



Aga bjoko bja ngwana wa gago!

Go bala mmogo ke tsela e atlegago yeo e dirago gore batswadi le masea a bona ba be le tswalano ya kgauswi le go tsebana gabotse. Go bala mmogo gape go aga bjoko bja ngwana goba lesea gomme go hlamelala menagano ya bona go ithuta dilo tše dikgolo gore ba tle ba kgone go atlega mo bophelong!

MATSWALO GO YA GO DIKGWEDI TŠE 6

1. Leka go šomiša dipuku tša diswantšho tše dikgolo le tše bonolo goba dinepe tša difahlego tša masea.
2. Pele lesea le kgona go dula ka bolona, le bee diropeng tša gago, le ithekge ka wena gomme o swarele puku ka pele ga lona.
3. Go boeletša dilo go thuša lesea go ikwa le šireletšegile, ka gona o ka bala puku e swanago leboelela! Ga go hlokagale gore o dule o bala se se ngwadilwego matlakaleng. Bolela le lesea la gago gomme o šomiše puku e le tlhahlo feela.



DIKGWEDI TŠE 6 GO YA GO TŠE 12

1. Masea a mantši ge a na le dikgwedi tše e ka bago tše tshela, a thoma go lemoga difahlego tša batho bao a a tlwaetšego, mantšu a bona le go kgongwa ke bona. Gape a thoma go thabela dipuku tša dikoša le tša medumo ya mantšu. Bala mantšu gomme o bolele ka se o se bonago diswantšhong. Efa tše dingwe tša dilo tša moo diswantšhong maina o be o di šupe, go akaretša le mebala. Dira medumo ya dilo tša ka moo pukung.
2. Dipuku tše di dirilwego ka dikhatebhoti le mašela di šoma kudu ge o dumelela masea go itshwarela tšona. Dipuku tše di ka longwa, tša gogwa, tša lahlwa fase ntle le go senyega! Gopola gore go tlwaelegile gore masea a lome dipuku – ke leswao la gore lesea la gago le mediša meno.
3. Masea a magolwanyane a thabela dipuku tša go phetlega, tša go tšweletša diswantšho le tša medumo ya mantšu. Gape masea a thoma go tsinkela se se diregago ka pukung, go swana le go šupašupa dilo tše di lego letlakaleng goba go leka go phetla letlakala.

NGWAGA O TEE GO YA GO E MEBEDI

1. Go fihla gabjale, bokgoni bja ngwana wa gago bja go kwešiša le go šomiša polelo bo oketšegile ka tsela e makatšago. Le ge a sa dutše a tla thabela dipuku go tloga ngwageng wa mathomo, gape o rata go kwa dikanegelo tša mabapi le bana ba bangwe, diphoofole le ka dilo tše dingwe tše di tlwaelegilego tša letšatši le letšatši.
2. Leka go beela nako ka thoko letšatši le letšatši go balela digotlane tša gago, ka ge se se tla ba thuša go bona gore go bala go a thabiša!

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!



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.

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.
GO THOMA KA
KANEGELO.

E ba le boithamelolo!

Dira puku ya go balwa ka go kgomiwa

Dipuku tša go kgomiwa di balwa ka diatla. Dipuku tše di hlamilwe ka tsela ya gore ngwana a kgahlege ge a phetla matlakala a tšona (le go bapala ka tšona!). Dipuku tša go balwa ka go kgomiwa di dira gore bana ba ikwe ba ithuta e le ka nnete. Gape di thuša kudu bana bao ba fufetšego goba bao ba sa bonego gabotse.

E mengwe ya meholo ya dipuku tše (goba dipuku tša mengwalo ya go kokomoga) ke ye:

- Di thuša bana go thabela go bala dipuku.
- Di thuša ngwana wa gago go tsepamiša mogopolo le go kwešiša mantšu a bonolo le dikgopolo.
- Di ruta ngwana wa gago mantšu le seo a se bolelago. Ka mohlala, ba ka ithuta lentšu "makgwakgwa" ka go kgoma selo sa makgwakgwa go kwešiša seo se bolelwago ke lentšu leo.



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.

Direla segotlane sa gago puku e bonolo ya go balwa ka go kgomiwa: Naa se ke mosela wa Mmutla?

- Rulaganya go šomiša kakanyo e kopana le e bonolo letlakaleng le lengwe le le lengwe la puku ya gago. Puku ye e ka ba le dilo tše tshela tše di ka kgomiwago ka diatla: makgwakgwa, boreledi, dinkotikoti, mašošo, bothata le bolela.
- Letlakala le lengwe le le lengwe le swanetše go ba le selo se TEE feela se se fapanego le letlakala la puku ge se kgomiwa.

Naa se ke mosela wa Mmutla?



Is this Rabbit's tail?

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

- 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.
- Each page should only have ONE thing that feels different to the paper of the book.



- Kgomaretša letlakala khatebhotong e tshesane, go swana le lepokisi la di-cereal. Matlakala e tlo ba a makoto, ka gona a araganye ke moka ka morago o a kgomaretše mmogo goba o a seteipolare.

O ka šomiša kakanyo e nngwe go itirela puku ya gago. Ka mohlala, o ka dira puku ya mabapi le mehuta ya dibopego.

- 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

Bona diswantšho tša dikanegelo ka monaganong wa gago



See pictures of stories in your mind



Ge re anega kanegelo goba re e theeditše, go ka na ba go se na diswantšho tša go bontšha se se diregago kanegelong yeo. Eupša re ka šomiša mantšu ao re a kwago le medumo go itlhamela diswantšho tša kanegelo ka menaganong ya rena. Se ke selo seo bana ba ka ithutago go se dira ge ba šetše ba kgona go bala.

Go na le ditsela tše di ka thušago bana ba gago go bona dilo ka leihlo la kgopolo. Go bona dilo ka leihlo la kgopolo go ba thuša go kwešiša le go ipshina ka dikanegelo tše ba di kwago goba go bala gabotse. Seo gape se tlo ba thuša go ingwalela dikanegelo tše dibotse. Ka dinako tše dingwe, ka morago ga go hlalosa goba go bala ka motho yo a itšego, lefelo goba selo se itšego kanegelong, emanyana gomme o dire se sengwe sa dilo tše di latelago:

- ☉ Kgopela bana ba gago gore ba ponye mahlo gomme ba leke go bona ka leihlo la kgopolo seo o sa tšwago go se hlalosa. Anega selo seo ka leswa goba o se bale gape go ba thuša go bopa diswantšho ka menaganong.
- ☉ Kgopela bana ba gago go terowa diswantšho tša se o sa tšwago go se hlalosa. Ge motswadi o tee goba moledi a anega kanegelo goba a e bala, motswadi yo mongwe goba wa leloko a ka thuša bana ba banyenyane go terowa diswantšho tša bona.
- ☉ Terowang se le se bonago ka leihlo la kgopolo go tšwa tlhalosong. Kgothaletša bana ba gago go hlalosa lebaka leo diswantšho tša bona di swanago goba di fapanago le tše wena o di terowilego.
- ☉ Kgopela bana ba gago gore ba go hlalose tše se ba se bonago ge ba theeditše tlhaloso ya gago, seo ba se kwago, tatso le menkgo.

Lapa ka moka le ka raloka papadi ye mmogo!

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!



Kamoo o ka dirišago dikanegelo tša rena ka ditsela tša go se swane

1. **Anegela ngwana wa gago kanegelo.** Bala kanegelo gomme o itlwaetše go e anega. Ke moka diriša lentšu la gago, sefahlego le mmele go phediša kanegelo.
2. **Balela ngwana wa gago kanegelo.** Boledišanang ka diswantšho. Mmotšiše gore, “O nagana gore go tlo direga eng ka morago?” goba “O nagana gore ke ka baka la’ng moanegwa yo a boletše selo se goba a dirile selo se?”
3. **Bala kanegelo le ngwana wa gago.** Šiedišanang ka go bala kanegelo le le mmogo. O se ke wa mo phošolla mo a dirago diphošo, mo thuše feela ge a kgopela thušo.
4. **Theetša ngwana wa gago ge a bala.** Mo theetše ntle le go mo tsena ganong. Mmotšiše gore o thabela go mo kwa a go balela.
5. **Dirang mešongwana ya Dira gore kanegelo e be le bophelo!** Mešongwana ye e swanetše go thabiša wena le ngwana wa gago.

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

Ditsela tše 6 tša go keteka dipuku le dikanegelo ka Letšatši la Lefase la Dipuku le ka morago!

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

1. Dira gore bana ka moka ba banyenyane ba thabele Letšatši la Lefase la Dipuku. Nyaka dipuku tša go ba le medumo ya mantšu le dikoša tša setšo ka segageno bakeng sa masea le bana gomme o di abelane le bana ba gago.

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. Balela bana ba gago kanegelo gomme o ba kgopele go bopa baanengwa ba dipopaye ka hlama goba letsopa. Dira gore lapa ka moka le šomiše dipopaye tše go anega kanegelo leswa goba le anege dikanegelo tše le itlhametšego tšona!

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. Nyaka dipampiri, dikherayone le dimaking pene gomme o kgopele bana ba gago go itirela dipuku tša diswantšho. Ba kgothaletše go balela digotlane tša ka lapeng dipuku tša bona. Goba direla digotlane ka moka puku ya go balwa ka go kgomiwa ka diatla (bona letlakala 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. Dirang phadišano ka lapeng ya gore ke mang a ka balago dipuku tše dintši ka beke. Na'ibali e na le phadišano ya go bitšwa Story Champions dikgweding tše dingwe le tše dingwe tše nne. Eya go <https://nalibali.org/story-champion> gore o tsenele phadišano yeo!



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



5. Le le lapa, ipheng nako ya go bala e nngwe ya dipukwana tša ripa-o-boloke tše di lego ka go tlaleletšo ye (**Go Tshela Mmila**). Seo se tlo thuša lapa la lena gore le tloge le tšeela godimo go bala dipuku. Terowang seswantšho sa Zak Yacoob ke moka le ngwaleng dipotšišo tše lapa la lena le ka ratago go mmošiša tšona nkgokolwaneng ya mantšu ya seswantšhong.



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. Tšea dinepe o na le bana ba gago le ipshina ka mošongwana wa Letšatši la Lefase la Dipuku gomme o di tsenye go Facebook, Instagram goba Twitter o šomiša polelwana hashtag **#WorldBookDay**. Re ka rata go abelana le ba bangwe se le ipshinnego ka sona letlakaleng la rena la Facebook goba go tlaleletšo ya Na'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 Na'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.



Godiša bokgobapuku bja gago. Itlhamela dipuku tša ripa-o-boloke tše PEDI

Selo sa go kgethega

1. Ntšha letlakala la 9 la tlaleletšo ye.
2. Mena letlakala ka bogare go bapela le mothaladi wa marontho a maso.
3. Le mene ka bogare gape go bapela le mothaladi wa marontho a matalamorogo go dira puku.
4. Ripa go bapela le methaladi ya marontho a mahubedu go aroganya matlakala.

Go tshela mmila

1. Go dira puku ye diriša matlakala a 5, 6, 7, 8, 11 le 12.
2. Boloka matlakala a 7 le 8 a be ka gare ga matlakala a mangwe.
3. Mena matlakala a pampiri ka bogare go bapela le mothaladi wa marontho a maso.
4. A mene ka bogare gape go bapela le mothaladi wa marontho a matalamorogo go dira puku.
5. Ripa go bapela le methaladi ya marontho a mahubedu go aroganya matlakala.



Drive your imagination

Eupša seo se be se sa thusē gakaalo. Go kgona go ipalela ke selo sa go kgahlisa seo batho ba bantši ba se tšeelago fase. Ka go no bala feela, re ka kgona go fihla dinageng tšeo ka namana re ka se fihle go tšona, go akaretša matelo le mehla. Ge motho yo mongwe a go balela, go no swana le ge eka o go anegela ka matsatši a matlhutšo ao a ipshinneo ka wona. Le ge o ka kwešiša se motho yoo a go botšago sona le go se bona ka leihlo la kgopolo, eupša ke yena a ipshinneo, e sego wena.

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.

Nalibali, 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.

Nalibali, SECTION27, Blind SA, lapa la Yacoob le Kurt Ellis ba hlamilē kanegelo yeo e rego, **Go tshela mmila**, go lemoša batho kamoo melao ya kgale ya kgatšho e thatafeditšego batho ba go se bone le ba go se bone gabotse go fihlelela dioro tša bona. Melao yeo e be e thibela batho ba go se bone go ba le dipuku tše ba di nyakago tša go ithuta le tša go illoša bodutu.

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.

Dira gore kanegelo e be le bophelo!

Dirang projeke ya lapa. Lapa la geno le ka tsebana gabotse ka go ngwala kanegelwana ka bophelo bja setho se sengwe le se sengwe sa lapa. Yo mongwe le yo mongwe o tla ba le karolo yeo a e ralokago:

- ★ Batswadi, makgolo, rakgolo le bahlokomedi ba ka anega tša bophelo bja bona.
- ★ Batswadi, makgolo, rakgolo le bahlokomedi ba ka anega dikanegelo tša bana ge ba le ba banyenyane tšeo bana ba sa di gopolego.
- ★ Bana ba bagolwanyane ba ka thuša ka go ngwala fase dikanegelo tša bona le tša diitho tše dingwe tša lapa le go terowa diswantšho tše di hlalosago dikarolo tše dingwe tša dikanegelo tšeo.

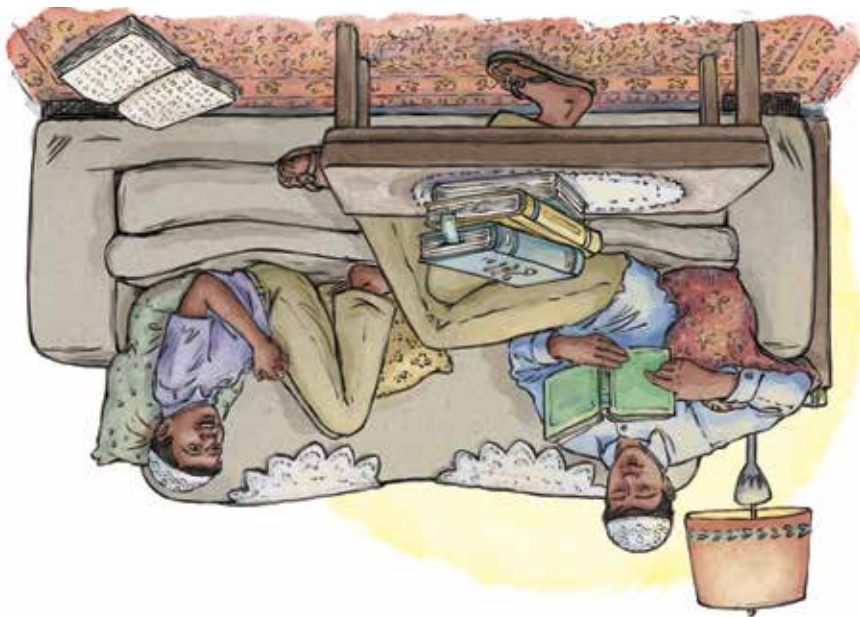
Nalibali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit www.nalibali.org



Nalibali ke lesolo la go-balela-boipshino la bosetšhaba la go utolla le go tsenyeletša setšo sa go bala go selaganya Afrika Borwa ka bophara. Go hwetša tshedimošo ye nngwe, etela www.nalibali.org



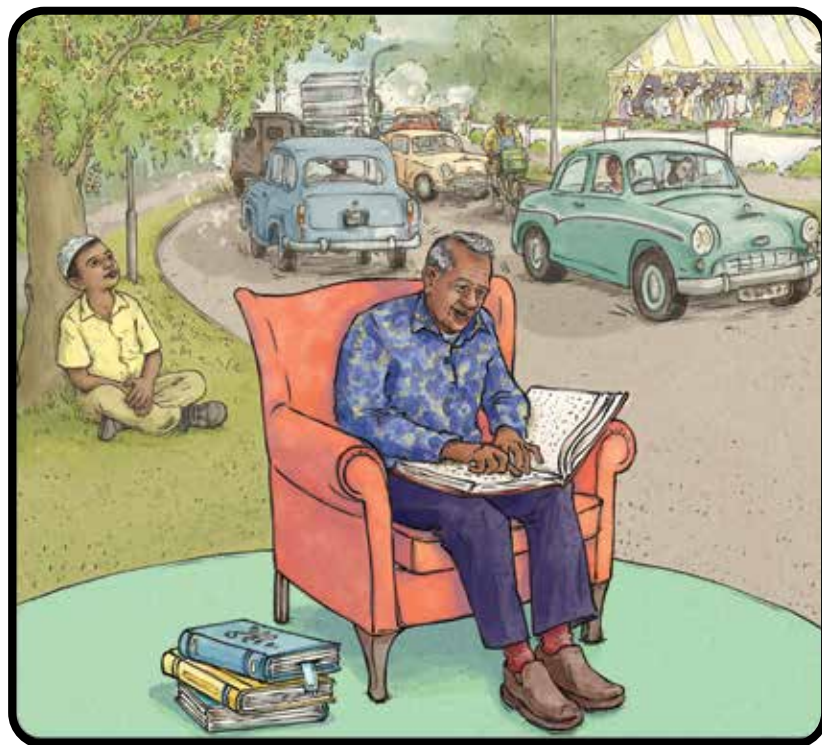
Drive your
imagination



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.

Efela Zak o be a sa dumelele seo se mo šitiša go ithuta. O be a bala selo se sengwe le se sengwe seo se dego se ngwadilwe ka mongwalo wa difofu. E be e se dilo tše kaalo, eupša o ile a di bala ka moka. Ge a sa kgone go ipalela puku, ba gabo le bagwera ba be ba mmalela yona.

Crossing the road



Go tshela mmila

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?

Dikgopolo tše le ka bolelago ka tšona: O swanetše go dira eng ge o leka go tshela mmila wa leemaema? Wena o be o tla dira eng gore o tshela mmila wa leemaema ge nkabe o sa bone? Naa o nagana gore setšhaba sa Afrika Borwa se nea batho ba go se bone thušo e lekanego ya gore ba kgone go dira dilo tšeo batho ba go bona ba di dirago gabonolo, ka mohlala, go ba le dipuku tša mongwalo wa difofu goba go kgona go ithekela dijo ka lebenkeleng?

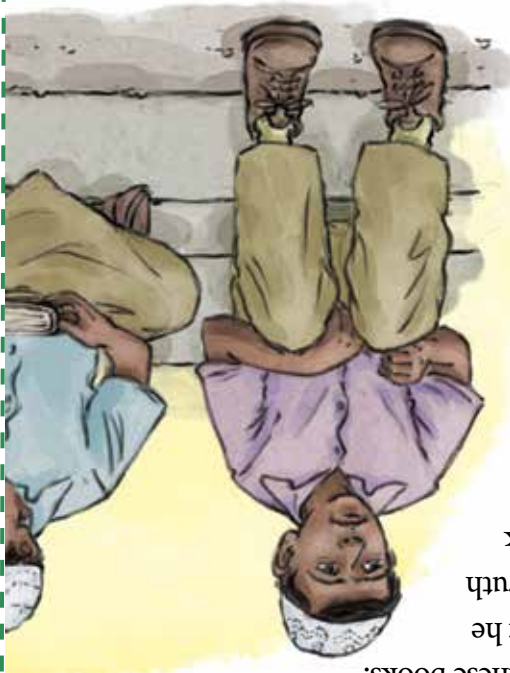
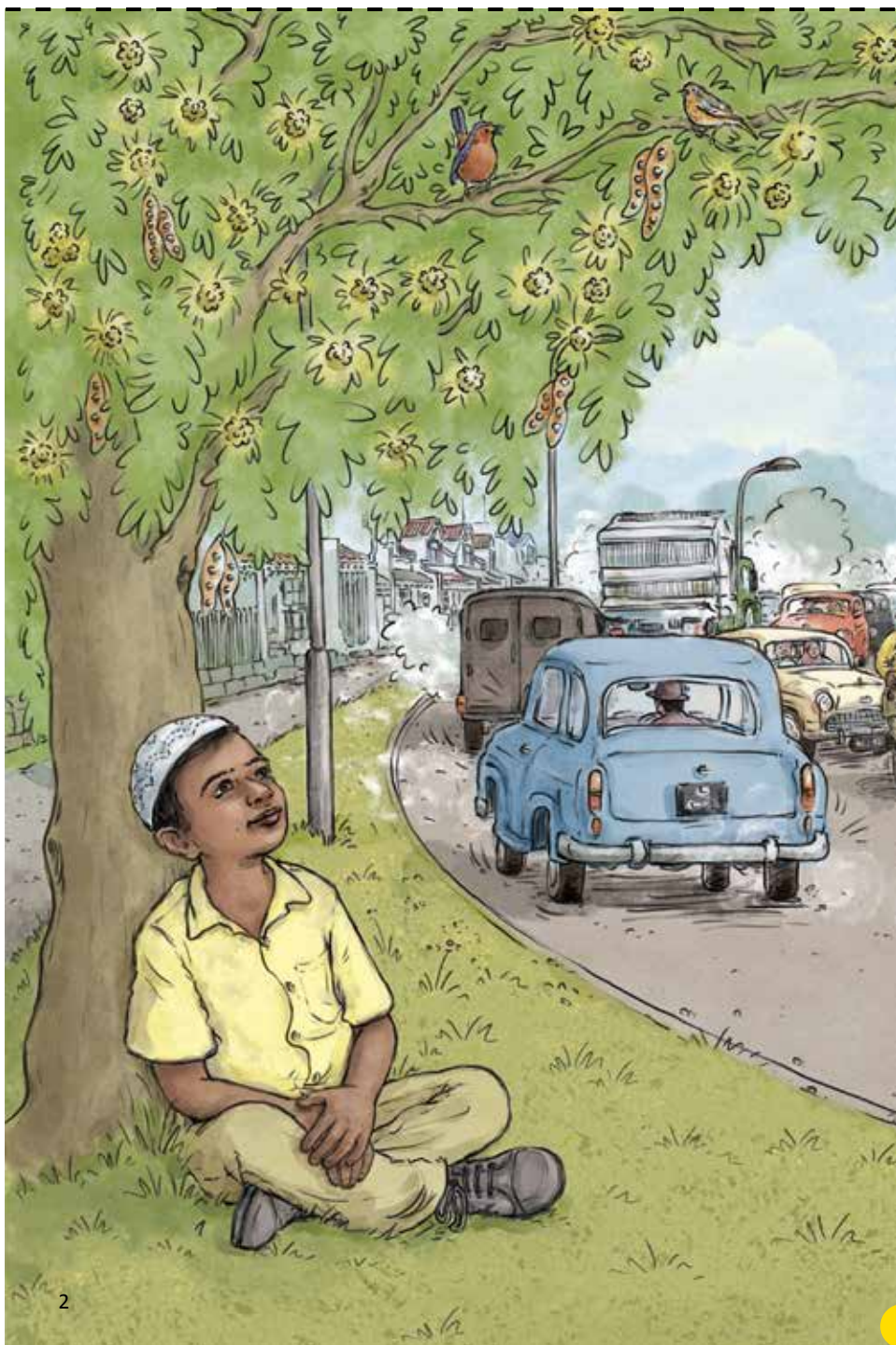


Mongwalo wa difotu ke
mongwalo woo diffhaka le
dinomoro di ngwadliwego
ka dikhuthwana tsa go
kokomoga. Difotu di bala
mongwalo wo ka go
tsamaisa dinthlana tsa
mewana godimo ga
dikhuthwana tseo tsa go
kokomoga. Ka maswabi,
dipuku tsa mongwalo wa
difotu e be e se tse dintsi.

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.

O ile a ipona a sa swane le batho bangwe le go feta ge a thoma go tsena sekolo ka 1956. Bothata bja pele e bile gore bana bao e bego e le difofo, go swana le Zak, goba ba foufets'e ganyenyane, ba be ba thatafalelwa ke go bala le go ithuta. Ba be ba thatafalelwa ke go hwets'a dipuku tsa mongwalo wa difofo.

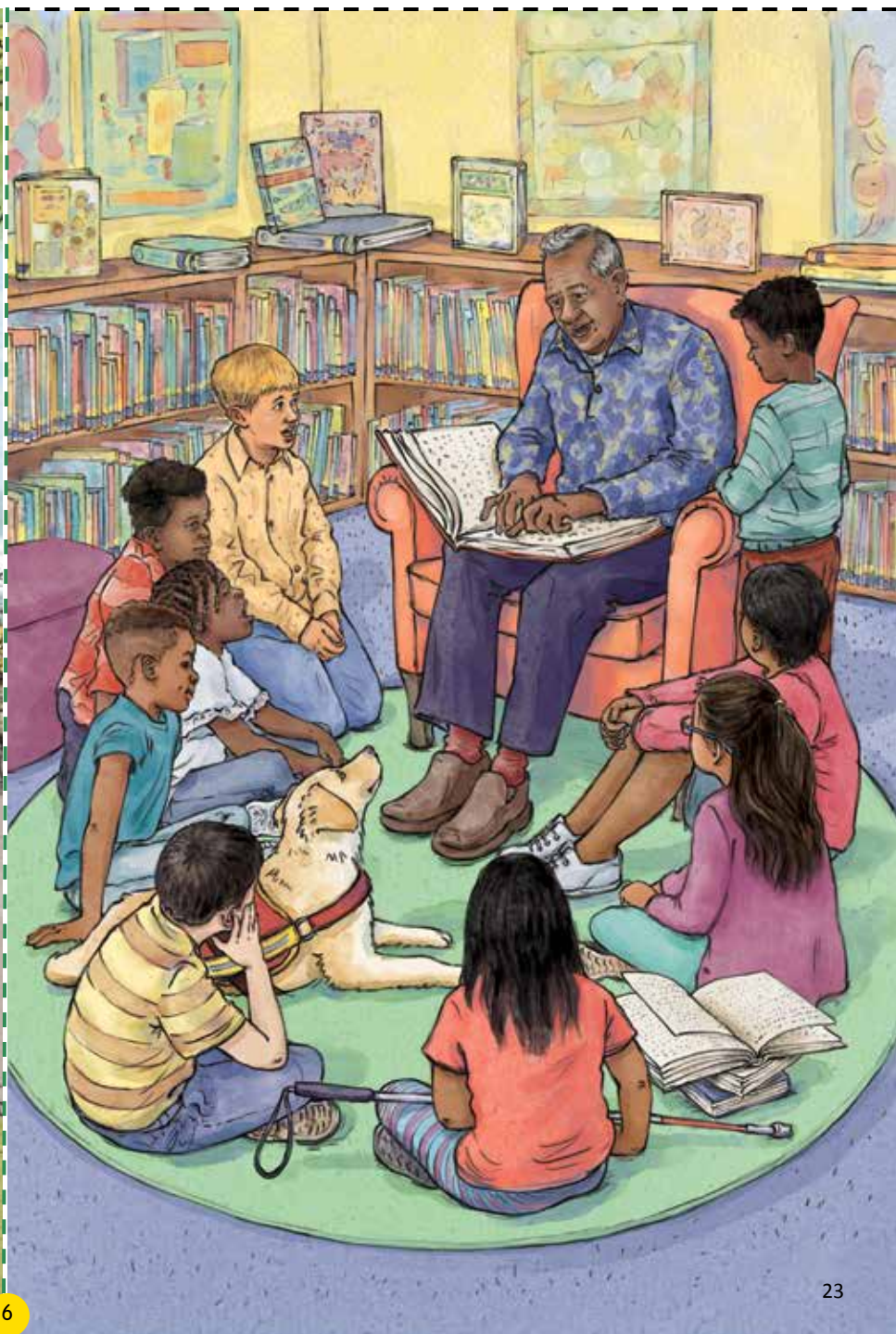
He felt that difference even more when he started school in 1956. The first problem was that students who were blind, like Zak, or partially sighted, found it difficult to read and learn. They struggled to get their hands on books in braille.



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.



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 o be a filwe mešongwana ya ka gae, a kgalamelelwa ge a selekile e bile a putswa ge a dirile dilo tše dibotse. Seo se ile sa dira gore Zak a bone a itshwanela le batho ba bangwe ka nako e telele. Eupša letšatšing leo a tshetšego mmila a nnoši, gomme a galefelwa go e na le go retwa, ke moo a ilego a lemoga gore ga a swane le batho ba bangwe.

Zak – le bana ba bangwe ba bantši ba go swana le yena – o be a nyaka go ikwela mabose ka boyena. O be a ka rata gore pukwu yeo e gatišitšwego e fetotšetšwe mongwalong wa difofu, eupša ga sa nka a dira bjalo ka gore mehleng yeo go dira seo go be go se molaong.



Bagwera ba Zak ba be ba bala le go boledišana ka dipuku tseo di bego di se gona ka mongwalo wa difofu. Ka dinaako tše dingwe, Zak o be a lewa ke dihlong ka gore yena o be a sa kgone go bala dipuku tseo. O be a fela a bolela maaka a re o di badile. Eupša mnete ya taba ke gore, Zak o be a fapane le batho ba bangwe, o be a sa kgone go tšea karolo.

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.

Kahlolo yeo e ile ya ra gore Maafrika Borwa a difofu a be a ka kgona go ba le dipuku gabonolo ka mongwalo wa difofu. Ga se gore Zak le ba bangwe ba go swana le yena ba be ba nyaka go swarwa ka tsela e kgethegilego. Ba be ba no inyakela go swarwa ka toka, ba nyaka go ba le tokologo le bokgoni bja go bala selo sefe goba sefe seo batho ka moka ba bego ba se bala.

Le ge Zak e se sa le mošemanyana, kahlolo ye e ile ya mo thabiša kudu. O be a ka kgona go bala dipuku ka moka tšeo kgale le kgale a bego a duma go di bala. Mafelelong, o be a lokologile go tshela mmila wola le go ipshina ka bophelo, go no swana le batho ka moka.

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

Zak o be a no itshwanela le bana ba bangwe. O be a dutše fase bjanyeng a nameditše leoto le lengwe godimo ga le lengwe kgauswi le mmila wa leemaema kua Verulam.

Mohlomongwe ke ka baka la bofofu bja gagwe moo Zak a ilego a ba seboledi se hlwahlwa. O be a šomiša mantšu go bopa diswantšho-kgopolo tše dibotse ka menaganong ya bathetheši ba gagwe. O be a rata go bolela mantšu a tlhohlhelešo le go kgaththa tema dingangisanong tša go aga setšhaba. E bile o thopile difoka tše dintši ka go dira se.



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.

Taba ke gore mehlang yeo bophelo bo be bo le boima kudu. Afrika Borwa e be e le naga ya moswamanoši. Ga se feela gore bophelo bja morwa wa bona bo be bo tlo ba thata ka ge le Moindia, eupša gape ka gore gabale o be a fouteše. Eupša ge batswadi ba Zaka lebeleše ngwana yo wa bona, ba be ba no bona a itshwanela le buti wa gagwe le sesi wa gagwe. Ka gona ba ile ba phetha ka gore ba mo sware go no swana le kamoo ba swarago bana ba bangwe ka gona.



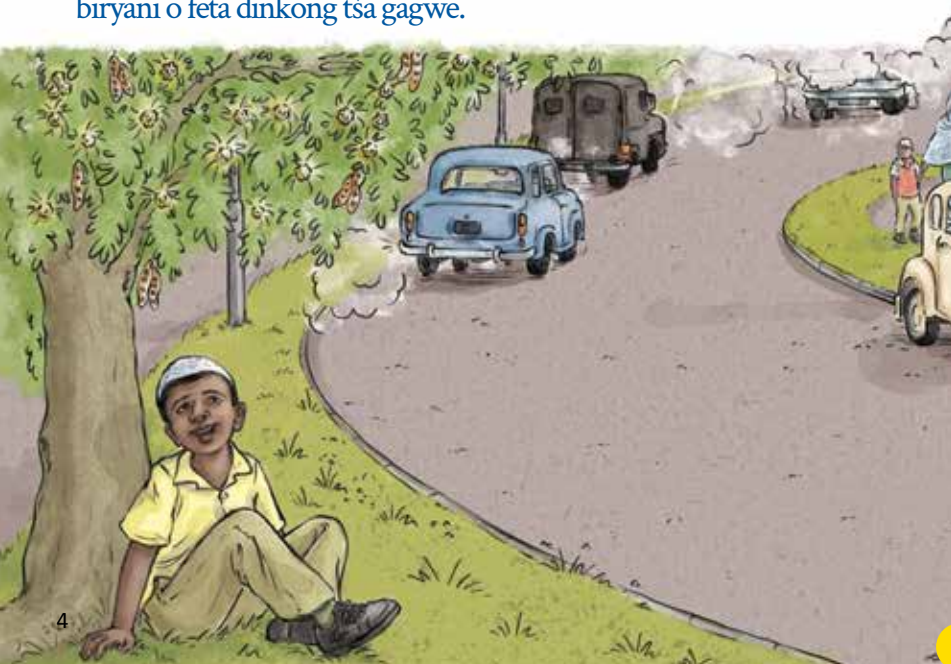
gabjale Zak o fouteſe.”

Kamegelo ya Zak e thomile ka 1948. O belegwe e le mošeanane yo a phetšego ga botse, eupša ge a na le dikgwedi tše lesome-tshela, o ile a swarwa ke bolwetši bja go ruruga bjoko. Le ge Zak a ile a fola, ba gabo ba ile ba lemoga gore o dira dilo tša go makakša, go swana le go thula fenišhara tše nkego ga e gona moo.

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.

Ka kua mošola wa tsela, e lego dikgato tše sego kae, go be go na le mokete wa lenyalo. O be a kgona go kwa bana ba sega e bile ba raloka. O be a kgona go kwa basadi ba bolela e bile ba segelela. Gape o be a kgona go kwa monkgo o bose wa dijo tše di bitšwago biryani o feta dinkong tša gagwe.





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>

Kanegelo ye ke mohuta wa go fetošwa wa *Selo sa go kgethega*, ya go phatlalatšwa ke Cadbury ka tirišanommo le Nal'ibali bjalo ka karolo ya lenaneo la Cadbury Dairy Milk #InOurOwnWords. Kanegelo ye nngwe le ye nngwe e hwetšwa ka dipolelo tša Afrika Borwa tše lesometee ka moka. Go hwetša tše dintši ka ga dihaetlele tša lenaneo la Cadbury Dairy Milk #InOurOwnWords eya go <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.

Dira gore kanegelo e be le bophelo!

- ★ Lebelela seswantšho ka šedi mo matlakaleng a mabedi a mathomo a kanegelo. Ke tše kae tša dilo tše di latelago tše o ka di hwetšago: dikgogo; mae; diroto; mafasetere; mabati; dišhemele.
- ★ Dira mošomo wa go nyakana le mantšu! Hwetša le lengwe le le lengwe la mantšu a ka kanegelong gomme o hwetše seo lentsu le lengwe le le lengwe le se hlalošago: hlalefile, leetse, mafofana, swerwe ke tlala, telele, maronthwana.
- ★ Thala seswantšho sa Lady le matswana a yona a tshela. Efa letswana le lengwe le le lengwe leina. Ngwala leina le lengwe le le lengwe ka fase ga seswantšho sa letswana goba kgopela yo mongwe gore a go ngwalele lona.
- ★ Thala sebopego sa lee godimo ga khatapokisi goba pampiri ye tšhweu, ke moka o ripe seswantšho seo. Kgabiša lee la gago ka go thala dibopego tše di fapafapanego godimo ga lona goba ka go le penta.

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



Nal'ibali ke lesolo la go balela-boipshino la bosetšhaba la go utolla le go tsenyeletša setšo sa go bala go selaganya Afrika Borwa ka bophara. Go hwetša tshedimošo ye nngwe, etela www.nalibali.org



Drive your
imagination

Dikgogo tša Koko di be di le ka dibopego le bogolo
bja go fapana, efela Jasmien o be a rata ye nngwe
go di feta ka moka. Lady e be e le kgogotshadi ya go
ba le maronthwana. E be e na le mafofa a mogaro
le mosela wa fene. Ge Jasmien a be a efa dikgogo
marathana a dijo, o be a kgonthiša gore Lady e
hwetša dijo pele.
“Lady, o kgethegile go na,” Jasmien a realo.
“Ga se wa swanela go rata ye nngwe go feta tše
dingwe,” Koko a mo kgalemela. “Kgogo ye nngwe
le ye nngwe e kgethegile ka tsela ya yona.”
Efela Jasmien o be a palelwa ke seo. O be a rata
Lady go di feta ka moka.



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



Selo sa go kgethega

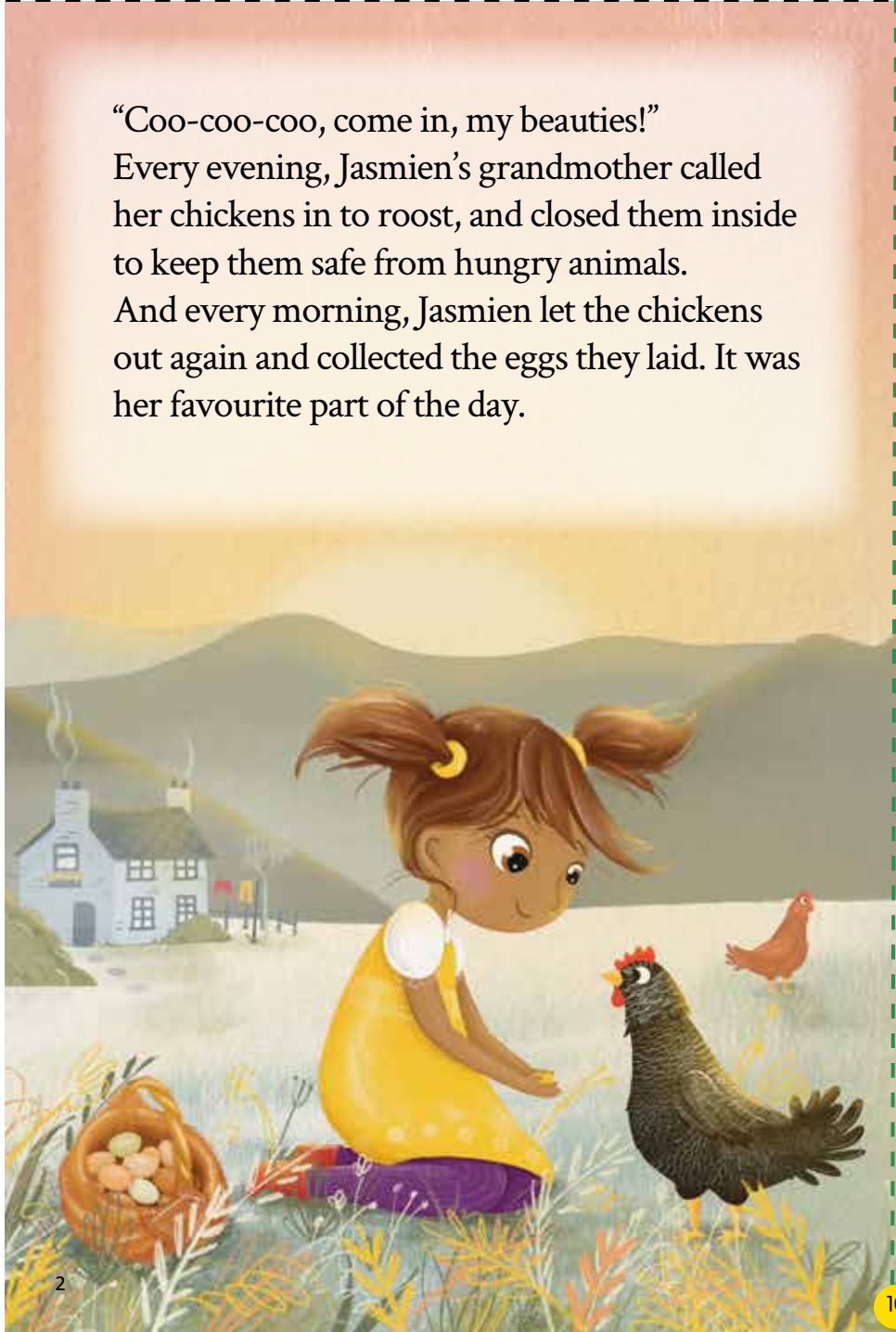
Jacqui Lange • Julie Smith-Belton

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?

Dikgopolo tše le ka bolelago ka tšona: Lady e be e kgethegile go Jasmien. Ke eng goba ke mang yo a kgethegilego go wena? O bohlokwa ka tsela efe? Naa o fela o ikwa o ka re o bohlokwa gomme ka dinako tše dingwe go se bjalo? Ke ka lebaka la eng?



“Khuu-khuu-khuu, tsenang, bommasetsana ba kai!”
 Mathapama a mangwe le a mangwe, koko wa
 Jasmien o bitša dikgogo tša gagwe gore di tsene ka
 gare di ikhutše, gomme a di notlela go di šireletša
 diphoofo long tša go swarwa ke tšala.
 Gomme mesong ye mengwe le ye mengwe, Jasmien
 o ntšhetša dikgogo ka ntle gape gomme a kgoboketša
 mae ao di a beilego. Ke karolo ya letšatši yeo a bego a
 e rata kudu.



“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.
 Ka letšatši le lengwe, Lady o ile a timelela.
 Jasmien o nyakile gohle, efela Lady o be a ile.
 “Mo gongwe o jelwe ke lenong,” Eddie a realo.
 “Goba monkgose?”
 Jasmien o be a sa nyake go nagana ka se.

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.



Go fetile dibeke tše tharo tše ditelele Lady a sa bonagale.
 Go fihlela mesong yeo Jasmien a ile go ntšhetša dikgogo
 ka ntle. O ile a kwa modumo wa tšii- tšii-
 E be e le Lady, a latelwa ke matswiane a dikafofa a tshela!
 “Khuu-khuu-khuu,” Koko a realo. “Lady wa bohlae, o
 be o khutile gore o ye go phaphaša mae!”
 Bjale Jasmien o na le dikgogo tša go kgethega tše dintši.



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.

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.

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."

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

Zak o be a ipotšiša gore ke ka baka la eng a be a sa ye moketeng. Mmagwe le sesi wa gagwe bona ba be ba le moketeng woo. Bana ba bangwe le bona ba be ba le moo. O be a ipotšiša gore gore'ng a sa fo tshela mmila gomme le yena a yo ipshina ka lenyalo? O be a na le mengwaga e tshela, ka gona o be a gotše ka mo go lekanego gore a ka tshela mmila ka boyena. O be a tla bontšha bohle gore ga a palelwe.



Setso polweng seo, morutiši wa Zak o itše, "Ka moka re ikgantšha ka yena. Ke sekgwari sa polelo, e bile ke a tseba gore ka le lengwe la matšatši e tlo ba ramolao wa sekgwari."

Ge Zak a ekwa seo, o ile a kwa bose gomme a myemela. O ile a re, "Naa ruri go ngwadilwe bjalo? Ramolao. Ke rata mantšu ao."

"Le nna!" gwa realo buti'agwe.

Ganyane-ganyane Zak o ile a se sa myemela gomme a re, "Bothata ke bjo tee feela... botsebotse ramolao ke'ng?"

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."

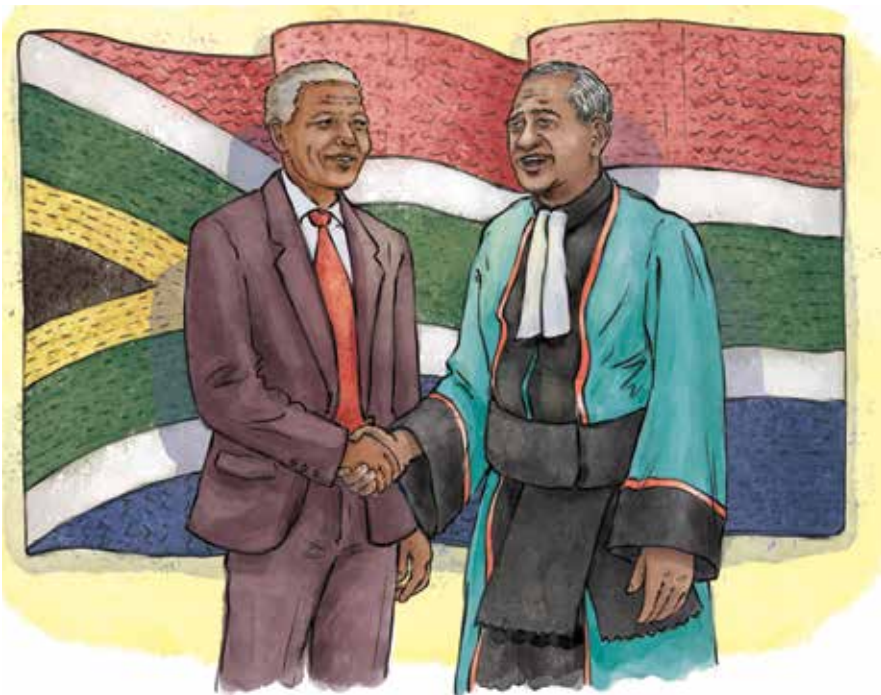
When he heard this, Zak's chest swelled with pride and he smiled. "Does it really say that? A lawyer. I like the sound of that," Zak said.

"Me too!" his brother agreed.

Zak's smile slowly faded as he said, "Except for one thing ... what exactly is a lawyer?"

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

Zak o ile a ba Moahlodi Kgorong ya Molaotheo ya Afrika Borwa ka 1998. Le ka morago ga ge a rotše modiro, Moahlodi Zakeria Yacoob o ile a tšwela pele a lwantšha go hloka toka.



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.

Eupša mmagwe ga sa nka a thaba. Ge e le gabotse, o be a ferekanane. Ee, Zak o be a no itshwanela le bana ba bangwe, ntle feela le gore yena e be e le sefofu.



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.

Zak o ile a emelela, a itlhlhora bjang le santa borokgong gomme a leba ntlhaneng ya mmila wa leemaema. O be a feditše le pelo gore o tlo tshela mmila woo. O be a tlo o tshela ntle le thušo ya motho.



Ge a be a kgodišegile gore ga go na dikoloi tše di fetago, o ile a wela mmileng. O ile a sepediša ka kelohloko, a sa nyake go kgopša. Ge lenao la gagwe le gata ka mošola wa mmila, o ile a myemyela kudu gomme a thaba kudu. O atlegile! O kgonne go tshela mmila ka boyena! O be a fela pelo ya go kgantšhetša mmagwe, a kgodišegile gore o tlo thabišwa ke gore bjale gona morwa wa gagwe o gotše.



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.

Ge a se no fetša Marema-tlou, Zak o ile a ingwadiša Yunibesithing ya Kholetše ya Maindia gore a ithutele tša molao. Efela o ile a kopana le mapheko a mantši tseleng. Barutwana ba difofu le ba go se bone gabotse ba be ba thatafalelwa ke go hwetša dipuku tša sekolo tša mongwalo wa difofu. Eupša Zak ga se a ka a bea marumo fase, gomme ge a aloga, o be a le ntweng e nngwe gape, e lego ntwaga ya go lwantšha kgethollo.

Ka baka la bofofu, Zak o be a no bona batho ka moka ba swana, eupša o be a ekwa bohloko bjo bo bakwago ke kgethollo. O ile a lwela gore batho ka moka ba swarwe ka tekatekano le ka seriti, a lwela le tokelo ya gore batho ka moka ba bonwe ba le bohlokwa.

Naa o rata go bina?



Do you love to dance?

Le lengwe la mabaka a magolo a go bina ke go **bontšha batho gore o ikwa bjang le go thaba le bona**. Batho – gaešita le diphoofole tše dingwe – ba a tshelatshela, ba kiba fase ka maoto le go tloatlola ge ba thabile, ba befetšwe goba ba galefile. Le gona go na le go bina mo gongwe mo go rulagantšwego ka lenaneo, go swana le ge diphoofole di nyaka go goelana, goba motantsho wa bogologolo le mogwanto wa mašole.

Ngwaga le ngwaga ka di-29 tša April, mokgatlo wa Dance Committee of the International Theatre Institute (wo e lego karolo ya Ditšhaba tše Kopanego) o rulaganya ditiragalo le meletlo go bontšha lefase ka moka bohlokwa bja go bina le lethabo la go bina. Komiti ye e kgetha sebini se setee gore se ngwalele batho lefaseng ka moka molaetša ka go bina. Ekwa ditaba tše dingwe go <https://www.iti-worldwide.org/dancecommittee.html>



Motantsho wa marumo wa Fijian
Fijian spear dance (meke wesi)

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.

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>



Motantsho wa go goelana wa dinonyana tše di bitšwago
red-crowned cranes
Mating dance of red-crowned cranes



Motantsho wa ballet wo o thomilego Italy.
Ballet developed in Italy.



Ipshine ka go bina bophelong bja gago!
Enjoy a lifetime of dancing!



Sebini sa Moindia sa motantsho wa bogologolo wa odissi
Indian classical odissi dancer



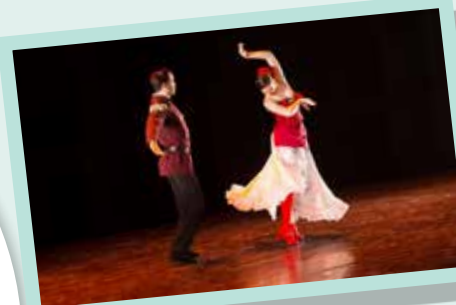
Motantsho wa tango wo o hlamilwego go bapa le mollwane wa Uruguay-Argentina.
The tango developed along the Uruguay-Argentina border.

“Go bina ke tokologo, gomme ka tokologo ya rena yeo re e hweditšego, re swanetše go lokolla ba bangwe melabeng ye ba lebanego le yona dikarolong tša go fapafapana tša lefase. ... Ge re dutše re bina ka mebele ya rena, re phekgoga lefaufaug le go tantsha mmogo, re ba tutuetšo e matla ya go kopantšha dipelo, ya go kgoma maphelo le go fa batho kholofelo ye ba tlogago ba e hloka.”



Gregory Vuyani Maqoma wa Moafrika Borwa, yo a ngwadilego molaetša wa 2020 wa Letšatši la Boditšhabatšhaba la go Bina
South African Gregory Vuyani Maqoma, who wrote the 2020 International Dance Day message

“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.”



Motantsho wa Sepania wo o bitšwago flamenco
The Spanish flamenco



Motantsho wa Fusion o kopanya mehutahuta wa metantsho le meragelo.
Fusion dance combines different dance styles and movements.





Diphoofolo di na le sephiri



Ka Mbali Nyabane ■ Diswantšho ka Jiggs Snaddon-Wood

Kgalekgaleng go be go na le mošemanyana yo a bitšwago Tshego. O be a rata go tseba dilo e bile a na le go selekanyana. Tshego o be a rata go tseba ka mafelo a maswa. O be a botšiša dipotšišo ka selo se sengwe le se sengwe. "Mma, naa diphoofolo di a kwa? Mma, naa diphoofolo di kwešiša se re se bolelago? Mma, naa diphoofolo di kgona go bolela? Mma, gore'ng dikatse ge di lla di re miao?" O ile a botšiša dipotšišo tše dintši go fihlela mmagwe a re a sepele a yo raloka ka ntle.

Tshego o ile a ya ka ntle gomme a dula fase kgauswi le katse ya gagwe, Frisky. O ile a tomolela Frisky mahlo, gomme Frisky le yona ya mo tomolela mahlo. Go ile gwa ba bjalo ka ge eka Frisky e nyaka go mmošša selotsoko.



"Frisky, ke duma okare nka go bolediša gomme le wena wa mpolediša," gwa realo Tshego. Eupša Frisky e ile ya no re miao ke moka ya furalela Tshego.

Tshego o ile a hemela fase. O be a ipotšiša gore go be go tla ba bjang ge nkabe diphoofolo di be di kgona go bolela. Ke moka, go e na le gore dimpša di gobe, dikatse di re miao, dinonyana di letše melodi, di be di tla kgona go bolela gomme tša bolela dilo tše di nyakago go di bolela. Tshego o ile a sega ge a nagana seo, ka gore o be a tseba gore selo sa mohuta woo se ka se tsoge se diregile.

"Tshego?"

Tshego o ile a tšhoga kudu ge a ekwa leina la gagwe le bitšwa, eupša e be e le Mmagwe a eme mojak. O be a apere kefa ya gagwe ya letšatši ya mebalabala. Ke moka Tshego o ile a gopola gore ba ya nageng! "Tshego, naa o pakile dilo ka moka tše o di hlokago?" gwa botšiša Mmagwe.

"Ee, Mma, ke pakile dilo ka moka maabane bošego," gwa realo Tshego a myemyela.

"Gona a re sepele!" gwa realo mmagwe. "Ke bona tatago a laiša dilo tša mafelelo ka koloing."

Tshego o be a tseba gore kua nageng go yo ba bose. O be a fela pelo ya go ithuta ka diphoofolo ka moka tše di phelago kgauswi le mo ba yago. Lapa le ile la namela ka koloing, gomme ge ba le tseleng, Tshego o be a bala metsotso go fihlela ba fihla nageng mo ba bego ba tlo dula gona.

Lefelo la moo nageng le be le le botse. Le be le dikologilwe ke mehlare, gomme Tshego o be a fela pelo ya go ithuta ka lefelo le le leswa. "Tate, naa nka topelela dikgong tša mollo ge o sa dutše o aga tente?" gwa botšiša Tshego.

"Yeo ke kgopolo e botse, eupša o ska ya kgole. Ga ke nyake o timela mo mehlareng," gwa realo Tatagwe.

"Go lokile!" Gwa realo Tshego ka lentšu la go hlaboša a dutše a kitimela go yo topelela dikgong. Eupša ka ge Tshego a be a sa tšhabe dilo e bile a selekanyana, o ile a sobelela ka gare ga sethokgwa a sa lemoge. O be a tšama a lebelela ka morago ga matlakala, maswika le godimo ga mehlare gore a bone diphoofolo ka moka tše di bego di phela moo.

Ge Tshego a topeletše dikgong tše dintši, o ile a gadima ka mathoko gomme a lemoga gore o be a ... timetše! Gona bjale o be a bona mehlare ka moka e swana, e bile a tseba gore a ka se kgone go hwetša tsela ya go boela morago.

E se kgale e ile ya ba leswiswi, gomme go be go se na ngwedi. Tshego o ile a dula fase, a ikgonara gomme a lla fase. Naa o be a tlo hwetša batswadi ba gagwe gape bjang?

Ke moka Tshego o ile a kwa mantšu a sebaseba kgauswinyane. O ile a kgaotša go lla gomme a gadima gohle. Naa batswadi ba gagwe ba be ba mo hweditše? Eupša e be e se batswadi ba gagwe. Mo pele ga gagwe, go be go eme pere e botse le leribiši la mahlo a magolo a nkgokolo.

"Molato ke'ng, mošemane? O lla'ng?" gwa botšiša leribiši.

Tshego o ile a se kgolwe ditsebe tša gagwe. Naa ka nnete leribiši le boletše le yena?

"Le ... le kgona go bolela?" Gwa realo Tshego a kgamakgameša.

Leribiši le ile la sega. "Ee, re kgona go bolela. Bjale re botše gore o nyaka eng mo maswiswing o nnoši."

"Ke be ke topelela dikgong gomme ka timela," gwa realo Tshego.

"O swanetše go ba o swerwe ke tšala," gwa realo pere. Mpa ya Tshego e be e lla, e dumelelana le seo! "Ema mo, ke sa go latela sa go ja." Pere e ile ya katakata ya lata dijo. Leribiši le ile la šala le swere magang le Tshego.

Pere e ile ya boa e swere lekala la diapola tše dikgolo tše dikhwibidu. Tshego o ile a hlafunya diapola tše pedi ka lebelo ke moka a ikwa a le kaone.

"Eh, ke nagana gore ke bone batswadi ba gago ka thoko yela," gwa realo pere.

"Ella, nnamele ke go iše go bona." Tshego o ile a namela ka mokokotlong wa pere, gomme leribiši la tsokama legetleng la Tshego. Ba ile ba phatša ka gare ga mehlare ba le mmogo.



Mafelelong ba ile ba fihla moo lapa labo Tshego le bego le dutše gona. Tshego o ile a fologa godimo ga pere gomme a leboga diphoofolo tše ka bobedi gore di mo thušitše. "Naa ke tlo le bona gape?" a realo a botšiša.

"Mohlomongwe," gwa realo leribiši, ka morago ga moo, diphoofolo tše ka bobedi tša sobelela ka gare ga mehlare.

"Mma, Tate!" gwa realo Tshego a goeletša a kitimela go batswadi ba gagwe gore a ba gokarele kudu. Batswadi ba gagwe ba be ba tshwenyegile. "Le ntshwarele gore kgale ke sepetše, ke be ke timetše. Ka mahlatse, pere e botsana le leribiši la go ba le botho di nthušitše go boa mo. Naa le be le tseba gore diphoofolo di kgona go bolela?" Tshego o be a bolela a sa metše le mare! Mmagwe le tatagwe ba be ba thabetše go mmona gape ge ba dutše ba myemyela ba lebelelane gomme ba gokarela Tshego gapegape.

Ka morago ga matšatši a sego kae, nako ya go boela gae e ile ya fihla. Gateetee ge ba fihla gae, Tshego o ile a kitimela go Frisky. "Dumela Frisky. Naa o be o nthologetše?" gwa botšiša Tshego. Frisky e ile ya ikotlolla gomme ya re miao ganyenyane. "Ke tseba sephiri sa gago," gwa realo Tshego, "bjale ka nako ya maleba, o ka mpolediša."

Frisky e ile ya ikghla hlogo ka letsogo la Tshego gomme ya dula diropeng tša gagwe. Ka go realo, Tshego o ile a tseba gore Frisky e kwešišitše dilo ka moka tše a di boletšego!

Dira gore kanegelo e be le bophelo!

- ★ Naa o kile wa timela lefelong le o sa le tsebege? O ile wa ikwa bjang? O ile wa hwetša lapa la geno bjang gape?
- ★ Naa o nagana gore diphoofolo di a re kwa ge re bolela le tšona? Ke ka baka la eng o realo?

★ Kgetha phoofolo efe goba efe. Bjale ngwala dipotšišo tše pedi tše o bego o ka e botšiša tšona ge nkabe e kgona go bolela.

★ Ngwala sephetho se seswa sa kanegelo ye. A re re Frisky e kgonne go bolela le Tshego. O nagana gore nkabe e ile ya reng go yena?



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?

Boipshino bja Nal'ibali

Nal'ibali fun

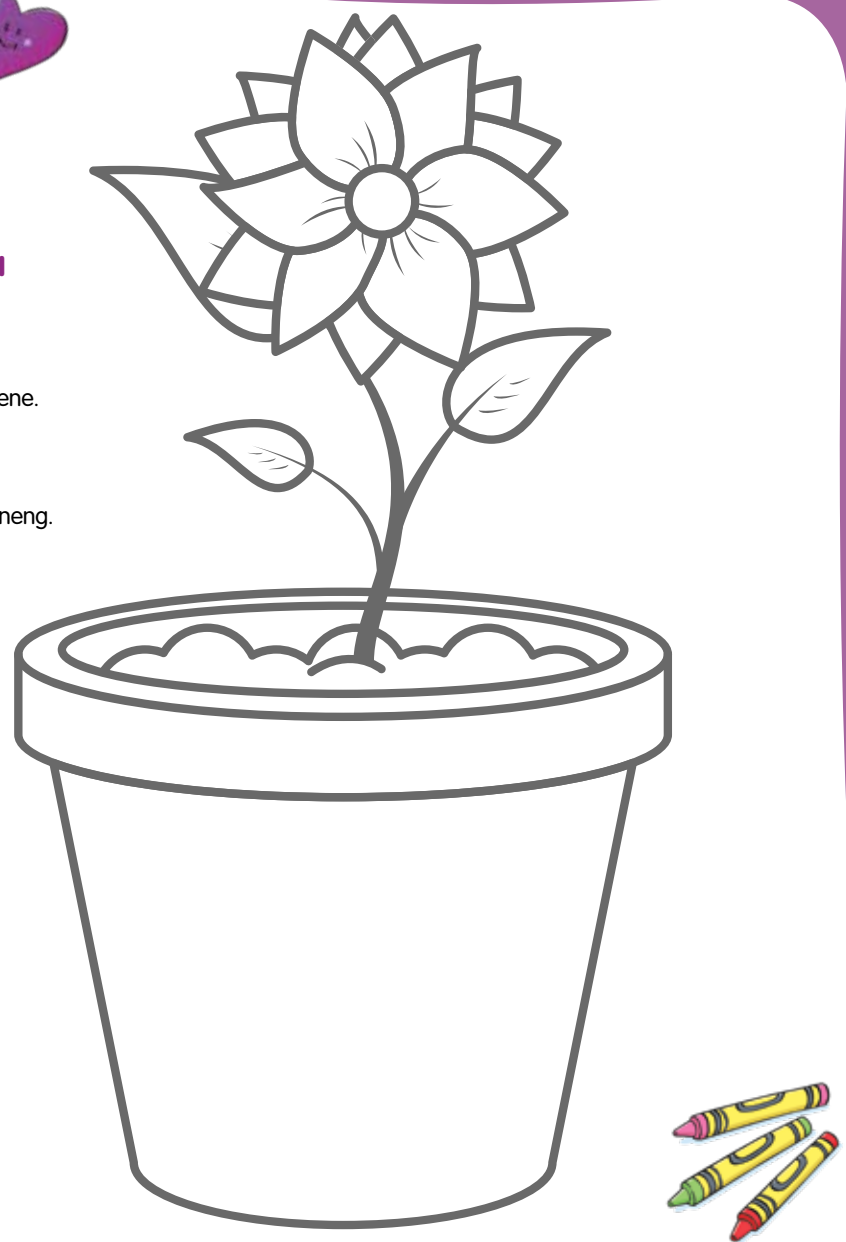
1.

Dira diswantšho tše motho a ka di kgomago ka diatla

1. Ripa seswantšho sa semela se.
2. Se kgomaretše khatebhotong (ya go swana le lepokisi la di-cereal).
3. Khalara seswantšho ka kherayone ya phentshele, kherayone goba dimakhing pene.
4. Dira gore seswantšho se be le makgwakgwana. Ka mohlala:
 - moo e lego mobu, tlotša sekgomaretši. Tšhela santa moo sekgomaretšing.
 - ripa matlakala a mmala goba a magwaša gomme o a kgomaretše makalaneng.
 - kgabiša pitšana ya letšoba ka dikonopi, dipheta goba mabenyabje.

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.

Naa o moanegi wa dikanegelo wa naletšana?

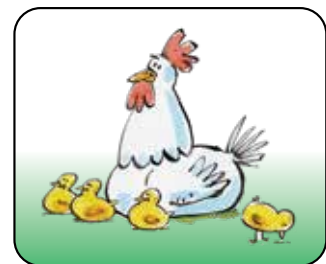
Lebelela diswantšho tša ka mo fase. Hlama kanegelo ka diswantšho tšeo ka moka goba ka tše dingwe tša tšona. O ka anegela bagwera ba gago kanegelo yeo goba o ka e ngwala fase gore o tle o e balele ba bangwe.

- Kgetha gore o tlo šomiša seswantšho sefe ge o thoma kanegelo ya gago.
- Ke moka lebelela diswantšho tše dingwe o kgethe gore o tlo di šomiša bjang ka go latelana go hlama kanegelo.
- Bjale ngwala goba o anege kanegelo gomme o šomiše mantšu go feleletša dikgoba tša magareng ga diswantšho go hlama kanegelo ya gago.
- Dikanegelo tše dintši di ka hlangwa ka diswantšho. Kanegelo yeo o e ngwalago goba o e anegago e tla ithekga ka tatelano ya gago ya diswantšho, dikgopolo tša gago le kamoo o di kopanyago ka gona go bopa kanegelo!
- Ge o rata o ka ripa diswantšho gore o di šomiše kanegelong ya gago.
- O se ke wa lebala go nea kanegelo ya gago sehlogo sa go kgahliša.

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.



Nal'ibali e fa go go hlohleletša le go go thekga. Ikopanye le rena ka efe goba efe ya ditsela tše:

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UMLAZI
EYETHU

EASTERN CAPE
RISING SUN

POLOKWANE
OBSERVER



Drive your
imagination