

NAL'IBALI

Tindlela to olova to hlohlotella vana va wena ku hlayela ku tiphina

Xana ku hlaya i xiphemu xo tiphina eka vutomi bya siku na siku bya vana va wena? Ku hlayela ku tiphina swi pfuna vana va kula hi ku titsheмба, va va vanhu va vuswikoti. Loko u endla nkarhi wo hlaya na ku avelana mitsheketo na vana va wena, u aka masungulo yo tiya ya vumundzuku bya vona. Hambiloko ku ri xinkadyana xitsongo siku rin'wana na rin'wana swi nga pfula mianakanyo ya vutomi bya mianakanyo, bya vuhlanganisi na byo dyondza.

Easy ways to encourage your children to read for pleasure

Is reading a fun part of your children's daily lives? Reading for enjoyment helps children grow into confident, capable individuals. When you make time to read and share stories with your children, you build a strong foundation for their future. Even just a few minutes each day can open up a world of imagination, connection and learning.

Xana ndzi nga pfuna njhani n'wana wa mina ku tiphina hi ku hlaya?

- Hlaya mitsheketo hi ririmi ra manana.** Leswi swi endla ku hlaya swi olova na ku tiphina swinene.
- Va pfumeleli ku hlawula tibuku ta vona.** Ku va vana va rhandza ku hlaya, na ku va va lava ku hlaya masiku hinkwawo, va fanele va tiphina hi leswi va swi hlayaka!
- Hlaya tibuku leti nga kandziyisiwa.** Vana lavantsongo va dyondza swinene hi ku tirhisa switwi swa vona. I swa nkoka eka vona ku va na ntokoto wa ku khoma tibuku na ku tifumbarhela va pfula mapheji.
- Hlaya na vana va wena.** Hlawula tibuku to ti hlaya swin'we leti nga emahlweninyana ku tlula leti vana va wena va nga eku tihlayeni va ri voxesweswi.
- Hlayani eka tiqingho ta le nyongeni.** Eka vahlayi lavakulu na va majaha ni vanhwana, thekinoloji leyi ya nyanyula naswona swi vula leswaku va nga hlaya nkarhi wun'wana na wun'wana!

How can I help my child to enjoy reading?

- Read stories in your mother tongue.** This makes reading easier and more enjoyable.
- Let them choose their own books.** For children to love reading, and to want to read every day, they need to enjoy what they are reading!
- Read printed books.** Young children learn a great deal through their senses. It is important for them to have the experience of touching and holding printed books and turning the pages.
- Read with your children.** Choose books to read together that are slightly more advanced than the books your children are currently reading on their own.
- Read on cell phones.** For older readers and teens, this technology is especially exciting and means that they can read at any time!

Xana i yini lexi nga sivelaka vana ku hlaya?

- Ku va ku ri hava tibuku ekaya.** Vana va fanele ku va na tibuku ekusuhu na vona loko hi lava leswaku va dyondza ku hlaya. Ku kuma tibuku ta mahala, u nga hlayisa tibuku to tsema u hlayisa eka xitatisi xin'wana na xin'wana xa Nal'ibali na ku lombamba tibuku elayiburari.
- Tibuku ti vekiwaka eka tixelufu ta le henhla kumbe eka tikhabodo leti nga khiyiwa.** Vana va fanele ku kota ku teka buku nkarhi wihi na wihi loko va twa va lava ku hlaya! Veka tibuku etindhawini leti vana va nga ta ti kuma hi ku olova na ku ti fikelela.
- Va hava nkarhi wo hlaya.** Loko va ri na mitirho yo tala ku yi tirha, kumbe mehelo ya vhiki na ndzhengha swi ri na misingiriko yo yala, a ve nge vi na nkarhi wa ku dzumba na ku hlaya!

What could prevent children from reading?

- There are no books at home.** Children need to have books around them if we want them to learn to read. For free books, you can save the cut-out-and-keep books in each Nal'ibali supplement and borrow books from the library.
- Books are kept on high shelves or in locked cupboards.** Children need to be able to pick up a book whenever they feel like reading! Keep books in places that are easy for children to find and reach.
- They do not have time to read.** If children have too many chores to do, or their weekends and afternoons are filled with lots of activities, they won't have time to just relax and read!

Mivuyelo ya ku hlaya hi mikarhi ni mikarhi

Vana lava hlayaka hi mikarhi na mikarhi va aka ntivomarito lowu tiyeke na vuswikoti byo anakanya naswona swi kurisa vutitshembi, vutumbuluxi na ku lava ku tiva.

Xa nkoka, xikan'wekan'we loko va lemuka ku tiphina hi mitsheketo, swi va nyiko ya vutomi hinkwabyo — leyi ku nga ta va hava na un'we loyi a nga ta n'wi tekela yona.

The benefits of reading regularly

Children who read regularly build strong language and thinking skills and develop confidence, creativity and curiosity. Most importantly, once they discover the joy of stories, it becomes a lifelong gift — one that no one can take away.

IT STARTS WITH
A STORY.

SWI SINGULA HI
NTSHEKETO.



Mbewu Ya Dyondzo!

Ku yimbelela swi pfuna ku dyondza ririmi

Literacy Seeds!

Singing helps with language learning



Eka vatswari na vahalayisi va vana lavantsongo, ku kurisa vana lava kotaka ku vulavula tindzimi timbirhi kumbe ku tlula kahle i ku tinyikela ka nkarhi hinkwawo. Hambiswirritano, swi na mbuyelo eka nkarhi na ntamu lowu u wu tirhiseke. Loko mi sungula ka ha ri na nkarhi, swi ta mi olovela wena na vana va wena!



Dear parents and caregivers of young children, raising children who can speak two or more languages well is a long-term commitment. It is, however, worth the time and effort that you put in. The earlier you start, the easier it will be for you and your children!

Mivuyelo yo tiva ku tlula ririmi rin'we

Vana lava twisisaka na ku tlhela va tirhisa ku tlula ririmi rin'we mikarhi hinkwayo:

- ☉ va kombisa ku antswa eka litheresi na vuswikoti byin'wana bya ririmi.
- ☉ va tala ku tirha kahle exikolweni.
- ☉ va na swivandlanene swo tala na swo antswa swa mitirho evuton'wini.
- ☉ va na hlangano wo tiya na ndzhaka ya vona leyi nga nchumu wun'we na ririmi ra vona leru va ri tivaka.
- ☉ va kota ku tiphina hi vunanga, tifilimi na matsalwa hi ku tlula ririmi rin'we.
- ☉ swa va olovela ku dyondza tindzimi tintshwa to tala loko va kurile.



The benefits of knowing more than one language

Children who understand and regularly use more than one language:

- ☉ show improved literacy and other language skills.
- ☉ tend to do better at school.
- ☉ have more and better job opportunities later in life.
- ☉ have a stronger connection to their heritage that is attached to the languages they know.
- ☉ are able to enjoy music, movies and literature in more than one language.
- ☉ find it easier to learn more new languages when they are older.



Ku tirhisa tinsimu ku dyondza ririmi ro engetela

Vana a va fanelanga ku dyondza ririmi rin'we ri helela loko va nga si sungula ku dyondza ririmi rin'wana ro engetela. Va nga dyondza tindzimi timbirhi kumbe ku tlula hi nkarhi wun'we! U nga sungula ku tivisa n'wana wa wena eka tindzimi to hambanahambana ku sukela loko a ha ku tswariwa – kumbe a nga si tswariwa.

Ku yimbelela i ndlela ya kahle yo endla leswi. Ku yimbelela i ndlela yo nyanyula ya matimba ya ku seketela n'wana wa wena ku dyondza ririmi. Tinsimu ti pfuna vana ku dyondza na ku tsundzuka marito mantshwa na swivumbeko swa swivulwa. Ti tlhela ti endla nkarhi wa ku tsaka eka vana loko va ri karhi va titoloveta ririmi. Tinsimu to tala ti va pfuna ku hlangana na mfuwo wa vona.

Eka vana lavakulu, kuma tinsimu to tsakisa, leti fambelenaka na malembe ya vona, ku fana na tinsimu leti kokaka rinoko ta muxaka wa phopho hi ririmi lerintshwa. Hambiloko va twisisa marito matsongo ekusunguleni, va ta tshamela ro yingisela loko va tiphina hi vunanga.



Using songs to learn an additional language

Children don't need to learn one language completely before they start learning another language. They can learn two or even more languages at the same time! You can start exposing your baby to different languages from birth – or even before.

Singing is an ideal way to do this. Singing is a fun and powerful way to support your child's language learning. Songs help children learn and remember new words and sentence structures. They also create a joyful space for children to practise language. Many songs also help them to connect with their culture.

For older children, look for fun, age-appropriate songs, like catchy pop songs in the new language. Even if they understand only a few words at first, they'll keep listening if they enjoy the music.

Hikwalahokayini ku yimbelela swi pfuna vana ku dyondza ririmi rintshwa

1. Ku yimbelela tinsimu hi ririmi rin'wana swi pfuna vana ku tsundzuka marito na swivulwahava hi ku olova.
2. Tinsimu to tala ti vuyelerisa marito na swivulwahava. Ku vuyelela loku ku nyika vana nkarhi wa ku titoloveta ku vula marito.
3. Va dyondza hilaha marito ya hlanganaka hakona eka swivulwa – va nga swi tekeli enhlokweni!
4. Tinsimu leti nga ni tinhlamusela ta mfuwo kumbe ta ximunhu, xikombiso, tinsimu leti nga hundziseriwa eka vandyangu, ti nga va to hlawuleka.
5. Hambiloko n'wana wa wena a nga twisisi marito ekusunguleni, a nga tiphina hi mpfumawulo, machayelo na hi matitwelo ya risimu. Leswi swi aka matitwelo ya kahle loko swi ta eka ririmi lerintshwa, leswi swi hlohlotelaka vana ku tshamela ro yingisela, ku dyondza na ku yimbelela.

Why singing helps children learn a new language

1. Singing songs in another language helps children remember words and phrases more easily.
2. Many songs repeat words or phrases. This repetition gives children lots of practice in saying the words.
3. They learn how words fit together in sentences – without even realising it!
4. Songs with cultural or personal meanings, for example, songs passed down in your family, can feel extra special.
5. Even if your child doesn't understand all the words at first, they can still enjoy the rhythm, tune and mood of the song. This builds positive feelings around the new language, which motivates children to keep listening, learning, and singing.

Mianakanyo yin'wana leyi nga endlaka u yimbelela na n'wana wa wena:

- ☉ Hlawula tinsimu leti nga na mifambafambo ya mavoko kumbe u endla mifambafambo yo karhi. Mifambafambo ya mavoko yi pfuna n'wana wa wena leswi risimu ri vulaka swona, hambiloko a nga twisisi marito.
- ☉ Yimbelela n'wana wa wena risimu. U nga vileli hileswi u tvalaka hakona! N'wana wa wena u ta rhandza mpfumawulo wa rito ra wena, hambiloko u dyoha.
- ☉ Hlawula tinsimu leti n'wana wa wena a ti tivaka hi ririmi ra manana, ku fana na "Siku ra Ntsako ro velekiwa".
- ☉ Endla swiendlo swo tala eka rito ra wena na xikandza xa wena loko u yimbelela.
- ☉ Hoyodzela n'wana wa wena loko a yimbelela marito na ku encenyeta swiendlo swa wena. N'wana wa wena a nga tsundzuka 1-2 wa marito loko a ha sungula.
- ☉ Hlamusela hi leswi risimu ri vulaka swona. A swi bohi ku hundzuluxela rito rin'wana na rin'wana.
- ☉ Ringeta ku tirhisa marito na swivulwahava swin'wana swa tinsimu eka mbulavulo wa masiku hinkwawo na n'wana wa wena. Swi nga tsakisa ku yimbelela swiphemu swa risimu loko wo n'wi nghanisa eka leswi u swi vulaka.



Some ideas to get you singing with your child:

- ☉ Choose songs with hand movements or make up some movements. Hand movements help your child remember what the song means, even if they don't understand all the words.
- ☉ Sing the song to your child. Don't worry about what you sound like! Your child will love the sound of your voice, even if you're off-key.
- ☉ Choose songs your child already knows in their first language, like "Happy birthday".
- ☉ Put plenty of expression into your voice and face when you sing.
- ☉ Praise your child when they sing the words or copy the actions with you. Your child may remember only one or two words to begin with.
- ☉ Explain what the song is about. You don't have to translate every word.
- ☉ Try to use some of the words and phrases from songs in everyday conversation with your child. It can be fun to sing parts of the song if you can fit them into what you're saying.

Hilaha u nga tirhisaka hakona mitsheketo ya hina hi tindlela to hambanahambana

1. **Hlamusela n'wana wa wena ntsheketo.** Hlaya ntsheketo kutani u titoloveta ku wu hlamusela. Tirhisa rito, xikandza ni miri, u endla leswaku ntsheketo wu hanya.
2. **Hlayela n'wana wa wena ntsheketo.** Vulavulani hi swifaniso. Vutisa, "U ehleketa leswaku ku ta landzela yini sweswi?" kumbe "U vona onge hikwalahokayini mutlangi a vule leswi a swi vuleke kumbe ku endla leswi a swi endleke?"
3. **Hlaya ntsheketo ni n'wana wa wena.** Hlayani ntsheketo hi ku siyerisana. U nga n'wi lulamisilulamisi loko a nga hlayanga kahle, naswona n'wi pfune loko a kombela mpfuno ntsena.
4. **Yingisela n'wana wa wena loko a hlaya.** N'wi yingisele handle ko n'wi kavanyeta. N'wi byeli leswaku swa ku tsakisa ku n'wi twa a ri eku hlayeni.
5. **Endlani migingiriko ya Endla ntsheketo wu nyanyula!** Leswi swi ta mi tsakisa hinkwenu.

How to use our stories in different ways

1. **Tell the story to your child.** Read and practise telling the story. Then use your voice, face and body to bring the story to life.
2. **Read the story to your child.** Talk about the pictures. Ask, "What do you think happens next?" or "Why do you think the character said or did that?"
3. **Read the story with your child.** Take turns to read the story together. Don't correct their mistakes, and only help if they ask for it.
4. **Listen to your child read.** Listen without interrupting. Say that you enjoy hearing them read aloud to you.
5. **Do the Get story active! activities.** This should be fun for you and your child.



Tlangela litheresi hi Ndzati!

Lembe na lembe hi ti 8 Ndzati misava yi tlangela Siku ra Matiko ya Misava ra Litheresi. Hikwalaho ka ku tshemba leswaku litheresi yi na nkoka, Na'ibali yi tlangela litheresi n'hwetl hinkwayo ya Ndzati! Hi leswi swilo swa nhungu swa nkoka swa mayelana na litheresi leswi hi lavaka ku avelana na wena.

Celebrate literacy this September!

Each year, on 8 September, the world celebrates International Literacy Day. Because we believe literacy is so important, Na'ibali celebrates literacy for the whole month of September! Here are eight important things about literacy that we'd like to share with you.

1. Vana va dyondza hi xikombiso xa wena. Loko u lava leswaku va dyondzeka, va fanele va ku vona u ri karhi u hlaya na ku tsala hi tindlela to hambanahambana evuton'wini bya wena bya masiku hinkwawo.
2. Vana lava hlayaka kahle exikolweni ku tala ku va vana lava hlayaka na vandyangu na vanghana loko xikolo xi humile.
3. Vana lavantsongo va dyondza ku hlaya na ku tsala hi ku olova loko va tiva leswaku ku hlaya na ku tsala swa pfuna na ku va swi ri misingiriko yo tsakisa. Leswaku leswi swi humelela, va fanele va va ni ntokoto lowukulu wa mitsheketo na tibuku.
4. Loko u hlayela henhla eka vana naswona va tiphina hi ntsheketo, va vona ku hlaya swi ri nchumu lowu enetaka na ku va nghingiriko wo tiphina hi wona. Leswi swi va hlohlotella ku rhandza ku tihlayela vona vinyi. Swi tlhela swi va hlohlotella ku va ni vuxaka lebyi nga heriki na tibuku.
5. Ku hlayela ehenhla swi komba vana hilaha hi hlayaka hakona na hilaha tibuku ti tirhaka hakona. Ku tiva leswi swi endla swi va olovela ku tihlayela vona vinyi.
6. U nga ka u nga dyondzi ku hlaya loko u ri hava xo xi hlaya, naswona u nga ka u nga dyondzi ku tsala loko u ri hava xo tsala ha xona kumbe xo tsalela eka xona! Swi fanele ku olovela vana ku kuma tibuku leti va ti tsakelaka, phepha, tipensele na tikhirayoni ku tsala na ku durowa hi tona.
7. Vana va swi kota ku twisisa na ku tiphina hi mitsheketo leyi nga ehenhla ka vuswikoti bya vona byo hlaya loko va hlayeriwa ehenhla.
8. Tanihi vatswatsi, hi tshamela ro tsala hi xivangelo xa ntiyiso: xikombiso, loko hi endla nongoloko wa leswi hi fanelaka ku swi xava, ku siyela un'wana xihungwana, ku tata tifomo kumbe ku tumbuluxa ntsheketo. Loko vana va ri karhi va dyondza ku tsala, va dyondza hi hikwalahokayini hi tsala na hilaha hi tsalaka hakona.

1. Children learn from your example. If you want them to become literate, they need to see you using reading and writing in different ways in your daily life.
2. Children who are good readers at school are often the ones who read with family and friends after school.
3. Young children learn to read and write easily when they know that reading and writing are useful and enjoyable activities. For this to happen, they need lots of experiences with stories and books.
4. When you read aloud to children and they enjoy the story, they see reading as a satisfying and enjoyable activity. This motivates them to want to read for themselves. It also encourages them to have a lifelong relationship with books.
5. Reading aloud shows children how we read and how books work. Knowing this makes it much easier for them to learn to read for themselves.
6. You can't learn to read if you don't have anything to read, and you can't learn to write if you don't have anything to write with or on! It should be easy for children to find books that interest them, and paper, pencils and crayons to write and draw with.
7. Children are able to understand and enjoy stories that are beyond their own reading ability when they hear them read aloud.
8. As adults, we always write for real reasons: for example, we make a shopping list, leave a note for someone, fill in forms or create a story. As children learn to write, they learn why we write as well as how to write.

Ku twa marito mantshwa ya ri karhi ya tirhisiwa eka mitsheketo swi ndlandlamuxa ntivomarito wa vana naswona swi fuwisa ririmi ra vona ku kota ku hlamusela mianakanyo ya vona ya vutumbuluxi loko va tsala mitsheketo ya vona.

Hearing new words used in stories develops children's vocabulary and gives them rich language to express their creative ideas when they write their own stories.

Tiendlele layiburari ya wena.

Endla tibuku **TIMBIRHI** hi ku tsema u ti hlayisa

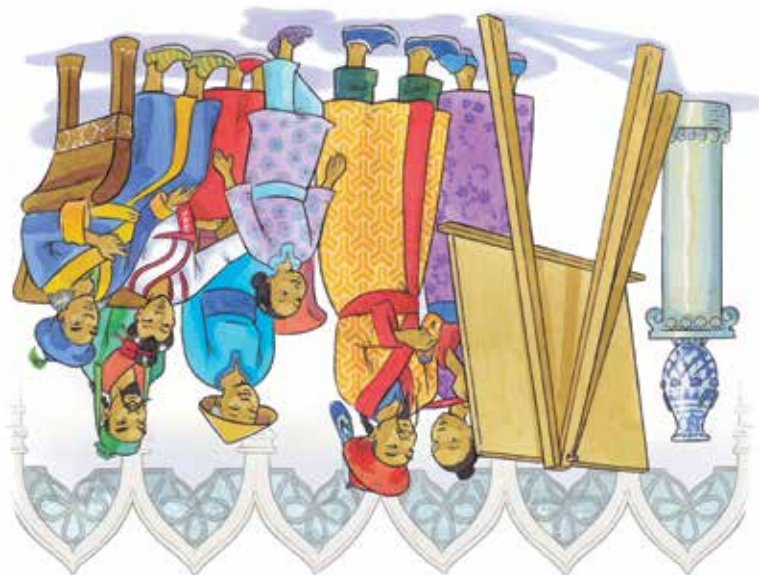
1. Susa pheji **5** ku fika eka pheji **12** eka xitatisi.
2. Maphepha ya mapheji ya **5**, **6**, **11** na **12** ma endla buku yin'we. Maphepha ya pheji **7**, **8**, **9** na **10** ma endla buku yin'wana.
3. Tirhisa rin'wana na rin'wana ra maphepha lawa ku endla buku. Landzelela swileriso leswi nga laha hansi ku endla buku yin'wana na yin'wana.
 - a) Petsa phepha hi le xikarhi eka nkhwanti wa ntimu lowu nga tsemekatsameka.
 - b) Petsa nakambe hi le xikarhi eka nkhwanti wa rihladza.
 - c) Tsema hi le ka nkhwanti wo tshwuka.



Grow your own library.

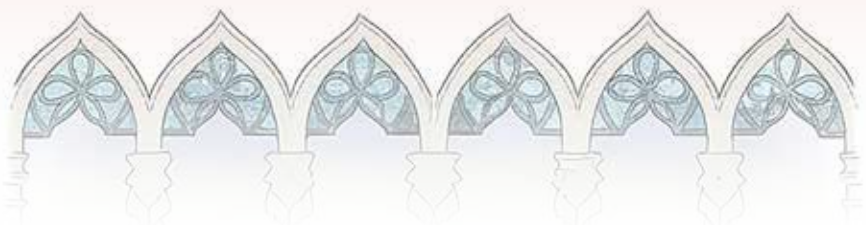
Create **TWO** cut-out-and-keep books

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.



“U yivile yin’wana ya tihomu ta mina,” ku hamba
n’wankumi. “Burachi leyi yi ta hakela leswi a nga swi endla.”
Emakumu, a anakanya, burachi yo penda ya masingita i ya
mina.
N’wankumi u rhambile vanghana va yena hinkwavo ku ta
ekaya ra yena.
“Tshamani ehansi mi vona leswi,” a vula. Endzhaku a penda
swifaniso swo tala a ri karhi a tirhisa burachi ya masingita.
Un’wana na un’wana a tindzela lero na tindzela... va
rindzela, kambe a ku ri hava na xifaniso na xin’we lexi
nga hanya.
“Xana ku humelela yini?” ku huwelela n’wankumi.
“Tambani mi ya teka Ho mi n’wi tisa laha!”

This story was specially created for Nal’ibali to spark children’s potential through storytelling and reading for enjoyment.



Ntshaketo lowu wu endleriwe Nal’ibali hi ku kongoma hi xikongomelo xo pfuna vana va humesa vuswikoti bya vona hi ku hlamusela mitsheketo ni ku hungasa hi ku hlaya.

Get story active!

- ★ Imagine that you have a magic paintbrush that you could only use to help people. Think of two people who you know need help. Paint or draw what you would like to give each one.
- ★ If you knew someone who had a magic paintbrush, what would ask them to draw for you?

Endla ntshaketo wu nyanyula!

- ★ Anakanya u ri na burachi ya masingita yo penda leyi u nga yi tirhisaka ntseha ku pfuna vanhu. Anakanya hi vanhu vambirhi lava u va tivaka lava nga lavaka ku pfuniwa. Penda kumbe u dirowa lexi nga tsakelaka ku un’wana na un’wana wa vona.
- ★ Loko u tiva un’wana loyi a nga na burachi ya masingita yo penda, a wu ta n’wi kombela leswaku a ku dirowela yini?

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.



Nal’ibali i pfumba ra rixaka ro hlayela ku tiphina ku tlhontlha ni ku simeka ntolovelo wo hlaya eAfrika-Dzonga hinkwaro. Ku kuma vuxokoxoko hi xitalo, endzel www.nalibali.org.

“He stole one of my cows,” lied the
rich man. “This brush will pay for what
he has done.” At last, he thought, the
magic paintbrush is mine.
The rich man invited all his friends to
come to his home.
“Sit down and watch this,” he said. He
then painted lots of pictures with the
magic paintbrush.
Everyone waited and waited ... and
waited, but not a single picture came
to life.
“What is going on?” shouted the
rich man. “Go and get Ho and
bring him here!”

The magic paintbrush



Burachi yo penda ya masingita

Wendy Hartmann • Jiggs Snaddon-Wood

Ideas to talk about: What do you think the story is about when you read the title? If you had a magic paintbrush, what would it do? What would you paint?

Mianakanyo yo bula hayona: Xana u anakanya leswaku ntshaketo lowu wu hi mayelana na yini loko u hlaya nhlokomhaka? Loko a wu ri na burachi yo penda ya masingita, xana a wu ta endla yini? Xana a wu ta penda yini?



The next day he sent for Ho. “I want you to look after my cows today,” he said. “This evening I will pay you well.” Ho was happy and looked after the rich man’s cows. But in the evening, instead of being paid, he was thrown into prison, and his magic paintbrush was taken away.

Siku leli landzelaka u rhumele vanhu eka Ho. “Ndzi lava leswaku u risa tihomu ta mina namuntlha,” a vula. “Namuntlha nimadyambu ndzi ta ku hakela kahle.” Ho a tsakile kutani a risa tihomu ta n’wankumi. Kambe nimadyambu, ematshan’weni ya leswaku a hakeriwa, u hoxiwile ekhotsweni naswona burachi ya yena yo penda ya masingita yi tekiwa.



Ku na tiko leri nga le kule, ekule swinene leri vuriwaka China. Khale ka khaleni, eka tiko leri ra le kule a ku tshama jaha lerintsongo leri vito ra rona a ku ri Ho. Ho a swerile swinene, kambe a ri na malwandla. A tirha hi matimba ku kuma mali yo ringanela leswaku a kota ku xava swakudya.

Hambileswi Ho a swerile, a pfuna vanhu van’wana hilaha a kota hakona. Nakambe Ho a rhandza ku penda naswona a penda loko a kuma nkarhi.



Ho was brought to the rich man. But by now Ho knew that this man was selfish and cruel.

“If you paint some pictures for me,” said the rich man, “and they turn to life, I will pay you and set you free.” At first Ho did not know what to do. Then, he had an idea. “Yes, I can do that,” Ho said.

“The first thing I want you to paint is a HUGE mountain made of gold,” said the rich man. “I want to collect all the gold.”

Ho picked up his magic paintbrush and painted a sea. This made the rich man angry.

“Why did you paint a sea? I don’t want a sea. I want a mountain made of gold. Now hurry up and paint it.”



Well . . . nothing except gold, broken pieces of a ship and a very angry rich man, his family and all his friends.

Swi kahle – a ku nga ri nchumu handle ka nsuku ntsena, swipetlu swa xikepe lexi na n’wankumi loyi a hlundzukeke, ndyangu wa yena na vanghana va yena hinkwavo.

“Ndzi ta ku nyika xin’wana ni xin’wani! Ndzi lava leswaku van’wanghala va ndzi vona loko ndzi ta ndza ha ta hi le kule. Ndzi lava ku saseka!” ku vula N’wamangwa.

“Swi kahle swinene ke,” ku hefemuteka N’waxibodze. “Loko u pfuka nimixo, u ta va u sasekile. Kambe u nga vuli leswaku a ndzi ku lemukisang!”

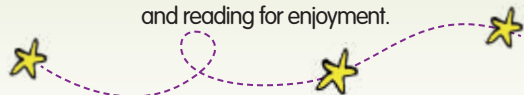
Vusiku byebyo, N’wamangwa a ya etlela a ri na ntsako lowukulu swinene.

“I’ll give anything! I want the lions to see me coming from a distance. I want to be beautiful!” Zebra said.

“Very well then,” sighed Tortoise. “When you wake up in the morning, you will be beautiful. But don’t say I didn’t warn you.”

That night, Zebra went to sleep with a smile on her face.

Zebra is tired of being plain black in colour. She wants to be noticed. But is this a good idea? This story was specially created for Nal’ibali to spark children’s potential through storytelling and reading for enjoyment.



N’wamangwa a karhele ku va ni muhlovo wa ntima ntsena. A lava ku voniwa. Xana leyi i muanakanyo lowunene?

Ntsheketo lowu wu endleriwe Nal’ibali hi ku kongoma hi xikongomelo xo pfuna vana va humesa vuswikoti bya vona hi ku hlamusela mitsheketo ni ku hungasa hi ku hlala.

Get story active!

- ★ Draw one or more outlines of animals that have only one colour, like an elephant or rhino. Now add a pattern to the animal to make a new imaginary animal. Give your new animal a name.
- ★ Why not make an invitation in which you invite your friends to a party? You can cut your invitation card into a pretty shape and decorate it with different drawings, glitter and different colours of paint.

Endla ntsheketo wu nyanyula!

- ★ Dirowa vuhandle byin’we kumbe byo tala bya swiharhi leswi nga na muhlovo wun’we, ku fana na ndlopfu na mhelembe. Sweswi engetela patironi eka xiharhi ku endla xiharhi xintshwa lexi u xi anakanyaka. Nyika xiharhi xa wena xintshwa vito.
- ★ Hikwalahokayini u nga endli xirhambo laha u rhambaka vanghana va wena eka nkhuvo? U nga tsemeta khadi ra wena ra xirhambo hi xivumbeko xo saseka kutani u ri khavisa hi swidirowiwa swo hambanahambana, swin’wetsin’wetsi na mihlovo yo hambanahambana ya pende.

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.



Nal’ibali i pfumba ra rixaka ro hlayela ku tiphina ku tlhontlha ni ku simeka ntlovelo wo hlala eAfrika-Dzonga hinkwaro. Ku kuma vuxokoxoko hi xitalo, endzel www.nalibali.org.



How zebras got their stripes



Hilaha timangwa ti kumeke mavala hakona

Bubele Retshe • Carlos Amato

Ideas to talk about: Which animals do you know that have only one colour? Which animals do you know that have stripes or spots?

Mianakanyo yo bula hayona: Xana hi swihi swiharhi leswi u swi tivaka leswi nga na muhlovo wun’we? Xana hi swihi swiharhi leswi u swi tivaka leswi nga ni mavala kumbe swicoticoti?

“Ndzi nga ku nyika leswi u swi lavaka,
kambe ku ta va na hakele.
vula N’waxibodze.
“Yoleyo a hi mianakanyo lejine,” ku
a ndzi vona,” ku vula N’wamangwa.
ndzi sasekile. Leswaku Hosi N’wanghala
ya wena ku ndzi endlia ndzi languteka
“Kumbexana u nga tirhisa masalamusi
matimba ya masalamusi.
A swi tiva leswaku N’waxibodze u na
kambe N’wamangwa a nga yingisanga.
N’wamangwa,” ku vula N’waxibodze.
swinene laha khwatin, murhandziwa
ekhwatin! “Ntima i muhlovo wo saseka
swa khale ngopfu swa vutlari swinene
N’waxibodze a ri un’wana wa swiharhi



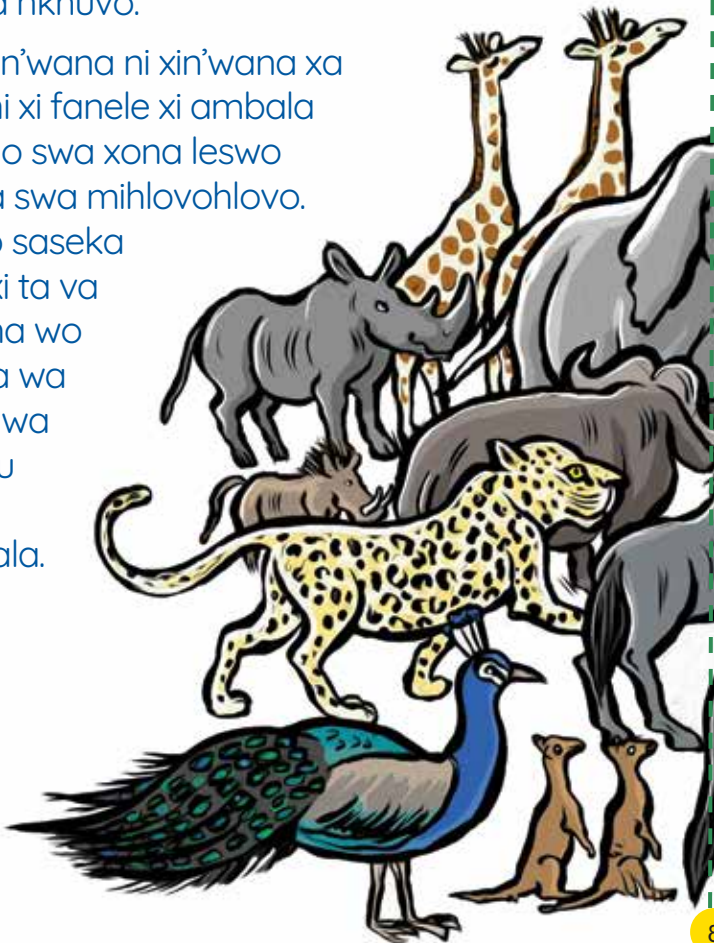
Hi mixo lowu landzelaka, xo sungula lexi
N’wamangwa a xi endleke a ku ri ku kongoma
enambyeni. Sweswi a ri na mavalu layo saseka yo
enambyeni. Sweswi u ta vonaka a ri gexe,
hambi loko a ri ekule!
“U languteka u sasekile ni mavalu ya wena
lamantshwa, N’wamangwa!” ku vula N’wandlopfu
loko a ri karhi a hlamba enambyeni.
“Ndza khensa, N’wandlopfu,” ku vula
N’wamangwa. “Ndzi ya enkhubyana wa Hosi
N’wanghala namuntlha. Un’wana na un’wana u
ta ndzi vona, naswona ndzi ta va munghana wo
hlawuleka wa ndyangu wa le vuhosi!”

The next morning, the first thing Zebra did,
was go to the river. She now had the most
beautiful black and white stripes. She would
definitely stand out, even from a distance!
“You look amazing with your new stripes,
Zebra!” said Elephant as she bathed in the
river.
“Thank you, Elephant,” said Zebra. “I’m going
to King Lion’s party today. Everybody will
notice me, and I will become a special friend of
the royal family.”

One day, King Lion announced that he was
having a party.
“Every animal on the savannah must wear their
brightest and most colourful patterns. The most
beautiful animal will become a special friend of
the royal family,” said King Lion.

Siku rin’wana, Hosi N’wanghala u tivisile leswaku
u ta va na nkhuvo.

“Xiharhi xin’wana ni xin’wana xa
le nhoveni xi fanele xi ambala
swiambalo swa xona leswo
vangama swa mihlovohlovo.
Xiharhi xo saseka
swinene xi ta va
munghana wo
hlawuleka wa
ndyangu wa
vuhosi,” ku
vula Hosi
N’wanghala.



“Please, please take back the stripes,” she
begged Tortoise.

“I cannot,” said Tortoise sadly. “I warned
you that there would be a cost to getting
what you asked for. How I wish you had
listened to me.”

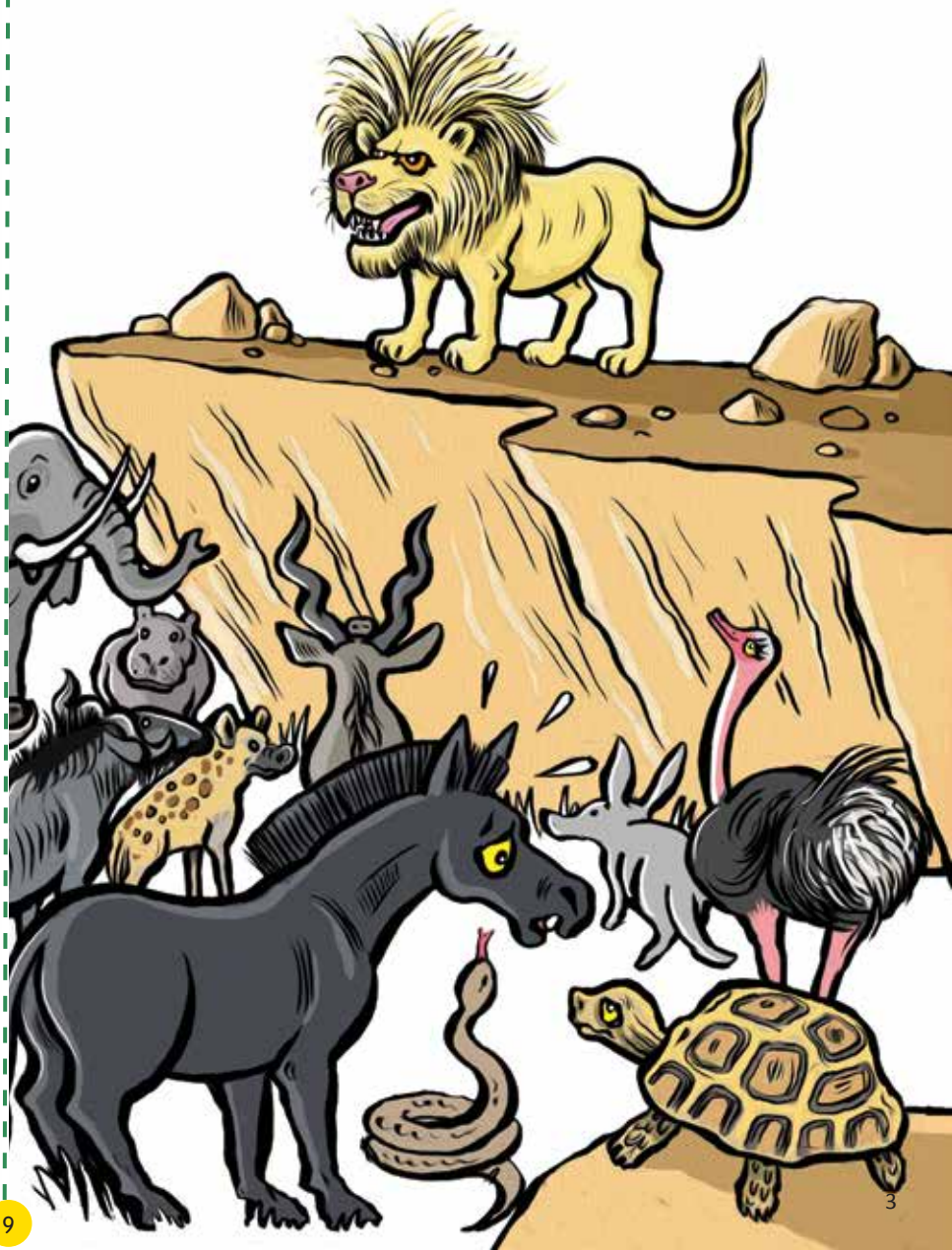
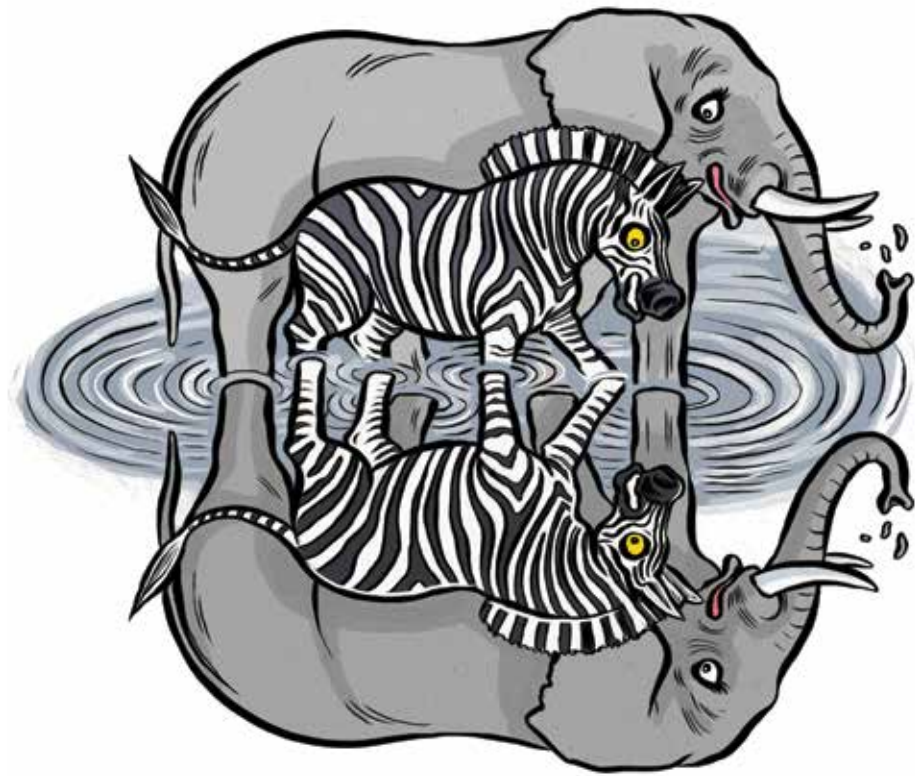
And so it is that lions can easily see
zebras from a distance, and zebras spend
their days running away from lions.

“Ndza kombela, ndzi kombela u susa
mavala,” a kombela N’waxibodze.

“A ndzi nge swi koti,” ku vula N’waxibodze
a tsanile. “Ndzi ku tshinyile leswaku u ta
lahlekeriwa hi swo karhi ku kuma leswi u
swi kombeleke. Ndzi navela onge a wu
ndzi yingisile.”

Hi swona leswi endlaka leswaku tinghala
ti kota ku vona timangwa hi ku olova ti ri
ekule, naswona timangwa ti heta masiku
ya tona ti ri karhi ti baleka tinghala.

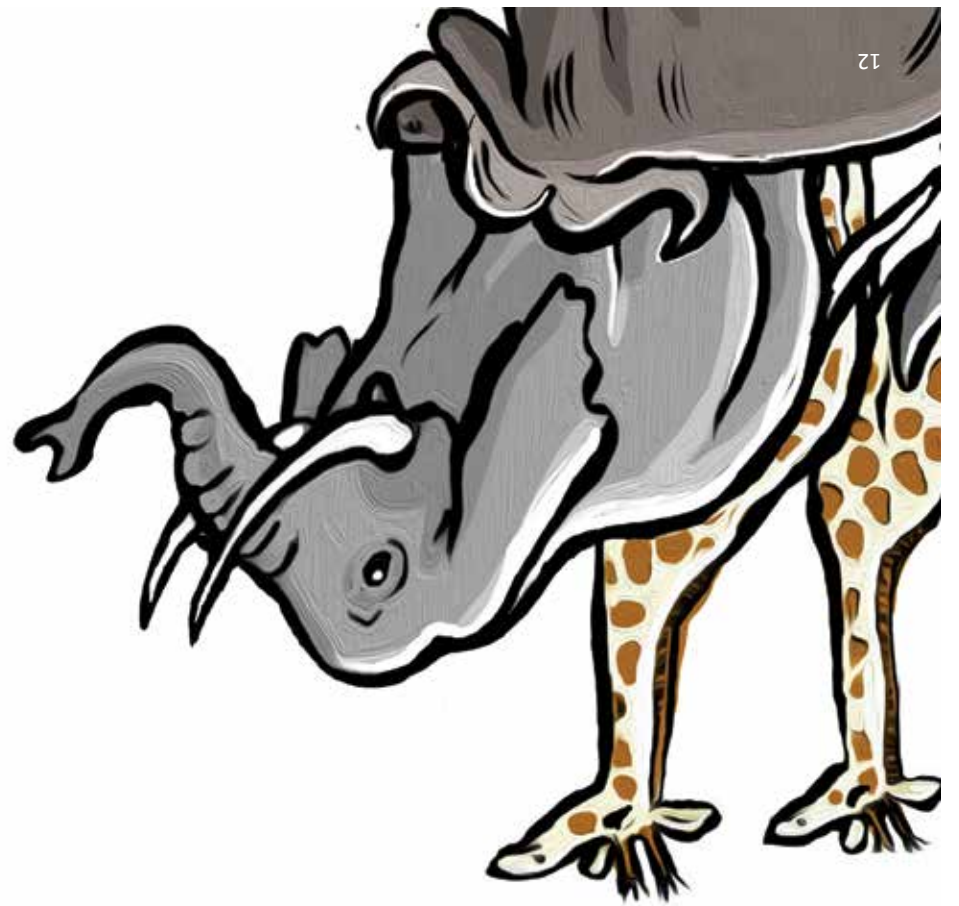
Tortoise was amongst the oldest and wisest animals on the savannah. "Black is the best colour on the savannah," Tortoise said. "Maybe you can use your magic to make me look beautiful. Then King Lion will notice me," said Zebra. "That is not a good idea," said Tortoise. "I can give you what you want, but there will be a cost."





“Look at me, Tortoise,” Zebra sighed.
“How will the royal family ever
choose me if I’m just plain black? No
one will notice me.”

“Ndzi languti, N’waxibodze,”
N’wamangwa a hefermula.
“Xana ndyangu wa le vuhosini
wu nga ndzi hlawula njhani!
loko ndzi ri na ntimba
ntsenda? Ku hava loyi a
nga ta ndzi vona.”



“Oh no!” said Elephant. “You must NOT go
to the party. The king and his family eat the
most beautiful animal as a special meal! You
DO NOT want to be noticed by the lions.”

“Hayi e-e!” ku vula N’wandloptu. “U NGA
yi enkhubgeni. Hosi ni ndyangu wa yona
va dya xiharhi xo saseka ngopfu tanihi
swakudya swa vona swo hlawulekai! U
NGA endli! leswaku tinghala ti ku vona.”



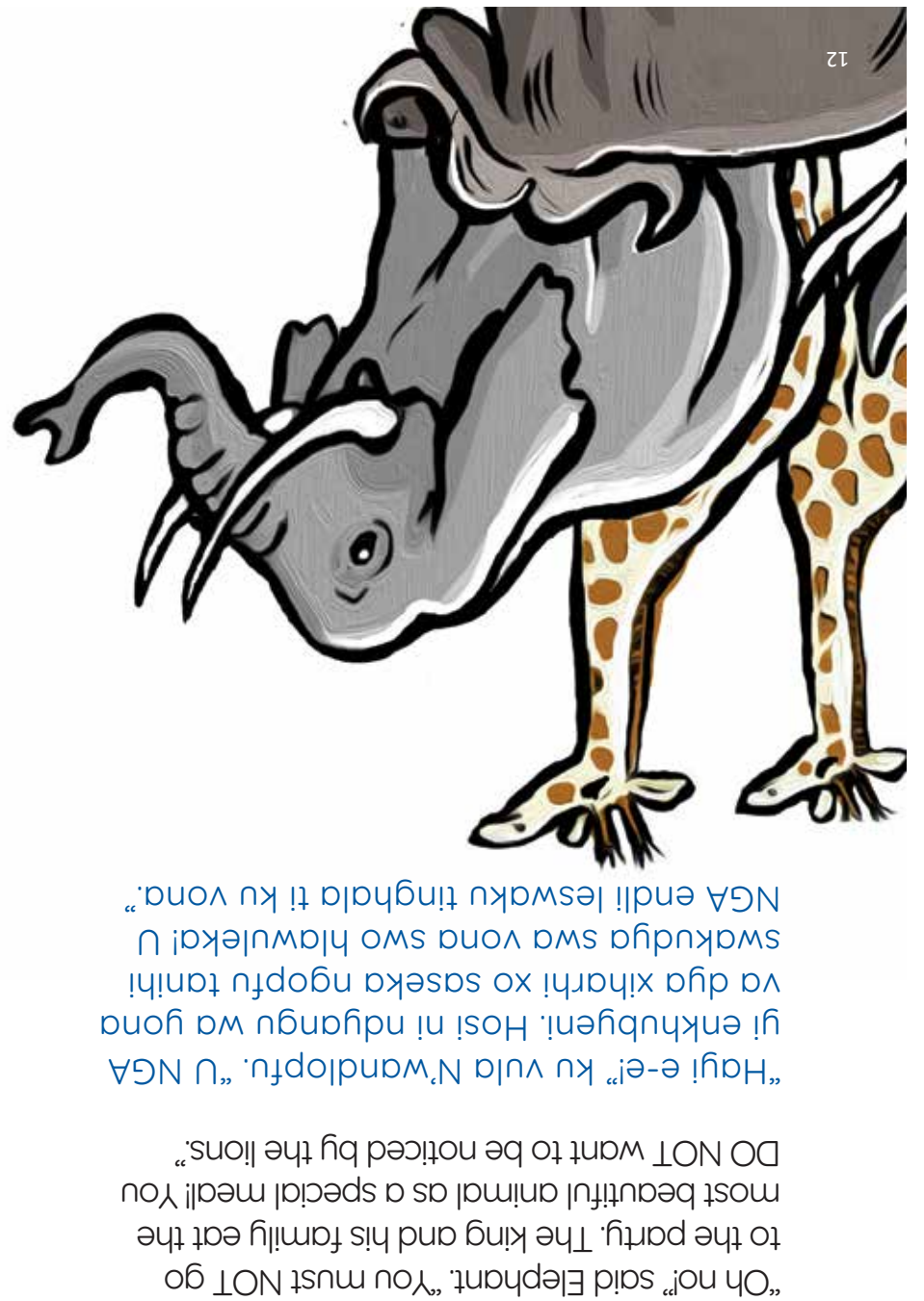
Quickly, the news spread across
the savannah. But some of the
animals wondered how they
could ever beat Peacock with his
colourful feathers, or Leopard with
her spectacular spots.

Hi xihatla, mahungu lawa
ma hatlisa ma hangalaka
na nhova hinkwayo.
Kambe swiharhi swin’wana
a swi tivutisa leswaku
swi nga hlula njhani
N’waphikoko hi tinsiva ta
yena ta mihlovohlovo,
kumbe N’wayingwe ni
mavalavala ya yena
layo xonga.



Zebra felt her heart
pounding. She
realised that she had
made a big mistake.
She ran to Tortoise as
fast as she could.

N’wamangwa a twa
mbilu ya yena yi
ba hi matimba. U
swi xijile leswaku
u endlile xihoxo
lexikulu. Hiloko a
tsutsumele eka
N’waxibodze hi rivilo
ra ndlati.



Quickly, the news spread across
the savannah. But some of the
animals wondered how they
could ever beat Peacock with his
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Hi xihatla, mahungu lawa
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swi xijile leswaku
u endlile xihoxo
lexikulu. Hiloko a
tsutsumele eka
N’waxibodze hi rivilo
ra ndlati.

Ho u tšiswile emahlweni ka n'wankumi. Kambe hi nkarhi lowu Ho a swi tiva leswaku wanuna loyi a ri na makwanga na lunya.

“Loko wo ndzi pendela swifaniso,” ku vula n'wankumi, “kutani swi hanya, ndzi ta ku hakela na ku ku ntshuxa.”

Ekusunguleni Ho a nga tivi leswaku a nga endla yini. Endzhaku, a tela hi mano. “Ina, ndzi nga swi endla sweswo,” ku vula Ho.

“Xosungula lexi ndzi lavaka leswaku u xi pendela i ntshava LEYIKULU leyi nga endliwa hi nsuku,” ku vula n'wankumi. “Ndzi lava ku hlenggeta nsuku hinkwawo.”

Ho u tekile burachi yo penda ya Masingita a penda Iwandle.

Leswi swi hlundzulkise n'wankumi.

“Hikwalahokayini u penda Iwandle? A ndzi lavi Iwandle. Ndzi lava ntshava leyi nga endliwa hi nsuku. Hadisa u yi penda sweswi.”

After that, Ho lived happily. He had enough food to eat. He helped people when they needed it and he painted as many pictures as he liked.

Sometimes he would look across the sea at the mountain made of gold. No one ever went there because there was nothing there except gold.

Endzhaku ka sweswo, Ho u hanyile vutomi a tsakile. A ri na swakudya swo ringana ku swi dya. A pfuna vanhu loko va lava ku pfuniwa na ku penda swifaniso swo tala hilaha a tsakelaka hakona.

Mikarhi yin'wana a languta tlhelo ra le
lwandle eka ntshava yo endliwa hi nsuku.
A ku ri hava na un'we loyi a nga tshama a
ya fika kona hikuva a ku ri hava nchumu
handle ka nsuku.

Endzhaku Ho u vonile leswaku vanhu va hlupheka ku rima mīsa, kutani a penda homu na xikomu ku va pfuna. Mikarhi hinkwayo loko a vona leswaku ku na loyi a lavaka ku pfuniwa, a tihisa burachi ya yena yo penda. Hi nkarhi wutsongo vanhu se a va tiva hi ta burachi yo penda ya masingita ya Ho.



Then Ho saw that the people were struggling to till the land, so he painted a cow and a plough to help them. Every time he saw that someone needed help, he used his paintbrush. Soon many people knew about Ho and his magic paintbrush.

Some time later, a rich man heard about the paintbrush. "That paintbrush will be mine," he said and planned how he was going to steal it. "I will make so much money that I will be the richest man in the whole land."

One night, he dreamed that an old man gave him a magic paintbrush.

“You have a kind heart,” said the old man in his dream. “I see that you love to paint. Here is a magic paintbrush. I want you to promise to use it to help people.”

Vusiku byin'wana, u lorhile mukhalabya un'wana a n'wi nyika burachi ya masingita.

“U na mbilu ya tintswalo,” ku vula mukhalabya enorhweni. “Ndza swi vona leswaku u rhandza ku penda. Hi leyi burachi yo penda ya masingita. Ndzi lava leswaku u ndzi tshembisa leswaku u ta yi tirhisa ku pfuna vanhu.”





When Ho woke up, he found the magic paintbrush next to him.

“Oh,” he said, “I thought it was only a dream.”

From that day on, he used the paintbrush whenever people needed help.

“Ho,” called the people in the fields. “There is no more water in our well. We need to water our plants.”

So Ho painted a river for them. As he painted, the river magically appeared and the people could water their plants.

Loko Ho a pfuka, u kumile burachi yo penda ya masingita ekusuhi na yena.

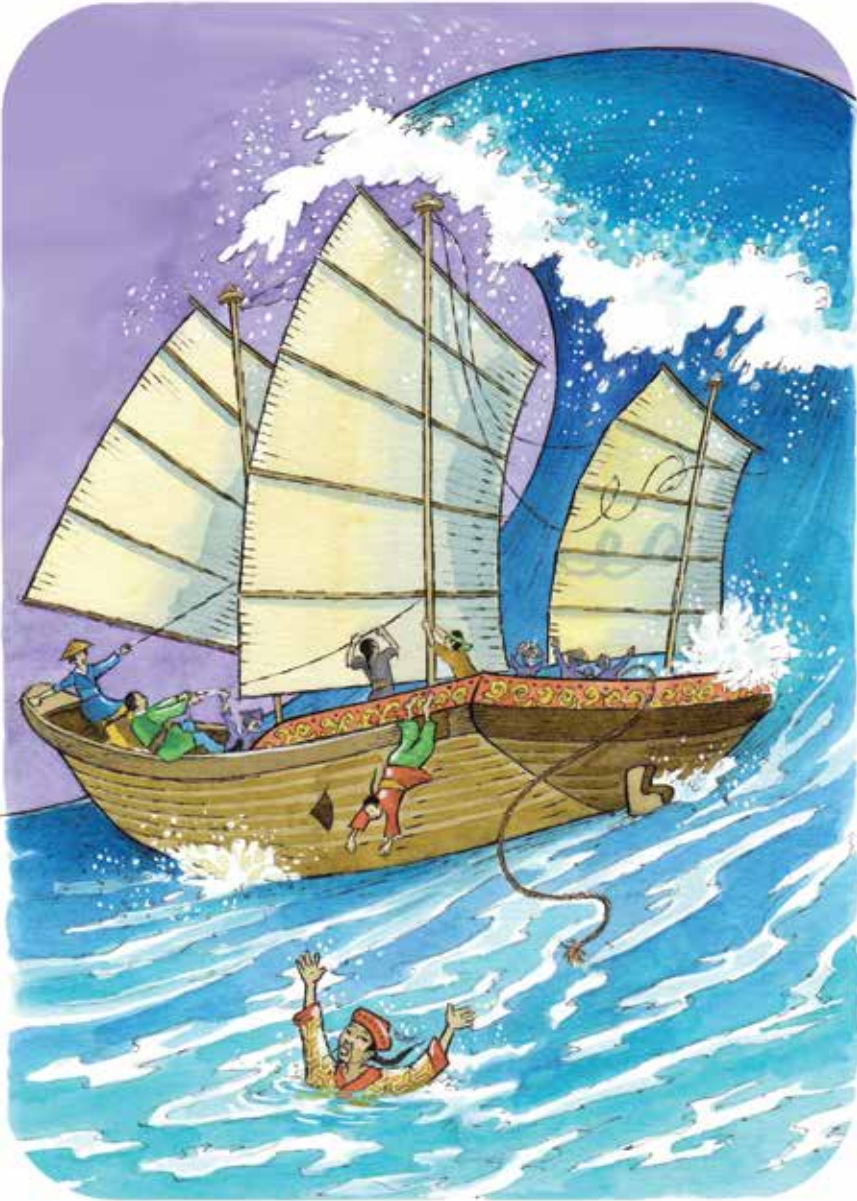
“Yoo,” a vula, “A ndzi anakanya leswaku a ko va norho ntsena.”

Kusuka siku rero, a tirhisa burachi yo penda loko vanhu va lava ku pfuniwa.

“Ho,” ku huwelela vanhu emasin’wini. “Ka ha ri hava mati eswihlobyeni swa hina. Hi lava mati leswaku hi ta cheleta swibyariwa swa hina.”

Hiloko Ho a va pendela nambu. Loko a ri karhi a penda, nambu wu humelerile hi Masingita naswona vanhu a va kota ku cheleta swibyariwa swa vona.

So Ho painted a mountain made of gold on the other side of the sea. “You will have to cross the sea to get there,” he said. “Then quickly paint a big ship so that I can cross the sea,” said the rich man. Ho smiled and painted a big ship. He had hardly finished when the rich man jumped into the ship. Quickly his family and friends jumped in too and they sailed away. Ho watched them carefully. He waited until the ship had sailed into the middle of the sea, then he painted a big wave. CRASH! – it covered the ship and broke it into a thousand pieces. Kutani Ho a penda ntshava leyi nga endliwa hi nsuku hi rhelo lerin’wana ra lwandle. “U ta fanela ku tsemakanya lwandle ku fika kona,” a vula. “Hi ku hatisa penda xikepe lexikulu leswaku ndzi ta kota ku tsemakanya lwandle,” ku vula n’wankumi. Ho a n’wayitela kutani a penda xikepe lexikulu. A nga si beta loko n’wankumi a tlulela endzeni ka xikepe. Hi ku hatisa ndyangu ni vanghana. va yena na vona va tlulela endzeni kutani va dlula va famba. Ho a va langura kahle. U yimile ku fika loko xikepe xi fika exikarhi ka lwandle, kutani a penda gandlati lerikulu. Gandlati ri tsusumile ri kongoma xikepe. Loko ri ri ekusuhi – BUUUM! – ri funengeta xikepe na ku xi tshovelela xi va swipedu swa magidigidi.



Ndzati i N'hweti ya Matiko ya Misava ya Vamadzingandleve!

September is International Month for Deaf People!

N'hweti leyi hi endla swokarhi swo hlawuleka ku lemukisa hi mayelana na vanhu va Vamadzingandleve, ririmi ra vona, mikhuva ya vona, na mintlhotlho leyi va hlanganaka na yona.

"Dzingandleve" yi tsariwa hi rito lerikulu ra "D" hikuva vanhu lava va na mikhuva ya vona, ndhavuko wa vona, ripfumelo ra vona, leswi nga na nkoka eka vona, matimu ya vona, vumunhu bya vona na vutshila bya vona. Va tlhela va va na ririmi ra vona ro hlawuleka. EAfrika-Dzonga, ririmi rero ri vuriwa Ririmi ra Swikoweto ra Afrika-Dzonga (South African Sign Language (SASL)).

This month, we make a special effort to raise awareness about the Deaf community, their language, their culture, and the challenges they face.

"Deaf" is written with a capital "D" because this community has its own culture, traditions, beliefs, values, history, humour and art. They also have a unique first language. In South Africa, that language is called South African Sign Language (SASL).

Mayelana na SASL

- Ririmi ra Swikoweto ra Afrika-Dzonga (SASL) ri vile ririmi ra ximfumo ra vu12 hi Mawuwani 2023.
- SASL ri fana ri ri roxe eAfrika-Dzonga.
- Xiyimo xa SASL xa ximfumo xi tlakusile vulemukisi na vutinyungubyisi bya leswi Vamadzingandleve va nga xiswona xikan'we na ndhavuko wa vona.
- SASL i ririmi leri vonakaka. A ri tsariwi kumbe ku vulavuriwa.
- Matsalwa ya hundzuluxo wa ririmi kumbe tsalwa a swi fani na ririmi ra swikoweto.
- Matiko yo hambanahambana ya na tindzimi ta wona ta swikoweto, kufana na Ririmi ra Swikoweto ra Lesotho, Ririmi ra Swikoweto ra Chayina na Ririmi ra Swikoweto ra Eswatini.

About SASL

- South African Sign Language (SASL) became South Africa's 12th official language in July 2023.
- SASL is unique to South Africa.
- SASL's official status has increased awareness and pride in Deaf identity and culture.
- SASL is a visual language. It is not written or spoken.
- Subtitles or text is not the same as sign language.
- Different countries have their own sign languages, such as Lesotho Sign Language, Chinese Sign Language and Eswatini Sign Language.



Mintlhotlho ya Vamadzingandleve

- Vamadzingandleve vo tala va tirhisa swirho swa ndyangu leswi nga leteriwangiki ku va pfuna ku vulavula na vanhu lava twaka.
- Vukorhokeri bya mfumo byi tala ku va hava vahlamuseri va SASL lava leteriweke ku pfuna Vamadzingandleve.

Challenges Deaf people face

- Many Deaf people use untrained family members to help them communicate with hearing people.
- Government services often don't have trained SASL interpreters to assist Deaf people.



Xikolo na ku dyondza

- Afrika-Dzonga ri na ntsena 44 wa swikolo swa Vamadzingandleve.
- Vadyondzisi vo tala eka swikolo swa Vamadzingandleve a va ri tivi ririmi ra SASL.
- Hikwalaho ka leswi vadyondzi Vamadzingandleve va nga dyondzisiwiki hi ririmi ra vona ro sungula, va tala ku heta xikolo va ri na matwiseliso ya xiyimo xa le hansi

Schools and learning

- South Africa has only 44 schools for Deaf learners.
- Most teachers in Deaf schools do not know SASL.
- Because Deaf learners are not taught in their first language, they often finish school with lower comprehension.





Kungu ra Khulu



Hi Thembinkosi Mabaso Mikombiso hi Magriet Brink na Leo Daly

Yindlu ya Gogo Mathibe a yi ri ekusuhi na rivala ra mitlangu lera ritshuri. Leri i rivala laha vafana va kwala mugangeni a va tlangela kona bolo ya milenge masiku hinkwawo.

Gogo Mathibe a ri na fense yo koma leyi a yi rhendzele yindlu yakwe, naswona tipala to howisela bolo a ti ri kwala kusuhi na fense. Mikarhi hikwayo loko vafana va hupa ku howisa, bolo a yi haha fense yi ya wela ejaratini ra Gogo Mathibe. Xiphiso a ku ri leswaku Gogo Mathibe a tshamela ro chovola. "Loko bolo yo wela ejaratini ra mina, a ya ha ri ya n'wana," a vula leswi. Kwalaho a teka bolo a yi veka endlwini. Vafana va lahlekeriwile hi tibolo ta ntlhanu hi mukhuva wolowo.

Mikarhi yin'wana loko vafana va anakanya leswaku Gogo Mathibe a nga va langutangi, a va khokhomela ejaratini ra yena va teka bolo. Leswi a swi endla Gogo Mathibe a nyanya ku chovola, hikwalaho a nga xava mbyana. A yi nga ri mbyana leyikulu, kambe a yi kurile ku ringanela ku va chavisa.

Siku rin'wana Khulu na vanghana va yena a va ri karhi va titoloveta ku raha bolo. Khulu u rahile bolo hi matimba. Vafana va langutile hi ku chava loko bolo yi haha ehenhla ka tipala to howisela kutani yi ya wela ejaratini ra Gogo Mathibe. "Yoo e-e!" hikwavo va huwelela.



"Khulu, u fanele ku landza bolo Gogo Mathibe a nga si yi vona," ku vula Simo.

"Kambe mbyana ke? Ndzi chava mbyana liya ku fana na leswi ndzi chavisaka xiswona Gogo Mathibe," Khulu a ala.

"Hi nga ka hi nga lahlekeriwi hi bolo yin'wana," ku vula Simo.

Khulu a swi tiva leswaku Simo u vulavula ntiyiso. Kwalaho a languta eximatsini na le xineneni kutani a nga n'wi voni Gogo Mathibe kumbe mbyana ya yena, hiloko a pfula nyangwa a nyandlamela ejaratini. Khulu a nyandlamela a hundza bavhu ro hlantswela lerikulu. A famba hi ku nonoka loko a vona mbyana yi etlele ehansi ka nsinya.

Khulu a kota ku vona bolo leyi a yi ri eka timitara tingaritingani, kambe loko a nga si teka bolo, mbyana yi pfuka yi leva.

"Yoo, yoo, yoo!" Khulu a huwelela.

"Tsutsuma!" ku huwelela vanghana va yena.

Khulu a tsutsumela eximatsini na le xineneni, a tfla bavhu lerikulu kutani a huma hi nyangwa hi ku copeta ka tihlo. Simo a gandladza nyangwa wu pfaleka. Khulu a ri hava bolo, kambe u ponile.

"A wu ri kusuhi," ku vula Bheka.

"A kusuhi ngopfufu," Khulu a swi vula hi ku hefemuteka.

Leswi vafana vo ka va nga swi vonangiki hileswaku Gogo Mathibe a ri karhi a va vona hi le ndzhaku ka makheteni. U humesile nhloko hi fasitere kutani a huwelela, "Vafana mi amukelekile ku ta teka bolo ya n'wana, kambe loko mbyana ya mina yi mi luma, a swi nga lavi mina." Endzhaku ka sweswo a pfala fasitere kutani a ya emahlweni na misingiriko ya siku.

Vafana va langutana hi ku hlalala. Ekuheteleleni, Simphiwe a ku, "Hi fanele hi kuma bolo ya hina. A hi anakanyeni hi kungu ra kahle."

Endzhaku ka ku anakanya ka nkarhi wo leha, Khulu a ku, "Ndzi na kungu. Swi nga va njhani loko ndzi ti hundzula futsu?"

"Yini?" ku vutisa Simo.

"Njhani?" ku vutisa Bheka.

Simphiwe a yima kwalaha a ti komba a pfilunganyeke miehleketo.

"Ehh," ku vula Khulu, "Ndzi ta tirhisa bavhu ro hlantswela ra Gogo Mathibe ku fana na xiphambati kutani ndzi kasa ku ya laha ku nga na bolo ku kota futsu."

"I kungu ra kahle," ku vula Simo. "Ngopfungopfu hi ku i kungu ri ri roxe."

Kwalaho Khulu a pfula nyangwa hi vukheta kutani hi xihatla a kasela ehansi ka bavhu lerikulu ro hlantswela. Vafana a va langutile loko Khulu a ri karhi a tlakusa bavhu katsongo kutani a sungula ku kasela laha a ku ri na bolo hi mavoko na matsolo. Ina a languteka a fana na futsu katsongo!

Loko mbyana yi lemuka leswi nga eku humeleleni, yi leva. Khulu a yisa bavhu ehansi kutani a ya emahlweni na ku kasa a ya etlhelo leri bolo a yi eka rona.

"U yile switsongo exineneni! Sweswi a ya eximatsini katsongo," vafana a va ri karhi va huwelela loko va ri karhi va byela Khulu tlhelo leri a fanelaka ku ya eka rona. Mbyana yi ringetile ku luma bavhu ro hlantswela, kambe yi swi lemuka leswaku meno ya yona ya nge swi koti ku luma xiphambati xa nsimbhi.

Khulu a kasa ku fikela a fika laha bolo a yi ri kona. Kwalaho a tlakusa bavhu leswaku a kota ku bvanganyeta bolo.



"Bolo yi le ndzeni ka xiphambati!" Khulu a huwelela hi ntsaka.

Endzhaku a kasa ndlela hinkwayo a ya fika enyangweni. Vafana hinkwavo va bela Khulu mavoko loko a ri karhi a kasa a huma ehansi ka bavhu ro hlantswela, bolo yi hlayisekile ehansi ka voko ra yena.

Leswi vafana vo ka va nga swi vonangiki i ku, Gogo Mathibe a va langutile hi le ndzhaku ka makheteni. U humesile nhloko hi fasitere kutani a huwelela a ku, "Vafana, ndzi swi vonile sweswo! Swi nga va swi mi tirherile sweswi, kambe vuyisani bavhu ra mina ro hlantswela, ehandle ka swona ..."

Leswi a swi fanela leswaku vafana va tlierisela bavhu ro hlantswela hi ku ri hoxa hi le henhla ka fense.

"Ndzi na kungu rin'wana," ku vula Khulu.

"Yini?" ku vutisa Bheka.

"Ndzi anakanya leswaku ku sukela sweswi ku ya emahlweni, hi fanele hi tirhisa tipala letin'wana leti nga fularhela loko hi titoloveta ku howisa bolo," ku vula Khulu.

"Rero i kungu ra kahle!" hinkwavo vanghana va yena va vula sweswo xikan'we.

Endla ntsheketo wu nyanyula!

- ★ Xana hi yihl mitlangu ya bolo leyi u tiphinaka hi yona? Xana u tshama u raha bolo yi ya wela ejaratini ra un'wana loyi a nga ku nyikangiki yona? Xana u endlile yini?

- ★ Xana u nga anakanya hi kungu ra ku landza bolo eka jarati ra un'wana leri nga ni mbyana? A wu fanelanga ku vavisa mbyana.
- ★ Kumbexana ku na ndlela yo khorwisa un'wana leswaku a ku nyika bolo ya wena. Xana u anakanya leswaku u nga vula kumbe ku endla yini?



Khulu's plan

By Thembinkosi Mabaso ■ Illustrations by Magriet Brink and Leo Daly

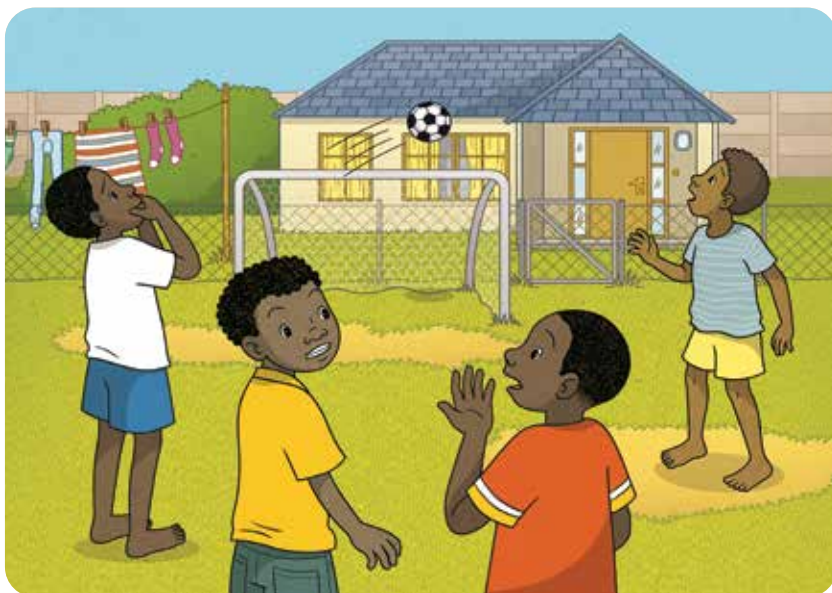


Gogo Mathibe's house stood next to a dusty soccer field. This was the field where the local boys played soccer every day.

Gogo Mathibe had a low fence around her house, and the goal posts stood just beyond the fence. Every time the boys missed the goal, the ball flew over the fence and ended up in Gogo Mathibe's yard. The problem was that Gogo Mathibe was grumpy. "If the ball lands in my yard, it is no longer yours," she would say. Then she would pick up the ball and carry it inside. The boys had lost five balls this way.

Sometimes when the boys thought Gogo Mathibe wasn't looking, they would sneak into her yard and retrieve their ball. This made Gogo Mathibe even more grumpy, so she bought a dog. It wasn't a huge dog, but he was big enough to be scary.

One day, Khulu and his friends were practising kicking goals. Khulu kicked the ball hard. The boys watched in horror as the ball flew over the goal posts and landed in Gogo Mathibe's yard. "Oh no!" they all shouted.



"Khulu, you've got to fetch the ball before Gogo Mathibe sees it," said Simo.

"But what about the dog? I'm almost as scared of that dog as I am of Gogo Mathibe," Khulu protested.

"We can't lose another ball," Simo said.

Khulu knew that Simo was right. He looked left and right and when he did not see Gogo Mathibe or her dog, he opened the gate and snuck into the yard. Khulu tiptoed past a big tin washing basin. He walked in slow motion when he noticed the dog sleeping under a tree.

Khulu could see the ball a few metres away, but before he could grab the ball, the dog woke up and charged.

"Yoh, yoh, yoh!" shouted Khulu.

"Run!" shouted his friends.

Khulu ran left and right, jumped over the big tin washing basin and was out the gate in a flash. Simo slammed the gate shut. Khulu didn't have the ball, but he was safe.

"That was close," Bheka said.

"Too close," Khulu panted.

What the boys didn't realise, was that Gogo Mathibe had been watching from behind the curtains. She leaned out the window and shouted, "Boys, you are welcome to fetch your soccer ball, but if my dog bites you, it's not my concern." And with that she closed the window and went about her day.

The boys looked at each other in shock. Finally, Simphiwe said, "We have to get our ball back. Let's think of a good plan."

After a lot of thinking, Khulu said, "I have a plan. What if I turn myself into a tortoise?"

"What?" asked Simo.

"How?" asked Bheka

Simphiwe just stood there looking confused.

"Well," said Khulu, "I can use Gogo Mathibe's big tin washing basin like a shell and crawl to the ball like a tortoise."

"Good plan," said Simo. "Especially since it's the only plan."

So Khulu carefully opened the gate and quickly crawled under the big tin washing basin. The boys watched as Khulu lifted the basin slightly and slowly started crawling towards the ball on his hands and knees. He did look a bit like a tortoise!

As soon as the dog noticed, he charged. Khulu lowered the basin and continued to crawl in the direction of the ball.

"A bit to the right! Now a bit to the left," the boys shouted as they gave Khulu directions. The dog tried to bite the washing basin, but soon realized his teeth were no match for the hard tin shell.

Khulu crawled until he reached the ball. Then he lifted the basin just enough to grab the ball.



"The ball is inside the shell!" Khulu shouted triumphantly.

Then he crawled all the way back and out of the gate. The boys all applauded as Khulu crawled out from under the basin, the ball safely tucked under his arm.

What the boys didn't realise, is that Gogo Mathibe had been watching from behind the curtains. She leaned out the window and shouted, "Boys, I saw that! That might have worked this time, but you best return my washing basin, or else ..."

And that was more than enough reason for the boys to tip the washing basin back over the fence.

"I have another plan," said Khulu.

"What?" asked Bheka.

"I think that from now on, we should only use the opposite goal posts to practise kicking goals," said Khulu.

"What a good plan!" all his friends said together.

Get story active!

- ★ What ball games do you enjoy playing? Have you ever hit or kicked your ball into someone's yard who would not give it back? What did you do?
- ★ Can you think of a plan to retrieve a ball from someone's yard where there is a dog? You should not harm the dog.

- ★ Perhaps there is a way to convince someone to give your ball back to you. What do you think you could say or do?

Swo tsakisa hi Nal'ibali

Nal'ibali fun

A hi dirowi tikhathuni ta swiharhi!

Let's draw cartoon animals!

Nhuntlwa / A giraffe

Mbyana / A dog

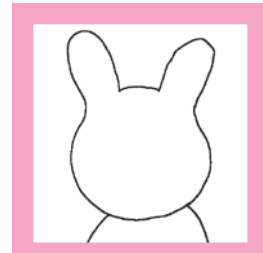
Mangwa / A zebra

Mpfundla / A rabbit

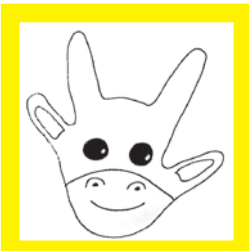
1. Dirowa ntila wo dziva wu rhendzela xivumbeko xa voko ra wena. / Draw a thick line around the shape of your hand.



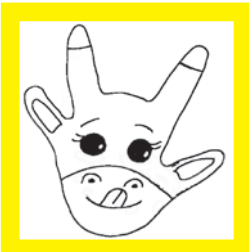
2. Engetela swivumbeko na mintila eka xivumbeko xa voko ra wena. / Add the main shapes and lines to your hand shape.



3. Sweswi engetela mahlo, nhompfu na tindleve. / Now add eyes, a nose and the ears.



4. Engetela tipatironi na swin'wana swo tanihi timhondzo, malevvu, ntshiva kumbe ririmi leri nga humela ehandle! / Add patterns and features like horns, whiskers, a mane or a tongue that pokes out!



5. Hlovohata endzeni ka xiharhi xa khathuni ya wena. Kombisa xifaniso xa wena leswaku un'wana na un'wana a xi vona! / Colour in your cartoon animal. Display your picture for everyone to see!



Nal'ibali yi kona ku ku hlohotela na ku ku seketela. Tihlanganisi na hina hi yin'wani ya tindlela leti:

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