

Namibia Publishing House

Junior and Senior
Primary Phase materials
approved by NIED

2015–2022



Building our
nation on

SOLID
foundations



macmillan
education
Namibia



NAMIBIA PUBLISHING HOUSE

Dear Principal, HODs and Teachers,

Namibia Publishing House together with Macmillan Education Namibia would like to take the opportunity to express our sincere gratitude for the continued support received from your school over the years. With the introduction of the New Curriculum started in 2015 with the Junior Primary Phase and continuing in 2016 with the Senior Primary Phase, Namibia Publishing House has even more approved titles to offer for Primary Phase Grades 1-7.

Our SOLID FOUNDATIONS series of textbooks for Grades 1-3 has been very successful so far and is now extended to include titles for Grades 4-7. All textbooks in the series establish a uniform standard for the whole of Namibia to equip all learners with knowledge, skills and attitudes to help them excel in future grades. Apart from receiving very favourable reports from NIED, our approved books always cater for the needs of the Namibian child, taking into consideration its learning environment. All our books come with Teacher's Guides that have detailed lesson plans that explain the subject matter on every page of the Learner's Books as well as additional material, in forms worksheets and projects, for reinforcement and assessment.

Our NIED approved titles for Junior Primary Phase are:

- ***Solid Foundations Environmental Studies Grades 1-3 LBs and TGs***
- ***Solid Foundations Mathematics Grades 1-3 LBs and TGs***
- ***Solid Foundations Religious and Moral Education Grades 1-3 TGs***
- ***Creative English First Language Grades 1-3 LBs, TGs, Readers and CDs***
- ***Wegspring Afrikaans First Language Grades 1-3 LBs, TGs and Readers***
- ***Pyokola Elaka (Oshindonga First Language) Grades 1-3 LBs, TGs and Readers***
- ***Kura pu na Otjiherero Grades 1-3 LBs, TGs and Readers***
- ***Rumanyo rwanavantje Grades 1-3 LBs, TGs and Readers***
- ***A da khomai tsi xoa Khoekhoegowab !na Grades 1-3 LBs, TGs and Readers***
- ***Thimbukushu thawahe Grades 1-3 LBs, TGs and Readers***
- ***Ju'/hoansi koxxui Grades 1-3 LBs, TGs and Readers***

Our NIED approved titles for Senior Primary Phase include:

- ***Solid Foundations Natural Science and Health Education Grades 4-7 LBs and TGs***
- ***Solid Foundations Design and Technology Grades 5-7 LBs and TGs***
- ***Solid Foundations Home Ecology Grades 5-7 LBs and TGs***
- ***Solid Foundations Life Skills Grades 4-7 LBs and TGs***
- ***Solid Foundations Information and Communication Grades 4-7 TGs***
- ***Solid Foundations Religious and Moral Education Grades 4-7 LBs and TGs***
- ***Solid Foundations English Second Language Grades 4-7 LBs, Readers and TGs including CDs***
- ***Wegspring Afrikaans First Language Grades 4-7 LBs, TGs and Readers***
- ***Nongonona Elaka (Oshikwanyama First Language) Grades 4-7 LBs, TGs and Readers***
- ***Pyokola Elaka (Oshindonga First Language) Grades 4-7 LBs, Readers and TGs including CDs***
- ***Kawondje nOtjiherero Grades 4-7 LBs, TGs and Readers***
- ***A da khomai tsi xoa Khoekhoegowab !na Grades 4-7 LBs, TGs and Readers***
- ***Sebeliso yaPau ya Silozi Grades 4-7 LBs, TGs and Readers***
- ***Ndondorandimi (Thimbukushu First Language) Grades 4-7 LBs, TGs and Readers***

We are confident that all our textbooks will exceed your expectations and that you will find them useful and essential in your daily teaching duties. Should a school require more information on any of the titles above, kindly contact us. Our committed Sales Team will be keen to assist you.

We trust that the use of our newly NIED approved textbooks in your school will make teaching and learning a rewarding experience.

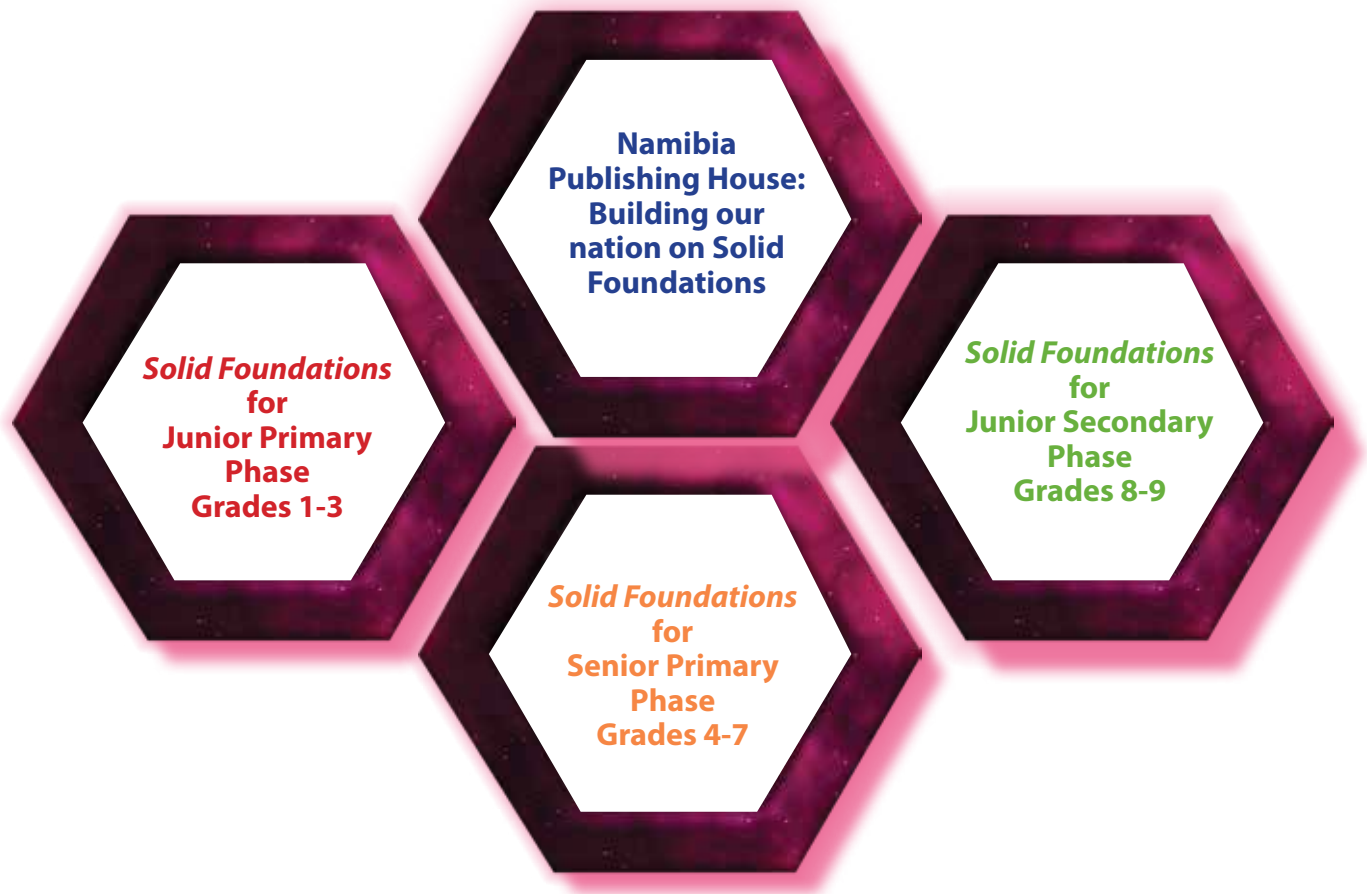
Yours in education,



Deon de Waal
General Manager

It has been two years since the introduction of the new curriculum in Namibia in 2015. Namibia Publishing House (NPH) as part of the Macmillan Education family is proud to say that we have been there every step of the way. NPH supports the implementation of the new curriculum with our approved titles in the **Solid Foundations** series for the Junior Primary through Senior Primary and now including the Junior Secondary Phase.

Our **Solid Foundations** series of textbooks for Grades 1-7 has been very successful so far. All textbooks in the series establish a uniform standard for the whole of Namibia.



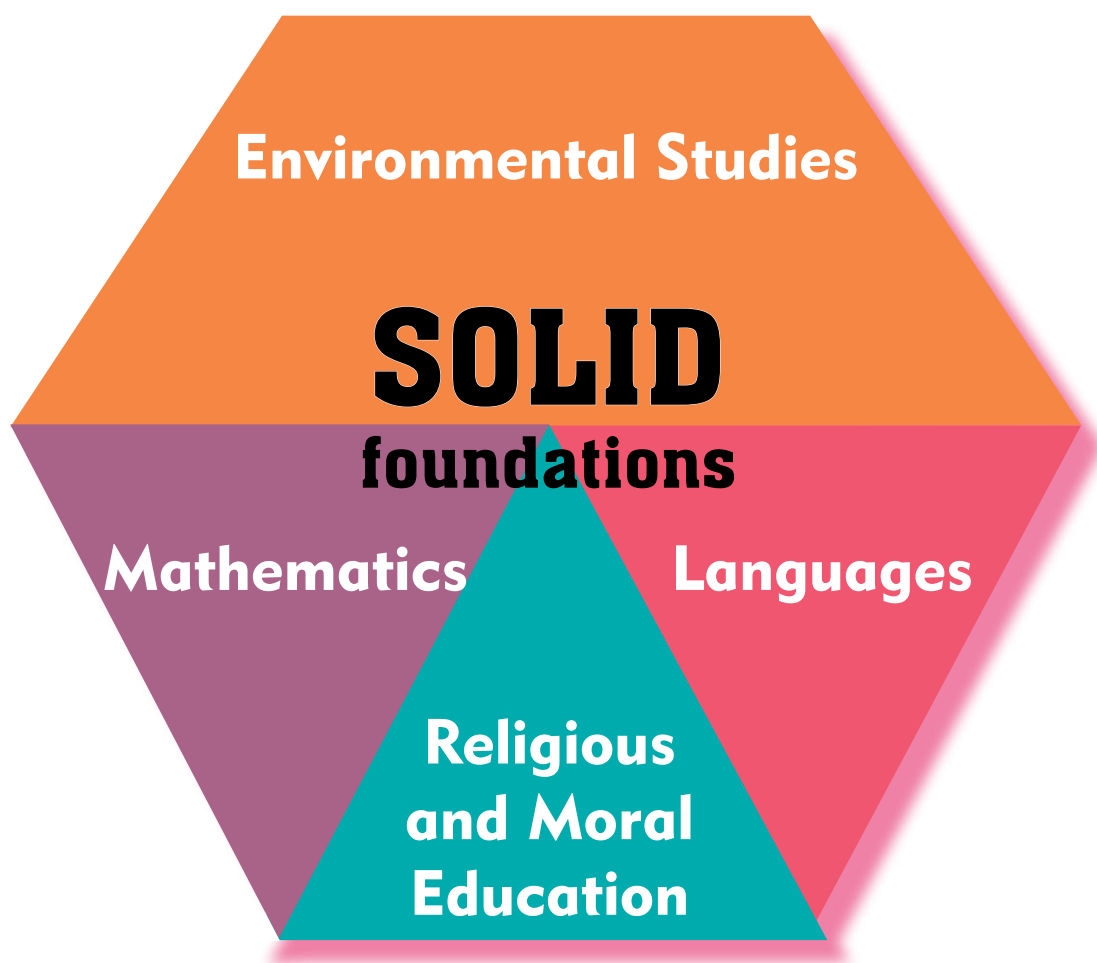
The **Solid Foundations** textbooks equip all learners with knowledge, skills and attitudes to help them excel in higher grades. Apart from receiving very favourable reports from NIED, our approved books cater for the needs of the Namibian child, taking into consideration the learning environment. Additionally, our books give full support to our teachers who often struggle with limited resources at schools.

Our **Solid Foundations** textbooks:

- ✓ establish a uniform standard for the country
- ✓ cater for the needs of Namibian children
- ✓ give full support to our teachers!



NPH *Solid Foundations* series for Junior Primary Phase:



The *Solid Foundations* series of textbooks for Junior Primary Phase have been designed to work well together to help elevate the standard of education in Namibia and fully implement the new curriculum developed by NIED. All textbooks in this series follow a learner-centred approach, combining thematic and integrated approach to achieve common goals, and promote inclusive education. The textbooks in the *Solid Foundations* series equip learners with life-long skills and competencies to prepare them to enter Senior Primary Phase with confidence.

Our *Solid Foundations* textbooks for Junior Primary Phase:

- ✓ help elevate standard of education in Namibia
- ✓ fully implement the new curriculum for the Junior Primary Phase
- ✓ follow learner-centred, thematic and integrated approach
- ✓ promote inclusive education
- ✓ prepare learners to enter Senior Primary Phase with confidence!



Solid Foundations Environmental Studies | Grades 1-3

Available in English, Oshindonga, Oshikwanyama, Rukwangali, Afrikaans, Thimbukushu and Setswana

This new course for Environmental Studies lays solid foundations in three main areas of learning: the Social Environment; Health, Safety and Nutrition; and the Natural Environment.

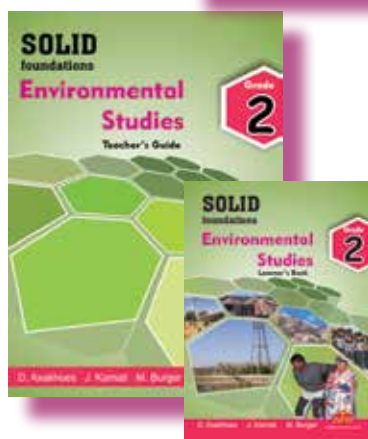
The goals of the **Solid Foundations Environmental Studies** are:

- to help young learners to understand relationships between people and interactions between people and the environment
- to develop positive attitudes towards learners' health and safety
- to enable learners to use their environment in a sustainable way.

These goals are achieved through various stimulating activities, such as: investigations, experiments, critical thinking and interpreting data.

The **Solid Foundations Environmental Studies** course for Grades 1-3 consists of:

- full-coloured Learner's Book
- comprehensive, easy to use Teacher's Guide for each grade.




Gr	Environmental Studies	ISBN
1	Solid Foundations Environmental Studies LB	9789991626383
1	Solid Foundations Environmental Studies TG	9789991626390
1	Omukanka gwa kola: Omudhingolokolongo Embo Iyomulongwa (Oshindonga) LB	9789991627861
1	Omukangha wa pama: Omudingonokohongo Embo IOmuhongwa (Oshikwanyama)	9789991627922
1	Etateko lyokupama: kElirongo Mukunda (Rukwangali)	9789991627984
1	Omgewingsleer Leerderboek (Afrikaans)	9789991628042
1	Nunderero dhongcamu: Yikuhonga yopaMukunda Mb apira dhaMwanuke (Thimbukushu)	9789991628103
1	Motheo o o tiileng: Thuta-Tikologo Lokwalo la baithutwane (Setswana)	9789991628165
2	Solid Foundations Environmental Studies LB	9789991626406
2	Solid Foundations Environmental Studies TG	9789991626413
2	Omukanka gwa kola: Omudhingolokolongo Embo Iyomulongwa (Oshindonga)	9789991627885
2	Omukangha wa pama: Omudingonokohongo Embo IOmuhongwa (Oshikwanyama)	9789991627946
2	Etateko lyokupama: kElirongo Mukunda Buke zoMurongwa (Rukwangali)	9789991628004
2	Omgewingsleer Leerderboek (Afrikaans)	9789991628066
2	Nunderero dhongcamu: Yikuhonga yopaMukunda Mbapira dhaMwanuke (Thimbukushu)	9789991628127
2	Motheo o o tiileng: Thuta-Tikologo Lokwalo la baithutwane (Setswana)	9789991628189
3	Solid Foundations Environmental Studies LB	9789991626420
3	Solid Foundations Environmental Studies TG	9789991626437
3	Omukanka gwa kola: Omudhingolokolongo Embo Iyomulongwa (Oshindonga)	9789991627908
3	Omukangha wa pama: Omudingonokohongo Embo IOmuhongwa (Oshikwanyama)	9789991627960
3	Etateko lyokupama: kElirongo Mukunda Buke zoMurongwa (Rukwangali)	9789991628028
3	Omgewingsleer Leerderboek (Afrikaans)	9789991628080
3	Nunderero dhongcamu: Yikuhonga yopaMukunda Mbapira dhaMwanuke (Thimbukushu)	9789991628141
3	Motheo o o tiileng: Thuta-Tikologo Lokwalo la baithutwane (Setswana)	9789991628202

A look inside the *Solid Foundations Grade 1 Learner's Book*:


7 Our President



The leader of the country



Dr Sam Nujoma - the first President of Namibia and the Founding Father



Hifikepune Pohamba - the second President of Namibia



Hage Geingob - the third President of Namibia

Duties of the president

- President Geingob leads our country.
- He meets with important people.
- He makes many decisions.
- He gives a good example and is fair to all.



It's hard work being the President of Namibia.



1. Sing the national anthem.
2. Make a small flag and keep it.
3. Do Worksheet 6.

A look inside the *Solid Foundations Grade 1 Teacher's Guide*:

SOLID FOUNDATIONS ENVIRONMENTAL STUDIES GRADE 1. TEACHER'S GUIDE

Teacher activity	Revise the flag and Independence Day. Let learners sing the national anthem. Ask who of them can identify the photos on page 16. Write the name of the President on the board and let them read it. Show them where the photo of the President hangs in the school.	Use again the pictures of the President and Founding President. Sing the national anthem. Keep counting off the days to Independence Day. Explain. Worksheet 6.	Discuss the job of the president on page 17. Ask them who wants to be a president one day and why. Sing the national anthem.
Learner activity	Learners talk about how they celebrated Independence Day with their families or where they heard the national anthem played before.	Do Worksheet 6. Learners identify the name of the president and tick it as well as the date for Independence Day. They identify the correct flag and sing the national anthem.	Learners make a small flag of Namibia to keep for Independence Day. They can copy the one in Worksheet 5.
Multisubject learning		The more-abled learners can write a story or a poem about the president.	More-abled learners can help the less-abled learners with the worksheet.
Learner support	All learners can participate in this discussion.	Some learners will need help with the worksheet.	
Homework	Learners look for pictures of the President of Namibia in the newspapers.	Learners find out what the job of the president is.	
Assessment	Assess if learners can say the name of the President.	Assess if learners can finish a task.	

Week 8 – Buildings: Housing and Furniture

Aim of the topic

The aim of the topic is to describe again. This time learners must describe their house and furniture. You will find that the houses and furniture of the different learners will differ a lot. The focus is not on the houses or furniture, but on the skill of describing. Most learners will have a house to live in. You can tell them that it is the right of each person to have shelter. The learners must feel safe in your class to talk about their house and furniture without unwanted remarks from the classmates. Remember the skill is to describe their house. This is just a common topic that we assume every learner can talk about.

Scope and sequence

In Grade 1, the focus is on 'my house'. The learners must be able to tell you what their house looks like. In Grade 2, they will focus on the different building materials, and in Grade 3, they will compare traditional houses with modern ones. The vocabulary, although necessary to be able to discuss the learners' houses, must not be the focus.

WEEKLY LESSON PLANS

Assessment	Can learners describe an object and identify shapes and colours?	Assess if the learners know colours and the skill of colouring in.	Assess whether they can complete a task. Look for creativity. They cannot read the national anthem yet but come back from time to time to this page and sing the national anthem.
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Week 7 – Our President

Aim of the topic

This topic is still National Culture. The aim is to learn the name of the president and his role. The learners will learn the name of the president again next year and, even though it is a long and difficult name, let them say and copy it. Revise the flag and the national anthem again. Emphasise the respect and behaviour towards these national symbols. All learners must know this basic national culture symbols. It is important that all the learners know who the president of Namibia is and they know the proper way to address him and show him respect.

Scope and sequence

In Grade 1, learners only discuss the president of Namibia. In Grade 2, they will learn about the local and national leaders, and in Grade 3, they will also learn about the traditional leaders.

Cross-curricular links

Like in the previous topic, keep on counting off the days to Independence Day, it is now very close. Once again, the topic practices mathematics and language. The topic links with **Human Rights and Democracy**.

Low cost material

Use the picture that the school may have of the president if you do not have a poster in the class. You can also cut out pictures of the president from the newspaper and make a display in the class. Encourage the learners to collect pictures and bring them to the school, even after you are done with the topic. Whenever someone brings a picture, share the event with the class and keep it for the next year.

Week 7	<p>Topic: FAMILY CULTURE, NATIONAL CULTURE, AND HISTORICAL EVENTS AND PEOPLE</p> <p>Learning objectives: Learners will understand how family culture, national culture and historical events and people influence Namibians.</p> <p>Basic competencies: Learners should be able to identify the name of the President.</p>		
Material or teaching aid	Day 1	Day 2	Day 3
	Learner's Book. Photo of the President.	Worksheet 6.	Paper and paint or colours to make a flag. You can buy sticks or improvise. <i>Swate</i> or <i>kehab</i> sticks work well.

Solid Foundations Mathematics | Grades 1-3

Available in English, Oshindonga, Oshikwanyama, Rukwangali, Afrikaans, Thimbukushu and Setswana

Learners need mathematical knowledge and skills to solve everyday tasks and problems. The **Solid Foundations Mathematics** series contributes to the development of learners' numeracy skills, logical mathematical thinking and ability to solve problems.

Learners learn best when they are actively involved with the learning material and processes, and therefore these colourful and visually stimulating books challenge learners to enjoy and master Mathematics.

Counting, computation, measurement, data handling, geometry and problem-solving are competencies taught through playing, experiencing, exploring and challenging learners to apply their knowledge and skills.



Gr	Mathematics	ISBN
1	Solid Foundations Mathematics LB	9789991626321
1	Solid Foundations Mathematics TG	9789991626338
1	Omukanka gwa kola: Omwaalu Embo lyOmulongwa (Oshindonga)	9789991628226
1	Omukangha wa pama: Omuvalu Embo lOmuhongwa (Oshikwanyama)	9789991628288
1	Etateko lyokupama: Muvaru Buke zoMurongwa (Rukwangali)	9789991628349
1	Wiskunde Leerderboek (Afrikaans)	9789991628400
1	Nunderero dhongcamu: Yivarero Mbapira dhaMwanuke (Thimbukushu)	9789991628462
1	Motheo o o tiileng: Mathematikisi Lokwalo la baithutwane (Setswana)	9789991628523
2	Solid Foundations Mathematics LB	9789991626345
2	Solid Foundations Mathematics TG	9789991626352
2	Omukanka gwa kola: Omwaalu Embo lyOmulongwa (Oshindonga)	9789991628240
2	Omukangha wa pama: Omuvalu Embo lOmuhongwa (Oshikwanyama)	9789991628301
2	Etateko lyokupama: Muvaru Buke zoMurongwa (Rukwangali)	9789991628363
2	Wiskunde Leerderboek (Afrikaans)	9789991628424
2	Nunderero dhongcamu: Yivarero Mbapira dhaMwanuke (Thimbukushu)	9789991628486
2	Motheo o o tiileng: Mathematikisi Lokwalo la baithutwane (Setswana)	9789991628547
3	Solid Foundations Mathematics LB	9789991626369
3	Solid Foundations Mathematics TG	9789991626376
3	Omukanka gwa kola: Omwaalu Embo lyOmulongwa (Oshindonga)	9789991628264
3	Omukangha wa pama: Omuvalu Embo lOmuhongwa (Oshikwanyama)	9789991628325
3	Etateko lyokupama: Muvaru Buke zoMurongwa (Rukwangali)	9789991628387
3	Wiskunde Leerderboek (Afrikaans)	9789991628448
3	Nunderero dhongcamu: Yivarero Mbapira dhaMwanuke (Thimbukushu)	9789991628509
3	Motheo o o tiileng: Mathematikisi Lokwalo la baithutwane (Setswana)	9789991628561

A look inside the *Solid Foundations Mathematics Grade 2 Learner's Book*:

12 Entrepreneurship

Area



I can cover the area of a N\$10 note with 18 N\$1 coins!



I can cover the area of my desk with 24 hands.

1. How many five cent coins can cover the purse?



2. How many coins will cover the bottle?



3. Investigate area.

- Take an old newspaper.
- Cover the newspaper with your handprints.
- Count how many handprints are on the paper.
- Before you count, estimate first.



Data handling

Our friends sold cookies during the Entrepreneur's Day.

I sold 8 boxes of cookies.



Rugaya

I sold 4 boxes of cookies.



Tangeni

I sold 12 boxes.



Sarah

Well, I sold 12 boxes.



Willem

1. Use the information and draw the pictograph.

Learner	Boxes of Cookies	Key
Rugaya		Each = 1 box
Tangeni		
Sarah		
Willem		

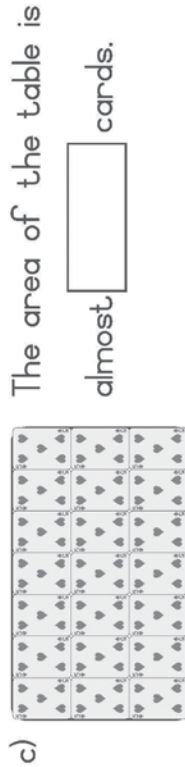
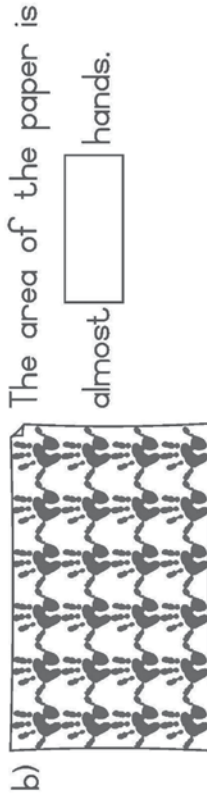
2. Use the graph to answer the questions.

- Who sold the most boxes of cookies?
- Who sold the least boxes of cookies?
- How many boxes did the boys sell?
- How many boxes did the girls sell?
- How many more boxes did Willem sell than Tangeni?
- How many boxes did they sell altogether?

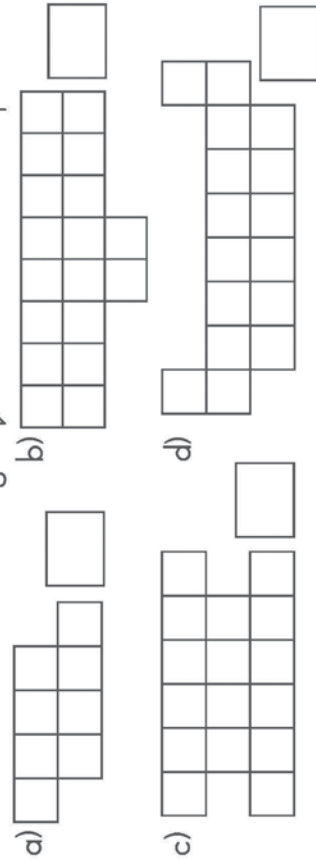
A look inside the *Solid Foundations Mathematics Grade 2 Teacher's Guide*:

Date: / /

1. Write down the area of the objects:



2. Write down how many squares are each shape:



WEEK 12

THEME: TRADING, EARNING, SPENDING AND SAVING
SUB-TOPIC: ENTREPRENEURSHIP

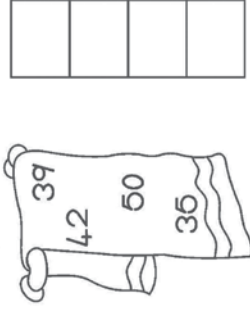
DAYS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
TOPIC	Measurement	Measurement	Data handling	Data handling	Data handling
BASIC COMPETENCY	Area	Area	Pictographs, tables and bar graphs.	Pictographs, tables and bar graphs.	Pictographs, tables and bar graphs.
WARM UP AND COUNTING	Count concrete 0–40, mechanically to 200.	Count concrete 0–40, mechanically to 200.	Count concrete 0–40, mechanically to 200.	Count concrete 0–40, mechanically to 200.	Count concrete 0–40, mechanically to 200.
TEACHER ACTIVITY	Introduce area as a surface of a flat object. You can measure the area by covering it with another object. Use coins, hands or bottle caps to measure the area of objects.	Revise area; use a variety of objects to cover with. Record your answers.	Introduce drawing pictographs. Present information on a graph. Discuss the Entrepreneurs' Day on Friday.	Collect data in the class. Use a topic like 'My favourite cooldrink'. Write 5 different flavours on the board. Learners choose a flavour. Count how many choose each flavour.	Have an Entrepreneurs' Day.
LEARNER ACTIVITY	On page 34, do numbers 1–3.	Do worksheet 27.	On page 35, do numbers 1 and 2 OR do worksheet 28.	Learners draw a graph to present the information.	Learners participate in buying and selling. It can be real or play.
MATERIAL	Textbook.	Worksheet 27.	Textbook, worksheet 28.		Play money and items to buy or sell.
HOMEWORK	Tell parents about the Entrepreneurs' Day.	Tell parents about the Entrepreneurs' Day.	Tell parents about the Entrepreneurs' Day.	Tell parents about the Entrepreneurs' Day.	Participate in buying and selling.
ASSESSMENT	Relate area to the surface inside a border, compare area using non-standard units.	Relate area to the surface inside a border, compare area using non-standard units.	Display data on a pictograph, interpret and analyse data.	Collect, organise and display data on a pictograph.	
ANSWERS	Page 34 1. 24. 2. 18. 3. Do hand prints on paper - count own prints.		Page 35 1. Draw the graph. 2. a) Willem b) Tangeni c) $4 + 12 = 16$ d) $8 + 6 = 14$ e) $12 - 4 = 8$ f) $8 + 4 + 6 + 12 = 30$.		

Date: / /

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1. Write the next number. 2. Write the numbers from big to small.

43	48
49	42
37	39
35	45



3. Match the same numbers:

a) c)

b) d)



Date: / /

Our friends sold cookies during the Entrepreneurs' Day.

I sold 8 boxes of cookies. Rugaya

I sold 4 boxes of cookies. Tangeni

I sold only 6 boxes. Sarah

Well, I sold 12 boxes. Willem

Key
Each ☺ = 1 box

1. Complete the pictograph.

Learner	Boxes of Cookies
Rugaya	
Tangeni	
Sarah	
Willem	

2. Use the graph to answer the questions:

- a) How many boxes did the boys sell?
- b) How many boxes did the girls sell?
- c) How many more boxes did Willem sell than Sarah?
- d) How many boxes did they sell altogether?

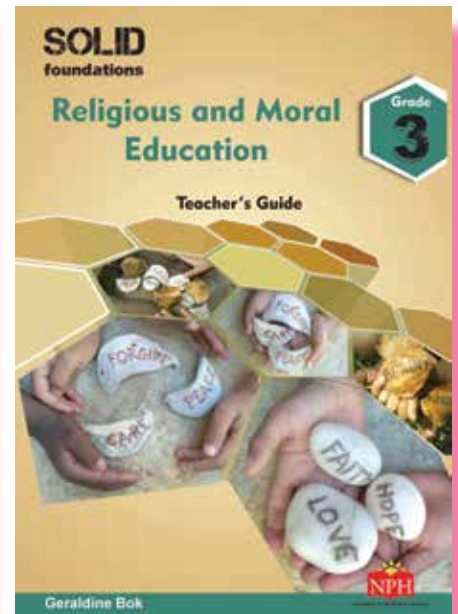
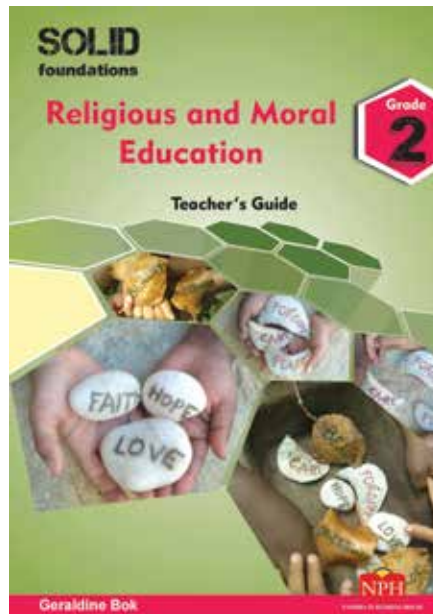
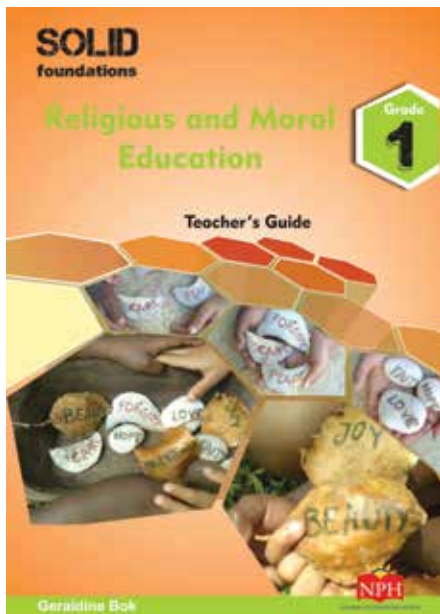
Solid Foundations Religious and Moral Education | Grades 1-3

The **Solid Foundations Religious and Moral Education** series of Teacher's Guides, as an integral part of teaching, lays the foundation for addressing moral and ethical issues, such as integrity, behaviour, discipline, ability to adjust, and the role learners need to play in society.

This series provides an opportunity for children to learn about different religious beliefs, social responsibilities and ethical behaviour.

The **Solid Foundations Religious and Moral Education Teacher's Guide** for each grade aims at preparing learners for life, developing positive values and attitudes. It assists in finding common values and shared approaches to life among our multi-faith society.

Gr	Religious and Moral Education	ISBN
1	Solid Foundations Religious and Moral Education TG	9789991626468
2	Solid Foundations Religious and Moral Education TG	9789991626475
3	Solid Foundations Religious and Moral Education TG	9789991626482



A look inside the Solid Foundations Religious and Moral Education Grade 3 Teacher's Guide:

WEEK 26 RESPONSIBILITY

SUB-TOPIC: RESPONSIBILITY TOWARDS ANIMALS AND THE THINGS AROUND US

Learning Objectives	Basic Competencies
<ul style="list-style-type: none"> Share different points of view. Relate to other's points of view about the topic. 	<ul style="list-style-type: none"> Express own ideas and relate to other's points of view about the topic.

Links to other subjects	Learning Objectives	Basic Competencies
Language <input checked="" type="checkbox"/> Art <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Environmental Studies <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Share different points of view. Relate to other's points of view about the topic. 	<ul style="list-style-type: none"> Express own ideas and relate to other's points of view about the topic.
Cross-curricular issues <input checked="" type="checkbox"/> Environmental Education <input type="checkbox"/> HIV and AIDS Education <input type="checkbox"/> Population Education <input type="checkbox"/> Human Rights and Democracy Education <input type="checkbox"/> Information and Communication Technology <input type="checkbox"/>		



Materials needed

- A Bible or children's Bible with pictures of the story.
- Crayons or colouring pencils.
- Flash cards with keywords, e.g. responsibility, trustworthy, dependable, task, role.
- A picture of the burning bush on a poster or ask someone that can draw very well to draw the story on a poster for you. Remember to add the livestock that Moses was looking after.

Preparation

- Ask the learners to bring their Bibles to school.
- Use a children's Bible if one is available.
- Read the story **Moses at the Burning Bush** in Exodus 3:1-10.
- Ensure that pupils have a pen and crayons or colouring pencils.
- Prepare the pictures and flash cards.
- Prepare copies of worksheet 26.

Lesson suggestion 1

- Give two learners the opportunity to pray.
- Let the learners choose any chorus they would like to sing.
- Start the lesson by asking the learners what they think responsibility means.
- Write their responses on the board.
- Discuss their responses.
- The aspects which you would like to explain regarding the meaning of responsibility would be to take care of ones duties, to answer for ones actions, to be accountable, and to be trustworthy.
- Explain to the learners why it is important to be a responsible person. Explain to the learners that we all have to be accountable for our behaviour. Our parents, teachers and friends should be able to rely on us because we are dependable.

Moses and the burning bush

Moses was in the field looking after his father-in-law's sheep. He came close to Sinai, the mountain of God. Suddenly Moses saw a bush that was burning. He went closer and found it very strange that the bush was not burning out. Suddenly a voice came from the bush and told him not to come any closer. God told Moses to take off his shoes because he was in the midst of God, and he was standing on holy ground. God said to Moses, "I am the God of your father – the God of Abraham, Isaac and Jacob."

Moses became afraid and hid his face from God. But God continued to speak to Moses. He said, "I have seen the suffering of my people in Egypt. I know about their pain and suffering. I have come to help them and free them from Egypt. I am sending you to Pharaoh to lead my people from Egypt to a land of milk and honey."

"Why me?" Moses asked God. "What makes you think that I could lead your children from Egypt?"

"I will be with you," God said.

But Moses continued to offer excuses. "Suppose the people don't believe me when I tell them that 'The God of your fathers sent me to you' and they ask me who you are? What should I tell them?"

"Tell them 'I-am' has sent me to you."

Possible questions:

- How did God make himself visible to Moses?
 - Why did Moses have to take off his shoes?
 - What did God ask Moses to do?
 - Was Moses ready to do as he was told?
 - Was he ready to face his responsibility?
 - Do you think Moses was the right person for the job?
- Give some learners a chance to talk about their responsibilities at home. They may share it with a group of friends or the whole class.

Note: Add your own questions based on the story.

Activity

- Do worksheet 26.
- Let the whole class read the instructions together.
- Ask one learner to explain to the class what is expected of them.
- The learners have to write short notes about responsibility. They have to write at least 5 short sentences.
- They may colour the picture.

- Explain Moses' responsibilities to the learners. He had to look after his father-in-law's flock. He had to stay in the field with the animals until late in the afternoon. He was responsible for every single animal. On top of that God gave Moses a bigger task because He trusted Moses. Moses had a great sense of responsibility. Once he realised that it was God who spoke to him, he didn't ask any questions. He went and did as God had told him even though he was unsure and afraid.
- Link this discussion to the notes in Lesson suggestion 1 about responsibility.
- Ask questions about the story.

Photocopiable page



Creative English First Language | Grades 1-3

Creative English First Language series aims at enabling Namibian learners to communicate effectively, read fluently and express their thoughts and ideas in English.

The learners are encouraged to explore and experience language in a creative manner through stories and texts that reflect the diverse cultural heritage of Namibia.


The books are presented in a modern, colourful and stimulating format, providing many opportunities for communication and social development. Learners are actively involved in the learning process through interesting and stimulating activities, meaningful tasks and group work.

Vocabulary, phonics, spelling, reading, writing and listening are taught through interesting themes, stories, rhymes and songs. The accompanying *Readers* and *CDs* enrich the content of the books and ensure the development of learners' reading and listening skills.

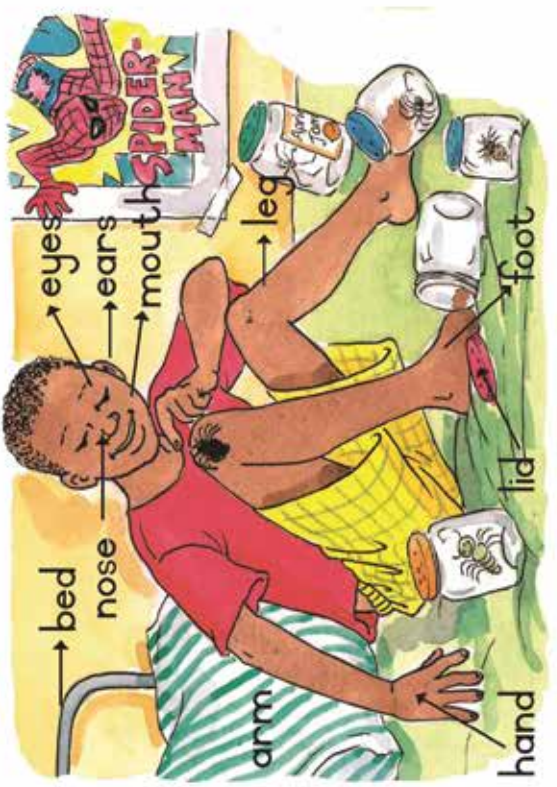


Gr	English First Language	ISBN
1	Creative English LB	9789991626239
1	Creative English TG	9789991626246
1	Creative English Reader	9789991626253
1	Creative English CD	9789991627588
2	Creative English LB	9789991626260
2	Creative English TG	9789991626277
2	Creative English Reader	9789991626284
2	Creative English CD	9789991627595
3	Creative English LB	9789991626291
3	Creative English TG	9789991626307
3	Creative English Reader	9789991626314
3	Creative English CD	9789991627601

A look inside the *Creative English First Language Grade 1 Learner's Book*:



My body, my health




bed
nose
eyes
ears
mouth
arm
leg
foot
hand
lid

Let's talk about playing


What games do you like to play?
Who do you like to play with?

Discuss my body, answering questions, group work, daily news


I can



I can dance.




She can read.




We can play soccer. He can swim.


She can jump.



He can ride a bicycle.



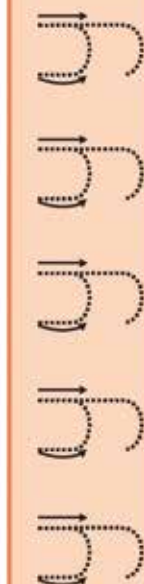
He can swim.



Yy

you
yellow
year
yell
yoghurt
yesterday

Show your friend what you can do.
Practise the letter y.



A look inside the *Creative English First Language Grade 1 Teacher's Guide*:

Page 50: Let's talk about playing

Link to skills: Discuss my body
Answer questions
Group work
Daily news

Preparation:

- Chart of body parts – as used in Theme 3 (photocopiable page).
- Poems/rhymes/songs about the body/looking after the body/games, e.g. 'Head, shoulders, knees and toes'.
- Exercise books, paper, pencils, crayons.
- CD: Track 53.

Teaching suggestions:

- Use the chart of body parts to revise the words for the different parts of the body.
- Refer learners to the picture on page 50. Ask learners to identify the following words for body parts: arm, nose, eyes, ears, mouth, leg, foot. Ask learners to read the words **lid**, and **bed** using the phonics they have learnt.
- Discuss the picture. Ask detailed questions about all parts of the picture. Note that questions should be factual and inferential. Examples of questions: Where is the boy sitting? Which room is he in? What is he wearing? What poster is on the wall? Do you think the boy likes spiders? Why do you say that? What does he keep in the jars? Why do you think he does that?
- Read the text with learners. Assist them with words they do not yet know. Ask why the words 'Let's talk about playing' are in orange letters. Point out that this is a sub-heading. Read the two questions with learners. Point to the capital letters at the beginning of the sentences and stress that all sentences start with a capital letter. Point to the question marks and ask what these marks are. Discuss the fact that we always end a sentence with a full stop.
- Learners work in small groups. In their groups they talk about the games they like to play and what they like to play with.
- Learners complete the following sentence in their exercise books: I like to play _____. They draw a picture to illustrate this sentence.
- Use the photocopiable page and have the learners complete the picture by drawing the other half. Label the body parts.
- Teach songs/poems or rhymes about body parts/general health/games.
- READ 'We love to play' on page 55-57 in the *Reader*.

Page 51: I can!

Link to skills: Identify ability
Modals
Negative verbs
Punctuation

Preparation:

- Chart of action words and suitable pictures. Suggestions for action words: dance, jump, read, ride, play, swim.
- Chart of pronouns: I, she, he, we.
- Chart of the **y** sound and pictures of objects that begin with **y** e.g. yellow, yo-yo, yes.
- Poems/rhymes/songs about actions, e.g. 'Ring-a-ring o' roses'.
- Exercise book, pencils, crayons.
- Prepare worksheet 30 (see back of Teacher's Guide).
- CD: Tracks 54, 55 and 56.

Teaching suggestions:

- Use the chart of action words to teach learners the words for actions. Point to the picture. Ask 'what are the people doing' or 'what action is being done'? Once learners have identified the action, point to the word for the action. Say the word and have learners repeat it. Check to see whether learners can read all the words through, identifying it with the picture.
- Use the chart of pronouns to check whether learners can read these words.
- Refer learners to the pictures on page 51. Discuss the pictures, asking questions about each one, one at a time. Ask learners to try to read the sentences below the pictures. Encourage them to read the unknown words using the pictures as a guide, e.g. He can ride a bicycle. Ask questions about the sentences, using the words 'What can I/he/she/we do?'. Learners should answer in full sentences.
- Game: Learners work in small groups. They take it in turn to mime actions. The rest of the group should guess what the action is.
- Learners write sentences starting with: I can _____. They illustrate each sentence.
- Teach the sound **y**, using the chart. Ask learners to identify the pictures. Then ask them what sound they hear at the beginning of each word.
- Learners point to the 'y yo-yo' at the top of the page and read the letter and the word. They read the words in the word box: you, yellow, year, yell, yoghurt, yesterday. Learners make sentences with each word.
- Demonstrate the way in which the letter is formed.
- Learners form the letter in the air with their arms, trace over the letter in their books, then write **y** in their books and draw pictures of **y** words.
- Learners sing songs or recite rhymes/poems about actions.
- READ 'We love to play' on pages 55-57 in the *Reader*.
- Teach the learners to play Ring-a-ring o' roses and Hopscolch.
- Do worksheet 30.

WORKSHEET 30

Letter y

1. Draw yourself playing with a big yellow yo-yo.

2. Practise the letter y.

y y

y y

Photocopiable page

dance

jump

read

ride

play

swim

I

he

she

we

Wegspring Afrikaans | Grades 1-3

Wegspring Afrikaans is a first language course for the Junior Primary Phase based on the Afrikaans First Language syllabus for Grades 1-3. This course aims at enabling Namibian learners to communicate effectively, read fluently and express their thoughts and ideas. The learners are encouraged to explore and experience language through a variety of different types of texts. Learners can read and enjoy interesting Namibian stories that reflect the diverse cultural heritage of the country.

This course reflects the current curriculum development. It supports the learner-centred approach, which ensures optimal quality of learning through practical application. Learners are involved in the learning process by means of stimulating activities compiled to develop their thinking, writing and communication skills.

Wegspring Afrikaans applies the thematic/integrated approach by following the Environmental Studies themes. The stories in the Readers link to these themes. The books provide enough opportunity to introduce cooperative learning through meaningful tasks and group work to develop learners' personal, social and communication skills.



Gr	Afrikaans First Language	ISBN
1	Wegspring Afrikaans Eerste Taal LB	9789991626499
1	Wegspring Afrikaans Eerste Taal TG	9789991626505
1	Wegspring Afrikaans Eerste Taal Leesboek	9789991626512
2	Wegspring Afrikaans Eerste Taal LB	9789991626529
2	Wegspring Afrikaans Eerste Taal TG	9789991626536
2	Wegspring Afrikaans Eerste Taal Leesboek	9789991626543
3	Wegspring Afrikaans Eerste Taal LB	9789991626550
3	Wegspring Afrikaans Eerste Taal TG	9789991626567
3	Wegspring Afrikaans Eerste Taal Leesboek	9789991626574

Materials for African Languages

The textbooks designed for African Languages:

- are based on the latest syllabi developed by NIED for local languages for Junior Primary Phase
- cater for all learners in Namibia who speak Oshindonga, Otjiherero, Rumanyo, Khoekhoegowab, Thimbukushu and Jul'hoansi as a first language
- support a learner-centred approach and reflect Namibia's diverse cultural heritage.

The textbooks in this series encourage learners to become active communicators by participating in a range of interactive and stimulating activities designed to develop their skills in reading, writing, listening and speaking in Namibia's local languages.

Pyokola Elaka | Grades 1-3



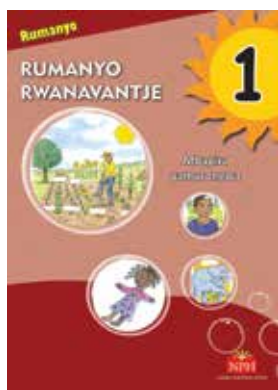
Gr	Oshindonga First Language	ISBN
1	Pyokola Elaka LB	9789991626581
1	Pyokola Elaka TG	9789991626598
1	Pyokola Elaka Embo Iyandje Iyokulesha Reader	9789991626604
2	Pyokola Elaka LB	9789991626611
2	Pyokola Elaka TG	9789991626628
2	Pyokola Elaka Embo Iyandje Iyokulesha Reader	9789991626635
3	Pyokola Elaka LB	9789991626642
3	Pyokola Elaka TG	9789991626659
3	Pyokola Elaka Embo Iyandje Iyokulesha Reader	9789991626666

Kura pu na Otjiherero | Grades 1-3



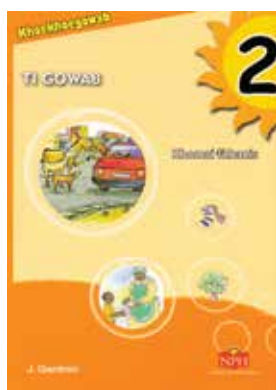
Gr	Otjiherero First Language	ISBN
1	Kura pu na Otjiherero LB	9789991627229
1	Kura pu na Otjiherero TG	9789991627236
1	Kura pu na Otjiherero Reader	9789991627243
2	Kura pu na Otjiherero LB	9789991627250
2	Kura pu na Otjiherero TG	9789991627267
2	Kura pu na Otjiherero Reader	9789991627274
3	Kura pu na Otjiherero LB	9789991627281
3	Kura pu na Otjiherero TG	9789991627298
3	Kura pu na Otjiherero Reader	9789991627304

Rumanyo Rwanavantje | Grades 1-3



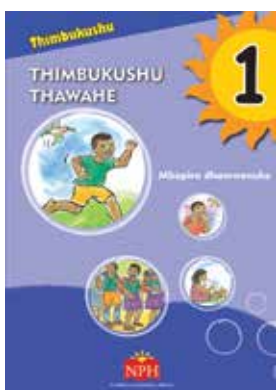
Gr	Rumanyo First Language	ISBN
1	Rumanyo rwanavantje LB	9789991626857
1	Rumanyo rwanavantje TG	9789991626864
1	Rumanyo rwanavantje Reader	9789991626871
2	Rumanyo rwanavantje LB	9789991626888
2	Rumanyo rwanavantje TG	9789991626895
2	Rumanyo rwanavantje Reader	9789991626901
3	Rumanyo rwanavantje LB	9789991626918
3	Rumanyo rwanavantje TG	9789991626925
3	Rumanyo rwanavantje Reader	9789991626932

A da khomai tsî xoa Khoekhoegowab !nâ | Grades 1-3



Gr	Khoekhoegowab First Language	ISBN
1	A da khomai tsî xoa Khoekhoegowab !nâ LB	9789991605722
1	A da khomai tsî xoa Khoekhoegowab !nâ TG	9789991605739
1	Ti Gowab Reader	9789991627335
2	A da khomai tsî xoa Khoekhoegowab !nâ LB	9789991607023
2	A da khomai tsî xoa Khoekhoegowab !nâ TG	9789991607030
2	Ti Gowab Reader	9789991627366
3	A da khomai tsî xoa Khoekhoegowab !nâ LB	9789991607733
3	A da khomai tsî xoa Khoekhoegowab !nâ TG	9789991607740
3	Ti Gowab Reader	9789991627397

Thimbukushu thawahe | Grades 1-3



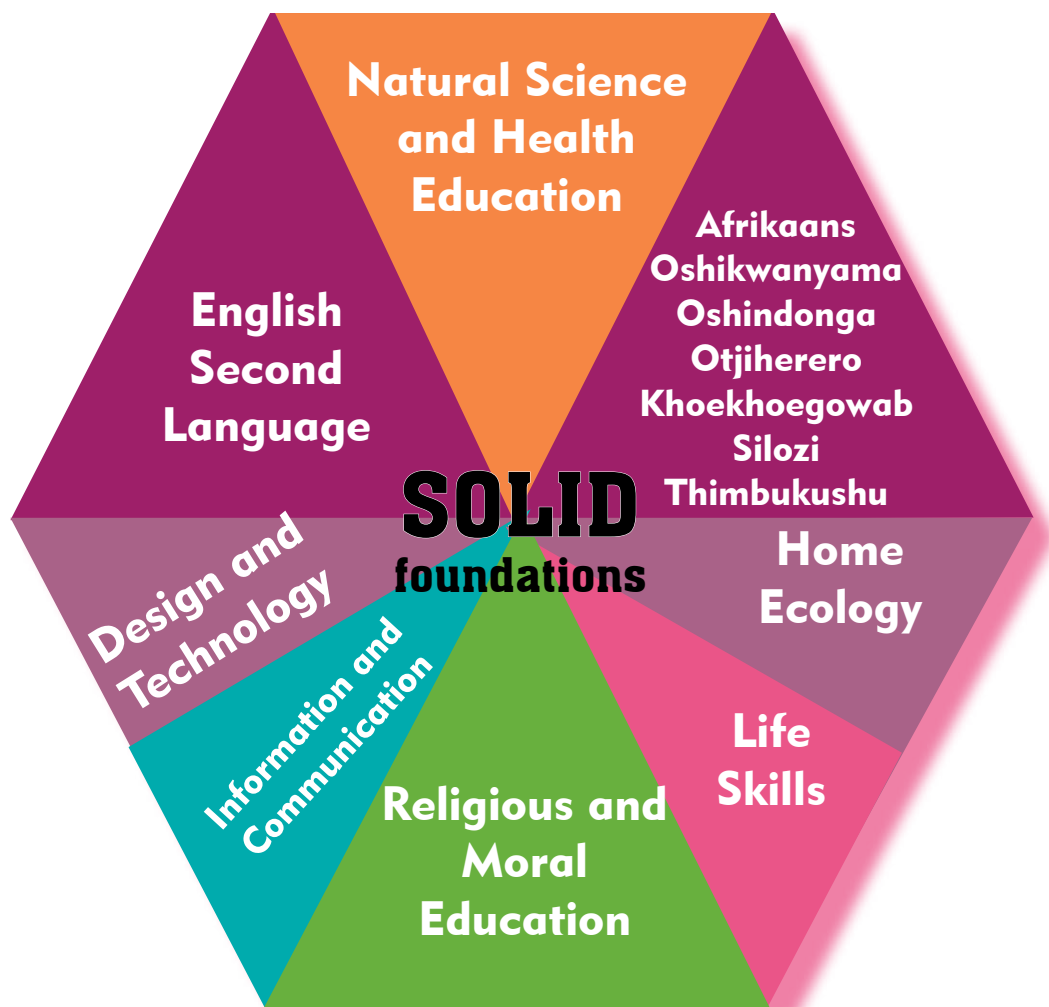
Gr	Thimbukushu First Language	ISBN
1	Thimbukushu thawahe LB	9789991626949
1	Thimbukushu thawahe TG	9789991626956
1	Thimbukushu thawahe Reader	9789991626963
2	Thimbukushu thawahe LB	9789991626970
2	Thimbukushu thawahe TG	9789991626987
2	Thimbukushu thawahe Reader	9789991626994
3	Thimbukushu thawahe LB	9789991627014
3	Thimbukushu thawahe TG	9789991627021
3	Thimbukushu thawahe Reader	9789991627038

Jul'hoansi kokxúí | Grades 1-3



Gr	Jul'hoansi First Language	ISBN
1	Jul'hoansi kokxúí LB	9789991627403
1	Jul'hoansi kokxúí TG	9789991627410
1	Nlom !Aihn Reader	9789991623313
2	Jul'hoansi kokxúí LB	9789991627434
2	Jul'hoansi kokxúí TG	9789991627441
2	N#oahn llama Nlloa'ae Reader	9789991604312
3	Jul'hoansi kokxúí LB	9789991627465
3	Jul'hoansi kokxúí TG	9789991627472
3	IXoa n!anga o Nlloaq'ae ga Reader	9789991607955

NPH *Solid Foundations* series for Senior Primary Phase:



The ***Solid Foundations*** series of textbooks for Senior Primary Phase are a natural continuation of this successful series in the Junior Primary. The Grades 4-7 textbooks fully implement the new curriculum for the Senior Primary Phase by building on the well-established learning foundations in the Junior Primary Phase. They develop learners' understanding, skills as well as attitudes that are essential to positively contribute to the development of the Namibian society. All textbooks in the series follow a learner-centred approach, promote gender equity, inclusive education and cross-curricular issues, and encourage collaborative learning. Our ***Solid Foundations*** series of textbooks will help prepare learners to successfully progress to the Junior Secondary Phase.

Our *Solid Foundations* textbooks for Senior Primary Phase:

- ✓ fully implement the new curriculum for the Senior Primary Phase
- ✓ build on the learning foundations in the Junior Primary Phase
- ✓ develop learners' understanding, skills and attitudes to positively contribute to our society
- ✓ prepare learners to successfully progress to the Junior Secondary Phase!

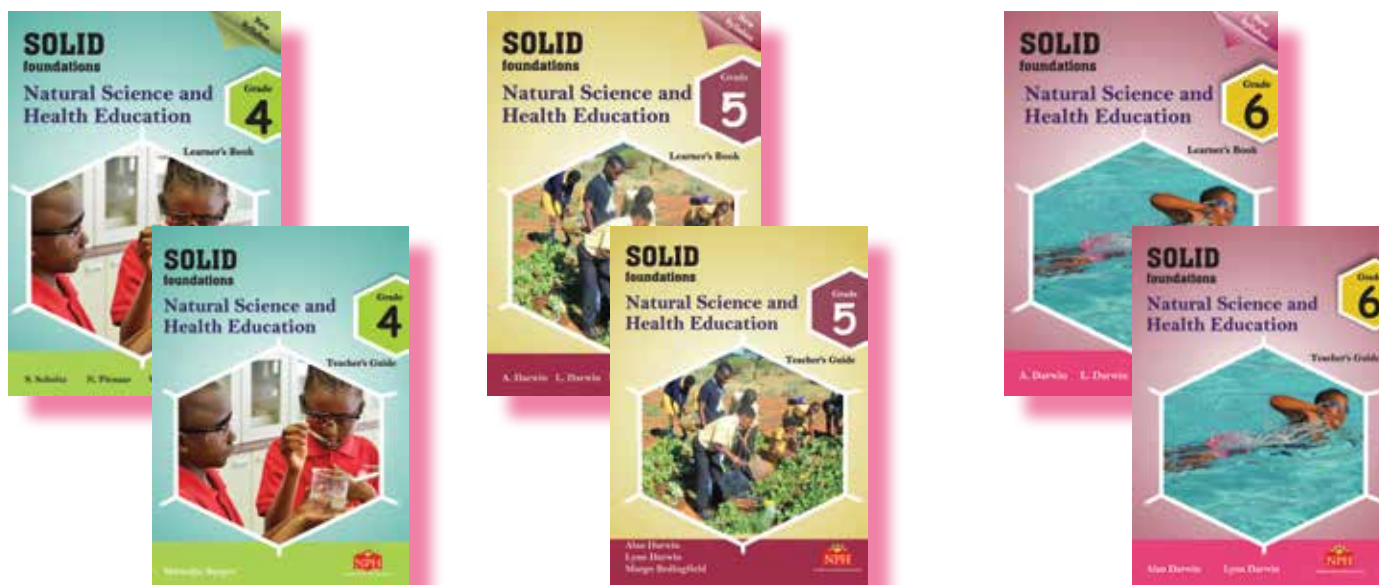


Solid Foundations Natural Science and Health Education | Grades 4-7

The **Solid Foundations Natural Science and Health Education** series of textbooks for the Senior Primary Phase has been specifically designed to meet the requirements of the Natural Science and Health Education syllabus.

The textbooks aim to establish basic scientific foundations for all Namibian learners, giving them confidence to pursue a career in science in future.

The series, with its core components used consistently (as guided in the Teacher's Guide), provides an excellent coverage of the new curriculum and will equip learners with knowledge and understanding of the physical and biological world around them.



Gr	Natural Science and Health Education	ISBN
4	Solid Foundations Natural Science and Health Education LB	9789991628998
4	Solid Foundations Natural Science and Health Education TG	9789991629001
5	Solid Foundations Natural Science and Health Education LB	9789991629018
5	Solid Foundations Natural Science and Health Education TG	9789991629025
6	Solid Foundations Natural Science and Health Education LB	9789991629032
6	Solid Foundations Natural Science and Health Education TG	9789991629049
7	Solid Foundations Natural Science and Health Education LB	9789991629056
7	Solid Foundations Natural Science and Health Education TG	9789991629063

A look inside the *Solid Foundations Natural Science and Health Education Grade 4 Learner's Book*:

Activity 15.1

Let's compare!

1. Bring a baby photo of yourself or when you were in Grade 1 to school.
2. Study your photo carefully.
3. In your exercise book, write down any changes you can see from when you were a baby up till now.
4. Draw a picture of yourself at each stage you've gone through up to this age.

The table below shows each stage and its main characteristics.

Male	Stage of human development	Female
	Infant (0-12 months): <ul style="list-style-type: none"> • drinks milk and eats soft solid food • learns to sit, crawl, stand and walk • depends on parents for everything • cannot control the bladder and needs to wear diapers. 	
	Toddler (1-3 years): <ul style="list-style-type: none"> • eats solid food • starts walking and running without help • becomes more independent but still needs grown-up's help • learns to control the bladder. 	
	Child (4-12 years): <ul style="list-style-type: none"> • permanent teeth replace milk teeth • has full control over the bladder. 	

UNIT 15 HUMAN DEVELOPMENT

By the end of this unit:

- ✓ You will know and appreciate the stages of human development.

Like all animals and plants, people go through a life cycle too. Human life cycle has several stages of development. We all started life as babies, but we look quite different now.

This is me when I was a baby and this is me now. Can you see the difference?



This process of growth and change that takes place between birth and maturity is called **human development**. In Grade 3, you learned about how our bodies develop. Do you remember the stages of our development?

Stages of human development

Key words

- adult – a person that is a grown-up like your mother or father
- bladder – organ in the body that collects urine/liquid waste
- emotional – feelings
- maturity – the state of being fully grown or developed
- physical – of the body
- rate – how long something takes to happen

The main stages of our development are **infant** or baby (0-1 year), **toddler** (1-3 years), **child** (4-12 years), **adolescent** (13-19 years), **adult** (20-59 years) and **senior citizen** (60 + years).

Unit Assessment

Answer the following questions in your exercise book.

1. If a human is 9 years old, he/she is called a/an...
 a. adolescent b. child c. infant d. toddler
2. Your grandmother was 50 years on her last birthday. What stage of human development is she in?
 a. senior citizen b. child c. adolescent d. adult
3. During which stage will boys grow a beard?
 a. toddler b. child c. adolescent d. adult
4. At what stage during human development do the biggest changes happen?
 a. adolescent b. child c. infant d. toddler
5. When people get to this stage they sometimes start to forget things.
 a. senior citizen b. child c. adolescent d. adult
6. Write down the stages of human development from the picture.



	<p>Adolescent (13-19 years):</p> <ul style="list-style-type: none"> grows hair under arms and on private parts boys grow facial hair girls develop breasts. 	
	<p>Adult (20 years and over):</p> <ul style="list-style-type: none"> stops growing some men lose the hair on their head. 	
	<p>Senior citizen (60 years and over):</p> <ul style="list-style-type: none"> has grey hair finds it difficult to remember muscles and bones become weak movement gets difficult. 	

Remember!

The physical changes in our bodies are the same for everyone, but each one of us develops at their own pace. Some of us grow quicker than others in the same age group. You should not worry if you feel that you develop "slower" than others, especially during the adolescent stage (when most of the changes in your body happen). With time, you will catch up with the rest of your group.

A look inside the *Solid Foundations Natural Science and Health Education Grade 4 Teacher's Guide*:

Unit 15 Human Development

Overview of this unit

Topic 5 Living Organisms	Learning objectives <i>Learners will:</i>	Competencies <i>Learners should be able to:</i>	Activities
5-6 Human Development	<ul style="list-style-type: none"> know and appreciate the stages of human development 	<ul style="list-style-type: none"> identify the stages of human development from diagrams 	Activity 15.1 Unit Assessment
5-6.1 Stages of human development			

Background information for the teacher

When a baby is born, it grows into an adult, but it goes through different stages which are called human development.

The humans belong to the animal kingdom and are classified as mammals. All mammals give birth to living babies that look different from the mother and develop over a period of time.

The humans go through the stages: infant (0-1 years), toddler (1-3 years), child (4-12 years), adolescent (13-19 years), adult (20-59 years) and senior citizen (60+ years).

It is during the adolescent stage that the body prepares to reproduce. When learners enter this stage, we say they go through puberty. Some of grade 4 learners may be entering puberty and that is the reason why learners do this unit. They must know that the body is changing and what to expect in the years to come.

Teaching steps

Ask learners to describe how babies change when they grow up. Make a time line and fill in the different ages: 0, 1, 3, 4, 12, 13, 19, 20, 59, and 60. Fill in the names of the stages: baby, toddler, child, adolescent, adult and senior citizen.

Ask the learners to bring photos of them when they were babies or toddlers and a recent one. They can make a list of changes that are visible from the photos. Do activity 15.1.

Support for learners with special needs or learning difficulties

You may support learners only by reading the text to them.

Suggestions for the use of low/no cost materials

Learners need to bring their own photos to discuss. You may bring a photo of yourself when you were a baby, toddler, child or adolescent.

Suggested answers to activities

Activity 15.1

For this activity, the learners bring one of their own photos when they were younger, study it and list changes that they can see. Learners must draw themselves when they were babies, toddlers and children.

Learner's Book page 110

62 *Natural Science and Health Education Grade 4 Teacher's Guide*

Assessment of Unit 15

- child
- adult
- adolescent
- adolescent
- senior citizen
- A – baby; B – toddler; C – child; D – adolescent; E – adult; F – senior citizen

Learner's Book page 112

Additional content for the teacher: Topic Test (Unit 3)

Total: 10 marks

This topic covers the work in Unit 3. The marks for this test form part of the learners' continuous assessment mark, and should be recorded.

- Sort the items in the word box in the table under the correct ecosystem. (3)

grass oryx dolphin Nara lion kelp

Marine ecosystem	Savannah ecosystem	Desert ecosystem

- Match the words in column A to the description in column B. (3)

Column A	Column B
1. Drought	a. When humans dump rubbish into the river
2. Ecosystem	b. When it does not rain enough for the plants to grow
3. Pollution	c. When plants and animals live together in an area

- Write one characteristic for each of the ecosystems. (3)
 - Marine ecosystem
 - Savannah ecosystem
 - Desert ecosystem
- Give one way how plants can adapt to live in dry conditions. (1)

Memo for Topic Test (Unit 3)

- | Marine ecosystem | Savannah ecosystem | Desert ecosystem |
|------------------|--------------------|------------------|
| dolphin, kelp | grass, lion, oryx | Nara, oryx |

 1. b. 2. c. 3. a
- Any one of these: a. temperatures are stable, very low rainfall, sand soils
b. temperatures vary, average rainfall, sand and loam soils c. hot, no rain, sand soil
- Any one of these: have long roots, thorns instead of leaves, get water from dew

Total: 10 marks

Topic Test 65

Solid Foundations Design and Technology | Grades 5-7

The **Solid Foundations Design and Technology** series for Grades 5-7 introduces the learners to vocational education. The series is designed to equip learners with both practical and theoretical skills.

The content of the series provides practical pair work, and group activities designed to keep the classroom safe and fun, while instilling in the learners the skills to be creative and affective entrepreneurs.



Gr	Design and Technology	ISBN
5	Solid Foundations Design and Technology LB	9789991627342
5	Solid Foundations Design and Technology TG	9789991627359
6	Solid Foundations Design and Technology LB	9789991627373
6	Solid Foundations Design and Technology TG	9789991627380
7	Solid Foundations Design and Technology LB	9789991627489
7	Solid Foundations Design and Technology TG	9789991627496

A look inside the *Solid Foundations Design and Technology Grade 6 Learner's Book*:

Activity 1 Compare employment and self-employment

1. Make a table like the one below and compare employment and self-employment. The first row has been done for you.

Employed	Self-employed
Work fixed hours	Work the hours you want or need to

2. Discuss with your partner whether you would like to be employed or self-employed. Give reasons for your answer.

Successful Namibian entrepreneurs

An entrepreneur is a person who has a good idea for a new business, and takes a risk to implement the idea. Two well-known Namibian entrepreneurs are Frans Aupa Indongo and Twapewa Kadhikwa. They both worked very hard to make their businesses successful. By expanding their businesses, these entrepreneurs created jobs for other people.

Frans Indongo

Frans Aupa Indongo began a small brick-making business in the 1950s. This was in the time before liberation and it was hard for black people to become successful in business. Indongo was successful because he used the profits from his business to start other businesses. Finally, he had a variety of different businesses, ranging from fishing companies to supermarkets. Indongo worked hard for many years, and his businesses provided employment to many Namibians.



Figure 1: Frans Indongo

Twapewa Kadhikwa

Twapewa Kadhikwa is a woman entrepreneur. Her friends call her Pewa. When she was a student she started braiding hair to earn extra money to pay for her studies. Then, in 2002, she began her business with one hair salon. Since then, she has opened more salons and beauty shops. She has even opened a training centre where people are trained to work in hair and beauty salons. One of Pewa's greatest achievements is her own range of cosmetics, named Pewa Products. These include shampoos and skin lotions made from local raw materials.



Figure 2: Twapewa Kadhikwa (right) and friend

Activity 2:

Successful Namibian entrepreneurs

Work in groups.

- Discuss the life stories of the two entrepreneurs.
 - Did they start small or big?
 - How did their business expand?
 - Why did they become successful?
 - How have they helped the community?
- List two other well-known Namibian entrepreneurs, and describe their businesses.

Characteristics of successful entrepreneurs

Successful entrepreneurs are people who are prepared to work extremely hard. Entrepreneurs often work much longer hours than people who are employed. Here is a list of some of the characteristics of successful entrepreneurs:

- ◆ Prepared to work long hours, often over weekends and holidays
- ◆ Keep to deadlines and never put off until tomorrow what can be done today
- ◆ Not afraid to take risks and try new ideas.
- ◆ Willing to expand the business, and diversify into other businesses.
- ◆ Prepared to use profits to expand the business or businesses.

Successful entrepreneurs are often people who share their good fortune by employing more people and providing goods and services to the community. Do you know such people in your community?



Activity 3:

Investigate Namibian entrepreneurs

Work with a partner.

1. Use resources such as newspapers, television news programmes and the internet. Identify two other successful Namibian entrepreneurs.
2. Write a short report about each of them. Your report should include:
 - ◆ The person's name
 - ◆ The type of business
 - ◆ How it started and how it has increased in size
 - ◆ Why it is successful
 - ◆ What you can learn from this person's experiences
 - ◆ Any other useful or interesting information about this person's business.
3. Compare your reports with those of your classmates.

Chapter assessment

1. Explain the difference between employment and self-employment.
2. Give a Namibian example of employment and self-employment.
3. List two successful Namibian entrepreneurs, and explain why they have become successful.
4. Describe the characteristics of successful entrepreneurs.

Theme 3

Business opportunities in Design and Technology

Define and discuss 'Business opportunities in Design and Technology in Namibia'.

Learning objectives	Basic competencies
<p><i>Learners will:</i></p> <ul style="list-style-type: none"> learn about employment opportunities and entrepreneurship opportunities in Design and Technology 	<p><i>Learners should be able to:</i></p> <ul style="list-style-type: none"> differentiate between employment and self-employment by using examples within the Namibian context investigate and report on successful Namibian entrepreneurs identify and explain the characteristics of successful entrepreneurs

Employment and self-employment

Presentation of lesson

Remind learners of what they learnt regarding businesses and the world of work in general, from grade 5. Explain the difference between employment and self-employment, using the information provided in the Learner's Book. Provide examples that learners can relate to, for example a teacher is employed, but a farmer who owns her own farm is self-employed.

Background information

If you are employed, you work for someone else. Your boss will set your working conditions, and you must agree to them, for example:

- ▶ You must work certain hours, for example from 08h00 until 17h00 from Monday until Friday.
- ▶ You get a fixed salary every month, so you can plan your budget accordingly.
- ▶ Your boss tells you what to do, and you must follow her instructions.
- ▶ You are only responsible for doing your own job.
- ▶ You get paid holidays and paid sick-leave.
- ▶ If you work for a large company, your job is usually quite secure.

If you are self-employed, you are the boss, and your working conditions are different from someone who is employed, for example:

- ▶ You decide when you will work. Often self-employed people end up working much longer hours than employed people.
- ▶ You do not earn the same amount of money every month.
- ▶ You decide how much money to pay yourself. There might be times when your business does not do well and you cannot pay yourself.
- ▶ You only earn money if you work
- ▶ If you are sick and cannot work, you will not get any money.
- ▶ You do not get paid sick leave.
- ▶ You are the boss, so you make all the decisions.
- ▶ You are responsible for the success or failure of the entire business.
- ▶ You have to pay for your holidays yourself. Often, self-employed people cannot take holidays because they cannot leave the running of the business to someone else, or they do not earn enough money to take a holiday.

In Namibia, there are opportunities for employment and self-employment.

If you work for a government department, for example as a policewoman, teacher or health worker, then you are employed. You have to work certain fixed hours, you get a fixed salary, you get paid sick leave and you get paid while you take your holiday.

You can also be employed by a large company. For example, you can work for Standard Bank or Pick 'n Pay. Most large companies give their employees good working conditions, such as a good salary, paid leave and paid sick leave.

You can be employed by an SME. This is a small or medium-scale enterprise, which means it is a much smaller business than a company such as Standard Bank or Pick 'n Pay. Some SMEs do not pay as much as a large company and their benefits may not be so good. This may be because the SME does not earn enough money itself to pay its workers well.



Activity 1: Compare employment and self-employment

Learner's book page: 27

Employed	Self-employed
Work fixed hours	Work the hours you want or need to.
Get a fixed salary each month	Might not get the same amount of money each month, it will depend on how well the business is doing
Paid holidays and sick leave	If you don't work you will not earn any money. You might not be able to take holidays, and if you are sick, you might lose money.

Only responsible for your own job	Responsible for the entire business
Take orders from a boss	You are the boss.
Your job is usually quite secure	You have less security than an employed person.

2. Answers will vary, accept reasonable answers that learners can justify.

Successful Namibian entrepreneurs

Presentation of lesson

Explain to learners that entrepreneurs are people who have a good idea for a new business, and are willing to take risks to implement the idea. They work extremely hard, and often go through a difficult period before the business becomes viable or successful.

Background information

Two well-known Namibian entrepreneurs are Frans Aupa Indongo and Twapewa Kadhikwa.

Frans Aupa Indongo began a small brick-making business in the 1950s. This was in the time before liberation and it was hard for black people to become successful in business. Indongo was successful because he used the profits from his business to start other businesses. Finally, he had a variety of different businesses, ranging from fishing companies to supermarkets. Indongo worked hard for many years, and his businesses provided employment to many Namibians.

Twapewa Kadhikwa is a woman entrepreneur. Her friends call her Pewa. When she was a student she started braiding hair to earn extra money to pay for her studies. Then, in 2002, she began her business with one hair salon. Since then, she has opened more salons and beauty shops. She has even opened a training centre where people are trained to work in hair and beauty salons. One of Pewa's greatest achievements is her own range of cosmetics, named Pewa Products. These include shampoos and skin lotions made from local raw materials.



Activity 2: Successful Namibian entrepreneurs

Learner's book page: 28

Work in groups.

- Discuss the life stories of the two entrepreneurs.
 - Both Indongo and Pewa started on a small scale.
 - Indongo was successful because he used the profits from his business to start other businesses. Pewa began her business with one hair salon, and then opened more salons and beauty shops.
 - They expanded to start other businesses, they didn't have one business only.
 - Indongo worked hard for many years, and his businesses provided employment to many Namibians. Pewa opened a training centre where people are trained to work in hair and beauty salons.
- Accept different examples, make sure learners can describe their businesses.

Characteristics of successful entrepreneurs

Presentation of lesson

Spend a few minutes revising the difference between employment and self-employment, and the basic definition of an entrepreneur. Continue with a more detailed discussion and explanation of the characteristics of successful entrepreneurs. Make frequent references to the two Namibian entrepreneurs discussed earlier.

Background information

Successful entrepreneurs are prepared to work extremely hard, usually working much longer hours than people who are employed. Some characteristics of successful entrepreneurs:

- ▶ Prepared to work long hours, often over weekends and holidays.
- ▶ Keep to deadlines and never postpone tasks until tomorrow what can be done today.
- ▶ Not afraid to take risks and try new ideas.
- ▶ Willing to expand the business, and diversify into other businesses.
- ▶ Prepared to use profits to expand the business or businesses.

Some successful entrepreneurs share their good fortune by employing more people and providing goods and services to the community.



Activity 3: Investigate Namibian entrepreneurs

Learner's book page: 29

Work with a partner.

- Accept any two real-life, successful Namibian entrepreneurs.
- The learners' reports should include:
 - ▶ The person's name
 - ▶ The type of business
 - ▶ How it started and how it has increased in size
 - ▶ Why it is successful
 - ▶ What you can learn from this person's experiences
 - ▶ Any other useful or interesting information about this person's business.
- Get learners to compare reports, and if time allows ask them to present reports to the rest of the class.



Chapter assessment - answers

Learner's book page: 29

- Employment: you work for a boss, and follow their instructions; self-employment: you are the boss, and make your own decisions.
- Accept different examples of Namibian employment and self-employment.

- Accept any two examples of successful Namibian entrepreneurs, the learners must be able to describe and explain why they have become successful.
- Prepared to work extremely hard, usually work much longer hours than people who are employed. Prepared to work over weekends and holidays. Keep to deadlines and never postpone tasks. Not afraid to take risks and try new ideas. Willing to expand the business, and diversify into other businesses. Prepared to use profits to expand the business or businesses.
Some successful entrepreneurs share their good fortune by employing more people and providing goods and services to the community.
- Describe the characteristics of successful entrepreneurs.

Solid Foundations Home Ecology | Grades 5-7

The **Solid Foundations Home Ecology** series for Grades 5-7 introduces the learners to vocational education. The series is designed to provide the learners with interpersonal skills and creativity.

The books are packed with variety of activities that have thematic links to other subjects and will enable learners to actively participate in the classroom and at home.

The subject promotes entrepreneurship to ensure that learners not only learn new skills but also use them effectively to earn an income.



Gr	Home Ecology	ISBN
5	Solid Foundations Home Ecology LB	9789991629490
5	Solid Foundations Home Ecology TG	9789991629506
6	Solid Foundations Home Ecology LB	9789991629513
6	Solid Foundations Home Ecology TG	9789991629520
7	Solid Foundations Home Ecology LB	9789991629537
7	Solid Foundations Home Ecology TG	9789991629544

A look inside the *Solid Foundations Home Ecology Grade 7 Learner's Book*:

Unit 2. Saving electricity

Here follow our streamed lined outcomes:
 ♦ the importance of saving electricity.

Introduction

Electrical appliances are commonly used in areas where electricity is available. The use of electricity makes life easier. Think how much easier and more interesting the following electrical appliances make our lives: lights, the stove and refrigerator, the electrical mixer, hairdryers, the television, computers, the electrical lawn mower and many more.

In Grade 6 we just touched on the use of the electrical stove. There are many more appliances we use in our homes. If not used wisely, unplanned electricity usage can raise the electricity bill through the roof. In your own household you had a few reminders by the adults on saving electricity. Let us do an activity to see what you can remember.



Let's get active

Complete in your class work book.

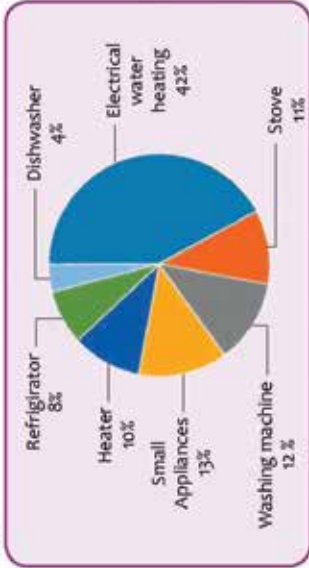
Father opened the electricity bill and to his disappointment the amount is very, very high.

The family had a meeting that night to discuss their dilemma and is now reminding one another from time to time what to do to reduce their electricity bill. Write down at least one piece of advice from each of these family members.



Sister Daddy Mommy



This pie chart shows the average Namibian households electricity consumption.



Here are a few hints on how to conserve electricity. If you have more, you can add them to this list.

A 10-point plan for conserving electricity

1. Replace regular incandescent light bulbs with energy saving compact fluorescent light bulbs.

 <p><i>Incandescent light bulb</i></p>	<p>It uses a lot of energy to produce light. If you touch these bulbs you will feel the heat and even burn your hand. To buy it is cheaper but its lifespan is very short.</p>
 <p><i>Compact Fluorescent light bulb (CLF)</i></p>	<p>Using this type of bulb in a green household is a sure way to shrink your electricity bill as well as your carbon footprint. Although it is more expensive, it lasts ten times longer than incandescent light bulbs and is 67% to 80% energy efficient. It radiate light but not heat therefore it is cool when you touch this bulb. The only negative thing about this bulb is that it contains mercury, a very dangerous chemical element. You need to take extra care in disposing it.</p>

Solar Garden Lights

There are a number of different solar powered lights available at the moment for use in the garden. These lights are highly energy efficient and convenient as they do not require external extension leads or special electric fittings. These lights contain solar cells which convert the sun's energy into electricity. They charge up during the daylight and light up as it gets dark.



Solar powered garden lights



Checklist

- ✓ Utilities in the home are important resources to make life easier for us.
- ✓ Air and lighting are two of these utilities.
- ✓ Ventilation in the home can either be natural (windows, doors, air bricks or fanlights) or artificial (conditioners and fans).
- ✓ Proper ventilation and fresh air is vital for good health.
- ✓ To do good work we need good lighting.
- ✓ Good lighting also prevents accidents in and around the house.
- ✓ Lighting in and around the home can either be natural (sun, moon and stars) or artificial (candles, fire, lamps and electrical bulbs).
- ✓ Electricity is another household resource that comes in very handy.
- ✓ We have to use electricity wisely to meet our household budget.

2. If you are still using incandescent light bulbs turn off the lights when you are not using them, even if it is for just a few minutes.
3. Turn off electrical appliances after use (examples include TV's, computers, radios, stereos, video games, stereo, and DVD players). Remember, appliances on "standby" still use electricity.
4. Load up the dishwasher and washing machine until full load before starting it.
5. You can save energy and money by washing all of your laundry in cooler temperature water.
6. If possible, iron all the clothes at one time.
7. Make use of daylight hours and do not turn on lights during the day. Open curtains to let natural light in.
8. Do not use the stove as a heater.
9. Set the water geyser to the correct temperature and cover it with a space blanket.
10. Don't open the refrigerator door unnecessarily and minimise the amount of time the door is open.

Remember!

Electrical appliances that heat or supply heat (geysers, stoves, kettles, heaters) use more electricity than the appliances that supply cold (refrigerators, freezers, fans).

All electrical installations should be done by a qualified electrician. If electrical appliances flicker, crackle or spark, call an electrician to repair them.

An electrician is a qualified person whose job it is to install and repair electrical appliances.

A look inside the *Solid Foundations Home Ecology Grade 7 Teacher's Guide*:

THINK OF MORE RELEVANT QUESTIONS – we are heading towards getting them to realise open doors and windows makes our homes welcoming and pleasant places to be.

- Teacher now share the new information with learners.
- Teacher concludes the lesson/topic

Note: Due to possible time constraints, teacher will maybe have to deal with both ventilation and lighting in one lesson. Good planning is though recommended so it is not necessary to do that. It can be rather confusing to learners.) an activity in the homework book, or with a quiz.

3.1.1 Ventilation

- Teacher makes introductory remarks on ventilation, explaining the term **VENTILATION**.
- Teacher gives learners time to think (in silence) about ways ventilation is applied in their own houses.

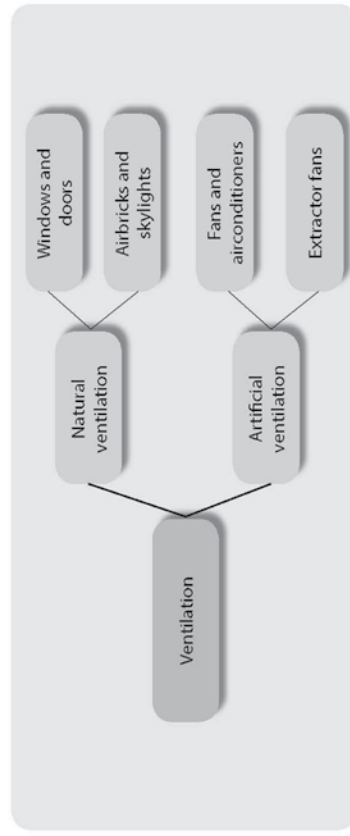


Definition

Ventilation refers to the exchange of indoor and outdoor air. It means letting fresh air move in and out of your house freely.

Effective ventilation (the moving in and out of fresh air) is needed by everyone working and living in an indoor environment. Providing fresh air flow into a house is a low-cost and potentially energy-efficient way to cool a home and maintain good indoor air quality.

Teacher may find the following diagram helpful.



Why good ventilation?

The main purpose of having good and adequate ventilation in any house is to remove stale air from the rooms and replace it with fresh air. Lack of clean, fresh air is a threat to health. It is important that rooms are well ventilated/aired and free of odours.

It is not wise to stay or sleep in an over-crowded or badly ventilated room where the air cannot be changed sufficiently to allow fresh air for each person. The same air is breathed over and over again

Theme 3: Resource management

Syllabus extract		Competencies: Learners should be able to:
Topic	Learning Objectives: Learners will:	
<ul style="list-style-type: none"> • Utilities in the home – Ventilation – Lighting. 	<ul style="list-style-type: none"> • understand that proper ventilation is essential. • for healthy living. 	<ul style="list-style-type: none"> • identify methods of ventilation in the home <ul style="list-style-type: none"> – natural ventilation – artificial ventilation. • explain why proper ventilation is essential for healthy living.
	<ul style="list-style-type: none"> • understand that proper lighting is essential for healthy living. 	<ul style="list-style-type: none"> • identify methods of lighting in the home. <ul style="list-style-type: none"> – natural lighting – artificial lighting. • explain why proper lighting is essential for healthy living.
	<ul style="list-style-type: none"> • understand the importance of saving electricity. 	<ul style="list-style-type: none"> • list ways to save electricity.
<ul style="list-style-type: none"> • Managing your own money – budgeting. 	<ul style="list-style-type: none"> • realise the need for managing your own money. 	<ul style="list-style-type: none"> • define budgeting • list sources of pocket money. • draw up a spending plan using your own pocket money keeping in mind the saving aspect.

3.1 Utilities in the home

- Teacher revise the meaning of “Household utilities, referring the learners to Grade 5 and Grade 6 work done on water, fuel and electricity. Introduce the new topic by ‘building’ the UTILITIES wall poster, piece by piece. The teacher can either
 - build it to a whole and keep it posted for the duration of the topic
 - **OR build it up to these topics (ventilation and lighting) and add as the lesson(s) is progressing**
- Remember to remove the poster after to topic is finished, put it away in a secure place to use it again next year. It is never a good idea to keep a poster on your wall for the whole year. If you do that it loses its punch and act only as a wall decoration. Take it off after completion of a topic and put up another set as soon as you start with a next topic.
- Teacher explain what ‘ventilation’ is by posing some of the following question:
 - If everyone in your household is gone to school and work during the morning and you are the first one to enter lunchtime, how does your home welcome you?
 - If you pinch you finger (thumb and pointer finger) over your nose for thirty counts, how do you feel?
 - What is it we need for proper breathing?

Solid Foundations Life Skills | Grades 4-7

Solid Foundations Life Skills are exciting new textbooks that aim to support, help and guide learners through the challenges of everyday life.

The textbooks are presented in an exciting and fun way, with many colourful illustrations and practical activities that will enable learners to better understand the world, themselves and others.



Gr	Life Skills	ISBN
4	Solid Foundations Life Skills LB	9789991629278
4	Solid Foundations Life Skills TG	9789991629285
5	Solid Foundations Life Skills LB	9789991629292
5	Solid Foundations Life Skills TG	9789991629308
6	Solid Foundations Life Skills LB	9789991629315
6	Solid Foundations Life Skills TG	9789991629322
7	Solid Foundations Life Skills LB	9789991629339
7	Solid Foundations Life Skills TB	9789991629346

A look inside the *Solid Foundations Life Skills Grade 5 Learner's Book*:

Unit 18: Volunteerism

In this unit you should learn to:

- state civic duties appropriate to your age and position
- outline what volunteerism is
- plan a personal volunteering activity

A real life hero

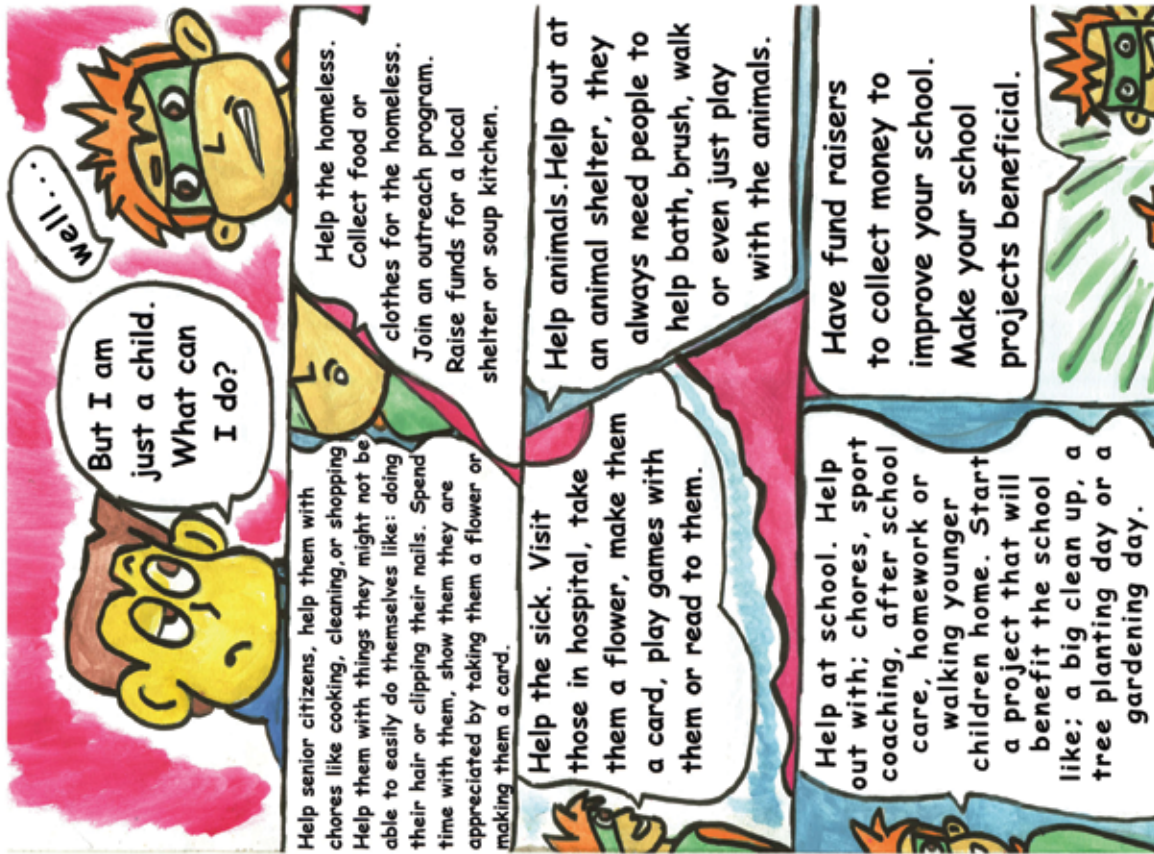


Let's talk

- What is volunteerism?
- What does a volunteer do?



What can I do?





Tip to make your school projects matter:

Ask your Home Ecology teacher if you can knit soft toys (teddy bears) for hospital children or make socks, hats or blankets for the homeless as your practical assignment.

Ask the Agriculture teacher if you can grow food for the poor as an agriculture project.

Ask your Art teacher if you can make cards for the sick or elderly in Art class.

Ask your Song and Dance teacher if you can prepare a show for the sick or elderly or even a show to raise funds.



Let's talk

- Can you think of some other good ideas?
- How are super heros and volunteers similar?

Activities

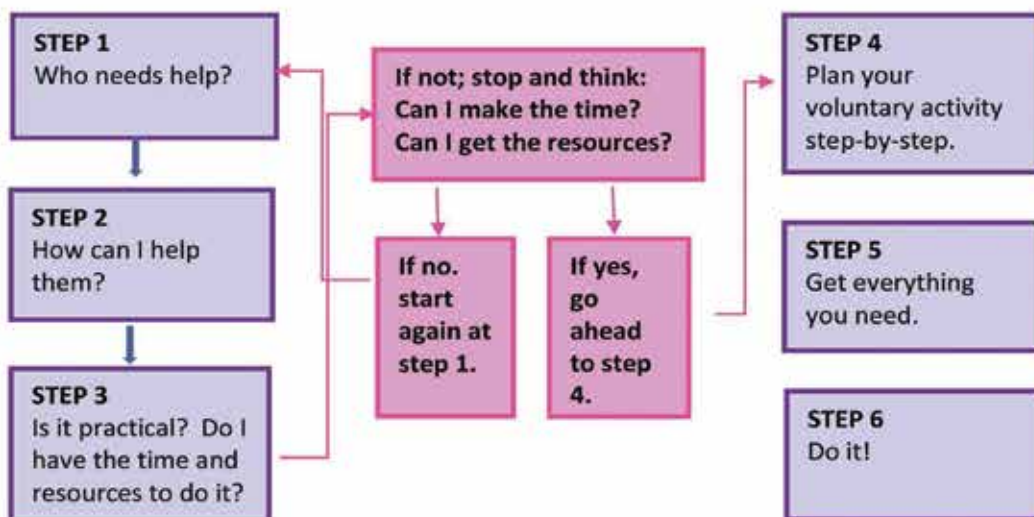
Super me



Draw yourself in a super volunteer costume.

Write or draw how you are going to make the world a better place.

How to be a successful volunteer



A look inside the *Solid Foundations Life Skills Grade 5 Teacher's Guide*:

UNIT 18 – VOLUNTEERISM

Objectives	Competencies
<ul style="list-style-type: none"> realise the importance of civic duties and volunteerism 	<ul style="list-style-type: none"> state civic duties appropriate to your age and position outline what volunteerism is plan a personal volunteering activity

LESSON 1 – VOLUNTEERISM

Main Points

Volunteerism is when someone freely (willingly) helps others, without expecting anything in return.

- Study the cartoon and discuss: (Learner's book page 147)
 - ~ Volunteerism
 - ~ Reasons for volunteering

Suggestions

- Emphasise how superhero's and volunteers are alike:
 - Both help those in need (who cannot help themselves or need help),
 - Both help freely (willingly),
 - Both expect nothing in return.
- Volunteers are real-life superhero's.



Instill a sense of personal responsibility and accountability in learners. Namibia is our country; we need to make it a good place to live. We should stop waiting for the government to do everything and stop blaming the government for everything that goes wrong. If we call Namibia our country we need to serve Namibia and its citizens.

- Discuss how children can:
 - Assist senior citizens.
 - Help the homeless.
 - Help the sick.
 - Help animals.
 - Help at school.



Motivate the learners, create excitement. Emphasise how much fun these activities can be and how much those who will benefit will appreciate it.

- Read the case studies and point out:
 - Volunteerism does not have to be big and grand.
 - A small act can make a big difference.
 - Be attentive to other's needs and how you can assist.
 - If your idea seems too big, get help.

Activity Feedback (Learner's book page 149)

Super Me

Learners draw themselves as a superhero volunteer and add the voluntary activities they are interested in (either by drawing or in writing).

The aim of this exercise is to give learners an opportunity to reflect on the volunteering activities and decide which they are interested in, while building the association between a volunteer and a hero.

LESSON 2 – VOLUNTEERING

Main Points

Briefly recap lesson 1:

- What is a volunteer?
- How can I help others?
- Use the worksheets from lesson 1 to determine the personal interests of learners.
- Allow learners to choose a voluntary activity for their assignment.
- Test if their idea is practical by using the flow diagram (Learner's book page).
- Explain that the activity must be practical in order to succeed. They must be able to do it with their resources (time, materials, and transport).

Activity Feedback (Learner's book page 151)



Make learners feel like a hero for choosing to help others so selflessly.



It is essential that the teacher guides the learners in their planning.

- Ask questions, make suggestions, make sure plans are practical.
- Try to have plans with no financial (money) cost or only a low cost.
- Challenge learners to carry out their plans and report back to the class.
- Praise learners who complete the task.

LESSON 3 – VOLUNTEERING

Additional Activity

Plan a volunteerism activity as a class or grade.

TIP: The easiest way to motivate learners to do something is to make it fun.

For example:

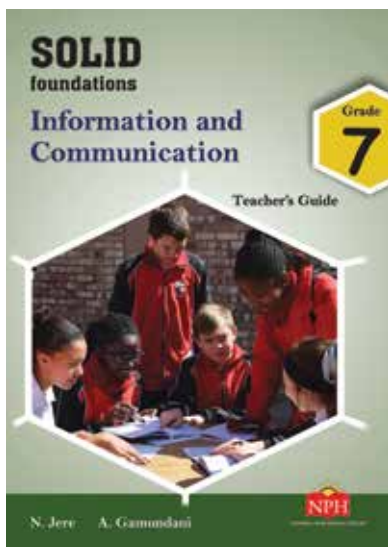
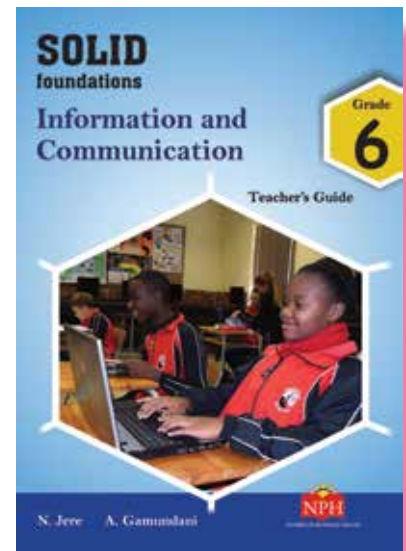
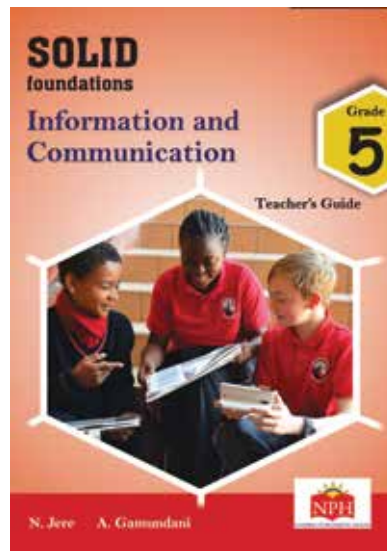
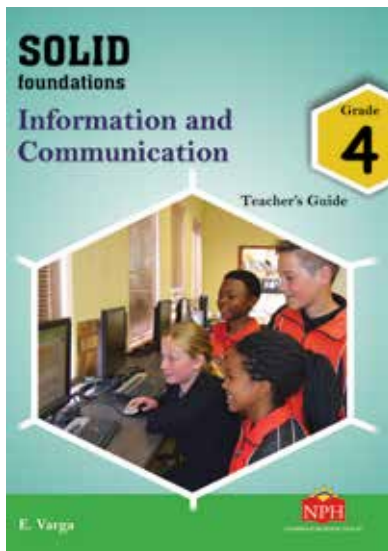
- Have a talent show to raise funds.
- Make something for the less privileged.
- Present a play to the old age home.
- Make encouraging cards for the sick and hand them out to strangers in hospital.

Solid Foundations Information and Communication | Grades 4-7

The **Solid Foundations Information and Communication** Grades 4-7 series of Teacher's Guides is designed to engage the learners intellectually while building confidence and the desire to seek more information.

Cross-curricular issues are effectively addressed, equipping learners with invaluable qualities, such as confidence, responsibility, self-directed learning, being active contributors and concerned citizens.

The series aims at building both knowledge and the desire to seek knowledge in a user-friendly and effective manner.



Gr	Information and Communication	ISBN
4	Solid Foundations Information and Communication TG	9789991629230
5	Solid Foundations Information and Communication TG	9789991629247
6	Solid Foundations Information and Communication TG	9789991629254
7	Solid Foundations Information and Communication TG	9789991629261

A look inside the *Information and Communication Grade 4 Teacher's Guide*:

Topic 1: The culture of the media environment and interaction therewith

Overview of this topic

Topic	Learning Objectives <i>Learners will:</i>	Competences <i>Learners should be able to:</i>	Activities
Topic 1.1 The culture of the media environment and interaction therewith	<ul style="list-style-type: none"> understand media literacy 	<ul style="list-style-type: none"> define media identify types of media name examples of each type of media 	Activity 1.1 Activity 1.2 Activity 1.3
	<ul style="list-style-type: none"> interact with the media and other media providers 	<ul style="list-style-type: none"> explain how media represents people and cultures 	Activity 1.4
	<ul style="list-style-type: none"> learn through media 	<ul style="list-style-type: none"> confidently use basic educational games 	Activity 1.5

Background information for the teacher

You will need about 3–4 lessons to teach this topic.

This topic introduces learners to some of the basic material that they will need to understand in Information and Communication. Before they start to master the critical thinking skills that IC can teach them, they need to understand what the media is, and how we interact with it every day. This topic defines media and helps learners identify types of media. It also examines how the media represents people and their cultures and how we interact with the media by looking at some of the positive and negative effects of the media.

Learners generally love discussing the media. They often seize on the opportunity to discuss their favourite television programmes, movies and advertisements, and will spend a lot of time in class recounting the story of something that they saw that had an effect on them. This enthusiasm can be channelled into group and class discussions – make sure that they stay on topic, by walking around the class while they are discussing topics, and listening to the discussions and getting involved if you hear them going off-topic.

One of the competencies for this section involves playing games. Although this may seem like 'just' a fun activity, games can be very educational and an excellent way of learning, in many different subjects. Games stimulate learners and get them enthusiastic about learning. They have a purpose and learners generally have to figure out a way to do something – this is problem-solving, and an important skill for learners to master. Games also involve experiential learning, and prevent learners from being passive members of your class. They can also encourage all learners, including the shy or withdrawn learners, to take part in the class without feeling nervous or intimidated.

Example of a lesson plan

Teacher: C. Ambambi	Grade: 4	Date:
Subject Information and Communication		
Theme and topic Theme 1: Media Literacy Topic 1: The culture of the media environment and interaction therewith		
Teaching aids and resources to be used		
<ul style="list-style-type: none"> Writing board Exercise books 		
Learning objectives of the lesson <i>Learners will:</i>		
<ul style="list-style-type: none"> understand media literacy. 		
Specific objectives/competencies of the lesson <i>Learners should be able to:</i>		
<ul style="list-style-type: none"> define media identify types of media name examples of each type of media. 		
Presentation of lesson <i>Short introduction</i>		
<ul style="list-style-type: none"> Learners to give examples of how we find out information and news. Write their answers on the board as they give them. They might suggest: <ul style="list-style-type: none"> Television Radio Newspapers Magazines The internet Social media (such as Facebook, Twitter and other sites) Email. 		
Presentation of subject content		
<ul style="list-style-type: none"> Tell learners that we call these means of communication <i>the media</i>. Explain what media is. Explain how people used to communicate with only a few people at a time and how today we can communicate with millions of people at once. Discuss how the media has changed over time by giving learners Activity 1.1. 		
Consolidation Learners complete Activity 1.1.		
Assessment/Homework/Tasks/Activities Activity 1.1.		

Suggested teaching steps

Competencies: define media; identify types of media

- Introduce the topic by asking learners to give you examples of how we find out information and news. Write their answers on the board as they give them. They might suggest:
 - Television
 - Radio
 - Newspapers
 - Magazines
 - The internet
 - Social media (such as Facebook, Twitter and other sites)
 - Email.
- Tell learners that we call these means of communication *the media*. The media is a term that covers all the ways that we get news and that are used to communicate with people in large numbers.
- Today, the media can communicate with thousands and even millions of people at once. But this was not always the case. In the past, people communicated with just a few people at once. Discuss how the media has changed over time by giving learners Activity 1.1.

Competency: name examples of each type of media

- Explain to learners that different types of media use different forms of communication. Some use writing, and some use images. Some use a combination of writing and images. Examples of media that use writing are the written articles in newspapers, magazines, books, and websites. Others use pictures and moving images. Some examples include pictures in newspapers, television, movies, or videos on the internet and on electronic devices such as tablets or cell phones.
- Write the following list of the types of media on the board: books, magazines, movies, newspapers, radio, recordings, television and the internet. Discuss each of these types of media with the learners. Ask learners to tell you where they can access each type and what they might use that type for. Erase the information from the board when you have finished the discussion and before learners complete Activity 1.2.
- Ask learners to complete Activity 1.2. Listen to their presentations and make comments as appropriate.

Competency: explain how media represents people and cultures

- To introduce the concept of how the media represents people, start by talking about the people who live in their community. Ask learners about their cultural groups. Write their cultures on the board as they mention them. When they have named all the cultures present in the class, you can ask them to list as many of the other cultural groups that they know that live in Namibia. These are the main groups of people living in Namibia:
 - Owambo
 - Kavango
 - Herero
 - Himba

Activities for the topic

Activity 1.1

Work on your own

Define media

The history of the media

Read these paragraphs about the history of communication and the media.

1. People used to communicate with each other first just by talking to each other.
2. Then people started to draw pictures to communicate their ideas.
3. Then different societies developed different forms of writing.
4. In about 1440, a man called Johannes Gutenberg invented a printing press in Germany. A printing press is a machine to make many copies of the same book. Before Gutenberg's invention, books had to be copied by hand. Later, people used similar machines to print newspapers and magazines.
5. Today, electronic media is very popular. We can access the internet on computers, laptops, tablets and cell phones. We can surf the internet, use social media sites and email people quickly.

A



A printing press

B



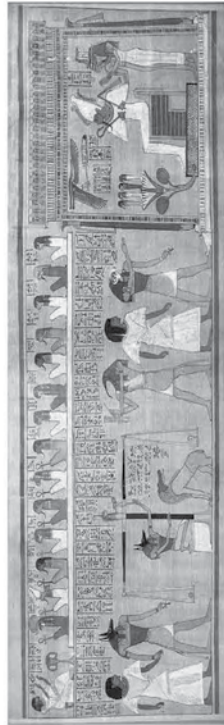
A cell phone

C



Rock art at Twyfelfontein

D



The ancient Egyptians used a form of writing called hieroglyphics.

1. Match the paragraphs with the pictures.
2. The pictures show media from different times in history. Put the pictures in order, from oldest to newest.
3. One of the paragraphs does not have a picture. Draw a picture for this paragraph.

Solid Foundations Religious and Moral Education | Grades 4-7

Solid Foundations Religious and Moral Education is an exciting new series of textbooks for Senior Primary Phase.

The series focusses on promoting tolerance and understanding of other people’s values and beliefs by introducing learners to different religions, practices and behaviours in a practical and fun way.

The textbooks aim at helping learners establish a strong moral code and teach them respect for other cultures and religious traditions.



Gr	Religious and Moral Education	ISBN
4	Solid Foundations Religious and Moral Education LB	9789991629155
4	Solid Foundations Religious and Moral Education TG	9789991629162
5	Solid Foundations Religious and Moral Education LB	9789991629179
5	Solid Foundations Religious and Moral Education TG	9789991629186
6	Solid Foundations Religious and Moral Education LB	9789991629193
6	Solid Foundations Religious and Moral Education TG	9789991629209
7	Solid Foundations Religious and Moral Education LB	9789991629216
7	Solid Foundations Religious and Moral Education TG	9789991629223

A look inside the *Solid Foundations Religious and Moral Education Grade 7 Learner's Book*:

Unit 13: Trinity



After you have completed this unit, you should be able to:

- explain the meaning of "Trinity"
- discuss the three divine persons in the "Trinity"

Introduction

The concept of the "Trinity" of God often raises many questions. How can God be one, but also three? The "Trinity" does not refer to three roles played by God, but rather to three entities or persons.

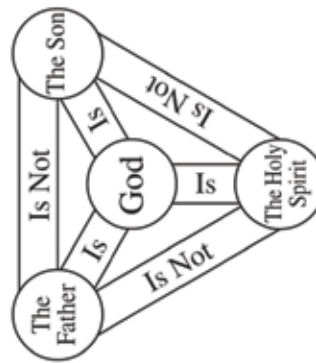
The meaning of 'Trinity'

The word 'Trinity' refers to the unity of three divine persons, but one God. This one God reveals Himself to human beings in three forms:

- **God the Father**, the creator of everything on earth and in heaven
- **God the Son**, Jesus Christ, the saviour or redeemer of man
- **God the Holy Spirit**, the comforter, advocate, helper of mankind.

We can distinguish among the forms and roles of the Trinity, but we cannot separate them. The three persons can be recognised by their names, activities and their characteristics.

God is the Father, but He is not the Son and not the Holy Spirit. The Son is not the Father and not the Holy Spirit, and the Holy Spirit is not the Father and not the Son. They are three distinct Persons.



The 'Shield of the Trinity' which represents the Christian view.

Throughout the Bible it is clear that there is only one God (Deuteronomy 6:4), however, the Bible never denies the existence of other gods (Deuteronomy 5:7-8). There is only one God who created and rules the whole universe.



Let's talk

In groups discuss the concept of the Trinity of God. Each one should have a chance to explain to the others in the group how he/she understands the concept. In this way the group compiles their own combined explanation which they share with the rest of the class.

The New Testament continues this faith in one God (1 Timothy 2:5) and at the same time acknowledges that the persons of Jesus Christ and the Holy Spirit are also God. This means that the name God does not only refer to the Father, but also to the Son (John 1:1) and the Holy Spirit (John 14:15-17). When Jesus was baptised, the Father, the Son and the Holy Spirit were involved (John 1:32-34). Jesus told His disciples to baptise in the name of the Father, Son and Holy Spirit (Matthew 28:16-20).

We find the truth about God in the Bible as it shows God as one God, but not a lonely God, because He lives in the unity of love. The Father, the Son and the Holy Spirit show this love among themselves. God reveals this love in the world through Jesus Christ and the Holy Spirit (John 3:16). This biblical truth about God is revealed so that we can understand the 'Trinity' concept better. God is the eternal Father, the God of all nations. Our sins and disobedience have broken our relationship with God, which had been restored through Jesus Christ, the Saviour, who gave us the Holy Spirit to guide us on earth.



Let's get active!

1. Describe God the Father by listing His characteristics.
2. Explain Christianity's belief in the Trinity.

Topic 4 – Unit 13



What have you learnt?

Choose an answer for each question and write it on a separate piece of paper. Remember, only **one** option is correct.

1. The 'Trinity' refers to:
 - A three different gods
 - B one god with three personalities
 - C the unity of three divine persons
 - D God the Father
2. God the Father is:
 - A God
 - B the Creator
 - C one God but three divine persons
 - D all of the above
3. We can distinguish the Trinity, but not separate them.
 - A True
 - B False
4. The name God also refers to the Son and to the Holy Spirit.
 - A True
 - B False
 - C Not sure
5. Jesus told his disciples to baptise in the name of the Father, the Son and the Holy Spirit.
 - A True
 - B False

A look inside the *Solid Foundations Religious and Moral Education Grade 7 Teacher's Guide*:

Unit 13: Trinity

Learning objectives	Competencies
<ul style="list-style-type: none"> understand that the "Trinity" is the unity of three divine persons 	<ul style="list-style-type: none"> explain the meaning of "Trinity" discuss the three divine persons in the "Trinity"

LESSON PRESENTATION

- You may use the introduction in the *Learner's Book* as an introduction for your presentation.

The meaning of Trinity

- You can write the three forms of how God reveals himself to humans on a chart to use during your presentation. To write it on the board will take some of your presentation time.
- Refer to the picture in the *Learner's Book*. There are a few Bible verses in the summary. You can ask the learners to read the Bible verses to the class as the presentation unfolds.
- Do the activity on page 99 of *Learner's Book*.

What have you learnt?

- C
- D
- A
- A
- A

Theme 2: Moral issues

Topic 5 Bereavement

Unit 14: People's needs during mourning

Learning objectives	Competencies
<ul style="list-style-type: none"> understand that people have different needs during mourning 	<ul style="list-style-type: none"> describe how people of different ages experience bereavement suggest ways in which someone who has recently experienced a loss can be helped discuss the community's responsibility towards orphans and other vulnerable children

LESSON PRESENTATION

- Read the information on pages 101-105, explain any words the learners do not understand.
- Give the learners a chance to share their experiences with the class. Make sure that the atmosphere in class is not depressing but hopeful so that the learners are not emotional.

Solid Foundations English Second Language | Grades 4-7

The **Solid Foundations English Second Language** series of textbooks for Grades 4-7 aims to establish English language literacy and communication competency to form the basis for lifelong learning. The course specifically focuses on building the learners' confidence and proficiency in the official language.

The core components of the series are:

- Learner's Books
- Readers
- *Teachers Guides* including *Audio CDs*.

When these components are used consistently, they provide an excellent coverage of the new curriculum and will equip learners with knowledge and understanding of the English language, giving them solid foundations to develop proficiency in the medium of instruction.



Gr	English Second Language	ISBN
4	Solid Foundations English Second Language LB	9789991628608
4	Solid Foundations English Second Language TG (CD included)	9789991628615
4	Solid Foundations English Second Language Reader	9789991628622
5	Solid Foundations English Second Language LB	9789991628646
5	Solid Foundations English Second Language TG (CD included)	9789991628653
5	Solid Foundations English Second Language Reader	9789991628660
6	Solid Foundations English Second Language LB	9789991628684
6	Solid Foundations English Second Language TG (CD included)	9789991628691
6	Solid Foundations English Second Language Reader	9789991628707
7	Solid Foundations English Second Language LB	9789991628721
7	Solid Foundations English Second Language TG (CD included)	9789991628738
7	Solid Foundations English Second Language Reader	9789991628745

A look inside the *Solid Foundations English Second Language Grade 4 Learner's Book*:

Let's listen



Word bank

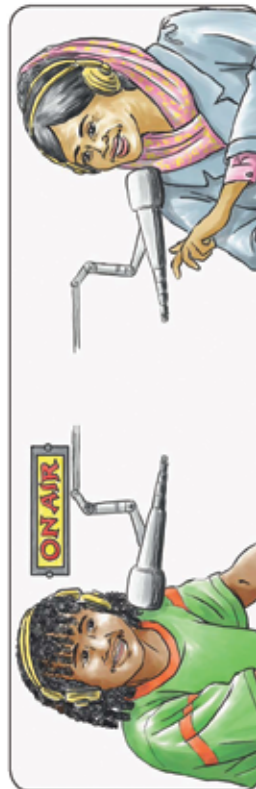


conserve: to keep something safe for the future
hydroelectric: electricity that is made using water power
pollution: anything that spoils the air, water or land
contaminants: make dirty or poisonous
pollutants: things that make the air, water or land dirty
seeps: soaks into

When we listen to a conversation, it is important to listen carefully and remember what is said. Often, we will be asked to pass on a message about something that we have heard. We should try to remember:

- Who is the message from?
- Who is the message for?
- What is the message about?

We need to be able to give the correct information to the correct person and tell them who the message is from.



Listen as your teacher plays or reads you a radio interview between DJ Martin, a DJ for a local radio station, and Mrs Pillay, who works for the Namibian Water Services.

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• Unit 12: Let's drink clean water

Classroom activity

Formal assessment task

- 1 Name two places where we use water. (2)
- 2 If there is so much water in the sea, why do we still have to worry about saving water? (2)
- 3 What is water pollution? (2)
- 4 Give three examples of water pollutants. (6)
- 5 Mrs Pillay is giving a message while she is speaking.
 - a) What is this message about? (2)
 - b) Who is the message for? (1)
- 6 Work with a partner. Role-play the conversation with DJ Martin and Mrs Pillay. Use your own words as much as you can and add in any other information you know about water pollution. (5)

Total: (20)

Let's read and write

Word bank



removing: taking out of
indigenous: something that only grows in a certain country
generations: all the people who are born and are living at about the same time
supply: amount that there is available
journey: a trip, travelling from one place to another
round trip: to leave from one place, go somewhere and return to where you left from

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Unit 12: Let's drink clean water •

Revision and assessment

Activity 1: Listening, speaking and reading aloud

Listen as your teacher gives you instructions on how to complete this activity.

Total: (20)

Activity 2: Reading and directed writing

Read the passage below. Then answer the questions about it.

Mrs Robbins said, "Grade 4C, you are the best class I've ever taught. All of you are kind and caring."

"Then why did you shout at us so much during the year?" asked Cathy Stevens.

"I had to shout at you, sometimes. Humans aren't perfect and you made mistakes," replied Mrs Robbins.

"What did we do?" asked Johan.

"You spoke when I was talking. Some of you didn't do your homework. And one or two of you were cheeky," said Mrs Robbins.

- 1 Why does Mrs Robbins like Class 4C so much? (2)
- 2 Why doesn't Cathy believe that they are the best class she ever taught? (1)
- 3 Name two things that the class did that Mrs Robbins thought were naughty? (2)

186 • Revision and assessment

- 3 You are going to stick your poster up in the school, so make sure that your poster:
 - is colourful
 - has big writing and pictures
 - grabs people's attention and makes them want to read more
 - uses different sizes and kinds of writing
 - has the correct spelling and grammar.



Reader activities

- 1 Look at the notice on page 71 of the *Reader*. It's called **Notice about water safety**.
- 2 Why do you think this notice was printed?
- 3 a) What must you do to water from rivers and streams before you drink it?
b) When must you put bleach into water?
c) Can you store clean water in any container? Why or why not?
- 4 Do the pictures help you to understand the information in the notice better?
- 5 Read the poem called **Water is precious** on page 49 of the *Reader*. Write your own poem about water (60–80 words). Draw a picture next to your poem.

184 • Unit 12: Let's drink clean water

Grade 4 language summary

<p>Unit 1</p> <p>Punctuation</p> <ul style="list-style-type: none"> We use a capital letter for the names of people and places, and at the beginning of a sentence. We use a full stop at the end of a sentence. <p><i>Mrs Petersen spoke to Principal Ulenqa about the Namibian women's soccer team.</i></p> <p>Grammar</p> <ul style="list-style-type: none"> Countable nouns can be counted, e.g. one ball, seven boys, three dogs. Uncountable nouns cannot be counted, e.g. we don't say four sands or two milks. We use the present tense for something that is happening now, e.g. I eat my lunch. He kicks a goal. We use the past tense for something that happened in the past, e.g. Yesterday, I ran into the room. Last week, he kicked the ball. Some nouns can only be used in the plural, e.g. scissors, trousers. <p>Spelling rules</p> <ul style="list-style-type: none"> We form the plurals of most nouns by adding -s: e.g. book - books, cat - cats. Nouns that end in -s, -ss, -ch or -sh form their plurals by adding -es, e.g. church - churches, glass - glasses. 	<p>Unit 2</p> <p>Punctuation</p> <ul style="list-style-type: none"> We use a comma (,) to separate a list of things, e.g. zebra, giraffe, buck, lion. <p>Grammar</p> <ul style="list-style-type: none"> Words that have the same meaning are called synonyms, e.g. sad - unhappy, small - little. Words that have opposite meanings are called antonyms, e.g. sad - happy, rich - poor, tall - short. Verbs are action words that tell us what people are doing, e.g. I walk to school. The dog barked at me. Verbs tell us when an action happens - in the present, past or future, e.g. Poachers kill hundreds of animals every day. (present) Poachers killed hundreds of animals last year. (past) Poachers will kill hundreds of animals in the future. (future)
<p>Unit 3</p> <p>Grammar</p> <ul style="list-style-type: none"> An adjective is a describing word. Adjectives tell us more about nouns. Adjectives can tell us about size, colour and age, e.g. a red dress, a big dog, a young boy. A statement is a kind of sentence. A statement tells us something, e.g. Mrs Petersen is my teacher. The sun is hot. 	<p>Unit 4</p> <p>Punctuation</p> <ul style="list-style-type: none"> We usually use a full stop at the end of a command. If we are angry or excited when we give a command, we use an exclamation mark (!), e.g. Give me that bat before you hurt yourself! <p>Grammar</p> <ul style="list-style-type: none"> A command is like an order, which the person listening or reading must follow, e.g. Sit down. Stand up.

- 4 Do you agree with Mrs Robbins that these were naughty things to do? (2)
 - 5 How do you know these sentences are written in direct speech? (1)
 - 6 Rewrite the first two sentences in reported speech. (2)
- Total: (10)**

Activity 3: Dictation

Listen carefully as your teacher dictates some sentences to you. Write them down carefully and give them to your teacher to mark.

Total: (10)

Activity 4: Continuous writing

Make a poster for an end-of-year party that your class is having. You want to put it up in your school so that the other grades will come to the party. Remember to use everything you have learnt about making posters.

Total: (10)

Activity 5: Grammar and usage

Look up the words in Column 1 in your dictionary. In Column 2, write the meaning of the word. In Column 3 give a synonym for the word and in Column 4, give an antonym.

Word	Meaning	Synonym	Antonym
1. quiet			
2. happy			
3. small			
4. strong			
5. gentle			

Total: (10)
Grand total: (60)

A look inside the Solid Foundations English Second Language Grade 4 Teacher's Guide:

Daily listening and speaking activities

It is extremely important for the learners to have daily practice in listening and speaking activities. Although there may be a classroom activity based on listening and speaking skills, you should still encourage them to take part in one of these extra activities.

Let's listen

(Learner's Book, page 176)

Resources needed

- Learner's Book
- CD
- CD player

Teaching hints

- **Classroom activity Formal assessment task**
 - Discuss the importance of accuracy when listening to and passing on messages. Let the class play the game 'Broken telephone' as a class or in groups. The first learner whispers a message to the person next to him/her who then whispers the message to the next person and so on until the message reaches the last person. This person then stands up and reveals the message – invariably it is different from the original message.
 - When they have finished the game, discuss how and why they think the message went wrong.
 - Explain to the learners that they are going to listen to you read a radio interview between a DJ from a local radio station and a representative from the Namibian Water Services, who will talk about the importance of conserving water and preventing water pollution. Tell them to listen out for her message.
 - Remind them of the conventions of a listening comprehension:
 1. Look at the picture with them and discuss it. See if they can predict what the passage will be about.
 2. Discuss the words in the **Word bank** with them.
 3. Read through the questions with them and ensure that they understand them.
 4. Explain to them that they are listening for the main idea in the passage as well as specific details.
 5. Tell them that you will play or read the passage to them. They can then look at the questions again. You will then play/read the passage to them a second time so that they can answer the questions. If necessary, you can play/read the passage to them a third time.
 - Once they have completed the questions, read and discuss the answers with them.
 - Let them mark their own work, or let them swap with a partner and mark each other's work.

Listening comprehension

How we use water	Today, Mrs Pillay from the Namibian Water Services talks about the importance of water and water conservation. We use water in our homes, gardens, for transport, farming, industry and even for hydroelectric power. Without water, our whole planet would die. But there's so much water in the oceans and seas. Don't forget that sea water is salt water. Drinking water comes from the ground – lakes, streams and rivers. Although more than three quarters of the Earth's surface is water, only 2.8 per cent can be used by humans. What about water pollution? Water pollution is when water is contaminated or poisoned. It makes water dangerous for humans, animals and plants. Water pollution can be caused by littering, pesticides, dangerous chemicals and so on. Can you give us some examples? Pollutants can come from a pipe that lets out material from a factory into a river. Or, when fertilisers and pesticides run off from a field, they wash into nearby streams and rivers or seep into the soil and pollute the groundwater. Pollutants can also come from driveways, roads and gardens. Rain water washes away the oil, litter and fertilisers down storm drains or into tracks where it runs into a nearby river, lake or stream.
DJ Martin:	
Mrs Pillay:	
DJ Martin:	
Mrs Pillay:	
DJ Martin:	
Mrs Pillay:	
DJ Martin:	
Mrs Pillay:	

Answers

1. In our homes, in our gardens, for transport, farming, industry and even for hydroelectric power (any two) (2)
 2. Sea water is salt water, which we cannot use. (2)
 3. Water pollution is when water is contaminated or poisoned by any human, chemical or natural things that make the water dangerous for the humans, animals and plants that need water to survive. (2)
 4. Pollutants can come from: (any 3 examples) (2)
 - a factory pipe that lets out used water or other material into a river
 - a field that has been covered with fertiliser or pesticides and when the fertiliser and pesticide runs off, it washes into nearby streams and rivers or it seeps into the soil and pollutes the groundwater
 - parking lots, driveways, pavements and roads – when it rains, the rain washes away the oil and litter
 - gardens where rain washes away fertilisers
 5. a) Her message is about saving water and not polluting the water we have. (2)
 - b) Her message is for all the listeners who are listening to the radio programme. (1)
- (5)
- Total: (20)**

Let's read and write

(Learner's Book, page 177)

Resources needed

- Learner's Book
- Pictures of different examples of pie charts

Teaching hints

Classroom activity 1

- Ask the learners to look at the reading passage on page 178 of the *Learner's Book*. Ask them to look at the picture and the title and say what they think the passage will be about.
- Discuss the words in the **Word bank** with them, so that they understand the words in the story and do not get distracted while reading.
- Revise conjunctions with them, specifically **but** and **and**. Then discuss joining similar sentences with **and** using the information in the *Learner's Book* on page 178 as well as your own examples.
- Read the passage to them once.
- Ask the class more complex questions, e.g. 'Why?' and 'How do you think?' Also, ask them questions that will encourage them to think in terms of cause and effect, e.g. 'What would happen if ...?'; 'Do you think it would be possible to ...?'
- Discuss the pie chart and table with the learners, pointing out how much information you can read from visual texts.
- When you are sure that the learners understand the passage, allow them to answer the comprehension questions with you in class. The last question requires them to summarise the text by filling in the missing word.
- Let learners write any new words in their personal dictionaries.

Answers

1. a) In the oceans and seas
b) In the north and south poles
c) Sea water
d) Fresh water
2. Learners' answers will differ slightly – should be approximately:
Flush the toilet = 24 £ + brush teeth = 10-22 £ (+ have a bath/shower 115 £-250 £) (any variation)
3. Learners' answers will vary depending on their personal situations and ideas. They could make these suggestions: don't leave the water running, don't flush toilets unnecessarily, fix leaking taps, don't wash cars, houses, animals with a hose, rather put water in a bucket (and anything from the comprehension passage.)
Our planet does not have a lot of fresh water. It is too expensive to take the salt out of sea water, so we have to conserve the water we have. We shouldn't leave the tap running while we brush our teeth. We shouldn't flush the toilet to get rid of dirty tissues or other rubbish. We should only grow indigenous plants and trees because they need less water.
- 4.



Reader activities

(Learner's Book, page 184; Reader, pages 49 and 71)

- In these *Reader* activities, the learners will look at a notice, **Notice about water safety** on page 71 and a poem **Water is precious** on page 49 of the *Reader*.
- Let the learners try to predict what the text will be about by looking at the title and the accompanying picture first.
- Discuss any words that you think the learners may not know or let them look these words up in a dictionary.
- Ask them what the point of a notice is – to provide information, in this case, safety information.
- Discuss the use of language in a notice – short, precise wording, need to get the message across, etc.
- Read the notice with them. Discuss how the pictures add to the meaning of the words, or detract from the meaning.
- Then ask them questions about the content of the notice, i.e. ‘Where can we drink water from?’; ‘Where shouldn't we drink water from?’; ‘What is the best way to purify water?’ and so on.
- Ask them for their opinions on the text – Do they find the notice effective? Why or why not?
- Read the poem with the learners, then let them read it individually.
- Have the learners write their own poems about water – they don't have to be about conserving water – and let them illustrate their poems. If you want to, you could let them write their poems on paper so you can stick them on the classroom wall.
- Use the reading texts to reinforce any language structures that you have taught during the theme.
- Learners should reflect on texts during independent/pair reading by retelling the story or the main ideas in a few sentences and expressing their emotional responses to the text read.

Activities to support multi-ability learning

- Let the learners make a list/table/pie chart of their family's water usage. They should write down the name of each family member and under each name, write what they use water for and how much water they use. They can then turn this information into a simple visual representation.
- Let learners debate a very simple concrete issue. You should take part in the debate initially so that the learners understand how a debate should work.

Support for learners with special needs or learning difficulties

- Let learners read through the reading texts in the *Learner's Book* or the *Reader* and choose a number of words that they then divide into prefixes, root words and suffixes.
- Let learners, in groups or pairs, role play a situation they have devised, in which they express their feelings.
- Continue working with learners in their different groups, according to their particular needs.

Suggestions for the use of low/no cost materials

- Personal dictionary
- Recordings (or transcripts) of radio interviews
- Pictures of different examples of pie charts
- Materials to make a poster: coloured pencils, scissors, magazines to cut up, glue

Assessment

(Learner's Book, page 185)

Answers

- I play tennis **and** netball at school.
 - Diana met Johanna **and** her brother at the shop.
 - I like drinking fruit juice, **but** I don't like drinking cola.
 - I sit and learn in class.
 - I wish I could play rugby, **but** I am only in Grade 4.
 - I want to be big and strong, **but** my mother says I won't be if I don't eat my vegetables.
 - Next year I want to learn how to sew and knit.

Solid Foundations Afrikaans vir Almal Tweede Taal | Grades 4-7

Solid Foundations Afrikaans vir Almal Tweede Taal provides a fresh outlook on teaching Afrikaans as a second language.

The series aims for learners to experience and explore a variety of stimulating texts. The stories and themes in the *Learner's Books* and *Readers* are exciting and at the same time represent our country's diverse cultures.

The textbooks combine a structured approach with a variety of language activities that focus on learners' participation and enhance their communication in the language.



Gr	Afrikaans Second Language	ISBN
4	Solid Foundations Afrikaans Second Language LB	9789991628769
4	Solid Foundations Afrikaans Second Language TG	9789991628776
4	Solid Foundations Afrikaans Second Language Reader	9789991628783
5	Solid Foundations Afrikaans Second Language LB	9789991628806
5	Solid Foundations Afrikaans Second Language TG	9789991628813
5	Solid Foundations Afrikaans Second Language Reader	9789991628820
6	Solid Foundations Afrikaans Second Language LB	9789991628844
6	Solid Foundations Afrikaans Second Language TG	9789991628851
6	Solid Foundations Afrikaans Second Language Reader	9789991628868
7	Solid Foundations Afrikaans Second Language LB	9789991628875
7	Solid Foundations Afrikaans Second Language TG	9789991628882
7	Solid Foundations Afrikaans Second Language Reader	9789991628899

Materials for African Languages

The textbooks designed for African Languages:

The textbooks for African Languages are grammar series for all learners in Namibia who speak Oshikwanyama, Oshindonga, Otjiherero, Khoekhoegowab, Silozi and Thimbukushu as a first language.

Our series of textbooks for African Languages:

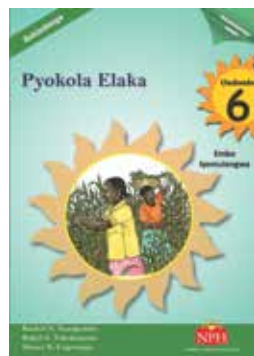
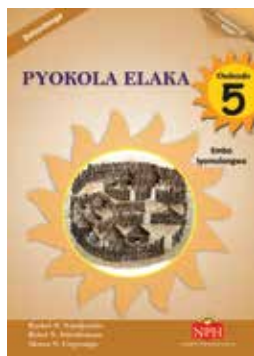
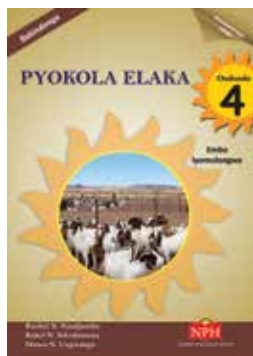
- are based on the latest Ministry of Education syllabus for local languages for Senior Primary Phase
- encourage learners to become active communicators by participating in a range of interactive and stimulating activities designed to develop their skills in reading, writing, listening and speaking in their mother tongue
- support a learner-centred approach
- reflect Namibia’s diverse cultural heritage in a positive manner.

Nongonona Elaka | Grades 4-7



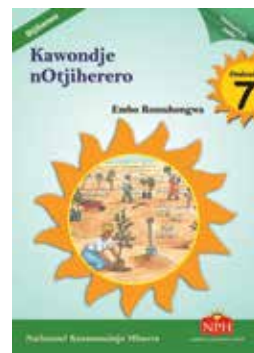
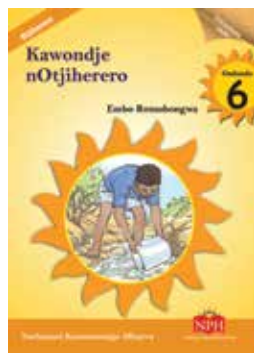
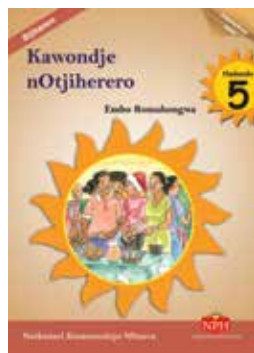
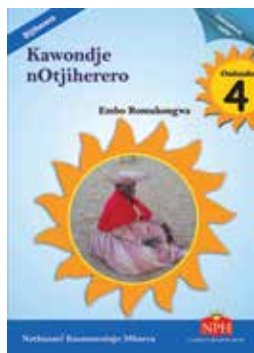
Gr	Oshikwanyama First Language	ISBN
4	Nongonona Elaka LB	9789991629674
4	Nongonona Elaka TG	9789991629681
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7	Nongonona Elaka Embo lokulesha Reader	9789991629780

Pyokola Elaka | Grades 4-7



Gr	Oshindonga First Language	ISBN
4	Pyokola Elaka LB	9789991629551
4	Pyokola Elaka TG	9789991629568
4	Pyokola Elaka Embo Iyandje Iyokulesha Reader	9789991629575
5	Pyokola Elaka LB	9789991629582
5	Pyokola Elaka TG	9789991629599
5	Pyokola Elaka Embo Iyandje Iyokulesha Reader	9789991629605
6	Pyokola Elaka LB	9789991629612
6	Pyokola Elaka TG	9789991629629
6	Pyokola Elaka Embo Iyandje Iyokulesha Reader	9789991629636
7	Pyokola Elaka LB	9789991629643
7	Pyokola Elaka TG	9789991629650
7	Pyokola Elaka Embo Iyandje Iyokulesha Reader	9789991629667

Kawondje nOtjiherero | Grades 4-7



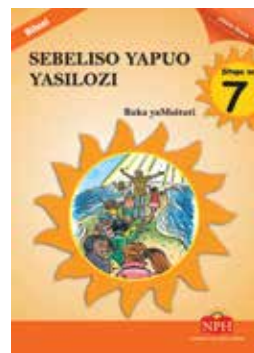
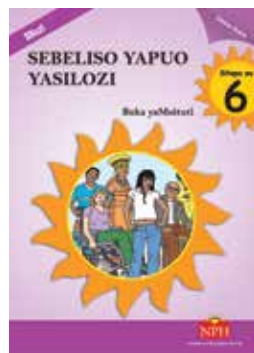
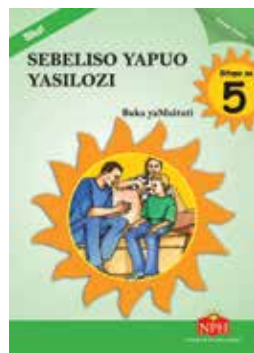
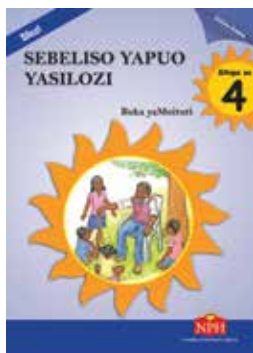
Gr	Otjiherero First Language	ISBN
4	Kawondje nOtjiherero LB	9789991625867
4	Kawondje nOtjiherero TG	9789991625874
4	Kawondje nOtjiherero Reader	9789991625881
5	Kawondje nOtjiherero LB	9789991625898
5	Kawondje nOtjiherero TG	9789991625904
5	Kawondje nOtjiherero Reader	9789991625911
6	Kawondje nOtjiherero LB	9789991625928
6	Kawondje nOtjiherero TG	9789991625935
6	Kawondje nOtjiherero Reader	9789991625942
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7	Kawondje nOtjiherero Reader	9789991625973

A da khomai tsî xoa Khoekhoegowab !nâ | Grades 4-7



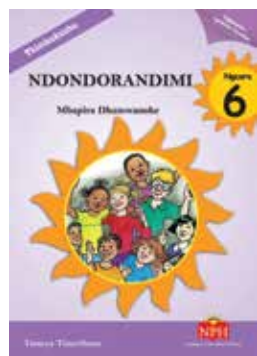
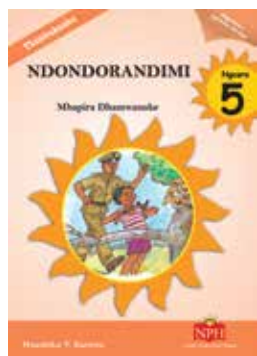
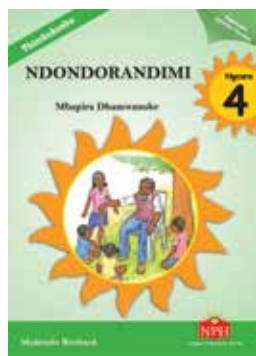
Gr	Khoekhoegowab First Language	ISBN
4	A da khomai tsî xoa Khoekhoegowab !nâ LB	9789991629919
4	A da khomai tsî xoa Khoekhoegowab !nâ TG	9789991629926
4	Ti Gowab Reader	9789991629933
5	A da khomai tsî xoa Khoekhoegowab !nâ LB	9789991629940
5	A da khomai tsî xoa Khoekhoegowab !nâ TG	9789991629957
5	Ti Gowab Reader	9789991629964
6	A da khomai tsî xoa Khoekhoegowab !nâ LB	9789991629971
6	A da khomai tsî xoa Khoekhoegowab !nâ TG	9789991629988
6	Ti Gowab Reader	9789991629995
7	A da khomai tsî xoa Khoekhoegowab !nâ LB	9789991625836
7	A da khomai tsî xoa Khoekhoegowab !nâ TG	9789991625843
7	Ti Gowab Reader	9789991625850

Sebeliso yaPuo yaSilozi | Grades 4-7



Gr	Silozi First Language	ISBN
4	Sebeliso yaPuo yaSilozi LB	9789991626789
4	Sebeliso yaPuo yaSilozi TG	9789991626796
4	Sebeliso yaPuo yaSilozi Reader	9789991626802
5	Sebeliso yaPuo yaSilozi LB	9789991626819
5	Sebeliso yaPuo yaSilozi TG	9789991626826
5	Sebeliso yaPuo yaSilozi Reader	9789991626833
6	Sebeliso yaPuo yaSilozi LB	9789991626840
6	Sebeliso yaPuo yaSilozi TG	9789991627045
6	Sebeliso yaPuo yaSilozi Reader	9789991627052
7	Sebeliso yaPuo yaSilozi LB	9789991627069
7	Sebeliso yaPuo yaSilozi TG	9789991627076
7	Sebeliso yaPuo yaSilozi Reader	9789991627083

Thimbukushu | Grades 4-7



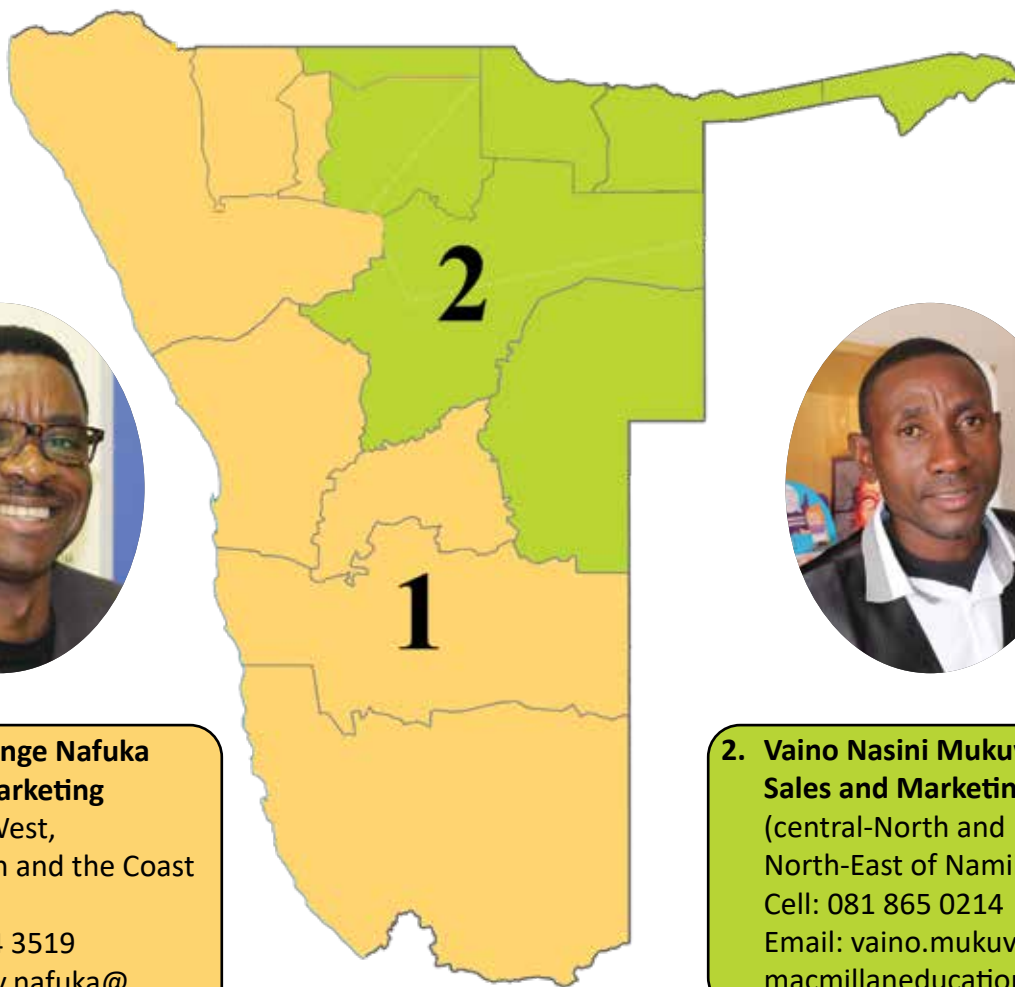
Gr	Thimbukushu First Language	ISBN
4	Ndondorandimi LB	9789991626109
4	Ndondorandimi TG	9789991626673
4	Thimbukushu thawahe Reader	9789991626680
5	Ndondorandimi LB	9789991626697
5	Ndondorandimi TG	9789991626703
5	Thimbukushu thawahe Reader	9789991626710
6	Ndondorandimi LB	9789991626727
6	Ndondorandimi TG	9789991626734
6	Thimbukushu thawahe Reader	9789991626741
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