

Izinsiza kufundisa zalezi zincwadi

Izindaba zika Nokuthula

Iphutha
likaMbube!

Obani laba
abalapha
ethempeleni?

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Amagugu

Amaculo nemilozelo -
incwadi yokufunda



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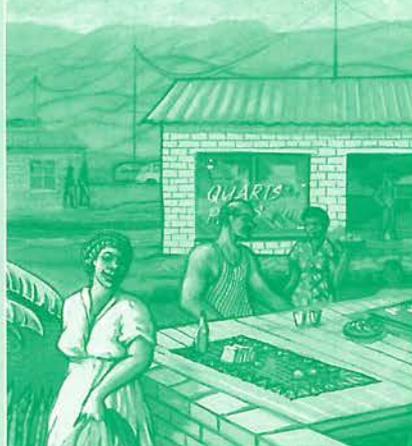
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Yonke imibhalo yesiZulu ekulencwadi iphindwe ngesiNgisi ngemumva kulencwadi. Lokhu kuhlose ukusiza othisha abangasikhulumi kahle isiZulu kanye nokuthuthukisa ulwazi lwesiNgisi kulabothisha abakhuluma isiZulu.

The entire Zulu text of this book is repeated in English at the back of this book. This is intended to be of assistance to teachers who are Zulu second language speakers and to improve the English language skills of Zulu speaking teachers.

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Isingeniso

Leli bhukwana liqukethe –

- ◆ Amasu ajwayelekile okusebenzisa izincwadi ekilasini
- ◆ Izivivinyo zabafundi kanye nemiyalezo yothisha
- ◆ Imiphumela yamaqophelo ezolimi nokuxhumana (*Language and communications standards*) esezivivinyweni
- ◆ Amasu okwenza umsebenzi wasekhaya.

Isigaba 1, ***Amacebo ajwayelekile okusebenzisa izincwadi ekilasini***, siqukethe amasu kanye nemibono ngemisebenzi eyahlukene uthisha angayenza nabafundi ekilasini ngaphambi kokuba afunde, ngenkathi efunda kanye nangemva kokuba esefundile.

Isigaba 2, ***Izivivinyo zabafundi nemiyalezo yothisha***, sinezingxenye ezimbili – izivivinyo zabafundi ekhasini elikwesokudla kanye nemiyalezo yothisha ekhasini elikwesobunxele. Lezi zivivinyo zenzelwe ukulungisela abafundi ukuhlolwa kwezinga lokuqala le-*ABET* kanye nokwenza ngcono indlela abafunda ngayo kanye nokukhuthalela ukufunda kubafundi bolimi okungelona lebele kanye nabafunda ukubhala nokufunda. Izivivinyo ezikule ncwadi zisuselwa ezindabeni eziyisithupha zesiZulu ezenziwe lula ukuzifunda ezishicilelwe ngabakwa-*New Readers Publishers* ezinconyelwa ukuba zifundwe ngabafundi abasaqala ezifundweni zesiZulu ze-*Asifunde*. Lesi sigaba siphinde siqukathe namanothi abanzi nahlukene angasetshenziswa nguthisha wolimi nofundisa ukufunda nokubhala, kanye neziqeshana zemisebenzi zabafundi (ezingagaywa zandiswe). Lezi zivivinyo zingabhalwa nasebhodini. Komele ukuba abafundi bafunde izincwadi ukuze bakwazi ukwenza izivivinyo.

Imiphumela yamaqophelo ezolimi nokuxhumana esezivivinyweni isesigabeni esilandelayo (Isigaba 3). Abafundi abazifundayo izincwadi benze nezivivinyo bayofunda okulindeleke ngokwemiphumela yamaqophelo ezolimi nokuxhumana okumele yenziwe ngabafundi bezinga lokuqala le-*ABET*.

Isigaba sokugcina, ***Amacebo okwenza imisebenzi yasekhaya***, siqukethe imisebenzi yangempela edinga ukuba abafundi basebenzise amakhono abo okufunda nokubhala ezimpilweni zabo zansuku zonke. Ngaleyo ndlela, bayozijwayeza ukusebenzisa amakhono okufunda nokubhala ngaphandle kwasekilasini.

Amacebo ajwayelekile okusebenzisa izincwadi ekilasini

Ziningi izinto ongazenza nabafundi bakho ukuthuthukisa uthando lwencwadi ethize nokufunda nje kukodwa. Ziningi izinto ongazenza ezahlukene ngaphambi kokufunda incwadi, uma usufunda noma usuqedile ukufunda incwadi.

Imisebenzi ongayenza ngaphambi kokufunda incwadi

Chazelana nabafundi ngokuthi yini ebahehile kule ncwadi, futhi, kungani bekhethe le ncwadi abafuna ukuyifunda.

Cela abafundi bakukhombise umbhali wencwadi, umdwebi wezithombe, abashicileli kanye nolimi ebhalwe ngalo le ncwadi nezinye-ke nje izinto eziphathelene nale ncwadi. Lokhu kusiza abafundi ukuthi bezwe ubunzima ekwakhweni kwale ncwadi.

Bacele ukuthi abaqagele ukuthi le ncwadi imayelana nani ngokubuka amanqampunqampu angemumva encwadini, kuzoba lula kubona ukuyifunda le ncwadi. Khumbula, ukuqagela kumele kube nomqondo kunokuba "kuyihlabesikhonkosini".

Izindlela ezihlukene zokufunda izincwadi ekilasini



Uthisha efundela phezulu

Abafundi bathembele kuwena ukuthi ubafundele kahle, ngakho-ke kumele kube yinjwayelo ukufundela abafundi bakho. Ukufundela phezulu bezwe bonke abafundi kukhombisa abafundi ukuthi ukufunda kubalulekile. Ukuhlangabezana nezincwadi okunzima ukuzifundela ngabodwa kwenza abafundi bajwayele izindlela ezihlukene zenkulumo noma nendlela yengxoxo ezisetshenziswayo.

Kufanele uzimisele futhi uzwele uma ufunda. Uma usabafundela okokuqala abafundi, akumele uphazamiseke, ufunde ngezinga elejwayelekile – wenzele ukujabulisa kanye nokuheha abafundi.



Ukufundela ngaphakathi/ukufunda ngamunye

Abafundi baba ngabafundi abangcono ngokufunda nje kuphela. Abafundi kumele banikwe isikhathi sokuzifundela bebodwa. Ukuzifundela wedwa incwadi kwenza ngcono amakhono abafundi okufunda nokuqonda.

Ukulandela ukuthi uzifundela kanjani umuntu uma eyedwa akubalulekile kakhulu. Ngesinye isikhathi ungatshela abafundi ukuthi baphendule into akade beyifunda ngokuthi babhale phansi. Ngesinye isikhathi ungathi abafundi abaxoxe ngento akade beyifunda, nokuthi bacabangani ngale nto akade beyifunda.



Abafundi befundela phezulu

• Bonke bafunde kanye kanye

Umfundi ngamunye kumele abe nencwadi yakhe. Bafunde ndawonye njengekilasi noma ngamaqoqwana.

Endabeni enezigigaba ezilandelanayo futhi ezibonakalayo, umbhalo ungaba ungabhalwa eceleni ephepheni, bese unanyathiselwe odongeni. Izithombe nazo zinganwetshwa bese zinanyathiselwa odongeni. Imibhalo kanye nezithombe kungafundwa kakhulu ngabafundi. Imibhalo kanye nezithombe kungahluzwa kamuva ukubonisa abafundi inhloso, ukwakheka kwamaqhinga kanye nokulandeleka kwezigigaba zendaba.

• Ukufunda ngokuhlanganyela

Ufundela phezulu bese abafundi belandela ezincwadini zabo.

Ungama ukufunda bese utshela umfundi ukuthi afunde umusho noma indima elandelayo. Ungafunda iziqeshana zombhalo futhi, noma ume bese ubeka umbono, noma ume uxoxe ngento oyifundayo.

• Ukufunda ngababili

Uma incwadi inombhalo ojwayelekile, ungahlanganisa abafundi abanamazinga ehlukene okufunda bafunde ndawonye. Bafunda umusho noma indima kanye kanye. Uma kusetshenziswa le ndlela, lo mfundi onezinga eliphansi lokufunda, ufunda ingxenye enkulu yombhalo ngesikhathi. Lokhu kwandisa ithuba lokuthi uzwe ukuthi yini efundwayo. Le ndlela ikhombisa lo mfundi ongakwazi kahle ukufunda indlela yokufunda.

• Ukulingisela into efundwayo

Abafundi baphinde amagama ashiwo nguthisha noma afundwe ngomunye umfundi. Lena indlela ewusizo kakhulu yokusiza abafundi abathola ubunzima.

Emva kokufunda

Fingqa indaba

Cela abafundi bafingqe indaba noma bayixoxe ngendlela yabo. Ngale ndlela ungakwazi ukubona ukuthi bazwile yini ukuthi incwadi ikhuluma ngani. Abafundi bangabuza imibuzo ngezinto abangazizwanga endabeni.

Incwadi exoxwa ngokomuntu othize

Xoxa nabafundi ngokuthi le ncwadi ibhalwe ngokukabani. Chazelanani ngomuntu le ncwadi ebhalwe ngaye nokuthi kuyithinta kanjani le ndaba.

Ukuxoxwa indaba ngokudedelana

Bhala isingeniso sendaba ephetheni bese utshela umfundi ngamunye ukuthi engeze ngemisho emibili. Ungayisebenzisa le ndaba efundwe ekilasini noma uzicabangele wena. Uma abafundi bakho bengakakulungeli ukubhala into eningi, ungakwenza lokhu ngomlomo.

Ukulingisa indaba

Ezinye izindaba zigcina zilingisiwe. Lokhu kusebenza kangcono uma kunabadlali abambalwa endabeni noma indaba inezigigaba.

Izindaba zingalingiswa ngaphandle kokusho amazwi afana nasencwadini. Abafundi bangalingisa le ndaba besebenzisa amagama abazicabangele bona. Lena indlela elula yokubona ukuthi abafundi bayazi ukuthi kwenzakalani encwadini, inikeza abafundi ithuba lokusebenzisa amagama asencwadini.

Uthisha ucela abafundi ukuthi kumele badlale yiphi indawo endabeni. Kwesinye isikhathi anga cela umfundi oyedwa ukuba axoxe le ndaba. Umxoxi uzoyifunda indaba abanye abafundi babe beyidlala njengomdlalo weshashalazi.

Enye indlela yokulingisa le ndaba ukuthi umfundi ngamunye abe nencwadi, afunde amagama ashiwo yilowo adlala indawo yakhe ngesikhathi elingisa. Lona oxoxayo angavele afunde incwadi nje kuphela njengazo zonke lezi zindawo ezingalingiseki.

Xoxani ngabalingiswa kanye nendikimba yendaba

Uma nixoxa ngabalingiswa kanye nendikimba abafundi basizakala ngokuthi basho ukuthi bona bacabangani bese bezisekela ngokubhalwe encwadini.

Umsebenzi wathisha:

- ◆ Ukugqugquzela ingxoxo
- ◆ Ukugqugquzela ukusebenzisa umqondo yindlela elula ukwesekela imibono.

Inhloso ukukwazi ukubona ukuthi kugcinwe kuvunyelwane ngombono owodwa noma okathisha.

Abalingiswa

Abadlali sibazi ngokuthi bathini, benzani noma bacabangani. Indaba yenziwa abadlali abahlukene ukuze ibe mnandi bese bekhombisa into eyenzeka endabeni.

Izibonelo zemibuzo engabuzwa ngabadlali:

- ◆ Ngubani umdlali ophambili kule ndaba?
- ◆ Yini ucabange kanjena?
- ◆ Bazizwa kanjani abanye abadlali endabeni?
- ◆ Ukwazi kanjani lokhu? (Benzeni, batheni noma bacabangeni?)

Indikimba

Ngaphambi kokuba nixoxe ngendikimba, cabanga ngale ndaba bese ubheka ukuthi ungabona ukuthi iyiphi indikimba. Kumele ukugweme ukukhuphula amaphaphu abafundi. Khumbula ukuthi bangabantu abadala.

Uma usuzihlonzile izindikimba zale ndaba, cabanga imibuzo engaxhumana nalezi zindikimba bese wenza uhlu lwale mibuzo ukuze ikusize ngesikhathi nixoxa ngezindikimba zale ndaba. Akumele ucele abafundi ukuthi bazitholele bona izindikimba zale ndaba ngoba kuyinto enzima kakhulu futhi edinga ukuzimisela.



Ukubuyekezwa kwezincwadi ngomlomo noma ngokubhalwa phansi

Ungatshela abafundi bakho babhale noma bacubungule le ncwadi abayifundile. Lokhu kungaba impendulo ehlahlelwe indlela – ngamanye amazwi, abafundi banganikwa imibuzo ekufanele bayiphendule. (Isibonelo: "Uyithandile yini le ncwadi? Iziphi izizathu zempendulo yakho?" noma "Ngubani omunye ekilasini ongayithokozela le ncwadi? Yiziphi izizathu zempendulo yakho?").

Ukubuyekezwa kwezincwadi kungaba yindlela enhle yokwenza abafundi bagqugquzelane ukuthi bafunde.

Izivivinyo zabafundi kanye nemilayezo yothisha

Isingeniso sothisha

Lezi zincwadi zenzelwe othisha ukuze balungisele abafundi babo ukuthi babhale izivivinyo zabo zebanga lokuqala ku-ABET. Zonke izincwadi ekuthathelwe kuzo lezi zivivinyo zishicilelwe ngabakwa-New Readers Publishers abayingxenye e-School of Adult and Higher Education, eNyuvesi yaKwaZulu-Natali, eThekwini.

Izindaba zikaNokuthula ebhalwe nguNokuthula Mvubu

UMahlase uvakashela edolobheni ebhalwe nguCedric Xulu

Amagugu ebhalwe nguNozizwe Madlala

Imali kamalume ebhalwe nguPhumla Dlamini

Umndeni wakwaNkosi ebhalwe ngu-Elda Lyster

Inkinga kaNompoti noThemba ebhalwe nguNozizwe Madlala

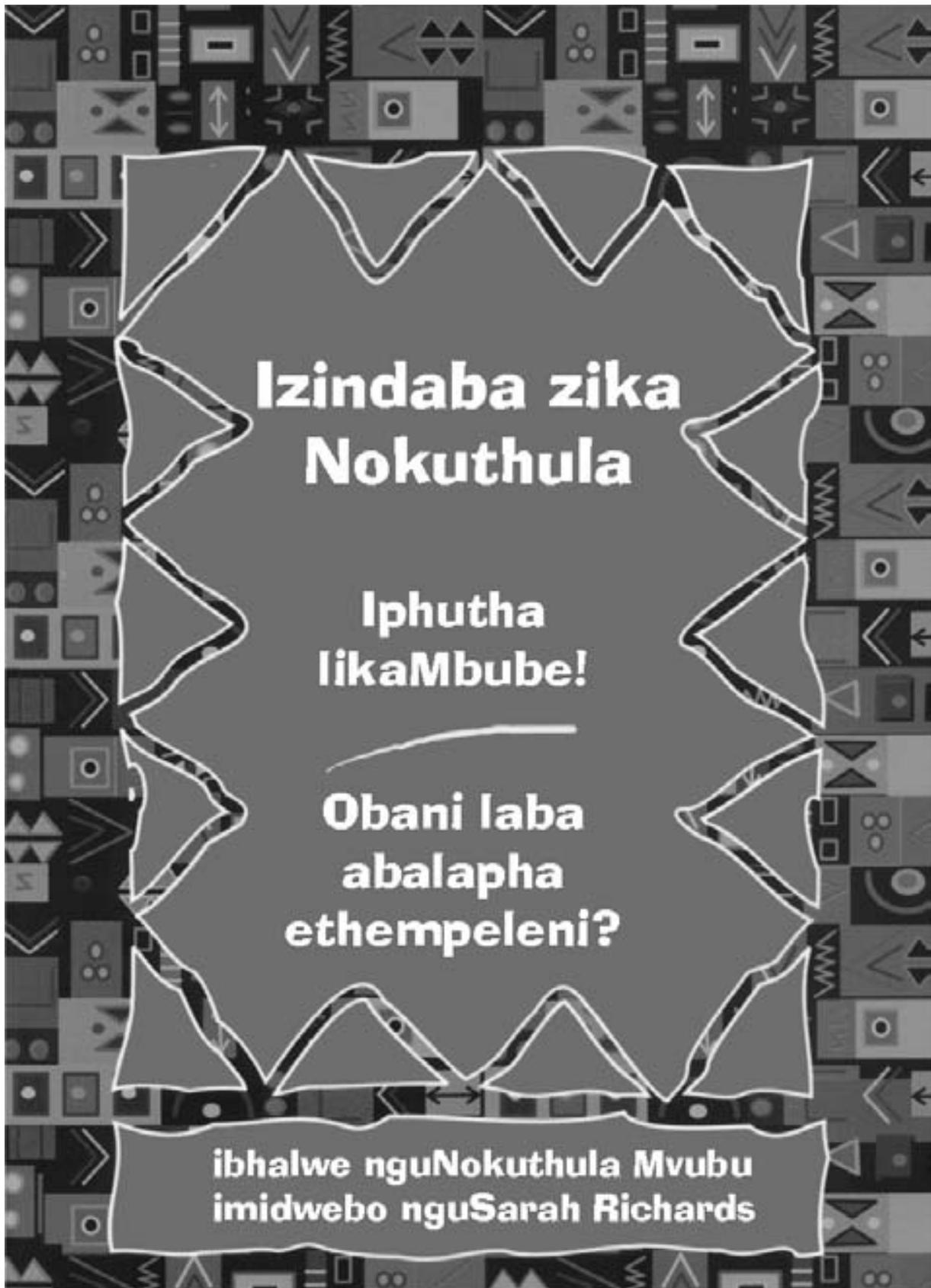
Incwadi nencwadi inezivivinyo ezahlukene. Othisha kumele bakhululeke ukwengeza lezi zivivinyo, ngendlela ababona ingcono kubafundi babo. Uma abafundi benza izivivinyo eziningi, bathola ulwazi oluningi mayelana nokufunda nokubhala, okuzobenza babe sezingeni elifanele ukuze bahlolwe ebangeni lokuqala. Othisha bangasebensiza ezinye zezivivinyo ezitholakala lapha njengesibonelo ukuze benze ezabo izivivinyo kwezinye izincwadi. Isibonelo, indatshana ethi *Imali kamalume* inemibuzo eminingi eyahlukene okumele ukhethe impendulo ekuyiyo (*multiple choice*), kodwa othisha bangazenzela le mibuzo nakwezinye izincwadi.

Abafundi bangazenza cishe zonke lezi zivivinyo ngamunye noma ngababili. Kodwa-ke, kubalulekile ukuthi othisha bakhumbule ukuthi abafundi bayobe bebodwa uma sebhlolwa kwa-ABET Level 1. Lokhu kuchaza ukuthi abafundi kumele bazijwayeze ukuzenzela lezi zivivinyo sebebodwa ngaphambi kokuba babhalele ukuhlolwa kwabo. Uma abafundi bengazethembi bangasebenzisana ngababili bese osukwini noma esontweni okulandelayo baphinde benze umsebenzi ngayedwana. Abafundi abavumelekile ukukopela lo msebenzi abawenze ngababili.

Isingeniso sothisha

Ngaphambi kokuba benze umsebenzi, abafundi kumele baqale ngokufunda incwadi. Ekuqaleni kwezivivinyo, uthisha kumele aqiniseke ukuthi abafundi bayazi ukuthi kumele benzeni ukuqeda umsebenzi bese emva kwalokho uthisha usengabadedela abafundi benze lo msebenzi ngaphandle kosizo lwakhe. Ngisho kungathatha isikhathi eside, abafundi bathola ulwazi oluningi umabesebenza ngaphandle kosizo lukathisha. Ukudedela abafundi bathole ubunzima obuncane, kungaba yinkinga kwabanye othisha. Kodwa bonke othisha kumele baqonde uma sekufundwa okwangempela, bakhumbule ukuthi kujwayelekile ukusebenza kalula uma usuke wasebenza kanzima. Enye yezinto okumele uthisha azazi ukuthi angabasizi nini abafundi. Siyethemba ukuthi lezi zivivinyo zizofundisa othisha ukuthi bakwazi ukuyekela abafundi babo bazenzele bodwa umsebenzi.

Uma ufuna ukusebenzisa lezi zivivinyo, ungenza amakhophi noma uzibhale ebhodini.



Imilayezo yothisha

Ukuthuthukiswa kobuhlakani bokubona (Visual Literacy)

Iningi lezivivinyo ezikulencwadi zisuselwa ezithombeni ezisezincwadini ezifanelekile. Inhloso yalezizivivinyo ukuqeqesha abafundi ukuchaza nokubhala ngezithombe. Xoxisana nabafundi ngezindlela ezihlukene incazelo yezithombe engaqondwa ngayo ezimweni ezihlukene nangabantu abahlukene.

Ukubhala indaba ususela izithombeni

Ezingeni lokuqala abafundi babhekeke ukuthi bakwazi ukubhala izindima ezintathu kuya kweziyisithupha. Kunzima ukubhala indaba emfishane kangaka. Kubalulekile kulelizinga ukuthi abafundi batshengiswe ukuthi izindima ezihluzekile zibhalwa kanjani. Indima ehluzekile kumele ibenephuzu elilodwa. Indaba ehluzekile kumele ibenezindima ezinamaphuzu anomqondo olandelekayo kusuka endimeni yokuqala kuze kufike kweyokugcina.

1. Imibuzo emayelana nale ncwadi:

a. Zingaki izindatshana ezitholakala kule ncwadi?

b. Zithini izihloko zazo?

c. Ubani umbhali walezi zindatshana?

d. Ubani umdwebi wezithombe ezikule ncwadi?

e. Ubani umshicileli wale ncwadi?

f. Lencwadi inamakhasi amangaki?

Imilayezo yothisha

Umbuzo I

Uma wonke umuntu esebhale impendulo yakhe, bacele batshelane bodwa ukuthi babhaleni.

Uzothola ukuthi bazofuna ukuzishintsha izimpendulo zabo uma zingafani nezabanye. Ungabayeka bakwenze lokho I a. uma bengawutholanga, kodwa I b. bangabhala izinto ezahlukene. Abanye bangathi uyindoda efukuzayo futhi ewalandelayo amasiko akhe ngoba akalindi ukumenywa futhi uyazithandela inyama notshwala. Noma bangathi uwumuntu obathandayo abantu. Abanye bangathi uyindoda engacabangi futhi enomona. Ziningi izinto abangazithola encwadini ezichaza uMbube. Ziningi izimpendulo ezahlukene futhi eziyiqiniso. Uma nje abafundi bephendula ngento esencwadini, kumele ubancome. Ubakhumbuze ukuthi kwezinye izindawo kuye kube nempendulo eyodwa, kwezinye kube nezimpendulo eziningi ekuyizo.

I c. abafundi kumele baphendule ngemibono yabo. Nebala izimpendulo zabo ngeke zifane. Abafundi kumele bazijwayeze ukuba babhale umbono wabo ngalezi zivivinyo zika-*Asifunde! Incwadi Yabafundi*, ubagququzele ukuthi babeke imibono yabo lapha kule mibuzo. Kubaluleke kakhulu ukuba abafundi bazethembe ekubekeni imibono yabo ikakhulukazi uma yehlukile kweyabanye. Uma abafundi bakho bebhale imibono eyahlukene, kumele ubancome ngokubhala izinto ezisemiqondweni yabo.

Indatshana 1: Iphutha likaMbube

1. Phendula lemibuzo elandelayo:

- a. Yiliphi iphutha elenziwa uMbube encwadini esihloko sithi *Iphutha likaMbube*?

- b. UMbube umthola eyindoda enjani?

- c. Yini eyenza indatshana *Iphutha likaMbube* ibe yindaba ehlekisayo?

2. Bheka isithombe esisekhasini 11 bese ugcwalisa izikhala:

- a. Esithombeni kunabesifazane ababili. Benzani laba besifazane?
Ba _____.

- b. Esithombeni, enye yamadoda iphethe _____.

- c. Enye indoda _____, bese kuthi eyesithathu
i _____.

3. Bheka isithombe esisekhasini 11 bese ubhala indatshana:

Lesi sithombe esisekhasini 11 sithathwe endabeni ethi *Iphutha likaMbube*:

Kulesi sivivinyo, ungacabangi ngaleyo ndaba. Kulesi sivivinyo bhala indatshana yakho entsha ngalesithombe. Endabeni entsha, indoda ephethe iwisa inguyise wale ndoda ebalekayo. Cabanga indaba ngokuthi kungani le ndoda ibalekela uyise ngalolu hlobo. Bhala indaba. (Azikho izimpendulo eziyiqiniso kulesi sivivinyo. Ungabhala noma yini kodwa kube mayelana nebhungu elibalekela uyise, khona izohambisana nesithombe.)

4. Bheka isithombe esisekhasini 5 bese ubhala indatshana:

Lesi sithombe sithathwe endabeni ethi *Iphutha likaMbube*. Kulesi sivivinyo, ungacabangi ngaleyo ndaba. Kulesi sivivinyo kumele ubhale indaba yakho entsha ngalesi sithombe.

Endabeni yakho entsha, indoda eyodwa ixoxela amanye indaba ende. Yetha le ndoda igama. Bhala indaba ngokuthi iwaxoxelani la madoda. Khumbula ziningi izimpendulo, kodwa indaba yakho kumele ibe mayelana nento exoxwa yile ndoda ukuze indaba yakho ihambisane nesithombe.

Imilayezo yothisha

Umbuzo 1

Yenza abafundi baqhathanise izimpendulo zabo komunye nomunye. Uma bethole izimpendulo ezahlukene, kumele ukuba babheke endabeni bese bebhaka ukuthi iyiphi impendulo okuyiyona elungile. Ungabavumeli bathembele kuwe (wena thisha) ukuba ubatshela.

Umbuzo 2

Uzodinga ibalazwe laseNingizimu Afrika namanye amazwe awomakhelwane ukuze abafundi baphendule le mibuzo elandelayo. Kungadingeka ukuthi ubachazele abafundi ukuthi ibalazwe liyisithombe sendlela izwe elime ngayo. Kungasiza ukukhombisa abafundi lezi zindawo abazaziyo futhi ubakhombise ukuthi amanye abawaziyo asondelene kangakanani nokuthi imigwaqo isondele kangakanani. Yenza abafundi bakho baphendule le mibuzo ngokubuka ibalazwe ngaphandle kokuthola usizo lwakho. Uma abafundi besibona sinusizo lesi sivivinyo, cabanga eminye imibuzo abangayiphendula ngokuthola imininingwane ebalazweni.

Umbuzo 3

Cela abafundi bakho ukuba bazithathe njengoMnu. noma uNkosikazi Dlamini. Bacele ukuthi ababhale incwajana eya kumfundisi wabo bachaza noma baxolisa ngesenzo esenziwa wuNgubane. Qikelela ukuthi abafundi babhala le ncwajana kube sengathi ivela kuMnu. noma uNksz. Dlamini hhayi kubona. Kufanele bazenze uNksz. noma uMnu Dlamini ngenkathi bebhala.

Khumbuza abafundi ukuthi kumele bafake ikheli esandleni sokudla phezulu uma bebhala leyo ncwadi. Batshela ukuthi mabadwebe imvelophu bese befaka ikheli abacabanga ukuthi umfundisi wabo uyalisebenzisa. Phinda futhi ubanxuse ukuba baphinde badwebe isitembu esihlotshisiwe bese besifaka ngaphandle kwaleyo mvelophu abayenzile lapho kumele bayifake khona.

Indatshana 2: Obani laba abalapha ethempeleni?

1. Gcwalisa ngamagama afanele ezikhaleni:

a. Umndeni wakwaNgubane wavakashela eSwazini ukuyobona

_____.

b. Ba_____ngemoto.

c. Ngesonto, _____ wabacela ukuthi baye esontweni.

d. UNgubane wavuma yize _____.

e. _____ wayesaba ukuphoxa umndeni wakhe.

f. Umfundisi waqala inkonzo ngokucela ibandla ukuba

_____.

g. UNgubane yena wayecabanga ukuthi umfundisi ubacela

ukuthi _____.

h. Wasukuma wachaza ukuthi yena nomndeni wakhe babe

_____.

i. _____ bacabanga ukuthi kwakuyihlaya.

j. Ngenkathi umfundisi ephinda ememezela iculo, uNgubane wathatha umndeni wakhe ukuthi

_____.

2. Buka ibalazwe bese uphendula lemibuzo:

a. Kungabe iSwazini iseNingizumu Afrika?

b. Isho igama ledolobha elilodwa elitholakala eSwazini?

c. Ekhasini 15 lale ncwadi sibona umndeni wakwaNgubane usuphuma emngceleni waseSwazini. Yimaphi amazwe asebenzisa umngcele waseSwazini ?

d. Nikeza amagama awo wonke amazwe asebenzisa umngcele waseNingizimu Africa.

e. Thola igama ledolobha elilodwa kulelo nalelo la lamazwe.

3. Bhala incwadi emfushane:

Cabanga ukuthi unguMnumzane noma uNkosikazi Dlamini. Bhala incwajana eya kumfundisi ukuchaza noma ukuxolisa ngesenzo esenziwa wuNgubane.

4. Bheka isithombe esisekhasini 27, bese uqedela lomusho:

Kulesi sithombe kunendoda, inkosikazi kanye nezingane ezintathu. Babalekela _____.

5. Bheka isithombe esisekhasini 27, bese ubhala indatshana yakho:

Lesi sithombe sithathwe endabeni ethi *Obani laba abalapha eThempeleni?* Kulesi sivivinyo ungacabangi ngaleyo ndaba. Kulesi sivivinyo kumele uqambe indaba entsha ngalesi sithombe.

Endabeni yakho entsha, abantu abasesithombeni babone into esontweni ebathusile. Bhala indaba ngokuthi baboneni esontweni. Khumbula ziningi izimpendulo eziyiqiniso, kodwa indaba yakho kumele ibe mayelana nento eyenze abantu babaleka ukuze ihambisane nesithombe.

6. Bheka isithombe esisekhasini 17, bese ubhala indatshana yakho:

Lesi sithombe sithathwe endabeni ethi *Obani laba abalapha ethempeleni?* Kulesi sivivinyo, ungacabangi ngaleyo ndaba. Kulesi sivivinyo kumele ubhale indaba entsha yakho ngalesi sithombe.

Endabeni yakho entsha, abadala esithombeni bahlobene kakhulu kodwa babonana okokuqala emva kweminyaka engamashumi amabili. Izingane azikhulumi ulimi olulodwa nabantu abadala abaphuma kulo muzi.

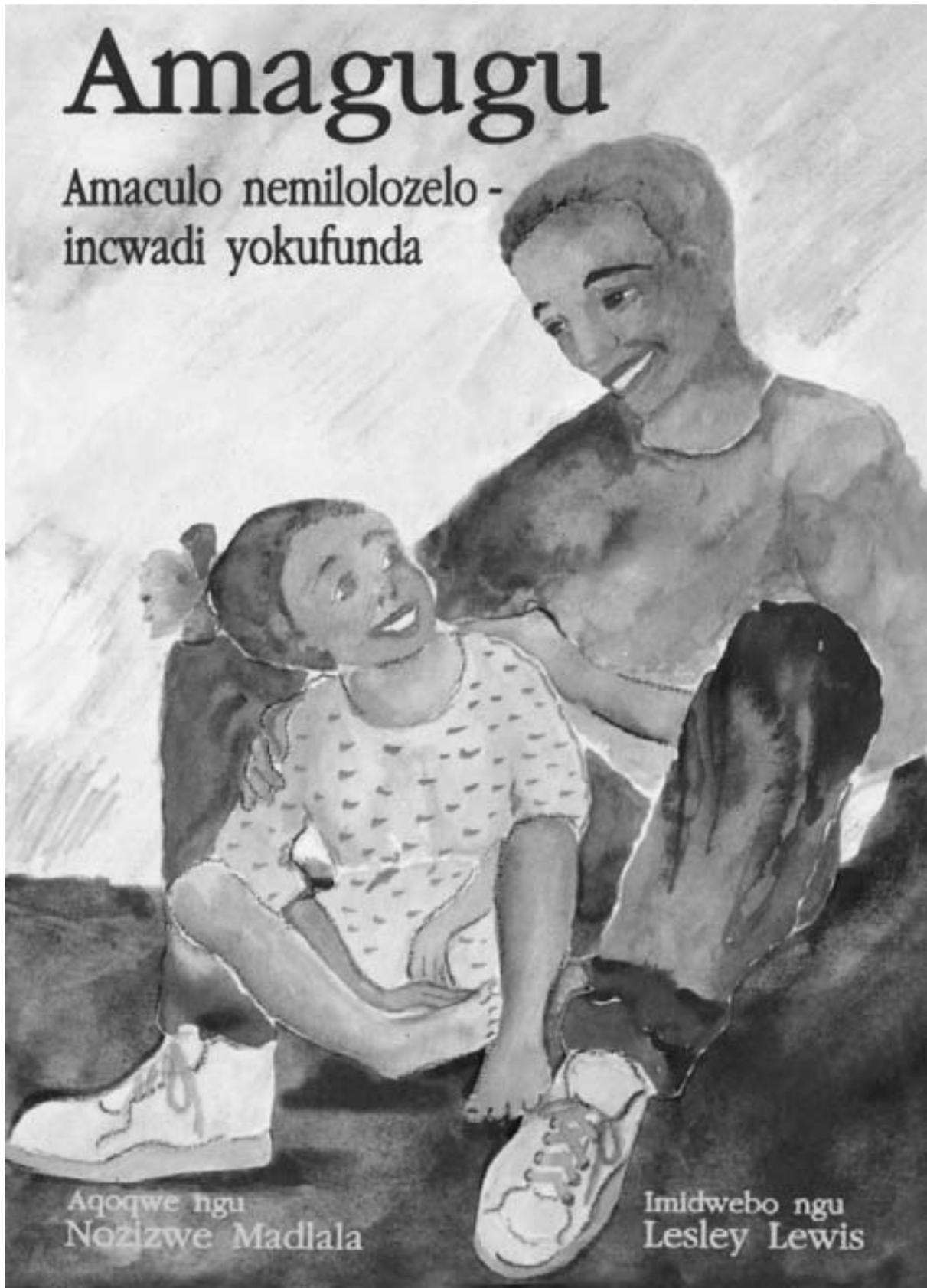
Bhala indaba echaza izinto ezintathu:

- ◆ Obani laba bantu abadala, futhi bahlobene kanjani
- ◆ Kungani kade bengabonani iminyaka engamashumi amabili
- ◆ Kungani izingane zikhuluma ulimi olwehlukile.

Khumbula ukuthi ziningi izimpendulo, kodwa indaba yakho kumele ichaze izinto ezintathu futhi kumele ihambelane nalesi sithombe.

Amagugu

Amaculo nemilolozelo -
incwadi yokufunda



Aqoqwe ngu
Nozizwe Madlala

Imidwebo ngu
Lesley Lewis

Imilayezo yothisha

Umbuzo 2

Cela abafundi bakho bakhethe iculo elilodwa noma ngaphezulu kule ncwadi, bese bebhala ukuthi iculo lithini.

Ungasenza lesi sivivinyo sihambisane namakhono abafundi ngoba abafundi banamakhono angefani.

Abafundi abangakwazi ukusheshisa, bangabhala nje umusho owodwa wokusho ukuthi iculo limayelana nani.

Abafundi abakwaziyo ukubhala ngaphezu kwalokho, bangabhala okuthe xaxa ngeculo, isibonelo lenzelwe obani (izingane, abasebenzi, isizwe, njalonjalo), bachaze nezimo lapho lingazwakala khona liculwa.

Umbuzo 3

Buza abafundi bakho ukuthi abakaze yini bacule amaculo abhalwe kule ncwadi emindenini yabo noma emphakathini. Bacele ukuba babhale indima ngalelo nalelo culo abalaziyo. Kuleyo ndima, kumele basho ukuthi balizwaphi, balicula nini noma yini elibakhumbuza khona.

Umbuzo 4

Khuluma nabafundi ngamanye amaculo abawaziyo. Kungenzeka ukuthi kukhona amanye amaculo ake aculwa lapho ngabafundi.

Bacele ukuthi mababhale phansi amazwi asemaculweni abawaziyo. Lokhu kuba lula uma bengasebenzisana ngamaqoqwana, ukuze babheke ukuthi leli culo liculwa kanjani. Kodwa uma abafundi bezithembile bangazisebenzela babhale amaculo abawaziyo ngabodwana.

Ungathanda ukuthi abafundi babhale amaculo abo bese uwahlanganise wenze ibhuku lamaculo.

1. Imibuzo emayelana nale ncwadi:

a. Lencwadi inamakhasi amangaki?

b. Ubani umdwebi wezithombe ezitholakala kule ncwadi?

c. Ubani umshicileli wale ncwadi?

d. Le ncwadi yashicilelwa ngamuphi unyaka?

e. Mangaki amaculo atholakala kule ncwadi?

f. Yimaphi amaculo aculwayo emphakathini wakini atholakala kule ncwadi?

g. Amanye amaculo akule ncwadi awokushushuzela abantwana. Yiziphi ezinye izinhlobo zamaculo ezitholakala kule ncwadi?

2. Bhala ngamazwi akho:

Khetha iculo elilodwa kule ncwadi, bese ubhala ngamazwi akho ukuthi iculo lithini.

3. Bhala mayelana neculo:

Khetha iculo elilodwa kule ncwadi, bese ubhala indima ngokukhumbula ngaleliculo:

4. Bhala amazwi eculo:

Bhala amazwi eculo elingekho encwadini.

Umndeni wakwaNkosi



Ibhalwe uElda Lyster

Imidwebo uJeff Rankin

1. Zungeza amagama aliqiniso bese ucima lawo angesilo iqiniso kulencwadi:

- a. Lencwadi ikhuluma: ngedolobha / ngomndeni / ngezempilo.
- b. Igama lendoda ekuxoxwa ngayo kulencwadi: uSipho Nene / uBheki Mkhize / uBonga Nkosi.
- c. Ekuqaleni kwencwadi kukhulunywa ngezinto abalingiswa: abazithandayo / abazifisayo / abazifunayo.
- d. Incwadi igcina ngezinto abalingiswa: abazithandayo / abazifisayo / abazifunayo.
- e. Lencwadi ishicilelwe yi: Viva Books / New Readers Publishers / Stimela

2. Ubani umlingiswa ongekho kulohla lomndeni wakwaNkosi?

Bonga Nkosi

MaDube Nkosi

Umama kaBonga

Saneliso Nkosi

Mbali Nkosi

Philile Nkosi

3. Phendula le mibuzo. Izimpendulo kungaba igama lomuntu oyedwa noma ngaphezulu:

- a. Ubani emndenini wakwaNkosi owayengagqoka isiketi esifishane? _____
- b. Ubani emndenini wakwaNkosi owayengagqoka isikhindi? _____
- c. Ubani emndenini wakwaNkosi owayengagqoka udangala? _____
- d. Ubani emndenini wakwaNkosi owayengagqoka ijakhethi kanye nothayi? _____

4. Phendula le mibuzo elandelayo:

- a. Ngubani oneminyaka emibili ubudala? _____
- b. Ngubani osebenza efemini? _____
- c. Ngubani onakekela abantwana bancane? _____
- d. Ngubani ofunda iBanga lesibili? _____
- e. Ngubani odayisa ukudla esiteshini? _____
- f. Ngubani ofuna umsebenzi? _____
- g. Ngubani umama kaPhilile? _____
- h. Ngubani umntwana ongumaqala? _____
- i. Kungabe uhlala kuphi lo mndeni? _____

5. Bheka isithombe esisekhasini 5, bese ugcwalisa lemisho elandelayo:

- a. Kulesi sithombe kunendoda eyodwa. Ibambe _____.
- b. Ibuka _____.

6. Bheka isithombe esisekhasini 5, bese ubhala izindatshana ezimbili:

Lesi sithombe sithathwe endabeni ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo ungacabangi ngaleyo ndaba. Kulesi sivivinyo kumele wenze izindaba ezintsha ezimbili ngalesi sithombe.

- a. Endabeni yokuqala entsha, indoda nguMnumzane Mthimkhulu. UMthimkhulu yindoda empofu. Uholu u-R800 ngenyanga. Ubheje ngayo yonke imali yakhe emahhashini. Kule ndaba uwina u-R3 000. Bhala indaba ngokuthi wenzani ngo-R3 000 uMthimkhulu. (Khumbula ziningi izimpendulo kulo mbuzo. Namuphi umbono onawo ngokuthi indoda ingenzani ngale mali ulungile.)
- b. Endabeni yesibili entsha, indoda nguMnumzane Dumakude. UMnumzane Dumakude akasebenzi. Unkosikazi wakhe wamnika umholo wakhe ukuthi ayokhokhela umashonisa. UDumakude akazange amkhokhele umashonisa. Wabheja ngawo wonke umholo kankosikazi wakhe emjahweni wamahhashi. Wadliwa yonke imali. Waqamba amanga ngokuthi uyilahle kanjani imali. Bhala indaba ngamanga aqanjwa nguDumakude. (Khumbula ayiyodwa impendulo ekuyiyo. Indaba yakho ingaba noma ingamaphi amanga angashiwo uDumakude mayelana nemali).

7. Bheka isithombe esisekhasini 6, bese ugcwalisa umusho:

Esithombeni kunamakhosikazi amabili. Egatsheni kuhlezi

_____.

8. Bheka isithombe esisekhasini 6, bese ubhala indatshana:

Lesi sithombe sithathwe encwadini ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo, ungacabangi ngaleyo endaba. Yenza indaba entsha ngalesi sithombe. Kule ndaba entsha, unkosikazi oyedwa nguMaDuma. Omunye nguMaDlamini. Amadlozi uMaDuma umthumelele inyoni. Le nyoni inomyalezo waMaDuma. Lo myalezo umayelana noMaDlamini. Bhala indaba ngomyalezo o lethwa inyoni kuMaDuma. Khumbula ziningi izimpendulo ekuyizo. Endabeni yakho, inyoni ingaletha noma muphi umyalezo kuMaDuma, kodwa kumele ube mayelana noMaDlamini.

9. Bheka isithombe esisekhasini 7, bese ugcwalisa umusho:

Esithombeni kunonkosikazi oyedwa. U _____, futhi ulalele umsakazo.

10. Bheka isithombe esisekhasini 7, bese ubhala indatshana:

Lesi yisithombe esithathwe endabeni ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo ungacabangi ngaleyo endaba. Yakha eyakho indaba entsha ngalesi sithombe. Kule ndaba entsha, lo wesifazane nguMaJili. Cabanga ukuthi uMaJili uzwa into emsakazweni emthusa kakhulu. Ishintsha impilo yakhe. Bhala indaba ngokuthi uMaJili uzwani emsakazweni. Endabeni yakho, into ayizwayo ingaba yinhle noma ibe yimbi. Ziningi izimpendulo ekuyizo.

11. Bheka isithombe esisekhasini 8, bese ugcwalisa umusho:

Esithombeni kunetshitshi kanye nebhungu. Bayabukana. Bobabili babambe _____.

12. Bheka isithombe esisekhasini 8, bese ubhala indatshana:

Lesi yisithombe esithathwe endabeni ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo, ungacabangi ngaleyo ndaba. Qamba eyakho indaba ngalesi sithombe.

Kule ndaba entsha, itshitshi leli nguLindiwe, kanti ibhungu nguMandla. Baphethe incwadi bobabili. Ucabanga ukuthi yini ebhalwe kulezi zincwadi? Ubani obhale lezi zincwadi? Bhala indaba ngoLindiwe noMandla nezincwadi abaziphethe. Indaba yakho kumele ibe mayelana nezincwadi, kodwa ayikho impendulo ekuyiyo ngokuthi ubani obhale lezi zincwadi, noma yini ebhaliwe kulezi zincwadi.

13. Bheka isithombe esisekhasini 15, bese uphendula umbuzo:

Esithombeni kunowesifazane oyedwa. Umbathe ingubo yokulala. Uma ucabanga, ubukeka ejabule noma ephatheke kabi? Nikeza isizathi sempendulo yakho.

14. Bheka isithombe esisekhasini 15, bese ubhala indatshana:

Lesi sithombe sithathwe endabeni ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo bhala indaba entsha mayelana nalesi sithombe.

Kulendaba entsha, lo wesifazane nguMaNgubane. Ucabanga ukuthi ungumuntu omdala noma omusha? Ngokwakho ucabanga kungani embethe le ngubo? Bhala imisho emihlanu ngoMaNgubane nokuthi kungani embethe le ngubo. Khumbula ukuthi ziningi izimpendulo, kodwa indaba yakho kumele ibe mayelana nesalukazi nengubo yaso ukuze kuhambisane nesithombe.

15. Bheka isithombe ekhasini 22 bese uphendula imibuzo:

Kekezela amagama ayiqiniso ngesithombe. Dweba ngesiphambano amagama angelona iqiniso ngesithombe.

- a. Unkosikazi esithombeni ubukeka ejabule/ edangele / emangele /ediniwe.
- b. Ubuka ukudla okuphekwayo/ izitsha ezingcolile / izinto ezifile.
- c. Ubambe isisu sakhe/ ikhanda lakhe / ubuso bakhe.

16. Bheka isithombe esisekhasini 22, bese ubhala indatshana:

Lesi sithombe sithathwe endabeni ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo, ungacabangi ngaleyo ndaba. Yenza indaba entsha emayelana nalesi sithombe.

Kule ndaba, yetha lo wesifazane igama elisha. Bhala indaba ngokuthi yini abukeke esenkingeni. Khumbula, ziningi izimpendulo, kodwa indaba yakho kumele ibe mayelana nowesifazane osenkingeni ukuze ihambisane nesithombe.

Imilayezo yothisha

Umbuzo 21

Cela abafundi ukuthi babhale indima ngomlingiswa oyedwa osencwadini *Umndeni wakwaNkosi*. Phinde ucele abafundi abababamba ngokushesha abangabhala izindima ngabalingiswa abangaphezu koyedwa noma bonke abalingiswa.

Nasi isibonelo ongasibhala ebhodini khona abafundi bezobona ukuthi kufanele benzeni:

Bonga Nkosi

UNkosi yindoda eyenza umsebenzi wokupakisha. Unentshebe futhi uyabuthanda utshwala. Uyazithandela futhi ukubukela imijaho yamahashi kumabonakude. Ufisa ukuchitha imali yakhe ezintweni azithandayo. Kuyiphupho lakhe ukuba nomuzi omusha. Nokho uzizwa ekhathazekile.

Bhala lokhu ebhodini. Kufunde kanye nabafundi bakho. Bakhombise ukuthi yonke into ekule ndima ivela kanjani encwadini. **Ungabavumeli abafundi bakopele le ndima.** Kuyisibonelo nje kuphela. Kumele babhale izindima zabo ngalaba abanye abantu abasencwadini, kodwa hhayi ngoMnu. Nkosi.

17. Bheka isithombe esisekhasini 24:

Zungeza amagama ayiqiniso esithombeni, bese ucima amagama angelona iqiniso esithombeni.

- a. Owesifazane / umfana/ intombazane/ ikhehla elikulesi sithombe libukeka lijabule /edangele/ emangele/ elangazele/ ediniwe.
- b. Uhamba ebhilidini / emgwaqeni/ eduzane nemizi ethile/ ehlathini.
- c. Phansi ubona udoti /imifino / imali.

18. Bheka isithombe esisekhasini 24, bese ubhala indatshana:

Lesi yisithombe esithathwe endabeni ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo, ungacabangi ngaleyo ndaba. Yenza indaba yakho entsha ngalesi sithombe.

Kule ndaba entsha, yetha umfana igama elisha. Bhala indaba ngokuthi yini eyenzekile ukuthi abukeke edangele kanjena. Khumbula ukuthi ziningi izimpendulo, kodwa indaba yakho kumele ibe mayelana nento eyenzekile kulo mfana ukuze aphaatheke kabi.

19. Bheka isithombe esisekhasini 31:

Zungeza amagama ayiqiniso ngesithombe. Cima amagama angelona iqiniso ngalesi sithombe.

- a. Umfana/ intombazane / ikhehla / isalukazi / ibhungu okulesi sithombe ugqoke izibuko/ umgexo/ isigqoko/ isikhafu/ iduku.
- b. Ubuka efasiteleni/ esithombeni/ esicabheni.

20. Bheka isithombe esisekhasini 31, bese ubhala indatshana:

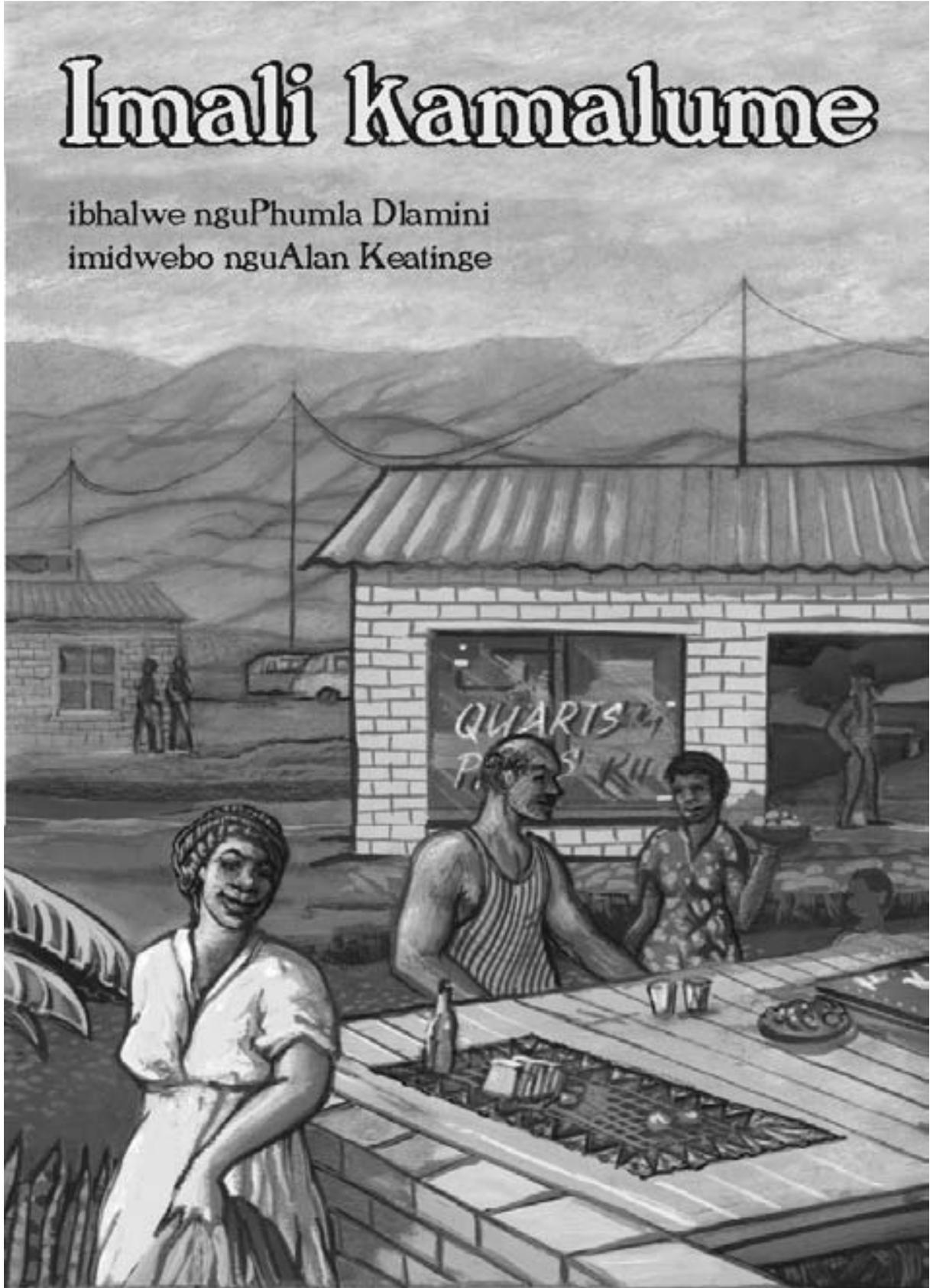
Lesi yisithombe esithathwe endabeni ethi *Umndeni wakwaNkosi*. Kulesi sivivinyo, ungacabangi ngale ndaba. Bhala indaba yakho entsha ngalesi sithombe.

Endabeni entsha, yisho ukuthi ngubani lo wesifazane nokuthi esani lesi sithombe asibukayo. Bhala indaba ngokuthi lesi sithombe simkhumbuzani. Khumbula ukuthi ziningi izimpendulo, kodwa indaba yakho kumele ibe mayelana nokuthi ukhumbulani lo wesifazane osemdala uma ebuka lesi sithombe.

21. Bhala indima ngomlingiswa oyedwa kulencwadi.

Imali kamalume

ibhalwe nguPhumla Dlamini
imidwebo nguAlan Keatinge



Imilayezo yothisha

Ukubamba iqhaza ikilasini

Cela abafundi bakho ukuba baxoxele ikilasi ngabantu ababaziyo abacebile. Kubaluleke kakhulu ukuba othisha bakhuthaze abafundi ukuba babambe iqhaza ekilasini. Kumele othisha bahole ingxoxo futhi baqiniseke ukuthi bonke abafundi (ngisho nalabo abanamahloni) bayalithola ithuba lokubamba iqhaza engxoxweni. Ungabanikeza nethuba lokuba baxoxe ngalokhu ngamaqoqo. Bese ubacela ukuba babhale izindima ezimbalwa ngezindlela ezahlukene abantu abangazingenisela ngayo imali.

Umalume kaPhumla wathenga amatekisi, umhlaba, izindlu kanye nezitolo ngemali yakhe. Xoxani nabafundi ukuthi kungabe lena kwakuyindlela ephusile yini yokusebenzisa imali yakhe. Cela abafundi ukuba baxoxe ngamaqoqo ukuthi babengayitshala kanjani imali yabo (kunokuba bayisebenzisele) ukuqiniseka ukuthi bayaceba kunokuba babe mpofu.

1. Imibuzo emayelana nale ncwadi:

a. Zingaki izindatshana ezitholakala kule ncwadi?

b. Ubani umbhali wale ncwadi?

c. Indaba ekule ncwadi igcina kuliphi ikhasi?

d. Ubani umdwebi wezithombe ezitholakala kule ncwadi?

e. Ubani umshicileli wale ncwadi?

f. Nikeza inombolo yabashicileli bale ncwadi?

g. Ucabanga ukuthi kungani bebhale inombolo yabo kule ncwadi?

2. Khetha phakathi kwezimpendulo eziningi:

Qedela umusho ngokufaka loluphawu (✓) ebhokisini eliyiqiniso.

a. Indoda ekuxoxwa ngayo

- umalume wakho.
- akumalume wamuntu.
- umalume kaPhumla Dlamini.

b. Indoda ekuxoxwa ngayo

- ayinamali.
- ayinandaba nemali.
- inemali eningi.
- iphisana ngemali.

c. Indoda ekuxoxwa ngayo

- inepulazi.
- inezitolo.
- inamatekisi.
- ineziza.
- inesonto.
- inezindlu eziqashisayo.
- inenkampani yonogada.

(Kulo mbuzo abafundi kumele bakhethe izimpendulo ezingaphezu kweyodwa.)

d. Indoda ekuxoxwa ngayo

- yavakashisa umndeni wayo eGoli.
- yavakashisa umndeni wayo eThekwini.
- yavakashisa umndeni wayo eKapa.
- yavakashisa umndeni wayo eMgababa.

e. Indoda ekuxoxwa ngayo yaya kodaba yabuya

- ingaphethe izinhlanzi.
- nezinhlanzi eziqandisiwe.
- nezinhlanzi ezidotshiwe eziningi.
- namanqina engulube.

f. Indoda ekuxoxwa ngayo yaya kodaba yabuya

- ingasenabhulukwe.
- ingasenamoto.
- ingasenazicathulo.
- ingasenadobo.

g. Indoda ekuxoxwa ngayo yaya kodaba

- ihora lonke.
- isuku lonke.
- imini yonke.
- ubusuku bonke.

h. Kubukeka sengathi le ndoda imali yayiyithola

- ngokusebenza kanzima.
- ngokuntshontsha ezitolo.
- ngokudayisa izinto eziningi ezahlukene.
- ngokweba izimoto.
- ngokubulala abantu ibese ithola imali yomshwalense.
- ngokuphatha kahle amakhasimende akhe.

3. Bhala imisho embalwa uchaze ukuthi ukhetheleni impendulo yakho ngombuzo ongenhla (2h).

4. Funda lesi sigaba bese usiqhathanisa nendaba:

- a. Funda lesi sigaba nomunye umfundi ukuze uthole zonke izindlela ezingasixhumanisi nakancane endabeni ethi *Imali kamalume*.

UPhumla wayesebenzela umalume wakhe owayenamabhizinisi. Okwakukubi ngomalume wakhe ukuthi wayengenaso isandla sokuphatha izisebenzi. Wayengaziphi ukudla futhi engaziniki isikhathi sokuphumula. Langa limbe umalume kaPhumla waya eMgababa. UPhumla wasala ebheke isitolo. Kwakungalolu suku lapho uZondi, unogada, wabulala ngalo umuntu. Amaphoyisa athola incwadi ngaphansi kwesidumbu sale ndoda.

- b. Bhala lesi sigaba ngomdlalo yukuthi uyakukhombisa ukuthi kwenzekalani endabeni *Imali kamalume*.

5. Amagama ashodayo:

- a. Bhala lolu phawu ^ yonke indawo lapho ucabanga ukuthi kunamagama ashodayo kule ndima. Sewenzelwe eyodwa njengesibonelo emushweni wokuqala.

Umalume kaPhumla wayene(nama) ^ (e)zi(ama)ningi. Kodwa ngeke asho ukuthi wa kanjani. UPhumla wayesebenzela u. Ngelinye ilanga waphumuza bonke abasebenzi bakhe. Wahambisa umndeni wakhe e. Ekuseni wathi waye. Ekupheleni kosuku wa nenhlazi eneayisi. U watholakala esebulewe. I thola isicathulo ngaphansi ko(kwe).

Isicathulo sasibukeka lezo ebezigqokiwe. Amaphoyisa futhi athola ukuthi uZondi wabe enomshwayilense we(o). Abantu babelokhu bebuzana.

- b. Bese uyaphinda uyayibhala le ndima uzifakela amagama akho ukuze sibone ukuthi kwenzakalani kulencwadi ethi *Imali kamalume*.

6. Bhala esinye isiphetho salendaba:

Cabanga ukuthi kwakuyokwenzekani uma uZondi owayeshayiwe kuthiwa usefile ngababulali bakhe, wasinda wakwazi nokukhuluma namaphoyisa. Bhala imisho embalwa usho ukuthi ucabanga ukuthi kwakuyokwenzekani.

UMahlase uvakashela edolobheni



ibhalwe nguCedric Xulu
imidwebo nguJeff Rankin

Imilayezo yothisha

Ukuba nomdlandla emfundweni

Abafundi bafunda kangcono uma benomdlandla. Lena yindaba ejabulisayo kanti bangakujabulela ukuyidlala. Ungacela umfundi oyedwa ukuba ayifunde ngenkathi abanye beyidlala, noma ungayifunda kanye nekilasi izikhashana eziningana, bese beyidlala besebenzisa awabo amazwi.

Ukubeka umqondo

Kubalulekile ukuba abafundi baqale babe nemibono yabo ngabakufundayo. Babuze ukuthi bacabanga ukuthi ngubani umlingiswa oqavile nokuthi ungumuntu onjani. Bangabona isibonelo ngakwenzayo, akushoyo noma akucabangayo umlingiswa endabeni. Abafundi kumele bakhuthazwe ukuba banikeze izizathu ngezimpendulo zabo

1. Imibuzo emayelana nale ncwadi:

a. Zingakhi izindatshana ezitholakala kule ncwadi?

b. Ubani umbhali wale ncwadi?

c. Uyithola kuphi incazelo emfushane ekhuluma ngokusencwadini?

d. Ubani umdwebi zithombe kule ncwadi?

e. Obani abashicileli bale ncwadi?

f. Lithini ikheli labashicileli?

2. Gcwalisa amagama ashodayo:

a. Ikhaya likaMahlase lalise _____.

b. Inkosikazi kaMahlase yayaziwa ngokuthi ingu _____.

c. Umcebo kaMahlase wacekelwa phansi i _____.

d. UMahlase wahamba wayofuna umsebenzi e _____.

e. UMahlase wafuna umsebenzi izinsuku ezi _____.

f. Wathola umsebenzi e _____.

3. Qedela lemisho ukuze ihambisane nokusendabeni:

- a. Ngaphambi kwezikhukhula uMahlase wayene _____
_____.
- b. Abantu baseNkandla babebona umfo kaMahlase njesinye sezi
_____.
- c. Ngemva kwezikhukhula , umndeni kwamele
u _____.
- d. Uthe ebona iWimpi uMahlase, wacabanga ukuthi _____
_____.
- e. Ngenkathi engena kulesi sitolo sokudla uMahlase wa _____
_____.
- f. Emva kokudla uMahlase wacela ukubona _____
_____.
- g. UMahlase wayegiya ezitaladini ngenxa _____
_____.

4. Gcwalisa ingxenye yokuqala yomusho ukuze ivumelane nendaba:

- a. _____ ngo 1983.
- b. _____
umyeni wakhe umphako wendlela.
- c. _____
ubusuku obubili esiteshini sesitimela eThekwini.

d. _____
ayengabavumeli abantu balale esiteshini.

e. _____
yamnika ukudla eWimpy.

f. _____
yabona ukuthi wayengesona isigebengu.

5. Imibuzo yokuxoxisana:

Cabanga ngokufunde encwadini ngoMahlase bese nixoxisana ngalemibuzo. Bhala umusho owodwa noma ngaphezulu ukuphendula imibuzo.

a. Yiziphi izinhlobo zemisebenzi ocabanga okuthi angakwazi ukuzenza eWimpy?

b. Yimuphi umsebenzi owenziwa eWimpi ocabanga ukuthi uMahlase angeke akwazi ukuwenza?

c. Ucabanga ukuthi iziphi izinkinga uMahlase angase abhekane nazo njengoba esebenza edolobheni?

d. Ucabanga ukuthi bangathini abantu baseNkandla ukuzwa ukuthi uMahlase usesebenza eWimpi ?

e. Yini engacatshangwa uMaNgobese uma ezwa ukuthi uMahlase usethole umsebenzi edolobheni?

f. Ngokwakho ukucabanga, kukhona uguquko olungabakhona emshadweni kaMahlase njengoba esesebenza eThekwini?

g. Cabanga obekungehlela okaMahlase ukuba umnini-Wimpi ubenenhliziyo embi. Bhala imisho embalwa uchaze ukuthi wena ucabanga ukuthi kwakuyokwenzekani uma umnini-Wimpi ethola ukuthi uMahlase ushaye esentwala nje kodwa akanayo imali yokukhokha.



Imilayezo yothisha

Ukufunda ngamaqoqwana

Le ncwadi ingumdlalo weshashalazi. Kufanele ifundwe njengomdlalo weshashalazi. Cela umfundi oyedwa noma ababili badlale indawo kaNompi bafunda yonke into eshiwo nguNompi encwadini. Omunye umfundi noma ababili badlale indawo kaNono bafunde yonke into eshiwo nguNono kule ncwadi. Omunye umfundi (noma ababili) kumele badlale indawo kaThemba afunde yonke into eshiwo uThemba.

Kungenzeka ukuthi bahluleke ukulandela kahle le ncwadi ngoba ikhombisa inkulumo yabantu abakhulumisanayo kule ncwadi. Into abafundi abangayithola inzima, ukuthola ukuthi bathini abafundi ngezinto ezenziwe ngabanye.

Abafundi bangenza izivivinyo ngamunye noma ngababili. Khumbula ukuthi abafundi bayobe seabodwa uma sebehlolwa, yingakho kumele bazilungiselele ngaphambi kokuba baphumelele ukuhlolwa kwabo.

Ukusebenza ngamaqoqwana

Uma abafundi sebewufundile lo mdlalo weshashalazi kanye noma kabili, bahlukanise babe ngababili noma ngabathathu baxoxe ngokwenzeka encwadini. Lelo nalelo qoqwana kumele likhethwe umuntu ozobabhalela ngamagama abo ukuthi kwenzekeni kuNompi, uThemba nabanye abantu kule ncwadi. Uma beyiqeda, banike ithuba lokuthi bafunde izinto abazibhalile. Xoxani nganoma yimuphi umehluko wemibhalo eyahlukene ebhalwe amaqoqwana ahlukene mayelana nale ndaba

1. Gcwalisa izikhala:

- a. UThemba uyi _____ kamaNene.
- b. UZinhle uyintombi e _____ kaThemba.
- c. UNompi uyintombi e _____ kaThemba.
- d. UNompi ungu _____ kaNono.
- e. UNompi ungu _____ kaJabulani.
- f. UBonke uyi _____ kaNompi.
- g. UBonke ungu _____ kaJabulani.
- h. Jabulani no Bonke ba _____ zikaThemba.
- i. UMaNene ungu _____ kaBonke.
- j. Jabulani ungu _____ kaMaNene.

2. Bhala amagama abantu obabona esithombeni:

- a. Ikhasi 13: U _____ no _____.
- b. Ikhasi 2: U _____ no _____.
- c. Ikhasi 7: U _____.
- d. Ikhasi 19: U _____ no _____.
- e. Ikhasi 24: U _____ no _____.

3. Amagama ashodayo.

- a. Bhala uphawu $\hat{}$ kuzozonke izindawo lapho ucabanga ukuthi kukhona amagama angekho kulendima. Isibonelo sibhalwe emushweni wokuqala.

UNono wabe enza $\hat{}$ kaNompi. Ngesikhathi amakhosikazi enzana izinwele ayathanda uku. UNono wabuza uNompi ukuthi wayeya kuphi u(i). UNompi wathi yena benoThemba kwakumele ukuthi ngabe kade bazishadela. Uthe ngenkathi besakhula yena no babengahlukani. UNono noNompi baxoxa ngenkosikazi egamalayo linguZinhle. UZinhle futhi u kaThemba.

- b. Phinde ubhale leyo ndima ukuze kukhombise ukuthi kwenzakalani encwadini ethi *Inkinga kaNompi noThemba*.

4. Qhathanisa lezindima nendaba.

- a. Funda lezi zindima nomunye umfundi ukuze nithole zonke izindlela ezenza ukuthi ingafani nendaba ethi *Inkinga kaNompi noThemba*.

UNompi wathi ubaba kaThemba, uMaNene, bambizela eceleni ukuze bakhulume naye. UMaNene wathi angakwazi kalula ukugcina izimfihlo ukuze zingafiki kuNompi. UNompi wathi uma uZinhle wayeshade noThemba, wayezozigcina zonke izinto ezindala emzini wabo. UNompi uphinde wathi uThemba wayecabanga ukuthi wayozolahlwa kanye nezimpahla zasendlini ezindala. ONono noNompi babexabana ngenkathi bevalelisana.

Ekugaleni kwe Act 2, uThemba watshela umama wakhe ukuthi uselahlekelwe umsebenzi. Waphinda watshela umama wakhe ukuthi akukho noyedwa kubangane bakhe owayezoshada. Umtshele ukuthi uma angase ashade kuyomele umama wakhe athuthe ekhaya. UMaNene uthe wayecabanga ukuthi uZinhle wayengafisa ukuthi bahlale naye uma bengase bashade. UThemba wamxolela umama wakhe kodwa wayengazi ukuthi kungabe uZinhle wayezomxolela yini yena.

- b. Uphinde uyibhale futhi le ndima ukuze ukhombise ukuthi kwenzekani encwadini ethi *Inkinga kaNompi noThemba*.

Ku-ABET Level 1: Imiphumela yamaqophelo ezolimi nokuxhumana esezivivinyweni (Language, Literacy and Communications outcomes)

Umphumela wokufunda 1.1

Ukufunda nokuphendula izinhlobo ezahlukene zemibhalo.

Ukuqonda umqondo osobala.

Ulwazi lwezithombe lutholakele lwabuyiswa.

Ukuhlonzwa kwezindikimba, izihloko kanye nemiyalezo.

Ukuthola umqondo osobala.

Umphumela wokufunda 1.2

Ukusebenzisa ulwazi lwakho ukuze uphendule umbhalo.

Ukuvezwa kwemibono neziphetho okususelwa embhalweni.

Umphumela wokufunda 1.3

Ukuhumusha kanye nokuphendula ngobuhlakani.

Ukuhlonzwa kwenhloso, okuhloswe ukuba bafunde, kanye nokungahle kube wumthombo.

Ukuqapheleka kokweqiwa kwemininingwane.

Ukuhlonzwa kwemibono kanye nosikompilo lwabantu.

Ukuhlonzwa kokusetshenziswa kolimi ngobuciko nangobuyoninco.

Umphumela wokufunda 1.4

Amasu okufunda afanele ukubhekana nomsebenzi okhethiwe.

Incazelo yamagama angejwayelekile yenziwe lula ngokusebenzisa ingqikithi.

Ukufundisisa.

Amakhono ayisisekelo asetshenziselwa ukuthola ulwazi oluthile.

Ukubonakala kwezinhlamvu zamagama.

Umpfumela wokubhala I.1

Ingqikithi ehambisana nomsebenzi ikhethiwe yase yethulwa.

Ulwazi olungahambelani alufakwa.

Ulwazi olwenele umsebenzi.

Ulwazi oluyihlaba esikhonkosini.

Ukukhombisa ukwazi ukuthi obani okuhloswe ukuba bafunde.

Ukubekwa kanye nokwesekwa kwemibono.

Umpfumela wokubhala I.2

Ukuhleleka kanye nomumo okufanelekile.

umbhalo uhleleke ngendlela yokuthi okuqukethwe kulandelana ngokucacile.

Imisho ilandelaniswe ngokwendikimba.

Imisho ihlanganiswe ukuze yakhe indaba.

Kusetshenziswe izihloko ezifanele.

Umpfumela wokubhala I.3

Ukusetshenziswa kwemithetho yolimi efanele.

Upelomagama okungenani luqondakale.

Kusetshenziswe imisho ebhaleke ngokwehlukana.

Ukusetshenziswa kofeleba nongqi ngokufanele.

Umpfumela wokubhala I.4

Ubufakazi bokuhlela, ukubhala kanye nokulungisa okubhaliwe.

Amacebo emisebenzi yasekhaya

Othisha abaningi bemfundo yabadala (ABET) bayakhononda ngokuthi abafundi babo abathandi ukwenza umsebenzi wesikole ekhaya, ngoba basuke bekhathele futhi abanaso isikhathi ntambama noma kwesinye isikhathi bayaphoxeka uma benza umsebenzi wesikole ofanayo nezingane zabo.

Ikhona indlela ehlukele yabafundi bakwa-ABET yokwenza umsebenzi wesikole ekhaya. Wukubanika umsebenzi wasekhaya wesikole oxhumene nezinto ezizobafundisa, kodwa abazozenza vele. Lokhu kwenza kube lula ukuba abafundi bawenze umsebenzi, njengoba bezohlenganisa umsebenzi wansuku zonke. Kanti futhi kwenza kube lula ukuba bazijwayeze ukusebenzisa ulwazi lwesikole ngisho noma bengasekho esikoleni.

Imiphi imisebenzi ongabanika yona ehlukele nezivivinyo zesikole? Imisebenzi yangampela iyona elungile, futhi izokwandisa ukuzethemba kwabafundi bakho. Bheka nje ukuthi abafundi bazosizakala kanjani uma bebhala izikhalazo (bheka ekhasini elilandelayo) baziyise enkampanini enkulu noma kuhulumeni, babone ukuthi imiphi imiphumela abangayithola.

Izibonelo:

1. Cela abafundi bakho ukuthi balalele izindaba emsakazweni bese bebhala into (noma izinto eziningi kuya ngokuthi ukwazi ukwenza kangakanani) abayizwile ebalulekile. Ekilasini, tshela abafundi ukuthi baxoxe ngezinto abazibhalile, ukuxoxisana ngokubaluleka kwaleyo naleyo ndaba eshiwoyo, nokuthi izithinta kanjani, futhi kuzobasiza ukuzilandela.
2. Cela abafundi ukuthi babheke izikhangiso emaphephandabeni noma izikhangiso zokudla abazithenga njalo, isibonelo, amafutha okupheka, amaqanda, noma yini enye. Kumele bathole noma amanani amathathu ale nto, bese ubhala ukuthi yisiphi isitolo esidayisa le nto ngaleli nani. Kumele basho ukuthi bangayithengaphi le nto, basho futhi ukuthi kungani. Kepha akulula ukusho ukuthi yisiphi isitolo esinamanani aphansi, ngoba izitolo ezinamanani aphansi kungenzeka singabi sendleleni yabafundi eya emakhaya, noma kungaba nzima ukufinyelela kuzo, noma kungaba nobugebengu kule ndawo abafundi abakhetha ukuthenga khona, bangancomela ukuthenga lapho kuphephe khona noma kubiza.
3. Ekilasini khuluma nabafundi ngezitolo lapho bengathola khona izinto abazidingayo njengefemu, abadayisa izinto zokwakha, noma abadayisa imbewu yezitshalo, noma yini enye into abafundi abangayithenga. Cela abafundi babheke inombolo yocingo kanye nekheli lesitolo uma sebebuya ekilasini, ukuqiniseke ukuthi abafundi bazitholela bona izinombolo zocingo kanye nekheli, banike amagama ezitolo ezahlukene abazothola izinombolo zocingo zakhona.

4. Cela abafundi balalele umdlalo womsakazo noma wamabonakude bese bebhala ngezinto abazizwile kulo mdlalo. Isibonelo, uma kuyinkulumo yasemsakazweni kumele bakwazi ukusho ukuthi kugcine kukhulunywe ngani, noma ngobani abalingisi noma bacabanga ukuthi yini ezolandela. Noma uma kungumdlalo oluchungechunge kumabonakude, kumele bakwazi ukusho ukuthi kwenzekeni esiqephini esedlule, noma ukuthi ngobani abadlali, noma ukuthi kuzokwenzekani.
5. Esikhundleni sokuba abafundi ubanikeze umsebenzi wasekhaya, bacele ukuthi bacabange ngezinkinga ezisendaweni abahlala kuyo. Isibonelo, imigwaqo engekho esimweni esihle. Batshele ukuthi mababhalele isifundazwe ngalolu daba. Okubalulekile ukuthi ubasize ekulungiseni izincwadi, bazipose ngempela kungenzeka.
6. Bacele ukuthi bangasebenza ngamaqoqwana. Bese ubabuze ukuthi abaqagele ukuthi bangadinga opende ongakanani ukuze bapende imizi yabo. Izinto ezingakanani ezingadingeka ekulungiseni amakhethenisi amawindi asendlini, babuze ukuthi bangaba bangaki othayela abangabadinga ekufuleleni izindlu zabo, njalo njalo.
7. Uma kunokhetho eduzane, cela abafundi ukuthi babhala ephepheni ukuthi athembisani amaqembu epolitiki. Gcina amaphepha abhalwa ngabafundi, khonake emveni kwesikhathi, ningaphinda nifunde lawa maphepha ukuze ukuthi lezi zinto ezithenjisiwe zenziwe yini. Uma kunezinto ezingakwenziwe, ningabhala njenge ikilasi lonke, nibabuze abepolitiki ukuthi kwenzenjani nalezizonto.
8. Uma uneqeqebana labafundi elihlala endaweni eyodwa, ungabahlanganise babhale incwadi yezikhalazo yangempela ngenkinga ethile endaweni yakubo, bacele umphakathi ukuba usayine. Into ebalulekile ngento efana nencwadi yezikhalazo ukuthi ukhetha izinto abantu abangenza okuthile ngazo, bese uyisebenzisela ukuba ubafake ingcindezi yokuba bakwenze lokho. Kanti futhi uma bewaqokelelile amasignesha kumele ngempela bayethule kulowo ongenza okuthile ngayo. Isibonelo, abafundi banganquma ukuthi bayasidinga ngempela isikole samabanga aphantsi endaweni yakubo, noma umtholampilo noma isiteshi samaphoyisa. Noma bangaphikisana nembonini ekhiqiza amakhemikhali anukubeza umfula noma umoya. Uma sithatha lesi sibonelo, bangabhala incwadi yezikhalo emi kanje:

Kubaphathi be-Umoya Omubi Paper Mill:

Njengabahlali abaseduze nembali yenu, kuhlezi kunephunga elibi lapha sihlala khona, kanti nabantwana bethu bahlezi bekhwehlela. Sikholwa ukuthi kuyisibopho senu ukuqiniseka ukuthi imboni yenu ayiwukhiqizi umoya omubi.

Isayinwe ngo:

- | | |
|-------------------------|----------------------------|
| 1. <i>B W Xulu</i> | B W Xulu, 428 Ishmael St |
| 2. <i>A Nxumalo</i> | A Nxumalo, 34 Madiva St |
| 3. <i>S. W. Ngubane</i> | S. W. Ngubane, 2 Vela Road |
| 4. <i>X Zulu</i> | X Zulu, 356 Mazibuko Road |
| 5. <i>M Anderson</i> | M Anderson, 72 Baker St |

9. Amaphephandaba awumthombo omuhle lapho ungacaphuna umsebenzi abazowenza, nakuba kuwukuthi lo msebenzi akuwona lowo abafundi abalindeleke ukuthi bawenze. Kodwa ekilasini noma ngomsebenzi wasekhaya, uthisha angabanikeza indatshana ephume ephephandabeni ebeka umbono othile. Isibonelo ngenhlangano echaza izenzo noma inyunyana eyesekela izimfuno zayo, noma yini, kodwa kumele kube nenhloso yokwenza umfundi avumelane nombhalo. Ngenkathi abafundi besafunda udaba, bhala imibuzo ebhodini ukuba bayixoxe. Imibuzo kungaba efana nale elandelayo:

Ngubani obhale lokhu?

Kungani beyibhalile?

Yini lena abafuna abafundi bayicabange?

Mina njengomfundi ngiyavumelana noma ngiyaphikisana?

Mibuzo mini ongayibuza umlobi lapho endlini enikuyona?

10. Cela abafundi ukuthi mabazijwayeze ngezimpendulo zabo abazicabangela bona njengezimpendulo zalo msebenzi. Yenza inkulumbo yokuxoxisana nabafundi (lapho uthisha engabambi iqhaza elitheni) nalapho becobelana ngezimpendulo zabo – baphikisane ngazo.
11. Izikhangiso zenza abafundi basebenzise imali yabo ezintweni ezithile. Zivame ukuvezwa ezincwajaneni ezinhle eziconsisa amathe ezidliwayo noma abantu abahle abagqoke izingubo ezinhle. Abanye uma bevula amaposi abo bafica izincwadi ezibukekayo lokhu okwenza kubonakale sengathi kukhona isidingo sokuthi usebenzise imali yakho ezintweni ezinjengezinsimbi ezifakwa endlini zokuthi zingangeni izigebengu noma umshwalense ngoba uzoba senkingeni enkulu, noma benze abantu bajoyine izinto ezahlukene.

Kuhle ukuze abafundi baxoxe ngezikhangiso ezibonakala kumabonakude noma ezizwakala kumsakazo. Imibuzo ingaxhila engxoxweni kanjena:

1. Kungaba umbiko oshiwo izikhangiso uyiqiniso yini? (Isibonelo uma usebenzisa umuthi othize wokushefa lokho kuzokulethela amantombazane?)
2. Lesi sikhangiso singiphatha kanjani? (Isibonelo kungabe siyangilambisa, siyangikhathaza, siyangihalisa singenze ngithande ukubukeka njengomuntu osesikhangisweni.)
3. Yini le esesikhangisweni engenza ngizizwe ngale ndlela? (Abafundi kumele baqaphele hhayi kuphela okushiwo okubhaliwe, kodwa nokushiwo yizithombe, imibala, indlela okuheha ngayo, njalo njalo.)
4. Kungabe loyo obhale lokhu uzama ukungifaka ogibeni?
5. Noma kungukuthi abaqondile ukungifaka ogibeni, bafuna ngisebenzise imali yami entweni engingayidingi.

Teachers' Resource Materials

Izindaba zikaNokuthula

Amagugu

Umndeni wakwaNkosi

Imali kamalume

UMahlase uvakashela edolobheni

Inkinga kaNompi noThemba

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Introduction

This book contains

- ◆ General ideas for using readers in the classroom
- ◆ Exercises for learners and instructions for teachers
- ◆ Language and Communications unit standards outcomes covered by the exercises
- ◆ General ideas for homework

Section 1, ***General ideas for using readers in the classroom***, contains ideas and suggestions for different activities the teacher can do with learners in the classroom before reading the books, while reading the books and after reading the books.

Section 2, ***Exercises for learners and instructions for teachers***, has two parts – exercises for learners on the right hand page and instructions for teachers on the left hand page. The exercises are designed to help prepare learners for the ABET Level 1 examination and to develop reading fluency and a positive attitude towards reading among literacy and second language learners. The exercises in this book are based on 6 easy to read Zulu stories published by New Readers Publishers which are recommended reading for a basic Zulu literacy course called *Asifunde*. This section also contains extensive, separate notes to the language or literacy teacher and worksheets for the learners (which can be photocopied). The exercises can also be copied onto the board. Learners will have to read the books to do the exercises.

The ***ABET Level 1 Language, Literacy and Communications outcomes covered by the exercises*** are contained in the next section (Section 3). Learners who read the books and do the exercises will cover the outcomes for the Language Literacy and Communications for literacy learners at ABET Level 1.

The last section, ***General ideas for homework***, contains real tasks that require learners to apply their literacy skills in their daily lives. In this way they will get into the habit of using literacy skills outside the classroom.

General ideas for using readers in the classroom

There are many activities that you can do with learners to stimulate their interest in a particular book and in reading. There are different activities you can do before you start reading a book, while reading a book and after reading a book.

Pre-reading activities

Discuss with learners what attracted them to this book and why they want to read it.

Ask the learners to identify the author, illustrator, publisher, language of publication and other features of the book. This helps the learners get a feel for the book and to get a sense of the complexity of the book production process.

Ask them to predict what the book is about by using the summary on the back of the book, the cover illustration and the title to guide them. The more learners know about the book, the easier it will be for them to read. Remember, predictions should make sense rather than be "right".

Different ways of reading books in the classroom



Facilitator reading aloud

You are the role model for fluent reading and should read aloud to the class as often as possible. By reading aloud to the class and by sharing your own reading with learners, you send the message that reading is important. By hearing stories that are slightly too difficult to read on their own, learners become familiar with different types of language and the conventions of how stories work.

You should read enthusiastically and with expression. The first reading of the book should be without interruption, at a natural speed – the purpose is to entertain and engage the learners.



Learners reading silently/Independent reading

Learners become better readers by reading. Learners must be given time to read quietly to themselves. Independent reading improves learners' reading ability and comprehension skills.

Formal follow-up to independent reading is not required every time. Sometimes you may ask learners to respond to what they have read by writing something down. Other times learners may be asked to discuss what they have read, and their reactions to what they have read, with each other or you.



Learners reading aloud

• All read together

Each learner should have a copy of the book. Learners read together as a class or read in groups.

For a short story with a recognisable sequence of events, the text can be copied onto strips. The illustrations can be enlarged and put on the wall. The text strips and the pictures can be read aloud by the class. The text and pictures can also be manipulated afterwards to reinforce learning about logic, the development of the plot and the chronology of events in the story.

• Shared reading

You read aloud and the learners follow (silently) in their own books. You can stop and ask a learner to read the next sentence or paragraph. You can also read parts of the text again, or stop and make a point, or stop and discuss what is being read.

• Paired/buddy reading

When the text is familiar, learners of different abilities can be paired up. The pair reads the same sentences or paragraphs together in chorus. The less efficient reader, when using this method, reads bigger chunks of text at a time. This increases comprehension of what is read. This strategy also gives the weak reader a demonstration of fluent reading.

• Echo reading

Learners repeat sentences after the facilitator or another learner has read them. This is a very useful technique to use with learners who are having difficulty reading.

After reading



Summarise the story

Ask learners to summarise the story or re-tell the story in their own words. In this way you can be sure that they have understood the story. Learners can also ask questions about what they do not understand in the story.



Narrator/Point of view

Talk to the learners about whose point of view the story is written from. Discuss the narrator of the story and how this affects the story.

Round Robin story-telling

Write an introduction to the story on a page and ask each member of the class to add two sentences to the story. You can use the story read in class or you can make up another story. If your learners are not ready to do this much writing, you can do this exercise orally.

Act out the story

Some stories lend themselves to being acted out. This works best when there are a few characters in the story or when the story has some action.

Stories can be acted out without using the actual words from the book. Learners can act out the story using their own words. This is a useful way to check that they have understood the story and an opportunity for learners to practice using some of the words they remember from the book.

A role-play is when the facilitator gives the learners their roles. Sometimes s/he may ask one of the learners to be the narrator. The narrator then reads the story while the other learners do the actions.

Another way to act out the story is for each learner to have a copy of the book and to read the part you have given them (i.e. the direct speech) while doing relevant actions. A narrator in this case can just read the narrative i.e. all the parts that are not in direct speech.

Discuss characters and themes/issues in the story

When discussing characters and themes, the purpose is to get readers to express opinions and back these up with evidence from the story.

The role of the facilitator is to:

- ◆ encourage discussion
- ◆ encourage the use of logical reasoning to support opinions.

The purpose is not to get the group to reach consensus or to agree with the facilitator's point of view.

Characters

We learn about characters based on what they say, what they do or what they think. Different characters make the story interesting and influence what happens in the story.

General ideas for reading in the classroom

Examples of the kinds of questions that can be asked about characters are:

- ◆ Who is the central character in the story?
- ◆ Why do you think this?
- ◆ How did the various characters in the story feel?
- ◆ How do you know this? (What did they do, say or think?)

Themes/issues

Before you have a discussion about themes/issues, think about the story yourself and identify what you think the key themes/issues are. You should avoid moralising to the learners. Remember that they are adults.

When you have identified themes for yourself, think about what kinds of questions might relate to those themes and prepare a list to guide you when you discuss the themes of the story. Do not ask readers/learners to identify themes for themselves. This is quite a difficult concept and requires a lot of practice.



Oral/written book reviews

You can ask learners to respond to the book they have read, either orally or in writing. This can be a guided response – in other words, the learners can be given a question to answer (for example, “Did you like this book? Give reasons for your answer” or “Who else in the class would enjoy this book? Give reasons for your answer”). Book reviews can be an effective tool in getting learners to motivate each other to read.

Exercises for learners and instructions for teachers

Introduction for teachers

We have devised these exercises to help teachers prepare their learners for the ABET Level 1 examination. The books that these exercises are based on are all published by New Readers Publishers who are part of the School of Adult and Higher Education at the University of KwaZulu-Natal in Durban. The books are:

Izindaba zika Nokuthula by Nokuthula Mvubu

UMahlase uvakashela edolobheni by Cedric Xulu

Amagugu by Nozizwe Madlala

Imali kamalume by Phumla Dlamini

Umndeni wakwaNkosi by Elda Lyster

Inkinga kaNompoti noThemba by Nozizwe Madlala

There are different exercises for each of the books. Teachers should feel free to extend these exercises, or use parts of them, according to what they think will be best for their learners. Of course the more exercises learners do, the more they develop their reading and writing skills, and the better prepared they will be for the Level 1 exam. Teachers might also use the exercises offered here as models to make up their own exercises on other books. For example, there are multiple choice questions for *Imali kamalume*, but teachers could make up multiple choice questions for the stories in the other books.

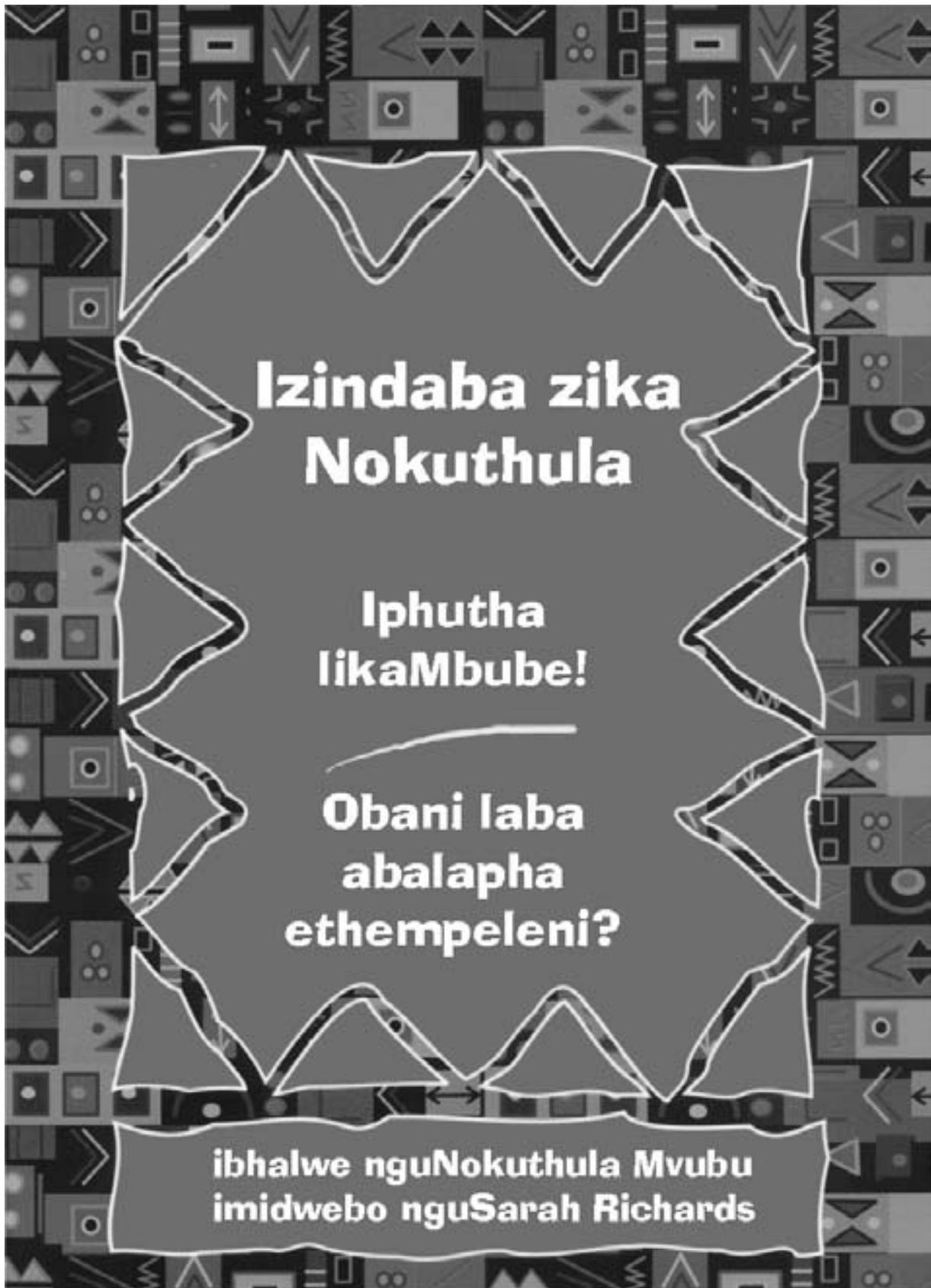
Learners can work on almost all the exercises in this collection individually or in pairs. However, it is important for teachers to remember that learners will have to complete the ABET Level 1 exam individually. This means that they should have plenty of practice working on their own before they are entered for this exam. If learners are weak, and have very low confidence, they might find it useful to work on an exercise first in pairs, and then, the next day or the next week, to re-do the exercise as individuals. Of course they should not be allowed to copy what they did when they worked in pairs!

Before starting each exercise, learners should have read the book. At the beginning of each exercise, teachers should make sure that the learners understand what they should do to complete the exercise, and then let learners get on without help from the teacher as far as possible. Even if it takes much longer, learners learn more and remember what they learn much better if they have worked without the teacher telling them what to do. Leaving learners to struggle with something they find difficult might be very hard for some teachers to do. But all teachers should be able to recognise when real learning is

Introduction for teachers

happening, and remember that it often happens best when, after a struggle, learners manage tasks that they have found difficult. One of the most important aspects of the art of good teaching is to know when not to help. We hope that these exercises will give teachers plenty of practice in not helping!

To use these exercises, you can either make photocopies of these exercises, or copy the exercises onto the chalk board.



Instructions for teachers

The development of visual literacy

Many of the exercises in this book are based on the illustrations in the relevant book. These exercises are intended to give learners practice in interpreting and writing about pictures. Discuss with learners the different ways in which the meaning of pictures can be understood in different contexts by different people.

Story writing exercises based on the pictures

At Level 1 learners are expected to be able to write approximately 3 - 6 paragraphs. It is very difficult to write a good story that is this short. It is important at this stage that learners are shown how to write well constructed paragraphs and given practice in doing so. A well constructed paragraph contains one main idea. A good piece of writing contains paragraphs/ ideas which lead logically from one to the other.

1. Look at the book and answer the following questions:

- a. How many different stories are there in this book?
- b. What are the titles of these stories?
- c. Who wrote these stories?
- d. Who drew the pictures?
- e. Who published this book?
- f. How many pages are there in this book?

Instructions for teachers

Question 1

Ask every learner to write down his or her response to the questions. When everyone has written down their answers, ask people to tell each other what they have written.

You will find that people will want to change their answers if they are different from other people's answers. You might want to let them do this for question 1a. if they have it wrong, but for question 1b. there are a lot of different things that people might have written. For example, they might have said he works hard and he follows African custom since he doesn't wait for invitations and enjoys his beer and meat. Or they might have said he is a sociable person. Or they might have said that he is insensitive and greedy. There are still more things they could have got out of the story to describe Mbube. There are different answers that are all correct. As long as people have based their answers on something they read in the story praise them. Remind them that although in some cases there is just one right answer, in many cases there can be different answers that are equally correct.

For question 1c. people should have written down their **own opinions**. Of course these will **not** all be the same. Learners should be used to recording what they think from the exercises in the Asifunde! Learner's Workbook or other workbooks but encourage them to keep their own opinion recorded here. It is very important for learners to feel confident in recording their opinion especially if it is different from the opinions of others. If your learners have written different opinions here, praise them for thinking for themselves and expressing their own thoughts.

Story 1: Iphutha likaMbube

1. Answer the following questions:

- a. In the story called Iphutha likaMbube, what is the mistake that Mbube makes?
- b. What kind of man is Mbube?
- c. What makes the story Iphutha likaMbube funny?

2. Look at the picture on page 11 and fill in the answers:

- a. There are two women in the picture. What are they doing?

The two women are _____.

- b. In the picture, one man is holding a _____.

- c. In the picture, another man is _____ and the third man is _____.

3. Look at the picture on page 11 and write a short story:

This is a picture from the story *Iphutha likaMbube*. For this exercise, do not think about that story. For this exercise you must make a new story for this picture. In this new story, the man with the stick is the father of the man who is running away. Think of a story about why a man would run away from his father like this. Write the story.

4. Look at the picture on page 5 and write a short story:

This is a picture from the story *Iphutha likaMbube*. For this exercise, do not think about that story. For this exercise you must make up a new story for this picture.

In your new story, one man is telling the others a long story. Give this man a name. Write a story about what he is telling the other men. Remember there is no one right answer, but your story must be about something the man in the picture might be telling the others, so that your story goes with the picture.

Instructions for teachers

Question 1

Let learners compare the answers they have for these sentences with each other. If they have different answers, they should refer to the book to find out which is the correct answer. Do not let them depend on you (the teacher) to tell them.

Question 2

You will need a map of South Africa and its nearest neighbouring countries so that your learners can find the answers to the following questions. You might need to explain how a map is a picture of the shape a country takes on the land. It might help to point out towns that your learners know and show how ones that they know are close together on the roads are close together on the map too. Try to let the learners find the answers to these questions by looking at the map without help from you. If your learners find this exercise useful, think of other questions that they could answer by getting information from the map.

Question 3

Ask your learners to imagine that they are Mr or Mrs Dlamini. Ask them to write a short note to their priest explaining or apologising for what Ngubane did. Make sure all your learners write the note as if it comes from Mr or Mrs Dlamini and not from themselves. They have to pretend that they are Mr or Mrs Dlamini while they are writing.

Remind learners how to put the address at the top right of their letter. Ask them to draw an envelope and write an address they think the priest might have on the envelope. Ask them also to draw a stamp on their picture of an envelope in the place where they would stick a stamp on a real envelope.

Your learners will write this note in different ways. Some will write a note that shows they think the situation is funny, some will concentrate on just apologising to the priest, some might say how they felt ashamed of Ngubane. All of these different ways are completely acceptable. Make sure your learners understand that there is no one correct way of writing this note.

Story 2: Obani laba abalapha ethempeleni?

1. Fill in the missing words:

- a. The Ngubane family went to Swaziland to see _____.
- b. They _____ by car.
- c. On Sunday, _____ asked them to go to church.
- d. Ngubane agreed although he _____.
- e. _____ was afraid he would embarrass the family.
- f. The minister started the service by asking the people to _____.
- g. Ngubane thought that the minister was asking _____.
- h. He explained that he and his family _____.
- i. _____ thought that this was very funny.
- j. When the minister again announced the title of the hymn, Ngubane took his family and _____.

2. Look at a map and answer these questions:

- a. Is Swaziland in South Africa?
- b. What is the name of one town in Swaziland?
- c. On page 15 we see the Ngubane family going through the Swaziland border. What countries border on Swaziland?
- d. What are all the countries that border on South Africa?
- e. Find the name of one town in each of these countries.

3. Write a short letter:

Imagine that you are Mr or Mrs Dlamini. Write a short note to the priest explaining or apologising for what Ngubane did.

4. Look at the picture on page 27 and fill in the answer:

In the picture there are a man, a woman and three children. They are walking away from a _____.

5. Look at the picture on page 27 and write a short story:

This is a picture from the story *Obani laba abalapha ethempeleni?* For this exercise, do not think about that story. For this exercise you must write a new story for this picture.

In your new story, the people in the picture have seen something in the church that has made them frightened. Write a story about what they saw in the church. Remember there is no one right answer, but your story must be about what something in the church that has made these people run away so that it goes with the picture.

6. Look at the picture on page 17 and write a short story:

This is a picture from the story *Obani laba abalapha ethempeleni?* For this exercise, do not think about that story. For this exercise you must write a new story for this picture.

In your new story, the adults in the picture are closely related but are meeting for the first time in twenty years. The children do not speak the same language as the man and the woman who have come out of the house.

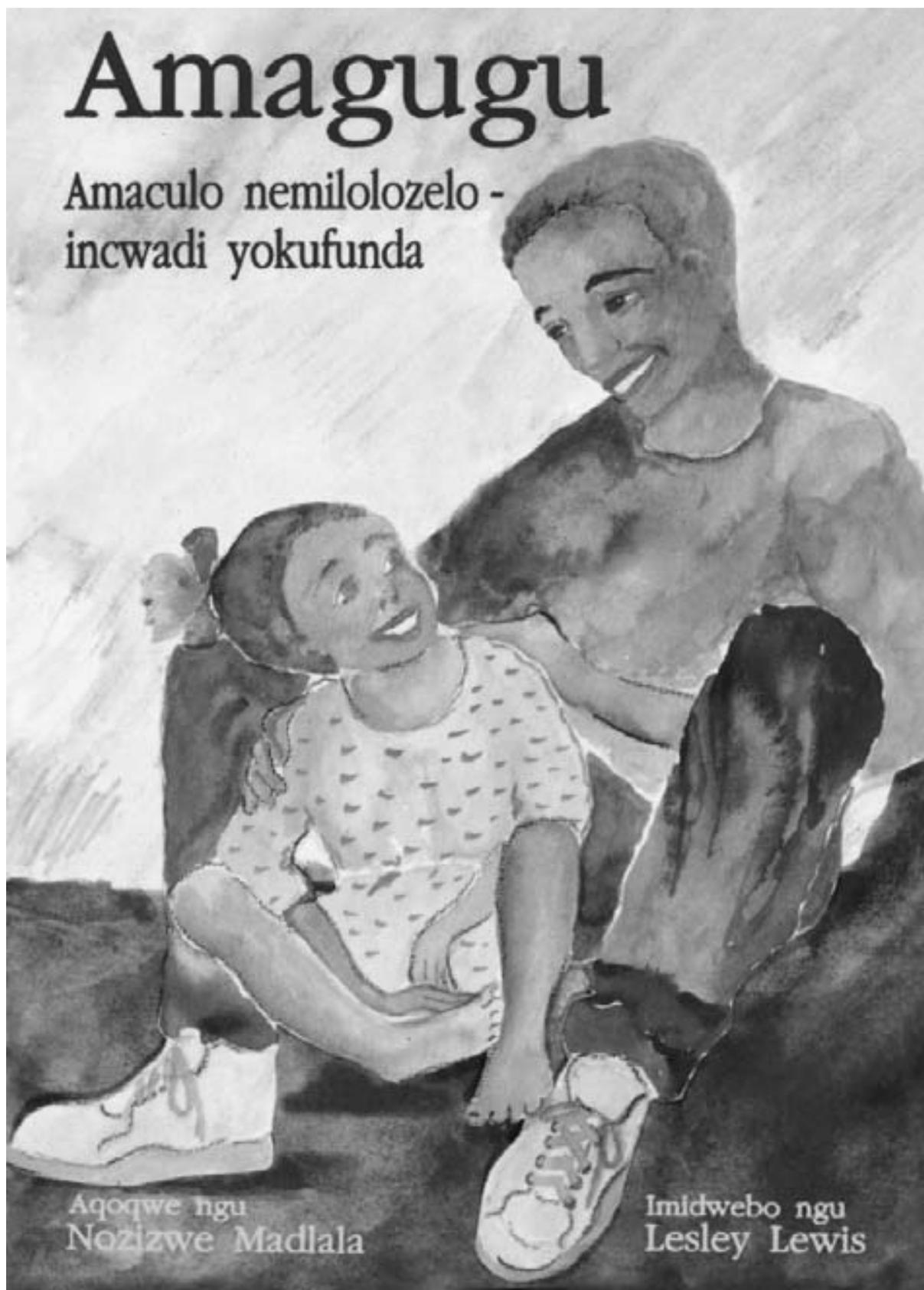
Write a story that explains three things:

- ◆ who the adults are, and how they are related
- ◆ why they have not seen each other for twenty years
- ◆ why the children speak a different language.

Remember there is no one right answer, but your story must explain the three things and it must go with the picture.

Amagugu

Amaculo nemilolozelo -
incwadi yokufunda



Aqoqwe ngu
Nozizwe Madlala

Imidwebo ngu
Lesley Lewis

Instructions for teachers

Question 2

Ask your learners to choose one or more of the songs in the book and to write down in their own words what the song is saying.

You can make this exercise “elastic”, which is useful if you have learners of different ability levels in your class.

Learners who write very slowly can just write one sentence to say what one song is about.

Learners who can manage more can write down what more than one song is about.

Learners who can write more than that can write down more about the songs, for example, who it is for (children, workers, the nation and so on), and describe the situations where it is likely to hear the song being sung.

Question 3

Ask your learners if they remember singing any of the songs in this book in their own families or social groups. Ask them to write a paragraph for each song that they know. In the paragraph they should say who they heard singing it, when they sang it (or sing it) or anything it reminds them of.

Question 4

Talk about the other songs your learners know. There are probably some that you sing in class with your learners.

Ask them to write down the words of songs they know. This is probably easier to do in groups, so that people can check with each other how the songs go. But if learners are confident, they can write down songs they know by themselves.

You might like to make a collection of songs that your learners have written down, and staple them together to make a book of songs.

1. General questions about the book:

- a. How many pages are there in this book?
- b. Who drew the pictures in this book?
- c. Who published this book?
- d. In what year was the book published?
- e. How many songs are there in this book?
- f. Which of the songs in the book have you heard in your community?
- g. Some of the songs are lullabies. What other kinds of songs are in the book?

2. Write in your own words:

Choose a song in the book and write down in your own words what the song is about.

3. Write about a song:

Choose a song in the book and write a paragraph about your memories of that song.

4. Write down the words of a song:

Write down the words of a song that you know that is not in the book.

Umndeni wakwaNkosi



Ibhalwe uElda Lyster
Imidwebo uJeff Rankin

1. Circle the words that are true and cross out the words that are not true for this book:

- a. This book is about: a town / a family / health.
- b. The name of the man in this book is: Sipho Nene / Bheki Mkhize / Bonga Nkosi.
- c. The book starts with: what people like / what people dream of / what people want.
- d. The book ends with: what people like / what people dream of / what people want.
- e. The book is published by: Viva Books / New Readers Publishers / Stimela.

2. Who is missing from this list of the members of the Nkosi family?

Bonga Nkosi

MaDube Nkosi

Bonga's mother

Saneliso Nkosi

Mbali Nkosi

Philile Nkosi

3. Answer these questions. The answers can be the name of one person or more than one person.

- a. Who in the Nkosi family would wear a short skirt?
- b. Who in the Nkosi family would wear shorts?
- c. Who in the Nkosi family would wear jeans?
- d. Who in the Nkosi family would wear a jacket and tie?

4. Answer the following questions:

- a. Who is two years old?
- b. Who works in a factory?
- c. Who looks after the small children?
- d. Who is in Standard 2?
- e. Who sells food at the station?
- f. Who is looking for a job?
- g. Who is Philile's mother?
- h. Who is the oldest child?
- i. Where does the family live?

5. Look at the picture on page 5 and complete the following sentences:

- a. There is one man in the picture. The man is holding a _____.
- b. He is watching _____.

6. Look at the picture on page 5 and write two stories:

This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, do not think about that story. For this exercise you must write two new stories for this picture.

- a. In the first new story, the man is Mr Mthimkhulu.
Mthimkhulu is a poor man. He earns R800 per month. He has bet all his pay on the horse race. In this story he wins R3000. Write a story about what Mthimkhulu does with the R3000. (Remember there is no one right answer. Any ideas that you have about what a man would do with this money is correct).
- b. In this second new story, the man is Mr Dumakude. Mr Dumakude is not working. His wife gave him her pay to pay the umashonisa. Dumakude did not pay the umashonisa. He bet his wife's pay on the horse race. He loses all the money. He makes up lies to tell his wife about how he lost the money. Write a story about the lies that Dumakude tells his wife. (Remember there is no one right answer. Your story can be about any lies Dumakude might tell his wife about the money).

7. Look at the picture on page 6 and complete the following sentence:

In the picture there are two women. Sitting on a branch there is a

_____.

8. Look at the picture on page 6 and write a story:

This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, do not think about that story. Write a new story for this picture.

In this new story, one woman is MaDuma. The other woman is MaDlamini. MaDuma's ancestors have sent the bird to MaDuma. The bird has a message for MaDuma. The message is about MaDlamini. Write a story about the message that the bird gives to MaDuma. Remember there is no one right answer. In your story the bird can bring any message to MaDuma, but the message must be about MaDlamini.

9. Look at the picture on page 7 and complete the sentence below:

In the picture there is one woman. She is _____, and listening to the radio.

10. Look at the picture on page 7 and write a story:

This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, do not think about that story. Write a new story for this picture.

In this new story, this woman is MaJili. Imagine that MaJili hears something on the radio that is a big shock or surprise to her. It changes her life. Write a story about what MaJili hears on the radio. In your story, what she hears can be a wonderful thing or a terrible thing. There is no one right answer.

11. Look at the picture on page 8 and complete the sentence below:

In the picture there is a young woman and a young man. They are looking at each other. They are each holding a _____.

12. Look at the picture on page 8 and write a story:

This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, do not think about that story. Write a new story for this picture.

In this new story, the young woman is Lindiwe. The young man is Mandla. They are each holding a letter. What do you think is in these letters? Who wrote these letters? Write a story about Lindiwe and Mandla and the letters they are holding. Your story must be about the letters, but there is no right answer about who wrote the letters, or what is in the letters.

13. Look at the picture on page 15 and answer the question:

In the picture there is one woman. She is wearing a blanket. Do you think she looks happy or sad? Give reasons for your answer.

14. Look at the picture on page 15 and write a story:

This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, write a new story for this picture.

In this new story, this woman is MaNgubane. Do you think she is old or young? Why do you think MaNgubane is wearing this blanket? Write a story about MaNgubane and why she is wearing this blanket. Remember that there is no one right answer, but your story must be about this old lady and her blanket so that it goes with the picture.

15. Look at the picture on page 22 and answer the questions:

Circle the words that are true for the picture. Cross out the words that are not true for this picture.

- a. The woman in this picture looks happy / sad / surprised / desperate / angry.
- b. She is looking at food cooking / dirty dishes / broken things.
- c. She is holding her stomach / her head / her face.

16. Look at the picture on page 22 and write a story:

This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, do not think about that story. Write a new story for this picture.

In this new story, give the woman a new name. Write a story about why she is looking desperate. Remember there is no one right answer, but your story must be about a desperate woman so that it goes with the picture.

17. Look at the picture on page 24 and answer the questions:

Circle the words that are true for the picture. Cross out the words that are not true for this picture.

- a. The woman / boy / girl / old man in this picture looks happy / sad / surprised / desperate / angry.
- b. He is walking in a building / in the street / near some houses / in a forest.
- c. On the ground you can see rubbish / vegetables / money.

Instructions for teachers

Question 21

Ask learners to write a paragraph about one of the characters in the book *Umndeni wakwaNkosi*. Fast learners can write paragraphs about more than one or all of the characters.

Here is an example that you can write on the board so that learners can see what to do:

Bonga Nkosi

Nkosi is a man who works as a packer. He has a beard and he likes beer. He likes watching horse races on TV. He would like money to spend on things he wants. He dreams of having a new house. He feels worried.

Write this on the board. Read it with your learners. Show them how everything in the paragraph comes out of the book. Do NOT let the learners copy this paragraph. It is an example only. They should write their paragraphs about the other people in the book, but not about Mr Nkosi.

18. Look at the picture on page 24 and write a story:

This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, do not think about that story. Write a new story for this picture.

In this new story, give this boy a new name. Write a story about what has happened to make him look so sad. Remember there is no one right answer, but your story must be about something that has happened to make this boy sad.

19. Look at the picture on page 31 and answer the questions:

Circle the words that are true for the picture. Cross out the words that are not true for the picture.

1. The boy / girl / old man / old woman / young man in this picture is wearing glasses / a necklace / a hat / a scarf / a dook.
2. She is looking through a window / at a picture / through a door.

20. Look at the picture on page 31 and write a short story:

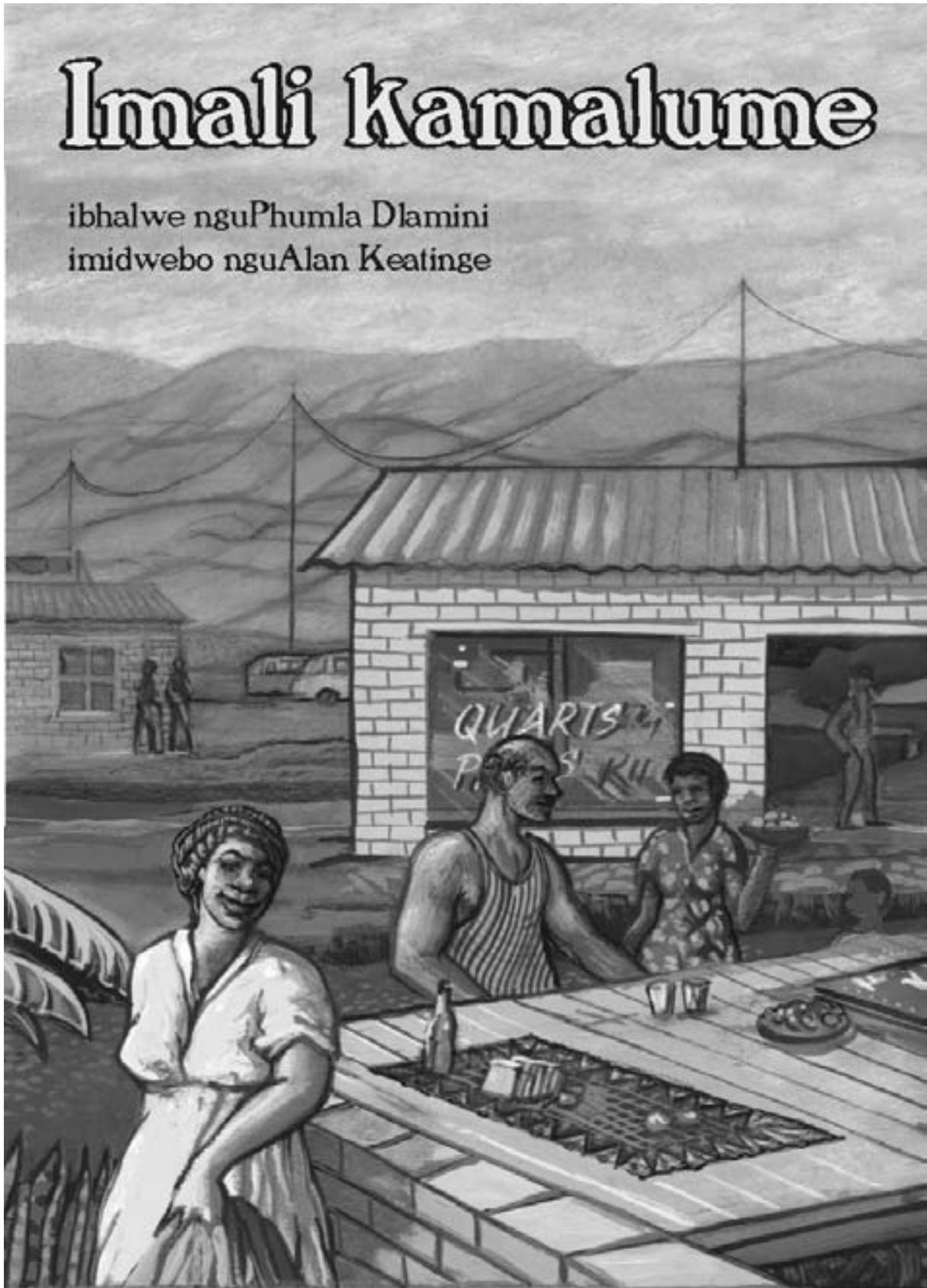
This is a picture from the story *Umndeni wakwaNkosi*. For this exercise, do not think about that story. Write a new story for this picture.

In this new story, say who this lady is and the picture she is looking at. Write a story about what she remembers when she looks at this picture. Remember there is no one right answer, but your story must be about what this old lady remembers when she sees this picture.

21. Write a paragraph about one of the characters in the story.

Imali kamalume

ibhalwe nguPhumla Dlamini
imidwebo nguAlan Keatinge



Instructions for teachers

Discussion and participation

Ask your learners to tell the class about people they know who are rich. It is very important for teachers to encourage learners to participate in class. The teachers must lead the discussion and ensure that all learners (even those who are very shy) have a chance to contribute to the discussion. You could also give them the opportunity to discuss this in groups. Then ask them to write a couple of paragraphs about the different ways in which people can make money.

Phumla's uncle bought taxi's, land, houses and shops with his money. Discuss with learners whether this was a clever way for him to spend his money. Ask learners to discuss in groups how they would invest their money (rather than simply spending it) to ensure that they get richer, not poorer.

1. General questions about the book:

- a. How many different stories are there in this book?
- b. Who wrote this book?
- c. What page does the story end on?
- d. Who drew the pictures?
- e. Who published this book?
- f. What is the phone number of the publishers?
- g. Why do you think the publishers' phone number is in the book?

2. Multiple choice questions:

Complete the sentences by ticking the correct box.

- a. The man in the story is
 - your uncle.
 - nobody's uncle.
 - the uncle of Phumla Dlamini.

- b. The man in the story
 - has no money.
 - does not care about money.
 - has a lot of money.
 - gives money away.

c. The man in the story had

- a farm.
- shops.
- taxis.
- plots of land (iziza).
- a church.
- houses that he rented to people.
- a security business.

(For this question learners should tick more than one answer)

d. The man in the story

- took his family to Johannesburg.
- took his family to Durban.
- took his family to Cape Town.
- took his family to uMgababa.

e. The man in the story went fishing and came back with

- no fish.
- frozen fish.
- a lot of freshly caught fish.
- pig's trotters.

f. The man in the story went fishing and came back without

- his trousers.
- his car.
- his shoes.
- his fishing rod.

- g. The man in the story went fishing and stayed away for
- one hour.
 - the whole morning.
 - the whole afternoon.
 - the whole day.
- h. It seems as though the man in the story got his money
- by working very hard.
 - by stealing from shops.
 - by selling a lot of things.
 - by hijacking cars.
 - by murdering people and getting insurance money.
 - by treating his customers very well.

3. Write a few sentences to explain why you chose the answer you did for the last question (Question number 2h).

4. Read this paragraph and compare it with the story:

- a. Read the paragraph with another learner and find all the ways that it does not match the story of *Imali kamalume*.

Phumla employed her uncle. The people who worked for her uncle never got food and time off to rest. Phumla stayed to guard the store when her uncle went to UMgababa. While he was on duty. Zondi, the guard, killed a man. Under the body of the dead man, the police found a letter.

- b. Rewrite the paragraph so that it shows what happened in the book *Imali kamalume*.

5. Missing words:

- a. Put a mark in each place where you think some words are missing in this paragraph. One has been done for you as an example in the first sentence.

Phumla's uncle had plenty of ^ . But he would not say how he
them. Phumla worked for. One day he gave all the staff the
day off. He took his family to the. In the morning he said he
was. At the end of the day he with some frozen fish. Was found
murdered. The found a shoe under the. The shoe looked the
ones had been wearing. The police also found out that Zondi
had an insurance policy for. People always asked each other.

- b. Rewrite the paragraph, filling in your own words so that it shows what happened in the book *Imali kamalume*.

6. Write another ending for the story:

Think about what would have happened if Zondi, having been left for dead by his murderer, had recovered and been able to talk to the police. Write a few sentences to say what you think would have happened.

UMahlase uvakashela edolobheni



ibhalwe nguCedric Xulu
imidwebo nguJeff Rankin

Instructions for teachers

Active learning

Learners learn better when they are active. This is a funny story and learners can have a lot of fun acting it out. You can either ask one person to read the book while other people do the actions, or you can read the story a number of times with the whole class and learners can act out the story using their own words.

Forming an opinion

It is important for learners to start to form their own opinions about what they read. Ask learners who they think the central character in the story is and what kind of person he is. They can tell by what he does, says or thinks in the story. Learners should be encouraged to give reasons for their answers.

1. General questions about the book:

- a. How many different stories are there in this book?
- b. Who wrote this book?
- c. Where can you find a short description of the story in the book?
- d. Who drew the pictures?
- e. Who published this book?
- f. What is the address of the publishers?

2. Fill in the missing words:

- a. Mahlase's family home was in _____.
- b. Mahlase's wife's name was _____.
- c. Mahlase's wealth was destroyed by _____.
- d. Mahlase went to look for work in _____.
- e. He looked for work for only _____ days.
- f. He found work at _____.

3. Complete these sentences so that they are true for the story:

- a. Before the floods, uMahlase owned a lot of _____.
- b. People in Nkandla saw uMahlase as _____.
- c. After the floods, the family had _____.

- d. When he saw the Wimpy restaurant, Mahlase thought that _____.
- e. As he went into the restaurant, Mahlase _____.
- f. When he had finished eating, Mahlase asked to see _____.
- g. Mahlase danced in the street when _____.

4. Fill in the first part of these sentences so that they are true:

- a. _____ in 1983.
- b. _____ for travelling food (umphako) for her husband.
- c. _____ for two nights at the station in Durban.
- d. _____ would not let people sleep at the station.
- e. _____ gave him food at Wimpy.
- f. _____ could see that he was not trying to steal.

5. Questions for discussion:

Think about the things the book tells you about Mahlase, and discuss these questions, or think carefully about them. Write one or more sentences in answer to each of these questions.

- a. What kinds of work do you think Mahlase would be able to do at Wimpy?
- b. What kind of work that needs to be done at Wimpy do you think Mahlase would **not** be able to do?

- c. What kind of problems do you think Mahlase might have working at a place in town?
- d. What would people in Nkandla say or think when they heard that Mahlase had a job at Wimpy?
- e. What would MaNgobese think when she heard that Mahlase had found a job in Durban?
- f. What are some of the ways Mahlase's relationship with his wife might change when he started working in Durban?
- g. Think about what would have happened if the owner of Wimpy had not been a kind man. Write a few sentences to say what you think would have happened when he discovered that Mahlase had eaten a meal but had no money to pay.



Instructions for teachers

Group reading

This book is a play. It should be read as a play. Ask one learner (or a pair of learners) to take the part of Nompfi and read everything that Nompfi says in the book. Another learner (or a pair of learners) should take the part of Nono and read everything that Nono says in the book. Another learner (or a pair of learners) should take the part of Themba and read everything that he says in the book.

The book might be quite difficult for learners to follow because the text shows only the conversations that people in the book have with one another. What learners might find difficult is to follow what the people say to each other about what other people done.

Learners can do the exercises individually or in pairs. Remember that learners will have to complete the ABET Level I exam individually, so they should have plenty of practice working on their own before they try to pass this exam.

Group work

When your group has read the play once or twice, divide the class into twos or threes to talk about what happens in the book. Each group should choose a scribe (one person who writes for the group) to write down, in their own words, the story of what happens to Nompfi, Themba and the other people in the book. When they finish, give all the groups a chance to read out what they have written. Discuss any differences between what the different groups have said about the story.

1. Fill in the missing words:

- a. Themba is MaNene's _____.
- b. Zinhle is Themba's _____ girlfriend.
- c. Nompi is Themba's _____ girlfriend.
- d. Nompi is Nono's _____.
- e. Nompi is Jabulani's _____.
- f. Bonke is Nompi's _____.
- g. Bonke is Jabulani's _____.
- h. Jabulani and Bonke are Themba's _____.
- i. MaNene is Bonke's _____.
- j. Jabulani is MaNene's _____.

2. Write down the names of the people you see in the pictures:

- a. on page 13: _____ and _____.
- b. on page 2: _____ and _____.
- c. on page 7: _____.
- d. on page 19: _____ and _____.
- e. on page 24: _____ and _____.

3. Missing words:

- a. Put a mark in each place where you think some words are missing in this paragraph. One has been done for you as an example in the first sentence.

Nono was doing Nompi's ^ . While women are doing one another's hair they always love to. Nono asked Nompi where was. Nompi said that she and Themba could have married long before. She said that when they were growing up she and were never apart. Nono and Nompi talked about a woman called Zinhle, who also Themba.

- b. Rewrite the paragraph, filling in your own words so that it shows what happened in the book *Inkinga kaNompi noThemba*.

4. Read this paragraph and compare it with the story

- a. Read the paragraph with another learner and find all the ways that it does not match the story of *Inkinga kaNompi noThemba*.

Nompi said that Themba's father, MaNene, had called her aside to speak to her. MaNene said that she could easily keep secrets from Nompi. Nompi said that if Zinhle married Themba, she would keep all the old things in the house. Nompi also said that Themba thought that he would be thrown out with the old furniture. When Nono and Nompi said goodbye they were fighting.

At the beginning of Act 2, Themba told his mother that he had lost his job. He also told her that none of his friends were getting married. He told her that if he got married she would have to leave the house. MaNene said she thought that Zinhle would want her to stay with them if he married her. His mother said that she thought he should marry Zinhle. Themba forgave his mother but he wondered whether Zinhle would forgive him.

- b. Rewrite the paragraph so that it shows what happened in the book *Inkinga kaNompi noThemba*.

ABET Level 1: Language, Literacy and Communication outcomes covered by these exercises

Reading outcome 1.1

Read and respond to a range of text types.

Understand literal meaning.

Graphic information found and recalled.

Main ideas topics messages identified literal content found and recalled.

Literal content found and recalled.

Reading outcome 1.2

Own experience and knowledge is drawn on in response to text.

Conclusions and opinions derived from text expressed.

Reading outcome 1.3

Interpret and respond critically.

Purpose, intended audience and likely source identified.

Omission of information noticed.

Values and views of the world identified.

Aesthetic and creative uses of language (idiom recognised).

Reading outcome 1.4

Reading strategies appropriate to task chosen.

Meaning of unfamiliar vocabulary inferred through context clues and word attack skills.

Reading for detail.

Basic referencing skills used to find specific information.

Typographical features recognised.

Writing outcome 1.1

Content appropriate to task selected and presented.

Irrelevant information not included.

Information sufficient for the task.

Information is accurate.

Awareness of purpose content audience shown.

Opinions expressed and supported.

Writing outcome 1.2

Organisation and format appropriate.

Texts structured and organised so that content is clearly and logically sequenced.

Sentences thematically linked and coherent.

Sentences linked to form of story if required.

Appropriate headings used.

Writing outcome 1.3

Appropriate language conventions used.

Spelling at least understandable.

Sentence structure varied.

Correct use of capital letters and full stop.

Writing outcome 1.4

Evidence of planning, drafting and correcting writing.

General ideas for homework

Many ABET teachers complain that their learners do not like doing homework, because they are tired and don't have enough time to themselves in the evening, or sometimes because they are embarrassed to be doing the same sort of school based tasks as their young children.

There is a way of approaching homework completely differently for ABE Learners. It is to give them for homework the kind of tasks that get them to apply literacy skills to things that they do anyway. This makes it more likely that learners will do homework tasks, since they can link them with everyday activities, and more importantly, it makes it more likely that they will get into the habit of using literacy skills in their lives outside the classroom.

So what kinds of tasks can you give that are different from school type exercises? Real tasks are the best, and definitely the best for building your learners' confidence. Imagine how empowered a group of learners would feel if they organised a petition (see example on the next page) and sent it to a factory or a government department, and got some action as a result.

Examples:

1. Ask learners to listen to the news on the radio and write down one thing (or two things, or more, depending on their level of ability) that they hear on the news and think is important. In class, call on learners to tell other learners what they noted down. A discussion of the importance of each news item mentioned, and how it will impact on the lives of learners would be a useful classroom follow up.
2. Ask learners to look for advertisements in newspapers or shop displays for some food item they buy regularly, for example, cooking oil, or margarine, or eggs, or anything else. They should find at least three prices for this item, and make a note of what shop offers it for what price. They have to say where they would buy it and why. Of course this will not be as simple as finding which shop has the best prices, because shops with the lowest prices might not be on learners' way home, or they might be difficult to get to, or they might be in high crime areas and learners might choose to buy things at shops where they feel safer even if they are more expensive.

3. In class talk about shops where learners can get things they need – eg factory shops, or suppliers of building materials, or seed or vegetable seedlings, or anything else that your learners need to buy from time to time. Ask learners to look up these shops in a telephone directory and be able to give the phone number and or address of a shop when they return to class. To ensure that learners find the numbers and addresses for themselves, give every learner the name of a different shop to get the number for.
4. Ask learners to choose a radio or TV show to listen to, and then to make a note of and report back on some aspect of what they hear on this show. For example, if it is a talk show on the radio, they should be able to say what at least two of the callers had to say. Or if it is a serial on TV, they should be able to say what happened in the latest episode, or who the actors are, or what they think will happen next.
5. Instead of giving learners a comprehension to do at home, ask them to think of a problem in their community – like bad roads – and write to the Provincial administration about it – and importantly, after you have helped them edit their letters – **really** post them. Why not?
6. Ask them to work out how much paint they would need to paint their house / how much material they would need to make a curtain for a window in their house / how much corrugated iron they would need to put a new roof on their house, and so on
7. If an election is near, ask learners to write down things that politicians promise. Keep these notes, and, later, see what they have done about them. Then, as a group, write to them to ask what they have done about any promises they have failed to keep. Again, really post the letter!
8. If you have a group of learners in one area, they could organise a real petition about some problem in their area, and really collect signatures for it. What is very important about something like a petition is to choose things that someone can really do something about, and then use the petition to pressurise them to do it. Again, when they have collected signatures, they should really present the petition to whoever can really do something about it. For example, learners might decide that they really need a pre primary school in their area, or a clinic, or a police station. Or they might object to a factory releasing bad chemicals in rivers or into the air. To take this last one as an example, they might make a petition form that looks like this:

To the management of Umoya Omubi Paper Mill:

As people who live near your factory, we object to the pollution that comes from your factory. There is always a bad smell where we live, and our children are always coughing. We believe that it is your duty to make sure that your factory does not produce this bad waste.

Signed by:

- | | |
|-------------------------|----------------------------|
| 1. <i>B W Xulu</i> | B W Xulu, 428 Ishmael St |
| 2. <i>A Nxumalo</i> | A Nxumalo, 34 Madiva St |
| 3. <i>S. W. Ngubane</i> | S. W. Ngubane, 2 Vela Road |
| 4. <i>X Zulu</i> | X Zulu, 356 Mazibuko Road |
| 5. <i>M Anderson</i> | M Anderson, 72 Baker St |

9. Newspapers can be good sources of homework activities, although these might not be the kind of tasks learners will do for homework. But, in class or for homework, teachers might try giving learners a story or a letter from a newspaper that expresses a particular point of view. An example may be of an organisation explaining its actions, or a union justifying its demands, or anything, but it needs to have the purpose of making the reader agree with the text. While the learners are reading the story, write questions on the board for them to discuss. Questions might be:
- Who wrote this?
 - Why did they write it?
 - What do they want the reader to think?
 - Do I (the reader) agree or disagree?
 - What questions would I ask the writer of this story if they were in this room?
10. Ask learners to formulate their opinions in answer to these questions for homework. Then have a class discussion (in which the teacher **does not** play a big part!) and in which people share their responses to the questions – and argue about them!

11. Advertisements try to make readers spend money on particular things. Some are in big coloured glossy supplements, with big print, attractive pictures of good things to eat, or beautiful people wearing smart clothes. Others come in the post, and look like serious letters that try to make you think that if you don't spend money on something like burglar guards or insurance you will have serious problems, or they try to make people join particular schemes. Some advertisements deliberately try to trick people into giving their money away. Discussing all kinds of advertisements in class, or asking learners to discuss them with their families for homework can be a useful learning activity. It is a good idea to examine television and radio advertisements as well. Questions to base discussions on may be:

1. Is what this advertisement says true? (e.g. if I use this deodorant or aftershave will I really get lots of girlfriends?)
2. How does this advertisement make me feel? (e.g. Do I feel hungry, worried, envious, eager to look like the person in the advertisement?)
3. What is it in the advertisement that makes me feel this way? (Learners should be conscious not only of what the print says, but also of the pictures, the colours, the way attention is drawn, and so on.)
4. Is the person who wrote this trying to trick me?
5. Even if they are not trying to trick me, do they want me to spend money on something I don't need?

Izinsiza kufundisa zalezi zincwadi

First published 2006 by New Readers Publishers

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Design: Lesley Lewis

Original print version ISBN: 1-86840-618-0

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