



Tutorial Letter 101/1/2018

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

AFL1504

Semester 1

Department of African Languages

This tutorial letter contains important information
about your module.

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1. INTRODUCTION

Dear Student

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

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

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

Please note:

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

1.1 Tutorial matter

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

Some of this tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible. If you have access to the internet, you can view and print the study guide and tutorial letters on the University's online portal, *myUnisa*, at <http://my.unisa.ac.za> under 'official study material'. We would like to draw your attention to the importance of *myUnisa*, the University's online portal for all the information and services you need to help manage your studies at Unisa. You need to be registered on *myUnisa* to be able to submit assignments online, gain access to the Library functions and various learning resources, download study material or converse with lecturers and fellow students about your studies and the challenges you

encounter. myUnisa provides you with additional opportunities to take part in activities and discussions of relevance to topics in this module, assignments, marks and examinations.

2. PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

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

2.2 Outcomes

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

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

The specific outcomes for this module are the following:

Specific outcome 1:

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

Specific outcome 2:

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

Specific outcome 3:

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

3. LECTURERS AND CONTACT DETAILS

3.1 Lecturers

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

isiZulu (Zulu):

Mr CL Zwane

E-mail address: zwanec1@unisa.ac.za

Telephone number: 012 429 2447

isiXhosa (Xhosa):

Ms LR Mfazwe-Mojapelo (Module coordinator)

E-mail address: emfazwlr@unisa.ac.za

Telephone number: 012 429 6455

Sesotho sa Leboa / Sepedi (Northern Sotho):

Mrs FM Kanyane (On leave)

E-mail address: kanyafm@unisa.ac.za

Telephone number: 012 429 6648

Prof IM Kosch

E-mail address: koschim@unisa.ac.za

Telephone number: 012 429 8232

Setswana (Tswana):

To be announced. Kindly contact the module coordinator in the interim for any Setswana related queries (012 429 6455)

Sesotho (Southern Sotho):

Ms N Mokuoane

E-mail address: mokuomc@unisa.ac.za

Telephone number: 012 429 3058

Siswati (Swati):

Dr SR Mdluli

E-mail address: mdlulsr@unisa.ac.za

Telephone number: 012 429 8535

(South African) IsiNdebele (Ndebele):

Mr MP Mabena

E-mail address: emabenm@unisa.ac.za

Telephone number: 012 429 3737

Tshivenda (Venda):

Mrs A Ndhobela

E-mail address: ndhoba@unisa.ac.za

Telephone number: 012 429 8680

Xitsonga (Tsonga):
Mr D Mathevula
E-mail address: mathed@unisa.ac.za
Telephone number: 012 429 8531

3.2 Department

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

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

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

3.3 University

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

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

MODULE-RELATED RESOURCES

4.1 Prescribed books

THERE ARE NO PRESCRIBED BOOKS FOR THIS MODULE.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic Reserves (e-Reserves)

THERE ARE NO E-RESERVES FOR THIS MODULE.

4.4 Library services and resources information

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

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

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

The library has compiled a number of library guides:

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

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

isiZulu (Zulu):

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

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

isiXhosa (Xhosa):

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

Sesotho sa Leboa / Sepedi (Northern Sotho):

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

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

Setswana (Tswana):

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

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

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

Sesotho (Southern Sotho):

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

Siswati (Swati):

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

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

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

IsiNdebele (Ndebele):

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

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

Tshivenda (Venda):

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

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

Xitsonga (Tsonga):

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

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

5. STUDENT SUPPORT SERVICES FOR THE MODULE

5.1 Tutors

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

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

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive an sms informing you about your group, the name of your e-tutor and instructions on how to log onto myUnisa in order to receive further information on the e-tutoring process. Note that groups will consist of students who have chosen to study different African languages and that there are no groups that are dedicated to a specific language only. The function of e-tutors is to facilitate your learning and answer queries of a general nature. In cases where the e-tutor

cannot assist with a language specific query, he/she will forward your query to the lecturer responsible for your chosen language.

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

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

5.2 Contact with fellow students

5.2.1 Study groups

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

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.2.2 MyUnisa

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

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

5.2.3 Workshops and Videoconferencing

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

5.3 Free computer and internet access

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

6. MODULE-SPECIFIC STUDY PLAN

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

7. MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8. ASSESSMENT

8.1 Assessment criteria

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

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

8.2 Assessment plan

- **How the admission to the examination works**

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

- **How the assessment system works**

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

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

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

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

8.3 General assignment numbers

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

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

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

Each language has been allocated a number as follows:

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

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

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

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

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

8.3.1 Unique assignment numbers

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

8.3.2 DUE DATES FOR ASSIGNMENTS

Semester 2 Assignment	Unique number	Type	Due dates
01	811382	Multiple Choice	6 March 2018
21 (Zulu)	801813	Written	27 March 2018
22 (Xhosa)	814021	Written	27 March 2018
23 (Northern Sotho)	759938	Written	27 March 2018
24 (Tswana)	784944	Written	27 March 2018
25 (Southern Sotho)	895308	Written	27 March 2018
26 (Swati)	715190	Written	27 March 2018
27 (Ndebele)	697368	Written	27 March 2018
28 (Venda)	823406	Written	27 March 2018
29 (Tsonga)	801431	Written	27 March 2018

8.4 Submission of assignments

IMPORTANT:

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

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

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

Multiple Choice (MCQ)

1. Log into myUnisa.
2. Find your module.
3. Click on Assessment Info (on the left of the page).
4. Provide your student number and click on view.
5. In the next window, click on submit:

AFL1504	2018/1	RG 1	mcq	<u>Submit</u>	811382	2018-03-06
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6. Then you will be asked for the number of questions in the mcq:

Course AFL1504
Assessment Number 1
Unique Number 811382
Number Of Questions 40

7. Type in 40 and then click continue.
8. Now you will have reached the page where you type in the answers to the MCQs.
9. Once you have provided all the answers, you can submit your assignment.

Typed/scanned handwritten assignments (PDF format only)

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

8.5 Assignments

8.5.1 First Assignment 01

ASSIGNMENT 01 ALL LANGUAGES

Closing date : 6 March 2018

Unique number : 81138
(No extension can be granted)
COMPULSORY

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

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

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

Instructions:

- This assignment consists of 40 multiple-choice questions and must be done by ALL students, irrespective of the language you have chosen to study.
 - Answer the questions below on a **mark reading sheet**.
 - **MAKE SURE THAT YOU CHOOSE THE CORRECT OPTION.**
1. When a group of languages such as the Bantu languages share the same characteristics, they can be referred to as ...
 1. a social organization.
 2. a concordial system.
 3. a language family.
 4. a sharing community.

2. Considering the political situation in South Africa, why has the term 'African languages' become more acceptable than 'Bantu languages'?
 1. Its usage was endorsed with the advent of the new democracy in 1994.
 2. It is the internationally accepted term for linguistic and classificatory purposes.
 3. It emphasizes the fact that these languages originated in Central Africa.
 4. It does not carry negative connotations attached to the apartheid era.
3. The name that has been given to the original language from which all the Bantu languages are believed to have developed is ...
 1. Great Lakes language.
 2. Parent language.
 3. Kgalagadi.
 4. Ur-Bantu.
4. Which of the following statements best describes the purpose of this module?
 1. to apply knowledge of literature to enhance effective communication and to develop cultural awareness of an African language speaking community.
 2. to engage with the rules of an African language as an intellectual exercise in preparation for scientific writing.
 3. to teach mother-tongue speakers of an African language basic pronunciation and comprehension skills in their language.
 4. to increase vocabulary of an African language through the use of highly technical passages and advanced grammatical structures.
5. When you want to learn to speak in an African language, it is advisable to ...
 1. aim for complicated sentence constructions and grammatical structures (even if incorrect), because it is important to make a good first impression.
 2. think and express yourself within the confines of already acquired structures and vocabulary, no matter how elementary.
 3. avoid expressing yourself in the idiom of the language, as this will only be a hindrance in the initial stages of learning the language.
 4. first formulate what you wish to say in your own mother tongue and then translate every word directly into the African language.
6. Children's literature is suitable for adult learners of a language because ...
 1. the stories are easy to read and come in the form of dialogues.
 2. the stories are challenging and involve many central characters and complex themes.
 3. the stories are not too long and their sentences are relatively simple.
 4. the stories make use of a lot of repetition and a variety of constructions and tenses.

7. Which well-known proverb (paraphrased in English below) expresses the African philosophy regarding the importance of the social group?
1. A person is what he is because of other people.
 2. Do unto others as you want them to do unto you.
 3. One good turn deserves another.
 4. Many hands make light work.
8. Which option contains words whose meanings first have to be specified before they can be translated into an African language?
1. clouds, rain
 2. eye, mouth
 3. sister, aunt
 4. sheep, goat
9. Compared to Western culture, African cultures developed a greater variety of colour terms for domestic animals. What could the reason for this be?
1. The domestic animals that African communities farmed with were more colourful than those farmed with by Westeners.
 2. Westeners could not perceptually distinguish between different shades of colours for animals.
 3. Livestock farming was culturally more important as a means of survival to African communities.
 4. Westeners were unable to come up with innovative terms to denote the differences in colour.
10. The ceremony which marks the end of the mourning period of a widow is called ...
1. an initiation ceremony.
 2. a welcoming ceremony.
 3. a shaving ceremony.
 4. a cleansing ceremony.
11. Certain observations can be made from the way sentences are constructed. For example, the use of the expression 'I was dropped by my knife' (passive form) instead of 'I lost my knife' (active form) in an African language, is indicative of ...
1. an attempt to impress the hearer with one's linguistic competence.
 2. a strategy to direct blame away from oneself in a disagreeable situation.
 3. a speech habit among less competent speakers.
 4. a personal preference to use the passive form of a sentence.

12. Which one of the following is NOT a characteristic feature of traditional African folklore?
1. It was passed on by word of mouth from one generation to the next.
 2. It requires excellent memorising skills to convey it to the younger generation.
 3. It was carefully written down through the ages by the elders of a community.
 4. It allows a certain degree of creative freedom by the narrator.
13. Folklore as verbal art includes the following genres:
1. Myths, fables, proverbs and legends.
 2. Games, journalistic reports, folk dances and court dialogue.
 3. Riddles, idioms, initiation ceremonies and praise poetry.
 4. Fables, folk songs, rituals and riddles.
14. Which scenario would best describe the typical traditional setting for the telling of folktales?
1. The grandfather telling the story around the fireside while the children are waiting for their supper.
 2. The women grinding corn in the evening, listening to the grandmother while she is telling a story to the extended family.
 3. The grandmother sitting on the side of the children's beds in the morning to tell them a story for the day.
 4. The family gathered around the fireside in the evening after supper, with the grandmother telling the story.
15. One of the important functions of folktales is to ...
1. warn people against the dangers of cannibalism.
 2. educate people about animals with human character traits.
 3. make a life-long educational impact.
 4. teach children to look after their younger siblings.
16. What is the significance of the expression *keleketla* (Northern Sotho) or *qoi* (Southern Sotho) with which the audience frequently interrupts a narrator during the telling of a story?
1. It is a sign of disrespect by the audience towards the narrator.
 2. It is a sign of encouragement and participation by the audience.
 3. It is a sign that the audience wants the narrator to end the story.
 4. It is a sign of protest by the audience that the narrator is going too fast.

17. What is the purpose of a story structure which is open-ended?
1. It aims to provide answers to the questions of life.
 2. It invites the reader to think and debate further about the issues of life.
 3. It gives the story a strong and definite conclusion.
 4. It is a technique used by the author to win his/her readers over to his/her point of view.
18. When we say that a folktale is marked by certain characteristic formulae it means that it ...
1. dictates the themes, but allows the narrator a limited degree of creative freedom.
 2. has certain phrases for the introduction, response line and conclusion.
 3. formulates strong educational lessons which are to be remembered for the future.
 4. is told by the narrator in the way he/she heard it from his/her grandparents.
19. A characteristic feature of praise poems is that ...
1. they encourage collaboration when performing manual labour.
 2. they are usually composed by a single artist, who will be well known.
 3. they are composed to stimulate children's intellect.
 4. they are composed in honour of an important person.
20. Rhythm in African poetry is achieved by ...
1. syllable length and high tone.
 2. a number of stanzas of equal length.
 3. manipulation of stress patterns.
 4. vowel and diphthong sounds.
21. Which option makes an INCORRECT assertion regarding how rhyming is achieved in African poetry?
1. It is achieved by repetition of similar sounds in a line (alliteration).
 2. It is achieved by the use of the same tone patterns over two lines.
 3. It is achieved by means of assonance, whereby the same vowel sounds are repeated.
 4. It is achieved by the creation of end-rhyme by means of vowel and diphthong sounds.
22. Proverbs are phrases that perform a specific function in a community, namely to ...
1. pose questions that demand an answer.
 2. entertain adults and children.
 3. express general truths.
 4. combat boredom.

23. Which of the following linguistic devices would a composer of praise poetry AVOID?
1. Figures of speech and imagery.
 2. Forced and unnatural syntax.
 3. Conciseness and compactness of expression.
 4. Repetition of words and phrases.
24. Riddles play an important educational role because ...
1. they are usually introduced by a stereotyped phrase.
 2. they usually take place in the evening around a fire.
 3. they encourage the youth to study their environment and culture.
 4. they are questions which often take the form of simple statements.
25. If a mother in African culture wants to sing her baby to sleep, which elements would most likely characterise her lullaby?
1. A gentle rhythm with soothing and comforting lyrics.
 2. A fast pace reflective of collaborative activity.
 3. An up-tempo beat to prevent boredom and to provide amusement.
 4. Encouraging words and a continuous pace that combats tiredness.
26. Which one of the following genres of folklore has a rigid structure, i.e. it does not allow the author to exercise his/her creative freedom?
1. Songs
 2. Proverbs
 3. Praise poems
 4. Folktales
27. The function of idioms as linguistic forms is ...
1. to honour kings by comparing them with objects of beauty in nature.
 2. to train the youth to be observant and to develop their intellectual skills.
 3. to provide relaxation and entertainment when recited around the fireside.
 4. to enrich a person's language, adding colour to his/her speech.
28. Many of the images used in proverbs stem from traditional settings and customs. This implies that ...
1. the proverbs express general truths and warn, advise and encourage people to do good.
 2. the proverbs make use of wording which is compact and forceful.
 3. the proverbs serve as an effective and picturesque way of putting across ideas.
 4. the proverbs emanate from the traditional way of life to express basic truths.

29. The purpose of a comprehension test is to establish the following:
1. whether an individual is able to read with understanding.
 2. whether an individual knows how to use question words correctly.
 3. the extent of an individual's common sense, informed by past experience.
 4. the learner's pronunciation in comparison to that of a mother-tongue speaker.
30. In translations the aim is to produce texts that are meaningful and stylistically well-formed. This is achieved by ...
1. a literal translation.
 2. a word-for-word translation.
 3. an idiomatic translation.
 4. a translation divorced from context.
31. The danger of a passage that is translated too freely is that ...
1. there is a greater chance that spelling errors will occur.
 2. the translated passage will be much longer than the original one.
 3. the number of paragraphs may not correspond with the original anymore.
 4. the meaning of the original passage may be lost.
32. As a beginner acquiring an African language, you are strongly advised to do the following when writing an essay:
1. Concentrate on using a natural style with long and well-planned sentences in as many moods and tenses as possible.
 2. Think in the African language you are studying by making use of the vocabulary you have already learnt, even though it may be limited.
 3. Draft your essay first in a language you are familiar with (e.g. English) and then translate it literally into the African language.
 4. Choose a topic which is challenging as far as specialised vocabulary and advanced grammatical constructions are concerned, in order to impress the lecturer.
33. What is an ESSENTIAL requirement for any dialogue?
1. An opening line where people greet each other.
 2. A closing line where people bid farewell to each other.
 3. Visual contact between the people participating in a dialogue.
 4. At least two people who exchange thoughts on a certain topic.
34. Pictures can be very useful in foreign language learning, because ...
1. they assist in the development of the learners' skills of observation and interpretation, leading to an increase of comprehension and writing skills.
 2. they can be used as a substitute for any formal grammatical instruction and encourage sign language.
 3. they raise awareness of the existence of standard and non-standard language.
 4. they provide an alternative method of learning, whereby the learner is able to draw a picture in order to communicate a message.

35. The common terms used to describe the phenomenon whereby people use words from another language or change over to another language in the course of their conversation are ...
1. code-mixing and code-switching.
 2. language variety and multilingualism.
 3. natural conversation and speech popularity.
 4. language replacement and communication skills.
36. In which of the following television programme types are you most likely to encounter the use of the standard form of a language?
1. dramas
 2. game shows
 3. news bulletins
 4. talk shows
37. If you watch a news bulletin which is presented in one of the Sotho languages, what would you focus on in order to find out which of the three Sotho languages the news reader is using?
1. The language of the people being interviewed in the news.
 2. Specific items of vocabulary unique to one of the Sotho languages.
 3. The facial expression and physical appearance of the news reader.
 4. The name and surname of the news reader.
38. The radio can be used very effectively to ...
1. cater for visually handicapped and hearing impaired people.
 2. teach pre-schoolers how to read and write.
 3. develop a listener's imaginative abilities through voice and sound.
 4. visually display décor, costumes and make-up of actors.
39. What has been the main reason in recent years for the increase in the production of African language texts on products and matters of public concern, such as health, arts, etc.?
1. A pre-occupation of international scholars with endangered languages.
 2. An awareness campaign about correct spelling rules and orthography in the African languages.
 3. An attempt by government to minimize the use of Afrikaans and English.
 4. The government's campaign to promote the nine official African languages of South Africa.

40. Why is it such a daunting task for computer programmers to design software in an African language?
1. The English computer terms do not always have exact equivalents in the African languages, e.g. “save”, “paste”, “undo”, etc.
 2. The programmers can't decide which African language is actually the most user-friendly one for the internet.
 3. Programmers are unable to design special orthographic symbols which would be required by some African languages.
 4. The African languages do not lend themselves well to multidimensional expression.

TOTAL: [40]

8.5.2 Second Assignment 21 – 29

ASSIGNMENTS 21-29

CHOOSE THE ASSIGNMENT APPLICABLE TO YOUR CHOSEN LANGUAGE

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

ISIZULU (ZULU)

ISIVIVINYO 21

CLOSING DATE: 27 MARCH 2018
UNIQUE NUMBER: 801813

Content: This assignment is based on the following:

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

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

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

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

Instructions:

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

UMBUZO 1 / QUESTION 1

- (a) Discuss the unique structure of Zulu folktales. (5)
- (b) Folktales in Zulu cover a variety of themes. Discuss this statement with reference to any two Zulu folktales. (5)

/10/**UMBUZO 2 / QUESTION 2**

- (a) In Zulu culture various proverbs serve various purposes. Mention one of the purposes and also give an example of a Zulu proverb to illustrate your answer. (2)
- (b) Riddles are a valuable way of passing the time in the evening. Which expression is often used to introduce riddles in Zulu? Give one example of a riddle together with its answer. (3)

/5/**UMBUZO 3 / QUESTION 3**

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

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

/5/**UMBUZO 4 / QUESTION 4**

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

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

- (i) Le nganekwane ixoxa ngezilwane ezintathu. Yiziphi lezo? / This folktale is a story about three animals. Which are these animals? (1)
- (ii) Kungani umshayeli wemoto athi lezi zilwane azigibele? / Why did the driver of the car say that these animals should get into the car? (1)
- (iii) Ungathi le nganekwane iqukethe yini indikimba? Kungani usho njalo? / What would you say is the theme of this folktale? Why do you say so? (2)
- (b) Alliteration (repetition of similar sounds in a line) and assonance (repetition of the same vowel sounds) are the easiest sound patterns that form rhythm and which one can easily pick up in praise poems. From Shaka's praise poem extract an example of alliteration and assonance.

Izibongo zikaShaka (Shaka's praise poem)

UDlungwana kaNdaba!
 UDLungwana woMbelebele,
 Odlung' emanxulumeni,
 Kwaze kwas' amanxulum' esibikelana.
 UNodumehlezi kaMenzi,
 USishaka kasishayeki,
 Ilemb' eleq' amany' amalemb' ngokukhalipha;
 UShaka ngiyesab' ukuthi nguShaka,
 UShaka kwakuyinkosi yasemaShobeni. (4)

- (c) Mention situations or occasions for which songs were composed in Zulu culture. (2)
/10/

UMBUZO 5 / QUESTION 5

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

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

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

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

/10/

UMBUZO 6 / QUESTION 6

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

- (a) Ngithanda ukufunda isiZulu ngoba ... / I like learning isiZulu because....
- (b) Kumnandi ukuhlala eNingizimu Afrika./ It is great to live in South Africa.
- (c) Inja yami./ My dog.
- (d) Ekhaya ngeSonto./ At home on Sunday
- (e) Emsebenzini./ At work.
- (f) Umndeni wami./ My family.
- (g) Ukuyothenga ezitolo./ Going to the shops.
- (h) Ingxoxo: UGugu utshela udokotela ukuthi akaphili, uhlushwa ngumkhuhlane. / Dialogue: Gugu tells the Dr that she is sick, she has flu.
- (i) Ingxoxo: UThemba uxoxa nomngane wakhe uLindelwa ngokufunda kwabo e-UNISA./ Dialogue: Themba tells Lindelwa about their studies at UNISA.
- (j) Ingxoxo: Umthengisi kaphetroli egalaji uxoxa nomthengi kaphetroli./ Dialogue: A petrol attendant speaks to the customer at the garage.

/10/

TOTAL: [50]

ISIXHOSA (XHOSA)

ASSIGNMENT 22

CLOSING DATE : 27 March 2018

Unique number : 814021

Content: This assignment is based on the following:

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

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

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

Instructions:

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

UMBUZO 1 / QUESTION 1

- (a) Folktales are often didactic in nature. What do you understand by this statement and give an example from any Xhosa folktale. (2)
- (b) Describe the nature and purpose of the interaction between the narrator and the audience during story telling. (2)
- (c) Folktales are said to be marked by specific formulae. Explain what is meant by this statement and support your answer with examples from a Xhosa folktale. (2)
- (d) Traditional songs are composed and sung for various reasons and at various occasions. Give two occasions where these songs are sung. (2)
- (e) Are the composers of well-known traditional praise poems always known? Give reasons for your answer. (2)

/10/

UMBUZO 2 / QUESTION 2

Xoxa ngolwakhiwo lwamaqhina okanye iirhayi-rhayi kunye nemfundiso eziyinikezelayo. Nika umzekelo werhayi-rhayi kunye nempendulo efanelekileyo. / Discuss the typical structure and educational value of riddles. Give an example of a riddle and its answer.

/5/

UMBUZO 3 / QUESTION 3

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

/5/

UMBUZO 4 / QUESTION 4

- (a) Funda eli bali lingezantsi ze uphendule imibuzo elandelayo:/
Read the following passage and then answer the questions that follow:

“Ndihlala njalo ndonwabile emphefumlweni wam xa ndijikelezwe ngabantwana abahle belizwe lethu. Nangaliphi na ixesha xa ndikunye nabantwana abadlamkileyo ... ndiziva nam njengebhethri etshajiweyo, futhi ndiziqenya ngokuba ilizwe lethu lingajonga phambili kwizinto ezininzi ezinkulu”.

--Nelson Mandela, *Food for the Life Festival, Durban, South Africa, April 23, 1997* – Iguqulelwe esiXhoseni ngu-LR Mfazwe-Mojapelo weSebe leeLwimi zesiNtu kwiYunivesithi yaseMzantsi Afrika.

- (a) Ngubani lo uthetha la mazwi angasentla?/Who spoke the above words? (1)
- (b) Uthetha ukuthini xa esithi uhlala njalo onwabile xa ejikelezwe ngabantwana abahle belizwe lethu? / What does he mean when he says it gives him a great pleasure to be surrounded by the beautiful children of our land? (2)
- (c) Chaza uvakalelo onalo xa uziva njengebhethri etshajiweyo? / Explain how it feels to be like a recharged battery. (1)
- (b) Funda esi siqendu silandelayo uze uphendule imibuzo elandelayo ngesiXhosa esipheleleyo./ Read the following extract and then answer the questions based on this folktale in full Xhosa sentences:

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

Phela phela ngantsomi.

- (i) Eli gama lithi 'ingqina' kwisivakalisi sokuqala lithetha ntoni? Cacisa. (2)
 (ii) Kukuthini "ukuthana mbende"? (2)
 (iii) Kukuthini "ukuzifaka emihlathini?" (2)
/10/

UMBUZO 5 / QUESTION 5

- (a) Guqulela esi sicutshulwa silandelayo kulwimi lwesiNgesi./
 Translate the following paragraph into English:

Kuthi thina maXhosa ngumsebenzi kaMakhulu ukwenza iintsomi esenzela abazukulwana. Iintsomi ezi bezibaliswa ebusuku kuba bekukho inkolo yokuba othe wabalisa intsomi emini uya kuphuma iimpondo. (5)

- (b) Guqulela esiXhoseni ezi zivakalisi zilandelayo/
 Translate the following sentences into Xhosa:

- (i) I woke up late this morning.
 (ii) I want to go home.
 (iii) My teacher speaks Xhosa fluently.
 (iv) When are we writing exams?
 (v) South Africa has eleven official languages. (5)
/10/

UMBUZO 6 / QUESTION 6

Bhala ngesiXhosa isincoko esifutshane ngesinye sezi zihloko zilandelayo, ungadluli kwizivakalisi ezingamashumi amabini / Write a short essay of not more than 20 sentences in Xhosa about any of the following topics:

- (a) Inja yam endiyithandayo./ My favourite dog.
 (b) Ndinephupha.../ I have a dream...
 (c) Ubusika./ Winter.
 (d) Kutheni ndifunda isiXhosa./ Why I am learning Xhosa.

/10/
TOTAL: [50]

SESO THO SA L EBOA/SEPEDI (NORTHERN SOTHO)

ASSIGNMENT 23

CLOSING DATE : 27 March 2018

Unique number : 759938

Content: This assignment is based on the following:

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

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

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

Instructions:

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

POTŠIŠO 1 / QUESTION 1

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

Kgomo e a tsha
Ba re kgalekgale
Keleketla

(3)

- (b) Write down any three important truths or messages which the folktale 'Tselane le Makgema' aims to convey to children about social behaviour and cultural values. In your answer refer to the characters in the story. (3)

- (c) What type of song is 'Mainama wee' and what underlying message is conveyed by the women who sing it? (2)

- (d) What are the typical themes of praise poems and who is the target audience of such praise poems? (2)
/10/

POTŠIŠO 2 / QUESTION 2

- (a) Write short notes on each of the following regarding riddles in Northern Sotho:
- (i) The structure of riddles
 - (ii) The educational role played by riddles.
 - (iii) A myth (belief) regarding the telling of riddles. (3)
- (b) Proverbs are often deeply rooted in traditional settings and customs. Illustrate this statement by referring to one of the following proverbs:
'Ngwana yo a sa llogo o hwela tharing' OR 'Dikgomo di retwa di boa mokatong'. (2)
/5/

POTŠIŠO 3/ QUESTION 3

- (a) Use ONE of the following idioms in your own Northern Sotho sentence(s) to show that you understand the application of the idiom. Translate your sentence(s) into English as well.

Example: go bolaya naga:

Bašemane ba utswitše mokotla wa mosadi, bjale **ba bolaya naga**.

English: The boys stole the woman's bag, now they are running away.

- (i) Bontši bo bolaya noga
 - (ii) Go bontšha a mašweu
 - (iii) Go bina felo go tee (2)
- (b) What does 'go leka noka ga se go wela' mean and is it a proverb or an idiom? Support your answer by referring to the differences between proverbs and idioms. (3)
/5/

POTŠIŠO 4/ QUESTION 4

Read the following passage and answer the questions that follow in **full Northern Sotho sentences**.

Mme o reka mpho

Lehono Mme o rata go thabiša Selina. Ke letšatši la matswalo a gagwe. Ba ya mabenkeleng go yo reka diaparo. Mathomong a letšatši Selina ga a tsebe gore o rata eng... roko, polaose goba dieta? Mafelelong ba tsena ka lebenkeleng le lenyane la dieta. Selina o re: "Mme, a o bona dieta tše botse tše na? Ke di rata go feta roko goba polaose!" Selina o apara dieta, o sepela-sepela ka tšona go bona gore di a lekana. Ruri, di a lekana.

- (a) Mme o rata go thabiša Selina ka lebaka lang? (2)
 (b) Ba ya mabenkeleng go reka eng? (1)
 (c) Selina o tseba gore o rata mpho efe mathomong a letšatši? (2)
 (d) Mafelelong ba tsena ka lebenkeleng le lebjang? (2)
 (e) Selina o rata dieta go feta eng? (2)
 (f) Selina o dira eng go bona gore dieta di a lekana? (1)
- /10/**

POTŠIŠO 5/ QUESTION 5

- (a) Paraphrase the following passage in good idiomatic English or Afrikaans:
 Ke Sontaga. Batho bohle ba motse ba fihla kerekeng. Ba thabile kudu. Ke letšatši la tebogo ka gobane ba tlile go bula moago wo moswa lehono. Tšhipi e lla ka iri ya lesome. E tsebiša batho gore ke yona nako ya go thoma. Ba tsena kerekeng, ba bolelela fase. Moruti Thema o ruta phuthego Lentšu la Modimo ka lerato. Yena ga se moruti fela, aowa, moruti Thema ke mogwera wa badumedi ka moka.
- (5)
- (b) Translate the following passage into Northern Sotho:
 It is very hot. Father is working in the garden. I like to help him cut the grass and water the flowers. We drink coke because we are thirsty. Mother is cooking food in the kitchen. The girls are helping her by washing the dishes. We will eat porridge and meat at two o'clock. At three o'clock we will watch soccer on television.
- (5)
- /10/**

POTŠIŠO 6 / QUESTION 6

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

Mabenkeleng (At the shops)
Ka serapaneng (In the garden)
Kerekeng (At the church)

/10/
TOTAL: [50]

SETSWANA (TSWANA)

ASSIGNMENT 24

CLOSING DATE : 27 March 2018

Unique number : 784944

Content: This assignment is based on the following:

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

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

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

Instructions:

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

POTSO 1 / QUESTION 1

Buisa naane e e latelang ka kelotlhoko mme morago o arabe dipotso tse di ka fa tlase:/

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

E kile ya re nako nngwe, diphologolo tsa bo di bolawa ke tlala le lenyora. Kgosi ya tsona ya bo e epa pitso ya diphologolo tsotlhe, go tla go akantshana go epa sediba. Sediba se ne sa simololwa mme Mmutle ena a gana go epa, a re ena a ka se nwe mo go sona. Fa se sena go fela, ya re letsatsi lengwe diphologolo di ile go batla dijo, tsa fitlhela Mmutle a utswitse metsi. Ke fa diphologolo di dumalana gore e tle e re fa go iwa letsomo, e nngwe e sale e disitse sediba. Phiri e ne ya nna ya ntlha go tlogelwa fa Sedibeng. E rile fa Mmutle a tla, a tla ka tswine ya dinotshe, a ba a raya Phiri a re fa a ka mo lesa a nwa mo Sedibeng o tla mo naya tswine. Fa Phiri a utlwa monate wa tswine, a ba a lesa Mmutle a nwa, a ba a tsamaya.

- 1.1 Naya melaetsa e meraro e motho a ka e bonang mo naaneng e e fa godimo / Give three lessons one can derive from the folktale given above. (3)
- 1.2 Ke mola ofe mo temaneng e e fa godimo o o sedifatsang sefarologantshi sa naane?/ Which line in the above paragraph characterise a feature of a folktale? (2)
- 1.3 Buisa ditemana tse di latelang mme morago o arabe dipotso tse di ka fa tlase. / Read the following stanzas and then answer the questions that follow:
1. Rammotswana a Bakgatla tshukudu
 2. Tshukudu ya ga mpheteng ke eme
 3. Fa le sa mphete le tlhola dilelo
 4. Le tlholela bommaeno go beolwa
 5. Le tlholela bommaeno go lala ba lela
 6. Ba bile ba senya matlhaku a batho
 7. Ba a gasa digotlhola le mamina.
 8. Rammotswana kata sa mosubelo
 9. O subeditse mogatsa mongwe ga a tsale;
 10. Mogatsa Legwale ga a bone mosesa
 11. Mogatsa Legwale o tshotse botlhoko,
 12. O tshotse ba legakabe le legolo
 13. O bo phuthetse kwa selemo o tswang.
- (a) Tlhaola mela e mebedi mo lebokong e mo go yona go dirisitsweng tlhatlagano./ Identify two lines in the stanzas that display parallelism. (1)
- (b) Tlhaola mela e mebedi mo lebokong e mo go yona go dirisitsweng tshekagano./ Identify two lines in the stanzas that display cross parallelism. (1)
- (c) Tlhaola mela e mebedi mo lebokong e mo go yona go dirisitsweng neeletsano./ Identify two lines in the stanzas that display linking. (1)
- (d) Tlhaola mela e mebedi mo lebokong e mo go yona go dirisitsweng papiso./ Identify any one comparison in the stanzas given above. (1)
- (e) Mosola wa tiriso ya papiso eo ke ofe? / What is the reason for the use of the comparison? (1)

/10/

POTSO YA 2 / QUESTION 2

- (a) Naya ditlhaloso tse di nepagetseng tsa sengwe le sengwe sa diane tse di latelang:/ Give the meaning of each of the proverbs given below:
- (i) Lefoko la kgosi le agelwa mosako
 - (ii) Tsholofelo ga e tlabise ditlhong
 - (iii) Kgosi thotobolo e olela matlakala. (3)

(b) Naya tlhaloso tsa thamakwane nngwe le nngwe e e latelang: /
Give the meaning of each of the following riddles:

- (i) Se sennye, mafoko ga re itse gore se a tsaya kae.
(ii) Logadima lo pota motse.

(2)
/5/

POTSO YA 3 / QUESTION 3

Dirisa dikapuo tse di latelang mo dipolelong / Use the following idiomatic expressions in your own sentences:

- (a) Go loma motho tsebe
(b) Go se je di welang.
(c) Go tshwara tau ka mangana.
(d) Go latlha seditse.
(e) Go wa ka mpa ya sebetse

/5/

POTSO YA 4 / QUESTION 4

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

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

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

(4)
/10/

POTSO YA 5 / QUESTION 5

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

Bogologolo tala, monna le mosadi ba kile ba nna mo tlong e ntle thata mo motseng. Ba bo ba utlwela gore Dimo o gorogile e bile o agile gaufi le motse. Ba bo ba ikeaelela go tloga mo motseng ka gone ba ne ba tshaba boDimo. Ngwana wa bona, Tselane, ena a se ka a itumelela kgang ya go huduga. 'Ke rata ntlo e ntle e' a bolelela batsadi ba gagwe. 'Ga ke batle go huduga.' Bagolo ba gagwe ba bona gore ba ka se nne. Ka kutlobotlhoko ba rwala dithoto tsa bona ba tswa mo motseng. (5)

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

Long ago, there was famine in the village. The king of the animals, the Lion invited the other animals to a meeting to decide what they could do so that when it rains they should keep the water safe in a dam. The Hare rejected the idea, stating that he would have nothing to do with it, as he would not drink water from it. These animals dug the dam. One day, when they returned from hunting, they discovered that the Hare had drunk the water. (5)

/10/

POTSO YA 6 / QUESTION 6

Kwala tlhamo ya mela e le lesome ka Setswana ka nngwe ya ditlhogo tse di latelang: /
Write a paragraph of about ten to twenty lines in Setswana on ONE of the following topics:

- (a) Selemo / Summer
(b) Tiro ya me / My work.
(c) Mabenkeleng / At the shops

/10/

TOTAL: [50]

SESOTHO (SOUTHERN SOTHO)

ASSIGNMENT 25

MOSEBETSI WA 25

CLOSING DATE : 27 March 2018
Unique number : 895308

Content: This assignment is based on the following:

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

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

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

Instructions:

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

POTSO YA 1 / QUESTION 1

- (a) Why would you say, do folktales still have timeless messages and universal qualities for readers in a modern world? (5)
- (b) Discuss the social function of praise poems. (5)

/10/

POTSO YA 2 / QUESTION 2

- (a) Why would you say riddles are 'a form of entertainment'? Give 2 examples of riddles to illustrate your point. (2½)
- (b) Look at the following proverbs and answer the questions:
Sehwete se tjhekwa ke pelo (A carrot is dug out by the heart)
Morena ha a tene moduopo (The chief does not wear short drawers)
- (i) What are the figurative meanings of these proverbs? (2)
- (ii) Write one sentence on the function of proverbs in everyday life. (½)
- /5/**

POTSO YA 3 / QUESTION 3

Choose any 2 idioms and use them in 2 Sesotho sentences of your own to show that you used them in an appropriate context. **/5/**

POTSO YA 4 / QUESTION 4

Bala serapa se latelang, mme o arabe dipotso ka ho sebedisa dipolelo tse felleletseng ka Sesotho / Read the following passage, and then answer the questions that follow in full sentences in Southern Sotho:

Baruti ba ile ba kgahlanyetswa Kgalong la boTau (Modderpoort) ke bara ba Moshoeshoe ba baholo, Letsie le Molapo, le sehlopha sa batho, basadi le bana le dingaka ka dipina tsa mekorotlo.

Dingaka di ne di ilo laola hore na baruti ba tla fihla hantle Thaba-Bosiu. Ha e le Letsie, a kgutlela hae hoba a kopane le baruti, a ya bolella ntatae hore ba a tla. Ha ba fihla Thaba-Bosiu, ba amohelwa ka thabo e kgolo, ka dipina le medumo ya dithunya. Hoba ba duladule teng, ba fuwa setsha Makhoarane (Moriya), mme ba qala kereke teng. E ne e le ka Phupu, selemong sa 1833.

Hoba maruti ba fihle Lesotho, ba ruta Basotho ho bala le ho ngola, mme ba bang ba sokoloha. Ba rutwa le ho lema koro eo ba neng ba sa e tsebe, ka ha dijo tsa bona e ne e le mabele le poone feela. Hamorao ba ithuta ho lema dinawa, mme ka 1847 koro le dinawa di ne di le ngata dikarolong tse ding tsa Lesotho.

- (a) Baruti ba ile ba kgahlanyetswa ke mang? (4)
- (b) Dingaka di ne di etsa eng? (2)
- (c) Ha baruti ba fihla Thaba-Bosiu ba amohelwa ka eng? (2)
- (d) Hoba baruti ba fihle Lesotho ba etsa eng? (2)
- /10/**

POTSO YA 5 / QUESTION 5

- (a) Translate the following into Sesotho:

I have a horse. It is a grey horse with a white spot on the forehead. This horse is fat because I look after it well. In winter it remains in its stable. I feed it well and in the evening I cover it with a blanket. I love this horse a lot, its name is Seputswe. (5)

- (b) Paraphrase in good idiomatic English or Afrikaans:

Moshanyana wa Senkatana o hlahetse ka lehaheng. A hlaha a tseba ho bua. A botsa mmae hore batho le diphoofolo ba hokae. Mmae a mmolella hore batho le diphoofolo ba ka mpeng ha Kgodumodumo. Moshanyana a nka dibetsa, a bolaya Kgodumodumo. Ka baka lena, a pholosa setjhaba. (5)

/10/

POTSO YA 6 / QUESTION 6

Write a dialogue or a paragraph of about 10-15 lines in Sesotho on ONE of the following topics:

- (a) Moithuti sekolong.
(b) Mosebetsing.
(c) Kitjhineng.

/10/

TOTAL: [50]

SISWATI (SWATI)

ASSIGNMENT 26

CLOSING DATE : 27 March 2018

Unique number : 715190

Content: This assignment is based on the following:

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

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

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

Instructions:

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

UMBUTO 1 / QUESTION 1

Folktales have a unique structure. Discuss this statement with reference to a Siswati folktale of your choice. **/10/**

UMBUZO 2 / QUESTION 2

Briefly explain the typical structure of a riddle and give an example of a riddle that you know. **/5/**

UMBUTO 3 / QUESTION 3

“Storytelling in Siswati culture would occur without any active participation by the audience.” Do you agree with this statement? Motivate your answer by referring to the relationship between the storyteller and the audience in Siswati culture. **/5/**

UMBUTO 4 / QUESTION 4

Read the following extract and then answer the questions in Siswati:

Sento sembuti samfukutselisa umshayeli wemoto. Washaya wachitsa angasayinikangainja intjintji yayo. Sento semshayeli sashiyainja itfukutsele nayo ngoba ingamange seyitfole intjintji yayo. Yabona kufanele kutsi igijimise imoto encenye umshayeli utakuma, itfole intjintji yayo. Yagijimainja, yagijima yaze yadzinwa. Kusuka ngalelo lilanga, itsi nayibona imotoinja, isuke ngelitubane iyilandzele ngelitsemba lekutsi itawutfola intjintji yayo.

- (a) Yini leyentiwa yimbuti leyatfukutselisa umshayeli wemoto? (2)
- (b) Yini leyenta kutsiinja itfukutsele? (2)
- (c) Injanyabona kutsi kumele yenteni? (2)
- (d) Ngusiphi lesinye silwane lokucocwa ngaso kulenganekwane? (2)
- (e) Nguyiphi ingcikitsi lecuketfwe ngulenganekwane? (2)

/10/

UMBUTO 5 / QUESTION 5

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

Ngelilanga lelilandzelako ngesikhatsi Tentile asekweluseni, lenkhosikati nababewakhe bakha lisulekubulala Simayedvwa. Bavumelana ngekutsi bembe umgodzilomkhulu ehlatsini, kuze umfana awele ngekhatikuwo, ngobalomgodzi bewujulile ngakobekayongena kuwo afe angabonwanguantumfu. Nanyalo bebakhuluma bangaboni kutsi Simayedvwa usedvute ulalele konkhe labakushoko ngemnakabo.

(5)

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

The goat's action angered the driver of the car. He drove off without giving the dog its change. The driver's action left the dog angry because it did not get its change. It decided to chase after the car, in case the driver stopped and it would get its change. The dog ran and ran until it got tired. From that day on when the dog sees a car, it runs after it with the hope of getting its change back.

(5)

/10/

UMBUTO 6 / QUESTION 6

Bhala indzababome ingcoco lelikhasi linye ngesihloko **SINYE** kuleti letilandzelako:/ Write an essay or dialogue in Swati of about 1 page on **ONE** of the following topics.

- (a) Ngiyayitsandza iNingizimu Afrika (South Africa) / I love South Africa.
- (b) Kumnandzi kufundza Siswati / It's a pleasure to learn Siswati.
- (c) Umndeni wami / My family.
- (d) Injanyami / My dog.
- (e) Elwandle / At the beach.
- (f) Emsebentini / At work.

- (g) Ingcoco: Sebentile utjela dokotela kutsi uyagule / Dialogue: Sebentile tells the Dr that he is sick.
- (h) Ingcoco: Mandla ucoca nemngane wakhe Themba ngekufundza kwabo eyunivesithi / Dialogue: Mandla speaks to his friend Themba about their studies at university.
- (i) Ingcoco: Egalaji uMnu ufuna phethiloli, woyela nemanti / At the garage, Mister wants petrol, oil and water.
- (j) Ingcoco: Bafundzi bakhuluma ngetembusave eNingizimu Afrika / Dialogue: Students are discussing political issues in South Africa.

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

ISINDEBELE (NDEBELE)

ASSIGNMENT/ISIHLAHLUBO 27

CLOSING DATE : 27 March 2018

Unique number : 697368

Content: This assignment is based on the following:

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

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

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

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

Instructions:

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

UMBUZO 1 / QUESTION 1

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

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

Imibuzo/ Questions

- (a) (i) Inganekwana engehla ikhuluma ngeenlwana ezintathu. Ngiziphi iinlwana lezo?/
This folktale is a narration about three animals. Which are these animals? (1)
- (ii) Kungani umtjhayeli wemodera wathi iinlwana lezo zingakhwela?/ Why did the driver of the car say that these animals should get onto the car? (1)
- (iii) Ungathi inganekwana engehla imumethe muphi ummongondaba? Kungani utjho njalo?/What would you say is the theme of this folktale? Why do you say so? (2)
- (b) Write an explanatory paragraph regarding the role of the audience in isiNdebele story telling. (4)
- (c) Mention two situations or occasions for which songs were composed in isiNdebele culture. (2)
- /10/**

UMBUZO 2 / QUESTION 2

- (a) Mention one of the purposes of using proverbs in isiNdebele culture and also give an example of an isiNdebele proverb to illustrate your answer. (2)
- (b) What role do riddles play in the education of the youth? Which phrase is often used to introduce riddles in isiNdebele? Give one example of a simple riddle in isiNdebele together with its answer. (3)
- /5/**

UMBUZO 3 / QUESTION 3

Khetha izitjho **EZIHLANU** ozaziko bese uzisebenzisa emitjhwani ozakhele yona ukutjengisa kobana uyazi bona zisetjenziswa njani ekulumeni yesiNdebele. Choose any five isiNdebele idioms and use them in isiNdebele sentences of your own to show that you understand what they mean. **/5/**

UMBUZO 4 / QUESTION 4

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

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

limfene zaphendula zathi, “Kulungile,” zathembisa zabe zadlula sezirhabele lapha zazibizelwe khona.

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

- (a) Ngiyiphi indaba ekucocwa ngayo kilesisiqetjhana? / Which matter is being discussed in this passage? (1)
- (b) Yayicabanga ngani imbila lokha nabe kucocwa ngendaba leyo? / What was the rock-rabbit thinking about when this matter was discussed? (1)
- (c) Imbila yabe ihlala kuphi begodu yabe injani indawo leyo? / Where was the rock-rabbit's place and what was it like? (2)
- (d) Yaqunta ukwenzani imbila? / What did the rock-rabbit decide on? (1)
- (e) Ngisiphi isilwana esabe siyikosi yazo zoke iinlwana? / Which animal was the king of the animals? (1)
- (f) Kwenziwa yini kobana ibhubesi lihlanganise imisila? / What made the lion to mix the tails up? (2)
- (g) Yini eyathenjiswa ziimfene? / What did the apes promise? (2)
- /10/**

UMBUZO 5 / QUESTION 5

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

USibusiso wabe akuthanda ukukhamba nogogo baye eentolo. Ugogwakhe beakangakuthandi ukweqa emarobodini ngombana be kangasakwazi ukukhambisa lokha irobodi lihlaza satjani ngebanga lokuphathwa madolo. Besele aluphele ugogo wakaSibusiso. limodera ebezikhamba ngebelo eliphezulu nazo wabe angazithandi ngombana bekubonakala kwangathi zabe zitjhayelwa babantu beenhloko ezingathathiko. (5)

- (b) Translate the following passage from English into isiNdebele.
There was a woman who had two children. These children were a boy and a girl, Zenzile and Zenziwe. After some time their mother died, and their father married another wife. This new wife hated Zenzile very much because he was a clever boy. This wife caused the father of the children to hate Zenzile. One day they made a plot to kill him. (5)
- /10/**

UMBUZO 6 / QUESTION 6

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

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

- (a) Ngithanda ukufunda isiNdebele ngombana .../ I like to learn isiNdebele because....
- (b) Kumnandi ukuhlala eSewula Afrika (South Africa). / It is nice to live in South Africa.
- (c) Inja yami / My dog.
- (d) Ekhaya ngeSondo / At home on Sunday.
- (e) Emsebenzini / At work.
- (f) Umndeni wakwethu / My family.
- (g) Ukuyokuthenga eentolo / Going to the shops.
- (h) Ikulumiswano: UGugu utjela udorhoda kobana uyagula utshwenywa mgomani. / Dialogue: Gugu tells the Dr that she is sick, she has flu.
- (i) Ikulumiswano: UThemba ucoca nomngani wakhe uMsongelwa ngokufunda kwabo e-UNISA. / Dialogue: Themba tells Lindelwa about their studies at UNISA.
- (j) Ikulumiswano: Umtheli wepetroli egaratjhi ucoca nomthengi wepetroli./ Dialogue: A petrol attendant speaks to the customer at the garage.

/10/

TOTAL: [50]

TSHIVENḐA (VENḐA)

ASSIGNMENT 28

CLOSING DATE : 27 March 2018

Unique number : 823406

Content: This assignment is based on the following:

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

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

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

Instructions:

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

MBUDZISO 1 / QUESTION 1

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

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

LUAVIABI NA ḐONGOLOLO

Salungano! Salungano!

Vha ruma Ḑongololo vha ri: "Tshimbila u yo vhudza vhathu mafhungo haya: 'Vhathu vha ri u fa vha vuwe.'" Huno vha vhudza luaviavi vha ri: "Tshimbila u yo vhudza vhathu uri: 'Vhathu vha ri u fa vha ye tshoṭhe.'" Luaviavi lwa takuwa nga luvhilo lu tshi ṭungedza-ṭungedza, lwa ya lwa vhudza vhathu lwa ri: "Ndo ruṅwa nga vhadzimu vha ri: 'Vhathu vha

ri u fa vha fe tshothe.’ ” Lwo vha lwo fhirela dongololo li tshi kha di ya, lwo li sia li tshi kha di la mbula. Dongololo li tshi swika la wana luaiviavi lwo no suma mafhungo. Fhedzi la ri: “Vha ri: ‘Vhathu vha ri u fa vha vhuye.’ ”Huno vhathu vha ri: Vha ri: “Rine a ri tsha pfa tshithu kha iwe, mafhungo rine ro pfa a luaviavi lwe lwa ri: ‘Vha ri vhathu vha ri u fa vha fe tshothe.’”

Ndi u fa ha lungano.

- (a) Mention the characters in the folktale. (1)
 (b) Why did the Millipede arrive late to deliver the message? (2)
 (c) Provide the English equivalents of the following Tshivenda verbs: (2)
- (i) U fa
 (ii) U vhudza aṭama mu

1.2 Kha vha vhale luimbo lu re afha fhasi vha nweledze mulaedza walwo nga Tshiisimane./

Read the song below and summarise the message in English.

KUḶA KUDIMANA RO VULEDZA

KuḶa kudimana ro vuledza,
 Kha vha ri fhe ri Ḷe,
 Ro vuledza.
 KuḶa kudimana ro vuledza,
 Kha vha ri fhe ri Ḷe,
 Ro vuledza.
 /10/

(5)

MBUDZISO 2 / QUESTION 2

Kha vha nee phindulo dza thai dzi tevhelaho nga Tshivenda:/
 Provide the meanings of the following riddles in Tshivenda:

- (a) Thai! Tshe koro (1)
 (b) Thai! Tshe nda ya natsho nda vhuya natsho. (1)
 (c) Thai! Nwana u bebwa vhaloini a hulela vhaloini (1)
 (d) Thai! Gambana dzwugu thavhani ya Luonde (1)
 (e) Thai! Galaha la mmvi thumbuni (1)
 /5/

MBUDZISO 3 / QUESTION 3

Kha vha nee thalutshedzo dza maidioma a tevhelaho nga Tshivenda/
 Write the explanations of the following idioms in Tshivenda.

- (a) U luma nḶevhe. (1)
 (b) U hambela zwanda. (1)
 (c) U amba nga mbilu. (1)
 (d) U dzula nga nala. (1)

(e) U vha na mbilu ya tombo.

(1)
/5/

MBUDZISO 4 / QUESTION 4

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

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

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

Vhathu vhane vha reila goloi dzavho vho kambiwa ndi vhañwe vha vhane vha vhangha khombo. Ngavhe vhathu vho raloho vha tshi ri vho kambiwa vho ralo, vha thoma vha edela u swika halwa vhu tshi thafha, vha kona u dzhena mimodroni yavho vha ya hune vha ya hone.

Tshiñwe tshine tsha nga itwa ndi u fara havha vhathu vhane vha reila mimodoro vho kambiwa. Arali vha nga farwa vha newa zwigwevho zwi vhavhaho, khamusi vha nga pfa. Zwino u wana uri vhañwe a vha litshi vhukhaxhi ho raliho ngauri vha divhana na mapholisa vha badani.

Ho vha ho fanela uri musu muthu a tshi wanala o kambiwa, laisentsi yawe i tshi mbo di phumulwa tshothe. Zwi farisa mini u sa phumula laisentsi ya muthu ane a khou ya u vhulaha vhathu, khamusi na ene muñe.

Mapholisa na vhane vha a shela mulenzhe kha dzimpfu dzi bvelelaho badani dza Afrika Tshipembe. Ngavhe mapholisa vho vha vha sa pfeli vhuñungu mureili o itaho vhukhaxhi badani, muthu a khakha badani vhane vha tođa tshede ya tshandanguvhoni muthu u fhira o ralo. Vhañwe vhareili nga u divha zwenezwi zwiito zwa mapholisa zwo vhfahho, vha vho tou tshimbila na tshede ya tshandanguvhoni hafha badani.

Muvhuso na wone kha u sedzuluse miholo ya mapholisa vha badani. Havha vhathu vha nga vha vha tshi khou holelwa tshede thukhu nga maanda, khamusi ndi zwone zwi itaho uri vha lingee vha tangedze tshede ya tshandanguvhoni. Nga maanda arali muthu a tshi sedza mushumo une vha u shuma, u a ofhisa. Linwe divha muthu a nga thuntshwa a mushumoni. Hafhu hezwi vha tshi imisa goloi vha imisa ya muthu muñwe na muñwe, lune vha tshimbilaho nga goloi dzi songo teaho u tshimbila badani vha nga vha langana vha vha thuntsha. Khamusi arali vha nga wana malamba a vha fushaho vha nga vha na mafufufu, vha litsha zwa tshandanguvhoni.

- (a) Hu khou bvelelani badani dza Afrika Tshipembe? (2)
 (b) Vhathu vhane vha reila goloi dzavho vho kambiwa vha fanela u itwani? (2)
 (c) Mapholisa vha shela hani mulenzhe kha dzimpfu dzi bvelelaho Afrika Tshipembe. (2)
 (d) Muvhuso u fanela u ita zwifhio uri zwa tshandanguvhoni zwi songo vha hone? (2)

- (e) Kha vha ñwale phindulelo dza maipfi a tevhelaho nga Tshiisimane. (2)
- (i) Tshelede
- (ii) Lufu /10/

MBUDZISO 5 / QUESTION 5

Kha vha pindulele mafhungo a tevhelaho kha Tshivenda:
Translate the following passage into the English:

Ho vha hu vhege ya u fhedza ya Lara, nahone zwickolo zwi tsini na u vala. Nne na murathu wanga ri suphamaketeni u renga gurosari, ra tanga na khonani ya murathu wanga. Vho imela thungo nne ndi tshi khou doba zwirengwa, vha ri vha tshi fhedza u amba murathu wanga a thoma u tloka. zwo mu dzhiela tshifhinga u nngwana ngauri ho vha hu na vathu vhanzhi vho daho u renga. Ro renga matamati, khavhishi, maapula, miomva, manngo, nama ya nngu, mafhafha a khuhu, dzhusi, kholodiriki, zwisibe na mafhi. Ro fhedza awara mbili ngomu suphamaketeni. /10/

MBUDZISO 6 / QUESTION 6

Kha vha ñwale maanea a sa fhiriho mitaladzi ya 20 nga Tshivenda nga thoho: **Ngei vhufuwaphukha.**

Write an essay of about 20 lines in Tshivenda on the topic: **At the zoo.** /10/
TSHANGANYELO: [50]

XITSONGA (TSONGA)

ASSIGNMENT 29

CLOSING DATE : 27 March 2018

Unique number : 801431

Content: This assignment is based on the following:

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

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

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

Instructions:

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

XIVUTISO XA 1 / QUESTION 1

Hlaya ndzimana leyi landzelaka hi vuxokoxoko, kutani u hlamula swivutiso ehansi ka yona:

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

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

- 1.1 Xana 'ku tsakisa mbilu' swi vula yini? (1)
- 1.2 Boxa swiendlo swa ntlhanu swa nkoka leswi mutsari a swi endleke? (5)
- 1.3 Hi swihi swiendlo swa mune leswi kombaka tintswalo bya mutsari? (4)
- /10/**

XIVUTISO XA 2 / QUESTION 2

2.1. RIDDLES/SWITEKATEKISANI (MITHAYITO)

Discuss the typical structure and function of a riddle in Xitsonga and supply an example of a riddle in Xitsonga with its answer/ Nyika xivumbeko xa ntolovelo xa xitekatekisani/nthayito wa Xitsonga u tlhela u nyika xikombiso xa xitekatekisani/nthayito wa Xitsonga na nhlamulo ya xona. (3)

2.2 PROVERBS/SWIVURISO

Give the figurative meaning of any TWO of the following proverbs:/
Nyika nhlamuselo yo gega ya swivuriso swin'wana na swin'wana SWIMBIRHI swa leswi landzelaka:

- (a) Xandla famba xandla vuya
- (b) Mbyana yi tlhelela emahlanteni ya yona (2)
- /5/**

XIVUTISO XA 3 / QUESTION 3

- 3.1 What is the purpose of using idioms in speech? / Boxa xikongomelo xo tirhisa swivulavulelo eka mbulavulo kumbe xipichi. (2)
- 3.2 Construct a sentence from each of the following idioms to express their meanings / Vumba xivulwa hi xin'wana na xin'wana xa swivulavulelo leswi landzelaka ku humelerisa nhlamuselo ya xona:

Xik: Ku phahlelana mariyeta

Nhl: Malume na hahani va phahlelane mariyeta, ndzi swi vone hiloko va hlekelela swin'we endzhaku ka ku holova ka vona tolo.

- (a) Ku gandzela swikwembu
- (b) Ku wa hi rimhondzo
- (c) Ku ba ndlopfu hi xibakele (3)
- /5/**

XIVUTISO XA 4 / QUESTION 4

Hlaya ndzimana leyi landzelaka hi vuxokoxoko, kutani u hlamula swivutiso ehansi ka yona./ Read the following passage and then answer the questions below in Xitsonga:

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

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

- (a) Xana ku tsakisa mbilu swi vula yini? (1)
 (b) Boxa swiendlo swa ntlhanu swa nkoka leswi mutsari a swi endleke. (5)
 (c) Hi swihi swiendlo swa mune leswi kombaka tintswalo bya mutsari? (4)

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

- 5.1** Katsakanya ndzimana leyi landzelaka ku suka eka Xitsonga yi va hi Xinghezi:/ Translate the following passage from Xitsonga into English:

Ku tixavisa eka bindzu i mhaka ya nkoka swinene. Loko bindzu ra wena ri kala ri yima no sungula ku tirha, u ta fanela ku koka makhasimende na ku va khoma leswaku va nga ku balekeli. Tikhampani hinkwato ta vupfhumba – ku sukela eka tiyindlu ta vaendzi (guest houses) ku ya eka mitlawa leyikulu ya tihodela – ti tirhisa tindlela to hambanahambana to tixavisa hi tona evanhwini. (5)

- 5.2** Translate the following passage into Xitsonga:/ Hundzula xitori lexi xi va hi Xitsonga:

I have a horse. It is a grey horse with a white spot on the forehead. This horse is fat because I look after it well. In winter it remains in its stable. I feed it well and in the evening I cover it with a blanket. I love this horse a lot, its name is Seputswe. (5)

/10/

XIVUTISO XA 6 / QUESTION 6

Write an essay in Xitsonga of one-and-a-half pages on the following topic:/
Tsala xitsalwana xa pheji rin'we ni hafu hi nhlokomhaka leyi landzelaka:

Xitsonga, ririmi ra ximfumo.
Xitsonga, an official language.

KUMBE

Ku tinyungubyisa hi ririmi ra Xitsonga.
To be proud of the Xitsonga language.

TIMARAKA HINKWATO: [50] /10/

6. OTHER ASSESSMENT METHODS

There are no other assessment methods for this module.

7. EXAMINATION

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

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

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper and set out clearly what material you have to study for examination purposes. In the meantime, however, kindly take note of the following:

You will no longer receive a separate green/purple exam answering script and an examination question paper as you might have been used to in the past. Instead, you will only receive an examination paper (called a fill-in examination paper) which simultaneously serves as examination answer book. Blank pages are provided at the end of the examination answer book for you to write your answers. The colour of the fill-in examination paper will be ivory.

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

8. FREQUENTLY ASKED QUESTIONS

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

Should I have completed AFL1503 before registering for AFL1504?

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

Who may register for this module?

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

How does the credit system work?

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

9. SOURCES CONSULTED

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

10. CONCLUSION

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