



## Begriptoets

Lees die volgende kortverhaal mooi deur en beantwoord die vrae wat daarop volg.

Kortverhaal: deur Charlotte Mbali

'n Skool op die platteland besluit op 'n dag om met 'n kosprojek vir die skoolkinders te begin. Hulle wou daagliks 'n gekookte maaltyd aan leerders voorsien. Dit is nodig omdat baie van die kinders elke dag ver skool toe moes stap en dan weer huis toe. Hulle het nie tyd om by al die huise te eet nie. Die bestuursraad en 'n paar van die ouers het drie kamers vir die kos gebou. Die kamers word elke dag gesluit met sterk slotte en daar was drie kokke wat die kos buite kook.

Op 'n dag kom een van die kokke agter dat die kos weggraaf. Sy rapporteer dit toe aan die hoof, Meneer Tswala. Die hoof ontbied toe dadelik die polisie om te help om die kosdief te vang. Die polisie het die pakkamers doggehou, maar kon nie die dief vat nie.

"Dit moes iemand in die skool wees," sê die polisieman. Die hoof sit met sy hande in sy hare. "Wat kan ons doen?" vra die hoof toe. Die raad stel toe voor dat hulle die sangoma vra om te help om die dief te vang. Die sangoma nooi toe al die kinders, onderwysers en kokke om twaalfuur by die kookplek bymekaar te kom.

Hulle moes hul skoon was en mooi aantrek. Die hoof beveel die hoof om 'n mes en 'n swart haan te bring. Daardie nag slag hulle die haan en sit dit onder in 'n groot pot. Die sangoma beveel elkeen om op die pot te sweer dat hy of sy nie die dief is nie. Die krag van die pot sal die dief uitwys. Al die mense doen wat die sangoma sê. Sy beveel hulle toe om hul hande op te lig en na hom te wys. Hy wys toe na een van die kokke as die dief.

Sy het geweet sy is skuldig en is bang om aan die vuil, swart pot te vat.

[Verwerk en verkort uit: "Food Thief and the Chief of Robbers", Maskew Miller Longman]

1. Lees die vrae en sirkel die korrekte antwoord.

(3)

1.1. Wie het agter gekom dat daar kos weggraaf?

- a) Een van die kokke
- b) Die skoolhoof
- c) Die sangoma
- d) Die kinders

1.2. Wie het die skoolhoof eerste gebel om te kom help?

- a) Die hoofkok
- b) Die polisie
- c) Die sangoma
- d) Die leerders

1.3. Wat het die sangoma gese moet hul doen?

- a) Skoon aantrek en op die pot sweer dat hul nie die dief is nie.
- b) Hul moes 'n rooi hoender haan vang.
- c) Hul moes niks doen nie.
- d) Die skoolhoof moes die pakkamers sluit.

# Grade 5 Second Language Afrikaans Exam Papers

**N Colangelo**



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**Resources in Education** ,1996-06     *The Education Gazette of the Province of the Cape of Good Hope* Cape of Good Hope (South Africa). Education Department,1926     *Papers* ,1926     The Education Gazette of the Province of the Cape of Good Hope Cape of Good Hope (South Africa). Education Department,1979     Research in Education ,1969-05

Government Confronts Culture Bruce Fuller,2012-09-10 Transitional societies struggling to build democratic institutions and new political traditions are faced with a painful dilemma How can Government become strong and effective building a common good that unites disparate ethnic and class groups while simultaneously nurturing democratic social rules at the grassroots Professor Fuller brings this issue to light in the contentious multicultural setting of Southern Africa Post apartheid states like South Africa and Namibia are pushing hard to raise school quality reduce family poverty and equalize gender relations inside villages and townships But will democratic participation blossom at the grassroots as long as strong central states so necessary for defining the common good push universal policies onto diverse local communities This book builds from a decade of family surveys and qualitative village studies led by Professor Fuller at Harvard University and African colleagues inside Botswana Namibia and South Africa     *Report* South Africa. Commission of Inquiry into the Teaching of the Official Languages and the Use of the Mother Tongue as Medium of Instruction in Transkeian Primary Schools,1963

Decolonisation, Globalisation Angel Lin,Peter W. Martin,2005-01-01 This volume brings together scholars from around the world to juxtapose the voices of classroom participants alongside the voices of ruling elites with the aim of critically linking language policy issues with classroom practice in a range of contexts The volume is suitable for postgraduate students researchers and educators in a range of areas     *South African national bibliography* ,1999 Classified list with author and title index     *Gaffney's Local Government in South Africa* ,2007     **ERIC Educational Documents Index,**

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compilation of international research are organized according to the following topics Teaching occupational learning and knowledge Teacher beliefs and reflective thinking and Innovative teaching procedures The contributors are Laura Sara Agrati Dyann Barras Ver nica Basilotta G mez Pablos Benignus Bitu Robyn Brandenburg Heather Braund Michael Cavanagh Chiou hui Chou Jean Clandinin Leah L Echiverri Maria Flores Francisco Garc a Pe alvo Mar a Garc a Rodr guez Ana Garc a Valc rcel Stephen Geofroy Raquel G mez Jenna Granados Hafd s Gu j nsd ttir Jukka Husu J hanna Karlsd ttir Keith Lane Celina Lay Samuel Lochan Marta Mart n del Pozo Ella Mazor Sharon M McDonough Lennox McLeod Juanjo Mena Wendy Moran Brian Mundy Nkopodi Nkopodi Lily Orland Barak Edda skarsd ttir Samuel O Oyoo Stefinee Pinnegar Eleftherios Soleas Lystra Stephens James Linda Turner Antoinette Valentine Lewis and Sarah Witt *Resources in Education* ,1990

**Linguistics and Language Behavior Abstracts** ,2002 *Tests in Print II* Oscar Krisen Buros,1974 *The Times Index* ,2000 Indexes the Times and its supplements **The Education Gazette** Cape of Good Hope (South Africa). Education Department,1976 **Zion's Watch Tower and Herald of Christ's Presence** ,1928 Tests in Print Oscar Krisen Buros,1974 *The Watchtower* ,1928

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