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.

Being read to in your own language should not be considered a nice optional extra for children. It is really an essential and powerful part of learning language and developing literacy. When you read to children regularly in their home language/s, you give them a strong language foundation that makes all learning easier.

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.

Bala ka puo ya hao!

Hangata bohole re na le bonyane puo e le ngwe eo re e utlwisisang le ho hokahana ka yona hanfle ka ho fetsisa, leha ba bang ba rona ba ena le tse nqatla! Batho ba sebedisa dillebile tse fapaneng bakeng sa puo ena – jwaleka “puo ya letswele” kapa “leleme la letswele” kapa “puo ya lapeng” – empa ke puo eo re ihtutleng ka yona pele. Ke puo eo re nahanang le ho ba le makutlo ka yona, eo ka yona le hong bonolo ho rona ho ikutlwahatsa le ho bousana le batho ba bang.

Ho fohana ba ba twalwa, bana ba ulwa puo moo ba phetsho. Ba qala ka ho e utlwisisa pele mme ebe ba qala ho e sebedisa ka babona. Hanlentle, ho ha tsho dillemang tse Xhosa, dillebile tsa bana tsa Hlangkonqo hahola tse nanye di ba thunsa ho nohaha le ho hokahana ka puo ya bono ya lapeng. Ba ntie ba Hlakapa menyetele e mengata ya ho ulwa le ho sebedisa puo ya bono le ho le hore ba le fela le ho tsehe hanfle hoo ba ka ihutse dintho tse ntsela ho bokgwana le bokgyra le ditse.

Ho baliwa ka puo ya heno ha ha a tsebilela ho nthunya le ho kgethele ho efe e ho lethi mo baliweng bakeng sa babona. Hanlentle ka ke keredi e dite ka matlo ya ho ihutse ho puo ya bono ya lapeng. Ba ntie ba Hlakapa menyetele e mengata ya ho ulwa le ho sebedisa puo ya bono le ho le hore ba le fela le ho tsehe hanfle hoo ba ka ihutse dintho tse ntsela ho bokgwana le bokgyra le ditse.

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Celebrate our languages!

Contact us in any of these ways:
Ikopanye le rona ka e ngwe ya ditsela tse latelang:
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 in any language you like – and then 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. Factfile books help children to learn about our world and encourage them to be curious!

- Find more information on reading and sharing stories with children at www.nalibali.org or www.nalibali.mobi.

Ho kgetha dibuka

Ke dibuka dife tse etshang hona ba bala ba duka bopale tse nthoja?
Babadi ba sa long banyenyane hanga tsa kgetha buka hobane ba rata setshwantsha ho ho kokang ba bokala! Babadi ba sensa ba ena le boitsebelo ba ka nna ba kgetha buka e buwang ka taba ba e ratang ka ho fetesitsha kopa e leng ya mongodi eo ba mo ratang. Joe, wena o kgetha dibuka jwang bakeng sa bana? Mehopolo e meng ke ena.

- Bota bota! Lebaka hore metswile ya bana ba hao e bokalse dibuka dife kopa. Dibuka tse na bana ba hao ba hano e bokalse dibuka dife tse le se ake bokalse dibuka.

- Babadi bana ba banyenyane ba rata setshwantsha ba bafa e le bokalse dibuka. Dibuka tse e bokalse dibuka. Kopa di pepa tsa bokalse dibuka. Kopa ba rata setshwantsha we pwo, kobo dibuka tse na baphetle le lefatshe ho bokalse dibuka.

- Bana banyenyane ba rata setshwantsha ba bafa e le bokalse dibuka. Kopa di pepa tsa bokalse dibuka. Kopa ba rata setshwantsha we pwo, kobo dibuka tse na baphetle le lefatshe ho bokalse dibuka.

- Dibuka tse na bana ba hao ba hao e bokalse dibuka. Kgotla bibi le boitsebelo le bokalse dibuka. Kgotla bibi le boitsebelo le bokalse dibuka. Kgotla bibi le boitsebelo le bokalse dibuka.

- Ho thweho bokalse dibuka. Kgotla bibi le boitsebelo le bokalse dibuka. Kgotla bibi le boitsebelo le bokalse dibuka. Kgotla bibi le boitsebelo le bokalse dibuka.

- Ho bana ba se ba bala ba holo, ba melome haholo ho kgatsha dibuka tse bokalse dibuka le bokalse dibuka. Ho bana ba se ba bala ba holo, ba melome haholo ho kgatsha dibuka tse bokalse dibuka. Ho bana ba se ba bala ba holo, ba melome haholo ho kgatsha dibuka tse bokalse dibuka.

- Dipole tse mafapele e leng ya bokalse dibuka. Dibuka tse na bana ba bokalse dibuka. Dibuka tse na bana ba bokalse dibuka. Dibuka tse na bana ba bokalse dibuka.

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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.
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 …

Daisy ya makatsang! Amazing Daisy!

Nozizwe Herero
Siya Masuku
Leona Ingram

Nal’ibali 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

Lots more free books at bookdash.org

Kaanitah Cassim
Monde Mraji
Marie Gerber
Once upon a time on a little farm near a little village, there lived a little chicken called Daisy.

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

Mme dikgoho se ding tsa batla ho tshwana le yena.

Tsa re, “Helang Daisy, o a makatsa ruri!”

Mehleng ya kgale polasing e haufi le motsana o mong, ho kile ha eba le kgohonyana e neng e bitswa Daisy.
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

Nal’ibali 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
"When I grow up, I want to fly high into the sky," Daisy said.

"Ha ke hola, ke batla ho fofela hodimo marung," Daisy o ne 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.

“Daisy, kaofela ha rona re ka phukutsa mapheo a rona, empa ho thata habolo ho kgoho ho ka fofa,” Mme a mmorella jwalo.

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.

Daisy o ne a sa nyahame. Ka tsatsi le leng le leng o ne a ikwetlisa a le mong, a phukalatsa mapheo. Phuku, phuku, phuku – o ne a otlanya mapheo a hae, empa a sa kgone ho phahama fatshe.

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!”

Ha a ntse a ikwetlisa, o ne a ipona a se a tseba ho fofela hodimo mme a shebile dikgoho tse ding tlase mane. O ne a ipona a fofa a kopana le dirobele le mafokotsane.

“Helang!” dinonyana di ne di tla rialo. “Kgoho e tsebang ho fofa!”

… 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 tswela pele ho fofa! Moya o ka tlaa mapheo a hae wa nna wa eba matla mme a fofela hodimo le hodimo! Dirobele le mafokotsane tsa re, “Mohlolo! Kgoho 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?

**Ho ithuta: ke senotlolo**

⭐ Be a dishwantsho tse ka tlase mona ka tatelano e nepahetseng.

⭐ Sheba dishwantsho mme o iqapele pale ya hao e mabapi le se etsahalang. O ka sebedisa dipuo tse ka leqepheng la 5 la pale, ho bantsha kamoo o leng ka teng hona pedle le kamoo o bafang ho bai kateng ha o se o le molaholo o etsa 0 o se ratang kapa o le seo o lokatsang ha baa sona.

**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.

**Dikgofu le tsana di na le maikutlo!**

⭐ Take photos to a o ratang ka ho fetisitsa. Ngola polelo ka tla hore ke hobaneng o rata phoofolo ena.

⭐ Ako nahane feela eka kate le niya di etswa inthavu diditsebong. Motlalehi o bata ha tseba hore ke hobaneng ha kate le niya di sa utlwane hakana. Ke dipotso dite se a nahane hore matlalehi wa ditoba a fla a dia o bota? O nahane ha niya le kate di fra fana ka dikarabo dife? Tahwantshisang inthavu ena le metswale.
**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.

“Me 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.”

“You’re a nuisance,” added Caterpillar.

“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.”

“And that’s not all,” added Butterfly. “Could you please stop eating all the flowers? You are destroying our beautiful garden.”

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.

“Wait, wait,” 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?” suggested Speedy.

“Great idea,” agreed Slimy. “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.

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

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

“Ta-da,” said Simphiwe moving towards the slope of the anthill. “We’ve made you the most wonderful SLIPPERY SLIDE from all of our snail slime!”

There was a long pause as the bugs all thought about this idea.

“COOOOOOL!” they agreed. “Let’s try it out.”

And they did. The bugs all took it 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!
Dikgofu le tsona di na le maikutlo!

Ka Lori-Ann Preston  ■  Ditshwantsho ka Chantelle le Burgen Thorne


“Le rra,” Speedy, motswato le hae, a dummelwa le yena. “Hobaneng ho rona dikgofu di sa roate ke dikokwanyana tse ding tsa tshimong mona?”

“Ke kgathetse ke tshwara ena e mpe ho rona;” Slimy a tswele pele.

“Ehile, phoso ya rona ke efe?” Ha botsa Speedy.

“Ke no le mohopolo, ha re bitse dikgofu tsohle mmmho mme re ilo ipelaetsa ho dikokwanyana tse ding.” Slimy a etla tshwatswana.

“Ke mohopolo o matle,” Speedy a dummelwa le yena. “Re fia ba bolela hore ba lokela ho re rata ho fela.”

 Letsatseng le Nhlabamang, Speedy le Slimy le dikgofu le tsona tsohle tsa kopana ka tlou sehlatlhe sa mefula ho ya buisana le dikokwanyana tse ding tsa tshimong.

“Rona dikgofu re bafetse ho kwa thimpho,” ha rialo Speedy. “Hape re bafetse hore lona bolela e re rata ho fela.”

“LE KOALE!” ha hoetsa Serurubele. “Dikgofu di mi me.”

“EHI!” ha rialo Notshi. “Dikgofu di ho le tla le kwa le ka.”

“Le a lena,” ha eketsa Mokone. “Emo e le kwele tsa tla le fela.”

“NGO! Ke no le mtebe lea ho rutsha thutang ya ko;” ha rialo Kgopi. “No le a tseba hore ke ho lumane ye? Ho dikgofu! Lona dikgofu le tshwabong se lona le seba hore re thile re tsele kati. No le a tseba hore ni no e re thile e mi?”

“Re banyane haholo, re tshwase ka hara slaeme sa lona,” Motsumohadi Botlhwa le yena a eketsa.

“Helang!” ha re dikgofu a mokete. “Re re re se sa tsebe.”

“Mme a se tseo lea,” ha rialo Mokone. “Ha la a tseba hore le sisa sephetha sethutshelo ya kwa?” Lona dikgofu le tenasa."a

“Mme a se tseo lea,” ha eketsa Serurubele. “Ebe le ka tsebo ho ya dikgofu gomo? Le senya tshimo ya rona e rile.”

Dikgofu tse ikutlwela bohloko. Di ne di sa tsebe hore di baka mathata a mangata hokana. Dikgofu tse nyane tsa utlvwa bohloko hoo di lieng tsa ba tsa li."a

“Ho tshwane tse ho be ho ena le riho e ntle ka rona dikgofu?” Slimy a etla tshwatswana.

Dikokwanyana tse ding di ne di rihlale. Tsa nahana, tsa nahana mabapi le hore ebe ke eng e lokileng ka dikgofu.

Qeteleng, Serurubele le re, TSE! Ke maswabi, emo lona dikgofu ho le a loka hohang. “Ha ho le riho e ntle e ninga e lokileng ka haholo.”

“Hantlentle, re nahana hore dikgofu kaofela di tseve tshimong mona. Kaofela ho rona re khotlhotse ka lona!” ha eketsa Seboko, le ha le yena a ne a ntse a le mmele a thilang ka boyaen.

“DIKGOFU HA DI TSWE!” di dikokwanyana tse ding tsa qala ho hoesetsa.

“Butleng, butleng,” ha rialo Slimy. “Re feng sebokanyana.”

“E,” ha rialo Speedy. “Re feng sebokho hore dikgofu le tsona di kga efe ditho tse molemo.”

Dikokwanyana tsa inahana motsotsana: “Ho lolekile he,” tsa dumela. “Le na le metsatsi a mabedi hore le bo tshimbire hore le na le molemo, ho se tswa, tshoang!”

Kamora hoba dikokwanyana tse ding di kgudile dikaraleng tsa tsona tse tshimo dikgofu tsa dula tsa nahana, tsa nahana.

“Ho ka ba swa ho re ka ithuta ho matha?” Speedy a tshwetswane.

“Ke mohopolo o matle,” ha dumela Slimy. “Re re galing, dikgofu tsa le, ho re dikwetseeng!”

Dikgofu di le tsa qo le tseba lityo lohile di dikwetse. Empo ka bomadimabe, di ne di khalagasa ke ho matha.

“Tellile!” ha rialo Kgopi. “Ho re lekgeng ho je lehloho ho ena le dikala."a

“Ho lolekile, ha re etsele a ukgolo!” bole ba dumellwa. Kahoo, dikgofu a leka ho ja lehloho feela tshimong.

“Jowee, ena le yonana ho e a sebetse. Lehloho le latsweho HAMPE HAHOLO!” ha rialo Speedy kamora dikokwana.

Dikgofu tse utlwana bohloko haholo. Tse ding tsa ba tsa qola ho pakela thato ya tsona ho fela.

“Helang, ke na le kheka,” ha tsheho Simphwe, Kgofu e nyoane ho fela. “Ke bafetse hore kaofela ho lona le kopane le nna ka hodima seolo sa bohlova.”

“Ha o fapane hlooho? Ho tla re nka letsatsi lohle ho palama ho ya hodimo mane,” ha rialo Slimy.

“Ntshepeng,” ha rialo Simphwe.

“Na o fapane hlooho? Ho tla re nka letsatsi lohle ho palama ho ya hodimo mane,” ha rialo Simphwe.


Dikgofu tsa utlwana bohloko haholo. Tse ding di ne di sa tsebe, di ne di sa dula tsa nahana, tsa nahana, tsa nahana.

“Ha le ka swa ho re ka swa le ka leswa ka kgutsi ho re sebo,“ ho rialo Speedy.

“O reng?” ha rialo dikokwanyana tse ding.

“Ha le ka bono se o re se entseng, ruli le fia re dumella hore re dula,“ ho hoesetsa Simphwe.

“Ho ka ba jwalo ka ho ka bhalo ho ya hodimo," ha rialo Mokone.

“Ke na le mhosane hore dikgofu re se," ha botsa di halefile.

“Mme ha se tseo lea," ha eketsa Serurubele. “Ke le ka bhalo ho ya dikgofu re se."a

“Jowee, ena le fetsa se," ha botsa di halefile.

“Re dring ho rona dikgofu le tsona di ka efe," ha eketsa Seboko.

“Jowee, ena le yonana hore dikgofu le tsona di ka efe," ha eketsa Seboko.

“Ho le hae ho la lekgang ho e sa dikokwanyana di sa tsebe ka nahana ka taba ena.

“KE HANTLE!” ha tsamayanga. “Ha re le lekgeng ho re bone.”

“Mme ha se tseo lea," ha eketsa Serurubele. “Mme ha se tseo lea," ha eketsa Serurubele. “Dikgofu tse nyane tsa utlwana bohloko hoo di lieng tsa ba tsa li."a


“Ha o fapane hlooho? Ho tla re nka letsatsi lohle ho palama ho ya hodimo mane," ha rialo Slimy.

“Ntshepeng," ha rialo Simphwe.

“Na o fapane hlooho? Ho tla re nka letsatsi lohle ho palama ho ya hodimo mane," ha rialo Simphwe.


Dikgofu tsa utlwana bohloko haholo. Tse ding di ne di sa tsebe, di ne di sa dula tsa nahana, tsa nahana, tsa nahana.
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.

TVSEHAINQ
STSAEWAN
IWSIAST
FARSIKAAN
HISIXAOS
PSEIED
BISINEDLEE
NIGHESL
OSTSOHE
TXISIGNOA
UZSIILU

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! __________
Hallo! __________
Hello! __________
Avuxeni! __________
Sawubona! __________
Ndaa!/Aa! __________

Lentswe le ka hara pudulana ka ngwe le bolela “Dumela!” ka puo e ngwe. Ngola lebitso la puo moleng o ka hara pudulana ya puo. (Ho na le dipuo tse ding tse sebedisang lentswe le tshwanang bakeng sa “Dumela!”.) Ngola mabitso a dipuo tshothe tse sebedisang lentswe le o ka hara pudulana.)