

# Tutorial Letter 202/1/2018

## Literature and society: A perspective on African Languages

Semester 1

Department of African Languages

**IMPORTANT INFORMATION:**

This tutorial letter contains important information  
about this module

## ENGLISH

### Assignment 20

#### Question 1

- (a) **Lullabies** are used to lull the babies to sleep. They are soothing to babies. They teach the young ones the culture of that nation. Lullabies contain soothing words that cause children to lull to sleep. Unfortunately, the then writers did not develop African lullabies. Our African children to date, they are still crying and need nurse girls/mothers to soothe them. Even in the crèches, workers still sing those songs so soothe the babies. (Students to give their own opinions, this is just a guide.) (5)

Praise poems are rendered in cultural functions. Clan members identify themselves by using a praise poem. Praise poems carry the pride of that surname. Praise poems are rendered orally. The kings, chiefs and other prominent people are having praises that talk on behalf of them. Praise poems mentioned openly the good acts and the weaknesses of the praise person. Praise singer renders praise poems orally. For instance, before President Zuma can deliver his SONA speech, normally a praise singer introduces him. (Students can give their own example.) (5)

- (b) **Folktales** they are educational. Some contain the history of the nation. They teach the listeners about creation, for instance how death came about. They teach the young ones to sharpen the skill of listening and that of narration. Children learn to order events and to critically. Through listening to folktales, children learn more about animals, different trees and by so doing, they increase their vocabulary. (5)

**Folksongs** are educational, they discourage bad activities, they warn and entertain. The **riddles** are mind challenging activities, they increase the vocabulary, they teach the listeners about the environment. The **proverbs**, are educational, they warn, they assist in enrich the language. (And other facts that could be written by the students.) (5)

- (c) -A totem is attached to the surname of a particular clan name. For an example, the Mabhena people are associated with *iMbhuduma*. The Msiza's are associated with a certain type of a cow, *ikomo yetlhaba*. (In this question, students are expected to do some research on totems and praise poems.) (5)

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**Question 2**

- (a) A plot refers to the changing events in a story and the principles which knit it together. The plot is a selection of events in time. A true plot has a causality, the beginning, a suspense and it provides the novel with the structure and organization. (3)
- (b) Three stages of a plot is the **beginning, the middle** (the body) and **the end**. Three stages of a plot in a novel that you have read in your indigenous language. Students are expected to write the title and the author of the novel that is known and that is published. The publisher and the year. The student should analyze that novel under:

-introduction: Who are the main character/s and what is the problem. The setting should also be indicated, that is time, place, culture of the people.

-body: elements such as the cause of conflict should be discussed in the body. Rise in action, crisis and climax need also to be discussed but also supported by relevant examples.

*(Students who will be awarded more marks are the ones that have refer their discussions to the novel.)*

(22)  
**/25/**

**Question 3**

- (a) The content: The poem is about the infection of HIV/AIDS. The poet is having hope about the disease. The poet is infected about the disease; he hopes to conquer the infection and stigma. He said he will address the nation about the disease without fear and he will unite his family, the weak and the strong. The poet will defeat the HIV/AIDS, he will rise and defeat fear and anger. The poet is positive about having being infected by the disease. (This is only a guide, students to use their own language to come up with the content of the poem.) (10)
- (b) Sadness because the poet is sick, he is affected by the deadly disease. (3)
- (c) Hope or courage. Although the poem is affected but he is positive that he will conquer. (3)
- (d) The poem is having stanzas. There are seven stanzas. Each stanza is not having equal number of lines/ sentences. Stanza one is having repetition the whole word Higher is repeated in line 2. Some stanzas have 3 sentences some have four sentences. There is a refrain/ a line that is regularly repeated. **When I rise**. There is initial linking, stanza 2 line 1-2 using **The**. The students can identify the cross linking, the initial rhyme and give examples found in the poem.) (8)
- (e) There is no cure currently except the positive mind. (1)

**(25)**

#### Question 4

- (a) Concept books (1) help the children to name, identify and to understand the meaning of some basic and necessary words or terminology. (3) Alphabet books (1) stimulate vocabulary development. (1) They also help to teach the young ones to identify both the letters and their sounds. (1) Counting books (1) teach young learners how to count from one to higher numbers. (1) Toy books (1) introduce children to early reading. (1) Toy books stimulate the language and provide a happy experience with book. (2) Wordless picture books (1) give every child an opportunity to interpret actions (1) and events happening in the story as they will be understood by the child. (1) Illustrations also develop sensitivity to the art and beauty. (1)
- (b) Adult literature is intense with intense vocabulary. (1) There is detail historical background. (1) Themes can touch on serious issues like deaths/diseases or wars. (1) Children literature is primarily concerned with the interest of children. (1) Children's literature is shaped to address children's needs (1) and it is on the children's level of understanding. (1) (Other facts that are relevant will be credited.) (6)
- (c) No. all children's book that are on the shelves, are translation from English/Afrikaans and the culture of black people is not taken into consideration. Publishing houses and the Department of education are just making money without consulting the speakers of different languages. (Students can support their answers differently as long as the fact is sound it can be credited.) (6)
- (d) Characters that are loved by children are **hare**, the **lion**, **spiderman**, the **bee** (Any other character that will be mentioned by the students that is relevant.) (3)

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**TOTAL: /100/**

## ISIZULU

### UMBUZO 1

#### KAWUMBIWA NDAWONYE: P.B. Vilakazi

- (a) **Umbhali ukwazile ukukhetha isihloko** somdlalo wakhe. Isihloko somdlalo sithi “Kawumbiwa Ndawonye”. Njengoba uSigodlo nenyanga yakhe uGegedla bebhakene noThulebona nenyanga yakhe, siyathola ngempela ukuthi umuthi kawumbiwa ndawonye ngoba ekugcineni owenyanga kaSigodlo uyehluleka uhlulwa owenyanga kaThulebona uMagoda owayeyinyanga kayise. Bagadlana ngemithi kusetshenziswa nezinyanga ngoba kubangwa isikhundla sobukhosi uSigodlo ayibamba labo okumele engabe usinika uThulebona ngokuthula kodwa uncamela ukuthi afe. (Umfundi angathi ukwenaba)

Isakhiwo sihlezi sikhona kumdlalo obhaleke kahle. Kukhona isakhiwo sangaphandle (sibona izinkundla nezigcawu) nesangaphakathi. Kwesangaphandle kungaba khona inkundla yokuqala bese iba nezigcawu ezintathu (esokuqala, esesibili nesesithathu). Uma isaqhubeka bese kuba nenkundla yesibili nayo enezigcawu zayo. Qaphela, awukho umthetho othi ngaso sonke isikhathi izinkundla nezigcawu zomdlalo kufanele zibe ngaki. Kuya ngombhali ukuthi yena ufuna umdlalo wakhe ube mude kangakanani. Njengesibonelo, omunye umdlalo ungaba nenkundla eyodwa vo mhlawumbe ibe nezigcawu ezimbili; kanti enye ingaba nezinkundla ezingaphezu kwalokho mhlawumbe ezintathu.

(Umdlalo ofundwe nonyaka umi kanje ngokwezinkundla nezigcawu: Inkundla yokuqala inezigcawu eziyisikhombisa, inkundla yesibili inezigcawu eziyisishagalolunye bese kuthi inkundla yesithathu ibe nezigcawu ezinhlanu). [Umfundi akachaze ngobudlelwano obukhona phakathi kwesihloko nesakhiwo.] (10)

- (b) uZamokwakhe Mkhize enovelini yakhe ethi KUXABENE UBENDLE ukwazile ukusivezela umlingiswa omkhulu nenkinga abhekene nayo. Umlingiswa omkhulu uThulebona bese kuthi inking abhekane nayo eyokuthi ubabomncane wakhe obeyibambabukhosi akasafuni nobukhosi bakhe.

**UThulebona** indodana yeNkosi eyakhothama okumele ithathe ubukhosi bukayise kubabomncane wakhe oaba yibambabukhosi uSigodlo. (Yithi ukuchaza mfundi).

**USigodlo** iNkosi yaseMatholeni, ubabomncane kaThulebona oyibambabukhosi emva kokudlula kukababa kaThulebona. (Yithi ukuchaza mfundi) (8)

- (c) Umlingiswa omkhulu uThulebona. (Yithi ukuchaza mfundi).

(7)  
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**UMBUZO 2****KUXABENE UBENDLE: ZAMOKWAKHE MKHIZE**

- (a) Umbhali uwubhale ngendlela egculisayo umdlalo wakhe mayelana nokukhula kodweshu emdlalweni usuwonke.

Umbhali usebenzise **abalingiswa** uMfundisi uSokhela kanye noMazibuko ababanga isikhundla esontweni ukwethula umyalezo wakhe wesimo esidabukisayo. UMfundisi uSokhela netulo elakhiwa uMazibuko nomkakhe uMazikode ukuze bamketule esikhundleni sakhe sobufundisi sithathwe uMazibuko. UMfundisi Sokhela uvezwe nomlingiswa okufanele ukuba umfundisi ngoba uvezwa engagudluki ebukholweni noma eseze waboshelwa icala angalenzanga, uyaqhubeka nokuthembela kuMvelingqangi. UMazibuko uvezwa njengomuntu othanda izikhundla, ononya, ozifelayo ngezinkamba zikaFaro nongenasi-milo, (Ungacacisa kabanzi lokhu mfundi). (Ungacacisa kabanzi NGODWESHU mfundi). **/25/**

**UMBUZO 3****IZINKONDLO ZESIMANJE**

- (a) Impendulo efanele iklonyelisiwe. (8)
- (b) Impendulo efanele iklonyelisiwe. (5)
- (c) Impendulo efanele iklonyelisiwe. (2)
- (d) Impendulo efanele iklonyelisiwe. (6)
- (i) Impendulo efanele iklonyelisiwe.
- (ii) Impendulo efanele iklonyelisiwe.
- (iii) Impendulo efanele iklonyelisiwe. (4)

**/25/****UMBUZO 4****IMIBHALO YABANTWANA**

- (a) Impendulo efanele iklonyelisiwe. (5)
- (b) **Imibhalo yabantwana** isebenzisa ulimi olufanele izingane, inezithombe, abantwana bafundelwa abantu abadala, zehlukaniswa ngokweminyaka yabantwana. Lezi zincwadi zimayelana nezinto ezizungeze izingane futhi zinezithombe. **Imibhalo yabantwana** imayelana nezinto ezizungeze izingane futhi zinezithombe. **Imibhalo yabantu abadala** zinde, isibonelo, inoveli, izindaba ezimfushane, idrama, njll., zinezindikimba ezifanele abantu abadala, azinazo izithombe, njll. (5)

(c) Impendulo efanele iklonyelisiwe. (10)

(d) **Incwadi enemidwebo** ilungele izingane ezincane ezingakakwazi ukuzifundela nokufunda, abantu abadala yibona abafundela izingane, azinaso isakhiwo, zinezithombe eziningi, izithombe zihambisana nezinto ezizungeze ingane, amagama ambalwa, njll.

**Ezixoxa indatshana** yize nazo zinemidwebo kodwa zinesakhiwo (Isingeniso, umzimba nesiphetho.) Kunomlingiswa oqavile kanye nabanye abalingiswa, umlingiswa osemqoka unenkinga abhekene nayo, kunesizinda noma indawo lapho indaba yenzeka khona, indikimba, njll.

**Izincwadi zokubala.** (Umfundi angathi ukwenaba).

(5)

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**ISAMBA: [100]**

## ISIXHOSA

### Umbuzo 1

(a) Nika iingongoma zibe – 5 ezibonakalisa ukuxabiseka kwamaqhina kuluntu. (10)

- Ayonwabisa;
- Ayafundisa;
- Akhuthaza ukusetyenziswa kwengqondo;
- khuthaza ukuba abantu babe nomqaphela ngezinto ezithile;
- Akwasetyenziswa njengeziqhulo. (umfundi uza kuthi anike imizekelo efanelekileyo).

(b) Nika iindidi zeentsomi zibe-5. (5)

- Ezingezilwanyana zodwa
- Ezingezilwanyana nabantu
- Ezingembali
- Ezingemvelaphi yezinto
- Ezisombulula izishiqi zendalo

(c) Intsomi inendlela eyakheke ngayo. Nika amanqanaba esakhiwo sentsoni uze uchaze ngokwanelisayo inqanaba ngalinye. Musa ukubalisa intsomi, koko nika inqwano ngalinye ulichaze (10)

Amanqwano entsomi nenkcazo ngenqwano ngalinye

- Isidingo: iza kuba yiloo nto ithi ibe yimfuno. Umzekelo: izilwanyana zazifuna/zidinga amanzi
- Umyalelo: wonke umntu makeze kusetyenzwe kombiwe ichibi
- Ukutyeshelwa komyalelo: esinye izilwanyana (udyakalashi) asizi kuba sidelela/sizijongele phantsi ezinye izilwanyana. Siyawutyeshela ke umyalelo omisiweyo
- Ungcungcutheko: xa selilungile ichibi akakwazi ke ngoku ukusela kuba amanzi agadiwe. Uye wabanjwa esiba amanzi ngulo Fudwazana ebemjongele phantsi
- Ukusinda okanye ukungasindi: udyakalashi uye wagwetywa ukuba atshiswe ehleli. Ngoko ke akasindanga. **/25/**

### Umbuzo 2

(a) Kwinoveli sifunda ngesakhiwo (iplothi). Khawuchaze ukuba yintoni esi sakhiwo? (3)

Isakhiwo senoveli kukutshintsha kwemiba equlethwe libali nendlela iziganeko ezinxibelelana/ezithungelana ngayo. Yindlela ibali elenzeka ngayo ngokwamaxesho. Xa



ubani efunda inoveli uba nomdla wokwazi ukuba yintoni eza kulandela. Ibali linesiqalo esithungelana nesiqu de liye ekupheleni.

- (b) Chonga amanqanaba abe – 4 esakhiwo senoveli othe wayifunda kulwimi lwakho. Qala ngokunika igama lenoveli kunye nombhali wayo. (22)

Amanqanabe esakhiwo sebali:

- Ingabula-zigcawu
- Ukuyondelelana kwebali
- Uvuthondaba
- Ukusonjululwa kwezinto
- Isiphelo

Umfundi makasebenzise la manqanaba esakhiwo ukuhlautya inoveli athe wayifunda

**/25/**

### **Umbuzo 3**

- (a) Ingaba lo mbongo ungantoni? Yithi gqaba gqaba nje ubhale iingongoma ezi-5. (10)

Umfundi uza kutsho ezixhasa ukuba umbongo lo ungantoni; Ungumfana osexabisweni loluba angazithathela undofa naye, uthi achaze indlela ambone ngayo lo ndofa naye. Umfana uza kuthi gqaba-gqaba ngeengongoma ezi-5.

- (b) Xa uwufunda lo mbongo ungathi ikuyiphi imeko imbongi? Singatsho ukuba imbongi ikwimeko yokuvuya kuba kaloku iyifumene le nto ibiyifuna kwaye ibonakala yonelisekile ngale nto; uza kuthi acaphule umfundi isigama esibonisa ukuba imbongi ichulumancile. (5)

- (c) Athetha ukuthini la magama?

- i. Ukubhenca – ukuyijongisisa macala onke
- ii. Ukubuka – ukujonga ngobubele
- iii. Iphatha – umntu osebemzisa izandla zozibini ngokulinganayo
- iv. Ukuxutha – ukuthatha ngolunya into ongayinikwanga ungayithathi ngembeko kulowo nayo uyiphetheyo (4)

- (d) Nika izithetha-ntonye zala magama alandelayo

- i. Isabatha - umgibe
- ii. Ukuzidla - ukuziqhayisa
- iii. Inzolo - ucwangco
- iv. Isithukuthezi - ubulolo (4)

(e) Phendula le mibuzo:

- i. Ngabazali bomfana ekwakufuneka nabo bonele (1)
  - ii. Eli gqabi lalilihle ngaphezu kwamanye amagqabi. Lalinomtsalane. (1)
- /25/**

#### **Umbuzo 4**

(a) Abalinganiswa abathathu ababaleselyo ngokuthandwa ngabantwana kuncwadi lwabo nezizathu zoko. (6)

Umvundla, udyakalashi, ufudo (umfundi angatsho naziphi na izilwanyana wenza abantwana bahleke bathande ubukrele-krele bazo

(b) Amakhosikazi athathwa njengabona babalisi beentsomi banesakhono kunabo bangamadoda. Ngaba uyavumelana nale ngongoma? Chaza. (6)

Amakhosikazi anexesha elininzi lokuhlala nabantwana. Ayeke ajonge izimo zabo azilungise ngokubalisa amabalana alumkisayo. Ayakwazi ukusebenzisa ulwimi olulula oluqondwayo ngokwebakala labantwana afakele nezinto ezihlekisayo ukonwabisa abantwana abo.

(c) Yeyiphi imiqobo ekhoyo ekuphuhliseni koncwadi lwabantwana kuzo zonke iilwimi zabantsundu eMzantsi Afrika? Le miqobo ingasuswa njani? Chaza kuvokothetheke. (10)

Imiqobo kuphuhliso loncwadi lwabantwana nendlela engasuswa ngayo. Uncwadi belukho kwiincwadi zesiNgesi kwantlandlolo belungekho kwiilwimi zase-Afrika. IsiNgesi besithandwa kakhulu kuneelwimi zase-Afrika iminyaka ngeminyaka. Amabali ebebaliswa kunomathotholo ngesiNgesi bekungekho nalinye ebe libaliswa ngeelwimi zase-Afrika. Amabali ebebaliswa kwaye ebonwa kumabonakude iminyaka ngeminyaka ngesiNgesi kwijelo lonxibelelwano elinye kungekho mabali abaliswayo ngeelwimi zase-Afrika. Umfundi uza kuthi atsho ukuba le miqobo ingasuswa njani na. (10)

(d) Chaza umahluko ofumanekayo phakathi kweencwadi ezibhalelwe abantwana nezo zabantu abadala.

Uncwadi olubhalelwe abantwana luthi luchaphazele imiba ethi yenze intsingiselo ebomini babo, ngokuthi lube nemifanekiso, nolusebenzisa ulwimi olungantsokothanga nolulungele iminyaka leyo yabantwana. Ukanti uncwadi olubhalelwe abantu abadala luthi luchaphazele imiba ekhoyo entlalweni yoluntu jikelele miba leyo mhlawumbi abantu abadala sebekhe bayibona. (3)

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**AMANQAKU EWONKE: [100]**

## SESOTHO SA LEBOA

### ASSIGNMENT 2

#### Potšišo 1

- (a) > Ditutuetšo/dikunkurobala (lullabies) di šomišwa ge go homotšwa masea.  
 > Ditutuetšo di opelwa ke bommagobana, bafepi goba bakgekolo bao ba šalago le bana e le ge ba nyaka gore ba homole goba ba robale.  
 > Dinonwane ruta ditšo le bokgoni ka go šomiša dinonwane.  
 > Dinonwane di na le thuto ka ge di ruta bana semelo.  
 > Di ruta gape bokgoni bja go anega le go opela.  
 > Bana ba ithuta go kgoboketša tlotlontšu ye mpsha le go ithuta ka tikologo ya bona. (10)
- (b) Mehola ya diretotumišo le diphoofolo e ka ba ye:  
 > Direktotumišo di reta magoši, bagale ba ntwala le bana ge ba etšwa go bolla.  
 > Setšhaba se se nngwe le se se nngwe sa Maafrika se na le phoofolo yeo se e anago. E ka ba phoofolo ya go swana le tau, kwena goba tlou.  
 > Ditšhaba di hlomphe diphoofolo tšeo di di anago. (10)
- (c) Moithuti o tla ngwala seretotumišo sa gabo a be a hlaloše gore ba se reta mabakeng a mafe. Mehlala wa mabakeng ao se retwang gona e ka ba a:  
 ➤ Se retwa ge gona le manyalo.  
 ➤ Se retwa ge bana ba boa go bolla.  
 ➤ Se retwa ge mohu a išwa mabatleng. (5)

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#### Potšišo 2

Ee, gantši baanegwa ba padi ba kgatha tema bjalo ka batho bao ba phelago le ge e le gore ka nnete bona ga ba phele. Moithuti o tla ngwala leina la padi yeo a e badilego le mongwadi wa yona gomme a hlaloša padi yeo le baanegwa ba yona go laetša ka fao ba bonalago o ka re ba a phela. Mohlala, leina la padi: Di šašarakane, mongwadi: SM Ramaboea. Puku ye e bolela ka ga batswadi bao ba ratago go kgethela bana ba bona balekani. Mantwa le Molwantwa ba be ratana efela batswadi ba bona ba be ba sa thabele go ratana fao ga bona. Mantwa le Molwantwa ba ile ba bontšha lerato la bona bohlokong le lethabong go fihla ge ba nyalana. Baanegwa ba padi ye o ka re ba a phela le ge e le gore ga ba phele.

(Moithuti a ka ngwala ka baanegwa ba padi yeo a e tsebago efela a ngwale leina la padi le mongwadi wa yona).

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**Potšišo 3**

- (a) Hlogo ya sereto se ke matšoba ka lebaka la gore moreti mothalotheong wa mathomo o re "ke bona fase le kgabile ka matšoba". (2)
- (b) Moreti o reta botse bja matšoba. O tšweletša le gore matšoba a na le maina a go fapana le gore matšoba ke bothakga bja Modimo. Moreti o bontšha le mafelo ao matšoba a humanegago gona. Matšoba a dutše ka lethabo re kwa moreti ge a re "Ga go lesebo, ga go tshele, ga go ntwaga, Go dutšwe šebešebe go nabilwe maoto." (8)
- (c) Se fa thuto ya gore batho ba hlokomele matšoba le gore matšoba a hlodilwe ke Modimo. (Moithuti a ka hlaloša thuto yeo a e bonago fa seretong ka mantšu a gagwe) (10)
- (d) Sekapolelo sa mothofatšo temathetong ya boraro mothalotheo wa 21. Moreti o re 'Gohle ke gae a robala boroko a khutše boitsebo' o swantšha matšoba le motho yo a robalago. (Moithuti a ka ngwala dikapolelo tšeo a di bonago mo seretong a be a di hlaloše) (5)

(5)  
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**Potšišo 4**

- (a) **Mmutla** o ratega ka lebaka la gore o na le mahlajana, o hlalefetša diphoofolo tše dikgolo, o na le lebelo. **Tau** e bonagala bjalo ka phoofolo ye kgolo efela ya setlaela yeo e phalwago ke mmutla. **Tlou** e ratega ka gore ke ye kgolo efela gantši ke setlaela. (moithuti a ngwale diphoofolo tše tharo le mabaka ao a kwagalago) (6)
- (b) Dipuku tša dibapadišane \_ Di ruta bana ka dibapadiša tša go fapafapana le gore di šomišwa bjang.  
Dipuku tša dswantšho \_ Di ruta bana go lebelela diswantšho le go kgona go di bolediša.  
Dipuku tša dialfabeto \_ Di ruta bana ka dialfabeto le gore ba ka dikopanya bjang go hlama mantšu.  
Dipuku tša dikanegelo \_ Di ruta bana ka dikanegelo tša merero ya go fapafapana. (8)
- (c) Dingwalo tša bana di na le melaetša ya bana mola tša batho ba bagolo melaetša ya tšona e lebane le batho ba bagolo. Dingwalo tša bana di na le go laetša dilo tšeo di sego gona go swana le diphoofolo tša go fofa.  
(Moithuti a ka fa phapano tše tharo goba go feta go laetša go se swane ga dingwalo tša bana le tša batho ba bagolo) (6)
- (d) Mothuti o swanetše go ngwala leina la gagwe la Seafrika go swana le 'Mahlodi goba Katlego' a be a hlaloše bohlokwa bja lona bophelong bja gagwe.. Ba bangwe maina ba reeletšwe mola ba bangwe a laetša tiragalo ye itšeng. (5)

(5)  
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**KA MOKA: [100]**

## SETSWANA

### ASSIGNMENT 2

#### Potso 1

- (a) Matuntuletso le maboko a setso: Matuntuletso a botlhokwa gonne a thoba bana maikutlo le go ba robatsa. A jesa bana monate ka ntlha ya pinanyana e e molotsana. Dipina tsa setso di ruta bana ngwao le setso. Di ba ruta molao le go tshidisana mmogo. Di godisa puo le go e somarela. Di somarela setso. (10)
- (b) Mo nakong ya bogologolo bana ba ne ba rutiwa melao ka nako ya maitisogo go ntswe fa molelong. Bana ba ne ba rutiwa diane go ba laya, go ba rotloetsa le go ba ruta malepa a botshelo. Ba ne ba tlhabelwa dinaane go ba ruta setso, ngwao le puo. Bana ba ne ba rutwa maele le dithamalakwane go ba ruta puo le go ba silila ditlhalogonyo, Diaane le dipina di ne di ruta bana melao ya setso jaaka go ikoba, go dumedisa, go nna ngatana e le nngwe le go amogelana. **Moithuti a ka neela dintlha dingwe tse di maleba tse di sa tlhageleleng fa. Mo neye maduo.** (10)
- (c) Moithuti a ka neela phologolono nngwe le nngwe e a e anang jaaka kwena, Kgabo jalo jalo. **Fa moithuti a tlhalosa gore ga a na phologolo e a e anang mo neye maduo.** (5)

(5)  
**/25/**

#### Potso 2

- (a) Poloto ke thulaganyo ya ditiragalo tsa sekwalwa go tloga kwa tshimologong go ya kwa bokhutlhong. (3)
- (b) Dikgato tsa poloto. Mokwadi a ka supa dikgato tsa poloto ya padi nngwe le nngwe e a e buisitseng.

Leba tse di latelang: Setlhogo, Kgotlhang, Setlhoa, , Maitshetlego, Boanedi, Baanelwa jalo jalo.

(22)  
**/25/**

#### Potso 3

- (a) Leboko le bua ka ga lenyalo. Go gorogile ngwetsi ya Bakgatla. Ke mosadi ya montle ka ditebego. O meriri meleele. Go lebega mmatsale a sa batle ngwetsi. Lehyalo ke la batho ba merafe e e farologaneng. Mmoki fa aq dumele fa lenyalo le mofuta o le ka tshegofala. Basweu ke batho b aba humileng b aba sa tlwaelang go dira ka thata jaaka bakgatla. Ga ba Tshwane le bantsho ka mekgwa le ditiro tse di thata tsa morafe le selegae. Bona ke bariu ba dikgomo tsa maswimaswi. (10)

- (b) Segalo> Go ya segalo maikutlo a mmoki ke a a supang Boitumelo. Ke ka moo ditemana tsa leboko di nang le pina e e gorosang monyadiwa mo lelapeng. (4)
- (c) Molaetsa> Molaetsa ke o o reng le fa re itumeletse ngwetsi. Bothata ke gore key a morafe o sele mme a gona o tla kgona go dira ditiro tsa setso tsa sekgatla. (3)
- (d) Dipina tsa manyalo. Setlhoa, Maitshetlego, Boanedi, Baanelwa jalo jalo. (8)
- /25/**

#### Potso 4

- (a) Mefuta e le metlhano ya dibuka tsa bana.

Dibuka tlhago tsa motlotlo.

Mainane

Dikinane

Dinoolane

Tsa segompiano ke:

Dibuka tsa ditshwantsho

Dibuka tsa ditshamekiswa

Dibuka tsa Dialefabete

Dibuka tsa go bsala

Dibuka tsa mareo

Dibuka tse di bisegang bonolo. ( Any 5 answers)

(10)

- (b) Pharolobano magareng ga dibuka tsa bana le tsa bagolo.

Dibuka tsa bana di dirisa mokgwa o o tlhologangwang ke bana wa go buisa. Di kgabisitswe ka mokgwa wa ngokela bana ( Di dirisa ditshwantsho) fa dibuka tsa bagolo tsona di sa kgabisiwe. Thitokgang ya dibuka tsa bana e bonolo gore e kgone go nyalelana le dingwaga tsa bona fa thitokgang ya dibuka tsa bagolo yona e se bonolo. Baanelwabagolo ba dibuka tsa bana gantsi le bona ke bana fa baanelwabagolo ba dibuka tsa bagolo e le bagolo Puo e e dirisiwang mo dibukeng tsa bana ke e e bonolo e e tlhamaletseng fa puo ya dibuka tsa bagolo e se bonolo. Puo e dirisa dipopoeletso gore bana ba e tlhologanye.

(6)

- (c) Dibuka tsa bana di mmalwa.

Bogologolo morago ga kgorogo ya boMishinare go ne go sa lebelelwa dikwalwa tsa bana. Go ne go lebeletswe go ruta bagolo lefoko la Modimo mme ka jalo phetolelo ya Beibele e ne e le yana selo se se bothokwa go gaisa. Ka jalo go santse go le bothokwa go oketsa bokwadi ba dibuka tas bana.

(6)

(d) Baanelwa ba le bararo b aba ratwang ke bana.

Mmmutla- O monnye mme o botlhale- Bana ba ikgolaganya le ona.

Khudu - Le yona e botlhale.

Rantweetwee twee. Baithuti ba ka naya dikao tse dingwe tse di maleba.

(3)

**/25/**

**MADUO OTLHE: 100**

## SISWATI

### UMBUTO1

- (a) Umfundzi umele avumelane none aphikise lesitatimende lesitsi bucikobemlomo nobe temdzabu lekufaka ekhatsi tinganekwane, emahubo, netibongo tisatsatfwa njengetintfo letisahambisana nesikhatsi salamuhla bese u sekela imphendvulo yakhe ngemaphuzu lafanele. Umfundzi anga buka loku:
- sikhatsi lesi phila kuso
  - ematfuba etemlomo
  - Tifundvo letehlukene letitfolakala kulowo nalowo mkhakha. (9)

- (b) Umhlolwa umele akhetse inoveli leyodvwa leshicilelwe ye Siswati bese uveta kuhhambelana kwaleyo noveli netintfo letenteka kulesikhatsi, kungagaba kunome nguyiphi imikhakha: kutepolitiki,

telutsanvdo,  
tekuchumana  
tenhlalakahle  
temphilo nalokunyenti lekungabonwa ngumfundzi kuleyo noveli.

(16)  
**/25/**

### UMBUTO 2

Lapha umfundi kavete ligama lalencwadzi lakhiphe kuyo lendzaba lemfishane nembhali wayo. Akasho kwekutsi nguwaphi emaphuzu lamenta atsi lendzaba lemfishane iyatfokotisa futsi ibhaleke kahle. Akavete letimphawu letingenta atsi ngemphela ibhaleke kahle. Emaphuzu akasekelwe kahle ngemaphuzu lafanele. Emaphuzu langabukwa ngulawa nalamanye

Ibayimfishane  
Ketfulwa kwebalingisi  
Sikhatsi  
Kucoceka.  
Inkinga nalokunyenti lekungabalwa ngumfundzi.

(10)

- (b) Enovelini kunebadlali. Coca ngebudlelwano bebabadlali lekungibo labachuba indzaba usho kutsi lowesitsatfu uwokhela njani umlilo kulaba lababili. (Uyidala njani ingcabano)?

- Lapha silindzele labadlali labalandzelako
- Umlingisi losemcoka
- Umlingisi loyimbangi
- Umlingisi losokhelamlilo/umcabanisi.

(15)  
**/25/**



**UMBUTO 3**

- (a) Umhlolwa angatsi Ikhuluma gelutsandvo lwa gogo kantsi lonuye agatsi ikhuluma ngelwati lolunyent kugogo asekele ngalamaphuzu lalandzelako
- ngagogo lonelwati lolunyenti ,loyincwadzilehamba ngetinyawo
  - longumtapo wetincwadzi emphilweni yebatukulu bakhe
  - lobafukamela sonkhe
  - lobatsandza bonkhe
  - Uyadvondvolotela, kepha uludvondvolo lwebatukulu bakhe.
  - Ulibhange lebatukulu, kantsi uyinkhomati, Unjengesikolo, ungumacedza situngekitsi
  - Inhlitiyo yakhe ingu phethiloli
  - Lovuselelako nalomenta unyatsele ngemandla
- (b) Umoya walenkondlo usemkhatsini, injongo yembhali kuveta kubaluleka kwebantfu labadzala ngobe banelwati lolunyenti. Nalokunye lokungabalwa lokususelwa enkondlweni.
- (c) Emagama asetjentiswe kahle, umfundzi utawenta tibonelo latitsatsa enkondlweni.

**UMBUTO 4**

- (a) Umhlolwa utawuchaza kafishane kwekutsi yini lenta bantfwana bavisise kancono balingisi labatilwane. (6)
- (b) Ngekusebentisa tinhlobo letintsatfu tetincwadzi tebantfwana, umhlolwa utawusho abuye achaze tindlela bantfwana lebafundza ngato kufundza (reading). Angasebentisa: tincwadzi tetitfombe, tema alfabhethi, naletinye langenta ngato tibonelo. (6)
- (c) Lohlolwako utawubeka wakhe umcabango avete kwekutsi ngumuphi umdlali longakhetfwa bantfwana kuRabbit naSpiderman bese ubeka tizatfu. (7)
- (d) Umhlolwa utawuchaza abuye usekele kwekutsi yini kunconotwe bafati kunemadvodza ekuoceni tindzaba tebantfwana. Loku kungafaka ekhatsi: livi, kwetayelana kwabo make nebantfwana, sikhatsi bomake lababanaso nebantfwana babo nalokunyenti lekutawubalwa ngumfundzi. (6)

/25/

**EMAMAKI SEKAWONKHE: [100]**

## ISINDEBELE

### IMEMORANDAMU

#### Umtlolophenyo 27

#### Umbuzo 1

- (a) Ukuqakatheka kweengoma zesintu: Ingoma ziyafundisa, ziyakhalima, zisusa isizungu, zimumethe umlando wesitjhaba esithileko bezisiza ukukhambisa isikhathi, isib. Abomma nanyana amadoda nakasebenzako, ayavuma ukuze asunduze isikhathi. Ingoma zandisa ilwazi-magama ebantwaneni, isib. uNdlaleni ukhule njengomrorho womphurhu. Umphurhu makari ahlaza lokha nakutjalwe ithanga/umgade. (Abafundi kumele basekele iimpendulo zabo. Isib. Ingoma ethi linkomo zabobaba zawela ngemanzini ngombana zalobola amavila. Liqiniso abentwana banamhlanje bamavila naloyo othi uyalobola sewudlala ngemaliyakhe.) Abantu bakade bebasebenzisa izitjho, izaga, iinganekwana, iinrarejo neengoma ukufundisa abentwana. Izaga ziyakhalima, isib. Kotjhatjha akulilwa kulilwa komrhali. Ziyafundisa, isib. Ukukhamba kubona. Ngambala nawukhambileko ufunda okunye okuhle. Izitjho zinandisa ilimi. Iinrarejo zisiza abalaleleko kobana bacabange badephe. Zibafundisa ngebhoduluko. Ngikurareja ngento yami ehlaza talala ubusika nehlobo. Ipendulo yikghopa ngombana kusitjalo esimumatha amanzi. Zikhuthaza umukghwa omuhle wokukhuluma ngokudlhegana. Iinganekwana ziyayelelisa, ziyafundisa beziyakhalima, isib. uMacumtjhana wafunda isifundo sokuthi ungathomi wenze into oyalwe kobana ungayenzi. Iinolwana zifundisa ngomlando nendabuko yezinto. Kungani ukufa kwaba khona kungombana inwabu lathatha isikhathi eside ukufikisa umlayezo ebantwini uZimu wabe wathuma esinye isilwana esabe sinebelo. (Zoke iimpendulo azisekelwe.) (16)
- (b) Iye ngiyasazi. Msiza! NguMsiza liphahla. NguMnguni welangeni. Mrholozi! Mbina komo yetlhaba. Bomalila bangakabethwa. Sisetjenziswa lokha nakuphahlwako, nokubikwa okuthileko kabaphasi. (4)
- (c) Thula nanana! Thula nanana! Nang' uNomatjhikithiki ungen' ekhabeni lakho. Mhn-mhn-mhn! Umdunduzelo ungavunywa ngunina lomntwana nanyana imbelesi ukuthulisa nokudunduzela umntwana kobana alale. Iye isasetjenziswa imidunduzelo ngombana abentwana basalila begodu kumele bathuliswe. (5)

/25/

#### Umbuzo 2

Abatloli basebenzisa abalingisi ukusethulela ummongo-ndaba abahlose ukuwethula. Abalingisi kumele bakholweke bebenze nezenzo ezingenzeka emphakathini.

Inovela Mbala Ngubaba: PB Skhosana. Abalingisi nguMavela omlingisi oqakathekileko. Nguye okhuluma amagama ngemva kabana sele isiqu nto ngesigwebo sakhe sikhutjwe. Watjho wathi

mbala sisandla sakababa lesi. Ummongo-ndaba unzinze phezu kukaMavela, vele wavela waba nehliziyi eqinileko wangalalela isifiso sakayise. Wakhetha ukuragela phambili nehliziyi yakhe emarhamaru nethanda ukudla ilifa lakhe ayedwa.

USkhosana; Usigebengu, wadlelezela uMavela begodu akhange atjengise uMavela lapha ahlala khona. UMavela bamtjhiya kwamzala wakhe uSolelethi. Watlolela uMavela itjhege emkhwani ngombana

UNaMtshweni: Umhlolokazi ongunina lakaMavela. Uyayithobela yoke imiyalo etjhiywe nguBongwe. Nanyana angakafundi, kodwana uyakholwa kobana uBongwe nguye otlole isifisweso. Uyakwazi ukucima umlilo hlangana nabentwana bakhe begodu akafuni kobana uMavela alokhu akorholana noHleziphi noMhleka. Uyabathanda abentwana bakhe Kanye nomakoti wakhe. (Namanye amaphuzu azwakalako angavezwa bafundi.)

Ummeli wakaBongwe, uDladla noJason: Abameli ababili laba bathembekile begodu iindaba zelifa lakaBongwe bazikhambisa ngendlela efaneleko naleyo etlolwe phasi. Indaba yokulahleka kweenkomo nayo benza kobana abasetjhi bayifunisise babe bathole kobana ngubani oweba iinkomo zakaBongwe. (Namanye amaphuzu azwakalako angavezwa bafundi.)

UMhleka: Uyawuphumelelisa isifiso nomongo wenovela ngomba uyayithanda ifundo begodu wenyula ukutjhiya umsebenzi bese aye eyunivesithi ukuyokuqedelela iifundo zakhe. Akaphikisani nalokho ekutlolwe esifisweni sakayise. Uhlakaniphi uyazi kobana kuhle ukudla ilifa ngokuthi afunde. Thana ngomunye, ngabe sele abika iindaba zokuthatha. (Namanye amaphuzu azwakalako angavezwa bafundi.) *(Abafundi kumele babeke ukuvezwa kwabalingisi ngomongo onembako.)* **/25/**

### **Umbuzo 3**

- (a) Ikondlo engehla ikhuluma ngobulwele ebaziwa ngele-HIV/AIDS. Imbongi ithukuthelele ubulwele lobo ngombana ithi bathatha ababelethi bakhe yathatha abodadwabo nabomnakwabo. Ubulwele lobo bathatha nezinye iinini zakhe abomzala bayo, abokghari . imbongi ibuye iziduduze ngokuthi akusiyo yodwa intandani. Ithi iintandani zinengi khulu. Imbongi ibuye ithokoze nombuso ngombana uyazibonelela iintandani, azibonakali ngombana ziyagoma beziyafunda. (Abafundi bangabeka ngeyabo indlela ikani nje iimpendulo zabo zizwakala.) (8)
- (b) Isifaniso > ... abukhali samgobha. Yaginya abomnakwethu nabodadwethu. Iintandani zinganobaba> lirhwala. Isingathekiso> buntu uyikosi. (Nezinye iimbonelo ezingatlolwa bafundi. (6)
- (c) Ikondlo yakhelwe phezu kwesenzasamuntu. Buntu uyikosi. I-HIV/AIDS yathatha ababelethi bami. (Nezinye iimbonelo ezingatlolwa bafundi.) (3)
- (d) Imbongi beyinemizwa evangeneke. Beyithukuthele ngombana ithinihliziyi yayo beyivutha amalanganu begodu namehlo wayo abukhali samgobha. Ibuye ithi Ubuntu buyikosi ngombana busibibhamarhole. (3)

- (e) Ubulwele be-HIV/AIDS nanyana i-HIV/AIDS, ngombana ubulwele lobu buqeda abantu. (3)
- (f) Umfundi otlole itshwayo elinembako kumele anikelwe imitlomelo efaneleko. (2)
- /25/**

#### **Umbuzo 4**

- (a) Abentwana bathanda ibhibesi ngombana linamandla. Bathanda u-spiderman ngombana uyaphapha bewenza nezenzo ezingakholekile. Bathanda umcasa/umcasana ngombana uhlakaniphile. Bathanda inyosi ngombana iyatinyela begodu iletha isizo. (*Nezinye iinlwana ezaziwako nezingasekelwa ngamaphuzu anembako.*) (4)
- (b) Imitlolo yabentwana ayikathuthuki kangako nayimadani nemitlolo etlolwe ngamanye amalimi afana nesiNgisi. Amamitjhinari akakhange ayithuthukise imitlolo yabentwana elimini lesiNdebele. Iimfundiswa zangaphambilini akhange zibe nethando lokuthuthukisa imitlolo yabentwana ngombana beziyithatha njengezinto ezinganamsebenzi. Abagadangisi neenkolo bezinganayo indlela ethe tjha yokungenisa nokufundisa imitlolo yabentwana ngaphambilini. (*Nezinye iinzathu ezinganikelwa bafundi.*) (6)
- (c) Iincwadi zama-alfabhedi> zifundisa abentwana ama-alfabhedi.
- Iincwadi zeenthombe kwaphela> Zifundisa abentwana ukubuka nokuthanda imvelo.  
Iincwadi zeendlalisi> zifundisa abentwana ngemihlobo ekhona yeendlalisi.  
Iincwadi zeendatjana ezineenthombe> Zifundisa abentwana ukulamanisa izehlakalo, ukuzwisisa nokubuka iinthombe. (*Neminye imihlobo yemitlolo engatlolwa bafundi.*) (8)
- (d) Imitlolo yabentwana ayithinti imimongo-ndaba engeneleleko efana nokufa, amalwele. Imitlolo yabentwana ingakhuluma ngeenlwana nemimongo-ndaba engathusiko nengeneleleko efana nobuloyi, ikolo, njll. Abentwana abayithandi imimongo-ndaba ethusako nengekho ezingeni labo. Imimongo-ndaba ethusako ingabona ingqondo beyibenze kobana bangasakwazi ukufunda kuhle esikolweni. (*Namanye amaphuzu angatlolwa bafundi.*) (6)
- (e) Abafundi kumele baqale imikhakha etlhayelako emitlolweni yabentwana bese bakhetha kiyiyo. Imikhakha efana neencwadi ezineenthombe kwapheka kusetjenziswe iinlwana ezidlalako nezihlekisako kungabi mimongo-ndaba ethusako. Nangabe yincwadi eneendatjana, azitlolwe ngelimi elilila zingathinti imimongo-ndaba emayelana namalwelwe nokufa. Azibe neenthombe ezizokudosa bezikare abafundi. (*Nanyana ngiyiphi ipendulo ezwakalako izokwamukelwa beyitlonyeliswe.*) (1)

**/25/**

**INANI LOKE: [100]**

# TSHIVENDA

## ASSIGNMENT 28

### Mbudziso 1

- (a) Ano maḍuvha mafhungo a u anetshela ngano kana hone u imba nyimbo dza zwikhoḍo zwi kha ḍi dzhielwa nṯha naa? Kha vha tikedze phindulo yavho nga mbuno dzi pfalaho.

#### Phindulo/Answer

Nyimbo dza sialala dzi kha ḍi vha dza ndeme, hu tou vh uri dzi dzhielwa fhasi nge dza vha dzi so ngo ṅwalwa fhethu naho dzi na mushumo muhulwane vhukuma vhutshiloni. Nyimbo dza sialala dziṅwe dzadzo dzi shuma u mvumvusa, u khoḍa, u laya, u kaidza, dzi a ita uri muthu a tshenzhele na zwiṅwe-vho. Nyimbo dza sialala dzi a luludzela ṅwana arali a khou lila. Ano maḍuvha vhaimbi vha muzika wa Tshivenda vha khou tshila ngadzo, sa izwi u tshi pfa hu tshi imbiwa dzone.

Ngano na dzone ndi dza ndeme ngauri dzi shuma u tuṯula maluvhi. Dzi ita uri kuhumbulele kwavho ku vhe kwo taṅḍavhuwaho. Ngano dzi mvumvusa na funza vhana mikhwa yavhuḍi khathihi na u kaidza zwithu zwivhi zwine zwa nga vha dzhenisa khomboni. Dzi dovha hafhu dza ita uri vha kone u ḍivha vhubvo ha zwithu, vhunga musi phukha dzi tshi vha na mitshila, u sikwa ha liṯaḍulu na lifhasi na u swikwa ha zwitshilaho. (10)

- (b) Kha vha ṅwale tshikhoḍo tsha havho vha inge nga u bula ndeme yatsho vhukati ha miraḍo ya muṯa wa havho. (8)

#### Phindulo/Answer

Mutshudeni u tea u ṅwala tshikhoḍo tsha hawe a amba ndeme yatsho vhukati ha muṯa wa hawe. Tsumbo; singo.

Kha mutupo uyu ri pfa hu tshi khou khoḍiwa ṅdou ine ya vha na ṅdevhe khulwane, dzine dzi nga vha dzi tshi khou fanyiswa uri dzi a kona u pfa na zwine zwa vha kule. Hu sumba na vhane vha shumisa tshikhoḍo hetshi vha a kona u pfa zwithu zwi kule, sa izwi ṅdevhe dzavho dzi khulwane.

- (b) Mañwalwa a sialala o khethekanywa hani? Kha vha țalutshedze vha inge nga tsumbo dzo teaho.

**Phindulo/Answer**

Mañwalwa a sialala o khethekanywa a bva vhurendi ha sialala, vhune ho khethekanywa ha bva zwikhodo na zwidade. Zwickhodo na zwidade ndi vhurendi vhune ho vha hu so ngo ñwalwa kha dzibugu, hu tshi tou vha na vhathu vhahulwane vhane vha zwi ñvha vha kona u rendela vhathu kana vha imbela vhana. Zwidade zwone zwo ya nga u fhambana. (7)

**/25/**

**Mbudziso 2**

Vhaanewa vhane vha wanala kha ññwalwa ña nganea nyito dzavho dzi a nga sa dza vhathu vha tshilaho? Kha vha tikedze phindulo yavho nga mbuno dzi pfallaho vha tshi khou tikedza mbuno dzenedzo vho ñisendeka kha bugu ya nganea ye vha vhala ine ya vha ya Tshivenda.

**Phindulo/Answer**

Kha mbudziso iyi mutshudeni u tea u vha o vhala bugu ya nganea ine vhaanewa vha hone zwiitwana zwavho zwa vha zwi tshi elana na madzina avho. Mutshudeni u tea u ñea dzina ña muaanewa a amba uri ndi ngani a tshi ri dzina ilo ñi edza zwiito zwine muaanewa a vha nazwo. Tsumbo kha bugu ya Vho-Magau ine ya pfi 'Mitshețo ya wa' ri wana hu na muanewa dendele ane a pfi Vho-Matambule. Havha Vho-Matambule vhutshiloni havho hoțhe vho vha muthu a tambulaho vhukuma vha tshi khou tambudzwa nga khaedu dza vhutshilo. Hu tshi kha ñi vha kha yeneyi bugu ri wana hu na muthu we a vha a tshi pfi Vho-Tshawe Nguluvhe. Na vhenevha muanewa na vhone u pfa dzina ñavho w ambo ñi zwi ñvha uri khuvhani ndi muthu a si na Tshawe ane vhutshilo hawe ha vhambudzwa na ha nguluvhe.

Hu dovha hafhu ha vha na bugu ya ñirama ya Vho-Milubi ine ya pfi 'Ndi mițodzi muni'. Afha hone ri wana muanewa dendele ane a vha Vho-Itani, dzina ñavho ñi tshi tou vha fanela nga ñțhani ha zwiito zwavho. Ngeno mufumakadzi ene a Vho-Ārina, zwine zwa tou amba uri siani ña vhutshilo ka kwone kutshilele kwavhudi kha munna wavho vho vha si na vho bva nga ñitswu.

**/25/**

**Mbudziso 3**

Kha vha vhale tshirendo tshi tevhelaho vha inge nga u fhindula mbudziso dzine dza vha nga fhasi hatsho.

**Vhungoho na vivho**

nga Ratshitanga T.R (1972:1)

Vhungoho na vivho ndi Tshimange na mbevha,  
Nge zwothe mulilo zwi sa okelani.  
Vivho ndi vhulada, vhungoho ha amba la revha,  
Naho tshadzo mboho idzi mbili hu u budulana.

Mutshilitshili wa vivho ndi vhutsilu,  
Ngeno vhungoho vhu tshi phukhula nga ndivho.  
Tsha vivho ndi u gungula na u fara nga mbilu,  
Ngeno vhungoho vhu tshi li hada sa khwivho.

Mudzia u vhivha hothe ndi mulambilu,  
Nge na wa munwe mukovhe khae zwo khakhea.  
Tshidini ndi u tama vhuṭali ngeno wo bebwa u tsilu,  
Wa hangwa uri zwi ṭodwaho nga vhungoho zwi a phethea.

Vhungoho ndi tshiphiri tsho vhumbaho muthu na shango.  
U vhu hanedza ndi hone u shaya nzhele,  
Nge hone vhuṅe vhu sa shavhe mivhango,  
Vhunga kha hone vhu si na ndele.

Thi mangali na iwe u hanedzaho zwine nda amba,  
Vhunga tshira tshau ndi hone vhutsilu.  
Vha ngaho iwe ndi vhone vhe vha anda.  
Thetshelesa u pfe, u litshe u la mbilu.

- (a) Nga maipfi avho kha vha ri vhudze zwine tshirendo itshi tshe vha vhala tsha khou amba zwone. Izwi vha zwi ite nga mitaladzi i sa paḍiho fumi. (8)

**Phindulo/Answer**

Tshirendo tshi khou amba nga ha vhatu vhane vha vha na vivho. Na zwauro kanzhi arali muthu a na vivho ha koni u u tshila na vhatu vhane vha imela ngoho. Hezwi zwi vha zwi tshi khou tou amba uri havha vhatu vhavhili vha nga si kone u ḍiwana vho dzula murunzini muthihi. Ndi zwa ndeme uri muthu a so ngo ḍiwana a tshi vhivha kana u vha na vivho kha zwine a si ḍivhe uri zwo ḍa hani. Vivho a si tshithu tshavhudi.

- (b) Kha vha topole figara mbili dza muambo kha itsho tshirendo tshe vha vhala. Vha inge nga u nea thalutshedzo ya figara inwe na inwe. Vha kone-ha u ri vhudza uri afho tshirendoni i khou amba zwifhio. (8)

**Phindulo/Answer**

- i. Kha ndima ya u thoma mutaladzi wa u thoma ri wa na hu na jimethafore. 'Vhungoho na vivho ndi tshimange na mbevha'. Hezwi zwi vha ztshi khou amba uri ngoho na vivho ndi zwithu zwivhili zwine u nga si swike hune wa wana zwi fhethu huthihi.
- ii. Kha ndima ya vhuvhili mutaladzi wa vhuraru ri wan ahu na liedzamuthu. 'Tsha vivho ndi u gungula na u fara nga mbilu'. Hafha ri wana vivho li tshi khou newa zwiito zwa muthu kana li tshi khou muthufhadzwa.

- (c) Nga mitaladzi i sa fhiriho mina kha vha ri vhudze uri tshirendo vha pfa tshi tshi dzikusa vhudipfi-de? Ndi ngani vha tshi ralo? (9)

**Phindulo/Answer**

Tshirendo itshi tshi khou amba nga ha vhatu vhane musi vha tshi vhona vhañwe vhatu vho bvelela vha thoma u vha na vivho. Izwi kanzhi zwi itiswa nga u sa divha uri izwo zwithu zwine avho vhatu vha vha nazwo vho zwi wanisa hani. Kanzhi muthu wa vivho u vha na mihumbulo l si yavhudi a tshi humbulela uja ane a vha a tshi khou vhivhiwa.

**[NB: Matshudeni vha nga nea phindulo inwe na inwe tenda vha kona u tikedza mbuno dzavho.] /25/**

**Mbudziso 4**

- (a) Phambano vhukati ha mañwalwa a vahulwane na a vhana ndi ifhio? (5)
- (b) Ndi ifhio ndeme ya pfunzo ine ya wanala kha mañwalwa a vhana? (5)
- (c) Kha vha ite mutevhe wa tshaka dza bugu dza zwifanyiso khathihi na ndeme yadzo kha vhana. (10)
- (d) Ano maduvha zwikoloni ri kha di wana vhana vha tshi khou gudiswa zwidade? Arali phindulo yavho i ee kana hai, kha vha tikedze phindulo yavho nga mbuno dzi pfalaho. (5)
- /25/**

**Phindulo/Answer**

- (a) Phambano vhukati ha litheretsha ya vhana na ya vhaaluwa ndi ifhio?

Litheretsha ya vhana – ndi ine ya tea u shumisesa zwifanyiso u fhira mafhungo, mafhungo a hone ha tei u dalesa nahone a tea u ñwaliwa nga fhasi ha tshifanyiso kana zwifanyiso u sumbedza uri zwo ñwalwaho ndi zwine tshifanyiso tsha amba zwone, kha litheretsha ya vhana hu tea u ñwaliwa nga maledere mahulwane u itela uri vhana vha kone u vhala, kha



Ľitheretsha ya vhana hu tea u oliwa vhathu vhothambanaho na zwipuka zwothambanaho zwi kunga űwana uri a vhale musi a tshi vhona muolo uyo.

Ľitheretsha ya vhaaluwa – ndi Ľitheretsha ine ya vha i songo ḁalesa zwifanyiso na miolo kana ya vha i songo oliwa na luthhihi, i nga nwaliwa nga maḁedere maḁuku a zwi thithisi muthu u vhala, iyi Ľitheretsha i tea u vha muhumbulo i tshi tevhekana kana ya vha na ndunzhendunzhe nahone i tea u amba zwithu zwine zwa khou tshiliwa nga tshenetsho tshifhinga kana zwine zwa khou bvelela kana zwine zwa ḁo bvelela. (5)

- (b) Ndi ifhio ndeme ya pfunzo ine ya wanala kha mañwalwa a vhana?

Mañwalwa a vhana a shuma u vha mvumvusa

A a kona u gudisa űwana uri a kone u kovhana na vhañwe sa a tshi ḁo vhala ana vhañwe vhana. Mañwalwa a vhana a thusa uri vhana vha kone u vhala na u ḁivha muñwalo. Vhana vha a kona u vhumba mafhungo nga u vhona zwifanyiso kana nyolo ine ya vha kha bugu dzavho. Mañwalwa a vhana a thusa vhana uri vha ḁivhe thoi dzo fhambanaho na mishumo yadzo. Na zwiñwe zwine mutshudeni a ḁovha o űwala. (5)

- (c) Mutevhe wa bugu dza vhana

Bugu dza zwifanyiso - ndi bugu dzine dzo tou fanyisa fhedzi zwifanyiso dzine dzi ita uri űwana a vhone zwifanyiso zwo fhambanaho.

Bugu dza thoisi - ndi bugu dzine dzo fanyiswa thoisi dzo fhambanaho u nga mipopi, dzigoloi na dzinwe thoisi.

Bugu dza maḁedere - ndi bugu dzine dza gudisa vhana u kona u vhala zwo űwalwaho na uri dzi vha dzo űwalwa nga maḁedere mahulwane o teaho vhana.

Bugu dza zwiḁori zwa zwifanyiso - dzi gudisa űwana u vhala mafhungo vho sedza tshifanyiso sa izwi mafhungo a hone a vha a tshi vha zwine tshifanyiso tsha vha zwone.

Bugu dza mbalo - dzi gudisa űwana mbalo dza mifuda yo fhambanaho sa u ḁanganya, u ḁusa, u kovha na u andisa.

Bugu dza aḁifabethe – dzi gudisa vhana uri vha kone u vhala mutevhe wa aḁifabethe.

(10)

- (d) Ee, ndi zwa ndeme uri vhana vha gude thai, ngano na mirero zwikoloni, ngauri zwi shuma u ḁuḁula maluvhi. Zwi ita uri kuhumbulele kwavho ku vhe kwo ḁandavhuwaho. Zwi dovha hafhu zwa thusedza kha u alusa luambo lwa vhenevha vhana. Afha ndi fhaḁa hune wa wana űwana a tshi amba nga luambo lwo ḁambaho. Zwa dovha zwa mu thusa uri a kone u űwala luambo lwo kunaho. Thai, ngano na mirero zwi a funza vhana mikhwa yavhuḁi khathihi na mvelele. Zwi dovha hafhu zwa ita uri vha kone u vhambedza zwithu. Thai, ngano na mirero zwi a thusa vhana vha o kona u vha na vhuḁifhinduleli henefha tshikoloni, vhana vha a kona u amba phanda ha vhañwe a sina ḁhoni. Nga u ḁowela u thaidza na u anetshela lungano. (5)

/25/

**MARAGAGUḁE: [100]**

## XITSONGA

### Assignment 29

#### Xivutiso xa 1

- (a) Xichudeni xi languteriwa ku boxa mitirho ya tinsimu to mbuwetela na mikoka ya tona.  
 >Ku miyeta no etlerisa vana.  
 >Nkoka wa tona hi le ku kuriseni ka n'wana. Ku pfuna vatswatsi ku miyeta vana leswaku va kota Ku tirha va nga kavanyetiwi. Vana va kota ku wisa loko va etlele. Vana va tiphina hi tinsimu. Vatswatsi va kota ku phyuphya emoyeni hi ku yimbelela tinsimu. Ti pfuna vatswatsi ku phofula timhaka leti va tikaka emimoyeni. (7)
- (b) Thayi, xo fa xi siya swingwavila- I khongoloti.  
 Thayi, xo famba xi nga voniwi- I moya.  
 Thayi, famba hi hala hi ta hlangana hi hala- I banti.  
 Nkoka: Vana va va na vuxiyaxiya.  
 Vana va tiva mbangu wa bona.  
 Vutivi bya vana bya loteka.  
 Vana va tivisiwa eka ririmi ra kahle ra vutlhokovetseri.  
 Ku hungasa vana no va susa emapatwini. (9)

#### (a) U NGA RILI

Miyela, miyela,  
 Tshiketa ku rila,  
 U lo tilavela xiluva xa mbilu.  
 U nga rili, u nga rili wena sesi,  
 Miyela, miyela.  
 Dyondzo: Ri dyondzisa leswaku munhu u fanele a va na vuxiyaxiya look a nga se teka xiboho mayelano na loyi a faneleke a tekana na yena. (9)

**/25/**

#### Xivutiso xa 2

- (a) Xichudeni xi fanele xi sungula hi ku nyika nhlamuselo ya leswaku ntlangu/ drama i yini? Xi fanele xi tlhela xi hlamusela leswaku mbangu wa le madorobeni na le matikoxikaya i yini? Ku suka kwalaho xichudeni xi fanele xi nyika vito ra ntlangu/ drama lowu/ leyi a hlawuleke wona/ yona eka XXitsong, xi boxa na vito ra mutsari. Xichudeni xi fanele xi hlamusela kuri hikokwalaho ka yini a tsakela wun'wana ku tlula wun'wana. (15)
- (b) Xichudeni xi languteriwa ku boxa vito ra xihungwana/ xirungulwana na vito ra mutsari. Ivi xi kombeta hilaha mutsari a koteke hakona ku veketela timhaka ta yena ku suka eka manghenelo, ku ya eka miri na le ka mahetelelo. (10)
- /25/**

**Xivutiso xa 3**

- (a) Nongoti wa vulavulelo lerinene (diction) eka xitlhokovetselo ku vuriwa mavulavulelo lamanene ya marito leswaku ya twala kahle loko munhu a ri karhi a hlaya xitlhokovetselo. Nkoka hi leswaku muhlayi a nga ambambeli leswaku mutsari u vula yini hi marito lama a ma tirhiseke. (3)
- (b) Nongoti wa vufanisi ku vuriwa ku vumbiwa ka swifaniso swa le miehleketweni hi ku tirhisa marito yo tanihi swigaririmi na maencisi. Vufanisi hi byona mbilu ya xitayili xa vutlhokovetseri. Xigego na xihlambanyiso i swigaririmi leswi khomeke vufanisi bya le miehleketweni. (8)
- (c) Xigego i muxaka wa xigaririmi lexi pfunetaka ku vumba swifaniso swa le miehleketweni. (4)

Xikombiso: Sweswi elwandle ndzo va nhlahlanyana ra sava.

- (d) Xichudeni xi languteriwa ku hlamusela ku hambana exikarhi ka vutlhokovetseri byo vulavula hi rirhandzu na byo vulavula hi rifu.

Vutlhokovetseri byo vulavula hi rirhandzu byi tala ku va byi tsakisa, kasi byo vulavula hi rifu bya vavisa. Marito lama tirhisiwaka eka vutlhokovetseri byo vulavula hi rirhandzu hi lamo koka rinoko, kasi lama tirhisiwaka eka lebyo vulavula hi rifu hi lamo vangela ntwelavusiwana. Vanhu hinkwavo va tsakela ku rhandziwa, kambe a nga kona a tsakelaka ku feruwa. (8)

**/25/**

**Xivutiso xa 4**

- (a) Matsalwa ya vana ya tirhisa ngopfu swifaniso, kasi ya vatswatsi a ya tati swifaniso. Matsalwa ya vana ya tirhisa ririmi ro olova, kasi ya lavakulu ya tirhisa ririmi to enta. (6)
- (b) Matsalwa ya swanomo ya vana va kota ku tikatsa hi ku cina kambe hi ku yimbelela. Eka matsalwa yo hlaya swa va tikela hikuva va boheka ku hlaya kunene, naswona ku byaleka moya was vutumbuluxi loko va vona swifaniso. (4)
- (c) Xichudeni xi fanele ku sungula xi boxa mitirho ya matsalwa ya vana, ivi xi yi kanela. Ku dyondzisa vana ku kota ku hlayela tinomboro ku suka eka 1 ku ya fika eka 10. Ku byala ntolovelo wo hlaya eka vana. Ku dyondzisa vana mayelano na swa mbangu wa vona. Ku va tivisa eka tiko ra tibuku. Ku tiva minongoti. (15)

**/25/**

**NTSENGO: [100]**