Read in your language!

We all have at least one language that we understand and communicate best in, although some of us may have more! People use different labels for this language – like “mother tongue” or “mother language” or “home language” – but it is the language we learnt first. It’s the language we think and feel in, the one in which it is easiest for us to express ourselves and communicate with others.

From birth, children hear language around them. First they understand it and then they start to use it themselves. In fact, by the time they are five years old, children’s brilliant young brains have helped them learn how to think and communicate in their home language. But they do still need plenty of opportunities to hear and use their language so that they know it well enough to learn increasingly difficult concepts and skills.

If you don’t understand what you are reading, then you are not really reading – no matter how well you can say the words on the page! So, because understanding is at the heart of reading, children need to listen to stories being read in their home language. They can then concentrate completely on the flow of the story instead of struggling to understand a language they don’t know well yet.

Good stories are full of creative language that stimulates our imaginations and gets us thinking about how to solve problems. Authors carefully pick words and phrases that unlock the worlds they are creating for their readers. Like a hearty soup provides goodness to nourish our bodies, reading great stories provides goodness to nourish our minds. They inspire children to read in their home language and then, later on, to learn to read stories in other languages too.
Keteka dipuo tsa rona!

Ke rata mainane ka puo ya gaetsho!

Ke rata dipale tse leng ka dipuo tsa ka!

Ke rata dikanegelo tša polelo ya ka!

Ndiyawathanda amabali abhalwe ngolwimi lwam!

NGIYAZITHANDA IZINDABA NGOLIMI LWAMI!

Ngitsandza tindzaba leticocwa ngelulwimi lwami!

Ndzi rhandza mitsheketo hi riirimí ra mina!

Ndi funa zwiţori zwo nwaliwaho!

Ek hou van stories in my taal!

I love stories in my language!

Celebrate our languages!

Contact us in any of these ways:
Ikgologanye le rona ka nngwe ya ditsela tse:

Contact us: www.nalbali.org www.nalbali.mobi @nalbalisa @nalbalisa info@nalbali.org
Choosing books

Which books get children begging for more? Younger readers often choose a book because they like the illustration on the front cover! More experienced readers might choose a book that is on their favourite subject or by their favourite author. So, how do you choose books for children? Here are some ideas.

- Ask around! Check with your children’s friends what they have enjoyed reading or ask other parents what their children are reading at the moment. Get to know your local librarians and ask them which authors children of a particular age usually enjoy.

- Books for babies and pre-schoolers should be in their home language, where possible. Try translating books that have very few words yourself if they have not been published in the language you need. Also, look out for home language books for older children – nothing beats reading a story in your own language!

- Babies like brightly coloured pictures, or photographs of objects or people with simple text. They also love the rhythms of language, so books with repetition and rhyme usually work well.

- Wordless books are a great investment because you get the chance to tell a story to your children in your own way and they can create their own stories with the books too.

- They say that variety is the spice of life. This is true with books too. Choose some books that reflect things that will be familiar to your children – for example, books in which the homes look like your children’s. And choose other books that provide new experiences, like stories set in different places and cultures.

- When children can already read, it’s best to choose some books that they can read on their own and some books with more complicated language and plots that you can read to them.

- Stories about difficult things in children’s lives – like the arrival of a baby, illness, divorce or friendship challenges – can help them process their feelings and face their fears.

- Information books are not just for older children. Fact-filled books help children to learn about our world and encourage them to be curious!

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Find more information on reading and sharing stories with children at www.nalibali.org or www.nalibali.mobi.
Days to celebrate in March!

This March, we want to celebrate or think about how important books, stories and poetry are in making our lives more enjoyable! Here are three days on which we can make a special effort to make our children more aware of the power of books, storytelling and poetry to grow their imaginations, vocabulary and understanding of people and the world. But remember to enjoy stories and poems every day!

World Book Day
4 March 2021
On World Book Day we celebrate books by reading them, doing activities related to our favourite parts of a book and dressing up as characters from books. It’s also a day to share books, swap books, donate books and make our own books!

World Storytelling Day
20 March 2021
Storytelling is an important part of children’s and adults’ lives. Adults love telling stories, and children love hearing stories! Stories are used to pass on the history and traditions of families and communities. On World Storytelling Day, people tell and listen to stories in as many languages as they can.

World Poetry Day
21 March 2021
Poems help us write down our deepest thoughts and feelings. They use rhythm, rhyme, sounds and words to help us think about things in a different way. Poems can make us feel happy or sad. It can be like a song which tells a story in a few words.

Create TWO cut-out-and-keep books
1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
   a) Fold the sheet in half along the black dotted line.
   b) Fold it in half again along the green dotted line.
   c) Cut along the red dotted lines.

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Letetsi ka Lefatshe ka Dibuka
4 Mopitlwe 2021
Mo Letetsing ka Lefatshe ka Dibuka re keteka dibuka ka go di busta, go dira dikwina tsa nyatho le dikarolo tsa dibuka tsa dibuka re di valang la go aapa pula badingitsi ba ma dipukeng. Gape le letetsi la go aragana dibuka, go adima dibuka, go abot dibuka le go tširel dibuka tsa rona!

Letetsi ka Lefatshe la Kanelomainane
20 Mopitlwe 2021
Kanelomainane ka karelo e e botlhokwa ya matšelo a bana le bagolo. Bagolo ba rata go anela mainane, mme bana ba rata go reetsa mainane! Mainane a dirisa go a lekgake tsa lekgake ywa ngwao ywa malapa le merale go tswa kokamaneng go ya go e ningwe. Mo Letetsing la Lefatshe la Kanelomainane, batho ba anela le go reetsa mainane ka dipuo di le dina ka bo ba ka kigonang.

Letetsi la Lefatshe la Poko
21 Mopitlwe 2021
Maboko a re thusa go kwalala megopolo le mafoko a rona a a boteng. A dirisa moretheto, morumo, merafe go reetsa go okana ka dio ka tša-lo e e fofang. Maboko a ka dira gore le mafoko kgotsa ka dihotisa. A ka tšwana le mme le o a reetsa le mosho le kutsana ka matšelo a se kae tša-lo.

Letetsi ka Lefatshe ka Dibuka
4 Mopitlwe 2021
Mo Letetsing ka Lefatshe ka Dibuka re keteka dibuka ka go di busta, go dira dikwina tsa nyatho le dikarolo tsa dibuka tsa dibuka re di valang la go aapa pula badingitsi ba ma dipukeng. Gape le letetsi la go aragana dibuka, go adima dibuka, go abot dibuka le go tširel dibuka tsa rona!

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The following day Daisy climbed to the top of the chicken coop and – flap, flap, flap – she flapped her wings. She flew into the air and flapped her wings and … flapped her wings and … flapped her wings and …
Once upon a time on a little farm near a little village, there lived a little chicken called Daisy.

Mo polasing nngwe e nnye gaufi le motsana mongwe go ne go le kokwana e bidiwa Teise.

And the other chickens wanted to be just like her. They said, “Oh Daisy, you’re amazing!”

Mme dikoko tse dingwe tsa batla go tshwana le ene. Tsa re, “Teise, o re makaditse!”

The other chickens laughed out loud. “Ha ha ha! We told you! Chickens can’t fly!”

The other chickens wanted to be just like her. They said, “Oh Daisy, you’re amazing!”

Mo polasing nngwe e nnye gaufi le motsana mongwe go ne go le kokwana e bidiwa Teise.
Learning: it’s a key was created as part of the Dithakga tša Gobala project (2017). The aim of the project was to create wordless picture books based on stories sourced from parents and children in the Mamelodi community in Pretoria, South Africa. Wordless picture books allow readers to use the illustrations to create a story in a language of their choice. In this way, the project hopes to foster a love of books, reading and storytelling regardless of literacy levels, language preference and age.

www.collaboratecommunityprojects.org

Nalibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org or www.nalibali.mobi

Nalibali ke letholo la boselshaba la go buisetso monate e le go ralloetsa le go jala mowa wa go busa go nalibali Aforika Borwa. Go bona tshedimosetsa ka bafotlo, etela mo www.nalibali.org kgotsa mo www.nalibali.mobi
“When I grow up, I want to fly high into the sky,” Daisy said.

“Fa ke gola, ke bata go fofela kwa godimo, kwa godimo thata kwa marung,” Teise a rialo.

But all the other chickens laughed at her.
“You are so weird,” they said. “We won’t play with you anymore.”
“Daisy, we can all flap our wings, but it’s very difficult for chickens to fly,” Mama told her.

“Teise, rothle re kgona go itaaganya diphuka mme dikoko ga di kgone go fofo,” Mama a mo raya jalo.

Daisy wouldn’t give up. Every day she practised by herself, flapping her wings. Flap, flap, flap – she would flap her wings, but she couldn’t get off the ground.

Teise a gana go utlwa. O ne a ithuta a le nosi go fofo letsatsi le letsatsi, a itaaganya diphuka. Pha, pha, pha – o ne a itaaganya diphuka mme a sa kgone go thatloga.

While she practised, she imagined herself flying high into the sky and looking at the chickens below. She imagined herself flying past the sparrows and past the swallows.

“Wow!” the birds would say. “A chicken that can fly!”

Fa a ntse a ithuta, a ipona a fofa a le kwa godimo kwa loaping a lebile dikoko fa fatshe. O ne a ipona a fofa a feta dithaga le dipeolwana.

When she practised, she imagined herself flying high … she kept flying! The wind beneath her wings grew stronger and stronger and she flew higher and higher!

The sparrows and the swallows said, “Amazing! A flying chicken!”

A nna a fofo! Phefo ka fa tlase ga diphuka tsa gagwe ya nna maatla mme a fofole kwa godimo-dimo! Dinthaga le dipeolwane tsa re, “Ijo! Koko e e fofang!”
Get story active!

Here are some activities for you to try. They are based on all the stories in this edition of the Nal'ibali Supplement: Amazing Daisy! (pages 5, 6, 11 and 12), Learning: it’s a key (pages 7 to 10) and Snails have feelings too! (page 14).

Amazing Daisy!

★ Pretend that you are Daisy. Try to think of a reason why Daisy kept trying to fly high, even when she wasn’t yet able to. Write down your reason.

★ In the beginning, the other chickens said Daisy was weird to want to fly high into the sky. Together write down something you would like to ask or say to the other chickens in the story, to Mama and to Daisy.

★ What would you really like to be or do when you grow up? Draw a picture like the one on page 5 of the story, to show how you are now and how you want to be as an adult doing or being what you really like.

Learning: it’s a key

★ Put the pictures below in the correct order.

★ Look at the pictures and make up your own story about what is happening. How many languages can you use to tell your story?

Thuto: ke senotlolo

★ Baya dishwantsho fa tlase ka tselane e e maleba.

★ Leba dishwantsho mme o ikwalele lefana la gago ka se se diragolang. O ka dirisa dipuo di le ka e anela lefana la gago?

Snails have feelings too!

★ Draw your favourite animal. Under your drawing, write a note about why you like this animal.

★ Imagine that a cat and a dog will be interviewed on the news. The reporter wants to know why cats and dogs don’t like each other. What questions do you think the news reporter should ask? What answers do you think the cat and dog will give? Act out the interview with some friends.

Dikgopa le tsona di na le maikutlo!

★ Tlhaletle phologolo e o e ratang. Kwala nhikgolo gore ke goring e rata phologolo e o e tshipitshetla ka fa fise go mohiala wa gago.

★ Ikakanya feta fa Kate le mtswe di ka tshwana puotherisano mo dikganganyeng. Mme e balo go itse gore ke goring kanye le mtswe di sa ratange. O akanya gore mmegi wa dikgang a ka botsa dipotsa dife? O akanya gore katse le mtswe di ka nay a dikarabo dife? Diragatsang puotherisano le dikhala dishwe tsa gago.
Snails have feelings too!

By Lori-Ann Preston  Illustrations by Chantelle and Burgen Thorne

The snails who lived in Mrs Mondliwa’s garden were very unhappy.

“I’VE HAD IT!” grumbled Slimy Snail.

“We too,” agreed Speedy, his best friend. “Why can’t we snails be liked more by the other garden bugs?”

“I’m fed up with all of this bad treatment,” continued Slimy.

“Yeah, what’s wrong with us?” asked Speedy.

“I have an idea. Let’s get all the snails together and complain to the other bugs,” suggested Slimy.

“That’s a great idea,” agreed Speedy. “We’ll tell them that they have to like us more.”

The next day, Speedy and Slimy and all the other snails met under the thorn bush to chat to the other garden bugs.

“We snails want to be shown some respect,” said Speedy. “We also want all of you to like us more.”

“No way!” shouted Butterfly. “Snails are awful.”

“Yes!” agreed Bee. “Snails must buzz off.”

“It’s a nuisance,” added Caterpillar.

“You’re a nuisance,” said Speedy.

“But what have we ever done wrong?” asked Slimy.

“What? Just look at this bruise on my leg,” began Grasshopper. “Do you know how I got it? From snails! You snails slither your slime all over the place causing us to slip and hurt ourselves. Do you have any idea how slippery that stuff is?”

“We’re so small, we get stuck in your slime,” added Queen Ant.

“Oh dear!” said the snails surprised. “We had no idea.”

“And that’s not all,” Caterpillar said. “Do you know what traffic jams you cause? You snails are sooooo slow.”

“Oooh!” said the snails.

“Now what?” asked Queen Ant.

The snails felt awful. They had no idea they were causing so many problems.

The little snails felt so bad that they began to cry.

“I’ve got it!” said Slimy. “Give us a chance.”

“Yes,” said Speedy. “Give us a chance and we’ll prove that snails can do some good.”

The bugs thought for a moment. “Very well then,” they agreed. “You have two days to prove to us that you are useful, or else, goodbye!”

After the bugs had gone back to their parts of the garden, the snails sat and thought and thought.

“How about we learn to run?” said Slimy.

“Great idea,” agreed Speedy. “Come on, snails, let’s get fit!” The snails spent the whole day training, but unfortunately, they found running impossible.

“Oh no!” said the oldest snail. “Now what? We have to come up with an idea that will make the other bugs like us.”

“I’ve got it!” said Slimy. “Let’s try eating weeds instead of flowers.”

“Okay, why not?” agreed the others. So, the snails tried to eat only the weeds in the garden.

“Oh no, this is not going to work. Weeds taste TERRIBLE!” said Speedy after a little while.

The snails felt very sad. Some even started to pack up their homes to leave.

“Hey, I’ve got an idea,” giggled Simphiwe, the youngest snail. “I need you all to meet me at the top of the anthill.”

“Are you crazy? It’ll take us all day to climb up there,” said Slimy.

“Trust me,” said Simphiwe.

Two days passed and the snails finally made it to the top of the anthill. The other bugs gathered at the foot of the anthill to see what the snails were up to.

“So, what’s your great idea?” they demanded.

“Well, um …” said Simphiwe.

“Yes?” said the other bugs.

“I’ve definitely let us stay when you see what we’ve made,” said Simphiwe.

The other bugs stood completely still, their eyes glued to Simphiwe.

“I’ve done it!” said Simphiwe. “I bet you if we made a slippery slide, you’d all come!”

“Let’s try it out!” they agreed. And they did. The bugs all took it in turn to slide down the gooey slippery slide.

It was loads of fun. Everyone loved the slide and so it was decided that the snails could definitely stay in the garden!
Dikgopa le tsona di na le maikutlo!

Ka Lori-Ann Preston  Ditshwantsho ka Chantelle le Burgen Thorne

Dikgopa tse di neng di nna mo tshingwangen ya ga Mme Mondliwa di ne di sa itumela.

“NINA KE UTUWLE!” ga ngongorega Kgopa e e bidwango Slimy.

“Le nna,” Speedy, tsola ya gogwe o dumelana no. “Goreng rona dikgopa re sa tshwan le di tshinengedi dingwe tsa mo tshingwangen!”

“Ke lakgutse tata ko ma re rhotshoanweng ka teng,” ga tsewelela Slimy.

“Ey, toto molako ke eng ka rona?” ga botsa Speedy.

“Ke na le kakisana, o re epeng pitso ya dikgopa mme re ipelesetse mo ditshinengedi dingwe,” Slimy a diro tshithinyo.

“Ke kakanya e rifle,” Speedy a dumelana no. “Re tshwanetsetse go ba bolelela gore ba re rate le go feta.”

Mo leatsang le le leletang, Speedy le Slimy le dikgopa tse dingwe ba kopanela ka fa lla go setlhare sa mebili wa go bua le di tshinengedi dingwe tsa tshingwana.

“Rona dikgopa re kopa go fwa fola,” ga bua Speedy. “E bile re kopa gore lona lhole lo re rate le go feta.”

“LEGOKA!” Serurubele a goa. “Dikgopa di a sisimoso.”

“EE,” Notsho a dumelana no. “Owaii, Dikgopa a di fola feta.”

“Lo lestweno,” ga fideletsa Seboko.

“Aso, re lo siamolodietsa ka eng?” ga botsa Slimy.

“ENG!” Bona letsele ka le mo legoto lo me,” ga bua Tse. “A o a tse gore ke le bone jng? Ke le fyla ke dikgopa! Lona dikgopa lo tsholetse lona gothi fela tse re releteng mo go tsona di re ntsha dintho. A lo a tse gore delele tsa lona di relele jng?”

“Re banny le e toto, re tshwarega mo dieleding tsa lona,” ga fideletsa Kgasisigadi Tshoswane.

“Ruri!” ga bua dikgopa di akabetse. Re re re re sa itse.

“Fela ga go a felela,” ga bua Seboko. “A lo a tse gore ke eng se se theleng fhothoakana ya pharalana? Lona dikgopa lona bonya lo re funa.”


Dikgopa di ne di sswelele. Di ne di so tse gore di tlhloko matho o re le mantsi jaona.

“Go tshwanetsetse go ba le dumelela gore re nna mo tshingwangen fa lo bona se re se dirileng,” ga tshithinya Slimy.

Dikgopa le tsona di na le sengwe se sentle se rona dikgopa re se dirang?” ga tshithinya Slimy.

Dikgopa dingwe di ne di ditsebetsa. Di ne di akanyana tsa bo tsa akanyana ka sengwe se sentle se lea ka bong di se dira.

Kwa bokhutlong, Serurubele a re, “NYAYA! Maswabi, fela lona dikgopa lo a sisimoso. Ga go sepe se sentle se le se dirang!”

“Boammaruri, re akanya gore dikgopa tsotlhe di lelelewa mo tshingwangen. Rotlhie re ufitlhe go kieale!” ga bua Seboko le fela le gore le ene o re a le borepeu jaaka dikgopa.

“TSAMAYANG DIKGOPA! TSAMAYANG DIKGOPA!” Dikhukhwana tsa simolola go opele.

“Emang, emang,” ga bua Slimy. “Re kopa lo re neye seboka.”


Dikhukhwana tsa inaya nako ya go akanya. “Go siame go,” tsa dumelana. “Re tla lo naya malotsi a le mabedi go re lo re supetse fa lo na le mosola, fa go sa nne jalo, fa lo la gata kosene!”

Fa dikgopa di se na go boela kwa leleng la tsona mo tshingwangen, dikgopa tsa simolola go ja marapong a lhogo.

“Go ka nna jang fa re ka ihluto go taboga?” Speedy a otlhela thwabe legonyana.

“Howa e rifle?” ga bua kgopa ya motsote. “Re ka dirang? Re tshwanetsetse go tla ka lelo le ka dirang gore dikhukhwane tse dingwe gore di re rate.”

“Ke na le leano!” ga bua Slimy. “A re simolokeng go ja mofero e seng dfhunga.”

“Go siame, goreng re sa dire jalo?” bolthe ba dumelana. Jalo dikgopa tse leka go ja mofero fela mo tshingwangen.

“Nyaa, se ga se kita se lgonega. Mefero GA E MONATE!” ga bua Speedy morago go sebobakanya.

Dikgopa tsa hutsafala. Dingwe tsa simolola go phutha merwalo ya tsona go huduga.

“Heela, ke na le leano,” ga bua Simphiwe a nyena, kgopa e nnye mo go tsona.

“Ke kopa lhole lo kopane le nna kwa thoen ng sealo.”

“A o a tsona? Go tla re tsoana letsetse lhole go fihla koo,” ga bua Slimy.

“Ntseheng.” ga bua Simphiwe.

Go fela malotsi o le mabedi pele dikgopa di goroga kwa thoen ng sealo. Dikhukhwane tse dingwe tsa kokaona mo tshinengedi ya sealo go bona gore dikgopa di dirang.

“Joanong, leano la gago ke eng?” ba batla go itse.

“Wem, ke…?” ga bua Simphiwe.

“Ee?” ga bua dikhukhwane tse dingwe.

“Lo ilele go re dumelela gore re nne mo tshingwangen fa lo bona se re se dirileng,” ga bua Simphiwe.


“Re lo dretse MOKGOKOLOSO O O RELEDISANG go tsa mo diedeling tsa rona!”

Go na tshinengedi seboka se leleng o dikhukhwane di akanyana ka se se builweng. “BONTLE E LE TOTA!” ba dumalana. “Re le releteng.”

Ba dira fela jalo. Dikhukhwane tsa relosanya mo mokgokoloseng o o reledisang. Monate a tswa ka ditsebe. Botlhe ba re na rata sereledisa mme ga tsewa tshwetso ya gore dikgopa di ne mo tshingwangen.
1. Do you know the names of all 11 official languages in South Africa? Unjumble the letters below and then write down the name of each language.

<table>
<thead>
<tr>
<th>TVSEHAINQ</th>
<th>STSAEWN</th>
<th>IWSIAST</th>
<th>FARSIIANK</th>
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<th>PSEIED</th>
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The word in each speech bubble means “Hello” in a different language. Write the name of the language on the line in the speech bubble. (There are some languages that use the same word to say “Hello”. Write the names of all the languages that use that word inside the bubble.)

- Lotjhani!
- Dumela!
- Molo!
- Sawubona!
- Hallo!
- Hello!
- Avuxeni!
- Ndaa!/Aa!

Lefoko le le mo puduleng ya puo ngwe le ngwe le kaya “Dumela!” ka puo e e farologaneng. Kwala leina la puo mo moleng mo puduleng ya puo. (Go na le dipuo dingwe tse di dirisang lefoko le le tshwanang gore “Dumela!”. Kwala maina a dipuo tsotlhe tse di dirisang lefoko le le mo gare ga pudula.)

2. The word in each speech bubble means “Hello” in a different language. Write the name of the language on the line in the speech bubble. (There are some languages that use the same word to say “Hello”. Write the names of all the languages that use that word inside the bubble.)

- Lotjhani!
- Dumela!
- Molo!
- Sawubona!
- Hallo!
- Hello!
- Avuxeni!
- Ndaa!/Aa!