



**basic education**

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

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**2020**  
**NATIONAL REVISED ANNUAL TEACHING PLANS**  
**GRADE 8**  
**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 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 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended 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

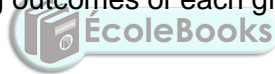
The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- 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 high, achievable standards in all subjects have been set;
- 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 revised national annual teaching plans for Grade 9.

## 1. Afrikaans Home Language

GRAAD 8 TERMYN 2				
Vaardighede	Luister en Praat	Lees en kyk	Skryf en aanbied	Taalstrukture en -konvensies
Week 8	Mondelinge bespreking oor COVID-19 inhoud	<p><b>Lees inligtingsteks met prente</b> – (Lees vir inligting) – Teks oor COVID-19</p> <ul style="list-style-type: none"> <li>• Formaat</li> <li>• Taalgebruik</li> <li>• Kenmerke</li> </ul> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in)</li> <li>• Tydens lees (kenmerke van teks)</li> <li>• Post-lees (Beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> </ul>	Geen skryftaak as gevolg van beperkte tyd.	<p>Gebruik teks oor COVID-19</p> <p><b>Woordvlakwerk:</b> Voorvoegsels, byvoeglike naamwoorde – vergelykings</p> <p><b>Sinsvlakwerk:</b> idiomatiese taalgebruik, feite en menings</p> <p><b>Betekenisleer:</b> kontekstueel</p> <p><b>Leestekens en spelling:</b> spelpatrone: punt, komma</p>



**GRAAD 8 TERMYN 3**

Vaardighede	Luister en Praat	Lees en kyk	Skryf en aanbied	Taalstrukture en -konvensies
Week 1-2	<p><b>Luister- en Praatstrategieë</b>  <b>Luisterbegrip:</b></p> <ul style="list-style-type: none"> <li>• Luister na instruksies / aanwysings</li> <li>• Maak aantekeninge</li> <li>• Beantwoord vrae</li> </ul> <p>Verskillende tipes mondelinge aanbiedings bv. `n onvoorbereide nuus aanbieding / mondeling</p> <p><b>Gee aanwysings:</b></p> <ul style="list-style-type: none"> <li>• Kenmerke van die teks</li> <li>• Taalstrukture en -konvensies</li> <li>• Liggaamstaal</li> </ul>	<p><b>Lees inligtingstekse met visuele aspekte, bv. landskaarte, weerkaarte.</b></p> <ul style="list-style-type: none"> <li>• Formaat</li> <li>• Taalgebruik</li> <li>• Kenmerke</li> </ul> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in)</li> <li>• Tydens lees (kenmerke van teks)</li> <li>• Post-lees (Beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> </ul> <p><b>Lees / Kyk visuele teks</b></p> <ul style="list-style-type: none"> <li>• Soeklees</li> <li>• Aandagtige lees</li> <li>• Maak afleidings</li> <li>• <b>Maak `n opsomming (gebruik `n kopkaart)</b></li> </ul>	<p><b>Transaksionele teks bv. Aanwysings / Instruksies</b></p> <ul style="list-style-type: none"> <li>• Korrekte formaat</li> <li>• Organiseer inhoud (kopkaart)</li> <li>• Kern en ondersteunende gedagtes</li> <li>• Samehang van paragrawe</li> <li>• Logiese opeenvolging van paragrawe om samehang te verseker</li> <li>• Verbindingswoorde vir samehang</li> <li>• Taalkonvensies</li> </ul> <p><b>Fokus op die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Beplanning</li> <li>• Konsep</li> <li>• Hersiening</li> <li>• Redigering</li> <li>• Proeflees en aanbieding</li> </ul> <p><b>Skryf `n teks met instruksies</b></p>	<p><b>Woordvlakwerk:</b>                      Byvoeglike naamwoorde: vergelykings, oortreffend, selfstandige naamwoorde, voegwoorde.  <b>Sinsvlakwerk:</b> hoofsin, idiomatiese taalgebruik, tyd, hoof en ondersteunende sinne, idiomatiese taalgebruik, enkelvoudige en saamgestelde sinne.</p> <p><b>Betekenisleer:</b> sinonieme, antonieme, kontekstuele,  <b>Leestekens en spelling:</b> spelpatrone: punt, komma</p>
Week 3-4	<p><b>Luister- en Praatstrategieë</b>  <b>Vorbereide mondeling gebaseer op `n sosiale kwessie</b></p> <ul style="list-style-type: none"> <li>• Luister na `n mondelinge toespraak</li> <li>• Maak aantekeninge                             <ul style="list-style-type: none"> <li>- Bemagtiging</li> <li>- Toon</li> <li>- Stemming</li> <li>- Inleiding en afsluiting</li> </ul> </li> <li>• Beantwoord vrae</li> </ul> <p><b>Bespreking:</b>                      Dui rolle aan</p> <ul style="list-style-type: none"> <li>• Sprekers neem beurt</li> <li>• Verduidelik standpunt en bereik konsensus.</li> <li>• Gebruik gepaste taal, styl en register.</li> </ul>	<p><b>Literêre teks soos `n vooraf opgeneemde mondeling op televisie/ radio gebaseer op `n sosiale kwessie</b></p> <ul style="list-style-type: none"> <li>• Belangrike kenmerke van die teks</li> <li>• Taalgebruik</li> <li>• Formaat</li> <li>• Rolspelers</li> </ul> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Inleiding tot teks)</li> <li>• Tydens lees (Kenmerke van teks)</li> <li>• Post-lees (Beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> </ul> <p><b>Poesie</b></p> <ul style="list-style-type: none"> <li>• Belangrike kenmerke van gedig</li> </ul>	<p><b>Skryf `n toespraak gebaseer op `n sosiale kwessie</b></p> <ul style="list-style-type: none"> <li>• Formaat</li> <li>• Gebruik inleidende sinne.</li> <li>• Kern en ondersteunende gedagtes</li> <li>• Orde en samehang</li> <li>• Woordkeuse en leestekens. (Taalkonvensies)</li> </ul> <p><b>Fokus op die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Beplanning</li> <li>• Konsep</li> <li>• Hersiening</li> <li>• Redigering</li> <li>• Proeflees en aanbieding</li> </ul> <p><b>Skryf `n toespraak</b></p>	<p><b>Woordvlakwerk:</b> Werkwoorde  <b>Sinsvlakwerk:</b> Tye van die werkwoord - soos verlede tyd en toekomstige tyd., manipulerende woordgebruik, sinskonstruksie, ontkenende vorm, vraagsinne.  <b>Betekenisleer:</b> letterlike betekenis, sinonieme, antonieme, homonieme.,  <b>Leestekens en spelling:</b> spelreëls en konvensies</p>

	<ul style="list-style-type: none"> <li>• Aanbieding</li> </ul>	<ul style="list-style-type: none"> <li>• Interne struktuur van `n gedig. beeldspraak / stylfigure, rym, ritme</li> <li>• uiterlike bou van `n gedig soos reëls, woorde, strofes,</li> <li>• tipografie</li> <li>• figuurlike betekenis</li> <li>• atmosfeer</li> <li>• tema and boodskap</li> </ul>		
<p><b>FORMELE ASSESSERINGTAAK 6 – Mondeling (20)</b>                  Luisterbegrip/ gesprek / voorbereide of onvorbereide mondeling  <i>(Onderwysers begin die proses in hierdie siklus om te verseker dat alle leerders teen die einde van die kwartaal geassesseer is.)</i></p>				
Week 5-6	<p><b>Luister- en Praatstrategieë</b>  <b>Luisterbegrip</b></p> <ul style="list-style-type: none"> <li>• Luisterproses</li> <li>• Maak aantekeninge</li> </ul> <p><b>Luister na /kyk na `n uittreksel van `n drama/ toneelstuk</b></p> <ul style="list-style-type: none"> <li>• Onderrig kenmerke en konvensies</li> <li>• Kies styl, register and woordeskat</li> <li>• Sprekers neem beurte</li> <li>• Gebruik gepaste taal, styl en register.</li> </ul> <p>oorredingstegnieke.</p>	<p><b>Literêre teks soos drama / toneelstuk</b></p> <ul style="list-style-type: none"> <li>• Belangrike kenmerke literêre teks: soos karakter, aksie, dialoog, plot, konflik, agtergrond, milue, verteller, tema</li> </ul> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Inleiding tot teks)</li> <li>• Tydens lees (kenmerke van teks)</li> <li>• Post-lees (Beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> <li>• Tema en boodskap</li> </ul>	<p><b>Beskrywende opstel gebaseer op `n drama / toneel.</b></p> <ul style="list-style-type: none"> <li>• Korrekte formaat en kenmerke.</li> <li>• Organiseer inhoud (kopkaart).</li> <li>• Kern en ondersteunende gedagtes.</li> <li>• Samehang van paragrawe.</li> <li>• Logiese opeenvolging van paragrawe om samehang te verseker.</li> <li>• Verbindingswoorde vir samehang</li> <li>• Taalkonvensies</li> </ul> <p><b>Fokus op die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Beplanning</li> <li>• Konsep</li> <li>• Hersiening</li> <li>• Redigering</li> <li>• Proeflees en aanbieding</li> </ul> <p><b>Skryf `n beskrywende opstel.</b></p>	<p><b>Woordvlakwerk:</b>                  Bywoorde van tyd en plek  <b>Sinsvlakwerk:</b> korrekte woordorde, vraagvorme, eufemisme, sinstrukture, styl, toon en register  <b>Betekenisleer:</b> figuurlike, letterlike, kontekstuele betekenis  <b>Leestekens en spelling:</b> afkortings, vraagtekens, uitroepetekens, punt, komma</p>
<p><b>FORMELE Asseseringstaak 7 - Leesbegrip:</b>                  Literêre/nie-literêre teks (20)                  EN Visuele teks (10)</p>				
Week 7-8	<p><b>Luister- en Praatstrategieë</b>  <b>Luisterbegrip</b> (nie-fiksie teks bv. koerantberigte)</p> <ul style="list-style-type: none"> <li>• Luister vir begrip</li> </ul>	<p><b>Literêre teks soos `n kortverhaal</b></p> <ul style="list-style-type: none"> <li>• Belangrike kenmerke van literêre teks: sos karakter, aksie, dialoog, intrige, konflik,</li> </ul>	<p><b>Skryf `n resensie van `n storie</b></p> <ul style="list-style-type: none"> <li>• Struktuur van die teks</li> <li>• Kenmerke and konvensies</li> <li>• Taalgebruik</li> </ul>	<p><b>Woordvlakwerk:</b>                  Voorvoegsels en agtervoegsels  <b>Sinsvlakwerk:</b> sinskonstruksie, sinsoorte, tyd, idiomatiese taalgebruik,</p>

	<ul style="list-style-type: none"> <li>• Maak aantekeninge</li> <li>• Beantwoord vrae</li> </ul> <p><b>Groepsbespreking:</b></p> <ul style="list-style-type: none"> <li>• Dui rolle aan</li> <li>• Sprekers neem beurte</li> <li>• Verduidelik standpunt en bereik konsensus.</li> <li>• Gebruik gepaste taal, styl en register.</li> </ul>	<p>agtergrond, milie, verteller, tema</p> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in)</li> <li>• Tydens lees (kenmerke van teks)</li> <li>• Post-lees (Beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> </ul> <p><b>Leesstrategieë vir begrip</b></p> <ul style="list-style-type: none"> <li>• Doel en teikengroep.</li> <li>• Maak afleidings.</li> <li>• Gee eie opinie.</li> <li>• Onderskei tussen feite en menings.</li> <li>• Direkte en geimpliseerde betekenis.</li> </ul> <p><b>Poesie</b></p> <ul style="list-style-type: none"> <li>• Belangrike kenmerke van gedig</li> <li>• interne struktuur van 'n gedig. beeldspraak / stylfigure, rym, ritme</li> <li>• uiterlike bou van 'n gedig soos reëls, woorde, strofes,</li> <li>• tipografie</li> <li>• figuurlike betekenis</li> <li>• atmosfeer</li> <li>• tema and boodskap</li> </ul>	<ul style="list-style-type: none"> <li>• Register</li> <li>• Gehoor</li> <li>• Toon</li> </ul> <p><b>Fokus op die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Beplanning</li> <li>• Konsep</li> <li>• Hersiening</li> <li>• Redigering</li> <li>• Proeflees en aanbieding</li> </ul> <p><b>Skryf 'n resensie</b></p>	<p>eufemisme, spreekwoorde</p> <p><b>Betekenisleer:</b> sinonieme, antonieme, homofone, paronieme</p> <p><b>Leestekens en spelling:</b> akronieme</p>
Week 7	<p><b>FORMELE ASSESSERINGSTAAK 8 - Letterkundetoets [30]</b></p> <p>Gedig (10)</p> <p>Drama / Kortverhale (10)</p> <p>Volksverhale / Drama (10)</p>			



GRAAD 8 TERMYN 4				
Vaardighede	Luister en Praat	Lees en kyk	Skryf en aanbied	Taalstrukture en -konvensies
Week 1-2	<p><b>Luister- en Praatstrategieë</b></p> <p><b>Luisterbegrip</b> (bv. Luister na geskrewe / audio-visuele teks)</p> <ul style="list-style-type: none"> <li>• identifiseer kern en ondersteunende gedagtes.</li> <li>• maak aantekeninge</li> <li>• deel idees en ervarings en wys begrip vir die konsepte.</li> <li>• identifiseer ooreenstemmende/manipulerende tegnieke waar van toepassing</li> <li>• Beantwoord vrae</li> </ul> <p><b>Gesprek: Bespreking gebaseer op 'n tydskrifartikel</b></p> <ul style="list-style-type: none"> <li>• Dui rolle aan</li> <li>• Sprekers neem beurt</li> <li>• Verduidelik standpunt en bereik konsensus.</li> <li>• Gebruik gepaste taal, styl en register.</li> </ul>	<p><b>Lees 'n tydskrifartikel</b></p> <ul style="list-style-type: none"> <li>• Formaat</li> <li>• Kritiese taalgebruik</li> <li>• kenmerke van die teks</li> <li>• Volgorde</li> </ul> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in)</li> <li>• Tydens lees (kenmerke van teks)</li> <li>• Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> </ul> <p><b>Lees/Kyk na inligtingsteks</b> (geskrewe / visuele teks / multi-media teks)</p> <ul style="list-style-type: none"> <li>• Aandagtige lees</li> <li>• Maak afleiding</li> <li>• Voorspel</li> <li>• Visualisering</li> <li>• Betekenisleer</li> <li>• Feite en menings</li> </ul> <p><b>Skryf 'n opsomming</b></p>	<p><b>Lang transaksionele teks bv. tydskrifartikel</b></p> <ul style="list-style-type: none"> <li>• Korrekte formaat</li> <li>• Doel</li> <li>• Kern en ondersteunende gedagtes</li> <li>• Logiese opeenvolging van sinne.</li> <li>• Gebruik verbindingswoorde om samehang te verseker.</li> <li>• Gebruik 'n verskeidenheid sinsoorte, -lengte en -strukture</li> </ul> <p><b>Fokus op die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Beplanning</li> <li>• Konsep</li> <li>• Hersiening</li> <li>• Redigering</li> <li>• Proeflees en aanbieding</li> </ul> <p><b>Skryf 'n tydskrifartikel</b></p>	<p><b>Woordvlakwerk:</b> Enkelvoud en meervoud, geslag, verkleinwoorde</p> <p><b>Sinsvlakwerk:</b> Direkte en indirekte rede, vraagvorme, feite en menings, sinstruktuur, sinsoorte, dubbelsinnigheid, styl, toon, register</p> <p><b>Betekenisleer:</b> sinonieme, antonieme, eufemisme, homofone, letterlike and figuurlike betekenis</p> <p><b>Leestekens en spelling:</b> aanhalingstekens, spelpatrone</p>
Week 3-4	<p><b>Luister- en Praatstrategieë</b></p> <p><b>Luisterproses:</b></p> <ul style="list-style-type: none"> <li>• Luister vir begrip</li> <li>• Maak aantekeninge</li> <li>• Beantwoord vrae</li> </ul> <p><b>Bespreking:</b></p> <ul style="list-style-type: none"> <li>• Dui rolle aan.</li> <li>• Sprekers neem beurt.</li> <li>• Verduidelik standpunt en bereik konsensus.</li> <li>• Gebruik gepaste taal, styl en register.</li> </ul>	<p><b>Literêre teks soos / roman / kortverhaal / drama.</b></p> <ul style="list-style-type: none"> <li>• Belangrike kenmerke van literêre teks soos: karakter, aksie, dialoog, intrige, konflik, agtergrond, ruimte, verteller, tema</li> </ul> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in)</li> <li>• Tydens lees (kenmerke van teks)</li> <li>• Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> </ul>	<p><b>Skryf 'n transaksionele teks: 'n Dagboekinskrywing</b></p> <ul style="list-style-type: none"> <li>• Korrekte formaat</li> <li>• Identifiseer die doel</li> <li>• Kern en ondersteunende gedagtes</li> <li>• Logiese opeenvolging van sinne.</li> <li>• Gebruik verbindingswoorde om samehang te verseker.</li> <li>• Gebruik 'n verskeidenheid sinsoorte, -lengtes en -strukture</li> </ul> <p><b>Fokus op die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Beplanning</li> <li>• Konsep</li> </ul>	<p><b>Woordvlakwerk:</b> Voornaamwoorde – persoonlik besittlik vraend betrekklik onpersoonlik onbepaalde wederkerende wederkerige</p> <p><b>Sinsvlakwerk:</b> Tyd, sinsoorte, styl, toon, sinskonstruksie, direkte en indirekte rede, vraagvorme, feite en menings,</p>

		<p><b>Leesbegrip: (teks uit 'n handboek.)</b></p> <ul style="list-style-type: none"> <li>• Vluglees, soeklees, visualisering</li> <li>• Aandagtige lees</li> <li>• Maak afleidings</li> <li>• Woordbetekenis</li> <li>• Skrywer se standpunt</li> <li>• Feite en menings</li> <li>• Geïmpliseerde betekenis.</li> </ul> <p><b>Skryf 'n opsomming in paragraafvorm of puntsgewys.</b></p>	<ul style="list-style-type: none"> <li>• Hersiening</li> <li>• Redigering</li> <li>• Proeflees en aanbieding</li> </ul> <p><b>Skryf 'n dagboekinskrywing</b></p>	<p>dubbelsinnigheid</p> <p><b>Betekenisleer:</b> letterlike en figuurlike betekenis</p> <p><b>Leestekens en spelling:</b> spelpatrone, aanhalingstekens</p>
Week 5-6	<p><b>Luister- en Praatstrategieë</b></p> <p><b>Luister na 'n opgeneemde teks</b></p> <ul style="list-style-type: none"> <li>• Bandopname word teruggespeel.</li> <li>• Gepaste leesvaardighede word aan leerders uitgewys.</li> <li>• Gebruik van leestekens in 'n leesteks.</li> <li>• Begin en slot.</li> </ul> <p><b>Bespreking gebaseer op 'n opgeneemde teks</b></p> <p>Besluit op 'n onderwerp.</p> <ul style="list-style-type: none"> <li>• Hersien konvensies.</li> <li>• Gebruik gesprekskonvensies om dialoog vol te hou.</li> <li>• Rolle wat die deelnemers aanneem.</li> <li>• Begin en slot.</li> <li>• Inoefening.</li> <li>• Aanbieding.</li> </ul>	<p><b>Literêre teks soos 'n televisiegids</b></p> <p><b>Leesproses:</b></p> <ul style="list-style-type: none"> <li>• Pre-lees (Lei die teks in)</li> <li>• Tydens lees (kenmerke van teks)</li> <li>• Post-lees (beantwoord vrae, vergelyk, kontrasteer, evalueer)</li> </ul> <p><b>Begripleses: bv. televisiegids</b></p> <ul style="list-style-type: none"> <li>• Doel, teikengroep en konteks</li> <li>• Verduidelik tema / boodskap</li> <li>• Maak afleidings</li> <li>• Verskaf eie mening</li> <li>• Direkte en geïmpliseerde betekenis</li> <li>• Sosio-polities en kultureel</li> <li>• Agtergrond t.o.v. die teks en outeur</li> </ul> <p><b>Poësie</b></p> <ul style="list-style-type: none"> <li>• Belangrike kenmerke van gedig</li> <li>• interne struktuur van 'n gedig.</li> <li>beeldspraak / stylfigure, rym, ritme</li> <li>• uiterlike bou van 'n gedig</li> </ul>	<p><b>Transaksionele teks bv. joernalistieke verslag:</b></p> <p>Korrekte formaat.</p> <ul style="list-style-type: none"> <li>• Identifiseer doel.</li> <li>• Partydigheid en vooroordeel.</li> <li>• Manipulasie.</li> <li>• Stereotipering.</li> <li>• Kern en ondersteunende gedagtes.</li> <li>• Logiese opeenvolging van sinne.</li> <li>• Gebruik verbindingswoorde om samehang te verseker.</li> <li>• Gebruik 'n verskeidenheid sinsoorte, -lengtes en –strukture.</li> </ul> <p><b>Fokus op die skryfproses</b></p> <ul style="list-style-type: none"> <li>• Beplanning</li> <li>• Konsep</li> <li>• Hersiening</li> <li>• Redigering</li> <li>• Proeflees en aanbieding</li> </ul> <p><b>Skryf 'n joernalistieke verslag deur die skryfproses te volg.</b></p>	<p><b>Woordvlakwerk:</b></p> <p>Betreklieke voornammwoorde, enkelvoud en meervoud</p> <p><b>Sinsvlakwerk:</b></p> <p>Prosedure, vergelyk/kontrasteer</p> <p>Beskrywende paragraaf, inleidende- en slotparagraawe, logiese opeenvolging van sinne, direkte en indirekte rede, stem, partydigheid en vooroordeel</p> <p><b>Betekenisleer:</b> sinonieme, antonieme</p> <p><b>Leestekens en spelling:</b> aanhalingstekens, spelpatrone, lees- en skryftekens aanhalingstekens</p>

		<ul style="list-style-type: none"> <li>soos reëls, woorde,</li> <li>strofes,</li> <li>• tipografie</li> <li>• figuurlike betekenis</li> <li>• atmosfeer</li> <li>• tema and boodskap</li> </ul>		
<b>Week 5</b>	<b>FORMELE ASSESSERINGSTAAK 9 (40)</b> <b>Vraestel 3 – Kreatiewe skrywe – Beskrywend / Verhalend /Argumenterend (30)</b> <b>EN</b> Transaksionele teks (2 kort en 1 lank) –koerantartikel / vraelys / aanwysings / instruksies (10)			
Week 7-8	<b>Voorbereiding vir eksamen.</b> <b>Praat:</b> <ul style="list-style-type: none"> <li>• Mondeling</li> <li>• Voorbereide lees</li> <li>• Onvoorbereide lees</li> </ul> <b>Luister:</b> <ul style="list-style-type: none"> <li>• Luisterbegrip</li> </ul>	<b>Voorbereiding vir eksamen.</b> <b>Lees</b> <ul style="list-style-type: none"> <li>• Leesbegrip</li> <li>• Opsomming</li> <li>• Letterkunde:                         <ul style="list-style-type: none"> <li>-- Roman / kortverhale / volksverhale</li> <li>-- Drama</li> <li>-- Gedigte</li> </ul> </li> </ul>	<b>Voorbereiding vir eksamen.</b> <b>Skryf:</b> <ul style="list-style-type: none"> <li>• Opstelle</li> <li>• Lang transaksionele teks</li> <li>• Kort transaksionele teks</li> </ul>	<b>Woordvlakwerk:</b> Hersiening <b>Sinsvlakwerk :</b> Hersiening <b>Betekenisleer:</b> Hersiening <b>Leestekens en spelling:</b> Hersiening
Week 9-10	<b>KWARTAAL 4</b> <b>FINALE EKSAMEN</b>			
	<b>FORMELE TAAK 10 – MONDELING</b>		<b>FORMELE TAAK 11 – LEESBEGRIP en TAALGEBRUIK</b>	
	<b>VRAESTEL 1:</b> <b>FORMELE ASSESSERINGSTAAK 10 (20 Punte)</b>  <b>MONDELING</b>  Voorbereide OF Onvoorbereide Toespraak  (Onderwysers word aangeraai om hierdie taak gedurende Week 3-4 te begin assesser sodat alle leerders ten die einde van die kwartaal geassesseer is.)		<b>VRAESTEL 2 :</b> <b>FORMELE ASSESSERINGSTAAK 11 (60 Punte)</b> <b>BEGRIPSLEES en TAALGEBRUIK</b> Vraag 1 – Literêre / nie-literêre teks (20) Vraag 2 – Visuele teks (10) Vraag 3 – Opsomming (10) Vraag 4 – Taalstrukture en -konvensies (20)	



## 2. English Home Language

GRADE 8 TERM 2				
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 1	Oral discussion on COVID-19 content	<p><b>Read information text with visuals</b> – (read for information) – Text on COVID-19</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Features</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	No writing task because of limited time	<p>Linked to text on COVID-19 e.g.</p> <p><b>Word level work:</b> Prefixes – epi-, pan-; adjectives – comparative,</p> <p><b>Sentence level work:</b> statements, fact and opinion</p> <p><b>Word meaning:</b> contextual</p> <p><b>Punctuation and spelling:</b> spelling patterns: full stop, comma</p>



GRADE 8 TERM 3				
Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 1-2	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listen to instructions / directions</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p>Different kinds of oral communication e.g. A unprepared news presentation / speech</p> <p><b>Giving directions:</b></p> <ul style="list-style-type: none"> <li>• Features of the text</li> <li>• Language and conventions</li> <li>• Body language</li> </ul>	<p><b>Read information text with visuals, e.g. maps, landmark, scales</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Language use</li> <li>• Features</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading / Viewing visual text</b></p> <ul style="list-style-type: none"> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences</li> <li>• <b>Make a summary (use mind maps)</b></li> </ul>	<p><b>Transactional text e.g. Directions / Instructions</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Organize content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Paragraph conventions</li> <li>• Logical progression of paragraphs to ensure coherence</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write an instructional text</b></p>	<p><b>Word level work:</b> Adjectives: comparative, superlative; common and proper nouns; conjunctions</p> <p><b>Sentence level:</b> topic sentences; statement; tenses; main and supporting statements; simple and compound sentences</p> <p><b>Word meaning:</b> synonyms; antonyms; contextual;</p> <p><b>Punctuation and spelling:</b> spelling patterns: full stop, comma</p>
Week 3-4	<p><b>Listening and Speaking strategies</b></p> <p><b>Prepared speech based on a social issue</b></p> <ul style="list-style-type: none"> <li>• Listen to speech</li> <li>• Take notes</li> <li>-- Language and power</li> <li>-- Tone</li> <li>-- Mood</li> <li>-- Introduction and conclusion</li> <li>• Answer questions</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain view points and reach consensus</li> <li>• Use appropriate language, style and register</li> </ul>	<p><b>Literary text like recorded speech on television/radio based on a social issue</b></p> <ul style="list-style-type: none"> <li>• Key features of the text</li> <li>• Language use</li> <li>• Format</li> <li>• Role players</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem,</li> </ul>	<p><b>Write a speech based on a social issue</b></p> <p><b>Paragraph conventions</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Introductory sentences</li> <li>• Main and supporting ideas</li> <li>• Order and cohesion</li> <li>• Word choice and punctuation</li> </ul> <p>Language conventions</p> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a speech</b></p>	<p><b>Word level work:</b> Finite Verbs</p> <p><b>Sentence level:</b> simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form</p> <p><b>Word meaning:</b> literal; synonyms; antonyms; homophones; homonyms;</p> <p><b>Punctuation and spelling:</b> spelling rules and conventions</p>

	<ul style="list-style-type: none"> <li>• Present</li> </ul>	<ul style="list-style-type: none"> <li>figures of speech/ imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>		
Week 5-6	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Listening process</li> <li>• Writing response</li> </ul> <p><b>Listen to /view an extract from a drama/play</b></p> <ul style="list-style-type: none"> <li>• Teach features and conventions</li> <li>• Choose style, register and vocabulary</li> <li>• Take turns</li> <li>• Use persuasion techniques</li> </ul>	<p><b>Literary text like drama / play</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> <li>• theme and message</li> </ul>	<p><b>Descriptive essay based on a drama/play</b></p> <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organize content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Paragraph conventions</li> <li>• Logical progression of paragraphs to ensure coherence</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a descriptive essay</b></p>	<p><b>Word level work:</b> Adverbs of place and frequency</p> <p><b>Sentence level:</b> correct word order; question forms; euphemisms; sentence structures; mood; voice</p> <p><b>Word meaning:</b> figurative; literal; contextual; pun</p> <p><b>Punctuation and spelling:</b> abbreviations; question marks; exclamation marks; full stop; comma</p>
Week 6	<p><b>FORMAL ASSESSMENT TASK 6</b></p> <p><b>Oral [20 marks]</b></p> <ul style="list-style-type: none"> <li>• Listening Comprehension/ Prepared or Unprepared Speech</li> </ul>			
Week 7-8	<p><b>Listening and Speaking strategies</b></p> <p><b>Listening comprehension (non-fictional text e.g. Newspaper articles)</b></p> <ul style="list-style-type: none"> <li>• Listen for comprehension</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Teacher led discussion:</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain view points and reach consensus</li> </ul>	<p><b>Literary text such as short story</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a review of the story</b></p> <ul style="list-style-type: none"> <li>• Structure of the text</li> <li>• Features and conventions</li> <li>• Diction</li> <li>• Register</li> <li>• Audience</li> <li>• Tone</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> </ul>	<p><b>Word level work:</b> Prefixes and suffixes</p> <p><b>Sentence level:</b> sentence structure; sentence types; tenses; statement; euphemism; proverbs</p> <p><b>Word meaning:</b> synonyms, antonyms; homonyms; paronyms</p> <p><b>Punctuation and spelling:</b> acronyms</p>

	<ul style="list-style-type: none"> <li>• Use appropriate language, style and register</li> </ul>	<p><b>Reading strategies for comprehension</b></p> <ul style="list-style-type: none"> <li>• Purpose and target group</li> <li>• Making inferences</li> <li>• Give own opinion</li> <li>• Distinguish between facts and opinions</li> <li>• Direct and implied meaning</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	
Week 7	<p><b>FORMAL ASSESSMENT TASK 7</b>  <b>Response to literature Test [30 marks]</b>  <b>(contextual)</b></p> <ul style="list-style-type: none"> <li>• Poem (10 marks)</li> <li>• Drama / Short Stories (10 marks)</li> <li>• Folklore / Novel (10 marks)</li> </ul>			

**GRADE 8 TERM 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and presenting	Language structures and conventions
Week 1-2	<p><b>Listening and Speaking strategies</b>  <b>Listening comprehension</b>                      ( such as listening to a written / audio-visual text)</p> <ul style="list-style-type: none"> <li>• identify main and supporting ideas</li> <li>• write notes</li> <li>• share ideas and experiences and show understanding of concepts</li> <li>• identify persuasive/ manipulating techniques where applicable</li> <li>• answer questions</li> </ul> <p><b>Conversation: Discussion based on a magazine article</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain view points and reach consensus</li> <li>• Use appropriate language, style and register</li> </ul>	<p><b>Read a magazine article</b></p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Critical Language awareness</li> <li>• Text features</li> <li>• Sequencing</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading /Viewing for information using</b>                      (written / visual text /multi-media texts)</p> <ul style="list-style-type: none"> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Predict</li> <li>• Visualization</li> <li>• Meaning of words</li> <li>• Fact and opinion</li> </ul> <p><b>Write a summary</b></p>	<p><b>Long transactional text e.g. magazine article</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a magazine article</b></p>	<p><b>Word level work:</b>                      Singular and plural; gender; diminutives</p> <p><b>Sentence level work:</b>                      Direct and reported speech; question forms; fact and opinion; sentence structure; sentences; ambiguity; voice; gerund</p> <p><b>Word meaning:</b> synonyms; antonyms; euphemism; homonyms; literal and figurative meaning</p> <p><b>Punctuation and spelling:</b> quotation marks; spelling patterns</p>
Week 3-4	<p><b>Listening and Speaking strategies</b>  <b>Listening process:</b></p> <ul style="list-style-type: none"> <li>• Listen for comprehension</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Indicate roles</li> <li>• Speakers take turns</li> <li>• Explain view points and reach consensus</li> <li>• Use appropriate language, style and register</li> </ul>	<p><b>Literary text such as / novel / short story / drama /</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a transactional text: a diary entry</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> </ul>	<p><b>Word level work:</b>                      Pronouns – personal and relative                      Moods -                      Subjunctive                      Imperative                      Potential                      Indicative                      Conditional</p> <p><b>Sentence level work:</b>                      Tenses; sentence types; speech; voice; sentence structure; direct and reported speech; question forms; fact and opinion; ambiguity; voice; gerund</p>





		<p><b>Reading comprehension: (text from text book)</b></p> <ul style="list-style-type: none"> <li>• Skimming, scanning, visualization</li> <li>• Intensive reading</li> <li>• Making inference</li> <li>• Meaning of words</li> <li>• View point of writer</li> <li>• Fact and opinion</li> <li>• Implied meaning</li> </ul> <p><b>Write a paragraph or point form summary</b></p>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write a diary entry</b></p>	<p><b>Word meaning:</b> literal and figurative meaning</p> <p><b>Punctuation and spelling:</b> spelling patterns; punctuation marks</p>
Week 5-6	<p><b>Listening and Speaking strategies</b></p> <p><b>Listen to a recorded text</b></p> <ul style="list-style-type: none"> <li>• Recorded text is played</li> <li>• Appropriate reading skills Are pointed out to learners</li> <li>• Use of punctuation in a read text</li> <li>• Opening and closing</li> </ul> <p><b>Discussion based on recorded text</b></p> <ul style="list-style-type: none"> <li>• Decide on topic</li> <li>• Revise conventions</li> <li>• Roles for participants</li> <li>• Opening and closing</li> <li>• Practise</li> <li>• Presentation</li> </ul>	<p><b>Literary text such as television (TV) guide</b></p> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, words, stanzas,</li> <li>• typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Reading comprehension: e.g. TV guide</b></p> <ul style="list-style-type: none"> <li>• Purpose, target group and context</li> <li>• Explain theme / message</li> <li>• Make inferences</li> <li>• Give own opinion</li> <li>• Direct and implied meaning</li> <li>• Socio-political and cultural background of text and author</li> </ul>	<p><b>Transactional text e.g. journalistic report</b></p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Bias and prejudice</li> <li>• Manipulation</li> <li>• Stereotypes</li> <li>• Main and supporting ideas</li> <li>• Logical order of sentences</li> <li>• Use conjunctions to ensure cohesion</li> <li>• Use a variety of sentences types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul> <p><b>Write journalistic report a following the process approach to writing</b></p>	<p><b>Word level work:</b> Relative pronouns; singular and plural forms</p> <p><b>Sentence level work:</b> Procedure; compare/contrast Description paragraph; introductory and closing paragraphs; sentences; speech; voice; bias and prejudice</p> <p><b>Word meaning:</b> synonyms, antonyms</p> <p><b>Punctuation and spelling:</b> quotation marks; spelling patterns; punctuation marks</p>

Week 6	<b>FORMAL ASSESSMENT TASK 8</b> <b>Paper 3</b> <b>Writing [40 marks]</b> Written before exams Transactional text (2 short or 1 long): (10 marks) <ul style="list-style-type: none"> <li>• Newspaper Article / Questionnaire Forms / Direction / Instructions AND</li> </ul> Essay: (30 marks) <ul style="list-style-type: none"> <li>• Descriptive / Narrative / Argumentative essay (7 paragraphs)</li> </ul>				
Week 7-8	<b>Prepare for examination</b> <b>Speaking:</b> <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Prepared reading</li> <li>• Unprepared reading</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>• Listening comprehension</li> </ul>	<b>Prepare for examination</b> <b>Reading</b> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature:             <ul style="list-style-type: none"> <li>-- Novel / short stories / folklore</li> <li>-- Drama</li> <li>-- Poems</li> </ul> </li> </ul>	<b>Prepare for examination</b> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Long transactional texts</li> <li>• Short transactional texts</li> </ul>	<b>Word level work:</b> revision <b>Sentence level work:</b> revision <b>Word meaning:</b> revision <b>Punctuation and spelling:</b> revision	
<b>TERM 4</b> <b>FORMAL END OF YEAR EXAMINATION</b>					
	<b>FORMAL ASSESSMENT TASK 9</b> <b>Paper 1: Oral [20 Marks]</b> <ul style="list-style-type: none"> <li>• Listening comprehension / prepared or unprepared speech</li> <li>• Completed during the term</li> <li>• Term 4 oral task is used as Paper 1 for the Year-end examinations</li> </ul>		<b>FORMAL ASSESSMENT TASK 10</b> <b>End of the year examination</b> <b>Paper 2: 2 Hours 30 min</b> <b>Response to Texts : [60 Marks]</b> <b>Question 1</b> <ul style="list-style-type: none"> <li>• Literary / non-literary text (20 marks)</li> </ul> <b>Question 2</b> <ul style="list-style-type: none"> <li>• Visual text (10 marks)</li> </ul> <b>Question 3</b> <ul style="list-style-type: none"> <li>• Summary (10 marks)</li> </ul> <b>Question 4</b> <ul style="list-style-type: none"> <li>• <b>Language Structures and Conventions</b> in context (20 marks)</li> </ul>		

### 3. isiNdebele Home Language

IGeyidi yobu-8 IThemu yesi-2				
IIMVEKE	UKULALELA NOKUKHULUMA	UKUFUNDA NOKUBUKELA	UKUTLOLA NOKWETHULA	IZAKHIWO NEMITHETJHWANA YOKUSETJENZISWA KWELIMI
8	Ingcoco yezomlomo yokumumethweko ngengogwana iCOVIT 19.	UkuFundela ukuzwisisa- Ukufundela ilwazi- itheksti ephathelene nengogwana iCOVIT 19	Akutlolwa litho ngonobangela wesikhathi esincitjhisweko	Zihlotjaniswa netheksti ephathelene nengogwana ye-COVID-19



Igeyidi yobu-8 Ithemu yesi-3

IIMVEKE	UKULALELA NOKUKHULUMA	UKUFUNDA NOKUBUKELA	UKUTLOLA NOKWETHULA	IZAKHIWO NEMITHETJHWANA YOKUSETJENZISWA KWELIMI
1-2	<p><b>Amaqinga wokuLalela nokuKhuluma</b>  <b>Ukulalela ukuzwisisa</b></p> <ul style="list-style-type: none"> <li>• Ukulalela iinlayelo/ iinkombatjhuba</li> <li>• Ukutlola amanowuthi</li> <li>• Ukuphendula imibuzo</li> </ul> <p>Imihlobo ehluhlukeneko yezomlomo, isib. Ukwethula iindaba okungakalungiselelwa/ ikulumo</p> <p><b>Ukunikela ikombatjhuba</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo wetheksti</li> <li>• Ilimi nemithetjhwana</li> <li>• Ilimi lomzimba</li> </ul>	<p><b>UkuFunda itheksti yelwazi ebukelwako, isib. imimebhe, iimeregi, iinkali</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo</li> <li>• Ukusetjenziswa kwelimi</li> <li>• Amatshwayo</li> </ul> <p><b>Indlela yekambiso yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda/Ukulungiselela ukufunda (Ukwethula itheksti)</li> <li>• Ngesikhathi sokufunda (amatshwayo wetheksti)</li> <li>• Ngemuva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga)</li> </ul> <p><b>UkuFunda/ukuBukela itheksti ebukelwako</b></p> <ul style="list-style-type: none"> <li>• UkuSkena</li> <li>• Ukufunda okungeneleleko</li> <li>• Ukuthatha iinqunto</li> <li>• <b>Ukwenza isirhunyezo (ukusebenzisa imimebhe-ngqondo)</b></li> </ul>	<p><b>Amatheksti wokuthintana isib. linkombatjhuba/iinlayelo.</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifaneleko</li> <li>• Ukuhlela okumumethweko (ummebhe-ngqondo)</li> <li>• Imibono eqakathekileko nesekelako</li> <li>• Imithetjhwana yeengaba.</li> <li>• Ukuthuthuka kweengaba ngefanelo ukuqinisekisa ukukhambelana kwazo.</li> <li>• Ukusebenzisa iinhlanganisi ukwenza iingaba zikhambelane.</li> <li>• Imithetjhwana yelimi.</li> </ul> <p><b>Ukunqophisa ekambisweni yendlela yokutlola</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukutlathabeja</li> <li>• Ukubuyekeza</li> <li>• Uku-editha</li> <li>• Ukufundela ukulungisa iimphoso nokwethula</li> </ul> <p><b>Ukutlola itheksti yelayelo</b></p>	<p><b>Umsebenzi osezigeni lemagama:</b>  Isiphawulo; amabizo ajayelekileko; amabizombala, iinhlanganiso</p> <p><b>Izinga lomutjho:</b> imitjho eziinhloko; isitatimende; iinkhathi zesenzo; iintatimende eziqathekileko nezisekelako; imitjho elula nepandepande.</p> <p><b>Ihlathululo yegama</b> abomqondofana; abomqondophika; ihlathululo yobujamo obuthileko</p> <p><b>Amatshwayo wokufunda nokutlola nokupeleda:</b>  amaphetheni wokupeleda: ungi, ikhoma</p>
3-4	<p><b>Amaqinga wokuLalela nokuKhuluma</b>  <b>Ikulumo elungiselelweko esuselwe endabeni yomphakathi</b></p> <ul style="list-style-type: none"> <li>• Ukulalela ikulumo</li> <li>• Ukutlola amanowuthi</li> <li>• Ilimi namandla</li> <li>• Iphimbo</li> <li>• Umoya</li> <li>• Isingeniso nesiphetho</li> <li>• Ukuphendula imibuzo</li> </ul> <p><b>Ingcoco</b></p> <ul style="list-style-type: none"> <li>• Ukutjengisa indima edlalwa mumuntu</li> <li>• Iinkhulumi ziyadlhegana</li> </ul>	<p><b>Ithekezi yezemitlolo njengekulumo erekhodiwe kumabonwakude/emrhatjhwani ephathelene neendaba zomphakathi</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo wetheksti:</li> <li>• Ukusetjenziswa kwelimi</li> <li>• Isakhiwo</li> <li>• Abadlali ndima</li> </ul> <p><b>Indlela yekambiso yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda/ Ukulungiselela ukufunda (ukwethula itheksti)</li> <li>• Ngesikhathi sokufunda (amatshwayo wetheksti)</li> <li>• Ngemuva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga)</li> </ul>	<p><b>Ukutlola ikulumo esuselwe eendabeni zomphakathi</b>  <b>Imithetjhwana yeengaba</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo</li> <li>• Imitjho eziingeniso</li> <li>• Imibono eqakathekileko nesekelako</li> <li>• Ukuhleleka nokukhambelana kwemibono</li> <li>• Imithetjhwana yelimi</li> </ul> <p><b>Ukunqophisa ekambisweni yendlela yokutlola</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukutlathabeja</li> <li>• Ukubuyekeza</li> <li>• Uku-editha</li> </ul>	<p><b>Umsebenzi osezigeni legama:</b>  Izenzo</p> <p><b>Umsebenzi osezigeni lomutjho:</b>  Isikhathi sanje, isikhathi esadlulako, Ukusetjenziswa ilimi elithinta imizwa nelibubobolwana ukwakheka kwemitjho, ukulandula, Ukwakheka kwemibuzo</p> <p><b>Ihlathululo yegama:</b>  Ihlathululo esobala, abomqondofana, abomqondophika, abomabizwafana</p> <p><b>Amatshwayo wokufunda nokutlola nokupeleda:</b> amaphetheni wokupeleda imithetjhwana</p>

	<ul style="list-style-type: none"> <li>• Ukuhlathulula imibono nokufinyelela esivumelwaneni</li> <li>• Ukusebenzisa ilimi, isitayela nerejista elifaneleko</li> </ul> <p>Ukwethula</p>	<p><b>Ikondlo</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo aqakathekileko wekondlo</li> <li>• Isakhiwo sangaphakathi sekondlo, iimfenqo/iinthombe mqondo, ivumelwano, igido</li> <li>• Isakhiwo sangaphandle sekondlo, imida, amagama, iindima</li> <li>• Ithiphografi</li> <li>• ihlathululo efanekisako</li> <li>• Umoya wekondlo</li> <li>• Ummongo nomlayezo</li> <li>• Umbono womtoli</li> <li>• Amaphuzu nemibono</li> <li>• Ihlathululo efanekisako</li> </ul>	<ul style="list-style-type: none"> <li>• Ukufundela ukulungisa iimphoso nokwethula</li> </ul> <p><b>Ukutlola ikulumo</b></p>	
<b>Umsebenzi ohlolwako –zomlomo (Abotitjhera bathoma ikambiso yokuhlola kilomzombe ukuqinisekisa bonyana boke abafundi bayahlolwa ekupheleni kwethemu</b>				
5-6	<p><b>Amaqinga wokuLalela nokuKhuluma</b></p> <p><b>Ukulalelela ukuzwisisa</b></p> <ul style="list-style-type: none"> <li>• Indlela yekambisoyokulalela</li> <li>• Ukuphendula ngokutlola</li> </ul> <p><b>UkuLalela/ukubukela iindinyana ezithethwe emdlalweni</b></p> <ul style="list-style-type: none"> <li>• Ukufundisa amatshwayo nemithetjhwana</li> <li>• Ukukhetha isitayela, irejista nelwazimagama</li> <li>• Ukudlhegana</li> <li>• Ukusebenzisa amaqinga wokudosa/wokuheha</li> </ul>	<p><b>Ithekezi yezemitlolo njengomdlalo</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo wethekezi yezemitlolo: njengabalingisi, izenzeko, ikulumpendulwano, isakhiwo, irarano, isendlalelo, isizinda, umcoci, ummongo</li> </ul> <p><b>Indlela yekambiso yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda/ Ukulungiselela ukufunda (ukwethula ithekezi)</li> <li>• Ngesikhathi sokufunda (amatshwayo wethekezi)</li> <li>• Ngemva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga)</li> </ul>	<p><b>I-eseyi ehlatululako esuselwe kumdlalo</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo namatshwayo afaneleko</li> <li>• Ukuhlela okumunywethweko (imebhengqondo)</li> <li>• Imibono eqakathekileko nesekelako</li> <li>• Imithetjhwana yeengaba</li> <li>• Ukulandelana ngefanelo kweengaba ukuqinisekisa bonyana zilamana ngefanelo</li> <li>• Ukusebenzisa iinhlanganisi ukuqinisekisa ukukhambelana.</li> <li>• Imithetjhwana yelimi</li> </ul> <p><b>Ukunqophisa ekambisweni yendlela yokutlola</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukutlathabeja</li> <li>• Ukubuyekeza</li> <li>• Uku-editha</li> <li>• Ukufundela ukulungisa iimphoso nokwethula</li> </ul> <p><b>Ukutlola i-eseyi ehlatululako</b></p>	<p><b>Umsebenzi osezigeni legama:</b> Isandiso sendawo nesobujamo</p> <p><b>Umsebenzi osezigeni lomutjho:</b> Ukuhleleka kwamagama ngefanelo, ukwakheka kwemibuzo, ihlonipho, ukwakheka kwemitjho, iindlela zesenzo, umutjho onqophileko nosepambosini yokwenziwa</p> <p><b>Ihlathululo yegama:</b> Ihlathululo efihlekileko, ihlathululo esobala</p> <p><b>Amatshwayo wokufunda nokutlola nokupeleda:</b> iinrhunyezo, abonobuza, abadzubhula, ungi, ikhoma</p>
Iveke 7-8	<p><b>Amaqinga wokuLalela nokuKhuluma</b></p> <p><b>Ukulalelela ukuzwisisa (ithekezi yamaqiniso isib. i-athikili yephephandaba)</b></p>	<p><b>Ithekezi yezemitlolo njengendatjana efitjhani</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo wethekezi yezemitlolo: njengabalingisi, izenzeko, ikulumpendulwano</li> </ul>	<p><b>Ukutlola ukubuyekeza kwendatjana</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo sethekezi</li> <li>• Amatshwayo nemithetjhwana</li> <li>• Irejista</li> <li>• Abamukelilwazi</li> </ul>	<p><b>Umsebenzi osezigeni legama:</b> linthomo neelungelelo</p> <p><b>Umsebenzi osezigeni lomutjho:</b> ukwakheka kwemitjho, imihlobo yemitjho, iinkathi zesenzo, isitatimende, ihlonipho, izaga</p>

	<ul style="list-style-type: none"> <li>• Ukulalelela ukuzwisisa</li> <li>• Ukutlola amanowuthi</li> <li>• Ukuphendula imibuzo</li> </ul> <p><b>INGCOCO YESIQHEMA</b></p> <ul style="list-style-type: none"> <li>• Ukutjengisa indima edlalwa mumuntu</li> <li>• linkhulumi ziyadlhegana</li> <li>• Ukuhlathulula imibono nokufinyelela esivumelwaneni</li> <li>• Ukusebenzisa ilimi, isitayela nerejista elifaneleko</li> <li>• Ukwethula</li> </ul>	<p>pendulwano, isakhiwo, irarano, isendlalelo, isizinda, umcoci, ummango</p> <p><b>Indlela yekambiso yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda/Ukulungiselela ukufunda (ukwethula itheksti)</li> <li>• Ngesikhathi sokufunda (amatshwayo wetheksti)</li> <li>• Ngemva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga)</li> </ul> <p><b>Amaqinga wokufundela ukuzwisisa</b></p> <ul style="list-style-type: none"> <li>• Umnqopho nabamukeleilwazi</li> <li>• Ukuthatha iinqunto</li> <li>• Ukunikela imibono yakhe</li> <li>• Ukuhlukanisa phakathi kwamaqiniso nemibono</li> <li>• Ihlathululo enqophileko nefanekisako</li> </ul> <p><b>Ikondlo</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo aqakathekileko wekondlo</li> <li>• Isakhiwo sangaphakathi sekondlo, iimfenqo/iinthombe mqondo, ivumelwano, igido</li> <li>• Isakhiwo sangaphandle sekondlo, imida, amagama, iindima</li> <li>• Ithiphografi</li> <li>• ihlathululo efanekisako</li> <li>• Umoya wekondlo</li> <li>• Ummongo nomlayezo</li> </ul>	<ul style="list-style-type: none"> <li>• Iphimbo</li> </ul> <p><b>Ukunqophisa ekambisweni yendlela yokutlola</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukutlathabeja</li> <li>• Ukubuyekeza</li> <li>• Uku-editha</li> <li>• Ukufundela ukulungisa iimphoso nokwethula</li> </ul>	<p><b>Ihlathululo yegama:</b> Abomqondofana, abomqondophika, abomabizwafana, paronyms</p> <p><b>atshwayo wokufunda nokutlola nokupeleda:</b> ama-akhronimi</p>
Iveke 7	<b>Umsebenzi wokuhlola</b>	<b>Isivivinyo sezemitlolo</b>		

IGreyidi ye-9 IThemu yesi-4				
IIMVEKE	UKULALELA NOKUKHULUMA	UKUFUNDA NOKUBUKELA	UKUTLOLA NOKWETHULA	IZAKHIWO NEMITHETJHWANA YOKUSETJENZISWA KWELIMI
1-2	<p><b>Amaqhingwa wokuLalela nokuKhuluma</b>  <b>Ukulalelela ukuzwisisa (okufana nokulalela itheksti etoliweko/elalelwa beyibukelwe)</b></p> <ul style="list-style-type: none"> <li>• Ukubona imibono eqakathekileko nesekelako</li> <li>• Ukutlola amanowuthi</li> <li>• Ukwabelana ngemibono nangelemuko begodunokutjengisa ukuzwisisa iminqopho</li> <li>• Ukubona amaqhingwa wokukholwisa nabuqobolwana lapho kukghoneka khona</li> <li>• Ukuphendula imibuzo</li> </ul> <p><b>Ingcoco: Ikulumiswano esuselwe ku-athikili yemagazini</b>  <b>UkuLalelela ukuzwisisa</b></p> <ul style="list-style-type: none"> <li>• Ukutjengisa indima edlalwa mumuntu</li> <li>• linkhulumi ziyadlhegana</li> <li>• Ukuhlathulula imibono nokufinyelela esivumelwaneni</li> <li>• Ukusebenzisa ilimi, isitayela nerejista elifaneleko</li> </ul>	<p><b>Ukufunda i-athikili yephephandaba/ yemegezini</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo</li> <li>• Ilemuko lelimi elihlabako</li> <li>• Amatshwayo wetheksti</li> <li>• Ukulandelanisa</li> </ul> <p><b>Indlela yekambiso yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda/Ukulungiselela ukufunda (Ukwethula itheksti)</li> <li>• Ngesikhathi sokufunda (Amatshwayo wetheksti)</li> <li>• Ngemuva kokufunda (Ukuphendula imibuzo, ukumadanisa, irarano, ukuhlunga)</li> </ul> <p><b>Ukufundela/ukubukelela ukusebenzisa ilwazi (amatheksti atoliweko/abukelwako/ weenrhatjhi ezihlukahlukeneko)</b></p> <ul style="list-style-type: none"> <li>• Ukufunda ngokungeneleleko</li> <li>• Ukuthatha iinqunto</li> <li>• Ukuba nebonelo phambili</li> <li>• Ukwakha isithombe ngengqondo</li> <li>• Iinhathululo zamagama</li> <li>• Amaphuzu nemibono</li> </ul> <p><b>Ukutlola isirhunyezo</b></p>	<p><b>Ithekesti yokuthintana ede isib. I-athikili yemagazini</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifaneleko</li> <li>• Umnqopho</li> <li>• Imibono eqakathekileko nesekelako</li> <li>• Ukusetjenziswa kwelimi.</li> <li>• Ukuhleleka ngefaneke kwemitjho.</li> <li>• Ukusebenzisa iinhlanganisi ukuqinisekisa ukukhambelana.</li> <li>• Ukusebenzisa imihlobo ehluahlukeneko yemitjho, ubude nezakhiwo</li> </ul> <p><b>Ukunqophisa ekambisweni yendlela yokutlola</b></p> <ul style="list-style-type: none"> <li>• Ukuhleleka</li> <li>• Ukutlathabeja</li> <li>• Ukubuyekeza</li> <li>• Uku-editha</li> <li>• Ukufundela ukulungisa iimphoso nokwethula</li> </ul> <p><b>Ukutlola i-athikili yemagazini</b></p>	<p><b>Umsebenzi osezigeni legama:</b>          ubunye nobunengi; ubulili; iinciphiso</p> <p><b>Umsebenzi osezigeni lomutjho:</b>          ikulumo enqophileko; ikulumo emubiko; imihlobo yemibuzo; iphuzu nemibono; ukwakheka komutjho, imitjho, ihlathululo enganatlha; iphimbo; ibizo elinesithomo u-uku-<b>Ihlathululo yegama:</b>          abomqondofana; abomqondophika; ihlonipho; abomabizwafana; ihlathululo esobala nefanekisako</p> <p><b>Amatshwayo okufunda nokutlola:</b>          abodzubhula; amaphetheni wokupeleda</p>
3-4	<p><b>Amaqhingwa wokukhuluma nokuLalela Indlela yekambiso yokulalela:</b></p> <ul style="list-style-type: none"> <li>• Ukulalelela ukuzwisisa</li> <li>• Ukutlola amanowuthi</li> <li>• Ukuphendula imibuzo</li> </ul> <p><b>Ingcoco</b></p> <ul style="list-style-type: none"> <li>• Ukutjengisa indima edlalwa mumuntu</li> <li>• linkhulumi ziyadlhegana</li> <li>• Ukuhlathulula imibono nokufinyelela esivumelwaneni</li> <li>• Ukusebenzisa ilimi, isitayela nerejista elifaneleko</li> </ul>	<p><b>Ithekesti yezemitlolo njengenoveli/indatjana efitjhani/umdlalo</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo wetheksti yezemitlolo: njengabalingisi, izenzeko, ikulumo- pendulwano, isakhiwo, irarano, isendalalelo, isizinda, umcoci, ummango</li> </ul> <p><b>Indlela yekambiso yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda/Ukulungiselela ukufunda (ukwethula itheksti)</li> <li>• Ngesikhathi sokufunda (amatshwayo wetheksti)</li> </ul>	<p><b>Ukutlola itheksti yokuthintana: idayarini</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifaneleko</li> <li>• Umnqopho</li> <li>• Umbono oqakathekileko nosekelako.</li> <li>• Ukuhleleka kwemitjho ngefanelo.</li> <li>• Ukusebenzisa iinhlanganiso ukuqinisekisa ukukhambelana.</li> <li>• Ukusebenzisa imihlobo ehluahlukeneko yemitjho, ubude nezakhiwo.</li> </ul> <p><b>Ukunqophisa ekambisweni yendlela yokutlola</b></p>	<p><b>Umsebenzi osezigeni legama:</b>          isabizwana samambala; sesibaluli lindlela zesenzo -Eyamileko          Ekateleleko          Yamandla          Esabizo          Yesimo/yobujamo</p> <p><b>Umsebenzi osezigeni lomutjho:</b>          iinkhathi; imihlobo yemitjho; ikulumo; iphimbo; ukwakheka komutjho ikulumo enqophileko; ikulumo emubiko; imihlobo yemibuzo; iphuzu nombono; ihlathululo</p>

		<ul style="list-style-type: none"> <li>• Ngemva kokufunda (ukuphendula imibuzo, ukumadanisa, ukuphikisana, ukuhlunga)</li> </ul> <p><b>Ukufundela ukuzwisisa: (itheksti ethathelwe etheksibhugwini)</b></p> <ul style="list-style-type: none"> <li>• Ukuskima, ukuskena, ukubona ngelihlo lengqondo</li> <li>• Ukufunda okungeneleleko</li> <li>• Ukuthatha isiqunto</li> <li>• Incazelo yamagama</li> <li>• Umbono womtlozi</li> <li>• Iphuzu nombono</li> <li>• Ihlathululo efihlakeleko</li> </ul> <p><b>Ukutlola isigaba nofana isirhunyezo ngamaphuzu</b></p>	<ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukutlathabeja</li> <li>• Ukubuyekeza</li> <li>• Uku-editha</li> <li>• Ukufundela ukulungisa iimphoso nokwethula</li> </ul> <p><b>Ukutlola idayari</b></p>	<p>enganatla; iphimbo; ibizo elinesithomo u-uku-</p> <p><b>Ihlathululo yegama:</b> ihlathululo esobala nefanekisako/efihlekileko</p> <p><b>Amatshwayo wokufunda nokutlola:</b> amaphetheni wokupeleda;</p>
5-6	<p><b>Amaqinga wokuLalela nokuKhuluma</b></p> <p><b>UkuLalela itheksti erekhodiweko</b></p> <ul style="list-style-type: none"> <li>• Itheke erekhodiweko iyadlalwa</li> <li>• Amakghono wokufunda afaneleko avezelwa abafundi</li> <li>• Ukusetjenziswa kwamatshwayo wokufunda nokutlola ethekstini efundiweko</li> <li>• Isingeniso nesiphetho</li> </ul> <p><b>Ingcoco ephathelene netheksti erekhodiweko</b></p> <ul style="list-style-type: none"> <li>• Ukuthatha isiqunto ngesihloko</li> <li>• Ukubuyekeza imithetjhwana</li> <li>• Ukusebenzisa iinsiza ukuragisela phambili ikulumo-pendulwano</li> <li>• Iindima zabadlali ndima</li> <li>• Ukuvula nokuvula</li> <li>• Ukuzijayeza</li> <li>• Ukwethula</li> </ul>	<p><b>Itheke yezemitlolo njengomdlalo/ umdlalo wesiteji</b></p> <p><b>Indlela yekambiso yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Ngaphambi kokufunda/Ukulungiselela ukufunda (Ukwethula itheksti)</li> <li>• Ngesikhathi sokufunda (Amatshwayo wetheksti)</li> <li>• Ngemuva kokufunda (Ukuphendula imibuzo, ukumadanisa, irarano, ukuhlunga)</li> </ul> <p><b>Ikondlo</b></p> <ul style="list-style-type: none"> <li>• Amatshwayo aqakathekileko wekondlo</li> <li>• Isakhiwo sekondlo esifihlekileko, iimfenqo/ iinthombengqondo, ivumelwano, ukurhobelana, igido</li> <li>• Isakhiwo sangaphandle sekondlo, imida, iindima,</li> <li>• Ithiphografi</li> <li>• Ihlathululo efanekisako</li> <li>• Umoya wekondlo</li> <li>• Ummongo nomlayezo</li> </ul> <p><b>Ukufundela ukuzwisisa: (isib. ikulumo pendulwano)</b></p> <ul style="list-style-type: none"> <li>• Umnqopho, abamukeli-lwazi abanqotjhiweko, ubujamo</li> </ul>	<p><b>Amatheksti wokuthintana isib. Umbiko weembikindaba</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifaneleko</li> <li>• Umnqopho</li> <li>• Ukuthatha ihlangothi nokuzindla</li> <li>• Ukusebenzisa ilimi lokukholwisa/lokuphatha buqobolwana</li> <li>• Ukudzimelela kokholelwa kikho</li> <li>• Imibono eqakathekileko nesekelako.</li> <li>• Ukuhleleka kwemitjho ngefanelo.</li> <li>• Ukusebenzisa iihlanganiso ukuqinisekisa ukukhambelana.</li> <li>• Ukusebenzisa imihlobo ehluhlukeneko yemitjho, ubude nezakhiwo.</li> </ul> <p><b>Ukunqophisa ekambisweni yendlela yokutlola</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukutlathabeja</li> <li>• Ukubuyekeza</li> <li>• Uku-editha</li> <li>• Ukufundela ukulungisa iimphoso nokwethula</li> </ul> <p><b>Ukutlola umbiko weembikindaba ngokulandela indlela yekambiso yokutlola</b></p>	<p><b>Umsebenzi osezigeni legama:</b> Izabizwana zesibaluli /sesithadhuli; ubunye nobunengi</p> <p><b>Umsebenzi osezigeni lomutjho:</b> ikambiso; ukumadanisa/ukuhlukanisa; isigaba esihlathululako; iingaba ezisingeniso nezisiphetho; imitjho; ikulumo; iphimbo ubuhlangothi, ukuzindla</p> <p><b>Ihlathululo yegama:</b> abomqondofana, abomqondophika</p> <p><b>Amatshwayo wokufunda nokutlola nokupeleda:</b> abodzubhula, amaphetheni wokupeleda; amatshwayo wokufunda nokutlola</p>



		<ul style="list-style-type: none"> <li>• Ukuhlathulula ummongo/umlayezo</li> <li>• Ukuthatha isiqunto</li> <li>• Ukunikela umbono</li> <li>• Ihlathululo enqophileko nefihlakeleko</li> <li>• Isendlalelo setheksti nomtlozi kezokuhlalisana nezombusazwe</li> </ul>		
Iveke 5	<b>Umsebenzi ohlolwako</b>		<b>IPhepha lesi-3 – Ukutlamba umtlozi nomtlozi wokuthintana</b>	
Iveke 7-8	<b>Ukulungiselela iinhlalubo</b> <b>Ukukhuluma:</b> <ul style="list-style-type: none"> <li>• Ingcoco</li> <li>• Ukufunda okulungiselelweko</li> <li>• Ukufunda okungakalungiselelwa</li> </ul>	<b>Ukulungiselela iinhlalubo</b> <b>Ukufunda:</b> <ul style="list-style-type: none"> <li>• Ukufundela ukuzwisisa</li> <li>• Ukuhunyeka</li> <li>• Zemitlozi: <ul style="list-style-type: none"> <li>-Inoveli/ indatjana efitjhani/ umtlozi-ndabuko</li> <li>- Umdlalo</li> <li>-linkondlo</li> </ul> </li> </ul>	<b>Ukulungiselela iinhlalubo</b> <b>Ukutlola:</b> <ul style="list-style-type: none"> <li>• Ama-eseyi</li> <li>• Amatheksti wokuthintana amade</li> <li>• Amatheksti wokuthintana amafitjhani</li> </ul>	<b>Umsebenzi oseziningeni legama:</b> Ukubuyekeza  <b>Umsebenzi oseziningeni lomutjho:</b> Ukubuyekeza  <b>Ihlathululo yegama:</b> Ukubuyekeza  <b>Amatshwayo wokufunda nokutlola nokupeleda:</b> Ukubuyekeza
Iveke 9-10		<b>IPhepha lesi-2: IHlalubo yokuPhela koMnyaka</b>		

#### 4. isiXhosa Home Language

IBANGA LESI- 8 IKOTA YESI-2				
Isakhono	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki -1	Incoko yomlomo ngeCOVID-19	<p>Ukufunda isicatshulwa esinka ulwazi esinemifanekiso –(itekisi ngeCOVID-19)</p> <ul style="list-style-type: none"> <li>• Ifomati</li> <li>• Ukusetyenziswa ulwimi</li> <li>• Iimpawu</li> </ul> <p>Inkqubo yokufunda</p> <ul style="list-style-type: none"> <li>• Phambi kokufunda (ukwazisa itekisi)</li> <li>• Ngeli xesha ufundayo (iimpawu zeetekisi)</li> <li>• Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</li> </ul>	Akukho msebenzi ubhalwayo ngenxa yexesha elincinci	<p>Ziselwe kwitekisi yeCOVID-19 umzekelo</p> <p><b>Inqanaba lokusebenza ngamagama:</b> Izimaphambili, izichazi</p> <p><b>Inqanaba lokusebenza ngezivakalisi:</b> Ukubhala ingxelo, ingxelo eziyinyani, uluvo</p> <p><b>Intsingiselo yamagama:</b> Izichasi, izithethantonye</p> <p><b>Iimpawu zokubhala nepelo:</b> Iindlela zokupela, isingxi, ikoma</p>



IBANGA LESI-8 IKOTA YESI-3				
Isakhono	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki 1-2	<p><b>Ubuchule bokuphulaphula nokuthetha Isicatshulwa esiphulaphulwayo</b></p> <p>*Ukuphulaphula imiyalelo/izalathisi</p> <p>*Ukuthatha amanqaku</p> <p>* Ukuphendula imibuzo</p> <p>Iindidi zeorali umz: intetho engalungiswanga yephephandaba/inteho</p> <p><b>Ukunika izalathisi:</b></p> <ul style="list-style-type: none"> <li>• Iimpawu zetekisi</li> <li>• Ukusebenzisa ulwimi nemigaqo</li> <li>• Indlela yokusebenzisa umzimba</li> </ul>	<p><b>Ukufunda itekisi enika ulwazi ebonwayo umz: iimephu, uphawu lomhlaba</b></p> <ul style="list-style-type: none"> <li>• Ifomathi</li> <li>• Ukusebenzisa ulwimi</li> <li>• Iimpawu zetekisi</li> </ul> <p><b>Inkqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Phambi kokufunda (ukwazisa itekisi)</li> <li>• Ngeli xesha ufundayo (iimpawu zeetekisi)</li> <li>• Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</li> </ul> <p><b>Ukufunda/ukubukela itekisi ebonwayo</b></p> <ul style="list-style-type: none"> <li>• Ukukrwaqula/balekisa amehlo</li> <li>• Ukufunda ngokunzulu</li> <li>• Ukuthekelela</li> </ul> <p><b>• Isishwankathelo usebanzisa imephu yengqondo</b></p>	<p><b>Ukubhala iitekisi ezimfutshane, umz: Izalathisi/Ukunika imiyalelo</b></p> <ul style="list-style-type: none"> <li>• Imo/ifomathi efanelekileyo</li> <li>• Ukulungiselela umxholo (imephu yengqondo)</li> <li>• Iingcinga eziphambili nezixhasayo</li> <li>• Imigaqo yemihlathi</li> <li>• Ukukhulisa imihlathi ngengqiqo ukuqinisekisa ukunamathelana</li> <li>• Ukusebenzisa izihlanganisi ukunamathelana</li> <li>• Imigaqo yolwimi</li> </ul> <p><b>Ukugxininisa kwinkqubo yokubhala</b></p> <p>*Ukucwangcisa/phambi kokubhala,</p> <p>*Ukuyila/ukwenza iidrafti,</p> <p>*Ukuhlaziya,</p> <p>*Ukuhlela,</p> <p>*Ukulungisa iziphene</p> <p>*Nokunikezela</p> <p><b>Ukubhala itekisi enika imiyalelo</b></p>	<p><b>Inqanaba lokusebenza ngamagama:</b></p> <p>Izichazi, zibizo, izihlanganisi</p> <p><b>Inqanaba lokusebenza ngezivakalisi:</b></p> <p>Izivakalisi ezizintoko nezixhasayo, amaxesha, izivakalisi ezilula nezimbaxa</p> <p><b>Intsingiselo yamagama:</b></p> <p>Izichasi, izithethantonye</p> <p><b>Iimpawu zokubhala nepelo:</b></p> <p>Iindlela zokupela, isingxi, ikoma, uphawu lokubuza</p>
Iveki 3-4	<p><b>Ubuchule bokuphulaphula nokuthetha Intetho elungiselelweyo esekelwe kwimiba yezentlalo</b></p> <ul style="list-style-type: none"> <li>• Ukuphulaphula intetho</li> <li>• Ukuthatha amanqaku</li> <li>-- Ukusebenzisa ulwimi nmandla</li> <li>-- Ithoni</li> <li>-- Imvakalelo</li> <li>-- Isiqalo nesiphelo</li> <li>• Ukuphendula imibuzo</li> </ul>	<p><b>Itekisi yoncwadi enjengentetho erekhodiweyo kamabonakude/kunomathotholo esekelwe kwisimo sentlalo</b></p> <ul style="list-style-type: none"> <li>• Iimpawu eziphambili</li> <li>• Ukusebenzisa ulwimi</li> <li>• Isakhiwo</li> <li>• Abalinganisi</li> </ul> <p><b>Inkqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Phambi kokufunda (ukwazisa itekisi)</li> <li>• Ngeli xesha ufundayo (iimpawu zeetekisi)</li> <li>• Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</li> </ul>	<p><b>Ukubhala intetho esekelwe kwimeko yezentlalo</b></p> <p><b>Imigaqo yemihlathi:</b></p> <ul style="list-style-type: none"> <li>*Imo/ifomathi efanelekileyo</li> <li>*Iingcinga eziphambili nezixhasayo</li> <li>*Ulungelaneliso kunye nokuhlangana</li> <li>*Ukusebenzisa izihlanganisi ukuqinisekisa ukunamathelana</li> <li>*imigaqo yolwimi</li> </ul> <p><b>Ukugxininisa kwinkqubo yokubhala</b></p> <p>*Ukucwangcisa/phambi kokubhala,</p> <p>*Ukuyila/ukwenza iidrafti,</p> <p>*Ukuhlaziya,</p> <p>*Ukuhlela,</p> <p>*Ukulungisa iziphene</p>	<p><b>Inqanaba lokusebenza ngamagama:</b></p> <p>Izenzi</p> <p><b>Inqanaba lokusebenza ngezivakalisi:</b></p> <p>Ixesha langoku, eladlulayo, isivakalisi esilula, isivakalisi esimbaxa, ulwakhiwo lwesivakalisi, ulwimi oluchukumisayo nolusetyenziswa ngobuchule/ngokuqhathayo, isakhiwo sezivakalisi, imibuzo noluvo, ukuxhasa icala elinye, ukuqal'ugwebe</p> <p><b>Intsingiselo yamagama:</b></p> <p>Intsingiselo ethe ngqo, izithethantonye, omabizwafane,</p> <p><b>Iimpawu zokubhala nopelo:</b></p> <p>Iindlela zopelo nemigaqo</p>

		<p><b>Isihobe</b>  *Impawu eziphambili zombongo  *Isakhiwo sangaphakathi sombongo, izafobe, izigaba zentetho, umfanekiso ntelekelelo, imvano-siphelo, isingqisho  *Isakhiwo sangaphandle sombongo, imigca, amagama, izitanza zombongo  *Ubuchule bokushicilela/ubuchule bokubhala  *Intsingiselo efihlakeleyo/ezekelisayo  *Ifomathi  *Umxholo nomyalezo</p>	<p>*Nokunikezela  <b>Bhala intetho</b></p>	
Iveki 5-6	<p><b>Isicatshulwa esiphulaphulwayo</b>  • Inqubo yokuphulaphula  • Ukuphendula imibuzo  <b>Ukuphulaphula/ukubukela isiqwengana esiphuma kwidrama</b>  • Ukufundisa iimpawu nemigaqo  • Ukukhetha isitayile, irejista nesigama  • Izithethi zinikana amathuba  • Ukusebenzisa ulwimi olucengayo</p>	<p><b>Itekisi yoncwadi enjengedrama nomdlalo</b>  • Iimpawu zetekisi yoncwadi: ezifana nomlinganiswa, intshukumo, ingxoxo yababini, isakhiwo, impixano, imvelaphi, Isimo sentlalo, unobalisa, umxholo  <b>Inkqubo yokufunda:</b>  • Phambi kokufunda (ukwazisa itekisi)  • Ngeli xesha ufundayo (iimpawu zetekisi)  • Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</p>	<p><b>Isincoko esichazayo esisekelwe kwidrama/umdlalo</b>  * Imo/fofomathi neempawu efanelekileyo  • Ukulungiselela umxholo (imephu yengqondo)  • Lingcinga eziphambili nezixhasayo  • Imigaqo yemihlathi  • Ukulandelelana kwemihlathi ngokufanelekileyo ukuqinisekisa ukuba iyavakala na  • Ukusebenzisa izihlanganisi ukunamathelanisa  • Imigaqo yolwimi    <b>Ukugxininisa kwinkqubo yokubhala</b>  *Ukucwangcisa/phambi kokubhala,  *Ukuyila/ukwenza iidrafti,  *Ukuhlaziya,  *Ukuhlela,  *Ukulungisa iziphene  *Nokunikezela    <b>Bhala isincoko esichazayo</b></p>	<p><b>Inqanaba lokusebenza ngamagama:</b>  Izihlomelo zendawo  <b>Inqanaba lokusebenza ngezivakalisi:</b>  Ukulandelelanisa amagama kwisivakalisi ngendlela efanelekileyo, imibuzo, imo yezivakalisi ezinezihlonipho, ulwakhiwo lwesivakalisi, izivakalisi ezibonisa imo ethile umz uvuyo    <b>iintsingiselo zamagama,</b>  Amagama anentsingiselo efihlakeleyo, amagama anentsingiselo ethengca  <b>Iimpawu zokubhala nopelo:</b>  Uphawu lombuzo, uphawu lokhuzo, isingxi, ikoma</p>
Iveki 6	<p><b>UHLOLO OLUSESIKWENI-UMSEBENZI WESI-6</b>  <b>I-ORALI [amanqaku-20]</b>  Isicatshulwa esiphulaphulwayo/Intetho elungiselelweyo okanye engalungiselelwanga</p>			

Iveki 7 -8	<p><b>Ubuchule bokuphulaphula nokuthetha Isicatshulwa esiphulaphulwayo (itekisi enika ulwazi umz.inqaku lephephandaba)</b></p> <ul style="list-style-type: none"> <li>• Ukuphulaphula isicatshulwa</li> <li>• Ukuthatha amanqaku</li> <li>• Ukuphendula imibuzo</li> </ul>	<p><b>Itekisi yoncwadi ibali elifutshane</b> Iimpawu zetekisi yoncwadi: ezifana nomlinganiswa, intshukumo, ingxoxo yababini, isakhiwo, impixano, imvelaphi, Isimo sentlalo, unobalisa</p> <p><b>Inkqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Phambi kokufunda (ukwazisa itekisi)</li> <li>• Ngeli xesha ufundayo (iimpawu zeetekisi)</li> <li>• Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</li> </ul> <p><b>Ubuchule bokufunda isicatshulwa</b></p> <ul style="list-style-type: none"> <li>• Injongo, iqela ekujoliswe kulo kumxholo</li> <li>• Ukuthekelela</li> <li>• Ukunika uluvo lwake</li> <li>• Intsingiselo ecacileyi nefihlakeleyo</li> </ul> <p><b>Isihobe</b></p> <ul style="list-style-type: none"> <li>*Iimpawu eziphambili zombongo</li> <li>*Isakhiwo sangaphakathi sombongo, izafobe, izigaba zentetho, umfanekiso ntelekelelo, imvano-siphelo, isingqisho</li> <li>*Isakhiwo sangaphandle sombongo, imigca, amagama, izitanza zombongo</li> <li>*Ubuchule bokushicilela/ubuchule bokubhala</li> <li>*Intsingiselo efihlakeleyo/ezekelisayo</li> <li>*Isimo</li> <li>*Umxholo nomyalezo</li> </ul>	<p><b>Ukubhala irivyu yebali</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo setekisi</li> <li>• Iimpawu nemigaqo</li> <li>• Ukubizwa kwamagama</li> <li>• Iregista</li> <li>• Abaphulaphuli/ababukeli</li> <li>• Ithoni/imvakalo-zwi</li> </ul> <p><b>Ukugxininisa kwinkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>*Ukucwangcisa/phambi kokubhala,</li> <li>*Ukuyila/ukwenza iidrafti,</li> <li>*Ukuhlaziya,</li> <li>*Ukuhlela,</li> <li>*Ukulungisa iziphene</li> <li>*Nokunikezela</li> </ul>	<p><b>Inqanaba lokusebenza ngamagama:</b> Izimaphambili nezimamva, <b>Inqanaba lokusebenza ngezivakalisi:</b> Izakhi zezivakalisi, iintlobo zezivakalisi <b>Intsingiselo yamagama:</b> izithethantonye, izichasi, omabizwafane, izafobe: umbuzo-buciko <b>Iimpawu zokubhala nopelo: iindlela</b> zopelo, ukushiywa kwamagama, izifinyezo</p>
Iveki 7	<p><b>UHLOLO OLUSESIKWENI -UMSEBENZI -7</b> <b>Ukuphendula imibuzo yoncwadi [Amanqaku-30 ]</b> <b>(kwimeko ethile)</b></p> <ul style="list-style-type: none"> <li>• Umbongo(Amanqaku -10)</li> <li>• IDrama / Amabali amafutshane (Amanqaku-10)</li> <li>• Iintsomi / INoveli (Amanqaku-10)</li> </ul>			

IBANGA LESI-8 IKOTA YESI- 4				
Isakhono	Ukuphulaphula nokuthetha	Ukufunda nokubukela	Ukubhala nokunikezela	Izakhi nemigaqo yokusetyenziswa kolwimi
Iveki 1-2	<p><b>Ubuchule bokuphulaphula nokuthetha</b>  <b>Isicatshulwa esiphulaphulwayo</b>  <b>(njengokuphulaphula itekisi ebhaliweyo/eviwa-ibonwe)</b></p> <ul style="list-style-type: none"> <li>• Ukuchonga lingcinga eziphambili nezixhasayo</li> <li>• Ukubhala amanqaku</li> <li>• Ukwabelana ngeengcinga namava nokubonakalisa ukuqonda izinto</li> <li>• Ukuchonga iindlela ezicengayo/ezisetyenziswe ngobuchule apho kufaneleke</li> <li>• Ukuphendula imibuzo</li> </ul>	<p><b>Ukufunda inqaku</b>  <b>lephephandaba/lemagazini</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo</li> <li>• Ukusetyenziswa kolwimi</li> <li>• Iimpawu zetekisi</li> <li>• Ukulandelelanisa</li> </ul> <p><b>Inkqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Phambi kokufunda (ukwazisa itekisi)</li> <li>• Ngeli xesha ufundayo (iimpawu zeteki)</li> <li>• Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</li> </ul> <p><b>Ukufunda/ukubukela ngenjongo yokufumana ulwazi ngokusebenzisa (itekisi ebhaliweyo/ebonwayo/ iitekisi zemalhimidiya)</b></p> <ul style="list-style-type: none"> <li>• Ukufunda ngokunzulu</li> <li>• Ukuqikelela</li> <li>• Ukuthelekelela</li> <li>• umfanekiso-ngqondweni</li> <li>• Intsingiselo yamagama</li> <li>• Inyani noluvo</li> </ul> <p>Ukubhala Isishwankathelo</p>	<p><b>Umhlathi omde umz: inqaku</b>  <b>lephephandaba/lemagazini</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifanelekileyo</li> <li>• Injongo</li> <li>• Ukusebenzisa lingcinga eziphambili nezixhasayo</li> <li>• Ukulandelelanisa izivakalisi ngokwengqiqo</li> <li>• Ukusebenzisa izihlanganisi ukuqinisekisa ukunamathelana</li> <li>• Ukusebenzisa iintlobo zezivakalisi, Ubude nolwakhiwo</li> </ul> <p><b>Ukugxininisa kwenkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa phambi kokubhala</li> <li>• Ukuyila/ukwenza idrafti</li> <li>• Ukuhlaziya</li> <li>• Ukuhlela</li> <li>• Ukulungisa iziphene nokunikezela</li> </ul> <p><b>Ukubhala inqaku</b>  <b>lephephandaba/lemagazini</b></p>	<p><b>Inqanaba lokusebenza ngamagama:</b>  Isinye nesininzi. Isini, isinciphiso</p> <p><b>Inqanaba lokusebenza ngezivakalisi:</b>  Intetho ngqo, ingxelo-ntetho, iindidi zemibuzo, inyani noluvo, isakhiwo sezivakalisi, ububholo-mbini bezivakalisi, ilizwe, izikhankanyi</p> <p><b>Iintsingiselo yamagama:</b>  Izithethantonye, izichasi, isihlonipho, amabizwafane, intsingiselo ecacileyo nefihlakeleyo/ezekelisayo</p> <p><b>Iimpawu zokubhala nopelo:</b>  Iimpawu zocaphulo, iindlela zokupela</p>
Iveki 3-4	<p><b>Ubuchule bokuphulaphula nokuthetha</b>  Ubuchule bokuphulaphula nokuthetha</p> <p><b>Inkqubo yokuphulaphula:</b></p> <ul style="list-style-type: none"> <li>• Isicatshulwa esiphulaphulwayo</li> <li>• Ukuthatha amanqaku</li> <li>• Ukuphendula imibuzo</li> </ul>	<p><b>Itekisi yoncwadi: enjengenoveli, ibali elifutshane/idrama</b></p> <ul style="list-style-type: none"> <li>• Iimpawu eziphambili zetekisi yoncwadi: njengomlinganiswa, intshukumo, ingxoxo yababini, isakhiwo, impixano, imvelaphi, Isimo sentlalo, unobalisa, umxholo</li> </ul> <p><b>Inkqubo yokufunda</b></p> <ul style="list-style-type: none"> <li>• Phambi kokufunda (ukwazisa itekisi)</li> <li>• Ngeli xesha ufundayo (iimpawu zeetekisi)</li> <li>• Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</li> </ul>	<p><b>Ukubhala umhlathi/itekisi yonxibelelwano: ungeniso kwidayari</b></p> <ul style="list-style-type: none"> <li>• Imo/ifomathi efanelekileyo</li> <li>• Injongo</li> <li>• Ukusebenzisa iingcinga eziphambili nezixhasayo</li> <li>• Ukulandelelanisa izivakalisi ngokwengqiqo</li> <li>• Ukusebenzisa izihlanganisi ukuqinisekisa ukunamathelana</li> <li>• Ukusebenzisa iintlobo zezivakalisi, ubude nolwakhiwo</li> </ul> <p><b>Ukugxininisa kwinkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala</li> </ul>	<p><b>Inqanaba lokusebenza ngamagama:</b>  Izihlomelo, izichazi ezakhiwe kwezinye izigaba zentetho</p> <p><b>Inqanaba lokusebenza ngezivakalisi:</b>  Amaxesha ezenzi, iintlobo zezivakalisi, intetho, ulwakhiwo lwezivakalisi, intetho nengxelo-ntetho, ukubuza imibuzo, inyani noluvo, ubumbolo-mbini bezivakalisi</p> <p><b>Iintsingiselo yamagama:</b>  intsingiselo ecacileyo nefihlakeleyo, izafobe</p> <p><b>Iimpawu zokubhala/ukufunda:</b></p>

		<p><b>Isihobe</b></p> <ul style="list-style-type: none"> <li>• Iimpawu eziphambili zombongo</li> <li>• Isakhiwo sangaphakathi sombongo, izafofe, izigaba zentetho, umfanekiso ntelekelelo, imvano-siphelo, isingqisho</li> <li>• Isakhiwo sangaphandle sombongo, imigca, amagama, izitanza</li> <li>• Ubuchule bokushicilela/ubuchule bokubhala</li> <li>• Intsingiselo efihlakeleyo</li> <li>• Isimo</li> <li>• Umxholo nomyalezo</li> </ul> <p><b>Ukufunda isicatshulwa: (itekisi evela kwincwadi yokufunda)</b></p> <ul style="list-style-type: none"> <li>• Ukukrwaqula, ukufunda ngokukhawuleza, ukubonakalisa ngokucingela</li> <li>• Ukufunda ngokunzulu</li> <li>• Ukwenza uthelekelelo</li> <li>• Ukusebenzisa intsingiselo yamagama</li> <li>• Indlela umbhali abona ngayo</li> <li>• Ukusebenzisa inyani noluvo</li> <li>• Intsingiselo ecingelwayo</li> </ul> <p><b>Ukubhala umhlathi okanye isishwankathelo ngamanqaku</b></p>	<ul style="list-style-type: none"> <li>• Ukuyila/ukwenza iidrafti,</li> <li>• Ukuhlaziya,</li> <li>• Ukuhlela,</li> <li>• Ukulungisa iziphene</li> <li>• Nokunikezela</li> </ul> <p><b>Ukubhala incwadi yezehlo zemihla ngemihla</b></p>	<p>lindlela zopelo</p>
Iveki 5-6	<p><b>Ubuchule bokuphulaphula nokuthetha Ukuphulaphula itekisi erekhodiweyo</b></p> <ul style="list-style-type: none"> <li>• Itekisi erokhodiweyo iyadlalwa</li> <li>• Ukwaltha izakhono ezifanelekileyo zokufunda</li> <li>• Ukusebenzisa iimpawu zokufunda/ukubhala kwitekisi efundwayo</li> <li>• Ukuvula nokuvala</li> </ul>	<p><b>Itekisi yencwadi enjengesikhokelo sikamabonakude</b></p> <p><b>Inkqubo yokufunda:</b></p> <ul style="list-style-type: none"> <li>• Phambi kokufunda (ukwazisa itekisi)</li> <li>• Ngeli xesha ufundayo (iimpawu zeetekisi)</li> <li>• Emva kokufunda (ukuphendula imibuzo, ukuthelekisa, ukuchasanisa, ukuphonononga)</li> </ul> <p><b>Isihobe</b></p> <ul style="list-style-type: none"> <li>• Iimpawu eziphambili zombongo</li> <li>• Isakhiwo sangaphakathi sombongo, izafofe, izigaba zentetho, umfanekiso ntelekelelo, imvano-siphelo, isingqisho</li> <li>• Isakhiwo sangaphandle sombongo, imigca, amagama, izitanza zombongo</li> </ul>	<p><b>Ukubhala ingxelo yokuntathela</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifanelekileyo</li> <li>• Injongo</li> <li>• Iingcinga eziphambili nezixhasayo</li> <li>• Ukulandelelanisa izivakalisi ngokwengqiqo</li> <li>• Ukusebenzisa izihlanganisi ukuqinisekisa ukunamathelela</li> <li>• Ukusebenzisa iintlobo zezivakalisi, ubude nesakhiwo</li> </ul> <p><b>Ukugxininisa kwinkqubo yokubhala</b></p> <ul style="list-style-type: none"> <li>• Ukucwangcisa/phambi kokubhala,</li> <li>• Ukuyila/ukwenza iidrafti,</li> <li>• Ukuhlaziya,</li> <li>• Ukuhlela,</li> <li>• Ukulungisa iziphene</li> <li>• Nokunikezela</li> </ul>	<p><b>Inqanaba lokusebenza ngamagama:</b> isinye nesininzi, izihlomelo, izichazi, izimelabizo</p> <p><b>Inqanaba lokusebenza ngezivakalisi:</b> Inkqubo, ukuthelekisa, ukwahlula, umhlathi ochazayo, umhlathi wokuvula/ oyintshayelelo nowesiphelo, izivakalisi ezimbaxa, intetho, umtsalane othambekele bucala nokuqal'ugwebe</p> <p><b>Intsingiselo yamagama:</b> izithethantonye nezichasi</p> <p><b>Iimpawu zokubhala nopelo:</b></p>

		<ul style="list-style-type: none"> <li>• Ubuchule bokushicilela/ubuchule bokubhala</li> <li>• Intsingiselo efihlakeleyo</li> <li>• Isimo</li> <li>• Umxholo nomyalezo</li> </ul> <p><b>Isicatshulwa esifundwayo umz: Isikhokelo sikamabonakude</b></p> <ul style="list-style-type: none"> <li>• Injongo,, abantu ekujoliswe kubio, umxholo</li> <li>• Umxholo nomyalezo</li> <li>• Ukuqikelela</li> <li>• Ukunika lingcinga zakhe</li> <li>• Intsingiselo efihlakeleyo/ezekelisayo</li> </ul>	<p><b>Ukubhala ingxelo yokuntathela ulandela inkqubo yokubhala</b></p>	<p>iimpawu zocaphulo, iindlela zopelo, iimpawu zokufunda nopelo: imithetho yepelo nemigaqo</p>
Iveki 6	<p><b>UHLOLO OLUSESIKWENI- UMSEBENZI-8</b></p> <p><b>Iphepha lesi- 3</b></p> <p><b>Ukubhala [amanqaku-40]</b></p> <p>Olu hlolo lwenziwa phambi koviwo</p> <p>litekisi zonxibelelwano (Ezimfutshane zibe-2 okanye ibe-1 ende): (Amanqaku-10)</p> <ul style="list-style-type: none"> <li>• Inqaku lephepha-ndaba / Uxwebhu lwemibuzo / Izalathisi/ Imiyalelo KUNYE</li> </ul> <p>Izincoko: (Amanqaku -30)</p> <p>Esichazayo / Esibalisayo / Esixoxayo(Imihlathi-7 )</p>			
Iveki 7-8	<p><b>Ukulungiselela uviwo</b></p> <p><b>Ukuthetha:</b></p> <ul style="list-style-type: none"> <li>• Incoko</li> <li>• Intetho elungiselelweyo</li> <li>• Ukufunda okungalungiselelwanga</li> </ul> <p><b>Ukuphulaphula</b></p> <ul style="list-style-type: none"> <li>• Isicatshulwa esiphulaphulwayo</li> </ul>	<p><b>Ukulungiselela uviwo</b></p> <p><b>Ukufunda:</b></p> <ul style="list-style-type: none"> <li>• Isicatshulwa esifundwayo</li> <li>• Ushwankathelo</li> <li>• Uncwadi:</li> <li>-- Inoveli/amabali amafutshane/uncwadi lwemveli</li> <li>-- Idrama/ukufunda ngefilim</li> <li>-- Imibongo</li> </ul>	<p><b>Ukulungiselela uviwo</b></p> <p><b>Ukubhala:</b></p> <ul style="list-style-type: none"> <li>• Izincoko</li> <li>• Imihlathi emide/itekisi ezinde zonxibelelwano</li> <li>• Imihlathi/itekisi ezimfutshane zonxibelelwano</li> </ul>	<p><b>Inqanaba lokusebenza ngamagama:</b></p> <p>Ukuhlaziya</p> <p><b>Inqanaba lokusebenza ngezivakalisi:</b></p> <p>Ukuhlaziya</p> <p><b>Intsingiselo yamagama:</b> Ukuhlaziya</p> <p><b>Iimpawu zokubhala nopelo:</b></p> <p>Ukuhlaziya</p>



IKOTA 4 UVIWO LOKUPHELA KONYAKA	
<b>UHLOLO OLUSESIKWEI UMSEBENZI- 9</b> <b>Iphepha loki- 1: I-Orali [Amanqaku-20 ]</b> <ul style="list-style-type: none"><li>• isicatshulwa esiphulaphulwayo / intetho elungiselelweyo okanye engalungiselelwanga</li><li>• I-oral yekota yesine isetyenziswa njengephepha lokuqala loviwo lokuphela konyaka.</li></ul>	<b>UHLOLO OLUSESIKWENI UMSEBENZI-10</b> <b>Iphepha le 2: Iyure ezzimbini nemizuzu engama 30 : [Amanqaku – 60]</b> <b>Umbuzo 1</b> <ul style="list-style-type: none"><li>• Itekisi ebalisayo/enika ulwazi ( amanqaku 20)</li><li>• <b>Umbuzo 2</b></li><li>• Itekisi ebonwayo (a)manqaku 10)</li></ul> <b>Umbuzo 3</b> <ul style="list-style-type: none"><li>• Isishwankathelo (amanqaku 10)</li></ul> <b>Umbuzo 4</b> <ul style="list-style-type: none"><li>• Izakhi nemigaqo yokusetyenziswa kolwimi (amanqaku 20)</li></ul>



## 5. isiZulu Home Language

IBANGA LESI-8 ITHEMU YESI-2				
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetsenziswa kolimi
Isondo -1	Ukuxoxa nge COVID 19 ( <i>uKhuvethe</i> )	<p>Ukufunda umbhalo womyalelo onezithombe- (fundela ukuthola ulwazi)</p> <p>-Funda umbhalo <i>onge</i> COVID 19 (<i>Khuvethe</i>)</p> <ul style="list-style-type: none"> <li>• Isakhiwo</li> <li>• Ukusetshenziswa kolimi</li> <li>• Izimpawu</li> </ul> <p><b>Inqubo yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b> <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b> <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b> <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola</i></p>	Ngenxa yesikhathi esincane AYIKHO ithaskhi ezobhalwa	<p>Ulimi aluhambisane negnqikithi emayelana ne COVID 19 (<i>uKhuvethe</i>)</p> <p><b>Umsebenzi ezingeni lamagama:</b> <i>iziqalo, isiphawulo: ukuqhathanisa</i></p> <p><b>Incazelo yamagama:</b> umongo</p> <p><b>Izimpawu zokuloba:</b> amaphethini opelomagama, ungqi, ukhefana</p>

IBANGA LESI-8 ITHEMU YESI-3				
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1-2	<p><b>Amasu okulalela nokukhuluma:</b>  <b>Ukulalela Ngokuqondisisa:</b></p> <ul style="list-style-type: none"> <li>• Ukulalela imiyalelo noma inkombandlela</li> <li>• Ukuthatha amanothi</li> <li>• Ukuphendula imibuzo Izinhlobo ezahlukene zokukhulunywayo Isib.</li> </ul> <p>Ukwethula izindaba okungalungiselelwe/inkulumo</p> <p><b>Ukunikeza inkomba:</b></p> <ul style="list-style-type: none"> <li>• Izimpawu zombhalo</li> <li>• Ulimi nezimiso zalo</li> <li>• Ukusebenzisa izitho zomzimba</li> </ul>	<p><b>Ukufunda umbhalo owethula ulwazi obukwayo onezithombe, isib, amabalazwe, izakhiwo zemvelo, amagrafu.</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo</li> <li>• Ukusetshenziswa kolimi</li> <li>• Izimpawu</li> </ul> <p><b>Inqubo yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b>  <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b>  <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b>  <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p> <p><b>Ukufunda nokubukela umbhalo obukwayo onezithombe.</b></p> <ul style="list-style-type: none"> <li>• Ukufunda udlulise amehlo</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• ukwenza umqondo osobala ngokuzicabangela</li> <li>• Ukufingqa okufundiwe (usebenzise uhlaka)</li> </ul>	<p><b>Umbhalo odlulisa umyalezo:</b></p> <p><b>Isibonelo: Umyalelo noma inkombandlela</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifanele</li> <li>• Ukuhlela okuqokethwe (uhlaka)</li> <li>• Umqodo osemqoka nosekelayo</li> <li>• Izimiso zesigaba</li> <li>• Ukulandelana komqondo wezigaba ukhombisa ukuxhumana kwemiqondo</li> <li>• Ukusebenzisa izihlanganiso ukuze kube nokuxhumana okufanele</li> <li>• Ukukhethwa kwamagama nolimi olufanele</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Ukwethula umbhalo/ umkhiqizo wokugcina</li> </ul> <p><b>Ukubhala umbhalo odlulisa umyalezo: umyalelo/ inkombandlela</b></p>	<p><b>Ezingeni lamagama:</b>                      Isiphawulo, ukuqhathanisa, isandiso, Amabizo ajwayelekile kanye nangajwayelekile; izihlanganiso</p> <p><b>Ezingeni lemisho:</b> umusho oyinhloko; Umusho oyisititimende; izitatimende ezizumongo kanye nezisekelayo, imisho elula kanye nemisho embaxa</p> <p><b>Incazelo yamagama:</b> amagama amqondofana, amagama amqondophika, umongo</p> <p><b>Izimpawu zokuloba kanye nopelomagama:</b> : amaphethini esipelingi ( isibizelo) ,ungqi, ukhefane njll</p>
3-4	<p><b>Amasu okulalela nokukhuluma:</b></p> <p><b>Ukulalela inkulumo elungiselelwe ngenhlalo yomphakathi/ yabantu.</b></p> <ul style="list-style-type: none"> <li>• Ukulalela inkulumo</li> <li>• Ukuthatha amanothi</li> <li>-- Ubumqoka bolimi</li> <li>-- lphimbo</li> <li>-- Umuzwa</li> <li>-- Isingeniso nesiphetho</li> <li>• Ukuphendula imibuzo</li> </ul>	<p><b>Ukufunda umbhalo wobuciko njenge nkulumo eqoshwe kumabonakude noma emsakazweni omayelana nenhlalo yomphakathi/ yabantu.</b></p> <ul style="list-style-type: none"> <li>• Izimpawu ezibalulekile zombhalo</li> <li>• Ulimi olufanele</li> <li>• Isakhiwo</li> <li>• Ababambe iqhaza</li> </ul> <p><b>Inqubo yokufunda:</b></p>	<p><b>Ukubhala inkulumo ephathelene nenhlalo yomphakathi/ yabantu</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifanele</li> <li>• Umqondo ohlekile (uhlaka)</li> <li>• Umqodo osemqoka nosekelayo</li> <li>• Ukuhleleka kwezigaba</li> <li>• Ukulandelana komqondo wezigaba ukhombisa ukuxhumana kwemiqondo</li> <li>• Ukukhethwa kwamagama nolimi olufanele</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> </ul>	<p><b>Ezingeni lamagama:</b>                      Isenzo</p> <p><b>Ezingeni lomusho:</b> inkathi yamanje; inkathi edlule; imizwa kanye nolimi olukhohlisayo; isakhiwo somusho ophelile; umusho obuzayo</p> <p><b>Incazelo yamagama:</b> umqondofana, amagama aphikisanayo, omabizwafane, omqondohluka</p>

	<p><b>Ingxoxo:</b></p> <ul style="list-style-type: none"> <li>• Ukuvezwa kwabadlali/iqhaza</li> <li>• Izikhulumi zinikezelana ithuba</li> <li>• Kuchazwa imibono ukuze kufikwe esivumelwaneni</li> <li>• Sebenzisa ulimi olufanele nendlela yokubiza amagama</li> <li>• Ukwethula</li> </ul>	<p><b>Ngaphambi kokufunda</b> <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b> <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b> <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p> <p><b>Ubunkondlo</b></p> <ul style="list-style-type: none"> <li>• Izimpawu ezibalulekile zenkondlo</li> <li>• Isakhiwo sangaphakathi senkondlo: izifengqo / izithombemagama, Imifanekiso</li> <li>• Isakhiwo sangaphandle senkondlo: imigqa, amagama, amabinza, imvumelwano kanye ne sigqi. <ul style="list-style-type: none"> <li>• Incazelo engaqondile lokho okushiwoyo</li> <li>• Umuzwa</li> <li>• Indikimba kanye nomyalezo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> </ul> <p><i>Ukwethula umbhalo/ umkhiqizo wokucina</i></p> <p><b>Ukubhala inkulumo</b></p>	<p><b>Izimpawu zokuloba kanye nesipelingi:</b> Upelomagama.</p>
5-6	<p><b>Amasu okulalela nokukhuluma:</b> <b>Ukulalela ngokuqondisisa</b></p> <ul style="list-style-type: none"> <li>• Inqubo yokulalela</li> <li>• Ukunikeza izimpendulo</li> </ul> <p><b>Ukulalela isiqeshana somdlalo</b></p> <ul style="list-style-type: none"> <li>• Fundisa izimpawu nezimiso</li> <li>• Khetha uhlobo ,isitayela nolwazimagama olufanele</li> <li>• Nikezelanani amathuba</li> <li>• Sebenzisa amasu okunxenxa</li> </ul>	<p><b>Ukufunda umbhalo wobuciko njengomdlalo</b></p> <ul style="list-style-type: none"> <li>• Izimpawu ezibalulekile zombhalo ezifana nabalingiswa, inkulumompendulwano, ummomgo, udweshu, isisusa, isakhiwo, udweshu, umlandi, indikimba</li> </ul> <p><b>Inqubo yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b> <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b> <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b> <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p>	<p><b>Ukubhala indaba echazayo esuselwe emdlalweni</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo esifanele</li> <li>• Uhlaka</li> <li>• Umusho wesigaba oyinhloko.</li> <li>• Umqondo osemqoka nosekalayo</li> <li>• Ukuhleleka nokulandelalana kwezigaba.</li> <li>• Izihlanganiso nokuxhumana kwezigaba</li> <li>• Izimiso zolimi</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Ukwethula umbhalo/ umkhiqizo wokucina</li> </ul> <p><b>Ukubhala indaba echazayo</b></p>	<p><b>Ezingeni lamagama:</b> Isandiso sendawo nesesimo</p> <p><b>Ezingeni lemisho:</b> ukuhlelwa kwamagama; Imisho enombuzo; amagama ahlambalazayo ukwakhiwa komusho; imizwa, iphimbo</p> <p><b>Incuzelo yamagama:</b> Incuzelo ecashile kanye nencuzelo esobala, umongo. uteku</p> <p><b>Izimpawu zokuloba :</b> izifinyezo; umbuzi, umbabazi, ungqi, ukhefane</p>

<p><b>ISONTO 6</b></p>	<p><b>UKUHLOLA OKUNEZIMISO ITHASKI YESI – 6</b>  <b>OKUKHULUNYWAYO (amamaki angama – 20)</b></p> <ul style="list-style-type: none"> <li>• Isifundo sokulalela ngokuqondisisa NOMA</li> <li>• Inkulumo elungiselelwe/engalungiselelwe</li> </ul>			
<p>7 - 8</p>	<p><b>Amasu okulalela nokukhuluma:</b>  <b>Ukulalela ngokuqondisisa (umbhalo onjenge siqeshana sephephandaba)</b></p> <ul style="list-style-type: none"> <li>• Lalela ngokuqondisisa</li> <li>• Ukuthatha amanothi</li> <li>• Ukuphendula imibuzo</li> </ul> <p><b>Ingxoxo yeqembu:</b></p> <ul style="list-style-type: none"> <li>• Ukuvezwa kwabadlali/iqhaza</li> <li>• izikhulumi zinikezelana ithuba</li> <li>• Kuchazwa imibono/amaphuzu asemqoka ukuze kufikwe esivumelwaneni</li> <li>• Sebenzisa ulimi olufanele kanye nendlela efanele yokubiza amagama</li> </ul>	<p><b>Umbhalo ofundwayo onjenge ndaba emfishane</b></p> <ul style="list-style-type: none"> <li>• Izimpawu ezibalulekile zombhalo ezifana nabalingiswa, inkulumompendulwano, umomgo, udweshu, isisusa, isakhiwo, udweshu, umlandi, indikimba</li> </ul> <p><b>Inqubo yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b>  <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b>  <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b>  <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p> <p><b>Amasu okufundela ukuqondisisa</b></p> <ul style="list-style-type: none"> <li>• Inhloso kanye neqembu eliqondwe ngqo</li> <li>• Ukunikeza incazelo ngokuzicabangela</li> <li>• Nikeza owakho umbono</li> <li>• Hlukanisa phakathi kokuyikho mombono</li> <li>• Thola omqondo oqondile nocashile</li> </ul> <p><b>Ubunkondlo</b></p> <ul style="list-style-type: none"> <li>• Izimpawu ezibalulekile zenkondlo</li> <li>• Ingaphakathi lenkondlo: izifengqo izithombemagama, Imifanekiso mqondo, Imizwa, Indikimba yenkondlo</li> <li>• Umyalezo wenkondlo</li> <li>• Ingaphandle lenkondlo:</li> </ul>	<p><b>Ukubhala isibuyekezo sendaba</b></p> <ul style="list-style-type: none"> <li>• Isakhiwo sombhalo</li> <li>• Izimpawu kanye nezimiso</li> <li>• Ukukhethwa kwamagama</li> <li>• Indlela yokubiza amagama</li> <li>• Izethameli</li> <li>• Iphimbo</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Ukwethula umbhalo/ umkhqizo wokucina</li> </ul> <p><b>Ukubhala isibuyekezo sendaba</b></p>	<p><b>Ezingeni lamagama:</b>          Iziqalo kanye nezijobelelo</p> <p><b>Ezingeni lemisho:</b> Isakhiwo somusho ,izinhlobo zemisho; izinkathi zesenzo;imisho eyisititimende; izaga nezisho</p> <p><b>Incazelo yamagama:</b> Omqondofana, amagama aphikisanayo, omabizwafane, omqondohluka</p> <p><b>Izimpawu zokuloba:</b>          Ama- akhronime/izifinyezo</p>

		Isihloko, amabinza, imigqa, imvumelwano kanye ne sigqi		
<b>Isondo lesi-7</b>	<b>ITHASKHI YESI – 7</b> Imibhalo yobuciko (Amamaki ngama-30) 1.Inkondlo (10) 2. umdlalo/indaba emfishane (10) 3.inganekwane/inoveli (10)			



BANGA LESI-8 ITHEMU YESI-4				
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1-2	<p><b>Amasu okulalela nokukhuluma:</b>  <b>Ukulalela isifundo sokuqondisisa njengokulalela umbhalo obhaliwe/nokulalela umbhalo olalelwayo nobonakalayo)</b></p> <ul style="list-style-type: none"> <li>• ukubona imqondo ebalulekile nesekeleyo • ukubhala amanothi</li> <li>• ukwabelana ngemibono nolwazi ukukhombisa ukuqonda ulwazi</li> <li>• ukubona amasu okunxenxa/amasu okuphoqa isimo uma kufanele</li> <li>• ukuphendula imibuzo</li> </ul> <p><b>Ingxoxo:</b>  <b>ukuxoxa indaba encike ephephandabeni/esiqeshini esicashunwe epephabhukwini</b></p> <ul style="list-style-type: none"> <li>• Ukuveza iqhaza</li> <li>• Izikhulumi zinikezelana ithuba</li> <li>• Ukuchaza imibono ukuze kufikwe esivumelelaneni</li> <li>• Ukusebenzisa ulimi olufanele, indlela kanye nohla.</li> </ul>	<p><b>Ukufunda umbhalo onjenge athikili yephephabhuku</b></p> <ul style="list-style-type: none"> <li>• Ukuhleleka</li> <li>• Ukusetshenziswa kolimi</li> <li>• Izimpawu zombhalo</li> <li>• Ukulandelanisa</li> </ul> <p><b>Inqubo yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b>  <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b>  <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b>  <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p> <p><b>Ukufunda / Ukufunda ngokuqondisisa (okubhalwayo/imibhalo ebonakalayo/ esazithombe/imibhalo exubile)</b></p> <ul style="list-style-type: none"> <li>▪ Ukufunda ngokuqaphelisisa</li> <li>▪ Ukunikeza incazelo ngokuzicabangela</li> <li>▪ Ukuqagela</li> <li>▪ Imifanekisomqondo</li> <li>▪ Incazelo yamagama</li> <li>▪ Okuyiqiniso nokungumbono</li> </ul> <p><b>Fingqa indaba</b></p>	<p><b>Umbhalo omude wokudlulisa umyalezo isib. I-athikhili yephephabhuku</b></p> <ul style="list-style-type: none"> <li>• Uhlaka olushaya emhloeni</li> <li>• Inhloso</li> <li>• Umqondo obalulekile, nowesekelayo</li> <li>• Ukulandelana ngendlela efanele kwemisho</li> <li>• Ukusebenzisa izihlanganiso ukuxhumanisa umusho ngendlela efanele</li> <li>• Ukusebenzisa imisho ehlukeni, ngobude nangokwakheka</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Ukwethula umbhalo/ umkhiqizo wokugcina</li> </ul>	<p><b>Ezingeni lamagama:</b> Ubunye nobuningi; ubulili; izinciphiso</p> <p><b>Ezingeni lemisho:</b> Inkulumo ngqo nenkulumo mbiko; izindlela zokubuza; okuyiqiniso nokungumbono; isakhiwo somusho; imisho; okuyindida;</p> <p><b>Incazelo magama:</b> omqondofana; omqondophika; inhlonipho; ophimbohluka; incazelo eqonde ngqo kanye nencazelo engaqondile</p> <p><b>Izimpawu zokuloba:</b> upelomagama, abacaphuni; amaphethini opelomagama</p>
3-4	<p><b>Amasu okulalela nokukhuluma:</b>  <b>Inqubo yokulalela</b></p> <ul style="list-style-type: none"> <li>▪ Ukulalela isifundo sokuqondisisa</li> <li>▪ Ukuthatha amanothi</li> <li>▪ Ukuphendula imibuzo</li> </ul> <p><b>Ingxoxo :</b></p> <ul style="list-style-type: none"> <li>• ukuveza iqhaza</li> </ul>	<p><b>Ukufunda umbhalo wobuciko:</b>  <b>Umbhalo ofundwayo iNoveli (amakhasi angama-40 kuya kwangama-50)/ Umdlalo (onkundlambili kuya konkundlantathu onamakhasi angama-40 kuya kwangama-50)/izindaba ezimfishane</b></p>	<p><b>Imibhalo edlulisa umyalezo omude/omfishane isib:</b>  <b>Ukubhala i-Dayari</b></p> <ul style="list-style-type: none"> <li>• Uhlaka olushaya emhloeni</li> <li>• Inhloso</li> <li>• Umqondo obalulekile, nowesekelayo</li> <li>• Ukulandelana ngendlela efanele kwemisho</li> </ul>	<p><b>Ezingeni lamagama:</b> Isabizwana soqobo nesesichasiso Izindlela zesenzo - Indlela eyamile Indlela ephoqayo Indlela yamandla Indlela yesimo</p> <p><b>ezingeni lemisho:</b> Izinkathi; izinhlobo zemisho; inkulumo; izwi; isakhiwo</p>

	<ul style="list-style-type: none"> <li>• izikhulumi zinikezelana ithuba</li> <li>• ukuchaza imibono ukuze kufikwe esivumelelwaneni</li> <li>• ukusebenzisa ulimi olufanele, indlela kanye nohla</li> </ul>	<p><b>enamakhasi ama-3-5 endabeni ngayinye/umdlalo</b></p> <ul style="list-style-type: none"> <li>• Izimpawu ezisemqoka zombhalo: isakhiwo, umlingiswa omkhulu, izinhlobo zabalingiswa, isakhiwo, isizinda, udweshu, umlandi, indikimba kanye nendaba ngamafuphi.</li> </ul> <p><b>Inqubo yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b> <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b> <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b> <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p> <p><b>Ukufunda isifundo sokuqondisisa umbhalo ofundwayo othathelwe encwadini</b></p> <ul style="list-style-type: none"> <li>• Ukufunda ugijimisa emehlo</li> <li>• ukufunda ukha phezulu</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Imibono nokuphawula: ngabalingiswa, isizinda, umyalezo.</li> <li>• Ukunika incazelo yamagama angajwayelekile usebenzisa amasu okuthola incazelo yamagama.</li> <li>• Ulimi oluchukuluza imizwa</li> <li>• Ukubona iphuzu lombhali</li> <li>• <i>Okuyiqiniso nokuwumbono</i></li> <li>• <i>Incazelo eqondiwe</i></li> </ul> <p><b>Fingqa lokhu okungenhla ngamagama angama- 70 kuya kwangama- 80. Ungafingqa ngesigaba noma ngamaphuzu</b></p>	<ul style="list-style-type: none"> <li>• Ukusebenzisa izihlanganiso ukuxhumanisa umusho ngendlela efanele</li> <li>• Ukusebenzisa imisho ehlukeni, ngobude nangokwakheka</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• <i>Ukuhlela</i></li> <li>• <i>Ukubhala umzamo wokuqala</i></li> <li>• <i>Ukubuyekeza</i></li> <li>• <i>Ukulungisa amaphutha</i></li> <li>• <i>Ukufunda ngokuqaphelisisa</i></li> <li>• <i>Ukwethula umbhalo/ umkhiqizo wokugcina</i></li> </ul>	<p>somusho; inkulumo ngqo nenkulumo mbiko; izindlela zokubuza; okuyiqiniso nokungumbono; okuyindida; izwi</p> <p><b>Incazelo yamagama:</b> incazelo eqonde ngqo kanye encazelo engaqondile loko okushiwoyo</p> <p><b>Izimpawu zokuloba:</b> amaphethini opelomagama; izimpawu zokuloba</p>
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<p>5-6</p>	<p><b>Amasu okulalela nokukhuluma:</b>  <b>Ukulalela isiqephu/indaba eqoshiwe kwisiqophamazwi</b></p> <ul style="list-style-type: none"> <li>• Kudlalwa umbhalo oqoshiwe</li> <li>• Amakhono okufunda afanele avezwa obala kubafundi</li> <li>• Ukusetshenziswa kwezimpawu zokuloba embhalweni ofundiwe</li> <li>• Ukuvula nokuvula</li> </ul> <p><b>Ingxoxo ngombhalo okade uqoshiwe walalelwa</b></p> <p>Ukwenza isinqumo ngesihloko</p> <ul style="list-style-type: none"> <li>• Ukubukeza izimiso</li> <li>• Izigameko eziyinkomba yokhondolo endabeni ezenza inkulumompendulwano iqhubeka</li> <li>• Okwenziwa ababambe iqhaza</li> <li>• Ukuvula nokuvula</li> <li>• ukuzilungiselela</li> <li>• ukwethula</li> </ul>	<p><b>Ukufunda ngokuqondisisa</b>  <b>Umbhalo ofundwayo noma obukwayo : izinhlelo zikamabonakude( ze TV )</b></p> <p><b>Inqubo yokufunda:</b></p> <p><b>Ngaphambi kokufunda</b>  <i>kwethulwa umbhalo</i></p> <p><b>Ngesikhathi sokufunda</b>  <i>kufundwa ngezimpawu zombhalo</i></p> <p><b>Ngemva kokufunda</b>  <i>ukuphendula imibuzo, ukuqhathanisa, ukuphikisana, ukuhlolisisa nokuhlola.</i></p> <p><b>Umbhalo ofundwayo</b>  <b>Ubunkondlo: Inkondlo</b></p> <ul style="list-style-type: none"> <li>• Izimpawu ezibalulekile zenkondlo</li> <li>• isakhiwo sangaphakathi senkondlo, izifenoqo/izithombemagama, imvumelwano, isigqi</li> <li>• isakhiwo sangaphandle senkondlo, imigqa, amagama, indimana/istanza</li> <li>• incazelo engaqondile loko okushiwoyo/eyisifenoqo</li> <li>• Umuzwa</li> <li>• indikimba nomyalezo</li> </ul> <p><b>Ukufunda isifundo sokuqondisisa</b>  <b>Umbhalo ofundwayo noma obukwayo okungaba izinhlelo zikamabonakude( ze TV)</b></p> <ul style="list-style-type: none"> <li>• Inhloso, iqembu okubhekiswe kulo nesimo</li> <li>• Ukuchaza indikimba/umyalezo</li> <li>• Ukwenza umqondo osobala ngokuzicabangela</li> <li>• Ukunikeza umbono</li> <li>• Inkulumo eqonde ngqo neqondwe incazelo</li> </ul>	<p><b>Umbhalo wokudlulisa umyalezo isib. umbiko ngokwezehlakalo</b></p> <ul style="list-style-type: none"> <li>• Uhlaka olushaya emhloveni</li> <li>• Inhloso</li> <li>• Ukuchema nokuthatha uhlangothi ngokwahlulela</li> <li>• Ukukhohlisa</li> <li>• Inkolelo engaguquki</li> <li>• Umqondo obalulekile, nowesekelayo</li> <li>• Ukulandelana ngendlela efanele kwemisho</li> <li>• Ukusebenzisa izihlanganiso ukuxhumanisa umusho ngendlela efanele</li> <li>• Ukusebenzisa imisho ehlukeni, ngobude nangokwakheka</li> </ul> <p><b>Ukulandela inqubo yokubhala:</b></p> <ul style="list-style-type: none"> <li>• Ukuhlela</li> <li>• Ukubhala umzamo wokuqala</li> <li>• Ukubuyekeza</li> <li>• Ukulungisa amaphutha</li> <li>• Ukufunda ngokuqaphelisisa</li> <li>• Ukwethula umbhalo/ umkhiqizo wokugcina</li> </ul>	<p><b>Ezingeni lamagama:</b> ubunye nobuningi</p> <p><b>Ezingeni lemisho:</b> Inqubo; ukuqophisana/ukuphikisana Isigaba esichazayo; izigaba zokwethula nezokuvala; imisho; inkulumo; izwi ukuchema nokuthatha uhlangothi ngokwahlulela</p> <p><b>Incazelo yamagama:</b> amagama asho izinto ezifanafanayo, amagama asho izinto eziphikisanayo</p> <p><b>Izimpawu zokuloba:</b> abacaphuni; amaphethini opelomagama; izimpawu eziyiziphumuzi</p>
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		• Isimo senhlalolo nokwenzekayo okuthinta amasiko ombhalo nombhali		
Isonto -6	<b>UKUHLOLA OKUNEZIMISO ITHASKI YESI-8</b> <b>IPHEPHA LESITHATHU</b> <b>UKUBHALA (40 amamaki)</b> Kumele kubhalwe ngaphambi kokuhlola kokuphela konyaka Umbhalo odlulisa umyalezo (EMIBILI EMIFISHANE noma OWODWA OMUDE): (10 amamaki) <ul style="list-style-type: none"> <li>I-Athikhili yephephandaba/ifomu elinamahlelo emibuzo/ Inkombandlela/Imiyalelo Kanye</li> </ul> Nombhalo wokuziqambela/Eseyi:(30 amamaki) <ul style="list-style-type: none"> <li>Echazayo/Elandisayo/Edaza inkani(izigaba eziyisi-7)</li> </ul>			
7-8	<b>Ukulungiselela ukuhlola kokuphela konyaka</b> <b>Ukukhuluma</b> <ul style="list-style-type: none"> <li>ingxoxo</li> <li>ukufunda okulungiselelwe</li> <li>ukufunda okungalungiselelwe</li> </ul> <b>Ukulalela</b> <ul style="list-style-type: none"> <li>Ukulalela isifundo sokuqondisisa</li> </ul>	<b>Ukulungiselela isivivinyo</b> <b>Ukufunda</b> <ul style="list-style-type: none"> <li>Ukufunda isifundo sokuqondisisa</li> <li>Ukufingqa</li> <li>Imibhalo: yobuciko Inoveli/izindaba ezimfishane/ izinganekwane</li> <li>Umdlalo/isifundo sefilimu - Izinkondlo</li> </ul>	<b>Ukulungiselela isivivinyo :</b> <b>Ukubhala:</b> <ul style="list-style-type: none"> <li>Ama-iseyi</li> <li>Imibhalo emide edlulisa umyalezo</li> <li>Imibhalo emifishane edlulisa umyalezo</li> </ul>	<b>Ezingeni lamagama:</b> ukubukeza Umsebenzi <b>Ezingeni lemisho:</b> ukubukeza <b>Incazelo yamagama:</b> ukubukeza <b>Izimpawu zokuloba:</b> ukubukeza
<b>UKUHLOLWA KOKUPHELA KONYAKA ITHASKI YESI - 9</b>		<b>UKUHLOLWA KOKUPHELA KONYAKA ITHASKI YE -10</b>		
Ithaski	<b>IIPHEPHA LOKU – 1 (amamaki angama – 20)</b>  <b>Ukulalela nokukhuluma</b> <ul style="list-style-type: none"> <li>Ukulalela isifundo sokuqondisisa</li> <li>inkulumo lungiselelwe/inkulumo engalungiselelwe</li> </ul> Ithaski yesi - 9 (IPHEPHA LOKU – 1)  <b>imaki LOKUKHULUNYWAYO elemisebenzi eyenziwe kwithemu yesine kuphela</b>		<b>IPHEPHA LESI – 2 (amamaki angama – 60)</b> <b>UKUFUNDELA UKUQONDISISA (AMAHORA AMABILI NEMIZUZU ENGAMA - 30)</b> Umbuzo 1 <ul style="list-style-type: none"> <li>Umbhalo ofundwayo/umbhalo ofundwayo onezithombe (amamaki angama – 20)</li> </ul> Umbuzo 2 <ul style="list-style-type: none"> <li>Umbhalo obukwayo (amamaki ayi -10)</li> </ul> Umbuzo 3 <ul style="list-style-type: none"> <li>Ukufingqa (amamaki ayisi – 10)</li> </ul> Umbuzo 4 Izakhiwo nezimiso zolimi engqikithini (amamaki ayi -20)  <b>KUMELE KUBHALWE NGESIKHATHI SEZIVIVINYO</b>	

## 6. Sepedi Home Language

Mphato 8 Kotara 2				
Bokgoni	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšhomišo ya polelo
Beke 8	Ngangišano ya bomolomo mabapi le dikamano tša covid-19	Bala tekakwešišo – balela tshedimošo – setšweletšwa mabapi le covid-19	Ga go mošomo wa go ngwalwa ka lebaka la nako	E kgokagantšwe le covid-19



Mphato 8 Kotara 3

Bokgoni	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšhomišo ya polelo
Beke 1-2	<p><b>Mekgwanakgwana ya go theeletša le go bolela</b></p> <p><b>Tekakwešišo ya go theeletšwa:</b></p> <ul style="list-style-type: none"> <li>• theeletša ditaetšo / ditšhupetšo</li> <li>• tšea dinoutshe</li> <li>• araba dipotšišo mehuta ya dipotšišo tša bomolomo mohl. Ditaba/polelo ya go se itokišetšwe</li> </ul> <p><b>Go fa ditaetšo:</b></p> <ul style="list-style-type: none"> <li>• diponagalo tša setšweletšwa</li> <li>• poleloo le melawana</li> <li>• polelo ya mmele</li> </ul>	<p><b>Bala setšweletšwa sa tshedimošo sa go ba le diswantšho, mohl. Mebepe, dibopego, dielo</b></p> <ul style="list-style-type: none"> <li>• sebopego</li> <li>• tšhomišo ya polelo</li> <li>• diponagalo</li> </ul> <p><b>Magato a go bala:</b></p> <ul style="list-style-type: none"> <li>• pele ga go bala (tsebagatša setšweletšwa)</li> <li>• ge go balwa (diponagalo tša setšweletšwa)</li> <li>• morago ga go bala (araba dipotšišo, bapetša, fapantšha, lekola karabo)</li> </ul> <p><b>Go bala / go bogela setšweletšwa sa go bonwa</b></p> <ul style="list-style-type: none"> <li>• sekena</li> <li>• go bala ga go tsenelela</li> <li>• tšea diphetho</li> <li>• <b>make a kakaretšo (šomiša mmepe wa monagano)</b></li> </ul>	<p><b>Setšweletšwa sa go tirišano mohl. Ditšhupetšo / ditaelo</b></p> <ul style="list-style-type: none"> <li>• sebopego sa maleba</li> <li>• rulaganya diteng (mmepe wa monagano)</li> <li>• dikgopolokgolo le dikgopolotlaleletšo</li> <li>• melawana temana</li> <li>• tatelano ya mafoko ao a kgwagalago</li> <li>• makopanyi a go tliša kgokagano</li> <li>• melawana ya polelo</li> </ul> <p><b>Tsepelela go magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• beakanya</li> <li>• go ngwala sengwalwakakanywa</li> <li>• go boeletša</li> <li>• go hlokola</li> <li>• go phošolla le go hlagiša</li> </ul> <p><b>Ngwala setšweletšwa sa tirišano</b></p>	<p><b>Maemo a mantšu:</b></p> <p>Mahlaodi: lehlaodi la papetšo kgato ya pele (ye teletšana), lehlaodi la papetšo kgato ya bobedi (ye teleletelele); mainagohle le mainaina</p> <p><b>Maemo a mafoko:</b> dihlogo; Dithatamente; mafoko; dikgopolokgolo le tša go di thekga; mafokonolo le mafokontšhi</p> <p><b>Tlhalošo ya lentšu:</b> malatodi; mahlalošetšagotee; Kamano;</p> <p><b>Maswaodikga le mopeleto:</b> dipaterone tša mopeleto, khutlo, fegelwana</p>
Beke 3-4	<p><b>Mekgwanakgwana ya go theeletša le go bolela</b></p> <p><b>Polelo ya go itokišetšwa yeo e theilwego go merero ya leago</b></p> <ul style="list-style-type: none"> <li>• theeletša polelo</li> <li>• tšea dinoutshe</li> <li>-- polelo le maatla</li> <li>-- moya wo o fokago</li> <li>-- segalo</li> <li>-- matseno le bofelo</li> <li>• araba dipotšišo</li> </ul> <p><b>Ngangišano:</b></p> <ul style="list-style-type: none"> <li>• laetša bakgathatema</li> <li>• baboledi ba šielana</li> <li>• hlaloša ditebelelo le go fihlelela tumelelano</li> </ul>	<p><b>Setšweletšwa sa go ngwalwa bjalo ka polelo ya go gatišwa ya thelebišene/radio yeo e theilwego go merero ya leago</b></p> <ul style="list-style-type: none"> <li>• diponagalo tše bohlokwa tša setšweletšwa</li> <li>• tšhomišo ya polelo</li> <li>• sebopego</li> <li>• bakgathatema</li> </ul> <p><b>Magato a go bala:</b></p> <ul style="list-style-type: none"> <li>• pele ga go bala (tsebagatša setšweletšwa)</li> <li>• ge go balwa (diponagalo tša setšweletšwa)</li> <li>• morago ga go bala (araba dipotšišo, bapetša, fapantšha, lekola karabo)</li> </ul> <p><b>Theto</b></p> <ul style="list-style-type: none"> <li>• diponagalo tša hohlokwa tša sereto</li> <li>• sebopego sa ka gare sa sereto, dikapolelo/ tshwantšhokgopolo,</li> </ul>	<p><b>Ngwala polelo ye e theilwego go merero ye leago</b></p> <p><b>Melawana temana</b></p> <ul style="list-style-type: none"> <li>• sebopego</li> <li>• mafoko a matseno</li> <li>• dikgopolokgolo le dikgopolotlaleletšo</li> <li>• tatelano le kwešišano</li> <li>• kgetho ya mantšu le maswaodikga melawana ya polelo</li> </ul> <p><b>Tsepelela go magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• beakanya</li> <li>• go ngwala sengwalwakakanywa</li> <li>• go boeletša</li> <li>• go hlokola</li> <li>• go phošolla le go hlagiša</li> </ul>	<p><b>Maemo a mantšu:</b></p> <p>Mafeledi le mafetedi</p> <p><b>Maemo a mafoko:</b> lebaka la lebjale; lebaka la lefetile; tšhomišo ya polelo ya go huduga maikutlo; sebopego sa lefoko; Kganetšo; mabotšiši</p> <p><b>Tlhalošo ya lentšu:</b> tlhalošo ya ntšu ka ntšul; mahlaošetšagotee; Malatodi; ditumatshwano; dngwalwaswana;</p> <p><b>Maswaodikga le mopeleto:</b> melawana ya mopeleto</p>

	<ul style="list-style-type: none"> <li>šomiša polelo ya maleba, setaele le retšisthara tša maleba</li> <li>hlagiša</li> </ul>	<ul style="list-style-type: none"> <li>morumokwano, mošito</li> <li>sebopego sa ka ntle sa sereto, methalotheto, mainatheto, ditematheto,</li> <li>mongwalelo</li> <li>tlhalošo ya seka</li> <li>moya wo o fokago</li> <li>morero le molaetša</li> </ul>	<b>Ngwala polelo</b>	
<b>Mošomo wa kelo – bomolomo (ba thoma go ela barutwana ka tšona dibeke tše go kgonthišiša gore mafelelong a kotare barutwana ba etšwe ka moka)</b>				
Beke 5-6	<p><b>Mekgwanakgwana ya go theeletša le go bolela</b></p> <p><b>Tekakweišo ya go theeletšwa</b></p> <ul style="list-style-type: none"> <li>magato a go theeletša</li> <li>go ngwala dikarabo</li> </ul> <p><b>Theeletša / bogela setsopolwa go tšwa go papadi</b></p> <ul style="list-style-type: none"> <li>ruta diponagalo le melawana</li> <li>kgetha setaele, retšisthara le tlotlontšu</li> <li>go šielana</li> <li>šomiša polelo ya go goketša</li> </ul>	<p><b>Setšweletšwa sa go ngwalwa bjalo ka papadi</b></p> <ul style="list-style-type: none"> <li>diponagalo tše bohlokwa tša setšweletšwa sa dingwalo:</li> </ul> <p>bjalo ka moanegwa, tiragalo, poledišano, thulaganyo, thulano, bokamorago, tikologo, mmoledi, morero</p> <p><b>Magato a go bala:</b></p> <ul style="list-style-type: none"> <li>pele ga go bala (tsebagatša setšweletšwa)</li> <li>ge go balwa (diponagalo tša setšweletšwa)</li> <li>morago ga go bala (araba dipotšišo, bapetša, fapantšha, lekola karabo)</li> <li>morero le molaetša</li> </ul>	<p><b>Ngwala taodišotlhalošī ye e theilwego godimo ga papadi</b></p> <ul style="list-style-type: none"> <li>sebopego sa maleba le diponagalo</li> <li>rulaganya diteng (mmepe wa monagano)</li> <li>dikgopolokgolo le dikgopolotlaleletšo</li> <li>melawana temana</li> <li>tatelano ya go kwagala ya ditemana go tšweletša kwano</li> <li>makopanyi a go tliša kgokagano</li> <li>melawana ya polelo</li> </ul> <p><b>Tsepelela go magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>beakanya</li> <li>go ngwala sengwalwakakanywa</li> <li>go boeletša</li> <li>go hlokola</li> <li>go phošolla le go hlagiša</li> </ul> <p><b>ngwala taodišotlhalošī</b></p>	<p><b>Maemo a mantšu:</b> Mahlathi a mokgwa le a felo</p> <p><b>Maemo a mafoko:</b> tatelano ye e nepgetšego ya mantšu; mabotšiši; pebofatšo; sebopego sa mafoko; moya wo o fokago;</p> <p><b>Tihalošo ya lentšu:</b> tlhalošo ya polelo ya dika; tlalošo ya ntšu ka ntšu; Tihalošo lantšu ka kamano; papadišantšu</p> <p><b>Maswaodikga le mopeleto:</b> Khutsofatšo; leswaopotšišo; Leswao la makalo; khutlo; fegelwana</p>
<b>MOŠOMO WA KELO YA SEMMUŠO WA 6</b>				
Bomolomo [20 meputso]				
• Tekakweišo ya go theeletšwa/ Polelo ya go(se) itokišetšww(e)				
Beke 7-8	<p><b>Mekgwanakgwana ya go theeletša le go bolela</b></p> <p><b>Tekakweišo ya go theeletšwa mohl..</b></p> <p><b>Athikhele ya kuranta)</b></p> <ul style="list-style-type: none"> <li>go theeletša kweišo</li> <li>tšea dinoutshe</li> <li>araba dipotšišo</li> </ul> <p><b>Ngangišano ya sehlopha:</b></p>	<p><b>Setšweletšwa sa go ngwalwa bjalo ka kanegelokopana</b></p> <ul style="list-style-type: none"> <li>diponagalo tše bohlokwa tša setšweletšwa sa dingwalo : bjalo ka moanegwa, tiragatšo, poledišano, thulaganyo, thulano, bokamorago, tikologo, moanegi, morero</li> </ul> <p><b>Magato a go bala:</b></p> <ul style="list-style-type: none"> <li>pele ga go bala (tsebagatša setšweletšwa)</li> </ul>	<p><b>Ngwala tshekaseko ya kanegelo</b></p> <ul style="list-style-type: none"> <li>sebopego sa setšweletšwa</li> <li>diponagalo le melawana</li> <li>kgetho ya mantšu</li> <li>retšisthara</li> <li>babogedi</li> <li>moya wo o fokago</li> </ul> <p><b>Tsepelela go magato a go ngwala</b></p>	<p><b>Maemo a mantšu:</b> Dihlogo le meselana</p> <p><b>Maemo a mafoko:</b> sebopego sa lefoko; Mehuta ya mafoko; mabaka; sethatamante; Pebofatšo; dika le diema</p> <p><b>Tihalošo ya lentšu:</b> mahlalošetšagotee, malatodi; mangwalwaswana; diparonimi</p> <p><b>Maswaodikga le mopeleto:</b></p>

	<ul style="list-style-type: none"> <li>• laetša dikarolo</li> <li>• diboledi di šielana go bolela</li> <li>• hlaloša ntlhatebelelo le go fihlelela kwano</li> <li>• šomiša poelo ya maleba, setaele le retšisthara</li> </ul>	<ul style="list-style-type: none"> <li>• ge go balwa (diponagalo tša setšweletšwa)</li> <li>• morago ga go bala (araba dipptšišo, bapetša, fapantšha, lekola karabo)</li> </ul> <p><b>Mekgwanakgwan aya go balela kwešišo</b></p> <ul style="list-style-type: none"> <li>• maikemišetšo le baamogedi</li> <li>• go tšea diphetho</li> <li>• kgopolo ya gagwe</li> <li>• fapantšha ntlha le kgopolo</li> <li>• tlhalošothwii le tlhalošo ya go utama</li> </ul> <p><b>Theto</b></p> <ul style="list-style-type: none"> <li>• diponagalo tša hohlokwa tša sereto</li> <li>• sebopego sa ka gare sa sereto, dikapolelo/ tshwantšhokgopolo, morumokwano, mošito</li> <li>• sebopego sa ka ntle sa sereto, methalotheto, mainatheto, ditematheto,</li> <li>• mongwalelo</li> <li>• tlhalošo ya seka</li> <li>• moya wo o fokago</li> <li>• morero le molaetša</li> </ul>	<ul style="list-style-type: none"> <li>• beakanya</li> <li>• go ngwala sengwalwakakanywa</li> <li>• go boeletša</li> <li>• go hlokola</li> <li>• go phošolla le go hlagiša</li> </ul>	Diakronimi
Beke 7	<p><b>MOŠOMO WA KELO YA SEMMUŠO WA 7</b></p> <p>Moleko wa go ipotolela go dingwalo [30 meputso] (ditsopolwa)</p> <ul style="list-style-type: none"> <li>• Sereto (10 meputso)</li> <li>• Papadi / Kanegelokopana (10 meputso)</li> <li>• Kanegelotšhaba / Padi (10 meputso)</li> </ul>			



Mphato 8 Kotara 4				
Bokgoni	Go theeletša le go bolela	Go bala le go bogela	Go ngwala le go hlagiša	Dibopego le melawana ya tšhomišo ya polelo
Beke 1-2	<p><b>Mekgwanakgwana ya go theeletša le go bolela</b></p> <p><b>Tekakwešišo ya go theeletšwa (such as listening to a written / audio-visual text)</b></p> <ul style="list-style-type: none"> <li>• lemoga dikgopolokgolo le dikgopolotlaleletšo</li> <li>• ngwala dinoutshe</li> <li>• abelana dikgopo le maitemogelo go laetša kwešišo ya mareo</li> <li>• lemoga polelo ya go goketša / manipulating techniques where applicable</li> <li>• araba dipotšišo</li> </ul> <p><b>Poledišano: ngangišano ye etheilwego go athikhele ya makasine</b></p> <ul style="list-style-type: none"> <li>• laetša dikarolo</li> <li>• diboledi di šielana go bolela</li> <li>• hlaloša ntlhatebelelo le go fihlelela kwano</li> <li>• šomiša poelo ya maleba, setaele leretšisthara</li> </ul>	<p><b>Bala athikhele ya makasine</b></p> <ul style="list-style-type: none"> <li>• sebopego</li> <li>• temogo ya polelo ka tsinkelo</li> <li>• diponagalo tša setšweletšwa</li> <li>• tatelano</li> </ul> <p><b>Magato a go bala:</b></p> <ul style="list-style-type: none"> <li>• pele ga go bala (tsebagatša setšweletšwa)</li> <li>• ge go balwa (diponagalo tša setšweletšwa)</li> <li>• morago ga go bala (araba dipotšišo, bapetša, fapantšha, lekola karabo)</li> </ul> <p><b>Go balela /bogelela tshedimošo ka go šomiša</b> (setšweletšwa sa go ngwalwa/ sa go bogelwat / sa go balwa le go bogelwa)</p> <ul style="list-style-type: none"> <li>• go bala ga go tsenelela</li> <li>• tšea dipheho</li> <li>• naganela</li> <li>• go akanya</li> <li>• tlhalošo ya mainatheto</li> <li>• ntliha le kakanyo</li> </ul> <p><b>Write a kakaretšo</b></p>	<p><b>Long setšweletšwa sa go tirišano mohl. Athikhele ya makasine</b></p> <ul style="list-style-type: none"> <li>• sebopego sa maleba</li> <li>• maikemišetšo</li> <li>• dikgopolokgolo le dikgopolotlaleletšo</li> <li>• tatelano ya maleba ya mafoko</li> <li>• tšhomišo ya makopanyi go tšweletša tlemagano</li> <li>• šomiša mehuta ya mafoko , botelele le sebopego</li> </ul> <p><b>Tsepelela go magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• beakanya</li> <li>• go ngwala sengwalwakakanywa</li> <li>• go boeletša</li> <li>• go hlokola</li> <li>• go phošolla le go hlagiša</li> </ul> <p><b>Ngwala athikhele ya makasine</b></p>	<p><b>Maemo a mantšu:</b> Bootee le botši; bong; nyenyefatšo</p> <p><b>Maemo a mafoko:</b> Poletebanyi le polelotharedi; mabotšišui; ntliha le kgopolo; mafoko Mabotšiši; mafoko; mantšu a go se kwešišege; voice; Mantšu a go se hlake</p> <p><b>Tlhalošo ya lentšu:</b> mahlošetšagotee; malatodi; pebofatšo; mangwalwaswana; tlhalošo ya ntšu ka ntšu le Tlhalošo ya seka</p> <p><b>Maswaodikga le mopeleto:</b> ditsebjana; dipatrone tša mopeleto</p>
Beke 3-4	<p><b>Mekgwanakgwana ya go theeletša le go bolela</b></p> <p><b>Magato a go theeletša:</b></p> <ul style="list-style-type: none"> <li>• go theeletša kwešišo</li> <li>• tšea dinoutshe</li> <li>• araba dipotšišo</li> </ul> <p><b>Ngangišano:</b></p> <ul style="list-style-type: none"> <li>• laetša dikarolo</li> <li>• diboledi di šielana go bolela</li> <li>• hlaloša le</li> </ul>	<p><b>Setšweletšwa sa go ngwalwa bjalo ka / padi / kanegelokopana / papadi</b></p> <ul style="list-style-type: none"> <li>• diponagalo tše bohlokwa tša setšweletšwa sa dingwalo: bjalo ka moanegwa, tiragatšo, poledišano, thulaganyo, thulano, bokamorago, tikologo, moanegi, kgwegkwe</li> </ul> <p><b>Magato a go bala:</b></p> <ul style="list-style-type: none"> <li>• pele ga go bala (tsebagatša setšweletšwa)</li> <li>• ge go balwa (diponagalo tša setšweletšwa)</li> <li>• morago ga go bala (araba dipotšišo,</li> </ul>	<p><b>Ngwala setšweletšwa sa tirišano: ditseno tša pukutšatši</b></p> <ul style="list-style-type: none"> <li>• sebopego sa maleba</li> <li>• maikemišetšo</li> <li>• dikgopolokgolo le dikgopolotlaleletšo</li> <li>• tatelano ya mafoko a go hlaloganyega</li> <li>• go šomiša makopanyi go netefatša kwano</li> <li>• šomiša mehuta ya go fapana ya mafoko, Botelele le sebopego</li> </ul> <p><b>Tsepelela go magato a go ngwala</b></p>	<p><b>Maemo a mantšu:</b> Mašala – mašalaina le mašalaohle Moya wo o fokago - Modirištatelano Modirišogore Modirišotlwaelo Modirišopego Modirišogo</p> <p><b>Maemo a mafoko :</b> Mabaka; mehuta ya mafoko;</p>

	<p>go fihlelela kwano</p> <ul style="list-style-type: none"> <li>• šomiša poelo ya maleba, setaele leretšisthara</li> </ul>	<p>Bapetša, fapantšha, lekola karabo)</p> <p><b>Bala tekakweišo: (setsopolwa go tšwa ka gare ga pukju)</b></p> <ul style="list-style-type: none"> <li>• go sekhima, go sekema, go akanya</li> <li>• go bala ga go tsenelela</li> <li>• tšea sephetho</li> <li>• tlhalošo ya mainatheto</li> <li>• ntlhatebelelo ya mongwadi</li> <li>• ntlha le kakanyo</li> <li>• tlhalošo yeo e ukanwago</li> </ul> <p><b>Ngwala kakaretšo ka mokgwa wa temana/ dinthla</b></p>	<ul style="list-style-type: none"> <li>• beakanya</li> <li>• go ngwala sengwalwakakanywa</li> <li>• go boeletša</li> <li>• go hlokola</li> <li>• go phošolla le go hlagiša</li> </ul> <p><b>Ngwala ditseno tša pukutšatši</b></p>	<p>Sebopego sa mafoko; polelothwii le polelotharedi; mabotšiši; ntlha le kgopolo; Mantšu a go se kwešišege; lentšu; mantšu a go se hlake</p> <p><b>Tlhalošo ya lentšu:</b> tlhalošo ya ntš <u>ka</u> ntšu le ya seka</p> <p><b>Maswaodikga le mopeleto:</b> paterone ya mopeleto; maswaodikgwa</p>
Beke 5-6	<p><b>Mekgwanakgwana ya go theeletša le go bolela</b></p> <p><b>Theeletša setšweletšwa sa go gatišwa</b></p> <ul style="list-style-type: none"> <li>• bapala setšweletšwa sa go gatišwa</li> <li>• laetša barutwana mekgwanakgwana ya maleba ya go bala</li> <li>• tšhomišo ya maswaodikga go setšweletšwa se se badilwego</li> <li>• go bula le go tswalela</li> </ul> <p><b>Ngangišano ka setšweletšwa se se gatišitšwego</b></p> <ul style="list-style-type: none"> <li>• tšea sephetho ka hlogo</li> <li>• boeletša melawana</li> <li>• maswao a polelo go swarelela poledišano</li> <li>• dikarolo tša bakgathatema</li> <li>• matseno le mafetšo</li> <li>• go itlwaetša</li> <li>• go hlagiša</li> </ul>	<p><b>Setšweletšwa sa go ngwalwa bjalo ka lenaneo la telebišene</b></p> <p><b>Magato a go bala:</b></p> <ul style="list-style-type: none"> <li>• pele ga go bala (tsebagatša setšweletšwa)</li> <li>• ge go balwa (diponagalo tša setšweletšwa)</li> <li>• morago ga go bala (araba dipotšišo, Bapetša , fapantšha, lekola karabo)</li> </ul> <p><b>Theto</b></p> <ul style="list-style-type: none"> <li>• diponagalo tša hohlokwa tša sereto</li> <li>• sebopego sa ka gare sa sereto, dikapolelo/ tshwantšhokgopolo, morumokwano, mošito</li> <li>• sebopego sa ka ntle sa sereto, methalotheto, mainatheto, ditematheto,</li> <li>• mongwalelo</li> <li>• tlhalošo ya seka</li> <li>• moya wo o fokago</li> <li>• morero le molaetša</li> </ul> <p><b>Bala tekakweišo: mohl..</b></p> <p><b>Lenaneo la thelebišene</b></p> <ul style="list-style-type: none"> <li>• maikemišetšo, sehlopha se se lebantšwego le dikamano</li> <li>• hlaloša kgwekgwe le melaetša</li> <li>• tšea diphetho</li> </ul>	<p><b>Setšweletšwa sa go tirišano mohl. Pego ya jenalisthiki</b></p> <ul style="list-style-type: none"> <li>• sebopego sa maleba</li> <li>• maikemišetšo</li> <li>• go tšea lehlakore le kgethollo</li> <li>• go goketša</li> <li>• go lebela dilo ka leihlo le tee</li> <li>• dikgopolokgolo le dikgopolotlaleletšo</li> <li>• tatelano ya mafoko ye e kwagalago</li> <li>• šomiša makopanyi go kgonthišiša tlemagano</li> <li>• tšhomišo ya mafoko a go fapana, botelele le sebopego</li> </ul> <p><b>Tsepelela go magato a go ngwala</b></p> <ul style="list-style-type: none"> <li>• beakanya</li> <li>• go ngwala sengwalwakakanywa</li> <li>• go boeletša</li> <li>• go hlokola</li> <li>• go phošolla le go hlagiša</li> </ul> <p><b>Ngwala pego ya jenalisthiki o latela dikgato tša go ngwala</b></p>	<p><b>Maemo a mantšu:</b> Relative pronouns; bootee le bontši</p> <p><b>Maemo a mafoko :</b> Tshepedišo; bapetša/fapantšha</p> <p>Temana ya go hlaloša; temana ya matse o le ya mafetšo; mafoko; polelo; Lentšu; go tšea lehlakore le kgethollo</p> <p><b>Tlhalošo ya lentšu:</b> mahlalošetšagotee, malatodi</p> <p><b>Maswaodikga le mopeleto:</b> ditsebšana; dipatrone tša mopeleto; maswaodikgwa</p>



		<ul style="list-style-type: none"> <li>• efa kgopolo ya gagwe</li> <li>• tlhalošothwii le tlhalošo ya go utama</li> <li>• boithekgo bja setšweletšwa le mongwadi go tšwa go leago le sepolitiki le setšo</li> </ul>		
Beke 6				<b>MOŠOMO WA KELO YA SEMMUŠO WA 8</b> <b>Lephephe 3</b> <b>Writing [40 meputso]</b> Written before exams Transactional text (2 short or 1 long): (10 meputso) <ul style="list-style-type: none"> <li>• Newslephephe Article / Potšišonaire Forms / Direction / Instructions AND</li> </ul> Essay: (30 meputso) Descriptive / Narrative / Argumentative essay (7 paragraphs)
Beke 7-8	<b>go itokišetša tlhahlobo</b> <b>Go bolela:</b> <ul style="list-style-type: none"> <li>• poledišano</li> <li>• go bala ga go itokišetšwa</li> <li>• go bala ga go se itokišetšwe</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>• tekakwešišo ya go theeletšwa</li> </ul>	<b>Go itokišetša tlhahlobo</b> <b>Go bala</b> <ul style="list-style-type: none"> <li>• bala tekakwešišo</li> <li>• kakaretšo</li> <li>• dingwalo:                         <ul style="list-style-type: none"> <li>-- padi / kanegelokopana / dingwalotšhaba</li> <li>-- papadi</li> <li>-- direto</li> </ul> </li> </ul>	<b>Go itokišetša tlhahlobo</b> <b>Go ngwala:</b> <ul style="list-style-type: none"> <li>• ditaodišo</li> <li>• dišweletšwa tša tirišano tše telele</li> <li>• dišweletšwa tša tirišano tše kopana</li> </ul>	<b>Maemo a mantšu:</b> Go boeletša <b>Maemo a mafoko:</b> Go boeletša <b>Tlhalošo ya lentšu:</b> go boeletša <b>Maswaodikga le mopeleto:</b> go boeletša
Beke 9-10	<b>MOŠOMO WA KELO YA SEMMUŠO WA 9</b>  <b>Lephephe 1: Bomolomo [20 Meputso]</b> <ul style="list-style-type: none"> <li>• Tekakwešišo ya go theeletšwa / polelo ya go(se) itokišetšww(e)</li> <li>• E phethwa ka gare ga kotara</li> <li>• Mošomo wa bomolomo wa kotare ya bone o šoma bjalo ka Lephephe 1 la tlhahlobo ya mafelelo a ngwaga</li> </ul>		<b>MOŠOMO WA KELO YA SEMMUŠO WA 10</b>  <b>Tlhahlobo ya mafelelo a ngwaga</b> <b>Lephephe 2: 2 Diiri 30 metsotso</b> <b>Go iphetolela go ditsopolwa : [60 Meputso]</b> <b>Potšišo 1</b> <ul style="list-style-type: none"> <li>• Setšweletšwa sa go(se) balwa(e) (20 meputso)</li> </ul> <b>Potšišo 2</b> <ul style="list-style-type: none"> <li>• Setšweletšwa sa go bogelwa (10 meputso)</li> </ul> <b>Potšišo 3</b> <ul style="list-style-type: none"> <li>• Kakaretšo (10 meputso)</li> </ul> <b>Potšišo 4</b> <b>Diboepo le melawana ya tšhomišo ya polelo go dikamano (20 meputso)</b>	

## 7. Sesotho Home Language

KEREITI YA 8 KOTARA YA 2				
Bokgoni	HO MAMELA LE HO BUA	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
Beke 8	Puisano ya molomo ka dikateng tsa COVID-19	<p>Temakutlwisiso e balwang – Ho bala bakeng sa tlhahiso leseding. Tema ka COVID-19.</p> <ul style="list-style-type: none"> <li>• Sebopeho</li> <li>• Tshebediso ya puo</li> <li>• Makgetha</li> </ul> <p><b>Tshebetso ya ho bala</b></p> <ul style="list-style-type: none"> <li>• Pele ho ho bala (tlhahiso ya tema)</li> <li>• Nakong ya ho bala (makgetha a tema)</li> <li>• Kamorao ho bala (araba dipotso, bapisa,lekola , akanya)</li> </ul>	Ha ho mosebetsi o tla ngolwa ka lebaka la nako e kgutshwanyane .	<p>Di itshetlehile ho tema ya COVID-19</p> <p>Dikgutsufatso</p> <p>Ntshetsopele ya tlotlontswe – Sewa,(pandemic)</p> <p>Dihlongwapele</p> <p>Dihlongwanthao</p>



KEREITI YA 8 KOTARA YA 3				
Bokgoni	HO MAMELA LE HO BUA	HO BALA LE HO BOHAHO	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
Beke 1-2	<p><b>Mawa a ho mamela le ho bua.:</b></p> <ul style="list-style-type: none"> <li>• Ho mamela ditaelo /ditsupiso</li> <li>• Ngola dinoutsu</li> <li>• Araba dipotso</li> <li>• Mefuta e fapaneng ya ditema tsa molomo</li> </ul> <p>Mohl.Ho balwa hwa ditaba hosa hlophiswang /puo</p> <p><b>Ho fana ka ditaelo :</b></p> <ul style="list-style-type: none"> <li>• Makgetha a tema .</li> <li>• Puo le melawana</li> <li>• Puo ya mmele</li> </ul>	<p><b>Ho bala tema ya tlhahiso Leseding e nang le ditshwantsho ,Mohl.mmapa, dintlha tse ikgethileng sebakeng seo/ ditekanyetso</b></p> <p><b>Bala sengolwa sa tlhahiso leseding ka ho boha mohl. Dimmapa( matshwao a naha,tekanyo ya boholo mmapeng le bophelong)</b></p> <ul style="list-style-type: none"> <li>• Sebopoho</li> <li>• Tshebediso ya puo</li> <li>• Makgetha</li> </ul> <p><b>Tshebetso ya ho bala</b></p> <ul style="list-style-type: none"> <li>• Pele ho ho bala (tlhahiso ya tema</li> <li>• Nakong ya ho bala (makgetha a tema</li> <li>• Kamorao ho bala (araba dipotso, bapisa,lekola , akanya</li> </ul> <p><b>Ho bala /Ho boha tema ya setshwantsho</b></p> <ul style="list-style-type: none"> <li>• Ho tlodisa tema mahlo</li> <li>• Ho badisisa ka botebo</li> <li>• Ho etsa kakanyo</li> <li>• <b>Etsa kgutsufatso</b>(sebedisa mmapa wa monahano )</li> </ul>	<p><b>Tema tsa kgokahano: Mohl. Ditshupiso/Ditaelo.</b></p> <ul style="list-style-type: none"> <li>• Sebopoho se nepahetseng</li> <li>• Sepheo le sehlopha se tobilweng</li> <li>• Tatelano e nepahetseng ya dipolelo</li> <li>• Sebedisa makopanyi ho etsa bonnete ba momahano.</li> <li>• Sebedisa mefuta e fapaneng ya dipolelo bolele le sebopoho.</li> <li>• Hlophisa dikateng (mmapa wa monahano )</li> <li>• Tshebediso ya puo</li> </ul> <p><b>Tsepamisa maikutlo ho tshebetso ya ho ngola. •</b></p> <p>Ho etsa moralo/ Boitokisetso ba ho ngola</p> <ul style="list-style-type: none"> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul> <p><b>Ngola tema ya ditaelo</b></p>	<p><b>Mosebetsi boemong ba lentswe:</b> makgethi: Dikgato tsa papiso mabitsohohle mabitsobitso</p> <p><b>Mosebetsi boemong ba polelo:</b> Lekgathe Lejwale mabotsi Ho sebedisa polelonolo ,polelo kopanyi; Lekgathe Lefetile</p> <p><b>Moelelo wa lentswe:</b> mahlalosongwe, Diparonime, moelelo o tobileng</p> <p><b>Matshwao a puo le mopeleto:</b> Dipaterone tsa mopeleto, melao ya mopeleto Kgutlo, Feelwane,</p>
Beke 3-4	<p><b>Mawa a ho mamela le ho bua. Pou e hlophisitsweng e mabapi le dintho tse amang setjhaba .</b></p> <ul style="list-style-type: none"> <li>• Mamela puo</li> <li>• Ngola dinoutsu</li> <li>--Puo le matla</li> <li>-- Sehalo</li> <li>-- Maikutlo</li> <li>-- Tlhahiso le phetelo</li> <li>• Araba dipotso</li> </ul>	<p><b>Ditema tse balwang tse kang puo e hatsitsewng ho tswa thelebesheeng/radiong tse amang setjhaba</b> Mohl.(covid 19)Thibelo ya motsamao /Tshebediso dimonkwane) .</p> <p><b>Tema eo eseng ya dingolwa</b></p> <ul style="list-style-type: none"> <li>• Makgetha a sehlooho a tema</li> <li>• Tshebediso ya puo</li> <li>• Sebopoho</li> <li>• Banka karolo</li> </ul> <p><b>Tshebetso ya ho bala</b></p> <ul style="list-style-type: none"> <li>• Pele ho ho bala (hlahisa tema)</li> <li>• Nakong ya ho bala (makgetha a tema)</li> </ul>	<p><b>Ngola puo e mabapi le dintlha tse amang setjhaba :Mohl.Ho ngola seratswana (covid 19)</b></p> <ul style="list-style-type: none"> <li>• Sebopoho se nepahetseng</li> <li>• Sepheo le sehlopha se tobilweng</li> <li>• Tatelano e nepahetseng ya dipolelo</li> <li>• Sebedisa makopanyi ho etsa bonnete ba momahano.</li> <li>• Sebedisa mefuta e fapaneng ya dipolelo bolelele le sebopoho.</li> <li>• Tshebediso ya puo</li> </ul> <p><b>Tsepamisa maikutlo ho tshebetso ya ho ngola. •</b></p>	<p><b>Mosebetsi boemong ba lentswe:</b> maemedi le Dikao – sekaopeho, sekaotaelo, sekaokgoneho, sekaoho le sekaokgethi</p> <p><b>Mosebetsi boemong ba polelo:</b> makgathe; mefuta ya dipolelo; Sebopoho sa polelo; puosebui le puopehelo Dipolelo tsa dipotso .</p> <p><b>Moelelo wa lentswe:</b> mahlalosongwe, malatodi</p> <p><b>Matshwao a puo le mopeleto:</b> matshwao a qotso; Dipaterone tsa mopeleto; Matshwao a puo.</p>

		<ul style="list-style-type: none"> <li>• Kamorao ho ho bala (araba dipotso, bapisa, tekolo)</li> </ul> <p><b>Thothokiso.</b></p> <ul style="list-style-type: none"> <li>• Makgetha a sehlooho a thothokiso.</li> <li>• Sebopeho sa kahare sa thothokiso, mekgabisopuo/karaburetso, morumo le morethetho.</li> <li>• Sebopeho sa kante sa thothokiso, mela, mantswe, diratswana</li> <li>• Fonte</li> <li>• Moelelo wa bonono.</li> <li>• Maikutlo.</li> <li>• Mookotaba le molaetsa</li> </ul>	<p>Ho etsa moralo/ Boitokisetso ba ho ngola</p> <ul style="list-style-type: none"> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul> <p><b>Ngola Puo</b></p>	
Beke 5-6	<p><b>Mawa a ho mamela le ho bua</b>  <b>Ho mamela ho balwa ha Temakutlwisiso</b></p> <ul style="list-style-type: none"> <li>• Tshebetso ya ho mamela</li> <li>• Ho ngola dikarabo</li> </ul> <p><b>Ho mamela /ho boha qotso ho tswa ho terama</b></p> <ul style="list-style-type: none"> <li>• Ruta makgetha le melawana</li> <li>• kgetha setaele, rejistara le tlotlontswa fanang ka sebaka</li> </ul>	<p>Ditema tse ngolwang tse kang Nobe, Palekgutshane le Terama.</p> <ul style="list-style-type: none"> <li>• Makgetha a tema ya dingolwa jwalo ka sebopeho, mophetwa, tikoloho, le kgohlano.</li> </ul> <p>Tshebetso yah o bala:</p> <ul style="list-style-type: none"> <li>• Pele ho oh bala (tlhahiso ya tema)</li> <li>• Nakong ya bala (makgetha a tema)</li> <li>• Ka morao ho ho bala (araba dipotso, bapisa, lekola, akanya)</li> </ul> <p>Ho bala sengolwa ka kutlwisiso.</p>	<p><b>Moqoqo Tlhaloso :o itshetlehileng hodima terama-</b></p> <p>Sebopeho se nepahetseng</p> <ul style="list-style-type: none"> <li>• Sepheo le sehlopha se tobilweng</li> <li>• Tatelano e nepahetseng ya dipolelo</li> <li>• Tatelano ya diratswana</li> </ul> <ul style="list-style-type: none"> <li>• Sebedisa makopanyi ho etsa bonnete ba momahano.</li> <li>• Sebedisa mefuta e fapaneng ya dipolelo bolelele le sebopeho.</li> <li>• Tshebediso ya puo</li> </ul> <p><b>Tsepamisa maikutlo ho tshebetso ya ho ngola. •</b></p> <p>Ho etsa moralo/ Boitokisetso ba ho ngola</p> <ul style="list-style-type: none"> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul> <p><b>Ngola Moqoqo wa tlhaloso</b></p>	<p><b>Mosebetsi o boemong ba lentswe:</b> makopanyi</p> <p><b>Mosebetsi boemong ba polelo:</b> Sebopeho sa polelo; mefuta ya dipolelo; puosebui le puopehelo; mefuta ya dipotso; makgathe;</p> <p><b>Moelelo wa lentswe:</b> maele le dikapolelo</p> <p><b>Matshwao a puo le mopeleto:</b> Dikgutsufatso ,kgutlo,feelwane,matshwao a makalo,matshwao a potso</p>
<p><b>MOSEBETSI WA TEKANYETSO YA SEMMUSO 6</b>  Tsa molomo I [matshwao20 ]  Tema kutlwisiso e mamelwa  KAPA  /Puo e Hlophisitsweng /Puo e sa Hlophiswang</p>				

<p>Beke 7-8</p>	<p><b>Mawa a ho mamela le ho bua</b>  <b>Ho mamela bakeng sa kutlwisiso(Atekele ya koranta</b>  <ul style="list-style-type: none"> <li>• <b>Ho mamela bakeng sa kutlwisiso</b></li> <li>• Ho ngola dinoutsu</li> <li>•Ho araba dipotso</li> </ul> </p>	<p><b>Tema tsa dingolwa tse kang Palekgutshwe</b>  <ul style="list-style-type: none"> <li>• makgetha a tema ya dingolwa jwalo ka sebopeho, mophetwa, tikoloho, poloto, kgohlano, modumo o moholo,</li> </ul> <p><b>Tshebetso ya ho bala:</b>  <ul style="list-style-type: none"> <li>• Pele ho ho bala (Hlahisa tema) • Nakong ya ho bala (makgetha a tema)</li> <li>• Kamorao ho ho bala (araba dipotso, bapisa, fapanya, lekola)</li> </ul> <p><b>Mawa a ho bala tekokutlwisiso</b>  <ul style="list-style-type: none"> <li>• Ho okola, ho tlodisa mahlo,</li> <li>• Ho bopa setshwantsho sa monahano</li> <li>• Moelelo wa mantswa</li> <li>• Ntlhakemo ya mongodi</li> <li>• Ntlha le mohopolo</li> <li>• Moelelo o patehileng</li> </ul> <p><b>• Makgetha a sehlooho a Thothokiso.</b>  <ul style="list-style-type: none"> <li>• Sebopeho sa kahare sa thothokiso, mekgabisopuo/karaburetso, morumo le morethetho.</li> <li>• Sebopeho sa kante sa thothokiso, mela,</li> <li>• Mantswe, diratswana</li> <li>• Moelelo wa bonono.</li> <li>• Maikutlo.</li> <li>• Mookotaba le molaetsa</li> </ul> </p> </p></p></p>	<p><b>Ngola tekolobotjha ya Pale</b>  <ul style="list-style-type: none"> <li>• Sebopeho se nepahetseng</li> <li>• Mehopolo ya sehlooho le ya tshehetso</li> <li>• Tshebediso ya puo</li> <li>• Rejistara</li> <li>• Tatelano e lokelang ya dipolelo</li> <li>• Sebedisa makopanyi ho nnetefatsa momahano</li> <li>• Sehalo</li> <li>• Bamamedi</li> </ul> <p><b>Tsepamisa maikutlo ho tshebetso ya ho ngola. •</b>  <ul style="list-style-type: none"> <li>• Ho etsa moralo/ Boitokisetso ba ho ngola</li> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul> </p> </p>	<p><b>Mosebetsi o boemong ba lentse:</b>  Dihlongwapele le dihlolongwanthao  <b>Mosebetsi boemong ba polelo:</b> mefuta ya dipolelo,makgathe ,dikapolelo  <b>Moelelo wa lentse:</b>  Lentse le le leng bakeng sa polelwana,mahlalosongwe,malatodi ,ditumatshwano  <b>Matshwao a puo le mopeleto:</b>  dikgtsufatso</p>
<p><b>MOSEBETSI WA TEKANYETSO YA SEMMUSO 7</b>  <b>Teko ya ho araba Dingolwa [ Matshwao 30]</b>  <ul style="list-style-type: none"> <li>• Thothokiso (Matshwao10)</li> <li>• Terama /Pale Kgutshwe (Matshwao10 )</li> <li>• Tshomo /Padi (Matshwao10)</li> </ul> </p>				

KEREITI YA 8 KOTARA YA 4

Bokgoni	HO MAMELA LE HO BUA	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
Beke 1-2	<p><b>Mawa a ho mamela le ho bua</b>  <b>Tekokutlwisiso e mamelwang</b>( tse jwaloka ho mamela tema tse ngotsweng/tse rekotilweng/tse bohawang)  <b>Ho mamela tekokutlwisiso</b>  <b>( tema tse ngotsweng kapa tse rekotilweng dibontsha ditshwantsho</b>                      • Hlwaya le ho tshehetsa mehopolole ya sehlooho,                      • Ngola dinoutsu                      • Ho arolelana mehopolole le ho bontsha kutlwisiso ya mantswa .                      • Ho hlwaya ditekeneniki tse bontsang tshutshumetso moo ho hlokalalang                      • Araba dipotso</p>	<p><b>Bala Atekele ya Makasine</b>                      •Sebopoho                      •Temoso ehlokolosi ya tshebediso ya puo .                      • Makgetaha a Tema                      • Tatelano/ Tlhatlhamano  <b>Tshebetso ya ho bala:</b>                      • Pele ho ho bala (Hlahisa tema) • Nakong ya ho bala (makgetha a tema)                      • Kamorao ho ho bala (araba dipotso, bapisa, fapanya, lekola  <b>Ho bala le ho boha bakeng sa tlhahiso leseding</b>  <b>(Tema tseo eseng tsa dingolwa ,tse bohawang le tse tse ngotsweng)</b>                      • Ho bala ka botebo                      • Ho iketsetsa qeto                      • moelelo wa mantswa                      • Ho lepa                      • Ntlhakemo ya mongodi                      • Ntlha le mohopolole                      • moelelo o patehileng                      • <b>Ngola kgutsufatso</b></p>	<p><b>Tema e telele ya kgokahano Mohl.Atekele ya Makasine</b>                      • Sebopoho se nepahetseng                      • mehopolole ya sehlooho le ya tshehetso                      • Tshebediso ya puo                      • Rejistara                      • Tatelano e lokelang ya dipolelo                      • Sebedisa makopanyi ho netefatsa momahano                      • Sehalo                      • Bamamedi  <b>Tsepamisa maikutlo ho tshebetso ya ho ngola. •</b>                      Ho etsa moralole/ Boitokisetso ba ho ngola                      • Ho ngola mokgwaritso                      • Ho boeletsa mosebetsi                      • Ho bala hape bakeng sa ntlafatso                      • Ho hlaola diphoso                      • Ho nehelana  <b>Ngola Atekele ya Makasine</b></p>	<p><b>Mosebetsi boemong ba lentse:</b>                      Bonngwe le bongata; Botona le botshehadi; nyenyefatso  <b>Mosebetsi boemong ba polelo:</b>                      Puosebui le puopehelo; mabotsi; ntlha le mohopolole; sebopoho sa polelo; dipolelo; meeelongata; botona le botshehadi  <b>Moelelo wa lentse:</b>                      mahlalonsongwe; malatodi; pebofatso; dihomonime; moelelo o totobetseng le wa bonono  <b>Matshwao a puo le dipaterone tsa mopeleto:</b> Matshwao a qotso, dipaterone tsa mopeleto</p>
Beke 3-4		<p><b>Ditema tsa dingolwa tse kang Nobe/Palekgutshwe/Terama</b>                      • Makgetha a tema ya dingolwa jwalo ka sebopoho, mophetwa, tikoloho, poloto, kgohlano, modumo o moholo,  <b>Tshebetso ya ho bala:</b>                      • Pele ho ho bala (Hlahisa tema) • Nakong ya ho bala (makgetha a tema)                      • Kamorao ho ho bala (araba dipotso, bapisa, fapanya, lekola)  <b>Ho balla kutlwisiso ditema hotswa bukeng ya moithuti)</b></p>	<p><b>Ngola tema ya kgokahano:ho ngola dayari</b>                      Sebopoho se nepahetseng                      • mehopolole ya sehlooho le ya tshehetso                      • Tshebediso ya puo                      • Rejistara                      • Tatelano e lokelang ya dipolelo                      • Sebedisa makopanyi ho netefatsa momahano                      • Sehalo                      • Bamamedi  <b>Tsepamisa maikutlo ho tshebetso ya ho ngola. •</b>                      Ho etsa moralole/ Boitokisetso ba ho ngola</p>	<p><b>Mosebetsi boemong ba lentse:</b> maamedi                      Dikao –                      Sekaopeho                      Sekaotaelo                      Sekaokgoneho                      Sekaoho                      Sekaokgethi  <b>Mosebetsi boemong ba polelo:</b>                      Makgathe                      Mefuta ya dipolelo;                      Sebopoho sa polelo;                      Puosebui le puopehelo</p>

		<ul style="list-style-type: none"> <li>• Ho okola, ho tlodisa mahlo</li> <li>• Ho bopa setshwantsho sa monahano</li> <li>• Ho bala ka botebo</li> <li>• Ho iketsetsa qeto</li> <li>• Moelelo wa mantswa</li> <li>• Ntlhakemo ya mongodi</li> <li>• Ntlha le mohopolo</li> <li>• Moelelo o ipatileng</li> </ul> <p><b>Ngola seratswana /kgutsufatso ka dintlha</b></p>	<ul style="list-style-type: none"> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul> <p><b>Ngola dayari</b></p>	<p>Dipolelo tsa dipotso ntlha le mohopolo moeelongata Botona le botshehadi.</p> <p><b>Moelelo wa lentse:</b> moelelo o tobileng le wa bonono</p> <p><b>Matshwao a puo le mopeleto:</b> Dipaterone tsa mopeleto, matshwao a puo</p>
Beke 5-6	<p><b>Mawa a ho mamela le ho bua</b></p> <p><b>Ho mamela tema e rekotilweng /e hatisitsweng</b></p> <ul style="list-style-type: none"> <li>• Bapala tema e rekotilweng</li> <li>• Bokgoni bo loketseng ba ho bala bo bontshwa baithuti.</li> <li>• Ho sebedisa matshwao a puo ho tema e balwang</li> <li>• Selelekela le sephetho/qetelo.</li> </ul>	<p><b>Tema eo eseng ya dingolwa tse kang:</b> <b>Tataiso ya mananeo a televeshene</b></p> <p><b>Tshebetso ya ho bala:</b></p> <ul style="list-style-type: none"> <li>• Pele ho ho bala (Hlahisa tema) • Nakong ya ho bala (makgetha a tema)</li> <li>• Kamorao ho ho bala (araba dipotso, bapisa, fapanya, lekola)</li> </ul> <p><b>Thohokiso</b></p> <ul style="list-style-type: none"> <li>• Makgetha a sehlooho a thothokiso.</li> <li>• Sebopeho sa kahare sa thothokiso, mekgabisopuo/karaburetso, morumo le morethetho.</li> <li>• Sebopeho sa kante sa thothokiso, mela, mantswa, diratswana</li> <li>• Moelelo wa bonono.</li> <li>• Maikutlo.</li> <li>• Mookotaba le molaetsa</li> </ul> <p><b>Tekokutlwisiso e balwang</b></p> <p><b>Reading comprehension: e.g.</b></p> <p><b>Tataiso ya mananeo a thelevesheni</b></p> <ul style="list-style-type: none"> <li>• Ho okola le ho tlodisa</li> <li>• Ho bala ka botebo</li> <li>• Sepheo le sehlopha se tobilweng</li> <li>• Ho iketsetsa moelelo le diqeto</li> <li>• Ntlha le mohopolo</li> <li>• Fana ka maikutlo a hao</li> <li>• Moelelo wa mantswa a sa tlwaelehang.</li> </ul>	<p><b>Tema ya kgokahano.</b></p> <p><b>mohl: Raporoto ya boqolotsi ba ditaba</b></p> <ul style="list-style-type: none"> <li>• <b>Sebopeho se nepahetseng</b></li> <li>• <b>mehopolo ya sehlooho le ya tshehetso</b></li> <li>• <b>Tshebediso ya puo</b></li> <li>• Leeme le kgethollo</li> <li>• Ho qhekella</li> <li>• Monahano o sa nepahalang o akaretsang batho.</li> <li>• Rejistara</li> <li>• Tatelano e lokelang ya dipolelo</li> <li>• Sebedisa makopanyi ho netefatsa momahano</li> <li>• Sehalo</li> <li>• Bamamedi</li> </ul> <p><b>Tsepamisa maikutlo ho tshebetso ya ho ngola. •</b></p> <ul style="list-style-type: none"> <li>• Ho etsa moralo/ boitokisetso ba ho ngola</li> <li>• Ho ngola mokgwaritso</li> <li>• Ho boeletsa mosebetsi</li> <li>• Ho bala hape bakeng sa ntlafatso</li> <li>• Ho hlaola diphoso</li> <li>• Ho nehelana</li> </ul> <p><b>Ngola raporoto ya boqolotsi ba ditaba o latela tshebetso ya ho ngola</b></p>	<p><b>Mosebetsi boemong ba lentse:</b> maamanyi; Bonngwe le bongata</p> <p><b>Mosebetsi boemong ba lentse:</b> Ho bapisa Seratswana se phetang Seratswana sa selelekela Seratswana se qetellang dipolelo; Puo e leeme Puo e nkang lehlakore</p> <p><b>Moelelo wa lentse:</b> mahlalosongwe, malatodi</p> <p><b>Matshwao a puo le mopeleto:</b> matshwao a qotso; Dipaterone tsa mopeleto; Matshwao a puo.</p>

• kamano ya mongodi wa tema le dipolotiki, setso le dipolotiki tsa setjhaba.

**Mosebetsi wa Tekanyetso wa 8**  
**Pampiri ya 3**  
**Ho Ngola [Matshwao40]**  
**Dingolwe pele ho Tihahlobo**  
**Tema tsa Kgokahanyo (2 Tse kgutshwanyane ka 1 e Telele ): (matshwao10)**

- Atekele ya koranta /Formo tsa Dipotso/Ditshupiso/Ditaelo

**LE**

**Moqoqo: (Matshwao 30)**  
 Moqoqo Tihaloso/Phetelo/Kgang (Diratswana tse 7)

Beke 7-8	<b>Itokisetse tlhahlobo :</b> <b>Ho bua</b> • Ho bala ho hlophisitsweng • Ho bala ho sa hlophiswang <b>Ho mamela</b> Tekokutlwisiso e mamelwang	<b>Itokisetse tlhahlobo :Ho bala</b> • Temakutlwisiso e balwang • Kgutsufatso • Dingolwa -- Nobe/pale kgutshwe/ditshomo -- Terama -- Dithothokiso	<b>Itokisetse Tihahlobo ya Makgaolakang:</b> • Meqoqo • Ditema tse telele tsa Kgokahano • Ditema tse kgutshwane tsa kgokahano	<b>Mosebetsi o boemong ba lentswe:</b> Ho boeletsa <b>Mosebetsi boemong ba polelo:</b> Ho boeletsa <b>Moelelo wa lentswe:</b> Ho boeletsa <b>Matshwao a puo le mopeleto:</b> Ho boeletsa
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**KOTARA 4**  
**TLHAHLOBO YA MAKGAOLA KGANG / MAFELO A SELEMO**

Beke 9-10	<b>MOSEBETSI WA TEKANYETSO WA 8</b> <b>Pampiri ya 1:Tsa Molomo [ Matshwao20]</b> <ul style="list-style-type: none"> <li>• Teko kutlwisiso e mamelwang /Puo e hlophisitsweng /Puo e sa hlophiswang</li> <li>• Mosebetsi ona o entswe ha kotara entse e tswella</li> <li>• Mosebetsi wa Molomo wa Kotara ya 4 o tla sebediswa ele Pampiri ya 1 ya Tihahlobo ya Makgaolakang</li> </ul>	<b>Tihahlobo ya Makgaolakang/Mafelo a Selemo</b>  <b>MOSEBETSI WA TEKANYETSO WA 10</b> <b>Tihahlobo ya Makgaolakang/Mafelo a Selemo</b>  <b>Pampiri ya 2: 2h30</b> <b>Ho araba ditema: [ matshwao a 60]</b> <b>Potso ya 1</b> <ul style="list-style-type: none"> <li>• Ditema tsa dingolwa /Ditema tseo eseng tsa dingolwa ( matshwao 20)</li> </ul> <b>Potso ya 2</b> <ul style="list-style-type: none"> <li>• Te e bohuwang (matshwao 10)</li> </ul> <b>Potso ya 3</b> <ul style="list-style-type: none"> <li>• Kgutsufatso (matshwao 10)</li> </ul> <b>Potso ya 4</b> <b>Dibopeho le Melao ya Tshebediso ya puo (Puo Maemong) (Matshwao20)</b>
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## 8. Setswana Home Language

MOPHATO 8 KGWEDITHARO 2				
Dikgono	Go reetsa le go bua	Go buisa le go lebelela	Go kwala le go tthagisa	Dipopego tsa puo le melawana
Beke 1	Dipuisano tsa molomo ka diteng tsa COVID 19	<p>Tekatlhaloganyo ya puiso – buisetsa tshedimosetso – Sethangwa ka COVID 19</p> <ul style="list-style-type: none"> <li>• Kagego</li> <li>• Tiriso ya puo</li> <li>• Diponagalo</li> </ul> <p><b>Dikgato tsa go buisa:</b></p> <ul style="list-style-type: none"> <li>• Pele ga puiso (Itsise sethangwa)</li> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/tlathhoba)</li> </ul>	Ga go na tiro kwalo ka ntsha ya nako	<p>Di nyalane le sethangwa sa COVID 19</p> <p><b>Dira ka mafoko:</b> Tlhogo, matlhaodi : go supa mmala o o sa tsenelelang le kgato ya kgolo.</p> <p><b>Dira ka dipolelo:</b> <b>Bokao jwa mafoko:</b> mo bokaong <b>Matshwao a puiso le mopeleto:</b> Dipaterone tsa mopeleto, khutlo, phegelwana</p>



MOPHATO 8 KGWEDITHARO 3

Dikgono	Go reetsa le go bua	Go buisa le go labelela	Go kwala le go tthagisa	Dipopego tsa puo le melawana
Beke 1-2	<p><b>Ditogamaano tsa Go reetsa le Go bua:</b>  <b>Tekathaloganyo ya theetso:</b></p> <ul style="list-style-type: none"> <li>• Reetsa ditaelo le dikaelo</li> <li>• Kwala dintlhathuto</li> <li>• Araba dipotso</li> </ul> <p>Mefuta e e farologaneng ya tiro ya molomo sk. tthagiso ya dikgang/puo e e sa ipaakanyetswang</p> <p><b>Go neela dikaelo:</b></p> <ul style="list-style-type: none"> <li>• Diponagalo tsa sethangwa</li> <li>• Puo le melawana</li> <li>• Puo ya mmele</li> </ul>	<p><b>Buisa sethangwa pono sa tshedimosetso sk. mmepe, matshwao a naga, dikale</b></p> <ul style="list-style-type: none"> <li>• Popego</li> <li>• Tiriso ya puo</li> <li>• Diponagalo</li> </ul> <p><b>Dikgato tsa go buisa:</b></p> <ul style="list-style-type: none"> <li>• Pele ga puiso (Itsise sethangwa)</li> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/tlhatlhoba)</li> </ul> <p><b>Go buisa/go lebelela</b></p> <p><b>Sethangwaponono</b></p> <ul style="list-style-type: none"> <li>• Go tlodisa mathho</li> <li>• Puisotsenelelo</li> <li>• Ipopele bokao</li> </ul> <p><b>Dira tshobokanyo (dirisa Mmepe wa dikakanyo (thulaganyo ya dikakanyo)</b></p>	<p><b>Sethangwa sa tirisano sk. dikaelo/ditaelo</b></p> <ul style="list-style-type: none"> <li>• Popego e e nepagetseng</li> <li>• Rulaganya diteng (Mmepe wa tthaganyo)</li> <li>• Dikakanyokgolo le tse di tshegetsang</li> <li>• Melawana ya temana</li> <li>• Tswelole e e lolameng ya ditemana go netefatsa tomagano</li> <li>• Dirisa makopanyi go gokaganya</li> <li>• Melawana ya puo</li> </ul> <p><b>Totisa mogopolo mo dikgatong tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira ipaakanyetsotiro</li> <li>• Go kwala ditlangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le go tthagisa</li> </ul> <p><b>Kwala sethangwa sa ditaelo</b></p>	<p><b>Dira ka mafoko:</b>  Matlhaodi: go supa mmala o o sa tsenelelang le kgato ya kgolo, Mainatota le mainagotlhe; makopanyi</p> <p><b>Dira ka dipolelo:</b>  Polelo e e leng sethogo; polelo; dipaka; polelwanakutu le polelwanakala; dipolelonolo le dipolelopate</p> <p><b>Bokao jwa mafoko:</b>  Makaelagongwe; malatodi; bokao jo bo mo tirisong;</p> <p><b>Matshwao a puiso le mopeleto:</b>  Dipaterone tsa mopeleto: khutlo, phegelwana</p>
Beke 3-4	<p><b>Ditogamaano tsa Go reetsa le Go bua: Puo e e ipaakanyetswang e ikaegile ka tiragalo ya loago:</b></p> <ul style="list-style-type: none"> <li>• Theetso ya puo</li> <li>• Kwala dintlha</li> <li>• Manatetsha puo</li> <li>• Segalo</li> <li>• Maikutlo</li> <li>• Matseno le bokhutlo</li> <li>• Araba dipotso</li> </ul> <p><b>Dipuisano</b></p> <ul style="list-style-type: none"> <li>• Supa dikarolo</li> <li>• Lthute melawana ya sethangwa</li> <li>• Dibui di a refosana</li> <li>• Tlhalosa dintlhakemo lo bo lo fithelele</li> <li>• Dirisa puo, setaele le rejjisetara tse di maleba</li> <li>• Tlthagisa</li> </ul>	<p><b>Sethangwa sa dikwalo jaaka puo e e gatisitsweng go tswa mo thelebišeneng/seyaalemowa e ikaegile ka tiragalo ya loago.</b></p> <ul style="list-style-type: none"> <li>• Diponagalokgolo tsa sethangwa</li> <li>• Tiriso ya puo</li> <li>• Popego</li> <li>• Batsayakarolo</li> </ul> <p><b>Dikgato tsa go buisa:</b></p> <ul style="list-style-type: none"> <li>• Pele ga puiso (Itsise sethangwa)</li> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/ tlhatlhoba)</li> </ul> <p><b>Poko</b></p> <ul style="list-style-type: none"> <li>• Diponagalokgolo tsa leboko</li> <li>• Popego ya ka fa gare ya leboko, dikapuo/puo ya botshwantshi, morumo, moribo</li> <li>• Popego ya ka fa ntle ya leboko, mela, ditemana, mofuta wa mokwalo (fonto)</li> <li>• Bokao jwa puo ya botshwantshi</li> <li>• Maikutlo</li> </ul>	<p><b>Kwala puo o ikaegile ka tiragalo ya loago Melawana ya temana</b></p> <ul style="list-style-type: none"> <li>• Popego</li> <li>• Dipolelo tsa matseno</li> <li>• Dikakanyokgolo le tse di tshegetsang</li> <li>• Tatelano le tomagano</li> <li>• Tlhopho ya mafoko, matshwao a puiso le melawana ya puo</li> </ul> <p><b>Totisa mogopolo mo dikgatong tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira ipaakanyetsotiro</li> <li>• Go kwala ditlangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le go tthagisa</li> </ul> <p><b>Kwala puo</b></p>	<p><b>Dira ka mafoko:</b>  Madiri mafeledi</p> <p><b>Dira ka dipolelo:</b>  Pakajaanong; pakaphethi; tiriso e tsosang maikutlo a a rileng le e e digelang; kagego ya polelo; kganetso; mabotsi</p> <p><b>Bokao jwa mafoko:</b>  Bokao jo bo tlhamaletseng; makaelagongwe; malatodi; ditumatschwano; makwalwatschwano;</p> <p><b>Matshwao a puiso le mopeleto:</b>  Melawana ya mopeleto</p>

Beke 5-6	<p><b>Ditogamaano tsa Go reetsa le Go bua:</b>  <b>Tekathaloganyo ya theetso</b></p> <ul style="list-style-type: none"> <li>• Dikgato tsa go reetsa</li> <li>• Go kwala karabo</li> </ul> <p><b>Reetsa / lebelela nopollo/ sentshwa terameng/ motshamekong</b></p> <ul style="list-style-type: none"> <li>• Ruta diponagalo le melawana</li> <li>• Dira ipaakanyetsotiro le dipatlisiso</li> <li>• Tlhopho setaele, rejisetara le tlotlofoko</li> <li>• Refosanang</li> <li>• Dirisa malepa a thothlehetso</li> </ul>	<ul style="list-style-type: none"> <li>• Thitokgang le molaetsa</li> </ul> <p><b>Ditlangwa tsa dikwalo jaaka terama/ motshameko</b></p> <ul style="list-style-type: none"> <li>• Diponagalokgolo tsa sethangwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgotlhang, lemorago, maitshetlego, moanedi, thitokgang.</li> </ul> <p><b>Dikgato tsa go buisa:</b></p> <ul style="list-style-type: none"> <li>• Pele ga puiso (Itsise sethangwa)</li> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/ thathhoba)</li> <li>• Thitokgang le molaetsa</li> </ul>	<p><b>Tlhamo ya tlhaloso o ikaegile ka terama/ motshameko</b></p> <ul style="list-style-type: none"> <li>• Popego le diponagalo tse di nepagetseng</li> <li>• Rulaganya diteng (Mmepe wa tlhaloganyo)</li> <li>• Dikakanyokgolo le tse di tsehegetsang</li> <li>• Melawana ya temana</li> <li>• Tswelelo e e lolameng ya ditemana go netefatsa tomagano</li> <li>• Dirisa makopanyi go gokaganya</li> <li>• Melawana ya puo</li> </ul> <p><b>Tsepanisa mogopolo mo dikgatong tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira ipaakanyetsotiro</li> <li>• Go kwala ditlangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go thothla diphoso le go thagisa</li> </ul> <p><b>Kwala tlhamo ya tlhaloso</b></p>	<p><b>Dira ka mafoko:</b>          Matlhalosi a felo, nako</p> <p><b>Dira ka dipolelo:</b>          Tatelano ya mafoko e e nepagetseng; mabotsi, phefofatso; popego ya dipolelo; maikutlo le moonoo; lentsewe</p> <p><b>Bokao jwa mafoko:</b>          Bokao jwa botshwantshi, jo bo tlhamaletseng; mo tirisong</p> <p><b>Matshwao a puiso le mopeleto:</b>          Dikhutshwafatso; letshwao la potso; letshwao la tsiboso; khutlo; phegelwana</p>
Beke 6	<p><b>TEKANYETSO E E TLHOMAMENG TIRO 6</b>  <b>TIRO YA MOLOMO ( Maduo 20)</b></p> <ul style="list-style-type: none"> <li>• Tekathaloganyo ya theetso/ Puo ee ipaakanyeditsweng Kgotsa e e sa ipaakanyediwang</li> </ul>			
Beke 7-8	<p><b>Ditogamaano tsa Go reetsa le Go bua:</b>  <b>Tekathaloganyo ya theetso</b>  <b>(sethangwa se e seng sa maitlhamelo/ se se nang le bonnete sekao diathikele tsa lekwalodikgang)</b></p> <ul style="list-style-type: none"> <li>• Reeletsa go tlhaloganya</li> <li>• Kwala dintlhathuto</li> <li>• Araba dipotso</li> </ul> <p><b>Dipuisano tsa sethlopha:</b></p> <ul style="list-style-type: none"> <li>• Supa dikarolo</li> <li>• Dibui ba a refosana</li> <li>• Tlhalosa dintlhakemo lo bo lo fithelele</li> </ul> <p>Dirisa puo, setaele le tumelano tse di maleba</p>	<p><b>Ditlangwa tsa dikwalo jaaka kgangkhutshwe.</b></p> <ul style="list-style-type: none"> <li>• Diponagalokgolo tsa sethangwa sa dikwalo: jaaka moanelwa, semelo le tshobotsi, poloto, kgotlhang, lemorago, maitshetlego, moanedi, thitokgang.</li> </ul> <p><b>Dikgato tsa go buisa:</b></p> <ul style="list-style-type: none"> <li>• Pele ga puiso (Itsise sethangwa)</li> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/thathhoba)</li> </ul> <p><b>Ditogamaano tsa go buisetsa go tlhaloganya:</b></p> <ul style="list-style-type: none"> <li>• Maitlhamo le babuisi /baamogedi ba ba tobilweng</li> <li>• Go ipopela bokao</li> <li>• Neela kakanyo ya gago</li> <li>• Farologanya magareng ga dintlha le dikakanyo</li> <li>• Bokao jo bo tlhamaletseng le jo bo ithametsweng</li> </ul> <p><b>Poko</b></p> <ul style="list-style-type: none"> <li>• Diponagalokgolo tsa leboko</li> <li>• Popego ya ka fa gare ya leboko, dikapuo/puo ya botshwantshi, morumo, moribo</li> </ul>	<p><b>Kwala thadiso ya kgang</b></p> <ul style="list-style-type: none"> <li>• Popego ya sethangwa</li> <li>• Diponagalo le melawana</li> <li>• Kgelekiso (kgatelelo ya mafoko)</li> <li>• Rejisetara</li> <li>• Baamogedi</li> <li>• Segalo</li> </ul> <p><b>Totisa mogopolo mo dikgatong tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira ipaakanyetsotiro</li> <li>• Go kwala ditlangwa tsa ntlha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go thothla diphoso le go thagisa</li> </ul>	<p><b>Dira ka mafoko:</b>          Ditlhogo le megatlana</p> <p><b>Dira ka dipolelo:</b>          Popego ya polelo; mefuta ya dipolelo; dipaka; polelo; phefofatso; diane</p> <p><b>Bokao jwa mafoko:</b>          Makaalagongwe, malatodi; makwalotshwano; maadingwa</p> <p><b>Matshwao a puiso le mopeleto:</b>          Diakeronomi</p>

		<ul style="list-style-type: none"> <li>• Popego ya ka fa ntle ya leboko, mela, ditemana, mofuta wa mokwalo (foto)</li> <li>• Bokao jwa puo ya botshwantshi</li> <li>• Maikutlo</li> <li>• Thitokgang le molaetsa</li> </ul>		
Beke 7	<b>TEKANYETSO E E TLHOMAMENG TIRO 7</b> <b>Teko ya tsibogelo ya dikwalo (Maduo 30)</b> <b>( Mo bokaong)</b> <ul style="list-style-type: none"> <li>• Poko ( Maduo 10)</li> <li>• Terama / Kgangkhutswe ( Maduo 10)</li> <li>• Dinaane / Padi ( Maduo 10)</li> </ul>			



MOPHATO 8 KGWEDITHARO 4				
Dikgono	Go reetsa le go bua	Go kwala le go tthagisa	Go kwala le go tthagisa	Dipopego tsa puo le melawana
Beke 1-2	<p><b>Ditogamaano tsa Go reetsa le Go bua:</b>  <b>Tekathaloganyo ya theetso (jaaka go reetsa sethangwa se se kwadilweng /kutlopono)</b></p> <ul style="list-style-type: none"> <li>• Supa dikakanyokgolo le tse di tshegetsang</li> <li>• Kwala dintlhathuto</li> <li>• Abelana dikakanyo le maitemogelo le go bontsha go tthaganya mareo</li> <li>• Supa malepa a a tlhotlheletsang/a a digelang mo go kgonegang</li> <li>• Araba dipotso</li> </ul> <p><b>Motlotlo: Puisano e e ikaegileng ka lekwalodikgang/athikiele ya makasine</b></p> <ul style="list-style-type: none"> <li>• Supa dikarolo</li> <li>• Dibui di a refosana</li> <li>• Tlhalosa dintlhakemo lo bo lo fithelele</li> <li>• Dirisa puo, setaele le rejisetara tse di maleba</li> </ul>	<p><b>Buisa athikele ya lekwalodikgang/ makasine</b></p> <ul style="list-style-type: none"> <li>• Popego</li> <li>• Tiriso ya puo</li> <li>• Diponagalo tsa sethangwa</li> <li>• Tatelano</li> </ul> <p><b>Dikgato tsa go buisa:</b></p> <ul style="list-style-type: none"> <li>• Pele ga puiso (Itsise sethangwa)</li> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/ tlhatlhoba)</li> </ul> <p><b>Go buisetsa/lebelela go bona tshedimoseetso</b> (ba dirisa sethangwa se se kwadilweng/bonwang/sethangwa sa mmediantsi)</p> <ul style="list-style-type: none"> <li>• Puisotsenelele</li> <li>• Go ipopela bokao</li> <li>• Go dira ponelopele</li> <li>• Bokao jwa mafoko</li> <li>• Ntsha le kakanyo</li> </ul> <p><b>Kwala tshobokanyo</b></p>	<p><b>Sethangwa sa tirisano se seleele sk. athikele ya lekwalodikgang/makasine</b></p> <ul style="list-style-type: none"> <li>• Popego e e nepagetseng</li> <li>• Maitlthomo</li> <li>• Dikakanyokgolo le dikakanyo tse di tshegetsang</li> <li>• Tatelano e e lolameng ya dipolelo</li> <li>• Dirisa makopanyi go netefatsa tomagano</li> <li>• Dirisa mefuta e e farologaneng ya dipolelo, boleele le dipopego</li> </ul> <p><b>Totisa mogopolo mo dikgatong tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira ipaakanyetsotiro</li> <li>• Go kwala ditlhagwa tsa ntsha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le go tthagisa</li> </ul> <p><b>Kwala athikele ya lekwalodikgang/ makasine</b></p>	<p><b>Word level work:</b>  Singular and plural; gender; diminutives</p> <p><b>Dira ka mafoko:</b>  Bongwe le bontsi; bong; nyenyefatso</p> <p><b>Dira ka dipolelo:</b>  Puosebui le puopegelo; mabotsi; ntsha le kakanyo; popego ya polelo; botemepedi; lentswe; bong</p> <p><b>Bokao jwa mafoko:</b>  Makaelagongwe; malatodi; phefotatso; makwalotshwana; bokao jo bo tlhamaletseng le jwa botshwantshi</p> <p><b>Matshwao a puiso le mopeleto:</b>  Matshwao a nopollo (ditsejwana); dipaterone tsa mopeleto</p>
Beke 3-4	<p><b>Ditogamaano tsa Go reetsa le Go bua:</b>  <b>Dikgato tsa reetsa;</b>  Tekathaloganyo ya theetso</p> <ul style="list-style-type: none"> <li>• Kwala dintlhathuto</li> <li>• Araba dipotso</li> </ul> <p><b>Motlotlo</b></p> <ul style="list-style-type: none"> <li>• Supa dikarolo</li> <li>• Lhute melawana ya sethangwa</li> <li>• Dibui di a refosana</li> <li>• Tlhalosa dintlhakemo lo bo lo fithelele</li> <li>• Dirisa puo, setaele le rejisetara tse di maleba</li> <li>• Ikatise</li> </ul> <p><b>Dipuisano tsa sethlopha:</b></p> <ul style="list-style-type: none"> <li>• Supa dikarolo</li> <li>• Dibui di a refosana</li> <li>• Tlhalosa dintlhakemo lo bo lo fithelele</li> <li>• Dirisa puo, setaele le rejisetara tse di maleba</li> </ul>	<p><b>Sethangwa sa dikwalo jaaka padi kgangkhutshwe/ terama</b></p> <ul style="list-style-type: none"> <li>• Diponagalokgolo tsa sethangwa sa dikwalo: jaaka moanelwa/badiragatsi, semelo. tshobotsi, poloto, kgotlhag, lemorago, maitshetlego, moanedi, thitokgang.</li> </ul> <p><b>Dikgato tsa go buisa:</b></p> <ul style="list-style-type: none"> <li>• Pele ga puiso (Itsise sethangwa)</li> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, tshwantshanya, farologanya, sekaseka/tlhatlhoba)</li> </ul> <p><b>Tekathaloganyo ya puiso:</b>  <b>(sethangwa go tswa mo ditlhagweng tsa dikwalo tse ditlhaotsweng)</b></p> <ul style="list-style-type: none"> <li>• Go okola dintlha, go tlodisa matlho le go bopa setshwantsho</li> <li>• Puisotsenelele</li> <li>• Go ipopela bokao</li> </ul>	<p><b>Kwala sethangwa sa tirisano:</b>  <b>Bukatsatsi</b></p> <ul style="list-style-type: none"> <li>• Popego e e nepagetseng</li> <li>• Maitlthomo</li> <li>• Dikakanyokgolo le tse di tshegetsang</li> <li>• Tatelano e e lolameng ya dipolelo</li> <li>• Dirisa makopanyi go netefatsa tomagano</li> <li>• Dirisa mefuta e e farologaneng ya dipolelo, boleele le dipopego</li> </ul> <p><b>Totisa mogopolo mo dikgatong tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira ipaakanyetsotiro</li> <li>• Go kwala ditlhagwa tsa ntsha</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le go tthagisa</li> </ul> <p><b>Kwala bukatsatsi</b></p>	<p><b>Dira ka mafoko:</b>  Maemedi – maemeditho le maemeditota</p> <p>Modirisogo  Modirisotaelo  Modirisokgonogo  Modirisopego  Modirisotlwaelo</p> <p><b>Dira ka polelo:</b>  Dipaka; mefuta ya dipolelo; puo; lentswe; popego ya polelo; puosebui le puopegelo; mabotsi; ntsha le kakanyo; botemepedi; lentswe; bong</p> <p><b>Bokao jwa mafoko:</b>  Bokao jo bo tlhamaletseng le jwa botshwantshi</p> <p><b>Matshwao a puiso le mopeleto:</b>  Dipaterone tsa mopeleto; matshwao a puiso</p>

		<ul style="list-style-type: none"> <li>• Bokao jwa mafoko</li> <li>• Ntlhakemo ya mokwadi</li> <li>• Ntlha le kakanyo</li> <li>• Bokao jo bo itlhametsweng</li> </ul> <p><b>Kwala temana kgotsa tshobokanyo ka dintlha</b></p>		
Beke 5-6	<p><b>Ditogamaano tsa Go reetsa le Go bua:</b>  <b>Reetsa sethangwa se se gatisitsweng</b></p> <ul style="list-style-type: none"> <li>• Sethangwa se se gatisitsweng se a tshamekiwa/letsiba</li> <li>• Dikgono tse di maleba tsa go buisa di lemoswa barutwana</li> <li>• Tiriso ya matshwao a puiso mo sethangweng se se buisitsweng</li> <li>• Tshimologo le bokhutlo</li> </ul> <p><b>Puisano o ikaegile ka se se gatisitsweng.</b></p> <ul style="list-style-type: none"> <li>• Akanya ka setlhogo</li> <li>• Boeletsa melawana</li> <li>• Dirisa matshwao a puo go tsewetsa mmuisano</li> <li>• Dikarolo tsa batsayakarolo</li> <li>• Tshimologo le bokhutlo</li> <li>• Ikatise</li> <li>• Tlhagisa</li> </ul>	<p><b>Sethangwa sa dikwalo jaaka kaelo ya Thelebišene</b>  <b>Dikgato tsa go buisa:</b></p> <p>Pele ga puiso (Itsise sethangwa)</p> <ul style="list-style-type: none"> <li>• Ka nako ya puiso (diponagalo tsa sethangwa)</li> <li>• Morago ga puiso (araba dipotso, bapisa, farologanya, sekaseka/tlhatlhoba)</li> </ul> <p><b>Poko</b></p> <ul style="list-style-type: none"> <li>• Diponagalokgolo tsa leboko</li> <li>• Popego ya ka fa gare ya leboko, dikapuo/puo ya botshwantshi/, morumo, moribo</li> <li>• Popego ya ka fa ntle ya leboko, mela, ditemana, mofuta wa mokwalo (fonto)</li> <li>• Bokao jwa puo ya botshwantshi</li> <li>• Maikutlo</li> <li>• Thitokgang le molaetsa</li> </ul> <p><b>Kaelo ya Thelebišene</b></p> <ul style="list-style-type: none"> <li>• Maitlhamo le babuisi/baamogedi ba ba tobilweng le tiriso</li> <li>• Tlhalosa morero/molaetsa</li> <li>• Ipopele bokao</li> <li>• Neela kakanyo ya gago</li> <li>• Bokao jo bo tlhamaletseng le bokao jo bo itlhametsweng</li> <li>• Lemorago le kamano ya loago le ya sepolotiki le setso tsa sethangwa le mokwadi.</li> </ul>	<p><b>Sethangwa sa tirisano sk. pegelo ya mmegadikgang</b></p> <ul style="list-style-type: none"> <li>• Popego e e siameng</li> <li>• Maikaelelo</li> <li>• Go sekamela ka fa letlhakoreng le le lengwe le go gobelega</li> <li>• Go digela</li> <li>• Go lebelela dilo ka letlhakore le le lengwe</li> <li>• Dikakanyokgolo le tse di tshetsang</li> <li>• Tatelano e e lolameng ya dipolelo</li> <li>• Dirisa makopanyi go netefatsa tomagano</li> <li>• Dirisa mofuta e e farologaneng ya dipolelo ka bolelele le ka popego</li> </ul> <p><b>Totisa mogopolo mo dikgatong tsa go kwala</b></p> <ul style="list-style-type: none"> <li>• Go dira ipaakanyetsotiro</li> <li>• Go kwala ditlhangwa tsa nthla</li> <li>• Go boeletsa</li> <li>• Go tseleganya</li> <li>• Go tlhotlha diphoso le go tlhagisa</li> </ul> <p><b>Kwala pegelo ya bobegakgang o latela dikgato tsa go kwala</b></p>	<p><b>Dira ka mafoko:</b>  Maemeditho; bongwe le bontsi jwa ona</p> <p><b>Dira ka dipolelo:</b>  Tsamaiso; bapisa/farologanya</p> <p>Temana ya tlhaloso; temana ya matseno le ya bokhutlo;dipolelo; puo; lentswe; go sesekamela mo letlhakoreng le le lengwe le go gobelega</p> <p><b>Bokao jwa mafoko:</b>  Makaelagongwe, malatodi</p> <p><b>Matshwao a puiso le mopeleto:</b>  Matshwao a nopolo (ditsejwana);dipaterone tsa mopeleto</p>
Beke 6	<p><b>TEKANYETSO E E TLHOMAMENG TIRO 8</b>  <b>Pampiri 3</b>  <b>Go kwala [Maduo otlhe 40]</b>  E lekanyediwe pele ga ditlhatlhobo</p> <p><b>Sethangwa sa tirisano</b> (Tse 2 tse dikhutshwane kgotsa 1 se setelele): ( Maduo 10)</p> <ul style="list-style-type: none"> <li>• Athikele ya lokwalodikgang/ Diforomo tsa Dipotsotherisano/ Dikaelo/ Ditaelo (maduo10)</li> </ul> <p><b>LE</b>  Ditlhamo ( Maduo 30)</p> <ul style="list-style-type: none"> <li>• Tlhamo ya Tlhaloso/ Kanelo/ Ngagisano (Ditemana di le 7)</li> </ul>			

Beke 7-8	<b>Baakanyetsa tlhatlho</b> <b>Go bua:</b> <ul style="list-style-type: none"> <li>• Motlotlo</li> <li>• Puiso e e ipaakanyeditsweng</li> <li>• Puiso e e sa ipaakanyetswang</li> </ul> <b>Theetso</b> <ul style="list-style-type: none"> <li>• Tekatthaloganyo ya theetso</li> </ul>	<b>Baakanyetsa tlhatlho</b> <b>Go buisa</b> <ul style="list-style-type: none"> <li>• Tekatthaloganyo ya puiso</li> <li>• Tshobokanyo</li> <li>• Dikwalo:                     <ul style="list-style-type: none"> <li>--Padi/Dikgangkhutshwe/Dinaane</li> <li>--Terama</li> <li>--Maboko</li> </ul> </li> </ul>	<b>Baakanyetsa tlhatlho</b> <b>Go kwala:</b> <ul style="list-style-type: none"> <li>• Dithamo</li> <li>• Dithangwa tsa tirisano tse dileele</li> <li>• Dithangwa tsa tirisano tse dikhutshwane</li> </ul>	<b>Dira ka mafoko:</b> Poeletso <b>Dira ka dipolelo:</b> Poeletso <b>Bokao jwa mafoko:</b> Poeletso <b>Matshwao a puiso le mopeleto:</b> Poeletso
<b>KGWEDITHARO 4</b> <b>TLHATLHOBO YA BOFELO JWA NGWAGA</b>				
Beke 9-10	<b>TEKANYETSO E E TLHOMAMENG TIRO 9</b> <b>Pampiri 1: Tiro ya molomo ( Maduo 20)</b> <ul style="list-style-type: none"> <li>• Tekatthaloganyo ya theetso/ Puo ee ipaakanyeditsweng Kgotsa e e sa ipaakanyediwang</li> <li>• E lekanyediwe mo tsamaong ya kgweditharo</li> <li>• Tiro ya molomo ya kgweditharo 4 e dirisiwe jaaka Pampiri 1 ya tlhatlho ya bofelo jwa ngwaga.</li> </ul>	<b>TEKANYETSO E E TLHOMAMENG TIRO 10</b> <b>Tlhatlho ya bofelo jwa ngwaga</b> <b>Pampiri 2: 2 Diura:30 metsotso</b> <b>Tsibogelo ya dithangwa: [ Maduo othe 60]</b> <b>Potso 1</b> <ul style="list-style-type: none"> <li>• Tekatthaloganyo ya puiso/ e e sa buisiweng (maduo 20)</li> </ul> <b>Potso 2</b> <ul style="list-style-type: none"> <li>• Tshokatsheko ya setshwantsho (maduo 10)</li> </ul> <b>Potso 3</b> <ul style="list-style-type: none"> <li>• Go kwala tshosobanyo (maduo 10)</li> </ul> <b>Potso 4</b> <ul style="list-style-type: none"> <li>• Dipopego tsa puo le melawana ya tiriso mo bokaong (maduo 20)</li> </ul>		

## 9. Siswati Home Language

Libanga 8; Sigamu 2				
Skills	Kulalela neKukhuluma	Kufundza nekwehlwaya	Kubhala nekwetfula	Takhi teluwimi neTimiso
Liviki 8	Lokucuketfwe Tingcoco ngaBhubhane (iCOVID-19)	Sivisiso lesifundvwako– kufundzela lwati – Siceshana ngaBhubhane (iCOVID-19)	Akukho lokubhalwako ngenca yesikhatsi.	Lokucuketfwe Tingcoco ngaBhubhane (iCOVID-19)





Grade 8 Term 3

Skills	Kulalela neKukhuluma	Kufundza nekwehlwaya	Kubhala nekwehfula	Takhi telulwimi neTimiso
<p><b>Liviki 1-2</b></p>	<p><b>Emasu ekulalela nekukhuluma</b></p> <p>Sivisiso lesilalelwako Kulalela ticondziso</p> <ul style="list-style-type: none"> <li>• Tindlela temlomo tekuchumana</li> <li>• Sibonelo : indzaba legakalungiselelwa</li> <li>• Tsatsa emanotsi</li> <li>• Phendvula imibuto <ul style="list-style-type: none"> <li>• Kunika inkhombandlela</li> </ul> </li> <li>• Sakhiwo setheksthi</li> <li>• Takhi netimiso telulwimi</li> <li>• Kusetjentiswa kwetifo temtimba</li> </ul>	<p>Fundza ematheksthi laticukatsilwati lanetibonwa sib. Emabalave ,timphawu,tikali</p> <p>-Sakhiwo -Kusetjentiswa kwelulwimi -Timphawu</p> <p>Inchubo yekufundza -Ngembikwekufundza(ngenisa itheksthi) -Nakufundvwa (timphawu tetheksthi) - Emva kwekufundza (phendvula imibuto, kucatsanisa ,nika umehluko, hlola)</p> <p><b>Kufundza /kwehlwaya ematheksthi latibonwa.</b> -Kufundza ukhe etulu -kufundzisisa-kwenta siphetho ngelwati lolunikekiwe -yenta sifinyeto (sebentisa emabalavengcondvo)</p>	<p><b>Ematheksthi embhalombiko sib. Tinkhombandlela/ ticondziso</b></p> <p><b>-Sakhiwo lesifanele</b> <b>-Hlelebisa lokuculetfwe</b> <b>-Umcondvo lobalulekile nalosekelako</b> <b>-Timiso tendzima</b> <b>-Kutfufuka lokuhlelekilekwetitandza lokukhomba kubumbana</b> <b>-Timiso telulwini</b></p> <p><b>Gcila kunchubo yekubhala</b></p> <ul style="list-style-type: none"> <li>• Kuhlela</li> <li>• Kwacha luhlaka</li> <li>• Kubuyetel</li> <li>• Kubuyetela</li> <li>• Kuhlela umbhalo kabusha</li> <li>• Kufundza ulungise emaphutsa</li> </ul> <p><b>Bhala itheksthi yeticondziso</b></p> <p><b>theksthi yembhalombiko lomudze, sib.Inkhulumomphendvulwano/ sihlatiywa</b></p> <p><b>Timiso</b> Sakhiwo lesifanele</p> <ul style="list-style-type: none"> <li>• Kulandzelana kwemisho lokuhlelekile</li> <li>• Sebentisa tihlanganisi kute kube nekubumbana</li> <li>• Sebentisa tinhlobo temisho letehlukene ngebudze nangetakhiwo</li> </ul> <p><b>Gcila kunchubo yekubhala</b></p> <ul style="list-style-type: none"> <li>• Kuhlela</li> <li>• Kwakha luhlaka</li> <li>• Kubuyeketa</li> <li>• Kuhlela umbhalo kabusha</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> siphawulo: kucatsanisa, Sikhuliso; mabitomvama nemabitongco</p> <p><b>Lizinga lemisho:</b> sikhatsi sanyalo; tindlela tekubuta; sitatimende; Tinsita tekwenta inkhulumomphendvulwano ichubeke; inkhulumongco nenkhulumombiko; bokkhulunyilwe, sikhatsi lesengcile</p> <p><b>Inshokutsi yemagama:</b> bomcondvophika;; bomcondvofana emagama ladidako kusimongcondvo; umcondvo losobala</p> <p><b>Tiphumuti nelupelomagama:</b> Emaphethini elupelomagama; ngci, Khefana.</p>

			<ul style="list-style-type: none"> <li>• Kufundza ulungise emaphutsa nekwetfula</li> </ul>	
<p><b>Liviki 3-4</b></p>	<p>Emasu ekulalela nekukhuluma Kulalelela kuvisisa Lalela inkhulumo lelungisiwe lehambelana netenhlalo. Kulalela indzaba</p> <ul style="list-style-type: none"> <li>• Tsatsa emanotsi</li> <li>-- Kusetjentiswa kwelulwimi</li> <li>--Liphimbo</li> <li>--simo</li> <li>--Singeniso nesiphetfo</li> <li>--Kuphendvula imibuto</li> </ul> <p><b>Tingcoco</b></p> <ul style="list-style-type: none"> <li>•Veta simo</li> </ul> <p>Tikhulumi tishiyelana ematfuba Chaza imibono ufike esivumelwaneni</p> <ul style="list-style-type: none"> <li>• Usebentisa lulwimi lolufanele sitayela, nerjista,</li> </ul> <p>--Kwetfula</p>	<p><b>Ematheksthi etemibhalo njengesigungu lesirekhodiwe samabonakudze/ semsakato/ sekulingisa</b></p> <ul style="list-style-type: none"> <li>-Timpawu letibalulekile tetheksthi</li> <li>-Kusetjentiswa kwelulwimi</li> <li>-Sakhiwo</li> <li>-Balingisi</li> </ul> <p><b>Inchubo yekufundza</b></p> <ul style="list-style-type: none"> <li>- Ngembikwekufundza(ngenisa itheksthi)</li> <li>-Nakufundvwa (timpawu tetheksthi)</li> <li>- Emva kwekufundza (phendvula imibuto, kucatsanisa ,nika umehluko, hlola)</li> </ul> <p><b>Fundza liphephandzaba/i-athikili yeliphephandzaba lephatselene netindzaba letisematseni/netindzaba tekuhlalisana</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo</li> <li>• Timpawu tetheksthi</li> <li>• Kusetjentiswa kwelulwimi</li> <li>• Liphimbo</li> </ul> <p><b>Inchubo yekufundza:</b></p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza (ngenisa itheksthi)</li> <li>• Emuva kwekufundza (phendvula imibuto, catsanisa, nika umehluko, hlola.</li> </ul> <p><b>Tinkondlo</b></p> <ul style="list-style-type: none"> <li>• Timpawu letibalulekile tenkondlo</li> <li>• Sakhiwo sangekhatsi senkondlo, tinongo tenkhulumo/imifanekisomcondvo, Imvumelwano, sigci.</li> <li>• Sakhiwo sangaphandle senkondlo, imigca, titanza</li> <li>• Inshokutsi lejulile</li> <li>• Umoya wenkondlo</li> <li>• Ingcikitsi nemlayeto</li> </ul>	<p><b>Bhala inkhulumo lephatselene netenhlalo Kugucuka kwetindzima</b></p> <ul style="list-style-type: none"> <li>-Kuhleleka</li> <li>-Musho wesingeniso</li> <li>-Umcondvo losemcoka losekelako</li> <li>-Kuvumelana ngalokuhlelekile</li> <li>-Kukhetfwa kwemagama netakhi telulwimi</li> </ul> <p><b>Gcila kunchubo yekubhala Kwakha luhlaka</b></p> <ul style="list-style-type: none"> <li>• Kuhlela umbhalo kabusha</li> <li>• Kufundza ulungise emaphutsa Nekwetfula</li> </ul> <p><b>Kubhala indzaba</b></p> <ul style="list-style-type: none"> <li>- Kubuyeketa</li> <li>• Kuhlela umbhalo kabusha</li> <li>• Kufundza ulungise emaphutsa Nekwetfula</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> Tandziso tesimo, tendzawo, bondzaweni</p> <p><b>Lizinga lemisho:</b> Imisho lecondzile; imisho lemagalagala; takhi temusho; kusetjentiswa kwelulwimi loluvusa imiva naloluhungako; liphuzu nembono; kukhetsa luhlangotsi, kugceka, inkholelo lengasilo liciniso/ inkholelolite</p> <p><b>Inshokutsi yemagama:</b> bomcondvofana; mabitwafanana; emagama ladidako</p> <p><b>Tiphumuti nelupelomagama;</b> emaphethini elupelomagama; khafana; ngci; i- eliphisisi</p>

		<p><b>NOBE</b>  <b>Inkhundla yinye yemdlalo</b>                  Sebentisa lokungenani</p> <ul style="list-style-type: none"> <li>• Sivisiso sinye lesibuya kumabhukutifundvo</li> <li>• Itheksthi yinye yetemibhalo</li> <li>• Chaza sakhiwo sendzaba, kuvetwa kwebalingisi, ludvweshu nekuphendvula ngekwenta samdlalo</li> <li>• Kutfolo tingcikitsi, umoya neliphimbo lemdlalo</li> </ul>		
<b>Luhlalomsebenti – Temlomo (bothishela bacala lenchubo kulomjikeleto kucinisekisa kutsi bonkhe bantwana bayahlolwa ekupheleni kwesigamu)</b>				
Liviki 5-6	<p><b>Emasu ekulalela nekukhuluma Sivisiso lesilalelwako</b></p> <ul style="list-style-type: none"> <li>• Kulalela lokuchubekako Kubhala timphendvulo</li> </ul> <p><b>Kulalela ku/kubuketa siceshana lesisuka kumdlalo/ idrama</b></p> <ul style="list-style-type: none"> <li>--Fundzisa timphawu netakhi</li> <li>--Khetsa sitayela ,iregista nemagamalamasha</li> <li>--Kunikana ematfuba</li> <li>--Sebentisa tindlela letihungako</li> <li>•</li> </ul>	<p><b>Itheksthi yetembhalo lenjengenoveli yalabasha/indzaba lemfisha/umdlalo</b></p> <ul style="list-style-type: none"> <li>• Timphawu letibalulekile tetheksthi yetemibhalo: njengebalingisi, iminyakato, inkhulumphendvulwano, sakhiwo, ludvweshu, sendlalelo, simonhlalo, umlandzi, ingcikitsi.</li> </ul> <p><b>Inchubo yekufundza:</b></p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza (ngenisa itheksthi)</li> <li>• Nakufundvwa (timphawu tematheksthi)</li> <li>• Emuva kwekufundza (phendvula imibuto, catsanisa, nika umehluko, hlola.</li> </ul> <p><b>Tinkondlo</b></p> <ul style="list-style-type: none"> <li>• Timphawu letibalulekile tenkondlo</li> <li>• Sakhiwo sangekhatsi senkondlo, tinongo tenkhulumo/imifanekiso mcondvo, imvumelwano, sigci.</li> <li>• Sakhiwo sangaphandle senkondlo, imigca, emagama, titanza</li> <li>• lubhalomagama</li> <li>• Inshokutsi lejulile</li> <li>• Umoya wenkondlo</li> <li>• Ingcikitsi nemlayeto</li> </ul> <p><b>Kufundza/Kuhlaliyela sivisiso (sebentisa itheksthi lebhaliwe nobe lesibonwa njengemakhathuni/ emapheshana</b></p>	<p><b>Indzaba lechazako lephatselene nemdlalo/ idrama</b></p> <ul style="list-style-type: none"> <li>-Emabalavengcondvo okuhlembisa umcondvo lobumbene.</li> <li>-Lokucuketfwe lokuhlelekile</li> <li>-Umcondvo lomcoka nalosekelako</li> <li>-Kugucuka kwetindzima</li> <li>-Kulandzelana kahle kwetindzima</li> <li>-Kuhlangana ngekuvumelana</li> <li>-Takhi netimiso telulwimi</li> </ul> <p><b>Gcila kunchubo yekubhala</b></p> <ul style="list-style-type: none"> <li>--Kuhlela</li> <li>--Kwakha luhlaka</li> <li>--Kubuyeketa</li> <li>-- Kufundza ulungise emaphutsa nekwetfula</li> <li>--Kuhlela umbhalo kabusha</li> </ul> <p><b>Kubhala indzaba lechazako</b></p>	<p><b>Lizinga lekusebenta ngemagama</b></p> <ul style="list-style-type: none"> <li>-kuhleleka kahle kwemagama</li> <li>-tindlele tekubuta</li> <li>-takhi temusho</li> <li>-kuhlonipha</li> <li>-umoya wenkhondlo</li> <li>-liphimbo</li> </ul> <p><b>Inshokutsi yemagama</b></p> <ul style="list-style-type: none"> <li>-umcondvo lojulilie , umcondvo losobala, kusimongcondvo, siphukuto</li> </ul> <p><b>Tiphumuti nelupelomagama</b></p> <p>Tifinyeto; bomabuta, mababata, ngci, khefana</p>

		<ul style="list-style-type: none"> <li>• Kufundza ngekunyanyalata</li> <li>• Kufundza ukhe etulu ngenhloso yekutfo la wati</li> <li>• Kufundzisisa</li> <li>• Kwenta tipheto ngelwati loluniketive (balingisi, simonhlalo, simondzawo, umlayeto)</li> </ul>		
	<b>Luhlalomsebenti</b>	<b>Sivisiso lesifundvwako</b>		
<b>Liviki 7-8</b>	<p>Emasu ekulalela nekukhuluma Sivisiso lesilalelwako sib. Ithekesthi lengesiwo emaciniso.sib. Liphephandzaba.</p> <p>-Lalelela kuvisisa Tsatsa emanotsi -Phendvula imibuto --Kuphendvula imibuto</p> <p><b>Tingcoco Ngemacembu</b> --Veta simo --Tikhulumi tishiyelana emafuba -- Usebentisa lulwimi lolufanele, sitayela nerjista, --Chaza imibono kuze kufike esivumelwaneni</p>	<p><b>Ithekesthi yetembhalo lenjengenzaba lemfisha, inoveli</b></p> <p>• Timphawu letibalulekile tethekesthi yetemibhalo: njengebalingisi, iminyakato, inkhulumomphendvulwano, sakhiwo, ludvweshu, sendlalelo, simonhlalo, umlandzi, ingcikitsi.</p> <p><b>Inchubo yekufundza:</b></p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza (ngenisa ithekesthi)</li> <li>• Nakufundvwa (timphawu temathekesthi)</li> <li>• Emuva kwekufundza (phendvula imibuto, catsanisa, nika umehluko, hlola.</li> </ul> <p><b>Tinkondlo</b></p> <ul style="list-style-type: none"> <li>• Timphawu letibalulekile tenkondlo</li> <li>• Sakhiwo sangekhatsi senkondlo, tinongo tenkhulumo/imifanekiso mcondvo, imvumelwano, sigci.</li> <li>• Sakhiwo sangaphandle senkondlo, imigca, emagama, titanza</li> <li>• lubhalomagama</li> <li>• Inshokutsi lejulile</li> <li>• Umoya wenkondlo</li> <li>• Ingcikitsi nemlayeto</li> </ul>	<p><b>Bhala sihlaliywa sendzaba</b></p> <ul style="list-style-type: none"> <li>-Sakhiwo sethekesthi</li> <li>-Timphawu netimiso</li> <li>-Kukhetsa emagama lekunguwo</li> <li>-Irejista</li> <li>-Tetsamelilwati</li> <li>-Liphimbo</li> </ul> <p><b>Gcila kunchubo yekubhala</b></p> <ul style="list-style-type: none"> <li>• Kuhlela</li> <li>• Kwakha luhlaka</li> <li>• Kubuyeketa</li> <li>• Kuhlela umbhalo kabusha</li> <li>• Kufundza ulungise emaphutsa Nekwetfula.</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b> <b>Ticalo neticu</b></p> <p><b>Lizinga lemisho:</b> <b>Takhi temisho, tinhlobo temisho, tikhatsi tesento, sitatimende, inhlonipho ,taga.</b></p> <p><b>Inshokutsi yemagama:</b> bomcondvofana; bomcondvophika; mabitwafanana; emagama ladidako</p> <p><b>Tiphumuti nelupelomagama:</b> Ema-akhronimi</p>
<b>Liviki 9</b>	<b>Luhlalomsebenti</b>	Sivivinyo setemibhalo		

TERM 4

Skills	Kulalela neKukhuluma	Kufundza nekwehlwaya	Kubhala nekwehfula	Takhi teluwimi neTimiso
emaviki 1-2	<p><b>Emasu ekulalela nekukhuluma Kulalela kuvisisa (njengekulalela itheksthi lebhaliwe/ yetimviwabukelwa.</b></p> <ul style="list-style-type: none"> <li>• Tfola imicondvo lebalulekile nalesekelako</li> <li>• Bhala emanotsi</li> <li>• Kwabelana ngemicondvo nalekwake kwabavelela emphilweni bakhombe kuvisisa imicondvo lejulile</li> <li>• Tfola emasu ekuphokelela/kuhunga lapho kuhambelana khona.</li> <li>• Phendvula imibuto</li> </ul> <p><b>Kucocisana: Ingcogco lephatselene ne-athikili yeliphephandzaba/ yeliphephabhuku.</b></p> <ul style="list-style-type: none"> <li>• Nika tindzima lebatatidlala</li> <li>• Tikhulumi tinikana ematfuba</li> <li>• Chaza imibono kute ufike esivumelwaneni</li> <li>• Sebentisa lulwimi lolufanele, sitayela Nerejista</li> </ul>	<p><b>Fundza i-athikili yeliphephandzaba/ yeliphephabhuku</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo</li> <li>• Kusetjentiswa kweluwimi</li> <li>• Timphawu tetheksthi</li> <li>• Kulandzelana</li> </ul> <p><b>Inchubo yekufundza:</b></p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza (ngenisa itheksthi)</li> <li>• Nakufundvwa (timphawu tetheksthi)</li> <li>• Emuva kwekufundza (phendvula imibuto, kucatsanisa, nika umehluko, hlola)</li> </ul> <p><b>Kufundza/kwehlwayela kufola lwati ngekusebentisa (ematheksthi labhaliwe/ematheksthi latibonwa/ ematheksthi etinhlobo letehlukene tetinsita)</b></p> <ul style="list-style-type: none"> <li>• Kufundzisisa</li> <li>• Kwenta siphelfo ngelwati loluniketive</li> <li>• Combela</li> <li>• Kwakha sitfombe engcondvweni</li> <li>• Inshokutsi yemagama</li> <li>• Liphuzu nembono</li> </ul> <p>Bhala sifinyeto</p> <p><b>Tinkondlo</b></p> <ul style="list-style-type: none"> <li>• Timphawu letibalulekile tenkondlo</li> <li>• Sakhiwo sangekhatsi senkondlo, tinongo tenkhulumo/ imifanekisomcondvo, imvumelwano, sigci</li> <li>• Sakhiwo sangaphandle senkondlo, imigca, titanza,</li> <li>• lubhalomagama</li> <li>• Inshokutsi lejulile</li> </ul>	<p><b>Itheksthi yembhalombiko lomudze sib. I-athikili yeliphephandzaba/ yeliphephabhuku.</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo lesifanele</li> <li>• Inhloso</li> <li>• Umcondvo lobalulekile nalosekelako</li> <li>• Kulandzelana kwemisho lokuhlelelele</li> <li>• Sebentisa tihlanganisi kute kube nekubumbana</li> <li>• Sebentisa tinhlobo temisho letehlukene ngebudze nangetakhiwo</li> </ul> <p><b>Kugcila kunchubo yekubhala</b></p> <ul style="list-style-type: none"> <li>• Kuhlela</li> <li>• Kwakha luhlaka</li> <li>• Kubuyeketa</li> <li>• Kuhlela umbhalo kabusha</li> <li>• Kufundza ulungise emaphutsa nekwehfula</li> </ul> <p><b>Bhala i-athikili yeliphephandzaba/ yeliphephabhuku</b></p>	<p><b>Lizinga lekusebenta ngemagama:</b> Bunye nebunyenti; bulili; tinciphiso</p> <p><b>Lizinga lekusebenta ngemisho:</b> Inkhulumongco nenkhulumombiko; tindlela tekubuta; liphuzu nembono; takhi temisho; imisho; kungavisiseki; liphimbo; indlela lesalibito</p> <p><b>Inshokutsi yemagama:</b> bomcondvofana; bomcondvophika; inhlonipho; bomabitwafanana; inshokutsi nenshokutsi lebhacile</p> <p><b>Timphawu tekubhala nelupelomagama:</b> bokhulunyiwe; emaphethini elupelomagama</p>

		<ul style="list-style-type: none"> <li>• Umoya wenkondlo</li> <li>• Ingcikitsi nembiko</li> </ul>		
3-4	<p><b>Emasu ekulalela nekukhuluma Inchubo yekulalela</b></p> <p><b>-kulalela uvisise</b></p> <p><b>-Bhala emanotsi</b></p> <p><b>-Phendvula imibuto</b></p> <p><b>Tingcoco telicembu</b></p> <ul style="list-style-type: none"> <li>• Nika tindzima lebatatidlala</li> <li>• Tikhulumi tinikana ematfuba</li> <li>• Chaza imibono kute ufike esivumelwaneni</li> <li>• Sebentisa lulwimi lolufanele, sitayela Nerejista</li> </ul>	<p><b>Itheksthi yetemibhalo njengenoveli/ indzaba lemfisha/umdlalo</b></p> <ul style="list-style-type: none"> <li>• Timphawu letibalulekile tetheksthi njengemlingisi, umnyakato, inkhulumomphendvulwano, sakhiwo, ludvweshu, sendlalelo, simonhlalo, umlandzi, ingcikitsi.</li> </ul> <p><b>Inchubo yekufundza:</b></p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza (ngenisa itheksthi)</li> <li>• Nakufundvwa (timphawu tetheksthi)</li> <li>• Emuva kwekufundza (phendvula imibuto, kucatsanisa, nika umehluko, hlola)</li> </ul> <p><b>Tinkondlo</b></p> <ul style="list-style-type: none"> <li>• Timphawu letibalulekile tenkondlo</li> <li>• Sakhiwo sangekhatsi senkondlo, tinongo tenkhulumo/imifanekisomcondvo, invumelwano, sigci</li> <li>• Sakhiwo sangaphandle senkondlo, imigca, emagama, titanza</li> <li>• Lubhalomagama</li> <li>• Inshokutsi lejulile</li> <li>• Umoya wenkondlo</li> <li>• Ingcikitsi nembiko</li> </ul> <p><b>Bhala indzima nobe sifinyeto ngemaphuzu</b></p>	<p><b>Bhala itheksthi yembhalombiko: kubhalwa kwedayari</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo lesifanele</li> <li>• Inhloso</li> <li>• Umcondvo lobalulekile nalosekelako</li> <li>• Kulandzelana kwemisho lokuhlelekile</li> <li>• Sebentisa tihlanganisi kute kube nekubumbana</li> <li>• Sebentisa tinhlobo temisho letehlukene ngebudze nangetakhiwo</li> </ul> <p><b>Kugcila kunchubo yekubhala</b></p> <ul style="list-style-type: none"> <li>• Kuhlela</li> <li>• Kwakha luhlaka</li> <li>• Kubuyeketa</li> <li>• Kuhlela umbhalo kabusha</li> <li>• Kufundza ulungise emaphutsa nekwetfula</li> </ul> <p><b>Bhala idayari</b></p>	<p><b>Lizinga lekusebenta ngemagama:</b></p> <p>Tabito – selucobo nesibaluli</p> <p>Tindlela tesento: leyamile, lephocako, lecondzile, yesimo, lesalibito</p> <p><b>Lizinga lekusebenta ngemisho:</b></p> <p>Tikhatsi tesento; tinhlobo temisho; inkhulumo; takhi temusho; inkhulumongco nenkhulumombiko; tindlela tekubuta; liphuzu nembono; kungavisiseki; liphimbo; indlela lesalibito</p> <p><b>Inshokutsi yemagama:</b></p> <p>Inshokutsi lesobala nalejulile</p> <p><b>Timphawu tekubhala nelupelomagama:</b> emaphethini elupelomagama; timphawu tekubhala</p>
5-6	<p><b>Emasu ekulalela nekukhuluma Lalela itheksthi lerekhodiwe</b></p> <p><b>-itheksthi lerekhodiwe iyadlalwa</b></p> <p><b>-Kukhetfwa emakhono ekufundza lafanele bantfwana</b></p> <p><b>-Kusentjentiswa kwetimpawu tekufundza</b></p> <p><b>-Kuyavulwa kuyavalwa</b></p> <p><b>Tingcoco letiphatselene netheksthi lerekhodiwe</b></p>	<p><b>Itheksthi yetemibhalo njengemdlalo Inchubo yekufundza:</b></p> <ul style="list-style-type: none"> <li>• Ngembi kwekufundza (ngenisa itheksthi)</li> <li>• Nakufundvwa (timphawu tetheksthi)</li> <li>• Emuva kwekufundza (phendvula imibuto, kucatsanisa, nika umehluko, hlola)</li> </ul> <p><b>Kufundza sivisiso: (i-itheksthi lesuka emabhukwinitifundvo)</b></p> <ul style="list-style-type: none"> <li>• Kufundza ngekunyanyalata, kufundza ukhe etulu kute ufole lwati nekwakha sifombe engcondvweni</li> </ul>	<p><b>Itheksthi yembhalombiko sib. Umbiko wentsatseli</b></p> <ul style="list-style-type: none"> <li>• Sakhiwo lesifanele</li> <li>• Inhloso</li> <li>• Kutsatsa luhlangotsi nekugceka</li> <li>• Kuhhunga</li> <li>• Inkholelo lengasilo liciniso/inkholelote</li> <li>• Imicondvo lebalulekile nalesekelako</li> <li>• Kulandzelana kwemisho lokuhlelekile</li> <li>• Sebentisa tihlanganisi kute kube nekubumbeka</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b></p> <p>Sibaluli; bunye nebunyenti</p> <p><b>Lizinga lekusebenta ngemisho:</b></p> <p>Indlelanchubo; catsanisa/nika umehluko, Indzima lechazako; titanza tesingeniso nesiphetto; imisho; inkhulumo; liphimbo; kutsatsa luhlangotsi nekugceka</p> <p><b>Inshokutsi yemagama:</b></p>

	<ul style="list-style-type: none"> <li>• Khetsa sihloko</li> <li>• Buyeketa timiso</li> <li>• Tinsita letenta kutsi</li> </ul> <p>inkhulumomphendvulwano ichubekele embili</p> <ul style="list-style-type: none"> <li>• Umsebenti webalingisi</li> <li>• Singeniso nesiphetho</li> <li>• Tetayete</li> <li>• Kwetfulo</li> </ul>	<ul style="list-style-type: none"> <li>• Kufundzisisa</li> <li>• Kwenta siphetho ngelwati loluniketive</li> <li>• Inshokutsi yemagama</li> <li>• Luvo lwembhali</li> <li>• Emaphuzu nembono</li> <li>• Inshokutsi lejulile</li> </ul> <p><b>Tinkondlo</b></p> <ul style="list-style-type: none"> <li>• Timphawu letibalulekile tenkondlo</li> <li>• Sakhiwo sangekhatsi senkondlo, tinongo tenkhulumo/ imifanekisomcondvo, imvumelwano, sigci</li> <li>• Sakhiwo sangaphandle senkondlo, imigca, emagama, titanza</li> <li>• Lubhalomagama</li> <li>• Inshokutsi lejulile</li> <li>• Umoya wenkondlo</li> <li>• Ingcikitsi nembiko</li> </ul> <p><b>Kufundza sivisiso sib. (kumabonakudze)</b></p> <ul style="list-style-type: none"> <li>• Inhloso, licembu lelihlosiwe, simongcondvo</li> <li>• Chaza ingcikitsi/umlayeto</li> <li>• Yenta siphetho ngelwati loluniketive</li> <li>• Nika imibono yakho</li> <li>• Inshokutsi lecondzile nalebhacile</li> <li>• Sendlalelwati sepolitiki yetekuhlalisana nemasiko etheksthi nembhali</li> </ul>	<ul style="list-style-type: none"> <li>• Sebentisa tinhlobo temisho letehlukene ngebudze nangetakhiwo</li> </ul> <p><b>Kugcila kunchubo yekubhala</b></p> <ul style="list-style-type: none"> <li>• Kuhlela</li> <li>• Kwakha luhlaka</li> <li>• Kubuyeketa</li> <li>• Kuhlela umbhalo kabusha</li> <li>• Kufundza ulungise emaphutsa nekwetfula</li> </ul> <p><b>Bhala umbiko wentsatseli ulandzela indlelanchubo yenchubo yekubhala</b></p>	<p>bomcondvofana, bomcondvophika</p> <p><b>Timphawu tekubhala nelupelomagama:</b></p> <p>bokhulunyive; emaphethini elupelomagama; timphawu tekubhala</p>
Liviki	Luhlolo		Liphepha 3 . Umbhalo wekucicambela nembhalombiko	
7-8	<p><b>Lungiselela luhlolo Kukhuluma:</b></p> <p><b>-Inkhulumo</b></p> <ul style="list-style-type: none"> <li>• Inkhulumo lelungiselelwe/ inkhulumomphikiswano/</li> </ul>	<p><b>Lungiselela luhlolo Kufundza</b></p> <ul style="list-style-type: none"> <li>• Kufundzela kuvisisa</li> <li>• Sifinyeto</li> <li>• Temibhalo:</li> </ul>	<p><b>Lungiselela luhlolo Kubhala:</b></p> <ul style="list-style-type: none"> <li>• Tindzaba/ema-eseyi</li> <li>• Ematheksthi emibhalombiko lemidze</li> <li>• Ematheksthi emibhalombiko lemifisha</li> </ul>	<p><b>Lizinga lekusebenta ngemagama:</b></p> <p>Kubuyeketa</p> <p><b>Lizinga lekusebenta ngemisho:</b></p> <p>kubuyeketa</p>

	Inkhulumoluhlolo/l-inthavyu/ inkhulumiswano • Kufundza lokulungiselelwe • Kufundza lokungakalungiselelwa <b>Kulalela</b> • Sivisiso lesilalelwako	-- Inovelii/tindzaba letimfisha/ Temdzabu/inganekwane -- Umdlalo/emafilemu -- Tinkondlo		<b>Inshokutsi yemagama:</b> Kubuyeketa  <b>Timpawu tekubhala nelupelomagama:</b> kubuyeketa
9-10		Liphepha 2. Luhlolo lwekuphela kwemnyaka.		





## 10. Tshivenda Home Language

GIREIDI YA 8 THEMO YA 2				
Zwikili	U thetshelesa na U amba	U vhala na U țalela	U řwala na U řekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
Vhege 8	Orařa Nyambedzano nga ha magudiswa a Khovidi-19	Tholokanyondřivho – mafhungo a Khovidi-19 – tholokanyondřivho i ambe nga ha Khovidi-19	A hu na u řwala nga mulandu wa u sa vha hone ha tshifhinga	Zwivhumbeo zwa Milayo na Luambo zwi țumanywe na mafhungo a Khovivi-19



GIREIDI YA 8 THEMO YA 3

Zwikili	U thetshelesa na U amba	U vhala na U țalela	U űwala na U űekedza	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
Vhege 1-2	<p><b>Zwițirathedzhi zwa U thetshelesa na U amba</b></p> <p><b>Tholokanyondivho ya u thetshelesa:</b></p> <ul style="list-style-type: none"> <li>• U thetshelesa ndaela/masia</li> <li>• U űwala notsi</li> <li>• U fhindula mbudziso</li> </ul> <p>Zwivhumbeo zwo fhambanaho zwa vhudavhidzano ha oraĵa, tsumbo, Mukumedzo wa mafhungo a so ngo lugiselwaho /tshipitshi</p> <p><b>U űea masia:</b></p> <ul style="list-style-type: none"> <li>• Mbonalo ya tshibveledzwa</li> <li>• Luambo na milayo</li> <li>• Luambo lwa muvhili</li> </ul>	<p><b>U vhala tshibveledzwa tsha mafhungo a re na zwa u vhonwa, tsumbo, mapa, tshigandaedzi, zwikalo</b></p> <ul style="list-style-type: none"> <li>• Fomethe</li> <li>• Kushumisele kwa luambo</li> <li>• Mbonalo</li> </ul> <p><b>Maitete a u vhala:</b></p> <ul style="list-style-type: none"> <li>• U rangela u vhala (U ġivhadza tshibveledzwa)</li> <li>• U vhala (mbonalo dza tshibveledzwa)</li> <li>• Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u țhațhuvha)</li> </ul> <p><b>U vhala/ U țalela</b></p> <ul style="list-style-type: none"> <li>• U sikena</li> <li>• U vhala wo tou fombe</li> <li>• U humbulela</li> <li>• <b>U ita manweledzo (u shumisa mapa wa muhumbulo)</b></li> </ul>	<p><b>Tshibveledzwa tsha vhudavhidzani, tsumbo, Masia/Ndaela</b></p> <ul style="list-style-type: none"> <li>• Fomethe i re yone</li> <li>• U dzudzanya magudiswa (mapa wa muhumbulo)</li> <li>• Mihumbulo mihulwane na i i tikedzaho</li> <li>• Milayo ya pharagirafu</li> <li>• U bveta phanġa hu lunzhedanaho ha pharagirafu hu itisa uri hu vhe na u țumekana</li> <li>• Mațanganyi u itela țhumano</li> <li>• Milayo ya luambo</li> </ul> <p><b>U sedza kha maitete a u űwala</b></p> <ul style="list-style-type: none"> <li>• U pulana</li> <li>• U ita mvetomveto</li> <li>• U ita ndovhololo</li> <li>• U dzudzanya</li> <li>• U vhalulula u itela u khakhulula na u űekedza</li> </ul> <p><b>U űwala tshibveledzwa tsha ndaela</b></p>	<p><b>U shuma na/nga maipfi:</b> Mațaluli: mbambedzo, suphalativi; madzina zwa na madzina vhukuma; mațanganyi</p> <p><b>U shuma na/nga mafhungo:</b> mafhungo a țhoho; tshitatamennde; makhathi; zwitatamennde zwihulwane na zwitikedzaho; fhungotswititi na fhungo mbumbano</p> <p><b>țhalutshedzo dza maipfi:</b> ppanya; mafhambanyi; kha nyimele</p> <p><b>Mupelețo na ndongazwiga:</b> phetheni dza kupelețele: tshithoma, khoma</p>
Vhege 3-4	<p><b>Zwițirathedzhi zwa U thetshelesa na U amba</b></p> <p><b>Tshipitshi tsho lugiselwaho tsho sendekwaho kha mafhungo a re kha tshitshavha</b></p> <ul style="list-style-type: none"> <li>• U thetshelesa tshipitshi</li> <li>• U űwala notsi</li> <li>-- Luambo na maanġa</li> <li>-- Thounu</li> <li>-- Ĺimudi</li> <li>-- Mathomo na magumo</li> <li>• U fhindula mbudziso</li> </ul>	<p><b>Tshibveledzwa tsha Ĺitheretsha, sa thelevishini yo rekhodiwaho/radio/u edzisela kokotolo nyambedzano ya foramu</b></p> <ul style="list-style-type: none"> <li>• Mbonalo dza ndeme dza tshibveledzwa</li> <li>• Kushumisele kwa luambo</li> <li>• Fomethe</li> <li>• Vhashelamulenzhe</li> </ul> <p><b>Maitete a u vhala:</b></p> <ul style="list-style-type: none"> <li>• U rangela u vhala (U ġivhadza tshibveledzwa)</li> <li>• U vhala (mbonalo dza tshibveledzwa)</li> <li>• Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u țhațhuvha)</li> </ul>	<p><b>U űwala tshipitshi tsho ġisendekaho kha zwa matshilisano</b></p> <ul style="list-style-type: none"> <li>• Fomethe</li> <li>• Mafhungo a marangaphanġa</li> <li>• Muhumbulo muhulwane na i i tikedzaho</li> <li>• Thevhokano na țhumano</li> <li>• Kunangele kwa maipfi na ndongazwiga</li> </ul> <p>Milayo ya luambo</p> <p><b>U sedza kha maitete a u űwala</b></p> <ul style="list-style-type: none"> <li>• U pulana</li> <li>• U ita mvetomveto</li> <li>• U ita ndovhololo</li> <li>• U dzudzanya</li> </ul>	<p><b>U shuma na /nga maipfi:</b> Maiti a finite</p> <p><b>U shuma na /nga mafhungo:</b> tshifhinga tsha zwino; tshifhinga tsho fhelaho; luambo lwa nyanyuwo na u fhuredzela; tshivhumbeo tsha fhungo; khandezza; mavhudzisi</p> <p><b>țhalutshedzo dza maipfi:</b> dzi re khagala; ppanya (sinonimi); mafhambanyi (antonimi)</p> <p><b>Ndongazwiga na mupelețo:</b> milayo ya kupelețele na milayo ya kushumisele kwa luambo</p>

	<p><b>Nyambedzano:</b></p> <ul style="list-style-type: none"> <li>• U nekana mishumo</li> <li>• Vhaambi vha a sielisana</li> <li>• U tšalutshedza mihumbulo na u swikelela kha thendelano</li> <li>• U shumisa luambo, tshitaela na ridzhisiṭa nga nḡila yo teaho.</li> <li>• U nekeda</li> </ul>	<p><b>Vhurendi</b></p> <ul style="list-style-type: none"> <li>• Mbonalo dza ndeme dza tshirendo</li> <li>• tshivhumbeo tsha nga ngomu tsha tshirendo, figara dza muambo/zwifanyiso zwa muhumbulo (imedzhari), pfanapeledzo (raimi), mutevhetsindo (rithyimu)</li> <li>• tshivhumbeo tsha nga nḡa tsha tshirendo, mitaladzi, maipfi, zwiṭanza</li> <li>• kuḡwalele (thaiphogirafi)</li> <li>• tšalutshedzo yo dzumbamaho</li> <li>• ḡimudi</li> <li>• thero na mulaedza</li> </ul>	<ul style="list-style-type: none"> <li>• U vhalulula u itela u khakhulula na u nekeda</li> </ul> <p><b>U ḡwala tshipitshi</b></p>	
Vhege 5-6	<p><b>Zwiṭirathedzhi zwa U thetshesela na U amba</b></p> <p><b>Tholokanyonḡivho ya u thetshesela</b></p> <ul style="list-style-type: none"> <li>• Maitele a u thetshesela</li> <li>• U fhindula nga u tou ḡwala</li> </ul> <p><b>U thetshesela tshipiḡa tshi bvaho kha ḡirama/ḡitambwa</b></p> <ul style="list-style-type: none"> <li>• U funzwa mbonalo na milayo</li> <li>• U nanga tshitaela, ridzhisiṭa na ḡivhaipfi</li> <li>• U sielisana</li> <li>• U shumisa thekiniki dza u kwengweledza</li> </ul>	<p><b>Tshibveledzwa tsha ḡitheretsha, tsumbo, ḡirama/ḡitambwa</b></p> <ul style="list-style-type: none"> <li>• Mbonalo dza ndeme dza tshibveledzwa tsha ḡitheretsha: sa, vhabvumbedzwa, nyito, mufhindulano, puḡoto, khuḡano, siangane, fhethuvhupo, muanetsheli, thero</li> </ul> <p><b>Maitele a u vhala:</b></p> <ul style="list-style-type: none"> <li>• U rangela u vhala (u ḡivhadza tshibveledzwa)</li> <li>• U vhala (mbonalo dza tshibveledzwa)</li> <li>• Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u tšatshuvha)</li> <li>• thero na mulaedza</li> </ul>	<p><b>Maanea a mbuletshedzo/tšhaluso o ḡisendekaho nga ḡirama/ḡitambwa</b></p> <p>Fomethe i re yone</p> <ul style="list-style-type: none"> <li>• U dzudzanya magudiswa (mapa wa muhumbulo)</li> <li>• Mihumbulo mihulwane na i i tikedzaho</li> <li>• Milayo ya pharagirafu</li> <li>• U bvela phanḡa hu lunzhedzanaho ha pharagirafu hu itisa uri hu vhe na u tšmekana</li> <li>• Maṭanganyi u itela tšhumano</li> <li>• Milayo ya luambo</li> </ul> <p><b>U sedza kha maitele a u ḡwala</b></p> <ul style="list-style-type: none"> <li>• U pulana</li> <li>• U ita mvetomveto</li> <li>• U ita ndovhololo</li> <li>• U dzudzanya</li> <li>• U vhalulula u itela u khakhulula na u nekeda</li> </ul> <p><b>U ḡwala maanea a mbuletshedzo/tšhaluso</b></p>	<p><b>U shuma na/nga maipfi:</b></p> <p>Maḡadzisi a fhethu na a digirii</p> <p><b>U shuma na/nga mafhungo:</b> thevhokano yone ya maipfi; zwiwhumbeo zwa mbudziso; yufemizimu; zwiwhumbeo zwa fhungo; ḡimudi; maambaita na maambaitwa</p> <p><b>Thalutshedzo dza maipfi:</b> tšalutshedzo dzo dzumbamaho; litherala; nyimele; phani</p> <p><b>Mupeleto na ndongazwiga:</b> pfufhifhadzo; tshivhudzisi; zwiḡevhe; tshithoma; khoma</p>
<p><b>MUSHUMO WA U LINGA WA FOMALA WA 6</b></p> <p><b>ORALA</b></p> <p>Tholokanyonḡivho ya u thetshesela / Tshipitshi tsho lugiselwaho / Tshipitshi tshi songo lugiselwaho (Maraga dza 20)</p>				

Vhege 7-8	<p><b>Zwiṭirathedzhi zwa U thetshesela na U amba</b></p> <p><b>Tholokanyonḁivho ya u thetshesela (tshibveledzwa tshi si tsha fikishini tsumbo, atikili ya gurannḁa.</b></p> <ul style="list-style-type: none"> <li>• U thetshesela u itela u pfesa</li> <li>• U ṅwala notsi</li> <li>• U fhindula mbudziso</li> </ul> <p><b>Nyambedzano ya tshigwada:</b></p> <ul style="list-style-type: none"> <li>• U ṅekana mishumo</li> <li>• Vhaambi vha a sielisana</li> <li>• U ṭalutshedza mihumbulo/kuvhonele kwa zwithu na u swikelela kha thendelano</li> <li>• U shumisa luambo, tshitaela na ridzhisiṭa nga ṅḁila yo teaho</li> </ul>	<p><b>Tshibveledzwa tsha ḽitheretsha, tsumbo, nganeapfufhi</b></p> <ul style="list-style-type: none"> <li>• Mbonalo dza ndeme dza tshibveledzwa tsha ḽitheretsha: sa, vhabvumbedzwa, nyito, mufhindulano, puḽoto, khuḁano, siangane, fhethuvhupo, muanetsheli, thero</li> </ul> <p><b>Maitele a u vhala:</b></p> <ul style="list-style-type: none"> <li>• U rangela u vhala (U ḁivhadza tshibveledzwa)</li> <li>• U vhala (mbonalo dza tshibveledzwa)</li> <li>• Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u ṭhaṭhuvha)</li> </ul> <p><b>Zwiṭirathedzhi zwa u vhala u itela u pfesesa</b></p> <ul style="list-style-type: none"> <li>• Ndivho na vha ṭanganedzaho</li> <li>• U humbulela</li> <li>• U amba mihumbulo yau</li> <li>• U fhambanyisa vhukati ha mbuno na kuvhonele kwau</li> <li>• Phindulo tswii na khumbulelwa</li> </ul> <p><b>Vhurendi</b></p> <ul style="list-style-type: none"> <li>• Mbonalo dza ndeme dza tshirendo</li> <li>• tshivhumbeo tsha nga ngomu tsha tshirendo, figara dza muambo/zwifanyiso zwa muhumbulo (imedzhari), pfanapehedzo (raimi), mutevhetsindo (rithyimu)</li> <li>• tshivhumbeo tsha nga nnḁa tsha tshirendo, mitaladzi, maipfi, zwiṭanza</li> <li>• kuṅwalele (thaiphogirafi)</li> <li>• ṭhalutshedzo yo dzumbamaho</li> <li>• ḽimudi</li> <li>• thero na mulaedza</li> </ul>	<p><b>U ṅwala riviyu ya tshiṭori</b></p> <ul style="list-style-type: none"> <li>• Tshivhumbeo tsha tshibveledzwa</li> <li>• Mbonalo na milayo</li> <li>• Kunangele kwa maipfi</li> <li>• Redzhisiṭara</li> <li>• Vha ṭanganedzaho mafhungo</li> <li>• Thounu</li> </ul> <p><b>U sedza kha maitele a u ṅwala</b></p> <ul style="list-style-type: none"> <li>• U pulana</li> <li>• U ita mvetomveto</li> <li>• U ita ndovhololo</li> <li>• U dzudzanya</li> <li>• U vhalulula u itela u khakhulula na u ṅekedza</li> </ul>	<p><b>U shuma na/nga maipfi:</b> Thangi na mitshila</p> <p><b>U shuma na/nga mafhungo:</b> tshivhumbeo tsha fhungo; tshakha dza mafhungo; makhathi; tshitamennde; yufenizimu; mirero</p> <p><b>ṭhalutshedzo dza maipfi:</b> pfanywa; mafhambanyi; homonimi; pharonimi</p> <p><b>Mupeleṭo na ndongazwiga:</b> akhuronimi</p>
Vhege 7	<p><b>MUSHUMO WA FOMALA WA VHU 7 (MARAGA DZA 30)</b></p> <ul style="list-style-type: none"> <li>• <b>Vhurendi (Maraga dza 10)</b></li> <li>• <b>Dirama / Nganeapfufhi (Maraga dza 10)</b></li> <li>• <b>Ngano / Nganea (Maraga dza 10)</b></li> </ul>			

GIREIDI YA 8 THEMO YA 4				
Zwikili	U thetshelesa na U amba	U vhala na U talela	U n'wala na U nekeda	Zwivhumbeo na Milayo zwa kushumisele kwa Luambo
Vhege 1-2	<p><b>Zwiṭirathedzhi zwa U thetshelesa na U amba</b></p> <p><b>Tholokanyondivho ya u thetshelesa: (u thetshelesa tshibveledzwa tsho tou ṅwalwaho/tsha u thetshelesa na u tou vhone)</b></p> <ul style="list-style-type: none"> <li>• U topola/wana mihumbulo mihulwane na i tikedzaho.</li> <li>• U ṅwala notsi</li> <li>• U kovhekana mihumbulo na tshenzhemo na u sumbedza u pfesesa magudiswa</li> <li>• U ḍivha/wana/topola thekiniki dza u kwengweledza na u fhuredzela hune zwa vha zwo tea</li> <li>• U fhindula mbudzi</li> </ul> <p><b>Nyambedzano:</b></p> <p><b>Nyambedzano nga ha atikili ya magazine</b></p> <ul style="list-style-type: none"> <li>• U nekana mishumo</li> <li>• Vhaambi vha a sielisana</li> <li>• U ṭalutshedza mihumbulo na u swikelela kha thendelano</li> <li>• U shumisa luambo, tshitaela na ridzhisiṭa nga ṅila yo teaho</li> </ul>		<p><b>Tshibveledzwa tsha vhudavhidzani tshilapfu tsumbo magazini</b></p> <ul style="list-style-type: none"> <li>• Fomethe i re yone</li> <li>• Ndivho</li> <li>• Mihumbulo mihulwane na i i tikedzaho</li> <li>• Ndunzhendunzhe ya mafhungo</li> <li>• U shumisa maṭanganyi u itela uri hu vhe na ṭhumano</li> <li>• U shumisa mafhungo a re na tshakha , vhulapfu na zwivhumbeo zwo fhambanaho</li> </ul> <p><b>U sedza kha maitele a u ṅwala</b></p> <ul style="list-style-type: none"> <li>• U pulana</li> <li>• U ita mvetomveto</li> <li>• U ita ndovhololo</li> <li>• U dzudzanya</li> <li>• U vhalulula u itela u khakhulula na u nekeda</li> </ul> <p><b>U ṅwala atikile ya magazini</b></p>	<p><b>U shuma na/nga maipfi:</b> Vhuthihi na vhone, mbeu, ṭhukhufhadzo (u ṭukufhadza zwithu)</p> <p><b>U shuma na/nga mafhungo:</b> Tshipitshi tsho livhaho na tsho vhwigwaho, mavhudzisi, mbuno na kuhumbulele kwau, tshivhumbeo tsha fhungo, khanganyiso, maambwaita na maabwaitwa, dzherandi</p> <p><b>ṭhalutshedzo dza maipfi:</b> ppanywa, mafhambanyi, matatathino, homonimi, ṭhalutshedzo dzo dzumbamaho na dzi re khagala</p> <p><b>Ndongazwiga na mupeleṭo:</b> zwiḍevhe, phetheni dza mupeleṭo (kupeleṭele), zwiga zwa u vhala</p>
Vhege 3-4	<p><b>Zwiṭirathedzhi zwa U thetshelesa na U amba</b></p> <p><b>Maitele a u thetshelesa:</b></p> <ul style="list-style-type: none"> <li>• U thetshelesa u itela u</li> </ul>	<p><b>Tshibveledzwa tsha ḷitheretsha sa/nganea/nganeapufhi/ḍirama</b></p> <ul style="list-style-type: none"> <li>• Mbonalo dza ndeme dza tshibveledzwa tsha ḷitheretsha: sa ,vhabvumbudzwa, nyito,</li> </ul>	<p><b>U ṅwala tshibveledzwa tsha vhudavhidzani : u ṅwala kha dayari entry</b></p> <ul style="list-style-type: none"> <li>• Fomethe i re yone</li> <li>• Ndivho</li> </ul>	<p><b>U shuma na/nga maipfi :</b> Masala – vhukuma, na a vhwshaka Mamudi - thendelo, ndaela, gonela, tsumbo, maitele</p>

	<p>pfesesa</p> <ul style="list-style-type: none"> <li>• U n̄wala notsi</li> <li>• U fhindula mbudziso</li> </ul> <p><b>Nyambedzano:</b></p> <ul style="list-style-type: none"> <li>• U n̄ekana mishumo</li> <li>• Vhaambi vha a sielisana</li> <li>• U t̄halutshedza mihumbulo na u swikelela kha thendelano</li> <li>• U shumisa luambo, tshitaela na ridzhisit̄a nga n̄dila yo teaho</li> </ul>	<p>mufhindulano, puḷoto, khuḡano, siangane, fhethuvhupo, muanetsheli, thero</p> <p><b>Maitele a u vhala:</b></p> <ul style="list-style-type: none"> <li>• U rangela u vhala (u ḡivhadza tshibveledzwa)</li> <li>• U vhala (mbonalo dza tshibveledzwa)</li> <li>• Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u t̄hat̄huvha)</li> </ul> <p><b>Tholokanyond̄ivho ya u vhala:tshibveledzwa tshi bvaho kha bugupfarwa)</b></p> <ul style="list-style-type: none"> <li>• U sikima, u sikena, u vhona nga ito ḡa muhumbulo</li> <li>• U vhala wo tou fombe</li> <li>• U ita mahumbulelwa (iniferentsi)</li> <li>• t̄halutshedzo dza maipfi</li> <li>• Kuvhonele kwa muḡwali</li> <li>• Mbuno na kuhumbulele kwau</li> <li>• T̄halutshedzo yo dzumbamaho</li> </ul> <p><b>U n̄wala pharagirafu kana manweledzo a maitele a zwiga</b></p>	<ul style="list-style-type: none"> <li>• Mihumbulo mihulwane na i i tekedzaho</li> <li>• Nzudzanyo i lunzhedzanaho ya mafhungo</li> <li>• U shumisa maḡanganyi u itela t̄humano</li> <li>• U shumisa tshakha, vhlapfu na zwivhumbeo zwa mafhungo zwo fhambanaho</li> </ul> <p><b>U sedza kha maitele a u n̄wala</b></p> <ul style="list-style-type: none"> <li>• U pulana</li> <li>• U ita mvetomveto</li> <li>• U ita ndovhololo</li> <li>• U dzudzanya</li> <li>• U vhalulula u itela u khakhulula na u n̄ekedza</li> </ul> <p><b>U n̄wala kha dayari</b></p>	<p><b>U shuma na/nga mafhungo:</b> Zwifhinga, tshaka dza mafhungo, tshipitshi tsho livhaho na tsho vhwigwaho, tshivhumbeo tsha fhungo, mavhudzisi, maambwaita na maabwaitwa dzherandi.</p> <p><b>T̄halutshedzo dza maipfi:</b> t̄halutshedzo dzo dzumbamaho na dzi re khagala</p> <p><b>Ndongazwiga na mupeleḡo:</b> zwigevhe, phetheni dza mupeleḡo (kupeleḡele), zwiga zwa u vhala</p>
Vhege 5-6	<p><b>Zwiḡirathedzhi zwa U thetshesela na U amba</b></p> <p><b>U thetshesela u itela u pfesesa</b></p> <ul style="list-style-type: none"> <li>• U lidza/tamba tshibveledzwa tsho tou rekhodiwaho</li> <li>• Zwikili zwa u vhala zwo teaho zwi bviselwa khagala kha vhagudi</li> <li>• U shumisa ndongazwiga kha u vhala tshibveledzwa</li> <li>• U vula na u vala</li> </ul>	<p><b>Tshibveledzwa tsha ḡitheretsha sa, tsumbanḡila ya thelevishini.</b></p> <p><b>Maitele a u vhala:</b></p> <ul style="list-style-type: none"> <li>• U rangela u vhala ( u ḡivhadza tshibveledzwa)</li> <li>• U vhala (mbonalo dza tshibveledzwa)</li> <li>• Nga murahu ha u vhala (u fhindula mbudziso, u fanyisa, u fhambanyisa, u t̄hat̄huvha)</li> </ul> <p><b>Vhurendi</b></p> <ul style="list-style-type: none"> <li>• Mbonalo dza ndeme dza tshirendo</li> </ul>	<p><b>Tshibveledzwa tsha vhudavhidzani tsumbo: Muvhigo/Ripoto ya ramafhungo</b></p> <ul style="list-style-type: none"> <li>• Ndivho</li> <li>• Bias and prejudice</li> <li>• Manipulation</li> <li>• Siḡeriothaiphi</li> <li>• Mihumbulo mihulwane na i i tikedzaho</li> <li>• Nzudzanyo i lunzhedzanaho ya mafhungo</li> <li>• umano</li> <li>• U shumisa tshakha, vhlapfu na zwivhumbeo zwa mafhungo zwo fhambanaho</li> </ul> <p><b>U sedza kha maitele a u n̄wala</b></p> <ul style="list-style-type: none"> <li>• U pulana</li> </ul>	<p><b>U shuma na/nga maipfi :</b> Masala a vhushaka, vhuthihi na vhunzhi</p> <p><b>U shuma na/nga mafhungo:</b></p> <p>Maitele a zwithu, u fanyisa/vhambedza na u fhambanya, t̄haluso ya pharagirafu, pharagirafu dza u vula na dza u vala. Tshaka dza mafhungo, tshipitshi tsho livhaho na tsho vhwigwaho, tshivhumbeo tsha fhungo, mavhudzisi, maambwaita na maabwaitwa u dzhia sia na luvhengela mbiluni,</p>

	<p><b>Nyambedzano nga ha tshibveledzwa tsho tou rekhodiwaho</b></p> <ul style="list-style-type: none"> <li>• U humbula nga ha tshoho</li> <li>• U dovholola milayo</li> <li>• U ita zwithu zwine zwa ita uri mufhindulano u bevele phanda.</li> <li>• Mishumo ya vhashelamulenzhe</li> <li>• U vula na u vala</li> <li>• U ita ngdowengdowe</li> <li>• Mukumedzo</li> </ul>	<ul style="list-style-type: none"> <li>• tshivhumbeo tsha nga ngomu tsha tshirendo, figara dza muambo/zwifanyiso zwa muhumbulo (imedzhari), pfanapheledzo (raimi), mutevhetsindo (rithyimu)</li> <li>• tshivhumbeo tsha nga nnda tsha tshirendo, mitaladzi (vese), maipfi, zwiṭanza</li> <li>• kuṅwalele (thaiphogirafu)</li> <li>• tshalutshedzo yo dzumbamaho</li> <li>• Jimudi</li> <li>• thero na mulaedza</li> </ul> <p><b>Tholokanyondivho ya u vhala, sa tsumbanqila ya thelevishini</b></p> <ul style="list-style-type: none"> <li>• Ndivho, tshigwada tsho sedzwaho khatsho na nyimele</li> <li>• U tshalutshedza thero/mulaedza</li> <li>• U humbulela</li> <li>• U amba mihumbulo yau</li> <li>• Tshalutshedzo i re khagala nayo dzumbamaho</li> <li>• Siangane ya matshiliso na politiki na ya mvelele ya tshibveledzwa na muṅwali</li> </ul>	<ul style="list-style-type: none"> <li>• U ita mvetomveto</li> <li>• U ita ndovhololo</li> <li>• U dzudzanya</li> <li>• U vhalulula u itela u khakhulula na u</li> </ul> <p><b>U ṅwala muvhigo/ripoto wa ramafungo ho tevhelwa maitela a u ṅwala</b></p>	<p><b>Tshalutshedzo dza maipfi:</b> ppanywa na mafhambanyi</p> <p><b>Ndongazwiga na mupeleṭo:</b> zwiḡevhe, phetheni dza mupeleṭo (kupeleṭele), zwiga zwa u vhala</p>
<p><b>Vhege 7</b></p>	<p><b>MUSHUMO WA 8 – Mṅwalwa a vhusiki</b> (<i>Maraga guṭe: 50 Maraga</i>)</p> <p><b>Zwibveledzwa zwa vhudavhidzani</b></p> <p>Atikiḡ ya gurannḡa / Fomo dza Mbudziswa (Khweshenee) / ndaela / Sumbandila (<i>Nangani tshithihi</i>) (<i>Maraga dza 10</i>)</p> <p style="text-align: center;"><b>NA</b></p> <p><b>Maanea</b> (<i>Maraga dza 30</i>)</p> <p>Maanea a nganetshelo / mbuletshedzo/Tshaluso (Nangani mathihi)</p> <p>Pharagirafu dza sumbe (7)</p> <p>Notsi: U tea u vha na u fhambanyisiwa wa tshakha dza zwibveledzwa u ya nga dzigireidi.</p>			
<p>Vhege 7-8</p>	<p><b>U lugisela mulingo</b></p> <p><b>U amba:</b></p> <ul style="list-style-type: none"> <li>• Nyambedzano</li> <li>• U vhala ho lugiselwaho</li> <li>• U vhala hu so ngo lugiselwaho</li> </ul> <p><b>U thetshesela</b></p> <ul style="list-style-type: none"> <li>• Tholokanyondivho ya u thetshesela</li> </ul>	<p><b>U lugisela mulingo</b></p> <p><b>Tholokanyondivho ya u vhala</b></p> <ul style="list-style-type: none"> <li>• Manweledzo/samari</li> <li>• Literature:</li> <li>-- Nganea / nganeapufhi / ngano</li> <li>-- ḡirama</li> <li>-- Tshirendo</li> </ul>	<p><b>U lugisela mulingo</b></p> <p><b>U ṅwala:</b></p> <ul style="list-style-type: none"> <li>• Maanea</li> <li>• Zwibveledzwa zwa vhudavhidzani zwilapfu</li> <li>• Zwibveledzwa zwa vhudavhidzani zwipufhi</li> </ul>	<p><b>U shuma na/nga maipfi:</b></p> <p>Ndovhololo</p> <p><b>U shuma na/nga mafhungo:</b></p> <p>Ndovhololo</p> <p><b>Tshalutshedzo dza maipfi:</b></p> <p>Ndovhololo</p> <p><b>Ndongazwiga na mupeleṭo:</b></p> <p>Ndovhololo</p>

**THEMO YA 4**  
**MULINGO WA FOMALA WA MAFHELONI A NWAHA**

<p><b>MUSHUMO WA 9 – ORALA</b> (<i>Maraga dza 20</i>)</p> <p><b>Bambiri 1</b></p> <p>Tholokanyongdivho ya u thetshesela / Tshipitshi tsho lugiselwaho / tshipitshi tshi songo lugiselwaho</p> <p>Mushumo uyu u itwa kha themo yeneyi wa vhigiwa sa Bambiri 1.</p>	<p><b>MUSHUMO WA 10:</b> (<i>Maraga guṭe: Maraga dza 60</i>)</p> <p><b>BAMBIRI 2: THOLOKANYONḐIVHO &amp; KUSHUMISELE KWA LUAMBO</b></p> <p>Mbudziso 1</p> <ul style="list-style-type: none"> <li>• Tholokanyongdivho ya u vhala: Phindulo dzi re khagala na dzi si khagala (<i>20 maraga</i>)</li> </ul> <p>Mbudziso 2</p> <ul style="list-style-type: none"> <li>• Tshibveledzwa tsha u tou vhona (<i>10 Maraga</i>)</li> </ul> <p>Mbudziso 3</p> <ul style="list-style-type: none"> <li>• Manweledzo/Samari (<i>10 Maraga</i>)</li> </ul> <p>Mbudziso 3</p> <ul style="list-style-type: none"> <li>• Milayo na Zwivhumbeo zwa Luambo (<i>20 Maraga</i>)</li> </ul>
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## 11. Xitsonga Home Language

GIREDI YA 8 KOTARA YA 2				
VUSWIKOTI	Ku yingisela na Ku vulavula	Ku hlaya na ku langutisa	Ku tsala na ku andlala	Swiaki na Milawu ya Matirhiselo ya ririmi
Vhiki ra 1	Nkanerisano/ mbhurisano wa swanomo hi vundzeni bya <i>COVID-19</i> (wu fambisiwa hi mudyondzisi)	<p>Hlaya xitshuriwa xa mahungu lexi nga na swovoniwa – (ku hlaya hi xikongomelo xo kuma mahungu) – xitshuriwa hi <i>COVID-19</i></p> <ul style="list-style-type: none"> <li>• Xivumbeko</li> <li>• Matirhiselo ya ririmi</li> <li>• Swihlawulekisi</li> </ul> <p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya (Ku tivisa xitshuriwa)</li> <li>• Hi nkarhi wo hlaya (swihlawulekisi swa xitshuriwa)</li> <li>• Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul>	A ku nga vi na ntirho wo tsala hikokwalaho ka nkarhi	<p>Swi kongomisiwa eka xitshuriwa hi <i>COVID-19</i></p> <p><b>Xiyimo xa ntirho wa rito:</b> Swirhangi, mahlawuri</p> <p><b>Xiyimo xa xivulwa:</b> Xivulwa xa xitatimende</p> <p><b>Nhlamuselo ya rito:</b> marito yo huma eka xitshuriwa</p> <p><b>Mahikahatelo na mapeletelo:</b> tipatironi ta mapeletelo: hiko, hefemulo</p>



**GIREDI YA 8 KOTARA YA 3**

<b>VUSWIKOTI</b>	<b>Ku yingisela na Ku vulavula</b>	<b>Ku hlaya na ku langutisa</b>	<b>Ku tsala na ku andlala</b>	<b>Swiaki na Milawu ya Matirhiselo ya ririmi</b>
<b>Mavhiki 1-2</b>	<p><b>Maqhingya ya Ku yingisela na Ku vulavula:</b></p> <p><b>Xikambelantwisiso xo yingisela</b></p> <ul style="list-style-type: none"> <li>• Yingisela swileriso / swiletelo swa matlhelo</li> <li>• Teka tinotsi</li> <li>• Hlamula swivutiso</li> </ul> <p>Tinxaka to hambanahambana ta vutihlanganisi bya swanomo, xik. Ku hlaya mahungu ka xijumani/ mbulavulo</p> <p><b>Ku nyika swiletelo swa matlhelo:</b></p> <ul style="list-style-type: none"> <li>• Swihlawulekisi swa xitshuriwa</li> <li>• Ririmi na milawu ya matirhiselo</li> <li>• Ririmi ro tirhisa miri</li> </ul>	<p><b>Ku hlaya xitshuriwa xa mahungu lexi nga na swovoniwa, xik. mimepe, mimfungho ya ndhawu, mimpimo/ swikalo</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko</li> <li>• Matirhiselo ya ririmi</li> <li>• Swihlawulekisi</li> </ul> <p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya (Ku tivisa xitshuriwa)</li> <li>• Hi nkarhi wo hlaya (swihlawulekisi swa xitshuriwa)</li> <li>• Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul> <p><b>Ku hlaya / Ku langutisa xitshuriwa xa swovoniwa</b></p> <ul style="list-style-type: none"> <li>• Ku hlaya hi ku hatlisa ku kuma mongo</li> <li>• Ku hlaya hi ku dzika</li> <li>• Endla nkumbetelo</li> <li>• <b>Nyika nkomiso (tirhisa mepe wa miehleketo)</b></li> </ul>	<p><b>Xitsalwambiko xik. Swiletelo / Swileriso</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko lexi lulameke</li> <li>• Lulamisa vundzeni hi ku tirhisa mepe wa miehleketo</li> <li>• Timhakankulu na miehleketo yo seketela</li> <li>• Milawu ya tindzimana</li> <li>• Nxanxamelu lowu faneleke wa tindzimana ku endlela leswaku ku va na nkhomano</li> <li>• Tirhisa mahlanganisi ku tiyisisa nkhomano</li> <li>• Milawu ya ririmi</li> </ul> <p><b>Kongomisa eka ku tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfarhuta</li> <li>• Ku pfuxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na ku andlala</li> </ul> <p><b>Tsala xitshuriwa xa swileriso</b></p>	<p><b>Xiyimo xa ntirho wa rito:</b> mahlawuri, mavitaswilo na mavitavito; mahlanganisi</p> <p><b>Xiyimo xa xivulwa:</b> Xivulwa xa nhlokomhaka; xitatimende; minkarhi ya maendli; swivulwanahosi na swivulwankatsano</p> <p><b>Nhlamuselo ya rito:</b> maritofularha, vamavizweni, marito yo huma eka xitshuriwa;</p> <p><b>Mahikahatelo na mapeletelo:</b> tipatironi ta mapeletelo: hiko, hefemulo</p>
<b>Mavhiki 3-4</b>	<p><b>Maqhingya ya Ku yingisela na Ku vulavula: Mbulavulo lowu lulamisiweke lowu kongomisiweke eka swa mahanyelo ya vanhu</b></p> <ul style="list-style-type: none"> <li>• Yingisela mbulavulo</li> <li>• Teka tinotsi</li> <li>- Ririmi na matimba</li> <li>- Thoni</li> <li>- Matitwelo</li> <li>- Manghenelo na mahetelelo</li> <li>• Hlamula swivutiso</li> </ul> <p><b>Mbhurisano/ nkanerisano (wu fambisiwa hi mudyondzisi)</b></p>	<p><b>Switshuriwa swa matsalwa swo fana na mbulavulo lowu rhekhodiweke eka thelevhixini/ xiyanimoya lowu kongomisiweke eka swa mahanyelo ya vanhu</b></p> <ul style="list-style-type: none"> <li>• Swihlawulekisinkulu swa xitshuriwa</li> <li>• Matirhiselo ya ririmi</li> <li>• Xivumbeko</li> <li>• Vatlangi/ vaencenyeti</li> </ul> <p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya (Ku tivisa xitshuriwa)</li> <li>• Hi nkarhi wo hlaya</li> </ul>	<p><b>Tsala mbulavulo mayelana na mhaka yo karhi ya swa mahanyelo ya vanhu Milawu ya tindzimana</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko</li> <li>• Swivulwa swa manghenelo</li> <li>• Timhakankulu na miehleketo yo seketela</li> <li>• Nxanxamelu na nkhomano</li> <li>• Nhlawulo wa marito na mahikahatelo Milawu ya ririmi</li> </ul> <p><b>Kongomisa eka ku tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfarhuta</li> <li>• Ku pfuxeta</li> </ul>	<p><b>Xiyimo xa rito:</b> Maendli</p> <p><b>Xiyimo xa xivulwa:</b> Nkarhi wa sweswi; nkarhi lowu nga hundza; matirhiselo ya ririmi ro tlhontha matitwelo na ku onga; xivumbeko xa xivulwa; nandzulo; xivulwa xa xivutiso</p> <p><b>Nhlamuselo ya rito:</b> Nhlamuseloxidzi;/ ya masiku hinkwawo; vamavidzweni; maritofularha; tihomofoni; tihomonimi</p> <p><b>Mahikahatelo na mapeletelo:</b></p>

	<ul style="list-style-type: none"> <li>• Kombisa swiyimo / mintirho ya swivulavuri</li> <li>• Swivulavuri swa siyerisana</li> <li>• Hlamusela mavonelo na ku fikelela ntwanano</li> <li>• Tirhisa ririmi leri faneleke, xitayili na rhejisitara</li> <li>• Ku andlala</li> </ul>	<p>(swihlawulekisi swa xitshuriwa)</p> <ul style="list-style-type: none"> <li>• Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul> <p><b>Vutlhokovetseri</b></p> <ul style="list-style-type: none"> <li>• Swihlawulekisinkulu swa xitlhokovetselo</li> <li>• Tithekiniki ta matirhiselo ta xitlhokovetselo, swigaririmi/ vufananisi, yelaniso, ncino</li> <li>• Xivumbeko xa xitlhokovetselo, mintila, tindzimana,             <ul style="list-style-type: none"> <li>• Ndelela leyi marito ya longoloxiweke na ku tsariwa ha yona</li> </ul> </li> <li>• Nhlamuselo yo gega</li> <li>• Matitwelo</li> <li>• Nkongomelo na hungu</li> </ul>	<ul style="list-style-type: none"> <li>• Ku hlela</li> <li>• Ku hlerisisa na ku andlala</li> </ul> <p><b>Tsala mbulavulo</b></p>	<p>Milawu ya mapeletelo</p>
<p><b>Mavhiki 5-6</b></p>	<p><b>Maqhingana ya Ku yingisela na Ku vulavula</b></p> <p><b>Xikambelantwisiso xo yingisela</b></p> <ul style="list-style-type: none"> <li>• Ku yingisela hi ku landzelela magoza</li> <li>• Ku angula ka ku tsala</li> </ul> <p><b>Yingisela / langutisa ndzimana yo suka eka ntlangu</b></p> <ul style="list-style-type: none"> <li>• Dyondzisa swihlawulekisi na milawu</li> <li>• Hlawula xitayili, rhejisitara na ntivomarito</li> <li>• Ku fanele ku va na ku siyerisana</li> <li>• Tirhisa tithekiniki ta nsusumeto</li> </ul>	<p><b>Xitshuriwa xa matsalwa xa ntlangu</b></p> <ul style="list-style-type: none"> <li>• Swihlawulekisinkulu swa xitshuriwa xa matsalwa ku fana na ximunhuhatwa, leswi humelelaka/ swiendleko, n'wangulano, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo</li> </ul> <p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku tilulamisa ku hlaya (Ku tivisa xitshuriwa)</li> <li>• Hi nkarhi wo hlaya (swihlawulekisi swa xitshuriwa)</li> <li>• Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul>	<p><b>Xitsalwana xa nhlamuselo lexi kongomisiwaka eka ntlangu</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko lexi lulameke</li> <li>• Lulamisa vundzeni hi ku tirhisa mepe wa miehleketo</li> <li>• Timhakankulu na miehleketo yo seketela</li> <li>• Milawu ya tindzimana</li> <li>• Nxanxamelu lowu faneleke wa tindzimana ku endlela leswaku ku va na nkhomano</li> <li>• Tirhisa mahlanganisi ku tiyisisa nkhomano</li> <li>• Milawu ya ririmi</li> </ul> <p><b>Kongomisa eka ku tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfarhuta</li> <li>• Ku pfluxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na ku andlala</li> </ul> <p><b>Tsala xitsalwana xa nhlamuselo</b></p>	<p><b>Xiyimo xa rito:</b> Maengeteri ya ndhawu na mukhuva</p> <p><b>Xiyimo xa xivulwa:</b> Vulongoloxamarito; swivulwa swa xivutiso; xisasi; xivumbeko xa xivulwa; matitwelo; rito</p> <p><b>Nhlamuselo ya rito:</b> xigego; nhlamuseloxidzi/ kongoma; marito yo huma eka xitshuriwa; ntlangiso wa marito</p> <p><b>Mahikahatelo na mapeletelo:</b> Nkomiso wa marito; mimfungho ya swivutiso; mimfungho ya mahlamari; hiko; hefemulo</p>

Vhiki ra 6	<b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 6</b> <b>SWANOMO [20 wa timaraka]</b> <ul style="list-style-type: none"> <li>Xikambelantwisiso xo yingisela/ Mbulavulo lowu lulamisiweke kumbe mbulavulo wa xijumana</li> </ul>			
Mavhiki 7-8	<p><b>Maqhingha ya Ku yingisela na Ku vulavula Xikambelantwisiso xo yingisela (Xitshuriwa xo vulavula hi swilo swa ntiyiso, xik. Atikili ya phephahungu)</b></p> <ul style="list-style-type: none"> <li>Ku yingisela hi xikongomelo xo twisisa</li> <li>Teka tinotsi</li> <li>Hlamula swivutiso</li> </ul> <p><b>Nkanerisano wa ntlawa (wu fambisiwa hi mudyondzisi):</b></p> <ul style="list-style-type: none"> <li>Kombisa swiyimo / mintirho ya swivulavuri</li> <li>Swivulavuri swa siyerisana</li> <li>Hlamusela mavonelo na ku fikelela ntwanano</li> <li>Tirhisa ririmi leri faneleke, xitayili na rhejjsitara</li> </ul>	<p><b>Xitshuriwa xa matsalwa xo fana na xitori xo koma</b></p> <ul style="list-style-type: none"> <li>Swihlawulekisinkulu swa xitshuriwa xa matsalwa ku fana na ximunhuhatwa, leswi humelalaka/ swiendleko, n'wangulano, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo</li> </ul> <p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>Ku tilulamisa ku hlaya (Ku tivisa xitshuriwa)</li> <li>Hi nkarhi wo hlaya (swihlawulekisi swa xitshuriwa)</li> <li>Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul> <p><b>Maqhingha yo hlaya hi xikongomelo xo twisisa</b></p> <ul style="list-style-type: none"> <li>Xikongomelo na vaamukeri va mahungu</li> <li>Endla minkumbetelo</li> <li>Nyika mavonelo</li> <li>Hambanisa ntiyiso na mavonelo</li> <li>Nhlamuselo yo kongoma na nhlamuselo yo gega</li> </ul> <p><b>Vutlhokovetseri</b></p> <ul style="list-style-type: none"> <li>Swihlawulekisinkulu swa xitlhokovetselo</li> <li>Xivumbeko xa le ndzeni xa xitlhokovetselo, swigaririmi / swifaniso, yelaniso wa mimpfumawulo, ncino</li> <li>Xivumbeko xa le handle xa xitlhokovetselo, mintila, marito, tindzimana</li> </ul>	<p><b>Tsala nhluto wa xitori</b></p> <ul style="list-style-type: none"> <li>Xivumbeko xa xitshuriwa</li> <li>Swihlawulekisi na milawu</li> <li>Nhlawulo wa marito</li> <li>Rhejjsitara</li> <li>Vaamukeri va mahungu</li> <li>Thoni</li> </ul> <p><b>Kongomisa eka ku tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>Ku kunguhata</li> <li>Ku pfapfarhuta</li> <li>Ku pfluxeta</li> <li>Ku hlela</li> <li>Ku hlerisisa na ku andlala</li> </ul>	<p><b>Xiyimo xa rito:</b> Swirhanghi na swilandzi</p> <p><b>Xiyimo xa xivulwa:</b> Xivumbeko xa xivulwa; tinxaka ta swivulwa; minkarhi ya maendli; swivulwa swa xitatimende; swisasi; swivuriso</p> <p><b>Nhlamuselo ya rito:</b> Vamavizweni; maritofularha; tihomonimi; tipharonimi</p> <p><b>Mahikahatelo na mapeletelo:</b> Mavitonkomiso/ tiakhironimi</p>

		<ul style="list-style-type: none"><li>• Ndelela leyi marito ya longoloxiweke na ku tsariwa ha yona</li><li>• Nhlamuselo yo gega</li><li>• Matitwelo</li><li>• Nkongomelo na hungu</li></ul>		
Vhiki ra 7	<b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 7</b> <b>Xikambelwana xa Matsalwa [30 wa timaraka]</b> <b>(swivutiso swa ximbangu)</b> <ul style="list-style-type: none"><li>• Xithokovetselo (10 wa timaraka)</li><li>• Ntlangu/ Swirungulwana (10 wa timaraka)</li><li>• Mintsheketo (mfuwo wa rixaka)/ Novhele (10 wa timaraka)</li></ul>			



**GIREDI YA 8 KOTARA YA 4**

<b>VUSWIKOTI</b>	<b>Ku yingisela na Ku vulavula</b>	<b>Ku hlaya na ku langutisa</b>	<b>Ku tsala na ku andlala</b>	<b>Swiaki na Milawu ya ririmi</b>
<b>Mavhiki 1-2</b>	<p><b>Maqhingya ya Ku yingisela na Ku vulavula:</b></p> <p><b>Xikambelantwisiso xa ku yingisela (ku fana na ku yingisela xitshuriwa xo tsariwa/ xa mbonoyingiselo)</b></p> <ul style="list-style-type: none"> <li>• Kombisa timhakankulu na miehleketo yo seketela</li> <li>• Tsala tinotsi</li> <li>• Nyikana miehleketo na mintokoto na ku kombisa ku twisisa minongoti</li> <li>• Kombisa tithekiniki ta mavulavulelo ya nsunsumeto /onga laha ti nga kona.</li> <li>• Hlamula swivutiso</li> </ul> <p><b>Mbulavurisano: nkanerisano lowu kongomisiweke eka atikili ya magazini (wu fambisiwa hi mudyondzisi)</b></p> <ul style="list-style-type: none"> <li>• Kombisa swiyimo / mintirho ya swivulavuri</li> <li>• Swivulavuri swa siyerisana</li> <li>• Hlamusela mavonelo na ku fikelela ntwanano</li> <li>• Tirhisa ririmi leri faneleke, xitayili na rhejjsitara</li> </ul>	<p><b>Hlaya atikili ya magazini</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko</li> <li>• Matirhiselo ya ririmi (Ndzemuko wa matirhiselo ya ririmi hi vuxoperi)</li> <li>• Swihlawulekisi swa xitshuriwa</li> <li>• Ndzandzelelano</li> </ul> <p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya (Ku tivisa xitshuriwa)</li> <li>• Hi nkarhi wo hlaya (swihlawulekisi swa xitshuriwa)</li> <li>• Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul> <p><b>Ku hlaya/ Langutisa hi xikongomelo xo kuma mahungu (switshuriwa swo tsariwa/ swa swovoniwa/ swa mbonoyingiselo)</b></p> <ul style="list-style-type: none"> <li>• Ku hlaya hi ku dzika</li> <li>• Endla minkumbetelo</li> <li>• Ku bvumba</li> <li>• Ku vumba xifaniso emiehleketweni</li> <li>• Tinhlamuselo ta marito</li> <li>• Mhaka ya ntiyiso na mavonelo</li> </ul> <p><b>Tsala nkomiso/ nkatsakanyo</b></p>	<p><b>Xitshuriwa xa switsalwambiko swo leha xik. atikili ya magazini</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko lexi lulameke</li> <li>• Xikongomelo</li> <li>• Timhakankulu na miehleketo yo seketela</li> <li>• Nxaxamelo lowu faneleke wa swivulwa</li> <li>• Tirhisa mahlanganisi ku tiyisisa nkhomano</li> <li>• Tirhisa tinxaka to hambanahambana, vulehi na swivumbeko swa swivulwa</li> </ul> <p><b>Kongomisa eka ku tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfarhuta</li> <li>• Ku pfluxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na ku andlala</li> </ul> <p><b>Tsala atikili ya magazini</b></p>	<p><b>Xiyimo xa ntirho wa rito:</b> Vun'we na vuningi; rimbewu, ntsongahato</p> <p><b>Xiyimo xa ntirho wa xivulwa:</b> marito ya muvulavuri, marito yo runguriwa; swivulwa swa swivutiso; mhaka ya ntiyiso na mavonelo; xivumbeko xa xivulwa; swivulwa; xivulwa lexi nga twisisiwaka hi tindlela to hambana; ku va na rito</p> <p><b>Nhlamuselo ya rito:</b> vamavizweni, maritofularha, xisasi, tihomonimi, nhlamuselo ya masiku hinkwawo/ kongoma na yo gega</p> <p><b>Mahikahatelo na mapeletelo:</b> mimfungho ya mintshaho; tipatironi ta mapeletelo</p>
<b>Mavhiki 3-4</b>	<p><b>Maqhingya ya Ku yingisela na Ku vulavula:</b></p> <p><b>Ku yingisela hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku yingisela hi xikongomelo xo twisisa</li> <li>• Teka tinotsi</li> <li>• Hlamula swivutiso</li> </ul> <p><b>Nkanerisano (wu fambisiwa hi mudyondzisi)</b></p>	<p><b>Xitshuriwa xa matsalwa xo fana na novhele/ xirungulwana/ ntlangu</b></p> <ul style="list-style-type: none"> <li>• Swihlawulekisiinkulu swa xitshuriwa xa matsalwa ku fana na ximunhuhata, leswi humelelaka/ swiendleko, n'wangulano, kungu, ntlimbo, vundzhaku, mbangu, murunguri, nkongomelo</li> </ul>	<p><b>Tsala xitshuriwa xa xitsalwambiko: leswi tsariwaka eka dayari</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko lexi faneleke</li> <li>• Xikongomelo</li> <li>• Timhakankulu na miehleketo yo seketela</li> <li>• Nxaxamelo lowu faneleke wa swivulwa</li> <li>• Tirhisa mahlanganisi ku tiyisisa</li> </ul>	<p><b>Xiyimo xa ntirho wa rito:</b> Masivi - masivinene Mahlayelo ya maendli - kombiso, ndzeriso, kotelo, tshamelo, angulo, fumiwo</p> <p><b>Xiyimo xa ntirho wa xivulwa:</b> Minkarhi ya maendli, tinxaka ta swivulwa, mbulavulo; ku va na rito; xivumbeko xa xivulwa; marito ya</p>

	<ul style="list-style-type: none"> <li>• Kombisa swiyimo / mintirho ya swivulavuri</li> <li>• Swivulavuri swa siyerisana</li> <li>• Hlamusela mavonelo na ku fikelela ntwanano</li> <li>• Tirhisa ririmi leri faneleke, xitayili na rhejisitara</li> </ul>	<p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya (Ku tivisa xitshuriwa)</li> <li>• Hi nkarhi wo hlaya (swihlawulekisi swa xitshuriwa)</li> <li>• Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul> <p><b>Xikambelantwisiso xo hlaya: (xi huma eka buku ya mudyondzi)</b></p> <ul style="list-style-type: none"> <li>• Ku hlaya hi ku hatlisa ku kuma hungu hi ku angarhela na ku hlaya hi ku hatlisa ku kuma mongo, ku vumba xifaniso emiehleketweni</li> <li>• Ku hlaya hi ku dzika</li> <li>• Ku endla minkumbetelo</li> <li>• Tinhlamuselo ta marito</li> <li>• Mavonelo ya mutsari</li> <li>• Ntiyiso na mavonelo</li> <li>• Nhlamuselo yo tumbela/ gega</li> </ul> <p><b>Tsala nkomiso hi ndzimana kumbe tipoyinti</b></p>	<p>nkhomano</p> <ul style="list-style-type: none"> <li>• Tirhisa tinxaka to hambanahambana, vulehi na swivumbeko swa swivulwa</li> </ul> <p><b>Kongomisa eka ku tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfarhuta</li> <li>• Ku pfluxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na ku andlala</li> </ul> <p><b>Tsala vuxokoxoko/ leswi tsariwaka eka dayari</b></p>	<p>muwulavuri na marito yo runguriwa; swivulwa swa xivutiso; timhaka ta ntiyiso na mavonelo; xivulwa lexi nga twisisiwaka hi tindlela to hambana; ku va na rito;</p> <p><b>Nhlamuselo ya rito:</b> nhlamuselo ya masiku hinkwawo/ kongoma na yo gega</p> <p><b>Mahikahatelo na mapeletelo:</b> Tipatironi ta mapeletelo; mimfungho ya mahikahatelo/ swihikahato</p>
<p><b>Mavhiki 5-6</b></p>	<p><b>Maqhingha ya Ku yingisela na Ku vulavula:</b></p> <p><b>Yingisela xitshuriwa lexi rhekhodiweke</b></p> <ul style="list-style-type: none"> <li>• Xitshuriwa xo kandziyisiwa xa tlangiwa</li> <li>• Vuswikoti byo hlaya lebyi faneleke byi kombisiwa eka vadyondzi</li> <li>• Ku tirhisa mahikahatelo eka xitshuriwa lexi hlayiweke</li> <li>• Manghenelo na mahetelelo</li> </ul> <p><b>N'wangulano wo huma eka xitshuriwa lexi rhekhodiweke</b></p> <ul style="list-style-type: none"> <li>• Teka xiboho hi nhlokomhaka</li> <li>• Pfluxeta milawu</li> <li>• Marito yo komba ku angula eka leswi vuriwaka xik. hayi, kumbexana ku yisa</li> </ul>	<p><b>Xitshuriwa xa matsalwa ku fana na xilelelo xa minongonoko ya le ka thelevhixini (TV)</b></p> <p><b>Ku hlaya hi ku landzelela magoza:</b></p> <ul style="list-style-type: none"> <li>• Ku tilulamisela ku hlaya (Ku tivisa xitshuriwa)</li> <li>• Hi nkarhi wo hlaya (swihlawulekisi swa xitshuriwa)</li> <li>• Endzhaku ko hlaya (hlamula swivutiso, pimanisa, hambanisa, hlela)</li> </ul> <p><b>Vutlhokovetseri</b></p> <ul style="list-style-type: none"> <li>• Swihlawulekisinkulu swa xitlhokovetselo</li> <li>• Tithekiniki ta matirhiselo ta xitlhokovetselo, swigaririmi/ vufananisi, yelaniso wa</li> </ul>	<p><b>Xitshuriwa xa xitsalwambiko, xik. xiviko xa vuteki bya mahungu</b></p> <ul style="list-style-type: none"> <li>• Xivumbeko lexi faneleke/ lulameke</li> <li>• Xikongomelo</li> <li>• Mboyamelothlorin'we na ku veng handle ka xivangelo</li> <li>• Ku onga</li> <li>• Ku vona mhaka hi tihlo rin'we</li> <li>• Timhakanulu na miehleketo yo seketela</li> <li>• Malongolokelo/ nxaxamelo lowu faneleke wa swivulwa.</li> <li>• Tirhisa mahlanganisi ku tiyisisa nkhomano</li> <li>• Tirhisa tinxaka to hambanahambana,</li> </ul>	<p><b>Xiyimo xa ntirho wa rito:</b> Masivi; vun'we na vunyingi</p> <p><b>Xiyimo xa ntirho wa xivulwa:</b> Maendlelo; pimanisa /hambanisa ndzimana yo hlamusela; tindzimana ta manghenelo na mahetelelo; swivulwa; mbulavulo, ku va na rito, mboyamelothlorin'we na ku veng handle ka xivangelo</p> <p><b>Nhlamuselo ya rito:</b> vamavizweni, maritofularha</p> <p><b>Mahikahatelo na mapeletelo:</b> mimfungho ya mintshaho, tipatironi ta mapeletelo, mimfungho ya</p>

	<p>emahlweni n'wagulano.</p> <ul style="list-style-type: none"> <li>• Mintirho ya vavulavuri/ vayingiseri</li> <li>• Manghenelo na mahetelelo</li> <li>• Titoloveti/ ku tilulamisela</li> <li>• Ku andlala</li> </ul>	<p>mimpfumawulo, ncino</p> <ul style="list-style-type: none"> <li>• Xivumbeko xa xithokovetselo, mintila, marito, tindzimana</li> <li>• Ndlela leyi marito ya longoloxiweke na ku tsariwa ha yona</li> <li>• Nhlamuselo yo gega</li> <li>• Matitwelo</li> <li>• Nkongomelo na hungu</li> </ul> <p><b>Xikambelantwisiso xo hlaya: xik. Xiletelo xa minongonoko ya le ka thelevhixini)</b></p> <ul style="list-style-type: none"> <li>• Xikongomelo, vaamukeri va mahungu, na mbangu</li> <li>• Hlamusela nkongomelo/ hungu</li> <li>• Endla nkumbetelo</li> <li>• Nyika mavonelo ya wena</li> <li>• Nhlamuselo yo kongoma na yo tumbela/ gega</li> <li>• Vundzhaku bya swa ximunhupolitiki na ndhavuko wa xitshuriwa na mutsari</li> </ul>	<p>vulehi, na swivumbeko swa swivulwa</p> <p><b>Kongomisa eka ku tsala hi ku landzelela magoza</b></p> <ul style="list-style-type: none"> <li>• Ku kunguhata</li> <li>• Ku pfapfarhuta</li> <li>• Ku pfluxeta</li> <li>• Ku hlela</li> <li>• Ku hlerisisa na ku andlala</li> </ul> <p><b>Tsala xiviko xa vuteki bya mahungu hi ku landzelela maendlelo yo tsala hi ku landzelela magoza</b></p>	<p>mahikahatelo</p>
<b>Vhiki ra 6</b>	<p><b>NTIRHO WA MAKAMBELELO YA MAFUNDZA WA 8</b></p> <p><b>Papila ra 3</b></p> <p><b>Ku tsala [40 wa timaraka]</b></p> <p>Wu tsariwa ku nga se fika xikambelo</p> <p>Xitshuriwa xa xitsalwambiko (swi2 swo koma kumbe xi1 xo leha): (10 wa timaraka)</p> <ul style="list-style-type: none"> <li>• Atikili ya phephahungu/ Fomo ya swivutiso swa ndzavisiso/ Swiletelo swa matlhelo/ Swileriso NA</li> </ul> <p>Xitsalwana (30 wa timaraka)</p> <ul style="list-style-type: none"> <li>• Nhlamuselo /Ndzungulo/ Mavonelo (7 wa tindzimana)</li> </ul>			
<b>Mavhiki 7-8</b>	<p><b>Ku lulamisela xikambelo</b></p> <p><b>Ku vulavula:</b></p> <ul style="list-style-type: none"> <li>• Mbulavurisano</li> <li>• Ku hlaya loku lulamisiweke</li> <li>• Ku hlaya ka xijumana</li> </ul> <p><b>Ku yingisela</b></p>	<p><b>Ku lulamisela xikambelo</b></p> <p><b>Ku hlaya</b></p> <ul style="list-style-type: none"> <li>• Xikambelantwisiso xo hlaya</li> <li>• Nkomiso</li> <li>• Matsalwa: <ul style="list-style-type: none"> <li>- Novhele/ swirungulwana/ mfuwo wa rixaka (mintsheketo)</li> </ul> </li> </ul>	<p><b>Ku lulamisela xikambelo</b></p> <p><b>Ku tsala:</b></p> <ul style="list-style-type: none"> <li>• Switsalwana</li> <li>• Switshuriwa swa switsalwambiko swo leha</li> <li>• Switshuriwa swa switsalwambiko swo koma</li> </ul>	<p><b>Xiyimo xa ntirho wa rito:</b></p> <p>Mpfluxeto</p> <p><b>Xiyimo xa ntirho wa xivulwa:</b></p> <p>Mpfluxeto</p> <p><b>Nhlamuselo ya rito:</b> mpfluxeto</p>



	<ul style="list-style-type: none"> <li>• Xikambelantwisiso xo yingisela</li> </ul>	<ul style="list-style-type: none"> <li>- Ntlangu</li> <li>- Swithokovetselo</li> </ul>		<b>Mahikahatelo na mapeletelo:</b> Mpfuxeto
<b>KOTARA YA 4</b> <b>XIKAMBELO XA KU HELA KA LEMBE</b>				
	<b>NTIRHO WA MAKAMBELELO WA 9</b> <b>Papila ra 1: Swanomo [20 wa timaraka]</b> <ul style="list-style-type: none"> <li>• Xikambelantwisiso xo yingisela/ Mbulavulo lowu lulamisiweke kumbe mbulavulo wa xijumana</li> <li>• Wu endliwa exikarhi ka kotara</li> <li>• Ntirho wa swanomo wa kotara ya 4 wu tihisiwa tanihi Papila ra 1 ra Xikambelo xa ku hela ka lembe</li> </ul>	<b>NTIRHO WA MAKAMBELELO WA 10</b> <b>Xikambelo xa ku hela ka lembe</b> <b>Papila ra 2: 2 wa tiawara na 30 wa timinete</b> <b>Ku angula eka switshuriwa: [60 wa timaraka]</b> <b>Xivutiso xa 1</b> <ul style="list-style-type: none"> <li>• Xitshuriwa xa matsalwa / xo ka xi nga ri xa matsalwa (20 wa timaraka)</li> </ul> <b>Xivutiso xa 2</b> <ul style="list-style-type: none"> <li>• Xitshuriwa xa swovoniwa (10 wa timaraka)</li> </ul> <b>Xivutiso xa 3</b> <ul style="list-style-type: none"> <li>• Nkomiso (10 wa timaraka)</li> </ul> <b>Xivutiso xa 4</b> <ul style="list-style-type: none"> <li>• Swiaki na Milawu ya Matirhiselo ya Ririmi eka mbangu (20 wa timaraka)</li> </ul>		



## 12. South African Sign Language (SASL)

GRADE 8 TERM 2				
Skills	Observing and Signing	Visual Reading and Viewing	Recording	Language Structures and Conventions
Week 8	<p><b>Observing and Signing strategies</b></p> <p><b>Discussion on COVID-19</b> The signers should:</p> <ul style="list-style-type: none"> <li>• "listen to" one another</li> <li>• Accept others' points when necessary</li> <li>• not interrupt other signers or interrupt politely</li> <li>• make logical links between points</li> <li>• keep to the topic</li> <li>• try to bring people into the discussion</li> <li>• express opinions and give reasons</li> </ul>	<p><b>Visual Reading and Viewing for comprehension:</b> <b>"Reading" non-fiction/information text:</b> <b>Signed text on COVID-19</b></p> <p><b>Follow the visual reading process:</b></p> <ul style="list-style-type: none"> <li>• <b>"Pre-reading"</b>– Introduce the text and form expectations of the content.</li> <li>• <b>"During reading"</b>- Infer meaning and summarize the main and supporting ideas from the text.</li> <li>• <b>"Post-reading"</b>- Form opinions and evaluate the text, summarize the text, answer questions on the text.</li> </ul>	No recording task owing to limited time	<p><b>Morphology:</b> Classifiers</p> <p><b>Syntax/Semantics:</b> Prepositions Adjectives</p> <p>Basic sentence types:</p> <p>Statements, negations, questions, commands, topicalisation, conditionals, compound</p>



GRADE 8 TERM 3				
Skills	Observing and Signing	Visual Reading and Viewing	Recording	Language structures and conventions
Weeks 1-2	<p><b>Observing and Signing strategies</b></p> <p><b>Observing for comprehension:</b>  <b>“Speech” by the President</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Make notes after observing.</li> <li>• Answer questions</li> </ul> <p><b>Different kinds of signed communication</b></p> <p><b>Prepared presentation -“Speech”</b></p> <ul style="list-style-type: none"> <li>• Choose an appropriate topic</li> <li>• Conduct research</li> <li>• Use effective introduction, body and conclusion</li> <li>• Show clear links with topic</li> <li>• Present a thoughtful argument or point of view</li> <li>• Present clear ideas</li> <li>• Use a formal, neutral style</li> <li>• Deliver in a suitable register for the audience</li> <li>• Use visual aids</li> </ul> <p><b>Follow the observing process:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-observing</b> introduces learners to the observing situation.</li> <li>• <b>During observing</b> – questioning, recognising, matching, interpreting.</li> <li>• <b>Post- observing</b> follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Summarise the presentation</li> <li>➤ Reflect on the presentation</li> <li>➤ Answer questions</li> </ul>	<p><b>Visual Reading and Viewing for comprehension:</b>  <b>“Read” a Literary text: Poem</b></p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>• Figurative meaning and imagery</li> <li>• Mood, theme and message</li> <li>• Internal structure of a poem, figures of speech, sign choice, emotional responses, rhetorical devices</li> <li>• External structure of a poem, lines, rhyme, rhythm, alliteration and repetition.</li> </ul> <p><b>Answer questions on the text</b></p> <p><b>Follow the visual reading process:</b></p> <ul style="list-style-type: none"> <li>• <b>“Pre-reading”</b> – Introducing the text</li> <li>• <b>“During reading”</b> - Infer meaning from the text</li> <li>• <b>“Post-reading”</b> - Form opinions and evaluate the text, summarize the text, answer questions on the text.</li> </ul>	<p><b>Record a Descriptive Essay</b></p> <p><b>Use appropriate conventions:</b></p> <ul style="list-style-type: none"> <li>• Description of person, object, event.</li> <li>• Use classifiers to create a picture in signs.</li> <li>• Choose signs for effect</li> <li>• Use figures of speech</li> </ul> <p><b>Follow the recording process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-“reading” and presenting</li> </ul>	<p><b>Discourse:</b>                      Cohesion and coherence                      Chunking                      Roleshift</p> <p><b>Figures of speech:</b>                      Simile, metaphor, personification, idioms, hyperbole, contrast, euphemism</p>

<p>Weeks 3-4</p>	<p><b>Observing and Signing strategies</b></p> <p><b>Observing for comprehension:</b> <b>Signed News Report</b></p> <ul style="list-style-type: none"> <li>Identify the signer's purpose</li> <li>Note the main message and supporting ideas</li> <li>Reflect, clarify and discuss</li> </ul> <p><b>Different forms of signed presentations:</b></p> <p><b>Sign a News item (Unprepared)</b></p> <ul style="list-style-type: none"> <li>Choose a topic / item</li> <li>Give exact feedback / details on a story</li> <li>Collect and organize information.</li> <li>Prepare a coherent presentation with title, introduction and conclusion.</li> <li>Use semi-formal/formal language register and style</li> </ul> <p><b>Follow the observing process:</b></p> <ul style="list-style-type: none"> <li><b>Pre-observing</b> introduces learners to the observing situation.</li> <li><b>During observing</b> – questioning, recognising, matching, interpreting.</li> <li><b>Post- observing</b> follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Summarise the presentation</li> <li>➤ Reflect on the presentation</li> <li>➤ Answer questions</li> </ul>	<p><b>Visual Reading and Viewing for comprehension:</b> <b>“Read” a Non-fiction text e.g. signed news item</b></p> <ul style="list-style-type: none"> <li>Skim and scan signed text features</li> <li>Infer meaning</li> <li>Understand purpose of text</li> <li>Coherence of presentation</li> <li>Sign choice / Language structure</li> </ul> <p><b>Follow the visual reading process:</b></p> <ul style="list-style-type: none"> <li><b>“Pre-reading”</b> – Introducing the text</li> <li><b>“During reading”</b> - Infer meaning from the text</li> <li><b>“Post-reading”</b> - Form opinions and evaluate the text, summarize the text, answer questions on the text.</li> </ul>	<p><b>Record a point form Summary of a news item:</b></p> <ul style="list-style-type: none"> <li>Use point form.</li> <li>Include all important information</li> <li>Avoid unnecessary detail</li> <li>Be precise</li> </ul> <p><b>Follow the recording process:</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-“reading” and presenting</li> </ul>	<p><b>Morphology:</b> Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs Function of space</p>
<p>Weeks 5-6</p>	<p><b>Observing and Signing strategies</b></p> <p><b>Observing for comprehension:</b> <b>Observe a Short Story</b></p> <ul style="list-style-type: none"> <li>Identify and discuss main message</li> <li>Discuss character, plot and setting</li> <li>Recall specific details in the story</li> </ul>	<p><b>Visual Reading and Viewing for comprehension</b> <b>“Read” a signed Short Story/Longer Story</b></p> <ul style="list-style-type: none"> <li>Skim for main ideas</li> <li>Scan for supporting details</li> <li>Making predictions</li> <li>Establish facts and opinions</li> </ul>	<p><b>Record a Transactional Text Instructions e.g. how to use a tool, prepare food, repair faults</b></p> <ul style="list-style-type: none"> <li>Use appropriate format, style</li> <li>Focus on a target audience with purpose and context</li> <li>Chunk cohesion</li> </ul>	<p><b>Syntax/ Semantics:</b> Adjectives Adverbs Pronouns (placement and indexing)  Synonyms, antonyms, polysemes, homonyms</p>



	<ul style="list-style-type: none"> <li>• Reflect on the message / values.</li> <li>• “Re-tell” the story</li> </ul> <p><b>Different forms of signed presentations:</b>  <b>Sign a prepared presentation</b>  <b>e.g.Short story</b></p> <ul style="list-style-type: none"> <li>• Sign story with beginning, middle and conclusion.</li> <li>• Use Role-shift where necessary.</li> <li>• Show elements of plot and characterisation.</li> <li>• Present theme / message.</li> <li>• Use descriptive sign language.</li> </ul> <p><b>Follow the observing process:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-observing</b> introduces learners to the observing situation.</li> <li>• <b>During observing</b> – questioning, recognising, matching, interpreting.</li> <li>• <b>Post- observing</b> follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Summarise the presentation</li> <li>➤ Reflect on the presentation</li> <li>➤ Answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• View point of signer</li> <li>• Inferring the meaning of signs and phrases</li> <li>• Formal/informal language</li> </ul> <p><b>Answer questions on the text</b></p> <p><b>Follow the visual reading process:</b></p> <ul style="list-style-type: none"> <li>• <b>“Pre-reading”</b> – Introducing the text</li> <li>• <b>“During reading”</b> - Infer meaning from the text</li> <li>• <b>“Post-reading”</b> - Form opinions and evaluate the text, summarize the text, answer questions on the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Use suitable sign choice and sentence structure</li> <li>• Logical sequencing</li> </ul> <p><b>Follow the recording process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• “Proof-“reading” and presenting</li> </ul>	
<p><b>Week 6</b></p>	<p><b>Formal Assessment Task 6</b>  <b>Observing and Signing (20 marks)</b></p> <ul style="list-style-type: none"> <li>• Observing for Comprehension / Prepared or Unprepared Presentation</li> </ul> <p><b>(Teachers start the process during this cycle to ensure that all learners are assessed by the end of the term.)</b></p>			
<p>Weeks 7-8</p>	<p><b>Observing and Signing strategies</b></p> <p><b>Observing for comprehension:</b>  <b>Observe Directions</b></p> <ul style="list-style-type: none"> <li>• Observe for comprehension</li> <li>• Make notes after the presentation</li> <li>• Answer questions</li> </ul>	<p><b>Visual Reading and Viewing for comprehension:</b>  <b>“Read” a signed text such as Directions</b></p> <ul style="list-style-type: none"> <li>• Chronological order</li> <li>• Distance</li> <li>• Landmarks</li> <li>• Indicating position</li> </ul>	<p><b>Record a Transactional text</b>  <b>Use appropriate conventions:</b>  <b>Giving Directions</b></p> <ul style="list-style-type: none"> <li>• Use imperative form</li> <li>• Clear and concise sign choice and language</li> <li>• Directions in chronological order</li> </ul>	<p><b>Syntax/ Semantics:</b>          Adjectives          Pronouns (placement and indexing)          Paronyms, iconicity          Modals</p>



	<p><b>Different forms of signed presentations:</b></p> <p><b>Sign / Give Directions</b></p> <ul style="list-style-type: none"> <li>• Use clear and concise sentences</li> <li>• Use chronological order</li> <li>• Indicate the approximate distance</li> <li>• Provide landmarks</li> <li>• Use signs indicating position</li> <li>• Use signs indicating direction</li> </ul> <p><b>Follow the observing process:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-observing</b> introduces learners to the observing situation.</li> <li>• <b>During observing</b> – questioning, recognising, matching, interpreting.</li> <li>• <b>Post- observing</b> follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Summarise the presentation</li> <li>➤ Reflect on the presentation</li> <li>➤ Answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Directional signs</li> </ul> <p><b>Follow the reading process:</b></p> <ul style="list-style-type: none"> <li>• <b>“Pre-reading”</b> – Introducing the text</li> <li>• <b>“During reading”</b> - Infer meaning from the text</li> <li>• <b>“Post-reading”</b> - Form opinions and evaluate the text, summarize the text, answer questions on the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Give landmarks and signs indicating position and direction.</li> </ul> <p><b>Follow the recording process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-“reading” and presenting</li> </ul>	<p><b>Syntax/Semantics:</b>  Figures of speech: simile, metaphor, personification, idioms, hyperbole, contrast, euphemism, synecdoche, metonymy, paradox</p>
<p><b>Week 7</b></p>	<p><b>FORMAL ASSESSMENT TASK 7</b></p> <p><b>Response to literature Test [30 marks] (contextual)</b></p> <ul style="list-style-type: none"> <li>• Poem (10 marks)</li> <li>• Drama / Short Stories (10 marks)</li> <li>• Folklore (10 marks)</li> </ul>			



GRADE 8 TERM 4				
Skills	Observing and Signing	Visual Reading and Viewing	Writing and presenting	Language structures and conventions
Weeks 1-2	<p><b>Observing and Signing strategies</b></p> <p><b>Observing for comprehension:</b>  <b>Observe a Visual text e.g. Advertisement</b></p> <ul style="list-style-type: none"> <li>Identify main /supporting ideas</li> <li>Make notes after observing</li> <li>Share ideas /experiences and show understanding of concepts</li> <li>Identify persuasive/ techniques where applicable</li> <li>Answer questions</li> </ul> <p><b>Different forms of signed presentations:</b>  <b>Prepared/Unprepared presentation on how to follow Instructions</b></p> <ul style="list-style-type: none"> <li>Become familiar with object or process</li> <li>Consider sign choice and technical language</li> <li>Prepare a logical sequence of instructions</li> <li>Use of pace and signing size/modulation</li> <li>SASL structure</li> </ul> <p><b>Follow the observing process:</b></p> <ul style="list-style-type: none"> <li><b>Pre-observing</b> introduces learners to the observing situation.</li> <li><b>During observing</b> – questioning, recognising, matching, interpreting.</li> <li><b>Post- observing</b> follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Summarise the presentation</li> <li>➤ Reflect on the presentation</li> <li>➤ Answer questions</li> </ul>	<p><b>Visual Reading and Viewing for comprehension:</b>  <b>“Read” a Visual text such as an Advertisement</b></p> <ul style="list-style-type: none"> <li>Persuasive techniques: Emotive language, bias, persuasion, manipulative language.</li> <li>How language and images reflect and shape values and attitudes</li> <li>Impact of use of font types / sizes, headings, captions</li> <li>Analyse, interpret, evaluate and respond to a range of cartoons/comic strips</li> </ul> <p><b>Answer questions on the text</b></p> <p><b>Follow the reading process:</b></p> <ul style="list-style-type: none"> <li><b>“Pre-reading”</b> – Introducing the text</li> <li><b>“During reading”</b> - Infer meaning from the text</li> <li><b>“Post-reading”</b> - Form opinions and evaluate the text, summarize the text, answer questions on the text.</li> </ul>	<p><b>Record a Transactional text</b>  <b>Use appropriate conventions:</b></p> <p><b>Advertisement</b></p> <ul style="list-style-type: none"> <li>Keep attention of viewer</li> <li>Consider the following in designing:</li> <li>The target market (for whom the advertisement is intended)</li> <li>Positioning(where / whenadvertisementwillappear)</li> <li>Appeals(towhatsense?)</li> <li>Structure of the advertisement</li> <li>Ratio between fact and opinion</li> <li>The effectiveness of colour.</li> <li>Effectiveness of language</li> </ul> <p><b>Follow the Recording Process:</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-“reading” and presenting</li> </ul>	<p><b>Morphology:</b>  Predicates:</p> <p>Temporal aspects: simple/punctual–repetitive/ iterative, habitual</p> <p><b>Syntax/Semantics:</b>  Tense</p> <p>Synonyms, antonyms, polysemes, homonyms</p>

<p>Weeks 3-4</p>	<p><b>Observing and signing strategies</b></p> <p><b>Observing for comprehension:</b>  <b>Observe a signed comment to the press</b></p> <ul style="list-style-type: none"> <li>Identify the main idea</li> <li>Identify persuasive/emotive language where applicable</li> <li>Identify fact and opinion</li> <li>Note the language register</li> <li>“Re-call” specific details</li> </ul> <p><b>Different forms of signed presentations:</b>  <b>Sign a comment to the press</b></p> <ul style="list-style-type: none"> <li>Get the attention of the audience</li> <li>Present a convincing point of view</li> <li>Use formal language style and register</li> <li>Give facts and express</li> </ul> <p><b>Follow the observing process:</b></p> <ul style="list-style-type: none"> <li><b>Pre-observing</b> introduces learners to the observing situation.</li> <li><b>During observing</b> – questioning, recognising, matching, interpreting.</li> <li><b>Post-observing</b> follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Summarise the presentation</li> <li>➤ Reflect on the presentation</li> <li>➤ Answer questions</li> </ul>	<p><b>Visual Reading and Viewing for comprehension:</b>  <b>“Read” a Literary text: Drama</b></p> <ul style="list-style-type: none"> <li>Plot / sub-plot</li> <li>Characterisation</li> <li>Message / theme</li> <li>Background and setting</li> <li>Mood, ironic twist and ending</li> <li>Stage directions</li> </ul> <p><b>Follow the visual reading process:</b></p> <ul style="list-style-type: none"> <li>“<b>Pre-reading</b>” – Introducing the text</li> <li>“<b>During reading</b>” - Infer meaning from the text</li> <li>“<b>Post-reading</b>” - Answer questions, form opinions and evaluate the text</li> </ul>	<p><b>Record a Transactional text:</b>  <b>Use appropriate conventions</b></p> <p><b>Drama review</b></p> <ul style="list-style-type: none"> <li>Reflect on individual response to a drama.</li> <li>Evaluate or provide ‘critique’ to the drama presented</li> <li>Various reviewers may respond differently to the same drama</li> <li>Give relevant facts, for example, title of the drama, names of the producer/artists, production company, etc.</li> </ul> <p><b>Follow the recording process:</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-“reading” and presenting</li> </ul>	<p><b>Syntax/Semantics:</b>  Adverbs of time, manner, location, intensification</p> <p>Figures of speech:  simile, metaphor, personification, idioms, hyperbole, contrast, euphemism</p>
<p>Weeks 5-6</p>	<p><b>Observing and Signing strategies</b></p> <p><b>Observing for comprehension:</b>  <b>Observe a Non-fiction text, e.g. Deaf history</b></p> <ul style="list-style-type: none"> <li>Explain the observing process</li> <li>Make notes after observing</li> <li>Answer questions</li> </ul>	<p><b>Visual reading and viewing for comprehension:</b>  <b>Read a Non-fiction text e.g. diary entry/vlog, Deaf history</b></p> <ul style="list-style-type: none"> <li>The format</li> <li>Language use</li> <li>Signing mode</li> <li>Target audience</li> </ul>	<p><b>Record a Transactional text</b>  <b>Use appropriate conventions:</b>  <b>Diary entry (vlog)</b></p> <ul style="list-style-type: none"> <li>Portrayal of a daily event</li> <li>Present evaluation of the day / event</li> <li>Record from point of view of signer</li> <li>Simple sign choice and language structure</li> </ul>	<p><b>Morphology:</b>  Predicates:</p> <p>Temporal aspects: simple/punctual–repetitive/ iterative, habitual</p> <p><b>Syntax/Semantics:</b>  Adverbs of time, manner, location,</p>





	<p><b>Different forms of signed presentations:</b></p> <p><b>Prepared presentation</b></p> <ul style="list-style-type: none"> <li>• Choose an appropriate research topic.</li> <li>• Plan the introduction, body and conclusion</li> <li>• Present an argument or point of view.</li> <li>• Show clear link to the topic</li> <li>• Use a language register suitable for audience</li> <li>• Use visual aids where possible</li> <li>• Purpose, target group and context</li> </ul> <p><b>Follow the observing process:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-observing</b> introduces learners to the observing situation.</li> <li>• <b>During observing</b> – questioning, recognising, matching, interpreting.</li> <li>• <b>Post- observing</b> follows up on the observing experience. Learners ask questions; discuss about what the speaker signed or what was observed.</li> </ul> <ul style="list-style-type: none"> <li>➤ Summarise the presentation</li> <li>➤ Reflect on the presentation</li> <li>➤ Answer questions</li> </ul>	<p><b>Answer questions on the text</b></p> <p><b>Follow the Reading Process:</b></p> <ul style="list-style-type: none"> <li>• <b>“Pre-reading”</b> – Introducing the text</li> <li>• <b>“During reading”</b> - Infer meaning from the text</li> <li>• <b>“Post-reading”</b> - Form opinions and evaluate the text, summarize the text, answer questions on the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant signing mode</li> </ul> <p><b>Follow the recording process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-“reading” and presenting</li> </ul> <p><b>Record a Transactional text</b></p> <p><b>Use appropriate conventions:</b></p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>• Use point form or chunks</li> <li>• Include all important information</li> <li>• Avoid unnecessary detail</li> <li>• Be precise</li> </ul> <p><b>Follow the recording process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-“reading” and presenting</li> </ul>	<p>intensification</p>
<p><b>Week 6</b></p>	<p><b>FORMAL ASSESSMENT TASK 8</b></p> <p><b>PAPER 3</b></p> <p><b>Recording [40 marks]</b></p> <p>Task done before exams</p> <p>Transactional text: (10 marks)</p> <ul style="list-style-type: none"> <li>• Refer to transactional texts studied during the year</li> </ul> <p>AND</p> <p>Essay: (30 marks)</p> <ul style="list-style-type: none"> <li>• Refer to essay types studied during the year</li> </ul>			



Weeks 7-8	<p><b>Prepare for examination</b></p> <p><b>Signing:</b></p> <ul style="list-style-type: none"> <li>• Prepared presentation</li> <li>• Unprepared presentation</li> </ul> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Observing for comprehension</li> </ul>	<p><b>Prepare for examination</b></p> <ul style="list-style-type: none"> <li>• Visual reading for comprehension</li> <li>• Summary</li> <li>• Literature: <ul style="list-style-type: none"> <li>-- Longer / short stories</li> <li>-- Drama</li> <li>-- Poetry</li> </ul> </li> </ul>	<p><b>Prepare for examination</b></p> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Transactional texts</li> </ul>	<p><b>Revision:</b></p> <p>Morphology</p> <p>Syntax and Semantics (Grammar)</p> <p>Syntax and Semantics (Sign meanings)</p> <p>Discourse</p>
<p><b>TERM 4</b></p> <p><b>FORMAL END OF YEAR EXAMINATION</b></p>				
Weeks 9-10	<p><b>FORMAL ASSESSMENT TASK 9</b></p> <p><b>PAPER 1: Observing and Signing [20 Marks]</b></p> <ul style="list-style-type: none"> <li>• Observing for comprehension /prepared or unprepared presentation</li> <li>• Completed during the term</li> <li>• Term 4 Observing and Signing task is used as Paper 1 for the Year-end examinations</li> </ul>		<p><b>FORMAL ASSESSMENT TASK 10</b></p> <p><b>End of the year examination</b></p> <p><b>PAPER 2: 2 Hours 30 min</b></p> <p><b>Response to Visual Texts: [60 Marks]</b></p> <p><b>Question 1</b></p> <ul style="list-style-type: none"> <li>• Literary / non-literary text (20 marks)</li> </ul> <p><b>Question 2</b></p> <ul style="list-style-type: none"> <li>• Visual text (10 marks)</li> </ul> <p><b>Question 3</b></p> <ul style="list-style-type: none"> <li>• Summary (10 marks)</li> </ul> <p><b>Question 4</b></p> <ul style="list-style-type: none"> <li>• Language Structures and Conventions in context (20 marks)</li> </ul>	