



Goals for a new year

The beginning of a new year is always a good time to think about what you want to experience and achieve over the next twelve months. Have you thought about helping your children set reading goals for themselves for 2017?

Motivation plays a big part in children's reading lives. It is the thing that makes them want to learn to read in the first place and then keeps them reading, thereby making reading for enjoyment a habit! So, when you think about helping your children to decide on their reading goals, they have to be *their* goals. They have to be things they want to experience and achieve for themselves – not things they think will please you.

Here are some suggestions of some of things your children may want to try in 2017 – but they may have plenty of their own ideas too.

Iinjongo zonyaka omtsha

Ukuqala konyaka omtsha lixesha elilungileyo lokuba umntu acingisise kakuhle ngeenjongo zakhe nezinto afuna ukuzenza kwezo nyanga zilandelayo zilishumi elinambini. Ingaba sele ucingile ngokuncedisa abantwana bakho ukuba babhale phantsi iinjongo zabo zokufunda zonyaka wama-2017?

Inkuthazo idlala indima enkulu kubomi bokufunda babantwana. Le yinto ebanceda ukuba bafune ukwazi ukufunda, ize ibagcine beqhubeka nokufunda, oko ke kwenze ukufundela ulonwabo kube sisiqhelu kubo! Ngoko ke, xa ucinga ngokunceda abantwana bakho ukuba bakhethe iinjongo zokufunda, kufuneka ezo ibeziinjongo ezizezabo ncakasana. Kufuneka ezo ibezizinto abafuna amava angawabo ngazo kwaye bazifizekise ngokwabo – ingabizizinto abacinga ukuba zizakonwabisa wena nje.

Nazi ezinye iingcebiso zezinto abangathi bazizame abantwana bakho ngonyaka wama-2017 – kodwa nabo banganazo ezizezabo iingcinga eziliqela.

- ✿ Reading more regularly or at a regular time each day.
- ✿ Reading for a certain length of time every day.
- ✿ Reading books by an author that is new to them.
- ✿ Reading as many of the books by their favourite author as they can.
- ✿ Reading information on topics that are new to them.
- ✿ Reading the biography of a person who interests them.
- ✿ Visiting the library regularly – or joining one!
- ✿ Starting a reading club with some friends, where they swap books and get together at each other's homes to chat about books they've enjoyed reading.
- ✿ Writing a story of their own. (If they need help getting going, you can find the opening lines to stories in the "Story seeds" section of the "Story and rhyme library" on the Nalibali website – www.nalibali.org. Your children can use these as the start to their stories and complete the stories any way they choose!)
- ✿ Reading the books on which movies they have enjoyed watching, were based. Or deciding that they will always read the book first before watching the movie!

- ✿ Ukufunda rhoqo, okanye ngexesha elithile elimiselweyo yonke imihla.
- ✿ Ukufunda kangangexesha elithile eliqingqiweyo yonke imihla.
- ✿ Ukufunda iincwadi zombhali omtsha kubo.
- ✿ Ukufunda iincwadi ezininzi kangangoko banakho, ezibhalwe ngumbhali abamthandayo.
- ✿ Ukufunda iinkukacha ezingemiba emitsha kubo.
- ✿ Ukufunda ibhayografi ngomntu othile abamthandayo nabanomdla kuye.
- ✿ Ukutyelela rhoqo iihala leencwadi - okanye ukubhalisela ubulungu bethala elo!
- ✿ Ukuqala iklabhu yokufunda kunye nabahlobo bakho, apho kutshintshiselwana ngeencwadi ze, kudityanwe emakhaya kuncokolwe ngeencwadi ezifundiweyo ngabanye.
- ✿ Ukubhala amabali abaziqambe ngokwabo. (Ukuba badinga uncedo ngokuqala amabali bangajonga kwicandelo "leStory seeds" "elikwiStory and rhyme library" elikwiwebhusayithi kaNalibali u-www.nalibali.org. Abantwana bakho bangasebenzisa ezi njengeziqalolo zamabali abo ukuze bawabalise loo mabali, bewagqibezela ngeendlela abazithandayo!)
- ✿ Ukufunda iincwadi ekusekelwe kuzo iimuvi okanye imifanekiso bhanya-bhanya abakhe bayonwabela. Okanye bathathe isigqibo sokuba bakufunda incwadi engomfanekiso bhanya-bhanya phambi kokuba bawubukele!

The trick with setting goals is to make sure that they are not completely unachievable. This means not setting too many goals and making sure that they are within your reach. About four or five reading goals for the year is enough!

Your children could use the reading goals poster on page 2 of this supplement to record their goals, or they could write them down in their own way. (You can also download additional copies of the poster from "Story supplies" on www.nalibali.org.) Whichever they choose, make sure they have fun doing it – and, of course, that they enjoy reading in 2017!

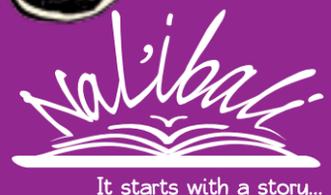
Ikebo lokuzenzela iinjongo ezilungiselelwayo kukuqinisekisa ukuba ziyafikeleleka. Ngamanye amazwi akufanelekanga ukuba umisele iinjongo ezininzi kakhulu ezinzima, kufanele zikwazi ukugqibeka. Kwanele xa zine okanye zintlanu iinjongo zokufunda ngonyaka!

Ukurekhodisha ezabo iinjongo abantwana bakho bangasebenzisa ipowusta yeenjongo zokufunda ekwiphapha lesi-2 kolu hlelo okanye bangazibhala bazihombise ngeendlela abathanda ngayo iinjongo zabo. (Kananjalo ungazikopela iipowusta zeenjongo zokufunda "kuStory supplies" ku-www.nalibali.org.) Kubalulekile ukuba uqinisekise ukuba bayonwabele nokuba yintoni abakhethe ukuyenza – kwaye bakonwabele ukufunda ngonyaka wama-2017!



Drive your imagination

Story Power.
Anywhere. Anytime. Anyone.
Naphi na. Nanini na. Nabani na.





My 2017 reading goals

Iinjongo zam zokufunda zowama-2017

Goal 1
Injongo yoku-1



Goal 2
Injongo yesi-2

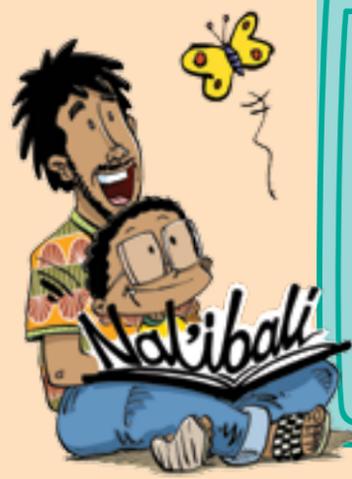


Goal 3
Injongo yesi-3



Goal 4
Injongo yesi-4

Goal 5
Injongo yesi-5



Instructions

1. Write down one goal in each box.
2. If you want to, decorate or draw pictures in each box, but do not colour in the goal number yet.
3. Once you have reached a goal, then colour in the goal number.
4. Keep your 2017 reading goals in a safe place or display them!



Imiyalelo

1. Bhala phantsi injongo ibenye ebhokisini nganye.
2. Ukuba uyafuna, yihombise okanye uzobe umfanekiso ebhokisini kodwa ungawufaki umbala kwinqombolo yenjongo okwangoku.
3. Xa sele uyifizekisile injongo leyo, wufake ke ngoku umbala kwinqombolo yenjongo.
4. Zigcine iinjongo zokufunda zonyaka wama-2017 kwindawo ekhuselekileyo okanye uzixhome eludongeni.

Reading club corner

There are lots of special days in February. Here are some of them, as well as some ideas of how you can celebrate them at your reading club on or near the actual dates.

7 February Send-a-Card-to-a-Friend Day

Invite the children to make and exchange greeting cards that tell someone why they are special to them.

13 February World Radio Day

Remember to tune in to hear Nal'ibali's radio show this week. For information about which radio stations the show is on and at what times, see the schedule at the bottom of this page!

14 February Valentine's Day and International Book Giving Day

Encourage the children to bring their favourite storybook to the reading club so that they can share it with other members. You can also suggest that they draw large hearts and write "Dear Stories, I love you!" in them.

16 February World Read Aloud Day

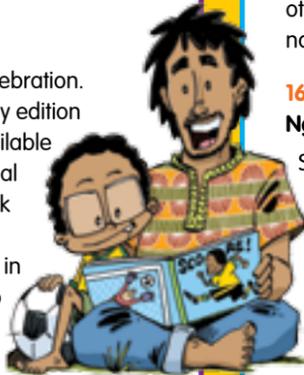
Join us for another World Read Aloud Day celebration. Look out for our special World Read Aloud Day edition of the Nal'ibali Supplement, which will be available in the week of 12 February. It will have a special World Read Aloud Day cut-out-and-keep book featuring the Nal'ibali characters, Bella and Gogo! For information on how to get involved in Nal'ibali's World Read Aloud Day activities, go to www.nalibali.org.

21 February International Mother Language Day

Sing songs, say rhymes and tell and read stories using only the children's home languages! Make this day a celebration of the richness of our language heritage.

26 February Tell-a-Fairy-Tale Day

Ask the children to work in groups to act out their favourite fairy tale, without telling anyone what the name of it is. Afterwards invite the other groups to guess the name of the fairy tale!



Ikona yeklabhu yokufunda

Zininzi iintsuku ezikhethekileyo kwinyanga yoMdumba. Nazi ezinye zazo, kunye nezinye iingcebiso zokubhiyozela ezo ntsuku okanye iintsuku ezikufutshane kuzo, kwiklabhu yenu yokufunda.

7 kweyoMdumba Usuku Lokuthumela Ikhadi Kubahlobo

Mema abantwana ukuba benze ze batshintshiselane ngamakhadi obuhlobo abonakalisa ukuba kutheni abahlobo babo bekhethkile kubo.

13 kweyoMdumba Usuku Lukanomathotholo Lwehlabathi

Khumbula ukumamela iinkqubo zikanomathotholo zakwaNal'ibali kule veke. Ukuba ufuna ukwazi ukuba amabali ethu abaliswa ngawaphi na amaxesha okanye kwezaphi na izikhululo, jonga uludwe lweenkqubo apha ngezantsi kweli phepha!

14 kweyoMdumba Usuku Lwabathandanayo olukwaluLusuku Lwezizwe ngezizwe Lokuphisa Ngencwadi

Khuthaza abantwana ukuba baze neencwadi zamabali zabo abazithandayo ukuze babolekisane ngazo okanye bafundelane namanye amalungu. Kananjalo ungabacebisa abantwana ukuba bazobe iintliziyo ezinkulu bakugqiba babhale amazwi othando kuzo, umzekelo, "Molweni Mabali, ndiyanihanda kakhulu!".

16 kweyoMdumba Usuku Lokufunda Ngokuvakalayo Lwehlabathi

Sijoyine xa sibhiyozela olunye Usuku Lokufunda Ngokuvakalayo Lwehlabathi. Ungalibali ukufumana uhlelo lweNal'ibali loSuku Lokufunda Ngokuvakalayo Lwehlabathi, oluya kushicilelwa ngeveki yowe-12 kweyoMdumba. Olu hlelo loSuku Lokufunda Ngokuvakalayo Lwehlabathi luya kukhutshwa lunencwadana ekhethekileyo onokuyisika-ze-uyigcine ekukho kuyo abalinganiswa bethu, uBella kunye noGogo! Ukuba ufuna iinkcukacha zendlela onokuthatha inxaxheba ngayo kwimisebenzi yakwaNal'ibali eyenziwayo ngoSuku Lokufunda Ngokuvakalayo Lwehlabathi, yiya ku-www.nalibali.org.

21 kweyoMdumba Usuku Lolwimi Lweenkobe Lwezizwe ngezizwe

Ngolu suku kufanele kuculwe iingoma, kwenziwe nezicengcelezo kusetyenziswa ulwimi lwasekhaya qha! Yenzani olu suku ibelelokubhiyozela ukutyeba kwelifa leelwimi zethu.

26 kweyoMdumba Usuku Lokubalisa Iintsomi

Cela abantwana ukuba basebenze ngamaqela, benze umdlalo weqonga ngentsomi yabo abayithandayo, kodwa bangasixeli isihloko sayo. Emva koko abanye abantwana kufanele baqashele ukuba sithini na isihloko sale ntsomi ekwenziwa umdlalo ngayo!



NAL'IBALI ON RADIO!

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

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

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

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

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

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

RSG on Monday to Wednesday at 9.10 a.m.

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

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

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

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

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



UNAL'IBALI KUNOMATHOTHOLO!

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

KuIkwewezi FM ngoMvulo, ngoLwesithathu nangoLwesihlanu ngo-9.45 kusasa.

KuLesedi FM ngoMvulo, ngoLwesibini nangoLwesine ngo-9.45 kusasa.

KuLigwalagwala FM ngoMvulo ukuya ngoLwesithathu ngo-9.10 kusasa.

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

KuPhalaphala FM ngoMvulo ukuya ngoLwesithathu ngo-11.15 kusasa.

KuRSG ngoMvulo ukuya ngoLwesithathu ngo-9.10 kusasa.

KuSAfm ngoMvulo, ngoLwesithathu nangoLwesihlanu ngo-1.50 emva kwemini.

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

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

KuUmhlobo Wenene FM ngoMvulo ukuya ngoLwesithathu ngo-9.30 kusasa.

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

Get story active!

Here are some ideas for using the two cut-out-and-keep books, *Mu's wolf problem*, (pages 5, 6, 11 and 12) and *There must be a rainbow* (pages 7, 8, 9 and 10) as well as the Story Corner story, *Everyone's special* (page 14). Choose the ideas that best suit your children's ages and interests.



Yenza ibali linike umdla!

Nazi ezinye zeengcebiso onokusebenzisa ngazo iincwadi ezimbini onokuzisika-ze-uzigcine, u*Ingxaki kaNomaza yengcuka*, (okwiphepha le-5, ele-6, ele-11, nele-12) kunye no*Kufanele ukuba kubekho umnyama* (okwiphepha le-7, ele-8, ele-9, kunye nele-10) kwakunye nebali leNdawo yamaBali, u*Wonke umntu ukhethekile* (okwiphepha le-15). Khetha ezona ngcingane zifanele ubudala nemidla yabantwana bakho.

Mu's wolf problem

A young girl called Mu is at home by herself and feels afraid when she hears noises. There's a wolf in her house! But, unexpectedly they become friends and enjoy the afternoon together.

This story offers you the opportunity to talk to your children about the things that make them feel afraid and how they can deal with feeling scared. Before you have this discussion, enjoy exploring the words and the illustrations in the storybook. Here are some examples of how to do this as you read together.



After you have read pages 2 and 3, ask:

- ☉ "I wonder where Mu's mom works and what kind of work she does?"
- ☉ "I wonder why it says that Mu is not alone?"
- ☉ "Look at Mu's face. How do you think she feels?"



On page 4, ask:

- ☉ "What do you think Mu is doing? Why?"
- ☉ (Point to the wolf's legs.) "What are these? Who do you think they belong to?"



On page 5, ask:

- ☉ "Why do you think Mu is closing her eyes?"
- ☉ "What do you do when you feel scared?"



Ingxaki kaNomaza yengcuka

Intombazana encinane ekuthiwa nguNomaza ihleli yodwa tshu kokwayo kwaye ngoku iyoyika kuba kukho izandi ezithile ezivayo. Kungene ingcuka endlwini yakokwabo! Kodwa, ngokungalindelekanga babangabahlobo abachitha loo mvakwemini kunye.

Eli bali likunika ithuba lokuncokola nabantwana bakho ngezinto eziboyikisayo nokuba banokwenza njani xa besoyika into ethile. Ngaphambi kokuba nincokole ngoku kufuneka niqale nijonge amagama nibuke nemifanekiso ekwincwadana leyo yemifanekiso. Nantsi eminye imizekelo yokuba ningakwenza njani na oku ngexa nifunda kunye.



Xa nigqibile ukufunda iphepha le-2 kunye nele-3, ungabuza wenjenje:

- ☉ "Inokuba umama kaNomaza usebenza phi kwaye ingaba usebenza umsebenzi onjani?"
- ☉ "Inokuba kutheni kusithiwa uNomaza akahlelanga yedwa?"
- ☉ "Ucinga ukuba uziva njani uNomaza xa uqwalasela ubuso bakhe?"



Xa ufunda iphepha le-4, ungabuza wenjenje:

- ☉ "Ucinga ukuba wenza ntoni uNomaza? Kwaye uyenzela ntoni loo nto?"
- ☉ (Khomba imilenze yengcuka.) "Ziintoni ezi? Nicinga ukuba zezikabani?"



Xa ufunda iphepha le-5, ubuze wenjenje:

- ☉ "Ucinga ukuba kutheni uNomaza evala amehlo nje?"
- ☉ "Wenza ntoni wena xa uziva usoyika?"

There must be a rainbow

In this story of hope, Jabulile's dream of helping people comes true after a terrible storm hits the village in which she lives.



Suggest that your children write the weather forecast that may have been on the radio the evening before the storm came to the area where Jabulile lived. Record your children reading these weather reports on your cellphone and then listen to them just like you would listen to the weather report on the radio!



Have fun making the sounds of a storm using your bodies as well as things around you. For example, beat your hands on the floor or bottom of a cooking pot to make the sound of thunder rumbling, knock two cooking pot lids together to create the crush of thunder, and tap your finger tips on a table to make the sound of rain.



Let your children use different coloured paint or paper to create their own rainbows.



Kufanele ukuba kubekho umnyama

Eli ibali libonakalisa ukungalahlwa kwethemba. Iphupha likaJabulile lokunceda abantu liyafezekiseka emva kokuba kufike izikhukhula kwilali yakhe.



Cebisa abantwana ukuba babhale ingxelo yemozulu enokuba yayiphume kunomathotholo ngosuku oluphambi kolu lokufika kwesaqhwithi esibi kwilali kaJabulile. Mabazifunde ezo ngxelo, ubashicilele kunomyayi wakho ngexa befunda, kwakugqitwa makumanyelwe kulinganiswe xa kumanyelwe inkcazelo yemozulu kunomathotholo!



Yonwabelani ukulinganisa izandi ezenziwa sisaqhwithi, nisebenzisa amalungu emizimba yenu nezinye izinto ezikufuphi. Umzekelo ningabetha ngezandla phantsi okanye nibethe iimbiza eziqutyudiweyo xa nilinganisa ukududuma kwezulu, ningqubanele iziciko zembiza ezibini ukwenza isandi sokugqekreza kwezulu, ze ninkqonkqoze nisebenzisa iintupha zeminwe nizibethekisa phezu kwetafile xa nilinganisa ukuchaphaza kwemvula enayo.



Bavumele abantwana bakho ukuba benze eyabo iminyama besebenzisa imibala eyahlukileyo yepeyinti.

Everyone's special

One day when Mandla is out walking he comes across an elephant, a giraffe and a waterbuck, and he discovers that they can all do special things that he can't. This makes him feel sad ... until his mother explains that we are all special in different ways.



Spend some time discussing with your children what makes them special. (Don't forget to ask them why they think they're special!) Then suggest that they draw pictures of themselves and complete the sentence, "I am special because ..." under their picture.



What other wild animals can your children name? Use information books and the Internet to find out about the things that make each of these animals special.



Wonke umntu ukhethekile

Ngenye imini uMandla ezihambela phandle udibana noNdlovu, uNdulamthi kunye noBhadi, aze afumanise ukuba bonke bayakwazi ukwenza izinto ezikhethekileyo angakwaziyo yena ukuzenza. Loo nto imenza azive elusizi ... ade umama wakhe amcacisele ukuba sonke sikhethekile ngeendlela ezingafaniyo.



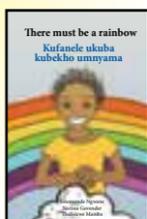
Chita ixeshana nabantwana bakho nincokole ngezinto ezibenza bakhetheke. (Ungalibali ukubuza ukuba kutheni becinga ukuba bakhethekile!) Emva koko bacebise ukuba bazizobe bandule ke ukugqibezela esi sivakalisi sithi, "Ndingokhethekileyo kuba ..." ezantsi kwemfanikiso yabo.



Zeziphi ezinye izilwanyana zasendle abazaziyo abantwana bakho? Ningasebenzisa i-intanethi kunye neencwadi ezinika ingcaciso ukuze nifumane olunye ulwazi ngezilwanyana kunye nezinto ezahlukile ngazo kwanezinto ezikhetheke ngazo.

Create TWO cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
 - a) Fold the sheet in half along the black dotted line.
 - b) Fold it in half again along the green dotted line.
 - c) Cut along the red dotted lines.



Zenzele iincwadana EZIMBINI onokuzisika-ze-uzigcine

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

Mu! Ndingu Nomaza!



NDINGUNGCUKA!

WOLFI

“Andoyiki mali!” wakhwaza esitsho uNomaza, yatsho yoyika ngoku nayo ingcuka. Bajamelana, ingulowo engcangazela luloyiko. Ekugqibeleni, ngentloni, babulisa ingulowo ezichaza ukuba ungunani.



“I’m not scared!!!” screamed Mu, giving the wolf quite a fright. Trembling with fear, they peered at each other. Then, very shyly, they introduced themselves.

children's books that matter



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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 or www.nalibali.mobi



UNal'ibali liphulo likazwelonke lokufundela ukuzonwabisa lokuvuselela oko abantwana banokukwazi ukukwenza ngokubalisa amabali nokufunda. Ukuze ufumane iinkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi

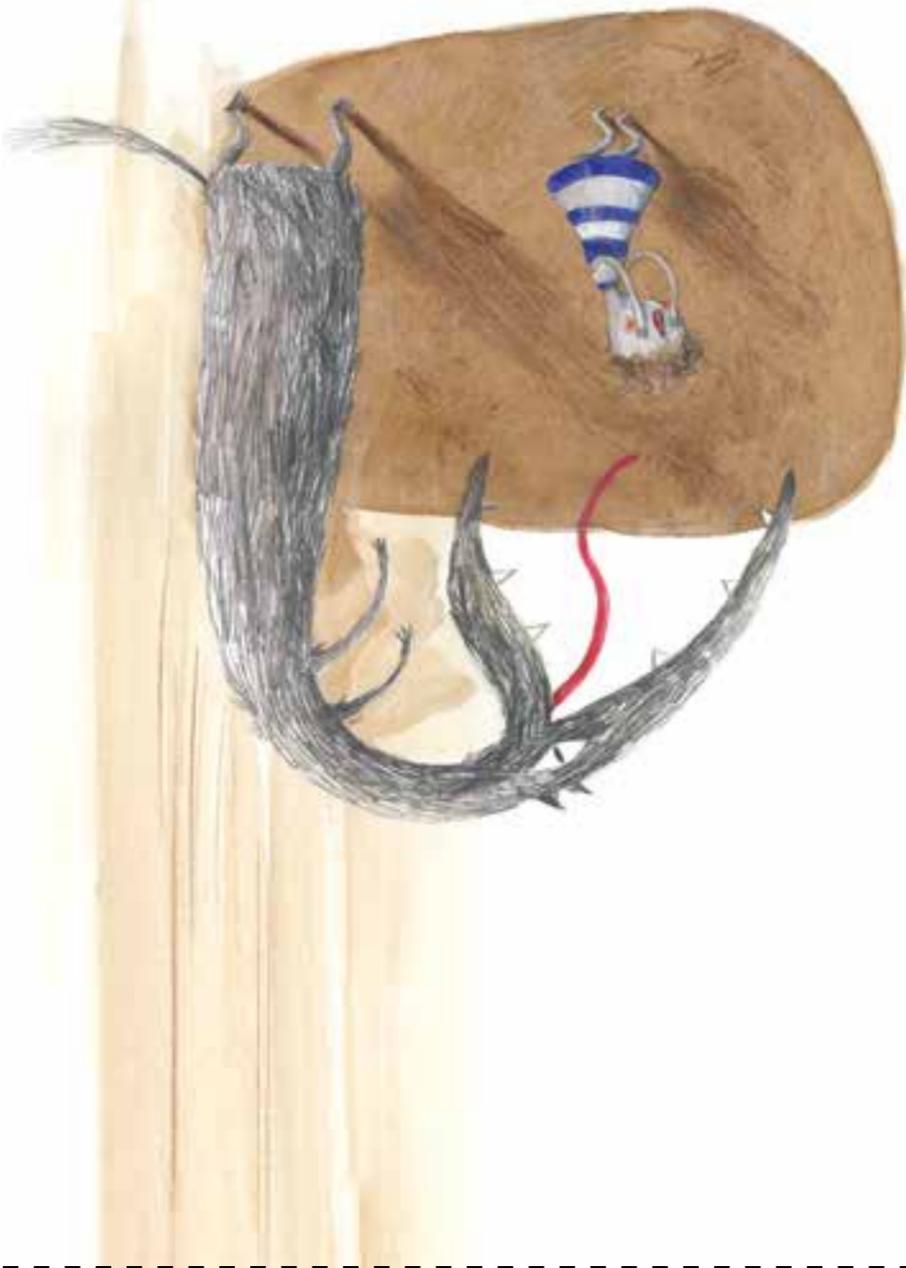


MU'S WOLF PROBLEM

INGXAKI KANOMAZA YENGCUKA



Maria Zbedeva



The wolf didn't want to eat her after all. He was just lonely and wanted a friend.
 Kwathi kanti ingcuka ibingafuni kumqwenga. Yayinesithukuthezi, izifunela nje umhlobo.



Once there was a girl called Mu. One day Mu's mom went to work and left her at home all alone.

But, truth be told, Mu was not alone.

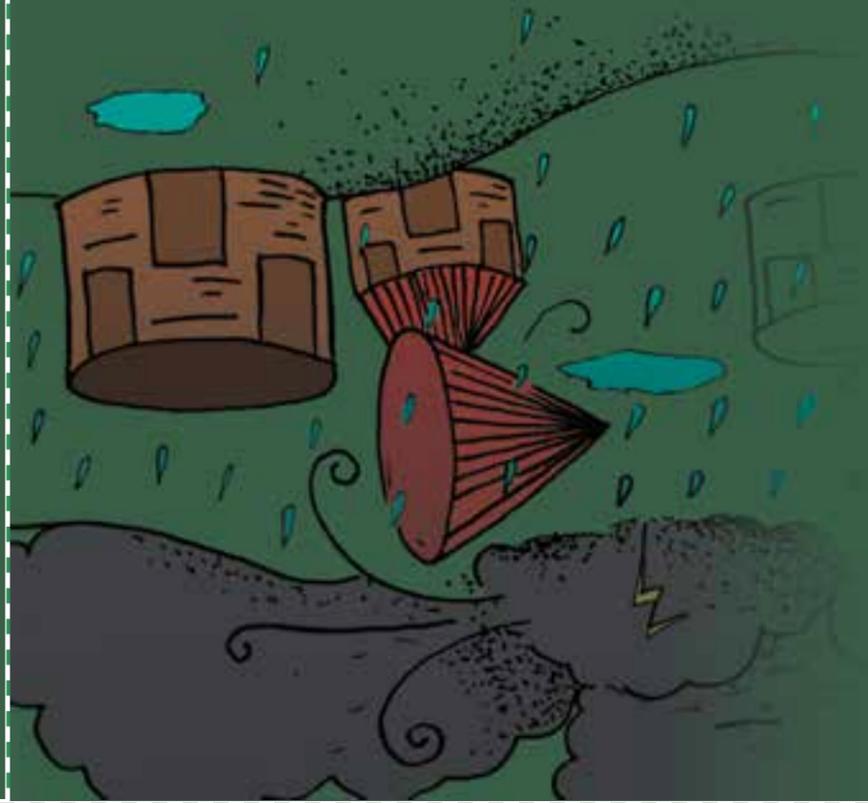


But Mu knew the wolf would come back if she felt lonely and scared tomorrow.

Kodwa uNomaza wayesazi ukuba ingcuka iza kubuya kwakhona xa eziva enesithukuthezi kwaye esoyika ngomso.

Umoya ovuthuza ngamandla waphaqula amaphahla ezindlu. Zonke izilwanyana zalahlekelwa zezo ndawo zazo zokulala. Yayiyimini elusizi kakhulu le. Abantu balapho babekhala esimantsihyane bezibuza besithi, "Ingaba siza kuthini xa kunjge?" "Zitshabalele zonke izityalo!" kukhala abalimi. "Amakhaya ethu avuthulukile!" babesitsho abantu abadala. Kwakubonakala ngathi akusayi kuphinda kulunge nto. Kusenjalo ulabulile wakhumbula nto ewayekhe wayixelelwa ngutata wakhe onobulumko.

Great gusts of wind blew the roofs off the huts. All the animals lost their homes. It was a very sad day. The village folk cried, "What shall we do now?" "All the crops are ruined!" cried the farmers. "Our homes are gone!" said the elders. All hope seemed lost. But Jabulile remembered something her wise father had once told her.



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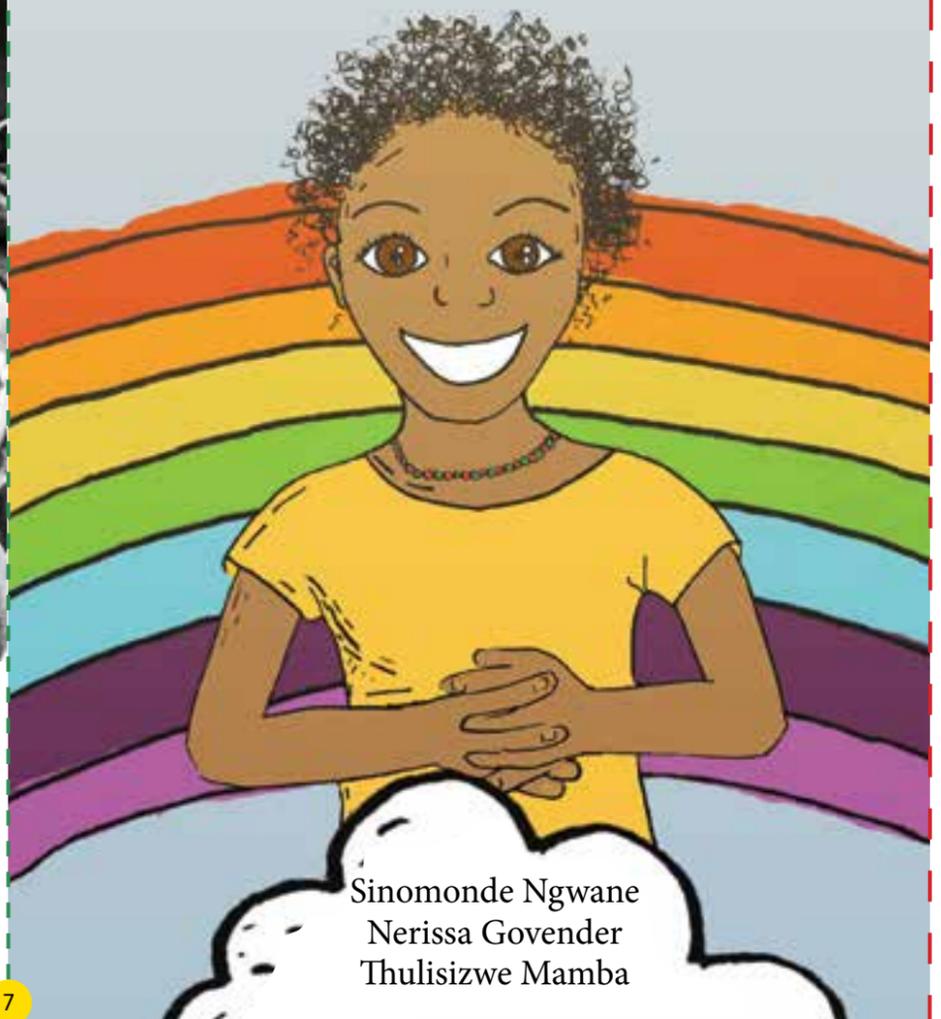


UNal'ibali liphulo likazwelonke lokufundela ukuzonwabisa lokuvuselela oko abantwana banokukwazi ukukwenza ngokubalisa amabali nokufunda. Ukuze ufumane iinkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi



There must be a rainbow

Kufanele ukuba kubekho umnyama



Sinomonde Ngwane
Nerissa Govender
Thulisizwe Mamba



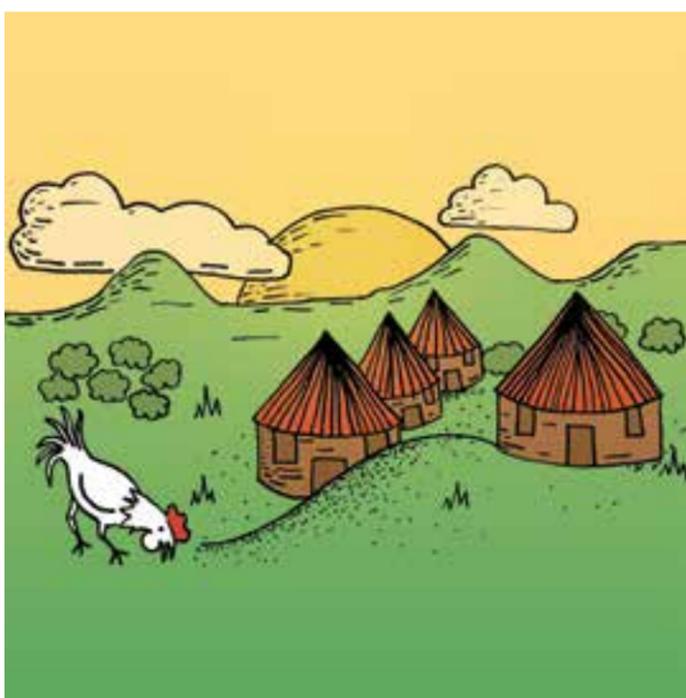
Wagalisa uJabulile ukuthetha nabantu belali. “Bantu bakuthi, isagqwithi siyasenzakalisa,” watsho, “ngenxa yohlobo esikhetha ukusibona ngalo. Jongani ngoku ilanga seliphinde lakhanya kwakhona. Yimini entsha, siyazibonela. Emva kwesagqwithi kufanele ukuba kubekho umnyama!”

Ngoko nangoko kwavela umnyama omhle ngokungumngaliso esibhakabhakeni.

Jabulile started speaking to the villagers. “The storm only hurts us,” she said, “because of the way we choose to see it. If you look up, the sun is shining again. It is a new day. After every storm, there must be a rainbow!”

Just then a glorious rainbow appeared in the sky.

Nestled in the Kingdom of the Zulu is a magnificent place called The Valley.



Ilali yaseNgxingweni ikwiintaba ezintle kakhulu kubuKumkani bakwaZulu.

The villagers rebuilt their homes. Farmers planted new crops. The grass grew greener than ever before.

Once again there was hope and happiness in The Valley.

Abantu belali bakha izindlu zabo kwakhona. Abalimi batyala izityalo ezitsha. Yakhula ingca, yaluhlaza nangakumbi kunangaphambili.

Kwabuya kwabakho ithemba nolonwabo kwakhona elalini yaseNgxingweni.



Ngenye imini eyayisoyikeka, amafu agubungela ilali yaseNgingweni. Kwasuka kwamnyama tsiki zezo ngqimba zamafu. Isaqhwithi esibi sahlasele yonke loo ndawo.

One awful day, the clouds began to gather over The Valley. Everything grew dark and grey. An ugly storm swept over the land.

A little girl called Jabulile lives here. Jabulile was always a happy child. She was also curious, and full of questions about life. Everything fascinated her.



UJabulile yintombazana encinane ehlala apha. UJabulile wayehlala onwabile. Wayesoloko efuna ulwazi, ethanda ukubuza yonke into ngobomi. Wayenomdla kuyo yonke nje into.



The villagers saw the rainbow and they began to smile. It stood as a promise that the storm was over.

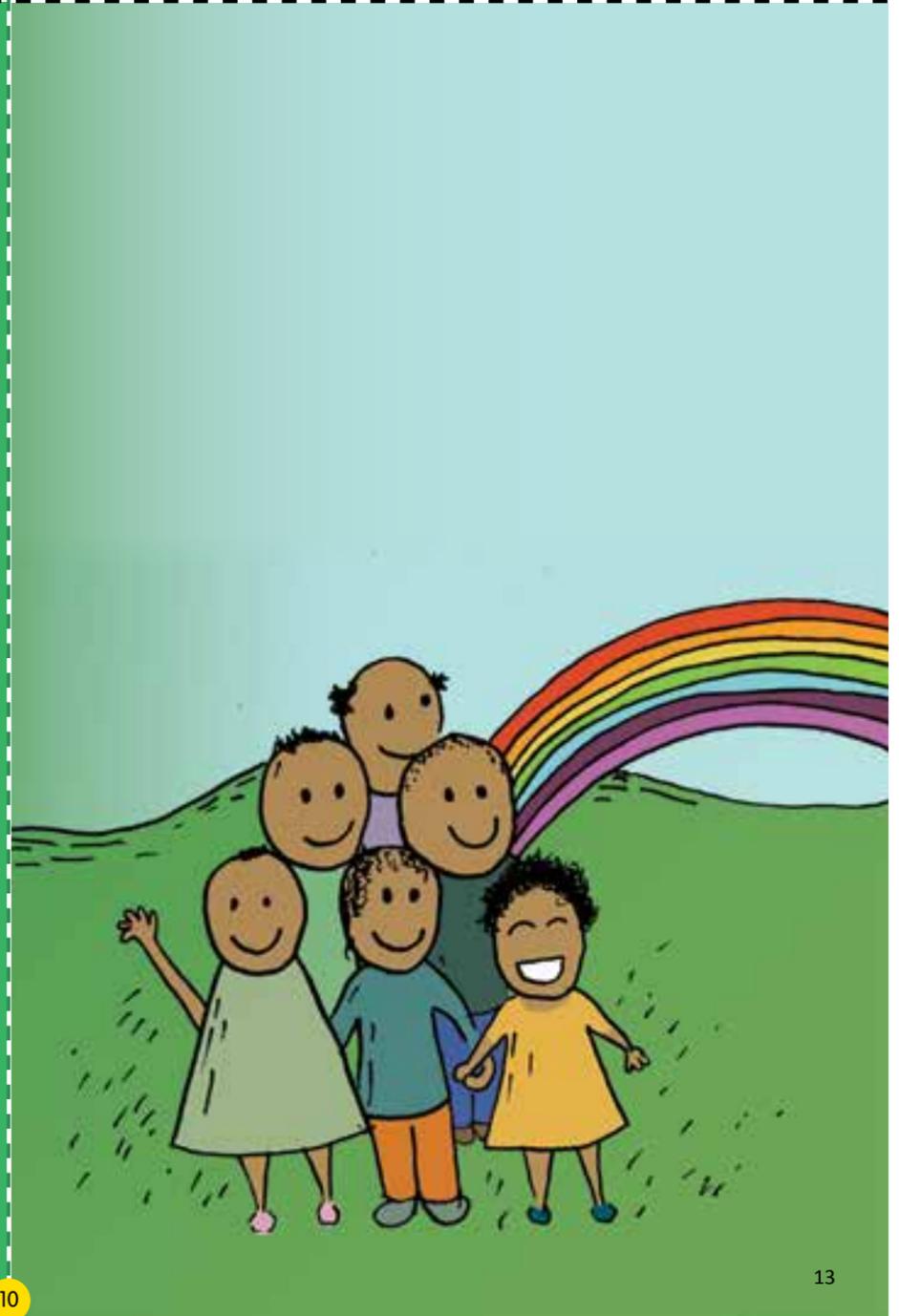
Abantu belali bawbona umnyama, baza bagala bancuma. Wawume njengophawu nesithembiso sokuba sasidlulile isaqhwithi.

Jabulile's father was a mielie farmer. Her mother was a teacher. They taught her to dream big dreams. Jabulile's biggest dream was to help people.

Everyone in the village was Jabulile's friend, especially the elders. They taught her about the wise men and women who once lived in The Valley. Jabulile also wanted to be wise.

Utata kaJabulile wayengumlimi wombona.
Umama wakhe yena eyititshalakazi.
Abazali bakhe babehlala bemkhuthaza ukuba angayiyo nantoni na afuna ukuba yiyo. Elona phupha likhulu likaJabulile yayikukunceda abantu.

Wonke umntu kuloo lali wayengumhlobo kaJabulile, ingakumbi abantu abadala. Babemfundisa ngoomama nootata bakudala ababelumkile nababehlala apho eNgxingweni. UJabulile naye wayebufuna ubulumko.



And so Mu and the wolf busied themselves with tea
and cakes ...
Ngoko ke unomaza nengcuka baxakeka bepunga,
bestiya namqebengwana ...



NENGCUKA!
WOLF FI

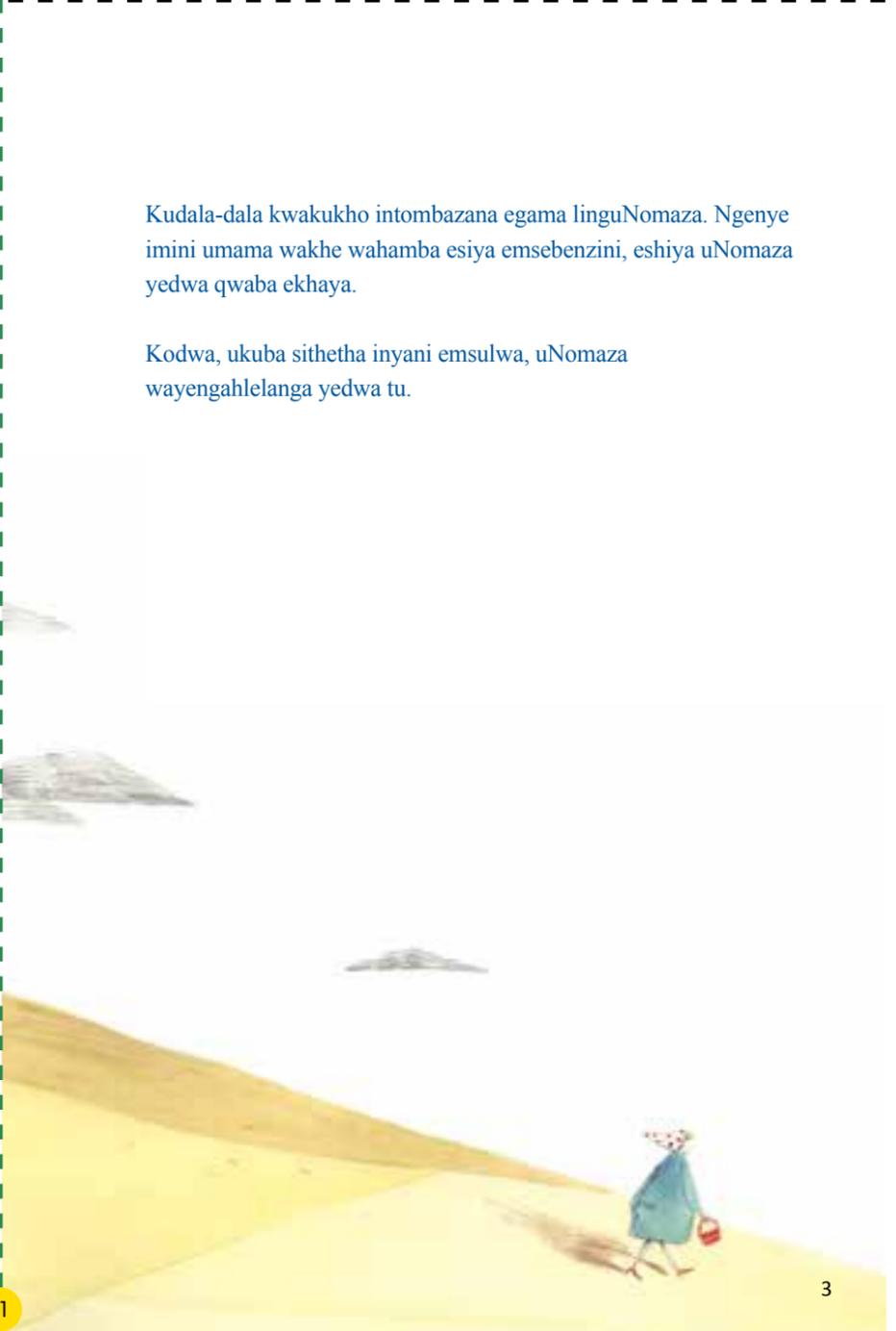


... it was time for Mu's mom to come home. Then the wolf had to say goodbye.

... kwafika ixesha lokuba umama kaNomaza abuye emsebenzini. Kwafuneka ke ukuba ivalelise ingcuka.

Kudala-dala kwakukho intombazana egama linguNomaza. Ngenye imini umama wakhe wahamba esiya emsebenzini, eshiya uNomaza yedwa qwaba ekhaya.

Kodwa, ukuba sithetha inyani emsulwa, uNomaza wayengahlelanga yedwa tu.



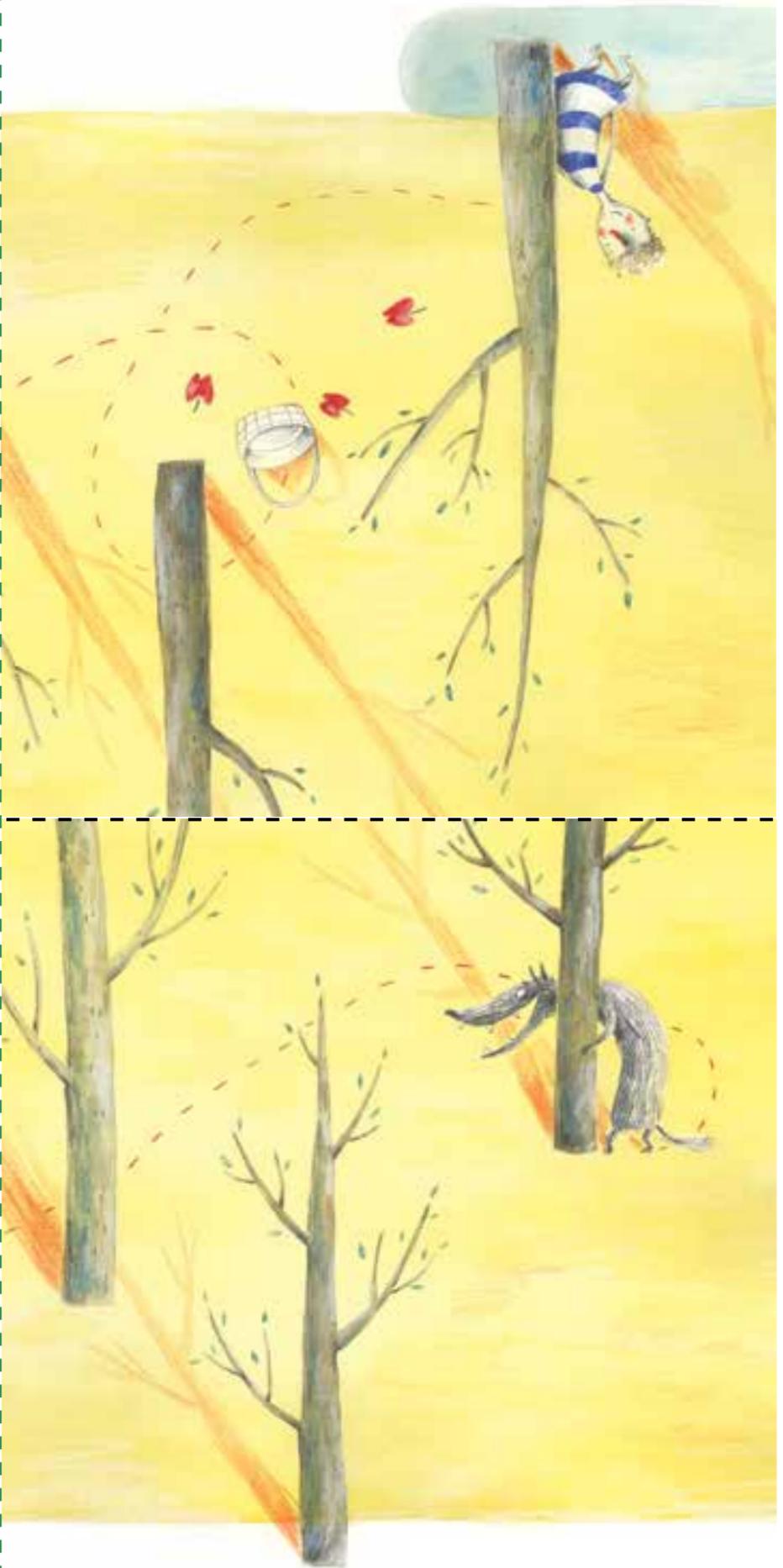


Mu crept bravely down the passage, her eyes closed tightly ... and, quite suddenly, she bumped into the ...
 UNomaza wachwexhwa ngobugorha esihla ngepaseji, amehlo
 ewavale mba ... ze kusenjalo wangqubana ...



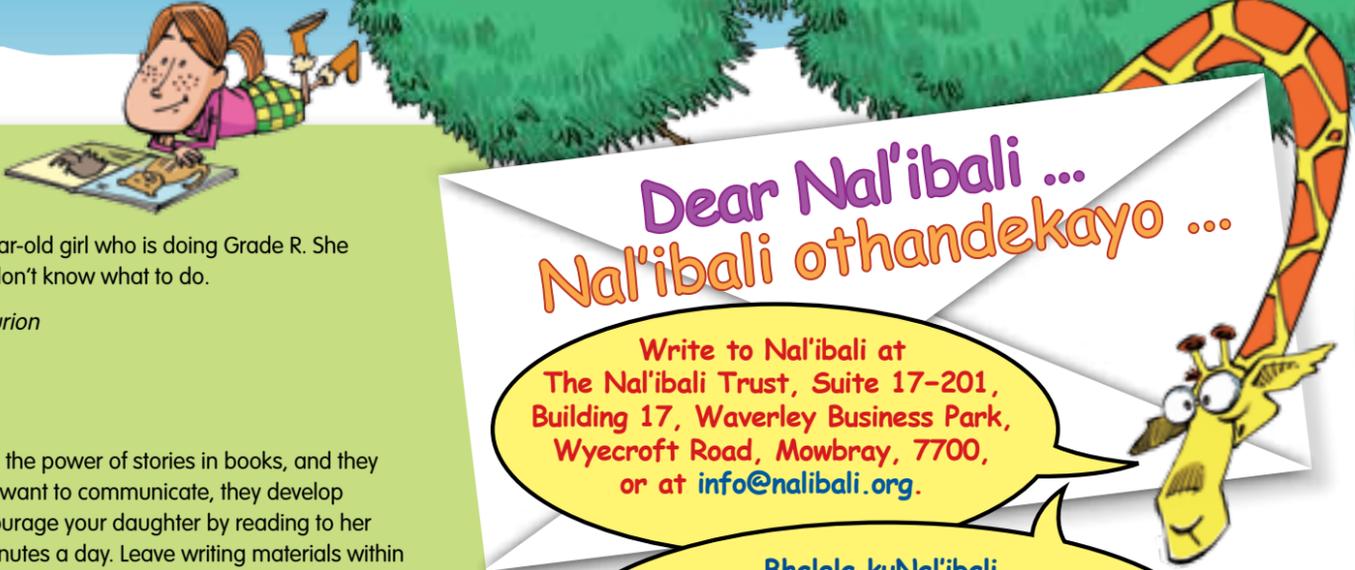
She could hear tapping and scratching, and a *l o o o n g* heavy sigh. She could hear pattering footsteps and rustling fur and the clanging of very large TEETH.

Wayesiva kukho into engqisha kancinane nekrwempayo, ize ibengathi iphefumlela *phe-zu-lu*. Kuthi kusenjalo aphinde eve isandi seenyawo ezikhawulezayo nesikhumba esinoboya oburhashaza nokutshixiza KWAMAZINYO amakhulu kakhulu.



... and hide-and-seek, until ...

... bedlala nondize, kwade ...



Dear Nal'ibali

Please help. I have a 9-year-old girl who is doing Grade R. She doesn't like writing and I don't know what to do.

Theresa Solomons, Centurion

Dear Theresa

When children experience the power of stories in books, and they have something that they want to communicate, they develop an interest in writing. Encourage your daughter by reading to her regularly for at least 15 minutes a day. Leave writing materials within her reach at home so that she can write down a list of things she may want you to buy for her, or so that she can write a note to you when she wants to tell you something. Remember to also be a writing role model for her – she needs to see you writing to realise that it is valuable!

Remember that we're here to help!

The Nal'ibali Team

Nal'ibali othandekayo

Ndicela uncedo. Ndinentombazana eneminyaka eli-9 efunda iBanga R. Akakuthandi mpela ukubhala kwaye andisayazi ukuba ndingenza ntoni.

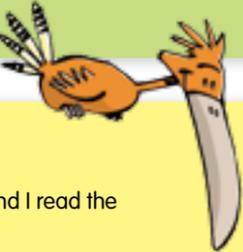
NguTheresa Solomons, eCenturion

Theresa othandekayo

Xa abantwana befumane amandla nobumnandi bamabali ezincwadini, kwaye benento abarhalela ukuyincokola, baye babenomdla wokubhala. Khuthaza intombi yakho ngokuyifundela rhoqo, mhlawumbi ufunde imizuzu eli-15 ngemini. Beka izinto zokubhala kwiindawo anokufikelela kuzo apho ekhayeni lenu, ukuze akwazi ukubhala izinto arhalela ukuba umthengele zona okanye akubhalele phantsi imiyalezo afuna ukuyidlulisa kuwe. Khumbula ukuba nawe kufanele ukuba ube ngumzekelo ofanelekileyo wokubhala kumntwana wakho – kufanele akubone ubhala nawe ukuze aqonde ukuba ukubhala kuxabisekile.

Khumbula ukuba sikhona xa ufuna olunye uncedo!

Iqela lakwaNal'ibali



Dear Nal'ibali

I am fourteen. I love the Nal'ibali Supplement and I read the stories to my two younger brothers every night.

Thetha Xamhlashe, Khayelitsha

Dear Thetha

We are so glad that you like the supplement. You are giving your brothers a wonderful gift and it will help them learn to love reading.

Well done and keep reading!

The Nal'ibali Team

Nal'ibali othandekayo

Ndineminyaka eli-14. Ndiyathanda kakhulu uhlelo lweNal'ibali kwaye ndiyabafundela abaninawa bam ababini rhoqo ebusuku.

NguThetha Xamhlashe, eKhayelitsha

Thetha othandekayo

Nathi siyavuya xa uluthanda uhlelo lwethu. Ubanika isipho esihle kakhulu abaninawa bakho kwaye into oyenzayo iya kubanceda kakhulu ukuba nabo bakuthande ukufunda.

Intle into oyenzayo kwaye ungakuyeki ukufunda!

Iqela lakwaNal'ibali



Dear Nal'ibali ... Nal'ibali othandekayo ...



Write to Nal'ibali at
The Nal'ibali Trust, Suite 17-201,
Building 17, Waverley Business Park,
Wycroft Road, Mowbray, 7700,
or at info@nalibali.org.



Bhalela kuNal'ibali
ku-The Nal'ibali Trust, Suite 17-201,
Building 17, Waverley Business Park,
Wycroft Road, Mowbray, 7700, okanye
ku-info@nalibali.org.

Dear Nal'ibali

My daughter is 3 years old, and ever since I started reading your supplement, I've been reading to her at bedtime every day. She also has story time in the morning and afternoon at the educare centre she goes to. But I find that when we share books together at bedtime, we're both a bit irritable because we're tired after our busy days! I know that reading to children at bedtime is what most people suggest. What can I do to make this time more relaxed for both of us?

Zinhle Mbuli, Benoni

Dear Zinhle

You're absolutely right that whenever you read together the most important thing is that these times are relaxing and enjoyable for you both! Try a few different times in your day to see what suits you best. Remember that you can share stories whenever it feels right for you, no matter what time it is. Sometimes playing a little game, or singing a song your daughter loves will also help to get her in the right mood. A good selection of books is useful too, so she can choose what you should read. Be guided by the way you both feel. Even five minutes a day is good, as long as it's positive and fun!

Keep reading together!

The Nal'ibali Team

Nal'ibali othandekayo

Umntwana wam oyintombazana uneminyaka emithathu, kwaye oko ndaqala ukufunda uhlelo lwenu, ndizama ukuba ndimfundele rhoqo phambi kokuba alale ebusuku. Kananjalo banalo ixesha lokufundelwa amabali nasesikolweni sakhe kusasa nasemini. Kodwa ndifumanisa ukuba xa kufuneka sabelene ngeencwadi ngokuhlwa, sobabini sizifumanisa sibudinwa, ngoku ke singakwazi ukufunda kakuhle! Ndiyayazi ukuba abantu abaninzi bacebisa ukuba sifundele abantwana amabali phambi kokuba balale. Ndingenza njani ukuze sikonwabele xa sisobabini ukufunda ngeli xesha?

NguZinhle Mbuli, eBenoni

Zinhle othandekayo

Uchane ucwethe xa usithi xa nifunda nomntwana wakho, eyona nto ibalulekileyo kukuba nikonwabele xa ninobabini ukufunda ngala maxesha. Mhlawumbi ungazama ukuba nifunde ngamaxesha emini angafaniyo, de ufumane elona xesha linilungeleyo xa ninobabini. Khumbula ukuba ningafundelana amabali nanini na niithanda, akunyanzelekanga ukuba ibe lixesha elithile eliqingqekileyo. Ngamanye amaxesha ukudlala imidlalo, okanye nicule ingoma ayithandayo kunganceda ukuvuselela umdla wakhe. Kufuneka nibeneqela leencwadi ezinomdla, ukuze naye akwazi ukukhetha leyo anqwenela ukuyifundelwa. Akukhathaliseki nokuba nifunde imizuzu emihlanu ngemini. Ukhumbule ukuba kuxhomekeka ukuba niziva kanjani na ngelo xesha. Okubalulekileyo kukuba kufanele niyonwabele yonke into eniyenzayo!

Ningayeki ukufunda nobabini!

Iqela lakwaNal'ibali



Everyone's special

By Kai Tuomi ✨ Illustrations by Natalie and Tamsin Hinrichsen

Mandla was out walking one day when he saw Elephant splashing himself in the river. Elephant looked very happy. His big ears flapped and he sprayed water high into the air using his long trunk.



"Hello," said Mandla, waving to Elephant. Elephant looked down at Mandla and lifted his trunk. "Hello, Mandla," he said, in his big voice. "That trunk of yours is amazing," said Mandla. "Oh, this?" Elephant looked at his trunk. "I suppose it is, isn't it?" "It must be nice to spray yourself on a hot day," said Mandla. "Oh, that's not all I can do," said Elephant. "I can also use my trunk to pick fruit from the trees and pull down branches. I can even use it to make a big noise if I want to. We call that trumpeting! Here let me show you."

Elephant stretched out his trunk. *Brrrrpprump!* The most marvellous, loud noise came out. It thundered through the forest and some birds flew away from a nearby tree. Mandla danced on the spot and laughed.

"That's amazing," he said. "I wish I had a trunk like you."

Mandla left Elephant playing in the river and went on through the forest. He held his arm up in front of his nose, bent his arm and curled his hand so that it looked as if he had an elephant's trunk. Then he tried to pick a bunch of berries from a bush. But he was not looking where he was going and ... *THUMP!* He bumped into something.

"Ow," he said, falling over.

The thing he had bumped into was brown and orange. It seemed to reach from the sandy ground all the way up through the trees.

"What's happening down there?" said a voice from high above.

"Giraffe!" said Mandla looking up.

"What?" asked Giraffe.

"It's me. Mandla!"

"Who?" asked Giraffe.

A great big head on the end of the long neck came down through the trees.

"Oh, hello, Mandla," said Giraffe.

"Hello, Giraffe, I am sorry I bumped into you. I was pretending to have a trunk like Elephant and I wasn't looking where I was going."

"A trunk like Elephant?" asked Giraffe.

"Elephant's trunk is marvellous," said Mandla. "He can spray himself with water and pick fruit from the trees and make a great big noise."

"Well," said Giraffe, "that's quite clever I suppose, but I can do much more with this long neck of mine."

"Like what?" asked Mandla.

"I can reach the very tops of the trees, where the leaves are the juiciest. I can also see all around and look out for danger. My tongue is very special too," said Giraffe. "It is very long." Giraffe stuck out his long purple tongue. "And it's very thick too, which means I can eat from trees even if they have thorns. Trees with thorns have the best leaves, you know," said Giraffe.

"That's great," said Mandla. "I wish I was tall like you, Giraffe, then I could see over the trees and eat those leaves you keep talking about."

"Don't be silly," said Giraffe. "Boys don't eat leaves. Which reminds me, it's time for my second lunch. See you later, Mandla."

So Mandla went on through the forest, holding both arms above his head like a long giraffe neck and picking at the leaves on the trees.

"What are you doing?" asked a very quiet voice.

Mandla jumped back in fright.

"I didn't mean to scare you," said the quiet voice. A small, grey buck with a white ring on her bottom, crept from the forest.

"Waterbuck!" said Mandla. "You must be the quietest of all the animals."



Waterbuck blushed. "You are kind, Mandla. Being quiet helps keep me safe. I don't like all those noisy animals."

"It's a very good trick, being so quiet," said Mandla. "I wish I could creep around like you do, Waterbuck."

"You should try it sometime! It takes lots of practice to get as good as me though. See you around, Mandla," said Waterbuck, slipping back into the forest.

So Mandla went slowly through the forest, walking on his tiptoes like Waterbuck. It wasn't long before he tripped over a small branch and fell into a pile of leaves. There was a quiet laugh from the forest and Mandla saw a flash of grey as Waterbuck moved away into the bushes. Mandla picked himself up and ran through the forest back to his house in the clearing. His mother was outside hanging up the washing.

"Mama?" he said quietly.

"What's wrong, Mandla?" asked his mother. "Why do you look so unhappy?"

"Mama, how come I don't have a trunk like Elephant? Why don't I have a long neck like Giraffe? And why can't I creep around like Waterbuck? They are so special and I don't feel very special at all."

His mother bent down and kissed him on the forehead.

"Mandla, if you had a trunk like Elephant, I would not be able to kiss you goodnight. And if you had Giraffe's long neck, I could not pick you up in my arms and swing you about. And just think, if you were as quiet as Waterbuck, I could not find you to give you a hug."

Mandla's mother pulled him close. "Everyone has something special. I love you just the way you are. And to me, you are more special than all the animals in the forest," she said.

Ngenye imini uMandla wayezihambela ehlathini xa wathi wabona uNdllovu ezitshiza ngamanzi emlanjeni. Wayekhangeleka onwabe kakhulu uNdllovu. Iindlebe zakhe ezinkulu zibhakuphela emacaleni ngexa wayezitshiza ngamanzi, esebenzisa umboko wakhe omde.



“Molo,” watsho uMandla ebulisa uNdllovu ngobubele. UNdllovu wamjongela phaya ezantsi uMandla ephakamise umboko wakhe. “Molo, Mandla,” waphendula uNdllovu ngelizwi elikhulu. “Yhu! Mhle lo mboko wakho.” kutsho uMandla. “Utsho le nto?” uNdllovu watsho ejonga umboko wakhe. “Mhlawumbi unyanisile, andazi.” “Inokuba kumnandi xa uzitshiza ngawo xa kushushu,” kwatsho uMandla. “Awuphelelanga apho tu kanti umsebenzi womboko wam Mandla,” kwatsho uNdllovu. “Ndiyakwazi nokukha iziqhamo emithini, nditsale namasebe emithi. Kananjalo ndiyakwazi nokwenza isandi esikhulu ngokumangalisayo xa ndithanda. Sithi thina oko kukubetha ixilongo! Yima ndikubonise.” Watsho esolula umboko wakhe uNdllovu, wavuthela esithi *Mprrooohhh!* Kwaphuma isandi esikhulu nesimnandi ngeyona ndlela. Sahlokomisa ihlathi lonke eso sandi, kwabhabha neentaka ezazihleli kumthi owawukufutshane nabo. UMandla naye wayonwabile, edanisa kuloo ngxolo, ehleka. “Uyamangalisa umboko wakho,” watsho uMandla. “Nam ndiyawurhalela.” Wahamba uMandla wangena ehlathini emshiya apho uNdllovu esadlala emlanjeni. Wayephakamise ingalo eyigobe phambi kwempumlo, elinganisa ukuma komboko wendlovu. Naye wayezama ukukha isihlahla samaqunube apho ehlathini. Kwathi kanti akajonganga apho ahamba, esiya ngakhona ... *GQUM!* Waya kungqubeka entweni. “Shu,” watsho, esiwa. Uthe xa eyiqwalasela loo nto akhubeke kuyo wayibona ukuba inamabala-bala antsundu kunye naorenji kwaye yayibonakala ngokungathi yinto ende kakhulu ngokuba yayibonakala ingathi ilingana kunye nemithi. “Kwenzeka ntoni apho ezantsi?” latsho ilizwi livela phezulu. “Ndlulamthi!” watsho uMandla ejonge phezulu. “Uthini?” wabuza uNdlulamthi. “Ndim, uMandla!” “Uthi ungubani?” wabuza kwakhona uNdlulamthi. Kusenjalo kwavela intloko kwelinye icala laloo ntamo inde apho phakathi kwemithi. “Tyhini molo Mandla,” watsho uNdlulamthi. “Molo, Ndlulamthi. Undixolele kuba ndingqubeke kuwe, kaloku ndilibebe kukulinganisa uNdllovu nomboko wakhe, ngoku bendingajonganga apho bendihamba khona.” “UNdllovu nomboko wakhe?” wabuza uNdlulamthi esolula intamo yakhe. “Ewe, umboko wakhe uyamangalisa,” watsho uMandla. “Uyakwazi ukuzitshiza ngamanzi, ukukha iziqhamo emithini kwakunye nokwenza isandi esingxola njengexilongo.” “Ndiyakuva,” watsho uNdlulamthi, “iyamangalisa ngenene loo nto, kodwa mna ndingenza okudlula oko ngale yam intamo.” “Utsho kanjani?” wabuza uMandla ekhuphe amehlo. “Mna ndifika enkochoyini yemithi, apho kukho awona anencasa amagqabi. Kananjalo ndiyakwazi nokujonga ngaphaya kwemithi ukuze ndibone ukuba kukho ingozi ezayo kusini na. Nolwimi lwam lukhethekile,” watsho uNdlulamthi.

“Lude kakhulu kwaye luqinile.” UNdlulamthi watsho ekhuphela ngaphandle olo lwimi lwakhe lude, lubumfusa ngombala. “Kwaye lomelele kakhulu loo nto yenze ukuba ndikwazi nokutya amagqabi emithi ehlabayo nenameva. Kaloku imithi enameva yeyona inamagqabi amnandi, inokuba uyayiqonda,” kwatsho uNdlulamthi.

“Yhu tana, akwaba nam bendimde njengawe, ukwenzela ukuba ndijonge ngaphezu kwemithi nditye naloo magqabi anencasa uthetha ngawo,” watsho encumile uMandla.

“Hayi suka wena kwedini,” kwatsho uNdlulamthi. “Wakhe wayibona phi inkwenkwana etya amagqabi? Uyayazi utsho wandikhumbuza ukuba lixesha lokufumana isidlo sam sasemini okwesibini. Sakuphinda sibonane ngelinye ixesha Mandla.”

Waqhubeka ke kwakhona uMandla ehamba apho ehlathini, ephakamise izandla zozibini elinganisa loo ntamo inde yendulamthi, ekwaxhitha namagqabi apho emithini.

“Yintoni le uyenzayo?” kwavakala ilizwi elipholileyo lisitsho.

Wothuka watsiba uMandla.

“Uxolo bendingafuni ukukothusa,” latsholo phantsi kwakhona elo lizwi. Apho ehlathini kwavela ibhadi elincinane elibungwevu namhlophe ngasezinyaweni.

“Kanti nguwe lo Bhadi!” watsho uMandla. “Andiqondi ukuba sikho esinye isilwanyana esizole njengawe.”



Wabobotheka uBhadi ngaloo mazwi. “Unobubele kakhulu wena, Mandla. Oku kuzola kuyandinceda ukuba ndihlale ndikhuselekile. Andizithandi izilwanyana ezingxolayo.”

“Liqhinga elihle eli lakho lokuzola,” kwatsho uMandla. “Nam ndiyakurhalela ukuchwechwa njengawe, Bhadi.”

“Kufuneka ukhe uzame nawe ngenye imini! Kuya kufuneka ukuba uziqhelise amaxesha amaninzi ukuze ubeyincutshe njengam kodwa. Sakuphinda sibonane Mandla,” watsho ebuyela enzulwini yehlathi uBhadi.

Wahamba kwakhona uMandla eqhubeka ngendlela yakhe apho ehlathini echwechwa, elinganisa uBhadi kodwa kwathi engekabiphi wakhubeka wawa phantsi kwinqumba yamagqabi. Wathi esalele apho phantsi weva intsini ezolileyo kaBhadi, wabe esithi tshe ngaloo mbala wakhe obungwevu, esithela ngaphaya kwetyholo. Waphakama uMandla wabaleka, ephinziza phakathi kwemithi egoduka. Wafika umama wakhe ephandle, esoneka iimpahla azihlambileyo.

“Mama?” watsho ethethela phantsi.

“Kwenzeka ntoni Mandla?” wabuza umama wakhe. “Kutheni ukhangeleka ungonwabanga nje?”

“Mama, kutheni mna ndingenawo umboko njengoNdllovu? Kutheni ndingenayo intamo ende njengoNdlulamthi? Kwaye kutheni ndingakwazi ukuchwechwa njengoBhadi? Bakrelekrele gqitha bebonke kwaye mna andiziva ndikhethekile njengabo konke-konke,” watsho ekhalaza uMandla.

Wagoba umama wakhe wamncamisa ebunzi.

“Mandla, kaloku ukuba ubunomboko njengoNdllovu, bendingasoze ndikwazi ukukuncamisa ebusuku xa ulala. Kwaye ukuba ubunentamo ende njengoNdlulamthi, bendingasoze ndikwazi ukukufunqula ndikujiwuzise ngeengalo kamnandi. Khawufane ucinge, ukuba ubuchwechwa njengoBhadi bendingaze ndikufumane kanjani ukuze ndikwange?”

Umama kaMandla wamsondeza kuye. “Wonke umntu ukhethekile ngendlela yakhe. Ndikuthanda ulolu hlobo ulolu. Kwaye kum, ukhetheke ukogqitha zonke ezi zilwanyana zehlathi,” wagqibela ngelitshoyo umama wakhe.

Nal'ibali fun

Okokuzonwabisa kwakwaNal'ibali



1.

* In the story, *Mu's wolf problem*, Mu and the wolf become friends and spend the afternoon together. What do you think they are doing in this picture? Add other things to the picture to show what you think they are doing. Also add some speech bubbles. Then write a few sentences about your picture.

* Kweli bali lithi, *Ingxaki kaNomaza yengcuka*, uNomaza nengcuka babangabahlobo baze bachithe imvakwemini kunye. Ucinga ukuba benza ntoni kulo mfanekiso? Ungafakela ezinye izinto kulo mfanekiso ukwenzela ukuba ucacise ezinye zezinto ocinga ukuba bayazenza. Bhala nokuba ucinga ukuba bathini na kumaqamza entetho owafakeleyo. Wakugqiba ke ubhale izivakalisi ezimbalwa ngomfanekiso wakho.



2.

* Do you know the colours of the rainbow? Unscramble the words below to find out what they are.

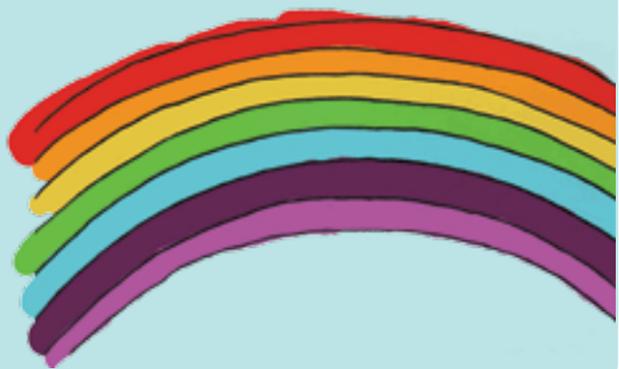
* Ingaba uyayazi imibala yomnyama? Lungisa amagama axutyiweyo angezantsi ukuze ufumanise ukuba athini na.

English

dre _____
 eaognr _____
 lelywo _____
 nereg _____
 leub _____
 iidogn _____
 tloevi _____

IsiXhosa

umvbo _____
 njorei _____
 iltyeh _____
 zulahla _____
 uzba _____
 iidogn _____
 thileyova _____



Answers: (2) red, orange, yellow, green, blue, indigo, violet

Impendulo: (2) bomvu, orenji, iyhel, iuhlaza, zuba, indigo, vavolethi

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