



# Nalibali

It starts with a story...

## For our children's sake



All children deserve the opportunity to learn to use reading and writing meaningfully in their lives – to become literate! Literacy is a human right, but how do we make sure that all South Africa's children have equal access to this right? What are the literacy experiences all our children should have if we want them to become fully literate citizens?

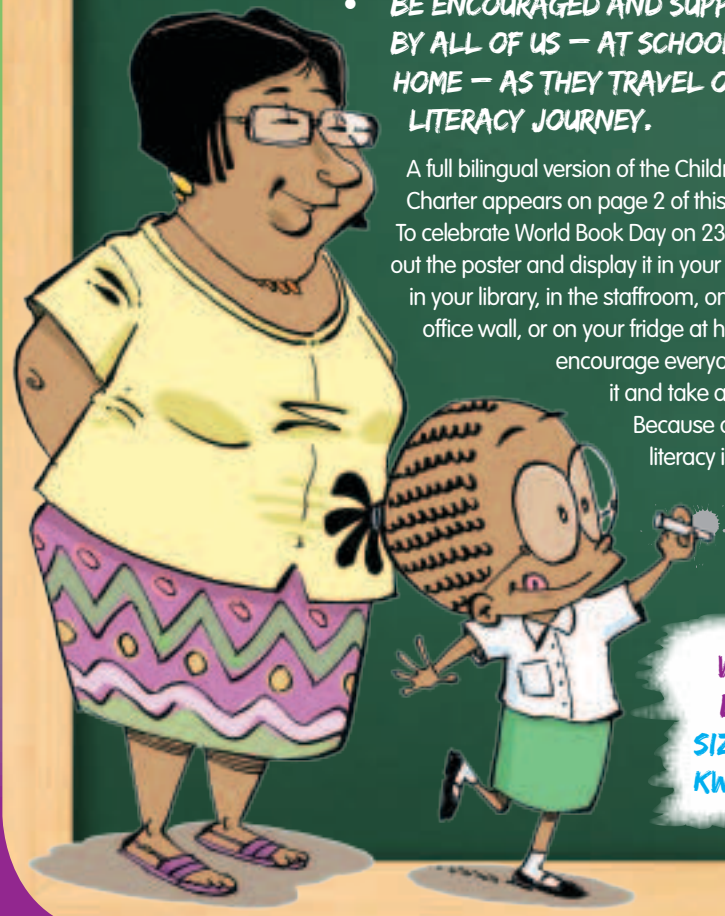
Last year on International Literacy Day we launched a call to you to help us put together a Children's Literacy Charter – something that would describe the literacy experiences all our children should have. We asked you what you thought our children have the right to expect when it comes to reading and writing.

Many of the reading clubs and individuals in the Nalibali network, and our partner organisations sent us emails and letters – we also received some from new friends! Your responses made it quite clear that we all agree that learning to read and write is not just about learning new skills. It is about learning to use reading and writing in real and important ways.

### WE ALL AGREED THAT OUR CHILDREN SHOULD:

- REGULARLY READ PURELY FOR ENJOYMENT
- HAVE ACCESS TO A WIDE VARIETY OF BOOKS, FROM THE MOMENT THEY ARE BORN RIGHT THROUGH TO ADULTHOOD
- BE ALLOWED TO USE READING AND WRITING IN WAYS THAT ARE MEANINGFUL TO THEM
- HAVE THE OPPORTUNITY TO BECOME LITERATE IN THEIR HOME LANGUAGE AND ADDITIONAL LANGUAGES
- BE INSPIRED BY THE WAYS IN WHICH THE ADULTS AROUND THEM USE LITERACY ON A DAILY BASIS
- BE ENCOURAGED AND SUPPORTED BY ALL OF US – AT SCHOOL AND AT HOME – AS THEY TRAVEL ON THEIR LITERACY JOURNEY.

A full bilingual version of the Children's Literacy Charter appears on page 2 of this supplement. To celebrate World Book Day on 23 April, cut out the poster and display it in your classroom, in your library, in the staffroom, on your office wall, or on your fridge at home – and encourage everyone to read it and take action! Why? Because our children's literacy is at stake!



## Ngenxa nje yabantwana bethu



Bonke abantwana banelungelo lokufumana ithuba lokufunda ukusebenzisa ngentsingiselo ukufunda nokubhala ebomini babo – ukuze bakwazi ukufunda nokubhala ngokugqibeleleyo! Ilitheresi lilungelo lomntu wonke, kodwa ke singaqinisekisa njani ukuba bonke abantwana boMzantsi Afrika bafikelela ngokulinganayo kweli lungelo? Ngawaphi amava elitheresi ekufuneka bonke abantwana bethu benawo ukuba sifuna babe ngabemi abakwaziyo ukufunda nokubhala ngokugqibeleleyo?

Kunyaka ophelileyo ngoSuku lweLitheresi lwaMazwe ngaMazwe sahlaba ikhwelo lokuba usincedise ekubhaleni uMqulu okhuthaza ilitheresi yabantwana – into ebhaliweyo nechaza amava elitheresi ekufuneka bonke abantwana bethu benawo. Sakubuza ukuba ucinga ukuba abantwana bethu banelungelo lokulindela ntoni na ngokuphathelele ekufundeni nasekubhaleni.

Uninzi lweeklabhu zokufunda kunye nabantu abakwisixokelelwano sethu seNalibali, kwakunye nemibutho esisebenzisana nayo zisithumele ii-imeyili kunye neeleta - kanti ezinye zazo zivela kubahlobo bethu abatsha! Imbalelwano yenu ikwenze kwacaca gca ukuba sonke siyavumelana ukuba ukufunda ukubhala nokufunda asikokufunda nje izakhono ezintsha kuphela. Koko kukufunda ukusebenzisa ukufunda nokubhala kwizinto zokwenene nezibalulekileyo.

### SIYAVUMELANA SONKE UKUBA ABANTWANA BETHU KUFUNEKA:

- BATHI GGOLO UKUFUNDELA NJE UKUZONWABISA
- BAFIKELELE KWIINCWADI EZININZI EZAHLUKENEYO, UKUSUSELA EKUZALWENI KWABO DE BABE NGABANTU ABADALA
- BAVUNYELWE BASEBENZISE UKUFUNDA NOKUBHALA NGEENDLELA EZINENTSINGISELO KUBO
- BAFUMANE ITHUBA BAKWAZI UKUFUNDA NOKUBHALA NGOKUGQIBELELEYO NGEELWIMI ZABO ZEENKOBE KUNYE NEELWIMI EZONGEZELELWEYO
- BAVUSELELWE ZIINDLELA ABANTU ABADALA ABABANGQONGILEYO ABASEBENZISA NGAZO ILITHERESI KUBOMI BEMIHLA NGENGIHLA
- BAKHUTHAZWE KWAYE BAXHASWE SITHI SISONKE – ESIKOLWENI NASEKHAYA – KOLU HAMBO LWABO LWELITHERESI.

UMqulu okhuthaza ilitheresi yabantwana ophelileyo nobhalwe ngeelwimi ezimbini ukwiphepha lesi-2 lolu hlelo. Xa ubhiyozela uSuku lweeNcwadi lweHlabathi ngomhla wama-23 kuTshazimpunzi, sika wenze ipowusta oya kuyixhoma eklasini yakho, kwiithala leencwadi lakho, kwigumbi lokuhlala loofitshala, kudonga lwe-ofisi yakho, okanye kwisikhenkcezi sakho ekhaya – ze ukhuthaze wonke ubani ukuba ayifunde kwaye abe nento ayenzayo ngayo! Ngoba? Kuba ilitheresi yabantwana bethu isemngciphekweni!

WE WILL BE TAKING A BREAK NEXT WEEK, BUT WILL BE BACK AGAIN IN THE WEEK OF 4 MAY 2014!  
SIZA KUKHE SITHATHE IKHEFU KULE VEKI IZAYO, KODWA SIYA KUBANANI KWAKHONA KWIVEKI YOMHLA WESI-4 KUCANZIBE WAMA-2014!



Drive your imagination

Read to me. Every day.  
Ndifundele. Yonke imihla.





# Children's Literacy Charter

Literacy is the foundation of education and the gateway to a successful adult life in the modern world. This charter invites adults across South Africa to make sure that the conditions which support children's successful literacy learning, are offered to all our children so that they may have personally-rewarding and educationally-successful literacy learning journeys.



# UMqulu okhuthaza iLitheresi yaBantwana

ILitheresi sisiseko semfundo nesango elikhokelela empumelelweni kubomi bomntu omdala kwihlabathi lale miha. Lo mqulu umema abantu abadala kulo lonke elaseMzantsi Afrika ukuba baqinisekise ukuba iimeko ezixhasa ukufundwa ngempumelelo kwelitheresi ngabantwana zidalelwa bonke abantwana bethu ukuze babe nohambo lokufunda iitheresi olumvuzayo umntwana ngamnye kwanolunemfundo eyimpumelelo.

**1 Reading for pleasure:** All children should experience exploring reading and writing purely for their own pleasure and satisfaction in their home and additional languages from early childhood onwards.

**Ukufundela ukuzonwabisa:** Bonke abantwana kufuneka ukuba babenamava okuphicotha ukufunda nokubhala, oko bekwezela kuphela ukuzonwabisa nokuzonelisa ngeelwimi zabo zeenkobe kwakunye nezinye iilwimi ezongezelelweyo, ukususela ebuntwaneni ukuya phambili.

**2 Stories:** All children should have regular opportunities to listen to, read and talk about stories from South Africa, Africa and around the world.

**Amabali:** Bonke abantwana kufuneka bawafumane rhoqo amathuba okumamela, okufunda nokuthetha ngamabali aseMzantsi Afrika, ase-Afrika nawehlabathi jikelele.

**3 Exploring the world:** All children should have daily opportunities to use reading and writing to help them explore life from both imaginary and realistic perspectives. These opportunities enable them to learn about themselves and others while exploring their changing place in the world and how they can contribute to it.

**Ukuphonononga ihlabathi:** Bonke abantwana kufuneka babenamathuba emihla ngemihla okusebenzisa ukufunda nokubhala ukubanceda baphonononge ubomi ngokubujonga ngokwasentsomini njengemifanekiso-ngqondweni okanye babubujonge njengoko bunjalo. La mathuba abavumela ukuba bafunde ngabo buqu kunye nabanye lo gama bephonononga ukutshintsha kwendawo yabo ehlabathini kwakunye nendlela abanokuba negalelo ngayo kwintlalo.

**4 Inspiration:** Children of all ages need people to read to them in ways which inspire them to want to read for themselves. Family members at home, teachers in their classrooms and librarians at local or school libraries should read aloud to children regularly.

**Ukuvuseleka:** Abantwana ababudala bahlukileyo badinga abantu bokubafundela ngeendlela eziza kubavuselela ukuba bafune ukuzifundela bona ngokwabo. Amalungu osapho ekhaya, ootitshala eziklasini zabo kunye noosothala kumathala eencwadi asekuhlaleni nawasezikolweni kufuneka bafunde rhoqo abantwana ngokuvakalayo.

**5 Role models:** Adults need to model reading and writing for children. Children need to see the adults at home and school, and in their communities using writing and reading to get things done, to learn and for entertainment.

**Abantu abayimizekelo:** Abantu abadala kufuneka babeyimizekelo yabantwana yokufunda nokubhala. Abantwana bafuna ukubona abantu abadala ekhaya nasesikolweni, kwakunye nasekuhlaleni besebenzisa ukubhala nokufunda ukwenza izinto ezithile, bekwakusebenzisa nokufunda kunye nokuzonwabisa.

**6 Learning to read and write:** All children at school have the right to be taught how to read and write by skilled and inspiring teachers who communicate with them in language/s they understand, exposing them to wonderful stories and interesting texts as part of their teaching.

**Ukufunda ukufunda nokubhala:** Bonke abantwana esikolweni banelungelo lokufundiswa indlela yokufunda nokubhala ngootitshala abanezakhono nabavuselelayo, nabathi banxibelelane nabo ngolwimi okanye ngeelwimi abaziqondayo, bebabonisa amabali amnandi ngokumangalisayo nokunye okubhaliweyo okunomdla njengenxalenye yokufundisa kwabo.

**7 Time and place:** Children need to be given sufficient and regular free time to relax and read. They also need quiet places in which to do this.

**Ixesha kunye nendawo:** Abantwana bafuna ukunikwa rhoqo ixesha eloneleyo lokungenzi nto ukuze baphumle bafunde. Kananjalo bafuna iindawo ezizolileyo apho banokukwazi ukwenza oku khona.

**8 Access to material:** Children need to easily be able to find a variety of reading and writing materials in their immediate environment. They need access to a large selection of story- and other books, whether these are owned, or borrowed from school and public libraries close enough to where they live. They also need to be surrounded by environmental print in languages they know and understand.

**Ukufikelela kwizinto zokufunda nokubhala:** Abantwana bafuna ukuba makube lula ukufumana iintlobo ngeentlobo zezinto zokufunda nokubhala kwindawo ebangqongileyo. Bafuna ukufikelela kumabali amaninzi abanokukhetha kuwo – nezinye iincwadi, nokuba ezi zezabo okanye zibolekwe esikolweni okanye kwithala leencwadi loluntu elikufutshane nalapho bahlala khona. Kananjalo bafuna ukungqongwa kokuprintiweyo okungeelwimi abazaziyo nabaziqondayo.

**9 Books to inspire:** Children have the right to good quality books with high quality writing and illustrations, exciting storylines and engaging information. Good quality books are the most likely to "switch" children on to reading as a lifelong habit.

**Iincwadi ezivuselelayo.** Abantwana banelungelo lokuba neencwadi ezinemifanekiso esemgangathweni nezibhalwe kakuhle, amabali achulumancisayo nolwazi oludala imibuzo. Iincwadi ezisemgangathweni zezona zikwaziyo ukubatsintsha abantwana baqhele ukuba ngabafundi ubomi babo bonke.

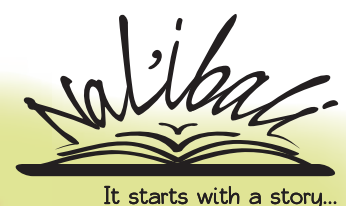
**10 Selection:** Children need to be given opportunities to choose what they want to read sometimes and at other times be offered guidance by adults. Self-selection helps children to mature as readers because it allows them to develop criteria for the types of books that interest them.

**Ukukhetha:** Abantwana bafuna ukunikwa amathuba okukhetha abafuna ukufunda ngamanye amaxesha kuze ngamanye amaxesha bakhokelwe ngabantu abadala ngelicebisayo. Ukuzikhethelela kunceda abantwana bakhule bevuthiwe njengabafundi kuba oku kubavumela ukuba baphuhlise izakhono zokwenza izigqibo ngokwezo ntlobo zeencwadi banomdla kuzo.



**11 Encouragement:** Children deserve to have all their attempts at reading and writing celebrated by the adults in their lives and to be encouraged to continue to extend their use of written and oral language. On their journey to becoming literate, children will sometimes get things wrong and sometimes get them right. This, together with encouragement, is how we all learn.

**Inkuthazo:** Abantwana bafanele ukuba zonke iinzame zabo zokufunda nokubhala zibhiyozelwe ngabantu abadala abasebomini babo kwaye bakhuthazwe ukuba baqhubeka nokwandisa ukusebenzisa kwabo ulwimi olubhaliweyo noluthethwayo. Endleleni yabo yokuba ngababhali nabafundi gqibi, abantwana baza kuba nazo iimpazamo ngamanye amaxesha, ngamanye amaxesha bazichane izinto. Oku, kukhatshwa yinkuthazo, yindlela esifunda ngayo sonke.





“We will find them for you,” said the girls.  
 “Thank you,” said Mrs Smit.  
 “Siza kuninceda sinikhangelise,” atshilo amantombazana.  
 “Enkosi kakhulu,” utshilo uNkosikazi Smit.



“NuuuuHHAAAAA!” screamed Mrs Allie.  
 “Skye, Skye, can you hear me?” Mrs Smit shouted.  
 “Zweli, Lonke!” called Gogo.  
 “NuuuuHHAAAAA!” ukhwaze watsho uNkosikazi Allie.  
 “Skye, Skye, ingaba uyandiva?” umbize watsho uNkosikazi Smit.  
 “Zweli, Lonke!” ungxole watsho uMakhulu.

CAMBRIDGE

# Raj keeps a secret

## URaj ugcine ihlebo



Ian Lusted

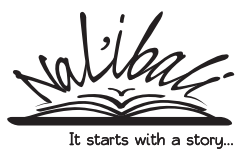
*Raj keeps a secret* is from the Rainbow Reading series by Cambridge University Press. Rainbow Reading is a graded series for primary schools. It provides a wealth of original stories and factual texts, which will help learners to develop the reading skills and vocabulary they need to meet the requirements of the curriculum – in all learning areas. Rainbow Reading consists of 350 titles which are grouped by level and theme. For further information, visit [www.cup.co.za](http://www.cup.co.za)



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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](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi)



INal'ibali liphulo likazwelonke lokufundela ukozonwabisa nokuvuselela umdla ebantwaneni ngokubalisa amabali nokufunda. Ngeenkukacha ezithe vetshe, ndwendwela ku-[www.nalibali.org](http://www.nalibali.org) okanye ku-[www.nalibali.mobi](http://www.nalibali.mobi)



UMakhulu ukhangele kuyo yonke indawo.  
Gogo looked everywhere.



Fold

Layla, Neesha and Lindi went to the shop.  
“Good morning Mrs Patel,” said Lindi. “Have you  
seen the twins?”  
ULayla, uNeesha kunye noLindi baya evenkileni.  
“Molo Nkosikazi Patel,” wabulisa uLindi. “Ingaba  
ukhe wawabona amawele?”



“Have you seen Nuha?” asked Mrs Allie.  
“No, we haven’t, Mrs Allie,” said the girls.  
“Nikhe nambona nje uNuha?” kubuza uNkosikazi Allie.  
“Hayi, khange simbone, Nkosikazi Allie,” atshilo  
amantombazana.



“Go away!” the boys shouted. “Nuha is reading  
us stories.”  
“Heyi nina, hambani apha!” angxole atsho  
amakhwenkwe. “UNuha usifundela amabali.”

Fold

“No dear, I haven’t,” said Mrs Patel.  
 Raj said nothing.  
 “Hayi mtan’am, khange ndiwabone,” watsho uNkosikazi Patel.  
 URaj yena wathula wathi cwaka.



“Raj, have you seen the boys?” they asked.  
 “Maybe,” said Raj.  
 “Come on Raj, where are they?”  
 “I promised not to tell,” he said. But he pointed.



“Raj, ingaba ukhe wwabona la makhwenkwe?” babuzisile.  
 “Mhlawumbi,” watsho uRaj.  
 “Khawuthethe wethu Raj, baphi?”  
 “Bendithembise ukuba andisayi kuxela nomnye umntu,” utshilo. Kodwa wolathe nje ngomnwe apho bakhoyo.

“Have you seen the twins?” asked Gogo.  
 “No, we haven’t, Gogo,” said the girls.  
 “Nikhe nawabona nje amawele?” kubuza uMakhulu.  
 “Hayi, khange siwabone Makhulu,” atshilo amantombazana.



Mrs Allie looked everywhere.

UNkosikazi Allie ukhangele kuyo yonke indawo.



USusan Smit ukhangele kuyo yonke indawo.

Susan Smit looked everywhere.

“Have you seen Skye?” asked Mrs Smit.

The girls giggled. “You mean Sam? No, we haven’t,” they said.

“Nikhe nambona nje uSkye?” kubuza uNkosikazi Smit.

Amantombazana akrukrutheka. “Utsho uSam? Hayi, khange simbone,” batshilo.



“Mhlawumbi baye emlanjeni,” watsho uLayla.

“Maybe they’re at the river,” said Layla.



“There’s no one here – just the old man,” said Neesha.

“Where can they be?” asked Lindi.

“Akukho mntu nje apha – leliya xhego nje kuphela,” watsho uNeesha.

“Ingaba baphi bethu?” wabuza uLindi.



## Reading club corner

There are lots of days to celebrate in May. Rather than trying to focus on all of them, you could choose one or two and then plan reading club activities around them. Here are some ideas.

- **World Laughter Day (4 May):** In the week before World Laughter Day, encourage the children to find or make-up their own jokes. Then, at the reading club meeting closest to World Laughter Day, invite them to tell their jokes to the group. Provide paper and crayons or pencil crayons, and let them write down their joke and draw a picture to go with it. Display all the jokes and encourage the children to read them over the next few weeks.
- **Mother's Day (11 May):** Invite the mothers of the reading club children (or people who are like mothers to them) to join you at the reading club session closest to Mother's Day. Read a story about a mother-child relationship to everyone and then invite the mothers and their children to spend time reading stories and looking at books together. Let the children make Mother's Day cards to give to their mothers. **(Look out for our special Nal'ibali Mother's Day card template in your next supplement.)**



### Dates to celebrate in May

1 May	Worker's Day
4 May	World Laughter Day
5 May	Leo Lionni's birthday (find out more about him in The Nal'ibali bookshelf below)
11 May	Mother's Day
15 May	International Day of Families
25 May	Africa Day

## Ikona yeklabhu yokufunda

Zininzi iintsuku ezinokubhiyozelwa kuCanzibe. Endaweni yokuzama ukuzibhiyozela zonke ezi ntsuku, ungazikhethela nje lube lunye okanye zibe mbini, uze ucwangcise imisebetyenzana yeklabhu yokufunda esikelezwe kwezo ntsuku uzikhethileyo. Nazi ezinye iingcebiso.

- **USuku lokuHleka lweHlabathi (4 kuCanzibe):** Kwiveki ephambi koSuku lokuHleka lweHlabathi, khuthaza abantwana ukuba bafune okanye bazenzele ezabo iziqhulo nezinye izinto ezihlekisayo. Kuya kuthi ke, kwindibano yeklabhu yokufunda esondele kakhulu kuSuku lokuHleka lweHlabathi, ubameme ukuba bazokwenza iziqhulo zabo nezozinto zabo zihlekisayo apha eqeleni. Babonelele ngamaphepha neekhrayoni okanye iipensile, ukuze ubacele ukuba babhale phantsi ezo zinto zabo zihlekisayo ze benze nemifanekiso ehambelana nazo. Zixhome edongeni zonke ezo ziqhulo ze ukhuthaze abantwana ukuba bazifunde kwiiveki ezimbalwe ezizayo.
- **USuku looMama (11 kuCanzibe):** Mema oomama babantwana abakwiklabhu yokufunda yakho (okanye abantu abadlala indima yobumama kubo) ukuba bazibandakanye nani kwindibano yeklabhu yokufunda esondele kakhulu kuSuku looMama. Fundela wonke umntu ibali elimalunga nobudlelwane phakathi kukamama nomntwana, ze umeme oomama nabantwana babo ukuba bachithe ixesha befunda amabali bejonga neencwadi kunye. Vumela abantwana ukuba benze amakhadi oSuku looMama abaza kuwanika oomama babo. **(Khangela umfuziselo wecwecwe wethu owakhelwe ngokukodwa uSuku looMama kuhlelo lwakho olulandelayo.)**

### Iintsuku ezinokubhiyozelwa kuCanzibe

1 kuCanzibe	Usuku lwabaSebenzi.
4 kuCanzibe	Usuku lokuHleka lweHlabathi.
5 kuCanzibe	usuku lokuzalwa lukaLeo Lionni (funda ngakumbi ngaye "Eshelufini yeencwadi" apha ngezantsi)
11 kuCanzibe	Usuku looMama.
15 kuCanzibe	Usuku lweeNtsapho lwaMazwe ngaMazwe
25 kuCanzibe	Usuku lwe-Afrika

## The Nal'ibali bookshelf

Have you ever read any books by Leo Lionni? He was an author and illustrator of over 40 picture books, many of which won international awards.

Leo Lionni was born in Holland in 1910, and although he was a painter and sculptor, he studied economics after school and never did any formal art courses! But, as a child, he did spend most of his free time in museums, teaching himself how to draw.

He worked in advertising and design, before starting to write and illustrate children's picture books when he was 49 years old. Today his beautiful and gentle picture books are loved and enjoyed by children all over the world.

The only South African language that Leo Lionni's books are available in is English. Try finding his books at your library. Read them in English and translate the text for your children as you read, if their home language is not English.

## Ishelufa yeencwadi kaNal'ibali

Wakhe wayifunda na incwadi ebhalwe nguLeo Lionni? Wayengumbhali nomzobi weencwadi zemifanekiso ezingaphezulu kwezingama-40, noninzi lwazo olwaphumelela iimbasa kumazwe ehlabathi.

ULeo Lionni wazalelwa eHolland ngowe-1910, waze nangona wayengumzobi nomxonxi, wafunda ezoqoqosho emva kokuba ephumile esikolweni, kwaye akazange enze nasinye isifundo esisesikweni kwezobugcisa! Kodwa ebuntwaneni bakhe wayesithi xa angenzi nto, alichithe emuziyamu lonke elo xesha, ezifundisa ukuzoba.

Wayesebenza kwezokubhengeza iintengiso nokuyila, ngaphambi kokuba aqalise ukubhala nokuzobela iincwadi zemifanekiso zabantwana, eneminyaka engama-49. Kunamhla nje iincwadi zemifanekiso zakhe ezizotyelwe ngobunono ziithandwa kwaye zonwatyelwa ngabantwana kulo lonke ihlabathi.

Lunye kuphela ulwimi lwaseMzantsi Afrika ezifumaneka ngalo iincwadi zikaLeo Lionni, sisiNgesi. Zama ukufumana iincwadi zakhe kwithala leencwadi lakho. Zifunde ngesiNgesi uze uziguqulele abantwana bakho xa uzifunda, ukuba ulwimi lwabo lweenkobe ayisosiNgesi.

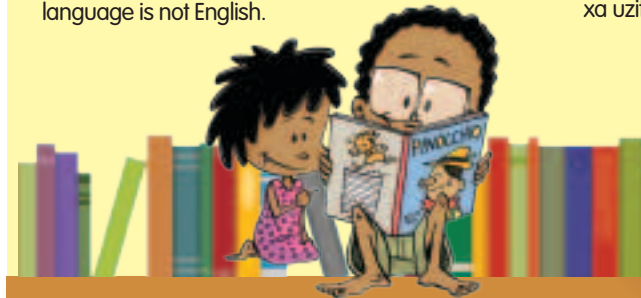
Some of Leo Lionni's books ...  
Ezinye zeencwadi zikaLeo Lionni ...

### 0-3 years/ Ezeminyaka 0-3

Where?  
Who?  
What?  
When?

### 3 years and older/ Ezeminyaka 3 nangaphezulu

Swimmy  
Theodore and the talking mushroom  
Fish is fish  
Alexander and the wind-up mouse  
Inch by inch  
Frederick

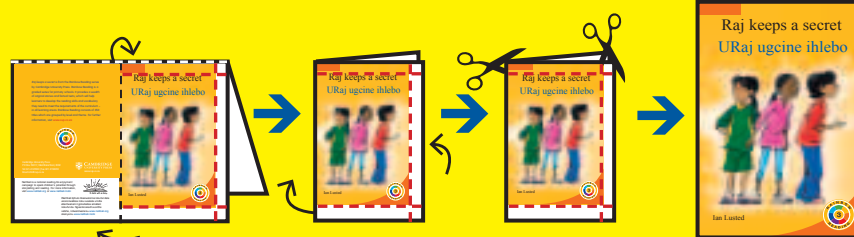


### Create your own cut-out-and-keep book

1. Take out pages 3 to 6 of this supplement.
2. Fold it in half along the black dotted line.
3. Fold it in half again.
4. Cut along the red dotted lines.

### Zenzele eyakho incwadana onokuyisika-ze-uyigcine

1. Thatha iphepha lesi-3 ukuya kwelesi-6 kolu hlelo.
2. Wasonge phakathi kumgca wamachaphaza amnyama.
3. Phinda uwasonge phakathi.
4. Sika kwimigca yamachaphaza abomvu.



## Story corner

Here is the final part of our story about a talented gardener who needed to learn how to share. Enjoy reading it aloud or telling it.

### Mr Shabalala's garden

(Part 2)

by Wendy Hartmann

It did not take long before there were too many apples on the tree. There were too many hens, chickens and eggs. And because there was no vegetable patch, there were no vegetables for Mr Shabalala.

But there was something that was even worse than that. It was now so quiet that Mr Shabalala got a headache. Poor Mr Shabalala, he didn't know what to do with all the quietness. So he opened his front door and shouted the loudest shout that he could, just to make some noise.

Suddenly the people ran up to his house.

"Are you alright?"

"Have you hurt yourself?"

"Can we help you?"

"I ... I ..." Mr Shabalala didn't know what to say. Even though he had been so nasty and unkind, everyone had come to see if he was alright. Mr Shabalala felt so bad he started to cry. "I'm sorry," he said. "I'm so sorry."

"We're sorry for making a noise in the shade of your tree," said someone.

"We're sorry for taking apples," said the children.

"We're sorry about collecting eggs," said a woman.

"Oh no," said Mr Shabalala. "I was so selfish and rude and I am sorry. Please, all of you come inside and I will share everything."

From that day Mr Shabalala did share everything. He also promised to let the branches of the apple tree grow over the wall and to leave a little hole in the fence for the hens and chickens.

When everyone left, he smiled happily because now there were happy noises outside.

Then suddenly Mr Shabalala realised that he still had no vegetable garden. At that moment there was a soft *knock, knock* on his front door. He opened the door and there stood the little boy.

"Aaah," he said, "you are the boy who always asked for seeds."

"Yes," said the boy, "but I know you don't have a vegetable garden now. Can I help you plant one?"

And for the second time that day, Mr Shabalala had tears in his eyes. But this time they were tears of happiness.

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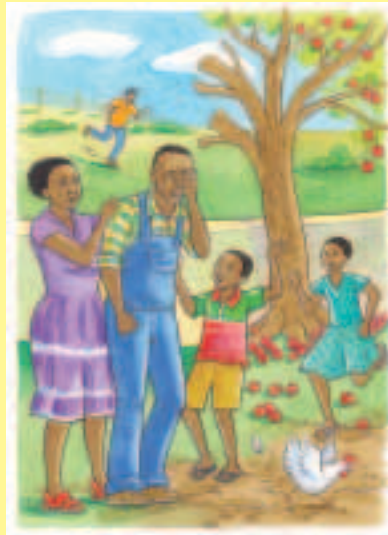


Illustration by Jiggs Snaddon-Wood  
Umfanekiso nguJiggs Snaddon-Wood

## Indawo yamabali

Nantsi inxalenye yokugqibela yebali lethu elimalunga nomlimi onesakhono kodwa ekwakufuneka efunde indlela yokwabelana. Konwabele ukulifunda ngokuvakalayo okanye ulibalise.

### Isitiya sikaMnumzana Shabalala

(Inxalenye 2)

libhalwe nguWendy Hartmann

Akuthathanga xesha lingakanani phambi kokuba umthi wama-apile uthwale ii-apile ezininzi kakhulu. Kwabakho iinkukhu, amantshontsho namaqanda amaninzi kakhulu. Ngenxa yokuba sasiphelisiwe isitiya semifuno, uMnumzana Shabalala wayengenayo imifuno.

Kodwa kwakukho eyona nto yayimbi kunazo zonke. Kwakuthe cwaka kakhulu ngoku, kangangokuba uMnumzana Shabalala wayede aphaathwe yintloko. Usizana olunguMnumzana Shabalala lwalungazi ukuba lungenza ntoni ngesi sizungu senzolo engaka. Uthe ke wavula ucango lwakhe lwangaphambili waza wakhwaza kakhulu kangangoko anakho, ukuze nje kubekho ingxolwana ayivayo.

Ngesaquphe kuthe wayi-wayi abantu begxalathelana, ukuza endlwini yakhe.

"Kwenzeka ntoni?"

"Ingaba wenzakele?"

"Singakunceda ngantoni?"

"Ndi... ndi..." uMnumzana Shabalala wayexakwe yinto amakayithethe. Nangona wayekhohlakele, engenabubele ebantwini, wonke umntu weza kuqonda ukuba akukho nto imehleleyo kusini na. uMnumzana Shabalala waziva ebuhlungu kakhulu kangangokuba wade walila. "Ndicela uxolo," watsho. "Ndicela uxolo."

"Sicela uxolo ngokungxola emthunzini womthi wakho," kwatsho umntu othile eqeleni.

"Sicela uxolo ngokuthatha ama-apile," batsho abantwana.

"Sicela uxolo ngokuqokelela amaqanda," kwatsho umfazi othile.

"Owu hayi," watsho uMnumzana Shabalala. "Bendinga ukuba umntu ndim ndedwa kwaye bendikrwada kuni, ndicela uxolo. Ncedani, nonke ngenani ngaphakathi ukuze ndabelane nani ngako konke."

Ukususela ngaloo mini uMnumzana Shabalala wabelana nabanye abantu ngako konke anako. Wathembisa ukuba uza kuwayeka amasebe omthi wama-apile anabele ngaphaya kocingo lwakhe, kwaye uza kuvula isikroba esincinane ecingweni lakhe ukuze iinkukhu namantshontsho zibe nokuthubeleza kuso, zizihambe.

Kuthe ukumka komntu wonke kwakhe, wancuma ngolonwabo kuba ngoku kwakukho ingxolo yolonwabo etsho kamnandi phaya phandle.

Ngephanyazo uMnumzana Shabalala wakhumbula ukuba akanaso isitiya semifuno. Kanye ngalo mzuzu kwavakala *unkqo, nkqo, nkqo* kumnyango wangaphambili. Wavula ucango waza wabona kumi inkwenkwana.

"Aaaha," utshilo, "uyilaa nkwenkwana ibisoloko icela izithole."

"Ewe," yatsho inkwenkwana, "kodwa ndiyazi ukuba awunasenaso isitiya semifuno ngoku. Ndingakuncedisa ekulimeni esinye?"

Okwesibini ngolo suku, kwathi gwantyi iinyembezi emehlweni kaMnumzana Shabalala. Kodwa ngoku yayizinyembezi zovuyo.

**Sixelele ukuba ulithandile kusini na ibali elisihloko sithi, Isitiya sikaMnumzana Shabalala –SMSa u-"Bookmark" negama lakho kunye namagqabantshintshi akho ngebali ku-32454. I-SMS nganye ixabiswa i-R1,00.**

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