



# LEADERSHIP FOR LITERACY

## GRADE 3 ONE-ON-ONE READING ASSESSMENTS



### **About this document:**

This document contains the following grade 3 learner assessment instruments:

- 1) Grade 3 English Oral Reading Fluency (ORF) assessment (pg 2)**
  - a. instrument as viewed on Tangerine
  - b. Chart that the fieldworker can use
  - c. Chart with the reading passage that is presented to the tested student.
  
- 2) Grade 3 isiZulu assessment – letter recognition, word recognition, ORF and ORF comprehension (pg 22)**
  - a. instrument as viewed on Tangerine
  - b. Chart that the fieldworker can use
  - c. Chart presented to the tested student.
  
- 3) Grade 3 Xitsonga assessment – letter recognition, word recognition, ORF and ORF comprehension (pg 52)**
  - a. instrument as viewed on Tangerine
  - b. Chart that the fieldworker can use
  - c. Chart presented to the tested student.
  
- 4) Grade 3 Sepedi assessment – letter recognition, word recognition, ORF and ORF comprehension (pg 83)**
  - a. instrument as viewed on Tangerine
  - b. Chart that the fieldworker can use
  - c. Chart presented to the tested student.

All assessments were administered in both February/March 2017 and again in October/November 2017 to a longitudinal sample of students.

Background student data was also collected either before or after the assessments were conducted on the Tangerine platform. The assessments instruments here contain background questions as well

All the assessments are designed as one on one assessments where Tangerine was used as the platform for capturing assessment data and specifically to time the tests



# LEADERSHIP FOR LITERACY

## 1) GRADE 3 ENGLISH ORAL READING FLUENCY (ORF) ASSESSMENT

Other school name:

Assent

**What will happen to me in this study?**

We are going to ask you to read some words and a story and then to answer some questions after you have read.

You do not have to participate if you do not want to, and you can stop doing the survey whenever you want to. Also, if you do not want to answer a question, that's also OK.

Do you understand this research study and are you willing to take part in it? ☐

Student ID

Please look at your written table and insert the 6-digit random identifier for this child from their African language assessment"

Student ID

**TASK 1: ASSESSMENT OF FAMILIAR WORDS (WORD RECOGNITION)**

it	be	do	of
we	to	she	was
but	did	eat	got
once	you	day	coat
the	are	girl	some
here	within	then	came
went	have	heat	away
from	their	white	what
bear	colour	shave	ideas
which	when	these	drum
square	said	little	there
knee	things	other	answer
water	enough	pictures	carry
wheels	straight	giraffe	bright
mother	people	through	jackal
quickly	hungry	together	kitchen
uncle	thought	earth	oxygen
twisted	complete	weight	beautiful
giant	different	autumn	general
electricity	surprise	newspaper	multiply
tongue	laugh	morning	ground
knowledge	favourite	environment	journey

Time Remaining



The task was discontinued because:

☐ The learner could not read    ☐ The learner refused    ☐ The test was disrupted by others

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*TASK 2: ORAL READING FLUENCY (ORF) PART 1*

Can the learner read the title of the story?

☐ The learner could not read the title at all    ☐ The learner could read some of the title    ☐ The child read the title well

What is the story about? ( Elephant / animals/ the elephant's trunk (The answer can be anything sensible))

☐ Correct    ☐ Incorrect

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*TASK 3: ORAL READING FLUENCY (ORF) Part 2*

In	times	long	ago,
elephants	had	short	noses.
One	day	Bubu,	the
baby	elephant,	went	for
a	walk	through	the
forest.	He	always	wanted
to	know	things,	so
he	asked	lots	of
questions.	He	wandered	to
the	banks	of	a
river.	He	had	never
seen	a	crocodile	before.
“Hello,	Mr	Crocodile.	What
do	you	like	to
eat?”	Bubu	asked	politely.
The	crocodile	grabbed	the
little	elephant	by	his
nose	and	pulled	hard.
But	Bubu	fought	back
by	spreading	out	his
legs	and	pulling	back.
At	each	pull	his
nose	grew	longer	and
longer.	At	last	the
crocodile	let	go	of
the	nose	and	swam
away.	Instead	of	his
short	nose,	Bubu	now
had	a	long,	loose
trunk.	He	could	do
all	kinds	of	new
things	with	it!	

Time Remaining

### TASK 3: ORAL READING FLUENCY (ORF) - Discontinued?

The task was discontinued because:

☐ The learner could not read ☐ The learner refused ☐ The test was disrupted by others

### TASK 4: COMPREHENSION QUESTIONS (asked orally)

When does the story happen? (Answer: Long ago/in the olden days)

☐ Correct ☐ Incorrect

What kind of noses did elephants have in the olden days? (Answer: They had short noses/they didn't have trunks)

☐ Correct ☐ Incorrect

What is the elephant's name? (Answer: Bubu)

☐ Correct ☐ Incorrect

Why did Bubu ask so many questions? (Answer: He wanted to find out/learn about things/ he was inquisitive/curious)

☐ Correct ☐ Incorrect

Who did the elephant talk to at the river? (Answer: He spoke to a/the crocodile/Mr crocodile)

☐ Correct ☐ Incorrect

What did the elephant ask the crocodile? (Answer: He asked him what he liked to eat.)

☐ Correct ☐ Incorrect

Why do you think the crocodile grabbed Bubu's nose? (Answer: He wanted to pull him into the river to eat him / he was hungry)

☐ Correct ☐ Incorrect

How can you tell that Bubu was brave? (Answer: He didn't want to be pulled into the river so he fought back, even though he was a baby elephant/ he was courageous)

☐ Correct ☐ Incorrect

Do you think it is better for elephants to have longer trunks than short noses? Give me a reason for why you say so. (Answer: Yes, they can drink water with it/smell things with it/eat with it/pick things up with it No, they have more parts to protect, it gets in the way (This answer depends on the learner's imagination and general knowledge))

☐ Correct ☐ Incorrect

# **GRADE 3 READING ASSESSMENT**

## **Fieldworker Book**

### **ENGLISH**

Endline Final Version 09 10 2017

# TASK 1: ASSESSMENT OF FAMILIAR WORDS (WORD RECOGNITION)



Say to the learner: **“Look at these words.”** (Point to the words provided as ‘Examples’. Read the first word to the learner and ask them to read the second word to you.)

**“Here are some more words. I’d like you to start here,”** (point to the first word on Chart 1) **“and move across the page.”** (Point across the page.)

**“When I say, ‘Begin’, read the words as best as you can. Point to each word as you read it. If you don’t know the word, I’ll read it for you, and then you move to the next word.**

**Put your finger on the first word. Ready? Begin.”**

# CHART 1

Examples: cat bell

it	be	do	of
we	to	she	was
but	did	eat	got
once	you	day	coat
the	are	girl	some
here	within	then	came
went	have	heat	away
from	their	white	what
bear	colour	shave	ideas
which	when	these	drum
square	said	little	there

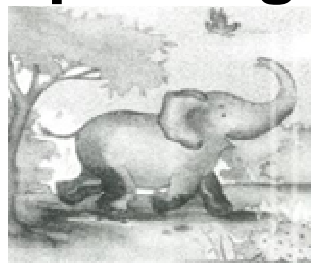
knee	things	other	answer
water	enough	pictures	carry
wheels	straight	giraffe	bright
mother	people	through	jackal
quickly	hungry	together	kitchen
uncle	thought	earth	oxygen
twisted	complete	weight	beautiful
giant	different	autumn	general
electricity	surprise	newspaper	multiply
tongue	laugh	morning	ground
knowledge	favourite	environment	journey

## TASK 2: ORAL READING FLUENCY (ORF) PART 1

Ask the learner to read the title of the story below



### How the elephant got its trunk



Can the learner read the title of the story? ☐ Yes ☐ No

If the learner cannot read the above title at all, **do not proceed** with the assessment in Chart 2 and 3. Thank the learner and give him/her the 'thank you' gift (i.e. pencil)

If the learner attempts to read some of the title, please proceed to Chart 2 and 3.

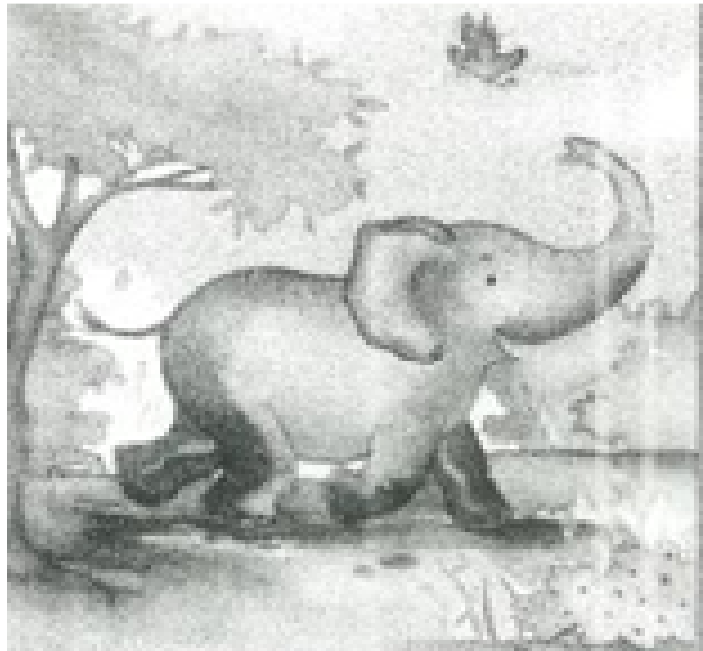
If the learner can read the title, ask him/her: **What is the story about?** : Elephant / animals/ the elephant's trunk:

Accept any sensible response provided by the learner as correct. Proceed to the next chart even if the response is incorrect.



## CHART 2: ORAL READING FLUENCY (ORF) PART 1

### How the elephant got its trunk



## TASK 3: ORAL READING FLUENCY (ORF) (Part 2)



Say to the learner: **“I’m going to ask you to read this story out loud.  
If you get stuck, I will tell you the word so that you can keep on reading.**

**When I say, ‘Stop’, I will ask you some questions about what you have just read.**

**Therefore, do your best while reading. Start here.**  
(Point to the first word of the passage.)

**Ready? Begin.”**

## CHART 3      How the elephant got its trunk

In times long ago, elephants had short noses.	8
One day Bubu, the baby elephant, went for a walk through the forest.	21
He always wanted to know things, so he asked lots of questions.	33
He wandered to the banks of a river.	41
He had never seen a crocodile before.	48
“Hello, Mr Crocodile. What do you like to eat?” Bubu asked politely.	60
The crocodile grabbed the little elephant by his nose and pulled hard.	72
But Bubu fought back by spreading out his legs and pulling back.	84
At each pull his nose grew longer and longer.	93
At last the crocodile let go of the nose and swam away.	105
Instead of his short nose, Bubu now had a long, loose trunk.	117
He could do all kinds of new things with it!	127
[127 words]	

## TASK 4: COMPREHENSION QUESTIONS (asked orally)



Say to the learner: **“Now I am going to ask you a few questions about the story you have just read. Try to answer the questions as best you can. You can refer back to the text”.**

**NB: Only ask questions as far as the learner has read in the passage.**

Question		Word read	Acceptable Answers	Marks
1.	When does the story happen?	8	Long ago/ in the olden days	/1
2.	What kind of noses did elephants have in the olden days?	8	They had short noses/ they didn't have trunks	/1
3.	What is the elephant's name?	21	Bubu	/1
4.	Why did Bubu ask so many questions?	33	He wanted to find out things / learn about things/ he was inquisitive/ curious	/1
5.	Who did the elephant talk to at the river?	60	He spoke to a/ the crocodile / Mr Crocodile	/1
6.	What did the elephant ask the crocodile?	60	He asked him what he liked to eat.	/1
7.	Why did the crocodile grab Bubu's nose?	72	He wanted to pull him into the river to eat him / he was trying to eat him/ he was hungry	/1
8.	How can you tell that Bubu was brave?	84	He didn't want to be pulled into the river so he fought back, even though he was a baby elephant/ he was courageous	/1
9.	Do you think it is better for elephants to have longer trunks than short noses? Give me a reason for why you say so.	127	Yes, they can drink water with it/smell things with it/eat with it/pick things up with it  No, they have more parts to protect, it gets in the way  (This answer depends on the learner's imagination and general knowledge)	/1
Total score correct answers				/9

# GRADE 3 READING ASSESSMENT

## Learner Chart

## ENGLISH

Endline Final Version 09 10 2017

# CHART 1: WORD RECOGNITION

Examples: cat bell

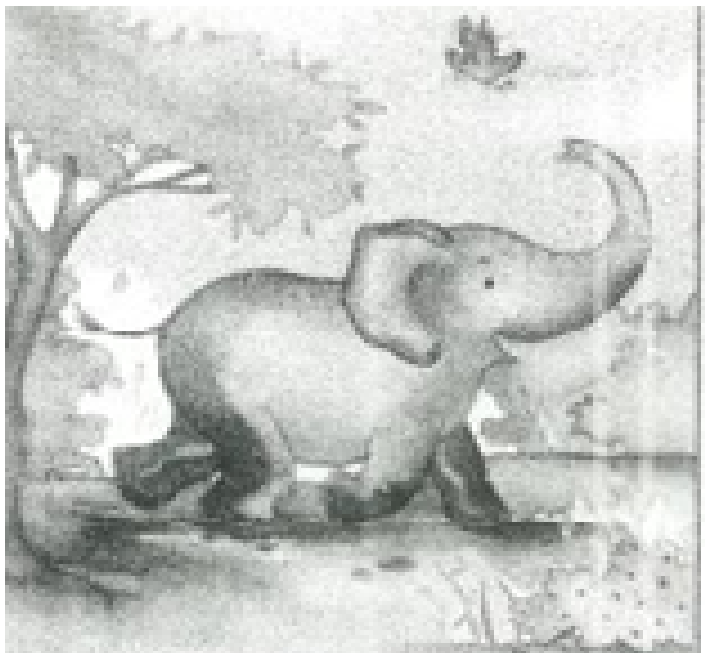
it	be	do	of
we	to	she	was
but	did	eat	got
once	you	day	coat
the	are	girl	some
here	within	then	came
went	have	heat	away
from	their	white	what
bear	colour	shave	ideas
which	when	these	drum

square	said	little	there
knee	things	other	answer
water	enough	pictures	carry
wheels	straight	giraffe	bright
mother	people	through	jackal
quickly	hungry	together	kitchen
uncle	thought	earth	oxygen
twisted	complete	weight	beautiful
giant	different	autumn	general
electricity	surprise	newspaper	multiply
tongue	laugh	morning	ground
knowledge	favourite	environment	journey



## CHART 2: ORAL READING FLUENCY (ORF) PART 1

How the elephant got its trunk



### CHART 3:      How the elephant got its trunk

In times long ago, elephants had short noses.  
One day Bubu, the baby elephant, went for a walk through the forest.  
He always wanted to know things, so he asked lots of questions.

He wandered to the banks of a river.  
He had never seen a crocodile before.  
"Hello, Mr Crocodile. What do you like to eat?" Bubu asked politely.

The crocodile grabbed the little elephant by his nose and pulled hard.  
But Bubu fought back by spreading out his legs and pulling back.  
At each pull his nose grew longer and longer.  
At last the crocodile let go of the nose and swam away.  
Instead of his short nose, Bubu now had a long, loose trunk.  
He could do all kinds of new things with it!



## 2) GRADE 3 ISIZULU ASSESSMENT — LETTER RECOGNITION, WORD RECOGNITION, ORF AND ORF COMPREHENSION

Other school name:

*Is this the correct learner?*

Ngicela igama nesibongo sakho? (Ask the learner)

Did the student give the same name and surname as on the roster?

☐ Yes, the student gave the same name as on the roster ☐ No, I went to get the correct learner

*Assent*

### Lumayelana nani lolucwaningo?

Kulolucwaningo sizama ukuqonda izindlela othisa nothisanhloko abafundisa ngazo ukuze abafundi njengani bathole imfundo efanele.

### Iyiphi indima yakho kulolucwaningo?

Sizocela ufunde izindaba ezilandelwa imibuzo ukuhlola ukufunda.

Unalo ilungelo lokunqaba ukuba ingxenye yalomcwaningo futhi unalo ilungelo lokuyeka phakathi noma usuqalile. Mekukhona umbuzo onawo ungabuza. Nalokhu kuvumelekile.

Uzizwa uchazelekile ngalolucwaningo? Uzimisele ukube ingxenye wawo? ☐

*Student ID*

Student ID

*Date*

Date

Time

*Birthday*

Month:

☐ January ☐ February ☐ March ☐ April ☐ May ☐ June ☐ July ☐ August ☐ September ☐ October  
☐ November ☐ December ☐ Do Not Know

Day:

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16  
☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31  
☐ Do Not Know

*Student Information*

What class is the student from?

☐ 3a ☐ 3b ☐ 3c ☐ 3d ☐ 3e ☐ 3f ☐ 3g ☐ Other

Other, specify:

Is the student a boy or a girl?

☐ Umfana ☐ Intombazane

Uneminyaka emingakhi?

☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ Other

Other, specify

Ufundile yini uGrade R?

☐ Yebo ☐ Cha ☐ Angazi

Uhlana no mama na?

☐ Yebo ☐ Cha ☐ Angazi

Umama ukhuluma luphi ulimi?

☐ SeSotho ☐ Sepedi ☐ isiZulu ☐ xiTsonga ☐ xivenda ☐ isiNdebele ☐ isiXhosa ☐ isiSwati ☐ Other ☐ Angazi

Other, specify

Uhlana no baba na?

☐ Yebo ☐ Cha ☐ Angazi

Ubaba ukhuluma luphi ulimi?

☐ SeSotho ☐ Sepedi ☐ isiZulu ☐ xiTsonga ☐ xivenda ☐ isiNdebele ☐ isiXhosa ☐ isiSwati ☐ Other ☐ Angazi

Other, specify

Zingaki izincwadi zakho zengenekwane ekhaya?

Iziphi onazo kulezi ezilandelayo ekhaya?

☐ Umshini woku washa izimpahla ☐ Umsakazo ☐ Ikhompyutha ☐ Icellphone/umakhala ekhukhwini  
☐ Amanzi ashisayo a phuma empompini ekhaya? ☐ Amanzi abandayo a phuma empompini ekhaya? ☐ Uthelevishini ☐ I-inthanethi  
☐ imakhroweyivu ☐ isiqandisi ☐ Indlu encane endlini ☐ imoto ☐ iphepha-ndaba

Zingakhi izincwandi eninazo ekhaya? Khomba ibokisi eliveze impendulo yakho

☐ Asinazo ☐ izincwadi ezu 10 ☐ izincwadi ezu 20 ☐ izincwadi ezu 50 ☐ izincwadi ezindula ezu 100 ☐ Angazi

UMSEBENZI 1: UKUHLOLWA KWEZINHLAMVU ZEMISINDO

Yithi kumfundi: “Nali ikhasi eligcwele izinhlamvu zamagama.

Ngifuna uphimise izinhlamvu eziningi ngendlela ongakwazi ngayo. Ngifuna ukuba uqale lapha (phezulu ngakwesokunxele sekhasi) bese uvundla nekhasi. (Khomba uhlamvu olungakwesokunxele phezulu ohlwini, usukela kwesokunxele uye kwesokudla. Phimisa izibonelo zezinhlamvu zamagama ezinikezwe umfundi.)

“Asiqale ngokuzijwayeza. Bheka lezi zibonelo.” Bakhombise: b M s f.

“Uhlamvu lokuqala ngumsindo buh. Yiluphi olulandelayo? Cha, akuyena u ‘em’ ; kumele sisho umsindo; ngu mmm. Yisho eminye elandelayo. Yebo, kunjalo!”

Manje, uma ngithi, ‘Qala’, phimisa izinhlamvu ngendlela ozokwazi ngayo.

Khomba uhlamvu ngalunye ngenkathi uluphimisa. Uma ungakwazi ukuphimisa uhlamvu, ngizokuphimisela lona.

Beka umunwe wakho ohlamvini lokuqala.

Usulungile? Qala.”

S	v	n	g	L	y	Z	h
W	m	k	th	G	b	c	hl
Q	d	z	a	p	nd	z	U
ng	sh	l	kh	X	u	g	sw
B	qh	i	f	e	Z	R	L
S	n	lw	ndl	t	Y	ts	bh
nc	E	y	tsh	Q	ph	M	v
O	t	ny	P	dl	A	e	mp
f	ph	h	u	A	r	W	dw
H	b	nz	g	dl	m	hl	i
L	o	lw	a	X	ntl	E	ny
p	x	N	kw	nc	D	ndl	y
mb	J	C	mv	V	ncw	W	Q
V	nhl	h	G	tsh	y		

Time Remaining

UMSEBENZI 1: UKUHLOLWA KWEZINHLAMVU ZEMISINDO

The task was discontinued because:

☐ The learner could not read ☐ The learner refused ☐ The test was disrupted by others

UMSEBENZI 2: UKUHLOLWA KWAMAGAMA AJWAYELEKILE (UKUBONWA KWAMAGAMA)

Yithi kumfundi: “Bheka la magama.” (Khomba kumagama anikezwe ‘Njengezibonelo’).

“Asiqale ngokuzijwayeza. Bheka lezi zibonelo.” (Fundela umfundi amagama anikezwe njengezibonelo.) Bakhombise: umama, jika.

“Nanka amanye amagama. Ngithanda ukuba uqale lapha,” (khomba igama lokuqala ishadi 2) “uvundle nekhasi.” (Khomba uvundle nekhasi.)

“Uma ngithi, ‘Qala’, funda amagama ngendlela ozokwazi ngayo. Khomba igama ngalinye ngenkathi ulifunda.

Uma ungalazi igama, ngizokufundela lona, bese wedlulela kwelilandelayo.

Beka umunwe wakho egameni lokuqala.

Usulungile? Qala.”

ikati	itiye	vela
lala	khala	hleka
cula	imali	qala
umoba	indoda	izitsha
amanzi	xoxa	iqanda
phuza	ubisi	incwadi
indlebe	umhlobo	baleka
umlimi	kuqala	ingulube
igatsha	umntwana	isigodlela
abafundi	impama	inkosikazi
isicabha	izinzwane	umqansa
impukane	ingonyama	umnqwazo
inxiwa	dabukisa	ifasitela
isigqoko	isicabucabu	isibhedlela
uvemvane	umgqibelo	intshonalanga
umshushuluzo	intothoviyane	iphephandaba
mpilonhle	ukuziqhayisa	

Time Remaining

UMSEBENZI 2: UKUHLOLWA KWAMAGAMA AJWAYELEKILE (UKUBONWA KWAMAGAMA)

The task was discontinued because:

☐ The learner could not read

☐ The learner refused

☐ The test was disrupted by others

UMSEBENZI 3: UKUHLOLWA KOKUFUNDWA KOKUNGEWONA AMAGAMA (AMAGAMA AWUMBHEDO)

Yithi kumfundi: “Sizodlala ngamagama. Ngizokunikeza uhlu olubukeka njengamagama kodwa akuwona amagama angempela. Ngifuna wenze sengathi amagama angampela ungifundele wona.”

“Bheka lezi zibonelo.” (Khomba kumagama anikezwe ‘Njengezibonelo’ eshadini 3 amagama – mino, fuka)

“Nanka amanye amagama. Ngithanda ukuba uqale lapha,” (khomba igama lokuqala eShadini 3) “uvundle nekhasi.” (Khomba uvundle nekhasi.)

“Uma ngithi, ‘Qala’, funda amagama ngendlela ozokwazi ngayo kangcono.

Khomba egameni ngalinye ngenkathi ulifunda.

Uma ungalazi igama, ngizokufundela lona, bese wedlulela kwelilandelayo.

Beka umunwe wakho egameni lokuqala.

Usulungile? Qala.”

mani	zuka	uwo
muze	ncila	bhela
ohlwini	udiye	emibo
khen	inkubi	phemula
uzoko	yabulo	izumbu
umkheza	ofudla	kwezile
iqomi	inkohlo	indlephi
zohlamvu	inxhovi	udiye
impenkhi	isidule	ukulathe
omanele	noyiqoqo	isinyombe
wokihlola	ugcwalisi	umdilinga
imikhonkho	ubumyane	anabafa
ukudlebi	umsebonzi	ungaqwaphi
dungisase	imidlinga	ikelelophu
bosinakiwe	isinobelo	unemikitho
uyamucisha	inhlekulapho	qinisokisa
okuyogwangeza	gokucophelela	

Time Remaining

### UMSEBENZI 3: UKUHLOLWA KOKUFUNDWA KOKUNGEWONA AMAGAMA (AMAGAMA AWUMBHEDO)

The task was discontinued because:

☐ The learner could not read ☐ The learner refused ☐ The test was disrupted by others

### UMSEBENZI 4: UKUFUNDA NGOKUSHELELA NGOMLOMO (ORF) (Ingxenye 1)

Khombisa umfundi Ishadi 4 bese uthi kuye: **“Ngicela ungifundele isihloko salendaba.”** Khomba isihloko eshadini.

#### Isobho lamatshe

Uyakwazi umfundi ukufunda isihloko na?

Xoxisana nomfundi mayelana nesithombe

Uma umfundi ekwazi noma ezama ukufunda isihloko qhubeka. Uma umfundi engakwazi ukufunda **ungaqhubeki** nohlolo. Bonga kahle umfundi bese umupha isipho sakhe ‘sokumbonga’.

Landelisa ngokubuzwa umfundi umbuzo: **“Hlobo luni lwesobho olwenziwe yindoda?”**

Impendulo efanele kuzoba yilena : **Yenze isobho lamatshe**

Wamukela noma iyiphi impendulo enomqondo. Qhubeka kumsebenzi olandelayo uma umfundi enze iphutha washo impendulo engafanele.

Uyakwazi umfundi ukufunda isihloko na?

☐ The learner could not read the title at all ☐ The learner could read some of the title ☐ The child read the title well



Hlobo luni lwesobho olwenziwe yindoda? ((The answer can be anything sensible))

☐ Correct ☐ Incorrect

UMSEBENZI 5: UKUFUNDA NGOKUSHELELA NGOMLOMO(ORF)(Ingxenye 2)

Yithi kumfundi: “Ngicela ufunde le ndaba ngokuphimsela.

Uma kufika lapho wehluleka khona, ngizokutshela lelo gama ukuze ukwazi ukuqhubeka nokufunda.

Uma ngithi, ‘Yima’, ngizokubuza imibuzo ngalokho oqeda ukukufunda. Ngakho, yenza ngokusemandleni akho ngenkathi ufunda.

Qala lapha. (Khomba egameni lokuqala lesiqephu.)

Usulungile? Qala.”

Kunesihambi	esasilambile	kakhulu.	Sasihamba
sicela	ukudla	emizini	yabantu.
Abantu	babengenakho.	Isihambi	sathola
icebo.	Isihambi	sathola	ibhodwe.
Sathatha	amatshe	sawafaka	ebhodweni.
Sathela	amanzi.	Sabasa	umlilo,
sabeka	ibhodwe	eziko.	Sama
salinda	ibhodwe	laze	labila.
Kwafika	umfazi	wacela	ukwazi
ukuthi	siphekeni	eziko.	“Ngipheke
isobho	elimnandi	lamatshe.	Kodwa
kumele	ngifake	into	ukuze
linongeke,”	kubalisa	isihambi.	“Nginezaqathe
mina,”	kwasho	umfazi,	wabe
esenika	isihambi.	Sazifaka	ebhodweni.
Kwafika	ugogo	wacela	ukwazi
ukuthi	siphekeni	isihambi	eziko.

Time Remaining

UMSEBENZI 5: UKUFUNDA NGOKUSHELELA NGOMLOMO (ORF) (Ingxenye 2)

The task was discontinued because:

☐ The learner could not read ☐ The learner refused ☐ The test was disrupted by others

UMSEBENZI 6: IMIBUZO YESIFUNDO SOKUQONDISISA (ibuzwa ngomlomo)

Yithi kumfundi: “Manje ngizokubuza imibuzo embalwa mayelana nendaba oqeda ukuyifunda. Zama ukuphendula imibuzo ngendlela ongakwazi ngayo”.

Ngubani lo wayelambile? (Impendulo: isihambi / indoda)

☐ Correct ☐ Incorrect

Isihambi sacelani? (Phetolo: Ukudla)

☐ Correct ☐ Incorrect

Isihambi satholani? (Impendulo: icebo/ bhodwe)

☐ Correct ☐ Incorrect

Isihambi senzani ngamatshe (Impendulo: sawafaka ebhodweni/ sawabilisa)

☐ Correct ☐ Incorrect

Kufakweni futhi ebodweni? (Impendulo: Amanzi)

☐ Correct ☐ Incorrect

Itthe indoda iphekani? (Impendulo: isobho)

☐ Correct ☐ Incorrect

Kungani kufakwe izaqathe? (Impendulo: ukuze linongeke)

☐ Correct ☐ Incorrect

Kwafika bani futhi? (Impendulo: ugoto)

☐ Correct ☐ Incorrect

---

*This is how I feel...*

nge skole

☐ Jabule kakhulu ☐ Jabulile ☐ Angizazi ☐ Ngidabukile ☐ Ngidabuke ka khulu

ngo kufunda

☐ Jabule kakhulu ☐ Jabulile ☐ Angizazi ☐ Ngidabukile ☐ Ngidabuke ka khulu

nge zibalo

☐ Jabule kakhulu ☐ Jabulile ☐ Angizazi ☐ Ngidabukile ☐ Ngidabuke ka khulu

Ucabaga ukuthi uthisha okufundisa ukufunda uzizwa kanjani ngawe

☐ Jabule kakhulu ☐ Jabulile ☐ Angizazi ☐ Ngidabukile ☐ Ngidabuke ka khulu

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# **UKUHLOLA UKUFUNDA IBANGA 3**

## **Fieldworker Book**

### **ISIZULU**

Endline Final Version 09 10 2017

# UMSEBENZI 1: UKUHLOLWA KWEZINHLAMVU ZEMISINDO



Yithi kumfundi: “**Nali ikhasi eligcwele izinhlamvu zamagama.**

**Ngifuna uphimize izinhlamvu eziningi ngendlela ongakwazi ngayo. Ngifuna ukuba uqale lapha** (phezulu ngakwesokunxele sekhasi) **bese uvundla nekhasi.** (Khomba uhlamvu olungakwesokunxele phezulu ohlwini, usukela kwesokunxele uye kwesokudla. Phimisa izibonelo zezinhlamvu zamagama ezinikezwe umfundi.)

“**Asiqale ngokuzijwayeza. Bheka lezi zibonelo.**” Bakhombise: b M s f.

“**Uhlamvu lokuqala ngumsindo *buh*. Yiluphi olulandelayo? Cha, akuyena u ‘em’ ; kumele sisho umsindo; ngu *mmm*. Yisho eminye elandelayo. Yebo, kunjalo!**”

**Manje, uma ngithi, ‘Qala’, phimisa izinhlamvu ngendlela ozokwazi ngayo.**

**Khomba uhlamvu ngalunye ngenkathi uluphimsa. Uma ungakwazi ukuphimsa uhlamvu, ngizokuphimsela lona.**

**Beka umunwe wakho ohlamvini lokuqala.**

**Usulungile? Qala.”**

## ISHADI 1

Isibonelo:      b              M              s              f

S	v	n	g	L	y	Z	h
W	m	k	th	G	b	c	hl
Q	d	z	a	p	nd	z	U
ng	sh	I	kh	X	u	g	sw
B	qh	i	f	e	Z	R	L
S	n	lw	ndl	t	Y	ts	bh
nc	E	y	tsh	Q	ph	M	v
O	t	ny	P	dl	A	e	mp
f	ph	h	u	A	r	W	dw
H	b	nz	g	dl	m	hl	i
L	o	lw	a	X	ntl	E	ny
p	x	N	kw	nc	D	ndl	y
mb	J	C	mv	V	ncw	W	Q
V	nhl	h	G	tsh	y		

## UMSEBENZI 2: UKUHLOLWA KWAMAGAMA AJWAYELEKILE (UKUBONWA KWAMAGAMA)



Yithi kumfundi: **“Bheka la magama.”** (Khomba kumagama anikezwe ‘Njengezibonelo’).

**“Asiqale ngokuzijwayeza. Bheka lezi zibonelo.”** (Fundela umfundi amagama anikezwe njengezibonelo.) Bakhombise: **umama, jika.**

**“Nanka amanye amagama. Ngithanda ukuba uqale lapha,”** (khomba igama lokuqala ishadi 2) **“uvundle nekhasi.”** (Khomba uvundle nekhasi.)

**“Uma ngithi, ‘Qala’, funda amagama ngendlela ozokwazi ngayo. Khomba igama ngalinye ngenkathi ulifunda.**

**Uma ungalazi igama, ngizokufundela lona, bese wedlulela kwelilandelayo.**

**Beka umunwe wakho egameni lokuqala.**

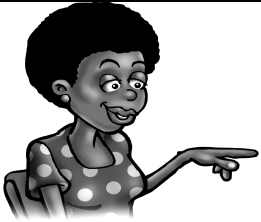
**Usulungile? Qala.”**

## ISHADI 2

**Isibonelo:** umama      jika

ikati	itiye	vela
lala	khala	hleka
cula	imali	qala
umoba	indoda	izitsha
amanzi	xoxa	iqanda
phuza	ubisi	incwadi
indlebe	umhlobo	baleka
umlimi	kuqala	ingulube
igatsha	umntwana	isigodlela
abafundi	impama	inkosikazi
isicabha	izinzwane	umqansa
impukane	ingonyama	umnqwazo
inxiwa	dabukisa	ifasitela
isigqoko	isicabucabu	isibhedlela
uvemvane	umgqibelo	intshonalanga
umshushuluzo	intothoviyane	iphephandaba
mpilonhle	ukuziqhayisa	

## UMSEBENZI 3: UKUHLOLWA KOKUFUNDWA KOKUNGEWONA AMAGAMA (AMAGAMA AWUMBHEDO)



Yithi kumfundi: **“Sizodlala ngamagama. Ngizokunikeza uhlu olubukeka njengamagama kodwa akuwona amagama angempela. Ngifuna wenze sengathi amagama angampela ungifundele wona.”**

**“Bheka lezi zibonelo.”** (Khomba kumagama anikezwe ‘Njengezibonelo’ eshadini 3 amagama – **mino, fuka**)

**“Nanka amanye amagama. Ngithanda ukuba uqale lapha,”** (khomba igama lokuqala eShadini 3) **“uvundle nekhasi.”** (Khomba uvundle nekhasi.)

**“Uma ngithi, ‘Qala’, funda amagama ngendlela ozokwazi ngayo kangcono.**

**Khomba egameni ngalinye ngenkathi ulifunda.**

**Uma ungalazi igama, ngizokufundela lona, bese wedlulela kwelilandelayo.**

**Beka umunwe wakho egameni lokuqala.**

**Usulungile? Qala.”**



## ISHADI 3

**Isibonelo:** mino fuka

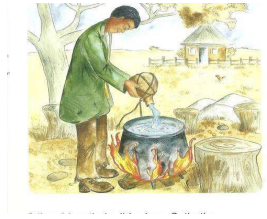
mani	zuka	uwo
muze	ncila	bhela
ohlwini	udiye	emibo
khenka	inkubi	phemula
uzoko	yabulo	izumbu
umkheza	ofudla	kwezile
iqomi	inkohlo	indlephi
zohlamvu	inxhovi	udiye
impenkhi	isidule	ukulathe
omanele	noyiqoqo	isinyombe
wokihlola	ugcwalisi	umdilinga
imikhonkho	ubumyane	anabafa
ukudlebi	umsebonzi	ungaqwaphi
dungisase	imidlinga	ikelelophu
bosinakiwe	isinobelo	unemikitho
uyamucisha	inhlekulapho	qinisokisa
okuyogwangeza	gokucophelela	

## UMSEBENZI 4:UKUFUNDA NGOKUSHELELA NGOMLOMO (ORF)(Ingxenye1)



Khombisa umfundi Ishadi 4 bese uthi kuye: “**Ngicela ungifundele isihloko salendaba.**” Khomba isihloko eshadini.

### Isobho lamatshe



Uyakwazi umfundi ukufunda isihloko na?

Yebo		Cha	
------	--	-----	--

Uma umfundi ekwazi noma ezama ukufunda isihloko qhubeka. Uma umfundi engakwazi ukufunda **ungaqhubeki** nohlolo. Bonga kahle umfundi bese umupha isipho sakhe ‘sokumbonga’.

Xoxisana nomfundi mayelana nesithombe.

Landelisa ngokubuza umfundi umbuzo: “**Hlobo luni lwesobho olwenziwe yindoda?**”

Impendulo efanele kuzoba yilena : **Yenze isobho lamatshe**

Wamukela noma iyiphi impendulo enomqondo. Qhubeka kumsebenzi olandelayo uma umfundi enze iphutha washo impendulo engafanele.

## ISHADI 4

### Isobho lamatshe



## UMSEBENZI 5: UKUFUNDA NGOKUSHELELA NGOMLOMO(ORF) (Ingxenye 2)



Yithi kumfundi: **“Ngicela ufunde le ndaba ngokuphimisela.**

**Uma kufika lapho wehluleka khona, ngizokutshela lelo gama ukuze ukwazi ukuqhubeka nokufunda.**

**Uma ngithi, ‘Yima’, ngizokubuza imibuzo ngalokho oqeda ukukufunda. Ngakho, yenza ngokusemandleni akho ngenkathi ufunda.**

**Qala lapha.** (Khomba egameni lokuqala lesiqephu.)

**Usulungile? Qala.”**

## ISHADI 5

Kunesihambi esasilambile kakhulu.

Sasihamba sicela ukudla emizini yabantu. Abantu babengenakho.

Isihambi sathola icebo.

Isihambi sathola ibhodwe. Sathatha amatshe sawafaka ebhodweni.

Sathela amanzi. Sabasa umlilo, sabeka ibhodwe eziko.

Sama salinda ibhodwe laze labila.

Kwafika umfazi wacela ukwazi ukuthi siphekeni eziko.

"Ngipheke isobho elimnandi lamatshe.

Kodwa kumele ngifake into ukuze linongeke," kubalisa isihambi.

"Nginezaqathe mina," kwasho umfazi, wabe esenika isihambi.

Sazifaka ebhodweni.

Kwafika ugogo wacela ukwazi ukuthi siphekeni isihambi eziko.

## UMSEBENZI 6: IMIBUZO YESIFUNDO SOKUQONDISISA (ibuzwa ngomlomo)



Yithi kumfundi: “**Manje ngizokubuza imibuzo embalwa mayelana nendaba oqeda ukuyifunda. Zama ukuphendula imibuzo ngendlela ongakwazi ngayo**”.

## ISHADI 6

Umbuzo		Amagama Afundiwe	Impendulo	Inani
1.	Ngubani lo wayelambile?	3	isihambi / indoda	/1
2.	Isihambi sacelani?	10	ukudla	/1
3.	Isihambi satholani?	13	icebo/ bhodwe	/1
4.	Isihambi senzani ngamatshe?	20	sawafaka ebhodweni/ sawabilisa	/1
5.	Kufakweni futhi ebodweni?	27	amanzi	/1
6.	Ithe indoda iphekani?	43	isobho	/1
7.	Kungani kufakwe izaqathe?	51	ukuze linongeke	/1
8.	Kwafika bani futhi?	68	ugogo	/1
Impendulo efanele				/8

# UKUHLOLA UKUFUNDA IBANGA 3

## Learner Chart

### ISIZULU

Endline Final Version 09 10 2017



# ISHADI 1

Isibonelo: b M s f

S	v	n	g	L	y	Z	h
W	m	k	th	G	b	c	hl
Q	d	z	a	p	nd	z	U
ng	sh	I	kh	X	u	g	sw
B	qh	i	f	e	Z	R	L
S	n	lw	ndl	t	Y	ts	bh
nc	E	y	tsh	Q	ph	M	v
O	t	ny	P	dl	A	e	mp
f	ph	h	u	A	r	W	dw
H	b	nz	g	dl	m	hl	i
L	o	lw	a	X	ntl	E	ny
p	x	N	kw	nc	D	ndl	y
mb	J	C	mv	V	ncw	W	Q
V	nhl	h	G	tsh	y		

## ISHADI 2

**Isibonelo:** umama      jika

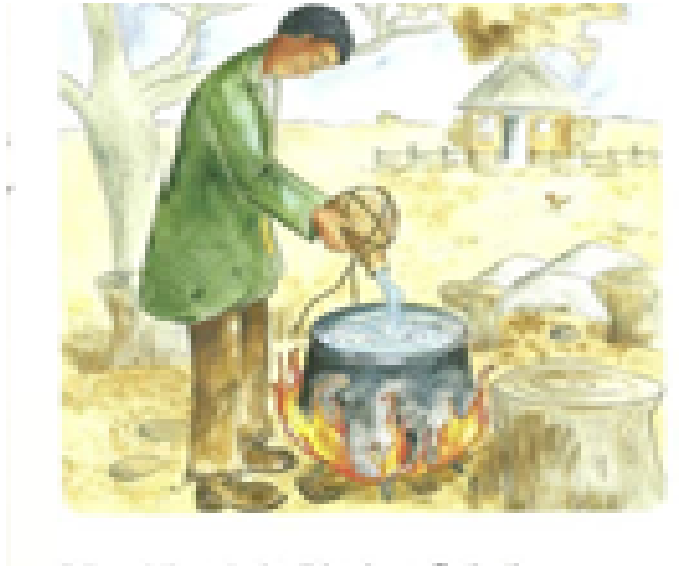
ikati	itiye	vela
lala	khala	hleka
cula	imali	qala
umoba	indoda	izitsha
amanzi	xoxa	iqanda
phuza	ubisi	incwadi
indlebe	umhlobo	baleka
umlimi	kuqala	ingulube
igatsha	umntwana	isigodlela
abafundi	impama	inkosikazi
isicabha	izinzwane	umqansa
impukane	ingonyama	umnqwazo
inxiwa	dabukisa	ifasitela
isigqoko	isicabucabu	isibhedlela
uvemvane	umgqibelo	intshonalanga
umshushuluzo	intothoviyane	iphephandaba
mpilonhle	ukuziqhayisa	

## ISHADI 3

**Isibonelo:** mino fuka

mani	zuka	uwo
muze	ncila	bhela
ohlwini	udiye	emibo
khenka	inkubi	phemula
uzoko	yabulo	izumbu
umkheza	ofudla	kwezile
iqomi	inkohlo	indlephi
zohlamvu	inxhovi	udiye
impenkhi	isidule	ukulathe
omanele	noyiqoqo	isinyombe
wokihlola	ugcwalisi	umdilinga
imikhonkho	ubumyane	anabafa
ukudlebi	umsebonzi	ungaqwaphi
dungisase	imidlinga	ikelelophu
bosinakiwe	isinobelo	unemikitho
uyamucisha	inhlekulapho	qinisokisa
okuyogwangeza	gokucophelela	

### Isobho lamatshe



## ISHADI 5

Kunesihambi esasilambile kakhulu.

Sasihamba sicela ukudla emizini yabantu. Abantu babengenakho.

Isihambi sathola icebo.

Isihambi sathola ibhodwe. Sathatha amatshe sawafaka ebhodweni.

Sathela amanzi. Sabasa umlilo, sabeka ibhodwe eziko.

Sama salinda ibhodwe laze labila.

Kwafika umfazi wacela ukwazi ukuthi siphekeni eziko.

"Ngipheke isobho elimnandi lamatshe.

Kodwa kumele ngifake into ukuze linongeke," kubalisa isihambi.

"Nginezaqathe mina," kwasho umfazi, wabe esenika isihambi.

Sazifaka ebhodweni.

Kwafika ugogo wacela ukwazi ukuthi siphekeni isihambi eziko.

**Zingakhi izincwadi eninazo ekhaya? Khomba ibhokisi eliveze impendulo yakho**

**Asinazo izincwadi ekhaya**

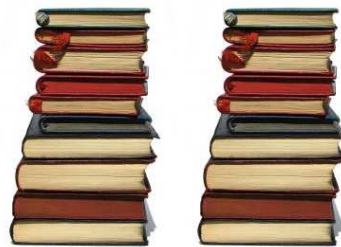
**Zincane**

**izincwadi ezi 10**



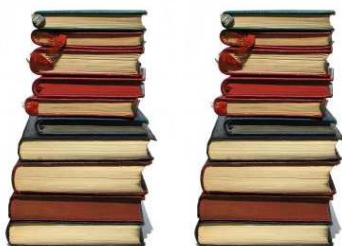
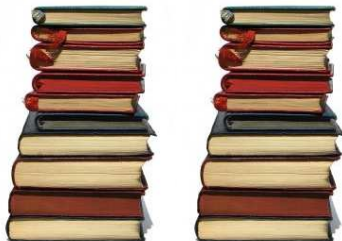
**Zilingene eshelivu elilodwa**

**izincwadi ezi 20**



**Zilingene amashelivu amabili**

**izincwadi ezi 50**



**Zilingene amashelivu ambalwa**

**izincwadi ezi 100**



## "Iziphi eninazo kulezi ezilandelayo ekhaya?"



Umshini woku washa  
Izimpahla

Umsakazo



Ikhompyutha

Icellphone/  
umakhala ekhukhwini



Amanzi ashisayo a  
phuma empompini



Amanzi  
abandayo a  
phuma  
empompini



Flat Screen

ithelevishini



I-inthanethi



iMackroweyivu

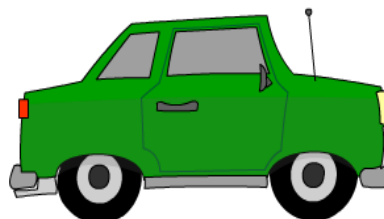


isiqandisi



Indlu encane endlini

imoto



Iphepha-ndaba

ESRC Grade 6 – Learner background questionnaire:  
ISIZULU FEELINGS CHART

**Ngizokubuza imibuzo ethile, ngicela ukhombela leyo ovumelana nayo**

**nge skole:**



**ngo kufunda:**



**nge zibalo:**



**Uthisha osifundisa ukufunda uzizwa nga lendlela ngami:**







3) GRADE 3 XITSONGA  
ASSESSMENT — LETTER  
RECOGNITION, WORD  
RECOGNITION, ORF AND ORF  
COMPREHENSION

Other school name:

*Is this the correct learner?*

Vito na xivongo xa l mani? (Ask the learner)

Did the student give the same name and surname as on the roster?

☐ Yes, the student gave the same name as on the roster ☐ No, I went to get the correct learner

*Assent*

**Xana ku ta humelela yini hi mina ka dyondzo leyi?**

Hi ta kombela u hlaya marito man'wana na xitori, u tlhela u hlamula swivutiso endzaku ka loku u hlayile.

A wu boheki ku va ntlawa loko u nga swi lavi, u nga tshika nkari wu n'wani na wu n'wani. Hambi u nga swi lavi ku hlamula swivutiso, na swona swi lulamile.

Xana wayi twisisa dyondzo leyi, wa swi lava kuva ntlawa e ka dyondzo leyi? ☐

*Student ID*

Student ID

*Date*

Date

Time

*Birthday*

Month:

☐ January ☐ February ☐ March ☐ April ☐ May ☐ June ☐ July ☐ August ☐ September ☐ October  
☐ November ☐ December ☐ Do Not Know

Day:

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16  
☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31  
☐ Do Not Know

*Student Information*

What class is the student from?

☐ 3a ☐ 3b ☐ 3c ☐ 3d ☐ 3e ☐ 3f ☐ 3g ☐ Other

Other, specify:

Is the student a boy or a girl?

☐ Mfana ☐ Nonyani

U na malembe mangani?

☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ Other

Other, specify

U ngenile khireshe/ Giredi R?

☐ Ina ☐ hawa ☐ ani swi tivi

U tshama na manhi wa wena xana?

☐ Ina ☐ hawa ☐ ani swi tivi

Va manhi va wehe va vulavula ndzimi yihi?

☐ SeSotho ☐ Sepedi ☐ isiZulu ☐ xiTsonga ☐ xivenda ☐ isiNdebele ☐ isiXhosa ☐ isiSwati ☐ Other

Other, specify

U tshama na tatana wa wena xana?

☐ Ina ☐ hawa ☐ ani swi tivi

Tatana wa wena u vulavula ndzimi yihi?

☐ SeSotho ☐ Sepedi ☐ isiZulu ☐ xiTsonga ☐ xivenda ☐ isiNdebele ☐ isiXhosa ☐ isiSwati ☐ Other

Other, specify

U kona loyi a ku hlayelaku tibuku e kaya?

☐ Ina ☐ hawa ☐ ani swi tivi

Ku na tibuku ti ngani la kaya leti mi nga na tona?

☐ hawa a hina tibuku ☐ tibuku ta 10 ☐ tibuku ta 20 ☐ tibuku ta 100 ☐ tibuku to hindza 200 ☐ ani swi tivi

U na tibuku tingani ta xitori to ka ti ngari ta xikolo?

☐ Hawa a hina tibuku ☐ to ka tinga talangi (<10) ☐ to tala (>10) ☐ ani swi tivi

Ka leswi swi humelelaku la hi xini xi nga kona e kaya ka n'wina?

- ☐ Muchini wa ku hlantswa
- ☐ Xiyani-moya
- ☐ Khomphyuta
- ☐ selifoni
- ☐ Pompe ya mati yo hisa
- ☐ Pompe ya mati yo titimela
- ☐ Thelevhixini
- ☐ Inthanete
- ☐ Mayikhirowevhi
- ☐ Xigwitsirisi
- ☐ xiyindlwana xa le ndzeni ka yindlo
- ☐ movha
- ☐ phephahungu

U ngava uri ni tibuku tingani e kaya leti ku ngariku ta xikolo

- ☐ hawa a hina tibuku
- ☐ tibuku ta 10
- ☐ tibuku ta 20
- ☐ tibuku ta 50
- ☐ tibuku to hindza 200
- ☐ ani swi tivi

NTIRHONYANA 1: KU KAMBELA KU HLAYA MIPFUMAWULO YA MALETERE

Byela mudyondzi leswaku: “**Hi leri papila ra maletere. Ndzi rhandza leswaku u ndzi byela mimpfumawulo ya maletere lawa u nga kotaka ku ya hlaya. Sungula laha** (komba letere leri nga ehenhla hitlhelo ra ximatsi), kutani **u famba u ya exineneni** (komba ku suka eximatsini u ya exineneni). Vula swikombiso swa mpfumawulo wa maletere lawa u nyikeke mudyondzi.

“**A hi sungule hi ku dyondza. Languta swikombiso leswi landzelaka**”.

Komba maletere: *b M s f.*”

**Mpfumawulo wa letere ro sungula i buh. Xana leri landzelaka i yini? E-e, a hi ‘em’; mpfumawulo lowu hi wu vula ‘mmm’. Sweswi yi hlaye hinkwayo. Ina, hiswona!”**

**Sweswi loko ndzi ku “Sungula”, vula mavito ya maletere ku ya hi leswi u swi kotisaka xiswona. Komba letere rin’wana ni rin’wana loko u hlaya. Loko u nga ri tivi, ndzi ta ku nyika rona. Vekela rintoho eka letere ro sungula.**

**U lulamile? Kutani! Sungula.**

S	v	n	G	L	y	Z	W
h	m	k	th	g	D	c	hl
r	d	z	w	h	nd	z	U
ng	r	j	kh	X	u	g	sw
B	pf	l	f	tl	Z	ts	i
S	n	dy	B	vh	n’w	F	ch
a	E	y	s	rh	P	M	v
O	by	n	P	nt	A	e	dz
f	tw	h	u	tsh	t	W	dz
h	b	S	hl	g	kw	L	i
L	a	ch	hl	thl	N	mbh	Y
p	x	N	sw	c	D	ndl	y
b	j	R	ndz	V	mby	W	mpf
V	l	ntsw	g	S	y		

Time Remaining

NTIRHONYANA 1: Ku kambela ku hlaya mipfumawulo ya maletere - Discontinued?

The task was discontinued because:

- ☐ The learner could not read
- ☐ The learner refused
- ☐ The test was disrupted by others

NTIRHONYANA 2: KU KAMBELA KU HLAYA MARITO

Byela mudyonzi uku: “**languta marito lawa**” (kombisa marito wo lawo tani hi xikombiso. hlayela rito leri a nyikiweke ra xikombiso)

“Marito man’wana hi lawa. Ndzi randza kuri u sungula la”, (kombisa rito ro sungula e ka chati ya 2)

“Kutani u ya emahlweni u hetisa phepha”. (komba rito loko uri kari u hlaya)

“Loko ni ku, ‘sungula’, hlaya marito wo lawo kahle. Komba rito loko u ka ri u hlaya. Loko u nga ri tivi rito lero ndzi taku hlayela rona, kutani u ya emahlweni u hlaya rito leri landzelaka”.

“Veka xintiwana xa wena eka rito ro sungula”.

Xana u ti lulamiserile ku sungula? Sungula

rima	teka	cina
tirha	famba	etlela
nhamu	tsaka	bhazi
chava	nyama	hleka
nkwana	byala	rhwala
tsalwa	hlamba	risiva
ndlela	nhloko	nyimpi
pfumela	mbyana	ndzimana
sweka	n’wana	rhang
cinca	n’hwet	dzika
mbhedo	rhwala	cuma
dyondza	ntlangu	hlamala
rhangela	mbuti	rhuma
nghena	ndyelo	mhandze
nhluvuko	hleva	nghingiriko
vhakacha	mpfumawulo	ndzavisiso
ntswamba	mbhurisano	ntshunxeko
rhangelela	ntanghu	chukele
tsundzuka	ndzhaka	mpfampfarhuta
pfanganisa	tsundzuxa	khandziya

Time Remaining

NTIRHONYANA 2: Ku kambela ku hlaya marito - Discontinued?

The task was discontinued because:

☐ The learner could not read

☐ The learner refused

☐ The test was disrupted by others

NTIRHONYANA 3: MARITO LAW A YA NGA PFUMELERIWANGIKI EKA MATSALELO YA RIRIMI

Byela Mudyondzi uku: “Sweshi hi ta tlanga hi marito ni ta ku nyika chati ya marito. Lawa ya kombisaka ku va yari marito ya ntiyiso kambe a hi ya ntiyiso ni lava mi ya teka ongeti l marito ya ntiyiso kutani mi ni hlayela wona”.

“Marito man’wana hi lawa. Ndzi randza kuri u sungula la”, (kombisa rito ro sungula e ka chati ya 2)

“Kutani u ya emahlweni u hetisa phepha”. (komba rito loko uri kari u hlaya)

“Loko ni ku, ‘sungula’, hlaya marito wo lawo kahle. Komba rito loko u ka ri u hlaya. Loko u nga ri tivi rito lero ndzi taku hlayela rona, kutani u ya emahlweni u hlaya rito leri landzelaka”.

“Veka xintiwana xa wena eka rito ro sungula”.

Xana u ti lulamiserile ku sungula? Sungula

rama	tuka	cena
tirhu	Tlilo	nhuma
tsiki	bhuzu	chivi
Kute	hlika	nkwina
byuli	tsulwa	Hlemba
ndlale	nhluku	ntshava
nyempe	pfemula	pfaka
N'wena	pfiki	cucu
Dzeka	bhada	hwala
hlumulu	ntlenga	Dyanda
rhangolo	mbetu	pfoku
nghuna	Ndyoli	mhindza
hliva	kicha	mpfema
Dziviso	tirhuti	mbherici
ntshinceso	nginici	Chakeli
ndzindzika	ndzhiuki	Mpfampfa
pfengu	Ndzuxaku	

Time Remaining

NTIRHONYANA 3: marito lawa ya nga pfumeleriwangiki eka matsalelo ya ririmi - Discontinued?

The task was discontinued because:

- ☐ The learner could not read
- ☐ The learner refused
- ☐ The test was disrupted by others

NTIRHONYANA 4: KU KOTA KU HLAYA U TWALA

kombisa mudyondzi chati ya 4 kutani uku: “ni kombela u ni hlayela nhlokomhaka ya tsala leri” kombeta nhlokomhaka ya leyo la chatini.

Sopo ya maribye

Xana mudyondzi wa swi kota ku hlaya?

Loko mudyondzi a tsandzeka ku hlaya nhloko mhaka u nga ha kongomi u ya emahlweni na swivutiso. Khensa mudyonzi kutani u n’wi nyika nyiko ya yena

Lexi landelaka vutisa xivutiso lexi: **I sopo ya muxaka muni leyi n’wanuna loyi a l endlaku?**

Landelisa ngokubuza umfundi umbuzo: “ **I sopo ya muxaka muni leyi n’wanuna loyi a l endlaku?”**

ya maribye

Xana mudyondzi wa swi kota ku hlaya

- ☐ The learner could not read the title at all
- ☐ The learner could read some of the title
- ☐ The child read the title well

I sopo ya muxaka muni leyi n’wanuna loyi a l endlaku? ((The answer can be anything sensible))

- ☐ Correct
- ☐ Incorrect

NTIRHONYANA 5: KU KOTA KU HLAYA U TWALA

Byela mudyondzi leswaku: ni kombela u hlaya dyondzo leyi u hlayela ehenhla kuri u twala. Loko u kanakana ni ta ku komba rito ra kona swaku u ya mahlweni ni ku hlaya. Loko ni ko yima ni ta ku vutisa swivutiso mayelana ni leswi u swi hlayeke.

Hikokwalaho endla hi ndlela leyi faneleke hi laha u nga kotaka. Sungula laha. (kombisa rito ro sungula ra tsalwa)

Xana u ti lulamiserile ku sungula? Sungula

Siku	rin’wana	mufambi	loyi
a	ri	na	ndlala
u	fikile	emugangeni.	A
kombela	swakudya	kambe	a
ku	nga	ri	na
loyi	a	ri	na
swakudya	swo	dya	na
yena.	Mufambi	u	kume
poto.	A	endla	ndzilo
a	vekela	poto.	A
tata	poto	hi	mati.
Kutani	a	kuma	maribye
makulu	mo	olova,	a
ma	chela	endzeni	ka
poto.	A	yimela	mati
ma	vila.	Wansati	u
tile	ku	ta	vona
leswaku	mufambi	u	sweka
yini.	‘Ndzi	sweka	sopo
yo	nandziha	ya	maribye.
Kambe	ndzo	lava	ku
chela	swo	yi	nandzihisa,’
ku	vula	mufambi.	‘Ndzi
na	tinyawa,’	a	vula
a	karhi	a	nyika
mufambi	leswaku	a	chela
epotweni.			

Time Remaining

NTIRHONYANA 5: Ku kota ku hlaya u twala - Discontinued?

The task was discontinued because:

- ☐ The learner could not read
- ☐ The learner refused
- ☐ The test was disrupted by others

NTIRHONYANA 6: SWIVUTISO SO KOMBISA KU TWISISA

Byela mudyondzi uku: Sweswi ni ta ku vutisa swivutiso swo andza mayelana ni tsalwa leri u ri hlayeke. Ringeta ku hlamula swivutiso hi ndlela leyi faneleke na hi ndlela leyi u nga swi kotaka.

Xiyaxiya: vutisa swi vutiso mayelana ni laha mudyondzi a hlayeke ku fika kona.

I mani loyi a ri ni ndlala? (Nhlamulo: I mufambi)

☐ Correct ☐ Incorrect

Mufambi u fike e mugangeni a kombela yini? (Nhlamulo: Swakudya)

☐ Correct ☐ Incorrect

Mufambi u swi kumile leswi a nga kombela swona? (Nhlamulo: Hawa/ a nga swi kumangi)

☐ Correct ☐ Incorrect

Mufambi u te ku kuma poto a endla yini? (Nhlamulo: A endla ndzilo)

☐ Correct ☐ Incorrect

Xana wanuna u endle yini hi maribye? (Nhlamulo: U ya chele embiteni leswaku a ta endla sopo ya maribye.)

☐ Correct ☐ Incorrect

Mufambi u te u sweka yini loko n'wansati a vutisa? (Nhlamulo: Sopo ya maribye)

☐ Correct ☐ Incorrect

N'wansati u nyike mufambi yini kuri a chela epotweni? (Nhlamulo: tinyawa)

☐ Correct ☐ Incorrect

Hikokwalaho ka yini wansati a nyike wanuna tinyawa? (Nhlamulo: A lava leswaku a endla sopo yaku nandzika.)

☐ Correct ☐ Incorrect

*This is how I feel...*

Ni titwa hi ndlela leyi hi Xikolo

☐ Ntsaka Ngopfu ☐ Na Tsaka ☐ Ni va xikari ☐ Na Khunguvanyeka ☐ Ni khunguvanyeka

Ni titwa hi ndlela leyi hi ku hlaya

☐ Ntsaka Ngopfu ☐ Na Tsaka ☐ Ni va xikari ☐ Na Khunguvanyeka ☐ Ni khunguvanyeka

Ni titwa hi ndlela leyi hi tinhlayo

☐ Ntsaka Ngopfu ☐ Na Tsaka ☐ Ni va xikari ☐ Na Khunguvanyeka ☐ Ni khunguvanyeka

U titwa njani hi mudyondzisi loyi aku dyondzisaku

☐ Ntsaka Ngopfu ☐ Na Tsaka ☐ Ni va xikari ☐ Na Khunguvanyeka ☐ Ni khunguvanyeka



**BUKU YO KAMBELA YA MUDYONDZI**

**Fieldworker Book**

**XITSONGA**

Endline Final Version 09 10 2017

# NTIRHONYANA 1: KU KAMBELA KU HLAYA MIPFUMAWULO YA MALETERE



Byela mudyondzi leswaku: “**Hi leri papila ra maletere. Ndzi rhandza leswaku u ndzi byela mimpfumawulo ya maletere lawa u nga kotaka ku ya hlaya. Sungula laha** (komba letere leri nga ehenhla hitlhelo ra ximatsi), kutani **u famba u ya exineneni** (komba ku suka **eximatsini** u ya exineneni). Vula swikombiso swa mpfumawulo wa maletere lawa u nyikeke mudyondzi.

**“A hi sungule hi ku dyondza. Languta swikombiso leswi landzelaka”.**

*Komba maletere: b M s f.”*

**Mpfumawulo wa letere ro sungula i buh. Xana leri landzelaka i yini? E-e, a hi ‘em’; mpfumawulo lowu hi wu vula ‘mmm’. Sweswi yi hlaye hinkwayo. Ina, hiswona!”**

**Sweswi loko ndzi ku “Sungula”, vula mavito ya maletere ku ya hi leswi u swi kotisaka xiswona. Komba letere rin’wana ni rin’wana loko u hlaya. Loko u nga ri tivi, ndzi ta ku nyika rona. Vekela rintoho eka letere ro sungula.**

**U lulamile? Kutani! Sungula.**

# CHATI 1:

Xikombiso:      b      M      s      f

S	v	n	G	L	y	Z	W
h	m	k	th	g	D	c	hl
r	d	z	w	h	nd	z	U
ng	r	j	kh	X	u	g	sw
B	pf	I	f	tl	Z	ts	i
S	n	dy	B	vh	n'w	F	ch
a	E	y	s	rh	P	M	v
O	by	n	P	nt	A	e	dz
f	tw	h	u	tsh	t	W	dz
h	b	S	hl	g	kw	L	i
L	a	ch	hl	thl	N	mbh	y
p	x	N	sw	c	D	ndl	y
b	j	R	ndz	V	mby	W	mpf
V	l	ntsw	g	S	y		

## NTIRHONYANA 2: KU KAMBELA KU HLAYA MARITO



Byela mudyonzi uku: **“languta marito lawa”** (kombisa marito wo lawo tani hi xikombiso. hlayela rito leri a nyikiweke ra xikombiso)

**“Marito man’wana hi lawa. Ndzi randza kuri u sungula la”**, (kombisa rito ro sungula e ka chati ya 2)

**“Kutani u ya emahlweni u hetisa phepha”**. (komba rito loko uri kari u hlaya)

**“Loko ni ku, ‘sungula’, hlaya marito wo lawo kahle. Komba rito loko u ka ri u hlaya. Loko u nga ri tivi rito lero ndzi taku hlayela rona, kutani u ya emahlweni u hlaya rito leri landzelaka”**.

**“Veka xintiwana xa wena eka rito ro sungula”**.

**Xana u ti lulamiserile ku sungula? Sungula**

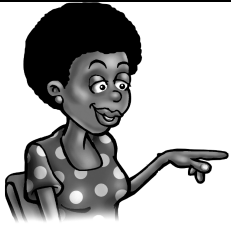
## CHATI 2:

**Xikombiso:**            rhuma            tlanga

rima	teka	cina
tirha	famba	etlela
nhamu	tsaka	bhazi
chava	nyama	hleka
nkwana	byala	rhwala
tsalwa	hlamba	risiva
ndlela	nhloko	nyimpi
pfumela	mbyana	ndzimana
sweka	n'wana	rhang
cinca	n'hweti	dzika
mbhedo	rhwala	cuma
dyondza	ntlangu	hlamala
rhangela	mbuti	rhuma
nghena	ndyelo	mhandze
nhluvuko	hleva	nghingiriko
vhakacha	mpfumawulo	ndzavisiso
ntswamba	mbhurisano	ntshunxeko
rhangelela	ntanghu	chukele
tsundzuka	ndzhaka	mpfampfarhuta
pfanganisa	tsundzuxa	khandziya



## NTIRHONYANA 3: MARITO LAWA YA NGA PFUMELERIWANGIKI EKA MATSALELO YA RIRIMI



Byela Mudyondzi uku: **“Sweshi hi ta tlanga hi marito ni ta ku nyika chati ya marito. Lawa ya kombisaka ku va yari marito ya ntiyiso kambe a hi ya ntiyiso ni lava mi ya teka ongeti I marito ya ntiyiso kutani mi ni hlayela wona”.**

**“Marito man’wana hi lawa. Ndzi randza kuri u sungula la”,** (kombisa rito ro sungula e ka chati ya 2)

**“Kutani u ya emahlweni u hetisa phepha”.** (komba rito loko uri kari u hlaya)

**“Loko ni ku, ‘sungula’, hlaya marito wo lawo kahle. Komba rito loko u ka ri u hlaya. Loko u nga ri tivi rito lero ndzi taku hlayela rona, kutani u ya emahlweni u hlaya rito leri landzelaka”.**

**“Veka xintiwana xa wena eka rito ro sungula”.**

**Xana u ti lulamiserile ku sungula? Sungula**

## CHATI 3:

**Xikombiso: ceka mhani**

rama	tuka	cena
tirhu	tlilo	nhuma
tsiki	bhuzu	chivi
kute	hlika	nkwin
byuli	tsulwa	hlemba
ndlale	nhluku	ntshava
nyempe	pfemula	pfaka
n'wena	pfiki	cucu
dzeka	bhada	hwala
hlumulu	ntlenga	dyanda
rhangolo	mbetu	pfoku
nghuna	ndyoli	mhindza
hliva	kicha	mpfema
dziviso	tirhuti	mbherici
ntshinceso	nginici	chakeli
ndzindzika	ndzhiuki	mpfampfa
pfengu	ndzuxaku	

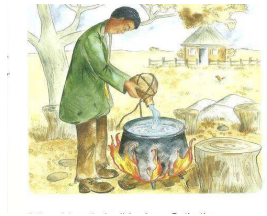


## NTIRHONYANA 4: KU KOTA KU HLAYA U TWALA



kombisa mudyondzi chati ya 4 kutani uku: “**ni kombela u ni hlayela nhlokomhaka ya tsala leri**” kombeta nhlokomhaka ya leyo la chatini.

### Sopo ya maribye



Xana mudyondzi wa swi kota ku hlaya

Ina		Ee	
-----	--	----	--

Loko mudyondzi a tsandzeka ku hlaya nhloko mhaka u nga ha kongomi u ya emahlweni na swivutiso. Khensa mudyonzi kutani u n’wi nyika nyiko ya yena

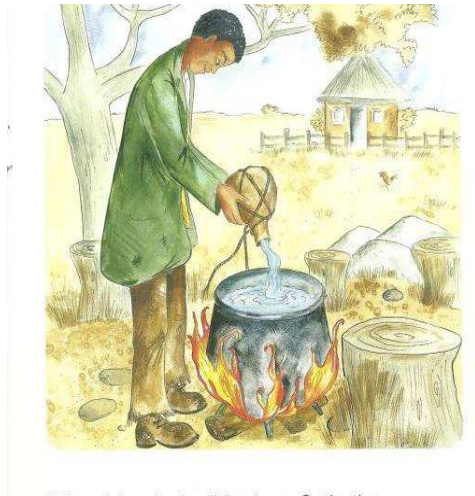
Lexi landelaka vutisa xivutiso lexi: **I sopo ya muxaka muni leyi n’wanuna loyi a I endlaku?**

Landelisa ngokubuza umfundi umbuzo: “**Hlobo luni lwesobho olwenziwe yindoda?**”

ya maribye

## CHATI 4:

### Sopo ya maribye



## NTIRHONYANA 5: KU KOTA KU HLAYA U TWALA



Byela mudyondzi leswaku: **ni kombela u hlaya dyondzo leyi u hlayela ehenhla kuri u twala. Loko u kanakana ni ta ku komba rito ra kona swaku u ya mahlweni ni ku hlaya. Loko ni ko yima ni ta ku vutisa swivutiso mayelana ni leswi u swi hlayeke.**

**Hikokwalaho endla hi ndlela leyi faneleke hi laha u nga kotaka. Sungula laha.** (kombisa rito ro sungula ra tsalwa)

**Xana u ti lulamiserile ku sungula? Sungula**

## CHATI 5

Siku rin'wana mufambi loyi a ri na  
ndlala u fikile emugangeni. A kombela  
swakudya kambe a ku nga ri na loyi  
a ri na swakudya swo dya na yena.  
Mufambi u kume poto. A endla ndzilo a  
vekela poto. A tata poto hi mati.  
Kutani a kuma maribye makulu mo olova,  
a ma chela endzeni ka poto. A yimela mati ma vila.  
Wansati u tile ku ta vona leswaku mufambi  
u sweka yini. 'Ndzi sweka sopo yo nandziha  
ya maribye. Kambe ndzo lava ku chela swo yi  
nandzihisa,' ku vula mufambi. 'Ndzi na tinyawa,'  
a vula a karhi a nyika mufambi leswaku a chela epotweni.

## NTIRHONYANA 6: SWIVUTISO SO KOMBISA KU TWISISA



Byela mudyondzi uku: **Sweswi ni ta ku vutisa swivutiso swo andza mayelana ni tsalwa leri u ri hlayeke. Ringeta ku hlamula swivutiso hi ndlela leyi faneleke na hi ndlela leyi u nga swi kotaka.**

**Xiyaxiya: vutisa swi vutiso mayelana ni laha mudyondzi a hlayeke ku fika kona.**

## CHATI 6:

	<b>Xivutiso</b>	<b>Marito</b>	<b>Nhlamulo</b>	<b>Nomboro ya marito</b>
1.	I mani loyi a ri ni ndlala?	14	I mufambi	/1
2.	Mufambi u fike e mugangeni a kombela yini?	22	Swakudya	/1
3.	Mufambi u swi kumile leswi a nga kombela swona?	30	Hawa/ a nga swi kumangi	/1
4.	Mufambi u te ku kuma poto a endla yini?	38	A endla ndzilo	/1
5.	Xana wanuna u endle yini hi maribye?	62	U ya chele embiteni leswaku a ta endla sopo ya maribye.	/1
6.	Mufambi u te u sweka yini loko n'wansati a vutisa?	87	Sopo ya maribye	/1
7.	N'wansati u nyike mufambi yini kuri a chela epotweni?	94	tinyawa	/1
8	Hikokwalaho ka yini wansati a nyike wanuna tinyawa?	94	A lava leswaku a endla sopo yaku nandzika.	/1
Nomboro ya marito lawa n'wana ma koteke hi 1 minete				/8

# **BUKU YO KAMBELA YA MUDYONDZI.**

## **XITSONGA**

Endline Final Version 09 10 2017

## CHATI 1:

Xikombiso:    b        M        s        f

S	v	n	G	L	y	Z	W
h	m	k	th	g	D	c	hl
r	d	z	w	h	nd	z	U
ng	r	j	kh	X	u	g	sw
B	pf	I	f	tl	Z	ts	i
S	n	dy	B	vh	n'w	F	ch
a	E	y	s	rh	P	M	v
O	by	n	P	nt	A	e	dz
f	tw	h	u	tsh	t	W	dz
h	b	S	hl	g	kw	L	i
L	a	ch	hl	thl	N	mbh	y
p	x	N	sw	c	D	ndl	y
b	j	R	ndz	V	mby	W	mpf
V	l	ntsw	g	S	y		



## CHATI 2:

**Xikombiso:**            rhuma            tlanga

rima	teka	cina
tirha	famba	etlela
nhamu	tsaka	bhazi
chava	nyama	hleka
nkwana	byala	rhwala
tsalwa	hlamba	risiva
ndlela	nhloko	nyimpi
pfumela	mbyana	ndzimana
sweka	n'wana	rhanga
cinca	n'hweti	dzika
mbhedo	rhwala	cuma
dyondza	ntlangu	hlamala
rhangela	mbuti	rhuma
nghena	ndyelo	mhandze
nhluvuko	hleva	nghingiriko
vhakacha	mpfumawulo	ndzavisiso
ntswamba	mbhurisano	ntshunxeko
rhangelela	ntanghu	chukele
tsundzuka	ndzhaka	mpfampfarhuta
pfanganisa	tsundzuxa	khandziya

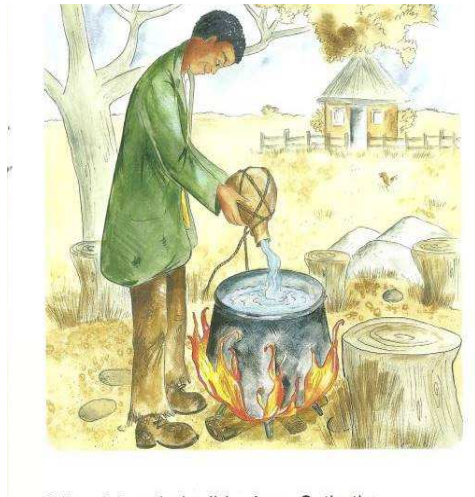
## CHATI 3:

Xikombiso: ceka mhani

rama	tuka	cena
tirhu	tlilo	nhuma
tsiki	bhuzu	chivi
kute	hlika	nkwin
byuli	tsulwa	hlemba
ndlale	nhluku	ntshava
nyempe	pfemula	pfaka
n'wena	pfiki	cucu
dzeka	bhada	hwala
hlumulu	ntlenga	dyanda
rhangolo	mbetu	pfoku
nghuna	ndyoli	mhindza
hliva	kicha	mpfema
dziviso	tirhuti	mbherici
ntshinceso	nginici	chakeli
ndzindzika	ndzhiuki	mpfampfa
pfengu	ndzuxaku	

## CHATI 4:

### Sopo ya maribye



## CHATI 5

Siku rin'wana mufambi loyi a ri na  
ndlala u fikile emugangeni. A kombela  
swakudya kambe a ku nga ri na loyi  
a ri na swakudya swo dya na yena.  
Mufambi u kume poto. A endla ndzilo a  
vekela poto. A tata poto hi mati.  
Kutani a kuma maribye makulu mo olova,  
a ma chela endzeni ka poto. A yimela mati ma vila.  
Wansati u tile ku ta vona leswaku mufambi  
u sweka yini. 'Ndzi sweka sopo yo nandziha  
ya maribye. Kambe ndzo lava ku chela swo yi  
nandzihisa,' ku vula mufambi. 'Ndzi na tinyawa,'  
a vula a karhi a nyika mufambi leswaku a chela epotweni.

**Ku na tibuku ti ngani la kaya leti mi nga na tona?  
langa bokisi ro fanela**

**Kuhava**

“a nina tibuku e kaya”

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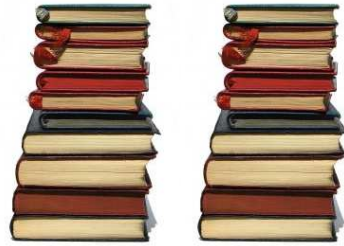
Tibuku to ka tinga talangi.

Leswi swi kombisa tibuku ta **10**



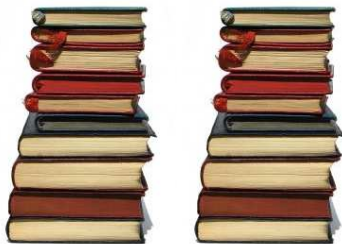
To ringana xelufu yin'we

Leswi swi kombisa tibuku **20**



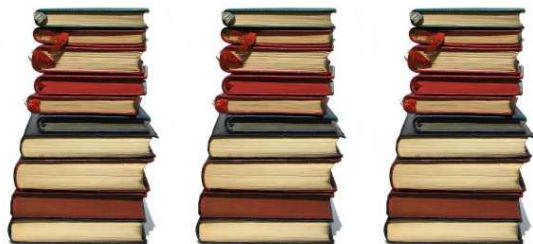
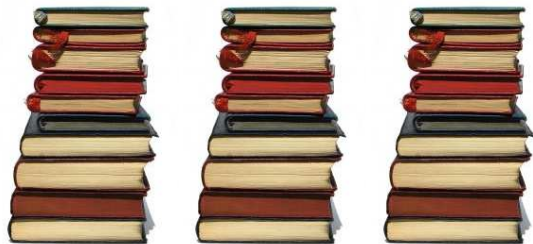
To ringana ku tata bokisi rin'we ra tibuku

Leswi swi kumbisa tibuku ta **50**



To ringana ku tata mabokisi mambiri ya  
tibuku kumbe ku hindzisa

Leswi swi kombisa tibuku to ringana **100**



# Ka leswi swi humelelaku la hi xini xi nga kona e kaya ka n'wina?



Muchini waku hlantswa



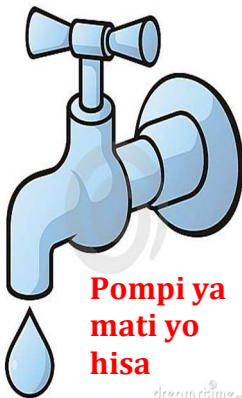
Xiyani-moya



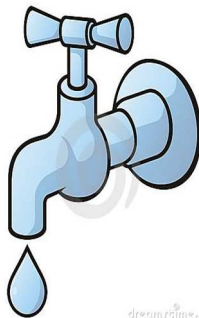
Khomphyuta



selifoni



Pompi ya  
mati yo  
hisa



Pompi ya  
mati yo  
titimela



Thelevhixini yo  
pavalala



Thelevhixini



Inthanete



Mayikhirowevh



Xigwitsirisi



Xiyindlwana xa le ndzeni ka



movha



phephahungu

Ni titwa hi ndlela leyi hi Xikolo:



---

Ni titwa hi ndlela leyi hi ku hlaya:



---

Ni titwa hi ndlela leyi hi tinhlayo :



---

U titwa njani hi mudyondzisi loyi aku dyondzisaku





## 4) GRADE 3 SEPEDI ASSESSMENT — LETTER RECOGNITION, WORD RECOGNITION, ORF AND ORF COMPREHENSION



Other school name:

*Is this the correct learner?*

Leina le sefane tša gago ke wena mang? (Ask the learner)

Did the student give the same name and surname as on the roster?

☐ Yes, the student gave the same name as on the roster ☐ No, I went to get the correct learner

*Assent*

**Go ile go direga eng ka nna mo thutong ye?**

Re ile go kgopela gore o bale mantsu a mangwe le kanegelo,go mme o arabe dipotsiso morago ga ge o badile.

Ga o gapeletsege go tsea karolo ge o sa nyake, ebile o ka tlogela nako yengwe le yengwe ge o nyaka. Le ge o sa nyake go araba dipotsiso go lokile.

Naa o kwesisa Thuto ye, ebile o na le kgatlhego ya go tsia karolo? ☐

*Student ID*

Student ID

*Date*

Date

Time

*Birthday*

Month:

☐ January ☐ February ☐ March ☐ April ☐ May ☐ June ☐ July ☐ August ☐ September ☐ October  
☐ November ☐ December ☐ Do Not Know

Day:

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16  
☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31  
☐ Do Not Know

*Student Information*

What class is the student from?

☐ 3a ☐ 3b ☐ 3c ☐ 3d ☐ 3e ☐ 3f ☐ 3g ☐ Other

Other, specify:

Is the student a boy or a girl?

☐ Moshimane ☐ Ngwanenyane

Ona le mengwaga e me kae?

☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ Other

Other, specify

O tsene kheretšhe/Grade R se kolong?

☐ Ee ☐ Aowa ☐ ga ke tsebe

O dula le bommago naa?

☐ Ee ☐ Aowa ☐ ga ke tsebe

Bommago ba bolela le leleme lefe?

☐ SeSotho ☐ Sepedi ☐ isiZulu ☐ xiTsonga ☐ xivenda ☐ isiNdebele ☐ isiXhosa ☐ isiSwati ☐ Other

Other, specify

O dula le bopapago naa?

☐ Ee ☐ Aowa ☐ ga ke tsebe

Bopapago ba bolela le leleme lefe?

☐ SeSotho ☐ Sepedi ☐ isiZulu ☐ xiTsonga ☐ xivenda ☐ isiNdebele ☐ isiXhosa ☐ isiSwati ☐ Other

Other, specify

Go na le yo a felago a bala dipuku le wena ka gae naa?

☐ Ee ☐ Aowa ☐ ga ke tsebe

Ona le dipuka tše kae ka lapeng tše eseng tša sekolo?

☐ Aowa a rena dipuku ☐ dipuku tše 10 ☐ dipuku tše 20 ☐ dipuku tše 50 ☐ dipuku tše fetang tše 100 ☐ ga ke tsebe

Ke dithoto di fe tše le na go le tšona ka gae?

☐ motšhene wa go hltswa dikobo/diaparō ☐ seyalemoya/wireless ☐ khomphuthara ☐ sellathekeng ☐ pompi ya meetse a go fisha  
☐ pompi ya meetse a go tonya ☐ thelebishene ☐ interanete ☐ maikhuro-weibu ☐ setsidifatši ☐ ntwana ya boithomelo ka ntlong  
☐ koloi/sefatanaga ☐ kuranta

Go na le dipuku tše kae ka gae ? Kgetha

☐ Aowa a rena dipuku    ☐ dipuku tše 10    ☐ dipuku tše 20    ☐ dipuku tše 100    ☐ dipuku tše fetang tše200    ☐ ga ke tsebe

MOŠONGWANA WA 1: KELO YA MEDUMO YA DITLHAKA

E re mo go moithuti: “**Letlakala leo le tletšego ka ditlhaka šele lona. Ke tla rata gore o bitše medumo ya ditlhaka ka bontši ka moo o ka kgonago. Ke tla rata gore o thome mo** (godimo ga letlakala ka letsogong la ngngele) **gomme o tšwele pele go kgabaganya letlakala.** (Šupa tlhaka yeo e lego ka letsogong la ngngele kua mothalading wa godimo wa letlakala, tloga ka letsogong la ngngele o ye gola goja. Bitša mehlala ya medumo yeo e filwego mola moithuti a le gare a go theeditše)

“**A re thomeng ka go ithuta. Lebelela mehlala ye.**” Ba laetše: b M s f.

“**Tlhaka ye ya mathomo mo ke modumo wa buh. Ya go latela ke eng? Aowa, e sego ‘em’ ; re swanetše re bitše modumo; ke mmm.** Bjale bitša tše di šetšego ka moka ga tšona. Ee, Ke nnete!”

**Bjale, ge kere, ‘Thoma’, bitša medumo ya ditlhaka tšeo gabotse ka moo o ka kgonago. Šupa tlhaka ge o le gare o bitša modumo wa yona. Ge o sa tsebe modumo wa tlhaka yeo, ke tla go biletša yona.**

**Bea monwana wa gago mo tlhakeng ya mathomo.**

**A ekaba o itokišeditše go thoma? Thoma.”**

S	n	h	G	L	y	Z	w
i	m	k	th	kg	t	b	hl
p	d	r	w	H	ny	o	U
ng	š	tl	e	b	u	K	sw
B	ngw	l	f	r	ngw	z	i
S	n	bj	B	ph	Y	F	mp
kh	E	y	tš	R	kw	M	j
O	ts	ny	P	Z	A	f	ng
a	ku	tšh	u	A	t	W	kg
H	L	b	tl	ny	m	ng	U
R	o	kw	aa	tšh	N	E	ng
p	m	N	k	B	D	r	y
b	hl	R	tlw	e	M	W	tsw
d	ntšh	h	g	S	y		

Time Remaining

MOŠONGWANA WA 1: KELO YA MEDUMO YA DITLHAKA - Discontinued?

The task was discontinued because:

☐ The learner could not read    ☐ The learner refused    ☐ The test was disrupted by others

MOŠONGWANA WA 2: KELO YA MANTŠU A TLWAELO (TEMOGO YA MANTŠU)

E re go moithuti: “**Lebelela mantšu a.**” (Šupa mantšu ao a filwego bjalo ka ‘Mehlala’. Balela moithuti lentšu leo le filwego la mohlala.)

“**Mantšu a mangwe ke a. Ke tla rata gore le thome fa,**” (Šupa lentšu la mathomo ka mo go Tšhate ya 2) “**gomme o tšwele pele o kgabaganye letlakala.**” (Šupa go kgabaganya letlakala.)

“**Ge ke re, ‘Thoma’, bala mantšu ao gabotse ka moo o ka kgonago. Šupa lentšu ge o le gare o le bala. Ge o sa le tsebe lentšu leo ke tla go balela lona gomme go tloga fao o fetele pele go lentšu le le latelago.**”

“**Bea monwana wa gago mo go lentšu la mathomo.**”

“A ekaba o itokišeditše go thoma? Thoma.”

pula	aga	bupi
reka	kgogo	sega
buša	seleka	lepai
dijo	wela	lee
pokolo	sepela	motse
tima	hlapi	godimo
dumela	bina	wena
lenyora	kwagala	opela
rarela	gagola	mošomo
polelo	kgopolo	motlogolo
lenyalo	adima	keletšo
sebaka	dikgwedi	bjale
dimpya	sebata	boikhutšo
kwešiša	legadima	tšwafa
masogana	hlatšwa	kanegelo
diphoofolo	lebelong	setšidifatši
sethuthuthu	hlokomela	theeletša
kanegelokopana	kgabakgabiša	bakgekolo
mošupologo	sefihlolo	mohumagatšana
mahlogonolo	nkgopotša	mohlomongwe

Time Remaining

MOŠONGWANA WA 2: KELO YA MANTŠU A TLAELO (TEMOGO YA MANTŠU) - Discontinued?

The task was discontinued because:

☐ The learner could not read

☐ The learner refused

☐ The test was disrupted by others

MOŠONGWANA WA 3: MANTŠU A NNETE EUPŠA GA SE MANTŠU A NNETE.

E re go moithuti: “**Bjale re tlile go raloka ka mantšu. Ke tlo gofa lenaneontšu la ao a bonalago o ka re ke mantšu a nnete eupša ga se mantšu a nnete. Ke nyaka goreo a tšee o kare ke mantšu a nnete gomme o mpalele wona.**”

“**Lebelela mehlala ye.**” (Šupa mantšu ao a dirišitšwego bjalo ka ‘Mehlala’ ka mo go Tšhate ya 3. Balela moithuti mehlala ya mantšu ao a filwego – foma, kitima.)

“**Mantšu a mangwe gape ke a. Ke tla rata gore o thome mo,**” (šupa lentšu la mathomo mo go Tšhate ya 3) “**gomme o tšwele pele go kgabaganya letlakala.**” (Šupa go kgabaganya letlakala.)

“**Ge ke re, ‘Thoma’, bala mantšu a gabotse ka moo o ka kgonago. Šupa lentšu ge o le gare o bala. Ge o sa tsebe lentšu leo ke tla go balela lona.**”

“**Bea monwana wa gago mo lentšung la mathomo.**”

“A ekaba o itokišeditše go thoma ?Thoma.”

mira	nofo	pia
kgago	mmeko	bokia
tsuno	bjano	mpešwa
bjentšu	kaneki	matlone
sekina	dikgamo	kiwelo
bohlane	tsepala	galano
difatši	sekweba	fothladi
mafeki	thadima	phumeko
mmiwe	dikepung	letlakola
ageswai	mobileko	dinapidi
lematleng	difomela	dikobela
semaletše	fagotšela	sethlanepa
boketswana	diswantšweni	diatlotike
šodibitšwe	ditomokane	manakuila
foragonyane	makogonola	lethagoding
bekišetšale	kgabaketšago	setšokising
ninyanenyano	sekgemerutšo	

Time Remaining

MOŠONGWANA WA 3: MANTŠU A NNETE EUPŠA GA SE MANTŠU A NNETE - Discontinued?

The task was discontinued because:

☐ The learner could not read ☐ The learner refused ☐ The test was disrupted by others

MOŠONGWANA WA 4: BOKGONI BJA GO BALA O KWEWA (ORF) (KAROLO YA 1)

A ekaba moithuti oa kgona go bala hlogotaba ya kanagelo ?

☐ The learner could not read the title at all ☐ The learner could read some of the title ☐ The child read the title well

Ke sopo ya mohuta mang yeo monna yo a e dirago? ((The answer can be anything sensible))

☐ Correct ☐ Incorrect

MOŠONGWANA WA 5: BOKGONI BJA GO BALA O KWEWA (ORF) (KAROLO YA 2)

E re go moithuti: “**Ke tlo go kgopela gore o bale kanagelo ye gomme o e balele godimo gore o kwewe. Ge o gakanega, ke tla go botša lentšu leo gore o no tšwela pele o bale. Ge ke re, ‘Ema’, Ke tla go botšiša dipotšišo mabapi le seo o se badilego.**

**Gomme, dira gabotse ka moo o ka kgonago .Thoma mo.** (Šupa lentšu la mathomo la setsopolwa.)

**A ekaba o itokišeditše go thoma? Thoma.”**

Ka	le	lengwe	la
matšatši,	monna	wa	mosepedi
yo	a	bego	a
tshwerwe	ke	tlala	o
fihlile	motseng	wo	mongwe.
A	kgopela	dijo.	Go
be	go	se	na
yo	a	bego	a
na	le	dijo	tše
lekanego	go	ka	abelana
le	yena.	Mosepedi	a
humana	pitša.	A	gotša
mollo	a	bea	pitša
mollong.	A	tšhela	meetse
ka	pitšeng.	A	bona
maswika	a	magolo	a
boreledi,	a	a	tsentsha
ka	pitšeng.	A	emela
meetse	gore	a	bele.
Mosadi	a	batamela	go
bona	se	mosepedi	a
se	apeago.	‘Ke	apea
sopo	ya	maswika.	Eupša
go	ka	ba	le
se	sengwe	se	se
ka	dirago	gore	sopo
ye	e	be	le
tatso,’	mosepedi	a	fetola.
‘Ke	na	le	dinawa,’
gwa	bolela	mosadi.	Mosepedi
a	di	tsentsha	ka
pitšeng.			

Time Remaining

MOŠONGWANA WA 5: BOKGONI BJA GO BALA O KWEWA (ORF) (KAROLO YA 2) - Discontinued?

The task was discontinued because:

☐ The learner could not read ☐ The learner refused ☐ The test was disrupted by others

MOŠONGWANA WA 6: TSEBO YA GO BALA O KWEWA (Karolo ya 2)

Ke mang a bego a swerwe ke tlala? (Phetolo: Monna wa mosepedi )

☐ Correct ☐ Incorrect

Monna wa mosepedi o ile a kgopela eng? (Phetolo: dijo)

☐ Correct ☐ Incorrect

Monna wa mosepedi o hweditše eng? (Phetolo: pitša )

☐ Correct ☐ Incorrect

Monna wa mosepedi o hweditše maswika a mabjang? (Phetolo: A magolo/ a boreledi)

☐ Correct ☐ Incorrect

Monna wa mosepedi o ile a dira eng ka maswika a boreledi? (Phetolo: O ile a a tsentsha ka pitšeng/ O ile a a apea )

☐ Correct ☐ Incorrect

Ke eng se sengwe se monna wa mosepedi a ileng a se tsentsha ka pitšeng? (Phetolo: meetse)

☐ Correct ☐ Incorrect

Ke ka lebaka la eng mosadi a ile a fa monna wa mosepedi dinawa? (Phetolo: Gofa sopo tatso/ gore sopo ebe le tsatso.)

☐ Correct ☐ Incorrect

Monna wa mosepedi o ile a dira eng ka dinawa? (Phetolo: O di tšhetše ka gare ga pitša. )

☐ Correct ☐ Incorrect

---

*This is how I feel...*

Ke tlo go bontsha diswantšho tša go hlalosa maikutlo. Kgetha seo se hlalosang maikutlo a gago .

ka sekolo:

☐ Thabile Kudu ☐ Thabile ☐ Magareng ☐ Nyamile ☐ Nyamile kudu

ka go bala:

☐ Thabile Kudu ☐ Thabile ☐ Magareng ☐ Nyamile ☐ Nyamile kudu

ka dipalo:

☐ Thabile Kudu ☐ Thabile ☐ Magareng ☐ Nyamile ☐ Nyamile kudu

maikutlo a morutiši wa go le ruta go bala mo go wena

☐ Thabile Kudu ☐ Thabile ☐ Magareng ☐ Nyamile ☐ Nyamile kudu

# **KEREITE YA 3 KELO YA GO BALA**

## **Fieldworker Book**

### **SEPEDI**

Endline Final Version 09 10 2017



# MOŠONGWANA WA 1: KELO YA MEDUMO YA DITLHAKA



E re mo go moithuti: “**Letlakala leo le tletšego ka ditlhaka šele lona. Ke tla rata gore o bitše medumo ya ditlhaka ka bontši ka moo o ka kgonago. Ke tla rata gore o thome mo** (godimo ga letlakala ka letsogong la nngengele) **gomme o tšwele pele go kgabaganya letlakala.** (Šupa tlhaka yeo e lego ka letsogong la nngengele kua mothalading wa godimo wa letlakala, tloga ka letsogong la nngengele o ye gola goja. Bitša mehlala ya medumo yeo e filwego mola moithuti a le gare a go theeditše)

“**A re thomeng ka go ithuta. Lebelela mehlala ye.**” Ba laetše: b M s f.

“**Tlhaka ye ya mathomo mo ke modumo wa *buh*. Ya go latela ke eng? Aowa, e sego ‘em’ ; re swanetše re bitše modumo; ke *mmm*. Bjale bitša tše di šetšego ka moka ga tšona. Ee, Ke nnete!**”

**Bjale, ge kere, ‘Thoma’, bitša medumo ya ditlhaka tšeo gabotse ka moo o ka kgonago. Šupa tlhaka ge o le gare o bitša modumo wa yona. Ge o sa tsebe modumo wa tlhaka yeo, ke tla go biletša yona.**

**Bea monwana wa gago mo tlhakeng ya mathomo.**

**A ekaba o itokišeditše go thoma? Thoma.”**

# TŠHATE 1

Mehlala:        b        M        s        f

S	n	h	G	L	y	Z	w
i	m	k	th	kg	t	b	hl
p	d	r	w	H	ny	o	U
ng	š	tl	e	b	u	K	sw
B	ngw	I	f	r	ngw	z	i
S	n	bj	B	ph	Y	F	mp
kh	E	y	tš	R	kw	M	j
O	ts	ny	P	Z	A	f	ng
a	ku	tšh	u	A	t	W	kg
H	L	b	tl	ny	m	ng	U
R	o	kw	aa	tšh	N	E	ng
p	m	N	k	B	D	r	y
b	hl	R	tlw	e	M	W	tsw
d	ntšh	h	g	S	y		

## MOŠONGWANA WA 2: KELO YA MANTŠU A TLWAELO (TEMOGO YA MANTŠU)



E re go moithuti: “**Lebelela mantšu a.**” (Šupa mantšu ao a filwego bjalo ka ‘Mehlala’. Balela moithuti lentšu leo le filwego la mohlala.)

“**Mantšu a mangwe ke a. Ke tla rata gore le thome fa,**” (Šupa lentšu la mathomo ka mo go Tšhate ya 2) “**gomme o tšwele pele o kgabaganye letlakala.**” (Šupa go kgabaganya letlakala.)

“**Ge ke re, ‘Thoma’, bala mantšu ao gabotse ka moo o ka kgonago. Šupa lentšu ge o le gare o le bala. Ge o sa le tsebe lentšu leo ke tla go balela lona gomme go tloga fao o fetele pele go lentšu le le latelago.**”

“**Bea monwana wa gago mo go lentšu la mathomo.**”

“**A ekaba o itokišeditše go thoma? Thoma.**”

## TŠHATE 2

Mehlala:      pitša                      seletšo

pula	aga	bupi
reka	kgogo	sega
buša	seleka	lepai
dijo	wela	lee
pokolo	sepela	motse
tima	hlapi	godimo
dumela	bina	wena
lenyora	kwagala	opela
rarela	gagola	mošomo
polelo	kgopolo	motlogolo
lenyalo	adima	keletšo
sebaka	dikgwedi	bjale
dimpya	sebata	boikhutšo
kwešiša	legadima	tšwafa
masogana	hlatšwa	kanegelo
diphoofolo	lebelong	setšidifatši
sethuthuthu	hlokomela	theeletša
kanegelokopana	kgabakgabiša	bakgekolo
mošupologo	sefihlolo	mohumagatšana
mahlogonolo	nkgopotša	mohlomongwe

# MOŠONGWANA WA 3: MANTŠU A NNETE EUPŠA GA SE MANTŠU A NNETE.



E re go moithuti: **“Bjale re tlile go raloka ka mantšu. Ke tlo gofa lenaneontšu la ao a bonalago o ka re ke mantšu a nnete eupša ga se mantšu a nnete. Ke nyaka goreo a tšee o kare ke mantšu a nnete gomme o mpalele wona.”**

**“Lebelela mehlala ye.”** (Šupa mantšu ao a dirišitšwego bjalo ka ‘Mehlala’ ka mo go Tšhate ya 3. Balela moithuti mehlala ya mantšu ao a filwego – foma, kitima.)

**“Mantšu a mangwe gape ke a. Ke tla rata gore o thome mo,”** (šupa lentšu la mathomo mo go Tšhate ya 3) **“gomme o tšwele pele go kgabaganya letlakala.”** (Šupa go kgabaganya letlakala.)

**“Ge ke re, ‘Thoma’, bala mantšu a gabotse ka moo o ka kgonago. Šupa lentšu ge o le gare o bala. Ge o sa tsebe lentšu leo ke tla go balela lona.”**

**“Bea monwana wa gago mo lentšung la mathomo.”**

**“A ekaba o itokišeditše go thoma ?Thoma.”**

## TŠHATE 3

Mehlala:

foma

kitima

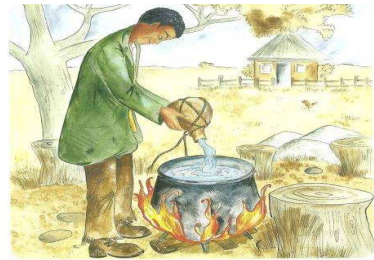
mira	nofo	pia
kgago	mmeko	bokia
tsuno	bjano	mpešwa
bjentšu	kaneki	matlone
sekina	dikgamo	kiwelo
bohlane	tsepala	galano
difatši	sekweba	fothladi
mafeki	thadima	phumeko
mmiwe	dikepung	letlakola
ageswai	mobileko	dinapidi
lematleng	difomela	dikobela
semaletše	fagotšela	sethlanepa
boketswana	diswantšweni	diatlotike
šodibitšwe	ditomokane	manakuila
foragonyane	makogonola	lethagoding
bekišetšale	kgabaketšago	setšokising
ninyanenyano	sekgemerutšo	

## MOŠONGWANA WA 4: BOKGONI BJA GO BALA O KWEWA (ORF) (KAROLO YA 1)



Laetša moithuti Tšhate ya 4 gomme o re: “**Ke kgopela gore o mpalele hlogotaba ya kanegelo ye.**” Šupa hlogotaba yeo mo tšhateng.

### Sopo ya maswika



**A ekaba moithuti oa kgona go bala hlogotaba ya kanagelo ?**

<b>Ee</b>		<b>Aowa</b>	
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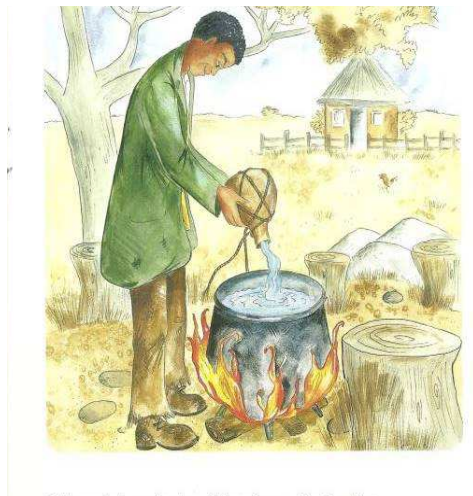
Ge moithuti a palelwa ke go bala hlogotaba ya kanegelo o se ke wa tšwela pele ka kelo yeo e lego ka go Tšhate ya 5 le ya 6. Leboga moithuti ka boikokobetšo gomme o mofe mpho ya gagwe.

Sa go latela, botšiša potšišo ye: **Ke sopo ya mohuta mang yeo monna yo a e dirago?**  
Karabo ya maleba e tla ba gore O dira sopo ka/ya maswika.

Go tloga fao tšwelapele ka Mošongwana wa 5.

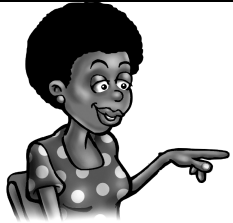
## TŠHATE 4

### Sopo ya maswika





## MOŠONGWANA WA 5: BOKGONI BJA GO BALA O KWEWA (ORF) (KAROLO YA 2)



E re go moithuti: “**Ke tlo go kgopela gore o bale kanagelo ye gomme o e balele godimo gore o kwewe. Ge o gakanega, ke tla go botša lentšu leo gore o no tšwela pele o bale. Ge ke re, ‘Ema’, Ke tla go botšiša dipotšišo mabapi le seo o se badilego.**

**Gomme, dira gabotse ka moo o ka kgonago .Thoma mo.** (Šupa lentšu la mathomo la setsopolwa.)

**A ekaba o itokišeditše go thoma? Thoma.”**

## TŠHATE 5

Ka le lengwe la matšatši, monna wa mosepedi yo a bego a tshwerwe ke tlala  
o fihlile motseng wo mongwe.

A kgopela dijo. Go be go se na yo a bego a na le  
dijo tše lekanego go ka abelana le yena.

Mosepedi a humana pitša. A gotša mollo a bea pitša mollong.

A tšhela meetse ka pitšeng. A bona maswika a magolo a boreledi,  
a a tsentsha ka pitšeng. A emela meetse gore a bele.

Mosadi a batamela go bona se mosepedi a se apeago.

'Ke apea sopo ya maswika. Eupša go ka ba le se sengwe se se  
ka dirago gore sopo ye e be le tatso,' mosepedi a fetola.

'Ke na le dinawa,' gwa bolela mosadi.

Mosepedi a di tsentsha ka pitšeng.

## MOŠONGWANA WA 6: TSEBO YA GO BALA O KWEWA (Karolo ya 2)



E re go moithuti: “Bjale ke tlo go botšiša dipotšišo tše malwa mabapi le kanegelo yeo o e badilego. Leka go araba dipotšišo gabotse ka moo o ka kgonago”.

**Tlhokomela:** Botšiša dipotšišo tše di lego mabapi le fela moo moithuti a badilego go fihla gona.

## MOŠONGWANA WA 6: DIPOTŠIŠO MABAPI LE KWEŠIŠO (di botšišwa ka molomo)

Potšišo		mantšu	Phetolo	
1.	Ke mang a bego a swerwe ke tlala?	15	Monna wa mosepedi	/1
2.	Monna wa mosepedi o ile a kgopela eng?	34	dijo	/1
3.	Monna wa mosepedi o hweditše eng?	53	pitša	/1
4.	Monna wa mosepedi o hweditše maswika a mabjang?	65	A magolo/ a boreledi	/1
5.	Monna wa mosepedi o ile a dira eng ka maswika a boreledi?	65	O ile a a tsentšha ka pitšeng/ O ile a a apea	/1
6.	Ke eng se sengwe se monna wa mosepedi a ileng a se tsentšha ka pitšeng?	76	meetse	/1
7.	Ke ka lebaka la eng mosadi a ile a fa monna wa mosepedi dinawa?	112	Gofa sopo tatso/ gore sopo ebe le tsatso.	/1
8.	Monna wa mosepedi o ile a dira eng ka dinawa?	125	O di tšhetše ka gare ga pitša.	/1
Palomoka				/8

# KELO YA GO BALA KEREITE YA 3

## Learner Chart

### SEPEDI

Endline Final Version 09 10 2017

# TŠHATE 1

Mehlala: b M s f

S	n	h	G	L	y	Z	w
i	m	k	th	kg	t	b	hl
p	d	r	w	H	ny	o	U
ng	š	tl	e	b	u	K	sw
B	ngw	I	f	r	ngw	z	i
S	n	bj	B	ph	Y	F	mp
kh	E	y	tš	R	kw	M	j
O	ts	ny	P	Z	A	f	ng
a	ku	tšh	u	A	t	W	kg
H	L	b	tl	ny	m	ng	U
R	o	kw	aa	tšh	N	E	ng
p	m	N	k	B	D	r	y
b	hl	R	tlw	e	M	W	tsw
d	ntšh	h	g	S	y		

## TŠHATE 2

Mehlala:      pitša                      seletšo

pula	aga	bupi
reka	kgogo	sega
buša	seleka	lepai
dijo	wela	lee
pokolo	sepela	motse
tima	hlapi	godimo
dumela	bina	wena
lenyora	kwagala	opela
rarela	gagola	mošomo
polelo	kgopolo	motlogolo
lenyalo	adima	keletšo
sebaka	dikgwedi	bjale
dimpya	sebata	boikhutšo
kwešiša	legadima	tšwafa
masogana	hlatšwa	kanegelo
diphoofolo	lebelong	setšidifatši
sethuthuthu	hlokomela	theeletša
kanegelokopana	kgabakgabiša	bakgekolo
mošupologo	sefihlolo	mohumagatšana
mahlogonolo	nkgopotša	mohlomongwe

## TŠHATE 3

Mehlala:

foma

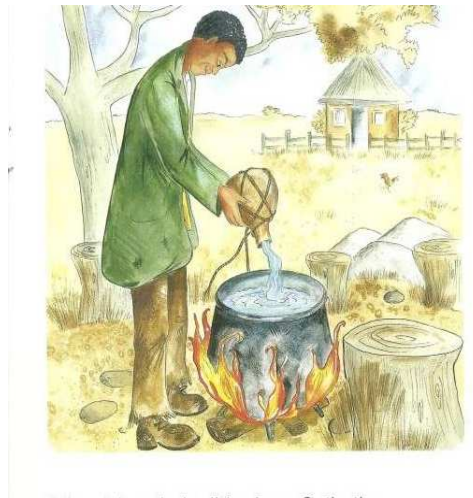
kitima

mira	nofo	pia
kgago	mmeko	bokia
tsuno	bjano	mpešwa
bjentšu	kaneki	matlone
sekina	dikgamo	kiwelo
bohlane	tsepala	galano
difatši	sekweba	fothladi
mafeki	thadima	phumeko
mmiwe	dikepung	letlakola
ageswai	mobileko	dinapidi
lematleng	difomela	dikobela
semaletše	fagotšela	sethlanepa
boketswana	diswantšweni	diatlotike
šodibitšwe	ditomokane	manakuila
foragonyane	makogonola	lethagoding
bekišetšale	kgabaketšago	setšokising
ninyanenyano	sekgemerutšo	



## TŠHATE 4

### Sopo ya maswika



## TŠHATE 5

Ka le lengwe la matšatši, monna wa mosepedi yo a bego a tshwerwe ke tlala o fihlile motseng wo mongwe.

A kgopela dijo. Go be go se na yo a bego a na le dijo tše lekanego go ka abelana le yena.

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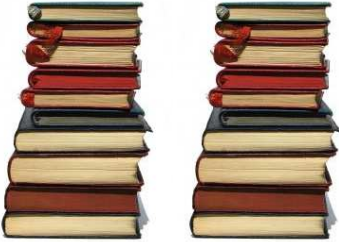
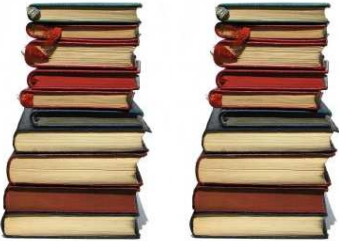
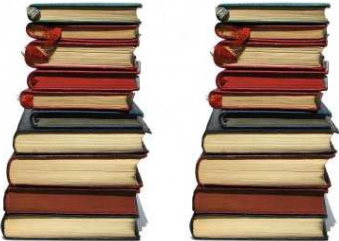

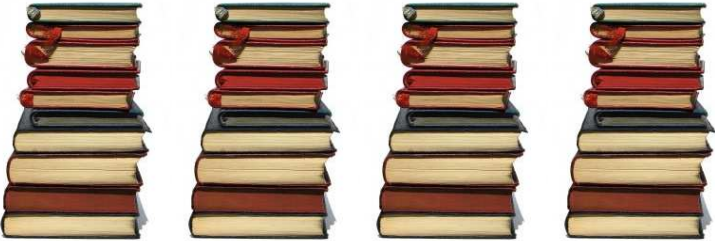
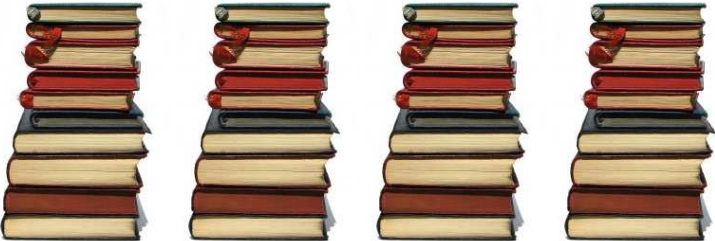

Mosadi a batamela go bona se mosepedi a se apeago.

'Ke apea sopo ya maswika. Eupša go ka ba le se sengwe se se ka dirago gore sopo ye e be le tatso,' mosepedi a fetola.

'Ke na le dinawa,' gwa bolela mosadi.

Mosepedi a di tsentsha ka pitšeng.

# "A ekaba lena le dipuka tše kae ka lapeng?" Kgetha

<p>None</p> <p>"Aowa a rena dipuku",</p> <hr/> <p>Tše dinyenyane- lekane go tlatša šelefo e tee (dipuku tše <u>10</u>)</p> 	<p>Lekane go tlatša lekase la dipuku le le tee</p> <p>("dipuku tše <u>20</u>")</p> 
<p>Lekane go tlatša lekase la dipuku le le tee (dipuku tše <u>50</u>)</p>   	<p>Lekane go tlatša makase a dipuku a mabedi goba go fetša (dipuku tše <u>100</u>)</p>   

## Ke dife tše o nago le tšona mo go tše?



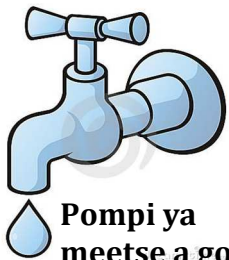
Motšhene wa go  
hlatswa dikobo/diapro

seyalemoya/wireless



Khomphuthara

Sellathekeng



Pompi ya  
meetse a go  
fiša



pompi ya  
meetse a go  
tonya



Thelebishene e sesane

Thelebišhene



Setsidifatši



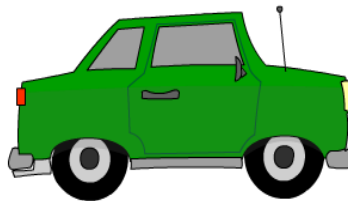
Inthanete



Maikhuro-weibu



Ntlwana ya boithomelo ka ntlong



Koloi/sefatanaga



Kuranta

## Kgetha seo se hlalosago maikutlo a gago

Ka sekolo:



Ka go bala:



Ka dipalo :



Maikutlo ka morutiši wa go le ruta go bala mo go wena:

