

NZUDZANYO 201
EDITION 201

Tshivenda
English



Kha ino nzudzanyo ya Tshimedzi, ri khou **NI LIVHUHA! nga ndila yo khetheaho vhadededzi vhothe kha la Afurika Tshipembe** nge vha shela mulenzhe kha u gudisa na u eletshedza vhana vhashu vhane ra vha funa vhukuma, uri vha sedzane na vhumatshelo vhe na fulufhelo na pfeseso.



In this October edition we would like to say a special **THANK YOU! to all the teachers in South Africa** for their contributions in educating and mentoring our precious children to face their future with confidence and understanding.



U vhalela u diphina zwi na maanda

Musi tshikolo tshi tshi tenda uri u vhalela u diphina zwi na maanda nahone tshi tshi tendela vhana vhane vha dzehena khatsho uri vha zwi tshenzhele nga ho livhaho, zwi ita uri vhana vha vhe na dzangalelo la u vhala na u riwala.

The power of reading for enjoyment

When a school believes in the power of reading for enjoyment and allows its children to experience this first-hand, it sparks in them an interest in reading and writing.

Zwi itaho uri u vhalela u diphina zwi vhe zwa ndeme

- ✱ U vhalela ntha na vhana zwi divhiwa sa mushumo wa ndeme vhukuma wa u fhaa ndivho na vhuksila zwine vha zwi toga uri vha gude u vhala.
- ✱ Zwiitori zwi ita uri vhana vha gude luambo lwo serekanaho lu re na maipfi manzhi. Zwi ita uri vhana vha vhe ndivho yo dzikaho ya u shumisa luambo, zwi vha funza maipfi na phendaluambo na u ita uri vha divhe ndila ntswa dza u bula ndila ine vha dipfa ngayo.
- ✱ Zwiitori zwi takadzaho na zwi nyanyulaho zwi tutuwedza mihumbulo na vhusiki ha vhana.
- ✱ Zwiitori zwi nea tsumbo dza ndila ine vhatshu vha kunda ngayo khaedu dzine vha sedzana nadzo na u thusa vhana uri vha fahulele u pfela vhu tungu.



Why reading for enjoyment matters

- ✱ Reading aloud with children is known to be the single most important activity for building the knowledge and skills they need to learn to read.
- ✱ Stories expose children to rich, complex language. They deepen children's knowledge of how we use language, teach them vocabulary and grammar, and offer them new ways to express themselves.
- ✱ Interesting and exciting stories help stimulate children's imagination and creativity.
- ✱ Stories provide examples of how people meet the challenges that face them and help children develop empathy.

U ita uri zwiitori zwi vhe ndowelo tshikoloni

Litshani vhana vha tshikoloni tshanu vha anetshela zwiitori na u vhala tshifhinga tshothe, uri zwi vhe ndowelo tshikoloni – hu si kilasini fhedzi, fhedzi na nga zwiinwe zwiifhinga-vho.

- ✱ Tutuwedzani vhabebi na vharwe vhatshogomeli uri vha vhalele vhana zwiitori na u vha anetshela zwone musa vha tshi khou ya tshikoloni.
- ✱ Itani fhethu hune ha do vhewa bugu dza zwiifanyiso hune vhana vahulwane vhane vha fahanya u swika tshikoloni vha nga dzula fhasi na vhana vhatshu, vha vha vhalela zwiitori.
- ✱ Itani uri kha guvhangano naho ji lithi zwa lo la tshikolo nga riwedzi hu ambiwe nga zwiitori. Dzudzanyani uri mudededzi a anetshela tshitori, a litshe tshigwada tsha vhana vha ite zwine zwa khou ambiwa nga tshitori kana a vhudzise kilasi uri i vhudze tshikolo tshothe zwe vha zwi ita uri vha fahulele lufuno lwa u vhala.
- ✱ Itani uri u vhalela u diphina zwi vhe tshipiga tsha zwine vhana vha zwi ita musa tshikolo tsho no bva nga u thoma kilabu ya u vhala tshikoloni tsha vhoiwe.

Making stories part of school life

Let the children at your school experience storytelling and reading regularly as a part of their lives at school – not just in the classroom, but at other times too.

- ✱ Encourage parents and other caregivers to read and tell stories to children on their way to school.
- ✱ Create a space for picture books where older children who arrive at school early can sit with younger children and read stories to them.
- ✱ Turn at least one school assembly a month into a story-focused one. Arrange for a staff member to tell a story, let a group of children act one out, or ask a class to share with the rest of the school what they have been doing to develop a love of reading.
- ✱ Make reading for enjoyment part of what children do after school too by starting a reading club at your school.

U vhalela vhana nga ipfi lihulwane a zwi nga do ita uri vha vhe vhagudiswa vha vhuimo ha ntha nga lwa vhuoto, fhedzi zwi do vha thusa uri vha vhe na mihumbulo yavhudi, vha pfesese na u divha zwithu zwinzhi na u elekanya nga ndila yo tangavhuwaho na i pfalaho.



Reading aloud to children will not magically make them top learners, but it will help them to develop excellent memories, to understand and know more, and to think critically and logically.



IT STARTS WITH
A STORY.
ZWI THOMA NGA
TSHITORI.



Mbeu dza Vhukoni ha u Vhala na u Nwala!

Zwishumiswa zwa u vhala kilasini ya ECD

Literacy Seeds!

Reading resources for the ECD classroom



Kha vhabebi na vhatthogomeli vha vhana vhatuku, kha heyi nzudzanyo ri khou NI LIVHUHA! nga ndila yo khetheaho vhoiwe vhadededzi vha ECD na vhadzudzanyi kha Duvha la Liffasi la Vhadededzi, line la do vha nga la 5 Tshimedzi!

Vhana vha a kona u pfesesa na u diphina nga zwiitori zwine vha si vhe na vhukoni ha u zwi vhala musi vha tshi zwi pfa zwi tshi vhaelwa ntha nga ndila i pfalaho nga nyambo dzine vha dzi divha. Tshigwada tshirwe na tshirwe tsha vhana vhane na vha vhaelwa a tshi fani na zwiirwe, nga zwenezwo u divha bugu nnzhi zwi do ni thusa u wana ine vha do diphina ngayo.

☉ **Ndi tea u ketha tshiitori tshifhio?** Kethani zwiitori zwine na diphina nga u zwi vhala, zwine vhatthetshesesi vhanu vha zwi takalela, zwine zwa vha nga nyambo dzine vha dzi pfesesa nga hu leluwaho na zwine zwa ita uri vha pfesese zwithu nga ho tandavhuwaho. Bugu dza zwirendo, dza nyimbo na dza ndovhololo ndi bugu dzavhudi dzine dza nga vhaelwa vhana vhatuku nga ipfi lihulwane nahone ndi ndila yavhudi ya u divhadza luambo luswa.

☉ **Ndi khou vhaelwa vhaifhio?** Arali ni tshi khou vhaelwa tshigwada tsha vhana vha mirole i sa fani, shumisani tshitaela tshine tsha do takadza vhana vhatuku kha tshenetsho tshigwada.

☉ **Ndi do vha ndi tshi khou vhaelwa tshigwada tshihulwane lungafhani?** Arali ni tshi khou vhaelwa tshigwada tshine tsha nga kona u vhona zwavhudi zwifanyiso kana arali ni tshi nga tshimbila-tshimbila musi ni tshi khou vhala, sumbedzani vhana zwifanyiso zwi re kha bugu musi ni tshi khou vhala. Musi ni tshi khou vhaelwa tshigwada tshihulwane, ni dzinginyise muvhili, ni ite mibvumo na u ambara zwiambaro zwi tshimbizana na zwine na khou zwi vhala uri tshiitori tshi nge tsha vhukuma.

☉ **Ndi mini zwine nda nga zwi shumisa u thusa u tlatshedza zwiitori?** Zwifanyiso, mipopi, miwadzi na zwithu zwo bulwaho kha tshiitori zwi nga shumiswa u ita uri tshiitori tshi nge tsha vhukuma.

U didowedza ndi zwa ndeme, nga zwenezwo ndi zwavhudi u vhaelwa ntha tshiitori lwo vhalaho ni sa athu tshi vhaelwa tshigwada tsha vhana!



☉ **What story should I choose?** Choose stories that you enjoy reading, that match your audience's interests, are in languages that they understand easily and that expand their world. Books with rhyme, rhythm and repetition make good read-aloud books for young children and are also a great way of introducing a new language.

☉ **Who am I reading to?** If you're reading to a group of children who are different ages, then choose a style that will appeal to the younger children in the group.

☉ **What size group will I be reading to?** If you're reading to a group who can see the pictures clearly or if you can move around while you read, show the children the pictures in the book while you read. When you're reading to a large group, use body movements, sound effects and props to bring your story to life.

☉ **What story aids can I use?** Pictures, puppets, hats and objects mentioned in the story can all be used to help a story come alive.

Practice makes perfect, so it's always a good idea to read the story aloud a few times before you read it to a group of children!



U wana zwishumiswa zwa u vhala

- ⚙ A hu na tshine tsha fhira u vhala tshiitori nga luambo lwa hayani! Nga zwenezwo, itani vhungoho ha uri ni na dzibugu nga nyambo nnzhi dzine vhana vha dzi shumisa hayani nga hune zwa konadzea ngaho.
- ⚙ Vhalani bugu dzine dza do takadza vhana vha kilasini yanu na dzine dza tendelana na vhukoni havho ha u vhala.
- ⚙ Ni songo hangwa uri ni nga vhala dzibugu lunzhi-lunzhi! Kanzhi vhana vha a zwi takalela u vhaelwa lunzhi zwiitori zwine vha zwi funesa.
- ⚙ U vhala, u nwala na u ola zwi a tshimbizana! Nga zwenezwo, itani vhungoho ha uri tshifhinga tshothe ni dzula ni na mabambiri, dzikhirayoni, dzibulupheni na dzipenisela kilasini yanu.

Finding reading resources

- ⚙ Nothing beats reading a story in your home language! So, make sure that you have books in as many of the children's home languages as possible.
- ⚙ Choose books that suit the interests and reading levels of the children in your class.
- ⚙ Remember that you can read books more than once! Children often enjoy having their favourite stories reread to them.
- ⚙ Reading, writing and drawing go together! So, make sure that you always have a good supply of paper, crayons, pens and pencils in your classroom.





U thogomela dzibugu

Bugu ndi dza ndeme ndi ngazwo ri tshi toda uri dzi fhedze tshifhinga tshilapfu. Fhedzi ri dovha ra toda uri vhana vha dzi vhale, vha nga si kone u dzi vhala arali ro dzi hofela huwe fhethu! Afho fhasi ho nwalwa nyeletshedzo dzine dza nga thusa vhana uri vha thogomele dzibugu uri vha kone u diphina ngadzo lunzhi-lunzhi.

- * Ri nga si lavhelele vhana uri vha fare zwavhuḁi dzibugu arali vha sa funi zwitori! Arali na fhedza tshifhinga ni tshi khou vhala na u diphina nga tshitori na vhana, na vhona vha do tsvhanya vha guda u dzhela ntha dzibugu.
- * Vhana vha guda zwinzhi nga u sedza nthani ha u vhudzwa zwine vha tea u zwi ita. Sa tsumbo, musi ni tshi vhala navho, fhendani masiatari nga vhuronwane, musi no no fhedza u vhala tshitori, vhuvedzedzani bugu vhudzuloni hayo.
- * Tutuwedzani vhana uri vha fare bugu u tendelana na miwaha yavho. Sa tsumbo, ri nga lavhelele vhana vha miwaha ya sumbe uri vha fhende masiatari a bugu nga vhuronwane, fhedzi vhezhi ha vhana vha miwaha mitanu vha kha gi guda u ita zwenezwi.
- * Thusani vhana uri vha thogomele dzibugu nga u ita fhethu ho khetheaho hune vha nga dzi vhea hone. Ni nga shumisa shelufu dzine vha nga dzi swikelela nga hu leluwaho, khathihina mabogisi o khavhiswaho a cereal, a zwienda, zwikhafuthini zwa aisikhirimu na mimanngi.

U fana na zwithu zwinzhi vhutshiloni, u guda u thogomela dzibugu zwi toda tshifhinga, u didowedza na thuthuwedzo.



Caring for books

Books are precious, and so it is understandable that we want them to last. But we also need children to read them, and they can't do that if the books are locked away! Here are some suggestions to help children learn to take care of books so that they can be enjoyed over and over again.

- * We cannot expect children to treat books well if they do not love stories! When you spend time reading and enjoying stories with children, they soon learn to treasure books.
- * Children learn more by watching us than by being told what to do. For example, as you read to them, turn the pages carefully, and when you have finished reading a story, return the book to its place on the bookshelf.
- * Encourage age-appropriate book behaviour. For example, we can

expect seven-year-olds to turn the pages of a book gently, but many five-year-olds are still learning to do this.

- * Help children learn to care for books by creating special places to store them. You can use shelves that are easy for them to reach, as well as decorated cereal boxes, shoe boxes, plastic ice cream containers and baskets.

As with most things in life, learning to take care of books involves time, practice and encouragement.

Nyambo nnzhi, zwishumiswa zwinzhi

U vhala nga luambo lwanu a zwo ngo tea u vha zwithu zwo engedzeaho zwine na zwi khethela vhana. Ndi tshipiga tsha ndeme na tsha maanda tsha u guda luambo na u tahulela vhukoni ha u vhala na u nwalwa.

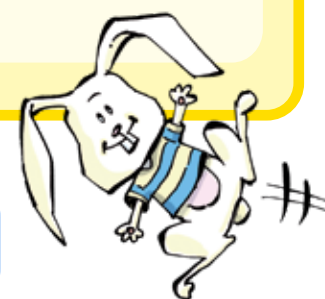
- ★ Imbani nyimbo na u ita zwirendo nga luambo kana nyambo dza vhana vhothe.
- ★ Itani uri vhana vha vhe na zwithu zwo gandiswaho nga nyambo dzavho dzothe nga u ita phostara nga nyambo dzanu mbili kana nnzhi nga ha thero dzine dza vha takadza.
- ★ Vhalelani ntha vhana nga nyambo dzothe dzine na kona u dzi amba na u dzi vhala.
- ★ Rekodani vhabezi, vhomakhulu na vharwe vathogomeli nga lutingo thendeleki vha tshi khou anetshela na/kana u vhala zwitori nga luambo kana nyambo dzavho dza hayani – ni tshi fhedza ni litshe vhana vha thetshesele zwenezwo zwitori.
- ★ Litshani vhana vhane vha amba luambo lu fanaho, vha vhale na u amba nga ha bugu dza zwitori vhothe nga zwigwada.



More languages, more resources

Being read to in your own language should not be an optional extra for children. It is really an essential and powerful part of learning language and developing literacy.

- ★ Sing songs and say rhymes in the home language(s) of all the children.
- ★ Surround children with print in all their languages by making your own bilingual or multilingual posters on topics that interest them.
- ★ Read aloud to the children in all the languages that you can speak and read.
- ★ Use a cellphone to record parents, grandparents and other caregivers telling and/or reading stories in their home language(s) – and then let the children listen to these stories.
- ★ Let the children who speak the same home language read and talk about storybooks together in groups.



Ni nga wana zwitori nga nyambo dza fuminthi kha www.nalibali.org.

Find stories in eleven languages at www.nalibali.org.

**"Bugu ndi dzavhudi.
Bugu dzi a takadzâ.
Bugu dzi a todea!"**



**"Books are good.
Books are fun.
Books are necessary!"**

Uyu ndi mulaedza we **Paleng**, dzangano line la gudisa u vhala na u hwala mahayani a Lesotho, la u vhudza vhana vhane la vha thusa. Vhenevha ndi vhana vha si na dzibugu mahayani avho na vhane madzangalelo avho, mafhungo ane a kwama mvelelo dzavho na luambo lwavho kanzhi zwa sa haseledzwe nga vhudalo kha bugu tshikoloni.

"U bva nga 2015, ro thoma u sika na u kovhela vhana vha tuku bugu dzashu dza zwi tiori dzi re na zwi fanyiso dzo hwalwaho nga nyambo mbili.

"Musi vhana vha vhuya vha bva tshikoloni tsha murole wa fhasi mahayani, a hu na tshiitisi tshine tsha vha kombetshedza uri vha vhale vhutshilo havho hothe. A vha athu guda uri u vhala zwi a takadza kana u talifhisa, zwi khwinisa vhutshilo na uri u vhala zwi a vhu yedza na uri ndi mbofho vhutshiloni namusi.

Nga zwenezwo, ndivho ya Paleng ndi u nea vhana vhanzhi vha mahayani tshipembe ha la Afurika bugu dza mahala dzine vha nga dzi dzhia vha divhalela dzone hayani, dzine dza amba nga ha zwithu zwine vha sedzana nazwo, dzine dza tendelana na miwaha yavho, ndila ine vha vhala ngayo na luambo lwavho.

"Ri fulufhela uri bugu dzashu dzi do kwama vhutshilo ha vhana nga ho dzikaho nahone dza tava 'mbeu ya u vhala' thukhu ine ya do aluwa na vhana nahone ya fheledza yo ita uri vha fune u vhala."

Laiburari yashu, dzibugu na vhu tambo ha dzibugu zwo ita uri vhana vhanzhi vha mahayani vha Vhasuthu vha tshenzhele ndila ine bugu dza zwi tiori dza takadza ngayo.



"U swika zwino, tshigwada tshashu tsho no bveledza bugu dza 13 dzo hwalwaho nga nyambo mbili u itela vhana vha mahayani vha miwaha ya 4 u ya kha 15 nahone tsho no ambedzana na vhana vha fhiraho 1,000 kha vhu tambo hashu ha bugu."



This is the message that **Paleng**, a children's literacy organisation in rural Lesotho, shares with the children who they reach out to. These are children who have no books at home and whose interests, cultural context and language is often not seriously considered in the books at school.

"We have been creating and sharing our own bilingual picture storybooks for young children since 2015.

"In the rural areas, once children leave primary school, there is no compelling reason for them to read for the rest of their lives. They have not learnt that reading is fun or enlightening, that reading can enrich one's life and that reading is useful and non-negotiable in today's world.

Paleng's vision is, therefore, to provide as many rural children in Southern Africa as possible with free, mine-to-take-home reading material that is appropriate for their context, their age, their reading level and their language.

"We hope our books burrow deep into the lives of children and that they plant little 'reading seeds' that will grow throughout the children's lives and bloom into a love of reading."

Our library, books, and book festivals have allowed many rural Basotho children to experience the joy of storybooks.



"So far, our team has produced 13 bilingual books for rural children aged 4-15 and we have worked with over 1 000 children through our book festivals."

U itela u wana mafhungo o engedzeaho nga ha Paleng dalelani



www.palengplaceofstories.org



info@palengplaceofstories.org



To find out more about Paleng



[palengschildren](https://www.instagram.com/palengschildren)



[PalengPlaceOfStories](https://www.facebook.com/PalengPlaceOfStories)

**Tandavhudzani laiburari yanu.
Itani bugu MBILI dza tumula u vhulunge**

1. Bvisani masiatari 5 u ya kha 12 a yeneyi thumetshedzo.
2. Bammbiri li re na masiatari 5, 6, 11 na 12 li ita bugu nthihi. Bammbiri li re na masiatari 7, 8, 9 na 10 li ita inwe bugu.
3. Shumisani bammbiri li inwe na li inwe u ita bugu. Tevhelani nyeletshedzo dzi re afho fhasi u ita bugu inwe na inwe.
 - a) Petani bammbiri nga vhukati kha mutalo mutswu u re na zwithoma.
 - b) Dovhani ni li pete nga vhukati kha mutalo mudala u re na zwithoma.
 - c) Gerani kha mitalo mitswuku i re na zwithoma.



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.



“Oh my goodness, Charlene ... what happened here?”
 “The goats! They ate up all my carrots and cabbages,
 my cauliflower and beans, beetroot and spinach too.
 Someone left the gate open!”
 “It wasn’t me.”

“Tshukhwi, Charlene ... ho itea mini afha?”
 “Mbudzi nandi, ndi dzone! Dzo ja kherotsi
 dzanga dzothe na khavhisi, khaifufawa
 dzanga na nawa, bitirufi na tshipimishi. Hu
 na we a sia gethe jo vulea!”
 “A si nne.”



“It wasn’t me.”
 “A si nne.”

HEARTLINES
 The Centre for Values Promotion



U itela maffungo o engagedeaho, ri humbela uri ni rumele imeili kha
info@heartlines.org.za kana ni rwele lufingo kha (011) 771 2540.
 For more information please email info@heartlines.org.za or phone
 (011) 771 2540.

Get story active!

- ★ Why do you think Lily didn’t say she was the one who had left the gate open when Ouma first asked?
- ★ Why do you think the picture of the cloud above Lily’s head gets bigger during the story and then “rains” on page 12?
- ★ Is it sometimes scary to own up if you’ve done something wrong? Why or why not?
- ★ Is owning up the right thing to do? Why or why not?

Itani uri tshitori tshi nyanyule!

- ★ Ni vhona u nga ndi ngani Lily a songo amba uri ndi ene we a sia gethe jo vulea musi Ouma vha tshi mu vhudzisa lwa u thoma?
- ★ Ni vhona u nga ndi ngani tshifanyiso tsha gole ntha ha thoho ya Lily tshi tshi nana u engagedea musi tshitori tshi tshi khou bvela phanda nahone mvula ya “na” kha siatari 12?
- ★ Naa nga zwifhinga zwi a tshuwisa u tenda mulandu arali no khakha? Ndi ngani zwi tshi tshuwisa kana zwi sa tshuwisi?
- ★ Naa zwo tea u tenda mulandu? Ndi ngani zwo tea kana zwi songo tea?

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 ndi fulo la lushaka la u vholela u diphina u itela u karusa na u tshulela ngowelo ya u vhalala kha jothe la Afrika Tshipembe. U wana maffungo nga vhuḁalo, dalelani www.nalibali.org

It wasn’t me



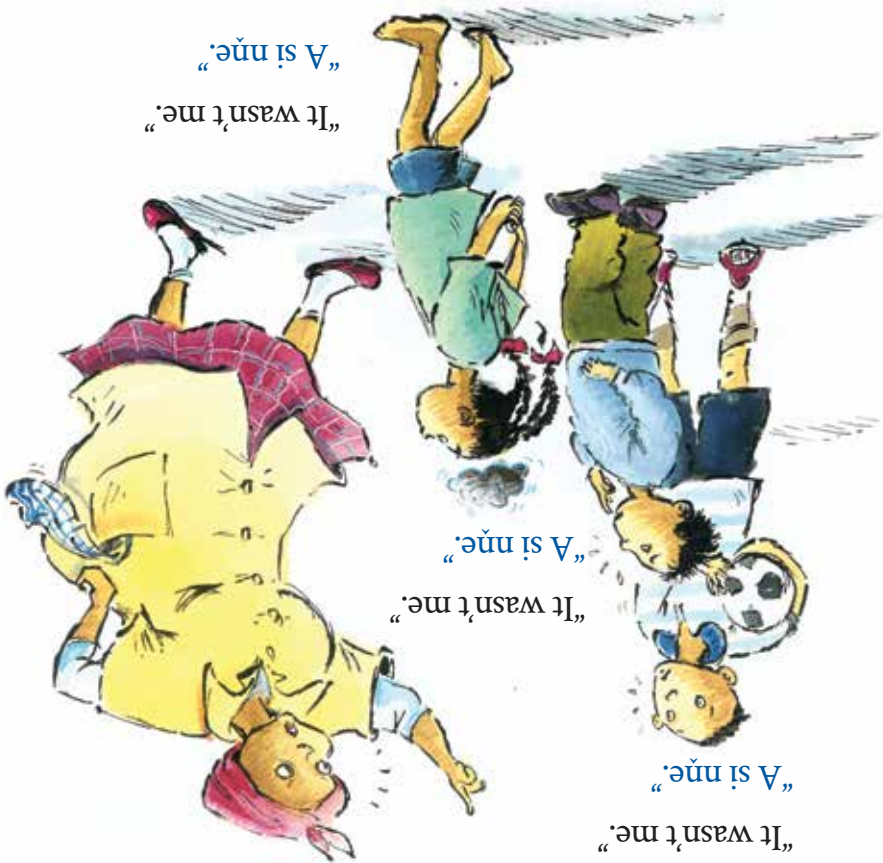
A si nne

Glynis Clacherty • Tasia Rosser

Ideas to talk about: Think of a time when you made a mistake that affected someone else. What was the mistake you made? How did you feel when you realised that you had made a mistake? What did you do next? What else could you have done?

Zwine ha nga ambiwa nga hazwo: Humbulani nga ha tshifhinga tshe na ita vhukhaki he ha vhaisa muḁwe muthu. No vha no ita vhukhaki ha mufuda-ḁe? No dipfa hani musi ni tshi thogomela uri no khakha? No ita mini nga murahu ha zwenezwo? Ndi mini zwifhinga zwe na vha ni tshi nga vha no zwi ita?

“Vhoiwe vhatukana, ni ntanganya tshoho, ni a divha! Iyani kamarani ya vhoiwe!”
“A si nne, Ouma.”
“You boys, you make me crazy! Go to your room!”
“It wasn’t us, Ouma.”



“Don’t open the gate to my garden, Lily!” Ouma always said. “The goats will get in and eat up all my carrots and cabbages and cauliflower and beans; all my beetroot, tomatoes and spinach too. Don’t open the gate to my garden whatever you do.”



“A si nne.”
tshipinitshi. Hu na we a sia gethe jo vulea!”
dzanga na khavhisi, khalifula wa na nawa, bitiruti na
“A hu na matamatsi! Mbudzi dzo ja othe na kherotsi
vha ralo Mma.
“Ndi khou toda matamatsi, Ouma – uri ndi bike bredie,”
“It wasn’t me.”
spinach too. Someone left the gate open!”
and cabbages, my cauliflower and beans, beetroot and
“No tomatoes! The goats ate them up and my carrots
“I need tomatoes, Ouma – for bredie,” said Ma.





Little Bear knows how to count to ten. That's how he knows that one of the bear cubs is missing! Where can it be?

This story was specially created for Nal'ibali – a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading.



Tshivhingwi Tshituku tshi kona u vhalela u swika kha fumi. Ndi ngazwo tshi tshi zwi divha uri muṁwe wa vhana vha tshivhingwi o xela! A nga vha e ngafhi?

Hetshi tshitori tsho itelwa Nal'ibali – fulo la lushaka la u vhalela u diphina u itela u karusa vhukoni ha vhana nga u anetshela zwithori na u vhala.

Get story active!

- ★ Do you know your important information such as your address, a family member's telephone number and someone you could contact in an emergency? Write it in your diary.
- ★ There are no bears in South Africa. Retell the story using animals found in South Africa.
- ★ Now draw a picture for your story with South African animals.

Itani uri tshitori tshi nyanyule!

- ★ Naa ni a divha mafhungo a ndeme a ngaho diresi yaṁu, nomboro ya luṁgo ya muraḡo wa muṡa na muthu ane na nga mu kwama arali ha vha na vhuimo ha shishi? Nwalani eneo mafhungo kha dayari.
- ★ A hu na zwivhingwi kha la Afurika Tshipembe. Dovhani ni anetshela tshenetsho tshitori ni tshi khou shumisa zwipuka zwine zwa wanala kha la Afurika Tshipembe.
- ★ Zwino olani tshifanyiso tsha tshitori tshaṁu na zwipuka zwa Afurika Tshipembe.

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 ndi fulo la lushaka la u vhalela u diphina u itela u karusa na u ṡahulela ṁḡowelo ya u vhala kha loṡhe la Afurika Tshipembe. U wana mafhungo nga vhuḡalo, dalelani www.nalibali.org

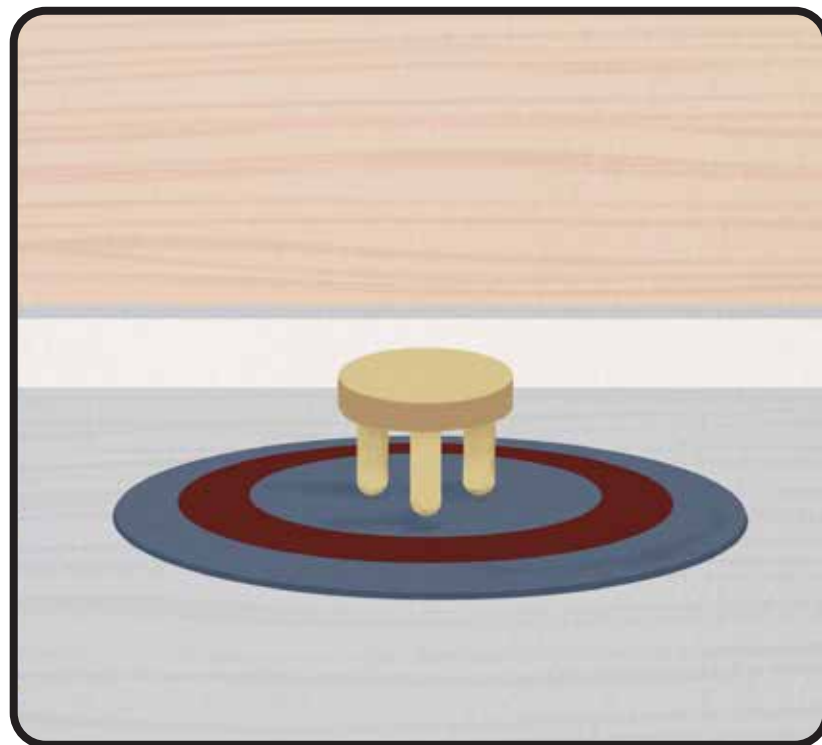


That night before supper, the bear cubs stood in front of Little Bear to be counted. "One, two, three, four, five, six, seven, eight, nine bear cubs," counted Little Bear. Little Bear rubbed his eyes and counted again. "One, two, three, four, five, six, seven, eight, nine bear cubs." There were only nine bear cubs!

Erneo madekwana hu sa athu lalelwa vhana vha tshivhingwi vha ima phanda ha Tshivhingwi Tshituku uri vha vhalawe. Thili, mbili, ratu, ina, ṡhanu, rathi, sumbe, malo, ṡahe wa vhana tshivhingwi, hu vhalela Tshivhingwi Tshituku.

Tshivhingwi Tshituku tsha ḡiswoṡa maṡo tsha dovha tsha vhalela. "Thili, mbili, ratu, ina, ṡhanu, rathi, sumbe, malo, ṡahe wa vhana vha tshivhingwi." Ho vha hu na vhana vha tshivhingwi vha ṡahe fhedzi!

The missing bear cub



Nwana wa tshivhingwi o xelaho

Pumeza Ngobozana • Julie Smith-Belton

Ideas to talk about: Why is it important for a child to always let a reliable adult like a family member, neighbour or teacher know where they will be? What could a child do if they are lost?

Zwine ha nga ambiwa nga hazwo: Ndi ngani zwi zwa ndeme uri tshifhinga tshoṡhe ṁwana a vhudze muthu muhulwane ane a mu fulufhela, a ngaho muraḡo wa muṡa, muhura kana mudededzi hune a ḡo vha e hone? Nwana a nga ita mini arali a xela?



The next morning, Mama Bear hugged and kissed all her bear cubs goodbye. "I will come back home in seven days," she said.

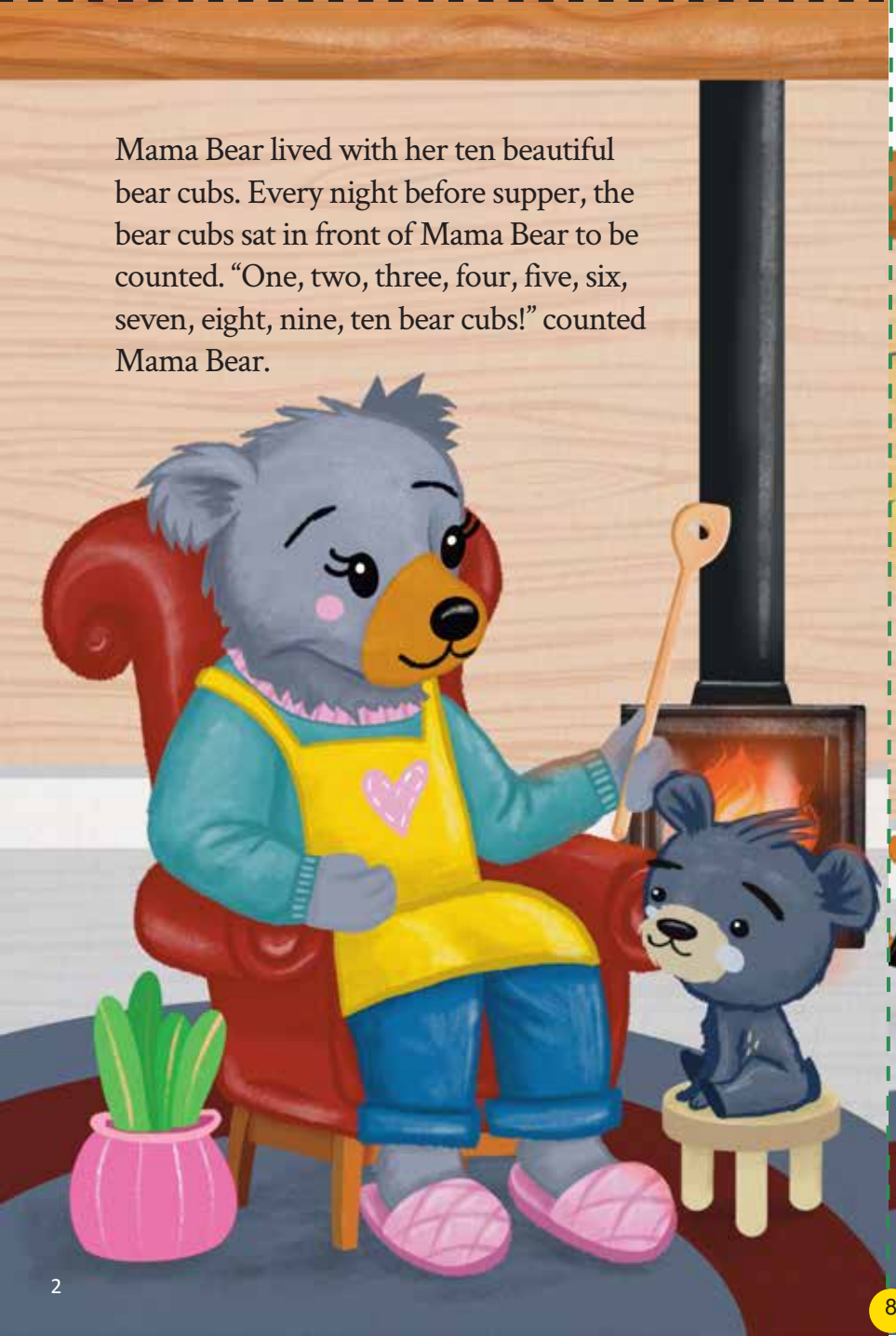
Nga ĩa matshele nga matshele, Mme Tshivhingwi vha kuvhatedza na u khisa vhana vhavho vhoĥe vha vha onesa. "Ndi ĥo vhuva hayani nga murahu ha maĥvha a sumbe," vha ralo.



Seven days later, Mama Bear returned home. All her bear cubs looked sad.

"There are only nine bear cubs," sobbed Little Bear. Mama Bear counted her bear cubs.

Nga murahu ha maĥvha a sumbe, Mme Tshivhingwi vha vhuva hayani. Vhana vhoĥe vha tshivhingwi vha vhone vho tungufhala. "Hu na vhana vha tĥe fhezi," hu tswimila Tshivhingwi Tshituku. Mme Tshivhingwi vha vhaleta vhana vhavho.



Mama Bear lived with her ten beautiful bear cubs. Every night before supper, the bear cubs sat in front of Mama Bear to be counted. "One, two, three, four, five, six, seven, eight, nine, ten bear cubs!" counted Mama Bear.





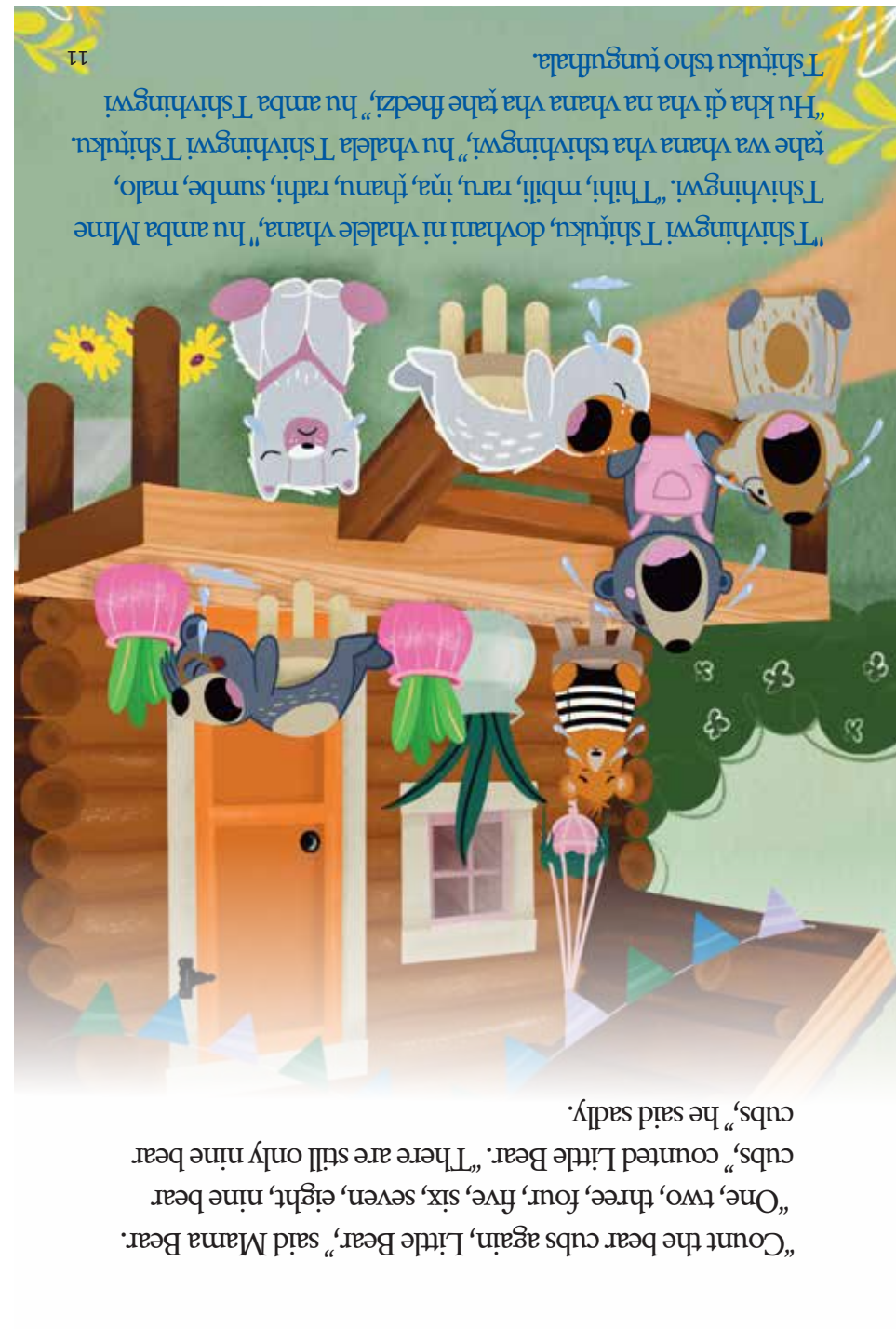
One day, Granny Bear became sick. Mama Bear would have to go away to help Grammy get better. "Little Bear, every night before supper while I am away, you must count the bear cubs. There are ten bear cubs," said Mama Bear.

Ľinwe ďuvha Makhulu Tshivhingwi vha lwala. Mme Tshivhingwi vha tea u țuva uri vha ye u thusa Makhulu uri vha vhe khwine.

"Tshivhingwi Tshĩțuku, madekwana mañwe na mañwe musi ndi siho, ni tea u vhalela uri hu na vhana vhangana. Hu na vhana vha fumi," a ralo Mme Tshivhingwi.



Mme Tshivhingwi o vha a tshi dzula na vhana vhawe vha fumi vho nakaho. Madekwana mañwe na mañwe hu sa athu lalelwa, vhana vha tshivhingwi vho vha vha tshi dzula phanda ha Mme Tshivhingwi uri vha vhaliwe. Thihi, mbili, raru, inã, thanu, rathi, sumbe, malo, țahe, fumi wa vhana vha tshivhingwi!" hu vhalela Mme Tshivhingwi.



"Count the bear cubs again, Little Bear," said Mama Bear. "One, two, three, four, five, six, seven, eight, nine bear cubs," counted Little Bear. "There are still only nine bear cubs," he said sadly.

The bear cubs began dancing and pointing at one another. "I am a bear cub! You are *also* a bear cub! I am a bear cub! You are *also* a bear cub!" they sang.

Vhana vha tshivhingwi vha thoma u tshina-tshina na u sumba-sumbana. "Ndi ñwana wa tshivhingwi! "Na inwi ni ñwana wa tshivhingwi! Ndi ñwana wa tshivhingwi! "Na inwi ni ñwana wa tshivhingwi!" vha imba.



“Count the bear cubs again, Little Bear,” said Mama Bear, “This time, start by counting yourself.”
“One . . . two, three, four, five, six, seven, eight, nine, ten bear cubs!” smiled Little Bear.

“Tshivhingwi Tshiṭuku, dovhani ni vhalele vhana,” ndi Mme Tshivhingwi vha tshi khou ambela fhasi. “Zwino ni thome nga u ḍivhala.”
“Thihi . . . mbili, raru, ina, ṭhanu, rathi, sumbe, malo, ṭahe, fumi wa vhana vha tshivhingwi!” hu ṇwethuwa Tshivhingwi Tshiṭuku.



“Ee, Tshivhingwi Tshiṭuku, tshifhinga tshoṭhe ni songo vhuya na hangwa u ḍivhala,” hu amba Mme Tshivhingwi. “Na *inwi ni ṇwana wa tshivhingwi.*”

Tshivhingwi Tshiṭuku tsha thetshesha nga vhuronwane musi Mme Tshivhingwi vha tshi vhalela. Yeneyo ndi ndila ye tsha guda ngayo u vhalela.



Little Bear listened carefully as Mama Bear counted. That is how he learnt to count.



“Oh Lily bird! Lies are wrong. They make everyone sad. But in the end you told the truth. I’m glad you did. You will have to help me plant some new carrots and cabbages and some cauliflower, beans and beetroot, and tomatoes and spinach too.”

And that’s what Lily and Ouma did ... the very next day!

“Nandi, Lily n̄wana’nga! Mazwifhi ho ngo luga. A ita uri vhathu vha t̄ungufhale. Fhedzi tenda no fheleledza no amba ngoho. Ndi a takala uri no ita nga u ralo. Ni d̄o tea nthusa u t̄avha dziñwe kherotsi na khavhishi na khalifulawa, n̄awa na bit̄iruṭi na maṭamaṭisi na tshipinitshi.”

Zwenezwo ndi zwe Lily na Ouma vha zwi ita ... nga tsha matshelo!



“AAAAAA! The goats have eaten up my carrots, they’ve eaten my cabbages and cauliflower and beans, my beetroot, tomatoes and spinach too. Who opened the gate to my garden?” asked Ouma.

“Ni songo vula gethe la ngadeni yanga, Lily!” Ouma vho vha vha tshi anzela u ralo. “Mbudzi dzi d̄o dzhena dza la kherotsi dzanga dzoṭhe na khavhishi na khalifulawa na n̄awa, bit̄iruṭi dzanga dzoṭhe, maṭamaṭisi na tshipinitshi. Ni songo vhuya na vula gethe la ngadeni yanga na luthihi.”





... OVER the fence ... Over the fence of
Ouma's vegetable garden!
... WA PFUKA ďaraťa ... Wa pfuka ďaraťa
ya ngade ya miroho ya Ouma!



The dragon-fly flew up and ...

Murutshwe wa mbo ǀi fhufhela
nħa nahone ...



... up and ...

... wa gonyela nħa
nahone ...



“No veggies, Ouma?” asked Dad.
“No veggies tonight! Someone left the gate open!”
“IT WAS ME! I’m sorry, Ouma.”
Ouma looked sad, Mum looked sad, Dad looked sad
and Quinton looked sad, Jerome looked sad and Lily
... Lily was sad too!

“A hu na miroho, Ouma?” hu vhudzisa Baba.
“A hu na miroho ya u ǀa ano madekwana! Hu na
we a sia gethe ǀo vulea!”
“NDI NÑE! Vha mpfarele, Ouma!”

Ouma vha vhonala vho ǀungufhala, Mmawe vha
vhonala vho ǀungufhala, Baba vha vhonala vho
ǀungufhala na Quinton a vhonala o ǀungufhala,
Jerome a vhonala o ǀungufhala na Lily ... Lily na
ene o vha o ǀungufhala!

La 16 Tshimedzi ndi Duvha la Lifhasi la Zwiliwa!



Swobo ndi tshiliwa tshi fhaṭaho muvhili na tshi re na pfushi tshine tsha bikwa nga ndila dzi sa fani shangoni loṭhe. Swobo i dovha ya vhuyedza mutakalo washu nga ndila nnzhi ngauri:

- ★ Swobo i itwa nga maḓi manzhi, zwine zwa nga ni thusa uri ni dzule ni na maḓi muvhilini.
- ★ Kanzhi swobo dzi itwa nga miroho na ṅawa, zwine zwa vha na vithamini nnzhi, dzimineralala na masephenene kha tshiliwa tshithihi.
- ★ Swobo i ita uri ni ḓipfe no fushea nahone no fura, zwine zwa nga ni thusa uri ni fhungudze muvhili kana ni dzule ni na muvhili wavhuḓi.
- ★ Kanzhi swobo i bikwa u swikela zwiḓavhangelo zwoṭhe zwi tshi tou pwaṭa, lune zwa leluwa uri i sukiwe muvhilini.
- ★ Swobo i a rindidza na u rudza mbilu, zwiuhuluhulu musi ni tshi khou lwala.

Ni funesa swobo ifhio?

Soup is a wholesome and nourishing food that is made in different ways all over the world. It also has many benefits for our health because:

- ★ Soup is made with a lot of water, which can help us stay hydrated.
- ★ Soup is often made with vegetables and legumes, which provide lots of vitamins, minerals and fibre in one meal.
- ★ Soup makes us feel satisfied and full, which can help us lose weight or keep to a healthy weight.
- ★ Soup is often cooked until all the ingredients are soft and fine, which makes it easy to digest.
- ★ Soup is comforting and soothing, especially when we're ill.

What is your favourite soup?

☆ i rothisaho nthe ☆ i ḓifhaho ☆ i na mutakalo wavhuḓi ☆ i furisaho ☆ i re na pfushi ☆ i tamisaho

☆ satisfying ☆ hearty ☆ delicious ☆ tasty ☆ healthy ☆ yummy

16 October is World Food Day!

Contact us in any of these ways: • Ri kwameni nga inwe ya dzenedzi ndila:

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Molemo na badzhi ya manditi



Nga Siphiliselwe Makhanya ■ Zwifanyiso nga Geoff Walton

Ho vha hu tshi khou rothola vhukuma eneo matsheloni. Molemo o vha o dzhenisa zwanḡa zwawe zwiqwamani zwa vhurukhu have ha tshikolo nahone o hudulula mahaḡa o lindela uri robotho i mu vulele uri a kone pfuka bada. O vha o ambara zwikpa zwiwhili ngomu ha hemmbe yawe tshena ya tshikolo, fhedzi o vha a tshi kha ḡi pfa phepho.

“Brrrrr,” ndi Molemo a no ralo, a tshi khou gikhinya fhasi ngeno o lindela uri robotho i mu vulele. “Ngavhe Gugu vho vha vhe na tselede ya u nthengela badzhi.”

Musi hu tshi tou bvelela munna mudala kha robotho, Molemo a mbo ḡi pfuka bada. Fhedzi a mbo ḡi pfa mutzhemo murahu have. Musi a tshi rembuluwa, a vhona muḡwe munna a tshi khou tsumbudzana na muḡwe mukegulu, a tshi khou lingedza u mu dzhiela phese.

“Thusani! Thusani!” hu huwelela onoyo mukegulu.

Molemo ho ngo tsha vhuya a ima-ima – o mbo ḡi gidima a ya u thusa onoyo mukegulu nahone a goga maanḡa a raha onoyo munna kha zwinungo zwa milenzhe. Onoyo munna a mbo ḡi honḡa nga nḡhani ha u pfa vhuḡungu nahone a litsha phese ya vhenevho mukegulu. A mbo ḡi ḡhobila nga u ḡavhanya ha mbo ḡi vha u ngalangala have.

“Pfarelo, Gugu, o vha vhaisa?” ha vhudzisa Molemo, a tshi khou takusa vhenevho mukegulu. Vho wa musu ḡeneḡo ḡivemu ḡi tshi litshedza phese yavho. “Kha vha ḡifarelele nga mahaḡa anga,” ndi Molemo a no ralo.

Vhenevho mukegulu vho vha vha tshi khou tetemela nahone vha tshi nga vha khou ḡoḡa u lila. “Ndo livhuha zwone, a ni ntshileli ngoho,” vha ralo. “Thi ḡivhi uri vhatu vho dzhenwa nga’ni maḡuvha’no.”

Musi vhenevho mukegulu vho no ima, Molemo a doba zwithu zwavho a vha ḡekedza. “Tenda hu tshi kha ḡi vha na vhaswa vha re na vuthu vha ngaho inwi,” vha ḡwethuwa.



Nga murahunyana nga eneo masiari, Molemo a pfuka bada kha dzenedzo robotho musu a tshi khou ya hayani. Tshe tsha mu mangadza ndi uri onoyo mukegulu o vha o mu lindela. Onoyo mukegulu a ḡwethuwa musu a tshi mu vhona. “Muḡhannga wanga! Ndo ni farela tshiḡwe tshithu!” a ralo a tshi khou ḡea Molemo tshiputo tsho putelwaho zwavhuḡi. “Ni tshi putulule ni tshi swika hayani.”

Molemo a farwa nga ḡhoni. “A vho ngo tea u ḡea tshi...,” ndi ḡdila ye a thoma ngayo.

“Dzhiani, dzhiani,” vha ralo vhenevho mukegulu, vha tshi khou mu dzhenahḡwani. “Ni tea u dzhia heyi phasela. Musu ndi tshi ḡangana na inwi, ndo zwi ḡivha uri i ḡo ni fanela.” Vha phaphata muḡana wa Molemo nahone vha mu fara shaḡa. “Musi i sa tsha ni lingana, ni i ḡee muḡwe ḡwana ane a vha na vuthu u fana na inwi.” Ndi izwi-ha vha tshi rembuluwa vha ḡitutshela.

Musi Molemo a tshi swika hayani, a vula tshenetsho tshiputo. Ngomu ho vha hu na badzhi ya muvhala wa ḡaḡa u penyaho. Yo vha i na zwiqwama nga nḡḡa na mitalo yavhuḡi nga ngomu. Yo vha yo naka. Fhedzi musu a tshi i imisela nḡḡa, a zwi vhona uri ndi ḡhukhu vhukuma.

Molemo a ḡipfa o kulea nungo. “I nga si vhuye ya nndingana na luthihi!” ndi zwe a ḡivhudza zwone. Fhedzi nga ḡwambo wa uri yo vha i badzhi yavhuḡi, a i edzisa.

Ndi izwi-ha hu tshi itea tshiḡwe tshithu tshi mangadzaho – tshandḡa tsha u ḡa tsha badzhi tsho vhoneḡa tshi tshi khou tatamuwa musu a tshi dzhenisa tshandḡa khatsho. Tsho bvela phandḡa tshi tshi engedzea u swikela tshi tshi eḡana tshandḡa tshawe. Molemo a mangadzwa nga zwe a vha a tshi khou zwi vhona. A thi kholwi na luthihi! Molemo a dzhenisa tshiḡwe tshandḡa kha tshandḡa tsha monde tsha badzhi. Na tshone tsha vhoneḡa tshi tshi khou tatamuwa u swika tshi tshi mu eḡana.



Yeneyo badzhi ya mu eḡana zwavhuḡi. A bvela nḡḡa uri a ye u ḡisedza nga fasiḡere. A vhea zwanḡa khunduni nga murahu a zwi dzhenisa kha tshikwama tsha badzhi. Yo vha i tshi mu fanela!

Nga tshenetsho tshifhinga, khaladzi awe muhulwane ane a pfi Nina, a mbo ḡi bvelela nga heneffho khonani. O vhoneḡa o neta. Molemo a mbo ḡi mu farela bege nahone a mu sala murahu musu a tshi dzhenahḡuni. “Zwo tshimbila hani ḡamusu? Ndi ni itele tie?” a mu vhudzisa.

Nina a dzula tsini na ḡafula ḡa khishini. “Zwo tshimbila zwavhuḡi, maneto, ndo tou ḡinetela,” a ralo a tshi khou lingedza u ḡwethuwa o sedza khaladzi awe. “U ḡoḡa mushumo a si matamba vhana. Ndi nga livhuwa nga maanḡa arali na nga nnyitela tie.”

A si zwino Nina a tshi khou ḡoḡana na mushumo. Hezwi zwo ita uri Molemo a ḡungufhale. Nina o ḡidina vhukuma uri a ḡhaphudze tshikolo nahone Molemo u a zwi ḡivha uri zwi a mu ḡungufhadza uri ha athu wana mushumo nga murahu ha miḡwaha miraru a tshi khou ḡoḡana nawo.

“Ndi na vhungoho ha uri ni ḡo u wana hu si kale, Nina. Ni mushumi wa biko nahone ni nga si vhuye na litsha u bvela phandḡa ni tshi u ḡoḡa,” a ralo Molemo.

A rembuluwa uri a funge phuramasitofu uri a vhiḡise maḡi a tie. “Ngavhe Nina a tshi nga wana mushumo,” a ralo a tshi khou ambela mbiluni. A vhea geḡela kha phuramasitofu, a vhea khapu i re na maḡari a tie ngomu.

Molemo a dzhenisa zwanḡa zwiqwamani zwa badzhi musu a tshee o lindela uri maḡi a vhiḡe. Ndi izwi-ha a tshi pfa uri hu na tshibammhiri kha khona ya tshikwama tsha u ḡa tsha badzhi. Zwo mu mangadza vhukuma. Molemo a ḡivhudzisa arali ho vha hu kale tshi heneffho, o vha a tshi tou vha a sa athu zwi ḡhogomela.

A bvisa tshenetsho tshibammhiri nga vhuronwane tshikwamani tshawe. Yo vha i khunguwedzo ya gurannḡa yo putelwaho zwavhuḡi i re na maipfi ane a ri: **HU NA MUSHUMO. Hu ḡoḡea vha re na maḡiriki!**

Molemo a ḡwethuwa. Zwo vha zwi tshi tou nga muḡa wa have wo vha u tshi ḡo ḡelwa nga mashudu nga ḡwambo wa tshifhiwa tsha uḡa mukegulu.

Itani uri tshitori tshi nyanyule!

- ★ Naa no no vhuya na vha na tshibuli tsha u thusa mualuwa? Ho itea mini? No ḡipfa hani nga murahu ha zwenezwo?
- ★ Olani tshifanyiso tsha musu ni tshi khou thusa muḡwe muthu. Fhasi ha tshifanyiso, ḡwalani mutaladzi une wa ḡalutshedza zwine zwa khou itea kha tshenetsho tshifanyiso.

- ★ Ndi tshifhio tshifhiwa tshine tsha fhira zwoḡhe tshe na vhuya na ḡewa nga muraḡo wa muḡa? Ndi ngani ni tshi tshi funesa nga u rali? Olani tshifanyiso tsha tshenetsho tshifhiwa.



Molemo and the magic jacket

By Siphiliselwe Makhanya ■ Illustrations by Geoff Walton



It was a freezing cold morning. Molemo pushed his hands deeper into the pockets of his school pants and pulled up his shoulders as he waited to cross the road at the robot. He wore two T-shirts under his white school shirt, but he still felt cold.

“Brrrrr,” said Molemo, stamping his feet while he waited for the robot to change. “I wish Granny had enough money to buy me a jacket.”

As soon as the little green man appeared on the robot, Molemo started to cross the road. But that’s when he heard a scream behind him. As he turned around to look, he saw a man struggling with an old woman and trying to take her handbag.

“Help! Help!” shouted the woman.

Molemo didn’t stop to think – he ran to help the old woman and kicked the man on the ankle as hard as he could. The man howled in pain and let go of the woman’s handbag. Then he limped away as quickly as he could.

“Sorry, Mama, did he hurt you?” asked Molemo, helping the woman to stand up. She had fallen over when the robber had let go of her handbag. “Grab onto my shoulder,” Molemo said.

The old woman was shaking and she looked like she wanted to cry. “Thank you, thank you,” she said. “I don’t know what has gotten into people these days.”

Once the old woman was standing up again, Molemo picked up her things and gave them back to her. “At least we still have kind young people like you,” she smiled.



Later that afternoon, Molemo crossed the road at the same robots on his way home. To his surprise, the old woman was there waiting for him. She smiled when she saw him. “Young man! I have something for you!” she said as she gave Molemo a carefully wrapped packet. “Open it when you get home.”

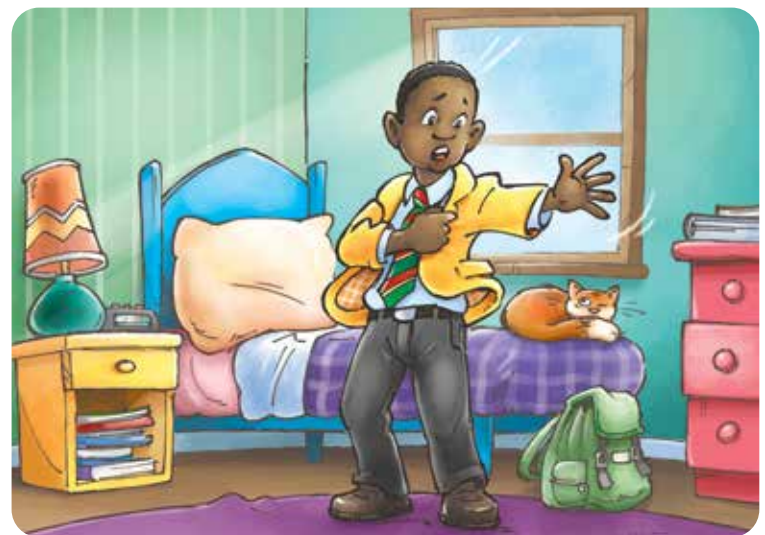
Molemo felt embarrassed. “You don’t have to give me anythi...,” he began.

“Take it, take it,” said the woman, interrupting him. “This is just the thing you need. When I met you, I knew that it would be perfect for you.” She patted Molemo’s back and squeezed his shoulder. “When it no longer fits you, pass it on to another child who is just as kind as you.” Then she turned and left.

When Molemo got home, he opened the packet. Inside was a bright yellow jacket. It had pockets on the outside and a lovely, checked pattern on the lining inside. It was beautiful. But as he held it up, he realised that it was quite small.

Molemo felt disappointed. “This will never fit me!” he thought. But because it was such a nice jacket, he decided to try it on anyway.

That is when something really surprising happened – the right sleeve of the jacket seemed to grow longer as he slid his arm through it. It grew longer and longer until it was exactly the right size for his arm. Molemo couldn’t believe his eyes. This couldn’t be right! Molemo decided to put his other arm into the left sleeve of the jacket. Again, it seemed to grow and grow to fit him.



The jacket fit Molemo perfectly. He walked outside to look at his reflection in the window. He posed with his hands on his hips and then put them in the jacket’s pockets. He looked good!

Just then, his older sister, Nina, came around the corner. She looked tired. Molemo took her bag and followed her inside the house. “How are you? Do you want a cup of tea?” he asked.

Nina sat down at the kitchen table. “I’m okay, just tired,” she said, trying to smile at him. “Looking for work is hard work. Some tea would be nice, thank you.”

It seemed as if Nina was always looking for work. This made Molemo sad. She had worked so hard to finish school, and he knew it made her feel bad that she couldn’t find a job after three years of looking.

“I’m sure you’ll find something soon, Nina. You’re a hard worker and you never stop trying,” said Molemo.

He turned to light the paraffin stove to boil some water for her tea. “I wish Nina could find a good job,” he thought. He put the kettle on the stove and set out a cup with a teabag in it.

Molemo shoved his hands into the jacket’s pockets while he waited for the water to boil. That’s when he felt a piece of paper stuffed into the corner of the right pocket. He was surprised. Molemo wondered if it had been there before and he just hadn’t noticed.

Carefully, he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**

Molemo smiled. It looked like his family’s luck was about to change for the better and all because of the old woman’s gift.

Get story active!

- ★ Have you ever had a chance to help an older person? What happened? How did you feel afterwards?
- ★ Draw a picture of you helping someone. At the bottom of your drawing, write a sentence that describes what is happening in the picture.

- ★ What is the best gift you have received from a family member? Why do you like it so much? Draw a picture of the gift.

Zwi takadzaho nga ha Nal'ibali

Nal'ibali fun



1.

a.) Tangedzelani maipfi ane na vhona u nga a talusa khwine mukegulu wa kha tshitori *Molemo na badzhi ya manditi*. Nga murahu nwalani maipfi anu mavhili ane a mu talusa.

- ☐ vhuthu ☐ tseḁa ☐ tshivhindi ☐ mbilu yavhudi
☐ mbilu mmbi ☐ lufuno ☐ sinyuwaho ☐ tshituhu

b.) Olani tshifanyiso tshine tsha tshimbidzana na tshipiḁa tsha tshitori *Molemo na badzhi ya manditi* he Molemo a wana tshipiḁa tsha guranḁa kha tshikwama tsha badzhi.

b.) Draw a picture to go with the part of the story *Molemo and the magic jacket* where Molemo finds a piece of newspaper in the jacket pocket.

"A bvisa tshenetshe tshibammbiri nga vhuronwane tshikwamani tshawe. Yo vha i khunguwedzo ya guranḁa yo putelwaho zwavhudi i re na maipfi ane a ri: **HUNA**

MUSHUMO: Hu tḁea vha re na matiriki!"

"Carefully he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**"

a.) Circle the words that you think best describe the old woman from the story *Molemo and the magic jacket*. Then add another two words of your own to describe her.

- ☐ kind ☐ i greedy ☐ i brave ☐ i sweet
☐ i horrible ☐ i caring ☐ i angry ☐ i cruel

2.

Ni nga wana madzina a vhabvumbedzwa vha Nal'ibali kha yeneyi thoḁisiso ya maipfi?

Can you find the names of the Nal'ibali characters in this word search?

C	G	O	G	O	M	X	H	I	M	B
A	D	E	O	O	B	L	D	O	S	O
A	F	R	I	K	A	M	I	N	H	L
J	N	O	O	D	L	E	N	A	O	L
O	K	N	P	Q	I	R	T	S	P	A
S	T	B	E	L	L	A	L	U	E	R
H	W	M	Y	Z	A	N	E	O	I	P
M	M	E	W	A	A	F	R	I	K	A



NEO



NOODLE



GOGO



AFRIKA



MME WA AFRIKA



BELLA



MBALI



HOPE



DINTLE



JOSH

Nal'ibali yo itelwa u ni tḁuwedza na u ni tikedza. Ri kwameni nga inwe ya dzenedzi nḁila:

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UMLAZI
EYETHU

POLOKWANE
OBSERVER

