

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

## Ukuxhumana nezincwadi

nguJay Heale\*

**Abantwana baseNingizimu Afrika bazidinga kakhulu izincwadi. Badinga izincwadi ukuze bejwayele ukuthi izincwadi zisho ukuthini. Badinga izincwadi ezinezithombe, izincwadi ezinezahluko, izincwadi ngezilimi zabo, izincwadi ezibhalelwe ukuba baziphumuze nje ngazo, izincwadi zokukhuthaza ukuzakhela izithombe zomqondo, nezincwadi zokwenza ucwango. Kodwa izincwadi zizodwa nje azanele.**

Izincwadi zivame ukubizwa "ngamabhuloho". Zakha ibhuloho phakathi kombhali nomfundi. Zakha amabhuloho phakathi kwabantu abehlukene abazifundayo. Zihlinzeka ngamabhuloho okungahamba ngawo ulwazi. Wonke umfundi osemncane udinga ukukhonjiswa ukuthi akhiwa kanjani lawo mabhuloho. Uma ufunda kakhulu kuzwakale nezingane, uqala lonke uhlelo lokwakha amabhuloho.

Ukuze zizwe zixhumene nezincwadi, izingane kumele ukuthi zizithinte futhi izincwadi lezi. Kumele zixhumane ngqo nezincwadi njengezinto eziphathekayo. Uyazi ukuthi izingane ezincane

ziyicubungula kanjani into. Ziyayibuka, ziyiphulule, ziyinuke, zize ziyihlafune ngesinye isikhathi. Incwadi "iyinto" efanayo nesipunu noma ingubo yokulala noma uthedibhe owuthandayo. Futhi kubalulekile ukuthi izincwadi zibe yizinto ezisetshenziswa nsuku zonke ekhaya lakho noma ethimbeni lakho.

Abantu basebenzisa izinzwa ezinhlanu ukuze bahlale umhlaba obazungezile. Eminyakeni yokuqala, incwadi akumele ifundelwe izingane kuphela, zidinga nokuyithinta ukuze ziyibone njengento enobungani. Into engathintwa, engaphululwa, engagonwa, ithandwe.

Izingane kumele zibe ngabanikazi balokho incwadi ezinika khona. Lokhu kuchaza ukuvumela ukuthi lokho okusencwadini kudluliselwe kuwe. Lokhu kubandakanya indlela izithombe ezibukeka ngayo, imisindo yamagama, iithuba lokuthi umqondo wakho uke uzulele kwenye indawo, ukucabanga imiqondo emisha, abantu abasha, izindawo ezintsha, ukuhleka nokumangala. Ngamanye amazwi, kudingeka ukuthi zivunyelwe ukuba zenze incwadi yazo ibe eyazo – zivunyelwe ukuba incwadi iphile ngaphakathi kwazo ngisho sekwedlule isikhathi zafunda ikhasi layo lokugcina zayivala.

**Ukuze uthole eminye iminingwane mayelana nokufunda nezingane zakho, vakashela ku-"Tips and Topics" ku-[www.nalibali.org](http://www.nalibali.org) noma ku-[www.nalibali.mobi](http://www.nalibali.mobi).**

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

\* Lo mbhalo ongenhla ususelwe encwadini ethi, *Hooked on Books* kaJay Heale, eshicilelwe iMetz Press.



Drive your imagination

Read to me. Book by book.  
Ngifundele. 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

## Abavelele ezindabeni

### Ukukhuthaza imiqondo yabafundi ukwakha izithombe

**UZukiswa Wanner, umbhali wezincwadi nomthandi wezindaba, wabelana nathi mayelana nokwenzeke empilweni yakhe ngokuphathelene nokufunda, ukuthi yini ayithanda ngokubhala nokuthi kungani ecabanga ukuthi izingane kumele zifundele ukuzithokozisa.**

#### Ubani owayekuxoxela nowayekufundela izindaba ngesikhathi useyingane?

Abazali bakamama babenezindaba eziningi ngakho babengixoxela iningi lazo.

#### Yiziphi izincwadi owawuzithanda useyingane?

Ngangithanda izincwadi zombhali, u-Enid Blyton ngenxa yezigemegeme nezimanga ezelehle abalingiswa i-*Famous Five*. Ngangicabanga ukuthi ngifuna ukuba umseshi ozisebenzayo ngaleso sikhathi – noma wayengekho umseshi engangimazi ngempela empilweni yami!

#### Usuzibhale isikhathi esingakanani izincwadi?

Kusukela ngineminyaka emine, kodwa ngaba umbhali oqeqeshiwe ngo-2006.

#### Yini emnandi kanye nenzima ekubhaleni?

Into emnandi ukuba sengqondweni yomlingiswa kanye nokuzibuza ukuthi yini elandelayo azoyenza. Into enzima ukukhipha ingxoxo oyithanda kakhulu, noma iminingwane yokwenzeke endabeni ngoba sewazi ukuthi neke kuhambisane kahle nendaba yonke.

#### Incwadi eyashintsha impilo yami ...

Yonke incwadi engiyifundayo ishintsha impilo yami. Ezibhaleke kahle zingifundisa indlela engingathanda ukubhala ngayo kanti ezingabhalekanga kahle zingikhumbuzo lokho okungamele neze ngikwenze uma ngibhala.

#### Indawo engithanda ukufunda kuyo ...

... isembhedeni.

#### Ufunda ngaziphi izilimi?

Ngifunda ikakhulu ngesiNgisi, ngoba akukho zincwadi ezanele zezinye izilimi engizikhulumayo.

#### Yisiphi isifundo esikhulu osifunde encwadini noma endabeni?

Akumele nanini sithi angeke sikwazi ukwenza okuthile. Akekho umuntu owazi izinto angazenza aze acindezeleke ukuba enze okuthile.

#### Ingane ngayinye kumele ifunde ...

... incwadi eyodwa ngesonto.

#### Kungani kumele sikhuthaze izingane ukuthi zifundele ukuzithokozisa?

Kusiza ukucabanga kwabo, kodwa ikakhulukazi, ukuthuthukisa amakhono okusebenzisa ulimi ngendlela ethokozisayo futhi nokuba bakwazi ukukhuluma kangcono ngokwenzekayo.



## Nal'ibali on radio!

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

Ukhozi FM on Monday to Wednesday from 9.20 a.m. to 9.30 a.m.

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



## UNal'ibali usemsakazweni!

Thokozelani ukulalela izindaba ngesiZulu nesiNgisi ohlelweni lomsakazo lukaNal'ibali:

Ku-Ukhozi FM ngoMsombuluko ukuya kuLwesithathu kusukela ngo-9.20 ekuseni ukuya ku-9.30 ekuseni.

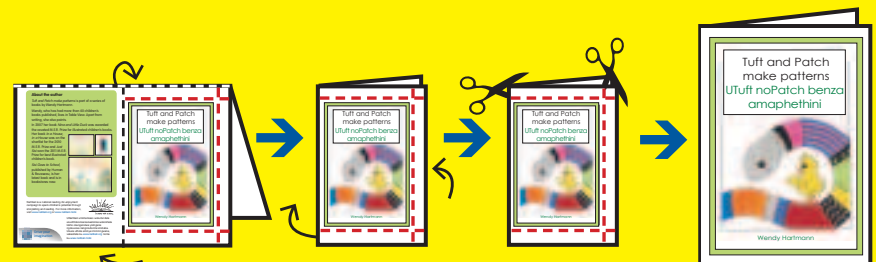
Ku-SAfm ngoMsombuluko, ngoLwesithathu nangoLwesihlanu kusukela ngo-1.50 emini ukuya ku-2.00 emini.

### 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.

### Zakheleni eyenu incwadi enizoyisika niyikhiphe bese niyigcina

1. Khipha amakhasi 3 ukuya ku-6 kulesi sithasiselo.
2. Lisonge libe nguhhafu lapho kunomugqa (ulayini) wamachashaza amnyama khona.
3. Lisonge libe nguhhafu futhi.
4. Sika lapho kunomugqa wamachashaza abomvu khona.



... and now a square.”

“... and now a square.”



“Now we have made a circle ...

“Manje senze indingilizi ...



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.

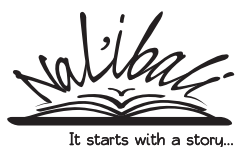
In 2007 her book *Nina and Little Duck* was awarded the coveted M.E.R. Prize for illustrated children’s books.

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



UNal’ibali umkhankaso wokufundela ukuzithokozisa kazwelonke wokokhela lokho okungenziwa yizingane ngokuxoxa nangokufunda izindaba. Ukuze uthole eminye imininingwane, vakashela ku-[www.nalibali.org](http://www.nalibali.org) noma ku-[www.nalibali.mobi](http://www.nalibali.mobi)

Tuft and Patch  
make patterns

UTuft noPatch benza  
amaphethini



Wendy Hartmann

Fold



Drive your  
imagination

“Senze iphethini elimazombeze.”

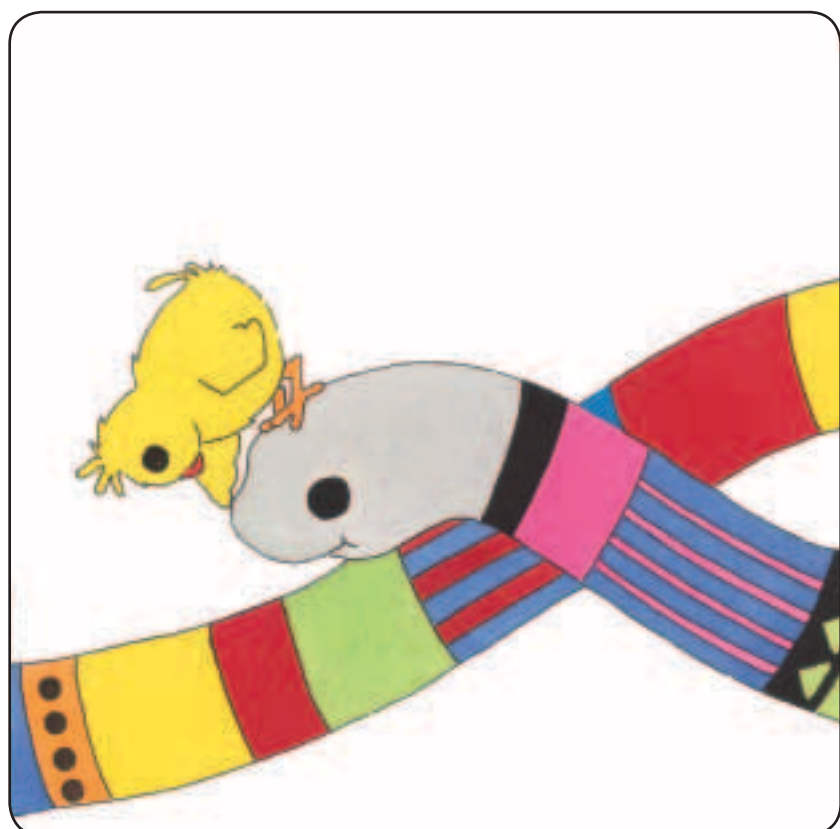
“We have made a zigzag pattern.”



Fold ↩

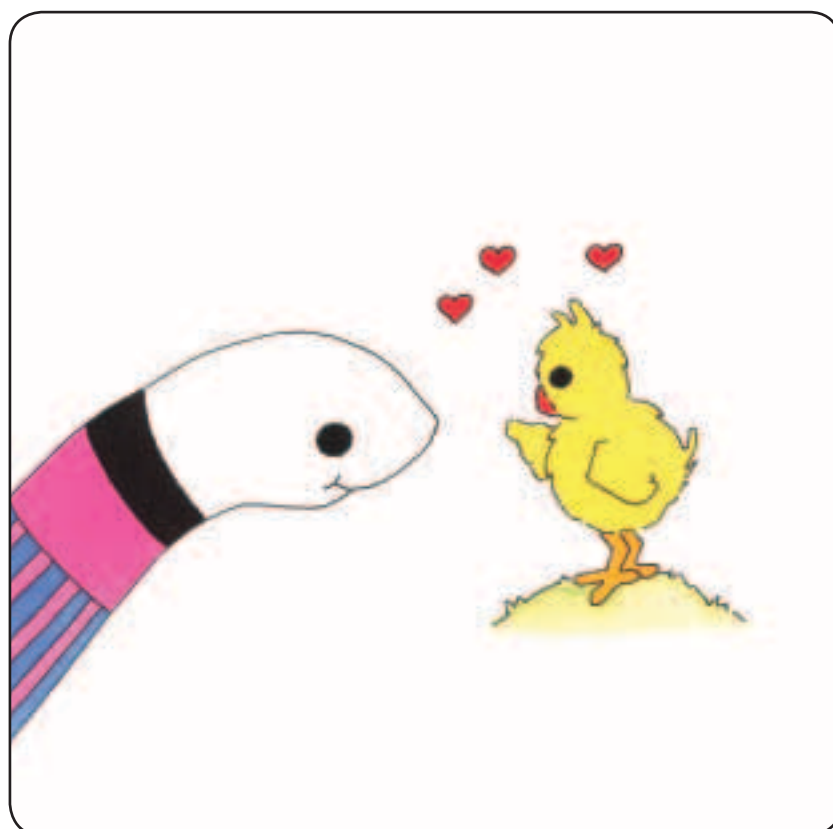
“Singenza nonxantathu imbala.  
Bekungemandi lokhu?” kusho uTuft.

“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,” kusho uTuft. “Masidlale  
umdlalo wakho owuthandayo.”



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

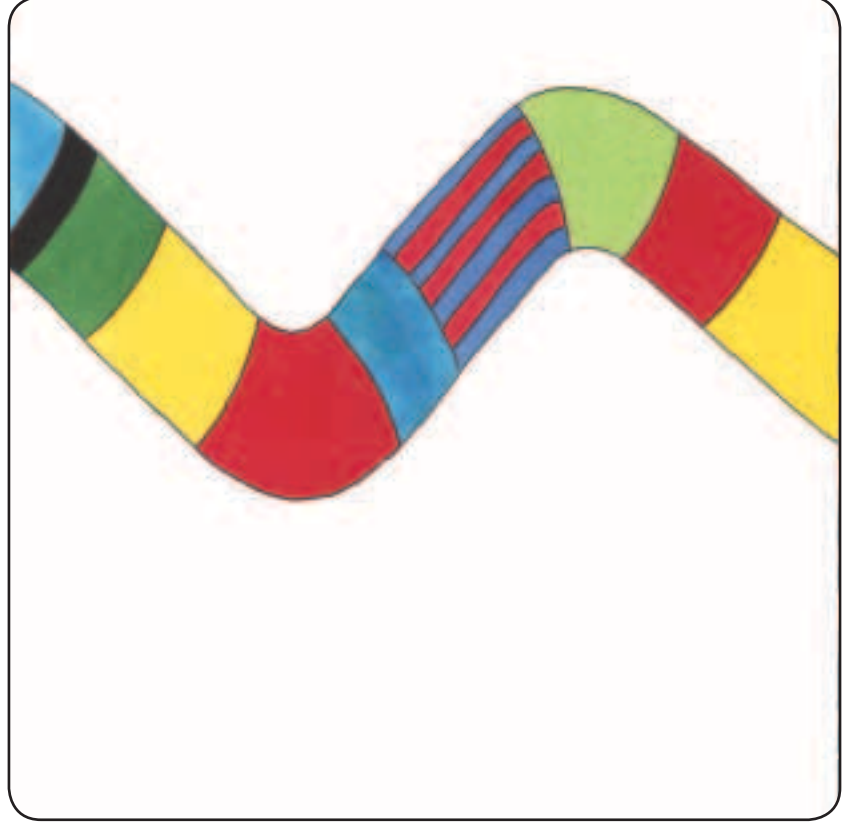
“Awu kodwa, Patch,” kusho uTuft.  
“Ngiyakuthanda nami.”

Fold ↩ 4

“Stay over there, Tuft,” said Patch. “I want to make a special pattern for you.”  
 “Yima lapho, Tuft,” kusho uPatch. “Ngifuna ukukwenzela iphethini elikhethekile.”



“Look, Patch!” he said.  
 “Bheka, Patch!” kusho yena.



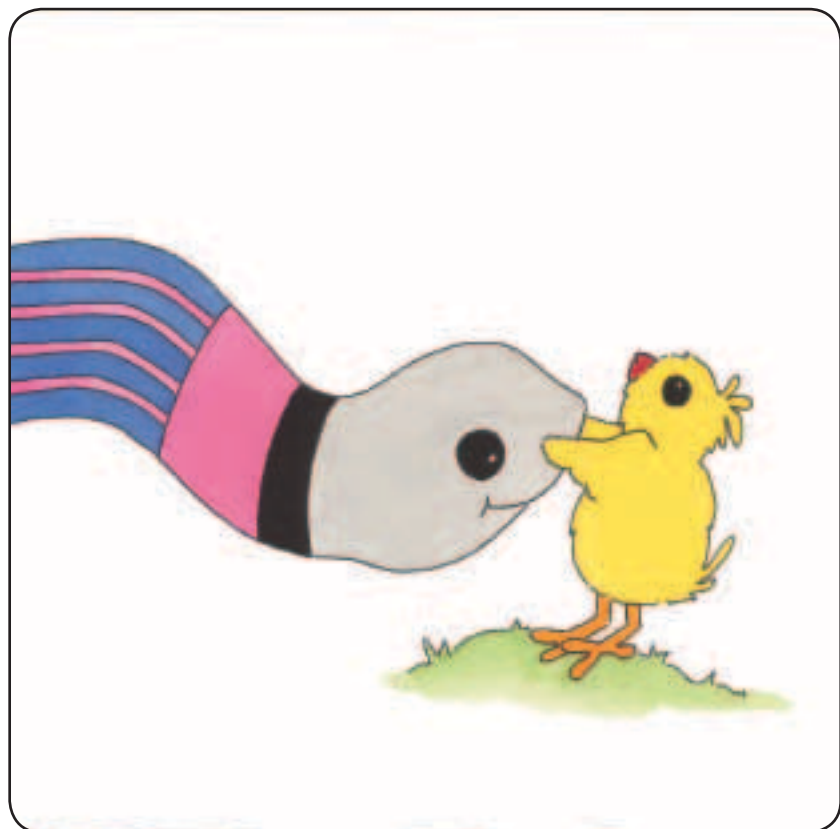
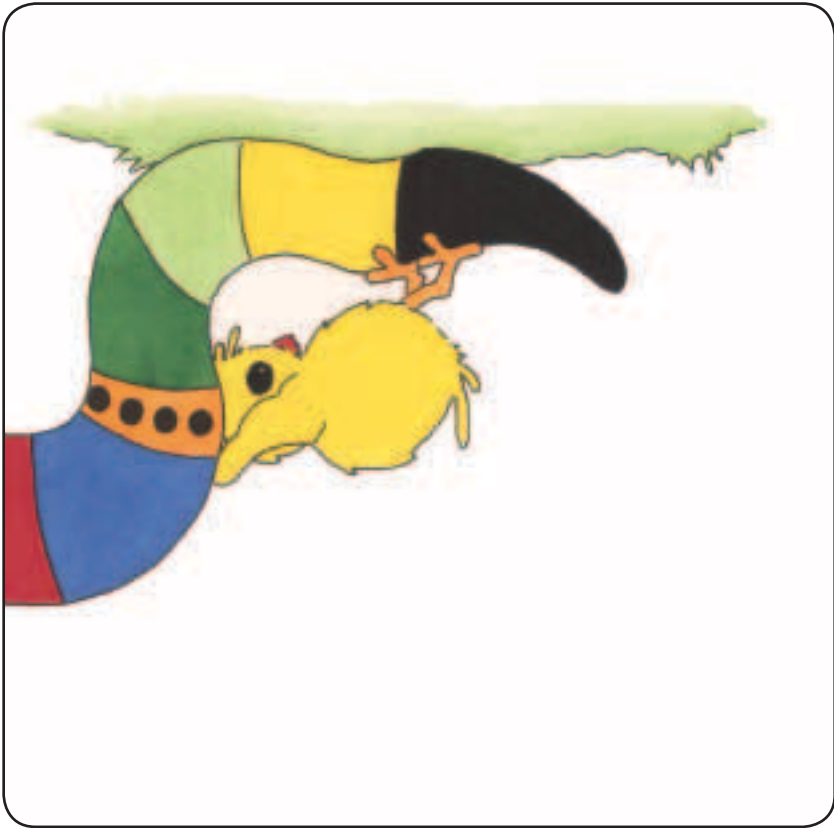
Fold



Tuft’s pet python smiled.  
 “Oh, good,” Patch said. “We are going to play patterns.”  
 Inhlwathi engumngani kaTuft yavele yamamatheka.  
 “Kuhle,” kusho uPatch. “Sizodlala amaphethini.”

Fold

... and pushed and pushed.  
... wase edudula waphinde wadudula.



Tuft pulled and pulled ...  
UTuft wadonsa waphinde wadonsa ...

Patch made a big heart!  
UPatch wenza inhiziyo enkulu!



"I love being your pet," Patch said.  
"Ngiyakuthanda ukuba yisilwane esingumngani wakho," kusho uPatch.



## 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 *The Cat in the Hat* 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



## Ikhona leThimba Lokufunda

UNdasa yinyanga enokuningi kakhulu okwenziwayo egcwele amathuba amaningi okuthi ugubhe izincwadi nokufunda! Siyethemba ukuthi uzohlanganyela nathi oSukwini Lokufunda Kakhulu Lomhlaba Wonke, kodwa kungaba njani ukuthi ukhethe olunye usuku olulodwa noma ezimbili ukuze uzigubhe nazo? Ungahlela imisebenzi yamathimba okufunda emayelana nokuhlola umtapo wezincwadi, ukuxoxa izindaba, noma ukubhala nokufunda izinkondlo! Noma, ukufunda incwadi ka-Dr Seuss ekhlanganeni ngakunye kwethimba lakho lokufunda ngoNdasa.

- Umhla zi-2 kuNdasa** usuku lokuzalwa luka-Dr Seuss (umbhali wezincwadi zezingane ezinezithombe eziwuchungechunge ezimnandi, ezihlekisayo u-*The Cat in the Hat*)
- Umhla ziyi-5 kuNdasa** Usuku Lokufunda Kakhulu Lomhlaba Wonke
- Umhla ziyi-15 - kumhla zingama-22 Ndasa** Usuku Lwemitapo Yezincwadi LwaseNingizimu Afrika
- Umhla zingama-20 kuNdasa** Usuku Lomhlaba Wonke Lokuxoxa Indaba
- Umhla zingama-21 kuNdasa** Usuku Lwezinkondlo Lomhlaba Wonke
- Umhla zingama-23 kuNdasa** Ihora Lomhlaba Esiphila Kuwo

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](http://www.seussville.com).

Ungathola kabanzi ngezincwadi zika-Dr Seuss kanye nabalingiswa abadalayo, nokuthi uthwebule imisebenzi engenziwa, uphinde ubheke iziqephu zamavidiyo, kuwebhusayithi ka-Dr Seuss esemthethweni - ku-[www.seussville.com](http://www.seussville.com).



## Yenza indaba ihlabe umxhwele!



*UTuft noPatch benza amaphethini ubhalelwe ikakhulukazi izingane ezincane. Lapha ngezansi kukhona amacebo eningawazama ngesikhathi nifunda nazo indaba. Zikhombise indlela okudwetshwe ngayo izithombe nasendabeni ngokuphawula ngakho noma ngokubuza imibuzo. Isibonelo:*

- **ikhasi lesi-2:** (Khomba inyoni ephuzi.) Bheka uTuft. Uvusa umngani wakhe, uPatch. Ubani okuvusa ekuseni?
- **ikhasi lesi-4 nelesi-5:** (Khomba uTuft.) Bheka, uTuft udonsa kanzima futhi ududula kanzima futhi. UPatch kufanele ukuba usinda kakhulu!
- **ikhasi le-6 nele-7:** (Khomba ngomunwe "phezulu" kanye "naphansi" kumazombezombe.) Bheka, umzimba kaPatch yya phezulu naphansi, phezulu naphansi futhi.
- **ikhasi le-8 nele-9:** (Sebenzisa umunwe wakho ukuze ulandele isimo esiyindilinga sesiyingi, bese kuba yizinhlangothi zesimo esiyisikwele.) Manje, umzimba kaPatch uzungeza ngendilinga, nango esekhuphuka, eya phezulu, abuye anyakaze aqonde, ehle, abuye aqonde.
- **ikhasi le-9:** Buka ukuthi wenzani uTuft! Ngicabanga ukuthi uyazithokozisa.
- **ikhasi le-10:** (Khomba uphawu lokubuza ngaphezu kwekhanda lika-Tuft.) Ngicabanga ukuthi uTuft udidekile.
- **ikhasi le-12:** (Landela isimo senhliziyo ngomunwe wakho.)
- **ikhasi le-14 nele-15:** UTuft uthanda uPatch ngendlela engikuthanda ngayo!

Nanka amanye amacebo eningawasebenzisa endabeni ethi *UTuft noPatch benza amaphethini* nezingane ezindadlana.

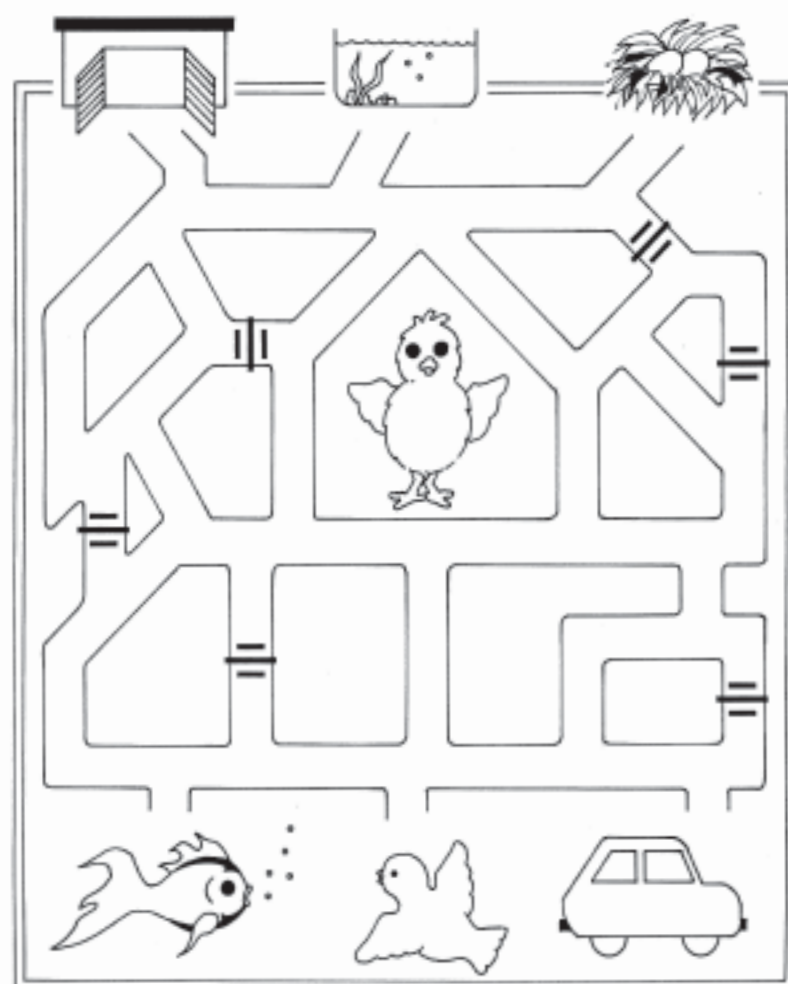
- Zivumele ukuthi ziqale ngokufunda incwadi ngolimi lwasekhaya kuqala bese ziyifunda ngolunye ulimi lwesithasiselo.
- Ngabe zingacabanga ngamanye amaphethini uPatch angawenza ngomzimba wakhe? Gqugquzela izingane ukuthi zidwebe izithombe zalawa maphethini nokuthi zifake noTuft kuwona. Zingabhala nangezithombe zazo.

## 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?

## Ngabe ungakwazi ukusiza uTuft?

UTuft uzama ukubheka ukuthi angayisiza kanjani inhlanzi, inyoni nemoto ukufika ekhaya! Ngabe ungamkhombisa ukuthi kumele baye ngakuphi?



### 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](http://www.nalibali.org) or [www.nalibali.mobi](http://www.nalibali.mobi) for more details.

### Isikhumbuzo!

Hlanganyela nathi ukuze sigubhe **Usuku Lokufunda Kakhulu Lomhlaba Wonke** ngomhla ziyi-5 kuNdasa 2014! Bheka ushicilelo olwedlule lwesithasiselo sakho sakwaNalibali (ushicilelo lwama-58) noma uye ku-[www.nalibali.org](http://www.nalibali.org) noma ku-[www.nalibali.mobi](http://www.nalibali.mobi) ukuze uthole eminye iminingwane.

## 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!**



Illustration by Jiggs Snaddon-Wood  
Umdwebo wenziwe uJiggs Snaddon-Wood

## Ikhona lezindaba

Nansi ingxenye yokuqala yendaba ozoyifunda kakhulu noma ozoyixoxa. Imayelana nehhashi elinamahloni kakhulu elibizwa ngoKamuzu.

### Izwi likaKamuzu (Ingxenye yoku-1)

ngu-Avril Wiid

Ihhashi elinguKamuzu lalihlala epulazini elisezansi kwamagquma aluhlaza aseMpumalanga. Zazingabangani zonke izilwane zasepulazini. Zazixoxelana okuningi. UKamuzu wayefuna ukuxoxa nazo, kodwa wayenamahloni kakhulu.

Ngelinye ilanga ekuseni kakhulu, uKamuzu wayefuna ukubungelela imbongo uBaas. Wavula umlomo wakhe ... kodwa kwangenzeka lutho. Wayelahlekelwe izwi lakhe.

"Ubuthini?" kubuza uBaas. Isizathu sokuthi ambuze ukuthi noma uKamuzu wayevule umlomo wakhe, wayehlebeza kancane.

"Izwi lami," kuhlebeza uKamuzu, "lingilalekele."

"Ulahlekelwe yizwi lakho?" kusho uBaas. "Ungakhathazeki. Ngizoyolibheka phesheya komfula."

Ngakho uBaas wangqabashiya wawela umfula. Kodwa, wathi uma efika lapho, wakhohlwa ukubheka izwi likaKamuzu wase eqala ukuzitika ngotshani obumnandi.

Ngaphesheya kolunye uhlangathi lomfula, uKamuzu wakhetha ukuya exhaphozini. "Ngizovula umlomo wami, ngiphakamise ulimi lwami bese ngibuza izinhlanzi ukuthi ziyalibona yini izwi lami ngaphansi kwalo," kusho yena.

UKamuzu wama exhaphozini wase evula umlomo wakhe. Izinhlanzi zambuka.

"Cha, Kamuzu, akukho lutho ngaphansi kolimi lwakho. Kodwa, ungakhathazeki, sizobheka izwi lakho ngaphansi kwamacembe omduze."

Kodwa zathi izinhlanzi uma zingena ngaphansi kwamacembe omduze, zathola ukudla okumnandi kakhulu ezingakudla zakhohlwa ngezwi likaKamuzu.

UKamuzu waphefumula kalusizi waqhubeka nohambo. Wahlangana nengulube enguSnorkel, nenkomo ematshezulu enguDozie.

"Ufunani?" kubuza uSnorkel noDozie.

"Izwi. Lingilahlekele," kuhlebeza uKamuzu.

"Kwenzeke kanjani lokho?" bebuza. "Akunandaba, sizoyolibheka otshanini phesheya komfula."

Awu bandla ngoKamuzu wabantu – bathi uma befika otshanini obumnandi baphesheya komfula oSnorkel noDozie, bama bazitika ngotshani bakhohlwa ngukumsiza athole izwi lakhe.

Nonogwaja nabo abakwazanga ukumsiza. Bethembisa ukubheka, kodwa bathi uma bewela umfula bacabanga ngento eyodwa kuphela okwakuwutshani obumnandi.

**Ngabe ucabanga ukuthi uKamuzu uyophinde alithole izwi lakhe futhi? Thola lokhu ngesonto elizayo!**

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