

Tutorial Letter AFL2603/201/2/2015

LITERATURE IN SOCIETY: A Perspective on African Language

Feedback tutorial letter Semester 2

Department of African Languages

IMPORTANT INFORMATION:

This tutorial letter contains important information
about this module

BAR CODE

ENGLISH: ASSIGNMENT 10

Question 1

- (a) Folktales are meant for children only. The adult female/grandmother is the one who will narrate the story to the young ones. Folk tales are educational as they teach morals to children. They encourage the children to listen carefully. They also teach the narrating and singing skills. Children learn to gather new vocabulary and learn about their environment. (Any other answer that is relevant will be accepted). (6)
- (b) Value of riddles : children's vocabulary increase through playing riddling games
- They learn about their environment.
They learn to think quickly and accurately.
They learn to listen attentively.
They also learn to pronounce and speak their language properly especially in long riddles as they present their answers.
Students need to write 3 riddles in their African languages. (3)
- (c) Short story: The title/topic has to be attractive. The theme to be compressed and all activities and events to take place within a specified time. Structure: introduction has to have the main character and the problem he/she is faced with. In the introduction the place should be indicated. The body should deal with only one event/activity. The conclusion should be short and should have an element of the twist in the tail.

(Students should use a known short story that is prescribed in their own language.)

(25)

Question 2

The student should choose a drama book/ novel and indicate the way female characters are depicted (in a negative manner). The drama/novel should be the ones that are prescribed and recommended). The students who will receive high marks, is the one who has supported her/his arguments correctly. For instance in Mbala Ngubaba: PB Skhosana, NaMtshweni is depicted as an ignorant woman who did not even know that her husband had a will. She is always submissive and she agrees to whatever is said by the law. The wife to Mavela, does not have a say, she complies at all times. They relocated from Soshanguve to their in-laws' place, her husband told her that he got a new job and he is leaving, she never questioned him as to where and when will he be back.

(25)

Question 3

Theme is regarded as the subject matter under discussion and is the main idea conveyed by the poet. The theme in poetry may be on any subject of any kind, and any human experience, love, death, birth, disease, etc. (5)

- (a) A narrative poem has a beginning, middle, a climax and a conclusion. One type of a narrative is the epic. (2) a lyric does not tell a story, but expresses deep personal emotions and takes different forms. (2)
- (b) Four types of stanzas. Poetry is written in lines. Couplet or two lines; three lines or triplet, four lines or quatrain, five lines or quintain, six lines or sestet, eight lines or octet and a sonnet of fourteen lines. (8)
- (c) Repetition occurs when whole words or parts of words are repeated in a poem. Repetition gives the outward structure of a poem a certain pattern, but also creates a very pleasing variation and rhythm. Repetition draws the reader's attention to certain words and images. Repetition reinforces the meaning. In parallelism similar or contracting ideas are paralleled by using similar words or constructions in successive lines. Cross parallelism or chiasmus, partial repetition and antithetical parallelism. (Students have to give examples.) (8)
- (25)**

Question 4

- (a) Children associate themselves with animal characters because they are wise/intelligent or fast. A hare or trickster is witty; he/she deceived an old lady. They played a dangerous game. The old lady died. A lion is powerful. It is the king of the jungle. A bee is also intelligent. It comes with its tricks when other animals are in danger. (Students have to support their arguments with relevant and suitable examples.) (6)
- (b) Picture books: **Alphabet books** stimulate vocabulary development in children; **Counting books** are used to teach the young ones how to count. **Concept books** are used to teach children to name, to identify and to understand the meaning of some basic and necessary words or terminology. These include concepts like colour, full or empty, inside or outside. **Wordless books** give the learners the opportunity to interpret pictures and to follow the story in a chronological order. (6)
- (c) It depends. If children grew up watching the spider man on TV, they will definitely associate themselves with him. But if they grew up listening to the folktales narrated by their grandmother, they will associate themselves with the Rabbit. The rabbit is witty in African language context and also spider man is clever. (Students should support their answers with relevant examples.) (6)
- (25)**

Grand total: [100]

ISIXHOSA: ASSIGNMENT 11

Umbuzo 1

(a) Umfundi uza kutsho ukuba uyangqina okanye akangqini ukuba iintsomi zilungiselelwe abantwana, ukuba uyangqina uza kuthi achanabe kwezi ngongoma:

- Iintsomi zikwangumdlalo kuba zizezinye iindlela zokonwaba kubantwana.
- Umhakhulu ebechitha isithukuthezi ngokubalisela abazukulwana iintsomi.
- Iintsomi zithi zibetheleleke kwiingqondo zabantwana kuba indlela ebezingeniswa ngayo yeyokuyolisa nokudlalisa nangona ziqulathe lukhulu.

Umfundi uza kuthi abhale nantoni ethi ibe nentsingiselo ukubonisa ukuba uyahambiselana nengcamango yokuba iintsomi zilungiselelwe abantwana. (6)

(b) Umfundi uza kuthi anike oorayi-rayi babe bathathu aze atsho ukuba kutheni bebalulekile nje:

Oorayi-rayi	Ukubaluleka
Ndinamntu wam ondim – Ngumfanekiso wam.	Uqeqesho lwengqondo ekucingeni.
Ndinamntu wam uthi akulamba acimele athi akuhlutha ajonge – Sisibane sithi sakungabi namafutha singavuthi, athi akufakwa sivuthe.	Ukubonisa ulwazi.
Ndinanto yam ifika endaweni ndingekafiki – Ngamehlo.	Ulonwabo.

Abafundi baya kuthi banike nawuphi urayi-rayi, into ebalulekileyo kukuba anxulumanise urayi-rayi amnikileyo nokubaluleka kwakhe.

(c) Umfundi uza kukhetha ibali elifutshane lesiXhosa, aze abonise ukuba umbhali uphumelele na ekutsaleni umdla kulowo ufunda elo bali. Apha umfundi akazi kubhala bali koko uza kutsho ukuba ibali lithini, libhalwe ngubani aze ke atsho ngeengongoma ezenza ukuba athi umbhali weli bali uphumelele ekutsaleni umdla wabafundi.

- Xa umbhali ebhala ibali elifutshane kufuneka aqophe ngokuthi akhethe izinto ezibalulekileyo.
- Ezi zinto zithi zihlohlwe ngopbungcali kuba kaloku umhlaba ekuza kuthethwa kuwo mncinane.
- Akuba umfundi elifundile ibali makangabi nasikrokro kuba ebona kukho izinto ezithe zashiyelwa.

- Umbhali makabe semxholweni ngezi ngongoma: isakhiwo sebali; ukubunjwa kwabalinganiswa; umxholo webali kwakunye nolwimi kunye nesimbo sokubhala. (10)

[25]

Umbuzo 2

Apha umfundi uza kuthi akhethe abalinganiswa abathathu abangabasetyhini kumdlalo wesiXhosa obhalwe ngumntu oyindoda, aze atsho ukuba ukuba uyavumelana na ngendlela engonelisiyo aba balinganiswa bathe baveliswa ngayo ngulo mbhali.

[25]

Umbuzo 3

- (a) Koko umbongo ungako, ingaba imbongi yintoni le izama ukuyiphuhlisa kulo mbongo wayo. Yingcamango esentloko ethi ithungele konke okutshiwo ngumbongo lowo. Ingaba izixhobo ezisetyenziswe yimbongi ziyakwazi na ukuphuhlisa oko ucinga ukuba imbongi ifuna ukukutsho kulo mbongo? (5)
- (b) Nanjengoko umbuzo usitsho umbongo obalisayo ubalisa ngesiganeko esithile ezimbalini, ekubaliseni kufuneka imbongi idale uvakalelo kwakunye nochukumiseko. Kumbongo ovakalisa uluvo imbongi iza kuthetha ngeso sihloko isikhethileyo, ize iveze uluvo lwayo ngalo nto ithetha ngayo. (4)
- (c) Nazi iindidi zezitanga: Ikhapli (imiqolo emibini); ithesethi (imiqolo emithathu); ikhwatreyini (imiqolo emine); ikhwintethi (imiqolo emihlanu); isestethi (imiqolo emithandathu); isephtethi (imiqolo esixhenxe) kunye neokhthethi (imiqolo esibhozo). Uza kuthi anike ezi ndidi zibe ne kuphela. (8)
- (d) Uza kuthi akhethe umbongo wesiXhosa aze atsho ukuba ngubani imbongi yalo mbongo, andule ke ngoku abhale ngophinda-phindo nonxusano kumbongo. Uphinda-phindo kumbongo lwenzeka xa amagama okanye inxenywe yamagama ithe yaphindwa kumbongo. Olu phinda-phindo luthi lunike ukwakheka kwangaphandle kombongo ngendlela ethile, kananjalo luthi lwenze ukwahluka kwakunye nesingqisho apha kumbongo. Uxwesiso luthi lube ziingcinga ezithi zifane ngokuthi imbongi isebenzise amagama okanye ukwakheka kwawo okufanayo kwimiqolo elandelelanayo. Inginga isenokuboniswa ngokuthi kuphindwe kusetyenziswe ukwakheka okuhlukileyo kwimiqolo emibini nangaphezulu elandelayo. Imiqolo kuthiwa ixwesile ukuba ithi inike imifanekiso-ngqondweni efanayo. (8)

[25]

Umbuzo 4

- (a) Abalinganiswa abazizilwanyana bavela rhoqo kuncwadi lwabantwana. Ubani uya kuthi aqaphele ukuba ibali elingezilwanyana luthi luvele ngokwentsusa phaya kwiintsomi ikakhulu ezo zingezilwanyana. (6)

- (b) Lincwadi zomdibaniso woonobumba – zincipa ekufundiseni abantwana indlela yokulandelelanisa izandi zomdibaniso woonobumba; lincwadi zokubala – zincipa ekufundiseni abantwana indlela yokubala; lincwadi ezingamagama – zincipa ekufundiseni abantwana ukubiza izinto ngamagama asisiseko nayimfuneko okanye isigama; lincwadi ezinemifanekiso yodwa – zincipa ikakhulu abo bafundi bangakwazi ukufunda amagama ngokuthi bathi bakulandele oko kuthethwa ngumfanekiso; lincwadi ezifundeka lula – zincipa abantwana ngobuchule bokufunda okokuqala ukuze bakwazi ukuzilolongela ukufunda; lincwadi zamabali aboniswa ngemifanekiso – zincipa abantwana ngobuchule bokufunda okokuqala ukuze bakwazi ukuzilolongela ukufunda; lincwadi ezingezinto zokudlala – zincipa ekuhluphezeni ulwimi nokukhula kwabantwana abangekayi esikolweni nkalo zonke zobomi. Umfuni uza kuthi anike iintlobo zibe-3 kuphela. (6)
- (c) Umntwana womntu ontsundu angathi akhethe umvundla kuba mncinane ngesiqu kwaye uyathandeka. Indoda esekelwe kwisigcawu yona inkulu ngesiqu kwaye iyoyikeka. Umvundla uneempawu ezinokuthi zisetyenziswe ngabantu ebomini kungonzakali mntu, uphawu olufana nokulumka. Indoda esekelwe kwisigcawu ineempawu ezinokuthi zibonise intshabalalo kwimpilo yoluntu. (7)
- (d) Ngabantu basetyhini kuba kaloku ubukhulu becala ngabo abasoloko behleli nabantwana xa abantu abangamadoda beye emsebenzini ikhonkco elithi liqhakamshelanise abantwana nabantu basetyhini lomelele. Abantu basetyhini banomonde ngaphezu kwabo bangamadoda. Umfundi ke uya kuthi eze nezinye izizathu ezinokuba zikho ngalo mba. (6)

[25]

AMANQAKU EWONKE: [100]

SEPEDI /SESOTHO SA LEBOA: ASSIGNMENT 12

Potšišo 1

- (a) Dinonwane ga se tša ngwalelwa bana feela, dinonwane di a ruta, di aga semelo, di gopotša batho ka ditšo. Di oketša tsebo ya mantšu di be di tšweletše pele bokgoni bja go bolela le go latelantšha ditiragalo ka tsela yeo di lego ka gona. Di dira gore bao ba boledišanago ba be le bokgoni bja go bolela le gore ba itshephe. Di dira gore bao ba theeditšego ba lootše bokgoni bja bona bja go theeditšiša. (Karabo ye nngwe le ye nngwe ya maleba yeo baithuti ba ka e ngwalago e tla amogelwa.) (6)
- (b) Mošomo wa dithai ke go atiša tsebo ya mantšu, go hlohleletša baithuti go ithuta ka setšo sa bona le go šomiša polelo ka tsela ya tshwanelo. (Karabo ye nngwe le ye nngwe ya maleba yeo baithuti ba ka e ngwalago e tla amogelwa.)
- (i) Ba ntšhomiša ke otile > nalete.
(ii) Kgomo tšešo di šitwa go namela thaba > ditsebe.
(iii) Se bose se maribaneng > boroko.
- (9)
- (c) Moithuti o tla kgetha hlogo ya kanegelokopana yeo a e tsebago ebile e gatišitšwe a be a ngwale le mongwadi wa yona. Kanegelokopana e be ya Sesotho sa Leboa. Moithuti o swanetše go kgona go laetša maatlakgogedi goba yona karolwana yeo e tanyago babadi šedi kanegelokopaneng yeo. Seo se dira gore baithuti ba tšwele pele ka go bala kanegelokopana. Moithuti a ka bolela gore mongwadi o atlegile bjang go tšweletša maatlakgogedi mo kanegelokopaneng yeo. (Baithuti bao ba tlogo hwetša meputso ya godimo ke bao ba tšweeditšego dintlha tše di nyakegago ka botlalo.) (10)

Potšišo 2

Gantši bangwadi ba banna ba tšweletša babapadi bao e lego basadi bjalo ka batho ba babebao ba loyago,ba go hlorišwa ke banna goba ke bana. Baithuti ba swanetše go šomiša diterama goba dipuku tša dipapadi tše di tsebjago ebile di gatišitšwego. Ngwala hlogo ya terama yeo okgethilego baanegwa ba bararo ba basadi le mongwadi wa yona. Mohlala ke puku ya “Ga a mo swanela” mongwadi ke M.L Maloma, mongwadi o tsinkela mekgwanakgwana ye mentši ya motho wa nama, bjalo ka megabaru,tseba,lerato la mahumo le maemo ga mmogo le go hloka potego. (Karabo ye nngwe le ye nngwe ya maleba.) (25)

Potšišo 3

- (a) Kgwekgwe/Tabakgolo ya sereto ke seo sereto se se bolelago, molaetša woo moreti a ratago go o tšweletša go babadi. Motho wo mo mongwe a ka re

maikemišetšo ao a dirilego gore moreti a ngwale sereto seo. (Baithuti ba ka ngwala ka go šomiša mantšu a bona.) (5)

(b) Seretokanego se ka anega taba mola sereto sa maikutlo se tšweletša maikutlo ao a itšego go babadi go swana le a lerato goba tiragatšo yeo e tšweletšago lerato, manyami goba lethabo. Seretokanego se ba o ka re se anega taba yeo e diragetšego goba yeo e sa tlogo go direga. (4)

- Khaphole- methaladi ye mebedi.
- Theresete- methaladi ye meraro.
- Khwatereine- metha adi ye mene.
- Khwinthete- methaladiye mehlano.
- Seselete- methaladi ye tshela.
- Sepothete- methaladi ye e šupago.
- Oksete- methaladi ye seswai.

(Mehuta e mengwe le e mengwe ye mene ya maleba yeo moithuti a ka e fago e tla amogelwa.) (8)

(c) Poeletšo ke ge go boeletšwa mothalotheo goba mantšu ao a feleletšego mathomong goba mafelelong a tematheto. Mothalotheo woo o ka boeletšwa ditemathetong tše di fapanego go laetša kgatelelo. Nyalelano ke go šomišwa ga mantšu ao a swanago thwii methalong yeo e latelanago go ba le go tshediša. E ka ba nyalelano ya mathomo goba ya mafelelo mothalotheong. (Baithuti a ba fe mohlala ka theto yeo e nago le poeletšo le nyalelano ka Sesotho sa Leboa.) (8)

Potšišo 4

(a) Bana ba itshwantšha le diphoofolo ka gobane di dira dilo tšeo di sa kgołwegego, di na le maatla, di hlalefile di na le ponelopele. Mohlala: tau ke kgoši ya lešoka ebile ke phoofolo ye kgolo ya go tšhoša, mmutla o hlalefile, o na le manka, o direla dilo ka pejana, nkwe e tseba go tsoma le ye mengwe mehlala yeo e ka tšweletšwago ke baithuti. (6)

(b) Mehuta ya dipuku tša bana le mehola ya tšona:

- Dipuku tša diswantšho> di ruta bana go lebelela diswantšho le go kgona go di bolediša.
- Dipuku tša dibapadiša> di ruta bana ka dibapadiša tša go fapafapana le gore di šomišwa bjang.
- Dipuku tša dikanegelo > di ruta bana ka dikanegelo tša merero ya go fapafapana.

Dipuku tša dialfabeto > di ruta bana ka dialfabeto le gore ba ka di kopanya bjang go hlama mantšu. (6)

(c) Ba ka kgetha Spiderman ka gore ba mmogela go thelebišene ebile ba a mo tseba ka gore ba mmone. Medirwana ya gagwe ba a e tseba ebile e a ba kgahla. Mmutla ga ba o tsebe mohlomongwe ba anegelwa feela ka wona. (Dintlha tše dingwe le tše dingwe tša maleba tšeo baithuti ba ka di fago.) (7)

(d) Basadi ba a ratega ka gore ga ba fele pelo ge ba bolela le bana. Basadi ba na le lerato la go godiša bana le go theeletša. Basadi ba rata go boledišana le bana mabakeng a mantši.

(Dikarabo tše dingwe le tše dingwe tša maleba di tla amogelwa.) (6)

PALOMOKA :[100]

SETSWANA: ASSIGNMENT 13

POTSO 1

- (a) Ee. Dinaane ke maitiso a a monate mo baneng. Di lootsa puo ya bana. Di godisa le go somarela puo. Bana ba anya mekgwa e mentle ya go tlhalosa botshelo. Di tlosa bana bodutu. Di rotloetsa tirisanommogo. Di tlosa bodutu, di rotloeta botho le go kgalema mekgwa mekgwa e e maswe. (Mabaka mangwe a a maleba ka moithuti.) (8)
- (b) Ee. Di na le mosola mo kgodisong ya ngwana. Di natefisa maitiso. Di ruta ngwana go lepa le go ranola dilo. Di godisa tlhaloganyo ya ngwana. Di natifisa puo. Di ruta bana meila. Di tlosa bana mo mebileng. (7)
- (c) Padi nngwe le nngwe e e maleba e moithuti a ka itlhophelang yona mme e le maleba. Sekao: Le fa o ka e buela lengopeng. (10)

[25]

POTSO 2

- (a) Ithophele terama nngwe le nngwe mme o neye dikarabo tse di maleba. Dikao: Molotlhanyi, Ditshela, Lefufa jalojalo. Sekao: Mo go Motswasele 11 L.D Raditladi; Molotlhanyi o godisa kgotlhang ka go tlhotlheletsa Moruakgomo go nna le mowa wa ntwana, megagaru le ipusulosetso.

[25]

POTSO 3

- (a) Mmoki mongwe le mongwe yo o itlhophetsweng ke moithuti. Totobatsa ka dintlha tse di maleba. (5)
- (b) Tshantshanyo e tshantshanya selo le se sengwe. Sekao: O phatsima jaaka naleli. Tshwanthiso e tshantsha ka go bitsa selo ka se sengwe. Sekao: Modiegi ke naleli. (5)
- (c) Mefuta ya poko ya segompiano: Sonete, Balate, Letlhogela, Eleji, Leanela, Leriki le mefuta mengwe. (10)
- (d) Poko ga e dirise puo e e tlhamaletseng. Mmoki o tshwanetse go nna kelotlhoko mo go tlhopheng mafoko. Lefoko le le lengwe le ka nna le bokao bo bo farologaneng. Ngamelolo jalo jalo. Sekao sengwe le sengwe se se maleba. (5)

[25]

POTSO 4

- (a) Di a ruta. Di a laya. Di a kgalema. Di a rotloetsa. Di tlosa bana mo mebileng. Di natefisa maitiso. Di tlhalosa botshelo ka mokgwa wa go bapisa. (5)
- (b) Bana ga ba na maatla jaaka tau ka jalo ba rata go ithwantsha le phologotswana e nnye jaaka bona mme e le botlhale. Ka gale mmutla o dirisa botlhale go na le maatla. (5)
- (i) Di natefisa naane. Di tlisa kgogedi. Di dira gore bana ba nne ba thantse. (5)
- (ii) Dipina e ka nna karolo ya naane. Di ka bua ka meila e ngwao ya merafe. Maitshetlego a ka laolwa gape ke motlha le molaetsa o pina e o ikaeletseng. (5)
- (c) Dianelalobopo: Dikanelwa tsa merafe tse di nang le bonnete bo bo rileng. Di ama ditiragalo tsa bogologolo. Di thlalosa masaikategang.

Dikahisetori: Thaego ya merafe, bagale ba maloba, dintwa le magosi. Di thaegile mo historing.

Dianelamotho: Di bua ka batho thata go gaisa diphologolo. Di dirisa meka le metholo.

Dianelaphologolo: Ke dinaane tse di anelang ka ga diphologolo. Ke maitlhamelwa a a sa tseweng jaaka boammaarure. Diphologolo di mothfaditswe. Dintlha dingwe tse di maleba di a amoselega. (5)

[25]

GOTLHE:[100]

SESOTHO: ASSIGNMENT 14

Potso 1

- (a) Baithuti ba tshwanela ho dumellana kapa ho hanyetsana le hore ditshomo di ngolletswe bana feela. Ditshomo ke dipale tsa bohoholo tse sebediswang boithabisong ebile e le tsela ya ho fetisetsa ditumelo, menahano le meetlo molokong o motjha. Meqoqo ya molomo ke seipone sa bophelo. Dipale di ne di phetelwa bana. Sepheo e ne e le ho ruta, ho thabisa le ho tlwaetsa bana mekgwa le makgabane a setjhaba. Ditshomo di ne di etswa bosiu ke nkgono kapa mme. Bana ba ne ba di etsetswa ho ba tsebisa mekgwa le makgabane a setjhaba. Dipale tsena di ne di phetelwa ho ba ruta ka boitshwaro bo itseng. Mohlala, mme o ne a ka phetela bana ho ba kgothaletsa ho se kgale, ho se ikgohomose, ho se ikgopolele bobona feela kapa ho bontsha hore na ba itshware jwang setjhabeng. Empa, le baholo ba ka ithuta thuto ya bophelo ka ditshomo tsena. (6)
- (b) Baithuti ba tshwanela ho fana ka dilotho tse tharo tsa Sesotho mme ba hlalose melemo ya tsona. (9)
- (c) Baithuti ba tshwanela ho kgetha meqoqo e mmedi ho tswa Pelong ya ka, ka S M Mofokeng, ho netefatsa karabo ya bona. Bongata ba meqoqo ena ya Mofokeng ke **meqoqo ya kgothaletso**, hobane Mofokeng o batla ho kgothaletsa mmadi ho dumela ka menahano ya hae. Mofokeng o batla ho bua ka se itseng, ho hlahisa maikutlo a hao ka dintho tse ngata tse fumanwang bophelong. Hape o batla ho fana ka tjhebelopele ya hae ka taba ya kamehla kapa e amanang le mathata a batho, mme o batla ho ngola ka dintho tsa botho, tsa setjhaba, jwalojwalo. Meqoqo ya Mofokeng ke meqoqo e tlwaelehileng, maikutlo a tla ka bolokolohi – menahano, tjhebelopelo le ditakatso tsa hae ke tsona tse bontshang tsela. Mokgwa le tsela ya ho hlahisa tsena tsohle di ya hohela le ho tlisa thahasello. Meqoqo ke ya pale le tlhaloso, ya boinahano kapa thothokiso, le ya maikutlo a tebileng. Mabitso a meqoqo ke a: Pelo, Botho, Bodutu, Metswalle, Sepetlele, Tjhelete, Boqheku, jwalojwalo. Sheba hape maqephe a 35-37 a bukatataiso ya AFL2603. (10)

[25]

Potso 2

Tshwantshiso e le nngwe e ka sebediswa ho bontsha hore bangodi ba batona ba hlahisa baphetwa ba batshehadi ka mokgwa o o fosahetseng. Ho Senkatana, S M Mofokeng o sebedisa baphetwa ba batshehadi ba babedi feela, Mmaditaolane (mme wa Senkatana, ke moetapele kapa molwantshuwa wa terama) le Mmadiepetsane (mohatsana wa Bulane, ke mohanyetsi kapa molwantshi terameng ena.)

Mmaditaolane o hlahlella Senkatana ka mokgwa o mong le o mong. O leka ho mo sireletsa, o tiisetse ho mo koqolla tsietsing, o mo hlokomela hantle, o tshwerwe ke

tshwenyeho ke yena, jwalojwalo. Re ka nna ra re Mmaditaolane ke motho wa mosa, wa molemo, ya nang le pelo e tshweu.

Mmadiepetsane, ka lehlakore le leng, ha a hlahelle baphetwa ba bang tshwantshisong. O ikgopolela bobona feela, o na le sepheo se le seng feela, ke ho iphetetsa ka ho bolaya Senkatana le mma wa hae. O na le masene a mabe, esita le ho tshwara Bulane ka mokgwephetsane ke ho mo susumetsa ho bolaya Senkatana.

Jwale, re ka re Mofokeng ha se mongodi e motona ya hlahisang baphetwa ba batshehadi ka mokgwa o o fosahetseng tshwantshisong ya hae. Lebaka ke hore Mofokeng o tseba ho bapisa mefuta e mmedi ya baphetwa hantle, ke hore Mmaditaolane ke mohlala wa mophetwa wa molemo, le Mmadiepetsane ke mohlala wa mophetwa o mobe, ke hore ba bafapane. [25]

Potso 3

- (a) Mokotaba wa thothokiso ke sehlooho seo ho buisanwang ka sona, ke yona kgopolo ya mantlha e hlahiswang ke seroki. Mokotaba wa thothokiso e ka ba eng kapa eng feela. E kenyeletsa maitsebelo ohle a batho: lerato, leswalo, lefu, ho phela le phamokate (HIV/AIDS), jwalojwalo. (5)
- (b) **Thothokisopale** e na le qaleho, bohare, sehlohlolo, le sephetho. E nngwe ya tsena ke thokohale. Thokohale ke mofuta o sebediswang thothokisong tsa Bophirima. Ke thothokiso e telele e re phetelang ka mohale kapa ketsahalo ya nalane (histori). **Lehlolohela/thokothomo** ha se hakaalo hore e pheta pale, empa e hlahisa maikutlo le kameho ya motho mme e nka dibopeho tse fapaneng. Sonete le kodiama ke tse ding tsa tsona. Sonete e na le mela e leshome le metso e mene. (4)
- (c) Tema ke sehlopha sa mela thothokisong se etsang kgopolo e le nngwe e utlwalang kapa e fupereng mohopolo o le mong. Ditemana thothokisong hangata di na le palo e lekanang ya mela, leha ho se jwalo kamehla. Dithothokiso tse ding di ka nna tsa hloka ditema ho hang kapa tsa ba le tema e le nngwe feela. Mefuta ya dibopeho tsa ditema ke: melapedi, melatharo, melanne, melahlano, melatshela, melasupa le melarobedi. O tla fumana matshwao a mangata ha o ka fana ka mehlala ya mefuta ya dibopeho e tswang thothokisong. (8)
- (d) **Phetapheto**: e hlaha ha mantswe kapa dikarolo tsa mantswe di phetwa thothokisong. Phetapheto ena ha e fane feela ka paterone e itseng sebopelong se kantle sa thothokiso, empa e fana ka phaphano e monate le morethetho. Hape di hohela mmadi mantsweng le karaburetsong mme di matlafatsa moelelo. O nne o hopole hore sebopelo le dikahare di sebetsa mmoho ho etsa ntho e feletseng. Thothokiso di tletse diphetapheto.

Papelano: Ntlha ena ke mofuta o mong wa phetapheto. Papelanong mehopolo e amanang (e tshwanang kapa e fapaneng) e bapiswa ke ho sebedisa mantswe

kapa sebopeho meleng e hlahlamang. Mohopolo o le mong o ka phetwa ka ho sebedisa dibopeho kapa mantswa a fapanang dipolelong tse pedi kapa ho feta. Mela ho thwe e bapile ha e ena le karaburetso e le nngwe. Ho ho bohlokwa ho hlokomela hore papiso ke kamano e rapameng.

Baithuti ba tla kgetha thothokiso e nngwe e tswang Makatolle, ka Moleleki, ba fana ka mehlala ya phetapheto le papelano. (8)

[25]

Potso 4

(a) Bana ba kgahlwa ke diphoofolo mme ba a di rata, hobane bongata ba bona ba na le dintja le dikatse lapeng. Ke ka lebaka lena diphoofolo di kgahlisa dipale tsa bana, le ho natefisa makgathe a bophelo ba bana. Dipale di dumella bana ho balehela moemo wa bophelo ba bona, ke ho bala pale ya motho e mong kapa pale ya phoofolo e nngwe. Ka mokgwa ona bana ba kgona ho phomola hanyane le ho fumana tharollo ya mathata a bophelo ba bona. Ka ho sebedisa diphoofolo dipaleng tsa bana, ke ho ba fana ka sebaka kapa bokathoko ba dikgopolo le maikutlo tsa bona, ke ho dumella bana ba utlwanng dipale tsena ho nahana ka dintho tse ba utlwanng bohloko, kapa ho nahana ka dintho tse tliwang pelaelo bophelong ba bona. (6)

(b) Ka ho sebedisa dibuka tsa ditshwantsho, jwaloka: dibuka tsa dibapadiswa, dibuka tsa dialfabeteng/Nteterwane, dibuka tsa ho kopanya dipalo, jwalojwalo, bana ba fuwa dingolwa tseo ho buisanwang ho tsona tse buang le bana mme tsona di atolosa tsebo ya bana, di atolosa tikoloho ya bana, jwalojwalo. Ka dibuka tsena bana ba a kenyeletswa, ba a thabiswa, le ho kgothaletswa ho tswela pele ho batla bo bala ho ya pele. Mme wa ngwana kapa motho e mong a rutang ngwana ho bala o tla mo tataisa ho tseba dintho tse itseng. Dibuka tsena di bohlokwa haholo hobane ngwana o fumana tsebo ya motheo moo a qalang ho phetla maqephe, ho supa mebala e metle ka menwana, mme sena e ba qaleho ya ho rata ho bala dibuka.

Dibuka tsa dialfabeteng/Nteterwane di sebediswa ho ruta bana ba banyane ditlhaku, ho kopanya dipalo ho tloha ho nngwe ho ya dipalong tse hodimo.

Dibuka tsa ditshwantsho tse se nang mantswa di fana ka monyetla o itseng ho bana hobane di ka 'balwa' mme tsa utlwanng ke bana ba ka balang le ba sa tsebang ho bala. Ngwana o na le monyetla wa ho toloka ketsahalo e etsahalang paleng ha a ntse a shebile ditshwantsho tsena.

Dibuka tse balehang habonolo: hobane ha di na dikarolo tse ngata tse balwang, di na le dipolelo tse mmalwa. Dibuka tse balehang habonolo di thusa bana ka bokgoni ba ho qala ho bala le monyetla wa ho ithuta ho ikwetlisetsa ho bala. (6)

(c) Baithuti ba tshwanela ho fana ka mabaka a ho kgetha ha bona pakeng tsa

Spiderman le Rabbit. Ba tshwanela ho fana ka maikemisetso a bona ka yona.
(7)

- (d) Lebaka la ho kgetha basadi ya ho pheta dipale tsa bana, ke hore basadi ke bahlokamedi ba sehlooho ba bana. Bana ba qala ho bina ba sa ntse ba le ka maleng le mokokotlong wa bommabona ha ba binelwa tsa koietso, hore ba rutehele le ho robale, ba bina dipina tsena le bommabona. Ba boela ba utlwe dipale tse itseng moo bommabona kapa bonkgonwabona ba phetang dipale kapa ditshomo. Tsena ke qaleho ya ho kgetha baphetwa ba basadi ho ena le banna ho pheteng dipale tsa bana.

(6)

[25]

KAKARETSO YA MATSHWAO: [100]

SISWATI: ASSIGNMENT 16

Umbuto 1

- (a) Umfundzi umele ale nobe avume kutsi tinganekwane tentelwe bantfwana kuphela bese usekela impendvulo yakhe ngekuchaza kafuphi ngaloko lakushoko. (6)
- (b) Umhlolwa angabhala nobe ngutiphi tiphicaphicwano teSiswati bese uyatichaza, akube tiphicaphicwano letindze, letimfishane, naletiyinkhinga. (9)
- (c) Umhlolwa akatikhetsele indzaba leshicilelwe bese ubuka lilukuluku lelikhona leliveta imphumelelo yembhali akungabi yinganekwane kodvwa kube yindzaba lemfishane lephuma kuligcogco lelishicilelwe letindzaba letimfishane. (10)
- (25)**

Umbuto 2

Umfundzi umele ale nome avume kutsi babhali besilisa baveta badlali labasikati njengebantfu lababi emidlalweni yabo bese ukhetsa badlali labasikati babe batsatfu emdlalweni lawukhetsile lowatiko futsi loshicilelwe welulwimi lweSiswati asekele ngabo umbono wakhe. Umhlolwa akasho kwekutsi labadlali labo bavetwe njani, yini lekhombisa bubu/buhle balabo badlali.

(25)

Umbuto 3

- (a) Lona ngumnyombo wenzaba jikelele, nguloko lokuchube umbhali kwekutsi abhale. umlayeto loletfwa ngumbhali kulabafundza leyo nkondlo. (5)
- (b) Iliriki isitjela ngemiva yembhali kantsi inkondlomlandvo isitjela ngetintfo letake tenteka ngemphela emlandweni. Umfundzi utawenaba, ente netibonelo nakungenteka. (4)
- (c) Umhlolwa utawuniketa tinhlobo tetitanza atichaze. (8)
- (d) Chaza umehluko lokhona emkhatsini kweluchumano nemphindza. Niketa tibonelo letifanele letivela enkondlweni yelulwimi lwakho. Luchumano kuba emagama laphelile laletsa sigci, angalandzelana ekucaleni, ekugcineni, emkhatsini kantsi futsi angeca kutotonkhe letindzawo letibaliwe. Angenta siphambano, angavundla futsi. (8)

25/

Umbuto 4

- (a) Bayatati, tasekhaya baphila nato kantsi tasesigangeni batfuswa ngato. Umhlolwa angabeka nome ngabe ngutiphi tizatfu letivakalako naletemukelekako. (6)
- (b) Ngekusebentisa tinhlobo letintsatfu tetincwadzi tebantfwana, shano ubuye uchaze tindlela bantfwana lebafundza kufundza. Umhlolwa tawusebentisa tincwadzi telulwimi lwakhe bese ufakatindlela bantfwana laba fundza ngato kufundza. (6)
- (c) Umhlolwa angakhetsa nome ngumuphi umdlali labona kutsi angakhetfwa bantfwana ku Rabbit na Spiderman kuphela nakasekelwe kahle. (7)
- (d) Lapha umhlolwa utawubeka takhe tizatfu letenetisako kutsi yini kunconotwe bafati kunemadvodza ekuoceni tindzaba tebantfwana bese wesekele ngemaphuzu lanetisako. (6)

SAMBA: [100]

ISIZULU: ASSIGNMENT 11

QAPHELA: Imibuzo ebhekiswe ezincwadini ozifunda nonyaka.

Umbuzo 1

Umbuzo 2

Qaphelani: Izimpendulo zemibuzo engehla zizokubekwa kumyunisa.

Umbuzo 3

IZINCWADI ZABANTWANA

- (a) Izinganekwane azibhalwa phansi kodwa zedluliswa ngobuciko bomlomo, ugoro noma umuntu omdala ungumxoxi kanti abantwana bona bangabalaleli. Zixoxwa ebusuku futhi zazingabhalwa phansi.

Ezinezithombe ezixoxa indatshana zinesakhiwo, indikimba, isizinda, abalingiswa, umlingiswa osemqoka nenkinga abhekene nayo, isingeniso, umzimba, uvuthondaba, isiphetho, njll. Kunomlingiswa oqavile kanye nabanye abalingiswa, umlingiswa osemqoka unenkinga abhekene nayo, kunesizinda noma indawo lapho indaba yenzeka khona, njll. (6)

- (b) Indikimba yilokhu okuxoxwa ngakho emibhalweni yobuciko enhlobonhlobo njengasenkondlweni nje. Indikimba kungaba yindikimba yothando, yokufa emayelana nenkolo njll. Abafundi kumele banikeze izibonelo ezitholakele enkondlweni yomdabu neyesimanje. (5)

- (c) Umfundi kumele anikeze izibonelo ezintathu, akhethe kwezifana nalezi:

Ezamatshayizi: Ngokubuka izithombe zithuthukisa ukusetshenziswa kolimi, ukucabanga ngokomqondo mayelana nalokhu ezikubona encwadini. **Ezama-alfabethi ozezinhlamve:** zifundisa izingane ngokulandelana kwezinhlamvu kusuka ku-A kuya ku-Z. Okwesibili, ukufundisa izingane ezincane ukuthi zikwazi ukukubona kokubili: izinhlamvu nemisindo, ezamagama; **Ezingenazithombe:** lezi zincwadi zinezithombe eziningi ezakhelwe ukuveza ukulandelela kwesakhiwo sendaba. Abafundi bangakhetha izinhlobo ezintathu kuphela. (5)

- (d) Izingane zejwayela umkhuba wokufunda zisezincane, kugqugquzeleka uthando lokufunda, zifunda ngezinto ezizungezile nangalezo ezizibona ezithombeni, izincwadi ziqeda isizungu, abantwana bafunda ngokuphinyiswa kwamagama, izinombolo, njll. (6)

- (e) Abafundi bangabhala noma yiziphi izinhlobo ezintathu abazithandayo. (3)
(25)

Umbuzo 4

IZINKONDLO ZESIMANJE

Bangabafazi abayizingqalabutho

- (a) Imbongi itusa abesimame abangamavulandlela nezingqalabutho eNingizimu Afrika futhi abadume e-Afrika yonkana. Ithinta uMntwana uMagogo, ozala uMntwana uMangosuthu Buthelezi. Ibuye ituse uMirriam Makeba ngegalelo lakhe kwezobandlululo. Igcina ngoBessie Head ongumbhali wezincwadi. Imbongi iphetha ngokufakazela ekushoyo ngalawa magama:

*“Akusho mina kusho usuku lwabo ziyi-9 kuNcwaba,
UNcwaba ungowabo beyizingqalabutho,
INgcugce muntu wesizwe.”*

(5)

- (b) Izimpendulo zingehluka; kunomoya wenjabulo, wokutusa, wokuziqhenya ngeqhaza elibanjwa abantu besifazane emphakathini kanye nangemisebenzi enhlobonhlobo nemihle abayenzayo. Izimpendulo azisekelwe yizibonelo ezifanele. (3)
- (c) Impendulo bekulindeleke ukuthi ixoxe ngezindlela ezahlukene ezisetshenziswe yimbongi ngenkathi ibhala inkondlo yayo. Lo mbuzo uvumela umfundi ukuthi aphawule nganoma yini esetshenziswe yimbongi ngenkathi iqamba inkondlo yayo. Kungabhekwa isihloko, okushiwo yinkondlo, umqondo ocashile/ojulile, umoya wenkondlo, ukukhethwa kwamagama, isitayela, njalo njalo.

Isakhiwo sangaphakathi/ukubunjwa kwangaphakathi kwenkondlo

Isakhiwo sangaphakathi kumele sidingide izifengqo ezethula **imifanekso mqondo/ izithombe magama** (*imagery*): njengesingathekiso, isifaniso, isenzasamuntu, nophawu, izibonelo:

Isingathekiso:

BangoMntwana uMagogo,

Inkomazi eyinsengakwazi:

Imbongi iqhathanisa uMntwana uMagogo nenkomazi eyinsengwakazi. Mfundi, Ukuze umfundi akwazi ukuze ukuthola amamaki amahle kumele asekele, aveze ukuthi ngabe imbongi iphumelele yini ngokugagula lo wesifazane imbize ngenkomazi.

-Uzwi lakhe liwuju.

Isifaniso:

-Umehlo ayahlaba okwengwe.

Isenzamuntu:

-Usifuba ... sibhakuza izindaba zobandlululo (Isifuba sivezwe sinomlomo ozeka izindaba).

-Izindaba zobandlululo o **obelukhasa** phansi (Ubandlululo lubonakala lukwazi lukukhasa njengomuntu).

Ezinye izifengqo ezisetshenziswa ekunongeni inkulumo kodwa ezingayethuli imifanekisomqondo.

Impendulo yakho ingabuye iphawulwe nangezinye izinhlobo zezifengqo ezitholakalayo, isibonelo, ihaba, isenzasilwane njalo, njalo.

Umbizi:

-limi lwami luleka.

Ihaba:

-INatali yonke iyamazi.

-Umemeza kuzwakale phesheya kwezilwandle.

Isakhiwo sangaphandle senkondlo/ukubunjwa kwenkondlo/:

Isakhiwo sangaphakathi kumele siveze izibonelo ezihambisana **nokuphindaphindwa kwamagama** asetshenziswe enkondlweni njengemvumelwano, ukuxhumana, impindwa, impindamqondo, ufananmsindo, ufuzamsindo, njll. Kubalulekile mfundi ukuthi usekele konke okushoyo ngezibonelo ezicashunwe enkondlweni noma ngamazwi akho.

Imvumelwano siqalo:

Badumil'.

Bazothil'.

Bayaziw.

Ukuxhumana-siqalo noxhumano-sigcino:

Badumile eNingizimu, eMpumalanga.

Badumile Entshonalanga, ne-Afrika yonke iyabazi.

Qaphela: Le misho elandelanayo engenhla ingaphinde yethule **impindamqondo**. Akuphindwe kubhekwe nesitanga sesithathu umusho wesibili nowesithathu – kukhona ukuphindeka komqondo kule misho elandelanayo.

Impindwa:

Impindwa itholakala ekuqaleni kwaleso naleso stanza noma ekugcineni kwaleso stanza. Kodwa-ke kungenzeka ukuba itholakale eku qaleni kwesitanga noma izitanga ezithile asnekugcineni kwazo. Le migqa esekuqaleni kwezitanga iletha imphdamqondo:

Bangabafazi abayizingqalabutho.

BangoMntwana uMagogo.

BangoWinnie Madikizela Mandela.

(17)

(25)

ISAMBA: 100

ISINDEBELE: ASSIGNMENT 18

Umbuzo 1

- a. Awa, azikatlolelwa abantu abadala kwaphela. linolwana ziyafundisa, zakha isimilo, zikhumbuza abantu ngamasiko. Zandisa ilwazi-magama bese ithuthukise nekghono lokucoca nokulamanisa izehlakalo njengombana zinjalo. Zenza abacocako kobana babe nekghono lokucoca, zenza kobana bazethembe. Zenza abalaleleko kobana balole ikghono labo lokulalelisa. (Nezinye iimpendulo ezizwakalako ezingatlolwa bafundi.) (6)
- b. i. Ngendlu yami engenamnyango. > Liqanda
ii. Ngokhamba ngapha siyokuhlangana ngale.> Libhande/ Sibhabha
iii. Ngabantu bami abalitjumi abakhamba bayokuzuma, kodwana babili kwaphela ababamba inyamazana. > Mimino elitjumi yesandla ezuma intwala. Kodwana mibili kwaphela eyichobako intwala.

Umsebenzi omkhulu weenrarejo kukwandisa ilwazi-magama, kukhuthaza abafundi ukufunda ngebhoduluko labo, kusebenzisa ilimi ngendlela enembako. (Nezinye iimpendulo ezinembako ezingatlolwa bafundi.) (9)

- c. Akuvele isihloko sendatjana ekhona eyaziwako negadangisiweko. Akutlolwe nomtloli wendatjana leyo. Ihlathululo yelulubezo/yelulukezo ayivele. Ngilokho okwenza abafundi kobana baragele phambili nokufunda indatjana leyo. Umfundi akatjho kobana ilulubezo/ilulukezo lifunyanwa kuphi endabeni leyo. (Abafundi abazokufunyana imitlomelo ephezulu ngilabo abazokuveza pheze koke lokhu okungehla.) (10)
(25)

Umbuzo 2

Kanengi abadlali ababomma bavezwa njengabantu abambi, abantu abaphathaphathako, abatlhagiswa bobaba nanyana bentwana. Abafundi kumele basebenzise amadrama. lincwadi zemidlalo ezikhona nezaziwako begodu zigadangisiweko. Isihloko sencwadi asivezwe nomtloli waso. Isibonelo, encwadini ethilbhudango Lami: T.G. Mnguni. Umma uNaNtuli uvezwe njengomlingisi olalela nanyana yini eza netjhiwo myeni wakhe. Akekho akuphikisako. Nezinye iimpendulo ezinembako begodu nezisekelweko. (25)

Umbuzo 3

- a. Ummongo wekondlo utjho lokho ikondlo ekhuluma ngakho, mlayezo imbongi ethanda ukuwutjhiyela abafundi. Omunye angathi sizathu esenze imbongi kobana itlole ikondlo leyo. Abafundi bangatlola ngokuthi basebenzise wabo amagama. (5)

- b. Ikondlo ecocako iba kwangathi icoca indaba kanti ikondlo eyilirikhi iveza ithando nanyana izehlakalo eziveza ithando. Ikondlo ecocako ingacoca ngendaba eyenzekako nanyana engakenzeki. (4)
- c. lintanza/lindima ezikhamba ngemida emibili, ezikhamba ngemida emithathu, ezikhamba ngemida emine nezikhamba ngemida emine, nemihlanu, njll. (8)
- d. Ibuyelelo kulokha nakubuyelelwe umutjho nanyana amagama apheleleko ekuthomeni nanyana ekugcineni kwendima. Umutjho loyo ungabuyelelwa eendimeni ezahlukeneko ukutjengisa ukugandelela. Abafundi abanikele isibonelo ngokusebenzisa ikondlo enebuyelelo ethethwe elimini abafunda ngalo. Ukurhobela kutjho ukusetjenziswa kwamagama afana patsi emitjhweni elamanako nanyana eyeqako. Kungaba kurhobela okusekuthomeni komutjho nanyana ekugcineni komutjho. Abafundi abatlole iibonelo ezinembako ukutjengisa ukurhobela. (8)
- (25)**

Umbuzo 4

- a. Abentwana bazifanisa neenlwana ngombana zenza izinto ezingakholekile, zinamandla, zihlakaniphile. Isibonelo, ibhubesi yikosi yehlathi, umqasa uhlakaniphile, ingwenyama iyakwazi ukuzuma. Neminye imibono engavezwa bafundi. (6)
- b. Incwadi zeenthombe kwaphela, abentwana bafunda ukulamanisa iinthombe bese bazakhela indaba. lincwadi zama-alfabhedi. Abafundi bafunda ukwakha amagama ngama-Ifabhedi. lincwadi zeenomboro. Abafundi bafunda ukuhlanganisa iinomboro nokufunyana iimpendulo. lincwadi zeendatjana neenthombe. Abafundi bafunda ukufunda imitjho bese bayimadanisa nalokho okuseenthombeni. (6)
- c. Bangakhetha uSpiderman ngombana bambukela kuthelevitjhini begodu bayamazi ngombana bambonile. Izenzwana zakhe bayazazi begodu ziyabakara. Intenetjha abayazi mhlawumbe bacocelwe nje kwaphela ngayo. (7)
- d. Abomma banesineke sokukhuluma nabentwana. Abomma banethando lokukhulisa, ukulalela nokukhulisa abentwana. Abentwana bayakwazi ukukhalima abentwana. (Nezinye iimpendulo ezingatlolwa bafundi begodu ezinembako.) (6)

(25)

INANI LOKE: [100]

TSHIVENDA: ASSIGNMENT 18

Mbudziso 1

- (a) **Vha a tendelana kana u hanedza zwauri dzingano dzo tea vhana fhedzi? Kha vha talutshedze nga vhudalo.** (6)

Phindulo:

Ngano dzo tea vhana fhedzi, ngauri vhana vha tshi pfa phukha na zwiṅwe zwine zwi sa vhe vhathu zwi tshi khou ita zwiito zwa vhathu vha a nyanyuwa, muthu muhulwane u vha a tshi zwi talukanya uri a si phukha ine ya khou amba. U nyanyuwa honoho ha vhana hu ita uri tshiteṅwa tsha u mvumvusea tshi vhe hone. Hu na ngano dzine vha do wana dzi tshi amba nga phukha dzine dza nga muzhou, sankambe, luaviavi, dongololo, nz; huṅwe vha wana dziṅwe dzi tshi amba nga zwithu zwine zwa nga maḡi, matombo, miri, ṅwedzi, nz; zwoṅthe zwi tshi khou amba. Muanetsheli wa ngano na ene u ita uri vhana vha mvumvusee nga ṅdila ine a vha a tshi khou anetshela ngaho lungano. Vhana vha dovha hafhu vha mvumvusea musi vha tshi pfa nga ha uri vhathu na zwoṅthe zwi tshilaho khathihi na zwithu uri zwo sikiswa hani, hu tshi katelwavho na zwauri mivhala yo fhambanaho yo vha hone hani.

- (b) **Kha vha ṅwale thai tharu kha luambo lwavho, vha dovhe vha talutshedze ndeme ya thai.** (9)

Phindulo:

Thai! tsha kunda ndi lipo.

Thai! gambana dzwugu thavhani ya Luonde.

Thai! galaha la mmvi thumbuni.

Thai ndi dza ndeme ngauri dzi shuma u tuṅtula maluvhi. Dzi ita uri kuhumbulele kwavho ku vhe kwo tanḡavhuwaho. Dzi dovha hafhu dza thusedza kha u alusa luambo lwa vhenevha vhana. Afha ndi fhaḡa hune wa wana ṅwana a tshi amba nga luambo lwo tanḡabaho. Zwa dovha zwa mu thusa uri a kone u ṅwala luambo lwo kunaho. Thai dzi funza vhana mikhwa yavhuḡi khathihi na mvelele. Dzi dovha hafhu dza ita uri vha kone u vhambedza zwithu. Ndi ngazwo naho zwimvumvusi zwa thekhinoḡodzhi sa thelevishini zwi hone vha tshi tea u kha ḡi ita thai.

- (c) **Nganeapfufhi i na khethekanyo ine ya kunga dzangalelo la vhavhali, vha pfe vha na dakalo la u toḡou vhalala. Kha vha nange nganeapfufhi nthihi kha luambo lwavho, vha sumbedze uri muṅwali o zwi kona hani.** (10)

Phindulo:

Kha mbudziso iyi mutshudeni u tea u nanga nganeapfufhi nthihi ine o no i vhala. Ine khayoyho ya nganeapfufhi a i tei u vha murero ngauri i vha yo buletshedza zwine zwa do ambiwa. Kha phara ya u thoma u ya kha ya vhuvhili hu tea u wanala dendele na thaidzo yawe. I tea u vha pfufhi lune ya vhalea nga awara nthihi, hu tea u vha na mutodo muthihi wa mafhungo. Zwipida zwa puloto zwi tea u vha hone magumoni i tea u kona u sia vhavhali muyani. [25]

Mbudziso 2

Hu na mbilaelo ya uri vhanwali vha vhanna vha amba mvumbo ya vhafumakadzi nga ndila i si yavhudi kha dirama. Vha a tendelana kana u hanedzana na maambiwa ayo naa? Kha vha nange vhaanewa vhararu vha vhafumakadzi u bva kha bugu ya dirama u bva kha luambo lwavho kana u bva kha bugu yo themendelwaho, vha ambe u tikedza muhumbulo wavho. [25]

Phindulo:

NB: Afha ndi hune mutshudeni ene muhe a tou nanga bugu ine a tama u topola vhabvumbedzwa avho. Zwine rine ra do nea afha a tou vha mavhala a nngwe. Matshudeni vhone vhahe vha do fhindula vho sedza bugu dze vha vhala.

Tsumbo:

Kha bugu yo nwaliwaho nga Vho-Milubi ine ya pfi 'Mukosi wa lufu', ri wana hu na vhafumakadzi vhavhili vhane vhothe vho maliwa nga munna muthihi. Muwe wa avha vhafumakadzi o funzea ngeno muwe a so ngo funzea. Vhafumakadzi vhenevha muwali u sumbedza u sa funana havho. Avha vho funzeaho vha taniwa vha muthu wa zwiito zwi so ngo tou daho zwavhudi.

Kha bugu ya Vho-Mathivha ine ya pfi 'Mabalanganye', muwali u tana Mushanzhoni sa musidzana kana mutanuni a si na mikhwa ane a si kone u dzungudza. nz.

Mbudziso 3

(a) Hu tshi ambiwa thero kha tshirendo hu vha hu tshi khou ambiwa mini? (5)

Phindulo:

Kha tshirendo musi hu tshi ambiwa nga thero hu vha hu tshi khou ambiwa nga ha zwine muwali wa tshirendo a tama vhavhali vha tshi sala vho guda. Nga iwe ndila ri nga ri n di muhumbulo muhulwane une muwali a toda u u rathisela kha vhavhali. Hoyu ndi muhumbulo une wa sia vhavhali hu na zwine vha guda nga khayoyho, na u kaidzaiwa khathihi na u tsivhudziwa kana u tutuwedzwa kha kutshilele kana zwiwe-vho vhutshiloni.

- (b) Ndi dzifhio phambano vhukati ha tshirendo tsha musalauno na tshirendo tsha u khoḁa. (4)**

Phindulo:

Vhurendi ha musalauno ho tou ṅwaliwa fhasi, ngeno zwikhoḁo zwi tshi wela kha vhurendi ha sialala he ha vha hu tshi itiwa nga mulomo. Afha kha zwikhoḁo ndi hune ra wana hu tshi rendwa mahosi, vhahali, milambo na zwiṅwe zwinzhi zwo fhambanaho. Ngeno kha vhurendi ha musalauno u tshi wana hone hu na zwitanza nahone zwine zwa vha zwo ṅwalwa zwi fanela u tevhedza milayo.

- (c) Kha vha ṅee vha dovhe vha ṭalutshedze tshakha ṅṅa (4) dza zwitanza kha vhurendi. (8)**

Phindulo:

- Khophulethe, ndi tshitanza tsha mitaladzi mivhili.
- Thesethe, ndi tshitanza tsha mitaladzi miraru.
- Khwaṭhireini, ndi tshitanza tsha mitaladzi miṅa.
- Khwinthethe, ndi tshitanza tsha mitaladzi miṭanu. nz.

- (d) Kha vha ṭalutshedze zwine vha pfesesa nga ha mbambedzo na pfanywa nga u ṅea tsumbo dzi bvaho kha tshirendo tshi re afho fhasi. (8)**

Phindulo:

Musi hu tshi ambiwa nga ha mbambedzo nga iṅwe ṅḁila musiri tshi khou shumisa luambo lwo ḁowealeho lwa vhurendi ri nga ri hu vha hu tshi khou ambiwa nga ha mafanyisi. Ngeno musiri hu tshi ambiwa nga pfanywa hu vha hu khou ambiwa nga ha zwine zwa fana. Arali ra sedza kha tshirendo tsho ṅewaho ri wana uri 'lufu' lu vha lu tshi khou fanyiswa na khuli/ tshikegulu. Izwi zwi vha zwi tshi khou tou amba uri lufu a si tshithu tshavhuḁi. Khuli i ita uri hu si vhonadze. Lufu lu ita uri mimuya ya vhathu i dzikukane, na zwiṅwe zwinz i zwine matshudeni vha nga ṅwala.

Mbudziso 4

- (a) Kha vha ṭalutshedze nga vhuḁalo uri ndi ngani vhana vha tshi konanywa na zwipuka nganeani. (6)**

Phindulo:

Vhana vha konanywa na zwipuka kha nganea ngauri vha kona u pfesesa uri zwipuka na zwone zwi a vha na zwiito zwine zwa nga zwa vhathu. Hu na phukha ine ya nga sa Sankambe, yone vhana vha i takalela ngauri ndi tshipuka tshiṭuku tshine tsha vha na vhuṭali. Phukha ine ya nga sa Muzhou na yone vhana vha konanywa nayo vha i takalela ngauri ndi phukha khulwane vhukuma ya dovha hafhu ya vha na maṅḁa. Nda u na

yone i a takalelwa nga nthani ha maanda ayo na zwauri i a kona u vhulaha dziñwe phukha.

- (b) Nga tshakha tharu dza bugu dza vhana dzine vha khou dzi humbula, kha vha nee na u talutshedza ndila nga dzine vhana vha guda u vhala ngadzo.** (6)

Phindulo:

- Bugu dza zwifanyiso - ndi bugu dzine dzo tou fanyisa fhedzi zwifanyiso dzine dzi ita uri ñwana a vhone zwifanyiso zwo fhambanaho. Vhana vha kona u vhala nga uri vha thoma u sedza zwifanyiso uri zwo fanyiswa mini, vha ñi nea maipfi musi vho sedza nyimele ya zwifanyiso.
 - Bugu dza thoisi - ndi bugu dzine dzo fanyiswa thoisi dzo fhambanaho u nga mipopi, dzigoloi na dziñwe thoisi. Vhana vha a kona u dzi vhala nga uri vha vha vha tshi khou kona u vhona uri thoisi ndi ya mufuda-ðe nahone i tambiswa hani. Ndi zwine vha a kona u humbulela maipfi musi vho tou sedza thoisi.
 - Bugu dza maledere - ndi bugu dzine dza gudisa vhana u kona u vhala zwo ñwalwaho na uri dzi vha dzo ñwalwa nga maledere mahulwane o teaho vhana. Idzi bugu vhana vha kona u vhala saizwi vha tshi kungea nga maipfi a hone a vha a mahulwane lune ha todi vha tshi tou humbulela.
 - Bugu dza zwiitori zwa zwifanyiso - dzi gudisa ñwana u vhala mafhungo vho sedza tshifanyiso saizwi mafhungo a hone a vha a tshi vha zwine tshifanyiso tsha vha zwone.
 - Bugu dza mbalo - dzi gudisa ñwana mbalo dza mifuda yo fhambanaho sa u tanganya, u tusa, u kovha na u andisa.
 - Bugu dza alifabethe – dzi gudisa vhana uri vha kone u vhala mutevhe wa alifabethe. Vha a kona u dzi vhala saizwi ho ñwalwa alifabethe dzo tevhekana.
- (c) U ya nga ha ndivho yavho, ndi nnyi ane vha humbulela uri vhana vha Afrika vha nga kha lurumbu lwa 'Spiderman' kana 'Rabbit/Sankambe'? Kha vha nee muhumbulo wavho, vha dovhe vha ambe uri ndi ngani vha songo nanga itsho tshiñwe.** (4)

Phindulo:

'Spiderman' ngauri ndi khunguwedzo yo no vhaho kha masia o fhambanaho u nga sa kha thelevishini, kha zwiambaro zwa vhana vha vhatukana. Sankambe ndi ane u pfala fhedzi kha ngano, arali ha vha uri a hu na muanetsheli a hu na hune vhana vha do mu pfa hone kana vha mu wana o anadziwa kha zwiambaro.

- (d) Kha vha talutshedze na u tikedza lutendo lwavho uri ndi ngani vhafumakadzi hu si vhanna vhane vha vha vhone vha anetshela ngano/ zwiitori kha vhana.** (6)

Phindulo:

Izwi zwi itiswa ngauri vhafumakadzi ndi vhone vhane vha tswesa na vhana hayani. Hu di nga na musi vha tshi ya masimuni, khunini kana hone mulamboni vha tshimbila na vhana vhavho. Zwiṅwe zwine zwa itisa ndi nga nṱhani ha uri vhafumakadzindi vhathu vhane a vha tṱavhanyi vho fhela mbilu. Hezwi zwi ita uri na musi vhe kati na u anetshela ngano, zwiṱori na zwidade vha si swike hune vha fhela mbilu. Vhathu vha vhanna vha tṱavhanya u fhela mbilu, lune ndi ngazwo vha sa wanali vha tshi khou anetshela dzingano kana zwone zwiṱori.

MARAGAGUṬE:[100]

XITSONGA: ASSIGNMENT 19

XIVUTISO XA 1

- (a) A wu fanele ku vula leswaku wa pfumela kumbe wa kaneta. (1)
- Utani u seketela nhlamulo ya wena u ri karhi u kombeta leswaku yi endleriwe vamani. (5)
- /6/**
- (b) A wu languteriwe ku tihlawulela mitshayilo/switekatekisano leswi u swi tivaka na tinhlamuselo kumbe tinhlamulo ta swona leswaku u ta kota ku seketela tidyondzo kumbe nkoka lowu u vonaka swi ri na wona. (3x3) **/9/**
- (c) A wu fanele ku boxa vito ra Xirungulwana/xihungwana na. (1)
- ra mutsari. (1)
- Kutani u kombisa mongo wa xona na leswaku mutsari u swi kotise ku yini ku fikelela mhaka leyi leswaku vahlayi va sala va lo nembelela. (8)
- /10/**
- [25]**

XIVUTISO XA 2

- A wu fanele ku tirhisa tibuku leti u hlawuleriweke tona eka Mojulu lowu, kutani u hlamula xivutiso u kongomisile eka tona, kambe loko u tirhisile tin'wana a swi na mhaka, ntsena loko u boxile mavito ya tona na ya vatsari. (2x2) (4)
- Endzhaku a wu fanele ku vula leswaku wa pfumelelana kumbe wa kanetana ni mhaka leyi. (1)
- Ivi u humelerisa nseketelo wa xivilelo xa leswaku vatsari va xinuna va humelerisa swimunhuhutwa swa va xisati hi ndlela yo ka yi nga tsakisi eka mitlangu/tidrama swa vona. (20)
- [25]**

XIVUTISO XA 3

- (a) **Xikombiso xa nhlamulo:** Nkongomelo i mhakankulu/hungunkulu leri tshikeleriwaka exitlhokovetselweni. (5)
- (b) **Xikombiso xa nhlamulo:** Xitlhokovetselo xa ndzungulo (epic/narrative poem) xi rungula timhaka to karhi xik: xitori xa mhaka ya vunghwazi leyi humeleleke khale, hi ririmi ro hlawuleka ra xichavo, xi vana swiyenge swo hambanahambana leswi vun'we bya swona byi tisiwaka hi mhaka yo karhi ya

ntikelo, xitayili xa xona xi vonaka hi ku tirhisiwa ngopfu ka swikhavisaririmi, **xik:** xihlambanyiso, kasi marito ya xitlhokovetselo lama hlamuselaka ko tala ntlhaveko/nyanyuko wa mutsari hi ku komisa naswona hi tindzimana (lyric) ya kongome leswi mutsari a titwisaka xiswona leswi nga vaka swi nga ri timhaka ta ntiyiso kumbe leti humeleleke naswona xi nga va risimu xi yimbeleriwa kunene. (4)

- (c) Ku boxa u tlhela u hlamusela **mune** wa tixaka ta tindzimana eka vutlhokovetseri:

Ta ximbirhi, ta xinharhu, ta ximune, ta xintlhanu, ta xitsevu, ta xinkombo, ta xinhungu (1x4 = 4); kutani u hlamusela. (1x4 = 4) (8)

- (d) Byi nga va vuyelelo bya marito, mapeletwana, switwari kumbe switatisi ku komba ntikelo wa mhaka leyi ku vulavuriwaka hiyona, kasi ndzhambalalo (parallelism) hi laha mianakanyo leyi fanaka kumbe yo hambana yi dzambalarisiwaka hi ku tirhisa marito yo fana kumbe mavumbelo yo fana eka mitila leyi landzelanaka. Muanakanyo wo fana wu nga vuyeleriwa hi ku tirhisa swivumbeko swo hambana swa marito kumbe mavumbelo eka swivulwa swimbirhi kumbe swo tala. (8)

[25]

VUTISO XA 4

- (a) **Xikombiso xa nhlamulo:** Xichudeni xi languteriwe ku humelerisa vonelo ra xona no ri seketela, hi ku xiya vumunhu bya swimunhuhatwa swa swiharhi, xik: ku va swi kota ku vulavula, ku tirhisa mbulavulo wa vana kumbe ku bula hi timhaka ta vana. (6)
- (b) A wu fanele ku boxa tibuku leti u tianakanyaka kambe ti ri ta ntiyiso, kutani u hlamusela mune wa tindlela leti vana va dyondzaka ku hlaya ha tona, xik: buku ya swifaniso, va languta xifaniso kutani va tivumbela xitori ku ya hi leswi va swi vonaka swi humelela exifanisweni. (6)
- (c) **Xikombiso xa nhlamulo:** Xichudeni xi languteriwe ku humelerisa vonelo ra xona no ri seketela, ngopfungopfu hi ku tirhisa vutivi bya xona bya swimunhuhatwa leswimbirhi. (7)
- (d) **Xikombiso xa nhlamulo:** Xichudeni xi languteriwe ku humelerisa vonelo ra xona no ri seketela, hi ku xiya vutshila/vuswikoti byo rungula xitori na vumunhu bya vavasati na vavanuna. (6)

[25]

NTSENGO [100]