


1000+
NEW
WORDS

Grades
3-7

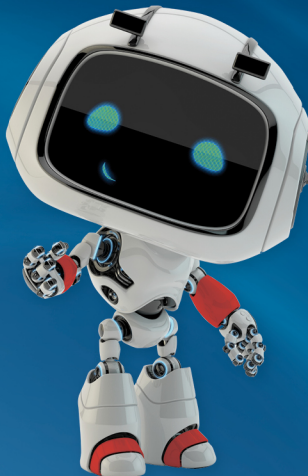
2nd Edition

Oxford



South African **Illustrated** School Dictionary

- ✓ clear definitions for 6000+ words
- ✓ example sentences show word usage
- ✓ approved for use in South African schools



OXFORD

How to use this dictionary

Finding and spelling words

Guidewords show which entries are covered on each page, helping you find the right page quickly.

An **alphabet guide** on each page shows you which letter you are on.

Words that can be more than one part of speech are in **different entries**, helping you find the right meaning first time.

When verb forms and irregular plurals appear as entries, a note tells you where to find the **main entry**.

Saying words correctly

Easy-to-understand guides show you how to **say words correctly**. (Stress the part in **bold**.)

crop / fat¹ 2

a **crop** (say kɹɒp) *noun* (plural **crops**)
plants that are grown for food. *Maize is a summer **crop**.*

b

Cc

d **cross¹** (say kɹɒs) *adjective* (**crosser**, **crosses**)
angry, in a bad mood. *I hate it when Dad is **cross** with us.*

e

f

g

h **cross²** (say kɹɒs) *noun* (plural **crosses**)
a mark like x or +. *The teacher marked wrong answers with a **cross**. A **cross** is the sign for a hospital.*

i

j

k **CROSS³** (say kɹɒs) *verb* (**crossed**, **crossing**)
1 to move across something. *Take care when you **cross** the road.*
2 to make a shape like a cross. *Can you **cross** your legs?*
cross out to draw a line through something.

l

m

n

o

p **did** *verb* → See **do**

q

r

s **digit** (say dɪt) *noun* (plural **digits**)
any of the numbers from zero to nine. **Digits** are used to build up other numbers. *This is a three-**digit** number: 451.*

t

u

v **factory** (say fæk-tɹi) *noun* (plural **factories**)
a building where people make things with machines. *Yoshi's dad works in a car **factory**.*

w

x

y

z

fame (say faym) *noun* (no plural)
when many people know about you. *The singer's **fame** had spread around the world.*

familiar (say fuh-mil-yuh) *adjective* (**more familiar**, **most familiar**)
known well by you. *That is a **familiar** song. Are you **familiar** with soccer rules?*
WORD BUILDING: If you make someone familiar with something, you **familiarise** them.

family (say fam-i-lee) *noun* (plural **families**)
1 a group of closely related people, like your parents, brothers, and sisters. *I always celebrate my birthday with my **family**.*
2 a group of animals or people that are related. *Lions belong to the cat **family**.*

family tree *noun* (plural **family trees**)
a diagram that shows how people in a family are related.

famine (say fam-in) *noun* (plural **famines**)
a time when there is almost no food, for example, during a drought. *People starved to death in the **famine**.*

famous (say fay-muhss) *adjective* (**more famous**, **most famous**)
well known by many people. *Nelson Mandela was **famous**. The Kruger Park is **famous** for its wild animals.*

fat¹ *adjective* (**fatter**, **fattest**)
with a large body; weighing too much. *A **fat** dog and a thin dog walked past.*
WORD BUILDING: Other words that you can use instead of fat are **big**, **large**, **plump**, or **obese**. Check these words to find out exactly what they mean before you use them.

Grammar

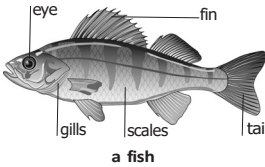
A **part of speech** is given for each headword.

For nouns, **plurals** are shown. For adjectives, the **degrees of comparison** are shown. For verbs, the **past tense** and the **present** and **past participles** are shown.

fern (say fɜrn) *noun* (plural **ferns**)
a plant with green leaves and no flowers that grows in shade.

file *noun* (plural **files**)
1 a flat tool that you rub against things to make them smooth. *Lexi used a nail file to neaten her fingernails.*
2 a box or cover that you keep papers in. *My homework is in a file.*
3 information stored on a computer under one name. *Remember to save your files.*
in single file to be in a line of people, one behind the other. *Walk in single file.*

fish¹ *noun* (plural **fishes** or **fish**)
1 an animal with scales and fins that lives and breathes in water. *Most fish live in the sea.*
2 the meat from this animal. *Let's have fish and chips.*



fish² *verb* (fished, fishing)
to try to catch fish. *Shelby likes to fish with his uncle.*

fix *verb* (fixed, fixing)
1 to mend. *Rehana fixed the broken toy.*
☞ SYNONYM **repair**

float (rhymes with note) *verb* (floated, floating)
to stay on the surface of a liquid or in the air. *Wood floats on water.*
☞ ANTONYM **sink**² 1

gogga *noun* (plural **goggas**) (informal)
an insect or other small creature. *There's a gogga under your bed.*

ORIGIN: This word is borrowed from Afrikaans; it came into Afrikaans from Khoikhoi *xa-xan* meaning "creeping creature".

harmful (say haam-fuul) *adjective* (more harmful, most harmful)
likely to do harm, bad for you. *Too much sun is harmful to your skin.*

WORD BUILDING: If something is not harmful, it is **harmless**.

head (say hed) *noun* (plural **heads**)
1 the part of a person or animal that contains the brain, eyes, and mouth. *Alex is muddy from his head to his feet.*
2 a person in charge, a leader. *Mr Lucas is the head of the school.*

hero (say heer-oh) *noun* (plural **heroes**)
1 someone who has done something very brave or impressive. *Mapimpi was the hero of the rugby match.*
2 the most important person (typically a boy or man) in a book, play, or film.

WORD BUILDING: If you behave like a hero, you are **heroic**.

ORIGIN: This word comes from Latin and Greek *heros*, meaning "a person with superhuman or magic power".

hers (say hurz) *pronoun*
belonging to her. *These shoes are hers.*

USAGE: It is not correct to write **her's**. This is an exception to the usual rule for apostrophes.

herself (say hur-self) *pronoun*
she and no one else. *Olivia told me herself.*

Using words

Example sentences

Most entries show you how to use words in sentences correctly.

Usage notes

Usage notes tell you about difficult words or warn you about common mistakes.

Understanding meaning

When a word has more than one meaning, each meaning is clearly numbered so you can **find the right meaning** first time.

Illustrations with labels and captions help to make the meaning of words clear.

Finding out more

Notes on **word building** help your vocabulary to grow.

Cross references to **synonyms** and **antonyms** (opposites) help you to extend vocabulary (and choose the best word).

Notes on **word origins** tell you more about where English words come from.

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Introduction

This dictionary is for learners from Grade 3 up to Grade 7. It was designed with three main aims in mind:

- to be easy for beginners to use, while getting them used to the style in which adult dictionaries are written
- to provide the vocabulary that younger learners need
- to cover the curriculum's range of dictionary-related requirements in primary school and early secondary school classes.

NEW: The second edition was developed to increase the range of vocabulary needed for school subjects, notably English, Maths, and Science. Over 1 000 headwords have been added to align the dictionary more closely with the curriculum. We have added many new illustrations, and updated existing illustrations where necessary.

Introducing learners to dictionaries

Oxford's dictionary-makers have a long tradition of research and development in schools. We spent many hours in local schools testing this dictionary, and these trials confirmed important points that have influenced our approach:

- Learners want straightforward definitions that they understand easily. So we took the words for our definitions from a database of 3 000 words that are **most familiar** to learners in Grades 3 to 7.
- For young learners, being able to **find words easily** is vital. This dictionary's bold headwords, clear type and layout, and the alphabet guides down the side of every page all help learners to find the words they want.
- **NEW:** With this new edition, we've added **blue** as a second colour and a visual marker to help learners to navigate the text.
- Example sentences that show how words are used in context are often as valuable as the definitions. In many cases, they also help to explain the meaning. This dictionary includes **thousands of example sentences**.
- Most learners want **quick results** from the dictionary. Children in the trials responded best to short definitions. Good illustrations are an excellent shortcut to explaining words, so where a picture says more than words can, or explains a definition usefully, we have included them. See, for example, the illustrations at *abacus*, *axle*, *prism*, and *skeleton*.
- Younger learners benefit from having the plurals of all nouns and the inflections of all verbs **written out in full**. This dictionary gives the regular forms (such as *building*: *buildings* and *bark*: *barked*, *barking*) in addition to irregular forms (such as *mouse*: *mice*; *buy*: *bought*, *buying*; and *fly*: *flew*, *flying*, *has flown*).

Vocabulary

Looking up the meanings of words is, for most users, the main reason for using a dictionary. We have focused on two areas: frequently used everyday words, and words that are important for school. School words include the vocabulary of school subjects (such as *acid*, *angle*, and *altitude*) and words that are important for schoolwork, such as *describe*, *design*, and *explain*. Some uniquely South African words such as *bakkie*, *gogga*, and *veld* are also included.

NEW: Many frequently used everyday words such as *classmate*, *confirm*, and *corrupt* have been added to the second edition, as have words used for subject content. Examples include *biome*, *bisect*, *figurative*, and *literal*.

To develop vocabulary, we have kept the familiar **Word building notes** after many entries. See *efficient*, *excellence*, and *nice*, for example.

NEW: To help learners to expand their vocabulary, we have added cross-references to hundreds of synonyms and antonyms. See, for example, *allow*, *altitude*, and *happiness*.

Covering the language curriculum

This dictionary and its workbook cover the curriculum's dictionary-linked requirements for Grades 3 to 7 in more ways than we can list here. These are perhaps the most important:

From Grade 3 to the end of Grade 12, the curriculum recommends that learners use dictionaries to **develop vocabulary**, **check meanings of words**, and **check spelling and grammar**. It also emphasises the **process writing** steps learners should follow when they write texts: planning, drafting, revising, editing and proofreading, and presenting. (See SP23 for a step-by-step explanation of the process.)

Learners should know how to **pronounce** words accurately. Every headword in the dictionary (except for simple words such as *dog* and *mud*) has an easy guide for this. In our classroom trials, the activities that intrigued learners most were pronunciation exercises: decoding the guides to words such as *chaos* (say **kay**-oss) and *physical* (say **fiz**-i-kuhl).

Being aware of the **origins** of words is part of the curriculum from primary school, and selected entries include notes on the word's history. See *gogga*, *hemisphere*, *hurricane*, and *vandal*, for example. Several activities in the workbook are a guide to exploring the word origins in the dictionary.

Tables of information in the **Study pages** are excellent resources for several curriculum points. Examples are:

- using **spelling rules** to help you spell correctly (see Study pages 2–5)
- using **prefixes** and **suffixes** to build and interpret words (see Study pages 14–17)
- using **prepositions** in sentences (see Study pages 10–11, and entries in the dictionary, for example, *in* and *up*).

Learning dictionary skills

In the Study pages (from pages 22 to 28) there are activities giving guided practice in using a dictionary and getting the most out of it. The separate workbook has a lesson per page and includes graded exercises and word games (with answers).

Spelling

In English, some words can end in *-ise* or *-ize*. Both spellings are correct, but in this dictionary we use the *-ise* ending.

Pronunciation

The headwords in the dictionary have guides to the standard way of saying them. Most of these use an easy respelling system. The part of the word that is printed in bold should be said with extra stress. Examples are:

- at **chemist** (say **kem**-ist)
- at **psalm** (say **saam**)
- at **weigh** (say **way**)

In a few cases, it is more helpful to say what the word rhymes with, for example:

- at **bury** (rhymes with **berry**)
- at **flour** (rhymes with **power**)

Where the pronunciation of a short word follows its spelling exactly (as it does with **bag** and **mud**) a guide is unnecessary, and has therefore been left out.

Key to pronunciation guides

a	as in 'camp'	(say kamp)	m	as in 'magic'	(say maj -ik)
aa	as in 'farm'	(say faam)	n	as in 'name'	(say naym)
air	as in 'care'	(say kair)	ng	as in 'acting'	(say ak -ting)
aw	as in 'ball'	(say bawl)	o	as in 'box'	(say bokss)
ay	as in 'daily'	(say day -lee)	oh	as in 'stone'	(say stohn)
b	as in 'back'	(say bak)	oo	as in 'baboon'	(say buh- boon)
ch	as in 'chart'	(say chaat)	oor	as in 'pure'	(say pyoor)
d	as in 'dark'	(say daak)	ow	as in 'how'	(say how)
e	as in 'egg'	(say eg)	oy	as in 'boyfriend'	(say boy -frend)
ee	as in 'feeling'	(say feel -ing)	p	as in 'pack'	(say pak)
eer	as in 'here'	(say heer)	r	as in 'rain'	(say rayn)
f	as in 'fact'	(say fakt)	s	as in 'sack'	(say sak)
g	as in 'game'	(say gaym)	sh	as in 'shade'	(say shayd)
h	as in 'help'	(say help)	ss	as in 'mass'	(say mass)
i	as in 'dinner' (say din -uh)		t	as in 'take'	(say tayk)
ibe	as in 'tribe'	(say tribe)	th	as in 'thing'	(say thing)
ide	as in 'sideways' (say side -wayz)		th	as in 'that'	(say that)
ife	as in 'lifetime'	(say life -time)	tsh	as in 'capture'	(say kap -tshuh)
ike	as in 'likely'	(say like -lee)	u	as in 'buck'	(say buk)
ile	as in 'smile'	(say smile)	uh	as in 'farmer'	(say faam -uh)
ime	as in 'time'	(say time)		and 'abandon'	(say uh- ban -duhn)
ine	as in 'line'	(say line)	ur	as in 'furniture'	(say furn -i-tshuh)
ise	as in 'nice'	(say nise)	uu	as in 'bush'	(say buush)
ite	as in 'write'	(say rite)	v	as in 'visit'	(say viz -it)
ive	as in 'five'	(say five)	w	as in 'wake'	(say wayk)
ize	as in 'baptize'	(say bap- tize)	y	as in 'yard'	(say yaad)
j	as in 'jeans'	(say jeenz)	y	as in 'climax'	(say kly -maks)
k	as in 'key'	(say kee)	z	as in 'zigzag'	(say zig -zag)
l	as in 'ladder'	(say lad -uh)	zh	as in 'treasure'	(say trezh -uh)

Aa

Aa

a (say uh) *article*

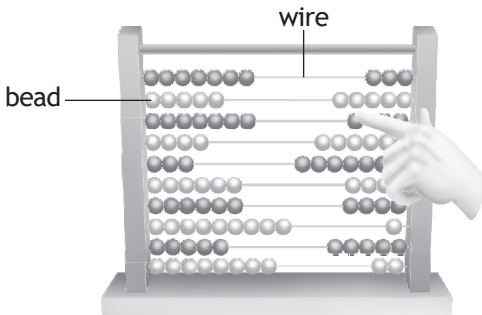
1 one (but not any special one). *I need a pencil.*

2 each; every. *He eats two apples a day.*

USAGE: Use **a** if the next word starts with a consonant sound, for example, **a** box. Use **an** if the next word starts with a vowel sound (a, e, i, o, or u), for example, **an** apple, **an** egg. When should you use **a** or **the**? If you say *I saw a dog* you mean any dog. But if you say *I saw the dog* you mean a particular dog – not just any dog.

abacus (say ab-uh-kuhss) *noun (plural abacuses)*

a frame with colourful beads that slide along wires, that people use for counting and doing sums.



an abacus

abandon (say uh-ban-duhn) *verb (abandoned, abandoning)*

1 to leave something somewhere and not go back to it. *Andy abandoned his bicycle at the park because it couldn't be fixed.*

⇨ **SYNONYM** desert **2**

2 to stop doing something before you finish it. *We will have to abandon the soccer game if it keeps raining.*

abbreviate (say uh-breev-i-ayt) *verb*

(abbreviated, abbreviating)

to make a word or group of words shorter.

We can abbreviate the words "Please turn over" to "PTO".

abbreviation (say uh-breev-i-ay-shuhn) *noun (plural abbreviations)*

a short way of writing or saying a word.

"Joburg" is an abbreviation of "Johannesburg", and "SA" is an abbreviation of "South Africa".

abdomen (say ab-duh-muhn) *noun (plural abdomens)*

1 the part of your body below the chest that contains the stomach. ⇨ See picture at **body**.

2 the end section of an insect's body.

⇨ See picture at **insect**.

ability (say uh-bil-i-tee) *noun (plural abilities)*

the power or skill to do something.

Owls have the ability to see in the dark.

Sibusiso has the ability to always see the positive side of any situation.

⇨ **ANTONYM** inability

able (say ay-buhl) *adjective (more able, most able)*

if you are able to do something, you can do it. *If you are able to swim, I'll allow you to get into the pool. Are you able to come to my party?*

⇨ **ANTONYM** unable

aboard (say uh-bawd) *preposition, adverb*

on or onto a ship, bus, train, or a plane.

We were aboard the boat, ready to row it across the lake. Here's the train! Climb aboard!

abolish (say uh-bol-ish) *verb (abolished, abolishing)*

to make a rule or law to stop something.

The government abolished smoking on all trains.

⇨ **SYNONYM** ban

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photographer (say fuh-tog-ruh-fuh) *noun*
(plural **photographers**)

a person who takes photographs, especially as a job.

photographic (say foh-tuh-graf-ik) *adjective*
connected with photographs or a photographer's work. *This shop sells **photographic** equipment.*

photography (say fuh-tog-ruh-fee) *noun* (no plural)

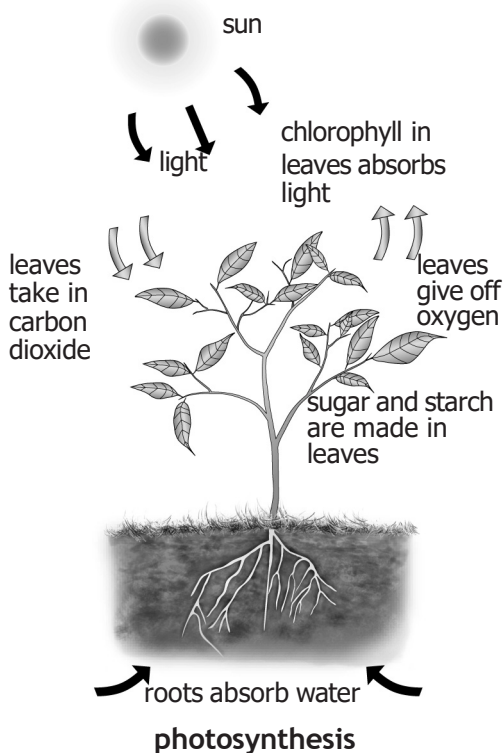
the art or the process or the job of taking photographs. *You can study **photography**.*

photosynthesis (say foh-toh-sin-thuh-siss) *noun* (no plural)

the process by which green plants use energy from sunlight to turn carbon dioxide and water into food. *During **photosynthesis** plants absorb carbon dioxide and release oxygen.*

ORIGIN: This word comes from Greek *phot-* meaning "light" and *sunthesis* meaning "place together".

WORD BUILDING: Plants **photosynthesise** when they make food in this way.



phrase (say frayz) *noun* (plural **phrases**)
(grammar)

a group of words that you use together as part of a sentence. *Examples of **phrases** are: "the blue bag" and "on Monday afternoon".*

physical (say fiz-i-kuhl) *adjective*

1 connected with the body. *The doctor says my **physical** health is good.*

2 connected with things that you can touch or see. *There's **physical** evidence that mice have been in our groceries.*

physically (say fiz-ik-uh-lee) *adverb*

1 in a way that is connected with the body. ***Physically**, he's strong, but mentally, he's fragile.*

2 in a way that is connected with what you can touch or see, and the laws of nature. *It's **physically** impossible for a river to flow uphill.*

physical science *noun* (no plural)

the study of **inorganic** or non-living things.

piano (say pi-an-oh) *noun* (plural **pianos**)

a large musical instrument with white and black keys that you press with your fingers. *Can you play the **piano**? I can hear **piano** music.*

WORD BUILDING: A person who plays the piano is a **pianist**.

pick (say pik) *verb* (**picked**, **picking**)

1 to choose. *We **picked** Michael as captain of the team.*

2 to take something up from where it is.

*Did you **pick up** shells at the beach?*

3 to take flowers or fruit from plants and trees. *I **picked** peaches in the orchard.*

4 to fetch. *I'll **pick** you up after school.*

picnic (say pik-nik) *noun* (plural **picnics**)

a meal eaten in the open air away from home. *Zweli and Paul had a **picnic** at the river.*

picture (say pik-tshuh) *noun* (plural **pictures**)

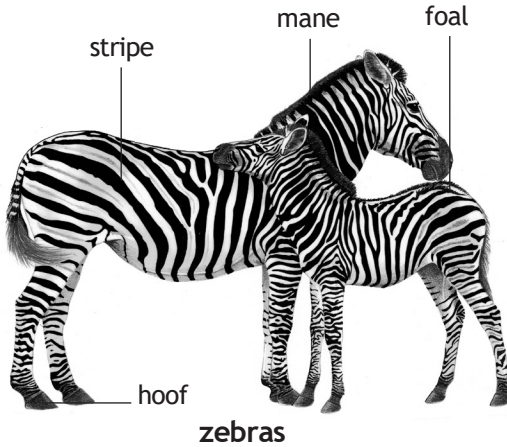
a painting, drawing, or photograph. *I've painted a **picture** of my sister.*

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zebra (say zeb-ruh) *noun* (plural zebras)
an African animal like a horse with black and white stripes.



zero (say zeer-roh) *noun* (plural zeros or zeroes)
nothing; the number 0. *Four, three, two, one, zero.*

ORIGIN: This came into English via French, from an old Arabic word.

zigzag (say zig-zag) *noun* (plural zigzags)
a line with sudden turns in it like this:



zip *noun* (plural zips)
a fastener that is pulled to join together, or separate, two edges of material.
Some dresses, trousers, and bags have zips.

zone (rhymes with phone) *noun* (plural zones)
an area that is reserved for something.
There is a special skateboard zone in our playground.

ZOO *noun* (plural zoos)
a place where different kinds of wild animals are kept so that people can go and see them, and scientists can study them.

ORIGIN: This is shortened from **zoological garden**. **Zoological** comes from Greek *zōion* meaning "animal" and *logia* meaning "study".

zoom *verb* (zoomed, zooming)
1 (informal) to move quickly with a humming sound. *A crowd gathered to watch Helen zoom by on her bike.*
2 to get a close-up picture of something from far away. *I can zoom in on the ant with my camera.*

ORIGIN: This word imitates the sound of something zooming past.