



Asifunde! Literacy Resources

Guide to the reader exercises

Exercises for ABET 1 learners based on the *Asifunde!* readers

***Asifunde!* Guide to the reader exercises. Exercises for ABET 1 learners based on the *Asifunde!* readers**

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Written by Sandra Land of the Centre for Adult Education

Asifunde! is a beginner literacy course for adults who cannot read and write. It develops practical reading, writing and numeracy skills in Zulu, as well as giving learners the chance to practise speaking English. The course consists of a *Learner's Workbook* and an *Educator's Guide*. The *Asifunde!* course is also available in Northern Sotho (Sesotho Sa Lebowa).

Asifunde! was developed in response to the call by the then South African Minister of Education, Kader Asmal, for a national campaign to end illiteracy amongst adults. The partners who worked on *Asifunde!* hope that the course and materials are a practical contribution to this effort.

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Introduction

This set of exercises can be used with the set of readers which accompany the *Asifunde! Literacy Resources* learner workbook in Zulu, *Incwadi yabafundi*, now available in a second revised edition.

These exercises, which should be used with the *Asifunde!* learner workbook (and also after it has been studied), cover all the specific outcomes for the Language and Communications Unit Standards that are relevant for Mother Tongue Literacy learners at ABET level 1. These outcomes are listed at the back of this Guide.

These exercises are based on six of the readers that go with the *Asifunde!* learner workbook. We have devised these exercises to help teachers prepare their learners for the ABET level 1 examination. The books that these exercises are based on are all published by New Readers Publishers who are part of the Centre for Adult Education at the University of KwaZulu-Natal in Durban. The books are:

<i>Izindaba zika Nokuthula</i>	by Nokuthula Mvubu
<i>UMahlase uvakashela edolobheni</i>	by Cedric Xulu
<i>Amagugu</i>	by Nozizwe Madlala
<i>Imali kamalume</i>	by Phumla Dlamini
<i>Umndeni wakwaNkosi</i>	by Elda Lyster
<i>Inkinga kaNompoti noThemba</i>	by Nozizwe Madlala

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

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

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

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

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

Ordering copies of the readers

New Readers Publishers, who are the publishers of the books on which these exercises are based can be contacted at:

telephone: (031) 260 2568
fax: (031) 260 1168

post: New Readers Publishers
Centre for Adult Education
School of Adult and Higher Education
University of Natal
Durban
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website: <http://www.nrp.ukzn.ac.za/>

Reading the books that go with this course

The most important thing for your learners to know about reading is that **reading means getting the meaning** from what you read. This is **not always the same as saying words aloud** as you look at them. **Always, always** get the learners to think about the meaning in what they read. You can help them do this by asking them questions about what they have read, or by asking them to say what they think will happen next, or by asking them to explain what has happened in the story they are reading.

It is important that your learners have a positive attitude towards the readers. You can help them develop this by showing them all the readers, letting them look at the covers and talking in class about the books. Talk about the titles, talk about what they see in the pictures on the covers. Ask your learners what they think the stories are about.

If your learners get the idea that reading can be something that is not just for serious learning but also for enjoyment then you have taught them something that will help them for the rest of their lives.

When you first begin to use the readers, it is best to start by reading them aloud. You will not have enough books for everyone in the class to read the same book at the same time, but here are some of the many ways you can use readers.

Word or letter searches

This is for people who are just beginning to read. Ask learners to look for particular words, or pieces of words that appear a lot in text. They don't even have to be able to read the text, they just have to be able to **recognise the one thing** they are hunting for. In Zulu text you could get learners to look for common letter combinations like "nga" or "izi" or any other common letter combination. This is very good for teaching the mechanical skills in reading to new readers. By mechanicals skills we mean starting at the left of lines of print and moving to the right, and starting from the top of a page and moving to the bottom. You might give learners a newspaper and ask them to circle the words "and" and "the" (or any other common word) every time they see it. Make sure that they understand that they should work line by line, from left to right, and give very clear instructions about what to look for. If your class likes competition, you could make this into a race or competition to find the most words or letters.

Reading aloud in a group

Get a group of three or four learners to read a book, or sentences in the Asifunde! Learner's Workbook together. Reading in a group supports new readers. Weak readers rely on other voices to supply the words they don't recognise. Reading the same sentence over again a few times, **with each word pointed to as it is said** helps new readers to remember what the words look like in print. Some new readers progress very fast with this activity, but beware of boring learners with too much repetition. Stop as soon as you can see that learners have had enough of this activity. Do not simply ask if they have had enough, but look for ways learners will show you that they are bored, like putting their heads down, or moving restlessly.

Paired reading

Put one very weak reader with one slightly stronger one, and ask them to read something aloud together **with no one else listening**. Let them work through the text as slowly as they want to. This builds confidence in the stronger reader by allowing them to practise skills without the pressure of an instructor watching every move. This will be good for the weak reader because the stronger reader will model reading skills that they are still developing, and will help the weak one to read at least some of the book. It gives the weaker reader a chance to move slowly through the text reading where they can, and allows plenty of time for them to make connections between written and spoken forms of words. Encourage the pair to discuss the story and the pictures as they go through it. This will help them to read for information and follow the story.

Extra reading

When two or three learners who have finished an exercise and are waiting for the rest of the class, give them a book to read together. Show them the title and the picture on the cover, and get them to say what they think the book will be about. If you think they can manage, leave them with the book to try and read it together. If this is too difficult, read it with them once, pointing out the words as you say them. Then let them read it again with no help from you. Remind them to see if they can see the people in the story in the pictures.

Picture stories

Whenever there is a picture that goes with a story, talk about things the learners can find out in the writing and things they can see in the picture. Pictures help readers to understand the story, and often part of the story is in the pictures and not in the writing.

Silent reading

Give your learners some time to practise silent reading. Most of the reading that you do in real life is silent. Don't be afraid that learners are doing nothing if they are reading silently - **make yourself available** in case they need help, but let them get on with silent reading as soon as they can do it.

Things to remember

Whenever you are teaching reading or reading something yourself remember that guessing, or predicting what is coming next is an important part of reading. Try to encourage learners to guess what is going to happen, or what the writer is going to say next, or what the story is going to be about when you have read the title. Get them to use what they already know to make clever guesses.

When readers make these kind of guesses they are **predicting**. Prediction skills are very important in reading. Readers with good prediction skills think about what they are reading in a sensible way and make the best sense of what they read.

Very important

Only too often new readers just sound out words without thinking about what they are reading. **Never** let your learners do this. Remember that the whole focus is on meaning. When your learners are reading a book, stop them and ask them what the story is about. Ask them what has happened, and what they think will happen next.

Don't correct your learners too much. Too much correction kills confidence and motivation.

Exercises based on *Izindaba zikaNokuthula*

Outcomes covered in these exercises
reading for detail
basic referencing skills used to find specific info
typographical features recognised
main ideas topics messages identified
literal content found and recalled
Interpret and respond critically

Imibuzo emayelana nale ncwadi

1. Zingakhi izindatshana ezitholakala kule ncwadi?
2. Zithini izihloko zazo?
3. Ubani umbhali walezi zindatshana?
4. Ubani umdwebi wezithombe ezikule ncwadi?
5. Ubani umshicileli wale ncwadi?
6. Lencwadi inamakhasi amangakhi?

English translation of exercise:
1. How many different stories are there in this book?
2. What are the titles of these stories?
3. Who wrote these stories?
4. Who drew the pictures?
5. Who published this book?
6. How many pages are there in this book?

Questions on *Iphutha likaMbube* for discussion in groups / pairs / whole class:

Ask every learner to write down his or her own response to these questions:

1. Yiliphi iphutha elenziwa uMbube encwadini esihloko sithi *Iphutha likaMbube*.

2. Umbube umthola eyindoda enjani?

3. Yini eyenza indatshana *Iphutha likaMbube* ibe indaba ehlekisayo?

English translation:

1. In the story called *Iphutha likaMbube*, what is the mistake that Mbube makes?
2. What kind of man is Mbube?
3. What makes the story *Iphutha likaMbube* funny?

When everyone has written down their answers, ask people to tell each other what they have written.

You will find that people will want to change their answers if they are different from other people's answers. You might want to let them do this for question 1 if they have it wrong, but for question 2 there are a lot of different things that people might have written. For example, they might have said he works hard and he follows African custom since he doesn't wait for invitations and enjoys his beer and meat. Or they might have said he is a sociable person. Or they might have said that he is insensitive and greedy. There are still more things they could have got out of the story to describe Mbube. There are different answers that are all correct. As long as people have based their answers on something they read in the story praise them. Remind them that although in some cases there is just one right answer, in many cases there can be different answers that are equally correct.

For question 3, people should have written down their **own opinions**. Of course these will **not** all be the same. Learners should be used to recording what they think from the exercises in the Asifunde! Learner's Workbook, but encourage them to keep their own opinion recorded here. It is very important for learners to feel confident in recording their opinion especially if it is different from the opinions of others. If your learners have written different opinions here, praise them for thinking for themselves and expressing their own thoughts.

Questions on *Obani laba abalapha ethempeleni?*

Gcwalisa ngamagama afanele ezikhaleni wakhe umusho ophelele.

1. Umndeni wakwaNgubane wavakashela eSwazini ukuyobona _____
_____.
2. Ba_____ Ngemoto.
3. Ngesonto, _____ wabacela ukuthi baye esontweni.
4. UNgubane wavuma yize _____ .
5. _____ wayesaba ukuphoxa umndeni wakhe.
6. Umfundisi waqala inkonzo ngokucela ibandla ukuba _____
_____ .
7. UNgubane yena wayecabanga ukuthi umfundisi ubacela ukuthi _____
_____ .
8. Wasukuma wachaza ukuthi yena nomndeni wakhe babe _____
_____ .
9. _____ bacabanga ukuthi kwakuyihlaye.
10. Ngenkathi umfundisi ephinda ememezela iculo, uNgubane watshela
umndeni wakhe ukuthi _____ .

English translation of exercise:

Write these sentences on the board, and your learners to fill in the missing words:

1. The Ngubane family went to Swaziland to see _____.
2. They _____ by car.
3. On Sunday, _____ asked them to go to church.
4. Ngubane agreed although he _____.
5. _____ was afraid he would embarrass the family.
6. The minister started the service by asking the people to _____.
7. Ngubane thought that the minister was asking _____.
8. He explained that he and his family _____.
9. _____ thought that this was very funny.
10. When the minister again announced the title of the hymn, Ngubane took his family and _____.

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

Write a short letter

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

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

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

Looking at a map

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

1. Kungabe iSwazini iseNingizumu Afrika?
2. Isho igama ledolobha elilodwa elitholakala eSwazini?
3. Ekhasini 15 lale ncwadi sibona umndeni wakwaNgubane usuphuma emngceleni waseSwazini. Amaphi amazwe asebenzisa umngcele waseSwazini ?
4. Nikeza amagama awo wonke amazwe asebenzisa ungcele waseNingizimu Africa.

English translation of exercise:

1. Is Swaziland in South Africa?
2. What is the name of one town in Swaziland?
3. On page 15 we see the Ngubane family going through the Swaziland border. What countries border on Swaziland?
4. What are all the countries that border on South Africa?

Exercises based on *Amagugu*

Outcomes covered in these exercises
reading for detail
basic referencing skills used to find specific information
typographical features recognised
recording own experience
relating text to own experience

Imibuzo emayelana nale ncwadi

1. Yehluka ngani le ncwadi kwezinye zika- *Asifunde!*?
2. Lencwadi inamakhasi amangakhi?
3. Ubani umdwebi wezithombe ezitholakala kule ncwadi?
4. Ubani umshicileli wale ncwadi?
5. Le ncwadi yashicilelwa ngamuphi unyaka?
6. Mangakhi amaculo atholakala kule ncwadi?
7. Amaphi amaculo aculwayo emphakathini wakini atholakala kule ncwadi?
8. Amanye amaculo akule ncwadi awokushushuzela abantwana. Yiziphi ezinye izinhlobo zamaculo ezitholakala kule ncwadi?

English translation: General questions about the book
1. How is this book different from the other books that come with <i>Asifunde!</i> ?
2. How many pages are there in this book?
3. Who drew the pictures in this book?
4. Who published this book?
5. In what year was the book published?
6. How many songs are there in this book?
7. Which of the songs in the book have you heard in your community?
8. Some of the songs are lullabies. What other kinds of songs are in the book?

Complete this table:

Izinhlobo zamaculo	Izinombolo zamakhasi
Amaculo abantwana	1 - _____
_____	13
Imilolozelo	_____ - _____
Awokubonga	_____
_____	_____ - 29

English translation of exercise:

Kinds of songs	page numbers
Children's songs	1 - _____
_____	13
Lullabys	_____ - _____
Songs of thanks or praise	_____
_____	_____ - 29

Writing in own words

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

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

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

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

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

Recording own experience 1

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

Recording own experience 2

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

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

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

Exercises based on *Umndeni wakwaNkosi*

Outcomes covered in these exercises	
reading main ideas topics messages identified literal content found and recalled information is accurate	writing: organisation and format appropriate texts structured and organised so that content is clearly and logically sequenced sentences thematically linked and coherent sentences linked to form of story if required appropriate headings used

Cima lokho akungesilo iqiniso ngencwadi: *Umndeni wakwaNkosi*.

1. Lencwadi ikhuluma: ngedolobha / ngomndeni / ngezempilo.
2. Igama lendoda ekuxoxwa ngayo kulencwadi: uSipho Nene / uBheki Mkhize / uBonga Nkosi.
3. Ekuqaleni kwencwadi kukhuluma ngezinto abalingiswa: abazithandayo / abazifisayo / abazifunayo.
4. Incwadi igcina ngezinto abalingiswa: abazithandayo / abazifisayo / abazifunayo.
5. Lencwadi ishicilelwe i: Viva Books / New Readers Publishers / Stimela

English translation of exercise: Cross out the words that are not true for the book *Umndeni wakwaNkosi*.

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

Ubani umlingiswa ongekho kulohla lomndeni wakwaNkosi

Bonga Nkosi

Umama kaBonga, Gogo Nkosi

Mbali Nkosi

Mrs Nkosi, MaDube

Saneliso Nkosi

Philile Nkosi

English translation of exercise: Who is missing from this list of the members of the Nkosi family?

Bonga Nkosi

Bonga's mother, Mrs Nkosi

Mbali Nkosi

Mrs Nkosi, MaDube

Saneliso Nkosi

Philile Nkosi

Ask learners to write a paragraph about one of the characters in the book *Umndeni wakwaNkosi*.

Ask fast learners can write paragraphs about more than one or all of the characters.

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

Bonga Nkosi

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

English translation: Bonga Nkosi

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

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

Exercises based on *Imali kamalume*

Outcomes covered in these exercises	
Reading Interpret and respond critically omission of info noticed reading for detail basic referencing skills used to find specific info typographical features recognised Conclusions and opinions derived from text expressed	Writing: Organisation and format appropriate texts structured and organised so that content is clearly and logically sequenced sentences thematically linked and coherent sentences linked to form of story if required appropriate headings used

Imibuzo emayelana nale ncwadi

1. Zingakhi izindatshana ezitholakala kule ncwadi?
2. Ubani umbhali wale ncwadi?
3. Indaba ekule ncwadi igcina kuliphi ikhasi?
4. Ubani umdwebi wezithombe ezitholakala kule ncwadi?
5. Ubani umshicileli wale ncwadi?
6. Nikeza inombolo yabashicileli bale ncwadi.
7. Ucabanga ukuthi kungani bebhale inombolo yabo kule ncwadi?

English translation of exercise:

General questions about the book

1. How many different stories are there in this book?
2. Who wrote this book?
3. What page does the story end on?
4. Who drew the pictures?
5. Who published this book?
6. What is the phone number of the publishers?
7. Why do you think the publishers' phone number is in the book?

Multiple choice questions

Qedela umusho ngokufaka loluphawu (✓) ebhokisini eliseduze kwengxenywe efanele

1. Indoda ekuxoxwa ngayo

<input type="checkbox"/>	umalume wakho
<input type="checkbox"/>	akumalume wamuntu
<input type="checkbox"/>	umalume kaPhumla Dlamini

2. Indoda ekuxoxwa ngayo

<input type="checkbox"/>	ayinamali
<input type="checkbox"/>	ayinandaba nemali
<input type="checkbox"/>	inemali eningi
<input type="checkbox"/>	iphisana ngemali

3. Indoda ekuxoxwa ngayo

<input type="checkbox"/>	inepulazi
<input type="checkbox"/>	inezitolo
<input type="checkbox"/>	inamatekisi
<input type="checkbox"/>	ineziza
<input type="checkbox"/>	inesonto
<input type="checkbox"/>	inezindlu eziqashisayo
<input type="checkbox"/>	inenkampani yonogada

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

4. Indoda ekuxoxwa ngayo

	yavakashisa umndeni wayo eGoli
	yavakashisa umndeni wayo eThekwini
	yavakashisa umndeni wayo eKapa
	yavakashisa umndeni wayo eMgababa

5. Indoda ekuxoxwa ngayo yaya kodoba yabuya

	ingaphethe fishi
	onfishi abaqandisiwe
	nofishi abadotshiwe abaningi
	namanqina engulube

6. Indoda ekuxoxwa ngayo yaya kodaba yabuya

	ingasenabhulukwe
	ingasenamoto
	ingasenazicathulo
	ingasenadoba

7. Indoda ekuxoxwa ngayo yaya kodaba

	ihora lonke
	isuku lonke
	imini yonke
	ubusuku bonke

8. Kubukeka sengathi le ndoda imali yayiyithola

	ngokusebenza kanzima
	ngokuntshontsha ezitolo
	ngokudayisa izinto eziningi ezahlukene
	ngokweba izimoto
	ngokubulala abantu ibese ithola imali yomshuwalense
	ngokuphatha kahle amakhasimende

English translation of multiple choice questions:

Tick the box next to the words that give the right ending for the sentence starting to the left of the boxes:

1. The man in the story is

<input type="checkbox"/>	your uncle
<input type="checkbox"/>	nobody's uncle
<input type="checkbox"/>	the uncle of Phumla Dlamini

2. The man in the story

<input type="checkbox"/>	has no money
<input type="checkbox"/>	does not care about money
<input type="checkbox"/>	has a lot of money
<input type="checkbox"/>	gives money away

3. The man in the story had

<input type="checkbox"/>	a farm
<input type="checkbox"/>	shops
<input type="checkbox"/>	taxis
<input type="checkbox"/>	plots of land (iziza)
<input type="checkbox"/>	a church
<input type="checkbox"/>	houses that he rented to people
<input type="checkbox"/>	a security business

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

4. The man in the story

<input type="checkbox"/>	took his family to Johannesburg
<input type="checkbox"/>	took his family to Durban
<input type="checkbox"/>	took his family to Cape Town
<input type="checkbox"/>	took his family to uMgababa

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

<input type="checkbox"/>	no fish
<input type="checkbox"/>	frozen fish
<input type="checkbox"/>	a lot of freshly caught fish
<input type="checkbox"/>	pig's trotters

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

	his trousers
	his car
	his shoes
	his fishing rod

7. The man in the story went fishing and stayed away for

	one hour
	the whole morning
	the whole afternoon
	the whole day

8. It seems as though the man in the story got his money

	by working very hard
	by stealing from shops
	by selling a lot of things
	by hijacking cars
	by murdering people and getting insurance money
	by treating his customers very well

Write a few sentences to explain why you chose the answer you did for this last question (Question number 8)

Read this paragraph with another learner to find all the ways that it does not match the story of *Imali kamalume* by Phumla Dlamini. Then rewrite the paragraph so that it shows what happened in the book *Imali kamalume* by Phumla Dlamini.

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

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

Write the symbol ^ in each place where you think some words are missing in this paragraph. One has been done for you as an example in the first sentence. Then rewrite the paragraph, filling in your own words so that it shows what happened in the book *Imali kamalume* by

Phumla Dlamini.

Umalume kaPhumla wayene(nama) ^ (e)zi(ama)ningi. Kodwa ngeke asho ukuthi wa kanjani. Uphumla wayesebenzela u. Ngelinye ilanga waphumuza bonke abasebenzi bakhe. Wahambisa umndeni wakhe e. Ekuseni wathi waye. Ekupheleni kosuku wa nenhlazi eneayisi. U watholakala esebulewe. I thola isicathulo ngaphansi ko(kwe). Isicathulo sasibukeka lezo ebezigqokiwe. Amapoyisa futhi athola ukuthi UZondi wabe enomshwayilense we(o). Abantu babelokhu bebuzana.

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

Ucabanga ukuthi kwakuyokwenzekani ukuba uZondi wavuka ocansini lokufa, wakwazi ukukhuluma namaphoyisa. Bhala imisho embalwa usho ocabanga ukuthi kwakungenzeka.

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

Exercises based on *Umahlase uvakashela edolobheni*

Outcomes covered in these exercises	
<p>reading</p> <p>values and views of the world identified</p> <p>aesthetic and creative uses of language (idiom recognised)</p> <p>meaning of unfamiliar vocab inferred through context clues and word attack skills</p> <p>reading for detail</p> <p>basic referencing skills used to find specific info</p> <p>typographical features recognised</p> <p>conclusions and opinions derived from text expressed</p>	<p>writing</p> <p>content appropriate to task selected and presented</p> <p>irrelevant info not included</p> <p>information sufficient for the task</p> <p>information is accurate</p> <p>awareness of purpose content audience shown</p> <p>opinions expressed and supported</p> <p>organisation and format appropriate</p> <p>texts structured and organised so that content is clearly and logically sequenced</p> <p>sentences thematically linked and coherent</p> <p>sentences linked to form of story if required</p> <p>appropriate headings used</p> <p>appropriate language conventions used</p> <p>spelling at least understandable</p> <p>sentence structure varied</p> <p>correct use of capital letters and full stops</p> <p>Evidence of planning, drafting and correcting writing</p>

Imibuzo emayelana nale ncwadi

1. Zingakhi izindatshana ezitholakala kule ncwadi?
2. Ubani umbhali wale ncwadi?
3. Uyithola kuphi incazelo emfushane ekhuluma ngokusencwadini?
4. Ubani umdewbi zithombe kule ncwadi?
5. Obani abashicileli bale ncwadi?
6. Lithini ikheli labashicileli?

English translation of exercise:

General questions about the book

1. How many different stories are there in this book?
2. Who wrote this book?
3. Where can you find a short description of the story in the book?
4. Who drew the pictures?
5. Who published this book?
6. What is the address of the publishers?

Imibuzo ehlola ukuqondwa kwendaba

1. Ikhaya likaMahlase lalise _____.
2. Inkosikazi kaMahlase yayaziwa ngokuthi ingu _____.
3. Umcebo kaMahlase wacekelwa phansi i _____.
4. UMahlase wahamba wayofuna umsebenzi e _____.
5. UMahlase wafuna umsebenzi izinsuku ezi _____.
6. Umsebenzi wawu umsebenzi thola e _____.

English translation of exercise:

General comprehension questions

1. Mahlase's family home was in _____.
2. Mahlase's wife's name was _____.
3. Mahlase's wealth was destroyed by _____.
4. Mahlase went to look for work in _____.
5. He looked for work for only _____ days.
6. He found work at _____.

Qedela lemisho ukuze ihambisane nokusendabeni: *uMahlase uvakashela edolobheni*.

1. Ngaphambi kwezikhukhula uMahlase wayene
2. Abantu basenkandla babebona umfo kaMahlase njesinye sezi
3. Ngemva kwezikhukhula , umndeni kwamele u
4. Uthe ebona iWimpi wacabanga ukuthi
5. Ngenkathi engena kulesi sitolo sokudla uMahlase wa
6. Emva kokudla uMahlase wacela ukubona
7. UMahlase wayegiya ezitaladini ngenxa

English translation of exercise:

Complete these sentences so that they are true for the story *uMahlase uvakashela edolobheni*.

1. Before the floods, uMahlase owned a lot of
2. People in Nkandla saw uMahlase as
3. After the floods, the family had
4. When he saw the Wimpy restaurant, Mahlase thought that
5. As he went into the restaurant, Mahlase
6. When he had finished eating, Mahlase asked to see
7. Mahlase danced in the street when

Imibuzo yokuxoxisana

Cabanga ngokufunde encwadini ngoMahlase bese nixoxisana ngalemibuzo. Bhalani impendulo eyodwa noma ngaphezulu umbuzo ngamunye.

1. Yiziphi izinhlobo zemisebenzi ocabanga okuthi angakwazi ukuzenza eWimpy?
2. Yimuphi umsebenzi owenziwa eWimpi ocabanga ukuthi uMahlase angeke akwazi ukuwenza?
3. Ucabanga ukuthi iziphi izinkinga uMahlase angase abhekane nazo njengoba esebenza edolobheni ?
4. Ucabanga ukuthi bangathini abantu baseNkandla ukuzwa ukuthi uMahlase usesebenza eWimpi ?
5. Yini engacatshangwa uMangobese uma ezwa ukuthi uMahlase usethole umsebenzi edolobheni?
6. Ngokwakho ukucabanga, kukhona uguquko olungabakhona emshadweni kaMahlase njengoba esesebenza eThekwini? yebo Cha
Kungani usho njalo?

English translation of exercise: **Questions for discussion**

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

1. What kinds of work do you think Mahlase would be able to do at Wimpy?
2. What kind of work that needs to be done at Wimpy do you think Mahlase would **not** be able to do?
3. What kind of problems do you think Mahlase might have working at a place in town?
4. What would people in Nkandla say or think when they heard that Mahlase had a job at Wimpy?
5. What would MaNgubane think when she heard that Mahlase had found a job in Durban?
6. What are some of the ways you think Mahlase's relationship with his wife might change when he started working in Durban?

Cabanga obekungehlela okaMahlase ukuba umnini-Wimpi ubenehliziyo embi.

Bhala imisho embalwa uchaze ukuthi wena ucabanga ukuthi kwakuyokwenzekani uma umnini-Wimpi ethola ukuthi uMahlase ushaye esentwala nje kodwa akanayo imali yokukhokha.

English translation of exercise:

Think about what would have happened if the owner of Wimpy had not been a kind man.

Write a few sentences to say what you think would have happened when he discovered that Mahlase had eaten a meal but had no money to pay.

Exercises based on Inkinga *kaNompi noThemba*

Group reading

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

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

Outcomes covered in these exercises	
reading main ideas topics messages identified literal content found and recalled information is analysed pictures are related to text information is accurate	writing: Organisation and format appropriate texts structured and organised so that content is clearly and logically sequenced sentences thematically linked and coherent sentences linked to form of story if required appropriate headings used

Learners can do the exercises individually or in pairs. Remember that learners will have to complete the ABET level 1 exam individually, so they should have plenty of practice working on their own before they try to pass this exam.

Group work

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

Gcwalisa izikhala ngamagama afanele ukuze le misho isho okuyikho ngendaba:
Inkinga kaNompi noThemba by Nozizwe Madlala.

1. UThemba uyi _____ kamaNene.
2. UZinhle uyintombi e _____ kaThemba.
3. UNompi uyintombi e _____ kaThemba.
4. UNompi ungu _____ kaNono.
5. UNompi ungu _____ kaJabulani.
6. UBonke uyi _____ kaNompi.
7. UBonke ungu _____ kaJabulani .
8. Jabulani no Bonke ba _____ zikaThemba .
9. UMaNene ungu _____ kaBonke.
10. Jabulani ungu _____ kaMaNene.

English translation of exercise: Fill in the missing words, so that these sentences are true for the book *Inkinga kaNompi noThemba* by Nozizwe Madlala.

1. Themba is MaNene's _____ .
2. Zinhle is Themba's _____ girlfriend.
3. Nompi is Themba's _____ girlfriend.
4. Nompi is Nono's _____ .
5. Nompi is Jabulani's _____ .
6. Bonke is Nompi's _____ .
7. Bonke is Jabulani's _____ .
8. Jabulani and Bonke are Themba's _____ .
9. MaNene is Bonke's _____ .
10. Jabulani is MaNene's _____ .

Bhala amagama abantu obabona esithombeni esemakhasini abhalwe ngezansi

1. Ikhasi 13: U _____ no _____ .
2. Ikhasi 2: U _____ no _____ .
3. Ikhasi 7: U _____ .
4. Ikhasi 19: U _____ no _____ .
5. Ikhasi 24: U _____ no _____ .

English translation of exercise: Write down the names of the people you see in the pictures

1. on page 13: _____ and _____ .
2. on page 2: _____ and _____ .
3. on page 7: _____ .
4. on page 19: _____ and _____ .
5. on page 24: _____ and _____ .

Write the symbol \wedge in each place where you think some words are missing in this paragraph. One has been done for you as an example in the first sentence. Then rewrite the paragraph so that it shows what happened in the book *Inkinga kaNompi noThemba* by Nozizwe Mallala.

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

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

Read these paragraphs with another learner to find all the ways that it does not match the story of *Inkinga kaNompi noThemba* by Nozizwe Madlala. Then rewrite the paragraph so that it shows what happened in the book *Inkinga kaNompi noThemba* by Nozizwe Mallala.

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

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

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

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

Homework tasks

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

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

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

Examples:

- Ask learners to listen to the news on the radio and write down one thing (or two things, or more, depending on their level of ability) that they hear on the news and think is important. In class, call on learners to tell other learners what they noted down. A discussion of the importance of each news item mentioned, and how it will impact on the lives of learners would be a useful classroom follow up.
- Ask learners to look for advertisements in newspapers or shop displays for some food item they buy regularly, for example, cooking oil, or margarine, or eggs, or anything else. They should find at least three prices for this item, and make a note of what shop offers it for what price. They have to say where they would buy it and why. Of course this will not be as simple as finding which shop has the best prices, because shops with the lowest prices might not be on learners' way home, or they might be difficult to get to, or they might be in high crime areas and learners might choose to buy things at shops where they feel safer even if they are more expensive.
- In class talk about shops where learners can get things they need - eg factory shops, or suppliers of building materials, or seed or vegetable seedlings, or anything else that your learners need to buy from time to time. Ask learners to look up these shops in a telephone directory and be able to give the phone number and or address of a shop when they return to class. To ensure that learners find the numbers and addresses for themselves, give every learner the name of a different shop to get the number for.
- Ask learners to choose a radio or TV show to listen to, and then to make a note of and report back on some aspect of what they hear on this show. For example, if it is a talk show on the radio, they should be able to say what at least two of the callers had to say. Or if it is a serial on TV, they should be able to say what happened in the latest episode, or who the actors are, or what they think will happen next.

- instead of giving learners a comprehension to do at home, ask them to think of a problem in their community - like bad roads - and write to the Provincial admin about it – and importantly, after you have helped them edit their letters – **really** post them. Why not?
- ask them to work out how much paint they would need to paint their house / how much material they would need to make a curtain for a window in their house / how much corrugated iron they would need to put a new roof on their house, and so on
- if an election is near, ask learners to write down things that politicians promise. Keep these notes, and, later, see what they have done about them. Then, as a group, write to them to ask what they have done about any promises they have failed to keep. Again, really post the letter!
- If you have a group of learners in one area, they could organise a real petition about some problem in their area, and really collect signatures for it. What is very important about something like a petition is to choose things that someone can really do something about, and then use the petition to pressurise them to do it. Again, when they have collected signatures, they should really present the petition to whoever can really do something about it. For example, learners might decide that they really need a pre primary school in their area, or a clinic, or a police station. Or they might object to a factory releasing bad chemicals in rivers or into the air. To take this last one as an example, they might make a petition form that looks like this:

To the management of Umoya omubi Paper Mill:

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

Signed by:

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

- Newspapers can be good sources of homework activities, although these might not be the kind of tasks learners will do for homework. But, in class or for homework, teachers might try giving learners a story or a letter from a newspaper that expresses a particular point of view. An example may be of an organisation explaining its actions, or a union justifying its demands, or anything, but it needs to have the purpose of making the reader agree with the text. While the learners are reading the story, write questions on the board for them to discuss. Questions might be:
 - Who wrote this?
 - Why did they write it?
 - What do they want the reader to think?
 - Do I (the reader) agree or disagree?
 - What questions would I ask the writer of this story if they were in this room?

Ask learners to formulate their opinions in answer to these questions for homework. Then have a class discussion (in which the teacher **does not** play a big part!) and in which people share their responses to the questions - and argue about them!

- Advertisements try to make readers spend money on particular things. Some are in big coloured glossy supplements, with big print, attractive pictures of good things to eat, or beautiful people wearing smart clothes. Others come in the post, and look like serious letters that try to make you think that if you don't spend money on something like burglar guards or insurance you will have serious problems, or they try to make people join particular schemes. Some advertisements deliberately try to trick people into giving their money away. Discussing all kinds of advertisements in class, or asking learners to discuss them with their families for homework can be a useful learning activity. It is a good idea to examine television and radio advertisements as well. Questions to base discussions on may be:
 - Is what this advertisement says true? (Eg if I use this deodorant or aftershave will I really get lots of girlfriends?)
 - How does this advertisement make me feel? (Eg Do I feel hungry, worried, envious, eager to look like the person in the advertisement?)
 - What is it in the advertisement that makes me feel this way? (Learners should be conscious not only of what the print says, but also of the pictures, the colours, the way attention is drawn, and so on)
 - Is the person who wrote this trying to trick me?
 - Even if they are not trying to trick me, do they want me to spend money on something I don't need?

Outcomes in the <i>Asifunde!</i> materials	ABET level 1
<p>outcomes of work in the workbook are in plain text, outcomes of work in the exercises based on readers are in italics</p>	
<p>read with meaning</p> <p>reading whole sentence word recognition and discrimination letter recognition and association of single letters with respective sounds association of consonant combinations with respective sounds</p> <p>reading whole paragraphs</p> <p>read a variety of real life texts</p> <p>alphabetic location and ordering</p> <p>picture/image literacy, interpretation of illustrations</p> <p><i>main ideas topics messages identified</i></p> <p><i>literal content found and recalled</i></p>	<p>Reading outcome 1.1 Read and respond to a range of text types understand literal meaning</p> <p>graphic information found and recalled</p> <p>main ideas topics messages identified</p> <p>literal content found and recalled</p>
<p>recording own opinion in relation to text</p> <p>writing own thoughts or knowledge specific to own situation</p> <p><i>Own experience and knowledge is drawn on in response to text</i></p> <p><i>Conclusions and opinions derived from text expressed</i></p>	<p>Reading outcome 2.2 Own experience and knowledge is drawn on in response to text</p> <p>Conclusions and opinions derived from text expressed</p>

<p><i>Interpret and respond critically to text</i></p> <p>selecting and recording information</p> <p>tell the difference between different types of texts and understand the meaning of the text</p> <p><i>values and views of the world identified</i></p> <p><i>aesthetic and creative uses of language (idiom recognised)</i></p>	<p>Reading outcome 1.3 Interpret and respond critically</p> <p>purpose, intended audience and likely source identified</p> <p>omission of info noticed</p> <p>values and views of the world identified</p> <p>aesthetic and creative uses of language (idiom recognised)</p>
<p>ordering and recording information</p> <p><i>meaning of unfamiliar vocab inferred through context clues and word attack skills</i></p> <p><i>reading for detail</i></p> <p><i>basic referencing skills used to find specific info</i></p> <p><i>typographical features recognised</i></p>	<p>Reading outcome 1.4 Reading strategies appropriate to task chosen</p> <p>meaning of unfamiliar vocab inferred through context clues and word attack skills</p> <p>reading for detail</p> <p>basic referencing skills used to find specific info</p> <p>typographical features recognised</p>

<p>Writing</p> <p>Exercises in <i>Asifunde!</i> include very basic work for beginners such as:</p> <p>basic pencil control letter formation (in context of whole words and sentences) writing more than one letter to complete whole words (in meaningful contexts)</p> <p>They also progress towards use of writing skills in exercises such as:</p> <p>yes/no, true/false, gap fill, matching, multiple choice, ticking boxes, labelling, sentence completion, and</p> <p>use of more advanced conventions (such as ticking boxes, filling in tables, drawing a plan)</p>	<p>Writing and recording</p>
<p>selecting and recording information</p> <p>categorising and recording information</p> <p>ordering and recording information</p> <p>peer editing and checking</p> <p>recording own opinion in relation to text</p> <p>writing own thoughts or knowledge specific to own situation</p> <p><i>content appropriate to task selected and presented</i></p> <p><i>irrelevant info not included</i></p> <p><i>information sufficient for the task</i></p> <p><i>information is accurate</i></p> <p><i>awareness of purpose content audience shown</i></p> <p><i>opinions expressed and supported</i></p>	<p>Writing outcome 1.1</p> <p>Content appropriate to task selected and presented</p> <p>irrelevant info not included</p> <p>information sufficient for the task</p> <p>information is accurate</p> <p>awareness of purpose content audience shown</p> <p>opinions expressed and supported</p>

<p>use of basic conventions associated with literacy (such as filling spaces, writing in indicated spaces, circling, underlining)</p> <p>synthesising and recording information</p> <p><i>Organisation and format appropriate</i></p> <p><i>texts structured and organised so that content is clearly and logically sequenced</i></p> <p><i>sentences thematically linked and coherent</i></p> <p><i>sentences linked to form of story</i></p> <p><i>appropriate headings used</i></p>	<p>Writing outcome 1.2 Organisation and format appropriate</p> <p>texts structured and organised so that content is clearly and logically sequenced</p> <p>sentences thematically linked and coherent</p> <p>sentences linked to form of story if required</p> <p>appropriate headings used</p>
<p>letter writing</p> <p>addressing an envelope</p> <p>form filling</p> <p>writing whole sentences</p> <p>use of capital letters (in context of whole words and sentences)</p> <p>using punctuation</p> <p><i>spelling at least understandable</i></p> <p><i>sentence structure varied</i></p>	<p>Writing outcome 1.3 Appropriate language conventions used</p> <p>spelling at least understandable</p> <p>sentence structure varied</p> <p>correct use of capital letters and full stop</p>
<p><i>Evidence of planning, drafting and correcting writing</i></p>	<p>Writing outcome 1.4 Evidence of planning, drafting and correcting writing</p>