



It starts with a story...

Explore the world through books

Have you noticed how naturally curious children are? Given the chance, they will ask question after question! Use books to help them discover answers to their questions and to explore different topics together – you'll find yourself asking questions too and you'll learn things together.

Different kinds of books explore topics in different ways. Here are a few examples.

- Realistic stories** focus on real-life problems which the characters have to solve, like how to stop someone from being bullied or how to escape a fire.

Phicotha ihlabathi usebenzisa iincwadi

Ukhe wayiqaphela indlela abadalwe ngayo abantwana ngokuthanda ukufuna ukwazi? Xa bathe banikwa iithuba babuza umbuzo emva komnye! Sebenzisa iincwadi ukubanceda bafumane iimpendulo zemibuzo yabo kwaye niphicothe imiba eyahlukileyo ninonke – nawe uya kuzifumanisa ubuza imibuzo kwaye ufunda izinto kunye nabo.

Iintlobo ezahlukileyo zeencwadi ziphicotha imiba eyahlukileyo ngeendlela ezahlukileyo. Nantsi imizekelo embalwa.

- Amabali ayinyaniso** agxininisa kwiingxaki zokwenyani zobomi ekufuneka abalinganiswa bazisombulule, ezifana nokuba umntu angenza njani ukuze aphelise ukuchukushwa nokuxhatshazwa okanye angasinda njani na emilweni.
- Amabali angobomi bomntu okanye iibhayografi** abalisa ngabantu bokwenene abafana neemvumi okanye izazinzulu ezaziwayo. Ezi ncwadi zibhalwe ngababhali abathe bazinika ixesha bebuza kwaye befumanisa ulwazi ngobomi bomntu lowo.
- Amabali emveli** abalisa amabali anomyalezo okanye imfundiso, enjengendlela ekufuneka siwuphathe ngayo umhlaba kwanendlela ekufuneka thina bantu siphathane ngayo.
- Iincwadi ezinika ulwazi** ziqulethe ulwazi namanqaku anobunyani ngokwenzekileyo, umzekelo okuphathelele kwiinkolo, ukwenziwa nokugcinwa kwezithethe namasiko amaqela ahlukileyo, okanye iindlela ezidaleka ngazo iinkwenkwezi kunye neeplanethi.

- Biographies** tell the stories of real people, like pop stars or famous scientists. These books are written by authors who have spent time finding out about someone else's life.
- Traditional stories** tell tales with a message or moral, like how we should treat the earth and one another.
- Information books** contain information and facts, for example, about the beliefs, rituals and practices of different religious groups, or how stars and planets are formed.

When you read storybooks, you usually start at the beginning and read through to the end so that you get the whole story! Information books work differently. Here are some ideas on how to share them with children.

- On the cover.** Read the title and draw children's attention to the pictures on the cover. Can they

use these to predict what the book is about? Find the author's name together – this helps to remind children that all books are written by real people!

- What's inside?** Look at the contents page at the beginning of the book to help you choose sections that grab your children's interest.
- Start, stop and skip.** Start by reading the part of the book that most interests your children. If you've found the information they were looking for, or if they ask new questions, or if something else in the book interests them more, stop reading and skip to another part.
- Different types of information.** Spend time looking at and discussing pictures, photographs, maps and diagrams together – they offer as much food for thought as the words on the page.

Whatever books you choose to explore with your children, enjoy the journey of discovery together!



Xa ufunda iincwadi zamabali udla ngokuqala ekuqaleni kwebali uze ufunde ude uyokufikelela ekugqibeleni ukuze ngalo ndlela ulifumane lonke ibali! Iincwadi ezinika ulwazi zona azifundwa ngolu hlobo. Nazi iingcebiso onokuzisebenzisa xa usabelana ngazo nabantwana.

- Egweqweni.** Funda isihloko uze wenze ukuba abantwana batsalwe umdla yimifanekiso eseqweqweni. Ingaba bayakwazi ukusebenzisa loo mifanekiso ukuqashela ukuba incwadi iqulethe ntoni na? Ninonke khangelani igama lombhali – oku kunceda ukukhumbusa abantwana ukuba zonke iincwadi zibhalwe ngabantu bokwenene!
- Kukho ntoni ngaphakathi?** Jonga kwiphepha lesiqulethe elisekuqaleni kwencwadi ukuze sikuncede ukhethe amacandelo aza kuba nomdla ebantwaneni bakho.

- Qala, ume ze utsibe.** Qala ngokufunda eyona ndawo yencwadi enomdla kakhulu ebantwaneni bakho. Ukuba ulufumene ulwazi abalufunayo, okanye baqalisa ukubuza imibuzo emitsha, okanye kukho ndawo ithile engenye apha encwadini ebanika umdla kakhulu, yeka ukufunda uze utsibe uye kufunda kwenye indawo.

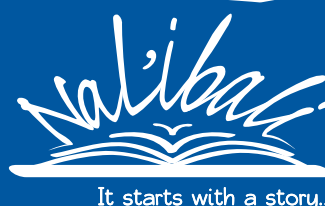
- Iintlobo ezahlukileyo zeenkukacha.** Chithani ixesha nijonge kwaye nixoxa nikunye ngemifanekiso, iifoto, iimephu kunye nemizobo – nazo ezi zinto zinika umdla ze zivuselele neengcinga njengamagama asephapheni.

Nokuba ukhethe ukuchubelana nabantwana bakho ngazo naziphi na iincwadi, lonwabeleni uhambo lwenu lokufunda ngokufumanisa ulwazi nikunye!



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!



Story stars

A passionate literacy warrior

Nal'ibali Literacy Mentor, Madoda Ndlakuse, is passionate about stories! He is a well-known storyteller and literacy activist – and an author too!

Madoda took part in the book-creation event run by Book Dash in Grahamstown in November 2016. At Book Dash's book-creation events, volunteers get together to create books for children in about 12 hours!

At the Grahamstown event, Madoda worked with illustrator, Siyasanga Madyibi, and designer, Vuyisa Ngqawani, to produce an isiXhosa children's storybook called *uMishato weNtlanzi neNkukhu*. (See pages 5, 6, 11 and 12 for the Nal'ibali bilingual cut-out-and-keep version of this book.) We chatted to Madoda about his involvement in this event and about the importance of stories.

How important are children's stories to you?

I am deeply in love with writing and telling children's stories. It is my calling!

How important are stories in children's development?

Stories teach our children new phrases, help them to become skilled readers and enrich their vocabulary. When children grow up reading stories, it helps them build confidence in their abilities.

Did you have to write a story especially for the Book Dash event in Grahamstown?

I always have stories that I have written tucked away somewhere! When I heard about the Book Dash event, I already had four stories completed and ready to go. I write because there is something inside me that drives me to pick up a pen and put something on paper.

What language do you write in?

I write in my mother tongue, isiXhosa.

What was the Book Dash experience like?

Quite a lot of wonderful things happened on that day! When I write, I don't plan how many words or paragraphs, a chapter or story will have. I just write and write and write! At the event, we were told about the number of pages that our books could be. It became clear that what I had written, needed to be reduced and some of the characters needed to be left out! As a book-creation team, we discussed which characters needed to stay and which ones had to go. We also decided together on the number of pictures we would have. And we did all of this in a very short space of time! We worked very hard, but it was very exciting because we were working on something that I loved and wanted to feel proud of.

Why does the language we use in children's books matter?

An experienced editor, Linda Nelani, was part of our book-creation team. She patiently taught me that we need to spell words correctly and make sure that sentences are written correctly. Authors cannot just write in any way they want to, otherwise the readers of their books might not understand what they are trying to say!

Lara Salomon/Book Dash



Madoda Ndlakuse at Book Dash, Grahamstown.

UMadoda Ndlakuse eBook Dash, eRhini.

Iimbilasane zamabali

Ijoni lelitheresi elinothando oluvuthayo

IKhankatha leLitheresi lakwaNal'ibali, uMadoda Ndlakuse, unentshisekelo yamabali! Ungumbalisi wamabali odumileyo netshantliziyo lelitheresi – kanti ukwangumbhali kananjalo!

UMadoda uthathe inxaxheba kumsebenzi woyilo-zincwadi owawusingathwe ngabakwaBook Dash, eRhini kweyeNkanga ngowama-2016. Kwimisebenzi yoyilo-

zincwadi yakwaBook Dash, amavolontiya adibanela ukuyilela abantwana iincwadi kwixesha elingangeeyure ezili-12 kuphela! Kulo msebenzi obubanjelwe eRhini, uMadoda ebesebenza kunye nomzobi, uSiyasanga Madyibi, kwanomyili obekelela okubhaliweyo nokuzotyweyo ephepheni, uVuyisa Ngqawani, nalapho bayile khona incwadi yesiXhosa yamabali abantwana esihloko sayo sithi, *uMishato weNtlanzi neNkukhu*. (Jonga kwiphepha le-5, ele-6, ele-11 nele-12 ukuze ufumane ulwimi-mbini kaNal'ibali wale ncwadi onokuyisika-ze-uyigcine.) Sikhe sancokola noMadoda ngenxaxheba yakhe kulo msebenzi nangokubaluleka kwamabali.

Abaluleke njani amabali abantwana kuwe?

Ndinothando olunzulu lokubhala nokubalisa amabali abantwana. Lubizo lwam lwenene olo!

Amabali abaluleke njani kuphuhliso lwabantwana?

Amabali afundisa abantwana bethu amabinzana namagama amatsha, abanceda ukuba babengabafundi abaphume izandla kwaye akwatyebeza nesigama sabo. Xa abantwana bekhula befunda amabali, oko kubanceda ukuba bakwazi ukuzithemba bona buqu xa besebenzisa izakhono zabo.

Ingaba kuye kwafuneka ukuba ubhale ibali elitsha olilungiselele lo msebenzi waseRhini wakwaBook Dash?

Mna ndihlala ndinawo amabali endiwabhalileyo nendiwagcina kwindawo ethile! Ndihe ndisiva ngalo mpoposho womsebenzi wakwaBook Dash, ndabe sele ndixhobe ndafohlela ngamabali amane agqityiweyo nalindele ukukhutshwa. Ndiqbalela kuba ndiqhutywa yinto engaphakathi apha kum nendiqhubela ukuba ndiqubule usiba ndize ndibe nento endiyibeka ephepheni.

Ubhala ngoluphi ulwimi?

Kumaxesha amaninzi ndibhala ngolwimi lwam lweenkobe, isiXhosa.

Ngawaphi amava owafumene kwiitheko lakwaBook Dash?

Zininzi izinto ezimangalisayo ezenzeke ngala mini! Xa ndibhala, andenzi sicwangciso sokuba aza kuba mangaphi na amagama okanye imihlathi, okanye izahluko eliza kuba nazo ibali. Ndiqbalela nje, ndibhale, ndiqhubeka ndibhale! Kweli theko, siye saxelelwa ngenani lamakhasi ezifanele ukuba nawo iincwadi zethu. Kuye kwacaca ukuba ebendikubhalile kufanele ukuphungulwa kude kukhutshelwe ngaphandle nabanye abalinganiswa ebendibafakile! Thina ke, njengegela loyilo-zincwadi, siye saxoxa ngokuba ngabaphi na abalinganiswa abafanele ukusala, ingabaphi abafanele ukukhutshwa. Siphinde senza isigqibo kunye ngenani lemifanekiso esifanele ukuba nayo. Kanti konke oku sikwenze ngexeshana elifutshane kakhulu! Sisebenze nzima kakhulu, kodwa bekusonwabisa oku kuba besisebenza ngento esiyithandayo nesifuna ukuba nelunda ngayo.

Kutheni lubalulekile ulwimi esilusebenzisa ezincwadini zabantwana?

Umakhwekhwelethi womhleli, uLinda Nelani, ebeyinxenye yeqela lethu loyilo-zincwadi. Undifundise ngomonde ukuba sifanele ukuwapela ngokuchanekileyo amagama kwaye siqiniseke ukuba izivakalisi zibhalwa ngokuchanekileyo. Ababhali abanakubhala nanjani na okanye ngendlela abafuna ngayo, kungenjalo abafundi beencwadi zabo basenokungakuqondi abazama ukukutsho!

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.

Writing book reviews

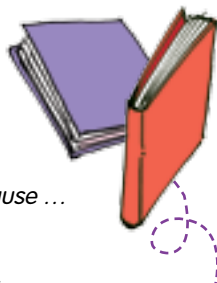
When you ask children to write book reviews, it is a great way to get them to connect with what they read, to think critically about it and to express their opinions. What's more, writing and sharing book reviews encourages children to communicate with each other about what they are reading.



Here are some ideas of how to use book reviews in your classroom and at your reading club.

- Encourage children to write down their opinion of a book they have read. Remind them that not everybody enjoys reading the same type of books or books by the same authors.
- Good book reviews help people decide whether they want to read the book or not. In their reviews, the children should therefore give the basic story outline, but not give too much away about the story!
- Reviews can be long or short, and can also include drawings of parts of the book by the reviewer.
- You can use the children's book reviews to start conversations about books. Keep the reviews in a special folder that the children can refer to, or display them on a notice board or wall of your classroom or reading club venue. You could also attach a plastic pocket to the inside of books for children to place their reviews in.
- Remind the children to always write the title of the book, the author's name and their own name on their review. They should also include the illustrator's name, if there are pictures in the book.
- Sometimes children need a little help with what to put in a book review. Try giving them some of these sentences to complete:

- This story is about ...
- The main characters are ...
- My favourite part of this book was ...
- When ... I felt ...
- I really liked/I really didn't like ... because ...
- My favourite character was ...
- You should read this book because ...
- I think you would enjoy this book if you like stories that ...
- My rating for this book is: ☆☆☆☆☆



Title: The mermaid's purse
Author: Jude Daly
Illustrator: Magriet Brink
Reviewer's name: Siphokazi Nali

Ukubhala izigxeko-zincomo zeencwadi

Xa ucela abantwana ukuba babhale izigxeko-zincomo zeencwadi, leyo yindlela entle kakhulu yokubenza ukuba banxibelelane noko bakufundayo, ukuze bacinge, behluza, bekuhlaba amadlala kwaye bekuncoma oko bakufundayo baze bavakalise noluvo lwabo ngako. Ngaphaya koko, ukubhala nokwabelana ngezigxeko-zincomo zeencwadi kukhuthaza abantwana ukuba banxibelelane nabanye ngoko bakufundayo.

Nazi ezinye iingcebiso zokusebenzisa izigxeko-zincomo eklasini yakho nakwiklabhu yakho yokufunda.

- Khuthaza abantwana ukuba babhale phantsi uluvo lwabo ngencwadi abayifundileyo. Bakhumbuze ukuba asinguye wonke umntu okonwabelayo ukufunda olo hlobo luthile lwencwadi okanye abonwabela ngokufanayo iincwadi zombhali/zababhali abathile.
- Izigxeko-zincomo zeencwadi ezilungileyo zincipha abantu ekuthatheni isigqibo sokuba ingaba bayafuna kusini na ukuyifunda incwadi leyo okanye abafuni. Ngoko ke, kwizigxeko-zincomo abantwana bafanele ukunika isishwankathelo sebali lilonke, kodwa bangade batyhile phantse konke malunga nebali kuba bayakwubulala umdla wokufundwa kwencwadi leyo!
- Izigxeko-zincomo zisenokuba zide okanye zibe zifutshane, kanti zisenokuquka nemizobo yeendawo ezithile yomphengululi lowo wencwadi.
- Usenokusebenzisa izigxeko-zincomo zeencwadi ezibhalwe ngabanye abantwana ukuqala incwadi malunga neencwadi. Gcina izigxeko-zincomo zeencwadi kwifayile ekhethekileyo abantwana bakho abanokuthi bajonge kuyo, okanye uxixhome ebhodini yezaziso okanye eludongeni lweklasi yakho okanye kudonga lwendawo engenela kuyo iklabhu yokufunda. Ungancamathelisa nezingxotyana zeplastiki ngaphakathi ezincwadini ukuze abantwana bazifake kuzo izigxeko-zincomo zabo.
- Bakhumbuze abantwana ukuba basoloko bebhala isihloko sencwadi, igama lombhali wayo kunye namagama abo kwizigxeko-zincomo zabo. Kananjalo kufuneka babhale negama lomzobi, ukuba kukho imifanekiso encwadini leyo bayiphengululayo.
- Ngamanye amaxesha abantwana badinga uncedo oluncinane malunga nabafanele ukukufaka kwizigxeko-zincomo zeencwadi. Zama ukubanika ezinye zezi zivakalisi ukuba bazigqibezele:

- Eli bali lithetha ...
- Abalinganiswa abaphambili ngaba ...
- Eyona ndawo ndiyithandileyo kule ncwadi ibiyile ...
- Xa ... ndizive ...
- Ndiyithande ngenene/Andiyithandanga kwaphela ... kuba ...
- Oyena mlinganiswa ndimthandileyo ngu ...
- Yifunde le ncwadi kuba ...
- Ndicinga ukuba uya kuyithanda le ncwadi ukuba uyawathanda amabali a ...
- Umgangatho endiyibeka kuwo le ncwadi ngulo: ☆☆☆☆☆



Isihloko: Isipaji sikamamlambo
Umbhali: Jude Daly
Umzobi: Magriet Brink
Igama lombhali
wesigxeko-sincomo: Siphokazi Nali

Make reading for enjoyment part of your school! For more information and guidance on how to do this, go to www.storypoweredschools.org.



Yenza ukufundela ukuzonwabisa kube yinxalenye yesikolo sakho! Ukuba ufuna ulwazi oluthe vetshe kunye nesikhokelo sendlela yokwenza oku, ndwendwela ku-www.storypoweredschools.org.

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

Get creative!

Here are some fun activities to grow your children's creativity and encourage them to have fun with reading and writing.

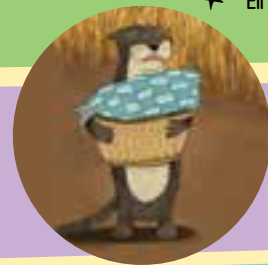


After you have read *The fish and chicken's wedding* (pages 5, 6, 11 and 12), discuss with your children who their favourite character in the story is. Encourage them to say why this character is their favourite. Then suggest that they try writing their own story using their favourite character as the main character.



Champion of the night (pages 7–10), is a story about courage and compassion. After you have read the story, spend time discussion these concepts with your children. For example, you could ask:

- ★ Ryan says that being brave is doing something even when you are afraid to do it. Do you think he's right?
- ★ Can you remember a time when you acted bravely, or you wished you had been braver?
- ★ Ryan stood up for David even though David wasn't popular. Do you think that's a difficult thing to do? Why/why not?
- ★ Have you ever had to stand up for yourself or someone else? What happened?
- ★ The story is called *Champion of the night*. Who do you think the champion of the night was?



Read the story, *The leopard, the otter and the mouse* (page 14), for a second time. As you read, invite your children to join in Leopard's cry for help. They can also mime some of the actions, like the game of "loose and tight", or when Leopard tries to grab Mouse.

16 October is Dictionary Day. To celebrate this day, try one or more of these ideas with your children.

- ★ **Warm up:** Get used to using a dictionary by asking everyone to think of one of their favourite words, and to then look up the meaning of the word. Follow this up by taking turns to close the dictionary and then let it flip open. Read the first word (and its meaning) you see when you flip it open.
- ★ **Have a word race:** Choose any word in your dictionary and then let the children race to see who can find it first in their dictionary. (If you're doing this with groups of children, they can work alone or in pairs.) The first child (or pair) to find the word, should read out the definition. They then get to choose the next word that everyone will search for!
- ★ **Make up new words:** Challenge each of your children to make up a few new words and definitions. Let them write these words and definitions on small pieces of paper, and display them on the fridge, wall or door. Have fun making up sentences with these new words in them – or using them in everyday conversation!



Famous South African storyteller and author, Gcina Mhlophe, celebrates her birthday on 24 October. Spend time on or near this date honouring this great South African talent by reading her stories or finding out more about her on the Internet. Watch her tell a story on YouTube, or you can read her story, *Sisanda's gift*, on the Na'ibali website (www.nalibali.org) or mobisite (www.nalibali.mobi).



Umbalisi-mabali nombhali wodumo, uGcina Mhlophe, ubhiyozela usuku lwakhe lokuzalwa ngomhla wama-24 kweyeDwarha. Chitha ixesha ngolu suku okanye kwiintsuku ezisondeleyo kulo, uphakamisa esi siphiso sikhulu kangaka saseMzantsi Afrika ngokufunda amabali akhe okanye ngokufunda banzi ngaye kwi-Intanethi. Mbukele ebalisa amabali kwiYouTube, okanye funda ibali lakhe elithi, *Isipho sikaSisanda*, kwiwebhusayithi (www.nalibali.org) okanye kwimobhisayithi (www.nalibali.mobi) kaNa'ibali.

Sebenzisa ubugcisa bakho!

Nantsi eminye imisebenzi yokuzonwabisa ukuze kuphuhliswe isakhono sobugcisa sabantwana bakho kwaye bakhuthazwe ekubeni bakonwabele ukufunda nokubhala.

Emva kokufunda ibali elithi *uMtshato weNtlanzi neNkukhu* (elikwiphepha le-5, ele-6, ele-11 nele-12), xoxa nabantwana bakho ngokuba ngowuphi na umlinganiswa abamthanda kakhulu apha ebalini. Bakhuthaze ukuba baxele izizathu ezibangela ukuba bamthande umlinganiswa lowo. Emva koko bacebise ukuba bazame ukubhala ibali elilelabo ngokusebenzisa umlinganiswa lowo bamthanda kakhulu njengomlinganiswa ophambili kwibali elo labo.

UIntshatsheli yobusuku (okwiphepha le-7 ukuya kwele-10), libali elithetha ngenkuthazo nenceba nothando. Emva kokufunda ibali, chitha ixesha uxoxa ngale mixholo nabantwana bakho. Umzekelo, unokubuza uthi:

- ★ URyan uthi ukukhalipha kukwenza okuthile nokuba uyoyika ukukwenza. Ucinga ukuba unyanisile?
- ★ Usalikhumbula ixesha apho wenza isenzo sokukhalipha, okanye apho ukhe wanqwenela ukuba ngowuzame ukukhalipha noko?
- ★ URyan wamxhasa, wammela uDavid nangona uDavid wayengathandwa ngabantu. Ucinga ukuba kunzima ukukwenza oko? Kutheni kunjalo/kutheni kungenjalo?
- ★ Wakhe wakwimeko apho kwafanela ukuba ume, uqine isibindi okanye umele omnye umntu? Kwakwenzeke ntoni?
- ★ Eli bali lithi, *Intshatsheli yobusuku*. Ucinga ukuba yayingubani le ntshatsheli yobusuku?

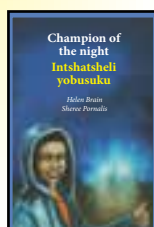
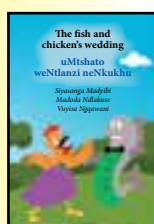
Funda okwesibini ibali elithi, *Ihlosi, intini nempuku* (elikwiphepha le-15). Xa ulifunda, mema abantwana bakho ukuba nabo bakhalele uncedo njengoHlosi. Kananjalo ezinye izenzo bangazilinganisa, njengomdlalo "wokukhululeka nokubopheleleka", okanye xa uHlosi ezama ukuxhakamfula uMpuku.

Umhla we-16 kweyeDwarha luSuku lwesichazi-magama. Ukubhiyozela olu suku, zama enye okanye ezinye zezi ngeebiso nabantwana bakho.

- ★ **Ukuzifudumeza:** Ziqhelaniseni nokusebenzisa isichazi-magama ngokucela wonke umntu ukuba acinge ngelinye lamagama awathanda kakhulu, ukuze nikhangele intsingiselo yelo gama. Kulandeleni oku ngokutshintshiselana ngokuvula isichazi-magama ze uphinde usingike ukuze siyhilekele naphi na. Funda igama lokuqala (nentsingiselo yalo) olibonileyo xa utyhila isichazi-magama eso.
- ★ **Yenzani ugqatso lwamagama:** Khetha naliphi na igama kwisichazi-magama sakho uze uvumele abantwana ukuba babekise ukuze kujongwe ukuba ngubani oza kulifumana kuqala kwisichazi-magama sabo. (Ukuba ukwenza oku namaqela abantwana, basenokusebenza umntu eyedwa okanye ngezibini.) Umntwana wokuqala (okanye isibini) esithe salifumana kuqala igama, kufanele ukuba afunde inkcazelo okanye intsingiselo yegama elo. Emva koko kufanele ukuba ibengabo abakhetha igama elilandelayo ukuze wonke umntu alikhangele!
- ★ **Ukwakha amagama amatsha:** Cela umngeni kumntwana ngamnye wakho ukuba akhe amagama amatsha ambalwa kwaneenkcazelo okanye iintsingiselo zawo. Mabawabhale la magama ngokunjalo kwaneenkcazelo zawo emaphepheni amancinane, ze babukise ngawo ngokuwaxhoma efrijini, edongeni okanye elucangweni. Yonwabelani ukwakha izivakalisi ngala magama matsha ninawo – okanye ngokuwasebenzisa kwincoko yenu yemihla ngemihla!

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.



Zenzele iincwadana EZIMBINI onokuzisika-ze-uzigcine

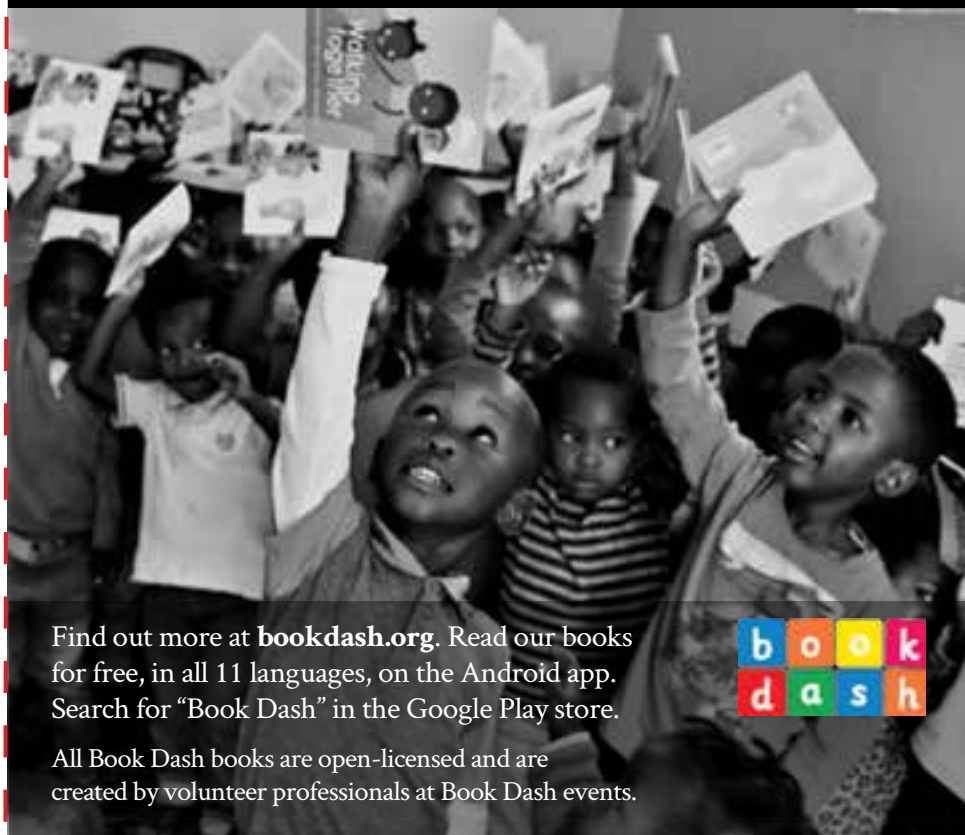
1. Khupha iphepha le-5 ukuya kwele-12 kolu hlelo.
2. Uxwebhu olunamaphepha aqala kwele-5, ele-6, ele-11 nele-12 lwenza incwadi yokuqala. Uxwebhu olunamaphepha aqala kwele-7, ele-8, ele-9 nele-10 lwenza eyesibini incwadi.
3. Sebenzisa uxwebhu ngalunye kula mabini ukwenza iincwadana. Landela imiyalelo engezantsi ukwenza incwadi nganye.
 - a) Songa uxwebhu phakathi kumgca wamachaphaza amnyama.
 - b) Phinda ulusongwe phakathi kwakhona ulandela umgca wamachaphaza aluhlaza.
 - c) Sika ke ngoku ulandela imigca yamachaphaza abomvu.



Drive your imagination



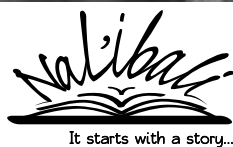
“Every child should own a hundred books by the age of five.”



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On her way home, she met Gusha Bhogo. As soon as she saw the kind sheep, she poured out her heart to him. She told him about what Elephant had said to her. Gusha comforted the chicken and he was even able to make her smile a little.

Then Gusha invited Cikizwa to have supper at his home. They had tasty samp, cooked with beans for supper. Afterwards, Cikizwa danced joyfully with the Gusha family as the music played. She danced so much that she sent the dust flying and forgot all her troubles!

Endleleni egodukayo udlbene noGusha Bhogo. Wathi nje ukuba ahlangeane naye, wamphalazela imbilini yakhe ngoko nangoko. Wambaliseka ngako konke okuthethwe nguNdlovu kuye. Wathuthuzelwa uCikizwa leli qhawe, waxola, wanalo noncumo.

UGusha wade wamema uCikizwa ukuba eze kwisidlo sangokuhlwa kwakhe. Kwatywa umngusho omandi ngobo busuku ekhayeni likaGusha. Kwadlalwa umculo ke emva kweso sidlo. Wayiya nosapho lwakwaGusha kwaghum'uthuli uCikizwa, wade walibala ngeengxaki zakhe xa zizonke!


The fish and chicken's wedding

uMtshato
weNtlanzi neNkukhu


*Siyasanga Madyibi
Madoda Ndlakuse
Vuyisa Ngqawani*



Wewa kabuhlungu gqitha uCikizwa, exheleke mpela emphfumlweni. egavileyo! Ufuna ntoni kum? Usho ngokubhitya nje, ngathi yamphoxa, ihlekisa ngaye isithi, “Ha ha ha suka nkedamandini Ngenye intsasa wathi eyibulisa ngomdla le Ndlovu, yasuka yona uCikizwa ngamazwi ayo. ekhohlakeleyo. Le Ndlovu yayithanda ukuqumbisa nokucaphukisa Kwesi sixeko wayehlala kuso uCikizwa, kwakukho iNdlovu uCikizwa was heartbroken. You’re so skinny. It’s as if you haven’t had enough meals to eat” said, “Ha, ha, ha! Go away, you orphan! What do you want from me? One morning, when Cikizwa greeted Elephant, he snubbed her and her unhappy. Elephant often said really unkind things to Cikizwa to try and make Now, in the place where Cikizwa lived, there was a cruel elephant.



There once lived a chicken, called Cikizwa, who was an orphan.



Kudala-dala kwakukho inkukhu egama linguCikizwa, nkukhu leyo eyayiyinkedama.

Kwasa imvula imkile. Tinyatyambo ze gqi ziyiloo mibala mihle Kwakubeth'imphepho ehlayayo. Wayesazonwabise ngokugcakamela ilanga uCikizwa, suka kwece thu uNdlovu tothwana elusizi, eqhwalela yaye kunzima kuye ukulamba, ebhonga nokubhonga. Okoko wazalwa uCikizwa zange asive isikhalo esingako. UCikizwa wafowunela imbulseni ngokukhawuleza. Ithe isakubika imbulseni, wafumana uncedo uNdlovu, wabotsiswa umlenze wakhe, wahlatywa nembali kamva zaze imlungu zakhe zathomabala. Akuzwa engcono uNdlovu wamcoma kakuhlu uCikizwa ngobudele bakhe embulela ngala mazwi. Wadanduluka wenjenge, “Cikizwa mntwana wam, uze ungatshintshi, hla ulolu hlobo ulolu. Kanjalo uze uqhubeke uhlonipha yaye ubathande abantu nezilwanyana.”

amanzi angadani. yomela ngutata wakhe esaphila, apho wathi wenza nomjelo wokuba kakuhlu le mini. UCikizwa wasindiswa kukuba iboko yakhe yayenzwe imvula kangangokuba izilwanyana ezininzi zemka namanzi. Yayibuhlungu Ngemini elandelayo kwaneetha imvulakazi enkulu Yandiyondya ngamandla

loving everyone” said, “Cikizwa, my child, never change who you are. Keep on respecting and Elephant started to feel better, he thanked Cikizwa for her kindness. Then he bandaged and he was given an injection to help with the pain. As soon as When the ambulance arrived, Elephant got the help he needed. His leg was limping along and crying loudly. Kind Cikizwa quickly called an ambulance. cool breeze. Cikizwa was out enjoying the sunshine when she saw Elephant. Once the rain stopped, beautiful, colourful flowers appeared and there was a some of her friends it didn't get flooded. But Cikizwa still felt sad about what had happened to because her father had been clever enough to build a drain nearby so that were swept away by the nearby river. Cikizwa was safe in her little coop

The next day it rained and rained. It rained so heavily that many animals



A few kilometres down the road and it was my turn to be dropped off. Alone, in the dark, I hunkered down and hugged my knees. I knew about this part of camp. My older brother, Wesley, had told me about it. He'd done it when he was in Grade 7. He'd taught me how to handle it.

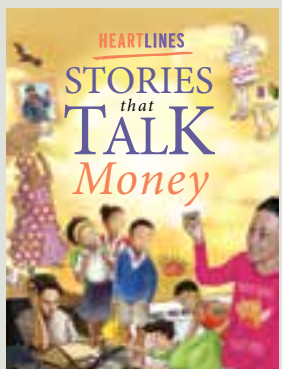
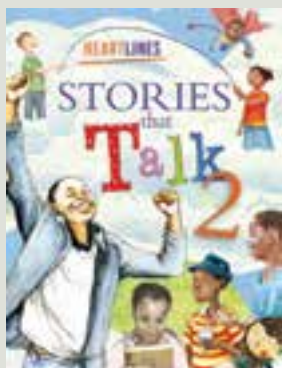
How was David coping? I wondered. David was a new boy. He'd just arrived from America. He'd never been out of the city. He'd never been to Africa. He'd never been into the veld. He was scared of spiders and bugs. Brandon and Vusi had told him that lions and rhinos still roamed wild at the camp site. And I knew he believed them. When they told him that spiders as big as plates jumped out of trees at night, I thought David was going to throw up he looked so scared.

Kwikhilomitha ezimbalewa sisehla ngendlela, kwafika elam ithuba lokushyeka. Ndedwa, ebumnyameni, ndachophya ndigone amadolo am. Ndandisazi ngcono ngale ndawo kule nkampu. Ndandixelelwe ngayo ngumkhuluwama wam, uWesley. Naye wayekhwe weza kuyo xa wayekwibanga lest-7. Wayendicibisile ngokuthi mize ndenze njani.

Ingaba bechu uDavid wayeqhuba njani? Ndzibuzwa oko. Kaloku uDavid wayeyinkwenkwe entsha. Wayesandul'ukufika evela eMelika. Wayengazange waphumela ngaphaya kwesixeko. Wayeqala ukuza eAfrika. Zange aye endle. Wayesosyika izigcawu nezimambuzane ezi zembala. UBrandon noVusi babemxelele ukuba ingonyama nemikhombe zizula-zula nje apho kweso siza sasinkampisho kuso. Futhi ndandisazi ukuba naye wakupholelwa ngamandla oko babemxelele kona. Bathi xa bemxelela ukuba izigcawu ezikhulu kangangepleyiti zehla emithini zitshibe ebusuku, ndacinga ukuba uDavid uza kusuka ahlanze ngenxa yokothuka kakhulu.

David walked to the open door like a man going to the executioner. At the door he paused, and I thought he was going to turn back, but then he jumped down into the road and crouched there as we drove away.

UDavid wathi chu ukuya ngasemnyango okwendoda le eya emntwini oza kuyixhoma. Wakhe wema ngxi ngasemnyango, ndade ndacinga ukuba uza kubuya umva, kodwa watsibela phandle endleleni, wabuthuma apho xa thina sasiqhubela phambili ngohambo.



This story comes from *Stories that Talk 2*, Heartlines' second collection of stories about values. For more information please email orders@heartlines.org.za or phone (011) 771 2540.

HEARTLINES
The Centre for Values Promotion

Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



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Champion of the night

Intshatsheli yobusuku

Helen Brain
Sheree Pornalis



Drive your
imagination

7

Engamashumi amabini ezayo.”

“Kukhuseleke ngokugqibeleleyo apha. Siza kukulanda kwimizuzu

“Ungabahoyi, nyana,” watsho uMnumzana Ndolo kuDavid.

“Asoyiki nje,” wahllekisa esisho uBrandon.

“Kungenjalo niya kugoduka ngeenyawo.”

“Thulani, nina nobabini,” wabayalela ngelo uMnumzana Ndolo,

kubhalawe emehlweni akhe.

UDavid wathi xa ejika ebaJonaga, ndakubona ukothuka nolojiko

eliswa kwamanye amazwe angaphandle.”

uBrandon. “Tshwamshwam elinencasa emnandi lengonyama

“Kungenzeka uqwenqwe uphela nya,” wakhwaza kwakhona

indlongondlongo futhi iyingozi.”

“Nemikhombe,” wahllekisa elandela ngelo uVusi. “Afrika

kumqolo wesibini ukusuka emva.

“Ulmkele ingonyama,” wagquma watsho uBrandon ehleli

Izandla zakhe zazisonqwe nkqi, zenziwe amanqindi.

ukusukuma kwayo. Ubuso bakhe basuka bamhlophe phatsha.

NDayibona inkwenkwana yomMeli isoyika ngenene

okwesihlangu ibhasi. “Eli lithuba lakho ke ngoku.”

“Kulungile ke, David,” watsho uMnumzana Ndolo, xa yayisima

badengakukhathalelanga konke-konke oko.

kwaye nakuba sasibahlaka, sibancitha nje, kwabonakala ngathi

kweza uWill. UPuma noDaisy bagqiba kwelokuba basale ebhasini,

apho yaba lithuba likaJenny-Lee, kwaze kwalandela uJoe, kwaphinda

sasigqibisa sisiza phambili. Emva kwekhilomitha elandelayo ukusuka

yomhlaba, esiya esibamncinane ngokubamncinane lo gama thina

uMarcus. Sabhekisa ngasemva sabona uMarcus emi endleleni

kuyo, uDavid, owangcangazela kakhulu xa yayisima ibhasi isehlisa

yayiyinkwenkwe eyayisandul’ukufika, endandiyiva ngokugqika

Esaleni kwam, owayegobele umqolo equbulile esitwini,

2

Every year our class goes on an adventure camp. We learn about hiking, and about how to rock climb, start a fire without matches, identify different kinds of birds, and how to look after the environment. This year I learnt something I will never forget. I learnt what it means to be really brave. It started with a game called, Champion of the Night.


On the second evening, when we’d had our sausages and baked beans, and washed our plates and cups, Mr Ndolo called us together and told us all to get into the bus. We were very excited. But we didn’t know what lay in store for us.

“You’ll learn more about yourself in these twenty minutes alone in the dark, in the wild, than you will all year in the classroom,” Mr Ndolo said as we drove away from the camp site into the black, black night. “It’s perfectly safe. There are no wild animals. When we drop you off, stay where you are, relax and enjoy the silence.”

“You’re dropping us off, alone?” squealed Meryl.

“But I didn’t bring my torch,”

called Marcus. “Can we go back and fetch it, Sir?”



10

NDayichitha loo mizuzu engamashumi amabini

ndicinga ngegela lephupha lam leNdebe yeHlabathi.

Zange kube kudala kubona izibane zebhasi

yesikolo zisiza phambi kwam, ndaphakama ndazolula.

Noko bekulula oku kunokuba bendicinga. Ndakhumula

ingebiso yomkhuluwa wam, ndaza ndayisibcenzisa.

“Kufuneka ungacinganga tu ngobumnyama nangeengxolo

ezingaqhelekanga. Cinga wena ngenye into nje. Luthintele

uloyiko lwakho ukuba unakho.” Kwandinceka kakhulu oko.

Ibhasi yasondele ngakum, yema, lwavuleka gengelele

ucango, ndaze ndatsibela ngaphakathi. Yayithe gabhu

ngabantwana besikolo, behleka, beveyela ukuba

sasigqithile eso silingo sinzima sokuhlala wedwa ebusuku.

YayinguDavid kuphela owayehleli etha cwaka; ubuso bakhe

bumhlophe phatsha.

15

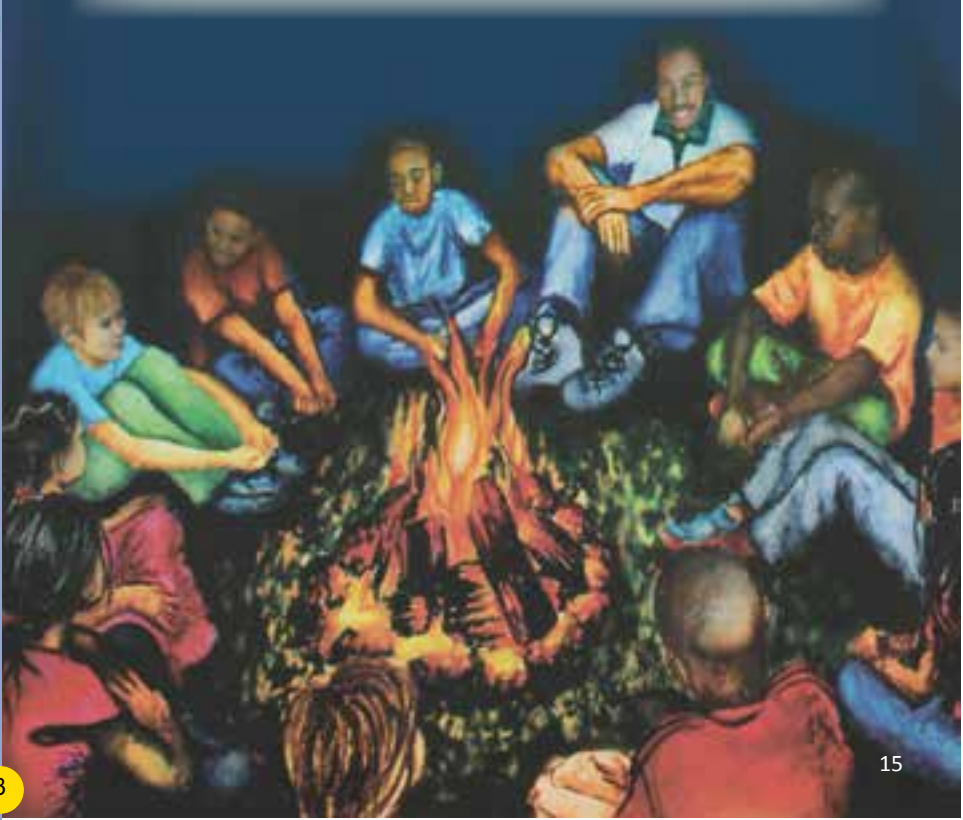
I spent the twenty minutes thinking up my dream team for the World Cup. It didn’t seem long when in the distance I saw the headlights of the school bus, and I stood up and stretched. It had been easier than I thought. I had taken my brother’s advice. “Don’t think about the dark and the funny noises. Think about something else. Block out your fear if you can.” It had helped.

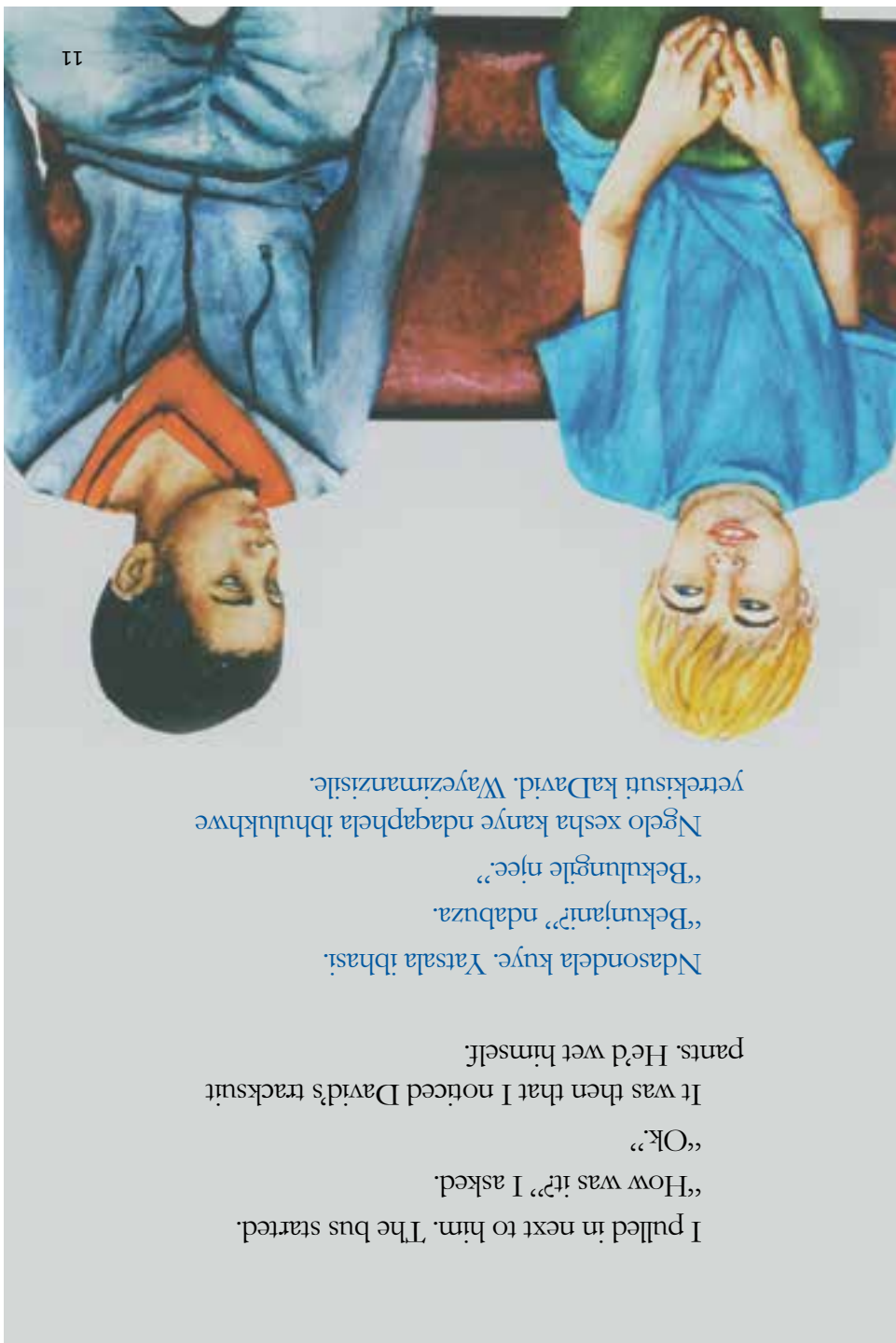
The bus pulled up next to me, the door swung open, and I jumped aboard. It was half full of kids, laughing and cheering with relief that the ordeal was over. Only David sat in silence; white faced.

8

Across the campfire David lifted his head for the first time that night. He caught my eye, and I knew that I was looking at the bravest of us all, wet tracksuit pants and all.

Engaphaya kweziko, uDavid waphakamisa intloko yakhe okokuqala ngobo busuku. Amehlo ethu adibana, ndaze ndazi mhlophe ukuba ndandijongene nelona gorha lisogqitha sonke, elingoyikiswa yibhulukhwe emanzi yetrekisuti nako konke nje okunye.





I pulled in next to him. The bus started.
 “How was it?” I asked.
 “OK.”
 It was then that I noticed David’s tracksuit pants. He’d wet himself.
 Ndasondelela kuye. Yatsala ibhasi.
 “Bekunjanini?” ndabuza.
 “Bekulungile njec.”
 Ngelo xesha kanye ndagaphela ibhulukhwe yetrekisuti kaDavid. Wayezimanzisile.

David just sat there, looking smaller and more miserable. He looked ashamed of himself.

And then I knew what I had learnt during Champion of the Night. I put up my hand.

“Yes, Ryan,” said Mr Ndolo. “What did you learn?”

“Sir, I learnt that being brave doesn’t mean not being afraid. A really brave person is someone who is very, very scared, and who does the thing they are scared of, right through to the end, without complaining or making a fuss.”

UDavid wazihlalela nje apho ethe khunubembe, ekhangeleka ngathi udliwa ziinzingo. Wayebukeka eneentloni ngesiqu sakhe.

Kwathi qatha kum ke ngoko into endandiyifundile kukhuphiswano lweNtshatsheli yoBusuku. Ndaze ndaphakamisa isandla sam.

“Ewe, Ryan yitsho,” watsho uMnumzana Ndolo. “Ufunde ntoni wena?”

“Mnumzana, mna ndifunde into yokuba, ukukhalipha akuthethi ukungoyiki. Igorha lenene ngumntu owoyika kakhulu, kakhulu, umntu owenza yona kanye le nto ayoyikayo, ayenze kude kube sekupheleni okanye ayigqibe, ngaphandle kokukhalaza okanye kokufeketha.”

Next to me, hunched on the seat, I could feel the new boy, David, trembling as the bus stopped and dropped off Marcus. We looked back and watched Marcus standing on the dirt road, getting smaller and smaller as we drove away. A kilometre on it was Jenny-Lee’s turn, then Joe, then Will. Puma and Daisy decided to stay in the bus, and we all teased them, but they didn’t seem to mind.

“Right, David,” Mr Ndolo said, as the bus stopped for the fifth time. “Your turn.”

I could feel the small American boy’s fear as he got up. His face was white. His hands clenched in tight fists. “Watch out for lions,” roared Brandon from two rows back.

“And rhinos,” scoffed Vusi. “Africa is wild and dangerous.”

“You might get eaten up,” called Brandon. “A nice tasty imported snack for a lion.”

David turned to them, and I saw the terror in his eyes. “Be quiet, you two,” ordered Mr Ndolo, “or I’ll make you both walk home.”

“We’re not scared,” scoffed Brandon.

“Take no notice of them, son,” Mr Ndolo said to David. “It’s perfectly safe. We’ll be back to pick you up in twenty minutes.”

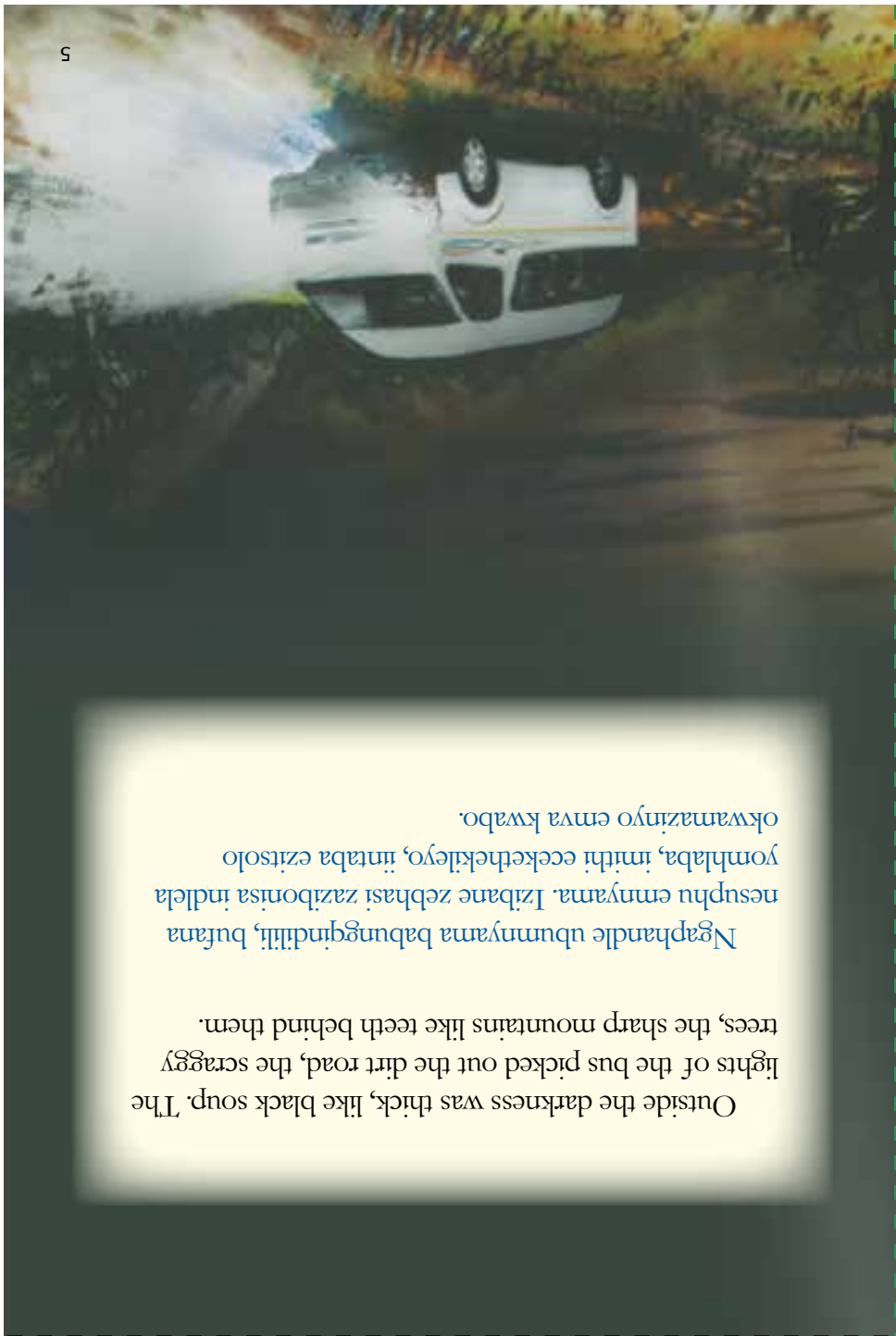
Kunyaka ngamnye iklasi yethu iyazikhupha iye enkampini yodelo-ngozi. Sifunda ngohambo olude lokusela umoya kwimixethuka, nangendlela yokunyuka emaweni, ukuphamba nokubasa umlilo ngaphandle kwematshisi, ukuchonga iintlobo ezahluka-hlukileyo zeentaka, nendlela yokulondoloza ubume obusingqongileyo. Kulo nyaka ndifunde into endingenakuze ndiyilibale. Ndifunde ukuba kuthetha ukuthini na ukukhalipha kokwenene. Oku kwaqala ngomdlalo othi, iNtshatsheli yoBusuku.

Kwingokuhlwa yesibini, emva kokuba sigqibe ukutya iisoseji neembotyi zethu ezinkonkxiweyo, saze sahlamba iipleyiti neekomityi zethu, uMnumzana Ndolo wasibiza sonke, waze wasiyalela sonke ukuba sikhwele ebhasini. Sasinemincili ngokugqithisileyo. Kodwa sasingazi ukuba silindelwe yintoni na phambili.

“Uza kufunda okukhulu ngawe kule mizuzu engamashumi amabini kuphela uhleli ebumnyameni, endle, kunako konke obunokukufunda unyaka wonke xa ubuseklasini,” watsho uMnumzana Ndolo lo gama aqhuba ibhasi, iphuma kwisiza sekampu, kubusuku obumnyama thsu. Nikhuseleke ngokugqibeleleyo. Akukho zilwanyana zasendle zinoburhalarhume. Xa sinehlisa, hlalani kuloo ndawo sinithobe kuyo, ningaxhalabi, nonwabele inzolo.”

“Uza kusishiya apha, sodwa?” watswina ebuza uMeryl.

“Hayi bo, andiyiphethanga nje itotshi yam,” wakhwaza esitsho uMarcus. “Singabuyela umva siyilande, Mnumzana?”



Outside the darkness was thick, like black soup. The lights of the bus picked out the dirt road, the scraggy trees, the sharp mountains like teeth behind them.

Ngaphandle ubumnyama babungqindlili, bufana nesuphu emnyama. Izibane zebhasi zazibonisa indlela yomhlaba, imithi ecekehekileyo, iintaba ezitsole okwamazinyo emva kwabo.

“The whole point of the exercise,” said Mr Ndolo, “is to experience being all alone, at night, in the veld. You’ll be surprised at how much you learn about yourself.”

At the front of the bus, Pumla and Daisy were looking scared stiff. “Do we have to do it, Sir?”

Mr Ndolo patted Daisy’s shoulder. “Of course you don’t have to. It’s voluntary. But I would encourage you all to give it a try.”

“I’m not scared,” called Vusi, from the back of the bus.

“Injongo yesi senzo siphелеle,” watsho uMnumzana Ndolo, “kukufumana amava okuba wedwa, ebusuku, endle. Niyakumangaliswa zizinto ezininzi ezintsha eninokuzifunda ngeziqo zenu.”

Ngaphambili ebhasini, uPumla noDaisy babekhangeleka bephelile kukoyika. “Ingaba kunyanzeleke ukuba sikwenze oku, Mnumzana?”

UMnumzana Ndolo wambambazela uDaisy egxalabeni. “Hayi akunyanzelekanga. Yintando yakho. Kodwa ndiyanikhuthaza xa ninonke ukuba nizame.”

“Andoyiki tu mna,” wakhwaza esitsho uVusi, ehleli ngasemva ebhasini.

Later we sat around the fire drinking hot cocoa and toasting marshmallows.

“Let’s talk about this exercise,” said Mr Ndolo. “What did we learn?”

“I learnt that I’m never doing that again,” laughed Claudette. “I was so scared.”

“Me too,” said Pumla. “I hated it. Next time I am so taking a torch with me.”

“You didn’t even get off the bus,” laughed Will. “Why were you scared?”

“How about you, Brandon,” asked Mr Ndolo. “How did you cope?”

“I wasn’t scared.”

“You’re so brave, Brandon,” said Claudette. “You’re so lucky.”

Brandon pulled back his shoulders. “I could have stayed there all night,” he said. “It didn’t bother me.”

“Me neither,” interrupted Vusi. “If a lion had come along, I would just have wrestled it to the ground with my bare hands.”

Everyone laughed, and some people looked over at David because they knew Vusi was saying it to tease him.

Emva koko sotha umlilo sisela ikoko eshushu, sigcada neelekeze ezilafulafu.

“Makhe sithethe ngale nto nigqiba kuyenza,” watsho uMnumzana Ndolo. “Sifunde ntoni kule nto?”

“Ndifunde ukuba ndingaze ndiphinde ndikwenze oku kwakhona,” wahleka esitsho uClaudette. “Indlela ebendisoyika ngayo.”

“Nam ngokwam,” kwatsho uPumla. “Ndiyayicaphukela kakhulu le nto. Kwithuba elizayo ndiya kuphatha itotshi.”

“Khangе wehle nasebhasini nje,” wahlekisa ngelitshoyo uWill. “Ubusoyika ntoni?”

“Bekunjani kuwe, Brandon?” wabuza uMnumzana Ndolo. “Ukwazile ukunyamezela?”

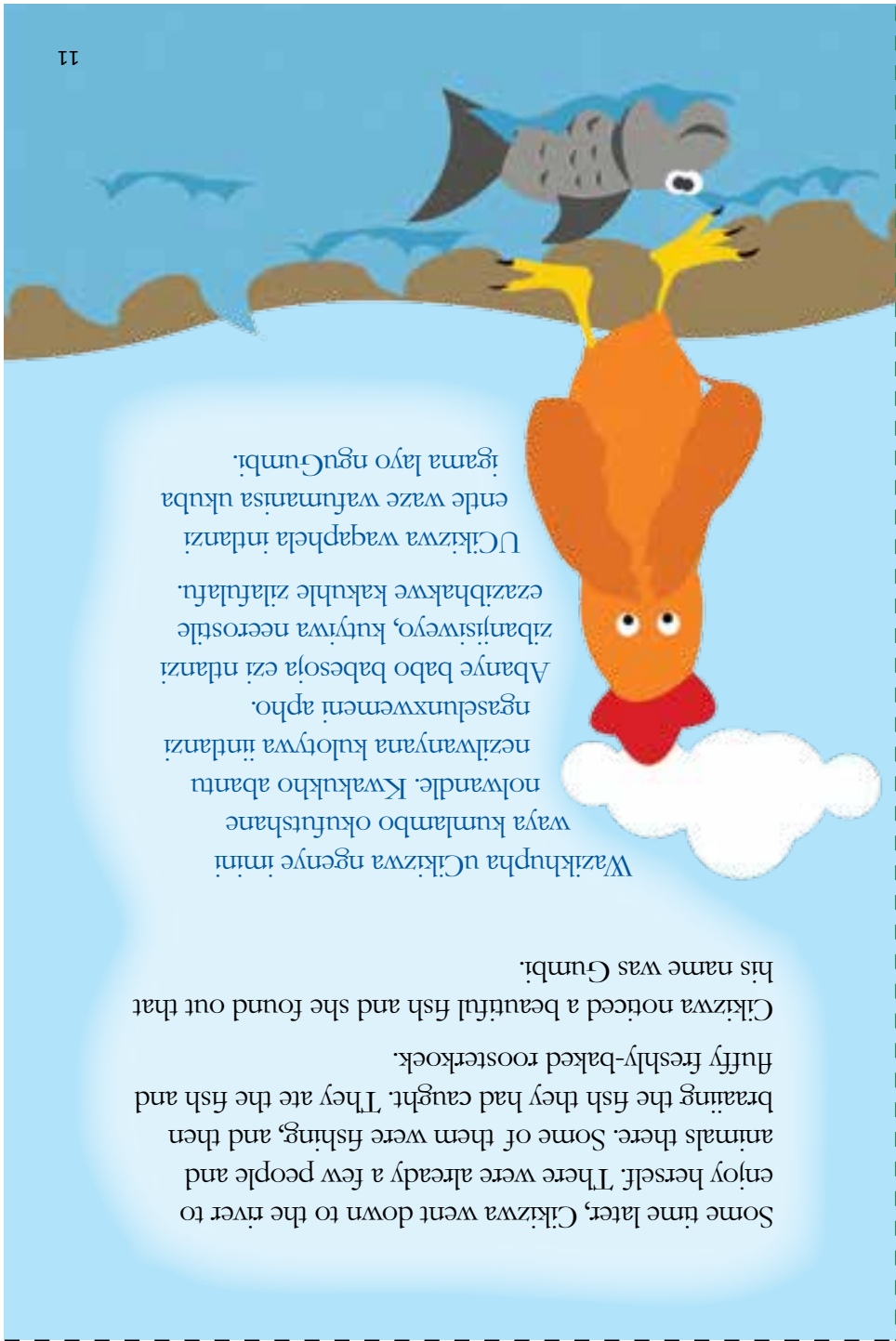
“Bendingoyiki nto tu.”

“Uligorha kakhulu, Brandon,” watsho uClaudette. “Unethamsanqa loko.”

UBrandon wanyusa amagxa, wazikhukhumalisa. “Bendinokuhlala ubusuku bonke phaya,” watsho. “Bekungandikhathazi tu ukuhlala phaya.”

“Nam, khangе ndoyike,” wangenelela ngelitshoyo uVusi. “Ukuba nje bekunokucwela ingonyama, bendiya kulwa nayo ndiyoyise ngezandla ezi zam zizodwa.”

Wonke umntu wayehleka, abanye bajonga uDavid kuba babesazi ukuba uVusi ukuthethiswa oku kukuncitha yena.



Some time later, Cikizwa went down to the river to enjoy herself. There were already a few people and animals there. Some of them were fishing, and then braising the fish they had caught. They ate the fish and fluffy freshly-baked roostercock.

Cikizwa noticed a beautiful fish and she found out that his name was Gumbi.

Wazikhupha uCikizwa ngenye imini waya kumlambo okufutshane nolwandle. Kwakukho abantu nezilwanyana kulotywa intlanzi ngaselunxwemeni apho. Abanye babo babesoja ezi ntlanzi zibanjisiweyo, kutywa ncerostile ezazibhakwe kakuhle zilafula. UCikizwa waqaphela intlanzi entle waze wafumanisa ukuba igama layo nguGumbi.

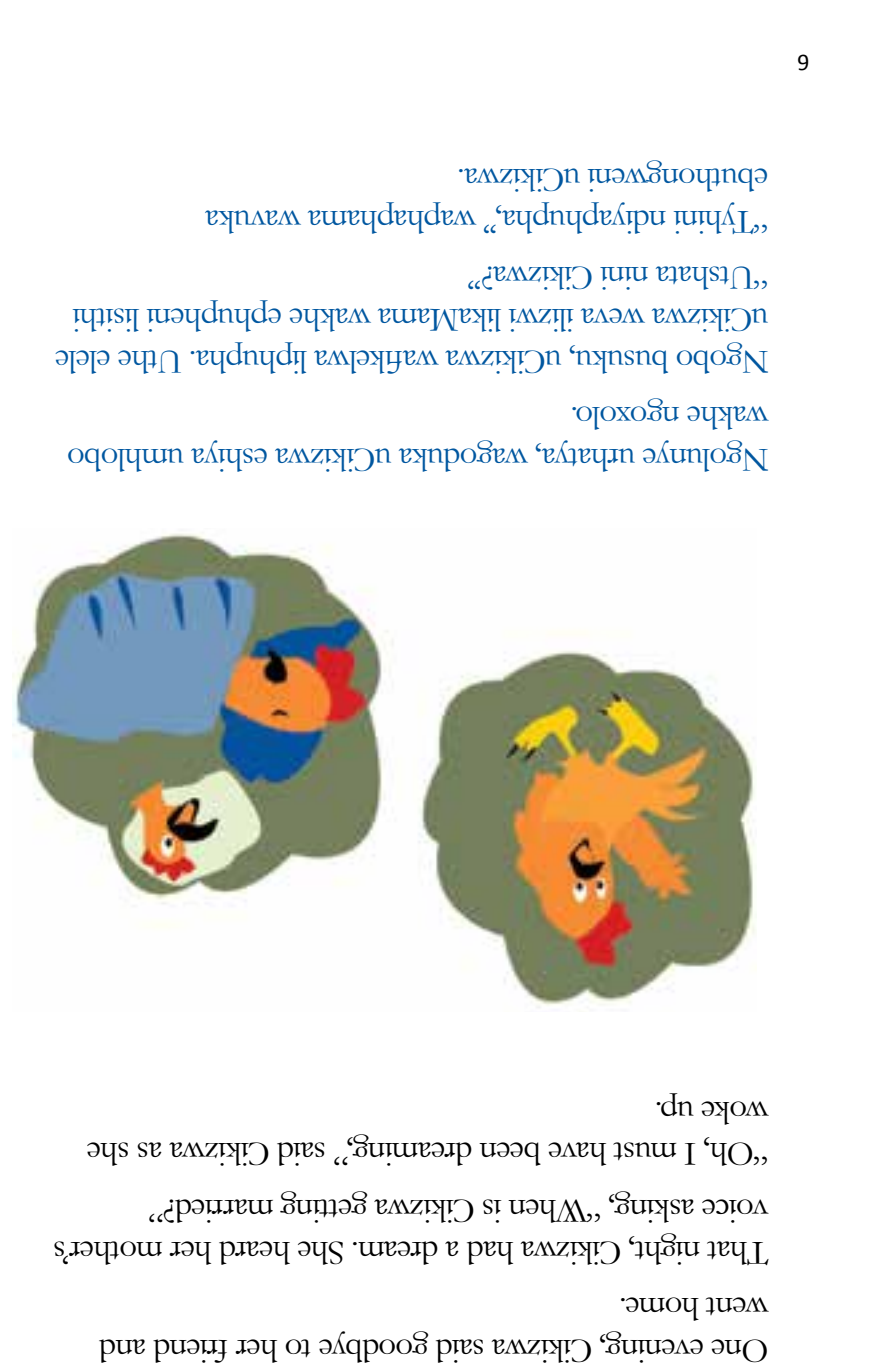
Their wedding day arrived. The sun was blazing hot. What a wonderful wedding it was! The animal choir sang beautifully. Iguanas, whales, crocodiles, seals, sharks, dolphins, sheep, cattle, dogs, antelopes, hares, porcupines, water snakes and other animals all sang together:

*“It is enjoyable here at the wedding of the fish.
It is enjoyable here at the wedding of the chicken!”*

Ngokwenene yafika imini ekade ixelwa. Ilanga likhuph’intlanzi emanzini.

Wawungemhle umtshato yehaa! Zatsho ngekwayala ecula kamnandi izilwanyana. Kwakukho ooxam, iminenga, iingwenya, iintini, ookrebe, amahlengesi, iigusha, iinkomo, izinja, iimpunzi, imivundla, iincanda, amazilenzi nezinye ke. Zazimanyene kule ngoma:

*“Kummand’aph’emtshatweni weNtlanzi.
Kummand’aph’emtshatweni weNkukhu!”*



One evening, Cikizwa said goodbye to her friend and went home.

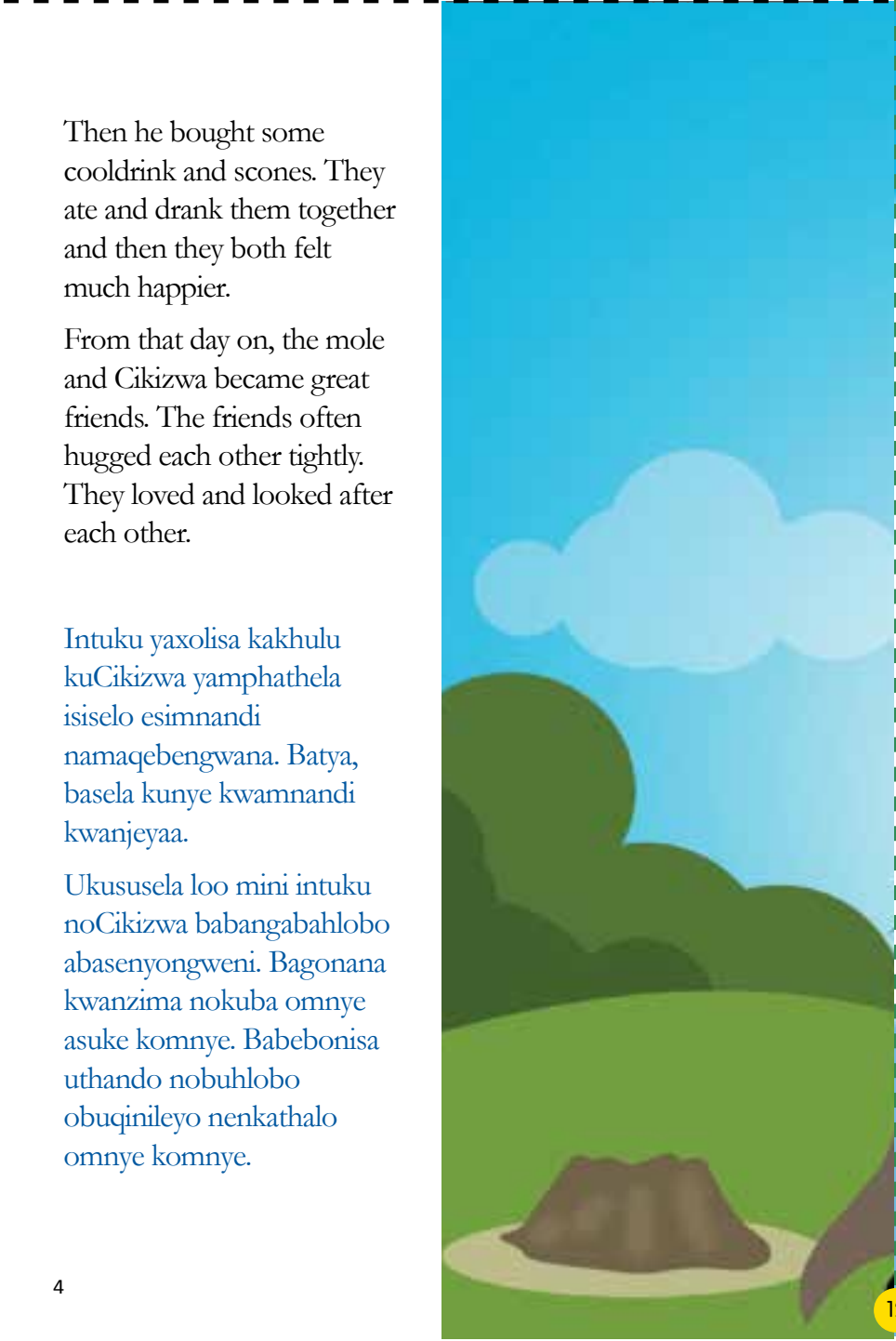
That night, Cikizwa had a dream. She heard her mother’s voice asking, “When is Cikizwa getting married?”

“Oh, I must have been dreaming,” said Cikizwa as she woke up.

One day Cikizwa was out looking for food when she saw a mole coming out of his hole. She started speaking to the mole, but he ignored her. Tears poured down Cikizwa’s face as she wept bitterly, and so the mole apologised for hurting her feelings.



Ngenye imini wathi uCikizwa esakhangela ukutya wabona intuku iphuma emngxunyeni wayo. Wathi xa esazama ukuyincokolisa intuku, yamphoxa kanobomi esathetha nayo. Walila uCikizwa ebuhlungu, egixa, yaza yaxolisa intuku xa imbona elila.



Then he bought some
cooldrink and scones. They
ate and drank them together
and then they both felt
much happier.

From that day on, the mole
and Cikizwa became great
friends. The friends often
hugged each other tightly.
They loved and looked after
each other.

Intuku yaxolisa kakhulu
kuCikizwa yamphathela
isiselo esimnandi
namaqebengwana. Batya,
basela kunye kwamnandi
kwanjeyaa.

Ukususela loo mini intuku
noCikizwa babangabahlobo
abasenyongweni. Bagonana
kwanzima nokuba omnye
asuke komnye. Babebonisa
uthando nobuhlobo
obuqinileyo nenkathalo
omnye komnye.

Gumbi and Cikizwa got to know each other and quickly became
friends. Cikizwa even decided to stop eating fish out of respect
for Gumbi.

Some of the other animals laughed at them and said, “How can
a fish and a chicken be friends?”

But Gumbi and Cikizwa didn’t care. They became even closer.
Gumbi taught Cikizwa how to swim and dive, and Cikizwa
taught Gumbi how to scratch in the sand for food.

Eventually Gumbi asked Cikizwa to marry him. Cikizwa agreed
immediately. Together they decided to have their wedding the
following Saturday at a place that they both loved near the river.

Ugumbi noCikizwa bakhawuleza bazana, baze bangabahlobo
abakhulu, kwaye babesoloko bechitha ixesha kunye nale ndanzi.
Kangangokuba uCikizwa wagqiba ekubeni ayke ukutya indanzi
kuba ehlonipha uGumbi.

Ezinye izilwanyana zamane zihlekisa ngobu buhlobo benlazi
nenkukhu zisithi, “Inene le nto iza kuphela emoyeni. Yinto
eyakha yakho phi na ukulobana kwenkukhu nenlazi?”

Basuka uGumbi noCikizwa bathandana ngokungakumbi.
UCikizwa wafundiswa ukugqibha, abethe is’gagamu, isigolo,
antwile nokuntywila. Kwelinye icala uGumbi wafundiswa
ukugqwaza, ezikhangelela ukutya.

Ekugqibeleni uGumbi wacela umtshato kuCikizwa. UCikizwa
wawuma ngoko nangoko. Bobabini bagqiba ukuba mabathate
ngomGqibelo olandelayo kulaa ndawo yabo yesiqhelo
isecaleni komlambo.

Here are a few questions that some of the Na'ibali FUNda Leaders have sent us – as well as our advice to them.

- **Many people in my community don't show much interest in literacy. What can I do?**

One of the roles of a FUNda Leader is to engage with community members and parents. By demonstrating to them how reading clubs work and how storytelling works, you will slowly but surely grow their interest in reading and writing. Remember that change sometimes takes a little time, but it is individuals like you who are making it happen!

Na'ibali is always here to support you! To get support and encouragement from other FUNda Leaders, create your own FUNda Leader profile on the Na'ibali mobisite (www.nalibali.mobi).

- **I'm struggling to create opportunities for children in my community to come and enjoy reading. What do you suggest?**

One way to overcome this challenge is to attend FUNda Leader workshops in your area, and to have a good connection with the Na'ibali Literacy Mentor in your community. Na'ibali often has local literacy activities and events. You can attend these and bring children with you.

A great way to find safe reading spaces is to partner with organisations who focus on literacy or on helping children. These organisations are often very willing to assist and help where they can!

- **We need resources, but the nearest library is far away from our village. Please help!**

You can always find free, fun stories in all South African languages on our website (www.nalibali.org) if you run out of books to read.

- **The children I know, don't like to read. They prefer social media. How can I get them reading?**

You can use this to your advantage. Many of the Na'ibali reading resources, like stories and rhymes, can be found online and are also shared on our Facebook page.

Encourage children to write stories. They can then submit them online on the Na'ibali website (www.nalibali.org) or post them on their own Facebook pages. Also encourage them to share information on their Facebook pages about books they have enjoyed reading. In this way, they will get responses from their friends about their stories and the things they enjoy reading – and it may motivate even more children to do the same!

- **How do I remain positive?**

Look for the small, positive changes that are happening around you. Notice the children's progress with reading and writing, and with telling stories. Also, attend workshops whenever you can and look for support from other community members.

If you ever feel alone or demotivated, remember that Na'ibali and other FUNda Leaders are simply a click away. Create your FUNda Leader profile on the Na'ibali mobisite (www.nalibali.mobi). Simply click on "Register" to connect directly with Na'ibali and other FUNda Leaders.

Together, we can inspire and support each other!

Do you have questions about how to encourage reading and writing in your community? Na'ibali will answer them for you! Email your questions to info@nalibali.org or phone our call centre on 02 11 80 40 80.

Ingaba unemibuzo malunga nendlela onokukhuthaza ngayo ukufunda nokubhala kuluntu ekuhlaleni? UNa'ibali uza kukunika iimpendulo zayo! Thumela imibuzo yakho ngeimeyili ku-info@nalibali.org okanye ufowunele iziko lethu leminxeba ku-02 11 80 40 80.



Dear Na'ibali ...
Na'ibali othandekayo ...

WRITE TO US!
SIBHALELE!

The Na'ibali Supplement
The Na'ibali Trust
Suite 17-201, Building 17
Waverley Business Park
Wyecroft Road
Mowbray
7700

info@nalibali.org

Nantsi imibuzo embalwa ethunyelwe zezinye iiFUNda Leader zikaNa'ibali kuthi – kunye neengcebiso zethu kubo.

- **Abantu abaninzi abasekuhlaleni ababonakalisi mla kwilitheresi. Ndingenza ntoni?**

Enye yeendima ezidlalwa yiFUNda Leader kukubandakanya nokuthetha-thethana namalungu oluntu ekuhlaleni nabazali. Ngokubabonisa indlela ezisebenza ngayo iiklabhu zokufunda kwakunye nendlela ekusebenza ngayo ukubalisa amabali, ngokuqinisekileyo uya kukhula ngokukhula umdla wabo ekufundeni nasekuhlaleni. Khumbula ukuba ngamanye amaxesha inguquko ithatha ixeshana elithe nyi noko, kodwa ngabantu abafana nawe lo abenza kwenzeke!

UNa'ibali uya kusoloko ekho ukuze akunike inkxaso! Ukuze ufumane inkxaso nenkuthazo kwezinye iiFUNda Leader, yila eyakho iprofayili emfutshane yeFUNda Leader kwimobhisayithi kaNa'ibali (www.nalibali.mobi).

- **Ndisokoliswa kukudala amathuba okuba abantwana abaphakathi koluntu lwendawo endihlala kuyo beze konwabela ukufunda. Ucebisa ntoni?**

Enye yeendlela zokufundisa lo mngeni kukuya kwiindibano zocweyo ezizezokufundisana kweeFUNda Leader kwindawo ohlala kuyo, kwanokunxibelelana ngokukoko nekhankatha okanye uMcebisi weLitheresi wakwaNa'ibali osebenza kwindawo ohlala kuyo. UNa'ibali ukhulisa ukuba nemisetyenzana kunye neminyhadala yelitheresi ebanjelwa apha ekuhlaleni. Unakho ukuza kwezi ndibano uhamba nabantwana bakho.

Indlela ehamba phambili yokufumana izithuba ezikhuselekileyo zokufunda kukusebenzisana nemibutho ejolisa kwilitheresi okanye ekuncedeni abantwana. Le mibutho ikhulisa ukuba nothakazelelo olukhulu lokuncedisa nokunceda apha inkhosi!

- **Sidinga imithombo yolwazi, kodwa elona thala lisondeleyo kuthi likude kakhulu kwilali yethu. Ncedani!**

Unakho ufumana nanini na amabali asimahla, nawonwabisa ngazo zonke iilwimi zaseburhulumenteni baseMzantsi Afrika kwiwebhusayithi yethu (www.nalibali.org) ukuba ubona sowungasenzazwadi zokufunda.

- **Abantwana endibaziyo abakuthandi ukufunda. Bakhetha ukungena kumaqonga onxibelelwano, bacofa iifowuni. Ndingabakhuthaza njani ukuba bafunde?**

Oku ungakusebenzisa ngendlela eza kuba luncedo kuwe. Uninzi lwemithombo yokufunda kaNa'ibali, njengamabali nezicengcelezo zabantwana, ziyafumaneka kwi-intanethi, kananjalo kwabelwana ngawo kwikhasi lethu likaFacebook.

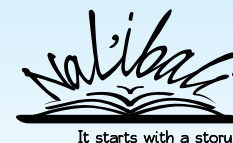
Khuthaza abantwana ukuba babhale amabali. Banokuwangenisa ngeintanethi kwiwebhusayithi kaNa'ibali (www.nalibali.org) okanye bawapose kumakhasi abo kaFacebook. Kananjalo bakhuthaze ukuba babelane ngolwazi kumakhasi abo kaFacebook malunga neencwadi abaye bonwabela ukuzifunda. Ngale ndlela, baya kufumana iimpendulo ezivela kubahlobo babo malunga namabali abo nezinto abonwabela ukuzifunda – kanti oko kunokukhuthaza nabanye abantwana ukuba benze njalo!

- **Ndingahlala njani ndisethembeni nasemleni?**

Khangela iinguquko ezincinane, ezinika ithemba nezenzeka ebomini bakho nakule ndawo ikungqongileyo. Qaphela inkqubela yabantwana kubuchule babo bokufunda nokubhala, kwanobokubalisa amabali. Kwakhona, yiya kwiindibano zocweyo nezokufundisana nanini xa unakho ukuze ufumane inkxaso kwamanye amalungu asekuhlaleni.

Ukuba ukhe uzive uwedwa okanye utyhafile, khumbula ukuba uNa'ibali nezinye iiFUNda Leader abakude kuwe, kukucofa nje iqhosha kanye. Yila iprofayili emfutshane yakho yeFUNda Leader kule mobhisayithi (www.nalibali.mobi). Cofa nje ku"Register" ukuze unxibelelane ngqo noNa'ibali kunye nezinye iiFUNda Leader. Xa sikunye, singakhuthazana, sinikane inkxaso!

The leopard, the otter and the mouse



Retold by Wendy Hartmann ★ Illustrations by Mieke van der Merwe

Once, a very long time ago, all the animals were thin. This was because there was not enough food to eat.

But Otter, his wife and all his children were quite fat. They didn't seem to be hungry at all. You see, Otter was very, very clever. He had found a shallow lake full of fish, but he told no one. Every morning he went to the lake and brought back just enough food for himself and his family.

Leopard was thin and hungry. He was always looking for something to eat. One day, he saw Otter and noticed how fat he was.

"Mmmm," said Leopard. "What is going on here? I think I should watch this otter."

So, the next morning he hid himself in the long grass near Otter's house and waited. At last Otter came along. He walked quite slowly, carrying a basket which seemed to be very heavy. Leopard sprang out of the long grass.

"WHAT have you got in that basket?" Leopard shouted.



"Oh! Ummm ... firewood! I'm carrying firewood back to my home," said Otter. But he had forgotten that Leopard had a very good nose that could smell EVERYTHING.

"Oh no," growled Leopard, "I can smell fish and I am going to eat it all."

Otter knew he was too slow to get away from Leopard, who was a very fast runner. But Otter was VERY clever.

"Okay," said Otter. "Let's sit down under this shady tree." They sat down and Otter suggested, "Why don't you make a fire while I go to my house to fetch some salt, pepper and oil, then we can have a delicious meal together."

"Good idea," said Leopard jumping up to search for dry wood for the fire.

So, Otter went off to his house. Soon he was back with the salt, pepper and oil. He also brought a long piece of strong rope. He put everything on the ground, and began frying the fish.

"Leopard," he said, "while we are waiting for the fish to cook, let's play a game. We'll use this rope. We'll tie each other to the tree. You may tie me up first. When I say, 'LOOSE', you must tighten the rope. When I say, 'TIGHT', you must loosen the rope."

Now, that was the wrong way round. Everyone knows that tight means tight and loose means loose. But Leopard was hungry. He thought the game would make the time pass more quickly until the fish was cooked.

"Good idea," Leopard said.

Otter stood with his back to the tree. "Okay, ready, LOOSE!"

Leopard jumped up and tied Otter to the tree. After a while Otter shouted, "TIGHT!" and Leopard unfastened the rope to set Otter free.

"Now, Leopard, it is your turn," said Otter.

Leopard sat with his back against the tree and called out, "LOOSE!"

Otter quickly tied Leopard tightly to the tree.

After a little while, Leopard shouted, "OKAY, TIGHT!" But instead of playing the game the way he had explained it, Otter tightened the rope around Leopard. He tied it so tightly that Leopard could not get free.

"Come on!" shouted Leopard. "I'm tired of this game now."

Otter just laughed. He sat down at the fireside and ate his meal. When he had finished, he packed up the rest of the fish for his family, and went home.

Leopard roared and roared and roared. "HEEEELPPPP!!!" For the rest of the day and the whole of that night, Leopard called out for someone to help him. No one came.

Now, luckily for Leopard that is not the end of this story. In the morning, he roared again, "HELP! HEEELPPPP!!!"

This time, Mouse came by and saw Leopard.

"What are you doing there, tied up to that tree?" asked Mouse.

"I was playing a game of loose and tight with Otter and he just left me here to starve," said Leopard. "Please, please set me free. You have such sharp teeth and you could nibble through the rope quickly."

Mouse felt sorry for Leopard, but he knew that if he let Leopard go, he would be eaten. "I'm not sure," Mouse said.

"Please," begged Leopard. "I've been here for a day and a night. I'm so thirsty and hungry."



Poor Mouse. He was kind-hearted, but very silly. He started to nibble the rope. He nibbled through a few strands and waited. Nothing happened. Leopard did not move. Mouse then nibbled through all the strands, one after the other, until at last Leopard was free.

"WRAAAAA!" roared Leopard. Instead of being thankful, he tried to grab Mouse. "WRAAAA!" he roared again as he struck out with his big paw.

Poor Mouse squeaked and dived for a nearby hole. He was quick, but not quite quick enough. Leopard's sharp claws hit his back just before he escaped into the hole.

Ever since then, otters and leopards do not talk to each other. Mice do not talk to leopards either. And mice will also not talk to otters because they blame the otters for starting the trouble.

And ever since that day, the poor, poor mouse has stripes on its fur. And everyone knows that those are the scratches once made by the leopard's claws.



Drive your
imagination

Ihlosi, intini nempuku

Libaliswa kwakhona nguWendy Hartmann ✨ Imifanekiso izotywe nguMieke van der Merwe

Indawo
yamabali

Kudala-dala mhlamnene, zonke izilwanyana zazibhityile. Oku kwakusenziwa kukuba zazingenakutya kwaneleyo.

Kodwa yena uNtini, inkosikazi yakhe nabo bonke abantwana bakhe babetyebe kakhulu. Babengabonakali belamba nakancinane. Uyabona, uNtini lo wayekrelekrele kakhulu, kakhulu. Wayefumene ichibi elingekho nzulu nelalizele ziintlanzi, kodwa akazange axelele nomnye umntu. Qho kusasa wayesiya echibini apho, aze abuye nokutya okulingene nje yena kunye nosapho lwakhe.

UHlosi wayebhityile kwaye elamba. Wayesoloko ezingela ukutya. Ngenye imini wabona uNtini, waze waqaphela indlela atyebe ngayo.

“Mmmm,” watsho uHlosi. “Kwenzeka ntoni apha? Ndinga ukuba kuza kufuneka ukuba ndiyiqwalasele le ntini.”

Ngoko ke, ngentsasa elandelayo wazifihla engceni ende kufuphi nendlu kaNtini waze walinda. Ekugqibeleni wathi gqi uNtini. Wayehamba ngokucutha, ephethe ibhasikithi eyayibonakala inzima kakhulu. UHlosi watsiba, ephuma kuloo ngca inde nefukufuku.

“YINTONI le uyiphethe ngaloo bhasikithi?” wakhwaza esitsho uHlosi.



“Owu! Ammm ... ziinkuni! Ndivela kutheza, ngoku ndiphethe iinkuni endigoduka nazo,” watsho uNtini. Kodwa wayelibele ukuba uHlosi wayenempumlo ebukhali gqitha, ekwazi ukujoja YONKE NJE INTO.

“Hayi bo,” wavungama uHlosi, “Ndiva ivumba lentlanzi kwaye ndiza kuyitya yonke.”

UNtini wayesazi ukuba akanakuze amshiye uHlosi, owayeyimbaleki enamendu kakhulu. Kodwa uNtini wayekrelekrele KAKHULU.

“Kulungile ke,” watsho uNtini. “Masihlale phantsi kwalo mthi onomthunzi.” Bahlala phantsi waze uNtini wathi, “Kutheni ungabasi nje ngeli lixa mna ndisaya endlwini ukuya kulanda ityuwa, ipepile neoyile, ukuze sitye isidlo esimnandi kunye.”

“Unyanisile,” watsho uHlosi sele etsiba ukuya kutheza iinkuni ezomileyo ukuze abase.

Nanko ke, naye uNtini esiya endlwini yakhe. Msinyane wabuya netyuwa, ipepile neoyile. Wayephethe nentambo ende eyomeleleyo. Wabeka phantsi konke, waze waqalisa ukuqhotsa intlanzi ngamafutha.

“Hlosi,” watsho embiza, “ngoku sisalinde intlanzi ukuba ivuthwe, masibe sidlala umdlalo. Siza kusebenzisa le ntambo. Siza kubophelelana emthini. Ungaqala ngokubophelela mna lo kanye. Xa ndisithi, ‘XENGAXENGISA’, kufuneka uyiqinise intambo. Xa ndisithi, ‘QINISA’, kufuneka uyixengaxengise intambo.”

Kaloku, yayikukubhidanisa imiyalelo oko. Wonke umntu uyazi ukuba ukuqinisa kuthetha ukuqinisa qha qwaba, ze kona ukuxengaxengisa kuthethe ukuxengaxengisa. Kodwa uHlosi wayelambe kakhulu. Wayecinga ukuba lo mdlalo uza kuhambisa ixesha ngokukhawuleza ukuze ikhawuleze ivuthwe intlanzi.

“Kulungile,” watsho uHlosi.

UNtini wema, weyama emthini ngomqolo. “Ngxatsho ke, zilungiselele, XENGAXENGISA!”

UHlosi waxhuma waze wabophelela uNtini emthini. Ethubeni uNtini wakhwaza esithi, “QINISA!” waza uHlosi wayixengaxengisa intambo ukuze akhululeke uNtini.

“Ngoku ke, Hlosi, lithuba lakho,” watsho uNtini.

UHlosi wachopha, weyama emthini ngomqolo waze wakhwaza, “XENGAXENGISA!”

UNtini wakhawuleza wabophelela uHlosi emthini waqinisa.

Emva kwexesha, uHlosi wakhwaza, “KULUNGILE, QINISA!” Kodwa endaweni yokudlala umdlalo ngendlela ebewuchaze ngayo, uNtini wayiqinisa ngakumbi intambo leyo ebebophelele ngayo uHlosi. Wayiqinisa kangangokuba uHlosi angakwazi ukukhululeka.

“Hayi kaloku!” wakhwaza njalo uHlosi. “Ndidiniwe mna ngulo mdlalo ngoku.”

UNtini wasuka wahleka. Wahlala ngasemlilweni, watya isidlo sakhe. Akuba egqibile, wapakishela usapho lwakhe intlanzi eseleyo, wagoduka.

UHlosi wagquma kwaye egquma ephindelela ukugquma oku. “NCEDAAANIIII!” Wakhwaza ngolo hlobo imini yonke nobusuku bayo uHlosi, ecinga ukuba kuya kude kubekho umntu omncedayo. Akuzange kuze namnye umntu.

Ngoko ke, ngethamsanqa likaHlosi lalingaphelelanga apho ibali. Kusasa, waphinda wagquma, “NCEDANI! NCEDAAANIIII!”

Kweli lixa, kweza uMpuku ngeneno akubona uHlosi.

“Wenza ntoni apha, ingaba ubopheleleke njani kuloo mthi?” wabuza uMpuku.

“Bendidlala umdlalo wokukhululana nokubophelelana kunye noNtini, kodwa yena uvele nje wandishiya apha ukuze ndityiwe yindlala,” watsho uHlosi. “Nceda, nceda torho ndikhulule. Unamazinyo abukhali kakhulu kwaye ungakwazi ukuyikrekretha msinyane le ntambo.”

UMpuku wamsizela uHlosi, kodwa wayesazi ukuba xa enokumkhulula, wayeza kutyiwa nguye. “Andiqinisekanga,” watsho uMpuku.

“Khawundincede torho,” kucenga uHlosi. “Oko ndilapha imini nobusuku bayo. Ndinxaniwe kwaye ndilambe kakhulu.”



Usizana olunguMpuku. Wayenentliziyo entle, kodwa egeza ngokugqithisileyo. Waqalisa ke ukukrekretha intambo leyo. Emva kokukrekretha imicu embalwa wakhe waphumla. Akukho nto yatshintshayo. UHlosi wayengekakwazi nokushukuma. UMpuku waphinda wakrekretha yonke imicu eyayishiyekile, omnye emva komnye, wade wakhululeka uHlosi.

“GRAAAAAA!” wagquma uHlosi. Endaweni yokuba nombulelo, wazama ukuxhakamfula uMpuku. “GRAAAA!” Wagquma kwakhona ezama ukuhlasela uMpuku ngezo ntupha zakhe zibukhali.

Usizana olunguMpuku lwatswina lwaze lwathi tshwa emngxunyeni okufutshane. Watsiba ngokukhawuleza, kodwa zange akwazi ukukhawuleza ngokwaneleyo. Iinzipho ezibukhali zikaHlosi zamkrwempa emqolo nje phambi kokuba atsibele emngxunyeni, angene ngokupheleleyo.

Ukususela ngoko, iintini kunye namahlosi azithethisani. Neempuku kananjalo azithethi namahlosi. Ukanti neempuku nazo azithethi neentini kuba zityhola iintini ngokuqala inkathazo.

Ke ukususela ngaloo mini, usizana lwempuku, esizeleka kakhulu, inemigca esikhumbeni sayo, apha emqolo. Kwaye wonke umntu uyazi ukuba loo migca yenziwa kukukrwentshwa ziinzipho zehlosi.

Nal'ibali fun

Okokuzonwabisa kwakwaNal'ibali



1.

Can you imagine a chicken and a fish getting married? What do you think would be served at their wedding feast? Write this special menu and then decorate it. Remember, a menu is a list of the food and drinks that are served at a restaurant or at a special event, like a wedding.

Unawo umfanekiso-ngqondweni wenkukhu itshata nentlanzi? Ucinga ukuba kungatyiwa ntoni kumdliva wesidlo somtshato wabo? Khawubhale le menyu ikhethekileyo uze uyihombise. Khumbula, imenyu luludwe lweentlobo zokutya neziselo ezinikelwa erestyu okanye kwitheko elilodwa, elinjengomtshato.

CHICKEN & FISH



Food / Ukutya

Drinks / Iziselo

INKUKHU NENTLANZI

2.

Use your imagination to tell the rest of this story.

Long, long ago, Giraffe was best friends with Eagle.

One morning, when the two friends were at the waterhole, Eagle asked Giraffe, "What do you think is at the bottom of this waterhole?"

Giraffe thought for a while. "Well, Hippo says there's a spirit down there, but I've never seen her," she replied.

"I dare you to jump in and find out!" said Eagle. Now, Giraffe was very frightened of the water, but she didn't want her friend to know that ...

Sebenzisa ingqikelelo nentelekelelo yakho ukuze usibalisele, uqhubela phambili eli bali.

Manulo phaya, uNdlulamthi wayesisihlobo esisenyongweni sikaKhozi.

Ngenye intsasa, xa aba bahlobo babini babesequleni lamanzi, uKhozi wabuza uNdlulamthi wenjenje, "Ucinga ukuba kukho ntoni ezantsi phaya, kweli qula lamanzi?"

UNdlulamthi wathi cwaka wacinga okomzuzwana. "Mhhhh, uMvubu uthi kukho imimoya ezantsi phaya, kodwa mna zange ndiyibone," waphendula uNdlulamthi.

"Andiqondi ukuba unganaso isibindi sokutsiba, ungene uye kukhangela into ephaya ngaphantsi!" watsho uKhozi. Nakubeni nje uNdlulamthi wayewoyika kakhulu amanzi, wayengafuni ukuba umhlobo wakhe ayazi loo nto ...



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