



## Read aloud!

**Welcome to your special World Read Aloud Day edition of the Nal'ibali supplement!**

World Read Aloud Day is celebrated each year to encourage children, teenagers and adults to share the power of words with each other and thereby create communities of readers. It also reminds us that the right to literacy belongs to everyone. We all have the right to read, to write and to share our stories.

So why do we make such a fuss about reading aloud to children? Apart from just being fun, reading aloud is an easy way to make a big difference in a child's life.

When you read aloud to children you let them know that you value books and reading. Instead of just *saying* that you think reading is important, you behave in ways that show your children that it is important to you – you make the time in a busy life to sit down and share books with them regularly. Of course, another benefit to this is that you also show them that you think they are important, and this builds their self-esteem. And reading aloud to your children gives you things to talk about. It also helps you get to know each other and builds a bond between you.

When you read aloud and children enjoy the story, they see reading as an interesting and satisfying activity, and they realise why they should learn to read for themselves. Motivation is a very important part of becoming – and remaining – a reader. To make reading a habit, children have to *want* to read regularly.

Reading aloud shows children how we read and how books work. This knowledge makes it much easier for them to learn to read for themselves. Hearing new words and expressions used in stories also develops children's vocabulary and gives them a rich language to draw from when they read and write on their own. When we read aloud to our children, we can choose books that are far beyond their own reading ability, and in this way we can extend them as readers.

Do those seem like good reasons to read aloud to your children? World Read Aloud Day is now celebrated by over one million people in more than 100 countries. You can find ideas on how to join in with this year's celebrations on pages 2 and 3 of this supplement.

### What's inside?

- ★ Ideas for ways to celebrate World Read Aloud Day
- ★ A special Nal'ibali World Read Aloud Day cut-out-and-keep book
- ★ Two other stories
- ★ A World Read Aloud Day badge

### Yintoni equlathwe lolu hlelo?

- ★ Iingcebiso zeendlela zokubhiyozela uSuku lokuFunda ngokuVakalayo lweHlabathi
- ★ Incwadi ekhethekileyo kaNal'ibali nonokuyisika-ze-uyigcine yoSuku lokuFunda ngokuVakalayo lweHlabathi
- ★ Amanye amabali amabini
- ★ Ibheji yoSuku lokuFunda ngokuVakalayo lweHlabathi kwaNal'ibali

## Funda ngokuvakalayo!

**Siyanamkela kushicilelo lwenu olukhethekileyo lohlelo lukaNal'ibali loSuku lokuFunda ngokuVakalayo lweHlabathi!**

USuku lokuFunda ngokuVakalayo lweHlabathi lubhiyozelwa minyaka le ukuze kukhuthazwe abantwana abancinane, abantwana abafikisayo kwanabantu abadala ukuba babelane ngamandla amagama ze ngokwenza oko kwakheke uluntu olungabafundi. Kananjalo olu suku lukwasikhumbuza ukuba ilungelo lokufikeleleka kwelitheresi livuleleke kumntu wonke. Sonke sinelungelo lokufunda, elokubhala kunye nelokwabelana ngamabali ethu.

Ngoko ke, kutheni sisenza yonke le ngxolo ngokufundela abantwana ngokuvakalayo nje? Ngaphandle nje kobumnandi bako, ukufunda ngokuvakalayo yindlela elula yokwenza umahluko kubomi bomntwana.

Xa ufundela abantwana ngokuvakalayo ubenza baqonde ukuba uzixabisile iincwadi kunye nokufunda. Endaweni yokuba *utsho* nje ukuba ucinga ukuba ukufunda kubalulekile, uziphatha ngeendlela ezibonisa abantwana bakho ukuba ukufunda kuxabisekile kuwe – kubomi bakho obuxakekileyo, ubekela bucala ixesha lokuhlala phantsi wabelane nabo ngeencwadi rhoqo. Ngaphandle kwamathandabuzo, enye yeenzuzo zoku kukubabonisa ukuba babalulekile kuwe, kwaye oko ke kuphuhlisa ukuzithemba kwabo. Kwaye ukufundela abantwana bakho ngokuvakalayo kuninika izinto ezininzi zokuncokola. Kananjalo kusekwanceda ukuba nazane ngcono kwaye kwakhe nekhonkco eliqinileyo lobudlelwane phakathi kwenyu.

Xa ufunda ngokuvakalayo kwaye nabantwana belonwabele ibali, ukufunda bakubona njengento enomdla neyanelisayo, kwaye oko kubenza baqonde ukuba kutheni kufuneka befunde ukuzifundela ngokwabo nje. Inkuthazo yinxalenye ebaluleke kakhulu yokuba ngumfundi – kwanokuhlala – ungumfundi. Ukwenza ukufunda kuqheleke, abantwana kufuneka *bakufune* ukufunda rhoqo.

Ukufunda ngokuvakalayo kubonisa abantwana indlela esifunda ngayo kwanendlela ezisebenza ngayo iincwadi. Olu lwazi lwenza kube lula kakhulu kubo ukuba bafunde ukuzifundela ngokwabo. Ukuva amagama amatsha kunye nezigaba zeentetho ezithile ezisetyenziswe emabalini kukwaphuhlisa isigama sabantwana kwaye oku kukwabanika ulwimi olutyebileyo abathi badimbaze kulo xa sele bezifundela okanye bezibhalela ngokwabo.

Xa sibafundela ngokuvakalayo abantwana bethu, siyakwazi ukukhettha iincwadi eziqathanyana kunezakhono zabo zokufunda, kuthi ke ngaloo ndlela silole isakhono sabo kwaye sikwabenza ukuba babe ngabafundi abaphume izandla.

Ingaba zonke ezi zivakala njengezizathu eziphathekayo zokubafundela ngokuvakalayo abantwana bakho? Kungoku nje uSuku lokuFunda ngokuVakalayo lweHlabathi lubhiyozelwa ngabantu abangaphezulu kwesigidi kumazwe angaphezulu kwe-100. Ungafumana iingcebiso zokuzibandakanya nemibhiyozo yalo nyaka kwiphepha le-2 nele-3 kolu hlelo.



**Drive your imagination**

**Story Power.**

Bring it home.  
Wazise ekhaya amandla ebali.





# Celebrate World Read Aloud Day!

Every year Na'ibali celebrates World Read Aloud Day to raise awareness of the importance of reading aloud to encourage children's literacy development. Each year we issue a special story in all 11 official languages. We then call on adults across the country to read the story out loud to the children in their lives on World Read Aloud Day and so help us break our previous read-aloud record. Last year, with your help, we read aloud to over 160 000 children, and this year we hope to set a new record!

This year World Read Aloud Day is on 24 February. Take this opportunity to read aloud to children that you know. South Africa's well-known singer, songwriter and literacy promoter, Yvonne Chaka Chaka, will be giving a reading of our special story that features Na'ibali's very own Neo. We would love it if you could join us too!



Yvonne Chaka Chaka  
NguYvonne Chaka Chaka

## How to join in

1. Go to [www.nalibali.org](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi) to sign up your family, reading club or school and help make this the biggest World Read Aloud Day event in South Africa.
2. Make Na'ibali World Read Aloud Day badges with your children. Use the template on page 16, or design your own badges.
3. On 24 February 2016, read our World Read Aloud Day story (*Neo and the big, wide world*) to:
  - ★ your own children, grandchildren, nieces and nephews
  - ★ children in your class or at your school
  - ★ groups of children at specially arranged events at your reading club, library or community centre.
4. Do other fun World Read Aloud Day activities. Use the ideas on page 3 to help you.

## Bhiyozela uSuku lokuFunda ngokuVakalayo lweHlabathi!

Minyaka le uNa'ibali ubhiyozela uSuku lokuFunda ngokuVakalayo lweHlabathi ukuze kufundiswe uluntu ngokubaluleka kokufunda ngokuvakalayo ekukhuthazweni kophuhliso lwelitheresi yabantwana. Minyaka le sipapasha ibali elikhethekileyo ngazo zoli-11 iilwimi ezisemthethweni zaseMzantsi Afrika. Emva koko sihlaba ikhwelo kubantu abadala kulo lonke ilizwe ukuba elo bali balifundele ngokuvakalayo abantwana abasebomini babo ngoSuku lokuFunda ngokuVakalayo lweHlabathi ukuze basincede sophule irekhodi lethu lokufunda ngokuvakalayo lonyaka odluleyo. Kunyaka ophelileyo, ngoncedo lwenu, safundela ngokuvakalayo abantwana abangaphezulu kwama-160 000 kwaye kulo nyaka sinethemba lokuba siza kophula loo rekodi ze siseke entsha!

Kulo nyaka uSuku lokuFunda ngokuVakalayo lweHlabathi lungomhla wama-24 kweyoMdumba. Thatha eli thuba ufundele ngokuvakalayo abantwana obaziyo. Imvumi eyaziwayo yaseMzantsi Afrika, umqambi kunye nomxhasi welitheresi, uYvonne Chaka Chaka, uza kufunda ibali lethu elikhethekileyo elinomlinganiswa ophambili, uNeo, wakwaNa'ibali. Singayithanda kakhulu into yokuba nawe uzibandakanye kunye nathi!

## Tips for reading aloud

1. Reading aloud is always a performance! Put lots of expression in your voice to create the mood.
2. If you are reading to a group of children, practise reading the story aloud a few times before you read it to them.
3. Start by reading the name of the author and illustrator so that your children appreciate that books are created by people just like them!
4. Allow time for your children to look at the pictures and comment, if they want to.
5. Help develop your children's prediction skills by asking questions like, "What do you think is going to happen next?"
6. Help develop empathy by making comments like, "I wonder how Neo felt when he couldn't play outside."

## Iingcebiso zokufunda ngokuvakalayo

1. Ukufunda ngokuvakalayo kusoloko kukhangeleka ngokomdlalo weqonga! Sebenzisa ilizwi elivakalisa umoya wovakalelo xa ufunda ukuze kudaleke isimo esivumayo nesiphilileyo.
2. Xa ufundela iqela labantwana, ziqhelise ukulifunda ibali ngokuvakalayo amaxesha ambalwa phambi kokuba ulifundele bona.
3. Qala ngokufunda igama lombhali nelomzobi ukuze abantwana bakho baqonde ukuba iincwadi zibhalwe ngabantu abafana nabo!
4. Nika abantwana bakho ixesha lokuba babuke imifanekiso ze benze amagqabantshintshi ngayo, ukuba bafuna ukwenza njalo.
5. Nceda ukuphuhlisa izakhono zabantwana bakho zokuxela kwangex' engaphambili nokuqikelela ngokubabuza imibuzo efana nalo ulandelayo, "Ucinga ukuba yintoni elandelayo eza kwenzeka?"
6. Zama ukuphuhlisa iimvakalelo zosizi ngokwenza amagqabantshintshi afana nala, "Kazi ukuba waziva njani na uNeo xa engakwazi ukudlala phandle."



## Indlela onokujoyina ngayo

1. Yiya ku-[www.nalibali.org](http://www.nalibali.org) okanye ku-[www.nalibali.mobi](http://www.nalibali.mobi) ukuze ubhalise usapho lwakho, iklabhu yokufunda yakho okanye isikolo sakho, uze ube negalelo ekwenzeni uSuku lokuFunda ngokuVakalayo lweHlabathi lwalo nyaka lube ngowona mnyhadala mkhulu eMzantsi Afrika.
2. Yenza iibheji zakwaNa'ibali zoSuku lokuFunda ngokuVakalayo lweHlabathi kunye nabantwana bakho. Sebenzisani ithempleyithi ekwiphepha le-16, okanye ningaziyelela ezenu iibheji ezingalandeli esi sikhokelo.
3. Ngomhla wama-24 kweyoMdumba kowama-2016, fundela ibali lethu loSuku lokuFunda ngokuVakalayo lweHlabathi, (*UNeo kunye nehlabathi elikhulu nelibanzi*):
  - ★ abantwana bakho, abazukulwana, nabatshana bakho
  - ★ abantwana abaseklasini yakho okanye abasesikolweni sakho
  - ★ amaqela abantwana kwimisitho elungiselelwe, ngokukhethekileyo, olu suku kwiiklabhu yakho yokufunda, kwithala leencwadi okanye kwiziko loluntu elikufutshane nawe.
4. Yenzani eminye imisetyenzana nemidlalwana yokuzonwabisa yoSuku lokuFunda ngokuVakalayo lweHlabathi. Sebenzisa iingcebiso ezikwiphepha le-3 ukukunceda koko.



Drive your  
imagination



# 10 ways to celebrate World Read Aloud Day

1. Let your children make their World Read Aloud Day badges (see page 16) before 24 February so that they can wear them on World Read Aloud Day. (You can get extra copies of the badge or find it in other languages at [www.nalibali.org](http://www.nalibali.org).)
2. Read the special World Read Aloud Day story, *Neo and the big, wide world*. Go to [www.nalibali.org](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi) and sign up to let us know how many children you read to.
3. Choose some of the activities suggested for *Neo and the big, wide world* in the "Get story active" section on page 4.
4. Follow the instructions on page 16 to make a bilingual World Read Aloud Day banner (or poster) to display at home, your school, your library or your reading club.
5. Give your children some blank paper and crayons or pencil crayons. Invite them to design a new book cover for one of their favourite books.
6. At your school:
  - ★ arrange a special assembly to celebrate World Read Aloud Day
  - ★ organise for the older children to read to the younger children some time during World Read Aloud Day.
7. In your classroom, organise a Stop-and-Read Day. Make sure that you have lots of books and stories available for the children to read. Find something to use as a sound signal, like a drum or a plastic bottle filled with dried beans. Throughout the day on 24 February, whenever the children hear the sound signal, tell them to stop what they are doing and choose a book to read for 10 minutes.
8. At your workplace, tell your colleagues about World Read Aloud Day and then challenge them to spend at least 30 minutes reading to their children at home on 24 February. (Remember that you will have to meet or better the challenge too!)
9. At your school, library or reading club:
  - ★ arrange a Meet-a-Story-Morning on the Saturday closest to World Read Aloud Day. Invite the children to attend with their parents. Introduce them all to books that you know make good read aloud stories by reading to them from these books.
  - ★ have a Story Jam session, where the children choose their favourite storybooks to read or talk about to other children in a group.
10. Have fun playing Story-in-a-Circle with groups of adults and children, or just children. Let everyone sit in a circle. Then ask a few people to volunteer to stand in the centre of the circle. The people sitting in the circle create a group story by each adding one or two sentences to the story as it goes around and around. The people standing in the middle of the circle, act out the story as it develops.



# Iindlela ezi-10 zokubhiyozela uSuku lokuFunda ngokuVakalayo lweHlabathi

1. Vumela abantwana bakho ukuba benze iibheji zabo zoSuku lokuFunda ngokuVakalayo lweHlabathi (jonga kwiphepha le-16) phambi komhla wama-24 kweyoMdumba ukuze bakwazi ukuzinxiba ngoSuku lokuFunda ngokuVakalayo lweHlabathi. (Ungazifumana nangezinye iilwimi iikopi zeebheji ku-[www.nalibali.org](http://www.nalibali.org).)
2. Funda ibali elikhethekileyo loSuku lokuFunda ngokuVakalayo lweHlabathi nelisihloko sithi, *UNeo kunye nehlabathi elikhulu nelibanzi*. Yiya ku-[www.nalibali.org](http://www.nalibali.org) okanye ku-[www.nalibali.mobi](http://www.nalibali.mobi) ze ubhalise, usixelela ukuba ufundele abantwana abangaphi na.
3. Khetha eminye yemisetyenzana nemidlalwana ecetyisiweyo nesekelwe kwibali elithi, *UNeo kunye nehlabathi elikhulu nelibanzi* kwicandelo elithi, "Yenza ibali linike umdla" elikwiphepha le-4.
4. Landela imiyalelo ekwiphepha le-16 ukuze wenze ipowusta (okanye ibhanile engulwimi-mbini yoSuku lokuFunda ngokuVakalayo lweHlabathi ukuze ubonise ngayo ekhayeni lakho, esikolweni sakho, kwithala leencwadi lakho okanye kwiklabhu yakho yokufunda.
5. Nika abantwana bakho iphepha elingabhalwanga kunye nekhayoni okanye iikhrayoni zepensile. Bacele ukuba bayile iqweqwe elitsha lenye yezona ncwadi bazithandayo.
6. Esikolweni sakho:
  - ★ cwangcisa indibano ekhethekileyo yokubhiyozela uSuku lokuFunda ngokuVakalayo lweHlabathi
  - ★ lungiselela ukuba abantwana abadlana bafundele abancinane kunabo ngexesha elithile kuSuku lokuFunda ngokuVakalayo lweHlabathi.
7. Eklasini yakho, misela uSuku lokuYeka-konke-okwenzayo-uzo-ufunde. Qinisekisa ukuba uneencwadi ezininzi namabali amaninzi kangangoko ukuze abantwana bakho bakwazi ukufunda. Fumana into ethile oza kuyisebenzisa njengento yokwenza ingxolo eya kuphawula ukuphela kwexesha xa kufundwa, njengegubu okanye ibhotile yeplastiki ezaliswe ngeemboty. Kusuku lonke ngomhla wama-24 kweyoMdumba, ngalo lonke ixesha abantwana besiva into yokwenza ingxolo, baxecele ukuba bayeke yonke loo nto bebenzena bakhethe incwadi abaza kuyifunda imizuzu eli-10.
8. Kwindawo osebenza kuyo, xelela oogxa bakho malunga noSuku lokuFunda ngokuVakalayo lweHlabathi uze ubacele umngeni wokuba basebenzise ubuncinane imizuzu engama-30 befundela abantwana babo ekhaya ngomhla wama-24 kweyoMdumba. (Khumbula ukuba nawe kufuneka ukwazi ukwenza oko kufunwa ngumngeni lowo okanye ubethe ngaphaya kwawo!)
9. Esikolweni sakho, kwithala leencwadi okanye kwiklabhu yokufunda yakho:
  - ★ misela iNtsasa-yokwaZana-neBali ngowona Mgqibelo ukufutshane noSuku lokuFunda ngokuVakalayo lweHlabathi. Mema abantwana ukuba baze nabazali babo. Babonise okanye ubazise ngazo zonke iincwadi ozaziyo ukuba zinamabali amnandi xa efundwa ngokuvakalayo ngokubafundela kwezi ncwadi.
  - ★ bamba indibano yokoNwaba ngamaBali, apho abantwana bakhetha ezona ncwadi zamabali bazithandayo ukuze bazifunde okanye bathethe ngazo kumaqela abanye abantwana.
10. Yonwabela ukudlala umdlalo weBali-kwiSangqa kunye namaqela abantu abadala abanabantwana, okanye ibe ngabantwana kuphela. Vumela ukuba wonke umntu ahlale phantsi kwenziwe isangqa. Emva koko ke cela abantu abambalwa ukuba babe ngamavolontiya aza kuma embindini wesangqa. Abantu abahleli kwisangqa benza ibali leqela ngokongeza isivakalisi esinye okanye ezibini kwibali njengokuba liqhuba, lijikeleza nje. Abantu abemi embindini wesangqa, benza umdlalo weqonga osekelle kwibali njengokuba ibali liqhubela phambili nje.



## Get story active!

Here are some ideas for using our special World Read Aloud Day book, *Neo and the big, wide world*, (pages 5, 6, 7, 8, 11 and 12) and the other stories, *Lulu* (pages 9 and 10) and *The farmer and his family* (page 14) with children.

### Neo and the big, wide world

In this story, Gogo shares her favourite storybook with Neo and he learns how stories open up different world to us! This story can be enjoyed by children of different ages, but with very young children, you might wish to show them the pictures as you retell the story more simply in your own words.

After you have read the story aloud:

- ★ Encourage your children to interpret it by asking them to draw or paint a picture of their favourite part.
- ★ Together imagine and recreate a scene from the story using household items or other items in your environment. You could make it a life-sized version of the scene, or you could create a miniature scene in a shoebox.
- ★ Share your favourite childhood story with your children, just like Gogo did in the story.
- ★ With older children, discuss how they think stories and reading open up the big, wide world to us.



### Lulu

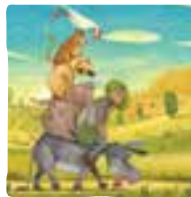
This is a story about a little girl, called Lulu, who loves trying on clothes. It is written for very young children, but you can also use the story with older children by letting them read it in their mother-tongue first and then in the other language of the supplement. They can also read it to younger children that they know.



- ★ As you read the story together, do some of these things.
  - ♥ **Page 2:** Ask: "What can you see in the picture?" Point to the shoebox and say, "I wonder what is in there?"
  - ♥ **Page 4:** Ask: "Where are all Lulu's clothes now?"
  - ♥ **Page 5:** Ask: "Do you like Lulu's slippers? What kind of slippers would you like?"
  - ♥ **Page 6:** Point to Lulu's hat and say: "Look, Lulu is using the bowl as a hat!"
  - ♥ **Page 7:** Say: "Look, Lulu is pretending to take a dog for a walk!"
- ★ Tie some newspaper loosely around your children's feet to make some slippers. Give them coloured paper, old buttons, pieces of fabric, wool and glue to decorate their slippers!

### The farmer and his family

In this story a farmer learns to think carefully about the advice that others give him, rather than simply doing as they tell him. This is a good story for reading aloud or retelling.



- ★ As you read the story, encourage your children to join you in saying the sounds words, like *Clip-clop!* and *Snuffle-snort!*
- ★ Encourage your children to make the farmer and the animals in the story from Plasticine or playdough. Then read the story aloud again while your children use their Plasticine/playdough characters to act out the story.
- ★ With older children, discuss how we should treat the advice that people give us. How do we know what advice to follow, and what advice is not in our best interests?

## Yenza ibali linike umdla!

Nazi ezinye zeengcebiso zokusebenzisa kunye nabantwana incwadi yethu ekhethekileyo yoSuku lokuFunda ngokuVakalayo lweHlabathi ethi, *UNeo kunye nehlabathi elikhulu nelibanzi*, (kwiphepha le-5, ele-6, ele-7, ele-8, ele-11 nele-12) kunye namanye amabali azihloko zithi, *ULulu* (kwiphepha le-9 nele-10) kunye nelithi, *Umfama kunye nosapho lwakhe* (kwiphepha le-15).

### UNeo kunye nehlabathi elikhulu nelibanzi

Kweli bali, uGogo wabelana noNeo ngeyona ncwadi yamabali ayithandayo waze uNeo wafunda indlela amabali alivula ngayo ihlabathi elahlukileyo kweli lethu. Eli bali lingonwatyelwa ngabantwana ababudala bahlukileyo, kodwa mhlawumbi abantwana abancinane kakhulu, ungathanda ukubabonisa imifanekiso njengokuba ulenza lula ibali ngokulibalisa kwakhona ngawakho amazwi.

Emva kokuba lifundwe ngokuvakalayo ibali:

- ★ Khuthaza abantwana bakho ukuba balitolike ngokubacela ukuba bazobe okanye bapeyinte umfanekiso weyona ndawo bayithandayo ebalini.
- ★ Ninonke zakheleni umfanekiso-ntelekelelo ukuze nibumbe kwakhona umboniso osuka apho ebalini nisebenzisa izinto ezivela ekhaya okanye ezinye izinto ezivela kokuningqongileyo. Ningenza umboniso omkhulu ngathi ngowobomi bokwenene, okanye ningenza umboniso omncinane kakhulu nonokonela nje lula kwibhokisi yezihlangu.
- ★ Yabelana nabantwana bakho ngelona bali lobuntwana bakho olithandayo, kanye njengokuba uGogo enzile kweli bali.
- ★ Nabantwana abadlana, xoxani ngokuba bacinga ukuba amabali asivulela njani na ihlabathi elikhulu nelibanzi.

### ULulu

Eli libali elimalunga nentombazana, eyayibizwa ngokuba nguLulu, nowayekuthanda kakhulu ukulinganisa iimpahla. Eli bali libhalelwe abantwana abancinane kakhulu, kodwa ungakwazi ukulisebenzisa nabantwana abadlana xa bathe balifunda ngolwimi lwabo lweenkobe kuqala ze baphinde balifunde ngolwimi ulwimi olu lohlelo. Kananjalo bangalifundela nabantwana abancinane ababaziyo.

- ★ Njengokuba nifunda ibali kunye, yenzani ezinye zezi zinto.
  - ♥ **Iphepha le-2:** Buza: "Ubona ntoni emfanekisweni?" Yolatha kwibhokisi yezihlangu uze uthi, "Ingaba yintoni ephaya ebhokisini?"
  - ♥ **Iphepha le-4:** Buza: "Ziphi iimpahla zikaLulu ngoku?"
  - ♥ **Iphepha le-5:** Buza: "Ingaba uyazithanda iziliphasi zikaLulu? Ungathanda ezinjani wena iziliphasi?"
  - ♥ **Iphepha le-6:** Yolatha emnqwazini kaLulu uze uthi: "Jonga, uLulu usebenzisa isitya njengomnqwazi!"
  - ♥ **Iphepha le-7:** Yithi: "Jonga, uLulu wenza ngathi uhamba-hambisainja!"
- ★ Bophelela iphephandaba elidala, uze ungaliqinisi, ezinyaweni zabantwana bakho ukuze wenze iziliphasi. Banike iphepha elingumbala othile, amaqhosha amadala, amalathshana, iwulu kunye neglu ukuze kuhonjiswe iziliphasi zabo!

### Umfama kunye nosapho lwakhe

Kweli bali umfama ufunda ukucinga ngononophelo malunga neengcebiso azinikwa ngabanye abantu, kunokusuka nje athathe ngokwenza oko bamxelela kona. Eli libali elimnandi kakhulu xa lifundwa ngokuvakalayo okanye libaliswe kwakhona.

- ★ Njengokuba ufunda ibali, khuthaza abantwana bakujoyine xa ufunda amagama anemvano-zandi nophindaphindo, afana no *Gingqi-gingqi!*, *Nqakra-Nqakra!* kunye no *Gru-gru!*
- ★ Khuthaza abantwana bakho ukuba benze umfama osebalini kunye nezilwanyana zakhe nge-Plasticine okanye intlama okanye udongwe lokudlala. Emva koko funda ibali ngokuvakalayo kwakhona lo gama abantwana bakho besebenzisa abalinganiswa babo ababenze nge-plasticine/ngentlamba/ngodongwe lokudlala ukuze benze umdlalo weqonga.
- ★ Nabantwana abadlana, xoxani malunga neendlela esingazisebenzisa ngazo iingcebiso abantu abasinika zona. Sazi njani ukuba leliph icebo emasilisisebenzise kwaye ileliph icebo emasingalilandeli kuba lingasisi ndawo?

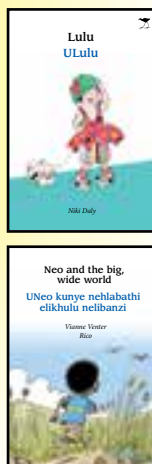
### Create TWO cut-out-and-keep books

#### Lulu

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.

#### Neo and the big, wide world

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

#### ULulu

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

#### UNeo kunye nehlabathi elikhulu nelibanzi

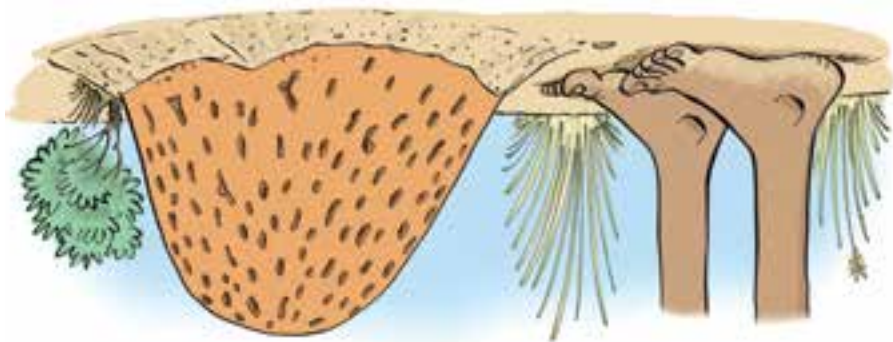
1. Xa usenza le ncwadi sebenzisa iphepha le-5, ele-6, ele-7, ele-8, ele-11, nele-12.
2. Faka iphepha le-7 nele-8 ngaphakathi kwamanye amaphepha la.
3. Wasonge la maphepha phakathi kumgcana ongamachaphaza amnyama.
4. Phinda uwasonge phakathi kwakhona ulandela umgcana ongamachaphaza aluhlaza ukwenza incwadi.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



Drive your imagination



“Hello! Who are you?” Neo called into one of the doorways.  
 “Hello!” a tiny voice answered. “We are ants. We tell the stories of the world in here. Do you want to hear some?”  
 “Molweni! Ningoobani?” uNeo wakhwaza, ekrode komnye waloo minyango.  
 “Molo!” kwaphendula ilizwana elincinane. “Sizimbovane. Sibalisa amabali ehlabathi elingaphakathi apha. Ingaba uyafuna ukuweva amanye awo?”



So, Neo climbed down and went on his way across the veld.  
 Soon, he came across a mound of hard sand with little holes, like tiny doorways. He could hear a million busy voices inside, and the patter of six million tiny feet running about.  
 Ngoko ke, uNeo wehla emthini waze wahamba indlela yakhe, enqumla ethafeni.  
 Kungekudala uhlangene nesidulana sentabathi eqinileyo esineminyango, engathi yiminyango wana emincinane. Wayesiva amazwi angathi sisigidi sabantu abaxakekileyo, kwaye kwakuvakala nezingqi zeenyawana ezincinane, ngathi kubaleka izigidi ezithandathu zabantu abaxakekile.

## Neo and the big, wide world

### UNeo kunye nehlabathi elikhulu nelibanzi

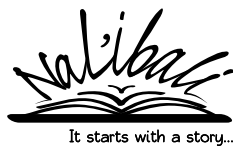
Vianne Venter  
 Rico



It is a grey, rainy day and Neo is bored. He can't go outside to play. Then Gogo brings something very special to share with him – her favourite book from when she was a child! As Gogo reads the book to Neo, his imagination takes him on an adventure into the big, wide world of the story until he eventually returns home to his cosy, warm bed.

Yimini esibekileyo, engwevu nenethayo kwaye uNeo unesithukuthezi. Akakwazi ukuya kudlala phandle. Kanye ngelo thuba, uGogo uza nento ekhethekileyo nenomdla kakhulu, esiza kwabelana naye ngayo – eyona ncwadi ayithandayo ukususela ngoko wayesengumntwana yena siqu! Njengokuba uGogo efundela uNeo le ncwadi nje, uNeo uthathwa ngumfanekiso-ntelekelelo wakhe, embonisa amahlandinyuka ehlabathi elikhulu nelibanzi leballi wade, ekugqibeleni, wabuyela ekhaya kwibhedi yakhe emfumamfuma nefudumeleyo.

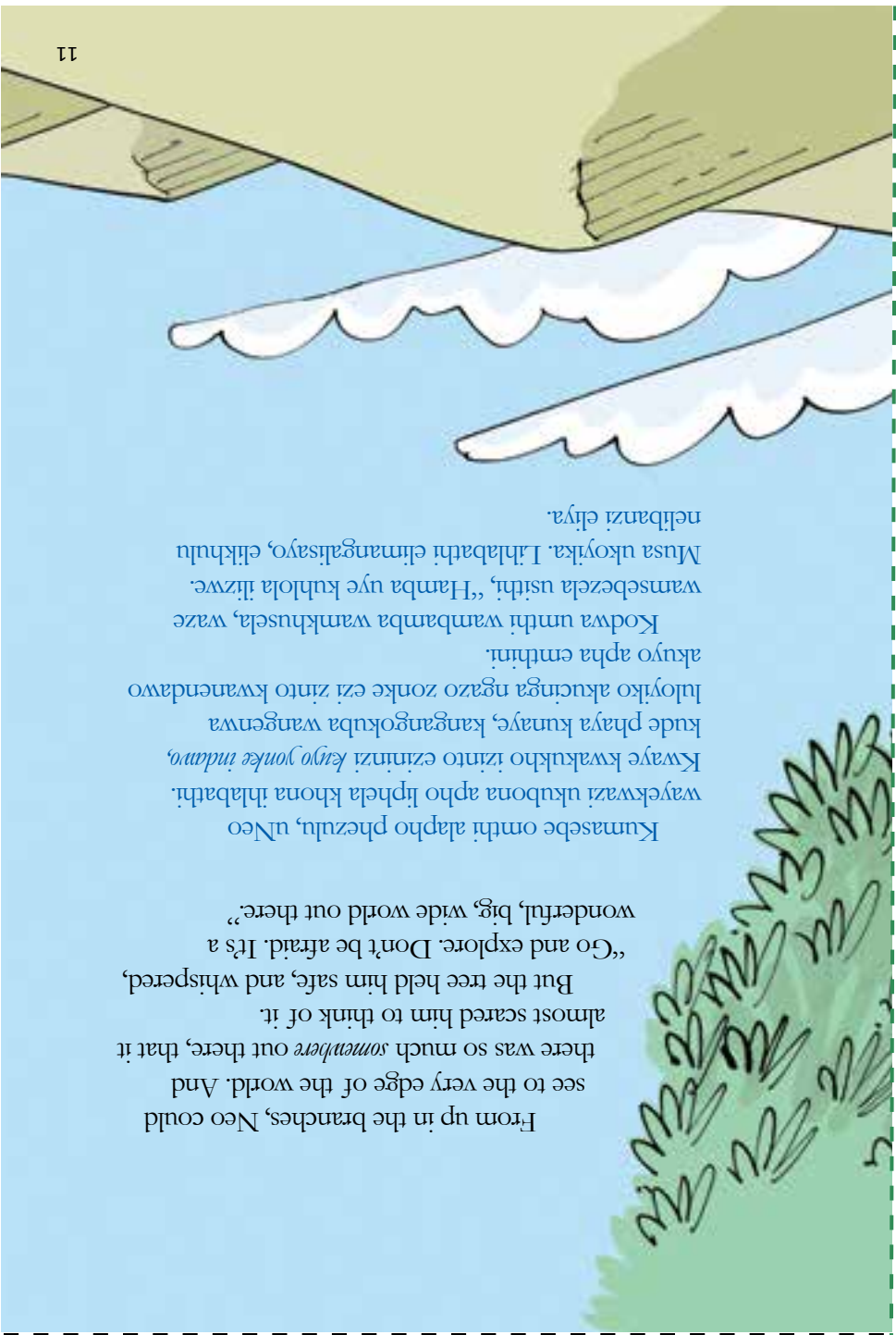
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Neo looked out the window of his room at the grey view of the grey street with all the wet, grey people hurrying through the grey, pouring rain. He couldn't go outside, and he had already read all his books to Mbali.

Just then, Gogo came in with her hair all twiggy from the wind outside. She was holding something Neo could see that it was flattish, and square-ish, and very colourful ... and it could open up – just like a treasure box!

“This was my favourite book when I was as young as you,” Gogo told Neo. “It was my door to the big, wide world.”

Then, she opened **the book**.

UNeo wakroba phandle ngefestile yegumbi lakhe, ejonge ubungwevu nokusibekela kwezulu nezantyalantyalama zamanzi ezidame kweso sitalato sibonakala naso singwevu kwakunye nabantu abamanzi nababonakala bengwevu, bekhawuleza kuba bebaleka loo mvula ingwevu ibaxhaphazayo. Wayengakwazi ukuphuma phandle, kwaye wayesele emfundele zonke iincwadi zakhe uMbali.

Kanye ngelo thuba, kwangena uGogo, iinwele zakhe zivukuzwe ngumoya ovuthuza phandle. Wayephethe into ethile ngesandla. UNeo wayeyibona ukuba yinto ebusibaca, ebusikwere, nenemibala emininzi ... kwaye iyavuleka – kanye njengetyesi enobutyebi!

“Le yayiyeyona ncwadi ndiyithandayo xa ndandisemncinane njengawe lo,” uGogo wamxelela oko uNeo. “Lo yayingumnyango wam wokungena kwihlabathi elikhulu nelibanzi.

Emva koko, wavula **incwadi** leyo.

And that is why, whenever the world seems too grey, and his room seems too small, Neo opens a book. He steps through a door between the pages, and goes off into the big, wide world.



Yiyo kanye loo nto ke, ekuthi ngalo lonke ixesha ihlabathi likhangeleka lisibekela okanye lingwevu, linganiki mdla, kwaye negumbi lakhe likhangeleka lilincinane kakhulu, uNeo evula incwadi. Ungena kumnyango ophakathi kuloo maphepha, aze ahambe aye kwihlabathi elikhulu nelibanzi.

Neo loved stories, so he sat down and listened. The ants told their stories of the veld and the forest, and of the mountains and the cities beyond. “So many stories?” Neo asked. “There are as many stories as there are stars in the sky,” the ants answered. Neo waved goodbye, and went on his way across the veld.



UNeo wayewathanda amabali, ngoko ke wahlala phantsi waphuhlaphula. Iimbovane zabalisa amabali azo asekhafeni nasekhafeni, kwakunye nawasezintabeni nawezixeko ezikude. “Amabali kanti maninzi kangaka?” wabuza watsho uNeo. “Ubuninzi bamabali buyafana nobuninzi beenkwenkwezi ezisesibhakabhakeni,” zaphendula iimbovane. UNeo waphakamisa isandla, exelela iimbovane ukuba zisale kakuhle, lo gama yena aqhubeke nendlela yakhe, enqumla ethafeni.



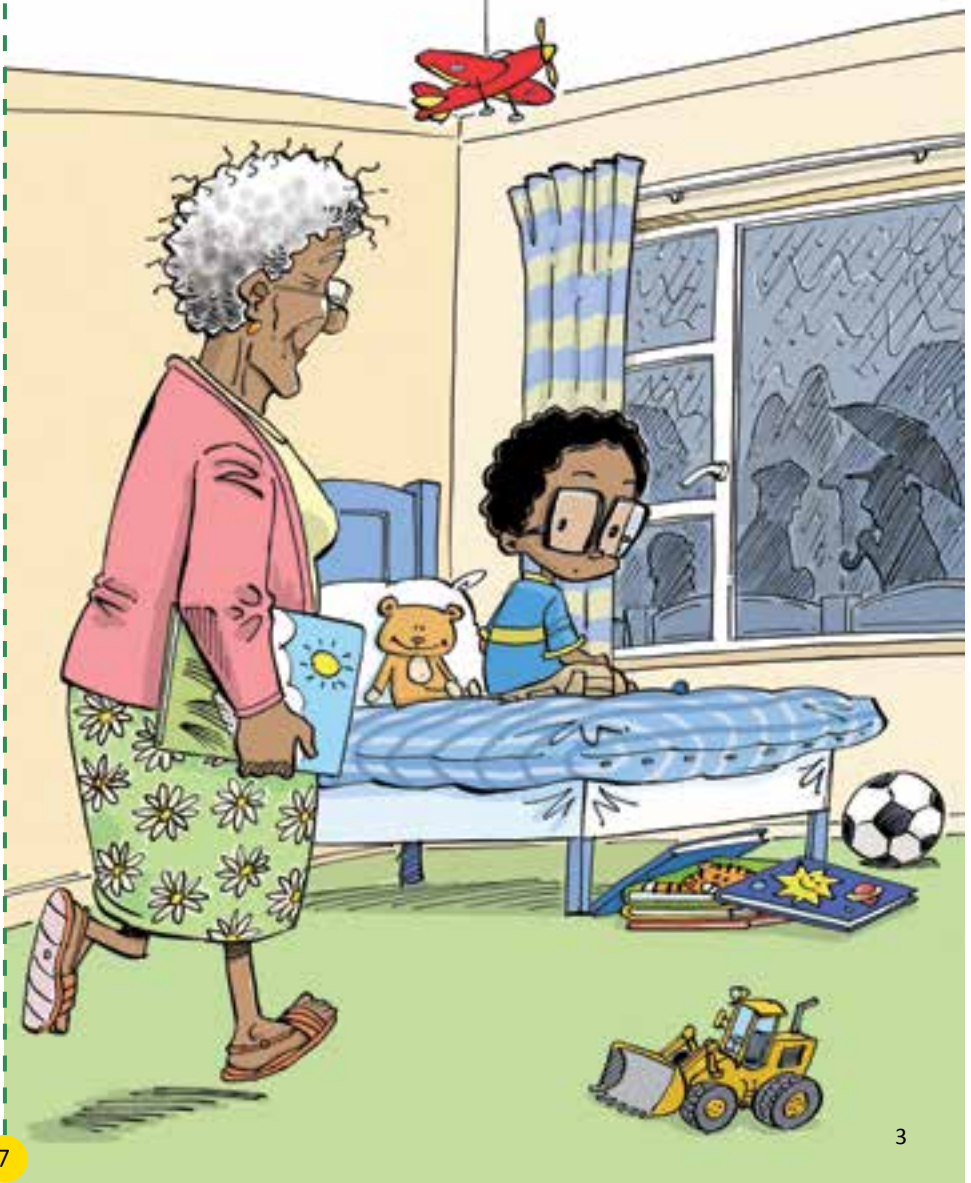


Eventually, Neo came to a lot of water that rushed through the valley from morning till night. Neo stepped in to cool his hot legs. The water splashed at his feet and giggled, "I am a river. I roam from the mountains to the sea. Come, follow me. I'll take you home." Ekugqibeleni, uNeo wahlangana nomlambo ogukugela amanzi, ukusuka kusasa ukuya ebusuku, ungumla kuloo nlambo. UNeo wangena kuwo ezama ukuphazisa iinyawo zakhe ezishushu. Amanzi atshiza iinyawo zakhe aze ahleka, "Ndingumlambo. Ndisuka ezintabeni ndiye elwandle. Yiza, ndilandele. Ndiza kukugodusa."

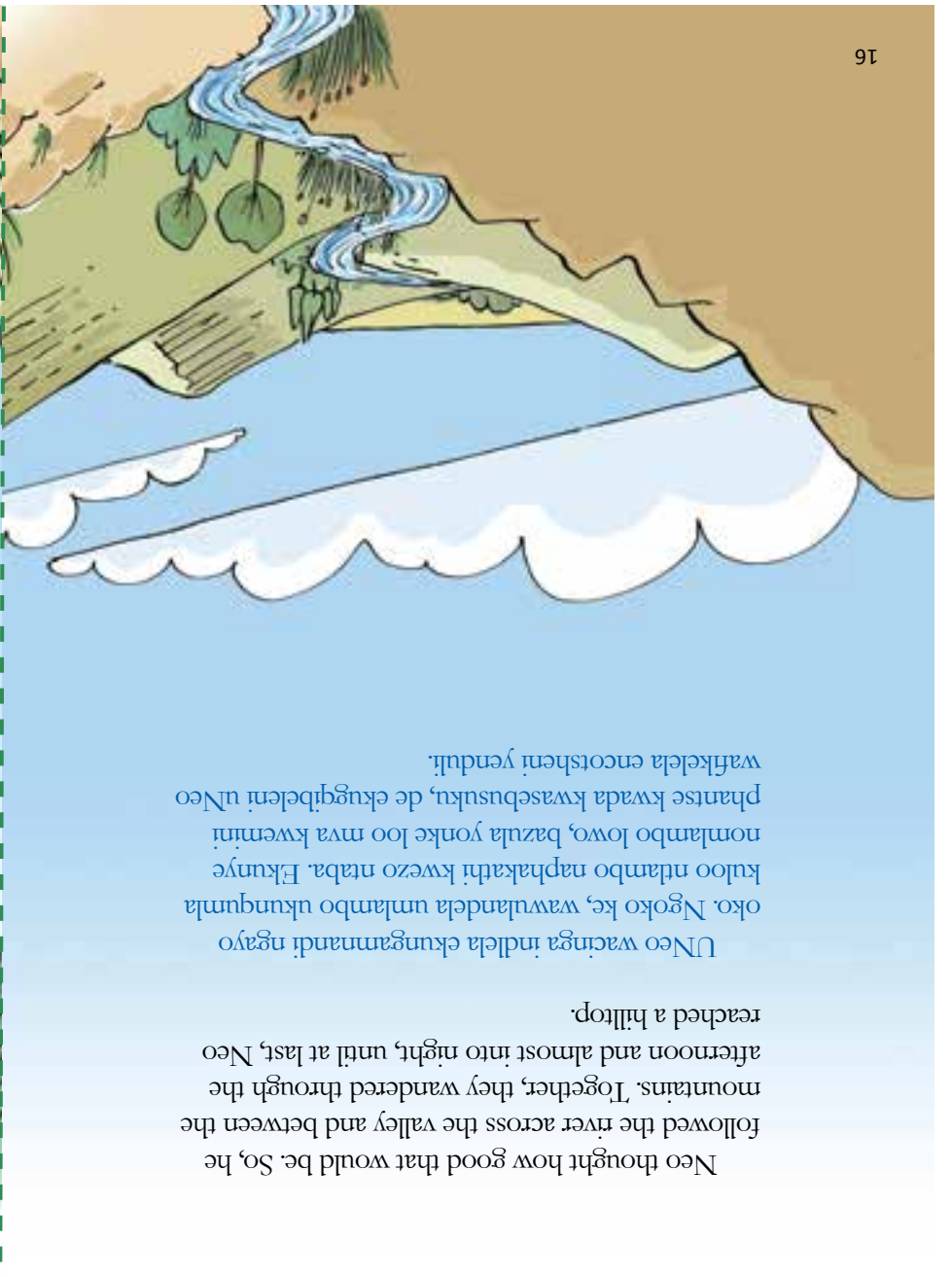
So, Neo slipped through the book, into his warm bed, in his cosy room, in his little house.



Zithe ke iingcinga zikaNeo zamthatha kuloo ncwadi, zamfaka ebhedini yakhe, kwigumbi lakhe elifudumeleyo, kwindlwana yakowabo encinane.







Neo thought how good that would be. So, he followed the river across the valley and between the mountains. Together, they wandered through the afternoon and almost into night, until at last, Neo reached a hilltop.

UNeo wacinga indlela ekungamandi ngayo oko. Ngoke ke, wawulandela umlambo ukunquma kuloo ntlambo naphakathi kwezo ntaba. Ekunye nomlambo lowo, bazula yonke loo mva kwemini phantse kwada kwasebusuku, de ekugqibeleni uNeo wafikelela encotsheni yenduli.

On the first page was a picture of a magical place, far away from the grey, grey day. The veld was green and gold and brown, with a great, big, blue sky above, and a warm, yellow sun, baking down.

“Wow! Is that real?” Neo gasped.



Kwiphepha lokuqala kwakukho umfanekiso wendawo yomlingo, ekude kakhulu nengafaniyo nale mini imbi nengwevu, isibekeleyo ayibona phandle. Ithafa laliluhlaza yaka, kuthe rhwelele imibalanyana ebugolide namdaka apha naphaya, phezulu kuthe gqume isibhakabhaka esihle, esikhulu nesizuba, kunye nelanga elishushu, elityheli, litshisa loo mhlaba uphantsi kwalo.

“Wowu! Ingaba le nto yinyaniso?” wakhuya uNeo.

Neo thought about the veld and the tree and the ants and the river. And as he watched the gogo, a rainbow lit up the little house in colours so bright it looked like a picture in a storybook. Neo thought of his great adventure inside the pages of Gogo’s favourite storybook, and he thought of her and Mbali and home.

UNeo wacinga ngethafa kunye nomthi, neembovane kwakunye nomlambo. Kwaye uthe xa ebukele eli xhegwazana, kwavela umnyama owakhanyisa loo ndlwana encinane ngemibala eqaqambe kakhulu, eyayikhangeleka ngathi ngumfanekiso osencwadini yamabali. UNeo wacinga ngamahlandinyuka akhe amangalisayo kumaphepha eyona ncwadi ithandwa nguGogo, waze wacinga ngaye noMbali ekhaya.





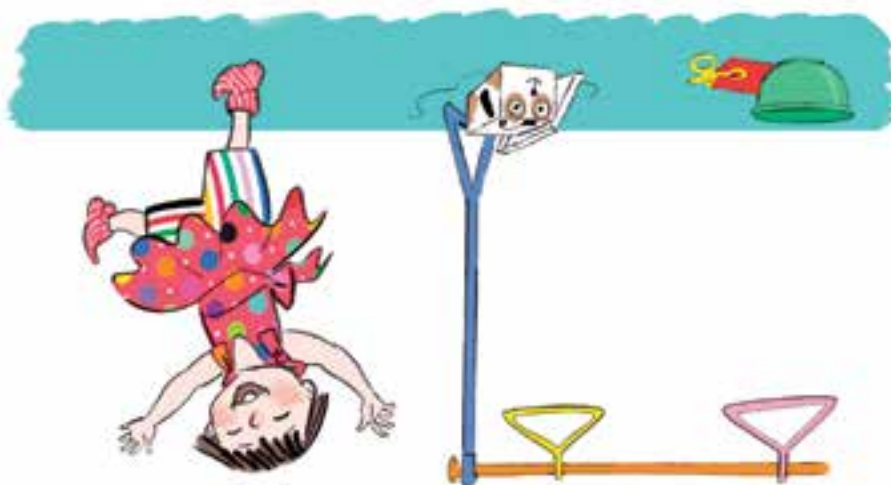
Lulu's doggie slippers!  
iziliphasi  
ezingaqhelekanga  
zikalululi!



What are these?  
Zintoni ezi?



Lulu in a spotty dotty dress!  
ULulu kwilokhwe enamachokoza  
namachaphazai!



Lulu  
ULulu



Niki Daly



We publish *what* we like

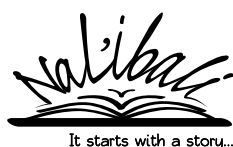
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Drive your  
imagination



Lulu in stripy shorts and socks!  
ULulu kwisikhinda esinemigca neekawusi.



Lulu's hat!  
Umqwazi kalulu!



What next?  
Yintoni elandelayo?



Smarty arty Lulu!



Lulu loves clothes.  
ULulu uyazithanda iimpahla.

ULulu omhle  
nonobuchule!





The first thing he saw was tall and brown with a strong, wooden body. It had long, brown arms that reached up to the sky, and a big, twiggy head of leafy-green hair that swayed in the warm breeze. “Hello,” said Neo, his eyes wide. “What are you?” “I am a tree. I can see all the way across the great, gold plains. Come up, and look with me.” The tree reached out, and Neo climbed up.

Into yokugala awayibonayo yayinde kwaye imdaka ngebala, inomzimba owomeleyo nowenzive ngokhuni. Yayineengalo ezinde nezimdaka ezazifikelela esibhakabhakeni, kunye nentloko enkulu ecekeethekileyo eneenwele ezingamagqabi eziluhlaza ezazishukusukuma ziye ngapha nangapha kwimpepho efudumeleyo. “Molo,” watsho uNeo ewathe gqa amehlo. “Uyintoni?” “Ndingumthi. Ndbona konke okulapha kula mathafa mahle nabugolide. Gwencela unyuke uze kujonga kunye nam.” Umthi wathoba waya kuye, waze uNeo wagwencela.



At last, Neo peered through a window where an old gogo, with strong arms and twiggy hair like the branches of a big tree, closed a book and bent to kiss her little boy goodnight.

Ekugqibeleni, uNeo wakroba efestileni apho wabona ixhegwazana elidala, elineengalo ezomeleleyo kunye neenwele ezifana namasebe omthi omkhulu, livala incwadi laza lathoba laphuza inkwenkwana encinane lisithi busuku benzolo kuyo.

Gogo smiled. “Don’t you know? All stories are real, if you believe in them,” she said. Then she pointed to the place on the page where a little boy, just about Neo’s size, was walking across the veld.

As Gogo read, Neo closed his eyes and slipped away, over the hills ... across the great, brown earth ... off into the big, wide world.

UGogo wancuma. “Akuyazi na? Onke amabali ayinyaniso, ukuba uyakholelwa kuwo,” watsho. Emva koko wolatha indawo kwelo phepha apho kwakuhamba inkwenkwana, engangoNeo lo kanye, inqumla ithafa.

Njengokuba uGogo eqhubeka nokufunda ibali, uNeo wawavala amehlo akhe wemkisela ngengqondo yakhe, wenyuka iinduli ... wanqumla loo mhlaba mkhulu umdaka ngebala ... waya kutshona kwilizwe elikhulu nelibanzi.

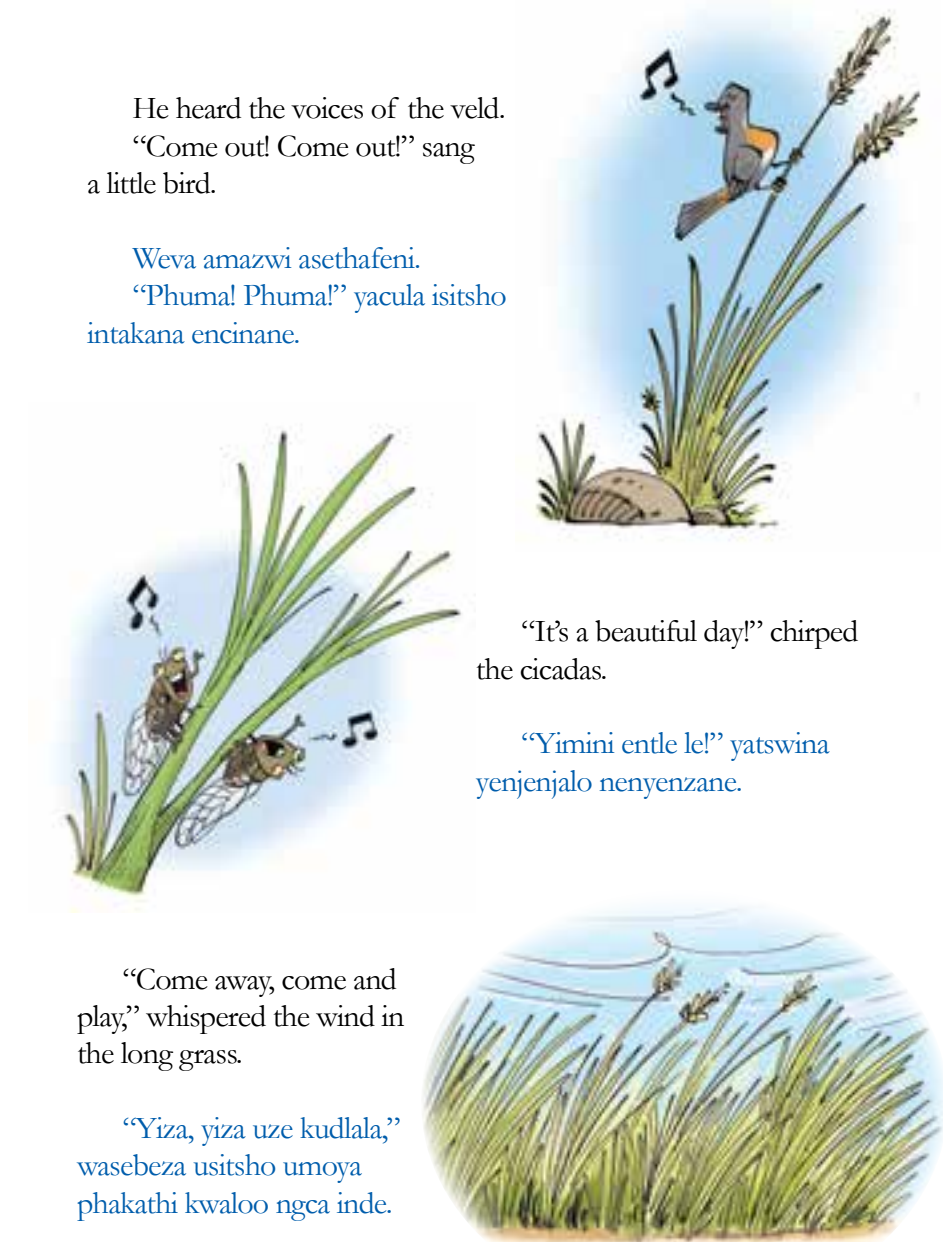






Neo remembered about the grey, pouring rain, and wondered if he should be out here. But in a story, you can do anything. There was no rain *here*. So, Neo set off across the veld.

UNeo wakhumbula imvula engwevu nenethayo, waze wazibuza ukuba ingaba kuloo meko angaphuma phandle kusini na. Kodwa ebalini, ungenza nantoni na oyifunayo. Kwakungekho mvula *apha*. Uthe ke ngoko, uNeo wahamba, enqumla ithata.



He heard the voices of the veld. “Come out! Come out!” sang a little bird.

Weva amazwi asethafeni. “Phuma! Phuma!” yacula isitsho intakana encinane.



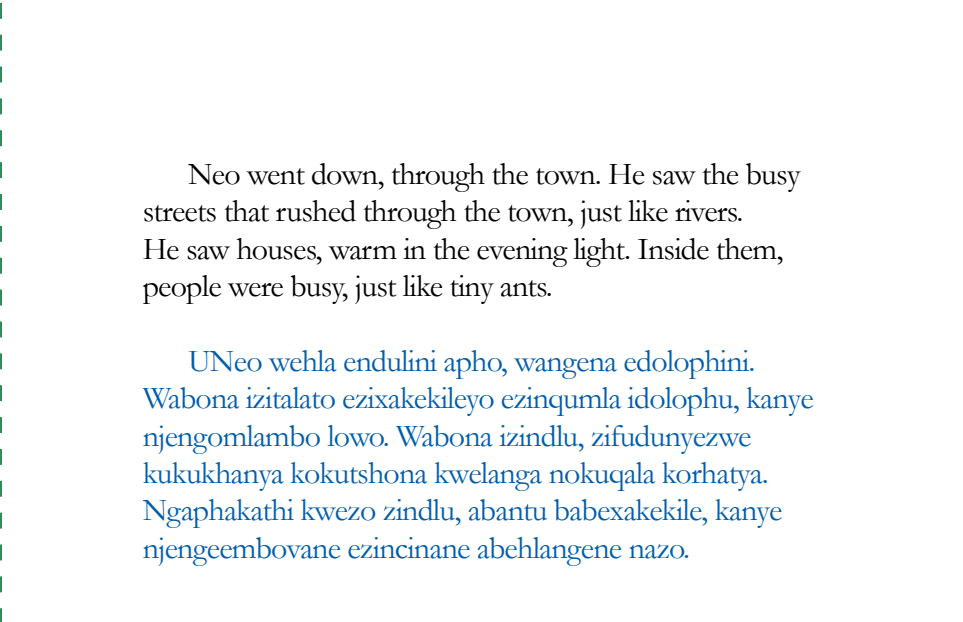
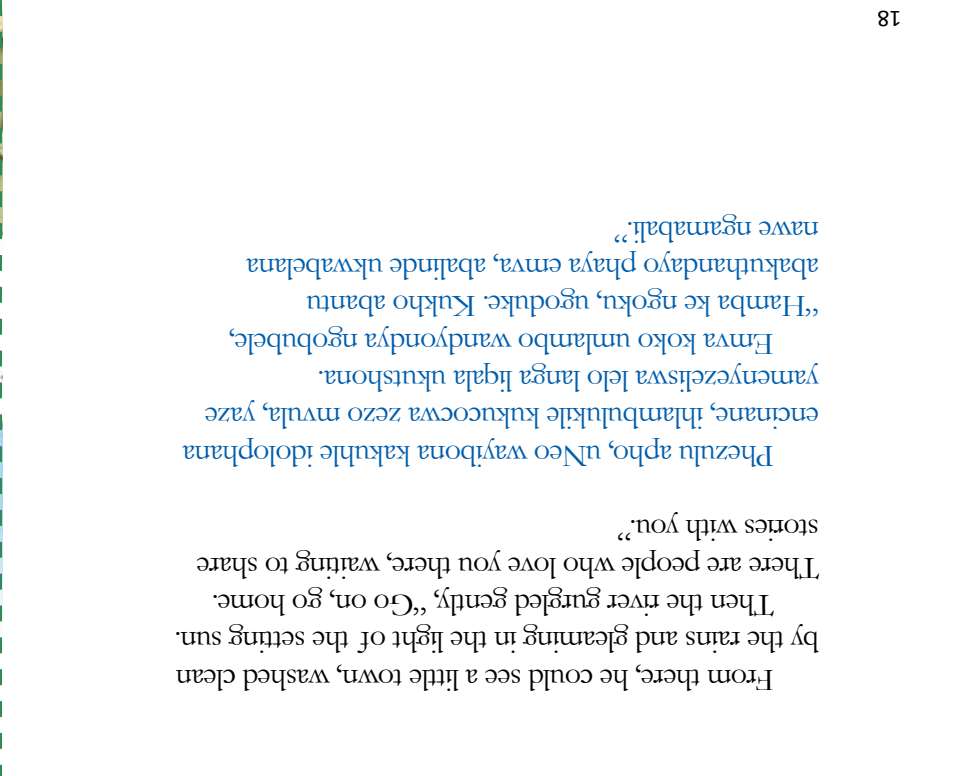
“It’s a beautiful day!” chirped the cicadas.

“Yimini entle le!” yatswina yenjenjalo nenyenzane.



“Come away, come and play,” whispered the wind in the long grass.

“Yiza, yiza uze kudlala,” wasebeza usitsho umoya phakathi kwaloo ngca inde.



From there, he could see a little town, washed clean by the rains and gleaming in the light of the setting sun. Then the river gurgled gently, “Go on, go home. There are people who love you there, waiting to share stories with you.”

Phezulu apho, uNeo wayibona kakuhle idolophana encinane, ihlambululile kukucocwa zezo mvula, yaze yamcenzeliswa jelo langa ligala ukutshona. Emva koko umlambo wandyondya ngobubele, “Hamba ke ngoku, ugoduke. Kukho abantu abakuthandayo phaya emva, abalinde ukwabelana nawe ngamabali.”



Neo went down, through the town. He saw the busy streets that rushed through the town, just like rivers. He saw houses, warm in the evening light. Inside them, people were busy, just like tiny ants.

UNeo wehla endulini apho, wangena edolophini. Wabona izitalato ezixakekileyo ezinqumla idolophu, kanye njengomlambo lowo. Wabona izindlu, zifudunyezwe kukukhanya kokutshona kwelanga nokuqala korhatya. Ngaphakathi kwezo zindlu, abantu babexakekile, kanye njengeembovane ezincinane abehlangene nazo.



“Come away, come and play,” whispered the wind in the long grass.

“Yiza, yiza uze kudlala,” wasebeza usitsho umoya phakathi kwaloo ngca inde.





# Story stars

## Connecting the rural to the city

Author, storyteller, publisher and rural arts activist, Shasha Seakamela, is one of the founders of an art and publishing movement called Rural in the Citi. This organisation works hard to promote the work and talent of different kinds of rural artists so that they have opportunities to show and sell their work in cities. We spoke to Shasha to find out more about this project and his thoughts on books and reading.

### Give us examples of some of the things that Rural in the Citi (RITC) does.

We do a lot of different things! These are only some of them. We publish and promote literature in indigenous languages, and offer children's reading and art workshops. We also run arts projects in schools and community centres in rural villages around South Africa. You can find out more about what we do on our website: [www.ruralintheciti.org](http://www.ruralintheciti.org).

### Why are stories important?

Stories and books help children learn about the world just by enjoying the story. Even as adults, we use stories to make sense of our world and to share that understanding with others. Telling stories helps us share experiences, understand each other, and create community.

### What kinds of stories does RITC publish?

We want to bring the ancient African myths back for children to enjoy.

### Why do we need books in all South African languages?

The lack of reading materials in indigenous languages means that children are not motivated to read. We also need to have books in all languages to embrace and accommodate everyone's culture.

### Who told you stories as a child?

My mother used to tell us stories in Sepedi. I learnt to read and write in Sepedi first. Even today, I write a lot in my home language before translating it into English.

### Where do you read and write?

I read anywhere, anytime – at home, on the bus, in the taxi, at work! I always carry a book with me. I am always either reading or writing! I sometimes write on my cellphone.

### When I read to children ...

... I make sure they understand what the story is about, and I explain where I need to. I let them ask questions. I also let them play – children learn through play.



Ruvan Boshoff



Ruvan Boshoff

Shasha with one of the bilingual books, *Chameleon makes a clever plan*, published by Rural in the Citi.

UShasha ephethe enye yeencwadi ezingulwimi-mbini nesihloko sithi, *Chameleon makes a clever plan* (Ulovane lucinge icebo elikrelekrele), nepapashwe yiRural in the Citi.



# Iimbilasane zamabali

## Ukuhlenganisa ubomi basemaphandle kunye nobasedolophini

Umbhali, umbalisi-mabali, umpapashi kunye netshantliziyo lobugcisa lasemaphandleni, uShasha Seakamela, ngomnye wabasunguli bombutho wezobugcisa kunye nopapasho obizwa ngokuba, yiRural in the Citi. Lo mbutho uzixakekise ngokuxhasa umsebenzi kunye neentalente eziziintlobo ezahlukileyo zamagcisa asemaphandleni ukuze bafumane amathuba okubonisa kwaye bathengise nomsebenzi wabo ezixekweni. Sithethe noShasha ukuze sifumanise banzi malunga nale projekthi kunye neengcinga zakhe ngeencwadi kunye nokubhala.

### Khawusinike eminye yemizekelo yezinto ezenziwa ngumbutho iRural in the Citi (RITC).

Senza izinto ezininzi kakhulu nezahlukeyo! Ezi zezinye nje ezimbalwa zazo. Sipapasha kwaye sixhasa uncwadi olubhalwe ngeelwimi zomthonyama, size sibonelele ngocweyo lokufunda kunye nobugcisa ebantwaneni. Kananjalo siqhuba neeprojekthi zobugcisa ezikolweni nakumaziko oluntu asezilalini kuwo wonke uMzantsi Afrika. Ungafumanisa ngakumbi malunga nezinto esizenzayo kwiwebhusayithi yethu, ku-[www.ruralintheciti.org](http://www.ruralintheciti.org).

### Kutheni ebalulekile nje amabali?

Amabali kunye neencwadi zinceda abantwana ukuba bafunde malunga nehlabathi nje ngokuthi bonwabele ibali. Nathi njengabantu abadala, sisebenzisa amabali ukunika ihlabathi lethu intsingiselo ze sabelane ngoko sikuqondileyo kunye nabanye abantu. Ukubalisa amabali kusinceda sabelane ngamava ethu, siqondane, kwaye sisungule intlaliso siluluntu.

### Zeziphi iintlobo zamabali ezipapashwa yiRITC?

Sifuna ukubuyisa iintsomi neembali zamandulo zase-Afrika ukuze abantwana bakwazi ukuzonwabela.

### Kutheni le nto iincwadi zifuneka ngazo zonke iilwimi zaseMzantsi Afrika?

Ukunqongophala kwezinto zokufunda ngeelwimi zomthonyama zase-Afrika kuthetha ukuba abantwana abakhuthazwa ukuba bafunde. Kananjalo kufuneka sibeneencwadi ngazo zonke iilwimi ukuze wonke ubani azive esekhaya kwaye oko kukuhlangabezana neminqweno neemfuno zenkcubeko kumntu wonke.

### Ngubani owayekubalisela amabali ebuntwaneni bakho?

Umama wam wayedla ngokusibalisela amabali ngeSepedi. Ndaqala ndafunda ukufunda nokubhala iSepedi ekuqaleni. Nditsho nanamhla oku, ndibhala kakhulu ngolwimi lwam lweenkobe kuqala, phambi kokuba ndiguqulele esiNgesi.

### Yeyiphi indawo ofundela okanye obhalela kuyo?

Ndifunda naphi na, nanini na – ekhaya, ebhasini, etekisini, emsebenzini! Ndisoloko ndiphethe incwadi. Ngalo lonke ixesha ndisoloko ndifunda okanye ndibhala! Ngamanye amaxesha ndibhala nalapha kwiselula yam.

### Xa ndifundela abantwana ...

... ndiqinisekisa ukuba bayaliqonda ukuba ibali limalunga nantoni na, kwaye ndibacacisele apho kuyimfuneko oko. Ndidibavumela ukuba babuze imibuzo. Kananjalo ndibavumela ukuba badlale – abantwana bafunda ngokudlala.

## NAL'IBALI ON RADIO!

Tune in to your favourite SABC radio station and enjoy listening to children's stories! To find out the days and times that Nal'ibali is on the radio, go to [www.nalibali.org/audio-downloads/](http://www.nalibali.org/audio-downloads/).



## UNAL'IBALI KUNOMATHOTHOLO!

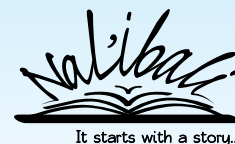
Phulaphula esona sikhululo sikanomathotholo usithandayo kwijelo losasazo lakwa-SABC uze wonwabele ukumamela amabali abantwana! Ukuze ufumane iintsuku kunye namaxesha uNal'ibali akunomathotholo ngawo, yiya ku-[www.nalibali.org/audio-downloads/](http://www.nalibali.org/audio-downloads/).





# The farmer and his family

By Shasha Seakamela ✨ Illustrations by Johann Strauss



A long time ago in Limpopo, there lived a farmer and his family – his donkey, his pig, his dog, his cat and his rooster. They all lived happily together on the farm. Then one day the rain stopped and there was no more water. The vegetables could no longer be watered and there was not much left to drink.

The farmer called his donkey, pig, dog, cat and rooster. “We have to move to a place where there is water,” he said. So they all left. The farmer took a few of his things with him in a bag. Together they walked along the dusty road one behind the other. *Tramp-tramp! Clip-clop! Snuffle-snort! Woof-woof! Meow-meow! And cock-a-doodle-doo!*



On their way to a place where there was water, the farmer and his animals met a crow. The crow watched them all walking and laughed at the farmer.

“*Kwaaa! kwaaa!* Why are you walking when you have a donkey? If I were you, I would ride on the donkey,” the crow said as he flew off laughing, “*Kwaaaa! Kwaaaa!*”

The farmer thought about this for a while. Then he decided to climb on the donkey’s back. He rode on the donkey while the other animals walked behind them. *Clip-clop! Snuffle-snort! Woof-woof! Meow-meow! And cock-a-doodle-doo!*

Soon they met a meerkat.

“*Woahaha! Woahaha!* You have no shame,” said the meerkat to the farmer as she sat up straight to stare at them. “How can you ride on the donkey’s back alone? Look how tired your pig is? His nose is dripping sweat.” Before she disappeared inside her home she laughed again, “*Woahaha! Woahaha!*”

The farmer stopped and thought about what the meerkat had said. He looked down at his pig and decided to let the pig ride on the donkey with him.

“Jump up, Pig! Jump up on the donkey’s back,” said the farmer. So the pig jumped up and sat behind the farmer on the donkey’s back. And they carried on walking. *Clip-clop! Woof-woof! Meow-meow! And cock-a-doodle-doo!*

At last the farmer saw a river, but it was still far away.

“We will go there,” he said pointing. The animals all agreed and they carried on walking until they met a jackal.

“*Haauauaua! Haauauaua!*” howled the jackal. “You are a horrible farmer. How can you and your pig ride alone on the donkey? Look how tired your dog is. She is panting. And your cat’s feet are dragging. And look at your rooster’s feathers, they are all drooping,” said the jackal disappearing into the bush, still laughing, “*Haauauaua! Haauauaua!*”

The farmer felt bad and decided that now they would all have to ride on the donkey’s back. He moved up towards the donkey’s neck.

“Jump up, Dog! Jump on top of the pig,” said the farmer. So the dog jumped on the pig, that sat on the donkey’s back, behind the farmer.

“Jump up, Cat! Jump on top of the dog,” said the farmer. So the cat jumped on the dog, that sat on the pig, that sat on the donkey’s back, behind the farmer.

“Jump up, Rooster! Jump on top of the cat,” said the farmer. So the rooster jumped on the cat, that sat on the dog, that sat on the pig, that sat on the donkey’s back, behind the farmer.

Along the road they walked. *Clip-clop, clip ... clop, clip ... clop!* They were close to the river, but by now the donkey was very tired.



Suddenly, right in front of them stood a hare.

The hare looked at them and said, “*Greeeeee! Greeeeee!* You are a cruel farmer. What has your donkey done to deserve such a punishment? Where I come from, everyone is treated with kindness.” Then, “*Greeeeee! Greeeeee!*” said the hare before disappearing into the bush.

The farmer thought about what the hare had said. He felt very bad. The farmer wanted to say something to the hare about all the things that had been said to him on the way, but the hare had already disappeared.

After another few steps, the donkey stopped suddenly and went down on his knees. The rooster crowed and flew off. The cat meowed and jumped down. The dog barked and ran off. The pig oinked and rolled onto the ground.

The farmer got off his donkey and stood scratching his head. He looked at his tired donkey and then went to fetch him some water. The farmer remembered all the things that had been said to him as he and his animals were walking along. He thought and thought and then he decided that never, ever again would he just do what he was told. He would think about it more carefully first and see if it was the right thing to do. He would also tell his animals what had been said and together they would decide what to do.

The farmer called his donkey, pig, dog, cat and rooster and they all sat down in the shade of a big marula tree. While they were sitting there, the farmer asked his donkey for forgiveness.

From that day on, they all became the best of friends. And from that day on, the farmer always treated all his animals with kindness.

The farmer and his family is also available as a picture book from Rural in the Citi. Go to [www.ruralintheciti.org](http://www.ruralintheciti.org) for more information.







# Umfama kunye nosapho lwakhe

Libali likaShasha Seakamela ★ Imifanekiso yekaJohann Strauss

Indawo  
Yamabali

Kudala-dala, eLimpopo, kwakukho umfama owayehlala kunye nosapho lwakhe – imbongolo yakhe, ihagu yakhe,inja yakhe, ikati yakhe kunye nomqhagi wakhe. Bonke babehlelisene kamnandi nangolonwabo efama. Kwathi ngenye imini imvula yayeka ukuna, kwaza kwalandela imbalela, banqatyelwa ngamanzi. Kwaba nzima ke ngoku ukunkcenkceshela imifuno, aza acutheka namanzi okusela.

Umfama wabiza imbongolo yakhe, ihagu yakhe,inja yakhe, ikati yakhe kunye nomqhagi wakhe. “Kufuneka sihambe, sifudukele kwindawo enamanzi,” watsho. Bathe ke bahamba xa bebonke. Umfama wathatha izinto zakhe ezimbalwa wazifaka engxoweni. Bonke bahamba endleleni enothuli omnye elandela emva komnye. Kukhala, *Gingqi-gingqi! Nqakra-Nqakra! Gru-gru! Hawu-hawu! Nyawu-nyawu!* Kugqibela ngokuthi, *Kurukukuuuu-kuuuu!*



Endleleni yabo eya endaweni enamanzi, umfama kunye nezilwanyana zakhe bahlangana nonomyayi. Unomyayi wababukela behamba bonke waze wamhleka kakhulu umfama.

“*Kwaaa! kwaaa!*” Kutheni uhamba ngeenyawo kodwa unembongolo? Mna ukuba bendinguwe, bendiza kukhwela imbongolo le,” watsho unomyayi ebhabha usahleka. “*Kwaaa! kwaaa!*”

Umfama wakucinga oku okomzuzwana. Emva koko wagqiba kwelokuba akhwele kwimbongolo yakhe. Wakhwela embongolweni lo gama ezinye izilwanyana zilandela emva kwakhe. Kukhala, *Nqakra-Nqakra! Gru-gru! Hawu-hawu! Nyawu-nyawu!* Kugqibela ngokuthi, *Kurukukuuuu-kuuuu!*

Kuthe kusenjalo bahlangana negala.

“*Whahaha! Whahaha!* Wowu akunazintloni,” latsho igala kumfama lithe ngcu elityeni, libathe ntsho ngamehlo. “Ungakhwela njani embongolweni wedwa? Jonga indlela edinwe ngayo ihagu yakho? Impumlo yayo ithontsiza ukubila.” Phambi kokuba litshone endlwini yalo igala, lahleka kwakhona, “*Whahaha! Whahaha!*”

Umfama wathi nqumama waze wacinga ngoko kuthethwe ligala. Wajonga ihagu yakhe ephantsi waze wagqiba kwelokuba ayikhwelise nayo apho embongolweni.

“Tsiba, uze apha Hagu! Tsibela apha kumqolo wembongolo,” watsho umfama. Yathi kwa-oko ke nayo ihagu yatsiba, yakhwela apho embongolweni, yahlala emva komfama. Baqhubeka nohambo lwabo. Kukhala, *Nqakra-Nqakra! Hawu-hawu! Nyawu-nyawu!* Kugqibela ngokuthi, *Kurukukuuuu-kuuuu!*

Ekugqibeleni umfama wawubona umlambo, kodwa wawusekude kakhulu.

“Siza kuya phaya,” watsho esolatha. Izilwanyana zonke zavuma baze baqhubeka nohambo lwabo bade bahlangana nodyakalashe.

“*Haawu-haawu! Haawu-haawu!*” wakhala esitsho udyakalashe. “Ungumfama okhohlakeleyo. Kungakhwela njani wena nehagu yakho kuphela embongolweni? Jonga indlela edinwe ngayoinja yakho. Iyakhefuzela. Kwaye ikati yakho nayo irhuqa iinyawo. Khawujonge iintsiba zomqhagi wakho, zonke zijonge ezantsi,” watsho udyakalashe esithela etyholweni, esahleka, “*Haawu-haawu! Haawu-haawu!*”

Umfama weva kakubi kakhulu waze wagqiba kwelokuba ngoku kuza kufuneka bakhwele bonke kumqolo wembongolo. Wasondela ngasentanyeni yembongolo.

“Tsiba, Nja! Tsibela phezu kwehagu,” watsho umfama. Yenjenjalo ke nenja, yatsibela phezu kwehagu eyayihleli phezu komqolo wembongolo, emva komfama.

“Tsiba, Kati! Tsibela phezu kwenja,” watsho umfama. Yenjenjalo ke nayo ikati, yatsibela phezu kwenja eyayihleli phezu kwehagu, yona eyayihleli phezu komqolo wembongolo, emva komfama.

“Tsiba, Mqhagi! Tsibela phezu kwekati,” watsho umfama. Wenjenjalo ke nawo umqhagi, watsibela phezu kwekati, eyayihleli phezu kwenja,inja yona eyayihleli phezu kwehagu, ihagu yona ihleli kumqolo wembongolo, emva komfama.

Bangena endleleni ke, bahamba. *Nqakra-nqakra, nqakra ... nqakra, nqakra ... nqakra!* Bathi xa bekude kufuphi emlanjeni, imbongolo yaziva idinwe kakhulu ngoku.



Kuthe kusenjalo, kwathi gqi umvundla owawumi kanye apha phambi kwabo.

Umvundla wabajonga waze wathi, “*Kriiii! Kriiii!*” Ungumfama okhohlakeleyo. Ingaba yenze ntoni le mbongolo yakho ukuze ifumane esinje sona isohlwayo? Apho ndivela khona, wonke umntu uphathwa ngobubele.” Emva koko wathi, “*Kriiii! Kriiii!*” phambi kokuba uthi shwaka umvundla, utshone ematyholweni.

Umfama wacinga malunga noko kwakuthethwe ngumvundla. Weva kakubi kakhulu kuye ngaphakathi. Umfama wayefuna ukuwuxelela umvundla zonke izinto ezithe zathethwa kuye apho endleleni, kodwa umvundla wawusele ungasabonakali.

Emva kwamanyathelo nje ambalwa, imbongolo yasuka yema, yaza ngephanyazo yaguqa ngamadolo. Umqhagi wakhonya waza wabhabha. Ikati yakhala, yatsibela phantsi. Inja yakhonkotha, yabaleka. Ihagu yakhala yaziqengqela emhlabeni.

Umfama wehla kwimbongolo yakhe, waze wonwaya intloko. Wajonga imbongolo yakhe ediniweyo waze waya kuyikhelela amanzi. Umfama wazikhumbula zonke izinto ezazithethwe kuye lo gama yena nezilwanyana zakhe babehamba endleleni. Wacinga, wacinga waze wagqiba kwelokuba akasoze aphinde enze nje into ayixelelwayo. Wazixelela ukuba kufuneka ayicingisise kakuhle into kuqala, ze abone ukuba ingaba yinto elungileyo kusini na. Emva koko ke uya kuthi axelele nezilwanyana zakhe loo nto ithethwayo ukuze bonke baxoxe ngayo khona ukuze bafikelele kwisigqibo sento abafanele ukuyenza.

Umfama wabiza imbongolo yakhe, ihagu yakhe,inja yakhe, ikati yakhe kunye nomqhagi wakhe baze bahlala phantsi emthunzini womthi wemarula. Lo gama babehleli apho, umfama wacela ukuba imbongolo imxolele.

Ukususela ngaloo mini, babangabona bahlobo bathandanayo. Kwaye ukususela ngaloo mini ukuya phambili, umfama wayesoloko eziphethe ngobubele zonke izilwanyana zakhe.

Eli bali lisihloko sithi, *Umfama kunye nosapho lwakhe* liyafumaneka njengencwadi yemifanekiso kwabakwaRural in the Citi. Yiya ku-[www.ruralintheciti.org](http://www.ruralintheciti.org) ukuze ufumane iinkcukacha ezithe vetshe.



Drive your  
imagination





# Nal'ibali fun

## Okokuzonwabisa kwakwaNal'ibali

### ★ Make a badge!

1. Cut along the red dotted line to cut out the badge.
2. Colour in the picture.
3. Cut a circle the same size as the badge from some thin cardboard, for example, a cereal box.
4. Use glue to paste the badge onto the cardboard.
5. Use sticky tape or masking tape to attach a safety pin to the back of the badge. Or make a hole at the top and thread some wool or string through it so that you can hang it around your neck.
6. Enjoy wearing your badge as you read and listen to stories on World Read Aloud Day.

### ★ Yenza ibheji!

1. Sika ibheji ulandela umgca ongamachaphaza abomvu.
2. Faka umbala emfanekisweni.
3. Sika isangqa esilingana nebheji ngobukhulu kwikhadibhodi ephephephe, umzekelo, ibhokisi yesiriyeli.
4. Sebenzisa iglu ukuncamathelisa ibheji ekhadibhodini.
5. Sebenzisa into yokuncamathelisa eqinileyo ukuze uncamathelise umva wesipelitana ngasemva kwibheji yakho. Okanye ugqobhoze umngxunyana emantla ebheji ze ufake iwulu okanye umtya ukuze ukwazi ukuyijingisa entanyeni yakho.
6. Yonwabela ukunxiba ibheji yakho xa ufunda okanye umamele amabali ngoSuku lokuFunda ngokuVakalayo lweHlabathi.



### ★ Make a banner!

Make a bilingual World Read Aloud Day banner (or poster) to display at your home, school, library or reading club. Cut out the words and pictures below that you would like to use on your banner, and glue them to a long sheet of blank paper. Then add your own writing and drawings, and/or cut out pictures and words from magazines and newspapers to complete your banner.

### ★ Yenza ibhanile!

Yenza ibhanile engulwimi-mbini yoSuku lokuFunda ngokuVakalayo lweHlabathi (okanye ipowusta) ukuze uyixhome ekhayeni lakho, esikolweni, kwithala leencwadi okanye kwiklabhu yokufunda yakho. Sika amagama kunye nemifanekiso elapha ngezantsi nongathanda ukuyisebenzisa kwibhanile yakho, uze uwancamathisele kuxwebhu lwephepha elingabhalwanga nto. Emva koko bhala ofuna ukukubhala kunye nemizobo, kunye/okanye ungasika, ukhuphe nemifanekiso kunye namagama kwiimagazini namaphephandaba ukuze ugqibezele ibhanile yakho.

**I LOVE READING!**  
**NDIYAKUTHANDA**  
**UKUFUNDA!**

**exciting**  
**iyahlaziya**



**enjoyable**  
**innandi**



**FUN**  
**UKUZONWABISA**



**relaxing**  
**iyaphumza**

**inspiring**  
**evuselelayo**

**READING TAKES YOU PLACES!**  
**UKUFUNDA KUKUSA KWIINDAWO**  
**NGEENDAWO!**

**I am a reader!**  
**Ndingumfundi!**

**interesting**  
**inowmdla**



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Daily Dispatch

The Herald

Sunday Times

SundayWorld



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