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**Ririmi ro Engetela
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Grades

4 5 6

**CAPS APPROVED
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Why choose our books?



TOP CLASS



**PREMIER
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Sets

Masih

Fully CAPS
compliant

Lots of activities
and exercises

Relevant
examples
throughout the
books

1

2

3

Improves
learner's results

Assess progress
easily

Reduces the
admin burden



TOP CLASS



**PREMIER
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Advantages of using our books

swana
Tota
mbisane



Idube
Incwadi Yokufunda

Ririmi ro Engetela
ro Sungula



LULWIMI
Lwasekhaya

Simple language,
written at the
level of the
learner

Easy to plan
lessons and
assessments

Planning
and Tracking
booklets help to
make teaching
easier

4

5

6

Helps save
planning and
preparation time

Follows the CAPS
precisely, making
teaching easier

Most of our titles
are available as
e-Books

swana
Tota
mbisane



Idube
Incwadi Yokufunda

Ririmi ro Engetela
ro Sungula



LULWIMI
Lwasekhaya

All our CORE material is CAPS APPROVED

Components available

Learner's Book

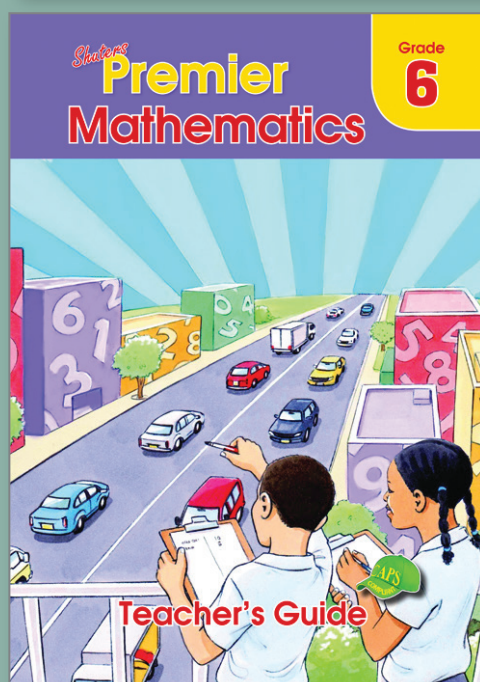
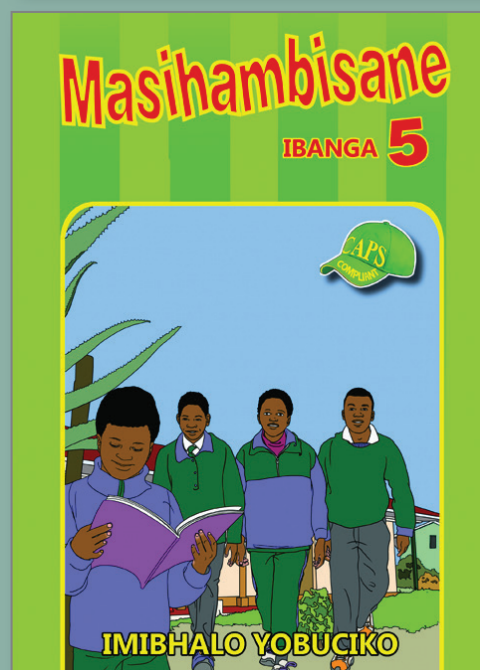
- Provides learner-centred and practical activities
- Varied texts and activities to engage the learners
- Colourful and supportive artwork to promote visual literacy

Reader (Languages)

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

Teacher's Resource Book / Teacher's Guide

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



Features of our Learner's Books

Grade appropriate font



Informative, supportive artwork



Cater for diversity



TERM 5
Unit 12 Tell me a fable

fable curious shrink gale prisoner

LISTENING AND SPEAKING

A. Listening to a fable FAT Task 1 Listens to and speaks about a story (20 marks)

A fable is a short story which teaches a lesson or a moral. Sometimes they tell you how things came about. Fables are often about animals who talk and act like humans.

- Who is the character in the fable you have just listened to? [1]
- What happened to him? [2]
- What happened after he kicked and splashed in the milk? [2]
- Use these pictures to retell the story in the right order. [12]



- Finish this sentence:
The moral of this story is: We must _____. [3]

B. Listening to a poem called *The Sore Loser*

- What do the words 'sore loser' mean?
- Who is speaking in this poem? How do you feel about him?
- Use words to describe the rabbit.
- Have you ever been a sore loser? Tell someone about this.
- Find the rhyming words in each verse. Clap them out.

C. Act out the first two verses of the poem

UNIT 12: Tell me a fable

A cow is an example of a mammal.



A shark's 'bones' are made of a soft substance called cartilage. In this way they are not like other vertebrates.

EXERCISE 4

Describing the animals around you

Look at these pictures of animals. What are their names?

SOME INVERTEBRATES



SOME VERTEBRATES



Choose one animal from each group to describe.

- Copy the following table and fill in your answers.

UNIT 1: Plants and animals on Earth

Umsebenzi

(a) Ngokubona kwakho yini inhloso ngalesi sikhoko?
(b) Uthini umbono obekwe yisikhulumi esivumelana nesisikhoko?
(c) Uthini owakho umbono ngalesi sikhoko?

Ake silolele inkulumompikiswano siyilandelele sisizwa ulwazi olusebhokisini. Sizobe sesiphendula imibuzo.

Umpathishihlalo: Bafowethu nabodadewethu, ngiyabingelela. Namhlanje sizokhuluma ngesikhoko esithi: Mawuphele Umfaniswano Ezikoleni. Isikhulumi sokuqala esivumelana nesisikhoko nguBonga wakwaThabethe.

Bonga: Mphathishihlalo, bafowethu nabodadewethu, mina ngiyavuma ukuthi mawuphele umfaniswano ezikoleni ngalesi zizathu: Esokuqala wukuthi akukuhle ukuthi uthi uhamba emgwaqeni ube ukhonywa ukuthi ungumfundi walesiya sikole. Esesibili izizathu wukuthi sinezimaphila eziningi ezinhle esingazi ukuthi sizozigqokaphi, nini futhi. (ahlele phantsi)

44

Features of our Readers

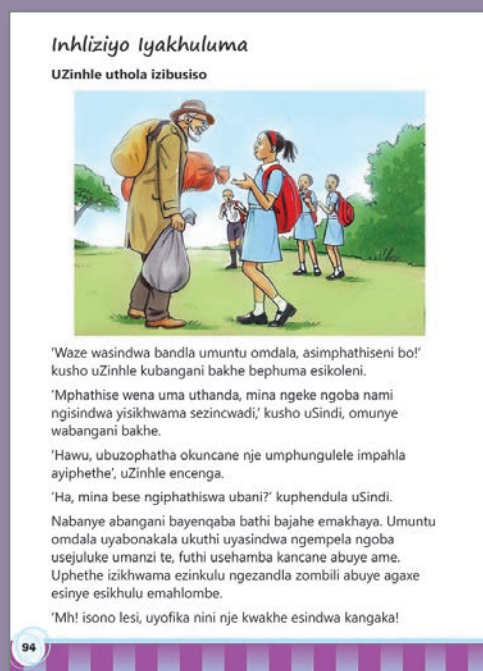
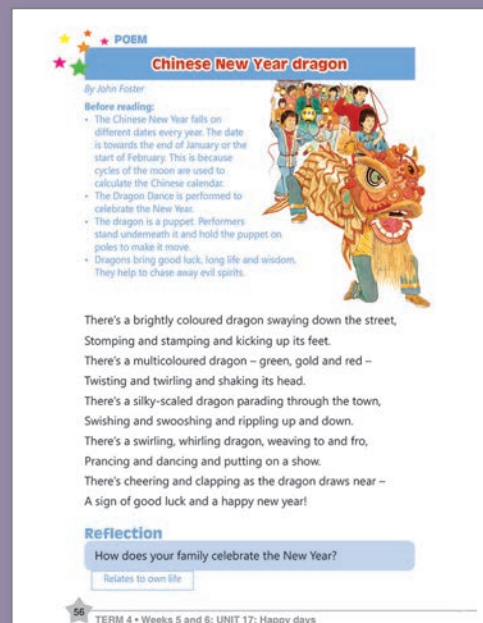
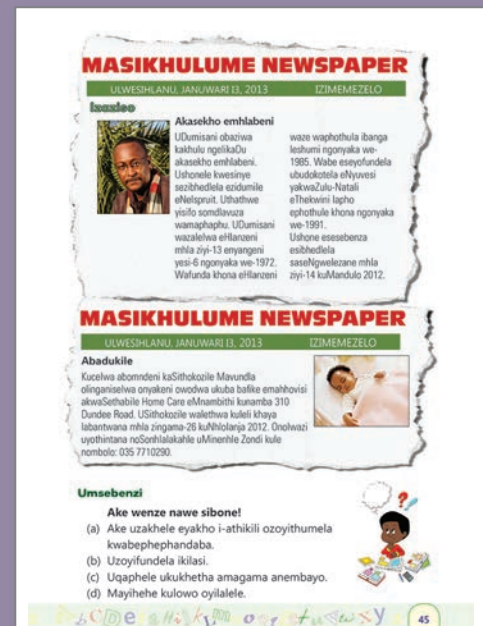
A variety of texts



Pre- and Post-reading activities



Accessible font and supportive artwork



Features of our Teacher's Resource Books

Provides clear guidelines to the teacher



A range of assessment activities



Provides assessment rubrics



Additional activities for Listening and Speaking

Recite or read a poem
Individual

Guidelines

- Learners find a poem either on a family member, or about a pet – dog or cat.
- They practise reading it aloud with expression.
- They read or recite their poem to the class.

Play a game
Class

Guidelines

- Choose two learners. One will give instructions and the other will follow them.
- The first learner gives instructions such as: Go and sit next to Thandi; crouch down on the floor; write a sum on the board; fetch three pencils. The second learner has to carry out the instructions.
- The game will be fun if the instructions are slightly ridiculous.

An alphabet game
Groups

Guidelines

- Groups sit in a circle.
- The first begins: My friend's name is (beginning with A (Ann)) and she is (adjective beginning with A (angry)). She lives in (town beginning with A (Alandale)).
- Next learner has to use the letter B.
- Each group member takes a turn until they run out of ideas.

READING AND VIEWING

A. Before reading

Class

Guidelines

- Do the prediction activity on page 2 of the Learner's Book.
- Ask learners to say what they think the story will be about.
- Ask who they think George is and what the fact that he is hungry will have to do with the story.

B. Reading the story

One-to-one

Guidelines

- Read the story 'Hungry George' with the class, explaining any new words.
- Learners then work in pairs and take turns in reading aloud to each other.

4 TERM 1: Weeks 1 and 2

FORMAL ASSESSMENT

B. Planning your story
[FAT Task I]
Write a simple story with dialogue
Individual

Guidelines

Learners need to ensure that their story has an introduction, a middle and an end (conclusion).

C. Write and edit your story
[FAT Task I]
Write a simple story with dialogue
Individual

Guidelines

- Learners write a story of at least 100 words (3-4 paragraphs).
- Once their first draft is written, they must give it to a partner to check.
- The final, edited copy is handed in for formal assessment.

Use the following assessment tool to assess the story.

Criteria	Maximum marks
Story has a clear beginning, middle and ending	5
First tense is maintained throughout story	5
Effective use has been made of dialogue	5
Inverted commas have been used correctly	5
Events occur in a logical sequence	5
Language used to create an impact on the reader	5
Total out of 30	

Total marks for Writing task: [30]

LANGUAGE STRUCTURES AND CONVENTIONS

A. Direct speech
Whole class/individual

Guidelines

Read the comic strip, discuss the answers to the questions to ensure learners' comprehension and explain direct speech. Write two examples on the board and then give the learners three sentences to correct.

Answers

- a) "Aha! This is a magic rock!" exclaimed Anansi.
- b) "It's hot today," said Anansi.
- c) "Do you want to take a walk in the cool forest with me?" asked Anansi.

B. Reported speech
Whole class/individual

Guidelines

Explain how pronouns change when using reported speech.

UNIT 12: Assess the spider 89

Mid-year Examination paper memorandum
Grade 5
Paper 1

Section 1: Oral: Reading aloud, listening and speaking

A: Reading aloud [30]

Over Jackal got away – A traditional Zulu story

The following rubric can be used for this reading activity.

Reading aloud rubric

Name: _____ Date: _____

	1	2	3
Expression	The learner attempted to show feeling or to sound like different characters.	The learner attempted to change voice some of the time.	The learner read like a robot; s/he failed to change the sound of his/her voice.
Rate	The learner read at a steady rate that was not too fast and not too slow.	The learner read a little too fast or a little too slow.	The learner read much too fast or only very slowly.
Accuracy	The learner read every word without help and didn't hesitate.	The learner read most of the words independently, but a couple of times hesitated or needed help.	The learner read some words correctly, but needed lots of help.
Phrasing	The learner paid attention to punctuation and grouped words and they made sense.	The learner read some phrases correctly.	The learner read each word with no awareness of phrasing.
Comprehension	The learner was able to answer all the questions.	The learner was able to answer some of the questions.	The learner was not able to answer questions based on the text.

[15]

B: Listening and Speaking

Put learners into small groups to discuss the questions based on the listening text. Use the following rubric to assess each learner's contribution.

The following rubric can be used to assess participation and performance of learners.

Level	Participation	Performance	Contribution
Did not participate at all 0-1 mark	Did not participate only gave responses incoherently 0-2 marks	Often participated but gave responses incoherently 2-3 marks	Always participated and contributed positively 4-5 marks
No response and little ability to formulate answers 0-2 marks	Inadequate responses and hesitating techniques 3-4 marks	Appropriate responses and questioning and techniques 5-7 marks	Exceptional understanding of the topic and questioning techniques 8-10 marks

[15]
(Total 30)

English First Additional Language 185

Checklist for Best Textbook Selection

- Item 1** ☒ Fully CAPS compliant
- Item 2** ☒ Language at the correct level
- Item 3** ☒ Illustrations support the text
- Item 4** ☒ All components are clearly linked
- Item 5** ☒ Provides opportunities for expanded learning
- Item 6** ☒ Practical and user-friendly layout
- Item 7** ☒ Provides a carefully scaffolded learning experience
- Item 8** ☒ Fully representative of our diverse country
- Item 9** ☒ Provides plenty of opportunity for assessment
- Item 10** ☒ Appropriate examples throughout the book



Most of our titles are also available
as e-Books



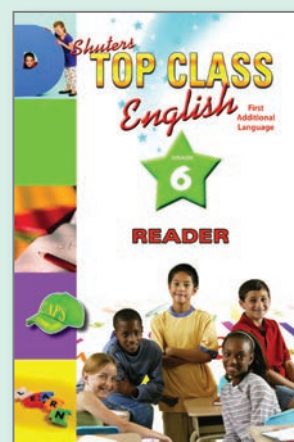
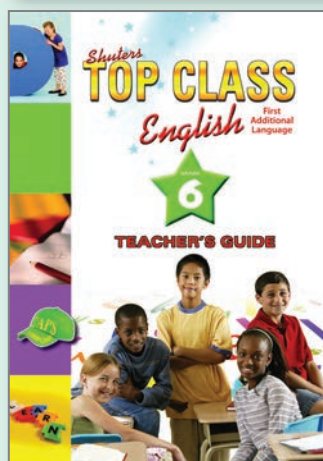
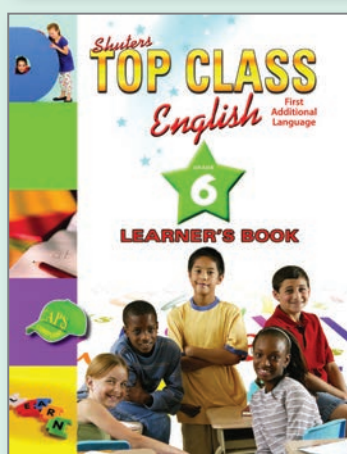
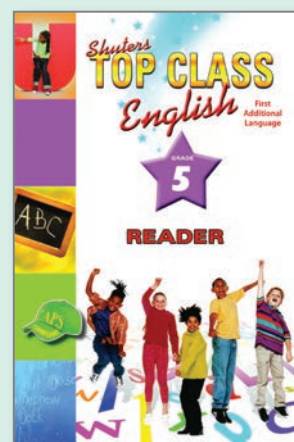
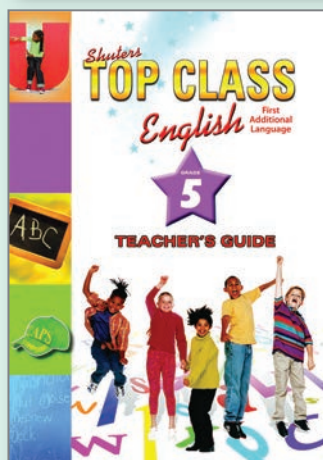
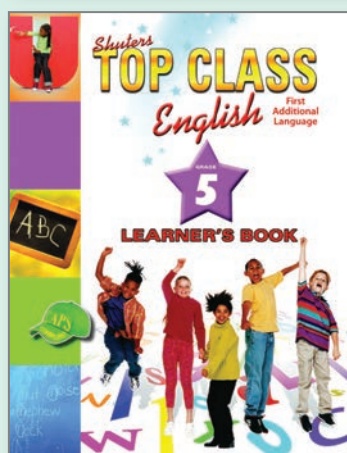
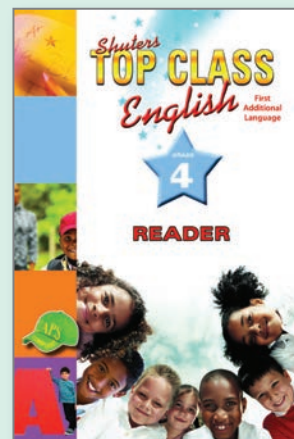
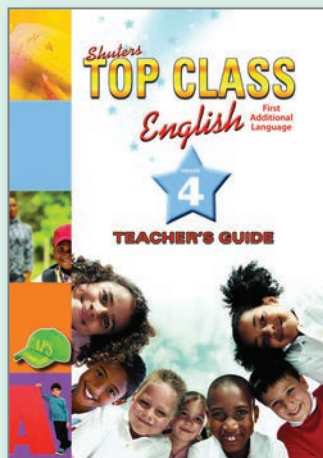
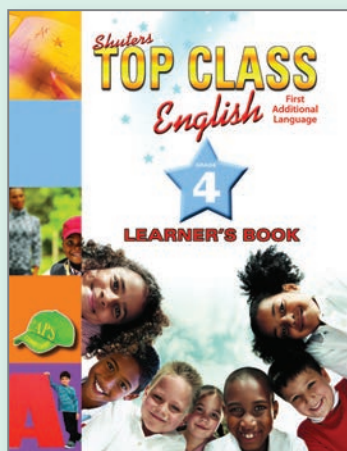
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ENGLISH

FIRST ADDITIONAL LANGUAGE CAPS INTERMEDIATE PHASE

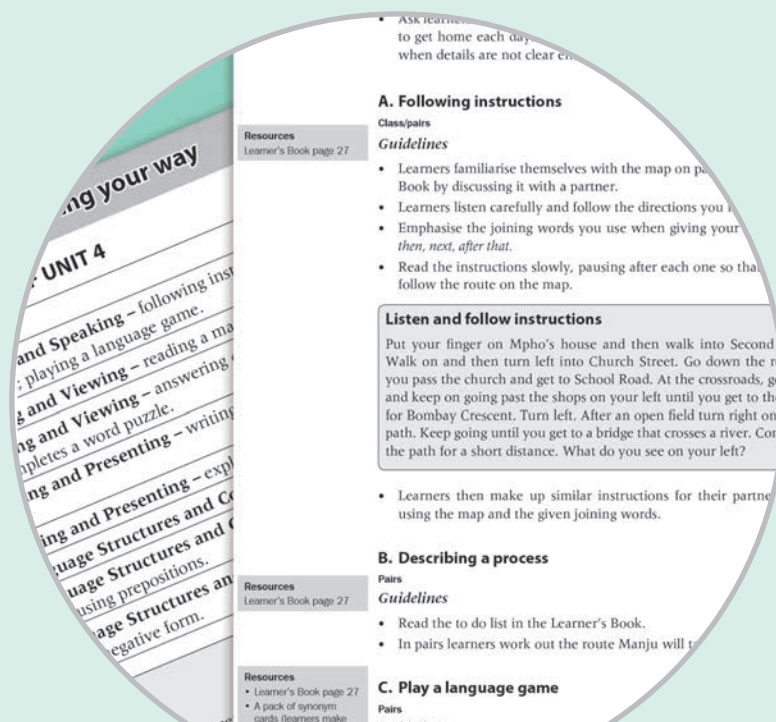
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READER 9780796049384	READER 9780796049445	READER 9780796049506

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- Practical Teaching Plans
- Step-by-step Guidelines and Answers for all Activities
- Formal Assessment Tasks
- Photocopiable resource material

READERS include:

- Stories
- Poems
- Plays
- Pictures and activities
- Information and other texts

Parts of a sentence work together

Verbs *is* or *are* in these sentences:

- The puppy is cute.
- The soccer players are best friends.
- Phindi is the player who scored the winning goal.
- The team are happy they won their match.
- Soccer is a game for girls and boys.

Notepad

Concord means to work together. The parts of a sentence must work together. If the noun is singular, the verb must be singular. If the noun is plural, the verb must be plural.

- There **is** one boy. (is = singular)
- There **are** two girls. (are = plural)

B. Prepositions FAT Task 1 Language structures and conventions in context [10 marks]

A preposition tells you where something is.
For example, *My ball is **under** the tree.*

Write a sentence for each picture using a preposition from this list:
in on next to under between



LEARNER'S BOOK

- 'On-page' reinforcement texts
- Varied texts and activities
- Colourful artwork promotes visual literacy
- Extension material available to learner



Gcina Mhlophe does not just tell stories. She plays, sings and dances stories. She casts a spell over the audience as she tells the story to life.

Gcina Mhlophe is a famous storyteller. She was born in Hammarsdale, KwaZulu-Natal and was brought up by her grandmother. Now she lives in Durban.

"My grandmother taught me everything about telling stories. When I was growing up, half the kids in our neighbourhood

would come to spend the evening at home so that they could listen to izingane kwane (tales)."

Reflection

Find one of Gcina Mhlophe's stories, or another South African story from the library. Do a short oral review using the following frame:

Story: _____
Author: _____
Opinion of the story: _____

General book review

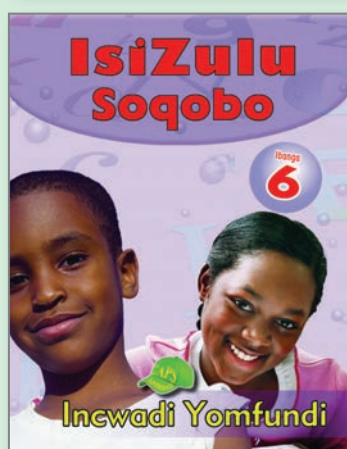
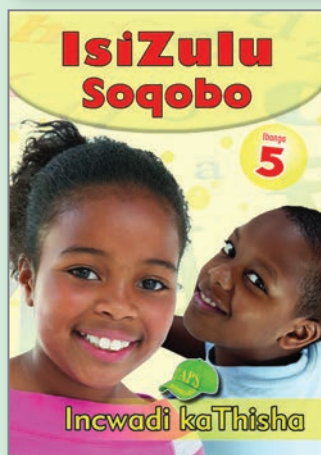
GRADE 4		GRADE 5		GRADE 6	
Me and my family	Wild animals	Stories old and new	Disasters	Colours	Global warming is not cool!
I am special	Time to act!	The Olympic Games	Protecting our trees	Dogs	The wonder of flying
Friends	South Africa – our special country	Messages in time	The Big Five	A friend in need	Air
Fun	Saving planet Earth	Things we do for fun	Anansi the spider	Finding your way	The magic of drama
Fabulous food	Happy days	Rhyme and rhythm	The sea	Playing with poetry	Reach for the stars
We are the champions	Music	South African tales	On stage	Wonderful, powerful words	Endangered animals
What's the weather?		What's in a newspaper?	A new beginning	Trees	School
Beautiful birds		Wonderful water	Caring for our world	Hope and courage	Caring for the environment
The animal world			Super senses	Finding out	
I have a dream				Gandhi – a great soul	
Space travel					
Tell me a fable					

ISIZULU

ISIZULU SOQOBO

CAPS IBANGA 4•5•6

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READER 9780796054142	READER 9780796054210	READER 9780796054289

IsiZulu Soqobo

yizincwadi eziluchungechunge ezihlelelwe IsiZulu Ulimi lwaseKhaya. Zisukela ebangeni lokuqala kuya kwele-12. Lezi zincwadi zihlelwe zabhalwa kabusha ngokohlelo lokufunda lwe-CAPS. Esigabeni esiphakathi nendawo (iBanga lesi-4 kuya kwelesi-6) kukhona Incwadi Yomfundi, Incwadi Kathisha kanye nencwadi Yokufunda.

izilwane abantu amanzi

- _____ bazobulawa indlala nokoma.
(ii) _____ zifuna utshani obuluhlaza.
(iii) _____ ayencipha emfuleni.
(iv) _____ buzosha bube mhlophe.

Izaga Bhala uqedele lezi zaga ngamagama afanele owanikeziwe

Isibonelo: Hamba juba bayokucuthaHamba juba bayokucutha phambili.

(i) Akukho mfula	iyanele
(ii) Isina muva	ungenaliba
(iii) Kulele kunye ukuba kubili	ungahlokomi
(iv) Akukho mmango	liyabukwa
(iii) Indlu yegagu	ngabe kuyavusana

nganiso

le misho ngezihlanganiso ozinikeziwe

INCWADI YOMFUNDI

tholampilo. Wabe usufile ukoma. (n
kangaka? (kanti)

gakhuluma

uthola izibusiso



aze wasindwa bandla umuntu omdala, asimpfathiseni b
uZinhle kubangani bakhe bephuma esikoleni.

INCWADI YOKUFUNDA

ena uma uthanda, mina ngeke ngoba n
ikhwama sezincwadi,' kusho uSindi

Sokukhomba

IBIZO	EDUZE	BUQAMAMA	
indishi	le	leyo	leya
1. isithelo	lesi	leso	lesiya
2. izitshalo	lezi	lezo	leziya
3. isaladi	le	leyo	leyaya/leya
4. imifino	le	leyo	leya/leyaya
5. amazambane	la	lawo	lawaya
6. ujusi	lo	lowo	lowaya

B.Ukufunda Nokubukela Ama-oral (5 amah
(Bheka incwadi yomfundi ikhasi 42)

Ukufunda imiyalelo yemibhalo

Indlela yokwenza umsebenzi

Ingxoxo ngaphambi kokufunda

1. Hlalisa abafundi ngamaqembu.

- Abafundi ababuke isihloko sendaba nezithombe bese beqagela ukuthi indaba ingase ixoxe ngani.
- Abaxoxisane ngezinkomba ezibahlela ekutheni indaba inga ixoxe ngani.
- Abaqagela umqondo wombhalo ukuthi angase abhale n
- Abasho izizathu ezenza baqagela kanjalo belandela i zesihloko nezithombe zendaba.

Ukufunda kukathisha kokukhombisa

iniseka ukuthi abafundi bayayazi inca
zamaqam

INCWADI KATHISHA

IBANGA 4

Imindeni nezihlobo
Ubunye
Izindaba zasemandulo
Ezempilo
Ezisematheni
Ezemvelo
Ukuphilisana Nabanye Abantu
Ubuntu
Imisebenzi Esiyenzayo
Ezokuvakasha
Amanzi
Ezasemandulo
Isimo Sezulu
Ezokuxhumana
Ukuphepha Emgwaqeni
Ezokuthuthukisa Umphakathi
Ezomnotho
Izinganekwane

IBANGA 5

Ezemindeni
Ezokuvakasha
Ezisematheni
Izindaba Zasemandulo
Ubunye
Ukulandela Imiyalelo
Ezemvelo
Ukukhuthazwa kobuntu
Ubuciko Namagugu EsiZulu
Ubunye
Ezababhizinisi
Ezasemandulo
Isimo sezulu
Imidlalo
Ezomphakathi
Ukuphepha Emgwaqeni
Intando Yeningi Ezikoleni
Imisebenzi Esiyenzayo

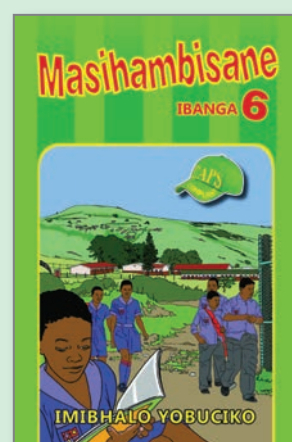
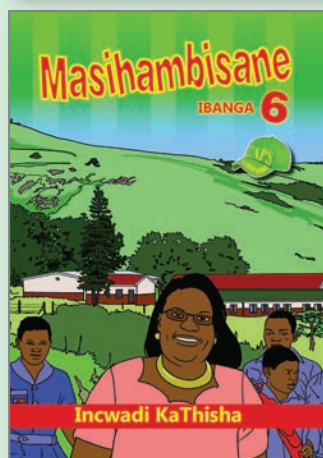
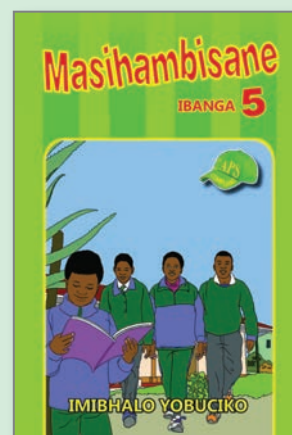
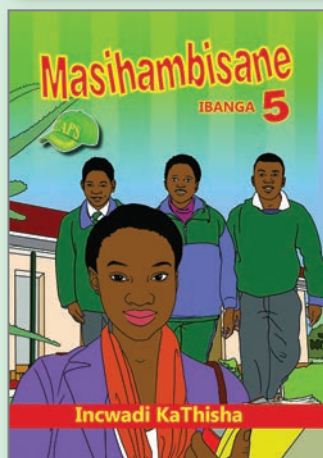
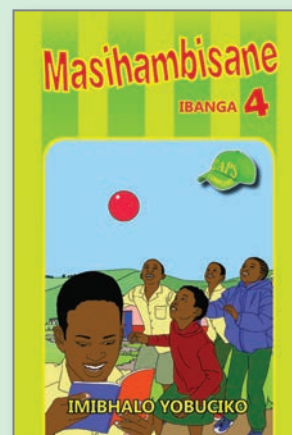
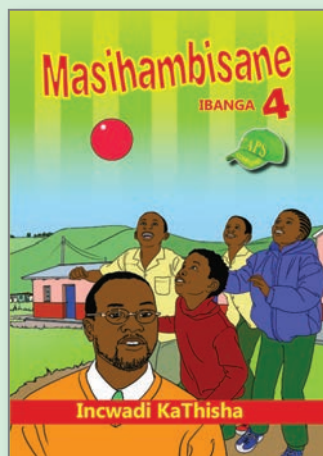
IBANGA 6

Impilo Yomndeni
Izinganekwane
Isikhangiso
Ezempilo
Ubunye
Ukuphepha ezintweni
Ukuziphatha komuntu
Abantu nezemvelo
Ezemidlalo
Ezemidlalo
Ezomphathi
Ukuphilisana nabantu
Ezentuthuko
Ezenhlalakahle
Imidlalo
Lapho sivela khona
Ukubuyekwezwa kombhalo
Ubuciko nempilo yesintu

■ ISIZULU

MASIHAMBISANE CAPS IBANGA 4•5•6

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TEACHER'S GUIDE 9780796053671	TEACHER'S GUIDE 9780796053749	TEACHER'S GUIDE 9780796053817
READER 9780796053633	READER 9780796053701	READER 9780796053770

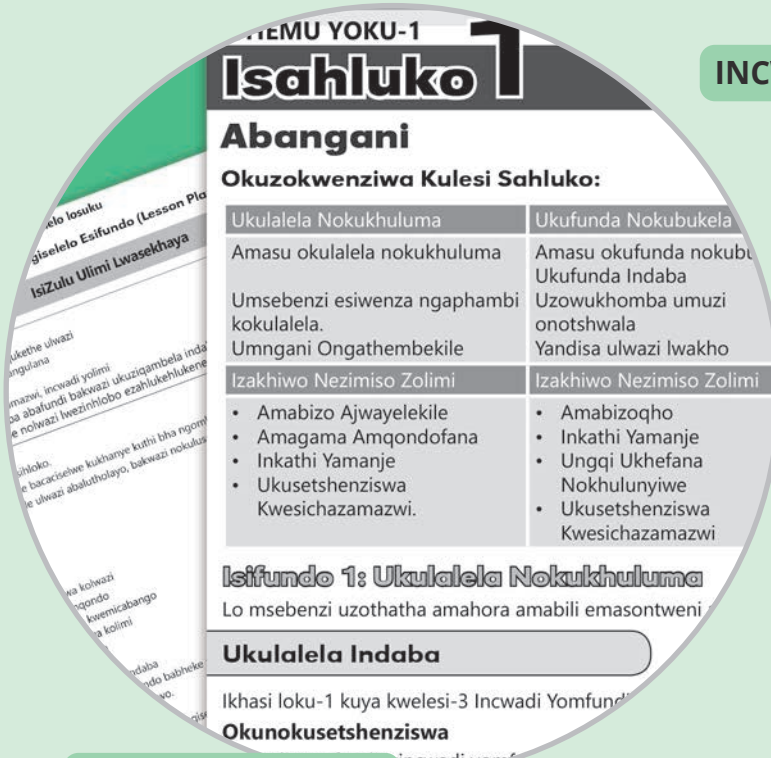
Masihambisane

Kukhona Incwadi Yokufunda equkethe izindaba ezimfishane, imibhalo yolwazi, amaphephandaba, izinkondlo, imidlalo, ubuciko bomlomo namanovelana; Incwadi Yomfundi nekaThisha. Uthisha ufakelwe:

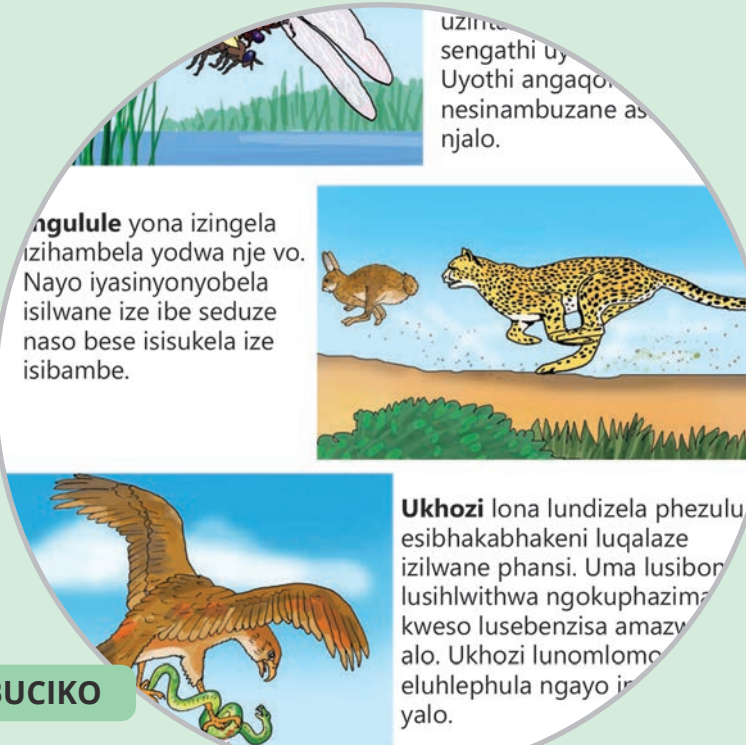
- Imisebenzi yonyaka wonke nezimpendulo zakhona
- Amaphepha okuhlola kwaphakathi nonyaka kanye nokokuphela konyaka
- AmaRubhrikhi azowasebenzisa ukumaka amatheksthi



INCWADI YOMFUNDI



INCWADI KATHISHA



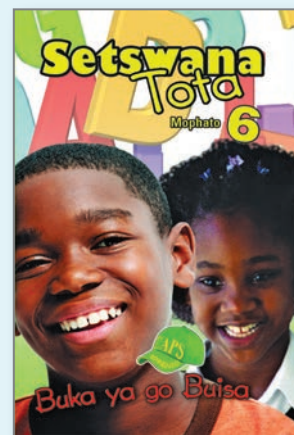
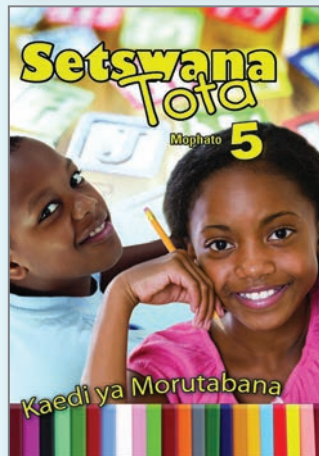
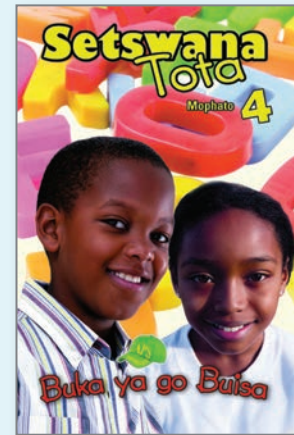
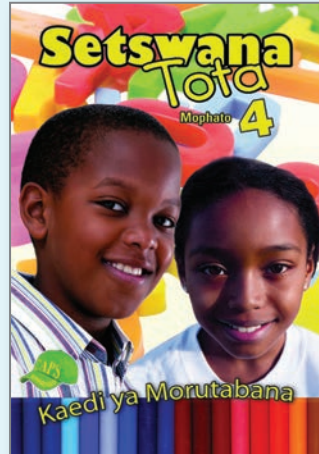
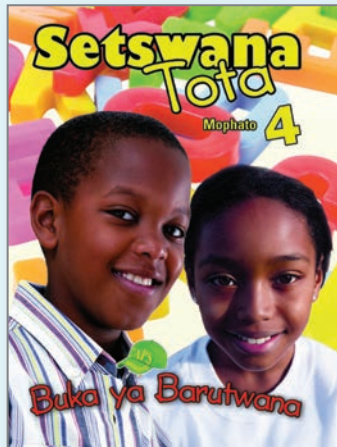
IMIBHALO YOKUBUCIKO

IBANGA 4	IBANGA 5	IBANGA 6
Esikoleni	Abangani	Usuku Lwami Lokuzalwa
Ikhaya	Siyapheka	Amaguga Akithi
Ukwethembeka	Amalungelo Ethu	Imisebenzi Esingayenza
Siyapheka	Izilwane	Ukuzinakekela
Intuthuko	Amakhono	Ezokungcebeleka
Ukudla	Amasiko	Ukudla Okunempilo
Izitshalo	Inkolo	Amagawwe Akithi
Zimnandi Ngokuphindwa	Imfundo	Izilwane
Ukuvikeleka Emphakathini	Izifo	Ezemidlalo
Ukuphathwa Kwemali	Ukuhweba	UHulumeni Wethu
Amakhosi Akithi	Ukuxhumana	Ulwandle
Ukhetho	Ezokuthutha	Ezokuphepha
Izithuthi	Isimo Sezulu	Ezemihlaba
Ezemidlalo	Izimbiwa	Imali
Uhwebo	Ezolimo	Izikhathi Zonyaka
Ubuchwepheshe	Ukuhlukumezana	Ukusakaza
Amanzi	Ukuzilolonga	Ukubambisana
Izihlahla	Ezokuvakasha	Ubuchwepheshe

■ SETSWANA

SETSWANA TOTA

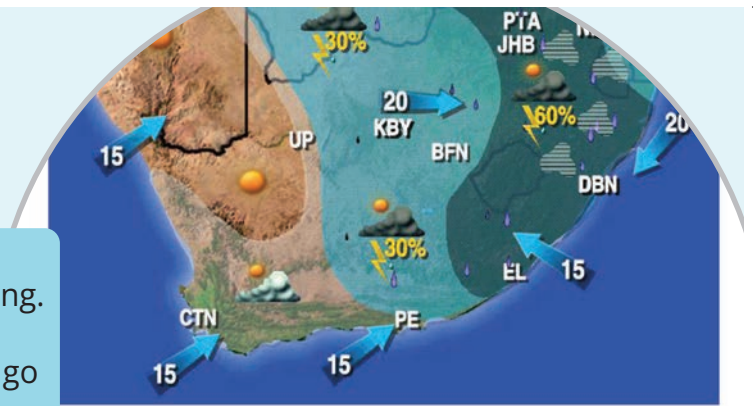
CAPS MOPHATO 4•5•6



MOPHATO 4	MOPHATO 5	MOPHATO 6
LEARNER'S BOOK 9780796051059	LEARNER'S BOOK 9780796051127	LEARNER'S BOOK 9780796051196
TEACHER'S GUIDE 9780796051103	TEACHER'S GUIDE 9780796051172	TEACHER'S GUIDE 9780796051240
READER 9780796051066	READER 9780796051134	READER 9780796051202

BUKA YA BARUTWANA

E tlhalosa ka tsenelelo bokgoni mo kharikhulamong. Ditiro tse di filweng barutwana di ba thusa go tlhaloganya le go nna le kitso e e tseneletseng ya go kwala dikgangkhutshwe, diathikele tsa makwalo-dikgang le go itirela bukatsatsi.



bosa a tlholwa ke go fetogafetoga ga tlelaemete. Koo re neng re tlwa...
a thata teng, pula e, e a kgala e fudugela kwa mafatsheng a mangwe.
o le rona mo Aforika Borwa re itemogelang pula fa go le mariga le merwa...
la di na.

Tiro 2: Dipotso

tse di latelang ka molomo

ba tsa botlhokwa go tswa mo pegelong e o e...
entshong.

ba tswa tshedimosetso

BUKA YA GO BUISA

Barutwana ba tla itumelela go buisa maboko, dikgangkhutshwe, dinaane, diterama le dipadi.

ne ba itumela thata, ba opela, ba binabina fa fatshe...
o. Ba ne ba bona sentle gore ba tla ja, ba kgore, mmogo...
nalapa a bona. Banna ba, ba ne ba na le ntlonyana e ba neng...
baya mo go yona se ba se tshwereng kwa nageng.

le ka letsatsi le, ba ya kwa ntlong eo,
ba ya go baya nama ya bona go
fitlha ka moso gore ba tle ba e
arogane sentle.



KAEDI YA MORUTABANA

E naya morutabana tshedimosetso e e tseneletseng ka kharikhulamo le go mo kaela go dirisa buka ya morutabana le buka ya go buisa.

MOPHATO 4

Bomefutafuta
Botshelo jo bo itekanetseng
Le nna ke arabilwe
Go tsaya ditaelo
Itse go boka
Jaanong o tla itse
Mpolelele dilo o mpolelele
Ke sa ntse ke reeditse
Tswelelo ya go tsaya ditaelo
Tla ke go lome tsebe
Ke gopotse kae?
Ntlotle
Maemo a bosa
Mokaragana
Dikgang tsa lekwadodikgang
(kuranta)
O mang?
Re ya marekelong
A ke nnete

MOPHATO 5

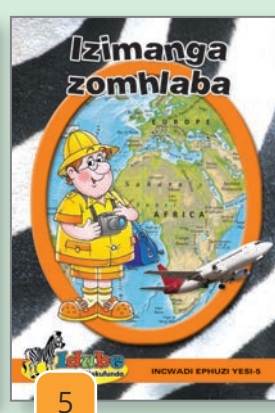
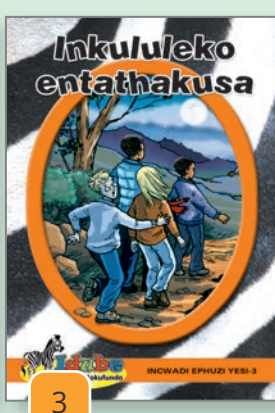
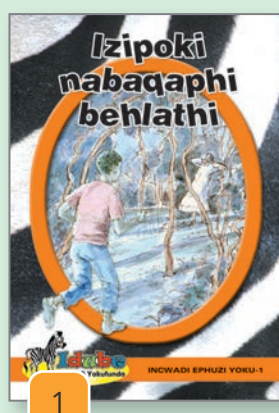
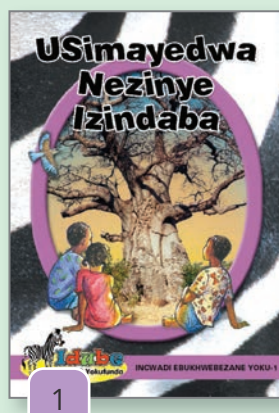
A re itapoloseng
Ntshale morago
Podi ya tsela
Nthute ngwao
Re ipela jang
Go sala ditaelo morago
A ke wena tota?
Boikgantsho jwa rona
Ntlhabele dinaane
Ke lebile kae?
A re yeng marekelong
Ga di bonwe bonolo
Bo tla sa jang
Metshameko
Re eta ka dikakanyo
Tlhokwa la tsela
Tshedimosetso
Le kae ka koo?

MOPHATO 6

Bomefutafuta
A o a dumela kgotsa nyaa?
Le ka go metsa
Ditumelo le setso
Monwana le lenala
Go sala ditaelo morago
Ke yo ke leng ene
Metlheng ya ga Bila!
Ke tla nna nao ka metlha
Nkitseng
Tla re buisane
Ntlotlele tsa maloba
O re bone re go bone
Mokaragana
O Mang?
Loeto lwa pene
Ikgakolole
A re ipeleng

ISIZULU

IDUBE IZINCWADI ZOKUFUNDA CAPS READING SERIES IBANGA 4•5•6



G4 B1	9780796044600	G5 B1	9780796044440	G6 B1	9780796044198
G4 B2	9780796044617	G5 B2	9780796044563	G6 B2	9780796044204
G4 B3	9780796044624	G5 B3	9780796044570	G6 B3	9780796044396
G4 B4	9780796044631	G5 B4	9780796044587	G6 B4	9780796044402
G4 B5	9780796044648	G5 B5	9780796044594	G6 B5	9780796044433

...esezabalazela ukuphuma em...
...diwembe impisi nomntanayo uMahlafuna...
...benza kahle kakhulu emishishilizweni yabo.
...Babesendaweni yesithathu.



Ekugcineni uJuju wamthola uHalala. Okwamang...
...hi wayehleli noJomo. "Hhayi bo, akufanele...
...nabe ulinde uBaba eduze kw...

IBANGA 4



Ungasicabanga isizathu esenza kubaluleke u...
...kubehongwago omuhle phakathi
...kweTheku neGoli?

Itheku laseThekwini lingesishiyagalolunye ubukhulu
uma liqhathaniswa namanye umhlaba wonke. Liyitheku
lempahla eliphithizela kunawo wonke e-Afrika futhi
liyisikhumulo samakhonteyna. Abavakashi abachitha
amaholide emikhunjini emikhulukazi nasezikebheni
bavamile ukuchitha isikhathi sabo eThekwini.



Ichweba laseThekwini



Kukhona okwakumkhathaza u-Ayize, lapho
esephindela ekhaya ngaleyo ntambama. Wayethole
ithuba lokusho isifiso sakhe, kodwa akazange. Ngani?
ayelokhu ezibuza. Ngabe wayeyisilima ngempela
ngoba uThabisa wayesho?

ezwa ukuduma kwamagagasi kude buduze...
...ehamba khona. Yilapho uMnumza...
...khona namhlanje.

IBANGA 5



Imbongi esencane yaseNingizimu Afrika uZolani Mkiva,
imbongi yase-Afrika, uvule umcimbi ngomnyakazo
oyisimangaliso. Kube sekugcwala eshashalazini abasini
engoma abayi-1 500 bezimo, ubungako neminyaka
ahlukene obekungathi banamadlingozi.

iculi odumile we-R&B u-R Kelly ucule iculo le...
...i-"Sign of Victory" ephelekezelwa yi-S...

Izithombe ezibazi



I-Statue of Liberty...
...esiqhingini esibizwa nge-...
...Island ekungeneni kwezibuk...
...lolwandle i-New York Harbour.
...Lesi sithombe sesithixokazi
...samaRoma senkululeko esiphethe
...ithoshi nento yokulobela saziwa
...kakhulu kangangoba size
...sisetshenziswe njengophawu
...lwezwe laseMelika lonke futhi
...njengophawu lwenkululeko
...nentando yeningi umhlaba
...wonke. Abavakashi bayakwazi
...ukungena phakathi kwesithombe
...bakhuphuke ngezitebhisi
...bayofika emqheleni waso.

Esinye isithombe
esidume cishe ukulingana
nesingenhla yi-Christ
the Redeemer esimi
siqongweni sentaba
c covado ebhekene
...bakazi i-Rio de
...e-South



IBANGA 6

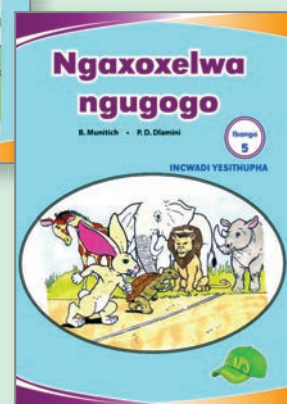
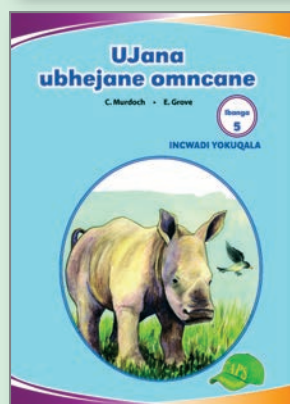
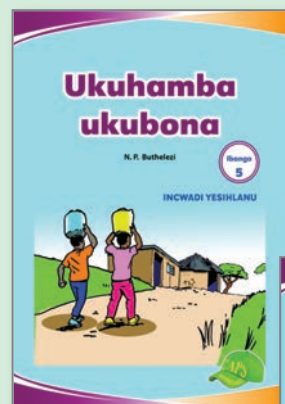
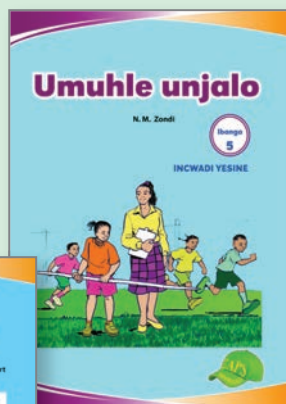
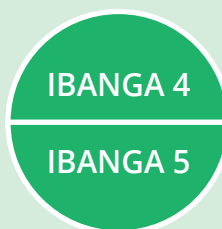
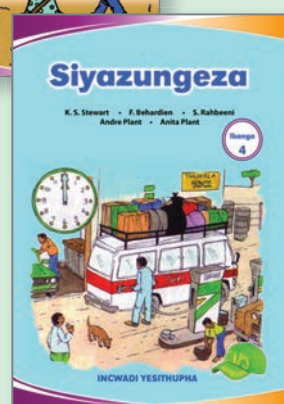
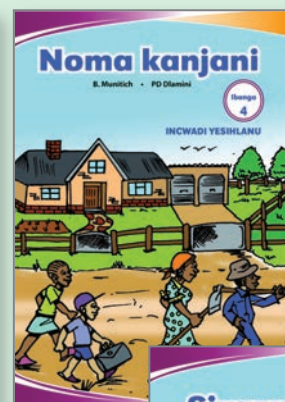
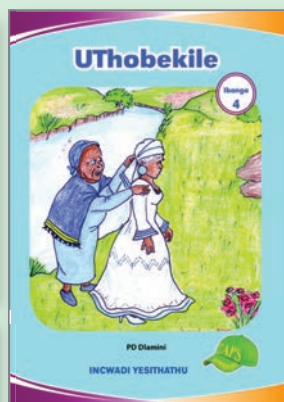
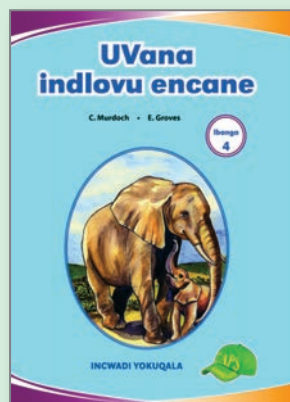


...eka emanzini. ...
...ele ushwibele emuva udobo lwak...
...ele phambili ngokushesha, kanje. Lapho le...
...zi, lungiselela ukuba ulushwibele emuva futhi."
...dumi wayesho emkhombisa uMandla.
"Kulungile, ngizozama." UMandla wafola nabanye
osebeni lwesiziba, ephosa abuye awusonge ulayini wakhe.

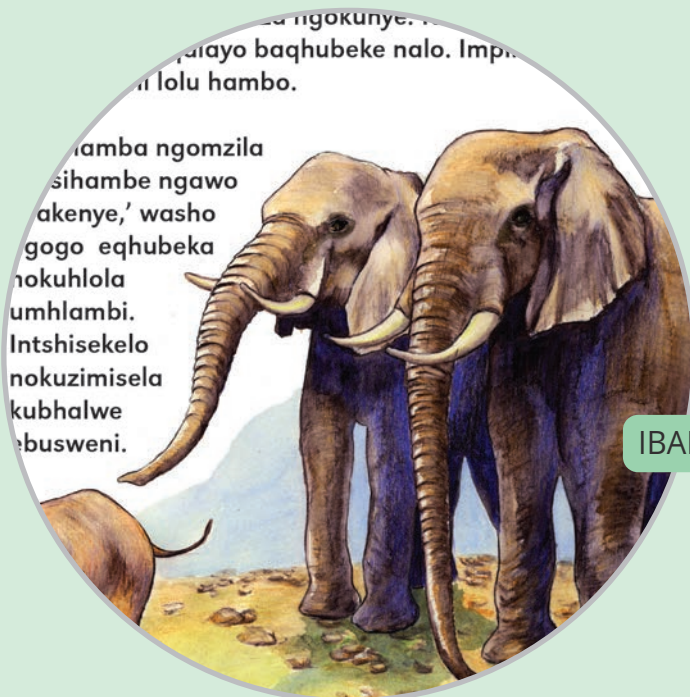
ISIZULU

IMVUBELO IZINCWADI ZOKUFUNDA

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UKeke iqhawekazi	9781775711223	Imikhuba yezilokazane	9781775711285
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IBANGA 4



le zifile izilwanyana kepha ziphuphuma int
e wabe esethole elihle igobolondo leli
vezana. 'Uyiqhawe lami.'
Keke. 'Bengingeke na



IBANGA 4

yo, kusho uma.
entshisi bese wena Lw
ena Lubanzi uzofaka ama
mbazane enza njengoba ayetsheliwe kungek
dumala. Intuthu yaphuma njalo ngomnyango we
ma, wawubaswa kanjani umlilo ungakabi bikho ume

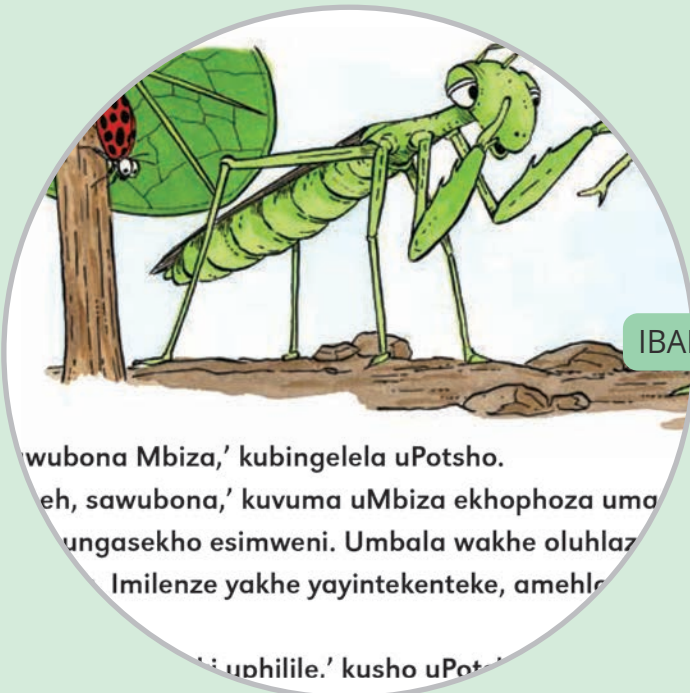
Wathula
ngokumom
kumphath

esayint
nab



IBANGA 5

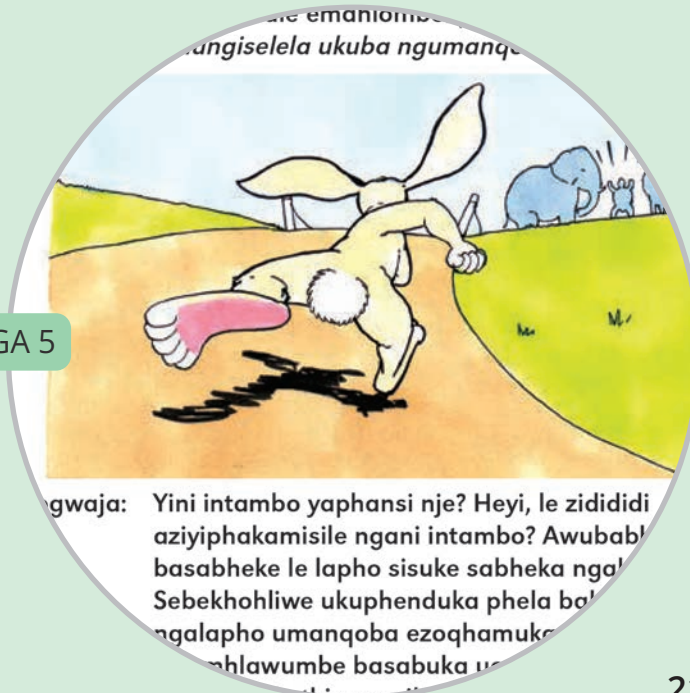
'Kwezinye izikhathi lapho
udinga usizo olwengeziwe u
uphile!' Kusho ubaba kaJana.
gidinge sizo lwamuntu,' kuphendula uJana, 'ngimk
bi ukuthi ngingaba ukudla kokhozi, futhi-ke, ngiyakw
uzifunela okwami ukudla.'



IBANGA 5

wubona Mbiza,' kubingelela uPotsho.
eh, sawubona,' kuvuma uMbiza ekhophoza uma
ungasekho esimweni. Umbala wakhe oluhlaz
Imilenze yakhe yayintekenteke, amehla

'i uphilile.' kusho uPot

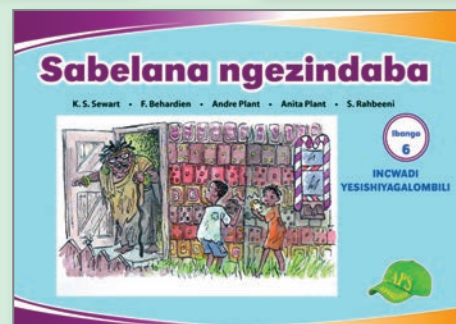
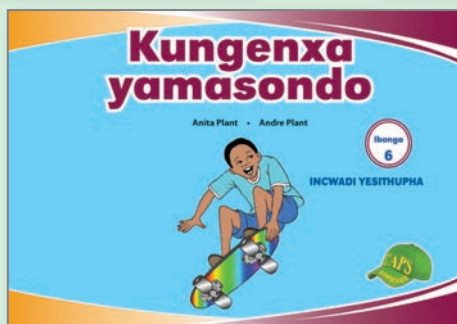
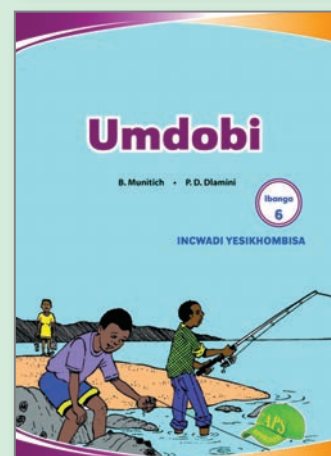
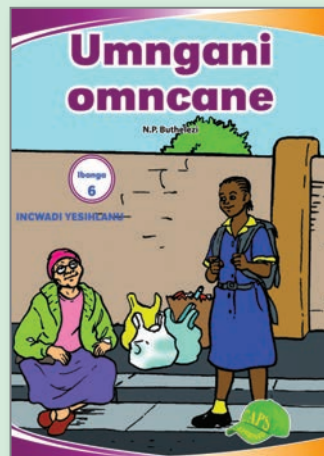
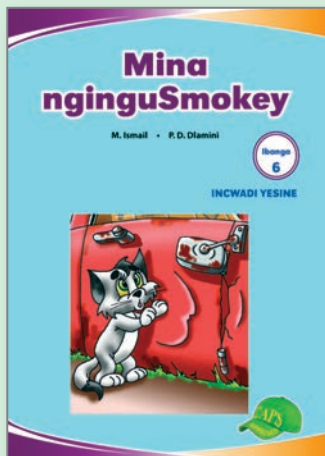
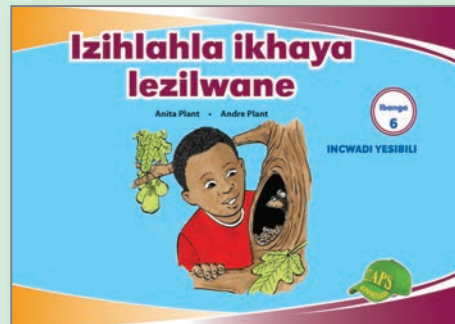
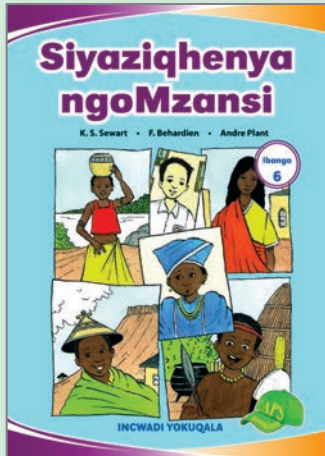


gwaja: Yini intambo yaphansi nje? Heyi, le zidididi
aziyiphakamisile ngani intambo? Awubab
basabheke le lapho sisuke sabheka nga
Sebekhohliwe ukuphenduka phela ba
ngalapho umanqoba ezoqhamuka
hlawumbe basabuka u

ISIZULU

IMVUBELO IZINCWADI ZOKUFUNDA

CAPS READING SERIES IBANGA 4•5•6



IBANGA 6

Siyaziqhenya ngoMzansi	9781775711339
Izihlahla ikhaya lezilwane	9781775711346
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Mina nginguSmokey	9781775711360
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Kungenxa yamasondo	9781775711384
Umdobi	9781775711391
Sabelana ngezindaba	9781775711407



SISWATI

LULWIMI LWASEKHAYA

CAPS READING SERIES LIBANGA 4•5•6



1



2



3



4



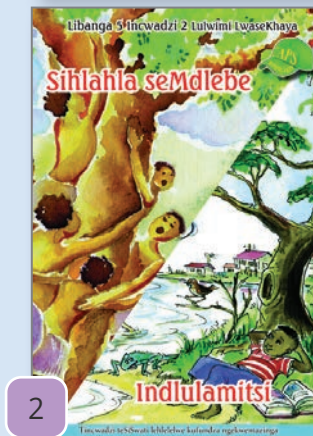
5

LIBANGA 4

LIBANGA 5



1



2



3



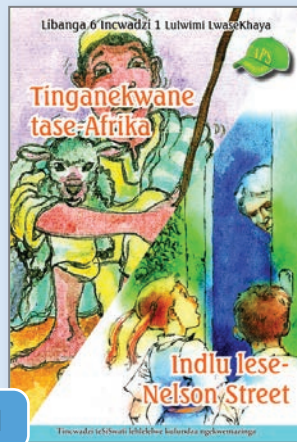
4



5

G4B1	9780796041371	G5B1	9780796041432	G6B1	9780796043344
G4B2	9780796041388	G5B2	9780796041456	G6B2	9780796043351
G4B3	9780796041395	G5B3	9780796041463	G6B3	9780796043368
G4B4	9780796041418	G5B4	9780796041470	G6B4	9780796043375
G4B5	9780796041425	G5B5	9780796041337	G6B5	9780796043382

LIBANGA 6



1



2



3



4



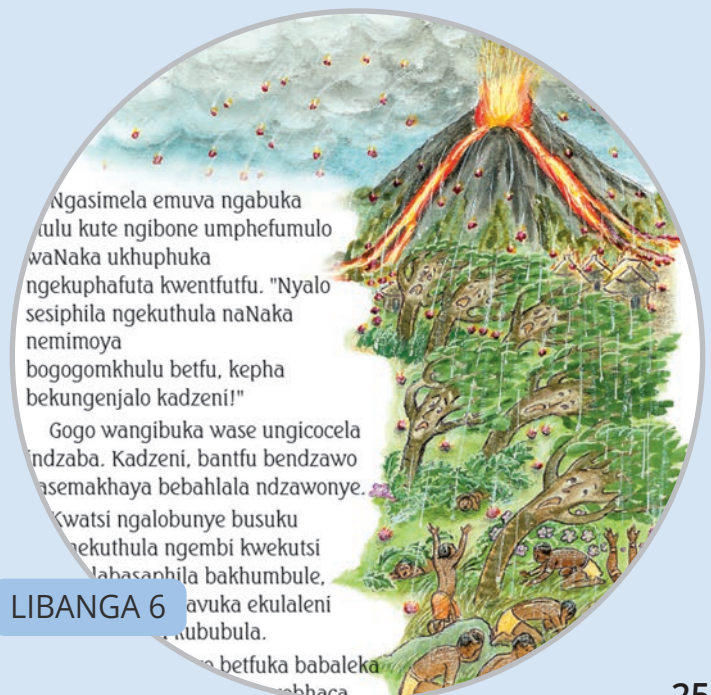
5



LIBANGA 4



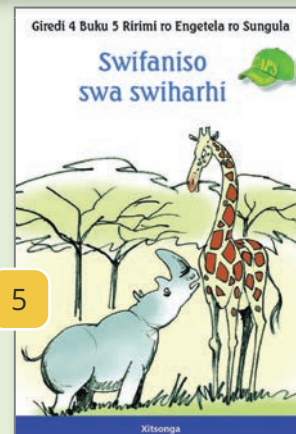
LIBANGA 5



LIBANGA 6

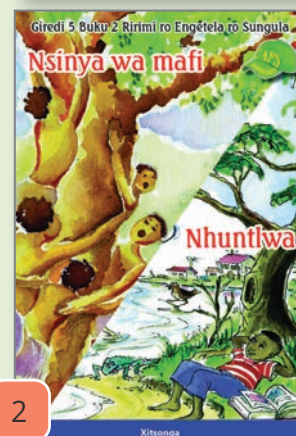
XITSONGA

RIRIMI RO ENGETELA RO SUNGULA CAPS READING SERIES GIREDI 4•5•6



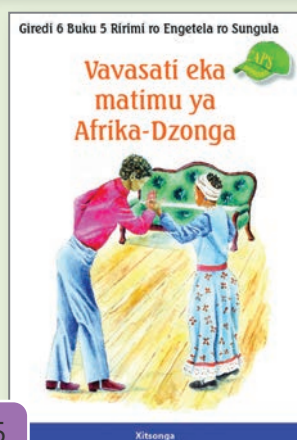
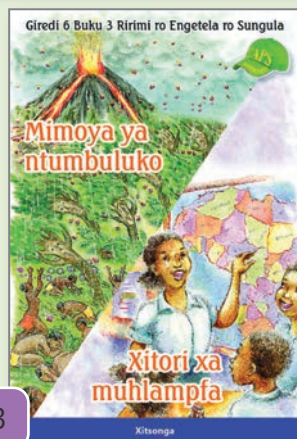
GIREDI 4

GIREDI 5



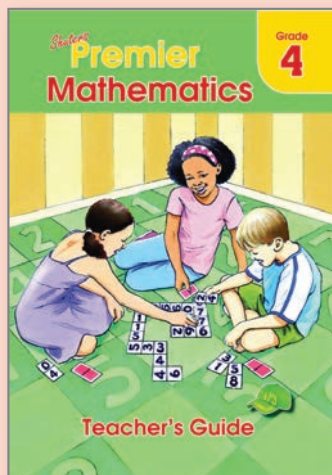
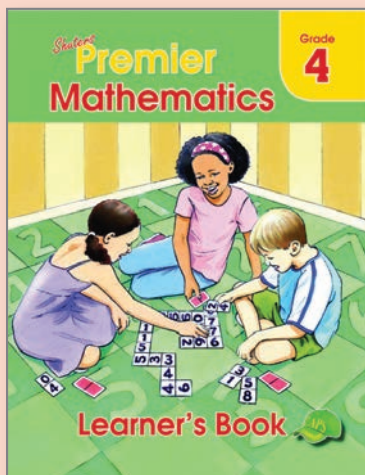
G4B1	9780796043399	G5B1	9780796046604	G6B1	9780796046659
G4B2	9780796043405	G5B2	9780796046611	G6B2	9780796046666
G4B3	9780796043412	G5B3	9780796046628	G6B3	9780796046673
G4B4	9780796043429	G5B4	9780796046635	G6B4	9780796046680
G4B5	9780796046598	G5B5	9780796046642	G6B5	9780796046697

GIREDI 6



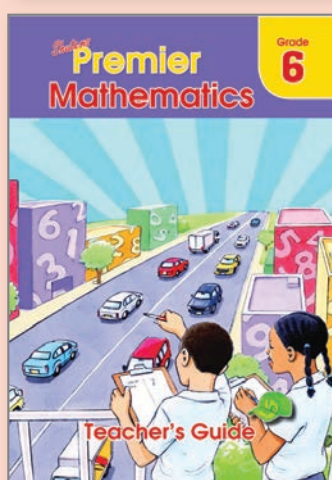
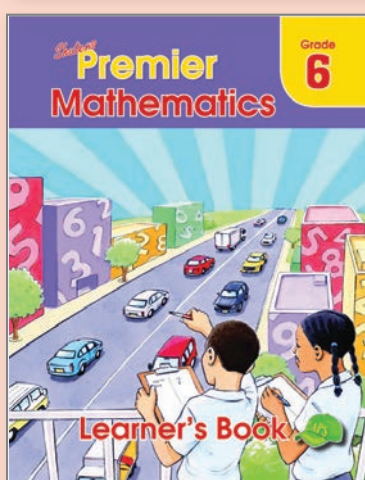
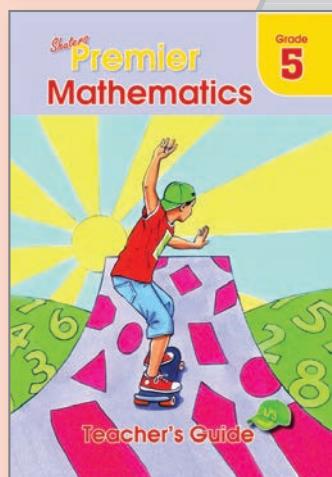
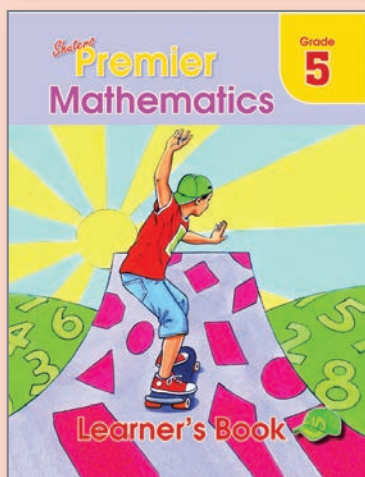
ENGLISH MATHEMATICS CAPS INTERMEDIATE PHASE

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SHUTERS PREMIER MATHEMATICS

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



...the litre. The amount that ...
...measurement for capacity is litres. The short way ...



The capacity of this container is 1 litre.
The volume in this container is 250 mL.

...ume is the amount of space that an object occupies (liquid in this exam
...e may have a 1 litre capacity but it may not be filled to its full capacity. It
...only contain a volume of 250 millilitres.

EXERCISE 1

...ct containers of different shapes and sizes.
...timate how many litres each container will hold.
...e a plastic bottle which has a capacity of 1 litre, fill it with water and m
...e capacity of each container in litres.
...and complete this table.

Container	Estimated number of litres	Capacity to the nearest litre	Difference between capacity and the

GRADE 4

LEARNER'S BOOK

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

GRADE 4	GRADE 5	GRADE 6
LEARNER'S BOOK 9780796058904	LEARNER'S BOOK 9780796058928	LEARNER'S BOOK 9780796058942
TEACHER'S GUIDE 9780796058911	TEACHER'S GUIDE 9780796058935	TEACHER'S GUIDE 9780796058959

Shutters Premier

TEACHER'S GUIDE

- Step-by-step guidelines for all lessons
- All assessment tasks required by CAPS
- Photocopiable tests, exams, with memoranda
- Photocopiable, daily mental maths programme, also available on a CD

EACH TERM COVERS:

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

EXERCISE 4

Adding and subtracting common fractions with the same denominators

When adding or subtracting fractions with the same denominator, only the numerator changes. The denominator stays the same. In other words you do not add or subtract the denominators, only the numerators are added or subtracted.

For example:

$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$

$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$$

$$\frac{1}{12} + \frac{3}{12} + \frac{6}{12} = \frac{10}{12}$$

$$\frac{7}{8} - \frac{3}{8} - \frac{1}{8} = \frac{3}{8}$$



the following fractions.



b.



GRADE 5

5. 4; 17; 235; 3 456; 15 437

Unit 3

Whole Numbers – Addition and Subtraction

NUMBERS, OPERATIONS AND RELATIONSHIPS

Overview

This unit focuses on teaching learners techniques for both context and context free situations. Learners are introduced to 'rounding off' to estimate a solution, addition and consolidation of the concept of adding and subtraction. The use of calculators is introduced for



MENTAL MATHS • 10 minutes daily

You may photocopy the applicable pages of the mental maths questions or, write the questions on the chalkboard.

Guidelines for lessons

Exercise 1

- **Learner's Book page 10.**
- Explain the meaning of the words 'ascending' and 'descending' to learners; ascending from biggest to smallest.
- Explain to learners what 'prime numbers' are and that they can only be divided by 1 and themselves.

GRADE 6

Year examination

Question 9



- What unit of measurement is shown on the ruler?
 - What is the length of the teaspoon to the nearest cm?
 - What would the length of 5 teaspoons be?
- What are the divisions on this jug?
 - What volume of liquid is in the jug?
 - If this jug holds 2 litres, how much liquid could be added?
- What is the mass shown at A _____ B _____
 - What is the total mass of A and B?
- 5 kg 50 g = _____ g
 - 4 125 m = _____ km _____ m

GRADE 4

GRADE 4

- Whole numbers
- Number sentences
- Addition and subtraction
- Numeric patterns
- Multiplication & Division
- Time
- Collecting, organising and analysing data
- Properties of 2-D shapes
- Common fractions
- Length
- Properties of 3-D objects
- Geometric patterns
- Symmetry

- Capacity and volume
- Counting, ordering, comparing, representing and place value of digits
- Viewing objects
- Transformations
- Mass
- Perimeter, area and volume
- Position and movement
- Probability

GRADE 5

- Whole numbers
- Counting, ordering, comparing and representing and place value of digits
- Number sentences
- Addition and subtraction
- Numeric patterns
- Multiplication and division
- Time
- Collecting, organising, representing, analysing, interpreting and reporting data
- 2-D shapes

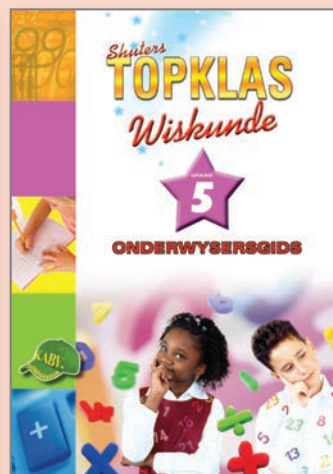
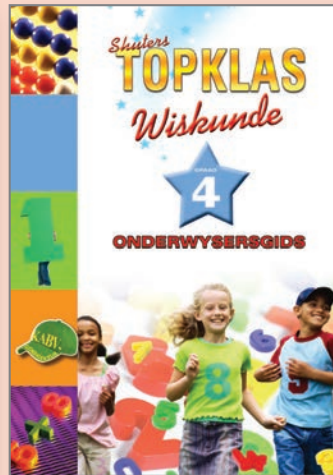
- Capacity and volume
- Common fractions
- Length
- Properties of 3-D objects
- Geometric patterns
- Symmetry
- Mass
- Viewing objects
- Properties of 2-D shapes
- Transformations
- Temperature
- Properties of 3-D objects
- Perimeter, area and volume
- Position and movement
- Probability

GRADE 6

- Whole numbers
- Counting, ordering, comparing, representing and place value
- Number sentences
- Addition and subtraction
- Common fractions
- Time
- Properties of 2-D Shapes
- Collecting, organising, representing, analysing, interpreting and reporting data
- Numeric patterns
- Multiplication & division

- Properties of 3-D objects
- Geometric patterns
- Symmetry
- Decimal fractions
- Capacity & Volume
- Mass
- Viewing objects
- Transformations
- Temperature
- Percentages
- Length
- Perimeter, area and volume
- Brief history of weights and measures
- Location and directions
- Probability

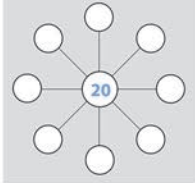
AFRIKAANS WISKUNDE KABV INTERMEDIÊRE FASE



SHUTERS TOPKLAS WISKUNDE

ontwikkel die leerder se wiskundige konsepte, vaardighede en kennis deur middel van probleemoplossing, sowel as analitiese en kreatiewe denke. Interaktiewe en individuele aktiwiteite help die leerders om die doelwitte van die KABV vir Wiskunde te bereik.

AKTIWITEIT 6
Begin met optel

1. Gebruik jou spreikaarte om die antwoord te vind. Hoeveel lekkers is daar altesaam?
Daar is 246 lekkers in een houer en 132 in 'n ander. Hoeveel lekkers is daar altesaam?
2. Hierdie is 'n optel-sirkel.

Teken die sirkels en vul dan die getalle in die sirkels in. Gebruik 3 verskillende getalle op elke lyn om sodoen altesaam 100 te maak. Gebruik altyd die 20 in die middel.
3. Teken die sirkels en vul die ontbrekende getalle in. Die getalle in die middelste sirkel en die in die buite-sirkel moet saam optel tot 40.

4. Sorteer hierdie getalle en skryf dit dan van die grootste tot die kleinste.

GRAAD 4

LEERDERSBOEK

- Gebruik geskikte wiskundige taal
- Bevorder noodsaaklike wiskundige woordeskat terwyl konsepte, kennis en vaardighede ontwikkel word
- Moedig hersiening aktief aan, as 'n integrale deel van die leerproses.
- Bied leerders geleentheid om take, toetse en eksamens te voltooi

GRAAD 4	GRAAD 5	GRAAD 6
LEERDERSBOEK 9780796047281	LEERDERSBOEK 9780796047304	LEERDERSBOEK 9780796047328
ONDERWYSGIDS 9780796047298	ONDERWYSGIDS 9780796047311	ONDERWYSGIDS 9780796047335

Shutters TOPKLAS

ONDERWYSERSGIDS

- Beklemtoon geskikte wiskundige taal om aktiewe leerderdeelname aan te moedig.
- Lesplanne bevat noodsaaklike wiskundige woordeskat sodat leerders se konsepte, kennis en vaardighede ontwikkel word.
- Riglyne en antwoorde vir al die aktiwiteite in die Leerdersboek word verskaf.
- Formele assesseringsidees, soos bepaal deur die KABV, is ingesluit.

Desimale breuke

Die desimale stelsel is die metode om in groepe van tien te tel. Die sakrekenaar vertoon gewone breuke in die vorm van desimale breuke.

Voorbeeld

Om dit beter te verstaan gebruik die sakrekenaar om $1 \div 10$ te verdeel.
(a) Wat is die antwoord?
(b) $\frac{1}{10} = 0,1$

Om op die sakrekenaar te kontroleer of 10 maal 0,1 ons 1 geheel gee, tik in:

0,1 + = = = = = = = = = =

Ons het die gelykaan teken 10 keer gedruk.

Ons by 1 uitgekom.

Ons weet nou dat $\frac{1}{10} \times 10 = 1$ en dat $0,1 \times 10 = 1$ dus is $\frac{1}{10} = 0,1$.

1. Teken en voltooi die tabel om verder te bewys hoe desimale breuke en gewone breuke saam kan werk. Nommer (a) is alreeds vir jou gedoen:

Diagram	Aantal gekleurde blokkies	Breukdeel wat ingekleur is	Desimale breuk
	1		

GRAAD 6

GRAAD 4

- Heelgetalle:
 - Tel, ordening, vergelyking, verteenwoordiging en plekwaarde (3- en 4-syfergetalle)
 - Vermenigvuldiging (2-syfer met 1-syfer; 1-syfer met 1-syfer; 2-syfer met 2-syfer)
 - Deling (3-syfer deur 1-syfer)
 - Optel en aftrek (3-syfergetalle; 4-syfergetalle)
 - Numeriese patrone
 - Tyd
 - Getalsinne
 - Datahantering
- Eienskappe van 2D- en 3D-vorms
- Gewone breuke
- Lengte
- Geometriese patrone
- Simmetrie
- Kapasiteit/ Volume
- Kyk na voorwerpe
- Transformasies
- Massa
- Omtrek, oppervlakte en volume
- Posisie en beweging
- Waarskynlikheid

GRAAD 5

- Heelgetalle:
 - Tel, ordening, vergelyking, verteenwoordiging en plekwaarde (4-, 6-syfergetalle)
 - Vermenigvuldiging (3-syfer met 2-syfer)
 - Deling (3-syfer deur 1-syfer; 3-syfer deur 2-syfer; 4-syfer deur 2-syfer)
 - Optel en aftrek (5-syfergetalle)
 - Numeriese patrone
 - Tyd
 - Getalsinne
 - Kapasiteit en volume
 - Gewone breuke
- Lengte
- Eienskappe van 2D- en 3D-voorwerpe
- Geometriese patrone
- Simmetrie
- Massa
- Transformasies
- Temperatuur
- Datahantering
- Oppervlakte, omtrek en volume
- Posisie en beweging
- Getalsinne
- Waarskynlikheid

GRAAD 6

- Heelgetalle:
 - Tel, ordening, vergelyking, verteenwoordiging en plekwaarde (6-, 9-syfergetalle)
 - Optel en aftrek (5-, 6-syfergetalle)
 - Vermenigvuldiging (6-syfer met 2-syfer; 4-syfer met 3-syfer)
 - Deling (4-syfer deur 2-syfer)
 - Numeriese patrone
 - Tyd
 - Getalsinne
 - Gewone breuke
 - Eienskappe van 2D- en 3D-vorms en -voorwerpe
- Datahantering
- Geometriese patrone
- Simmetrie
- Desimale breuke
- Kapasiteit/ Volume
- Massa
- Kyk na voorwerpe
- Transformasies
- Temperatuur
- Persentasies
- Lengte
- Oppervlakte, omtrek en volume
- Geskiedenis van meting
- Posisie en beweging
- Waarskynlikheid

TAAK 2: PROJEK

Daar word van die leerders verwag om deur die jaar 3 take te doen en voltooi.

Projekte word gebruik om 'n reeks vaardighede te assesseer. Deur projekte verskillende Wiskundige konsepte te demonstreer en om hulle op alledaagse korrekte kognitiewe vlak gestel word.

Assesseringskriteria moet duidelik aan die begin aangedui word en moet betrokke is. Dit moet die versameling en tentoonstelling van ware data bevat, wat gestaaf kan word.

Hier is 'n voorbeeld van 'n projek met die fokus op Datahantering.

EENHEID 3.9 Datahantering

Projekriglyne

Hierdie projek moet aan die einde van Eenheid 3.9 deur die leerders gedoen word. Wat die onderwyser moet doen:

- Die projek is bedoel om 'n reeks vaardighede te assesseer. In hierdie projek om 'n opname te doen, data in te samel, data te organiseer deur tellings en dit te orden, en die ingesamelde data te interpreteer en te analiseer. Vermoë bemeester het om die data deur middel van 'n gepaste grafiek te vertoon.
- Voordat ons met hierdie projek begin, is dit belangrik om te verseker dat die ordening en rangskikking van data, piktogramme, staafgrafiek.
- U kan die leerders help om die beste moontlike benadering te vind met die leerders praat oor die gerieflikheid van die data.
- U kan die leerders herinner aan die belangrikheid van die data.
- U mag ook besluit om die leerders te help om die data te organiseer.

GRAAD 6

ASSESSERING:

Informele/deurlopende assessering. U kan enige van die drie aktiwiteite gebruik, of u kan elemente van die eenheid gebruik.

EENHEID 1.3 Heelgetalle: Optel en aftrek

AKTIWITEIT 6-12

Onderwyser

- Telcom
- Demonstrasie getalryne, getalrystabelle en spreikarte

Material benodig

- Getalryne
- Getalrystabelle
- Konkreete voorwerpe
- Spreikarte (Potroonplate hiervoor is in die Onderwysersgids.)

Inleiding

Die leerders begin gedurende die skooljaar met 4-syfergetalle.

Hulle sal geleidelik verskeie strategieë vir optel- en aftrek gebruik.

- skatting
- die opbou en afbreek van getalle
- afronding en kompenser
- verdubbeling en halvering
- gebruik van 'n getallelyn
- gebruik van optel en aftrek as inverse bewerkings

Hulle sal leer van die eienskappe van getalle deur heuristieke en assosiatiewe eienskappe van heelgetalle.

In aansluiting hierby, moet die leerders probleme in kontrole kan oplos.

Werk deur aktiwiteite 6 tot 12. Gedurende hierdie aktiwiteite, wat selfverduidelikend vordering en begrip te kan bevorder.

AKTIWITEIT 6

★ Begin met optel

Hoofrekeno en Mondeling:

Aan die begin van hierdie aktiwiteit moet die leerders werk. Dit kan in Afdeling 8 van hierdie boek gevind word.

Elke Wiskundeles moet met telaktiwiteite begin. Op tel deur gebruik te maak van tellingmerke, wat u mag hê. Minste 300 te tellen in 10e en 100e.

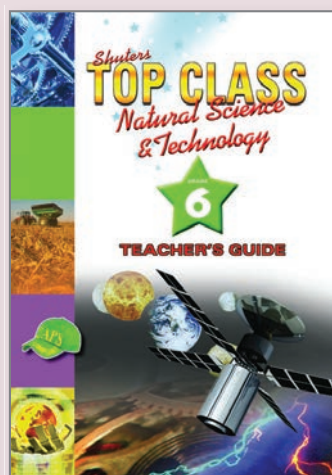
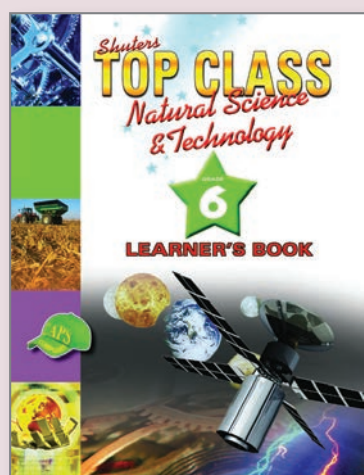
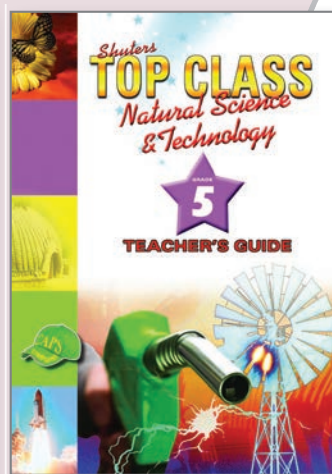
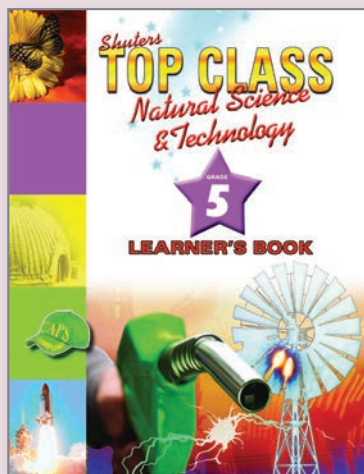
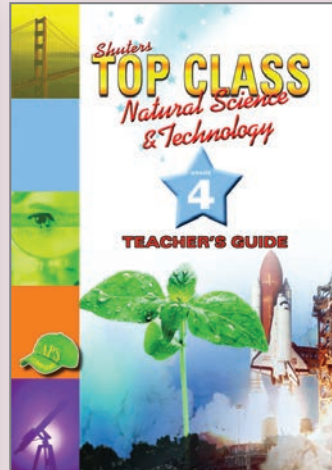
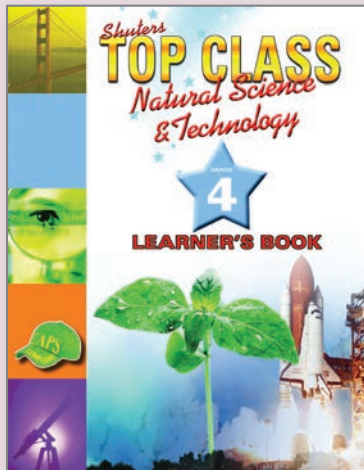
word om die getalreke wat in die Leerdersboekaktiwiteite.

GRAAD 4

ENGLISH

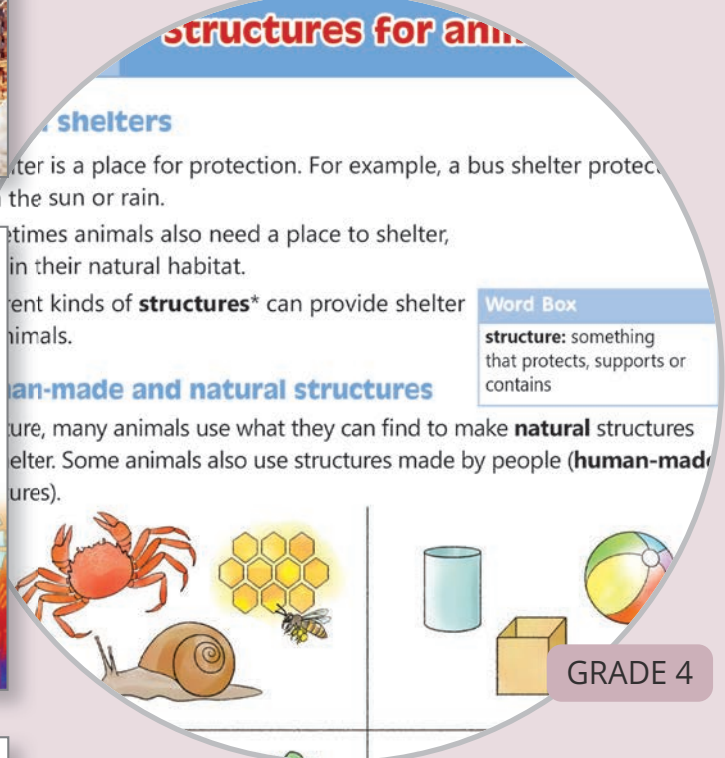
NATURAL SCIENCES & TECHNOLOGY

CAPS INTERMEDIATE PHASE



IN THE
TEACHER'S GUIDE:

- RESOURCES
- WORKSHEETS
- FORMAL ASSESSMENTS
- ANSWERS



LEARNER'S BOOK

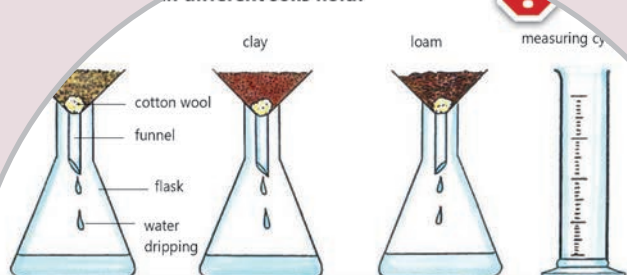
- Written in clear and simple language
- Wide range of hands-on experiments and investigations
- Step-by-step guidelines
- Accurate, relevant illustrations
- Explains any new and difficult words where they are used

GRADE 4	GRADE 5	GRADE 6
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TEACHER'S GUIDE 9780796045560	TEACHER'S GUIDE 9780796045584	TEACHER'S GUIDE 9780796045607

TEACHER'S GUIDE

- Provides methodological guidance for every unit and activity
- Includes a user-friendly year plan
- Makes helpful cross-references to the Learner's Book
- Assessments and worksheets with answers
- Many pages of additional resources
- Easy-to-navigate page layout

different soils hold?



Step 1 Line the three funnels with folded filter paper or plug them with the same small size of cotton wool. Measure the same amount of dry sandy, clayey and loamy soil. Put one soil type into each funnel. If the clayey soil has big, dry clods in it, break them up first. Rest each funnel on the neck of a jam bottle or glass flask.

Step 2 Use the measuring cylinder to measure the same amount of water to pour onto each soil sample. Keep adding the same amount of water to each sample until some water falls through at the bottom of the funnels. Keep a record of how much water you poured onto each of the soils. Let water overflow over the top edge of the funnels.

You will need:

- sandy, clayey and loamy soil
- three jam bottles with narrow necks or glass flasks that are the same size
- three funnels
- three pieces of filter paper or plugs of cotton wool
- a measuring cylinder
- water

GRADE 5

GRADE 4

- Living and non-living things
- Structure of plants and animals
- What plants need to grow
- Habitats of animals
- Structures for animal shelters
- Materials around us
- Solid materials
- Strengthening materials
- Strong frame structures

- Energy and energy transfer
- Energy around us
- Movement and energy in a system
- Energy and sound
- Planet Earth
- The Sun
- The Moon
- Rocket systems

- Plants and animals on Earth
- Animal skeletons
- Skeletons as structures
- Food chains
- Life cycles
- Metals and non-metals
- Uses of metals
- Processing materials
- Processed materials
- Stored energy in fuels
- Energy and electricity

GRADE 5

- Energy and movement
- Systems for moving things
- Planet Earth
- Surface of the Earth
- Sedimentary rocks
- Fossils

GRADE 6

- Photosynthesis
- Nutrients in food
- Nutrition
- Food processing
- Ecosystems and food webs
- Solids, liquids and gases
- Mixtures
- Solutions as special mixtures
- Dissolving
- Mixtures and water resources
- Processes to purify water

- Electric circuits
- Electrical conductors and insulators
- Systems to solve problems
- Mains electricity
- The Solar System
- Movements of the Earth and planets
- The movement of the Moon
- Systems for looking into space
- Systems to explore the Moon and Mars

• Learner's Book page 6

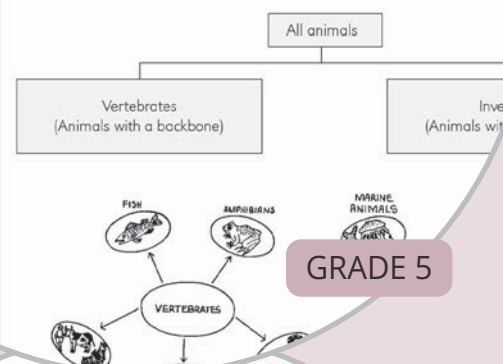
Vertebrates and invertebrates

This introduces learners to the broad categorisation of animals based on the presence or absence of a backbone.

Teacher's background information

Scientists do not always agree about the groups for sorting animals. The following broad classification is agreed with.

These two groups can be further classified in several ways, but this shows a broad classification that helps understanding.



Resources

- Four large sheets of paper
- Felt-tipped pens

- Make sure the learners are writing on a large sheet of paper.
- Stick the sheets of paper on the wall and read what has been written.
- Encourage them to add new information as they learn.
- Then have a class discussion on the information.

The Sun, Planets and Asteroids

Guidelines

- Learners are introduced to the present knowledge of the solar system.
- They find out about the features of each planet.
- There is lots of information about the solar system in the Learner's Book. Read through it and make sure they understand the information.

Worksheet 16.1 Use a mnemonic

Learners may enjoy making up their own mnemonic for the planets from the Sun. Allow time for this at the end of the class. Perhaps the class could vote for the best one.

Moons

Guidelines

- Encourage learners to share their knowledge of the Moon.
- If any learner has a model of the Moon, show it to the class.

GRADE 6

RESOURCES FOR THE INTERMEDIATE PHASE

LANGUAGES – CONCEPT REINFORCEMENT CHARTS

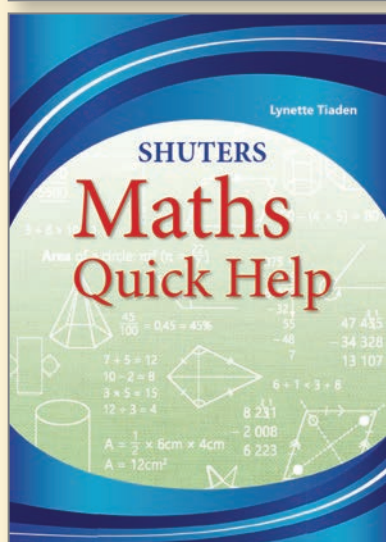
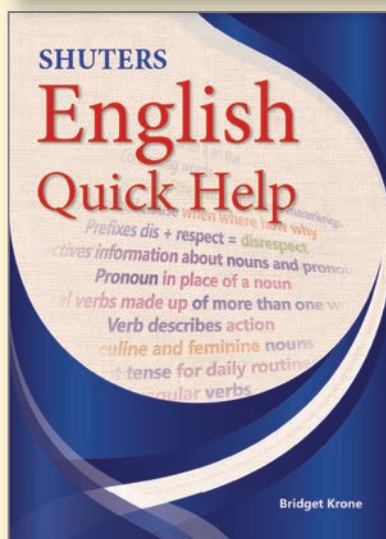
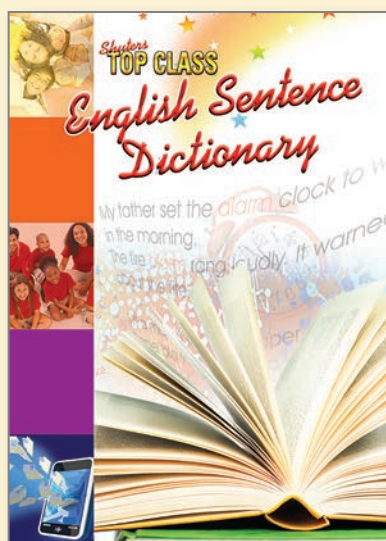
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IZIMPAWO ZOMDLALO 9781920586843	MALUNGA NEDRAMA 9781920586591	AMATSHWAYO WOMDLALO 9781920586942	DIPONEGO TSA TERAMA 9781920586744	KENMERKE VAN 'N DRAMA 9781920615079
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HOW TO WRITE A PERSONAL LETTER (English) 9781920586539				
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RESOURCES FOR THE INTERMEDIATE PHASE

ENGLISH and MATHEMATICS LTSMs



blanket on my bed.
It is very cold.

bleed If you cut your finger it will **bleed**.

bled My nose **bled** after I fell on my face.

blood (rhymes with mud) Thabane's finger is red with **blood**.
Thabane has cut his finger.

used in Maths

the most common prepositions that

3 to 7.
Subtract 3 **from** 9.
Multiply 7 **with** 3.
Divide 10 **by** 2.
Five plus two is equal **to** seven.

Pronouns

Pronouns are words that take the place of nouns.

For example: **Jo** cooks **pies** for fun. **He** cooks **them** all the time.

There are different **mixed numbers to common fractions**.

You can write mixed numbers as common fractions. The answer is always an improper fraction.

Quick method to convert a mixed number to a common fraction

For example: $3\frac{2}{9}$

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

$$3\frac{2}{9} = \frac{29}{9}$$

Equivalent fractions

fractions represent the same

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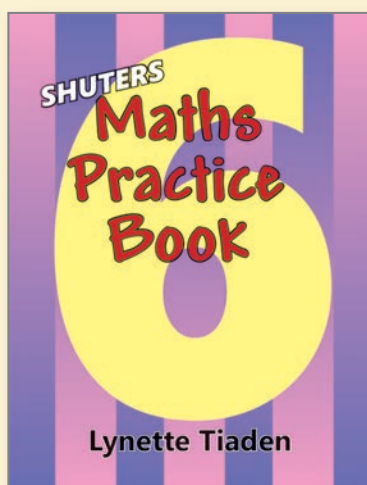
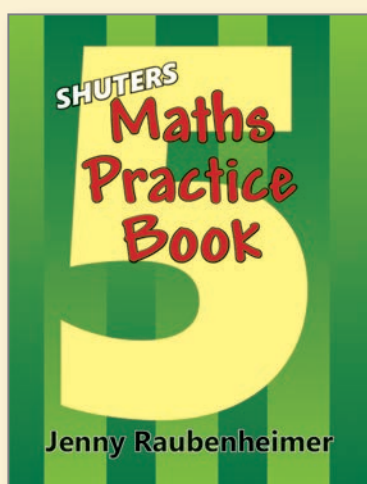
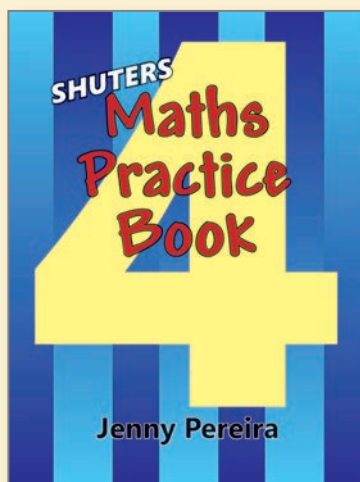
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RESOURCES FOR THE INTERMEDIATE PHASE

Purpose-written Practice Books for the Intermediate Phase in the subject area of **MATHEMATICS**.

20 Exercises per term.

MATHEMATICS



Properties of 3D objects

1. Are the following objects 2D or 3D?

a. a netball _____ b. a pencil sharpener _____ c. a triangle _____
d. an ice-block _____ e. a hexagon _____ f. a cone _____

2. Draw the following objects:

A sphere	A square based pyramid	A cube	A cylinder
----------	------------------------	--------	------------

3. Match the 3D object to its net:

a.  1. 

b.  2. 

c.  3. 

4. Chairs are set out in 38 rows in the hall. If there are 25 chairs in each row, how many chairs will there be altogether?

QUESTIONS SECTION

3 Properties of 3D objects

1. a. E b. C and D c. A and B
2. A – cube B – square based pyramid C – cone
D – cylinder E – sphere
3. a. 6 b. square c. 5
d. square and triangles e. 3 f. circles and rectangle
4. a rectangular prism
5. $432 \div 24 = 18$ boxes
6. $\frac{2}{5} - \frac{1}{5} = \frac{1}{5}$ of her candy stick

4 Properties of 3D objects

1. a. 3D b. 3D c. 2D d. 3D e. 2D f. 3D
2.

			
A sphere	A square based pyramid	A cube	A cylinder

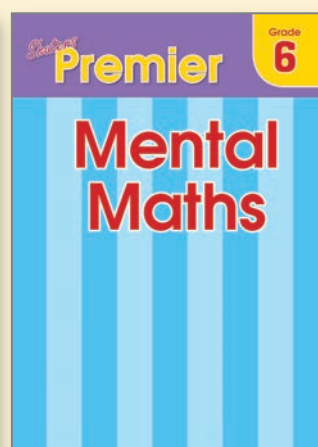
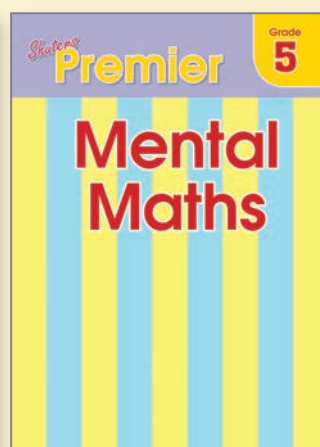
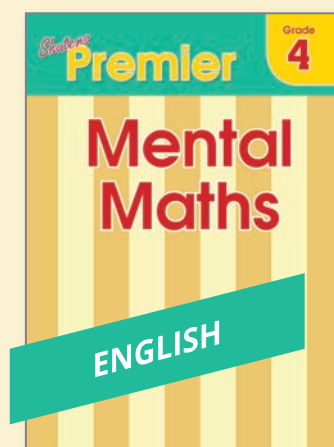
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ANSWERS SECTION

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RESOURCES FOR THE INTERMEDIATE PHASE

MATHEMATICS



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- 40 Exercises per grade
10 exercises per term: 1 per week.
- Increase the speed, focus and confidence of learners work.
- Each exercise is designed to take no more than 10 minutes.
- Answers provided.

Replace * with <, > or =

1. $(3 + 4) \times 7 * (3 \times 7) + (4 \times 7)$
2. $(3 + 4) \times 7 * 3 + (4 \times 7)$
3. $5 \times 6 \times 0 * 6 \times 0 \times 5$
4. $4 + 7 + 8 * 7 + 8 + 4$
5. $450 * 90 \times 50$
6. $10 \times 3 \times 6 * 30 \times 6$
7. Three million and twelve * 3 000 120
8. Two thousand + 8 000 * 28 000
9. $60\ 000 + 12\ 000 * 62\ 000$
10. $10 \times 5\ 067 * 3\ 456\ 278 \times 0$

Exercise 7

1. 7; 2. 124 787; 3. 48; 4. 269 600
5. 10 100; 10 099; 6. 18 789; 7. 62 000
9. 69 608; 10. 30 567; 29 567; 11. 80;
13. 109; 14. 67 548; 15. 10 830; 16. 9 900
17. 52; 18. 481 981; 19. 100;
20. 4 000 or 4 thousands

Exercise 8

1. =; 2. >; 3. =; 4. =; 5. <; 6. =; 7. <; 8. <; 9. <;
10. >; 11. <; 12. >; 13. =; 14. <; 15. =; 16. >;
17. >; 18. =; 19. =; 20. <

Exercise 9

1. 8; 2. 93 487; 3. 48; 4. 95 445;
5. 10 345; 9 345; 6. 302 219; 7. 36 012; 8. 34
9. 92 703; 10. 84 821; 94 821; 11. 60; 12. 0
13. 127; 14. 13 678; 15. 4 696; 16. 3 231 87
17. 6; 18. 151 301; 19. 3 866; 20. 483; 49

Exercise 10

1. T; 2. T; 3. T; 4. T; 5. F; 6. F; 7. F

500 =

500 - 450 =

3. Voltooi die ry:
13; 20; 26; ____

4. $56 \div 8 =$

23; 39; ____; 71; 87
Vul die ontbrekende getal in.

Hoeveel dae is daar in 'n skrikkeljaar?

Rivek het om 5 nm. na 'n rolprent begin kyk en om 7:25 opgehou kyk. Hoe lank was die rolprent?

8. Voltooi die tabel.

	1	2	3	4	5	6	7	8	9	10
$\times 9$			27		45		63		81	

9. Gebruik die onderstaande tabel om Vrae 9-11 te beantwoord:

1 + 5 = 5 mense

Oefening 24

1. 1 u. 20 min. 2. 7 3. Nee
6. 7 7. 144 8. 4 9. 240 10. vm.
12. Op / by die 6 13. 21 eiers 14. 79

Oefening 25

1. 07:00 2. 12 3. 3 4. 976; 978; 980; 982
7. 6 521 8. Vyf-en-twintig oor ses in die middag
10. 135; 139; 143 11. 200 minute 12. 30 13. =
14. 4 ure 15. 31

Oefening 26

1. 61 2. < 3. 0 4. 90 minute 5. Ngeduisend,
vyfhonderd vier-en-sestig 6. 20; 25; 30; 35; 40; 45
7. 66 8. 100 9. > 10. 2 11. 365 buiten skrikkeljaar
12. 51 13. 8 14. Tien voor 12 middernag 15. Nee

Oefening 27

1. 12; 15 2. 26 (meervoud van 4) 3. 70 4. 10; 8 5. 6
6. 8:20 vm. 7. 12 8. 3 9. Onwaar 10. 6 11. 30 min.
12. Tellingtabel 13. Gewilde vakansiebestemmings
14. Johannesburg 15. 11

Oefening 28

1. 25; 0 2. 40; 45 3. 44 4. 67 5. R1,00 6. 8; 12 7. 8
8. 7 sek. vinniger 9. Somer 10. 48 11. 23 12. Onwaar
13. 40 14. $120 - 80 = 40$ 15. 18

Oefening 29

1. $30 + 10 \approx 40$; Werklik 45 2. 68 3. 60; 75
4. $19 (+2; +3; +4; +5)$ 5. 19; 23

Oefening 30

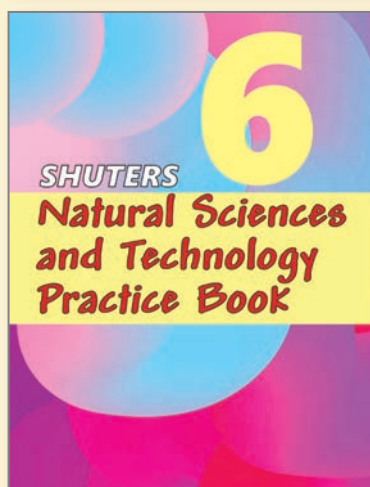
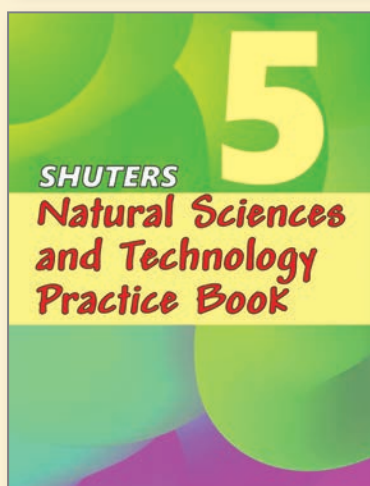
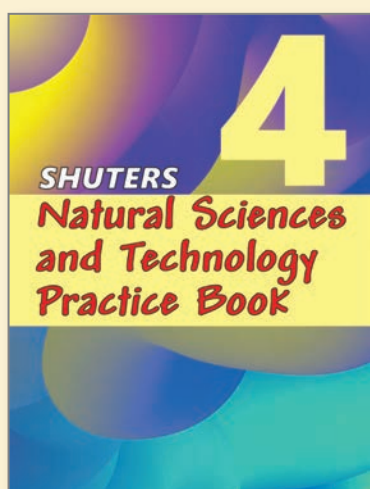
6. $\begin{array}{c} 4 \rightarrow 14 \\ 8 \rightarrow 18 \\ 10 \rightarrow 20 \end{array}$

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RESOURCES FOR THE INTERMEDIATE PHASE

NATURAL SCIENCES & TECHNOLOGY

Fully illustrated, purpose-written Practice Books for the Intermediate Phase in the subject area of **NATURAL SCIENCES & TECHNOLOGY**. 20 Exercises per term.



...must have fixed wheels.
...must have free-turning wheels.

Use the following phrases to label the drawings below. You may use each one more than once.

fixed axle Free-turning axle
Fixed wheels Free-turning wheels

QUESTIONS SECTION

Look at the following vehicles and fill in the table below.

Vehicle	Number of axles	Number of wheels
Tricycle	2	3
Bicycle	2	2
Pram	4	8
Car	2	4
Van	2	4
Truck	4	14*

hub
rim
spoke

tyre
rim
spoke
hub

hub
rim
spoke
hub

ANSWERS SECTION

2. The hub.

Wheels and axles working together: a system for movement

Vehicle	Number of axles	Number of wheels
Tricycle	2	3
Bicycle	2	2
Pram	4	8
Car	2	4
Van	2	4
Truck	4	14*

*Number of wheels is not clear in the drawing, but it is not more than 14.

ANSWERS TERM 3 • ENERGY AND CHANGE AND SYSTEMS

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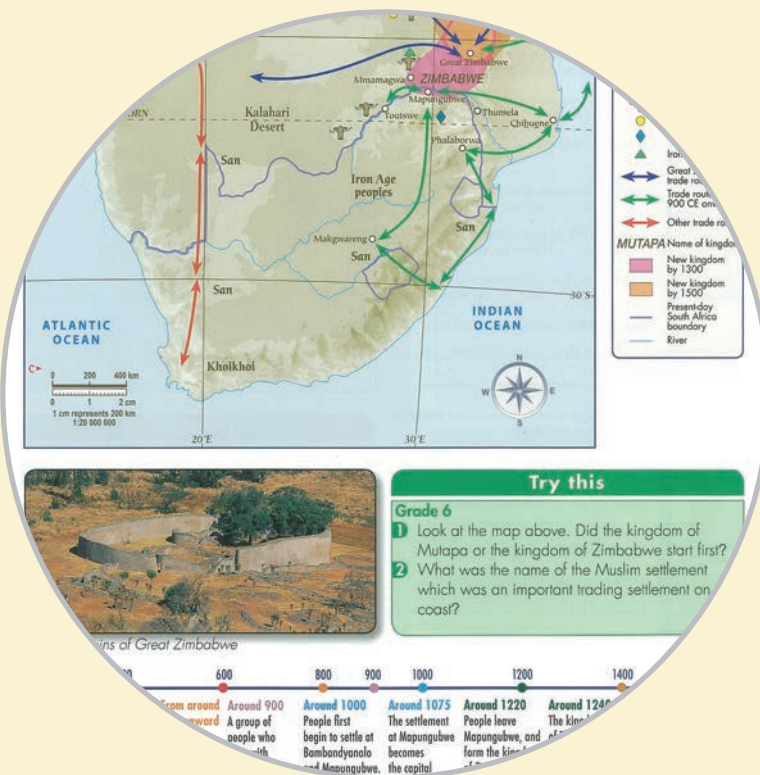
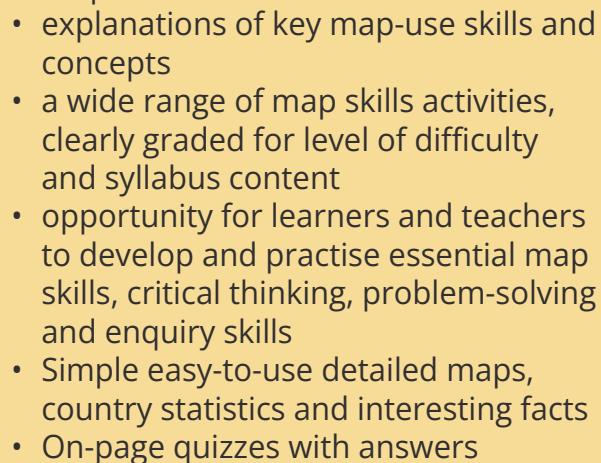
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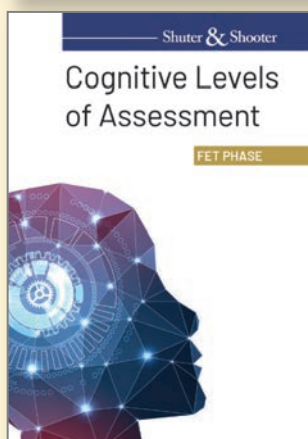
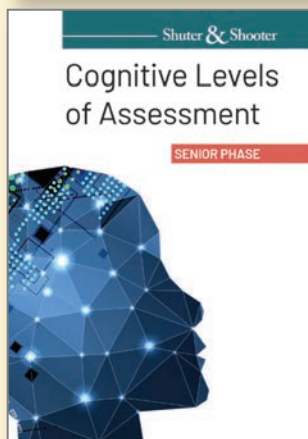
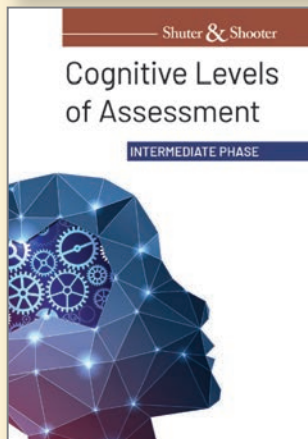
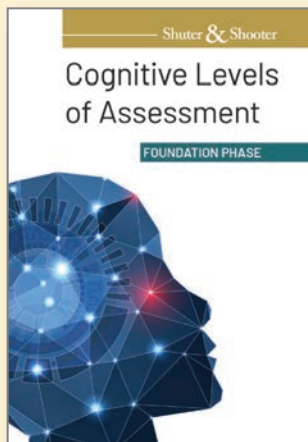
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SOCIAL SCIENCES



RESOURCES FOR THE INTERMEDIATE PHASE

ASSESSMENT & USING COGNITIVE LEVELS



COGNITIVE LEVELS OF ASSESSMENT

The Department of Basic Education updated formal assessment tasks in various subjects to improve the focus on teaching and learning. Assessment needs to be carefully planned around the appropriate cognitive levels.

Each book unpacks all there is to know about the changes to assessment and the use of cognitive levels.

The amendments must be read in conjunction with the relevant Curriculum and Assessment Policy Statement for the identified subjects in the relevant phase band.

This series of books is both useful and motivational.

Social Sciences
Programme of Formal Assessment

Grade 4

TERM	SUBJECT	RECOMMENDED FORMS OF ASSESSMENT	CONTENT	School-Based Assessment 75%	STANDARD OF C
Term 1	History	Project	Local History	School-Based Assessment 75%	Recom minimu for Form Assessm includin exams is
	Geography	Test: Source-based	Places where people live		
Term 2	History	Mid-Year Examinations	Qualities of a good leader		
	Geography	Mid-Year Examinations	Map skills		
Term 3	History	Test: Source-based	Transport through time		
	Geography	Test: Data-handling, case study	Food and farming in South Africa		
	History	End-of-year Examinations	Communication through time	Year-end exams 25%	

INTERMEDIATE PHASE

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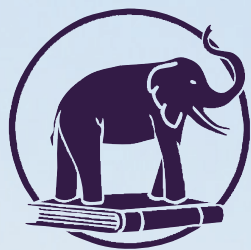
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