



2026 Primary Catalogue

Grades R–7

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**Secondary
Catalogue**



**Digital
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**Dictionaries
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Oxford CAPS Planner and Trackers

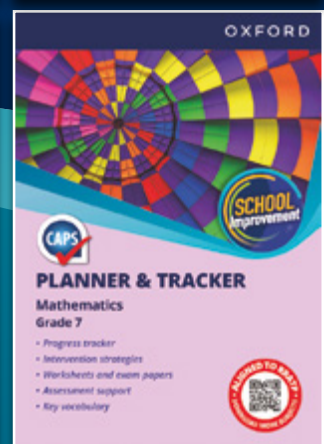
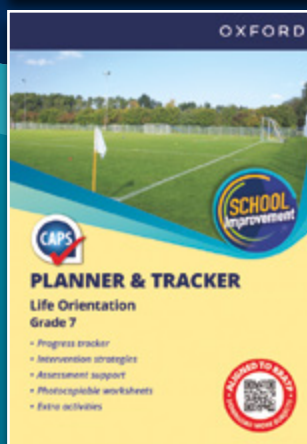
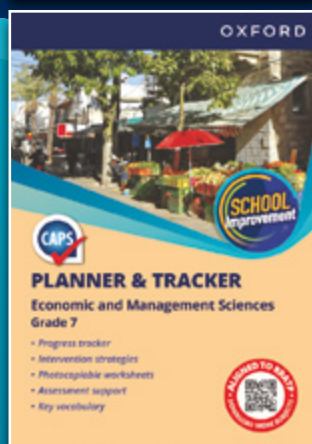
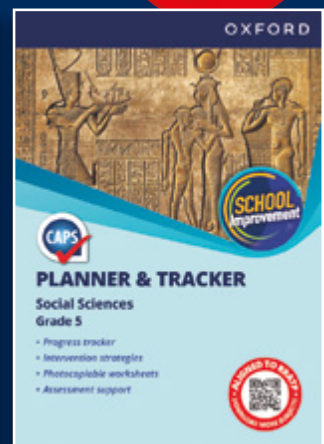
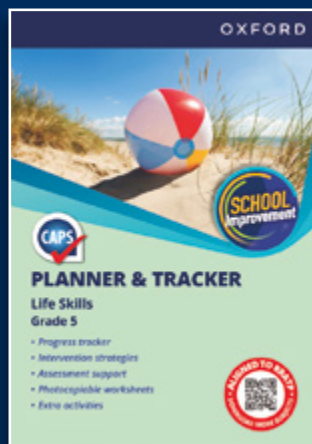


– now updated to align to the Revised Annual Teaching Plans!

Our popular **CAPS Planner and Tracker** guides have been updated to align to the Department of Basic Education's latest Revised Annual Teaching Plans. Available for a range of subjects, each guide contains:

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Read to Learn

Growing reading skills across the curriculum



Did you know?

81% of Grade 4 learners cannot read for meaning (PIRLS 2021). Readers often battle to read for meaning, especially with the jump from Grade 3 to Grade 4. This may be because English is not their home language or it may be because they are not strong readers. Read to Learn has specifically been designed to assist learners with the switch from mother-tongue instruction in Grade 3, to English as language of instruction in Grade 4.



Read to Learn is available online via a website and completely offline via a mobile server box. Read to Learn works on any computer, laptop, tablet or smartphone.



Read to Learn is the solution we have been waiting for.

Read to Learn covers Natural Sciences and Technology, Social Sciences and Mathematics for Grades 4-6. It has been specifically designed to grow reading skills across the Grades 4-6 CAPS curriculum at different language levels so that learners who struggle to read can still access the material they need to learn.

HOW DOES THE SYSTEM PLACE THE LEARNER ON A READING LEVEL?

When the learner logs in to Read to Learn for the first time, the system tests their reading and comprehension level. This placement test was designed by an experienced teacher and tested in schools before it was built into the system. Each learner is placed on a reading level based on how well they did in the placement test.

HOW DOES THE SYSTEM MOTIVATE LEARNERS?

The content is rich and interactive and includes a lot of audio, bringing the content to life. There are lots of quizzes and games to motivate learners.

WHAT LANGUAGE SUPPORT IS BUILT INTO THE SYSTEM?

Additional language support includes:

- **vocabulary support** (in English and in IsiXhosa/IsiZulu) including audio pronunciation.
- a **personal dictionary** that each learner can create by "adding" words that they have looked up in the dictionary.
- **vocabulary games** containing words relevant to the content.

The intention is to gradually increase the learners' reading level so that they can read at the required level for their grade.

TEACHER DASHBOARD

There is also a teacher dashboard where the teacher can follow the progress of the class and individuals.



Why choose Read To Learn?

Read To Learn is designed to integrate and coordinate with the teaching timetable. Learners benefit from both face-to-face time with their teacher and digital time where they can learn at their own pace and level.



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QR code
to find
out more!

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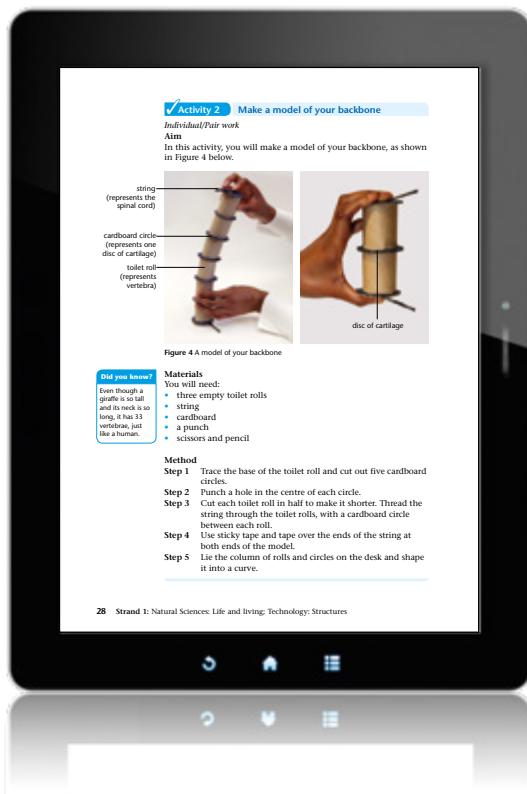
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GRADE R

Setswana Home Language

CORE CLASSROOM COURSE

OXFORD MOPHATO WA R

Ipaakanyetse go ithuta go go matlhagatlhaga le *Mophato wa R wa Oxford*! Tlhatlhamano e ntshwantshwa ya *Mophato wa R* e e ikaegileng ka PPKT e tsenyeletsu puo ya gae, Dikgono tsa botshelo le Dipalo.

Mophato wa R wa Oxford ke tlhatlhamano e ntshwantshwa e e ikaegileng ka PPKT ya dibukakanelo tse di tshegetsang puiso-kwalo tshimologo le Dipalo go ya ka dithitokgang tsa Dikgono tsa Botshelo le go ithuta ka kwelano. Go ithuta ka go tshameka le dikgono tsa botlhokwa tsa go kgabaganya molagare, pharologantshe ka go lebelela, tshhwetso tebelelo le tse dingwe, di lomagantswe mo bukakanelong e nngwe le e nngwe ya botaki jo bontle, jo bo kgatlhisang.

Mophato wa R wa Oxford e na le dikarolwana tse di latelang:

- Dibukakanelo tsa nnete le tsa maitlhamelwa
- Dibukakgolo
- Dinoutshu tsa morutabana
- Ngatana ya dikaratatumiso
- Ngatana ya dikaratapepentsho tsa mafoko
- a a dirisiwang thata
- Ngatana ya diphousetara tsa dikgopolo
- Dingatana di le nne tsa diphousetara tsa dithitokgang.



▲ Buka ya puiso



▲ Oxford Mophato wa R Buka ya puiso 7: Boithelo jo bo itekanetseng

▼ Buka e Kgolo



▲ Kgobokanyo ya Dinaane

Oxford Mophato wa R

TERM 1

Oxford Mophato wa R Buka ya puiso 1: Nna	978 0 19 040254 9
Oxford Mophato wa R Buka ya puiso 2: Kwa sekolong	978 0 19 040852 7
Oxford Mophato wa R Buka ya puiso 3: Phaposiborutelo	978 0 19 040717 9
Oxford Mophato wa R Buka ya puiso 4: Dibuka	978 0 19 040344 7
Oxford Mophato wa R Buka ya puiso 5: Malatsi a beke	978 0 19 904693 5
Oxford Mophato wa R Buka ya puiso 6: Mmele wa me	978 0 19 040385 0
Oxford Mophato wa R Buka ya puiso 7: Botshelo jo bo itekanetseng	978 0 19 040247 1
Oxford Mophato wa R Buka ya puiso 8: Selemo	978 0 19 040392 8
Oxford Mophato wa R Buka ya puiso 9: Dipopego le mebala	978 0 19 907513 3
Oxford Mophato wa R Buka ya puiso 10: Leeto le le monate	978 0 19 040848 0

TERM 2

Oxford Mophato wa R Buka ya puiso 11: Legae	978 0 19 040518 2
Oxford Mophato wa R Buka ya puiso 12: Tshireletsego	978 0 19 040099 6
Oxford Mophato wa R Buka ya puiso 13: Balelapa la me	978 0 19 040495 6
Oxford Mophato wa R Buka ya puiso 14: Maemo a bosa	978 0 19 907616 1
Oxford Mophato wa R Buka ya puiso 15: Letlhafula	978 0 19 040699 8
Oxford Mophato wa R Buka ya puiso 16: O utlwa eng?	978 0 19 907651 2
Oxford Mophato wa R Buka ya puiso 17: Pono e bothokwa	978 0 19 040778 0
Oxford Mophato wa R Buka ya puiso 18: Re a tshwaratshwara	978 0 19 040437 6
Oxford Mophato wa R Buka ya puiso 19: Tatso le monko	978 0 19 040866 4
Oxford Mophato wa R Buka ya puiso 20: Letsatsi la ga rre Mandela	978 0 19 040271 6

TERM 3

Oxford Mophato wa R Buka ya puiso 21: Mariga	978 0 19 905537 1
Oxford Mophato wa R Buka ya puiso 22: Dipalangwa	978 0 19 040912 8
Oxford Mophato wa R Buka ya puiso 23: Ditiro tse di farologaneng	978 0 19 040503 8
Oxford Mophato wa R Buka ya puiso 24: Metsi	978 0 19 040206 8
Oxford Mophato wa R Buka ya puiso 25: Maungo	978 0 19 907579 9
Oxford Mophato wa R Buka ya puiso 26: Merogo	978 0 19 040156 6
Oxford Mophato wa R Buka ya puiso 27: Temo ya teri	978 0 19 040014 9
Oxford Mophato wa R Buka ya puiso 28: Tlhagiso ya wulu	978 0 19 907712 0
Oxford Mophato wa R Buka ya puiso 29: Tikologo e e itekanetseng	978 0 19 904221 0
Oxford Mophato wa R Buka ya puiso 30: Setso sa rona	978 0 19 040167 2

▼ Phousetara



TERM 4

Oxford Mophato wa R Buka ya puiso 31: Dikgakologo	978 0 19 040210 5
Oxford Mophato wa R Buka ya puiso 32: Dinonyane	978 0 19 040078 1
Oxford Mophato wa R Buka ya puiso 33: Digagabi	978 0 19 040571 7
Oxford Mophato wa R Buka ya puiso 34: Dikgogodumodumo	978 0 19 907543 0
Oxford Mophato wa R Buka ya puiso 35: Diphologolo tse di tlhaga	978 0 19 040048 4
Oxford Mophato wa R Buka ya puiso 36: Re ithuta ka thutiwa	978 0 19 904271 5
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Oxford Mophato wa R Buka ya puiso 38: Meletlo le malatsi a a kgethegileng	978 0 19 907570 6
Oxford Mophato wa R Buka ya puiso 39: Kwa re tswang	978 0 19 907739 7
Oxford Mophato wa R Buka ya puiso 40: Re gatela pele	978 0 19 040009 5

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Oxford Mophato wa R Buka e kgolo 1	978 0 19 041064 3
Oxford Mophato wa R Buka e kgolo 2	978 0 19 041063 6
Oxford Mophato wa R Buka e kgolo 3	978 0 19 041065 0
Oxford Mophato wa R Buka e kgolo 4	978 0 19 041066 7
Oxford Mophato wa R Buka ya Morutabana	978 0 19 040697 4
Oxford Mophato wa R Kgobokanyo ya Dinaane	978 0 19 040501 4
Oxford Mophato wa R Phousetara 1: Nna le mmele wa me	978 0 19 041067 4
Oxford Mophato wa R Phousetara 2: Phaposiborutelo le dibuka	978 0 19 041068 1
Oxford Mophato wa R Phousetara 3: Malatsi a beke	978 0 19 041069 8
Oxford Mophato wa R Phousetara 4: Metsi le tikologo e e phepa	978 0 19 041070 4
Oxford Mophato wa R Phousetara 5: Maemo a bosa	978 0 19 041071 1
Oxford Mophato wa R Phousetara 6: Dinomoro	978 0 19 041072 8
Oxford Mophato wa R Phousetara 7: Pabalesego kwa gae	978 0 19 041073 5
Oxford Mophato wa R Phousetara 8: Dipopego le mebala	978 0 19 041074 2
Oxford Mophato wa R Phousetara 9: Ditemosi	978 0 19 041075 9
Oxford Mophato wa R Phousetara 10: O gole! O gole!	978 0 19 041077 3
Oxford Mophato wa R Phousetara 11: Matshwao a rona a bosetšhaba	978 0 19 041078 0
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RESOURCES

Teacher resource



FOUNDATION PHASE

English Home and Additional Language

IsiXhosa Home and Additional Language

IsiZulu Home and Additional Language

Sepedi Home and Additional Language

Sesotho Home and Additional Language

Setswana Home and Additional Language

IsiNdebele Home and Additional Language

Siswati Home and Additional Language

Xitsonga Home and Additional Language

Tshivenda Home and Additional Language

Afrikaans Home and Additional Language

Coding and Robotics

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Bilingual dictionaries

2ND EDITION



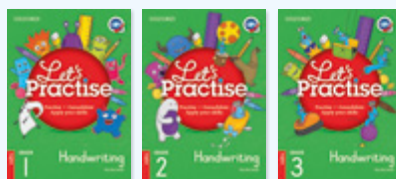
1ST EDITION



Other dictionaries



Practice books



Teacher resources



Reading schemes

(Refer to the Oxford Reader Catalogue for a full list of titles)

▼ Aweh!



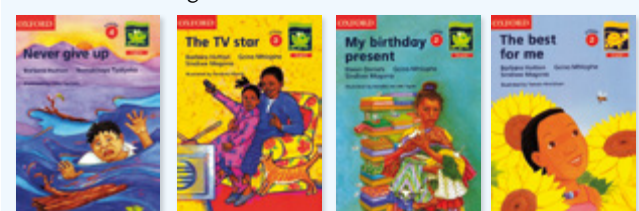
▼ Read with Phinnie



▼ New Way



▼ We are Growing





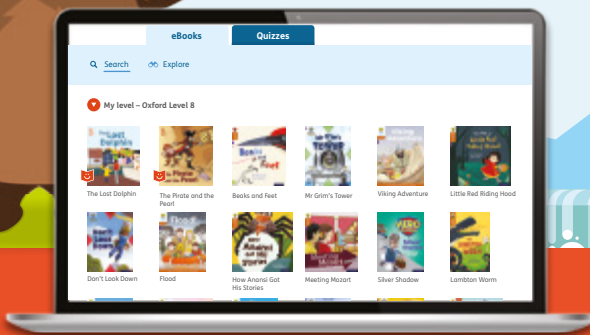
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Oxford Thetha IsiXhosa is a CAPS aligned series to support the Incremental Introduction of African Languages (IIAL).

The series is based on oral communication, and uses stories to help develop the necessary additional language skills.



Grade	Term 1	Term 2	Worksheets
1			
2			
3			

GRADE 1

Reader 1	978 0 19 072390 3
Reader 2	978 0 19 044362 7
Reader 3	978 0 19 044827 1
Reader 4	978 0 19 044849 3
Reader 5	978 0 19 072138 1
Reader 6	978 0 19 072230 2
Reader 7	978 0 19 072050 6
Reader 8	978 0 19 072017 9
Workbook	978 0 19 072207 4
Flash cards	978 0 19 073716 0
Days of the week game	978 0 19 076180 6
Word wheel game	978 0 19 076176 9
Word wheel game	978 0 19 076181 3

GRADE 2

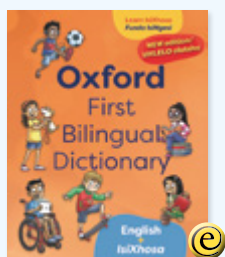
Reader 1	978 0 19 072241 8
Reader 2	978 0 19 044395 5
Reader 3	978 0 19 072342 2
Reader 4	978 0 19 044860 8
Workbook	978 0 19 904131 2
Flash cards	978 0 19 074296 6
My family game	978 0 19 076177 6
Word wheel game	978 0 19 076179 0

GRADE 3

Reader 1	978 0 19 072042 1
Reader 2	978 0 19 072111 4
Reader 3	978 0 19 044872 1
Reader 4	978 0 19 072156 5
Workbook	978 0 19 072121 3
Flash cards	978 0 19 073609 5
Numbers and seasons game	978 0 19 076178 3
Word building game	978 0 19 076182 0

RESOURCES

Bilingual dictionary



Reading schemes

(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Hola!



▲ Aweh!



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OXFORD KHULUMA

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The series is based on oral communication, and uses stories to help develop the necessary additional language skills.



Grade	Term 1	Term 2	Worksheets
1			
2			
3			

GRADE 1

Reader 1	978 0 19 042195 3
Reader 2	978 0 19 042017 8
Reader 3	978 0 19 041839 7
Reader 4	978 0 19 041730 7
Reader 5	978 0 19 042192 2
Reader 6	978 0 19 041489 4
Reader 7	978 0 19 041717 8
Reader 8	978 0 19 041896 0
Worksheets	978 0 19 072295 1

GRADE 2

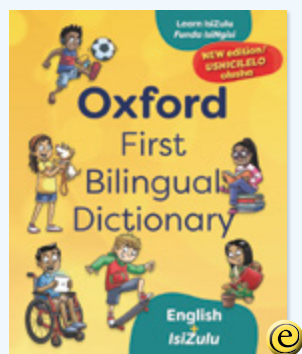
Reader 1	978 0 19 074584 4
Reader 2	978 0 19 073742 9
Reader 3	978 0 19 073041 3
Reader 4	978 0 19 074543 1
Worksheets	978 0 19 073808 2

GRADE 3

Reader 1	978 0 19 074650 6
Reader 2	978 0 19 074157 0
Reader 3	978 0 19 074849 4
Reader 4	978 0 19 074508 0
Worksheets	978 0 19 074677 3

RESOURCES

Bilingual dictionary

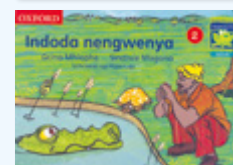


Reading schemes (Refer to the Oxford Reader Catalogue for a full list of titles)

▼ Aweh!



▼ Siyadlondlobala



CORE CLASSROOM COURSE

OXFORD BOLELA

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The series is based on oral communication, and uses stories to help develop the necessary additional language skills.



Grade	Term 1	Term 2	Worksheets
1			
2			
3			

GRADE 1

Reader 1	978 0 19 041582 2
Reader 2	978 0 19 041597 6
Reader 3	978 0 19 042035 2
Reader 4	978 0 19 041985 1
Reader 5	978 0 19 042073 4
Reader 6	978 0 19 042040 6
Reader 7	978 0 19 042110 6
Reader 8	978 0 19 041609 6
Worksheets	978 0 19 072001 8

GRADE 2

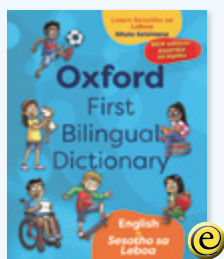
Reader 1	978 0 19 075069 5
Reader 2	978 0 19 073925 6
Reader 3	978 0 19 074340 6
Reader 4	978 0 19 073268 4
Worksheets	978 0 19 074993 4

GRADE 3

Reader 1	978 0 19 074392 5
Reader 2	978 0 19 075445 7
Reader 3	978 0 19 073555 5
Reader 4	978 0 19 074882 1
Worksheets	978 0 19 075054 1

RESOURCES

Bilingual dictionary



Reading schemes

(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Re a gola



▲ Aweh!



OXFORD BUA

Oxford Bua Sesotho is a CAPS aligned series to support the Incremental Introduction of African Languages (IIAL).

The series is based on oral communication, and uses stories to help develop the necessary additional language skills.



Grade	Term 1	Term 2	Worksheets
1			
2			
3			

GRADE 1

Reader 1	978 0 19 044906 3
Reader 2	978 0 19 072375 0
Reader 3	978 0 19 072110 7
Reader 4	978 0 19 072296 8
Reader 5	978 0 19 072085 8
Reader 6	978 0 19 044841 7
Reader 7	978 0 19 044822 6
Reader 8	978 0 19 072320 0
Workbook	978 0 19 072254 8

GRADE 2

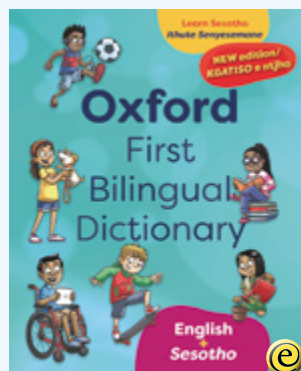
Reader 1	978 0 19 072228 9
Reader 2	978 0 19 072081 0
Reader 3	978 0 19 044901 8
Reader 4	978 0 19 044338 2
Workbook	978 0 19 598912 0

GRADE 3

Reader 1	978 0 19 072344 6
Reader 2	978 0 19 072216 6
Reader 3	978 0 19 072229 6
Reader 4	978 0 19 072312 5
Workbook	978 0 19 598901 4

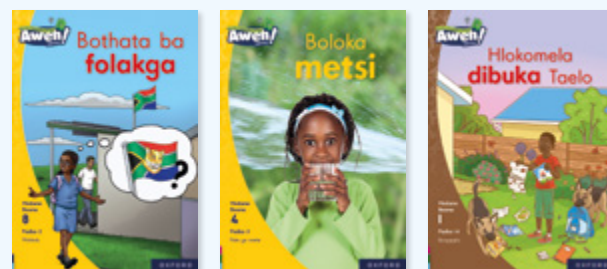
RESOURCES

Bilingual dictionary

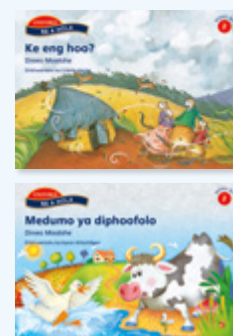


Reading schemes (Refer to the Oxford Reader Catalogue for a full list of titles)

▼ Aweh!



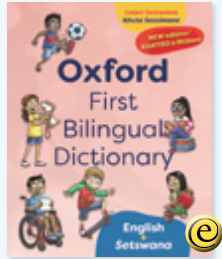
▼ Re a hola



RESOURCES

SETSWANA HOME AND ADDITIONAL LANGUAGE

Bilingual dictionary



Reading schemes

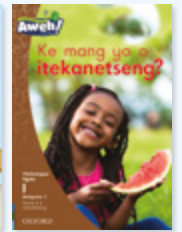
(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Re a gola

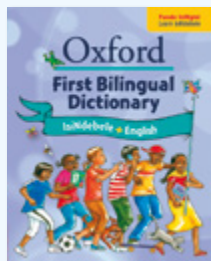


▲ Aweh!



ISINDEBELE HOME AND ADDITIONAL LANGUAGE

Bilingual dictionary



Reading scheme

(Refer to the Oxford Reader Catalogue for a full list of titles)

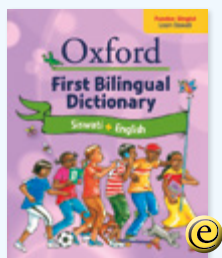


▲ Siyakhula



SISWATI HOME AND ADDITIONAL LANGUAGE

Bilingual dictionary



Reading schemes

(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Siyakhula

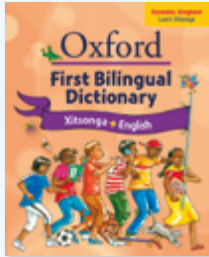


▲ Aweh!



XITSONGA HOME AND ADDITIONAL LANGUAGE

Bilingual dictionary

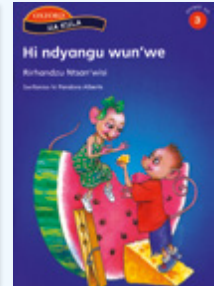


Reading scheme

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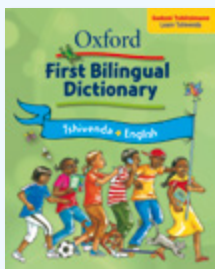


▲ Ha Kula



TSHIVENDA HOME AND ADDITIONAL LANGUAGE

Bilingual dictionary



Reading scheme

(Refer to the Oxford Reader Catalogue for a full list of titles)

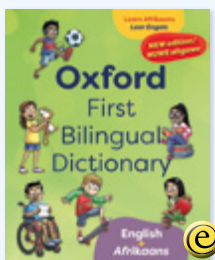


▲ Ri khou Aluwa



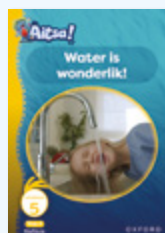
AFRIKAANS HOME AND ADDITIONAL LANGUAGE

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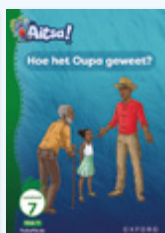


Reading schemes

(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Aitsa



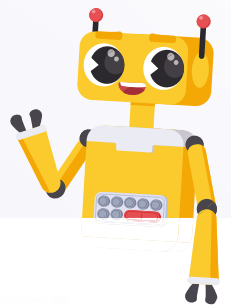
▲ Ons word groot



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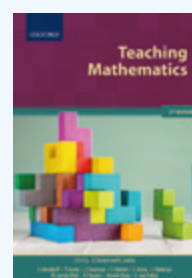
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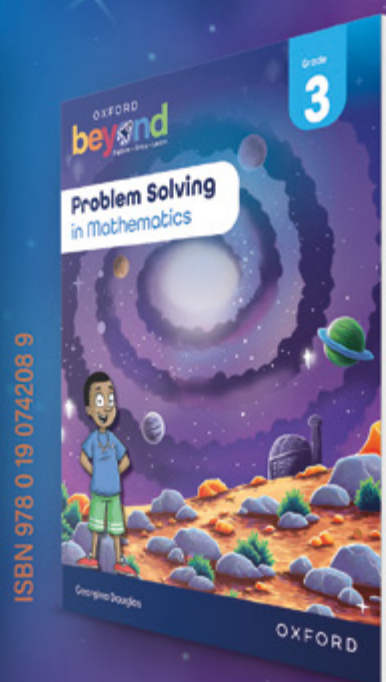
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- ✓ build **resilience**
- ✓ build **confidence**



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Sepedi Home Language

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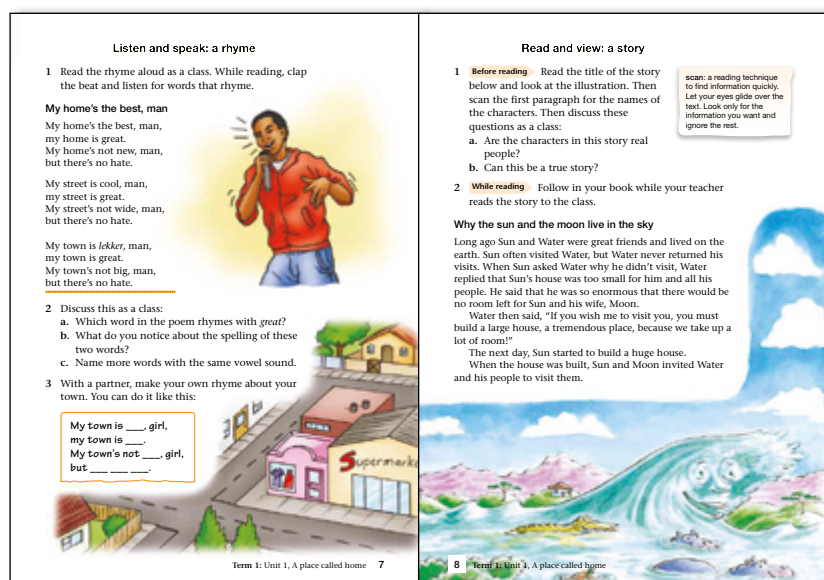
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OXFORD SUCCESSFUL ENGLISH FIRST ADDITIONAL LANGUAGE



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- Process-oriented teaching and learning guides learners through each step of the process for important language skills, such as writing.
- More support and extension activities than ever before will assist and challenge learners to succeed.
- A Reading Book complements and extends the text types covered in the Learner's Book and provides guidance through the reading process.
- Teacher's Guides include a free resource CD packed with useful resources.



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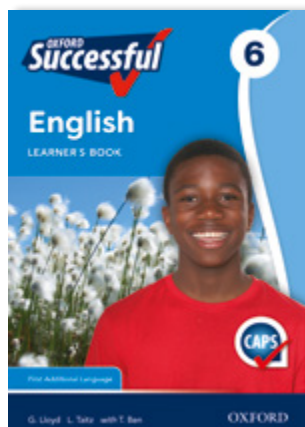
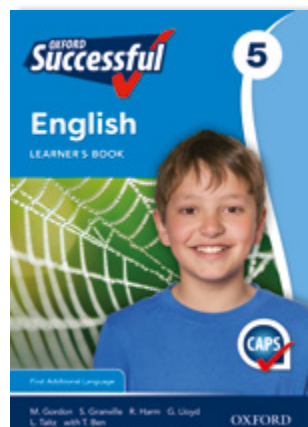
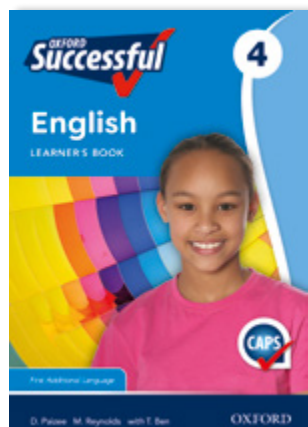
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INTERMEDIATE PHASE
+ GRADE 7



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FIRST ADDITIONAL LANGUAGE

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- Process-orientated teaching and learning guides learners through each step of the process for important language skills such as writing.
- Step-by-step instructions minimise preparation time for teachers and allow learners to work independently.
- A Reader complements and extends the text types covered in the Learner's Book and provides careful guidance through the reading process.
- Teacher's Guides include a free resource CD packed with useful resources.

Language: Personal pronouns

Personal pronouns stand in the place of nouns such as people and things.
For example: When they looked again, they saw the wave draw back. It ripped away at the land as it sucked back out.

Activity 7 Practise using personal nouns

- Copy the poem below.
- Underline the personal pronouns.

I see it. It sees me.
Then she sees him. He sees her.
Then we both see them. And they see us.
Aaaaahhh! Run, run, run...



Activity 8 Write a poem

- Write a short poem or paragraph that describes something frightening. Use personal pronouns.
- Draw pictures to go with your poem.

Language: Countable nouns

Countable nouns are nouns that you can count.
For example: boy, country.
When a countable noun is singular, you put the words "a" or "an" in front of it.
For example: a boy, a country.
You can use many, few, a few, these or those with countable nouns in the plural.
For example: many boys, those countries.
You can also put a number before a countable noun.
For example: one boy, three countries.
When the noun is plural, take away "a" or "an" and put -s or -es on the end.
For example: boys, countries.

Activity 9 Practise countable nouns

- Change the nouns from singular to plural. You will need to change all the underlined words.
 - The farmer grew an orange.
 - The boy ran away from the gate.
 - A wave washed up a new shell.
 - Heckles playing a video game.
 - She wants to save the crop.
- Change the underlined words from plural to singular.
 - We have lived in many countries.
 - Many people were hurt in the storms.
 - The children wanted to see the big mares.
 - The farmers lost their crops.
 - The villagers saw the waves coming.

Reading: Work with words

Activity 10 Do a word puzzle

Find at least eight words in the word puzzle. The words can go forwards, backwards or diagonally.

t	r	d	e	s	p	e	r	a	t	e
a	o	b	i	n	o	k	n	c	o	
g	c	o	m	i	n	g	s	v	q	n
h	f	r	i	e	n	d	i	l	o	p
i	i	c	e	d	m	r	t	i	r	
e	n	i	v	w	o	b	t	v	f	n
n	a	d	x	n	c	s	a	m	k	
i	n	m	d	i	d	r	i	i		
n	i	e	z	f	u	r	t	h	e	r
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t	y	i	a	n	i	f	e	h	g	

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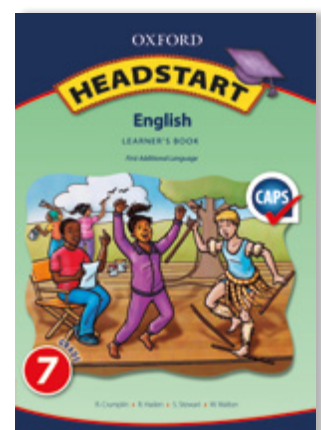
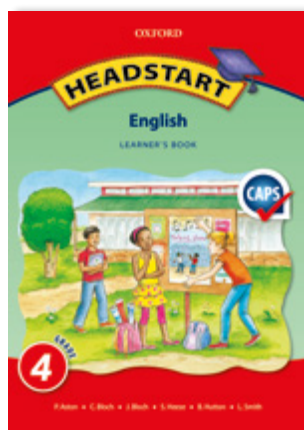
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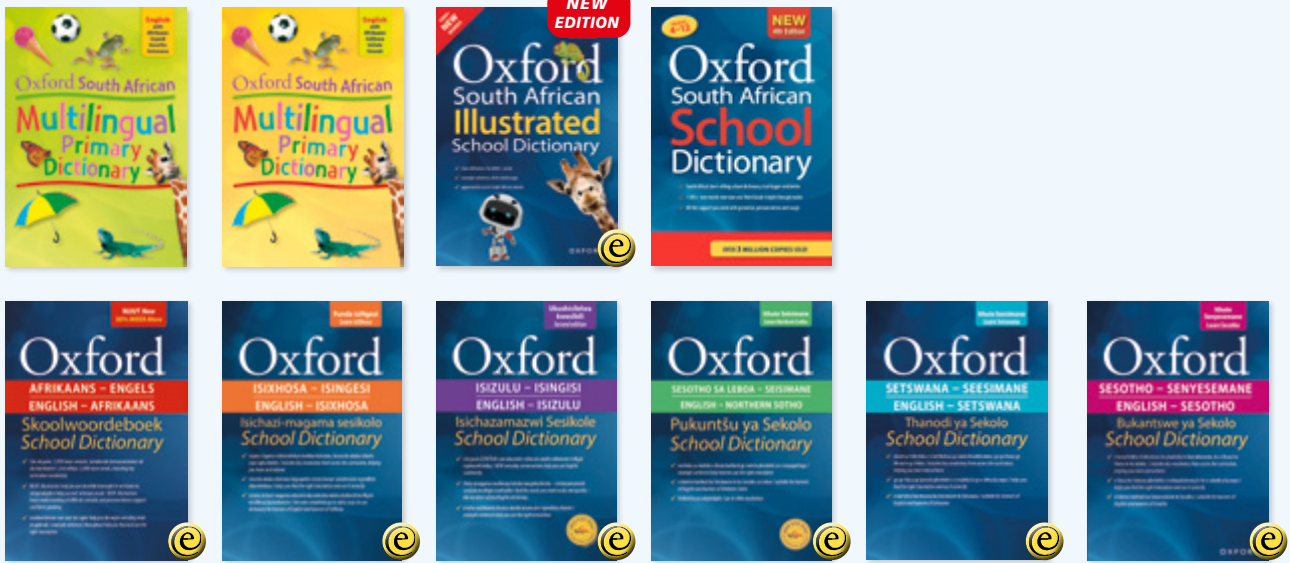


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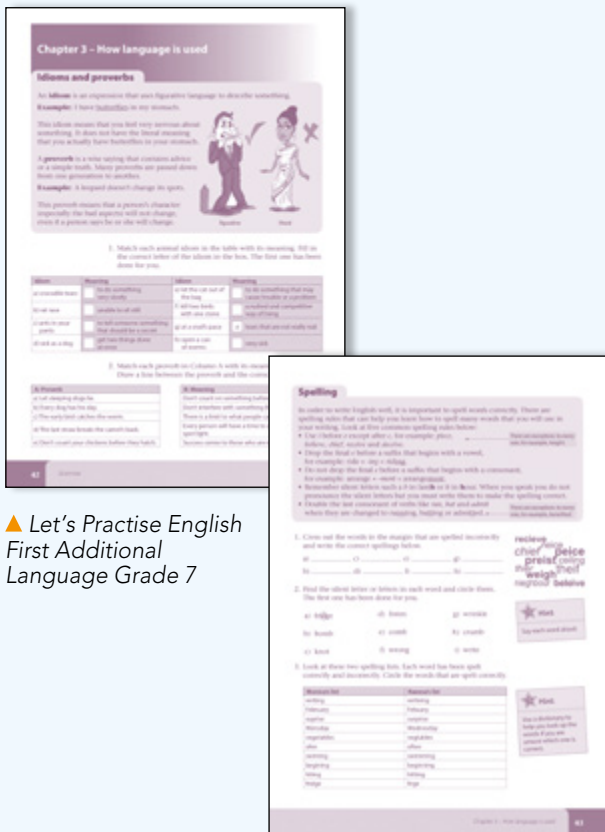
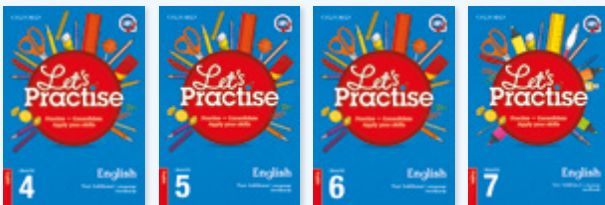
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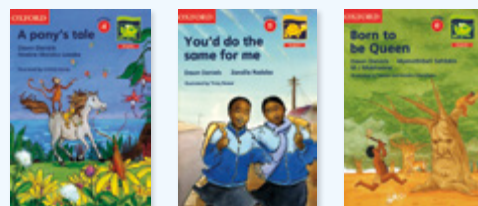
▲ Let's Practise English First Additional Language Grade 7

Teacher resources



Reading schemes

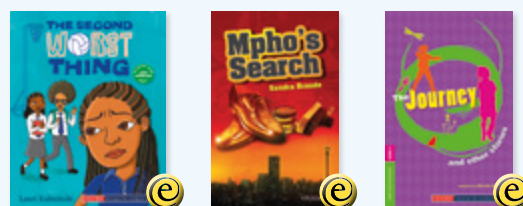
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◀ We are Growing

Literature

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Are you aware?

Nkosi Johnson asked people to treat others with respect and care. Our government aims to protect everyone but it is up to us to show respect and care for one another.

Skim and scan for information

As a class, skim the information texts below.

- What types of text are they? Adverts? Brochures? Posters? Explain your answer.
- What is the message in each text?
- Who is this information aimed at?
- Which information text do you think is the most important one?
- How does this information link to the message that Nkosi Johnson gave in his speech?

Did you know?

The word "trader" is short for "trading" and "advertiser" is short for "advertising".

Look at the list of Children's Rights on page 127.

- Have you seen this information before?
- What do you know about it?
- How does this link to Nkosi's speech?
- Who is this information aimed at? How do you know?

The right to dream

Read a version of Children's Rights below.

Children's Rights

The Right to Basic Needs
Every child has the right to love and be loved, healthy food, clothes for all seasons, a safe home, clean air, water and earth.

The Right to a Nurturing Home
Every child has the right to feel safe and loved in his or her home and to spend time with family and friends.

The Right to an Education
Every child has a right to learning and training – to be the best that he or she can be.

The Right to Make Friends
Every child has a right to love, peace and happiness.

The Right to Privacy
Every child has the right to privacy when thinking, changing clothes and learning.

The Right to Equal Access
Every child has the right to access healthcare, public places and opportunities to a good life.

Summarise the information

In groups, summarise this information text using two columns and two headings. Use the headings "Rights" and "What this means" in your summary. Under each heading use **keywords only**. Take turns to present your summary to the class. Decide which summary was the most effective.

SUPPORT TASK: Underline all the nouns in the headings. They are the keywords showing your main ideas.

English for Success
Grade 4 Learner's Book

RESOURCES

Dictionaries and Thesauruses



Practice books



Reading schemes

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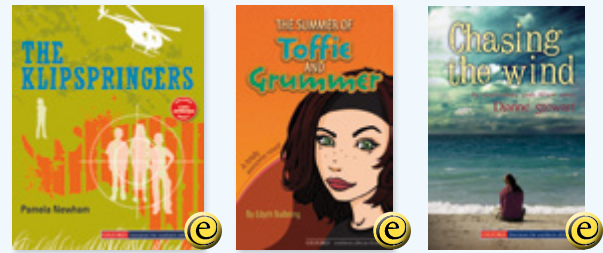
◀ Treetops

◀ Read with Phinnie

◀ We are Growing

Literature

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Teacher resources



The keys to unlocking literacy and learning

At Oxford, we pride ourselves in publishing South African school dictionaries in 11 out of our 12 official languages. We celebrate our country's rich language diversity and truly believe that dictionaries are the keys to unlocking literacy and learning: they help learners understand their mother tongue better, assist them when learning an additional language, and help them excel when learning through the medium of English from Grade 4.



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- ulwimi olusetyenzisiweyo luyafikeleleka kwaye luhambelana nomgangatho wabafundi, nto leyo eyenza ukuba baqonde ngokulula imiba yolwimi kwakunye nemisebenzi esencwadini
- isikhokelo sikatitshala esicacileyo malunga nokulawulwa kwegumbi lokufundela sinceda utitshala ukuba akwazi ukucwangcisa izifundo ezilungiselelwe abafundi abahlukileyo ngokobukrelekrele.

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ADDITIONAL LANGUAGE

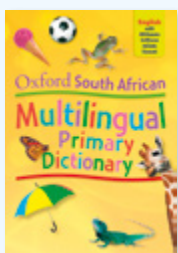


Oxford Theta Learner's Books and Workbooks for the Intermediate Phase aim to teach isiXhosa to additional language learners and assist them to communicate successfully. The series follows a translanguaging approach, where the acquisition of the target language is supported by including English translations where appropriate.



RESOURCES

Dictionaries



Practice books



▲ Home Language



▲ First Additional Language

Reading scheme

(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Siyakhula

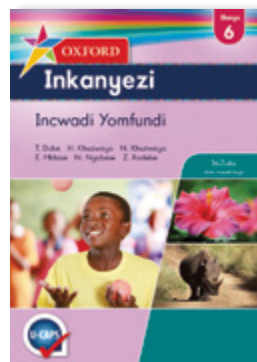
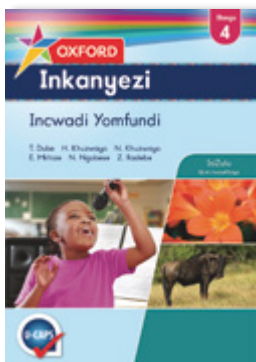
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OXFORD INKANYEZI

I-Oxford Inkanyezi yincwadi ephelele yoLimi lwaseKhaya elungele ikilasi lesiZulu. Inazo zonke izingxenye ezididiyelwe ozidingayo ukugcina abafundi bejabulile.

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- uHlelo lokuHlola lubuyekeziwe ngokwesekhula yoMnyango wezeMfundo (DBE – Strengthening the CAPS circular).
- indlela yokufundisa iqinisekisa ukuthi isifundo sihamba ngendlela ehlelekile futhi ehambisana kahle nabafundi.
- ingqikithi enothile nehambisana namasiko yenza kube lula ukufundisa ngokuphelele ekilasini.



IBANGA 4

Incwadi Yomfundi	978 0 19 904275 3
Isiqondiso Sikathisha	978 0 19 599676 0
Incwadi Yokufunda	978 0 19 904311 8

IBANGA 5

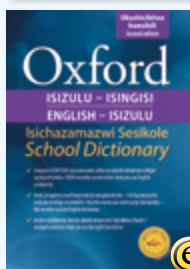
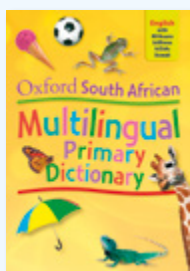
Incwadi Yomfundi	978 0 19 905972 0
Isiqondiso Sikathisha	978 0 19 905265 3
Incwadi Yokufunda	978 0 19 905036 9

IBANGA 6

Incwadi Yomfundi	978 0 19 905228 8
Isiqondiso Sikathisha	978 0 19 599541 1
Incwadi Yokufunda	978 0 19 904640 9

RESOURCES

Dictionaries



Reading scheme

(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Siyadlondlobala

Practice books



Isahluko sesi-5
Ukusiza Ekhaya

Mfundi, kulesi sahluko uzofunda lokhu okulandelayo:

Isonto	Ukulelela nokukhuluma	Ukufunda nokukhula	Ukubhala nokuthula	Ukusetha-ntsewa kolimi
5-6	- Ukulelela inganeleke - Ukufunda ngamazembe	- Ukufunda inganeleke - Ukufunda ngamazembe	- Ukubhala inganeleke - Ukubhala ngamazembe	- Ukusetha-ntsewa kolimi - Ukusetha-ntsewa kolimi
7-8	- Ukulelela imyalelo - Ukulelela imyalelo nokukhuluma - Ukufunda umyalelo - Ukufunda umyalelo	- Ukufunda imyalelo - Ukufunda imyalelo - Ukufunda umyalelo - Ukufunda umyalelo	- Ukubhala imyalelo - Ukubhala imyalelo - Ukubhala umyalelo - Ukubhala umyalelo	- Ukusetha-ntsewa kolimi - Ukusetha-ntsewa kolimi - Ukusetha-ntsewa kolimi - Ukusetha-ntsewa kolimi

Isonto 5-6: Ukuvilapha Nokukhuluma
Ukulelela nokukhuluma
Umsebenzi woku-1a: Ngaphambi kokulelela inganeleke
Lalela uthisha ekukhumbuzi ngokuthi akufunde mayelana nothwazi ngenganeleke.

Ukukhumbula?
Enokhumbeni nesiZulu ufunde ngenganeleke. Inganeleke - ngamazembe ngokuthi ngamazembe ezisa ngamazembe abangazembe kanye ngamazembe.

Naku okuphelele ngenganeleke:

- Ukulelela inganeleke ngamazembe ngamazembe
- Ukulelela inganeleke ngamazembe ngamazembe
- Ukulelela inganeleke ngamazembe ngamazembe
- Ukulelela inganeleke ngamazembe ngamazembe

72 Isonto 5-6: Ukuvilapha Nokukhuluma

Bukisisa lesi sithombe senganeleke ozoyifundela ngathisha.

1. Yini ekhokekayo ngakholile oyibona kulesi sithombe?
2. Ngakholile kwakho, ucabanga ukuthi inganeleke ehlukile nalesi sithombe izokuba mayelana nani?

Umsebenzi woku-1b: Ukulelela inganeleke
Lalelisa inganeleke ozoyifundela uthisha ukuba uphendule imibuzo ezilandela.

Emva kokulelela

1. Obani okukhulunywa ngabo enganeleke?
2. Babehlala kuphi laba okukhulunywa ngabo enganeleke? Khethe impendulo efanele kulesi ezilandelayo:
 - a) edolobheni
 - b) eManteni
3. Uma uhleli isithombe senganeleke, uyisiphilane ucabanga ukuthi singaVilavoco? Ingabe yisiphi noma yikuphi? Kungani ucabanga kunjalo?
4. Wena wavungathanda ukuba yini phakathi kwaleli hlanganisa bobabili? Sekela impendulo yakho.

Isonto 5-6: Ukuvilapha Nokukhuluma 73

▲ Oxford Inkanyezi IBanga 4 Incwadi Yomfundi

CORE CLASSROOM COURSE

OXFORD LEBONE

Oxford Lebone ke thuto ya Leleme la Gae ye e šomišwago ke barutiši Afrika Borwa ka bophara. E dirilwe go ya ka dinyakwa tša CAPS gape e dumelela baithuti go tšwela pele mo dikreiting tše tharo tša Sehlopha sa Gare. E šomiša mekgwa ye e fapanego ya go godiša mabokgoni a polelo ao a tla thušago baithuti dikgokaganong tša makgethe. Puku ya Morutiši e a šomišega ebile e thekga morutiši ka mekgwa ye e fapanego ya go ruta dithutwana.

Šomiša *Oxford Lebone* ka gore:

- tlhahlo ya maemo ka ga taolo ya phapoši e thuša morutiši go beakanya dithutwana tše di tla amogelago baithuti ba bokgoni bja go fapana
- kakaretšo ya CAPS le diteng tše di humilego di kgontšha baithuti go ithuta ka boitshepo le go ba thuša go kwešiša mareo a polelo bokaone
- Polelo ye e šomišitšwego e a kwešišega ebile e mo maemong a baithuti go gatelela kwešišo ye bonolo ya mareo a polelo le mešongwana.



KREITI YA 4

Puku ya Moithuti	978 0 19 905326 1
Puku ya Morutiši	978 0 19 905086 4
Padišo	978 0 19 904651 5

KREITI YA 5

Puku ya Moithuti	978 0 19 905401 5
Puku ya Morutiši	978 0 19 905565 4
Padišo	978 0 19 904325 5

KREITI YA 6

Puku ya Moithuti	978 0 19 904723 9
Puku ya Morutiši	978 0 19 905706 1
Padišo	978 0 19 905560 9

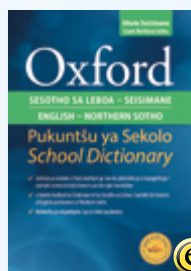
KREITI YA 7

*Puku ya Moithuti	978 0 19 905550 0
*Puku ya Morutiši	978 0 19 904400 9
*Kgoboketšo ya dingwalo	978 0 19 904980 6

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RESOURCES

Dictionaries

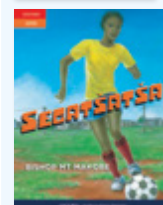


Reading scheme & literature

(Refer to the Oxford Reader Catalogue for a full list of titles)



◀ Re a gola



◀ Literature

Practice books



Therela ga o balolela ka tšela ye lešupa la go bopa dithutwana le dirwago ka gona.

Dinyakwa

1. Kilogram e tše (1 kg) ya buji bja go paka dikuku;
2. Digram tše makgolobano (500g) tša letswai;
3. Dimililitere tše masembelela (60ml) tša oli ya go apoa;
4. Dimililitere tše makgolobano (500ml) tša metsi;
5. Lepokwana le tše la lerole la Aluin;
6. Marothodi a metse a go fetola mmala wa dilo (e ka ba mmala wa nannu, arbei, goba mešala ye mengwe ye e kgahlišago).

Mekgwa

- Sefela buji bja go paka dikuku ka gare ga sekotelo;
- Sefela letswai le lerole la Aluin ka gare ga buji bja go paka;
- Tšela oli gomme o hlakanyo o iketlile;
- Tšela metsi ka go itšela o ntšhe o hlakanyo gore metwako wa gogo o se le wa serwaga;
- Hlakanya marothodi a go fetola mmala le metsi.

56 Kgaolo ya 4: Ka moka re a swana

▲ *Oxford Lebone Kreiti ya 6*
Puku ya Moithuti

CORE CLASSROOM COURSE

OXFORD KGANYA

Oxford Kganya ke thuto ya Puo ya Lapeng e sebediswang ke matitjhere Afrika Borwa ka bophara. E thehilwe hodima CAPS mme e dumella baithuti ho tswella dikereiting tse tharo tsa mokgahlelo o Mahareng. E sebedisa mekgathupelo e fapaneng, e ntshetsangpele bokgoni ba puo bo tla thusa baithuti kgokahanong e atlehileng. Buka ya Titjhere e sebetseha habonolo mme e tshehetsa titjhere ka dikatamelolo tse fapaneng tsa ho tsamaisa thuto.

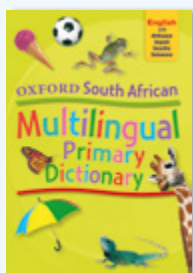
Sebedisa *Oxford Kganya* hobane:

- tataiso e kgahlisang ya taolo ya phaposi e thusa titjhere ho hlophisa dithuto tse tla ananelang baithuti ba bokgoni bo kopaneng
- kakaretso ya CAPS le dikahare tse nonneng di kgontsha baithuti ho ithuta ka boitshepo mme di ba thusa ho utlwisisa dintlha tsa puo hantle
- dintlhatataiso di neha baithuti menyetla ya ho lekola tswelopele le ho ba lokisetsa Tekanyetso ya Naha Kereiting ya 6.



RESOURCES

Dictionaries



Reading scheme

(Refer to the Oxford Reader Catalogue for a full list of titles)



▲ Re a hola

Practice books



KREITI YA 4

Buka ya Moithuti	978 0 19 905894 5
Buka ya Titjhere	978 0 19 905248 6
Padiso	978 0 19 599661 6

KREITI YA 5

Buka ya Moithuti	978 0 19 905977 5
Buka ya Titjhere	978 0 19 905102 1
Padiso	978 0 19 905630 9

KREITI YA 6

Buka ya Moithuti	978 0 19 904588 4
Buka ya Titjhere	978 0 19 905699 6
Padiso	978 0 19 905175 5

Kgaolo ya 4 Marangrang a thekenoloji

Tjhebokakaretso ya kgaolo

- Ho mamela le ho bua
 - Ho mamela diphelelo tsa bolepi.
 - Ho mamela dipale.
 - Ho pheta pale hape.
 - Ho mamela le ho fana ka ditshupiso.
- Ho hula le ho boha
 - Ho hula tema ya tlhaisoesele e nang le ditshwantsho.
 - Ho hula dipale tsa morao.
 - Ho sheba hape tema e hahileng ka boikemelo.
- Ho ngola le ho nehelana
 - Ho ngola tema ya tlhaisoesele.
 - Ho ngola tlhaloso ya motho.
 - Ho ngola tlhaloso ya sebaka.

Ho mamela le ho bua Beke ya 1-2

Mosebetsi wa 1: Ho mamela diphelelo tsa bolepi
Mamelang ba moithuti ya kgathibang a le balla pehelo ya tsa bolepi. Le tla araba dipotso ka mora moo.

(Phele e hahileng: Faelang ya Titjhere ya Mhadi, bukeng ya Titjhere)

Pele le mamela, arangang dipotso tse na molomo.

- Ho bontshitsweng setshwantshong? Bolelang dintlho tse pedi tse tshehetsang karabo ya lona.

48 Kgaolo ya 4 Marangrang a thekenoloji

- Setshwantsho sena se etsa hore o ikutwe jwang - O tsholele kapa o thalle.
- Keng se etsang hore o ikutwe o le jwalo?
- Na le se lelike la bona boemo bo jwalo? Qoqang ha kgathibang ka mamo a jwalo a lehodimo.
- Boemo ba tsa lehodimo bo shebahala jwang tsatsing lena le le etsang mosebetsi ona ka lona?

Jwale arangang dipotso tse na:

- Setshaba se tlhokomediwa ka eng?
- Ke ditaba dife tse bontshang hore ba a tlhokomediwa?
- Dipala tse malla di bonahala dibakeng dife?
- Arangang ka nnete kapa mafosisa hore:
 - Ta bolepi di tseba setjaba ka mamo a tsa lehodimo.
 - Ke mabetsi o mcholo.
 - Ke tala e tsa tlhaiso.
 - Hohanyeng batswadi ba lokela ho felehetse bana ho ya sekolong?
 - Na o se o kile wa ba ka hara pula e ngata e tshabehang? Bolela se neng se etsahale.

Kgaolo ya 4 Marangrang a thekenoloji 49

▲ Oxford Kganya Kreiti ya 4
Buka ya Moithuti

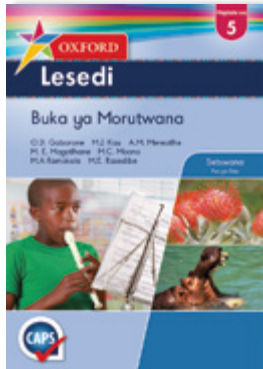
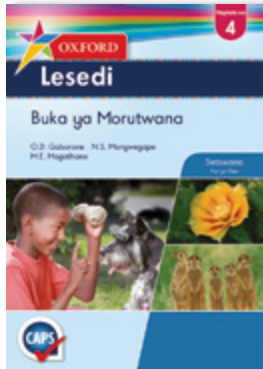
CORE CLASSROOM COURSE

OXFORD LESEDI

Oxford Lesedi ke thuto ya Puo ya Gae e e dirisiwang ke barutabana mo Aforika Borwa ka bophara. E ikaegile ka CAPS mme e letla barutwana go tswelela mo mephato e meraro ya Kgato ya Magareng. E dirisa mekgwatiriso e e farologaneng, e e agang dikgono tsa puo le e e thusang barutwana mo tlhaletsanong e e siameng.

Dirisa *Oxford Lesedi* ka gone:

- kaelo e e gaisang ya taolo le tsamaiso ya phaposi e thusa morutabana go rulaganya dithuto tse di tla akaretsang diphaposi tsa barutwana ba ba nang le bokgoni jo bo tlhakaneng
- kakaretso e e tseneletseng ya CAPS le diteng tse di humileng di kgontsha barutwana go ithuta ka boitshepo le go ba thusa go tlhloganya dikgopolo tsa puo botoka
- kaelo e e utlwalang ya tlhatlhubo e neela barutwana tšhono ya go lekanyetsa tswelelo ya bona le go ba bakaanyetsa Tlhatlhubo ya Bosetšhaba mo mophatong wa 6.



MOPHATO WA 4

Buka ya Morutwana	978 0 19 904483 2
Buka ya Morutabana	978 0 19 904354 5
Buka ya Puiso	978 0 19 905456 5

MOPHATO WA 5

Buka ya Morutwana	978 0 19 905219 6
Buka ya Morutabana	978 0 19 905810 5
Buka ya Puiso	978 0 19 599820 7

MOPHATO WA 6

Buka ya Morutwana	978 0 19 905825 9
Buka ya Morutabana	978 0 19 905441 1
Buka ya Puiso	978 0 19 905367 4

MOPHATO WA 7

*Buka ya Morutwana	978 0 19 905742 9
*Buka ya Morutabana	978 0 19 905991 1
*Kgobokanyo ya dikwalo	978 0 19 905709 2

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Tlhatlhubo ya puo e e ipaakanyeditsweng ka bongwe
Se ya go rena haemeli ha dithotho ka tlhatlhubo fa ba thutaga puo ya bona e e ipaakanyeditsweng. Morutabana o dia dirisa ruburiki go tlhatlhubo tlhatlhubo ya lona.

Tlhatlhubo dithutha tse di latelang fa o neela ka puo e e ipaakanyeditsweng:

- a) Ipaakanyo go tlhatlhubo puo e e nang le tse di latelang:
 - Tshimologo - E neele moreetsi tshobokanyo ya diteng tse a tlang go di utsa.
 - Bogare - Phutholola dithutha tsa gago di akarese kakanyegile, molaetsa, go arabela dipotso tse di rileng.
 - Bokhutlo - Bo neele kakanyo e e twalelang, diteng, e ka nna kakhoto, kgatelopele jalojalo.
- b) Tlhatlhubo puo le setaele: Batho bangwe ba na le setaele se se rileng fa ba baa jaaka 'a o a tse' 'o bona jang' jalojalo. Le wena nna le setaele sa gago.
- c) Tlhatlhubo ya segale se se regagetseng e boithokwa se kopantswe le tšhono ya setaele.
- d) Puo ya mmele o tšhono mafoko sentle, o dirisa sentle jaaka go ena o dhamalese o lebelele kwa bathong, o ha lebele mo matlhong.

O ntlhe le go tlhatlhubo dithutha tse di boithokwa ka ga Puo e e ipaakanyeditsweng.

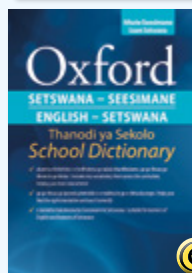
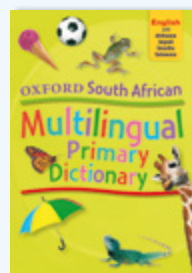
Pele ga thetso

- Kokanyang dithutha ka ga setlhogo se lo se ntlhe
- Bona pele mmele wa puo e e ipaakanyeditsweng
- Ikwalelele dithutha tse ka mokgwa o mokhutwane o o tlhalelang.

Kgaolo ya 4: Bodumedu 63

▲ *Oxford Lesedi Mophato wa 5*
Buka ya Morutwana

Dictionaries

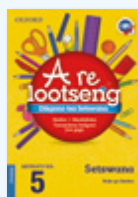


Reading scheme

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Practice books



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unit 3 Create in 2D

Before we start

In this unit, you will investigate the art element of tonal range in colour, as well as the design principles of contrast, balance and emphasis. In this unit, the emphasis is on your interpretation of tonal range of colour in a measured block with the format of a life drawing.

Tonal ranges

The four bands above are examples of **tonal ranges of related colours**. Now look at the colour wheel below. The related colours are colours that lie between two **primary colours** on the colour wheel.

primary colours red, yellow and blue

276

Activity 3 Explore a tonal range of related colours

Now, return to your own drawing.

1. Find a new area in your drawing that gives you a wide variety of lines. This should not be the same area that you worked on in Activity 2 when you applied tone and texture to your drawing.
2. Once again, measure a square of 10 x 10 cm, or draw around the block of cardboard that your teacher will give you. See the example on page 274.
3. Now choose a range of related colours that you would like to explore inside this block. Remember that you can only use the colours that two primary colours can create. You can add black to create shades, or white to create tints.

The band of colours above is a range of tints that are possible to mix between the primary colours red and blue.

The band of colours above is a tonal range of shades that are possible to mix between the primary colours red and yellow.

In your square, try to explore a full tonal range of related colours. It is always best to start with a light colour, and add darker colours over the top.

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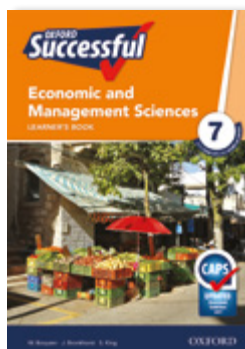


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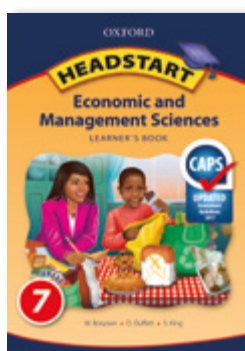
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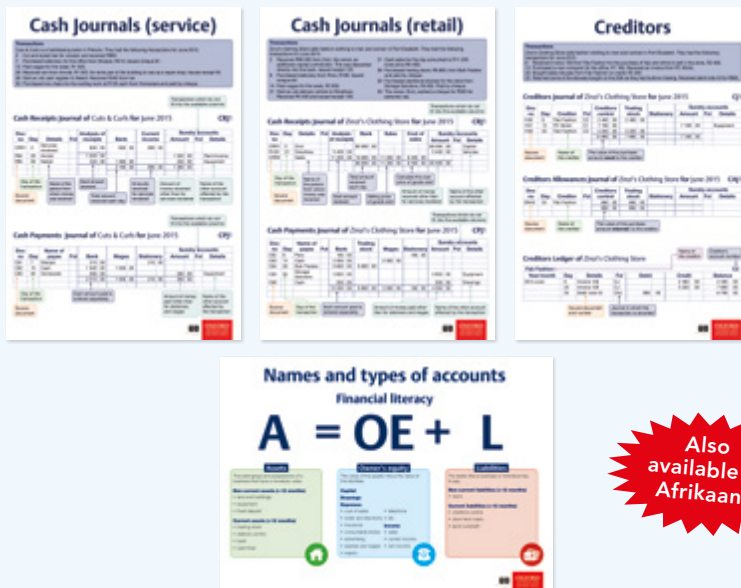
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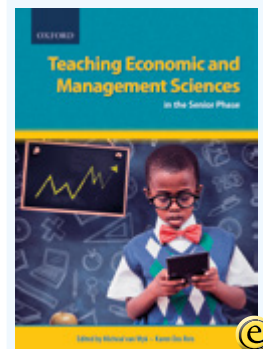
Dictionaries



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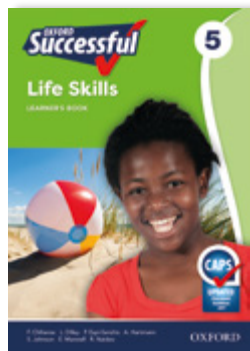


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Unit 1 Traffic rules for road users



Cross at a pedestrian crossing.



Wear a helmet.



Wear a seatbelt.

New words
pedestrians – people who walk along streets or roads
cyclists – people who ride bicycles
passenger – a person who travels in a car, taxi or train and is not driving

Let us check

- What must you do before you walk across a road?
- What should you wear on your head if you are cycling?
- How can you keep safe on a train?

Pedestrians and cyclists

Always cross the road at safe places such as pedestrian crossings or traffic lights. You should wait for the green-person light before crossing. Look right, left, and right again to check for oncoming traffic before you step into the road.

Cyclists must wear safety helmets. They must obey all the road signs. Cyclists must cycle in single file and never hold on to moving vehicles.

Passenger behaviour

If you are a passenger in a car, you must always use a seat belt. Keep the doors locked and do not lean out of the window.

Railway safety

If you are a passenger on a train, always keep the doors closed while the train is moving. Do not push or play rough games on the train or while waiting for the train on the platform.

Only cross a railway line at a railway crossing. Wait for the train to pass before you cross.



Cross at a level crossing.

Read about traffic rules for road users

Look at the traffic signs below. These signs help you to obey the traffic rules when you use the road. Take it in turns to read what each sign means.

Traffic signs



Never cross the street when the pedestrian traffic light is red. You could be knocked over. Wait for the green pedestrian light.



This sign means that cars must stop and wait for pedestrians to cross the road. Always check that the cars have stopped before you start walking across the road.



This sign means that you must not cycle along this part of the road. It is not safe.



Some schools have school patrols which stop the traffic so that learners can cross the road safely to get to school.



This sign means that you must not walk along this part of the road.



If you are a pedestrian or a cyclist, stop at the stop sign. Look right, look left and look right again before moving forward.

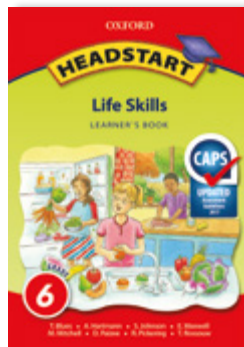
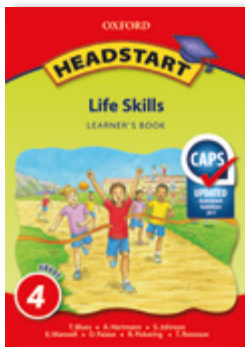
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UNIT 2 Visual literacy



Which half of the butterfly looks heavier? Why do you think this is so?



If something is balanced, it usually means that weight is shared equally on each side. A painting can also be balanced. It can be balanced by:

- Areas of colour that have more or less the same tone. One darker area can be balanced by a larger, lighter area.
- Shapes that are more or less the same size. One large shape can be balanced by a few smaller shapes.
- When one side of something is the same as the other side, for example butterfly wings. This is known as **symmetrical balance**.

Look at this painting by South African artist, George Pemba. Look at the tone and the shapes. Try to 'feel' the weight in the painting.

Activity 1 Discuss balance and contrast

Find the answers in pairs.

- Look at the light areas and the dark areas of Pemba's painting. How has the artist used tone to create balance?

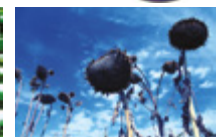
symmetrical having two halves that match each other exactly in size, shape, etc

12

- How has the artist used colour to create balance?
- If we drew a line from the top left-hand corner of the painting to the bottom right-hand corner of the painting, which part would be heavier? Why do you think this?
- How has the artist created a focal point in this painting?
- What contrasts can you find in this painting?

Monochromatic colour

If something is **monochromatic**, it is produced in one colour or tones of one colour. Look at the monochromatic colour wheel. What do you notice about the colour in each of the photographs?

**Activity 2** Discuss monochromatic colour

Work in pairs.

- Why do you think artists sometimes use monochromatic colour?
- What do you notice about the tones in the monochromatic photographs?
- Which of these photographs is balanced, and which is not balanced?

monochromatic having only tones of one colour (mono means one)

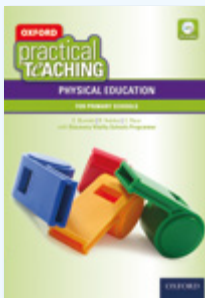
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Dictionaries



Teacher resource



An average person might score one or even two points. But only about one or two in a hundred healthy people score five out of nine or more. If a learner has scored five out of nine or more, he or she has just hypmobility. Being hypmobility is advantageous for certain sports like gymnastics, but is also a disadvantage as a hypmobility person is prone to injury.

Cardiovascular endurance

Cardiovascular endurance is the fitness of the heart (cardio) and the lungs (vascular). It is also known as aerobic fitness. It is the ability to exercise continuously for extended periods without tiring.

The one-mile test

The one-mile test is a simple field test for children aged ten and older. You will ask your learners to run a distance of one mile in the fastest possible time. You will need:

- a stopwatch
- a smooth and level marked one-mile track (1.6 km)
- paper and pencil.

Time the learners and record their times. Girls should complete the test in nine to twelve minutes and boys in eight to eleven minutes. The faster the time, the better the cardiovascular fitness. If the learners are younger than ten, you can let six to seven-year-olds run a quarter of a mile (400 m) and eight to nine-year-olds can run half a mile. However, there are no norms for these age groups. You can record learners' individual results and look for improvements in time the next time you do these time trials.

Muscular endurance

Muscular endurance is the ability of the muscles to maintain a continuous force over a period of time, for example, doing push-ups or sit-ups non-stop for one minute.

The one-minute push-ups test

Before the learners do the push-ups test, teach them the correct technique. Boys can do normal push-ups and girls can do modified push-ups. Only move on to the actual test once the technique is mastered.




Correct push-up **Correct modified push-up**

Step 1 Tell learners to lie face down on the ground with the hands slightly wider apart than the width of the shoulders.

Step 2 The feet should be set in a way that feels right and comfortable.

Step 3 Tell learners to think of their bodies as one giant straight line from the top of their head down through to their heels. Learners should maintain a straight back throughout the motion.

Step 4 On the downward motion they bend their elbows to 90° and on the upward motion they straighten the elbows but avoid over-straightening.

Step 5 Tell learners they must not raise their hips.

Step 6 Tell learners not to arch their backs.

Step 7 Tell learners they must not let their elbows bow.




Anchoring the back is incorrect **Bowing the elbows is incorrect**

Step 8 Tell learners to do the push-up test for muscular endurance. They must count how many correct push-ups each learner can do in one minute. Record their results.

The one-minute push-up test measures upper body muscular endurance as well as strength. The table below will provide you with a guideline indicating age-specific norms for the number of push-ups done in one minute.

Push-ups (boys)

Rating	5	6	7	8	9	10	11	12	13
High	9	9	11	14	16	21	21	21	26
Healthy	3	3	4	5	6	7	8	10	12

Push-ups (girls)

Rating	5	6	7	8	9	10	11	12	13
High	3	3	11	14	16	16	16	16	16
Healthy	3	3	4	5	6	7	7	7	7

Source: <http://www.care.net/Testing/YouthNorms.html>

The one-minute sit-up test

Before the learners do the sit-up test, teach them the correct technique. Only move on to the actual test once the technique is mastered.

You can demonstrate the correct technique or you can have a learner demonstrate while you explain the technique. The latter may be a much better method as you can point out incorrect techniques as the learner is performing the sit-up. (Also refer to pages 9 to 11.)

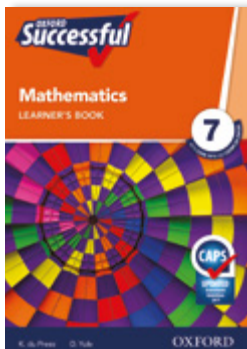
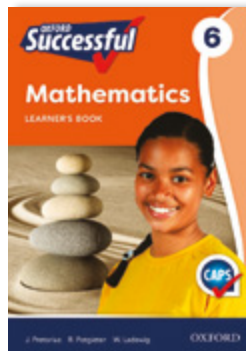
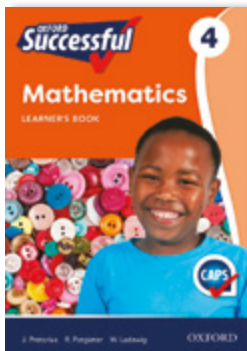
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Unit 1.9 Capacity and volume

Mental Maths

- How many thousands, hundreds, tens and units are in each number below?
- First add and then subtract 10 from each number.
2 304; 4 023; 9 990; 2 094; 3 819; 7 203; 1 832; 5 091; 6 092; 839;
1 990; 2 901; 8 000; 999

Estimate capacities in millilitres

Yusuf decants milk, yoghurt and drinks from large containers into smaller containers. The liquid takes the shape of the container it is poured into. The capacity of a container refers to the size of the container. Capacity is measured in litres (l) or millilitres (ml).

Let's look at an example

The measuring jug shown on the right was filled up to the 1 litre mark with water. Some of the water was then carefully poured into a pot.

- From this we can say there are 1 000 ml in 1 litre.
- The capacity of this jug is 1 litre.
- 550 ml of water is left in the jug.
- We work out the volume of water that was poured out of the jug like this: Volume poured out = 1 000 ml – 550 ml = 450 ml
- If 220 ml is poured out of the jug into a bottle, we would work out the remaining volume of water like this: Volume of water left = 550 ml – 220 ml = 330 ml



New word
Decant – to pour from one container into another



Activity 1

- Look at the drawings below. What is the capacity of:
a the spoon b the measuring cup c the jug



- Estimate how many full spoons, measuring cups and jugs it will take to fill:
a a coffee mug b a tea cup c an empty cooldrink can
- Collect an example of a measuring spoon, a measuring cup, a measuring jug, a coffee mug, a tea cup and an empty cooldrink can. Check how accurate your estimations were in question 2.
- A stone is slowly lowered into a bucket full of water. This causes the water in the bucket to spill out.
a Use the drawing on the right to explain what is meant by capacity.
b Use the drawing to explain what is meant by the volume of the stone.
- Each of the four measuring jugs was filled up to the 500 ml mark. The water from each jug was then used to fill a cup (A), a large beaker (B), a glass (C) and a bottle (D) respectively.



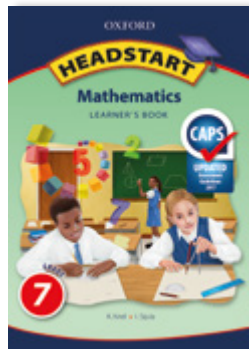
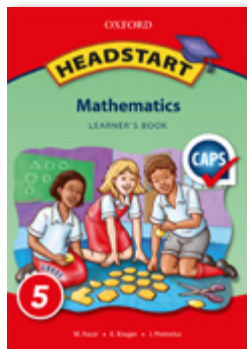
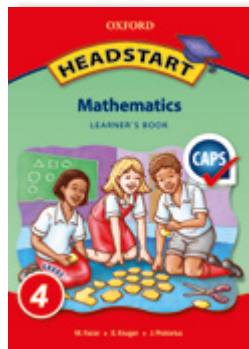
- Read the volume of liquid that remains in each measuring jug.
- Work out the capacity of the cup, the large beaker, the glass and the bottle.
- Which container in question b has the smallest capacity?
- List the containers in question b from largest to smallest capacity.

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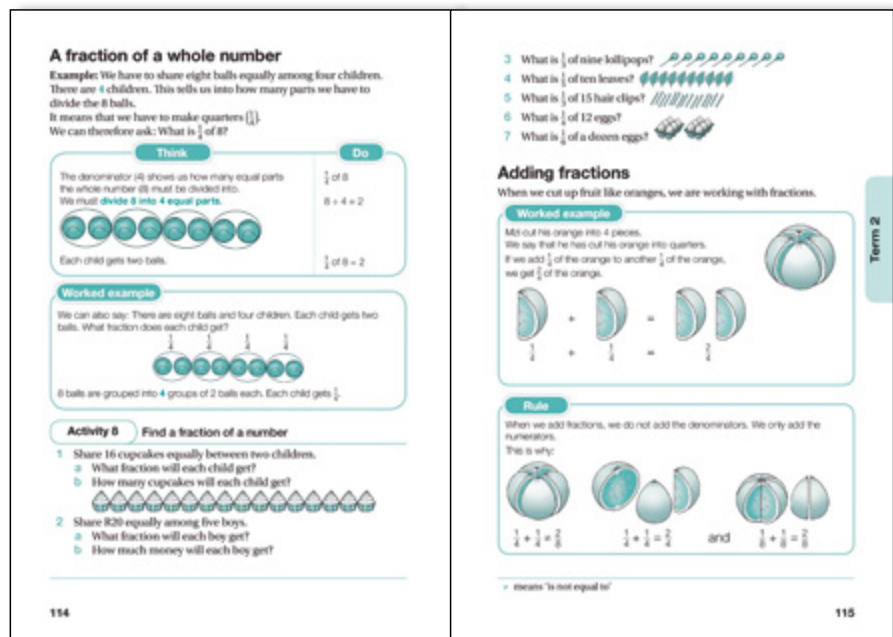
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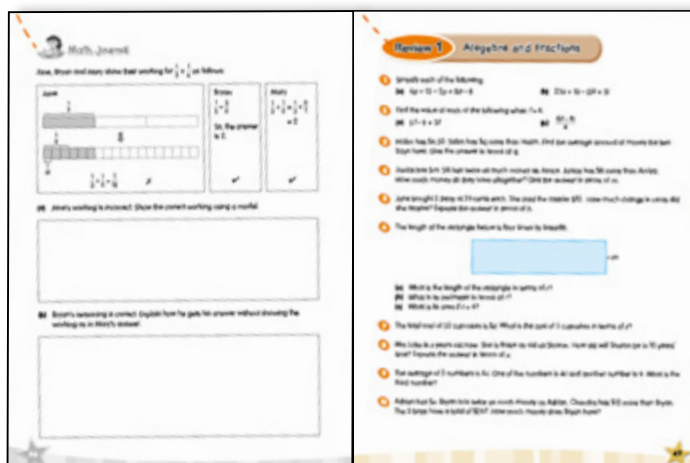
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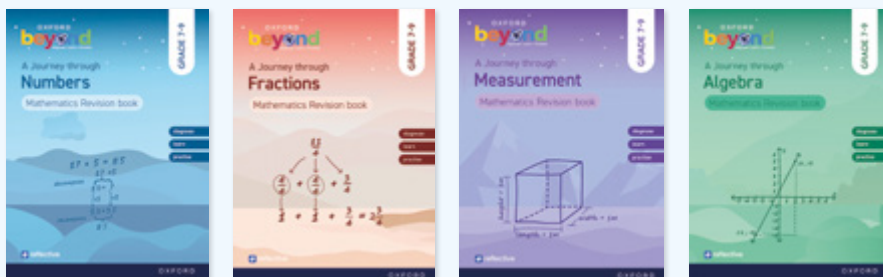


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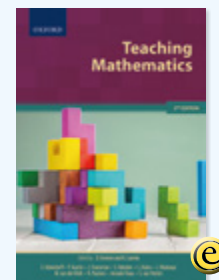
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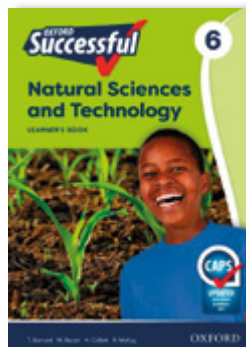
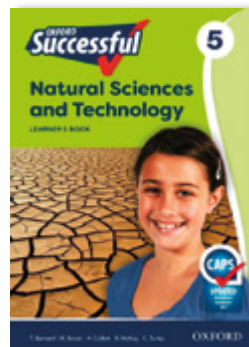
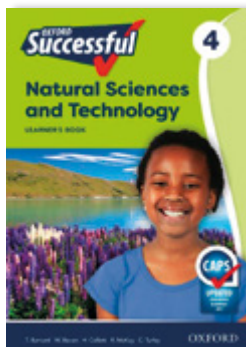
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Unit 6

Skeletons as structures: Frame and shell structures

In this unit you will learn about:

- vertebrate skeletons as frame structures
- invertebrate skeletons as shell structures.

Let us check

- Vertebrate animals have backbones.
- Invertebrate animals do not have backbones.
- A structure is something that holds or supports.
- A frame structure consists of parts joined together.
- A shell structure is curved and usually hollow inside.
- A strut is a tube or beam that helps frame structures to hold their shape. They make frame structures stronger so they can carry their own load and the load they have been made for.

New word
frame structure – structure made of pieces joined together, it supports or holds a shape.

Figure 1 The frame of the human skeleton compared to the frame of a building.

Some invertebrate skeletons are shell structures

Any invertebrate animal that has a hard outer skin, case or shell, like the mussel and crab in Figure 2, wears its skeleton on the outside. These outside skeletons are **shell structures**.

The shell of the mussel protects its soft body. The crab's hard case gives the crab its shape and is jointed in places to allow for movement.

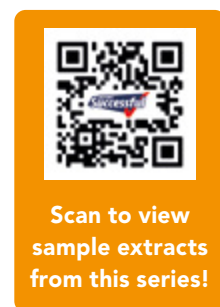
New word
shell structures – skeletons on the outside of some invertebrates

Figure 2 The shell of a mussel and the hard outer case of a crab are good examples of shell structures.

Activity 1 Consider the tortoise

Individual work
Look at the picture of the tortoise in Figure 3 below. State whether the skeleton of the tortoise is a frame or shell structure.

Figure 3 A giant tortoise



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Praktiese aktiviteit 2
Toets vir stysel met 'n jodiumoplossing om kleurverandering te wys

Jou onderwyser(es) kan dit demonstreer of jy kan in pare werk.

Doel: Toets 'n stof vir die teenwoordigheid van stysel.

Jy benodig: jodiumoplossing, drupper, witsuiker (glukose-suiker), mielie-meel (stysel) en twee houers

Wees versigtig!
Wees versigtig wanneer jy jodium hanteer. Dit kan klere, gereedskap en jou vel verkleur. Moenie jodium in jou mond sit nie en moenie enige kos wat getoets is, eet nie, want jodium kan giftig wees. Was jou hande en gooi alles weg wanneer jy klaar is.

Metode:
Stap 1 Plaas 'n bietjie suiker in een van die houers.
Stap 2 Plaas 'n bietjie mielie-meel in die ander houer.
Stap 3 Voeg 'n paar druppels jodium by elke houer.
Stap 4 Neem waar wat gebeur.

Resultate:
Die mielie-meel raak 'n blou-swart kleur. Die suiker bly dieselfde kleur as die jodium, bruin.

Gevolgtrekking:
Mielie-meel bevat stysel.

Indikator genoem iets wat iets spesifiek uitwys (ook 'n aanwyser)

Praktiese aktiviteit 3
Toets voedsel vir stysel deur jodium te gebruik

Werk in groepe van drie of vier.

Doel: Vind uit watter voedsel bevat stysel.

Jy benodig: jodiumoplossing, 'n plastiekdrupper, papierborde, ten minste agt voorbeelde van verskillende soorte kos, soos: gekookte rys, mel, 'n aartappel, 'n sny brood, olie, gekookte eier, 'n stukkie kaas, 'n stukkie komkommer, 'n appel en suiker

Metode:
Stap 1 Plaas koerante oral waar jy beplan om te werk en sit 'n stukkie van elke kossoort op 'n papierbord.
Stap 2 Voeg 'n paar druppels jodium op die kos wat jy gebring het, en neem waar wat gebeur.

Resultate:
Teken aan watter kosse verander kleur na blou-swart en watter kosse bly dieselfde kleur as die jodium. Teken die resultate aan in die tabel. Elke persoon in die groep moet sy eie tabel voltooi.

Kennisafdeling 1

Plastiekdrupper

brood aartappel rys

Van die kosse wat met jodium getoets gaan word.

▲ Headstart Natuurwetenskappe en Tegnologie Graad 6 Leerdersboek

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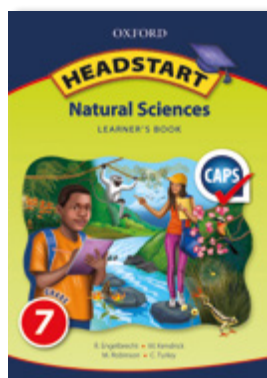
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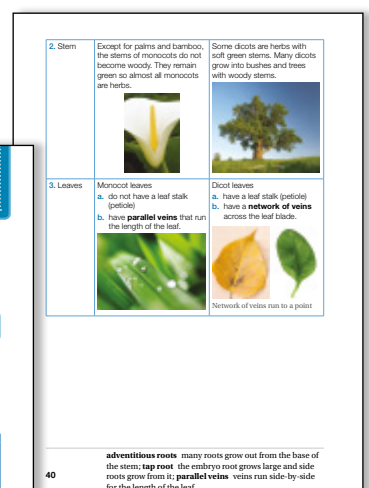
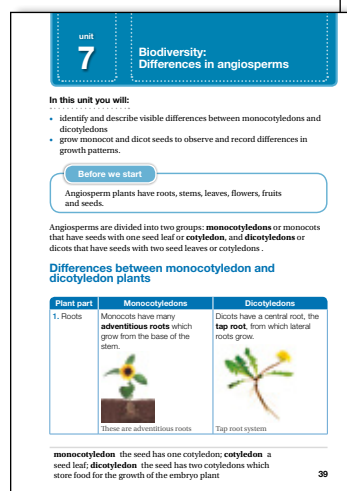
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- The Teacher's Guide includes detailed teaching tips, activity guidelines and step-by-step planning.



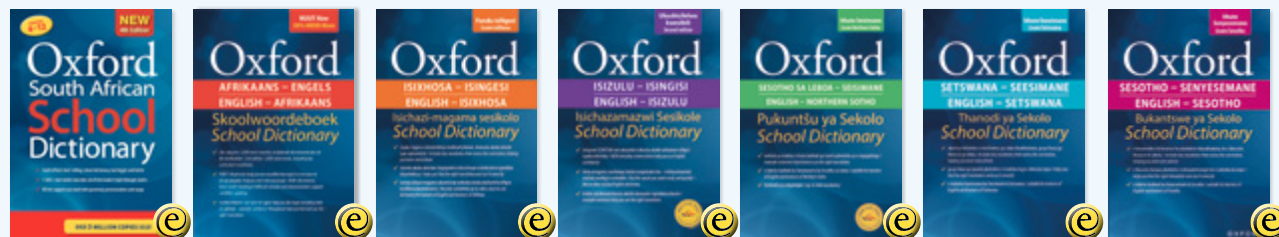
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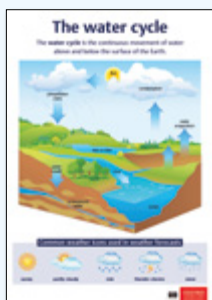


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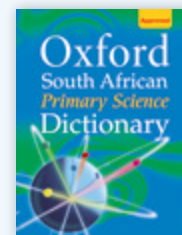
Dictionaries



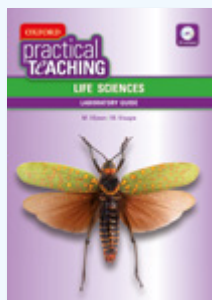
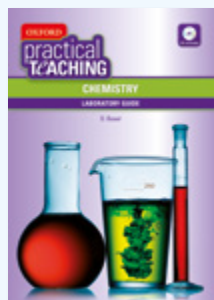
Posters



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Teacher resources



UNIT 2 Human breathing system

Living things require oxygen for cellular respiration and, during the same process, produce carbon dioxide as a waste product. In mammals, the exchange of these gases between air and blood takes place in the lungs. Air enters the lungs through inhalation (inspiration) and exits through exhalation (expiration). During inhalation, the chest cavity is enlarged by the contraction of the intercostal muscles, which expands the rib cage, and by the contraction of the muscles of the diaphragm, which lowers the diaphragm. Air is drawn into the lungs. During exhalation, the intercostal muscles and the muscles of the diaphragm relax, forcing air out of the lungs.

a Intercostal muscles contract, moving ribs upwards and outwards. **b** Intercostal muscles relax, moving ribs upwards and downwards.

Fig 1 Ventilation of the lungs through the processes of (a) inhalation and (b) exhalation

MODEL

Ventilation of the human lungs

Grade: 10

This model can be made before or during class. Use the model to explain to the learners how the human breathing system works and to start a discussion on its limitations.

Materials

- scissors
- empty 2 l plastic cooldrink bottle
- two straws
- two balloons
- sticky tape
- cotton balls or Prestik
- A5 sheet of cardboard or paper
- sheet of clear plastic (30 cm x 30 cm)
- one rubber band

82 CHAPTER 5 | Models

▲ Oxford Practical Teaching Life Sciences Laboratory Guide

Instructions

Step 1

Using scissors, carefully make a slit in the empty bottle above the base. Snip around the bottle at a constant level to remove the base.

Step 2

Insert a straw into the neck of a balloon and seal using tape. Test that the seal is airtight by blowing softly into the straw; no air should escape. Repeat for a second balloon.

Step 3

Tape the two straws together side by side, leaving a 5 mm gap between them to give the balloons space to expand. Each straw represents a bronchus, and the balloons represent the lungs.

Step 4

Insert the balloon-free ends of the straws through the open bottom of the cooldrink bottle. Feed half the length of the straws through the neck of the bottle.

UNIT 2 | Human breathing system 83

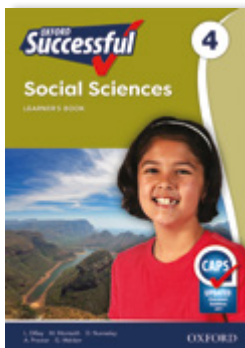
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Unit 1 Latitude and longitude

New words

latitude: lines that run around the globe, parallel to the equator, measured in degrees north or south of the equator

longitude: lines that run across a globe between the North and South Poles, measured in degrees west or east of the Greenwich Meridian

Latitude and longitude on the globe

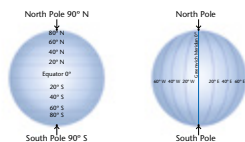
Latitude and longitude are lines drawn on a globe or a map. Let's look at each in turn.

Latitude

Lines of **latitude** are lines that run around a globe. The longest line of latitude is the equator, which goes around the middle of the Earth. The other lines of latitude run parallel to the equator. The smallest lines of latitude are merely points – these are the north and south poles.

We refer to the latitude of a place as a number of degrees north or south of the equator.

Each line is numbered in degrees, from 0° at the equator to 90° north at the North Pole and 90° south at the South Pole.



Longitude

Lines of **longitude** are lines on a globe or map that join the North Pole and the South Pole. All lines of longitude are the same length. The 0° line of longitude runs through a place called Greenwich, near London, England. This line of longitude is called the Greenwich Meridian. All the other lines of longitude are east or west of the Greenwich Meridian.

We refer to the longitude of a place as a number of degrees east or west of the Greenwich Meridian. There are 360 degrees of longitude, from 0° to 180° west and from 0° to 180° east.

Did you know? The Greenwich Meridian is named after the town of Greenwich, near London, England.

8 Module 1: Map skills: Looking at the world

Hemispheres

The Earth is ball-shaped. Another word to describe the shape of the Earth is a sphere. Half a sphere is called a **hemisphere** ('hemi' means half).

New word
Hemisphere: one half of the Earth

The northern and southern hemispheres

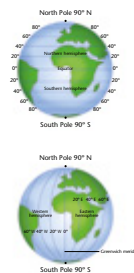
The equator divides the Earth into two halves or hemispheres. The northern hemisphere is between the equator and the North Pole. The southern hemisphere is between the equator and the South Pole.

The eastern and western hemispheres

Look at the globes alongside. Notice the Greenwich Meridian going from the North Pole to the South Pole on the globe. This line goes all the way round the Earth, passing through the two poles. It divides the Earth into a western hemisphere and an eastern hemisphere.

Every place is in two hemispheres

Every place on the Earth's surface is in the northern hemisphere or the southern hemisphere. It is also in the western hemisphere or the eastern hemisphere. Find South Africa on a globe. South Africa is in the southern and eastern hemispheres.



Activity 1 Identify which hemispheres places are in

- Look at a globe. Can you find the countries listed in the table below?
- Copy and complete the table by filling in the two hemispheres where each country is found.

Country	Northern or southern hemisphere?	Western or eastern hemisphere?
South Africa	Southern	Eastern
Australia		
India		
Brazil		
Canada		

Unit 1: Latitude and longitude 9

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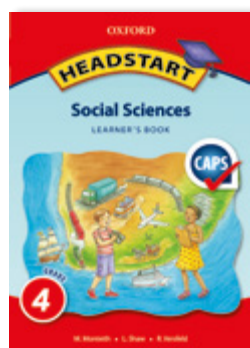
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UNIT 1 People and places

Places to live in

The pictures on this page show some places where people live.



A

This is a **farm**. A farm is a place where people grow food and keep animals. Only one or two families usually live on a farm.



B

This is a **village**. A village is a group of huts and houses. Villages are in areas where there are farms. A few hundred people may live in a village.

farm a place where people grow food and keep animals;
village a group of huts and houses




C This is a **town**. A town is much bigger than a village. There are shops, roads and houses. There are also different places where people can work.

D This is a **city**. A city is much bigger than a town. There are more buildings in a city. There are many kinds of **transport**. A city covers a lot of land. Many people live in a city.

Activity 1 Name places where people live

1. Copy the sentences and fill in the correct words. Choose words from the box below.

town bigger village families

a. A city is _____ than a town.

b. Usually only a few _____ live on a farm.

c. A _____ is a group of houses in a farming area.

d. You may see a church and shops in a _____, but it covers less land than a city.

town a place with many houses and other buildings;
city a very large town; **transport** things people use to get from one place to another, for example taxi, bus or train

▲ Headstart Social Sciences Grade 4 Learner's Book

RESOURCES

Dictionaries



Atlases



Wall maps



Teacher resource

102 Ancient Egypt

Ancient Egypt was a narrow strip of fertile land along the Nile River, surrounded by desert. About 7 000 years ago, the Egyptians built one of the greatest nations of the ancient world. It lasted for more than 3 000 years.

Ancient Egypt depended on the Nile. When it rained, the Nile flooded its banks with fertile soil. Crops grew well in the fertile soil.

Pyramids and temples

Most pyramids were built as tombs for pharaohs. Over 130 pyramids have been discovered.

The Great Pyramid at Giza is the largest Egyptian pyramid. The Great Sphinx has the body of a lion and the head of a man. He seems to guard the pyramid.

Both men and women wore wigs, make-up and fancy jewellery.

103 The structure of Egyptian society

The pharaoh (king) made all the laws and ruled Egypt as a god.

Nobles (members of the pharaoh's family) ran the government and temples.

Craftspeople (workers) did the skilled work.

Farmers, servants and slaves did the physical work.

Hieroglyphics

The Egyptians developed one of the first forms of writing, called hieroglyphics. Each picture represented an object or a sound. They were carved on the walls of temples and tombs. Hieroglyphics were also written on paper made from papyrus plants.

Notice the hieroglyphics on the wall of this tomb painting.

Tutankhamun's tomb

Most of the pharaohs' tombs were found by grave robbers in ancient times. So by the time scientists started to study them, most of the items inside them had gone. The only tomb that had not been robbed was the tomb of Tutankhamun which was discovered in the Valley of the Kings in 1922. Some historians call Tutankhamun the "boy king". He was only about nine years old when he became pharaoh and he died when he was 18 or 19.

New words

fertile – very good for growing crops

pyramid – a building shaped like a triangle

temple – a building where gods are worshipped

Beliefs and religion

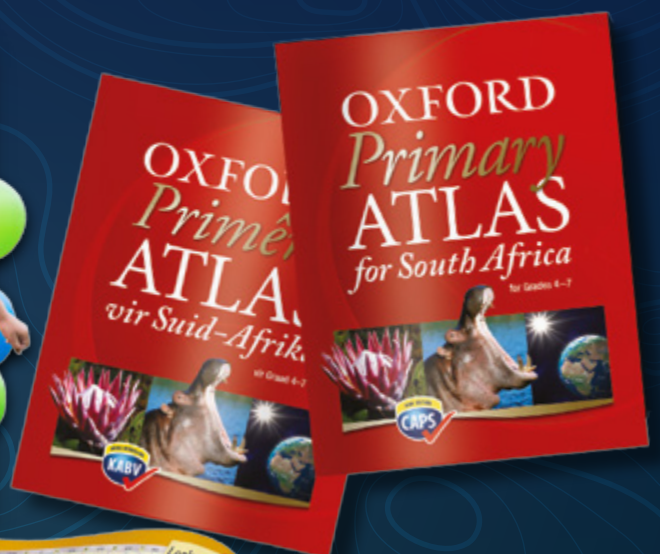
The ancient Egyptians believed in many gods and that the pharaohs were gods. They also believed that there was life after death. They built grand tombs where they buried pharaohs and other important people. They preserved the dead people's bodies and filled the tombs with food and drink, clothes, furniture and other things the person might need for life after death.

The golden death mask of Tutankhamun.

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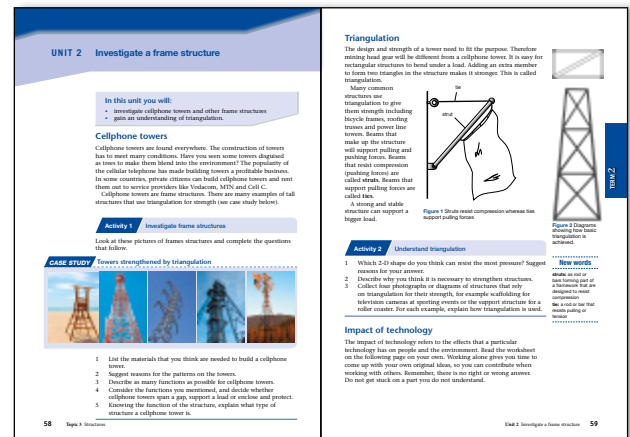
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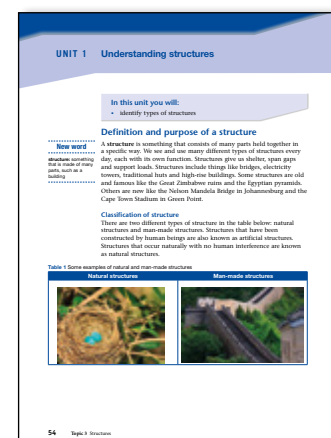
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The Klipspringers

P. Newham

It's school holidays and the group of friends known as the Klipspringers are back together again on Boekenhout Game Reserve. Tshepo and Luke cannot believe

how much Nicky has changed. She won't take part in their tricks anymore. Instead, her attention is on Sindi – a new girl that the Klipspringers are forced to include in their holiday activities. But someone is trying to kill the rhino on Boekenhout Game Reserve. The Klipspringers are not going to let this happen and set out to track down the poachers.

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The Second Worst Thing

L. Kubuitsile

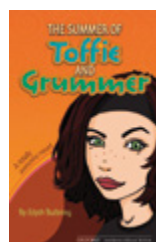
Dikeledi has already experienced the worst thing in her life – her parents' divorce three years ago. Now she has plans to become popular when she goes to high school. It all starts with Operation Popular Group – with timelines, graphs and a red ribbon border, how could she fail? But then the second worst thing happens ...

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The Summer of Toffie and Grummer

E. Bulbring

Techno-savvy and full of attitude, Beatrice Wellbeloved is less than delighted to hear that she is going to spend her Christmas holidays with her recently widowed grandmother,

Grummer, at a small town near the sea. But with the boy down the road, Toffie Appel, who emerges as her side-kick, finding a new husband for Grummer becomes their secret mission. Join Beatrice Wellbeloved as she discovers that all is not what it seems, and the best-laid plans can go wrong ...

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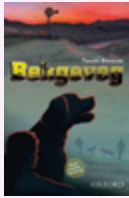
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T. Stander

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boerbull dogs, Bella and Barbarossa. He even meets a lovely young girl and things seem to be getting better. But then Barbarossa is stolen after winning a competition at a local fair! The thieves are part of a dogfighting syndicate. When Janko discovers this, he does all he can to get his dog back.

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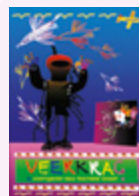
his older brother, Silas. The hero's path crosses with two beautiful girls: Sabriena, the fiery and passionate hunter, and the squeamish, flirty Ciska.

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of these authors write in a way that readers can identify with and aim to expose teenagers to various writing styles. Each section ends with questions designed by experienced educators that encourage further exploration of the texts. This anthology will inspire learners to become lifelong readers.

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Book 1 F. Magqashela, K. Mamane, T. Ntwana, N. Shanqu, X. Tshongolo

This multi-genre anthology includes folklore, short stories, poetry and drama to help learners comprehend and analyse texts independently. *Our Heritage* is our pride and dignity, our tradition and our sense of belonging!

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**Kufundwa ngamava**

M. Dana

Nzingo is the principal of Sulenkama school in Qumbu. He is expelled by his community, because they want Zweni, a child born in the area, to head the school. After a number of difficult encounters, Nzingo eventually moves to Cape Town to start a new life. Zweni is a successful principal, but unhappy because his older brother is jealous of his success.

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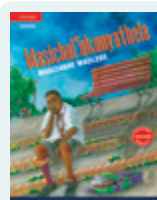
**limbuso zikaGawulayo**

S. Bangani

limbuso zikaGawulayo is a heart-wrenching novel that highlights the effects that HIV/AIDS can have on families, irrespective of wealth or status. ZamaMpondo and Thambo, a princess and prince, encounter a number of challenges, including HIV. When ZamaMpondo dies, her mother follows shortly. Her father, Libalele, cannot endure the pain caused by the loss of his wife and daughter, and commits suicide by hanging himself.

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**Masichul'ukunyathela**

M. Madlebe

Velile is a young, clever boy and like any other boy of his age, he makes mistakes and faces many challenges while growing up. The well-behaved Velile is tempted to stray from his path by his peers, but overcomes the pressure by being true to himself and loyal to his parents and teachers. Through Velile, the author of this novel reinforces the steadfast and responsible values of honesty, honour and integrity.

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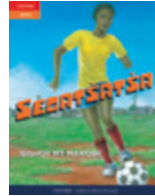
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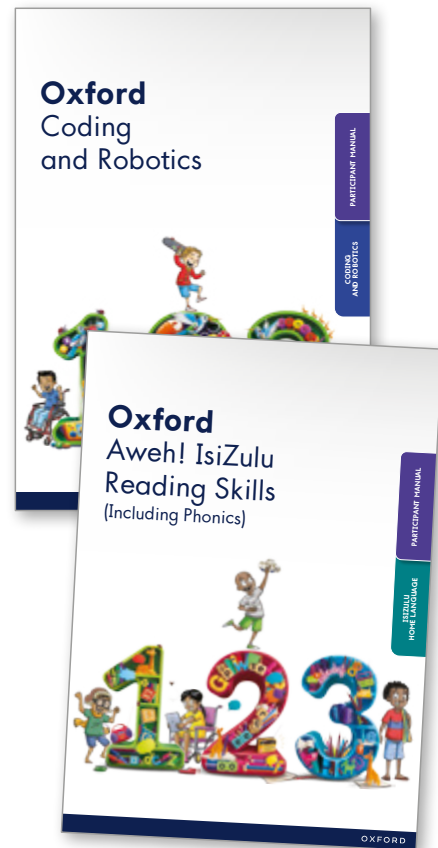


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