune nemeko • Ukukhetha amagama • Ukuusebenzisa ulwimi olufanelekileyo <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangoisa/phambi kokubhala, • Ukyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene nokunikezela 	<p>Inqanaba lokusebenza ngamagama:</p> <p>Izibizo, isinye, isininki Izichazi</p> <p>Inqanaba lokusebenza ngezivakalisi</p> <p>Izivakalisi ezilula, izivakalisi ezixandileyo ezi-namagatya obalulo</p> <p>Intetho ngqo nengxelo-ntetho</p> <p>Intsingiselo yamagama</p> <p>Ingcambu zamagama</p> <p>Impawu zokubhala:</p> <p>ikhloni, iimpawu zocaphulo; ikoma;isingxi, isimeli-nobumba; uphawu lombuzzo</p>
<p>UHLOLO OLUSESIKWENI -UMSEBENZI WESI- 9 – I-Orali (20 Amanqaku)</p> <p>Isicatshulwa esiphulaphulwayop okanye Ukufunda okulungiselelwewo</p>				

Isakhono	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki 5-6	<p>Ubuchule bokuphulaphula nokuthetha iindlela ezahluki-leyo zonxibelelwano ngomlomo</p> <ul style="list-style-type: none"> • Ukuvula okuncomekayo/intshayeleo • Ukusebenzisa ithoni, isantya nemvakalozwi • Ukusebenzisa ulwimi • Intshukumo yamalungu omzimba olufanelekileyo • Isiphelo esincomekayo <p>Isicatshulwa esiphulaphulwayo (itekisi ebhali-weyo/iindaba zikamabonakude)</p> <ul style="list-style-type: none"> • Ukuacisa inkubo yokuphulaphula • Ukuthatha amanqaku • Ukuphendula imibuzo <p>Inkubo yokuphulaphula:</p> <p>Phambi kokuphulaphula – Ukwazisa abafundi inkubo yokuphulaphula.</p> <p>Ngexesha lokuphulaphula- Ukuba imibuzo, ukubonakalisa ukupaphela okuthile, ukuthelekisa, ukuthatha amanqaku ukutolika abakuphulaphuleyo</p> <p>Emva kokuphulaphula kulandelelwamava abafundi okuphulaphula.Ababundi babuza imibuzo,bathetha ngokuthethwe sisithethi njl-njl Bashwankathela intetho</p> <p>Bafikelela kwizigqibo</p>	<p>Ukufunda itekisi ngendlela yokubhala isaziso/i-ajenda nemizuzu</p> <ul style="list-style-type: none"> • Ukusetyenziswa kolwimi • Uyilo • Ukudlala indima <p>Ukufundela/ukubukelela ukuqonda itekisi ebhali-weyo/itekisi ebonwayo/ iigrafu</p> <p>Ukufunda itekisi ngokukhawuleza ukuze ufumane amanqaku aphambili/ulwazi ngokubanzi</p> <p>Ufundla itekisi ngokukhawuleza ukhangela ulwazi olu-thile</p> <ul style="list-style-type: none"> • • Ukwenza intelekelelo • Ukuthelekelela iintsingiselo zamagama angaqhelekanga nemifanekiso • Ukuchonga ingcinga engundoqo nexhasayo • Ukuveza izimvo zakhe <p>Inkubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuhangela umahluko, ukuphonononga) 	<p>itekisi ezinde zonxibebelewano umz isaziso/i-ajenda nemizuzu</p> <ul style="list-style-type: none"> • Ukuchonga abaphulaphuli nenjongo yokubhala; • Ukwenza isiggibo ngesimbo, imbono noyilo • Ukukhetha amagama nezakhi zolwimi <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala, • Ukyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela 	<p>Inqanaba lokusebenza ngamagama Izimelabizo: ezogobo,zokukhomba</p> <p>Inqanaba lokusebenza ngezivakalisi: ixesha langoku, ixesha elidlulileyo; intetho ngqo nengxelo-ntetho; izixando</p> <p>Intsingiselo yamagama: Ukuguquguquka kwezenzi (umz.ngokuthi kufakelwe izimamva)</p> <p>Impawu zokubhala: isimeli-nobumba; ukusetyenziswa koonobumba abakhulu; ikoma; isingxi; iholoni</p>
Iveki -6	<p>UHLOLO OLUSESIKWENI -UMSEBENZI -10 – Uncwadi(kwimeko ethile) (30 Amanqaku)</p> <p>Isihobe ne drama/Umdlalo /Amabali amafutshane/intsomi/Inovel</p>			

Isakhono	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki 7-8	<p>Ubuchule bokuphulaphula nokuthetha</p> <p>Ukuphulaphula nokuxoxa iindaba eziphambili/ezisematheni ezisekelwe kumaphephanda namanqaku emagazini</p> <ul style="list-style-type: none"> • Ukusebenzisa ulwimi /oluqhathayo, oluvuselela umxhelo/olucengayo • Ukusebenzisa imiqondiso/iiimpawu • Ukulandela imigaqo • Intshukumo yamalungu omzimba efanelekileyo • Ukusebenzisa intshayelelo nesiphelo esisiso ukutsala umdla • Injongo, iqela Labantu ekujoliswe kubo kune nemeko. <p>Ukufunda ngokuvakalayo okulungiselelweyo/ okunga-lungiselelwanga kwenqaku lephepha</p> <ul style="list-style-type: none"> • Ukusebenzisa imvakalozwi, isantya • Ukuqaphela iiimpawu zokubhala • Intshukumo yamalungu omzimba efanelekileyo 	<p>Ukufundela/ukubukelela ukufumana ulwazi (sebenzisa iitekisi ezifana: inqaku lephephandaba/lemagazini/ iintetho ezibhaliweyo)</p> <p>Ukufunda itekisi ngokukhawuleza ukuze ufumane amanqaku aphambili/ulwazi ngokubanzi</p> <p>Ufundla itekisi ngokukhawuleza ukhangela ulwazi oluthile</p> <ul style="list-style-type: none"> • Ukuqikelela • Inyani nezimvo • Izimvo zombali • Ukuthelekelela amagama angaqhelekanga nemifanekiso • Ulwimi olusesikweni nolungekho sesikweni • Intsingiselo ecacileyo nengaxelwanga zigaba zentetho <p>Ukubhala uvavanyo Iwesicatshulwa</p> <p>Ukulandela inkqubo yokufunda</p> <p>Inkqubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iiimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, uku-thelekisa, ukhangela umahluko, ukuphono-nonga 	<p>Imihlathi emide/nemifutshane yonxiblelwano: inqaku lephephandaba</p> <ul style="list-style-type: none"> • limfuno zojilo, isimbo sokubhala • Injongo, abaphulaphuli ekujoliswe kubo nemeko • Ukukhethwa kwamagama nezakhi zolwimi <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukuwangcisa/phambi kokubhala, • Ukyuila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene <p>nokunikezela</p>	<p>Inqanaba lokusebenza ngamagama: lindidi zezibizo</p> <p>Inqanaba lesivakalisi: Ukulandeelanisa izinto ngokokubaluleka; umhlathi ochazayo, ulwimi olucengayo, ulwimi oluvuselela umxhelo, ukuxhasa icala elinye, ingcinga okanye intetho esoloko isetyenziswa njalo eb-onisa abantu abathile nohlobo oluthile, intetho esetyenziswa ngumbhali ukuvuselela nokucenga abaphulaphuli umz. izafobe.</p> <p>Intsingiselo yegama Izithethantonye, izichasi, intsingiselo ecacileyo nefihlakeleyo.</p> <p>IIimpawu zokubhala: iiimpawu zocaphulo; uphawu lokhuzzo isingxi; uphawu lombuzzo</p>

IBANGA LESI-7 IKOTA YESI-4

Izakhono	Ukuphulaphula Nokuthetha	Ukufunda Nokubukela	Ukubhala Nokunikezela	Izakhi Nemigaqo Yokusetyenziswa Kolwimi
Iveki 1-2	<p>Ubuchule bokuphulaphula nokuthetha Intetho engalungiselelwanga Ukwazisa isithethi/ ukwenza umbulelo/ ukubalisa ibali</p> <ul style="list-style-type: none"> • Ukukhetha isihloko ngokufanelekileyo • Ukucwangcisa ulwazi ngokuvakalayo • Ukuchonga isigama, izakhi zolwimi • Ukusebenzisa intshayelelo nesiphele esinefuthe • limpawu nemigaqo (ubuchule bokwenza intetho, isakhiwo.) <p>Ukufunda ngokuvakalayo</p> <ul style="list-style-type: none"> • Ithoni, isantya nemvakalozwi • Ukuthathela ingqalelo iimpawu zokubhala ukuze kuge neziphumo ezihle koko ba-kubhalleyo • Intshukumo yamalungu omzimba efaneleki-leyo <p>Landela inkqubo yokuphulaphula</p> <p>Phambi kokuphulaphula kwazisa abafundi kwinkqubo yokuphulaphula</p> <p>Ngeli xesha bephulaphule babuza imibuzo, baqaphela okuthile, bayathelekisa, babhala amanqaku, batolika abakuphulaphuleyo</p> <p>Emva kokuphulaphula kulandelelwa amava abafundi okuphulaphula. Abafundi babuza imibuzo, bancokola malunga nokuthethwa sisithethi njl-njl</p> <ul style="list-style-type: none"> • Bashwankathela intetho • Bafikelela eziggibeni 	<p>Itekisi yoncwadi enjengenoveli yolutsha/ amabali amafutshane/ umdlalo/ umdlalo kanomathotholo</p> <ul style="list-style-type: none"> • limpawu eziphambili zetekisi ezifana nezi: abalinganiswa, ukwakhwa kwa-balinganiswa, isakhiwo, impixano, imvelaphi, isimo sentlalo, unobalisa, umxholo <p>Ukufundela/ ukubukelela ukuqonda (sebenzisa itekisi ebhaliweyo/ itekisi ebonwayo)</p> <ul style="list-style-type: none"> • Ukufunda itekisi ngokukhawuleza ukuze ufumane amanqaku aphambili/ulwazi ngokubanzi • Ufundla itekisi ngokukhawuleza ukhangela ulwazi oluthile • Ukuqikelela • Ukuthelekelela intsingiselo yamagama angaqhelekanga nemifanekiso • Ukuchonga ingcinga engundoqo nexhasayo • Ukuchonga inyani nolovo • Ukwenza iintelekelelo nezigqibo • Ukuvakalisa izimvo zakhe <p>Inkqubo yokufunda:</p> <ul style="list-style-type: none"> • Phambi kokufunda (ukwazisa itekisi) • Ngeli xesha ufundayo (iimpawu zeetekisi) • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuxhangela umahluko, ukuphonononga) 	<p>Imihlathi emide/ emifutshane-Umz.ukunika izalathisi</p> <ul style="list-style-type: none"> • limpawu zoyilo, isimbo sokubhala • Abaphulaphuli ekujoliswe kubo, in-jongo nemeko • Ukukhethwa kwamagama nezakhi zolwimi <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/ phambi kokubhala, • Ukuyla/ ukwenza idrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela 	<p>Inqanaba lokusebenza ngamagama</p> <p>Izibizo ezimbaxa Izichazi: izipawuli, izibaluli</p> <p>Inqanaba lokusebenza ngezivakalisi</p> <p>Izivakalisi ezilula, izivakalisi ezimbaxa Izivakalisi ezixananazileyo amagatya, obalulo</p> <p>Intsingiselo yegama</p> <p>Izithethantonye, izichasi</p> <p>Intsingiselo ecacileyo, intsingiselo efihlakeleyo, izichazi</p> <p>Izihlomelo</p> <p>Impawu zokubhala: isemikhloni; iimpawu zocaphulo; isingxi; isimeli-nobumba</p>

Isakhono	Ukuphulaphula Nokuthetha	Ukufunda Nokubukela	Ukubhala Nokunikezela	Izakhi Nemigaqo Yokusetyenziswa Kolwimi
Iveki 3-4	<p>Ubuchule yokuphulaphula nokuthetha</p> <p>Isicatshulwa esiphulaphulwayo</p> <p>(itekisi ebhaliwego/ufundo lweendaba zikamabonakude)</p> <ul style="list-style-type: none"> • Ukucacisa inkqubo yokuphulaphula • Ukuthatha amanqaku • Ukubhala iimpendulo <p>lindlela ezahlukileyo zonxibelelwano ngomlomo</p> <p>Ingxoxo-mpikiswano/ingxoxo yeqela: xoxa ngokusetyenziswa kweimeyile/ iip-owusta/idayari/iiflaya</p> <ul style="list-style-type: none"> • limpawu nemigaqo • Ukucwangcisa, uphando, ukulungiselela nokunikezela <p>Landela inkqubo yokuphulaphula</p> <p>Phambi kokuphulaphula kwazisa abafundi kwinkqubo yokuphulaphula</p> <p>Ngeli xesha bephulaphule babuza imibuzo, baqaphela okuthile, bayathelekisa, babbala amanqaku, batolika abakuphulaphuleyo</p> <p>Emva kokuphulaphula -kulandelelwamava abafundi okuphulaphula. Abafundi babuza imibuzo, bancokola malunga nokuthethwa sisithethi njl-njl</p> <ul style="list-style-type: none"> • Bashwankathela intetho ngomlomo • Bafikelela ezigqiben 	<p>Ukufunda itekisi enedayari/i-imeyile/ iiflaya</p> <ul style="list-style-type: none"> • Uyilo • Ulwimi olusetyenzisiweyo • Abaphulaphuli <p>Umbongo/uncwadi lwemveli</p> <ul style="list-style-type: none"> • limpawu eziphambili zombongo • Isakhiwo sangaphakathi sombongo, izigaba zentetho/izafobe, umfanekiso ntelekelelo, imvano-siphelo, isingqisho • Isakhiwo sangaphandle sombongo, imigca, izitanza, ubuchule bukushicelela <p>Inkqubo yokufunda:</p> <ul style="list-style-type: none"> • Intsingiselo efihlakeleyo • Imvakalelo • Umxholo nomylezo 	<p>Imihlathi emide/emifutshane yonxibelelwano: umz. I-imeyile, ipowusta/idayari/iiflaya</p> <ul style="list-style-type: none"> • limfuno zoyilo, isimbo sokubhala, imbono • Abaphulaphuli ekujoliswe kubo,injongo nemeko • Ukukhethwa kwamagama, iinkcazel ezin-gathanga gca • Ukwakhiwa kwezivakalisi, ubude neentlobo <p>Makweziwe itekisi ibenye zikhankanye ngasentla Landela inkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukucwangcisa/phambi kokubhala, • Ukuyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela 	<p>Inqanaba lokusebenza ngamagama izimelabizo – sokwalatha, izibizo Izensi</p> <p>Izichazi</p> <p>Izimaphambili, izimamva neengcambu.</p> <p>Inqanaba lokusebenza ngezivakalisi:</p> <p>Intetho ngqo, imibuzo, isivumelanisi sentloko, umbuzo buciko</p> <p>Intsingiselo yegama:</p> <p>izichasi; intsingiselo ecacileyo nefhlakeleyo</p> <p>limpawu zokubhala iimpawu zocaphulo, iimpawu zemibuzo; ikoma; iimpawu zokhuzzo; ifonti</p>

Izakhono	Ukuphulaphula Nokuthetha	Ukufunda Nokubukela	Ukubhala Nokunikezela	Izakhi Nemigaqo Yokusetyenziswa Kolwimi
Iveki 5-6	<p>Ubuchule yokuphulaphula nokuthetha</p> <p>Isicatshulwa esiphulaphulwayo:</p> <ul style="list-style-type: none"> • Ukucacisa inkqubo yokuphulaphula • Ukuphendula imibuzo <p>Intetho elungiselelwego</p> <ul style="list-style-type: none"> • Ukusebenzisa ithoni/isandi, isantya nemvakalozwi • Ukusebenzisa ulwimi oluqhathayo, olunemvakalelo ethile, olucengayo • Ukusebenzisa imiqondiso • Ukulandela imigaqo • Intshukumo yamalungu omzimba ngokufanelekileyo • Ukusebenzisa intshayebole nesiphelo esitsala umdla • Ukuthathela ingqalelo injongo, abaphulaphuli, imeko. <p>Landela inkqubo yokuphulaphula</p> <p>Phambi kokuphulaphula -ukwazisa abafundi kwinkqubo yokuphulaphula</p> <p>Ngeli xesha bephulaphule babuza imibuzo, baqaphela okuthile, bayathelekisa, babhala amanqaku, batolika abakuphulaphuleyo</p> <p>Emva kokuphulaphula -kulandelelwya amava abafundi okuphulaphula. Abafundi babuza imibuzo, bancokola malunga nokuthethwa sisithethi njl-njl</p> <p>Bashwankathela intetho Bafikelela ezigqibeni</p>	<p>Ukufunda itekisi yoncwadi umz inoveli yolusha/ibali elifutshane/ umdlalo/intsumi</p> <ul style="list-style-type: none"> • limpawu eziphambili zetekisi ezifana nezi: abalinganiswa ukwakhwa kwabalinganiswa, isakhiwo, impixano, imvelaphi, isimo senthalo, unobalisa, umxholo <p>Umbongo: imibongo emiselweyo</p> <ul style="list-style-type: none"> • limpawu eziphambili zombongo • Isakhiwo sangaphakathi sombongo izigaba zentetho, umfanekiso ntelekelelo, imvano-siphelo, isingqisho • Isakhiwo sangaphandle sombongo, imigca, izitanza, inkangeleko yombongo • Intsingiselo efihlakeleyo • Isimo • Umxholo nomyalezo <p>Ukuhlalutya umbongo:</p> <ul style="list-style-type: none"> • Imigca, amagama, izitanza, iqhagamshela, ukuphindaphindo, inkangeleko-i, iimpawu zokubhala. • Intsingiselo: efihlakeleyo necaciley 	<p>Ukuhlaziya nokulungiselela uviwo</p> <p>Izincoko</p> <p>Inqanaba lokulungiselela</p> <ul style="list-style-type: none"> • limfuno zoyilo, isimbo, imbono • Abaphulaphuli, injongo nemeko • • Ukukhethwa amagama • limfuno zoyilo, isimbo sokubhala, imbono • Abaphulaphuli, injongo nemeko • Ukukhethwa kwamagama <p>Ukugxininisa kwinkqubo yokubhala</p> <ul style="list-style-type: none"> • Ukuwangcisa/phambi kokubhala, • Ukyila/ukwenza iidrafti, • Ukuhlaziya, • Ukuhlela, • Ukulungisa iziphene • Nokunikezela 	<p>Inqanaba lokusebenza ngamagama</p> <p>Izenzi-intsizasenzi</p> <p>Izichazi</p> <p>Inqanaba lokusebenza ngezivakalisi: umhlathi ochazayo, ulwimi olucengayo, ulwimi oluvuselela umxhelo, ukuxhasa icala elinye, ingcina okanye intetho esoloko isetyenziswa njalo ebonisa abantu abathile nohlobo oltihile, intetho esetyenziswa ngumbhali ukuvuselela nokucenga abaphulaphuli umz izafobe, ulwimi oluqhathayo, imibuzo engafuni mpendulo</p> <p>Inqanaba lokusebenza ngamagama: isithethantonye, isichasi</p> <p>limpawu zokubhala: isingxi; ikoma; iimpawu zokhuzo; uphawu lombuzo</p>

Iveki -6	<p>UHLOLO OLUSESIKWENI -UMSEBENZI WE-11: UKUBHALA IPHEPHA LESI-3 [Amanqaku ewonke: 40]</p> <p>Itekisi emfutshane</p> <p>Ukubhalala/Inqaku lephepha-ndaba/l-ajenda nemizuzu (Khetha ibenye)(Amanqaku all-10)</p> <p style="text-align: center;">KUNYE</p> <p>Isincoko</p> <p>Esibalisayo/Eschazayo (Khetha sibe sinye) (30 amanqaku)</p> <p>Qaphela : Makubekho iintlobo ngeentlobo zetekisi kumabanga onke</p>
Iveki 7-8	<p>Uhlaziyo nokulungiselela uviwo</p> <p>Ukuthetha:</p> <ul style="list-style-type: none"> • Intetho elungiselelwego/incoko • Ukufunda okulungiselelwego • Ukufunda okungalungiselelwanga <p>Ukuphulaphula</p> <ul style="list-style-type: none"> • Isicatshulwa esiphulaphulwayo <p>Uhlaziyo nokulungiselela uviwo</p> <p>Ukufunda</p> <ul style="list-style-type: none"> • Ukufunda okulungiselelwego • Isicatshulwa • Isishwankathelo • Uncwadi: <ul style="list-style-type: none"> -Inovel /amabalana/intsomi -Umdlalo/ukufunda ngefilim -Imibongo <p>Uhlaziyo nokulungiselela uviwo</p> <p>Ukubhalala:</p> <ul style="list-style-type: none"> • Imihlathi/iitekisi zonxibelelwano/ezimfutshane Izincoko <p>Uhlaziyo</p> <p>Inqanaba lokusebenza ngamagama:</p> <p>izimelabizo, izibizo, izenzi, izihlomelo, izichazi</p> <p>Umgangatho wesivakalisi:</p> <p>Izivakalisi ezilula,ezixandileyo nezimbaxa; intetho; izivumelanisi zentloko, imibuzo</p> <p>Intsingiselo yamagama:</p> <p>izithethantonye, izichasi, intsingiselo ecacileyo nentsingiselo efihlakeleyo</p> <p>Impawu zokubhalala</p>

IKOTA YESI-4

UVIWO LOKUPHELA KONYAKA

	UHLOLO OLUSESIKWENI -UMSEBENZI -12: I-ORALI IPHEPHA LOKU-1	UHLOLO OLUSESIKWENI-UMSEBENZI -13 [Amanqaku :60
	<p>UMSEBENZI WE-12 ORALI/ INTETHO (20 Amanqaku)</p> <p>Intetho Engalungiselelwanga</p> <p>OKANYE</p> <p>Intetho Elungiselelweyo</p> <p>(Mayenziwe njengokuba ikota iqhuba)</p>	<p>UMSEBENZI -13: (Amanqaku: 60)</p> <p>ISICATSHULWA NOKUSETYENZISWA KOLWIMI IPHEPHA LESIBINI</p> <p>Umbuzo 1.1 – Isicatshulwa esifundwayo: Esibalisayo/Esinika ulwazi (20 amanqaku)</p> <p>Umbuzo 1.2 – Itekisi ebonwayo (10 amanqaku)</p> <p>Umbuzo 2 - Isishwankathelo (10 amanqaku)</p> <p>Umbuzo 3 – Izakhi nemigaqo yokusetyenziswa kolwimi (20 amanqaku)</p>

4.5 IsiZulu

Revised National Teaching Plan

<p style="text-align: center;">IBANGA LESI-7 ITHEMU YESI-2</p> <p style="text-align: center;">UHLELO OLUNCISHISIWE LOMSEBENZI WONYAKA NGENXA YE-COVID-19. IBANGA LESI-7</p>				
Amasonto	Ukulalela nokukhulumu	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusethenziswa kolimi
1 - 2	<p>Amasu okulalela nokukhulumu:</p> <p>Ukulalela isifundo sokuqondisisa:</p> <p>Kufundwa inkondlo emayelana ne Covid 19</p> <ul style="list-style-type: none"> • Chaza inqubo yokulalela • Ukuthatha amanothi • Ukuphendula imibuzo <p>NOMA</p> <p>Ukuxoxa indaba ugxile kokulandelayo:</p> <ul style="list-style-type: none"> • Izinhlobo zabalingiswa • Ukukhethwa kwamagama • Ukucebenza izitho zomzimba • Ukuhumusha umuzwa, iphimbo, isizinda, ukulandela kwezigameko, ukubhinqa, ingwijkhwebu kanye nesiphetho. <p>Inqubo yokulalela:</p> <p>Ngaphambi kokulalela-</p> <p><i>Ngenisa isifundo sokulalela kubafundi.</i></p> <p>Ngesikhathi sokulalela –</p> <p><i>Ukubuza imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha.</i></p> <p>Emva kokulalela</p> <p><i>Ukulandelela olwazini lwabafundi lokulalela.</i></p> <p><i>Abafundi babuza imibuzo, bakhuluma ngalakho okwethulwe endabenzi yisikhulumi, bafingqa indaba kanye nokunikeza imibono yabo ngalokho obekwethulwa. njil.</i></p>	<p>Ukufunda ngokuqondisisa:</p> <p>Umbhalo ofundwayo iNoveli (amakhasi angama-30 kuya kwangama-40)/ Umdlalo (onkundlambilu onamakhasi ayi-10 kuya kwangama-20).</p> <ul style="list-style-type: none"> • Izimpawu ezisemqoka zombhalo: isakhiwo, umlingiswa omkhulu, izinhlobo zabalingiswa, isakhiwo, isizinda, ud-weshu, umlandi, indikimba kanye nendaba ngamafuphi. <p>NOMA</p> <p>Ukufunda isifundo sokuqondisisa umbhalo ofundwayo noma obukwayo okungaba (ikhathuni/ imidweshu yekhomikhi.)</p> <ul style="list-style-type: none"> • Ukufunda ugijimisa emehlo • ukufunda ukha phezulu • Ukufunda ngokuqaphelisisa • Imibono nokuphawula: ngabalingiswa, isizinda, umyalezo. <ul style="list-style-type: none"> • Ukunika incazeloyamagama angajwayelekile usebenzisa amasu okuthola incazeloyamagama. • Ulimi oluchukuluza imizwa <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda</p> <p><i>kwethulwa umbhalo</i></p> <p>Ngesikhathi sokufunda</p>	<p>Ukubhalwa kwendaba elandisayo (izigaba ezi-4 kuya kweziyisi-6/ amagama ayi-150 kuya kwangama-200)</p> <p>Sebenzisa izimiso zokubhalwa kwesigaba:</p> <ul style="list-style-type: none"> • Umongo womusho wesigaba • Umqondo osemqoka nosekelayo • Ukuhleleka nokulandelalana kwezigaba. • Izihlanganiso nokuxhumana kwezigaba • Ukucebenza izinhlobonhlobo zemisho ubude nokwakheka. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Uklungisa amaphutha • Ukuufunda ngokuqaphelisisa • Ukwethula umbhalo/ umkhiqizo wokugcina 	<p>Ezingeni lamagama: amabizo ambaxa, isilandiso kanye nomenziwa, ukusetshenziswa kwamabizo, izenzo, izichasiso: iziqhathaniso, izikhuliso</p> <p>Ezingeni lemisho: umusho osobala, izitativende, inkathi yamanje, inkathi edlule.</p> <p>Incazeloyamagama: omqondofana, omqondophika, umqondo osobala, Izifenco, ulimi olu-chukuluza imizwa</p> <p>Izimpawu zokuloba: ungqi, ukhefana, ikhoma, umbabazi, umbuzi</p> <p>Kugqugqzelwa ukusethenziswa kwestichazamazwi</p>

		<p><i>kufundwa ngezimpawu zombhalo</i></p> <p><i>Ngemva kokufunda</i> <i>ukuphendula imibuzo, ukughathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p>		
Amasonto	Ukulalela nokukhulumu	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
3 - 4	<p>Amasu okulalela nokukhulumu:</p> <p>Ukulalela isifundo sokuqondisisa useben- zisa umbhalo ubukwayo okungaba lphosta/ Isikhangiso/ ukwethulwa kwezindaba zikama- bonakude:</p> <p>Inqubo yokulalela:</p> <p>Ngaphambi kokulalela-</p> <p><i>Ngenisa isifundo sokulalela kubafundi.</i></p> <p>Ngesikhathi sokulalela –</p> <p><i>Ukuba imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha.</i></p> <p>Emva kokulalela</p> <p><i>Ukulandelela olwazini lwabafundi lokulalela. Abafundi babuza imibuzo, bakhuluma ngala-</i> <i>kho okwethulwe endaben iysikhulumi, baf-</i> <i>ingqa indaba kanye nokunikeza imibono yabo</i> <i>ngalokho obekwethulwa. njll.</i></p>	<p>Ukufunda ngokuqondisisa:</p> <ul style="list-style-type: none"> • Umbhalo ofundwayo/obukwayo njenge Sikhangiso. • Ukufunda ugijimisa emehlo • ukufunda ukha phezulu • Ukufunda ngokuqaphelisia • Imibono nokuphawula: ngabalingiswa, isizinda, umyalezo. • Ukunika incazeloyamagama an-gajwayelekile usebenzisa amasu okuthola incazeloyamagama. • Ulimi olukhohlisayo • Ulimi oluhlelekile/olungahlelekile <p>NOMA</p> <p>Umbhalo ofundwayo njenge Novel</p> <ul style="list-style-type: none"> • Izimpawu ezesemqoka zombhalo: isakhiwo, umlingiswa omkhulu, izinhlobo zabalingiswa, isakhiwo, isizinda, ud-weshu, isisusa umlandi, indikimba kanye nendaba ngamafuphi. <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda <i>kwethulwa umbhalo</i></p> <p>Ngesikhathi sokufunda <i>kufundwa ngezimpawu zombhalo</i></p> <p>Ngemva kokufunda <i>Ukuphendula imibuzo, ukughathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p>	<p>Ukubhala umbhalo odlulisa umyalezo:</p> <p>Isikhangiso/lphosta</p> <ul style="list-style-type: none"> • Okudingekayo kwisakhiwo • Inhloso yesikhangiso, esibhekiswe kubo nengqikitii • Ukukhethwa kwamagama nokwakhwiwa kwemisho • Izinto ezibonakalayo njengo-hloblo lwe-fonti nobungako bayo, izihloko, izimpawu, umbala) • Ulimi olukhohlisayo/ olunxenxayo <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisia • Ukwethula umbhalo/ umkhiqizo woku-gcina 	<p>Ezingeni lamagama: amabizo qho, ubulili, ubuningi, ubunye, isichasiso: sokukhomba, esiyamile</p> <p>Ezingeni lemisho: inkulomo ngqo inkulumombiko, imisho elula nengxube</p> <p>Incazeloyamagama: omqondofana, omqondophika, umqondo osobala, nencazeloyengaqondiwe</p> <p>Isipelingi nezimpawu zokuloba: ikholoni, isemi kholoni,</p> <p>Kuggugquzelwa ukusetshenziswa kwesichazamazwi</p>

Isonto le-4	ITHASKI YESI- 6 Iphepha loku- 1 – OKUKHULUNWAYO (LOKHU KUHOLWA KWENZIWA NGESIKHATHI KUQHUBEKA ITHEMU) Isifundo sokuqondisisa esilalelwayo NOMA Inkulumo elungiselelwe /engalungiselelwe(Amamaki angama-20))			
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
5 - 6	<p>Amasu okulalela nokukhuluma: Ukwethula inkulumo elungiselelwe/ enga-lungiselelwe yokulandela imiyelalo noma in-qubo</p> <ul style="list-style-type: none"> • Ukukhetha amagama nezimo zokukhuluma • Ukusebenzisa iphimbo, isivinini usebenzisa ulimi olwamukelekile. • Ukulinganisa ngesikhathi kuthulwa inkulumo • Ukusebenzisa izitho zomzimba ezifanele ngenkathi ekhuluma 	<p>Ukufunda isifundo sokuqondisisa umbhalo ofundwayo noma oyalelayo:</p> <ul style="list-style-type: none"> • Ukufunda umbhalo oyalelayo njengoku-nikeza umyalelo wokwenza/ ukunikeza inkomba. • Ukufunda ugijimisa emehlo • ukufunda ukha phezelu • Ukufunda ngokuqaphelisia • Ukucabangela (abalingiswa, isizinda, umyalezo). <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda kwethulwa umbhalo</p> <p>Ngesikhathi sokufunda kufundwa ngezimpawu zombhalo</p> <p>Ngemva kokufunda Ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlolola.</p>	<p>Umbhalo omfishane odlulisa umlayezo:</p> <p>Ukubhala umyalelo onjengokuthi ungaliseben-zisa kanjani ithuluzi/ ukwenza ukudla, ukulung-isia okuthile. njll</p> <ul style="list-style-type: none"> • Okudingekayo okufanele kwisakhwi, isitayela • Inhoso yesikhango esibhekiswe kubo nengqikithi ukuxhumana kwezigaba • Ukukhethwa kwamagama nokwakhiwa kwemisho <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • UKulungisa amaphutha • Ukufunda ngokuqaphelisia • Ukwethula umbhalo/ umkhinqizo wokugcina 	<p>Ezingeni lamagama: Ondaweni – besikhathi, bendawo neminyakazo isichasiso: senani</p> <p>Ezingeni lemisho: Inkulumo ngqo nempambosi yokwenziwa</p> <p>Incazeloyamagama: izisho nezaga</p> <p>Izimpawu zokuloba: ikhonco, isimeli nobumba</p> <p>Kuggugqzelwa ukusetshenziswa kwesichazamazwi</p>
Isonto lesi- 6	<p>ITHASKI YESI- 7 Iphepha lesi-3 UKUBHALA NOKWETHULA (Isikhathi 1H30) (Amamaki angama -40)</p> <p>Imibhalo edlulisa umlayezo: Iposta/ Isikhango/ ukubuyekeza (Khetha okukodwa) (Amamaki angama-20)</p> <p>KANYE Ukubhalwa kwendaba/ i eseyi: Indaba elandisayo/ indaba echazayo. (Khetha eyodwa) (Amamaki angama-20)</p>			

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
7 - 8	<p>Amasu okulalela nokukhuluma: Ukulingisa umdlalo wophenyo.</p> <ul style="list-style-type: none"> • Abafundi banikezwa isimo esithile okungaba yingozi noma inkinga, okumele ngamunye aphendule ngokulingisa indima ethize. • Leso simo umfundu angangazilolongela sona ukusilingisa noma umfundu angachazelwa ngendima okumele ayilingise. • Sebenzisa ulimi olufanele uqapheli izimiso zolimi • Kumele kucace ukuqonda izethameli nenhoso yomdlalo. 	<p>Ukufunda ngokuqondisisa: Umbhalo ofundwayo uMdlalo/ iNoveli.</p> <ul style="list-style-type: none"> • Izimpawu ezisemqoka zombhalo: isakhiwo, umlingiswa omkhulu, izinhlobo zabalingiswa, isakhiwo, isizinda, udweshu, umlandi, indikimba kanye nendaba ngamafuphi. <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda kwethulwa umbhalo</p> <p>Ngesikhathi sokufunda kufundwa ngezimpawu zombhalo</p> <p>Ngemva kokufunda Ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisa nokuhlolola.</p>	<p>Ukubhalwa kwesibuyekezo so Mdlalo. (Sebenzisa isigaba: amagama ayi-100 kuya kwayi-120):</p> <ul style="list-style-type: none"> • Khombisa impendulo kayedwana emsebenzini womdlalo. • Hlaziya umdlalo othewthuliwe. • Kungaba nezimpendulo ezechukene ekubuyekezeni okwehlukene kumdlalo owodwa. • Nikeza amaphuzu afanele, njenge gama lomdidiyeli/ lombali/ lomculi, isihloko somdlalo, njll.. <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisiza • Ukwethula umbhalo/ umkhiqizo wokugcina 	<p>Ezingeni lamagama: izenzo</p> <p>Ezingeni lemisho: impambosi yokwenziwa, inkathi yamanje eqhubekayo, inkulumo-ngqo nenkulumo-mbiko</p> <p>Incazeloyamagama: omqondofana, omqondophika, umqondo osobala, izifenco</p> <p>Izimpawuzokuloba: ikholoni, osokucaphuna, umbuzi, ukhefane, unqqi</p> <p>Kuggugquzelwa ukusetshenziswa kwasichazamazwi</p>
Isonto lesi-8	<p>ITHASKHI YESI- 8</p> <p>Iphepha lesi-2- ISIFUNDO SOKUQONDISA NOKUSETSHENZISWA KOLIMI (Amahora 2H30) (Amamaki angama-60)</p> <p>Umbuzo 1.1 – Ukufundu ngokuqondisaia: Umbhalo ofundwayo (Amamaki angama-20)</p> <p>Umbuzo 1.2 - Umbhalo obukwayo (Amamaki ayi-10)</p> <p>Umbuzo 2 - Ukuqingqa (Amamaki ayi-10)</p> <p>Umbuzo 3 - Izakhiwo nezimiso zokusetshenziswa kolimi engqikithini (Amamaki angama-20)</p>			

IBANGA LESI-7 ITHEMU YESI-3

UHLELO OLUNCISHISIWE LOMSEBENZI WONYAKA NGENXA YE-COVID-19. IBANGA LESI-7

Amasonto	Ukulalela nokukhulumu	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusethenziswa kolimi
1-2	<p>Amasu okulalela nokukhulumu Ukulalela isifundo sokuqondisisa ngendlela yokugcwaliswa kwefomu/ iphepha elinamahlelo emibuzo</p> <ul style="list-style-type: none"> • Ukuzilongela inqubo yokulalela • Ukuthatha amanothi • Ukuphendula imibuzo <p>Izinhlobo ezihlukene zokuxhumana ngokukhulumu ngokusethenziswa kwephepha elinamahlelo emibuzo noma ifomu</p> <ul style="list-style-type: none"> • Ukukhetha isihloko • Ukwabelana ngemibono • Ukurikezana amathuba nilalelisise • Gcwalisa izikhala • Sebenzisa amazwi okukhulunyelwa phezu kwawo <p>Inqubo yokulalela: Ngaphambi kokulalela- <i>Ngenisa isifundo sokulalela kubafundi.</i> Ngesikhathi sokulalela – <i>Ukubuza imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha.</i></p> <p>Emva kokulalela <i>Ukulandelela olwazini lwabafundi lokulalela.</i> <i>Abafundi babuza imibuzo, bakhulumu ngalakho okwethulwe endaben'i yisikhulumi, bafingqa indaba kanye nokuniyeza imibono yabo ngalokho obekwethulwa. njll.</i></p>	<p>Ukufunda umbhalo ngokubaluleka kwephepha elinamahlelo nokuthi ligcwaliswa kanjani</p> <ul style="list-style-type: none"> • Ulwazi oludingekayo • Ukuisetshenziswa kolimi • Isiginesha <p>Ukufunda nokubukela ngokuqondisisa</p> <ul style="list-style-type: none"> • Funda ubuke okuggamile • Funda udlulise amehlo • Ukuqingqa • Ukwakha izithombe ngengqondo • Ukucabangela • Thola umqondo wamagama <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda <i>kwethulwa umbhalo</i></p> <p>Ngesikhathi sokufunda <i>kufundwa ngezimpawu zombhalo</i></p> <p>Ngemva kokufunda <i>Ukuphendula imibuzo, ukughathanisa, ukuphikisana, ukuholisisa nokuhlola.</i></p>	<p>Imibhalo edlulisa umyalezo njengoku-gcwalisa iphepha elinamahlelo emibuzo noma amafomu</p> <ul style="list-style-type: none"> • Ukuandela imiyalelo • Ukurikeza ulwazi olufanele ngokusheshayo • ukusebenzisa ulimi olufanele <p>Ukuandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • <i>Ukubhala umzamo wokuqala</i> • <i>Ukubuyekeza</i> • <i>Ukulungisa amaphutha</i> • <i>Ukufunda ngokuqaphelisisa</i> • <i>Ukwethula umbhalo/ umkhiqizo wokugcina</i> 	<p>Ezingeni lamagama: amabizo ajwayelekile, aqoqayo, isandiso sesimo nesikhathi, izichasiso</p> <p>Ezingeni lemisho: Imishwana yebizo, ibizo imishwana, isigejana samagama esichazayo nesikhanyisayo, imisho ngxube nemagatshagatsha</p> <p>Incazeloyamagama: omqondofana, omqondophika, ophimbohluka</p> <p>Izimpawu zokuloba: Umbuzo; osonhlamvukazi; lkhonco.njll</p> <p>Izifinyezo – ama-akhronimi</p>

Amasonto	Ukulalela nokukhulumu	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusethenziswa kolimi
3-4	<p>Amasu okulalela nokukhulumu Ukulalela umdlalo (inkulumo-mpendulwano/inhlolo-khono)</p> <ul style="list-style-type: none"> Yenza uhla lwemibuzo Qaphela izimiso zolimi Sebenzisa ulimi olufanele Thatha amanothi Nikeza umbiko ngokutholile Izindlela ezahlukene zokuxhumana ngokukhulumu <p>Ukulingisa umdlalo Ukuguqula uhlolo oluthile lombhalo lusiwa kolunye</p> <ul style="list-style-type: none"> Ukulingisa inkulumo mpendulwano Ukulingisa uveza okwenzeke emdlalweni Izinhlobo zabalingiswa ezigqamile kanye nalokho okubelekelelayo <p>Inqubo yokulalela: Ngaphambi kokulalela- Ngenisa isifundo sokulalela kubafundi. Gesikhathi sokulalela – Ukuba imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha.</p> <p>Emva kokulalela Ukulandelela olwazini lwabafundi lokulalela. Abafundi babuza imibuzo, bakhuluma ngalakho okwethulwe endabenzi yisikhulumi, bafingqa indaba kanye nokunikeza imibono yabo ngalokho obekwethulwa. njil.</p>	<p>Ukufunda umbhalo wobuciko omayelana nomdlalo wentsha noma umdlalo womsakazo</p> <ul style="list-style-type: none"> Izimpawu ezesemqoka zombhalo: abalingiswa, ukuvezwa kwabalingiswa, isizinda, udweshu, isakhiwo, umlandi, ingqikithi <p>Ubunkondlo</p> <ul style="list-style-type: none"> Izimpawu ezesemqoka zenkondlo Isakhiwo sangaphakathi senkondlo, izimpawu zenkulumo, izimvumelwano, isigqi. Isakhiwo sangaphandle senkondlo, imigqa, amabinza/izitanza, Izifenqo umuzwa Umqondo wenkondlo Umyalezo wenkondlo <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda kwethulwa umbhalo</p> <p>Gesikhathi sokufunda kufundwa ngezimpawu zombhalo</p> <p>Ngemva kokufunda Ukuphendula imibuzo, ukughathanisa, ukuphikisana, ukuhlolisa nokuhlol.</p>	<p>Umbhalo omude, isibonelo: Inhlolokhono ebhalwayo</p> <ul style="list-style-type: none"> Isakhiwo, isitayela Izethameli ezhilosive inhloso kanye nengqikithi Ukukhethwa kwamagama Sebenzisa ulimi olufanele <p>Landela inqubo yokubhala:</p> <ul style="list-style-type: none"> <i>Ukuhlela</i> <i>Umzamo wokugala</i> <i>Ukubukeza</i> <i>Ukulungisa amaphutha</i> <p>Ukufunda ngenhloso yokulungisa amaphutha</p> <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> <i>Ukuhlela</i> <i>Ukubhala umzamo wokugala</i> <i>Ukubuyekeza</i> <i>Ukulungisa amaphutha</i> <i>Ukufunda ngokuqaphelisa</i> <i>Ukwethula umbhalo/ umkhigizo wokugcina</i> 	<p>Ezingeni lamagama: Amabizoqho, ubunye nobuningi, isichasiso esiqhathanisayo, amagama aqhathanisayo, izikhuliso</p> <p>Ezingeni lemisho: Emagatshagatsha enemishwana encikile, inkulumo-ngqo nenkulumo mbiko</p> <p>Incazeloyamagama: umsuka wamagama</p> <p>Izimpawu zokuloba: ikholoni; abacaphuni; ukhefane; ungqi; i-apostrophi; umbuzi</p>
	<p>ITHASKHI YESI-9- Okukhulunwayo (Amamaki angama-20)</p> <p>Isifundo sokulalela ngokuqondisisa NOMA ukufunda okulungiselelwé/okungalungiselelwé</p>			
Amasonto	Ukulalela nokukhulumu	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusethenziswa kolimi

5-6	<p>Amasu okulalela nokukhulumu Izinhlolo ezihlukene zokuxhumana ngokukhulumu</p> <p>Ukuvula/ukwethula</p> <ul style="list-style-type: none"> • Sebenzisa iphimbo, isivinini kanye nomuzwa ngendlela • Sebenzisa ulimi olufanele • Khombisa nangomzimba • Isiphetho masibe sihle <p>Ukulalela isifundo sokuqondisisa (umbhalo obhaliwe/ ukwethulwa kwezindaba kumabonakude)</p> <ul style="list-style-type: none"> • Chaza inqubo yokulalela • Thatha amanothi • Phendula imibuzo <p>Inqubo yokulalela: Ngaphambi kokulalela- <i>Ngenisa isifundo sokulalela kubafundi.</i></p> <p>Ngesikhathi sokulalela – <i>Ukubuza imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha.</i></p> <p>Emva kokulalela <i>Ukulandelala olwazini lwabafundi loku-lalela.</i></p> <p><i>Abafundi babuza imibuzo, bakhuluma ngalakho okwethulwe endabeni yisikhulumi, bafingqa indaba kanye nokunikeza imibono yabo ngalokho obekwethulwa. njll.</i></p>	<p>Ukufunda umbhalo oyisaziso noma i-ajenda namaminithi omhlangano</p> <ul style="list-style-type: none"> • Sebenzisa ulimi olufanelekile • Isakhiwo • Indima efanele • Inqubo yomhlangano/ukuqhutshwa komhlangano <p>Ukufunda nokubukela ngokuqondisisa umbhalo ofundwayo noma obukwayo noma igrafu</p> <ul style="list-style-type: none"> • Bheka amaphuzu abalulekile • Funda udlulise amehlo • Qagela ngokuzofundwa • Ukuthola amagama angajwayelekile noma amasha kanye nomqondo wawo • Umqondo osemqoka nosekelayo • Umbono wakho <p>Inqubo yokufunda: Ngaphambi kokufunda <i>kwethulwa umbhalo</i></p> <p>Ngesikhathi sokufunda <i>kufundwa ngezimpawu zombhalo</i></p> <p>Ngemva kokufunda <i>Ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p>	<p>Umbhalo omude odlulisa umyalezo: Isaziso/ I-Ajenda namamithi omhlangano</p> <ul style="list-style-type: none"> • Qonda izethameli nenhoso yombhalo; • Isitayela sombhalo, iphuza elisemqoka kanye nesakhiwo sombhalo; • Khetha amagama nolimi olufanele <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • <i>Ukuhlela</i> • <i>Ukubhala umzamo wokuqala</i> • <i>Ukubuyekeza</i> • <i>Ukulungisa amaphutha</i> • <i>Ukufunda ngokuqaphelisisa</i> • <i>Ukwethula umbhalo/ umkhiziso wokugcina</i> 	<p>Ezingeni lamagama: Isabizwana: soqobo, sokukhomba, sobumnini</p> <p>Ezingeni lemisho: Inkathi yamanje elula, inkathi edlule elula, Inkulumo-ngqo nenkulumo-mbiko, impambosi yokwenziswa</p> <p>Incazeloyamagama: Izandiso zezenzo</p> <p>Izimpawu zokuloba: I-Apostrophi; osonhlamvukazi; ukhefane;ungqi; ikholoni</p>
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Isonto lesi-6	<p>ITHASKHI YE-10</p> <p>Imibhalo yobuciko (Amamaki ngama-30)</p> <p>1.Inkondlo (10)</p> <p>2. umdlalo/indaba emfishane (10)</p> <p>3.inganekwane/inoveli (10)</p>			
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala Nokwethula	Izakhiwo nezimiso zokusethenziswa kolimi
7-8	<p>Amasu okulalela nokukhuluma</p> <p>Ukulalela nokuxoxa ngezindaba za-namuha eziemaphephandabeninakumaphephabhu/imagazini</p> <ul style="list-style-type: none"> • Sebenzisa iphimbo, isivinini kanye nomuzwa ngendlela • Sebenzisa ulimi olukhohlisayo/oluchukuluza imizwa/olunxenxayo • Sebenzisa izinkomba • Qondisisa ulimi • Sebenzisa umzimba ngendlela • Sebenzisa isingeniso esisheshayonespetho esihle • Inhlosi, iqembu elihlosiwe kanye nengqikithi <p>Ukfunda okulguselelwé/okungalungiselelwé kweziqephusephehandaba. Funda kuzwakale</p> <ul style="list-style-type: none"> • Sebenzisa iphimbo, isivivini kanye nemizwa ngendlela • Qaphela izimpawu zokuloba ukuze kuzwakale kahle • Sebenzisa umzimba ngendlela 	<p>Ukufunda nokubukela ukuze uthole ulwazi (kusethenziswa isiqeshana sephephandaba/ isiqeshana sephephabhu/ inkulomo ebhaliwe.</p> <ul style="list-style-type: none"> • Ukufunda ugijimisa amehlo ubona amaphuzu asemqoka • Ukuqagela • Ukuthola amaphuzu asemqoka kanye nemibono • Umbono womlobi • Ukunika incazeloyamagama angajwayelekile usebenzisa amasu okuthola incazeloyamagama. • Ulimi olumukelekile/ olingamukelekile • Incazeloeqondile nokucabangela • Izifengqo <p>Ukubhala isivivinyo sesifundo sokuqondisisa</p> <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda kwethulwa umbhalo</p> <p>Ngesikhathi sokufunda kufundwa ngezimpawu zombhalo</p> <p>Ngemva kokufunda Ukuphendula imibuzo, ukughathanisa, ukuphikisana, ukuhlolisia nokuhlola</p>	<p>Umbhalo omude noma omfishane odlulisa umyalezo: Isiqeshana sephethandaba</p> <ul style="list-style-type: none"> • Qonda izethameli nenhloso yombhalo; • Isitayela sombhalo, iphuzu elisemqoka kanye nesakhiwo sombhalo; • Khetha amagama nolimi olufanele <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa • Ukwethula umbhalo/ umkhiqizo wokugcina 	<p>Ezingeni lamagama: amabizo ezinto ezingabonakali, amabizoqho, ondaweni, Izichasiso, Izighathaniso, izikhuliso</p> <p>Ezingeni lemisho</p> <p>Ukuhlela ngokulandelana, ukuhlela ngokubaluleka, Incazeloyesigaba, ulimi olunxenxayo noluchukuluza imizwa, ukuchema nokucwasa, Inkoleoze, izimo zenkulumo</p> <p>Okuchazwa amagama: omqondofana, omqondophika, umqondo osobala, izifengqo</p> <p>Izimpawu zokuloba: Omacaphuna; umbabazi;ukhefane;ungqi; umbuzi.</p>

**IBANGA LESI-7 ITHEMU YESI-4
UHLELO OLUNCISHISIWE LOMSEBENZI WONYAKA NGENXA YE-COVID-19. IBANGA LESI-7**

Amasonto	Ukulalela nokukhulumu	Ukufunda nokubukela	Ukubhala Nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1-2	<p>Amasu okulalela nokukhulumu Inkulumo engalungiselwe Ukwethula isikhulumi, amazwi okubonga/ukuxoxa indaba</p> <ul style="list-style-type: none"> • Ukukhetha isihloko esifanele • Ukuhlela imininingwane evumelanayo • Ukubona ulwazimagama nezakhiwo zolimi • inkulumo ayibe nesiqalo kanye nesiphetho esifanele <p>Izimpawu kanye nezimiso zolimi (yiba nesakhiwo, amasu nendlela yokukhulumu phambi kwabantu)</p> <p>Ukfunda kakhulu</p> <ul style="list-style-type: none"> • Sebenzisa isimo sephimbo, izwi, nesivinini, • Qikelela izimpawu zokuloba Ngokufaneleyo • Sebenzisa izingxene ezhile zomzimba uma ufunda <p>Inqubo yokulalela : Ngaphambi kokulalela- Ngenisa isifundo sokulalela kubafundi.</p> <p>Ngesikhathi sokulalela – Ukuuba imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha.</p> <p>Emva kokulalela Ukulandelela olwazini lwabafundi lokulalela. Abafundi babaza imibuzo, bakhulumu ngalakho okwethulwe endaben iyiikhulumi, bafingqa indaba kanye nokunikeza imibono yabo ngalokho obekwethulwa. njll.</p>	<p>Imibhalo yobuciko: imibhalo efundwayo en-jenge: inovelii/izindaba ezimfishane/imidlalo</p> <ul style="list-style-type: none"> • zimpawu ezisemqoka zemibhalo:njengom-lingiswa, izinhlobo zabalingiswa, isakhiwo, udweshu,indaba ngamafuphi,isizinda, um-landi, indikimba <p>Ukufunda / Ukufunda ngokuqondisisa (esebenzisa umbhalo ofundwayo kanye nobukwayo onezithombe)</p> <ul style="list-style-type: none"> • ukufunda ngokushesha ukuze uthole amaphuzu abalulekile • ukufunda ukuhambisa amehlo uthole imininingwane esekelayo • ukuqagela • Ukucabangela okuchazwa amagama an-gajwayelekile nemifanekiso mqondo • Imibono ebalulekile neyesekeyo • amaquiniso nemibono • Ukucabangela nesiphetho • Umbono wakho <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda kwethulwa umbhalo</p> <p>Ngesikhathi sokufunda kufundwa ngezimpawu zombhalo</p> <p>Ngemva kokufunda Ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisia nokuhlola.</p>	<p>Imibhalo edlulisa umuyalezo omude/ om-fishane isib: ukunika inkomba</p> <ul style="list-style-type: none"> • Okudingekayo esakhiweni, isitayela nombono • Izethameli ezhiloswi, inhlosu, okuqukethwe • Ukukhethwa kwamagama nezakhiwo zolimi <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokugala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisa • Ukwethula umbhalo/ umkhinqizo wokugcina 	<p>Ezingeni lamagama: amabizo amagatshagatsha;sipawulo: Iziqhathaniso, izikhuliso, ondaweni – abalula (igama elilodwa), axubile (amagama amabili), amagatshagatsha (amagama amathathu nangaphezulu)ondaweni</p> <p>Ezingeni lomusho: imisho elula eqondile, imisho engxube, emagatshagatsha, izigejana zamagama ezichazayo nezikhanyi-sayo</p> <p>Incazel magama: omabizwafane; mqondofana, umqondo osobala, indikimba; izifenqo; izandiso;</p> <p>Izimpawu zokuloba: ukhefana-nqqi, osokuca-phuna, unqqi, Isimeli ubumba /ikhonco.</p>

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhalala nokwethula	Izakhiwo nezimiso zokusethenziswa kolimi
3-4	<p>Amasu okulalela nokukhuluma</p> <p>Ukulalela ngokugondisisa (indaba ebhaliwe /ukwethulwa kwezindaba ze-TV)</p> <ul style="list-style-type: none"> • Chaza inqubo yokulalela • Thatha amanothi • Bhala izimpendulo <p>Izindlela ezahlukene zokulalela</p> <p>Abaxoxe besebenzisa ama i-imayili, amaphosta, idayari, neziqeshana zokukhangisa</p> <ul style="list-style-type: none"> • Ababheke umehluko nolimi olusetshenzisiwe • Abazilungiselele, bacwaninge, bahlanganise bese bethula umsebenzi <p>Inqubo yokulalela :</p> <p>Ngaphambi kokulalela-</p> <p>Ngenisa isifundo sokulalela kubafundi.</p> <p>Ngesikhathi sokulalela –</p> <p>Ukuba imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha.</p> <p>Emva kokulalela</p> <p>Ukulandelela olwazini lwabafundi lokulalela.</p> <p>Abafundu babuza imibuzo, bakhuluma ngalakho okwethulwe endaben'i yisikhulumi, bafingqa indaba kanye nokunikeza imibono yabo ngalokho obekwethulwa. njll.</p>	<p>Ukufunda imibhalo enjenge dayari,i-imayili, amaphosta /iziqeshana zokukhangisa</p> <ul style="list-style-type: none"> • Okudingekayo esakhiweni • Ukusethenziswa kolimi • Izethameli ezhilosive <p>Ubunkondlo: Izinkondlo /inganekwane</p> <ul style="list-style-type: none"> • Izimpawu eziqavile zenkondlo • Ingaphakathi lenkondlo, izingcezu zenkulomo/umfanekiso mqondo, imvumelwano siqalo imvumelwano sgcino • Ingaphandle lenkondlo, imigqa,izitanza,isitayela/indlela okubhalwe ngayo • Umqondo osobala nocashile • izifengqo • Umoya wenkondlo • indikimba kanye nomlayezo <p>Inqubo yokufunda:</p> <p>Ngaphambi kokufunda</p> <p>Ngesikhathi sokufunda</p> <p>Ngemva kokufunda</p>	<p>Imibhalo edlulisa umyalezo emide/emifishane isib. imayili, amaphosta/okubhalwe kudayari/ iziqeshana zokukhangisa</p> <ul style="list-style-type: none"> • Okudingekayo esakhiweni, isitayela nombono • Izethameli ezhilosive, inhoso, • okuqukethwe • Ukukhethwa kwamagama, incazelosobala • Ukwakheka kwemisho, ubude nezihlobo zemisho <p>Yenza okukodwa kwaloku okungenhla</p> <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa • Ukwethula umbhalo/ umkhiqizo wokugcina 	<p>Ezingeni lamagama: isabizwana –sokubuza, sokukhomba, amabizoqoda, izenzo, izichasiso: iziqhathaniso, izikhuliso Isiqalo, isiqu; umsuka</p> <p>Ezingeni lomusho: inkulumo-ngqo; ukuba imibuzo, isivumelwano senhloko/sikamenzi; izititimende ezifingqiwe; imibuzombumbulu</p> <p>Incazeloyamagama: aphikisanayo; umqondo osobala; izifengqo; indikimba</p> <p>Izimpawu zokuloba: abacaphuni; umbuzi, ukhefana, umbabazi, ubukhulu bamagama</p>

Amasonto	Ukulalela nokukhulumu	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetsenziswa kolimi
5-6	<p>Amasu okulalela nokukhulumu</p> <p>Ukulalela ngokuqondisisa</p> <ul style="list-style-type: none"> • Chaza inqubo yokulalela • Thatha amanothi • Phendula imibuzo <p>Inkulumo elungiselelwé</p> <ul style="list-style-type: none"> • Sebenzisa izwi, isimo sephimbo, isivinini • Ukusebenzisa ulimi olukhohlisayo noluchuku-luza imizwa/olunxenxayo • Ukusebenzisa izinkomba • Ukuqaphela izimiso zolimi • Ukusebenzisa izitho zomzimba ngendlela efanele • Isingeniso esihehayo nesiphetho esifanele • Inhloso, iqembu elihlosiwe nengqikithi <p>Inqubo yokulalela:</p> <p>Ngaphambi kokulalela-</p> <p><i>Ngenisa isifundo sokulalela kubafundi.</i></p> <p>Ngesikhathi sokulalela –</p> <p><i>Ukubuza imibuzo, ukukhumbula abakwaziyo, ukufanisa, ukuthatha amanothi kanye nokuhumusha</i></p> <p>Emva kokulalela</p> <p><i>Ukulandelela olwazini lwabafundi lokulalela. Abafundi babuza imibuzo, bakhulumu ngalakho okwethulwe endabenzi yisikhulumi, baf-ingqa indaba kanye nokunikeza imibono yabo ngalokho obekwethulwa. njll.</i></p>	<p>Imibhalo yobuciko: imibhalo efundwayo enjenge: inovel i zindaba ezim-fishane /imidlalo/inganekwane</p> <ul style="list-style-type: none"> • Izimpawu eziqavile zemibhalo: njengomlingiswa, izinhlobo zabalingiswa, isakhiwo, udweshu, indaba ngamafuphi, isizinda, umlandi, indikimba <p>Ubunkondlo: izinkondlo</p> <p>ezinqunyiwe</p> <ul style="list-style-type: none"> • Izimpawu eziqavile zenkondlo • Ingaphakathi lenkondlo, izingcezu zenkulomo, umfanekisomqondo, isiqalo, isigqi, • ingaphandle lenkondlo imigqa, izitanza, isitayela/indlelwa okubhalwe ngayo, • okuchazwa izifenqo • umoya wenkondlo • indikimba kanye nomyalezo <p>Ukuhluza inkondlo:</p> <ul style="list-style-type: none"> • imigqa, amagama, isitanza, izimpawu zokuloba isitayela nendlela okubhalwe ngayo • Umqondo: osobala nocashile 	<p>Ukubuyekeza nokulungiselela izivivinyo</p> <p>ukubhalwa ama-eseyi</p> <p>Izigaba zokulungiselela:</p> <ul style="list-style-type: none"> • Okudingekayo esakhiweni, isitayela nombono • Izethameli ezhilosive nokuqukethwe • Ukukhetha amagama <p>Ukulandela inqubo yokubhala:</p> <ul style="list-style-type: none"> • Ukuhlela • Ukubhala umzamo wokugala • Ukubuyekeza • UKulungisa amaphutha • Ukufunda ngokuqaphelisia • Ukwethula umbhalo/ umkhiqizo wokugcina 	<p>Ezingeni lamagama: insiza- senzo; izichasiso: iziqhathaniso; izikhuliso</p> <p>Ezingeni lemisho: ukuchema, inkoleoze, ukucwasa, izitatimende ezichukuluza imizwa nezikholisayo; imibuzombumbulu</p> <p>Incazeloyamagama: mqondofana, mqondophika, indikimba</p> <p>Izimpawu zokuloba: unqi, ukhefane, umbabazi, umbuzi</p>

ISONTO LESI-6	<p style="text-align: center;">ITHASKHI YE-11</p> <p>Umbhalo wokuziqambela (<i>Isamba: amamaki angama-40</i>)</p> <p>Umbhalo odlulisa umyalezo: Inhlolokhono ebhalwayo/isiqephu sephephandaba/l-Ajenda namaminithi omhlangano/l (<i>Khetha okukodwa</i>) (<i>Amamaki angama-10</i>)</p> <p style="text-align: center;">KANYE</p> <p>Indaba/ i-eseyi: Indaba echazayo noma elandisayo (<i>Khetha okukodwa</i>) (<i>Amamaki angama-30</i>)</p> <p>Qaphela: Akube nezinhlobonhlobo zemibhalo kuwo wonke amabanga.</p>				
7-8	<p>Ukubuyekeza nokulungiselela izivivinyo:</p> <p>Ukukhuluma</p> <ul style="list-style-type: none"> • Inkulomo elungiselelwé/inhlolo khono/ingxoxo • Ukufunda okulungiselelwé • Ukufunda okungalungiselelwé <p>Ukulalela</p> <ul style="list-style-type: none"> • Ukulalela isifundo sokuqondisia 	<p>Ukubuyekeza nokulungiselela izivivinyo:</p> <p>Ukufunda</p> <ul style="list-style-type: none"> • Ukufunda okulungiselelwé • Ukufunda isifundo sokuqondisia • Ukufingqa • Imibhalo yobuciko <ul style="list-style-type: none"> ◦ Inovelí/indaba emfishane/ ◦ izinganekwane ◦ Imidlalo/isifundo sefilimu ◦ izinkondlo 	<p>Ukubuyekeza nokulungiselela izivivinyo:</p> <p>Ukubhala</p> <ul style="list-style-type: none"> • Imibhalo edlulisa umyalezo • I-eseyi 	<p>Umsebenzi osezingeni lamagama: <i>Amabizoqoqa; izabizwana; iziqu.</i></p> <p>Ezingeni lemisho: imisho elula eqondile, engxube nemagatshagatsha; izititimende; umenzi, isenzo, inhloko izivumelwano zezenzo, ukubuza imibuzo, ukuphika; imisho edidayo</p> <p>Incazelo yamagama: <i>mqondofana, mqondophika, umqondo osobala, indikimba</i></p> <p>Izimpawu zokuloba</p>	
Ukuhlola okuhlelekile kokuphela konyaka ithemu-4					
	<p>Isivivinyo ithaski ye-12: okukhulunywayo nokulalelwayo</p> <p>OKUKHULUNYWAYO IPHEPHA LOKUQALA</p> <p>Inkulomo engalungiselelwé NOMA inkulomo elungiselelwé</p> <p>(LOKHU KUHLOLWA KWENZIWA NGESIKHATHI KUQHUBEKA ITHEMU)</p>	<p>Ithaski ye-13 isivivinyo</p> <p>Ithaski ye-13: (isamba: amamaki angama-60)</p> <p>Isifundo sokuqondisia Kanye nezakhiwo zolimi engqikithini</p> <p>Umbuzo 1.1 isifundo sokuqondisia (Umbhalo ofundwayo (amamaki angama- 20) Umbuzo 1.2- umbhalo obukwayo (amamaki ayi- 10) Umbuzo 2- Ukuflingqa (amamaki ayi-10) Umbuzo 3- Izimiso nezakhiwo zolimi engqikithini (amamaki angama-20)</p>			

4.6 Sepedi

Revised National Teaching Plan

COVID-19 COVID-19 NKATLAPANA YA PEAKANYO YA GO RUTA YE E HLOKOTŠWEGO: MPHATO WA 7

MPHATO WA 7 KOTARA YA 2				
COVID-19 COVID-19 NKATLAPANA YA PEAKANYO YA GO RUTA YE E HLOKOTŠWEGO: MPHATO WA 7				
Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomišo ya polelo
1 - 2	<p>Mekgwanakgwana ya go theeletša le go bolela:</p> <p>Tekakwešišo ya go theeletšwa:</p> <p>Bala sereto se se kopana ka Covid-19</p> <ul style="list-style-type: none"> Hlaloša mokwa wa go theeletša Tšea dinoutshe Araba dipotššo <p>GOBA</p> <p>Anega kanegelo o lebeletše:</p> <ul style="list-style-type: none"> Moanegwa; Segalo; Polelo ya mmele; Moya wo o fokago, maikutlo, nako, kgegeo le mafelolo ao a sopaganego <p>Latela magato a go theeletša:</p> <p>Pele ga go theeletša phafošetša barutwana go mošomo wa go theeletša.</p> <p>Ka nako ya go theeletša – botšiša dipotššo, lemoga, bapetša, tšea dinoutshe, hlatholla</p> <p>Morago ga go theeletša ke mošomo wo o tlago morago ga maitemogelo a go theeletša. Barutwana ba botšiša dipotššo; ba bolela ka seo se boletšwego ke seboleli, bj,bj.</p>	<p>Go bala le go bogelela kwešišo:</p> <p>Bala setšweletšwa sa go ngwalwa bjalo ka padī (30-40 matlakala) / Papadi (1-2 Dikgaolo – 10-20 matlakala)</p> <ul style="list-style-type: none"> Diponagalo tše boholkwa tša ditšweletšwa tša dingwalo: bjalo ka moanegwa, tiragalo, thulano, bokamorago, tikologo, mmoledi, morero <p>GOBA</p> <p>Go bala le go bogelela kwešišo setšweletšwasa go balwa le/goba setšweletšwasa go bonwa bjalo ka Khathuni / Papadi tshegišo)</p> <ul style="list-style-type: none"> Sekema; Sekena Go bala go go tseneletšego Go tšea sephetho go ya le ka dintla tše di filwego (baanegwa, tikologo, morero, molaetša) Go tšea seohetho ka ga tlhalošo ya mantšu ao a sego a tlwaelega ka go šomiša mabokgoni a go kwešiša lentšu go ya le ka diripa tša lona Polelo ya go ama maikutlo <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> Latela magato a go bala (Tsebagatša setšweletšwa) 	<p>Ngwala taodišo kanegelo (of 4-6 Ditemana/ 150-200 mantšu)</p> <p>Melawana ya temana:</p> <ul style="list-style-type: none"> Lefoko la sererwa la temana Dikgopolokgolo le dikgopotlaleletšo Peakanyo ya tatelano ya ditemana Makopanyi go kgohlagantša Šomiša mehuta ya go fapania ya mafoko, botelele le sebopego <p>Tsepelela go magato a go ngwala</p> <ul style="list-style-type: none"> Go beakanya Go ngwala sengwalwakakanywa Go boeletša Go hlokola Go phosolla le Go hlagiša 	<p>Šoma ka mantšu: Maina a tharagano, tiro le sedirwa, maina a mangwe a go feta ga tee, madiri ao a bontšhago kwano le sediri, Mahlaodi: papetšo, tekatekanyo</p> <p>Šoma ka mafoko: sediri le tiro, kwano ya sediri le lediri, mafokonolo, dithathamente, lebaka la lebjale, lebaka la lefetile</p> <p>Tlhalošo ya mantšu: mahhalošetšagotee, malatodi, tlhalošothwii, tlhalošo ya seka, polelo ya go ama mai-kutlo</p> <p>Maswaodikga: khutlo, fegelwana, leswao latlabego, leswao potšišo</p> <p>Tlotlontšu go ya ka kamano</p>

		<ul style="list-style-type: none"> <i>Ka nako ya go bala (diponagalo tša setšweletšwa)</i> <i>Morago ga go bala (araba dipotšišo, bapetša, fapanišha, tsea sephetho)</i> 		
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Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomišo ya polelo
3 - 4	<p>Mekgwanakgwana ya go theeletša le go bolela:</p> <p>Tekakwešišo ya go theeletšwa – Tšomišo ya a Setšweletšwa sa go bonwa bjalo ka a Phoustara/ papatšo / pego ya ditaba tša thelebišene</p> <p>Latela magato a go theeletša:</p> <p>Pele ga go theeletša phafošetša barutwana go mošomo wa go theeletša.</p> <p>Ka nako ya go theeletša – botšiša dipotšišo, lemoga, bapetša, tsea dinoutshe, hlatholla</p> <p>Morago ga go theeletša ke mošomo wo o tlago morago ga maitemogelo a go theeletša. Barutwana ba botšiša dipotšišo; ba bolela ka seo se boletšwego ke seboleli, bj,bj.</p> <ul style="list-style-type: none"> Akaretša pego ka bomolomo Tšweletša thumo 	<p>Go bala le go bogeleta kwešišo:</p> <p>Šomiša setšweletšwa sa go ngwalwa le/goba</p> <p>Setšweletšwa sa go bonwa bjalo ka papatšo</p> <ul style="list-style-type: none"> Sekima Sekena Go bala go go tseneletšego Go tsea sephetho go ya le ka dintla tseo di filwego (baanegwa, tikologo, morero, molaetša) Go tsea seohetho ka ga tlhalošo ya mantšu ao a sego a tlwaelega ka go šomiša mabokgoni a go kwešiša lentšu go ya le ka diripa tša lona Polelo ya go ama maikutlo Polelo ya semmušo le go se be ya semmušo <p>GOBA</p> <p>Bala setšweletšwa sa go ngwalwa bjalo ka a padí</p> <ul style="list-style-type: none"> Tsepelela go diponagalo tše bohlokwa tša setšweletšwa sa go ngwalwa: bjalo ka moanegwa, tiragalo, thulano, bokamorago, tikologo, mmoledi, morero <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> Latela magato a go bala (Tsebagatša setšweletšwa) Ka nako ya go bala (diponagalo tša setšweletšwa) Morago ga go bala (araba dipotšišo, 	<p>Ngwala Setšweletšwa sa tirišano: Thala papatšo / Phoustara (Kgetha e tee)</p> <ul style="list-style-type: none"> Dinyakwa tša tlhamego Morero, baamogedi ba tshedimošo le dikamano Kgetho ya mantšu le tlhamego ya mafoko Dielemente tša go bonwa bjalo ka mehuta ya fonte le bogolo, dihlogo, dika/dišupo, mmala Polelo ya go hlalefetša/polelo ya go goketša <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> Go beakanya Go ngwala sengwalwakakanywa Go boeletša Go hlokola Go phošolla le go hlagiša 	<p>Šoma ka mantšu: mainaina , bong, bontši, botee</p> <p>Mahlaodi: mašupi, maamanyi</p> <p>Šoma ka mafoko: polelotebanyi le poelotharedi, mafokonolo le mafokontši</p> <p>Tlhalošo ya mantšu: mahlalošetšagotee, malatodi, tlhalošothwii le tlhalošo ya seká</p> <p>Maswaodikga le mopeleto: kgorwana; khutlofegelwana</p> <p>Tlotlontšu go ya ka kamano</p>

		<i>bapetša, fapantšha, tšeа sephetho)</i>		
Beke 4	MOŠOMO WA KELO YA SEMMUŠO WA 6 Lephephe 1 – BOMOLOMO (e phethilwe ka gare ga KOTARA YA 2) Tekakwešišo ya go theeletšwa GOBA Polelo ya go itokišetšwa (20 Meputso)			
Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomiso ya polelo
5 - 6	<p>Mekgwanakgwana ya go theeletša le go bolela: Go fa ditaelo goba ditshepedišo ga go itokišetšwa goba ga go se itokišetšwe</p> <ul style="list-style-type: none"> • Tsepelela go kgetho ya mantšu & tšomiso • Tšomiso ya maikutlo, segalo le lebelo • Tšomiso ya ditlhahli ka nako ya tlhagišo • Tšomiso ya polelo ya mmele ya maleba 	<p>Go bala le go bogelela kwešišo: Bala setšweletšwa sa ditaetšo bjalo ka motswako / ditaetšo, bj,bj.</p> <ul style="list-style-type: none"> • Sekema • Sekena • Go bala go go tseneletšego • Go tšeа sephetho go ya le ka dintla tšeо di filwego <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> • <i>Latela magato a go bala (Tsebagatša setšweletšwa)</i> • <i>Ka nako ya go bala (diponagalo tša setšweletšwa)</i> • <i>Morago ga go bala (araba dipotššo, bapetša, fapantšha, tšeа sephetho)</i> 	<p>Setšweletšwa sa tirišano se se kopana: Ngwala setšweletšwa sa tirišano bjalo ka tšomiso ya sehlabakelo, go apea dijo, go lokiša setlabakelo, bj,bj.</p> <ul style="list-style-type: none"> • Tšomiso ya maleba ya sebopego, setaele • Baamogedi ba tshedimošo bao ba lebisitšwego, morero le dikamano • Temana ya kgohlagano • Kgetho ya mantšu le sebopego sa lefoko <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla le go hlagiša 	<p>Šoma ka mantšu: Mahlathi ; Matlema – a nako, lefelo le mosepelo Mahlodi: Palo</p> <p>Šoma ka mafoko: polelotiriši le polelotirišwa</p> <p>Tlhalošo ya mantšu: dika le diema</p> <p>Maswaodikga: tlami; lenalana</p> <p>Tlotlontšu go ya ka kamano</p>
Beke 6	MOŠOMO WA KELO YA SEMMUŠO WA 7 Go ngwala (1 hr 30 min) [Total: 40 Marks] Setšweletšwa sa tirišano Papatšo / Phosthara / tshekaseko ya setšweletšwa: motswako (kgetha e tee) (10 Marks) Taodišo Kanegelo / Tlhaloši Taodišo (Kgetha e tee) (20 Meputso)			
Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomiso ya polelo

7 - 8	<p>Mekgwanakgwana ya go theeletša le go bolela:</p>	<p>Go bala le go bogelela kwešišo:</p> <p>Bala setšweletšwa sa go ngwalwa: Pa-padi/Padi</p> <ul style="list-style-type: none"> Diponagalo tše bohlokwa tša ditšweletšwa tša dingwalo: bjalo ka moanegwa, tiragalo, thulano, bokamorago, tikologo, mmoledi, morero <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> <i>Latela magato a go bala (Tsebagatša setšweletšwa)</i> <i>Ka nako ya go bala (diponagalo tša setšweletšwa)</i> <i>Morago ga go bala (araba dipotšišo, bapetša, fapantšha, tšeа sephetho)</i> 	<p>Ngwala tshwayaswayo ya tiragatšo (melawana ya ditemana: 100-120 mantšu):</p> <ul style="list-style-type: none"> Efa maikutlo a gago go papadi Tšeа sephetho goba tsholo go papadi ye e hlagišwago Basekaseki ba go fapanab aka fa tebeleo ya go fapanana Efa dintlhā tša maleba, mohlala leina la motšweletši /mmapadi, leina papadi, leina la khampani ye e tšweleditšego, bj.bj. <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> <i>Go beakanya</i> <i>Go ngwala sengwalwakakanywa</i> <i>Go boeletša</i> <i>Go hlokola</i> <i>Go phosolla le go hlagiša</i> 	<p>Šoma ka mantšu: Mafeledi le mafetedi</p> <p>Šoma ka mafoko: Polelotirišwa; lebjale tšw-eledi; poleloytebanyi le polelotharedi</p> <p>Tlhalošo ya mantšu: mahlalošetšagotee, malatodi, tlhalošothwii, tlhalošo ya seká</p> <p>Maswaodikga: kgorwana; ditsebebiana; les-wao potšišo; fegelwana; khutlo</p> <p>Tlotlontšu go ya ka kamano</p>
Beke 8	<p>MOŠOMO WA KELO YA SEMMUŠO WA 8</p> <p>FORMAL ASSESSMENT TASK 8</p> <p>Lephephe 2 – TEKAKWEŠIŠO & TŠHOMIŠO YA POLELO (2 iri 30 mets) (Ka moka: 60 Meputso)</p> <p>Potšišo 1.1 - Tekakwešišo ya go balwa: Ya go ngwalwa / Ya go se ngwalwe (20 meputso)</p> <p>Potšišo 1.2 - Setšweletšwa sa go bonwa (10 meputso)</p> <p>Potšišo 2 - Kakaretšo (10 meputso)</p> <p>Potšišo 3 - Dibopego le melawana ya tšhomio ya polelo go ditšweletšwa (20 meputso)</p>			

MPHATO WA 7 KOTARA YA 3

KGAOLO 3 – COVID-19 NKATLAPANA YA PEAKANYO YA GO RUTA YE E HLOKOTŠWEGO

Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomišo ya polelo
1-2	<p>Mekgwanakgwanaya go theeletša le go bolela</p> <p>Go theeletša kwešišo ya go tlatša diforomo/potšišonyakišišo</p> <ul style="list-style-type: none"> • Itwaetše magato a go theeletša • Ngwala dinoutse • Araba dipotšišo <p>Dibopego tša go fapanatša bomolomo ka ga tšomisoya potšišonyakišišo goba diforomo, dikahlaahlo tša phanele</p> <p>. Kgetha sererwa</p> <ul style="list-style-type: none"> • Abelana dikgopololo • Go šielana le go theeletša gabotse • Go tlatša dikgoba • Šomiša diswayitša poledišano go swarelela go kahlaahlo <p>Latela magato a go theeletša:</p> <p>Ka nako ya go theeletša- go botšišwa dipotšišo, go thakgatšwa bao ba arabago, go a bapetšwa, go ngwalwa dinoutse; go a sek-wasekwa.</p> <p>Ka morago ga go theeletša-go lekodišišwa mabokgoni a go theeletša; Barutwana ba botšiša dipotšišo; ba bolela ka se seboledi se se boletšego, bj.bj.</p> <ul style="list-style-type: none"> • Akaretša thutwana ka molomo • Efa thumo 	<p>Bala setšweletšwa ka ga bohlokwa bja poshišonyakišišo le mokgwa wa go e tlatša</p> <ul style="list-style-type: none"> • Tshedimošo ye e nyakegago • Tšomisoya polelo • Tshaeno <p>Go bala/ go bogelela kwešišo</p> <ul style="list-style-type: none"> • Go sekima • Go sekena • Go akaretša • Ponokakanyo • Go dira dithumo go ya le ka dintlha tše di filwego • Tlhalošo ya mantšu <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> • Pele ga go bala(Tsebagatša setšweletšwa) • Ka nako ya go bala (diponagalo tša setšweletšwa) • Ka morago ga go bala (araba dipotšišo, bapetša, fapananya, lekola karabo) 	<p>Ditšweletšwa tša tirišano bjalo ka go tlatša potšišonyakišišo goba diforomo:</p> <ul style="list-style-type: none"> • Latela ditaelo • Efa tshedimošo ya maleba go ya le ka potšišo • Šomiša polelo ya maleba <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla le go hlagiša 	<p>Šoma ka mantšu: mainagohle, mainakgoboko; mahlathi a mokgwa le a nako; mahlaodi</p> <p>Šoma ka mafoko: thabeina; thabehlaodi le thabehlathi; mafokontši le mafokofokwana</p> <p>Tlhalošo ya mantšu:</p> <p>Mahlalošetšagotee: malatodi, ditumatshwano</p> <p>Maswaodikga: leswao la potšišo; mašakan; tlhakakgolo; tlami</p> <p>Khutsofatšo –tlhaka ya pele, akronimi.</p>
Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melao ya tšomisoya polelo

3-4	<p>Dibopego tša go fapano tša kgokagano ya bomolomo</p> <p>. Amantšha mohuta wo o itšego wa sengwalo le wo mongwe</p> <p>. Go diragatša polelo ya setlogo</p> <p>. Tiragatša ya go swarelela moyla le maikešetšo a setlogo</p> <p>. Tshwantšho ya baanegwa ya go bonala ya go ba le dithekgo tše bonolo</p> <p>■ Tšhomio ya dithekgo tše maleba go bopatikologo</p> <p><i>Latela magato a go theeletša:</i></p> <p>Pele ga go theeletša -tsentšha barutwana moyeng wa go theeletša.</p> <p>.Ka nako ya go theeletša- go botšišwa dipotšišo, go thakgatšwa bao ba arabago, go a bapetšwa, go ngwalwa dinoutse; go a sek-wasekwa.</p> <p>Ka morago ga go theeletša-go lekodišišwa mabokgoni a go theeletša; Barutwana ba botšiša dipotšišo; ba bolela ka se seboledi se se boletšego,bj.bj..</p> <ul style="list-style-type: none"> • Akaretša thutwana ka molomo • Efa thumo 	<p>Setšweletšwa sa dingwalo go swana le tiragatša ya bafsa/tiragatša ya terama.</p> <ul style="list-style-type: none"> • Diponagalo tše bohlokwa tše dingwalo: bjalo ka moanegwa, tshwantšho ya baanegwa, thulaganyo, thulano, bokamorago, tikologo, moanego,morero <p>Theto</p> <ul style="list-style-type: none"> • Dikokwane tše sereto • Tihamego ya diteng tše sereto, dikapolelo , mošito, morumokwano • Tihamego ya bo ka ntla bja sereto,methalotheto, ditemanatheto , mohuta wa theto • Tihalošo ya theto • Moya • Kgwekgwe le molaetša <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> • Pele ga go bala(Tsebagatša setšweletšwa) • Ka nako ya go bala (diponagalo tše setšweletšwa) • Ka morago ga go bala (araba dipotšišo, bapetša, fapanya, lekola karabo) 	<p>Ditšweletšwa tše ditelele, bjalo ka poledišano/ potšišotherišano ya go ngwalwa</p> <ul style="list-style-type: none"> • Dinyakwa tše tihamego, setaele • Baamogedi ba tshedimošo baoba lebišitšwego, morero le dikamano • Kgetho ya mantšu • Tšhomio ya maleba ya polelo <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> • Go breakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola <p>Go phošolla le go hlagiša</p>	<p>Šoma ka mantšu: mainaina, botee le bantsi: Mahlaodi: papetšo, tekatekanyo</p> <p>Šoma ka mafo: <i>mafokofkwana a go ba le thabekamanyi; polelotebanyi le polelotharedi..</i></p> <p>Tihalošo ya mantšu: medu ya mantšu</p> <p>Maswaodikga: kgorwana;ditsebjana; fegelwana;khutlo;lenalana; leswao la potšišo</p>
BEKE 4	<p>MOŠOMO WA 9 - Bomolomo (20 Meputso) FORMAL ASSESSMENT TASK 9 ORAL [20 Marks]</p> <p>Tekakwešišo ya go theeletšwa / go bala ga go itokišetšwa / go bala ga go se itokišetšwe</p>			

Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomiso ya polelo
5-6	<p>Mekgwanakgwana ya Go theeletša le Go bolela</p> <ul style="list-style-type: none"> • Matseno a maatlakgogedi. • tšomiso ya maikutlo, segalo le lebelo • Tšomiso ya Polelo • Polelo ya mmele ya maleba • Mafotšo a mabotse <p>Go theeleletša kwešišo (ditšweletšwa tša go ngwalwa/Tlagišo ya ditaba tša thelebišene)</p> <ul style="list-style-type: none"> • Hlaloša magato a go theeletša • Ngwala dinoutse • Araba dipotšišo <p>Latela magato a go theeletša:</p> <p><i>Pele ga go theeletša phafosetša barutwana go mošomo wa go theeletša.</i></p> <p>Ka nako ya go theeletša – botšiša dipotšišo, lemoga, bapetša, tšeа dinoutshe, hlatholla</p> <p>Morago ga go theeletšake mošomo wo o tlago morago ga maitemogelo a gi theeletša. Barutwana ba botšiša dipotšišo; ba bolela ka seo se boletšwego ke seboleli, bj.bj.</p> <ul style="list-style-type: none"> • Akaretša pego ka bomolomo • Tšweletša thumo 	<p>Bala setšweletšwa sa go bolela ka mokgwa wa maleba wa go ngwala tsebišo/ lenaneothero le metsotsos</p> <ul style="list-style-type: none"> • Tšomiso ya Polelo • Sebopego • Go phethagatša dikarolo tša mošomo <p>Go bala le go bogela kwešišo setšweletšwa sa go ngwalwa /setšweletšwa sa go bonwa/dikerafo</p> <p>Go sekimela dikgopolokgolo</p> <ul style="list-style-type: none"> • Go sekenela dintlha ka bottalo tša go thekga • Go dira dikakanyo • Go tšeа sephetho ka ga tlhalošo <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> • Latela magato a go bala (Tsebagatša setšweletšwa) • Ka nako ya go bala (diponagalo tša setšweletšwa) • Morago ga go bala (araba dipotšišo, bapetša, fapantšha, tšeа sephetho) 	<p>Ditšweletšwa tša tirišano tše telele, mohlala, Tsebišo/Lenaneothero le metsotsos</p> <ul style="list-style-type: none"> • Lemoga baamogedi ba tshedimošo bao ba lebišitšwego le morero wa go ngwala; • Tšeа sephetho ka ga setaele, ntliha tebelelo le tlhamego ya go ngwala; • Kgetho ya mantšu le dibopego tša polelo <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla le go hlagiša 	<p>Šoma ka mantšu: mašala: a mmoledi le a mmoledišwa, mašalašupi, . šalathuo</p> <p>Šoma ka mafoko: lebaka la lebjale, lebaka la lefetile; polelotebanyi le polelotharedi; polelotiriši le polelotirišwa;</p> <p>Tlhalošo ya mantšu: Meselana ya madiri (mainamatšo)</p> <p>Maswaodikga: lenalana; tlhakakgolo; fegelwana; khutlo; kgorwana</p>
BEKE 6	<p>MOŠOMO WA10 - Go iphetolela go dingwalo (Go tšwa go ditsopolwa tša dingwalo) (30 Meputso)</p> <p>Sereto LE Papadi / Kanegelokopana / Dingwalotšhaba / Padi</p> <p>Potšišo 1: Seretio (10 meputso), potšišo 2: papadi / kanegelokopana (10 meputso) le potšišo 3: dingwalotšhaba / padi(10 meputso)</p>			

Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomišo ya polelo
7-8	<p>Mekgwanakgwana ya Go theeletša le Go bolela</p> <p>Theeletša le go ahlaahla ditaba tša bjale tše ditheilwego mo go diathikele tša dikuranta le dikgatišobaka</p> <ul style="list-style-type: none"> • Tšomišo ya segalo, lebelo • Tšomišo ya polelo ya go hlalefetša/polelo ya go ama maikutlo/polelo ya go goketša • Šomiša ditlhahli • Latela melawana • Polelo ya mmele ka nepagalo • Matseno a matlakogedzi le mafelelo a go ba le maatla • Maikemišetšo, sehlapha se se lebišitšwego le dikamano <p>Go bala athikele ya kuranta ka go hlaboša lentšu go go itokišeditšwego le go go sa itokišetšwago</p> <ul style="list-style-type: none"> • Tšomišo ya segalo, lebelo • Šetša maswaodikga go a šomiša ka mokgwa wa maleba <ul style="list-style-type: none"> • Polelo ya mmele ya maleba 	<p>Go bala/go bogelela tshedimošo (šomiša setšweletšwa bjalo ka diathikele tša kuranta/diathikele tša kgatišobaka/dipolelo tša go ngwala</p> <ul style="list-style-type: none"> • Go sekima dikgopolokgolo • Go sekena dintlha ka botlalo tša go thekga • Go dira dikakanyo • Dintlha le dikgopololo • Ntlha tebelelo ya mongwadi • Go tšea sepheto ka ga tlhalošo ya mantšu ao a sego a tlwaelega le diswantšho • Polelo ya semmušo/Polelo ye e sego ya semmušo • Tlhalošothwii/tlhalošo ya go rarela • Dikapolelo <p>Ngwala moleko wa tekakwešišo</p> <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> • Pele ga go bala (Tsebagatša setšweletšwa) • Ka nako ya go bala (diponagalo tša setšweletšwa) • Ka morago ga go bala (araba dipotšišo, bapetša, fapanya, lekola karabo) 	<p>Ditšweletšwa tša tirišano tše telele/kopana: athikele ya kuranta</p> <ul style="list-style-type: none"> • Dinyakwa tša tlamego, setaele • Baamogedi ba tshedimošo bao ba lebišitšwego, morero le dikamano • Kgetho ya mantšu le dibopego tša polelo <p>Tsepelela go magato a go bala</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakanywa • Go boeletša • Go tlhalošo • Go phosolla le • Go hlagiša <p>Ngwala athikele ya kuranta</p>	<p>Šoma ka mantšu: mainakgopololo; mainaina; matlema Mahlaodi: papetšo, tekatekanyo</p> <p>Šoma ka mafoko: Peakanyo go ya ka tatelano; peakanyo go ya ka bohlokwa; temana ya go hlaloša, polelo ya go hlalefetša le polelo ya go ama maikutlo; polelo ya go sekamela ka lehlakoreng le tee le kgethollo; go lebelela dilo ka leihlo le tee; dididišwa tša makgethepolelo.</p> <p>Tlhalošo ya mantšu: mahlalošetšagotee, malatodi, tlhalošothwii, tlhalošo ya seka</p> <p>Maswaodikga: ditsebjana; leswao latlabego; fegelwana; khutlo; leswao potšišo; mašakana</p>

MPHATO WA 7 KOTARA YA 4

KGAOLO 3 – COVID-19 NKATLAPANA YA PEAKANYO YA GO RUTA YE E HLOKOTŠWEGO

Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomišo ya polelo
1-2	<p>Mekgwanakgwana ya go theeletša le go bolela polelo ya go se itokišetšwe go tsebiša seboledi /mantšu a ditebogo/anega kanegelo</p> <ul style="list-style-type: none"> • Kgetha sererwa sa maleba • Rulaganya tshedimošo ka kgohlano • Lemoga tloltontšu, melawanaya polelo, • Matseno le mafelelo a maatlakgogedi Diponagalo le melawana (dithekniki tša go bolela phatlalatša, sebopego.) <p>Go balela godimo</p> <ul style="list-style-type: none"> • Tšomišo ya maikutlo, segalo le lebelo • Šetša maswaodikga le go a šomiša ka mokgwa wa maleba • Polelo ya mmele ya maleba <p>Latela magato a go theeletša:</p> <p>Pele ga go theeletša phafosetša barutwana go mošomo wa go theeletša.</p> <p>Ka nako ya go theeletša – botšisa dipotšišo, lemoga, bapetša, tše dinoutshe, hlatholla</p> <p>Morago ga go theeletša ke mošomo wo o tlago morago ga maitemogelo a go theeletša. Barutwana ba botšisa dipotšišo; ba bolela ka seo se boletšwego ke seboledi, bj,bj.</p> <ul style="list-style-type: none"> • Akaretša pego ka bomolomo • Tšweletša thumo 	<p>Setšweletšwa sa go ngwalwa go swana le padi ya bafsa/kanegelokopana/papadi</p> <ul style="list-style-type: none"> • Diponagalo tše bohlokwa tša ditšweletšwa tša dingwalo: bjalo ka moanegwa, moanegwa, tiragalo, thulan, bokamorago, tikologo, mmoledi, morero <p>Go bala le go bogelela kwešišo (tšomišo ya written and setšweletšwa sa go bonwa)</p> <ul style="list-style-type: none"> • Sekema dikgopolokgolo • Sekena dikgopolotlaleletso • Go dira dikakanyo • Go tše sephetho ka ga tlhalošo ya mantšu ao a sego a tlwaelega le diswantšho • Dikgopolokgolo le dikgopolotlaleletšo • Ntlha le kgopololo • Go tše sephetho go ya ka ditlha tše di filwego le mafelelo • Kakanyo ya mong <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> • Latela magato a go bala (<i>Tsebagatša setšweletšwa</i>) • Ka nako ya go bala (diponagalo tše setšweletšwa) • Morago ga go bala (araba dipotšišo, bapetša, fapantsha, tše sephetho) 	<p>Setšweletšwa sa tirišano se se telele goba se sekopana mohl- go fa ditaetšo</p> <ul style="list-style-type: none"> • Dinyakwa tša tlhamego, setaele • Baamogedi ba tshedimo, morero le dikamano • Kgetho ya mantšu le melawana ya polelo <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlakola • Go phosolla le go hlagiša 	<p>Šoma ka mantšu: maina a tharagano; Mahlaodi: papetšo, tekatekanyo; Matlema a bonolo(lentšu le tee), matlema a mantšu a mabedi matlema a o raragengo (mantšu a mararo goba go feta)</p> <p>Šoma ka mafoko: mafokonolo; mafokofokwana; mafokontši; thabehlathi le thabehlaodi</p> <p>Tlhalošo ya mantšu: mahlalošetšagotee; malatodi; tlhalošothwi; ya ditsopolwa; tlhalošo ya seka; mahlaodi; mahlathi;</p> <p>Maswaodikga: khutlofegelwana; ditsebjana; khutlo; lenalana</p>

Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomiso ya polelo
3-4	<p>Mekgwanakgwana ya go theeletša le go bolela</p> <p>Tekakwešišo ya go theeletšwa (setšweletšwa sa go ngwalwa/ditaba tša thelebišene)</p> <ul style="list-style-type: none"> • Hlaloša magato a go theeletša • Tšea dinoutshe • Ngwala dikarabo <p>Dibopego tša go fapana tša dikgokagano tša bomolomo</p> <p>Ahlaahlha tšomiso ya e-meile/phous-tara/ditseno tša pukutšatši/ maphephet-sebiši</p> <ul style="list-style-type: none"> • Diponagalo le melawana • Go beakanya, go nyakišiša, go rulaganya le go hlagiša <p>Latela magato a go theeletša:</p> <p>Pele ga go theeletša phafosetša barutwana go mošomo wa go theeletša.</p> <p>Ka nako ya go theeletša – botšiša dipotšišo, lemoga, bapetša, tše dinoutshe, hlatholla</p> <p>Morago ga go theeletša ke mošomo wo o tlago morago ga maitemogelo a go theeletša. Barutwana ba botšiša dipotšišo; ba bolela ka seo se boletšwego ke seboledi, bj,bj.</p> <ul style="list-style-type: none"> • Akaretša pego ka bomolomo • Tšweletša thumo 	<p>Bala setšweletšwa sa go ba le pukutšatši/e-meile/maphephetsebiši</p> <ul style="list-style-type: none"> • Tlhamego • Tšomiso ya polelo • Baamogedi ba tshedimošo bao ba lebišitšwego <p>Theto / Dingwalotšhaba</p> <ul style="list-style-type: none"> • Diponagalo tše bohlokwa tša sereto • Sebopego s aka gare sa sereto, dikapolelo/tshwantšhokgopolو, morumokwano, mošito • Sebopego sa ka ntle sa sereto, methalotheto, ditematheto, mongwalelo • tlhalošo ya seka • moyo wo o fokago • morero and molaetša <p>Latela magato a go bala:</p> <ul style="list-style-type: none"> • Latela magato a go bala (Tsebagatša setšweletšwa) • Ka nako ya go bala (diponagalo tša setšweletšwa) • Morago ga go bala (araba dipotšišo, bapetša, fapantšha, tše sephetho) 	<p>Setšweletšwa sa tirišano se se telele goba se sekopana mohl.: e-meile, phoustara/ditseno tša pukutšatši/maphephetsebiši.</p> <ul style="list-style-type: none"> • Dinyakwa tša tlhamego, setaele, ntla tebelelo • Maikemišetšo ka ga baamogedi ba tshedimošo bao ba lebišitšwego morero le dikamano • Kgetho ya mantšu, tlhalošo ya go bonagala • Sebopego sa lefoko, botelele le mohuta <p>Tšweletšwa se tee sa ditšweletšwa tše di tšw-eeditšwego ka godimo</p> <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlakola <p>Go phosolla le go hlagiša</p>	<p>Šoma ka mantšu: mašalabotšiši, mašupi, mainakgoboko – maina a go raragana; madiri ao a bontšhago kwano le sediri, Mahlaodi: papetšo, tekatekanyo Dihlogo , meselana le medu.</p> <p>Šoma ka mafoko: polelo tebanyi; potšišo le mašupi; kwano ya sediri le lediri; dithathamente tše di khut-sofaditšwego; potšišo tša go hlaka karabo</p> <p>Tlhalošo ya mantšu: malatodi; tlhalošothwii; tlhalošo ya seka; ya ditsopolwa</p> <p>Maswaodikga: ditsebjana; leswaola potšišo; fegelwana; leswao latlabego; fonte</p>

Dibeke	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšomiso ya polelo
5-6	<p>Mekgwanakgwana ya go theeletša le go bolela tekakwešišo ya go theeletšwa</p> <ul style="list-style-type: none"> • Hlaloša tsela ya go theeletša • Tšea dinoutshe • Araba dipotšišo <p>Polelo ya go itokisetšwa</p> <ul style="list-style-type: none"> • Tšomiso ya maikutlo, segalo le lebelo • Tšomiso ya polelo ya go hlalefetša/polelo ya maikutlo/ Popelo ya go hlalefetša • Tšomiso ya ditlhahli • Latela melawana • Polelo ya mmele ya maleba • Matseno a maatlakgogedi le mafelelo a go ba le maatla • Morero, baamogedi ba tshedimošo le dikamano <p>Latela magato a go theeletša:</p> <p><i>Pele ga go theeletša phafosetša barutwana go mošomo wa go theeletša.</i></p> <p><i>Ka nako ya go theeletša – botšiša dipotšišo, lemoga, bapetša, tšea dinoutshe, hlatholla</i></p> <p><i>Morago ga go theeletša ke mošomo wo o tlago morago ga maitemogelo a go theeletša. Barutwana ba botšiša dipotšišo; ba bolela ka seo se boletšwego ke seboleli, bj,bj.</i></p> <ul style="list-style-type: none"> • Akaretša pego ka bomolomo • Tšweletša thumo 	<p>Bala kanegelo ya go ngwalwa go swana le padi ya bafsa/ kanegelokopana/papadi/ dingwa-lotšhaba</p> <ul style="list-style-type: none"> • Diponagalo tše bohlokwa tša ditšweletšwa tša dingwalo: bjalo ka moanegwa, moanegwa, tiragalo, thulano, bokamorago, tikologo, mmoledi, morero <p>Theto : Direto tše di kgethilwego</p> <ul style="list-style-type: none"> • Diponagalo tše bohlokwa tša sereto • Sebopego sa ka gare sa sereto, dikapolelo/tshwantšhokgopololo, morumokwano, mošito • sebopego sa ka ntlo sa sereto, methalothetho, ditemathetho, mongwalelo • Tlhalošo ya seká • Moya wo o fokago • Morero and molaetša <p>Tshekaseko ya sereto:</p> <ul style="list-style-type: none"> • methalothetho, mantšu, ditemathetho, kgokanyi, poeletšo, mongwalelo, maswaodikga. • Tlhalošothwii le tlhalošo ya go rarela 	<p>Go boeletša le go itokišetša tlhahlobo</p> <p>Taodišo</p> <p>Legato la boitokišetšo:</p> <ul style="list-style-type: none"> • Dinyakwa tša tlhamego, setaele, nthla tebelelo • Baamogedi ba tshedimošo morero le dikamano • Kgetho ya mantšu <p>Tsepelela go magato a go ngwala:</p> <ul style="list-style-type: none"> • Go beakanya • Go ngwala sengwalwakakanywa • Go boeletša • Go hlokola • Go phošolla le go hlagiša 	<p>Šoma ka mantšu: mathuši; madiri ao a bontšhago kwano le sediri, Mahlaodi: papetšo, tekatekanyo</p> <p>Šoma ka mafoko: polelo ya go sekamela ka lehlakoreng le tee; go lebelela dilo ka leihlo le tee; kgethollo; polelo ya go ama maikutlo le ya go hlalefetša dithathamente; potšišo ya go se nyake karabo;</p> <p>Tlhalošo ya mantšu: mahlalošetšagotee, malatodi, Ya ditsopolwa</p> <p>Maswaodikga: khutlo; fegelwana; leswao la tlabego; leswao potšišo</p>

7-8	<p>Go boeletša le go itokišetša tlhahlobo</p> <p>Go bolela:</p> <ul style="list-style-type: none"> Polelo ya go itokišetšwa/potšišotherišano/ditherišano Go bala ga go itokišetšwa Go bala gag on se itokišetšwe <p>Go theeletša</p> <ul style="list-style-type: none"> Tekakwešišo ya go theeletšwa 	<p>Go boeletša le go itokišetša tlhahlobo</p> <p>Go bala</p> <ul style="list-style-type: none"> Go bala ga go itokišetšwa Tekakwešišo ya go balwa Kakaretšo Dingwalo: <ul style="list-style-type: none"> - Padi/kanegelokopana/ dingwalotšhaba - Papadi/go ithuta tiragatšo - Direto 	<p>Go boeletša le go itokišetša tlhahlobo</p> <p>Go ngwala:</p> <ul style="list-style-type: none"> Setšweletšwa sa tirišano Taodišo 	<p>Šoma ka mantšu: mašala; dikutu</p> <p>Šoma ka mafoko: Mafokonolo, mafokofokwana le mafokontši, dithathamente; kwano ya sediri le lediri; mehuta ya potšišo; kganetšo</p> <p>Tlhalošo ya mantšu: mahlalošetšagotee, malatodi, tlhalošothwii, tlhalošo ya seka</p> <p>Maswaodikga</p>
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KOTARA YA 4

TLHAHLOBO YA MAFELELO A NGWAGA

BEKE 8	MOŠOMO WA KELO WA12: BOMOLOMO	MOŠOMO WA KELO WA13: TLHAHLOBO YA MAFELELO A NGWAGA
	<p>MOŠOMO WA12 – BOMOLOMO (20 Meputso)</p> <p>Polelo ya go se itokišetšwe GOBA Polelo ya go itokišetšwa</p>	<p>MOŠOMO WA11 (Ka moka: 50 Meputso)</p> <p>GO NGWALA</p> <p>Setšweletšwa sa tirišano</p> <p>Athikele ya kuranta / Emeile/ lenaneothero le metsoso / Maphephetsibiši (<i>Kgetha e tee</i>) (20 Meputso)</p> <p style="text-align: center;">LE</p> <p>Taodišo</p> <p>Taodišo Kanegelo / Tlhaloši (<i>Kgetha e tee</i>) (30 Meputso)</p> <p>MOŠOMO WA13: (Ka moka: 60 Meputso)</p> <p>TEKAKWEŠIŠO & TŠHOMIŠO YA POLELO</p> <p>Potšišo 1.1 - Tekakwešišo ya go balwa: Ya go ngwalwa / Ya go se ngwalwe (20 meputso)</p> <p>Potšišo 1.2 - Setšweletšwa sa go bonwa (10 meputso)</p> <p>Potšišo 2 - Kakaretšo (10 meputso)</p> <p>Potšišo 3 - Dibopego le melawana ya tšhomio ya polelo go ditšweletšwa (20 meputso)</p>

4.7 Sesotho

Revised National Teaching Plan

COVID-19: MORALO WA THUTO WA SELEMO O FOKODITSWENG: KEREITI YA 7

KEREITI YA 7 KOTARA YA 2				
COVID-19: MORALO WA THUTO WA SELEMO O FOKODITSWENG: KEREITI YA 7				
Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
1 - 2	<p>Mawa a ho mamela le ho bua:</p> <p>Temakutlwisiso e mamelwang:</p> <p>Bala Thothokiso e kgutshwane ka Covid-19</p> <ul style="list-style-type: none"> • Hlalosa tshebetso ya ho mamela • Ngola dinoutso • Araba dipotso <p>KAPA</p> <p>Pheta pale ka ho tsepamisa maikutlo ho:</p> <ul style="list-style-type: none"> • Kgodiso ya baphetwa, • Sehalo, • Puo ya mmele, • Hlalosa maemo, sehalo, sebaka, nako, mothinya le mothipololo <p>Latela tshebetso ya ho mamela:</p> <p>Pele ho ho mamela ho atametsa baithuti maemong a ho mamela.</p> <p>Nakong ya ho mamela – ho botsa, ho elellwa, ho nyalyana, ho ngola dinoutso, ho hlalosa</p> <p>Kamorao ho ho mamela ho latela boiphihlelo ba ho mamela. Baithuti ba botsa dipotso; ba bua ka seo sebui se buileng ka sona, jj.</p>	<p>Ho bala/Ho boha bakeng sa kutlwisiso:</p> <p>Tema ya dingolwa e kang padi ya batjha (maqephe a 30-40) / Tshwantshiso (Pono e le 1-2 – maqephe a 10-20)</p> <ul style="list-style-type: none"> • Makgetha a seholoo a tema ya dingolwa: jwaloka mophetwa, kgodiso ya baphetwa, boitshetleho, kgohlano, tikoloho ,mophethi ,mookotaba <p>KAPA</p> <p>Ho bala/Ho boha bakeng sa kutlwisiso (sebedisa ditema tse ngotsweng le/kapa tse bohuwang tse jwalo ka dikhathunu)</p> <ul style="list-style-type: none"> • Ho okola ditema; Ho tlodisa ditema mahlo • Ho bala ka botebo • Ho etsa dikakanyo (baphetwa, tikoloho, molaetsa) • Ho fumana moeleo wa mantswe a sa tlwaeleheng ka lewa la tshebediso ya lentswe temeng • Puo e fehang maikutlo <p>Latela tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • Pele ho ho bala (Hlahisa Tema) • Nakong ya ho bala (makgetha a tema) • Kamorao ho ho bala (araba dipotso, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Ho ngola: Moqoqo phetelo wa diratswana tse 4-6/ mantswe a 150-200)</p> <p>Sebedisa melao ya seratswana:</p> <ul style="list-style-type: none"> • Polelo ya seholoo ya seratswana • Dintla tsa seholoo le tse tshehetsang • Tatelano e utlwahalang/e nepahetseng ya diratswana • Makopanyi bakeng sa ho tlisa momahano <p>Sebedisa mefuta e fapaneng ya dipolelo (bolelele le dibopeho)</p> <p>Latela tshebetso ya ho ngola:</p> <ul style="list-style-type: none"> • Ho etsa moral/Boitokisetso ba ho ngola • Ho ngola mokgwaritso • Ho boeletsa mosebetsi • Ho hlaola diphos • Ho bala hape bakeng sa ntifatso le ho nehelana 	<p>Boemo ba lentswe: Mabitsokopane, Moetsi le moetsuwa, Meelelomengata, Maetsi, Makgethi:Dikgatotsa papiso</p> <p>Boemo ba polelo: Polelonolo</p> <p>Lekgathe lejwale, Lekgathe lefetile</p> <p>Moeleo wa lentswe: Mahlalosonngwe, malatodi Moeleo o tobileng, moeleo wa bonono</p> <p>Matshwao a puo: Kgutlo, feel-wana, letshwao la makalo, letshwao la potso</p> <p>Ttshebediso ya bukantswe</p>

Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
3 - 4	<p>Mawa a ho mamela le ho bua: Ho mamela ka kutlwisiso (tema e ngolwang/nehelano ya ditaba tsa TV)</p> <p>Latela tshebetso ya ho mamela:</p> <p><i>Pele ho ho mamela</i> ho atametsa baithuti maemong a ho mamela.</p> <p>Nakong ya ho mamela – ho botsa, ho eilellwa, ho nyalyanya, ho ngola dinoutso, ho hlaosa</p> <ul style="list-style-type: none"> • Kamorao ho ho mamela ho latela boiphihlelo ba ho mamela. Baithuti ba botsa dipotso; ba bua ka seo sebui se buileng ka sona, jj. • Kgutsufatsa nehelano ya ditaba ka molomo • Etsa diqeto <p>KAPA</p> <p>Tema ya dingolwa e kang padi e kgutswane</p> <ul style="list-style-type: none"> • Makgetha a sehlooho a tema ya dingolwa: jwaloka mophetwa, kgodiso ya baphetwa, boitshetleho, kgohlano,tikolo, mophethi,mookotaba <p>Latela tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • <i>Pele ho ho bala</i> (Hlahisa Tema) • <i>Nakong ya ho bala</i> (makgetha a tema) • <i>Kamorao ho ho bala</i> (araba dipotso, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Ho bala/Ho boha bakeng sa kutlwisiso:</p> <p>Sebedisa ditema tse ngotsweng le/kapa tse bohuwang tse jwalo ka papatso</p> <ul style="list-style-type: none"> • Ho okola ditema • Ho tlodisa ditema mahlo • Ho bala ka botebo • Ho etsa dikakanyo (baphetwa, tikoloh ,molaetsa) • Ho fumana moelego wa mantswe a sa tlwaeleheng ka lewa la tshebediso ya lentswe temeng • Puo e hlohleletsang • Puo e ya semmuso/le eo e seng ya semmuso <p>KAPA</p> <p>Tema ya dingolwa e kang padi e kgutswane</p> <ul style="list-style-type: none"> • Makgetha a sehlooho a tema ya dingolwa: jwaloka mophetwa, kgodiso ya baphetwa, boitshetleho, kgohlano,tikolo, mophethi,mookotaba <p>Latela tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • <i>Pele ho ho bala</i> (Hlahisa Tema) • <i>Nakong ya ho bala</i> (makgetha a tema) • <i>Kamorao ho ho bala</i> (araba dipotso, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Ho ngola ditema tsa kgokahano:</p> <p>Papatso/Phoustara</p> <ul style="list-style-type: none"> • Dithokeho tsa sebopetho • Sepheo, sehlopha se tobilweng le maemo • Kgetho ya mantswe le popeho ya dipolelo • Dielemente tse bohuwang tse kang mefuta ya fonte le boholo, dihlooho, disimbole, mmala • Puo e hlohleletsang/e susumetsang <p>Latela tshebetso ya ho ngola:</p> <ul style="list-style-type: none"> • Ho etsa moraloo/Boitkisetso ba ho ngola • Ho ngola mokgwaritsos • Ho boeletsa mosebetsi • Ho hlaola diphoso • Ho bala hape bakeng sa ntlatfatsa le ho nehelana 	<p>Boemo ba lentswe: Mabisobitso, botona le botshehadi, bonngwe le bongata Lekgethi: lesupi, leamanyi</p> <p>Boemo ba polelo: Puosebui le puopehelo, polelonolo le polelorarane</p> <p>Moelelo wa lentswe: Mahlalosonngwe, malatodi Moelelo o tobileng le moelego wa bonono</p> <p>Matshwao a puo le mopeleto: kgutlwanafeel-wana</p> <p>Tshebediso ya bukantswe</p>
Beke ya 4	<p>TEKANYETSO YA SEMMUSO MOSEBETSI WA 6</p> <p>Pampiri ya 1- MOSEBETSI WA MOLOMO (Nakong ya mosebetsi wa Kotara)</p> <p>Temakutlwisiso e mamelwang KAPA Puo e hlophitsweng (Matshwao 20)</p>			

Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
5 - 6	<p>Mawa a ho mamela le ho bua: Puo e hlophisitsweng/ e sa hlophiswang</p> <ul style="list-style-type: none"> • Tsepamisa maikutlo ho Kgetho ya sehalo • Tshebediso ya sehalo, lebelo le ho phahama le ho theoha ha lentswe • Ho sebedisa dikgakollo ka nako ya ho nehelana • Ho sebedisa puo ya mmele e loketseng 	<p>Ho bala/Ho boha bakeng sa kutlwiso:</p> <p>Bala tema ya ditaelo e jwalo ka ditaelo tsa tsa-maiso.</p> <ul style="list-style-type: none"> • Ho okola ditema • Ho tlodisa ditema mahlo • Ho bala ka botebo • Ho etsa dikakanyo <p>Latela tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • Pele ho ho bala (Hlahisa Tema) • Nakong ya ho bala (makgetha a tema) • Kamorao ho ho bala (araba dipotso, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Tema ya kgokahano e kgutshwane: ditaelo</p> <p>Ngola taelo kamoo o ka sebedisang sesebediswa se itseng, seletswa, ho etsa dijo, ho lokisa diphos, jj.</p> <ul style="list-style-type: none"> • Ditlhokeho tsa sebopetho le setaele • Baamohedi ba ditaba ba tobilweng, sepheo le maemo • Momahano ya seratswana • Kgetho ya lentswe le sebopetho sa polelo <p>Latela tshebetso ya ho ngola:</p> <ul style="list-style-type: none"> • Ho etsa moralo/Boitokisetso ba ho ngola • Ho ngola mokgwaritso • Ho boeletsa mosebetsi • Ho hlaola diphos • Ho bala hape bakeng sa ntlatfatsa le ho nehelana 	<p>Boemo ba lentswe: Mahlalosi; – nako, sebaka, le mokgwa Makgethi: a palo:</p> <p>Boemo ba polelo: Puosebui le puopehelo, Moelelo wa lentswe: Maele le dikapolelo Matshwao a puo: Apostrofi</p> <p>Tshebediso ya bukantswe</p>
Beke ya 6	<p>TEKANYETSO YA SEMMUSO MOSEBETSI WA 7</p> <p>Pampiri ya 3 – HO NGOLA (Hora le mets. e 30) (Matshwao Kaofela: 40)</p> <p>Tema ya Kgokahano</p> <p>Papatso / Phoustara / tema ya Ditaelo: Resepe / Puisano (Kgetha e le nngwe) (Matshwao 10)</p> <p>LE</p> <p>MOQOQQO</p> <p>Phetelo / Moqoqo wa Tihaloso (Kgetha e le nngwe) (Matshwao 30)</p>			

Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
7 - 8	<p>Mawa a ho mamela le ho bua:</p> <p>Phuputso ya bonketsisane</p> <ul style="list-style-type: none"> Baithuti ba fuwa maemo, hangata a lokela hoba le bothata kapa maemo a itseng, ao ba lokelang ho a arabela ka honka karolo Ho Bonketsisane bo ka nna ba se lokisetswe, kapa baithuti ba ka bolellwa feela ka bokgutshwanyane ka karolo eo batla e bapala Ho etsa lenane la dipotso Ho sebedisa puo e loketseng Mehopolo e nahantisitsweng ka boqhetseke e bontshang kelohloko le sepheo 	<p>Ho bala /Ho boha bakeng sa kutlwisiso:</p> <p>Ho bala tema ya dingolwa: Tshwantshiso</p> <ul style="list-style-type: none"> Makgetha a sehlooho a tema ya dingolwa: jwaloaka mophetwa, kgodiso ya baphetwa, poloto, boitshetleho, kgohlano, tiko-loho, mophethi, mookataba <p>Latela tshebetso ya ho bala:</p> <ul style="list-style-type: none"> Pele ho ho bala (Hlahisa Tema) Nakong ya ho bala (makgetha a tema) Kamorao ho ho bala (araba dipotso, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Ho ngola tekolobotjha ya tshwantshiso</p> <p>Sebedisa melao ya seratswana: (mantswe a 100-120)</p> <ul style="list-style-type: none"> Karabelo ya motho ka mosebetsi wa tshwantshiso. Ho hlahloba kapa ho hlahisa "kahlololo"/ pono ka tshwantshiso eo o e lekolang Balekodi ba fapaneng ba ka lekola tshwantshiso e le nngwe ka ditsela tse fapaneng. Fana ka dinttha tse loketseng, mohlala lebitso la mohlahisi / monga mosebetsi, lebitso la tshwantshiso, lebitso la mophatlatsi / khampani, jj <p>Latela tshebetso ya ho ngola:</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mokgwaritso Ho boeletsa mosebetsi Ho hlaola diphos Ho bala hape bakeng sa ntlatfato le ho nehelana 	<p>Boemo ba lentswe: Maetsi a hlokang ho ba le moetsi le maetsi a sa hlokeng ho ba le moetsi</p> <p>Boemo ba polelo: Boetsuwa; Lekgathe lejwale letswelli, puosebui le puopehelo</p> <p>Moelelo wa lentswe: Mahlalosonngwe, malatodi Puo e tobileng le puo ya bonono</p> <p>Matshwao a puo: Kgutlwanafeelwana; matshwao a qotsa, feelwana, kgutlo</p> <p>Tshebediso ya bukantswe</p>
Beke ya 8	<p>TEKANYETSO YA SEMMUSO MOSEBETSI WA 8</p> <p>Pampiri ya 2 – KUTLWISISO LE TSHEBEDISO YA PUO (dihora tse 2 le mets. e 30) (Matshwao Kaofela: 60) Potso ya 1.1 – Temakutlwisiso e balwang: Sengolwa / Tema e balwang (Matshwao 20) Potso ya 1.2 – Tema e bohuwang (Matshwao 10) Potso ya 2 - Kgutsufatso Matshwao (Matshwao 10) Potso ya 3 - Dibopeho le melao ya tshebediso ya puo maemong (Matshwao 20)</p>			

KEREITI YA 7 KOTARA 3

KAROLO YA 3 – PAPETLA YA MERALO YA HO RUTA E FOKODITSWENG.

Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
1-2	<p>Mawa a ho mamela le ho bua Temakutlwisiso e mamelwang mabapi le ho tlatsa diforomo/lenane la dipots</p> <ul style="list-style-type: none"> • Ho ikwetlisetsa tshebetso ya ho mamela. • Ho ngola dinoutsu • Araba dipots <p>Mefuta e fapaneng ya puisano ya molomo mabapi le ho sebedisa lanane la dipots kapa foromo Kgetha sehlooho</p> <ul style="list-style-type: none"> • Arolelana mehopoloo • Ho sielana sebaka le ho mamela ka hloko • Ho kwala dikgeo • Sebedisa matshwao a puo ho ntshetsapele puisano <p>Latela tshebetso ya ho mamela:</p> <p>Pele ho ho mamela ho atametsa baithuti maemong aho mamela.</p> <p>Nakong ya ho mamela – ho botsa dipots, ho elellwa, ho nyalanya, <i>ho hlaosa</i></p> <p>Kamora ho ho mamela: <i>Ho latela boiphihlelo ba ho mamela.</i> Baithuti ba botsa dipots; Bua ka seo sebui se buileng ka sona mophetwa j.j.</p> <ul style="list-style-type: none"> • Kgutsufatsa nehelano ya ditaba ka molomo. • Etsa diqeto 	<p>Bala tema ka bohlokwa ba lenane la dipots le ho le tlatsa foromo.</p> <ul style="list-style-type: none"> • Tlhahiso leseding e hlokeheng • Tshebediso ya puo • Mosaeno/ Motekeno <p>Ho bala / ho boha bakeng sa kutlwisiso</p> <ul style="list-style-type: none"> • Ho okola ditema • Ho tlodisa ntho mahlo • Ho kgutsufatsa • Ho bopa setshwantsho sa monahano • Ho etsa dikakanyo • Moelelo wa mantswe <p>Tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • Pele ho ho bala (<i>Hlahisa temma</i>) • Nakong ya ho bala (<i>Makgetha a temma</i>) • Kamorao ho ho bala (<i>Araba dipots, bapisa, ho tshwana le ho fapanha dintho, ho lekola</i>) 	<p>Ditema tsa kgokahano tse telele tse kang ho araba lenane la dipots /ho tlatsa diforomo:</p> <ul style="list-style-type: none"> • Latela ditaelo • Ho fana ka tlhahisoleseding e otlolohileng • Puo e loketseng <p>Tsepamisa maikutlo ho tshebediso ya ho ngola:</p> <ul style="list-style-type: none"> • Ho etsa moraloo/ boitokisetso ba ho ngola • Ho ngola mokgwaritso • Ho boeletsa mosebetsi • Ho bala hape bakeng sa ntlatfats • Ho hlaola diphoso • Ho nehelana 	<p>Boemo ba lenseswe: Mabisobitso, Mabitsohohle; Mabitso kgoboka; Mahlalosi a mokgwa le nako, Makgathe</p> <p>Boemo ba polelo: Dihlopha tsa mabitso. Polewanakgethi polewanatlhalosi; Polelokopane polelorarane</p> <p>Moelelo wa lenseswe: Mahlalosonngwe, Matshwao a puo;</p> <p>Matshwao a puo: Matshwao a potso; Elip-ses, ditlhaku tse kgolo, Tshebediso ya tlhaku tse kgolo tse qalang tsa mabitso; tlami</p>

Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
3-4	<p>Mawa a ho mamela le ho bua</p> <p>Ho mamela tshwantshiso(puisano/inthaviu)</p> <ul style="list-style-type: none"> • Ngola lenane la dipotsa • Hlompha melao ya tshebediso ya puo • Sebedisa puo e loketseng • Ho ngola dinoutsu • Sephetlo sa pehelo <p>Mefuta e fapananeng ya puisano ya molomo</p> <p>Ho tshwantshisa</p> <p>Amanya mofuta o itseng wa sengolwa le o mong</p> <ul style="list-style-type: none"> • Ho tshwantshisa puisano ya sethatho • Tshebetso ho ntse ho imatahanngwa le tema ya pele • Diketso tsa baphetwa di be bonolo mme di hlake kalaneng - Ketsiso ya disebediswa tsohle tsa kalaneng ho bopa tikoloho <p>Kamora ho ho mamela: Ho /late/a boiphihlelo ba ho mamela.</p> <p>Baithuti ba botsa dipotsa;</p> <p>Bua ka seo sebui se buileng ka sona mophetwa j.j.</p> <ul style="list-style-type: none"> • Kgutsufatsa nehelano ya ditaba ka molomo. Etsa digeto 	<p>Tema ya dingolwa e jwalo ka tshwantshiso ya batjha / tshwantshiso radiyong</p> <ul style="list-style-type: none"> • Makgetha a sehlooho a tema ya dingolwa: mophetwa , tlahisio le kgodiso ya baphetwa, poloto, kgohlano, boitshetleho, tikoloho, mopheti, mookataba <p>Thothokiso</p> <ul style="list-style-type: none"> • Makgetha a sehlooho a thothokiso • Sebopetho sa ka hare sa thothokiso dikapuo, karaburetso, raeme, morethetho • Sebopetho sa ka ntle sa thothokiso, melathothokiso, ditemanathothokiso • Moelelo wa puo ya bonono • Maikutlo • Mookataba le molaetsa <p>Tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • Pele ho ho bala (Hlahisa thothokiso) • Nakong ya ho bala (Makgetha a thothokiso) • Kamorao ho ho bala (Araba dipotsa, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Ditema tsa kgokahano tse telele Mohl. Inthaviu e ngotsweng</p> <ul style="list-style-type: none"> • Dithokeho tsa sebopetho, setaele • Baamohedi ba ditaba ba tobilweng, sepheo le maemo • Kgetho ya mantswe • Tshebediso ya puo e loketseng <p>Tsepamisa maikutlo ho tshebediso ya ho ngola:</p> <ul style="list-style-type: none"> • Ho etsa moralo/ boitokisetso ba ho ngola • Ho ngola mokgwaritsa • Ho boeletsa mosebetsi • Ho bala hape bakeng sa ntlatfatsa • Ho hlaola diphoso <p>Ho nehelana</p>	<p>Boemo ba lenseswe:</p> <p>Mabitsobitso, Bonngwe le bongata Makgethi: Boemo ba polelo:</p> <p>Polelomararane e nang le poleloamanyi; Puopehelo le puosebui.</p> <p>Moelelo wa lenseswe:</p> <p>Metso ya mantswe</p> <p>Matshwao a puo:</p> <p>Kgutlwanafeelwana Diabuladiakwalwa Kgutlo Apostrofi Letshwao la potso</p>
Beke ya 4	<p>TEKANYETSO YA SEMMUSO MOSEBETSI WA 9 – Mosebetsi wa Molomo (Matshwao 20)</p> <p>Temakutlwisiso e mamelwang KAPA Ho nehelana Mosebetsi wa Molomo</p>			

Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
5-6	<p>Mawa a ho mamela le ho bua Mefuta e fapaneng ya puisano ya molomo</p> <ul style="list-style-type: none"> • Selelekela • Tshebediso ya sehalo, lebelo le ho phahama le ho theoha ha lentswe • Tshebediso ya puo • Puo ya mmele e lokotseng • Qetelo e nepahetseng <p>Ho mamela ka kutlwisiso (tema e ngolwang/nehelano ya ditaba tsa TV)</p> <ul style="list-style-type: none"> • Hlalosa tshebetso ya ho mamela • Ngola dinoutsu • Araba dipotso <p>Kamora ho ho mamela:</p> <p>Ho latela boiphihlelo ba ho mamela.</p> <p>Baithuti ba botsa dipotso; Bua ka seo sebui se buileng ka sona mophetwa jj.</p> <p>Kgutsufatsa nehelano ya ditaba ka molomo.</p> <p>Etsa diqeto</p>	<p>Bala tema mabapi le ho ngola tsebiso/lenanetsamaiso le metsotso</p> <ul style="list-style-type: none"> • Tshebediso ya puo • Sebopheho • Bonketsisane <p>Ho bala/boha bakeng sa kutlwisiso/ ditema tse ngotsweng/tse bohuwang/ dikerafo</p> <ul style="list-style-type: none"> • Okola ditema ho fumana moelego wa sehlooho • Tlodisa ditema mahlo ho fumana dintlha tse tshehetsang • Etsa dikakanyo • Fumana moelego wa mantswe a sa tlwaeleheng le ditshwantsho • Dintlha tsa sehlooho le tse tshehetsang • mohopolo wa hao <p>Tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • Pele ho ho bala (Hlahisa tema) • Nakong ya ho bala (Makgetha a tema) • Kamorao ho ho bala (Araba dipotso, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Ditema tse telele tsa kgokahano mohl. tsebiso/lenanetsamaiso le metsotso</p> <ul style="list-style-type: none"> • Hlwaya baamohedi ba ditaba le sepheo sa ho ngola; • Nka qeto ka setaele, ntihakemo le sebopheho sa ho ngola; <p>Kgetho ya mantswe le dibopeho tsa puo.</p> <p>Tsepamisa maikutlo ho tshebetso ya ho ngola</p> <ul style="list-style-type: none"> • Ho etsa moralo/Boitokisetso ba ho ngola • Ho ngola mokgwaritso • Ho boeletsa mosebetsi • Ho bala hape bakeng sa ntlatfato • Ho hlaola diphoso • Ho nehelana 	<p>Boemo ba lentswe:</p> <ul style="list-style-type: none"> Maemedi Masupi Lerui <p>Boemo ba lentswe:</p> <ul style="list-style-type: none"> Lekgatthe lejwale Lekgatthe lefetile Puosebui le puopehelo Boetsi le boetsuwa <p>Moelelo wa lentswe:</p> <ul style="list-style-type: none"> Katoloso ya maetsi <p>Matshwao a puo:</p> <ul style="list-style-type: none"> Apostrofi Tlhaku e kgolo Feelwane Kgutlo
Beke ya 6	<p>TEKANYETSO YA SEMMUSO MOSEBETSI WA 10 – Dingolwa (Matshwao 30)</p> <p>Pots 1: Thothokiso (Matshwao 10) Pots 2: Tshwantshiso/ Palekgutswe (Matshwao 10) Pots 3: Tshomo / Padi (Matshwao 10)</p>			

Dibeke	Ho mamela le ho bua	Ho bala le ho boha	Ho ngola le ho nehelana	Dibopeho le melao ya tshebediso ya puo
7-8	<p>Mawa a ho mamela le ho bua</p> <p>Ho mamela le ho buisana ka ditaba tsa hona jwale tse itshetlehileng ho masedinya/dikoranta le diatikele tsa makasine.</p> <p>Sebedisa sehalo, lebelo le ho phahama le ho theoha ha lentswe</p> <ul style="list-style-type: none"> • Ho sebedisa puo e hloholetsang/e fehlang maikutlo/e susumetsang • Etsa dikgakollo • Ho tsitallela melao • Puo ya mmele e loketseng • Selelekela se hohelang le qetelo e matla • Sepheo, seholpha se tobilweng le maemo <p>Ho balla hodimo ho hlophitsweng/ le ho sa hlophiswang o sebedisa koranta</p> <ul style="list-style-type: none"> • Tshebediso ya sehalo, lebelo le ho phahama le ho theoha ha lentswe • Sebedisa matshwao a puo hore o tle o be le ditlamorao tse ntle • Puo ya mmele e loketseng 	<p>Ho bala/ho boha bakeng sa tlhahisolededing (Sebdisa tema e kang atikele ya koranta / diatekele tsa makasine / dipuo tse ngotsweng)</p> <ul style="list-style-type: none"> • Ho okola ditema ho fumana moelego wa sehlooho • Ho tlodisa ditema mahlo ho fumana dintlha tse tshehetsang • Etsa dikakanyo • Ntlha le moelego • Ntlhakemo ya mongodi • Fumana moelego wa mantswe a sa tlhwaeleheng le ditshwantsho • Puo ya semmuso le e seng ya semmuso <p>Moelego o otlolohileng le o patehileng</p> <p>Bonono ba puo/Dikapuo</p> <p>Ngola temakutlwiso.</p> <p>Tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • Pele ho ho bala (Hlahisa tema) • Nakong ya ho bala (Makgetha a tema) • Kamorao ho ho bala (Araba dipotso, bapisa, ho tshwana le ho fapanha dintho, ho lekola) 	<p>Ditema tsa kgokahano tse telele/tse kgutschwane: atikele ya koranta</p> <ul style="list-style-type: none"> • Ditlhokeho tsa sebopetho , setaele, • Baamohedi ba ditaba maemo le sepheo • Kgetho ya mantswe le dibopeho tsa puo <p>Tsepamisa maikutlo ho tshebetso ya ho ngola</p> <ul style="list-style-type: none"> • Ho etsa moralo/Boitokisetso ba ho ngola • Ho ngola mokgwaritso • Ho boeletsa mosebetsi • Ho bala hape bakeng sa ntlatfatsa • Ho hlaola diphoso • Ho nehelana 	<p>Boemo ba mantswe:</p> <ul style="list-style-type: none"> Mabitsokgopololo Mabitsorarane Makgethi : mefuta <p>Boemo ba polelo:</p> <ul style="list-style-type: none"> Tatelano ya bohlokwa ba dipolelo, Seratswana sa hhalosang, Puo e susumetsang le e fehlang maikutlo, Puo e leeme le e nang le tshekameloe e tadihang ditaba ka lehlakore le le leng, disebediswa tsa bonono <p>Moelego wa lentswe:</p> <ul style="list-style-type: none"> Mahlalosonngwe , Malatodi, Puo e tobileng , Puo ya bonono <p>Matshwao apuo: Matshwao a qotsa; Letshwao la makalo; feelwane; Kgutlo; Letshwao la potso; Ellipsese</p>

KEREITI YA 7 TERM 4

KAROLO YA 3 – MORALO WA HO RUTA WA SELEMO O FOKODITSWENG

Dibeke	Ho Mamela le ho Bua	Ho Bala le ho Boha	Ho Ngola le ho Nehelana	Dibopeho le Melao ya Tshebediso ya Puo
1-2	<p>Mawa a Ho Mamela le ho Bua Puo e sa hlaphiswang: Ho hlahisa sebui/ho etsa puo ya teboho/ho pheta ya pale</p> <ul style="list-style-type: none"> • Kgetha seholoo se loketseng • Hlaphisa tlahisoleseding ka tsela e hokahaneng • Hlwaya tloltontsw, dibopeho tsa puo, • Selelekela le qetelo tse phethahetseng • Makgetha le melao ya ho bua pontsheng ya batho, dithekeneke tsa ho bua, sebopeho <p>Ho balla hodimo</p> <ul style="list-style-type: none"> • Tshebediso ya sehalo, lebelo le ho theoha le ho phahama ha lenseswe • Ho hlokomela matshwao a puo bakeng sa kgahlamelo e lokileng • Puo ya mmele e loketseng <p>Latela tshebetso ya ho mamela:</p> <p>Pele ho ho mamela: ho atametsa baithuti mae-mong a ho mamela</p> <p>Nakong ya ho mamela – ho botsa, ho elellwa, ho nyalanya, ho ngola dinoutso, ho hhalosa</p> <p>Kamorao ho ho mamela: ho latela boiphihlelo ba ho mamela. Baithuti ba botsa dipotso, ba bua ka seo sebui se buileng ka sona, kgutsufatsa ne-helano ka molomo,, iketsetse digeto</p>	<p>Tema ya dingolwa e jwalo ka padi ya batjha/ dipalekgutshwe/ tshwantshiso</p> <ul style="list-style-type: none"> • Makgetha a seholoo a tema ya dingolwa: mophetwa, tlahiso le kgodiso ya baphetwa, poloto, kgohlano, boitshetleho, tikoloho, mopheti, mookotaba <p>Ho bala/ho baha bakeng sa kutlwiso (sebedisa ditema tse ngotsweng le tse bohuwang)</p> <ul style="list-style-type: none"> • Ho okola ditema ho fumana moelego wa seholoo • Ho tlodisa ditema mahlo ho fumana dinttha tse tshehetsang • Ho etsa dikakanyo • Ho fumana moelego wa mantswe a sa tlwaeleheng le ditshwantsho • Dinttha tsa seholoo tse tshehetsang • Ntlha le mohopolo • Dikakanyo le digeto • Mohopolo wa hae <p>Latela tshebetso ya ho bala:</p> <ul style="list-style-type: none"> • Pele ho ho bala (hlahisa tema) • Nakong ya ho bala (makgetha a tema) • Kamorao ho ho bala (araba dipotso, bapisa, fumana ho se tshwane, ho lekola) 	<p>Tema ya kgokahano e telele/ e kgutshwane mohl. ho fana ka ditaelo</p> <ul style="list-style-type: none"> • Ditlhokeho tsa Sebopeho, setaele • Baamohedi ba ditaba, maemo le sepheo • Kgetho ya mantswe le dibopeho tsa puo <p>Tsepamisa maikutlo ho tshebetso ya ho ngola:</p> <ul style="list-style-type: none"> • Ho etsa moral/o/Boitokisetso ba ho ngola • Ho ngola mokgwaritso • Ho boeletsa mosebetsi • Ho bala hape bakeng sa ntlatfatsos • Ho hlaola diphoso le ho nehelana 	<p>Boemo ba lenseswe: Mabitsorarane, Makgethi, Mahlalosi; Dikgato tsa papiso; Mabitsokopane</p> <p>Boemo ba polelo: Dipolelonolo; Dipolelorarane; Dipolewanathlosi, Dipolelanakgethi</p> <p>Moelelo wa lenseswe: Mahlaloson-nngwe; Malatodi; Moelelo o totobetseng le wa bonono/ bokgabo; Makgethi; Mahlalosi</p> <p>Matshwao a puo: Kgutlwanafeelwana; Ditsejana; Kgutlo; Diabulwadiakwalwa</p>

Dibeke	Ho Mamela le ho Bua	Ho Bala le ho Boha	Ho Ngola le ho Nehelana	Dibopeho le Melao ya Tshebediso ya Puo
3-4	<p>Mawa a Ho Mamela le ho Bua</p> <p>Ho mamela ka kutlwisiso (tema e ngotsweng/ ditaba tse haswang tsa TV)</p> <ul style="list-style-type: none"> • Hlalosa tshebetso ya ho mamela • Ngola dinoutso • Ngola dikarabo <p>Dibopeho tse fapaneng tsa kgokahano ya molomo</p> <p>Ngangisano/dipuisano tsa dihlotshwana: buisana ka imeilie/ Diphoustarabu-katsatsi/ diflayara</p> <ul style="list-style-type: none"> • Makgetha le melao • Ho rala, ho fuputsa, ho hlaphisa le ho nehelana <p>Latela tshebetso ya ho mamela:</p> <ul style="list-style-type: none"> • Pele ho ho mamela: ho atametsa baithuti mae-mong a ho mamela • Nakong ya ho mamela – ho botsa, ho elellwa, ho nyalanya, ho ngola dinoutso, ho hlalosa • Kamorao ho ho mamela: ho latela boiphihlelo ba ho mamela. Baithuti ba botsa dipotso, ba bua ka seo sebui se buileng ka sona, kgutsufatsa nehelano ka molomo,, iketsetse diqeto 	<p>Bala tema e nang le dayari/ imeili/ diflayara</p> <ul style="list-style-type: none"> • Sebopeho • Tshebediso ya puo • Baamohedi ba tobilweng <p>Dithothokiso</p> <ul style="list-style-type: none"> • Makgetha a sehlooho a thothokiso • Sebopeho sa ka hare sa thothokiso, mekgabisopuo, karaburetso, raeme, morethetho • Sebopeho sa ka ntla sa thothokiso, melathothokiso, diratswana, • Fonte • Moelelo wa bonono • Maikutlo • Mookotaba le molaetsa <p>Tshebetso ya ho bala</p> <ul style="list-style-type: none"> • Pele ho ho bala (hlahisa tema) • Nakong ya ho bala (makgetha a tema) • Kamorao ho ho bala (araba dipotso,bapisa, fumana ho se tshwane, ho lekola) 	<p>Ditema tsa kgokahano tse telele/tse kgutshwane mohl. imeili, diphoustara/ ho ngola dayaring/ diflayara</p> <ul style="list-style-type: none"> • Dithlokeho tsa sebopeho, setaele, ntlhakemo • Baamohedi ba ditaba, maemo le sepheo • Kgetho ya mantswe le dibopeho tsa puo • Popeho ya dipolelo, bolelele le mefuta ya dipolelo <p>Tsepamisa maikutlo ho tshebetso ya ho ngola:</p> <ul style="list-style-type: none"> • Ho etsa moralo/Boitokisetso ba ho ngola • Ho ngola mokgwaritsa • Ho boeletsa mosebetsi • Ho bala hape bakeng sa ntlafatso • Ho hlaola diphoso le ho nehelana 	<p>Boemo ba lenseswe: maemedi, mabotsi, masupi, mabitso-holle, maetsi, maakaretsi, makgethi: mefuta, dihlongwapele, dihlongwanthao, metso.</p> <p>Boemo ba polelo: Puosebui, Dipotso tse otlolohileng, Lehokamotoetsi, Dipolelo tse kgutsufaditsweng, Dipotso tse sa hlokeng ho arajwa</p> <p>Moelelo wa lenseswe:: Malatodi; Moelelo o totobetseng, Moelelo wa puo ya bonono</p> <p>Matshwao a puo: Matshwao a qotsa, Matshwao a potso, Feelwana, Matshwao a makalo, Fonte</p>

Dibeke	Ho Mamela le ho Bua	Ho Bala le ho Boha	Ho Ngola le ho Nehelana	Dibopeho le Melao ya Tshebediso ya Puo
5-6	<ul style="list-style-type: none"> Mawa a ho Mamela le ho Bua Temakutlwisiso e mamelwang Hhalosa tshebetso ya ho mamela Ho ngola dinoutso Araba dipotso <p>Puo e hlophisitsweng</p> <ul style="list-style-type: none"> Tshebediso ya sehalo, lebelo le hop hama le ho theosa ha lenseswe Tshebediso ya puo e hlohlleletsang/ e fehlang maikutlo/e susumetsang Tshebediso ya dikgakollo Latela melao ya tshebediso ya puo Puo ya mmele e loketseng Selekela le qetelo tse phethahetseng Sepheo, baamohedi ba ditaba ba tobilweng le maemong <p>Latela tshebetso ya ho mamela:</p> <ul style="list-style-type: none"> Pele ho ho mamela: ho atametsa baithuti maemong a ho mamela Nakong ya ho mamela – ho botsa, ho elellwa, ho nyalyana, ho ngola dinoutso, ho hhalosa Kamorao ho ho mamela: ho latela boiphihlelo ba ho mamela. Baithuti ba botsa dipotso, ba bua ka seo sebui se buileng ka sona, kgutsufatsa nehelano ka molomo,, iketsetse digeto 	<p>Bala tema ya dingolwa e jwalo ka padi ya bat-jha/dipalekgutshwe/ tshwantshiso/ditshomo</p> <ul style="list-style-type: none"> Makgetha a seholoo a tema ya dingolwa: mophetwa, tlhahiso le kgodiso ya baphetwa, poloto, kgoahlano, boitshetleho, tikoloho, mopheti, mookataba <p>Dithothokiso: Dithothokiso tse baletsweng</p> <ul style="list-style-type: none"> Makgetha a seholoo a thothokiso Sebopheho sa ka hare sa thothokiso, mekgabisopuo, karaburetso, raeme, morethetho Sebopheho sa ka ntlo sa thothokiso, mela-thothokiso, diratswana, Fonte Moelelo wa bonono Maikutlo Mookotaba le molaetsa <p>Manollo ya thothokiso:</p> <ul style="list-style-type: none"> Melathothokiso, mantswe, ditemanathothokiso, kgokahano ya mela, phetapheto, fonte Moelelo o akantsweng le otlolohileng 	<p>Poeletso le boitokisetso ba ditlhahlobo Meqoqo</p> <p>Mohato wa boitokisetso</p> <ul style="list-style-type: none"> Dithokeho tsa sebopheho, setaele Baamohedi ba ditaba, maemo le sepheo Kgetho ya mantswe le dibopeho tsa puo <p>Tsepamisa maikutlo ho tshebetso ya ho ngola:</p> <ul style="list-style-type: none"> Ho etsa moralo/Boitokisetso ba ho ngola Ho ngola mokgwaritso Ho boeletsa mosebetsi Ho bala hape bakeng sa ntlatfatsa Ho hlaola diphoso le ho nehelana 	<p>Boemo ba lenseswe: Mathusi, Maetsi, makgethi: mefuta</p> <p>Boemo ba polelo: Leeme, Ditudumelo tse seng tsa nnete, Ho sekamisa ditaba, Dipolelo tsa puo e fehlang le e hlohlleletsang maikutlo, Dipotso tse sa hlokeng ho arajwa</p> <p>Moelelo wa lenseswe:: Mahlasosongwe, Malatodi, Boemong</p> <p>Matshwao a puo: Kgutlo, Feelwana, Matshwao a makalo, Matshwao a qotsa</p>
	<p>TEKANYETSO YA SEMMUSO MOSEBETSI WA 13 (Matshwao kaofela: 30)</p> <p>HO NGOLA</p> <p>Tema ya kgokahano</p> <p>Lengolo / Imeile / Phoustara / Bukatsatsi / Flayara (Kgetha e le nngwe) (Matshwao a 10)</p> <p>LE</p>			

	Moqoqo Moqoqo phetelo / Moqoqo tlhaloso (<i>Kgetha e le nngwe</i>) (<i>Matshwao a 20</i>)			
7-8	Poeletso le boitokisetso ba ditlhahlolo Ho bua: <ul style="list-style-type: none"> • Puo e hlophisitsweng/ ngangisano/ inthaviu/moqoqo kapa puisano • Ho bala ho hlophisitsweng • Ho bala ho sa hlophiswang Ho mamela <ul style="list-style-type: none"> • Temakutlwiso e mamelwang 	Poeletso le boitokisetso ba ditlhahlolo Ho bala <ul style="list-style-type: none"> • Ho bala ho hlophisitsweng • Ho bala ka kutlwiso • Kakaretso Dingolwa: <ul style="list-style-type: none"> -- Padi/dipalekgutshwe/ditshomo/ -- Tshwantshiso/ho ithuta ka difilimi - - Dithothokiso 	Poeletso le boitokisetso ba ditlhahlolo Ho ngola: Ditema tsa kgokahano	Boemo ba lenseswe : Maemedi, Dikutu Boemo ba polelo: Dipolelonolo, Dipolelorarane, Lehokametsi, Moetsi, Mokgwa wa dipotso tsa tatolo, Moelelo wa lenseswe:: Mahlalosonngwe, Malatodi, Moelelo o totobetseng, Moelelo wa puo ya bonono Matshwao a puo

KOTARA YA 4 HLAHLOBO YA MAFELO A SELEMO		
BEKE YA 8	TEKANYETSO YA SEMMUSO MOSEBETSI WA 12: TSA MOLOMO	TEKANYETSO YA SEMMUSO MOSEBETSI WA 13: HLAHLOBO YA MAFELO A SELEMO
	TEKANYETSO YA SEMMUSO MOSEBETSI WA 12 - TSA MOLOMO (<i>Matshwao a 20</i>) Puo e hlophisitsweng/ Puo e sa hlophiswang	TEKANYETSO YA SEMMUSO MOSEBETSI WA 14: (<i>Matshwao kaofela 50</i>) TEMAKUTLWISO & TSHEBEDISO YA PUO <ul style="list-style-type: none"> Potsa ya 1.1 – Temakutlwiso e balwang: Tema ya Dingolwa / Tema eo e seng ya sengolwa (<i>Matshwao a 20</i>) Potsa ya 1.2 – Tema e bohuwang (<i>Matshwao a 10</i>) Potsa ya 2 - Summary (<i>Matshwao a 10</i>) Potsa ya 3 - Dibopeho le Melao ya Tshebediso ya Puo maemong (<i>Matshwao a 10</i>)

4.8 Setswana

Revised National Teaching Plan

DBE COVID 19: LENAANE LA THULAGANYETSOTIRO E E FOKODITSWENG

MOPHATO 7

MOPHATO 7 KGWEDITHARO 2 DITENG					
Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	
1-2	<p>Ditogamaano tsa Go reetsa le Go bua Tekathaloganyo ya theetso:</p> <p>Buisa leboko le le khutshwane ka setlhogo COVID 19</p> <ul style="list-style-type: none"> • Tlhalosa dikgato tsa go reetsa • Tsaya dintlhathuto • Araba dipotso <p>KGOTSA</p> <p>Tlotla kgang o tsepamisitse mogopolo mo dintlheng tse:</p> <p>Tlhaloso ya moanelwa</p> <ul style="list-style-type: none"> • Semelo le tshobotsi • Kgelekiso (kgatelelo ya mafoko) • Puo ya mmele <p>Ranola maikutlo, segalo, maemo, tatelano ya ditiragalo, bokao jo bo fithegileng le bokhutlo</p> <p>Latela dikgato tsa go reetsa</p> <p>Pele ga theetso: e gogela barutwa mo seemong sa go reetsa</p> <p>Ka nako ya theetso: Dipotso, temogo, tshwantsha, tsaya dintlhakglo, tlhalosa</p> <p>Morago ga theetso: Latedisa maitemogelo a go reetsa Barutwana ba botsa dipotso, ba tlotla ka se ba se utwileng</p>	<p>Go buisa le go lebelela Tekatlhaloganyo:</p> <p>Setlhangwa sa dikwalo jaaka Padi ya bašwa</p> <ul style="list-style-type: none"> • Diponagalokgolo tsa setlhangwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgotlheng, lemorago, maitshetlego, moanedzi, thitokgang. <p>KGOTSA</p> <p>Go buisa/go lebelela/go tlhaloganya (dirisa setlhangwa se se kwadilweng le/kgotsa sa pono jaaka dikhathunu/ dikgemetšhana tsa dikhomiki)</p> <ul style="list-style-type: none"> • Go okola • Go tlodisa matlho • Ipopele bokao (baanelwa, maitshetlego, molaetsa) • Go bopa bokao jwa mafoko ka go dirisa dikgono tsa kgaoganyo ya lefoko • Puo e e tsosang maikutlo a a riling <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (Itsise setlhangwa) • Ka nako ya puiso (diponagalo tsa setlhangwa) <p>Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/tlathoba</p>	<p>Go kwala: Tlhamo ya kanelo (ka ditemana di le 4-6/ mafoko a le 150-100)</p> <p>Melawana ya temana:</p> <ul style="list-style-type: none"> • Setlhogo sa poleyo ya temana • Dikakanyokgolo le tse di tshegetsang • Tatelano e e lolameng ya ditemana • Makopanyi go golaganya ditemana • Dirisa dipolelo tse di farologaneng, boleele le popego <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala dithhangwa tsa ntlha • Go boeletsa • Go tseleganya • Go tlhotlha diphoso le go tlhagisa 	<p>Dira ka mafoko: Mainatswako, thuanyi sediri le thuanyisedirwa, maina a a dirisiwang gabedi (sk. Sethare, molemo) madirimafeledi, mathaodi</p> <p>Dira ka dipolelo: Polelonolo, dipolelo, pakajaanong, pakaphethi</p> <p>Bokao jwa mafoko: Makaelagongwe, malatodi, puo ya botshwantsi, puo e e tsosang maikutlo a a riling</p> <p>Matshwao a puiso: Khutlo, phegelo, letshwao la tsiboso, letshwao la potso.</p> <p>Tiriso ya Thanodi e a rotloediwa</p>	

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
3-4	<p>Ditogamaano tsa Go reetsa le Go bua.</p> <p>Tekatlhaloganyo ya theetso-</p> <p>Dirisa setlhawapono jaaka phouse-tara, papatso, dikgang tsa Thelebišene le tlhagiso</p> <p>Latela dikgato tsa go reetsa</p> <p>Pele ga theetso: e gogela barutwa mo seemong sa go reetsa</p> <p>Ka nako ya theetsos: Dipotsa, temogo, tshwantsha, tsaya dintlhakglo, tlhalosa</p> <p>Morago ga theetsos: Latedisa maitemogelo a go reetsa Barutwana ba botsa dipotsa, ba tloltla ka se ba se utlwileng</p> <ul style="list-style-type: none"> • Sosobanya tlhagiso ka molomo • Dira ditshwetso 	<p>Go buisetsa/lebelela go tlhaloganya (dirisa setlhawapono jaaka papatso)</p> <ul style="list-style-type: none"> • Go okola dintlha • Go tlhodisa matlho • Puiso e tseneletseng • Ipopele bokao (baanelwa, maitshetlego, molaetsa) • Go bopa bokao jwa mafoko ka go dirisa dikgonon tsa kgaoganyo ya lefoko • Puo e e digelang • Puo e e tlhomameng le e e sa Tlhomamang <p>KGOTSA</p> <p>Setlhawwa sa dikwalo jaaka patsana.</p> <ul style="list-style-type: none"> • Diponagalo golo tsa setlhawwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgotlhang, lemrago, maitshetlego, moaned, thitokgang. <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (Itsise setlhawwa) • Ka nako ya puiso (diponagalo tsa setlhawwa) • Morago ga puiso (araba dipotsa, bapsa, farologanya, sekaseka/ tlhatlhoba) 	<p>Go kwala ditlhawwa tsa tirisano: Itshimololele papatso/ phousetara (Tlhophae le nngwe)</p> <ul style="list-style-type: none"> • Dithlokego tsa popego • Maithlomo, setlhophae se tobilweng le tiriso • Tlhophae ya mafoko le popego ya dipolelo. • Dikarolwana tse di bonwang jaaka mafuta le bogolo jwa mofutakwalo (fonto) , dithogo, matshwao, mebalia • Puo e e digelang/e e tlhotheletsang <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala ditlhawwa tsa ntlha • Go boeletsa • Go tseleganya • Go tlhottha diphoso le go tlhagisa 	<p>Dira ka mafoko: Mainatota, bong, Bongwe-bontsi, lethaoedi, masupi, malathelwa</p> <p>Dira ka mafoko: Puosebui, puopegelo, polelonolo le polelopate.</p> <p>Bokao jwa mafoko: Makaelagongwe, malatodi, bokao jo bo tlhamaletseng le jwa botshwantshi</p> <p>Matshwao a puiso le mopeleto: Khutlokhetlo/khutlwana; phe-gelwana</p> <p>Tiriso ya thanodi</p>	
Beke 4	<p>TLHATLHOBO E E TLHOMAMENG (TIRO 6) Pampiri 1 – TIRO YA MOLOMO (Mo tsamaong ya kgweditharo)</p>				

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
5-6	<p>Ditogamaano tsa Go reetsa le Go bua.</p> <p>Puo e ipaakanyeditsweng/e e sa ipaakanyediwang</p> <p>Puo ka go diragatsa ditaelo kgotsa tsa-maiso</p> <ul style="list-style-type: none"> • Tlhopho ya kgelekiso (kgatelelo ya mafoko) • Tiriso ya segalo, lobelo le kapodiso • Dirisa matshwaokaelo ka nako ya tlhagiso • Dirisa puo ya mmele e e maleba 	<p>Buisa le go lebelela tekatlhaloganyo:</p> <p>Buisa setlhangwa sa ditaelo jaaka resipe / dikaelo, jj</p> <ul style="list-style-type: none"> • Go okola dintlha • Go tlhodisa matlho • Puiso e tseneletseng • Ipopele bokao <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (Itsise setlhangwa) • Ka nako ya puiso (diponagalo tsa setlhangwa) • Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/ tlhatlhoba) 	<p>Setlhangwa sa tirsano se sekutshwane:</p> <p>Kwala setlhangwa sa ditaelo jaaka o ka dirisa jang sediriso se kgotsa seletso, go dira dijo, go baakanya phoso</p> <ul style="list-style-type: none"> • Dithokego tsa popego, setaele • Babuisi/baamogedi ba tobilweng maithomo le tiriso • Kqolagano ya temana • Tlhopho ya mafoko le popego ya polelo <p>Totisa mogopolo mo dikgatong tsa go kwala:</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala dithhangwa tsa ntlha • Go boeletsa • Go tseleganya • Go tlhotla diphosof le go tlhagisa 	<p>Dira ka mafoko: Matthalosi (mefuta) – a nako, felo le mokgwa Letlhaodi: la palo (mefuta) popego</p> <p>Dira ka dipolelo: Tira le tirwa</p> <p>Bokao jwa mafoko: Maele le diane</p> <p>Matshwao a puiso: Tlamanyi; lenalana</p> <p>Tiriso ya Thanodi e a rotloediwa</p>	
Beke 6	<p>TLHATLHOBO E E TLHOMAMENG (TIRO 7)</p> <p>Pampiri 3 – GO KWALA (1Ura 30 metsotso) (Palo Gothe ya maduo: 40)</p> <ul style="list-style-type: none"> - SETLHANGWA SA TIRISANO: Papatso/ Phousetara/ Resipe/ Ngangisano (Tlhophya se sengwe) (Maduo : 20) - TLHAMO: Kanelo/ tlhaloso (tlhophya e le nngwe) (Maduo: 20) 				

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
7.8	<p>Ditogamaano tsa Go reetsa le Go bua</p> <p>Teramatiso ya patlisiso</p> <ul style="list-style-type: none"> Barutwana ba tlottlewa ka seemo, bo-thata kgotsa tiragalo e eo ba tshwanetseng go e ba e tsibogele ka go tsaya karolo e rileng Taolo e ka tswa e sa boelediwa kgotsa morutwana a ka tlottlewa ka tiragatso e ka tshamikiwang Dirisa puo e e siameng/maleba Tlhokomela melawana o etse tlhoko bareetsi le maikaelelo 	<p>Buisa le go lebelela Tekatlhaloganyo:</p> <p>Buisa ditlhangwa sa dikwalo jaaka terama/padi</p> <ul style="list-style-type: none"> Diponagakgolo tsa setlhangwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgotlhlang, lemorago, maitshetlego, moanedi, thitokgang. <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> Pele ga puiso (ltsise setlhangwa) Ka nako ya puiso (diponagalo tsa setlhangwa) Morago ga puiso (araba dipotsi, bapisa, farologanya, sekaseka/ tlhatlhoba) 	<p>Kwala thadiso ya terama (Melawana ya temana ka mafoko a ka nna 100 – 120):</p> <ul style="list-style-type: none"> Tlhagisa tsibogelo ya badiragatsi mo terameng Tlhatlhoba o bo o sekaseke terama e e buisitsweng Baradisi ba ba faroganeng ba ka tsibogela setlhangwa ka tsela e e faroganeng Neela dintlha tse di totobetseng sk, Leina la mokwadii mothami, leina la terama, leina la Kompon e e tlhagisitseng setlhangwa, jj <p>Totisa mogopoloo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> Go dira ipaakanyetsotiro Go kwala ditlhangwa tsa nthla Go boeletsa Go tseleganya Go tlhottha diphoso le go tlhagisa 	<p>Dira ka mafoko: Madirimafeledi le madirimafetedi.</p> <p>Dira ka dipolelo: Tira le tirwa; pakatsweletsopole jaanong, puosebuli le puopegelo.</p> <p>Bokao jwa mafoko: Makaelagongwe, malatodi, bokao jo bo tlhamaletseng le jwa botshwantshi</p> <p>Matshwao a puiso: Khutlokhutlo/khutlwana; matshwao a nopoloo (ditsejwana); letshwao lapotsi; phegelwana; khutlo</p> <p>Tiriso ya Thanodi e a rotloediwa</p>	
Beke 8	<p style="text-align: center;">TLHATLHOBO E E TLHOMAMENG TIRO 8</p> <p>Pampiri 2: Tekatlhaloganyo le tiriso ya puo (2 diura 30 metsotsi)</p> <p>Potsi 1.1 - Tekatlhaloganyo ya puiso: Setlhangwa se se buisitsweng/ se se sa buisiwang (Maduo: 20)</p> <p>Potsi 1.2 - Setlhangwaponi (Maduo: 10)</p> <p>Potsi 2 - Tshosobanyo (Maduo : 10)</p> <p>Potsi 3 - Popego tsa puo le melawana ya tiriso (Maduo:20)</p>				

MOPHATO 7 KGWEDITHARO 3
DITENG

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
17	<p>Ditogamaano tsa Go reetsa le Go bua Tekatthaloganyo ya theetso ka mokgwa go tlatsa foromo/dipotsolotso</p> <ul style="list-style-type: none"> Ikatise ka dikgato tsa theetso Kwala dintlhathuto Araba dipotso. <p>Mekgwa e e farologaneng ya tlhaeletsano ya molomo ka ya tirisong ya dipotsolotso</p> <ul style="list-style-type: none"> Tlhopha setlhogo Abelana dikakanyo Refosanang le go reetsana ka tlhoafalo Tlatsa diphatlha Dirisa matshwao a mokgwa wa puo go tshegetsa dipuisano <p>Latela dikgato tsa go reetsa</p> <p>Pele ga theetso: e gogela barutwa mo seemong sa go reetsa</p> <p>Ka nako ya theetso: Dipotso, temogo, tshwantsha, tsaya dintlhakglo, tlhalosa</p> <p>Morago ga theetso: Latedisa maitemogelo a go reetsa Barutwana ba botsa dipotso, ba tlota ka se ba se utwileng <ul style="list-style-type: none"> Sosobanya tlhagiso ka molomo Dira ditshwetso </p>	<p>Buisa setlhangwa ka ga bothokwa jwa dipotsolotso le gore di tladiwa jang</p> <ul style="list-style-type: none"> Tshedimosetso e e tlhokegang. Tiriso ya puo Tshaeno <p>Go buisetsa/go lebelela go tlhaloganya</p> <ul style="list-style-type: none"> Go okola Go tlhodisa matho Go sobokanya Go ipopela setshwantsho Go bopa bokao Bokao jwa mafoko <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> Pele ga puiso (itsise setlhangwa) Ka nako ya puiso (diponagalo tsa setlhangwa) Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/ tlathlhoa) 	<p>Ditlhangwa tsa tirisano jaaka go tlatsa dipotsolotso/kgotsa diforomo:</p> <ul style="list-style-type: none"> Latela ditaelo Tlamela tshedimosetso e nepagetseng e totobetse Dirisa puo e e maleba <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> Go dira ipaakanyetsotiro Go kwala ditlhangwa tsa ntla Go boeletsa Go tseleganya Go tlhotta diphoso le go tlhagisa 	<p>Dira ka mafoko: Mainagathe; Mainagoboka; mathhalosi a mokgwa, felo le nako; mathaodi</p> <p>Dira ka dipolelo: Polelwanaikalaina; polelwana-kalatlhaodi; polelopate le polelotswako</p> <p>Bokao jwa mafoko: Makaelangongwe, Malatodi, Makwalwatshwana</p> <p>Matshwao a puiso: Letshwa la potso; letshwao la tlogelo ya lefoko kgotsa kakanyo, tlhakagolo; tlamanyi</p> <p>Dikhutshwafatso: ditlhakaina, akeronimi, tiriso ya karolo ya ntla ya lefoko go bopa khutshwafatso, sk. mos (boemong, jwa mosupologo, tiriso ya karolo e e fa gare/ya bofelo ya lefoko go bopa khutshwafatso, sekao, Molebogeng - e nna Lebo kgotsa Masego e nna Sego</p>	

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go thagisa	Dipopego tsa puo le melawana	Kgatelopele
3.4	<p> Ditogamaano tsa Go reetsa le Go bua Reetsa terama (mmuisano/potsotherisano)</p> <ul style="list-style-type: none"> • Tlhamo dipotsolotso • Ela tlhoko melawana • Dirisa puo e e maleba • Tsaya dintlhathuto • Bega diphithelelo <p>Mekgwa e e farologaneng ya tlhaeletsano ya molomo: Tiragatso Golaganya mofutakwalo o mongwe go o mongwe <ul style="list-style-type: none"> • Go diragatsa mmuisano • Go diragatsa ka mowa le maikaelelo a mothhami • Tlhagiso ya semelo le tshobotsi ka moaparo le didiriswa tsa tiragatso • Dirisa moaparo le didiriswa tsa tiragatso go tlhamo maitshetlego a a nono-fileng <p>Latela dikgato tsa go reetsa</p> <p>Pele ga theetsos: e gogela barutwa mo seemong sa go reetsa</p> <p>Ka nako ya theetsos: Dipotso, temogo, tshwantsha, tsaya dintlhakglo, tlhalosa</p> <p>Morago ga theetsos: Latedisa maitemogelo a go reetsa Barutwana ba botsa dipotso, ba tlottla ka se ba se utlwileng <ul style="list-style-type: none"> • Sosobanya tlhagiso ka molomo • Dira ditshwetso </p> </p>	<p>Setlhengwa sa dikwalo jaaka terama ya bašwa/Terama ya seyalemowa</p> <ul style="list-style-type: none"> • Diponagalokgolo tsa setlhengwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgothhang, lemorago, maitshetlego, moanedzi, thitokgang. <p>Poko</p> <ul style="list-style-type: none"> • Diponagalokgolo tsa leboko • Popego ya ka fa gare ya leboko, dikapuo/puo ya botshwantshi/, morumo, moribo • Popego ya ka fa ntle ya leboko, mela, ditemana, mofuta wa mokwalo (fonto) • Bokao jwa puo ya botshwantshi • Maiikutlo • Thitokgang le molaetsa <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (itsise setlhengwa) • Ka nako ya puiso (diponagalo tsa setlhengwa) • Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/tlhatlhoba) 	<p>Setlhengwa se seleele s.k. potsotherisano e e kwadilweng</p> <ul style="list-style-type: none"> • Dithlokego tsa popego; setale • Babuisi/baamogedi ba ba tobilweng maithhomo le tiriso • Tlhopho mafoko • Tiriso e emaleba ya puo <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala dithhangwa tsa nthla • Go boeletsa • Go tseleganya • Go tlhotla diphoso le go thagisa 	<p>Dira ka mafoko: Mainatota, bongwe le bontsi Matlhaodi: go supa mmala o o sa tsenelelang le kgato ya kgolo</p> <p>Dira ka dipolelo: Polelopate polelwankalatlhaoi; puosebui le puopegelo.</p> <p>Bokao jwa mafoko: Dikutu tsa mafoko</p> <p>Matshwao a puiso: Khutlokhhutlo/khutlwana; matshwao a nopolu (ditsejwana), khutlo, lenalana, letshwao la potso</p>	
Beke 4	<p>TIRO 9 – TIRO YA MOLOMO (Maduo : 20) Tlhagiso ya Molomo</p>				

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
5-6	<p>Ditogamaano tsa Go reetsa le Go bua Mefuta e e farologaneng ya tlhaeletsano ya molomo.</p> <ul style="list-style-type: none"> • Pulo e e siameng/matseno • Tiriso ya segalo, lebelo le kutlwalo ya lentswe, • Tiriso ya puo • Puo ya mmele e e maleba • Bokhutlo jo bo/tswaleloe e siameng. <p>Tekathaloganyo ya theetsos (setlhengwa se se kwadilweng/ tlhagiso ya dikgang tsa thelebišene)</p> <ul style="list-style-type: none"> • Tlhalosa dikgato tsa go reetsa • Kwala dintlhathuto • Araba dipotso <p>Latela dikgato tsa go reetsa</p> <p>Pele ga theetsos: e gogela barutwa mo seemong sa go reetsa</p> <p>Ka nako ya theetsos: Dipotso, temogo, tshwantsha, tsaya dintlhakglo, tlhalosa</p> <p>Morago ga theetsos: Latedisa maitemogelo a go reetsa Barutwana ba botsa dipotso, ba tlota ka se ba se utlwileng</p>	<p>Buisa setlhengwa ka ga go kwala kitsiso/lenanetema le metsotsos</p> <ul style="list-style-type: none"> • Batlapitsong • Tiriso ya puo • Popego <p>Go buisa/go lebelela go tlhaloganya setlhengwa se se kwadilweng/sa sethwantsho tsa dikerafos</p> <ul style="list-style-type: none"> • Go okola dikakanyokgolo. • Go tlodisa matlhoo lebelela dintlha tsa tshegetso • Go dira ponelopele • Go ipopela bokao jwa mafoko le ditshwantsho tse di sa tlwaelegang. • Dikakanyokgolo le tse di tshegetsang • Dikakanyo tsa gago <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (itsise setlhengwa) • Ka nako ya puiso (diponagalo tsa setlhengwa) • Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/ tlhatlhoba) 	<p>Setlhengwa sa tirisano se seleele s.k. Kitsiso/Lenanetema le metsotsos</p> <ul style="list-style-type: none"> • Tlhophoa babuisi/baamogedi ba tobilweng le maitlhomo a go kwala; • Tsaya tshweetso ka setaele le ntlatkemo le popego ya go kwala; • Tlhophoa ya mafoko le dipopego tsa Puo <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala ditlhengwa tsa ntla • Go boeletsa • Go tseleganya • Go tlhotla diphosho le go tlhagisa 	<p>Dira ka mafoko: Maemedi: Maemeditho le maemeditota, masupi, marui</p> <p>Dira ka dipolelo: Pakajaanong, pakaphethi; puosebui le puopegelo; Tira le tirwa</p> <p>Bokao jwa mafoko: Madirimatswa, mainamatswa</p> <p>Bokao jwa mafoko: Lenalana, tlhakakgolo; phegelwana; khutlo; khutlokhutlo/khutlwana</p>	
Beke 6	<p>TIRO 10 – Tsibogelo ya dikwalo (Contextual) (Maduo:30) Poko le terama / dikgangkhutswe/ dinaane/ padi</p>				

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
7.8	<p>Diromaagano tsa Go reetsa le Go bua.</p> <p>Reetsa le go buisana ka dikgang tsa jaanong tse di ikaegileng ka lekwalodikgang le diathikele tsa makasine</p> <ul style="list-style-type: none"> • Tiriso ya segalo, lebelo le kutlwalo ya lentswe. • Tiriso ya puo e e digelang/e e tsosang mai-kutlo a a rileng/e e tlhotlheletsang • Dirisa diakelo • Tlhokomelo ya melawana • Puo ya mmele e e maleba • Matseno a a ngokang le bokhutlo jo bo non-ofileng • Maithomo, setlhophya se se tobilweng le tiriso <p>Puiset sogodimo e e ipaakanyeditsweng le e e sa ipaakanyediwang ya lekwalodikgang le athikele</p> <ul style="list-style-type: none"> • Dirisa segalo, lebelo le kutlwalo ya lentswe. • Tlhokomela matshwao a puiso go nna le puiso e e nonofileng • Dirisa puo e e maleba ya dikarolo tsa mmele. 	<p>Go buisa/go lebelela go bona tshedimosetso (Dirisa ditlhwangwa di tshwana le diathikele tsa makwalodikgang/diathikele tsa dimakasine/dipuo tse di kwadilweng.</p> <ul style="list-style-type: none"> • Go okola dikakanyokgolo • Go tlodisa mathlo o lebelela dintlha tsa tshegetso • Go dira ponelopele • Dintlha le dikakanyo • Ntlhakemo ya mokwadi • Go ipopela bokao jwa mafoko le ditshwantsho tse di sa tlwaelegang • Puo e e tlhomameng/e e sa tlhomamang. • Bokao jo bo tlhamaletseng/jo bo akanngwang • Dikapuo <p>Kwala teko ya tekatlhaloganyo</p> <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (itsise setlhwangwa) • Ka nako ya puiso (diponagalo tsa setlhwangwa) • Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/tlhatlhoba) 	<p>Setlhwangwa se se seleele/se sekutshwane: athikele ya lokwalodikgang</p> <ul style="list-style-type: none"> • Dithokego tsa popego le setaele • Babuisi/baamogedi ba tobilweng le maithomo le tiriso • Tlhophya ya mafoko le dipopego tsa puo. <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala ditlhwangwa tsa ntlha • Go boeletsa • Go tseleganya • Go tlhottha diphoso le go tlhagisa 	<p>Dira ka mafoko: Mainakgopololo; Mainakgongwa Matlhaodi: go supa mmala o o sa tsenelelang le kgato ya kgolo</p> <p>Dira ka dipolelo: Tatelano e e rulaganeng, tatelano go ya ka bothokwa, temana e e tlhalosang, puo e e tlhotlholetsang le puo e tsosolosang maikutlo a a rileng; e e tsayang lethakore le ya kgatelelo; e e sekamelang mo lethakoreng le le lengwe; dipotsotso tse di sa batleng dikarabo</p> <p>Bokao jwa mafoko: Makaelagongwe, malatodi, bokao jo bo tlhamaletseng le jwa botshwantshi</p> <p>Matshwao a puiso: Matshwao a nopololo ditsejwana); letshwao la tsiboso, phegelwana; Khutlo; letshwao la potso; tlogelo ya lefoko kgotsa kakanyo</p>	
Beke 8	<p>KGWEDITHARO 3 - TIRO E E TLHOMAMENG YA BOFELO JWA NGWAGA</p> <p>TLHATLHOBO E E TLHOMAMENG TIRO 11</p> <p>TIRO 11 – Tlhamo (Maduo: 50) Dithhangwa tsa tirisanoo:Mmuisano/Dipotsotherisanoo tse di kwalwang/ athikele ya lokwalodikgang/ lenanetema le metsotso(tlhophya e e nngwe)(maduo: 20) LE</p> <p>Tlhamo: Tlhamo ya kanelo/ tlhamo ya tlhaloso Ela tlhoko: Go tshwanetse ga nna le pharologanyo ya dithhangwa go ralala mephato</p>				

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
1.2	<p>Setogamaano tsa Go reetsa le Go bua Puo e e sa ipaakanyediwang Go itsise sebui/go neela puo ya ditebogo/Go tlota kgang. • Tlhopho setlhogo se se maleba • Rulaganya tshedimosetso e lomaganeng • Bontsha tlolofoko; dipopego tsa puo • Matseno le boikhutlo jo bo utlwileng. Diponagalo le melawana (bua mo phathalatseng, di malepa a go popego Puisetsogodimo • Tiriso ya segalo, lebelo le kutlwalo ya lentswe • Tlhokomela matshwao a puiso go nna le ditlamorago tse di siameng • Puo ya mmele e e maleba.</p> <p>Latela dikgato tsa go reetsa Pele ga theetso: e gogela barutwa mo seemong sa go reetsa Ka nako ya theetso: Dipotso, temogo, tshwantsha, tsaya dintlhakglo, tlhalosa Morago ga theetso: <i>Latedisa maitemogelo a go reetsa</i> Barutwana ba botsa dipotso, ba tlota ka se ba se utlwileng</p>	<p>Setlhagwa sa dikwalo jaaka padi ya bašwa/kgangkhutshwe/terama.</p> <ul style="list-style-type: none"> • Diponagalokgolo tsa setlhagwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgotlhlang, lemorago, maitshetlego, moanedi, thitokgang. <p>Go buisa/go lebelela go tlhaloganya (Dirisa setlhagwa se se kwadilweng le sa ditshwantsho.)</p> <ul style="list-style-type: none"> • Go okola dikakanyokgolo. • Go tlodisa matlh o lebelela dintlha tsa tshegetso • Go ipopela bokao jwa mafoko le ditshwantsho tse di sa tlwaelegang. • Dikakanyokgolo le tse di tshegetsang • Ntlha le kakanyo • Go itseela ditshwetso le bokhutlo • Dikakanyo tsa gago <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (Itsise setlhagwa) • Ka nako ya puiso (diponagalo tsa setlhagwa) • Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka /tthatlhoba) 	<p>Setlhagwa sa tirisano se seleele/se sekhetshwane go neela dikaelo</p> <ul style="list-style-type: none"> • Ditlhokego tsa kagego; setaele • Babuisi/baamogedi ba ba tobilweng maithlomo le tiriso • Tlhopho ya mafoko le dipopego tsa puo <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala dithhangwa tsa ntlha • Go boeletsa • Go tseleganya • Go tlhotlha diphoso le go tlhagisa 	<p>Dira ka mafoko: Mainatswako; Letlhoadi: (mefuta ya mathaodi), letlama</p> <p>Dira ka dipolelo: Polelonolo; polelotswako, polelopate, polewanakanalatlhalosi le polewanakanalatlhaodi</p> <p>Bokao jwa mafoko: Makaelagongwe; malatodi; bokao jo bo tlhamaletseng; bokao mo tirisong, bokao jwa botshwantshi; mathaodi; mathhalosi; Matshwao a puiso: Phegelwana; matshwao a nopolو (ditsejwana); khutlo; lenalana</p>	

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
3-4	<p>Ditogamaano tsa Go reetsa le Go bua</p> <p>Tekatlhaloganyo ya theetso (setlhagwa se se kwadilweng/ Tlhagiso ya dikgang tsa thelebišene)</p> <ul style="list-style-type: none"> • Go tlhalosa dikgato tsa go reetsa • Tsaya dintlhathuto • Kwala dikarabo <p>Ngangisano dipuisano tsa setlhophpha: buisanang ka tiriso ya lekwalo la maranyane (imeile) /phousetara/ bukatsatsi/dipampitshana tsa tshedimosetso (difolaeyara)</p> <ul style="list-style-type: none"> • Diponagalo le melawana • Thulaganyetsotiro, patlisiso, go rulaganya le go tlhagisa. 	<p>Buisa setlhagwa sa bukatsatsi/ lekwalo la maranyane (imeile) / phampitshana ya tshedimosetso</p> <ul style="list-style-type: none"> • Kagego • Tiriso ya puo • Baamogedi ba ba tobilweng <p>Poko/dinaane</p> <ul style="list-style-type: none"> • Diponagalokgolo tsa leboko • Popego ya ka fa gare ya leboko, dikapuo/puo ya botshwantshi/, morumo, moribo • Popego ya ka fa ntle ya leboko, mela, ditemana, mofuta wa mokwalo (fonto) • Bokao jwa puo ya botshwantshi • Maikutlo • Thitokgang le molaetsa <p>Dikgato tsa go buisa:</p> <ul style="list-style-type: none"> • Pele ga puiso (itsise setlhagwa) • Ka nako puiso (diponagalo tsa setlhagwa) • Morago puiso (araba dipotso, bapisa, farologanya, sekaseka/tlhatlhoba) 	<p>Setlhagwa sa tirisano se selele/ se sekhetshwane sk. : lekwalo la maranyane (imeile) , phousetara/ bukatsatsi/pamphitshana ya tshedimosetso) (folaeeyara)</p> <ul style="list-style-type: none"> • Dithokego tsa popego/ /kagego, setaele ntihakemo • Baamogedi ba ba tobilweng ka maitlhomo le tiriso • Tlhophya mafoko, tlhaloso e e tsepameng/ bonagalang sentle • Popego, boleele le mefuta ya di-polelo <p>Tlhagisa setlhagwa sengwe sa tse di kailweng fa godimo</p> <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala ditlhagwa tsa ntlha • Go boeletsa • Go tseleganya • Go tlhotla diphoso le go tlhagisa 	<p>Dira ka mafoko: Maemedi- mabotsi, lesupi, mainagothe - mainagoboka; Madiritota Letlhodi: Tlhogo/mogatlana le kutu.</p> <p>Dira ka dipolelo: Puosebui; dipotso/le tse di nang le thot-lheletso; thuanyisediri; polelo e e khut-shwafaditsweng; dipotso tse di sa tlhokeng dikarabo</p> <p>Bokao jwa mafoko: Malatodi; bokao jo bo tlhamaletseng; jwa botshwantshi, jwa tiriso</p> <p>Matshwao a puiso: Matshwao a nopoloo(ditsejwana); letshwao la potso; phegelo, letshwao la tsiboso</p>	

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
5.6	<p>Ditogamaano tsa Go reetsa le Go bua</p> <p>Tekothalaganyo ya theetsos</p> <ul style="list-style-type: none"> • Tilhalosa dikgato tsa go reetsa • Kwala dintlanathuto • Araba dipotso <p>Puo e e ipaakanyeditsweng</p> <ul style="list-style-type: none"> • Tiriso ya segalo, lebelo le kutlwalo ya lentswe. • Tiriso ya puo e e digelang/e e tsosang mai-kutlo a a rieng/e e tlhotlheletsang • Dirisa dikaelo • Tlhokomelo ya melawana • Puo ya mmele e e maleba • Matseno a a ngokang le bokhutlo jo bo nonofileng • Maithlomo, setlhophpha se se tobilweng le tiriso <p>Latela dikgato tsa go reetsa</p> <p>Pele ga theetsos: e gogela barutwa mo seemong sa go reetsa</p> <p>Ka nako ya theetsos: Dipotsos, temogo, tshwantsha, tsaya dintlhakglo, tlhalosa</p> <p>Morago ga theetsos: Latedisa maitemogelo a go reetsa Barutwana ba botsa dipotso, ba tlota ka se ba se utlwileng</p>	<p>Buisa setlhengwa sa dikwalo jaaka padi ya bašwa kgang/khutshwe/terama/ naane</p> <ul style="list-style-type: none"> • Diponagalokgolo tsa setlhengwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgotlheng, lemorago, maitshetlego, moanedi, thitokgang. <p>Poko: Maboko a tlhaotsweng</p> <ul style="list-style-type: none"> • Diponagalokgolo tsa leboko • Popego ya ka fa gare ya leboko, dikapuo/puo ya botshwantshi/, morumo, moribo • Popego ya ka fa ntlo ya leboko, mela, ditemana, mofuta wa mokwalo (fonto) • Bokao jwa puo ya botshwantshi • Maikutlo • Thitokgang le molaetsa <p>Tshekatsheko ya leboko:</p> <ul style="list-style-type: none"> • Mela, mafoko, ditemana, kamano, poelelo, mofuta wa mokwalo, matshwao a puiso. • Bokao: jo tlhamaletseng le jo bo iphitlhileng 	<p>Poeletso le go Ipaakanyetsa ditlhathlboro</p> <p>Ditlhamo</p> <p>Kgato ya go ipaakanya:</p> <ul style="list-style-type: none"> • Dithokego; popego/kagego; setaele; nthakemo • Baamogedi/babuisi ba ba tobilweng; maithlomo le tiriso • Tlhophya ya mafoko <p>Totisa mogopolo mo dikgatong tsa go kwala</p> <ul style="list-style-type: none"> • Go dira ipaakanyetsotiro • Go kwala ditlhengwa tsa nthla • Go boeltsa • Go tseleganya • Go tlhottha diphoso le go tlhagisa 	<p>Dira ka mafoko: Madirimathusi; Lediritora, Matlhaodi: go supa mmala o o sa tsenelelang le kgato ya kgolo</p> <p>Dira ka dipolelo: Dipolelo tse di tsayang lethakore; tse di sekametseng mo lethakoreng le le lengwe; tse di gobelang, tsa maikutlo tse di digelang; dipotso tse di sa tlhokeng dikarabo</p> <p>Bokao jwa mafoko: Makaelagongwe, malatodi</p> <p>Matshwao a puiso: Khutlo; phegelo; letshwao la tsiboso; letshwao la potso</p>	
6	<p>TIRO 11 (Maduo : 50) GO KWALA</p> <p>Ditlhengwa tsa tirisano: lekwalo/ maranyane/ phousetara/ bukatsatsi/ folayara. (Tlhophya se le sengwe) (maduo: 20) LE Tlhamo: kanelo/ tlhaloso (Tlhophya e le nngwe) (maduo:30)</p>				

Dibeke	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tlhagisa	Dipopego tsa puo le melawana	Kgatelopele
7-8	<p>Poeletso le go baakanyetsa ditlhathlobo</p> <p>Go bua:</p> <ul style="list-style-type: none"> • Puo e e ipaakanyeditsweng/ dipotsotherisano/ motlotlo • Puo e e sa ipaakanyediwang <p>Go reetsa</p> <ul style="list-style-type: none"> • Tekatlhaloganyo ya theetso 	<p>Poeletso le go baakanyetsa ditlhathlobo</p> <p>Go buisa</p> <ul style="list-style-type: none"> • Puiso e e ipaakanyeditsweng • Tekatlhaloganyo ya puioso • Tshobokanyo • Dikwalo: <ul style="list-style-type: none"> -- Padi/ kgankhutshwe/ dinaane -- Terama/thuto ya filimi -Maboko 	<p>Poeletso le go baakanyetsa ditlhathlobo</p> <p>Go kwala:</p> <ul style="list-style-type: none"> • Dithhangwa tsa tirisano <ul style="list-style-type: none"> • Tlhamo 	<p>Dira ka mafoko: Mainagoboka; leitiri; kutu/modi.</p> <p>Dira ka dipolelo: Polelonolo; polelopate; polelotswako; dipolelo; thuanyisediri; mefuta ya dipotso; kganetso</p> <p>Bokao jwa mafoko: Makaelagongwe; Malatodi; bokao jo bo tlhamaletseng; jwa botshwantshi</p> <p>Matshwao a puioso mo tirisong</p>	
9-10	KGWEDITHARO 4 TLHATLHOBO E E TLHOMAMENG YA BOFELO JWA NGWAGA				
	TLHATLHOBO YA MOLOMO – TIRO 12		TLHATLHOBO E E TLHOMAMENG – TIRO 13 BOFELO JWA NGWAGA		
	TIRO 12 – TIRO YA MOLOMO (Maduo: 20) Puo e e sa ipaakanyediwang kgotsa e e ipaakanyeditsweng		<p>TIRO 13: (Maduo: 60)</p> <p>TEKATLHALOGANYO LE TIRISO YA PUO</p> <p>Pots 1.1: Tekatlhaloganyo ya puioso: Setlhangwa se se buisitsweng/ se se sa buisiwang (Maduo:20)</p> <p>34Pots 1.2: Setlhangwapono (Maduo : 10)</p> <p>Pots 2: Tshosobanya (Maduo:10)</p> <p>Pots 3 : Dipopego tsa puo le melawana ya tiriso (Mduo:20)</p>		

4.9 Siswati

Revised National Teaching Plan

LIBANGA 7 ITHEMU 2 LUHLELO LWEKUFUNDZISA LWEMNYAKA LWE-COVID 19 LOLUFINYETIWE: LIBANGA 7				
Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
1 - 2	<p>Emasu ekulalela nekukhuluma</p> <p>Kulalela kuvisisa:</p> <p>Kulalela inkondlo lemayelana ne-Covid-19</p> <ul style="list-style-type: none"> Chaza inchubo yekulalela Tsatsa emanotsi Phendvula imibuto <p>NOBE</p> <p>Coca indzaba</p> <ul style="list-style-type: none"> Kuvetwa kwebalingisi Kukhetsa nekusebentisa emagama Lulwimi lwemtimba Kuhumusha umoya, liphimbo, simo sekuhleleka kwetigameko, ingwijikhwebu nesiphefto <p>Landzela letinyatselo tekulalela:</p> <p>Ngembí kwekulalela Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelwá-</p> <p>kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p>	<p>Ematheksthi etemibhalo njengenoveli (emakhasi 30-40)</p> <p>yelusha/umdlalo (emakhasi 10-20)</p> <ul style="list-style-type: none"> Timphawu letibalulekile tteheksthi yetemibhalo: njengemlingisi kuvetwa kwebalingisi, sakhiwo, ludvweshu, sendalelo, simonhlalo, umlandzi, ingcikitsi <p>Inchubo yekufundza:</p> <ul style="list-style-type: none"> Ngembí kwekufundza (ngenisa itheksthi) Nakufundwa (timphawu tteheksthi) Emuva kwekufundza (phendvula imibuto, catsanisa, nika umehluko, hlola) <p>NOBE</p> <p>Kufundza/kwehlwayela kuvisisa</p> <p>(sebentisa ematheksthi labhaliwe nobe latibonwa njengemakhathuni/ emapheshana)</p> <ul style="list-style-type: none"> Kufundza ngekunyanyalata Kufundza ukhe etulu ngenhlosa 	<p>Kubhala: Indzaba lelendzisako (Tindzima 4-6/ emagama 150-200)</p> <p>Timiso tendzima:</p> <ul style="list-style-type: none"> Umusho losihloko sendzima Imicondvo lebalulekile nalesekelako Kuhleleka kwetitanza Tihlanganisi kute kube nekubumbana kwetitanza Sebentisa tinhlobo temisho letehlukene, ngebudze netakhiwo <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> Kuhlela Kwakha luhlaka Kubuyeketa Kuhlela umbhalo kabusha Kufundza ulungise emaphutsa <p>Nekwetfula.</p>	<p>Lizinga lemagara:</p> <ul style="list-style-type: none"> Emabito lalukhuni, silandziso namentiwa, Siphawulo: kucatsanisa, tikhuliso <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> Imisho lecondzile, titatimende, sikhatsi sanyalo, sikhatsi lesengcile <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> Bomcondvofana, bomcondvophika, Umcondvo losobala, umcondvo lojulile, Lulwimi loluvusa imiva <p>Tiphumuti:</p> <ul style="list-style-type: none"> Ngci, khefana, sibabati/mababata, mabuta

	Ngemuva kwekulalela Kulandzela lobekulalelwa. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll.	yeukufola lwati <ul style="list-style-type: none"> • Kufundzisisa • Kwenta siphetfo ngelwati loluniketiwe (balingisi, sibekandzaba, umlayeto) • Kutfola inshokutsi yemagama langakatayeleki ngekusebentisa emakhono ekuhlahlela emagama • Lulwimi loluvusa imiva 		
Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
3 – 4	<p>Emasu ekulalela nekukhuluma</p> <p>Kulalela sivisiso (ematheksthi latibonwa njengesikhangisi, iphosta nesefulo sakumabona-kudze)</p> <p>Landzela letinyatselo tekulalela:</p> <p>Ngembii kwekulalela</p> <p>Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelwaa – kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p> <p>Ngemuva kwekulalela Kulandzela lobekulalelwa. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll.</p> <ul style="list-style-type: none"> • Finyeta lokwetfulako ngemlomo • Nika tiphetfo. 	<p>Kufundza/kwehlwayela kuvisisa (sebentisa ematheksthi labhaliwenobe latibonwa njengesikhangisi)</p> <ul style="list-style-type: none"> • Kufundza ngekunyanyalata • Kufundza ukhe etulu ngenhlosoyeukufola lwati • Kufundzisisa • Kwenta siphetfo ngelwati loluniketiwe (balingisi, simonhlalo, simondzawo, umlayeto) • Kucabangela inshokutsi yemagama langakatayeleki ngekusebentisa emakhono ekuhlahlela emagama • Lulwimi loluhhungako 	<p>Bhala ematheksthi emibhalombiko: Sikhangisi/emaphosta (Khetsa Kunye)</p> <ul style="list-style-type: none"> • Tidzingo tesakhiwo • Inhlosoto tetsamelilwati lethlosiwenesimongcondvo • Kukhetfwa kwemagama nekwakhiwakwemisho • Tincenye tetibonwa (jengetinhlobotefonti nesayizi, tihloko, timphawu, umbala) • Lulwimi loluhhungako/loluphocelelako <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela 	<p>Lizinga lemagama:</p> <ul style="list-style-type: none"> • Emabitongco, bulili, bunye, bunyenti • Sipawulo: sabito sekukhomba, linani <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Inkulumongco nenkhulumombiko, • Imisho lecondzile nemisho lemagalagala <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Bomcondvofana, bomcondvophika, • Umcondvo losobala, inshokutsi lejulile <p>Tiphumuti nelupelomagama:</p> <ul style="list-style-type: none"> • Ikholoni; isemikholoni • Kusetjentiswa kwsichazamagama

	<ul style="list-style-type: none"> Lulwimi loluhlelekile/lolungakahleleki <p style="text-align: center;"><i>NOBE</i></p> <p>Ematheksthi etemibhalo njengenovelana</p> <ul style="list-style-type: none"> Timphawu letibalulekile tematheksthi emibhalo: njengemlingisi, kuvetwa kwebalngisi, sakhiwo, ludvweshu, sendlalelo/simonhlalo, umlandzi, ingcikitsi <p>Inchubo yekufundza:</p> <ul style="list-style-type: none"> Ngembi kwekufundza (ngenisa itheksthi) Nakufundvwa (timphawu tetheksthi) Emuva kwekufundza (phendvulaimibuto, kucatsanisa, nika umehluko, hlola) 	<ul style="list-style-type: none"> Kwakha luhlaka Kubuyeketa Kuhlela umbhalo kabusha Kufundza ulungise emaphutsa nekwetfula 	
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	<p>LUHLOLO LOLUHLELEKILE: UMSEBENTI 6</p> <p>Liphepha 1 – TEMLOMO (Kwentiwa nakusachubeka ithemu)</p> <ul style="list-style-type: none"> Sivisiso Lesilalelwako <i>nobe</i> Inkulumo Lelungiselelwwe nobe Inkulumo lengakalungiselelwwa
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(20 Emamaki)				
Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
5 - 6	<p>Emasu ekulalela nekukhuluma</p> <p>Inkhulumo lelungiselelw naengakalungiselelw lephatselene nekunika ticondziso nobe kulandzela inchubo.</p> <p>Inkhulumo lelungiselelw/ lengakalungiselelw</p> <ul style="list-style-type: none"> Kukhetsa emagama lasetjentiswako Kusetjentiswa kwebuviyoviyo nesivinini Kusebentisa tinkhomba ngesikhatsi sekwetfula inkhulumo Kusebentisa lulwimi lwemtimba Lolufane 	<p>Kufundza/kwehlweayela kuvisisa</p> <p>Kufundza itheksthi yeticondziso njengeresiphi/ kunika tinhombandlela</p> <ul style="list-style-type: none"> Kufundza ngekunyanyalata Kufundza ukhe etulu Kufundzisisa Kwenta sipheto ngelwati loluniketiwe <p>Inchubo yekubhala:</p> <ul style="list-style-type: none"> Ngembi kwekufundza (ngenisa itheksthi) Nakufundwa (timphawu tetheksthi) Ngemva kwekufundza (buta imibuto, catsanisa, nika umehluko, hlola) 	<p>Itheksthi yemibhalomibiko lemifisha:</p> <ul style="list-style-type: none"> Tidzingo tesakhwiwo nesitayela Tetsamelilwati letihlosiwe, inhoso nesimongcondvo Kubumbana kwendzima Kukhetfwa kwemagama netakhi temusho <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> Kuhlela Kwakha luhlaka Kubuyeketa Kuhlela umbhalo kabusha Kufundza ulungise emaphutsa nekwetfula 	<p>Lizinga lemagama:</p> <ul style="list-style-type: none"> Sandziso – sandziso sesikhatsi, sandziso sendzawo Siphawulo: linani <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> Inkhulumo lecondzile nempambosi yekwentiwa <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> Tisho netaga <p>Tiphumuti:</p> <ul style="list-style-type: none"> Ihayifeni; i-aphostrofi

Liviki 6	<p>LUHLOLO LOLUHLELEKILE: UMSEBENTI 7</p> <p>SIVIVNYO - KUBHALA (1 Li-awa 30 emaminthi)</p>	(Samba: 40 Emamaki)
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	<p>Ematheksthi emibhalombiko</p> <p>Sikhagisi / Iphosta / Itheksthi yesicondziso: Iresiphi / Inkulumomphendvulwano (Khetsa Kunye)</p> <p>INDZABA</p> <p>Lelandzisako / Lechazako (Khetsa Kunye)</p>	<p>(20 Emamaki)</p> <p>NE</p> <p>(20 Emamaki)</p>
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Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
7 – 8	<p>Emasu ekulalela nekukhuluma</p> <p>Kwenta lucwaningo</p> <ul style="list-style-type: none"> Bantwana banikwa simo tsite, lekuyinkinga nobe sehlakakalo labangaphendvula ngaso balingisa ngaso ngamunye. Umfundzi angalingisa nobe atjelwe ngen-dzima latawuyidlala nakulingiswa. Sebentisa lulwimi lolufanele Sebentisa lulwimi lwemtimba lolufanele loluhambisana netetsamelilwati nenhlos 	<p>Fundza itheksthi yetemibhalo:</p> <p>njengemdalo</p> <ul style="list-style-type: none"> Timphawu letibalulekile tematheksthi emibhalo: njengemlingisi, kuveta kwebalingisi, sakhiwo, ludvweshu, sendlalelo, simonhlalo, umlandzi, ingcikitsi <p>Inchubo yekufundza:</p> <ul style="list-style-type: none"> Ngembi kwekfundza (ngenisitheki) Nakufivwa (timphawu tetheksthi) Emuva kwekfundza (phendvula imibuto, catsanisa, nika umehluko, hlola) 	<p>Bhala sihlatiyya semdlalo</p> <p>Timiso tendzima: 1(00-120 emagama)</p> <ul style="list-style-type: none"> Uveta imibono yakhe ngemdlalo Uyahla nobe ugceka umdlalo lowetfuliwe, lofundziwe Kungahlatiyya getindlela letehlukene ngemdlalo munye. Kunikwa imininigwane, sib. Ligama lembhalu, sihloko semdlalo, ligama lenkampani lekhicite umdlalo. <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> Kuhlela Kwakha luhlaka Kubuyeketa Kuhlela umbhalo kabusha Kufundza ulungise emaphutsa nekwetfula 	<p>Lizinga lemagenta:</p> <ul style="list-style-type: none"> Tento <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> Impambosi yekwentiwa, sikhatsi sanyalo lesichubekako; <p>inkhulumongco</p> <p>nenkhulumombiko</p> <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> Bomcondvofana, bomcondvophika, Umcondvo losobala, inshokutsi lejlilile <p>Tiphumuti:</p> <ul style="list-style-type: none"> Ikhloni; bokhulunyiwe; bomabuta; khefana; ngci
Liviki 8	<p>LUHLOLO LOLUHLELEKILE: UMSEBENTI 8</p> <p>Liphepha 2 – Sivisio neKusetjentiswa kweLuwimi (2 ema-awa 30 emaminithi)</p> <p>Umbuto 1.1 – Kufundza Sivisiso: Itheksthi yetemibhalo/ Itheksthi lengesiyo yetemibhalo</p> <p>Umbuto 1.2 – Itheksthi lesibonwa</p> <p>Umbuto 2 - Sifinyeto</p> <p>Umbuto 3 - Takhi Netimiso Telulwimi letikusimongcondvo</p>		<p>(Samba: 60 emamaki)</p> <p>(20 emamaki)</p> <p>(10 emamaki)</p> <p>(10 emamaki)</p> <p>(20 emamaki)</p>	

LIBANGA 7 ITHEMU 3

Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
1-2	<p>Emasu ekulalela nekukhuluma Kulalela sivisiso lesiphatselene nekugcwaliswa kwemafomu/ imibutoluhlolo</p> <ul style="list-style-type: none"> • Tetayete inchubo yekulalela • Tsatsa emanotsi • Phendvula imibuto <p>Tindlela letehlukene tekuchumana ngetemlomo letiphatselene nekusetjentiswa kwembu-toluhlolo nobe lifomu Tingcoco tesigungu/ tephaneli</p> <ul style="list-style-type: none"> • Khetsa sihloko • Kwabelana ngemibono • Kuniketana emafuba nekulalelisisa • Gcwalisa tikhala • Sebentisa timphawu tekugcila esihlokweni kute ingcoco ichubeke <p>Landzela letinyatselo tekulalela:</p> <p>Ngembi kwekulalela</p> <p>Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelwa – kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p>	<p>Fundza itheksthi lephatselene nekubaluleka kwembutoluhlolo nekutsi ugcwaliswa njani</p> <ul style="list-style-type: none"> • Lwati loludzingekako • Kusetjentiswa kwelulwimi • Kusayina <p>Kufundza/kwehlwayela kuvisisa</p> <ul style="list-style-type: none"> • Kufundza ngekunyanyalata • Kufundza ukhe etulu ngenhoso yekutfola lwati • Finyeta • Kwakha sitfombe engcondvweni • Kwenta siphetho ngelwati loluniketiwe • Inshokutsi yemagama <p>Landzela inchubo yekufundza:</p> <ul style="list-style-type: none"> • Ngembi kwekulalela (ngenisa itheksthi). • Nakufundwa (timphawu tematheksthi) • Emuva kwekulalela (phendvula imibuto, catsanisa, nika umehluko, hlola). 	<p>Ematheksthi emibhalomibiko njengekugcwalisa imibutoluhlolo nobe emafomu:</p> <ul style="list-style-type: none"> • Landzela ticondziso • Niketa lwati lolufanele • Sebentisa lulwimi lolufanele <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela • Kwakha luhlaka • Kubuyeketa • Kuhlela umbhalo kabusha • Kufundza ulungise emaphutsa nekwetfula 	<p>Lizinga lemagama:</p> <ul style="list-style-type: none"> • Emabitomvama; emabitogcogca; • Tandziso tesimo netesikhatsi; • Tiphawulo <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Imishwana lelibito, • Imishwana yesiphawulo, • Imishwana yesandziso, • Imisho lemagalagala nemisho lelukhuni <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Bomcondvofana, bomcondvophika, mabitwaf-anana <p>Tiphumuti:</p> <ul style="list-style-type: none"> • Bomabuta; i-aphostrofi; bofeleba; ihayifeni • Tifinyeto – i-akhronimi,

	<p>Ngemuva kwekulalela Kulandzela lobeku-lalewa. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll.</p> <ul style="list-style-type: none"> • Finyeta lokwetfulako ngemlomo • Nika tiphetfo. 			
Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
3-4	<p>Emasu ekulalela nekukhuluma Lalela umdlalo</p> <ul style="list-style-type: none"> • Kwenta imibutoluhlolo • Cikelela timiso • Sebentisa lulwimi lolufanele • Tsatsa emanotsi • Bika ngalokutfolakele <p>Tindlela letehlukene tekuchumana ngetemlomo:</p> <ul style="list-style-type: none"> • Kwenta samdlalo Kutsatsa luhlobo lolutsite lwembhalo uluyise kulolunye luhlobo • Kulingisa inkhulumomphikiswano • Kwenta uhambisane nemoya nenhoso yalokususelwa kuko. • Kuvetwa kahle kwebalingisi ngetinsita letilula • Kusettentiswa kwetinsita letifanele kuveta simonhhalo. <p>Landzela letinyatselo tekulalela:</p> <p>Ngembi kwekulalela</p> <p>Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelwaka – kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p> <p>Ngemuva kwekulalela Kulandzela lobeku-lalewa. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll.</p> <ul style="list-style-type: none"> • Finyeta lokwetfulako ngemlomo • Nika tiphetfo. 	<p>Itheksthi yetemibhalo njengemdalo welusha/ umdlalo wemoya.</p> <p>Timphawu letibalulekile tematheskthi etemibhalo:</p> <ul style="list-style-type: none"> • njengemlingisi, kuvetwa kwebalingisi, sakhiwo, ludweshu, sendialelo, simondzawo, umlandzi, ingcikitsi <p>Tinkondlo</p> <ul style="list-style-type: none"> • Timphawu letibalulekile tenkondlo • Sakhiwo sangekhatsi senkondlo, tinongo tenkhulumo/ imfanekisomcondvo, imvumelwano, sigci • Sakhiwo sangaphandle senkondlo, imigca, titanza, lubhalomagama • Inshokutsi lejulile • Umoya wenkondlo • Ingcikitsi nembiko <p>Landzela inchubo yekufundza:</p> <ul style="list-style-type: none"> • Ngembi kwekulalela (ngenisa itheksthi). • Nakufundwa (timphawu tematheskthi) • Emuva kwekulalela (phendvula imibuto, catsanisa, nika umehluko, hlola). 	<p>Ematheskthi lamadze sib. Inkhulumomphikiswano/ inthavyu lebhaliwe.</p> <ul style="list-style-type: none"> • Tidzingo tesakhiwo nesitayela • Tetsameliwati letihlosiwe, injongo nesi-mongcondvo • Kukhetwa kwemagama • Kusettentiswa kwelulwimi lolufanele <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela • Kwakha luhlaka • Kubuyeketa • Kuhlela umbhalo kabusha • Kufundza ulungise emaphutsa nekwetfula 	<p>Lizinga lemagama:</p> <ul style="list-style-type: none"> • Emabitongco, bunye nebunyenti. • Siphawulo: kucatsanisa, tikhuliso <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Imisho lelukhuni lenemishwana yesibaluli; • Inkhulumongco nenkhulumombiko. <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Imisuka yemagama. <p>Tiphumuti:</p> <ul style="list-style-type: none"> • Ikholoni; bokhulunyiwe; khefana; ngci; i-aphostrofi; mabuta.
	<p>UMSEBENTI 9 - Temlomo Sivisiso lesilalelwako nobe Kufundza lokulgiselelwabe nobe Kufundza lokungalungiselelwabe</p>			

Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
5-6	<p>Emasu ekulalela nekukhuluma Tindlela leteh-lukene tekuchumana ngetemlomo:</p> <ul style="list-style-type: none"> • Kuvula ngendlela lefanele/kwetfulwa kwema-lunga • Kusebentisa liphimbo, sivinini, buviyoviyo. • Kusettentiswa kwelulwimi • Lulwimi lwemtimba lolufanele • Sipheto lesifanele <p>Kulalela kuvisisa (ematheksthi labhalawi/kwetfulwa kwetindzaba tamabona-kudze)</p> <ul style="list-style-type: none"> • Chaza inchubo yekulalela • Tsatsa emanotsi • Phendvula imibuto <p>Landzela letinyatselo tekulalela:</p> <p>Ngembi kwekulalela</p> <p>Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelw-a – kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p> <p>Ngemuva kwekulalela Kulandzela lobekulalewa. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll.</p> <ul style="list-style-type: none"> • Finyeta lokwetulako ngemlomo • Nika tiphetfo. 	<p>Fundza itheksthi lephatselene nekubhala satiso/ i-ajenda nemaminitisi</p> <ul style="list-style-type: none"> • Balingisi • Kusetjentiswa kwelulwimi • Sakhiwo • Kundalwa kwetitanza <p>Kufundza/kwehlwayela kuvisisa lokubhaliwe/ematheksthi latibonwa/ ema-grafu.</p> <ul style="list-style-type: none"> • Kufundza ngekunyanyalata kute utfole umcondvo lobalu-lekile • Kufundza kute utfole imininigwane lesekelako. • Kucombela. • Kusebenta ngenshokutsi yemagama langakatayeleti nemifanekiso mcondvo • Imcondvo lesemcoka nalesekelako. • Umbono wakho <p>Landzela inchubo yekufundza:</p> <ul style="list-style-type: none"> • Ngembi kwekulalela (ngenisa itheksthi). • Nakufundvwa (timphawu tematheksthi) • Emuva kwekulalela (phendvula imibuto, catsanisa, nika umehluko, hiola). 	<p>Imibhalombiko lemidze sib. Satiso/ i-ajenda nemaminitisi</p> <ul style="list-style-type: none"> • Tfola tetsamelilwati letihlosiwe nenjongo yekubhala; • Tsatsa sincumo ngesitayela, imibono nesakhiwo sekubhala; • Kukhetsa emagama netakhi telulwimi. <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela • Kwakha luhlaka • Kubuyeketa • Kuhlela umbhalo kabusha • Kufundza ulungise emaphutsa nekwetfula 	<p>Lizinga lemagama:</p> <ul style="list-style-type: none"> • Tabito: selucobo, sekukhomba, sebuniyo. <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Sikhatsi sanyalo; sikhatsi lesengcile; • Inkulumongco nenkhulumombiko, ink-hulumo lecondzile • Impambosi yekwentiwa <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Timphambosi tesento <p>Tiphumuti:</p> <ul style="list-style-type: none"> • I-aphostrofi; feleba; khefana; ngci; ikholoni
Liviki 6	<p>UMSEBENTI 10 – Timphendvulo Ngetemibhalo (imibuto lemifishane) Tinkondlo nemdlalo / Indzaba Lemfishane/ Inganekwane / Inoveli</p>			
Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi

7-8	<p>Emasu ekulalela nekukhuluma Ulalela abuye aco tindzaba letisematseni letiphatselene nema-athikili emaphephandzaba nemaphephabuku.</p> <ul style="list-style-type: none"> • Kusentjentiswa kweliphimbo, sivinini, buviyoviyo. • Kusentjentiswa kwelulwimi loluhhungako/loluvusa imiva/ lolupocelelako • Kusentjentiswa kwetinkhomba • Kugcila kutimiso • Lulwimi lwemtimba lolufanele • Singeniso lesihehako nesiphetfo lesinemfutfo • Inhloso, tetsamelilwati letihlosiwe nesimongcondvo <p>Kufundza uphimisela lokulungiselelwe/ lokungakalungiselelwa kwe-athikili yeliphephandzaba</p> <ul style="list-style-type: none"> • Kusentjentiswa kweliphimbo, sivinini, buviyoviyo. • Kucaphela tiphumuti kute utfole umphumela lofanele • Lulwimi lwemtimba lolufanele 	<p>Kufundza/kwehlwayela kutfola Iwati (sebentisa ematheksthi lanjengemaphephandzaba, emaphephabuku, tinkhulomo letibhaliwe)</p> <ul style="list-style-type: none"> • Kufundza ngekunyanyalata kute utfole • Kufundza ukhe etulu kute utfole umcondvo losekelako • Kucombela. • Emaphuzu nemibono • Luvo lwembhalo • Kusebenta ngenshokutsi yemagama langakatayelesi nemifanekisomcondvo • Lulwimi loluhlekile/lolungakahaleki • Inshokutsi lecondzile/lebhacile • Titfo tenkhulomo. <p>Landzela inchubo yekufundza:</p> <ul style="list-style-type: none"> • Ngembi kwekfundza (ngenisa itheksthi). • Nakufundwa (timphawu tematheksthi) • Emuva kwekfundza (phendvula imibuto, catsanisa, nika umehluko, hlola). <p>Bhala sivisiso</p>	<p>Imibhalombiko lemidze/lemifisha: i-athikili yeliphephandzaba</p> <ul style="list-style-type: none"> • Tidzingo tesakhiwo nesitayela • Tetsamelilwati letihlosiwe, injongo nesimongcondvo • Kukhetfwa kwemagama nesakhiwo selulwimi <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela • Kwakha luhlaka • Kubuyeketa • Kuhlela umbhalo kabusha • Kufundza ulungise emaphutsa nekwefula 	<p>Lizinga lemagenta:</p> <ul style="list-style-type: none"> • Emabitosimo; emabitomvama • Bondzaweni • Siphawulo: kucatsanisa, tikhuliso <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Kuhlela ngekulandzelana; kuhlela ngekubaluleka; indzima lechazako; • Lulwimi lolupocelelako naloluvusa imiva; kutsatsa luolangotsi; kugceka; tinholelo; • Tinsita tekwenta inkhulomo ivisiseke (sib. tinongo tenkhulomo, sifanamsindvo njll.) <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Bomcondvofana, bomcondvophika, • Umcondvo losobala, umcondvo lojulile <p>Tiphumuti:</p> <ul style="list-style-type: none"> • Bokhuluniwe; mababata; khefana; ngoi; mabuta
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LIBANGA 7 ITHEMU 4

Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwefula	Takhi Netimiso Telulwimi
1-2	<p>Emasu ekulalela nekukhuluma Inkhulomo lengake-lungiselelwa</p> <ul style="list-style-type: none"> • Kwefula sikhulumi; emavi ekubonga/ kucoca indzaba • Khetsa sihloko lesifanele • Hleembisa Iwati ngalokubumbene • Tfola silulumagama, takhi telulwimi • Singeniso nesiphetfo lesihehako <p>Timphawu netimiso (emasu ekukhuluma emmangweni, takhi) Kufundza ngekuphimisela</p> <ul style="list-style-type: none"> • Kusentjentiswa kweliphimbo, sivinini, buviyoviyo • Kucikelela timphawu kute kube nemphumela lomuhle • Lulwimi lwemtimba lolufanele 	<p>Ematheksthi etemibhalo njengenoveli yalabasha/ tindzaba letimfisha/ umdlalo</p> <ul style="list-style-type: none"> • Timphawu letibalulekile tematheksthi etemibhalo: njengemlingisi, nekuvetwa kwebalingisi, sakhiwo, ludvweshu, sendlalelo, simonhlalo, umlandzi, ingcikitsi. <p>Landzela inchubo yekufundza:</p> <ul style="list-style-type: none"> • Ngembi kwekfundza (ngenisa itheksthi). • Nakufundwa (timphawu tematheksthi) • Emuva kwekfundza (phendvula imibuto, catsanisa, nika umehluko, hlola). 	<p>Ematheksthi emibhalombiko Lemidze/ lemifisha sib. Kunika tinkhombandlela</p> <ul style="list-style-type: none"> • Tidzingo tesakhiwo, sitayela • Tetsamelilwati letihlosiwe, inhloso nesimongcondvo • Kukhetfwa kwemagama netakhi telulwimi <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela 	<p>Lizinga lemagenta:</p> <ul style="list-style-type: none"> • Emabito lalukhuni, • Siphawulo: tikhuliso; • Bondzaweni <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Imisho lecondzile, Imisho lemagalagala, umusho lolukhuni locondzile, umshwana wesandziso nemshwana wesiphawulo; <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Bomcondvofana, bomcondvophika, • Umcondvo losebaleni; inshokutsi lejulile, • Tipawulo, tandziso <p>Timphawu tekubhala:</p> <p>Isemikhloni, bokhuluniwe; ngci; i-apostrofi</p>

	<p>Landzela letinyatselo tekulalela:</p> <p>Ngembi kwekulalela</p> <p>Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelwa– kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p> <p>Ngemuva kwekulalela Kulandzela lobekulalewa. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll.</p> <ul style="list-style-type: none"> • Finyeta lokwetfulako ngemlomo • Nika tiphefo. 	<p>Kufundza/Sihlatiywa sekuvisisa (Sebentisa ematheksthi labhaliwe netibonwa)</p> <ul style="list-style-type: none"> • Kufundza ngekunyanyalata kute utfole umcondvo lob-alulekile • Kufundza ukhe etulu kutfola imininingwane lesekelako • Kucombebla • Kwenta sipheto ngenshokutsi yemagama langakatayeleki nemifanekisomcondvo • Imicondvo lebalulekile nalesekelako • Liphuzu nembono • Kwenta tiphefo ngelwati loluniketiwe • Umbono wakho 	<ul style="list-style-type: none"> • Kwakha luhlaka • Kubuyeketa • Kuhlela umbhalo kabusha • Kufundza ulungise emaphutsa nekwetfula 	
Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
3-4	<p>Emasu ekulalela nekukhuluma</p> <p>Kulalelala kuvisisa (itheksthi lebhaliwe/ kwetfula tindzaba tamabonakudze)</p> <ul style="list-style-type: none"> • Chaza inchubo yekulalela • Tsatsa emanotsi • Phendvula imibuto <p>Tinhlobo letehlukene tekuchumana ngetemlomo:</p> <p>Coca ngekusetjentiswa kwe-i-meyili/ emaphosta/ kubhalwa kwedayari/ emaflaya</p> <ul style="list-style-type: none"> • Timphawu tengcogco • Kuhlela, kucwaninga, kuhlelembisa nekwetfula <p>Landzela letinyatselo tekulalela:</p> <p>Ngembi kwekulalela</p> <p>Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelwa– kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p>	<p>Fundza itheksthi lenedayari/i-imayili/ emaflaya</p> <ul style="list-style-type: none"> • Sakhwi • Kusetjentiswa kwelulwimi • Tetsameliwati letihlosiwe <p>Tinkondlo/ inganekwane</p> <ul style="list-style-type: none"> • Timphawu letibalulekile tenkondlo • Sakhwi sangekhatsi senkondlo, tinongo tenkhulomo/imifanekiso mcondvo, imvumelwano, sigci. • Sakhwi sangaphandle senkondlo, imigca, stanza, lubhalomagama • Inshokutsi lejulile • Umoya wenkondlo • Ingikitsi nemlayeto <p>Landzela inchubo yekufundza:</p> <ul style="list-style-type: none"> • Ngembi kwekulalela (ngenisa itheksthi). • Nakufundwa (timphawu tematheksthi) • Emuva kwekulalela (phendvula imibuto, catsanisa, nika umehluko, hlola). 	<p>Ematheksthi emibhalombiko Lemidzel/ lemifisha sib. i-imayili, emaphosta/ kubhalwa kwedayari/ emaflaya]</p> <ul style="list-style-type: none"> • Tidzingo tesakhiwo, sitayela, luvo lwakho • Tetsameliwati letihlosiwe, inhoso nesimongcondvo • Kukhettwa kwemagama, inchazelolecacile • Sakhwi semusho ngebudze nanginhlobo <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela • Kwakha luhlaka • Kubuyeketa • Kuhlela umbhalo kabusha • Kufundza ulungise emaphutsa nekwetfula 	<p>Lizinga lemagama:</p> <ul style="list-style-type: none"> • Tabito, tabito tekukhomba, • Emabito gcogca; • Tindlela tesento • Sipawulo: tikhuliso; • Timpambosi tesento • Ticalo, tijobelelo nemsuka <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Inkulumongco, imibuto, • Sivumelwano senhloko nesento, titatimende letifinyetiwe, • Imibuto lengadzingi timphendvulo <p>Inshokutsi yelingama:</p> <ul style="list-style-type: none"> • Bomcondvophika, inshokutsi lesebaleni, inshokutsi lejulile; Inshokutsi ledzinga inchazelo lendze <p>Timphawu tekubhala:</p> <ul style="list-style-type: none"> • Bomabuta, khefana, mababata; ifonti

	<p>Ngemuva kwekulalela Kulandzela lobekulalewa. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll.</p> <ul style="list-style-type: none"> • Finyeta lokwetfulako ngemlomo • Nika tiphetfo. 			
Emaviki	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
5-6	<p>Emasu ekulalela nekukhuluma</p> <p>Kulalelela kuvisisa</p> <ul style="list-style-type: none"> • Chaza inchubo yekulalela • Tsatsa emanotsi • Phendvula imibuto <p>Inkhulumo lelungiselelwé</p> <ul style="list-style-type: none"> • Kusettjentiswa kweliphimbo, sivinini, buviyo viyo • Kusettjentiswa kwelulwimi loluhhungako/ loluvusa imiva/ loluphocelelako • Sebentisa timphawu • Gcila kutimiso • Lulwimi lwemtimba lolungilo • Singeniso lesihehako nesiphetfo lesinemfutfo. • Inhloso, tetsamelilwati letihlosiwe nesimongcondvo <p>Landzela letinyatselo tekulalela:</p> <p>Ngembí kwekulalela</p> <p>Kwetfulela bafundzi simo labatawulalela ngaso.</p> <p>Nakulalelwá – kubutwa kwemibuto, kubekisa, kucondzanisa, kutsatsa emanotsi, kuchaza</p>	<p>Ematheksthí etemibhalo njengenoveli yalabasha/ tindzaba letimfisha/ umdlalo/ ingenekwane</p> <ul style="list-style-type: none"> • Timphawu letibalulekile tematheksthí etemibhalo: njenge mlingisi, nekuvetwa kwebalingisi, sakhiwo, ludvweshu, sendlalelo, simonhlalo, umlandzi, ingcikitsi. <p>Inkondlo: Tinkondlo letiphakanyisiwe</p> <ul style="list-style-type: none"> • Timphawu letibalulekile tenkondlo • Sakhiko sangekhatsi senkondlo, tinongo tenkhulomo/imfanekiso mcondvo, imphindza, sigci. • Sakhiko sangaphandle senkondlo, imigca, stanza, lubhalomagama • Inshokutsi lejulile • Umoya wenkondlo • Ingcikitsi nemlayeto <p>Kuhlutwa kwenkondlo:</p>	<p>Kubuyeketa nemalungiselelo eluhlolo. Tindzaba Sigaba semalungiselelo:</p> <ul style="list-style-type: none"> • Tindzingo tesakhiwo, sitayela, umbono, • Tetsamelilwati letihlosiwe, inhloso nesimongcondvo • Kukhetsa emagama <p>Gcila kunchubo yekubhala</p> <ul style="list-style-type: none"> • Kuhlela • Kwakha luhlaka • Kubuyeketa • Kuhlela umbhalo kabusha • Kufundza ulungise emaphutsa nekwetfula 	<p>Lizinga lemaga:</p> <ul style="list-style-type: none"> • Tindlela tesento • Siphawulo: • Kucatsanisa, • Tikhuliso <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Kukhetsa luhlangotsi; tinkholelo; kugceka; titatimende letivusa imiva naletihhungako; imibuto lenganato timphendvulo <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Bomcondvofana, bomcondvophika, • Timphendvulo letindze <p>Timphawu tekubhala:</p> <ul style="list-style-type: none"> • Ngci; khefana; mababata; mabuta

	<p>Ngemuva kwekulalela</p> <ul style="list-style-type: none"> • Kulandzela lobekulalelw. Bafundzi babuta imibuto; bakhuluma ngaloko sikhulumi besikhuluma ngako, njll. • Finyeta lokwetfulako ngemlomo • Nika tiphetfo. 	<ul style="list-style-type: none"> • Imigca, emagama, titanza, luchumano, imphindza, lubhalomagama, tiphumuti. • Inshokutsi: lesobala nalebhacile <p>Landzela inchubo yekufundza:</p> <ul style="list-style-type: none"> • Ngembi kwekufundza (ngenisa itheksthi). • Nakufundvwa (timphawu tematheksthi) • Emuva kwekufundza (phendvula imibuto, catsanisa, nika umehluko, hlola). 		
Liviki 6	<p>UMSEBENTI 11 - KUBHALA</p> <p>EMATHEKSTHI EMIBHALOMBIKO</p> <ul style="list-style-type: none"> • Inkhulumomphikiswano / kubala inkhulumoluhlolo/ I-athikili yeliphephandzaba / I-ajenda nemaminitsi (Khetsa kunye) (10 Emamaki) <p>INDZABA</p> <ul style="list-style-type: none"> • Lelandzisako / Lechazako (Khetsa kunye) (30 Emamaki) <p>Caphela: Kumele kube nekwehluka kwemibhalo ngekwehluka kwemabanga.</p>		(Samba: 40 Emamaki)	
7-8	<p>Kubuyeketa nemalungiselelo eluhlolo. Kukhuluma:</p> <ul style="list-style-type: none"> • Inkhulumo lelungiselelw/ inkhulumomphikiswano/in-thavyu/ inkhulumiswano • Kufundza lokulgiselelw • Kufundza lokungakalungiselelw <p>Kulalela</p> <ul style="list-style-type: none"> • Kulalelela kuvisisa 	<p>Kubuyeketa nemalungiselelo eluhlolo Kufundza</p> <ul style="list-style-type: none"> • Kufundza lokulgiselelw • Kufundzela kuvisisa • Sifinyeto • Temibhalo: - Inovelil/ tindzaba letimfisha/ inganekwane - Umdlalo/kufundza ngemafilimu – Tinkondlo 	<p>Kubuyeketa nemalungiselelo eluhlolo. Kubhalo:</p> <ul style="list-style-type: none"> • Ematheksthi emibhalomibiko • Indzaba 	<p>Lizinga lekusebenta ngemagama:</p> <ul style="list-style-type: none"> • Emabitogcogca; • Sabito sekutenta; sicu <p>Lizinga lemisho:</p> <ul style="list-style-type: none"> • Imisho lecondzile, lemagalagala nemisho lelukhuni; titatimende; • Sivumelwano yenhloko nesento; • Tindlela tekubuta; kuphikisa; emagama la-didako <p>Inshokutsi yemagama:</p> <ul style="list-style-type: none"> • Bomcondvofana, bomcondvophika, • Umcondvo losobala, umcondvo lojulile

				Timphawu tekubhala
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ITHEMU 4 LUHLOLO LWEKUPHELA KWEMNYAKA		
LIVIKI 8	UMSEBENTI 12: TEMLOMO	UMSEBENTI 13: LUHLOLO LWEKUPHELA KWEMNYAKA
	<p>UMSEBENTI WELUHLOLO 12 – (20 Emamaki)</p> <p>LIPHEPHA 1 TEMLOMO</p> <ul style="list-style-type: none"> Sivisiso lesilalelwako Nobe Inkulumo lelungiselelw Nobe Inkulumo lengakalungiselelw (Lokwentiwa emkhatsini wethemu) 	<p>UMSEBENTI 13: (Samba: 60 Emamaki)</p> <p>SIVISISO KANYE NETAKHI NETIMISO TELULWIMI</p> <ul style="list-style-type: none"> Umbuto 1.1 – Kufundza Sivisiso: Itheksthi yetemibhalo / Itheksthi lengesiyo yetemibhalo (20 Emamaki) Umbuto 1.2 – Itheksthi Lesibonwa (10 Emamaki) Umbuto 2 - Sifinyeto (10 Emamaki) Umbuto 3 - Takhi Netimiso Telulwimi letikusimongcondvo (20 Emamaki)

4.10 Tshivenda

Revised National Teaching Plan

PULANE YA U FUNZA YO FHUNGUDZWAHO YA KHOVIDI-19

GIREIDI YA 7 THEMO YA 2 PULANE YA U FUNZA YO FHUNGUDZWAHO YA KHOVIDI-19				
VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Lu-ambo
1 - 2	<p>Zwirathedzhi zwa U thetshelesa na U amba</p> <p>U thetshelesa u itela u pafesa:</p> <p>U vhala tshirendo tshipufhi tsha Covid-19</p> <ul style="list-style-type: none"> • U ḥalutshedza maitele a u thetshelesa • U ḥwala notsi • U fhindula mbudziso <p>KANA</p> <p>U anetshela tshitiori ho livhiwa kha:</p> <ul style="list-style-type: none"> • Vhubvumbedzi: Dikishini (kunangele kwa maipfi); Luambo lwa muvhili; u ḥalusia jumudi, thounu, mudzedze wa tshifhinga, matshakhetshandi <p>U tevhedza maitele a u thetshelesa:</p> <p>U rangela u thetshelesa: U divhadza vhagudi nga ha nyimele ya u thetshelesa.</p>	<p>U vhala/U ḥalela u itela u pafesa:</p> <p>U vhala tshibveledzwa tsha u vhala tsha Nganea (Masiaṭari a 30-40) Dirama (Litambwa ja n̩ha nthihi kana mbili- masiaṭari a 10-20)</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza tshibveledzwa tsha jitheretsha : sa vhubvumbedzi, pułoto, khuçano, siangane, fhethuvhupo, muanetsheli, thero. <p>KANA</p> <p>U vhala / U ḥalela u itela u pafesa (tshibveledzwa tsha tou ḥwalwaho kana tsha u tou vhonwa sa khathuni/ zwiripiri zwa filimu)</p> <ul style="list-style-type: none"> • U sikima, U sikena • U vhala wo tou fombe • U humbulela (vhabvumbedzwa, fhethuvhupo, nyimele, mulaedza) • U humbulela ḥhalutshedzo ya maipfi a so ngo doweleaho nga u sedza zwipiça zwo a vhumbaho • Luambo lwa nyanyuwo <p>Hu tevhedza maitele a u vhala:</p> <ul style="list-style-type: none"> • U rangela u vhala (u divhadza tshibveledzwa) • U vhala (mbonalo dza tshibveledzwa) 	<p>U ḥwala maanea a nganetshelo (Pharagirafu dza 4-6 / maipfi a 150-200)</p> <p>Milayo ya pharagirafu:</p> <ul style="list-style-type: none"> • Phungo ja thoho ya pharagirafu • Mihumbulo mihulwane na i tikedzaho • Nzudzano i lunzhedzanaho ya pharagirafu • U ḥanganya u itela u ḥumekanya • U shumisa tshakha, vhulapfu na zwivhumbeo zwa mafhuno zwo fhambanaho. <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dzudzanya • U vhalulula u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: Madzina tserekano, tshiitwa, madzina a re na mishumo mivhili, maiiti, maṭaluli, mbambedzo</p> <p>U shuma na/mafhuno: Nefhungo na tshiitwa, fhungo tswititi, tshitatamennde, tshikhathi/tshifhinga tsha zwino, tshifhinga tsho fhelaho.</p> <p>Ḥhalutshedzo dza maipfi: Pfanywa, mafhambanyi, ḥhalutshedzo dzo dzumbamaho na dzi re khagala, luambo lwa nyanyuwo.</p> <p>Ndongazwiga: tshithoma, tshiwelo, tshigagarukela, tshivhudzisi</p> <p>U shumisa ḥhalusamaipfi/dikishinari zwi khou tuṭuwedzwa</p>

	<p>Nga tshifhinga tsha u thetshesla – u vhudzisa, u qivha, u fanyisa (zwi no elana), u riwala notsi, u talusa</p> <p>Nga murahu ha u thetshesla: U tevhela tshenzhemo ya u thetshesla.</p> <p>Vhagudi vha vhudzisa mbudziso; vha haseledza nga ha zwe maumbi a amba, nz.</p> <ul style="list-style-type: none"> • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u thathuvha) 		
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VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Lu-ambo
3 - 4	<p>Zwirathedzhi zwa U thetshelesa na U amba:</p> <p>U thetshelesa u itela u pfesesa – U shumisa tshibveledzwa tsha u ḥwala / kana tsha u vhonwa sa khungedzelo</p> <p>U tevhedza maitele a u thetshelesa:</p> <p>U rangela u thetshelesa: U divhadza vhagudi nga ha nyimele ya u thetshelesa.</p> <p>Nga tshifhinga tsha u thetshelesa – u vhudzisa, u ḥivha, u fanyisa (zwi no elana), u ḥwala notsi, u ḥalusa</p> <p>KANA</p> <p>Nga murahu ha u thetshelesa: U tevhela tshenzhemo ya u thetshelesa.</p> <p>Vhagudi vha vhudzisa mbudziso; vha haseledza nga ha zwe maumbi a amba, nz.</p> <ul style="list-style-type: none"> • U ita mariweledzo/samari ya mukumedzo nga u tou amba • U ita magumo avhuđi 	<p>U vhala/U ḥalela u itela u pfesesa (U shumisa tshibveledzwa tsha u ḥwala / kana tsha u vhonwa sa khungedzelo)</p> <ul style="list-style-type: none"> • U sikima • U sikena • U vhala wo tou fombe • U humbulela (vhabvumbedzwa, nyimele, fhethuvhupo, mulaedza) • U humbulela ḥhalutshedzo ya maipfi a songo dōweleaho nga u sedza zwipiđa zwo a vhumbaho • Luambo lwa u fhuredzela • Luambo lwa fomaļa/lu si lwa fomaļa <p>KANA</p> <p>U vhala tshibveledzwa tsha ḥitheretsha sa nganea</p> <ul style="list-style-type: none"> • U sedzesha kha mbonalo dza ndeme sa vhuvumbedzi, puđoto, khudano, siangane, fhethuvhupo, muanetsheli, therlo <p>Hu tevhedza maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (u ḥivhadza tshibveledzwa) • U vhala mbonalo dza tshibveledzwa) • Nga murahu ha u vhala (U fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥađhuvha) 	<p>U ḥwala zwibveledzwa zwa vhudavhidzani: U ḥwala khungedzelo / Phosita (Nangani tshithihi)</p> <ul style="list-style-type: none"> • ḥhodea dza fomethe • Ndivho, tshigwada tsho livhiwaho khatsho na nyimele • U nanga maipfi na u vhumba mafhungo • Elemennde dza u vhonwa sa: lushaka na saizi zwa fonto, ḥohoh dza mafhungo, zwiga, muvhala • Luambo lwa u fhuredzela <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dzudzanya • U vhalulula u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: Madzina vhukuma, mbeu, vhuthihi na vhunzhi Małaluli, masumbi, vhushaka</p> <p>U shuma na/nga mafhungo: tshiptshi tsho livhaho na tsho vhigwaho, mafhungo tswititi na mafhungo mbumbano</p> <p>Thalutshedzo ya maipfi: pfanywa, mafhambanyi, thalutshedzo I re khagala na yo dzumbamaho</p> <p>Ndongazwiga na mupeleđo: khołoni, semi-khołoni</p> <p>U shumisa dikishinari zwi khou ḥuđuwedzwa</p>

VHEGE 4	<p>MUSHUMO WA U LINGA WA FOMALA WA 6</p> <p>Bammbiri ja 1 – ORALA</p> <p>Tholokanyonqivho ya u thetshelesa / Tshipitshi tsho lugiselwaho / tshipitshi tshi songo lugiselwaho (20 Maraga)</p>			
VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Lu-ambo
5 – 6	<p>Zwiṭirathedzhi zwa U thetshelesa na U amba:</p> <p>U amba ho lugiselwaho na hu so ngo lugiselwaho nga ha u tevhedza Ndaela na Maitele</p> <ul style="list-style-type: none"> • U sedza kha u nanga maipfi na u amba nga hao • U shumisa thounu, luvhilo na u shandukisa ipfi • U shumisa u humbulela nga tshifhinga tsha mukumedzo U shumisa luambo lwa muvhili nga ndila yo teaho 	<p>U vhala/U ḥalela u itela u pfeſesa: U vhala tshibveledzwa tsha ndaela, sa maitele a zwithu/sia, nz.</p> <ul style="list-style-type: none"> • U sikima • U sokena • U vhala wo tou fombe • U humbulela <p>Hu tevhedzwa maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (U ḥivhadza tshibveledzwa) • U vhala (Mbonalo dza tshibveledzwa) • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥthaṭhuvha) 	<p>Tshibveledzwa tsha vhudavhidzani tshipfufhi: ndaela</p> <p>Ńwalani tshibveledzwa tsha ndaela sa, u bika zwiliwa, u lugisa zwo tshinalah, nz.</p> <ul style="list-style-type: none"> • U shumisa fomeſe na tshitaila tshi re tshone • U sedza kha vhaṭanganedzi vha mafhungo, ndivho na nyimele • U ḥumekanya pharagirafu • U nanga maipfi na tshivhumbeo tsha mafhungo <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dzudzanya • U vhalulula u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: Mağadzisi, Thangela-dzina - dza tshifhinga, fhetu na kutshimbile, Matäluli a mbalo</p> <p>U shuma na/nga mafhungo: Maambwaita na maambwaitwa</p> <p>Thalutshedzo dza maipfi: maidioma na mirero</p> <p>Ndongazwiga: tshifhandi, luñala (aposítirofi)</p> <p>U shumisa dikishinari zwi khou ṭutuwedzwa</p>
VHEGE 6	<p>MUSHUMO WA FOMALA WA 7</p> <p>Bammbiri ja 3 – U ḥWALA (1 awara 30 minetse) (Maraga: 40 Maraga)</p> <p>Zwibveledzwa zwa vhudavhidzani</p> <p>Khungedzelo / Phositar / Ndaela (Nngani tshithihi) (10 Maraga)</p> <p>NA</p> <p>Maanea (pharagirafu dza 6)</p> <p>Khani / Nganetshelo / ḥthaluso (Nangani tshithihi) (30 Maraga)</p>			

VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Lu-ambo
7 - 8	<p>Zwiṭirathedzhi zwa U thetshelesa na U amba:</p> <p>Thodisiso</p> <ul style="list-style-type: none"> • Vhagudi vha ḥewa nyimele, i nga vha thaidzo kana zwithu zwe iteaho zwine vha tea u zwi edzisela. • Nyimele iyi i nga itwa hu so ngo thoma ha vha na ndugiselo kana u thoma u vhudza vhagudi nga zwine vha khou zwi edzisela.. • U shumisa luambo lu pfalaho lwo kunaho tshothe. <p>Mihumbulo i pfadzaho hu tshi dzhielaho nzhele vhathetselesi na ndivho</p>	<p>U vhala/U ḥalela u itela u pfectesa:</p> <p>U vhala tshibveledzwa tsha ḥitheretsha sa : Dirama/Nganea</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza tshibveledzwa tsha ḥitheretsha: sa, vhabvumbedzwa, vhubvumbedzi, pułoto, khuđano, siangane, fethuvhupo, muanetsheli, ther. <p>Hu tevhedzwa maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • <i>U rangela u vhala (U ḥivhadza tshibveledzwa)</i> • <i>U vhala (Mbonalo dza tshibveledzwa)</i> • <i>Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥathuvha)</i> 	<p>U ḥwala ḥirama tsedzuluso (U sudzulusela kha pharagirafu: maipfi a 100-120):</p> <ul style="list-style-type: none"> • U sumbedza phindulo ya mugudi ene muñe kha mushumo wa ḥirama. • U lingulula kana u fha tsatsaladzo ya ḥirama. • Vhasedzulusi vho fhambanaho vha nga fha phindulo dzo fhambanaho kha ḥirama nthihi. • U fha mbonalo dzi re dzone, tsumbo, dzina ḥa mubveledzi/mutambi, ḥohohya ḥirama, dzina ḥa khamphani yo gañdisaho ḥirama, nz. <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • <i>U pulana</i> • <i>U ita mvetonveto</i> • <i>U ita ndovhololo</i> • <i>U dzudzanya</i> • <i>U vhalulula u itela u khakhulula na u ḥekedza</i> 	<p>U shuma na/nga maipfi: Maiti a no pfukisela na a sa pfukiseli</p> <p>U shuma na/nga mafhungo: Maambwaitwa, tshifhinga tsha zwino tshi bvelaho phanda, tshipitshi tsho livhaho na tsho vhigwaho</p> <p>Thalutshedzo dza maipfi: pfanywa, mafhambanyi, thalutshdzo dzi re khagala na dzo dzumbamaho</p> <p>Ndongazwiga: kholoni, zwidévhe, tshivhudzisi, khoma, tshithoma</p> <p>U shumisa dikishinari</p>
VHEGE 8	<p>MUSHUMO WA U LINGA WA FOMAŁA WA 8</p> <p>Bammbiri ḥa 2 – THOLOKANYONDIVHO NA KUSHUMISELE KWA LUAMBO (2 awara 30 minetse) (Maraga guñe: 60 Maraga)</p> <p>Mbudziso 1.1 – Tholokanyonđivho ya u vhala: Phindulo dzi re khagala / dzi si khagala (20 maraga)</p> <p>Mbudziso 1.2 – Tholokanyonđivho ya u tou vhona (10 maraga)</p> <p>Mbudziso 2 – Mařweledzo/Samari (10 maraga)</p> <p>Mbudziso 3 – Zwivhumbeo na milayo zwa kushumisele kwa luambo (20 maraga)</p>			

GIREIDI YA 7 THEMO YA 3

KHETHEKANYO YA 3 – PULANE YA U FUNZA YO FHUNGUDZWAHO

VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
1-2	<p>Zwiṭirathedzhi zwa U thetshelesa na U amba U thetshelesa u itela u pfeſesa nga ha u ḥadza fomo/ mbudziswa</p> <ul style="list-style-type: none"> • U tevhedza maitele a u thetshelesa • U ḥwala notsi • U fhindula mbudziso <p>Zwivhumbeo zwo fhambanaho zwa vhudavhidzani ha oraļa nga ha kushumisele kwa mbudziswa</p> <ul style="list-style-type: none"> • U nanga ḥohō • U kovhekana mihumbulu • U seilisana na u thetshelesa nga vhouronwane • U ḥadza magake • U shumisa maipfi o teaho u itela uri khaseledzo/hyambedzano i bvele phanda <p>U tevhedza maitele a u thetshelesa:</p> <p>U rangela u thetshelesa: U ḥivhadza vhagudi nga ha nyimele ya u thetshelesa.</p> <p>Nga tshifhinga tsha u thetshelesa – u vhudzisa, u ḥivha, u fanyisa (zwi no elana), u ḥwala notsi, u ḥalusa</p> <p>Nga murahu ha u thetshelesa: U tevhela tshenzhemo ya u thetshelesa.</p> <ul style="list-style-type: none"> • U ita mařweledzo/samari ya mukumedzo nga u tou amba • U ita magumo avhudi 	<p>U vhala tshibveledzwa nga vhudi ha mbudziswa na uri i ḥadzwa hani</p> <ul style="list-style-type: none"> • Mafhundo a ḥodeaho • Kushumisele kwa luambo • Tsaino <p>U vhala/U ḥalela u itela u pfeſesa</p> <ul style="list-style-type: none"> • U sikima • U sikena • U nweledza • U vhona nga ito ja muhumbulu • U humbulela • ḥhalutshedzo dza maipfi <p>Hu tevhedza maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (U ḥivhadza tshibveledzwa) • U vhala (mbonalo dza tshibveledzwa) • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥathuvha) 	<p>Zwibveledzwa zwa vhudavhidzani sa u ḥadza dzifomo kana khweshenee:</p> <ul style="list-style-type: none"> • U tevhela ndaela • U ḥekedza phindulo dici re dzone nahone dici re na ḥuthuwedzo khadzo • U shumisa luambo lwo teaho <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U vhalulula u itela u khakhulula na u ḥekedza 	<p>ḥhalutshedzo dza maipfi: Madzina zwao, makateli, mađadzisi a maitele na tshifhinga, maṭalululi</p> <p>U shuma na/mafhundo: fhungodavhi ja dzina, fhungodavhi ja ḥitaluli, fhungodavhi ja ḥidadzisi, Mafhundo mbumbano na mafhundo tserekano</p> <p>ḥhalutshedzo dza maipfi: Pfanywa, mafhambanyi, homonimi</p> <p>Ndongazwiga: tshivhudzisi, elipisisi, madanzi na tshifhandi</p> <p>Thukhufhadzo: inishialjizesheni, akhironimi, kilipudi, ḥirankhesheni</p>

VHEGE	U thetshelesa na U amba	U vhala na U ḫalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
3-4	<p>Zwiṭirathedzhi zwa U thetshelesa U thetshelesa dirama</p> <ul style="list-style-type: none"> • U ita mbudziswa • U tevhedza milayo • U shumisa luambo lwo teaho • U ḥwala notsi • U vhiga mawanwa <p>Zwivhumbeo zwo fhambanaho zwa vhudavhidzani ha orała</p> <ul style="list-style-type: none"> • U shandukisa lushaka lwa ḫtheretsha u yak ha luṛwe lushaka • U tambo nga ndila ine ya dzudza ndivho na tswikelelo dza tshiṭori tsha u thomathoma kana vhukumakuma • U ita uri vhubbumedzzi vhu tendisee hu tshi shumiswa zwithu zwo leluwaho <ul style="list-style-type: none"> - U shumisa zwithu zwine zwa nga bvisela khagala fhetuhvupo na tshifhinga <p>U tevhedza maitele a u thetshelesa:</p> <p>U rangela u thetshelesa: U ḫivhadza vhagudi nga ha nyimele ya u thetshelesa.</p> <p>Nga tshifhinga tsha u thetshelesa – u vhudzisa, u ḫivha, u fanyisa (zwi no elana), u ḥwala notsi, u ḫalusa</p> <p>Nga murahu ha u thetshelesa: U tevhela tshenzhemo ya u thetshelesa.</p> <p>U ita mariweledzo/samari ya mukumedzo nga u tou amba</p> <p>U ita magumo avhudzi</p>	<p>Tshibveledzwa tsha ḫtheretsha sa ḫrama ya vhaswa/dirama ya radio</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza tshibveledzwa tsha ḫtheretsha :sa, vhubbumedzzi, pułoto, khuḍano, siangane, fhetuhvupo, muanetsheli, therø <p>Vhurendi</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza vhurendi • tshivhumbeo tsha nga ngomu tsha tshirendo, figara dza muambo/zwifanyiso zwa muhumbulo (imedzhari), pfanapheledzo (raimi), mutevhetsindo (rithyimu) • tshivhumbeo tsha nga nn̄a tsha tshirendo, mitaladzi, (vese), maipfi, ndima (zwiṭanza) • ḫhalutshedzo yo dzumbamaho • ḫimudi • therø na mulaedza <p>Hu tevhedza maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (U ḫivhadza tshibveledzwa) • U vhala (mbonalo dza tshibveledzwa) • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḫathuvha) 	<p>Zwibveledzwa zwilapfu tsumbo. Inthaviyu ya u tou ḥwala kana yo tou ḥwalwaho</p> <ul style="list-style-type: none"> • ḫodea dza fomethe, tshitaelae • Vhaṭanganedzi vha mafhungo, ndivho na nyimele • U nanga maipfi • Kushumisele kwa luambo kwo teahoe <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U vhalulula u itela u khakhulula na u ḥekedza 	<p>U shuma na/ nga maipfi: madzina vhukuma, vhuthihi, na vhunzhi, Maṭaluli: a mbampedzo, a suphaletivi</p> <p>U shuma na / nga mafhungo: Mafhungo tserekano a re na fhungodavhi ja vhushaka; tshipitshi tsho livhaho na tshi songo livhaho</p> <p>Thalutshedzo dza maipfi: Midzi ya maipfi</p> <p>Ndongazwiga: kholoni, zwiđevhe; tshiawelo (khoma)</p>

VHEGE 4	<p>MUSHUMO WA 9 - Orala (20 Maraga)</p> <p>Tholokanyonđivho ya u thetshela / U vhala ho lugiselwaho / U vhala hu songo lugiselwaho</p>			
VHEGE	U thetshela na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Lu-ambo
5-6	<p>Zwiṭirathedzhi zwa U thetshela na U amba</p> <p>Zwivhumbeo zwo fhambanaho zwa vhudzavhidzani ha oraļa</p> <ul style="list-style-type: none"> • U ita mvulatwinga ya vhudi/kugivhadzele kwavhudj • U shumisa thounu, luvhilo na u shandukisa ipfi • U shumisa u humbulela nga tshifhinga tsha mukumedzo • U shumisa luambo lwa muvhili lu re lwone • U ita magumo avhudj <p>U thetshela u itela u pfesesa (tshibveledzwa tsho ḥwalo/ mukumedzo wa mafhungo a TV)</p> <ul style="list-style-type: none"> • U ḥalutshedza maitele a u thetshela • U ḥwala notsi • U fhindula mbudziso <p>U tevhedza maitele a u thetshela:</p> <p><i>U rangela u thetshela: U ḥivhadza vhagudi nga ha nyimele ya u thetshela.</i></p> <p><i>Nga tshifhinga tsha u thetshela – u vhudzisa, u ḥivha, u fanyisa (zwi no elana), u ḥwala notsi, u ḥalusa</i></p> <p><i>Nga murahu ha u thetshela: U tevhela tshenzhemo ya u</i></p>	<p>U vhala tshibveledzwa nga ha u ḥwala ḥivhadzo/adzhenda na minetse</p> <ul style="list-style-type: none"> • Kushumisele kwa luambo • Fomethe • U ita mushumo <p>U vhala/u ḥalela u itela u pfesesa tshibveledzwa tsho ḥwalo/ tsha u vhonwa/girafu</p> <ul style="list-style-type: none"> • U tshimbidza maṭo nga n̄tha u itela u wana muhumbulo muhulwane (U sikima) • U tshimbidza maṭo nga n̄tha u itela u wana zwidodombedzwa zwi tikedzaho. (U sikena) • U humbulela • U humbulela ḥalutshedzo ya maipfi a so ngo ḥoweleaho na zwifanyiso • Mihumbulo mihulwane na i tikedzaho • Mihumbulo ya ene muṇe <p>Hu tevhedza maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (U ḥivhadza tshibveledzwa) • U vhala (mbonaloo dza tshibveledzwa) • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥathuvha) 	<p>Zwibveledzwa zwilapfu zwa vhudavhidzani, tsumbo, ḥivhadzo/adzhenda na misetse</p> <ul style="list-style-type: none"> • U topola vha ḥanganedzi vha mafhungo, ndivho na u ḥwala; • U dzhia tsheo ya tshitaela, kuvhonele kwa zwithu na fomethe ya u ḥwala; • U nanga maipfi na zwivhumbeo zwa luambo <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dovholola u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: Masala: vhushaka, masumbi, masumbavhuṇe.</p> <p>U shuma na/nga mafhungo: Tshifhinga tsha zwino, tshifhinga tsho fhelaho, tshifhinga, tshipitshi tsho livhaho na tsho vhig-waho, maambaita na maambaita</p> <p>Ḥhalutshedzo dza maipfi: Mitshila ya maiti (masikwa)</p> <p>Ndongazwiga: Lunanga (apitorofi); tshithoma (tshitopo), kholoni, kushumisele kwa madanzi.</p>

	<p><i>thetshelesa.</i></p> <ul style="list-style-type: none"> • U ita mañweledzo/samari ya mukumedzo nga u tou amba <ul style="list-style-type: none"> • Magumo avhuđi 			
VHEGE 6	MUSHUMO WA 10 - Response to Literature (contextual) (30 Maraga) Mbudziso 1: Tshirendo (Maraga dza 10), Mbudziso 2: Dirama / Zwitori Zwipfufhi (Maraga dza 10) na Mbudziso 3: Ngano / Nganea (Maraga dza 10)			
VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Lu-ambo
7-8	<p>Zwiñirathedzhi zwa U thetshelesa na U amba</p> <p>U thetshelesa na u ita nyambedzano nga ha mafhongo a tshifhinga tshetsho a re kha guranndža na atikili dza magazini</p> <ul style="list-style-type: none"> • U shumisa thounu, luvhilo na u shandukisa ipfi (u shandukisa ipfi) • U shumisa luambo lwa u nanyula/fhuredzela/kwengweledza • U shumisa maipfi/ngafhadzo ya u vhidza muambi ane a khou tevhela • U tevhedza milayo • Luambo lwa muvhili nga ndila yo teaho • Mathomo na magumo a re na mutsindo • Ndivho, tshigwada tsho livhiwaho khatsho na nyimele <p>U vhalela n̄tha ha guranndža ho lugiselwaho na hu so ngo lugiselwaho</p> <ul style="list-style-type: none"> • U shumisa thounu, luvhilo na u shandukisa ipfi (inthonesheni) • U shumisa ndongazwiga nga ndila i pfadzaho • U shumisa luambo lwa muvhili nga ndila yo teaho 	<p>U vhala/U ḥalela u itela u wana mafhongo (u shumisa tshibveledzwa sa atikili dza guranndža/atikili dza magazini/zwipitshi zwo ḥwali-waho</p> <ul style="list-style-type: none"> • U tshibidza mañgo n̄tha u itela u wana muhumbulo muhulwane (u sikima) • U tshimbida mañgo n̄tha u itela u wana zwidodombedzwa zwi tikedzaho (u sikena) • U humbulela • Mbuno na kuvhonele kwa ene muñe • Kuvhonele kwa muñwali • U humbulela ḥhalutshedzo ya maipfi a so ngo ḥoweleaho na zwifanyiso • Luambo lwa fomala/lu si lwa fomala • ḥhalutshedzo dzo livhaho/dzo dzumbamaho Figara dza muambo <p>U ḥwala tholokanyondivho</p> <p>Hu tevhedza maitele a u ḥwala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (U qivhadza tshibveledzwa) • U vhala (mbonalo dza tshibveledzwa) • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥañhuvha) 	<p>Zwibveledzwa zwa vhudavhidzana zwilapfu/zwipfufhi: Nwalani atikili ya guranndža</p> <ul style="list-style-type: none"> • Thodea dza fomeþe, tshitala • Vhañanganedi vha mafhungi, ndivho na nyimele • U nanga maipfi na zwivhumbeo zwa luambo <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dovholola u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: madzina a ngelekano (khumbulelo), madzina a zwi fareaho, thangeladzina Mañaluli (mañadzadzina): mbambedzo</p> <p>U shuma na /nga mafhongo: Nzudzanyo ya u lunzhedza (u tevhedza, nzudzanyo u ya nga ndeme, pharagirafu ya mbuletshedzo, luambo lwa u kweneledza na lwa nyanyuwo, u dzhia sia na luvhengela mbiluni; u sedza nga iþo iñthihi (siteriothaiphii) mbudziso dzi sa ToDi phindulo).</p> <p>Thalutshedzo dza nafhongo: pfanywa (sinonimi), mafhambanyi (antonimi), ḥhalutshedzo dzi re khagala (iñtherela), phindulo dzo dzumbamaho</p> <p>Ndongazwiga: zwiñevhe, tshigagarukela, tshiatelo (khoma), tshithoma (tshitopo); tshivhudzisi; ejipisisi .</p>

THEMO YA 3

MULINGO WA FOMALA WA MAFHELONI A ÑWAHA

MUSHUMO WA U LINGA: MUSHUMO WA 11

VHEGE 8	
	<p>MUSHUMO WA 11 – Mñwalwa a vhusiki (<i>Maraga guþe: 50 Maraga</i>) Zwibveledzwa zwa vhudavhidzani Mufhindulano / Inthaviyu ya u tou ñwala / Atikili ya gurannða / Agenda & Minetse (<i>Nangani tshithihi</i>) (20 Maraga) NA</p> <p>Maanea Maanea a nganetshelo / mbuletshedzo/Thaluso (<i>Nangani mathihi</i>) (30 Maraga)</p> <p>Notsi: U tea u vha na u fhambanyisiwa wa tshakha dza zwibveledzwa u ya nga dzigireidi.</p>

GIREIDI 7 THEMO YA 4

KHETHEKANYO YA 3 – PULANE YA U FUNZA YO FHUNGUDZWAHO/DZUDZANYULULWAHO

VHEGEs	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
1-2	<p>Zwitirathedzhi zwa U thetshelesa na U amba</p> <p>Tshipitsi tshi so ngo lugiselwaho: U qivhadza muambi/dzindivhuho/u anetshela tshiṭori</p> <ul style="list-style-type: none"> • U nanga ḥohoho yo teaho • U dzudzanya mafhungo nga ndila i ḥumekanaho • U ḥalusa qivhaipfi na zwivhumbeo zwa luambo • Mathomo na magumo avhudi <p>Mbonalo na milayo (thekiniki dza u amba phanqa ha vhatatu, tshivhumbeo)</p> <p>U vhalela nthia</p> <ul style="list-style-type: none"> • U shumisa thounu, luvhilo na u shandukisa ipfi (u shandukisa ipfi) • U shumisa ndongazwiga nga ndila i pfadzaho • U shumisa luambo lwa muvhili nga ndila yo teaho <p>U tevhedza maitele a u thetshelesa:</p> <p>U rangela u thetshelesa: U qivhadza vhagudi nga ha nyimele ya u thetshelesa.</p> <p>Nga tshifhinga tsha u thetshelesa – u vhudzisa, u qivha, u fanyisa (zwi no elana), u ḥwala notsi, u ḥalusa</p> <p>Nga murahu ha u thetshelesa: U tevhela tshenzhemo ya u thetshelesa.</p> <ul style="list-style-type: none"> • U ita manweledzo/samari ya mukumedzo nga u tou amba <p>U ita magumo avhudi</p>	<p>Tshibveledzwa tsha ḥitheretsha, sa nganea ya vhaswa/nganeapfufhi/dirama</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza tshibveledzwa tsha ḥitheretsha: sa, vhabvumbedza, vhubvumbedzi, pułoto, khuḍano, siangane, fhethuvhupo, muanetsheli, thero. <p>U vhala/ U ḥalela u itela u pfeſesa (u shumisa tshibveledzwa tsha u ḥwala na u vhonwa)</p> <ul style="list-style-type: none"> • U tshimbidza maṭo nga nthia u itela u wana muhumbulo muhulwane (u sikima) • U tshimbidza maṭo nga nthia u itela u wana zwidodombedzwa zwi tikedzaho (u sikena) • U humbulela • U humbulela (u inifera) ḥhalutshedzo ya maipfi a so ngo ḥoweleaho na zwifanyiso • Mihumbulo mihulwane na i tikedzaho • Mbuno na kuhumbulele • U humbulela na u pendela • Mihumbulo ya ene muṇe <p>Hu tevhedza maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (U qivhadza tshibveledzwa) • U vhala (mbonalo dza tshibveledzwa) • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥathuvha) 	<p>Tshibveledzwa tsha vhudavhidzni tshilapfu/tshipfufhi tsumbo. U nea masia</p> <ul style="list-style-type: none"> • ḥhodea dza fome the, tshitaela • Vhaṭanganedzi vha mafhungo, ndivho na nyimele • TU nanga maipfi na zwivhumbeo <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dovhola u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: madzina tserekano, maṭaluli, mbambedzo, thangeladzina – tswititi (ipfi ḥithihi), mbumbano (maipfi mafhili), tserekano (maipfi mararu na u fhira)</p> <p>U shuma na/mafhungo: Sentence level: mafhungo tswititi, mafhungo mbumbano, mafhungo tserekano, fhungodavhi ja dzina, fhungodavhi ja ḥitaluli, fhungodavhi ja ḥidadzisi</p> <p>Thalutshedzo dza maipfi: Pfanywa, mafhambanyi, ḥhalutshedzo dzo dzumbamaho na dzi re khagala kha nyimele, maṭaluli na maḍadzisi</p> <p>Ndongazwiga: semi-khojoni, zwiđevhe, tshithoma, luñala (apositirofi)</p>

VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
3-4	<p>Zwitirathedzhi zwa U amba na U thetshelesa:</p> <p>U thetshelesa u itela u pfectesa (tshib-veledza tsho ḥwalwaho/ mukumedzo wa mafhuno a TV</p> <ul style="list-style-type: none"> • U tevhedza maitele a u thetshelesa • U ḥwala notsi • U fhindula mbudziso <p>Zwivhumbeo zwo fhambanaho zwa vhudzavhidzani ha oraja</p> <p>U amba nga ha e-meili/phosita /u ḥwala dayari / fuļaya (mabammbiri a u ḥivhadza)</p> <ul style="list-style-type: none"> • Mbonalo na milayo • U pulana, u ḥoqisisa, u dzudzanya na u ḥekedza <p>U tevhedza maitele a u thetshelesa:</p> <p>U rangela u thetshelesa: U ḥivhadza vhagudi nga ha nyimele ya u thetshelesa.</p> <p>Nga tshifhinga tsha u thetshelesa – u vhudzisa, u ḥivha, u fanyisa (zwi no elana), u ḥwala notsi, u ḥalusa</p> <p>Nga murahu ha u thetshelesa: U tevhela tshenzhemo ya u thetshelesa.</p> <ul style="list-style-type: none"> • U ita marweledzo/samari ya mukumedzo nga u tou amba <p>U ita magumo avhuđi</p>	<p>U vhala tshibveledza tshi ngaho sa dayari/e-meili/ mabammbiri a u ḥivhadza (fulaya)</p> <ul style="list-style-type: none"> • Fomethe • Kushumisele kwa luambo • Vhaṭanganedzi vha mafhuno <p>Vhurendi/folukuļoo</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza tshirendo • tshivhumbeo tsha nga ngomu tsha tshirendo, figara dza muambo/zwifanyiso zwa muhumbulo (imedzhari), pfanapehledzo (raimi), mutevhesindo (rithymu) • tshivhumbeo tsha nga nnda tsha tshirendo, mitaladzi, (vese), maipfi, ndima (zwiļanza), thaipholodzhi • ḥhalutshedzo yo dzumbamaho • ḥimudi • theron mulaedza <p>Hu tevhedza maitele a u vhala a tevhelaho:</p> <ul style="list-style-type: none"> • U rangela u vhala (U ḥivhadza tshibveledza) • U vhala (mbonalo dza tshibveledza) • Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ḥathuvha) 	<p>Zwibveledza zwa vhudavhidzani zwilapfu/zwip-fufhi, tsumbo e-meili, phosita/u ḥwala dayari/mabammbiri a u davhidzana (fuļaya).</p> <ul style="list-style-type: none"> • ḥodea dza fomethe, tshitaela, kuvhonele kwa ene muñe • U topola vhaṭanganedzi vha mafhuno, ndivho na nyimele • U nanga maipfi, ḥalusyo khwathisedzwaho • Tshivhumbeo tsha mafhuno, vhulapfu na tshakha <p>Nangani tshithihi kha zwo ḥewaho.</p> <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dovholola u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: Masala – zwivhudzisi, masumbi, makateli; madzina a sa livhi (madzina a indefenethie), maiti a fenete Maṭaluli: mbambbedzo, maṭaluli a suphalethivi Thangi, mitshila na midzi</p> <p>U shuma na / nga mafhuno: tshipitsi tsho livhaho; mbudziso na u fhindula u si na u lenga; līpfanisi ja ḥefhuno na liiti; zwit-atamennde zwo ḥukufhadzwaho; mbudziso dzi si na phindulo</p> <p>Ḩhalutshedzo dza maipfi: mafhambyi (antonimi); ḥhalutshedzo dzi re khagala (lītheraļa); dzo dzumbamaho;kha nyimele</p> <p>Ndongazwiga:zwiļevhe; tshivhudzisi; tshiavelo; (khoma; tshigagarukela; fonto</p>

VHEGE	U thetshelesa na U amba	U vhala na U ḥalela	U ḥwala na U ḥekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
5-6	<p>Zwitirathedzhi zwa U thetshelesa na U amba</p> <p>U thetshelesa u itela u pfeſesa</p> <ul style="list-style-type: none"> • U tevhedza maitele a u thetshelesa • U ḥwala notsi • U fhindula mbudziso <p>Tshipitshi tsho lugiselwaho</p> <ul style="list-style-type: none"> • U shumisa thounu, luvhilo na u shandukisa ipfi (inthonesheni) • U shumisa luambo lwa muvhili nga ndila yo teaho • U shumisa luambo lwa u nanyula/fhuredzela/kwengweledza • U shumisa maipfi/ngafhadzo ya u vhidza muambi ane a khou tevhela • U tevhedza milayo • Luambo lwa muvhili lu re lwone <p>Mathomo na magumo a</p> <p>kungaho</p> <ul style="list-style-type: none"> • Ndivho, tshigwada tsho livhiwaho khatsho na nyimele <p>U tevhedza maitele a u thetshelesa:</p> <p>U rangela u thetshelesa: U dīvhadza vhagudi nga ha nyimele ya u thetshelesa.</p> <p>Nga tshifhinga tsha u thetshelesa – u vhudzisa, u dīvha, u fanyisa (zwi no elana), u ḥwala notsi, u ḥalusa</p> <p>Nga murahu ha u thetshelesa: U tevhela tshenzhemo ya u thetshelesa.</p> <ul style="list-style-type: none"> • U ita marweledzo/samari ya mukumedzo nga u tou amba <p>U ita magumo avhudzi</p>	<p>U vhala tshibveledzwa tsha ḥitheretsha sa nganea ya vhaswa/nganeapfufhi/đirama/folukuloo</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza ḥitheretsha sa: vhabvumbedzwa, vhubvumbedzi, pułoto, khuđano, siangane, fhethuvhupo, muanetsheli, thero. <p>Vhurendi: Zwirendo zwo randelwaho</p> <ul style="list-style-type: none"> • Mbonalo dza ndeme dza tshirendo tshivhumbeo tsha nga ngomu tsha tshirendo, figara dza muambo/zwifanyiso zwa muhumbulo (imedzhari), pfanapehledzo (raimi), mutevhetsindo (rithyimu) • tshivhumbeo tsha nga nn̄da tsha tshirendo, mitaladzi (vese), maipfi, ndima (zwitanza), thaipholodzhi • ḥhalutshedzo yo dzumbamaho • ḥimudi • Thero na mulaedza <p>U sengulusa tshirendo:</p> <ul style="list-style-type: none"> • Mitaladzi, maipfi, zwitanza, ḥumanyo, rifur-eini, kuriwalele, ndongazwiga <p>Ḥhalutshedzo: dzo dzumbamaho na dzi re khagala</p>	<p>Revision and preparation for examination essays Preparation stage:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice <p>U sedza kha maitele a u ḥwala:</p> <ul style="list-style-type: none"> • U pulana • U ita mvetomveto • U ita ndovhololo • U dovholola u itela u khakhulula na u ḥekedza 	<p>U shuma na/nga maipfi: maiti matikedzi; maiti, Maṭaluli (mađadzadzina): mbamedzo</p> <p>U shuma na/nga mafhungo: U dzhia sia; u sedza nga iṭo ḥithihi; (siteriothaiphi); luhenge-lambiluni, tshitatamennde tsha nyanyuwo na tsha u fhuredzela; mbudziso dici si na phindulo</p> <p>Ḥhalutshedzo dza nafhungo: pfanywa (sinonimi), mafhambanyi (antonimi) kha nyimele</p> <p>Ndongazwiga: tshithoma (tshitopo), tshiatwelo (khoma), tshigarukela; tshivhudzisi</p>

Vhege 6	<p>MUSHUMO WA 11 (<i>Thanganyelo: 50 Maraga</i>)</p> <p>U ÑWALA</p> <p>Zwibveledzwa zwa vhudavhidzani</p> <p>Vhurifhi / E-meiji / Phositara / Dayari / Fuļaya (<i>Kha vha nange tshithihī</i>) (20 Maraga)</p> <p>NA</p> <p>Maanea</p> <p>Nganetshelo / Mbuletshedzo/Thaluso (<i>Kha vha nange tshithihī</i>) (30 Maraga)</p>			
7-8	<p>Ndovhololo na ndugiselo ya mulingo</p> <p>U amba:</p> <ul style="list-style-type: none"> Tshipitshi tsho lugiselwaho/dibeithi/inthaviyu/nyambedzno U vhala ho lugiselwaho U vhala hu so ngo lugiselwaho <p>U thetshelesa U thetshelesa u itela u pfesesa</p>	<p>Ndovhololo na ndugiselo ya mulingo:</p> <p>U vhala:</p> <ul style="list-style-type: none"> U vhala ho lugiselwaho U vhala tholokanyonqivho Manweledzo Litheretsha: <ul style="list-style-type: none"> - Nganea/nganeapfufhi/folukuloo - qirama/ngudo ya filimu Zwirendo 	<p>Ndovhololo na u lugisela mulingo</p> <p>U ñwala:</p> <ul style="list-style-type: none"> Tshibveledzwa tsha vhudavhidzani Maanea 	<p>U shuma na/nga maipfi: Masala a vhunzhi; masala a khumelamurahu, tsinde.</p> <p>U shuma na/nga mafhungo: Fhuno tswititi, fhungo mbumbano, fhungo tserekano, tshitatamennde, lipfanisi ja nefhungina liiti, mavhudzisi, khaneda, khanganyisi</p> <p>Thalutshedzo dza nafhongo: Pfanywa (sinonimi), mafhambanyi (antonomi), thalutshedzo dici re khagala (litherala) dzo dzumbamaho.</p> <p>Ndongazwiga</p>

THEMO YA 4

MULINGO WA FOMALA WA MAFHELO NI A ÑWAHA

VHEGE 8	MUSHUMO WA 12: ORALA	MUSHUMO WA 13: MULINGO WA MAFHELO A ÑWAHA
	<p>MUSHUMO WA 12 – ORALA (<i>Maraga dza 20</i>)</p> <p>Tholokanyonqivho ya u thetshelesa / Tshipitshi tsho lugiselwaho / tshipitshi tshi songo lugiselwaho</p>	<p>MUSHUMO WA 13: (<i>Maraga guže: Maraga dza 60</i>)</p> <p>THOLOKANYONQIVHO & KUSHUMISELE KWA LUAMBO</p> <p>Mbudziso 1.1 – Tholokanyonqivho ya u vhala: Phindulo dici re khagala na dici si khagala (20 maraga)</p> <p>Mbudziso 1.2 – Tshibveledzwa tsha u tou vhona (10 Maraga)</p> <p>Mbudziso 2 – Mañweledzo/Samari (10 Maraga)</p> <p>Mbudziso 3 – Zwivhumbeo na milayo zwa kushumisele kwa luambo kha nyimele (20 Maraga)</p>

4.11 Xitsonga

Revised National Teaching Plan

NKUNGUHATO WO DYONDZISA WA LEMBE HINKWARO LOWU HUNGUTIWEKE: GIREDI YA 7

GIREDI YA 7 KOTARA YA 2				
COVID-19 NKUNGUHATO WO DYONDZISA WA LEMBE HINKWARO LOWU HUNGUTIWEKE: GIREDI YA 7				
Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
1 - 2	<p>Maqhinga ya Ku yingisela na ku vulavula:</p> <p>Xikambelantwiso xo yingisela:</p> <p>Hlaya xitlhokovetselo xo koma hi COVID-19</p> <ul style="list-style-type: none"> • Hlamusela magoza yo yingisela • Teka tinotsi • Hlamula swivutiso <p>KUMBE</p> <p>Rungula xitori u kongomisa eka:</p> <ul style="list-style-type: none"> • Vumunuhati; Nhlawulo wa marito, Ririm ro tirhisa miri, Hlamusela matitwelo, thoni, xiymo, nkarhi lowu timhaka ti humeleleke ha wona, mahetelelo yo khovolela na mahetelelo <p>Ku yingisela hi ku landzelela magoza:</p> <p>Ku tilulamisela ku yingisela: lulamisela vadyondzi ku yingisela.</p> <p>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</p> <p>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va vutisa swivutiso, va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</p>	<p>Ku hlaya/ langutisa hi xikongomelo xo twisia:</p> <p>Hlaya xitshuriwa xa matsalwa xo fana na Novhele (30-40 wa tipheji) / Ntlangu (switor swo koma swa1-2 swa ntsangu – 10-20 wa tipheji)</p> <ul style="list-style-type: none"> • Swihlawulekisinkulu swa xitshuriwa xa matsalwa: swo fana na ximunuhuhawa, vumunuhuhati, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo <p>KUMBE</p> <p>Ku hlaya/langutisa hi xikongomelo xo twisia (tirhisa xitshuriwa xo tsariwa na/kumbe xitshuriwa xa swovoniwa swo fana na tikhathuni/swichupuchupu)</p> <ul style="list-style-type: none"> • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma vuxokoxoko hi ku angarhela • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma mongo eka mahungu • Ku hlaya hi ku dzika • Endla minkumbetelo (swimunuhuhawa, mbangu, vutumbulukelo, hungu) • Kumbetela nhlamuselo ya marito lama nga tollovelekangiki hi ku tirhisa vuswikoti byo avanya-isa rito hi swiphemu ku kuma nhlamuselo • Ririm ro ntlhonthha matitwelo <p>Ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya (Tivisa xitshuriwa) 	<p>Tsala xitsalwana xa ndzungulo (xa tindzimana ta -6 / 150-200 wa marito)</p> <p>Tirhisa milawu ya matsalelo ya tindzimana:</p> <ul style="list-style-type: none"> • Xivulwa xa nhlokomhaka xa ndzimana • Timhakankulu na ta ku seketela • Ndzandzelelano lowu faneleke wa tiindzimana • Tirhisa mahlanganisi ku kombisa nkhomano • Tirhisa tinxaka to hambanahambana ta swivulwa, vulehi na swivumbeko <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisisa na ku andlala 	<p>Xiyimo xa rito: mavitaswianakanyiwa, nhlokomhaka na xiendliwa, matirhiselo mambirhi ya maviti yo karhi, maendli, Tinxaka ta Mabumabumeri</p> <p>Xiyimo xa xivulwa: swivulwan'we, switatimende, nkarhi wa sweswi, nkarhi lowu hundzeke</p> <p>Tinhlamuselo ta marito: vamavizweni, maritofularha, ririm ro kongoma, ro gega, ririm ro ntlhonthha matitwelo</p> <p>Mahikahatelo: hiko, hefemulo, mfungho wa xihlamalo/ rihlamari, mfungho wa xivutiso</p> <p>Ku tirhisiwa ka dikixinari swa khutaziwa</p>

	<ul style="list-style-type: none">• <i>Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa)</i>• <i>Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</i>		
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Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
3 - 4	<p>Maqhinga ya Ku yingisela na Ku vulavula: Xikambelantwiso xo yingisela – Tirhisa xitshuriwa xa swovoniwa xo fana na phositaro/ xinavetiso/ ku hlayiwa ka mahungu ya le ka TV)</p> <p>Kongomisa eka ku yingisela hi ku landzelela magoza:</p> <p><i>Ku tilulamisela ku yingisela: lulamisela vadyonzi ku yingisela.</i></p> <p><i>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</i></p> <p><i>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va vutisa swivutiso, va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</i></p> <ul style="list-style-type: none"> <i>Nyika nkomo wa leswi yingiseriweke hi ku vulavula kunene.</i> <i>Songasonga hungu</i> <p>KUMBE</p> <p>Hlaya xitshuriwa xa matsalwa xo fana na xinovhelana</p> <ul style="list-style-type: none"> Langutisa eka swihlawulekisinkulu swa xitshuriwa xa matsalwa swo fana na swimunhuhatwa, vumunhuhati, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo <p>Kongomisa eka ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> <i>Ku tilulamisela ku hlaya (Tivisa xitshuriwa)</i> <i>Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa)</i> <i>Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</i> 	<p>Ku hlaya/ langutisa hi xikongomelo xo twisia: Tirhisa xitshuriwa xo tsariwa kumbu xa swovoniwa ku fana na Xinavetiso</p> <ul style="list-style-type: none"> Ku hlaya hi ku hatlisa hi xikongomelo xo kuma vuxokoxoko hi ku angarhela Ku hlaya hi ku hatlisa hi xikongomelo xo kuma mongo eka hungu Ku hlaya hi ku dzika Endla minkumbetelo (Swimunhuhatwa, mbangu, vutumbulukelo, hungu) Kumbetela nhlamuselo ya marito lama nga tolovelangiki hi ku tirhisa vuswikoti byo avanyisa rito hi swiphemu ku kuma nhlamuselo Ririm ro onga Ririm ra mafundza/ nkamafundza <p>Hlaya xitshuriwa xa matsalwa xo fana na xinovhelana</p> <ul style="list-style-type: none"> Langutisa eka swihlawulekisinkulu swa xitshuriwa xa matsalwa swo fana na swimunhuhatwa, vumunhuhati, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo <p>Kongomisa eka ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> <i>Ku tilulamisela ku hlaya (Tivisa xitshuriwa)</i> <i>Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa)</i> <i>Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</i> 	<p>Tsala xitshuriwa xa Xitsalwambiko: Xinavetiso / Phositara (Hlawula xin'we)</p> <ul style="list-style-type: none"> Swilaveko swa xivumbeko Xikongomelo, vaamukeri va mahungu na mbangu Nhlawulo wa marito na ku vumba swivilwa Swiphemu swa swovoniwa swo fana na tinxaka ta tifonto na sayizi, tinhlokohaka, mimfungho, muhlovo) Ririm ro onga / nsunsumeto <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> <i>Ku kunguhata</i> <i>Ku pfapfarhuta</i> <i>Ku pfuxeta</i> <i>Ku hlela</i> <i>Ku hlerisisa na ku andlala</i> 	<p>Xiyimo xa rito: Mavitavito, rimbewu, vun'we, vunyingi</p> <p>Rihlawuri: vukulu, nkoka</p> <p>Xiyimo xa xivulwa: marito ya muvulavuri na marito yo runguriwa, swivulwan'we na swivulwankatsano</p> <p>Tinhlamuselo ta marito: vamavizweni, marifularha, tinhlamuselo to kongoma na to gega.</p> <p>Mahikatelo na mapeletelo: hikombirhi, hikwana</p> <p>Ku tirhisiwa ka dikixinari swa khutaziwa</p>
Vhiki ra 4	<p>MAKAMBELELO YA MAFUNDZA : NTIRHO WA 6</p> <p>Papila ra 1 – SWANOMO (kwala ku fambeni ka kotara ya 2)</p> <p>Xikambelantwiso xo yingisela KUMBE Mbulavulo lowu lulamisiwekeke/ Mbulavulo wa xijumana (20 wa timaraka)</p>			

Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
5 - 6	<p>Maqhinga ya Ku yingisela na Ku Vulavula</p> <p>Ku vulavula loku lulamisiweke/ ka</p> <p>Xijumana hi ku landzelela swileriso kumbe maendlelo ya nchumu wo karhi</p> <ul style="list-style-type: none"> • Kongomisa eka nhlawulo wa marito • Tirhisa thoni, magoza, na matwariselo ya rito • Matirhiselo ya switsundzuxo swovoniwa • Ririm ro tirhisa miri leri faneleke 	<p>Ku hlaya/ langutisa hi xikongomelo xo twisia:</p> <p>Hlaya xitshuriwa xa swileriso swo fana na maendlelo ya nchumu wo karhi / matlhelo, na sw. na sw.</p> <ul style="list-style-type: none"> • Ku hlaya hi ku hattisa hi xikongomelo xo kuma vuxokoxoko hi ku angarhela • Ku hlaya hi ku hattisa hi xikongomelo xo kuma mongo eka hungu • Ku hlaya hi ku dzika • Endla minkumbetelo <p>Ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya (<i>Tivisa xitshuriwa</i>) • Hi nkarihi wo hlaya (<i>swihlawulekiso swa xitshuriwa</i>) • Endzhaku ko hlaya (<i>hlamula swivutiso, pimanisa, hambanisa, hlela</i>) 	<p>Xitshuriwa xa switsalwambiko swo koma:</p> <p>Tsala xitshuriwa xa swileriso swo fana na matirhiselo ya xitirho xo karhi, ku lulamisa swakudya, ku lunghisa swo karhi leswi onhakeke, na sw. na sw.</p> <ul style="list-style-type: none"> • Swilaveko swa xivumbeko • Xikongomelo, vaamukeri va mahungu na mbangu • Ku khomana ka tindzimana • Nhlawulo wa marito na ku vumba swivilwa <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhafa • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisira na ku andlala 	<p>Xiyimo xa rito:</p> <p>vundhawu</p> <p>Rihlawuri: ro komba ntsengo</p> <p>Xiyimo xa xivulwa:</p> <p>xivulwa xa riendlia ngingiriko na xivulwa xa riendlia xitwisiwo</p> <p>Tinhlamuselo ta marito:</p> <p>Swivilavulelo na swivuriso</p> <p>Mahikahatelo: xiboho, xirhatana</p> <p>Ku tirhisiwa ka dikixinari swa khutaziwa</p>
Vhiki ra 6	<p>MAKAMBELELO YA MAFUNDZA: NTIRHO WA 7</p> <p>Papila ra 3 – KU TSALA (Awara yi1 na 30 wa timinete) (Ntsengo wa timarakal: 40)</p> <p>Xitshuriwa xa xitsalwambiko</p> <p>Xinavetiso / Phositara / Nhluto wa Xitshuriwa: Rhesipi (<i>Hlawula xin'we</i>) (10 wa timaraka)</p> <p>NA</p> <p>Xitsalwana</p> <p>Xitsalwana xa Mavonelo / Xitsalwana xa Nhlamuselo – 6 wa tindzimana (<i>Hlawula xin'we</i>) (30 wa timaraka)</p>			

Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
7 - 8	<p>Maqhinga ya Ku yingisela na Ku vulavula:</p> <p>Encenyeto wa vulavisi</p> <ul style="list-style-type: none"> Vadyondzi va nyikiwa xiymo/ mhaka leyi nga vaka hi xivumbeko xa xiphigo kumbe xiendleko xo karhi, laha va languteriwaka ku teka xiave hi ku encenyeta Encenyeto lowu wu nga va lowu nga lulamisiwangiki, kumbe mudyondzi a nga hlamuseriwa kantsongo hi xiave/ xiphemu lexi a nga ta tlanga xona Tirhisa ririm ieri faneleke xikongomelo Miehleketo leyi nga erivaleni leyi kombaka ku tekela enhlokweni vaamukeri va mahungu na xikongomelo 	<p>Ku hlaya/ Ku langutisa hi xikongomelo xo twisia</p> <p>Hlaya xitshuriwa xa matsalwa: Ntlangu/ Novhele</p> <ul style="list-style-type: none"> Swihlawulekisinkulu swa xitshuriwa xa matsalwa: swo fana na ximunuhuhatwa, yumunuhuhati, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo <p>Ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> Ku tilulamisela ku hlaya (Tivisa xitshuriwa) Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa) Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela) 	<p>Tsala Nhluto wa Ntlangu (Tirhisa milawu ya matsalelo ya tindzimana: 100-120 wa marito):</p> <ul style="list-style-type: none"> Nyika mavonelo ya wena hi ntlangu Hlela kumbe u xopaxopa ntlangu lowu nyikiweke Vahluti vo hambana va nga nyika mavonelo yo ham-bana eka ntlangu wun'we/ lowu fanaka Nyika/ kombisa timhaka leti faneleke, xikombiso, vito ra muhumelerisi/ n'wavutshila, vito ra ntlangu, vito ra khampani leyi humeleriseke, na sw. na sw. <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> Ku kunguhata Ku pfapfarhuta Ku pfuxeta Ku hlela Ku hlerisisa na ku andlala 	<p>Xiyimo xa rito: Maendli</p> <p>Xiyimo xa xivulwa: Riendli ra xitwisiwo, nkarhi wa sweswi lowu yaka emahlweni, marito ya muvulavuri na marito yo runguriwa</p> <p>Tinhlamuselo ta marito: vamavizweni, maritofularha, nhlamuselo yo kongoma, nhlamuselo yo gega</p> <p>Mahikahatelo: hikombirhi, mimfungho ya mintshaho, mimfungho ya swivutiso, hefemulo, hiko</p> <p>Ku tirhisiwa ka dikixinari swa khu-taziwa</p>
Vhiki ra 8	<p>MAKAMBELELO YA MAFUNDZA: NTIRHO WA 8</p> <p>XIKAMBELANTWISO NA MATIRHISELO YA RIRIMI – Xikambelwana (2 wa tiawara na 30 wa timinete) (Ntsengo wa timaraka: 60)</p> <p>Xivutiso xa 1.1 – Xikambelantwisiso xo hlaya: Xitshuriwa xa matsalwa / Xitshuriwa xo ka xi nga ri xa matsalwa (20 wa timaraka)</p> <p>Xivutiso xa 1.2 – Xitshuriwa xa swovoniwa (10 wa timaraka)</p> <p>Xivutiso xa 2 - Nkomiso (10 wa timaraka)</p> <p>Xivutiso xa 3 - Swiaki na Milawu ya Matirhiselo ya Ririm eka mbangu (20 wa timaraka)</p>			

GIREDI YA 7 KOTARA YA 3

NKUNGUHATO WO DYONDZISA WA LEMBE HINKWARO LOWU HUNGUTIWEKE

Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
1-2	<p>Maqhinga ya Ku yingisela na ku vulavula:</p> <p>Xikambelantwisiso xo yingisela</p> <p>xa ku komba hi laha fomo/ fomo ya swivutiso swa ndzavisiso yi tatiwaka ha kona</p> <ul style="list-style-type: none"> • Ku titoloveta magoza yo yingisela • Teka tinotsi • Hlamula swivutiso <p>Tinxaka to hambanahambana ta vutihlanganisi bya swanomo: hi matirhiselo ya fomo ya swivutiso swa ndzavisiso</p> <p>Hlawula nhlomkhaka</p> <ul style="list-style-type: none"> • Ku nyikana miehleketo • Siyeriana na van'wana na ku yingisela hi vukheta • Tatisa mavangwa • Tirhisa marito yo komba ku angula eka leswi vuriwaka xik. oho, he, kumbexana, aredzi ku yisa emahlweni mburisano <p>Ku yingisela hi ku landzelela magoza:</p> <p>Ku tilulamisela ku yingisela: lulamisela vadyondzi ku yingisela.</p> <p>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</p>	<p>HLaya xitshuriwa hi nkoka wa fomo ya swivutiso swa ndzavisiso na ndlela ya ku yi tatisa</p> <ul style="list-style-type: none"> • Vuxokoxoko/mahungu lama lavekaka • Matirhiselo ya ririm • Nsayino <p>Ku hlaya/langutisa hi xikongomelo xo twisia</p> <ul style="list-style-type: none"> • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma vuxokoxoko hi ku angarhela • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma mongo eka mahungu • Endla nkomiso • Ku vumba xifaniso emiehlekeweni • Endla minkumbetelo • Tinhlamuselo ta marito <p>Ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya (Tivisa xitshuriwa) • Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa) • Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela) 	<p>Switshuriwa swa switsalwambiko swo fana na ku tatisa fomo ya swivutiso swa ndzavisiso, kumbe</p> <p>tifomo:</p> <ul style="list-style-type: none"> • Landzelela swileriso • Nyika mahungu/vuxokoxoko hi ku hetiseka • Tirhisa ririm ieri faneleke <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisa na ku andlala 	<p>Xiyimo xa rito: mavitaswiyo; mavitantlawa; maengeteri ya mukhuva na nkarhi; mahlawuri</p> <p>Xiyimo xa xivulwa: swivulwankatsano na swivulwampfilungano</p> <p>Tinhlamuselo ta marito:</p> <p>vamavizweni, maritofularha, mafanapeletwana</p> <p>Mahikahatelo: mimfungho ya swivutiso; mfungho wa nsiyo –ku komba ku ya emahlweni; ku tirhisa maletere lamakulu; xiboho</p> <p>Nkomiso wa marito, mavitonkomiso</p>

	<p>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va vutisa swivutiso, va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</p> <ul style="list-style-type: none"> • Nyika nkomiso wa leswi yingiseriweke hi ku vulavula kunene. • Songasonga hungu 			
Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
3-4	<p>Maqhinga ya Ku yingisela na Ku vulavula:</p> <p>Yingisela ntlangu</p> <ul style="list-style-type: none"> • Lulamisa swivutiso • Landzelela milawu • Tirhisa ririmi leri faneleke • Tsala tinotsi • Vika leswi kumekeke <p>Kongomisa eka ku yingisela hi ku landzelela magoza:</p> <p>Ku tilulamisela ku yingisela: lulamisela vadyondzi ku yingisela.</p> <p>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</p> <p>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va vutisa swivutiso, va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</p> <ul style="list-style-type: none"> • Nyika nkomiso wa leswi yingiseriweke hi ku vulavula kunene. • Songasonga hungu 	<p>Xitshuriwa xa matsalwa xo fana na ntlangu wa lavantshwa/ ntlangu wa le ka xiyanimoya</p> <ul style="list-style-type: none"> • Swihlawulekisinkulu swa xitshuriwa xa matsalwa: swo fana na ximunhuhatwa, vumunhuhati, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo <p>Vutlhokovetseli</p> <ul style="list-style-type: none"> • Swihlawulekisinkulu swa xitlhokovetselo • Tithekiniki ta matirhiselo ta xitlhokovetselo, swig-aririmu/ vufananisi, yelano wa mimpfumawulo, ncino • Xivumbeko xa xitlhokovetselo, mintila, tindzimana, ndlela leyi swi tsariweke ha yona • Nhlamuselo yo gega / tumbela • Matitwelo • Nkongomelo na hungu <p>Kongomisa eka ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya (Tivisa xitshuriwa) • Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa) • Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela) 	<p>Switshuriwa swa switsalwambiko swo leha, xik. Inthavhiyu yo tsariwa</p> <ul style="list-style-type: none"> • Swilaveko swa xivumbeko, xitayili • Vaamukeri va mahungu, xikongomelo na mbangu • Nhlawulo wa marito • Matirhiselo ya ririmu leri faneleke <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisisa na ku andlala 	<p>Xiyimo xa rito: Mavitavito, vun'we na vunyingi. Maengeteri ya mkuva, ndhawu na nkarhi</p> <p>Xiyimo xa xivulwa: Xivulwampfilungano; marito ya muvulavuri na marito yo runguriwa</p> <p>Tinhlamuselo ta marito: timitsu ta marito Mahikahatelo: Hikombirhi, mimfungho ya mintshaho, hefemulo, hiko, xirhatana, mfungho wa xivutiso.</p>

	NTIRHO WA 9 – Swanomo (20 wa timaraka) Xikambelantwisiso xo yingisela/ ku hlava loku lulamisiweke/ ku hlava ka xijumana			
Mavhiki	Ku yingisela na ku vulavula	Ku hlava na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
5-6	<p>Maqhingga ya Ku yingisela na Ku vulavula</p> <p>Tinxaka to hambanahambana ta vutihlanganisi bya swanomo:</p> <p>Encenyeto: mafambiselo ya nhlengleletano</p> <ul style="list-style-type: none"> • Ku pfula kahle/ manghenelo/ ku tivana • Matirhiselo ya thoni, magoza na matwariselo ya rito • Matirhiselo ya ririm • Ririm ro tirhisa miri leri faneleke • Mahetelelo ya kahle <p>Xikambelantwisiso xo yingisela (xitshuriwa xo tsariwa/ ku hlaviwa ka mahungu ya le ka TV)</p> <ul style="list-style-type: none"> • Hlamusela magoza yo yingisela • Teka tinotsi • Hlamula swivutiso <p>Ku yingisela hi ku landzelela magoza:</p> <p>Ku tilulamisela ku yingisela: lulamisela vadyonzi ku yingisela.</p> <p>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</p> <p>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va</p>	<p>Hlava xitshuriwa xa matsalelo ya xitiviso/ ajenda na makanelwa</p> <ul style="list-style-type: none"> • Matirhiselo ya ririm • Xivumbeko • Ku endla leswi languteriweke eka xiymo lexi u nyikiweke <p>xona</p> <p>Ku hlava/langutisa hi xikongo-melo xo twisia xitshuriwa xo tsariwa/ xitshuriwa xa swovoniwa/tigirafu</p> <ul style="list-style-type: none"> • Ku hlava hi ku hatlisa hi xikongomelo xo kuma vuxokoxoko bya timhakankulu • Ku hlava hi ku hatlisa hi xikongomelo xo kuma mongo eka vuxokoxoko byo seketela • Ku endla minkumbetelo • Ku kumbetela tinhlamuselo ta marito lama nga tolovekangiki na swifaniso • Timhakankulu na to seketela • Mavonelo ya mutsari <p>Ku hlava hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlava (Tivisa xitshuriwa) • Hi nkarhi wo hlava (swihlawulekiso swa xitshuriwa) • Endzhaku ko hlava (hlamula swivutiso, pimanisa, hambanisa, hlela) 	<p>Switshuriwa swa switsa-lwambiko swo leha xik. switiviso/ ajenda na makanelwa</p> <ul style="list-style-type: none"> • Kombisa vaamukeri va mahungu na xikongomelo xo tsala; • Teka xiboho hi xitayili, mavonelo na xivumbeko xa matsalelo; • Nhlawulo wa marito na swiaki swa ririm <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisa na ku andlala 	<p>Xiyimo xa rito: Masivi: masivinene, masivikomba, masivintalo.</p> <p>Xiyimo xa xivulwa: nkarhi wa sweswi, nkarhi lowu hundzeke, marito ya muvulavuri na marito yo runguriwa, riendlia ngingiriko na riendlia xitwisiwo</p> <p>Tinhlamuselo ta marito: marito yo pfelela eka minsinya ya maendli.</p> <p>Mahikahatelo: Xirhatana; ku tirhisa maletere lamakulu; hefemulo; hiko; hikombirhi</p>

	<p>vutisa swivutiso, va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</p> <ul style="list-style-type: none"> • Nyika nkomiso wa leswi yingiseriweke hi ku vulavula kunene. • Songsonga hungu 			
VHIKI RA 6	<p>NTIRHO WA 10 – Ku Angula eka matsalwa (Swivutiso swa Ximbangu) (30 wa timaraka)</p> <p>Xivutiso xa 1: Xithhokovetselo (10 wa timaraka)</p> <p>Xivutiso xa 2: Ntlangu / Swirungulwana (10 wa timaraka)</p> <p>Xivutiso xa 3: Ntsheketo / Novhele (10 wa timaraka)</p>			
Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
7-8	<p>Maqhinga ya Ku yingisela na Ku vulavula</p> <p>Yingisela na ku kanela mahungu ya nkarihi wolowo ku ya hi maphephahungu na tiatikili ta timagazini</p> <ul style="list-style-type: none"> • Matirhiselo ya thoni, magoza na matwariselo ya rito • Matirhiselo ya ririm ro onga/ ro tlhontla matitwelo/ nsunsumeto • Matirhiselo ya switsundzuxo swo voniwa/ makhadi lama nga na switsundzuxo • Landzelela milawu • Ririm ro tirhisa miri / swikoweto leswi faneleke • Manghenelo yo koka rinoko na mahete-lelo ya ntikelolo • Xikongomelo, vaamukeri va mahungu na mbangu <p>Ku hlayela ehenhla loku lulamisi-weke/ ka xijumana u hlaya atikili ya phephahungu</p> <ul style="list-style-type: none"> • Matirhiselo ya thoni, magoza na matwariselo 	<p>Ku hlaya/langutisa hi xikongomelo xo kuma mahungu (tirhisa xitshuriwa xo fana na tiatikili ta maphephahungu/tiatikili ta magazini/ mimbulavulo leyi tsariweke)</p> <ul style="list-style-type: none"> • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma vuxokoxoko bya timhankankulu • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma mongo eka vuxokoxoko byo seketela • Ku endla minkumbetelo • Ntiyiso na mavonelo • Mavonelo ya mutsari • Ku kumbetela tinhlamuselo ta marito lama nga tolovekangiki na swifaniso • Ririm ra mafundza / nkamafundza • Nhlamuselo yo kongoma / gega • Swigaririmi <p>Tsala xikambelwana xa xikambelantwisiso</p> <p>Kongomisa eka ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya (Tivisa xitshuriwa) 	<p>Switshuriwa swa switsalwambiko swo leha/koma: Tsala atikili ya phephahungu</p> <ul style="list-style-type: none"> • Swilaveko swa xivumbeko, xitayili • Vaamukeri va mahungu, xikongomelo na mbangu • Nhlawulo wa marito na swiaki swa ririm <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisisa na ku andlala 	<p>Xiyimo xa rito: mavitaswianakanyiwa; Vundhawu Mahlawuri: vukulu, nkoka</p> <p>Xiyimo xa xivulwa: Ku longoloxa (ku landzelelana); maveketelelo ya swilo hi nkoka wa swona; ndzimana ya nhlamuselo; ririm ro nsunsumeto na ro tlhonthla matitwelo; mboyamelatheloron'we na ku venga handle ka xivangelo; ku vona mhaka hi tlhori'we; swivutiso swo ka swi nga lavi tinhlamulo.</p> <p>Tinhlamuselo ta marito: vamavizweni, maritofularha, nhlamuselo yo kongoma, nhlamuselo yo gega</p> <p>Mahikahatelo: mimfungho ya mintshaho; mfungho wa rihamari/ xihlamalo; hefemulo; hiko; mimfungho ya swivutiso; mfungho wa nsiyo – ku komba ku ya emahlweni</p>

	<p>ya rito</p> <ul style="list-style-type: none"> • Landzelela mimfungho ya mahikahatelo leswaku swi ta twisiseka • Ririmi ro tirhisa miri/ swikoweto leswi faneleke 	<ul style="list-style-type: none"> • <i>Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa)</i> • <i>Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</i> 		
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GIREDI YA 7 KOTARA YA 4

NKUNGUHATO WO DYONDZISA WA LEMBE HINKWARO LOWU HUNGUTIWEKE

Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
1-2	<p>Maqhinga ya Ku yingisela na ku vulavula:</p> <p>Mbulavulo wa xijumana</p> <p>Ku tivisa xivulavuri/ marito yo khensa/ ku rungula xitori</p> <ul style="list-style-type: none"> • Hlawula nhlokomhaka leyi faneleke • Lulamisa mahungu ya khomana kahle • Kombisa ntivomarito, swiaki swa Ririm • Manghenelo na mahetelelo ya kahle/ nkoka <p>Swihlawulekisi na milawu (tithekiniki ta ku vulavula ent-shungwini, xivumbeko)</p> <p>Ku hlayela ehenhla</p> <ul style="list-style-type: none"> • Matirhiselo ya thoni, magoza na matwariselo ya rito • Landzelela mimfungho ya mahikahatelo leswaku swi ta twisiseka • Ririm ro tirhisa miri leri faneleke <p>Ku yingisela hi ku landzelela magoza:</p> <p><i>Ku tilulamisela ku yingisela: lulamisela vadyondzi ku yingisela.</i></p> <p><i>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</i></p> <p><i>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va vutisa swivutiso,</i></p>	<p>Xitshuriwa xa matsalwa ku fana na novhele ya lavantshwa/ swirungulwana/ntlangu</p> <ul style="list-style-type: none"> • Swihlawulekisinkulu swa xitshuriwa xa matsalwa: swo fana na ximunhuhatwa, vumunhuhati, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo <p>Ku hlaya/langutisa hi xikongomelo xo twisisa (tirhisa xitshuriwa xo tsariwa na/kumbe xitshuriwa xa swovoniwa)</p> <ul style="list-style-type: none"> • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma vuxokoxoko hi ku angarhela • Ku hlaya hi ku hatlisa hi xikongomelo xo kuma mongo eka mahungu • Ku hlaya hi ku dzika • Endla minkumbetelo • Ku kumbetela tinhlamuselo ta marito lama nga tololekangiki na swifaniso • Timhankankulu na to seketeda • Ntiyiso na mavonelo • Minkumbetelo na mahetelelo • Mavonelo ya yena n'wini <p>Ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya (Tivisa xitshuriwa) • Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa) • Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela) 	<p>Switshuriwa swa switsalwambiko swo leha/ koma xik. ku nyika swiletelo swa matlhelo</p> <ul style="list-style-type: none"> • Swilaveko swa xivumbeko, xitayili • Vaamukeri va mahungu, xikongomelo na mbangu • Nhawulo wa marito na swiaki swa ririm <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisira na ku andlala 	<p>Xiyimo xa rito: mavitaswianakanyiwa, mavitantlawa</p> <p>mahlawuri: vukulu, nkoka, ntsengo masivi</p> <p>Xiyimo xa xivulwa:</p> <p>Swivulwan'we/swivulwahosi; swivulwankatsano; swivulwampfilungano</p> <p>Tinhlamuselo ta marito:</p> <p>vamavizweni, maritofularha, nhlamuselo yo kongoma, yo huma eka xitshuriwa, nhlamuselo yo gega, mahlawuri; maengeteri</p> <p>Mahikahatelo: hikombirhi; swirhatana/mimfungho yo tshaha; hiko; swirhatana;</p>

	<p>va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</p> <ul style="list-style-type: none"> • Nyika nkomiso wa leswi yingiseriweke hi ku vulavula kunene. • Songasonga hungu 			
Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
3-4	<p>Maqhinga ya Ku yingisela na Ku vulavula Xikambelantwisiso xo yingisela (xitshuriwa xo tsariwa/ ku hlaiya ka mahungu ya le ka TV)</p> <ul style="list-style-type: none"> • Ku hlamusela magoza yo yingisela • Ku teka tinotsi • Ku tsala tinhlamulo <p>Kongomisa eka ku yingisela hi ku landzelela magoza:</p> <p>Ku tilulamisela ku yingisela: lulamisela vadyondzzi ku yingisela.</p> <p>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</p> <p>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va vutisa swivutiso, va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</p> <ul style="list-style-type: none"> • Nyika nkomiso wa leswi yingiseriweke hi ku vulavula kunene. • Songasonga hungu 	<p>Ku hlaya xitshuriwa lexi nga na dayari/ imeyili/ fulayara</p> <ul style="list-style-type: none"> • Xivumbeko • Matirhiselo ya ririm • Vaamukeri va mahungu <p>Vutlhokovetseri/ Mintsheketo</p> <ul style="list-style-type: none"> • Swihlawulekisinkulu swa xitlhokovetselo • Tithekinika ta matirhiselo ta xitlhokovetselo, swigaririm/ vufananisi, yelano wa mimpfumawulo, ncino • Xivumbeko xa xitlhokovetselo, mintila, tindzimana, ndlela leyi swi tsariweke ha yona • Nhlamuselo yo gega / tumbela • Matitwelo • Nkongomelo na hungu <p>Kongomisa eka ku hlaya hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku tilulamisela ku hlaya (Tivisa xitshuriwa) • Hi nkarhi wo hlaya (swihlawulekiso swa xitshuriwa) • Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela) 	<p>Switshuriwa swa switsalwambiko swo leha/ koma xik. Imeyili, tiphositara/ leswi tsariwaka eka dayari / tifulayara</p> <ul style="list-style-type: none"> • Swilaveko swa xivumbeko, xitayili, mavonelo • Vaamukeri va mahungu, xikongomelo na mbangu • Nhlawulo wa marito, nhlamuselo leyi nga erivaleni • Xivumbeko, vulehi na tinxaka ta swivulwa <p>Tsala xin'we xa switshuriwa leswi boxiweke laha henhla.</p> <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisira na ku andlala 	<p>Xiyimo xa rito: marito yo vutisa, masivikomba, maviti - mavitantlawa; maendi, Mabumabumeri Swirhangi, swilandzi na timitsu.</p> <p>Xiyimo xa xivulwa: Marito ya muvulavuri; swivutiso na tinhlamuselo; nhlokomhaka na xitwananisi; switatimende leswi komisiweke; swivutiso swo ka swi nga lavi tinhlamulo</p> <p>Tinhlamuselo ta marito: Maritofularha, nhlamuselo yo kongoma, nhlamuselo yo gega; nhlamuselo yo huma eka xitshuriwa xo karhi</p> <p>Mahikahatelo: mimfungho ya mintshaho; mimfungho ya swivutiso; hefemulo; mimfungho ya rihlamari/ xihlamalo; fonto</p>

Mavhiki	Ku yingisela na ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya Ririm
5-6	<p>Maqhinga ya Ku yingisela na Ku vulavula</p> <p>Xikambelantwisiso xo yingisela</p> <ul style="list-style-type: none"> • Ku hlamusela magoza yo yingisela • Ku teka tinotsi • Ku hlamula swivutiso <p>Mbulavulo lowu lulamisiweke</p> <ul style="list-style-type: none"> • Matirhiselo ya thoni, magoza na matwariselo ya rito • Matirhiselo ya ririm ro onga/ ro tlhontilha matitwelo/ nsunsumeto • Matirhiselo ya switsundzuxo swo voniwa/ makhadi lama nga na switsundzuxo • Landzelela milawu • Ririm ro tirhisa miri / swikoweto leswi faneleke • Manghenelo yo koka rinoko na mahetelelo ya ntikelo • Xikongomelo, vaamukeri va mahungu na mbangu <p>Ku yingisela hi ku landzelela magoza:</p> <p>Ku tilulamisela ku yingisela: lulamisela vadyondzi ku yingisela.</p> <p>Hi nkarhi wo yingisela – vutisa swivutiso, ku va tsundzuxa vuxokoxoko, ku yelanisa, ku teka tinotsi, ku hlela hungu leri yingiseriweke</p> <p>Endzhaku ko yingisela - ku landzelerisiwa leswi va swi yingiseleke. Vadyondzi va vutisa swivutiso, va vulavula hi leswi swi vuleke hi xivulavuri na swin'wana na swin'wana.</p> <ul style="list-style-type: none"> • Nyika nkomiso wa leswi yingiseriweke hi ku vulavula kunene. • Songasonga hungu 	<p>Hlaya Xitshuriwa xa matsalwa ku fana na novhele ya lavantshwa/ swirungulwana/ ntlangu/ mintsheketo</p> <ul style="list-style-type: none"> • Swihlawulekisinkulu swa xitshuriwa xa matsalwa: swo fana na ximunhuhatwa, vumunhuhati, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo <p>Vutlhokovetseri: switlhokovetselo swa ndzawulelo</p> <ul style="list-style-type: none"> • Swihlawulekisinkulu swa xitlhokovetselo • Tithekiniki ta matirhiselo ta xitlhokovetselo, swigaririmi/ vufananisi, yelano wa mimpfumawulo, ncino • Xivumbeko xa xitlhokovetselo, mintila, tindzimana, ndlela leyi swi tsariweke ha yona • Nhlamuselo yo gega / tumbela • Matitwelo • Nkongomelo na hungu <p>Ku tlhantilha/xopaxopa xitlhokovetselo:</p> <ul style="list-style-type: none"> • Mintila, marito, tindzimana, xiboho/ xihlanganisi, mbuyeleo, ndlela leyi swi tsariweke ha yona, mahikahatelo. • Nhlamuselo: yo tumbela na ya le rivaleni/ kongoma 	<p>Mpfuxeto na ku lulamisela xikambelo</p> <p>Switsalwana</p> <p>Nkarhi wo tilulamisela:</p> <ul style="list-style-type: none"> • Swilaveko swa xivumbeko, xitayili, mavonelo • Vaamukeri va mahungu, xikongomelo na mbangu • Nhlawulo wa marito <p>Kongomisa eka ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> • Ku kunguhata • Ku pfapfarhuta • Ku pfuxeta • Ku hlela • Ku hlerisira na ku andlala 	<p>Xiyimo xa rito: marhavi ya maendli; maendli, mabumabumeri: rihlawuri, rifuwi, riengetelo</p> <p>Xiyimo xa xivulwa: mboyamelatihelorin'we na ku venga handle ka xivangelo, ku vona mhaka hi tlhlo rin'we, switatimende swo tlhontla matitwelo na swo onga; swivutiso swo ka swi nga lavi tinhlamulo</p> <p>Tinhlamuselo ta marito: vamavizweni, maritofularha, tinhlamuselo to huma eka xitshuriwa xo karhi</p> <p>Mahikahatelo: hiko; hefemulo; mimfungho ya rihlamari/xihlamalo; mimfungho ya swivutiso</p>

Vhiki ra 6	NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 11 – KU TSALA PAPILA RA 3 [NTSENGO WA TIMARAKA: 40] Xitshuriwa xa xitsalwambiko: Atikili ya phephahungu/ fomo ya swivutiso swa ndzavisiso/ swiletelo swa mathelos/ swileriso (Hlawula xin'we) [10 wa timaraka] NA Xitsalwana Xitsalwana xa mavonelo/ ndzungulo/ nhlamuselo (Hlawula xin'we) [30 wa timaraka] XIYA: Switsalwana na switshuriwa swa switsalwambiko leswi kamberiwaka swi fanele swi hambana ku ya hi tigiredi			
7-8	Mpfuxeto na ku lulamisela xikambelo Ku vulavula: <ul style="list-style-type: none"> • Mbulavulo lowu lulamisiweke • Ku hlaya loku lulamisiweke • Ku hlaya ka xijumana Ku yingisela <ul style="list-style-type: none"> • Xikambelantwisiso xo yingisela 	Mpfuxeto na ku lulamisela xikambelo Ku hlaya <ul style="list-style-type: none"> • Ku hlaya loku lulamisiweke • Xikambelantwisiso xo hlaya • Nkomiso • Matsalwa: <ul style="list-style-type: none"> - Novhele/ swirungulwana/ mintsheketo - Ntlangu/ dyondzo ya swa tifilimi - Switlhokovetselo 	Mpfuxeto na ku lulamisela xikambelo Ku tsala: <ul style="list-style-type: none"> • Switshuriwa swa switsalwambiko • Xitsalwana 	Xiyimo xa rito: Masivintalo; masivikomba; nsinya Xiyimo xa xivulwa: Swivulwan'we/ swivulwanahosi; swivulwankatsano na swivulwamp-filungano; swivulwa swa switatimende; nhlokohmaka na xitwananisi; swivulwa swa swivutiso; nandzulo Tinhlamuselo ta marito: Vamavizweni, maritofularha, nhlamuselo yo kongoma, nhlamuselo yo gega Mahikahatelo
KOTARA YA 4 XIKAMBELELO XA KU HEZA KA LEMBE				
VHIKI RA 8	MAKAMBELELO YA MAFUNDZA: NTIRHO WA 12: SWANOMO		MAKAMBELELO YA MAFUNDZA: NTIRHO WA 13: XIKAMBELELO XA KU HEZA KA LEMBE	

<p>NTIRHO WA 12 – SWANOMO (<i>20 wa timaraka</i>)</p> <p>Xikambelantwisiso xo yingisela/ Mbulavulo wa xijumana/ Mbulavulo lowu lulamisiweke – exikarhi ka kotara</p>	<p>NTIRHO WA 13: (<i>Ntsengo wa timaraka: 60</i>)</p> <p>XIKAMBELANTWISISO NA MATIRHISELO YA RIRIMI – PAPILA RA 2</p> <p>Xivutiso xa 1.1 – Xikambelantwisiso xo hlaya: Xitshuriwa xa matsalwa / Xitshuriwa xo ka xi nga ri xa matsalwa (<i>20 wa timaraka</i>)</p> <p>Xivutiso xa 1.2 – Xitshuriwa xa swovoniwa (<i>10 wa timaraka</i>)</p> <p>Xivutiso xa 2 - Nkomiso (<i>10 wa timaraka</i>)</p> <p>Xivutiso xa 3 - Swiaki na Milawu ya Matirhiselo ya Ririm eka mbangu (<i>20 wa timaraka</i>)</p>
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4.12 South African Sign Language (SASL) – Home Language

Revised National Teaching Plan

TERM 2				
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
1 - 2	<p>Observing and Signing strategies: Observing for Comprehension: Observe a short Poem about the Covid-19</p> <ul style="list-style-type: none"> • Explain the observing process • Answer questions <p>OR</p> <p>Observe a Short Story by focusing on:</p> <ul style="list-style-type: none"> • Identify and discuss main message • Discuss character, plot and setting • Recall specific details in the story • “Re-tell” the story <p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing situation.</p> <p>During observing – questioning, recognising, matching, interpreting.</p> <p>Post- observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</p> <ul style="list-style-type: none"> • Summarise the presentation • Reflect on the presentation • Answer questions 	<p>Visual Reading and Viewing for comprehension:</p> <p>“Read” a signed Literary text: Longer Story</p> <p>Focus on key features of literature texts:</p> <ul style="list-style-type: none"> • Plot/sub-plot • Characterization • Message/theme • Background and setting • Mood, ironic twist and ending <p>OR</p> <p>Visual reading and viewing for comprehension:</p> <p>Visual text – Cartoon</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Persuasive techniques: Emotive language, bias, persuasion, manipulative language. • How language and images reflect and shape values and attitudes • Impact of use of font types / sizes, headings, captions • Analyse, interpret, evaluate and respond to a range of cartoons/comic strips <p>Follow the reading process:</p> <ul style="list-style-type: none"> • “Pre-reading”– Introduce the text • “During reading”- Infer meaning from the text • “Post-reading”- Answer questions, form opinions and evaluate the text 	<p>Record a Narrative essay Use appropriate conventions:</p> <ul style="list-style-type: none"> • Depict a story: Past event/fiction • Use convincing story line. • Establish a time frame (i.e. past, present, future) and mark time changes. • Use a captivating introduction and conclusion • Reflect a point to be made • Ensure sustained interest with style, rhetorical device and action • Use descriptive elements <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” and presenting 	<p>Morphology: Classifiers</p> <p>Syntax/Semantics: Prepositions</p> <p>Discourse: Cohesion and coherence Chunking</p>
3 - 4	Observing and Signing strategies: Observing for comprehension: Use a Visual text e.g. Advertisement	Visual Reading and Viewing for comprehension:	Record a Transactional text Use appropriate conventions:	Syntax/Semantics:

TERM 2

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing situation.</p> <p>During observing – questioning, recognizing, matching, interpreting.</p> <p>Post-observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</p> <ul style="list-style-type: none"> • Summarise the presentation • Reflect on the presentation • Answer questions 	<p>"Read" a Visual text such as an Advertisement</p> <ul style="list-style-type: none"> • Persuasive techniques: Emotive language, bias, persuasion, manipulative language. • How language and images reflect and shape values and attitudes • Impact of use of font types / sizes, headings, captions • Analyse, interpret, evaluate and respond to a range of cartoons/comic strips <p>Follow the reading process:</p> <p>"Pre-reading" – Introducing the text</p> <p>"During reading" - Infer meaning from the text</p> <p>"Post-reading" - Answer questions, form opinions and evaluate the text</p>	<p>Record an Advertisement</p> <ul style="list-style-type: none"> • Keep attention of viewer • Consider the following in designing: <ul style="list-style-type: none"> • The target market (for whom the advertisement is intended) • Positioning (where / when advertisement will appear) • Appeals (to what sense?) • Structure of the advertisement • Ratio between fact and opinion • The effectiveness of colour. • Effectiveness of language <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-"reading" and presenting 	Adjectives, synonyms, antonyms, paronyms, iconicity Discourse: Cohesion and coherence
Week 4	<p>FORMAL ASSESSMENT TASK 6</p> <p>Paper 1 – OBSERVING AND SIGNING (During the course of the Term)</p> <p>Observing for Comprehension OR Prepared presentation (20 Marks)</p>			
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions

TERM 2

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
5 - 6	Observing and Signing strategies: Prepared/Unprepared presentation on how to follow instructions Focus on: <ul style="list-style-type: none"> • Become familiar with object or process • Consider sign choice and technical language • Prepare a logical sequence of instructions • Use of pace and signing size/ modulation • SASL structure 	Visual reading and viewing for comprehension: "Read" an Information text e.g. Instructional procedures Focus on: <ul style="list-style-type: none"> • Skimming and scanning signed text features • Understanding the sequence • Technical language and phrases • Visual material Follow the reading process: "Pre-reading" – Introducing the text "During reading" - Infer meaning from the text "Post-reading" - Answer questions, form opinions and evaluate the text	Record a Transactional text: Record a Drama review Use appropriate conventions: <ul style="list-style-type: none"> • Reflect on individual response to a drama. • Evaluate or provide 'critique' to the drama presented • Various reviewers may respond differently to the same drama • Give relevant facts, for example, title of the drama, names of the producer/artists, production company, etc. Follow the recording process: <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading" and presenting 	Syntax/Semantics: Abstract nouns Determiners Figures of speech: Simile, metaphor, personification, idioms, hyperbole, contrast, euphemism
Week 6	FORMAL ASSESSMENT TASK 7 Paper 3 - RECORDING (1hr 30 min) (Total: 40 Marks) Transactional text Refer to texts studied during the term (20 Marks) AND Essay Narrative/Descriptive Essay (Select one) (20 Marks)			

TERM 2

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
7 - 8	<p>Different forms of signed presentations:</p> <p>Role-play</p> <ul style="list-style-type: none"> • Learners are presented with a situation, e.g. a problem or an incident, to which they have to respond by assuming a particular role • The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played • Use clear objective signing • Clearly expressed ideas showing awareness of audience and purpose 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a Literary text: Drama Focus on the key features of a drama:</p> <ul style="list-style-type: none"> • Plot / sub-plot • Characterisation • Message / theme • Background and setting • Mood, ironic twist and ending • Stage directions <p>Follow the reading process: “Pre-reading” – Introducing the text “During reading” - Infer meaning from the text “Post-reading” - Answer questions, form opinions and evaluate the text</p>	<p>Record a Transactional text Use appropriate conventions: Record an Instructional text such as how to use a tool, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Chunk cohesion • Use suitable sign choice and sentence structure • Logical sequencing <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” and presenting 	<p>Syntax/Semantics: Basic sentence types Statements, negations, questions, commands, topicalisation, conditionals, compound</p>
Week 8	<p>FORMAL ASSESSMENT TASK 8</p> <p>Paper 2 – COMPREHENSION & LANGUAGE STRUCTURE AND USE (2 hours 30 min) (Total: 60 Marks)</p> <p>Question 1.1 - Comprehension: Literary / Non-literary text (20 marks) Question 1.2 - Visual text (10 marks) Question 2 - Summary (10 marks) Question 3 - Language Structures and Conventions in context (20 marks)</p>			

TERM 3

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
1-2	<p>Observing and Signing strategies: Observing for comprehension: Signed News Report</p> <ul style="list-style-type: none"> • Identify the signer’s purpose • Note the main message and supporting ideas 	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a non-fiction text e.g. signed news item</p> <ul style="list-style-type: none"> • Skim and scan signed text features 	<p>Record a Transactional text Use appropriate conventions: Record an Interview</p> <ul style="list-style-type: none"> • Use role shift to represent the interview. • Place the interviewer and interviewee 	<p>Morphology: Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs Function of space</p>

TERM 3

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<ul style="list-style-type: none"> • Reflect, clarify and discuss <p>Different forms of signed presentations: Sign a News Report</p> <p>Choose a topic / item</p> <ul style="list-style-type: none"> • Give exact feedback / details on a story • Collect and organize information • Prepare a coherent presentation with title, introduction and conclusion • Use semi-formal/formal language register and style <p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing situation.</p> <p>During observing – questioning, recognising, matching, interpreting.</p> <p>Post- observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</p> <ul style="list-style-type: none"> • Summarise the presentation • Reflect on the presentation • Answer questions 	<ul style="list-style-type: none"> • Infer meaning • Understand purpose of text • Coherence of presentation • Sign choice / Language structure <p>Follow the reading process:</p> <p>"Pre-reading" – Introducing the text</p> <p>"During reading" - Infer meaning from the text</p> <p>"Post-reading" - Answer questions, form opinions and evaluate the text</p>	<ul style="list-style-type: none"> • Use appropriate questioning techniques • Portray the interviewee's strong points, talents, weak points <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” and presenting 	
3-4	<p>Observing and signing strategies: Observing for Comprehension “Speech” by the President</p> <ul style="list-style-type: none"> • Explain listening process • Answer questions <p>Different forms of signed presentations: Role-play</p> <ul style="list-style-type: none"> • Learners are presented with a situation, e.g. a problem or an incident, to which they have to respond by assuming a particular role • The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played • Use clear objective signing 	<p>Visual reading and viewing for comprehension: “Read” a literary text: Poem</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Figurative meaning and imagery • Mood, theme and message • Internal structure of a poem, figures of speech, sign choice, emotional responses, rhetorical devices • External structure of a poem, lines, rhyme, rhythm, alliteration and repetition. <p>Follow the reading process:</p> <p>"Pre-reading" – Introducing the text</p> <p>"During reading" - Infer meaning from the text</p>	<p>Record a Descriptive Essay Use appropriate conventions:</p> <ul style="list-style-type: none"> • Description of person, object, event. • Use classifiers to create a picture in signs. • Choose signs for effect • Use figures of speech <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” and presenting 	<p>Discourse: Role shift</p>

TERM 3

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<ul style="list-style-type: none"> Clearly expressed ideas showing awareness of audience and purpose 	"Post-reading" - Answer questions, form opinions and evaluate the text		
WEEK 4	TASK 9 – OBSERVING AND SIGNING (20 Marks) Signed Presentation			
5-6	Observing and Signing strategies Observing for Comprehension Observe Directions <ul style="list-style-type: none"> Explain the observing process Answer questions Different forms of signed presentations: Sign / Give Directions <ul style="list-style-type: none"> Use clear and concise sentences Use chronological order Indicate the approximate distance Provide landmarks Use signs indicating position Use signs indicating direction Follow the observing process: Pre-observing introduces learners to the observing situation. During observing – questioning, recognising, matching, interpreting. Post- observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed. <ul style="list-style-type: none"> Summarise the presentation Reflect on the presentation Answer questions 	Visual reading and viewing for comprehension: "Read" a signed text such as Directions <p>Focus on:</p> <ul style="list-style-type: none"> Chronological order Distance Landmarks Indicating position Directional signs Follow the reading process: "Pre-reading" – Introducing the text "During reading" - Infer meaning from the text "Post-reading" - Answer questions, form opinions and evaluate the text	Record a Transactional text Use appropriate conventions: Record a Diary entry (vlog) <ul style="list-style-type: none"> Portrayal of a daily event Present evaluation of the day/event Record from point of view of Signer. Simple sign choice and language structure Use relevant signing mode Follow the recording process: <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading" and presenting Record a Transactional text Use appropriate conventions: Record a Summary <ul style="list-style-type: none"> Use point form or chunks Include all important information Avoid unnecessary detail Be precise Follow the recording process: <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading" and presenting 	Syntax/ Semantics: Adjectives Pronouns (placement and indexing) Paronyms, iconicity Modals
WEEK 6	TASK 10 - Response to Literature (contextual) (30 Marks) Poem AND Drama/Short Stories/Folklore/Longer Stories			

TERM 3

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
7-8	<p>Observing and Signing strategies Observe a Short Story by focusing on:</p> <ul style="list-style-type: none"> Identify and discuss main message Discuss character, plot, setting Recall specific detail in story "Re-tell" the story <p>Different forms of signed presentations: Sign a short story</p> <ul style="list-style-type: none"> Sign story with beginning, middle and conclusion Use role-shift where necessary Show elements of plot and characterisation Present theme / message. Use descriptive sign language <p>Follow the observing process:</p> <ul style="list-style-type: none"> Pre-observing introduces learners to the observing situation. During observing – questioning, recognising, matching, interpreting. Post- observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed. Summarise the presentation Reflect on the presentation Answer questions 	<p>Visual reading and viewing for information "Read" a signed Short story/Longer story</p> <ul style="list-style-type: none"> Skim for main ideas Scan for supporting details Making predictions Establish facts and opinions View point of signer Inferring the meaning of signs and phrases Formal/informal language <p>Answer questions on the text</p> <p>Follow the reading process:</p> <p>"Pre-reading" – Introducing the text</p> <p>"During reading" - Infer meaning from the text</p> <p>"Post-reading" - Answer questions, form opinions and evaluate the text</p>	<p>Record a Transactional text Use appropriate conventions: Record Giving Directions</p> <ul style="list-style-type: none"> Use imperative form Clear and concise sign choice and language Directions in chronological order Give landmarks and signs indicating position and direction. <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading" and presenting 	<p>Consolidation Discourse: Role shift</p> <p>Syntax/ Semantics: Verbs Adjectives Pronouns (placement and indexing) Paronyms, iconicity Modals</p>
WEEK 8	ASSESSMENT TASK 11			
	<p>TASK 11 - (Total: 50 Marks)</p> <p>Transactional text Refer to texts studied during the term (Select one) (20 Marks)</p> <p>AND</p> <p>Essay Narrative/Descriptive Essay (Select one) (30 Marks)</p> <p>Note: There must be a variation of genres across the grades.</p>			

TERM 4

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
1-2	<p>Observing and Signing strategies: Unprepared presentation Signed a story</p> <p>Choose appropriate topic</p> <ul style="list-style-type: none"> Organise information coherently Identify sign choice and language structures Effective introduction and conclusion Features and conventions of public speaking techniques <p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing situation.</p> <p>During observing – questioning, recognising, matching, interpreting.</p> <p>Post- observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</p> <ul style="list-style-type: none"> Summarise the presentation Reflect on the presentation Answer questions 	<p>Visual reading and viewing for comprehension: Read a Signed Literary text: Drama</p> <p>Focus on key features of literature texts:</p> <ul style="list-style-type: none"> Dramatic structure: plot / sub-plot Characterisation Theme and messages Background and setting Mood, ironic twist and ending Stage directions <p>Follow the reading process:</p> <p>“Pre-reading” – Introducing the text</p> <p>“During reading” - Infer meaning from the text</p> <p>“Post-reading” - Answer questions, form opinions and evaluate the text</p>	<p>Record a Narrative essay</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> Depict a story: Past event / fiction Use convincing story line. Establish a time frame (i.e. past, present, future) and mark time changes. Use a captivating introduction and conclusion Reflect a point to be made Ensure sustained interest with style, rhetorical device and action Use descriptive elements <p>Follow the recording process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing “Proof-reading” and presenting 	<p>Morphology: Predicates:</p> <p>Temporal aspects: simple/punctual – repetitive/iterative, habitual</p> <p>Syntax/Semantics: Tense</p>
3-4	<p>Observing and Signing strategies Observe for comprehension: Report</p> <ul style="list-style-type: none"> Explain observing process Answer questions <p>Different forms of signed presentations: Sign a Report</p> <ul style="list-style-type: none"> Good opening/introduction Language use Use of tone, pace and signing size/modulation Appropriate body language Good conclusion 	<p>Visual reading and viewing for comprehension: Read a text with a diary entry/vlog</p> <ul style="list-style-type: none"> The format Language use Signing mode Target audience <p>Follow the reading process:</p> <p>“Pre-reading” – Introducing the text</p> <p>“During reading” - Infer meaning from the text</p> <p>“Post-reading” - Answer questions, form opinions and evaluate the text</p>	<p>Record own poem</p> <p>Use appropriate conventions:</p> <ul style="list-style-type: none"> Produce poem Convey theme/message Observe conventions of internal and external structures Use poetic features / imagery and poetic devices Use appropriate SASL conventions <p>Follow the Recording Process:</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading” and presenting 	<p>Syntax/Semantics: Adverbs of time, manner, location, intensification</p>

TERM 4

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	<p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing situation.</p> <p>During observing – questioning, recognising, matching, interpreting.</p> <p>Post- observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</p> <ul style="list-style-type: none"> • Summarise the presentation • Reflect on the presentation • Answer questions 			
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
5-6	<p>Observing and Signing strategies</p> <p>Observing for comprehension:</p> <p>Prepared presentation</p> <ul style="list-style-type: none"> • Explain the observing process • Answer questions <p>Different forms of signed presentations:</p> <p>Prepared presentation</p> <ul style="list-style-type: none"> • Use of pace and sign size/ modulation • Use of manipulative/emotive/ persuasive language • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context <p>Follow the observing process:</p> <p>Pre-observing introduces learners to the observing situation.</p> <p>During observing – questioning, recognising, matching, interpreting.</p>	<p>Visual reading and viewing for comprehension:</p> <p>“Read” a Literary text: Poem</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Figurative meaning and imagery • Mood, theme, and message • Internal structure of a poem, figures of speech, sign choice, emotional responses, rhetorical devices • External structure of a poem, lines, rhyme, rhythm, alliteration and repetition. <p>Follow the reading process:</p> <p>“Pre-reading” – Introducing the text</p> <p>“During reading” - Infer meaning from the text</p> <p>“Post-reading” - Answer questions, form opinions and evaluate the text</p>	<p>Record a Transactional text</p> <p>Use appropriate conventions:</p> <p>Record a Summary</p> <ul style="list-style-type: none"> • Use point form or chunks • Include all important information • Avoid unnecessary detail • Be precise <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” and presenting <p>Semantics: Figures of speech: simile, metaphor, personification, idioms, hyperbole, contrast, euphemism</p>	

TERM 4

Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
	Post- observing follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed. <ul style="list-style-type: none"> • Summarise the presentation • Reflect on the presentation • Answer questions 			
Weeks	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
7-8	Revision and preparation for examination <p>Signing:</p> <ul style="list-style-type: none"> • Prepared presentation <p>Observing:</p> <ul style="list-style-type: none"> • Observing for comprehension 	Revision and preparation for examination <p>"Reading"</p> <ul style="list-style-type: none"> • Prepared reading • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> • Longer stories/short stories/folklore • Drama • Poems 	Revision and preparation for examination <p>Essays / Transactional texts</p> <ul style="list-style-type: none"> • Use appropriate format, style, register, signing mode • Target audience purpose and context • Use appropriate conventions. <p>Follow the recording process:</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-“reading” and presenting 	Revision and preparation for examination

TERM 4

FORMAL END OF YEAR EXAMINATION

WEEK 8	ASSESSMENT TASK 12: OBSERVING AND SIGNING	ASSESSMENT TASK 13: END OF YEAR EXAMINATION
	TASK 12 – OBSERVING AND SIGNING (20 Marks) Unprepared Presentation OR Prepared Presentation	TASK 13 (Total: 50 Marks) RECORDING Transactional text - Refer to texts studied during the year.(Select one) (20 Marks) AND Essay Narrative/Descriptive Essay (Select one) (30 Marks) <hr/> TASK 14: (Total: 60 Marks) COMPREHENSION & LANGUAGE USE Question 1.1 - Comprehension: Literary/Non-literary text (20 marks) Question 1.2 - Visual text (10 marks) Question 2 - Summary (10 marks) Question 3 - Language Structures and Conventions in context (20 marks)