

Connecting with books

by Jay Heale*

The young people of South Africa desperately need books. They need books in order to make friends with the whole idea of books. They need picture books, chapter books, books in their mother tongue, books for relaxation, books to feed their imagination, books for research. But the books themselves are not enough.

Books have often been called "bridges". They form a bridge between the author and the reader. They build bridges between the different people who read them. They provide bridges on which knowledge can travel. Every young reader needs to be shown how to build those bridges. When you read aloud with children, you start the whole bridge-building process.

To feel connected to books, children also need to handle books. They need to physically connect with books as objects. You know how very young children examine an object. They look at it, stroke it, sniff it, chew at it sometimes. A book is a "thing" just as much as a spoon or a blanket or a favourite teddy bear. And it's important that books are everyday objects in your home or at your club.

Human beings use their five senses to assess the world around them. In the early years, a book doesn't only need to be read to children, it also needs to be handled by them so that it is recognised as a friendly item. Something that can be touched, stroked, hugged, loved.

Children need to own what a book offers. This means letting what is inside the book transfer itself to you. This includes the look of the pictures, the sound of the words, the chance to let your mind wander off, to imagine new ideas, new people, new places, the laughter and the amazement. In other words, they need to be allowed to make the book theirs – to be allowed to let the book live inside them long after they have read the last page and closed it.

For more information on reading with your children, visit "Tips and Topics" on www.nalibali.org or www.nalibali.mobi.

Ukunxibelelana ngeencwadi

nguJay Heale*

Ulutsha lwaseMzantsi Afrika luzidinga kakhulu iincwadi. Ludinga iincwadi ukuze lukwazi ukwakha ubuhlobo neencwadi. Ludinga iincwadi zemifanekiso, iincwadi ezinezahluko, iincwadi ezibhalwe ngolwimi lwabo lwenkobe, iincwadi zokuziphumlela, iincwadi zokondla intelekelelo nemifanekiso-ngqondweni yabo, iincwadi zophando. Kodwa iincwadi zizodwa nje akukho nto zinokuyenza.

Iincwadi zidla ngokubizwa ngokuba "ziibhulorho". Zenza ibhulorho ezinxibelelanisa umbhali nomfundi. Zakha iibhulorho phakathi kwabantu abohlukileyo abazifundayo. Zifakela iibhulorho kwiindawo ezihamba ulwazi. Umfundi ngamnye oselula kufuneka aboniswe ukuba zakhiwa njani na ezo bhulorho. Xa ufunda ngokuvakalayo nabantwana, uqalisa inkqubo yokwakha iibhulorho xa iyonke.

Ukuze abantwana bazive benxibelelene neencwadi, kufuneka kananjalo bazibambe ngezandla iincwadi ezo. Kufuneka banxibelelane neencwadi ngokuziphatha ngqo njengezinto eziphathekayo. Uyayazi indlela iintsana eziyiqwalasela ngayo into ephathekayo. Ziyayijonga ngamehlo, ziyiphulula ngesandla, ziyinukise

ngeempumlo, ngamanye amaxesha zide ziyilume ngamazinyo okanye ziyimunce. Incwadi "iyinto" enokubonwa ngokufanayo nje necephe okanye ingubo okanye ubherana othandwayo. Ngoko ke, kubalulekile ukuba iincwadi zibe zizinto zemihla ngemihla eziphathekayo ekhayeni lakho okanye kwiklabhu yakho.

Abantu basebenzisa izivo zabo ezihlanu ukuphonononga ihlabathi nako konke okubangqongileyo. Kwiminyaka yokuqala yobuntwana, incwadi akufuneki nje ifundelwe abantwana kuphela, koko kukwafuneka beyibambe ngesandla ukuze bayiqonde njengento abanokuhlobana nayo. Into enokubanjwa, iphululwe, yangiwe, ithandwe.

Abantwana kufuneka bakwenze okukokwabo oko bakunikwa yincwadi. Oku kuthetha ukuba kufuneka bavumele incwadi ukuba ikhuphele kubo oko kungaphakathi kuyo. Oku kuquka indlela ekhangeleka ngayo imifanekiso, isandi esenziwa ngamagama, ithuba lokuyeka ingqondo yakho iwake okwethutyana, ukuba nomfanekiso-ngqondweni nokuthlekelela iingcingane ezintsha, abantu abatsha, iindawo ezintsha, ukuhleka kunye nokumangaliswa. Ngamanye amazwi, kufuneka bavunyelwe ukuba incwadi bayenze eyabo – kuvunyelwe ukuba incwadi iphile ngaphakathi kubo nasemva kwexesha elide begqibile ukufunda iphepha lokugqibela layo baza bayivala.

Ukuze ufumane iinkcukacha ezithe vetshe ngokufunda nabantwana bakho, ndwendwela u-"Tips and Topics" ku-www.nalibali.org okanye ku-www.nalibali.mobi.

* The above article is adapted from *Hooked on Books* by Jay Heale, published by Metz Press.

* Eli nqaku lingentla lithatyathwe kwincwadi ethi, *Hooked on Books* kaJay Heale, nepapashwe yiMetz Press.



Drive your imagination

Read to me. Book by book.
Ndifundele. Incwadi nencwadi.





Story stars



Inspiring readers' imaginations

Zukiswa Wanner, writer and story-lover, shares with us about her own reading experiences, what she loves about writing and why she thinks children should read for enjoyment.

Who told you stories or read to you when you were a child?

My mother's parents were full of stories so they told me many of them.

What were your favourite books as a child?

I loved books by the author, Enid Blyton because of the adventures and the mysteries that the *Famous Five* characters experienced. I thought I wanted to be a private investigator then – although I did not know any in real life!

How long have you been writing?

Since I was four years old, but I became a professional writer in 2006.

What is the fun part and the hard part of writing?

The fun part is being in your characters' minds and wondering what they are going to do next. The hardest part is taking out a conversation you really like, or interesting details that happen in the story because you know they will not work well with the rest of the story.

The book that changed my world was ...

Every book I read changes my life. The good ones teach me how I would like to write and the badly written ones remind me what I do not want to do with my writing.

My favourite place to read is ...

... in bed.

What languages do you read in?

English mostly, because there are not enough books in the other languages I speak.

What is the greatest lesson you have learnt from a book or story?

We should never say we cannot do something. No one can ever tell what they are capable of until they are pushed against a wall.

Every child should read ...

... one book a week.

Why should we encourage children to read for enjoyment?

It helps with their imagination, but most importantly, it helps build language skills in a fun way and creates better communicators.



Zukiswa Wanner

Iimbalasane zamabali

Ukuvuselela intelekelelo nemifanekiso-ngqondweni kubafundi

UZukiswa Wanner, umbhali kunye nomthandi wamabali, wabelana nathi ngawakhe amava okufunda, into ayithandayo ngokubhala kwanesizathu esibangela ukuba acinge ukuba kufuneka abantwana bafundele ukuzonwabisa.

Ngubani owayekubalisela amabali okanye owayekufundela xa wawungumntwana?

Abazali bakamama wam babenamabali amaninzi ngoko ke bandibalisela uninzi lwawo.

Zazisithini ezona ncwadi wawuzithanda usengumntwana?

Ndandithanda iincwadi zombhali ogama lingu-Enid Blyton ngenxa yezehlo zobudelakufa neendida abalinganiswa iFamous Five eyayihlangana nazo. Ndandicinga ukuba ndiza kuba ngumcuphi wabucala ngoko – nangona kwakungekho namnye umcuphi endandimazi kubomi bokwenyani!

Kudala kangakanani ubhala?

Ukususela ndiseneminyaka emine ubudala, kodwa ndikwenze ukubhala kwangumsebenzi wam ohlawulelwayo ngowama-2006.

Yintoni emnandi iyintoni enzima ngokubhala?

Okumnandi kukuba sezingqondweni zabalinganiswa bakho uze ukhangele ukuba yintoni na abaza kuyenza elandelayo. Okunzima kukukhupha incoko oyithanda kakhulu, okanye iinkukacha ezinomdla ezenzekayo ebalini kuba usazi ukuba azihambelani kakuhle nebali eli liphela.

Incwadi eyatshintsha ubomi bam ...

Yonke incwadi endiyifundayo iyabutshintsha ubomi bam. Ezibhalwe kakuhle zindifundisa ngendlela endingathanda ukubhala ngayo zize ezingabhalwanga kakuhle zindikhumbuze ukuba yintoni ekungafunekanga ndiyenze xa mna ndibhala.

Eyona ndawo ndithanda ukufundela kuyo ...

... kusebhedini.

Ufunda ngezaphi iilwimi?

NgesiNgesi ikakhulu, kuba akukho zincwadi zininzi kwezinye iilwimi endizithethayo.

Sesiphi esona sifundo sibalulekileyo owasifunda encwadini okanye ebalini?

Singaze sithi asinakukwazi ukwenza into. Akukho mntu ukwaziyo ukuxela ukuba ubani angakwazi ukwenza ntoni ade abe unyanzelekile ukuba ayenze.

Wonke umntwana kufuneka afunde ...

... incwadi enye ngeveki.

Kutheni kufuneka sikhuthaze abantwana ukuba bafundele ukuzonwabisa?

Kunceda intelekelelo nemifanekiso-ngqondweni, kodwa okona kubalulekileyo, kunceda ukwakha izakhono zolwimi ngendlela eyonwabisa kwaye kudala abantu ukuba banxibelelane ngcono.



Nal'ibali on radio!

Enjoy listening to stories in isiXhosa and in English on Nal'ibali's radio show:

Umhlobo Wenene FM on Monday to Wednesday from 9.30 a.m. to 9.40 a.m.

SAfm on Monday, Wednesday and Friday from 1.50 p.m. to 2.00 p.m.



UNal'ibali kunomathotholo!

Yonwabela ukuphulaphula amabali ngesiXhosa nangesiNgesi kwinkqubo kanomathotholo yeNal'ibali:

Umhlobo Wenene FM ngoMvulo ukuya ngoLwesithathu kusasa, ukususela ngo-9.30 ukuya ngo-9.40.

SAfm ngoMvulo, ngoLwesithathu nangoLwesihlanu emini, ukususela ngo-1.50 ukuya ngo-2.00.

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.



... saze ke ngoku senza isikwere."

... and now a square."



"Ngoku ke senze isangqa ...

"Now we have made a circle ...



Fold

About the author

Tuft and Patch make patterns is part of a series of books by Wendy Hartmann.

Wendy, who has had more than 40 children's books published, lives in Table View. Apart from writing, she also paints.

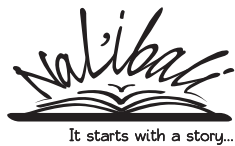
In 2007 her book *Nina and Little Duck* was awarded the coveted M.E.R. Prize for illustrated children's books.

Her book *In a House, in a House* was on the shortlist for the 2010 M.E.R. Prize and *Just Sisi* won the 2011 M.E.R. Prize for best illustrated children's book.

Sisi Goes to School, published by Human & Rousseau, is her latest book and is in bookstores now.



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



INal'ibali liphulo likazwelonke lokufundela ukozonwabisa nokuvuselela umdla ebantwaneni ngokubalisa amabali nokufunda. Ngeenkukacha ezithe vetshe, ndwendwela ku-www.nalibali.org okanye ku-www.nalibali.mobi

Tuft and Patch
make patterns

UTuft noPatch
benza iiphateni



Wendy Hartmann

Fold



Drive your
imagination

“Senze iphateni ejikojiko.”

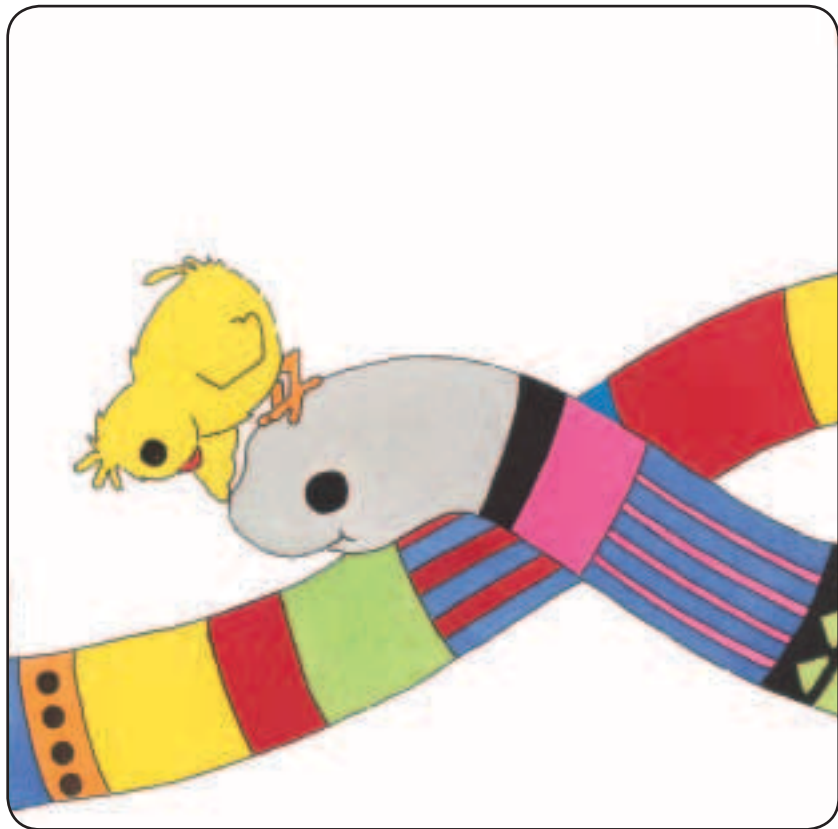
“We have made a zigzag pattern.”



Fold

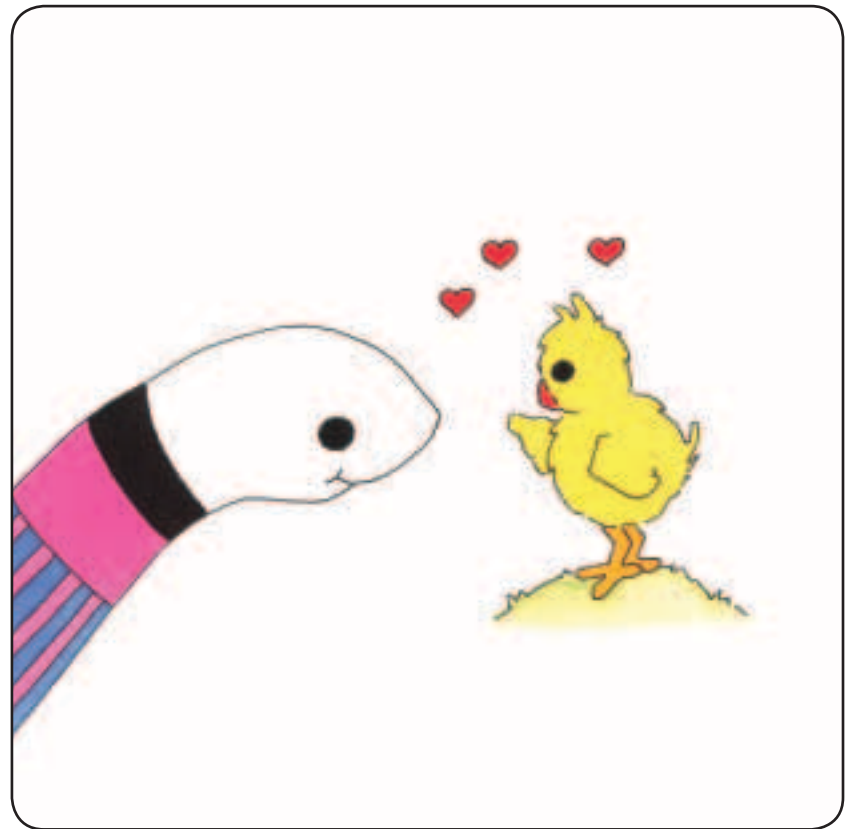
“Singakwazi nokwenza unxantathu. Ubungemandi yini na lo mdlalo?”
watsho uTuft.

“We can even make a triangle. Wasn't that fun?” said Tuft.



“Wake up, Patch,” said Tuft. “Let's play your favourite game.”

“Vuka, Patch,” watsho uTuft. “Masidlale owona mdlalo wakho uwuthandayo.”



“Oh, Patch” said Tuft. “I love you too.”

“Owu, Patch” watsho uTuft. “Nam ndikuthanda ngenene.”

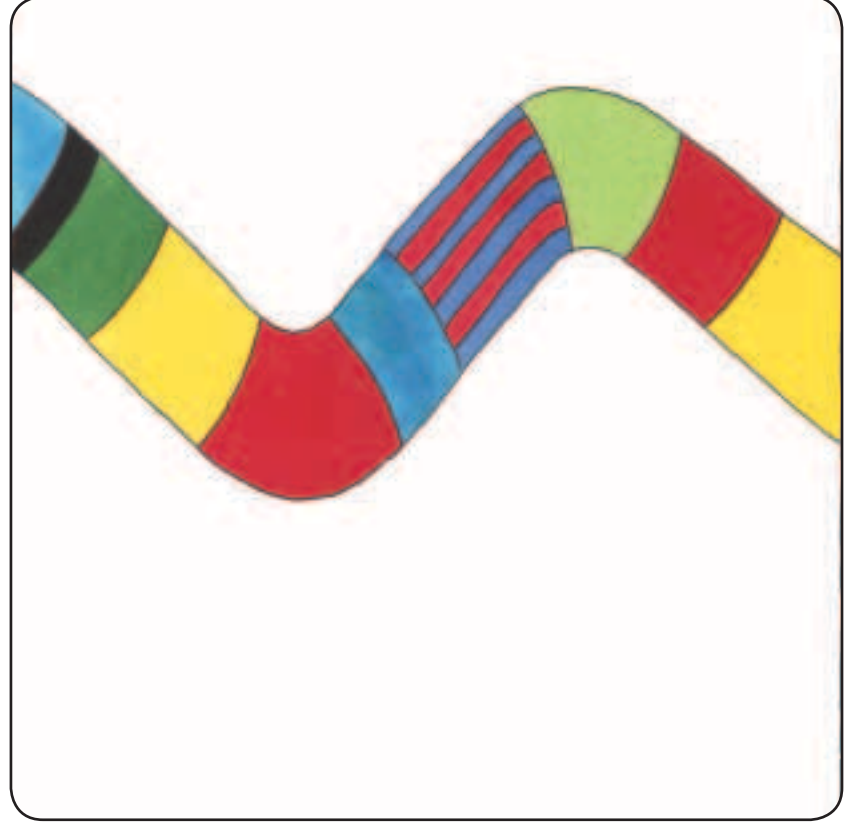
Fold

“Stay over there, Tuff,” said Patch. “I want to make a special pattern for you.”
 “Hlala apho, Tuff,” watsho uPatch. “Ndifuna ukukwenzela umfuziselo okhethekileyo.”



Fold

“Look, Patch!” he said.
 “Jonga, Patch!” watsho.

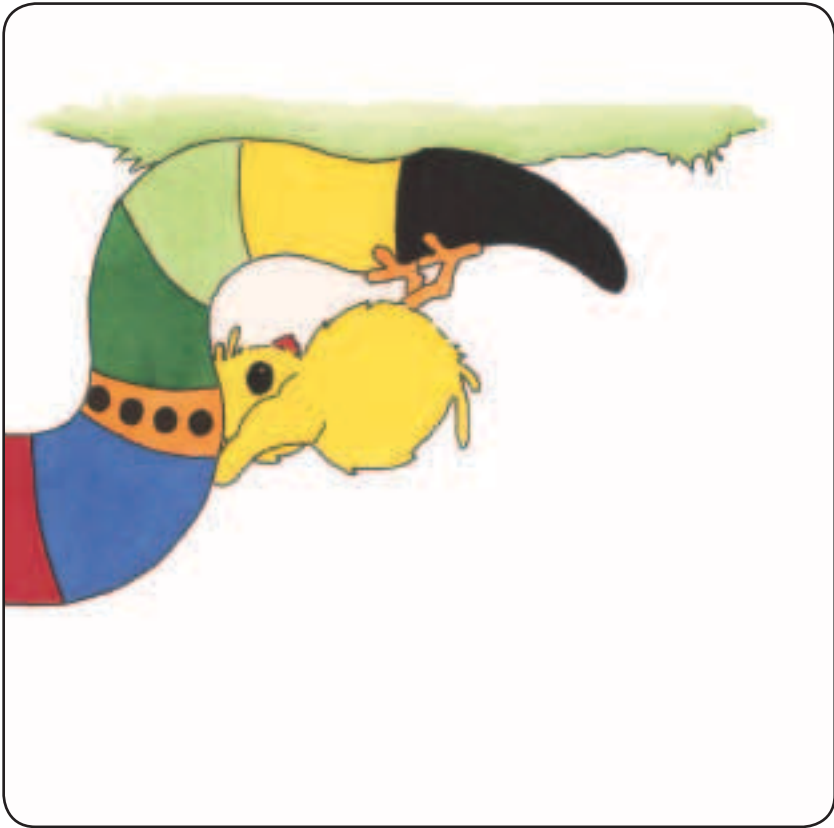


Tuff’s pet python smiled.
 “Oh, good,” Patch said. “We are going to play patterns.”

Inamba esisilo-qabane sikaTuff yancuma.
 “Owu, kulungile,” watsho uPatch. “Siza kudlala umdlalo weephateni.”

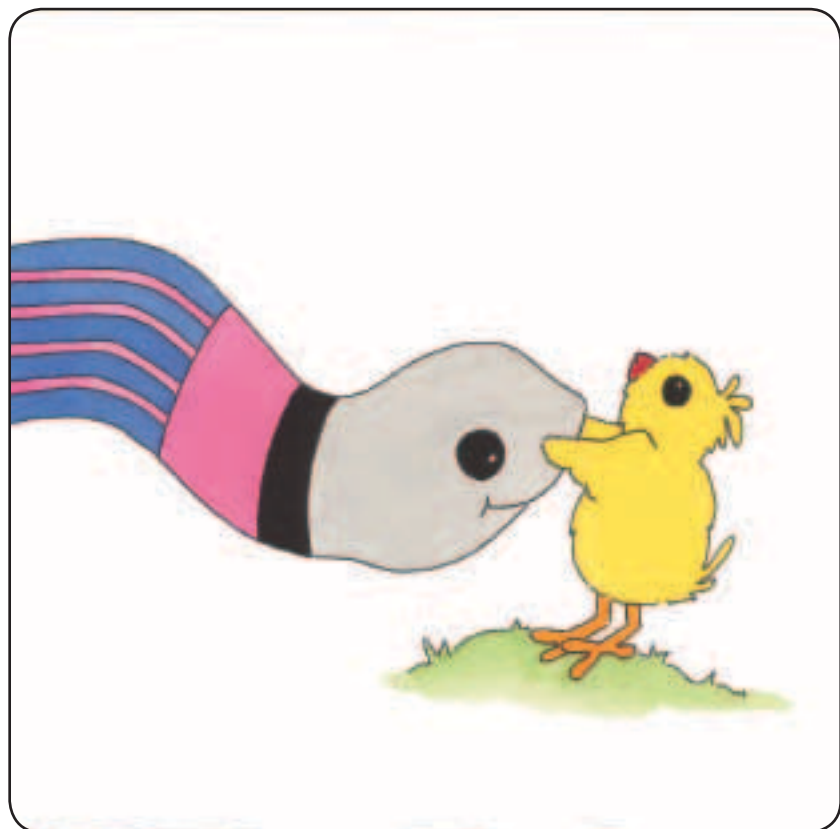
Fold

... and pushed and pushed.
... waze watyhiliza, watyhiliza.



Fold ↩

Patch made a big heart!
UPatch wenza intliziy o enkulu!



Tuft pulled and pulled ...
UTuft watsala, watsala ...



"I love being your pet," Patch said.
"Ndiyakuthanda ukuba sisilo-qabane sakho," watsho uPatch.

Fold ↩ 6



Get story active!

Tuft and Patch make patterns has been written especially for younger children. Below are some ideas to try out as you read the story with them. Draw their attention to the details in the illustrations and the story by commenting on them or asking questions. For example:

- **page 2:** (Point to the yellow bird.) Look at Tuft. He's waking up his friend, Patch. Who wakes you up in the morning?
- **pages 4 and 5:** (Point to Tuft.) Look, Tuft is pulling hard and he's pushing hard too. Patch must be very heavy!
- **pages 6 and 7:** (Point with your finger to show the "up" and "down" of the zigzag.) Look, Patch's body goes up and down, up and down.
- **pages 8 and 9:** (Use your finger to trace the round shape of the circle, and then the sides of the square shape.) Now, Patch's body goes around in a circle and here it goes up, along, down and along.
- **page 9:** Look at what Tuft is doing! I think he's having fun.
- **page 10:** (Point to the question mark above Tuft's head.) I think Tuft is a bit confused.
- **page 12:** (Trace the shape of the heart with your finger.)
- **pages 14 and 15:** Tuft loves Patch just like I love you!

Here are some ideas for using *Tuft and Patch make patterns* with older children.

- Let them read the book in their mother-tongue first and then in the other language of the supplement.
- Can they think of other patterns Patch might make with his body? Encourage the children to draw pictures of these patterns and to add Tuft into them. They can then write about their pictures.

Reading Club corner

March is a very busy month filled with lots of opportunities for you to celebrate books and reading! We hope you will join in our celebrations on World Read Aloud Day, but how about choosing one or two of the other days to celebrate too? You could plan reading club activities around exploring the library, telling stories, or writing and reading poetry! Or, read a book by Dr Seuss at each meeting of your club during March.

- | | |
|--------------------|---|
| 2 March | Dr Seuss' birthday (author of the fun, whacky <i>The Cat in the Hat</i> series of picture books for children) |
| 5 March | World Read Aloud Day |
| 15-22 March | SA Library Week |
| 20 March | World Storytelling Day |
| 21 March | World Poetry Day |
| 23 March | Earth Hour |



Indawo yeklabhu yokufunda

EyoKwindla yinyanga exakeke kakhulu ezele ngamathuba amaninzi okuba ubhiyozele iincwadi nokufunda! Sinethemba lokuba uza kuzibandakanya kwimibhiyozele yethu yoSuku lokuFunda ngokuVakalayo lweHlabathi, kodwa kunjani ukuba ungakhetha olunye okanye nezimbini iintsuku ezizezinye onokuzibhiyozele nazo? Ungaceba imisebenzi yeklabhu yokufunda ephathelelene nokundwendwela ubone ukuba kwenziwa ntoni na kwithala leencwadi, ekubaliseni amabali, okanye ekubhaleni nasekufundeni imibongo! Okanye, ungafunda incwadi ebhalwe nguDr Seuss kwindibano nganye yenu yeklabhu kweyoKwindla.

- | | |
|---------------------------|--|
| 2 kweyoKwindla | usuku lokuzalwa kukaDr Seuss (umbhali woluhlu lweencwadi zabantwana zemifanekiso nezihlekisayo olusihloko sithi, <i>The cat in the Hat</i>) |
| 5 kweyoKwindla | uSuku lokuFunda ngokuVakalayo lweHlabathi |
| 15-22 kweyoKwindla | iVeki yamaThala eencwadi yaseMzantsi Afrika |
| 20 kweyoKwindla | uSuku lokuBalisa amaBali lweHlabathi |
| 21 kweyoKwindla | uSuku lweMibongo lweHlabathi |
| 23 kweyoKwindla | iYure yoMhlaba |

You can find out about the Dr Seuss books and the characters he created, as well as download activities and watch video clips, on the official Dr Seuss website – www.seussville.com.

Ungafumanisa banzi malunga neencwadi zikaDr Seuss nabalinganiswa abadaliweyo, kwaye unokuzikopela imisetyenzana ze ubukele neevidiyo kwiwebhusayithi esemthethweni kaDr Seuss ku-www.seussville.com.



Yenza ibali linike umdla!

UTuft noPatch benza iiphateni libali elibhalelwe ngokukhethekileyo abantwana abancinane. Apha ngezantsi kukho iingcingane onokuzizama lo gama ufunda ibali kunye nabo. Tsalela umdlala wabo kwiinkcukacha ezisemifanekisweni nezisebalini ngokwenza amagqabantshintshi ngayo okanye ubuze imibuzo. Umzekelo:

- **iphapha lesi-2:** (Yolatha entakeni etyheli) Jonga kuTuft. Uvusa umhlobo wakhe, uPatch. Ngubani okuvusayo wena kusasa?
- **iphapha lesi-4 nelesi-5:** (Yolatha kuTuft.) Jonga, uTuft utsala ngamandla kwaye utyhiliza ngamandla futhi. Inokuba uPatch unzima kakhulu!
- **iphapha lesi-6 nelesi-7:** (Yolatha ngomnwe wakho ukubonisa "ukunyuka" "nokwehla" kwamajikojiko.) Jonga, umzimba kaPatch unyuka usehla, unyuka usehla.
- **iphapha lesi-8 nelesi-9:** (Sebenzisa umnwe wakho ukulandela imilo engqukuva yesangqa, uze ulandele imilo yamacala esikwere) Ngoku umzimba kaPatch uyajikeleza wenza isangqa uze unyuke kweli cala, ukhweze kweli cala, uhle kweli cala, uphinde ukhweze kweli cala.
- **iphapha le-9:** Jonga ukuba wenza ntoni uTuft! Ndicinga ukuba uzonwabele ngenene.
- **iphapha le-10:** (Yolatha kuphawu lombuzo olusentla kwentloko kaTuft.) Ndicinga ukuba uTuft uxakiwe noko.
- **iphapha le-12:** (Landela imilo yentliziyo ngomnwe wakho.)
- **iphapha le-14 nelesi-15:** UTuft uyamthanda uPatch njengokuba nam ndikuthanda!

Nazi iingcingane onokuzisebenzisa ebalini elithi, *UTuft noPatch benza iiphateni* nabantwana abadalana.

- Bavumele bafunde incwadi ngolwimi lwabo lwenkobe kuqala ze baphinde bayifunde ngolunye ulwimi olu lubhalwe ngalo uhlelo.
- Bangakwazi ukucinga ngezinye iiphateni uPatch anokuzenza ngomzimba wakhe? Khuthaza abantwana bazobe imifanekiso yezi phateni baze bazobe noTuft kuzo. Emva koko basenokubhala malunga nale mifanekiso yabo.

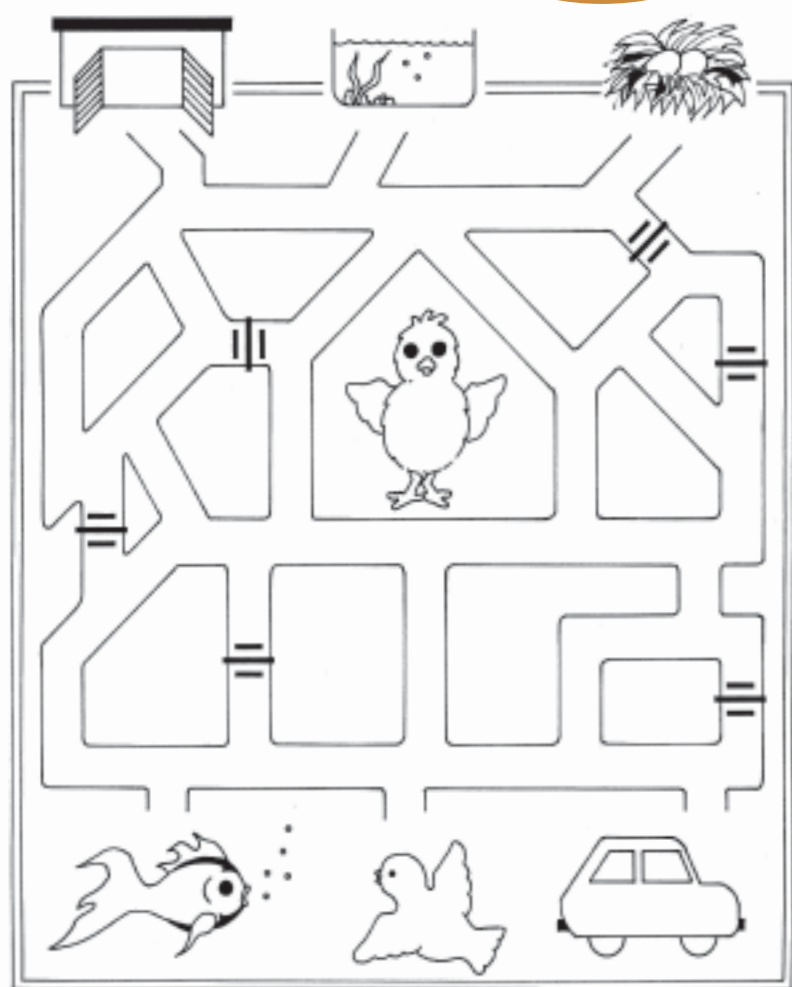


Can you help Tuft?

Tuft is trying to work out how to help the fish, the bird and the car to get home! Can you show him which way they should go?

Ungakwazi ukunceda uTuft?

UTuft uzama ukufumanisa indlela anganceda ngayo intlanzi, intaka nemoto ukuba zigoduke! Ungambonisa ukuba zingathatha yiphi indlela?



Reminder!

Join us in celebrating **World Read Aloud Day on 5 March 2014!** See the previous edition of your Nalibali supplement (edition 58) or go to www.nalibali.org or www.nalibali.mobi for more details.

Khumbula!

Zibandakanye nathi ekubhiyozeleli uSuku lokuFunda ngokuVakalayo lweHlabathi ngomhla we-5 kweyoKwindla kowama-2014! Jonga uhlelo lwakho lweNalibali oludlulileyo (ushicilelo lwama-58) okanye undwendwele ku-www.nalibali.org okanye ku-www.nalibali.mobi ukuze ufumane iinkcukacha ezithe vetshe.

Story corner

Here is the first part of a story for you to read aloud or tell. It is about a very shy horse called Kamuzu.

Kamuzu's voice (Part 1)

by Avril Wiid

Kamuzu, the horse, lived on a farm at the foot of the green hills of Mpumalanga. All the farm animals were friends. They had lots to say to each other. Kamuzu wanted to talk to them, but he was too shy.

Early one morning, Kamuzu wanted to greet Baas, the donkey. He opened his mouth ... but nothing happened. His voice was missing.

"What did you say?" asked Baas. The only reason he asked was because although Kamuzu opened his mouth, only a soft whisper came out.

"My voice," whispered Kamuzu. "I've lost it."

"Lost your voice?" asked Baas. "Don't worry. I'll look for it on the other side of the river."

So Baas clip-clopped over the river to the other side. But, as soon as he got there, he forgot to look for Kamuzu's voice and started chomping on the sweet grass.

Back on the other side of the river, Kamuzu decided to go down to the pond. "I'll open my mouth, lift up my tongue and ask the fish if they can see my voice under it," he said.

Kamuzu stopped at the pond and opened his mouth. The fish looked up at him.

"No, Kamuzu, there is nothing under your tongue. But, don't worry, we will look under the lily pads for your voice."

But as soon as the fish were under the lily pads, they found such scrumptious food to eat that they forgot all about Kamuzu's lost voice.

Kamuzu sighed sadly and walked on. Then he came across Snorkel, the pig, and Dozie, the black and white cow.

"What are you looking for?" asked Snorkel and Dozie.

"My voice. I've lost it," whispered Kamuzu.

"How did you manage that?" they asked. "Never mind, we'll look for it in the grass on the other side of the river."

Poor Kamuzu – the moment Snorkel and Dozie reached the sweet grass on the other side of the river, they stopped and crunched and munched and forgot all about helping him find his voice.

The rabbits were not any help either. They promised to look, but when they crossed the river all they could think of was the taste of the sweet grass.

**Do you think Kamuzu will find his voice again?
Find out next week!**

Indawo yamabali

Nantsi inxalenye yokuqala yebali onokulifunda ngokuvakalayo okanye ulibalise. Limalunga nehashe elalineentloni kakhulu elibizwa ngokuba nguKamuzu.

Ilizwi likaKamuzu (Inxalenye 1)

ibhalwe ngu-Avril Wiid

Ihashe elinguKamuzu lalihlala kwifama eyayisemazantsi eenduli eziluhlaza zaseMpumalanga. Zonke izilwanyana zasefama zazizizihlobo. Zazininzi izinto ezazincokola ngazo. UKamuzu wayefuna ukuthetha naye kunye nazo, kodwa wayeneentloni kakhulu.

Ngenye intsasa, uKamuzu wayefuna ukubulisa uBaas, idonki. Wavula umlomo ... kodwa zange kuphume nto. Ilizwi lakhe lilahlekile.

"Ubusithini?" wabuza uBaas. Isizathu sokuba abuze yayikukuba nangona uKamuzu wayevule umlomo, wasebeza nje kuphela.

"Ilizwi lam," wasebeza uKamuzu. "Lilahlekile."

"Ulahlekelwe ilizwi?" wabuza uBaas. "Ungakhathazeki. Ndiza kulikhangela ngaphaya phesheya komlambo."

Wenjenjalo ke uBaas ukuqhwanyisa ewela umlambo. Kodwa, wathi nje ukuba afike ngaphesheya, walibala ukukhangela ilizwi likaKamuzu waza waqala ukutya apho ingca emnandi.

Ngaphesheya kwelinye icala lomlambo, uKamuzu wagqiba kwelokuba ehle aye equleni. "Ndiza kuvula umlomo wam, ndiphakamise ulwimi lwam ndize ndicele iintlanzi zikhangele ukuba zingalibona kusini na ilizwi lam phantsi kolwimi lwam," watsho.

UKamuzu wema equleni wavula umlomo wakhe. Iintlanzi zakhangela.

"Hayi khona, Kamuzu, akukho nto phantsi kolwimi lwakho. Kodwa, ungakhathazeki, siza kulikhangela phantsi kwamagqabi enyibiba ilizwi lakho."

Kodwa zathi nje ukuba iintlanzi zibe phantsi kweenyibiba, zafumana ukutya okumnandi kakhulu zaza zatya zalibala konke ngelizwi likaKamuzu elilahlekileyo.

UKamuzu wenza isingqala esiluzi waza waqhubeka wahamba. Emva kwexeshana wahlangana noSnorkel, ihagu, kunye noDozie, imazi yenkomo elunga.

"Ukhangela ntoni?" kubuza uSnorkel kunye noDozie.

"Ilizwi lam. Lilahlekile," wasebeza uKamuzu.

"Ulilahle njani?" babuzile. "Ungazihluphi, siza kulikhangela engceni ngaphesheya, kwelinye icala lomlambo."

Owu usizana olunguKamuzu – Uthe nje uSnorkel noDozie ukuba bafike engceni emnandi phesheya komlambo, bema baqalisa ukutya, baza balibala konke malunga nokumkhangela ilizwi lakhe.

Nemivundla zange ibe luncedo nganto. Yathembisa ngokumkhangela, kodwa yathi nje yakuwela umlambo, konke eyacinga ngako yayiyingca emnandi elapho.

Ucinga ukuba uKamuzu uyakuze alifumane ilizwi lakhe kwakhona? Funda, ufumanise impendulo kwiveki elandelayo!



Illustration by Jiggs Snaddon-Wood
Umfanekiso nguJiggs Snaddon-Wood

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