



## Ndlandlamuxa miehleketo ya n'wana wa wena!

Ku hlaya swin'we swi pfuna swinene leswaku ku va ni vuxaka lebyikulu exikarhi ka vatswari ni vana, naswona va tivana ku antswa. Nakambe ku hlaya swin'we swi ndlandlamuxa miehleketo ya n'wana kumbe ricece leswaku a kota ku humelela emisaveni!

## Build your baby's brain!

Reading together is an effective way for parents and their babies to bond and get to know each other. Reading together also develops the baby's or toddler's brain and prepares their minds to have big thoughts and ideas to help them succeed in the world!

### KU SUKA EKU TSWARIWENI KU YA EKA TIN'HWETI TA 6

1. Ringeta ku tirhisa tibuku leti nga ni swifaniso leswikulu swo twisiseka kumbe swa swikandza swa vana.
2. Loko vana va nga si kota ku tshama, swa antswa ku va xinga kunene va languta emahlweni ivi u khoma buku emahlweni ka vona.
3. Ku phindhaphindha swi endla leswaku vana va titshemba, kutani mi nga hlaya buku hi ku phindhaphindha! A swi bohi ku tshamela ku hlaya leswi tsariweke ebukwini. Vulavula ni n'wana, u tirhisa buku tanihi nkongomiso ntsena.

### TIN'HWETI TA 6 KU YA EKA 12

1. Loko va ri ni tin'hweti ta kwalomu ka tsevu, vana vo tala va sungula ku tiva swikandza, marito ni mavoko ya vanhu lava talaka ku va khoma. Va sungula ku tsakela tibuku leti nga ni tinsimu na swiphato. Hlaya marito ivi mi vulavula hi leswi mi swi vonaka eswifanisweni. Kombetela swilo swokarhi ni mivala kutani u vula mavito ya swona. Endla mpfumawulo wa swilo swokarhi leswi nga ebukwini.
2. Tibuku ta makhadibodo ni ta malapi ti olovela vana ku ti tamela hi voxex. A ti handzuki hambi va ti luma, va ti kokakoka ni ku ti cukumeta! Tsundzuka leswaku ku luma tibuku i swilo leswi tolovelekeke eka tincece – i xikombiso xa leswaku va sungula ku mirisa.
3. Tincece leti kulekenyana ti tsakela tibuku leti pfulekaka, ta swifaniso swo tharhamuka ni ta mimpfumawulo. Nakambe vana va sungula ku hlanganyela hi xitalo eka leswi endlekaka ebukwini, swo tanihi ku kombetela swilo leswi nga etlukeni ra buku kumbe va ringeta ku ri pfula.

### LEMBE RIN'WE KU YA EKA MAMBIRHI

1. Vuswikoti bya n'wana byo twisisa ni ku tirhisa ririmi se byi engeteleke hi ndlela leyi xiyekaka. Hambileswi va ha ta tsakelaka tibuku ku sukela eka lembe ra vona ro sungula, nakambe va tsakela ku twa timhaka leti khumbaka vana van'wana, swiharhi ni mintokoto leyi tolovelekeke ya siku na siku.
2. Ringeta ku veka nkarhi wo hlawuleka siku na siku wo hlaya ni vana va wena loko va ha ri tincece, tanihileswi sweswo swi va pfunaka ku tiva leswaku ku hlaya i nchumu lowu tsakisaka ku wu endla!

### BIRTH TO 6 MONTHS

1. Try to use books that have big, simple pictures or photographs of babies' faces.
2. Until babies can sit on their own, it's easiest to put them on your lap with their back against you and to hold the book in front of them.
3. Repetition and routine make babies feel secure, so you can read the same book over and over again! You don't always have to read what is written on the pages. Talk to your baby and just use the book as a guide.

### 6 TO 12 MONTHS

1. From about the age of six months, most babies start to recognise the appearance, sound and touch of familiar people. They also start to enjoy books that have songs and rhymes in them. Read the words and talk about what you see in the pictures. Name and point to some of the objects and colours. Make the sounds of objects in the book.
2. Board books and cloth books work best when you allow babies to handle the books on their own. These books can be chewed, pulled and thrown about without breaking! Remember that chewing books is normal for babies – it's a sign that your baby is teething.
3. Older babies enjoy books with flaps, pop-ups and sounds. They also begin to get more involved with what is going on in the book, like pointing to things on the page or trying to turn the page.

### 1 TO 2 YEARS

1. By now, your child's ability to understand and use language has increased dramatically. Although they will still enjoy the books from their first year, they also like to hear stories about other children, animals and familiar, everyday experiences.
2. Try to set aside special times each day to read with your toddlers, as this helps them learn that reading is something fun to do!



IT STARTS WITH  
A STORY.  
SWI SUNGULA HI  
NTSHEKETO.

# Endla vutumbuluxi!

## Endla buku ya swifaniso leswi twalaka evokweni

Tibuku ta swifaniso leswi twalaka evokweni ti ni swifaniso leswi khomekaka. Swin'wana swa khwaxa kasi swin'wana swa rhetela, naswona sweswo swi endla leswaku n'wana a tsakela ku ya emahlweni a phendlaphendla buku (kumbe a tlanga ha yona)! Tibuku ta swifaniso leswi twalaka evokweni ti endla leswaku vana va dyondza swilo hi ku olova. Nakambe i mpfuno lowukulu eka vana lava feke mahlo kumbe lava nga voniki kahle.

Swin'wana swa leswi tibuku ta swifaniso swo twala evokweni (leswi khomekaka) ti pfunaka swona hileswaku:

- ☉ Ti chela vana lavatsongo moya wa ku hisekela ku hlaya tibuku.
- ☉ Ti khoma miehleketo ya n'wana yi nga tsenzeleki ni ku kota ku landzelela mhaka hi marito ni tinhlamuselo to olova.
- ☉ Ti dyondzisa n'wana wa wena marito ni tinhlamuselo ta wona. Hi xikombiso, va nga dyondza rito "khwaxa" hi ku khumba ndhawu yo khwaxa leswaku va twisisa nhlamuselo ya rito rero.



# Get creative!

## Make a touch and feel book

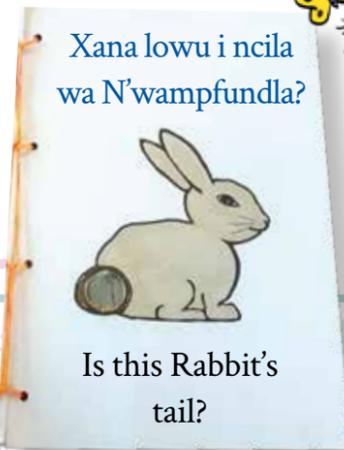
Touch and feel books can be explored with your hands. They have different surfaces and patterns that will keep a child interested as they page through (and play with!) the book. Touch and feel books give children a more interactive learning experience. They are also a powerful tool for children who are blind or have limited sight.

Some of the benefits of touch and feel books (or tactile books) are:

- ☉ They get young children excited about reading books.
- ☉ They help your child to focus and follow along with simple words and concepts.
- ☉ They teach your child about words and their meanings. For example, they can learn the word "rough" by touching a rough surface to understand the meaning of the word.

## Endlela ricece ra wena buku yo olova ya swifaniso swo twala evokweni leyi nge: Xana lowu i ncila wa N'wampfundla?

1. Kunguhata ku tirhisa mhaka yo koma yi tlhela yi olova eka tluka harin'we ra buku ya wena. Buku ya kona yi nga va na mixaka ya tsevu ya maphepha: yo khwaxa, yo rhetela, ya mabundzu, yo khwanyala, yo olova, ni yo tsindziyela.
2. Tluka harin'we ri fanele ri va na nchumu WUN'WE ntsena lowu twalaka wu hambanile ni phepha ra buku.



## Make a simple touch and feel book for your toddler: Is this Rabbit's tail?

1. Plan to use a short, simple idea on each page of your book. This book can feature six different textures: rough, smooth, bumpy, wrinkly, soft and hard.
2. Each page should only have ONE thing that feels different to the paper of the book.



3. Namaketa phepha ra kona ehenhla ka khadiboro ro lala, ro tanihi ra tisiriya. Tluka harin'we ri ta va ri tsindziyerile, kutani swi ta lava leswaku u ma hlanganisa hi ku ma rhungelela kumbe hi xitepulara.

U nga tirhisa tindlela tin'wana to tiendlela buku ya wena. Hi xikombiso, ku nga va buku ya swivumbeko swa swilo swo hambanahambana.

3. Paste the paper onto thin cardboard, like cereal box cardboard. The pages will be thick, so make each page separately and stitch/staple the pages together.

You can use another idea to make your own book. For example, a book about shapes.

# Vona swifaniso swa mintsheketo hi tihlo ra mianakanyo



## See pictures of stories in your mind



Loko hi hlamusela mintsheketo kumbe hi yingisela un'wana a hlamusela mintsheketo, swi nga endleka ku nga ri na swifaniso swo kombisa leswi humelalaka eka ntsheketo. Kambe hi nga tirhisa marito ni mimpfumawulo ya wona hi vona swifaniso swa ntsheketo hi tihlo ra mianakanyo. Sweswo hi leswi vana va dyonzaka ku swi endla loko se va kota ku tihlayela.

Ku ni tindlela to pfuna vana ku vona swilo hi tihlo ra mianakanyo. Sweswo swi va pfuna va tsakela ni ku yi twisisa swinene mintsheketo leyi va yi twaka kumbe ku yi hlaya. Nakambe swi ta va pfuna ku tsala mintsheketo yo antswa. Minkarhi yin'wana, loko u heta ku hlamusela kumbe ku hlaya vuxokoxoko bya munhu, ndhawu kumbe nchumu wokarhi eka ntsheketo, yimanyana mi endla xin'wana xa swintirhwana leswi landzelaka:

- ☉ Kombela vana va pfala mahlo ivi va ringeta ku "vona" leswi wa ha ku swi hlamuselaka. Tihela u va hlamusela kumbe u va hlayela vuxokoxoko, u va pfuna ku vona swilo hi tihlo ra mianakanyo.
- ☉ Kombela vana va dirowa swifaniso swa mhaka leyi u va hlamuseleke yona. Loko un'wana wa vatswari kumbe muwundli a hlamusela kumbe ku hlaya ntsheketo, mutswari lon'wana kumbe xaka a nga pfuna vana lavatsongo ku dirowa swifaniso swa vana.
- ☉ Dirowa leswi u swi vonaka hi tihlo ra mianakanyo hi ku ya hi nhlamuselo ya kona. Kombela vana va hlamusela ndlela leyi swifaniso leswi taka emianakanyweni ya vona swi fanaka kumbe ku hambana ni leswi wena u swi diroweke.
- ☉ Kombela vana va ku hlamusela leswi va swi vonaka, mpfumawulo, nantswo ni nun'hwelo lowu va wu twaka loko va yingisela nhlamuselo ya wena.

Ndyangu hinkwawo wu nga tsakela ku endla swintirhwana leswi swin'we!

When we tell stories or listen to someone else tell stories, there may not be pictures to show what is happening in the story. But we can use the words and their sounds to create pictures of the story in our minds. This is something that children learn to do when they become independent readers.

There are ways to help your children to build their imaginations. Building their imagination helps them to enjoy and understand stories that they hear or read better. It will also help them to write better stories. Sometimes, after you have given or read a detailed description of a person, place or thing in a story, pause and do one of the following activities:

- ☉ Ask your children to close their eyes and try to "see" what you have just described. Retell or reread the description to help them form pictures in their mind.
- ☉ Ask your children to draw pictures of what you have described. While one parent or caregiver tells or reads a story, the other parent or a relative can help younger children to draw their pictures.
- ☉ Draw what you imagine from the description. Encourage your children to explain how their mental pictures are the same or different to what you have drawn.
- ☉ Ask your children to tell you what they see, hear, taste and smell when they listen to the description.

The whole family can enjoy these activities together!



## Ku tirhisa mintsheketo ya hina hi tindlela to hambanahambana

1. **Hlamusela n'wana wa wena ntsheketo.** Hlaya ntsheketo kutani u praktisa ku wu hlamusela. Tirhisa rito, xikandza ni miri, u endla leswaku ntsheketo wu hanyana.
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 a hlaya.** N'wi yingisele handle ko n'wi kavanyeta. N'wi byele leswaku swa ku tsakisa ku n'wi twa a ri eku hlayeni.
5. **Endlani leswi lavekaka eka 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.



## 6 wa tindlela to tlangela tibuku na mintsheketo hi Siku ra Misava ra Tibuku ni le ndzhaku ka rona!



## 6 ways to celebrate books and stories on World Book Day and long after!



1. Endla leswaku vana lava ha riki vatsongo va katseka eka Siku ra Misava ra Tibuku. Kuma tibuku leti nga ni swiphato swa xintu na tinsimu ta tincece ni vana hi ririmi ra ka n'wina, ivi u ti tirhisa ni vana va wena.

1. Get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children.

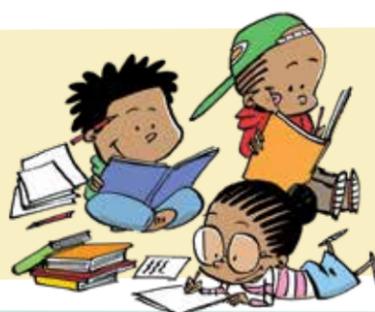


2. Hlayela vana ntsheketo ivi u va kombela va endla vatlangi va wona hi ku tirhisa vumba byinene kumbe bya vana. Kombela ndyangu hinkwawo wu hlamusela ntsheketo wa kona kumbe va tisungulela ya vona hi ku tirhisa swifaniso leswi swa vumba!

2. Read a story to your children and then encourage them to make models of the characters using playdough or clay. Get the whole family together to use the models to retell the story or tell your own stories!



3. Teka maphepha, tikhrayoni na tikoki, u kombela vana lava kulekenyana va tiendlela tibuku ta vona ta swifaniso. Va kombele leswaku va hlayela vana lavatsongo tibuku ta vona. Kumbe u endlela vana lava ha riki tincece tibuku ta swifaniso leswi twalaka evokweni. (vona tluka 2).



3. Set out some paper, pencil crayons and kokis, and ask older children to create their own picture books. Encourage them to read their books to younger family members. Or make a touch and feel book for very young children (see page 2).

4. Endlani mphikizano wa leswaku i tibuku tingani leti xirho haxin'we xa ndyangu xi nga kotaka ku ti hlaya hi vhiki. Nal'ibali yi na mphikizano wa Tinghwazi ta Mintsheketo lowu khomiwaka endzhaku ka tin'hwetii tin'wana ni tin'wana tinharhu elembeni. Nghena eka <https://nalibali.org/story-champion> leswaku u hlanguyela eka mphikizano lowu!



4. Have a family challenge to see how many books each of you can read in a week. Nal'ibali has a Story Champions competition that runs every quarter. Go to <https://nalibali.org/story-champion> to join in the fun!



5. Tanihi ndyangu, tekani nkarhi mi hlaya xin'wana xa swibukwana leswi nga eka xiengetelo lexi, lexi lavaka ku tsemiwa u tihlayisela xona (**Ku tsemakanya patu**). Swi ta pfuna ndyangu wa n'wina ku swi tlangela swinene ku va na tibuku ta ku ti hlaya. Dirowa xifaniso xa Zak Yacoob kutani u tsala swivutiso leswi ndyangu wa wena wu lavaka ku n'wi vutisa swona eka swimbyarumbyaru swa marito leswi nga exifanisweni.



5. As a family, take some time to read one of the cut-out-and-keep booklets in this supplement (**Crossing the road**). It will help your family to really appreciate having books to read. Draw a picture of Zak Yacoob and then write questions that your family would like to ask him in speech bubbles in the picture.

6. Teka swifaniso swa wena swin'we na vana mi khomekile hi xintirhwana xa Siku ra Misava ra Tibuku, ivi mi swi ngenisa eka Facebook, Instagram kumbe Twitter, mi tirhisa **#WorldBookDay**. Hi nga tsakela ku komba van'wana leswi u swi endleke eka Facebook ya hina kumbe eka xiengetelo xa Nal'ibali!



6. Take photographs of you and your children enjoying a World Book Day activity and post them on Facebook, Instagram or Twitter using the hashtag **#WorldBookDay**. We'd love to share what you did with others on our Facebook page or in the Nal'ibali supplement!



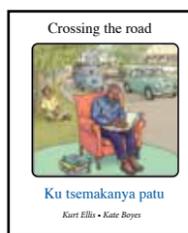
### Grow your own library. Create TWO cut-out-and-keep books

#### Something special

1. Tear off page 9 of this supplement.
2. Fold the sheet in half along the black dotted line.
3. Fold it in half again along the green dotted line to make the book.
4. Cut along the red dotted lines to separate the pages.

#### Crossing the road

1. To make this book, use pages 5, 6, 7, 8, 11 and 12.
2. Keep pages 7 and 8 inside the other pages.
3. Fold the sheets in half along the black dotted line.
4. Fold them in half again along the green dotted line to make the book.
5. Cut along the red dotted lines to separate the pages.



### Tiendlele layiburari ya wena. Endla tibuku **TIMBIRHI** hi ku tsema u ti hlayisa

#### Swin'wana swo hlawuleka

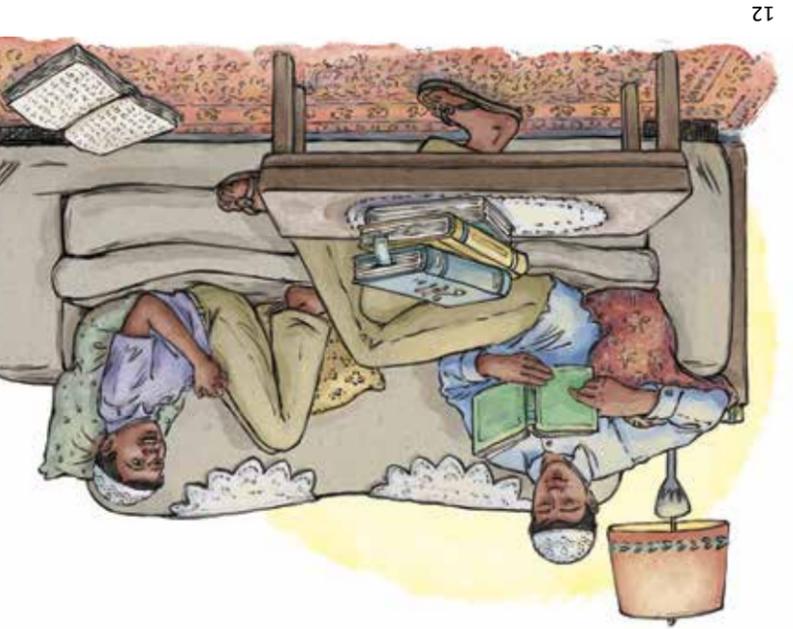
1. Susa pheji 9 eka xitatisi.
2. Petsa phepha hi le xikarhi eka nkhwanti wa ntima lowu nga tsemekatsemeka.
3. Petsa nakambe hi le xikarhi eka nkhwanti wa rihladza.
4. Tsema hi le ka nkhwanti wo tshwuka leswaku ku huma matluka mambirhi.

#### Ku tsemakanya patu

1. Leswaku u endla buku ya kona, tirhisa mapheji 5, 6, 7, 8, 11 na 12.
2. U nga humesi pheji 7 na 8 laha ti ngheneke kona.
3. Petsa phepha hi le xikarhi eka nkhwanti wa ntima lowu nga tsemekatsemeka.
4. Petsa nakambe hi le xikarhi eka nkhwanti wa rihladza.
5. Tsema hi le ka nkhwanti wo tshwuka leswaku ku huma matluka mambirhi.

Kambe ku hlayetwa a swi fani ni ku tihlayela. Ku kota ku tihlayela i ntshunxeko lowu vo tala va nga wu lemukiki. Ku hlaya swi endla leswaku miehleketo ya hina yi fika ematukweni, etindhawini ni le minkarhini leyi swi nga kotekiki ku va eka yona hi xiviri. Ku hlayetwa hi munhu un'wana swi fana ni loko a ku hlamusela ndlela leyi a tiphineke ha yona hi holidayi. Wa swi twisisa leswi a ku hlamuselaka swona, naswona u kota ku swi vona hi tihlo ra mianakanayo, kambe hi yena a tiphineke hi holidayi ya kona, hayi wena.

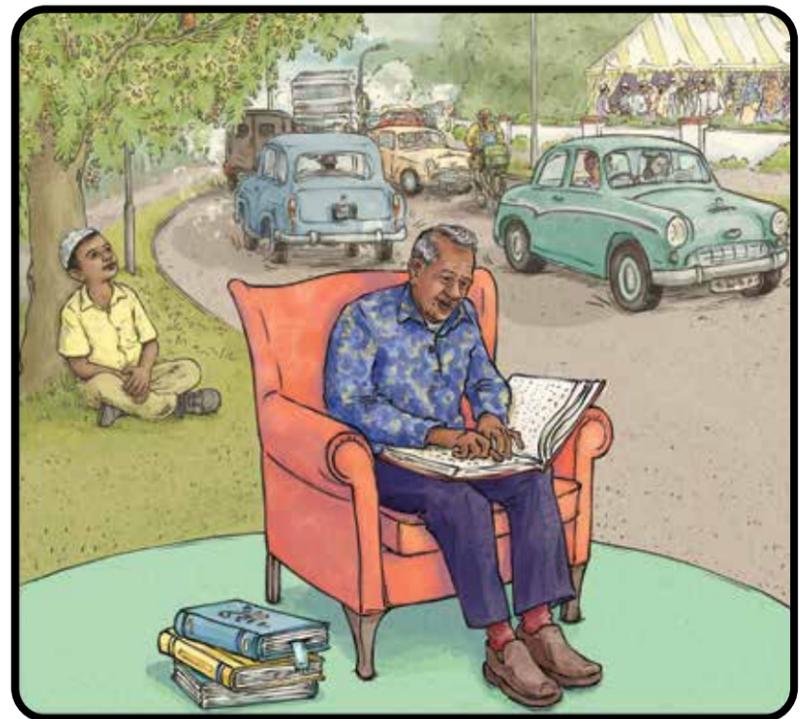
But of course, that is not the same. Being able to read for yourself is a form of freedom that many people don't appreciate. Through reading, our minds can travel to worlds, places and times that our physical bodies cannot. Having someone read to you is like being told about a wonderful vacation they've had. You understand what they're saying, and you can picture what they're describing, but it is their adventure, not yours.



Zak, however, wouldn't let this hold him back. He read everything and anything he could get his fingertips on. There wasn't much, but he read it all. And if he couldn't read a book himself, he always had family and friends who would read to him.

Hambiswiritano, Zak a nga pumelanga leswaku sweswo swi ni wi heta matimba. A a hlaya nkandziso wun'wana ni wun'wana lowu a wu kumaka. Hambileswi a yi nga talanga, u yi hlaye hinkwayo. Naswona loko a nga koti ku hlaya buku yokarhi, a hlayetwa hi va ka vona ni vanghana.

## Crossing the road



## Ku tsemakanya patu

Kurt Ellis • Kate Boyes

**Ideas to talk about:** What should you do when trying to cross a busy road? How would you cross that busy road if you couldn't see? Do you think South African society offers enough help to blind people for them to do things that sighted people can do easily, for example, find books in braille or choose groceries in a shop?

**Mianakanyo yo bula hayona:** Xana u fanele u endla yini loko u ringeta ku tsemakanya patu ro tala mimovha? Xana a wu ta ri tsemakanya njhani loko a wu ri bofu? Xana u ehleketa leswaku tiiko ra Afrika Dzonga ri endla matshatshala lama eneleke yo pfuna mabofu leswaku ma endla swilo leswi olovelaka vanhu lava vonaka, swo tanihi ku kuma tibuku ta braille kumbe ku tixavela swilo exitolo xa swakudya?

Nalibali, SECTION27, Blind SA, the Yacoob family and Kurt Ellis created the story **Crossing the road** to raise awareness of how outdated copyright laws made it very difficult for blind and visually impaired people to achieve their goals. These laws prevented blind people from accessing books that they needed in order to study and read for pleasure.

Nalibali, SECTION27, Blind SA, va ka Yacoob na Kurt Ellis va tsale rungula leri nge, **Ku tsemakanya patu**, hi xikongomelo xo lemukisa vanhu va vona ndlela leyi milawu leyi hundzeriweke hi nkarhi yo sivela ku kopa matsalwa yi endleke leswaku mabofu ni vanhu lava nga voniki kahle swi va tikela swinene ku fikelela tipakani ta vona. Milawu leyi a yi sivela mabofu ku kuma tibuku leti ma ti lavaka leswaku ma ti dyondza ni ku tihungasa ha tona.

### Get story active!

Do a family project! Your family can get to know each other very well by writing a short story about each family member's life so far. Each person would have a role to play:

- ★ The parents, grandparents and caregivers can tell their own stories.
- ★ The parents, grandparents and caregivers can tell the earlier parts of young children's stories that the children don't remember.
- ★ The older children can help write their own and other family members' stories and draw pictures of certain parts of the stories.

### Endla ntsheketo wu nyanyula!

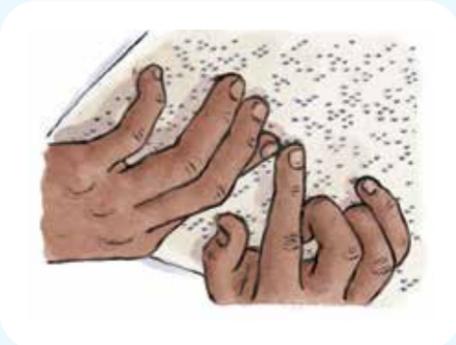
Endlani xintirhwana lexi tanihi ndyangu! Ndyangu wu nga tivana ku antswa hi ku va xirho haxin'we xi tsala mhaka yo koma ya vutomi bya xona. Xirho haxin'we xi ta va ni xiavelo xo xi endla:

- ★ Vatswari, vakokwana ni vawundli va nga hlamusela timhaka ta vona ta vutomi.
- ★ Vatswari, vakokwana na vawundli va nga hlamusela masungulo ya vutomi bya vana lavatsongo lawa vana va nga ma tsundzukiki.
- ★ Vana lava kulekenyana va nga pfuneta ku tsala timhaka ta vutomi bya vona ni bya van'wana endyangwini, va tlhela va dirowa swifaniso swa swiyenge swin'wana swa timhaka ta kona.

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](http://www.nalibali.org)



Nalibali i pthumba ra rixaka ro hlayela ku tiphina ku tlhonthla ni ku simeka ntlovelo wo hlaya eAfrika Dzonga hinkwaro. Ku kuma vuxokoxoko hi xitalo, endzela [www.nalibali.org](http://www.nalibali.org)

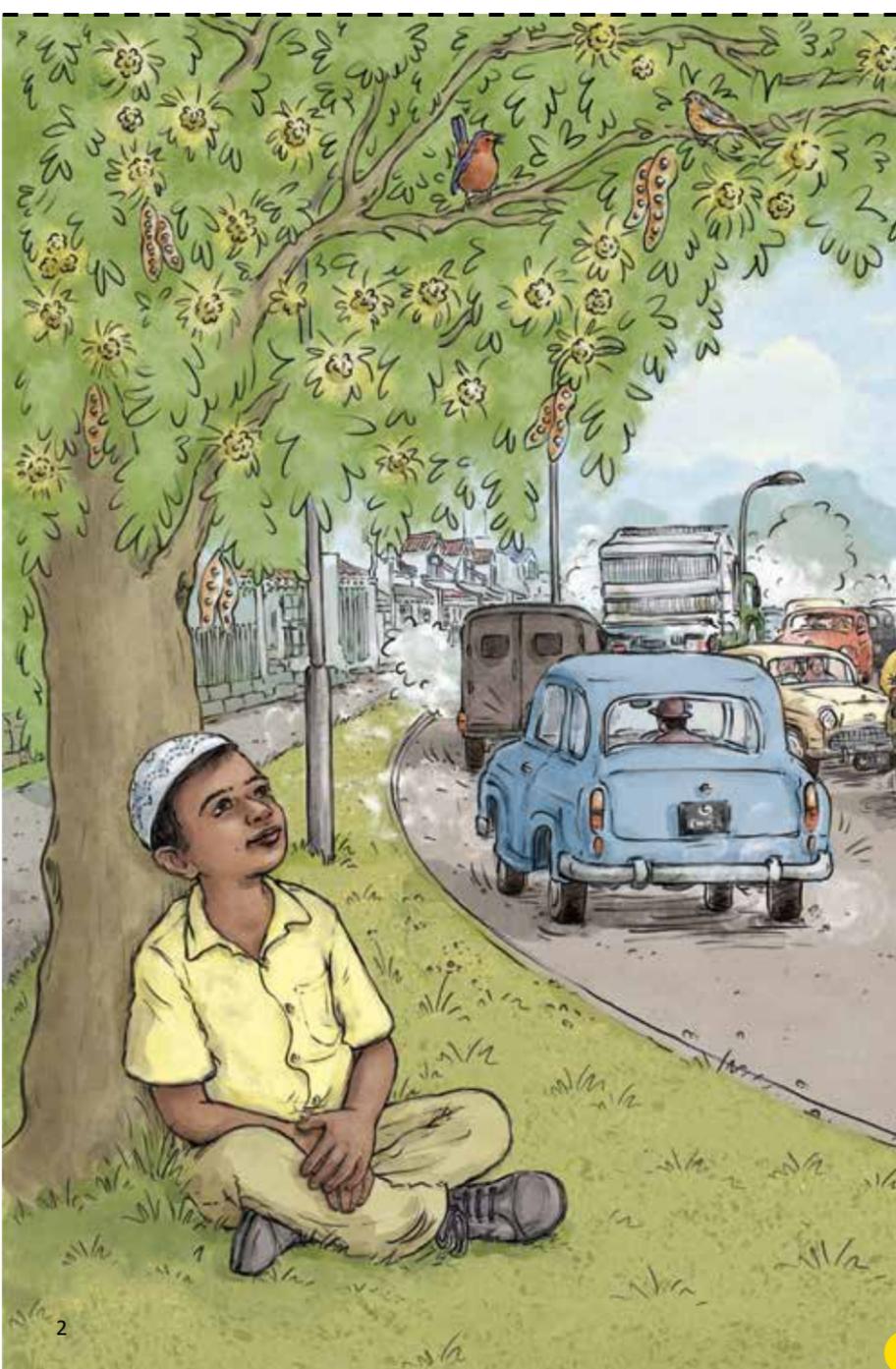


Braille i nkandziyiso wa swibundzwana swa maletere ni tinomboro leswi twalaka evokweni. Vanhu lava nga voniki va hlaya braille hi ku fambisa tinfho ehenha ka swibundzwana leswi. Khombo ra kona, tibuku ta braille a ti talanga.

Braille is a form of writing in which letters and numbers are made up of sets of tiny bumps. Blind people read braille by running their fingertips over these bumps. Unfortunately, very few books are available in braille.

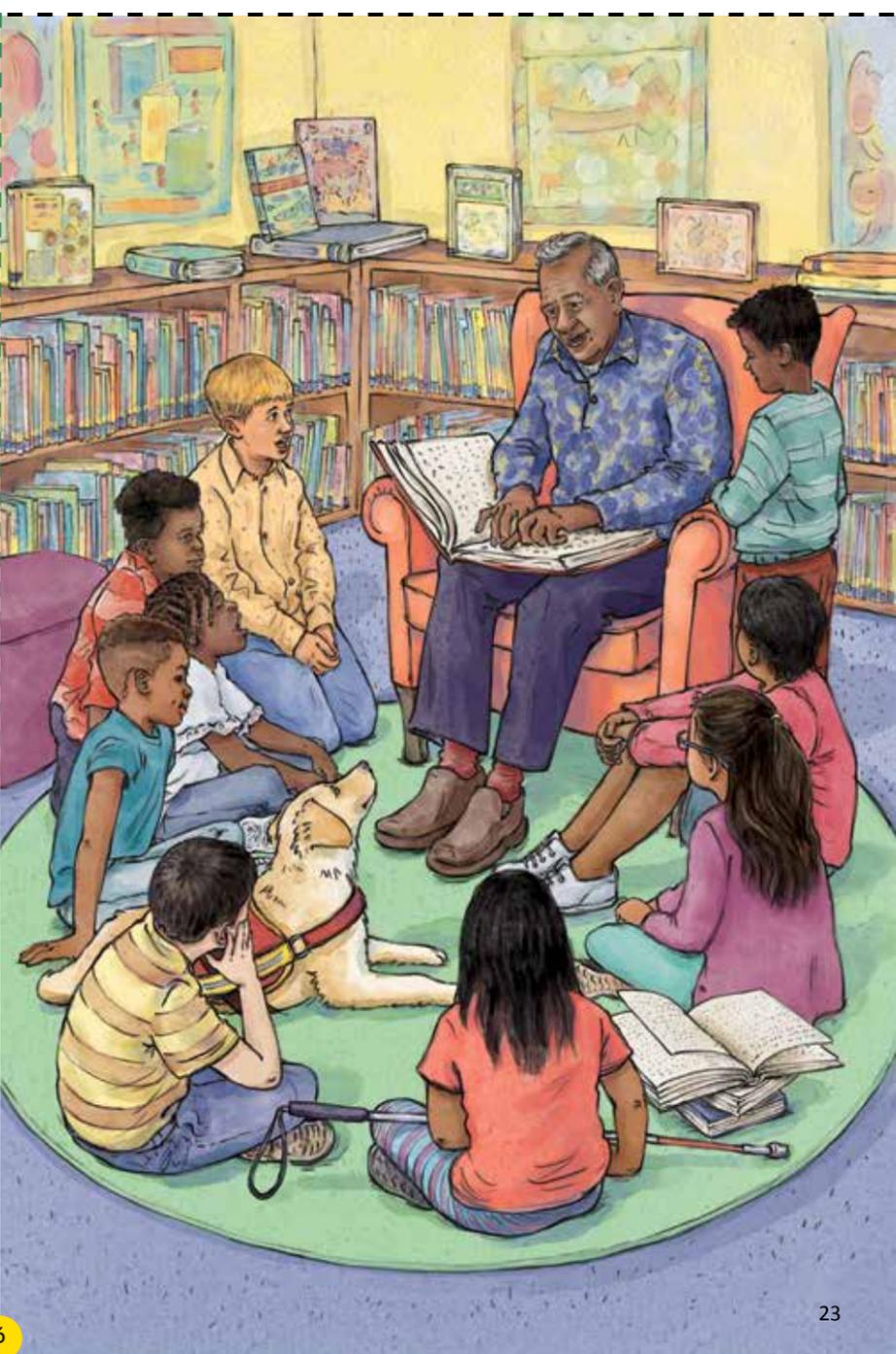
books in braille. He felt that difference even more when he started school in 1956. The first problem was that students who were blind, like Zak, or partially sighted, found it difficult to read and learn. They struggled to get their hands on Leswaku u hambane ni vanhu van'wana u swi xiye ngopfu loko a sungula ku nghena xikolo hi 1956. Xiphigo xo sungula hileswaku vana va xikolo lava a va ri mabofu, ku fana na Zak, kumbe lava a va nga voni kahle, a swi va tikela ku hlaya ni ku dyondza. A swi nga va oloveli ku tirhisa tibuku ta braille.

He felt that difference even more when he started school in 1956. The first problem was that students who were blind, like Zak, or partially sighted, found it difficult to read and learn. They struggled to get their hands on

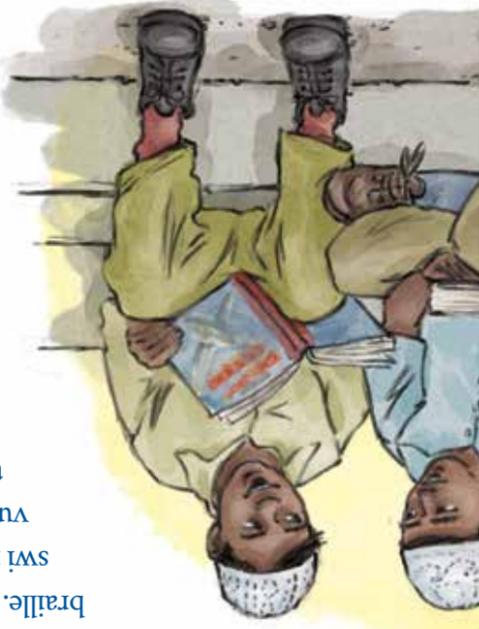


Zak's friends were reading and discussing books that he couldn't find in braille. Sometimes, Zak felt ashamed because he had not read these books. He would lie and say that he had read them. But the truth was that, most times, Zak was on the other side of the road, unable to participate.

Zak - and many other children like him - wanted his own adventures. He was willing to take a printed book and get it converted into braille himself, but he couldn't because it was illegal to do so.



Vanghana va Zak a va hlaya tibuku va tlhela va vulavula ha tona, kambe a ti nga kumeki hi braille. Minkarhi yin'wana Zak a swi n'wi khomisa tingana ku vula leswaku a nga si ti hlaya tibuku ta kona. A a hamba a vula leswaku u ti hlayile. Kambe mhaka ya xiheri hileswaku hakanyingi Zak a va a ri halahaya ka patu, a nga koti ku endla leswi van'wana va swi endlaka.



Zak – ni vana van'wana vo tala lava fanaka na yena – a lava ku tiva swilo hi yexe. A a navela ku teka buku leyi printiweke a yi endla braille hi yexe, kambe a a nga ta swi kota, hikuva nawu wa tiko a wu nga swi pfumeleli sweswo.

The judgement meant that blind South Africans could have easier access to books in braille. Zak and others like him had not wanted special treatment, they wanted equality, and the ability and freedom to read what everyone else was reading.

Though no longer a young boy, the judgement made Zak feel very excited. He could read all the books he'd always wanted to read. Finally, he was free to cross that road and go on his own adventures, just like everyone else.

Xiboho lexi xi vula leswaku vaaki va Afrika Dzonga lava nga mabofu se swi ta va ovela ku kuma tibuku ta braille. Zak ni van'wana vo kota yena a va nga lavi ku khomiwa hi ndlela yo hlawuleka, kambe a va lava leswaku vanhu hinkwavo va khomiwa ku fana, va kota ku swi hlaya hi ku ntshunxeka leswi hlayiwaka hi van'wana vanhu.

Hambileswi a nga ha riki xifanyetana lexiya xa tolo, xiboho lexi xi n'wi tsakise ngopfu Zak. Se a nga hlaya tibuku hinkwato leti ku nga khale a lava ku ti hlaya. Eku heteleni, u kume ntshunxeko wo tsemakanya patu leriya, a ya tivonela swilo hi yexe, ku fana ni vanhu hinkwavo.

A a nyikiwa mintirho, a holoveriwa loko a tlangela ethelo, a khensiswa hi swokarhi loko a endle nchumu lowunene. Kutani ku hundze nkarhi wo leha Zak a tivona a tifanela ni van'wana vanhu. Kambe siku a nga tsemakanya patu hi yexe, ivi a hlundzikeriwa ematshan'weni yo tsakeriwa, Zak u xiye leswaku a a nga fani na van'wana vanhu.



He had chores to do, he was scolded when he was naughty, and he was rewarded when he did something right. So Zak felt no different to anyone else for a very long time. But the day he crossed the road by himself, and was met with anger instead of joy, Zak realised he was different.

Zak was just like any other child in every way. He sat cross-legged on the grass next to a busy road in Verulam.

Zak a a ri n'wana la tifanelaka ni vana lavan'wana. A a tshame ebyanyini a be xitseve ethelo ka patu ro tala mimovha eVerulam.

Phela swilo a swi yime hi ndlela yin'wana enkarhini wolowo. Tiko ra Afrika Dzonga a ri ri hi ndlela yin'wana. Utomi a byi nga ta n'wi olovelela hileswi a a ri Mwindiya, hala tlhelo a fe mahlo. Kambe loko vatswari va Zak va vana a fana ni vana lavan'wana, voko buti na sesi wakwe. Kutani va endle xiboho xo n'wi khoma hlalaha a va n'wi vona hakona – tanihi n'wana la tolovelekeke.



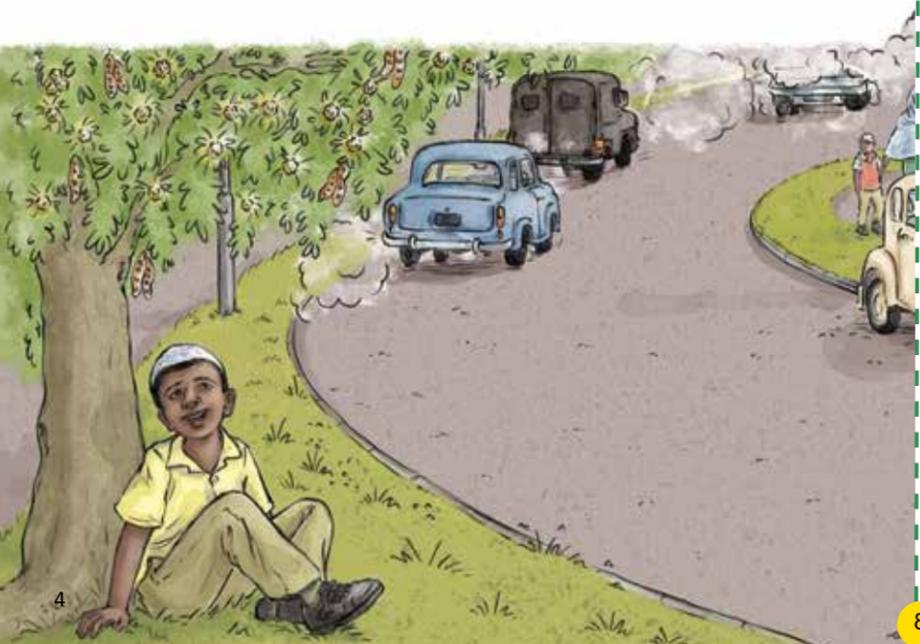
Loko vatswari va Zak va n'wi yisa eka dokodela – loyi a languteka a karhatekile swinene – u vule hi rito leri tshovekeke a ku, "Swi ndzi twisa ku vava ku vula leswaku Zak u fe mahlo hikwaho ka meningtis."

Matimu ya Zak ma sungule hi 1948. U velekiwe a hanaye kahle, kambe loko a ri na tin'hwetit ta 16 u khomive hi meningtis. Hambileswi Zak a hlakarheleke hi ku helela, va ka vona va xiye leswaku a a endla swilo leswi nga tolovelekekangiki, tanihi ku chayisana na fenichara onge hiloko a nga swi tivi leswaku yi kona.

Across the road, just a few steps away, there was a wedding reception. He could hear the children laughing and playing. He could hear the women talking and chuckling. And he could smell the delicious aroma of biryani floating across to him.

Zak wondered why he couldn't go to the wedding. His mother and sister were there. Other children were there. Why couldn't he just cross the road and join in the merriment? He was six years old – old enough to cross the road by himself. He would show them all that he could do it.

Halahaya ka patu, ekusuhi swinene ni laha a a ri kona, a ku ri na nkhuvo wa vukati. A a twa vana va ri karhi va hleka ni ku tlanga. A a twa vavasati va vulavula, va ba xikhiyani. Naswona a a twa nun'hwelo wa swakudya swo xawula swa biryani.



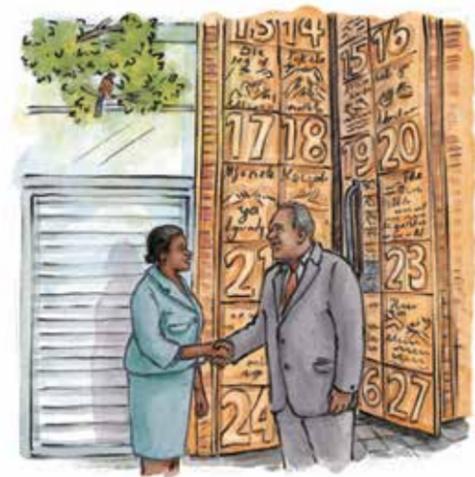
Siku rin'wana, loko Zak a ri eka Grade 8, buti wakwe u n'wi hlayele tungula leri a ri eka nyusiphapha ra malunghana na sagwadi leri Zak a ri wineke.

Kumbexana vubofu hi byona byi nga pfuna Zak a va xivulavuri lexinene. A a hlamusela mhaka yi twala kahle eka vayingiseri vakwe. A a rhandza ku vulavula emahlweni ka vanhu ni ku hlanganayela eka minjhekanyhekisano. Naswona u wine masagwadi yo tala hikwalako ka sweswo.



Perhaps it was because of his blindness that Zak became a brilliant speaker. He used his words to paint vivid pictures in the minds of his audience. He loved giving speeches and taking part in debates. And he won many awards for doing so.

One day, when Zak was in Grade 8, his brother read him a newspaper article about an award that Zak had won.



In 2022, Zak worked with Blind SA and SECTION27 to fight against an injustice towards blind people specifically. The South African Constitutional Court found that a copyright law – the same law that had prevented Zak from converting the books he wanted and needed to read into braille – was unlawful because it created unfair barriers between blind people and books.

Hi 2022, Zak u tirhe na Blind SA na SECTION27 a lwisana na ndlela leyi mabofu ma khomiwaka ha yona. Huvo ya Vumbiwa bya Milawu ya Afrika Dzonga yi kume leswaku nawu wa ku sivele ku kopa – wona lowu siveleke Zak ku endla braille ya tibuku leti a a swi lava hi mbilu hinkwayo ku ti hlaya – wu hoxile hikuva mabofu a ma koti ku kuma tibuku leti ma ti lavaka.



This story is an adapted version of *Something special*, published by Cadbury in partnership with Nal'ibali as part of the Cadbury Dairy Milk #InOurOwnWords initiative. Each story is available in the eleven official South African languages. To find out more about the Cadbury Dairy Milk #InOurOwnWords initiative titles go to <https://cadbury.one/library.html>

Ntshaketo lowu i ntekelelo wa vhexini ya *Swin'wana swo hlawuleka* lowu hangalasiweke hi xinakulobye xa Nal'ibali na qhinga ra Cadbury Dairy Milk#InOurOwnWords. Ntshaketo wun'wana na wun'wana wa kumeka hi tindzimi ta khumen'we ta ximfumu ta Afrika-Dzonga. Ku kuma swo tala hi tinhlokomhaka ta qhinga ra Cadbury Dairy Milk #InOurOwnWords yana eka <https://cadbury.one/library.html>

### Get story active!

- ★ Look closely at the picture on the first two pages of the story. How many of the following can you find: chickens; eggs; baskets; windows; doors; chimneys.
- ★ Do a word search! Find each of these words in the story and then find what each of them describes: clever, curly, fluffy, hungry, long, speckled.
- ★ Draw a picture of Lady and her six chicks. Give each chick a name. Write each name under a chick's picture or ask someone to write it for you.
- ★ Draw an egg shape on some white cardboard or paper, then cut it out. Decorate your egg by drawing different patterns on it or painting it.

### Endla ntshaketo wu nyanyula!

- ★ Langutisa swinene eka xifaniso eka mapheji yambirhi yo sungula ya ntshaketo. I swingani eka leswi u nga swi kumaka: tihuku; mandza; swirhundzu; mafasitere; mavanti; tichimele
- ★ Secha marito! Kuma marito lawa eka ntshaketo kutani u kumisisa leswi ya vulaka swona: ntlharhi, gombonyoka, mavoya, ndlala, leha, mihlovohlovo.
- ★ Dirowa xifaniso xa Lady na tsevu wa swikukwana swa yona. Nyika vito xikukwana xin'wana na xin'wana. Tsala vito eka xifaniso xa xikun'wana xin'wana na xin'wana kumbe u kombela un'wana a ku tsalela.
- ★ Dirowa xivumbeko xa tandza eka khadibodo yin'wana yo basa kumbe phepha, kutani u ri tsema. Khavisa tandza ra wena hi ku dirowa tiphatheni to hambana eka yona kumbe u yi penda.

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](http://www.nalibali.org)



Nal'ibali i pthumba ra rixaka ro hlayela ku tiphina ku tlhonthlha ni ku simeka ntolovelo wo hlava eAfrika Dzonga hinkwaro. Ku kuma vuxokoxoko hi xitalo, endzela [www.nalibali.org](http://www.nalibali.org)

Thuku ta kokwani a ti hambanile hi swivumbeko na hi vukulu, kambe Jasmien a rhandza yin'we eka hinkwato. Lady a ku ri mbhaha wa ku va na mbala. A ri na xijufu xo khonyana na xipesu xa tinsiva to hungela. Loko Jasmien a nyika tihuku mahlahla, a tityisisa leswaku Lady hi yena wo rhangana. "Lady, u hlawulekile eka mina," ku themendhela Jasmien. "A wu fanelanga u va na swirhandzwa," ku tshinya Kokwani. "Huku yin'wana na yin'wana yi hlawulekile hi mukhuva wa yona." Kambe Jasmien a tsandzeka ku tikhoma. a rhandza Lady swinene.



Grandmother's chickens came in all shapes and sizes, but Jasmien liked one best of all. Lady was a speckled hen. She had a curly comb and a fanned-out tail. When Jasmien gave scraps to the chickens, she always made sure Lady got first choice. "Lady, you are my special," Jasmien crooned. "You shouldn't have favourites," Gran scolded. "Every chicken is special in its own way." But Jasmien couldn't help it. She loved Lady best.

## Something special

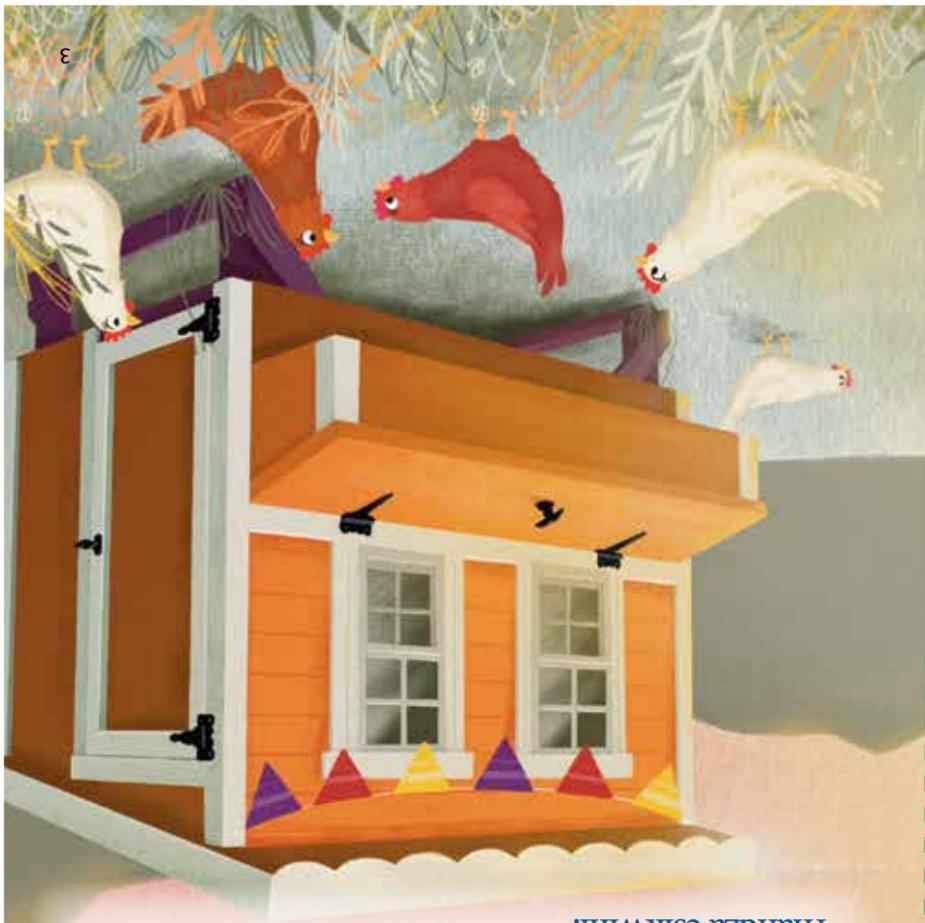


## Swin'wana swo hlawuleka

Jacqui Lange • Julie Smith-Belton

**Ideas to talk about:** Lady was special to Jasmien. What or who is special to you? How are you special? Do you sometimes feel special and sometimes not? Why?

**Mianakanyo yo bula hayona:** Lady a hlawulekile eka Jasmien. I yini kumbe i mani nga hlawuleka eka wena? Xana u hlawuleke njhani? Xana nkarhi wun'wana u twa u hlawulekile kasi nkarhi wun'wana u twa u nga hlawulekangi? Ha yini?



“Qoo-qoo-qoo, nghenani, swimatsatsa swa mina!”  
 Vusiku byin’wana na byin’wana, kokwani wa  
 Jasmien a vitana tihuku ta yena ehokweni, ku ti  
 pfalela ku tsirhelela eka swiharhi leswi nga ni ndlala.  
 Naswona mixo wun’wana na wun’wana, Jasmien  
 a pfulela tihuku nakambe na ku hlengeleta mandza  
 lava ti nga ma tshikela. A ku ri phemu lexi a xi  
 rhandza esikwini.



“Coo-coo-coo, come in, my beauties!”  
 Every evening, Jasmien’s grandmother called  
 her chickens in to roost, and closed them inside  
 to keep them safe from hungry animals.  
 And every morning, Jasmien let the chickens  
 out again and collected the eggs they laid. It was  
 her favourite part of the day.



One day, Lady disappeared. Jasmien looked everywhere,  
 but Lady was gone.  
 “Maybe a buzzard ate her,” Eddie said. “Or a mongoose?”  
 Jasmien didn’t want to think about that.  
 Siku rin’wana, Lady a nyamalala. Jasmien u  
 lavalavile hinkwako, kambe Lady a fambile.  
 “Kumbexana koti ri n’wi dyile,” ku vula Eddie.  
 “Kumbe hi nkala?”  
 Jasmien a nga lavi ku anakanya hi swona.

Three long weeks passed without Lady. Until the  
 morning Jasmien went to let the chickens out.  
 She heard a cheep-cheep sound.  
 It was Lady, with six fluffy chicks following her!  
 “Coo-coo-coo,” Gran said. “Clever Lady, hiding  
 away to hatch your eggs!”  
 Now Jasmien had *even more* specials.



Mavhiki manharhu ya hundzile Lady a nga  
 vonakangi. Ku fikela loko Jasmien a ya pfulela tihuku  
 ku ri ti huma. U twile pfumawulo wa vuciyociyo.  
 A ku ri Lady, a ri na swikukwani swa tsevu swa tinsiva  
 to olova swi n’wi landzelela!  
 “Qoo-qoo-qoo,” Kokwani a vula. “Lady wo tlhariha, u  
 yile ku ya tumbela leswaku u thotlhorha mandza!”  
 Sweswi Jasmien a ri na *swo tala* swo hlawuleka.

Ku n'wayitela ka Zak ku ye ku hela loko a ku, "Kambe ku na leswi ndzi nga swi twisisiki . . . kahlekahele gqweta i yini?"  
 "Na mina!" ku vula buti wakwe.

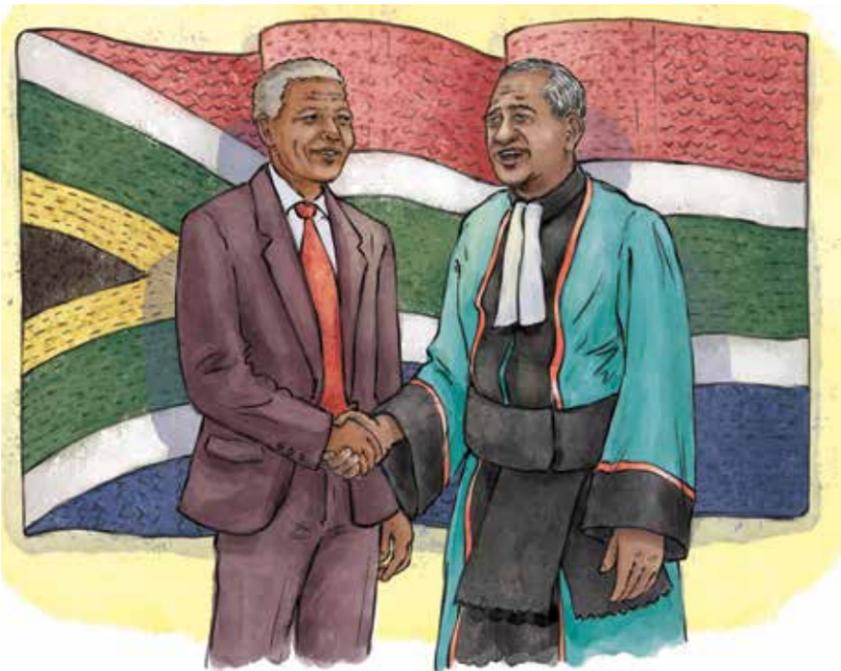
Loko a twa leswi, Zak u tale hi ntsako ivi a n'wayitela. "Xana ndzi swi twe kahle? Gqweta. Swa ndza tsakisa," ku vula Zak.  
 "Hinkwerhu ha tinyungubvya swinene hi yena. I xivulavuri xo hlamarisa naswona a ndzi kanakani leswaku siku rin'wana u ta va gqweta ro hlamarisa."

Eka rungula ra kona, muddyondzisi wa Zak u te,  
 "Hinkwerhu ha tinyungubvya swinene hi yena. I xivulavuri xo hlamarisa naswona a ndzi kanakani leswaku siku rin'wana u ta va gqweta ro hlamarisa."  
 Zak's smile slowly faded as he said, "Except for one thing . . . what exactly is a lawyer?"  
 "Me too!" his brother agreed.

In the article, Zak's teacher said, "We are all so proud of him. He is such an incredible speaker and I know one day he'll make an incredible lawyer."  
 When he heard this, Zak's chest swelled with pride and he smiled. "Does it really say that? A lawyer. I like the sound of that," Zak said.  
 "Me too!" his brother agreed.

Zak became a Justice in South Africa's Constitutional Court in 1998. And even after he retired, Justice Zakeria Yacoob continued to fight injustice.

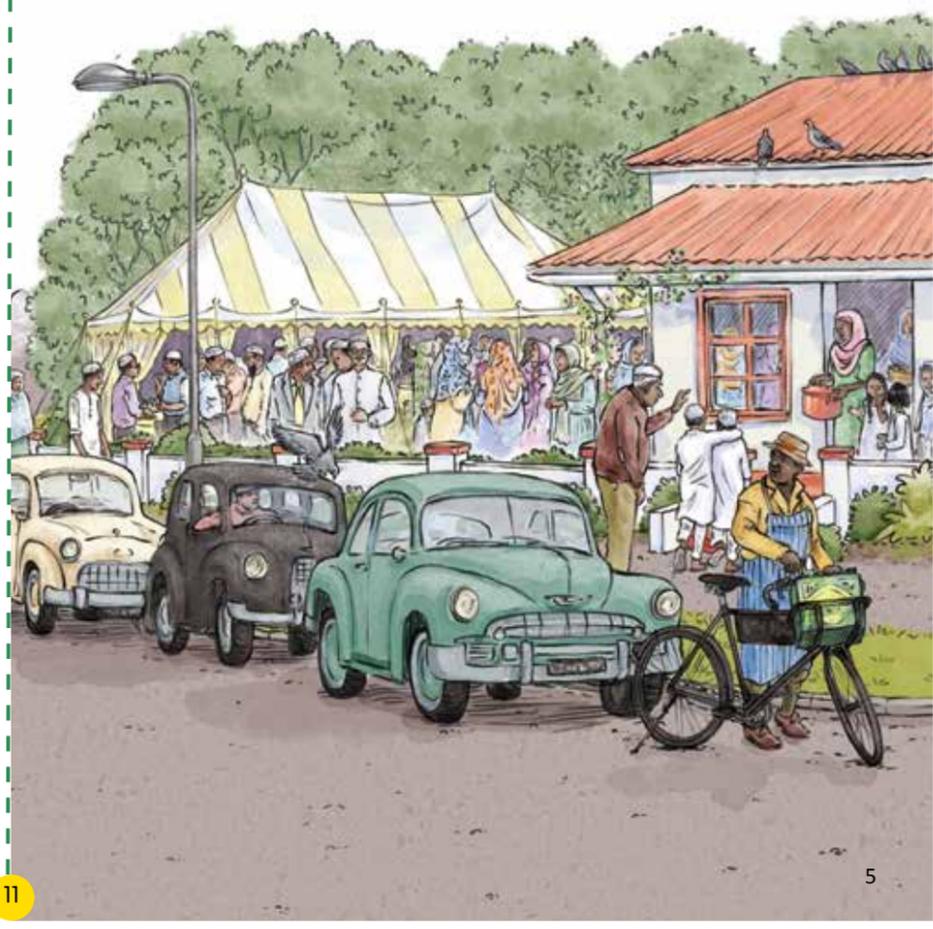
Zak u ve Muavanyisi eka Huvo ya Vumbiwa bya Milawu ya Afrika Dzonga hi 1998. Niloko a hume phexeni, Muavanyisi Zakeria Yacoob u hambete a lwisana na xihlawuhlawu.



You see, it was a very different time back then. South Africa was a very different place. Not only would their son's life be hard because of his Indian race, but now he was also unable to see. Yet when Zak's parents looked at their baby boy, they saw a child just like his older brother and sister. So they decided to treat him exactly as they saw him – a typical child.

Zak's story begins in 1948. He was born a healthy baby boy, but when he was sixteen months old, he contracted meningitis. Although Zak made a full recovery, his family noticed that he was doing strange things, such as walking into furniture as if he didn't know it was there. When Zak's parents took him to a doctor – a very serious-looking man – the doctor said in a very serious voice, "I'm sorry to say that because of the meningitis, Zak is now blind." These words left Zak's parents stunned. At that moment, the future they had imagined for Zak, dissolved.

Zak a a lwa na timbilu a lava ku ya enkhubyeni. Mana wakwe na sesi wakwe a va ri enkhubyeni wolowo. Ni vana van'wana a va ri kona. Swi tsandza kwihi leswaku a tsemakanya patu a ya tiphina na yena? A a ri na malembe ya tsevu – lerova a a ta swi kota ku tsemakanya patu hi yexe. A a ta va komba hinkwavo leswaku yena i mani.



\*\*\*\*\*

Zak a a ri bofu.  
 vana lavan'wana, handle ka nchumu wun'we ntsena.  
 swi n'wi hlundzukise ngopfu. Ina, Zak a a t'fanela ni  
 Kambe mana wakwe a swi n'wi tsakisanga. Kahlekahe  
 But she wasn't happy. In fact, she was furious. Yes,  
 Zak was just like any other child in every way, except  
 one. Zak was completely blind.



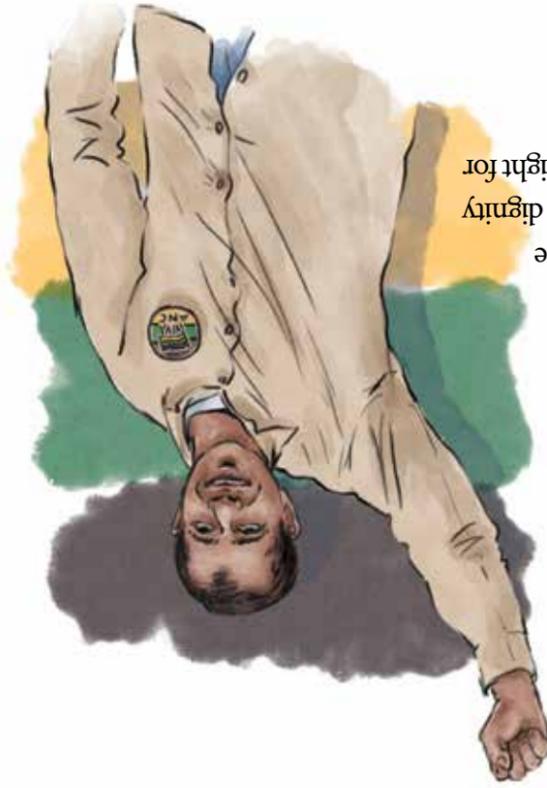
Zak stood, dusted the dried grass and sand from his pants and walked over to the curb of the busy road. He was determined. He was going to do it. He was going to cross the road all by himself.

When he was certain there were no cars passing, he stepped off the curb into the road. He walked quickly, yet carefully, not wanting to trip. When his foot touched the pavement on the other side, a huge smile brightened his face. He had done it! He had crossed the road all by himself! He couldn't wait to surprise his mother, certain that she would be happy that her son had proven what a big boy he was.

Zak u te kakatsuku, a tiphunha swilavi swa byanyi byo oma eburukwini ivi a ya yima exitupini xa patu ro tala mimovha. A a tiyimiserile. A swi nga ta n'wi tsandza. A a ta tsemakanya patu hi yexe.



Loko se a tiyisekile leswaku a ku nga hundzi mimovha, u suke exitupini xa patu a nghena apatwini hi roxe. U fambe hi ku hatlisa, kambe a swi endla hi vukheta tanihileswi a a nga lavi ku tikuma a wele ehansi. Loko a twa nenge wakwe wu kandziya ndlela ya milenge halahaya ka patu, u n'wayiterile hi ntsako lowukulu. U swi kotile! U tsemakanye patu hi yexe! A a hiseka a lava ku byela mana wakwe xihlamariso lexi, a tiyiseka leswaku mana wakwe u ta tsaka hileswi n'wana wakwe a tikombiseke a ri jaha.



Zak literally  
 couldn't see  
 the differences  
 between people,  
 but he could feel the  
 pain caused by the  
 discrimination based  
 on those differences. He  
 fought for equality and dignity  
 for all people, and the right for  
 everyone to be seen.

After he matriculated, Zak registered at the University College for Indians to study law. Yet again he was confronted by many roads he couldn't cross. Blind and partially-sighted students struggled to find textbooks in braille. But Zak persisted, and by the time he graduated, he was deeply involved in another struggle – the struggle to end apartheid.

Loko a pase metriki, Zak u tsarise eKholichi ya Yunivhesiti ya Maindiya a ya dyondza nawu. Ni kwalaho ku ve ni mapatu yo tala lawa a a nga koti ku ma tsemakanya. Swichudeni swa mabofu ni leswi nga voniki kahle a swi tikeriwa ku kuma tibuku ta xikolo ta braille. Kambe Zak u phikelerile, naswona loko a heta xikolo, a a lwa nyimpi yin'wana – nyimpi ya ku herisa Xihlawuhlawu.

Zak a a nga koti ku vona ndlela leyi vanhu va hambanaka ha yona, kambe a a twisiwa ku vava hi xihlawuhlawu lexi a xi vangwiwa hi ku hambana koloko. U lwele leswaku vanhu hinkwavo va khomiwa ku fana ni ku tlhela va nyikiwa xindzhuti, ni mfanelo ya leswaku vanhu hinkwavo va kota ku voniwa.

# Xana wa swi rhandza ku cina?



# Do you love to dance?

Xin'wana xa swivangelonkulu swa ku cina i ku kombisa van'wana ndlela leyi u titwaka ha yona. Vanhu – ni swiharhi swin'wana – va tlulatlula, va ba ehansi hi nenge loko va tsakile, va nyanyukile kumbe va hlundzukile. Nakambe ku na macinelo lama landzelelaka maendlelo yokarhi, tanihi mincino ya swiharhi leswi gangisanaka, mincino ya ndhavuko ni ya mavutho ya nyimpi.

Hi ti-29 ta April lembe na lembe, Komiti ya Mincino ya Nhlanguano wa Mintlangu ya Matiko (ku nga rhavi ra Nhlanguano wa Matiko) yi hlela swiendlakalo ni minkhuvo hi xikongomelo xo komba misava hinkwayo leswaku ku cina i swa nkoka naswona swi tisa ntsako. Komiti yi hlawula mucini un'we a tsalela misava hinkwayo meseji malunghana na ku cina. Kuma vuxokoxoko eka <https://www.iti-worldwide.org/dancecommittee.html>



Ncino wa mathari eFiji (meke wesii)  
Fijian spear dance (meke wesii)

One of the most basic reasons to dance is to **express your feelings to others and to share it with them**. People – and even some animals – skip, stamp their feet and jump when they feel happy, excited or angry. Then there are also dances that follow set patterns, such as the mating dances of animals or folk dances and war dances.

On 29 April each year, the Dance Committee of the International Theatre Institute (which is part of the United Nations) arranges events and festivals to share the value and joy of dance with the whole world. The committee chooses one dancer to write a message about dance to people all over the world. Find out more at <https://www.iti-worldwide.org/dancecommittee.html>



Ncino wo gangisana wa fikhrene ta xijujuvani xo tshwuka  
Mating dance of red-crowned cranes



Ballet leyi sunguleke eltaly.  
Ballet developed in Italy.



Tiphine hi ku cina loko wa ha hanyal  
Enjoy a lifetime of dancing!



Mucini wa vutshila wa xioddisi xa le Indiya  
Indian classical odissi dancer



Ncino wa tango lowu sunguriweke endzilakanani wa Uruguay na Argentina.  
The tango developed along the Uruguay-Argentina border.

“ Ku cina swi tisa ntshunxeko, naswona hi ntshunxeko lowu hi wu kumeke, hi fanele hi ntshunxa van'wana evuhlongeni lebyi va nga eka byona etinhleni to hambanahambana ta misava. ... Loko hi cina hi miri ya hina, hi thambula emoyeni hi tlhela hi khomana hi va nyandza yin'we, hi kota ku hlanganisa ni ku fikelela timbilu, hi ti thova leswaku ti hla karhela hi ndlela leyi enerisaka. ”



Gregory Vuyani Maqoma wa le Afrika Dzonga, la tsaleke meseji wa Siku ra Matiko ra ku Cina hi 2020  
South African Gregory Vuyani Maqoma, who wrote the 2020 International Dance Day message

“ Dance is freedom, and through our found freedom, we must free others from the entrapments they face in different corners of the world. ... As we dance with our bodies, tumbling in space and tangling together, we become a force of movement weaving hearts, touching souls and providing healing that is so desperately needed. ”



Ncino wa xintu wa le Spain  
The Spanish flamenco



Ncino wa fusion wu hlanganisa macinelo yo hambanahambana ni ku tshukatshukisa miri.  
Fusion dance combines different dance styles and movements.







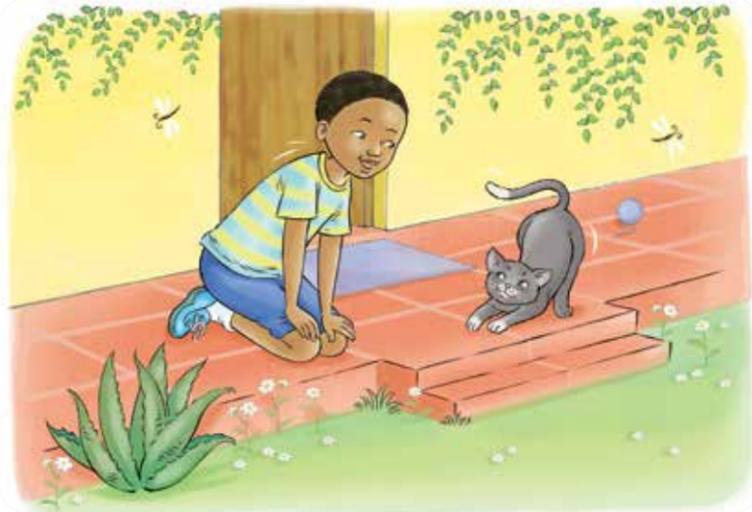
# The animals have a secret

By Mbali Nyabane ■ Illustrations by Jiggs Snaddon-Wood



Once upon a time there was a young boy named Tshego. He was very curious and also a bit mischievous. Tshego loved to explore new places. He asked questions about everything. "Mom, can animals hear? Mom, do animals understand what we say? Mom, can animals talk? Mom, why do cats meow?" He went on and on until his mom told him to go and play outside.

Tshego went outside and sat down next to his cat, Frisky. He stared at Frisky, and Frisky stared back at him. It was almost as if Frisky had something to say.



"I wish I could talk to you and that you could talk to me too, Frisky," said Tshego. But Frisky just meowed and turned his back on Tshego.

Tshego gave a big sigh. He wondered what it would be like if animals could talk. Then, instead of dogs barking, cats meowing and birds chirping, they would be able to talk and say exactly what they wanted. Tshego chuckled at the thought and knew that this would never happen.

"Tshego?"

Tshego got such a fright when he heard his name, but it was only Mom standing at the door. She was wearing her colourful outdoor hat. Then Tshego remembered that they were going camping! "Tshego, have you packed everything you need?" Mom asked.

"Yes, Mom, I finished packing last night," Tshego smiled.

"Then let's go!" said his mom. "I can see that your dad is loading the last things into the car."

Tshego knew that camping would be fun. He was curious to find out all about the animals that lived around the campsite. The family got into the car, and as they drove along, Tshego counted the minutes until they arrived at the campsite.

The campsite was beautiful. It was surrounded by trees, and Tshego could not wait to explore this new place. "Dad, can I collect some sticks for a campfire while you set up the tent?" Tshego asked.

"That's a good idea, but don't go too far. I don't want you to get lost amongst all the trees," said Dad.

"Okay!" Tshego shouted as he ran off to find some sticks. But because Tshego was so curious and also a bit mischievous, he wandered deeper and deeper into the forest without even realising it. He looked under leaves, behind rocks and up at the trees to see all the animals that lived there.

Once Tshego had collected a big pile of sticks, he looked around and realised that he was ... lost! By now, all the trees looked the same, and he knew he would not be able to find his way back to the campsite.

Soon it became dark, and there was no moon in sight. Tshego sat down, pulled his knees closer to his chest and cried softly. How would he ever find his parents again?

Then Tshego heard voices whispering nearby. He stopped crying and looked around. Had his parents somehow managed to find him? But it was not his parents. In front of him stood a beautiful horse and an owl with big round eyes.

"What's wrong, young man? Why are you crying?" asked the owl.

Tshego could not believe his ears. Had the owl really just spoken to him?

"You ... you can talk?" Tshego stammered.

The owl chuckled. "Of course, we can talk. Now, please tell us why you are out here all alone in the dark."

"I got lost while collecting sticks for a campfire," said Tshego.

"You must be starving," said the horse. Tshego's stomach growled in agreement! "Wait here and I will fetch you something to eat." At that, the horse trotted off. The owl stayed and kept Tshego company.

The horse returned carrying a branch with big, red apples. Tshego hungrily munched two apples and then he felt much better.

"Now, I think I saw your parents that way," said the horse. "Come, ride on my back, and I'll take you to them." Tshego climbed onto the horse's back, and the owl flew up onto Tshego's shoulder. Together they set off through the trees.



Soon they arrived at the campsite. Tshego jumped off the horse and thanked both animals for their help. "Will I see you again?" he asked.

"Maybe," answered the owl, and with that, both animals disappeared back into the trees.

"Mom, Dad!" shouted Tshego as he ran to give them a big hug. His parents looked worried. "I'm sorry that I was gone for so long, but I got lost. Luckily, a beautiful horse and a kind owl brought me back to you. Did you know that animals can talk?" Tshego could not stop talking! His mom and dad were so happy to see him that they just smiled at each other and gave Tshego another hug.

A few days later, it was time to go home. As soon as they arrived home, Tshego ran to find Frisky. "Hello, Frisky. Did you miss me?" asked Tshego. Frisky stretched and gave a soft meow. "I know your secret," Tshego said, "and when you are ready, you can talk to me."

Frisky rubbed his head against Tshego's arm and then crawled into his lap. And Tshego knew that Frisky had understood every word he said!

## Get story active!

- ★ Have you ever been lost in a strange place? How did you feel? How did you find your family again?
- ★ Do you think animals understand us when we speak to them? Why do you think so?

- ★ Choose any animal. Now write down two questions you would ask it if it could talk.
- ★ Write a new ending for the story. Imagine that Frisky spoke to Tshego. What would Frisky say?

# Swo tsakisa hi Na'ibali

## Na'ibali fun

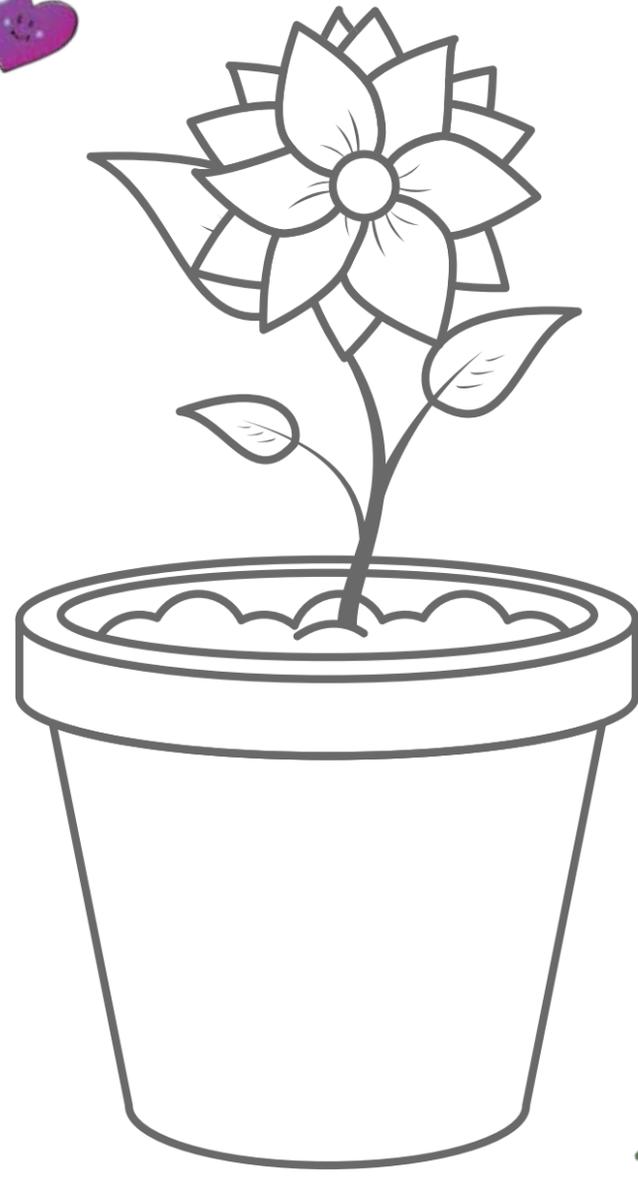
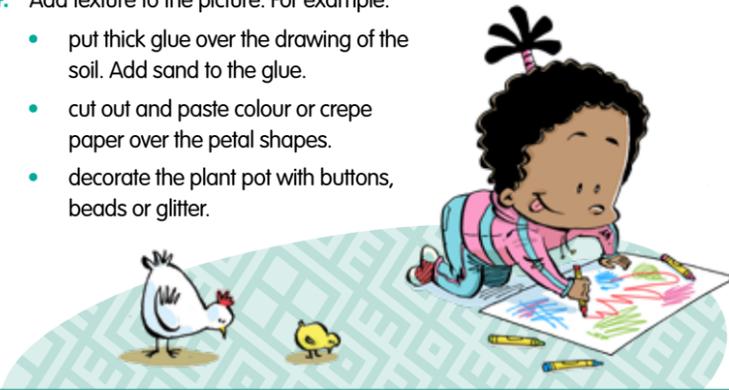


### 1. Dirowa xifaniso lexi twalaka evokweni

1. Tsema xifaniso xa ximilana.
2. Xi namakete ehenhla ka khadibodo (yo tanihi ya bokisi ra tisiriyali leri nga ha riki na nchumu).
3. Khalara xifaniso u tirhisa tikhrayoni kumbe tikoki.
4. Engetela swin'wana exifanisweni leswaku xi twala evokweni. Hi xikombiso:
  - tota glu yo tiyela ehenhla ka xifaniso xa misava. Chela sava ehenhla ka glu.
  - tsemelela maphepha ya muvala wokarhi u ma namaketa leswaku ma endla matluka ya xiluva.
  - khavisa ximbitana xa xiluva hi tikunupu, vuhlalu kumbe swin'wetsin'wetsi.

### Make a touch and feel drawing

1. Cut out the picture of the plant.
2. Paste it on a piece of cardboard (like a used cereal box).
3. Colour in the picture using pencil crayons, crayons or kokis.
4. Add texture to the picture. For example:
  - put thick glue over the drawing of the soil. Add sand to the glue.
  - cut out and paste colour or crepe paper over the petal shapes.
  - decorate the plant pot with buttons, beads or glitter.



### 2. Xana u ni nyiko yo sweka mintsheketo?

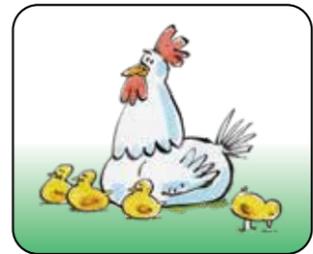
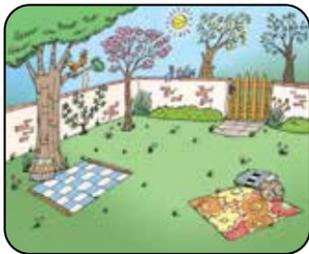
Languta swifaniso leswi nga laha hansi. Xana u nga sweka ntsheketo hi swona hinkwaswo kumbe swin'wana swa swona? U nga hlamusela ntsheketo wa wena eka ntlawa wa vanghana, kumbe u wu tsala ehansi leswaku u wu hlalela van'wana endzhaku.

- Hlawula xifaniso lexi u lavaka ku sungula ntsheketo ha xona.
- Endzhaku, languta swifaniso leswin'wana u vona leswaku u nga swi landzelelanisa njhani leswaku u sweka ntsheketo.
- Kutani tsala kumbe u hlamusela ntsheketo wa wena, u tirhisa marito lama nga ta endla leswaku swifaniso swi hlanguka kahle eka ntsheketo wa wena.
- U nga sweka mintsheketo yo tala yo hambanahambana hi ku tirhisa swifaniso leswi. Ntsheketo lowu u wu tsalaka kumbe ku wu hlamusela wu ta tishaga hi maxaxametelo ya wena ya swifaniso, swilo leswi u swi ehleketaka ni ndlela leyi u swi hlangukisaka ha yona leswaku u sweka ntsheketo!
- Nakambe u nga tsemelela swifaniso leswi u lavaka ku swi tirhisa eka ntsheketo wa wena.
- U nga rivali ku nyika ntsheketo wa wena nhlokomhaka yo tsakisa.

### Are you a star storyteller?

Look at the pictures below. Can you make up a story based on all or some of these pictures? You could tell your story to a group of friends, or write it down so that you can read it to others later.

- Decide which picture you want to use for the start of your story.
- Then, look at the other pictures and decide in what order you could use them to create a story.
- Now, write or tell your story and use words to fill in the gaps between the pictures to create your story.
- Many different stories can be created from the pictures. The story you write or tell will depend on the order you use the pictures in, the ideas you have and how you weave them together into a story!
- You might like to cut out the pictures to use with your story.
- Don't forget to give your story an interesting title.



Na'ibali yi kona ku ku hlohlotella na ku ku seketela. **Tihlanganis na hina** hi yin'wani ya tindlela leti:

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**UMLAZI**  
**EYETHU**

**EASTERN CAPES**  
**RISING SUN**

**POLOKWANE**  
**OBSERVER**

