



The power and point of reading aloud

Reading aloud is one of the most important activities we can do with children of all ages – even when they can read for themselves! It lays the foundation for a nation of readers and critical thinkers. Carole Bloch, Executive Director of the Project for the Study of Alternative Education in South Africa (PRAESA) explains.

“My favourite time all the way through school was at the end of a day, when our English teacher would say, “Put everything away, put your heads on your desks, shut your eyes and listen.” Then we’d travel in our minds through the worlds of storybook authors, sometimes familiar and sometimes strange, but always carried by the familiar rhythm of our teacher’s reading voice.

The sense of liberation and satisfaction that getting lost in a great story offered, expanded into confidence as we found our own voices in the excited discussions that would often follow. We learnt by listening, thinking and talking about how we would have approached the challenges the story characters faced. Risky thinking and imagining became possible because these were “just stories”! We were really free to express our ideas and emotions and to explore “right and wrong”, “good and evil”, and “fair and unfair”.

Back then I didn’t realise why being read to was so powerful. I also didn’t appreciate the educational point of it all. But now, as a literacy specialist, I do!

What I know now is that children need reading role models. Adults have the power to choose what to read to children and where their young minds should travel. Adults give life to every story they share, and every story shared helps to spark and maintain a passion for reading in youngsters.

But too many of us have grown up without being read to, so we may not have stories that we can recommend to others. Many of us do not have lots of experience at reading aloud. This shouldn’t stop us! The fact is that practice makes perfect. Everyone develops as a reader – story by story and book by book. What is good for the child, is also good for the adults! So, just choose a story and get reading to the children in your life!

Amandla nokubaluleka kokufunda ngokuvakalayo

Ukufunda ngokuvakalayo ngomnye wemisetyenzana ebaluleke kakhulu esinokuyenza nabantwana bebonke nokuba badala kangakanani na – nkqu naxa sele bekwazi ukuzifundela ngokwabo! Lo msetyenzana ubekelela isiseko esiluqilima sesizwe sabantu abafundayo nabaqayayo xa becinga. UCarole Bloch, onguMlawuli oyiNtloko weProject for the Study of Alternative Education in South Africa (uPRAESA) uyacacisa.

“Kwavela ukuzithemba nokukhululeka ngenxa yokubaliselwa amabali amnandi, nto leyo eyenza ukuba sizithembe ngakumbi kwaye sithabathe inxaxheba enkulu kwiingxoxo ezimnandi ezingoko besikuphulaphule sikufundelwa. Safunda ukuphulaphula, ukuqika nokuthetha ngendlela ebekufanele abalinganiswa bebali bajamelane ngayo nemingeni abajongene nayo. Ukucinga ngokugabadeleyo nagabalala ngokwakusenzeka kwabalula kuba la “yayingamabali nje kuphela”! Sasikhululeke kakhulu ekuvakaliseni izimvo neemvakalelo zethu nokukhangela izinto “ezilungileyo nezitenxileyo”, “ezintle nezimbi”, kwanezo “zibubulungisa nezibubugwenxa”.

Ngelo xesha ndandingekaqondi ukuba ukufundelwa kunamandla kangaka. Kananjalo ndandingekakuqondi nokubaluleka kwako kwicala lokufunda. Kodwa xa kunamhlanje, njengengcali yelitheresi, ndiyakubona ukubaluleka kwako!

Endikwaziyo ngoku kukuba abantwana badinga abantu abangumzekelo ekufundeni. Abantu abadala banegunya lokukhethela abantwana babo oko baza kukubafundela kona nokuza kwenza iingqondo zabo ziphaphe, ze kugudiseke umendo kwicala abangqwenela ukuba abantwana babo baye ngakulo. Abantu abadala benza ibali ngalinye liphile xa belibalisa kwaye ibali ngalinye livuselela likwamilisela intshisekela yokufunda ebantwaneni abasakhulayo.

Uninzi lwethu lukhule lungafundelwa konke-konke, ngoko ke kunganzima ukuba sibe namabali esabelana ngawo nabanye abantu. Uninzi lwethu alunamava kakhulu okufunda ngokuvakalayo. Nangona kunjalo, oku akufanelekanga kusityhafise! Okona kuyinyaniso kukuba ukuziqeqesha kwenza ukuba ugqibelele. Wonke umntu ukhulela kwaye uyaphuhla xa efunda – uphuhlisa libali nebali adibana nalo kwakunye nayo incwadi nencwadi ahlngana nayo. Okufanele umntwana kukwafanele nabantu abadala! Ngoko ke, khetha nje ibali, ulifundele ngokuvakalayo abantwana abakobakho ubomi!



Drive your imagination

Join us in taking the power of stories to the next level. Let’s go!
Sijoyine ukuze siwenyusele kwinqanaba elilandelayo amandla amabali. Masiye!

Nalibali
It starts with a story...

Story stars

Building a brighter future through books

FUNda Leader, Mhlalikazi Khumalo, works at Sifunda Kunye Literacy Project in Keiskammahoek, Eastern Cape. She is passionate about the importance of reading and writing, and is a role model for many others. We chatted to Mhlalikazi about her experience of stories as a child and her work in encouraging children to be readers.

Sibongile Ngalwa



Mhlalikazi Khumalo

What do you do at Sifunda Kunye Literacy Project?

I work with high school learners. I set up and run reading clubs, writing clubs and projects where we make books. I also run a literacy centre.

Why is this work important?

When children are part of these clubs and projects they have the opportunity to be themselves! They are able to read books of their own choice, to write from the heart and to read and write about topics and issues that matter to them. These things are important if we want to make sure that our children and our country have a bright future.

Why are books and stories important?

They deal with very important and complex issues in our society in interesting and exciting ways. Through reading we get to understand other people's struggles, cultures and challenges. We empathise more and look at things differently.

Do you think we need books in all South African languages?

Of course! Children need to learn to use and read in their mother tongue before tapping into other languages. It makes learning other languages so much easier.

If you were the president of South Africa, what two things would you do to make a difference to literacy?

I would make sure that there is a reading club that meets regularly in every community and I would allow children to be taught in their mother tongue languages at school.

Who read to you or told you stories as a child?

My mother, grandmother, siblings and uncles used to tell me stories in isiXhosa and in English. My mother and brother used to read to me. I still carry the memories of some of those stories.

What languages do you read in now?

I read mostly in English, but recently I have reconnected with reading isiXhosa novels and short stories!

Where is your favourite place to read?

In bed!

The book that changed my world was ...

... *A New Earth* by Eckhart Tolle.

My favourite book to read to children is ...

... *Refilwe* by Zukiswa Wanner.



Iimbilasane zamabali

Ukubumba ikamva eliqaqambileyo ngokusebenzisa iincwadi

IFUNda Leader, uMhlalikazi Khumalo, usebenza eSifunda Kunye Literacy Project eKeiskammahoek, eMpuma Koloni. Unentshisekela enkulu ngokubaluleka kokufunda nokubhala kwaye ungumzekelo omhle kubantu abaninzi. Sincokole noMhlalikazi ngamava akhe okubaliselwa amabali ebuntwaneni bakhe nangomsebenzi wakhe wokukhuthaza abantwana ukuba bafunde.

Yintoni umsebenzi wakho eSifunda Kunye Literacy Project?

Ndisebenza nabafundi bamabanga aphezulu. Ndisungula ze ndiqhube iiklabhu zokufunda, iiklabhu zokubhala neeprojekthi apho senza khona iincwadi. Kananjalo ndikwaqhuba neziko lelitheresi.

Kutheni lo msebenzi ubalulekile nje?

Xa abantwana beyinxalenye yezi klabhu nezi projekthi banethuba lokuba ngabo ngqo! Bafunda iincwadi abazikhethele zona, babhale oko kuphuma ezintliziyweni zabo bekwafunda babhale ngezihloko nemibandela ebalulekileyo kubo. Ezi zinto zibaluleke kakhulu xa sifuna ukuqinisekisa ukuba abantwana bethu nelizwe lethu linekamva eliqaqambileyo.

Kutheni iincwadi namabali ebalulekile nje?

Zijongana nemibandela ebalulekileyo netshisa ibunzi kwintlobo yethu kodwa zikwenza oko ngendlela enika umdla neyonwabisayo. Ukufunda kubalula ulwazi ngeenzingo zabantu kwaye kusenza singene ezihlangwini zabo, sazi ngeenkcubeko zabo nemingeni abajongana nayo. Siyavelana nabo sitsho sizibone izinto ngendlela eyahlukileyo.

Ucinga ukuba siyazidinga iincwadi ezibhalwe ngeelwimi zonke zaseMzantsi Afrika?

Kunjalo kanye! Abantwana kufuneka bafunde ukusebenzisa nokufunda ngolwimi lwabo lweenkobe kuqala phambi kokuba bafunde ngezinye iilwimi. Oko kwenza kube lula kakhulu ukufunda ngezinye iilwimi.

Ukuba ubunguMongameli waseMzantsi Afrika, zinto zini ezimbini obunokuzenza ukwenza umahluko kwilitheresi?

Bendingaqinisekisa ukuba kukho iiklabhu yokufunda yoluntu edibana rhoqo kwindawo nganye ehlala abantu kwaye ndivumele abantwana ukuba bafundiswe ngeelwimi zabo zeenkobe ezikolweni.

Ngubani owayekufundela okanye ekubalisela amabali ebuntwaneni bakho?

Umama, umakhulu, abantakwethu noomalume ngabo abebeghele ukundibalisela amabali ngesiXhosa nesiNgesi. Umama nobhuti babedla ngokundifundela. Ndisawakhumbula nangoku amanye alo mabali.

Ziziphi iilwimi ofunda ngazo ngoku?

Ndifunda ngesiNgesi ikakhulu, nangona kunjalo ndiphinde ndaqalisa ukufunda ngesiXhosa kuba ngoku ndifunda iinoveli kunye namabali amafutshane abhalwe ngesiXhosa!

Yeyiphi indawo othanda ukuhlala kuyo xa ufundayo?

Kusebhedini!

Incwadi eyatshintsha ubomi bam ithi, ...

... *A New Earth* ngokubhalwe nguEckhart Tolle.

Eyona ncwadi ndithanda ukuyifundela abantwana ithi, ...

... *URefilwe* ngokubhalwe nguZukiswa Wanner.



Find out about other FUNda Leaders by going to "Meet our FUNda Leaders" on our website, www.nalibali.org. Or, join the FUNda Leader Network by:

- ✂ emailing Nal'ibali at info@nalibali.org
- ✂ contacting us on Facebook or Twitter ([nalibaliSA](https://www.facebook.com/nalibaliSA))
- ✂ signing up on the Nal'ibali website (www.nalibali.org), or mobisite (www.nalibali.mobi)
- ✂ calling the Nal'ibali call centre on 02 11 80 40 80.

FUNda LEADER



Funda ngeeFUNda Leader ngokundwendwela "u-Meet our FUNda Leaders" kwiwebhusayithi yethu ethi, www.nalibali.org. Okanye, ujoyine isiXokelelwano seFUNda Leader:

- ✂ ngokuthumela i-imeyili kuNal'ibali ku-info@nalibali.org
- ✂ ngokuqhakamshelana nathi kwikhasi lethu likaFacebook okanye kuTwitter ([nalibaliSA](https://www.facebook.com/nalibaliSA))
- ✂ ngokusayina kwiwebhusayithi kaNal'ibali ethi, (www.nalibali.org), okanye kwimobhisayithi ethi, (www.nalibali.mobi)
- ✂ ngokufowunela kwiziko leminxeba likaNal'ibali ku-02 11 80 40 80.



Drive your imagination

Celebrate books!

World Book Day is a worldwide celebration of books and reading. It is observed in over 100 countries on different dates in the year and in different ways. In South Africa, we celebrate it on 23 April each year.



Here are some ideas for how to celebrate World Book Day.

- Spend at least 20 minutes on 23 April reading books and stories. You could read the stories in this supplement or past Nal'ibali Supplements, or you could download some of the stories in 11 languages from our website (www.nalibali.org) or mobisite (www.nalibali.mobi). You can read in different ways too – everyone can read silently or you can take turns reading your favourite stories to each other.
- Encourage the children to design an advertisement or new book cover for a book they love to read.
- Ask the children to think about a story character who they admire. Can they say why they admire this character? Spend some time talking to each other about these characters and then suggest that the children write about their characters and draw pictures of them too.
- Create a story mural. Choose an exciting story with interesting words in it to read aloud to children. Give them each a sheet of paper and ask them to write down any words or phrases from the story that they like as they listen to you reading. When you have finished the story, put a large sheet of paper on the table or floor, and then let the children write all or some of their words and phrases on the paper and draw pictures to go with them. Display the mural and let the children spend time looking at it.

Get your free copy of Nal'ibali's Children's Literacy Rights Charter! The charter is a full-colour multilingual poster highlighting the different kinds of literacy experiences all children should have to best enable them to learn to read and write. Contact the Nal'ibali call centre on 02 11 80 40 80 by 28 April 2017 to request your free copy.

Zifumanele ikopi yasimahla yoMqulu wakwaNal'ibali wamaLungelo abaNtwana eLitheresi! Umqulu lo yipowusta emibalabala ebhalwe ngeelwimi ezininzi ebonisa iindidi ezahlukileyo zamava elitheresi abantwana ezinokusetyenziswa ukubancedisa ukuba bakwazi ukukufunda ukufunda nokubhala. Nxibelelana neziko leminxeba likaNal'ibali ku-02 11 80 40 80 ungafikanga umhla wama-28 kuTshazimpuzi kowama-2017 ukuze ufumane ikopi yakho simahla.



Bhiyozela iincwadi!

USuku lweeNcwadi lweHlabathi lusuku ekubhiyozelwa ngalo iincwadi kunye nokufunda kwiHlabathi jikelele. Olu bhiyozelo-zincwadi lwenziwa kumazwe angaphezu kwe-100 ngeentsuku ezahlukileyo kwaneendlela ezahlukileyo apha enyakeni. EMzantsi Afrika, sibhiyozela olu suku ngomhla wama-23 kuTshazimpuzi minyaka le.

Nazi ezinye iindlela zokubhiyozela uSuku lweeNcwadi lweHlabathi.

- Chitha ubuncinane imizuzu engama-20 ngomhla wama-23 kuTshazimpuzi ufunda iincwadi namabali. Unokufunda amabali akolu hlelo okanye kwiintlelo zangaphambili zikaNal'ibali, okanye unokukopa amanye kumabali abhalwe ngeelwimi ezili-11 akwiwebhusayithi yethu ethi, (www.nalibali.org) okanye imobhisayithi ethi, (www.nalibali.mobi). Unokufunda ngeendlela ezahlukileyo kananjalo – wonke umntu unokufunda ngokuthe cwaka okanye abantu bamane betshintshisana ukufunda amabali abawathandayo.
- Khuthaza abantwana ukuba bayile isibhengezo-ntengiso okanye iqweqwe lencwadi entsha abathanda ukuyifunda.
- Yalela abantwana ukuba bacinge ngomlinganiswa webali abamthandayo. Bangakuxela ukuba kutheni bemthanda nje loo mlinganiswa? Chithani ixesha kunye nithetha malunga naba balinganiswa uze ubayalele ukuba babhale ngabalinganiswa babo bazobe nemifanekiso yabo.
- Yila umdlalo ongebali. Chonga ibali elinika umdla elikwanesigama esinika umdla ulifundele ngokuvakalayo abantwana. Nika umntwana ngamnye iphepha lokubhalela uze ubayalele ukuba babhale phantsi nawaphi na amagama okanye amabinzana abawathandayo naphuma ebalini njengoko bekuphulaphule ufunda. Xa ugqibile ngebali, beka iphepha elikhulu etafileni okanye phantsi wandule ukuyalela abantwana ukuba babhale kulo onke okanye amanye amagama namabinzana abo, ze ke bazobe nemifanekiso ehamba nawo. Bonisa ngomdlalo lowo ongebali uze uyalele abantwana ukuba bachithe ixesha bewubuka bekwawufunda kananjalo.



NAL'IBALI ON RADIO!

Tune into the following radio stations to enjoy listening to stories on Nal'ibali's radio show!

Ikwekwezi FM on Monday, Wednesday and Friday at 9.45 a.m.

Lesedi FM on Monday, Tuesday and Thursday at 9.45 a.m.

Ligwalagwala FM on Monday to Wednesday at 9.10 a.m.

Munghana Lonene FM on Monday, Wednesday and Friday at 9.35 a.m.

Phalaphala FM on Monday to Wednesday at 11.15 a.m.

RSG on Monday to Wednesday at 9.10 a.m.

SAfm on Monday, Wednesday and Friday at 1.50 p.m.

Thobela FM on Tuesday and Thursday at 2.50 p.m., on Saturday at 9.20 a.m. and on Sunday at 7.50 a.m.

Ukhozi FM on Wednesday at 9.20 a.m. and on Saturday at 8.50 a.m.

Umlhlobo Wenene FM on Monday to Wednesday at 9.30 a.m.

X-K FM on Monday, Wednesday and Friday at 9.00 a.m.



UNAL'IBALI KUNOMATHOTHOLO!

Ngena, umamele ezi zikhululo zikanomathotholo zilandelayo ukuze wonwabele amabali kwinkqubo kaNal'ibali esasazwa kunomathotholo!

KuIkwekwezi FM ngoMvulo, ngoLwesithathu nangoLwesihlanu ngo-9.45 kusasa.

KuLesedi FM ngoMvulo, ngoLwesibini nangoLwesine ngo-9.45 kusasa.

KuLigwalagwala FM ngoMvulo ukuya ngoLwesithathu ngo-9.10 kusasa.

KuMunghana Lonene FM ngoMvulo, ngoLwesithathu nangoLwesihlanu ngo-9.35 kusasa.

KuPhalaphala FM ngoMvulo ukuya ngoLwesithathu ngo-11.15 kusasa.

KuRSG ngoMvulo ukuya ngoLwesithathu ngo-9.10 kusasa.

KuSAfm ngoMvulo, ngoLwesithathu nangoLwesihlanu ngo-1.50 emva kwemini.

KuThobela FM ngoLwesibini nangoLwesine ngo-2.50 emva kwemini, ngoMgqibelo ngo-9.20 kusasa nangeCawe ngo-7.50 kusasa.

KuUkhozi FM ngoLwesithathu ngo-9.20 kusasa nangoMgqibelo ngo-8.50 kusasa.

KuUmlhlobo Wenene FM ngoMvulo ukuya ngoLwesithathu ngo-9.30 kusasa.

KuX-K FM ngoMvulo, ngoLwesithathu nangoLwesihlanu ngo-9.00 kusasa.



Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, *An Extraordinary Egg*, (pages 5, 6, 7, 8, 11 and 12) and *Animals* (pages 9 and 10), as well as the Story Corner story, *Storm* (page 14). Choose the ideas that best suit your children's ages and interests.

An Extraordinary Egg

It's an ordinary day on Pebble Island for three frogs until one of them discovers a beautiful white egg. They've never seen an egg like this before and one of them decides it is a chicken egg. This is a funny story about mistaken identity.



As you read the book together, talk about the pictures and the words with your children. For example, ask questions like these.

- ☉ **page 2:** Can you see the pebbles? Can you think of another word for "pebbles"?
- ☉ **page 7:** Can you see the egg? Do you think it looks like a chicken egg?
- ☉ **page 8:** Is that a chicken? What do you think it is?



Use Plasticine or playdough to make the animals in the story, then use these to retell the story in your own way.



Encourage your children to use the following materials to make alligators: a long egg carton or egg tray, cardboard, scissors, glue, green paint and kokis.



Suggest that your children draw pictures of an animal hatching from an egg, and then write a few sentences or a poem about their picture.

DID YOU KNOW?

Alligators live only in the USA and China. They live in places with lots of water, like ponds, swamps and rivers. They do not live in the sea!

In Africa, we have crocodiles not alligators! Crocodiles look a lot like alligators, but alligators have a wider U-shaped snout and crocodiles have a more pointed V-shaped snout.

Animals

This little book introduces very young children to different animals and the sounds they make. You can also use it with older children by letting them read it in their mother-tongue first and then in the other language of the supplement. They can also read it to younger children who they know.



As you read the book together, talk about the colours of the different animals and the sounds they make.



With older children, read the sound words for each animal in both languages and notice how they sound the same or different.



Use the pictures in the book to tell a story.

Storm

In this story, a young girl from a fishing village is brought a surprise gift by an angry storm.



What colours do you think of when you think of a storm? Use different coloured paints to create a picture of an angry storm on a large sheet of paper.



Make an animal clinic card for Storm, the puppy. Write the details below on a sheet of paper and then draw a picture of Storm in a box above them.

- | | |
|------------------|-------------------------|
| ☉ Pet's name: | ☉ Owner's name: |
| ☉ Type of pet: | ☉ Owner's address: |
| ☉ Colour of pet: | ☉ Owner's phone number: |
| ☉ Male/female: | |



Yenza ibali linike umdla!

Nazi ezinye iingcingane onokuzisebenzisa ngazo iincwadana zemifanekiso onokuzisika-ze-uzigcine, *uIQanda elinguMmangaliso*, (okwiphepha le-5, ele-6, ele-7, ele-8, ele-11 nele-12) kunye *noIzilwanyana* (okwiphepha le-9 nele-10), kwakunye nebali elikwiNdawo Yamabali, *uInkanyamba* (elikwiphepha le-15). Khetha iingcingane ezilungele ubudala kunye nemidla yabantwana bakho.

IQanda elinguMmangaliso

Yimini eqhelekileyo kumasele amathathu kwisiQithi seeNgqalutye nethe yatshintsha xa elinye lawo ligagana neqanda elimhlophe elihle. La masele ayengazange alibona iqanda elinjengelo ngaphambili kodwa elinye lawo licinga kwaye liqinisekile ukuba elo liqanda lenkukhu. Eli libali elihlekisayo lokubhidana kweekomityi.



Njengokuba nifunda incwadi ninonke, ncokolani ngemifanekiso namagama kunye nabantwana bakho. Umzekelo, buza imibuzo efana nale.

- ☉ **kwiphepha le-2:** Ingaba uyazibona iingqalutye? Likhona igama elilelinye olaziyo elithetha "iingqalutye?" Unjani umbala wengqalutye owubonayo emfanekisweni?
- ☉ **kwiphepha le-7:** Ingaba uyazibona iqanda? Ucinga ukuba likhangeleka okweqanda lenkukhu?
- ☉ **kwiphepha le-8:** Ingaba yinkukhu le? Ucinga ukuba yintoni ukuba asiyonkukhu?



Sebenzisa *iplasticine* okanye udongwe lokudlala ukwenza izilwanyana ezisebalini, wandule ukusebenzisa oku ukubalisa ngokutsha ibali ngendlela yakho.



Khuthaza abantwana bakho ukuba basebenzise ezi zinto zilandelayo ukwenza iialigeyitha: ikathuni okanye itreyi ende yamaqanda, ikhadibhodi, isikere, iglu, ipeyinti eluhlaza neekhokhi.



Cebisa abantwana bakho ukuba bazobe imifanekiso yesilwanyana siqandusela iqanda baze babhale izivakalisi ezimbalwa okanye umhobe malunga nomfanekiso lowo.

UBUSAZI NA?

Iialigeyitha zifumaneka kuphela eUSA naseTshayina. Zihlala kwiindawo ezinamanzi amaninzi, njengamachibi, imigxobhozo nemilambo. Azingeni konke-konke elwandle!

EAfrika, kukho iingwenya hayi iialigeyitha! Iingwenya zikhangeleka okweealigeyitha, kodwa iialigeyitha zona zinempumlo etsolo-bubanzi emile okuka-U kanti iingwenya zona zinempumlo etsolo emile okuka-V.

Izilwanyana

Le ncwadana ifundisa abantwana abasebancinane ngezilwanyana ezahlukileyo nezandi ezizenzayo. Ungayisebenzisa nakwabo badadlana ngokubavumela ukuba bayifunde ngokwimi lwabo lweenkobe kuqala baze emva koko bayifunde ngolu lwimi lwesibini lohlelo. Kananjalo basenokufundela nabantwana abancinci ababaziyo ibali eli.

Njengoko nifunda kunye incwadi, ncokolani ngemibala yezilwanyana ezahlukileyo nezandi ezizenzayo.

Xa ukunye nabantwana abadadlana, fundani iimvakalo-zandi zamagama esilwanyana ngasinye ngeelwimi ezimbini ze niqwalasele indlela ezivakala ngayo ukuba iyafana na okanye yahlukile. Sebenzisani imifanekiso esencwadini ukubalisa ibali.

Inkanyamba

Kweli bali, intombazana ekhulele kwilalana ekuphilwa kuyo ngokuloba ifumana isipho esingalindelekanga isiziselwa yinkanyamba.

Ucinga ngayiphi imibala xa ucinga ngenkanyamba? Sebenzisa iipeyinti ezimibala eyohlukileyo ukuzoba umfanekiso wenkanyamba enomsindo kwiphepha elikhulu.

Yenzela isilwanyana esiyinjana esigama linguStorm ikhadi laseklinikhi. Bhala ezi nkukacha zingezantsi ephepheni wandule ukuzoba umfanekiso kaStorm kwibhloko engasentla kwazo.

- | | |
|--------------------------|----------------------------------|
| ☉ Igama lesilo-qabane: | ☉ Igama lomniniso: |
| ☉ Uhlobo lwesilo-qabane: | ☉ Idilesi yomniniso: |
| ☉ Umbala wesilo-qabane: | ☉ Inombolo yemfonomfono yomniso: |
| ☉ Isini sesilo-qabane: | |

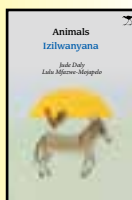
Create TWO cut-out-and-keep books

Animals

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.

An Extraordinary Egg

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.



Zenzele iincwadana EZIMBINI onokuzisika-ze-uzigcine

Izilwanyana

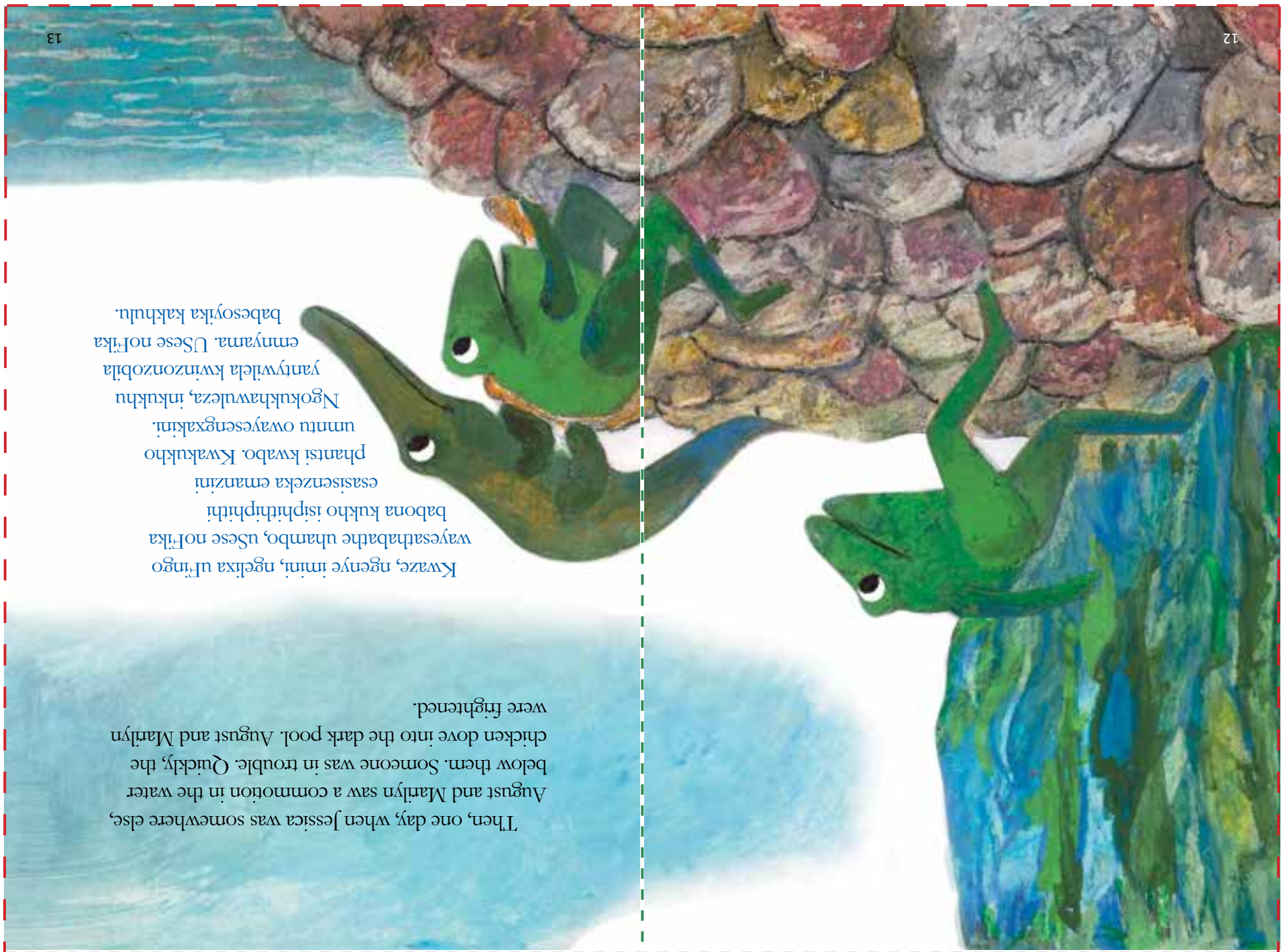
1. Krazula, ukhuphe iphepha le-9 lolu hlelo.
2. Lisonge phakathi ulandela umgcana ongamachaphaza amnyama.
3. Lisonge phakathi kwakhona ulandela umgcana ongamachaphaza aluhlaza ukwenza incwadi.
4. Sika ke ngoku ulandela imigcane yamachaphaza abomvu ukohlula amaphepha.

IQanda elinguMmangaliso

1. Xa usenza le ncwadi sebenzisa iphepha le-5, ele-6, ele-7, ele-8, ele-11, nele-12.
2. Faka iphepha le-7 nele-8 ngaphakathi kwamanye amaphepha la.
3. Wasonge la maphepha phakathi kumgcana ongamachaphaza amnyama.
4. Wasonge phakathi kwakhona ulandela umgcana ongamachaphaza aluhlaza ukwenza incwadi.
5. Sika ke ngoku ulandela imigcane yamachaphaza abomvu ukohlula amaphepha.



Drive your imagination



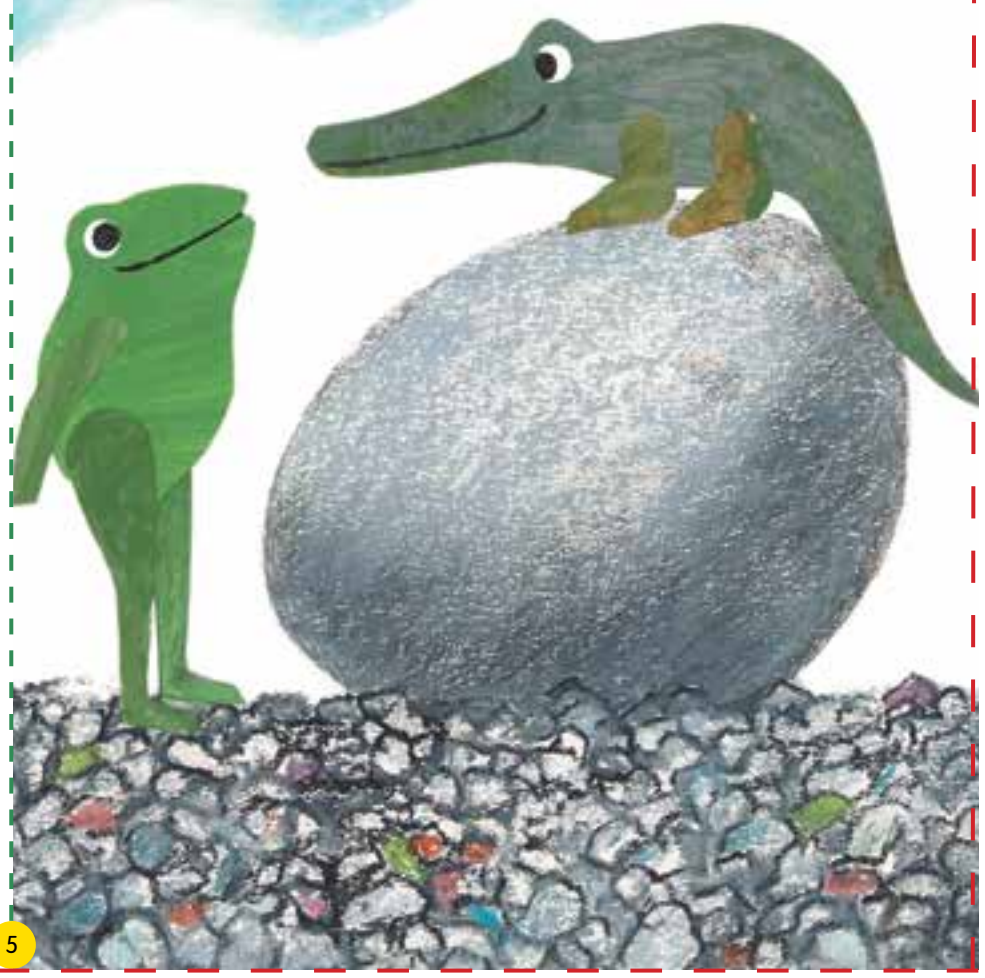
Kwaze, ngenye imini, ngeleka uFingo
wayesathabathe uhambo, uSese noFika
babona kukho isiphithiphithi
esasisenzeka emanzini
phantsi kwabo. Kwakukho
umntu owayesengxakini.
Ngokukhawuleza, inkukhu
yantywilela kwinzonzobila
emnyama. USese noFika
babesoyika kakuhlu.

Then, one day, when Jessica was somewhere else,
August and Marilyn saw a commotion in the water
below them. Someone was in trouble. Quickly, the
chicken dove into the dark pool. August and Marilyn
were frightened.

An Extraordinary Egg IQanda elinguMmangaliso



Leo Lionni
Xolisa Guzula



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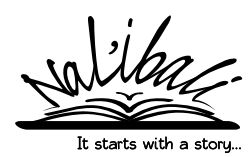
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Drive your
imagination



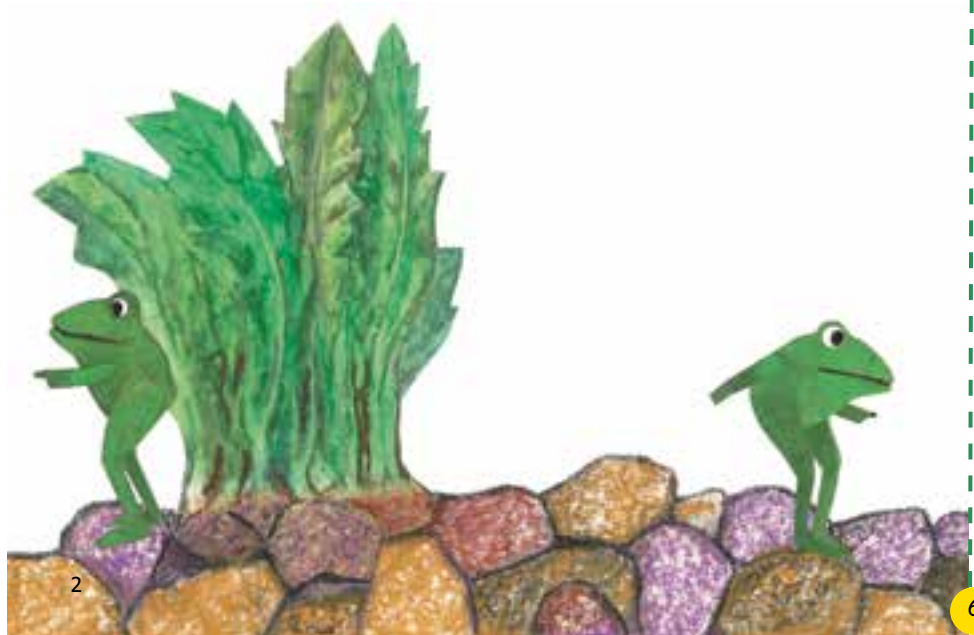
Inkukhu yazijula emanzini, aze amasele antyila emva kwayo. Amandagaliswa kukubona ukuba inkukhu yayikwazi ukugubha kakuhle, nangokukhawuleza yaze yawabonisa indlela ezintsha zokuwiza nokubetha iqampu. Ayenexesha elimnandi amasele kunye nenkukhu aze adlala nayo ukusukele ukuphuma kwelanga ukuya ekutshoneni kwalo.

Iwagqhubeka njalo ke olo lonwabo, iintsuku ezininzi.



On Pebble Island, there lived three frogs: Marilyn, August, and one who was always somewhere else.

KwiSiqithi seeNgqalutye, kwakuhlala amasele Kamathathu: UFika, uSese, kunye neline elalisoloko lisesithubeni.





After a few long moments, the chicken reappeared, carrying Jessica. “I’m all right,” she called. “I got tangled in the weeds, but the chicken saved me.”

Emva komzuzwana, inkulu yavela ithwle uFingo. “Akukho nto ndinayo,” wakhwaza watsho. “Ndiye ndabambeka elukhuleni, kodwa inkulu le indisindisile.”

“Now it’s time for me to go,” said Jessica. “I’ll miss you very much, little chicken. Come visit us soon – and bring your mother too.”

Jessica couldn’t wait to tell Marilyn and August what had happened. As she neared the inlet, she shouted, “Guess what I found!” And she told them all about it. “And do you know what the mother chicken said to her baby?” Jessica asked. “She called her ‘my sweet little alligator!’”

“Alligator!” said Marilyn. “What a silly thing to say!” And the three frogs couldn’t stop laughing.

“Ngoku lixesha lokuba ndihambe,” kwatsho uFingo. “Ndiza kukukhumbula kakhulu, ntshontshwana. Uze uzokusityelela kungekudala – uze naye nomama wakho.”

UFingo wayengxamele ukuyokuxelela uFika noSese ngento eyenzekileyo. Uthe xa eza kungena, wakhwaza, “Qashelani ukuba ndifumene ntoni!” Waze wabaxelela konke okwenzekileyo. “Niyayazi ukuba umama osisikhukukazi umbize njani umntwana wakhe?” wabuza uFingo. “Umbize wathi, ‘aligeyitha yam encinane ethandekayo!’”

“Aligeyitha!” watsho uFika. “Yaze yaba yindlela esileyo yokumbiza leyo!”

Asuka amasele amathathu aphela yintsini.



The chicken threw herself into the water, and the frogs dove in after her. To their surprise, the chicken was a good swimmer, and fast too, and she showed them new ways to float and paddle. They had a wonderful time together and played from sunup to sundown.

And so it went for many days.

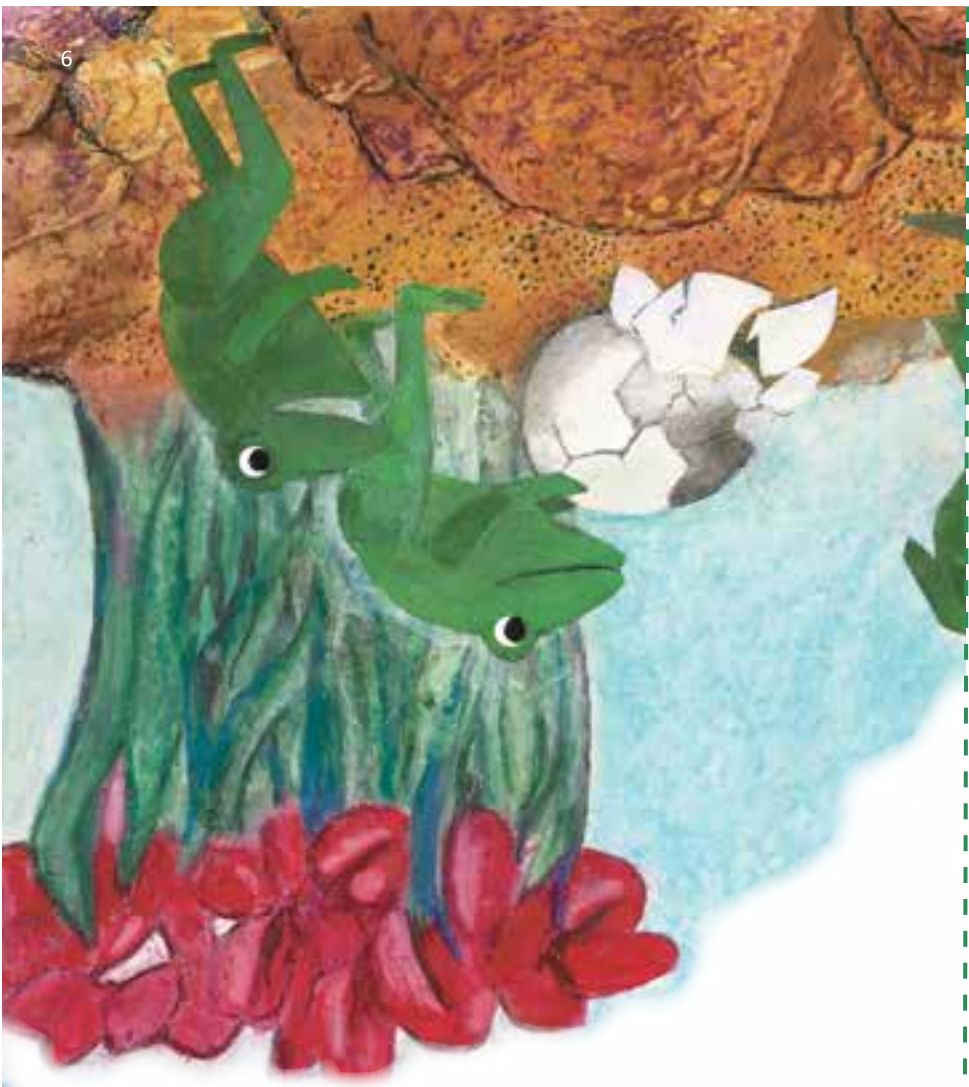
That one’s name was Jessica.

Jessica was full of wonder. She would go on long walks, way to the other side of Pebble Island, and return at the end of the day, shouting, “Look what I found!” And even if it was nothing but an ordinary little pebble, she would say, “Isn’t it extraordinary?” But Marilyn and August were never impressed.



Igama lelo sele yayiguFingo.

UFingo wayesoloko egcwele imimangaliso. Wayedla ngokuthatha ihambo ezinde, eziya kwelinye icala leSiqithi seeNgqalutye, aze abuye emva kwemini, ekhwaza, “Jongani ndifumene ntoni!” Nokuba yayingeyonto ingako okanye iyingqalutye nje encinane, wayedla ngobuza athi, “Ayimangalisi?” Kodwa uFika noSese babengasoloko benomdla.



Inkukhu yabizela umoya ngamandla, yagquma, yaze yajonga isele ngalinye kula amangalisileyo, yaze yathi ngelizwi elincinci, elitshohezayo, “Aphi amanzi?” “Nanga phambi kwakho!” atsho amasele echulumancile.



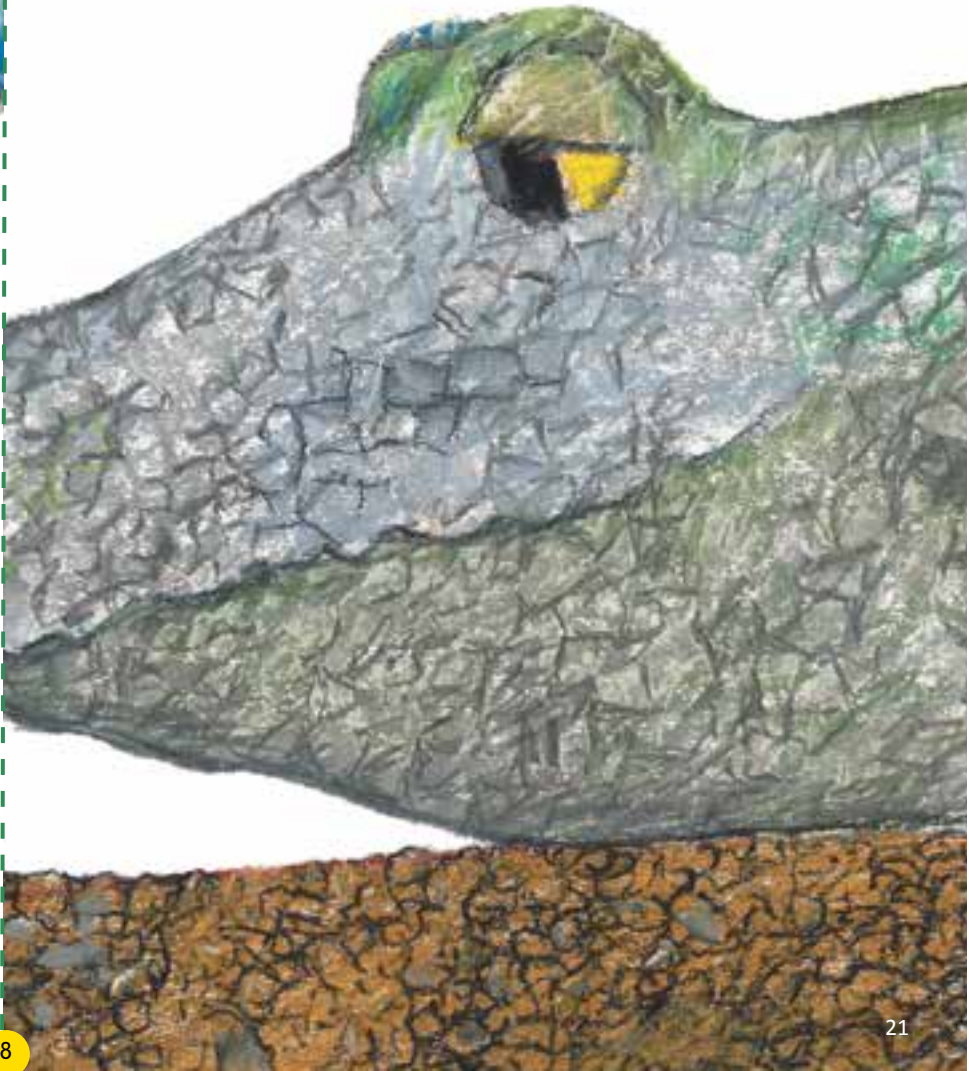
One day, in a mound of stones, she found one that stood out from all the others. It was perfect, white like the snow and round like the full moon on a midsummer night. Even though it was almost as big as she was, Jessica decided to bring it home.

Ngenye imini, kwinqumba yamatye, wafumana elinye ilitye elalibukeka kakhulu kunamanye. Lalilelona lilungileyo, limhlophe okwekhephu kwaye lingqukuva okwenyanga epheleleyo kubusuku behlobo. Nangona lalilikhulu liphantsa kulingana naye, uFingo wagqiba ekubeni agoduke nalo.



From that day on, Jessica and her rescuer were inseparable friends. Wherever Jessica went, the chicken went too. They travelled all over the island. They went to Jessica’s secret thinking place . . .

Sasilele. Kodwa sathi sakuva intshontsho laso likhwaza lisithi “Mama!” savula iliso elinye, satsho ngoncumokazi saze ngelona lizwi lithambileyo sathi, “Yiza apha, aligeyitha yam encinane.” Laze ke intshontsho nalo laxhumela empumleni kamama walo ngolonwabo.



Ukusukela ngaloo mini, uFingo kunye nomhlanguli wakhe babangabhalobo abakhulu. Apho aya khona uFingo, nenkukhu yayilapho. Babehamba kunye kweso sigithi sonke. Baya nakwindawo eyimfihlelo uFingo acingela kuyo . . .

ihagu
pig



Oink, oink!
Gro-gro-gro!

igusha
sheep



Baa, baa!
Mee-mee!

inja
dog



Woof, woof!
Hawu, Hawu!

ikati
cat



Meow!
Nyawu-nyawu!



We publish *what* we like

This is an adapted version of *Animals* published by Jacana Media and available in bookstores and online from www.jacana.co.za. This story is available in isiZulu, isiXhosa, English, Afrikaans, Setswana, Sesotho, Sepedi, Siswati, Xitsonga, Tshivenda and isiNdebele. Jacana publishes books for young readers in all eleven official South African languages. To find out more about Jacana titles go to www.jacana.co.za.

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Animals Izilwanyana

Jude Daly
Lulu Mfazwe-Mojapelo



Drive your
imagination

umqhayi



rooster



donkey
idonki



cow
inkomo



owl
isikhova





... nakwilityekazi elikhulu, ingqalutye yesikhumbuzo.
... and to the great pebble monument.



It was asleep. But when it heard the little chicken shout “Mother!” it slowly opened one eye, smiled an enormous smile and, in a voice as gentle as the whispering grass, said, “Come here, my sweet little alligator.” And the little chicken climbed happily onto her mother’s nose.

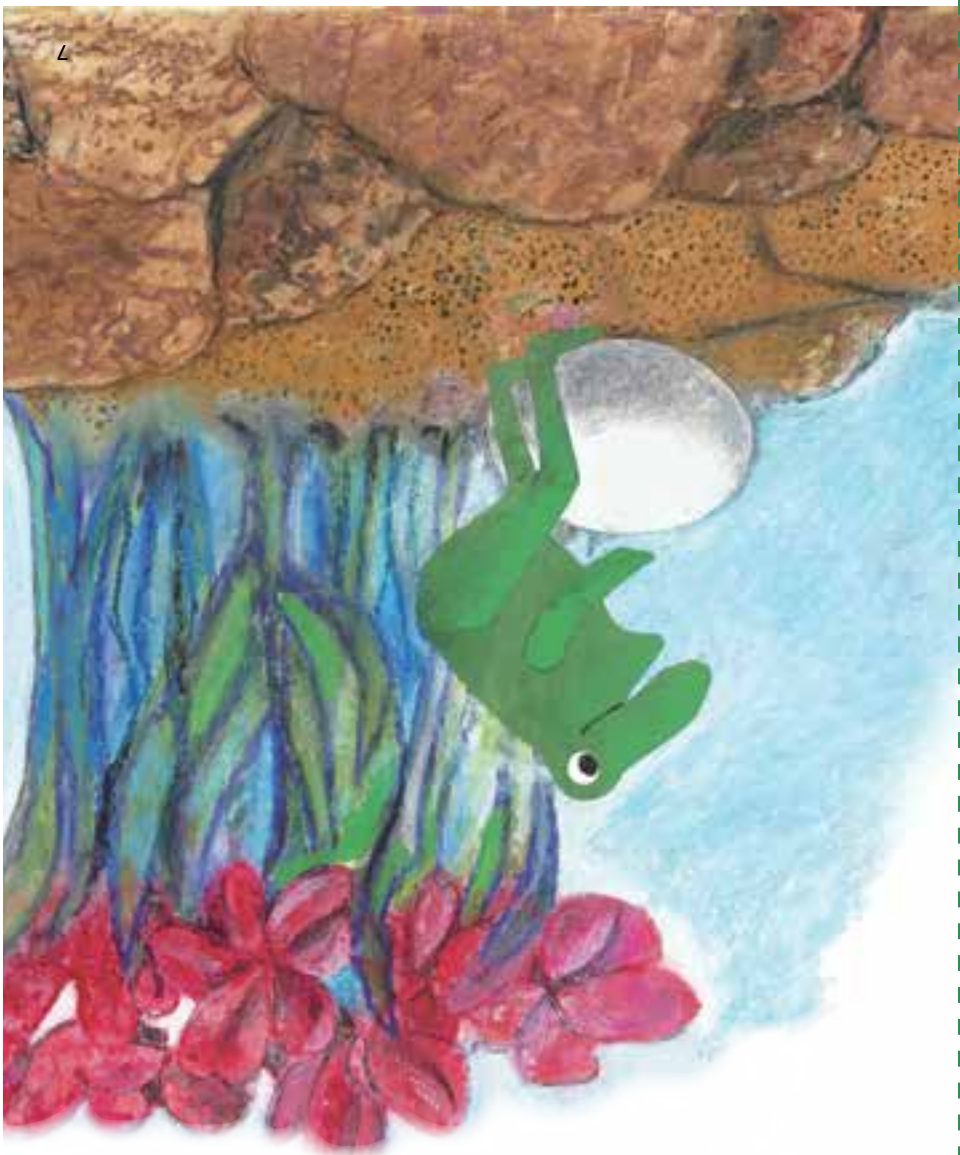


Kwintantsuku ezimbawu ezilandelayo, amasele eza ingxolo
engaqhlekanga evela eqandeni. Alibuka emangaliswe
ngelixa iqanda lalichachamba kwaze kwaphuma
kulo isilo eside esinamaxolo esasihamba
ngemlenze emine.
“Niyabona!” watshe ngomothuko uFika.
“Bendinyanisi. Yinkukhu!”
“Inkukhu!” bonke bakhwaza.
A few days later, the frogs heard a strange noise coming
from the egg. They watched in amazement as the egg
cracked and out crawled a long, scaly creature that walked
on four legs.
“See!” exclaimed Marilyn. “I was right. It is a chicken!”
“A chicken?” they all shouted.
The chicken took a deep breath, grunted, gave each of
the astonished frogs a look, and said in a small, raspy voice,
“Where is the water?”
“Straight ahead!” the frogs cried out excitedly.

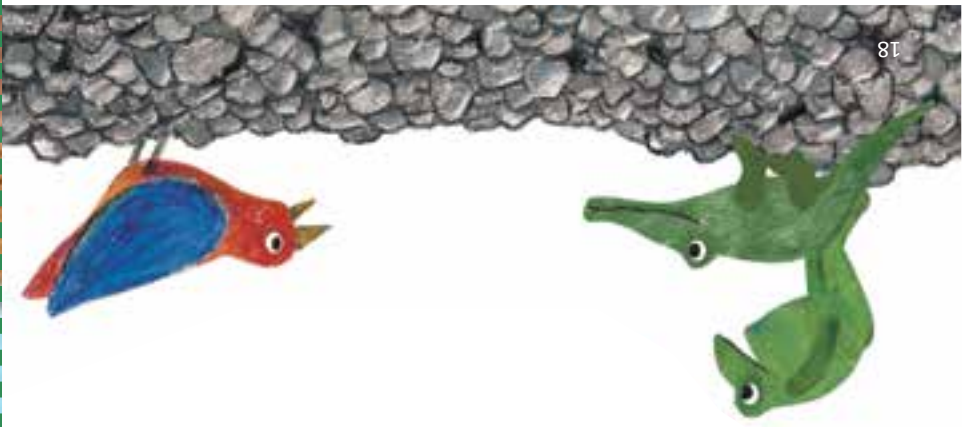


“I wonder what Marilyn and August will say when they see this!” she thought as she rolled the beautiful stone to the small inlet where the three of them lived.

“Ndinomdla wokwazi ukuba uFika noSese baza kuthini na xa belibona!” wacinga njalo ngelixa eliqengqa eli litye lihle, elingenisa kumnyango womngxuma ababehlala kuwo.



“Iqanda lenkukhu? Wazi njani ukuba liqanda lenkukhu?”
wabuza uFingo, owayengazange weva ngeenkukhu.
uFika wancuma. “Zikhona nje izinto ovele uzazi!”



Ngenye imini baya kwindawo apho uFingo
awayengazanga waya kuyo. Kwabakho intaka embala
ubomvu nazuba eyayibhabha isuka emthini ukuya ezantsi.
“Owu, unguye lo!” yatsho ngomothuko xa ibona
isikhukukazi. “Umama wakho ukukhangela kuyo yonke
indawo! Yizal Ndiza kukusa kuye.”

One day they went to a place where Jessica had
never been before. A red and blue bird flew down
from a tree.
“Oh, there you are!” it exclaimed when it saw the
chicken. “Your mother has been looking all over for
you! Come! I’ll take you to her.”

“Look what I found!” she shouted triumphantly. “A huge
pebble!” This time Marilyn and August were truly astonished.

“That is not a pebble,” said Marilyn, who knew
everything about everything. “It’s an egg. A chicken egg.”

“A chicken egg? How do you know it’s a chicken egg?”
asked Jessica, who had never even heard of chickens.

Marilyn smiled. “There are some things you just know.”

“Jongani ndifumene ntoni!” wakhwaza
njengophumeleleyo. “Ingqalutye enkulukazi!” Kweli ityeli
uFika kunye noSese babemangalisiwe ngenene.

“Asiyongqalutye leyo,” watsho uFika, ekwakusoloko
kungekho nto angayaziyo. “Liqanda. Iqanda lenkukhu.”



They followed the bird for a very long time. They
walked and they walked. They walked under the warm
sun and the cool moon, and then they came upon the
most extraordinary creature they had ever seen.



Bayilandela intaka leyo ixesha elide kakhulu. Bahamba,
bahamba. Bahamba phantsi kwelanga elifudumeleyo
naphantsi kwenyanga epholileyo, ze bade bafika kwesona
silo singummangaliso abakhe basibona.

Getting children to love reading

For the children at your school to learn to love reading, you need to read to them regularly – not so that you can assess their listening skills or comprehension, or anything else; just so that they can experience the pleasure of stories and books. When you focus on helping them to explore the joy of reading, important literacy learning happens quite naturally at the same time.



Khuthaza abantwana bakuthande ukufunda

Ukuze abantwana besikolo sakho bafunde ukuthanda ukufunda, kufuneka ubafunde rhoqo – hayi kuba ulungiselela ukuhlola izakhono zabo zokuphulaphula okanye zokufundela ukuqonda, okanye nantoni na enye; koko usenzela ukuba bakwazi ukuwonwabela amabali neencwadi. Xa ugxininisa ekubancediseni ukuba bakonwabele ukufunda, ukufunda okululutho kwilitheresi iba yinto ezenzekelayo kwangaxeshanye.

Making time to read to children for pleasure can sometimes be difficult during the busy school day! Here are some ideas to help you.

- 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-focussed 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.
- Encourage each teacher to read to his or her class every day for the last 15 to 20 minutes of the school day.

Ukubekela ecaleni ixesha lokufundela ukuzonwabisa nabantwana kungayingxaki ngamanye amaxesha, ingakumbi ngexesha elixakekileyo lesikolo! Nazi ezinye zeembono ezinokukunceda ukwenza oko.

- Makubekho indawo apho kugcinwa khona iincwadi zemifanekiso ukwenzela abo bantwana badadlana nabafika kuqala esikolweni, abanokuhlala kuyo nabancinane ukuze babafundele amabali lawo kamnandi.
- Guqula ixesha lasemigceni lakusasa esikolweni ibe lixesha lokubalisa ibali, ubuncinane kanye enyangeni. Cela omnye wootitshala esikolweni ukuba abalise ibali, uyalele iqela labantwana ukuba lilingise elo bali, okanye uyalele ikhosi ukuba yabelane nesikolo sonke ngoko bakwenzayo ukukhulisa uthando lokufunda.
- Khuthaza utitshala ngamnye afundele ikhosi yakhe rhoqo ngosuku isithuba esingangemizuzu eli-15 ukuya kwengama-20 ngosuku lwesikolo.

Make reading for enjoyment part of what children do after school too by starting a reading club at your school. For more information about how to do this, go to www.nalibali.org.



Yenza ukufundela ukuzonwabisa kube yinxalenye yokwenziwa ngabantwana ukuphuma kwabo esikolweni ngokusungula iklabhu yokufunda esikolweni sakho. Ukuze ufumane ulwazi oluthe vetshe olumalunga nendlela yokwenza oku, yiya ku-www.nalibali.org.

Putting stories at the heart of your school ★ Beka amabali phambili esikolweni sakho

Farewell to a friend

On 27 November 2016, Nal'ibali lost a dear friend when Wonder Thabo Chabalala passed away in an accident.

Wonder was a passionate reader and he was equally passionate about making sure that others caught the reading "bug" – especially children! He worked with and was inspired by books all his life. In his capacity as Retail Services Manager at Cambridge University Press, Wonder believed in and actively supported Nal'ibali right from the start. He truly understood the power books have to change lives and how reading can shape our future as a nation.

Hamba kahle, Wonder! Nal'ibali will always be grateful to you.



Wonder Thabo Chabalala

Hamba kakuhle sihlobo

Ngomhla wama-27 kweyeNkanga kowama-2016, abakwaNal'ibali baphulukana nesihlobo esisenyongweni xa kwathi kwasweleka uWonder Thabo Chabalala kwingozi yemoto.

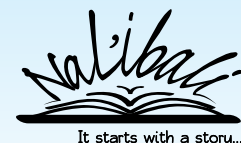
UWonder wayengumntu okuthanda kakhulu ukufunda kwaye ekuthanda nokuqinisekisa ukuba nabanye abantu bayafunda kwaye "isifo" sokufunda sibaphethe ngokwenene – ingakumbi abantwana! Wayesebenza ngeencwadi kwaye iziincwadi ezimvuselelayo nezaguqula ubomi bakhe bonke. Ngexesha esebenzela uCambridge University Press njengoMphathi weeNkonzo zeNtengiso, uWonder wayekhohlelwa kakhulu kwaye ebonakalisa inkxaso kwabakwaNal'ibali kwasekuqaleni kwale projekthi. Wayebuqonda kakuhle ubunzulu befuthe leencwadi ekuguquleni ubomi babantu kwanendlela ukufunda ekunokubumba ngayo ikamva lesizwe sethu.

Hamba kakuhle, uphumle ngoxolo Wonder! AbakwaNal'ibali benza ongaenzisiyo umbulelo kuwe kwaye abasoze bakulibala.



Storm

By Jude Daly ★ Illustrations by Alzette Prins



Marie-Lou Maritz was born during a storm, a wild storm that nearly destroyed the little fishing village where she lived. Roofs were ripped off the cottages, windows shattered, trees uprooted and vegetable gardens blown away.



But far worse than that, many of the fishermen ... husbands, brothers, sons and fathers ... never came home. And amongst them was Marie-Lou's father.

With so few men left in the village, the women had taken to fishing. And it wasn't too long before Marie-Lou's friends started going out with the boats too. But not Marie-Lou because she was blind, or as her mother always said, "Marie-Lou sees things differently."

Marie-Lou hated being left behind, hated not being able to help. Once she even sneaked onto a boat, but someone saw her. Still, she soon found ways to be useful. Marie-Lou learnt to mend nets, clean fish and scrub down the decks. And she learnt, better than anyone, to read the wind – to know when to cast the nets and when to leave the sea alone.

Then one evening, as if from nowhere, a fierce wind swept through the village. The villagers dropped everything and struggled indoors as hats, washing, plants, even a bicycle and wheelbarrow were blown down the road. Thankfully no one was out at sea.

The villagers watched from their shuddering cottages as the storm raged on and on. But not Marie-Lou, she listened. And what she heard was the snap of trees blown over like matchsticks, the swish-swish of shifting sand dunes, the crashing of waves onto rocks and then ... silence.

The morning after the storm, Marie-Lou got up early and, without waking her mother, swept up all the sand that had blown into their cottage. Then she went outside.

Marie-Lou listened to the gentle lap-lapping of the sea. It had sounded so different, so angry, during the storm. And then she heard a strange faraway sound: first it was a whimper, then more of a squeal. It came and went like the waves.

Slowly, carefully, Marie-Lou followed the sound until a few steps away from the water's edge she stopped. One moment the sound seemed to fly high up into the sky like the squawking seagulls. The next it seemed to float in and out of the water that swirled in the rock pools. Marie-Lou knew she was close to the sound even though it was growing softer and the gaps between it longer. Then it stopped altogether.

Desperate, Marie-Lou rushed ahead and slipped on a rock. Something brushed against her foot. Thinking it was a piece of sea weed, she reached down to move it and felt ... floppy wet ears, a wet nose, four wet paws and a wiggly wet tail. Marie-Lou tried to pick up the soggy little thing, but a rope around its neck felt like it was caught up in the rocks.



Eventually, with the rope free, Marie-Lou scooped up the half drowned puppy. She smiled as it made little snuffling sounds and snuggled into her neck. Then she remembered her mother. How worried she would be – worried and cross! She turned to go home, but too quickly, and she stumbled and fell.

And that was when Marie-Lou's mother found her. She hugged and scolded, scolded and hugged Marie-Lou all the way home.

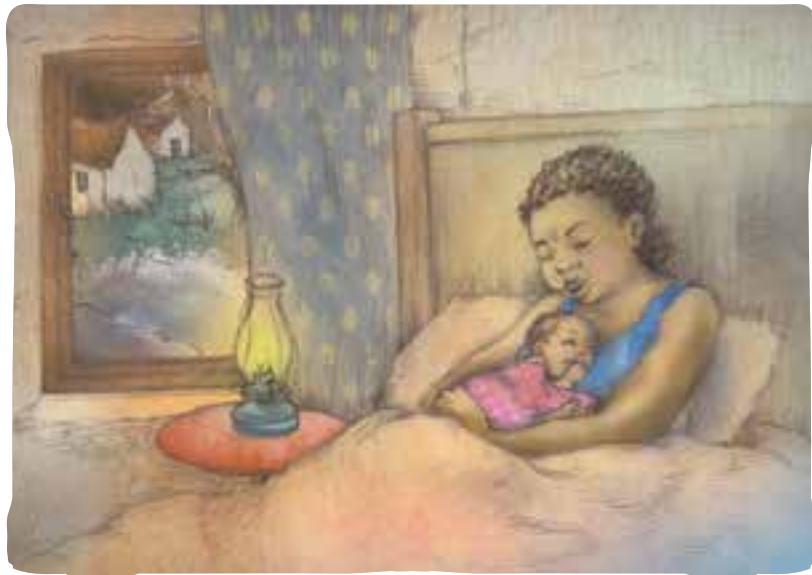
Later, Inspector Madliwa came around to take down details about the puppy. He saw how sad this made Marie-Lou, so he told her that if no one came for the puppy within a week, then she could keep her. He smiled and said, "Actually, I think you were made for each other."

How slowly that week passed for Marie-Lou. But by the end of it, no one had come for the puppy. So, Marie-Lou named her Storm.

Even though she was still a puppy, Storm was never far from Marie-Lou's side. And it was not long before Storm knew Marie-Lou's every move – Marie-Lou began to think that Storm knew what she was going to do even before she did! She was there to guide Marie-Lou away from danger, there to carry her school bag and always there to watch over her as she slept.



UMarie-Lou Maritz wazalwa ngexesha lenkanyamba, inkanyamba eyayinamandla kakhulu neyaphantse yatshabalalisa wonke ummandla okwilalana yabalobi awayehlala kuyo. Kwancothuka amaphahla ezindlwini, kophuka zifestile, kwancothuka wena mithi neengcambu zayo ukanti zona izitiya zemifuno zavuthuluka kwayimbuqe.



Okona kwaba kubi kakhulu kukuba abalobi abaninzi ... abayeni, oobhuti, oonyana nootata ... abazange babuyele emakhayeni abo kwakhona. Phakathi kwabo kwakukho notata kaMarie-Lou.

Ngenxa yokuba kwakusele amadoda ambalwa kuloo mmandla, kwanyanzeleka ukuba abafazi baluthathele kubo uxanduva lokuloba. Kungekudala, abahlobo bakaMarie-Lou baqalisa nabo ukuya kuloba ngezikhophe. Kodwa uMarie-Lou yena wayengakwazi kuba wayeyimfama, okanye, xa sisebenzisa uhlobo awayethanda ukuyibeka ngalo le nto umama wakhe, “UMarie-Lou wayezibona izinto ngokwahlukileyo.”

UMarie-Lou wayekucaphukela kakhulu ukusalela ngasemva nokungakwazi ukuncedisa koko kwenziwayo. Ngenye imini wakhe wade wachwechwa, efuna ukungena kwisikhophe eso kodwa wabhaqwa. Nangona kunjalo, wakhangele ezinye iindlela anokunceda ngazo. UMarie-Lou wafunda ukuthunga iminatha, ukucoca iintlanzi nokukorobha izikhophe. Eyona nto wagqwesa kuyo kakhulu uMarie-Lou kukufunda nokuqikelela ukuba umoya uya ngaphi na – ukuze akwazi ukuba awufake nini okanye kweliphi na icala umnatha elwandle kananjalo aphume nini na elwandle xa lusilwa.

Ngabusuku buthile, gqi qaphu umoyakazi oyingozi ongalindelekanga nowawubhudla kuloo mmandla. Abahlali baxakana nento, babalekela ezindlini bazivalela eli xa iminqwazi, impahla exhonywe elucingweni, izityalo, nkqu neebhayisekile neekiriva ziphaphatheka nomoya lowo. Ngethamsanqa kwakungekho mntu oweyesasele elwandle.

Abahlali kuloo lali babebambe ongezantsi, bebukele izindlu zabo zitshabalala ngephanyazo ngethuba ihlasela inkanyamba. Kwakungenjalo kuMarie-Lou kuba eyimfama, yena wonela nje kukumamela ngeendlebe okwenzekayo. Awakuwayo yabazizithonga zokusiphuka kwemithi neengcambu ngokungathi yimicinga yematshisi eqhwithwayo, intlokoma yokuvuthuluka kwesanti, nengxolo yamaza elatyza, ebetheka ematweni kwaze emva koko ... cwaka.

Ngetsasa elandela inkanyamba, uMarie-Lou wavuka kwangoko, ngaphandle kokuphazamisa unina, watshayelela phandle yonke isanti eyayingene ngaphakathi endlwini. Akugqiba waphumela phandle.

UMarie-Lou wahlala phandle wamamela isandi sokulephuza kwamaza olwandle azolileyo ebetheka elunxwemeni. Isandi sasivakala ngokwahlukileyo ngoku, kaloku ulwandle lwaluvakala lunomsindo kakhulu ngexesha lenkanyamba. Kuthe kusenjalo weva isandi esivakalela kude esingaqhelekanga: sasibukhwina kuqala esi sandi kwaza kusenjalo saguquka, satswina. Sasisiza siphinde sithi shwaka njengamaza ngqo.

Ngokucothayo nangocoselelo, uMarie-Lou walandela isandi eso de wayakufika apho aphela khona amanzi, wema bhuxa elungqamekweni. Isandi savakala ngokungathi sibhabhela phezulu esibhakabhakeni okwesandi esenziwa yinja yolwandle. Saphinda savakala ngokungathi sisandi esingena siphuma emanzini abetheka ematweni. UMarie-Lou wayesazi ukuba ukufuphi nesandi nangona sasisiya sidamba kancinane. Ekugqibeleni kwathi cwaka.

Ekhathazekile, uMarie-Lou wakhawuleza waya phambili, waza watshibilika elityeni. Weva erhecwa yinto elunyaweni. Ecinga ukuba zizityalo zolwandle, wagoba wayibamba efuna ukuva ukuba yintoni na ... thu amabhakubhaku eendlebe ezimanzi, impumlo emanzi, iimpuphu ezine ezimanzi nomsila ojingayo, omanzi toxo. UMarie-Lou wazama ukuyiphakamisa loo nto imanzi kodwa intambo eyayisentanyeni yayo yayivakala ngokungathi ibambeke ematweni.



Ekugqibeleni, xa sele intambo ikhululekile, uMarie-Lou wayiphakamisa injana eyayiphantse yarhaxwa. Wancuma akubona imbungezelela, imkhotsha entanyeni. Emva koko wakhumbula umama wakhe. Ecinga ukuba unokuba uxhalabile – unxunguphele kwaye uyavutha ngumsindo! Wagoduka ngokungxama, suke wakhubeka wawa phantsi ngenxa yokungxama.

Kungelo xesha kanye apho wafunyanwa khona ngumama wakhe uMarie-Lou. Wamanga wandula ukumngxolisa, waphinda wamanga kodwa wamngxolisa kwakhona uMarie-Lou endleleni yonke egodukayo.

Emva koko, ipolisa elisispekthara, uMadliwa wafika ezokuthatha iinkcukacha ezingenjana. Wayibona indlela awayengonwabanga ngayo uMarie-Lou koku, waza wamxelela ukuba angayigcina injana xa kungekho mntu uyilandileyo kwisithuba seveki. Emva koko, ipolisa lancuma laza lathi, “Ndicinga ukuba niyafanelana kakhulu njengamaqabane.”

Yayingathi icotha kakhulu loo veki kuMarie-Lou. Ekupheleni kwayo, zange kubekho mntu oze kuyilanda injana. UMarie-Lou wagqiba ukuba ayithiye igama elinguStorm.

Nangona wayeyinjana esencinane, uStorm wayengahlali kude ngakuMarie-Lou. Kungekudala uStorm wayezazi zonke iintshukumo kwaneendawo aya kuzo uMarie-Lou – uMarie-Lou waqaphela ukuba uStorm ingathi wayesazi nkqu nento awayesacinga ukuyenza phambi kokuba ayenze yena buqu! Wayesoloko ekho ukukhokela uMarie-Lou ukuze angangeni ezingozini, amthwalele ibhegi yesikolo aze amgade naxa elele.

Nal'ibali fun

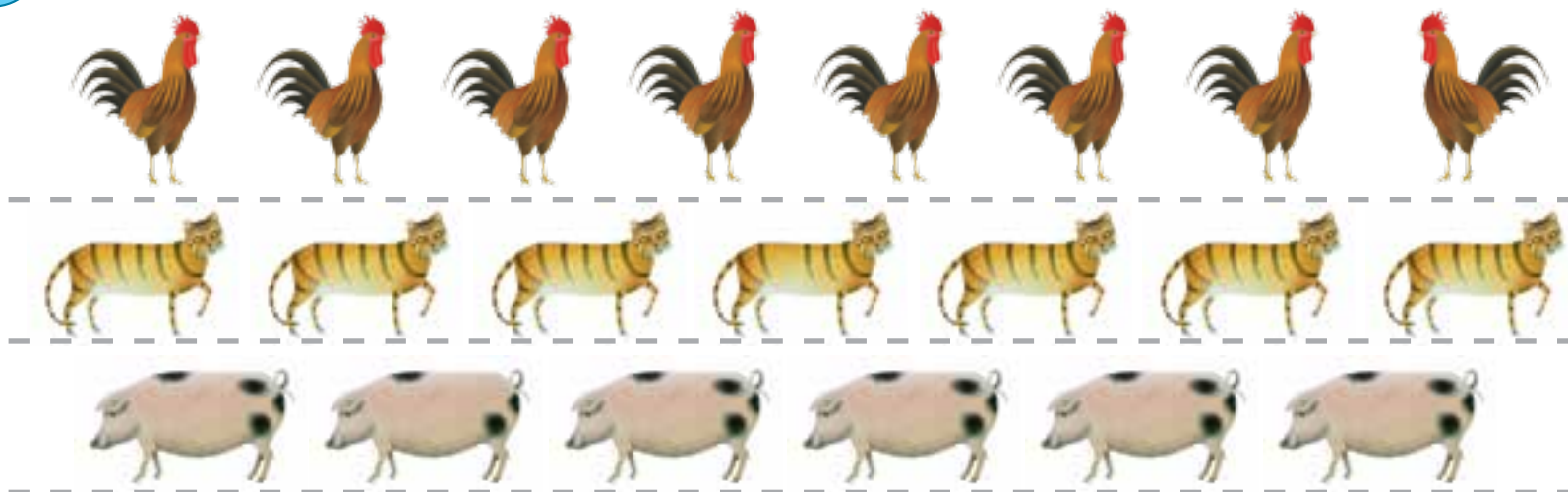
Okokuzonwabisa kwakwaNal'ibali



1.

Find the animal that is the odd one out in each row.

Khangela isilwanyana esingafanelekanga ukuba sibekho kumqolo ngamnye.



2.

What can you see in this picture?

- How many people? _____
- How many animals? _____
- Is it a hot or a cold day? _____
- How many books? _____
- How many people are wearing glasses? _____
- How many people have hats on? _____
- What are Gogo and Neo reading about? _____
- What are Mbali and her dad reading about? _____

Ubona ntoni kulo mfanekiso?

- Bangaphi abantu obabonayo? _____
- Zingaphi izilwanyana ozibonayo? _____
- Ingaba lusuku olushushu okanye olubandayo? _____
- Zingaphi iincwadi? _____
- Bangaphi abantu abanxibe iiglas zamehlo? _____
- Bangaphi abantu abathwele iminqwazi? _____
- Ingaba uGogo noNeo bafunda ngantoni? _____
- Ingaba uMbali notata wakhe bafunda ngantoni? _____



Ilipendulo: (1) umqhagi wokugqibela, ikati yesine, ihagu yesibini (2) a. 5, b. 13, c. olushushu, d. 3, e. 3, f. 2, g. ngabaphangeli basekwandle, h. ngeentlanzi

Answers: (1) last rooster, fourth cat, second pig (2) a. 5, b. 13, c. hot, d. 3, e. 3, f. 2, g. pirates, h. fish

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