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| **Grade 7** |
| **English learners****Gr. 7 V / W** | **Afrikaans learners****Gr. 7X** |
| **English (HL):****All the work on a separate A4 pages, work will be pasted into the work books.****Comprehension pg. 78-79**Language pg. 73Paragraph pg. 74-75 | **Engels (FAL):****Al die werk op ‘n A4 papier, skryf net aan die EEN kant, die werk gaan in die boek geplak word.**Comprehension pg. 91-93Essay pg. 100-102Language pg. 97-98 / 112-114 |
| **Afrikaans (EAT):**See worksheets attached | **Afrikaans (HT):**Sien werkkaarte aangeheg |
| **Maths:**Topic 6: Common FractionsPg. 76-89Ex. 6.1 – 6.9Revision 6 | **Wisk:**Tema 6: Gewone breukeBl. 76-89Oef. 6.1-6.9Hersiening 6 |
| **NS:**See attached folder | **NW:**See attached folder |
| **Tech:**Design and build a model (small) cell phone tower. Make a 3D drawing of the tower. | **Teg:**Ontwerp en bou ‘n model (klein) van ‘n selfoon-toring. Maak ‘n 3D tekening van die toring. |
| **EMS:**Revision exercise 1-4, pg. 54-57 | **EBW:**Hersieningsoefening 1-4, bl. 52-55 |
| **SS:**Unit 1: Structure of the earthAct. 1, pg. 44Act. 2, pg. 55Answer ALL questions | **SW:**Eenheid: Struktuur van die aardeAkt. 1, bl. 44Akt. 2, bl. 55Beantwoord AL die vrae |
| **Art and Culture:**Design a NEW musical instrument | **Kuns:**Ontwerp ‘n NUWE instrument |
| **Life Orientation**See further on | **Lewenswetenskappe****Sien verder in dokument** |

**AFRIKAANS EERSTE ADDISIONELE TAAL**

**GRAAD 7 V, W**

**WEES KALM EN OEFEN JOU AFRIKAANS.**

**ONTHOU: DEUR HARDE WERK EN TOEWYDING KAN JY ENIGIETS BEREIK!**

**Ek hoop jou vakansie is so vêr nog lekker en dat jy elke oomblik geniet!**

(I hope that your holiday has been fantastic so far and that you are enjoying every moment!)

**Ek het vir die ekstra tien dae wat jy by die huis gaan wees, tien aktiwiteite wat jy moet voltooi saamgestel sodat jou Afrikaans meer kan verryk!**

(I have put together ten activities that you must complete during the extra ten days that you will be at home, so that you can enrich your Afrikaans more!)

**Let wel: Gebruik jou Afrikaans sonder grense handboek vir hulp.** (Please note: Use your ‘Afrikaans sonder grense’ textbook for help.)

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| **Geagte Ouers** **Baie Belangrik: Druk asseblief hierdie werkkaarte uit sodat u kind dit kan voltooi. Indien dit nie moontlik is nie, is dit die leerder se verantwoordelikheid om die werkkaarte te herskryf en te voltooi.****Dear Parents****Very Important: Please print out these worksheets so that your child can complete it. If this is not possible, then it is the learner’s responsibility to rewrite and complete the worksheets.**  |

**Mooi bly!** (Keep well!)

**Vriendelike groete,**

**Me. Madalé Pitt**

**DAG EEN en TWEE (DAY ONE and TWO)**

**Remediëring: Lesreeks 2: Ligte gedigte en dinge**

**Naam en van: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Datums: \_\_\_\_\_\_\_\_\_\_\_\_**

1. Vorm **samestellings** met die volgende woorde. (Form **compositions** with the following words.)

a) vers + reëls = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) sin + -s- + lengte = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) raaisel + gedig = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) kind + -er- + storie = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) liefde + -s- + brief = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) middag + ete = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) klein + seun = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

h) saam + -e- + stelling = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

i) Valentyn + -s- + kaartjie = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

j) warrel + wind = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Vul **om ... te** op die korrekte plek in **(infinitiewe vorm) (infinitive form).**

a) Ek hou daarvan op die strand sit.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Ek hou daarvan in die see swem.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Dis ongesond te veel lekkers eet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) Dis goed jou geld in die bank spaar.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Omkring die korrekte **voornaamwoord** tussen hakies. (Circle the correct **pronoun** in brackets.)

Die seun is besig. (a) **Hy**/**Sy** skryf ‘n Valentynskaartjie vir (b) **sy**/**haar** meisie.

Die meisie is besig. (c) **Hy**/**Sy** skryf ‘n Valentynskaartjie vir (d) **sy**/**haar** kêrel.

Eddie is ‘n seun. (e) **Hy**/**Sy** help (f) **sy**/**haar** ouma om (g) **sy**/**haar** vals tande terug te kry.

Die meisie wat tiekiedraai, hou (h) **sy**/**haar** rokkie in (i) **sy**/**haar** hand.

Mnr. Spogter is ‘n man. (j) **Hy**/**Sy** stap met (k) **sy**/**haar** dogters dorp toe.

 **DAG DRIE en VIER (DAY THREE and FOUR)**

**Remediëring: Lesreeks 3: ‘n Dieredrama: Kameelperd**

**Naam en van: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Datums: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Kyk na die prentjie van die kameelperd en

beantwoord die vrae in die **ontkennende vorm (negative form).**

a) Is daar twee kameelperde?

Nee, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Is daar êrens ‘n boom?

Nee, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Is daar iemand naby die kameelperd? Nee, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) Is daar iets op die kameelperd? Nee, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) Het die kameelperd al klaar water gedrink? Nee, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) Het jy al ooit ‘n kameelperd sonder kolle gesien? Nee, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) Hardloop die kameelperd nog? Nee, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Stelsin Vraagsin Bevelsin Uitroepsin** |

2. Sê watter **soort sin** elk van die volgende is. Kyk mooi na die vraagtekens, uitroeptekens en punte. (Say which **kind of sentences** each of the following are. Look carefully at the question marks, exclamation marks and full stops.)

a) Oppas, Renoster, die jagter kom**!** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Die renoster is ‘n pragtige, gespierde dier**.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Weet jy dat renosters in groot gevaar is**?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) Hou op om renosters te jag**!** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) Verlede jaar is baie renosters vir hulle horings doodgemaak**.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f) Het jy geweet dat renosters nie mooi kan sien nie**?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Gee die korrekte **spelling** van die wooorde in vet druk. (Correct the **spelling** of the words in bold.)

Renoster en Kameelperd is (a) **friende** en hulle vra die (b) **doktor** vir raad. Net Kameelperd (c) **drank** die medisyne. Sy (d) **beene** en nek word langer. Hy kan die (e) **blaare** aan die (f) **hoe** (g) **boome** eet waar geen ander (h) **duur** kan bykom nie.

a) \_\_\_\_\_\_\_\_\_ b) \_\_\_\_\_\_\_\_\_ c) \_\_\_\_\_\_\_\_\_ d) \_\_\_\_\_\_\_\_\_\_ e) \_\_\_\_\_\_\_\_\_ f) \_\_\_\_\_\_\_\_\_

g) \_\_\_\_\_\_\_\_\_ h) \_\_\_\_\_\_\_\_\_

 **DAG VYF, SES en SEWE (DAY FIVE, SIX and SEVEN)**

**Remediëring: Lesreeks 4: Trots Suid-Afrikaans**

**Naam en van: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Datums: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Gee die **meervoud** van die woorde tussen hakies. (Enter the **plural** of the words in brackets.)

Enige land het verskillende nasionale (a) **simbool**. Van al die baie (b) **blom** in die land, is daar net een nasionale blom. Van al die (c) **boom** in die land, is daar net een nasionale boom. Van al die (d) **vis** in die land, is daar net een nasionale vis.

Daar is baie (e) **kultuur** in ons land, nie net een kultuur nie en daar is ook elf amptelike

(f) **taal**, nie net een taal nie.

a) \_\_\_\_\_\_\_\_\_ b) \_\_\_\_\_\_\_\_\_ c) \_\_\_\_\_\_\_\_\_\_ d) \_\_\_\_\_\_\_\_\_\_ e) \_\_\_\_\_\_\_\_\_\_\_ f) \_\_\_\_\_\_\_\_\_\_\_\_

2. Verdeel die volgende woorde in **lettergrepe.** (Divide the following words into **syllables**.)

**Voorbeeld:** provinsie

**Antwoord:** pro- vin- sie-

a) inligting \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

b) volkslied \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

c) nasionale \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

d) simbole \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

e) vlae \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

f) vliegtuie \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

g) geelhoutboom \_\_\_\_\_\_\_\_\_

h) kultuur \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

3. Gee die **trappe van vergelyking** van die volgende woorde. (Enter the **degrees of comparison** of the following words.)

  **Trap 1 Trap 2 Trap 3**

a) baie meer die \_\_\_\_\_\_\_\_\_\_

b) diep \_\_\_\_\_\_\_\_\_\_\_ die diepste

c) hoog \_\_\_\_\_\_\_\_\_\_\_ die hoogste

d) groot \_\_\_\_\_\_\_\_\_\_\_ die grootste

e) kleurvol \_\_\_\_\_\_\_\_\_\_\_ die \_\_\_\_\_\_\_\_\_\_

f) fluks \_\_\_\_\_\_\_\_\_\_\_ die \_\_\_\_\_\_\_\_\_\_

 **DAG AGT, NEGE en TIEN (DAY EIGHT, NINE and TEN)**

**Remediëring: Lesreeks 4 en 5: Trots Suid-Afrikaans en Wonderlike Afrika**

**Naam en van: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Datums: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Omkring die woord tussen hakies wat korrek gespel is (**spelling** en **woordeskat**). Circle the word in brackets that is spelled correctly **(spelling** and **vocabulary)**.

a) Daar is ses (klere/kleure) in die nasionale vlag.

b) Party mense dra tradisionele (klere/kleure) op sekere vakansiedae.

c) Dit is baie (dier/duur) om op ‘n safari in Afrika te gaan.

d) Daar is duisende (diere/dure) wat jaarlikjs in die Serengeti- wildtuin migreer.

2. Kies ‘n **sinoniem** (woorde met amper dieselfde betekenis) uit die blokkie vir die vetgedrukte woorde.

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| **kontinent** (continent)  **Brittanje** (Britian) **stap** (walk) **praat** (talk) **oseaan** (ocean) |

a) Die Atlantiese **see** is aan die linkerkant van Afrika. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Afrika is ‘n groot **vasteland**. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Die reisiger hou daarvan om te **loop** in ‘n nuwe stad. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) Die reisiger **gesels** met die mense wat hy ontmoet. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) Weet jy wat is **Engeland** se ander naam? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Kies ‘n **antoniem** (woorde met teenoorgestelde betekenis) uit die blokkie vir die vetgedrukte woorde.

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| **eindig** (ends)  **left** (links) **onbekende** (unknown) **laaste** (last) **agter** (behind) |

a) Hy moet by die vurk in die pad **regs** draai. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Hy neem die **eerste** foto van die toer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Dit is ‘n **bekende** roete. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) Hy staan **voor** in die ry. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) Die reis **begin** in Egipte. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LIFE ORIENTATION**

**FRIENDLINESS**

‘Begin the day with friendliness and you will only find good friends.

Yes, greet the dawn with happiness and keep happy thoughts in mind.

Begin the day with a joyful soul and joy will be a part of you.

Salute the day with peaceful thoughts and peace will fill your heart.

Begin the day with friendliness and stay friendly all day long.

Keep in your soul a friendly thought and in your heart a friendly song.

Have in your mind a word of cheer for everybody that passes you; and in return they will treat you with friendliness.

Begin each day with friendly thoughts and as the day goes on

stay friendly, be loving, good- hearted and kind.

Just as you were at dawn the day will be a friendly one and then at night you will find that you were happy all day long through having friendly thoughts in mind.’

**- Anonymous**

 **GRADE 7 V, W**

**To all my grade 7 V and W learners**

**I hope that your holiday has been fantastic so far and that you are enjoying every moment!**

**I have put together two activities that you must complete during the extra ten days that you will be at home.**

* **The first activity is a Case Study that you will complete over a period of five days.**
* **The second activity will be Physical education where you are required to perform aerobic steps and routines for five consecutive mornings, whilst keeping track of your progress.**

**Please note: Use your Life Orientation textbook for help.**

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| **Dear Parents****Very Important: Please print out these worksheets so that your child can complete it. If this is not possible, then it is the learner’s responsibility to rewrite and complete the worksheets.**  |

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**Kind regards,**

**Ms. Madalé Pitt**

**18 March 2020**

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| * Keep your brain alive by reading the Case Study about Mbali intensively, because you will be reading for comprehension. Remember that it is important that you understand what you read. The more you understand what you read, the more you will develop your skills in answering the questions about the Case Study.
 |

**TASK: CASE STUDY**

**All Mbali’s family members have good jobs, drive flashy cars and like to wear gold jewellery. Mbali is different. She does not care about fancy clothes and expensive gadgets. The thing that she likes to do most is to paint, and she hopes that when she leaves school she will be able to make a humble living selling her paintings.**

**Her family members do not understand how she can even consider a career that is not likely to make her rich. They tease her endlessly. “Oh Mbali, you have your head in the clouds. You aren’t really going to be one of those airy fairy painting types, are you? It’s so embarrassing! When will you wake up and realise that you cannot live in a dream world?” her brothers say. Sometimes they tell her that her paintings are useless and nobody will buy them, and that she should rather think of a good, dependable career.**

**One day, one of Mbali’s classmates finds her crying quietly at the back of the class during break, “Mbali, what’s the matter?” she asks. Mbali tells her classmate, Lydia, all about how useless her family makes her feel. She also tells Lydia that she entered a painting in a local competition, and she really hoped that if she did well her family would be impressed. But her painting did not even get a mention by the judges. “I think my family is right. I don’t have any talent and I’m fooling myself thinking that I can be an artist. I don’t know what to do: even if I tried, I could never do a horrible job that I hated just so I can earn a lot of money. I feel so trapped! And the worst thing is that my family is embarrassed by me. I keep wondering if I should just stop trying to paint. I can’t do anything right.”**

**DAY ONE, TWO, THREE, FOUR and FIVE**

**Questions relating to the Case study**

**Name and surname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_**

**Answer the following questions:**

1.1 List three of Mbali’s positive personal qualities. (3 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1.2 Do you think that Mbali is proud of her personal qualities? Give a reason for your

 answer. (2 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1.3 Does Mbali have a good self-image? Explain why you think so. (2 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2.1 What effect does Mbali’s family have on her self-esteem? Give **three** examples

from the case study. (4 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2.2 Explain what Mbali’s family should have done when they found out that she likes

to paint. (7 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3.1 Is Lydia being a good friend? Give a reason for your answer. (2 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3.2 If you were in Lydia’s position, what would you do or say? (10 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. List two things that Mbali is wrong about. (2 marks)

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5. Write a letter to Mbali in which you explain to her how she can enhance her

Self-image through positive actions. Also explain why her family should respect

her diversity, and give suggestions for how she can respond to the way in which they

are breaking down her self-image. Your letter should be two to three pages long.

**You will be assessed according to the following checklist:**

|  |  |
| --- | --- |
| **Criteria** | **Mark out of 5** |
| Learner demonstrates an understanding of issues related to self-image. |  |
| Learner can identify positive personal qualities. |  |
| Learner can identify personal interests, abilities and potential. |  |
| Learner can recommend strategies to enhance self-image through positive actions. |  |
| Learner shows an understanding of the importance of respect for others and diversity. |  |
| Learner has written a coherent letter that includes useful comments. |  |
| Presentation of work is of high quality, neat and carefully considered. |  |

(35 marks)

6.1 What is diversity? (1 mark)

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6.2 How can we have respect for others, in spite of diversity? (2 marks)

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TOTAL: \_\_\_\_\_/70 marks

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| --- |
| * Stay fit even during your holiday by preventing yourself from becoming a ‘couch potato’.
* If you experience difficulty with the steps you should concentrate on learning and practising selected steps only. You can participate in a shorter routine or a part of the complete routine.
 |

**PHYSICAL EDUCATION**:You are required to perform aerobic steps and routines for

 five consecutive mornings, whilst keeping track of your

 progress.

**DAY SIX, SEVEN, EIGHT, NINE and TEN**

**Name and surname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_**

**DAY SIX: \*Ensure that you warm up before starting with your physical activity.**

**Rocking horse:** A simple, forward-step-touch step. Stand with your feet together and your

 tummy tight. Step with your right foot forward, bend your right knee and

 lean your body weight onto your right leg. Bring your left foot to your right

 leg, tap your left toes directly behind the right heel. Step your left foot

 back to your starting position and follow with your right foot, tapping your

 right toes in front of your left toes.

 \***Ensure that you cool down after you have completed your physical activity.**

**PROGRESS TRACKER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPLETED SUCCESSFULLY** | **YES****NO** | **PARTIALLY COMPLETED** | **YES****NO** | **INCOMPLETE** | **YES****NO** |

**DAY SEVEN: \*Ensure that you warm up before starting with your physical activity.**

**Grapevine :** The grapevine is a more complicated step that moves you across the floor

 sideways. Stand with your feet together and step your right foot out to the

 right. Shift your weight to your left foot, lift your right foot and step to the

 right again. Place your weight on your right foot, move your left foot to your

 right and tap your left toes next to the arch of your right foot.

 The basic movement is: step, behind, step, touch.

\***Ensure that you cool down after you have completed your physical activity.**

**PROGRESS TRACKER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPLETED SUCCESSFULLY** | **YES****NO** | **PARTIALLY COMPLETED** | **YES****NO** | **INCOMPLETE** | **YES****NO** |

**DAY EIGHT: \*Ensure that you warm up before starting with your physical activity.**

**Knee lift/kick:** Begin by standing with your feet shoulder-width apart, and lift your

right knee and then your left knee for four to eight counts. Increase

 intensity of the movement by kicking your leg straight after lifting your

 knee. To make this move more engaging, do it to different counts. Shift

 your weight to your right leg on one count and lift your left knee

 repeatedly for three counts. Shift your weight to your left leg on one

 count and then lift your right knee for three counts in a row.

 \***Ensure that you cool down after you have completed your physical activity.**

**PROGRESS TRACKER**

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| --- | --- | --- | --- | --- | --- |
| **COMPLETED SUCCESSFULLY** | **YES****NO** | **PARTIALLY COMPLETED** | **YES****NO** | **INCOMPLETE** | **YES****NO** |

**DAY NINE: \*Ensure that you warm up before starting with your physical activity.**

**Hamstring curl:** Begin stepping your right foot to the right, then pull your left foot up towards

 your buttocks. Next, step your left to the left and pull your right foot up

 towards your buttocks.

 \***Ensure that you cool down after you have completed your physical activity.**

**PROGRESS TRACKER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPLETED SUCCESSFULLY** | **YES****NO** | **PARTIALLY COMPLETED** | **YES****NO** | **INCOMPLETE** | **YES****NO** |

**DAY TEN: \*Ensure that you warm up before starting with your physical activity.**

**V-Step :** For the V-step, your right foot takes one step forward, and then your left foot

 takes a step forward and out to the side. Your right foot then steps back so that

 your steps have formed a V-shape. This is repeated with your left foot leading.

 \***Ensure that you cool down after you have completed your physical activity.**

**PROGRESS TRACKER**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPLETED SUCCESSFULLY** | **YES****NO** | **PARTIALLY COMPLETED** | **YES****NO** | **INCOMPLETE** | **YES****NO** |

**Well done! You have practised five different aerobic steps and routines for five consecutive mornings, whilst keeping track of your progress.**

**NEXT STEP: You are now required to choreograph your own aerobics routines. These can include dance steps.**

**If you feel that you have grasped the concept and movements quickly, include music that has a faster beat or tempo.**

 **LEWENSORIËNTERING**

**VRIENDELIKHEID**

‘Begin die dag met vriendelikheid en jy sal net goeie vriende vind.

Ja, groet die dagbreek met vriendelikheid en hou gelukkige gedagtes in gedagte.

Begin die dag met ‘n vreugdevolle siel en vreugde sal deel van jou wees.

Salueer die dag met vreedsame gedagtes en vrede sal jou hart vul

Begin die dag met vriendelikheid en bly vriendelik die hele dag lank.

Hou in jou siel 'n vriendelike gedagte en in jou hart 'n vriendelike lied.

Het in jou gedagtes 'n woord van moed vir almal wat jou verbygaan; en in ruil daarvoor sal hulle jou met vriendelikheid behandel.

Begin elke dag met vriendelike gedagtes en soos die dag aangaan

bly vriendelik, wees liefdevol, goed hartig en gee om vir ander.

Net soos jy op dagbreek was, sal die dag 'n vriendelike een wees. As die nag aanbreek sal jy uitvind dat jy die hele dag lank gelukkig was omdat jy vriendelike gedagtes in gedagte gehad het- **Anoniem**

 **GRAAD 7 X**

**Aan al my graad 7 X leerders**

**Ek hoop jou vakansie is so vêr nog lekker en dat jy elke oomblik geniet!**

**Ek het twee aktiwiteite saamgestel wat jy gedurende die ekstra tien dae wat jy by die huis sal wees moet voltooi.**

* **Die eerste aktiwiteit is 'n gevallestudie wat jy oor 'n periode van vyf dae sal voltooi.**
* **Die tweede aktiwiteit sal liggaamsopvoeding wees waar jy nodig het om aërobiese stappe en roetines vir vyf agtereenvolgende oggende uit te voer, terwyl jy tred hou met jou vordering.**

**Let wel: Gebruik jou Lewensoriëntering handboek.**

|  |
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| **Geagte Ouers** **Baie Belangrik: Druk asseblief hierdie werkkaarte uit sodat u kind dit kan voltooi. Indien dit nie moontlik is nie, is dit die leerder se verantwoordelikheid om die werkkaarte te herskryf en te voltooi.** |

****

**Vriendelike groete,**

**Me. Madalé Pitt**

**18 Maart 2020**

|  |
| --- |
| * Hou jou brein aan die lewe deur die gevallestudie oor Mbali intensief te lees, want jy sal vir begrip lees. Onthou dat dit belangrik is dat jy verstaan wat jy lees. Hoe meer jy verstaan wat jy lees, hoe meer sal jy jou vaardighede ontwikkel in die beantwoording van die vrae oor die gevallestudie.
 |

**TAAK: GEVALLESTUDIE**

**Al Mbali se familielede het goeie werk, ry rond met blink motors en hou daarvan om goue juweliersware te dra. Mbali is anders. Sy gee nie om vir mooi klere en duur ekstratjies nie. Waarvan sy die meeste hou is om te skilder, en sy hoop dat wanneer sy klaar is met skool sy ‘n eenvoudige lewe kan lei deur haar skilderye te verkoop.**

**Haar familielede verstaan nie hoe sy enigsins ‘n loopbaan wat haar waarskynlik nie ryk sal maak nie, kan oorweeg nie. Hulle terg haar eindeloos. “O Mbali, jy het jou kop in die wolke. Jy gaan nie werklik een van daardie soort skilders wees wat in die wolke loop nie? Dit is so ‘n verleentheid! Wanneer sal jy wakker word en besef jy kan nie in ‘n droomwêreld leef nie,” sê haar broers. Soms sê hulle dat haar skilderye waardeloos is en dat niemand dit sal koop nie en dat sy liewer aan ‘n goeie bestendige loopbaan moet dink.**

**Eendag het een van Mbali se klasmaats haar gekry waar sy agter in die klas gesit en saggies gehuil het. “Wat’s verkeerd, Mbali?” vra sy. Mbali het haar klasmaat Lydia alles vertel oor hoe waardeloos haar familie haar laat voel. Sy het Lydia ook vertel dat sy ‘n skildery in ‘n plaaslike kompetisie ingeskryf het en werklik hoop dat as sy goed vaar haar familie beïndruk sal wees. Maar haar skildery is nie eers deur die beoordeelaars genome nie. “Ek dink my familie is reg. Ek het geen talent nie en ek bluf myself om te dink date k ‘n kunstenaar kan wees. Ek weet nie wat om te doen nie; selfs al sou ek prober, kan ek nooit ‘n aaklige werk wat ek haat, doen net om ‘n klomp geld te verdien nie. Ek voel so vasgevang! En die ergste is date k ‘n verleentheid vir my familie is. Ek hou aan wonder of ek net moet ophou om te skilder. Ek kan niks reg doen nie.”**

**DAG EEN, TWEE, DRIE, VIER EN VYF**

**Vrae rakende die gevallestudie**

**Naam en van: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Datums: \_\_\_\_\_\_\_\_\_\_\_\_**

**Beantwoord die volgende vrae:**

1.1 Lys **drie** van Mbali se positiewe persoonlike eienskappe. (3 punte)

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1.2 Dink jy dat Mbali trots is op haar persoonlike eienskappe? Gee ‘n rede vir jou

 antwoord. (2 punte)

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1.3 Het Mbali ‘n goeie selfbeeld? Verduidelik hoekom jy so dink. (2 punte)

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2.1 Watter effek het Mbali se familie op haar selfbeeld? Gee **drie** voorbeelde uit

 die gevallestudie. (4 punte)

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2.2 Verduidelik wat Mbali se familie moes gedoen het toe hulle uitvind sy hou van

 skilder. (7 punte)

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3.1 Is Lydia ‘n goeie vriendin? Gee ‘n rede vir jou antwoord. (2 punte)

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3.2 As jy in Lydia se plek was, wat sou jy gedoen of gesê het? (10 punte)

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4. Lys **twee** goed waaroor Mbali verkeerd is. (2 punte)

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5. Skryf ‘n brief aan Mbali waarin jy aan haar verduidelik dat sy haar selfbeeld kan

 verbeter deur positiewe aksies. Verduidelik ook waarom haar familie haar

 andersheid moet respekteer en maak voorstelle oor hoe sy kan reageer op die

 manier waarop hulle haar selfbeeld afbreek. Jou brief moet **twee** of **drie** bladsye

 lank wees.

 **Die volgende rubriek sal gebruik word om jou brief te assesseer:**

|  |  |
| --- | --- |
| **Kriteria** | **Punt uit 5** |
| Leerder demonstreer ‘n begrip van kwessies wat verband hou met selfbeeld. |  |
| Leerders kan positiewe persoonlike eienskappe identifiseer. |  |
| Leerder kan persoonlike belangstellings, vermoëns en potensiaal identifiseer, |  |
| Leerder kan strategieë aanbeveel om selfbeeld deur positiewe optrede te verbeter. |  |
| Leerder toon ‘n begrip van die belangrikheid van respek vir ander en vir verskeidenheid. |  |
| Leerder het ‘n samehangende brief met nuttige opmerkings geskryf. |  |
| Aanbieding van werk is van hoogstaande gehalte, netjies en goed deurdink. |  |

(35 punte)

6.1 Wat is diversiteit? (1 punt)

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6.2 Hoe kan ons respek vir ander hê ten spyte van diversiteit? (2 punte)

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TOTAAL: \_\_\_\_\_/70 punte

|  |
| --- |
| * Bly fiks selfs tydens jou vakansie deur te voorkom dat jy ‘n rusbank aartappel word.

 * Leerders wat passies moeilik vind, moet sles daarop konsentreer om die geselekteerde passies te leer en te oefen. Hulle kan aan ‘n korter roetine of deel van die volledige roetine deelneem.
 |

**LIGGAAMSOPVOEDING**: Daar word van jou verwag om aërobiesestappeen

roetines vir vyf agtereenvolgend oggende uit te voer,

 terwyl jy tred hou met jou vordering.

**DAG SES, SEWE, AGT, NEGE EN TIEN**

**Naam en van: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Datums: \_\_\_\_\_\_\_\_\_\_\_\_**

**DAG SES: \*** **Maak seker dat jy opwarm voordat jy met jou fisiese aktiwiteit begin.**

**Ryperd:** ‘n Eenvoudige vorentoe-stap-raak-tree. Staan met jou voete bymekaar

en jou maagspiere styf. Stap vorentoe met jou regtervoet, buig jou

 regterknie en verplaas jou liggaamsgewig na jou regterbeen. Bring jou

 linkervoet na jou regterbeen toe en plaas jou linkertone reg agter die

 regterhak. Trap met jou linkervoet terug na jou beginposisie en volg met

 jou regtervoet, plaas jou regtertone voor jou linkertone.

 \* **Maak seker dat jy afkoel nadat jy jou fisiese aktiwiteit voltooi het.**

**VORDERINGSVERSLAG**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUKSESVOL VOLTOOI** | **JA****NEE** |  **GEDEELTELIK VOLTOOI** | **JA****NEE** | **ONVOLTOOID** | **JA****NEE** |

**DAG SEWE: \*Maak seker dat jy opwarm voordat jy met jou fisiese aktiwiteit begin.**

 **Telefoontjie:** Die telefoontjie is ‘n meer geklompiseerde stapmetode wat jou sywaarts oor die vloer laat beweeg. Staan met jou voete bymekaar en tree met jou regtervoet na regs. Verplaas jou gewig na jou regtervoet en trek jou linkervoet na jou regterkant en plaas jou linkertone langs die brug van jou regtervoet. Die basiese beweging is: tree, agter, tree, raak.

\***Maak seker dat jy afkoel nadat jy jou fisiese aktiwitet voltooi het.**

**VORDERINGSVERSLAG**

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| --- | --- | --- | --- | --- | --- |
| **SUKSESVOL VOLTOOI** | **JA****NEE** | **GEDEELTELIK VOLTOOI** | **JA****NEE** | **ONVOLTOOID** | **JA****NEE** |

**DAG AGT: \* Maak seker dat jy opwarm voordat jy met jou fisiese aktiwiteit begin.**

**Knie-oplig of -skop:** Begin deur met jou voete skouerwydte uitmekaar te staan en lig dan jou

 regterknie en daarna jou linkerknie vir vier tot agt tellings op. Verhoog

 die intensiteit van die beweging deur die been reguit te skop ná oplig van

 die knie. Doen dit op maat van verskillende tellings om hierdie beweging

 meer interessant te maak. Verplaas jou gewig na jou regterbeen vir een

 telling en lig jou linkerknie herhaaldelik vir drie tellings op. Verplaas jou

 gewig na jou linkerbeen vir een telling en lig dan jou regterknie vir drie

 agtereenvolgende tellings op.

 \* **Maak seker dat jy afkoel nadat jy jou fisiese aktiwitet voltooi het.**

**VORDERINGSVERSLAG**

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| --- | --- | --- | --- | --- | --- |
| **SUKSESVOL VOLTOOI** | **JA****NEE** | **GEDEELTELIK VOLTOOI** | **JA****NEE** | **ONVOLTOOID** | **JA****NEE** |

**DAG NEGE: \*Maak seker dat jy opwarm voordat jy met jou fisiese aktiwiteit begin.**

**Agterdyspier-opkrul**: Begin en tree met jou regtervoet na regs; trek dan jou linkervoet op na

 jou boude. Tree daarna met jou linkervoet na links en trek jou

 regtervoet op na jou boude.

 \***Maak seker dat jy afkoel nadat jy jou fisiese aktiwiteit voltooi het.**

**VORDERINGSVERSLAG**

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| --- | --- | --- | --- | --- | --- |
| **SUKSESVOL VOLTOOI** | **JA****NEE** | **GEDEELTELIK VOLTOOI** | **JA****NEE** | **ONVOLTOOI** | **JA****NEE** |

**DAG TIEN: \*Maak seker dat jy opwarm voordat jy met jou fisiese aktiwiteit begin.**

 **V-Step:** Vir die V-stap neem jy een tree vorentoe met jou regtervoet en dan neem jy

 een tree vorentoe met jou linkervoet uit na die kant toe. Tree dan terug met

 jou regtervoet sodat jou tree dus ‘n V-vorm gevolg het. Dit word herhaal met

 jou linkervoet wat lei.

 \***Maak seker dat jy afkoel nadat jy jou fisiese aktiwiteit voltooi het.**

**VORDERINGSVERSLAG**

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| --- | --- | --- | --- | --- | --- |
| **SUKSESVOL VOLTOOI** | **JA****NEE** | **GEDEELTELIK VOLTOOI** | **JA****NEE** | **ONVOLTOOI** | **JA****NEE** |

 **Knap gedaan! Jy het vyf verskillende aërobiese stappe en roetines vir vyf opeenvolgende oggende geoefen, terwyl jy jou vordering rapporteer het.**

**VOLGENDE STAP: Daar word nou van jou verwag om jou eie aërobiese oefenroetines te choreografeer. Dit kan danspassies insluit.**

**As jy voel jy het die begrip en bewegings vining gesnap, kan musiek met ‘n vinniger slag of tempo ingesluit word.**