Print all around us!

How much print is there in your children's environment? Do they see signs, notices, advertisements, posters, books, letters, emails, newspapers and magazines around them? And how many languages are these things written in?

Children learn to read more easily when they are surrounded by print because print-rich environments show them what reading and writing can be used for. Here are some ideas to help you create a print-rich environment at home, school or your reading club.

1. Look for print everywhere. Collect different types of writing that you think would interest your children. Try to find take-away menus, old greeting cards, time tables, blank bank forms, information pamphlets, advertisement flyers, telephone directories, newspapers and magazines. Children can use these things as props when they act out stories, or when they play make-believe games with siblings and friends. They can also cut them up to create their own cards, posters, pictures or books.

2. Print in our communities. As you take your children to or from school, and when you go on outings with them, draw their attention to the print on road signs, shop signs and on billboards.

3. Display different ways we use print. Collect empty food packaging and packaging from cleaning products for children to use in their "at home" and "shopping" games. At home, hang up a calendar and write important dates on it, like your children's birthdays and other celebrations. On the fridge, keep a list of the things you need to buy next time you go shopping.

4. Make your own posters. Think about what interests your children and make your own posters on these topics. Draw your own pictures or use ones from newspapers and magazines. Then write information, slogans or messages in one or more languages to complete the posters. Display them where it is easy for children to read them and replace them regularly to keep your children interested!

5. Collect rhymes. Write rhymes and songs you know onto large sheets of paper – and suggest that your children do the same! Spend time saying the rhymes and singing the songs together.

6. Make an alphabet washing line. Together with your children, write the letters of the alphabet on separate sheets of paper and draw a picture for each letter. Put a piece of string across the room or along a wall and use pegs to hang up the letters in alphabetical order.

7. Take a trip to the library. Borrow books from your library – it's a good supply of free reading material!

8. Collect free Nal'ibali resources. Build up a collection of five bilingual posters to display at home, or at your school or reading club by looking out for the poster on page 2 of this Nal'ibali Supplement and in the next four editions. Don't forget to build up your collection of storybooks by saving the cut-out-and-keep books in each Nal'ibali Supplement.

Inside

Find a bilingual poster on page 2 to help you create a print-rich environment for your children – and then, collect another poster in each of the next four editions of the Nal'ibali Supplement!

MO GARE!

Bona phooesterwa ya dipuo tse pedi mo tsebeng ya go gago go thuthu go a go a dikwalo, go a go a dikwalo ya bona. Go gago – ya smang. Kgobokanya phooesterwa. Ingwe le ngwe le go ngwe le ngwe le dikatso tsa Tlaleletso ya Nal'ibali!

Join us. Share stories in your language every day.

Nna karolo ya rona. Arogana mainane ka puo ya gogo letsatsi le letsatsi. This supplement is available during term times in the following Tiso Blackstar newspapers: Sunday Times Express in the Western Cape; Sunday World in the Free State, Gauteng, Limpopo, KwaZulu-Natal and North West; Daily Dispatch and The Herald in the Eastern Cape.
Dira tsala.
Buisa buka.

Make a friend.
Read a book.
Get story active!

Here are some ideas for using the two cut-out-and-keep picture books, The boys (pages 5, 6, 11 and 12) and Unathi and the dirty, smelly beast (pages 7, 8, 9 and 10), as well as the Story Corner story, Flying a kite (page 14). Choose the ideas that best suit your children’s ages and interests.

The boys

A group of boys are enjoying a game of soccer until they have to stop playing because a farmer doesn’t want them playing near his cows. They are so disappointed, but then the farmer surprises them.

- Follow the suggestions on page 13 for using this wordless picture book.
- After you and/or your children have finished telling the story, write down the story (or different stories) you have told. Help children who are not yet able to write on their own, by writing down the story they tell you. Enjoy reading your stories to each other!

Unathi and the dirty, smelly beast

Something is following Unathi! Is it a dirty, smelly beast? Unathi discovers that although she and the beast may be different in some ways, there are other ways in which they are similar. And so, Unathi learns that someone doesn’t have to be exactly the same as you to be your friend.

- Write a review of this story and stand a chance of winning some books! See page 13 for details.

- If you are using this story in your classroom or at your reading club, play the game, “Step into the circle” before you start reading. This game highlights how we are all similar to and different from each other. This is how you play the game:
  - Ask the children to stand in a circle. Explain that you are going to say different sentences and that they should step forward into the middle of the circle if a sentence describes them. Ask the children to step back into the circle each time before you say a new sentence.
  - Start with a sentence about something the children are wearing. (For example: I am wearing takkies.) Then use a few sentences that describe something to do with the children’s physical appearance. (For example: I have a nose / I have short hair / I wear glasses.) Now use a few sentences that describe things the children might prefer or are good at. (For example: I like reading jokes about animals. I am good at sharing. I am good at telling jokes.) Finish the game with a sentence that describes all the children. (For example: I am a member of this reading club.)
  - Ask the children if they noticed that there were some ways in which they were like others and some ways in which they were different. Point out that no one is exactly the same as anyone else. Our differences make each of us unique.

- After you have read the story, spend some time discussing these questions together.
  - Do you enjoy doing the things that Unathi and the beast did in the story? Are you good at any of them? What other things are you good at?
  - How do you think Unathi felt about the beast at the beginning of the story? (Look at the pictures at the beginning of the story together, if necessary.)
  - How do you think she felt about the beast at the end of the story? Why do you think she changed her mind?
  - Suggest that your children write or tell a story called, “Unathi and the clean, lovely beast” that starts where this story ends!

Flying a kite

Telape and Motlatsi are flying their kites when it breaks their neighbour’s TV aerial. They are scared of getting into trouble, but they know it is wrong to just run away. What will they choose to do and what will their neighbour say?

In the story, there is a description of what Mrs Ntshona’s face looks like when she is angry. Encourage your children to draw a picture of what their face or a friend’s face looks like when they are angry.

- Ask your children to suggest: Why do you think Mrs Ntshona was angry with the boys at the beginning of the story and not at the end?
- What might have happened if the boys had run away instead of offering to pay for the broken aerial?
- What would they have done if they had been one of the boys?
Dear Na’libali

Please help me! I am passionate about reading, but I don’t know how to get my nine-year-old daughter to read for pleasure. She struggles with reading at school and so she doesn’t want to read at home. I know the more she reads, the better she will get at it, but I just don’t know how to get her to want to read.

Jason Chetty, Durban North

Some things to do:

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 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.

Dear Na’libali

I want to share with you that the day before yesterday my son, Morné, read a whole book on his own! This is the first time he has done this and I am so proud of him. It was a picture book called, Otto gaan stap by Eric Hill. Congratulations on your son’s achievement! We are so pleased to play a part in Morné’s literacy journey. You have given him a gift that will last a lifetime!

The Nal’ibali Team

Dear Denise

Congratulations on your son’s achievement! We are so pleased to play a part in your son’s literacy journey. You have given him a gift that will last a lifetime!

The Nal’ibali Team

Dear Nal’ibali

I want to say thank you very much to Nal’ibali for your help and guidance. I could use what I have learnt from you in my own home. Again, thank you very, very much!

Denise Nagel, Willowmore

Dear Na’libali

We both agree that reading is a skill to be nurtured from a young age. We want to encourage all parents to read with their children from a young age, so that they can build a strong foundation for lifelong reading.

The Nal’ibali Team

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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.

Tirele dibuka tsa sega-o-boloke tse PEDI

1. Ntsha disile 5 go fitlha ka 12 ts’felolets’o.
2. Letlhare ga disile 5, 6, 11 le 12 le dira buka le nngwe.
3. Dirisa lenge le le nngwe, le motlhenne a go dira buka. Lotela ditsele tse di fa lase go dira buka le nngwe.
   a) Mena letlhare ka bogare go lebaga le lona le dikhutlo.
   b) Le mene ka bogare go lebaga le lona le dikhutlo.
   c) Sega go lebaga le mela ya dikhutlo tse dikhutlo.
The boys was created as part of the Dithakga tša Gobala project (2017). The aim of the project was to create wordless picture books based on stories sourced from parents and children in the Mamelodi community in Pretoria, South Africa. Wordless picture books allow readers to use the illustrations to create a story in a language of their choice. In this way, the project hopes to foster a love of books, reading and storytelling regardless of literacy levels, language preference and age.
Unathi and the dirty, smelly beast

Unathi le sebatana se se leswe, se se nkgang

Jess Jardim-Wedepohl  
Jon Keevy  
Thokozani Mkhize

Nal’ibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org or www.nalibali.mobi

Nal’ibali ke letshoko la bosethaba la go buisetse monate e le go rolota le go jala mowa wa go buisa go nala Afrika Bonwa. Go bona tshedimosetso ka bofabo, elela mo www.nalibali.org kgotsa mo www.nalibali.mobi

Something is following Unathi.

Unathi and the beast both love singing!

Unathi le sebatana mmogo ba rata go opela!

Unathi is best at climbing. The beast is best at digging.

Unathi o kgona go palama. Sebatana se kgona go epa.
Something is following Unathi.

The beast is not dirty. The beast is not smelly. The beast is clean and lovely.

Sebatana ga se leswe. Sebatana ga se nkge. Sebatana se phepha e bile se sentle.
It is dirty. It is smelly. It is a beast!

Unathi and the beast hide in the bubbles.

Unathi le sebatana ba iphitlha mo dipuduleng.

Se leswe. Se a nkga. Ke sebatana!
"No dirty smelly beasts in the house!" says Mama.

"Sebatana se se leswe, se se nkgang ga se a letlelelwa mo ntlong!" Mama a rialo.

Unathi and the beast are good at sneaking.

Unathi le sebatana ba kgona go ngongwaela.

Unathi is good at running.
The beast is good at chasing.

Unathi o na le bokgoni jwa go taboga. Sebatana se na le bokgoni jwa go lelekisa.
Using wordless picture books

Wordless picture books, allow you and your children to use the pictures to create a story of your own. Young children enjoy them, but older children who find reading difficult often enjoy them too. Wordless picture books are useful if there are not a lot of books published in your language, and can also be used in multilingual classrooms or reading clubs.

But wordless picture books are more than just fun to use. They also help your children learn how stories are structured – they have a beginning, a middle and an end.

increase your children’s vocabulary as they try using new words to name unfamiliar things in the pictures, or try to use new words in their story.

encourage creativity because your children have to use their imagination to tell the story – and there is no “right” or “wrong” way to tell it.

Here are some tips to help you use wordless picture books with children.

Read the title (or translate it and say it in your language) and then flip through the book looking at the pictures with your children. Now you’re ready to start again at the beginning and to tell the story from the pictures.

You can tell the story or invite your children to do this. Or, make it up together using the pictures to guide you.

Comment on things in the pictures, and make connections between them and your child’s life. For example: “Where do you think that mouse is going? Do you remember we saw a mouse in the backyard this morning?”

Go dirisa dibuka tsa ditshwantsho tse di se nang mokwalo

Dibuka tsa ditshwantsho tse di se nang mokwalo, di go kgontsha le bana ba gago go ithamele leinane ka go dirisa ditshwantsho. Bana ba bonnye ba a di itumelela, mme le bana ba bagelwanne ba a temogolelogo mathomata a go busa le bana ka dinako dingwe ba a di itumelela. Dibuka ditshwantsho tse di se nang mokwalo di mosole gaphe go sa no dibuka tse ditshwantsho tse di phosaladitseweng mo puang ya gago, le mo diphaposasorotelo tsa dipuo tse di farologaneng kgotsa ditshwatsa tsa puiso.

Mme dibuka tsa ditshwantsho tse di se nang mokwalo ga se lefa mosole ka go itumedisa. Gape di thusa bana ba gago go thitha gore mainane a rutlaganyong ya pank – a no le thshimologo, bogare a bokhutlho. oketsa tšo le kotsa ya mafoko a bana ba gago ba leka go dirisa mafoko a mafoko a go loya ali dite di sa tšiegeng mainane ma ditshwantsho. Kgotsa go leka go dirisa mafoko a mafoko a mafoko mo leinane a gago. rolloseta bokhuthedi ka gonne bana ba gago ba a tšwevane tba dirisa bokakanetso jwa bana go aletsa leinane la bana – e bale ba go na tsela e e "smang" kgotsa e e "fossagetseng" ya go le aletsa e. A le matshabadothla go go thusa go dirisa dibuka tsa ditshwantsho tse di se nang mokwalo le bana. Busa setlhago kgotsa se ranele mme a se buke a pu a gago mme phetha bula m gare go khelelela ditshwantsho le bana ba gago ba gago. Jaanong o seo setmetse go simobula gaphe kwara thshimologo le go leinane le bana a ditshwantsho. G a aletsa leinane kgotsa la lebala bana ba gago kodi dirisa. Kgotsa, dinaing se mmogao lo dirisa ditshwantsho le g a gaela. Tšwevane ka dilo tse di mokwalo, mme dira kgolagano magareng ga bana le botehole jwa ngwana ya gago. Seka: “G a galo go gane pabab a re y e ka re? A o gakologelwa gore re bone pabab la mborare ka jarata mo mosang?”

Reading club corner

August has a number of special days on which we can celebrate the diversity of people!

Try some of these ideas in August

Choose stories that show women in different roles, for example, women as mothers, sisters, leaders, artists, writers and sports women. Read these stories aloud throughout the month.

Tell the children the story of how on 9 August 1956, South African women fought for justice for themselves and others.

Read and tell stories with children as the main characters.

Organise a poetry festival! Find interesting poems and read them aloud to the children. Then encourage the children to write their own poems and read them aloud to each other.

Sekhuthwana sa sethophsa sa puiso

Phatwe e na le malatai a e mma1awa a a kgethegile1eng a re kgongan go kelela mefutafuta ya batho! 

Phatwe Kg wedi ya Basadi 
9 Phatwe L e t s at s i la B o sitshiba la Basadi 
9 Phatwe L e t s at s i la B o r at a la Dibuka 
12 Phatwe L e t s at s i la B o ditshibatshiba la Ba1wa 
13 Phatwe L e t s at s i la B o ditshibatshiba la batho ba ba dinang 
21 Phatwe Le t s at s i la Ba1baki 

Leka dikakanyo tse ka Phatwe

Phatho mainane a a bontshang basadi ma dikarolong tse di farologaneng, sekis, basadi jakana bomme, bogakalse, beetsedilepe, badagatsi, bakwadi le basadi ba bsaacong karabo mo me tsharise. Buiseola mainane a leku godimo kgwedi yotha.

Balelela bana leinane le ka mose 9 Phatwe 1956, basadi ba Afrika Botswana ba kwetseng tokologa la bana ya la ba bangwe.

Busa mme o anele mainane le bana jakana ba elela1wabagola.

Rutlaganyong moletso wok a? Bana mabo1ako a a monate mme o a buiseola bana la kwe godimo. Jaanong rolo1seta bana go kwala mabo1ako a bana le go a buiseola ba bangwe kwe godimo.

For a chance to win some Book Dash books, write a review of the story, Unathi and the dirty, smelly beast (pages 7 to 10), and email it to team@bookdash.org, or take a photo and tweet us at @bookdash. Remember to include your full name, age and contact details.

Go bono tšhono ya go gana dibuka tsa Book Dash, lwala tshakatsethelo ya leinane, Unathi le sebabana se le se lese, se se nganyang (ditsebe 7 go ya go 10), mme o le rume1ako go team@bookdash.org, kgotsa tšeya setshwentsho mme o a be rume1ako ka twiter go @bookdash. Gakologelwa go tšeya maina a gago ka bafotolo, dingwaga le dintsha tsa gaga tsa kgolagano.
“Oh no!” gasped Motlatsi and Tshepo as their black and red kite landed on Mrs Ntshona’s roof winding itself around the TV aerial.

“Quick! We must pull it loose!” shouted Tshepo.

Motlatsi grabbed the string and tugged. To his horror, the TV aerial that was already old, bent over until it almost touched the tiles on their neighbour’s roof.

“Dad will be so angry!” Tshepo cried, covering his face with his hands.

“Not half as angry as Mrs Ntshona!” Motlatsi replied. He grabbed his brother and ducked behind the garage. “Look! There she is!”

Sure enough, Mrs Ntshona stood outside her kitchen door with her hands on her hips. The boys could see that she was angry. She looked up at the roof and saw the bent aerial. Her eyes widened. She shook her head. Her two eyebrows came together in the middle of her face. She tapped her foot on the floor. Her lips were one straight line.

“Dad told us to fly the kite only in the park and we promised we would!” whispered Tshepo to his brother.

“We’re in big trouble now,” agreed Motlatsi. “We didn’t listen to him! What do you think he will do?” His foot kicked the dust.

“Maybe Dad will take away our kite,” replied Tshepo, “or he won’t give us money to buy sweets again.” He stared into his brother’s eyes.

A look of disappointment passed over Motlatsi’s face. “Yikes! What else?”

“We broke our promise. A promise is forever.” Tshepo sat down and put his head in his hands.

“So what happens now?” asked Motlatsi as he bit his nails. Tshepo scratched his head. “Dad won’t trust us again.”

“What does that mean, Tshepo? What is trust?” asked Motlatsi.

“Shh! Not so loud! Mrs Ntshona will hear us! I think it means that he won’t believe us when we tell him something,” Tshepo whispered.

“Is all like when I said that I passed Maths at school?” asked Motlatsi, sweating.

“No, he believed that because he read my school report,” said Tshepo.

“You mean like if I tell him I ate ice-cream for lunch?” suggested Motlatsi, trying to understand.

Tshepo shook his head. “Not exactly,” he said. “It has to be something important.”

“Like when I lost the two rand he gave me?” asked Motlatsi. “I told him it dropped out of my pocket.”

“He knew that was true because you had a hole in your pocket,” explained Tshepo.

“What then? Does it mean Dad will go away and never come back? Or will he send us away?” asked Motlatsi, about to cry.

Tshepo shook his head. “Never! Dad loves us! It’s just that if you promise someone that you won’t do something, then you must not do it – ever. And, if you promise someone that you will do something, then you must do it so the person can trust you. Like when you promised Sibongile you’d find her new pen and you did! Now shh!”

Tshepo and Motlatsi peered around the corner of the garage. They saw Mrs Ntshona look at her cellphone. She was about to make a call.

“She’s going to phone Dad! Oh no! How can we stop her?” said Motlatsi. He was about to run away when Tshepo took a risk. He stepped out, straight into danger!

“Hello, Mrs Ntshona,” said Tshepo walking towards the fence. “I’m so sorry about your aerial.”

Mrs Ntshona looked him up and down with her lips pinched shut. She was breathing fast. “A new aerial costs money you know, Tshepo. Perhaps you must find work and buy me a new one!” Her voice rang out loud as a bell.

“My dad gives us pocket money,” said Motlatsi coming up to stand beside his brother. “We will use our pocket money to buy you a new aerial!” He wished he hadn’t said that, but he knew he had to.

“Really?” said Mrs Ntshona as her voice rose higher. “When do you get pocket money and how much?”

“We each get five rand a week,” they whispered together, backing away a little.

“That’s ten rand a week. We can save up …” said Tshepo, his voice trailing off. It could take a long time to pay for a new aerial and Dad would find out what had happened.

The brothers were so busy looking at each other helplessly that they forgot about Mrs Ntshona. When they looked at her again, they were surprised. Mrs Ntshona had a look on her face that was soft and dreamy.

The boys held their breath.

“Children, I had a kite once. It was grey and pink. I stood in the garden of my grandfather’s house in Lesotho holding its string. It rose high into the sky. It looked so happy. I let it go. I watched it sail higher and higher until I couldn’t see it anymore.”

She smiled at the boys. “It’s okay, Tshepo and Motlatsi. I won’t tell your father. That old aerial was useless anyway. I needed to buy a new one. I’ll get the ladder and you can climb up and get your kite.”

As she walked away the brothers heard her say, “I might even have some hot chocolate and cake in the kitchen when you come down!”

The boys just looked at each other and smiled.
“Re o tšiše go leheta? Tšepo a lela, a tswala setshakgo sa gagwe ke matsogo a gagwe.
E le rurid, Le Moh Ntshona o a eme mo morago a go bopetsa sa gagwe ka khotiši matsogo a gagwe ka le mafetšeng ka gagwe. Basimane ba ne ba lga sa go bona gore o tenegile ka tšoga. O ne a lebela ka kule ka go morago a mme a boa eriele e e lekobagile. Malo a gagwe a bohela tšoga ka. A tšihinga tšhogo ya gagwe. Dintšilo tla gagwe tsha matšitu a gape. A phophotho lecheto la gagwe mo fatšhe. Dipopona tsa gagwe e ne e le mola a moragwe a mo telitho.
“Re o o tšeka tšo totsa se tšwakane sa gagwe? Lelela e tšo wasa ka gagwe mo mafetšeng a gagwe.”
“Go lelwa e lelwa! Ke a tosana!” Motlatsi a lela, a tswaka sa gagwe ka khotiši. Basimane ba tšhokole ka kuku mo kitšhining fa lo fologa!”

Fa a tšwama ba mo o tšwana a re, “Gongwe ke tla bo ke na le seno a se mo selela sa tšihokilele le kuku mo khotšineng fa lo folgo!” Basimane ba ile ka lebana mme ba nyenya.
What's in the picture?

How many of these things can you find and name in the picture?

- something to eat with ______________________
- something that helps you to see better ______________________
- something to sit on ______________________
- something to drink ______________________
- somewhere to cook food ______________________
- something to tell what time it is ______________________

Ke se ng se mo setshwanyathong?

Ka se sa dilo tse se o ka se bonang le go bue maina o tsana mo setshwanyathong?

- se o o se o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se 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bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o o go bona se o 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