



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

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**2020**

**NATIONAL PHASE CONTENT PLAN**

**GRADE 10 – 12**

**HOME LANGUAGE**

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# 1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid-19 and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid-19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans the 19 lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal
- educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

## 2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

## 3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1<sup>st</sup> June 2020.

## 4. Revised Teaching Plans per Subject

This document presents the content phase plan for Grade 10 – 12.

## 4.1 Afrikaans

### Content Map Grade 10 – 12

| Addendum A2          | Vak: Afrikaans Huistaal  |  | Graad: 10-12  |
|----------------------|--|--|---|
|                      | Aangepaste Uitleg van Inhoud per Fase  |  |   |
| Vaardighede / inhoud | Graad 10   | Graad 11   | Graad 12  |
| Luister en Praat     | <p><b>Die luisterproses</b></p> <ul style="list-style-type: none"> <li>- Pre-luister</li> <li>- Tydens luister</li> <li>- Post-luister</li> </ul> <p><b>Luister vir spesifieke inligting:</b><br/>(Informatief, evaluerend, waarderend en interaktief)<br/>Luisterbegrip<br/>Luister vir kritiese ontleding en evaluering<br/>Luister vir waardering en interaksie</p> <p><b>Die praatproses:</b><br/>Beplanning<br/>Navorsing<br/>Organisering<br/>Voorbereiding<br/>Aanbieding</p> <p><b>Mondelinge kommunikasietekste:</b> (Kenmerke en konvensies van)<br/>Onvoorbereide hardoplees<br/>Voorbereide toespraak<br/>Onvoorbereide toespraak<br/>Gesprek<br/>Debat<br/>Dialog<br/>Onderhoud<br/>Verslag (formeel en informeel)<br/>Gesprekke<br/>Instruksies<br/>Forum- groep-/paneelbesprekings<br/>Bekendstelling van 'n spreker<br/>Bedanking van 'n spreker</p> | <p><b>Die luisterproses</b></p> <ul style="list-style-type: none"> <li>- Pre-luister</li> <li>- Tydens luister</li> <li>- Post-luister</li> </ul> <p><b>Luister vir spesifieke inligting:</b><br/>(Informatief, evaluerend, waarderend en interaktief)<br/>Luisterbegrip<br/>Luister vir kritiese ontleding en evaluering<br/>Luister vir waardering en interaksie</p> <p><b>Die praatproses:</b><br/>Beplanning<br/>Navorsing<br/>Organisering<br/>Voorbereiding<br/>Aanbieding</p> <p><b>Mondelinge kommunikasietekste:</b> (Kenmerke en konvensies van)<br/>Onvoorbereide hardoplees<br/>Voorbereide toespraak<br/>Onvoorbereide toespraak<br/>Gesprek<br/>Debat<br/>Dialog<br/>Onderhoud<br/>Verslag (formeel en informeel)<br/>Gesprekke<br/>Instruksies<br/>Forum- groep-/paneelbesprekings<br/>Bekendstelling van 'n spreker<br/>Bedanking van 'n spreker</p> | <p><b>Die luisterproses</b></p> <ul style="list-style-type: none"> <li>- Pre-luister</li> <li>- Tydens luister</li> <li>- Post-luister</li> </ul> <p><b>Luister vir spesifieke inligting:</b><br/>(Informatief, evaluerend, waarderend en interaktief)<br/>Luisterbegrip<br/>Luister vir kritiese ontleding en evaluering<br/>Luister vir waardering en interaksie</p> <p><b>Die praatproses:</b><br/>Beplanning<br/>Navorsing<br/>Organisering<br/>Voorbereiding<br/>Aanbieding</p> <p><b>Mondelinge kommunikasietekste:</b> (Kenmerke en konvensies van)<br/>Voorbereide toespraak<br/>Onvoorbereide toespraak<br/>Gesprek<br/>Debat<br/>Dialog<br/>Onderhoud<br/>Verslag (formeel en informeel)<br/>Gesprekke<br/>Instruksies<br/>Forum- groep-/paneelbesprekings<br/>Bekendstelling van 'n spreker<br/>Bedanking van 'n spreker</p> |
|                      | Lees en Kyk  | <p><b>Leesproses:</b><br/><b>Pre-lees</b> stel leerders aan die teks bekend. Dit aktiveer assosiasies en vorige kennis.<br/>• Vluglees en soeklees tekstenmerke: titels, opskrifte, subopskrifte, onderskrifte, visuele elemente en grafiese inligting, byvoorbeeld, lettertipe en nommers, uitleg, ikone, illustrasies, grafieke, tabelle, kaarte, diagramme, tuimelkieslyste, sleutelwoordsoektogte, ens.</p>  | <p><b>Leesproses:</b><br/><b>Pre-lees</b> stel leerders aan die teks bekend. Dit aktiveer assosiasies en vorige kennis.<br/>• Vluglees en soeklees tekstenmerke: titels, opskrifte, subopskrifte, onderskrifte, visuele elemente en grafiese inligting, byvoorbeeld, lettertipe en nommers, uitleg, ikone, illustrasies, grafieke, tabelle, kaarte, diagramme, tuimelkieslyste, sleutelwoordsoektogte, ens.</p>   |

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|  | <ul style="list-style-type: none"> <li>• Vluglees en soeklees dele van 'n boek, byvoorbeeld, titelbladsy, inhoudsopgawe, hoofstukke, woordelys, indeks, byvoegsel, voetnotas, ens.</li> <li>• Maak voorspellings deur die inligting te gebruik wat uit vuglees en soeklees verkry is.</li> <li>• Hanteer belangrike woordeskat wat vir leerders onbekend mag wees.</li> </ul> <p><b>Lees</b> verwys na die verstaan van die teks en om nadere aandag te skenk aan die taalkenmerke daarvan.</p> <ul style="list-style-type: none"> <li>• Toon aktiewe begrip van die teks.</li> <li>• Bepaal die betekenis van onbekende woorde en beelde deur woordaanpakvaardighede en kontekstuele leidrade te gebruik.</li> <li>• Gebruik leesbegripstrategieë: skep verbintnisse, monitor begrip, pas die leesspoed aan by die moeilikheidsvlak van die teks, herlees waar nodig, soek vooruit in die teks na inligting wat kan help, stel en beantwoord vrae (laer-orde tot hoër-orde), visualiseer, maak afleidings, lees vir hoofgedagtes, let op woordkeuse en taalstrukture, herken die tekssoort aan die struktuur en taalkenmerke.</li> <li>• Maak aantekeninge of som die hoof- en ondersteunende gedagtes op.</li> </ul> <p><b>Post-lees</b> stel leerders in staat om die teks as geheel te beskou en daarop te reageer.</p> <ul style="list-style-type: none"> <li>• Beantwoord vrae oor die teks vanaf laer-orde tot hoër-orde.</li> <li>• Vergelyk en kontrasteer; sintetiseer.</li> <li>• Evalueer, kom tot gevolgtrekkings en verwoord eie opinie.</li> <li>• Reproduseer die genre in 'n eie skryfstuk (waar toepaslik).</li> <li>• Ontwikkel kritiese taalbewustheid: <ul style="list-style-type: none"> <li>o feit en mening;</li> <li>o direkte en geïmpliseerde betekenis;</li> <li>o denotasie en konnotasie;</li> <li>o sosio-politieke en kulturele agtergrond van tekste en outeur;</li> <li>o die invloed wat seleksie en weglating op betekenis het;</li> <li>o verhoudings tussen taal en mag; en</li> <li>o gevoels- en manipulerende taal, partydigheid, vooroordeel, diskriminasie, stereotipering, taalvariëteite, afleidings, aannames, argumente, doel met die insluiting of uitsluiting van inligting.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Vluglees en soeklees dele van 'n boek, byvoorbeeld, titelbladsy, inhoudsopgawe, hoofstukke, woordelys, indeks, byvoegsel, voetnotas, ens.</li> <li>• Maak voorspellings deur die inligting te gebruik wat uit vuglees en soeklees verkry is.</li> <li>• Hanteer belangrike woordeskat wat vir leerders onbekend mag wees.</li> </ul> <p><b>Lees</b> verwys na die verstaan van die teks en om nadere aandag te skenk aan die taalkenmerke daarvan.</p> <ul style="list-style-type: none"> <li>• Toon aktiewe begrip van die teks.</li> <li>• Bepaal die betekenis van onbekende woorde en beelde deur woordaanpakvaardighede en kontekstuele leidrade te gebruik.</li> <li>• Gebruik leesbegripstrategieë: skep verbintnisse, monitor begrip, pas die leesspoed aan by die moeilikheidsvlak van die teks, herlees waar nodig, soek vooruit in die teks na inligting wat kan help, stel en beantwoord vrae (laer-orde tot hoër-orde), visualiseer, maak afleidings, lees vir hoofgedagtes, let op woordkeuse en taalstrukture, herken die tekssoort aan die struktuur en taalkenmerke.</li> <li>• Maak aantekeninge of som die hoof- en ondersteunende gedagtes op.</li> </ul> <p><b>Post-lees</b> stel leerders in staat om die teks as geheel te beskou en daarop te reageer.</p> <ul style="list-style-type: none"> <li>• Beantwoord vrae oor die teks vanaf laer-orde tot hoër-orde.</li> <li>• Vergelyk en kontrasteer; 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|  | <p><b>Interpretasie van visuele tekste (reeks grafiese en visuele tekste)</b></p> <ul style="list-style-type: none"> <li>• Oorredingstegnieke: Oorredings-, gevoels- en manipulerende taal, en partydigheid</li> <li>• Hoe taal en beelde waardes en houdings weerspieël en vorm; beelde en taal wat seksisties, rassisties en diskriminerend teen ouderdom is of wat staatmaak op die versterking van stereotipes, veral in advertensies</li> <li>• Impak van die gebruik van lettertipe en -grootte, opskrifte en onderskrifte</li> <li>• Ontleed, interpreteer, evalueer en reageer op 'n verskeidenheid spotprente / strokiesprente</li> </ul> <p><b>Woordeskatontwikkeling en taalgebruik</b></p> <p>Figuurlike taal en retoriese middels: idiome, idiomatiese uitdrukkings, spreekwoorde, beeldspraak (vergelyking, metafoor, personifikasie), stylfigure (oksimoron, metonimia, klanknabootsing / onomatopoeie, hiperbool, kontras, ironie, satire, humor, sarkasme, antiklimaks, klimaks, simboliek, eufemisme, litotes, paradoks, sinekdogee, sinestesia, antitesis, antonomasia, elisie, woordspeling, polisindetoon). Alhoewel kennis van hierdie stylfigure belangrik is, behoort dit slegs onderrig te word wanneer dit in werklike tekste soos drama, prosa, poësie en niefiksie voorkom.</p> <ul style="list-style-type: none"> <li>• Onderskeiding tussen denotasie en konnotasie</li> <li>• Gebruik van woordeboeke, tesourusse en ander naslaanboeke om die betekenis, spelling, uitspraak, lettergreepverdeling en woordsoortlikheid van onbekende en komplekse woorde te bepaal. 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Byvoorbeeld: Herken die verwysing wanneer daar na iemand verwys word as 'n regte "Einstein" (antonomasia / naamsverwisseling).</li> <li>• Toon van begrip van algemene frases en spreekwoorde.</li> </ul> | <p><b>Interpretasie van visuele tekste (reeks grafiese en visuele tekste)</b></p> <ul style="list-style-type: none"> <li>• Oorredingstegnieke: Oorredings-, gevoels- en manipulerende taal, en partydigheid</li> <li>• Hoe taal en beelde waardes en houdings weerspieël en vorm; beelde en taal wat seksisties, rassisties en diskriminerend teen ouderdom is of wat staatmaak op die versterking van stereotipes, veral in advertensies</li> <li>• Impak van die gebruik van lettertipe en -grootte, opskrifte en onderskrifte</li> <li>• Ontleed, interpreteer, evalueer en reageer op 'n verskeidenheid spotprente / strokiesprente</li> </ul> <p><b>Woordeskatontwikkeling en taalgebruik</b></p> <p>Figuurlike taal en retoriese middels: idiome, idiomatiese uitdrukkings, spreekwoorde, beeldspraak (vergelyking, metafoor, personifikasie), stylfigure (oksimoron, metonimia, klanknabootsing / onomatopoeie, hiperbool, kontras, ironie, satire, humor, sarkasme, antiklimaks, klimaks, simboliek, eufemisme, litotes, paradoks, sinekdogee, sinestesia, antitesis, antonomasia, elisie, woordspeling, polisindetoon). Alhoewel kennis van hierdie stylfigure belangrik is, behoort dit slegs onderrig te word wanneer dit in werklike tekste soos drama, prosa, poësie en niefiksie voorkom.</p> <ul style="list-style-type: none"> <li>• Onderskeiding tussen denotasie en konnotasie</li> <li>• Gebruik van woordeboeke, tesourusse en ander naslaanboeke om die betekenis, spelling, uitspraak, lettergreepverdeling en woordsoortlikheid van onbekende en komplekse woorde te bepaal. Identifisering van die betekenis van bekende voorvoegsels (bv. be-, ge-, er-, her-, ver-, ont-, on-) en bekende agtervoegsels (bv. -loos).</li> <li>• Bepaling van die betekenis van woorde en hul verbande met woordfamilies deur kennis van bekende stamme, voorvoegsels en agtervoegsels te gebruik.</li> <li>• Gebruik van die tekstuele konteks (bv. definisies in die sin), leidrade (bv. kommas, aanhalings) en grafiese leidrade (vetdruk, skuinsdruk) om die betekenis van onbekende woorde te bepaal.</li> <li>• Onderskeiding tussen woorde met meer as een onderliggende betekenis (poliseme) in tekste oor konkrete onderwerpe.</li> <li>• Herkenning van algemene verwysings. Byvoorbeeld: Herken die verwysing wanneer daar na iemand verwys word as 'n regte "Einstein" (antonomasia / naamsverwisseling).</li> <li>• Toon van begrip van algemene frases en spreekwoorde.</li> <li>• Evaluering van die impak wat woorde uit verskillende kulture op 'n teks het (bv. dialekte, etniese uitdrukkings).</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Evaluering van die impak wat woorde uit verskillende kulture op 'n teks het (bv. dialekte, etniese uitdrukkings).</li> <li>• Onderskeiding tussen woorde wat algemeen verwar word: homofone, homonieme, sinonieme (bv. erken /herken, bedank / afdank, verliefde / geliefde).</li> <li>• Skep van lyste homonieme, sinonieme en antonieme.</li> <li>• Oorvertel van 'n storie of gebruik van 'n sin deur verskillende woorde te gebruik (sinonieme of antonieme).</li> <li>• Gebruik van een woord vir 'n omskrywing.</li> <li>• Gebruik van saamvoegings.</li> </ul> <p><b>Sinstrukture en die organisering van tekste</b><br/> Identifiseer, verduidelik en ontleed die betekenis en funksie van taalstrukture en taalkonvensies in tekste:<br/> o verbindingswoorde: eerstens ...; enersyds ...; omdat;<br/> o 'n wye reeks afkortings en akronieme;<br/> o werkwoorde om tyd, vorm en wyse akkuraat uit te druk;<br/> o enkelvoudige, saamgestelde en veelvoudige sinne deur die gebruik van bepalinge en bysinne;<br/> o passief / lydende vorm en aktief / bedrywende vorm;<br/> o direkte en indirekte rede;<br/> o korrekte woordorde;<br/> o lidwoorde, infinitief, voorsetsels; en.<br/> o punktuasie / leestekens.<br/> Ontleed die struktuur / organisasie van tekste en verbandhoudende verbindingswoorde wat oor die kurrikulum heen gebruik word: chronologiese volgorde, verduideliking, oorsaak en gevolg, prosedure, vergelyk / kontrasteer, orde van belangrikheid, ruimtelike oriëntering, keuseparagraaf, klassifikasieparagraaf, beskrywingsparagraaf, evalueringsparagraaf, definisieparagraaf, eksposisies, verslae, slotparagraaf (verwys na die gedeelte oor paragraafskryf vir verbindingswoorde).</p> <p><b>Kenmerke van literêre tekste</b><br/> <b>Poësie:</b></p> <ul style="list-style-type: none"> <li>• letterlike betekenis</li> <li>• figuurlike betekenis</li> <li>• stemming</li> <li>• tema en boodskap</li> <li>• beeldspraak</li> <li>• stylfigure, woordkeuse (diksie), toon, retoriese middels, emosionele reaksies, versreëls, woorde, strofes, punktuasie, refrein, Herhalend, tipografie, enjambement en klankeffekte (alliterasie en assonansie, rym, ritme, klanknabootsing)</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluering van die impak wat woorde uit verskillende kulture op 'n teks het (bv. dialekte, etniese uitdrukkings).</li> <li>• Onderskeiding tussen woorde wat algemeen verwar word: homofone, homonieme, sinonieme (bv. erken /herken, bedank / afdank, verliefde / geliefde).</li> <li>• Skep van lyste homonieme, sinonieme en antonieme.</li> <li>• Oorvertel van 'n storie of gebruik van 'n sin deur verskillende woorde te gebruik (sinonieme of antonieme).</li> <li>• Gebruik van een woord vir 'n omskrywing.</li> <li>• Gebruik van saamvoegings.</li> </ul> <p><b>Sinstrukture en die organisering van tekste</b><br/> Identifiseer, verduidelik en ontleed die betekenis en funksie van taalstrukture en taalkonvensies in tekste:<br/> o verbindingswoorde: eerstens ...; enersyds ...; omdat;<br/> o 'n wye reeks afkortings en akronieme;<br/> o werkwoorde om tyd, vorm en wyse akkuraat uit te druk;<br/> o enkelvoudige, saamgestelde en veelvoudige sinne deur die gebruik van bepalinge en bysinne;<br/> o passief / lydende vorm en aktief / bedrywende vorm;<br/> o direkte en indirekte rede;<br/> o korrekte woordorde;<br/> o lidwoorde, infinitief, voorsetsels; en.<br/> o punktuasie / leestekens.<br/> Ontleed die struktuur / organisasie van tekste en verbandhoudende verbindingswoorde wat oor die kurrikulum heen gebruik word: chronologiese volgorde, verduideliking, oorsaak en gevolg, prosedure, vergelyk / kontrasteer, orde van belangrikheid, ruimtelike oriëntering, keuseparagraaf, klassifikasieparagraaf, beskrywingsparagraaf, evalueringsparagraaf, definisieparagraaf, eksposisies, verslae, slotparagraaf (verwys na die gedeelte oor paragraafskryf vir verbindingswoorde).</p> <p><b>Kenmerke van literêre tekste</b><br/> <b>Poësie:</b></p> <ul style="list-style-type: none"> <li>• letterlike betekenis</li> <li>• figuurlike betekenis</li> <li>• stemming</li> <li>• tema en boodskap</li> <li>• beeldspraak</li> <li>• stylfigure, woordkeuse (diksie), toon, retoriese middels, emosionele reaksies, versreëls, woorde, strofes, punktuasie, refrein, Herhalend, tipografie, enjambement en klankeffekte (alliterasie en assonansie, rym, ritme, klanknabootsing)</li> </ul> | <ul style="list-style-type: none"> <li>• Onderskeiding tussen woorde wat algemeen verwar word: homofone, homonieme, sinonieme (bv. erken /herken, bedank / afdank, verliefde / geliefde).</li> <li>• Skep van lyste homonieme, sinonieme en antonieme.</li> <li>• Oorvertel van 'n storie of gebruik van 'n sin deur verskillende woorde te gebruik (sinonieme of antonieme).</li> <li>• Gebruik van een woord vir 'n omskrywing.</li> <li>• Gebruik van saamvoegings.</li> </ul> <p><b>Sinstrukture en die organisering van tekste</b><br/> Identifiseer, verduidelik en ontleed die betekenis en funksie van taalstrukture en taalkonvensies in tekste:<br/> o verbindingswoorde: eerstens ...; enersyds ...; omdat;<br/> o 'n wye reeks afkortings en akronieme;<br/> o werkwoorde om tyd, vorm en wyse akkuraat uit te druk;<br/> o enkelvoudige, saamgestelde en veelvoudige sinne deur die gebruik van bepalinge en bysinne;<br/> o passief / lydende vorm en aktief / bedrywende vorm;<br/> o direkte en indirekte rede;<br/> o korrekte woordorde;<br/> o lidwoorde, infinitief, voorsetsels; en.<br/> o punktuasie / leestekens.<br/> Ontleed die struktuur / organisasie van tekste en verbandhoudende verbindingswoorde wat oor die kurrikulum heen gebruik word: chronologiese volgorde, verduideliking, oorsaak en gevolg, prosedure, vergelyk / kontrasteer, orde van belangrikheid, ruimtelike oriëntering, keuseparagraaf, klassifikasieparagraaf, beskrywingsparagraaf, evalueringsparagraaf, definisieparagraaf, eksposisies, verslae, slotparagraaf (verwys na die gedeelte oor paragraafskryf vir verbindingswoorde).</p> <p><b>Kenmerke van literêre tekste</b><br/> <b>Poësie:</b></p> <ul style="list-style-type: none"> <li>• letterlike betekenis</li> <li>• figuurlike betekenis</li> <li>• stemming</li> <li>• tema en boodskap</li> <li>• beeldspraak</li> <li>• stylfigure, woordkeuse (diksie), toon, retoriese middels, emosionele reaksies, versreëls, woorde, strofes, punktuasie, refrein, Herhalend, tipografie, enjambement en klankeffekte (alliterasie en assonansie, rym, ritme, klanknabootsing)</li> </ul> <p>12 gesiene (voorgeskrewe) gedigte</p> |
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|                         | <p>5 gesiene (voorgeskrewe) gedigte<br/>1 ongesiene gedig<br/><b>EN</b></p> <p><b>Drama:</b><br/>Intrige en subintriges; die manier waarop die dramaturg die karakters openbaar, en hoe hulle deur die drama ontwikkel; milieu en agtergrond (slegs waar dit noodsaaklik is vir die verstaan van die drama); tempo, tyd, die gebruik van beelde en simbole; dramatiese tegnieke soos alleenspraak; dramatiese ironie, toneelaanwysings, die skep van spanning, humor, tragedie of satire kan by die dramatiese lees van die drama bestudeer word.</p> <ul style="list-style-type: none"> <li>• Karakterisering</li> <li>• Rol van die verteller / perspektief</li> <li>• Tema en boodskap</li> <li>• Agtergrond en milieu en invloed daarvan op karakter en tema</li> <li>• Dramatiese struktuur: intrige en subintrige (eksposisie, motoriese moment, ontwikkeling / verwikkeling, krisis, klimaks, ontknoping / aflow)</li> <li>• Stemming en toon</li> <li>• Ironiese wending / aflow</li> <li>• Toneelaanwysings / subteks</li> <li>• Verband tussen dialoog / monoloog / alleenspraak en handeling</li> <li>• Dramatiese ironie</li> <li>• Tydsverloop</li> </ul> <p><b>OF</b></p> <p><b>Roman:</b></p> <ul style="list-style-type: none"> <li>• Intrige,</li> <li>• Narratief</li> <li>• Karakters se interaksie met mekaar; milieu / ruimte</li> <li>• Intrige en subintrige / spanningslyn</li> <li>• Karakter en karakterontwikkeling</li> <li>• Karakterisering</li> <li>• Innerlike en uiterlike konflik</li> <li>• Rol van die verteller</li> <li>• Temas en boodskappe</li> <li>• Agtergrond en milieu en invloed daarvan op karakter en tema</li> <li>• Stemming, ironiese wending / aflow</li> <li>• Tydsverloop (chronologies, terugflitse, tydspronge).</li> </ul> | <p>5 gesiene (voorgeskrewe) gedigte<br/>1 ongesiene gedig<br/><b>EN</b></p> <p><b>Drama:</b><br/>Intrige en subintriges; die manier waarop die dramaturg die karakters openbaar, en hoe hulle deur die drama ontwikkel; milieu en agtergrond (slegs waar dit noodsaaklik is vir die verstaan van die drama); tempo, tyd, die gebruik van beelde en simbole; dramatiese tegnieke soos alleenspraak; dramatiese ironie, toneelaanwysings, die skep van spanning, humor, tragedie of satire kan by die dramatiese lees van die drama bestudeer word.</p> <ul style="list-style-type: none"> <li>• Karakterisering</li> <li>• Rol van die verteller / perspektief</li> <li>• Tema en boodskap</li> <li>• Agtergrond en milieu en invloed daarvan op karakter en tema</li> <li>• Dramatiese struktuur: intrige en subintrige (eksposisie, motoriese moment, ontwikkeling / verwikkeling, krisis, klimaks, ontknoping / aflow)</li> <li>• Stemming en toon</li> <li>• Ironiese wending / aflow</li> <li>• Toneelaanwysings / subteks</li> <li>• Verband tussen dialoog / monoloog / alleenspraak en handeling</li> <li>• Dramatiese ironie</li> <li>• Tydsverloop</li> </ul> <p><b>OF</b></p> <p><b>Roman:</b></p> <ul style="list-style-type: none"> <li>• Intrige,</li> <li>• Narratief</li> <li>• Karakters se interaksie met mekaar; milieu / ruimte</li> <li>• Intrige en subintrige / spanningslyn</li> <li>• Karakter en karakterontwikkeling</li> <li>• Karakterisering</li> <li>• Innerlike en uiterlike konflik</li> <li>• Rol van die verteller</li> <li>• Temas en boodskappe</li> <li>• Agtergrond en milieu en invloed daarvan op karakter en tema</li> <li>• Stemming, ironiese wending / aflow</li> <li>• Tydsverloop (chronologies, terugflitse, tydspronge).</li> </ul> | <p>1 ongesiene gedig<br/><b>EN</b></p> <p><b>Drama:</b><br/>Intrige en subintriges; die manier waarop die dramaturg die karakters openbaar, en hoe hulle deur die drama ontwikkel; milieu en agtergrond (slegs waar dit noodsaaklik is vir die verstaan van die drama); tempo, tyd, die gebruik van beelde en simbole; dramatiese tegnieke soos alleenspraak; dramatiese ironie, toneelaanwysings, die skep van spanning, humor, tragedie of satire kan by die dramatiese lees van die drama bestudeer word.</p> <ul style="list-style-type: none"> <li>• Karakterisering</li> <li>• Rol van die verteller / perspektief</li> <li>• Tema en boodskap</li> <li>• Agtergrond en milieu en invloed daarvan op karakter en tema</li> <li>• Dramatiese struktuur: intrige en subintrige (eksposisie, motoriese moment, ontwikkeling / verwikkeling, krisis, klimaks, ontknoping / aflow)</li> <li>• Stemming en toon</li> <li>• Ironiese wending / aflow</li> <li>• Toneelaanwysings / subteks</li> <li>• Verband tussen dialoog / monoloog / alleenspraak en handeling</li> <li>• Dramatiese ironie</li> <li>• Tydsverloop</li> </ul> <p><b>EN</b></p> <p><b>Roman:</b></p> <ul style="list-style-type: none"> <li>• Intrige,</li> <li>• Narratief</li> <li>• Karakters se interaksie met mekaar; milieu / ruimte</li> <li>• Intrige en subintrige / spanningslyn</li> <li>• Karakter en karakterontwikkeling</li> <li>• Karakterisering</li> <li>• Innerlike en uiterlike konflik</li> <li>• Rol van die verteller</li> <li>• Temas en boodskappe</li> <li>• Agtergrond en milieu en invloed daarvan op karakter en tema</li> <li>• Stemming, ironiese wending / aflow</li> <li>• Tydsverloop (chronologies, terugflitse, tydspronge).</li> </ul> |
| <b>Skryf en aanbied</b> | <p><b>Prosesskryf:</b></p> <ul style="list-style-type: none"> <li>• Beplan / Pre-skryf</li> <li>• Skryf 'n konsep</li> <li>• Hersien</li> </ul>   | <p><b>Prosesskryf:</b></p> <ul style="list-style-type: none"> <li>• Beplan / Pre-skryf</li> <li>• Skryf 'n konsep</li> <li>• Hersien</li> </ul>   | <p><b>Prosesskryf:</b></p> <ul style="list-style-type: none"> <li>• Beplan / Pre-skryf</li> <li>• Skryf 'n konsep</li> <li>• Hersien</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Redigeer</li> <li>• Proeflees</li> <li>• Aanbied</li> </ul> <p><b>Opstelle:</b></p> <ul style="list-style-type: none"> <li>• Verhalende</li> <li>• Beskrywende</li> <li>• Argumenterende</li> <li>• Literêre opstel</li> </ul> <p><b>Transaksionele tekste:</b><br/>vriendskaplike brief<br/>formele briewe (versoeke/ sakebriewe/klagte/aansoek)<br/>formele of informele briewe aan die pers<br/>huldeblyk<br/>formele of informele verslag<br/>koerantberig<br/>tydskrifartikel<br/>geskrewe formele of informele toespraak<br/>dialoog<br/>geskrewe onderhoud<br/>e-pos</p>  | <ul style="list-style-type: none"> <li>• Redigeer</li> <li>• Proeflees</li> <li>• Aanbied</li> </ul> <p><b>Opstelle:</b></p> <ul style="list-style-type: none"> <li>• Bespiegelende</li> <li>• Beredeneerde</li> <li>• Argumenterende</li> <li>• Literêre opstel</li> </ul> <p><b>Transaksionele tekste:</b><br/>vriendskaplike brief<br/>formele briewe (versoeke/ sakebriewe/klagte/aansoek)<br/>formele of informele briewe aan die pers<br/>huldeblyk<br/>formele of informele verslag<br/>koerantberig<br/>resensie<br/>tydskrifartikel<br/>geskrewe formele of informele toespraak<br/>dialoog<br/>geskrewe onderhoud<br/>e-pos</p>   | <ul style="list-style-type: none"> <li>• Redigeer</li> <li>• Proeflees</li> <li>• Aanbied</li> </ul> <p><b>Opstelle:</b></p> <ul style="list-style-type: none"> <li>• Verhalende</li> <li>• Beskrywende</li> <li>• Argumenterende</li> <li>• Bespegelende</li> <li>• Beredeneerde</li> <li>• Literêre opstel</li> </ul> <p><b>Transaksionele tekste:</b><br/>vriendskaplike brief<br/>formele briewe (versoeke/sakebrief/klagte/aansoek, bedanking/simpatie/gelukwensing)<br/>formele of informele brief aan die pers<br/>curriculum vitae en dekbriewe<br/>huldeblyk<br/>agenda en notule (as 'n kombinasie)<br/>formele of informele verslag<br/>koerantberig<br/>resensie<br/>tydskrifartikels<br/>geskrewe formele of informele toespraak<br/>dialoog<br/>geskrewe onderhoud</p>                                   |
| <p><b>Taalstrukture en -konvensies</b></p> | <ul style="list-style-type: none"> <li>• Register, styl en toon</li> <li>• Woordkeuse</li> <li>• Sinsbou</li> <li>• Skryf van 'n paragraaf</li> <li>• Punktuasie en spelling</li> </ul> <p><b>Woordeskatuitbreiding/-ontwikkeling en taalgebruik:</b></p> <ul style="list-style-type: none"> <li>• Kontaminasie, toutologie, analogie, pleonasme</li> <li>• Erfgoed (volksetimologie)</li> <li>• Leengoed (leenwoorde)</li> <li>• Eiegoed (nuutskepping / neologisme)</li> <li>• Herkoms van woorde</li> <li>• Anglisme</li> <li>• Betekenisleer</li> </ul> <p>sinonieme, antonieme, paronieme, polisemie, homonieme, homofone, doeblette, een woord vir 'n omskrywing</p> <ul style="list-style-type: none"> <li>• Figuurlike taal, beeldspraak en stylfigure: vergelyking<br/>metafoor</li> </ul> | <ul style="list-style-type: none"> <li>• Register, styl en toon</li> <li>• Woordkeuse</li> <li>• Sinsbou</li> <li>• Skryf van 'n paragraaf</li> <li>• Punktuasie en spelling</li> </ul> <p><b>Woordeskatuitbreiding/-ontwikkeling en taalgebruik:</b></p> <ul style="list-style-type: none"> <li>• Kontaminasie, toutologie, analogie, pleonasme</li> <li>• Erfgoed (volksetimologie)</li> <li>• Leengoed (leenwoorde)</li> <li>• Eiegoed (nuutskepping / neologisme)</li> <li>• Herkoms van woorde</li> <li>• Anglisme</li> <li>• Betekenisleer</li> </ul> <p>sinonieme, antonieme, paronieme, polisemie, homonieme, homofone, doeblette, een woord vir 'n omskrywing</p> <ul style="list-style-type: none"> <li>• Figuurlike taal, beeldspraak en stylfigure: vergelyking<br/>metafoor</li> </ul> | <ul style="list-style-type: none"> <li>• Register, styl en toon</li> <li>• Woordkeuse</li> <li>• Sinsbou</li> <li>• Skryf van 'n paragraaf</li> <li>• Punktuasie en spelling</li> </ul> <p><b>Woordeskatuitbreiding/-ontwikkeling en taalgebruik:</b></p> <ul style="list-style-type: none"> <li>• Kontaminasie, toutologie, analogie, pleonasme</li> <li>• Erfgoed (volksetimologie)</li> <li>• Leengoed (leenwoorde)</li> <li>• Eiegoed (nuutskepping / neologisme)</li> <li>• Herkoms van woorde</li> <li>• Anglisme</li> <li>• Betekenisleer</li> </ul> <p>sinonieme, antonieme, paronieme, polisemie, homonieme, homofone, doeblette, een woord vir 'n omskrywing</p> <ul style="list-style-type: none"> <li>• Figuurlike taal, beeldspraak en stylfigure: vergelyking<br/>metafoor<br/>personifikasie</li> </ul> |

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|  | <p> personifikasie<br/> oksimoron<br/> metonimia<br/> klanknabootsing<br/> hiperbool<br/> kontras<br/> ironie<br/> sarkasme<br/> satire<br/> humor<br/> antiklimaks<br/> klimaks<br/> simboliek<br/> eufemisme<br/> litotes<br/> woordspeling<br/> paradoks<br/> sinekdogee<br/> sinestesia<br/> antitese<br/> antonomasie<br/> elisie<br/> Idiome, idiomatiese uitdrukkings, spreekwoorde<br/> Klankleer en spelling<br/> Klanke (konsonante/vokale.<br/> diftonge/affrikate/<br/> klankverskynsels)<br/> Spelpatrone<br/> Spelreëls<br/> Klanggrepe<br/> Lettergrepe<br/> Afkortings, verkortings en akronieme<br/> • Skryftekens<br/> Afkappingsteken, koppelteken, deelteken, kappie,<br/> klemtekens (akuut/gravis), hakie, parentese<br/> Woordvorming:<br/> voorvoegsels<br/> agtervoegsels<br/> stamme/basisvorme<br/> kern en bepaler<br/> simplekse<br/> komplekse<br/> afleiding<br/> samestelling<br/> samestellende afleiding<br/> klinkerwisseling<br/> Sinstrukture<br/> • Lidwoorde (bepaalde en onbepaald) </p> | <p> personifikasie<br/> oksimoron<br/> metonimia<br/> klanknabootsing<br/> hiperbool<br/> kontras<br/> ironie<br/> sarkasme<br/> satire<br/> humor<br/> antiklimaks<br/> klimaks<br/> simboliek<br/> eufemisme<br/> litotes<br/> woordspeling<br/> paradoks<br/> sinekdogee<br/> sinestesia<br/> antitese<br/> antonomasie<br/> elisie<br/> Idiome, idiomatiese uitdrukkings, spreekwoorde<br/> Klankleer en spelling<br/> Klanke (konsonante/vokale.<br/> diftonge/affrikate/<br/> klankverskynsels)<br/> Spelpatrone<br/> Spelreëls<br/> Klanggrepe<br/> Lettergrepe<br/> Afkortings, verkortings en akronieme<br/> • Skryftekens<br/> Afkappingsteken, koppelteken, deelteken, kappie,<br/> klemtekens (akuut/gravis), hakie, parentese<br/> Woordvorming:<br/> voorvoegsels<br/> agtervoegsels<br/> stamme/basisvorme<br/> kern en bepaler<br/> simplekse<br/> komplekse<br/> afleiding<br/> samestelling<br/> samestellende afleiding<br/> klinkerwisseling<br/> Sinstrukture<br/> • Lidwoorde (bepaalde en onbepaald) </p> | <p> oksimoron<br/> metonimia<br/> klanknabootsing<br/> hiperbool<br/> kontras<br/> ironie<br/> sarkasme<br/> satire<br/> humor<br/> antiklimaks<br/> klimaks<br/> simboliek<br/> eufemisme<br/> litotes<br/> woordspeling<br/> paradoks<br/> sinekdogee<br/> sinestesia<br/> antitese<br/> antonomasie<br/> elisie<br/> Idiome, idiomatiese uitdrukkings, spreekwoorde<br/> Klankleer en spelling<br/> Klanke (konsonante/vokale.<br/> diftonge/affrikate/<br/> klankverskynsels)<br/> Spelpatrone<br/> Spelreëls<br/> Klanggrepe<br/> Lettergrepe<br/> Afkortings, verkortings en akronieme<br/> • Skryftekens<br/> Afkappingsteken, koppelteken, deelteken, kappie,<br/> klemtekens (akuut/gravis), hakie, parentese<br/> Woordvorming:<br/> voorvoegsels<br/> agtervoegsels<br/> stamme/basisvorme<br/> kern en bepaler<br/> simplekse<br/> komplekse<br/> afleiding<br/> samestelling<br/> samestellende afleiding<br/> klinkerwisseling<br/> Sinstrukture<br/> • Lidwoorde (bepaalde en onbepaald)<br/> • Selfstandige naamwoorde </p> |
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| <ul style="list-style-type: none"> <li>• Selfstandige naamwoorde</li> </ul> <p>Soortname (meervoude/<br/>verkleining/geslag)<br/>Eiename<br/>Abstrakte selfstandige naamwoorde<br/>Versamelname<br/>Massaname<br/>Maatname<br/>S.nw. wat van ander woordsoorte afgelei word<br/>S.nw. in vrye en vaste verbindings</p> <ul style="list-style-type: none"> <li>• Telwoorde</li> </ul> <p>Hooftelwoorde<br/>Rangtelwoorde</p> <ul style="list-style-type: none"> <li>• Voornaamwoorde</li> </ul> <p>Aanwysende<br/>Persoonlik<br/>Onpersoonlik<br/>Besitlik<br/>Betreklik<br/>Vraend<br/>Onbepaald<br/>Wederkerend<br/>Wederkerig</p> <ul style="list-style-type: none"> <li>• werkwoorde</li> </ul> <p>Tyd<br/>Hoofwerkwoord: oorganklik, onoorganklik, onpersoonlik, wederkerend<br/>Hulpwerkwoorde: tyd, wyse, plek, vorm<br/>Koppelwerkwoorde<br/>Skeibare en onskeibare werkwoorde (deeltjiewerkwoord)<br/>Infinities<br/>Werkwoorde wat van ander woordsoorte afgelei is<br/>Werkwoorde in vrye en vaste verbindings</p> <ul style="list-style-type: none"> <li>• Deelwoorde</li> </ul> <p>Teenwoordige deelwoorde<br/>Verlede deelwoorde: swak en sterk verlede deelwoorde</p> <ul style="list-style-type: none"> <li>• Bywoorde</li> </ul> <p>Tyd, wyse, plek, modaliteit<br/>Bywoorde wat van ander woordsoorte afgelei is<br/>Bywoorde in vrye en vaste verbindings<br/>Trappe van vergelyking</p> <ul style="list-style-type: none"> <li>• byvoeglike naamwoorde</li> </ul> <p>Attributiewe en predikatiewe byvoeglike naamwoorde<br/>Verbuiging van byvoeglike naamwoorde<br/>Letterlike en figuurlike gebruik<br/>Trappe van vergelyking<br/>Intensiewe vorme<br/>B.nw. in vrye en vaste verbindings</p> | <ul style="list-style-type: none"> <li>• Selfstandige naamwoorde</li> </ul> <p>Soortname (meervoude/<br/>verkleining/geslag)<br/>Eiename<br/>Abstrakte selfstandige naamwoorde<br/>Versamelname<br/>Massaname<br/>Maatname<br/>S.nw. wat van ander woordsoorte afgelei word<br/>S.nw. in vrye en vaste verbindings</p> <ul style="list-style-type: none"> <li>• Telwoorde</li> </ul> <p>Hooftelwoorde<br/>Rangtelwoorde</p> <ul style="list-style-type: none"> <li>• Voornaamwoorde</li> </ul> <p>Aanwysende<br/>Persoonlik<br/>Onpersoonlik<br/>Besitlik<br/>Betreklik<br/>Vraend<br/>Onbepaald<br/>Wederkerend<br/>Wederkerig</p> <ul style="list-style-type: none"> <li>• werkwoorde</li> </ul> <p>Tyd<br/>Hoofwerkwoord: oorganklik, onoorganklik, onpersoonlik, wederkerend<br/>Hulpwerkwoorde: tyd, wyse, plek, vorm<br/>Koppelwerkwoorde<br/>Skeibare en onskeibare werkwoorde (deeltjiewerkwoord)<br/>Infinities<br/>Werkwoorde wat van ander woordsoorte afgelei is<br/>Werkwoorde in vrye en vaste verbindings</p> <ul style="list-style-type: none"> <li>• Deelwoorde</li> </ul> <p>Teenwoordige deelwoorde<br/>Verlede deelwoorde: swak en sterk verlede deelwoorde</p> <ul style="list-style-type: none"> <li>• Bywoorde</li> </ul> <p>Tyd, wyse, plek, modaliteit<br/>Bywoorde wat van ander woordsoorte afgelei is<br/>Bywoorde in vrye en vaste verbindings<br/>Trappe van vergelyking</p> <ul style="list-style-type: none"> <li>• byvoeglike naamwoorde</li> </ul> <p>Attributiewe en predikatiewe byvoeglike naamwoorde<br/>Verbuiging van byvoeglike naamwoorde<br/>Letterlike en figuurlike gebruik<br/>Trappe van vergelyking<br/>Intensiewe vorme<br/>B.nw. in vrye en vaste verbindings</p> | <p>Soortname (meervoude/<br/>verkleining/geslag)<br/>Eiename<br/>Abstrakte selfstandige naamwoorde<br/>Versamelname<br/>Massaname<br/>Maatname<br/>S.nw. wat van ander woordsoorte afgelei word<br/>S.nw. in vrye en vaste verbindings</p> <ul style="list-style-type: none"> <li>• Telwoorde</li> </ul> <p>Hooftelwoorde<br/>Rangtelwoorde</p> <ul style="list-style-type: none"> <li>• Voornaamwoorde</li> </ul> <p>Aanwysende<br/>Persoonlik<br/>Onpersoonlik<br/>Besitlik<br/>Betreklik<br/>Vraend<br/>Onbepaald<br/>Wederkerend<br/>Wederkerig</p> <ul style="list-style-type: none"> <li>• werkwoorde</li> </ul> <p>Tyd<br/>Hoofwerkwoord: oorganklik, onoorganklik, onpersoonlik, wederkerend<br/>Hulpwerkwoorde: tyd, wyse, plek, vorm<br/>Koppelwerkwoorde<br/>Skeibare en onskeibare werkwoorde (deeltjiewerkwoord)<br/>Infinities<br/>Werkwoorde wat van ander woordsoorte afgelei is<br/>Werkwoorde in vrye en vaste verbindings</p> <ul style="list-style-type: none"> <li>• Deelwoorde</li> </ul> <p>Teenwoordige deelwoorde<br/>Verlede deelwoorde: swak en sterk verlede deelwoorde</p> <ul style="list-style-type: none"> <li>• Bywoorde</li> </ul> <p>Tyd, wyse, plek, modaliteit<br/>Bywoorde wat van ander woordsoorte afgelei is<br/>Bywoorde in vrye en vaste verbindings<br/>Trappe van vergelyking</p> <ul style="list-style-type: none"> <li>• byvoeglike naamwoorde</li> </ul> <p>Attributiewe en predikatiewe byvoeglike naamwoorde<br/>Verbuiging van byvoeglike naamwoorde<br/>Letterlike en figuurlike gebruik<br/>Trappe van vergelyking<br/>Intensiewe vorme<br/>B.nw. in vrye en vaste verbindings</p> <ul style="list-style-type: none"> <li>• Voorsetsels</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Voorsetsels</li> <li>Plek, rigting, tyd</li> <li>Vaste verbindings</li> <li>Voegwoorde</li> <li>Neweskikkende en onderskikkende</li> <li>Voegwoordelike bywoorde</li> <li>Sinne en sinsdele</li> <li>Bou van 'n enkelvoudige sin: onderwerp, voorwerp, gesegde, byvoeglike en bywoordelike bepalings</li> <li>Volgorde in sinne: tyd, wyse, plek, infinitief</li> <li>Saamgestelde sinne.</li> <li>hoofsinne en bysinne (byvoeglik, bywoordelik, tyd, wyse, plek, modaliteit; onderwerp-, voorwerp-, en gesegdesin)</li> <li>Veelvoudige sinne (hoof en neweskikkende sinne)</li> <li>▮ Direkte en indirekte rede</li> <li>Lydende en bedrywende vorm</li> <li>Ontkenning</li> <li>▮Sinswyse (aanwysend, aanvoegend, vraend, gebiedend)</li> <li>Verbindingswoorde</li> <li>• Woorde wat chronologiese verloop aandui: eerste / eerstens, tweede / tweedens, voordat, nadat, wanneer, later, totdat, ter afsluiting, volgende, tans, voorheen, agterna</li> <li>• Woorde wat 'n verduideliking / oorsaak en gevolg aandui: daarom, gevolglik, omdat, hieroor, aangesien, as gevolg van, toe te skryf aan, dus, dit wil sê, daaruit volg dat</li> <li>• Woorde wat proses aandui: eerste / eerstens, tweede / tweedens, derde / derdens. Woorde wat vergelyk en teenstellings (kontras) aandui: dergelik ooreenkomstig, verskillend, kleiner as, groter as, nogtans, maar</li> <li>• Woorde wat orde van belangrikheid aandui: altyd, ter afsluiting</li> <li>• Woorde wat ruimte- oriëntering aandui: bo, onder, links, regs</li> <li>• Woorde wat veralgemening aandui: oor die algemeen, deur die bank, ter afsluiting, om saam te vat</li> <li>• Woorde wat op eie standpunt dui: volgens my / na my mening / opvatting / oortuiging, ek dink dat, ek oorweeg om, ek glo dat, dit lyk vir my, ek verkies / hou / hou nie van nie /hoop / voel</li> <li>• Woorde wat op klassifikasie dui: is 'n voorbeeld van, ressorteer onder, behoort aan, is deel van, inpas by, word gegroepeer met, is verwant aan, word geassosieer met</li> <li>• Woorde wat op beskrywing dui: bo, onder, naas, naby, noord / suid / oos / wes, grootte, kleur, vorm, doel, lengte, breedte, massa / gewig, spoed, lyk na / aard</li> </ul> | <ul style="list-style-type: none"> <li>• Voorsetsels</li> <li>Plek, rigting, tyd</li> <li>Vaste verbindings</li> <li>voegwoorde</li> <li>Neweskikkende en onderskikkende</li> <li>Voegwoordelike bywoorde</li> <li>Sinne en sinsdele</li> <li>Bou van 'n enkelvoudige sin: onderwerp, voorwerp, gesegde, byvoeglike en bywoordelike bepalings</li> <li>Volgorde in sinne: tyd, wyse, plek, infinitief</li> <li>Saamgestelde sinne.</li> <li>hoofsinne en bysinne (byvoeglik, bywoordelik, tyd, wyse, plek, modaliteit; onderwerp-, voorwerp-, en gesegdesin)</li> <li>Veelvoudige sinne (hoof en neweskikkende sinne)</li> <li>▮ Direkte en indirekte rede</li> <li>Lydende en bedrywende vorm</li> <li>Ontkenning</li> <li>▮Sinswyse (aanwysend, aanvoegend, vraend, gebiedend)</li> <li>Verbindingswoorde</li> <li>• Woorde wat chronologiese verloop aandui: eerste / eerstens, tweede / tweedens, voordat, nadat, wanneer, later, totdat, ter afsluiting, volgende, tans, voorheen, agterna</li> <li>• Woorde wat 'n verduideliking / oorsaak en gevolg aandui: daarom, gevolglik, omdat, hieroor, aangesien, as gevolg van, toe te skryf aan, dus, dit wil sê, daaruit volg dat</li> <li>• Woorde wat proses aandui: eerste / eerstens, tweede / tweedens, derde / derdens. Woorde wat vergelyk en teenstellings (kontras) aandui: dergelik ooreenkomstig, verskillend, kleiner as, groter as, nogtans, maar</li> <li>• Woorde wat orde van belangrikheid aandui: altyd, ter afsluiting</li> <li>• Woorde wat ruimte- oriëntering aandui: bo, onder, links, regs</li> <li>• Woorde wat veralgemening aandui: oor die algemeen, deur die bank, ter afsluiting, om saam te vat</li> <li>• Woorde wat op eie standpunt dui: volgens my / na my mening / opvatting / oortuiging, ek dink dat, ek oorweeg om, ek glo dat, dit lyk vir my, ek verkies / hou / hou nie van nie /hoop / voel</li> <li>• Woorde wat op klassifikasie dui: is 'n voorbeeld van, ressorteer onder, behoort aan, is deel van, inpas by, word gegroepeer met, is verwant aan, word geassosieer met</li> <li>• Woorde wat op beskrywing dui: bo, onder, naas, naby, noord / suid / oos / wes, grootte, kleur, vorm, doel, lengte, breedte, massa / gewig, spoed, lyk na / aard</li> </ul> | <ul style="list-style-type: none"> <li>Plek, rigting, tyd</li> <li>Vaste verbindings</li> <li>voegwoorde</li> <li>Neweskikkende en onderskikkende</li> <li>Voegwoordelike bywoorde</li> <li>Sinne en sinsdele</li> <li>Bou van 'n enkelvoudige sin: onderwerp, voorwerp, gesegde, byvoeglike en bywoordelike bepalings</li> <li>Volgorde in sinne: tyd, wyse, plek, infinitief</li> <li>Saamgestelde sinne.</li> <li>hoofsinne en bysinne (byvoeglik, bywoordelik, tyd, wyse, plek, modaliteit; onderwerp-, voorwerp-, en gesegdesin)</li> <li>Veelvoudige sinne (hoof en neweskikkende sinne)</li> <li>▮ Direkte en indirekte rede</li> <li>Lydende en bedrywende vorm</li> <li>Ontkenning</li> <li>▮Sinswyse (aanwysend, aanvoegend, vraend, gebiedend)</li> <li>Verbindingswoorde</li> <li>• Woorde wat chronologiese verloop aandui: eerste / eerstens, tweede / tweedens, voordat, nadat, wanneer, later, totdat, ter afsluiting, volgende, tans, voorheen, agterna</li> <li>• Woorde wat 'n verduideliking / oorsaak en gevolg aandui: daarom, gevolglik, omdat, hieroor, aangesien, as gevolg van, toe te skryf aan, dus, dit wil sê, daaruit volg dat</li> <li>• Woorde wat proses aandui: eerste / eerstens, tweede / tweedens, derde / derdens. Woorde wat vergelyk en teenstellings (kontras) aandui: dergelik ooreenkomstig, verskillend, kleiner as, groter as, nogtans, maar</li> <li>• Woorde wat orde van belangrikheid aandui: altyd, ter afsluiting</li> <li>• Woorde wat ruimte- oriëntering aandui: bo, onder, links, regs</li> <li>• Woorde wat veralgemening aandui: oor die algemeen, deur die bank, ter afsluiting, om saam te vat</li> <li>• Woorde wat op eie standpunt dui: volgens my / na my mening / opvatting / oortuiging, ek dink dat, ek oorweeg om, ek glo dat, dit lyk vir my, ek verkies / hou / hou nie van nie /hoop / voel</li> <li>• Woorde wat op klassifikasie dui: is 'n voorbeeld van, ressorteer onder, behoort aan, is deel van, inpas by, word gegroepeer met, is verwant aan, word geassosieer met</li> <li>• Woorde wat op beskrywing dui: bo, onder, naas, naby, noord / suid / oos / wes, grootte, kleur, vorm, doel, lengte, breedte, massa / gewig, spoed, lyk na / aard na</li> <li>• Woorde wat op evaluering dui: goed / sleg, reg /</li> </ul> |
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|  | <p>na</p> <ul style="list-style-type: none"> <li>• Woorde wat op evaluering dui: goed / sleg, reg / verkeerd, moreel / immoreel, belangrik / onbeduidend, voorstel, aanbeveel, argumenteer</li> <li>• Woorde wat op definisie dui: word omskryf as, word gedefinieer as</li> <li>• Woorde wat op samevatting dui: om saam te vat, om op te som, opsommenderwys, kortliks, soos u kan sien</li> </ul> <p>Leestekens</p> <ul style="list-style-type: none"> <li>• Komma, vraagteken, dubbelpunt, kommapunt, aandagstreep, aanhalingstekens, uitroepeteken, beletselteken/ ellips, asterisk</li> </ul> <p>Kritiese taalbewustheid</p> <ul style="list-style-type: none"> <li>▫ feite en menings</li> <li>▫ direkte en geïmpliseerde betekenisse</li> <li>▫ denotasie en konnotasie</li> <li>▫ sosio-politieke en kulturele agtergrond van tekste en outeur</li> <li>▫ die doel met die insluiting of uitsluiting van inligting</li> <li>▫ die invloed wat seleksie en weglating op betekenis het</li> <li>▫ verhoudings tussen taal en mag</li> <li>▫ gevoels- en manipulerende taal</li> <li>▫ partydigheid</li> <li>▫ vooroordeel</li> <li>▫ diskriminasie</li> <li>▫ stereotipering</li> <li>▫ taalvariëteite</li> <li>▫ afleidings</li> <li>▫ aannames</li> <li>▫ argumente</li> </ul> | <p>na</p> <ul style="list-style-type: none"> <li>• Woorde wat op evaluering dui: goed / sleg, reg / verkeerd, moreel / immoreel, belangrik / onbeduidend, voorstel, aanbeveel, argumenteer</li> <li>• Woorde wat op definisie dui: word omskryf as, word gedefinieer as</li> <li>• Woorde wat op samevatting dui: om saam te vat, om op te som, opsommenderwys, kortliks, soos u kan sien</li> </ul> <p>Leestekens</p> <ul style="list-style-type: none"> <li>• Komma, vraagteken, dubbelpunt, kommapunt, aandagstreep, aanhalingstekens, uitroepeteken, beletselteken/ ellips, asterisk</li> </ul> <p>Kritiese taalbewustheid</p> <ul style="list-style-type: none"> <li>▫ feite en menings</li> <li>▫ direkte en geïmpliseerde betekenisse</li> <li>▫ denotasie en konnotasie</li> <li>▫ sosio-politieke en kulturele agtergrond van tekste en outeur</li> <li>▫ die doel met die insluiting of uitsluiting van inligting</li> <li>▫ die invloed wat seleksie en weglating op betekenis het</li> <li>▫ verhoudings tussen taal en mag</li> <li>▫ gevoels- en manipulerende taal</li> <li>▫ partydigheid</li> <li>▫ vooroordeel</li> <li>▫ diskriminasie</li> <li>▫ stereotipering</li> <li>▫ taalvariëteite</li> <li>▫ afleidings</li> <li>▫ aannames</li> <li>▫ argumente</li> </ul> | <p>verkeerd, moreel / immoreel, belangrik / onbeduidend, voorstel, aanbeveel, argumenteer</p> <ul style="list-style-type: none"> <li>• Woorde wat op definisie dui: word omskryf as, word gedefinieer as</li> <li>• Woorde wat op samevatting dui: om saam te vat, om op te som, opsommenderwys, kortliks, soos u kan sien</li> </ul> <p>Leestekens</p> <ul style="list-style-type: none"> <li>• Komma, vraagteken, dubbelpunt, kommapunt, aandagstreep, aanhalingstekens, uitroepeteken, beletselteken/ ellips, asterisk</li> </ul> <p>Kritiese taalbewustheid</p> <ul style="list-style-type: none"> <li>▫ feite en menings</li> <li>▫ direkte en geïmpliseerde betekenisse</li> <li>▫ denotasie en konnotasie</li> <li>▫ sosio-politieke en kulturele agtergrond van tekste en outeur</li> <li>▫ die doel met die insluiting of uitsluiting van inligting</li> <li>▫ die invloed wat seleksie en weglating op betekenis het</li> <li>▫ verhoudings tussen taal en mag</li> <li>▫ gevoels- en manipulerende taal</li> <li>▫ partydigheid</li> <li>▫ vooroordeel</li> <li>▫ diskriminasie</li> <li>▫ stereotipering</li> <li>▫ taalvariëteite</li> <li>▫ afleidings</li> <li>▫ aannames</li> <li>▫ argumente</li> </ul> |
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## 4.2 English

### Content Map Grade 10 – 12

| Annexure A2                          | Subject: English Home Language  |   | Grade: 10-12   |
|--------------------------------------|---|---|--|
| Skills / content                     | Revised Content Map per Phase   |   |  |
|                                      | Grade 10  | Grade11   | Grade12  |
| <p><b>Listening and speaking</b></p> | <p><b>Listening for specific information:</b><br/>(Informative, evaluative, appreciative and interactive)<br/>Listening comprehension<br/>Listening for critical analysis and evaluation<br/>Listening for appreciation and interaction</p> <p><b>The Speaking Process</b><br/>Planning<br/>Researching<br/>Organising<br/>Practicing<br/>Presenting</p> <p><b>Oral Communication Texts</b><br/>The features and conventions<br/>Unprepared reading aloud<br/>Prepared speech<br/>Unprepared speech<br/>Conversation<br/>Debate<br/>Dialogue<br/>Interview<br/>Report (formal and informal)<br/>Discussion (panel and informal)<br/>Instructions<br/>Forum<br/>Introducing a speaker<br/>Vote of thanks</p> | <p><b>Listening for specific information:</b><br/>(Informative, evaluative, appreciative and interactive)<br/>Listening comprehension<br/>Listening for critical analysis and evaluation<br/>Listening for appreciation and interaction</p> <p><b>The Speaking Process</b><br/>Planning<br/>Researching<br/>Organising<br/>Practicing<br/>Presenting</p> <p><b>Oral Communication Texts</b><br/>The features and conventions<br/>Unprepared reading aloud<br/>Prepared speech<br/>Unprepared speech<br/>Conversation<br/>Debate<br/>Dialogue<br/>Interview<br/>Report (formal and informal)<br/>Discussion (panel and informal)<br/>Instructions<br/>Forum<br/>Introducing a speaker<br/>Vote of thanks</p> | <p><b>Listening for specific information:</b><br/>(Informative, evaluative, appreciative and interactive)<br/>Listening comprehension<br/>Listening for critical analysis and evaluation<br/>Listening for appreciation and interaction</p> <p><b>The Speaking Process</b><br/>Planning<br/>Researching<br/>Organising<br/>Practicing<br/>Presenting</p> <p><b>Oral Communication Texts</b><br/>The features and conventions<br/>Prepared speech (1 x)<br/>Unprepared speech<br/>Conversation<br/>Debate<br/>Dialogue<br/>Interview<br/>Report (formal and informal)<br/>Discussion (panel and informal)<br/>Instructions<br/>Forum<br/>Introducing a speaker<br/>Vote of thanks</p> |
| <p><b>Reading and viewing</b></p>    | <p><b>Reading process:</b><br/><i>Pre-reading</i></p> <ul style="list-style-type: none"> <li>• Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull down menus, key word searches, etc.</li> <li>• Skimming and scanning parts of a book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</li> <li>• Predicting using the information gained from skimming and scanning</li> <li>• Dealing with any key vocabulary that may be unfamiliar</li> </ul>  | <p><b>Reading process:</b><br/><i>Pre-reading</i></p> <ul style="list-style-type: none"> <li>• Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull down menus, key word searches, etc.</li> <li>• Skimming and scanning parts of a book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</li> <li>• Predicting using the information gained from skimming and scanning</li> <li>• Dealing with any key vocabulary that may be unfamiliar</li> </ul>  | <p><b>Reading process:</b><br/><i>Pre-reading</i></p> <ul style="list-style-type: none"> <li>• Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information, e.g. fonts and numbering, layout, icons, illustrations, graphs, charts, diagrams, maps, pull down menus, key word searches, etc.</li> <li>• Skimming and scanning parts of a book, e.g. title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</li> <li>• Predicting using the information gained from skimming and scanning</li> <li>• Dealing with any key vocabulary that may be unfamiliar to</li> </ul>                      |

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|  | <p>to the learners</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Actively making sense of the text</li> <li>• Working out the meaning of unfamiliar words and images by using word attack skills and contextual clues</li> <li>• Using comprehension strategies: making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order), visualizing, inferring, reading for main ideas, attending to word choice and language structures, recognizing the text type by its structure and language features</li> <li>• Making notes or summarising main and supporting ideas</li> </ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>• Answering questions on the text from lower order to higher order</li> <li>• Comparing and contrasting; synthesising</li> <li>• Evaluating, drawing conclusions and expressing own opinion</li> <li>• Reproducing the genre in writing of their own (where appropriate)</li> <li>• Developing critical language awareness: <ul style="list-style-type: none"> <li>o facts and opinion</li> <li>o direct and implied meaning</li> <li>o denotation and connotation</li> <li>o socio-political and cultural background of texts and author</li> <li>o the effect of selections and omissions on meaning</li> <li>o relationships between language and power</li> <li>o emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information</li> </ul> </li> </ul> <p><b>Interpretation of visual texts (range of graphic and visual texts):</b></p> <p>Persuasive techniques: Emotive language, persuasion, bias, manipulative language</p> <ul style="list-style-type: none"> <li>• How language and images reflect and shape values and attitudes; images and language that are sexist, racist, ageist, or depend on the reinforcement of stereotypes, especially in advertisements</li> <li>• Impact of use of font types and sizes, headings and captions</li> <li>• Analyse, interpret, evaluate, and respond to a range of cartoons/comic strips</li> </ul> | <p>to the learners</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Actively making sense of the text</li> <li>• Working out the meaning of unfamiliar words and images by using word attack skills and contextual clues</li> <li>• Using comprehension strategies: making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order), visualizing, inferring, reading for main ideas, attending to word choice and language structures, recognizing the text type by its structure and language features</li> <li>• Making notes or summarising main and supporting ideas</li> </ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>• Answering questions on the text from lower order to higher order</li> <li>• Comparing and contrasting; 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images and language that are sexist, racist, ageist, or depend on the reinforcement of stereotypes, especially in advertisements</li> <li>• Impact of use of font types and sizes, headings and captions</li> <li>• Analyse, interpret, evaluate, and respond to a range of cartoons/comic strips</li> </ul> | <p>the learners</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Actively making sense of the text</li> <li>• Working out the meaning of unfamiliar words and images by using word attack skills and contextual clues</li> <li>• Using comprehension strategies: making connections, monitoring comprehension, adjusting reading speed to text difficulty, re-reading where necessary, looking forward in the text for information that might help, asking and answering questions (from lower to higher order), visualizing, inferring, reading for main ideas, attending to word choice and language structures, recognizing the text type by its structure and language features</li> <li>• Making notes or summarising main and supporting ideas</li> </ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>• Answering questions on the text from lower order to higher order</li> <li>• Comparing and contrasting; synthesising</li> <li>• Evaluating, drawing conclusions and expressing own opinion</li> <li>• Reproducing the genre in writing of their own (where appropriate)</li> <li>• Developing critical language awareness: <ul style="list-style-type: none"> <li>o facts and opinion</li> <li>o direct and implied meaning</li> <li>o denotation and connotation</li> <li>o socio-political and cultural background of texts and author</li> <li>o the effect of selections and omissions on meaning</li> <li>o relationships between language and power</li> <li>o emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information</li> </ul> </li> </ul> <p><b>Interpretation of visual texts (range of graphic and visual texts):</b></p> <p>Persuasive techniques: Emotive language, persuasion, bias, manipulative language</p> <ul style="list-style-type: none"> <li>• How language and images reflect and shape values and attitudes; images and language that are sexist, racist, ageist, or depend on the reinforcement of stereotypes, especially in advertisements</li> <li>• Impact of use of font types and sizes, headings and captions</li> <li>• Analyse, interpret, evaluate, and respond to a range of cartoons/comic strips</li> </ul> |
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|  | <p><b>Vocabulary development and language use:</b><br/> Figurative language and rhetorical devices: idioms, idiomatic expressions, proverbs, gestures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, satire, wit, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche, antithesis). While a knowledge of these gestures of speech is important, they should be introduced to the learners only as they appear in real text, both prose and poetry, fiction and non-fiction.</p> <ul style="list-style-type: none"> <li>• Distinguish between denotation and connotation.</li> <li>• Use of dictionaries, thesauruses, and other reference books to determine the meaning, spelling, pronunciation, syllabication, and part of speech of unfamiliar words.</li> </ul> <p>Identify the meaning of common prefixes (e.g. bi-, un- or re-) and common suffixes (e.g. -full).</p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and their connections to word families using knowledge of common roots, suffixes, and prefixes.</li> <li>• Use surrounding textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes), and graphic cues (bold face) to determine the meaning of unfamiliar words.</li> </ul> <ul style="list-style-type: none"> <li>• Distinguish between multiple-meaning (polysemes) words in relatively uncomplicated texts about concrete topics.</li> <li>• Recognise common allusions. For example, recognise the allusion when referring to a lucky person as having the 'Midas' touch.</li> <li>• Demonstrate an understanding of common phrases and proverbs, and idiomatic English.</li> <li>• Evaluate how words from various cultural origins have an impact on text (e.g. Latin- and Greek-based words, words from other languages, street slang, dialects, ethnic terms).</li> <li>• Distinguish between commonly confused words: homophones, homonyms, homographs, synonyms (i.e. allusion /illusion; complement/compliment; imply/infer).</li> <li>• Retell a story or sentence using different words (synonyms or antonyms).</li> <li>• Use one word for a phrase.</li> <li>• Use collocations</li> </ul> <p><b>Sentence structures and the organisation of texts:</b><br/> Transition words/conjunctions e.g. first of all; on the one hand ...; firstly; because.</p> | <p><b>Vocabulary development and language use:</b><br/> Figurative language and rhetorical devices: idioms, idiomatic expressions, proverbs, gestures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, satire, wit, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche, antithesis). 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While a knowledge of these gestures of speech is important, they should be introduced to the learners only as they appear in real text, both prose and poetry, fiction and non-fiction.</p> <ul style="list-style-type: none"> <li>• Distinguish between denotation and connotation.</li> <li>• Use of dictionaries, thesauruses, and other reference books to determine the meaning, spelling, pronunciation, syllabication, and part of speech of unfamiliar words.</li> </ul> <p>Identify the meaning of common prefixes (e.g. bi-, un- or re-) and common suffixes (e.g. -full).</p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and their connections to word families using knowledge of common roots, suffixes, and prefixes.</li> <li>• Use surrounding textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes), and graphic cues (bold face) to determine the meaning of unfamiliar words.</li> </ul> <ul style="list-style-type: none"> <li>• Distinguish between multiple-meaning (polysemes) words in relatively uncomplicated texts about concrete topics.</li> <li>• Recognise common allusions. For example, recognise the allusion when referring to a lucky person as having the 'Midas' touch.</li> <li>• Demonstrate an understanding of common phrases and proverbs, and idiomatic English.</li> <li>• Evaluate how words from various cultural origins have an impact on text (e.g. Latin- and Greek-based words, words from other languages, street slang, dialects, ethnic terms).</li> <li>• Distinguish between commonly confused words: homophones, homonyms, homographs, synonyms (i.e. allusion /illusion; complement/compliment; imply/infer).</li> <li>• Retell a story or sentence using different words (synonyms or antonyms).</li> <li>• Use one word for a phrase.</li> <li>• Use collocations</li> </ul> <p><b>Sentence structures and the organisation of texts:</b><br/> Transition words/conjunctions e.g. first of all; on the one hand ...; firstly; because.</p> |
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|  | <ul style="list-style-type: none"> <li>• A wide range of abbreviations and acronyms.</li> <li>• Verb forms and auxiliaries to express tense and mood accurately.</li> <li>• Simple, compound, complex, compound complex sentences by using clauses, phrases, and conjunctions.</li> <li>• Active and passive voice.</li> <li>• Direct and indirect speech.</li> <li>• Correct word order.</li> <li>• Concord, article, infinitive, copulative, prepositions.</li> <li>• Punctuation.</li> </ul> <p>Analyse the structure/organisation of texts that are used across the curriculum and related transitional words/signal words: chronological/sequential order, explanation, cause and effect, procedure, compare/contrast, order of importance, spatial order, choice paragraph, classification paragraph, description paragraph, evaluation paragraph, definition paragraph, expositions, reports, concluding paragraph (see paragraph writing for transition words).</p> <p><b>Features of literary texts:</b><br/> <b>Poetry:</b><br/> <b>5 prescribed poems</b><br/> <b>1 unseen poem</b><br/>         Literal meaning</p> <ul style="list-style-type: none"> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> <li>• Imagery</li> <li>• Figures of speech, word choice (diction), tone, rhetorical devices, emotional responses, lines, words, stanzas, links, punctuation, refrain, repetition, sound devices (alliteration, consonance and assonance, rhyme, rhythm, onomatopoeia) and enjambment</li> </ul> <p><b>AND</b></p> <p><b>Drama:</b><br/>         Plot and sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/ resolution, foreshadowing and flashback)</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Role of narrator/persona/point of view</li> <li>• Theme and messages</li> <li>• Background and setting-relation to character and theme</li> <li>• Dramatic structure: plot, sub-plot (exposition, rising action, and climax)</li> </ul> | <ul style="list-style-type: none"> <li>• A wide range of abbreviations and acronyms.</li> <li>• Verb forms and auxiliaries to express tense and mood accurately.</li> <li>• Simple, compound, complex, compound complex sentences by using clauses, phrases, and conjunctions.</li> <li>• Active and passive voice.</li> <li>• Direct and indirect speech.</li> <li>• Correct word order.</li> <li>• Concord, article, infinitive, copulative, prepositions.</li> <li>• Punctuation.</li> </ul> <p>Analyse the structure/organisation of texts that are used across the curriculum and related transitional words/signal words: chronological/sequential order, explanation, cause and effect, procedure, compare/contrast, order of importance, spatial order, choice paragraph, classification paragraph, description paragraph, evaluation paragraph, definition paragraph, expositions, reports, concluding paragraph (see paragraph writing for transition words).</p> <p><b>Features of literary texts:</b><br/> <b>Poetry:</b><br/> <b>5 prescribed poems</b><br/> <b>1 unseen poem</b><br/>         Literal meaning</p> <ul style="list-style-type: none"> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> <li>• Imagery</li> <li>• Figures of speech, word choice (diction), tone, rhetorical devices, emotional responses, lines, words, stanzas, links, punctuation, refrain, repetition, sound devices (alliteration, consonance and assonance, rhyme, rhythm, onomatopoeia) and enjambment</li> </ul> <p><b>AND</b></p> <p><b>Drama:</b><br/>         Plot and sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/ resolution, foreshadowing and flashback)</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Role of narrator/persona/point of view</li> <li>• Theme and messages</li> <li>• Background and setting-relation to character and theme</li> <li>• Dramatic structure: plot, sub-plot (exposition, rising action, and climax)</li> </ul> | <ul style="list-style-type: none"> <li>• A wide range of abbreviations and acronyms.</li> <li>• Verb forms and auxiliaries to express tense and mood accurately.</li> <li>• Simple, compound, complex, compound complex sentences by using clauses, phrases, and conjunctions.</li> <li>• Active and passive voice.</li> <li>• Direct and indirect speech.</li> <li>• Correct word order.</li> <li>• Concord, article, infinitive, copulative, prepositions.</li> <li>• Punctuation.</li> </ul> <p>Analyse the structure/organisation of texts that are used across the curriculum and related transitional words/signal words: chronological/sequential order, explanation, cause and effect, procedure, compare/contrast, order of importance, spatial order, choice paragraph, classification paragraph, description paragraph, evaluation paragraph, definition paragraph, expositions, reports, concluding paragraph (see paragraph writing for transition words).</p> <p><b>Features of literary texts:</b><br/> <b>Poetry:</b><br/> <b>12 prescribed poems</b><br/> <b>1 unseen poem</b><br/>         Literal meaning</p> <ul style="list-style-type: none"> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> <li>• Imagery</li> <li>• Figures of speech, word choice (diction), tone, rhetorical devices, emotional responses, lines, words, stanzas, links, punctuation, refrain, repetition, sound devices (alliteration, consonance and assonance, rhyme, rhythm, onomatopoeia) and enjambment</li> </ul> <p><b>AND</b></p> <p><b>Drama:</b><br/>         Plot and sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/ resolution, foreshadowing and flashback)</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Role of narrator/persona/point of view</li> <li>• Theme and messages</li> <li>• Background and setting-relation to character and theme</li> <li>• Dramatic structure: plot, sub-plot (exposition, rising action, and climax)</li> 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|  | <ul style="list-style-type: none"> <li>• Mood and tone</li> <li>• Ironic twist/ending</li> <li>• Stage directions</li> <li>• Link between dialogue/monologue/soliloquy and action</li> <li>• Dramatic irony</li> <li>• Timeline</li> </ul> <p><b>OR</b></p> <p><b>Novel:</b><br/>Plot, sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, flashback)</p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Characterisation</li> <li>• Role of narrator</li> <li>• Messages and themes</li> <li>• Background, setting and narrative relate to character and theme</li> <li>• Mood, ironic twist/ending.</li> <li>• Timeline</li> </ul> | <ul style="list-style-type: none"> <li>• Mood and tone</li> <li>• Ironic twist/ending</li> <li>• Stage directions</li> <li>• Link between dialogue/monologue/soliloquy and action</li> <li>• Dramatic irony</li> <li>• Timeline</li> </ul> <p><b>OR</b></p> <p><b>Novel:</b><br/>Plot, sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, flashback)</p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Characterisation</li> <li>• Role of narrator</li> <li>• Messages and themes</li> <li>• Background, setting and narrative relate to character and theme</li> <li>• Mood, ironic twist/ending.</li> <li>• Timeline</li> </ul> | <ul style="list-style-type: none"> <li>• Mood and tone</li> <li>• Ironic twist/ending</li> <li>• Stage directions</li> <li>• Link between dialogue/monologue/soliloquy and action</li> <li>• Dramatic irony</li> <li>• Timeline</li> </ul> <p><b>AND</b></p> <p><b>Novel:</b><br/>Plot, sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, flashback)</p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Characterisation</li> <li>• Role of narrator</li> <li>• Messages and themes</li> <li>• Background, setting and narrative relate to character and theme</li> <li>• Mood, ironic twist/ending.</li> <li>• Timeline</li> </ul>  |
| <b>Writing and presenting</b>              | <p>Process Writing: Planning, drafting, editing, proof-reading and presenting</p> <p>Text types: format and features:</p> <p>Essays:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Argumentative</li> <li>• Descriptive</li> <li>• Literary essay</li> </ul> <p>Transactional Texts:</p> <ul style="list-style-type: none"> <li>• Friendly/formal letters (request/complaint/application/business)</li> <li>• Formal and informal letters to the press</li> <li>• Formal and informal report</li> <li>• Newspaper/magazine article</li> <li>• Obituary</li> <li>• Email</li> <li>• Speech</li> <li>• Dialogue</li> <li>• Interview</li> </ul>  | <p>Process Writing: Planning, drafting, editing, proof-reading and presenting</p> <p>Text types: format and features:</p> <p>Essays:</p> <ul style="list-style-type: none"> <li>• Discursive</li> <li>• Argumentative</li> <li>• Reflective</li> <li>• Literary essay</li> </ul> <p>Transactional Texts:</p> <ul style="list-style-type: none"> <li>• Friendly/formal letters (request/complaint/application/business)</li> <li>• Formal and informal letters to the press</li> <li>• Formal and informal report</li> <li>• Review</li> <li>• Newspaper/magazine article</li> <li>• Obituary</li> <li>• Email</li> <li>• Speech</li> <li>• Dialogue</li> <li>• Interview</li> </ul>                      | <p>Process Writing: Planning, drafting, editing, proof-reading and presenting</p> <p>Text types: format and features:</p> <p>Essays:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Argumentative</li> <li>• Descriptive</li> <li>• Discursive</li> <li>• Reflective</li> <li>• Literary essay</li> </ul> <p>Transactional Texts:</p> <ul style="list-style-type: none"> <li>• Friendly/formal letters (request/complaint/application/business)</li> <li>• Formal and informal letters to the press</li> <li>• Formal or informal report</li> <li>• Review</li> <li>• Newspaper/magazine article</li> <li>• Obituary</li> <li>• Curriculum Vitae and covering letter</li> <li>• Agenda and Minutes of a Meeting</li> <li>• Speech</li> <li>• Dialogue</li> <li>• Interview</li> </ul> |
| <b>Language structures and conventions</b> | Register, style and voice  | Register, style and voice  | Register, style and voice  |

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|  | <p>Word choice<br/>Sentence construction<br/>Paragraph writing<br/>Punctuation and spelling</p> <p>Parts of words</p> <ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul> <p>Nouns<br/>Pronouns<br/>Verbs and Modalities<br/>Adjectives<br/>Adverbs<br/>Question forms<br/>Prepositions and locatives<br/>Clauses and sentences<br/>Conjunctions and transition words<br/>Interjectives/Ideophones<br/>Exclamations<br/>Punctuation<br/>Spelling</p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Facts and opinions</li> <li>• Direct and implied meaning</li> <li>• Denotation and connotation</li> <li>• Socio-political and cultural background of texts and author</li> <li>• The effect of selections and omissions on meanings</li> <li>• Relationships between language and power</li> <li>• Emotive and manipulative language</li> </ul> | <p>Word choice<br/>Sentence construction<br/>Paragraph writing<br/>Punctuation and spelling</p> <p>Parts of words</p> <ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul> <p>Nouns<br/>Pronouns<br/>Verbs and Modalities<br/>Adjectives<br/>Adverbs<br/>Question forms<br/>Prepositions and locatives<br/>Clauses and sentences<br/>Conjunctions and transition words<br/>Interjectives/Ideophones<br/>Exclamations<br/>Punctuation<br/>Spelling</p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Facts and opinions</li> <li>• Direct and implied meaning</li> <li>• Denotation and connotation</li> <li>• Socio-political and cultural background of texts and author</li> <li>• The effect of selections and omissions on meanings</li> <li>• Relationships between language and power</li> <li>• Emotive and manipulative language</li> </ul> | <p>Word choice<br/>Sentence construction<br/>Paragraph writing<br/>Punctuation and spelling</p> <p>Parts of words</p> <ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul> <p>Nouns<br/>Pronouns<br/>Verbs and Modalities<br/>Adjectives<br/>Adverbs<br/>Question forms<br/>Prepositions and locatives<br/>Clauses and sentences<br/>Conjunctions and transition words<br/>Interjectives/Ideophones<br/>Exclamations<br/>Punctuation<br/>Spelling</p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Facts and opinions</li> <li>• Direct and implied meaning</li> <li>• Denotation and connotation</li> <li>• Socio-political and cultural background of texts and author</li> <li>• The effect of selections and omissions on meanings</li> <li>• Relationships between language and power</li> <li>• Emotive and manipulative language</li> </ul> |
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## 4.3 IsiNdebele

### Content Map Grade 10 – 12

| I-anekestjha A2              | IsiNdebele ILimu LeKhaya   |  | IGreyidi: 10-12   |
|------------------------------|--|--|---|
|                              | IsiGaba sokuLandelanisa okumuNyethweko okuBuyekezweko  |  |   |
| Amakghono/Okumunyethweko     | IGreyidi 10  | IGreyidi 11  | IGreyidi 12   |
| <b>Ukulalela nokukhuluma</b> | <p><b>Ukulalelela ukuthola ilwazi elithileko:</b><br/>(Ukuthola ilwazi, ukuhlola, ukubuka nokukhulumisana nabantu)<br/>Ukulalelela ukuzwisisa<br/>Ukulalela ngomnqopho wokutsenga nokuhlola<br/>Ukulalelela ukubuka nokukhulumisana nabantu<br/><b>Ikambiso yokukhuluma:</b><br/>Ukuhlela<br/>Ukurhubhulula<br/>Ukubuthelela<br/>Ukuzibandula<br/>Ukwethula</p> <p><b>Amatheksthi wokuthintana ngokukhuluma:</b><br/>(Amatshwayo nemithetjhwana)<br/>Ukufundela phezulu okungakalungiselelwa<br/>Ikulumo elungiselelweko<br/>Ikulumo engakalungiselelwa<br/>Ikulumiswano<br/>Ikulumo-pikiswano<br/>Ikulumo-pendulwano<br/>I-inthavyu<br/>Umbiko (ohlelelweko nongakahlelwa)<br/>Ikulumiswano (yephanela nengakahlelwa)<br/>Imilayelo<br/>Iforamu<br/>Ukwethula isikhulumi<br/>Ukwethula amezwi wokuthokoza</p> | <p><b>Ukulalelela ukuthola ilwazi elithileko:</b><br/>(Ukuthola ilwazi, ukuhlola, ukubuka nokukhulumisana nabantu)<br/>Ukulalelela ukuzwisisa<br/>Ukulalela ngomnqopho wokutsenga nokuhlola<br/>Ukulalelela ukubuka nokukhulumisana nabantu<br/><b>Ikambiso yokukhuluma:</b><br/>Ukuhlela<br/>Ukurhubhulula<br/>Ukubuthelela<br/>Ukuzibandula<br/>Ukwethula</p> <p><b>Amatheksthi wokuthintana ngokukhuluma:</b><br/>(Amatshwayo nemithetjhwana)<br/>Ukufundela phezulu okungakalungiselelwa<br/>Ikulumo elungiselelweko<br/>Ikulumo engakalungiselelwa<br/>Ikulumiswano<br/>Ikulumo-pikiswano<br/>Ikulumo-pendulwano<br/>I-inthavyu<br/>Umbiko (ohlelelweko nongakahlelwa)<br/>Ikulumiswano (yephanela nengakahlelwa)<br/>Imilayelo<br/>Iforamu<br/>Ukwethula isikhulumi<br/>Ukwethula amezwi wokuthokoza</p> | <p><b>Ukulalelela ukuthola ilwazi elithileko:</b><br/>(Ukuthola ilwazi, ukuhlola, ukubuka nokukhulumisana nabantu)<br/>Ukulalelela ukuzwisisa<br/>Ukulalela ngomnqopho wokutsenga nokuhlola<br/>Ukulalelela ukubuka nokukhulumisana nabantu<br/><b>Ikambiso yokukhuluma:</b><br/>Ukuhlela<br/>Ukurhubhulula<br/>Ukubuthelela<br/>Ukuzibandula<br/>Ukwethula</p> <p><b>Amatheksthi wokuthintana ngokukhuluma:</b><br/>(Amatshwayo nemithetjhwana)<br/>Ikulumo elungiselelweko <b>1 x 2</b><br/>Ikulumo engakalungiselelwa<br/>Ikulumiswano<br/>Ikulumo-pikiswano<br/>Ikulumo-pendulwano<br/>I-inthavyu<br/>Umbiko (ohlelelweko nongakahlelwa)<br/>Ikulumiswano (yephanela nengakahlelwa)<br/>Imilayelo<br/>Iforamu<br/>Ukwethula isikhulumi<br/>Ukwethula amezwi wokuthokoza</p> |
| <b>Ukufunda nokubukela</b>   | <p><b>Ikambiso Yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b></p> <ul style="list-style-type: none"> <li>• Ukuskima nokuskena amatshwayo wetheksthi; iinhloko, iinhlokwana, imitlolo kurhumutjha, okubonwako kanye nelwazi lamagrafu, isib. Ubukhulu bamaledere nokunombora, ukuhleleka, ama-ayikhoni, imifanekiso, amagrafu, amatjhadi, imidwebo, amamebhe, amamenyu wekhomphyutha, iindlela zokusetjha/funa amagama, njll.</li> <li>• Ukuskima nokuskena iingcenywe zeencwadi, isib. Ikhasi</li> </ul>   | <p><b>Ikambiso Yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b></p> <ul style="list-style-type: none"> <li>• Ukuskima nokuskena amatshwayo wetheksthi; iinhloko, iinhlokwana, imitlolo kurhumutjha, okubonwako kanye nelwazi lamagrafu, isib. Ubukhulu bamaledere nokunombora, ukuhleleka, ama-ayikhoni, imifanekiso, amagrafu, amatjhadi, imidwebo, amamebhe, amamenyu wekhomphyutha, iindlela</li> </ul>   | <p><b>Ikambiso Yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b></p> <ul style="list-style-type: none"> <li>• Ukuskima nokuskena amatshwayo wetheksthi; iinhloko, iinhlokwana, imitlolo kurhumutjha, okubonwako kanye nelwazi lamagrafu, isib. Ubukhulu bamaledere nokunombora, ukuhleleka, ama-ayikhoni, imifanekiso, amagrafu, amatjhadi, imidwebo, amamebhe, amamenyu wekhomphyutha, iindlela</li> </ul>  |

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| <p>lesihloko, okumumethweko, isahluko, iglozari, i-indeksi, i-aphendiksi, okutlolwa phasi emitlolweni, njll.</p> <ul style="list-style-type: none"> <li>• Ukubonela phambili kusetjenziswe ilimi elitholwe nakuskinywako nalokha nakuskenwako.</li> <li>• Ukuqalana nelinye nelinye ilwazi-magama okungenzeka libe ngilelo abafundi abangalaziko</li> </ul> <p><b>Nakufundwako</b></p> <ul style="list-style-type: none"> <li>• Ukuthola bona itheksthi ikhuluma ngani</li> <li>• Ukuqala ihlathululo yamagama angakajayeleki neenthombe ngokusebenzisa amakghono wokukghedlha amagama namaqhinga wokuzwisisa amagama ngokusebenzisa ilwazi leenkhekhe zalo (igama).</li> <li>• Ukusebenzisa amaqhinga wokuzwisisa: ukuhlanganisa, ukutjheja ukufundela ukuzwisisa, ukuhlela ibelo lokufunda itheksthi ebudisi, ukufunda ngobutjha nakutlhogekako, ukuqala ilwazi lethekesthi mayelana nelwazi elingasiza, ukubuza nokuphendula imibuzo (ukusuka phasi ukuya phezulu) iinqunto, ukufunda ukobana uthole imibono eqakathekileko, ukutjheja ikhethomagama, izakhiwo zelimi namatshwayo welimi.</li> <li>• Ukwenza amanowuthi nanyana ukurhunyeza nokusekela imibono.</li> </ul> <p><b>Ngemva kokufunda</b></p> <ul style="list-style-type: none"> <li>• Phendula imibuzo etheksthini ukusukela kesezingeni eliphasi ukuya keliphezulu.</li> <li>• Ukumadanisa nokuhlukanisa; ukuhlanganisa.</li> <li>• Ukuhlola, ukuthatha iinqunto nokuveza yabo imibono.</li> <li>• Ukukhiqiza ijenre ngokutlola okungeyabo ngobutjha (lapha kufuneka khona)</li> <li>• Ukuthuthukisa ukuyelelisa kokusetjenziswa kwelimi. <ul style="list-style-type: none"> <li>o Iqiniso nombono.</li> <li>o Ihlathululo ebhamba nefihlakeleko.</li> <li>o Isendlalelo somtoli nesetheksthi malungana nezokuhlalisana, zepolotiki nezamasiko.</li> <li>o Imiphumela yokukhetha nokutjhiywa kwelwazi elithileko ehlathululweni.</li> </ul> </li> </ul> | <p>zokusetjha/funa amagama, njll.</p> <ul style="list-style-type: none"> <li>• Ukuskima nokuskena iingceny zeencwadi, isib. Ikhasi lesihloko, okumumethweko, isahluko, iglozari, i-indeksi, i-aphendiksi, okutlolwa phasi emitlolweni, njll.</li> <li>• Ukubonela phambili kusetjenziswe ilimi elitholwe nakuskinywako nalokha nakuskenwako.</li> <li>• Ukuqalana nelinye nelinye ilwazi-magama okungenzeka libe ngilelo abafundi abangalaziko</li> </ul> <p><b>Nakufundwako</b></p> <ul style="list-style-type: none"> <li>• Ukuthola bona itheksthi ikhuluma ngani</li> <li>• Ukuqala ihlathululo yamagama angakajayeleki neenthombe ngokusebenzisa amakghono wokukghedlha amagama namaqhinga wokuzwisisa amagama ngokusebenzisa ilwazi leenkhekhe zalo (igama).</li> <li>• Ukusebenzisa amaqhinga wokuzwisisa: ukuhlanganisa, ukutjheja ukufundela ukuzwisisa, ukuhlela ibelo lokufunda itheksthi ebudisi, ukufunda ngobutjha nakutlhogekako, ukuqala ilwazi lethekesthi mayelana nelwazi elingasiza, ukubuza nokuphendula imibuzo (ukusuka phasi ukuya phezulu) iinqunto, ukufunda ukobana uthole imibono eqakathekileko, ukutjheja ikhethomagama, izakhiwo zelimi namatshwayo welimi.</li> <li>• Ukwenza amanowuthi nanyana ukurhunyeza nokusekela imibono.</li> </ul> <p><b>Ngemva kokufunda</b></p> <ul style="list-style-type: none"> <li>• Phendula imibuzo etheksthini ukusukela kesezingeni eliphasi ukuya keliphezulu.</li> <li>• Ukumadanisa nokuhlukanisa; ukuhlanganisa.</li> <li>• Ukuhlola, ukuthatha iinqunto nokuveza yabo imibono.</li> <li>• Ukukhiqiza ijenre ngokutlola okungeyabo ngobutjha (lapha kufuneka khona)</li> <li>• Ukuthuthukisa ukuyelelisa kokusetjenziswa kwelimi. <ul style="list-style-type: none"> <li>o Iqiniso nombono.</li> <li>o Ihlathululo ebhamba nefihlakeleko.</li> <li>o Isendlalelo somtoli nesetheksthi malungana nezokuhlalisana, zepolotiki nezamasiko.</li> </ul> </li> </ul> | <p>zokusetjha/funa amagama, njll.</p> <ul style="list-style-type: none"> <li>• Ukuskima nokuskena iingceny zeencwadi, isib. Ikhasi lesihloko, okumumethweko, isahluko, iglozari, i-indeksi, i-aphendiksi, okutlolwa phasi emitlolweni, njll.</li> <li>• Ukubonela phambili kusetjenziswe ilimi elitholwe nakuskinywako nalokha nakuskenwako.</li> <li>• Ukuqalana nelinye nelinye ilwazi-magama okungenzeka libe ngilelo abafundi abangalaziko</li> </ul> <p><b>Nakufundwako</b></p> <ul style="list-style-type: none"> <li>• Ukuthola bona itheksthi ikhuluma ngani</li> <li>• Ukuqala ihlathululo yamagama angakajayeleki neenthombe ngokusebenzisa amakghono wokukghedlha amagama namaqhinga wokuzwisisa amagama ngokusebenzisa ilwazi leenkhekhe zalo (igama).</li> <li>• Ukusebenzisa amaqhinga wokuzwisisa: ukuhlanganisa, ukutjheja ukufundela ukuzwisisa, ukuhlela ibelo lokufunda itheksthi ebudisi, ukufunda ngobutjha nakutlhogekako, ukuqala ilwazi lethekesthi mayelana nelwazi elingasiza, ukubuza nokuphendula imibuzo (ukusuka phasi ukuya phezulu) iinqunto, ukufunda ukobana uthole imibono eqakathekileko, ukutjheja ikhethomagama, izakhiwo zelimi namatshwayo welimi.</li> <li>• Ukwenza amanowuthi nanyana ukurhunyeza nokusekela imibono.</li> </ul> <p><b>Ngemva kokufunda</b></p> <ul style="list-style-type: none"> <li>• Phendula imibuzo etheksthini ukusukela kesezingeni eliphasi ukuya keliphezulu.</li> <li>• Ukumadanisa nokuhlukanisa; ukuhlanganisa.</li> <li>• Ukuhlola, ukuthatha iinqunto nokuveza yabo imibono.</li> <li>• Ukukhiqiza ijenre ngokutlola okungeyabo ngobutjha (lapha kufuneka khona)</li> <li>• Ukuthuthukisa ukuyelelisa kokusetjenziswa kwelimi. <ul style="list-style-type: none"> <li>o Iqiniso nombono.</li> <li>o Ihlathululo ebhamba nefihlakeleko.</li> <li>o Isendlalelo somtoli nesetheksthi malungana nezokuhlalisana, zepolotiki nezamasiko.</li> </ul> </li> </ul> |
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|  | <p>O Itjhebiswano phakathi kwelimi Namandla, ilimi elithinta imizwa, lokwenzisa, elitjengisa ubuhlangothi, ukungathandi abantu nezinto ezithileko ngaphandle kweenzathu neenkolelo ezinganabufakazi obucacileko, ibandlululo, iindlela ezihlukeneko zokusebenzisa ilimi, ukuthatha iinqunto, okuphakanyiswako, iinzathu zokusekela imibono, umnqopho wokufaka nanyana wokutjhiya ilwazi.</p> <p><b>Ukurhumutjha amatheksthi abonwako (imihlobo yamatheksthi amigwalo nabonwako)</b></p> <ul style="list-style-type: none"> <li>• Amaqhinga adosako: Ilimi elithinta imizwa, lokwenzisa, elitjengisa ubuhlangothi</li> <li>• Indlela ilimi nemifanekiso elitjengisa belibumbe imikghwa namagugu; imifanekiso nelimi elithatha ubulili bunye, elibandlululako, elifaka ubudala nanyana elilawula kuqiniswa kweenkolelo ezinganabufakazi, khulukhulu eenkhangisweni</li> <li>• Amandla wokusetjenziswa kwemihlobo yamafonti kanye nobukhulu bamaledere, iinhloko neenhlokwana</li> <li>• Hlela, rhumutjha bewuphendule imihlobo yamakhathuni /nemitletlana yamakhomikhi.</li> </ul> <p><b>Ukwakhiwa kwelwazi-magama nokusetjenziswa kwelimi</b></p> <ul style="list-style-type: none"> <li>• Ilimi leenthombengqondo namaqhinga wokusetjenziswa kweemfengqo: izitjho, ukusetjenziswa kwezitjho, izaga, iimfengqo (isifaniso, isingathekiso, isenzasamuntu, i-oksimoroni, imethonimi, izenzukuthi, irhwala, ukuziphikisa, itshimo, irhobho-ndaba, itshwayo, ihlonipho, ukurhwala, ukuziphikisa, okumraro wokuziphikisa, isihlekisi, ukuvuma ngokuphika, isinedotjhi, ukuphikisa) njengombana ilwazi leenthombengqondwezi liqakathekile, kufanele zifundiswe abafundi kwaphela lokha nazikhona etheksthini yamambala, kokubili iimbongo neenkondlo, iindatjana</li> </ul> | <p>O Imiphumela yokukhetha nokutjhiywa kwelwazi elithileko ehlathululweni.</p> <p>O Itjhebiswano phakathi kwelimi namandla, ilimi elithinta imizwa, lokwenzisa, elitjengisa ubuhlangothi, ukungathandi abantu nezinto ezithileko ngaphandle kweenzathu neenkolelo ezinganabufakazi obucacileko, ibandlululo, iindlela ezihlukeneko zokusebenzisa ilimi, ukuthatha iinqunto, okuphakanyiswako, iinzathu zokusekela imibono, umnqopho wokufaka nanyana wokutjhiya ilwazi</p> <p><b>Ukurhumutjha amatheksthi abonwako (imihlobo yamatheksthi amigwalo nabonwako)</b></p> <ul style="list-style-type: none"> <li>• Amaqhinga adosako: Ilimi elithinta imizwa, lokwenzisa, elitjengisa ubuhlangothi</li> <li>• Indlela ilimi nemifanekiso elitjengisa belibumbe imikghwa namagugu; imifanekiso nelimi elithatha ubulili bunye, elibandlululako, elifaka ubudala nanyana elilawula kuqiniswa kweenkolelo ezinganabufakazi, khulukhulu eenkhangisweni</li> <li>• Amandla wokusetjenziswa kwemihlobo yamafonti kanye nobukhulu bamaledere, iinhloko neenhlokwana</li> <li>• Hlela, rhumutjha bewuphendule imihlobo yamakhathuni /nemitletlana yamakhomikhi.</li> </ul> <p><b>Ukwakhiwa kwelwazi-magama nokusetjenziswa kwelimi</b></p> <ul style="list-style-type: none"> <li>• Ilimi leenthombengqondo namaqhinga wokusetjenziswa kweemfengqo: izitjho, ukusetjenziswa kwezitjho, izaga, iimfengqo (isifaniso, isingathekiso, isenzasamuntu, i-oksimoroni, imethonimi, izenzukuthi, irhwala, ukuziphikisa, itshimo, irhobho-ndaba, itshwayo, ihlonipho, ukurhwala, ukuziphikisa, okumraro wokuziphikisa, isihlekisi, ukuvuma ngokuphika, isinedotjhi, ukuphikisa) njengombana ilwazi leenthombengqondwezi liqakathekile, kufanele</li> </ul> | <p>O Imiphumela yokukhetha nokutjhiywa kwelwazi elithileko ehlathululweni.</p> <p>O Itjhebiswano phakathi kwelimi namandla, ilimi elithinta imizwa, lokwenzisa, elitjengisa ubuhlangothi, ukungathandi abantu nezinto ezithileko ngaphandle kweenzathu neenkolelo ezinganabufakazi obucacileko, ibandlululo, iindlela ezihlukeneko zokusebenzisa ilimi, ukuthatha iinqunto, okuphakanyiswako, iinzathu zokusekela imibono, umnqopho wokufaka nanyana wokutjhiya ilwazi</p> <p><b>Ukurhumutjha amatheksthi abonwako (imihlobo yamatheksthi amigwalo nabonwako)</b></p> <ul style="list-style-type: none"> <li>• Amaqhinga adosako: Ilimi elithinta imizwa, lokwenzisa, elitjengisa ubuhlangothi</li> <li>• Indlela ilimi nemifanekiso elitjengisa belibumbe imikghwa namagugu; imifanekiso nelimi elithatha ubulili bunye, elibandlululako, elifaka ubudala nanyana elilawula kuqiniswa kweenkolelo ezinganabufakazi, khulukhulu eenkhangisweni</li> <li>• Amandla wokusetjenziswa kwemihlobo yamafonti kanye nobukhulu bamaledere, iinhloko neenhlokwana</li> <li>• Hlela, rhumutjha bewuphendule imihlobo yamakhathuni /nemitletlana yamakhomikhi.</li> </ul> <p><b>Ukwakhiwa kwelwazi-magama nokusetjenziswa kwelimi</b></p> <ul style="list-style-type: none"> <li>• Ilimi leenthombengqondo namaqhinga wokusetjenziswa kweemfengqo: izitjho, ukusetjenziswa kwezitjho, izaga, iimfengqo (isifaniso, isingathekiso, isenzasamuntu, i-oksimoroni, imethonimi, izenzukuthi, irhwala, ukuziphikisa, itshimo, irhobho-ndaba, itshwayo, ihlonipho, ukurhwala, ukuziphikisa, okumraro wokuziphikisa, isihlekisi, ukuvuma ngokuphika, isinedotjhi, ukuphikisa) njengombana ilwazi leenthombengqondwezi liqakathekile, kufanele</li> </ul> |
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|  | <p>ezingasiliqiniso neendatjana eziliqiniso.</p> <ul style="list-style-type: none"> <li>• Hlukanisa hlangana nelimi elifihlakeleko nelibhamba.</li> <li>• Ukusetjenziswa kweenhlathululi-mezwi, ithesarasi neminye imithombo yeencwadi ukutjheja ihlathululo, ukupeleda, ukuphimiswa, ukutlolwa kweenhlamvu zamagama kanye neenkhekhe zekulumo zamagama angakajayelevi.</li> <li>• Lemuka ihlathululo yeenthomo ezijayelekileko (isib. Isi-, ubu-, uku-) neenlungelelo ezijayelekileko (isibonelo, -ana, -isa, -eka, njll).</li> <li>• Yitjho ihlathululo yamagama kanye nokuhlangana kwawo namagama asemndenini munye nawo ngokusebenzisa ilwazi lemirabhu, iinlungelelo neenthomo.</li> <li>• Sebenzisa ubujamo bamatheksthi (isib. Ihlathululo esemitjhweni), amatshwayo (isib. Amakhoma, abodzubhula) namatshwayo wegrafu ukutjheja ihlathululo yamagama angakajayelevi.</li> <li>• Hlukanisa hlangana namagama aneenhlathululo ezinengi (amagama atolwe ngokufana abe nehlathululo ehlukeneko ematheksthini angasibudisi mayelana neenhloko zamambala.</li> <li>• Bona ama-alujini (ikulumo <i>esuselwa esigamekweni esithileko</i>) (isib, Ukubonana isiNikhodima, ukukholwa ngokubona njengoTomasi) avamileko. Ukutjengisa ukuzwisisa <i>imitjhwana ejayelekileko kanye nezaga</i> nezitjho zesiNdebele.</li> <li>• Hlola indlela amanye amagama abuya kwamanye amasiko anamandla ngakhona etheksthini (isib. Amagama abuya kwamanye amalimi weengodi, ilimi lesitrada, amagama abuya kwamanye amalimi, amathemu wesitjhaba)</li> <li>• Hlukanisa phakathi kwamagama ahlanguhlanganiswako <i>abomafana-peledwa(ama-homografu), amagama amqondo-fana, amagama amqondohluka, amapholisemi (igama elilodwa elineenhlathululo ezinengi).</i></li> <li>• Yitjho godu indaba nanyana umutjho usebenzise amagama ahlukeneko (atjho okufanako nanyana aphikisanako). <ul style="list-style-type: none"> <li>• Sebenzisa igama elilodwa esikhundleni sebinzana.</li> <li>• Sebenzisa amagama akhambisanako (abomakha-mbisana) isib. amathe nelimi, ukatsu nekhondlo.</li> </ul> </li> </ul> | <p>zifundiswe abafundi kwaphela lokha nazikhona etheksthini yamambala, kokubili iimbongo neenkondlo, iindatjana ezingasiliqiniso neendatjana eziliqiniso.</p> <ul style="list-style-type: none"> <li>• Hlukanisa hlangana nelimi elifihlakeleko nelibhamba.</li> <li>• Ukusetjenziswa kweenhlathululi-mezwi, ithesarasi neminye imithombo yeencwadi ukutjheja ihlathululo, ukupeleda, ukuphimiswa, ukutlolwa kweenhlamvu zamagama kanye neenkhekhe zekulumo zamagama angakajayelevi.</li> <li>• Lemuka ihlathululo yeenthomo ezijayelekileko (isib. Isi-, ubu-, uku-) neenlungelelo ezijayelekileko (isibonelo, -ana, -isa, -eka, njll).</li> <li>• Yitjho ihlathululo yamagama kanye nokuhlangana kwawo namagama asemndenini munye nawo ngokusebenzisa ilwazi lemirabhu, iinlungelelo neenthomo.</li> <li>• Sebenzisa ubujamo bamatheksthi (isib. Ihlathululo esemitjhweni), amatshwayo (isib. Amakhoma, abodzubhula) namatshwayo wegrafu ukutjheja ihlathululo yamagama angakajayelevi.</li> <li>• Hlukanisa hlangana namagama aneenhlathululo ezinengi (amagama atolwe ngokufana abe nehlathululo ehlukeneko ematheksthini angasibudisi mayelana neenhloko zamambala.</li> <li>• Bona ama-alujini (ikulumo <i>esuselwa esigamekweni esithileko</i>) (isib, Ukubonana isiNikhodima, ukukholwa ngokubona njengoTomasi) avamileko. Ukutjengisa ukuzwisisa <i>imitjhwana ejayelekileko kanye nezaga</i> nezitjho zesiNdebele.</li> <li>• Hlola indlela amanye amagama abuya kwamanye amasiko anamandla ngakhona etheksthini (isib. Amagama abuya kwamanye amalimi weengodi, ilimi lesitrada, amagama abuya kwamanye amalimi, amathemu wesitjhaba)</li> <li>• Hlukanisa phakathi kwamagama ahlanguhlanganiswako <i>abomafana-peledwa(ama-homografu), amagama amqondo-fana, amagama amqondohluka, amapholisemi (igama elilodwa elineenhlathululo ezinengi).</i></li> <li>• Yitjho godu indaba nanyana umutjho usebenzise amagama ahlukeneko (atjho</li> </ul> | <p>zifundiswe abafundi kwaphela lokha nazikhona etheksthini yamambala, kokubili iimbongo neenkondlo, iindatjana ezingasiliqiniso neendatjana eziliqiniso.</p> <ul style="list-style-type: none"> <li>• Hlukanisa hlangana nelimi elifihlakeleko nelibhamba.</li> <li>• Ukusetjenziswa kweenhlathululi-mezwi, ithesarasi neminye imithombo yeencwadi ukutjheja ihlathululo, ukupeleda, ukuphimiswa, ukutlolwa kweenhlamvu zamagama kanye neenkhekhe zekulumo zamagama angakajayelevi.</li> <li>• Lemuka ihlathululo yeenthomo ezijayelekileko (isib. Isi-, ubu-, uku-) neenlungelelo ezijayelekileko (isibonelo, -ana, -isa, -eka, njll).</li> <li>• Yitjho ihlathululo yamagama kanye nokuhlangana kwawo namagama asemndenini munye nawo ngokusebenzisa ilwazi lemirabhu, iinlungelelo neenthomo.</li> <li>• Sebenzisa ubujamo bamatheksthi (isib. Ihlathululo esemitjhweni), amatshwayo (isib. Amakhoma, abodzubhula) namatshwayo wegrafu ukutjheja ihlathululo yamagama angakajayelevi.</li> <li>• Hlukanisa hlangana namagama aneenhlathululo ezinengi (amagama atolwe ngokufana abe nehlathululo ehlukeneko ematheksthini angasibudisi mayelana neenhloko zamambala.</li> <li>• Bona ama-alujini (ikulumo <i>esuselwa esigamekweni esithileko</i>) (isib, Ukubonana isiNikhodima, ukukholwa ngokubona njengoTomasi) avamileko. Ukutjengisa ukuzwisisa <i>imitjhwana ejayelekileko kanye nezaga</i> nezitjho zesiNdebele.</li> <li>• Hlola indlela amanye amagama abuya kwamanye amasiko anamandla ngakhona etheksthini (isib. Amagama abuya kwamanye amalimi weengodi, ilimi lesitrada, amagama abuya kwamanye amalimi, amathemu wesitjhaba)</li> <li>• Hlukanisa phakathi kwamagama ahlanguhlanganiswako <i>abomafana-peledwa(ama-homografu), amagama amqondo-fana, amagama amqondohluka, amapholisemi (igama elilodwa elineenhlathululo ezinengi).</i></li> <li>• Yitjho godu indaba nanyana umutjho usebenzise amagama ahlukeneko (atjho</li> </ul> |
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|  | <p><b>Ukubunjwa komutjho nokuhlela amatheksthi</b></p> <ul style="list-style-type: none"> <li>• Lemuka, hlathulula bewutsenge ihlathululo nemisebenzi yezakhiwo zelifini nemithetho amatheksthini: <ul style="list-style-type: none"> <li>○ linhlanganisi/iinhlanganiso: isib. ngombana, begodu, kokuthoma, ngakelinye ihlangothi, njll.</li> <li>○ Imihlobo ehlukeneko yeenrhunyezo nama-akhronimi.</li> <li>○ lindlela zesenzo neensizasenzo, ukutjengisa isikhathi neendlela zesenzo ezifana nendlela enqophileko, ekatelelako, eyamileko, njll. ngendlela efaneleko.</li> <li>○ Imitjho elula, epandepande, evangileko, epandepande-vangileko ngokusebenzisa imitjhwana, ibinzana neenhlanganiso.</li> <li>○ Ipambosi yokwenziwa.</li> <li>○ Ikulumo enqophileko nengakanqophi.</li> <li>○ Ukuhleleka kwamagama ngendlela efaneleko.</li> <li>○ Iimvumelwano, isibanjalo, izandiso zendawo/ abondaweni.</li> <li>○ Amatshwayo wokutlola. <ul style="list-style-type: none"> <li>• Tsenga isakhiwo/ ukuhleleleka kwamatheksthi asetjenziswa kiyo yoke ikharikhyulamu namagama aziinhlanganisi/ amagama abonisa amatshwayo: iindima ezitjengisa ilandelano: ihlathululo, unobangela nomphumela, ikambiso, ukumadanisa/ukuhlukanisa, ilandelano lokuqakatheka, ukulandelana ngokweenkhundla, indima ebonisa ukukhetha khona, indima ebonisa ukuhlukanisa, indima ehlolako, indima ehlathululako, indima ebonisa ukuhlola, indima eveza okuthileko, indima</li> </ul> </li> </ul> </li> </ul> | <p>okufanako nanyana aphikisanako).</p> <ul style="list-style-type: none"> <li>• Sebenzisa igama elilodwa esikhundleni sebinzana.</li> <li>• Sebenzisa amagama akhambisanako (abomakha- mbisana) isib. amathe nelimi, ukatsu nekhondlo.</li> </ul> <p><b>Ukubunjwa komutjho nokuhlela amatheksthi</b></p> <ul style="list-style-type: none"> <li>• Lemuka, hlathulula bewutsenge ihlathululo nemisebenzi yezakhiwo zelifini nemithetho amatheksthini: <ul style="list-style-type: none"> <li>○ linhlanganisi/iinhlanganiso: isib. ngombana, begodu, kokuthoma, ngakelinye ihlangothi, njll.</li> <li>○ Imihlobo ehlukeneko yeenrhunyezo nama-akhronimi.</li> <li>○ lindlela zesenzo neensizasenzo, ukutjengisa isikhathi neendlela zesenzo ezifana nendlela enqophileko, ekatelelako, eyamileko, njll. ngendlela efaneleko.</li> <li>○ Imitjho elula, epandepande, evangileko, epandepande-vangileko ngokusebenzisa imitjhwana, ibinzana neenhlanganiso.</li> <li>○ Ipambosi yokwenziwa.</li> <li>○ Ikulumo enqophileko nengakanqophi.</li> <li>○ Ukuhleleka kwamagama ngendlela efaneleko.</li> <li>○ Iimvumelwano, isibanjalo, izandiso zendawo/ abondaweni.</li> <li>○ Amatshwayo wokutlola. <ul style="list-style-type: none"> <li>• Tsenga isakhiwo/ ukuhleleleka kwamatheksthi asetjenziswa kiyo yoke ikharikhyulamu namagama aziinhlanganisi/ amagama abonisa amatshwayo: iindima ezitjengisa ilandelano: ihlathululo, unobangela nomphumela, ikambiso, ukumadanisa/ukuhlukanisa, ilandelano lokuqakatheka, ukulandelana ngokweenkhundla, indima ebonisa ukukhetha khona, indima ebonisa ukuhlukanisa, indima ehlolako, indima ehlathululako, indima ebonisa ukuhlola, indima</li> </ul> </li> </ul> </li> </ul> | <p>okufanako nanyana aphikisanako).</p> <ul style="list-style-type: none"> <li>• Sebenzisa igama elilodwa esikhundleni sebinzana.</li> <li>• Sebenzisa amagama akhambisanako (abomakha- mbisana) isib. amathe nelimi, ukatsu nekhondlo.</li> </ul> <p><b>Ukubunjwa komutjho nokuhlela amatheksthi</b></p> <ul style="list-style-type: none"> <li>• Lemuka, hlathulula bewutsenge ihlathululo nemisebenzi yezakhiwo zelifini nemithetho amatheksthini: <ul style="list-style-type: none"> <li>○ linhlanganisi/iinhlanganiso: isib. ngombana, begodu, kokuthoma, ngakelinye ihlangothi, njll.</li> <li>○ Imihlobo ehlukeneko yeenrhunyezo nama-akhronimi.</li> <li>○ lindlela zesenzo neensiza-senzo, ukutjengisa isikhathi neendlela zesenzo ezifana nendlela enqophileko, ekatelelako, eyamileko, njll. ngendlela efaneleko.</li> <li>○ Imitjho elula, epandepande, evangileko, epandepande-vangileko ngokusebenzisa imitjhwana, ibinzana neenhlanganiso.</li> <li>○ Ipambosi yokwenziwa.</li> <li>○ Ikulumo enqophileko nengakanqophi.</li> <li>○ Ukuhleleka kwamagama ngendlela efaneleko.</li> <li>○ Iimvumelwano, isibanjalo, izandiso zendawo/ abondaweni.</li> <li>○ Amatshwayo wokutlola. <ul style="list-style-type: none"> <li>• Tsenga isakhiwo/ ukuhleleleka kwamatheksthi asetjenziswa kiyo yoke ikharikhyulamu namagama aziinhlanganisi/ amagama abonisa amatshwayo: iindima ezitjengisa ilandelano: ihlathululo, unobangela nomphumela, ikambiso, ukumadanisa/ukuhlukanisa, ilandelano lokuqakatheka, ukulandelana ngokweenkhundla, indima ebonisa ukukhetha khona, indima ebonisa ukuhlukanisa, indima ehlolako, indima ehlathululako, indima ebonisa ukuhlola, indima</li> </ul> </li> </ul> </li> </ul> |
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|  | <p>ebikako, indima ephethako (thoma ukutlola indima mayelana namagama akhambisanako).</p> <p><b>Amatshwayo wamatheksthi wezemitlolo:</b><br/> <b>linkondlo:</b><br/> <b>linkondlo ezi-5 ezabelwe ukufundwa (ezibonweko)</b><br/> <b>Ikondlo yi-1 engakabonwa</b></p> <ul style="list-style-type: none"> <li>• Ihlathululo ebhamba</li> <li>• Ihlathululo eihlakeleko</li> <li>• Ummoya</li> <li>• Ummongondaba nomlayezo</li> <li>• Iinthombengqondo</li> <li>• Ikhethomagama, iphimbo, amaqhinga wokukhuluma, ukuziphendulela ngokwemizwa, imida, amagama, iingaba, ivumelwano, igido, isiphumuzi, ibuyelelo mida, ibuyelelo, amaqhinga wetjhada, fanatjhada, fananggwaqa, fanakamisa, unomatopiya, ifanatjhada ne-enjambamende.</li> </ul> <p style="text-align: center;"><b>KANYE</b></p> <p><b>Umdlalo/idrama:</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo nesakhiwana (isethulo, irarano, ukukhula kwetjharagano, isiqongolo, ukurhobha kwendaba, isiphetho, ukubikezela, ukutjhegez' emuva)</li> <li>• Ukwethulwa kwabadlali</li> <li>• Umsebenzi womdemi/ihlangothi lomdemi</li> <li>• Ummongondaba nemilayezo</li> <li>• Ingemuva nesizinda – kuqaliswe ebadlalini nakummongondaba</li> <li>• Ummoya nephimbo</li> <li>• Isiphetho-phekghu/isiphetho</li> <li>• Iinkomba zekundleni yokudlalela</li> </ul> | <p>eveza okuthileko, indima ebikako, indima ephethako (thoma ukutlola indima mayelana namagama akhambisanako).</p> <p><b>Amatshwayo wamatheksthi wezemitlolo:</b><br/> <b>linkondlo:</b><br/> <b>linkondlo ezi-5 ezabelwe ukufundwa (ezibonweko)</b><br/> <b>Ikondlo yi-1 engakabonwa</b></p> <ul style="list-style-type: none"> <li>• Ihlathululo ebhamba</li> <li>• Ihlathululo eihlakeleko</li> <li>• Ummoya</li> <li>• Ummongondaba nomlayezo</li> <li>• Iinthombengqondo</li> <li>• Ikhethomagama, iphimbo, amaqhinga wokukhuluma, ukuziphendulela ngokwemizwa, imida, amagama, iingaba, ivumelwano, igido, isiphumuzi, ibuyelelo mida, ibuyelelo, amaqhinga wetjhada, fanatjhada, fananggwaqa, fanakamisa, unomatopiya, ifanatjhada ne-enjambamende.</li> </ul> <p style="text-align: center;"><b>KANYE</b></p> <p><b>Umdlalo/idrama:</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo nesakhiwana (isethulo, irarano, ukukhula kwetjharagano, isiqongolo, ukurhobha kwendaba, isiphetho, ukubikezela, ukutjhegez' emuva)</li> <li>• Ukwethulwa kwabadlali</li> <li>• Umsebenzi womdemi/ihlangothi lomdemi</li> <li>• Ummongondaba nemilayezo</li> <li>• Ingemuva nesizinda – kuqaliswe ebadlalini nakummongondaba</li> <li>• Ummoya nephimbo</li> <li>• Isiphetho-phekghu/isiphetho</li> <li>• Iinkomba zekundleni yokudlalela</li> <li>• Ukulumathana phakathi kwekulumo-pendulwano/</li> </ul> | <p>eveza okuthileko, indima ebikako, indima ephethako (thoma ukutlola indima mayelana namagama akhambisanako).</p> <p><b>Amatshwayo wamatheksthi wezemitlolo:</b><br/> <b>linkondlo:</b><br/> <b>linkondlo ezili-12 ezabelwe ukufundwa (ezibonweko)</b><br/> <b>Ikondlo yi-1 engakabonwa</b></p> <ul style="list-style-type: none"> <li>• Ihlathululo ebhamba</li> <li>• Ihlathululo eihlakeleko</li> <li>• Ummoya</li> <li>• Ummongondaba nomlayezo</li> <li>• Iinthombengqondo</li> <li>• Ikhethomagama, iphimbo, amaqhinga wokukhuluma, ukuziphendulela ngokwemizwa, imida, amagama, iingaba, ivumelwano, igido, isiphumuzi, ibuyelelo mida, ibuyelelo, amaqhinga wetjhada, fanatjhada, fananggwaqa, fanakamisa, unomatopiya, ifanatjhada ne-enjambamende.</li> </ul> <p style="text-align: center;"><b>KANYE</b></p> <p><b>Umdlalo/idrama:</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo nesakhiwana (isethulo, irarano, ukukhula kwetjharagano, isiqongolo, ukurhobha kwendaba, isiphetho, ukubikezela, ukutjhegez' emuva)</li> <li>• Ukwethulwa kwabadlali</li> <li>• Umsebenzi womdemi/ihlangothi lomdemi</li> <li>• Ummongondaba nemilayezo</li> <li>• Ingemuva nesizinda – kuqaliswe ebadlalini nakummongondaba</li> <li>• Ummoya nephimbo</li> <li>• Isiphetho-phekghu/isiphetho</li> <li>• Iinkomba zekundleni yokudlalela</li> </ul> |
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|                            | <ul style="list-style-type: none"> <li>• Ukulumathana phakathi kwekulumo-pendulwano/ ikulumo kayedwana nesenzeko</li> <li>• Isigameko esifihlelwe umdlali/abadlali kodwana abamukelilwazi basazi</li> <li>• Ukulandelana kweengameko/ Kwezehlakalo</li> </ul> <p style="text-align: center;"><b>NOFANA</b></p> <p><b>Inovela/Ubukghwari bomlomo:<br/>Ubukghwari bomlomo:<br/>Ubukghwari bomlomo obabelwe ukufundwa obu-4 neembongo ezi-2</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo nesakhiwana (isethulo, irarano, ukukhula kwetjharagano, isiqongolo, kurhobha, isiphetho, ukutjhegezela emva nokubikezela, isingeniso nesiphetho seenganekwana ezicocwako)</li> <li>• Irarano</li> <li>• Ukuthulwa kwabalingisi</li> <li>• Umsebenzi womdembu</li> <li>• Imilayezo nemimongondaba</li> <li>• Ingemuva nesizinda, isizinda sikhambelane nabalingisi nommongondaba</li> <li>• Ummoya, isiphetho-phekghu/ isiphetho</li> <li>• Ukulandelana kweengameko/ kwezehlakalo.</li> </ul> | <ul style="list-style-type: none"> <li>• ikulumo kayedwana nesenzeko</li> <li>• Isigameko esifihlelwe umdlali/abadlali kodwana abamukelilwazi basazi</li> <li>• Ukulandelana kweengameko/ Kwezehlakalo</li> </ul> <p style="text-align: center;"><b>NOFANA</b></p> <p><b>Inovela/Ubukghwari bomlomo:<br/>Ubukghwari bomlomo:<br/>Ubukghwari bomlomo obabelwe ukufundwa obu-4 neembongo ezi-2</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo nesakhiwana (isethulo, irarano, ukukhula kwetjharagano, isiqongolo, kurhobha, isiphetho, ukutjhegezela emva nokubikezela, isingeniso nesiphetho seenganekwana ezicocwako)</li> <li>• Irarano</li> <li>• Ukuthulwa kwabalingisi</li> <li>• Umsebenzi womdembu</li> <li>• Imilayezo nemimongondaba</li> <li>• Ingemuva nesizinda, isizinda sikhambelane nabalingisi nommongondaba</li> <li>• Ummoya, isiphetho-phekghu/ isiphetho</li> <li>• Ukulandelana kweengameko/ kwezehlakalo.</li> </ul> | <ul style="list-style-type: none"> <li>• Ukulumathana phakathi kwekulumo-pendulwano/ ikulumo kayedwana nesenzeko</li> <li>• Isigameko esifihlelwe umdlali/abadlali kodwana abamukelilwazi basazi</li> <li>• Ukulandelana kweengameko/ Kwezehlakalo</li> </ul> <p style="text-align: center;"><b>KANYE</b></p> <p><b>Inovela/Ubukghwari bomlomo:<br/>Ubukghwari bomlomo:<br/>Ubukghwari bomlomo obabelwe ukufundwa obuli-10 neembongo ezisi-6</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo nesakhiwana (isethulo, irarano, ukukhula kwetjharagano, isiqongolo, kurhobha, isiphetho, ukutjhegezela emva nokubikezela, isingeniso nesiphetho seenganekwana ezicocwako)</li> <li>• Irarano</li> <li>• Ukuthulwa kwabalingisi</li> <li>• Umsebenzi womdembu</li> <li>• Imilayezo nemimongondaba</li> <li>• Ingemuva nesizinda, isizinda sikhambelane nabalingisi nommongondaba</li> <li>• Ummoya, isiphetho-phekghu/ isiphetho</li> <li>• Ukulandelana kweengameko/ kwezehlakalo.</li> </ul> |
| <b>Ukutlola nokwethula</b> | <p><b>Ikambiso yokutlola:<br/>Ukuhlela/Ukulungiselela<br/>Ukutlola, Ukutlama, Uku-editha (ukulungisa iimphoso), ukubuyekeza, Ukwethula<br/>Imihlobo yetheksthi: Isakhiwo namatshwayo:<br/>Ama-esityi:</b></p> <ul style="list-style-type: none"> <li>• Ecocako</li> <li>• Ephikisako/ehlangothilinye</li> <li>• Ehlathululako</li> <li>• I-esityi yezemitlolo</li> </ul> <p><b>Amatheksthi wokuthintana:</b></p> <ul style="list-style-type: none"> <li>• lincwadi zobungani neyangokomthetho (isibawo/ isinghonyoyilo/ isibawo / ibhizinisi)</li> </ul>   | <p><b>Ikambiso yokutlola:<br/>Ukuhlela/Ukulungiselela<br/>Ukutlola, Ukutlama, Uku-editha (ukulungisa iimphoso), ukubuyekeza, Ukwethula<br/>Imihlobo yetheksthi: Isakhiwo namatshwayo:<br/>Ama-esityi:</b></p> <ul style="list-style-type: none"> <li>• Emahlangothimabili</li> <li>• Ephikisako (ehlangothilinye)</li> <li>• Evezako (eveza imizwa)</li> <li>• I-esityi yezemitlolo</li> </ul> <p><b>Amatheksthi wokuthintana:</b></p> <ul style="list-style-type: none"> <li>• lincwadi zobungani neyangokomthetho (isibawo/ isinghonyoyilo/ isibawo / ibhizinisi)</li> </ul>   | <p><b>Ikambiso yokutlola:<br/>Ukuhlela/Ukulungiselela<br/>Ukutlola, Ukutlama, Uku-editha (ukulungisa iimphoso), ukubuyekeza, Ukwethula<br/>Imihlobo yetheksthi: Isakhiwo namatshwayo:<br/>Ama-esityi:</b></p> <ul style="list-style-type: none"> <li>• Ecocako</li> <li>• Ehlathululako</li> <li>• Emahlangothimabili</li> <li>• Ephikisako (ehlangothilinye)</li> <li>• Evezako (eveza imizwa)</li> <li>• I-esityi yezemitlolo</li> </ul> <p><b>Amatheksthi wokuthintana:</b></p> <ul style="list-style-type: none"> <li>• lincwadi zobungani neyangokomthetho (isibawo/ isinghonyoyilo/ isibawo / ibhizinisi)</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Incwadi yangokomthetho nengasiyo yangokomthetho eya emaphephandabeni</li> <li>• Umbiko ohlelweko nongakahlelwa</li> <li>• I-athikili yephephandaba/nekamagazini</li> <li>• Umlando kamufi</li> <li>• I-imeyili</li> <li>• Ikulumo ehlelweko</li> <li>• Ikulumo-pendulwano</li> <li>• I-inthavyu (ukuhlunga)</li> </ul>   | <ul style="list-style-type: none"> <li>• Incwadi yangokomthetho nengasiyo yangokomthetho eya emaphephandabeni</li> <li>• Umbiko ohlelweko nongakahlelwa</li> <li>• Irivyu</li> <li>• I-athikili yephephandaba/nekamagazini</li> <li>• Umlando kamufi</li> <li>• I-imeyili</li> <li>• Ikulumo ehlelweko</li> <li>• Ikulumo-pendulwano</li> <li>• I-inthavyu (ukuhlunga)</li> </ul>   | <ul style="list-style-type: none"> <li>• Incwadi yangokomthetho nengasiyo yangokomthetho eya emaphephandabeni</li> <li>• Umbiko ohlelweko nongakahlelwa</li> <li>• Irivyu</li> <li>• I-athikili yephephandaba/nekamagazini</li> <li>• Umlando kamufi</li> <li>• I-imeyili</li> <li>• Ikulumo ehlelweko</li> <li>• Ikulumo-pendulwano</li> <li>• I-inthavyu (ukuhlunga)</li> <li>• Ikhariyulamu vithaye nencwadi emkhambisani</li> <li>• I-ajenda namaminiithi womhlangano</li> </ul>  |
| <p>Izaxhi nemithetjhwana yokusetjenziswa kwelimi (Ikhasi 103 – 105)</p> | <p>Irejista, isitayela nephimbo<br/>Ukukhethwa kwamagama<br/>Ukwakhiwa kwemitjho<br/>Ukutlolwa kwendima<br/>Iimphumuzi nokupeleda</p> <p><b>Iinkhekhe zamagama</b></p> <ul style="list-style-type: none"> <li>• Imirabhu</li> <li>• Iinthomo</li> <li>• Iinlungelelo</li> </ul> <p>Amabizo<br/>Izabizwana<br/>Izenzo neendlela zesenzo<br/>Iintlhudlhuli<br/>Izandiso<br/>Imihlobo yemibuzo<br/>Amaphriphozitjhini/ Izaxhi zakandaweni<br/>Iimitjhwana nemitjho<br/>Imihlobo yeengaba neenhlanganiso<br/>Isenzukuthi<br/>Iimbabazo<br/>Amatshwayo wokutlola<br/>Isipelinghi</p> <p><b>Ukuyeleliswa kokusetjenziswa kwelimi</b></p> <ul style="list-style-type: none"> <li>• Iqiniso nombono</li> <li>• Ihlathululo ebhamba nefihlakeleko</li> <li>• Isendalelo somtloli nesetheksthi malungana</li> </ul> | <p>Irejista, isitayela nephimbo<br/>Ukukhethwa kwamagama<br/>Ukwakhiwa kwemitjho<br/>Ukutlolwa kwendima<br/>Iimphumuzi nokupeleda</p> <p><b>Iinkhekhe zamagama</b></p> <ul style="list-style-type: none"> <li>• Imirabhu</li> <li>• Iinthomo</li> <li>• Iinlungelelo</li> </ul> <p>Amabizo<br/>Izabizwana<br/>Izenzo neendlela zesenzo<br/>Iintlhudlhuli<br/>Izandiso<br/>Imihlobo yemibuzo<br/>Amaphriphozitjhini/ Izaxhi zakandaweni<br/>Iimitjhwana nemitjho<br/>Imihlobo yeengaba neenhlanganiso<br/>Isenzukuthi<br/>Iimbabazo<br/>Amatshwayo wokutlola<br/>Isipelinghi</p> <p><b>Ukuyeleliswa kokusetjenziswa kwelimi</b></p> <ul style="list-style-type: none"> <li>• Iqiniso nombono</li> <li>• Ihlathululo ebhamba nefihlakeleko</li> <li>• Isendalelo somtloli nesetheksthi malungana</li> </ul> | <p>Irejista, isitayela nephimbo<br/>Ukukhethwa kwamagama<br/>Ukwakhiwa kwemitjho<br/>Ukutlolwa kwendima<br/>Iimphumuzi nokupeleda</p> <p><b>Iinkhekhe zamagama</b></p> <ul style="list-style-type: none"> <li>• Imirabhu</li> <li>• Iinthomo</li> <li>• Iinlungelelo</li> </ul> <p>Amabizo<br/>Izabizwana<br/>Izenzo neendlela zesenzo<br/>Iintlhudlhuli<br/>Izandiso<br/>Imihlobo yemibuzo<br/>Amaphriphozitjhini/ Izaxhi zakandaweni<br/>Iimitjhwana nemitjho<br/>Imihlobo yeengaba neenhlanganiso<br/>Isenzukuthi<br/>Iimbabazo<br/>Amatshwayo wokutlola<br/>Isipelinghi</p> <p><b>Ukuyeleliswa kokusetjenziswa kwelimi</b></p> <ul style="list-style-type: none"> <li>• Iqiniso nombono</li> <li>• Ihlathululo ebhamba nefihlakeleko</li> <li>• Isendalelo somtloli nesetheksthi malungana</li> </ul> |

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|  | nezokuhlalisana, zepolitiki nezamasiko <ul style="list-style-type: none"> <li>• Imiphumela yokukhetha nokutjhiywa kwelwazi elithileko ehlathululweni</li> <li>• Itjhebiswano phakathi kwelimi namandla</li> <li>• Ilimi elithinta imizwa nelokwenzisa.</li> </ul> | nezokuhlalisana, zepolitiki nezamasiko <ul style="list-style-type: none"> <li>• Imiphumela yokukhetha nokutjhiywa kwelwazi elithileko ehlathululweni</li> <li>• Itjhebiswano phakathi kwelimi namandla</li> <li>• Ilimi elithinta imizwa nelokwenzisa.</li> </ul> | nezokuhlalisana, zepolitiki nezamasiko <ul style="list-style-type: none"> <li>• Imiphumela yokukhetha nokutjhiywa kwelwazi elithileko ehlathululweni</li> <li>• Itjhebiswano phakathi kwelimi namandla</li> <li>• Ilimi elithinta imizwa nelokwenzisa.</li> </ul> |
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## 4.4 IsiXhoza

### Content Map Grade 10 – 12

| Isihlomelelo A2                        | Isifundo: IsiXhosa ULwimi LwaseKhaya   |  | Ibanga: 10-12   |
|--|--|--|---|
| Izakhono/Umxholo                       | Umxholo ohleliweyo ngokweBakala  |  |   |
|  | Ibanga 10  | Ibanga 11  | Ibanga 12   |
| <p><b>Ukuphulaphula nokuthetha</b></p> | <p><i>Ukuphulaphulela ukufumana ulwazi oluthile:</i></p> <p>(ukuvuselela ulwazi, ukuphonononga, ukuncoma nokuqhakamshela)<br/>           Ukuphulaphulela ukufumana ulwazi oluthile<br/>           Ukuphulaphulela ukuhlalutya nokuphonononga ngokunzulu<br/>           Ukuphulaphulela ukuncoma nokuqhagamshelana</p> <p><b>Inkqubo yokuthetha:</b><br/>           Ukucwangcisa<br/>           Ukuphanda<br/>           Ukulungiselela<br/>           Ukuziqhelanisa<br/>           Ukunikezela</p> <p><b>Iitekisi zeorali: (iimpawu nemigaqo)</b><br/>           Ukufunda ngokuvakalayo okungalungiselelwanga<br/>           Intetho elungiselelweyo<br/>           Intetho engalungiselelwanga<br/>           Incoko<br/>           Ingxoxo mpikiswano<br/>           Udliwano-ndlebe<br/>           Ingxoxo yababini<br/>           Ingxelo (esesikweni nengekho sesikweni)<br/>           Ingxoxo (yepaneli nengekho sesikweni)<br/>           Imiyalelo<br/>           Iforam<br/>           Ukwazisa isithethi<br/>           Ilizwi lombulelo</p> | <p><i>Ukuphulaphulela ukufumana ulwazi oluthile:</i></p> <p>(ukuvuselela ulwazi, ukuphonononga, ukuncoma nokuqhakamshela)<br/>           Ukuphulaphulela ukufumana ulwazi oluthile.<br/>           Ukuphulaphulela ukuhlalutya nokuphonononga ngokunzulu<br/>           Ukuphulaphulela ukuncoma nokuqhagamshelana.</p> <p><b>Inkqubo yokuthetha:</b><br/>           Ukucwangcisa<br/>           Ukuphanda<br/>           Ukulungiselela<br/>           Ukuziqhelanisa<br/>           Ukunikezela</p> <p><b>Iitekisi zeorali: (iimpawu nemigaqo)</b><br/>           Ukufunda ngokuvakalayo okungalungiselelwanga<br/>           Intetho elungiselelweyo<br/>           Intetho engalungiselelwanga<br/>           Incoko<br/>           Ingxoxo mpikiswano<br/>           Udliwano-ndlebe<br/>           Ingxoxo yababini<br/>           Ingxelo (esesikweni nengekho sesikweni)<br/>           Ingxoxo (yepaneli nengekho sesikweni)<br/>           Imiyalelo<br/>           Iforam<br/>           Ukwazisa isithethi<br/>           Ilizwi lombulelo</p> | <p><i>Ukuphulaphulela ukufumana ulwazi oluthile:</i></p> <p>(ukuvuselela ulwazi, ukuphonononga, ukuncoma nokuqhakamshela)<br/>           Ukuphulaphulela ukufumana ulwazi oluthile<br/>           Ukuphulaphulela ukuhlalutya nokuphonononga ngokunzulu<br/>           Ukuphulaphulela ukuncoma nokuqhagamshelana.</p> <p><b>Inkqubo yokuthetha:</b><br/>           Ukucwangcisa<br/>           Ukuphanda<br/>           Ukulungiselela<br/>           Ukuziqhelanisa<br/>           Ukunikezela</p> <p><b>Iitekisi zeorali: (iimpawu nemigaqo)</b><br/>           Intetho elungiselelweyo<br/>           Intetho engalungiselelwanga<br/>           Incoko<br/>           Ingxoxo mpikiswano<br/>           Udliwano-ndlebe<br/>           Ingxoxo yababini<br/>           Ingxelo (esesikweni nengekho sesikweni)<br/>           Ingxoxo (yepaneli nengekho sesikweni)<br/>           Imiyalelo<br/>           Iforam<br/>           Ukwazisa isithethi<br/>           Ilizwi lombulelo</p> |
| <p><b>Ukufunda nokuBukela</b></p>      | <p><b>Inkqubo yokufunda</b><br/> <b>Inkqubo yaphambi kokufunda</b></p> <ul style="list-style-type: none"> <li>Ukufunda ngokukrwaqula nokubalekisa amehlo / ngokukhawuleza ungacoseleli (ukuskima nokuskena) iimpawu zetekisi, umz: igama</li> </ul>  | <p><b>Inkqubo yokufunda</b><br/> <b>Inkqubo yaphambi kokufunda</b></p> <ul style="list-style-type: none"> <li>Ukufunda ngokukrwaqula nokubalekisa amehlo / ngokukhawuleza ungacoseleli (ukuskima nokuskena) iimpawu zetekisi, umz:</li> </ul>  | <p><b>Inkqubo yokufunda</b><br/> <b>Inkqubo yaphambi kokufunda</b></p> <ul style="list-style-type: none"> <li>Ukufunda ngokukrwaqula nokubalekisa amehlo / ngokukhawuleza ungacoseleli</li> </ul>   |

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|--|--|--|--|
|  | <p>lencwadi, izihloko, izihlokwana iinkcukacha zezinto ezibonakalayo nemizobo, umz. ifonti nokudwelisa ngamanani, uyilo, i-ayikhoni, izalathiso, itshathi, imizobo, iimephu, nezinye iimpawu ezifumaneka kwetekisi ngokwahlukana, ukudwelisa ngamanani, iimephu, iimenyu ezivela zisehla wakuzicofa ekhomyutheni, ukukhangela ngegama elingundoqo (ekhomyutheni) njalo njalo.</p> <ul style="list-style-type: none"> <li>• Ukukrwaqula nokubalekisa amehlo ukhangela iindawo ezithile zencwadi, umz. isihloko, isalathiso, izahluko, uluhlu lwamagama, i-indeksi, isihlomelo, iingcaciso eziba sekupheleni kwephepha</li> <li>• Ukuqikelela usebenzisa iinkcukacha ozifumene ngethuba ubalekisa amehlo kwitekisi.</li> <li>• Ukujongana naso nasiphi isigama esingundoqo esinokuba sesingaqhelekanga kubafundi.</li> </ul> <p><b><i>Inkqubo yangeli xesha ufundayo</i></b></p> <ul style="list-style-type: none"> <li>• Ukubandakanyeka ekukhangeleni intsingiselo yetekisi</li> <li>• Ukukhangela intsingiselo yamagama angaqhelekanga nemifanekiso usebenzisa izakhono zokusebenzisa ulwazi lwentsingiselo yamalungu amagama nokukhangela amagama ngokomxholo</li> <li>• Ukusebenzisa iindlela zokufundela ukuqonda, ukujonga ukunxulumana kwetekisi, ukuhlola ukuba iyaqondwa na, ukukhulisa isantya sokufunda ngokobunzima beetekisi, ukufunda kwakhona apho kuyimfuneko, ukufunda okulandelayo kwitekisi ukhangela iinkcukacha ezinokuba luncedo, ukubuza nokuphendula imibuzo</li> </ul> | <p>igama lencwadi, izihloko, izihlokwana iinkcukacha zezinto ezibonakalayo nemizobo, umz. ifonti nokudwelisa ngamanani, uyilo, i-ayikhoni, izalathiso, itshathi, imizobo, iimephu, nezinye iimpawu ezifumaneka kwetekisi ngokwahlukana, ukudwelisa ngamanani, iimephu, iimenyu ezivela zisehla wakuzicofa ekhomyutheni, ukukhangela ngegama elingundoqo (ekhomyutheni) njalo njalo.</p> <ul style="list-style-type: none"> <li>• Ukukrwaqula nokubalekisa amehlo ukhangela iindawo ezithile zencwadi, umz. isihloko, isalathiso, izahluko, uluhlu lwamagama, i-indeksi, isihlomelo, iingcaciso eziba sekupheleni kwephepha</li> <li>• Ukuqikelela usebenzisa iinkcukacha ozifumene ngethuba ubalekisa amehlo kwitekisi.</li> <li>• Ukujongana naso nasiphi isigama esingundoqo esinokuba sesingaqhelekanga kubafundi.</li> </ul> <p><b><i>Inkqubo yangeli xesha ufundayo</i></b></p> <ul style="list-style-type: none"> <li>• Ukubandakanyeka ekukhangeleni intsingiselo yetekisi</li> <li>• Ukukhangela intsingiselo yamagama angaqhelekanga nemifanekiso usebenzisa izakhono zokusebenzisa ulwazi lwentsingiselo yamalungu amagama nokukhangela amagama ngokomxholo</li> <li>• Ukusebenzisa iindlela zokufundela ukuqonda, ukujonga ukunxulumana kwetekisi, ukuhlola ukuba iyaqondwa na, ukukhulisa isantya sokufunda ngokobunzima beetekisi, ukufunda kwakhona apho kuyimfuneko, ukufunda okulandelayo kwitekisi ukhangela iinkcukacha ezinokuba luncedo, ukubuza nokuphendula imibuzo (ukusuka kweyona ilula ukuya kwenzinyana), ukuzenzela</li> </ul> | <p>(ukuskima nokuskena) iimpawu zetekisi, umz: igama lencwadi, izihloko, izihlokwana iinkcukacha zezinto ezibonakalayo nemizobo, umz. ifonti nokudwelisa ngamanani, uyilo, i-ayikhoni, izalathiso, itshathi, imizobo, iimephu, nezinye iimpawu ezifumaneka kwetekisi ngokwahlukana, ukudwelisa ngamanani, iimephu, iimenyu ezivela zisehla wakuzicofa ekhomyutheni, ukukhangela ngegama elingundoqo (ekhomyutheni) njalo njalo.</p> <ul style="list-style-type: none"> <li>• Ukukrwaqula nokubalekisa amehlo ukhangela iindawo ezithile zencwadi, umz. isihloko, isalathiso, izahluko, uluhlu lwamagama, i-indeksi, isihlomelo, iingcaciso eziba sekupheleni kwephepha</li> <li>• Ukuqikelela usebenzisa iinkcukacha ozifumene ngethuba ubalekisa amehlo kwitekisi.</li> <li>• Ukujongana naso nasiphi isigama esingundoqo esinokuba sesingaqhelekanga kubafundi.</li> </ul> <p><b><i>Inkqubo yangeli xesha ufundayo</i></b></p> <ul style="list-style-type: none"> <li>• Ukubandakanyeka ekukhangeleni intsingiselo yetekisi.</li> <li>• Ukukhangela intsingiselo yamagama angaqhelekanga nemifanekiso usebenzisa izakhono zokusebenzisa ulwazi lwentsingiselo yamalungu amagama nokukhangela amagama ngokomxholo.</li> <li>• Ukusebenzisa iindlela zokufundela ukuqonda, ukujonga ukunxulumana kwetekisi, ukuhlola ukuba iyaqondwa na, ukukhulisa isantya sokufunda ngokobunzima beetekisi, ukufunda kwakhona apho kuyimfuneko, ukufunda okulandelayo kwitekisi ukhangela iinkcukacha ezinokuba luncedo, ukubuza nokuphendula imibuzo (ukusuka kweyona ilula ukuya kwenzinyana), ukuzenzela</li> </ul> |
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|  | <p>(ukusuka kweyona ilula ukuya kwenzinyana), ukuzenzela umfanekiso-ngqondweni, ukuthelekelela ngokolwazi lwakho, ukufundela ukuva izimvo ezingundoqo, ukujonga ukuchongwa kwamagama nezakhiwo zolwimi, ukuxela uhlobo lwetekisi ngokokuma kwayo kwaneempawu zolwimi</p> <ul style="list-style-type: none"> <li>• Ukubhala phantsi amanqaku (iinowuthsi) okanye ukushwankathela izimvo eziphambili nezixhasayo</li> </ul> <p><b>Inkqubo yasemva kokufunda</b></p> <ul style="list-style-type: none"> <li>• Ukuphendula imibuzo emalunga netekisi ukususela kwimibuzo elula ukuya kwenzima</li> <li>• Ukuthelekisa nokuchasanisa; ukucazulula (ukuphicotha) itekisi</li> <li>• Ukuphonononga, ukwenza isigqibo sakho malunga netekisi nokudandalazisa uluvo lwakho</li> <li>• Ukubhala olo didi loncwadi xa bebhala ezabo iitekisi (apho kufanelekileyo).</li> <li>• Ukukhulisa ukuqaphela ngeliso elibukhali ukusetyenziswa kolwimi: <ul style="list-style-type: none"> <li>○ Inyani noluvo</li> <li>○ Intsingiselo engundoqo / yentsusa nefihlakeleyo</li> <li>○ Intsingiselo engundoqo / yentsusa, intsingiselo efihlakeleyo nentsingiselo ecingelwayo</li> <li>○ Imvelaphi yombhali neyetekisi malunga nezentlalo nopolitiko kanye nenkcubeko</li> <li>○ Ifuthe elibangelwa kokuchongwayo nokushiyelelwayo kwintsingiselo.</li> <li>○ Ukuhambelana kolwimi namagunya.</li> <li>○ Ulwimi oluchukumisayo noluqathayo, olunika ingcinga</li> </ul> </li> </ul> | <p>umfanekiso-ngqondweni, ukuthelekelela ngokolwazi lwakho, ukufundela ukuva izimvo ezingundoqo, ukujonga ukuchongwa kwamagama nezakhiwo zolwimi, ukuxela uhlobo lwetekisi ngokokuma kwayo kwaneempawu zolwimi.</p> <ul style="list-style-type: none"> <li>• Ukubhala phantsi amanqaku (iinowuthsi) okanye ukushwankathela izimvo eziphambili nezixhasayo</li> </ul> <p><b>Inkqubo yasemva kokufunda</b></p> <ul style="list-style-type: none"> <li>• Ukuphendula imibuzo emalunga netekisi ukususela kwimibuzo elula ukuya kwenzima</li> <li>• Ukuthelekisa nokuchasanisa; ukucazulula (ukuphicotha) itekisi</li> <li>• Ukuphonononga, ukwenza isigqibo sakho malunga netekisi nokudandalazisa uluvo lwakho</li> <li>• Ukubhala olo didi loncwadi xa bebhala ezabo iitekisi (apho kufanelekileyo).</li> <li>• Ukukhulisa ukuqaphela ngeliso elibukhali ukusetyenziswa kolwimi: <ul style="list-style-type: none"> <li>○ Inyani noluvo</li> <li>○ Intsingiselo engundoqo / yentsusa nefihlakeleyo</li> <li>○ Intsingiselo engundoqo / yentsusa, intsingiselo efihlakeleyo nentsingiselo ecingelwayo</li> <li>○ Imvelaphi yombhali neyetekisi malunga nezentlalo nopolitiko kanye nenkcubeko</li> <li>○ Ifuthe elibangelwa kokuchongwayo nokushiyelelwayo kwintsingiselo.</li> <li>○ Ukuhambelana kolwimi namagunya.</li> <li>○ Ulwimi oluchukumisayo noluqathayo, olunika ingcinga ecalanye / oluthambekela bucula noludlelelwayo, olunocalucalulo, ingcinga ebethelekileyo engeyonyaniso, ulwimi olucengayo noluqweqwedisayo, iindlela ezahlukeneyo zokusebenzisa ulwimi, ukuthelekelela, ukucingela, iingxoxo, injongo yokufaka okanye ukushiyelela ulwazi.</li> </ul> </li> </ul> | <p>umfanekiso-ngqondweni, ukuthelekelela ngokolwazi lwakho, ukufundela ukuva izimvo ezingundoqo, ukujonga ukuchongwa kwamagama nezakhiwo zolwimi, ukuxela uhlobo lwetekisi ngokokuma kwayo kwaneempawu zolwimi</p> <ul style="list-style-type: none"> <li>• Ukubhala phantsi amanqaku (iinowuthsi) okanye ukushwankathela izimvo eziphambili nezixhasayo</li> </ul> <p><b>Inkqubo yasemva kokufunda</b></p> <ul style="list-style-type: none"> <li>• Ukuphendula imibuzo emalunga netekisi ukususela kwimibuzo elula ukuya kwenzima</li> <li>• Ukuthelekisa nokuchasanisa; ukucazulula (ukuphicotha) itekisi</li> <li>• Ukuphonononga, ukwenza isigqibo sakho malunga netekisi nokudandalazisa uluvo lwakho</li> <li>• Ukubhala olo didi loncwadi xa bebhala ezabo iitekisi (apho kufanelekileyo).</li> <li>• Ukukhulisa ukuqaphela ngeliso elibukhali ukusetyenziswa kolwimi: <ul style="list-style-type: none"> <li>○ Inyani noluvo</li> <li>○ Intsingiselo engundoqo / yentsusa nefihlakeleyo</li> <li>○ Intsingiselo engundoqo / yentsusa, intsingiselo efihlakeleyo nentsingiselo ecingelwayo</li> <li>○ Imvelaphi yombhali neyetekisi malunga nezentlalo nopolitiko kanye nenkcubeko</li> <li>○ Ifuthe elibangelwa kokuchongwayo nokushiyelelwayo kwintsingiselo.</li> <li>○ Ukuhambelana kolwimi namagunya.</li> <li>○ Ulwimi oluchukumisayo noluqathayo, olunika ingcinga ecalanye / oluthambekela bucula noludlelelwayo, olunocalucalulo, ingcinga ebethelekileyo engeyonyaniso, ulwimi olucengayo noluqweqwedisayo, iindlela ezahlukeneyo zokusebenzisa ulwimi,</li> </ul> </li> </ul> |
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|  | <p>ecalanye / oluthambekela bucula noludlelelelayo, olunocalucalulo, ingcinga ebethelelekileyo engeyonyaniso, ulwimi olucengayo noluqweqwedisayo, iindlela ezahlukeneyo zokusebenzisa ulwimi, ukuthelekelela, ukucingela, iingxoxo, injongo yokufaka okanye ukushiyelela ulwazi.</p> <p><b>Ukucacisa iitekisi ezibonwayo</b> (uluhlu lweetekisi ezizotyweyo nezibonwayo)</p> <ul style="list-style-type: none"> <li>• Ubuchule bokucenga: ulwimi oluchukumisayo, olucengayo, olunika ingcinga ecalanye / othambekela bucula, oluqhathayo.</li> <li>• Indlela ulwimi nemifanekiso oluveza ngayo izinto nokuxabisekileyo, imifanekiso nolwimi olunocalu-calulo ngokwesini, ngokobuhlanga, ngokobudala okanye oluxhomekeke ekuhlutshezweni ziingcinga ezingeyonyani kodwa esele zibethelelekile ezingqondweni ngakumbi kwizibhengezo.</li> <li>• Ifuthe lokusetyenziswa kweendidi zeefonti neesayizi, izihloko nengcaciso yemifanekiso.</li> <li>• Ukuhlalutya, ukucacisa intsingiselo nokuphendla uluhlu lweekhathuni/ izicwili ezihlekisayo.</li> </ul> <p><b>Ukuphuhlisa kwesigama nokusetyenziswa kolwimi</b></p> <ul style="list-style-type: none"> <li>• Ulwimi olunongiweyo nezixhobo zokulunonga: izaci, amaqhalo, izafobe, (isifaniso, isikweko, isimntwiso, ioksimoroni, uhasaniso, izifanadumo, ubabazo, oontsingiselo-ninzi, isigqebel, impoxo, uburharha, imiqondiso, isihlonipho, ipharadoksi, ukudlala ngamagama, iintetho ezibeka ngamazwi angephi, isinekdokhi, iantithesisi) Nangona kubalulekile ukuba zaziwe ezi zafobe, kufuneka abafundi bazifundiswe ngokwendlela ezisetyenziswe ngayo njengoko zisetyenziswe kwiitekisi zenyani, kwiprozi nakwisihobe, kuncwadi oluqanjweyo noluyinyani.</li> <li>• Umahluko phakathi kwentsingiselo engundoqo / yentsusa nentsingiselo efihlakeleyo</li> <li>• Ukusetyenziswa kwezichazi-magama, iithesarasi nezinye iincwadi ukufumana intsingiselo, upelo, iziphumlisi, izakhi nezinye izigaba zentetho namagama angaqhelekanga.</li> </ul> | <p><b>Ukucacisa iitekisi ezibonwayo</b> (uluhlu lweetekisi ezizotyweyo nezibonwayo)</p> <ul style="list-style-type: none"> <li>• Ubuchule bokucenga: ulwimi oluchukumisayo, olucengayo, olunika ingcinga ecalanye / othambekela bucula, oluqhathayo.</li> <li>• Indlela ulwimi nemifanekiso oluveza ngayo izinto nokuxabisekileyo, imifanekiso nolwimi olunocalu-calulo ngokwesini, ngokobuhlanga, ngokobudala okanye oluxhomekeke ekuhlutshezweni ziingcinga ezingeyonyani kodwa esele zibethelelekile ezingqondweni ngakumbi kwizibhengezo.</li> <li>• Ifuthe lokusetyenziswa kweendidi zeefonti neesayizi, izihloko nengcaciso yemifanekiso.</li> <li>• Ukuhlalutya, ukucacisa intsingiselo nokuphendla uluhlu lweekhathuni/ izicwili ezihlekisayo.</li> </ul> <p><b>Ukuphuhlisa kwesigama nokusetyenziswa kolwimi</b></p> <ul style="list-style-type: none"> <li>• Ulwimi olunongiweyo nezixhobo zokulunonga: izaci, amaqhalo, izafobe, (isifaniso, isikweko, isimntwiso, ioksimoroni, uhasaniso, izifanadumo, ubabazo, oontsingiselo-ninzi, isigqebel, impoxo, uburharha, imiqondiso, isihlonipho, ipharadoksi, ukudlala ngamagama, iintetho ezibeka ngamazwi angephi, isinekdokhi, iantithesisi) Nangona kubalulekile ukuba zaziwe ezi zafobe, kufuneka abafundi bazifundiswe ngokwendlela ezisetyenziswe ngayo njengoko zisetyenziswe kwiitekisi zenyani, kwiprozi nakwisihobe, kuncwadi oluqanjweyo noluyinyani.</li> <li>• Umahluko phakathi kwentsingiselo engundoqo / yentsusa nentsingiselo efihlakeleyo</li> <li>• Ukusetyenziswa kwezichazi-magama, iithesarasi nezinye iincwadi ukufumana intsingiselo, upelo, iziphumlisi, izakhi nezinye izigaba zentetho namagama</li> </ul> | <p>ukuthelekelela, ukucingela, iingxoxo, injongo yokufaka okanye ukushiyelela ulwazi.</p> <p><b>Ukucacisa iitekisi ezibonwayo</b> (uluhlu lweetekisi ezizotyweyo nezibonwayo)</p> <ul style="list-style-type: none"> <li>• Ubuchule bokucenga: ulwimi oluchukumisayo, olucengayo, olunika ingcinga ecalanye / othambekela bucula, oluqhathayo.</li> <li>• Indlela ulwimi nemifanekiso oluveza ngayo izinto nokuxabisekileyo, imifanekiso nolwimi olunocalu-calulo ngokwesini, ngokobuhlanga, ngokobudala okanye oluxhomekeke ekuhlutshezweni ziingcinga ezingeyonyani kodwa esele zibethelelekile ezingqondweni ngakumbi kwizibhengezo.</li> <li>• Ifuthe lokusetyenziswa kweendidi zeefonti neesayizi, izihloko nengcaciso yemifanekiso.</li> <li>• Ukuhlalutya, ukucacisa intsingiselo nokuphendla uluhlu lweekhathuni/ izicwili ezihlekisayo.</li> </ul> <p><b>Ukuphuhlisa kwesigama nokusetyenziswa kolwimi</b></p> <ul style="list-style-type: none"> <li>• Ulwimi olunongiweyo nezixhobo zokulunonga: izaci, amaqhalo, izafobe, (isifaniso, isikweko, isimntwiso, ioksimoroni, uhasaniso, izifanadumo, ubabazo, oontsingiselo-ninzi, isigqebel, impoxo, uburharha, imiqondiso, isihlonipho, ipharadoksi, ukudlala ngamagama, iintetho ezibeka ngamazwi angephi, isinekdokhi, iantithesisi) Nangona kubalulekile ukuba zaziwe ezi zafobe, kufuneka abafundi bazifundiswe ngokwendlela ezisetyenziswe ngayo njengoko zisetyenziswe kwiitekisi zenyani,</li> </ul> |
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|  | <p><b>Izakhi zezivakalisi nokulungelelaniswa kweetekisi:</b></p> <ul style="list-style-type: none"> <li>• Chonga, chaza ze uhlalutye iintsingiselo nemisebenzi yezakhi nemigaqo yokusetyenziswa kolwimi.</li> <li>○ Izakhi zezenzi Izifanokuthi/ izithethantonye, Izichasi, Amagama angcambu-nye, Oomabizwahluke, Oomabizwafane</li> <li>○ Izivakalisi ezilula,</li> <li>○ Ezimbaxa</li> <li>○ nezixananazileyo</li> <li>○ Imo evumayo nemo elandulayo</li> <li>○ Intetho ngqo nengxelo ntetho</li> <li>○ Izivumelanisi</li> <li>○ Igama elinye endaweni yebinzana</li> <li>○ limpawu zobhalo</li> <li>○ Hlalutya isakhiwo/ulungelelwaniso lweetekisi ezesetyenziswayo kwikharithulam jikelelele notshintshatshintsho lwamagama/amagama aphawulayoyo:</li> <li>○ Izakhi zezenzi Izifanokuthi/ izithethantonye, Izichasi, Amagama angcambu-nye, Oomabizwahluke, Oomabizwafane</li> <li>○ Izivakalisi ezilula,</li> <li>○ Ezimbaxanezixananazileyo</li> <li>○ Imo evumayo nemo elandulayo</li> <li>○ Intetho ngqo nengxelo ntetho</li> <li>○ Izivumelanisi</li> <li>○ Igama elinye endaweni yebinzana</li> <li>○ Iziphumlisi.</li> <li>• Ukulandelelana kweziganeko, ingcaciso / unobangela nefuthe, umgaqo olandelwayo, ukuthelekisa / ukuchasanisa, ucwangciso ngokobume bendawo: ukubhala ngokuthe gabalala, umhlathi okhethekileyo, Ukuhlela imihlathi, umhlathi ochazayo, umhlathi wokuphonononga, umhlathi ocacisayo, umhlathi wokuvala.</li> </ul> | <p><b>Izakhi zezivakalisi nokulungelelaniswa kweetekisi:</b></p> <p>Chonga, chaza ze uhlalutye iintsingiselo nemisebenzi yezakhi nemigaqo yokusetyenziswa kolwimi.</p> <ul style="list-style-type: none"> <li>• Izakhi zezenzi Izifanokuthi/ izithethantonye, Izichasi, Amagama angcambu-nye,</li> <li>• Oomabizwahluke,</li> <li>• Oomabizwafane</li> <li>• Izivakalisi ezilula,</li> <li>• Ezimbaxa</li> <li>• nezixananazileyo</li> <li>• Imo evumayo nemo elandulayo</li> <li>• Intetho ngqo nengxelo ntetho</li> <li>• Izivumelanisi</li> <li>• Igama elinye endaweni yebinzana</li> <li>• limpawu zobhalo</li> <li>• Hlalutya isakhiwo/ulungelelwaniso lweetekisi ezesetyenziswayo kwikharithulam jikelelele notshintshatshintsho lwamagama/amagama aphawulayoyo:</li> <li>• Izakhi zezenzi Izifanokuthi/ izithethantonye, Izichasi, Amagama angcambu-nye, Oomabizwahluke, Oomabizwafane</li> <li>• Izivakalisi ezilula,</li> <li>• Ezimbaxanezixananazileyo</li> <li>• Imo evumayo nemo elandulayo</li> <li>• Intetho ngqo nengxelo ntetho</li> <li>• Izivumelanisi</li> <li>• Igama elinye endaweni yebinzana</li> <li>• Iziphumlisi.</li> <li>• Ukulandelelana kweziganeko, ingcaciso / unobangela nefuthe, umgaqo olandelwayo, ukuthelekisa / ukuchasanisa, ucwangciso ngokobume bendawo: ukubhala ngokuthe gabalala, umhlathi okhethekileyo, Ukuhlela imihlathi, umhlathi ochazayo, umhlathi wokuphonononga, umhlathi ocacisayo, umhlathi wokuvala.</li> </ul> | <p>anafuthe/anampembelelo ni kwitekisi. (umz amagama athethwe kwezinye iilwimi, intetho engaphucukanga, ulwimi lwesizwana, amagama ohlanga oluthile.) Ukwahlula phakathi kwamagama abhidaniseka lula afana noomabizwafane, oomabizwahluke, izifanokuth/izithethantonye, izichasi.</p> <ul style="list-style-type: none"> <li>• Ukubalisa ibali okanye isivakalisi ngokutsha usebenzisa amagama ahlukeneyo (izithethantonye okanye izichasi).</li> <li>• Ukusebenzisa igama elinye endaweni yebinzana.</li> <li>• Ukusebenzisa oomahamba kunye</li> </ul> <p><b>Izakhi zezivakalisi nokulungelelaniswa kweetekisi</b></p> <ul style="list-style-type: none"> <li>• Izakhi zezenzi Izifanokuthi/ izithethantonye, Izichasi, Amagama angcambu-nye, Oomabizwahluke, Oomabizwafane</li> <li>• Izivakalisi ezilula</li> <li>• Ezimbaxa</li> <li>• Ezixananazileyo</li> <li>• Imo evumayo nemo elandulayo</li> <li>• Intetho ngqo nengxelo ntetho</li> <li>• Izivumelanisi</li> <li>• Igama elinye endaweni yebinzana</li> <li>• limpawu zobhalo.</li> <li>• Ukulandelelana kweziganeko, ingcaciso / unobangela nefuthe, umgaqo olandelwayo, ukuthelekisa / ukuchasanisa, ucwangciso ngokobume bendawo: ukubhala ngokuthe gabalala, umhlathi okhethekileyo, Ukuhlela imihlathi, umhlathi ochazayo, umhlathi wokuphonononga, umhlathi ocacisayo, umhlathi wokuvala.</li> </ul> |
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|  | <p><b>Iimpawu zoncwadi</b><br/><b>Isihobe:</b><br/><b>Iimbongo emi-5 emiselweyo nomNye ongafundiswanga</b></p> <ul style="list-style-type: none"> <li>• Intsingiselo engundoqo / yentsusa</li> <li>• Intsingiselo efihlakeleyo.</li> <li>• Imo</li> <li>• Umongo nemfundiso</li> <li>• Umfanekiso ngqondweni</li> <li>• Izafobe, imifanekiso-ntelekelelo, uchongo lwamagama (ingcaciso-mazwi), ithowuni, imiqondiso, iimvakalelo. izitanza, amalungu, iimpawu zokubhala, uphindaphindo, imiqondiso yezandi, (imfanozandi, imvumelwano- sandi, nokufana kwezikhamiso ezicinezwelewo kumagama amabini, imvano siphelo, isingqisho, isifanadumo, injambamenti.</li> </ul> <p style="text-align: center;"><b>KUNYE</b></p> <p><b>I Drama:</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo sedrama: isakhiwo nesakhiwana (intshayelelo, ukukhula kwempixano, uvuthondaba, uyondelelwano lwezinto / ukusombuluka kwezinto nesiphelo, uphuphelo (ihint ngento eseza kwenzeka, ukukhumbuza ngesiganeko ebekhe sadlula</li> <li>• Ukuzotywa kwabalinganiswa</li> <li>• Indima yombalisi/unobalisa - umlinganiswa/uluvo lwakhe</li> <li>• Umongo nemfundiso</li> <li>• Imvelaphi nesimo sentlalo - ngokunxulumene nomlinganiswa nomxholo</li> <li>• Imo nethowuni / imvakalozwi</li> <li>• Isigqebel / isiphelo esisisothuso</li> <li>• Izalathiso zaseqongeni.</li> <li>• Unxulumano phakathi kwengxoxo yababini / incoko yoyedwa kunye nesiganeko</li> <li>• Isigqebel sedrama</li> <li>• Ukulandelelana kweziganeko.</li> </ul> | <p><b>Iimpawu zoncwadi</b><br/><b>Isihobe:</b><br/><b>Iimbongo emi-5 emiselweyo nomNye ongafundiswanga</b></p> <ul style="list-style-type: none"> <li>• Intsingiselo engundoqo / yentsusa</li> <li>• Intsingiselo efihlakeleyo.</li> <li>• Imo</li> <li>• Umongo nemfundiso</li> <li>• Umfanekiso ngqondweni</li> <li>• Izafobe, imifanekiso-ntelekelelo, uchongo lwamagama (ingcaciso-mazwi), ithowuni, imiqondiso, iimvakalelo. izitanza, amalungu, iimpawu zokubhala, uphindaphindo, imiqondiso yezandi, (imfanozandi, imvumelwano- sandi, nokufana kwezikhamiso ezicinezwelewo kumagama amabini, imvano siphelo, isingqisho, isifanadumo, injambamenti.</li> </ul> <p style="text-align: center;"><b>KUNYE</b></p> <p><b>I Drama:</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo sedrama: isakhiwo nesakhiwana (intshayelelo, ukukhula kwempixano, uvuthondaba, uyondelelwano lwezinto / ukusombuluka kwezinto nesiphelo, uphuphelo (ihint ngento eseza kwenzeka, ukukhumbuza ngesiganeko ebekhe sadlula</li> <li>• Ukuzotywa kwabalinganiswa</li> <li>• Indima yombalisi/unobalisa - umlinganiswa/uluvo lwakhe</li> <li>• Umongo nemfundiso</li> <li>• Imvelaphi nesimo sentlalo - ngokunxulumene nomlinganiswa nomxholo</li> <li>• Imo nethowuni / imvakalozwi</li> <li>• Isigqebel / isiphelo esisisothuso</li> <li>• Izalathiso zaseqongeni.</li> <li>• Unxulumano phakathi kwengxoxo yababini / incoko yoyedwa kunye nesiganeko</li> <li>• Isigqebel sedrama</li> <li>• Ukulandelelana kweziganeko.</li> </ul> <p style="text-align: center;"><b>OKANYE</b></p> | <p><b>Iimpawu zoncwadi</b><br/><b>Isihobe:</b><br/><b>Iimbongo eli-12 emiselweyo nomNye ongafundiswanga</b></p> <ul style="list-style-type: none"> <li>• Intsingiselo engundoqo / yentsusa</li> <li>• Intsingiselo efihlakeleyo.</li> <li>• Imo</li> <li>• Umongo nemfundiso</li> <li>• Umfanekiso ngqondweni</li> <li>• Izafobe, imifanekiso-ntelekelelo, uchongo lwamagama (ingcaciso-mazwi), ithowuni, imiqondiso, iimvakalelo. izitanza, amalungu, iimpawu zokubhala, uphindaphindo, imiqondiso yezandi, (imfanozandi, imvumelwano- sandi, nokufana kwezikhamiso ezicinezwelewo kumagama amabini, imvano siphelo, isingqisho, isifanadumo, injambamenti.</li> </ul> <p style="text-align: center;"><b>KUNYE</b></p> <p><b>I Drama:</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo sedrama: isakhiwo nesakhiwana (intshayelelo, ukukhula kwempixano, uvuthondaba, uyondelelwano lwezinto / ukusombuluka kwezinto nesiphelo, uphuphelo (ihint ngento eseza kwenzeka, ukukhumbuza ngesiganeko ebekhe sadlula.</li> <li>• Ukuzotywa kwabalinganiswa</li> <li>• Indima yombalisi/unobalisa - umlinganiswa/uluvo lwakhe</li> <li>• Umongo nemfundiso</li> <li>• Imvelaphi nesimo sentlalo - ngokunxulumene nomlinganiswa nomxholo</li> <li>• Imo nethowuni / imvakalozwi</li> <li>• Isigqebel / isiphelo esisisothuso</li> <li>• Izalathiso zaseqongeni.</li> <li>• Unxulumano phakathi kwengxoxo yababini / incoko yoyedwa kunye nesiganeko</li> <li>• Isigqebel sedrama</li> <li>• Ukulandelelana kweziganeko.</li> </ul> <p style="text-align: center;"><b>KUNYE</b></p> |
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|   | <p style="text-align: center;"><b>OKANYE</b></p> <p><b>/Novel/ Uncwadi lwemveli</b><br/> <b>Uncwadi lwemveli: lintsomi ezi-4 kunye nezibongo ezi-2</b></p> <ul style="list-style-type: none"> <li>Isakhiwo nesakhiwana (intshayelelo, ukukhula kwempixano, uvuthondaba, nesiphelo, uphuphelo, ukubonisa into eyenzeka ngaphambili komboniso-bhanyabhanya (<i>flashback</i>) isiqalo nesiphelo sentsomi xa ibaliswayo, iingoma entsomini.</li> <li>Impixano</li> <li>Ukuzotywa kwabalinganiswa</li> <li>Indima yombalisi / kanobalisa</li> <li>Ukucacisa nokuhlalutya imiyalezo nemixholo</li> <li>Imvelaphi isimo sentlalo nokubalisa ngokunxulumene nomlinganiswa nomxholo</li> <li>Imo, isigqebelo/isiphelo esisisothuso</li> <li>Ukulandelelana kweziganeko.</li> </ul>  | <p><b>/Novel/ Uncwadi lwemveli</b><br/> <b>Uncwadi lwemveli: lintsomi ezi-4 kunye nezibongo ezi-2</b></p> <ul style="list-style-type: none"> <li>Isakhiwo nesakhiwana (intshayelelo, ukukhula kwempixano, uvuthondaba, nesiphelo, uphuphelo, ukubonisa into eyenzeka ngaphambili komboniso-bhanyabhanya (<i>flashback</i>) isiqalo nesiphelo sentsomi xa ibaliswayo, iingoma entsomini.</li> <li>Impixano</li> <li>Ukuzotywa kwabalinganiswa</li> <li>Indima yombalisi / kanobalisa</li> <li>Ukucacisa nokuhlalutya imiyalezo nemixholo</li> <li>Imvelaphi isimo sentlalo nokubalisa ngokunxulumene nomlinganiswa nomxholo</li> <li>Imo, isigqebelo/isiphelo esisisothuso</li> <li>Ukulandelelana kweziganeko.</li> </ul>  | <p><b>/Novel/ Uncwadi lwemveli</b><br/> <b>lintsomi ezili-10 kunye nezibongo ezi-6</b></p> <ul style="list-style-type: none"> <li>Isakhiwo nesakhiwana (intshayelelo, ukukhula kwempixano, uvuthondaba, nesiphelo, uphuphelo, ukubonisa into eyenzeka ngaphambili komboniso-bhanyabhanya (<i>flashback</i>) isiqalo nesiphelo sentsomi xa ibaliswayo, iingoma entsomini.</li> <li>Impixano</li> <li>Ukuzotywa kwabalinganiswa</li> <li>Indima yombalisi / kanobalisa</li> <li>Ukucacisa nokuhlalutya imiyalezo nemixholo</li> <li>Imvelaphi isimo sentlalo nokubalisa ngokunxulumene nomlinganiswa nomxholo</li> <li>Imo, isigqebelo/isiphelo esisisothuso</li> <li>Ukulandelelana kweziganeko.</li> </ul>  |
| <p style="text-align: center;"><b>Ukubhala nokunikezela</b></p> | <p><b>Inkqubo yokubhala:</b><br/> Ukucwangcisa / phambi kokubhala Ukuyila / ukwenza iidrafft/ Ukuhlaziya/ Ukuhlela/ Ukulungisa iziphene/ Ukunikezela</p> <p><b>Izincoko:</b><br/> Indidi zezincoko, ifomathi neempawu</p> <ul style="list-style-type: none"> <li>Esibalisayo</li> <li>Esichazayo</li> <li>Esixoxayo</li> </ul> <p><b>Imihlathi:</b></p> <ul style="list-style-type: none"> <li>lileta zobuhlobo/ezisesikweni (isicelo/ isikhalazo/ isicelo omsebenzi/ eyoshishino)</li> <li>lileta ezisesikweni nezingekho sesikweni eziya kumhleli</li> <li>Ingxelo esesikweni nengekho sesikweni</li> <li>Inqaku lephephandaba/ lemagazini.</li> <li>lobhitshuwari</li> <li>limeyili</li> <li>Intetho</li> <li>Ingxoxo/Incoko yababini</li> <li>Udliwanondlebe</li> </ul> | <p><b>Inkqubo yokubhala:</b> Ukucwangcisa / phambi kokubhala Ukuyila / ukwenza iidrafft/ Ukuhlaziya/ Ukuhlela/ Ukulungisa iziphene/ Ukunikezela</p> <p><b>Izincoko:</b><br/> Indidi zezincoko, ifomathi neempawu</p> <ul style="list-style-type: none"> <li>Esixoxayo</li> <li>Esicamngcayo</li> <li>Esivelela amacala omabini</li> </ul> <p><b>Imihlathi:</b></p> <ul style="list-style-type: none"> <li>lileta zobuhlobo/ezisesikweni (isicelo/ isikhalazo/ isicelo omsebenzi/ eyoshishino)</li> <li>lileta ezisesikweni nezingekho sesikweni eziya kumhleli</li> <li>Ingxelo esesikweni nengekho sesikweni</li> <li>Irivyu</li> <li>Inqaku lephephandaba/ lemagazini</li> <li>lobhitshuwari</li> <li>limeyili</li> <li>Intetho</li> <li>Ingxoxo/ Incoko yababini</li> <li>Udliwanondlebe</li> </ul> | <p><b>Inkqubo yokubhala:</b> Ukucwangcisa / phambi kokubhala Ukuyila / ukwenza iidrafft/ Ukuhlaziya/ Ukuhlela/ Ukulungisa iziphene/ Ukunikezela</p> <p><b>Izincoko:</b></p> <ul style="list-style-type: none"> <li>Esibalisayo</li> <li>Esixoxayo</li> <li>Esichazayo</li> <li>Esicamngcayo</li> <li>Esivelela amacala omabini</li> </ul> <p><b>Imihlathi:</b></p> <ul style="list-style-type: none"> <li>lileta zobuhlobo/ezisesikweni (isicelo/ isikhalazo/ isicelo omsebenzi/ eyoshishino)</li> <li>lileta ezisesikweni nezingekho sesikweni eziya kumhleli</li> <li>Ingxelo esesikweni nengekho</li> <li>Irivyu</li> <li>Inqaku lephephandaba/ lemagazini</li> <li>lobhitshuwari</li> <li>Isivi neleta eyikhaphayo</li> <li>lagenda nemizuzu yentlanganiso</li> <li>Intetho</li> <li>ingxoxo/Incoko yababini</li> <li>Udliwanondlebe</li> </ul> |

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| <p style="text-align: center;"><b>Izakhi nemigaqo yokusetyenziswa kolwimi</b></p> | <ul style="list-style-type: none"> <li>• Irejista, imo, nelizwi</li> <li>• Ukhetho magama</li> <li>• Ukwakhiwa kwezivakalisi</li> <li>• Ukwakhiwa kwemihlathi</li> <li>• Iimpawu zokubhala nopelo</li> </ul> <p><b>Izakhi zamagama</b></p> <ul style="list-style-type: none"> <li>• Izimaphambili</li> <li>• Iingcambu</li> <li>• Izimamva</li> </ul> <p>Izibizo<br/>Izimelabizo<br/>Izenzi nezixando zezenzi<br/>Izichazi<br/>Izihlomelo<br/>Iimo<br/>Izalathandawo<br/>Amagatya nezivakalisi<br/>Izihlanganisi<br/>Izifanekisozwi<br/>Izikhuzo<br/>Iimpawu zobhalo<br/>Upelo magama<br/><b>Ukukhulisa ukuqaphela ngeliso elibukhali ukusetyenziswa kolwimi</b></p> <ul style="list-style-type: none"> <li>• Inyani noluvo</li> <li>• Intsingiselo engundoqo / yentsusa nefihlakeleyo</li> <li>• Intsingiselo engundoqo / yentsusa, intsingiselo efihlakeleyo nentsingiselo ecingelwayo</li> <li>• Imvelaphi yombhali neyetekisi malunga nezentlalo nepolitiko kanye nenkcubeko</li> <li>• Ifuthe elibangelwa kokuchongwayo nokushiyelelwayo kwintsingiselo</li> <li>• Ukuhambelana kolwimi namagunya</li> <li>• Ulwimi oluchukumisayo noluqhathayo</li> </ul> | <ul style="list-style-type: none"> <li>• Irejista, imo, nelizwi</li> <li>• Ukhetho magama</li> <li>• Ukwakhiwa kwezivakalisi</li> <li>• Ukwakhiwa kwemihlathi</li> <li>• Iimpawu zokubhala nopelo</li> </ul> <p><b>Izakhi zamagama</b></p> <ul style="list-style-type: none"> <li>• Izimaphambili</li> <li>• Iingcambu</li> <li>• Izimamva</li> </ul> <p>Izibizo<br/>Izimelabizo<br/>Izenzi nezixando zezenzi<br/>Izichazi<br/>Izihlomelo<br/>Iimo<br/>Izalathandawo<br/>Amagatya nezivakalisi<br/>Izihlanganisi<br/>Izifanekisozwi<br/>Izikhuzo<br/>Iimpawu zobhalo<br/>Upelo magama<br/><b>Ukukhulisa ukuqaphela ngeliso elibukhali ukusetyenziswa kolwimi</b></p> <ul style="list-style-type: none"> <li>• Inyani noluvo</li> <li>• Intsingiselo engundoqo / yentsusa nefihlakeleyo</li> <li>• Intsingiselo engundoqo / yentsusa, intsingiselo efihlakeleyo nentsingiselo ecingelwayo</li> <li>• Imvelaphi yombhali neyetekisi malunga nezentlalo nepolitiko kanye nenkcubeko</li> <li>• Ifuthe elibangelwa kokuchongwayo nokushiyelelwayo kwintsingiselo</li> <li>• Ukuhambelana kolwimi namagunya</li> <li>• Ulwimi oluchukumisayo noluqhathayo.</li> </ul> | <ul style="list-style-type: none"> <li>• Irejista, imo, nelizwi</li> <li>• Ukhetho magama</li> <li>• Ukwakhiwa kwezivakalisi</li> <li>• Ukwakhiwa kwemihlathi</li> <li>• Iziphumlisi nopelo</li> </ul> <p><b>Izakhi zamagama</b></p> <ul style="list-style-type: none"> <li>• Izimaphambili</li> <li>• Iingcambu</li> <li>• Izimamva</li> </ul> <p>Izibizo<br/>Izimelabizo<br/>Izenzi nezixando zezenzi<br/>Izichazi<br/>Izihlomelo<br/>Iimo<br/>Izalathandawo<br/>Amagatya nezivakalisi<br/>Izihlanganisi<br/>Izifanekisozwi<br/>Izikhuzo<br/>Iimpawu zobhalo<br/>Upelo magama<br/><b>Ukukhulisa ukuqaphela ngeliso alibukhali ukusetyenziswa kolwimi</b></p> <ul style="list-style-type: none"> <li>• Inyani noluvo</li> <li>• Intsingiselo engundoqo / yentsusa nefihlakeleyo</li> <li>• Intsingiselo engundoqo / yentsusa, intsingiselo efihlakeleyo nentsingiselo ecingelwayo</li> <li>• Imvelaphi yombhali neyetekisi malunga nezentlalo nepolitiko kanye nenkcubeko</li> <li>• Ifuthe elibangelwa kokuchongwayo nokushiyelelwayo kwintsingiselo</li> <li>• Ukuhambelana kolwimi namagunya</li> <li>• Ulwimi oluchukumisayo noluqhathayo.</li> </ul> |
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## 4.5 IsiZulu

### Content Map Grade 10 – 12

| Isengezelelo A2  | Isifundo: IsiZulu Ulimi Lwasekhaya  |   | Ibanga: 10 - 12   |
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| <b>Uhlelo Lokwethula Ingqikithi Ebukeziwe NgokwMabanga</b> |   |   |   |
| Amakhono / ingqikithi                                      | Ibanga le – 10  | Ibanga le - 11  | Ibanga le - 12  |
| <b>Ukulalela nokukhuluma</b>                               | <p><b>Ukulalela ngenhloso yokukuthola ulwazi oluthile:</b><br/>(Ukuthola ulwazi, ukuhlolisisa, ukuncoma futhi uxhumane nabanye)</p> <p>Ukulalela ngokuqondisisa</p> <p>Ukulalela ngenhloso yokuhlaziya nokuhlolisisa<br/>Ukulalela ukuze uncome futhi nokuxhumana nabanye.</p> <p><b>Inqubo yokukhuluma:</b></p> <p>Ukulungiselela<br/>Ukucwaninga<br/>Ukuhlela<br/>Ukuzilolonga<br/>Ukwethula</p> <p><b>Amatheksthi ama-orali: (Izimpawu nezimiso)</b></p> <p>Ukufunda kuzwakale okungalungiselelwe<br/>Inkulumo elungiselelwe<br/>Ukuxoxa<br/>Inkulumo – mpikiswano<br/>Ingxoxo<br/>Inthavyu<br/>Umbiko (obekelwe nongabekelwe mgomo)<br/>Imiyalelo<br/>Ukuxoxa kwesigungu<br/>Ukwethula isikhuluma</p> | <p><b>Ukulalela ngenhloso yokukuthola ulwazi oluthile:</b><br/>(Ukuthola ulwazi, ukuhlolisisa, ukuncoma futhi uxhumane nabanye)</p> <p>Ukulalela ngokuqondisisa</p> <p>Ukulalela ngenhloso yokuhlaziya nokuhlolisisa</p> <p>Ukulalela ukuze uncome futhi nokuxhumana nabanye.</p> <p><b>Inqubo yokukhuluma:</b></p> <p>Ukulungiselela<br/>Ukucwaninga<br/>Ukuhlela<br/>Ukuzilolonga<br/>Ukwethula</p> <p><b>Amatheksthi ama-orali: (Izimpawu nezimiso)</b></p> <p>Ukufunda kuzwakale okungalungiselelwe<br/>Inkulumo elungiselelwe<br/>Ukuxoxa<br/>Inkulumo – mpikiswano<br/>Ingxoxo<br/>Inthavyu<br/>Umbiko (obekelwe nongabekelwe mgomo)</p> <p>Imiyalelo</p> | <p><b>Ukulalela ngenhloso yokukuthola ulwazi oluthile:</b><br/>Ukuthola ulwazi, ukuhlolisisa, ukuncoma futhi uxhumane nabanye)</p> <p>Ukulalela ngokuqondisisa</p> <p>Ukulalela ngokuhlaziya nokuhlolisisa</p> <p>Ukulalela ngokuncoma nokuxhumana nabanye</p> <p><b>Inqubo yokukhuluma:</b></p> <p>Ukulungiselela<br/>Ukucwaninga<br/>Ukuhlela<br/>Ukuzilolonga<br/>Ukwethula</p> <p><b>Amatheksthi ama-orali: (Izimpawu nezimiso)</b></p> <p>Inkulumo elungiselelwe <b>EYODWA.</b><br/>Inkulumo engalungiselelwe<br/>Ukuxoxa<br/>Inkulumo – mpikiswano<br/>Ingxoxo<br/>Inthavyu<br/>Umbiko (obekelwe nongabekelwe mgomo)</p> <p>Imiyalelo</p> |

|                            | Ukwedlulisa amazwi okubonga  | Ukuxoxa kwesigungu<br>Ukwethul isikhulumi<br>Ukwedlulisa amazwi okubonga   | Ukuxoxa kwesigungu<br>Ukwethula isikhulumi<br>Ukwedlulisa amazwi okubonga  |
|----------------------------|--|--|--|
| <b>Ukufunda nokubukela</b> | <p><b>Inqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>Ukufunda ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile ezimpawini zetheksthi njengalezi: igama lencwadi, izahluko, izihlokwana, imibhalo echazayo nezithombe, amagrafu, ifonti, ukubhalwa kwezimbolo, ukuhleleka kombhalo, imidwebo, amabalazwe amabhokisana aveza izihlokwana ekhompuytheni, njalonjalo.</li> </ul> <p>Ukufunda ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile ezingxenyeni zombhalo njengalezi: ikhasi elinesihloko, uhlu lokuqukethwe, izahluko, izincazelo zamagama, izengezelelo, amanothi asezansi nekhasi, achaza okuthile, njll.</p> <p>Ukubikezela usebenzisa ulwazi olutholakale ngenkathi kufundwa ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile .</p> <p>Ukuxoxa ngolwazimagama olungejwayelekile kubafundi.</p> <p><b>Ngesikhathi sokufunda</b><br/>Kutholwa ukuthi itheksthi ikhuluma ngani.</p> <p>Kubhekwa izincazelo zamagama angejwayelekile kanye nemifanekisomqondo kusetshenziswa isu lokufunisele incazelo yegama ngokuhlola amalunga amagama.</p> <p>Kusetshenziswa amasu okufunda ngokuqondisa: ukuzama ukuhlanganisa nokuqaphela umqondo wesiqephu, ukuguquguqula isivini sokufunda kulandelwa ubunjalo betheksthi, ukuphinda kufundwe uma kunesidingo, ukufuna ulwazi oluthile olungasiza ekuqondeni itheksthi, ukubuza nokuphendula imibuzo(kusukela emibuzweni elula kuya</p> | <p><b>Inqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>Ukufunda ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile</li> </ul> <p>ezimpawini zetheksthi njengalezi: igama lencwadi, izahluko, izihlokwana, imibhalo echazayo nezithombe, amagrafu, ifonti, ukubhalwa kwezimbolo, ukuhleleka kombhalo, imidwebo, amabalazwe amabhokisana aveza izihlokwana ekhompuytheni, njalonjalo.</p> <p>Ukufunda ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile ezingxenyeni zombhalo njengalezi: ikhasi elinesihloko, uhlu lokuqukethwe, izahluko, izincazelo zamagama, izengezelelo, amanothi asezansi nekhasi, achaza okuthile, njll.</p> <p>Ukubikezela usebenzisa ulwazi olutholakale ngenkathi kufundwa ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile .</p> <p>Ukuxoxa ngolwazimagama olungejwayelekile kubafundi.</p> <p><b>Ngesikhathi sokufunda</b><br/>Kutholwa ukuthi itheksthi ikhuluma ngani.</p> <p>Kubhekwa izincazelo zamagama angejwayelekile kanye nemifanekisomqondo kusetshenziswa isu lokufunisele incazelo yegama ngokuhlola amalunga amagama.</p> <p>Kusetshenziswa amasu okufunda ngokuqondisa: ukuzama ukuhlanganisa nokuqaphela umqondo wesiqephu, ukuguquguqula isivini sokufunda kulandelwa ubunjalo betheksthi, ukuphinda kufundwe uma kunesidingo, ukufuna</p> | <p><b>Inqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>Ukufunda ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile</li> </ul> <p>ezimpawini zetheksthi njengalezi: igama lencwadi, izahluko, izihlokwana, imibhalo echazayo nezithombe, amagrafu, ifonti, ukubhalwa kwezimbolo, ukuhleleka kombhalo, imidwebo, amabalazwe amabhokisana aveza izihlokwana ekhompuytheni, njalonjalo.</p> <p>Ukufunda ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile ezingxenyeni zombhalo njengalezi: ikhasi elinesihloko, uhlu lokuqukethwe, izahluko, izincazelo zamagama, izengezelelo, amanothi asezansi nekhasi, achaza okuthile, njll.</p> <p>Ukubikezela usebenzisa ulwazi olutholakale ngenkathi kufundwa ngokushesha ukha phezulu nangokucophelela amaphuzu abalulekile .</p> <p>Ukuxoxa ngolwazimagama olungejwayelekile kubafundi.</p> <p><b>Ngesikhathi sokufunda</b><br/>Kutholwa ukuthi itheksthi ikhuluma ngani.</p> <p>Kubhekwa izincazelo zamagama angejwayelekile kanye nemifanekisomqondo kusetshenziswa isu lokufunisele incazelo yegama ngokuhlola amalunga amagama.</p> <p>Kusetshenziswa amasu okufunda ngokuqondisa: ukuzama ukuhlanganisa nokuqaphela umqondo wesiqephu, ukuguquguqula isivini sokufunda kulandelwa ubunjalo</p> |



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| <p>kwelukhuni), ukubona ngeso lengqondo, ukufunisela, ukufunda ukuze uthole amaphuzu asemqoka, ukubheka ukukhethwa kwamagama nezakhiwo zolimi, ukubona uhlobo lwetheksti usizwa yindlela ehlelwe ngayo, kanye nezimpawu zolimi. Ukubhala amanothi noma ukufingqa imibonongqangi kanye nesekelayo.</p> <p><b>Ngemuva kokufunda:</b></p> <p>Bakwazi ukuphendula imibuzo ngetheksti</p> <p>Bakwazi ukuhlaziya ngokuqhathanisa.</p> <p>Bakwazi ukuhlolisa, ukunquma nokubeka imibono yabo</p> <p>Bakwazi ukukhiqiza uhlobo oluthile lombhalo ngokwabo (uma kudingekile).</p> <p>Bakwazi indlela ulimi olusetshenziswa ngayo.</p> <p>Iqiniso kanye nombono.</p> <ul style="list-style-type: none"> <li><input type="radio"/> Incazelo eqondile kanye negudliselayo.</li> <li><input type="radio"/> Umqondo osobala kanye nojulile.</li> <li><input type="radio"/> Baqonde okuphathelene nezenhlalo nombusazwe kanye namasiko ababhali.</li> <li><input type="radio"/> Umthelela wokufakwa kanye nokweqiwa kwamagama encazelweni.</li> <li><input type="radio"/> Ubudlelwano phakathi kolimi kanye nesikhundla somuntu ophethe.</li> </ul> <p>Ulimi oluchukuluza/oluvusa/oluthintha imizwa, oluvumisayo, uoluchemile, olubandlululayo, olucwasayo, olunenkolelo engaguquki, izindlela ezehlukene zokusebenzisa ulimi, isib. Ulimi lwesigodi, ijagoni, ukucabangela okungahle kwenzeke, ukuqagula, indlela yokucabanga inhloso yokufaka noma yokukhipha ulwazi oluthile.</p> | <p>ulwazi oluthile olungasiza ekuqondeni itheksti, ukubuza nokuphendula imibuzo(kusukela emibuzweni elula kuya kwelukhuni), ukubona ngeso lengqondo, ukufunisela, ukufunda ukuze uthole amaphuzu asemqoka, ukubheka ukukhethwa kwamagama nezakhiwo zolimi, ukubona uhlobo lwetheksti usizwa yindlela ehlelwe ngayo, kanye nezimpawu zolimi. Ukubhala amanothi noma ukufingqa imibonongqangi kanye nesekelayo.</p> <p><b>Ngemuva kokufunda:</b></p> <p>Bakwazi ukuphendula imibuzo ngetheksti</p> <p>Bakwazi ukuhlaziya ngokuqhathanisa.</p> <p>Bakwazi ukuhlolisa, ukunquma nokubeka imibono yabo</p> <p>Bakwazi ukukhiqiza uhlobo oluthile lombhalo ngokwabo (uma kudingekile).</p> <p>Bakwazi indlela ulimi olusetshenziswa ngayo.</p> <p>Iqiniso kanye nombono.</p> <ul style="list-style-type: none"> <li><input type="radio"/> Incazelo eqondile kanye negudliselayo.</li> <li><input type="radio"/> Umqondo osobala kanye nojulile.</li> <li><input type="radio"/> Baqonde okuphathelene nezenhlalo nombusazwe kanye namasiko ababhali.</li> <li><input type="radio"/> Umthelela wokufakwa kanye nokweqiwa kwamagama encazelweni.</li> <li><input type="radio"/> Ubudlelwano phakathi kolimi kanye nesikhundla somuntu ophethe.</li> </ul> <p>Ulimi oluchukuluza/oluvusa/oluthintha imizwa, oluvumisayo, uoluchemile, olubandlululayo, olucwasayo, olunenkolelo engaguquki, izindlela ezehlukene zokusebenzisa ulimi, isib. Ulimi lwesigodi, ijagoni, ukucabangela okungahle kwenzeke, ukuqagula, indlela yokucabanga inhloso yokufaka noma yokukhipha ulwazi oluthile.</p> | <p>betheksti, ukuphinda kufundwe uma kunesidingo, ukufuna ulwazi oluthile olungasiza ekuqondeni itheksti, ukubuza nokuphendula imibuzo(kusukela emibuzweni elula kuya kwelukhuni), ukubona ngeso lengqondo, ukufunisela, ukufunda ukuze uthole amaphuzu asemqoka, ukubheka ukukhethwa kwamagama nezakhiwo zolimi, ukubona uhlobo lwetheksti usizwa yindlela ehlelwe ngayo, kanye nezimpawu zolimi. Ukubhala amanothi noma ukufingqa imibonongqangi kanye nesekelayo.</p> <p><b>Ngemuva kokufunda:</b></p> <p>Bakwazi ukuphendula imibuzo ngetheksti</p> <p>Bakwazi ukuhlaziya ngokuqhathanisa.</p> <p>Bakwazi ukuhlolisa, ukunquma nokubeka imibono yabo</p> <p>Bakwazi ukukhiqiza uhlobo oluthile lombhalo ngokwabo (uma kudingekile).</p> <p>Bakwazi indlela ulimi olusetshenziswa ngayo</p> <p>Iqiniso kanye nombono.</p> <ul style="list-style-type: none"> <li><input type="radio"/> Incazelo eqondile kanye negudliselayo.</li> <li><input type="radio"/> Umqondo osobala kanye nojulile.</li> <li><input type="radio"/> Baqonde okuphathelene nezenhlalo nombusazwe kanye namasiko ababhali.</li> <li><input type="radio"/> Umthelela wokufakwa kanye nokweqiwa kwamagama encazelweni.</li> <li><input type="radio"/> Ubudlelwano phakathi kolimi kanye nesikhundla somuntu ophethe.</li> </ul> <p>Ulimi oluchukuluza/oluvusa/oluthintha imizwa, oluvumisayo, uoluchemile, olubandlululayo, olucwasayo, olunenkolelo engaguquki, izindlela ezehlukene zokusebenzisa ulimi, isib. Ulimi lwesigodi, ijagoni, ukucabangela okungahle kwenzeke, ukuqagula, indlela yokucabanga inhloso yokufaka noma yokukhipha ulwazi oluthile.</p> |
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|  | <p>Ukunyushwa kwamatheskthi abonwayo</p> <p>Amasu okunxena:</p> <ul style="list-style-type: none"> <li>• Ulimi oluvusa/oluthinta/oluchukuluza imizwa, oluchemile noluvumisayo.</li> <li>• Ukubona umthelela wokusebenzisa ifonti nobungako bamagama, izihloko namakhephshini.</li> </ul> <p>Ukubonna ukuthi ulimi kanye nemifanekisomqondo kunamthelela muni kumagugu nezimo okubhekwa ngazo izinto, ulimi kanye nemifanekiso mqondo ecwasa ngokobulili, ngokobuhlanga, ngokobudala noma okuncike ekugcizeleleni inkolelo engaguquki, ikakhulukazi ezikhangisweni.</p> <p>Ukuhlaziya, ukuhumusha, ukuhlolisisa kanye nokuphendula ubhekisisa kumakhathuni/kundwebomahlaya.</p> <p>Ukuthuthukiswa kolwazi magama Kanye nokusetshenziswa kolimi:</p> <p>Ulimi olunencazelo ecashile kanye namasu obuciko bokukhuluma: izifengqo, izaga, isifaniso, isingathekiso, ukwenzasamuntu, i-okzironi, umbizi, ihaba, ukuhlanekizela, ifuzamsindo indida, ukwenzasasilwane, ukubhinqa, anakhrinizimu, uvuthondaba, upholovuthondaba). Nakuba ulwazi lwalezi zimo zokukhuluma lubalulekile, kumele lwethulwe kubafundi njengokuvula kwazo emibhalweni yepfrozi, yezinkondlo, emibhalweni yokuziqambela engakholakali Kanye neyethula amaqiniso.</p> <p>Ukuveza umehluko okhona phakathi kwencazelo esobala necashile.</p> <p>•Ukusebenzisa Izichazamazwi kanye nethorasi ngempumelelo kanye nezinye izincwadi ongacobelela kuzo incazelo, isipelingi, impimiso, amalunga, kanye nezingcezu zenkullumo kanye namagama angejwayelekile.</p> | <p>Ukunyushwa kwamatheskthi abonwayo</p> <p>Amasu okunxena:</p> <ul style="list-style-type: none"> <li>• Ulimi oluvusa/oluthinta/oluchukuluza imizwa, oluchemile noluvumisayo.</li> <li>• Ukubona umthelela wokusebenzisa ifonti nobungako bamagama, izihloko namakhephshini.</li> </ul> <p>Ukubonna ukuthi ulimi kanye nemifanekisomqondo kunamthelela muni kumagugu nezimo okubhekwa ngazo izinto, ulimi kanye nemifanekisomqondo ecwasa ngokobulili, ngokobuhlanga, ngokobudala noma okuncike ekugcizeleleni inkolelo engaguquki, ikakhulukazi ezikhangisweni.</p> <p>Ukuhlaziya, ukuhumusha, ukuhlolisisa kanye nokuphendula ubhekisisa kumakhathuni/kundwebomahlaya.</p> <p>Ukuthuthukiswa kolwazi magama Kanye nokusetshenziswa kolimi:</p> <p>Ulimi olunencazelo ecashile kanye namasu obuciko bokukhuluma: izifengqo, izaga, isifaniso, isingathekiso, ukwenzasamuntu, i-okzironi, umbizi, ihaba, ukuhlanekizela, ifuzamsindo indida, ukwenzasasilwane, ukubhinqa, anakhrinizimu, uvuthondaba, upholovuthondaba). Nakuba ulwazi lwalezi zimo zokukhuluma lubalulekile, kumele lwethulwe kubafundi njengokuvula kwazo emibhalweni yepfrozi, yezinkondlo, emibhalweni yokuziqambela engakholakali Kanye neyethula amaqiniso.</p> <p>Ukuveza umehluko okhona phakathi kwencazelo esobala necashile.</p> <p>•Ukusebenzisa Izichazamazwi kanye nethorasi ngempumelelo kanye nezinye izincwadi ongacobelela kuzo incazelo, isipelingi, impimiso, amalunga, kanye nezingcezu zenkullumo kanye namagama angejwayelekile.</p> | <p>Ukunyushwa kwamatheskthi abonwayo</p> <p>Amasu okunxena:</p> <ul style="list-style-type: none"> <li>• Ulimi oluvusa/oluthinta/oluchukuluza imizwa, oluchemile noluvumisayo.</li> <li>• Ukubona umthelela wokusebenzisa ifonti nobungako bamagama, izihloko namakhephshini.</li> </ul> <p>Ukubonna ukuthi ulimi kanye nemifanekisomqondo kunamthelela muni kumagugu nezimo okubhekwa ngazo izinto, ulimi kanye nemifanekisomqondo ecwasa ngokobulili, ngokobuhlanga, ngokobudala noma okuncike ekugcizeleleni inkolelo engaguquki, ikakhulukazi ezikhangisweni.</p> <p>Ukuhlaziya, ukuhumusha, ukuhlolisisa kanye nokuphendula ubhekisisa kumakhathuni/kundwebomahlaya.</p> <p>Ulimi olunencazelo ecashile kanye namasu obuciko bokukhuluma: izifengqo, izaga, isifaniso, isingathekiso, ukwenzasamuntu, i-okzironi, umbizi, ihaba, ukuhlanekizela, ifuzamsindo indida, ukwenzasasilwane, ukubhinqa, anakhrinizimu, uvuthondaba, upholovuthondaba). Nakuba ulwazi lwalezi zimo zokukhuluma lubalulekile, kumele lwethulwe kubafundi njengokuvula kwazo emibhalweni yepfrozi, yezinkondlo, emibhalweni yokuziqambela engakholakali Kanye neyethula amaqiniso.</p> <p>Ukuveza umehluko okhona phakathi kwencazelo esobala necashile.</p> <p>Ukusebenzisa Izichazamazwi kanye nethorasi ngempumelelo kanye nezinye izincwadi ongacobelela kuzo incazelo, isipelingi, impimiso, amalunga, kanye nezingcezu zenkullumo kanye namagama angejwayelekile</p> |
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| <p>Ukubona incazelo yeziqalo ezisetshenzisiwe Kanye nezijobelelo (isb.. isi, ulu-,uku--) Kanye nezijobelelo (isb. -kazi, -ana, -nga).</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Ukubona incazelo yamagama kanye nobudlelwano bawo namanye amagama ahambelana nawo ngokusebenzisa imisuka, iziqalo nezijobelelo.</p> <ul style="list-style-type: none"> <li>• Ukusebenzisa isimo esitholakala embhalweni( ezincazelweni zemisho) izimpawu zokuloba-amakhoma, abacaphuni-isibinelo sombiko ogqamile, ukuthola incazelo yamagama angejwayelekile.</li> </ul> <p>• Ukwehlukana phakathi kwamagama anemiqondo eminingi (ipholisemi) nokuwasebenzisa ngendlela eyamukelekile ematheksthini.</p> <p>•Ukukwazi ukubona inkulumo eqhathanisa izehlakalo ezedlule, umlando, ezenkolo,imibhalo yobuciko kanye nabantu abaziwayo ( isb. Usebenza kwamalume, okuchaza ukusebenza kahle).</p> <p>.</p> <ul style="list-style-type: none"> <li>•Ukukhombisa ukuqonda izaga nezisho nukusetshenziswa kwazo.</li> </ul> <ul style="list-style-type: none"> <li>• Ukuhlolisisa ukuthi amagama asuselwa kwamanye amasiko/ayimifakelaanamthelela muni ematheksthini. Isb. Amagama asuselwa kwezinye izilimi, isitsotsi, ulimi lwesigodi, amagama agqamisa ubuzwe.</li> </ul> <ul style="list-style-type: none"> <li>•Ukwehlukana phakathi kwamagama adidanayo, ophimbohluka,omabizwafane, njl.</li> </ul> <ul style="list-style-type: none"> <li>•Ukuphinda uxoxe indaba usebenzisa amagama ehluKile (ukufingqa, afanayo, aphikisanayo).</li> </ul> | <p>.Ukubona incazelo yeziqalo ezisetshenzisiwe Kanye nezijobelelo (isb.. isi, ulu-,uku--) Kanye nezijobelelo (isb. -kazi, -ana, -nga).</p> <p>Ukubona incazelo yamagama kanye nobudlelwano bawo namanye amagama ahambelana nawo ngokusebenzisa imisuka, iziqalo nezijobelelo.</p> <ul style="list-style-type: none"> <li>• Ukusebenzisa isimo esitholakala embhalweni( ezincazelweni zemisho) izimpawu zokuloba-amakhoma, abacaphuni-isibinelo sombiko ogqamile, ukuthola incazelo yamagama angejwayelekile.</li> </ul> <p>• Ukwehlukana phakathi kwamagama anemiqondo eminingi (ipholisemi) nokuwasebenzisa ngendlela eyamukelekile ematheksthini.</p> <p>•Ukukwazi ukubona inkulumo eqhathanisa izehlakalo ezedlule, umlando, ezenkolo,imibhalo yobuciko kanye nabantu abaziwayo ( isb. Usebenza kwamalume, okuchaza ukusebenza kahle).</p> <p>.Ukukhombisa ukuqonda izaga nezisho nukusetshenziswa kwazo.</p> <ul style="list-style-type: none"> <li>• Ukuhlolisisa ukuthi amagama asuselwa kwamanye amasiko/ayimifakelaanamthelela muni ematheksthini. Isb. Amagama asuselwa kwezinye izilimi, isitsotsi, ulimi lwesigodi, amagama agqamisa ubuzwe.</li> </ul> <ul style="list-style-type: none"> <li>•Ukwehlukana phakathi kwamagama adidanayo, ophimbohluka,omabizwafane, njl.</li> </ul> <ul style="list-style-type: none"> <li>•Ukuphinda uxoxe indaba usebenzisa amagama ehluKile (ukufingqa, afanayo, aphikisanayo).</li> </ul> | <p>Ukubona incazelo yeziqalo ezisetshenzisiwe Kanye nezijobelelo (isb.. isi, ulu-,uku--) Kanye nezijobelelo (isb. -kazi, -ana, -nga).</p> <p>Ukubona incazelo yamagama kanye nobudlelwano bawo namanye amagama ahambelana nawo ngokusebenzisa imisuka, iziqalo nezijobelelo.</p> <ul style="list-style-type: none"> <li>• Ukusebenzisa isimo esitholakala embhalweni( ezincazelweni zemisho) izimpawu zokuloba-amakhoma, abacaphuni-isibinelo sombiko ogqamile, ukuthola incazelo yamagama angejwayelekile.</li> </ul> <p>• Ukwehlukana phakathi kwamagama anemiqondo eminingi (ipholisemi) nokuwasebenzisa ngendlela eyamukelekile ematheksthini.</p> <p>•Ukukwazi ukubona inkulumo eqhathanisa izehlakalo ezedlule, umlando, ezenkolo,imibhalo yobuciko kanye nabantu abaziwayo ( isb. Usebenza kwamalume, okuchaza ukusebenza kahle).</p> <p>.Ukukhombisa ukuqonda izaga nezisho nukusetshenziswa kwazo.</p> <ul style="list-style-type: none"> <li>• Ukuhlolisisa ukuthi amagama asuselwa kwamanye amasiko/ayimifakelaanamthelela muni ematheksthini. Isb. Amagama asuselwa kwezinye izilimi, isitsotsi, ulimi lwesigodi, amagama agqamisa ubuzwe.</li> </ul> <p>Ukwehlukana phakathi kwamagama adidanayo, ophimbohluka,omabizwafane, njl.</p> <p>Ukuphinda uxoxe indaba usebenzisa amagama ehluKile (ukufingqa, afanayo, aphikisanayo).</p> | <p>Ukubona incazelo yeziqalo ezisetshenzisiwe Kanye nezijobelelo (isb.. isi, ulu-,uku--) Kanye nezijobelelo (isb. -kazi, -ana, -nga).</p> <p>Ukubona incazelo yamagama kanye nobudlelwano bawo namanye amagama ahambelana nawo ngokusebenzisa imisuka, iziqalo nezijobelelo.</p> <ul style="list-style-type: none"> <li>• Ukusebenzisa isimo esitholakala embhalweni( ezincazelweni zemisho) izimpawu zokuloba-amakhoma, abacaphuni-isibinelo sombiko ogqamile, ukuthola incazelo yamagama angejwayelekile.</li> </ul> <p>• Ukwehlukana phakathi kwamagama anemiqondo eminingi (ipholisemi) nokuwasebenzisa ngendlela eyamukelekile ematheksthini.</p> <p>•Ukukwazi ukubona inkulumo eqhathanisa izehlakalo ezedlule, umlando, ezenkolo,imibhalo yobuciko kanye nabantu abaziwayo ( isb. Usebenza kwamalume, okuchaza ukusebenza kahle).</p> <p>.Ukukhombisa ukuqonda izaga nezisho nukusetshenziswa kwazo.</p> <ul style="list-style-type: none"> <li>• Ukuhlolisisa ukuthi amagama asuselwa kwamanye amasiko/ayimifakelaanamthelela muni ematheksthini. Isb. Amagama asuselwa kwezinye izilimi, isitsotsi, ulimi lwesigodi, amagama agqamisa ubuzwe.</li> </ul> <p>Ukwehlukana phakathi kwamagama adidanayo, ophimbohluka,omabizwafane, njl.</p> <p>Ukuphinda uxoxe indaba usebenzisa amagama ehluKile (ukufingqa, afanayo, aphikisanayo).</p> |
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|  | <ul style="list-style-type: none"> <li>• Ukusebenzisa igama elilodwa elimele ibinzana.</li> <li>• Ukesebenzisa amagama ahambisanayo (isb. Amathe nolimi,inja nekati)..<br/>Izakhiwo zemisho Kanye nokuhleleka kwamatheksthi:</li> </ul> <p>Amagama ahlanganisa imibono/izihlanganiso: okokuqala, okwesibili, sengiphetha,njl.</p> <ul style="list-style-type: none"> <li>• Izifinyezo ezahlukahlukene Kanye nama-akhronimi.</li> <li>• Izenzo kanye nezingazenzo ukuveza inkathi kanye nesimo ngendlela eqondile.</li> <li>• Umusho oqondile, ombaxa omagatsha ngokusebenzisa imishwana namabinzana Kanye nezihlanganiso.</li> <li>• Inkulumo eyethulwa umenzi eyinhloko yomushao kanye neyethulwa umenziwa eyinhloko yomusho</li> <li>• Inkulumo ngqo Kanye nenkulumo ewumbiko.</li> <li>• Ukulandelana kwamagama emshweni ngendlela efanele.</li> <li>• Izivumelwano, izakhi zesibanjalo,isakhi u-ku.</li> <li>• Isipelingi.</li> </ul> <p>Hlaziya isakhiwo /ukuhleleka kwamatheskthiasetshenziswa oHlelweni lweziFundo lonke kanye namagama adlulisa umyalezo. Amagama abonisa okuthile:Itheksthi ekhomba ukulandaleana, ukuchaza, imbangela kanye nomthelela,inqubobo okwenzeka ngayo izinto, ukuqhathanisa/ ukwehlukana, ukulandelana ngokubaluleka, izigaba ezibonisa ukukhetha, isigaba esichazayo, esihlaziyo, esethulayo,imibiko, isigaba esisongayo/esiphethayo</p> <p>Izimpawu zamatheksthi ayimibhalo:</p> <p>Izinkondlo:</p> <p>Izinkondlo <b>ezi – 5</b> ezimiselwe ukufundwa.</p> <p>Inkondlo <b>EYODWA</b> engabonwanga.</p> <ul style="list-style-type: none"> <li>• Umqondo ocashile nomqondo osobala</li> <li>•Umoya</li> <li>• indikimba kanye nomyalezo</li> </ul> | <ul style="list-style-type: none"> <li>• Ukusebenzisa igama elilodwa elimele ibinzana.</li> <li>• Ukesebenzisa amagama ahambisanayo (isb. Amathe nolimi,inja nekati)..<br/>Izakhiwo zemisho kanye nokuhleleka kwamatheksthi:</li> </ul> <p>Amagama ahlanganisa imibono/izihlanganiso: okokuqala, okwesibili, sengiphetha,njl.</p> <ul style="list-style-type: none"> <li>• Izifinyezo ezahlukahlukene Kanye nama-akhronimi.</li> <li>• Izenzo kanye nezingazenzo ukuveza inkathi kanye nesimo ngendlela eqondile.</li> <li>• Umusho oqondile, ombaxa omagatsha ngokusebenzisa imishwana namabinzana Kanye nezihlanganiso.</li> <li>• Inkulumo eyethulwa umenzi eyinhloko yomushao kanye neyethulwa umenziwa eyinhloko yomusho</li> <li>• Inkulumo ngqo Kanye nenkulumo ewumbiko.</li> <li>• Ukulandelana kwamagama emshweni ngendlela efanele.</li> <li>• Izivumelwano, izakhi zesibanjalo,isakhi u-ku.</li> <li>• Isipelingi.</li> </ul> <p>Hlaziya isakhiwo /ukuhleleka kwamatheskthiasetshenziswa oHlelweni lweziFundo lonke kanye namagama adlulisa umyalezo. Amagama abonisa okuthile:Itheksthi ekhomba ukulandaleana, ukuchaza, imbangela kanye nomthelela,inqubobo okwenzeka ngayo izinto, ukuqhathanisa/ ukwehlukana, ukulandelana ngokubaluleka, izigaba ezibonisa ukukhetha, isigaba esichazayo, esihlaziyo, esethulayo,imibiko, isigaba esisongayo/esiphethayo</p> <p>Izimpawu zamatheksthi ayimibhalo:</p> <p>Izinkondlo:</p> <p>Izinkondlo <b>ezi – 5</b> ezimiselwe ukufundwa.</p> <p>Inkondlo <b>EYODWA</b> engabonwanga .</p> <ul style="list-style-type: none"> <li>• Umqondo ocashilenomqondo osobala</li> <li>•Umoya</li> </ul> | <ul style="list-style-type: none"> <li>• Ukusebenzisa igama elilodwa elimele ibinzana</li> </ul> <p>Ukesebenzisa amagama ahambisanayo (isb. Amathe nolimi,inja nekati)..<br/>Izakhiwo zemisho kanye nokuhleleka</p> <p>Amagama ahlanganisa imibono/izihlanganiso: okokuqala, okwesibili, sengiphetha,njl.</p> <ul style="list-style-type: none"> <li>• Izifinyezo ezahlukahlukene kanye nama-akhronimi.</li> <li>• Izenzo kanye nezingazenzo ukuveza inkathi kanye nesimo ngendlela eqondile.</li> <li>• Umusho oqondile, ombaxa omagatsha ngokusebenzisa imishwana namabinzana Kanye nezihlanganiso.</li> <li>• Inkulumo eyethulwa umenzi eyinhloko yomushao kanye neyethulwa umenziwa eyinhloko yomusho</li> <li>• Inkulumo ngqo Kanye nenkulumo ewumbiko.</li> <li>• Ukulandelana kwamagama emshweni ngendlela efanele.</li> <li>• Izivumelwano, izakhi zesibanjalo,isakhi u-ku.</li> <li>• Isipelingi.</li> </ul> <p>Hlaziya isakhiwo /ukuhleleka kwamatheskthiasetshenziswa oHlelweni lweziFundo lonke kanye namagama adlulisa umyalezo. Amagama abonisa okuthile:Itheksthi ekhomba ukulandaleana, ukuchaza, imbangela kanye nomthelela,inqubobo okwenzeka ngayo izinto, ukuqhathanisa/ ukwehlukana, ukulandelana ngokubaluleka, izigaba ezibonisa ukukhetha, isigaba esichazayo, esihlaziyo, esethulayo,imibiko, isigaba esisongayo/esiphethayo</p> <p>Izimpawu zamatheksthi ayimibhalo:</p> <p>Izinkondlo:</p> <p>Izinkondlo <b>eziyi – 12</b> ezimiselwe ukufundwa.</p> <p>Inkondlo <b>EYODWA</b> engabonwanga .</p> <ul style="list-style-type: none"> <li>• Umqondo ocashilenomqondo osobala</li> <li>•Umoya</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Imifanakisomqondo</li> <li>• Izimo zenkulumo, ukukhethwa kwamagama,ithoni, amasu obuciko, umoya wembongi, umbuzombumbulu, imigqa, amagama, izitanza, ukuxhumana, izimpawu zokuloba, ukuphindaphinda, impindwa, amasu okusebenzisa umsindo, (ifanamsindo, isigqi, ifuzamsindo imvemelwano Kanye ne-enjambamenti</li> </ul> <p>+</p> <p>Umdlalo:</p> <ul style="list-style-type: none"> <li>• Isakhiwo kanye nesakhiwana</li> </ul> <p>(isethulo, isixakaxaka, ukubhehetheka kodweshu, uvuthondaba, upholavuthondaba, isiphetho, ukujeqeza emuva, ukubikezela, ukuvezwa kwabalingiswa.</p> <ul style="list-style-type: none"> <li>• Umsebenzi womlandi/umlingiswa/umbono womlandi.</li> <li>• Indikimba kanye nomyalezo</li> <li>• Ulwazi lwaphambilini Kanye nesizinda – ubudlelwano babadlali nendikimba.</li> <li>• Umumo wondlalo: isakhiwana (isethulo, ukubhehetheka kodweshu novuthondaba)</li> <li>• Umoya nethoni</li> <li>• Ingwijikhwebu/Isiphetho</li> <li>• Imiyalezo yokuzokwenzeka enkundleni yokudlalela</li> <li>• Ukuxhumana phakathi kwenkulumo-mphendulwano kayedwana nesenzeko</li> </ul> | <ul style="list-style-type: none"> <li>• indikimba nomyalezo</li> <li>• Imifanakisomqondo</li> <li>• Izimo zenkulumo, ukukhethwa kwamagama,ithoni, amasu obuciko, umoya wembongi, umbuzombumbulu, imigqa, amagama, izitanza, ukuxhumana, izimpawu zokuloba, ukuphindaphinda, impindwa, amasu okusebenzisa umsindo, (ifanamsindo, isigqi, ifuzamsindo imvemelwano Kanye ne-enjambamenti</li> </ul> <p>+</p> <p>Umdlalo:</p> <ul style="list-style-type: none"> <li>▪ Isakhiwo kanye nesakhiwana</li> </ul> <p>(isethulo, isixakaxaka, ukubhehetheka kodweshu, uvuthondaba, upholavuthondaba, isiphetho, ukujeqeza emuva, ukubikezela ,ukuvezwa kwabalingiswa.</p> <ul style="list-style-type: none"> <li>• Umsebenzi womlandi/umlingiswa/umbono womlandi.</li> <li>• Indikimba kanye nomyalezo</li> <li>• Ulwazi lwaphambilini Kanye nesizinda – ubudlelwano babadlali nendikimba.</li> <li>• Umumo wondlalo: isakhiwana (isethulo, ukubhehetheka kodweshu novuthondaba)</li> <li>• Umoya nethoni</li> <li>• Ingwijikhwebu/Isiphetho</li> <li>• Imiyalezo yokuzokwenzeka enkundleni yokudlalela</li> </ul> | <ul style="list-style-type: none"> <li>• indikimba nomyalezo</li> <li>• Imifanakisomqondo</li> <li>• Izimo zenkulumo, ukukhethwa kwamagama,ithoni, amasu obuciko, umoya wembongi, umbuzombumbulu, imigqa, amagama, izitanza, ukuxhumana, izimpawu zokuloba, ukuphindaphinda, impindwa, amasu okusebenzisa umsindo, (ifanamsindo, isigqi, ifuzamsindo imvemelwano Kanye ne-enjambamenti</li> </ul> <p>+</p> <p>Umdlalo:</p> <ul style="list-style-type: none"> <li>▪ Isakhiwo kanye nesakhiwana</li> </ul> <p>(isethulo, isixakaxaka, ukubhehetheka kodweshu, uvuthondaba, upholavuthondaba, isiphetho, ukujeqeza emuva, ukubikezela ,ukuvezwa kwabalingiswa.</p> <p>Umsebenzi womlandi/umlingiswa/umbono womlandi.</p> <ul style="list-style-type: none"> <li>• Indikimba kanye nomyalezo</li> <li>• Ulwazi lwaphambilini Kanye nesizinda – ubudlelwano babadlali nendiki</li> <li>• Umumo wondlalo: isakhiwana (isethulo, ukubhehetheka kodweshu novuthondaba)</li> <li>• Umoya nethoni</li> <li>• Ingwijikhwebu/Isiphetho</li> <li>• Imiyalezo yokuzokwenzeka enkundleni yokudlalela</li> <li>• Ukuxhumana phakathi kwenkulumo-mphendulwano kayedwana nesenzeko</li> </ul> |
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| <p>.Isigameko esifihlelwe umlingiswa othile</p> <p>• Ukulandelana kwezigameko</p> <p>NOMA</p> <p>Inoveli/Ubuciko bomlomo</p> <p>Lokhu okulanelayo kungelekelela abafundi ekuqondeni kabanzi amatheksthi:</p> <ul style="list-style-type: none"> <li>• Isakhiwo kanye nesakhiwana (Isethulo, udweshu, ukubhebhetheka kodweshu, uvuthondaba, ipholavuthondaba, isiphetho, ukujeqeza emuva nokubikezela)</li> <li>• Ukuvezwa kwabalingiswa</li> <li>• Umsebenzi womlandi</li> <li>• Imiyalezo Kanye nendikimba</li> <li>• Ulwazi lwaphambilini Kanye nesizinda – ubudlelane nabadlali nedikimba</li> <li>• Okwenzeka endabeni, isizinda kanye neqhaza labalingiswa ethuthukiseni indikimba.</li> <li>• Umoya nengwijikhebu</li> <li>• Ukulandelana kwezigameko</li> </ul> <p>Inoveli/Ubuciko bomlomo</p> <p>Kufundiswa izingnekwane ezi – 4 kanye nezibongo ezi - 2</p> <p>Lokhu okulandelayo kungelekelela abafundi ekuqondeni kabanzi amatheksthi:</p> <ul style="list-style-type: none"> <li>• Isakhiwo kanye nesakhiwana (Isethulo, udweshu, ukubhebhetheka kodweshu, uvuthondaba, ipholavuthondaba, isiphetho, ukujeqeza emuva nokubikezela)</li> <li>• Ukuvezwa kwabalingiswa</li> <li>• Umsebenzi womlandi</li> <li>• Imiyalezo kanye nendikimba</li> </ul> | <p>• Ukuxhumana phakathi kwenkulumo-mphendulwano kayedwana nesenzeko</p> <p>Isigameko esifihlelwe umlingiswa othile</p> <p>• Ukulandelana kwezigameko</p> <p>NOMA</p> <p>Inoveli/Ubuciko bomlomo</p> <p>Lokhu okulanelayo kungelekelela abafundi ekuqondeni kabanzi amatheksthi:</p> <ul style="list-style-type: none"> <li>• Isakhiwo kanye nesakhiwana (Isethulo, udweshu, ukubhebhetheka kodweshu, uvuthondaba, ipholavuthondaba, isiphetho, ukujeqeza emuva nokubikezela)</li> <li>• Ukuvezwa kwabalingiswa</li> <li>• Umsebenzi womlandi</li> <li>• Imiyalezo kanye nendikimba</li> <li>• Ulwazi lwaphambilini kanye nesizinda – ubudlelane nabadlali nedikimba</li> <li>• Okwenzeka endabeni, isizinda kanye neqhaza labalingiswa ethuthukiseni indikimba.</li> <li>• Umoya nengwijikhebu</li> <li>• Ukulandelana kwezigameko</li> </ul> <p>Inoveli/Ubuciko bomlomo</p> <p>Kufundiswa izingnekwane ezi – 4 kanye nezibongo ezi - 2</p> <p>Lokhu okulandelayo kungelekelela abafundi ekuqondeni kabanzi amatheksthi:</p> <ul style="list-style-type: none"> <li>• Isakhiwo kanye nesakhiwana (Isethulo, udweshu, ukubhebhetheka kodweshu, uvuthondaba, ipholavuthondaba, isiphetho, ukujeqeza emuva nokubikezela)</li> <li>• Ukuvezwa kwabalingiswa</li> <li>• Umsebenzi womlandi</li> <li>• Imiyalezo kanye nendikimba</li> </ul> | <p>Isigameko esifihlelwe umlingiswa othile</p> <p>• Ukulandelana kwezigameko</p> <p>+</p> <p>Inoveli/Ubuciko bomlomo</p> <p>Lokhu okulanelayo kungelekelela abafundi ekuqondeni kabanzi amatheksthi:</p> <ul style="list-style-type: none"> <li>• Isakhiwo kanye nesakhiwana (Isethulo, udweshu, ukubhebhetheka kodweshu, uvuthondaba, ipholavuthondaba, isiphetho, ukujeqeza emuva nokubikezela)</li> <li>• Ukuvezwa kwabalingiswa</li> <li>• Umsebenzi womlandi</li> <li>• Imiyalezo kanye nendikimba</li> <li>• Ulwazi lwaphambilini kanye nesizinda – ubudlelane nabadlali nedikimba</li> <li>• Okwenzeka endabeni, isizinda Kanye neqhaza labalingiswa ethuthukiseni indikimba.</li> <li>• Umoya nengwijikhebu</li> <li>• Ukulandelana kwezigameko</li> </ul> <p>Inoveli/Ubuciko bomlomo</p> <p>Lokhu okulandelayo kungelekelela abafundi ekuqondeni kabanzi amatheksthi:</p> <ul style="list-style-type: none"> <li>• Isakhiwo kanye nesakhiwana (Isethulo, udweshu, ukubhebhetheka kodweshu, uvuthondaba, ipholavuthondaba, isiphetho, ukujeqeza emuva nokubikezela)</li> <li>• Ukuvezwa kwabalingiswa</li> <li>• Umsebenzi womlandi</li> <li>• Imiyalezo kanye nendikimba</li> </ul> |
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|                            | <ul style="list-style-type: none"> <li>• Ulwazi lwaphambilini kanye nesizinda – ubudlelane nabadlali nendikimba</li> <li>• Okwenzeka endabeni, isizinda kanye neqhaza labalingiswa ethuthukiseni indikimba.</li> <li>• Umoya nengwijikhebu</li> <li>• Ukulandelana kwezigameko</li> </ul>  | <ul style="list-style-type: none"> <li>• Ulwazi lwaphambilini kanye nesizinda – ubudlelane nabadlali nendikimba</li> <li>• Okwenzeka endabeni, isizinda kanye neqhaza labalingiswa ethuthukiseni indikimba.</li> <li>• Umoya nengwijikhebu</li> <li>• Ukulandelana kwezigameko</li> </ul>   | <ul style="list-style-type: none"> <li>• Ulwazi lwaphambilini kanye nesizinda – ubudlelane nabadlali nendikimba</li> <li>• Okwenzeka endabeni, isizinda kanye neqhaza labalingiswa ethuthukiseni indikimba.</li> <li>• Umoya nengwijikhebu</li> <li>• Ukulandelana kwezigameko</li> </ul>  |
| <b>Ukubhala nokwethula</b> | <p><b>Inqubo yokubhala:</b></p> <p>Ukuhlela,ukubhala izinhlaka zokuqala,ukubuyekeza,Ukufundisisa ukuze ucacise, ukulungisa amaphutha kanye nokwethula.</p> <p><b>Ama-esityi:</b></p> <p>Elandisayo</p> <p>Echazayo</p> <p>Edaza inkani</p> <p><b>Imibhalo edlulisa imiyalezo:</b></p> <p>Incwadi yobungane/incwadi yakomkhulu/yomsebenzi(yokucela,yokukhononda,yokucela umsebenzi, yomsebenzi,yobungane)</p> <p>Incwadi eya kwabezindaba(ebekelwe umgomo nengabekelwe mgomo)</p> <p>Umlando kamufi /</p> <p>Umbiko obekelwe umgomo kanye nongabekelwe umgomo</p> <p>Isibuyekezo</p> <p>Isibuyekezo</p> <p>I – Imeyli</p> <p>Inkulumo – mpendulwano</p> | <p><b>Inqubo yokubhala:</b></p> <p>Ukuhlela,ukubhala izinhlaka zokuqala,ukubuyekeza,Ukufundisisa ukuze ucacise, ukulungisa amaphutha kanye nokwethula.</p> <p><b>Ama-esityi:</b></p> <p>Edaza inkani</p> <p>Eningayo</p> <p>Eqhathanisayo</p> <p><b>Imibhalo edlulisa imiyalezo:</b></p> <p>Incwadi yobungane/incwadi yakomkhulu/yomsebenzi(yokucela,yokukhononda,yokucela umsebenzi, yomsebenzi,yobungane)</p> <p>Incwadi eya kwabezindaba(ebekelwe</p> <p>Umlando kamufi</p> <p>Umbiko obekelwe umgomo kanye nongabekelwe umgomo</p> <p>Isibuyekezo</p> <p>I-athikhili yephephandaba/ yephephabhuku</p> | <p><b>Inqubo yokubhala</b></p> <p>Ukuhlela,ukubhala izinhlaka zokuqala,ukubuyekeza,Ukufundisisa ukuze ucacise, ukulungisa amaphutha kanye nokwethula.</p> <p><b>Ama-esityi:</b></p> <p>Elandisayo</p> <p>Edaza inkani</p> <p>Echazayo</p> <p>Ejeqezayo</p> <p>Eqhathanisayo</p> <p><b>Imibhalo edlulisa imiyalezo</b></p> <p>Incwadi yobungane/incwadi yakomkhulu/yomsebenzi(yokucela,yokukhononda,yokucela umsebenzi, yomsebenzi,yobungane)</p> <p>Ikharihulamu vithaye kanye nencwadi ehambisana nayo/ umlando kamufi/</p> <p>i-ajenda kanye namaminithi omhlangano.</p> <p>Umbiko obekelwe umgomo kanye nongabekelwe umgomo</p> <p>Isibuyekezo</p> <p>Athikili yephephandaba/ yephephabhuku</p> |

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|  | Inkulumo elungiselelwe<br>I-athikhili yephephandaba / yephephabhuku   |  |   |
| <b>Izakhiwo nezimiso zokusetshenziswa kolimi</b> | Iregista, isitayela kanye nethoni-izwi<br>Ukukhethwa kwamagama<br>Ukwakhiwa kwemisho<br>Ukubhalwa kwezigabba<br>Izimpawu zokuloba nesipelingi<br><br>Izimpawu nesakhiwo samatheksthi akhiqiziwe<br><br>Izakhi amagama<br>Umsuka<br>iziqalo<br>Izijobelelo<br>Amabizo<br><br>Izabizwana<br>Izenzo ezizimele kanye nezenzo ezisetshenziswa nezinye izenzo<br>Isichasiso<br>Isandiso<br>Izindlela zokubuza imibuzo<br>Imisho kanye nemishwana<br>Izihlanganiso kanye namagama aveza ukushintsha kwenkululumo | Iregista, isitayela kanye nethoni-izwi<br>Ukukhethwa kwamagama<br>Ukwakhiwa kwemisho<br>Ukubhalwa kwezigabba<br>Izimpawu zokuloba nesipelingi<br><br>Izimpawu nesakhiwo samatheksthi akhiqiziwe<br><br>Izakhi amagama<br>Umsuka<br>iziqalo<br>Izijobelelo<br>Amabizo<br><br>Izabizwana<br>Izenzo ezizimele kanye nezenzo ezisetshenziswa nezinye izenzo<br>Isichasiso<br>Isandiso<br>Izindlela zokubuza imibuzo<br>Imisho kanye nemishwana<br>Izihlanganiso kanye namagma aveza ukushintsha kwenkululumo | Iregista, isitayela kanye nethoni-izwi<br>Ukukhethwa kwamagama<br>Ukwakhiwa kwemisho<br>Ukubhalwa kwezigabba<br>Izimpawu zokuloba nesipelingi<br><br>Izimpawu nesakhiwo samatheksthi akhiqiziwe<br><br><b>Izakhi zamagama</b><br>Umsuka<br>Iziqalo<br>Izijobelelo<br>Amabizo<br><br>Izabizwana<br>Izenzo ezizimele kanye nezenzo ezisetshenziswa nezinye izenzo<br>Isichasiso<br>Isandiso<br>Izindlela zokubuza imibuzo<br>Isiphongozo kanye nondaweni<br>Imisho kanye nemishwana<br>Izihlanganiso kanye namagma aveza ukushintsha kwenkululumo |



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|  | <p>Isenzukuthi</p> <p>Izibabazo</p> <p>Izimpwu zokuloba</p> <p>Isipelingi</p> <p>Ukuhlolisisa indlela ulimi olusethsenziswa ngayo:</p> <p>Iqiniso kanye nombono</p> <p>Incazelo eqondile kanye negudliselayo</p> <p>Umqondo osobala kanye nojulile</p> <p>Okuphathene nezenhlalo nombusazwe Kanye namasiko ababhali</p> <p>Umthelela wokufakwa kanye nokweqiwa kwamagamaencazelweni</p> <p>Ubudlelwano phakathi kolimi kanye nesikhundla somuntu ophethe</p> <p>Ulimi oluchukuluza/luvusa/oluthinta imizwa, oluvumisayo, ukuchema, ukubandlulula ukucasa, inkolelo engaguquki, izindlela ezahlukeni zokusebenzisa ulimi. isib. Ulimi lwesigodi, ijagoni, ukucabangela okungahle kwenzeke, ukuqagula, indlela yokucabanga inhloso yokufaka noma yokukhipha ulwazi oluthile.</p> | <p>Izihlanganiso kanye namagama aveza ukushintsha kwenkululumo</p> <p>Isenzukuthi</p> <p>Izibabazo</p> <p>Izimpwu zokuloba</p> <p>Isipelingi</p> <p>Ukuhlolisisa indlela ulimi olusethsenziswa ngayo:</p> <p>Iqiniso kanye nombono</p> <p>Incazelo eqondile kanye negudliselayo</p> <p>Umqondo osobala kanye nojulile</p> <p>Okuphathene nezenhlalo nombusazwe Kanye namasiko ababhali</p> <p>Umthelela wokufakwa kanye nokweqiwa kwamagamaencazelweni</p> <p>Ubudlelwano phakathi kolimi kanye nesikhundla somuntu ophethe</p> <p>Ulimi oluchukuluza/luvusa/oluthinta imizwa, oluvumisayo, ukuchema, ukubandlulula ukucasa, inkolelo engaguquki, izindlela ezahlukeni zokusebenzisa ulimi. isib. Ulimi lwesigodi, ijagoni, ukucabangela okungahle kwenzeke, ukuqagula, indlela yokucabanga inhloso yokufaka noma yokukhipha ulwazi oluthile.</p> | <p>Izenzukuthi</p> <p>Izibabazo</p> <p>Izimpawu zokuloba</p> <p>Isipelingi</p> <p>Ukuhlolisisa indlela ulimi olusethsenziswa ngayo:</p> <p>Iqiniso kanye nombono.</p> <p>Incazelo eqondile kanye negudliselayo.</p> <p>Umqondo osobala kanye nojulile.</p> <p>Okuphathelene nezenhlalo nombusazwe kanye namasiko ababhali.</p> <p>Umthelela wokufakwa kanye nokweqiwa kwamagama encazelweni.</p> <p>Ubudlelwano phakathi kolimi kanye nesikhundla somuntu ophethe.</p> <p>Ulimi oluchukuluza/oluvusa/oluthinta imizwa, oluvumisayo, ukuchema, ukubandlulula, ukucwasa, inkolelo engaguquki, izindlela ezahlukeni zokusebenzisa ulimi, isib. Ulimi lwesigodi, ijagoni, ukucabangela okungahle kwenzeke, ukuqagula, indlela yokucabanga inhloso yokufaka noma yokukhipha ulwazi oluthile.</p> |
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## 4.6 Sepedi

### Content Map Grade 10 – 12

| Nkatlapana ya A2                 | Thuto : Sepedi Leleme La Gae  |   | Mphato : 10-12  |
|----------------------------------|---|---|---|
|                                  | Mmepe wa Diteng wo o boeleditšwego: Sehlopha sa FET   |   |   |
| Mabokgoni                        | Mphato wa 10  | Mphato wa 11  | Mphato wa 12  |
| <b>GO THEELETŠA LE GO BOLELA</b> | <p>Go theeletša tshedimošo ya go ikgetha:<br/>(Tshedimošo, tshekatsheko, kgahlego le kgokagano)<br/>Setšweletšwa sa go theeletšwa<br/>Go theeletša go sekaseka ka tsinkelo le tekolo<br/>Go theeletša kgahlego le kgokagano le ba bangwe<br/>Magato a go bolela:<br/>Go beakanya<br/>Go nyakišiša<br/>Go rulaganya<br/>Go itlwaetša<br/>Go hlagiša<br/>Ditšweletšwa tša kgokagano ya bomolomo: (Diponagalo le melawana ya ditšweletšwa tša kgokagano ya bomolomo)<br/>Polelo ya go itokišetšwa<br/>Polelo ya go se itokišetšwe<br/>Go balela godimo ga go se itokišetšwe<br/>Poledišano<br/>Ngangišano<br/>Therišano<br/>Potšišotherišano<br/>Pego ya semmušo le yeo e sego ya semmušo<br/>Kahlaahlo ya phanele<br/>Ditšhupetšo le ditaelo<br/>Foramo<br/>Go tsebiša seboledi<br/>Go fa mantšu a ditebogo</p> | <p>Go theeletša tshedimošo ya go ikgetha:<br/>(Tshedimošo, tshekatsheko, kgahlego le kgokagano)<br/>Setšweletšwa sa go theeletšwa<br/>Go theeletša go sekaseka ka tsinkelo le tekolo<br/>Go theeletša kgahlego le kgokagano le ba bangwe<br/>Magato a go bolela:<br/>Go beakanya<br/>Go nyakišiša<br/>Go rulaganya<br/>Go itlwaetša<br/>Go hlagiša<br/>Ditšweletšwa tša kgokagano ya bomolomo: (Diponagalo le melawana ya ditšweletšwa tša kgokagano ya bomolomo)<br/>Polelo ya go itokišetšwa<br/>Polelo ya go se itokišetšwe<br/>Go balela godimo ga go se itokišetšwe<br/>Poledišano<br/>Ngangišano<br/>Therišano<br/>Potšišotherišano<br/>Pego ya semmušo le yeo e sego ya semmušo<br/>Kahlaahlo ya phanele<br/>Ditšhupetšo le ditaelo<br/>Foramo<br/>Go tsebiša seboledi<br/>Go fa mantšu a ditebogo</p> | <p>Go theeletša tshedimošo ya go ikgetha:<br/>(Tshedimošo, tshekatsheko, kgahlego le kgokagano)<br/>Setšweletšwa sa go theeletšwa<br/>Go theeletša go sekaseka ka tsinkelo le tekolo<br/>Go theeletša kgahlego le kgokagano le ba bangwe<br/>Magato a go bolela:<br/>Go beakanya<br/>Go nyakišiša<br/>Go rulaganya<br/>Go itlwaetša<br/>Go hlagiša<br/>Ditšweletšwa tša kgokagano ya bomolomo: (Diponagalo le melawana ya ditšweletšwa tša kgokagano ya bomolomo)<br/>Polelo ya go itokišetšwa(1x)<br/>Polelo ya go se itokišetšwe<br/>Poledišano<br/>Ngangišano<br/>Therišano<br/>Potšišotherišano<br/>Pego ya semmušo le yeo e sego ya semmušo<br/>Kahlaahlo ya phanele<br/>Ditšhupetšo le ditaelo<br/>Foramo<br/>Go tsebiša seboledi<br/>Go fa mantšu a ditebogo</p> |
| <b>GO BALA LE GO BOGELA</b>      | <p><b>Magato a go bala</b></p> <p><b>Pele ga go bala</b> go tsebiša barutwana go setšweletšwa. Go tsoša dikamanyo le tsebo ye e fetilego.</p> <ul style="list-style-type: none"> <li>Go sekima le go sekena diponagalo tša setšweletšwa: leina la puku, dihlogwana, mantšu a go hlaloša seswantšho, dielemente tša go bonwa le dithalwa tša tshedimošo mohlala, difonte le go nomora, kalo, dikerafo, dipapetla, dithalwa, mebepe, seka goba</li> </ul>   | <p><b>Magato a go bala</b></p> <p><b>Pele ga go bala</b> go tsebiša barutwana go setšweletšwa. Go tsoša dikamanyo le tsebo ye e fetilego.</p> <ul style="list-style-type: none"> <li>Go sekima le go sekena diponagalo tša setšweletšwa: leina la puku, dihlogwana, mantšu a go hlaloša seswantšho, dielemente tša go bonwa le dithalwa tša tshedimošo mohlala, difonte le go nomora, kalo, dikerafo, dipapetla, dithalwa, mebepe, seka goba</li> </ul>   | <p><b>Magato a go bala</b></p> <p><b>Pele ga go bala</b> go tsebiša barutwana go setšweletšwa. Go tsoša dikamanyo le tsebo ye e fetilego.</p> <ul style="list-style-type: none"> <li>Go sekima le go sekena diponagalo tša setšweletšwa: leina la puku, dihlogwana, mantšu a go hlaloša seswantšho, dielemente tša go bonwa le dithalwa tša tshedimošo mohlala, difonte le go nomora, kalo, dikerafo, dipapetla, dithalwa, mebepe, seka goba</li> </ul>   |

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|  | <p>ditlhalhi/ditshupetšo tša khomphuthara, tlhalošo ya mantšu ye e tšweleditšwego.</p> <ul style="list-style-type: none"> <li>• Go sekima le go sekena diripa tša puku; mohlala, leina la puku, diteng, dikgaolo, tlhalošo ya mantšu, mametletšo.</li> <li>• Go naganela pele ka go šomiša tshedimošo ye e hweditšwego ge ba sekima le go sekena.</li> <li>• Šomana le tlotlontšu ye nngwe le ye nngwe ye bohlokwa ye barutwana ba sa e tsebego.</li> </ul> <p><b>Ka nako ya go bala</b> go akaretša go kwešiša tlhalošo ya setšweletšwa le go hlokomela diponagalo tša polelo ya sona.</p> <ul style="list-style-type: none"> <li>• Go tšweletša kwešišo ya setšweletšwa ka maikemišetšo le mafolofolo.</li> <li>• Go hwetša tlhalošo ya mantšu le diswantšho tšeo di sa tlwaelegago ka go šomiša mabokgoni a go kwešiša lentšu go ya le tsebo ya diripa/dikarolo tša lona ge a bala le mehlala ya tšhomišo go ya ka dikamano.</li> <li>• Go šomiša mekgwanakgwana ya kwešišo: go dira dikgokagano, go hlokomela kwešišo, go lekanyetša lebelo la go bala setšweletšwa se se lego bothata, go bala gape mo go nyakegago, go lebelela pele ka setšweletšweng, go nyaka tshedimošo ye e ka thušago, go botšiša le go araba dipotšišo (go tloga go tša maemo a fase go ya go tša maemo a godimo), go šomiša tshwantšhokgopolo, go ruma go ya ka dintlha tšeo di filwego, go balela dikgopolokgolo, go hlokomela kgetho ya mantšu le dibopego tša polelo, go lemoga mohuta wa setšweletšwa ka sebopego le diponagalo tša polelo ya sona.</li> <li>• Go dira dinoutse goba go akaretša dikgopolokgolo le dikgopolotlaleletšo.</li> </ul> <p><b>Ka morago ga go bala</b> go kgontšha barutwana go swayaswaya le go araba setšweletšwa ka bottlalo.</p> <ul style="list-style-type: none"> <li>• Go araba dipotšišo tša setšweletšwa go tloga go tša maemo a fase go ya go tša maemo a godimo</li> <li>• Go bapetša le go fapantšha; go tlemaganya</li> <li>• Go lekola, go ngwala diphetho le go hlagiša kgopolo ya go tšweletša mohuta wa sengwalo</li> </ul> | <p>ditlhalhi/ditshupetšo tša khomphuthara, tlhalošo ya mantšu ye e tšweleditšwego.</p> <ul style="list-style-type: none"> <li>• Go sekima le go sekena diripa tša puku; mohlala, leina la puku, diteng, dikgaolo, tlhalošo ya mantšu, mametletšo.</li> <li>• Go naganela pele ka go šomiša tshedimošo ye e hweditšwego ge ba sekima le go sekena.</li> <li>• Šomana le tlotlontšu ye nngwe le ye nngwe ye bohlokwa ye barutwana ba sa e tsebego.</li> </ul> <p><b>Ka nako ya go bala</b> go akaretša go kwešiša tlhalošo ya setšweletšwa le go hlokomela diponagalo tša polelo ya sona.</p> <ul style="list-style-type: none"> <li>• Go tšweletša kwešišo ya setšweletšwa ka maikemišetšo le mafolofolo.</li> <li>• Go hwetša tlhalošo ya mantšu le diswantšho tšeo di sa tlwaelegago ka go šomiša mabokgoni a go kwešiša lentšu go ya le tsebo ya diripa/dikarolo tša lona ge a bala le mehlala ya tšhomišo go ya ka dikamano.</li> <li>• Go šomiša mekgwanakgwana ya kwešišo: go dira dikgokagano, go hlokomela kwešišo, go lekanyetša lebelo la go bala setšweletšwa se se lego bothata, go bala gape mo go nyakegago, go lebelela pele ka setšweletšweng, go nyaka tshedimošo ye e ka thušago, go botšiša le go araba dipotšišo (go tloga go tša maemo a fase go ya go tša maemo a godimo), go šomiša tshwantšhokgopolo, go ruma go ya ka dintlha tšeo di filwego, go balela dikgopolokgolo, go hlokomela kgetho ya mantšu le dibopego tša polelo, go lemoga mohuta wa setšweletšwa ka sebopego le diponagalo tša polelo ya sona.</li> <li>• Go dira dinoutse goba go akaretša dikgopolokgolo le dikgopolotlaleletšo.</li> </ul> <p><b>Ka morago ga go bala</b> go kgontšha barutwana go swayaswaya le go araba setšweletšwa ka bottlalo.</p> <ul style="list-style-type: none"> <li>• Go araba dipotšišo tša setšweletšwa go tloga go tša maemo a fase go ya go tša maemo a godimo</li> <li>• Go bapetša le go fapantšha; 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|  | <p>sa go ngwalwa sa boithamelolo (mo go nyakegago) a gagwe</p> <ul style="list-style-type: none"> <li>• Go godiša temogo ya tšhomišo ya polelo ka tsinkelo</li> <li>• Dintlha le kakanyo</li> <li>• Tlhalošothwii le ya go rarela</li> <li>• Tlhalošo ya pepeneneng le tlhalošo yeo e iphihlilego ya lentšu</li> <li>• Bokamorago/boithekgo bja setšweletšwa le bja mongwadi mabapi le tša phedišano le sepolitiki le tša setšo</li> <li>• Mohola wa kgetho le tlogelo go tlhalošo</li> <li>• Tswalano gare ga polelo le maatla</li> <li>• Polelo ya go tsoša maikutlo le ya go goketša, go tšea lehlakore, go hlaola batho go ya le ka seo ba lego sona, go kgetholla, go lebelela dilo ka leihlo le tee, go šomiša ditsela tša go fapana tša polelo, ya mohlala, go tšea sephetho go ya ka dintlha tše di filwego, go tšea sephetho go ya ka dikakanyo tša gago, go fahlela ka dintlha, mohola wa go akaretša goba go tlogela tshedimošo</li> </ul> <p><b>Tlathollo ya ditšweletšwa tša go bonwa (mehuta ya dithalwa le ditšweletšwa tša go bonwa)</b></p> <ul style="list-style-type: none"> <li>• Tsebotlhaka/ liitheresi ya go bonwa, ke karolo ye bohlokwa ya go ithuta, gomme sekirini sa khomphutara ke mothopo wo o humilego wa sedirišwa. Hlahloba ka tsela yeo kalo e lego senotlelo se bohlokwa go websaete ye e tlwaelegilego; ka tsela yeo šedi e fiwago babapatši; ka tsela yeo mosepelo le mmala di bapalago dikarolo tše bohlokwa go goketša mošomiši go šutela mathokong a mangwe.</li> <li>• Dithekniki tša go hlohleletša: polelo ya go tšoša maikutlo, ya go hlohleletša, ya go tšea lehlakore le ya go jabetša</li> <li>• Tsela yeo polelo le diswantšho di huetšago meetlo le mekgwa ka gona; diswantšho le polelo ya go kgethologanya bong, semorafe, bogolo goba go ya ka tiišetšo ya go bona dilo ka lehlakore le tee, kudu dipapatšo</li> </ul> | <p>nyakegago) a gagwe</p> <ul style="list-style-type: none"> <li>• Go godiša temogo ya tšhomišo ya polelo ka tsinkelo</li> <li>• Dintlha le kakanyo</li> <li>• Tlhalošothwii le ya go rarela</li> <li>• Tlhalošo ya pepeneneng le tlhalošo yeo e iphihlilego ya lentšu</li> <li>• Bokamorago/boithekgo bja setšweletšwa le bja mongwadi mabapi le tša phedišano le sepolitiki le tša setšo</li> <li>• Mohola wa kgetho le tlogelo go tlhalošo</li> <li>• Tswalano gare ga polelo le maatla</li> <li>• Polelo ya go tsoša maikutlo le ya go goketša, go tšea lehlakore, go hlaola batho go ya le ka seo ba lego sona, go kgetholla, go lebelela dilo ka leihlo le tee, go šomiša ditsela tša go fapana tša polelo, ya mohlala, go tšea sephetho go ya ka dintlha tše di filwego, go tšea sephetho go ya ka dikakanyo tša gago, go fahlela ka dintlha, mohola wa go akaretša goba go tlogela tshedimošo</li> </ul> <p><b>Tlathollo ya ditšweletšwa tša go bonwa (mehuta ya dithalwa le ditšweletšwa tša go bonwa)</b></p> <ul style="list-style-type: none"> <li>• Tsebotlhaka/ liitheresi ya go bonwa, ke karolo ye bohlokwa ya go ithuta, gomme sekirini sa khomphutara ke mothopo wo o humilego wa sedirišwa. 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|  | <ul style="list-style-type: none"> <li>• Khuetsō ya tšhomišo ya mehuta ya difonte le bogolo bja ditlhaka, dihlogo le mantšu a go hlaloša seswantšho</li> <li>• Sekaseka, hlatholla, lekola le go araba dikhathune tša mehutahuta/ mesetwana ya dikhomikhi /diswantšho tša metlae.</li> </ul>  | <ul style="list-style-type: none"> <li>• Khuetsō ya tšhomišo ya mehuta ya difonte le bogolo bja ditlhaka, dihlogo le mantšu a go hlaloša seswantšho</li> <li>• Sekaseka, hlatholla, lekola le go araba dikhathune tša mehutahuta/ mesetwana ya dikhomikhi /diswantšho tša metlae.</li> </ul>  | <ul style="list-style-type: none"> <li>• Sekaseka, hlatholla, lekola le go araba dikhathune tša mehutahuta/ mesetwana ya dikhomikhi /diswantšho tša metlae.</li> </ul>   |
|  | <p><b>Kgodišo ya tlotlontšu le tšhomišo ya polelo:</b></p> <ul style="list-style-type: none"> <li>• Polelo ya dika le makgethepolelo: dika, diema, dikapolelo (tshwantšhišo, tshwantšhanyo, mothofatšo, phetolaina, mainahlangwa ka medumo, pheteletšo, phetolaina, kgegeo, tshotlo, kodutlo, kgakantšho, papadišantšu, polelo ya go fihla taba, tlhagišo ya taba ka bohlae, phefolo, lithosese). 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|  | <p>direrwa tša nnete.</p> <ul style="list-style-type: none"> <li>Lemoga papetšo ka go šomiša ditiragalo tša kgale, goba tša go tšwa dipukung mohlala motho wa go se kgolwe taba o bapetšwa le Thomase wa ka Beibeleng,</li> <li>Laetša kwešišo ya dikafoko le diema tša go tlwaelega, le polelo ya dika.</li> <li>Lekola ka fao mantšu a go tšwa ditšong tše dingwe a huetšago setšweletšwa (mohlala, mantšu a go tšwa go Afrikaans le English, polelo ya mmileng, dimmotwana, mareo a semorafe).</li> <li>Lemoga phapano gare ga mantšu ao a tlišago tlhakahlakano ka tlhalošo, ditumatshwano, mahlalošagotee (mohlala, kganya = matepe/go phadima, nkwe= ntheeletše/phoofolo).</li> <li>Anega taba goba lefoko o diriša mantšu a go fapana (mahlalošagotee le malatodi/maganetši).</li> <li>Šomiša lentšu le tee sebakeng sa sekafoko.</li> </ul> <p>Šomiša mantšu a a šomišwago mmogo, mohlala, Malose le Lesiba ke mpša le katse, Batsomi ba sepetše ba swere lerumo le kotse, Ke duma go ja bogobe le nama, Kgoši le lethebo; mala le mogodu; ntepa le lešago; tonki le père, bj.bj.</p> | <p>direrwa tša nnete.</p> <ul style="list-style-type: none"> <li>Lemoga papetšo ka go šomiša ditiragalo tša kgale, goba tša go tšwa dipukung mohlala motho wa go se kgolwe taba o bapetšwa le Thomase wa ka Beibeleng,</li> <li>Laetša kwešišo ya dikafoko le diema tša go tlwaelega, le polelo ya dika.</li> <li>Lekola ka fao mantšu a go tšwa ditšong tše dingwe a huetšago setšweletšwa (mohlala, mantšu a go tšwa go Afrikaans le English, polelo ya mmileng, dimmotwana, mareo a semorafe).</li> <li>Lemoga phapano gare ga mantšu ao a tlišago tlhakahlakano ka tlhalošo, ditumatshwano, mahlalošagotee (mohlala, kganya = matepe/go phadima, nkwe= ntheeletše/phoofolo).</li> <li>Anega taba goba lefoko o diriša mantšu a go fapana (mahlalošagotee le malatodi/maganetši).</li> <li>Šomiša lentšu le tee sebakeng sa sekafoko.</li> </ul> <p>Šomiša mantšu a a šomišwago mmogo, mohlala, Malose le Lesiba ke mpša le katse, Batsomi ba sepetše ba swere lerumo le kotse, Ke duma go ja bogobe le nama, Kgoši le lethebo; mala le mogodu; ntepa le lešago; tonki le père, bj.bj.</p> | <ul style="list-style-type: none"> <li>Lemoga papetšo ka go šomiša ditiragalo tša kgale, goba tša go tšwa dipukung mohlala motho wa go se kgolwe taba o bapetšwa le Thomase wa ka Beibeleng,</li> <li>Laetša kwešišo ya dikafoko le diema tša go tlwaelega, le polelo ya dika.</li> <li>Lekola ka fao mantšu a go tšwa ditšong tše dingwe a huetšago setšweletšwa (mohlala, mantšu a go tšwa go Afrikaans le English, polelo ya mmileng, dimmotwana, mareo a semorafe).</li> <li>Lemoga phapano gare ga mantšu ao a tlišago tlhakahlakano ka tlhalošo, ditumatshwano, mahlalošagotee (mohlala, kganya = matepe/go phadima, nkwe= ntheeletše/phoofolo).</li> <li>Anega taba goba lefoko o diriša mantšu a go fapana (mahlalošagotee le malatodi/maganetši).</li> <li>Šomiša lentšu le tee sebakeng sa sekafoko.</li> </ul> <p>Šomiša mantšu a a šomišwago mmogo, mohlala, Malose le Lesiba ke mpša le katse, Batsomi ba sepetše ba swere lerumo le kotse, Ke duma go ja bogobe le nama, Kgoši le lethebo; mala le mogodu; ntepa le lešago; tonki le père, bj.bj.</p> |
|  | <p><b>Sebopego sa lefoko le thulaganyo ya ditšweletšwa:</b></p> <ul style="list-style-type: none"> <li>Lemoga, hlaloša o be o sekaseke ditlhalošo le mošomo wa diboepo le melao ya tšhomišo ya polelo go ditšweletšwa:</li> <li>Makopanyi: sa pele; ka lehlakoreng le lengwe...; ka gore.</li> <li>Mehutahuta ya dikhutsofatšo le diakronimi</li> <li>Mehuta ya madiri le mathuši go hlagiša lebaka le modirišo ka tshwanelo</li> <li>Mafokonolo, mafokontši, mafokofokwana, mafokontši-fokwana ka go šomiša diithabe, dikafoko le makopanyi</li> <li>Tirwa (polelotiriši le polelotirišwa)</li> <li>Polelotebanyi le polelotharedi</li> <li>Tatelanontšu ya go nepagala</li> <li>Lekgokedi, modirišogo, leba, lehlathi</li> <li>Maswaodikga</li> <li>Sekaseka sebopego / thulaganyo ya ditšweletšwa tše di tlogo šomišwa go kgabaganya lenaneothuto le tswalano ya mantšu ao a tlišago diphetogo/mantšu a go</li> </ul>  | <p><b>Sebopego sa lefoko le thulaganyo ya ditšweletšwa:</b></p> <ul style="list-style-type: none"> <li>Lemoga, hlaloša o be o sekaseke ditlhalošo le mošomo wa diboepo le melao ya tšhomišo ya polelo go ditšweletšwa:</li> <li>Makopanyi: sa pele; ka lehlakoreng le lengwe...; ka gore.</li> <li>Mehutahuta ya dikhutsofatšo le diakronimi</li> <li>Mehuta ya madiri le mathuši go hlagiša lebaka le modirišo ka tshwanelo</li> <li>Mafokonolo, mafokontši, mafokofokwana, mafokontši-fokwana ka go šomiša diithabe, dikafoko le makopanyi</li> <li>Tirwa (polelotiriši le polelotirišwa)</li> <li>Polelotebanyi le polelotharedi</li> <li>Tatelanontšu ya go nepagala</li> <li>Lekgokedi, modirišogo, leba, lehlathi</li> <li>Maswaodikga</li> <li>Sekaseka sebopego / thulaganyo ya ditšweletšwa tše di tlogo šomišwa go kgabaganya lenaneothuto le tswalano ya mantšu ao a tlišago diphetogo/mantšu a go</li> </ul>  | <p><b>Sebopego sa lefoko le thulaganyo ya ditšweletšwa:</b></p> <ul style="list-style-type: none"> <li>Lemoga, hlaloša o be o sekaseke ditlhalošo le mošomo wa diboepo le melao ya tšhomišo ya polelo go ditšweletšwa:</li> <li>Makopanyi: sa pele; ka lehlakoreng le lengwe...; ka gore.</li> <li>Mehutahuta ya dikhutsofatšo le diakronimi</li> <li>Mehuta ya madiri le mathuši go hlagiša lebaka le modirišo ka tshwanelo</li> <li>Mafokonolo, mafokontši, mafokofokwana, mafokontši-fokwana ka go šomiša diithabe, dikafoko le makopanyi</li> <li>Tirwa (polelotiriši le polelotirišwa)</li> <li>Polelotebanyi le polelotharedi</li> <li>Tatelanontšu ya go nepagala</li> <li>Lekgokedi, modirišogo, leba, lehlathi</li> <li>Maswaodikga</li> <li>Sekaseka sebopego / thulaganyo ya ditšweletšwa tše di tlogo šomišwa go kgabaganya lenaneothuto le tswalano ya mantšu ao a tlišago diphetogo/mantšu a go</li> </ul>  |

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|  | <p>šupetša mošomo wa setšweletšwa:<br/>Dithulaganyo tše di bontšhago tatelano, tlhathollo, lebaka le pheto, tshepedišo, bapetša/fapantšha, tatelano go ya ka bohlokwa, go bontšha lefelo, temana ya go kgetha, temana ya go hlopha, temanatlhaloši, temanatekolo, temana ya tlhalošišo, phekgogo/ sethakgodi, temana ya go ruma (lebelela mokgwa wa go ngwala temana gore o bone mantšu ao a tšweletšago diphetogo).</p>  | <p>šupetša mošomo wa setšweletšwa:<br/>Dithulaganyo tše di bontšhago tatelano, tlhathollo, lebaka le pheto, tshepedišo, bapetša/fapantšha, tatelano go ya ka bohlokwa, go bontšha lefelo, temana ya go kgetha, temana ya go hlopha, temanatlhaloši, temanatekolo, temana ya tlhalošišo, phekgogo/ sethakgodi, temana ya go ruma (lebelela mokgwa wa go ngwala temana gore o bone mantšu ao a tšweletšago diphetogo).</p>  | <p>šupetša mošomo wa setšweletšwa:<br/>Dithulaganyo tše di bontšhago tatelano, tlhathollo, lebaka le pheto, tshepedišo, bapetša/fapantšha, tatelano go ya ka bohlokwa, go bontšha lefelo, temana ya go kgetha, temana ya go hlopha, temanatlhaloši, temanatekolo, temana ya tlhalošišo, phekgogo/ sethakgodi, temana ya go ruma (lebelela mokgwa wa go ngwala temana gore o bone mantšu ao a tšweletšago diphetogo).</p>   |
|  | <p><b>Diponagalo tša dingwalo:</b></p> <p><b>Theto:</b></p> <p><b>Direto tše 5 tša go bonwa</b></p> <p><b>Sereto se 1 sa go se bonwe</b></p> <ul style="list-style-type: none"> <li>• Tlhalošothwii goba tlhalošo ya ntšu ka ntšu</li> <li>• Tlhalošo ya seka</li> <li>• Moya wo o fokago ka gare ga puku</li> <li>• Kgwekgwe le molaetša</li> <li>• Tshwantšhokgopolo</li> <li>• Dikapolelo/tshwantšhokgopolo, kgetho ya mantšu, segalo, mantšwana a go natefiša polelo, karabo ya go laetša go amega maikutlo, methalotheto, mantšu, ditematheto, nyalelano, maswaodikga, poeletšo ya mothalotheo goba temanatheto, poeletšo, ditlabakelo tša modumo (poeletšomodumo, tumammogo le tumanoši, morumokwano, mošito, onomathopia) kelelothalo.</li> </ul> <p style="text-align: center;"><b>LE</b></p> <p><b>Papadi/tiragatšo/terama:</b></p> <ul style="list-style-type: none"> <li>• Thulaganyo le thulaganyotlaleletšo (tšweletšotaba, phekgogo, thulano, sehloa, tharollo, kanegelo ka mokgwa wa tebelelopele le kgadimonthago)</li> <li>• Tshwantšho ya baanegwa</li> <li>• Tema ye e kgathwago ke moanegi/ moanegwa/ ntlhatebelelo</li> <li>• Kgwekgwe le melaetša</li> <li>• Boithkego/bokamorago le tikologo - tswalano</li> </ul> | <p><b>Diponagalo tša dingwalo:</b></p> <p><b>Theto:</b></p> <p><b>Direto tše 5 tša go bonwa</b></p> <p><b>Sereto se 1 sa go se bonwe</b></p> <p>Tlhalošothwii goba tlhalošo ya ntšu ka ntšu</p> <ul style="list-style-type: none"> <li>• Tlhalošo ya seka</li> <li>• Moya wo o fokago ka gare ga puku</li> <li>• Kgwekgwe le molaetša</li> <li>• Tshwantšhokgopolo</li> <li>• Dikapolelo/tshwantšhokgopolo, kgetho ya mantšu, segalo, mantšwana a go natefiša polelo, karabo ya go laetša go amega maikutlo, methalotheto, mantšu, ditematheto, nyalelano, maswaodikga, poeletšo ya mothalotheo goba temanatheto, poeletšo, ditlabakelo tša modumo (poeletšomodumo, tumammogo le tumanoši, morumokwano, mošito, onomathopia) kelelothalo.</li> </ul> <p style="text-align: center;"><b>LE</b></p> <p><b>Papadi/tiragatšo/terama:</b></p> <ul style="list-style-type: none"> <li>• Thulaganyo le thulaganyotlaleletšo (tšweletšotaba, phekgogo, thulano, sehloa, tharollo, kanegelo ka mokgwa wa tebelelopele le kgadimonthago)</li> <li>• Tshwantšho ya baanegwa</li> <li>• Tema ye e kgathwago ke moanegi/ moanegwa/ ntlhatebelelo</li> <li>• Kgwekgwe le melaetša</li> <li>• Boithkego/bokamorago le tikologo - tswalano</li> </ul> | <p><b>Diponagalo tša dingwalo:</b></p> <p><b>Theto:</b></p> <p><b>Direto tše 12 tša go bonwa</b></p> <p><b>Sereto se 1 sa go se bonwe</b></p> <ul style="list-style-type: none"> <li>• Tlhalošothwii goba tlhalošo ya ntšu ka ntšu</li> <li>• Tlhalošo ya seka</li> <li>• Moya wo o fokago ka gare ga puku</li> <li>• Kgwekgwe le molaetša</li> <li>• Tshwantšhokgopolo</li> <li>• Dikapolelo/tshwantšhokgopolo, kgetho ya mantšu, segalo, mantšwana a go natefiša polelo, karabo ya go laetša go amega maikutlo, methalotheto, mantšu, ditematheto, nyalelano, maswaodikga, poeletšo ya mothalotheo goba temanatheto, poeletšo, ditlabakelo tša modumo (poeletšomodumo, tumammogo le tumanoši, morumokwano, mošito, onomathopia) kelelothalo.</li> </ul> <p style="text-align: center;"><b>LE</b></p> <p><b>Papadi/tiragatšo/terama:</b></p> <ul style="list-style-type: none"> <li>• Thulaganyo le thulaganyotlaleletšo (tšweletšotaba, phekgogo, thulano, sehloa, tharollo, kanegelo ka mokgwa wa tebelelopele le kgadimonthago)</li> <li>• Tshwantšho ya baanegwa</li> <li>• Tema ye e kgathwago ke moanegi/ moanegwa/ ntlhatebelelo</li> <li>• Kgwekgwe le melaetša</li> <li>• Boithkego/bokamorago le tikologo - tswalano le moanegwa le kgwekgwe</li> </ul> |

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|--|---|---|--|
|  | <p>le moanegwa le kgwekgwe</p> <ul style="list-style-type: none"> <li>• Moya wo o fokago le segalo kgegeophetogi/ mafelelo</li> <li>• Ditšhupasefala</li> <li>• Tswalano gare ga poledišano/polelonoši le tiragatšo</li> <li>• Kgegeotiragatšo</li> <li>• Mothalonako (Thulaganyo le tatelano ya ditiragalo go ya ka nako)</li> </ul> <p style="text-align: center;"><b>GOBA</b></p> <p><b>Padi / Dingwalotšhaba:</b></p> <p><b>Dinonwane tše 4 le direto tše 2</b></p> <ul style="list-style-type: none"> <li>• Thulaganyo le thulaganyotlaleletšo (tšweletšotaba, phekgogo, thulano, sehloa, magomo a kgakgano, tharollo, tebelelopele le kgadimonthago), mathomo le mafelelo a dingwalotšhaba bjalo ka dinonwane/ dikanegelo, dikoša tša dikanegelo.</li> <li>• Thulano</li> <li>• Tshwantšho ya baanegwa</li> <li>• Tema ye e kgathwago ke moanegi</li> <li>• Kgwekgwe le melaetša</li> <li>• Boithekgo/ bokamorago, tikologo le kanegelo di tswalana le moanegwa le kgwekgwe</li> <li>• Moya wo o fokago, kgegeophetogi/mafelelo</li> <li>• Mothalonako</li> </ul> <p>Go tlaleletša tše di lego ka godimo, tše di latelago di swanetše go rutwa ka go dingwalotšhaba:</p> <ul style="list-style-type: none"> <li>• <b>Theto:</b> thetotumišo, mehuta ye e fapanego ya dikoša (tša sehla sa ngwaga, tša histori le tša marumo, tša boithabišo, tša go ipelaetša le go gwaba ka seboka, tša mošomo/letšema, tša manyalo, tša marato, tša tumišo/tlhompho, tša go bapala, tša go robatša bana) le sereto sa moeno.</li> <li>• Dikanegelo le dinonwane (mehuta ya dinonwane)</li> <li>• <b>Dipolelo tša Nonwane:</b> (diema, dika, le dithai)</li> </ul> | <p>le moanegwa le kgwekgwe</p> <ul style="list-style-type: none"> <li>• Moya wo o fokago le segalo kgegeophetogi/ mafelelo</li> <li>• Ditšhupasefala</li> <li>• Tswalano gare ga poledišano/polelonoši le tiragatšo</li> <li>• Kgegeotiragatšo</li> <li>• Mothalonako (Thulaganyo le tatelano ya ditiragalo go ya ka nako)</li> </ul> <p style="text-align: center;"><b>GOBA</b></p> <p><b>Padi / Dingwalotšhaba:</b></p> <p><b>Dinonwane tše 4 le direto tše 2</b></p> <ul style="list-style-type: none"> <li>• Thulaganyo le thulaganyotlaleletšo (tšweletšotaba, phekgogo, thulano, sehloa, magomo a kgakgano, tharollo, tebelelopele le kgadimonthago), mathomo le mafelelo a dingwalotšhaba bjalo ka dinonwane/ dikanegelo, dikoša tša dikanegelo.</li> <li>• Thulano</li> <li>• Tshwantšho ya baanegwa</li> <li>• Tema ye e kgathwago ke moanegi</li> <li>• Kgwekgwe le melaetša</li> <li>• Boithekgo/ bokamorago, tikologo le kanegelo di tswalana le moanegwa le kgwekgwe</li> <li>• Moya wo o fokago, kgegeophetogi/mafelelo</li> <li>• Mothalonako</li> </ul> <p>Go tlaleletša tše di lego ka godimo, tše di latelago di swanetše go rutwa ka go dingwalotšhaba:</p> <ul style="list-style-type: none"> <li>• <b>Theto:</b> thetotumišo, mehuta ye e fapanego ya dikoša (tša sehla sa ngwaga, tša histori le tša marumo, tša boithabišo, tša go ipelaetša le go gwaba ka seboka, tša mošomo/letšema, tša manyalo, tša marato, tša tumišo/tlhompho, tša go bapala, tša go robatša bana) le sereto sa moeno.</li> <li>• Dikanegelo le dinonwane (mehuta ya dinonwane)</li> <li>• <b>Dipolelo tša Nonwane:</b> (diema, dika, le dithai)</li> </ul> | <ul style="list-style-type: none"> <li>• Moya wo o fokago le segalo kgegeophetogi/ mafelelo</li> <li>• Ditšhupasefala</li> <li>• Tswalano gare ga poledišano/polelonoši le tiragatšo</li> <li>• Kgegeotiragatšo</li> <li>• Mothalonako (Thulaganyo le tatelano ya ditiragalo go ya ka nako)</li> </ul> <p style="text-align: center;"><b>LE</b></p> <p><b>Padi / Dingwalotšhaba:</b></p> <p><b>Dinonwane tše 8 le direto tše 4</b></p> <ul style="list-style-type: none"> <li>• Thulaganyo le thulaganyotlaleletšo (tšweletšotaba, phekgogo, thulano, sehloa, magomo a kgakgano, tharollo, tebelelopele le kgadimonthago), mathomo le mafelelo a dingwalotšhaba bjalo ka dinonwane/ dikanegelo, dikoša tša dikanegelo.</li> <li>• Thulano</li> <li>• Tshwantšho ya baanegwa</li> <li>• Tema ye e kgathwago ke moanegi</li> <li>• Kgwekgwe le melaetša</li> <li>• Boithekgo/ bokamorago, tikologo le kanegelo di tswalana le moanegwa le kgwekgwe</li> <li>• Moya wo o fokago, kgegeophetogi/mafelelo</li> <li>• Mothalonako</li> </ul> <p>Go tlaleletša tše di lego ka godimo, tše di latelago di swanetše go rutwa ka go dingwalotšhaba:</p> <ul style="list-style-type: none"> <li>• <b>Theto:</b> thetotumišo, mehuta ye e fapanego ya dikoša (tša sehla sa ngwaga, tša histori le tša marumo, tša boithabišo, tša go ipelaetša le go gwaba ka seboka, tša mošomo/letšema, tša manyalo, tša marato, tša tumišo/tlhompho, tša go bapala, tša go robatša bana) le sereto sa moeno.</li> <li>• Dikanegelo le dinonwane (mehuta ya dinonwane)</li> <li>• <b>Dipolelo tša Nonwane:</b> (diema, dika, le dithai)</li> </ul> |
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| <b>GO NGWALA LE GO HLAGIŠA</b>                                       | <b>Magato a go ngwala :</b> Go beakanya / Pele ga go ngwala, go ngwala dingwalwakanywa, go boeletša, go hlokola ,go phošolla, go hlagiša  | <b>Magato a go ngwala :</b> Go beakanya / Pele ga go ngwala, go ngwala dingwalwakanywa, go boeletša, go hlokola ,go phošolla, go hlagiša  | <b>Magato a go ngwala :</b> Go beakanya / Pele ga go ngwala, go ngwala dingwalwakanywa, go boeletša, go hlokola ,go phošolla, go hlagiša  |
|  | <b>Ditaodišo</b><br><ul style="list-style-type: none"><li>• Taodišokanegelo</li><li>• Taodišongangišano</li><li>• Taodišothaloši</li></ul>  | <b>Ditaodišo</b><br><ul style="list-style-type: none"><li>• Taodišokahlaahlo</li><li>• Taodišongangišano</li><li>• Taodišokgadimo</li></ul>   | <b>Ditaodišo</b><br><ul style="list-style-type: none"><li>• Taodišokanegelo</li><li>• Taodišongangišano</li><li>• Taodišothaloši</li><li>• Taodišokahlaahlo</li><li>• Taodišokgadimo</li></ul>  |
|  | <b>Ditšweletšwa tša tirišano:</b><br>•Mangwalo a segwera/ mangwalo a semmušo a go kgopela mošomo, kgopelo, boipelaetšo,le a kgwebo<br>•Mangwalo a semmušo le a segwera a go ya go bagaši ba ditaba<br>•Tša bophelo bja mohu<br>•Pego ya semmušo le yeo e se go ya semmušo<br>•Athikele ya kuranta le ya kgatišobaka<br>• Emeile<br>• Polelo<br>Ngangišano<br>Potšišotherišano | <b>Ditšweletšwa tša tirišano:</b><br>•Mangwalo a segwera/ mangwalo a semmušo a go kgopela mošomo, kgopelo, boipelaetšo,le a kgwebo<br>•Mangwalo a semmušo le a segwera a go ya go bagaši ba ditaba<br>•Tša bophelo bja mohu<br>•Pego ya semmušo le yeo e se go ya semmušo<br>•Ditshwayotshwayo<br>•Athikele ya kuranta le ya kgatišobaka<br>•Emeile<br>Polelo<br>Ngangišano<br>Potšišotherišano | <b>Ditšweletšwa tša tirišano:</b><br>•Mangwalo a segwera/ mangwalo a semmušo a go kgopela mošomo, kgopelo, boipelaetšo,le a kgwebo<br>•Mangwalo a semmušo le a segwera a go ya go bagaši ba ditaba<br>•Boitaodišophelo le lengwalo la go tiišetša kgopelo<br>•Tša bophelo bja mohu<br>•Lenaneothero le metsotso<br>•Pego ya semmušo le yeo e se go ya semmušo<br>•Ditshwayotshwayo<br>•Athikele ya kuranta le ya kgatišobaka<br>•Polelo<br>Ngangišano<br>Potšišotherišano |
| <b>DIBOPEGO LE MELAWANA YA TŠHOMIŠO YA POLELO LETLAKALA 99 – 101</b> | <b>Sebopego le diponagalo tša temana ye e kgethilwego</b><br><ul style="list-style-type: none"><li>• Retšistara, setaele le lentšu</li><li>• Kgetho ya lentšu</li><li>• Tlhamo ya lefoko</li><li>• Go ngwala tema</li></ul> Maswaodikga le mopeleto   | <b>Sebopego le diponagalo tša temana ye e kgethilwego</b><br><ul style="list-style-type: none"><li>• Retšistara, setaele le lentšu</li><li>• Kgetho ya lentšu</li><li>• Tlhamo ya lefoko</li><li>• Go ngwala tema</li></ul> Maswaodikga le mopeleto   | <b>Sebopego le diponagalo tša temana ye e kgethilwego</b><br><ul style="list-style-type: none"><li>• Retšistara, setaele le lentšu</li><li>• Kgetho ya lentšu</li><li>• Tlhamo ya lefoko</li><li>• Go ngwala tema</li></ul> Maswaodikga le mopeleto   |
|  | <b>Sebopego le diponagalo tša temana ye e kgethilwego</b>   | <b>Sebopego le diponagalo tša temana ye e kgethilwego</b>   | <b>Sebopego le diponagalo tša temana ye e kgethilwego</b>   |
|  | Diripa tša polelo<br><ul style="list-style-type: none"><li>• Dihlogo</li><li>• Medu</li><li>• Meselana</li></ul>  | Diripa tša polelo<br><ul style="list-style-type: none"><li>• Dihlogo</li><li>• Medu</li><li>• Meselana</li></ul>  | Diripa tša polelo<br><ul style="list-style-type: none"><li>• Dihlogo</li><li>• Medu</li><li>• Meselana</li></ul>  |

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|---|---|---|
| Maina   | Maina   | Maina   |
| Mašala  | Mašala  | Mašala  |
| Madiri le mathuši   | Madiri le mathuši   | Madiri le mathuši   |
| Mahlaodi  | Mahlaodi  | Mahlaodi  |
| Mahlathi  | Mahlathi  | Mahlathi  |
| Maamanyi  | Maamanyi  | Maamanyi  |
| Mabotšiši   | Mabotšiši   | Mabotšiši   |
| Tekatekanyo   | Tekatekanyo   | Tekatekanyo   |
| Dithabe le mafoko   | Dithabe le mafoko   | Dithabe le mafoko   |
| Makopanyi le mantšu a go tliša kwano mafokong le ditemaneng   | Makopanyi le mantšu a go tliša kwano mafokong le ditemaneng   | Makopanyi le mantšu a go tliša kwano mafokong le ditemaneng   |
| Maekiši   | Maekiši   | Maekiši   |
| Malahlelwa  | Malahlelwa  | Malahlelwa  |
| Maswaodikga   | Maswaodikga   | Maswaodikga   |
| Mopeleto  | Mopeleto  | Mopeleto  |
| <b>Go godiša temogo ya tšhomišo ya polelo ka tsinkelo</b> <ul style="list-style-type: none"> <li>• Dintlha le dikakanyo</li> <li>• Tlhalošothwii le ya go rarela</li> <li>• Tlhalošo ya pepeneneng le tlhalošo yeo e iphihlilego ya lentšu</li> <li>• Bokamorago bja setšweletšwa le bja mongwadi mabapi le tša phedišano, sepolitiki le tša setšo</li> <li>• Mohola wa kgetho le tlogelo go tlhalošo</li> <li>• Tswalano gare ga polelo le maatla.</li> <li>• Polelo ya go tsoša maikutlo le ya go goketša, go tšea lehlakore, go hlaola batho go ya le ka seo ba lego sona, go kgetholla, go lebelela dilo ka leihlo le tee, go šomiša ditsela tša go fapana tša polelo, mohlala, go tšea sephetho go ya ka dintlha tše di filwego, go tšea sephetho go ya ka dikakanyo tša gago, go fahlela ka dintlha, mohola wa go akaretša goba go tlogela tshedimošo.</li> </ul> | <b>Go godiša temogo ya tšhomišo ya polelo ka tsinkelo</b> <ul style="list-style-type: none"> <li>• Dintlha le dikakanyo</li> <li>• Tlhalošothwii le ya go rarela</li> <li>• Tlhalošo ya pepeneneng le tlhalošo yeo e iphihlilego ya lentšu</li> <li>• Bokamorago bja setšweletšwa le bja mongwadi mabapi le tša phedišano, sepolitiki le tša setšo</li> <li>• Mohola wa kgetho le tlogelo go tlhalošo</li> <li>• Tswalano gare ga polelo le maatla.</li> <li>• Polelo ya go tsoša maikutlo le ya go goketša, go tšea lehlakore, go hlaola batho go ya le ka seo ba lego sona, go kgetholla, go lebelela dilo ka leihlo le tee, go šomiša ditsela tša go fapana tša polelo, mohlala, go tšea sephetho go ya ka dintlha tše di filwego, go tšea sephetho go ya ka dikakanyo tša gago, go fahlela ka dintlha, mohola wa go akaretša goba go tlogela tshedimošo.</li> </ul> | <b>Go godiša temogo ya tšhomišo ya polelo ka tsinkelo</b> <ul style="list-style-type: none"> <li>• Dintlha le dikakanyo</li> <li>• Tlhalošothwii le ya go rarela</li> <li>• Tlhalošo ya pepeneneng le tlhalošo yeo e iphihlilego ya lentšu</li> <li>• Bokamorago bja setšweletšwa le bja mongwadi mabapi le tša phedišano, sepolitiki le tša setšo</li> <li>• Mohola wa kgetho le tlogelo go tlhalošo</li> <li>• Tswalano gare ga polelo le maatla.</li> <li>• Polelo ya go tsoša maikutlo le ya go goketša, go tšea lehlakore, go hlaola batho go ya le ka seo ba lego sona, go kgetholla, go lebelela dilo ka leihlo le tee, go šomiša ditsela tša go fapana tša polelo, mohlala, go tšea sephetho go ya ka dintlha tše di filwego, go tšea sephetho go ya ka dikakanyo tša gago, go fahlela ka dintlha, mohola wa go akaretša goba go tlogela tshedimošo.</li> </ul> |

## 4.7 Sesotho

### Content Map Grade 10 – 12

| Sehloathiso A2             | Thuto: Sesotho Puo ya Lapeng  |   | Kereiti: 10-12  |
|----------------------------|---|---|---|
|                            | Moralo/Mmapa o Boeeditsweng wa Dikahare bakeng sa Kereiti ka nngwe  |   |   |
| Bokgoni Dikahare           | Kereiti 10  | Kereiti 11  | Kereiti 12  |
| <b>Ho Mamela le ho Bua</b> | <p><b>Ho mamela bakeng sa tlhahisoleseding e itseng:</b><br/>(E tsebisang, e hlahlobang, e ananelang le e sebediswang mmoho le tse ding)<br/>Tekokutlwisiso e mamelwang<br/>Ho mamela bakeng sa ho manolla ka hloko le tshekatsheko<br/>Ho mamela bakeng sa kananelo le ho sebedisana mmoho le tse ding</p> <p><b>Tshebetso ya Ho Bua:</b><br/>Ho etsa moralo<br/>Ho etsa dipatlisiso<br/>Ho hlophisa<br/>Ho ikwetlisa<br/>Ho nehelana</p> <p><b>Ditema tsa Dikgokahano tsa Molomo:</b><br/>Matshwao le ditlwaelo tsa:<br/>Ho balla hodimo ho hlophisitsweng<br/>Puo e hlophisitsweng<br/>Puo e sa hlophiswang<br/>Ditherisano<br/>Dingangisano<br/>Puisano<br/>Inthaviu<br/>Raporoto (ya semmuso le e sa hlophiswang)<br/>Dipuisano (tsa diphanele le tseo e seng tsa semmuso)<br/>Ditaelo<br/>Diforamo<br/>Ho tsebisa sebui<br/>Ho etsa puo ya teboho</p> | <p><b>Ho mamela bakeng sa tlhahisoleseding e itseng:</b><br/>(E tsebisang, e hlahlobang, e ananelang le e sebediswang mmoho le tse ding)<br/>Tekokutlwisiso e mamelwang<br/>Ho mamela bakeng sa ho manolla ka hloko le tshekatsheko<br/>Ho mamela bakeng sa kananelo le ho sebedisana mmoho le tse ding</p> <p><b>Tshebetso ya Ho Bua:</b><br/>Ho etsa moralo<br/>Ho etsa dipatlisiso<br/>Ho hlophisa<br/>Ho ikwetlisa<br/>Ho nehelana</p> <p><b>Ditema tsa Dikgokahano tsa Molomo:</b><br/>Matshwao le ditlwaelo tsa:<br/>Ho balla hodimo ho hlophisitsweng<br/>Puo e hlophisitsweng<br/>Puo e sa hlophiswang<br/>Ditherisano<br/>Dingangisano<br/>Puisano<br/>Inthaviu<br/>Raporoto (ya semmuso le e sa hlophiswang)<br/>Dipuisano (tsa diphanele le tseo e seng tsa semmuso)<br/>Ditaelo<br/>Diforamo<br/>Ho tsebisa sebui<br/>Ho etsa puo ya teboho</p> | <p><b>Ho mamela bakeng sa tlhahisoleseding e itseng:</b><br/>(E tsebisang, e hlahlobang, e ananelang le e sebediswang mmoho le tse ding)<br/>Tekokutlwisiso e mamelwang<br/>Ho mamela bakeng sa ho manolla ka hloko le tshekatsheko<br/>Ho mamela bakeng sa kananelo le ho sebedisana mmoho le tse ding</p> <p><b>Tshebetso ya Ho Bua:</b><br/>Ho etsa moralo<br/>Ho etsa dipatlisiso<br/>Ho hlophisa<br/>Ho ikwetlisa<br/>Ho nehelana</p> <p><b>Ditema tsa Dikgokahano tsa Molomo:</b><br/>Matshwao le ditlwaelo tsa:<br/>Puo e hlophisitsweng (1 x)<br/>Puo e sa hlophiswang<br/>Ditherisano<br/>Dingangisano<br/>Puisano<br/>Inthaviu<br/>Raporoto (ya semmuso le e sa hlophiswang)<br/>Dipuisano (tsa diphanele le tseo e seng tsa semmuso)<br/>Ditaelo<br/>Diforamo<br/>Ho tsebisa sebui<br/>Ho etsa puo ya teboho</p> |
| <b>Ho bala le ho boha</b>  | <p><b>Tshebetso ya ho bala</b><br/><b>Pele ho ho bala</b></p> <ul style="list-style-type: none"> <li>Okola le ho tlodisa mahlo makgetha a tema: dihlooho, dihloohwana, mantswethaloso kapa dintlathaloso, dikarolo tse bohulang le tlhahisoleseding e tshwantshisitsweng, mohl. mofuta le boholo ba mongolo le ho nomora, sebopelo, diaekhono (matshwao), ditlhakisetso, dikerafo, ditjhate, didayakeramo, dimmapa, dikarolwana tse welang tlasa menyu o itseng komporong (khomputeng) jj.</li> <li>Ho okola buka le ho tlodisa mahlo dikarolo tsa buka: leqephe la sehlooho, leqephe la dikahare, dikgaolo, lenane la mantswe le</li> </ul>  | <p><b>Tshebetso ya ho bala</b><br/><b>Pele ho ho bala</b></p> <ul style="list-style-type: none"> <li>Okola le ho tlodisa mahlo makgetha a tema: dihlooho, dihloohwana, mantswethaloso kapa dintlathaloso, dikarolo tse bohulang le tlhahisoleseding e tshwantshisitsweng, mohl. mofuta le boholo ba mongolo le ho nomora, sebopelo, diaekhono (matshwao), ditlhakisetso, dikerafo, ditjhate, didayakeramo, dimmapa, dikarolwana tse welang tlasa menyu o itseng komporong (khomputeng), jj.</li> <li>Ho okola buka le ho tlodisa mahlo dikarolo tsa buka: leqephe la sehlooho, leqephe la dikahare, dikgaolo, lenane la mantswe le</li> </ul>   | <p><b>Tshebetso ya ho bala</b><br/><b>Pele ho ho bala</b></p> <ul style="list-style-type: none"> <li>Okola le ho tlodisa mahlo makgetha a tema: dihlooho, dihloohwana, mantswethaloso kapa dintlathaloso, dikarolo tse bohulang le tlhahisoleseding e tshwantshisitsweng, mohl. mofuta le boholo ba mongolo le ho nomora, sebopelo, diaekhono (matshwao), ditlhakisetso, dikerafo, ditjhate, didayakeramo, dimmapa, dikarolwana tse welang tlasa menyu o itseng komporong (khomputeng), jj.</li> <li>Ho okola buka le ho tlodisa mahlo dikarolo tsa buka: leqephe la sehlooho, leqephe la dikahare, dikgaolo, lenane la mantswe le</li> </ul>   |

ditlhaloso tsa wona, dikahare, dihlobothiso, difutunoutso, jj.

- Ho akanya, a sebedisa tlhahisoleseding e fumanweng ka ho okola le ho tlodisa ditema mahlo.
- Ho sebetsana le tlotlontse efe feela ya sehlooho eo ebang ha e ya tlwaeleha ho baithuti

**Ho bala**

- Ho etsa moelelo ka tema ka boikemisetso le mafolofolo;
- Ho batla moelelo wa mantswe a sa tlwaelehang le ditshwantsho ka ho manolla mantswe ho leka ho fumana moelelo wa wona, kapa ka ho batla ditemoso tse fuperweng ke ditema;
- Ho sebedisa mawa a ho utlwisisa tema e balwang: ho etsa dikgokahano, ho laola kutlwisiso, ho laola lebelo la ho bala ho ya ka boima ba tema, ho bala hape moo ho hlokehang, ho balla pele temeng bakeng sa ho fumana dintlha tse ka thusang, ho botsa le ho araba dipotso (ho tloha ho tsa boemo bo tlase ho ya ho tsa boemo bo hodimo), ho bopa setshwantsho sa monahano, ho akanya, ho bala ka sepheo sa ho fumana dintlha tsa sehlooho, tsepamisa maikutlo ho kgetho ya mantswe le dibopeho tsa puo, hlwaya mofuta wa tema ka sebopeliso sa yona le makgetha a puo a yona;
- Ho etsa dinoutso kapa ho kgutsufatsa dintlha tsa sehlooho le tse tshhehatsang.

**Kamorao ho ho bala**

- Ho araba dipotso tse qholotswang ke tema ho tloha ho tse boemong bo tlase ho isa ho bo hodimo;
- Ho bapisa (ho fumana ho tshwana le ho fapana ha dintho); ho hokella mmoho;
- Ho lekola, ho etsa diqeto le ho hlahisa maikutlo a hae
- Ho hlahisa tema botjha ka ho e ngola hape ka tsela ya hae (moo ho lokelang).
- Temoho e hlokolosi ya tshebediso ya puo
  - o ntsha le mohopolo
  - o moelelo o otlolohileng le moelelo o patehileng/akantsweng
  - o moelelo wa sethato le moelelo o ritsitseng
  - o boitshetleho ba ditema le mongodi maamong a tsa phedisano le a tsa dipolotiki
  - o tshusumetso e hlahiswang moeelong ke kgetho le tloheliso ya dintlha tse itseng
  - o kamano dipakeng tsa puo le matla
  - o puo e fehleng maikutlo le e hloholetsang, puo e leeme, e nang tshekamelo, puo e kgethollang, e tadimang ditaba ka lehlakore le le leng, ho fapafapana ha tshebediso ya puo (jwalo ka puo ya tikoloho e itseng, puo ya sehlotshwana, jj), dikakanyo, dikgopolotaba, dintlha tse tshhehatsang, mabaka a ho kenyeletsa kapa ho tlohela tlhahisoleseding.

ditlhaloso tsa wona, dikahare, dihlobothiso, difutunoutso, jj.

- Ho akanya, a sebedisa tlhahisoleseding e fumanweng ka ho okola le ho tlodisa ditema mahlo.
- Ho sebetsana le tlotlontse efe feela ya sehlooho eo ebang ha e ya tlwaeleha ho baithuti

**Ho bala**

- Ho etsa moelelo ka tema ka boikemisetso le mafolofolo;
- Ho batla moelelo wa mantswe a sa tlwaelehang le ditshwantsho ka ho manolla mantswe ho leka ho fumana moelelo wa wona, kapa ka ho batla ditemoso tse fuperweng ke ditema;
- Ho sebedisa mawa a ho utlwisisa tema e balwang: ho etsa dikgokahano, ho laola kutlwisiso, ho laola lebelo la ho bala ho ya ka boima ba tema, ho bala hape moo ho hlokehang, ho balla pele temeng bakeng sa ho fumana dintlha tse ka thusang, ho botsa le ho araba dipotso (ho tloha ho tsa boemo bo tlase ho ya ho tsa boemo bo hodimo), ho bopa setshwantsho sa monahano, ho akanya, ho bala ka sepheo sa ho fumana dintlha tsa sehlooho, tsepamisa maikutlo ho kgetho ya mantswe le dibopeho tsa puo, hlwaya mofuta wa tema ka sebopeliso sa yona le makgetha a puo a yona;
- Ho etsa dinoutso kapa ho kgutsufatsa dintlha tsa sehlooho le tse tshhehatsang.

**Kamorao ho ho bala**

- Ho araba dipotso tse qholotswang ke tema ho tloha ho tse boemong bo tlase ho isa ho bo hodimo;
- Ho bapisa (ho fumana ho tshwana le ho fapana ha dintho); ho hokella mmoho;
- Ho lekola, ho etsa diqeto le ho hlahisa maikutlo a hae
- Ho hlahisa tema botjha ka ho e ngola hape ka tsela ya hae (moo ho lokelang).
- Temoho e hlokolosi ya tshebediso ya puo
  - o ntsha le mohopolo
  - o moelelo o otlolohileng le moelelo o patehileng/akantsweng
  - o moelelo wa sethato le moelelo o ritsitseng
  - o boitshetleho ba ditema le mongodi maamong a tsa phedisano le a tsa dipolotiki
  - o tshusumetso e hlahiswang moeelong ke kgetho le tloheliso ya dintlha tse itseng
  - o kamano dipakeng tsa puo le matla
  - o puo e fehleng maikutlo le e hloholetsang, puo e leeme, e nang tshekamelo, puo e kgethollang, e tadimang ditaba ka lehlakore le le leng, ho fapafapana ha tshebediso ya puo (jwalo ka puo ya tikoloho e itseng, puo ya sehlotshwana, jj), dikakanyo, dikgopolotaba, dintlha tse tshhehatsang, mabaka a ho kenyeletsa kapa ho tlohela tlhahisoleseding.

ditlhaloso tsa wona, dikahare, dihlobothiso, difutunoutso, jj.

- Ho akanya, a sebedisa tlhahisoleseding e fumanweng ka ho okola le ho tlodisa ditema mahlo.
- Ho sebetsana le tlotlontse efe feela ya sehlooho eo ebang ha e ya tlwaeleha ho baithuti

**Ho bala**

- Ho etsa moelelo ka tema ka boikemisetso le mafolofolo;
- Ho batla moelelo wa mantswe a sa tlwaelehang le ditshwantsho ka ho manolla mantswe ho leka ho fumana moelelo wa wona, kapa ka ho batla ditemoso tse fuperweng ke ditema;
- Ho sebedisa mawa a ho utlwisisa tema e balwang: ho etsa dikgokahano, ho laola kutlwisiso, ho laola lebelo la ho bala ho ya ka boima ba tema, ho bala hape moo ho hlokehang, ho balla pele temeng bakeng sa ho fumana dintlha tse ka thusang, ho botsa le ho araba dipotso (ho tloha ho tsa boemo bo tlase ho ya ho tsa boemo bo hodimo), ho bopa setshwantsho sa monahano, ho akanya, ho bala ka sepheo sa ho fumana dintlha tsa sehlooho, tsepamisa maikutlo ho kgetho ya mantswe le dibopeho tsa puo, hlwaya mofuta wa tema ka sebopeliso sa yona le makgetha a puo a yona;
- Ho etsa dinoutso kapa ho kgutsufatsa dintlha tsa sehlooho le tse tshhehatsang.

**Kamorao ho ho bala**

- Ho araba dipotso tse qholotswang ke tema ho tloha ho tse boemong bo tlase ho isa ho bo hodimo;
- Ho bapisa (ho fumana ho tshwana le ho fapana ha dintho); ho hokella mmoho;
- Ho lekola, ho etsa diqeto le ho hlahisa maikutlo a hae
- Ho hlahisa tema botjha ka ho e ngola hape ka tsela ya hae (moo ho lokelang).
- Temoho e hlokolosi ya tshebediso ya puo
  - o ntsha le mohopolo
  - o moelelo o otlolohileng le moelelo o patehileng/akantsweng
  - o moelelo wa sethato le moelelo o ritsitseng
  - o boitshetleho ba ditema le mongodi maamong a tsa phedisano le a tsa dipolotiki
  - o tshusumetso e hlahiswang moeelong ke kgetho le tloheliso ya dintlha tse itseng
  - o kamano dipakeng tsa puo le matla
  - o puo e fehleng maikutlo le e hloholetsang, puo e leeme, e nang tshekamelo, puo e kgethollang, e tadimang ditaba ka lehlakore le le leng, ho fapafapana ha tshebediso ya puo (jwalo ka puo ya tikoloho e itseng, puo ya sehlotshwana, jj), dikakanyo, dikgopolotaba, dintlha tse tshhehatsang, mabaka a ho kenyeletsa kapa ho tlohela tlhahisoleseding.

**Ho fumana moelelo wa ditema tse bohawang (ditema tse ngatangata tse tshwantshisitsweng le tse bohawang)**

Mawa a tshusumetso: Puo e fehlang maikutlo, e susumetsang, leeme, puo e hlohleletsang

- Kamoo puo le ditshwantsho di bontshang le ho bopa makgabane le ditjhadimo kateng; ditshwantsho le puo e kgethollang ho ya ka bong, botjhaba, boholo ba motho dilemong, kapa di itshetlehlile hodima matlafatso ya ho sheba dintho ka lehlakore le le leng, haholo dipapatsong
- Tshusumetso ya tshbediso ya mefuta e fapaneng ya mengolo (fonte) le boholo ba yona, mmoho le dihlooho le dintlathaloso
  - Sekaseka, fumana moelelo, hlahloba le ho arabela dikhathunu/ dipalenyana tsa khomiki tse batsi.

**Kgodiso ya tlotlontse le tshbediso ya puo:**

Hlwaya le ho fumana moelelo wa puo ya bokgabo le disebediswa tsa bonono: maele, dikapolelo (dika, dikamaele, maelana), dikapuo/makgabisopuo (papiso, tshwantshiso, mothofatso, tatolano, seemela, leetsisa, pheteletso, phoqo, tomatso, sehlohlo, mothipoloho, apronime/ thehello/ phetolabito, apostrofi, anastrofi, khakhafoni, poeletsamodumo - poeletsadumanosi, poeletsadumammoho, alithereshene, mabitsohokwa, lebotsi, lehlaso, meeelomengata, lekgohledi, kganyetsano, komelo, lefosisanako, leetsisa, lepata, seemela, phoqo, pebofatso/ pebolo, tarakanyo, thehello. Le hoja tsebo ya dikapuo tseba e le bohlokwa, di lokela ho hlahiswa ho baithuti ha feela di hlahella temeng ya prosa le dithothokisong, ditema tsa nnete tse kgolwehang le tseo e seng tsa nnete tse sa kgolwehang.

- Hlwaya phapano pakeng tsa moelelo o otlolohileng le o akantsweng.
- Sebedisa dibukantswe/ didikshenare, thesorase le mehlodi e meng ho fumana moelelo wa mantswa, mopeleto, qapodiso, dinoko le setho sa puo (ke sefe) tsa mantswa a sa tlwaelehang.
- Hlwaya moelelo wa dihlongwapele le dihlongwanthao tse tlwaelehileng.
- Fumana moelelo wa mantswa le kgokahano ya wona le mantswa a mang a tsamaelanang le wona ka ho sebedisa tsebo ya metso e tlwaelehileng, dihlongwapele le dihlongwanthao.
- Sebedisa temoso e leng tikolohong e potileng tema/maemo (mohl. ditlhaloso tse kenelletseng dipolelong), ditemoso tse ding (mohl. feelwane, diqotso) le temoso tse tshwantshisitsweng (mohl. mongolo o ntshofaditsweng) ho fumana moelelo wa mantswa a sa tlwaelehang.

**Ho fumana moelelo wa ditema tse bohawang (ditema tse ngatangata tse tshwantshisitsweng le tse bohawang)**

Mawa a tshusumetso: Puo e fehlang maikutlo, e susumetsang, leeme, puo e hlohleletsang

- Kamoo puo le ditshwantsho di bontshang le ho bopa makgabane le ditjhadimo kateng; ditshwantsho le puo e kgethollang ho ya ka bong, botjhaba, boholo ba motho dilemong, kapa di itshetlehlile hodima matlafatso ya ho sheba dintho ka lehlakore le le leng, haholo dipapatsong
- Tshusumetso ya tshbediso ya mefuta e fapaneng ya mengolo (fonte) le boholo ba yona, mmoho le dihlooho le dintlathaloso
  - Sekaseka, fumana moelelo, hlahloba le ho arabela dikhathunu/ dipalenyana tsa khomiki tse batsi.

**Kgodiso ya tlotlontse le tshbediso ya puo:**

Hlwaya le ho fumana moelelo wa puo ya bokgabo le disebediswa tsa bonono: maele, dikapolelo (dika, dikamaele, maelana), dikapuo/makgabisopuo (papiso, tshwantshiso, mothofatso, tatolano, seemela, leetsisa, pheteletso, phoqo, tomatso, sehlohlo, mothipoloho, apronime/ thehello/ phetolabito, apostrofi, anastrofi, khakhafoni, poeletsamodumo - poeletsadumanosi, poeletsadumammoho, alithereshene, mabitsohokwa, lebotsi, lehlaso, meeelomengata, lekgohledi, kganyetsano, komelo, lefosisanako, leetsisa, lepata, seemela, phoqo, pebofatso/ pebolo, tarakanyo, thehello. Le hoja tsebo ya dikapuo tseba e le bohlokwa, di lokela ho hlahiswa ho baithuti ha feela di hlahella temeng ya prosa le dithothokisong, ditema tsa nnete tse kgolwehang le tseo e seng tsa nnete tse sa kgolwehang.

- Hlwaya phapano pakeng tsa moelelo o otlolohileng le o akantsweng.
- Sebedisa dibukantswe/ didikshenare, thesorase le mehlodi e meng ho fumana moelelo wa mantswa, mopeleto, qapodiso, dinoko le setho sa puo (ke sefe) tsa mantswa a sa tlwaelehang.
- Hlwaya moelelo wa dihlongwapele le dihlongwanthao tse tlwaelehileng.
- Fumana moelelo wa mantswa le kgokahano ya wona le mantswa a mang a tsamaelanang le wona ka ho sebedisa tsebo ya metso e tlwaelehileng, dihlongwapele le dihlongwanthao.
- Sebedisa temoso e leng tikolohong e potileng tema/maemo (mohl. ditlhaloso tse kenelletseng dipolelong), ditemoso tse ding (mohl. feelwane, diqotso) le temoso tse tshwantshisitsweng (mohl. mongolo o ntshofaditsweng) ho fumana moelelo wa mantswa a sa tlwaelehang.

**Ho fumana moelelo wa ditema tse bohawang (ditema tse ngatangata tse tshwantshisitsweng le tse bohawang)**

Mawa a tshusumetso: Puo e fehlang maikutlo, e susumetsang, leeme, puo e hlohleletsang

- Kamoo puo le ditshwantsho di bontshang le ho bopa makgabane le ditjhadimo kateng; ditshwantsho le puo e kgethollang ho ya ka bong, botjhaba, boholo ba motho dilemong, kapa di itshetlehlile hodima matlafatso ya ho sheba dintho ka lehlakore le le leng, haholo dipapatsong
- Tshusumetso ya tshbediso ya mefuta e fapaneng ya mengolo (fonte) le boholo ba yona, mmoho le dihlooho le dintlathaloso
  - Sekaseka, fumana moelelo, hlahloba le ho arabela dikhathunu/ dipalenyana tsa khomiki tse batsi.

**Kgodiso ya tlotlontse le tshbediso ya puo:**

Hlwaya le ho fumana moelelo wa puo ya bokgabo le disebediswa tsa bonono: maele, dikapolelo (dika, dikamaele, maelana), dikapuo/makgabisopuo (papiso, tshwantshiso, mothofatso, tatolano, seemela, leetsisa, pheteletso, phoqo, tomatso, sehlohlo, mothipoloho, apronime/ thehello/ phetolabito, apostrofi, anastrofi, khakhafoni, poeletsamodumo - poeletsadumanosi, poeletsadumammoho, alithereshene, mabitsohokwa, lebotsi, lehlaso, meeelomengata, lekgohledi, kganyetsano, komelo, lefosisanako, leetsisa, lepata, seemela, phoqo, pebofatso/ pebolo, tarakanyo, thehello. Le hoja tsebo ya dikapuo tseba e le bohlokwa, di lokela ho hlahiswa ho baithuti ha feela di hlahella temeng ya prosa le dithothokisong, ditema tsa nnete tse kgolwehang le tseo e seng tsa nnete tse sa kgolwehang.

- Hlwaya phapano pakeng tsa moelelo o otlolohileng le o akantsweng.
- Sebedisa dibukantswe/ didikshenare, thesorase le mehlodi e meng ho fumana moelelo wa mantswa, mopeleto, qapodiso, dinoko le setho sa puo (ke sefe) tsa mantswa a sa tlwaelehang.
- Hlwaya moelelo wa dihlongwapele le dihlongwanthao tse tlwaelehileng.
- Fumana moelelo wa mantswa le kgokahano ya wona le mantswa a mang a tsamaelanang le wona ka ho sebedisa tsebo ya metso e tlwaelehileng, dihlongwapele le dihlongwanthao.
- Sebedisa temoso e leng tikolohong e potileng tema/maemo (mohl. ditlhaloso tse kenelletseng dipolelong), ditemoso tse ding (mohl. feelwane, diqotso) le temoso tse tshwantshisitsweng (mohl. mongolo o ntshofaditsweng) ho fumana moelelo wa mantswa a sa tlwaelehang.

- Hlwaya ka hara mantswe meeelongata (dipolisime) mantswe a supang dihlooho a leng ka hara ditema tse sa rarahanang.
- Ho hlwaya komelo e tlwaelehileng. Mohlala, ho hlwaya komelo ha ho thwe motho ya atlehleng o lehlohonolo e se tshitshidi; kapa ha mosadi a nyalehile a phela hamonate lenyalong re re o botsitse Telejane.
- Bontsha kutlwisiso ya dipolelwana le maele a tlwaelehileng, mmoho le puo ya bonono.
- Hlahloba tshusumetso eo mantswe a maswetso a hlahang ditsong tse fapaneng a nang le yona ditemeng (mohl. mantswe a sethato a bohohoholo, moelelo o ritsitseng, puo ya sehlotswana se itseng, puo ya sebaka se itseng.
- Hlwaya mantswe ao hangata a tarakanyang a jwalo ka meeelomengata, mepeletotshwano, jj. tsebe (re utlwa ka yona)/tsebe (ho se tsebe), jj;
- Pheta pale kapa polelo hape o sebedisa matswe asele (mahlalosongwe kapa malatodi).
- Sebedisa lentswe le le leng bakeng sa a mangata/ polelwana.
- Sebedisa mantswe ao hangata a sebediswang a tsamaya mmoho (jk. pheha le kgobe > ho pheha kgobe; pheha kgang > ho pheha kgang, mathe le leleme; kamoo le kateng - mohl. kamoo a buang haholo kateng.

**Dibopeho tsa dipolelo le tlhophiso ya ditema:**

Makopanyi le mantswe a mang a hokelang: jk. tabeng ya pele.../ ntlheng ya pele/ ha e le hantle..., tabeng ya bobedi ..., ka lehlakoreng le leng ..., seo ke se bonang.../ke ka hoo ..., jj.

- Dikgutsufatso le diakeronime tse batsi.
- Dibopeho tsa leetsi le mathusi ho hlahisa makgathe le dikapolelo ka nepo;
- Dipolelonolo, polelotswako/kopane, polelomararane, dipolelokopane/ mararane ka ho sebedisa dipolelwana le makopanyi.
- Boetsi le boetsuwa.
- Puo ya mmui le puopehelo.
- Tatelano e nepahetseng ya mantswe.
- Mahokedi, tao, leba.
- Matshwao a puo.

Sekaseka sebopelo/ tlhophiso ya ditema tse sebediswang ho habahanya kharikhulamo, mmoho le mantswe a hokelang/ a supang ho hong a amanang le sebopelo kapa tlhophiso eno; tatelano e tlwaelehileng, thaloso, sesosa le sephetho, mokgwa wa tshetso, ho batla ho tshwana le ho fapana, tatelano ho ya ka bohlokwa ba ntho, tlhophiso sebakeng, kgetho ya diratswana, seratswana se hlophisang, seratswana se hlahosang, seratswana se hlahlobang, ho pepeswang, ditlaleho (diraporoto), seratswana

- Hlwaya ka hara mantswe meeelongata (dipolisime) mantswe a supang dihlooho a leng ka hara ditema tse sa rarahanang.
- Ho hlwaya komelo e tlwaelehileng. Mohlala, ho hlwaya komelo ha ho thwe motho ya atlehleng o lehlohonolo e se tshitshidi; kapa ha mosadi a nyalehile a phela hamonate lenyalong re re o botsitse Telejane.
- Bontsha kutlwisiso ya dipolelwana le maele a tlwaelehileng, mmoho le puo ya bonono.
- Hlahloba tshusumetso eo mantswe a maswetso a hlahang ditsong tse fapaneng a nang le yona ditemeng (mohl. mantswe a sethato a bohohoholo, moelelo o ritsitseng, puo ya sehlotswana se itseng, puo ya sebaka se itseng.
- Hlwaya mantswe ao hangata a tarakanyang a jwalo ka meeelomengata, mepeletotshwano, jj. tsebe (re utlwa ka yona)/tsebe (ho se tsebe), jj;
- Pheta pale kapa polelo hape o sebedisa matswe asele (mahlalosongwe kapa malatodi).
- Sebedisa lentswe le le leng bakeng sa a mangata/ polelwana.
- Sebedisa mantswe ao hangata a sebediswang a tsamaya mmoho (jk. pheha le kgobe > ho pheha kgobe; pheha kgang > ho pheha kgang, mathe le leleme; kamoo le kateng - mohl. kamoo a buang haholo kateng.

**Dibopeho tsa dipolelo le tlhophiso ya ditema:**

Makopanyi le mantswe a mang a hokelang: jk. tabeng ya pele.../ ntlheng ya pele/ ha e le hantle..., tabeng ya bobedi ..., ka lehlakoreng le leng ..., seo ke se bonang.../ke ka hoo ..., jj.

- Dikgutsufatso le diakeronime tse batsi.
- Dibopeho tsa leetsi le mathusi ho hlahisa makgathe le dikapolelo ka nepo;
- Dipolelonolo, polelotswako/kopane, polelomararane, dipolelokopane/ mararane ka ho sebedisa dipolelwana le makopanyi.
- Boetsi le boetsuwa.
- Puo ya mmui le puopehelo.
- Tatelano e nepahetseng ya mantswe.
- Mahokedi, tao, leba.
- Matshwao a puo.

Sekaseka sebopelo/ tlhophiso ya ditema tse sebediswang ho habahanya kharikhulamo, mmoho le mantswe a hokelang/ a supang ho hong a amanang le sebopelo kapa tlhophiso eno; tatelano e tlwaelehileng, thaloso, sesosa le sephetho, mokgwa wa tshetso, ho batla ho tshwana le ho fapana, tatelano ho ya ka bohlokwa ba ntho, tlhophiso sebakeng, kgetho ya diratswana, seratswana se hlophisang, seratswana se hlahosang, seratswana se hlahlobang, ho pepeswang, ditlaleho (diraporoto), seratswana

- Hlwaya ka hara mantswe meeelongata (dipolisime) mantswe a supang dihlooho a leng ka hara ditema tse sa rarahanang.
- Ho hlwaya komelo e tlwaelehileng. Mohlala, ho hlwaya komelo ha ho thwe motho ya atlehleng o lehlohonolo e se tshitshidi; kapa ha mosadi a nyalehile a phela hamonate lenyalong re re o botsitse Telejane.
- Bontsha kutlwisiso ya dipolelwana le maele a tlwaelehileng, mmoho le puo ya bonono.
- Hlahloba tshusumetso eo mantswe a maswetso a hlahang ditsong tse fapaneng a nang le yona ditemeng (mohl. mantswe a sethato a bohohoholo, moelelo o ritsitseng, puo ya sehlotswana se itseng, puo ya sebaka se itseng.
- Hlwaya mantswe ao hangata a tarakanyang a jwalo ka meeelomengata, mepeletotshwano, jj. tsebe (re utlwa ka yona)/tsebe (ho se tsebe), jj;
- Pheta pale kapa polelo hape o sebedisa matswe asele (mahlalosongwe kapa malatodi).
- Sebedisa lentswe le le leng bakeng sa a mangata/ polelwana.
- Sebedisa mantswe ao hangata a sebediswang a tsamaya mmoho (jk. pheha le kgobe > ho pheha kgobe; pheha kgang > ho pheha kgang, mathe le leleme; kamoo le kateng - mohl. kamoo a buang haholo kateng.

**Dibopeho tsa dipolelo le tlhophiso ya ditema:**

Makopanyi le mantswe a mang a hokelang: jk. tabeng ya pele.../ ntlheng ya pele/ ha e le hantle..., tabeng ya bobedi ..., ka lehlakoreng le leng ..., seo ke se bonang.../ke ka hoo ..., jj.

- Dikgutsufatso le diakeronime tse batsi.
- Dibopeho tsa leetsi le mathusi ho hlahisa makgathe le dikapolelo ka nepo;
- Dipolelonolo, polelotswako/kopane, polelomararane, dipolelokopane/ mararane ka ho sebedisa dipolelwana le makopanyi.
- Boetsi le boetsuwa.
- Puo ya mmui le puopehelo.
- Tatelano e nepahetseng ya mantswe.
- Mahokedi, tao, leba.
- Matshwao a puo.

Sekaseka sebopelo/ tlhophiso ya ditema tse sebediswang ho habahanya kharikhulamo, mmoho le mantswe a hokelang/ a supang ho hong a amanang le sebopelo kapa tlhophiso eno; tatelano e tlwaelehileng, thaloso, sesosa le sephetho, mokgwa wa tshetso, ho batla ho tshwana le ho fapana, tatelano ho ya ka bohlokwa ba ntho, tlhophiso sebakeng, kgetho ya diratswana, seratswana se hlophisang, seratswana se hlahosang, seratswana se hlahlobang, ho pepeswang, ditlaleho (diraporoto), seratswana

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| <p>se qetellang (sheba ho ngola diratswana ka mantswe a hokelang)</p> <p><b>Makgetha a ditema tsa dingolwa:</b><br/><b>Dithothokiso:</b><br/>Moelelo o otlohileng/totobetseng</p> <ul style="list-style-type: none"> <li>• Moelelo o hlhiswang ke tshbediso ya puo ya bonono/o akanngweng/o patehileng</li> <li>• Sehalo</li> <li>• Maikutlo/thanyo</li> <li>• Mookotaba le molaetsa</li> <li>• Karaburetso</li> <li>• Dikapuo, karaburetso, kgetho ya mantswe, sehalo, disebediswa tsohle tsa bonono le bokgabo, mmoho le karabelo e bontshang ho ameha maikutlong, melathothokiso, mantswe, ditemanathothokiso, kgokahano ya mela, matshwao a puo, phetapheto (hlaahlela), disebediswa tsa modumo (poeletsamodumo/alithereishene, poeletsadumanosi (asonense) le poeletsadumammoho (khonsonense), raeme/morumo, morethetho, enjambamente (pholletso/ pholletsi/ motjetje/ molamotjetje)</li> </ul> <p>• Dithothokiso tseo ba di rutwang di fokoditswe ho tloha ho 10 ho ya ho 5</p> <p><b>MMOHO LE</b><br/><b>Terama/ Tshwantshiso:</b></p> <ul style="list-style-type: none"> <li>• Ho rutwe sengolwa se le seng pakeng tsa Padi/Sengolwa sa bohohoholo le Terama.</li> </ul> <p>Poloto le sekapoloto (tlhekelo, tlhahiso le kgolo ya diketsahalo, kgohlano, sehlohlo, mothipoloho, phethelo/ tharollo, ho tjobela mmadi pele le ho hetla morao/ hopola tse fetileng)</p> <ul style="list-style-type: none"> <li>• Popeho le kgolo ya dibapadi/ baphetwa•</li> <li>• Seabo sa mopheti le ntlhakemo ya mongodi</li> <li>• Mookotaba le molaetsa</li> <li>• Boitshetleho, tikoloho le nako - kamano le mophetwa le mookotaba</li> <li>• Sebopoho sa tshwantshiso: poloto, sekapoloto (tlhekelo tlhahiso le kgolo ya diketsahalo le sehlohlo)</li> <li>• Maikutlo le sehalo</li> <li>• Mothinya le sephetho se sa lebellwang</li> <li>• Ditaelo tsa kalaneng</li> <li>• Kamano pakeng tsa puisano/boipuiso (puonnotshi) le ketsahalo</li> </ul> | <p>se qetellang (sheba ho ngola diratswana ka mantswe a hokelang)</p> <p><b>Makgetha a ditema tsa dingolwa:</b><br/><b>Dithothokiso:</b><br/>Moelelo o otlohileng/totobetseng</p> <ul style="list-style-type: none"> <li>• Moelelo o hlhiswang ke tshbediso ya puo ya bonono/o akanngweng/o patehileng</li> <li>• Sehalo</li> <li>• Maikutlo/thanyo</li> <li>• Mookotaba le molaetsa</li> <li>• Karaburetso</li> <li>• Dikapuo, karaburetso, kgetho ya mantswe, sehalo, disebediswa tsohle tsa bonono le bokgabo, mmoho le karabelo e bontshang ho ameha maikutlong, melathothokiso, mantswe, ditemanathothokiso, kgokahano ya mela, matshwao a puo, phetapheto (hlaahlela), disebediswa tsa modumo (poeletsamodumo/alithereishene, poeletsadumanosi (asonense) le poeletsadumammoho (khonsonense), raeme/morumo, morethetho, enjambamente (pholletso/ pholletsi/ motjetje/ molamotjetje)</li> </ul> <p>• Dithothokiso tseo ba di rutwang di fokoditswe ho tloha ho 10 ho ya ho 5</p> <p><b>MMOHO LE</b><br/><b>Terama/ Tshwantshiso:</b></p> <ul style="list-style-type: none"> <li>• Ho rutwe sengolwa se le seng pakeng tsa Padi/Sengolwa sa bohohoholo le Terama.</li> </ul> <p>Poloto le sekapoloto (tlhekelo, tlhahiso le kgolo ya diketsahalo, kgohlano, sehlohlo, mothipoloho, phethelo/ tharollo, ho tjobela mmadi pele le ho hetla morao/ hopola tse fetileng)</p> <ul style="list-style-type: none"> <li>• Popeho le kgolo ya dibapadi/ baphetwa•</li> <li>• Seabo sa mopheti le ntlhakemo ya mongodi</li> <li>• Mookotaba le molaetsa</li> <li>• Boitshetleho, tikoloho le nako - kamano le mophetwa le mookotaba</li> <li>• Sebopoho sa tshwantshiso: poloto, sekapoloto (tlhekelo tlhahiso le kgolo ya diketsahalo le sehlohlo)</li> <li>• Maikutlo le sehalo</li> <li>• Mothinya le sephetho se sa lebellwang</li> <li>• Ditaelo tsa kalaneng</li> <li>• Kamano pakeng tsa puisano/boipuiso (puonnotshi) le ketsahalo</li> </ul> | <p>se qetellang (sheba ho ngola diratswana ka mantswe a hokelang)</p> <p><b>Makgetha a ditema tsa dingolwa:</b><br/><b>Dithothokiso:</b><br/>Moelelo o otlohileng/totobetseng</p> <ul style="list-style-type: none"> <li>• Moelelo o hlhiswang ke tshbediso ya puo ya bonono/o akanngweng/o patehileng</li> <li>• Sehalo</li> <li>• Maikutlo/thanyo</li> <li>• Mookotaba le molaetsa</li> <li>• Karaburetso</li> <li>• Dikapuo, karaburetso, kgetho ya mantswe, sehalo, disebediswa tsohle tsa bonono le bokgabo, mmoho le karabelo e bontshang ho ameha maikutlong, melathothokiso, mantswe, ditemanathothokiso, kgokahano ya mela, matshwao a puo, phetapheto (hlaahlela), disebediswa tsa modumo (poeletsamodumo/alithereishene, poeletsadumanosi (asonense) le poeletsadumammoho (khonsonense), raeme/morumo, morethetho, enjambamente (pholletso/ pholletsi/ motjetje/ molamotjetje)</li> </ul> <p>• Dithothokiso tseo ba di rutwang ha di a fokotswa. di ntse di le 12.</p> <p><b>MMOHO LE</b><br/><b>Terama/ Tshwantshiso:</b></p> <ul style="list-style-type: none"> <li>• Ho rutwe dingolwa tsohle e leng Padi/Tsa bohohoholo, Terama le Dithothokiso.</li> </ul> <p>Poloto le sekapoloto (tlhekelo, tlhahiso le kgolo ya diketsahalo, kgohlano, sehlohlo, mothipoloho, phethelo/ tharollo, ho tjobela mmadi pele le ho hetla morao/ hopola tse fetileng)</p> <ul style="list-style-type: none"> <li>• Popeho le kgolo ya dibapadi/ baphetwa•</li> <li>• Seabo sa mopheti le ntlhakemo ya mongodi</li> <li>• Mookotaba le molaetsa</li> <li>• Boitshetleho, tikoloho le nako - kamano le mophetwa le mookotaba</li> <li>• Sebopoho sa tshwantshiso: poloto, sekapoloto (tlhekelo tlhahiso le kgolo ya diketsahalo le sehlohlo)</li> <li>• Maikutlo le sehalo</li> <li>• Mothinya le sephetho se sa lebellwang</li> <li>• Ditaelo tsa kalaneng</li> <li>• Kamano pakeng tsa puisano/boipuiso (puonnotshi) le ketsahalo</li> </ul> |
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|                                       | <ul style="list-style-type: none"> <li>· Tomatso tshwatshisong</li> <li>· Nako</li> </ul> <p><b>KAPA</b><br/><b>Padi/Tsa bohohoholo:</b><br/>Tsa bohohoholo:</p> <ul style="list-style-type: none"> <li>· Fokotsa palo ya ditshomo ho tloha ho tse 8 ho ya ho tse 4.</li> <li>· Fokotsa palo ya dithoko tsa bohohoholo ho tloha ho 4 ho ya ho tse 2.</li> </ul> <p>Poloto le sekapoloto (tlhekelo, tlhahiso le kgolo ya diketsahalo, kgohlano, sehlohlo, mothipoloho, phethelo/ tharollo), ho tjobela mmadi pele, ho hetla morao/ hopola tse fetileng)</p> <ul style="list-style-type: none"> <li>· Kgohlano</li> <li>· Popeho le kgolo ya baphetwa</li> <li>· Karolo ya mophethi</li> <li>· Mookotaba le melaetsa</li> <li>· Boitshetleho, tikoloho le phetelo - kamano le mophetwa le mookotaba</li> <li>· Maikutlo, mothinya le qetelo (tse makatsang, tse sa lebellwang)</li> <li>· Nako</li> </ul> | <ul style="list-style-type: none"> <li>· Tomatso tshwatshisong</li> <li>· Nako</li> </ul> <p><b>KAPA</b><br/><b>Padi/Tsa bohohoholo:</b><br/>Tsa bohohoholo:</p> <ul style="list-style-type: none"> <li>· Fokotsa palo ya ditshomo ho tloha ho tse 8 ho ya ho tse 4.</li> <li>· Fokotsa palo ya dithoko tsa bohohoholo ho tloha ho 4 ho ya ho tse 2.</li> </ul> <p>Poloto le sekapoloto (tlhekelo, tlhahiso le kgolo ya diketsahalo, kgohlano, sehlohlo, mothipoloho, phethelo/ tharollo), ho tjobela mmadi pele, ho hetla morao/ hopola tse fetileng)</p> <ul style="list-style-type: none"> <li>· Kgohlano</li> <li>· Popeho le kgolo ya baphetwa</li> <li>· Karolo ya mophethi</li> <li>· Mookotaba le melaetsa</li> <li>· Boitshetleho, tikoloho le phetelo - kamano le mophetwa le mookotaba</li> <li>· Maikutlo, mothinya le qetelo (tse makatsang, tse sa lebellwang)</li> <li>· Nako</li> </ul> | <ul style="list-style-type: none"> <li>· Tomatso tshwatshisong</li> <li>· Nako</li> </ul> <p><b>MMOHO LE</b><br/><b>Padi/Tsa bohohoholo:</b></p> <ul style="list-style-type: none"> <li>· Ha ho phetoho ho palo ya ditshomo le dithoko tseo baithuti ba di baletsweng. Di etswa kaofela.</li> </ul> <p>Poloto le sekapoloto (tlhekelo, tlhahiso le kgolo ya diketsahalo, kgohlano, sehlohlo, mothipoloho, phethelo/ tharollo), ho tjobela mmadi pele, ho hetla morao/ hopola tse fetileng)</p> <ul style="list-style-type: none"> <li>· Kgohlano</li> <li>· Popeho le kgolo ya baphetwa</li> <li>· Karolo ya mophethi</li> <li>· Mookotaba le melaetsa</li> <li>· Boitshetleho, tikoloho le phetelo - kamano le mophetwa le mookotaba</li> <li>· Maikutlo, mothinya le qetelo (tse makatsang, tse sa lebellwang)</li> <li>· Nako</li> </ul>  |
| <p><b>Ho ngola le ho nehelana</b></p> | <p><b>Tshebetso ya ho ngola:</b> Ho etsa Moralo, ho ngola mekgwaritso, ho boeletsa mosebetsi, ho boella tema bakeng sa ntlafatso, ho bala hape ho hlaola diphoso le ho nehelana<br/>Mefuta ya tema:sebopeho le makgetha <b>Meqoqo:</b></p> <ul style="list-style-type: none"> <li>• Wa phetelo</li> <li>• hlalosang</li> <li>• Wa ngangisano</li> <li>• Moqoqo wa dingolwa</li> </ul> <p><b>Tema ya kgokahano:</b></p> <ul style="list-style-type: none"> <li>• Lengolo la setswalle kapa la semmuso (la kopo, tletlebo, kopo ya mosebetsi/la kgwebo)</li> <li>• Mangolo a semmuso le ao e seng a semmuso a yang bophatlalatsing</li> <li>• Raporoto/Tlaleho ya semmuso le eo e seng ya semmuso</li> <li>• Koranta/ atikele ya makasine</li> <li>• Obitjhuari</li> <li>• E-meili</li> <li>• Puo</li> <li>• Puisano</li> </ul>   | <p><b>Tshebetso ya ho ngola:</b> Ho etsa Moralo, ho ngola mekgwaritso, ho boeletsa mosebetsi, ho boella tema bakeng sa ntlafatso, ho bala hape ho hlaola diphoso le ho nehelana<br/>Mefuta ya tema:sebopeho le makgetha <b>Meqoqo:</b></p> <ul style="list-style-type: none"> <li>• O sa nkeng lehlakore</li> <li>• Wa ngangisano</li> <li>• O tebisang maikutlo</li> <li>• Moqoqo wa dingolwa</li> </ul> <p><b>Tema ya kgokahano:</b></p> <ul style="list-style-type: none"> <li>• Lengolo la setswalle kapa la semmuso (la kopo, tletlebo, kopo ya mosebetsi/la kgwebo)</li> <li>• Mangolo a semmuso le ao e seng a semmuso a yang bophatlalatsing</li> <li>• Raporoto/Tlaleho ya semmuso le eo e seng ya semmuso</li> <li>• Tekolobotjha</li> <li>• Koranta/ atikele ya makasine</li> <li>• Obitjhuari</li> <li>• E-meili</li> <li>• Puo</li> </ul>  | <p><b>Tshebetso ya ho ngola:</b> Ho etsa Moralo, ho ngola mekgwaritso, ho boeletsa mosebetsi, ho boella tema bakeng sa ntlafatso, ho bala hape ho hlaola diphoso le ho nehelana<br/>Mefuta ya tema:sebopeho le makgetha <b>Meqoqo:</b></p> <ul style="list-style-type: none"> <li>• Wa phetelo</li> <li>• Wa ngangisano</li> <li>• O hlalosang</li> <li>• O sa nkeng lehlakore</li> <li>• O tebisang maikutlo</li> <li>• Moqoqo wa dingolwa</li> </ul> <p><b>Tema ya kgokahano:</b></p> <ul style="list-style-type: none"> <li>• Lengolo la setswalle kapa la semmuso (la kopo, tletlebo, kopo ya mosebetsi/la kgwebo)</li> <li>• Mangolo a semmuso le ao e seng a semmuso a yang bophatlalatsing</li> <li>• Raporoto/Tlaleho ya semmuso le eo e seng ya semmuso</li> <li>• Tekolobotjha</li> <li>• Koranta/ atikele ya makasine</li> <li>• Obitjhuari</li> <li>• Tokomane ya boitsebiso le dipihlallo mmoho le lengolo la thaloso.</li> <li>• Lenanetsamaiso le metsotso ya kopano</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Inthaviu</li> </ul>   | <ul style="list-style-type: none"> <li>• Puisano</li> <li>• Inthaviu</li> </ul>  | <ul style="list-style-type: none"> <li>• Puo</li> <li>• Puisano</li> <li>• Inthaviu</li> </ul>   |
| <p><b>Dibopeho le melao ya tsebediso ya puo:</b></p> | <p>Rejistara, setaele le boikutlwahatso, Kgetho ya mantswe, Ho bopa dipolelo, Ho bopa diratswana, Matshwao a puo le mopeleto<br/>Dikarolo tsa mantswe</p> <ul style="list-style-type: none"> <li>· Metso</li> <li>· Dihlongwapele</li> <li>· Dihlongwanthao</li> </ul> <p>Mabitso<br/>Maemedi<br/>Maetsi, makgathe le dikao<br/>Dikgethi<br/>Mahlalosi<br/>Sebopeho sa dipotso<br/>Dipolelo le dipolelwana<br/>Makopanyi le mantswe a hokelang<br/>Malahlelwa/Maetsisamodumo<br/>Puo ya mmui le puopehelo<br/>Sebopeho sa Boetsi le Boetsuwa<br/>Matshwao a puo<br/>Mopeleto</p> <p><b>Temoho e hlokolosi ya puo</b></p> <ul style="list-style-type: none"> <li>· Ntlha le mohopolo</li> <li>· moelelo o otlohleng le moelelo o patehileng/akantsweng</li> <li>· Moelelo wa sethato le moelelo o ritsitseng</li> <li>· Boitshetleho ba ditema le mongodi maamong a tsa phedisano le a tsa Dipolotiki</li> <li>· Tshusumetso e hlahiswang moeelong ke kgetho le tlhelo ya dintlha tse itseng</li> <li>· Kamano dipakeng tsa puo le matla</li> <li>· Puo e fehang maikutlo le e hlohleletsang</li> </ul> | <p>Rejistara, setaele le boikutlwahatso, Kgetho ya mantswe, Ho bopa dipolelo, Ho bopa diratswana, Matshwao a puo le mopeleto<br/>Dikarolo tsa mantswe</p> <ul style="list-style-type: none"> <li>· Metso</li> <li>· Dihlongwapele</li> <li>· Dihlongwanthao</li> </ul> <p>Mabitso<br/>Maemedi<br/>Maetsi, makgathe le dikao<br/>Dikgethi<br/>Mahlalosi<br/>Sebopeho sa dipotso<br/>Dipolelo le dipolelwana<br/>Makopanyi le mantswe a hokelang<br/>Malahlelwa/Maetsisamodumo<br/>Puo ya mmui le puopehelo<br/>Sebopeho sa Boetsi le Boetsuwa<br/>Matshwao a puo<br/>Mopeleto</p> <p><b>Temoho e hlokolosi ya puo</b></p> <ul style="list-style-type: none"> <li>· Ntlha le mohopolo</li> <li>· moelelo o otlohleng le moelelo o patehileng/akantsweng</li> <li>· Moelelo wa sethato le moelelo o ritsitseng</li> <li>· Boitshetleho ba ditema le mongodi maamong a tsa phedisano le a tsa Dipolotiki</li> <li>· Tshusumetso e hlahiswang moeelong ke kgetho le tlhelo ya dintlha tse itseng</li> <li>· Kamano dipakeng tsa puo le matla</li> <li>· Puo e fehang maikutlo le e hlohleletsang</li> </ul> | <p>Rejistara, setaele le boikutlwahatso, Kgetho ya mantswe, Ho bopa dipolelo, Ho bopa diratswana, Matshwao a puo le mopeleto<br/>Dikarolo tsa mantswe</p> <ul style="list-style-type: none"> <li>· Metso</li> <li>· Dihlongwapele</li> <li>· Dihlongwanthao</li> </ul> <p>Mabitso<br/>Maemedi<br/>Maetsi, makgathe le dikao<br/>Dikgethi<br/>Mahlalosi<br/>Sebopeho sa dipotso<br/>Dipolelo le dipolelwana<br/>Makopanyi le mantswe a hokelang<br/>Malahlelwa/Maetsisamodumo<br/>Puo ya mmui le puopehelo<br/>Sebopeho sa Boetsi le Boetsuwa<br/>Matshwao a puo<br/>Mopeleto</p> <p><b>Temoho e hlokolosi ya puo</b></p> <ul style="list-style-type: none"> <li>· Ntlha le mohopolo</li> <li>· moelelo o otlohleng le moelelo o patehileng/akantsweng</li> <li>· Moelelo wa sethato le moelelo o ritsitseng</li> <li>· Boitshetleho ba ditema le mongodi maamong a tsa phedisano le a tsa Dipolotiki</li> <li>· Tshusumetso e hlahiswang moeelong ke kgetho le tlhelo ya dintlha tse itseng</li> <li>· Kamano dipakeng tsa puo le matla</li> <li>· Puo e fehang maikutlo le e hlohleletsang</li> </ul> |

## 4.8 Setswana

### Content Map Grade 10 – 12

| Mametlelo A2        | SETSWANA PUO YA GAE MEPHATO 10 - 11   |   |   |
|---------------------|---|---|---|
|                     | Diteng tse di tlabolotsweng tsa Mephato 10 -12  |   |   |
| Dikgono/Diteng      | Mophato wa 10   | Mophato wa 11   | Mophato wa 12   |
| Go reetsa le go bua | <p><b>Go reeletsa go tthaloganyana</b><br/>(e a sedimosa, e a athhola, e a kgathhisa le go tthaeletsana le ba bangwe)<br/>Dikgato tsa theetso</p> <p><b>Mefuta e e farologaneng ya go reetsa</b></p> <ul style="list-style-type: none"> <li>• Go reeletsa tshedimoseetso e e kgethegileng</li> <li>• Go reeletsa tshakatsheko le katlhola e e tseneletseng</li> <li>• Go reeletsa kgathhegelo le tthaeletsano le ba bangwe</li> </ul> <p><b>Dikgato tsa go bua</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro</li> <li>• Go batlisisa</li> <li>• Go rulaganya</li> <li>• Go ikatisa</li> <li>• Go tthagisa</li> </ul> <p><b>Diponagalo le melawana ya ditlhangwa tsa tthaeletsano ya molomo</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro</li> <li>• Go batlisisa</li> <li>• Go rulaganya</li> <li>• Go ikatisa</li> <li>• Go tthagisa</li> </ul> <p>Diponagalo le melawana ya ditlhangwa tsa tthaeletsano ya molomo</p> <ul style="list-style-type: none"> <li>• Dingangisano/dipuisano /motlotlo:</li> <li>• Puo e e ipaakanyeditsweng</li> <li>• Puo e e sa paakanyediwang/</li> <li>• Dipotsotherisano</li> <li>• Puo</li> <li>• Motlotlo o o sa tthomamang</li> </ul> | <p><b>Go reeletsa go tthaloganyana</b><br/>(e a sedimosa, e a athhola, e a kgathhisa le go tthaeletsana le ba bangwe)<br/>Dikgato tsa theetso</p> <p><b>Mefuta e e farologaneng ya go reetsa</b></p> <ul style="list-style-type: none"> <li>• Go reeletsa tshedimoseetso e e kgethegileng</li> <li>• Go reeletsa tshakatsheko le katlhola e e tseneletseng</li> <li>• Go reeletsa kgathhegelo le tthaeletsano le ba bangwe</li> </ul> <p><b>Dikgato tsa go bua</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro</li> <li>• Go batlisisa</li> <li>• Go rulaganya</li> <li>• Go ikatisa</li> <li>• Go tthagisa</li> </ul> <p><b>Diponagalo le melawana ya ditlhangwa tsa tthaeletsano ya molomo</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro</li> <li>• Go batlisisa</li> <li>• Go rulaganya</li> <li>• Go ikatisa</li> <li>• Go tthagisa</li> </ul> <p>Diponagalo le melawana ya ditlhangwa tsa tthaeletsano ya molomo</p> <ul style="list-style-type: none"> <li>• Dingangisano/dipuisano /motlotlo:</li> <li>• Puo e e ipaakanyeditsweng</li> <li>• Puo e e sa paakanyediwang/</li> <li>• Dipotsotherisano</li> <li>• Puo</li> <li>• Motlotlo o o sa tthomamang</li> </ul> | <p><b>Go reeletsa go tthaloganyana</b><br/>(e a sedimosa, e a athhola, e a kgathhisa le go tthaeletsana le ba bangwe)<br/>Dikgato tsa theetso</p> <p><b>Mefuta e e farologaneng ya go reetsa</b></p> <ul style="list-style-type: none"> <li>• Go reeletsa tshedimoseetso e e kgethegileng</li> <li>• Go reeletsa tshakatsheko le katlhola e e tseneletseng</li> <li>• Go reeletsa kgathhegelo le tthaeletsano le ba bangwe</li> </ul> <p><b>Dikgato tsa go bua</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro</li> <li>• Go batlisisa</li> <li>• Go rulaganya</li> <li>• Go ikatisa</li> <li>• Go tthagisa</li> </ul> <p><b>Diponagalo le melawana ya ditlhangwa tsa tthaeletsano ya molomo</b></p> <ul style="list-style-type: none"> <li>• Go dira paakanyetsotiro</li> <li>• Go batlisisa</li> <li>• Go rulaganya</li> <li>• Go ikatisa</li> <li>• Go tthagisa</li> </ul> <p>Diponagalo le melawana ya ditlhangwa tsa tthaeletsano ya molomo</p> <ul style="list-style-type: none"> <li>• Dingangisano/dipuisano /motlotlo:</li> <li>• Puo e e ipaakanyeditsweng</li> <li>• Puo e e sa paakanyediwang/</li> <li>• Dipotsotherisano</li> <li>• Puo</li> <li>• Motlotlo o o sa tthomamang</li> </ul> |

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|--------------------------------|--|--|---|
|                                | <ul style="list-style-type: none"> <li>● Dipuisano tsa lekoko</li> <li>● Dikopano le mekgwa ya go di tsamaisa</li> <li>● Go tlotla /anela kgang kgotsa maboko a thoriso</li> <li>● Go itsise sebui</li> <li>● Go neela puo ya ditebogo</li> <li>● Dipuisano tsa makgotlhana/setlhopha</li> <li>● Ditaelo</li> <li>● Dikaelo</li> </ul>   | <ul style="list-style-type: none"> <li>● Dipuisano tsa lekoko</li> <li>● Dikopano le mekgwa ya go di tsamaisa</li> <li>● Go tlotla /anela kgang kgotsa maboko a thoriso</li> <li>● Go itsise sebui</li> <li>● Go neela puo ya ditebogo</li> <li>● Dipuisano tsa makgotlhana/setlhopha</li> <li>● Ditaelo</li> <li>● Dikaelo</li> </ul>   | <ul style="list-style-type: none"> <li>● Dipuisano tsa lekoko</li> <li>● Dikopano le mekgwa ya go di tsamaisa</li> <li>● Go tlotla /anela kgang kgotsa maboko a thoriso</li> <li>● Go itsise sebui</li> <li>● Go neela puo ya ditebogo</li> <li>● Dipuisano tsa makgotlhana/setlhopha</li> <li>● Ditaelo</li> <li>● Dikaelo</li> </ul>  |
| <b>Go buisa le go lebelela</b> | <p><b>Diponagalokgolo tsa ditlhangwa le dikarolo tsa buka go akaretsa mefutakwalo ya dikwalo</b></p> <p><b>Thuto ya Dikwalo</b></p> <ul style="list-style-type: none"> <li>● Padi/Ditlhangwa tsa Setso<br/>(Dinaane di le 4 le maboko a thoriso a le 2)</li> </ul> <p><b>KGOTSA</b></p> <ul style="list-style-type: none"> <li>● Terama</li> <li>● Poko (maboko a le 5)</li> <li>● Dipotso tse dikhutshwane</li> <li>● Tlhamo ya Dikwalo</li> </ul> <p><b>Dikgato tsa go buisa</b><br/><b>Go buisetsa go tlhaloganya:</b><br/>Ditogamaano tsa go dirisa ditlhangwa tse di kwadilweng:</p> <p><b>Thanolo ya ditlhangwa tse di bonwang: sekao, phasalatso, papatso, khathunu, ditshwantsho</b></p> <p>Kago ya tlotlofoko le tiriso ya puo<br/>Dipopego tsa polelo</p> <p><b>Go kwala tshobokanyo</b></p> <p><b>Puo mo tirisong:</b><br/>Tekatthaloganyo<br/>Go kwala tshobokanyo</p> <p><b>Dipopego tsa polelo le melawano ya tiriso</b></p> <ul style="list-style-type: none"> <li>● Kago ya tlotlofoko le tiriso ya puo<br/>Makaelagongwe<br/>Malatodi,</li> </ul> | <p><b>Diponagalokgolo tsa ditlhangwa le dikarolo tsa buka go akaretsa mefutakwalo ya dikwalo</b></p> <p><b>Thuto ya Dikwalo</b></p> <ul style="list-style-type: none"> <li>● Padi/Ditlhangwa tsa Setso<br/>(Dinaane di le 4 le maboko a thoriso a le 2)</li> </ul> <p><b>KGOTSA</b></p> <ul style="list-style-type: none"> <li>● Terama</li> <li>● Poko (maboko a le 5)</li> <li>● Dipotso tse dikhutshwane</li> <li>● Tlhamo ya Dikwalo</li> </ul> <p><b>Dikgato tsa go buisa</b><br/><b>Go buisetsa go tlhaloganya</b><br/>Ditogamaano tsa go dirisa ditlhangwa tse di kwadilweng:</p> <p><b>Thanolo ya ditlhangwa tse di bonwang: sekao, phasalatso, papatso, khathunu, ditshwantsho</b></p> <p>Kago ya tlotlofoko le tiriso ya puo<br/>Dipopego tsa polelo</p> <p><b>Go kwala tshobokanyo</b></p> <p><b>Puo mo tirisong:</b><br/>Tekatthaloganyo<br/>Go kwala tshobokanyo</p> <p><b>Dipopego tsa polelo le melawano ya tiriso</b></p> <ul style="list-style-type: none"> <li>● Kago ya tlotlofoko le tiriso ya puo<br/>Makaelagongwe,<br/>Malatodi,<br/>Makwalwatshwana</li> </ul> | <p><b>Diponagalokgolo tsa ditlhangwa le dikarolo tsa buka go akaretsa mefutakwalo ya dikwalo</b></p> <p><b>Thuto ya Dikwalo</b></p> <ul style="list-style-type: none"> <li>● Padi/Ditlhangwa tsa Setso<br/>(Dinaane di le 10 le maboko a thoriso a le 6)</li> <li>● Terama</li> <li>● Poko (maboko a le 12)</li> <li>● Dipotso tse dikhutshwane</li> <li>● Tlhamo ya Dikwalo</li> </ul> <p><b>Dikgato tsa go buisa</b><br/><b>Go buisetsa go tlhaloganya</b><br/>Ditogamaano tsa go dirisa ditlhangwa tse di kwadilweng:</p> <p><b>Thanolo ya ditlhangwa tse di bonwang: sekao, phasalatso, papatso, khathunu, ditshwantsho</b><br/>Kago ya tlotlofoko le tiriso ya puo<br/>Dipopego tsa polelo</p> <p><b>Go kwala tshobokanyo</b></p> <p><b>Puo mo tirisong:</b><br/>Tekatthaloganyo<br/>Go kwala tshobokanyo</p> <p><b>Dipopego tsa polelo le melawano ya tiriso</b></p> <ul style="list-style-type: none"> <li>● Kago ya tlotlofoko le tiriso ya puo<br/>Makaelagongwe,<br/>Malatodi,<br/>Makwalwatshwana</li> </ul> |

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|--|--|---|---|
|  | <p>Makwalwatshwana<br/>Ditumatshwana<br/>Lefoko le le emelang polelo, (kitsokakaretso)</p> <ul style="list-style-type: none"> <li>• Dikapuo: (tshwantshiso, tshwantshanyo, mothofatso, pheteletso, tshotlo, kobiso, kemedi, kaediso, phefofatso, kgakantsi)</li> </ul> <p>Puo ya malepa, diane, maele<br/>Maadingwa, mafoko a mašwa<br/>Dikarolo/dipopi tsa mafoko: tlhogo, kutu, modi, Mogatlana</p> <p>• <b>Dipopego tsa puo le melawana ya tiriso</b></p> <ul style="list-style-type: none"> <li>○ Maina</li> <li>○ Maemedi</li> <li>○ Dithuanyi / dipopipolelo</li> <li>○ Madiri le madirimathusi</li> <li>○ Matlhaodi</li> <li>○ Matlhalosi</li> <li>○ Matlhophi</li> <li>○ Maetsi</li> <li>○ Dipolelo</li> <li>○ Masupi</li> <li>○ Marui</li> <li>○ Mabotsi</li> <li>○ Malatthelwa</li> <li>○ Makgethi</li> <li>○ Makopanyi le dikgolaganyo tsa <b>dipolelo</b></li> <li>○ Matshwao a puiso</li> <li>○ Mopeleto</li> </ul> <p>Temogo e e tseletseng ya tiriso ya puo.</p> <ul style="list-style-type: none"> <li>○ nttha le kakanyo,</li> <li>○ bokao jo bo tlhamaletseng le jo bo sa tlhamalalang,</li> <li>○ Bokao jo bo totileng nttha le jo bo itlhametsweng go ya ka tiriso,</li> <li>○ Lemorago la sethangwa le la mokwadi le le amang setso, dipolotiki le loago,</li> <li>○ Kamano magareng ga puo le maatla,</li> </ul> | <p>Ditumatshwano<br/>Lefoko le le emelang polelo (kitsokakaretso)</p> <ul style="list-style-type: none"> <li>• Dikapuo: (tshwantshiso, tshwantshanyo, mothofatso, pheteletso, tshotlo, kobiso, kemedi, kaediso, phefofatso, kgakantsi)</li> </ul> <p>Puo ya malepa, diane, maele<br/>Maadingwa, mafoko a mašwa<br/>Dikarolo/dipopi tsa mafoko: tlhogo, kutu, modi, mogatlana</p> <p><b>Dipopego tsa puo le melawana ya tiriso</b></p> <ul style="list-style-type: none"> <li>○ Maina</li> <li>○ Maemedi</li> <li>○ Dithuanyi / dipopipolelo</li> <li>○ Madiri le madirimathusi</li> <li>○ Matlhaodi</li> <li>○ Matlhalosi</li> <li>○ Matlhophi</li> <li>○ Maetsi</li> <li>○ Dipolelo</li> <li>○ Masupi</li> <li>○ Marui</li> <li>○ Mabotsi</li> <li>○ Malatthelwa</li> <li>○ Makgethi</li> <li>○ Makopanyi le dikgolaganyo tsa <b>dipolelo</b></li> <li>○ Matshwao a puiso</li> <li>○ Mopeleto</li> </ul> <p>Temogo e e tseletseng ya tiriso ya puo.</p> <ul style="list-style-type: none"> <li>○ nttha le kakanyo,</li> <li>○ bokao jo bo tlhamaletseng le jo bo sa tlhamalalang,</li> <li>○ Bokao jo bo totileng nttha le jo bo itlhametsweng go ya ka tiriso,</li> <li>○ Lemorago la sethangwa le la mokwadi le le amang setso, dipolotiki le loago,</li> <li>○ Kamano magareng ga puo le maatla.</li> </ul> | <p>Ditumatshwano<br/>Lefoko le le emelang polelo (kitsokakaretso)</p> <ul style="list-style-type: none"> <li>• Dikapuo: (tshwantshiso, tshwantshanyo, mothofatso, pheteletso, tshotlo, kobiso, kemedi, kaediso, phefofatso, kgakantsi).</li> </ul> <p>Puo ya malepa, diane, maele<br/>Maadingwa, mafoko a mašwa<br/>Dikarolo/dipopi tsa mafoko: tlhogo, kutu, modi, mogatlana,</p> <p><b>Dipopego tsa puo le melawana ya tiriso</b></p> <ul style="list-style-type: none"> <li>○ Maina</li> <li>○ Maemedi</li> <li>○ Dithuanyi / dipopipolelo</li> <li>○ Madiri le madirimathusi</li> <li>○ Matlhaodi</li> <li>○ Matlhalosi</li> <li>○ Matlhophi</li> <li>○ Maetsi</li> <li>○ Dipolelo</li> <li>○ Masupi</li> <li>○ Marui</li> <li>○ Mabotsi</li> <li>○ Malatthelwa</li> <li>○ Makgethi</li> <li>○ Makopanyi le dikgolaganyo tsa <b>dipolelo</b></li> <li>○ Matshwao a puiso</li> <li>○ Mopeleto</li> </ul> <p>Temogo e e tseletseng ya tiriso ya puo.</p> <ul style="list-style-type: none"> <li>○ nttha le kakanyo,</li> <li>○ bokao jo bo tlhamaletseng le jo bo sa tlhamalalang,</li> <li>○ Bokao jo bo totileng nttha le jo bo itlhametsweng go ya ka tiriso,</li> <li>○ Lemorago la sethangwa le la mokwadi le le amang setso, dipolotiki le loago,</li> <li>○ Kamano magareng ga puo le maatla.</li> </ul> |
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|--------------------------------|--|--|---|
|                                | Puo e e sekamelang mo lethakoreng le le lengwe, e e gobeletang, le e e lebelelang dilo ka lethakore le le lengwe, ditsela tse di farologaneng tsa go dirisa puo sk. boteme, go ipopela bokao, go inaganela, dintlha tse di tshegetsang, lebaka la go tsenya kgotsa go tlosa tshedimosetso  | Puo e e sekamelang mo lethakoreng le le lengwe, e e gobeletang, le e e lebelelang dilo ka lethakore le le lengwe, ditsela tse di farologaneng tsa go dirisa puo sk. boteme, go ipopela bokao, go inaganela, dintlha tse di tshegetsang, lebaka la go tsenya kgotsa go tlosa tshedimosetso  | Puo e e sekamelang mo lethakoreng le le lengwe, e e gobeletang, le e e lebelelang dilo ka lethakore le le lengwe, ditsela tse di farologaneng tsa go dirisa puo sk. boteme, go ipopela bokao, go inaganela, dintlha tse di tshegetsang, lebaka la go tsenya kgotsa go tlosa tshedimosetso   |
| <b>Go kwala le go tthagisa</b> | <p><b>Setlhangwa sa tirisano:</b></p> <ul style="list-style-type: none"> <li>● Lekwalo la botsalano, la semmuso (kopo/ ngongorego/ phathatiro/ kgwebo)/</li> <li>● Makwalo a semmuso le a e seng a semmuso go ya go ba kgatiso, lekwelokopo</li> <li>● Tsa botshelo jwa moswi</li> <li>● Pegelo(e e tthomameng le e sa tthomamang)/</li> <li>● Athikele ya lekwalodikgang/ Athikele ya makasine</li> <li>● Puo</li> <li>● Mmuisano</li> <li>● Potsotherisano</li> </ul> <p><b>Tlhamo:</b><br/>Kanelo<br/>Tlhaloso<br/>Ngangisano</p> <p><b>Totisa mogopolo mo:</b><br/><b>Dikgato tsa go kwala</b><br/>Go dira paakanyetsotiro,<br/>Go kwala diitlhangwa tsa ntlha,<br/>Go boeletsa,<br/>Go tseleganya,<br/>Go tthotlha diphoso<br/>Go tthagisa</p> <p><b>Dipopego tsa puo le melawana ya tiriso</b></p> <ul style="list-style-type: none"> <li>● Rejisetara, setaele le lentswe</li> <li>● Tlhopho ya mafoko</li> <li>● Go aga polelo</li> <li>● Go kwala temana</li> <li>● Matshwao a puiso le mopeleto</li> </ul> <p><b>Popego le diponagalo tsa setlhangwa se se</b></p> | <p><b>Setlhangwa sa tirisano:</b></p> <ul style="list-style-type: none"> <li>● Lekwalo la botsalano, la semmuso (kopo/ ngongorego/ phathatiro/ kgwebo) lekwelokopo)</li> <li>● Makwalo a semmuso le a e seng a semmuso go ya go ba kgatiso, lekwelokopo</li> <li>● Tsa botshelo jwa moswi</li> <li>● Pegelo(e e tthomameng le e sa tthomamang)/</li> <li>● Thadiso</li> <li>● Athikele ya lekwalodikgang/ athikele ya makasine</li> <li>● Puo</li> <li>● Mmuisano</li> <li>● Potsotherisano</li> </ul> <p><b>Tlhamo:</b><br/>Maitthomo<br/>E e sa tseyeng lethakore<br/>Ngangisano</p> <p><b>Totisa mogopolo mo:</b><br/><b>Dikgato tsa go kwala</b><br/>Go dira paakanyetsotiro,<br/>Go kwala diitlhangwa tsa ntlha,<br/>Go boeletsa,<br/>Go tseleganya,<br/>Go tthotlha diphoso<br/>Go tthagisa</p> <p><b>Dipopego tsa puo le melawana ya tiriso</b></p> <ul style="list-style-type: none"> <li>● Rejisetara, setaele le lentswe</li> <li>● Tlhopho ya mafoko</li> <li>● Go aga polelo</li> <li>● Go kwala temana</li> <li>● Matshwao a puiso le mopeleto</li> </ul> <p><b>Popego le diponagalo tsa setlhangwa se se</b></p> | <p><b>Setlhangwa sa tirisano:</b></p> <ul style="list-style-type: none"> <li>● Lekwalo la botsalano, la semmuso (kopo/ ngongorego/ phathatiro/ kgwebo) lekwaloikitsiso le lekwalophegetso (lekwelokopo)/</li> <li>● Makwalo a semmuso le a e seng a semmuso go ba kgatiso</li> <li>● Tsa botshelo jwa moswi</li> <li>● Pegelo(e e tthomameng le e sa tthomamang)/</li> <li>● Thadiso (ya buka, filimi,)</li> <li>● Athikele ya lekwalodikgang/ athikele ya makasine</li> <li>● Lenanetema le metsotso ya kopano</li> <li>● Puo</li> <li>● Mmuisano</li> <li>● Potsotherisano</li> </ul> <p><b>Tlhamo:</b><br/>Maitthomo<br/>E e sa tseyeng lethakore<br/>Ngangisano<br/>Kanelo<br/>Tlhaloso</p> <p><b>Totisa mogopolo mo:</b><br/><b>Dikgato tsa go kwala</b><br/>Go dira paakanyetsotiro,<br/>Go kwala diitlhangwa tsa ntlha,<br/>Go boeletsa,<br/>Go tseleganya,<br/>Go tthotlha diphoso<br/>Go tthagisa</p> <p><b>Dipopego tsa puo le melawana ya tiriso</b></p> <ul style="list-style-type: none"> <li>● Rejisetara, setaele le lentswe</li> <li>● Tlhopho ya mafoko</li> <li>● Go aga polelo</li> <li>● Go kwala temana</li> <li>● Matshwao a puiso le mopeleto</li> </ul> <p><b>Popego le diponagalo tsa setlhangwa se se</b></p> |

|   | tlhophilweng  | tlhophilweng   | tlhophilweng  |
|---|---|--|---|
| <p><b>Dipopego tsa Puo le Melawana ya</b></p> | <ul style="list-style-type: none"> <li>● Regisetara, setaele le segalo</li> <li>● Go aga polelo</li> <li>● Go bopa polelo</li> <li>● Go kwala temana</li> <li>● Matshwao a puiso le mopeleto</li> </ul> <p><b>Popego le diponagalo tsa sethangwa se se tlhophilweng</b></p> <p><b>Dikarolo/dipopi tsa mafoko</b></p> <ul style="list-style-type: none"> <li>● kutu</li> <li>● tlhogo</li> <li>● mogatlana</li> </ul> <p>Maina<br/>Maemedi<br/>Madi le madirimathusi<br/>Matthaodi<br/>Matthalosi<br/>Matlhophi<br/>Maetsi<br/>Dipolelo<br/>Makopanyi le dikgolaganyo tsa dipolelo<br/>Makgethi<br/>Mabotsi<br/>Masupi<br/>Malatlhelwa<br/>Tiriso ya dipopego tsa puo<br/>Marui<br/>Matshwao a puiso</p> | <ul style="list-style-type: none"> <li>● Regisetara, setaele le segalo</li> <li>● Go aga polelo</li> <li>● Go bopa polelo</li> <li>● Go kwala temana</li> <li>● Matshwao a puiso le mopeleto</li> </ul> <p><b>Popego le diponagalo tsa sethangwa se se tlhophilweng</b></p> <p><b>Dikarolo/dipopi tsa mafoko</b></p> <ul style="list-style-type: none"> <li>● kutu</li> <li>● tlhogo</li> <li>● mogatlana</li> </ul> <p>Maina<br/>Maemedi<br/>Madi le madirimathusi<br/>Matthaodi<br/>Matthalosi<br/>Matlhophi<br/>Maetsi<br/>Dipolelo<br/>Makopanyi le dikgolaganyo tsa dipolelo<br/>Makgethi<br/>Mabotsi<br/>Masupi<br/>Malatlhelwa<br/>Tiriso ya dipopego tsa puo<br/>Marui<br/>Matshwao a puiso<br/>Mopeleto</p> | <ul style="list-style-type: none"> <li>● Regisetara, setaele le segalo</li> <li>● Go aga polelo</li> <li>● Go bopa polelo</li> <li>● Go kwala temana</li> <li>● Matshwao a puiso le mopeleto</li> </ul> <p><b>Popego le diponagalo tsa sethangwa se se tlhophilweng</b></p> <p><b>Dikarolo/dipopi tsa mafoko</b></p> <ul style="list-style-type: none"> <li>● kutu</li> <li>● tlhogo</li> <li>● mogatlana</li> </ul> <p>Maina<br/>Maemedi<br/>Madi le madirimathusi<br/>Matthaodi<br/>Matthalosi<br/>Matlhophi<br/>Maetsi<br/>Dipolelo<br/>Makopanyi le dikgolaganyo tsa dipolelo<br/>Makgethi<br/>Mabotsi<br/>Masupi<br/>Malatlhelwa<br/>Tiriso ya dipopego tsa puo<br/>Marui<br/>Matshwao a puiso</p> |

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|--|--|--|--|
|  | <p>Mopeleto</p> <p><b>Temogo e e tseneletseng ya tiriso ya puo</b></p> <ul style="list-style-type: none"> <li>● nttha le kakanyo,</li> <li>● bokao jo bo tlhamaletseng le jo bo sa tlhamalalang,</li> <li>● bokao jo bo totileng nttha le jo bo ithametsweng go ya ka tiriso,</li> <li>● lemorago la setlhangwa le la mokwadi le le amang setso, dipolotiki le loago, seabe sa go tsenya le go tlogela (mafoko/dikakanyo) mo bokaong,</li> <li>● kamano magareng ga puo le maatla,</li> <li>● puo e e tshotheletsang, e e tsosang maikutlo a a rileng, e e digelang</li> </ul> | <p><b>Temogo e e tseneletseng ya tiriso ya puo</b></p> <ul style="list-style-type: none"> <li>● nttha le kakanyo,</li> <li>● bokao jo bo tlhamaletseng le jo bo sa tlhamalalang,</li> <li>● bokao jo bo totileng nttha le jo bo ithametsweng go ya ka tiriso,</li> <li>● lemorago la setlhangwa le la mokwadi le le amang setso, dipolotiki le loago, seabe sa go tsenya le go tlogela (mafoko/dikakanyo) mo bokaong,</li> <li>● kamano magareng ga puo le maatla,</li> <li>● puo e e tshotheletsang, e e tsosang maikutlo a a rileng, e e digelang</li> </ul> | <p>Mopeleto</p> <p><b>Temogo e e tseneletseng ya tiriso ya puo</b></p> <ul style="list-style-type: none"> <li>● nttha le kakanyo,</li> <li>● bokao jo bo tlhamaletseng le jo bo sa tlhamalalang,</li> <li>● bokao jo bo totileng nttha le jo bo ithametsweng go ya ka tiriso,</li> <li>● lemorago la setlhangwa le la mokwadi le le amang setso, dipolotiki le loago, seabe sa go tsenya le go tlogela (mafoko/dikakanyo) mo bokaong,</li> <li>● kamano magareng ga puo le maatla,</li> <li>● puo e e tshotheletsang, e e tsosang maikutlo a a rileng, e e digelang</li> </ul> |
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## 4.9 Siswati

### Content Map Grade 10 – 12

| Sichibiyelo A2              | Sifundvo: Siswati Lulwimi   |  | Emabanga : 10-12  |
|-----------------------------|---|--|---|
|                             | Emakhono / Lokucuketfwe   | Luhlelo Lwalokucuketfwe Lokubuketiwe   |   |
|                             | Libanga 10  | Libanga 11   | Libanga 12  |
| <b>Kulalela neKukhuluma</b> | <p><b>Kulalela kutfola lwati lolutsite:</b><br/>(kutfola lwati, kuhlola, kuncoma nekuchumana nalabanye)<br/>Kulalela kuvisisa<br/>Kulalela kuhlatiya nekuhlola ngalokujulile<br/>Kulalela kuncoma nekuchumana nalabanye<br/><b>Inchubo yekukhuluma</b><br/>Kuhlela<br/>Kucwaninga<br/>Kuhlelebisa<br/>Kutilolonga<br/>Kwetfula<br/><b>Ematheksthi ekuchumana ngetemlomo</b><br/>Timpawu netimiso<br/>Kufundza ngekuphimisa lokungakalungiselelwa<br/>Inkhulumo lelungiselelwe<br/>Inkhulumo lengakalungiselelwa<br/>Kucocisana<br/>Inkhulumomphikiswano<br/>Inkhulumiswano/ Inkhulumomphendvulwano<br/>Inkhulumoluhlolo<br/>Umbiko (Lohlelekile nalohlelekile)<br/>Tingcoco (tesigungu naletingakahleleki)<br/>Ticondziso<br/>Tingcoco tetinhlango (Iforamu)<br/>Kwetfula sikhulumi<br/>Kwetfula emavi ekubonga Kwetfula emavi ekubonga</p> | <p><b>Kulalela kutfola lwati lolutsite:</b><br/>(kutfola lwati, kuhlola, kuncoma nekuchumana nalabanye)<br/><b>Kulalela kuvisisaKuhlela</b><br/>Kulalela kuhlatiya nekuhlola ngalokujulile<br/>Kulalela kuncoma nekuchumana nalabanye<br/><b>Inchubo yekukhuluma</b><br/>Kuhlela<br/>kucwaninga<br/>kuhlelebisa<br/>Kutilolonga<br/>Kwetfula<br/><b>Ematheksthi ekuchumana ngetemlomo</b><br/>Timpawu netimiso<br/>Kufundza ngekuphimisa lokungakalungiselelwa<br/>Inkhulumo lelungiselelwe<br/>Inkhulumo lelungiselelwe<br/>Inkhulumo lengakalungiselelwa<br/>Inkhulumomphikiswano<br/>Inkhulumiswano/ Inkhulumomphendvulwano<br/>Inkhulumoluhlolo<br/>Umbiko (Lohlelekile nalongakahleleki)<br/>Tingcoco (tesigungu naletingakahleleki)<br/>Ticondziso<br/>Tingcoco tetinhlango Iforamu<br/>Kwetfula sikhulumi<br/>Kwetfula emavi ekubonga</p> | <p><b>Kulalela kutfola lwati lolutsite:</b><br/>(kutfola lwati, kuhlola, kuncoma nekuchumana nalabanye)<br/><b>Kulalela kuvisisa</b><br/>Kulalela kuhlatiya nekuhlola ngalokujulile<br/>Kulalela kuncoma nekuchumana nalabanye<br/><b>Inchubo yekukhuluma</b><br/>Kuhlela<br/>kucwaninga<br/>kuhlelebisa<br/>Kutilolonga<br/>Kwetfula<br/><b>Ematheksthi ekuchumana ngetemlomo</b><br/>Timpawu netimiso<br/>Kufundza ngekuphimisa lokungakalungiselelwa<br/>Inkhulumo lelungiselelwe<br/>Inkhulumo lengakalungiselelwa<br/>Kucocisana/kubonisana<br/>Inkhulumomphikiswano<br/>Inkhulumiswano/ Inkhulumomphendvulwano<br/>Inkhulumoluhlolo<br/>Umbiko (lohlelekile nalongakahleleki)<br/>Tingcoco Tingcoco (tesigungu naletingakahleleki)<br/>Ticondziso<br/>Tingcoco tetinhlango Iforamu<br/>Kwetfula sikhulumi<br/>Kwetfula emavi ekubonga</p> |
| <b>Kufundza nekwehlwaya</b> | <p><b>Inchubo yekufundza</b><br/><b>Ngembikwekufundza</b><br/>• Kufundza ngekunyanyalata kutfola sitfombe salokucuketfwe nekufundza ngekukha etulu kutfola timpawu tetheksthi: ligama lencwadzi, tihloko, tihlokwana timpawu tetibonwa nelwati lolukugrafu sib.bukhulu nebuncane betinhlavu tekubhala, kufaka tinombolo, luhlakasimo, ema-ayikhoni, imifanekiso, emagrafu, emashadi, imidvwebo, emabalave, sivetatinhlelo tekompuyutha netinkhombamagama, njll.</p>   | <p><b>Inchubo nemasu ekufundza</b><br/><b>Ngembikwekufundza</b><br/>• Kufundza ngekunyanyalata kutfola sitfombe salokucuketfwe nekufundza ngekukha etulu kutfola timpawu tetheksthi: ligama lencwadzi, tihloko, tihlokwana, timpawu tetibonwa nelwati lolukugrafu sib.bukhulu nebuncane betinhlavu tekubhala, kufaka tinombolo, luhlakasimo, ema-ayikhoni, imifanekiso, emagrafu, emashadi, imidvwebo, emabalave, sivetatinhlelo tekompuyutha netinkhombamagama, njll.</p>   | <p><b>Inchubo nemasu ekufundza</b><br/><b>Ngembikwekufundza</b><br/>• Kufundza ngekunyanyalata kutfola sitfombe salokucuketfwe nekufundza ngekukha etulu kutfola timpawu tetheksthi: ligama lencwadzi, tihloko, tihlokwana, timpawu tetibonwa nelwati lolukugrafu sib.bukhulu nebuncane betinhlavu tekubhala, kufaka tinombolo, luhlakasimo, ema-ayikhoni, imifanekiso, emagrafu, emashadi, imidvwebo, emabalave, sivetatinhlelo tekompuyutha netinkhombamagama, njll.</p>  |



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|--|---|---|--|
|  | <ul style="list-style-type: none"> <li>•Kufundza ngekyanyalata nekufundza ngekukha etulu ngenhloso yekutfola tincenye tencwadzi sib. Ligama lelikhasi, luhla lwalokucuketfwe, tehluco, inchazelomagama, i-indeks, sichibiyelo, nemanotsi lasemaphetselweni elikhasi ngalinye lachaza lokutsite (emafuthinotsi), njll</li> <li>•Kucagela ngekusebentisa lwati lolutfolwe ngekufundza ngekyanyalata nekukha etulu kute kutfolwe lwati lolutsite.</li> <li>•Kudzingidza nanobe ngumaphi emagama lamcoka lokungenteka kutsi akaketayeledi kubafundzi</li> </ul> <p><b>Nakufundvwa</b></p> <ul style="list-style-type: none"> <li>•Kutfolakala nemcondvo locuketfwe yitheksthi</li> <li>• Kutfola inshokutsi yemagama langaketayeledi nemifanekisomcondvo ngekusebentisa emakhono ekuhumusha emagama usebentisa emalunga awo (emagama) netinkhomba tesimongcondvo.</li> <li>• Kusebentisa emasu ekuvisisa: kuchumanisa, kulandzelela kuvisisa, kulawula sivinini sekufundza kute silingane bulukhuni betheksthi, kuphindze afundze lapho kudzingeke khona, kulindzela lusito lwelwati langalutfola etheksthini, abute abuye aphendvule imibuto (lesuka ezingeni leliphasi kuye ezingeni lelisetulu), atakhele sitfombemcondvo, kucabangela, kufundza kute atfole umcondvo lomcoka, kucikelela kukhetseka kwemagama netakhi telulwimi, kubona luhlobo lwetheksthi ngekwesakhiwo nangekwetimpawu telulwimi</li> <li>• Kwakha emanotsi noma kufinyeta imibono lemcoka nalesekelako</li> </ul> <p><b>Emuva kwekufundza</b></p> <ul style="list-style-type: none"> <li>• Kuphendvula imibuto lesukela ezingeni leliphasi kuya kulelissetulu ngetheksthi</li> <li>• Kucatsanisa nekuhlanganisa</li> <li>• Kuhlola, kusatsa tincumo nekubeka imibono yakhe</li> <li>• Kuphindze akhicite imibhalo yaloluhlobo ngekutibhalela (lapho kufanele khona).</li> <li>•Kutfutukisa kucikelela kusetjentiswa kwelulwimi ngalokojulile <ul style="list-style-type: none"> <li>o Emaciniso nemibono</li> <li>o Insokutsi lecondzile nalebhacile</li> <li>o Inshokutsi lesobala nalejulile</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Kufundza ngekyanyalata nekufundza ngekukha etulu ngenhloso yekutfola tincenye tencwadzi sib. Ligama lelikhasi, luhla lwalokucuketfwe, tehluco, inchazelomagama, i-indeks, sichibiyelo, nemanotsi lasemaphetselweni elikhasi ngalinye lachaza lokutsite (emafuthinotsi), njll</li> <li>•Kucagela ngekusebentisa lwati lolutfolwe ngekufundza ngekyanyalata nekukha etulu kute kutfolwe lwati lolutsite.</li> <li>• Kudzingidza nanobe ngumaphi emagama lamcoka lokungenteka kutsi akaketayeledi kubafundzi</li> </ul> <p><b>Nakufundvwa</b></p> <ul style="list-style-type: none"> <li>• Kutfolakala nemcondvo locuketfwe yitheksthi</li> <li>• Kutfola inshokutsi yemagama langaketayeledi nemifanekisomcondvo ngekusebentisa emakhono ekuhumusha emagama usebentisa emalunga awo (emagama) netinkhomba tesimongcondvo.</li> <li>• Kusebentisa emasu ekuvisisa: kuchumanisa, kulandzelela kuvisisa, kulawula sivinini sekufundza kute silingane bulukhuni betheksthi, kuphindze afundze lapho kudzingeke khona, kulindzela lusito lwelwati langalutfola etheksthini, abute abuye aphendvule imibuto (lesuka ezingeni leliphasi kuye ezingeni lelisetulu), atakhele sitfombemcondvo, kucabangela, kufundza kute atfole umcondvo lomcoka, kucikelela kukhetseka kwemagama netakhi telulwimi, kubona luhlobo lwetheksthi ngekwesakhiwo nangekwetimpawu telulwimi</li> <li>• Kwakha emanotsi noma kufinyeta imibono lemcoka nalesekelako</li> </ul> <p><b>Emuva kwekufundza</b></p> <ul style="list-style-type: none"> <li>• Kuphendvula imibuto lesukela ezingeni leliphasi kuya kulelissetulu ngetheksthi</li> <li>• Kucatsanisa nekuhlanganisa</li> <li>• Kuhlola, kusatsa tincumo nekubeka imibono yakhe</li> <li>• Kuphindze akhicite imibhalo yaloluhlobo ngekutibhalela (lapho kufanele khona)</li> <li>•Kutfutukisa kucikelela kusetjentiswa kwelulwimi ngalokojulile <ul style="list-style-type: none"> <li>o Emaciniso nemibono</li> <li>o Insokutsi lecondzile nalebhacile</li> <li>o Inshokutsi lesobala nalejulile</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Kufundza ngekyanyalata nekufundza ngekukha etulu ngenhloso yekutfola tincenye tencwadzi sib. 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Emakhefu, bokhulumile)netimphawu letingumdvwwebo (umbhalo locidzetelwe) kutfola inchazelo yemagama lalukhuni.</li> <li>• Yehlukanisa bomcondvomnyenti ematheksthini lalula lakhuluma ngetihloko letetayelekile</li> <li>• Bona inkhulumonkholelo leyetayelekile lesuselwa esehlakalweni lesitsite, (sib. kubanjelwa ngulabaphasi, kufulatselwa sambane).</li> <li>• Khombisa kuvisisa emabintana, taga netiga tenkhulumo letetayelekile eSiswatini</li> <li>• Hlola ligalelo lemagama ladzabuka kuletinye tinhlobo temasiko ematheksthini (sib. emagama esiZulu, esiXhosa emagama laphuma kuletinye tilwimi, sihumusha / silokishi, lulwimisigodzi, emagama endzabuko</li> <li>• Yehlukanisa emagama ladidanako, (bomabitwafanana), bomcondvomnyenti, bomcondvofana (sib. umsiti/ insiti, litsanga-sitfo semtimba/litsanga- sitjalo, emanti/emampokoya</li> <li>• Kuphindze ulandzise indzaba kumbe imisho kusetjentiswe emagama lehlukene (sib. bomcondvofana nobe bomcondvophika)</li> <li>• Sebentisa ligama linye endzaweni yelibintana</li> <li>• Sebentisa emagama labomahambisana enkhulumeni, sib. ematse nelulwimi, ingwe nengwenyama.</li> </ul> <p><b>Takhiwo temisho nekuhlelenjiswa kwematheksthi</b></p> <ul style="list-style-type: none"> <li>• Bona, achaze ubuye ahlahlele inshokutsi nemsebeni wetakhi netimiso telulwimi ematheksthini</li> <li>• Emagama latihlanganisamcondvo / tihlanganiso: Kwekucala nje, ngakulelinye licala</li> <li>• Tinhlobo letinyenti tetifinyeto nema-akhronimi</li> <li>• Sakhiwo setento netinsitasento kuveta sikhatsi netindlela tesento ngaphandle kwemaphutsa</li> <li>• Imisho lecondzile, lembici, lemagalagala, lembicimagalagala ngekusebentisa imishwana, emabintana netijobelelo</li> <li>• Simokwenta nempambosi yekwentiwa</li> <li>• Inkhulumongco nenkhulumombiko</li> <li>• Kuhleleka kahle kwemagama emshweni</li> </ul> | <ul style="list-style-type: none"> <li>• Bona inshokutsi / umsebeni weticalo letivamile (sib. um-, in-, si-,) netijobelelo letivamile (sib. -kati, -ana, -ini).</li> <li>• Tfola inshokutsi yemagama nebudlelwano bawo nalamanye emagama lahlobene nawo ngekusebentisa lwati lwemisuka, tijobelelo kanye neticalo</li> <li>• Sebentisa simongcondvo setheksthi (sib. Nakuchazwa imisho), tinkhomba (sib. Emakhefu, bokhulumile)netimphawu letingumdvwwebo (umbhalo locidzetelwe) kutfola inchazelo yemagama lalukhuni.</li> <li>• Yehlukanisa bomcondvomnyenti ematheksthini lalula lakhuluma ngetihloko letetayelekile</li> <li>• Bona inkhulumonkholelo leyetayelekile lesuselwa esehlakalweni lesitsite, (sib. kubanjelwa ngulabaphasi, kufulatselwa sambane).</li> <li>• Khombisa kuvisisa emabintana, taga netiga tenkhulumo letetayelekile eSiswatini</li> <li>• Hlola ligalelo lemagama ladzabuka kuletinye tinhlobo temasiko ematheksthini (sib. emagama esiZulu, esiXhosa emagama laphuma kuletinye tilwimi, sihumusha / silokishi, lulwimisigodzi, emagama endzabuko</li> <li>• Yehlukanisa emagama ladidanako, (bomabitwafanana), bomcondvomnyenti, bomcondvofana (sib. umsiti/ insiti, litsanga-sitfo semtimba/litsanga- sitjalo, emanti/emampokoya</li> <li>• Kuphindze ulandzise indzaba kumbe imisho kusetjentiswe emagama lehlukene (sib. bomcondvofana nobe bomcondvophika)</li> <li>• Sebentisa ligama linye endzaweni yelibintana</li> <li>• Sebentisa emagama labomahambisana enkhulumeni, sib. ematse nelulwimi, ingwe nengwenyama.</li> </ul> <p><b>Takhiwo temisho nekuhlelenjiswa kwematheksthi</b></p> <ul style="list-style-type: none"> <li>• Bona, achaze ubuye ahlahlele inshokutsi nemsebeni wetakhi netimiso telulwimi ematheksthini</li> <li>• Emagama latihlanganisamcondvo / tihlanganiso: Kwekucala nje, ngakulelinye licala</li> <li>• Tinhlobo letinyenti tetifinyeto nema-akhronimi</li> <li>• Sakhiwo setento netinsitasento kuveta sikhatsi netindlela tesento ngaphandle kwemaphutsa</li> <li>• Imisho lecondzile, lembici, lemagalagala, lembicimagalagala ngekusebentisa imishwana, emabintana netijobelelo</li> <li>• Simokwenta nempambosi yekwentiwa</li> <li>• Inkhulumongco nenkhulumombiko</li> <li>• Kuhleleka kahle kwemagama emshweni</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Tivumelwano, imisho lesalibito, tibanjalo, bondzaweni</li> <li>• Tiphumuti</li> </ul> <p>Hlahlela sakhiwo / kuhlolenjiswa kwematheksthi lasetjentiswa kukharikhulamu yonkhe nemagama latihlanganisamcondvo / latihlanganisi / emagama latinkhomba: ekulandzelanisa tindzaba ngekwesikhatsi, inchazelo, imbangela nemphumela, inchubo, kucatsanisa, kulandzelana ngekubaluleka, kuhleleka kwenzawo, indzima yekukhetsa, indzima lechazako, indzima lesetfulo, imibiko, indzima yesiphetfo (bona kubhalwa kwenzima kute ubone tihlanganisamcondvo sib: nanobe kunjalo)</p> <p><b>Timphawu tematheksthi etemibhalo</b><br/> <b>Tinkondlo:</b><br/> <b>Tinkondlo leti-5 leimiselwe kufundvwa eklasini</b><br/> <b>Inkondlo yinye (1) lengakafundvwa eklasini</b></p> <ul style="list-style-type: none"> <li>• Inshokutsi lesobala</li> <li>• Inshokutsi lejulile</li> <li>• Umoya</li> <li>• Ingcikitsi nemlayeto</li> <li>• Imifanekisomcondvo</li> <li>• Sakhiwo sangekhatsi enkondlweni, tinongo tenkhulumo/ imifanekisomcondvo, kukhetseka kwemagama, umoya, bugagu, lusinga,</li> <li>• Sakhiwo sangaphandle enkondlweni, imigca, emagama, titandza/ tindzima, imvumelwano, luchumano, sigci, timphawu tekubhala, imphindvwa, imphindza sifanamsindvo (sifanankhamisa nesifanangwaca), sifutamsindvo, sicedzelelamcondvo,</li> </ul> <p><b>KANYE</b></p> <p><b>Umdlalo:</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo nesakhiwana (setfulo, ludvweshu, kubhebhetsaka kweludvweshu, sicakacaka, luvutfondzaba, lupholavutfondzaba, siphetho, sincumo / sisombululo, sikhanyisamcondvo nesendlalelomuva)</li> <li>• Kuvetwa kwebalingisi</li> <li>• Indzima yemlandzi /umlingisi/ umbono wembhali</li> <li>• Ingcikitsi nemlayeto</li> <li>• Sendlalelolwati nekuhleleka kwenkhundla - ngekuhambelana nebadlali nengcikitsi)</li> <li>• Umoya neliphimbo</li> <li>• Ingwijikhwebu / siphetho</li> <li>• Kuhleleka kwesiteji</li> </ul> | <ul style="list-style-type: none"> <li>• Tivumelwano, imisho lesalibito, tibanjalo, bondzaweni</li> <li>• Tiphumuti</li> </ul> <p>Hlahlela sakhiwo / kuhlolenjiswa kwematheksthi lasetjentiswa kukharikhulamu yonkhe nemagama latihlanganisamcondvo / latihlanganisi / emagama latinkhomba: ekulandzelanisa tindzaba ngekwesikhatsi, inchazelo, imbangela nemphumela, inchubo, kucatsanisa, kulandzelana ngekubaluleka, kuhleleka kwenzawo, indzima yekukhetsa, indzima lechazako, indzima lesetfulo, imibiko indzima yesiphetfo (Bona kubhalwa kwenzima kute ubone tihlanganisamcondvo sib: nanobe kunjalo)</p> <p><b>Timphawu tematheksthi etemibhalo</b><br/> <b>Tinkondlo:</b><br/> <b>Tinkondlo leti-5 leimiselwe kufundvwa eklasini</b><br/> <b>Inkondlo yinye (1) lengakafundvwa eklasini</b></p> <ul style="list-style-type: none"> <li>• Inshokutsi lesobala</li> <li>• Inshokutsi lejulile</li> <li>• Umoya</li> <li>• Ingcikitsi nemlayeto</li> <li>• Imifanekisomcondvo</li> <li>• Sakhiwo sangekhatsi enkondlweni, tinongo tenkhulumo, /imifanekisomcondvo, kukhetseka kwemagama, umoya,bugagu, lusinga,</li> <li>• Sakhiwo sangaphandle enkondlweni, imigca, emagama, titandza/tindzima, imvumelwano, luchumano, sigci, Timphawu tekubhala, imphindvwa, imphindza sifanamsindvo (sifanankhamisa nesifanangwaca), sifutamsindvo, sicedzelelamcondvo,</li> </ul> <p><b>KANYE</b></p> <p><b>Umdlalo:</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo nesakhiwana (setfulo, ludvweshu, kubhebhetsaka kweludvweshu, sicakacaka, luvutfondzaba, lupholavutfondzaba, siphetho, sincumo / sisombululo, sikhanyisamcondvo nesendlalelomuva)</li> <li>• Kuvetwa kwebalingisi</li> <li>• Indzima yemlandzi /umlingisi/ umbono wembhali</li> <li>• Ingcikitsi nemlayeto</li> <li>• Sendlalelolwati nekuhleleka kwenkhundla - ngekuhambelana nebadlali nengcikitsi)</li> <li>• Umoya neliphimbo</li> <li>• Ingwijikhwebu / siphetho</li> </ul> | <ul style="list-style-type: none"> <li>• Tivumelwano, imisho lesalibito, tibanjalo, bondzaweni</li> <li>• Tiphumuti</li> </ul> <p>Hlahlela sakhiwo / kuhlolenjiswa kwematheksthi lasetjentiswa kukharikhulamu yonkhe nemagama latihlanganisamcondvo / latihlanganisi / emagama latinkhomba: ekulandzelanisa tindzaba ngekwesikhatsi, inchazelo, imbangela nemphumela, inchubo, kucatsanisa, kulandzelana ngekubaluleka, kuhleleka kwenzawo, indzima yekukhetsa, indzima lechazako, indzima lesetfulo, imibiko indzima yesiphetfo (Bona kubhalwa kwenzima kute ubone tihlanganisamcondvo sib: nanobe kunjalo)</p> <p><b>Timphawu tematheksthi etemibhalo</b><br/> <b>Tinkondlo:</b><br/> <b>Tinkondlo leti-12 leimiselwe kufundvwa eklasini</b><br/> <b>Inkondlo yinye (1) lengakafundvwa eklasini</b></p> <ul style="list-style-type: none"> <li>• Inshokutsi lesobala</li> <li>• Inshokutsi lejulile</li> <li>• Umoya</li> <li>• Ingcikitsi nemlayeto</li> <li>• Imifanekisomcondvo</li> <li>• Sakhiwo sangekhatsi enkondlweni, tinongo tenkhulumo, /imifanekisomcondvo, kukhetseka kwemagama, umoya,bugagu, lusinga,</li> <li>• Sakhiwo sangaphandle enkondlweni, imigca, emagama, titandza/tindzima, imvumelwano, luchumano, sigci, Timphawu tekubhala, imphindvwa, imphindza sifanamsindvo (sifanankhamisa nesifanangwaca), sifutamsindvo, sicedzelelamcondvo,</li> </ul> <p><b>KANYE</b></p> <p><b>Umdlalo:</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo nesakhiwana (setfulo, ludvweshu, kubhebhetsaka kweludvweshu, sicakacaka, luvutfondzaba, lupholavutfondzaba, siphetho, sincumo / sisombululo, sikhanyisamcondvo nesendlalelomuva)</li> <li>• Kuvetwa kwebalingisi</li> <li>• Indzima yemlandzi /umlingisi/ umbono wembhali</li> <li>• Ingcikitsi nemlayeto</li> <li>• Sendlalelolwati nekuhleleka kwenkhundla - ngekuhambelana nebadlali nengcikitsi)</li> <li>• Umoya neliphimbo</li> <li>• Ingwijikhwebu / siphetho</li> </ul> |
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|                                  | <ul style="list-style-type: none"> <li>• Kubumbana kwemnyakato nenkhulumiswano / inkhulumongayedvwana</li> <li>• Umdlalosphukuto</li> <li>• Kulandzelana kwetigameko</li> </ul> <p><b>NOBE</b></p> <p><b>Inoveli/ Temdzabu (Buciko bemlomo) (tinganekwane tinsumansumane, tinganeko): Tinganekwane le-4 letimisiwe netibongelelo le-2</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo nesakhiwana (setfulo, ludvweshu, kubhehbetseka kweludvweshu, sicakacaka, luvutfondzaba, lupholavutfondzaba, siphetfo, sincumo, sikhanyisamcondvo nesendlalelomuva) setfulo nesiphetfo setemzabu njengetinganekwane netingoma.</li> <li>• Ludvweshu</li> <li>• Kuvetwa kwebalingisi</li> <li>• Indzima yemlandzi/ /umlingisi/ umbono</li> <li>• Ingcikitsi nemlayeto</li> <li>• Sendlalelolwati/ muva, simonhlalo nekuhambelana kwako nemlingisi nengcikitsi</li> <li>• Umoya, ingwijikhwebu/siphetfo</li> <li>• Kulandzelana kwetigameko</li> </ul> | <ul style="list-style-type: none"> <li>• Kuhleleka kwesiteji</li> <li>• Kubumbana kwemnyakato nenkhulumiswano / inkhulumongayedvwana</li> <li>• Umdlalosphukuto</li> <li>• Kulandzelana kwetigameko</li> </ul> <p><b>NOBE</b></p> <p><b>Inoveli/ Temdzabu (Buciko bemlomo) (tinganekwane tinsumansumane, tinganeko): Tinganekwane le-4 letimisiwe netibongelelo le-2</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo nesakhiwana (setfulo, ludvweshu, kubhehbetseka kweludvweshu, sicakacaka, luvutfondzaba, lupholavutfondzaba, siphetfo, sincumo, sikhanyisamcondvo nesendlalelomuva) setfulo nesiphetfo setemzabu njengetinganekwane netingoma.</li> <li>• Ludvweshu</li> <li>• Kuvetwa kwebalingisi</li> <li>• Indzima yemlandzi/ /umlingisi/ umbono</li> <li>• Ingcikitsi nemlayeto</li> <li>• Sendlalelolwati/ muva, simonhlalo nekuhambelana kwako nemlingisi nengcikitsi</li> <li>• Umoya, ingwijikhwebu/siphetfo</li> <li>• Kulandzelana kwetigameko</li> </ul> | <ul style="list-style-type: none"> <li>• Kuhleleka kwesiteji</li> <li>• Kubumbana kwemnyakato nenkhulumiswano / inkhulumongayedvwana</li> <li>• Umdlalosphukuto</li> <li>• Kulandzelana kwetigameko</li> </ul> <p><b>KANYE</b></p> <p><b>Inoveli/ Temdzabu (Buciko bemlomo) (tinganekwane tinsumansumane, tinganeko): Tinganekwane le-10 letimisiwe netibongelelo le-6.</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo nesakhiwana (setfulo, ludvweshu, kubhehbetseka kweludvweshu, sicakacaka, luvutfondzaba, lupholavutfondzaba, siphetfo, sincumo, sikhanyisamcondvo nesendlalelomuva) setfulo nesiphetfo setemzabu njengetinganekwane netingoma.</li> <li>• Ludvweshu</li> <li>• Kuvetwa kwebalingisi</li> <li>• Indzima yemlandzi/ /umlingisi/ umbono</li> <li>• Ingcikitsi nemlayeto</li> <li>• Sendlalelolwati/ muva, simonhlalo nekuhambelana kwako nemlingisi nengcikitsi</li> <li>• Umoya, ingwijikhwebu/siphetfo</li> <li>• Kulandzelana kwetigameko</li> </ul> |
| <p><b>Kubhala neKwetfula</b></p> | <p><b>Inchubo yekubhala:</b><br/>Kuhlela / ngembikwekubhala, kwakha luhlaka kubuyeketa, kuhlela kabusha umbhalo (ku-editha), kulungiswa kwemaphutsa nekwetfula<br/>Luhlobo lwetheksthi: sakhiwo netimphawu</p> <p><b>Tindzaba:</b></p> <ul style="list-style-type: none"> <li>• Indzaba lelandzisako</li> <li>• Lehlangotsilunye</li> <li>• Lechazako</li> </ul> <p><b>Ematheksthi emabhalombiko:</b></p> <ul style="list-style-type: none"> <li>• Tincwadzi- tebungani/temtsetfo (yekucela, yekubeka tikhalo, yekufuna sikhala, yetemabhizinisi,</li> <li>• Tincwadzi letihlelekile naletingakahleleki letiya ephaphandzabeni.</li> <li>• Umbiko lohlelekile nalongakahleleki</li> <li>• I-athikili yeliphephandzaba/ i-athikili yeliphephabhuku.</li> </ul>  | <p><b>Inchubo yekubhala:</b><br/>Kuhlela / ngembikwekubhala, kwakha luhlaka kubuyeketa, kuhlela kabusha umbhalo (ku-editha), kulungiswa kwemaphutsa nekwetfula<br/>Luhlobo lwetheksthi: sakhiwo netimphawu</p> <p><b>Tindzaba:</b></p> <ul style="list-style-type: none"> <li>• Lehlangotsilunye</li> <li>• Leveta limuva lembhali</li> <li>• Lenhlangotsimbili</li> </ul> <p><b>Ematheksthi emabhalombiko:</b></p> <ul style="list-style-type: none"> <li>• Tincwadzi- tebungani/temtsetfo (yekucela, yekubeka tikhalo, yekufuna sikhala, yetemabhizinisi,)</li> <li>• Tincwadzi letihlelekile naletingakahleleki letiya ephaphandzabeni.</li> <li>• Umbiko lohlelekile nalongakahleleki</li> <li>• Sihlatiywa</li> </ul>  | <p><b>Inchubo yekubhala:</b><br/>Kuhlela / ngembikwekubhala, kwakha luhlaka kubuyeketa, kuhlela kabusha umbhalo (ku-editha),kulungiswa kwemaphutsa nekwetfula<br/>Luhlobo lwetheksthi: sakhiwo netimphawu</p> <p><b>Tindzaba:</b></p> <ul style="list-style-type: none"> <li>• Lelandzisako</li> <li>• Lehlangotsilunye</li> <li>• Lechazako</li> <li>• Leveta limuva lembhali</li> <li>• Lenhlangotsimbili</li> </ul> <p><b>Ematheksthi emabhalombiko:</b></p> <ul style="list-style-type: none"> <li>• Tincwadzi- tebungani/temtsetfo (yekucela, yekubeka tikhalo, yekufuna sikhala, yetemabhizinisi,)</li> <li>• Tincwadzi letihlelekile naletingakahleleki letiya ephaphandzabeni.</li> <li>• Umbiko lohlelekile nalongakahleleki</li> <li>• Sihlatiywa</li> <li>• I-athikili yeliphephandzaba/ i-athikili yeliphephabhuku.</li> </ul>   |

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|                                | <ul style="list-style-type: none"> <li>• Umlandvomufi</li> <li>• I-imeyili</li> <li>• Inkhulumo</li> <li>• Inkhulumiswano/ inkhulumomphendvulwano</li> <li>• Inkhulumoluhlolo</li> </ul>  | <ul style="list-style-type: none"> <li>• I-athikili yeliphephandzaba/ i-athikili yeliphephabhuku.</li> <li>• Umlandvomufi</li> <li>• I-imeyili</li> <li>• Inkhulumo</li> <li>• Inkhulumiswano/ inkhulumomphendvulwano</li> <li>• Inkhulumoluhlolo</li> </ul>   | <ul style="list-style-type: none"> <li>• Umlandvomufi</li> <li>• Umlandvomphilo nencwadzi lechazako</li> <li>• Luhlelo lwemhlangano nemaminithi emhlangano.</li> <li>• Inkhulumo lehlelekile</li> <li>• Inkhulumiswano/ inkhulumompendvulwano</li> <li>• Inkhulumoluhlolo</li> </ul>   |
|                                | <p><b>Takhiwo netimiso teluwimi nakubhalwa</b></p> <ul style="list-style-type: none"> <li>• Iregister, sitayela, nembono</li> <li>• Kukhetfwa kwemagama</li> <li>• Kwakhiwa kwemisho</li> <li>• Kubhalwa kwetindzima</li> <li>• Tiphumuti nelupelomagama</li> </ul>   | <p><b>Takhiwo netimiso teluwimi nakubhalwa</b></p> <ul style="list-style-type: none"> <li>• Iregister, sitayela, nembono</li> <li>• Kukhetfwa kwemagama</li> <li>• Kwakhiwa kwemisho</li> <li>• Kubhalwa kwetindzima</li> <li>• Tiphumuti nelupelomagama</li> </ul>  | <p><b>Takhiwo netimiso teluwimi nakubhalwa</b></p> <ul style="list-style-type: none"> <li>• Iregister, sitayela, nembono</li> <li>• Kukhetfwa kwemagama</li> <li>• Kwakhiwa kwemisho</li> <li>• Kubhalwa kwetindzima</li> <li>• Tiphumuti nelupelomagama</li> </ul>  |
| <b>Takhi netimiso Teluwimi</b> | <p><b>Titfo tenkhulumo</b></p> <ul style="list-style-type: none"> <li>• Ticalo</li> <li>• Imisuka</li> <li>• Tijobelelo</li> </ul> <p>Emabito<br/>Tabito<br/>Tento netindlela tetento<br/>Tiphawulo<br/>Tandziso<br/>Indlela yekubuta<br/>Bondzaweni<br/>Imisho nemishwana lekhontile<br/>Tihlanganiso netivumelwano<br/>Tibiti / Tentakutsi<br/>Tibabato<br/>Timpawu tekufundza nekubhala<br/>Sipelingi</p> <p><b>Kucikelela kusetjentiswa kweluwimi ngalokujulile</b></p> <ul style="list-style-type: none"> <li>• Emaciniso nembono</li> <li>• Inshokutsi lecondzile nalebhacile</li> <li>• Bomcondvojula nabomcondvosobala</li> <li>• Simonhlalo setepolitiki kanye nesendlalelomuva semasikonhlalo embhali netheksthi lefundvwako</li> <li>• Umtselela wekukhetsa kanye nekushiya ngaphandle inshokutsi</li> <li>• Budlelwane emkhatsini weluwimi nemandla</li> <li>• Lulwimi lolutsintsa imiva</li> </ul> | <p><b>Titfo tenkhulumo</b></p> <ul style="list-style-type: none"> <li>• Ticalo</li> <li>• Imisuka</li> <li>• Tijobelelo</li> </ul> <p>Emabito<br/>Tabito<br/>Tento netindlela tetento<br/>Tiphawulo<br/>Tandziso<br/>Indlela yekubuta<br/>Bondzaweni<br/>Imisho nemishwana lekhontile<br/>Tihlanganiso netivumelwano<br/>Tibiti / Tentakutsi<br/>Tibabato<br/>Timpawu tekubhala<br/>Sipelingi</p> <p><b>Kucikelela kusetjentiswa kweluwimi ngalokujulile</b></p> <ul style="list-style-type: none"> <li>• Emaciniso nembono</li> <li>• Inshokutsi lecondzile nalebhacile</li> <li>• Bomcondvojula nabomcondvosobala</li> <li>• Simonhlalo setepolitiki kanye nesendlalelomuva semasikonhlalo embhali netheksthi lefundvwako</li> <li>• Umtselela wekukhetsa kanye nekushiya ngaphandle inshokutsi</li> <li>• Budlelwane emkhatsini weluwimi nemandla</li> <li>• Lulwimi lolutsintsa imiva</li> </ul> | <p><b>Titfo tenkhulumo</b></p> <ul style="list-style-type: none"> <li>• Ticalo</li> <li>• Imisuka</li> <li>• Tijobelelo</li> </ul> <p>Emabito<br/>Tabito<br/>Tento netindlela tetento<br/>Tiphawulo<br/>Tandziso<br/>Indlela yekubuta<br/>Bondzaweni<br/>Imisho nemishwana lekhontile<br/>tihlanganisi netivumelwano<br/>Tibiti / Tentakutsi<br/>Tibabato<br/>Timpawu tekubhala<br/>Sipelingi</p> <p><b>Kucikelela kusetjentiswa kweluwimi ngalokujulile</b></p> <ul style="list-style-type: none"> <li>• Emaciniso nembono</li> <li>• Inshokutsi lecondzile nalebhacile</li> <li>• Bomcondvojula nabomcondvosobala</li> <li>• Simonhlalo setepolitiki kanye nesendlalelomuva semasikonhlalo embhali netheksthi lefundvwako</li> <li>• Umtselela wekukhetsa kanye nekushiya ngaphandle inshokutsi</li> <li>• Budlelwane emkhatsini weluwimi nemandla</li> <li>• Lulwimi lolutsintsa imiva</li> </ul> |

## 4.10 Tshivenda HL

### Content Map Grade 10 – 12

| Tshiengedzwa/Anekizha A2       | Thero: Tshivenda Luambo lwa Hayani  |   | Gireidi: 10-12   |
|--------------------------------|---|---|--|
| Zwikili                        | Nyolotsumbamushumo ya magudiswa nga liga nga liga yo dzudzanyululwaho   |   |  |
|                                | Gireidi 10  | Gireidi 11  | Gireidi 12   |
|                                | <p><b>U thetshesela u itela u wana mafhungo o khetheaho:</b><br/>(U wana mafhungo, u sengulusa, u khoḏedzela na u davhidzana )<br/>U thetshesela u itela u wana mafhungo o tiwaho</p> <p>U thetshesela u itela u sengulusa na u ṭhaṭhuvha/saukanya nga vhuronwane</p> <p>U thetshesela lwa u itela u khoḏedzela na u davhidzana na vhaṅwe</p>   | <p><b>U thetshesela u itela u wana mafhungo o khetheaho:</b><br/>(U wana mafhungo, u sengulusa, u khoḏedzela na u davhidzana )<br/>U thetshesela u itela u wana mafhungo o tiwaho</p> <p>U thetshesela u itela u sengulusa na u ṭhaṭhuvha/saukanya nga vhuronwane</p> <p>U thetshesela lwa u itela u khoḏedzela na u davhidzana na vhaṅwe</p>   | <p><b>U thetshesela u itela u wana mafhungo o khetheaho:</b><br/>(U wana mafhungo, u sengulusa, u khoḏedzela na u davhidzana )<br/>U thetshesela u itela u wana mafhungo o tiwaho</p> <p>U thetshesela u itela u sengulusa na u ṭhaṭhuvha/saukanya nga vhuronwane</p> <p>U thetshesela lwa u itela u khoḏedzela na u davhidzana na vhaṅwe</p>                        |
| <b>U thetshesela na u amba</b> | <p>Maitele a u amba:<br/>U pulana<br/>U ita ṭhoḏisiso<br/>U vhekanya<br/>U ita ṅḏowenḏowe<br/>U ṅekedza</p>   | <p>Maitele a u amba:<br/>U pulana<br/>U ita ṭhoḏisiso<br/>U vhekanya<br/>U ita ṅḏowenḏowe<br/>U ṅekedza</p>   | <p>Maitele a u amba:<br/>U pulana<br/>U ita ṭhoḏisiso<br/>U vhekanya<br/>U ita ṅḏowenḏowe<br/>U ṅekedza</p>  |
|                                | <p><b>Zwibveledzwa zwa vhudavhidzani zwa oraḷa</b><br/>(mbonalo na milayo)<br/>Tshipitshi tsho lugiselwaho<br/>Tshipitshi tshi songo lugiselwaho<br/>U vhalela ṅṭha hu songo lugiselwaho<br/>U haseledza<br/>Dibeithi<br/>Mufhindulano<br/>inthayiyu<br/>Muvhigo (wa fomaḷa/u si wa fomaḷa)<br/>Nyambedzano (phanele na i si ya fomaḷa)<br/>Ndaela<br/>Foramu<br/>U ḏivhadza muambi<br/>Dzindivhuho</p> | <p><b>Zwibveledzwa zwa vhudavhidzani zwa oraḷa</b><br/>(mbonalo na milayo)<br/>Tshipitshi tsho lugiselwaho<br/>Tshipitshi tshi songo lugiselwaho<br/>U vhalela ṅṭha hu songo lugiselwaho<br/>U haseledza<br/>Dibeithi<br/>Mufhindulano<br/>inthayiyu<br/>Muvhigo (wa fomaḷa/u si wa fomaḷa)<br/>Nyambedzano (phanele na i si ya fomaḷa)<br/>Ndaela<br/>Foramu<br/>U ḏivhadza muambi<br/>Dzindivhuho</p> | <p><b>Zwibveledzwa zwa vhudavhidzani zwa oraḷa</b><br/>(mbonalo na milayo)<br/>Tshipitshi tsho lugiselwaho (1x)<br/>Tshipitshi tshi songo lugiselwaho<br/>U haseledza<br/>Dibeithi<br/>Mufhindulano<br/>inthayiyu<br/>Muvhigo (wa fomaḷa/u si wa fomaḷa)<br/>Nyambedzano (phanele na i si ya fomaḷa)<br/>Ndaela<br/>Foramu<br/>U ḏivhadza muambi<br/>Dzindivhuho</p> |
| <b>U vhalala na u ṭalela</b>   | <b>U rangela u vhalala</b>  | <b>U rangela u vhalala</b>  | <b>U rangela u vhalala</b>   |

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|  | <ul style="list-style-type: none"> <li>• u sikima na u sikena mbonalo dza tshibveledzwa: dzina ɓa bugu, ʒhoho, ʒhohwana, khephusheni, zwipiɗa zwi vhonwaho na mafhungo a girafiki, tsumbo, fontho na u nombora, nzudzanyo, aikhoni/zwiga, nyolo, girafu, tshati, daigiramu, mapa, misevhe, maipfi a ndeme ane a nga shumiswa kha u setsha, nz.</li> <li>• u sikima na u sikena zwipiɗa zwa bugu, tsumbo: siaɗari ɓa dzina ɓa bugu/ khavara, thebuɓu ya zwi re ngomu, ndima, guɓosari, indekisi, aphenkisi, notsi dza magumoni a siaɗari, nz.</li> <li>• u humbulela nga u shumisa ndivho kana mafhungo u bva kha u vhalanga nɗha (u sikena na u sikima) u itela u wana zwidodombedzwa zwa tshibveledzwa</li> <li>• u shumana na ɗivhaipfi ya ndeme iɗwe na iɗwe ine vhagudi vha nga vha vha sa i ɗalukanyi.</li> </ul> <p><b>U vhalanga</b></p> <ul style="list-style-type: none"> <li>• U vhona uri nangoho tshibveledzwa ndi tsha mudzio/ndeme</li> <li>• U wana ɗhalutshedzo dza maipfi a so ngo ɗowealeho na zwifanyiso nga u shumisa zwikili zwa nɗivho ine wa vha nayo kha zwipiɗa zwa ipfi na u vha na luvhonela lwa ɗhalutshedzo lwo ɗisendeka nga nyimele</li> </ul> | <ul style="list-style-type: none"> <li>• u sikima na u sikena mbonalo dza tshibveledzwa: dzina ɓa bugu, ʒhoho, ʒhohwana, khephusheni, zwipiɗa zwi vhonwaho na mafhungo a girafiki, tsumbo, fontho na u nombora, nzudzanyo, aikhoni/zwiga, nyolo, girafu, tshati, daigiramu, mapa, misevhe, maipfi a ndeme ane a nga shumiswa kha u setsha, nz.</li> <li>• u sikima na u sikena zwipiɗa zwa bugu, tsumbo: siaɗari ɓa dzina ɓa bugu/ khavara, thebuɓu ya zwi re ngomu, ndima, guɓosari, indekisi, aphenkisi, notsi dza magumoni a siaɗari, nz.</li> <li>• u humbulela nga u shumisa ndivho kana mafhungo u bva kha u vhalanga nɗha (u sikena na u sikima) u itela u wana zwidodombedzwa zwa tshibveledzwa</li> <li>• u shumana na ɗivhaipfi ya ndeme iɗwe na iɗwe ine vhagudi vha nga vha vha sa i ɗalukanyi.</li> </ul> <p><b>U vhalanga</b></p> <ul style="list-style-type: none"> <li>• U vhona uri nangoho tshibveledzwa ndi tsha mudzio/ndeme</li> <li>• U wana ɗhalutshedzo dza maipfi a so ngo ɗowealeho na zwifanyiso nga u shumisa zwikili zwa nɗivho ine wa vha nayo kha zwipiɗa zwa ipfi na u vha na luvhonela lwa ɗhalutshedzo lwo ɗisendeka nga nyimele</li> <li>• U shumisa zwiɗirathedzhi zwa u pfesesa: u kona u ɗumanya, u ingamela u itela u pfesesa, u sudzulusa</li> </ul> | <ul style="list-style-type: none"> <li>• u sikima na u sikena mbonalo dza tshibveledzwa: dzina ɓa bugu, ʒhoho, ʒhohwana, khephusheni, zwipiɗa zwi vhonwaho na mafhungo a girafiki, tsumbo, fontho na u nombora, nzudzanyo, aikhoni/zwiga, nyolo, girafu, tshati, daigiramu, mapa, misevhe, maipfi a ndeme ane a nga shumiswa kha u setsha, nz.</li> <li>• u sikima na u sikena zwipiɗa zwa bugu, tsumbo: siaɗari ɓa dzina ɓa bugu/ khavara, thebuɓu ya zwi re ngomu, ndima, guɓosari, indekisi, aphenkisi, notsi dza magumoni a siaɗari, nz.</li> <li>• u humbulela nga u shumisa ndivho kana mafhungo u bva kha u vhalanga nɗha (u sikena na u sikima) u itela u wana zwidodombedzwa zwa tshibveledzwa</li> <li>• u shumana na ɗivhaipfi ya ndeme iɗwe na iɗwe ine vhagudi vha nga vha vha sa i ɗalukanyi.</li> </ul> <p><b>U vhalanga</b></p> <ul style="list-style-type: none"> <li>• U vhona uri nangoho tshibveledzwa ndi tsha mudzio/ndeme</li> <li>• U wana ɗhalutshedzo dza maipfi a so ngo ɗowealeho na zwifanyiso nga u shumisa zwikili zwa nɗivho ine wa vha nayo kha zwipiɗa zwa ipfi na u vha na luvhonela lwa ɗhalutshedzo lwo ɗisendeka nga nyimele</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• U shumisa zwiṭirathedzhi zwa u pfesesa: u kona u ṭumanya, u ingamela u itela u pfesesa, u sudzulusa luvhilo lwa u vhala u ya nga ha vhukonḑi ha tshibveledzwa, u dovholola u vhala musu zwo tea, u lavhelesa phanḑa kha tshibveledzwa hu ndingedzo dza u ṭoḑa mafhungo ane a nga u thusa, u vhudzisa na u fhindula mbudziso (dza maimo a fhasi u ya kha a nṭha), u vhumba zwifanyiso mihumbuloni, u humbulela, u vhaleta u ṭoḑa mihumbulo na midzedze mihulwane, u sedza kushumisele kwa maipfi na zwivhumbeo zwa luambo, u ḑivha lushaka lwa tshibveledzwa nga u shumisa mbonalo dza tshivhumbeo na luambo</li> <li>• U ita notsi kana u nweledza mihumbulo mihulwane kana ine ya tikedza</li> </ul> <p><b><i>Nga murahu ha u vhala</i></b></p> <ul style="list-style-type: none"> <li>• U fhindula mbudziso dzine dza bva kha tshibveledzwa dza maimo a fhasi na dza maimo a nṭha</li> <li>• U fhambanyisa na u fanyisa; u ṭanganyisa</li> <li>• U pima ndeme, u dzhia tsheo na u amba vhuḑipfi hau.</li> <li>• U bveledza hafhu tshibveledzwa tsha ḽitheretsha nga u tou ṅwala (tsha lushaka lwonolwo) (musi zwo tea)</li> <li>• U bveledza nḑivho ya kushumiselwe kwa luambo nga nḑila ya vhudzivha: oMbuno na kuvhonele kwa muthu oṭhalutshedzo yo livhaho na ya u tou humbulela oṭhalutshedzo i re khagala/ i so ngo dzumbamaho na yo dzumbamaho oSiangane ya tshibveledzwa na muṅwali malugana na zwa matshilisano a vhatu na zwa poḽitiki na zwa mvelele oMasiandaitwa a u nanga na u siedza kha zwine zwithu zwa amba zwone</li> </ul> | <p>luvhilo lwa u vhala u ya nga ha vhukonḑi ha tshibveledzwa, u dovholola u vhala musu zwo tea, u lavhelesa phanḑa kha tshibveledzwa hu ndingedzo dza u ṭoḑa mafhungo ane a nga u thusa, u vhudzisa na u fhindula mbudziso (dza maimo a fhasi u ya kha a nṭha), u vhumba zwifanyiso mihumbuloni, u humbulela, u vhaleta u ṭoḑa mihumbulo na midzedze mihulwane, u sedza kushumisele kwa maipfi na zwivhumbeo zwa luambo, u ḑivha lushaka lwa tshibveledzwa nga u shumisa mbonalo dza tshivhumbeo na luambo</p> <ul style="list-style-type: none"> <li>• U ita notsi kana u nweledza mihumbulo mihulwane kana ine ya tikedza</li> </ul> <p><b><i>Nga murahu ha u vhala</i></b></p> <ul style="list-style-type: none"> <li>• U fhindula mbudziso dzine dza bva kha tshibveledzwa dza maimo a fhasi na dza maimo a nṭha</li> <li>• U fhambanyisa na u fanyisa; u ṭanganyisa</li> <li>• U pima ndeme, u dzhia tsheo na u amba vhuḑipfi hau.</li> <li>• U bveledza hafhu tshibveledzwa tsha ḽitheretsha nga u tou ṅwala (tsha lushaka lwonolwo) (musi zwo tea)</li> <li>• U bveledza nḑivho ya kushumiselwe kwa luambo nga nḑila ya vhudzivha: oMbuno na kuvhonele kwa muthu oṭhalutshedzo yo livhaho na ya u tou humbulela oṭhalutshedzo i re khagala/ i so ngo dzumbamaho na yo dzumbamaho oSiangane ya tshibveledzwa na muṅwali malugana na zwa matshilisano a vhatu na zwa poḽitiki na zwa mvelele oMasiandaitwa a u nanga na u siedza kha zwine zwithu zwa amba zwone oVhushaka vhukati ha luambo na maanḑa <ul style="list-style-type: none"> <li>○ Luambo lu nyanyulaho na u fhuredzela, u kwengweledza, u dzhia sia, u ṭalula, u sedza nga</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• U shumisa zwiṭirathedzhi zwa u pfesesa: u kona u ṭumanya, u ingamela u itela u pfesesa, u sudzulusa luvhilo lwa u vhala u ya nga ha vhukonḑi ha tshibveledzwa, u dovholola u vhala musu zwo tea, u lavhelesa phanḑa kha tshibveledzwa hu ndingedzo dza u ṭoḑa mafhungo ane a nga u thusa, u vhudzisa na u fhindula mbudziso (dza maimo a fhasi u ya kha a nṭha), u vhumba zwifanyiso mihumbuloni, u humbulela, u vhaleta u ṭoḑa mihumbulo na midzedze mihulwane, u sedza kushumisele kwa maipfi na zwivhumbeo zwa luambo, u ḑivha lushaka lwa tshibveledzwa nga u shumisa mbonalo dza tshivhumbeo na luambo</li> <li>• U ita notsi kana u nweledza mihumbulo mihulwane kana ine ya tikedza</li> </ul> <p><b><i>Nga murahu ha u vhala</i></b></p> <ul style="list-style-type: none"> <li>• U fhindula mbudziso dzine dza bva kha tshibveledzwa dza maimo a fhasi na dza maimo a nṭha</li> <li>• U fhambanyisa na u fanyisa; u ṭanganyisa</li> <li>• U pima ndeme, u dzhia tsheo na u amba vhuḑipfi hau.</li> <li>• U bveledza hafhu tshibveledzwa tsha ḽitheretsha nga u tou ṅwala (tsha lushaka lwonolwo) (musi zwo tea)</li> <li>• U bveledza nḑivho ya kushumiselwe kwa luambo nga nḑila ya vhudzivha: oMbuno na kuvhonele kwa muthu oṭhalutshedzo yo livhaho na ya u tou humbulela oṭhalutshedzo i re khagala/ i so ngo dzumbamaho na yo dzumbamaho oSiangane ya tshibveledzwa na muṅwali malugana na zwa matshilisano a vhatu na zwa poḽitiki na zwa mvelele</li> </ul> |
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|--|---|--|---|
|  | <p>oVhushaka vhukati ha luambo na maanḁa</p> <ul style="list-style-type: none"> <li>o Luambo lu nyanyulaho na u fhuredzela, u kwengweledza, u dzhia sia, u ṭalula, u sedza nga iṭo ḽithihi, u shumisa nḁila dzo fhambanaho dza u shumisa luambo, u humbulela, u tikedza mbuno, ndivho ya u katela kana u sia nnḁa maṁwe mafhungo, nz</li> </ul>   | <p>iṭo ḽithihi, u shumisa nḁila dzo fhambanaho dza u shumisa luambo, u humbulela, u tikedza mbuno, ndivho ya u katela kana u sia nnḁa maṁwe mafhungo, nz</p>   | <p>oMasiandaitwa a u nanga na u siedza kha zwine zwithu zwa amba zwone</p> <p>oVhushaka vhukati ha luambo na maanḁa</p> <ul style="list-style-type: none"> <li>o Luambo lu nyanyulaho na u fhuredzela, u kwengweledza, u dzhia sia, u ṭalula, u sedza nga iṭo ḽithihi, u shumisa nḁila dzo fhambanaho dza u shumisa luambo, u humbulela, u tikedza mbuno, ndivho ya u katela kana u sia nnḁa maṁwe mafhungo, nz</li> </ul>  |
|  | <p><b>Zwivhumbeo zwa mafhungo na kudzudzanyele kwa zwibveledzwa</b></p> <ul style="list-style-type: none"> <li>• U ḁivha, u ṭalutshedza na u saukanya zwi ambiwaho na mishumo ya zwivhumbeo zwa luambo na milayo ya luambo kha zwibveledzwa:</li> </ul> <p>oMaipfi a rathelaho/maṭanganyi: tsha u thoma; nga iṁwe nḁila... ngauri.</p> <p>oTshaka nzhi dza mapfufhifhadzi kana aburiviesheni.</p> <p>oZwivhumbeo zwa maiti na matikedzi u bvisela khagala tshifhinga na mamudi zwavhuḁi.</p> <p>oFhungotswititi, -mbumbano, -tserekano, -mbumbano-tserekano, nga u shumisa mafurase na maṭanganyi.</p> <p>oMaambwaita na maambwaitwa.</p> <p>oMaambaambiwa na maambaambelwa.</p> <p>oMutevhe wone wa maipfi.</p> <p>oḽipfanisi, athikili, ḽiitidzina, mbofho, thangeladzina).</p> <p>oTshiga tsha u vhalo (ndogazwiga).</p> <p>U saukanya tshivhumbeo/nzudzanyo ya zwibveledzwa zwine zwa shumiswa kha thero dzoṭhe dza kharikhuḽamu na maipfi ane a shumiswa a vhudavhidzani: nzudzanyo i lunzhedzanaho/tevhekanaho, ṭalutshedzo, zwiitisi na mvelelo, maitete, u fanyisa/fhambanya,</p> | <p><b>Zwivhumbeo zwa mafhungo na kudzudzanyele kwa zwibveledzwa</b></p> <ul style="list-style-type: none"> <li>• U ḁivha, u ṭalutshedza na u saukanya zwi ambiwaho na mishumo ya zwivhumbeo zwa luambo na milayo ya luambo kha zwibveledzwa:</li> </ul> <p>oMaipfi a rathelaho/maṭanganyi: tsha u thoma; nga iṁwe nḁila... ngauri.</p> <p>oTshaka nzhi dza mapfufhifhadzi kana aburiviesheni.</p> <p>oZwivhumbeo zwa maiti na matikedzi u bvisela khagala tshifhinga na mamudi zwavhuḁi.</p> <p>oFhungotswititi, -mbumbano, -tserekano, -mbumbano-tserekano, nga u shumisa mafurase na maṭanganyi.</p> <p>oMaambwaita na maambwaitwa.</p> <p>oMaambaambiwa na maambaambelwa.</p> <p>oMutevhe wone wa maipfi.</p> <p>oḽipfanisi, athikili, ḽiitidzina, mbofho, thangeladzina).</p> <p>oTshiga tsha u vhalo (ndogazwiga).</p> <p>U saukanya tshivhumbeo/nzudzanyo ya zwibveledzwa zwine zwa shumiswa kha thero dzoṭhe dza kharikhuḽamu na maipfi ane a shumiswa a vhudavhidzani: nzudzanyo i lunzhedzanaho/tevhekanaho, ṭalutshedzo, zwiitisi na mvelelo, maitete, u fanyisa/fhambanya, mutevhe u ya nga ndeme, nzulele, pharagirafu ya u nanga,</p> | <p><b>Zwivhumbeo zwa mafhungo na kudzudzanyele kwa zwibveledzwa</b></p> <ul style="list-style-type: none"> <li>• U ḁivha, u ṭalutshedza na u saukanya zwi ambiwaho na mishumo ya zwivhumbeo zwa luambo na milayo ya luambo kha zwibveledzwa:</li> </ul> <p>oMaipfi a rathelaho/maṭanganyi: tsha u thoma; nga iṁwe nḁila... ngauri.</p> <p>oTshaka nzhi dza mapfufhifhadzi kana aburiviesheni.</p> <p>oZwivhumbeo zwa maiti na matikedzi u bvisela khagala tshifhinga na mamudi zwavhuḁi.</p> <p>oFhungotswititi, -mbumbano, -tserekano, -mbumbano-tserekano, nga u shumisa mafurase na maṭanganyi.</p> <p>oMaambwaita na maambwaitwa.</p> <p>oMaambaambiwa na maambaambelwa.</p> <p>oMutevhe wone wa maipfi.</p> <p>oḽipfanisi, athikili, ḽiitidzina, mbofho, thangeladzina).</p> <p>oTshiga tsha u vhalo (ndogazwiga).</p> <p>U saukanya tshivhumbeo/nzudzanyo ya zwibveledzwa zwine zwa shumiswa kha thero dzoṭhe dza kharikhuḽamu na maipfi ane a shumiswa a vhudavhidzani: nzudzanyo i lunzhedzanaho/tevhekanaho, ṭalutshedzo, zwiitisi na mvelelo, maitete, u fanyisa/fhambanya,</p> |

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|  | <p>mutevhe u ya nga ndeme, nzulele, pharagirafu ya u nanga, pharagirafu ya khethekanyo, pharagirafu ya ṭhalutshedzo, pharagirafu ya u sedzulusa , pharagirafu ya ṭhalutshedzo, pharagirafu ya u bvisela khagala, ripoto, pharagirafu ya u vhina (hu sedzwe pharagirafu ya maipfi-maratheli).</p>   | <p>pharagirafu ya khethekanyo, pharagirafu ya ṭhalutshedzo, pharagirafu ya u sedzulusa , pharagirafu ya ṭhalutshedzo, pharagirafu ya u bvisela khagala, ripoto, pharagirafu ya u vhina (hu sedzwe pharagirafu ya maipfi-maratheli).</p>   | <p>mutevhe u ya nga ndeme, nzulele, pharagirafu ya u nanga, pharagirafu ya khethekanyo, pharagirafu ya ṭhalutshedzo, pharagirafu ya u sedzulusa , pharagirafu ya ṭhalutshedzo, pharagirafu ya u bvisela khagala, ripoto, pharagirafu ya u vhina (hu sedzwe pharagirafu ya maipfi-maratheli).</p>  |
|  | <p><b>Mbonalo dza zwibveledzwa zwa ḽitheretsha Vhurendi:</b></p> <p><b>5 Zwirendo zwo randelwaho</b><br/> <b>1 Tshirendo tshi songo vhonwaho</b></p> <ul style="list-style-type: none"> <li>• Ṭhalutshedzo zwayo</li> <li>• Ṭhalutshedzo yo dzumbamaho</li> <li>• ḽimudi</li> <li>• Muhumbulo muhulwane na mulaedza</li> <li>• Khumbulelo (zwifanyiso)</li> <li>• Figara dza muambo, maipfi o nangiwo, thounu, zwishumiswa tsha u ḽifhisa luambo, phindulo i sumbedzaho u nyanyuwa, mitaladzi, maipfi, ndima, mutevhetsindo, vhuṭumani, pfanapheledzo, kuṅwalele, ndogazwiga, ritureini, ndovhololo, zwiteṅwa zwa mubvumo (aḽitheresheni/thevhekano ya themba (khonsonentsi) thevhekano ya pfalandoṭhe/asonentsi, raimi, rizimu, onomatopea, enjambamenthe.</li> </ul> <p style="text-align: center;"><b>NA</b></p> <p><b>ḽirama:</b><br/> Tshivhumbeo tsha ḽitambwa: Puloto na puloto ṭhukhu (u bvisela muhumbulo khagala, nyito i takuwaho, khuḽano, maṭhakheni, nyito i waho, maṭhakheshandwa, mafhedzele/tsheo, u anetshela zwa phanḽa, na u anetshela zwa murahu )</p> | <p><b>Mbonalo dza zwibveledzwa zwa ḽitheretsha Vhurendi:</b></p> <p><b>5 Zwirendo zwo randelwaho</b><br/> <b>1 Tshirendo tshi songo vhonwaho</b></p> <ul style="list-style-type: none"> <li>• Ṭhalutshedzo zwayo</li> <li>• Ṭhalutshedzo yo dzumbamaho</li> <li>• ḽimudi</li> <li>• Muhumbulo muhulwane na mulaedza</li> <li>• Khumbulelo (zwifanyiso)</li> <li>• Figara dza muambo, maipfi o nangiwo, thounu, zwishumiswa tsha u ḽifhisa luambo, phindulo i sumbedzaho u nyanyuwa, mitaladzi, maipfi, ndima, mutevhetsindo, vhuṭumani, pfanapheledzo, kuṅwalele, ndogazwiga, ritureini, ndovhololo, zwiteṅwa zwa mubvumo (aḽitheresheni/thevhekano ya themba (khonsonentsi) thevhekano ya pfalandoṭhe/asonentsi, raimi, rizimu, onomatopea, enjambamenthe.</li> </ul> <p style="text-align: center;"><b>NA</b></p> <p><b>ḽirama:</b><br/> Tshivhumbeo tsha ḽitambwa: Puloto na puloto ṭhukhu (u bvisela muhumbulo khagala, nyito i takuwaho, khuḽano, maṭhakheni, nyito i waho, maṭhakheshandwa, mafhedzele/tsheo, u anetshela zwa phanḽa, na u anetshela zwa murahu )</p> <ul style="list-style-type: none"> <li>• U ola muanewa/vhuanewa</li> </ul> | <p><b>Mbonalo dza zwibveledzwa zwa ḽitheretsha Vhurendi:</b></p> <p><b>12 Zwirendo zwo randelwaho</b><br/> <b>1 Tshirendo tshi songo vhonwaho</b></p> <ul style="list-style-type: none"> <li>• Ṭhalutshedzo zwayo</li> <li>• Ṭhalutshedzo yo dzumbamaho</li> <li>• ḽimudi</li> <li>• Muhumbulo muhulwane na mulaedza</li> <li>• Khumbulelo (zwifanyiso)</li> <li>• Figara dza muambo, maipfi o nangiwo, thounu, zwishumiswa tsha u ḽifhisa luambo, phindulo i sumbedzaho u nyanyuwa, mitaladzi, maipfi, ndima, mutevhetsindo, vhuṭumani, pfanapheledzo, kuṅwalele, ndogazwiga, ritureini, ndovhololo, zwiteṅwa zwa mubvumo (aḽitheresheni/thevhekano ya themba (khonsonentsi) thevhekano ya pfalandoṭhe/asonentsi, raimi, rizimu, onomatopea, enjambamenthe.</li> </ul> <p style="text-align: center;"><b>NA</b></p> <p><b>ḽirama:</b><br/> Tshivhumbeo tsha ḽitambwa: Puloto na puloto ṭhukhu (u bvisela muhumbulo khagala, nyito i takuwaho, khuḽano, maṭhakheni, nyito i waho, maṭhakheshandwa, mafhedzele/tsheo, u anetshela zwa phanḽa, na u anetshela zwa murahu )</p> |

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| <ul style="list-style-type: none"> <li>• U ola muanewa/vhuanewa</li> <li>• Mushumo wa kuvhonele kwa muanetsheli/muthu ene muḵe</li> <li>• Muhumbulo muhulwane na milaedza</li> <li>• Siangane na fhethuvhupo - na u kona u fananya muanewa na muhumbulo muhulwane</li> <li>• Ḳimudi na thounu</li> <li>• Magumo a Ḳishandi</li> <li>• Ndango ya tshiḱeidzhi</li> <li>• Vhuḱamani vhukati ha nyambedzano/monologo/u amba u woḱhe na nyito</li> <li>• Ḳishanda Ḳitambwa (aironi ya ḱirama)</li> <li>• Mudzedze wa tshifhinga</li> </ul> <p style="text-align: center;"><b>KANA</b></p> <p><b>Nganea/ /FolokuḲoo:</b><br/>4 ngano<br/>2 Zwirendo zwa sialala</p> <ul style="list-style-type: none"> <li>• Puloto, puloto ḱhukhu (u bvisela khagala, nyito i takuwaho, khuḱano, maḱhakeni, nyito i waho/maḱhakheshandwa, mafhedzele/tsheo, u anetshela zwa phanḱa, na u anetshela zwa murahu. Puloto ya folukuḲoo i na mathomo, mutumbu na magumo zwo nangiwaho, hu thomiwa lungano nga maipfi haya: ‘Salungano! Salungano!’ Mutumbu wa lungano u nga vha na zwiimbo kana ḱirama, ngeno magumo a tshi vhiniwa nga maipfi haya: ‘Ndi hone u fa ha lungano. Salungano.’</li> <li>• Khuḱano</li> <li>• U ola muanewa</li> <li>• Mushumo wa muanetsheli</li> <li>• Milaedza na mihumbulo</li> <li>• Siangane, fhuthuvhupo, na u kona u fananya muanewa na muhumbulo muhulwane</li> </ul> | <ul style="list-style-type: none"> <li>• Mushumo wa kuvhonele kwa muanetsheli/muthu ene muḵe</li> <li>• Muhumbulo muhulwane na milaedza</li> <li>• Siangane na fhethuvhupo - na u kona u fananya muanewa na muhumbulo muhulwane</li> <li>• Ḳimudi na thounu</li> <li>• Magumo a Ḳishandi</li> <li>• Ndango ya tshiḱeidzhi</li> <li>• Vhuḱamani vhukati ha nyambedzano/monologo/u amba u woḱhe na nyito</li> <li>• Ḳishanda Ḳitambwa (aironi ya ḱirama)</li> <li>• Mudzedze wa tshifhinga</li> </ul> <p style="text-align: center;"><b>KANA</b></p> <p><b>Nganea/ /FolokuḲoo:</b><br/>4 Ngano<br/>2 Zwirendo zwa sialala</p> <ul style="list-style-type: none"> <li>• Puloto, puloto ḱhukhu (u bvisela khagala, nyito i takuwaho, khuḱano, maḱhakeni, nyito i waho/maḱhakheshandwa, mafhedzele/tsheo, u anetshela zwa phanḱa, na u anetshela zwa murahu. Puloto ya folukuḲoo i na mathomo, mutumbu na magumo zwo nangiwaho, hu thomiwa lungano nga maipfi haya: ‘Salungano! Salungano!’ Mutumbu wa lungano u nga vha na zwiimbo kana ḱirama, ngeno magumo a tshi vhiniwa nga maipfi haya: ‘Ndi hone u fa ha lungano. Salungano.’</li> <li>• Khuḱano</li> <li>• U ola muanewa</li> <li>• Mushumo wa muanetsheli</li> <li>• Milaedza na mihumbulo</li> <li>• Siangane, fhuthuvhupo, na u kona u fananya muanewa na muhumbulo muhulwane</li> <li>• Ḳimudi, tshanduko ya Ḳishandi/magumo a Ḳishandi</li> </ul> | <ul style="list-style-type: none"> <li>• U ola muanewa/vhuanewa</li> <li>• Mushumo wa kuvhonele kwa muanetsheli/muthu ene muḵe</li> <li>• Muhumbulo muhulwane na milaedza</li> <li>• Siangane na fhethuvhupo - na u kona u fananya muanewa na muhumbulo muhulwane</li> <li>• Ḳimudi na thounu</li> <li>• Magumo a Ḳishandi</li> <li>• Ndango ya tshiḱeidzhi</li> <li>• Vhuḱamani vhukati ha nyambedzano/monologo/u amba u woḱhe na nyito</li> <li>• Ḳishanda Ḳitambwa (aironi ya ḱirama)</li> <li>• Mudzedze wa tshifhinga</li> </ul> <p style="text-align: center;"><b>NA</b></p> <p><b>Nganea/ /FolokuḲoo:</b><br/>8 Ngano<br/>4 Zwirendo zwa sialala</p> <ul style="list-style-type: none"> <li>• Puloto, puloto ḱhukhu (u bvisela khagala, nyito i takuwaho, khuḱano, maḱhakeni, nyito i waho/maḱhakheshandwa, mafhedzele/tsheo, u anetshela zwa phanḱa, na u anetshela zwa murahu. Puloto ya folukuḲoo i na mathomo, mutumbu na magumo zwo nangiwaho, hu thomiwa lungano nga maipfi haya: ‘Salungano! Salungano!’ Mutumbu wa lungano u nga vha na zwiimbo kana ḱirama, ngeno magumo a tshi vhiniwa nga maipfi haya: ‘Ndi hone u fa ha lungano. Salungano.’</li> <li>• Khuḱano</li> <li>• U ola muanewa</li> <li>• Mushumo wa muanetsheli</li> <li>• Milaedza na mihumbulo</li> <li>• Siangane, fhuthuvhupo, na u kona u fananya muanewa na muhumbulo muhulwane</li> </ul> |
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|   | <ul style="list-style-type: none"> <li>• Limudi, tshanduko ya lishandi/magumo a lishandi</li> <li>• Mudzedze wa tshifhinga</li> </ul>   | <ul style="list-style-type: none"> <li>• Mudzedze wa tshifhinga</li> </ul>  | <ul style="list-style-type: none"> <li>• Limudi, tshanduko ya lishandi/magumo a lishandi</li> <li>• Mudzedze wa tshifhinga</li> </ul>  |
| <b>U n̄wala na u n̄kedza</b>                          | <p><b>Maitele a u n̄wala</b>-U pulana/u rangela u n̄wala, u ita mvetoveto, u dovholola, U dzudzanya, u vhalulula u itela u khakhulula na u n̄kedza.</p> <p><b>Maanea :</b></p> <ul style="list-style-type: none"> <li>• A nganetshelo</li> <li>• A u t̄ata khani khani</li> <li>• A mbuletshedzo</li> </ul> <p><b>Zwibveledzwa zwa vhudavhidzani:</b></p> <ul style="list-style-type: none"> <li>• Vhurifhi ha vhukonani/ha fomaḷa (khumbelo/mbilaelo/a u apuḷaya/mabindu)</li> <li>• Marifhi a fomaḷa na a si a fomaḷa a yaho kha gurannḍa/</li> <li>• Nganeavhutshilo</li> <li>• Muvhigo</li> <li>• Athikili ya gurannḍa/ magazini</li> <li>• Imeḷi <ul style="list-style-type: none"> <li>• Mufhindulano</li> <li>• Tshipitshi</li> <li>• Inthaviyu</li> </ul> </li> </ul> | <p><b>Maitele a u n̄wala</b>-U pulana/u rangela u n̄wala, u ita mvetoveto, u dovholola, U dzudzanya, u vhalulula u itela u khakhulula na u n̄kedza.</p> <p><b>Maanea :</b></p> <ul style="list-style-type: none"> <li>• A u t̄ata khani</li> <li>• A u vhuisa muhumbulo</li> <li>• A disikhesivi</li> </ul> <p><b>Zwibveledzwa zwa vhudavhidzani:</b></p> <ul style="list-style-type: none"> <li>• Vhurifhi ha vhukonani/ha fomaḷa (khumbelo/mbilaelo/a u apuḷaya/mabindu)</li> <li>• Marifhi a fomaḷa na a si a fomaḷa a yaho kha gurannḍa/</li> <li>• Nganeavhutshilo</li> <li>• Muvhigo</li> <li>• Riviyu</li> <li>• Athikili ya gurannḍa/ magazini</li> <li>• Imeḷi <ul style="list-style-type: none"> <li>• Mufhindulano</li> <li>• Tshipitshi</li> <li>• Inthaviyu</li> </ul> </li> </ul> | <p><b>Maitele a u n̄wala</b>-U pulana/u rangela u n̄wala, u ita mvetoveto, u dovholola, U dzudzanya, u vhalulula u itela u khakhulula na u n̄kedza.</p> <p><b>Maanea :</b></p> <ul style="list-style-type: none"> <li>• A u anetshela</li> <li>• A u t̄ata khani</li> <li>• A mbuletshedzo</li> <li>• A u vhuisa muhumbulo</li> <li>• A disikhesivi</li> </ul> <p><b>Zwibveledzwa zwa vhudavhidzani:</b></p> <ul style="list-style-type: none"> <li>• Vhurifhi ha vhukonani/ha fomaḷa (khumbelo/mbilaelo/a u apuḷaya/mabindu)</li> <li>• Marifhi a fomaḷa na a si a fomaḷa a yaho kha gurannḍa/</li> <li>• L̄in̄walo ḷa vhuṇe na vhurifhi ha u fhelekedza/</li> <li>• Nganeavhutshilo</li> <li>• Adzhenda na maambiwa a muṭangano</li> <li>• Muvhigo</li> <li>• Riviyu</li> <li>• Athikili ya gurannḍa/ magazine <ul style="list-style-type: none"> <li>• Mufhindulano</li> <li>• Tshipitshi</li> <li>• Inthaviyu</li> </ul> </li> </ul> |
| <b>Zwivhumbeo na milayo ya kushumisele kwa luambo</b> | <ul style="list-style-type: none"> <li>• U n̄wala Ridzhisiṭara, tshitaela na ipfi</li> <li>• Kunangele kwa maipfi</li> <li>• Kuvhumbele kwa mafhungo</li> <li>• Kuñwalele kwa pharagirafu</li> </ul> <p>Zwiga zwa u vhalu na mupeleṭo</p> <p>Zwivhumbeo na milayo zwa tshibveledzwa tsho nangwaho</p> <p>Zwipiḍa zwa ipfi</p> <ul style="list-style-type: none"> <li>• Mudzi</li> <li>• Thangi</li> <li>• Mutshila</li> </ul> <p>Madzina<br/>Masala<br/>Maiti na Mamudi<br/>Maṭaluli</p>  | <ul style="list-style-type: none"> <li>• U n̄wala Ridzhisiṭara, tshitaela na ipfi</li> <li>• Kunangele kwa maipfi</li> <li>• Kuvhumbele kwa mafhungo</li> <li>• Kuñwalele kwa pharagirafu</li> </ul> <p>Zwiga zwa u vhalu na mupeleṭo</p> <p>Zwivhumbeo na milayo zwa tshibveledzwa tsho nangwaho</p> <p>Zwipiḍa zwa ipfi</p> <ul style="list-style-type: none"> <li>• Mudzi</li> <li>• Thangi</li> <li>• Mutshila</li> </ul> <p>Madzina<br/>Masala<br/>Maiti na Mamudi<br/>Maṭaluli</p>  | <ul style="list-style-type: none"> <li>• U n̄wala Ridzhisiṭara, tshitaela na ipfi</li> <li>• Kunangele kwa maipfi</li> <li>• Kuvhumbele kwa mafhungo</li> <li>• Kuñwalele kwa pharagirafu</li> </ul> <p>Zwiga zwa u vhalu na mupeleṭo</p> <p>Zwivhumbeo na milayo zwa tshibveledzwa tsho nangwaho</p> <p>Zwipiḍa zwa ipfi</p> <ul style="list-style-type: none"> <li>• Mudzi</li> <li>• Thangi</li> <li>• Mutshila</li> </ul> <p>Madzina<br/>Masala<br/>Maiti na Mamudi<br/>Maṭaluli</p>   |

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|  | <p>Maḡadzisi<br/>Mbudziso<br/>Thangeladzina/ ʃibulafhethu<br/>Fhungodavhi (kiloso) na mafhungo<br/>maḡanganyi na maḡwe maipfi (Pharagirafu)<br/>Maaravhi na manyanyu<br/>Magarukela<br/>Zwiga zwa luambo<br/>Mupeleḡo<br/><b>Nḡivho ya kushumiselwe kwa luambo nga nḡila ya vhudzivha</b></p> <ul style="list-style-type: none"> <li>•Mbuno na kuvhonele kwa muthu</li> <li>•Ṱhalutshedzo yo livhaho na ya u tou humbulela</li> <li>•Ṱhalutshedzo i re khagala/ i so ngo dzumbamaho na yo dzumbamaho</li> <li>•Siangane ya tshibveledzwa na muḡwali malugana na zwa matshilisano a vhathu na zwa poʃitiki na zwa mvelele</li> <li>•Masiandaitwa a u nanga na u siedza kha zwine zwithu zwa amba zwone</li> <li>•Vhushaka vhukati ha luambo na maanḡa</li> <li>•Luambo lu nyanyulaho na u fhuredzela,</li> </ul> | <p>Maḡadzisi<br/>Mbudziso<br/>Thangeladzina/ ʃibulafhethu<br/>Fhungodavhi (kiloso) na mafhungo<br/>maḡanganyi na maḡwe maipfi (Pharagirafu)<br/>Maaravhi na manyanyu<br/>Magarukela<br/>Zwiga zwa luambo<br/>Mupeleḡo<br/><b>Nḡivho ya kushumiselwe kwa luambo nga nḡila ya vhudzivha</b></p> <ul style="list-style-type: none"> <li>•Mbuno na kuvhonele kwa muthu</li> <li>•Ṱhalutshedzo yo livhaho na ya u tou humbulela</li> <li>•Ṱhalutshedzo i re khagala/ i so ngo dzumbamaho na yo dzumbamaho</li> <li>•Siangane ya tshibveledzwa na muḡwali malugana na zwa matshilisano a vhathu na zwa poʃitiki na zwa mvelele</li> <li>•Masiandaitwa a u nanga na u siedza kha zwine zwithu zwa amba zwone</li> <li>•Vhushaka vhukati ha luambo na maanḡa</li> <li>•Luambo lu nyanyulaho na u fhuredzela</li> </ul> | <p>Maḡadzisi<br/>Mbudziso<br/>Thangeladzina/ ʃibulafhethu<br/>Fhungodavhi (kiloso) na mafhungo<br/>maḡanganyi na maḡwe maipfi (Pharagirafu)<br/>Maaravhi na manyanyu<br/>Magarukela<br/>Zwiga zwa luambo<br/>Mupeleḡo<br/><b>Nḡivho ya kushumiselwe kwa luambo nga nḡila ya vhudzivha</b></p> <ul style="list-style-type: none"> <li>•Mbuno na kuvhonele kwa muthu</li> <li>•Ṱhalutshedzo yo livhaho na ya u tou humbulela</li> <li>•Ṱhalutshedzo i re khagala/ i so ngo dzumbamaho na yo dzumbamaho</li> <li>•Siangane ya tshibveledzwa na muḡwali malugana na zwa matshilisano a vhathu na zwa poʃitiki na zwa mvelele</li> <li>•Masiandaitwa a u nanga na u siedza kha zwine zwithu zwa amba zwone</li> <li>•Vhushaka vhukati ha luambo na maanḡa</li> <li>•Luambo lu nyanyulaho na u fhuredzela</li> </ul> |
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## 4.11 Xitsonga

### Content Map Grade 10 – 12

| Xitandzhaku xa A2                    | Dyondzo: Xitsonga Ririmi ra le Kaya   |  | Giredi ya 10-12  |
|--------------------------------------|---|--|--|
|                                      | Mpakaniiso wa Vundzeni lebyi Pfuxetiweke ku ya hi Xiyimo/Rimba  |  |  |
| Vuswikoti                            | Giredi ya 10  | Giredi ya 11   | Giredi ya 12   |
| <b>Ku Yingiselela na ku Vulavula</b> | <p>Ku yingiselela ku kuma mahungu:<br/>(Ku kuma mahungu, ku ahlula, ku komba ntsakelo na ku burisana na van'wana)<br/>Ku yingiselela ku twisisa<br/>Ku yingiselela ku kota ku xopaxopa na ku ahlula<br/>Ku yingiselela ku komba ntsakelo na ku burisana na van'wana<br/>Magoza ya ku Vulavula:<br/>Ku kunguhata<br/>Ku lavisisa<br/>Ku lulamisa<br/>Ku titoloveta<br/>ku andlala<br/>Switshuriwa swa mbhurisano wa swanomo: (Swihlawulekisi na milawu ya matirhiselo ya ririmi ya)<br/>Mbulavulo lowu lulamisiweke<br/>Mbulavulo wa xijumana<br/>Mbhurisano<br/>Njhekajekisano<br/>N'wagulano<br/>Inthavhiyu<br/>Xiviko (mafundza na nkamafundza)<br/>Nkanelo (phanele na nkamafundza)<br/>Swileriso<br/>Foramu<br/>Ku tivisa xivulavuri<br/>Marito yo khensa<br/>Ku yingiselela ku komba ntsakelo na ku burisana na van'wana</p> | <p>Ku yingiselela ku kuma mahungu:<br/>(Ku kuma mahungu, ku ahlula, ku komba ntsakelo na ku burisana na van'wana)<br/>Ku yingiselela ku twisisa<br/>Ku yingiselela ku kota ku xopaxopa no ahlula<br/>Ku yingiselela ku komba ntsakelo na ku burisana na van'wana<br/>Magoza ya ku vulavula:<br/>Ku kunguhata<br/>ku lavisisa<br/>Ku lulamisa<br/>Ku titoloveta<br/>ku andlala<br/>Switshuriwa swa mbhurisano wa swanomo:<br/>(Swihlawulekisi na milawu ya matirhiselo ya ririmi)<br/>Mbulavulo lowu lulamisiweke<br/>Mbulavulo wa xijumana<br/>Mbhurisano<br/>Njhekajekisano<br/>N'wagulano<br/>Inthavhiyu<br/>Xiviko (mafundza na nkamafundza)<br/>Nkanelo (phanele na nkamafundza)<br/>Swileriso<br/>Foramu<br/>Ku tivisa xivulavuri<br/>Ku nyika marito yo khensa<br/>Ku yingiselela ku komba ntsakelo na ku burisana na van'wana</p> | <p>Ku yingiselela ku kuma mahungu:<br/>(Ku kuma mahungu, ku ahlula, ku komba ntsakelo na ku burisana na van'wana)<br/>Ku yingiselela ku twisisa<br/>Ku yingiselela ku kota ku xopaxopa no ahlula<br/>Ku yingiselela ku komba ntsakelo na ku burisana na van'wana<br/>Magoza ya ku vulavula:<br/>Ku kunguhata<br/>ku lavisisa<br/>Ku lulamisa<br/>Ku titoloveta<br/>ku andlala<br/>Switshuriwa swa mbhurisano wa swanomo:<br/>(Swihlawulekisi na milawu ya matirhiselo ya ririmi)<br/>Mbulavulo lowu lulamisiweke<br/>Mbulavulo wa xijumana<br/>Mbhurisano<br/>Njhekajekisano<br/>N'wagulano<br/>Inthavhiyu<br/>Xiviko (mafundza na nkamafundza)<br/>Nkanelo (phanele na nkamafundza)<br/>Swileriso<br/>Foramu<br/>Ku tivisa xivulavuri<br/>Ku nyika marito yo khensa<br/>Ku yingiselela ku komba ntsakelo na ku burisana na van'wana</p> |
| <b>Ku Hlaya na ku Langutisa</b>      | <p>Ku hlaya hi ku landzelela magoza:<br/>:<br/>Ku tilulamisa ku hlaya<br/>• Ku hlaya hi ku hatlisa leswaku ku kumiwa rivoningo mayelana na swihlawulekiso swa switshuriwa swo fana na: ku fambisa mahlo: Mavito ya matsalwa, tinhlokohaka, tinhlokohakantsongo, matsalwa, tinhlokohaka, tinhlokohakantsongo,</p>  | <p>Ku hlaya hi ku landzelela magoza:<br/>Ku tilulamisa ku hlaya<br/>• Ku hlaya hi ku hatlisa leswaku ku kumiwa rivoningo mayelana na swihlawulekiso swa switshuriwa swo fana na: ku fambisa mahlo: Mavito ya matsalwa, tinhlokohaka, tinhlokohakantsongo, swihlamuselaswifaniso kumbe swihlamuselatikhathuni, swiphemu swo voniwa na swo tsariwa, xik: tifonto na</p>  | <p>Ku hlaya hi ku landzelela magoza:<br/>Ku tilulamisa ku hlaya<br/>• Ku hlaya hi ku hatlisa leswaku ku kumiwa rivoningo mayelana na swihlawulekiso swa switshuriwa swo fana na: ku fambisa mahlo: Mavito ya matsalwa, tinhlokohaka, tinhlokohakantsongo, swihlamuselaswifaniso kumbe swihlamuselatikhathuni, swiphemu swo voniwa na swo tsariwa, xik: tifonto na</p>  |

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|  | <p>swihlamuselaswifaniso kumbe swihlamuselatikhathuni, swiphemu swo voniwa na swo tsariwa, xik: tifonto na manoborelo, tigurafu, tichati, tidayagiramu, mimepe, timenyu ta khompyutha ku lava marito ya nkoka, na swin'wana.</p> <ul style="list-style-type: none"> <li>• Ku hlaya hi ku hatlisa leswaku ku kumiwa swiphemu swa buku, xik: pheji ra vito ra tsalwa, nongonoko, dlilosari, xikombo, xitandzhaku, kavanyisa ka tsalwa, tinotsi leti tsariweke emakumu ka pheji, na swin'wana.</li> <li>• Ku bvumba vundzeni bya xitshuriwa hi ku tirhisa vutivi lebyi kumiweke loko ku hlayiwa hi ku hatlisa na ku fambisa mahlo.</li> <li>• Ku dyondzisa ntivomarito ya nkoka lama vadyondzi va nga ma tiviki.</li> </ul> <p>Ku hlaya</p> <ul style="list-style-type: none"> <li>• Ku kumiwa mongo wa xitshuriwa.</li> <li>• Ku kumiwa tinhlamuselo ta marito yo ka ya nga tolovelekangi na swifaniso hi ku tirhisa vutivi byo hlaya kumbe ku twisisa rito hi ku pfunawa hi swiphemuphemu swa rona na hi ku tirhisa vuthala bya mbangu lowu swi kumekaka eka wona.</li> <li>• Ku tirhisa maqhinga yo twisisa switshuriwa : ku vona vuxaka exikarhi ka timhaka, ku kambela loko u twisisa, ku endla leswaku rivilo ra mahlayelo ri fambelana na ku tika ka xitshuriwa, ku hlaya nakambe laha swi nga fanela, ku langutela ku kuma mahungu lama nga pfunetaka ntwisiso, ku vutisa no hlamula swivutiso, (sukela eka swivutiso swa xiyimo xa le hansi ku ya eka xa le henhla) ku vona hi miehleketo, ku kumbetetela, ku hlayela ku kuma timhaka ta nkoka, ku languta nhlawulo wa marito na swiaki swa ririmi, ku lemuka muxaka wa xitshuriwa hi ku languta xivumbeko na swihlawulekisi swa matirhiselo ya ririmi.</li> <li>• Ku endla tinotsi kumbe ku katsakanya timhaka ta nkoka na leto seketela</li> </ul> <p>Endzhaku ko hlaya</p> <ul style="list-style-type: none"> <li>• Ku hlamula swivutiso Mayelana na xitshuriwa ku sukiwa eka leswo olova ku yiwa eka leswo tika.</li> <li>• Ku fananisa, ku hambanisa; na ku hlanganisa miehleketo.</li> <li>• Ku hlela, ku endla minkatsakanyo no nyika mavonelo ya wena.</li> </ul> | <p>manoborelo, tigurafu, tichati, tidayagiramu, mimepe, timenyu ta khompyutha ku lava marito ya nkoka, na swin'wana.</p> <ul style="list-style-type: none"> <li>• Ku hlaya hi ku hatlisa leswaku ku kumiwa swiphemu swa buku, xik: pheji ra vito ra tsalwa, nongonoko, dlilosari, xikombo, xitandzhaku, kavanyisa ka tsalwa, tinotsi leti tsariweke emakumu ka pheji, na swin'wana.</li> <li>• Ku bvumba vundzeni bya xitshuriwa hi ku tirhisa vutivi lebyi kumiweke loko ku hlayiwa hi ku hatlisa na ku fambisa mahlo.</li> <li>• Ku dyondzisa ntivomarito ya nkoka lama vadyondzi va nga ma tiviki.</li> </ul> <p>Ku hlaya</p> <ul style="list-style-type: none"> <li>• Ku kumiwa mongo wa xitshuriwa.</li> <li>• Ku kumiwa tinhlamuselo ta marito yo ka ya nga tolovelekangi na swifaniso hi ku tirhisa vutivi byo hlaya kumbe ku twisisa rito hi ku pfunawa hi swiphemuphemu swa rona na hi ku tirhisa vuthala bya mbangu lowu swi kumekaka eka wona.</li> <li>• Ku tirhisa maqhinga yo twisisa switshuriwa : ku vona vuxaka exikarhi ka timhaka, ku kambela loko u twisisa, ku endla leswaku rivilo ra mahlayelo ri fambelana na ku tika ka xitshuriwa, ku hlaya nakambe laha swi nga fanela, ku langutela ku kuma mahungu lama nga pfunetaka ntwisiso, ku vutisa no hlamula swivutiso, (sukela eka swivutiso swa xiyimo xa le hansi ku ya eka xa le henhla) ku vona hi miehleketo, ku kumbetetela, ku hlayela ku kuma timhaka ta nkoka, ku languta nhlawulo wa marito na swiaki swa ririmi, ku lemuka muxaka wa xitshuriwa hi ku languta xivumbeko na swihlawulekisi swa matirhiselo ya ririmi.</li> <li>• Ku endla tinotsi kumbe ku katsakanya timhaka ta nkoka na leto seketela</li> </ul> <p>Endzhaku ko hlaya</p> <ul style="list-style-type: none"> <li>• Ku hlamula swivutiso mayelana na xitshuriwa ku sukiwa eka leswo olova ku yiwa eka leswo tika.</li> <li>• Ku fananisa, ku hambanisa; na ku hlanganisa miehleketo.</li> <li>• Ku hlela, ku endla minkatsakanyo no nyika mavonelo ya wena.</li> <li>• Ku tshula xitshuriwa xo fana na lexi hlayiwa hindlela yo tsala (laha swi nga fanela).</li> </ul> | <p>manoborelo, tigurafu, tichati, tidayagiramu, mimepe, timenyu ta khompyutha ku lava marito ya nkoka, na swin'wana.</p> <ul style="list-style-type: none"> <li>• Ku hlaya hi ku hatlisa leswaku ku kumiwa swiphemu swa buku, xik: pheji ra vito ra tsalwa, nongonoko, dlilosari, xikombo, xitandzhaku, kavanyisa ka tsalwa, tinotsi leti tsariweke emakumu ka pheji, na swin'wana.</li> <li>• Ku bvumba vundzeni bya xitshuriwa hi ku tirhisa vutivi lebyi kumiweke loko ku hlayiwa hi ku hatlisa na ku fambisa mahlo.</li> <li>• Ku dyondzisa ntivomarito ya nkoka lama vadyondzi va nga ma tiviki.</li> </ul> <p>Ku hlaya</p> <ul style="list-style-type: none"> <li>• Ku kumiwa mongo wa xitshuriwa.</li> <li>• Ku kumiwa tinhlamuselo ta marito yo ka ya nga tolovelekangi na swifaniso hi ku tirhisa vutivi byo hlaya kumbe ku twisisa rito hi ku pfunawa hi swiphemuphemu swa rona na hi ku tirhisa vuthala bya mbangu lowu swi kumekaka eka wona.</li> <li>• Ku tirhisa maqhinga yo twisisa switshuriwa : ku vona vuxaka exikarhi ka timhaka, ku kambela loko u twisisa, ku endla leswaku rivilo ra mahlayelo ri fambelana na ku tika ka xitshuriwa, ku hlaya nakambe laha swi nga fanela, ku langutela ku kuma mahungu lama nga pfunetaka ntwisiso, ku vutisa no hlamula swivutiso, (sukela eka swivutiso swa xiyimo xa le hansi ku ya eka xa le henhla) ku vona hi miehleketo, ku kumbetetela, ku hlayela ku kuma timhaka ta nkoka, ku languta nhlawulo wa marito na swiaki swa ririmi, ku lemuka muxaka wa xitshuriwa hi ku languta xivumbeko na swihlawulekisi swa matirhiselo ya ririmi.</li> <li>• Ku endla tinotsi kumbe ku katsakanya timhaka ta nkoka na leto seketela</li> </ul> <p>Endzhaku ko hlaya</p> <ul style="list-style-type: none"> <li>• Ku hlamula swivutiso mayelana na xitshuriwa ku sukiwa eka leswo olova ku yiwa eka leswo tika.</li> <li>• Ku fananisa, ku hambanisa; na ku hlanganisa miehleketo.</li> <li>• Ku hlela, ku endla minkatsakanyo no nyika mavonelo ya wena.</li> <li>• Ku tshula xitshuriwa xo fana na lexi hlayiwa hindlela yo tsala (laha swi nga fanela).</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Ku tshula xitshuriwa xo fana na lexi hlaiyiwa hindlela yo tsala (laha swi nga fanela).</li> <li>• Ku lemuka matirhiselo ya ririmi hi vuxoperi: ku kongomisiwile eka: <ul style="list-style-type: none"> <li>o Timhaka ta ntiyiso na mavonelo</li> <li>o Tinhlamuselo to kongoma na ta nkumbetelo</li> <li>o Tinhlamuselo to kongoma na to gega</li> <li>o Vundzhaku bya xitshuriwa na bya mutsari mayelana na ta mahanyelo na tipolitiki na swa mfuwo</li> <li>o Ndlela leyi ku hlawula na ku Tlula timhaka swi nga na nkucetelo hakona eka nhlamuselo</li> <li>o Vuxaka exikarhi ka ririmi na matimba</li> <li>o Ririmi ro tlhontha matitwelo na ro khorwisa no onga, mboyamelathelori'n'we, ku venga munhu kumbe ntlawa wo karhi handle ka xivangelo, xihlawuhlawu, ku vona timhaka hi tihlo rin'we, matirhiselo yo hambanahambana ya ririmi, minkumbetelo, ku ehleketela, mavonelo / minseketelo, xikongomelo xo katsa ku siya mahungu yo karhi</li> </ul> </li> </ul> <p>Ku hlamusela switshuriwa swo voniwa (tinxakaxaka ta switshuriwa swa girafiki na swo voniwa):</p> <ul style="list-style-type: none"> <li>• Tithekiniki ta nsusumeto: Ririmi ro tlhontha matitwelo, nsusumeto, mboyamelathelori'n'we, ririmi ro khorwisa no onga</li> <li>• Ndlela leyi ririmi na swifaniso swi kombaka na ku vumba matitwelo na minkoka; swifaniso na ririmi leswi tsan'waka rimbewu, rixaka, malembe kumbe leri tshikelelaka, mavonelo ya mhaka hi tihlo rin'we, ngopfungopfu eka swinavetiso</li> <li>• Ntikelo wo tirhisa tinxakaxaka ta tifonto na tisayizi to karhi, tinhlalomhaka na tikhepixini</li> <li>• Xopaxopa, kuma mongo, hlela mahungu na ku angula eka tinxaka ta tikhathuni/swichupuchupu swa tifilimi.</li> </ul> <p>Nhluvukiso wa ntivomarito na matirhiselo ya ririmi:</p> <ul style="list-style-type: none"> <li>• Ku tirhisa ririmi ro gega na tindlela to nandzihisa switshuriwa: swivulavulelo, swivulavulelwana, swivuriso, swigaririmi (xihlambanyiso, xigego, vumunhuhati, xihundzulo, onomatopiya, xithathelo, vuhambanisi, xikhovolelo, xihlekulo, misavu ya vutlharhi, ximonyo, xitsemamakholo, xiyimelo, xisasi, xitirhisanananzulo, xikatsatinhlamuselo (okizimoroni),</li> </ul> | <ul style="list-style-type: none"> <li>• Ku lemuka matirhiselo ya ririmi hi vuxoperi: ku kongomisiwile eka: <ul style="list-style-type: none"> <li>o Timhaka ta ntiyiso na mavonelo</li> <li>o Tinhlamuselo to kongoma na ta nkumbetelo</li> <li>o Tinhlamuselo to kongoma na to gega</li> <li>o Vundzhaku bya xitshuriwa na bya mutsari mayelana na ta mahanyelo na tipolitiki na swa mfuwo</li> <li>o Ndlela leyi ku hlawula na ku tlula timhaka swi nga na nkucetelo hakona eka nhlamuselo</li> <li>o Vuxaka exikarhi ka ririmi na matimba</li> <li>o Ririmi ro tlhontha matitwelo na ro khorwisa no onga, mboyamelathelori'n'we, ku venga munhu kumbe ntlawa wo karhi handle ka xivangelo, xihlawuhlawu, ku vona timhaka hi tihlo rin'we, matirhiselo yo hambanahambana ya ririmi, minkumbetelo, ku ehleketela, mavonelo / minseketelo, xikongomelo xo katsa ku siya mahungu yo karhi</li> </ul> </li> </ul> <p>Ku hlamusela switshuriwa swo voniwa (tinxakaxaka ta girafiki na to voniwa kunene):</p> <ul style="list-style-type: none"> <li>• Tithekiniki ta nsusumeto: Ririmi ro tlhontha matitwelo, nsusumeto, mboyamelathelori'n'we, ririmi ro khorwisa no onga</li> <li>• Ndlela leyi ririmi na swifaniso swi kombaka na ku vumba matitwelo na minkoka; swifaniso na ririmi leswi tsan'waka rimbewu, rixaka, malembe kumbe leri tshikelelaka, mavonelo ya mhaka hi tihlo rin'we, ngopfungopfu eka swinavetiso</li> <li>• Ntikelo wo tirhisa tinxakaxaka ta tifonto na tisayizi to karhi, tinhlalomhaka na tikhepixini</li> <li>• Xopaxopa, kuma mongo, hlela mahungu na ku angula eka tinxaka ta tikhathuni / swichupuchupu swa tifilimi.</li> </ul> <p>Nhluvukiso wa ntivomarito na matirhiselo ya ririmi:</p> <ul style="list-style-type: none"> <li>• Ku tirhisa ririmi ro gega na tindlela to nandzihisa switshuriwa: swivulavulelo, swivulavulelwana, swivuriso, swigaririmi (xihlambanyiso, xigego, vumunhuhati, xihundzulo, onomatopiya, xithathelo, vuhambanisi, xikhovolelo, xihlekulo, misavu ya vutlharhi, ximonyo, xitsemamakholo, xiyimelo, xisasi, xitirhisanananzulo, xikatsatinhlamuselo (okizimoroni), xitikaneti, ntlangiso</li> </ul> | <ul style="list-style-type: none"> <li>• Ku lemuka matirhiselo ya ririmi hi vuxoperi: ku kongomisiwile eka: <ul style="list-style-type: none"> <li>o Timhaka ta ntiyiso na mavonelo</li> <li>o Tinhlamuselo to kongoma na ta nkumbetelo</li> <li>o Tinhlamuselo to kongoma na to gega</li> <li>o Vundzhaku bya xitshuriwa na bya mutsari mayelana na ta mahanyelo na tipolitiki na swa mfuwo</li> <li>o Ndlela leyi ku hlawula na ku tlula timhaka swi nga na nkucetelo hakona eka nhlamuselo</li> <li>o Vuxaka exikarhi ka ririmi na matimba</li> <li>o Ririmi ro tlhontha matitwelo na ro khorwisa no onga, mboyamelathelori'n'we, ku venga munhu kumbe ntlawa wo karhi handle ka xivangelo, xihlawuhlawu, ku vona timhaka hi tihlo rin'we, matirhiselo yo hambanahambana ya ririmi, minkumbetelo, ku ehleketela, mavonelo / minseketelo, xikongomelo xo katsa ku siya mahungu yo karhi</li> </ul> </li> </ul> <p>Ku hlamusela switshuriwa swo voniwa (tinxakaxaka ta girafiki na to voniwa kunene):</p> <ul style="list-style-type: none"> <li>• Tithekiniki ta nsusumeto: Ririmi ro tlhontha matitwelo, nsusumeto, mboyamelathelori'n'we, ririmi ro khorwisa no onga</li> <li>• Ndlela leyi ririmi na swifaniso swi kombaka na ku vumba matitwelo na minkoka; swifaniso na ririmi leswi tsan'waka rimbewu, rixaka, malembe kumbe leri tshikelelaka, mavonelo ya mhaka hi tihlo rin'we, ngopfungopfu eka swinavetiso</li> <li>• Ntikelo wo tirhisa tinxakaxaka ta tifonto na tisayizi to karhi, tinhlalomhaka na tikhepixini</li> <li>• Xopaxopa, kuma mongo, hlela mahungu na ku angula eka tinxaka ta tikhathuni / swichupuchupu swa tifilimi.</li> </ul> <p>Nhluvukiso wa ntivomarito na matirhiselo ya ririmi:</p> <ul style="list-style-type: none"> <li>• Ku tirhisa ririmi ro gega na tindlela to nandzihisa switshuriwa: swivulavulelo, swivulavulelwana, swivuriso, swigaririmi (xihlambanyiso, xigego, vumunhuhati, xihundzulo, onomatopiya, xithathelo, vuhambanisi, xikhovolelo, xihlekulo, misavu ya vutlharhi, ximonyo, xitsemamakholo, xiyimelo, xisasi, xitirhisanananzulo, xikatsatinhlamuselo (okizimoroni), xitikaneti, ntlangiso wa marito, xivevukisantikelo wa</li> </ul> |
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|  | <p>xitikaneti, ntlangiso wa marito, xivevukisantikelo wa mhaka, nkanetano wa timhaka). Na loko vutivi bya swigaririmi leswi byi ri bya nkoka, swi fanele ku tivisiwa vadyondzi byi ri eka eka swtshuriwa swa ntiyiso, swa rixaka ra prozi, vutlhokovetseri, matsalwa ya fikixini na yo ka ya nga ri ya fikixini.</p> <ul style="list-style-type: none"> <li>• Ku hambanisa exikarhi ka tinhlamuselo to kongoma na to gega</li> <li>• Tirhisa tidikixinari na tithisorasi na tibuku tin'wana to pfuneta ku kuma nhlamuselo, mapeletelo, matwariselo na mavumbele ya mapeletwana na swihluvi swa mbulavulo leswi marito yo ka ya nga tolovekanga ya welaka eka swona</li> <li>• Ku kombisa nhlamuselo ya swirhanghi leswi tolovelekeke (xik: xi-) na swilandzi leswi tolovelekeke (xik: -ana )</li> <li>• Kuma nhlamuselo ya marito na vuxaka bya wona na marito manwana lama nga ka ya nga ka ndyangu wun'we u ri karhi u tirhisa timintsu, swilandzi na swirhanghi leswi tolovelekeke</li> <li>• Ku tirhisa mbangu lowu xitshuriwa xi nga ka wona ku kuma tinhlamuselo ta marito yo ka ya nga tolovelekangi (xik: tirhisa tinhlamuselo leti nga ndzeni ka xivulwa), swinyikavuthala, (xik: hiko, mimfungo yo tshaha) na mimfungo yo pfpafarhutiwa kunene (nkombiso wa ntikiso)</li> <li>• Ku kombisa ku hambana exikarhi ka marito ya tinhlamuselo tiningi (tipholisemi) eka switshuriwa leswi nga tikiki leswi nga na tinhlokohaka leti vulavulaka hi swilo leswi voniwaka na ku khumbeka</li> <li>• Ku lemuka vufananisi byo tirhisa timhaka leti nga humelela khale, ta vukhonger, leti nga ka matsalwa xik: Ku tirhisiwa tomasi makholwa hi ku vona ku vula munhu loyi a nga hatliki a kholwa mhaka yo karhi.</li> <li>• Ku kombisa ku twisisa ka swivulwana na swivuriso, na swivulavulelo</li> <li>• Ku hlela hilaha marito yo huma eka mimfuwo yo hambanahambana yi vaka na nkucetelo eka xitshuriwa (xik: marito yo huma eka tindzimi tin'wana, mavulavulelo ya le xitarateni, marin'wana, matheme ya rixaka ro karhi)</li> <li>• Kombisa ku hambana exikarhi ka marito lama kanganyisaka, tihomonimi, vamavizweni (lamula/lamula; sangu/xitheve)</li> <li>• Rungula xitori kumbe ku tirhisa xivulwa u tirhisa marito yo hambanahambana (vamavizweni na maritofularha)</li> <li>• Tirhisa rito rin'we ematshan'weni ya xivulwana (xik: mativula ematshan'weni ya n'wana wo sungula emutini)</li> </ul> | <p>wa marito, xivevukisantikelo wa mhaka, nkanetano wa timhaka). Na loko vutivi bya swigaririmi leswi byi ri bya nkoka, swi fanele ku tivisiwa vadyondzi byi ri eka eka swtshuriwa swa ntiyiso, swa rixaka ra prozi, vutlhokovetseri, matsalwa ya fikixini na yo ka ya nga ri ya fikixini.</p> <ul style="list-style-type: none"> <li>• Ku hambanisa exikarhi ka tinhlamuselo to kongoma na to gega</li> <li>• Tirhisa tidikixinari na tithisorasi na tibuku tin'wana to pfuneta ku kuma nhlamuselo, mapeletelo, matwariselo na mavumbele ya mapeletwana na swihluvi swa mbulavulo leswi marito yo ka ya nga tolovekanga ya welaka eka swona</li> <li>• Ku kombisa nhlamuselo ya swirhanghi leswi tolovelekeke (xik: xi-) na swilandzi leswi tolovelekeke (xik: -ana )</li> <li>• Kuma nhlamuselo ya marito na vuxaka bya wona na marito manwana lama nga ka ya nga ka ndyangu wun'we u ri karhi u tirhisa timintsu, swilandzi na swirhanghi leswi tolovelekeke</li> <li>• Ku tirhisa mbangu lowu xitshuriwa xi nga ka wona ku kuma tinhlamuselo ta marito yo ka ya nga tolovelekangi (xik: tirhisa tinhlamuselo leti nga ndzeni ka xivulwa), swinyikavuthala, (xik: hiko, mimfungo yo tshaha) na mimfungo yo pfpafarhutiwa kunene (nkombiso wa ntikiso)</li> <li>• Ku kombisa ku hambana exikarhi ka marito ya tinhlamuselo tiningi (tipholisemi) eka switshuriwa leswi nga tikiki leswi nga na tinhlokohaka leti vulavulaka hi swilo leswi voniwaka na ku khumbeka</li> <li>• Ku lemuka vufananisi byo tirhisa timhaka leti nga humelela khale, ta vukhonger, leti nga ka matsalwa xik: Ku tirhisiwa tomasi makholwa hi ku vona ku vula munhu loyi a nga hatliki a kholwa mhaka yo karhi.</li> <li>• Ku kombisa ku twisisa ka swivulwana na swivuriso, na swivulavulelo</li> <li>• Ku hlela hilaha marito yo huma eka mimfuwo yo hambanahambana yi vaka na nkucetelo eka xitshuriwa (xik: marito yo huma eka tindzimi tin'wana, mavulavulelo ya le xitarateni, marin'wana, matheme ya rixaka ro karhi)</li> <li>• Kombisa ku hambana exikarhi ka marito lama kanganyisaka, tihomonimi, vamavizweni (lamula / lamula; sangu/ xitheve)</li> <li>• Rungula xitori kumbe ku tirhisa xivulwa u tirhisa marito yo hambanahambana (vamavizweni na maritofularha)</li> </ul> | <p>mhaka, nkanetano wa timhaka). Na loko vutivi bya swigaririmi leswi byi ri bya nkoka, swi fanele ku tivisiwa vadyondzi byi ri eka eka swtshuriwa swa ntiyiso, swa rixaka ra prozi, vutlhokovetseri, matsalwa ya fikixini na yo ka ya nga ri ya fikixini.</p> <ul style="list-style-type: none"> <li>• Ku hambanisa exikarhi ka tinhlamuselo to kongoma na to gega</li> <li>• Tirhisa tidikixinari na tithisorasi na tibuku tin'wana to pfuneta ku kuma nhlamuselo, mapeletelo, matwariselo na mavumbele ya mapeletwana na swihluvi swa mbulavulo leswi marito yo ka ya nga tolovekanga ya welaka eka swona</li> <li>• Ku kombisa nhlamuselo ya swirhanghi leswi tolovelekeke (xik: xi-) na swilandzi leswi tolovelekeke (xik: -ana )</li> <li>• Kuma nhlamuselo ya marito na vuxaka bya wona na marito manwana lama nga ka ya nga ka ndyangu wun'we u ri karhi u tirhisa timintsu, swilandzi na swirhanghi leswi tolovelekeke</li> <li>• Ku tirhisa mbangu lowu xitshuriwa xi nga ka wona ku kuma tinhlamuselo ta marito yo ka ya nga tolovelekangi (xik: tirhisa tinhlamuselo leti nga ndzeni ka xivulwa), swinyikavuthala, (xik: hiko, mimfungo yo tshaha) na mimfungo yo pfpafarhutiwa kunene (nkombiso wa ntikiso)</li> <li>• Ku kombisa ku hambana exikarhi ka marito ya tinhlamuselo tiningi (tipholisemi) eka switshuriwa leswi nga tikiki leswi nga na tinhlokohaka leti vulavulaka hi swilo leswi voniwaka na ku khumbeka</li> <li>• Ku lemuka vufananisi byo tirhisa timhaka leti nga humelela khale, ta vukhonger, leti nga ka matsalwa xik: Ku tirhisiwa tomasi makholwa hi ku vona ku vula munhu loyi a nga hatliki a kholwa mhaka yo karhi.</li> <li>• Ku kombisa ku twisisa ka swivulwana na swivuriso, na swivulavulelo</li> <li>• Ku hlela hilaha marito yo huma eka mimfuwo yo hambanahambana yi vaka na nkucetelo eka xitshuriwa (xik: marito yo huma eka tindzimi tin'wana, mavulavulelo ya le xitarateni, marin'wana, matheme ya rixaka ro karhi)</li> <li>• Kombisa ku hambana exikarhi ka marito lama kanganyisaka, tihomonimi, vamavizweni (lamula / lamula; sangu/ xitheve)</li> <li>• Rungula xitori kumbe ku tirhisa xivulwa u tirhisa marito yo hambanahambana (vamavizweni na maritofularha)</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Tirhisa mafambakun'we (xik: bandi na buruku, kondlo na ximanga)</li> </ul> <p>Swivumbeko swa swivulwa na maandlelalelo ya timhaka eka switshuriwa:</p> <ul style="list-style-type: none"> <li>Ku kombisa, ku hlamusela na ku xopaxopa nhlamuselo na mintirho ya swiaki na milawu ya ririmi eka switshuriwa swi katsa leswi: <ul style="list-style-type: none"> <li>Mahlanganisi: xo sungula; eka tlhelo rin'wana ..., hikokwalaho, hikuva</li> <li>Tinxakaxaka ta minkomiso ya marito na mavitinkomiso</li> <li>Swivumbeko swo hambanahambana swa maendli na swipfunetamaendli ku humelerisa minkarhi na mahlayelo hi nkhaqato</li> <li>Swivulwan'we, swivulwankatsano, swivulwampfilungano na swivulwampfilunganonkatsano hi ku tirhisa swivulwahava, swivulwana na mahlanganisi</li> </ul> </li> <li>Xivulwa xa riendli ra nghingiriko na riendli ra xitwisiwa <ul style="list-style-type: none"> <li>Mbulavulo wo tshaha muvulavuri na mbulavulo wo rungula</li> <li>Malongoloxelo ya marito eswivulweni hindlela leyinene</li> <li>Switwananisi, riyimelariendli, maengeteri</li> <li>Mahikahatelo</li> </ul> </li> <li>Hlela xivumbeko/maandlelalelo ya switshuriwa leswi tirhisiwaka eka kharikhulamu hi ku angarhela xikan'we na na mahlanganisi/marito yo komba mintirho ya switshuriwa swa kona: switshuriwa swa komba nandzelelano/ku thandlamana ka timhaka, swo hlamuselo swilo, swo komba xivangelo xa mhaka na mbuyelo, swo komba ku endliwa ka swilo swo karhi hi ku landzelela magoza yo karhi, swo fananisa/hambanisa, swo komba nandzelelano ku ya hi nkoka, ndzimana yo komba ku hlawuriwa ka swilo swo karhi exikarhi ka swin'wana, ndzimana yo komba ntlawahato wa swilo, swo ndzimana yo</li> </ul> | <ul style="list-style-type: none"> <li>Tirhisa rito rin'we ematshan'weni ya xivulwana ( xik: mativula ematshan'weni ya n'wana wo sungula emutini)</li> <li>Tirhisa mafambakun'we (xik: bandi na buruku, kondlo na ximanga)</li> </ul> <p>Swivumbeko swa swivulwa na maandlelalelo ya timhaka eka switshuriwa:</p> <ul style="list-style-type: none"> <li>Ku kombisa, ku hlamusela na ku xopaxopa nhlamuselo na mintirho ya swiaki na milawu ya ririmi eka switshuriwa swi katsa leswi: <ul style="list-style-type: none"> <li>Mahlanganisi: xo sungula; eka tlhelo rin'wana ..., hikokwalaho, hikuva</li> <li>Tinxakaxaka ta minkomiso ya marito na mavitinkomiso</li> <li>Swivumbeko swo hambanahambana swa maendli na swipfunetamaendli ku humelerisa minkarhi na mahlayelo hi nkhaqato</li> <li>Swivulwan'we, swivulwankatsano, swivulwampfilungano na swivulwampfilunganonkatsano hi ku tirhisa swivulwahava, swivulwana na mahlanganisi</li> </ul> </li> <li>Xivulwa xa riendli ra nghingiriko na riendli ra xitwisiwa <ul style="list-style-type: none"> <li>Mbulavulo wo tshaha muvulavuri na mbulavulo wo rungula</li> <li>Malongoloxelo ya marito eswivulweni hindlela leyinene</li> <li>Switwananisi, riyimelariendli, maengeteri</li> <li>Mahikahatelo</li> </ul> </li> <li>Hlela xivumbeko / maandlelalelo ya switshuriwa leswi tirhisiwaka eka kharikhulamu hi ku angarhela xikan'we na na mahlanganisi / marito yo komba mintirho ya switshuriwa swa kona: switshuriwa swa komba nandzelelano / ku thandlamana ka timhaka, swo hlamuselo swilo, swo komba xivangelo xa mhaka na mbuyelo, swo komba ku endliwa ka swilo swo karhi hi ku landzelela magoza yo karhi, swo fananisa / hambanisa, swo komba nandzelelano ku ya hi nkoka, ndzimana yo komba ku hlawuriwa ka swilo swo karhi exikarhi ka swin'wana, ndzimana yo komba ntlawahato wa swilo, swo ndzimana yo hlamuselo xivumbeko, ndzimana yo hlela, yo komba mimpaluxo,</li> </ul> | <ul style="list-style-type: none"> <li>Tirhisa rito rin'we ematshan'weni ya xivulwana ( xik: mativula ematshan'weni ya n'wana wo sungula emutini)</li> <li>Tirhisa mafambakun'we (xik: bandi na buruku, kondlo na ximanga)</li> </ul> <p>Swivumbeko swa swivulwa na maandlelalelo ya timhaka eka switshuriwa:</p> <ul style="list-style-type: none"> <li>Ku kombisa, ku hlamusela na ku xopaxopa nhlamuselo na mintirho ya swiaki na milawu ya ririmi eka switshuriwa swi katsa leswi: <ul style="list-style-type: none"> <li>Mahlanganisi: xo sungula; eka tlhelo rin'wana ..., hikokwalaho, hikuva</li> <li>Tinxakaxaka ta minkomiso ya marito na mavitinkomiso</li> <li>Swivumbeko swo hambanahambana swa maendli na swipfunetamaendli ku humelerisa minkarhi na mahlayelo hi nkhaqato</li> <li>Swivulwan'we, swivulwankatsano, swivulwampfilungano na swivulwampfilunganonkatsano hi ku tirhisa swivulwahava, swivulwana na mahlanganisi</li> </ul> </li> <li>Xivulwa xa riendli ra nghingiriko na riendli ra xitwisiwa <ul style="list-style-type: none"> <li>Mbulavulo wo tshaha muvulavuri na mbulavulo wo rungula</li> <li>Malongoloxelo ya marito eswivulweni hindlela leyinene</li> <li>Switwananisi, riyimelariendli, maengeteri</li> <li>Mahikahatelo</li> </ul> </li> <li>Hlela xivumbeko / maandlelalelo ya switshuriwa leswi tirhisiwaka eka kharikhulamu hi ku angarhela xikan'we na na mahlanganisi / marito yo komba mintirho ya switshuriwa swa kona: switshuriwa swa komba nandzelelano / ku thandlamana ka timhaka, swo hlamuselo swilo, swo komba xivangelo xa mhaka na mbuyelo, swo komba ku endliwa ka swilo swo karhi hi ku landzelela magoza yo karhi, swo fananisa / hambanisa, swo komba nandzelelano ku ya hi nkoka, ndzimana yo komba ku hlawuriwa ka swilo swo karhi exikarhi ka swin'wana, ndzimana yo komba ntlawahato wa swilo, swo ndzimana yo hlamuselo xivumbeko, ndzimana yo hlela, yo komba mimpaluxo, swiviko na ndzimana yo hetisela / songa (langutisa matsalelo ya tindzimana).</li> </ul> |
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|  | <p>hlamuselo xivumbeko, ndzimana yo hlela, yo komba mimpaluxo, swiviko na ndzimana yo hetisela/songa (langutisa matsalelo ya tindzimana).</p> <p>Swihlawulekisi swa switshuriwa swa matsalwa:<br/>Vuthokovetseri:</p> <p>Nhlamuselo ya masiku hinkwawo<br/>Nhlamuselo yo gega<br/>Moya<br/>Nkongomelo na hungu<br/>Vufananisi</p> <ul style="list-style-type: none"> <li>• Swigaririmi, swifaniso, nhlawulo wa marito (dikixini), thoni, ku angula hi ku komba matitwelo mintila, marito, tindzimana, nhlanganiso, swihikahato, switirhisiwa swa ximpfumawulo (alitherexini, mbuyelelo wa switatisi na wa switwari, yelaniso, ncino, onomatopiya, ntlhaviketo).</li> </ul> <p>+</p> <p>:</p> <p>Ntlangu /:</p> <ul style="list-style-type: none"> <li>• Kungu na kunguntsongo (mpaluxo, ku kula ka swiendlo, ntlimbo, makholo, ku vohla ka ntlimbo/xitsemamakholo, xitshunxo, vuhlamusela swa le mahlweni na vuhlamusela swa le ndzhaku, vumunhuhati</li> <li>• Ntirho wa murunguri/ximunhuhata/mavonelo</li> <li>• Nkongomelo na mahungu</li> <li>• Vundzhaku na mbangu - ku yelana ka swona na mutlangi na nkongomelo</li> <li>• Moya na thoni</li> <li>• Mahetelelo yo khovolela</li> <li>• Vuleteri bya matlangelo exitejini</li> <li>• Vuxaka exikarhi ka n'wanguano/ku vulavula u ri wexe na swiendlo</li> <li>• Xikhovolelo xa ntlangu</li> <li>• Ku landzelelana ka timhaka ku ya hi nkarhi</li> </ul> <p>Novhele/ Mfuwo wa rixaka:</p> <ul style="list-style-type: none"> <li>• Kungu, kunguntsongo, (ku kula ka swiendlo, ntlimbo, makholo, nkalamakholo/xitsemamakholo, xitshunxo, vuhlamusela swa le mahlweni, ku nyika vuthala bya leswi nga ta humelela na vuhlamusela swa le ndzhaku, masungulo na mahetelelo ya ntsheketo);</li> <li>• Ntlimbo;</li> <li>• Vumunhuhati;</li> </ul> | <p>swiviko na ndzimana yo hetisela / songa (langutisa matsalelo ya tindzimana).</p> <p>Swihlawulekisi swa switshuriwa swa matsalwa:<br/>Vuthokovetseri:</p> <ul style="list-style-type: none"> <li>• Nhlamuselo ya masiku hinkwawo</li> <li>• Nhlamuselo yo gega</li> <li>• Moya</li> <li>• Nkongomelo na hungu</li> <li>• Vufananisi</li> <li>• Swigaririmi, swifaniso, nhlawulo wa marito (dikixini), thoni, ku angula hi ku komba matitwelo mintila, marito, tindzimana, nhlanganiso, swihikahato, switirhisiwa swa ximpfumawulo (alitherexini, mbuyelelo wa switatisi na wa switwari, yelaniso, ncino, onomatopiya, ntlhaviketo).</li> </ul> <p>+</p> <p>Ntlangu /:</p> <ul style="list-style-type: none"> <li>• Kungu na kunguntsongo (mpaluxo, ku kula ka swiendlo, ntlimbo, makholo, ku vohla ka ntlimbo / xitsemamakholo, xitshunxo, vuhlamusela swa le mahlweni na vuhlamusela swa le ndzhaku, vumunhuhati</li> <li>• Ntirho wa murunguri / ximunhuhata / mavonelo</li> <li>• Nkongomelo na mahungu</li> <li>• Vundzhaku na mbangu - ku yelana ka swona na mutlangi na nkongomelo</li> <li>• Moya na thoni</li> <li>• Mahetelelo yo khovolela</li> <li>• Vuleteri bya matlangelo exitejini</li> <li>• Vuxaka exikarhi ka n'wanguano / ku vulavula u ri wexe na swiendlo</li> <li>• Xikhovolelo xa ntlangu</li> <li>• Ku landzelelana ka timhaka ku ya hi nkarhi</li> </ul> <p>Novhele / Mfuwo wa rixaka:</p> <ul style="list-style-type: none"> <li>• Kungu, kunguntsongo, (ku kula ka swiendlo, ntlimbo, makholo, nkalamakholo / xitsemamakholo, xitshunxo, vuhlamusela swa le mahlweni, ku nyika vuthala bya leswi nga ta humelela na vuhlamusela swa le ndzhaku, masungulo na mahetelelo ya ntsheketo);</li> <li>• Ntlimbo;</li> <li>• Vumunhuhati;</li> </ul> | <p>Swihlawulekisi swa switshuriwa swa matsalwa:<br/>Vuthokovetseri:</p> <ul style="list-style-type: none"> <li>• Nhlamuselo ya masiku hinkwawo</li> <li>• Nhlamuselo yo gega</li> <li>• Moya</li> <li>• Nkongomelo na hungu</li> <li>• Vufananisi</li> <li>• Swigaririmi, swifaniso, nhlawulo wa marito (dikixini), thoni, ku angula hi ku komba matitwelo mintila, marito, tindzimana, nhlanganiso, swihikahato, switirhisiwa swa ximpfumawulo (alitherexini, mbuyelelo wa switatisi na wa switwari, yelaniso, ncino, onomatopiya, ntlhaviketo).</li> </ul> <p>+</p> <p>Ntlangu:</p> <ul style="list-style-type: none"> <li>• Kungu na kunguntsongo (mpaluxo, ku kula ka swiendlo, ntlimbo, makholo, ku vohla ka ntlimbo / xitsemamakholo, xitshunxo, vuhlamusela swa le mahlweni na vuhlamusela swa le ndzhaku, vumunhuhati</li> <li>• Ntirho wa murunguri / ximunhuhata / mavonelo</li> <li>• Nkongomelo na mahungu</li> <li>• Vundzhaku na mbangu - ku yelana ka swona na mutlangi na nkongomelo</li> <li>• Moya na thoni</li> <li>• Mahetelelo yo khovolela</li> <li>• Vuleteri bya matlangelo exitejini</li> <li>• Vuxaka exikarhi ka n'wanguano / ku vulavula u ri wexe na swiendlo</li> <li>• Xikhovolelo xa ntlangu</li> <li>• Ku landzelelana ka timhaka ku ya hi nkarhi</li> </ul> <p>+</p> <p>Novhele / Mfuwo wa rixaka:</p> <ul style="list-style-type: none"> <li>• Kungu, kunguntsongo, (ku kula ka swiendlo, ntlimbo, makholo, nkalamakholo / xitsemamakholo, xitshunxo, vuhlamusela swa le mahlweni, ku nyika vuthala bya leswi nga ta humelela na vuhlamusela swa le ndzhaku, masungulo na mahetelelo ya ntsheketo);</li> <li>• Ntlimbo;</li> <li>• Vumunhuhati;</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Ntirho wa murunguri;</li> <li>Mahungu na mikongomelo;</li> <li>Mbangu na vuxaka bya wona na swimunhuhatwa na nkongomelo; na</li> <li>Tlhelo, moya, ku cinca ka xikhovolela/mahetelelo</li> <li>Ku landzelelana ka timhaka ku ya hi nkarhi</li> </ul>  | <ul style="list-style-type: none"> <li>Ntirho wa murunguri;</li> <li>Mahungu na mikongomelo;</li> <li>Mbangu na vuxaka bya wona na swimunhuhatwa na nkongomelo; na</li> <li>Tlhelo, moya, ku cinca ka xikhovolela / mahetelelo</li> <li>Ku landzelelana ka timhaka ku ya hi nkarhi</li> </ul>  | <ul style="list-style-type: none"> <li>Ntirho wa murunguri;</li> <li>Mahungu na mikongomelo;</li> <li>Mbangu na vuxaka bya wona na swimunhuhatwa na nkongomelo; na</li> <li>Tlhelo, moya, ku cinca ka xikhovolela / mahetelelo</li> <li>Ku landzelelana ka timhaka ku ya hi nkarhi</li> </ul>  |
| <b>Ku Tsala na ku Andlala</b>  | <p>Ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> <li>Ku kunguhata, ku pfapfarhuta, ku hlela, ku lulamisa swihoxo na ku andlala</li> </ul> <p>Switsalwana:</p> <ul style="list-style-type: none"> <li>Ndzungulo</li> <li>Nhlamuselo</li> <li>Mavonelo</li> </ul> <p>Switshuriwa swa switsalwambiko:</p> <ul style="list-style-type: none"> <li>Mapapila ya xinghana/ya nkamafundza (xikombelo /xivilelo/apulaya/bindzu)</li> <li>Mapapila ya ximfumo/ya xinghana yo ya eka vakandziyisi va mahungu</li> <li>Xiviko</li> <li>Nhluto</li> <li>Atikili ya phephahungu /atikili ya magazini</li> <li>Matimu ya mufi</li> <li>Tsalwawutitivisi na papila ro seketela</li> <li>Ajenda na Makanelwa ya nhlengeletano</li> <li>Imeyili</li> <li>Mbulavulo</li> <li>Inthavhiyu</li> </ul> | <p>Ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> <li>Ku kunguhata</li> <li>Ku pfapfarhuta</li> <li>Ku lulamisa swihoxo</li> <li>Ku hlela</li> <li>Ku pfuxet</li> <li>Ku andlala</li> </ul> <p>Switsalwana:</p> <ul style="list-style-type: none"> <li>Mavonelo</li> <li>Mianakanyo</li> <li>Nkanelo</li> </ul> <p>Switshuriwa swa switsalwambiko:</p> <ul style="list-style-type: none"> <li>Mapapila ya xinghana / ya nkamafundza (xikombelo /xivilelo/apulaya/ bindzu) mapapila ya ximfumo/ya xinghana yo ya eka vakandziyisi va mahungu</li> <li>Tsalwawutitivisi na papila ro seketela</li> <li>Matimu ya mufi</li> <li>Ajenda na Makanelwa ya nhlengeletano</li> <li>Xiviko</li> <li>Nhluto</li> <li>Atikili ya phephahungu /atikili ya magazini</li> <li>Imeyili</li> </ul> | <p>Ku tsala hi ku landzelela magoza:</p> <ul style="list-style-type: none"> <li>Ku kunguhata</li> <li>Ku pfapfarhuta</li> <li>Ku lulamisa swihoxo</li> <li>Ku hlela</li> <li>Ku pfuxet</li> <li>Ku andlala</li> </ul> <p>Switsalwana:</p> <ul style="list-style-type: none"> <li>Mavonelo</li> <li>Mianakanyo</li> <li>Nkanelo</li> </ul> <p>Switshuriwa swa switsalwambiko:</p> <ul style="list-style-type: none"> <li>Mapapila ya xinghana / ya nkamafundza (xikombelo /xivilelo/apulaya/ bindzu) mapapila ya ximfumo/ya xinghana yo ya eka vakandziyisi va mahungu</li> <li>Tsalwawutitivisi na papila ro seketela</li> <li>Matimu ya mufi</li> <li>Ajenda na Makanelwa ya nhlengeletano</li> <li>Xiviko</li> <li>Nhluto</li> <li>Atikili ya phephahungu /atikili ya magazini</li> <li>Imeyili</li> </ul> |
| <b>Swiaki na Milawu ya matirhiselo ya Ririmi (tipheji 104 – 106)</b> | <ul style="list-style-type: none"> <li>Rhejisitara, xitayili na rito ra mutsari</li> <li>Nhlawulo wa marito</li> <li>Mavumbelo ya swivulwa</li> <li>Matsalelo ya tindzimana</li> <li>Mahikahatelo na mpeleto</li> </ul> <p>Xivumbeko / swihlawulekisi swa xitshuriwa lexi hlawuriweke</p> <p>Swiaki swa marito</p> <ul style="list-style-type: none"> <li>Timitsu</li> <li>Swirhang</li> <li>Swilandzi</li> </ul> <p>Maviti</p> <p>Masivi</p> <p>Maendli na swipfunetamaendli</p> <p>Mabumabumeri</p> <p>Maengeteri</p> <p>Swivumbeko swa swivutiso</p>  | <ul style="list-style-type: none"> <li>Rhejisitara, xitayili na rito ra mutsari</li> <li>Nhlawulo wa marito</li> <li>Mavumbelo ya swivulwa</li> <li>Matsalelo ya ndzimana</li> <li>Mahikahatelo na mpeleto</li> </ul> <p>Xivumbeko / swihlawulekisi swa xitshuriwa lexi hlawuriweke</p> <p>Swiaki swa marito</p> <ul style="list-style-type: none"> <li>Timitsu</li> <li>Swirhang</li> <li>Swilandzi</li> </ul> <p>Maviti</p> <p>Masivi</p> <p>Maendli na swipfunetamaendli</p> <p>Mabumabumeri</p> <p>Maengeteri</p> <p>Swivutiso</p>   | <ul style="list-style-type: none"> <li>Rhejisitara, xitayili na rito ra mutsari</li> <li>Nhlawulo wa marito</li> <li>Mavumbelo ya swivulwa</li> <li>Matsalelo ya ndzimana</li> <li>Mahikahatelo na mpeleto</li> </ul> <p>Xivumbeko / swihlawulekisi swa xitshuriwa lexi hlawuriweke</p> <p>Swiaki swa marito</p> <ul style="list-style-type: none"> <li>Timitsu</li> <li>Swirhang</li> <li>Swilandzi</li> </ul> <p>Maviti</p> <p>Masivi</p> <p>Maendli na swipfunetamaendli</p> <p>Mabumabumeri</p> <p>Maengeteri</p> <p>Swivutiso</p>   |

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|  | <p>Vundhawu<br/>Tinxaka ta swivulwa<br/>Mahlanganisi<br/>Maencisi<br/>Mahlamari<br/>Mahikahatelo<br/>Mapeletelo<br/>Ndzemuko wa matirhiselo ya Ririmi hi Vuxoperi</p> <ul style="list-style-type: none"> <li>• Timhaka ta ntiyiso na mavonelo</li> <li>• Tinhlamuselo to kongoma na ta nkumbetelo</li> <li>• Tinhlamuselo to kongoma na to gega</li> <li>• Vundzhaku bya xitshuriwa na bya mutsari mayelana na ta mahanyelo na tipolitiki na swa mfuwo</li> <li>• Ndlela leyi ku hlawula na ku tlula timhaka swi nga na nkucetelo hakona eka nhlamuselo</li> <li>• Vuxaka exikarhi ka ririmi na matimba.</li> <li>• Ririmi ro tlhontha matitwelo na ro khorwisa no onga, mboyamelathelori'we, ku venga munhu kumbe ntlawa wo karhi handle ka xivangelo, xihlawuhlawu, ku vona timhaka hi tihlo rin'we, matirhiselo yo hambanahambana ya ririmi, mikumbetelo, ku ehleketela, mavonelo / miseketelo, xikongomelo xo katsa ku siya mahungu yo karhi</li> </ul> | <p>Vundhawu<br/>Tinxaka ta swivulwa<br/>Mahlanganisi<br/>Maencisi<br/>Mahlamari<br/>Mahikahatelo<br/>Mapeletelo</p> <p>Ndzemuko wa matirhiselo ya Ririmi hi Vuxoperi</p> <ul style="list-style-type: none"> <li>• Timhaka ta ntiyiso na mavonelo</li> <li>• Tinhlamuselo to kongoma na ta nkumbetelo</li> <li>• Tinhlamuselo to kongoma na to gega</li> <li>• Vundzhaku bya xitshuriwa na bya mutsari mayelana na ta mahanyelo na tipolitiki na swa mfuwo</li> <li>• Ndlela leyi ku hlawula na ku tlula timhaka swi nga na nkucetelo hakona eka nhlamuselo</li> <li>• Vuxaka exikarhi ka ririmi na matimba.</li> <li>• Ririmi ro tlhontha matitwelo na ro khorwisa no onga, mboyamelathelori'we, ku venga munhu kumbe ntlawa wo karhi handle ka xivangelo, xihlawuhlawu, ku vona timhaka hi tihlo rin'we, matirhiselo yo hambanahambana ya ririmi, mikumbetelo, ku ehleketela, mavonelo / miseketelo, xikongomelo xo katsa ku siya mahungu yo karhi</li> </ul> | <p>Vundhawu<br/>Tinxaka ta swivulwa<br/>Mahlanganisi<br/>Maencisi<br/>Mahlamari<br/>Mahikahatelo<br/>Mapeletelo</p> <p>Ndzemuko wa matirhiselo ya Ririmi hi Vuxoperi</p> <ul style="list-style-type: none"> <li>• Timhaka ta ntiyiso na mavonelo</li> <li>• Tinhlamuselo to kongoma na ta nkumbetelo</li> <li>• Tinhlamuselo to kongoma na to gega</li> <li>• Vundzhaku bya xitshuriwa na bya mutsari mayelana na ta mahanyelo na tipolitiki na swa mfuwo</li> <li>• Ndlela leyi ku hlawula na ku tlula timhaka swi nga na nkucetelo hakona eka nhlamuselo</li> <li>• Vuxaka exikarhi ka ririmi na matimba.</li> <li>• Ririmi ro tlhontha matitwelo na ro khorwisa no onga, mboyamelathelori'we, ku venga munhu kumbe ntlawa wo karhi handle ka xivangelo, xihlawuhlawu, ku vona timhaka hi tihlo rin'we, matirhiselo yo hambanahambana ya ririmi, mikumbetelo, ku ehleketela, mavonelo / miseketelo, xikongomelo xo katsa ku siya mahungu yo karhi</li> </ul> |
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## 4.12 South African Sign Language (SASL)

### Content Map Grade 10 – 12

| Annexure A2           | Subject: SASL Home Language  |  | Grade: 10-12   |
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|                       | Revised Content Map per Phase  |  |  |
| Skills / content      | Grade 10   | Grade11  | Grade12  |
| Observing and signing | <p><b>Observing for specific information:</b> (Informative, evaluative, appreciative and interactive)<br/>           Observing for comprehension<br/>           Observing for critical analysis and evaluation<br/>           Observing for appreciation and interaction</p> <p><b>The Signing Process:</b><br/>           Planning<br/>           Planning<br/>           Researching<br/>           Organising<br/>           Practicing<br/>           Presenting</p> <p><b>Observing and Signing Communication Texts:</b><br/>           (Features and conventions of signed presentations)<br/>           Prepared presentation<br/>           Unprepared presentation<br/>           Storytelling<br/>           Interview<br/>           Introducing a speaker/signer<br/>           Vote of thanks<br/>           Panel discussion<br/>           Informal discussion/ conversation/dialogues<br/>           Debate<br/>           Report (formal and informal)/<br/>           Review<br/>           Meetings and meeting procedures<br/>           Non-fiction texts</p> | <p><b>Observing for specific information:</b> (Informative, evaluative, appreciative and interactive)<br/>           Observing for comprehension<br/>           Observing for critical analysis and evaluation<br/>           Observing for appreciation and interaction</p> <p><b>The Signing Process:</b><br/>           Planning<br/>           Planning<br/>           Researching<br/>           Organising<br/>           Practicing<br/>           Presenting</p> <p><b>Observing and Signing Communication Texts:</b><br/>           (Features and conventions of signed presentations)<br/>           Prepared presentation<br/>           Unprepared presentation<br/>           Storytelling<br/>           Interview<br/>           Introducing a speaker/signer<br/>           Vote of thanks<br/>           Panel discussion<br/>           Informal discussion/ conversation/dialogues<br/>           Debate<br/>           Report (formal and informal)/<br/>           Review<br/>           Meetings and meeting procedures<br/>           Non-fiction texts</p> | <p><b>Observing for specific information:</b> (Informative, evaluative, appreciative and interactive)<br/>           Observing for comprehension<br/>           Observing for critical analysis and evaluation<br/>           Observing for appreciation and interaction</p> <p><b>The Signing Process:</b><br/>           Planning<br/>           Planning<br/>           Researching<br/>           Organising<br/>           Practicing<br/>           Presenting</p> <p><b>Observing and Signing Communication Texts:</b><br/>           (Features and conventions of signed presentations)<br/>           Prepared presentation<br/>           Unprepared presentation<br/>           Storytelling<br/>           Interview<br/>           Introducing a speaker/signer<br/>           Vote of thanks<br/>           Panel discussion<br/>           Informal discussion/ conversation/dialogues<br/>           Debate<br/>           Report (formal and informal)/<br/>           Review<br/>           Meetings and meeting procedures<br/>           Non-fiction texts</p> |
|                       | Visual reading and viewing   | <p><b>Reading process:</b><br/> <b>“Pre-reading”</b><br/>           • Learners are encouraged to form certain expectations about the signed text based on clues from accompanying pictures or photographs, DVD cover pages, tables of contents/DVD chapters, glossaries, signed appendices</p>   | <p><b>Reading process:</b><br/> <b>“Pre-reading”</b><br/>           • Learners are encouraged to form certain expectations about the signed text based on clues from accompanying pictures or photographs, DVD cover pages, tables of contents/DVD chapters, glossaries, signed appendices</p>   |

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|  | <ul style="list-style-type: none"> <li>• Skim and scan signed text features: titles, headings and sub-headings, illustrations, graphs, charts, diagrams, maps, numbering, icons, pull down menus</li> <li>• Skim for main ideas and offer own ideas in a pre-reading discussion</li> <li>• Scan for supporting details</li> <li>• Predict</li> </ul> <p><b>“Reading”</b></p> <ul style="list-style-type: none"> <li>• Make sense of the signed text</li> <li>• Work out the meaning of unfamiliar signs and images by using contextual clues</li> <li>• Use comprehension strategies: making connections, monitoring comprehension, re-reading where necessary, looking forward in the signed text for information that might help, asking and answering questions (from lower to higher order), visualising, inferring, viewing for main ideas, attending to sign choice and language structures, recognising the text type by its structure and language features</li> <li>• Making notes or summarising main and supporting ideas</li> </ul> <p><b>“Post-reading”</b></p> <ul style="list-style-type: none"> <li>• Answering questions on the text from lower order to higher order</li> <li>• Comparing and contrasting; synthesizing/ sign a summary</li> <li>• Evaluating, drawing conclusions and expressing own opinion</li> <li>• Reproduce the genre in signing of their own (where appropriate)</li> <li>• Developing critical language awareness: <ul style="list-style-type: none"> <li>o facts and opinion</li> <li>o direct and implied meaning</li> <li>o denotation and connotation</li> <li>o socio-political and cultural background of texts and author</li> <li>o the effect of selections and omissions on meaning</li> <li>o relationships between language and power</li> </ul> </li> <li>o emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties, inferences, assumptions, arguments, purpose of including or excluding information</li> </ul> | <ul style="list-style-type: none"> <li>• Skim and scan signed text features: titles, headings and sub-headings, illustrations, graphs, charts, diagrams, maps, numbering, icons, pull down menus</li> <li>• Skim for main ideas and offer own ideas in a pre-reading discussion</li> <li>• Scan for supporting details</li> <li>• Predict</li> </ul> <p><b>“Reading”</b></p> <ul style="list-style-type: none"> <li>• Make sense of the signed text</li> <li>• Work out the meaning of unfamiliar signs and images by using contextual clues</li> <li>• Use comprehension strategies: making connections, monitoring comprehension, re-reading where necessary, looking forward in the signed text for information that might help, asking and answering questions (from lower to higher order), visualising, inferring, viewing for main ideas, attending to sign choice and language structures, recognising the text type by its structure and language features</li> <li>• Making notes or summarising main and supporting ideas</li> </ul> <p><b>“Post-reading”</b></p> <ul style="list-style-type: none"> <li>• Answering questions on the text from lower order to higher order</li> <li>• Comparing and contrasting; 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|  | <p><b>Interpretation of visual texts (range of graphic and visual texts):</b></p> <ul style="list-style-type: none"> <li>• Persuasive techniques: Emotive language, persuasion, bias, manipulative language</li> <li>• How language and images reflect and shape values and attitudes; images and language that are sexist, racist, ageist, or depend on the reinforcement of stereotypes, especially in advertisements</li> <li>• Impact of use of font types and sizes, headings and captions</li> <li>• Analyse, interpret, evaluate, and respond to a range of cartoons/ comic strips</li> </ul> <p><b>Vocabulary development and language use:</b></p> <ul style="list-style-type: none"> <li>• Figurative language and rhetorical devices: figures of speech (metaphor, personification, hyperbole, contrast, irony, satire, wit, sarcasm, anti-climax, symbol, euphemism, paradox, visual pun, antithesis). While a knowledge of these figures of speech is important, they should be introduced to the learners only as they appear in real signed text, both prose and poetry, fiction and non-fiction.</li> <li>• Distinguish between denotation and connotation.</li> <li>• Use of dictionaries and other reference books/materials to determine the meaning and parts of speech of unfamiliar signs.</li> <li>• Use surrounding textual context (e.g. in-sentence definitions) to determine the meaning of unfamiliar signs</li> <li>• Recognise common allusions. <i>For example, recognise the allusion when referring to a lucky person as having the 'Midas' touch.</i></li> <li>• Demonstrate an understanding of common phrases and idiomatic SASL.</li> <li>• Evaluate how signs from various cultural origins have an impact on text (e.g. ASL-, BSL- and Irish based signs, slang, dialects, ethnic terms).</li> <li>• Re-sign a story or sentence using different signs (synonyms or antonyms).</li> <li>• Use classifiers creatively.</li> <li>• Use collocations correctly</li> </ul> <p><b>Sentence structures and the organisation of texts:</b></p> <ul style="list-style-type: none"> <li>• Transition signs e.g. first; second ...; previously, afterwards</li> <li>• Verb forms and modals to express mood accurately.</li> </ul> | <p><b>Interpretation of visual texts (range of graphic and visual texts):</b></p> <ul style="list-style-type: none"> <li>• Persuasive techniques: Emotive language, persuasion, bias, manipulative language</li> <li>• How language and images reflect and shape values and attitudes; images and language that are sexist, racist, ageist, or depend on the reinforcement of stereotypes, especially in advertisements</li> <li>• Impact of use of font types and sizes, headings and captions</li> <li>• Analyse, interpret, evaluate, and respond to a range of cartoons/ comic strips</li> </ul> <p><b>Vocabulary development and language use:</b></p> <ul style="list-style-type: none"> <li>• Figurative language and rhetorical devices: figures of speech (metaphor, personification, hyperbole, contrast, irony, satire, wit, sarcasm, anti-climax, symbol, euphemism, paradox, visual pun, antithesis). 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|  | <ul style="list-style-type: none"> <li>• Simple, compound, complex, compound-complex sentences by using clauses, phrases, and conjunctions.</li> <li>• Direct and indirect dialogue and constructed action (roleshift).</li> <li>• Appropriate sign order.</li> <li>• Placement of objects/people in relation to each other. <ul style="list-style-type: none"> <li>• Classifiers.</li> </ul> </li> <li>• Analyse the structure/ organisation of signed texts that are used across the curriculum and related transitional signs: chronological/sequential order, explanation, cause and effect, procedure, compare/contrast, order of importance, spatial order, choice paragraph, classification paragraph, description paragraph, evaluation paragraph, definition paragraph, expositions, reports, concluding paragraph.</li> </ul> <p><b>Features of literary texts:</b><br/> <b>Poetry:</b><br/> <b>4 prescribed poems</b><br/> <b>1 unseen poem</b><br/> Literal meaning</p> <ul style="list-style-type: none"> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> <li>• Imagery</li> </ul> <p>• Internal structure of a poem, figures of speech, sign choice, signing mode (emotional intention), emotional responses, rhetorical devices, neologisms.</p> <p>• External structure of a poem: lines, signs, stanzas, links, repetition, rhyme, rhythm, eye gaze, pausing, refrain, repetition, alliteration (repetition of parameters).</p> <p>Analyse and discuss the five parameters in different sign utterances and how these impact on the meaning.</p> <p><b>AND</b></p> <p><b>Longer/Short stories:</b><br/> <b>Any TWO (2) of the 4 prescribed stories</b></p> <ul style="list-style-type: none"> <li>• Plot, sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback)</li> <li>• Conflict</li> <li>• Characterisation</li> <li>• Role of narrator</li> <li>• Messages and themes</li> <li>• Background, setting and narrative relate to 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|  | <ul style="list-style-type: none"> <li>• Mood, ironic twist/ending</li> <li>• Timeline</li> </ul>  | <ul style="list-style-type: none"> <li>• Mood, ironic twist/ending</li> <li>• Timeline</li> </ul>  | <ul style="list-style-type: none"> <li>• Mood, ironic twist/ending</li> <li>• Timeline</li> </ul>  |
| <b>Recording</b>                           | <p><b>Process recording:</b> Planning/ Pre-recording/Drafting (recording)/ Revising/ Editing/ Final recording/ Presenting</p> <p>Text types: format and features:</p> <p>Essays:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Descriptive</li> <li>• Argumentative</li> <li>• Literary essay</li> </ul> <p>Transactional Texts:</p> <ul style="list-style-type: none"> <li>• Signed messages (request / complaint / thanks / congratulations /sympathy)</li> <li>• Report (formal and informal)</li> <li>•“Speeches”</li> <li>• Dialogue</li> <li>• Interview</li> <li>• Magazine item</li> </ul>   | <p><b>Process recording:</b> Planning/ Pre-recording/Drafting (recording)/ Revising/ Editing/ Final recording/ Presenting</p> <p>Text types: format and features:</p> <p>Essays:</p> <ul style="list-style-type: none"> <li>• Discursive</li> <li>• Reflective</li> <li>• Argumentative</li> <li>• Literary essay</li> </ul> <p>Transactional Texts:</p> <ul style="list-style-type: none"> <li>• Signed messages (request / complaint / thanks / congratulations /sympathy)</li> <li>• Report (formal and informal)</li> <li>•“Speeches”</li> <li>• Dialogue</li> <li>• Interview</li> <li>• Magazine item</li> <li>• Review</li> </ul>   | <p><b>Process recording:</b> Planning/ Pre-recording/Drafting (recording)/ Revising/ Editing/ Final recording/ Presenting</p> <p>Text types: format and features:</p> <p>Essays:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Descriptive</li> <li>• Reflective</li> <li>• Discursive</li> <li>•</li> <li>• Argumentative</li> <li>• Literary essay</li> </ul> <p>Transactional Texts:</p> <ul style="list-style-type: none"> <li>• Signed messages (request / complaint / thanks / congratulations /sympathy)</li> <li>• Report (formal and informal)</li> <li>•“Speeches”</li> <li>• Dialogue</li> <li>• Interview</li> <li>• Magazine item</li> <li>• News item</li> <li>• Formal and informal presentation</li> <li>• Review</li> </ul>                                       |
| <b>Language Structures and Conventions</b> | <ul style="list-style-type: none"> <li>• Register and discourse</li> <li>• Sign choice</li> <li>• Sentence construction and the organisation of signed texts</li> </ul> <p><b>Format and features of chosen text</b></p> <p>Phonology<br/>Morphology<br/>Syntax<br/>Semantics<br/>Discourse</p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Facts and opinions</li> <li>• Direct and implied meaning</li> <li>• Denotation and connotation</li> <li>• Socio-political and cultural background of texts and author</li> <li>• The effect of selections and omissions on meanings</li> <li>• Relationships between language and power</li> <li>• Emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties,</li> </ul> | <ul style="list-style-type: none"> <li>• Register and discourse</li> <li>• Sign choice</li> <li>• Sentence construction and the organisation of signed texts</li> </ul> <p><b>Format and features of chosen text</b></p> <p>Phonology<br/>Morphology<br/>Syntax<br/>Semantics<br/>Discourse</p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Facts and opinions</li> <li>• Direct and implied meaning</li> <li>• Denotation and connotation</li> <li>• Socio-political and cultural background of texts and author</li> <li>• The effect of selections and omissions on meanings</li> <li>• Relationships between language and power</li> <li>• Emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties,</li> </ul> | <ul style="list-style-type: none"> <li>• Register and discourse</li> <li>• Sign choice</li> <li>• Sentence construction and the organisation of signed texts</li> </ul> <p><b>Format and features of chosen text</b></p> <p>Phonology<br/>Morphology<br/>Syntax<br/>Semantics<br/>Discourse</p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Facts and opinions</li> <li>• Direct and implied meaning</li> <li>• Denotation and connotation</li> <li>• Socio-political and cultural background of texts and author</li> <li>• The effect of selections and omissions on meanings</li> <li>• Relationships between language and power</li> <li>• Emotive and manipulative language, bias, prejudice, discrimination, stereotyping, language varieties,</li> </ul> |

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