



Yakha ingqondo yosana lwakho!



Ukufunda kunye yindlela ephumelelayo yokwenza abazali nabantwana bakhe ubuhlobo obusondeleyo kwaye bazane. Ukufunda kunye kukwaphuhlisa ingqondo yosana okanye yomntwana omncinci ibe kwenza ingqondo yakhe ilungele ukucinga izinto ezinkulu nokuba namacebo ukuze imncede aphumelele ehlabathini!

Build your baby's brain!



Reading together is an effective way for parents and their babies to bond and get to know each other. Reading together also develops the baby's or toddler's brain and prepares their minds to have big thoughts and ideas to help them succeed in the world!

UKUSUSELA EKUZALWENI UKUYA KWIINYANGA EZI-6

1. Zama ukusebenzisa iincwadi ezinemifanekiso okanye iifoto ezinkulu nezilula zobuso beentsana.
2. De usana lukwazi ukuhlala, eyona nto ilula kukulusingatha lufulathele wena ize incwadi ibe phambi kwalo.
3. Ukuphindaphinda nokuyenza ibe sisiqhelo into kwenza usana luzive lukhuselekile, ngoko ungaphindaphinda ukufunda incwadi enye! Akusoloko kuyimfuneko ukuba ufunde into ebhalwe kumaphepha. Ncokola nomntwana wakho uze usebenzise loo ncwadi njengesikhokelo.



IINYANGA EZI-6 UKUYA KWEZILI-12

1. Ukusuka malunga neenyanga ezintandathu ubudala, uninzi lweentsana luqalisa ukuyibona inkangeleko, ukuva izandi nokuva xa echukunyiswa ngumntu amqhelileyo. Ziqalisa nokuthanda iincwadi ezineengoma neerayimu. Funda amazwi uze uncokole naye ngezinto ozibona kwimifanekiso. Yalatha uze uchaze amagama ezinto nawemibala. Linganisa izandi zezinto ezisencwadini.
2. Iincwadi zebhodi nezelaphu zisebenza bhelele xa uvumela iintsana ukuba zizibambe iincwadi. Ezi ncwadi bangazihlafuna, bazitsale kwaye bazigibisele kodwa zingonakali! Ukhumbule ukuba ukuhlafuna iincwadi yinto eqhelekileyo kwiintsana – luphawu olubonisa ukuba ziyamilisa.
3. Iintsana esezithe qabavu zithanda iincwadi ezinezinto ezijingayo (flaps), ezinemifanekiso epoqayo (pop-ups) nezenza izandi. Ziqalisa nokuzibandakanya kwinto eqhubeka encwadini, njengokwalatha izinto ezikwiphepha okanye ukuzama ukutyhila iphepha.

BIRTH TO 6 MONTHS

1. Try to use books that have big, simple pictures or photographs of babies' faces.
2. Until babies can sit on their own, it's easiest to put them on your lap with their back against you and to hold the book in front of them.
3. Repetition and routine make babies feel secure, so you can read the same book over and over again! You don't always have to read what is written on the pages. Talk to your baby and just use the book as a guide.

UNYAKA UKUYA KWIMINYAKA EMI-2

1. Ngoku, isakhono somntwana wakho sokuva nokusebenzisa ulwimi sikhule kakhulu. Nangona esazithanda iincwadi zonyaka wokuqala, uyakuthanda nokuba amabali abalisa ngabanye abantwana, ngezilwanyana nangezinto aziqhelileyo ezenzeka imihla ngemihla.
2. Zama ukubekela bucala amaxesha akhethekileyo okufunda kunye nabantwana bakho abancinci, kuba loo nto ibanceda bafunde ukuba ukulesa kuyinto emnandi!

6 TO 12 MONTHS

1. From about the age of six months, most babies start to recognise the appearance, sound and touch of familiar people. They also start to enjoy books that have songs and rhymes in them. Read the words and talk about what you see in the pictures. Name and point to some of the objects and colours. Make the sounds of objects in the book.
2. Board books and cloth books work best when you allow babies to handle the books on their own. These books can be chewed, pulled and thrown about without breaking! Remember that chewing books is normal for babies – it's a sign that your baby is teething.
3. Older babies enjoy books with flaps, pop-ups and sounds. They also begin to get more involved with what is going on in the book, like pointing to things on the page or trying to turn the page.

1 TO 2 YEARS

1. By now, your child's ability to understand and use language has increased dramatically. Although they will still enjoy the books from their first year, they also like to hear stories about other children, animals and familiar, everyday experiences.
2. Try to set aside special times each day to read with your toddlers, as this helps them learn that reading is something fun to do!



Drive your
imagination



IT STARTS WITH
A STORY.
KONKE KUQALA
NGEBALI.

Sebenzisa ubugcisa bakho!

Yenza incwadi efundwa ngokuchukunyiswa

Iincwadi ezifundwa ngokuchukunyiswa (touch and feel books) uzifunda usebenzisa izandla zakho. Zinemiphezulu neephatheni ezingafaniyo eziza kugcina umntwana enomdla njengoko eyityhila (kwaye edlala ngayo!) loo ncwadi. Iincwadi ezifundwa ngokuchukunyiswa zenza abantwana babandakanyeke ngakumbi xa befunda. Zikwasisixhobo esinamandla kubantwana abaziimfama okanye abangaboni kakuhle.

Nazi ezinye iinzuzo zokusebenzisa iincwadi ezifundwa ngokuchukunyiswa:

- ☉ Zenza abantwana abancinane babe nemincili ngokufunda iincwadi.
- ☉ Zinceda abantwana bajolise iingqondo zabo kwaye balandele besebenzisa amagama neengcamango ezilula.
- ☉ Zifundisa umntwana wakho amagama nokuba athetha ukuthini. Ngokomzekelo, bangafunda igama elithi "ukurhwexa" ngokuchukumisa into erhwexayo baze baqonde ukuba lithetha ukuthini eli gama.



Get creative!

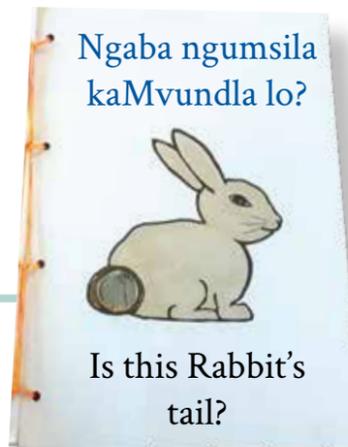
Make a touch and feel book

Touch and feel books can be explored with your hands. They have different surfaces and patterns that will keep a child interested as they page through (and play with!) the book. Touch and feel books give children a more interactive learning experience. They are also a powerful tool for children who are blind or have limited sight.

Some of the benefits of touch and feel books (or tactile books) are:

- ☉ They get young children excited about reading books.
- ☉ They help your child to focus and follow along with simple words and concepts.
- ☉ They teach your child about words and their meanings. For example, they can learn the word "rough" by touching a rough surface to understand the meaning of the word.

Yenzela umntwana wakho omncinci incwadi elula efundwa ngokuchukunyiswa: Ngaba ngumsila kaMvundla lo?



Make a simple touch and feel book for your toddler: Is this Rabbit's tail?

1. Ceba ukusebenzisa ingcamango emfutshane, nelula kwiphepha ngalinye lencwadi yakho. Le ncwadi iza kuba neendawo ezintandathu ezivakalayo xa uzichukumisa: elirhwexayo, elimpuluswa, elinamaqhuma, elishwabeneyo, elilukhuni, nelithambileyo.
2. Kwiphepha ngalinye kufuneka kubekho into ENYE evakala ngokwahlukileyo kunephepha lencwadi.

1. Plan to use a short, simple idea on each page of your book. This book can feature six different textures: rough, smooth, bumpy, wrinkly, soft and hard.
2. Each page should only have ONE thing that feels different to the paper of the book.



3. Ncamathelisa iphepha kwikhadibhodi ebhityileyo, njengekhadibhodi yee-cereal. Amaphepha aza kuba deki, ngoko lahlule iphepha ngalinye xa ulenzayo uze uwadibanise ngomthungo/ngesteyipla.

Ungasebenzisa enye ingcamango ukuze uzenzele eyakho incwadi. Ngokomzekelo, incwadi ethetha ngeemilo.

3. Paste the paper onto thin cardboard, like cereal box cardboard. The pages will be thick, so make each page separately and stitch/staple the pages together.

You can use another idea to make your own book. For example, a book about shapes.



Drive your imagination

Yiba nomfanekiso-ngqondweni wemifanekiso yamabali



See pictures of stories in your mind

Xa sibalisa amabali okanye simamele umntu ebalisa amabali, isenokungabikho imifanekiso ebonisa okwenzeka ebalini. Kodwa singasebenzisa amagama nezandi zawo ukuze sizakhele imifanekiso ezingqondweni zethu. Le yinto abantwana abafunda ukuyenza xa bekwazi ukuzifundela.

Zikho iindlela zokunceda abantwana bakho bakhe amandla abo okuba nomfanekiso-ngqondweni. Ukubanceda bakwazi ukuba nomfanekiso-ngqondweni kubanceda bawathande baze bawaqonde bhetele amabali abawevayo nabawafundayo. Kuza kubanceda nokuba babhale amabali abhetele. Ngamanye amaxesha, emva kokuba uchaze okanye ufunde ingcaciso eneenkukacha ngomntu, ngendawo okanye ngento esebalini, nqumama uze wenze enye yezi zinto zilandelayo:

- ☉ Cela abantwana bakho bacimele baze bazame "ukubona" le nto usandula ukuyichaza. Phinda ubalise okanye ufunde lo ngcaciso ukuze ubancede babe nomfanekiso-ngqondweni.
- ☉ Cela abantwana bakho bazobe imifanekiso yento oyichazileyo. Ngoxa omnye umzali okanye umgcini wabantwana efunda ibali, omnye umzali okanye isizalwana anganceda abantwana abancinane bazobe imifanekiso yabo.
- ☉ Zoba into oyithekelelayo ngokusuka kwingcaciso. Khuthaza abantwana bakho bacacise indlela imifanekiso-ngqondweni yabo efana okanye eyahluke ngayo koko ukuzobileyo.
- ☉ Cela abantwana bakho bakuxelele into abayibonayo, abayivayo, abayingcamlayo nevumba abalivayo njengoko bemamele ingcaciso.

Iyonke intsapho ingakuthanda ukwenza ezi zinto kunye!

When we tell stories or listen to someone else tell stories, there may not be pictures to show what is happening in the story. But we can use the words and their sounds to create pictures of the story in our minds. This is something that children learn to do when they become independent readers.

There are ways to help your children to build their imaginations. Building their imagination helps them to enjoy and understand stories that they hear or read better. It will also help them to write better stories. Sometimes, after you have given or read a detailed description of a person, place or thing in a story, pause and do one of the following activities:

- ☉ Ask your children to close their eyes and try to "see" what you have just described. Retell or reread the description to help them form pictures in their mind.
- ☉ Ask your children to draw pictures of what you have described. While one parent or caregiver tells or reads a story, the other parent or a relative can help younger children to draw their pictures.
- ☉ Draw what you imagine from the description. Encourage your children to explain how their mental pictures are the same or different to what you have drawn.
- ☉ Ask your children to tell you what they see, hear, taste and smell when they listen to the description.

The whole family can enjoy these activities together!

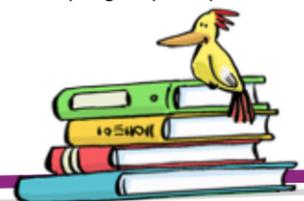


Indlela yokusebenzisa amabali ethu ngeendlela ezahlukeneyo

- 1. Balisela umntwana wakho ibali.** Lifunde ibali uze uziqhelanise nokulibalisa. Emva koko sebenzisa ilizwi, ubuso nomzimba wakho ukuze ubenze baphile abalinganiswa belo bali.
- 2. Mfundele ibali umntwana wakho.** Ncokolani ngemifanekiso. Buza, "Ucinga ukuba kuza kwenzeka ntoni emva kwale?" okanye "Ucinga ukuba kutheni lo mlinganiswa eye wathetha okanye wenza le nto?"
- 3. Funda ibali kunye nomntwana wakho.** Tshintshisanani ngokufunda ibali. Ungamlungisi xa ephazamile, uze umncede kuphela xa ekucelile.
- 4. Mamela umntwana wakho xa efunda.** Mamela ungamphazamisi. Mxelele ukuba uyakuthanda ukummamela xa ekufundela ngokuvakalayo.
- 5. Yenzani izinto ezikwindawo ethi Yenza ibali linike umdla!** Ukwenza ezo zinto nabantwana bakho kuza kuba mnandi kuwe nakubo.

How to use our stories in different ways

- 1. Tell the story to your child.** Read and practise telling the story. Then use your voice, face and body to bring the story to life.
- 2. Read the story to your child.** Talk about the pictures. Ask, "What do you think happens next?" or "Why do you think the character said or did that?"
- 3. Read the story with your child.** Take turns to read the story together. Don't correct their mistakes, and only help if they ask for it.
- 4. Listen to your child read.** Listen without interrupting. Say that you enjoy hearing them read aloud to you.
- 5. Do the Get story active! activities.** This should be fun for you and your child.



Drive your imagination

Iindlela ezi-6 zokubhiyozela iincwadi namabali ngoSuku Lweencwadi Lwehlabathi nasemva kokuba ludlule kudala!

6 ways to celebrate books and stories on World Book Day and long after!



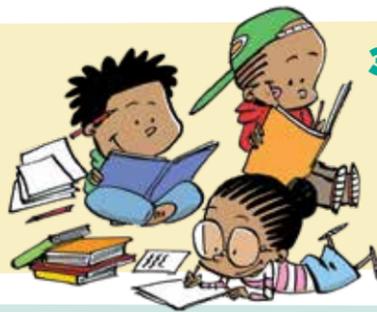
1. Bandakanya abantwana abancinane kakhulu ngoSuku Lweencwadi Lwehlabathi. Fumana iincwadi ezineerayimu neengoma eziqhelekileyo zeentsana nezabantwana ngolwimi lwakho lweenkobe uze wabelane ngazo nabantwana bakho.

1. Get very young children involved in World Book Day. Find books that have traditional rhymes and songs for babies and children in your home language and share them with your children.



2. Fundela abantwana bakho ibali uze ubakhuthaze babumbe iimodeli zabalinganiswa besebenzisa intlama yokudlala okanye udongwe. Yonke intsapho mayibe kunye ize isebenzise ezo modeli zabalinganiswa ukubalisa elo bali kwakhona okanye nibalise elenu ibali!

2. Read a story to your children and then encourage them to make models of the characters using playdough or clay. Get the whole family together to use the models to retell the story or tell your own stories!



3. Qokelela amaphepha, iikhrayoni zepensile kunye neekhoki, uze ucele abantwana abadadlana bazenzele ezabo iincwadi zemifanekiso. Bakhuthaze bafundele amalungu entsapho angaphantsi kubo ngobudala. Okanye yenza incwadi efundwa ngokuchukunyiswa yabantwana abancinane kakhulu. (jonga iphepha 2).

3. Set out some paper, pencil crayons and kokis, and ask older children to create their own picture books. Encourage them to read their books to younger family members. Or make a touch and feel book for very young children (see page 2).

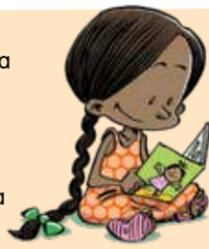
4. Yibani nokhuphiswano lwentsapho ukuze nibone ukuba ngamnye kuni angafunda iincwadi ezingaphi ngeveki. UNal'ibali unokhuphiswano lweNtshatsheli Yebali oluqhutywa ngekota nganye. Yiya kwiwebhusayithi ethi <https://nalibali.org/story-champion> ukuze ujoyine obo bumnandi!



4. Have a family challenge to see how many books each of you can read in a week. Nal'ibali has a Story Champions competition that runs every quarter. Go to <https://nalibali.org/story-champion> to join in the fun!



5. Njengentsapho, zipheni ixesha lokufunda enye yeencwadana ezingasikwa zize zigcinwe ekolu hlelo (**Ukunqumla indlela**). Iza kuyinceda intsapho yakho ikuxabise ngokwenene ukuba neencwadi zokufunda. Zoba umfanekiso kaZak Yacoob uze ubhale imibuzo intsapho yakho engathanda ukumbuza yona kumaqamza abonisa into ethethwayo emfanekisweni.



5. As a family, take some time to read one of the cut-out-and-keep booklets in this supplement (**Crossing the road**). It will help your family to *really* appreciate having books to read. Draw a picture of Zak Yacoob and then write questions that your family would like to ask him in speech bubbles in the picture.

6. Fota iifoto zakho nabantwana bakho nisenza into yoSuku Lweencwadi Lwehlabathi uze uzipowuste kuFacebook, kuInstagram okanye kuTwitter usebenzisa i-hashtag ethi #WorldBookDay. Singathanda ukwabelana nabanye ngento oyenzileyo kwikhasi lethu likaFacebook okanye kuhlelo lukaNal'ibali!



6. Take photographs of you and your children enjoying a World Book Day activity and post them on Facebook, Instagram or Twitter using the hashtag #WorldBookDay. We'd love to share what you did with others on our Facebook page or in the Nal'ibali supplement!

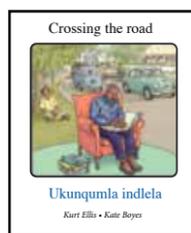
Grow your own library. Create TWO cut-out-and-keep books

Something special

1. Tear off page 9 of this supplement.
2. Fold the sheet in half along the black dotted line.
3. Fold it in half again along the green dotted line to make the book.
4. Cut along the red dotted lines to separate the pages.

Crossing the road

1. To make this book, use pages 5, 6, 7, 8, 11 and 12.
2. Keep pages 7 and 8 inside the other pages.
3. Fold the sheets in half along the black dotted line.
4. Fold them in half again along the green dotted line to make the book.
5. Cut along the red dotted lines to separate the pages.



Yandisa ilayibrari yakho. Zenzele iincwadi EZIMBINI onokuzisika-ze-uzigcine

Into ekhethekileyo

1. Krazula, ukhuphe iphepha le-9 lolu hlelo.
2. Lisonge phakathi ulandela umgcana ongamachaphaza amnyama.
3. Lisonge phakathi kwakhona ulandela umgcana ongamachaphaza aluhlaza ukwenza incwadi.
4. Sika ke ngoku ulandela imigcama yamachaphaza abomvu ukuhlula amaphepha.

Ukunqumla indlela

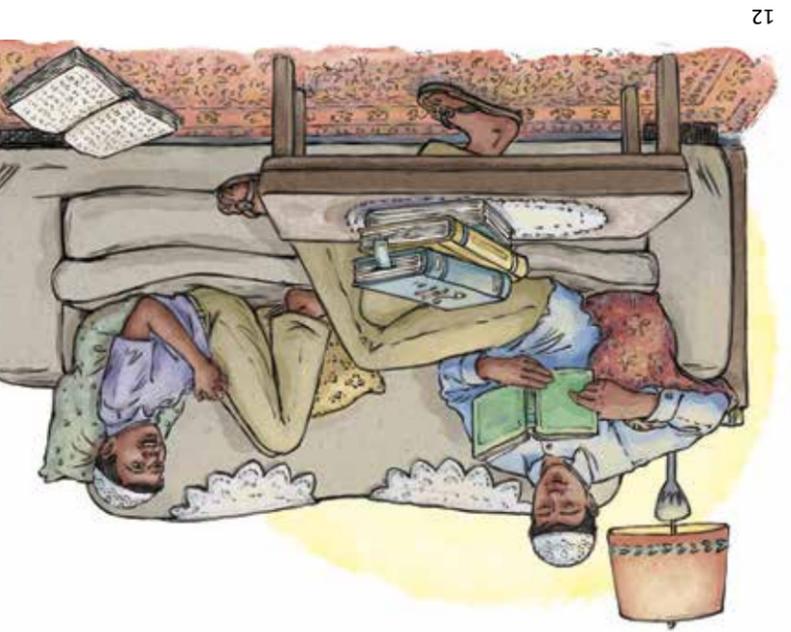
1. Xa usenza le ncwadi sebenzisa iphepha lesi-5, elesi-6, elesi-7, elesi-8, ele-11, nele-12.
2. Gcina iphepha lesi-7 nelesi-8 ngaphakathi kwamanye amaphepha.
3. Wasonge la maphepha phakathi kumgcana ongamachaphaza amnyama.
4. Wasonge phakathi kwakhona ulandela umgcana ongamachaphaza aluhlaza ukwenza incwadi.
5. Sika ke ngoku ulandela imigcama yamachaphaza abomvu ukuze wahlule amaphepha.



Drive your imagination

Kodwa ke, akufani. Ukukwazi ukuzifundela luhlobo oluthile lwenkululeko abantu abaninzi abangayixabisayo. Xa sifunda, iingondo zethu zikwazi ukuhamba ziye kutsho kwimeko, kwindawo nakumaxesha esingenakukwazi ukuya ngokogobo kuzo. Ukucela omnye umntu akufundele kufana nokuba akubalisele ngehlole emandi avela kuyo. Uayiqonda yona into ayithethayo, kwaye uba nomfanekiso-ngqondweni yale nto ayichazayo, kodwa ngamava akhe, hayi awakho.

But of course, that is not the same. Being able to read for yourself is a form of freedom that many people don't appreciate. Through reading, our minds can travel to worlds, places and times that our physical bodies cannot. Having someone read to you is like being told about a wonderful vacation they've had. You understand what they're saying, and you can picture what they're describing, but it is their adventure, not yours.



Zak, however, wouldn't let this hold him back. He read everything and anything he could get his fingertips on. There wasn't much, but he read it all. And if he couldn't read a book himself, he always had family and friends who would read to him.

Kodwa ke, uZak akazange avumele loo nto ime phambi kwakhe. Wayefunda kwanto nje akwaziyo ukuhambisa iintupha zakhe kuyo. Zazingeninzanga, kodwa wazifunda wayesoloko enentsapho nabahlobo bakhe ababemfundela.

Nal'ibali, SECTION27, Blind SA, the Yacoob family and Kurt Ellis created the story, **Crossing the road**, to raise awareness of how outdated copyright laws made it very difficult for blind and visually impaired people to achieve their goals. These laws prevented blind people from accessing books that they needed in order to study and read for pleasure.

UNal'ibali, uSECTION27, Blind SA, intsapho yakwaYacoob kunye noKurt Ellis babhale ibali elithi, **Ukunqumla indlela**, ukuze bazise abantu ngendlela imithetho elawula amalungelo ababhali eshiywe lixesha eyenza kube nzima kakhulu ngayo kubantu abaziimfama nabangaboni kakuhle bafikelele usukelo lwabo. Le mithetho yayithintela abantu abangaboniyo bangazifumani iincwadi abazingayo ukuze baqhubeke nemfundo nokuze bafundele ukuzonwabisa.

Get story active!

Do a family project! Your family can get to know each other very well by writing a short story about each family member's life so far. Each person would have a role to play:

- ★ The parents, grandparents and caregivers can tell their own stories.
- ★ The parents, grandparents and caregivers can tell the earlier parts of young children's stories that the children don't remember.
- ★ The older children can help write their own and other family members' stories and draw pictures of certain parts of the stories.

Yenza ibali linike umdla

Yenzani iprojekthi njengentsapho! Intsapho ingazana ngakumbi ngokubhala ibali elifutshane ngobomi belungu losapho ngalunye ukuza kutsho ngoku. Umntu ngamnye uza kuba nendima ayidlalayo:

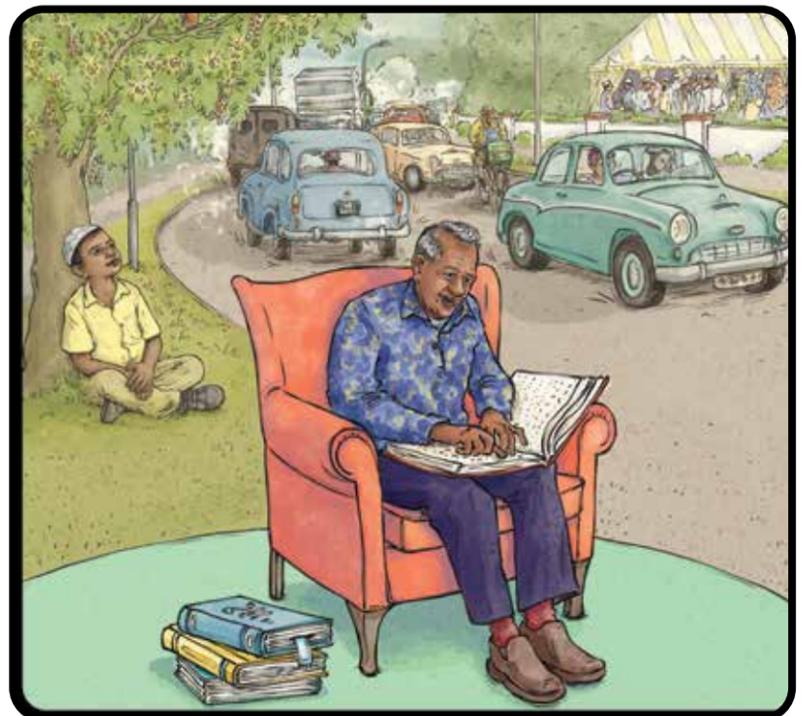
- ★ Abazali, ootamkhulu noomakhulu kunye nabagcini babantwana bangabalisa awabo amabali.
- ★ Abazali, ootamkhulu noomakhulu kunye nabagcini babantwana bangabalisa iinxalenye zangaphambili zobomi babantwana babo abangazikhumbuliyo abantwana.
- ★ Abantwana abadadlana bangancedisa ekubhaleni amabali abo nawamanye amalungu kwaye bazobe nemifanekiso yeenxalenye ezithile zala mabali.

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



UNal'ibali liphulo likazwelonke lokufundela ukuzonwabisa elinjongo yalo ikukuvuselela nokwendiselisa inkcubeko nesithethe sokufunda kuMzantsi Afrika uphela. Ukuze ufumane iinkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org

Crossing the road



Ukunqumla indlela

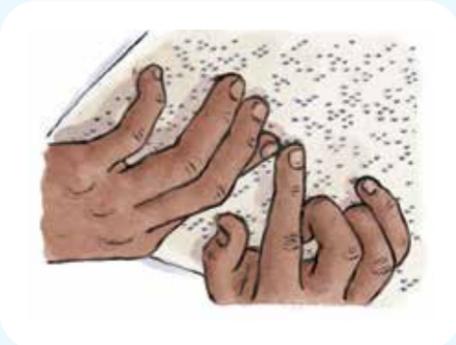
Kurt Ellis • Kate Boyes

Ideas to talk about: What should you do when trying to cross a busy road? How would you cross that busy road if you couldn't see? Do you think South African society offers enough help to blind people for them to do things that sighted people can do easily, for example, find books in braille or choose groceries in a shop?

Izinto eningathetha ngazo: Ufanele wenze ntoni xa uzama ukunqumla indlela? Ubungayinqumla njani wena lo ndlela iphithizelayo ukuba ubungaboni? Ucinga ukuba abantu baseMzantsi Afrika babanceda ngokwaneleyo abantu abaziimfama ukuze bazenzele izinto abakwazi ukuzenza lula abantu ababonayo, ngokomzekelo, ukufumana iincwadi zeBraille okanye igrosari evenkileni?



Drive your
imagination

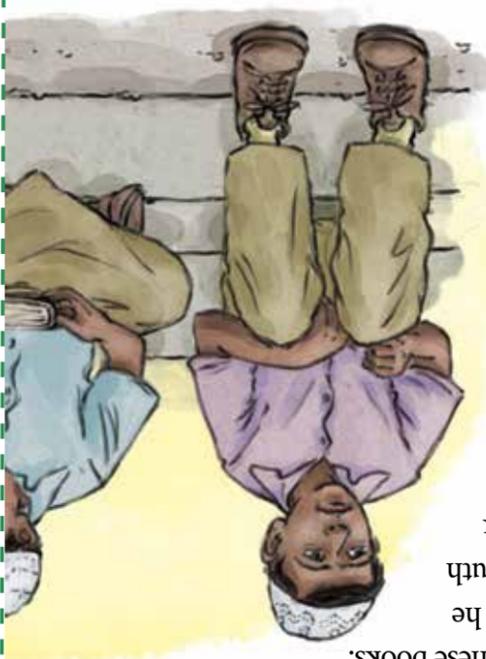
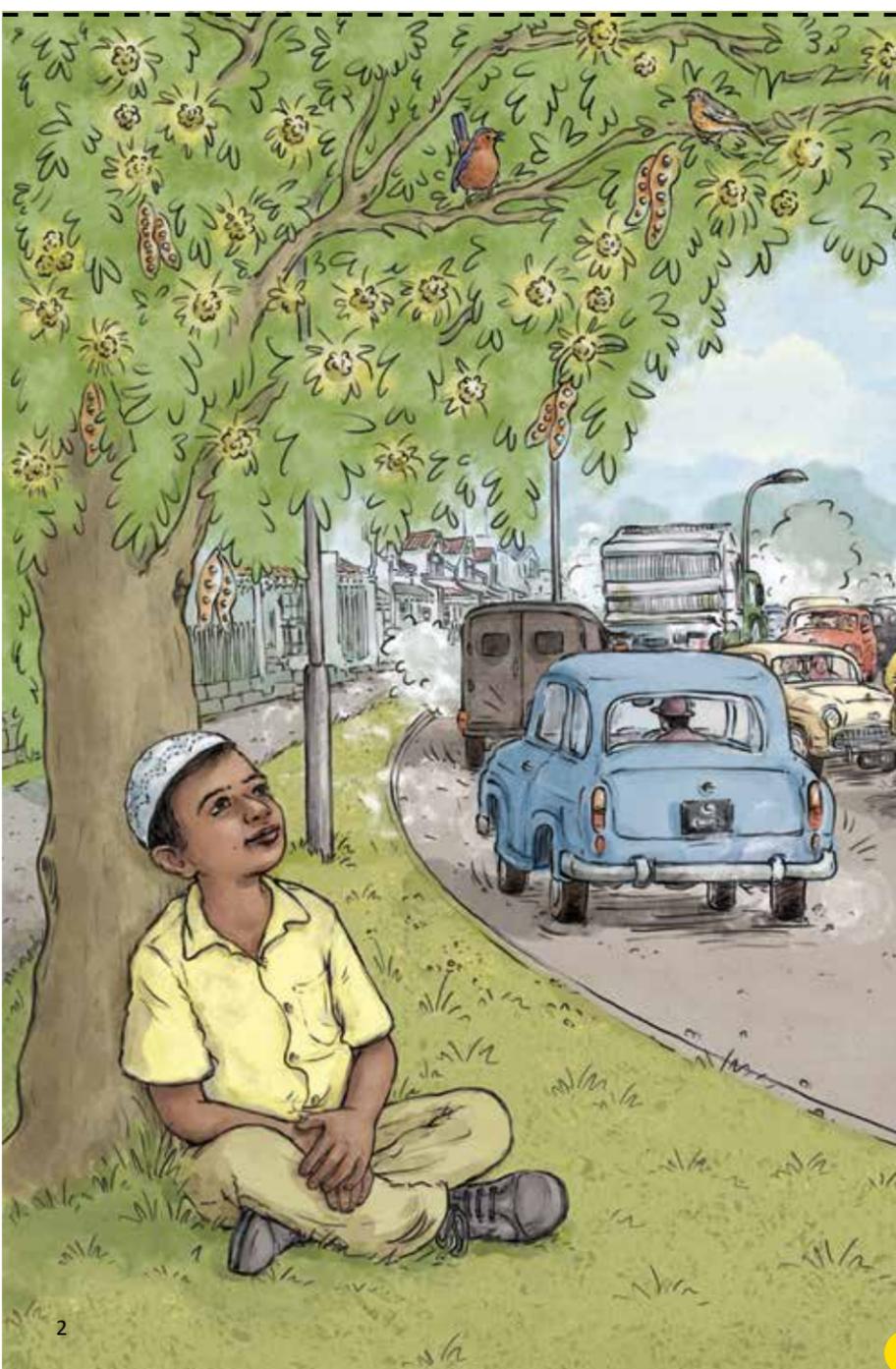


I-braille yindlela ethile yokubhala eyenza oonobumba namanani abhalwe ngamaqhuma amancinane. Abantu abangabonayo batunda i-braille ngokuhambisa iintupha zeminiwe yabo phezu kwala maqhuma. Ngeshwa, zimbaleka kakhulu iincwadi ezifumaneka nge-braille.

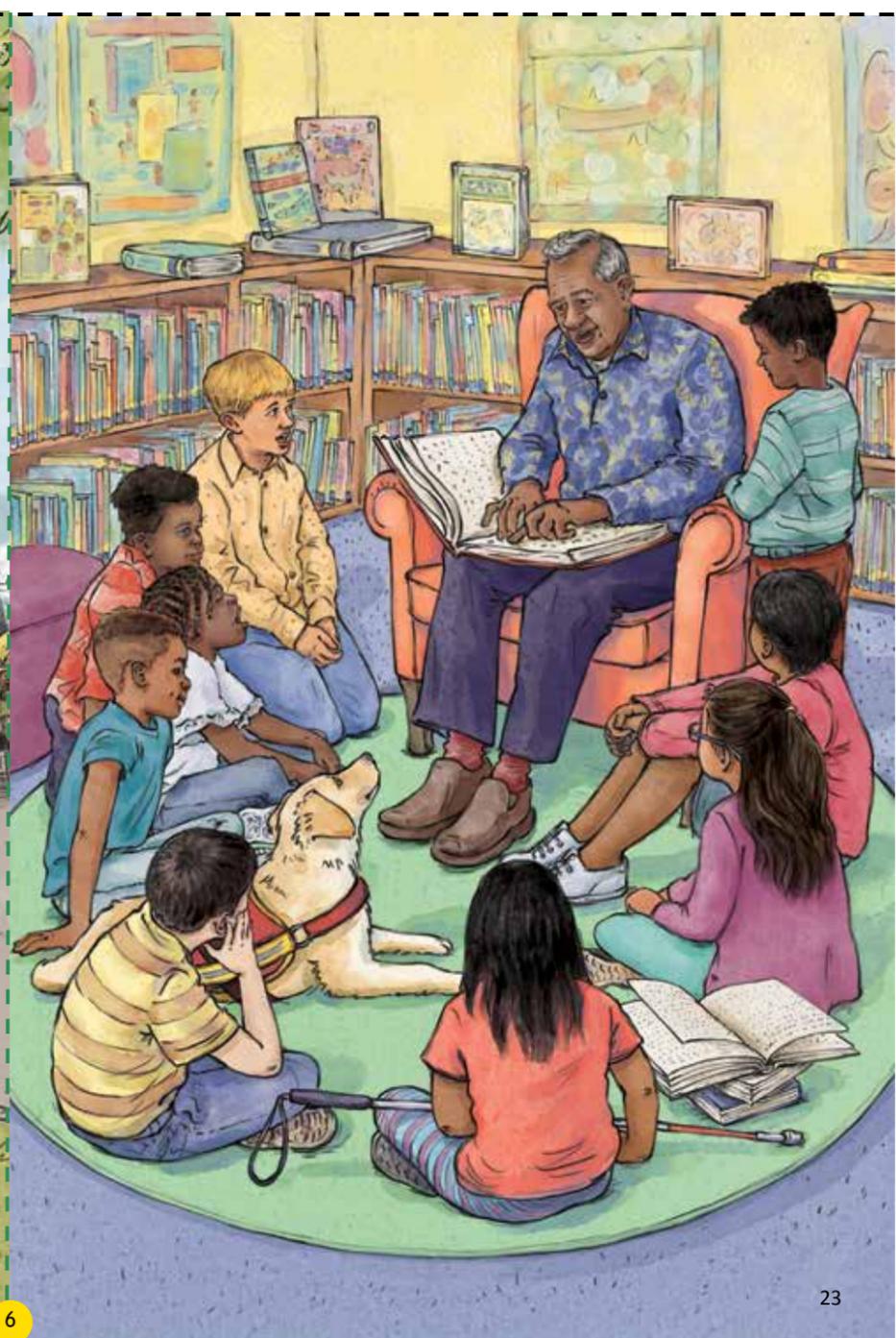
Braille is a form of writing in which letters and numbers are made up of sets of tiny bumps. Blind people read Braille by running their fingertips over these bumps. Unfortunately, very few books are available in Braille.

Wawuva nangakumbi loo mahluke xa wagalisa esiko lweni ngowe-1956. Inxaki yokugala yayikukuba abafundi abazimfama, njengeZak, okanye abangaboni kakuhle, babekufumanisa kunzima ukulesa nokufunda. Kwakunzima kubo ukufumana iincwadi ze-braille.

He felt that difference even more when he started school in 1956. The first problem was that students who were blind, like Zak, or partially sighted, found it difficult to read and learn. They struggled to get their hands on books in Braille.

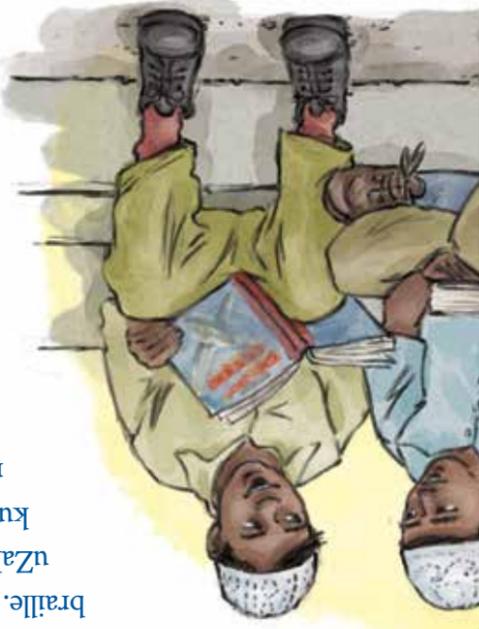


Zak – and many other children like him – wanted his own adventures. He was willing to take a printed book and get it converted into Braille himself, but he couldn't because it was illegal to do so. Zak's friends were reading and discussing books that he couldn't find in Braille. Sometimes, Zak felt ashamed because he had not read these books. He would lie and say that he had read them. But the truth was that, most times, Zak was on the other side of the road, unable to participate.



UZak – nabanye abantwana abaninzi abafana naye – wayefuna awakhe amava. Wayekulungele ukuthatha incwadi eprintiweyo aze acele ukuba igqulelwe kwi-braille, kodwa wayengenakukwazi kuba umthetho wawungavumi.

Abahlobo bakaZak babefunda baze bancokole ngeencwadi awayengazifumani nge-braille. Ngamanye amaxesha, uZak wayesiba neentloni kuba engazifundanga ezi ncwadi. Wayeye axoke athi uzifundile. Kodwa inyaniso kukuba, kumaxesha amaninzi, uZak wayesiba kwelinye icala lendlela, angakwazi ukuthatha inxaxheba.



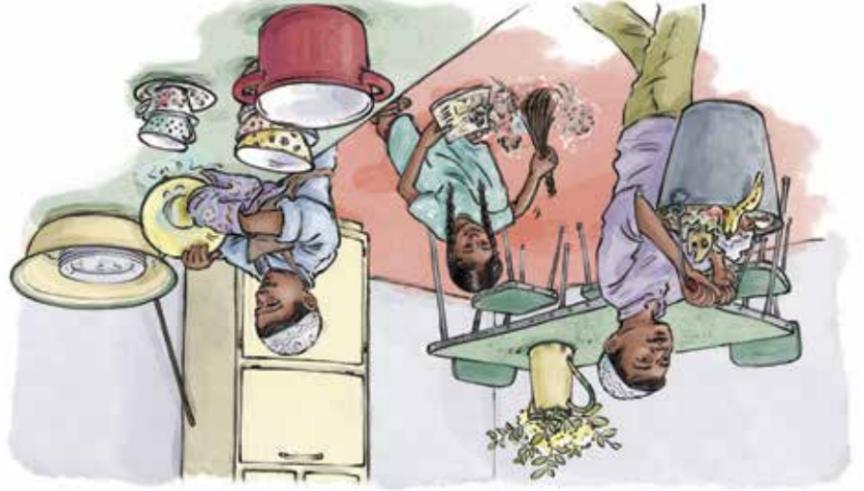
The judgement meant that blind South Africans could have easier access to books in braille. Zak and others like him had not wanted special treatment, they wanted equality, and the ability and freedom to read what everyone else was reading.

Though no longer a young boy, the judgement made Zak feel very excited. He could read all the books he'd always wanted to read. Finally, he was free to cross that road and go on his own adventures, just like everyone else.

Esi sigwebo sasithetha ukuba abemi boMzantsi Afrika abaziimfama babeza kuzifikelela lula noko iincwadi ezibhalwe nge-braille. UZak nabanye abafana naye babengafuni kuphathwa ngendlela ekhethekileyo, babefuna nje ukulingana, nokukwazi kunye nenkululeko yokufunda izinto ezazifundwa ngabanye abantu.

Nangona uZak engaseyonkwenkwana ngoku, esi sigwebo samenza wanemincili kakhulu. Wayeza kukwazi ukufunda zonke iincwadi ekwakukudala efuna ukuzifunda. Ekugqibeleni, wayekhululekile ukuba anqumle indlela aze azifumanele amava ngokwakhe, njengamntu wonke.

Wayethunywya ukuba enze imisebenzi yasekhaya, engxoliswa xa egeza, aze avuzwe xa enze into ende. Ngoko uZak wayengaziva ahlukele kwabanye abantu kangangexesha elide kakhulu. Kodwa mhla wanqumla indlela yedwa, yaza loo nto yabangela umsindo kunokuba yenze kuvuywe, uZak wabona ukuba wayengafani nabanye abantu.



He had chores to do, he was scolded when he was naughty, and he was rewarded when he did something right. So Zak felt no different to anyone else for a very long time. But the day he crossed the road by himself, and was met with anger instead of joy, Zak realised he was different.

Zak was just like any other child in every way. He sat cross-legged on the grass next to a busy road in Verulam.

UZak wayefana nabo bonke abantwana ngento yonke. Wayehleli akhe isathanga engceni ecaleni kwendlela ephithizelayo eVerulam.

Uyabona, yayilixesha elahlulke kakhulu ngoko. UMzantsi Afrika wawuyindawo eyahlulke kakhulu. Ubomi bonyanana wabo babungayi kubda nzima ngenxa yokubda eliNdidiya kuphela, kodwa ngoku wayengaboni futhi. Kodwa xa abazali bakazak bejong'a olu sana lwabo oluyinkwenkwe, babona umntwana ozifanela nje nomkhuluwa nodadewabo omdala. Ngoko bagqibda ekubeni bamphathe kanye ngenidla ababembona ngayo – umntwana nje ofana nabanye.



“Ndibuhlungu ukumixelela ukubda ngenxa ye-menings, ngoku eyayibonakala izimisele – ngelizwi elizimiseleyo lo gqirha wathi, uZak uyimfama.”

Ibali likaZak laqala ngowe-1948. Wayezelwe elusana oluyinkwenkwe olungumqabqaba, kodwa xa wayeneenyanga ezilishumi elinesithandathu ubudala, wosulelwa yi-menings. Nakubda uZak waye wachacha ngokuphela, intsapho yakhe yaphawula ukubda wayesenza izinto ezingaqhelekanga, njengokugqibisa ifanitsihala ngokungathi ebengazi ukubda ilapho. Xa abazali bakazak bamsa kwagqirha – owayeyindoda

Mhla wumbi kukungaboni kwakhe okwabangela ukubda uZak abe sisithethi esiliciko. Wayesebenzisa amagama ukuze azobe umfanekiso ezingqondweni zabantu abamamaleyo. Wayekuthanda ukunikela iintetho nokuthatha inxaxheba kwiingxoxo-mpikiswano. Ibe waphumelela amawonga amaninzi kulo nto.

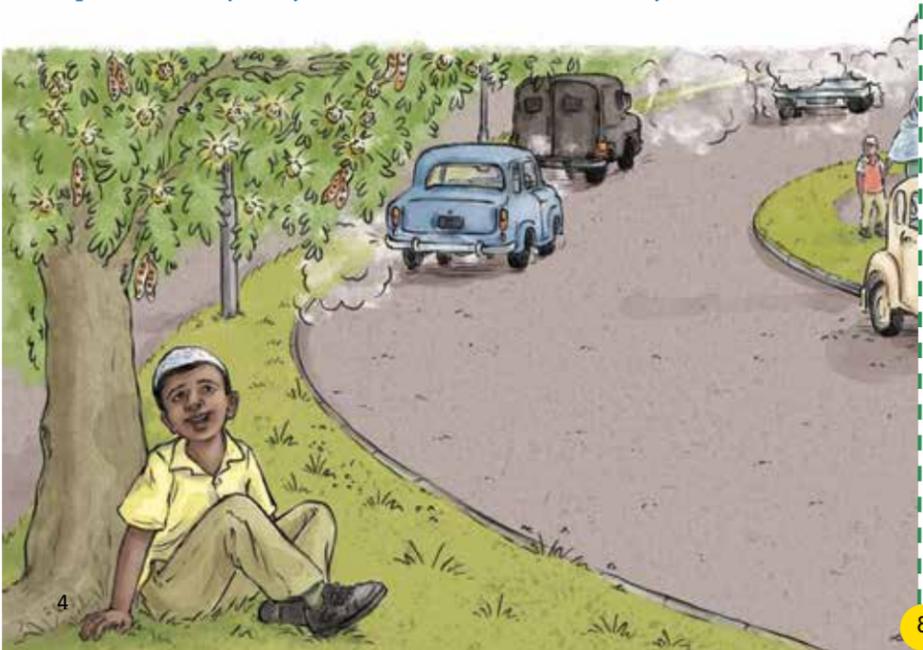


Perhaps it was because of his blindness that Zak became a brilliant speaker. He used his words to paint vivid pictures in the minds of his audience. He loved giving speeches and taking part in debates. And he won many awards for doing so. One day, when Zak was in Grade 8, his brother read him a newspaper article about an award that Zak had won.

Across the road, just a few steps away, there was a wedding reception. He could hear the children laughing and playing. He could hear the women talking and chuckling. And he could smell the delicious aroma of biryani floating across to him.

Zak wondered why he couldn't go to the wedding. His mother and sister were there. Other children were there. Why couldn't he just cross the road and join in the merriment? He was six years old – old enough to cross the road by himself. He would show them all that he could do it.

Ngaphaya kwalo ndlela, kwimitsi nje embalwa ukusuka kuye, kwakukho umsitho womtshato. Wayesiva abantwana behleka kwaye bedlala. Wayesiva namabhinqa encokola kwaye ehlekela phantsi. Kwaye wayesiva nevumba elimnandi lebiryani.



In 2022, Zak worked with Blind SA and SECTION27 to fight against an injustice towards blind people specifically. The South African Constitutional Court found that a copyright law – the same law that had prevented Zak from converting the books he wanted and needed to read into braille – was unlawful because it created unfair barriers between blind people and books.

Ngowama-2022, uZak wasebenzisana noBlind SA noSECTION27 ukuze alwe ukungaphathwa ngobulungisa kwabantu abaziimfama ngokukhethekileyo. INkundla Yomgaqo-siseko yaseMzantsi Afrika yagweba ngelithi umthetho welungelo lobunini kwizinto ezibhaliweyo – laa mthetho owawuthintela uZak ukuba angaguquleli iincwadi awayezifuna nawayezidinga kwi-braille – awuhambisani nomthetho kuba ubeka imiqobo ecinezelayo phakathi kwabantu abaziimfama neencwadi.





This story is an adapted version of *Something special*, published by Cadbury in partnership with Nal'ibali as part of the Cadbury Dairy Milk #InOurOwnWords initiative. Each story is available in the eleven official South African languages. To find out more about the Cadbury Dairy Milk #InOurOwnWords initiative titles go to <https://cadbury.one/library.html>

Eli bali yinguqulelo elungiselelweyo ka-*Into ekhethekileyo* epapashwe nguCadbury ebambisene noNal'ibali njengenxalenye yephulo lika-Cadbury Dairy Milk #InOurOwnWords. Ibali ngalinye lifumaneka ngeelwimi ezili-11 ezigunyazisiweyo zoMzantsi Afrika. Ukufumanisa ngakumbi ngezihloko zephulo lika-Cadbury Dairy Milk yiya ku-<https://cadbury.one/library.html>.

Get story active!

- ★ Look closely at the picture on the first two pages of the story. How many of the following can you find: chickens; eggs; baskets; windows; doors; chimneys.
- ★ Do a word search! Find each of these words in the story and then find what each of them describes: clever, curly, fluffy, hungry, long, speckled.
- ★ Draw a picture of Lady and her six chicks. Give each chick a name. Write each name under a chick's picture or ask someone to write it for you.
- ★ Draw an egg shape on some white cardboard or paper, then cut it out. Decorate your egg by drawing different patterns on it or painting it.

Yenza ibali linike umdla!

- ★ Jonga ngononophelo umfanekiso okumaphepha amabini okuqala eballi. Zingaphi onokuzifumana kwezi: iinkukhu, amaqanda iibhaskithi, iifestile, iingcango, iitshimini.
- ★ Khangela amagama! Khangela ngalinye lala magama ebalini uze ufumane into echazwa lilo ngalinye kuwo: krelekrele, phothekile, mpukumpuku, lambile, nde, namachokoza.
- ★ Zoba umfanekiso kaLady namantshontsho akhe amathandathu. Thiya igama intshontsho ngalinye. Bhala igama ngalinye ngezantsi komfanekiso wentshontsho okanye ucele umntu akubhalele lona.
- ★ Zoba imilo yeqanda kwikhadibhodi okanye ephepheni elimhlophe, uze ulisike ulikhuphe. Hombisa iqanda lakho ngokuzoba iipateni ezohlukeneyo kulo okanye ulipeyinte.

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



UNal'ibali liphulo likazwelonke lokufundela ukuzonwabisa elinjongo yalo ikukuvuselela nokwendiselisa inkcubeko nesithethe sokufunda kuMzantsi Afrika uphela. Ukuze ufumane iinkcukacha ezithe vetshe, ndwendwela ku-www.nalibali.org



Drive your
imagination

Inkuku zikaMakhulu zazizimilo nobungakanani obahlukileyo, kodwa uJasmien wayethanda enye kakhulu ngapheszu kwazo zonke. ULady wayesisikhukukazi esingqoqo. Wayenongele olujikojiko nesila esithe saaa. Ka uJasmien wayezipha inkuku ukutya okuyintsalela, wayesoloko eqinisekisa ukuba uLady ufumana okona kummandi. ULady, ungothethekileyo kum, watsho uJasmien kammandi. “Akufanelekanga ukuba ube nobakhetayo kwabanye,” wangxola uKhulu. Inkuku nganye ikhethekile ngendlela yayo.” Kodwa uJasmien wayengakwazi ukuzinceda. ULady wayengoyena amthanda kakhulu.



Grandmother's chickens came in all shapes and sizes, but Jasmien liked one best of all. Lady was a speckled hen. She had a curly comb and a fanned-out tail. When Jasmien gave scraps to the chickens, she always made sure Lady got first choice. “Lady, you are my special,” Jasmien crooned. “You shouldn't have favourites,” Gran scolded. “Every chicken is special in its own way.” But Jasmien couldn't help it. She loved Lady best.

Something special



Into ekhethekileyo

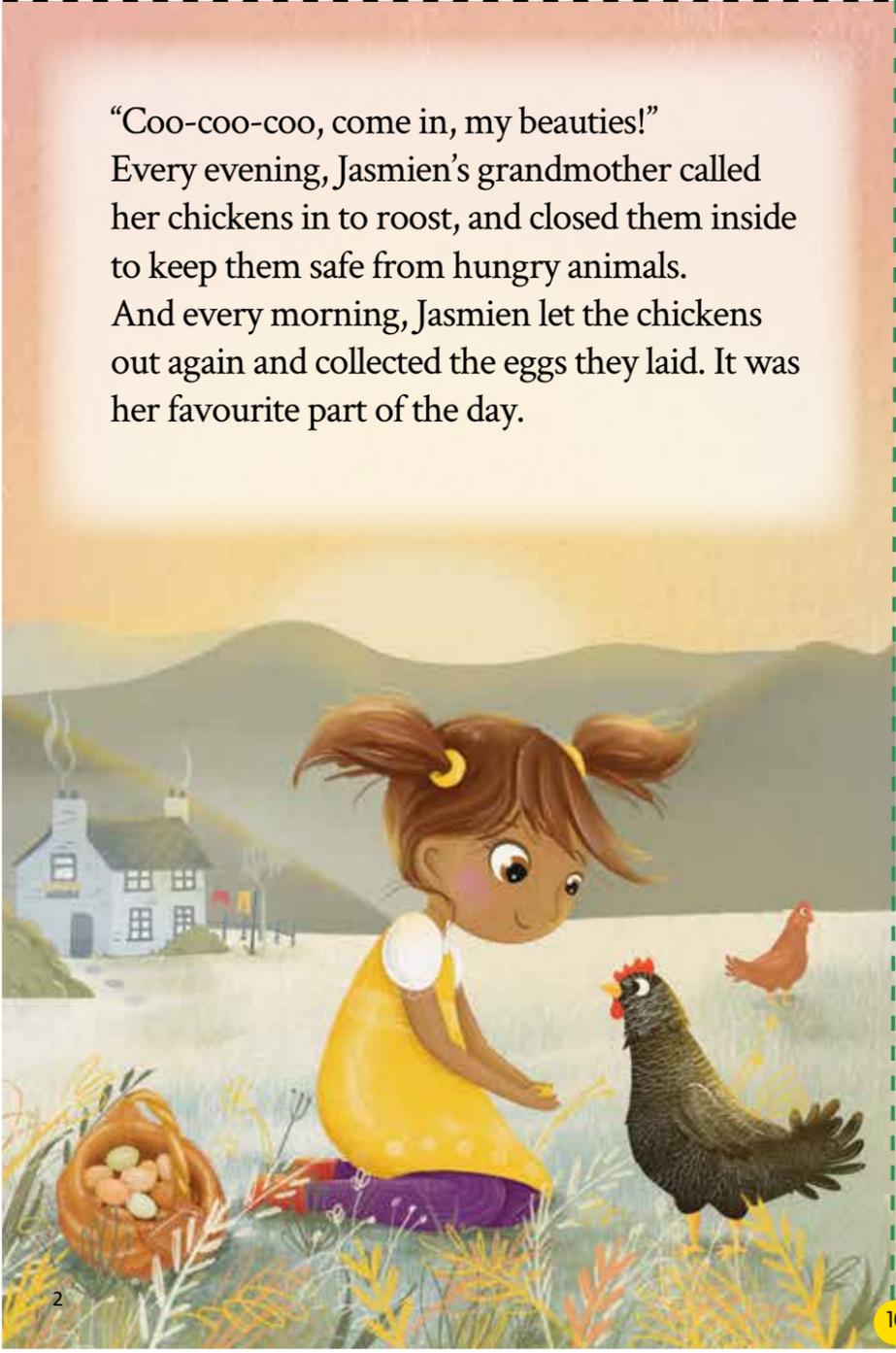
Jacqui Lange • Julie Smith-Belton

Ideas to talk about: Lady was special to Jasmien. What or who is special to you? How are you special? Do you sometimes feel special and sometimes not? Why?

Izinto eningancokola ngazo: ULady wayekhethekile kuJasmien. Yintoni okanye ngubani okhethekileyo kuwe? Ukhetheke njani? Ingaba ngamanye amaxesha uziva ukhethekile kwaye ngamanye ungakhethekanga? Ngoba?



“Tyip-tyip-tyip, ngenani, nina nitshe ngobuhle!” Rhogo ngokuhlwa, umakhulu kaJasmien wayebiza iinkuku zakhe ukuba zize kulala, aze azivalele ngaphakathi ukuzigcina zikhuselekile kwizilwanyana ezilambileyo. Yaye kwintsasa nganye uJasmien wayezivulela kwakhona aze aqokelele amaqanda ezivabekileyo. Eli yayilelona xesha limandi losuku kuye.



“Coo-coo-coo, come in, my beauties!” Every evening, Jasmien’s grandmother called her chickens in to roost, and closed them inside to keep them safe from hungry animals. And every morning, Jasmien let the chickens out again and collected the eggs they laid. It was her favourite part of the day.



One day, Lady disappeared. Jasmien looked everywhere, but Lady was gone. “Maybe a buzzard ate her,” Eddie said. “Or a mongoose?” Jasmien didn’t want to think about that. Ngenye imini, uLady wanyamalala. UJasmien wakhangele kuyo yonke indawo, kodwa uLady wayengekho. “Mhlawumbi isangxa simtyile,” watsho uEddie. “Okanye umhlangala?” UJasmien wayengafuni ukucinga ngaloo nto.

Three long weeks passed without Lady. Until the morning Jasmien went to let the chickens out. She heard a cheep-cheep sound. It was Lady, with six fluffy chicks following her! “Coo-coo-coo,” Gran said. “Clever Lady, hiding away to hatch your eggs!” Now Jasmien had *even more* specials.



Kwadlula iiveki ezintathu zonke engekho uLady. Kwada kwasa uJasmien wayakuvulela iinkuku. Weva isandi sikatswitswi tswitswi. YayinguLady elandelwa ngamantshontsho amathandathu anoboya obuntofontofo! “Tyip-tyip-tyip,” watsho uKhulu. “Lady okrelekrele, uzimele ukuya kuqandusela amaqanda akho!” Ngoku uJasmien wayenezinye ezikhethekileyo.

“Nakum!” wawumelana naye umkhuluwa wakhe.
 “Uncumo lukaZak lwaya luphela xa esithi, “Inye qha into
 endixakayo... yintoni kanye kanye igqwetha?”

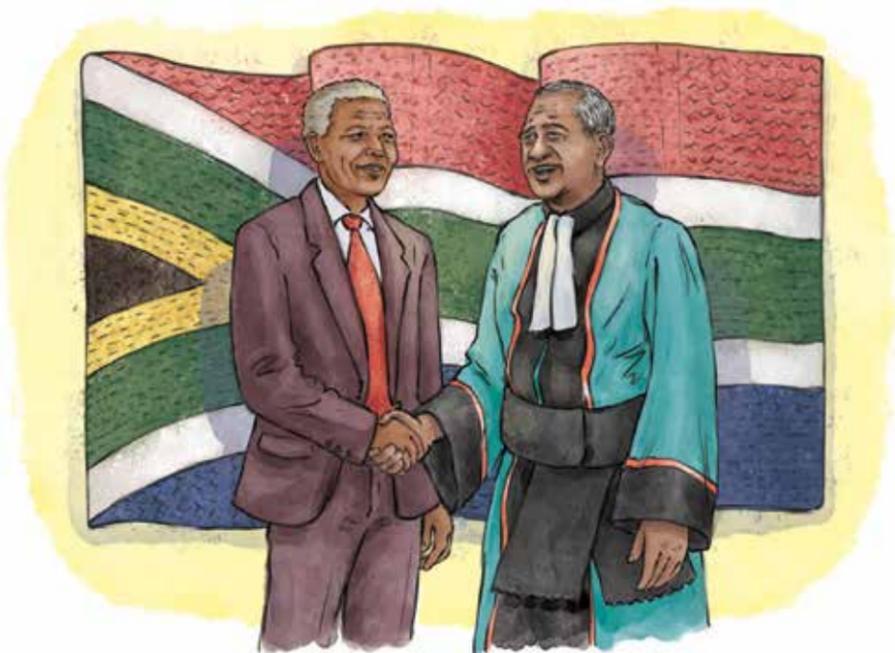
“Litsho nyhani eli phepha? Igqwetha. Itsho kamnandi
 Wathi akuyiva le nto, uZak waziva enelunda waza wancuma.
 Usisithethi esiphume izandla ngokweneene ibe ndiyazi ukuba
 ngenye imini uza kuba ligqwetha eliphume izandla.”

“Me too!” his brother agreed.
 Zak’s smile slowly faded as he said, “Except for one thing ...
 what exactly is a lawyer?”

In the article, Zak’s teacher said, “We are all so proud of him.
 He is such an incredible speaker and I know one day he’ll
 make an incredible lawyer.”
 When he heard this, Zak’s chest swelled with pride and he
 smiled. “Does it really say that? A lawyer. I like the sound of
 that,” Zak said.

Zak became a Justice in South Africa’s Constitutional Court
 in 1998. And even after he retired, Justice Zakeria Yacoob
 continued to fight injustice.

UZak waba yiJaji kwiNkundla Yomgaqo-siseko yaseMzantsi
 Afrika ngowe-1998. Kwanasemva kokuba ethathe umhlala-
 phantsi, uJaji Zakeria Yacoob waqhubeka esilwela ubulungisa.



You see, it was a very different time back then.
 South Africa was a very different place. Not
 only would their son’s life be hard because
 of his Indian race, but now he was also
 unable to see. Yet when Zak’s parents
 looked at their baby boy, they saw a child
 just like his older brother and sister. So
 they decided to treat him exactly as they
 saw him – a typical child.

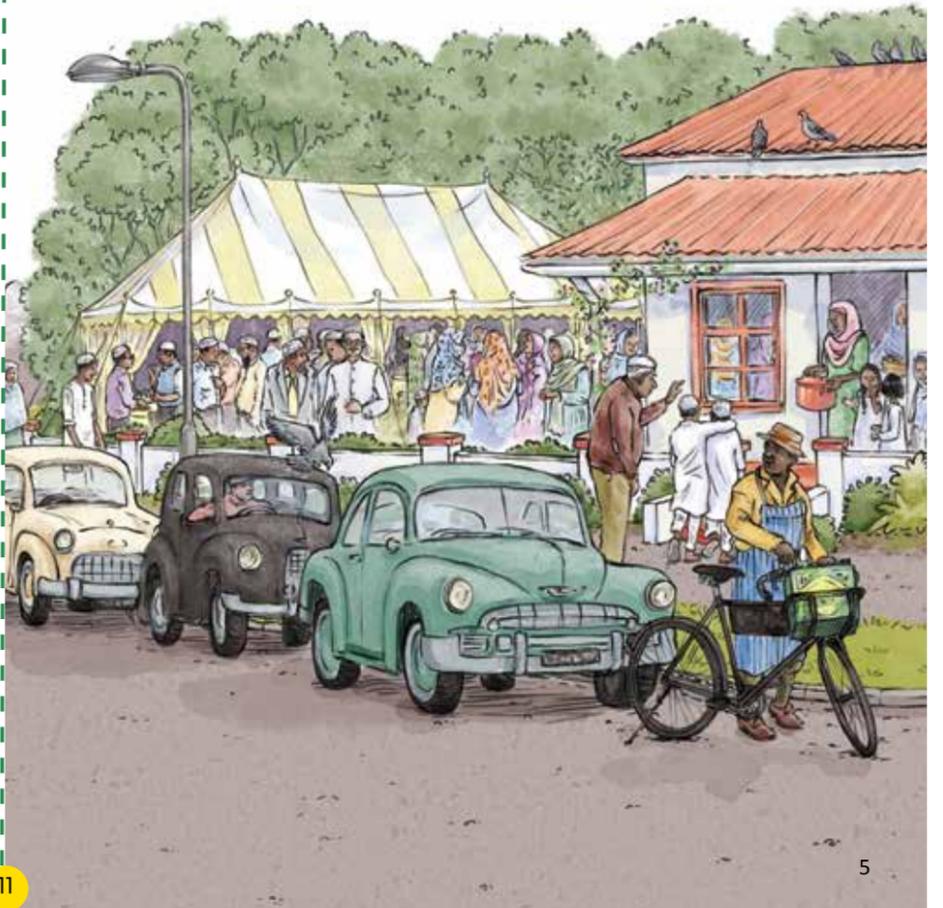
When Zak’s parents took him to a doctor – a very serious-
 looking man – the doctor said in a very serious voice, “I’m
 sorry to say that because of the meningitis, Zak is now blind.”

Zak’s story begins in 1948. He was born a healthy baby
 boy, but when he was sixteen months old, he contracted
 meningitis. Although Zak made a full recovery, his family
 noticed that he was doing strange things, such as walking
 into furniture as if he didn’t know it was there.

These words left Zak’s parents stunned. At that moment, the
 future they had imagined for Zak, dissolved.



UZak wazibuza ukuba kutheni yena engayanga emtshatweni.
 Unina nodadewabo babephaya. Nabanye abantwana
 babephaya. Kutheni engenakunqumla nje indlela aye
 ebumnandini? Wayeneminyaka emithandathu ubudala
 – emdala ngokwaneleyo ukuba anqumle indlela yedwa.
 Wayengabonisa izinto zamehlo.



Kodwa ayizange imvuyise loo nto. Kunoko, waba nomsindo kakhulu. Ewe, uZak wayefana nabo bonke abanye abantwana ngandlelana zonke, ngaphandle kwento enye. UZak wayeyimfama.

But she wasn't happy. In fact, she was furious. Yes, Zak was just like any other child in every way, except one. Zak was completely blind.



Zak stood, dusted the dried grass and sand from his pants and walked over to the curb of the busy road. He was determined. He was going to do it. He was going to cross the road all by himself.

When he was certain there were no cars passing, he stepped off the curb into the road. He walked quickly, yet carefully, not wanting to trip. When his foot touched the pavement on the other side, a huge smile brightened his face. He had done it! He had crossed the road all by himself! He couldn't wait to surprise his mother, certain that she would be happy that her son had proven what a big boy he was.

UZak waphakama, wavuthulula ingca nesanti eyayikwibhluhwe yakhe waza wasondela kudini lwalo ndlela iphithizelayo. Wayezixelele ukuba akabuyi mva. Wayeza kuyenza le nto. Wayeza kunqumla loo ndlela ehamba yedwa.



Xa kanye eqinisekile ukuba akukho moto idlulayo, wangena endleleni. Wahamba ekhawuleza, kodwa echul' ukunyathela, engafuni kukhubeka aze awe. Kuthe xa unyawo lwakhe lufika epavumenteni kwelinye icala, unkabi watsho ngolukablankethe lona uncumo.

Wayeyenzile into abeyifuna! Wayenqumle indlela ehamba yedwa! Wayengathi akasafiki kumama wakhe ukuze amothuse, eqinisekile ukuba wayeza kuyivuyela into yokuba unyana wakhe ebonisile ukuba ukhulile ngoku.



Zak literally couldn't see the differences between people, but he could feel the pain caused by the discrimination based on those differences. He fought for equality and dignity for all people, and the right for everyone to be seen.

After he matriculated, Zak registered at the University College for Indians to study law. Yet again he was confronted by many roads he couldn't cross. Blind and partially-sighted students struggled to find textbooks in braille. But Zak persisted, and by the time he graduated, he was deeply involved in another struggle – the struggle to end apartheid.

Emva kokuba epase imatriki, uZak wabhalisa kwiKholeji Yeyunivesithi YamaNdiya (University College for Indians) eyokufundela umthetho. Nalapho wajongana neendlela ezininzi awayengakwazi kuzinqumla. Abafundi abaziimfama nabangaboni kakuhle babenzinyelwa kukufumana iincwadi zesikolo ezibhalwe nge-braille. Kodwa uZak akazange aphele mandla, ibe wathi ethweswa isidanga, wabe sele engene waphelela komnye umzabalazo – umzabalazo wokuphelisa uRhulumente Wocalulo.

UZak wayengawuboni tu umahluko phakathi kwabantu, kodwa wayeyiva intlungu ebangelwa kukucalulwa ngenxa yalo mahluko. Walwela ukuba bonke abantu balingane kwaye baphathwe ngesidima, kwaye wonke umntu abe nelungelo lokubonwa.

Ngaba uyakuthanda ukudanisa?



Do you love to dance?

Esinye sezona zizathu zokudanisa kukubonisa abanye indlela oziva ngayo uze wabelane nabo ngayo. Abantu – nkqu nezinye izilwanyana – bayatsiba-tsiba, bangqishe kwaye baxhume xa beziva bonwabile, benemincili okanye benomsindo. Kuphinde ke kubekho imidaniso elandela iiphatheni ezithile njengemidaniso eyenziwa ziinkunzi zezilwanyana xa zifuna imazi, okanye imidaniso yohlanga oluthile okanye eyemfazwe.

One of the most basic reasons to dance is to **express your feelings to others and to share it with them**. People – and even some animals – skip, stamp their feet and jump when they feel happy, excited or angry. Then there are also dances that follow set patterns, such as the mating dances of animals or folk dances and war dances.

Nyaka ngamnye ngowama-29 kuEpreli, iKomiti Yomdaniso Yeziko Lemiboniso Yeqonga Lamazwe Ngamazwe (eyinxalenye yeZizwe Ezimanyeneyo) iququzelela imisitho neminyhadala ukuze yabelane nehlabathi liphela ngokuxabiseka novuyo lokudanisa. Le komiti ikhetha umdanisi abe mnye abhale umyalezo omalunga nokudanisa oya kubo bonke abantu ehlabathini. Fumana inkcazelo engakumbi ngale nto kwiwebhusayithi ethi <https://www.iti-worldwide.org/dancecommittee.html>



Umdaniso womkhonto waseFiji (meke wesi)
Fijian spear dance (meke wesi)

On 29 April each year, the Dance Committee of the International Theatre Institute (which is part of the United Nations) arranges events and festivals to share the value and joy of dance with the whole world. The committee chooses one dancer to write a message about dance to people all over the world. Find out more at <https://www.iti-worldwide.org/dancecommittee.html>



Umdaniso wenkunzi nemazi yehemu ngexesha lokubekela
Mating dance of red-crowned cranes



I-ballet ivela eItali.
Ballet developed in Italy.

“Umdaniso yinkululeko, ibe simele sisebenzise inkululeko esiyifumeneyo ukuze sikhulule nabanye ababambekileyo kwiikona ezahlukeneyo zehlabathi. ... Xa sidanisa ngemizimba yethu, sibetha uqulukubhode size sibhijelane, siba ngamandla adibanisa iintliziyo, achukumisa imiphefumlo naphilisayo adingeka kakhulu.”



Ummi waseMzantsi Afrika, uGregory Vuyani Maqoma, obhale umyalezo WoSuku Lomdaniso Lwezizwe Ngezizwe Lowama-2020
South African Gregory Vuyani Maqoma, who wrote the 2020 International Dance Day message



Yonwabela ukudanisa ubomi bakho bonke!
Enjoy a lifetime of dancing!

“Dance is freedom, and through our found freedom, we must free others from the entrapments they face in different corners of the world. ... As we dance with our bodies, tumbling in space and tangling together, we become a force of movement weaving hearts, touching souls and providing healing that is so desperately needed.”



Iflamenco yaseSpeyin
The Spanish flamenco



Umdanisi we-odissi yamaNdiya
Indian classical odissi dancer



Umdaniso we-fusion udibanisa iindlela neentshukumo ezingafaniyo zokudanisa.
Fusion dance combines different dance styles and movements.



I-tango evela kumda ophakathi kweUruguay neArgentina.
The tango developed along the Uruguay-Argentina border.





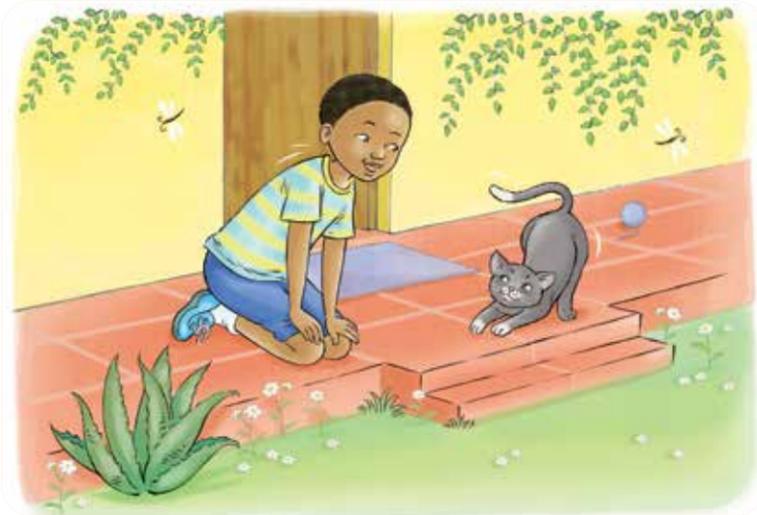
Izilwanyana zinehlebo



Libhalwe nguMbali Nyabane Imizobo izotywe nguJiggs Snaddon-Wood

Kwakukho inkwenkwana egama linguTshego. Yayikuthanda kakhulu ukwazi izinto kodwa inayo nendawana yokungamameli. UTshego wayekuthanda ukubuka iindawo aqalayo ukuya kuzo. Wayebuzza imibuzo ngayo yonke into. "Mama, izilwanyana ziyeva? Mama, izilwanyana ziyayiqonda into esiyithethayo? Mama, izilwanyana ziyakwazi ukuthetha? Mama, kutheni iikati zithanda ukuthi nyawuuu?" Wabuzza oko ke akayeka de umama wakhe wathi makaye kudlala phandle.

UTshego waphuma phandle waza wahlala ecaleni kwekati yakhe, uFrisky. Wajamela uFrisky, waza noFrisky wamjamela oku kwakhe. Yayingathi uFrisky unento afuna ukuyithetha.



"Akwaba bendingathetha nawe uze nawe uthethe nam, Frisky," watsho uTshego. Kodwa uFrisky wavele wathi nyawuuu waza wamfulathela uTshego.

UTshego waphefumlela phezulu. Wayezibuzza ukuba bekunganjani ukuba zonke izilwanyana bezikwazi ukuthetha. Endaweni yokuba izinja zikhonkotho, iikati zithi nyawuuu neentaka zintyiloze, beziza kukwazi ukuthetha zize zichaze le nto ziyifunayo. UTshego wahlekela ngaphakathi akucinga le nto ibe wayesazi ukuba soze yenzeke.

"Tshego?"

UTshego wathuka wabanda akuba igama lakhe, kodwa ke yayinguMama emi emnyango. Wayenxibe umnqwazi wakhe omibalabala awunxiba xa besiya endle. Ngoko nangoko uTshego wakhumbula ukuba babeza kuyohlala ezintendeni endle! "Tshego, upakisha yonke into oyidingayo?" uMama wabuzza.

"Ewe Mama, ndigqibe izolo ebusuku ukupakisha," watsho uTshego encumile.

"Masihambe ke!" watsho unina. "Ndiyabona ukuba utatakho sele egqibezela ukulayisha izinto emotweni."

UTshego wayesazi ukuba kuba mnandi ukuhlala ezintendeni endle. Wayenomdla wokwazi yonke into ngezilwanyana ezazihlala kufutshane nendawo ekumiswa kuyo iintente. Le ntsapho yakhwela emotweni ibe njengoko babehamba ngemoto, uTshego wabala imizuzu de bayokufika kwindawo ekumiswa kuyo iintente.

Indawo ekumiswa kuyo iintente yayintle. Yayijikelezwe yimithi, ibe kuTshego yayingathi alisafiki ixesha lokubuka le ndawo aqala ukuya kuyo. "Tata, ndingayothiza iinkuni esiza kubasa ngazo umlilo ngeli xesha wena umisa iintente?" uTshego wabuzza.

"Licebo elihle elo, kodwa ungayi kude. Andifuni ulahleke kule mithi mingaka," watsho uTata.

"Kulungile!" uTshego wakhwaza njengoko wayebaleka eyokukhangela iinkuni. Kodwa ngenxa yokuba uTshego wayethanda ukwazi izinto kakhulu kwaye enayo nendawana yokungamameli, waya engena phakathi ehlathini engayiqaphelanga nokuyiqaphela loo nto. Wakhangela phantsi kwamagqabi, ngemva kwamatyhe naphazulu emithini ukuze abone zonke izilwanyana ezihlala apha.

Kuthe xa uTshego sele eqokelele inyanda enkulu yeenkuni, wabhekabheka waza wabona ukuba ... ulahlekile! Ngelo xesha, yonke imithi yayibonakala ifana, ibe waqonda ukuba akazuyazi indlela ebuyela kwindawo ekumiswa kuyo iintente.

Kungekudala kwarhatyela, ibe kwakungekho nyanga. UTshego wahlala phantsi, wagoba amadolo akhe azokutsho esifubeni waza waillela phantsi. Uya kuze abafumane phi abazali bakhe kwakhona?

Kuthe kusenjalo uTshego weva amazwi asebezayo kufutshane. Wayeka ukulila waza wabhekabheka. Ngaba abazali bakhe babeye bakwazi ukumfumana? Kodwa yayingabona abazali bakhe aba. Phambi kwakhe kwakumi ihashe elinomkhitha kunye nesikhova esinamehlo amakhulu arawundi.

"Yintoni ingxaki yakho, kwedini? Ulilela ntoni?" sabuzza isikhova.

UTshego wayengazikholelwa iindlebe zakhe. Ngaba nyhani yayisikhova esi sithetha naye?

"U-... uyakwazi ukuthetha?" uTshego wathintitha watsho.

Isikhova sahlekelo ngaphakathi. "Kakade, siyakwazi ukuthetha. Khawutsho ke ngoku, kutheni uhleli wedwa apha ebunmyameni."

"Ndilahlekile bendizothiza iinkuni zokubasa umlilo kwindawo esimise kuyo iintente," watsho uTshego.

"Inoba ulambile," latsho ihashe. Isisu sikaTshego sangxola singqinelana nalo! "Yima apha ndiza kukuphathela into yokutya." Emva koko, ihashe lankunkca lemka. Isikhova sashiyeka silindise uTshego.

Ihashe labuya liphethe isebe elineeapile ezinkulu ezibomvu. UTshego wathi nqwam nqwam iipile zambini waza emva koko waziva ebhetele.

"Mamela ke, ndicinga ukuba ndibabonile abazali bakho kwela cala," latsho ihashe. "Yiza, khwela apha kum emqolo, ndiza kukusa kubo." UTshego wakhwela ehasheni, saza isikhova sabhabha saya kuthi ngcu egxalabeni likaTshego. Bonke bemka betyhubela loo mithi.



Kungabanga thuba lide bafika kwindawo ekumiswa kuyo iintente. UTshego wehla ehasheni waza wazibulela zombini ezi zilwanyana ngokumnceda kwazo. "Ndiza kuphinda ndinibone?" wabuzza.

"Mhlawumbi," saphendula isikhova, emva koko zombini ezi zilwanyana zaphel' emehlweni zibuyela emithini.

"Mama, Tata!" wakhwaza uTshego njengoko wayebaleka eyokubanga kakhulu. Abazali bakhe babebonakala benexhala. "Ndicela uxolo ngokumka ixesha elide kangaka, bendilahlekile. Ngethamsanqa, ihashe elinomkhitha kunye nesikhova esinobubele ziye zandibuyisa apha kuni. Benisazi ukuba izilwanyana ziyakwazi ukuthetha?" UTshego wayengayeki ukuthetha! Umama notata wakhe babekuvuyela kakhulu ukumbona kangokuba bavele bancumelana baza bamanga kwakhona uTshego.

Kwiintsuku ezimbalwa emva koko, yayixesha lokugoduka. Bathe nje ukuba bafike ekhaya, uTshego wabaleka wayokukhangela uFrisky. "Molo, Frisky. Ubundikhumbule?" wabuzza uTshego. UFrisky wazolula waza watsho ngonyawuuu ophantsi. "Ndiyilazi ihlebo lenu," uTshego watsho, "ibe xa ulungele ufuna ukuthetha, ndikhona."

UFrisky wagudla intloko yakhe kwingalo kaTshego waza wayokuhlala phezu kwamadolo akhe. Ibe uTshego waqonda ukuba uFrisky uyiqonde yonke into ayithethileyo!

Yenza ibali linike umdla!

- ★ Wakha walahleka wena kwindawo ongayiqhelanga? Waziva njani? Wayifumana njani intsapho yakho kwakhona?
- ★ Ucinga ukuba izilwanyana ziyayiqonda into esiyithetha kuzo? Kutheni ucinga njalo?

- ★ Khetha nasiphi isilwanyana. Ngoku bhala phantsi imibuzo emibini obungathanda ukusibuzza yona ukuba besikwazi ukuthetha.
- ★ Bhala isiphelo esitsha seli bali. Masithi uFrisky ebeye wathetha noTshego. Ebengathini uFrisky?



Drive your
imagination



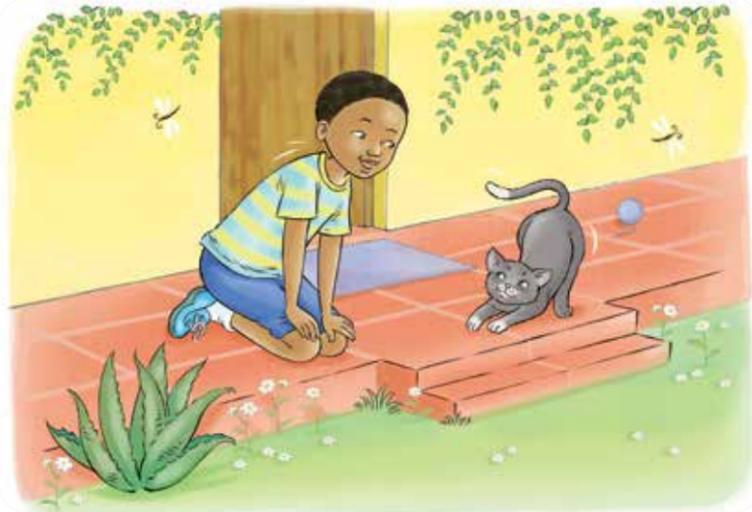
The animals have a secret

By Mbali Nyabane ■ Illustrations by Jiggs Snaddon-Wood



Once upon a time there was a young boy named Tshego. He was very curious and also a bit mischievous. Tshego loved to explore new places. He asked questions about everything. "Mom, can animals hear? Mom, do animals understand what we say? Mom, can animals talk? Mom, why do cats meow?" He went on and on until his mom told him to go and play outside.

Tshego went outside and sat down next to his cat, Frisky. He stared at Frisky, and Frisky stared back at him. It was almost as if Frisky had something to say.



"I wish I could talk to you and that you could talk to me too, Frisky," said Tshego. But Frisky just meowed and turned his back on Tshego.

Tshego gave a big sigh. He wondered what it would be like if animals could talk. Then, instead of dogs barking, cats meowing and birds chirping, they would be able to talk and say exactly what they wanted. Tshego chuckled at the thought and knew that this would never happen.

"Tshego?"

Tshego got such a fright when he heard his name, but it was only Mom standing at the door. She was wearing her colourful outdoor hat. Then Tshego remembered that they were going camping! "Tshego, have you packed everything you need?" Mom asked.

"Yes, Mom, I finished packing last night," Tshego smiled.

"Then let's go!" said his mom. "I can see that your dad is loading the last things into the car."

Tshego knew that camping would be fun. He was curious to find out all about the animals that lived around the campsite. The family got into the car, and as they drove along, Tshego counted the minutes until they arrived at the campsite.

The campsite was beautiful. It was surrounded by trees, and Tshego could not wait to explore this new place. "Dad, can I collect some sticks for a campfire while you set up the tent?" Tshego asked.

"That's a good idea, but don't go too far. I don't want you to get lost amongst all the trees," said Dad.

"Okay!" Tshego shouted as he ran off to find some sticks. But because Tshego was so curious and also a bit mischievous, he wandered deeper and deeper into the forest without even realising it. He looked under leaves, behind rocks and up at the trees to see all the animals that lived there.

Once Tshego had collected a big pile of sticks, he looked around and realised that he was ... lost! By now, all the trees looked the same, and he knew he would not be able to find his way back to the campsite.

Soon it became dark, and there was no moon in sight. Tshego sat down, pulled his knees closer to his chest and cried softly. How would he ever find his parents again?

Then Tshego heard voices whispering nearby. He stopped crying and looked around. Had his parents somehow managed to find him? But it was not his parents. In front of him stood a beautiful horse and an owl with big round eyes.

"What's wrong, young man? Why are you crying?" asked the owl.

Tshego could not believe his ears. Had the owl really just spoken to him?

"You ... you can talk?" Tshego stammered.

The owl chuckled. "Of course, we can talk. Now, please tell us why you are out here all alone in the dark."

"I got lost while collecting sticks for a campfire," said Tshego.

"You must be starving," said the horse. Tshego's stomach growled in agreement! "Wait here and I will fetch you something to eat." At that, the horse trotted off. The owl stayed and kept Tshego company.

The horse returned carrying a branch with big, red apples. Tshego hungrily munched two apples and then he felt much better.

"Now, I think I saw your parents that way," said the horse. "Come, ride on my back, and I'll take you to them." Tshego climbed onto the horse's back, and the owl flew up onto Tshego's shoulder. Together they set off through the trees.



Soon they arrived at the campsite. Tshego jumped off the horse and thanked both animals for their help. "Will I see you again?" he asked.

"Maybe," answered the owl, and with that, both animals disappeared back into the trees.

"Mom, Dad!" shouted Tshego as he ran to give them a big hug. His parents looked worried. "I'm sorry that I was gone for so long, but I got lost. Luckily, a beautiful horse and a kind owl brought me back to you. Did you know that animals can talk?" Tshego could not stop talking! His mom and dad were so happy to see him that they just smiled at each other and gave Tshego another hug.

A few days later, it was time to go home. As soon as they arrived home, Tshego ran to find Frisky. "Hello, Frisky. Did you miss me?" asked Tshego. Frisky stretched and gave a soft meow. "I know your secret," Tshego said, "and when you are ready, you can talk to me."

Frisky rubbed his head against Tshego's arm and then crawled into his lap. And Tshego knew that Frisky had understood every word he said!

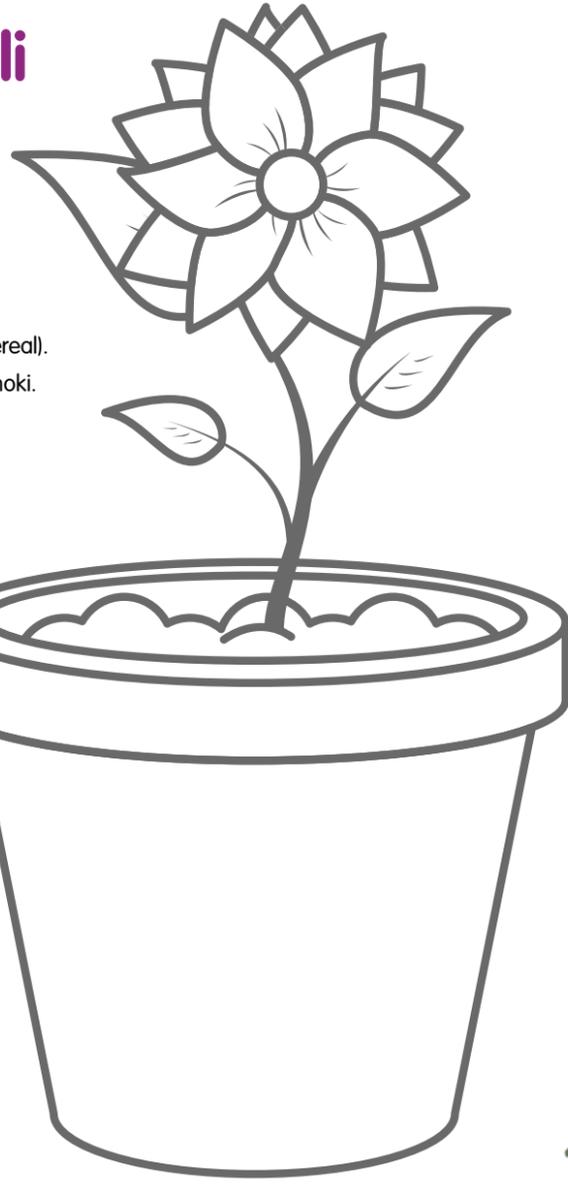
Get story active!

- ★ Have you ever been lost in a strange place? How did you feel? How did you find your family again?
- ★ Do you think animals understand us when we speak to them? Why do you think so?

- ★ Choose any animal. Now write down two questions you would ask it if it could talk.
- ★ Write a new ending for the story. Imagine that Frisky spoke to Tshego. What would Frisky say?

Okokuzonwabisa kwakwaNal'ibali

Nal'ibali fun



1. Yenza umzobo oviwa ngesandla

1. Sika umfanekiso wesityalo uze uwukhuphe.
2. Wuncamathelise kwisiqwenga sekhadibhodi (esinjengebhokisi engasasebenziyo ye-cereal).
3. Fakela imibala kulo mfanekiso usebenzisa iikhrayoni zepensile, iikhrayoni okanye iikhoki.
4. Wenze uvakale ngendlela ethile lo mfanekiso esandleni. Ngokomzekelo:
 - qaba iglu eninzi kumzobo womhlaba. Galela isanti kulo glu.
 - sika ukhuphe uze uncamathelise iphepha elinombala okanye le-crepe phezu kweemilo zamagqabi entyatyambo.
 - hombisa isitya esikuso esi sityalo ngamaqhosha, amaso okanye iglitha.

Make a touch and feel drawing

1. Cut out the picture of the plant.
2. Paste it on a piece of cardboard (like a used cereal box).
3. Colour in the picture using pencil crayons, crayons or kokis.
4. Add texture to the picture. For example:
 - put thick glue over the drawing of the soil. Add sand to the glue.
 - cut out and paste colour or crepe paper over the petal shapes.
 - decorate the plant pot with buttons, beads or glitter.



2. Ngaba ungumbalisi-mabali ophume izandla?

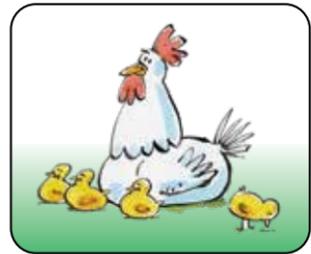
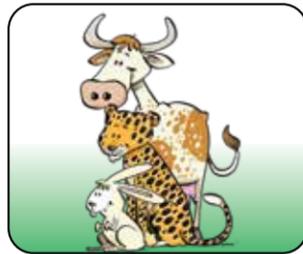
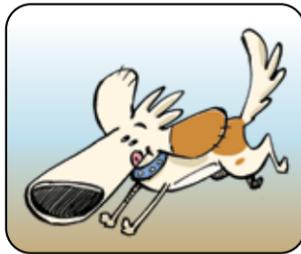
Jonga imifanekiso engezantsi. Ngaba ungakwazi ukuqamba ibali elisekelwe kuyo yonke le mifanekiso okanye kweminye yayo? Ungalibalisela iqela labahlabo bakho ibali lakho, okanye ulibhale phantsi ukuze ulifundele abanye kamva.

- Gqiba ngomfanekiso ofuna ukuvula ngawo ibali lakho.
- Emva koko, jonga eminye le imifanekiso uze ugqibe ngendlela ofuna ukuyilandelelanisa ngayo xa uqamba ibali.
- Ngoku ke, bhala okanye ubalise ibali lakho uze usebenzise amagama ukuzalisa izithuba eziphakathi kwemifanekiso xa uqamba ibali lakho.
- Ngamabali amaninzi kakhulu ohlukileyo onokuwaqamba ngale mifanekiso. Iballi olibhalileyo okanye olibalisayo liza kuxhomekeka kwindlela elandelelana noyisebenzise ngayo imifanekiso, iingcinga onazo nendlela oziyondelelanise ngayo ebalini!
- Mhlawumbi ungathanda ukuyisika imifanekiso oza kuyisebenzisa kwibali lakho.
- Ungalibali ukunika ibali lakho isihloko esinomtsalane.

Are you a star storyteller?

Look at the pictures below. Can you make up a story based on all or some of these pictures? You could tell your story to a group of friends, or write it down so that you can read it to others later.

- Decide which picture you want to use for the start of your story.
- Then, look at the other pictures and decide in what order you could use them to create a story.
- Now, write or tell your story and use words to fill in the gaps between the pictures to create your story.
- Many different stories can be created from the pictures. The story you write or tell will depend on the order you use the pictures in, the ideas you have and how you weave them together into a story!
- You might like to cut out the pictures to use with your story.
- Don't forget to give your story an interesting title.



AbakwaNal'ibali bakhona ukuze bakunike inkuthazo nenkxaso. **Qhagamshelana nathi** nangayiphi na enye kwezi ndlela zilandelayo:

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Produced by The Nal'ibali Trust. Translation by Mosekela Solutions. Nal'ibali character illustrations by Rico.

UMLAZI
EYETHU

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