

# DIAGNOSTIC ASSESSMENT

# XITSONGA HOME LANGUAGE

GRADE 3



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GRADE 3  
HOME  
LANGUAGE  
DIAGNOSTICS ASSESSMENTS

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### SECTION ONE

## 1. INTRODUCTION

The diagnostic resource bank of items aims to improve the relationship between assessment and classroom instruction. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time.

When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment questions are designed to fulfil three purposes of assessment: namely to,

- reveal the misconceptions learners bring as prior knowledge to a class;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or as a class/grade.

A traditional multiple-choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The Department of Basic Education (DBE) has embarked on the design of diagnostic assessments using MCQs that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition. This does not mean that there are only MCQ items in the booklet.

MCQs designed for the diagnostic questions included in this booklet, include a breakdown of learners' understanding through the incorrect responses. All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

## 2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic resource should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plans (ATP). The content therefore includes coverage from terms one to four and it focuses on certain selected topics and skills. However, there may be a need to align the topic or skills with the revised ATP to facilitate assessment for learning.

Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent sub-skills.

Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent topics.

These diagnostic items should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner. This would also enable the teacher to zoom into the skills and sub-skills that are required by each topic content selected in order to narrow the knowledge gap or misconception identified and to assist learners in the development and mastery of content and skills.

This assessment should **not** be used for grading a learner; as the intended purpose is to facilitate learning. The use of the items should instead promote formative assessment.

## 3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

Items are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 1 for further clarity.

Items are constructed to assess reading, viewing, language structures and conventions, writing skills and application.

#### 4. PROPOSED USE OF THE LANGUAGE ITEMS

- 4.1 A teacher may select a text type and use some of the items for that text at different intervals i.e. as a revision activity, formative task, etc.
- 4.2 Items may also be used as a baseline assessment if administered prior to teaching a particular lesson. A teacher may want to establish whether learners meet the basic skills and knowledge acquired from the previous grades. This will assist the teacher to know learners' level of proficiency.
- 4.3 Items may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.
- 4.4 Certain items, *per sub-skill* assessed, may be selected from a section to compile a shorter activity.
- 4.5 Items may be selected according to *levels of difficulty* and can be used to support learning according to different cognitive demands. Diagnostic items can also be selected according to *cognitive levels*.
- 4.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

#### 5. DESIGN

Table 1 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Language MCQs. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The taxonomies and cognitive levels as stipulated in CAPS (for Grades R-9) are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic item.

**Table 1: Levels of Understanding MCQs**

Levels of Performance	Error analysis/diagnosis
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question.</li> <li>• Learner invokes prior knowledge related to the general topic being tested, but response is not text-based.</li> <li>• These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question.</li> <li>• They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference.</li> <li>• The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response.</li> <li>• A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.</li> </ul>
<b>Level 4</b>	<p>Correct response.</p> <ul style="list-style-type: none"> <li>• consistently apply knowledge and reasoning skills required in the question;</li> <li>• apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning;</li> <li>• draw a conclusion from given context and justify their conclusion.</li> <li>• Etc.</li> </ul>

Each level of understanding is captured in the distractors of all the multiple-choice questions. An item will include distractors that correspond to each level of understanding set out in the Table 1.

When learner responses are analysed the diagnostic distractors will reveal patterns in a learner's understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept in the specific content.

The three levels of difficulty are explained in Table 2 which are informed by both Barret and Blooms Taxonomies. Descriptors (verbs) that may be used for each of the difficulty level are summarised.

**Table 2: Levels of difficulty that incorporate the two Taxonomies**

Levels of difficulty	Bloom's Taxonomy	Descriptors from both taxonomies	Barrett's Taxonomy
Easy	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation
Moderate	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose	Inferential comprehension
Difficult	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation

## 6. MARKING GUIDELINES

- 6.1 Multiple Choice Questions (MCQs): One mark is allocated per item. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve.
- 6.2 The marking guideline has columns indicating the item number, expected answer per item, the diagnosis or clarification, the level of understanding, the level of difficulty and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.
- 6.3 Open ended (OE) items: These items require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2 or more. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.
- 6.4 Transactional and essay writing diagnostic rubric: The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors have been developed according to grade levels and are useful in informing the teacher of how learners should be scored and awarded scores for each criterion. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.  
The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic.
- 6.5 Language structures and conventions: These items require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write. The marking guidelines provide insight on how to mark the test using

scoring guides. The learner performance levels would assist the teacher to identify learners' strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.

**Table 3: Example of the Marking Guideline (for a MCQ)**

1. What is the main idea of the article?

NO.	EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF DIFFICULTY
1.1	A It is important to connect with many people on Facebook.	1	A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.	2	
	B Not all contacts on Facebook are friends that you know. ✓		The correct response.	4	M
	C 13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.	3	
	D The Internet is required to connect to Facebook.		The response is not text-based.	1	

## 7. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

Moderation should focus on the following aspects amongst others:

- a) Content coverage: The alignment of the to the revised ATP content for the subject,
- b) Quality of individual items: The validity, fairness and practicability of each item within a test or task,
- c) Clarity of the instructions for specific items,
- d) Biasness and clarity of diagrams and pictures

- e) Ensuring that what is assessed is in line with what the learner has been exposed to
- f) The appropriateness of the language level of the learners for which it is designed,
- g) Coverage of cognitive skills: The consistency of the level of development of the learner regarding the cognitive levels of the test or task.
- h) Technical criteria: sufficient time allocation per item/test/task, layout, correct numbering, the memorandum/marketing guideline matches the item, etc. must be considered.

## 8. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the class or grade test/task to identify the knowledge deficit is. Since this is an exercise in assessment for learning, targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

### 8.1 Purpose of the data analysis

After administering a test/task the teacher can do his/her own diagnostic analysis to identify:

- a. the overall level of performance of the class/grade or school;
- b. individual learners or schools that need special intervention;
- c. groups of learners or schools who need special support; and
- d. sub-skills that require priority attention in teaching and learning.

### 8.2 Use of basic statistics for analysis

Basic statistics that can be used to summarise the data from a test include the following:

- a. mean (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarise all the scores obtained by learners in a test/task. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform;
- b. median (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e.  $(57 + 49)/2 = 106/2 = 52$ . As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45. The median does not show what the extreme scores are, i.e. the highest and the lowest scores;
- c. maximum is the highest score obtained by a learner in a test;
- d. minimum is the lowest score obtained by a learner in a test; and
- e. range is the difference between the maximum and the minimum scores. The larger the range, the more diverse the ability levels of the test takers. A relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

### 8.3 Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

### 8.4 Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:

- a. mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
- b. enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
- c. enter test item numbers in the columns, one after another;
- d. enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
- e. check if all data has been entered correctly (i.e. do thorough data cleaning);
- f. use correct formulae to calculate the statistics that you want to use to summarize and analyse the test data; and
- g. interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

### 8.5 Analysis and interpretation

To summarise the data, calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls. To make sense of the analysis it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to

enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

**a. Overall performance**

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

**b. Performance spread**

Although the mean and median scores were both above 50%, learner scores may range between 8% and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified to the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

**c. Individual learner differences in performance**

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the “Not achieved” and “Elementary achievement” levels. They require special attention in terms of teaching strategies and learning opportunities.

**d. Group differences in performance**

Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was 4% lower than that of the girls, viz. 52% against 56%. Boys' scores ranged between 8% and

88%, while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

**e. Performance in specific topics or skills**

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus. The analysis and diagnosis (from 8.5a – e) identifies:

- i. learners who need special attention; and
- ii. components that require special focus.

The analysis also suggests what materials will be required to improve on the identified areas, what extra support the teacher will need (if necessary), whether additional time will be required, who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.

**8.6 Diagnostic or error analysis**

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners' individual responses and thinking about possible remediating interventions that might work well.

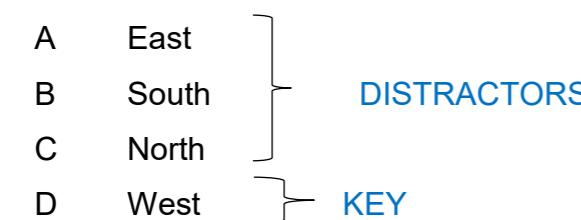
Understanding the errors, that learners make will determine how learners are grouped for intervention purposes to enhance effective teaching.

## 9. HOW TO ANSWER MULTIPLE CHOICE QUESTIONS (MCQS)

### 9.1 The Structure of an MCQ

An example of the structure of the MCQ item is exemplified below.

What direction does the sun set? STEM



#### Explanation:

- A stem is the question or statement to respond to.
- Distractors are incorrect options that are plausible
- A key is the correct answer

### 9.2 Strategies for answering MCQs

- 9.2.1 Read the question carefully. Understand the question and be sure of what is expected of you. Underline the key words in the question. You may need to read the question more than once.
- 9.2.2 Try to answer the question before you check out the options. You may be required to work out the answer before you are able to choose the correct option.
- 9.2.3 Read each option cautiously. Delete the options that you are sure is incorrect, until you are left with the correct option.
- 9.2.4 Make sure that the option you have chosen matches what the question requires.
- 9.2.5 Often there will be an option that will obviously be wrong. Eliminate this option.

9.2.6 Two options may sound alike. However, one of the options may be partially correct; it may be a partial answer to the question. Re-read the question to make sure that the option fully answers the question.

9.2.7 If you are unsure of which options are incorrect, leave the question and move to the questions you are sure of. However, make sure that you come back to the question. Don't leave blanks. **Choose an option for every question.**

9.2.8 There will be only **ONE** correct option.

#### Note to the learner!

- *There is no pattern in which the answers are arranged.*
- *Check your work. If you made a mistake, strike out the incorrect option and circle the correct answer.*



# SECTION TWO

## ASSESSMENT

Please note the following keys:

The tag above each question provides the following information in this order: subject component, skill assessed, sub-skill, content, cognitive level, difficulty level, item type and term (in which the content/skill is taught) e.g.:

Component	Skill	Sub Skill	Content	Cognitive level	Difficulty level	Question type	Term
Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main character	Literal	E	MCQ	I

It is thereafter written above each question in the format:

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main character	Literal	E	MCQ	I
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The following table has a summary of texts selected in this booklet.

Read the following text carefully and answer the questions.

Texts
Text 1: Story - A clever answer
Text 2: Recipe - Banana Bread
Text 3: Story - Maya's new school bag
Text 4: Poster - Class Rules
Text 5: Story - Thato's Holiday
Text 6: Poem - Lebo saw his teacher
Text 7: Story - Max

## Xivutiso xa N'we

Hlaya xitshuriwa lexi landzelaka hi vukheta kutani u hlamula swivutiso.

### XITSHURIWA: Xitori \_ Nhlamulo ya vutlhari

#### Nhlamulo ya vutlhari

N'wanghala a ahlamula a tlhela a bonga hi matimba a endlela ku lemukisa swiharhi leswin'wana leswaku u pfukile. "Yee he!" ku vula Nkati. "U na manghumbu." N'wanghala a vomba a ri karhi a vilela, "Hi mina hosi! A ndzi na swihoxo!" a ri karhi a famba.

N'wanghala a hlangana na N'wambhongolo. "Ndzi na xi vutiso, xi hlamule hi ntiyiso, xana ndzi na manghumbu?" a vombela exikandzeni xa N'wambhongolo. "Yhuu!" Ku vula N'wambhongolo. "Hi swona, u na wona." N'wanghala u ti twile a rhuketeriwile kutani a hlundzuka. Loko a ya emahlweni, N'wanghala u hlanganile na N'wayingwe na yena a n'wi vutisa xivutiso lexi. N'wayingwe u swi tivile leswaku N'wanghala u hlundzukerile N'wambhongolo, kutani u hlamurile aku, "Wena hosi ya matimba, nomo wa wena wu nuhela ku tlula na mafurha ya risuna." Nakambe N'wanghala a vonga a hlundzukile. "U ndzi endla, hosi ya wena xihlekiso!" a vula a hlundzukerile na N'wayingwe.

N'wahlolwa u vonile hinkwaswo leswi nga humeleta. Kutani, N'wanghala a hundzulukela eka N'wahlolwa a n'wi vutisa, "N'wahlolwa, xana ndzi na manghumbu? N'wahlolwa u kokile moyo a tlhela a khohlolanyana kutani a hlamula, "Wena hosi ya matimba, ndzi rivalele, a ndzi nga swi koti ku ku hlamula, ndzi khomiwile hi mukhuhlwana. Enkarhini wa sweswi a ndzi swi koti ku nuhetela nchumu."

[Source: Adapted from www. LittleWorksheets.com 11.12.19]

Component	Skill	Sub Skill	Content	Cognitive Level	Level of Difficulty	Question Type	Term
Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main character	Literal	E	MCQ	1

I.I Xana i mani hosi ya swihari?

- A Nkati
- B N'wanghala
- C N'wahlolwa
- D N'wayingwe

Component	Skill	Sub Skill	Content	Sequencing	Cognitive Level	Level of Difficulty	Question Type	Term
Reading and Phonics	Shared reading	Comprehension: Reading comprehension			Literal	E	MCQ	1

I.2 Xana i yini lexi N'wanghala a xi endleke xo sungula eka xitori?

- A U ahlamurile.
- B U bongile.
- C U hlundzukile.
- D U bongerile Nkati.

Component	Skill	Sub Skill	Content	Inference	Cognitive Level	Level of Difficulty	Question Type	Term
Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Higher order questions		D	MCQ	2	

I.3 Hikokwalaho ka yini N'wanghala a bonga a ri karhi a vilela?

- A A ri hosi ya swiharhi.
- B A tsakile.
- C A rhukaniwile.
- D U tlhariheriwile hi N'wahlolwa.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequencing	Reorganisation	M	MCQ	3
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I.4 Hi wihi ndzandzelelano lowunene wa swiharhi leswi N'wanghala a nga hlangana na swona?

- A Nkati, N'wambhongolo na N'wayingwe.
- B N'wahlolwa, N'wayingwe na N'wambhongolo.
- C N'wayingwe, N'wambhongolo, Nkati na N'wahlolwa.
- D Nkati, N'wambhongolo, N'wayingwe na N'wahlolwa.

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Answer higher order questions	Evaluation	D	MCQ	1
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I.5 Xana u ehleketa leswaku i mani a nga nyika nhlamulo ya vutlhari?

- A N'wahlolwa
- B N'wayingwe
- C N'wambhongolo
- D Nkati

Writing	Independent Writing	Tense	Future Tense	Application	M	MCQ	3
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I.6 Hlawula xivulwa lexi nga eka nkarhi lowu taka.

- A N'wanghala u ta vomba hi matimba.
- B N'wanghala u vombie hi matimba.
- C N'wanghala u le ku vombeni hi matimba.
- D N'wanghala u vomba swinene.

Writing	Independent Writing	Spelling	Plurals	Application	M	MCQ	1
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I.7 Tsondzela vunyngi bya rito 'N'wanghala'.

- A Nkati
- B Tingwenya
- C Van'wanghala
- D Tinkati

Writing	Independent Writing	Grammar	Identify adjectives	Application	M	MCQ	2
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I.8 Tsondzela rihlawuri eka xivulwa lexi landzelelaka.

- Manghumbu ya N'wanghala a ya nuhela ku tlula mafurha ya risuna.
- A Manghumbu
  - B mafurha
  - C tlula
  - D nuhela

Reading and Phonics	Phonics	Word Recognition	Rhyming Words	Literal	Moderate	MCQ	2
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I.9 Rito leri nga na ncino na rito 'lomba' eka xitori i...

- A homu
- B hina
- C vomba
- D famba

I.10 Hlawula rito leri faneleke ku hlanganisa swivulwa swi<sup>2</sup>

A ndzi nge ku hlamuli. Ndzi khomiwile hi mukhuhlwana.

- A hikuva
- B hikokwalaho
- C kambe
- D kumbe

Xivutiso xa Mbirhi

Hlaya xitshuriwa lexi landzelaka hi vukheta kutani u hlamula swivutiso.

### XITSHURIWA: Endlelo – Xinkwa xa Banana

Hlanganisa swicherlwa swo oma

Xinkwa xa Banana



[Source:www.pinterest.com 11.312.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify details in the text	Literal	E	MCQ	3
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2.1 Xana endlelo leri i ra muxaka wihi wa xinkwa?

- A Xinkwa xa buraweni
- B Xinkwa xa banana
- C Xinkwa xa botere
- D Xinkwa xa mubaki

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	E	MCQ	3
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2.2 Xana i tibanana ta muxaka wihi leti nga tirhisiwa eka endlelo leri?

- A To vupfa
- B Ta mafurha
- C To nyanganya
- D botere

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Higher order questions	Inference	D	MCQ	3
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2.3 Xana u ehleketa leswaku mubaki u sungula hi ku endla yini?

- A U hlanganisa chukela na botere.
- B U hlanganisa swicheriwa swo oma.
- C U hlengeleta swicheriwa hinkwaswo.
- D U baka xinkwa.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequencing	Reorganisation	D	MCQ	3
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2.4 Xana hi wihi nonganoko wa swicheriwa lowu tirhisiweke eka endlelo leri?

- A Chukela, botere, matandza, masi, tibanana, fulawuri na munyu
- B Chukela, botere, maapula, fulawuri na munyu
- C Chukela, matandza, xinkwa, tibanana na munyu
- D Xinkwa, maapula, masi, munyu, vhanila, chukela na tibanana

Writing	Independent writing	Spelling	Plurals	Application	M	MCQ	3
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2.5 Vunydingi bya rito 'banana ro vupfa' i...

- A banana to vupfa
- B tivupfile tibanana
- C tibanana to vupfa
- D banana ro vupfa

Reading and Phonics	Phonics	Letter sound recognition	Rhyming words	Literal	M	MCQ	3
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2.6 Rito leri nga na ncino wo fana na "aka" eka endlelo i...

- A fulawuri
- B poto
- C baka
- D hlanganisa

Reading and Phonics	Phonics	Sound Recognition	Vowel Digraph- 'silent e'	Literal	E	MCQ	3
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2.7 Tsala mpf'umawulo wa switwari leswi faneleke ku hetisa rito eka xivulwa

Manana u rhandza m...pula.

- A aa
- B ii
- C oo
- D ee

Writing	Independent Writing	Punctuation	Capital Letters, Commas and full stops	Literal	M	MCQ	3
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2.8 Hlawula xivulwa leswi nga na mahikahatelo lamanene

- A Mubaki u hlanganisa chukela, masi, tibanana to vupfa, swicheriwa swo oma na soda yo baka.
- B Mu, baki, u hlanganisa, chukela, masi, vupfa, tibanana, oma, swicheriwa, na soda, yo baka.
- C Mubaki u hlanganisa chukela, masi, vupfa, tibanana, oma, swicheriwa na soda, yo baka.
- D Mubaki u hlanganisa chukela, masi, tibanana to vupfa, swicheriwa swo oma, na soda yo baka.

Writing	Independent Writing	Grammar	Subject verb agreement	Evaluation	M	SR	3
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2.9 Khwtihata nhlamulo leyi nga yona

Mubaki wa baka/ u baka xinkwa xa banana.

Writing	Independent Writing	Grammar	Alphabetical order	Reorganisation	D	SR	3
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2.10 Tsala swicheriwa hi ndzandzelelano lowunene wa maletere ya alifabete.

chukela, botere, matandza, masi, tibanana, fulawuri, soda yo baka

Xivutiso xa Nharhu

Hlaya xitshuriwa leswi landzelaka hi vukheta kutani u hlamula swivutiso.

XITSHURIWA: Xitori – Bege ya xikolo ya Nsovo leyintshwa

Bege ya xikolo ya Nsovo leyintshwa  
Nsovo a nyanyukile loko lembe ri sungula. A ya sungula giredi yintshwa exikolweni. A tsakela ku vona vanghana va yena nakambe, na ku hlangana na mudyondzisi lontshwa Manana Chauke. A nyanyukile swinene hikuva a tsakela ku tirhisa switsalo na swo tsalela swa yena leswintshwa na bege ya xikolo ya muhlovo wa pinki.

Xo sungula, Nsovo u hoxile tikhirayoni endzeni ka bege. U ta ti tirhisa ku dirowela mudyondzisi wa yena swifaniso. Leswi landzelaka, u hoxile swikero ebegeni. U ta swi tirhisa ku tsemelela swimbilwana na swiluva ku endla khadi ra munghana wa yena. Kutani, Nsovo a hoxa tipenisele ta yena letintshwa. U ehleketa switori hinkwaswo leswi a nga ta swi tsala. Xo hetelela, Nsovo u hoxile bodlela ra xidamarheti xo hatima xa silivhere. Swi ta endla leswaku hinkwaswo leswi a nga ta swi endla swi vangama.

Loko Nsovo a hoxile swilo hinkwaswo endhawini ya swona, u zipile bege ya yena hi vukheta a yi veka ekusuhanu na tintangu ta yena letintswa na yunifomo. A ri karhi a n'wayitela loko a khandziya emubedweni a ehleketa leswi lembe ri nga ta va xiswona.

[Source: Adapted from www.pinterest.com 11.12.19]

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Details in the text	Literal	E	MCQ	1
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3.1 Xana vito ra mudyondzisi wa Nsovo i mani?

- A Manana Chauke
- B N'wa Chauke
- C Tatana Chauke
- D Malume Chaka

Writing	Independent writing	Grammar	Alphabetical order	Application	M	MCQ	1
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3.2 Hlawula nongonoko lowu nga wona wa alifebete.

- A Xidamarheti xo hatima, tikhirayoni, xikero, tipenisele
- B Tikhirayoni, xikero, tipenisele, xidamarheti xo hatima
- C Tipenisele, xidamarheti xo hatima, tikhirayoni, xikero
- D Tikhirayoni, xidamarheti xo hatima, tipenisele, xikero

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	M	SR	2
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3.3 Hikokwalaho ka yini Nsovo a nyanyukile?

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	E	MCQ	1
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3.4 Hikokwalaho ka yini Nsovo a tsemelela swimbilwana na swiluva?

- A A lava ku endlela munghana wa yena khadi.
- B A lava ku endlela mudyondzisi wa yena khadi.
- C A lava ku endla xirhambo.
- D A lava ku khavisa bege ya yena.

Writing	Independent Writing	Grammar	Plurals	Application	E	MCQ	1
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3.5 Vunyingi bya rito "bege ya xikolo" i ...

- A tibege ta swikolo
- B bege ya swikolo
- C tibege ta xikolo
- D bege ya xikolo

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Describe the setting	Literal	M	MCQ	3
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3.6 Xana Nsovo u n'wayiterile loko swi te yini?

- A Loko a ehleketa hi switsalo na switsalelo swa yena leswintshwa.
- B Loko a ehleketa hi yunifomo ya yena leyintshwa.
- C Loko a dyile swakudya swa yena swa nihlekani swa le xikolweni.
- D Loko a khandziyile mubedo.

Writing	Independent Writing	Grammar	Punctuation	Application	E	MCQ	1
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3.7 Xana Nsovo u ta chela kwihi tipenisele, tikhirayoni na swikero swa yena.

- A Xana Nsovo u ta chela kwihi tipenisele, tikhirayoni na swikero swa yena?
- B Xana Nsovo u ta chela kwihi tipenisele, tikhirayoni na swikero swa yena?
- C Xana Nsovo u ta chela kwihi tipenisele tikhirayoni, na xikero swa yena?
- D xana nsovo u ta chela kwihi tipenisele, tikhirayoni na swikero swa yena?

Writing	Independent Writing	Grammar	Tenses	Application	M	MCQ	1
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3.8 Hlawula xivulwa lexi nga eka nkarhi lowu nga hundza.

- A U tsalela switori swo tala.
- B U tsarile switori swo tala.
- C U tsala switori swo tala.
- D U tsalela switori swo tala.

Writing	Independent Writing	Grammar	Synonym	Application	M	MCQ	1
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3.9 Hlawula mavizwena wa 'vangama'

- A silivhere
- B xintsongo
- C hatima
- D basa

Reading and Phonics	Shared reading	Rhyming words	Letter sound recognition	Literal	M	MCQ	1
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3.10 Rito leri nga na ncino na 'veka' i...

- A endla
- B tshika
- C hoxa
- D teka

Xivutiso xa Mune

Hlaya xitshuriwa lexi landzelaka hi vukheta kutani u hlamula swivutiso.

**XITSHURIWA: Phositaro – Milawu ya tlilasi**

Milawu ya tlilasi	
1.	Yingisela hi vukheta
2.	Avelana na vanghana va wena
3.	Komba nhlonipho na malwandla eka van'wana
4.	Landzelela swikombiso
5.	Vuselwa a byi laveki
6.	Tikarhate

[Source: Developed for DBE 11.12.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Inference	M	MCQ	1
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4.1 Xana i mani a tekaka xiboho xa milawu ya tlilasi?

- A Vanghana na ndyangu
- B Vatswari na vadyondzisi
- C Vadyondzisi na vadyonzi
- D Vadyondzi na vanghana

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Literal	E	MCQ	1
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4.2 Xana phositara yi vulavula hi yini?

- A Ku yingisela
- B Milawu ya tlilasi
- C maendlelo
- D tinomboro

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Literal	E	MCQ	1
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4.3 Xana hi wihi nawu lowu vulavulaka hi ku avelana?

- A Nawu wa 7
- B Nawu wa 5
- C Nawu wa 3
- D Nawu wa 2

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Literal	E	MCQ	1
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4.4 Xana hi wihi nawu lowu taka endzhaku ka nawu lowu nge 'Vuselwa a byi laveki'?

- A Landzelela swikombiso
- B Milawu ya tlilasi
- C Tikarhate
- D Hlayisa tlilasi yi tshama yi basile

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Interpret graphical text	Inference	M	SR	1
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4.5 Where would you find this poster?

Reading and Phonics	Phonics	Vowel Digraphs- ea	Letter sound recognition	Literal	E	MCQ	1
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4.6 Hlawula mpfumawulo lowu nga wona

M...ngori

- A ua
- B ie
- C ee
- D ue

Writing	Independent Writing	Grammar	Identify Verbs	Literal	M	MCQ	1
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4.7 Hlawula riendli eka nawu wa nomboro 2.

- A Vanghana
- B Avelana
- C Va wena
- D Na

Reading and Phonics	Phonics	Word Recognition	Rhyming words	Application	E	MCQ	1
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4.8 Rito leri nga na ncino na rito 'kondzelela i...

- A vuselwa
- B vukhetä
- C komba
- D Landzelela

Writing	Independent Writing	Grammar	Use of conjunctions	Application	Moderate	MCQ	3
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4.9 Hlawula xivulwa lexi nga na rihlanganisi leri nga rona.

- A Yingisela hi vukheta hambi u landzelela milawu.
- B Yingisela hi vukheta hikuva u landzelela milawu.
- C Yingisela hi vukheta, kambe u landzelela milawu.
- D Yingisela hi vukheta u tlhela u landzelela milawu.

Writing	Independent Writing	Grammar	Antonyms	Application	M	MCQ	4
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4.10 Ritofularha ra rito 'valala' i ...

- A Vuselwa
- B Malwanda
- C Hlonipha
- D Vanghana

Writing	Independent Writing	Grammar	Identify adverbs	Literal	M	SR	3
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4.11 Khwatihata riengerteri eka xivulwa.

Yingisela nhloko ya xikolo hi vukheta.

### Xivutiso xa Ntlhanu

Hlaya xitshuriwa lexi landzelaka hi vukheta kutani u hlamula swivutiso.

### XITSHURIWA: Xitori – Holideyi ya Ntsako

#### Holideyi ya Ntsako

Holideyi ya mina ya ximumu a yi tsakisa! Mina na vanghana va mina Nsovo na Mixo hi endlile swilo swo tala swo tsakisa. Loko ku hisa, a hi khida eka xidan'wana xo khidela xa ka va Mixo. Hi ti phinile swinene hi bodo yo nyupela ematini na swirhetemuki. Eka masiku lawa maxelo a ma nga ri kahle, manana wa Nsovo a hi yisa eka tibayisikopo. Bayisikopo leyi ndzi yi nf'a ndzi tsakisa ngopfu a ku ri ya xipuku lexikulu xo chavisa, lexi a xi dya pitsa. Endzaku ka bayisikopo hi dyile ayisikhirim. Tatana wa mina na yena u hi yisile ku ya ntshava. Hi kumile maribye ya nsuku. Mina na vanghana va mina hi endlile ingaku i nsuku wa ntiyiso kutani hi endla makungu ya ku yi xavisa hi xava switlangisi na mintlangu.

Vhiki ro hetelela ra holideyi a ri tsakisa swinene. Mindyangu ya ka hina yi yile yi ya dzima mixaxa. A hi tshama etlhelo ka ndzilo madyambu man'wana na man'wana hi byelana switora swa swipuku hi yimbelela tinsimu hi ri karhi hi oxa timaximelo.

[Source: Adapted From 'Teacher's Friend: A Scholastic Company' for DBE 11.12.19]

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Identify the main idea	Literal	E	MCQ	1
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5.1 Xana xitori lexi xi vulavula hi yini?

- A Ku xava switlangisi na mintlangu
- B Holideyi ya ximumu
- C Tibayisikopo ta swipuku
- D Ku xava mbvacha

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main character	Literal	E	MCQ	1
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5.2 Ximunhuhatwankulu eka xitori i...

- A Ntsako
- B Mixo
- C Nsovo
- D Tatana

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Key details about the text	Literal Comprehension	E	MCQ	1
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5.3 Xana vanghana va endlile yini hi masiku yo hisa?

- A A va khida eka xidan'wana xa ka va Mixo.
- B A va hlalela tibayisikopo.
- C A va dya ayisikhiri.
- D A va hlaya tibuku.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details from the text	Reorganisation	E	MCQ	1
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5.4 Xana vanghana a va vulavula hi yini enxaxeni?

- A Switori swa swipuku
- B Maxelo
- C Maribye ya nsuku
- D Pitsa

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Discusses cause and effect	Evaluation	D	MCQ	1
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5.5 Xana hikokwalaho ka yini vanghana va yile eka tibayisikopo?

- A A va tsakela ku oxa timaximelo.
- B A va tsakela ku hlalela switiori swa swipuku.
- C Maxelo a ma bibile.
- D Ku dya pitsa.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Answers a range of higher order questions about the text	Inference	D	MCQ	2
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5.6 Xana hikokwalaho ka yini vanghana va Mixo va tsakela xidan'wana xa ka vona?

- A A ku ri na bodo ya ku nyupela na swirhetemuki.
- B A ku ri na bodo ya ku nyupela na ndlela yo khandziya ntshava.
- C A va kota ku hlalela tibayisikopo etlhelo ka xidan'wana.
- D Xidan'wana a xi entile xi tlhela xi anama.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequence the events in the story	Literal	E	MCQ	1
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5.7 Xana vanghana va endlile yini endzhaku ka ku hlalela bayisikopo?

- A Va yile eku khideni.
- B Va byelanile switiori swa swipuku.
- C Va cerile maribye.
- D Va dyile ayisikhiri.

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Answer higher order questions based on the text	Details in the text	M	MCQ	3
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5.8 Xana vanghana a va tsakela ku xava yini hi mali loko va xavisile maribye ya nsuku?

- A Switlangisi na mintlangu.
- B Mathikiti ya bayisikopo.
- C Timaximelo.
- D Pitsa.

Reading and Phonics	Phonemic Awareness	Consonant digraph	sh	Applying	M	SR	1
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5.9 Hlawula mpfumawulo lowu nga wona ku hetisa rihlawuri.

ri	ti	va	hi
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Nsovo i jaha ra ...ngana.

Writing	Independent Writing	Tense	Present Tense	Present progressive tense	D	MCQ	2
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5.10 Tsala xivulwa lexi landzelaka xi va eka nkarhi lowu taka.

- Loko ku hisa, vanghana va khida exidan'wanini.
- A Loko ku hisa, vanghana a va khida exidan'wanini.
  - B Loko ku hisa, vanghana va ta khida exidan'wanini.
  - C Loko ku hisa, vanghana va khidile exidan'wanini.
  - D Loko ku hisa, vanghana va khida exidan'wanini.

### Xivutiso xa Ntsevu

Hlaya xitshuriwa lexi landzelaka hi vukhetà kutani u hlamula swivutiso.

### XITSHURIWA: Xitlhokovetselo – Khenso u vonile mudyondzisi wa yena

Khenso u vonile mundyondzisi wa yena

Ndzi vonile mudyondzisi wa mina hi Muqhivelà.

A ndzi tshembi leswaku i ntiyiso!

Ndzi n'wi vonile a xava swakudya,

Ku fana na munhu un'wana na un'wana.

U tekile xinkwa kutani a hundzuluka,

Kutani a ndzi vona.

A n'wayitelà kutani a ku "avuxeni."

A ndzi ehleketa leswaku ndzi ta fa.

"Oh, avu... avuxeni manana Nkuna,"

Ndzi vulavulela ehansi ku fana na xiphunta.

A ndzi ehleketa leswaku vanhu vo fana na vadyondzisi,

Va tirhisa nkarhi wa vona hinkwawo exikolweni.

Leswi a swi nyanyisa xijimo,

A ndzi ri na manana wa mina.

Ku tele tilayini ta mabodlhela na swikotele.

A ku ri hava ndhawu yo tumbela.

Yool ndzo kombela, mi nga va byeli manana

Leswi ndzi nga swi endla tolo.

Ndzi pfarile matihlo ndzi hef emulela ehenhla,

Ndzi ehleketa leswaku mudyondzisi u ta famba.

Vanhu van'wana va ehleketa leswaku swi kahle ku  
tshika mudyondzisi wa hina a fambafamba laha hi nga kona.

Kambe loko swi fika eka Muqhivelà,

a va fanele va nga va pfumelei.

[Source: Adapted from www.poetryminute.org 10.12.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Details in the text	Literal	E	MCQ	1
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6.1 Xana Khenso u vonile mani hi Muq'hivela?

Khenso u vonile ... wa yena.

- A nhloko ya xikolo
- B mudyondzisi
- C munghana
- D manana

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the setting of the text	Literal	E	MCQ	1
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6.2 Xana xiphato xi humelela kwih?

Xiphato xi humelela e ...

- A rivaleni ra mintlangu.
- B layiburari.
- C xikolweni.
- D vhengeleni.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequencing	Literal	M	MCQ	1
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6.3 Kombisa ndzandzelelano lowunene wa mahungu eka xitori.

- A Swakudya, xinkwa, mabodlela, swikotele
- B Xinkwa, mabodlela, swikotele, swakudya
- C Mabodlela, swikotele, swakudya, xinkwa
- D Swikotele, swakudya, xinkwa, mabodlela

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Punctuation	Literal	D	MCQ	1
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6.4 Hlawula xivulwa lexi nga hikahatiwa hi ndlela leyinene.

- A Vona! I mudyondzisi wa mina luya?
- B Vona I mudyondzisi wa mina luya?
- C Vona I mudyondzisi wa mina luya!
- D Vona I mudyondzisi! wa mina luya?

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Grammar	Literal	M	MCQ	1
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6.5 Hlawula xivulwa lexi nga na rihlanganisi leri nga rona.

- A Tilayini to tala ta mabodlele na swikotele kutani a ku na ndhawu yo tumbela.
- B Tilayini to tala ta mabodlele na swikotele ku nga si humelela mudyondzisi a ku na ndhawu yo tumbela.
- C Tilayini to tala ta mabodlele na swikotele hikuva a ku na ndhawu yo tumbela.
- D Tilayini to tala ta mabodlele na swikotele, kambe a ku na ndhawu yo tumbela.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Rhyming words	Literal	E	MCQ	1
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6.6 Rito leri nga na ncino na rito 'bolo' i...

- A Fana
- B tolo
- C tumbela
- D kona

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Higher order	Inference	D	MCQ	3
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6.7 Hikokwalaho ka yini Khenso a hef emulela ehenhla?

Khenso a hef emulela ehenhla hikuva a ...

- A chava leswaku mudyondzisi u ta n'wi pota hikokwalaho ka matikhomelo ya yena.
- B Nyanyukile ku vona mudyondzisi wa yena.
- C tsakela ya ku ya exikolweni.
- D nyuma ku vona mudyondzisi.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Tenses	Literal	M	MCQ	1
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6.8 Hlawula xivulwa lexi xi nga eka nkarhi lowu nga hundza.

- A Ndzi ta vulavulela ehansi ku fana na xiphunta.
- B A ndzi vulavulela ehansi ku fana na xiphunta.
- C Ndzi vulavulela ehansi ku fana na xiphunta.
- D Ndzi vulavulerile ehansi ku fana na xiphunta.

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Opposites	Literal	E	MCQ	1
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6.9 Ritofularha ra rito 'vunwa' eka xiphato i...

- A kahle
- B ntijiso
- C xihoxo
- D Ixintsongo

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Contractions	Literal	M	MCQ	1
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6.10 Hlawula marito mambirhi lama ma vulaka swo fana na rito "vona".

- A Languta
- B Tsipa
- C Holela
- D Honoka

Xivutiso xa Nkombo  
Hlaya xitshuriwa lexi landzelaka hi vukheta kutani u hlamula swivutiso.

### XITSHURIWA: Xitor - Risimati

#### Risimati

Risimati u rhandza ku hlaya. Vanghana va yena va n'wi vungunya hikuva u tsakela ku hlaya ku tlula ku tlanga mintlangu ya tivhidiyo. Siku rin'wana Risimati a ri eku hlayeni ka xiphemu xa tsalwa eka magazini lexi vulavulaka hi vholikheno. U hlamuserile vanghana va yena hi swivangelo leswi endlaka leswaku tivholikheno ti pupuma. Vhiki leri landzelaka, tlilasi ya yena yi nyikiwile phuro jeke hi tivholikheno. Un'wana na un'wana a lava leswaku Risimati a va eka ntlawa wa vona. Risimati u vekiwile eka ntlawa wa va Khenso na Saki. Phuro jeke a yi ri ya ku tumbuluxa phositara, na ku aka xikombiso xa vholikheno. Risimati u avelanile mahungu na vatirhisani kulobye. Va yile na le layibulari va ya endla ndzavisiso.

Ntlawa wu hlanganile eka va Saki hi Ravunharhu ku endla phositara. Hi Muq'hivela, va hlanganile eka va Khenso ku aka vholikheno. Va yi akile hi makhadibokisi, va ma penda hi muhlovo wa buraweni. Kutani va tirhisa vumba byo tshwuka ku endla lavha. Vholikheno a yi ti komba yi ri ya ntiyiso. Risimati, Khenso na Saki a va ti nyungubyisa hi ntirho wa vona.

Va yisile ntirho wa vona hi Musumbunu. Ku khensiwa mikhuva lejinene ya Risimati, va kumile mbuyelo wa At.

[Source: www.k5learning.com 15.12.19]

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Identify the main idea	Evaluation	M	MCQ	1
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7.1 Xana xitori xi vulavula hi yini?

- A Ku aka vholikheno
- B Ku aka yindlu
- C Ku tlengisa mintlangu ya tivhidiyo
- D Ku endzela vanghana

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Key details in the text	Literal	E	MCQ	1
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7.2 Hlawula rito ku hetisa xivulwa.

Risimati u rhandza ku ... ku tlula ku tlanga mintlangu ya tivhidiyo.

- A avelana
- B vungunya
- C hlaya
- D tsala

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Key details in the text	Inference	E	MCQ	2
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7.3 Xana phositara va yi endlile ekaya ka va mani?

- A Ntsako
- B Khenso
- C Saki
- D Risimati

Reading and Phonics	Shared reading	Comprehension: Reading comprehension	Sequence of events in the text	Reorganisation	D	MCQ	2
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7.4 Tsala tinomboro ta swivulwa leswi landzelaka ku kombisa ndzandzelelano wa mahungu eka xitori.

Va tirhisiile vumba byo tshwuka.

Va pendile khadibokisi hi muhlovo wa buraweni.

Va endlile lavha.

Va tirhisiile khadibokisi.

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Details in the text	Literal	E	MCQ	1
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7.5 Xana va yisile rini phirojeke?

- A Muqhivela
- B Ravunharhu
- C Musumbunuko
- D Ravumbirhi

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Answers a range of higher order questions about the text	Inference	D	MCQ	2
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7.6 Xana hikokwalaho ka yini ntlawa wu kumile mbuyelo wa A+?

- A Risimati u rhandza ku aka.
- B Va tirhile hi ntlawa.
- C Va tirhisile pende ya buraweni.
- D Va tirhisile pende ya buraweni.

Reading and Phonics	Shared reading	Comprehension : Reading comprehension	Answers a range of higher order questions about the text	Inference	D	MCQ	1
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7.7 Xana u ehleketa leswaku hikokwalaho ka yini hinkwavo a va tsakela Risimati eka mintlawa wa vona?

- A A ri na xinakulobye.
- B A ri na mahungu yo tala.
- C A rhandza mintlangu ya vhidiyo.
- D A tinyungubyisa.

Writing	Independent Writing	Grammar	Alphabetical Order	Application	M	MCQ	3
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7.8 Xana hi wihi ntlawa wa marito lowu nga tsariwa hi nonganoko lowunene wa alifabete?

- A Vholikhano, phiro jekiti, lavha, xikombiso
- B Lavha, vhokikhano, xikombiso, phiro jekiti
- C Lavha, xikombiso, phiro jekiti, vholikhano
- D Phiro jeke, lavha, xikombiso, vholikhano

Reading and Phonics	Shared reading	Phonics	Grammar	Application	M	MCQ	3
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7.9 Hlawula riengeteri.

Ntlawa wu avelanile mahungu wu nyanyukile

- A wu
- B nyanyukile
- C avelanile
- D ntlawa

Writing	Independent Writing	Grammar	Suffixes	Application	D	SR	3
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7.10 Tsondzela xilandzi eka rito "khensiwa".

Writing	Independent Writing	Grammar	Syllabification	Application	D	SR	4
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7.11 Ava mapeletwana hi ndlela leyinene.

Khenso u averile vanghana va yena mahungu.

- A ma-hu-ngu
- B mah-u-ngu
- C mahu-ngu
- D ma-hung-u

Writing	Independent Writing	Grammar	Prepositions	Application	E	MCQ	3
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7.12 Hlawula xitwananisi xa nhlokomhaka lexi nga hetisaka xivulwa lexi.

Khenso ... ri ntlawa wa Risimati.

- A a
- B ri
- C wa
- D Risimati

**DIAGNOSTIC XIKOMBATINHLAMULO  
XITSONGA RIRIMI RA LE KAYA:  
GIREDI 3**

Switshuriwa	Xiyimo xa ntikelo
Xitshuriwa 1: Xitori – Nhlamulo ya vuthlari	E: Easy
Xitshuriwa 2: Endlelo – Xinkwa xa Banana	M: Moderate
Xitshuriwa 3: Xitori – Bege ya xikolo ya Nsovo leyintswaha	D: Difficult
Xitshuriwa 4: Phositara – Milawu ya tlilasi	
Xitshuriwa 5: Xitori – Holideyi ya Ntsako	
Xitshuriwa 6: Xiphato – Khenso u vonile mudyondzisi wa yena	
Xitshuriwa 7: Xitori - Risimati	

No.	Tinhlamulo leti languteriwaka		Timaraka	Maxopaxopelo ya swihoxo		Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
<b>XITSHURIWA XO SUNGULA: Nhlamulo ya vutlhari</b>								
1.1	A	Nkati		Un'wana wa swimunhuantwankulu kambe ahi yena hosi ya swiharhi.		3	1	
	B	N'wanghala	1	Nhlamulo leyi nga yona.	E	4		
	C	N'wahlolwa		N'wahlolwa i xiharhi xo tlhariha kambe ahi yena hosi ya swiharhi.		2		
	D	N`wambhongolo		N`wambhongolo i un'wana wa swimunhuhatwa kambe ahi yena hosi ya swiharhi.		1		
1.2.	A	U ahlamurile	1	Nhlamulo leyi nga yona.	E	4	1	
	B	U vombile		Nhlamulo leyi nga amukelekaka, kambe a hi xona xiendlo xo sungula.		3		
	C	U hlundzukile		Hlanganisa ku hlundzuka na ku vomba.		2		
	D	U vomberile nkati		Nhlamulo leyi nga amukelekaka, kambe a nga vombelanga Nkati.		1		
1.3.	A	A ri hosi ya swiharhi		Nhlamulo leyi nga amukelekaka, kambe ahi yona.		3		

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntitikelo	Xiyimo xa matwisiselo	Kotare
1.4.	B A tsakile		Kanganyisiwa hi switwi swa ntsako na swa xivilelo.		1	
	C A rhukaniwile	1	Nhlamulo leyi nga yona.	D	4	2
	D U tlhariheriwile hi N`wahlolwa		Nhlamulo leyi nga amukelekaka, kambe ahi xona ximhunhuhatwa lexi lavekaka.		2	
1.5.	A Nkati, N'wambhongolo na N'wayingwe		Ndzandzelelano lowu nga wona, kambe ku siywile ximunhuhatwa xin'we.		2	
	B N'wahlolwa, N'wayingwe na N'wambhongolo		Ndzandzelelano wo ka wu nga ri wona, ku siywile ximhunhuhatwa xin'we.		1	
	C N'wayingwe, N'wambhongolo, Nkati na N'wahlolwe		Ndzandzelelano wo ka wu nga ri wona.		3	
	D Nkati, N'wambhongolo, N'wayingwe na N'wahlolwa	1	Nhlamulo leyi nga yona.	M	4	3
1.6.	A N'wahlolwa	1	Nhlamulo leyi nga yona.	D	4	1
	B N'wayingwe		Nhlamulo leyi nga amukelekaka, kambe N'wayingwe u hembile.		3	
	C N'wambhongolo		U kanganyisa vutlhari na ntiyiso.		2	
	D Nkati		ku ka a nga twisisi xivutiso.		1	
1.7.	A N'wanghala u ta vomba hi matimba.	1	Nhlamulo leyi nga yona.	M	4	3
	B N'wanghala u vombile hi matimba.		Matwisiselo ya le hansi ya nkarhi lowu nga hundza na nkarhi lowu taka.		2	
	C N'wanghala u vombile hi matimba.		Matwisiselo ya le hansi ya nkarhi lowu nga hundza na nkarhi lowu taka.		2	
	D N'wanghala u vomba hi matimba.		Matwisiselo ya le hansi ya nkarhi wa sweswi na nkarhi lowu taka.		2	
1.8.	A Nkati		U kanganyisiwa hi rimbewu na vunyingi.		3	
	B Van`wagala		U kanganyisiwa hi mapeletelo ya rito.		2	
	C Van`wanghala	1	Nhlamulo leyi nga yona.	M	4	1
	D tinkati		Confusion between gender, plural and spelling rules.		1	
B	A Mafurha ya risuna		U kanganyisa maviti na mahlawuri.		2	
	B nyanganya		Nhlamulo leyi nga amukelekiki. A yi kona eka xitshuriwa.		1	

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntitikelo	Xiyimo xa matwisiselo	Kotare
1.9.	C Ku tlula		U kanganyisiwa hi mahlanganisi na mahlawuri..		2	
	D Ku tsokombela	1	Nhlamulo leyi nga yona.	M	4	2
1.10.	A homu		Ncino lowu nga wona, kambe a wu kona e ka xitshurwa.		3	
	B hina		Ku nga twisisi minongoti ya ncino wa marito.		1	
	C vomba	1	Nhlamulo leyi nga yona	M	4	2
	D famba		Ku kanganyiseka e ka mpfumawulo wo hetelela na ncino wa marito.		2	
2.1.	A hikuva	1	Nhlamulo leyi nga yona	M	4	4
	B hikokwalaho		Ku pfumala vutivi eka matirhiselo ya milawu ya ririm (mahlanganisi)			
	C kambe				2	
	D kumbe					
<b>XITSHURIWA XA VUMBIRHI:Endlelo-Xinkwa xa banana</b>						
2.2.	A xinkwa xa buraweni		Maehleketelelo ya le hansi yo anama ya tinxaka ta xinkwa, a ya kona e ka xitshuriwa.		1	
	B Xinkwa xa banana	1	Nhlamulo leyi nga yona	E	4	3
	C Xinkwa xa botere		U kanganyisa swicheriwa na muxaka wa xinkwa.		2	
	D Xinkwa xa mubaki		U kanganyisa xifaniso xa mubaki na muxaka wa xinkwa.		3	
2.3.	A To vupfa	1	Nhlamulo leyi nga yona.	E	4	3
	B Ta mafurha		U kanganyisa nhlamulo leyi nga yona na xileriso.		3	
	C To nyanganya		Nhlamulo leyi nga amukelekaka kambe ayi kona eka xitshuriwa.		1	
	D botere		U kanganyisa nhlamulo leyi ku nga yona na swicheriwa.		2	
2.4.	A hlanganisa chukela na botere.		U kanganyisa nhlamulo leyi nga yona na xileriso xo sungula.		3	
	B hlanganisa swicheriwa swo oma.		U kanganyisa ndzandzelelano wa swileriso		2	
	C Hlengeleta swicheriwa hinkwaswo.	1	Nhlamulo leyi nga yona.	D	4	2
	D Baka xinkwa.		U kanganyisa xileriso xo sungula na xo hetelela.		1	
A	chukela, botere, matandza, masi, tibana, fulawuri na munyu.	1	Nhlamulo leyi nga yona	D	4	3

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
	B chukela, botere, maapula, flawuri na munyu.		U kanganyisiwa hi nongonoko wa swicheriwa.		2	2
	C chukela, matandza, xinkwa, tibana na munyu.					
	D xinkwa, maapula, masi, munyu, vhanila, chukela na tibana.					
2.5	A banana to vupfa		U tirhisa nawu wa vunyingi eka rihlawuri ematshan'wini ya riviti.		3	
	B tivupfile tibana		U tirhisa nawu wa vunyingi eka marito hinkwawo.			
	C tibana to vupfa		1 Nhlamulo leyi nga yona.	M	4	3
	D banana yo vupfa		U komba ku ka a nga twisisi nawu wa vunyingi.			
2.6	A Banana		Ncino lowu ku nga wona, kambe a wu kona eka xitshuriwa.		3	
	B Baka		1 Nhlamulo leyi nga yona.	M	4	3
	C Masi		Nhlamulo leyi nga yona.			
	D Pani		Ku kala ku twisia eka ncino wa marito.			
2.7	A Aa		1 Nhlamulo leyi nga yona	E	4	3
	B ii		Vutivi bya le hansi bya mimpfumawulo leyi fambaka yi ri mimbirhiyi fana.		2	
	C oo					
	D ee					
2.8	A Mubaki u hlanganisa chukela, masi, tibana to vupfa, swicheriwa swo oma na soda yo baka.		1 Nhlamulo leyi nga yona	M	4	3
	B Mu, baki, hlanganisa, chukele, masi, vupfa tibana, oma, swichelawa, na soda, yo baka.		U kombisa ku twisia ka mahikahatelo kambe u tsandzeka ku ma tirhisa hi mfanelo.		2	
	C Mubaki a hlanganisa chukele, masi, vupfa, tibana, oma, swicheriwa na soda, yo baka.					
	D Mubaki u hlanganisa chukela, masi, tibana to vupfa, swicheriwa swo oma, na soda yo baka.					
2.9	Mubaki <u>u</u> baka xinkwa xa banana.		Nhlamulo leyi nga yona	M	4	3
2.10	chukela, botere, matandza, masi, tibana, fulawuri, soda yo baka		Nhlamulo leyi nga yona	D	4	3

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
<b>XITSHURIWA XA VUNHARHU: Bege ya xikolo ya Nsovo leyintshwa</b>						
3.1	A Manana Chauke		1 Nhlamulo leyi nga yona.	E	4	1
	B N`wa Chauke		U kanganyisa xiyimo (Manana na Nwa..).		2	
	C Tatana Chauke		U kanganyisa rimbewu.		2	
	D Malume Chaka		U kanganyisa swivongo. (Chauke na Chaka).		1	
3.2	A Xidamarheti xo hatima, tikhirayoni, xikero, tipenisele		U kombeta vutivi lebyintsongo bya nongonoko wa alifabete. .		2	
	B Tikhirayoni, xikero, tipenisele, xidamarheti xo hatima					
	C Tipenisele, xidamarheti xo hatima, tikhirayoni, xikero					
	D Tikhirayoni, xidamarheti xo hatima, tipenisele, xikero			1 Nhlamulo leyi nga yona.	M	4
3.3	U ta tirhisa switsalu, swo tsalela na bege ya yena leyintshwa.		1 Nhlamulo leyi nga yona	E	4	2
	A lava ku endlela munghana wa yena khadi.		1 Nhlamulo leyi nga yona	E	4	1
	A lava ku endlela mudyondzisi			U kanganyisa vuxokoxoko bya mahungu ya nkoka eka xitshuriwa.		3
	A lava ku endla xirhambo.			Nhlamulo leyi nga amukelekaka kambe ayi kona eka xitshuriwa.		1
3.4	A lava ku khavisa bege ya yena.		Matwisiselo ya le hansi ya xitshuriwa.		2	
	tibege ta swikolo					
	bege ya swikolo					
	tibege ta xikolo		1 Nhlamulo leyi nga yona.	M	4	1
3.5	bege ya xikolo		A nga twisisi nawu wa vunyingi.		1	
	Loko a ehleketa hi switsalo na switsalelo swa yena leswinthwa.		U kanganyisa vuxokoxoko bya mahungu ya nkoka eka xitshuriwa		3	
3.6	A					

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
3.7	B Loko a ehleketa hi yunifomo ya yena leyintshwa.		U kanganyisa vutivi mayelana na mahungu eka xitshuriwa.		2	
	C Loko a dyile swakudya swa yena swa ninhlekani swa le xikolweni.		Nhlamulo leyi nga amukelekaka kambe ayi kona eka xitshuriwa.		1	
	D Loko a khandziya emubedweni.	1	Nhlamulo leyi nga yona	M	4	3
	A Xana Nsovo u ta chela kwihi tipenisele, tikhirayoni na xikero xa yena.		U kombisa matwisiselo ya mahikahatelo kambe a nga swi koti ku ma tirhisa hi mfanelo.		2	
3.8	B Xana Nsovo u ta chela kwihi tipenisele, tikhirayoni na xikero swa yena?	1	Nhlamulo leyi nga yona	E	4	1
	C Xana Nsovo u ta chela kwihi tipenisele tikhirayoni, na xikero xa yena?		U kombisa ku twisia ku ntsongo ka mahikahatelo kambe a nga swi koti ku ma tirhisa hi mfanelo.		2	
	D Xana Nsovo u ta chela kwihi tipenisele, tikhirayoni na xikero xa yena?		U kombisa ku twisia ku ntsongo ka mahikahatelo kambe a nga swi koti ku ma tirhisa hi mfanelo.		2	
	A U tsaleterile switori swo tala.				1	
3.9	B U tsarile switori swo tala.	1	Nhlamulo leyi nga yona.	M	4	1
	C U tsala switori swo tala.		U kanganyisa nkarhi wa sweswi na lowu nga hundza.		2	
	D U tsalela switori swo tala.		Vutivi bya le hansi bya matirhiselo ya nkarhi lowu nga hundza.		3	
	A Silivhere		Ku ehleketa ko ka ku nga tiyangi ka swihatimani.		3	
3.10	B Xintsongo		U kanganyisa ncino wa marito na vamavizweni.		1	
	C Hatima	1	Nhlamulo leyi nga yona.	M	4	1
	D basa		U kanganyisa vamavizweni na maritofularha.		2	
	A Endla		Hlamulo leyi nga amukelekaka kambe ahi ncino lowu nga wona.		3	
	B Teka	1	Nhlamulo leyi nga yona.	M	4	1
	C Hoxa		U kanganyisa mpfumawulo wo sungula na ncino wa marito.		2	

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
	D tshika		Nhlamulo leyi amukelekaka kambe ayi kona eka xitshuriwa.		1	
<b>XITSHURIWA XA VUMUNE: Milawu ya tlilasi</b>						
4.1	A vanghana na ndyangu		Matwisiselo ya le hansi ya xitshuriwa. Aswi kona eka xitshuriwa.		1	
	B vatswari na vadyondzisi		U yelanisa vanhu lavakulu tani hi vanhu lava endlaka milawu.		3	
	C vadyondzisi na vadyonzi	1	Nhlamulo leyi nga yona.	M	4	1
	D vadyondzi na vanghana		U hlawula rito rin'wana na rin'wana eka xitshuriwa.		2	
4.2	A Ku yngisela		U kanganyisa timhaka na nhlokomhaka.		3	
	B Milawu ya tlilasi	1	Nhlamulo leyi nga yona.	E	4	1
	C Maendlelo		U kanganyisa tinxaka ta switshuriwa.		1	
	D Tinomboro		U kanganyisa mahungu eka phositara.		2	
4.3	A Nawu wa 7		A nga twisisi xivutiso na phositara.		1	
	B Nawu wa 5		U kanganyisa maendlelo ya ku avelana na ku karhata.		2	
	C Nawu wa 3		U kanganyisa marito lawa ya yelanaka (komba na nkcombe).		3	
	D Nawu wa 2	1	Nhlamulo leyi nga yona.	E	4	1
4.4	A Landzelela swikombiso		U kanganyisa hi unga na endzhaku.		3	
	B Milawu ya tlilasi		U kanganyisa nhlokomhaka ya phositara na minongoti.		2	
	C Tikarhate		Nhlamulo leyi nga yona.	E	4	1
	D Tlilasi a yi tshame yi basile		Nawu lowu amukelekaka kambe a wu kona eka phositara.		1	
4.5	Endzeni ka tlilasi	1	Nhlamulo leyi nga yona.	M	4	1
4.6	A Ua		Vutivi bya le hansi bya mapeletelo			
	B Ie					
	C Ee					
	D ua	1	Nhlamulo leyi nga yona	E	4	1
4.7	A Vanghana		U kangayisa riviti na riendlji.		2	
	B Avelana		Nhlamulo leyi nga yona.	M	4	1
	C Va wena		U kanganyisa risivi na riendlji.		2	
	D Na		U kanganyisa riendlji na vun'wini.			
4.8	A Vuselwa		U tsandzeka ku lemuka ncino wa marito.			
	B Vukheta					
	C Komba					
	D Landzelela	1	Nhlamulo leyi ku nga yona.	E	4	1

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
4.9	A Yingisela hi vukheta hambi u landzelela milawu.	Vutivi bya le hansi bya ku tirhisa mahlanganisi.		2		
	B Yingisela hi vukheta hikuva u landzelela milawu.					
	C Yingisela hi vukheta, kambe u landzelela milawu.					
	D Yingisela hi vukheta a landzelela milawu.					
4.10	A Karhata	U kanganyisa maendlelo na riviti.		2		
	B Malwandla					
	C Hlonipha					
	D Vanghana					
4.11	Vukheta	1 Nhlamulo leyi nga yona.	E	4	4	
<b>XITSHURIWA XA VUNTHLANU: Holideyi ya Ntsakelo</b>						
5.1	A Ku xava switlangisi na mintlangu	U kanganyisai micingiriko eka xitshuriwa na xikongomelonkulu.		3		
	B Holideyi ya ximumu	Nhlamulo leyi nga yona.	E	4	1	
	C Tibayisikopo ta swipuku	U kanganyisa micingiriko eka xitshuriwa na xikongomelonkulu. A swi kona eka xitshuriwa.		2		
	D Ku xava mbvacha	U fananisa mbhacha na bayisikopo. A swi kona eka xitshuriwa.		1		
5.2	A Thato	1 Correct response.	E	4	1	
	B Riaan	Confuses characters from the text with the main character.		2		
	C Lindo					
	D Dad					
5.3	A va khida eka xidan'wana xi khidela xa ka va Mixo	1 Nhlamulo leyi nga yona.	E	4	1	
	B A va hlalela ti bayisikopo	U kanganyisa vuxokoxoko bya hungu ra nkoka eka xitshuriwa		2		
	C A va dya ayisikhirmi	Nhlamulo leyi amukelekaka kambe ahi yona.		3		
	D A va hlaya tibuku	Nhlamulo leyi amukelekaka kambe ayi kona eka xitshuriwa.		1		
5.4	A Switori swa swipuku	1 Nhlamulo leyi nga yona.	M	4	3	
	B Maxelo	U kanganyisa vuxokoxoko bya hungu ra nkoka eka xitshuriwa		2		
	C Maribye ya nsuku	U kanganyisa hi vutivi bya micingiriko ya le handle eka xitshuriwa.		3		
	D Pitsa	U kanganyisa hi micingiriko ya le ka xitshuriwa.		2		
5.5	A A va lava ku oxa timaximelo	A nga twisisangi xivutiso.		1		

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
	B A va lava ku hlalela switori swa swipuku	Nhlamulo leyi nga amukelekaka kambe a hi xikongomelo lexikulu.	Nhlamulo leyi nga yona.	D 4 1	2	
	C Maxelo a ma nga ri kahle					
	D Ku dya pitsa					
5.6	A A ku ri na bodo ya ku nyupela na swirhetemuki.	Nhlamulo leyi nga yona.	A nga twisisangi xivutiso.	D 4 2	3	
	B A ku ri na bodo ya ku nyupela na ndlela yo khandziya ntshava.					
	C A va kota ku hlalela tibayisikopo etlhelo ka xidan'wana.					
	D Xidan'wanaa xi entile xi tlhela xi anama.					
5.7	A Va yile eku khideni.	U kanganyisa micingiriko leyi nga si fikaka na ya le endzhaku.	Ku ehleketa ko ka ku nga tiyangi kambe aswi kona eka xitshriwa.	E 4 1	1	
	B Va byelana switori swa swipuku.					
	C Va cerile maribye.					
	D Va dyile ayisikhirmi.					
5.8	A Switlangisi na mintlangu	Nhlamulo leyi nga yona.	U kanganyisa micingiriko ya le bayisikopeni na micingiriko eka xitshuriwa.	M 4 3	2	
	B Mathikiti ya bayisikopo					
	C Timaximelo					
	D Pitsa					
5.9	ti-	1	Nhlamulo leyi nga yona	M 4 1		
5.10	A Loko ku hisa, vanghana a va khida exidan'wanini.	U kanganyisa nkarhi wa sweswi na nkarhi lowu nga hundza.	U kanganyisa nkarhi wa sweswi na nkarhi lowu taka.	D 4 2	2	
	B Loko ku hisa, vanghana va khida exidan'wanini.					
	C Loko ku hisa, vanghana va ta khida exidan'wanini.					
	D Loko ku hisa, vanghana va khida exidan'wanini.					
<b>XITSHURIWA XA NTSEVU: Khenso u vonile mudyondzisi wa yena</b>						
6.1	A nhloko ya xikolo	Vutivi bya le hansi hi swimunuhantwa eka xitshuriwa		2		
	B mudyondzisi	Nhlamulo leyi nga yona.	E 4 1			

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntitikelo	Xiyimo xa matwisiselo	Kotare
	C munghana		Vutivi bya le hansi, a swi kona eka xitshuriwa.		1	
	D manana		Un'wana wa swimunuhantwa kambe a hi yona nhlamulo.		3	
6.2	A Rivaleni ra mitlangu.		Vutivi bya le hansi hi xikolo na mbango.		1	
	B Layiburari.					
	C Xikolweni.		Nhlamulo leyi nga yona.	M	4	1
	D Vhengeleni.					
6.3	A swakudya, xinkwa, mabodlela, swikotele		Nhlamulo leyi nga yona.	M	4	1
	B xinkwa, mabodlela, swikotele, swakudya		U kanganyisa hi ndzandzelelano eka xitshuriwa.		2	
	C mabodlela, swikotele, swakudya, xinkwa					
	D swikotele, swakudya, xinkwa, mabodlele					
6.4	A Vona! I mudyondzisi wa mina luya?		Nhlamulo leyi ku nga yona.	D	4	1
	B Vona I mudyondzisi wa mina luya?		U tsandzeka ku tirhisa mahikahatelo ya xivutiso		2	
	C Vona I mudyondzisi wa mina luya!		U tsandzeka ku tirhisa mahikahatelo ya rihlamari.		2	
	D Vona I mudyondzisi! wa mina luya?		A nga tirhisi mahikahatelo hi mfanelo.		3	
6.5	A Tilayini to tala ta mabodlele na swikotele kutani a ku na ndhawu yo tumbela.		U kombisa matwisiselo ya le hansi ya milawu ya ririm (mahlanganisi).		2	
	B Tilayini to tala ta mabodlele na swikotele ku nga si fika mudyondzisi a ku na ndhawu yo tumbela.					
	C Tilayini to tala ta mabodlele na swikotele hikuva a ku na ndhawu yo tumbela.					
	D Tilayini to tala ta mabodlele na swikotele kambe a ku na ndhawu yo tumbela.		Nhlamulo leyi nga yona.	M	4	1
6.6	A Fana		A nga twisia ncino wa marito.		1	
	B Tolo		Nhlamulo leyi nga yona.		4	1
	C Tumbela		Nhlamulo leyi nga amukelekaka kambe ayi kona eka xitshuriwa.		3	
	D kona		U kanganyisa hi ncino wa marito		2	

No.	Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntitikelo	Xiyimo xa matwisiselo	Kotare
6.7	A chava leswaku mudyondzisi uta n'wi pota hikokwalaho ka matikhomelo ya yena.		Nhlamulo leyi nga yona.	D	4	3
	B nyanyukile ku vona mudyondzisi wa yena.		Nhlamulo leyi nga amukelekaka kambe ayi kona eka xitshuriwa.		2	
	C U tsakela ya ku exikolweni		U fananisa mudyondzisi na xikolo.	M	1	
	D tingana eka mudyondzisi		Matwisiselo ya le hansi kambe ahi yona nhlamulo.		3	
6.8	A Ndzi ta vulavulela ehansi ku fana na xiphukuphuku.		U kanganyisa nkarhi lowu taka na nkarhi wa sweswi.	1	1	
	B A ndzi vulavulela ehansi ku fana na xiphukuphuku.		U kanganyisa nkarhi wa sweswi nkarhi lowu nga hundza.		4	2
	C Ndzi vulavulela ehansi ku fana na xiphukuphuku.		U kanganyisa nkarhi lowu nga hundza na nkarhi lowu nga hundza.		3	
	D Ndzi vulavulerile ehansi ku fana na xiphukuphuku.		U kanganyisa mpfumawulo lowo sungula na marito fularha.		2	
6.9	A Kahle		U kanganyisa mpfumawulo lowo sungula na marito fularha.	1	1	
	B Ntiyiso		Nhlamulo leyi nga yona.		4	1
	C Xihoxo		U tsandzeka ku hambanisa vamavizweni na maritofularha.	3	3	
	D xintsongo		U kanganyisa mahlawuri na maritofularha.		2	
6.10	A languta		Matwisiselo ya le hansi ya matirhiselo ya ririm	2	2	
	B Tsipa					
	C Holela					
	D honoka		Nhlamulo leyi nga yona.	M	4	1
<b>XITSHURIWA XA NKOMBO:Risimati</b>						
7.1	A Ku aka vholikheno		1 Nhlamulo leyi nga yona.	M	4	1
	B Ku aka yindlu		Swi fambelana na ku aka kambe ahi yona nhlamulo.	2	2	
	C Ku tlangisa mintlangu ya tivhidyo		Matwisiselo ya le hansi ya vuxokoxoko bya mauhungu eka xitshuriwa.		1	
	D Ku endzela vanghana		Kanganyisa hi vuxokoxoko bya matirhiselo ya ririm eka xitshuriwa.		3	
7.2	A Ava		Ku nga va nhlamulo leyi nga yona kambe a yi kona eka tsalwa	3	3	
	B Vungunya		Matwisiselo ya le hansi ya vuxokoxoko bya mahungu eka xitshuriwa.		2	
	C Hlaya		1 Nhlamulo leyi nga yona.	E	4	1

No.		Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
	D	tsala		Ku nga va nhlamulo leyi nga yona kambe a yi kona eka tswalwa.		1	
7.3	A	Ntsako		Ayi kona eka xitshuriwa.		1	
	B	Khenso		Un'wana wa swimunuhuatwa kambe ahi yona nhlamulo.		3	
	C	Saki	1	Nhlamulo leyi nga yona.	E	4	2
	D	Risimati		Un'wana wa swimunuhuatwa kambe ahi yona nhlamulo.		3	
7.4		Va tirhisile vumba byo tshwuka.	3	Nhlamulo leyi nga yona.	D	4	2
		Va pendile khadibokisi hi muhlovo wa buraweni.	2	Loko ndzandzelelano wu hoxekile ku na ku kanganyiseka ka ndzandzelelano wa mahungu eka xitshuriwa.			
		Va endlile lavha.	4				
		Va tirhisile khadibokisi.	1				
7.5	A	muqhivela		U kanganyisa siku leri va nga hlangana ku aka vhoilkheno na siku leri va nga heleketa ntirho ha rona.		3	
	B	Ravunharhu		U kanganyisa siku leri va nga hlangana ku endla phositara na siku ra ku heleketa ntirho.		3	
	C	Musumbhunuku	1	Nhlamulo leyi nga yona.	E	4	1
	D	Ravumbirhi		Vuxaka byo ka byi nga ri byona exikarhi ka masiku ya vhiki, naswona a swi kona eka xitshuriwa.		1	
7.6	A	Rirhandzu ra Risimati ra ku aka.		A nga twisisanga xivutiso.		1	
	B	Va tirhile hi ntawa.		Nhlamulo leyi yi nga amukelekaka kambe ahi xona xivangelonkulu.		3	
	C	Va tirhisile pende ya buraweni.		Vutivi bya le hansi bya makumu ya xitshuriwa na vuxokoxoko.		2	
	D	Rirhandzu ra Risimati ra ku hlaya.	1	Nhlamulo leyi nga yona.	D	4	2
7.7	A	A ri na xinakulobye.		Nhlamulo leyi nga amukelekaka kambe ayi kona eka xitshuriwa.		1	
	B	A ri na mahungu yo tala.		Nhlamulo leyi nga yona.	D	4	1
	C	A rhandza mintlangu ya vhidiyo.		Matwisiselo yo ka ya nga ri wona eka xitshuriwa.		2	
	D	A ti nyungubyisa		Vuxaka bya le hansi na vuxokoxoko eka xitshuriwa.		3	
7.8	A	vholikheno, phurojeke, lavha, xikombiso		Matwisiselo ya le hansi ya nongonoko wa alifabete.		3	
	B	lavha, vholikheno, xikombiso, phurojekiti					

No.		Tinhlamulo leti languteriwaka	Timaraka	Maxopaxopelo ya swihoxo	Xiyimo xa ntikelo	Xiyimo xa matwisiselo	Kotare
	C	lavha, xikombiso, phurojeke, vholikheno	1	Nhlamulo leyi ku nga yona.	E	4	3
	D	phurojekiti, lavha, xikombiso, vholikheno		Matwisiselo ya le hansi ya nongonoko wa alifabete.		3	
7.9	A	Wu		U kanganyisa mahungu na maeneteri.		1	
	B	Nyanyuka	1	Nhlamulo leyi nga yona.	M	4	3
	C	Avelana		U kanganyisa maendli na maeneteri.		3	
	D	Ntlawa		U kanganyisa maviti na maeneteri.		2	
7.10		-wa	1	Nhlamulo leyi nga yona.	D	4	3
7.11	A	ma-hu-ngu	1	Nhlamulo leyi nga yona	D	4	4
	B	mah-u-ngu					
	C	mahu-ngu		U kombisa matwisiselo ya le hansi yak u ava mimpfumawulo.		2	
	D	ma-hung-u					
7.12	A	a	1	Nhlamulo leyi nga yona	E	4	3
	B	ri					
	C	wa		Matirhiselo ya xiyimo xa le hansi xa vundhawu.		3	
	D	Rimati					

**DIAGNOSTIC ASSESSMENT**  
**XITSONGA HOME LANGUAGE**  
**GRADE 3**

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