

OXFORD XHOSA READERS **Primer**
lincwadi zesiXHOSA zase-Oxford
Eyabaqalayo **H.W.Pahl**



hosa

BAA
496
371
106
PAHL



OXFORD XHOSA READERS

INCWADI YESIXHOSA YABAQALAYO

ibhalwe ngu-

H.W. Pahl

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IBADAN NAIROBI DAR ES SALAAM LUSAKA ADDIS ABABA
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DELHI BOMBAY CALCUTTA MADRAS KARACHI

Imifanekiso izotywe ngu-

M.M. PEMBA

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Fourth Impression 1975

Fifth Impression 1976

Special advice to the teacher:

1. Study the *Teacher's Guide* carefully.
2. Do not teach reading by the sentence method only.
3. For quickness and the best results use the combined method as follows:
 - (a) Teach the children to read sentences.
 - (b) Teach them to recognize words.
 - (c) Teach them the sounds of the letters of the alphabet (Phonics). This will help them to read new words, and to spell correctly.

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siifundo

1



l a la la lala
lala sana
lala sana
lala sana

TEACHER'S NOTE: The first five or six lessons should not be taught from the reader but from good illustrated reading sheets, from the blackboard and from flash cards. For details see *Teacher's Guide to Oxford Xhosa Readers*.

bhabha bhabha bhabha bhabha bhabha



isifundo

2

s a sa sa sasa
la lala sa la sala
n a na sa na sana

lala bhabha

lala sana

lala sana lala bhabha

lala lala lala sana


READING SHEETS: Use bold lettering that is easy to read, **black** on brown or white paper, **white** or **yellow** on black paper (no other colours). Leave spaces between the words and between the lines, otherwise the reading sheets are quite useless for teaching purposes.

SOUNDS AND READING: Teach both **sounds** and **reading**, either the sounds first followed by the reading of the short sentences, or reading first followed by the sounds. Children are able to learn to recognize words as wholes even if they do not know all the sounds constituting those words, e.g. **bhabha**.

isifundo

3

e le lele se sele
 u lu lula su sula
 sala sela sula nalu
 ulele lulele sulela



usana lulele
 ubhabha ulele
 ulele ubhabha
 lulele usana

WORD RECOGNITION: Do not teach only sounds and the reading of complete sentences, but also the recognition of individual words from the reading sheets, from the blackboard and from flash cards.

As soon as the children can recognize the words of one lesson proceed to the next one. Young children soon learn to read sentences and to recognize words.

Do not keep the brighter children back with the slower ones. Let them progress at their own maximum rate.

When reading words or sentences, **never point at individual syllables**, but only at the words as wholes. In this way you will avoid syllabic reading.



isifundo

4

t i t i t a t e t u
t u t u t u t u t a t a
l i l a l i l a s i l a
y y a y e y i y u
y i y a y i l a l u y a y i s a
u s a n a l u y a l i l a
t u t u s a n a t u t u
t u t u t u t u b h a b h a
t u t u b h a b h a t u t u s a n a

WRITING, DRAWING AND MODELLING: Let the children copy one sentence from each lesson again and again until they can reproduce it from memory. Let them also draw and model in clay the people and animals they read about.

isifundo

5



bha bhe bhi bhuh
 bha bhabha ubhabha
 w wa we wi wu
 ewe wela weli wisa
 si sisi sila susa

luya lila usana sisi?
 ewe luya lila usana
 uya lila ubhabha
 tutu sana lala bhabha

6



isifundo

6

o no N No lo so yo
m ma me mi mo mu
mama molo misa imela
h ha hayi halala
No Nomsa uNomsa

luya lila usana mama?
hayi Nomsa usana lulele
ubhabha ulele
lala sana tutu bhabha
tutu sana lala bhabha

N.B. Do not teach the children to recite the lessons: teach them to read them by training them to recognize individual words. Do not let the children read syllabically: they must recognize words as wholes and read sentences fluently, but not too fast.

isifundo

7



k ka ke ki ko ku
 ye ka yeka he ke
 kum kuni kuye kane
 kuko ikati ikama taka

nali ise
 lisele lam eli
 hayi Nomsa hayi
 yeka isele elo
 hayi mama lisele lam eli



**hla hle hli hlo hlu
hla la hlala hlahla
z za zi zisa zuza
hle ze hleze hlu hluma
ka hle kahle li lihle**

**yeka isekele elo Nomsa
hayi mama lihle isekele lam
yiza sele yiza kum
yiza kum sele lam
lihle mama lihle eli sele
hayi Nomsa yeka isekele elo**

isifundo

9



hlaba hleka ihlahla hlohla
iliso isilo siso sihle
hlisa hluza yihla hlanu

isele lam lihle
lihle isele lam
iliso lalo lihle nalo
lihle iliso lalo

uya lithanda isele bhabha?
 usana luya lithanda isele
 iliso lalo lihle
 ndiya lithanda isele lam
 ndiya lithanda iliso lalo

isifundo

11

m M mama Mama Mema
 Musa Mila Mela Musa

lala sana lala bhabha
 usana lulele

ubhabha ulele
 luya lila usana sisi?
 hayi Nomsa usana lulele

mama lihle isele lam
 iliso lalo lihle nalo
 vuka bhabha nali isele
 luya vuka usana



isifundo

12

tsa tsi tsitsa tso itsolo
 Tsa Tsala uTsiki iTsitsa
 tsa tse tsi tso tsu

UTsiki
ikati yam
ndiya yithanda ikati yam
ndiya mthanda uTsiki wam
mhle uTsiki wam
mhle sisi mhle uTsiki wam
ewe Nomsa mhle uTsiki
usana luya yithanda
ikati yam



**tya tye tyi tyo tyu
yitya ukutya isitya
nta thu ntathu nto**

ntoni

into intente intando

intethe

f fa ufafa fe ufefe

ifiva ufuna ikofu amafu

Yiza Tsiki yiza kum.

Yiza kum Tsiki wam.

Ufuna ntoni Tsiki?

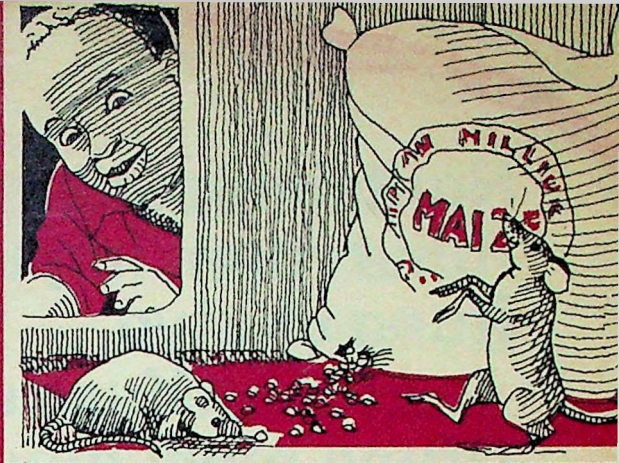
UTsiki wam ufuna ukutya.

Mama uTsiki ufuna ukutya.

Yiza Tsiki naku ukutya.

isifundo

14



ntsa ntse ntsi ntso ntsu
nantsi nantso intsimi

intsini

mb mba mbe mbi mbo

mbu

hamba intombi umbona

imbila

pa pe pi po pu

mpa mpe mpi mpo mpu

impuku impi impompo

impempe

**Nantsi impuku.
ifuna ntoni impuku?
ifuna ukutya**

**ifuna umbona
Ufuna ntoni mpuku ndini?
Yeka loo mbona mpuku
ndini.**



isifundo

15

nye inye nyi inyiki inyama



isifundo

16

j jama ijelo jija jola
nj inja nje injiza injoli
c ca ce ci co cu
caca cela cima coca
icuba
icici canda cula injica

UToki
Nantsi inja yam.
Ndiya yithanda inja yam.

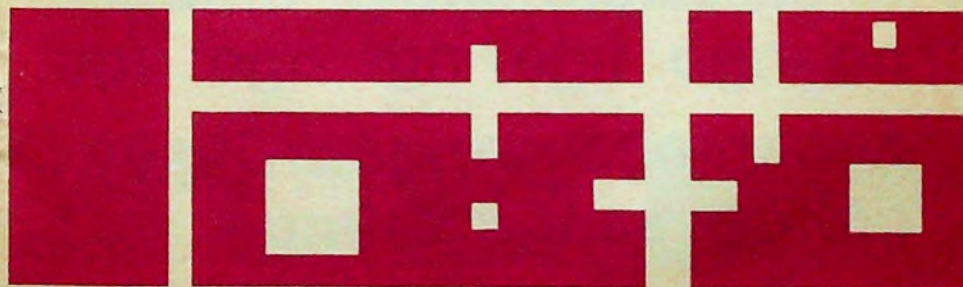
Ndiya mthanda uToki
wam.

Mama uToki ufuna
ukutya.

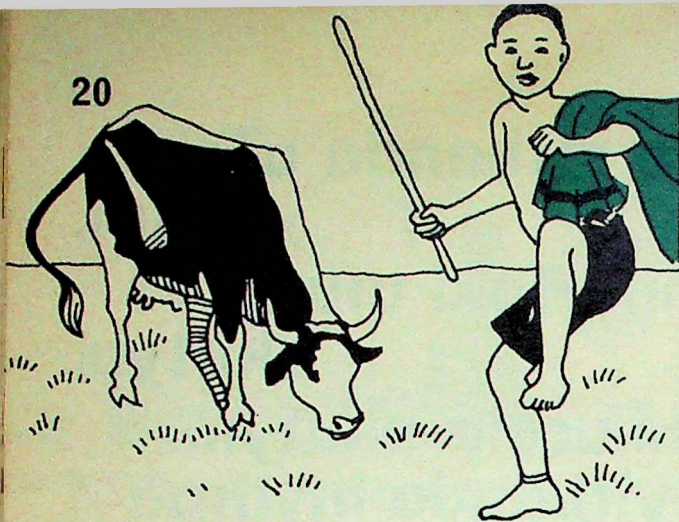
UToki ucela ukutya.
Uya yithanda inyama
uToki.

Yiza Toki naku ukutya
nantsi inyama.

Mhle mama
mhle uToki wam.



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isifundo

17

z Z za ze zi zo zu

Zaza zazala Zalila uZalila

dl dla dlala udladla

idlelo

dlisa isidlo dlula umdlalo

ng nga nge ngi ngo ngu

ngalo ngaye ngam ngani

nanga senga thunga

intonga

UZalila

**Nantsi inkomo katata
uZalila.**

**Mhle uZalila ndiya zidla
ngaye.**

**Utata uya yithanda le
nkomo.**

Uya mthanda uZalila.

Naye uya zidla ngaye.

**Ewe ndiya kuthanda
Zalila.**

**UTata uya kuthanda
naye.**





isifundo

18

nk nka nkabi nko
inkomo
inkobe nanko inkuku
nonke
ndl ndla indlazi isandla
endle indlela indlovu
indlu
ngc ngca ingca ngcamla
ingcinga ingcungcu
icangci

Mfondini mhle uZalila.

Utya ingca endle.

Uya yithanda ingca.

**UThemba uya msenga
uZalila.**

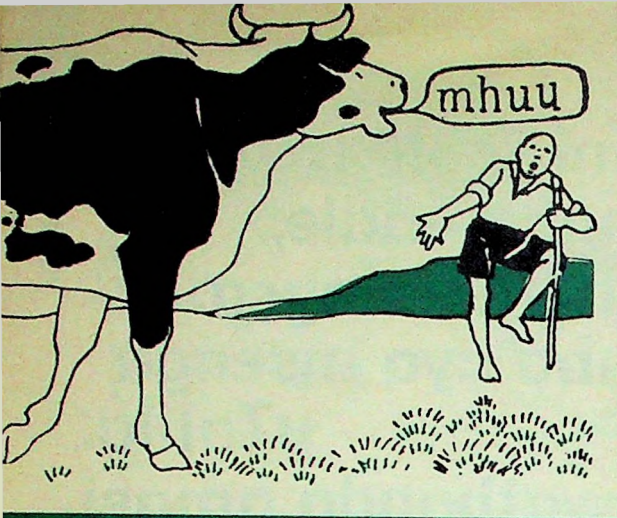
Ndiya wathanda amasi.

Ubhabha ucela amasi.

**Uya wathanda amasi
naye.**

**Utata uya watya amasi
uya wathanda naye.**





isifundo

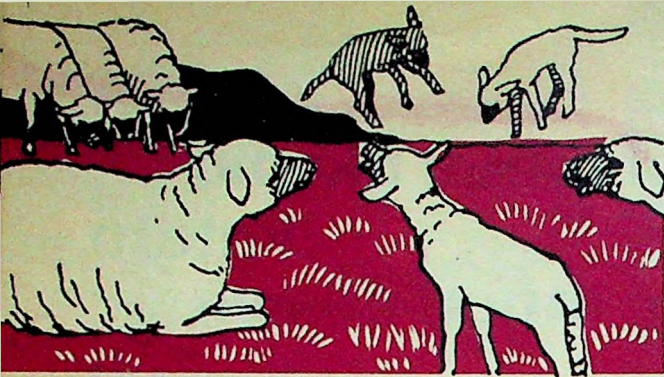
19

xa xana xela xola ixoxo
ixamba ixoki xuba
kha ikhaka khala khetha
khotha ikhulu ukhuko

UZalila uthi mhuu mhuu
ndibonge xa athi mhuu
ndibonge ndenjenje
Zalila nkomo katata
Zalila nkomo katata

Yithi mhuu nkomo
katata
Yithi mhuu sikuve
Zali
Sikuve sithi mfondini
Akukho nkomo
inje ngaye
UZalila lowo katata.





isifundo

20

sh sha she shi sho shu
igusha iigusha shiya

ishumi

nz nza nze nzi nzo nzu
nanzo ninzi nzima nzulu
sw swa uswazi umswi

iiswithi

j ja jala ijelo jonga

iigusha zikatata
Zininzi igusha zikatata

Zaluswa ndim
noThemba.
Zitya ingca endle.
Amatakane mahle
athi mee mee.
Mahle amatakane
akowethu.
Ndiya wathanda
amatakane akowethu.
NoThemba uya
wathanda.



**UNomsa uya wathanda
amatakane.**

**Usana luya watya amasi
luya wathanda.**

**Yeka loo mbona
mpuku ndini.**

**UTsiki usukela impuku.
Bamba Tsiki bamba loo
mpuku.**

**Mhle uTsiki wam.
Ndiya yithanda ikati yam.
Yiza Toki naku ukutya.
Ndiya yithanda ikati yam
Ndiya yithandainja yam.**

**UZalila utya ingca endle.
iigusha zaluswa ndim**

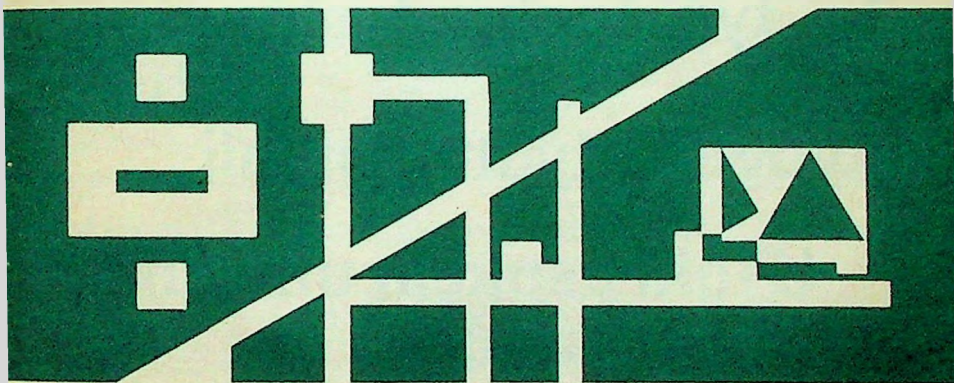
noThemba.

UThemba uya msenga

uZalila.

Amatakane athi mee

mee.





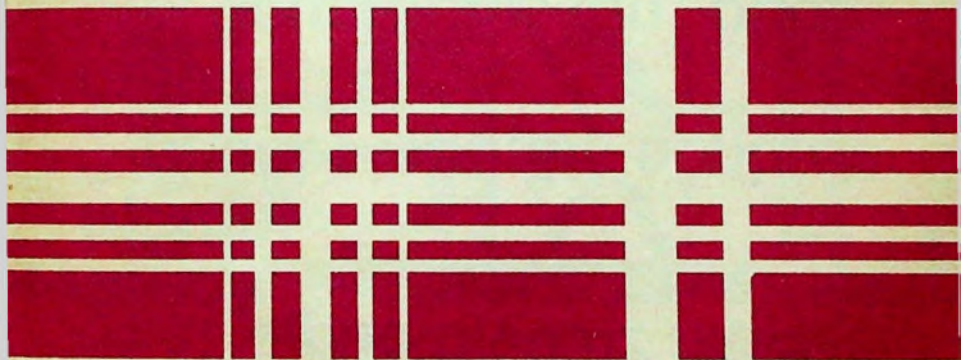
isifundo

22

mv emva imvelo mvi
imvula
umvundla indlala indlu
ty tya tyaba tyela
ilitye
ityuwa utyuthu ityali

UToki usukela umvundla.
Ndiya yithanda
inyama yomvundla.
UToki uya yithanda

**inyama yomvundla naye.
Umvundla uya baleka
ucanda ithafa.
Bamba Toki bamba
umvundla lowo.
Siya kutya inyama
yomvundla.**





isifundo

23

q qa qe qi qo qu
 iqaaqqa uqesha qonda
 iqina
 umququ iqunde iqanda
 kuqala

Siya zingela endle
 xa salusa iigusha
 neenkomo zikatata.

UToki uya zingela naye.
Bamba Toki nalo iqaaqa.
Iqaaqa liya nuka.
UToki uya nuka naye.
Unuka iqaaqa.
Uya nuka Toki unuka iqaaqa.





isifundo

24

**Nalo iqaga.
Iqaga lilandela umvundla.
Umvundla uya baleka
ucanda ithafa.
Baleka mvundla baleka
Nalo iqaga lilandela.
Uya lithanda iqaga sisi?
Hayi iqaga liyanuka
Litya iinkuku zikamama.**

isifundo
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35

p P impi uPoni
impempe
rh rha rhe rhi rho
rhu
irhamba erha ierha
irhali rhona irhorho
tsh tsha tshe tshi
tsho tshu

utshaba tshotsho utsho
tshisa

UPoni

Nalo ihashe likatata.
Lihle ihashe likatata
mhle uPoni.

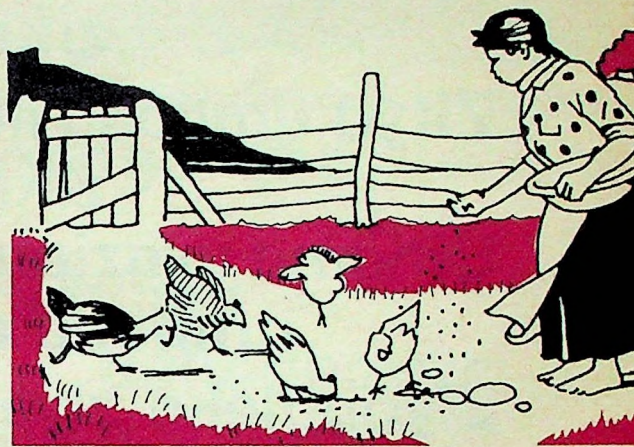
Utata utsho naye
uthi mhle uPoni.

Uya mthanda
uya zidla ngaye.

Uya baleka uPoni
ucanda ithafa.

Liya baleka ihashe
likatata.

isifundo
26



ph pha phe phi pho phu

phatha phepha phinda

uphondo

iphupha phuma uyazipha

Zininzi iinkuku
zidakamama.

Zitya umbona iinkuku
zidakamama.

Umama uyazipha
umbona ekuseni.

Ziyabaleka ziye kutya
umbona lowo.

Uyazipha umbona
mama?

Ewe ndiyazipha
umbona iinkuku.

Ziya kutya umbona
iinkuku zidakamama.

**Ndiyavuka
ndibonge ke ndenjenje
Mqhagi wakowethu
nkunzi ebomvu
Khawutsho sikuve
sikuve mfondini
Khawutsho sikuve
nkunzi ebomvu
Sikuve ukhonya
kamnandi usithi
Vuka mfondini.**



Ziya kutya ntoni
iinkuku zikamama?

Ziya kutya umbona.

Utsho umama.

Ufuna ntoni Toki?

UToki ucela ukutya

ucela inyama.

Khawutsho mqhagi

wakowethu.

Khawutsho nkunzi

ebomvu sikuve usithi

vuka mfondini.

**Ukhonya kamnandi
nkunzi ndini.
Zaluswa ndim
noThemba
iigusha zikatata.
Siyazingela xa salusa
iinkomo.
Mahle amatakane
akowethu sisi.
UPoni uyabaleka
ucanda ithafa.
Nalo iqaqa
lilandela umvundla.
Utata utya amasi
uyawathanda**

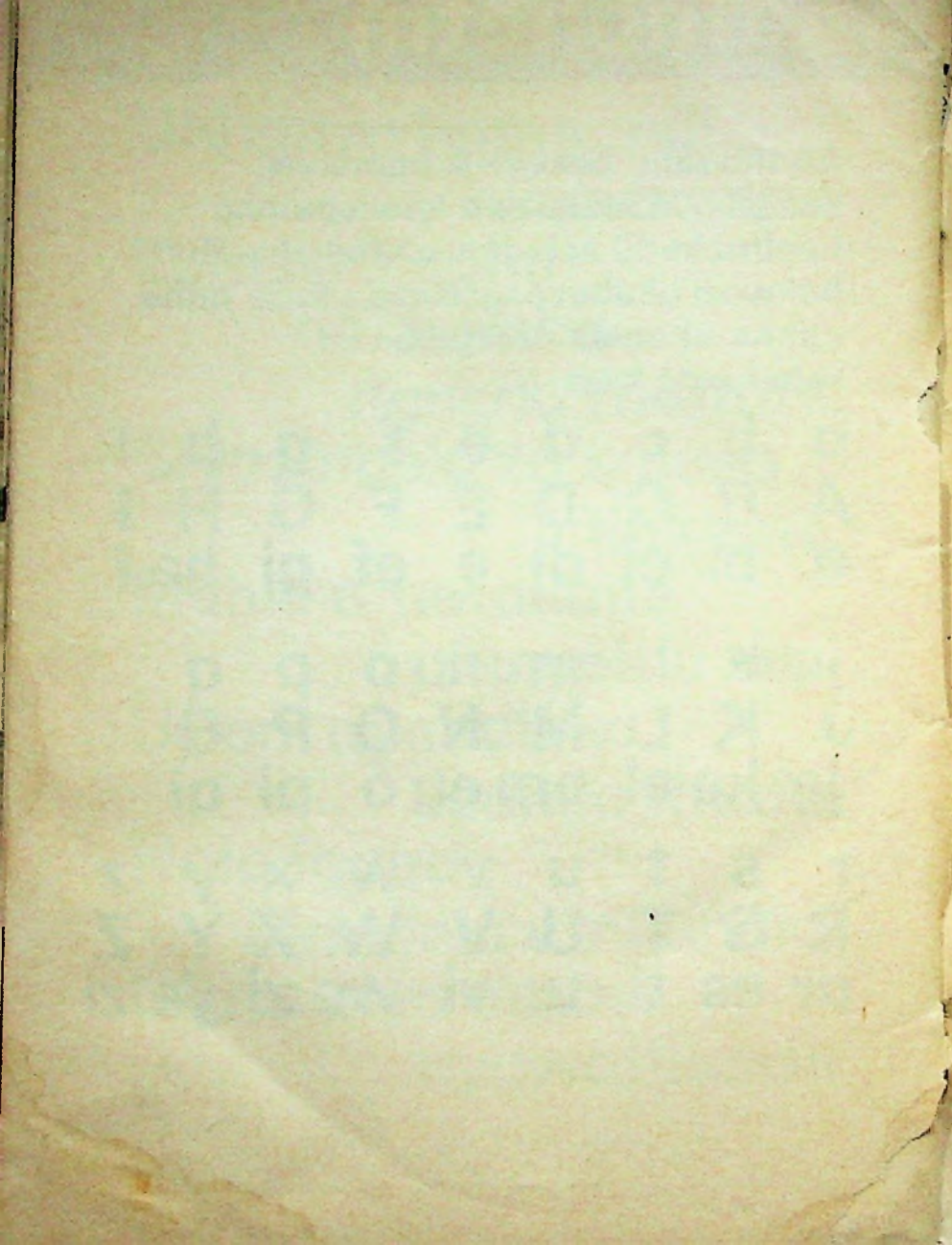
Ialfabhethi

Abantwana bakwa-A bamelwe
kukufunda ukubizwa koonobumba
bealfabhethi nokulandelelana kwabo
bakwazi ukubacengceleza ukuze babe
nakho ukupela amagama xa
sebefunda kwa-B.

a	b	c	d	e	f	g	h	i
A	B	C	D	E	F	G	H	I
a	bi	ci	di	e	ef	gi	he	i

j	k	l	m	n	o	p	q
J	K	L	M	N	O	P	Q
je	ke	el	em	en	o	pi	qi

r	s	t	u	v	w	x	y	z
R	S	T	U	V	W	X	Y	Z
ar	es	ti	u	vi	we	xi	ye	zi





Advice for the teacher

The combined method of teaching reading was introduced in 1950. This method requires adequate attention to the three aspects of teaching reading: the teaching of phonics, word-recognition and the reading of complete sentences.

Most teachers prefer a book which covers all these aspects and the Oxford Primer has been modified in such a way as to meet the demand. This new edition has been prepared with that aim in view.

The method employed is still the combined method, that is, the method prescribed in the syllabus. The reading material has not been altered, but phonic exercises have been added. These will give pupils the necessary practice in recognizing the sounds and learning sound combinations in syllables and words. In this way they will be able to read words other than those appearing in the lessons.

The order in which the material should be presented to the children is not laid down by the syllabus, and each teacher

is at liberty to begin with whichever she finds most successful in her case—either the sounds or the sentences. We recommend, however, that phonics and reading should be taught side by side, with some time set aside every day for phonics and some other time for the reading of sentences. In this connection the teacher is referred to the note at the foot of page 2.

Children are able to learn to recognize words at sight even if they do not know all the letters composing the word. In the first few lessons you will find words containing letters or combinations of letters which the pupils have not yet learnt. But this is no hindrance to the process of learning to read. Any good teacher will be able to teach the children to recognize and read such words without difficulty. Thus in the first lesson, pupils learn the sounds l and a, but the word *sana* occurs in the sentences; but this creates no difficulty, as they learn to read the sentence as a whole and then to recognize the separate

words as wholes. In lesson 2 the sounds s and n are taught and a new word, *bhabha*, introduced. This too they will soon learn to recognize from its appearance. This method of learning to recognize words (look-and-say) is also used in other languages, and it has proved feasible and successful. A good teacher will succeed without any difficulty.

If a teacher finds that the phonic exercises contain too much material, she should select what she regards as suitable and sufficient for her purpose and supplement it with her own material on the blackboard, on charts and on flash-cards, all of which are most useful aids. It is not wise to use the book only, especially at the beginning of the course.

The new type used in this revised book resembles the script of the pupils themselves: this will facilitate reading. The attractively coloured pages will excite the children and make learning to read a pleasant experience.