



# **Tutorial letter 202/2/2017**

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

**AFL1504**

**Semester 2**

**Department of African Languages**

**IMPORTANT INFORMATION:**

This tutorial letter contains the feedback answers to  
Assignments 21-29 and exam guidelines



Define tomorrow.



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**Please note / important notes:**

We hope you numbered your second assignment correctly according to the language you chose, i.e. Assignment 21 was to be done by students who chose Zulu, Assignment 22 by students who chose Xhosa, etc. Please refer to page 12 in the 101 Tutorial Letter in this regard. If you accidentally numbered your assignment incorrectly or gave the incorrect unique number, your assignment would have been marked, as long as you used the correct module code AFL1504 – incorrect numberings might just have entailed an administrative delay. The assignment counts 50 marks, but the mark you obtain is converted to a mark out of 100.

# 1 INTRODUCTION

Dear Student

This tutorial letter contains guidelines for the **examination** and **feedback on Assignments 21 to 29**. The answers to the assignment questions are discussed under **separate language headings**.

Should you have any questions, please contact the lecturer responsible for the language you have chosen for this module.

# 2 LECTURERS AND CONTACT DETAILS

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### 3 FORMAT OF EXAMINATION PAPER

Before we give you the feedback, we would like to give you some information about the **examination**.

- Please remember that the contents of the generic guide as well as the language specific study material on your CD-ROM will be assessed in the examination. If you did not receive a CD-ROM, kindly note that the same study material that is on the CD-ROM is available on myUnisa under “Additional Resources”, except that the hyperlinks to listen to audio recordings are inactive on the myUnisa platform.
- When doing revision, work through all the **exercises** in your language section on the CD-ROM to make sure that you understand the work.
- The questions in your exam paper appear in English and/or your chosen African language.
- The **format** of the exam paper does not differ much from that of the assignments. This means that if you can do the type of questions found in the assignments and cover the work dealt with in your assignments you should be well prepared for the examination.
- 10 marks of the exam paper are allocated to **multiple choice questions**, similar to those in Assignment 01. You will not need a mark-reading sheet for this, but will be required to enter your answers in your examination answer book.
- The **feedbacks** on both assignments are a very important part of your exam preparation.
- The examination paper is a **two hour paper and counts 100 marks**. The year mark obtained for the assignments counts 20% and the exam mark counts 80% of the final mark. Keep in mind that the year mark will not count towards the final exam mark if less than 40% is obtained in the examination.
- Apart from the multiple choice questions (10 marks), there will be questions on folklore with its different genres (40 marks), a comprehension test (10 marks), a passage to be paraphrased into English (10 marks), a passage to be translated into an African language (10 marks) and a dialogue, paragraph(s) or an essay (20 marks).
- When writing exams you will receive an examination paper (called a fill-in examination paper) which simultaneously serves as examination answer book. Blank pages are provided at the end of the examination answer book for you to write your answers. The colour of the fill-in examination paper will be ivory.

## 4 FEEDBACK: ASSIGNMENT 21 (ZULU)

### UMBUZO 1 / QUESTION 1

- (a) Funda isiqephu esilandelayo bese uphendula imibuzo ngesiZulu./  
Read the following extract and then answer the questions in Zulu.

Umnikazi wemoto wathi zingagibela. Yahamba-ke imoto, yaze yayofika lapho zazizokwehla khona. Zathi uma zehla, imbongolo yakhokha imali yayo eyayibizwe umshayeli wemoto, yasuka yahamba. Wajabula umnikazi wemoto ngesenzo sembongolo. Inja nayo yakhokha imali yayo kodwa kwatholakala ukuthi imali yayo ihlangene, umnikazi wemoto wathi kuzomele ilinde ukuze ithole ushintshi wayo. Imbuzi yona yabasathe mpumpu, lutho imali. Yabona ukuthi akukho okuzoyisiza, yathi galo yephuka, yayongena ehlathini.

#### Answers to questions on extract:

- (i) Imbongolo,inja nembuzi. (1)
- (ii) Umshayeli wemoto wayefuna izilwane zigibele ukuze zikhokhe imali. (1)
- (iii) Iqukethe indikimba yokwethembeka nokungethembeki.  
[Umfundi ngamunye angaba nemibono eminye ezwakalayo mayelana nempendulo]. (2)

- (b) **Explanatory paragraph on the role of the audience in Zulu story telling:**

The role of the audience in Zulu story telling is important for example, interruptions by the audience assure the story teller that he/she still has their attention. The narrator would usually say: “*Kwesukasukela ....*” The listeners are not supposed to be passive. They respond by saying: *Cosi*. Throughout the narration they laugh, join in singing if the tale has a short song which is repeated by a certain character in the tale. (4)

- (c) **Occasions for which songs were composed in Zulu culture:**

Songs in Zulu are composed and sung in work groups, when asking for rain, in times of war, for weddings and other traditional ceremonies, and for children. (2)

**/10/**

### UMBUZO 2 / QUESTION 2

- (a) **Purposes of using proverbs and an example of a proverb in isiZulu**

Proverbs express general truths, such as to warn, advise or encourage to do good.  
Any example of a proverb: *Iphika nkani lifela enkanini*. (2)

- (b) **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.**

The function of riddles

- stimulate and sharpen the intellect of the young so that they would be able to listen carefully, and after careful analysis of a riddle, come up with a well thought-out answer
- enhance problem-solving skills, encourage the youth to study their environment and their culture.

The phrase used to introduce riddles is *Ngiyakuphica ..., ngikuphica ... or ngiyaniphica ...*

Example of a simple riddle and its answer.

(3)

**UMBUZO 3 / QUESTION 3**

**Any five Zulu idioms used in appropriate Zulu sentences** to show that students have understood the meaning of the chosen idioms. Some examples are given below:

- i. ukushaya ihlombe (to clap hands in unison for an achievement which has been attained).  
Abantu **bashaya ihlombe** bemhalalisela ngokuphumelela kwakhe.
- ii. ukubamba indlela (to walk away)  
Umfana **wabamba indlela** eqonde ekhaya.
- iii. ukushaya amathambo (to go to a *sangoma* and be told about your misfortunes)  
Isangoma **sashaya amathambo** simtshela ngempilo yakhe.
- iv. ukubamba oyaziyo (to walk away from a situation)  
Wathi angaqeda ukusebenza **wabamba ayaziyo**.
- v. ukufaka isandla (to help (financially) where you see a need)  
Amakhosikazi **afaka isandla** ukuze abantwana bathole ukudla.

/5/

**UMBUZO 4 / QUESTION 4**

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

Ithe ukuba iyizwe indaba yokukhetha imisila imbila yacabanga ngendawo yayo eyayiphezulu edwaleni. Indawo eyayifudumele kamnandi. Yayisinquma ukungayi ukuyokhetha umsila. Yahamba yayohlala edwaleni layo. Yamemeza izimfene ezazedlula ngendlela yathi kuzo, "Ningikhethela umsila nami uma niyolanda eyenu enkosini, ibhubesi". "Kulungile," kwethembisa izimfene zedlula ngokukhulu ukushesha.

Kuthe emva kwesikhashana zonke izilwane zase zibuthene ngaphansi kwedwala okwakungumuzi wenkosi ibhubesi. Isilwane ngasinye kwakufanele ukuba sikhethe umsila. Lokhu kwakuhlelwe ukuba kuhambe kahle, kodwa ngoba ibhubesi lase ligugile futhi lingasaboni, layihlanganisa imisila.

**Answers:**

- (a) Kule ndaba kuxoxwa ngendaba yokukhethwa kwemisila. (1)
- (b) Imbila yayicabanga ngendawo yayo eyayiphezulu edwaleni. (1)
- (c) Indawo yembila yayifudumele kamnandi. (2)
- (d) Imbila yanquma ukuthuma izimfene ukuthi ziyikhethela umsila. (1)
- (e) Isilwane esasiyinkosi kwakuyibhubesi. (1)
- (f) Ibhubesi lahlanganisa imisila ngoba lase ligugile futhi lingasaboni. (2)
- (g) Izimfene zethembisa ukuthi zizoyikhethela umsila imbila. (2)

/10/

**UMBUZO 5 / QUESTION 5**

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



UMelusi wayekuthanda ukuya ezitolo nogogo wakhe. Ugogo wakhe wayewazonda amarobhothi. Wayengakwazi ukuhamba asheshe uma amarobhothi eluhlaza okotshani. Wayegugile. Wayezizonda nezimoto ezazishayela ngokushesha zimedlula kwangathi zishayelwa yizinhlanga/ngabantu abahlanyayo.

Answer:

Melusi liked going to the shops with his grandmother. His grandmother hated traffic lights. She could not move too quickly when the lights were green. She was old. She also hated seeing cars which drove quickly past her as if they were driven by mad people. (5)

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

There was a woman who had two children. These children were a boy and a girl, Zenzile and Zenziwe. After some time their mother died, and their father married another wife. This new wife hated Zenzile very much because he was a clever boy. This wife caused the father of the children to hate Zenzile. One day they plotted to kill him.

Answer:

Kwakukhona iNkosikazi eyayinezingane ezimbili. Lezi zingane kwakungumfana nentombazane, uZenzile noZenziwe. Kwathi ekuhambeni kwesikhathi umama walezi zingane washona, ubaba wazo wase ethatha omunye uNkosikazi. Le Nkosikazi entsha yayimzonda kakhulu uZenzile ngoba ehlakaniphile. Le Nkosikazi yenza nokuthi ubaba wezingane amzonde uZenzile. Ngelinye ilanga benza icebo lokumbulala. (5)

/10/

## UMBUZO 6 / QUESTION 6

Bhala indaba noma ingxoxo eyikhasi elilodwa ngesihloko **ESISODWA** kwezilandelayo, NOMA amapharagrafu amabili anemigqa eyi-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:

- Ngithanda ukufunda isiZulu ngoba ...
- Kumnandi ukuhlala eNingizimu Afrika (South Africa).
- Inja yami.
- Ekhaya ngeSonto.
- Emsebenzini.
- Umndeni wami
- Ukuyothenga ezitolo.
- Ingxoxo: UGugu utshela udokotela ukuthi akaphili, uhlushwa ngumkhuhlane.
- Ingxoxo: UThemba uxoxa nomngane wakhe uLindelwa ngokufunda kwabo e-UNISA.
- Ingxoxo: Umthengisi kaphethroli egalaji uxoxa nomthengi kaphetroli.

/10/

**TOTAL: [50]**

Marking grid:

Relevance:	3
Fresh & original ideas:	2
Grammar & spelling:	3
Neatness & layout:	2

## 5 FEEDBACK: ASSIGNMENT 22 (XHOSA)

### UMBUZO 1 / QUESTION 1

- (a) What would you say is the theme of the folktale *uNgonyama nomvundla*? Motivate your answer.

**ANSWER:**

"AKUNGAMANDLA ODWA, YINGQONDO EYONA NTO" – Umvundla (a little rabbit) in this folktale is about to be attacked by uNgonyama (lion) but was so smart. Umvundla showed bravery and wisdom by being tricky in order to save his life. (2)

- (b) Describe the significance of the audience-narrator interplay during storytelling.

**ANSWER:**

- The audience is not supposed to passively listen in silence up to the end of a storyteller's tale, before applauding.
- During story-telling the audience is expected to interrupt the narrator in a choir-like fashion. They respond by saying: *Chosi*. Throughout the narration they laugh, join in singing if the tale has a short song which is repeated by a certain character in the tale.
- The interruptions are not a sign of disrespect, but rather of politeness in that through it the audience assures the storyteller that he/she still has their attention.
- If they cease to respond, the narrator will not continue with his/her story. (2)

- (c) Folktales are said to be marked by specific formulae. Explain what is meant by this statement and support your answer with examples from an isiXhosa folktale.

**ANSWER:**

Folktales have formulae, i.e. words that uniquely mark the introduction, the response and the ending. Introduction in Xhosa: *Kwathi ke kaloku* ...Response: *Chosi ntsomi* and the ending: *Phela phela ngantsomi*... (2)

- (d) What type of song is the following? Explain its function:

Leader	:	<i>Ho ndihlakula ndikofola</i>
Chorus	:	<i>Umz' unqabile</i>
Leader	:	<i>Kodw' uyasetyenzelwa</i>
Chorus	:	<i>Umz' unqabile</i>

**ANSWER:**

(2)

A work song. Its function is to encourage workers to work harder and to combat tiredness.

- (e) By whom and for whom is traditional praise poetry in Xhosa culture composed?

**ANSWER:**

Either a praiser will compose a poem for a chief, or chiefs may compose their own poems. Traditional praise poems are composed orally, recited and carried on to the next generation.

Often many composers contribute to a praise poem so that the original composers are no longer known. Praise poems are composed in honour of chiefs, kings and prominent persons. (2)

/10/

## UMBUZO 2 / QUESTION 2

- (a) What kind of educational value does the game of riddling have in Xhosa culture? Discuss briefly and give an example of a riddle and its answer.

The educational value of riddles:

- they help children develop the skill of listening carefully in order to be able to
- analyse the question in order to come up with a well thought-out answer;
- they encourage the youth to study their environment and their culture

Example of own riddle plus its answer (The riddle should start with *Qashi-qashi* or *Rhayi-rhayi*). (3)

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

### ANSWER:

Literal meaning: Izandla ziyahlambana (Hands wash each other)

Figurative meaning: Abantu bayancedana (People help each other)

(2)

/5/

## UMBUZO 3 / QUESTION 3

Chaza ngemizekelo efanelekileyo ukuba kutheni amaqhalo ebalulekile kwintetho yesiXhosa./ Explain with suitable examples why idioms are regarded as extremely important in the Xhosa language.

/5/

### ANSWER:

Idioms are linguistic forms which add colour to speech and render expressions more effective. They are used to enrich a person's language. Another reason why they may be used is euphemism, i.e. polite ways of saying things. They consist of a fixed pattern of words.

**Examples of idioms in isiXhosa:** *Ukuphatha emanyeni; Ukuphuma egusheni, Ukuvuka emaqandeni; Ukulala obentlombe; Ukuhlaba umkhosi; Unyawo lwemfene; njl-njl.* /5/

## UMBUZO 4 / QUESTION 4

Funda esi siqendu silandelayo uze uphendule imibuzo elandelayo ngesiXhosa esipheleleyo./ Read the following extract and then answer the questions based on this folktale in full Xhosa sentences:

Kwathi ke kaloku ngantsomi, ingqina yaphuma ukuya kuzingela iinyamakazi. Kungephi iqalile, kwathana mbende izinja nexhama. Laya ixhama kuzigaxela emqolombeni, ukuzisindisa ekubanjweni zizinja. Lithe lakulaqaza emqolombeni apho, lothuka kukubona, nantso into enkulu yengonyama, ibuthume kwelinye icala lomqolomba. Kwa oko irhamncwa elo lase lilitsibela ixhama lalibulala. Livakale lisithi ixhama xa lifayo, "O! Ilishwa lam! Ukuthi ndiziphosa kulo mqolomba kuba ndisoyika izinja kanti ndizifaka emihlathini yengonyama!"

Phela phela ngantsomi.

- (a) Eli gama lithi 'ingqina' kwisivakalisi sokuqala lithetha ntoni? Cacisa.  
**ANS:** Iqela labazingeli kunye nezinja zabo. (2)
- (b) Kukuthini "ukuthana mbende"?  
**ANS:** Ukuthana mbende kukudibana okanye ukuleqana. (2)
- (c) Kukuthini "ukuzifaka emihlathini"?  
**ANS:** Kukuzifaka emlonyeni okanye ukubeka ubomi bakho esichengeni. (2)
- (d) Xa siqala ukubalisa ibali okanye intsomi, sithi, "Kwathi ke kaloku...", siphela sithi...  
**ANS:** Phela phela ngabali; phela phela ngantsomi (2)
- (e) Yintoni umqolomba?  
**ANS:** Ngumngxuma omkhulu emhlabeni umntu anokwazi ukungena kuwo (a cave). (2)
- /10/**

### UMBUZO 5 / QUESTION 5

- (a) Guqulela esi sicutshulwa silandelayo kulwimi lwesiNgesi:/  
 Paraphrase the following paragraph in English:

Namhlanje uThoko nomama wakhe baya ezivenkileni. UThoko ukhangela ilokhwe kunye neblawuzi. Bangena evenkileni yeempahla zokunxiba. UThoko ulinganisa ilokhwe. Uyayithanda. Umama ubuza inenekazi elithengisayo: "Yimalini le lokhwe." "Yi-R150." "Enkosi." Umama ubhatala ngekhadi. Badiniwe. Baphunga ikofu kwa-Wimpy.

#### **ANSWER:**

Today Mother and Thoko go to the shops. Thoko is looking for a dress and a blouse. They enter a clothing store. Thoko puts on a dress. She likes it. Mother asks the saleslady: "How much is it, the dress?" "It is R150." "Thank you." Mother pays with a card. They are tired. They drink coffee at a Wimpy restaurant. (5)

- (b) Khetha izivakalisi EZIHLANU phakathi kwezi zilandelayo uze uzibhale ngesiXhosa:/ Choose any FIVE of the following expressions and translate them into Xhosa:
- (i) Hello everybody at home, how is the weather?
  - (ii) Hello, congratulations on your birthday, Zodidi!
  - (iii) We wish you all the luck in the new year!
  - (iv) We are hungry, we forgot to buy bread.
  - (v) I wish Bafana Bafana good luck in their games this year!
  - (vi) At what time do you come home in the evening, Sir?
  - (vii) I am sorry, she is not here, she is at school.
  - (viii) I hope that you will enjoy yourself.

#### **ANSWERS:**

- (i) Molweni ekhaya, injani imozulu?
- (ii) Molo Zodidi, siyavuyisana nawe ngosuku lwakho lokuzalwa.
- (iii) Sikunqwenelela amathamsanqa kulo nyaka omtsha!
- (iv) Silambile, silibele ukuthenga isonka.
- (v) Ndibanqwenelela amathamsanqa kwimidlalo yabo iBafana Bafana kulo nyaka!
- (vi) Ufika nini ekhaya ngorhatya, Mnumzana?
- (vii) Uxolo, akekho apha, usesikolweni.
- (viii) Ndiyathemba ukuba uya kuba nexesha elimnandi.

**/10/**

## UMBUZO 6 / QUESTION 6

Khetha phakathi kuka (a) okanye (b): / Choose between (a) or (b):

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

- (i) Ndiyalithanda ilizwe lakuthi uMzantsi Afrika. / I love my country South Africa.
- (i) Umhakhulu uya edolophini. / Granny visits the city.
- (ii) Inja yam. / My dog.
- (ii) Emsebenzini. / At work.
- (iii) Usapho lwam. / My family.
- (iv) Ekhaya ngoMgqibelo. / At home on Saturday.

### OKANYE/ OR

**(b)** Bhala ingxoxo enemigca emi-10 ngesihloko ESINYE kwezi zilandelayo: /  
Write your own dialogue of about 10 lines on ONE of the following topics in Xhosa:

- (i) UZodwa uxelela ugqirha ukuba akaphilanga, uphethwe ngumkhuhlane. /  
Zodwa tells the doctor that she is not well, she has flu.
- (ii) UThemba uthetha nomhlobo wakhe uSipho ngeendaba azifunde ephephandabeni. / Themba  
is talking to his friend Sipho about what he has read in the newspaper.
- (iii) Xelela utitshala wakho ngento osandula ukuyifunda/ukuyiva ezindabeni. /  
Tell your father about something you have recently read / heard in a Xhosa news bulletin.

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

Marking grid:

Relevance:	3
Fresh & original ideas:	2
Grammar & spelling:	3
Neatness & layout:	2

## 6 FEEDBACK: ASSIGNMENT 23 (NORTHERN SOTHO)

### POTŠIŠO 1 / QUESTION 1

- (a) "Through storytelling social values are instilled and encouraged, while malpractices are condemned." Explain briefly in your own words in English in what way the above statement is applicable to the folktale *Tselane le makgema*.

Folktales are used to teach children social values and to warn them against malpractices. Examples from the folktale 'Tselane le Makgema' are the following (any three). References to the characters in the story had to be made.

- one should listen to one's parents; even though one may have a valid reason for wanting to follow one's own mind, one should stay under the protective care of one's parents. Tselane was abducted by the cannibal because she did not want to move with her parents.
- one should not discard one's tradition or own community; through singing a traditional song of her own people, Tselane was saved.
- the innocent (as personified by Tselane) will triumph over the evil (the cannibal).
- unacceptable social behaviour is punished, i.e. the cannibal meets his fate and dies. (3)

- (b) How and why was the young girl in the folktale *Sewela* punished?

Sewela did not want to marry. She instead spent time with a horse, which she called through a song and fed. One day her parents became suspicious and followed her. They killed the horse with an axe, because they blamed it for the anti-social behaviour of Sewela who did not want to marry and who used the horse as an escape mechanism or substitute for a husband. (2)

- (c) Explain the circumstances under which the song *Ra šilašila miliemilie* was created.

A young married woman is left with her in-laws to do all the chores. The women grinding mealies with her sympathise with her for having been abandoned by her husband 'dali' (darling) who has gone to the mines to work. (2)

- (d) Mention a few typical themes of praise poems. Are the composers of traditional praise poems always known? Give reasons for your answer.

Praise poems are normally composed in honour of important persons such as kings and chiefs, or objects of beauty in nature, such as rivers, mountains, the sun, etc. Praise poetry generally embraces a people's philosophy of life and may also contain history, tell about a person's character, express criticism or protest. The authors of some well-known traditional praise poems are not always known, because poems were not recorded/committed to writing, but transferred orally from generation to generation. In certain instances several people may have contributed to one poem, so that one doesn't know who the original poet was. (3)

### POTŠIŠO 2 / QUESTION 2

/10/

- (a) Explain why you think the posing of riddles is of educational value. Also give an example of a riddle in Northern Sotho to illustrate your answer.

Riddles play a very significant educational role, as they are meant to stimulate and sharpen the intellect of the young so that they would be able to listen carefully, and after careful analysis of a riddle, come up with a well thought-out answer. Riddles also encourage the youth to study their environment and their culture.

Own example of a Northern Sotho riddle, e.g.

Thai! Ke tsene meetseng ke nonne ka boa ke ohlegile. (Ke sesepe)

Guess! I went into the water fat and came out thin. The answer is: a bar of soap. (3)

(b) What is the literal and figurative meaning of the following proverb?

Literal meaning: A tortoise does not discard its shell.

Figurative meaning: Once a rogue, always a rogue (i.e. if you have become known to act in a certain way, there is not much hope of you changing your character). An English equivalent of this proverb is: A leopard does not change its spots. (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:

(i) Go bina felo go tee (literally: to dance in one place)

Ngwana wa batho o ithuta ka maatla, eupša o bina felo go tee.

The poor child is studying hard, but is making no progress.

OR

(ii) Go raga lepai (literally: to kick the blanket)

Mokgalabje o ile sepetleleng maabane. Ka manyami o ragile lepai ka bošego.

The old man went to hospital yesterday. Regrettably he passed away during the night.

OR

(iii) Go kgopela sego sa meetse (literally: to ask for a calabash of water)

Lesogana o gahlane le mosetsana wo mobotse. Bjale o rata go kgopela sego sa meetse.

The young man met a beautiful girl. Now he would like to ask for her hand in marriage. (3)

(b) Do proverbs and idioms perform the same functions in a language? Motivate your answer.

No, proverbs and idioms perform different functions. Idioms are colourful ways of expressing things and may be used as euphemisms. They can be changed as required by the sentence (e.g. the tense and mood) as in e.g. *ke tlo swara kgogo ka molomo* (any fact for 1 mark).

Proverbs on the other hand express general truths, comment on social situations and serve a didactic function. They should be used as they are and are rigid, unlike idioms which are more flexible in their structure (any fact for 1 mark). (2)

/5/

### POTŠIŠO 4 / QUESTION 4



The formulation of your answers may not be exactly like ours, but credit was given for correct answers. You had to answer in **full** Northern Sotho sentences. For more clarity the English translation of the questions and answers will also be given here:

- (a) Mother and Selina go to the shops to buy what?  
 Answer: *Mme le Selina ba ya mabenkeleng go reka diaparo.* (1)  
 (Mother and Selina go to the shops to buy clothes.)
- (b) Where do they meet the friends of Selina?  
 Answer: *Ba gahlana le bagwera ba Selina pele ga resturante ya Wimpy.* (2)  
 (They meet Selina's friends in front of the Wimpy restaurant.)
- (c) Why do the shopkeeper and his employees sing a song for Selina?  
 Answer: *Rralebenkele le badirišani ba gagwe ba opelela Selina koša ka gobane ke letšatši la matswalo a gagwe.* (2)  
 (The shopkeeper and his employees sing a song for Selina because it is her birthday.)
- (d) Do the girls drink coffee?  
 Answer: *Aowa, basetsana ga ba nwe kofi.*  
 or: *Aowa, basetsana ba ja aesekherimi.* (2)  
 (No, the girls don't drink coffee; or: No, the girls eat ice-cream.)
- (e) Are there other guests in the restaurant? How do you know?  
 Answer: *Ee, go na le batho ba bangwe resturanteng. Re a se tseba ka gobane mme o kgopela bana gore ba itshware gabotse resturanteng le gore ba se tshwenye baeng ba bangwe.* (3)  
 (Yes, there are other people in the restaurant. We know this because mother asks the children to behave themselves in the restaurant and not to bother the other guests.)

/10/

### POTŠIŠO 5 / QUESTION 5

- (a) Paraphrase in good idiomatic English:

As is custom (as usual) the parents and the children go to church on a Sunday. The church is not far. They just go on foot. The other neighbours go on foot too. They hold their hymn books and bibles. Jone and Selina run ahead to meet up with their friends. When church is over, they go home at their leisure. (5)

- (b) Translation of passage into Northern Sotho:

Go fiša kudu. Bašemane ba raga kgwele ya maoto (bolo) ka serapaneng. Mme o apea dijo. O kgopela basetsana go dira kofi. Ba rata you thuša mme ka khitšhing. Ba hlatswa dibjana mme ba di bea godimo ga tafola. Tate o lebelela (bogela) thenisi thelebišeneng. (5)

/10/

## POTŠIŠO 6 / QUESTION 6

**Own** dialogue of about one page in length in **Northern Sotho** in ONE of the following settings.

*Ka serapaneng* (In the garden)

*Kerekeng* (At the church)

*Mabenkeleng* (At the shops)

Marking grid:

- Relevance: 3
- Grammar & spelling: 3
- Layout and neatness: 2
- Original ideas: 2

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

## 7 FEEDBACK: ASSIGNMENT 24 (TSWANA)

### POTSO 1 / QUESTION 1

- (a) The main purpose of folktales is to educate, entertain and instruct. Students must answer this question with reference to the folktale identified, *Mmutle le sediba sa diphologolo* in their own words. (3)
- (b) Amongst other parts of this folktale, characterisation, structure (introduction, audience's response line and conclusion) and presentation of the folktale, show that this is a real folktale. (2)
- (c) In *Bilo and Bilwane*, the folktale warns against murder, particularly that what you do in the dark will always come to the surface. (2)
- (d) Structural criteria of a praise poem:
- (i) Neeletsano (linking) lines 1 and 2
  - (ii) Poeletsomafoko, tumanosi 'a' mola 7 (verbal repetition vowel 'a' line 7)
  - (iii) Tlogelo mola 8 'kata' (ellipsis line 8 'kata') (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) E tlaare re re ke dipitse, re di bone ka mebala.
  - (ii) E mašwi ga e itsale, ya itsala e itsala moitsalo o maswe.

Answer: (i) Fa re tlaa re selo ke boammaaruri re tshwanetse go nna le bopaki.

(ii) Ga se gantsi motho a belega bana ba ba tshwanang le ene ka ditiro.

(2)

- (b) Naya tlhaloso tsa thamakwane nngwe le nngwe e e latelang:/ Give the meaning of each of the following riddles:
- (i) Mosese wa ga Mmakgothi marantha: dinaledi (stars)
  - (ii) Ntlo e tshweu e e se nang kgoro: lee (egg)
  - (iii) Mabodi maswaana mafologa ntsweung: kapoko, serame, letlhwa, sefako, pula (e.g. rain, etc.) (3)
- /5/**

### POTSO YA 3 / QUESTION 3

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

Any appropriate sentences:

- (a) Boswa jwa tau ke letlalo:  
**Answer:** Le fa tau sule letlalo la yona le na le boleng/ mosola.
- (b) Go di emaema o sa di itse:  
**Answer:** Go tsena dikgang tse di sa go lebanang / Go bua dilo tse o sa di itseng.
- (c) Dikgang ke tsa babedi wa boraro ke mpheane:  
Dikgang ke tsa ba babedi wa boraro ke mpheane: Mo leratong, dikgang ke tsa ba babedi, wa boraro ke mpheane.
- (d) Go tshwara tau ka mangana:  
**Answer:** Go kgathampana mo tirong/ Go dira ka thata.
- (e) Go ntshana se se mo inong:  
**Answer:** Go ntshana se se mo inong: Rre le tsala ya gagwe rre Moeng, ke ditsala tse di ntshanang 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 Selemo. Ke lo tlisetsa matsatsi a a fetang a Dikgakologo ka botelele le bothito. Dikgwedi tse ke iponatsang mo go lona ka tsona ke Ngwanaatsele gongwe Maboe, Sedimonthole gongwe Molomo, le Ferikgong gongwe Morula. Batswana ya re fa ba di boka ba re: Ngwanaatsele a maboa, Sedimonthole a morula, Ferikgong a mo loma.

- (a) Mo temaneng e e fa godimo, go buiwa ka ga eng?/  
What is the topic of discussion of the above paragraph?  
Answer: Selemo/Summer (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 items.  
Answer: Ke kgwedi ya Maboe, Molomo kgotsa Morula (3)
- (c) Setlha seno se farologana jang le dikgakologo? Neela dintlha tse pedi./  
How is this particular season distinguished from dikgakologo? Name two aspects.  
Answer: Ka boleele le bothito (2)
- (d) Naya phetolelo ya lengwe le lengwe la mafoko a a latelang:/  
Give the English or Afrikaans equivalents of each of the following words:
- (i) matsatsi: days
  - (ii) botelele: long/length
  - (iii) dikgwedi: months
  - (iv) thito: stem (4)

**/10/**

**POTSO 5 / QUESTION 5**

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

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.

Answer:

Bilwane angrily caught and killed the bird and ground it until it became lifeless. Thereafter he left. Along the way, the bird sang again. He caught it again and killed it once more. After a while he heard the bird singing again like before until he arrived at home. (5)

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

The king of the animals decided to call a meeting at which it was decided that because of hunger and famine, the animals should dig a dam together. Mr. Hare refused to take part in this endeavour saying he was not going to drink water from the dam. When famine caught up with them, the other animals discovered that Mr. Hare had been drinking water from the dam.

**Answer:** Kgosi ya diphologolo e ne ya bitsa pitso e mo go yona go neng ga tsewa tshwetso ya gore ka ntlha ya tlala le lenyora diphologolo di tshwantse go epa sediba mmogo. Mmutla ene o ne a gana go epa sediba a re ena ga a kitla a nwa metsi a sediba seo. E rile fa komelelo e goroga diphologolo tse dingwe tsa lemoga fa mmutla a ntse a nwa metsi a sediba seo.

(5)

**/10/**

**POTSO 6 / QUESTION 6**

Kwala tlhamo ya mela e e ka nnang lesome ka Setswana ka nngwe ya ditlhogo tse di latelang:/ Write an essay of about ten lines in Setswana about one of the following topics:

- (a) Selema / Summer  
(b) Ditsala tsa me / My friends  
(c) Moletlo / A celebration

**/10/**

Marking grid:

- Relevance: 3
- Fresh & original ideas: 2
- Grammar & spelling: 3
- Layout and neatness: 2

**PALOGOTLHE: [50]**

## 8 FEEDBACK: ASSIGNMENT 25 (SOUTHERN SOTHO)

### QUESTION 1 / POTSO 1

- (a) Folktales are narrated to entertain, educate and instruct both children and adults. From an early age children learn to relate to their natural and social environment through the spoken word. Through storytelling, social values are instilled and encouraged, while malpractices are condemned. In African culture storytelling has always been an important vehicle of cultural presentation. Though the stories 'happened' a long time ago and the setting is usually in an unreal world, they still have timeless messages and universal qualities. (5)
- (b) Praise poems have the social function of expressing a nation's deepest thoughts about matters of common interest. They generally embrace a people's philosophy of life and may also contain history, tell about a person's character, express criticism or protest. A praise poem is composed in honour of a specific person or persons. A ruler in a society will usually be likened to an animal or object for its admirable qualities or physical appearance, e.g. the lion, the crocodile, etc. (5)

**/10/**

### QUESTION 2 / POTSO 2

- (a) Riddles are meant for entertaining, a type of indoor game, commonly indulged in around the fire at night, particularly by the young members of a society. A riddle usually presents an obscure metaphor and challenges the intellectual skills of the listeners in answering it. E.g.

**Ha o le Morwa thjee, metsi o a nka kae?** (Being a Bushman as you are, where do you get water?)

**Answer: Lehapu** (Watermelon).

**Ema moo re bue!** (Wait there so that we can talk!)

**Answer: Monokotshwai** (Mulberry).

(2)

- (b) **Sehwete se tjhekwa ke pelo** (A carrot is dug out by the heart)

(i) The decision to marry depends on the person himself.

(1)

**Morena ha a tene moduopo** (The chief does not wear short drawers)

(i) The chief is never wrong.

(1)

(ii) Proverbs serve many functions, e.g. to express general truths, to warn, to advise or encourage to do good. They are mainly used to comment on a social situation where a human being interacts with another human being.

(1)

**/5/**

### QUESTION 3 / POTSO 3

Own sentences demonstrating the use of two different Sesotho idioms, e.g.

- Mosebetsi oo ntate a o etsang ha o fele ke bona hore o sua rapo la puleng.
- Mpho le Diketso ba ntshana se inong.

- Dipuo o nyalehile mme o ja monakaladi wa kebolelwa.
- Pule o ile a lla sa mmokotsane ha ntate a mo shapa.
- Ka mora hore dinku tsa ka di lahlehe ke ile ka aha serobe phiri e se e jele. /5/

**QUESTION 4 / POTSO 4**

- (a) Baruti ba ile ba kgahlanyetswa kgalong la boTau (Modderpoort) ke bana ba Moshoeshoe ba baholo. (4)
- (b) Dingaka di ne di ilo laola hore na baruti ba tla fihla hantle. (2)
- (c) Ha baruti ba fihle Lesotho, ba amohelwa ka thabo e kgolo, ka dipina le medumo ya dithunya. (2)
- (d) Hoba baruti ba fihle Lesotho ba ruta Basotho ho bala le ho ngola, mme ba bang ba sokoloha. (2)
- /10/**

**QUESTION 5 / POTSO 5**

- (a) Translation:  
Ke na le pere. Ke pere e putswa, e tshumo. Pere ena e nonne hobane ke a e hlokomela. Mariha e hlola setaleng. Ke e fepa hantle, mme mantsiboya ke e apese kobo/lekgonya. Pere ena ke e rata haholo, lebitso la yona ke Seputswa. (5)
- (b) Paraphrasing:  
The boy Senkatana was born in a cave. At the time of his birth he could already speak. He asked his mother where the people and the animals were. His mother told him that the people and the animals were all in the stomach of Kgodumodumo. The boy then took his weapons and killed Kgodumodumo. In this way, he saved the nation. (5)
- /10/**

**QUESTION 6 / POTSO YA 6**

An essay of about 10-15 lines in Sesotho on one of the following topics. Students should adhere to the given topics.

- (a) Moithuti sekolong
- (b) Mosebetsing
- (c) Kitjhineng /10/

Marking grid:

Relevance:	3
Fresh & original ideas:	2
Grammar & spelling:	3
Neatness & layout:	2

**KAKARETSO YA MATSHWAO/TOTAL: [50]**

## 9 FEEDBACK: ASSIGNMENT 26 (SWATI)

### UMBUTO 1 / QUESTION 1

- (a) Folktales in Siswati cover a variety of themes. Discuss this statement with reference to any Siswati folktale you know.

#### **Folktales cover themes on ...**

dangers of jealousy; greed; arrogance; unfaithfulness; cruelty; laziness; bravery; love; cooperation; kindness; obedience, etc.

(Students should discuss themes with reference to a folktale, i.e. the name of a folktale that has the particular theme that is identified). (5)

- (b) In what manner did riddles play an important role in the development of a Swati child? Give a suitable example of a riddle and its answer.

#### **Role of riddles in the development of a Swati child**

- entertainment
- combat boredom
- stimulate and sharpen the intellect of the young so that they would be able to listen carefully, and after careful analysis of a riddle, come up with a well thought-out answer
- enhance problem-solving skills
- encourage the youth to study their environment and their culture.
- Suitable example of a riddle and its answer. (5)

**/10/**

### UMBUZO 2 / QUESTION 2

Choose any five Siswati idioms you know and use them in your own sentences to show that you know how they are used.

Students may choose any five idioms they know and these should be used in sentences of their own. The sentences should illustrate the students' knowledge of the meaning of the idiom. **/5/**

#### **Examples:**

Similo uyakutsandza kutsatsa ngelutwane tintfo tingesito takhe.  
Lisela latsi uma libona imoto yemaphoyisa latsi tinyawo ngetfwale.  
Edzilini lakaMabuza sidle sashaya sentfwala sehluleka ngisho nekuhamba.

### UMBUTO 3 / QUESTION 3

In Siswati culture songs were composed for a variety of reasons. State some of the reasons why songs were composed.

#### **Reasons why songs were composed in Siswati culture**



Songs were composed to be used in work groups to encourage collaboration during manual labour, when asking for rain, in times of war, for weddings, for children and for other traditional ceremonies. Songs serve to encourage workers and combat tiredness. They increase the effectiveness of an action by setting a continuous pace. Songs can be purely for recreation and amusement. Children's songs may be used as lullabies, in children's games or to train them to develop certain skills. /5/

#### UMBUTO 4 / QUESTION 4

Read the following passage and then answer the questions that follow in Siswati.

Umnikati wemoto wavuma kutsi tingagibela. Yahamba-ke imoto, yaze yayofika lapho tatitokwehla khona. Tatsi uma tehla, imbongolo yakhokha imali yayo leyayifunwe ngumshayeli wemoto, yasuka yahamba. Wajabula umnikati wemoto ngalokwentiwe yimbongolo. Inja nayo yakhokha imali yayo kepha kwatfolakala kutsi imali yayo ihlangene, umnikati wemoto watsi kutawufuneka ilindze kuze itfole intjintji yayo. Imbuti yona yababatsa mphu mphu, yangatfoli lutfo. Yabona kutsi akekho longayisita, yatsi galu yephuka, yayongena ehlatsini.

- (a) Tingaki tilwane letagibela emotweni, tisho ngemagama ato? (4)
- (b) Yayentani imbuti uma itsi mphu mphu? (2)
- (c) Kuchazani kutsi galu yephuka? (2)
- (d) Yini leyajabulisa umnikati wemoto ngemuva kwekutsi tifique lapho betiya khona tilwane? (1)
- (e) Yini leyabangela inja kutsi ibe kulenkulu inkinga? (1)

#### Answers:

- (a) Tintsatfu
- (b) Yayifuna imali yekubhadala
- (c) Kusho kubaleka ngematubane
- (d) Kwaba kubona imbongolo ikhipha imali imbhadala kalula.
- (e) Ayitfolanga intjintji yayo kumshayeli wemoto lobesacansulwe yimbuti leyabaleka yangena ehlatsini.

/10/

#### UMBUTO 5 / QUESTION 5

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

Sento semshayeli sashiya inja itfukutsele nayo ngoba ingamange seyitfole intjintji yayo. Yabona kufanele kutsi igijimise imoto encenye umshayeli utakuma, itfole intjintji yayo. Yagijima inja, yagijima yaze yadzinwa. Kusuka ngalelo lilanga, itsi nayibona imoto inja, isuke ngelitubane iyilandzele ngelitsembe lekutsi itawutfole intjintji yayo.

#### Answer:

What was done by the driver offended the dog because it never got back its change. It then decided to chase the car with the hope that the driver would stop and give it its change. It ran after the car until it got tired. Since that day when a dog sees a car it chases after it with the hope that may be it will get its change.

(5)

(a) **Translate the following English passage into Siswati**

It is easier when the teacher knows that you are stuttering and that you often know the correct answer to the question asked. If the teacher approaches you while you are still stuttering, he/she usually passes to other learners. By the time he/she comes back to you, your stutter would be over, and you will then give him/her the correct answer.

**Answer:**

Kuba malula uma thishela ati kutsi ayangingita nekutsi uvamisa kuyati imphendvulo lebutiwe. Uma ngabe thishela eta kuwe kantsi usangingita uvamisa kwendlula kuwe aye kulabanye bafundzi. Ngesikhatsi sekabuya kuwe kungingita kwakho kutawube sekwengcile, utawube sewukhona kumnika imphendvulo lefanele.

(5)

**/10/**

**UMBUTO 6 / QUESTION 6**

Write an essay or dialogue in Siswati 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) Ngifuna kufundza Siswati ngoba ...
- (b) Kumnandi kuhlala eNingizimu Afrika (South Africa).
- (c) Inja yami.
- (d) Ekhaya ngeLisontfo.
- (e) Emsebentini.
- (f) Umndeni wami.
- (g) Kuyotsenga etitolo.
- (h) Ingcoco: Sibongile utjela dokotela kutsi akaphili, uphetfwe ngumkhuhlane.
- (i) Ingcoco: Themba ucoca nemngani wakhe Siphon gekufundza kwabo e-UNISA.
- (j) Ingcoco: Umtseli waphethroli egalaji ucoca nalotomtsenga phetroli.

**/10/**

Marking grid for essays and dialogues:

Relevance:	3
Fresh & original ideas:	2
Grammar & spelling:	3
Neatness & layout:	2

**TOTAL: [50]**

**10 FEEDBACK: ASSIGNMENT 27 (NDEBELE)**

**UMBUZO 1 / QUESTION 1**

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

Umnikazi wemodera wathi zingakhwela iinlwana. Yakhamba-ke imodera, yabe yayokufika lapha zazizokwehla khona. Zathi nazehlako, udumbana wabhadela imali yakhe eyayibizwe mtjhayeli wemodera, wasuka wakhamba. Wathaba khulu umninimodera ngesenzo sakadumbana. Inja nayo yabhadela imali yayo kodwana kwafunyaneka kobana imali leyo yabe ifasi. Umninimodera wathi inja kuzomele ilinde ukuze ifunyane itjhentjhi yayo. Imbuzi yona yaphumbuphumutha iinkhwama zayo, do imali. Imbuzi yabona kobana akekho umasiza, yathathela ngebelo yabe yayokungena ehlathini.

### **Imibuzo / Questions**

- (i) Inganekwana engehla ikhuluma ngeenlwana ezintathu. Ngiziphi iinlwana lezo?/ This folktale is a narration about three animals. Which are these animals? (1)
- (ii) Kungani umtjhayeli wemodera wathi iinlwana lezo zingakhwela?/ Why did the driver of the car say that these animals should get onto the car? (1)
- (i) Ungathi inganekwana engehla imumethe muphi ummongondaba? Kungani utjho njalo?/ What would you say is the theme of this folktale? Why do you say so? (2)

### **Iimpendulo/ Answers:**

(i) udumbana, inja nembuzi.

(ii) ngombana bezizobhadela

(iii) Ukungathembeki ngombana imbuzi azange ithembeke. Kwathi nayifanele ibhadele umtjhayeli yabaleka.

- (b) The role of the audience in isiNdebele story-telling

The role of the audience in isiNdebele story telling is important for example, interruptions by the audience assure the story teller that he/she still has their attention. The narrator would usually say: *Kwasukasukela...* The listeners are not supposed to be passive. They respond by saying: *Kwasukasukela*. Throughout the narration they laugh, join in singing if the tale has a short song which is repeated by a certain character in the tale. (4)

- (c) Two situations or occasions for which songs were composed in isiNdebele culture

Songs were composed to be used in work groups to encourage collaboration during manual labour, when asking for rain, in times of war, for weddings, for children and for other traditional ceremonies. Songs serve to encourage workers and combat tiredness. They increase the effectiveness of an action by setting a continuous pace. Songs can be purely for recreation and amusement. Children's songs may be used as lullabies, in children's games or to train them to develop certain skills. (2)

**/10/**

### **UMBUZO 2 / QUESTION 2**

- (a) Mention one of the purposes of using proverbs in isiNdebele culture and also give an example of an isiNdebele proverb to illustrate your answer.

Answer:

To express a general truth, for example: Inyawo anilapumulo (the toe has no nose) meaning that you must treat strangers with kindness because you never know where your feet might carry you one day. (2)

(b) What role do riddles play in the education of the youth? Which phrase is often used to introduce riddles in isiNdebele? Give one example of a simple riddle in isiNdebele together with its answer.

- They are a form of entertainment.
- They combat boredom
- They fulfil a very important social and moral function.
- Riddles sharpen the minds of the young.
- They help to increase the vocabulary
- They teach about the environment
- Introductory phrase of a riddle: *Funisela/Ngiyakurareja*

A suitable example of an isiNdebele riddle and its answer (only one):

**Short riddles:** e.g. Ngendlu yami engenamnyango.> liqanda  
Ngomuntu wami ogida agide bese uhlala ngemva komnyango.> mthanyelo.

**Long riddles:** e.g. Ngabantu bami abalalako ikosi yabo nayidlulako.> Butjani, buyabhece nyeka buye ngapho ummoya ubuphephethela ngakhona. (3)

### UMBUZO 3 / QUESTION 3

Meaningful isiNdebele sentences to demonstrate the appropriate use of five idioms. /5/

### UMBUZO 4 / QUESTION 4

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

Yathi kobana iyizwe indaba yokukhethwa kwemisila imbila, yacabanga ngendawo yayo eyabe iphezulu edwaleni. Indawo leyo yabe ifuthumele kamnandi. Imbila yaqunta ukungayi lapha kwabe kwabiwa khona imisila. Yakhamba yayokuhlala phezu kwedwala yathamela ilanga. Yathi isahlezi njalo, yarhuwelela iimfene ezabe zidlula ziyokukhetha imisila yathi; "Nami yeningiphathele umsila naniyokuthatha yenu ekosini, ibhubezi." Iimfene zaphendula zathi, "Kulungile," zathembisa zabe zadlula sezirhabele lapha zazibizelwe khona.

Kwathi ngemva kwesikhatjhana, zoke iinlwana zabe sezibuthene ngaphasi kwedwala, indawo eyabe ilikhaya lebhubezi. Isilwana ngasinye kwabe kumele sizikhethele umsila. Lokho kwabe kuhlelelwe kobana kukhambe kuhle. Njengombana ibhubezi labe selikhulile begodu lingasaboni, layihlanganisa imisila.

- (a) Ngiyiphi indaba ekucocwa ngayo kilesisiqetjhana?/ Which matter is being discussed in this passage? (1)
- (b) Yayicabanga ngani imbila lokha nabe kucocwa ngendaba leyo?/ What was the rock-rabbit thinking about when this matter was discussed? (1)
- (c) Imbila yabe ihlala kuphi begodu yabe injani indawo leyo?/ Where was the rock-rabbit's place and what was it like? (2)

- (d) Yaqunta ukwenzani imbila?/ What did the rock-rabbit decide on? (1)
- (e) Ngisiphi isilwana esabe siyikosi yazo zoke iinlwana?/ Which animal was the king of the animals? (1)
- (f) Kwenziwa yini kobana ibhubesi lihlanganise imisila?/ What made the lion to mix the tails up? (2)
- (g) Yini eyathenjiswa ziimfene?/ What did the apes promise? (2)
- /10/**

### limpendulo/ Answers

- a) Indaba yokobana iinlwana zaziyozikhetha imisila / Animals were going to choose tails for themselves
- b) Yabe icabanga ngendawo yayo eyabe iphezulu edwaleni./ About its place that was on the rock.
- c) Yabe ihlala phezulu edwaleni. Indawo leyo yabe ifuthumele kamnandi / Up on the rock and the place was nicely warm.
- d) Yaqunta ukungayi lapha kwabe kwabiwa khona imisila./ It decided not to go where the tails were being taken.
- e) Libhubezi / lion
- f) Ngombana labe sele likhulile begodu lingasaboni / Because it was old and could not see well anymore.
- g) Zathembisa bona zizokuphathela imbila umsila / They promised to bring a tail for the rockrabbit.
- /10/**

### UMBUZO 5 / QUESTION 5

- (a) Paraphrase of isiNdebele passage in English.

USibusiso wabe akuthanda ukukhamba nogogo baye eentolo. Ugogwakhe bekangakuthandi ukweqa emarobodini ngombana bekangasakwazi ukukhambisa lokha irobodi lihlaza satjani ngebanga lokuphathwa madolo. Besele aluphele ugogo wakaSibusiso. Iimodera ebezikhamba ngebelo eliphezulu nazo wabe angazithandi ngombana bekubonakala kwangathi zabe zitjhayelwa babantu beenhloko ezingathathiko.

#### Answer:

Sibusiso used to go together with his grandmother to the shops. His grandmother disliked to cross at the traffic lights because she could no longer walk fast across when the traffic lights are green due to knee cramps. Sibuso's grandmother was old. She did not like speeding cars because it looked as if they were driven by mad people.

(5)

- (b) Translation of passage into isiNdebele.

There was a woman who had two children. These children were a boy and a girl, Zenzile and Zenziwe. After some time their mother died, and their father married another wife. This new wife

hated Zenzile very much because he was a clever boy. This wife made the father of the children to hate Zenzile. One day they made a plot to kill him.

**Answer:**

Bekunomfazi obegade anabantwana ababili. Abantwana laba gade kumsana nomntazana. Amabizwabo kunguZenzile noZenziwe. Ngemva kwesikhathi esithileko unina wahlongakala, yeke uyise wathatha omunye umfazi. Umfazi omutjha lo begade ahloye uZenzile khulu ngombana begade amsana ohlakaniphileko. Umfazi lo wabangela bona uyise labantwana lo ahloye uZenzile. Ngelinye ilanga baluka amano wokumbulala.

(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** ozozikhethela 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) Ngithanda ukufunda isiNdebele ngombana ...
- (b) Kumnandi ukuhlala eSewula Afrika (South Africa)
- (c) Inja yami
- (d) Ekhaya ngeSondo
- (e) Emsebenzini
- (f) Umndeni wakwethu
- (g) Ukuyokuthenga eentolo
- (h) Ikulumiswano: UGugu utjela udorhoderu kobana uyagula utshwenywa mgomani.
- (i) Ikulumiswano: UThemba ucoca nomngani wakhe uMsongelwa ngokufunda kwabo e-UNISA.
- (j) Ikulumiswano: Umtheli wepetroli egaratjhi ucoca nomthengi wepetroli.

**/10/**

**TOTAL: [50]**

Marking grid:

Relevance:	3
Fresh & original ideas:	2
Grammar & spelling:	3
Neatness & layout:	2

## 11 FEEDBACK: ASSIGNMENT 28 (VENDA)

### MBUDZISO 1 / QUESTION 1

- (a) Kha vha vhale tshikhodo tshi re afha fhasi vha senguluse mulaedza watsho nga Tshiisimane./  
Read the praise poem below and analyse the message in English.

Phiriphiri Tshivhase is praising himself for being tough with his opponents. He likens himself with pepper. He destroys his opponents' homesteads while his remains untouched. (5)

- (b) Give at least three functions of the game of propounding riddles in Tshivenda culture.

- They are a form of entertainment.
- They combat boredom
- They fulfil a very important social and moral function.
- Riddles sharpen the minds of the young.
- They help to increase the vocabulary
- They teach about the environment

(3)

- (c) Discuss the role of the audience during the narration of a folktale in an African society.

- The audience is not supposed to passively listen in silence up to the end of a storyteller's tale, before applauding.
- During story-telling the audience is expected to interrupt the narrator in a choir-like fashion. Throughout the narration they laugh, join in singing if the tale has a short song which is repeated by a certain character in the tale.
- The interruptions are not a sign of disrespect, but rather of politeness in that through it the audience assures the storyteller that he/she still has their attention.
- If they cease to respond, the narrator will not continue with his/her story.

(2)

/10/

### MBUDZISO 2 / QUESTION 2

Kha vha nee phindulo dza mirero i tevhelaho nga Tshiisimane:/  
Provide the meanings of the following proverbs in English:

- (a) Ntsa ya ja muṅawa a i humi.
- (b) A hu aluwi muthu, hu aluwa mbilu.
- (c) Vhana vha muthu vha kovhana ṭhoho ya nzie.
- (d) Ṭhoho tshena i laya ṭhoho ntswu.
- (e) A ri dzheni nari ri si na mmbwa.

#### Answers:

- (a) **Ntsa ya ja muṅawa a i humi.**  
(If a duiker can eat a bean plant, it will always go back for it)  
It is difficult for a person to abandon his or her habit.
- (b) **A hu aluwi muthu, hu aluwa mbilu.**  
(It is not a person that grows up, but his or her mind)

A young person may be more intelligent than an old person.

- (c) **Vhana vha muthu vha kovhana t̄hoho ya nzie.**  
(The children of a person share even the head of a locust)  
A person should share with others.
- (d) **T̄hoho tshena i laya t̄hoho ntswu/ T̄hoho ntswu i laya t̄hoho tshena.**  
(One with black head can admonish one with white head)  
A young person can give advice to an old person.
- (e) **A ri dzheni n̄ari ri si na mmbwa.**  
(We do not attack a buffalo without dogs)  
For a big undertaking one requires helpers.

/5/

### MBUDZISO 3 / QUESTION 3

- (a) Kha vha t̄alutshedze phambano vhukati ha mirero na maidioma./  
Explain the differences between proverbs and idioms.

Proverbs express general truths, comment on social situations and serve a didactic function. They should be used as they are and are rigid, unlike idioms which are more flexible in their structure. Idioms, on the other hand, are colourful ways of expressing things and may be used as euphemisms. They can be changed as required by the sentence (e.g. the tense and mood). (2)

- (b) Kha vha n̄wale zwine mafhungo a re afha fhasi a amba nga Tshiisimane:/  
Write down the English equivalents in meaning of the following idiomatic expressions:
- (i) Madekwe vhana vho lalela luvhondo.  
(ii) Sedzani o litsha tshikolo ngauri u muvhilini.  
(iii) Muthu u fanela u dzwinga dza khwaṭha uri a wane zwavhuḍi.

#### Answers:

- (i) Yesterday children slept having not eaten.  
(ii) Sedzani left school because she is pregnant.  
(iii) Pull-up your socks/ you have to work hard for good things.

(3)

/5/

### MBUDZISO 4 / QUESTION 4

Kha vha vhale lungano lu tevhelaho vha kone u fhindula mbudziso nga Tshivenda:/  
Read the tale below and answer the questions that follow in full Tshivenda sentences:

#### Sankambe na Mapfene

Salungano! Salungano!



Sankambe tsho ri u vhona uri mapfene a a tshi vhenga, tsha mbo di delwa nga muhumbulo wa u pfisa vhuṭungu. Ndi afha tshi tshi vhamba maano. Linwe duvha ndi afha tshi tshi tangana na mapfene, tsha mbo di a fhura. Tsho humbela mapfene uri a tuwe natsho u ya u rafha notshi. Musi tshi tshi swika afho nao, ha wanala uri hu na tombo lihulu le la vha li tshi fanela u bviswa uri zwi kone u swika hu re na notshi. Sankambe tsha mbo di ri mapfene a tike tombo ilo. Tshone tsha dzhena ngomu tsha rafha notshi. Tshi tshi fhedza tsha bva nga inwe ndila tsha tuwa. Mapfene a sala o tika tombo a tshi di ri Sankambe tshi khou vhuya. Mapfene o tika a vhuya a neta a welwa nga lila tombo. Mañwe a vhulawa nga tombo ilo ngeno mañwe o fhedza e zwihole.

Nga murahu Sankambe tsha tangana na ala mapfene a zwihole tsha a sea vhutsilu hao. One a pfa o vhasala nga maanda. Fhedzi a wana hu si na tsho a vha a tshi nga ita vhunga o vha a sa koni u pandamedza Sankambe.

Ha mbo vha u fa ha lungano.

- (a) Mention the main characters in the tale. (2)
- (b) Why did Sankambe decide to inflict pain on the baboons? (1)
- (c) How did Sankambe inflict pain on the baboons? (1)
- (d) Why did the baboons fail to punish Sankambe for what he did to them? (2)
- (e) Describe the milieu of the story. (2)
- (f) Write down the English equivalents of the following words:
  - (i) tombo
  - (ii) zwihole (2)

**Answers:**

- (a) Vhaanewa vhahulwane ndi Sankambe na mapfene. (2)
- (b) Sankambe tsho vhona uri mapfene a a tshi vhenga. (1)
- (c) Sankambe tsho a tikisa tombo lihulu tshone tsha tuwa. (1)
- (d) Mapfene o kundwa u pfisa Sankambe vhuṭungu ngauri o vha e zwihole. (2)
- (e) Nganetshelo i bvelela dakani. (2)
- (f)
 

(i)	tombo	-	stone	
(ii)	zwihole	-	disabled persons, cripples	(2)

**/10/**

**MBUDZISO 5 / QUESTION 5**

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

Paraphrase the following in English:

Musandiwa ndi muthu ane a khou lila u vha na laisentsi ya u tshimbidza golo. Izwi zwi khou itiswa ngauri o wana mushumo kha linwe la mamaga afha doroboni ya Johannesburg. Kha mushumo uyu u fanela u ita a tshi hwala thundu dziñwe a tshi dzi isa hune dza todea hone. Musandiwa u ya kha vhañwe muhulwane vhane vha tshimbidza tshikolo tsha u gudisa u tshimbidza golo. U swika afho o mbo di vha vhudza nga zwine a khou lila u wana. Avha muhulwane vhone vho mu talutshedza uri a zwi nga mu kondeli u wana laisentsi iyo. Fhedzi-ha u fanela u thoma u wana laisentsi ya u guda. Ndi afha vha tshi mu vhudza uri u fanela u bvisa R200-00 ya u vhetsholedza duvha la u nwala mulingo wa laisentsi iyo.

**Answer:**

Musandiwa intends to apply for a driver's license. It is because she was employed as a truck driver in one of the factories in Johannesburg town. At this job, she has to transport some of the goods. She approaches the owner of a driving school. She told him what she want. This owner told her that it is not a big issue. However, she has to get the learners driver first. Then he told her that she has to pay R200.00 for the bookings of learner's driving license test. (5)

(b) Translation into Tshivenda:

The home-made beer was intoxicating. Maemu, who was responsible for drawing and distributing the beer, was good at her job. On the groom's part drinking never ceased. The young men were now under the influence of alcohol, and the girls, too, were affected. Masuwa was by now carelessly talking about town life. Tshibalo interrupted him by boasting about the train and his services at the orange farm. He left unceremoniously, however, after he had started singing a song of which the girls scornfully disapproved (Madima 1998:12).

**Answer:**

Mahafhe o vha a tshi khou kamba vhukuma. Maemu, we a vha a ene ane a khou kela na u nkedza halwa, o vha a tshi khou zwi kona vhukuma. Ngei siani la mukwasha halwa ho vha hu sa fheli. Vhathangga vho vha vho no kambiwa, na vhasidzana vho, vho no kambiwa. Musuwa o vha a tshi vho sokou amba amba nga ha vhutshilo ha doroboni. Tshibalo a mu kanganyedza nge a thoma u dihudza musi a tshi amba nga ha tshidimela na kushumele kwawe bulasini ya maswiri. O do tuwa a songo takala, nga murahu, ha musi o sima luimbo vhasidzana vha si lu bvumele. (5)

**/10/**

**MBUDZISO 6 / QUESTION 6**

Kha vha nwalele khonani yavho luwalo vha tshi mu divhadza nga ha goloi yavho ntswa ye vha renga./

Write a letter to your friend in Tshivenda informing him/her about the new car you have just bought.

**OR:**

Kha vha nwale nyambedzano ya murengi na murengisi ngomu vhengeleni ine vhulapfu hayo ha si vhe fhasi ha siafari lithihi./

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

**/10/**

Marking grid:

Relevance:	3
Fresh & original ideas:	2
Grammar & spelling:	3
Neatness & layout:	2

**TSHANGANYELO: [50]**

## 12 FEEDBACK: ASSIGNMENT 29 (TSONGA)

### XIVUTISO XA 1 / QUESTION 1 (FOLKTALES/MITSHEKETO)

- (a) Marito ya “**Pthu...choyoyo xa mina i timanga**” ma ni nhlamuselo yo karhi eka Ntshheketo wa Xitsonga. Kombeta swiphemu swinharhu leswi vumbeke xivulwa xa “**Pthu...choyoyo xa mina i timanga**”./

The words “**Pthu...choyoyo xa mina i timanga**” have a certain meaning in a Xitsonga folktale. Indicate the three parts that make up the phrase “**Pthu...choyoyo xa mina i timanga**”.

**Answer:**

Pthu...

Choyoyo

(3)

- (b) Hlamusela leswi xiphemu xin'wana na xin'wana lexi u xi kombeteke eka (a) laha henhla xi vulaka swona./

Give the meaning of each of the three parts you have indicated in (a).

**Answer:**

“**Pthu! choyoyo ...**” : *Pthu!* mugaringeti u tshwutela marhi ehansi, a lahela, kutani na vayingiseri va endla tano. “**Choyoyo ...**” hileswaku rihlampfu se ri chuvekiwile, ri pfala ntshheketo ni muti leswaku swivandzana swi nga ngheni/ kumbe ri encenyeta mpfumawulo wa xisa loko ku timiwa ndzilo lowu a va orha wona loko ku tsheketiwa.

(3)

- (c) Boxa marito man'wana na man'wana lama nga tirhisiwaka ku sungula ntshheketo wa Xitsonga./ Mention any introductory phrase that can be used for a Xitsonga folktale.

**Answer:**

Words that open a folktale in Xitsonga:

Opening words: *Garingani - wa – garingani:*

*-Garingani!*

*Garingani - wa – garingani:*

*-Garingani!*

(1)

- (d) Hamusela ntirho wa vayingiseri/vahlaleri loko ku ri karhi ku tsheketiwa mitsheketo./ Explain the role of the audience during the narration of folktales.

- The audience is not supposed to passively listen in silence up to the end of a storyteller's tale, before applauding.
- During story-telling the audience is expected to interrupt the narrator in a choir-like fashion. Throughout the narration they laugh, join in singing if the tale has a short song which is repeated by a certain character in the tale.
- The interruptions are not a sign of disrespect, but rather of politeness in that through it the audience assures the storyteller that he/she still has their attention.
- If they cease to respond, the narrator will not continue with his/her story.

(3)

/10/

## XIVUTISO XA 2 / QUESTION 2

### RIDDLES/SWITEKATEKISANA

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

A riddle is a question that should be answered, but it may not necessarily be in the form of a question. It may be a simple statement and the hearer has to find out what is being referred to/

Xitekatekisani i ntlangu wo bvumba lowu eka wona ku vutisiwaka xivutiso lexi lavaka nhlamulo yo karhi. Xi nga va xitatimende xo olova naswona myingiseri u fanele ku kuma leswi ku kongomisiweke eka swona. (1)

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

The right time is the evening. (A myth exists that if you pose riddles during daytime, you might become an imbecile or grow horns)

Nimadyambu loko ku xuxiwa. (1)

- (c) Xikongomelo xo tekatekisana hi xihhi?/ What is the purpose of riddling?/

Any **one** of the following:

- Riddles are a form of entertainment and combat boredom
- Riddles fulfil a very important social and moral function.
- Riddles play a very significant educational role, as they are meant to stimulate and sharpen the intellect of the young so that they would be able to listen carefully, and after careful analysis of a riddle, come up with a well thought out answer.
- Riddles also encourage the youth to study their environment and culture./
- Swi pfuna ku lota miehleketo ni ku byala moya wa vuxiyaxiya.
- Switekatekisani i ndlela yo hungasa no herisa xivundza.
- Switekatekisani swi na ntirho wa nkoka swinene eka ku aka xinghana/vuxaka no antswisa mahanyelo.
- Switekatekisani swi na ntirho wa nkoka eka ku dyondzisa, tanihileswi swi nga endleriwa ku tlhonthlha no lota vutlhari/miehleketo ya vana leswaku va ta kota ku yingisa hi vukheta, no va endzhaku ko xopaxopa kahle xitekatekisani, va ta na tinhlamulo leti nga ehleketisiwa kahle.
- Switekatekisani swi tlhela swi khutaza vantshwa ku xiyaxiya no dyondza mbangu na ndhavuko wa vona. (1)

### PROVERBS/SWIVURISO

- (a) Nyika nhlamuselo ya swivuriso leswi: / Give the meanings of these proverbs:

- (i) Nkwahle xi hlola nyama.  
(ii) Mhunti va yi ba ya ha ri ni mahika.

**Answers:**

- (a) Loko u dlaya nkwahle eku sunguleni, u ta kateka eku hloteni, hikuva u ta dlaya timhunti.
- (b) Mhaka yi lulamisiwa ya ha ku endleka.

(2)  
/5/

### XIVUTISO XA 3 / QUESTION 3

Tirhisa swivulavulelo leswi landzelaka eswivulweni ku humelerisa tinhlamuselo ta swona:/

Use the following idioms in sentences to show that you know their meanings:

- (a) Ku ba mhaka hi makatla.  
 (b) Ku bayiza.  
 (c) Ku jikajika.  
 (d) Ku khoma mhaka.  
 (e) Ku tiba xikandza.

#### Answer:

The students will construct sentences which will reveal these meanings:

- (a) Masenyani ndzi n'wi byerile leswaku ku na vuvabyi masiku lawa o swi ba hi makatla swi nga leswi wa vabya.
- (b) Magezi wa bayiza swi n'wi hoxe ekhombiyeni.
- (c) Va n'wi vutisile kambe yena o jikajika a nga boxi mhaka.
- (d) Tsatsawani u ta vuya hi nkarhi hi ku ndza swi tiva leswaku mhaka wa yi khoma.
- (e) Leswi a hlwerile a nga ha hlambanga u lo tiba xikandza.

/5/

### XIVUTISO XA 4 / QUESTION 4

Hlaya xitlhokovetselo lexi landzelaka hi vuxokoxoko, kutani u hlamula swivutiso ehansi ka xona:/  
 Read the following poem and then answer the questions below:

Ku tsakisa mbilu ya munhu a swi olovi.  
 Ku pfumala vutivi swa tika:  
 Ndzi kumile xinyokana lexi titivaleke,  
 Xi twa mafidzula ya ridada,  
 Ndzi twa ndzi xi twela,  
 Ndzi tityela ku xixima ntumbuluko.

Ndzi xi tekile hi tintswalo,  
 Ndzi xi yisa emutini wa mina.  
 Ndzi xi chelela mati,  
 Ndzi xi ongola xi ko xi hola.  
 Ndzi xi endla n'wana wa mina.

- (a) Xana ku tsakisa mbilu swi vula yini?/  
 What does "ku tsakisa mbilu" mean?
- (b) Boxa swiendlo swa ntlhanu swa nkoka leswi mutsari a swi endleke./

(1)

Mention five important actions of the author. (5)

- (c) Hi swihi swiendlo swa mune leswi kombaka tintswalo bya mutsari?/  
Which four actions indicate the author's kindness? (4)

**Answers:**

- (a) Ku va ni ku rhula ka mbilu/emoyeni.
- (b) U tekile xinyokana, a famba na xona emutini wa yena, a xi chelela mati, a xi ongola xi ko xi hola, a xi endla n'wana wa yena
- (c) U fambile na xinyokana emutini wa yena, a xi chelela mati, a xi ongola xi ko xi hola, a xi endla n'wana wa yena

**/10/**

**XIVUTISO XA 5 / QUESTION 5**

- (a) Hundzuluxa ndzimana leyi landzelaka ku suka eka Xitsonga yi va hi Xinghezi:/  
Paraphrase the following Xitsonga passage in English:

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.

**Answer:**

Advertising in business is very important. When your business start operating, you will have to treat customers well to keep them. All tourism companies from guesthouses to big hotels, they uses different strategies to sell their brand to people.

**Marking grid:**

Structure/ Xivumbeko: 1  
Content/ Vundzeni: 3  
Language/Ririmi: 1

(5)

- (b) Hundzula xitori lexi xi va hi Xitsonga:/  
Translate the following passage into Xitsonga:

The parents and the children go to church on Sunday. The church is not far. They go on foot. They carry their Bibles. John and Mary run to the front to meet up with their friends. At the church they greet each other. They are glad to see each other again. The bell rings at 10 o'clock. It lets the people know that the church (service) is starting. They praise God with a song.

**Answer:**

Vatswari na vana va ya ekerekeni hi Sonto. Kereke a yi le kule. Va famba hi milenge. Va khoma Tibibele ta vona. Yohana na Mariya va tsutsumela emahlweni ku hlangana na vanghana va vona. Ekerekeni va xewetana. Va tsaka ku tlhela va vonana nakambe. Nsimbhi ya rila hi awara ya khume. Yi tivisa vanhu leswaku kereke ya sungula. Va dzunisa Xikwembu hi risimu.

Marking grid:

Structure/ Xivumbeko: 1

Content/ Vundzeni: 3

Language/Ririmi: 1

(5)

**/10/**

### **XIVUTISO XA 6 / QUESTION 6**

Tsala xitsalwana xa kwalomu ka 20 wa mitila hi yin'we ya tihlokomhaka leti hi Xitsonga:/ Write an essay of about 20 lines in Xitsonga on one of the following topics:

- (a) Ka titimela hi xixika./ It is cold in winter.
- (b) Ekaya hi Mugqivela./ At home on a Saturday.
- (c) Nkoka wo tiva tindzimi tin'wana handle ka ririmi ra manana./ The value of knowing other languages besides your mother tongue.

**/10/**

Marking grid:

Structure/ Xivumbeko: 2

Content/ Vundzeni: 5

Language/ Ririmi: 3

**TIMARAKA HINKWATO: [50]**

Your AFL1504 lecturers