

Tutorial Letter 101/1/2017

**Language and Communication Skills
Acquisition in an African Language 2**

AFL1504

Semester 1

Department of African Languages

This tutorial letter contains important information
about your module.

BARCODE

CONTENTS

	<i>Page</i>
1 INTRODUCTION	3
1.1 Tutorial matter.....	3
2 PURPOSE OF AND OUTCOMES FOR THE MODULE.....	4
2.1 Purpose	4
2.2 Outcomes	4
3 LECTURERS AND CONTACT DETAILS	4
3.1 Lecturers.....	4
3.2 Department.....	6
3.3 University	6
4 MODULE-RELATED RESOURCES	6
4.1 Prescribed books	6
4.2 Recommended books	6
4.3 Electronic Reserves (e-Reserves).....	6
4.4 Library services and resources information.....	7
5 STUDENT SUPPORT SERVICES FOR THE MODULE	8
5.1 Tutors	8
5.2 Contact with fellow students.....	9
6 MODULE-SPECIFIC STUDY PLAN	10
7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING	10
8 ASSESSMENT	10
8.1 Assessment criteria.....	10
8.2 Assessment plan	10
8.3 General assignment numbers	11
8.3.1 Unique assignment numbers	12
8.3.2 Due dates for assignments	12
8.4 Submission of assignments	13
8.5 Assignments	14
8.5.1 First Assignment 01	14
8.5.2 Second Assignment 21 – 29	22
9. OTHER ASSESSMENT METHODS	50
10. EXAMINATION.....	55
11. FREQUENTLY ASKED QUESTIONS	55
12. SOURCES CONSULTED	56
13. CONCLUSION.....	56

1 INTRODUCTION

Dear Student

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignment(s) properly. Right from the start we would like to point out that **you must read all the tutorial letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information. A tutorial letter is our way of communicating with you about teaching, learning and assessment. Tutorial Letter 101 contains important information about the scheme of work, resources, assessment criteria and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers. We have also included certain general and administrative information about this module.

Please read my Studies @ Unisa brochure, in combination with Tutorial Letter 101 as it gives you an idea of generally important information when studying at a distance and within a particular College.

We hope that you will enjoy this module and wish you all the best!

Please note:

- English will be used in all formal instruction for this module. However, students are welcome to answer assignments or conduct correspondence with their lecturers in the language of their choice (any of the official languages of South Africa).
- This module is the second of two beginners' modules and therefore assumes that you have acquired the necessary background knowledge of an African language in the first module (AFL1503) to be able to master this module.
- Pay careful attention to the correct numbering of your language specific assignment.

1.1 Tutorial matter

- A study guide
- Tutorial Letters 101 and 301 at registration and others later
- Other material: one CD/DVD-ROM

Some of this tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible. If you have access to the internet, you can view and print the study guide and tutorial letters on the University's online portal, *myUnisa*, at <http://my.unisa.ac.za> under 'official study material'.

We would like to draw your attention to the importance of *myUnisa*, the University's online portal for all the information and services you need to help manage your studies at Unisa. You need to be registered on *myUnisa* to be able to submit assignments online, gain access to the Library functions and various learning resources, download study material or converse with lecturers and fellow students about your studies and the challenges you encounter. *myUnisa* provides you with additional opportunities to take part in activities and discussions of relevance to topics in this module, assignments, marks and examinations.

2 PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

The purpose of this module is to introduce you to some aspects of the literature of the African languages. Not only will you get to know more about African literature, but in the process you will also be able to extend your knowledge of the grammar of the languages and continue to develop your speaking, listening, reading and writing skills. In addition to this, you will gain insight into some matters of cultural interest and increase your understanding of the African language speakers and their way of life.

2.2 Outcomes

After the completion of this module you should be able to:

- read a text in your chosen African language and grasp its overall contents, without necessarily knowing the meaning of every word;
- understand an increased number of vocabulary items;
- demonstrate insight into a number of literary genres;
- recognise grammatical constructions, without necessarily being able to analyse and explain them;
- give the content of passages in your chosen African language in your own words;
- think and write creatively in your chosen African language;
- answer content-based questions on texts in your chosen African language;
- demonstrate a greater cultural awareness of the community speaking your chosen African language.

The specific outcomes for this module are the following:

Specific outcome 1:

Communicate competently using a wide range of vocabulary, mostly correct sentences, language structure, spelling and punctuation in a variety of everyday contexts.

Specific outcome 2:

Locating, accessing and selecting relevant information accurately in specific contexts.

Specific outcome 3:

Presentation and organisation of information and development of argument in specific contexts.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

The following is a list of lecturers who are responsible for this module. Please contact **only the lecturer for the language** you have chosen to study in this module.

isiZulu (Zulu):

Mr CL Zwane
E-mail address: zwanecl@unisa.ac.za
Telephone number: 012 429 2447

isiXhosa (Xhosa):

Ms LR Mfazwe-Mojapelo (Module coordinator)
E-mail address: emfazwlr@unisa.ac.za
Telephone number: 012 429 6455

Sesotho sa Leboa / Sepedi (Northern Sotho):

Mrs FM Kanyane (On leave)
E-mail address: kanyafm@unisa.ac.za
Telephone number: 012 429 6648

Prof IM Kosch
E-mail address: koschim@unisa.ac.za
Telephone number: 012 429 8232

Setswana (Tswana):

Mr OJ Mokakale
E-mail address: mokakoj@unisa.ac.za
Telephone number: 012 429 6395

Sesotho (Southern Sotho):

Ms TM Monyakane
E-mail address: monyatm@unisa.ac.za
Telephone number: 012 429 3935

Siswati (Swati):

Prof FS Madonsela
E-mail address: madonfs@unisa.ac.za
Telephone number: 012 429 4140

Dr SR Mdluli
E-mail address: mdlulsr@unisa.ac.za
Telephone number: 012 429 8535

(South African) IsiNdebele (Ndebele):

Mrs Malobola-Ndlovu
E-mail address: mndlojn@unisa.ac.za
Telephone number: 012 429 8672

Tshivenda (Venda):

Ms MM Mahwasane
E-mail address: mahwamm@unisa.ac.za
Telephone number: 012 429 6815

Xitsonga (Tsonga):

Ms NC Khoza
E-mail address: khozanc@unisa.ac.za
Telephone number: 012 429 2253

3.2 Department

Should you wish to write to us or send us a fax, please use the following contact details:

The Module leader AFL1504
Attention: [Insert name of language you have chosen]
Department of African Languages
PO Box 392
UNISA
0003
Fax: (012) 429 8288

Letters to lecturers may not be enclosed with or inserted into assignments. Should you have study material enquiries, please note that all study material is available and can be downloaded from *myUnisa*.

3.3 University

If you need to contact the university about matters not related to the content of this module, please consult the publication *my Studies @ Unisa*, which you received with your study material. This brochure contains information on how to contact the university (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number at hand when you contact the university.

4 MODULE-RELATED RESOURCES

4.1 Prescribed books

There are no prescribed books for this module.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic Reserves (e-Reserves)

There are no e-Reserves for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

The following are **additional resources** that can be consulted by you. The library, however, does not undertake to provide these specific books:

isiZulu (Zulu):

Dent & Nyembezi, S. 1995. *Scholar's Zulu Dictionary: English-Zulu/ Zulu-English*. Pietermaritzburg: Shuter & Shooter 3rd edition.

De Schryver, G-M. (ed.) *Oxford Bilingual School Dictionary: Zulu and English*. Cape Town: Oxford University Press Southern Africa.

isiXhosa (Xhosa):

Kotzé, A.E., Grobler, G.M.M., Moeketsi, R.M., Le Roux, J.C., Saule, N., Taljaard, P.C. 1991. *Multi-Language Dictionary and Phrase Book*, Cape Town: The Reader's Digest Association South Africa (Pty) Limited.

Sesotho sa Leboa / Sepedi (Northern Sotho):

Prinsloo, D.J., Sathekge, B.P. & Kriel, T.J. 1997. *Popular Northern Sotho Dictionary*. Tafelberg: Cape Town.

De Schryver, G-M. 2007. *Oxford Bilingual School Dictionary: Northern Sotho and English / Pukuntšu ya Polelopedi ya Sekolo: Sesotho sa Leboa le Seisimane*. Cape Town: Oxford University Press Southern Africa.

Setswana (Tswana):

Jennings, L.E., Taljaard, P.C., Grobler, G.M., Moeketsi, R.M., Le Roux, J.C. 1995. *The Concise Multilingual Dictionary*. Jeppestown: AD Donker (PTY) LTD.

Kotzé, A.E., Grobler, G.M.M., Moeketsi, R.M., Le Roux, J.C., Saule, N., Taljaard, P.C. 1991. *Multi-Language Dictionary and Phrase Book*. Cape Town: The Reader's Digest Association South Africa (Pty) Limited.

Le Roux, J.C. 1991. *The Concise Trilingual Pocket Dictionary English Tswana Afrikaans*. Jeppestown: AD Donker (PTY) LTD .

Sesotho (Southern Sotho):

Moeketsi, R.H. 1998. *The Concise Trilingual Pocket Dictionary*. English Southern Sotho Afrikaans. Johannesburg: AD Donker Publisher.

Siswati (Swati):

Taljaard, P.C., Khumalo, J.N., et al. 1991. *Handbook of Siswati*. Pretoria: Van Schaik.

Ziervogel, D., Mabuza, E.J. 1976. *A Grammar of the Swati Language*. Pretoria: Van Schaik.

PanSALB. 2010. *Silulu Sesiswati: English-Siswati/Siswati-English Dictionary*. Manzini: Macmillan Boleswa Publishers (ISBN 978 0-7978-2632-8).

IsiNdebele (Ndebele):

IsiNdebele National Lexicography Unit. 2006. *IsiNdebele/English isihlathululimezwi*. Pinelands: Phumelela.

IsiNdebele National Lexicography Unit. 2014. *IsiNdebele monolingual dictionary*. South African Heritage Publishers.

Tshivenda (Venda):

Wentzel, P.J. & Muloiwa, T.W. 1982. *Trilingual Dictionary: Venda, English & Afrikaans*. Pretoria, Muckleneuk: University of South Africa.

Department of Bantu Education. 1972. *Terminology and Orthography No.3*. Pretoria: The Government Printers.

Xitsonga (Tsonga):

Cuenod, R. 1991. *Tsonga-English Dictionary*. Braamfontein: Sasavona Publishers and Booksellers.

Xitsonga-English Dikixinari ya Xitsonga-Xinghezi English – Xitsonga Bilingual and Explanatory Dictionary. 2007. Johannesburg: Phumelela Books.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

5.1 Tutors

Besides e-tutoring there will be face to face tutoring. It remains the responsibility of the respective students to contact the tutor assigned to them.

Please be informed that, with effect from 2013, Unisa offers online tutorials (e-tutoring) to students registered for modules at NQF level 5, 6 and 7, this means qualifying first year, second year and third year modules. Please log on to myUnisa to find out if any of the modules that you have registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive an sms informing you about your group, the name of your e-tutor and instructions on how to log onto myUnisa in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified E-Tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with internet connection. If you live close to a Unisa regional Centre or a Telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-tutoring takes place on myUnisa where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. For you to get the most out of online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

There are modules which students have been found to repeatedly fail, these modules are allocated to face-to-face tutors and tutorials for these modules take place at the Unisa regional centres. These tutorials are also offered free of charge, however, it is important for you to register at your nearest Unisa Regional Centre to secure attendance of these classes.

5.2 Contact with fellow students

5.2.1 Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.2.2 MyUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “Login to myUnisa” link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

5.2.3 Workshops and Videoconferencing

You will be informed in a separate tutorial letter as to whether discussion classes/seminars/workshops and video conferences will be offered for this module. The information will also be available on myUnisa under ‘Announcements’.

5.3 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to afford you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

Important information appears in your *my Studies @ Unisa* brochure.

6 MODULE-SPECIFIC STUDY PLAN

Use your *my Studies @ Unisa* brochure for general time management and planning skills.

7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment criteria

The following assessment criteria will help you to understand what is required of you in this module:

- Create texts relating to specific contexts.
- Choose appropriate medium of communication.
- Adopt correct register and tone for specific audience and situation.
- Translate sentences and phrases to and from the target language.
- Use words, phrases and sentences relating to specific contexts.
- Identify the meaning of words from selected texts.
- Supply correct responses to content-based questions.
- Demonstrate the ability to synthesise/integrate information showing a high degree of coherence and logical development of a reasoned argument.
- Produce a product that shows the ability to present text that is clearly structured and concise, using a variety of appropriate formats.
- Effective use of descriptive writing.
- Effective use of emotive writing.

8.2 Assessment plan

• How the admission to the examination works

In terms of University policy, admission to examinations is granted to students on the basis of the submission of the first assignment for the specific tuition period (regardless of the mark obtained). The due date of the assignment will be within the first five weeks of the tuition period.

- **How the assessment system works**

Your assignments will be marked either by lecturers of the university or appropriately qualified persons appointed specifically to assist in the marking thereof. There are TWO assignments for this module. In order to gain admission to the examination, Assignment 01 has to be submitted on or before its due date. Late submission may result in you not being admitted to the examination! The due dates for the submission of the assignments are indicated in section 8.3.2. You will receive the correct answers automatically for multiple-choice questions. For written assignments, lecturers / assessors will comment constructively on your work. However, instructional feedback on compulsory assignments **will be sent to all students registered for this module** in a follow-up tutorial letter, and not only to those students who submitted the assignments. The tutorial letter numbers will be 201 and 202.

As soon as you have received the instructional feedback, please check your answers. The assignments and the commentaries on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination. The exam will cover the entire syllabus and you can therefore not afford to leave out any part of it.

Feedback on *myUnisa* additional assessments will be automated and therefore immediate.

- **The year mark and the examination mark**

A year mark of 20% is applicable to this module, which means that your final examination mark will comprise the exam mark of 80% plus 20% for the assignments (10% for each of the two assignments). Seeing that the second (written) assignment will also contribute to your year mark (even if you did not submit it), it is strongly recommended that you submit both assignments. Non-submission or late submission of an assignment will imply that you have scored 0% for that assignment. Students must obtain a final mark of 50% or more in the examination in order to pass this module. In the case where a student obtains an exam mark of below 40%, the year mark will not count.

8.3 General assignment numbers

- **Assignment 01** which contains multiple choice questions, is to be completed by all students, irrespective of the language you selected to study.
- For the **second assignment**, you are expected to select only **ONE** language on the CD/DVD-ROM. For example, if you selected isiZulu as the language you wish to study, you only do the assignment under the heading **isiZulu**; if you selected Sesotho sa Leboa as the language you wish to study, you only do the assignment under the heading **Sesotho sa Leboa**, etc. The same contents that is on the CD-ROM is also accessible and downloadable for each of the languages on *myUnisa* under 'Additional Resources'. Note, however, that the hyperlinks to listen to sound clips are not active on this platform.

VERY IMPORTANT: Note that each student has to submit only TWO assignments for this module for his/her chosen African language. The first assignment (Assignment 01, which is a multiple choice assignment) must be done by all students. The first digit of the assignment number in this case, i.e. "0" identifies the assignment type as a multiple choice assignment and the second digit "1" stands for the first assignment.

The second assignment, which is a written assignment, is recognised by a “2” as the first digit of the assignment number. The second digit of the assignment number refers to the African language you have chosen to study in this module.

Each language has been allocated a number as follows:

isiZulu: 1
 isiXhosa: 2
 Sesotho sa Leboa: 3 etc.

Assignment 21, for example, will refer to the second assignment for isiZulu, Assignment 22 will refer to the second assignment for isiXhosa, etc.

The first assignment (multiple choice) must be done by all students to gain admission to the exams. Both assignments contribute to the year mark and it is advisable that students submit the second assignment as well.

Please do ONLY TWO assignments for this module, i.e. Assignment 01 (multiple choice) and the assignment for your particular language, e.g. if you have chosen isiZulu, you must do Assignment 01 and 21, if you have chosen Siswati, you must do Assignment 01 and 26, etc.

First assignment	(Multiple choice)	Written (second) assignment
IsiZulu	: Assignment 01	and 21
IsiXhosa	: Assignment 01	and 22
Sesotho sa Leboa	: Assignment 01	and 23
Setswana	: Assignment 01	and 24
Sesotho	: Assignment 01	and 25
Siswati	: Assignment 01	and 26
IsiNdebele	: Assignment 01	and 27
Tshivenda	: Assignment 01	and 28
Xitsonga	: Assignment 01	and 29

8.3.1 Unique assignment numbers3

Assignment 01 is a multiple-choice assignment that needs to be completed by means of a mark-reading sheet. Assignments 21 – 29 are written assignments. Each multiple-choice assignment and each written assignment has a unique number. Please make sure that you use the correct number for the applicable assignment for your chosen African language.

8.3.2 Due dates for assignments

Semester 2 Assignment	Unique number	Type	Due dates
01	826215	Multiple Choice	3 March 2017
21 (Zulu)	838057	Written	24 March 2017
22 (Xhosa)	869208	Written	24 March 2017
23 (Northern Sotho)	751456	Written	24 March 2017
24 (Tswana)	609377	Written	24 March 2017
25 (Southern Sotho)	783392	Written	24 March 2017
26 (Swati)	704655	Written	24 March 2017
27 (Ndebele)	619105	Written	24 March 2017
28 (Venda)	717216	Written	24 March 2017
29 (Tsonga)	656862	Written	24 March 2017

8.4 Submission of assignments

IMPORTANT:

You must choose only ONE of the African languages for the written assignment, i.e. you will not be able to study more than one African language in this module. You may therefore NOT submit a written assignment for more than one language as this creates administrative problems.

You may submit written assignments and assignments completed on mark-reading sheets either by Mobile MCQ submission or electronically via *myUnisa*. Assignments may **not** be submitted by fax or e-mail.

For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure, which you received with your study package. To submit an assignment via *myUnisa*:

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions.

8.5 Assignments

8.5.1 First Assignment 01

ASSIGNMENT 01 ALL LANGUAGES

Closing date : 3 March 2017

Unique number : 826215

(No extension can be granted)

COMPULSORY

Content: This assignment is based on the ONLY study guide for AFL1504.

Objective: The main objective of this assignment is to test your knowledge of the following:

- Cultural and historical origins of the African language speaking people and the close relationship between languages which belong to the same language family.
- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques in and from an African language.
- African languages in the media.

Instructions:

- This assignment consists of 40 multiple-choice questions and must be done by ALL students, irrespective of the language you have chosen to study.
- Answer the questions below on a **mark reading sheet**.
- **MAKE SURE THAT YOU CHOOSE THE CORRECT OPTION.**

1. In South Africa the term 'African languages' is preferred to 'Bantu languages' because ...
 1. it is the internationally recognized term for linguistic and classificatory purposes.
 2. it is a politically more acceptable term in South Africa.
 3. people speaking these languages like to be associated with Africa.
 4. the term 'African languages' was coined before the term 'Bantu languages' was created.
2. Which option accurately describes Proto-Bantu?
 1. It is a parent language of the Bantu languages and originated in Central Africa.
 2. It is a language only spoken by older people and is threatened with extinction.
 3. It is a means of communication in the Great Lakes region in Central Africa and is responsible for migrations to the South.
 4. It is a language which is also known by the name 'Ur-Bantu' and it had its origin in South Africa.
3. When a group of languages such as the Bantu languages share the same characteristics, they are known as ...
 1. a social organization.
 2. a language family.
 3. a concordial system.
 4. a sharing community.
4. Which of the following statements best describes the purpose of this module?
 1. to engage with the rules of an African language as an intellectual exercise in preparation for scientific writing.
 2. to teach mother-tongue speakers of an African language basic pronunciation and comprehension skills in their language.
 3. to apply knowledge of literature to enhance effective communication and to develop cultural awareness of an African language speaking community.
 4. to increase vocabulary of an African language through the use of highly technical passages and advanced grammatical structures.
5. When you want to write your first essay as a learner of an African language, it is advisable to ...
 1. aim for complicated sentence constructions and grammatical structures (even if incorrect), because it is important to make a good first impression on the lecturer.
 2. think and express yourself within the confines of already acquired structures and vocabulary in the African language, no matter how elementary.
 3. avoid the use of idiomatic expressions and concordial elements between nouns and verbs.
 4. first formulate what you wish to write in your own mother tongue (e.g. English) and then translate every word directly into the African language.

6. Which well-known proverb (paraphrased in English below) expresses the African philosophy regarding the importance of the social group?
1. A person is what he is because of other people.
 2. Do unto others as you want them to do unto you.
 3. One good turn (favour) deserves another.
 4. Many hands make light work.
7. Adults can benefit from learning a language through reading children's literature because ...
1. the story books usually have a colourful cover and many illustrations.
 2. the stories are challenging and involve many central characters and complex themes.
 3. the stories make use of a lot of repetition and a variety of constructions and tenses.
 4. the stories are not too long and their sentences are relatively simple.
8. Which option contains words whose meanings first have to be specified before they can be translated into an African language?
1. clouds, rain
 2. sister, aunt
 3. eye, mouth
 4. sheep, goat
9. Identify a possible reason why African cultures developed a greater variety of colour terms for domestic animals compared to Western cultures.
1. Westerners were unable to come up with innovative terms to denote the differences in colour.
 2. The domestic animals that African communities farmed with were more colourful than those farmed with by Westerners.
 3. Westerners could not perceptually distinguish between different shades of colours for animals.
 4. Livestock farming was culturally more important as a means of survival to African communities.
10. The use of expressions like 'I was left behind by the bus' instead of 'I missed the bus' in an African language are examples of ...
1. a speech habit among less competent speakers.
 2. synonymous expressions with no difference in implication.
 3. a strategy whereby blame is directed away from an individual in a disagreeable situation.
 4. a preference by speakers of the language to use the passive form of a sentence.
11. The ceremony which marks the end of the mourning period of a widow is called ...
1. a welcoming ceremony.
 2. a shaving ceremony.
 3. a cleansing ceremony.
 4. an initiation ceremony.

12. Folklore as verbal art includes the following genres:
1. Children's games, formal speeches, folk dances and court dialogue.
 2. Legends, myths, fables and idioms.
 3. Riddles, proverbs, initiation ceremonies and praise poetry.
 4. Fables, folk songs, journalistic reports and folktales.
13. Which scenario would best describe the typical traditional setting for the telling of folktales?
1. The grandfather telling the story around the fireside while the children are waiting for their supper.
 2. The family gathered around the fireside in the evening after supper, with the grandmother telling the story.
 3. The women grinding corn in the evening, listening to the grandmother while she is telling a story to the extended family.
 4. The grandmother sitting on the side of the children's beds in the morning to tell them a story for the day.
14. Folktales are characterized by certain formulae. What do we mean by this statement?
1. They require the narrator to stick to the storyline as told to him/her by his/her elders.
 2. They invite listeners to develop their own philosophy of life.
 3. They have a rhythm that requires physical collaboration.
 4. They have expressions typically indicating the introduction, response line and conclusion.
15. Which one of the following is a characteristic feature of traditional African folklore?
1. It was passed on by herdboys to their younger siblings when herding cattle.
 2. It requires excellent memorising skills to convey it to the younger generation.
 3. It was carefully written down through the ages by the elders of a community.
 4. It must be told to the next generation without any deviations in order to preserve its impact.
16. One of the important functions of folktales is to ...
1. enlighten people about cannibals, monsters and ogres.
 2. educate people about animals with human character traits.
 3. teach people the importance of developing desirable qualities.
 4. be a means of enjoyment and relaxation with a short term impact on people's lives.
17. What is the purpose of a story structure which is open-ended?
1. It expects the reader to make his/her own conclusions regarding the possible outcome of the story.
 2. It is a technique used by the author to win his/her readers over to his/her point of view.
 3. It gives the story a strong and definite conclusion.
 4. It aims to provide answers to the questions of life.

18. What is the significance of the frequent interruptions by the audience while a narrator is telling a story?
1. The interruptions serve to express the audience's objection to the way the folktale is being told.
 2. The interruptions are a sign that the audience wants the narrator to end the story.
 3. The interruptions are aimed at slowing down the narrator because he/she is going too fast.
 4. The interruptions are a sign of encouragement and participation by the audience.
19. A characteristic feature of praise poems is that ...
1. they are recited in work groups.
 2. their authors are always well known.
 3. they are intended for children.
 4. they are composed in honour of an important person.
20. As a literary genre praise poems form part of a nation's ...
1. worldview.
 2. indigenous knowledge.
 3. moral upbringing.
 4. folklore.
21. Which option makes an INCORRECT assertion regarding how rhyming is achieved in African poetry?
1. It is achieved by the creation of end-rhyme by means of vowel and diphthong sounds.
 2. It is achieved by repetition of similar sounds in a line (alliteration).
 3. It is achieved by the use of the same tone patterns over two lines.
 4. It is achieved by means of assonance, whereby the same vowel sounds are repeated.
22. Proverbs are phrases which are used in a community to ...
1. combat boredom.
 2. warn against unacceptable behaviour.
 3. express general truths.
 4. pose questions which must be answered.
23. Riddles play an important educational role because ...
1. they are usually introduced by a stereotyped phrase.
 2. they encourage the youth to study their environment and culture.
 3. they usually take place in the evening around a fire.
 4. they are questions which often take the form of simple statements.
24. Which option does NOT depict a typical characteristic of a traditional working song?
1. It has a rhythmic pace to which manual labour can be executed.
 2. It serves to synchronise the manual execution of a task by workers.
 3. It combats laziness and encourages workers to collaborate while busy with a task.
 4. It is sung by herdboys to help them while away the time while herding cattle.

25. Which elements would describe the lullaby a mother would sing to put her baby to sleep lullaby?
1. A gentle rhythm with soothing and comforting lyrics.
 2. A loud voice to drown other noises in the house.
 3. Encouraging words and a continuous pace that combats tiredness.
 4. An up-tempo beat to prevent boredom and to provide amusement.
26. Which one of the following genres of folklore has a rigid structure, i.e. it does not allow the author to exercise his/her creative freedom?
1. Folktales
 2. Proverbs
 3. Songs
 4. Praise poems
27. Idioms can inter alia be used ...
1. to honour kings by comparing them with objects of beauty in nature.
 2. to express something in a polite manner, i.e. as euphemisms.
 3. to train the youth to be observant and to develop their intellectual skills.
 4. to express the collective wisdom of a nation.
28. What is meant by the expression: 'proverbs reflect on the culture of a people'?
1. They use images of the traditional way of life to express basic truths.
 2. They express general truths and warn, advise and encourage people to do good.
 3. They make use of wording which is compact and forceful.
 4. They serve as an effective and picturesque way of putting across ideas.
29. The purpose of a comprehension test is to establish whether:
1. a learner knows how to use question words correctly.
 2. an individual is familiar with his/her heritage.
 3. a person is able to pronounce the words in a text correctly.
 4. a reader has grasped the contents of a given text.
30. Wherein lies the importance of an idiomatic translation?
1. It is the preliminary step in a translation and precedes a literal translation.
 2. It forms a meaningful, stylistically well-formed whole.
 3. It is produced without consideration of the larger context in which the passage occurs.
 4. It is a word-for-word translation from the original.
31. The common terms used to describe the phenomenon whereby people use words from another language or change over to another language in the course of their conversation are ...
1. code-mixing and code-switching.
 2. language replacement and language accommodation.
 3. multilingualism and language variety.
 4. natural conversation and speech popularity.

32. How can pictures contribute to language acquisition?
1. They can be used as a substitute for any formal grammatical instruction.
 2. They encourage students to use a drawing as alternative communication method if they cannot express themselves in the African language.
 3. They are able to stir the imagination and creativity of the learner to interpret and describe the picture, using new vocabulary.
 4. They trigger a limited number of vocabulary items, thus leaving the learner with a limited amount of words to learn.
33. What is an ESSENTIAL requirement for any dialogue?
1. There must be an exchange of thoughts on a topic between at least two people.
 2. There must be visual contact between the people participating in a dialogue.
 3. There must be an opening line where people greet each other.
 4. There must be a closing line where people bid farewell to each other.
34. The following types of creative writing are normally characterised by a form of address (greeting), a theme or topic (body) and a conclusion (farewell):
1. a dialogue and a letter
 2. a letter and a paragraph
 3. the description of a picture and an essay
 4. an essay and a news report
35. In television programmes the standard form of a language is most likely to be used in...
1. game shows.
 2. dramas.
 3. talk shows.
 4. news bulletins.
36. Where would you least expect code-switching and code-mixing to occur?
1. interviews with students
 2. news bulletins
 3. talk shows
 4. soapies
37. If you watch a news bulletin which is presented in one of the Sotho languages, what would you focus on in order to find out which of the three Sotho languages the news reader is using?
1. The facial expression of the news reader and the way he is dressed.
 2. Specific items of vocabulary unique to one of the Sotho languages.
 3. The language used by the general public who are interviewed by a reporter on the topic of the day.
 4. The name and surname of the news reader.
38. The radio can be used very effectively to ...
1. cater for visually handicapped and hearing impaired people.
 2. teach non-literate people how to read and write.
 3. visually display décor, costumes and make-up of actors.
 4. develop a listener's imaginative abilities through voice and sound.

39. What has been the main reason in recent years for the increase in the production of African language texts on products and matters of public concern, such as health, arts, etc.?
1. A pre-occupation of international scholars with endangered languages.
 2. The government's campaign to promote the nine official African languages of South Africa.
 3. An attempt by government to minimize the use of Afrikaans and English.
 4. An awareness campaign about correct spelling rules and orthography in the African languages.
40. Why is it such a daunting task for computer programmers to design software in an African language?
1. The programmers can't decide which African language is actually the most user-friendly one for the internet.
 2. The African languages do not lend themselves well to multidimensional expression.
 3. The English computer terms do not always have exact equivalents in the African languages, e.g. "save", "paste", "undo", etc.
 4. Programmers are unable to design special orthographic symbols which would be required by some African languages.

TOTAL: [40]

8.5.2 Second Assignment 21 – 29

ASSIGNMENTS 21-29

CHOOSE THE ASSIGNMENT APPLICABLE TO YOUR CHOSEN LANGUAGE

MAKE SURE YOU USE THE CORRECT UNIQUE NUMBER FOR SEMESTER 1 AND YOUR CHOSEN LANGUAGE

ISIZULU (ZULU)

ASSIGNMENT 21

ISIVIVINYO 21

CLOSING DATE: 24 MARCH 2017

Unique number: 838057

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM AFL1504 (isiZulu Section)**

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in isiZulu (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques in and from isiZulu.
- Reading and comprehension skills based on simple passages on everyday topics in an African language/isiZulu.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- African languages/isiZulu in the media.

In this assignment the questions are set in isiZulu and in English so that you can get used to the manner in which exam questions are asked in isiZulu.

Instructions:

- Bhala zonke izingxoxo, amapharagrafu nemisho **ngokugcwele** / Write out all dialogues, paragraphs and sentences **in full**.
- Phendula YONKE imibuzo ebuziwe/ Answer ALL the questions.

UMBUZO 1 / QUESTION 1

Funda isiqephu esilandelayo bese uphendula imibuzo. Phendula imibuzo ngesiZulu./
Read the following extract and then answer the questions in Zulu.

Isenzo sembuzi samthukuthelisa umshayeli wemoto. Washaya wachitha engasayinikangainja ushintshi wayo. Isenzo somshayeli sashiyainja ithukuthele nayo ngoba ingasawutholanga ushintshi wayo. Yabona kufanele ukuthi igijimise imoto hleze umshayeli eme, ithole ushintshi wayo. Yagijimainja, yagijima yaze yakhathala. Ukusuka ngalolo suku, ithi ingabona imotoinja, ithathele ngemuva kwayo ngethemba lokuthi izowuthola ushintshi wayo.

Imibuzo/ Questions

- (a)
- lyiphi indikimba equkethwe yile ngxenye yenganekwane?/ What theme is covered by this part of the folktale? (1)
 - Yiziphi izilwane okukhulunywa ngazo kule nganekwane?/ Which animals are talked about in this folktale? (1)
 - Yini eyenziwa ngumshayeli wemoto eyashiyainja ithukuthele?/ What did the driver of the car do which left the dog angry? (1)
 - Chaza ukuthi sisho ukuthini isisho esithi *ithathela ngemuva kwayo*./ Explain the Zulu idiom *ithathela ngemuva kwayo*. (1)
 - Yisiphi isilwane esinokwethembeka kule nganekwane?/ Which animal showed trustworthiness in this folktale? (1)
- (b) Xoxa ngendima yezethameli uma kuxoxwa izinganekwane esiZulwini./ Discuss the role of the audience in Zulu story-telling. (5)
- /10/**

UMBUZO 2 / QUESTION 2

What function did riddles play in Zulu culture? Which phrase is often used to introduce riddles in Zulu? Give an example of a simple riddle and its answer. **/5/**

UMBUZO 3 / QUESTION 3

Use the following idioms in Zulu sentences of your own to show that you understand what they mean:

- Ukushaya ihlombe.
- Ukubamba indlela.
- Ukushaya amathambo.
- Ukubamba oyaziyo.
- Ukufaka isandla.

/5/

UMBUZO 4 / QUESTION 4

Funda le ndatshana engezansi bese uphendula imibuzo elandelayo. Phendula imibuzo ngesiZulu./ Read the following passage and then answer the questions that follow in Zulu.

Ziningi izingane ezifunda kulesi sikole esisemakhaya. Ezinye izingane zifika esikoleni zilethwe ngabazali bazo ngezimoto. Ezinye zifika ngamabhasi nangamabhayisikili. Ezinye njalo zihamba amabanga amade kakhulu ngezinyawo ukuze zifike esikoleni. Lezi ezihamba amabanga amade zihlala kude nasesikoleni. Zivuka ekuseni kakhulu ukuze zilungiselele ukuza esikoleni. Kuthi nalapho ziya emakhaya zihambe isikhathi eside. Uma isikole sephuzile ukuphuma lezi zingane zifika emakhaya ilanga selishonile.

Uma izulu lilibi, kuba nzima kakhulu ukuza esikoleni. Imifula eminingi yakule ndawo igcwala idle izindwani futhi kayinawo amabhuloho. Uma lina izulu, izingane ezindala zibeletsa ezincane ukuze nazo ziwele umfula. Zikhona nezintaba kanye namagquma okumele lezi zingane ziwadundubale. Imfundo ziyithola kanzima.

- (a) Sikuphi isikole okukhulunywa ngaso kule ndatshana? (1)
- (b) Zihamba ngani izingane ezifunda kulesi sikole uma ziza esikoleni? (4)
- (c) Yiziphi izingane ezihamba amabanga amade uma ziza esikoleni? (1)
- (d) Zivuka nini ukuze zilungiselele ukuza esikoleni? (1)
- (e) Uma isikole siphuzile ukuphuma zifika nini emakhaya lezi zingane? (1)
- (f) Kule ndawo kunemifula kanye nani enye eyenza ukuthi kube nzima kulezi zingane ukuya esikoleni? (2)

/10/

UMBUZO 5 / QUESTION 5

- (a) Paraphrase the following Zulu passage in English.

Abantu abaningi beze emshadweni kadadewethu. Umakoti ufike esontweni ngemoto entsha eluhlaza eyi-BMW. Ugqoke ingubo yakhe enhle emhlophe. Umkhwenyane umlinda phakathi esontweni, ugqoke isudi yakhe enhle emnyama. Ekhaya amakhosikazi apheke ukudla okuningi okumnandi ngoba usuku olukhethekile, aphise utshwala obuningi, enze neziphuzo eziningi. Abeke ikhekhe elikhulu elimhlophe nezimbali ezibomvu etafuleni elide.

(5)

- (b) Translate the following passage from English into Zulu.

Seeing that their plans were not working, the wife and her husband said, "Now what are we going to do?" They made another plan. The husband said he will wait for the boy at his hut when he comes back from herding the cattle in the evening. He will then kill him when he enters his hut.

(5)

/10/

UMBUZO 6 / QUESTION 6

Bhala indaba noma ingxoxo eyikhasi elilodwa ngesihloko **ESISODWA** kwezilandelayo, NOMA amapharagrafu amabili anemigqa ayi-10 ukuya kweyi-15 ngezihloko **EZIMBILI** kwezilandelayo:/ Write an essay or dialogue in Zulu of about 1 page on **ONE** of the following topics, OR 2 paragraphs of about 10 to 15 lines each on **TWO** of the following topics:

- (a) Ngiyayithanda iNingizimu Afrika. (I love South Africa.)
- (b) Kumnandi ukufunda isiZulu. (It is pleasant/interesting to learn Zulu.)
- (c) NgoMgqibelo ezitolo. (At the shops on a Saturday.)
- (d) Umndeni wami. (My family.)
- (e) Idili elimnandi. (A pleasant party.)
- (f) Inja yami. (My dog.)
- (g) Olwandle. (At the sea.)
- (h) Emsebenzini. (At work.)
- (i) Ingxoxo: Ugogo utshela udokotela ukuthi uyagula. (Dialogue: Granny tells the doctor that she is sick).
- (j) Ingxoxo: USibongile uxoxa nomngane wakhe uNomfundo ngokufunda kwabo eyunivesi. (Dialogue: Sibongile talks/chats with his friend Nomfundo about their studying at the university).
- (k) Ingxoxo: Egalaji uMnu Ntuli ufuna uphethiloli, uwoyela namanzi. (Dialogue: At the garage Mr Ntuli is asking for petrol, oil and water).
- (l) Ingxoxo: Umama esitolo sezimpahla. (Dialogue: Mother at the clothing shop). **/10/**

TOTAL: [50]

ISIXHOSA (XHOSA)

ASSIGNMENT 22

CLOSING DATE : 24 MARCH 2017

Unique number : 869208

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM AFL1504 (isiXhosa Section)**

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in isiXhosa (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques in and from isiXhosa.
- Reading and comprehension skills based on simple passages on everyday topics in an African language/isiXhosa.
- Creative skill as demonstrated in the writing of an essay/ paragraph/ dialogue/ friendly letter.
- African languages/isiXhosa in the media.

Instructions:

- Write out all dialogues, paragraphs and sentences **in full**.
- Phendula YONKE imibuzo ebuziwe/ Answer ALL the questions.

UMBUZO 1 / QUESTION 1

- (a) Folktales are said to have numerous values and purposes. What would you say is the main value that is carried in the folktale *Akungamandla odwa, yingqondo eyona nto*? Motivate your answer. (2)
- (b) Give the typical phrases that usually form the introduction and the ending in a Xhosa folktale. (2)
- (c) Mention two social functions of praise poetry. (2)
- (d) For whom and how is traditional praise poetry composed? (2)
- (e) What is the role that songs play in traditional Xhosa culture? Give two occasions where these songs are sung. (2)

/10/

UMBUZO 2 / QUESTION 2

(a) Briefly explain the typical structure of a riddle and give an example of a riddle that you know. (3)

(b) Write down the literal and the figurative meaning of the following proverb:

intaka yakha ngoboya benye

(2)
/5/

UMBUZO 3 / QUESTION 3

Chaza umahluko phakathi kweqhalo nesaci (thelekisa ukusetyenziswa, intsingiselo nokwakhiwa kwazo)./ Explain in what way proverbs differ from idioms (compare their usage, meaning and structure). **/5/**

UMBUZO 4 / QUESTION 4

Funda eli bali lingezantsi ze uphendule imibuzo elandelayo:/ Read the following passage and then answer the questions that follow in Xhosa or English:

Abantu abaninzi beze emtshatweni kadade wethu. Umakoti ufike ecaweni ngemoto entsha eluhlaza eyi-BMW. Unxibe ilokhwe yakhe entle emhlophe. Umkhwenyana umlinda phakathi ecaweni, unxibe isuti yakhe emnyama.

Ekhaya amakhosikazi apheke ukutya okuninzi, okumnandi kuba yimini ebalulekileyo. Amakhosikazi enze utywala obuninzi, enze neziselo ezininzi. Abeke nekeyiki enkulu emhlophe neentyatyambo ezibomvu etafileni ende. Amanye amakhosikazi ayakikizela athi, "Halala, ntombazana."

Abantu baphe abatshati izipho ezihle ezibiza imali eninzi, babanqwenelela ukonwaba ebomini babo. Abantwana abancinci bacule amaculo amnandi omtshato, bexhentsa bakugqiba ukutya.

- (a) Beze emtshatweni kabani abantu abaninzi? / Whose wedding is attended by so many people? (1)
- (b) Umakoti unxibe ilokhwe enjani? / How is the bride's dress/attire? (1)
- (c) Ngubani onxibe isuti emnyama? / Who is wearing a black suit? (1)
- (d) Amakhosikazi enzani ekhaya? / What are the women doing at home? (2)
- (e) Kubekwe ntoni etafileni ende? / What is on the long table? (2)
- (f) Athini amakhosikazi xa ekikizela? / How do women ululate? (1)
- (g) Xela imiba emibini ongathi ivelisa inkcubeko yama-Afrika kwesi siganeko / Mention two aspects which you would regard as portraying Xhosa culture at this occasion. (2)

/10/

UMBUZO 5 / QUESTION 5

- (a) Guqulela esiXhoseni okanye ushwankathele ngesiXhosa ezi zicatshulwa zibini:/ Translate or paraphrase the following passage into Xhosa:

Granny was old, but her face was still shining as new school shoes. Her hands are big and rough because of hard work. However, her touch is soft. She puts them on Zola's shoulder and says, "I need someone to help me today". Zola just keeps quiet, and listens. "I must go to town for shopping. Just imagine those cars which are driven by madcaps and those robots! The green man at the robots confuses me completely", Granny says. (5)

- (b) Khetha izivakalisi EZIHLANU phakathi kwezi zilandelayo uze uzibhale ngesiXhosa:/ Choose any FIVE of the following expressions and translate them into Xhosa:

- (i) I forgot, what is your name, my friend?
- (ii) Please repeat, I am still learning Xhosa.
- (iii) We are hungry, we want to buy food.
- (iv) Excuse me. How can I help you, Sir?
- (v) How much does it cost to go to town by taxi?
- (vi) I am busy - please phone me tomorrow.
- (vii) I haven't seen you for a long time!
- (viii) Where did you learn Xhosa, children?

(5)

/10/

UMBUZO 6 / QUESTION 6

Bhala ibali enemigca eli-10 ngesihloko ESINYE kwezi zilandelayo:/ Write your own essay in Xhosa of about 10 lines on ONE of the following topics:

- (a) Ndifuna ukuthetha isiXhosa./ I want to speak Xhosa.
- (b) Kuyabanda ebusika./ It is cold in winter.
- (c) Emsebenzini./ At work.
- (d) Ekhaya ngoMgqibelo./ At home on Saturday.

/10/

TOTAL: [50]

SESOTHO SA LEOA/SEPEDI (NORTHERN SOTHO)

ASSIGNMENT 23

CLOSING DATE : 24 MARCH 2017

Unique number : 751456

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM AFL1504 (Sesotho sa Leboa Section)**

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in Sesotho sa Leboa (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques in and from Sesotho sa Leboa.
- Reading and comprehension skills based on simple passages on everyday topics in an African language/Sesotho sa Leboa.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- African languages/Sesotho sa Leboa in the media.

Instructions:

- Write out all dialogues, paragraphs and sentences **in full**.
- Answer ALL the questions.

POTŠIŠO 1 / QUESTION 1

- (a) Indicate the meaning of the following expressions and explain how and where they are normally used in Northern Sotho folklore:

Ba re kgalekgale

Keleketla

Mpho sa mosela' seripa

(3)

- (b) Folktales are often didactic in nature. Which valuable lessons (mention at least 3) would you say are conveyed to children through the folktale 'Tselane le Makgema'? Relate your answers to the characters in the folktale. (3)

- (c) What type of song is 'Mainama wee'? Explain the purpose of the song and the message it contains. (2)

- (d) What is the purpose of praise poetry? Are praise poems intended for all types of audience? (2)

/10/

POTŠIŠO 2 / QUESTION 2

- (a) Briefly explain the function of riddles and give an example in Northern Sotho. (3)
- (b) What is the literal and figurative meaning of the following proverb?
Ngwana yo a sa llogo o hwela tharing. (2)

/5/

POTŠIŠO 3 / QUESTION 3

- (a) Choose any ONE of the following three idioms and use it in your own Northern Sotho sentence(s) to show in which way it may be applied. Translate your sentence(s) into English as well (See last point under SELF ASSESSMENT QUESTIONS, par. 3.7 in your Northern Sotho guide for an example):
- (i) go bina felo go tee
(ii) go bolaya naga
(iii) go kgopela sego sa meetse (2)
- (b) Explain in what way proverbs differ from idioms. (2)

/5/

POTŠIŠO 4 / QUESTION 4

Read the following passage based on Reading lesson 4.2.1 in your Northern Sotho guide and answer the questions that follow **in full Northern Sotho sentences**.

Go bulwa ga kereke ye mpsha

Ke Sontaga. Batho bohle ba motse ba fihla kerekeng. Ba thabile kudu. Ke letšatši la tebogo ka gobane ba tliile go bula moago wo moswa lehono. Tšhipi e lla ka iri ya lesome. E tsebiša batho gore ke yona nako ya go thoma. Kerekeng ba botšišana maphelo ba re: “Le kae? Le tsogile?” Ba tsena kerekeng, ba bolelela fase. Moruti Thema o bula tirelo ya kereke ka thapelo. O ruta phuthego lentšu la Modimo ka lerato. Yena ga se moruti fela, aowa, moruti Thema ke mogwera wa badumedi ka moka.

- (a) Batho bohle ba fihla kae ka Sontaga? (1)
- (b) Batho ba thabile ka lebaka la'ng? (2)
- (c) Modiro wa tšhipi ke go dira eng? (2)
- (d) Batho ba botšišana maphelo ka go re'ng? (1)
- (e) A batho ba dira lešata (make a noise) ge ba tsena ka kerekeng na? (2)
- (f) Moruti Thema ke moruti fela na? O tseba bjang? (2)

/10/

POTŠIŠO 5 / QUESTION 5

(a) Paraphrase the following passage in good idiomatic English or Afrikaans:

Lehono Mme o rata go thabiša morwedi wa gagwe, Selina. Ke letšatši la matswalo la gagwe. Ba ya mabenkeleng go yo reka diaparo. Pele ga resturante ya Wimpy ba gahlana le bagwera ba Selina. Bagwera ba gagwe ba mo opelela koša. Mme o nwa kofi. O kgopela bana gore ba itshware gabotse resturanteng le gore ba se tshwenye baeng ba bangwe. (5)

(b) Translate the following passage into Northern Sotho:

All children like the weekend. On Friday the girls go to the movies (bioscope). They go to a big restaurant to each fish and chips. On Saturday the boys play ball in the garden. They help Dad to cut the grass and to water the flowers. In the evening mother cooks food. She asks the girls to make coffee. (5)

/10/

POTŠIŠO 6 / QUESTION 6

Write your **own** dialogue in Northern Sotho which you envisage taking place in ONE of the following settings. Your dialogue should be about one page in length:

Pankeng (At the bank)

Mabenkeleng (At the shops)

Polaseng (On the farm)

/10/

TOTAL: [50]

SETSWANA (TSWANA)

ASSIGNMENT 24

CLOSING DATE : 24 MARCH 2017

Unique number : 609377

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM AFL1504 (Setswana Section)**

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in Setswana (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques in and from Setswana.
- Reading and comprehension skills based on simple passages on everyday topics in an African language/Setswana.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- African languages/Setswana in the media.

Instructions:

- Write out all dialogues, paragraphs and sentences **in full**.
- Answer ALL the questions.

POTSO 1 / QUESTION 1

Read the following text carefully and then answer the questions that follow:

Bilo le Bilwane (Bilo and Bilwane)

Ga twe bogologolo, go kile ga bo go le bana ba basimane ba le babedi, yo mogolo e le Bilo mme yo mmotlana e le Bilwane. Bilo o ne a nyetse mosadi yo montle, monnawe ena a ise a nyale. Nako nngwe Bilo a ba a ya go disa dikgomo. Mosadi wa gagwe a bo a ya go rwalela le Bilwane.

Kwa kgonyeng, Bilwane a bo a bolaya mogatsa mogolowe, a bo a mo epela gone foo. Nonyane ya bo e opela e nna e re:

Ke tla bolelela, bolelela Bilo.

Ke re Bilwane o bolaile mogatsa Bilo.

Bilo itlhoboge, mogatso o sule.

Bilwane ka mabetwa e pelo a tshwara nonyane, a e bolaya, a e silasila, ya bo ya sala e le boleta. Fa a fetsa a bo a tsamaya. Mo tseleng ya bo e tla e opela gape. A e tshwara a e bolaya a e dira jaaka pele. Fa a sena go tsamaya sebakanyana a utlwa e ntse e opela jaaka pele, go fitlha a goroga kwa gae.

Fa a tsena o fitlhetse mogolowe a setse a boile kwa madisong.

Mogolowe a mmotsa gore mosadi wa gagwe o kae, mme a fetola ka gore o sa ntse a tla kwa morago. Fa ba ntse ba ntse nonyane ya palama mopako, ya simolola ya opela gape. Bilwane a nna a latola gore ga a bolaya mogatsa-mogolowe.

E rile fa mosadi a sa bonale, Bilo a dumela gore o sule, mme a lwa le monnawe. Ke fa Bilo a fenyha a ba a bolaya Bilwane. Le bo le fela.

- (a) Naya mesola e le mebedi ya dinaane jaaka e bonala mo naaneng e e fa iso./ Give two functions of folktales reflected in the above folktale. (2)
- (b) Naya dipopego di le tharo tsa naane tse di bonalang mo naaneng e e fa godimo./ Name three formulaic expressions reflected in the above folktale. (3)
- (c) Buisa tematheto e e latelang mme o arabe dipotso tse di latelang:/ Read the following stanza carefully and then answer the questions that follow:

Rammotswana kata sa mosubelo
 O subeditse mogatsa mongwe ga a tsale;
 Mogatsa Legwale ga a bone mosese
 Mogatsa Legwale o tshotse bothoko,
 O tshotse ba legakabe le legolo
 O bo phuthetse kwa selemo o tswang

- (i) Pheto o tshwantshiwa le phologolo efe mo temathetong e e fa godimo?/ Which animal is Pheto compared to in the above stanza? (1)
- (ii) Mosola wa tshwantshiso ke eng?/ What is the role of the comparison? (1)
- (iii) Naya melatheto e le mebedi e mo go yone o fitlhelang tepatepano, tepatepano e e tlofanang le kgokaganyo./ Give two lines each in which parallelism, cross parallelism and linking are expressed. (3)

/10/

POTSO 2 / QUESTION 2

- (a) Naya ditlhaloso tse di nepagetseng tsa sengwe le sengwe sa diane tse di latelang:/ Give the meaning of each of the proverbs given below:
- (i) Fa khudutlou e robotse, bolobeto ba ipha naga
 (ii) Ga se tlala tlhaolamalata, ke marumo majamagosana (2)
- (b) Naya tlhaloso tsa thamakwane nngwe le nngwe e e latelang:/ Give the meaning of each of the following riddles:

- (i) Mabodi maswaana mafologa ntsweng
 - (ii) Ntlo e tshweu e e se nang kgoro
 - (iii) Mmakgati ke a tsorotla, fa ke tshwarwa ke a tshologa
- (3)
/5/

POTSO 3 / QUESTION 3

Dirisa maele a a latelang mo dipolelong tsa gago:/
Use the following idiomatic expressions in your own sentences:

- (a) Go lela dikeledi tsa mathe
 - (b) Go phunyetsa dintsi pudungwana.
 - (c) Dikgang ke tsa babedi wa boraro ke mpheane.
 - (d) Di nwa di dibosana.
 - (e) Go ntshana se se mo inong.
- /5/**

POTSO 4 / QUESTION 4

Buisa temana e e latelang ka kelotlhoko mme o arabe dipotso tse di latelang:/
Read the following excerpt carefully and then answer the questions that follow:

“Leina la me ke Dikgakologo. Ke a itse fa le ntse le ntlhologeletswe le ntse le re ke tla tla leng. Ga ke nne le lona lebaka le letelele le fa Makgoa a mpaya lebaka le letelele jaaka bomorwarre. Batswana ba re ke tshela dikgwedi tse pedi fela ke bo ke naya botshelo jwa me Selemo. Fa re tsaya dilo ka mokgwa wa sekgoa, re ka re dikgwedi tsa me ke Phatwe, Lwetse le Diphlane. Batswana ba re mo kgweding ya Phatwe ditlhare di phophorega matlhare, ka kgwedi ya Lwetse go lwala maru mme ka diphlane go tsalwa diphlane.”

- (a) Mo temaneng e e fa godimo, go buiwa ka ga eng?/ What is the topic of discussion of the above paragraph? (1)
 - (b) Ntlha e go buiwang ka ga yona e na le dikarolo di le tharo. Naya dikarolo tseo./ The topic of discussion is said to comprise three items. Name these three items. (3)
 - (c) Bantsho le Basweu ba lejwa jang mo temaneng e e fa godimo?/ How is the difference in perception between Whites and Blacks stated in the above paragraph? (2)
 - (d) Naya phetolelo ya lengwe le lengwe la mafoko a a latelang:/ Give the English equivalents of each of the following words:
 - (i) Bomorwarre
 - (ii) Makgoa
 - (iii) Phatwe
 - (iv) Dikgakologo
- (4)
/10/

POTSO 5 / QUESTION 5

- (a) Kwala temana e e latelang ka mafoko a gago mo Seesimaneng:/Paraphrase the following paragraph in English:

E ke kgwedi e ka yona makgomane a simololang go tiya kwa masimo, mme jaanong e re motho a tswa go tlhagola, a a latlhele mo tlatlaneng, a ba a a bipa ka morula. O a be a fitlha gonne fa kgosi e ise e lome, ga go ope yo o tshwanetseng go ja maungo a ngwaga o mošwa, le fa e ka nna a tshimo ya gagwe, pele kgosi e loma. Fa a fitlha kwa gae morwadi, o kopa mongwe go mo rola tlatlana, mme a re, “Sedimo”, ke gore “selo sa Modimo, nthola morula ke o!” Nako tse dingwe e bidiwa fela *Morula*. (5)

- (b) Fetolela temana e e latelang mo Setswaneng/Translate the following paragraph into Setswana:

Long ago, there was famine in the village. The king of the animals, the Lion, invited the other animals to a meeting to decide what they could do so that when it rains they should keep water safely in a dam. The animals, with the exception of the Hare accepted the proposition and started digging the dam. (5)

/10/

POTSO 6 / QUESTION 6

Kwala temana e e ka nnang mela e le lesome go ya e le masome a mabedi ka Setswana ka nngwe ya ditlhogo tse di latelang:/

Write a paragraph of about ten to twenty lines in Setswana on ONE of the following topics:

- (a) Pula ya morwalela (Floods)
 (b) Ditlhopho (Elections)
 (c) Bosenyi mo nageng ya rona (Corruption in our land)

/10/

TOTAL: [50]

SESOTHO (SOUTHERN SOTHO)

ASSIGNMENT 25 MOSEBETSI WA 25

CLOSING DATE

NAKO YA HO FINYELLA HA MOSEBETSI : 24 MARCH 2017

Unique number / Nomoro e ikgethang : 783392

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM AFL1504 (Sesotho (Southern Sotho) Section)**

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in Sesotho (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques in and from Sesotho.
- Reading and comprehension skills based on simple passages on everyday topics in an African language/Sesotho.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- African languages/Sesotho in the media.

Instructions:

- Write out all dialogues, paragraphs and sentences **in full**.
- Answer ALL the questions.

QUESTION 1 / POTSO 1

- (a) Name three functions of riddles. (3)
- (b) What was the purpose of songs in a traditional setting? (3)
- (c) Name only two characteristics of traditional praise poetry. (4)

/10/

QUESTION 2 / POTSO 2

- (a) Write down three examples of Sesotho proverbs and their meanings. (3)
- (b) Give answers to the following riddles:
- (i) mohlankana ya dulang ka lehaheng (1)
- (ii) mme ntshware ke nye? (1)

/5/

QUESTION 3 / POTSO 3

Write down five sentences in which you make use of five different Sesotho idioms.

/5/**QUESTION 4 / POTSO 4**

Read the following extract and then answer the questions that follow in full Sesotho sentences: / Bala serapa sena, mme o arabe dipotso tse latelang ka ho sebedisa dipolelo tse feletseng ka Sesotho:

Ba re e ne e re, e le ngwanana ya neng a phela motseng o mong le ntatae le mmae. Lebitso la ngwanana enwa e ne e le Tselane. Ka letsatsi le leng, ntat'a Tselane a tshwarwa ke thaabe e matla haholo, mme a lemoha hore o se a tla shwa. Ntat'a Tselane a bitsa Tselane, a re ho yena "Tselane, ngwanaka, ha ke se ke shwele, o se ke wa tloha motseng ona, le ntlong ena ya rona, eo ke e ahileng. O dule mona o lebele ntlo ena ya ka!" Tselane a araba ka hore: "Ho lokile, ntate. Ke tla dula mona, ke lebele ntlo ena ya heso!" Ka mora matsatsi a seng makae, ntata Tselane a shwa.

- (a) Tselane o ne a dula le mang? (2)
 (b) Ntat'a Tselane o ile a tshwarwa ke eng? (2)
 (c) Ntat'a Tselane o ile a reng ho yena pele a shwa? (2)
 (d) Tselane o ile a araba ka horeng? (2)
 (e) Ka mora matsatsi a seng makae ho ile ha etsahala eng? (2)

/10/**QUESTION 5 / POTSO 5**

- (a) Translate this passage into Sesotho: / Fetolela serapa sena Sesothong:

Many people come to this farm on Saturday to buy sheep and cows. Apart from that, many vegetables are sold on this farm. The vegetables sold are cabbage, onions, tomatoes, pumpkin and watermelons. Meat and milk are also sold. (5)

- (b) Translate this passage into English: / Fetolela serapa sena Sekgoweng:

Ya bokella dintho kaofela, ya di kwenya. Ha sala mosadi a le mong ya ileng a ya ipata lehaheng. E ne e le mosadi ya lebelletseng ho fumana leseae. Ka moo ka lehaheng a fela a fumana leseae la moshanyana, le bitswang moshanyana Senkatana. (5)

/10/**QUESTION 6 / POTSO 6**

Write a paragraph of about 10-15 lines in Sesotho on ONE of the following topics: / Ngola serapa se kabang mela ya leshome ho ya ho leshome le metso e mehlano Sesothong, ka ho kgetha mokotaba O MONG wa mekotaba e latelang:

- (a) Koloji ya ka
 (b) Pere ya ka
 (c) Reisisi (The Race)

/10/**TOTAL OF MARKS/ KAKARETSO YA MATSHWAO: [50]**

SISWATI (SWATI)

ASSIGNMENT 26

CLOSING DATE : 24 MARCH 2017
Unique number : 704655

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM** AFL1504 (Siswati Section)

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in Siswati (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques into and from Siswati.
- Reading and comprehension skills based on simple passages on everyday topics in Siswati.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- Siswati in the media.

Instructions:

- Write out all dialogues, paragraphs and sentences **in full**.
- Answer ALL the questions.

UMBUTO 1 / QUESTION 1

- (a) Discuss the values and purposes of folktales among the Swati people. Support your answer by referring to any Swati folktale you know. (5)
- (b) Fundza siceshana lesilandzelako bese uphendvula imibuto./ Read the following extract and then answer the questions.

Uma ibona silwane sekugcina sendlula ngendlela sintjikisisa umsila waso kwaba ngulapho imbila ibona khona kutsi yente bulima ngekutsi yetsembe letinye tilwane kutsi titayiphatsela. Yesuka ngematubane seyiyoncenga letinye tilwane kutsi timane tiyijubele umsila khona nayo itoba nawo nome ungaba mfisha kanganani. Tonkhe tilwane talandvula tabika lokwa tabika lokwa. Logwaja yena wavele watsi "Mbila kambila wena bewuhletileni ungayi kuyolandza umsila njengobe simemetelo sikhishwe sefika kuso sonkhe silwane. Buka manje kutsi sewutawuba silwane lesingenamsila. He! he! He! Uyati nje kutsi nesitukulwane sakho angeke sibe nemsila?" "Hhayi gwaja kagwaja ungakusho njani loko uhlekise ngami?" Aphendvule gwaja kagwaja atsi "Waze walibala mnganami." Imbila yasukela logwaja itsi ifuna kulwa naye. Wabalekela kufa nekuphila logwaja.

Imibuto/Questions

- (i) Icoqa ngani lenganekwane?/ What is this folktale about? (1)
- (ii) Ngumaphi lamacebo lekukhulunywa ngawo lapha?/ Which plans are referred to here? (1)
- (iii) Yayetsembeni imbila uma ihlala edvwaleni letinye tilwane tiya kuyolandza imisila./
What made the rabbit not to go and fetch its tail? (1)
- (iv) Bekabalekelani logwaja kulenzaba?/ Why did the hare run away in this folktale? (1)
- (v) What is the theme of this folktale? (1)
- (5)**
/10/

UMBUZO 2 / QUESTION 2

Asewucoce ngeluhlobo kanye nesakhiwo setiphicaphicwano unikete netibonelo letifanele./
Discuss the nature and structure of Swati riddles with suitable examples. **/5/**

UMBUTO 3 / QUESTION 3

Khetsa taga letisihlanu lotatiko utisebenzise emishweni lotakhele yona kukhombisa kutsi uyati kutsi tisetjentiswa njani enkhulumeni yeSiswati./

Choose any five Swati proverbs you know and use them in your own sentences to show that you know how these are used.

/5/**UMBUTO 4 / QUESTION 4**

Fundza lendzatjana lengentasi bese uphendvula imibuto lelandzelako./
Read the following passage and then answer the questions that follow in Swati.

Bekajabule kakhulu Siphon kangangobe akakhonanga nekulala ebusuku. Abesaba kutsi uma angake alale utawuselwa bese uyasala. Luhambo lwekuyobona lokwenteka ephalamende lenkhulu leseCape Town njengobe ivulwa lwenta Siphon waba nalenye injabulo lengeke ichazeke. Make wakhe Siphon wamtsengela ikhentakhi lokuyinkhukhu yeluhlobo loluphakeme. nelidombolo. Kulomphako kwakufakwe bhanana nemagilebisi netinatfo letingemajusi. Bekukhona nemaSimba shibusi ekulibatisa umlomo. Siphon besekahawukela kukudla lokudla kwemphako. Kwafuneka atibambe ngobe vele kutawudliwa nguye. Kwasa kwasho kona kutsi sengilo lilanga lemalanga kuSiphon.

Wavele wativukela Siphon ngalelo langa kantsi emalangenini kuyaye kudzinge kutsi make wakhe LaKhoza amvuse. Ngalamanye emalanga uze amvuse kabili ngobe aphindze walala sekamvusile. Lilanga nguLesibili bafundzi bahamba ngebhasi leluhlobo lolusembili. Siphon wageza wagcoka inyufomu wapelela. Watsi make wakhe asatsi uyomvusa wamkhandza sekagcokile. Wamangala waze watsi “Cha namuhla ngulelinye lilanga mfana wami. Sewutangitjela uma sekufanele ngikhiphe imoto ngikumikise esikolweni.”

- (a) Sakabani sibongo samake waSipho? (1)
 - (b) Wahamba agcokeni Sipho kuloluhambo? (1)
 - (c) Bebahamba ngani boSipho kuloluhambo lwabo? (1)
 - (d) Bebaya kuphi bayokwentani? (1)
 - (e) Ibaluleke ngani indzawo lebebaya kuyoyibona eNingizimu Afrika? (1)
 - (f) Bhala tihlobo tekudla tibe tintsatfu lebetingumphako waSipho? (3)
 - (g) Yini leyabanga kutsi make waSipho atsi “Cha Namuhla ngulelinye lilanga.” (2)
- /10/**

UMBUTO 5 / QUESTION 5

- (a) Paraphrase the following Swati passage in English.

Imbila yayihleti ichwakele edwaleni ngesikhatsi tilwane tengca tiya lapho tiyotfolile imisila khona. Tonkhe tatitsi tingayibona imbila ihleti tiyibute kutsi yona seyiwutfolile yini umsila. Yayiye iphendvule ngekucela tilwane kutsi tiboyiphatsela umsila kukhona lokuseyibambile. Tivume tilwane. Nayo imbila yaba nelitsembe lekutsi itawutfolile umsila njengobe titinyenti tilwane letivumile kutsi titayiphatsela. (5)

- (b) Translate the following passage from English into Swati.

Tentile left everyday early in the morning to herd his father's cattle. One day this woman and their father decide to put poison in the boy's sour milk. When Tentile came from the grazing land, he met Simayedvwa singing a song warning him not to eat the poisoned sour milk. Tentile heard the song and did not eat the milk. (5)

/10/

UMBUTO 6 / QUESTION 6

Bhala indzaba nome ingcoco lelikhasi linye ngesihloko **SINYE** kuleti letilandzelako:/

Write an essay or dialogue in Swati of about 1 page on **ONE** of the following topics.

- (a) Ngiyasitsandza Sifundza seMpumalanga eNingizimu Afrika (I love the Mpumalanga Province in South Africa)
- (b) Kumnandzi kufundza Siswati (It is pleasant / interesting to learn Swati)
- (c) Umndeni wami (My family)
- (d) Luhambo lwami lwekuya esiqhiwini setinyamatane. (My trip to a game reserve)
- (e) Mhla ngicala kubona lwandle (My first day to see the sea)
- (f) Ingcoco: Mandla utjela dokotela kutsi uyagula (Dialogue: Mandla tells the doctor that he is sick)
- (g) Ingcoco: Egalaji uMnu ufuna phethiloli, woyela nemanti (Dialogue: At the garage – a man needs petrol, oil and water)
- (h) Ingcoco: Mandla ucoca nathishela wakhe ngekusha kwendlu yakubo leshe nato tonkhe tincwadzi takhe (Mandla has a discussion with his teacher about the tragedy of their house that burnt down with all his books and learning material)

/10/

TOTAL: [50]

ISINDEBELE (NDEBELE)

ASSIGNMENT/ISIHLAHLUBO 27

CLOSING DATE : 24 MARCH 2017

Unique number : 619105

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM AFL1504 (isiNdebele Section)**

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in isiNdebele (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques into and from isiNdebele.
- Reading and comprehension skills based on simple passages on everyday topics in isiNdebele.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- IsiNdebele in the media.

In this assignment the questions are set in IsiNdebele and in English so that you can get used to the manner in which exam questions are asked in IsiNdebele.

Instructions:

- Tlola iinkulumiswano, iindinyana nemitjho **ngokuzeleko** / Write out all dialogues, paragraphs and sentences **in full**.
- Phendula YOKE imibuzo ebuziweko/ Answer ALL the questions.

UMBUZO 1 / QUESTION 1

Fundisisa isiqetjhana esilandelako bese uphendula imibuzo engenzasi ngesiNdebele./ Read the following extract and then answer the questions in isiNdebele.

Isenzo sembuzi samsilinga umtjhayeli wemodera. Wayirhubhisa yabe yakhamba ngebelo eliphezulu ngaphandle kokunikelainja itjhentjhi yayo. Inja nayo yasilingeka ngesenzo somtjhayeli ngombana ingakafunyani itjhentjhi yayo. Yathathela ngemva kwemodera seyiyigijimisa icabanga kobana umtjhayeli uzakujama bese ayinikele itjhentjhi yayo. Yagijima, yagijima yabe yadinwainja. Kusakela mhlokho,inja ithi ingabona imodera, ithathele ngebelo ngemva kwayo ngethemba lokobana umtjhayeli uzayinikela itjhentjhi yayo.

Imibuzo/ Questions

- (a) (i) Ngimuphi ummongondaba omumethwe yingcenywe yenganekwana engehla?/ What theme is covered by this part of the folktale? (1)
- (ii) Ngiziphi iinlwana ekukhulunywa ngazo enganekwaneni engehla?/ Which animals are talked about in this folktale? (1)
- (iii) Yini eyenziwa mtjhayeli wemodera eyasilingainja?/ What did the driver of the car do which left the dog angry? (1)
- (iv) Sitjho ukuthini isitjho esithi 'Yathathela ngemva kwemodera'./ Explain the isiNdebele idiom *Yathathela ngemva kwemodera*. (1)
- (v) Ngisiphi isilwana esithembekileko enganekwaneni engehla?/ Which animal showed trustworthiness in this folktale? (1)
- (b) Coca ngendima edlalwa balaleli lokha nakudenjwa/nakuthiywa inganekwana esiNdebeleni./ Discuss the role of the audience in isiNdebele story-telling. (5)
- /10/**

UMBUZO 2 / QUESTION 2

What function did riddles play in isiNdebele culture? Which phrase is often used to introduce riddles in isiNdebele? Give an example of a simple riddle and its answer. **/5/**

UMBUZO 3 / QUESTION 3

Use the following idioms in isiNdebele sentences of your own to show that you understand what they mean:

- (a) ukufulathela iphasi
- (b) ukudliwa ziintaba
- (c) ukudla amathambo wengqondo
- (d) ukubamba oyaziko
- (e) ukufaka isandla

/5/

UMBUZO 4 / QUESTION 4

Fundisisa indatjana engenzasi bese uphendula imibuzo elandelako. Phendula imibuzo ngesiNdebele./ Read the following passage and then answer the questions that follow in isiNdebele.

Banengi abentwana abafunda esikolweni esisendaweni esemakhaya le. Abanye abentwana balethwa babelethi babo ngeemodera. Abanye beza ngeembhesi kanti abanye beza ngemilelenjana. Abanye bakhamba ibanga elide ngeenyawo ukuza esikolweni. Abentwana abakhamba ibanga elide ngilabo abahlala kude nesikolo. Abentwana labo bavuka ekuseni khulu balungiselele ukuya esikolweni. Nasele babuyela emakhaya nakhona bakhambe ibanga elide. Nakwenzekileko isikolo siphume ngemva kwesikhathi, bafika emakhaya ilanga selitjhingile.

Izulu nalinako, kuba likhuni ukuya esikolweni. Imilambo eminengi endaweni le izala irhurhule iingodo begodu amabhlorho namazibuko awekho. Imilambo nayizeleko, abentwana abadala babhebhula abancani babayamise. Indawo le begodu ineentaba nemigunya ekumele idundubalwe bentwana labo.

Imibuzo/ Questions

- (a) Sikuphi isikolo ekukhulunywa ngaso endatjaneni engehla? (1)
- (b) Bakhamba ngani abentwana endatjaneni engehla nabeza esikolweni? Tlola iimpendulo ezine. (4)
- (c) Ngibaphi abentwana abakhamba ibanga elide nabeza esikolweni? (1)
- (d) Bavuka nini nabazilungiselela ukuya esikolweni? (1)
- (e) Nangabe isikolo siphume ngemva kwesikhathi, abentwana bafika nini emakhaya? (1)
- (f) Endaweni le kunemilambo nani godu eyenza kobana kube likhuni ebantwaneni ukuya esikolweni? (2)
- /10/**

UMBUZO 5 / QUESTION 5

- (a) Paraphrase the following isiNdebele passage in English.

Abantu abanengi beze emtjhadweni wakadade. Umakoti ufike esondweni ngemodera etja, ehlaza satjani eyi-BMW. Udade bekambethe irogo lakhe elihle begodu elimhlophe. Umkhwenyani bekamlinde ngaphakathi esondweni embethe isudu yakhe ehle enzima. Abomma emakhaya bebapheke ukudla okunengi okumnandi ngombana kulilanga elikhethekileko. Abomma godu bebabilise utjwala obunengi benze neenselo ezinengi. Bebabeke nekhekhe elikhulu elimhlophe namathuthumbo abovu etafuleni ede. (5)

- (b) Translate the following passage from English into isiNdebele.

Seeing that their plans were not working, the wife and her husband said, "Now what are we going to do?" They made another plan. The husband said he will wait for the boy at his hut when he comes back from herding the cattle in the evening. He will then kill him when he enters his hut. (5)

/10/

UMBUZO 6 / QUESTION 6

Khetha isihloko esisodwa bese utlola indatjana nanyana ikulumiswano engaba pheze likhasi **ELILODWA** ngesiNdebele **NANYANA** tlola iindinyana ezimbili ezingaba nemida eli-10 ukuya keli-15 ngeenhlokwana **EZIMBILI** ozozikhethelela zona: /

Write an essay or dialogue in isiNdebele of about 1 page on **ONE** of the following topics, OR 2 paragraphs of about 10 to 15 lines each on **TWO** of the following topics:

- (a) Ngiyayithanda iSewula Afrika. (I love South Africa.)
- (b) Kumnandi ukufunda isiNdebele. (It is pleasant/interesting to learn isiNdebele.)
- (c) NgoMgqibelo eentolo. (At the shops on a Saturday.)
- (d) Umndeni wakwethu. (My family.)
- (e) Umnyanya omnandi. (A pleasant party.)
- (f) Inja yami. (My dog.)
- (g) Elwandle. (At the sea.)
- (h) Emsebenzini. (At work.)
- (i) Ikulumiswano: Ugogo utjela udorhoda bona uyagula. (Dialogue: Granny tells the doctor that she is sick.)
- (j) Ikulumiswano: USbongile ucoca nomngani wakhe uNobadala ngokufunda kwabo eyunivesithi. (Dialogue: Sbongile talks/chats with his friend Nobadala about their studying at the university.)
- (k) Ikulumiswano: Egaratjhi, uNom. Ntuli ubawa ipetroli, i-oli namanzi. (Dialogue: At the garage, Mr Ntuli is asking for petrol, oil and water.)
- (l) Ikulumiswano: Umma esitolo sezembatho. (Dialogue: Mother at the clothing shop.)

**/10/
TOTAL: [50]**

TSHIVENḐA (VENḐA)

ASSIGNMENT 28

CLOSING DATE : 24 MARCH 2017

Unique number : 717216

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM** AFL1504 (**TshivenḐa** Section)

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in TshivenḐa (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques into and from TshivenḐa.
- Reading and comprehension skills based on simple passages on everyday topics in TshivenḐa.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- TshivenḐa in the media.

Instructions:

- Write out all dialogues, paragraphs and sentences **in full**.
- Answer ALL the questions.

MBUDZISO 1 / QUESTION 1

1.1 Kha vha vhale lungano lu re afha fhasi vha fhindle mbudziso dzi tevhelaho nga TshivenḐa./

Read the tale below and answer the questions that follow in full TshivenḐa sentences.

A NO NGO NAKA ZWONE

Salungano! Salungano!

Vha ri: Phunguhwe liñwe duvha yo vha yo lala i tshi ora duvha tsindeni la muri. Funguvhu la da lo fara nama nga mulomo, la kavha kha wonoyo muri. Phunguhwe ya tama iyo nama, ya elekanya ya ri: Ngavhe ndi divhe u gonya muri, ngavhe ndi na phapha nda fhufha, ndi musu iyo nama namusi i tshi liwa nga nne. Hu fanela uri ndi tou ita maano ndi li ganulule mulomo li wise iyo nama. Ya bvela khagala ya lavhelesa ntha, ya ri: “Ndau Thovhela, Vho-Funguvhu. Vha kha di vha hone, Vhamusanda? Namusi hone ndi pfa mbilu yanga yo tou takala ndi tshi vha vhona, ngauri ndi kale ri si tsha vhone.” Funguvhu la dzula zwa lo lo khuba nama ya lo. Phunguhwe ya dovha ya ri: “Hone namusi Vho-Funguvhu vho tou ambara ya vhudele, ntsu ya u penya yothe, na nungu idzo tshena. Tshe nda vhona nungu, a thi athu u vhona dzine dza nga idzo dzavho. A tou vha madzanga.” Funguvhu la dzula zwa lo lo khuba nama ya lo. Phunguhwe yone yo zwi vhona. Ngavhe li si takalele zwine la ambiwa ngazwo, ndi musu lo no fhufha kale.

Ya dovha ya ri: “Vho-Funguvhu, zwe nda vha amba ngazwo ndi zwi tuku. Tshihulwane tshine vha fhira vhañwe ngatsho ndi lu la luimbo nandi. Kha zwi noni zwothe ndele ya u imba itali vhe vhone. Lu ri mini zwi la? Nga vha dzou nthomela ndi diphine ngalwo.” Funguvhu la atama li tshi ri ndi a imba. “Hwarr.” Nama ya wela fhasi, ya dzhiwa nga phunguhwe; lone la sala lo shona, li tshi ri: “Hwarr, Hwarr.” Ngei fhasi phunguhwe i tshi diphina nga nama.

Lungano ulu lu ri funzani? Vhane vha da vhe na zwikhodo zwine zwa nga zwa phunguhwe, vha na tshine vha funa u ri dzhiela. Ra sa thanya, ri do sala ro shona, ro fhurwa.

Ndi u fa ha lungano.

- (a) Mention the characters in the folktale. (1)
- (b) Why is the crow not responding to the jackal's comments? (1)
- (c) How did the jackal succeed in getting the piece of meat? (1)
- (d) Provide the English equivalents of the following Tshivenda words:
 - (i) atama mulomo
 - (ii) phapha (2)

1.2 Kha vha vhale luimbo lu re afha fhasi vha nweledze mulaedza walwo nga Tshiisimane. Read the song below and summarise the message in English.

KUĽA KUDIMANA RO VULEDZA

KuĽa kudimana ro vuledza,

Kha vha ri fhe ri Ľe,

Ro vuledza.

KuĽa kudimana ro vuledza,

Kha vha ri fhe ri Ľe,

Ro vuledza.

(5)
/10/

MBUDZISO 2 / QUESTION 2

Kha vha nee thalutshedzo dza mirero i re afho fhasi nga Tshivenda: /

Give an explanation of the following proverbs in Tshivenda:

- (a) Kule ndi hu si na wau.
- (b) Ri Ľe ndi mbiĽi ro vhona mavhala.
- (c) Mmbwa ya Ľa inwe a i noni.
- (d) U laĽa ngoma hu a langanwa.
- (e) Nwana u dzivhiswa mbaĽo, lufhanga u litsha nga eĽhe.

/5/

MBUDZISO 3 / QUESTION 3

Kha vha nŵale zwine mafhungo a re afha fhasi a amba nga Tshiisimane: /

Write down the English equivalents in meaning of the following idiomatic expressions:

- (a) Madekwe vhana vho lalela luvhondo.
- (b) A vha koni u amba mafhungo ngauri hu na makole.
- (c) Sedzani o litsha tshikolo ngauri u muvhilini.
- (d) Pangulani nĽevhe ni pfe zwi no ambwa.
- (e) Muthu u fanela u dzwinga dza khwaĽha uri a wane zwivhuya.

/5/

MBUDZISO 4 / QUESTION 4

Kha vha vhale mafhungo a re afha fhasi vha fhindle mbudziso dzi tevhelaho nga Tshivenda: /

Read the passage below and answer the following questions in full Tshivenda sentences:

“NĽe zwa u dzula Johannesburg a thi pfani nazwo. Vha amba uri ri nga tou tuwa ra sia nŵu yeneyi ine ra kha Ľi bva u fhedza u i fhaĽa? Mushumo wonoyu wa vhudededzi nĽe ndi khou Ľi vhona u wavhuĽi u fhira hoyu we vha u wana.” Ndi Lutendo a no ralo zwenezwi a tshi khou Ľi amba na munna vho dzula nĽuni yavho.

Izwi zwothe vha khou zwi ambiswa ngauri Maitakhole o wana mushumo vhengeleni la JET ngei Johannesburg. U ya nga he a vhudzwa u khou fanela u ya u thoma mushumo sa mulanguli zwenezwi nwaha u tevhelaho u tshi thoma. Mushumo o di tou nwalela zwenezwi wo anxadzwa kha dzigurannya. Tshine tsha khou dina mufumakadzi ndi uri zwi a konza u wana vhudzulo. Vhathu vhanzhi vho dzula nga u tou hira. Fhedzi-ha, Maitakhole o do xalutshedza mufumakadzi uri vhudzulo vho no di vhu wana, ndi ngazwo o xanganedza mushumo uyo.

Ho do ri mafheloni a nwedzi wa Nyendavhusiku Maitakhole na mufumakadzi vha mbo namela vha tshi ya hone Johannesburg. Vho sia vhana na mukegulu. Zwe vha humbula ndi u thoma u vha xodela hune vha nga dzhena hone tshikolo, vha kona-ha u xa u vha dzhia. Vho swikela mutani wa Vho-Madzhuta. Vho-Madzhuta vho vha vha na nndu ya kamara tharu. Maitakhole na mufumakadzi vho do edela dandirumu he ha tou bviswa vhana vha ededzwa khishini. Ilo xuvha ho tou fa hone u kondelela, ngauri avha ndi vhathu vho xowelaho u edela mmbeteni wa vhuphuvhephuvhe, afha vha vho ededzwa fhasi. Vho vha vho adzelwa zwickapa zwine we wo edela u tshi karuwa vhusiku wa wana tsho no shavhela ngei iwe wo edela fhasi.

- (a) Lutendo ndi mini kha Maitakhole? (1)
- (b) Hu na khudano vhukati ha Lutendo na Maitakhole. Ndi zwifhio zwine zwa khou vha kudanya? (1)
- (c) Muanevadendele vha vhona u nga ndi nnyi kha mafhungo aya? (1)
- (d) Ndi ngani vha tshi ri muanevadendele ndi onoyo? (1)
- (e) Lutendo u vhonala o bveledzwa sa muanewa-xe kha mafhungo aya? Kha vha tikedze uri ndi ngani vha tshi ri ralo. (2)
- (f) Ndi mini tsho itisaho uri vhana vha siwe hayani? (1)
- (g) Avha vhavhili vho namela nga nwedzi ufhio u ya Johannesburg? (1)
- (f) Kha vha nwale phindulelo dza maipfi a tevhelaho nga Tshiisimane:
- (i) vhengele
 - (ii) anxadza
 - (iii) mufumakadzi
 - (iv) Nyendavhusiku

(2)
/10/

MBUDZISO 5 / QUESTION 5

- (a) Kha vha pharafureise mafhungo a tevhelaho u ya kha Tshiisimane: /

Paraphrase the following in English:

Vhathu vhanzhi vha khou fhela badani dza Afrika Tshipembe holidei inwe na inwe. Nwaha muñwe na muñwe hu vhaliwa maḡana na maḡana a vhathu vho lovhelaho badani. Vhañwe kha vhathu vhenevho vha lovhaho vha vha vhe si na mulandu. Hone-ha, hu na zwithu zwinzhi zwine zwa nga itwa zwine zwa nga fhungudza dzimpfu hedzi.

(5)

- (b) Kha vha pindulele mafhungo a tevhelaho u ya kha Tshivenda: /

Translate the following passage into Tshivenda:

One day, when the cow was grazing, it was seen by the frog. The frog was very small. It admired the cow's bigness; and held the air in its closed mouth to become bloated. The frog said to the cow: "Am I not of the same size as you?" The cow laughed and said: "Do not bother yourself, people will laugh at you." The frog tried again and said: "Now, how big am I?" The cow said: "You are no more beautiful; you do not look like a frog anymore; you look like a watermelon."

(5)

/10/

MBUDZISO 6 / QUESTION 6

Kha vha ñwale nyambedzano ya murengi na murengisi ngomu vhengeleni ine vhulapfu hayo ha si vhe fhasi ha siaḡari jithihi. /

Write a dialogue in Tshivenda between a customer and a shopkeeper. The dialogue should not be less than one page long. **/10/**

ṰHANGANYELO: [50]

XITSONGA (TSONGA)

ASSIGNMENT 29

CLOSING DATE : 24 MARCH 2017

Unique number : 656862

Content: This assignment is based on the following:

- Study Guide AFL1504
- **CD/DVD-ROM** AFL1504 (Xitsonga Section)

Objective: The main objective of this assignment is to test your knowledge of the following:

- Genres of folklore in African languages.
- Basic characteristics of different types of literary texts in Xitsonga (e.g. children's stories, folktales, poetry, riddles, songs, proverbs, idioms).
- Translation techniques in and from Xitsonga.
- Reading and comprehension skills based on simple passages on everyday topics in an African language/Xitsonga.
- Creative skill as demonstrated in the writing of an essay/paragraph/dialogue/friendly letter.
- African languages/Xitsonga in the media.

Instructions:

- Write out all dialogues, paragraphs and sentences **in full**.
- Answer ALL the questions.

XIVUTISO XA 1 / QUESTION 1 (FOLKTALES/MITSHEKETO)

Read the folktale below and answer the following questions in full Xitsonga sentences./

Hlaya ntsheketo lowu nga laha hansi kutani u hlamula swivutiso leswi wu landzelaka hi swivulwa swo hetiseka swa Xitsonga.

Bombeleni na mbuti yo basa

Garingani - wa – garingani:

-Garingani!

Garingani - wa – garingani:

-Garingani!

Ko na swipfuketana etikweni rin'wana;

Ko va na vanhwanyana vambirhi.

Vanhwanyana lava a ku ri Bombeleni na Deriso.

A va risa timbuti ta ka vona.

Bombeleni a a risa na mbuti yo basa.

Mbuti leyi a yi n'wi rhandza ngopfu.

Siku rin'wana Deriso o sala ku ya eku riseni,

Ko famba Bombeleni ntsena.

Le ku riseni a ku ri na mampfilwa.
Kutani Bombeleni a kha mampfilwa a dya.

U te wa ha dya,
Rhavi ro phatluka, a wa a lova.
Loko mbuti ya yena yi swi vona,
Yo ya n'wi nuhetela.
Yo kuma leswaku hakunene u lovile.
Kutani yo sungula ku yimbelela yi ku:

“Me...meme memememee Deriso
“Me...meme memememee Deriso
Bombeleni u lovile n'ta risa hi ma...ni Deriso?
Bombeleni u lovile n'ta risa hi ma...ni Deriso?”

Loko yi endla sweswo yo khoma ndlela yi ya ekaya.
Yo fika yi kuma Deriso a ri kona.
Kutani yo sungula ku yimbelela yi ku:

“Me...meme memememee Deriso
“Me...meme memememee Deriso
Bombeleni u lovile n'ta risa hi ma...ni Deriso?
Bombeleni u lovile n'ta risa hi ma...ni Deriso?”

Deriso o tlaku, o landza mbuti hi le ndzhaku.
Mbuti yo famba yi ri karhi yi yimbelela.
Deriso o kuma Bombeleni a lovile.
Kutani o nekaneka a ya na yena ekaya.
Mbuti leyo basa a yi sale hi le ndzhaku,
Yi ri karhi yi yimbelela:

“Me...meme memememee Deriso
“Me...meme memememee Deriso
Bombeleni u lovile n'ta risa hi ma...ni Deriso?
Bombeleni u lovile n'ta risa hi ma...ni Deriso?”

Hiloko Deriso a ya lahla makwavo wa yena.
Mbuti leyo basa a yi karhi yi yimbelela enkosini.
Yi tlhela yi ya nghena endlwini laha Bombeleni a a etlele kona,
Yi yimbelela yi ri kona:

“Me...meme memememee Deriso
“Me...meme memememee Deriso
Bombeleni u lovile n'ta risa hi ma...ni Deriso?
Bombeleni u lovile n'ta risa hi ma...ni Deriso?”

Ivi Bombeleni o lahlisiwa xisweswo.

Pthu! choyoyo ...

- 1.1** Quote words that open and that end this Xitsonga folktale./
Tshaha marito lama sungulaka nna lama hetelalaka ntsheketo lowu wa Xitsonga. (2)

1.2 Explain the meaning of the words you have quoted in 1.1./
Hlamusela leswaku marito lama u ya tshaheke eka 1.1. (4)

1.3 Explain the function of a song in the context of the folktale./
Hlamusela ntirho wa xinsin'wana eka ntsheketo lowu. (4)

/10/

XIVUTISO XA 2 / QUESTION 2

2.1. RIDDLES/SWITEKATEKISANI (MITHAYITO)

(a) What is a riddle?/
Xana i yini xitekatekisani (nthayito)? (1)

(b) What is the right time for riddling?/
Hi wihi nkarhi wa kahle wo tekatekisana/thayita? (1)

(c) What is the purpose of riddling?/
Xikongomelo xo tekatekisana hi xihi? (1)

2.2 PROVERBS/SWIVURISO

Give the figurative meaning of any TWO of the following proverbs: /

Nyika nhlamuselo yo gega ya swivuriso swin'wana na swin'wana SWIMBIRHI swa leswi landzelaka:

(a) Ndlopfu a yi wi hi rimbambu rin'we.

(b) Va banana hi rhambu ra mfenhe.

(c) Xandla famba xandla vuya.

(d) Kwembe ro hiwa a ri na murhu.

(e) Munhu i munhu hi van'wana vanhu. (2)

/5/

XIVUTISO XA 3 / QUESTION 3

3.1 Give the meanings of the following idioms: /
Nyika tinhlamuselo ta swivulavulelo leswi:

(a) Ku tidyisa mahele.

(b) Ku hlamba hi mali.

(c) Ku hoxana hi marito. (3)

3.2 Construct a sentence from each of the following idioms to express their meanings: /

Vumba swivulwa u tirhisa swivulavulelo leswi landzelaka ku humelerisa tinhlamuselo ta swona:

(a) Ku nuhana makehele.

(b) Ku siyelana fole.

(2)

/5/**XIVUTISO XA 4 / QUESTION 4**

Read the following passage and answer the questions below: /

Hlaya xitshuriwa lexi landzelaka kutani u hlamula swivutiso leswi nga laha hansi:

Ku tixavisa eka bindzu i mhaka ya nkoka swinene. Loko bindzu ra wena ri kala ri yima no sungula ku tirha, u ta fanela ku koka makhasimende na ku ma khoma leswaku ma nga ku balekeli. Tikhampani hinkwato ta vupfhumba - ku sukela eka tiyindlu ta vaendzi (guest houses) ku ya eka mitlawa leyikulu ya tihodela – ti tirhisa tindlela to hambanahambana to tixavisa hi tona evanhwini. Swinavetiso hi yin’wana ya tindlela to tixavisa hi yona. Swinavetiso leswi swi endliwa hi tindlela to hambanahambana to fana na ku tirhisa swiyanamoya, tithelevhixini, tiburochara na timphamfulete, tibodo ta le mapatwini na swin’wana switirhisiwa swa xielekitironiki. Kambe entiyisweni ku tixavisa a hi ku endla sweswo ntsena, e-e. Swi katsa ni yin’wana migingiriko yo tala yo hambanahambana leyi kunguhateriweke ku tipaluxa, ku titivisa na ku eneta makhasimende. Futhi a hi nghingiriko lowu endliwaka kan’we ntsena swi helela kwalaho ku ringeta ku ntshuxa swiphiqo swa bindzu swa nkarhi wolowo, kambe i ntirho lowu lavaka ku tshama wu ri karhi wu yisiwa emahlweni wu kamberiwa ku pfuna ka wona na ku pfa wu antswisiwa.

Mbita ya vutixavisi yi katsa swilo swa mune swa masungulo ku nga xikumiwa, nxavo, ndhawu na ku titlakusa.

4.1 What is the meaning of “ku tixavisa eka swa mabindzu”? /

Xana “ku tixavisa eka swa mabindzu” swi vula yini?

(1)

4.2 What are five things a person should do when advertising? /

Xana hi swihi swilo swa ntlhanu leswi munhu a fanaleke ku swi endla loko a navetisa? (5)

4.3 Identify four important issues for advertisement. /

Boxa mune wa timhaka ta nkoka eka vunavetisi.

(4)

/10/**XIVUTISO XA 5 / QUESTION 5**

5.1 Paraphrase the following Xitsonga passage in English: /

Hundzuluxa ndzimana leyi landzelaka ku suka eka Xitsonga yi va hi Xinghezi:

Van’wana vafana a va ri ku nweni ka byalwa rin’wana siku, va ri karhi va tiphina hi mafole. Va sungula ku vulavula hi bolo. Kambe a va nga tsakeli xipanu xin’we hinkwavo. Un’wana na un’wana a sungula ku bumabumela xa yena. Kambe swi nga heleli kwalaho, ntlawa wun’wana wu sungula ku sandza xipanu lexi tsakeriwaka hi ntlawa lowun’wana.

(5)

53

5.2 Translate the following passage into Xitsonga: /

Hundzula xitori lexi xi va hi Xitsonga:

It is my pleasure this afternoon to say a few words about the birthday girl today. And may I start by saying that she is looking particularly charming today in her favourite pink.

Now that she is turning seventy, I can just wish her continued good health, genuine happiness, real fun with her family. She has made great contributions to all people she has met in her life time. Enjoy your day my friend!

(5)

/10/

XIVUTISO XA 6 / QUESTION 6

Write an essay in Xitsonga of one-and-a-half pages on the following topic: /

Tsala xitsalwana xa pheji rin'we ni hafu hi nhlokomhaka leyi landzelaka:

Nkoka wo tiva tindzimi tin'wana handle ka ririmi ra manana

(The value of knowing other languages besides your mother tongue)

KUMBE/OR

Hoyihoyi leyi pfaka yi va kona epalamandhe ya mfumo wa Afrika-Dzonga

(The chaotic situation we sometimes witness in the South African government parliament)

/10/

TIMARAKA HINKWATO: [50]

9. OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

10. EXAMINATION

The examination paper is a two hour paper. The semester mark obtained for the assignments counts 20% towards the exam mark.

Previous examination papers are available to students. We advise you, however, not to focus on old examination papers only as the content of modules and therefore examination papers change from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to those asked in the activities in your study guide/ CD/DVD-ROM and in the assignments.

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper and set out clearly what material you have to study for examination purposes.

Please consult the *my Studies @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

11. FREQUENTLY ASKED QUESTIONS

You are referred to the *my Studies @ Unisa* brochure which contains an A-Z guide of the most relevant study information.

Should I have completed AFL1503 before registering for AFL1504?

Yes, AFL1503 is the first beginners' module. If you register for AFL1504 it is assumed that you have already mastered the contents of AFL1503. For this reason simultaneous registration for both beginners' modules is not recommended.

Who may register for this module?

This module is a beginners' module and as such is intended for students with little or no background of an African language. Therefore, students who took an African language as FIRST language at Matriculation level (Grade 12) may NOT register for the beginners' modules (AFL1503 & AFL1504).

How does the credit system work?

AFL1503 and AFL1504 are beginners' modules and carry a weight of 12 credits each. You will retain credit for these modules (one or both, depending on the language component required by the degree you are pursuing). However, should you wish to major in an African language, please be aware that credits for the beginners' modules will be forfeited when you continue with Level 1 (AFL1501, AFL1502), Level 2 (AFL2601, AFL2602, AFL2603) and Level 3 modules (AFL3701, AFL3702, AFL3703, AFL3704, AFL3705).

12. SOURCES CONSULTED

The sources consulted have been acknowledged in the only study guide for AFL1504.

13. CONCLUSION

We sincerely hope that this module will be instrumental in helping you to gain insight into some matters of cultural interest and to increase your understanding of the African language speakers and their way of life. This is especially important for your day-to-day interaction with African people. We wish you every success with your studies and success in the exams.