



The little boy: A story for the teacher in all of us

by Sue Lyle

Once there was a little boy who started school. Each day his teacher would tell him stories. He loved the stories – stories about dragons and princes, about giants and hyenas, witches and fairies. Stories about goodies and baddies, about brave people and cowardly people, about greedy people and generous people. Stories of love and hate, jealousy and cruelty, friendship and loyalty. His imagination was full of places and events, of people and animals that crept into his dreams and his games.

Every morning he looked forward to arriving at school because the teacher would ask him to choose where to put his name card – would he choose a witch or a dragon, a castle or a ship?

And each day he would think about it and put his name beside his choice, and the teacher would ask him, "Why do you like dragons (or castles) best?" He would think about his answer and tell her. He learnt to give reasons for his choices.

Then the teacher would ask all the children to sit on the mat and talk about their choices. He liked hearing the ideas of the other children and sometimes after he had listened to them, he changed his mind and made a different choice. All together they would think of ideas for stories and then he would go and play the stories. He would dress up and play being the monster or the hero. He would take small figures of dragons or witches and create a story.



Then one day the teacher set up a storytelling table and said anyone who wanted to tell her a story could come to the table and she would write down the story. The little boy was excited – he had lots of ideas for stories, so he went to the table and he told the teacher a story and she wrote it down. His story had a dinosaur, a boy and a firefighter – it wove together ideas from all the stories he had heard and played. The next day the teacher read his story to the class and invited the children to act it out as she read it again. And the little boy looked at his words and was happy. He liked acting out his story with others in his class.

Continued on page 8

Umfanyana: Indaba kathisha okithina sonke

ngue Sue Lyle

Kwakukhona umfanyana owayeqala esikoleni. Zonke izinsuku uthisha wakhe wayemxoxela izindaba. Wayezithanda izindaba lezi – izindaba ezimayelana namadragoni namakhosana asebukhosini, imidondoshiya yabantu nezimpisi, abathakathi namaferi. Izindaba ezimayelana nabantu abenza okuhle nabenza okubi, mayelana nabantu abanesibindi nabangamagwala, mayelana nabantu abangamagovu nabantu abaphanayo. Izindaba ezingothando nenzondo, umona nesihluku, ubungani nokwethembeka. Umcabango wakhe wawugcwele izindawo nezehlakalo, abantu nezilwane okwakungena emaphusheni akhe nasemidlalweni ayidlalayo.

Njalo ekuseni wayelangazelela ukuyofika esikoleni ngoba uthisha wakhe wayemcela ukuthi akhethe ukuthi uzolibeka kuphi ikhadi elinegama lakhe – ngabe uzokhethe umthakathi noma idragoni, indlu enkulu eyinqaba noma umkhumbi? Wayecabanga ngakho usuku ngalunye bese ebeka ikhadi elinegama lakhe eceleni kwalokho akukhethile bese uthisha embuza ukuthi, "Kungani uthanda kakhulu amadragoni (noma izindlu ezinkulu eziyinqaba)?" Wayecabanga ngendlela azomphendula ngayo bese emtshela

uthisha. Wayefuna ukunikeza izizathu zalokho akukhethayo.

Uthisha wayecela zonke izingane ukuthi zihlale kumata bese zikhuluma ngalokho ezikukhethile. Wayethanda ukuzwa imiqondo yezinye izingane, kanti ngesinye isikhathi ngemuva kokuba esezilalele, wayeshintsha umqondo wakhe akhethe okwehlukile. Bonke babecabanga imiqondo yezindaba bese behamba beyodlala izindaba lezo. Wayegqoka, adlale ukuba isilwane esesabekayo noma iqhawe. Wayethatha amadragoni noma abathakathi okubunjwe kwakuncane ukuze akhe indaba ngakho.

Ngelinye ilanga uthisha wabeka itafula lezindaba wathi noma ubani ofuna ukuxoxa indaba yakhe makeze etafuleni uthisha bese ebhala indaba leyo. Umfana wayenesasasa – wayenemiqondo eminingi yezindaba, ngakho waya etafuleni waxoxela uthisha indaba, wayibhala phansi. Indaba yakhe yayinedayinaso, umfana nosebenza ukucima imililo – yayihlanganisa ndawonye imiqondo evela ezindabeni zonke ake wazizwa futshi wazidlala. Ngosuku olulandelayo uthisha

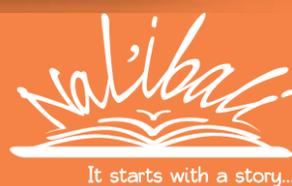
Iqhubeka ekhasini lesi-8



Drive your imagination

Read to me. Again! Again!

Ngifundele. Phinda! Ubuye uphinde!





Drive your imagination

Story stars Just for fun



Three times a week, 30 young Barrydale readers get together to enjoy stories for an hour. The Net vir Pret Reading Club, part of the Nal'ibali network, might be only three months old, but it is already sparking children's interest in storytelling and reading. We spoke to Donna Kouter and Peter Takelo about developing a love of reading in children.

Why is reading for enjoyment important?

Reading for pleasure opens you to new worlds, new feelings and new ideas. It helps overcome prejudice and develops tolerance and kindness. If you only read because you have to – for school or work – you won't get the same rewards.

Can we all help to develop children's literacy?

Yes! If you can't read or write well yourself, it doesn't matter. You can still help the children around you develop literacy by telling them stories – your own stories and those you've heard from other people.

Which books do you think every child should read?

Peter: Definitely *Fransina Vark* – it's a very vivid story that teaches a valuable lesson, and children remember it clearly years later. It taught me to never give up and always try again.

Donna: *Pinocchio*, although the most popular stories among the children at Net vir Pret are about animals!

What are your top tips for starting a reading club?

Make sure that it's FUN from day one. Children will be put off if what you do looks difficult or boring. The stories should be interesting and be about things they can identify with. Also, get the children involved – ask them to make drawings of the characters and events in the story, or to act out the story you have just read, or let the children retell the story in their own words!

How do we inspire others to read for enjoyment?

If you want to encourage others to enjoy reading and listening to stories, start with yourself. If you are enthusiastic, others will follow.



Net vir Pret Reading Club

Abavelele ezindabeni Ukufundela ukuzithokozisa

Kunabafundi abancane abangama-30 baseBarrydale abahlangana kathathu ngesonto ukuze bathokozele izindaba isikhathi esiyihora. I-Net vir Pret Reading Club, iyingxenye yohlelo lwakwaNal'ibali; noma inezinyanga ezintathu nje, kodwa seyokhela inhlansi ezinganeni ngokuxoxa nokufunda izindaba. Sixoxe noDonna Kouter noPeter Takelo ngokuthuthukisa uthando lokufunda ezinganeni.

Kubaluleke ngani ukufundela ukuzithokozisa?

Ukufundela ukuzithokozisa kukuvulela imihlaba emisha, imizwa emisha nemiqondo emisha. Kusiza ukuthi unqobe ukubandlulula abanye futhi kuthuthukisa ukubekezelelana nokuba nomusa. Uma ufunda ngoba uphoqelekile ukuba ufunde – esikoleni noma emsebenzini – angeke uthole imivuzo efanayo.

Ngabe singakwazi sonke yini ukuthuthukisa ukwazi ukufunda nokubhala kwezingane?

Yebo! Akunandaba noma wena ungakwazi ukufunda nokubhala kahle. Usengakwazi ukusiza izingane eziseduze nawe ukuthi zithuthukise ukwazi ukufunda nokubhala ngokuzixoxela izindaba – izindaba zakho kanye nalezo ozizwe kwabanye abantu.

Yiziphi izincwadi ocabanga ukuthi ingane ngayinye kumele izifunde?

UPeter: Noma kanjani u-*Fransina Vark*, – indaba enemifanekiso esobala efundisa isifundo esihle kakhulu, futhi izingane ziyikhumbula kahle sekuyiminyaka eminingi zayifunda. Yangifundisa ukuthi ngingalahlali ithemba nokuthi angihlale ngizama futhi.

UDonna: U-*Pinocchio*, noma izindaba ezithandwa kakhulu e-Net vir Pret zimayelana nezilwane!

Yimaphi amacebo akho ahamba phambili okuqala ithimba lokufunda?

Qinisekisa ukuthi NIYATHOKOZA kusukela ngosuku lokuqala. Izingane zizophelelwa umdlandla uma lokho enikwenzayo kubukeka kunzima noma kunesicefe. Izindaba kumele zihlabe umxhwele futhi zibe ngezinto ezingane ezikwazi ukuxhumana nazo. Futhi, bandakanyani izingane kuzo – ziceleni ukuthi zenze imidwebo yabalingiswa nezehlakalo ezisendabeni, noma ukuthi zilingise indaba eniqeda ukuyifunda, noma nivumele izingane ukuthi ziphinde zixoxe indaba ngamagama azo!

Sibenza kanjani abanye ukuthi babe nentshisekelo yokufundela ukuzithokozisa?

Uma ufuna ukukhuthaza abanye ukuthi bathokozele ukufunda nokuthi balalele izindaba, qala ngawe. Uma unomdlandla, nabanye bazokulandela.

Across the country, individuals and organisations are finding ways to make reading and writing part of children's daily lives. To say thank you, our featured **Story Stars** will receive meal vouchers* courtesy of **Wimpy** to enjoy with the children in whose lives they are making a difference.

* For terms and conditions that apply, go to www.nalibali.org/story-stars.



Ezweni lonke, umuntu ngamunye kanye nabezinhlangotho bathola izindlela zokwenza ukufunda nokubhala kube yingxenye yempilo yezingane yansuku zonke. Ukuze sibabonge, **Abavelele Ezindabeni** okubhalwe ngabo bazothola amavawusha okudla* ngezilokotho ezinhle zakwaWimpy ukuze bawathokozele nezingane abenza umehluko ezimpilweni zazo.

* Ukuze uthole imigomo nemibandela esebenzayo, iya ku-www.nalibali.org/story-stars.

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.

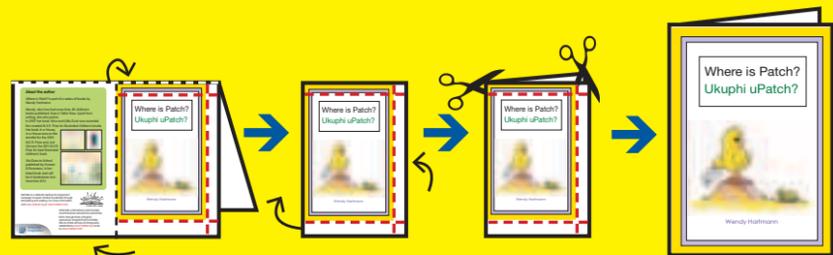
Ku-SAfm ngoMsombuluko, ngoLwesithathu nangoLwesihlanu kusukela ngo-1.50 emini ukuya ku-2.00 emini.

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.



He walked in a circle. Round and round
and round.
Wahamba elandela isiyingi!
Wazungeza, wazungeza, wazungeza.



When Tuff reached the bottom, he
looked for Patch.
Wathi uma uTuff efika phansi, wabheka
uPatch.



About the author

Where is Patch? 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 will be in bookstores from November 2013.

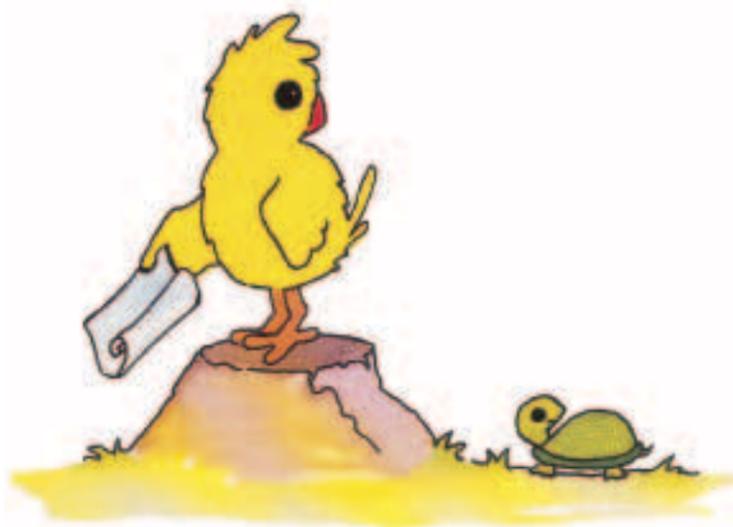


Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



UNal'ibali umkhankaso wokufundela ukuzithokozisa kazwelonke wokokhela lokho okungenziwa yizingane ngokuxoxa nangokufunda izindaba. Ukuze uthole eminye imininingwane, vakashela ku-www.nalibali.org noma ku-www.nalibali.mobi

Where is Patch?
Ukuphi uPatch?



Wendy Hartmann

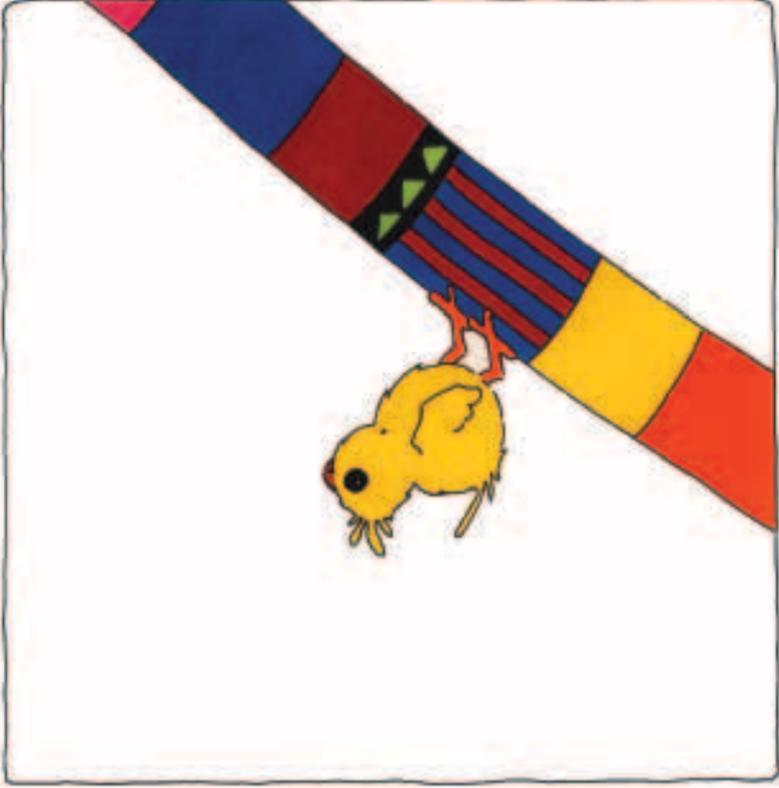


Tuft looked everywhere, but he could not find his pet python.
UTuft wabhaka yonke indawo, kodwa akayibonanga inhlwathi yakhe esingumngani.



Fold

He walked down,
down,
down.
Wahamba wehla,
wehla,
wehla.

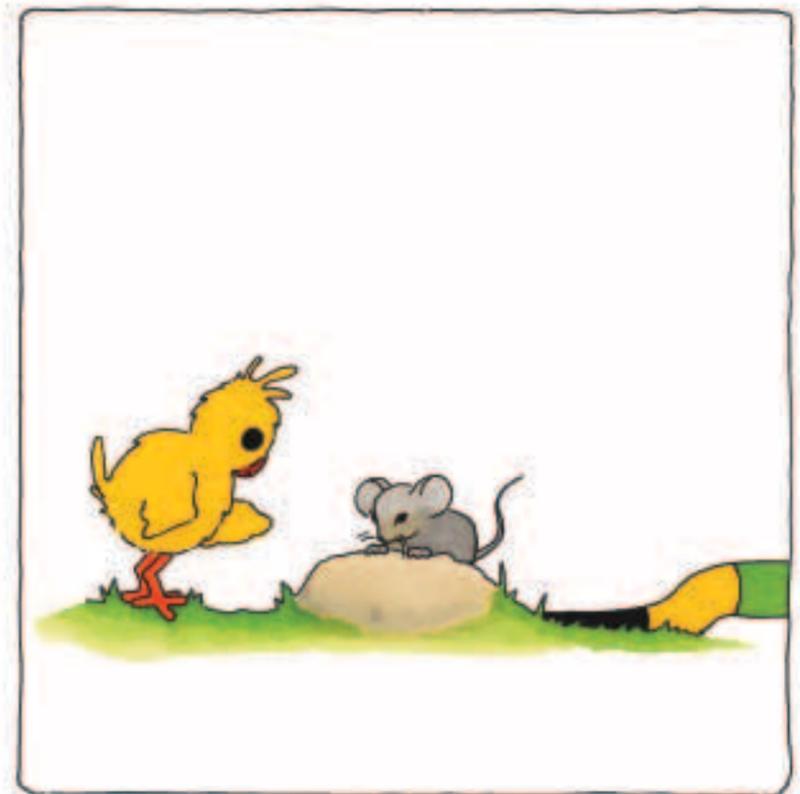


"Where is my pet python?" asked Tuft.
"I have looked everywhere."

"Ikuphi inhlwathi yami eyisilwane esingumngani?" kubuza uTuft.
"Sengibheke yonke indawo."

Fold

When Tuff reached the top, he looked for Patch.
 "I can't see him anywhere," he said.
 Wathi uma uTuff efika phezulu, wabhaka uPatch.
 "Angimboni ndawo," kusho yena.



"Have you seen Patch?"
 "No," said the little mouse, "but follow that path."
 "Ngabe nike nambona uPatch?"
 "Cha," kusho igundanyana, "kodwa landela leya ndlela."

Fold

5

Fold

He started to cry.
 Wagala ukukhala.



wakhuphuka.
wakhuphuka,
Wahamba wakhuphuka,

up.
up,
He walked up,



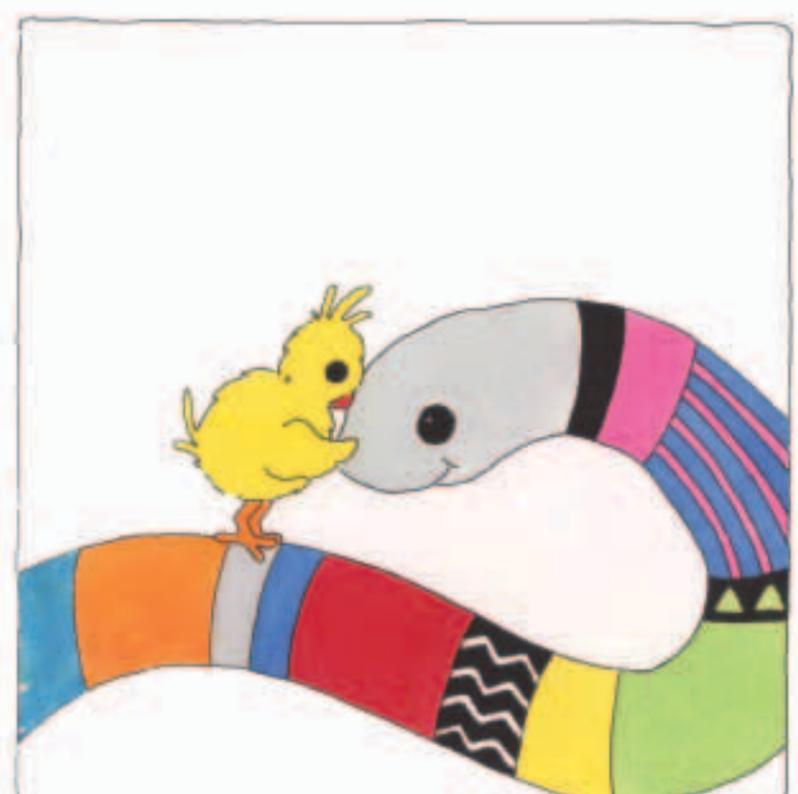
Fold

“Sawbona,” kusho uPatch. “Ungakhali.
Bengikuhlile. Ubhamba phezu kwami
sonke lesi sikhathi!”

“Hello,” said Patch. “Don’t cry. I have been
waiting for you. You have been walking on
me all the time!”



Tuft followed the path.
“Patch! Patch!” he called. “Where are you?”
UTuft walandela indlela.
“Patch! Patch!” ememeza. “Ukuphi?”



Tuft hugged his pet python.
“Oh, Patch,” he said. “I am so glad I found you.”
UTuft wagona inhlwathi yakhe eyisilwane
esingumngani.
“O, Patch,” kusho yena. “Ngiyajabula ukuthi
ngikutholile.”

Fold 6



Get story active!

Where is Patch? 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 Tuft.) Look, there is Tuft. What kind of animal do you think he is?
- **page 3:** Can you find the path?
- **page 5:** (Point with your finger to show the direction Tuft is walking in.) Look, Tuft is walking *up* the path.
- **page 6:** Can you see Patch anywhere? Where do you think he might be?
- **page 7:** (Point with your finger to show the direction Tuft is walking in.) Look, Tuft is walking *down* the path.
- **page 8:** Do you think Tuft can see Patch anywhere?
- **page 9:** (Point with your finger to show the direction Tuft is walking in.) Look Tuft is walking *around* and *around*.
- **page 10:** How do you think Tuft feels?
- **page 12:** Look, Patch was the path!
- **page 13:** How do you think Tuft feels now?
- **pages 14 and 15:** Let's trace the way Tuft went with our fingers. (Point with your finger to show the direction Tuft walked in.) He walked along the path, then up and down, and then round and round until he found Patch.



Yenza indaba ihlabe umxhwele!

Ukuphi uPatch? yindaba ebhalelwe ikakhulukazi izingane ezisencane. Lapha ngezansi kukhona amacebo eningawazama ngesikhathi nifunda nazo indaba. Zikhombise imininingwane esesithombeni nasendabeni ngokuphawula ngakho noma ngokubuza imibuzo. **Isibonelo:**

- **ikhasi lesi-2:** (Khomba uTuft.) Bheka, nanguya uTuft. Ucabanga ukuthi uwuluphi uhlobo lwesilwane?
- **ikhasi lesi-3:** Ungayithola indlela?
- **ikhasi lesi-5:** (Khomba ngomunwe wakho ukuze ukhombise indlela ehanjwa nguTuft.) Bheka, uTuft uyahamba *wenyuka* ngendlela.
- **ikhasi le-6:** Ngabe kukhona la nibona khona uPatch? Ngabe nicabanga ukuthi ukuphi?
- **ikhasi le-7:** (Khomba ngomunwe wakho ukuze ukhombise indlela ehanjwa nguTuft.) Bheka, uTuft uyahamba *wehla* ngendlela.
- **ikhasi lesi-8:** Ngabe ucabanga ukuthi kukhona yini lapho uTuft ebona khona uPatch?
- **ikhasi lesi-9:** (Khomba ngomunwe wakho ukuze ukhombise indlela ehanjwa nguTuft.) Bheka, uTuft uyahamba *uyazungeza*.
- **ikhasi le-10:** Nicabanga ukuthi uzizwa kanjani uTuft?
- **ikhasi le-12:** Bhekani, uPatch ubeyindlela!
- **ikhasi le-13:** Nicabanga ukuthi uzizwa kanjani manje uTuft?
- **ikhasi le-14 nele-15:** Ake silandele indlela ehanjwe uTuft ngeminwe yethu. (Khomba ngomunwe wakho ukuze ukhombise indlela ehanjwa nguTuft.) Wahamba walandela indlela, wase ekhuphuka waphinde wehla, wakhuphuka waphinde wehla, wase ezungeza waphinde wazungeza waze wathola uPatch.

Here are some ideas for using *Where is Patch?* with older children.

- Let them read the book in their mother-tongue first and then in the other language of the supplement.
- Encourage them to write and illustrate their own story using the characters Tuft and Patch. Once they have finished, suggest that they read it to a younger child.



Nanka amanye amacebo eningawasebenzisa endabeni ethi, *Ukuphi uPatch?* nezingane ezindadlana.

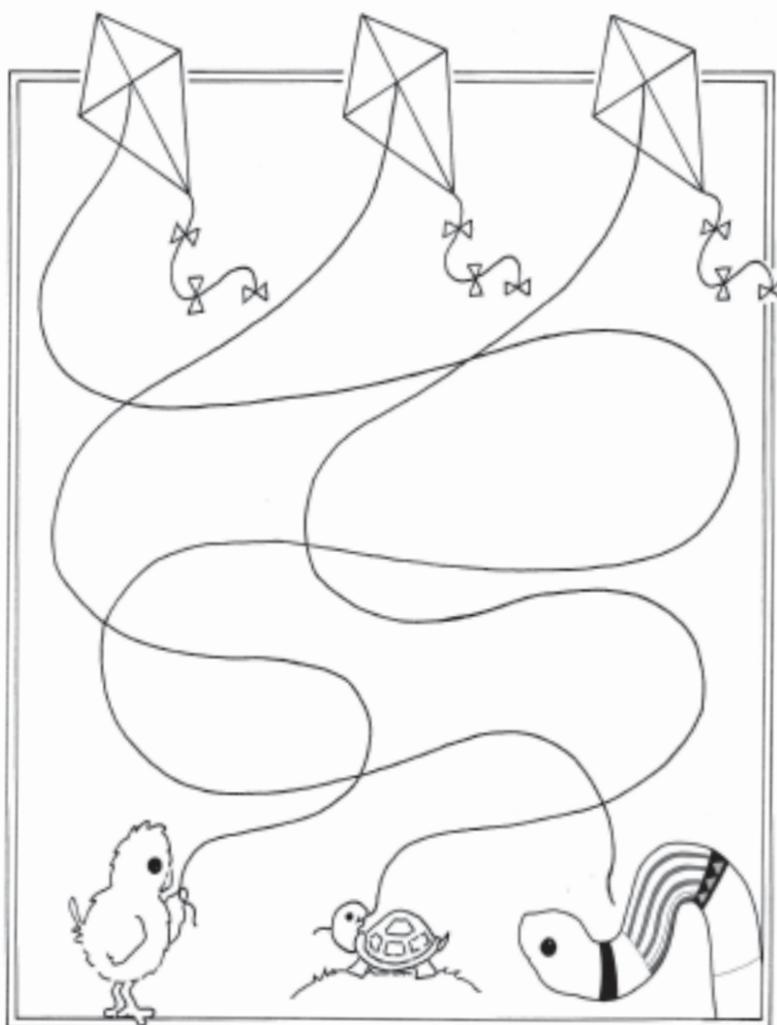
- Zivumele ukuthi ziqale ngokufunda incwadi ngolimi lwasekhaya kuqala bese ziyifunda ngolunye ulimi lwesithasiselo.
- Zikhuthaze ukuthi zibhale futhi zidwebele indaba yazo imifanekiso zisebenzisa abalingiswa abakuTuft noPatch. Uma seziqedile, yenza isiphakamiso sokuthi zifundele izingane ezincane.

Can you help Tuft and Patch?

The kite strings have got mixed up. Work out which kite belongs to Tuft, Patch and the tortoise. Then colour in the kites to match the animals.

Ngabe ungakwazi ukusiza uTuft noPatch?

Kuxabene izintambo zamakhayithi. Tholani ukuthi iliphi ikhayithi likaTuft, elikaPatch nelofudu. Bese nihlobisa ngombala amakhayithi ukuze ahambisane nezilwane.



Reading club corner

Here are some days to celebrate at your club in November! Choose one or two of these special days and then find stories related to the days to tell or read to the children. Encourage them to draw pictures inspired by the story and to write about it – or even to write their own story.

- **1–30 November** International Picture Book month
- **13 November** World Kindness Day
- **14 November** Astrid Lindgren's birthday (award-winning Swedish children's author who wrote the well-known *Pippi Longstocking* chapter books)
- **15 November** Children's Grief Awareness Day
- **21 November** World Hello Day

Ikhona lethimba lokufunda

Nazi ezinye izinsuku enizozigubha ethimbeni lokufunda ngoNovemba! Khethani usuku olulodwa noma ezimbili kulezi zinsuku ezikhethekile bese nithola izindaba ezihambisana nalezo zinsuku enizozixoxa noma enizozifundela izingane. Zikhuthaze ukuthi zidwebe izithombe ezisuselwa endabeni nokuthi zibhale ngayo – noma ukuthi zibhale indaba yazo.

Umhla ka-1 ukuya mhla ka-30 Novemba

Inyanga Yomhlaba Wonke
Yezincwadi Ezinezithombe

**Umhla ka-13 Novemba
Umhla ka-14 Novemba**

Usuku Lomhlaba Lokuba Nomusa
Usuku lokuzalwa luka-Astrid Lindgren (umbhali wezincwadi zezingane ozuze imiklomo waseSweden owabhala izincwadi ezaziwayo eziyazahluko ezithi: *Pippi Longstocking*)

Umhla ka-15 Novemba

Usuku Lokwazisa Ngokuhlukumezeka Kwezingane

Umhla ka-21 Novemba

Usuku Lomhlaba Lokuthi Sawubona (Hello)



Josh



Dintle



From page 1

The next year, the little boy moved to a new grade and a new teacher. This teacher didn't ask him to make any choices at the beginning of the day. She just read out the names from the register and asked him to listen for his name and say, "Yes, Miss Jones!" when he heard it. He missed his old teacher and wondered what the children in her class were doing.

Then his new teacher said, "Today I have new books for you to read." The little boy was excited. He loved to hear stories and was eager to see the new books. The teacher gave him his reading book. It didn't look very exciting. Then she slowly read the book to him. It didn't have many words and the teacher stopped to sound out the letters in the words. It wasn't a story like he had had before where he could imagine himself as a king or a big bad wolf. The little boy was disappointed. He missed the stories from his old classroom.

Then one day the new teacher said, "Today we're going to write a story."

"Oh good!" thought the little boy. He loved to write stories. He picked up a pencil and began to draw his story.

"Wait," said the teacher. "I haven't told you what to do yet." The little boy was full of ideas, but he stopped what he was doing and listened to the teacher. The teacher gave out a sheet of paper with pictures on it. She told the children to look at the pictures and write the words to make the story.

The little boy looked at the pictures. They showed a boy walking along the road to the shop to buy something. He didn't like this story. His mind was full of tales of pirates and treasure, but the teacher didn't ask him about his ideas. The little boy wondered why they all had to write the same story, but he didn't say anything. He sat there and looked at the pictures, but he didn't want to write the story.

And pretty soon the little boy stopped telling his own stories and learnt to do what the teacher told him to do. He stopped looking forward to having his stories written down for him. He forgot how he loved to listen to stories and act out his stories with his friends. Instead, he got used to reading the reading books that his teacher gave him and he only wrote what the teacher told him to write about. ✨

Tell us if you liked the story, *The little boy* – SMS "Bookmark" with your name and your comments to 32545. R1,00 per SMS.

Sitshele ukuthi ngabe uyithandile yini indaba ethi, *Umfanyana* – thumela nge-SMS u-"Bookmark" negama lakho nalokho ofisa ukukusho ku-32545. I-SMS ibiza u-R1,00.



Kusukela ekhasini loku-1

wafundela ikhosi indaba yakhe wacela izingane ukuthi ziyilingise ngesikhathi ephinda ukuyifunda. Umfanyana wabuka amagama okwakumele awafunde wajabula. Wayethanda ukulingisa indaba yakhe nabanye ekhasini.

Ngonyaka olandelayo, umfanyana waya ebangeni elisha nakuthisha omusha. Lo thisha wayengamceli ukuthi akhethe okuthile ekuqaleni kosuku. Wayevele afunde amagama kurejista amtshela ukuthi akalalele uma kubizwa igama lakhe bese ethi, "Yebo, Nkosazana Jones!" uma elizwa libizwa. Wayekhumbula uthisha wakhe omdala futhi wayezibuza nje ukuthi kazi zenzani izingane ezisekhasini lakhe elidala.

Uthisha wakhe wayesethi, "Namhlanje, nginezincwadi zokufunda ezintsha." Wajabula umfanyana. Wayethanda ukuzwa izindaba futhi wayelangazelela ukubona izincwadi ezintsha. Uthisha wakhe wamnika incwadi azoyifunda. Yayingabukeki imnandi. Uthisha wase emfundela

incwadi kancane. Yayingenawo amagama amaningi futhi nothisha wayede ema ukuze azwakalise izinhlamvu ezithile zamagama. Kwakungeyona indaba efana nayeke wayizwa ngaphambilini lapho ayeke azicabange khona eyinkosi noma eyimpisi enkulu embi. Wadumala umfanyana. Wakhumbula izindaba zasekhasini lakhe elidala.

Ngelinye ilanga uthisha omusha wathi, "Namhlanje sizobhala indaba."

"Ngingci!" kucabanga umfanyana. Wayekuthanda ukubhala izindaba. Wathatha ipensela waqala ukudweba indaba yakhe.

"Yima," kusho uthisha. "Angikakutsheli ukuthi wenzeni." Umfanyana wayenemiqondo eminingi, kodwa wayeka lokho ayekwenza walalela uthisha. Uthisha wakhipha iphepha elinezithombe. Watshela izingane ukuthi zibuke izithombe bese zibhala amagama ukuze zakhe indaba.

Umfanyana wabuka izithombe. Zazikhombisa umfana ohamba emgwaqweni oyothena okuthile esitolo. Akayithandanga le ndaba. Umqondo wakhe wawugcwele izindaba zezigcwelegcwele zasolwandle nengcebo, kodwa uthisha akazange ambuze ngemiqondo anayo. Umfanyana wazibuza ukuthi kwakungani kwakudingeka ukuthi bonke babhale indaba efanayo, kepha akashongo lutho. Wahlala lapho wabuka izithombe, kodwa wayengafuni ukubhala indaba.

Kungekudala umfanyana wafunda ukuyeka ukuxoxa izindaba zakhe wafunda ukwenza lokho uthisha athe akakwenze. Wayengasakulangeleli ukubhalelwa izindaba. Wakhohlwa ukuthi wayekuthanda kanjani ukulalela izindaba nokuzilingisa nabangani bakhe. Kunalokho, wajwayela ukufunda izincwadi zokufunda ayezinikezwa uthisha wakhe, futhi wayebhala lokho uthisha athi akabhale ngakho. ✨

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