

# *Peace Corps*

*Sosoth*

*An introduction to the Spoken Sosotho*



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106. When will you vaccinate me?
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116. I think you have a cold.
118. I ought to go now.
120. Don't call us ...
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126. I'm not going to teach.
128. Bridle it, let me see.
130. I came by plane.
132. Wind, unwind.
134. What time did you arrive there?

135. Who has the ball?
137. Tomorrow (please) try to arrive on time.
139. I arrived last week.
141. Flailing the sorghum.
143. I said, hold the horse.
145. Get up, wash and eat.
147. They will sit down, drink beer, and sing.
149. They are passing near a tree which has a bell.
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153. Winnowing wheat.
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157. I see six young girls.
159. What does the little pot contain?
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167. Do you want to make him stop?
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171. I see two houses.
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148. When the women get home, they unload the donkeys.
150. Can I help you, sir?
152. Close it when you've finished.
154. If you laugh at me, I'll be angry.
156. Greetings: Do you continue to be well?
158. I'm unable to ride today.
160. I'll be very sorry if you can't be there.
162. What were you doing at the cafe yesterday?
164. I see Bill doesn't ride well.
166. Hey man, you shouldn't talk about my mother!
168. Tankiso was a cook.
170. I wasn't buying food.
172. I've already said it.
174. I'm binding myself to work two years in Lesotho.
176. Lesotho became self-governing in 1966

M-1

- A. Present M-1 and M-2 by demonstrating C-1 yourself. Use the names of members of the class.
- B. Practice M-1 by having the students repeat each sentence after you.
- C. Test the students by giving a word from the left-hand column and having them respond with the full sentence.

Thabô	Kɛ-Thabô.	Thabo	I am Thabo (a boy).
Mathê	Kɛ-Mathê.	Mathe	I am Mathe (a boy or a girl).
John	Kɛ-John.	John	I am John.
Susan	Kɛ-Susan.	Susan	I am Susan.
[   ]	Kɛ-[   ].	[   ]	I am [   ].

M-2

mang?	U-mang?	who?	Who are you?
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C-1

- A. Ask each student for his name.
- B. Have each student ask you for your name.
- C. Have the students ask each other for their names.

A: U-mang?	Who are you?
B: Kɛ-[John].	I am [John].

M-3

Proceed with M-3, M-4 and C-2 as you did above.

Thabô	Lebitsô la-ka kɛ-Thabô.	Thabo	My name is Thabo.
Mathê	Lebitsô la-ka kɛ-Mathê.	Mathe	My name is Mathe.
John	Lebitsô la-ka kɛ-John.	John	My name is John.
Susan	Lebitsô la-ka kɛ-Susan.	Susan	My name is Susan.
[   ]	Lebitsô la-ka kɛ-[   ].	[   ]	My name is [   ].

M-4

u-mang?	Lebitsô la-hao u-mang?	who are you?	What is your name?
la-hao	Lebitsô la-hao u-mang?	your	What is your name?
leb <sup>its</sup> ô	Lebitsô la-hao u-mang?	name	What is your name?

C-2

A: Leb <sup>its</sup> ô la-hao u-mang?	What is your name?
B: Leb <sup>its</sup> ô la-ka ke-[John].	My name is [John].
Or: Ke-[John].	Or: I'm [John].

G-3

To the student: After class use these questions to learn the names of other students (and teachers) who are in the Sesotho program. Do this several times. Immediate application of what you have learned in class is one of the secrets of successful language study.

## TO THE STUDENT:

The short forms

U-mang?  
Ke-<sup>Thab</sup>ô.

are normally used by the Basotho among themselves. However, the longer forms (M-3, M-4)

Lebitsô la-ka ke-<sup>Thab</sup>ô.  
Lebitsô la-hao u-mang?

may be used where additional clarity is desirable. Their use is recommended in early conversations between a learner and Basotho, since the increase in redundancy will partially compensate for the student's initial difficulties in pronunciation and comprehension.

The literal meaning of "Lebitsô la-ka ke-<sup>Thab</sup>ô." is "Name of mine, I (am) Thabo." The literal meaning of "la-hao" is "of yours (sg.)." In rapid speech leb<sup>its</sup>ô may be shortened to bitsô.

Some names are given only to boys (<sup>Thab</sup>ô), some only to girls, while others (<sup>Math</sup>ê) are given to both boys and girls.

The letter combination <th> does not have the same value in Sesotho as it has in English:

<u>Thab</u> ô	is not at all like	<u>th</u> anks
Les <u>otho</u>	is not at all like	al <u>tho</u> ugh

The letter combination <ph> does not have the same value in Sesotho as it has in English:

<u>pho</u> lo	is not at all like	<u>ph</u> one
<u>pha</u> sa	is not at all like	<u>ph</u> ase

This orthographic difference between Sesotho and English will lead to mistakes if you try to learn Sesotho by reading it rather than by hearing it spoken. Hence, learn by listening, not by reading.

Hyphens are used in this course to join elements which in Sesotho really function together as a single word: ke-Thabô, u-mang, la-ka. These are written separately ("disjunctively") in the Lesotho orthography: ke Thabo, u mang, la ka. The use of hyphens, then, adds information needed by the language learner which is not necessary for the Mosotho reader. This modification will not interfere with the reading habits of the Mosotho teacher who uses these lessons nor with your own reading of Sotho literature at a later stage. Where the Lesotho orthography normally uses a hyphen (at the end of a line, or for compounds: bua-bua), in this course a double hyphen (bua=bua) will be used.

The Lesotho orthography (spelling system) uses the letter <o> for two significantly different vowels. Apparently this ambiguity does not disturb the Mosotho reader (meaning helps him to select the right vowel). However, for the language learner the marking of this distinction is absolutely necessary. In this course the "Basotho hat" is used to distinguish these two vowels:

/o/ and /ô/

In this cycle note the use of "hat" /ô/ in lebitsô, in contrast to the use of "plain" /o/ in the word Basotho.

Listen to your language instructor say the following:

ô		o	
Chôlô	(a name)	Phlo	(a name)
sêbôkô	a cry	sêbko	a worm
bôpâ	sulk	bopâ	create, form
rôkâ	praise	rokâ	sew
Tsâbô	(a name)	Khâbô	(a name)



Similarly, the Lesotho orthography uses the letter <e> for two significantly different vowels, and again the "Basotho hat" is used to make the necessary distinction for the language learner: /e/ and /ê/. In this cycle note the use of "hat" /ê/ in Mathê in contrast to the use of "plain" /e/ in kẹ-.

Listen to your language instructor say the following:

ê		e	
Chêlê	(a name)	Chêle	(a name)
Thêbê	(a name)	Tšepê	(a name)
êkạ	betray	ekạ	it is like
phêhạ	cook (v)	phẹhạ	argue
tšêlạ	pour	tšelạ	cross (v)

One other minor modification of the Lesotho orthography is used in this course for the benefit of the language learner. Sesotho is a tone language, having either a relatively high or relatively low pitch on each syllable. The Lesotho orthography does not mark tone (except in one peculiar, isolated instance). The Mosotho reader can read without having the tones marked, but he cannot speak and be understood without putting in the right tones, as the following example will show (low tone is indicated by a hook under the vowel, high tone is indicated by underlining of the vowel):

Kẹ-Thabô. (low tone on /e/) "I am Thabo."

Ke-Thabô. (high tone on /e/) "It is Thabo."

(The hook may be thought of as pulling down the pitch, while the underscore may be thought of as pushing up the pitch.)

From this example it should be quite clear that the meaning of a word or sentence may depend entirely on the use of the correct tones. Right from the start you should imitate your teacher very carefully in this matter of tone. If you don't, or if you try to learn by reading rather than listening, you will put an English intonation on everything and not be understood (except by your teacher when he has become accustomed to your impossible way of speaking Sesotho).

In this course syllables with a high tone are marked by the use of "underscore", and syllables with a low tone are left unmarked (except for a few words which are always marked for low tone by a hook; e.g., kẹ-, first person singular subject pronoun). For example, the sentence in M-4 has been marked as follows:

Lebitsô la-hao u-mang?

This really means:

Lebitsô la-hao u-mang?

In the early cycles all words and sentences are marked for tone. In the later cycles, for reasons of economy, it has not been possible to mark all of them.

In addition, tone is marked by both "hook" and "underscore" at a few of the most crucial points (as in the case of the difference between ke- and ke-above). This simply means that low tone, normally indicated by the absence of a mark under the vowel, is in these few instances specially marked by "hook" as a reminder to you to pay particular attention at this point.

While the Lesotho orthography does not normally mark tone differences, there is one contrast between high tone and low tone that is indicated in a peculiar way. In spoken Sesotho the second person singular pronoun prefix for "you" and the third person singular pronoun prefix for "he, she" differ only in tone: the former is low tone, the latter is high tone: /o/ "you" and /o/ "he, she". The only difference between these two forms is that of tone; the vowel qualities are identical. Yet the Lesotho orthography writes the second person singular pronoun prefix as <u> rather than <o> to distinguish it from the third singular form which is written as <o>. Hence when you find a written <u> meaning "you", you will have to remember that in speech the quality of the vowel is really /o/ and is distinguished in spoken Sesotho from "he, she" by only a tone difference:

U-tsoa kae? Where do you come from? <u> = /o/ low tone

O-tsoa kae? Where does he/she come from? <o> = /o/ high tone

This course retains this convention of the Lesotho orthography, without any further modifications (i.e., without the use of the hook to indicate low tone). This creates no problems if you learn Sesotho by carefully imitating your language instructor; however, when you read Sesotho, you will have to make a special effort to remember that <u> ("you") = /o/, while <o> ("he, she") = /o/.

If you listened carefully, you may have noticed some differences in intonation (pitch level, stress-rhythm pattern) between statements and questions. There will be discussion and practice of this difference in cycles 13 and 15; in the meantime imitate your teacher as carefully as you can.

## TO THE TEACHER:

When teaching the "M-phases" in this cycle, you will notice that M-3 and M-4 are slightly different in the way they are constructed. M-3 has a set of sentences which are exactly alike except for the name in each one. M-4, on the other hand, has a single sentence, repeated three times. In "testing" whether or not the students have practiced the sentences of M-3 sufficiently, give them the cue word from the left-hand column and they will respond with the full sentence, substituting the cue word in the proper place.

<u>Teacher</u>	<u>Response</u>
Thabô	Lebitsô la-ka kẹ- <u>Thabô</u> .
Mathê	Lebitsô la-ka kẹ- <u>Mathê</u> .
John	Lebitsô la-ka kẹ- <u>John</u> .

In testing M-4, give them various fragments of the sentence and the students will respond with the entire sentence:

<u>Teacher</u>	<u>Response</u>
u-mang?	Lebitso la-hao <u>u-mang?</u>
la-hao	Lebitso <u>la-hao</u> u-mang?
lebitsô	<u>Lebitsô</u> la-hao u-mang?

Most of the "M-phases" in this course are constructed like M-3. It is important to remember, however, that any sentence can be practiced and tested as you did in M-4; so, if a student is having difficulty in pronouncing or remembering a sentence, you can construct this kind of "M" yourself, right on the spot, to give the student some additional practice. For example, the first sentence in M-3:

<u>Teacher</u>	<u>Response</u>
kẹ- <u>Thabô</u>	Lebitsô la-ka <u>kẹ-<u>Thabô</u></u> .
la- <u>ka</u>	Lebitsô <u>la-ka</u> kẹ- <u>Thabô</u> .
lebitsô	<u>Lebitsô</u> la-ka kẹ- <u>thabô</u> .

Throughout this course square brackets [ ] are used to indicate that you should also substitute other words at this point, taking them from material previously learned or, in the case of this cycle (C-1, C-2), using the names of students and teachers involved in the Sesotho program.

In the course of conducting the class you will need to give some brief instructions and comments. The following Sesotho phrases are suggested for such use. Do not translate or explain them. Their meaning will quickly become clear by the way you use them in conducting the class.

Classroom phrases

Ke-hantlê.

Hapê.

Bua haholo.

Lula fatše.

Mamêla.

Mamêla hantlê.

Êkê/êkêê.

Lula mōna.

Eseng "la-k'ha," e-re "la-ka."

At first your students are likely to pronounce Sesotho words with English sounds. But you must insist that they imitate you carefully. At times it will be sufficient to call their attention to the difference between a real Sesotho pronunciation and their English-influenced attempts. For example, in this cycle, students should pay careful attention to the quality of /e/:

kê-

lebitsô

Chele

eka

The Sesotho word kê- may sound like the English words Kay or key to your students, and Chele may sound like the English word chili, but in fact the Sesotho /e/ is not exactly like any of its apparent English equivalents. Your students may be able to master this vowel sound simply by carefully imitating your speech.

In addition to telling the student which of the sounds he is pronouncing badly, it is often useful to give him a brief pronunciation exercise. This can be done as part of the regular classroom activity, using both the pronunciation exercises found with some of the cycles and the more general set

of pronunciation exercises (given separately after all of the cycles). If there are points of pronunciation that students cannot learn by imitating your speech, then a technical discussion of the sound problems involved by the language co-ordinator may be helpful.

P-1

<u>Low-Low</u>	<u>Low-High</u>	<u>High-Low</u>
Th <b>à</b> b <b>ô</b>	Ma <b>th</b> <b>ê</b>	So <b>th</b> q
Ts <b>ê</b> k <b>ô</b>	Ch <b>ê</b> l <b>ê</b>	Th <b>ê</b> b <b>ê</b>
T <b>é</b> f <b>ô</b>	Ch <b>ê</b> l <b>e</b>	T <b>š</b> e <b>p</b> e
Pa <b>l</b> ô	Ch <b>ô</b> l <b>ô</b>	T <b>š</b> a <b>b</b> ô
Ch <b>à</b> k <b>à</b>	Ph <b>ô</b> l <b>o</b>	Kh <b>à</b> b <b>q</b>

a) Pronounce each of the columns in turn so that the students can hear the respective tonal patterns. Repeat the process, giving the tonal pattern after each name: e.g., "Th**à**b**ô**, low-low," placing the appropriate Sesotho tones on the English identification labels. (It is sometimes helpful to repeat the tones of each name by humming them after pronouncing the name.)

b) Give names from the first two columns randomly, allowing the class to identify the tonal patterns by responding "low-low", "low-high". Do the same for the first and third, the second and third, and then finally all three columns.

c) If you have time, practice the recognition of these tone contrasts by putting these names into the sentence patterns of M-1 and M-3.

d) Two syllable words (and names) may also have a "high-high" tone pattern. Since these are somewhat difficult to distinguish from the "high-low" pattern, they are practiced in cycle 3 rather than here.

M-1

Lumêla.

Greetings.

Khôtsô.

Peace.

C-1

A: [Lumêla].

[Greetings].

B: [Lumêla].

[Greetings].

M-2

ntatë

Lumêla ntatë.

father/sir

Greetings, sir.

mmê

Lumêla mmê.

mother/madam

Greetings, madam.

Thabô

Lumêla Thabô.

Thabo

Greetings, Thabo.

Susan

Lumêla Susan.

Susan

Greetings, Susan.

M-3

ntatë

Khôtsô ntatë.

father/sir

Peace, sir.

mmê

Khôtsô mmê.

mother/madam

Peace, madam.

M-4

ntatë

Ëë, ntatë.

father/sir

Yes, sir.

mmê

Ëë, mmê.

mother/madam

Yes, madam.

C-2

A: Lumêla [ntatë].

Greetings, [sir].

B: Ëë, [ntatë].

Yes, [sir].

C-3

A: [Ntatë].

[Sir].

Or: Ëë, [ntatë].

Or: Yes, [sir].

B: Ëë, [mmê].

Yes, [madam].

C-4

A: Khôtsô [mmê].

Peace, [madam].

B: Khôtsô.

Peace.

Or: Ëë, [ntatë].

Or: Yes, [sir].

Or: Khôtsô [ntatë].

Or: Peace, [sir].

## TO THE STUDENT

The greetings exchange is far more important in Basotho life than in American life; people (even total strangers) do not meet or pass each other without at least exchanging some brief form of greeting (if not, suspicions are aroused!). The simple use of lumêla and khôtsô will open many "doors" for you as a newcomer to Basotho life. Both lumêla and khôtsô are commonly used as greetings; some individuals may express a preference for one or the other, but both are widely used and acceptable.

The greetings exchange has basically three parts:

1. Acknowledgement (as in C-1, C-2, and C-3 of this cycle)
2. Inquiries about well-being (as in cycle 6)
3. Inquiries about points of departure and destinations (as in cycle 8).

There is a fair amount of variation in the expressions used, as can be seen in the C-phases of this cycle, and the length of the greetings ranges from the brief exchanges here to an extended exchange containing all three parts. While the form of the greetings varies, the need for greeting people does not vary: it is mandatory. Greet everybody you meet or pass, including strangers. In many situations where you may think it improper to extend greetings (by comparison with the American pattern) it is in fact improper to refrain from using them!

Ntatê and mmê are used to address men and women, whether or not they are actually fathers or mothers; even fairly young children may be addressed in this way. Chiefs are addressed as morêna. In addition this term is frequently used in addressing males to whom one wishes to show respect. It can also be used jokingly among friends. Since there are possibilities of misusing morêna or being misunderstood, it is preferable initially to use ntatê (even in those cases where you suspect morêna would be acceptable); ntatê is acceptable in all situations, including those where morêna is customarily or frequently used. European (white) males will often be addressed as "morêna".

While personal names can be used in the greetings (as in M-2), they are used less than in American life. The use of ntatê, mmê, and other words denoting relationships (ausi, my elder sister; ngoan'eso, my brother/sister) is very common, and, as indicated above, is not limited to actual kinship.

The tone pattern of a word is not invariable; in certain grammatical constructions it may change. For example, in C-4 observe that there is a tone change on the second syllable of khôtsô:

A: Khôtsô [mmê].

B: Khôtsô.

A high tone at the end of a sentence, when immediately preceded by a low tone, is often lowered in pitch so that it hardly sounds like a high tone:

For example: Katso ntatë.

The /n/ in ntatë and the first /m/ in mmê are nasal syllabics; that is, these nasals (occurring before a consonant, never a vowel) are syllables, just like any of the consonant + vowel sequences in Sesotho. In terms of pronunciation this means that ntatë is said with three syllables, mmê, with two, and that each of these nasal syllabics has its own tone:

ntatë  
mmê

The Lesotho orthography indicates nasal syllabics before /m/ or /n/ with an apostrophe:

mmê (mother) is written as <'me>

nna (I/me) is written as <'na>

In this course, however, these nasal syllabics will be written as /m/ or /n/ rather than as apostrophe.

In Sesotho /l/ is pronounced as [d] when occurring before /u/ and /i/:

lumêla  
[d] [l]  
lijöng (dining room)  
[d]

Before the other vowels it is pronounced as [l] (very similar to the English [l]).

The Lesotho orthography (spelling system), as pointed out in cycle 1, uses the letter <o> for two significantly different vowels, and the letter <e> for two significantly different vowels. These are distinguished in this course by the use of the "Basotho hat":

/o/ and /ô/

/e/ and /ê/

In addition, the vowel /ê/ has a variation which occurs 1) in a limited set of words and 2) elsewhere in a predictable set of circumstances (when followed by certain consonants and vowels). It is useful for learning purposes to distinguish this special variation of /ê/ by the use of a "double-dot" (umlaut):

/ë/

Two words in this cycle have this variation: ntatë, ëë. The difference in sound between /ë/ and /ê/ is not too difficult for an English speaker to hear. However, the difference between /e/ and /ë/ is difficult to hear. It is nevertheless a crucial one for the Sesotho speaker: while the English learner may not hear (and produce) this difference, it is an essential one for the Sesotho speaker.



Because the distinction between these two vowels is more difficult to acquire, extensive usage of the /ë/ vowel is deferred until cycle 39. Of more immediate importance is the difference between /e/ and /ê/. This distinction can easily be heard by the English speaking learner, but it seems somewhat difficult to control consistently in production. Careful use of the pronunciation exercises will help considerably.

What has been said here about a variation of the vowel /ê/ which requires the use of /ë/ for teaching purposes is also true of the vowel /ô/. It too has a variation, written as /ö/ in this course, which is exactly parallel in the circumstances of its occurrence to /ë/. It is first encountered in cycle 5.

In summary, the Lesotho orthography has two letters, <e> and <o>, each of which (from the standpoint of language structure) is two different vowels:

/e/ and /ê/

/o/ and /ô/

For accurate pronunciation it is further necessary to distinguish a third pair of vowels which are special variants of /ê/ and /ô/. This is done by marking these variants with a "double-dot":

/ë/

/ö/

#### TO THE TEACHER:

The square brackets in C-1 to C-4 indicate that other appropriate words should be substituted for additional practice. This convention will be used throughout this course; usually the appropriate substitution is one that has been learned in the M-phase of the cycle, though sometimes appropriate substitutions may come from earlier cycles.

M-1 should be taught by simple repetition. See the notes in cycle 1 for some phrases that should be used in conducting the class.

In the C-phases, an alternative sentence will often be given, as in C-3:

A: [Ntatë].

Or: Ëë, [ntatë].

B: Ëë, [mmê].

The word "or" is used to indicate:

- a) A slight change of expression, with no significant change of meaning.
- b) A shorter way of saying the same thing.
- c) A change in the direction of the dialog (e.g., the answer to a question may be no instead of yes.

Use the following pronunciation exercises in class:

P-1

<u>Present</u>	<u>Absent</u>
mpheta	pheta
mpalama	palama
*****	
ntatê	tata
ntima	tima
nthusa	thusa
*****	
mmê	ma-
mmala	mala
mmali	mali

- Demonstrate the difference between the presence and absence of syllabic nasals.
- Give the above randomly, having the students respond "present" or "absent".
- Use additional materials from the separate pronunciation exercises as necessary.

P-2

<u>High-Low</u>	<u>High-High</u>
Tsábô	Pítsô
Phírì	Korì
Tšítà	Sêta
Thêbê	Tšelê
Khabô	Tšolô

- Demonstrate the difference between these two tone patterns.
- Give the above names in random order and have the students identify them by responding "high-low" or "high-high". (Some students may notice that there is a slight drop in the pitch of the second "high" in the "high-high" pattern, just as there is a slight drop in the pitch of the second "low" in the "low-low" pattern. This does not change the tone designations; it is the relative "high" and "low" which is significant.)
- Give the "high-high" group in comparison to the "low-high" group (in cycle 1) as an exercise. Do the same comparison with the "low-low" group.

M-1

Introduce M-1 by first demonstrating C-1, using your own name and the names of each of the members of the class. This will give you an excellent opportunity to emphasize the importance of the tonal difference between ke- and ke-.

Thabô	<u>Ke</u> -Thabô.	Thabo	It is Thabo.
Mathê	<u>Ke</u> -Mathê.	Mathe	It is Mathe.
Mphô	<u>Ke</u> -Mphô.	Mpho	It is Mpho.
Susan	<u>Ke</u> -Susan.	Susan	It is Susan.

C-1

A: <u>Ke</u> -[Mphô]. (Pointing to self).	I am [Mpho].
<u>Ke</u> -[Susan]. (Pointing to Susan but speaking to someone else.)	She is [Susan].

M-2

<u>ke</u> -	<u>Ke</u> -mang?	it	Who is it?
mang?	<u>Ke</u> -mang?	who?	Who is it?

C-2

A: <u>Ke</u> -mang?	Who is he?
B: <u>Ke</u> -[John].	He is [John].

M-3

<u>ke</u> -Thabô	Leb <u>its</u> ô la-hae	he is	His name is Thabo.
	<u>ke</u> -Thabô.	Thabo	
leb <u>its</u> ô	Leb <u>its</u> ô la-hae	his name	His name is Thabo.
la-hae	<u>ke</u> -Thabô.		

M-4

<u>ke</u> -mang?	Leb <u>its</u> ô la-hae <u>ke</u> -mang?	who is	What is his/her name?
		he/she?	
la-hae	Leb <u>its</u> ô la-hae <u>ke</u> -mang?	his	What is his/her name?

C-3

A: Lebitsô la-hae ke-mang?

What is her name?

B: Lebitsô la-hae ke-[Susan].

Her name is [Susan].

C-4

A: Ke-mang?

Who is he?

B: Ke-[Thabô].

He is [Thabo].

A: Ke-mang?

Who am I?

B: U-[John].

You are [John].

## TO THE STUDENT

The importance of correctly hearing and producing the difference between high and low tone in Sesotho is clear from C-1 (where tone alone distinguishes between "I" and "he/she"):

A: Ke-Mphô.

B: Ke-Susan.

By now you have probably observed that Sesotho does not have a word for the verb "to be" in the following:

Ke-Thabô.

U-mang?

Ke-mang?

Ke-Thabô.

In these cases the sentence is simply Subject Pronoun + Predicate. Later you will learn constructions that do use words (ba, le, and na) to express "to be".

## TO THE TEACHER

The last two sentences in C-4 are familiar sentence patterns with familiar vocabulary but in combinations that were not practiced in any of the M-phases. If students have any difficulty with these, it probably means that they have not thoroughly mastered the previous material.

The vowel sequence -ae will be troublesome for some of your students. Insist on a good pronunciation when the class is working on the M- and C-phases. For extra practice have the class listen to and imitate the vowel sequence in the following:

la-hae

lepae

thae

Mothae

koae

ntat'ae

E-1

Low Tone <u>I</u>	High Tone <u>he/she</u>
Ke- <u>Thabô</u> .	Ke- <u>Thabô</u> .
Ke- <u>Mathê</u> .	Ke- <u>Mathê</u> .
Ke- <u>Mphô</u> .	Ke- <u>Mphô</u> .
Ke- <u>Susan</u> .	Ke- <u>Susan</u> .
Ke- <u>John</u> .	Ke- <u>John</u> .
Ke-[ . ].	Ke-[ . ].

Use the above exercise, adding names from the class, to give students practice in hearing and producing the tone difference.

- Have the students listen as you pronounce first one column, then the other, and finally items from each column in comparison.
- Give the sentences in random order, having the students respond "low" or "high".
- Have the students repeat the above after you, paying close attention to the tone difference.
- Test the ability of your students to produce this difference.

E-2

<u>my...</u>	<u>your...</u>	<u>his/her...</u>
leb <u>itsô</u> la-ka	leb <u>itsô</u> la-hao	leb <u>itsô</u> la-hae
leb <u>ese</u> la-ka	leb <u>ese</u> la-hao	leb <u>ese</u> la-hae
let <u>soai</u> la-ka	let <u>soai</u> la-hao	let <u>soai</u> la-hae
leng <u>ôlô</u> la-ka	leng <u>ôlô</u> la-hao	leng <u>ôlô</u> la-hae
leb <u>ênkêlê</u> la-ka	leb <u>ênkêlê</u> la-hao	leb <u>ênkêlê</u> la-hae
les <u>aka</u> la-ka	les <u>aka</u> la-hao	les <u>aka</u> la-hae
lets <u>ôhô</u> la-ka	lets <u>ôhô</u> la-hao	lets <u>ôhô</u> la-hae

The above exercise gives an opportunity to re-inforce the possessive pronouns learned this far. (All of these nouns, except the first, are unknown to the students; for this exercise it is not necessary to translate or explain them; let the students focus their efforts on distinguishing the possessives.)

- Give the above in random order, having the students respond with "my", "your", or "he/she".
- Test your students as follows:

T: lebitsô: his      S: lebitsô la-ka      T: lebitsô la-ka  
 T: lebese: your      S: lebese la-hao      T: lebese la-hao  
 etc.

(The teacher's response after the student serves to correct the student if he was mistaken, or to verify his answer if it was correct. This is an important step in good teaching. You will help your students considerably if you develop the habit of giving the correct answer after the student's response.)

M-1

sala	Sala <u>hantlê</u> .	stay	Stay well.
tsamaea	Tsamaea <u>hantlê</u> .	walk, go	Go well.

C-1

A:	Sala <u>hantlê</u> .	Stay well.
B:	Tsamaea <u>hantlê</u> .	Go well.

M-2

tsamaea	Tsamaea <u>ka-khôtsô</u> .	go	Go in peace/peacefully.
sala	Sala <u>ka-khôtsô</u> .	stay	Stay in peace/peacefully.

C-2

A:	Sala <u>hantlê</u> [ntatê].	Stay well, [sir].
B:	Tsamaea <u>ka-khôtsô</u> .	Go in peace.

C-3

A:	Tsamaea <u>ka-khôtsô</u> .	Go in peace.
B:	Sala <u>ka-khôtsô</u> .	Stay in peace.

C-4

A:	Tsamaea <u>hantlê</u> [mmê].
	Or: Tsama'a <u>hantlê</u> .
B:	Sala <u>ka-khôtsô</u> .

C-5

A:	Sala [ <u>hantlê</u> ] [mmê].
B:	Tsamaea [ <u>hantlê</u> ] [ntatê].

TO THE STUDENT

Sesotho has no exact equivalent for "good-bye". Instead people say "go well, stay well". There is no fixed order for the use of Sala hantlê and Tsamaea hantlê in the leave-taking exchange; either may be said first.

Tsamaea ka-khôtsô can also be expressed as Tsamaea le-khôtsô (go with peace).

Hantlê, ka-khôtsô, and le-khôtsô are used as adverbs.

In rapid speech tsama<sub>ea</sub> can reduce to tsama'a:

Tsama'a ka-kh<sub>ô</sub>ts<sub>ô</sub>.

Tsama'a hantlê.

If you have been listening carefully to your teacher's pronunciation, you may have observed two features of sentence pronunciation:

1. Final syllables, especially those with a low tone, are often very weak, to the point of sometimes being "whispered" (unvoiced) rather than spoken outloud (voiced). For example, listen to the last syllables in:

Ke-Thab<sub>ô</sub>.

Sala hantlê.

2. The penultimate (second to last) syllable of a statement is longer than other syllables. You can observe this lengthening on the /n/ in hantlê and on the first /ô/ in kh<sub>ô</sub>ts<sub>ô</sub>:

Sala hantlê.

[nn]

Tsama<sub>ea</sub> ka-kh<sub>ô</sub>ts<sub>ô</sub>.

[ôô]

This lengthening is automatic in statements, but, as you may already have observed, it does not occur with questions. It also occurs when words or names are spoken in isolation:

Thab<sub>ô</sub>

[aa]

leb<sub>i</sub>ts<sub>ô</sub>

[ii]

In a later cycle you will practice this as one of the differences between statements and questions. In the meantime, listen carefully to your teacher and imitate his lengthening of the penultimate syllable.

In class, whenever the teacher asks for individual responses, you should be mimicing or responding silently rather than just sitting idly by, waiting for your turn. Talking to yourself like this gives you extra practice, and it is a habit which can serve you well later on in Lesotho when you will have to "pick up" much of the language. There are occasional dangers in repeating vocally whatever you hear a Mosotho say, but there is the greater danger of not learning the language well because of inadequate practice. To learn Sesotho well you will have to use your mouth more than your head. So get lots of practice, mimicing silently in class and vocally outside of class whenever you hear a Mosotho speak.



When repeating a sentence after the teacher, there is a tendency for students, when they lack confidence, to superimpose the English intonation which says, in effect: "Am I saying this correctly?" Placing such an English intonation over a Sesotho sentence serves no useful purpose, so use the intonation (the up and down variations of pitch) which your Sesotho teacher gives you.

The Basotho are one of the most literate groups in all of Africa. They have a long tradition of literacy and literature which goes back to the middle of the 19th century and the work of the early French protestant missionaries. Many Sesotho books and a number of newspapers are available. Many personal letters and messages are exchanged in Sesotho. But one of the most visible evidences of this literacy is the large number of signs and notices which appear along the streets and roads, in stores, and outside of office buildings. Sometimes these are diglot signs, written in both Sesotho and English. But frequently they are in Sesotho only, like the signs at the airport and the Maseru border post which welcome visitors to Lesotho

Kêna ka-khôtsô	(Enter in peace)
----------------	------------------

and bid them farewell.

Tsamaea ka-khôtsô	(Depart in peace)
-------------------	-------------------

#### TO THE TEACHER

This is a short cycle, so there should be ample time during the class period to review cycle 2 and to give some special attention to the pronunciation problems of the students.

English speaking students find it difficult to say /o/ and /ô/ in a Sesotho fashion. They tend to put a [w] after these vowels, but they need to learn not to do this. There are pronunciation materials in the appendix of this course which will provide for practice in mastering /o/ and /ô/. If the class time is limited, at least check on the pronunciation of each student of the following words:

Thabô  
 khôtsô  
 Mphô  
 lebitsô

## Cycle 5 Identification: What's this?

M-1

<u>eng?</u>	H <sub>ö</sub> <u>ö</u> <u>ke-eng?</u>	what	What is this?
<u>höö</u>	H <sub>ö</sub> <u>ö</u> <u>ke-eng?</u>	this	What is this?

M-2

<u>buka</u>	<u>Ke-buka.</u>	book	It's a book.
<u>pêne</u>	<u>Ke-pêne.</u>	pen	It's a pen.
<u>koranta</u>	<u>Ke-koranta.</u>	newspaper	It's a newspaper.
<u>setulô</u>	<u>Ke-setulô.</u>	chair	It's a chair

C-1

A: H <sub>ö</sub> <u>ö</u> <u>ke-eng?</u>	What is this?
Or: H <sub>ö</sub> <u>ö</u> <u>ke'ng?</u>	
B: <u>Ke- [buka].</u>	It's a [book].

C-2

Now use this question, H<sub>ö</sub>ö ke-eng?, to obtain further information from your teacher about other objects in the classroom. It is not necessary for you to learn and remember all the new words you get this way. The important thing is that you have the experience of using this question to get new information.

Student: H<sub>ö</sub>ö ke-eng?

Teacher: Ke- [                    ].

M-3

Use pictures (from magazines, for example) or the actual objects for practicing M-3.

<u>lijô</u>	<u>Ke-lijô.</u>	food	It's food.
<u>lebese</u>	<u>Ke-lebese.</u>	milk	It's milk.
<u>nama</u>	<u>Ke-nama.</u>	meat	It's meat.
<u>bohôbê</u>	<u>Ke-bohôbê.</u>	bread	It's bread.

C-3

A: [John] h<sup>3</sup>ö<sub>4</sub>ö ke-eng?

John, what is this?

B: Ke-[lij<sup>0</sup>].

C-4

Find out the Sesotho words for the following during your next meal at the dining hall (using this question, of course!): coffee, sugar, fork.

## TO THE STUDENT

Sesotho has no word for "a" or "the". This distinction is simply not made. For example, in the following sentences it is necessary to supply "a" or "the" in order to have a good English translation:

Ke-buka. It's a/the book. (Lit: It book.)

Mphê pênê. Give me a/the pen. (Lit: Give me pen.)

This may seem to be a language deficiency or handicap, but rest assured that Sesotho has other means (e.g., the demonstrative pronouns) to make a reference to the earlier mention of an object when it is necessary to do so.

Cycles 1-4, as well as many more to come, teach language which is useful for social purposes. This cycle and cycle 9, however, give some basic language tools which are extremely helpful in "picking up" Sesotho. Use these tools frequently (see C-4).

The sound of /j/ in

lijô food

kajêno today

joa beer

is pronounced as [dʒ] (the sound of "j" in "judge") or as [ʒ] (the sound of "z" in azure). Both pronunciations are used, though [dʒ] tends to appear in careful speech, while [ʒ] is used more in rapid speech. The [d] in [dʒ] is weakly articulated. Your informant will use both, and so should you.

In C-3 both the long and the short forms of eng? are used:

... ke-eng?

... ke-'ng?

The short form is normally used, with the use of the full form of eng? limited to very careful speech and a few other special circumstances. The apostrophe (as in ... ke'ng?) is frequently used in the Sesotho writing system to indicate a contraction.

The word hōō will not serve to translate all occurrences of the English "this" (e.g. nthô ëna, thing this), so do not attempt to extend the use of hōō to other sentences at this time.

Compare the following sentences:

Ke-mang? Who is he? (Lit: it who?)  
Ke-eng? What is it? (Lit: it what?)

\* \* \* \* \*

Lebitsô la-hae ke-mang? What is his name? (Lit: name his it what?)  
 Höö ke-eng? What is this? (Lit: this it what?)

The second set of sentences has a Subject Pronoun + Predicate, just like the first set. But in addition the sentences of the second set have an Independent Subject: lebitsô la-hae, and höö. These two sets of sentences can be summarized (in grammatical terms) as follows:

Subject Pronoun + Predicate

\* \* \* \* \*

Independent Subject + Subject Pronoun + Predicate

Another order is possible for Höö ke-eng?: Ke-eng höö?

#### TO THE TEACHER

If there is time in class, demonstrate the difference between

Höö ke'ng? What's this?

and HÖÖ ke'ng? What's that?

by asking students the names of objects close to you (Höö ke'ng?) and the names of objects at a slight distance from you (HÖÖ ke'ng?). Their responses in both cases will be the same:

Ke-[         ].

This will give them further practice in hearing tone distinctions.

Use the question device in C-1 later in the course as a way of teaching the names of objects.

The following are some additional phrases to use in conducting the class. Use them without translation or explanation, but in such a way that the meaning soon becomes clear from the situation in which they are used.

#### Classroom phrases

Nkêtsisê.	Kaofêla
Nkêtsisê hantlê.	Ëë, ho-joalö.
Nkêtsisê hapê.	Ê-ê, ha-ho-joalö.
Mamêla hapê.	Leka ho-bua hantlê.
Hapê-hapê.	Ke-phêthô.

M-1

joang?	U-phela joang?	how	How are you? (lit. How do you live?)
phela	U-phela joang?	live	How are you?

M-2

hantlê	Kẹ-phela hantlê.	well	I'm well.
phela	Kẹ-phela hantlê.	live	I'm well.

C-1

A: U-phela joang?	How are you?
B: Kẹ-phela hantlê.	I'm fine.

C-2

A: Lumêla [ntatê].
Or: Khôtsô [ntatê].
B: Ěë, lumêla [mmê].
A: U-phela joang?
B: Kẹ-phela hantlê.

C-3

A: U-phela joang?	
B: Kẹ-phela hantlê.	
Uêna u-phela joang?	You, how are you?
A: Kẹ-phela hantlê.	I'm fine.

C-4

A: [Lumêla] [mmê].
B: Ěë, lumêla [ntatê].
A: U-phela joang?
B: Kẹ-phela hantlê.
Uêna u-phela joang?
A: Kẹ-phela hantlê.

M-3

phela	U-phela joang?	live	How are you?
tantšá	U-tantšá joang?	dance	How do you dance?
ithuta	U-ithuta joang?	work	How do you study?

M-4

phela	Kẹ-phela hantlê.	live	I'm well.
tantšá	Kẹ-tantšá hantlê.	dance	I dance well.
sëbëtsa	Kẹ-sëbëtsa hantlê.	work	I work well.
buá	Kẹ-buá hantlê.	speak	I speak well.

C-4

A: U-[tantšá] joang?	How do you [dance]?
B: Kẹ-[tantšá] hantlê.	I [dance] well.
Or: Hantlê.	Or: Well.

## TO THE STUDENT:

This cycle is concerned with the second of the three parts of a full greetings exchange, discussed in cycle 2:

- 1) Acknowledgment
- 2) Inquiries about well-being
- 3) Inquiries about points of departure and destinations (cycle 8)

Inquiries about individual well-being can take several forms, only one of which is introduced here. Inquiries about family members of other individuals are not normally part of the greetings exchange (except when the two parties are close acquaintances). If two people meet and for some reason omit either of the first two parts of the greetings, it is considered quite proper, even necessary, to return to the greetings (when the original reason for omitting them has been disposed of) and complete them.

Previous cycles have introduced sentences consisting of Subject Pronoun + Predicate:

Kẹ-Thabô.

U-mang?

and Imperative + Adverb:

Tsamaea hantlê.

In this cycle another type of sentence is introduced, Subject Pronoun + Verb + Adverb:

Ke-phela hantlê.

U-tantša joang?

The statement and the question both have the same word order in Sesotho. The difference between them is made by the use of a question word, and by a raising of the entire pitch level of the question, and by an absence of penultimate lengthening (cycle 4) in the question. These differences will be practiced further in cycle 15.

The /ɛ/ in sêbêtsa (M-3) differs noticeably in quality from the /ê/ in Thêbê or tsêbê (ear); in fact it sounds almost like the /e/ in Tšepe or sebe (sin). In cycle 2 /ɛ/ was identified as really a variation of /ê/ which occurs in a limited set of words or in a predictable set of circumstances. One of these circumstances can be observed in sêbêtsa: The consonant /ts/ is never preceded by /ê/; or to put it another way, the vowels in sêbêtsa are /ê/ which have changed to /ɛ/ because of the influence of /ts/. In later cycles you will learn a set of consonants and vowels which by their presence change /ê/ to /ɛ/ and /ô/ to /ò/.

The Lesotho orthography writes [w] and [y] in a manner that will strike you as odd until you have become accustomed to it:

[w] is written as <o> (joang, in M-1) and in some cases <u> (uêna, in C-2)

[y] is written as <e> (tsamaea in cycle 2)

Hence, in this cycle uêna is pronounced as [wêna]. There will be further comment on this convention as it is encountered in later cycles, however, the safest rule is to learn the pronunciation of Sesotho by listening to your language instructor rather than reading.

#### TO THE TEACHER:

Uêna, used in C-2, is not taught in the M-phase. After C-1 has been practiced, uêna can be introduced simply by your taking the part of "B" in C-2 with all of the students.

Normally the students should have their books closed during the class period. It may be useful, however, to ask them to open their books for a quick glance at the longer C-phases (such as C-2 and C-4) in order to memorize the order of the conversation. This should be very brief, and it should be followed by extensive practice with the books closed. For these purposes you can give the necessary instructions in Sesotho without translating or explaining them:

Phetlang libuka tsa-lona.

Koahelang libuka tsa-lona.



## Cycle 7 Identification: Who is your teacher?

M-1

tichêrê	Tichêrê ea-hao ke-mang?	teacher	Who is your teacher?
ea-hao	Tichêrê ea-hao ke-mang?	your	

M-2

tichêrê	Tichêrê ea-ka ke-Thabô.	teacher	My teacher is Thabo.
ea-ka	Tichêrê ea-ka ke-Thabô.		

C-1

A: Tichêrê ea-hao ke-mang?	Who is your teacher?
B: Tichêrê ea-ka ke-[Thabô].	My teacher is Thabo.
Or: Ke-[Thabô].	Or: It is Thabo.

C-2

A: Tichêrê ea-hao ke-mang?	
B: Ke-[Thabô].	
Uêna tichêrê ea-hao ke-mang?	You, who is your teacher?
A: Ke-Chêlê.	

M-3

ea-hae	Tichêrê ea-hae ke-mang?	his	Who is his teacher?
John	Tichêrê ea-John ke-mang?	John	Who is John's teacher?
Susan	Tichêrê ea-Susan ke-mang?	Susan	Who is Susan's teacher?

C-3

A: Tichêrê [ea-John] ke-mang?	Who is John's teacher?
B: Tichêrê [ea-John] ke-[Thabô].	John's teacher is Thabo.
Or: Ke-[Thabô].	Or: It's Thabo.

C-4

Practice the following in class. Then outside of class at your first opportunity, use this conversation to get information about the teachers of other PCV's in your group.

A and B: Do C-2.

A: Tichêrê [ea-John] ke-mang?

Or: Ea-John ke-mang?

Who is John's (teacher)?

B: Tichêrê [ea-John] ke- Mphô.

## TO THE STUDENT

In earlier cycles you learned the following phrases:

lebítsô la-ka	my name (name of mine)
lebítsô la-hao	your name (name of yours)
lebítsô la-hae	his/her name (name of his/hers)

Compare these with:

tichêrê ea-ka	my teacher (teacher of mine)
tichêrê ea-John	John's teacher (teacher of John)
lebítsô la-tichêrê	the teacher's name (name of the teacher)

The forms la- and ea- are used to show a possessive relationship between a noun and possessive pronoun (-ka, -hao, -hae) or between a noun and another noun (or name). You will eventually learn a whole set of these "possessive" forms (a total of 8 different ones) which are used 1) to indicate possession and 2) to describe the first noun of the phrase (e.g., pitsa ea-mêtsi, pot of water). This latter, the descriptive use of the "possessive", is one of several ways of qualifying a noun and it will be discussed and practiced in later cycles. Also it will be necessary to learn how to determine which of the several possessive forms is used with a particular noun. For this cycle it will be sufficient to remember that lebítsô is followed by la- and tichêrê is followed by ea-.

The possessive pronoun -hao is sometimes spelled as <-hau> in the Lesotho orthography.

## TO THE TEACHER

A review of cycles 1, 3, and 5 should be included in the practice of this cycle.

If there is time, you can introduce and practice the following reduced sentence in C-2 (Cf. the reduced sentence in C-4):

B: Ke-Thabô. Uêna ea-hao ke-mang?

Cycle 8 Greetings: I'm coming from Leribê.  
I'm going to Maseru.

8-1

M-1

To the instructor: Introduce the towns from Lesotho by referring to a map:

Mōna ke-Masēru.

Mōna ke-Leribê.

Mōna ke-Mafetēng.

Masēru	Kę-tsoa Masēru.	Maseru	I'm coming from Maseru.
Leribê	Kę-tsoa Leribê.	Leribe	I'm coming from Leribe.
Mafetēng	Kę-tsoa Mafetēng.	Mafetēng	I'm coming from Mafeteng.
[Warner Springs]	Kę-tsoa [Warner Springs].	[Warner Springs]	I'm coming from [Warner Springs].
lijōng	Kę-tsoa lijōng.	dining hall	I'm coming from the dining hall.
[Smith Hall]	Kę-tsoa [Smith Hall].	[Smith Hall]	I'm coming from [Smith Hall].

M-2

tsoa	U-tsoa kae?	come from	Where are you coming from?
ea	U-ea kae?	go to	Where are you going?

C-1

A: U-tsoa kae?	Where are you coming from?
B: Kę-tsoa [lijōng].	I'm coming from the [dining hall].

M-3

Masēru	Kę-ea Masēru.	Maseru	I'm going to Maseru.
Leribê	Kę-ea Leribê.	Leribe	I'm going to Leribe.
Mafetēng	Kę-ea Mafetēng.	Mafeteng	I'm going to Mafeteng.
[Warner Springs]	Kę-ea [Warner Springs].	[Warner Springs]	I'm going to [Warner Springs].
lijōng	Kę-ea lijōng.	dining hall	I'm going to the dining hall.
[Smith Hall]	Kę-ea [Smith Hall].	[Smith Hall]	I'm going to [Smith Hall].

C-2

- A: U-ea kae? Where are you going?  
B: Ke-ea [Smith Hall]. I'm going to [Smith Hall].

C-3

- A: U-tsoa kae?  
B: Ke-tsoa [Smith Hall].  
A: U-ea kae?  
B: Ke-ea [lijöng].

C-4

- A: Lum<sup>ê</sup>la [mn<sup>ê</sup>].  
B: Ē<sup>ë</sup>, lum<sup>ê</sup>la.  
A: U-phela joang?  
B: Ke-phela hantl<sup>ê</sup>. U<sup>ê</sup>na u-phela joang?  
A: Le-nna ke-phela hantl<sup>ê</sup>. Me too, I'm well.  
U-ea kae?  
B: Ke-ea [Smith Hall].  
A: U-tsoa kae?  
B: Ke-tsoa [lijöng].

## TO THE STUDENT

The third part of the greetings, the inquiries about points of departure and destinations, involves information not included in English greetings; as an American you may react to these questions "None of your business!" In Sesotho, however, these questions must be regarded as merely a part of the greetings, and not as an effort to pry into personal affairs.

The question "U-tsoa kae?" can be answered by citing the name of the place where you slept the previous night, or by citing some other place you visited that day up to the time of the question. If you live in Leribê and you are shopping in Masêru when the question is asked, you can answer "Ke-tsoa Leribê." or "Ke-tsoa ha-Fraser", naming, for example, the store you have just left.

The question "U-ea kae?" can be answered by citing your ultimate destination (for the day or the particular journey) or some intermediary point.

The question "U-tsoa kae?" has two meanings: 1) Where are you coming from (the starting point of this journey)? 2) Where do you come from (birthplace or home)? In the context of the greetings the first meaning applies, and the answer will contain some local place. As a newcomer to Lesotho you will frequently be asked "U-tsoa kae?" with the second meaning intended, and you will answer "K<sub>g</sub>-tsoa Am<sub>e</sub>rika."

Imitate your language instructor carefully when pronouncing the name of the capital: Maseru. It has a high tone on the last syllable (which is not the way most English speakers say it): Ma<sub>3</sub>se<sub>4</sub>ru. Compare this with the tone pattern of Leribe: Le<sub>1</sub>ri<sub>2</sub>b<sub>3</sub>e. Lerib<sub>3</sub>e is also known as Hlotse.

Sesotho does not need a preposition with tsoa or ea, as is the case for the English equivalent (see M-1 and M-3), since it is part of the sense of the verb.

The /ö/ in lij<sub>ö</sub>ng differs noticeably in quality from the /ô/ in Thab<sub>ô</sub>. In cycle 2 /ö/ was identified as really a variation of /ë/ which occurs in a limited set of words or in a predictable set of circumstances. The word lij<sub>ö</sub>ng comes from lij<sub>ô</sub>, food; the addition of the suffix -ng, which means "place of", brings about the change of /ô/ in lij<sub>ô</sub> to /ö/ in lij<sub>ö</sub>ng. The presence of -ng, as you will see in later cycles, always changes

/ô/ to /ö/  
and /ê/ to /ë/

In cycle 39 you will practice applying this rule.

#### TO THE TEACHER

In M-1, for additional practice use several more place names and have students point to the map, giving the appropriate phrases.

M-1

Use the actual objects to practice the following:

buka	Mphê buka.	book	Give me a book.
koranta	Mphê koranta.	newspaper	Give me a newspaper.
pêntšêlê	Mphê pêntšêlê.	pencil	Give me a pencil.

M-2

Practice the following first with the long form, ... ke-eng?, then with the short form ... ke'ng? The former is used in careful speech, the latter in normal speech.

buka	"Buka" ke-eng?	book	What is "book"?
koranta	"Koranta" ke-eng?	newspaper	What is "newspaper"?
pêntšêlê	"Pêntšêlê" ke-eng?	pencil	What is "pencil"?

M-3

buka	"Buka" ke-nthô ëna.	book	This thing is a book.
koranta	"Koranta" ke-nthô ëna.	newspaper	This thing is a newspaper.
pêntšêlê	"Pêntšêlê" ke-nthô ëna.	pencil	This thing is a pencil.

C-1

- A: Mphê [pêntšêlê]. Give me a pencil.  
 B: ["Pêntšêlê"] ke'ng? What's a pencil?  
 A: (Pointing) ["Pêntšêlê"] ke-nthô This thing is a pencil.  
 ëna.  
 Or: Ke-nthô ëna. Or: It is this thing.

M-4

Use pictures or the actual objects to practice the following:

köfi	Mphê köfi.	coffee	Give me some coffee.
lebese	Mphê lebese.	milk	Give me some milk.
teë	Mphê teë.	tea	Give me some tea.

C-2

Repeat C-1, using the vocabulary from M-4.

Practice the following first with the long form ... batla eng?, then with the short form ... batla'ng?



## Cycle 10 Greetings (several persons)

M-1

lumêla	Lumêlang.	greetings (to one)	Greetings (to more than one)
khôtsô	Khôtsông.	peace (to one)	Peace (to more than one).

C-1

A: [Lumêlang].	Greetings (to more than one).
B: Eë, [ntatë].	Yes, [sir].
Or: Eë, [lumêla] [ntatë].	Yes, [greetings] [sir].

M-2

sala	Salang hantlê.	stay	Stay (pl) well.
tsamaea	Tsamaeang hantlê.	go, walk	Go (pl) well.

C-2

A: Tsamaea hantlê [ntatë].	Go well, [sir].
B: Salang hantlê.	Stay (pl) well.

M-3

ntatë	Lumêlang bö=ntatë.	father/sir	Sirs.
mmê	Lumêlang bö=mmê.	mother/madam	Mesdames.

C-3

A: Lumêlang [bö-ntatë].	Greetings, [sirs].
B: Lumêla [mmê].	Greetings, [madam].

C-4

A: Khôtsông [bö-mmê].	Peace, [mesdames].
B: Eë, khôtsô [ntatë].	Yes, peace [sir].

C-5

A: [Bö-mmê].	[Mesdames].
B: Eë, [ntatë].	Yes, [sir].



C-6

A: Tsamaeang [ka-khôtsô] [bö-mmê].

Go [in peace], [mesdames].

B: Sala [ka-khôtsô] [ntatë].

Stay [in peace], [sir].

Cycle 11 Identification: What is (the word) for "beer" in Sesotho?

M-1

"Beer"	"Beer" ke ' ng ka-Seso <u>tho</u> ?	What is "beer" in Sesotho?
"Water"	"Water" ke ' ng ka-Seso <u>tho</u> ?	What is "water" in Sesotho?
"Salt"	"Salt" ke ' ng ka-Seso <u>tho</u> ?	What is "salt" in Sesotho?

M-2

jo <u>al</u> a	Ke-jo <u>al</u> a	beer	It's beer.
m <u>etsi</u>	Ke-m <u>etsi</u> .	water	It's water.
letso <u>ai</u>	Ke-letso <u>ai</u>	salt	It's salt.

C-1

A: "[Beer]" ke ' ng ka-Seso <u>tho</u> ?	What is "beer" in Sesotho?
B: Ke-[jo <u>al</u> a].	It's beer.

C-2

A: H <u>oo</u> ke- <u>ng</u> ?	
B: "[Salt]"	
A: Ê-ê, ka-Seso <u>tho</u> .	No, in Sesotho.
B: Ö <u>ö</u> . Ke-[letso <u>ai</u> ].	Oh. It's salt.

## Cycle 12 Leave-taking: Goodnight, Chet.

M-1

Thabô	Fonane, Thabô.	Thabo	Goodnight, Thabo.
Chet	Fonane, Chet.	Chet	Goodnight, Chet.
David	Fonane, David.	David	Goodnight, David.

C-1

A: Fonane, [Chet].	Goodnight, Chet.
B: Fonane, [David].	Goodnight, David.

M-2

tsamaea	Tsamaea hantlê.	go, walk	Go well.
sala	Sala hantlê.	stay	Stay well.
rôbala	Rôbala hantlê.	sleep	Sleep well.

C-2

A: Fonane.	Goodnight.
B: Rôbala hantlê.	Sleep well.

M-3

rôbala	Ke-se ke-il'ô rôbala.	sleep	I'm going to go sleep.
apara	Ke-se ke-il'ô apara.	dress	I'm going to get dressed.
ithuta	Ke-se ke-il'ô ithuta	study	I'm going to study.

C-3

A: Ke-se ke-il'ô [apara].	I'm going to get dressed.
B: Ke-hantlê.	Good.

C-4

A: Ke-se ke-il'ô rôbala.	I'm going to go sleep.
B: Ke-hantlê.	
A: Fonane	
Or: Sala hantlê.	
B: Rôbala hantlê.	
Or: Tsamaea hantlê.	

## Cycle 13 Identification: Who? Me?

M-1

To the teacher: Present C-1 as a monologue before practicing the following.
-----------------------------------------------------------------------------

Tom	Eêna ke-Tom.	Tom	Him, he's Tom.
Susan	Eêna ke-Susan.	Susan	Her, she's Susan.
[     ]	Eêna ke-[     ].		

C-1

A: (as a monologue):

Nna ke-Thabô. (Pointing)	Me, I'm Thabo.
Uêna u-John. (Pointing)	You, you're John.
Eêna ke-Tom. (Pointing)	Him, he's Tom.

M-2

To the teacher: Present C-2 as a monologue before practicing the following.
-----------------------------------------------------------------------------

Susan	Eêna lebitsô la-hae ke-Susan.	Susan	She, her name is Susan.
Tom	Eêna lebitsô la-hae ke-Tom.	Tom	He, his name is Tom.
[     ]	Eêna lebitsô la-hae ke-[     ].		

C-2

A: (as a monologue):

Nna lebitsô la-ka ke-[Thabô].	Me, my name is [Thabo].
Uêna lebitsô la-hao u-[John].	You, your name is [John].
Eêna lebitsô la-hae ke-[Susan].	She, her name is [Susan].

M-3

tlöö	Tlöö koano!	come	Come here!
koano	Tlöö koano!	here	Come here!

C-3

A: Tlöö koano!	Come here!
B: Mang? Nna?	Who? Me?
A: Eê, uêna, tlöö koano.	Yes, you; come here.

M-4

John	<u>Ê-ê</u> , John.	John	No, John.
Mathê	<u>Ê-ê</u> , Mathê.	Mathe	No, Mathe.

C-4

A: Tlöö koano!  
 B: Mang? Nna?  
 A: Ê-ê, [Mathê].

No, Mathe.

C-5

A: Uêna u-mang?                      You, who are you?  
 B: Nna?                                      Me?  
 A: Êê, uêna.                              Yes, you.  
 B: Lebitsô la-ka kẹ-[Thabô].              My name is [Thabo].

C-6

A: Kẹ-ea [Warner Springs].              I'm going to [Warner Springs].  
 B: Uêna?                                      You?  
 A: Êê.                                              Yes.

C-7

T: (Asking a student to identify himself.)  
 [John] ke-mang?  
 John: Ke-nna John.

## TO THE STUDENT:

Nna, uêna, and êêna are independent pronouns (also sometimes called "absolute pronouns") capable of occurring alone (as in C-3, C-5, etc.) or of adding emphasis or clarity to the pronoun prefix of the verb (as in C-2 and C-5). These independent pronouns never replace the subject prefix pronouns (kẹ-, u-, and ke-). It is not possible, for example, to say \*Nna-Thabô (I am Thabo) or \*Uêna-tsoa Amêrika (You come from America.) The subject prefixes are obligatory to the verb, while the independent pronouns which further identify the subject are optional and in a sense constitute an addition to the basic part of the sentence, the verb. Nouns, like the independent pronouns, are optional and merely further identify the subject already identified by the subject prefix:

O-ea Masêru.	He's going to Maseru.
Thabô o-ea Masêru.	Thabo, he's going to Maseru.

The use of "o" as the 3rd person singular subject prefix of verbs will be introduced in a later cycle.

The independent pronoun can be placed after as well as before the verb:

U-mang, uêna?

Nna is written as 'na in the Lesotho orthography; the change has been made to facilitate your learning of this "long consonant". The Lesotho orthography normally represents a /w/ sound by ⟨o⟩ plus a vowel (as in ⟨joang⟩, /jwang/) and a /y/ sound by ⟨e⟩ plus a vowel (as in ⟨eêna⟩, /yêna/). However, in the case of ⟨uêna⟩, the /w/ sound is represented by ⟨u⟩ plus a vowel.

TO THE TEACHER:

Demonstrate the following for the class:

Nna?	Nna.
Uêna?	Uêna.
Eêna?	Eêna.

Practice recognizing the difference between nna, 'I', and naa, for questions, responding with "question" or "pronoun":

Question

Pronoun

Naa kẹ-Thabô?	Nna, kẹ-Thabô.
Naa kẹ-Mathê?	Nna, kẹ-Mathê.
Naa-kẹ-Mphô?	Nna, kẹ-Mphô.
Naa kẹ-Linêô?	Nna, kẹ-Linêô.
Naa kẹ-Mamêlîô?	Nna, kẹ-Mamêlîô.
Naa kẹ-Palesa?	Nna, kẹ-Palesa.
Naa-kẹ-Maleshoane?	Nna, kẹ-Maleshoane.
Naa-kẹ-ea Moriija?	Nna, kẹ-ea Moriija.
Naa kẹ-tsoa Butha-Buthê?	Nna, kẹ-tsea Butha-Buthê.
Naa kẹ-phela Rôna?	Nna, kẹ-phela Rôna.
Naa kẹ-sëbëtsa Mafetëng?	Nna, kẹ-sëbëtsa Mafetëng.
Naa kẹ-phela Mohales Hoek?	Nna, kẹ-phela Mohales Hoek.
Naa kẹ-sëbëtsa Khautëng?	Nna, kẹ-sëbëtsa Khautëng.

Continue the above by adding a third group of sentences:

Pronoun + question

Nna, kẹ-Thabô?

Nna, kẹ-Mathê?

Nna, kẹ-Mphô?

etc.

## Cycle 14 Greetings: How are you (pl)?

<u>M-1</u>			
phela	Le-phela joang?	live	How are you (pl)?
ithuta	Le-ithuta joang?	study, learn	How do you (pl) study?
tantša	Le-tantša joang?	dance	How do you (pl) dance?

<u>M-2</u>			
phela	Re-phela hantlê.	live	We are fine.
ithuta	Re-ithuta hantlê.	study, learn	We study well.
tantša	Re-tantša hantlê.	dance	We dance well.

C-1

A:	Le-[phela] joang?	How are you?
B:	Re-[phela] hantlê.	We are fine.

C-2

A:	Lumêlang.	
B:	Lumêla [ntate].	
A:	Le-phela joang?	
B:	Re-phela hantlê.	
	Uênà u-phela jang?	You, how are you?
A:	Kê-phela hantlê.	

C-3

A:	Le-tsoa kae?	Where are you (pl) coming from?
B:	Re-tsoa [dormêtering].	We are coming from the dormitory.
A:	Öö, ke-hantlê.	That's good.

C-4

A:	Le-ea kae?	Where are you (pl) going?
B:	Re-ea [tlelaseng].	We are going to class.
A:	Öö, ke-hantlê.	That's good.

C-5

A and B:	Do C-2.
A and B:	Do C-3.
A and B:	Do C-4.

M-1

Tau	Naa ke-Tau?	Tau	Is he Tau?
Mphô	Naa ke-Mphô?	Mpho	Is he/she Mpho?
John	Naa ke-John?	John	Is he John?
Susan	Naa ke-Susan?	Susan	Is she Susan?

C-1

A: Naa ke-[Tau]?	Is he [Tau]?
B: ěě, ke-[Tau]?	Yes, he's [Tau].

M-2

Tau	Ha-se-Tau.	Tau	He is not Tau.
Mphô	Ha-se-Mphô.	Mpho	He/she is not Mpho.
John	Ha-se-John.	John	He is not John.
Susan	Ha-se-Susan.	Susan	She is not Susan.

C-2

A: Naa ke-[Tau]?	Is he [Tau]?
B: Ha-se-[Tau]. Ke-[Mphô].	He is not [Tau]. He is [Mpho].

M-3

Tau	Naa lebitsô la-hae ke-Tau?	Tau	Is his name Tau?
Mphô	Naa lebitsô la-hae ke-Mphô?	Mpho	Is his/her name Mpho?
John	Naa lebitsô la-hae ke-John?	John	Is his name John?
Susan	Naa lebitsô la-hae ke-Susan?	Susan	Is her name Susan?

C-3

A: Naa lebitsô la-hae ke-[Tau]?	Is his name [Tau]?
B: ěě, ke-[Tau].	Yes, it is [Tau].

M-4

Tau	Lebitsô la-hae ha-se-Tau.	Tau	His name is not Tau.
Mphô	Lebitsô la-hae ha-se-Mphô.	Mpho	His/her name is not Mpho.
John	Lebitsô la-hae ha-se-John.	John	His name is not John.
Susan	Lebitsô la-hae ha-se-Susan.	Susan	Her name is not Susan.



C-4

A: Naa lebitsô la-hae ke-[Tau]?

Is his name [Tau]?

B: Lebitsô la-hae ha-se-[Tau].

His name is not [Tau].

Ke- [Mphô].

He is [Mpho].

## Cycle 16 Greetings: Are you up?

M-1

phela	U-phela joang kajêno?	live	How are you today?
tsoha	U-tsoha joang kajêno?	get up, wake up	How are you today? (lit: You are-awake how today?)

M-2

tsoha	Kɛa - tsoha.	wake up	I'm well.
phela	Kɛa-phela.	live	I'm well.

C-1

A: U-tsoha joang kajêno?	How are you today?
B: Kɛa - tsoha.	I'm well.

C-2

A: U-phela joang?	
B: Kɛa-phela.	I'm well.

C-3

A: Lumêla.	
B: Êë, lumêla.	
A: U-tsoha joang?	
B: Kɛa-tsoha.	
Uêna u-tsoha joang?	
A: Kɛa-tsoha.	

C-4

A: Khôtsô [ntatê].	
B: Êë, khôtsô [mmê].	
A: U-phela joang?	
B: Kɛa-phela.	
Uêna u-phela joang?	
A: Kɛa-phela.	

Cycle 17 Identification: It's not sugar, it's salt.

M-1

To the teacher: Teach the following by REPETITION (the class, then individuals repeating the entire sentence after you).

H <sub>ə</sub> -s <sub>ə</sub> -l <sub>ə</sub> b <sub>ə</sub> s <sub>ə</sub> , k <sub>ə</sub> -m <sub>ɛ</sub> t <sub>s</sub> i.	It's not milk, it's water.
H <sub>ə</sub> -s <sub>ə</sub> -k <sub>ɔ</sub> f <sub>i</sub> , k <sub>ə</sub> -t <sub>ɛ</sub> ɛ.	It's not coffee, it's tea.
H <sub>ə</sub> -s <sub>ə</sub> -t <sub>s</sub> o <sub>k</sub> ɛr <sub>ə</sub> , k <sub>ə</sub> -l <sub>ɛ</sub> t <sub>s</sub> o <sub>a</sub> i.	It's not sugar, it's salt.

C-1

S: Mph<sub>ɛ</sub> [t<sub>s</sub>o<sub>k</sub>ɛr<sub>ə</sub>]. Give me [sugar].  
 (receives salt, protests)

Ê-ê, h<sub>ə</sub>-s<sub>ə</sub>-[t<sub>s</sub>o<sub>k</sub>ɛr<sub>ə</sub>], k<sub>ə</sub>-[l<sub>ɛ</sub>t<sub>s</sub>o<sub>a</sub>i]. No, it's not [sugar], it's [salt].

T: Nt<sub>s</sub>o<sub>a</sub>r<sub>ɛ</sub>l<sub>ɛ</sub>. K<sub>ə</sub>-ph<sub>ɔ</sub>s<sub>ɔ</sub>. Excuse me. It is a mistake.

S: (receives the sugar)

T<sub>ank</sub>i. Thanks.

## Cycle 18 Knock-knock, who's there?

C-1

A: Kö-kö.

"Knock-knock".

B: Kêna.

Come in.

Or: Ěě, kēna.

C-2

A: Kö-kö.

B: Ke-mang?

Who is it?

A: Ke-nna.

It's me.

Or: Ke-[John].

B: Kêna.

A: Lumêla.

B and A: REST OF GREETINGS EXCHANGED

A: Lula fatše.

Sit down.

C-3

<p>C-3 or C-4 may be inserted in C-2 above if it is night-time or if one's suspicions are aroused. At other times these additional questions would seem impertinent.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A: Ke-nna.

B: Uêna mang?

Who (are) you?

A: Ke-[John].

C-4

A: Ke-[M̄athê].

B: [Mathê] ke-mang?

[Mathê] who?

A: Ke-[Mathê Mohapi].

## Cycle 19 Identification: Are you John?

M-1

Compare the intonation of a yes/no question with the intonation of a statement.
---------------------------------------------------------------------------------

(Naa) <u>ke</u> -Thabô?	Is he Thabo?
<u>Ke</u> -Thabô.	He is Thabo.
(Naa) <u>ke</u> -Mathê?	Is he/she Mathe?
<u>Ke</u> -Mathê.	He/she is Mathe.
(Naa) u-Tau?	Are you Tau?
U-Tau.	You are Tau.
(Naa) u-John?	Are you John?
U-John	You are John.
(Naa) <u>ke</u> -Masëru?	Is it Maseru?
<u>Ke</u> -Masëru.	It is Maseru.
(Naa) <u>ke</u> -Mafetëng?	Is it Mafeteng?
<u>Ke</u> -Mafetëng.	It is Mafeteng.
(Naa) <u>ke</u> -tsoekere?	Is it sugar?
<u>Ke</u> -tsoekere.	It is sugar.
(Naa) <u>ke</u> -köfi?	Is it coffee?
<u>Ke</u> -köfi.	It is coffee.

C-1A: (Naa) ke-[tsoekere]?B: Èë, ke-[tsoekere].C-2

A: (Naa) u-[John]?

B: Èë, ke-[John].C-3

A: (Naa) u-[John]?

B: Ê-ê, ha-ke-[John]. Ke-[Bill].

A: Öö.

C-4

A: (Naa) ke-[Susan]?

B: Ê-ê, ha-se-[Susan]. Ke-[Ann].

A: Öö.

M-2

Compare the intonation of a yes/no question with the intonation of a statement.

(Naa) lebitsô la-hao u-Tau?

Lebitsô la-hao u-Tau.

(Naa) lebitsô la-hae ke-John?

Lebitsô la-hae ke-John.

(Naa) tichêrê ea-hao ke-Chêlê?

Tichêrê ea-hao ke-Chêlê.

(Naa) "Beer" ke-joala ka-Sesotho?

"Beer" ke-joala ka-Sesotho.

C-5

A: Lebitsô la-hao u-[Susan]?

B: Êë, ke-[Susan]. Uêna u-mang?

A: Ke-[Ann].

C-6

A: (Naa) tichêrê ea-hao ke-[Chêlê]?

B: Êë, ke-[Chêlê].

Or: Ê-ê, ha-se-[Chêlê]. Ke-[Thêbê].

Cycle 20 I want to learn Sesotho.

M-1

ithuta	U-ithuta'ng	learn, study	What do you study?
tseba	U-tseba'ng?	know	What do you know?
bua	U-bua'ng?	speak	What do you speak?

M-2

ithuta	Kḡ-ithuta Sesotho.	learn	I'm learning Sesotho.
bua	Kḡ-bua Sesotho.	speak	I speak Sesotho.
tseba	Kḡ-tseba Sesotho.	know	I know Sesotho.

C-1

A:	U-[ithuta]'ng?	What are you [studying]?
B:	Kḡ-[ithuta] Sesotho.	I'm [studying] Sesotho.

M-3

ho-ithuta	Kḡ-batla ho-ithuta Sesotho.	to learn	I want to learn Sesotho.
ho-bua	Kḡ-batla ho-bua Sesotho.	to speak	I want to speak Sesotho.
ho-tseba	Kḡ-batla ho-tseba Sesotho.	to know	I want to know Sesotho.
ho-bala	Kḡ-batla ho-bala Sesotho.	to read	I want to read Sesotho.

C-2

A:	U-batla'ng?	What do you want?
B:	Kḡ-batla ho-[ithuta] Sesotho.	I want to [learn] Sesotho.

M-4

khōtsō	Kḡ-batla khōtsō.	peace	I want peace.
Tēllō	Kḡ-batla Tēllō.	Tello	I want Tello.
tichêrê	Kḡ-batla tichêrê.	a/the teacher	I want a/the teacher.
motsoallê oa-ka	Kḡ-batla motsoallê oa-ka.	my friend	I want my friend.

C-3

A:	U-batla'ng?	
B:	Kḡ-batla [Tēllō].	I want [Tello].

M-5

ho-sëbëtsa	Re-batla ho-sëbëtsa.	to work	We want to work.
ho-bina	Re-batla ho-bina.	to sing	We want to sing.
ho-bua	Re-batla ho-bua.	to speak	We want to speak.
ho-tsamaëa	Re-batla ho-tsamaëa.	to go, walk	We want to go.
ho-sala	Re-batla ho-sala.	to stay	We want to stay.

C-4

A: Le-batla'ng?

What do you (pl) want?

B: Re-batla ho-[bina].

We want to sing.



## Cycle 21 Do you come from America?

M-1

(Naa) u-tsoa Amërika?

U-tsoa Amërika.

(Naa) u-ea Lesotho?

U-ea Lesotho.

(Naa) u-tsoa Masëru?

U-tsoa Masëru.

(Naa) u-ea Morija?

U-ea Morija.

(Naa) kẹ-tsoa Amërika?

Kẹ-tsōa Amërika?

(Naa) kẹ-ea-tlelaseng?

Kẹ-ea-tlelaseng.

(Naa) le-tsoa Amërika?

Le-tsoa Amërika.

Do you come from America?

You come from America.

Are you going to Lesotho?

You are going to Lesotho.

Do you come from Maseru?

You come from Maseru.

Are you going to Morija?

You are going to Morija.

Do I come from America?

I come from America.

Am I going to class?

I'm going to class.

Do you (pl) come from  
America?

You (pl) come from America.

C-1

A: (Naa) u-tsoa Amërika?

B: Ęë, kẹ-tsoa [Amërika].

Uêna u-tsoa kae?

A: Kẹ-tsoa [Lesotho].

C-2

A: U-[tsoa] kae?

B: Nna?

A: Ęë.

B: Nna, kẹ-tsoa Amërika.

C-3

A: (Naa) u-ea [Masëru]?

B: Ęë, kẹ- ea [Masëru].

Uêna, u-ea kae?

A: Kẹ-ea [Leribê].

C-4

A: Lebitsō la-hao u-mang?

B: Kε-[John].

A: U-tsoa kae?

B: Kε-tsoa [Amërika].

## Cycle 22 Clarification (in conversation)

M-1

bina	U-bina hantlê.	sing	You sing well.
tantša	U-tantša hantlê.	dance	You dance well.
ngôla	U-ngôla hantlê.	write	You write well.

M-2

tantša	Naa kẹ-tantša hantlê?	dance	Do I dance well?
bina	Naa kẹ-bina hantlê?	sing	Do I sing well?
ithuta	Naa kẹ-ithuta hantlê?	study, learn	Do I learn well?

C-1

A:	Naa kẹ-[tantša] hantlê?	Do I [dance] well?
B:	Ěë, u-[tantša] hantlê.	Yes, you [dance] well.

M-3

bina	U-bina hantlê haholo.	sing	You sing very well.
bala	U-bala hantlê haholo.	read	You read very well.
ngôla	U-ngôla hantlê haholo.	write	You write very well.

C-2

A:	U-[tantša] hantlê.	You [dance] well.
B:	Kẹ-[tantša] hantlê?	Do I [dance] well?
A:	Ěë, u-[tantša] hantlê haholo.	Yes, you [dance] very well.

C-3

A:	Kẹ-[ea] [Masëru].
B:	U-[ea] [Masëru]?
A:	Ěë, kẹ-[ea] [Masëru].

C-4

A:	U-tsoa kae?
B:	Kẹ-tsoa kae?
A:	Ěë, u-tsoa kae?
B:	Kẹ-tsoa [New York].

## Cycle 23 Towns of Lesotho

M-1

Use a map of Lesotho for the following.
-----------------------------------------

Masëru	Masëru ke-möna.	Maseru	Here is Maseru.
Mafetëng	Mafetëng ke-möna.	Mafeteng	Here is Mafeteng.
Leribê	Leribê ke-möna.	Leribe	Here is Leribe.
	[            ] ke-möna.		

C-1

A: (as a monologue)

[Masëru] ke-möna.

Here is [Maseru].

[Leribê] ke-möna.

[            ] ke-möna.

M-2

Masëru	Masëru ke-kae?	Maseru	Where is Maseru?
Morija	Morija ke-kae?	Morija	Where is Morija?
Rôma	Rôma ke-kae?	Roma	Where is Roma?

C-2

A: [Masëru] ke-kae?

Where is [Maseru]?

B: Ke-möna.

It's here.

M-3

Masëru	Naa ke-Masëru möö?	Maseru	Is this Maseru here?
Mafetëng	Naa ke-Mafetëng möö?	Mafeteng	Is this Mafeteng here?
Rôma	Naa ke-Rôma möö?	Roma	Is this Roma here?

C-3

Use an outline map of Lesotho which locates the towns but does not give their names.
--------------------------------------------------------------------------------------

A: Naa ke-[Masëru] möö ?

Is this [Maseru] here?

B: Èë, ke-[Masëru].

Yes, it's [Maseru].

Or: Ê-ê, ha-se-[Masëru].

Or: No, it isn't [Maseru].

Ke-[Mafetëng].

It's [Mafeteng].

C-4

A: Ke-[Masëru] möö?

B: Ê-ê, ha-se[Masëru]. Ke-[Mafetëng].

A: Ke-[Mafetëng]?

B: Êë, ke-[Mafetëng].

Cycle 24 Weather Report: It's cold.

M-1

bata	Hoa-bata kantlê.	be cold	It's cold outside.
chesa	Hoa-chesa kantlê.	be hot	It's hot outside.

M-2

bata	Naa hoa-bata kantlê?	be cold	Is it cold outside?
chesa	Naa hoa-chesa kantlê?	be hot	Is it hot outside?

C-1

A:	Naa hoa-bata kantlê?	Is it cold outside?
B:	Ēë, hoa-bata.	Yes, it's cold.
	Or: Ê-ê hoa-chesa.	Or: No, it's hot.

M-3

futhumëtse	Naa ho-futhumëtse kajëno?	be warm	Is it warm today?
chesa	Naa hoa-chesa kajëno?	be hot	Is it hot today?

C-2

A:	Naa ho-futhumëtse kajëno?	Is it warm today?
B:	Ēë, ho-futhumëtse.	Yes, it's warm.
	Or: Ê-ê, hoa-bata.	Or: No, it's cold.

C-3

A:	Naa hoa-bata kantlê?	Is it cold outside?
B:	Ê-ê, ho-futhumëtse.	No, it's warm.

C-4

A:	Naa hoa-chesa kajëno?	Is it hot today?
B:	Ê-ê, ho-futhumëtse fêêla.	No, it's only warm.

M-4

joang	Ho-joang kantlê?	how	How is it outside?
-------	------------------	-----	--------------------

C-5

A: Ho-joang kantlê?

How is it outside?

B: Hoa-bata.

It's cold.

A: Ho-bata haholo?

Is it very cold?

B: Ēē, ho-bata haholo.

Yes, it's very cold.

Or: Ēē, haholo.

Or: Yes, very.

Cycle 25 What country is this here?

M-1

Use a map for the following.

naha	Möö ke-naha efe?	country	What country is this here?
tôrôpô	Möö ke-tôrôpô efe?	town	What town is this here?

M-2

Lesotho	Ke-Lesotho.	It's Lesotho.
Botswana	Ke-Botswana.	It's Botswana.
South Africa	Ke-South Africa.	It's South Africa.
Swaziland	Ke-Swaziland.	It's Swaziland.

C-1

A: Möö ke-[naha] efe?	What [country] is this?
B: Ke-[Botswana].	It's [Botswana].

C-2

A: [Botswana] ke-kae?	Where is [Botswana]?
B: Ke-möna.	It's here.

C-3

A: Naa ke-[Botswana] möö?	Is this [Botswana] here?
B: Eë, ke-[Botswana].	Yes, it's [Botswana].
Or: Ê-ê, ha-se-[Botswana].	Or: No, it's not [Botswana].
Ke-[Swaziland].	It's [Swaziland].

M-3

To the teacher: Teach the following by REPETITION.

Naa Botswana ke-naha?	Is Botswana a country?
Naa Masëru ke-tôrôpô?	Is Maseru a town?
Naa Thabô ke-motho?	Is Thabo a person?

C-4

A: Naa [Botswana] ke-[naha]?
B: Eë, ke-[naha].



C-5

- A: Naa [Botswana] ke-[tôrôpô[? Is [Botswana] a [town]?
- B: Ê-ê, hâ-se-[tôrôpô]. No, it's not a [town].
- Ke-[naha]. It's a [country].

M-4

To the teacher: Teach the following by REPETITION.
----------------------------------------------------

- |                        |                                 |
|------------------------|---------------------------------|
| Ke-naha ea-[Botswana]. | It's the country of [Botswana]. |
| Ke-tôrôpô ea-[Masëru]. | It's the town of [Maseru].      |

C-6

- A: Möö ke-[naha] efe? What [country] is this here?
- B: Ke-[naha] ea-[Botswana]. It's the [country] of [Botswana].

C-7

- A: Möna ke-[Leribê]. Here is [Leribe].
- B: Ê-ê, hâ-se-[Leribê]. No, it's not [Leribe].
- A: Hâ-se-[Leribê]? It's not [Leribe]?
- B: Hâ-se-[Leribê]. Ke-[Butha Buthë]. It's not[Leribe]. It's [Butha Buthe].
- A: Öö.

M-1

tsebe	H <sub>ǀ</sub> -ke-tsebe.	know	I don't know.
bue	H <sub>ǀ</sub> -ke-bue.	speak	I'm not speaking.
tantše	H <sub>ǀ</sub> -ke-tantše.	dance	I'm not dancing.
sale	H <sub>ǀ</sub> -ke-sale.	stay	I'm not staying.
ngōle	H <sub>ǀ</sub> -ke-ngōle.	write	I'm not writing.

C-1

A: U-phela joang?

B: K<sub>ǀ</sub>-phela hantlê,  
h<sub>ǀ</sub>-ke-tsebe uêna.

I'm fine, (but) I don't  
know about you.

A: K<sub>ǀ</sub>-phela hantlê.

C-2

A: Ke-mang eêna?

Who is he?

B: H<sub>ǀ</sub>-ke-tsebe.

M-2

bua	(Naa) u-tseba ho-bua Sesotho?	speak	Do you know (how) to speak Sesotho?
bala	(Naa) u-tseba ho-bala Sesotho?	read	Do you know (how) to read Sesotho?
ngōla	(Naa) u-tseba ho-ngōla Sesotho?	write	Do you know (how) to write Sesotho?

C-3

A: Naa u-tseba ho-[bua] Sesotho?

Do you know (how) to speak Sesotho?

B: Ê-ê, h<sub>ǀ</sub>-ke-tsebe.

C-4

A: Naa [hoa-bata] kantlê?

Is it cold outside?

B: H<sub>ǀ</sub>-ke-tsebe.

## TO THE STUDENT

The negative present is formed by

- 1) placing the negative prefix before the subject prefix;

h̄a-k̄e-...

- 2) changing the tone on k̄e- from low to high:

h̄a-ke-...

- 3) changing the final vowel of the verb from /a/ to /e/:

h̄a-ke-bale

- 4) and changing the tone on the final vowel (if low) from low to high:

h̄a-ke-b̄ale

Learning the negative present is easy if you hear (and then produce) the two tone shifts. Listen to your informant pronounce the following examples:

K̄e-b̄at̄l̄a līj̄ô.	I want food.	H̄a-ke-b̄at̄le-līj̄ô.	I don't want food.
K̄e-t̄līs̄a līj̄ô.	I bring food.	H̄a-ke-t̄līse-līj̄ô.	I don't bring food.
K̄e-k̄ōp̄a līj̄ô.	I beg for food.	H̄a-ke-k̄ōpe-līj̄ô.	I don't beg for food.
* * * * *			
K̄e-b̄al̄a būka.	I'm reading a book.	H̄a-ke-b̄ale būka.	I'm not reading a book.
K̄e-k̄ōp̄a būka.	I'm begging for a book.	H̄a-ke-k̄ōpe būka.	I'm not asking for a book.
K̄e-b̄at̄l̄a būka.	I want a book.	H̄a-ke-b̄at̄le būka.	I don't want a book.
* * * * *			
K̄e-b̄at̄l̄a Th̄ab̄ô.	I want Thabo.	H̄a-ke-b̄at̄le Th̄ab̄ô.	I don't want Thabo.
K̄e-t̄līs̄a Th̄ab̄ô.	I'm bringing Thabo.	H̄a-ke-t̄līse Th̄ab̄ô.	I'm not bringing Thabo.
K̄e-k̄ōp̄a Th̄ab̄ô.	I'm begging Thabo.	H̄a-ke-k̄ōpe Th̄ab̄ô.	I'm not begging Thabo.

Kẹ-bàlạ t̄sóm̄.	I'm reading a folktale.	Hạ-ke-bàle t̄sóm̄.	I'm not reading a folktale.
Kẹ-kọpạ t̄sóm̄.	I'm begging for a folktale.	Hạ-ke-kọpe t̄sóm̄.	I'm not begging for a folktale.
Kẹ-bàtạ t̄sóm̄.	I want a folktale.	Hạ-ke-bàtle t̄sóm̄.	I don't want a folktale.

The above examples all have verbs which are "low-low" in tone. The verbs which are "high-high" do not, of course, undergo the tone shift on the final vowel, since it is already high. For example:

Kẹ-tseba buka.	I know the book.
Hạ-ke-tsebe buka.	I don't know the book.

Listen to (and then produce) the difference between "high-high" and "low-low" verbs:

<u>High-High</u>		<u>Low-Low</u>	
Kẹ-tseba buka.	I know the book.	Kẹ-bàlạ buka.	I'm reading a book.
Kẹ-rêka buka.	I'm buying a book.	Kẹ-kọpạ buka.	I'm begging for a book.
Kẹ-bôna buka.	I see the book.	Kẹ-tlịsạ buka.	I'm bringing a book.
Kẹ-ithuta buka.	I'm studying a book.	Kẹ-bàtạ buka.	I want the book.
Hạ-ke-tsebe buka.		Hạ-ke-bàle buka.	
Hạ-ke-rêke buka.		Hạ-ke-kọpe buka.	
Hạ-ke-bône buka.		Hạ-ke-tlịse buka.	
Hạ-ke-ithute buka.		Hạ-ke-bàtle buka.	
	* * * * *		
Hạ-ke-tsebe.		Hạ-ke-bàle.	
Hạ-ke-rêke.		Hạ-ke-kọpe.	
Hạ-ke-bône.		Hạ-ke-tlịse.	

High tone on the final vowel of negative verbs will continue to be written on the next several cycles, as a reminder of this important tone shift.

Hạ-ke-tsebe (I don't know) and hạ-ke-lumele (I don't agree) have a wide possibility of usage. Make the most of this in your early communications with Basothos. For example, if a question is asked which you don't understand and which doesn't seem to be of any consequence, bluff a bit and answer with hạ-ke-tsebe rather than admitting hạ-ke-utloisise (I don't understand).

## TO THE TEACHER:

For C-1 use the substitution in M-1, plus any others which your students can handle at this point.

For C-2 use the substitution possibilities in M-3.

C-3 to C-6 are negative responses to questions, involving the transformation of the affirmative verb form in the question into a negative verb form in the answer. C-8 differs in that h̄a-ke-tsebe can be used to answer almost any question. Hence the third sentence in C-8 can be any question appropriate in that conversation. For further practice in the use of h̄a-ke-tsebe as a general answer, the first two sentences in C-8 can also be modified or completely replaced.

In C-7 for [Sesotho] you may substitute Thabô, motsoallê oa-haç, motsoallê oa-Jêrêmane, etc.

## FOR CLASSROOM PRACTICE

Practice transforming the affirmative form of the verb to the negative form:

1) Mimic columns 1 and 2.

2) Transform column 1 to 2:

T: tseba

S: tsebe

T: tsebe (verification)

3) Mimic columns 1 and 2a.

4) Transform column 1 to 2a:

T: tseba

S: h̄a-ke-tsebe

T: h̄a-ke-tsebe (verification)

1.

tseba

ph̄eł̄a

sala

b̄ala

k̄opa

b̄at̄la

bina

ĩthuta

tant̄ša

tsoa

2.

tsebe

ph̄eł̄e

sale

b̄ale

k̄ope

b̄at̄le

bine

ĩthute

tant̄še

tsoe

2a.

h̄a-ke-tsebe

h̄a-ke-ph̄eł̄e

h̄a-ke-sale

h̄a-ke-b̄ale

h̄a-ke-k̄ope

h̄a-ke-b̄at̄le

h̄a-ke-bine

h̄a-ke-ĩthute

h̄a-ke-tant̄še

h̄a-ke-tsoe

## Cycle 27 Who's your friend?

M-1

motsoallê	Motsoallê oa-hao ke-mang?	friend	Who is your friend?
mookamëli	Mookamëli oa-hao ke-mang?	leader, director	Who is your leader?

M-2

Bill	Motsoallê oa-ka ke-Bill.		My friend is Bill.
Ann	Motsoallê oa-ka ke-Ann.		My friend is Ann.
	Motsoallê oa-ka ke-[     ].		My friend is [     ].

C-1

A:	[Motsoallê] oa-hao ke-mang?	Who is your [friend]?
B:	[Motsoallê] oa-ka ke-[Bill].	My friend is [Bill].
	Or: Ke-[Bill].	Or: It's [Bill].

C-2

A and B:	Do C-1.
A:	Tichêrê ea-hae ke-mang?
B:	Ke-[Tšêpô].

M-3

nna	Nna ke-motsoallê oa-Linëô.	me	Me, I'm a friend of Dineo.
eêna	Eêna ke-motsoallê oa-Linëô.	he/she	Him/her, she's a friend of Dineo.
John	John ke-motsoallê oa-Linëô.	John	John is a friend of Dineo.
uêna	Uêna u-motsoallê oa-Linëô.	you	You, you're a friend of Dineo.

C-3

A:	U-motsoallê oa-[Linêô]?	Are you a friend of [Dineo]?
B:	Ēë, ke-motsoallê oa-[Linêô].	Yes, I'm a friend of [Dineo].

C-4

A:	Ke-mang?	
B:	Ke-[John].	
A:	[John] ke-mang?	[John] who?
B:	Ke-motsoallê oa-[Bill].	

M-4

John                    John ke-motsoallê oa-mang?  
 Thabô                   Thabô ke-tichêrê ea-mang?

John is whose friend?  
 Thabo is whose teacher?

C-5

A: [John] ke-motsoallê oa-mang?

[John] is whose friend?

B: Ke-motsoallê oa-[Bill].

He's a friend of [Bill].

A: [Linêô] eêna?

(What about) [Dineo]?

B: [Linêô] <sup>ke-</sup>motsoallê oa-[Mathê].

(lit: Dineo she?)

[Dineo] is a friend of

[Mathe].

M-5

Bill                    Motsoallê oa-John ke-Bill.    Bill  
 Linêô                   Motsoallê oa-John ke-Linêô.    Dineo  
 mang                   Motsoallê oa-John ke-mang?    who

Bill is John's friend.  
 Dineo is John's friend.  
 Who is John's friend?

C-6

A: Motsoallê oa-[John] ke-mang?

B: Motsoallê oa-[John] ke-[Bill].

M-1

lula	U-lula kae?	live	Where do you live?
sëbëtsa	U-sëbëtsa kae?	work	Where do you work?
rôbala	U-rôbala kae?	sleep	Where do you sleep?

M-2

Masëru	Ke-lula Masëru.	Maseru	I live in Maseru.
hae	Ke-lula hae.	home	I live at home.
Moshoeshoe Hall	Ke-lula Moshoeshoe Hall.	Moshoeshoe Hall	I live in Moshoeshoe Hall.

C-1

A: U-[lula] kae?	Where do you [live]?
B: Ke-[lula] [Moshoeshoe Hall].	I [live] [in Moshoeshoe Hall].

M-3

lula	H <sub>3</sub> -ke-lule Masëru.	live	I don't live in Maseru.
sëbëtsa	H <sub>3</sub> -ke-sëbëtse Masëru.	work	I don't work in Maseru.

C-2

A: Naa u-[sëbëtsa] [Masëru]?	Do you work in Maseru?
B: Ê-ê, h <sub>3</sub> -ke-sëbëtse [Masëru]. Ke-sëbëtsa [Leribê].	
A: Öö. Ke-hantlê.	

C-3

A: U-sëbëtsa kae?
B: H <sub>3</sub> -ke-sëbëtse. Ke-lula hae.

M-4

sekölo	U-kêna sekölo kae?	school	Where do you attend school?
kêrêkê	U-kêna kêrêkê kae?	church	Where do you attend church?



C-4

A: U-sëbëtsa kae?

B: H<sub>ə</sub>-ke-sëbëtse.

K<sub>ə</sub>-kêna sekölö.

A: Öö. Ke-hantlê.

U-kêna sekölö kae?

B: [Masëru].

Cycle 29 Is Morija a village or a town?

M-1

Morija	Morija <u>ke</u> -motse kapa t <sup>o</sup> r <sup>o</sup> p <sup>o</sup> ?	Morija	Is Morija a village or a town?
Mas <sup>e</sup> ru	Mas <sup>e</sup> ru <u>ke</u> -motse kapa t <sup>o</sup> r <sup>o</sup> p <sup>o</sup> ?	Maseru	Is Maseru a village or a town?
Matsi <sup>e</sup> ng	Matsi <sup>e</sup> ng <u>ke</u> -motse kapa t <sup>o</sup> r <sup>o</sup> p <sup>o</sup> ?	Matsi <sup>e</sup> ng	Is Matsi <sup>e</sup> ng a village or a town?

M-2

Morija	Morija <u>ke</u> -motse.	Morija	Morija is a village.
P <sup>e</sup> ka	P <sup>e</sup> ka <u>ke</u> -motse.	Peka	Peka is a village.
Thaba=Bosiu	Thaba=Bosiu <u>ke</u> -motse.	Thaba=Basiu	Thaba=Bosiu is a village.

C-1

A: [Morija] <u>ke</u> -motse kapa t <sup>o</sup> r <sup>o</sup> p <sup>o</sup> ?	Is [Morija] a village or a town?
B: <u>Ke</u> -[motse].	It's a village.

C-2

Use a map of Lesotho.

A: [Morija] <u>ke</u> -kae?	Where is [Morija]?
B: <u>Ke</u> -m <sup>o</sup> na.	It's here.

C-3

A: [Lerib <sup>e</sup> ] <u>ke</u> 'ng?	What is [Lerib <sup>e</sup> ]?
B: <u>Ke</u> -t <sup>o</sup> r <sup>o</sup> p <sup>o</sup> .	It's a town.

C-4

A: [Morija] <u>ke</u> 'ng?
B: <u>Ke</u> -motse.

M-3

Basutoland High School	Basutoland High School <u>ke</u> -sek <sup>o</sup> l <sup>o</sup> .	Basutoland High School is a school.
St. Joseph's	St. Joseph's <u>ke</u> -sek <sup>o</sup> l <sup>o</sup> .	St. Joseph's is a school.

C-5

A: [St. Joseph's]ke'ng?

B: Ke-sekölö.

M-1

palama	Naa u-tseba ho-palama?	ride	Do you know (how) to ride?
bala	Naa u-tseba ho-bala?	read	Do you know (how) to read?
ngôla	Naa u-tseba ho-ngôla?	write	Do you know (how) to write?
tantša	Naa u-tseba ho-tantša?	dance	Do you know (how) to dance?
khanna	Naa u-tseba ho-khanna?	drive	Do you know (how) to drive?
phêha	Naa u-tseba ho-phêha?	cook	Do you know (how) to cook?

C-1

A: (Naa) u-tseba ho-[palama]? Do you know (how) to [ride]?

B: Ēē, kẹa-tseba.

Or: Ê-ê, hẹ-ke-tsebe.

C-2

A: (Naa) u-tseba ho-[palama]?

B: Ēē, kẹa-tseba. Uênaa?

Yes, I know (how). (And) you?

A: Le-nna kẹa-tseba.

Me also, I know (how).

C-3

A: (Naa) u-tseba ho-[palama]?

B: Ēē, kẹa-tseba. Uênaa?

A: Ê-ê, nna hẹ-ke-tsebe.

B: Hẹ-u-batle ho-ithuta?

Don't you want to learn (how)?

A: Kẹ-batla ho-ithuta.

B: Ke-hantlê.

C-4

A: (Naa) u-batla ho-ithuta ho-[palama]? Do you want to learn to [ride]?

B: Ēē, kẹa-batla.

Or: Hẹ-ke-batle.

C-5

A: (Naa) u-tseba ho-[palama]?

B: Ê-ê, ha-ke-tsebe.

A: U-tseba ho-[khanna]?

B: Ê-ê.

A: U-tseba'ng fêêla?

Then what do you know?

B: Ke-tseba ho-[phêha].

C-6

A: Naa u-tseba ho-bua [Sekhooa]?

Do you know (how) to speak English?

B: Êê, kea-tseba fêêla e-seng haholo.

Yes, I know (how) only not very well.

C-7

A: (Naa) u-tseba ho-bua Sekhooa?

B: Ê-ê, ha-ke-tsebe.

A: U-tseba'ng?

B: Ke-tseba ho-bua Sesotho fêêla.

I only know (how) to speak Sesotho.

M-1

Use a calendar to teach the following.

bëkë	Ke-bëkë	week	It's a week.
khoëli	Ke-khoëli	month	It's a month.
Söntaha	Ke-Söntaha	Sunday	It's Sunday.
Mmantaha	Ke-Mmantaha	Monday	It's Monday.
Sateretaha	Ke-Sateretaha	Saturday	It's Saturday.

C-1

Do the elements of M-1 as a monologue.

M-2

Ke-letsatsi lefe?

Which day is it?

C-2

T: Ke-letsatsi lefe?

Which day is it?

S: Ke-[Söntaha].

It's [Sunday].

M-3

Ke-Labobëli.

It's Tuesday.

Ke-Laboraro.

It's Wednesday.

Ke-Labonê

It's Thursday.

Ke-Labohlano

It's Friday.

C-3

T: Ke-letsatsi lefe?

S: Ke-[Labobëli].

M-4

In teaching the following, change the names of the days to fit the actual situation of the day on which the lesson is studied.

kajëno	Kajëno ke- [Mmantaha].	today	Today is [Monday].
hosasa	Hosasa ke- [Labobëli].	tomorrow	Tomorrow is [Tuesday].

M-5

kajëno	Kajëno <u>ke</u> -la-bokae?	today	What (day) is today? (lit: Today it-is of how-much?)
hosasa	Hosasa <u>ke</u> -la-bokae?	tomorrow	What (day) is tomorrow?

C-4

T:	[Kajëno] <u>ke</u> -la-bokae?	What (day) is [today]?
S:	[Kajëno] <u>ke</u> -[Mmantaha].	Today is [Monday].
Or:	<u>Ke</u> -[Mmantaha].	

M-1

bôna	Kęa-bôna.	see	I see.
utloa	Kęa-utloa.	hear	I hear.
lumêla	Kęa-lumêla.	agree	I agree.
leboha	Kęa-leboha.	thank	I thank (you).

C-1

- A: U-[sëbëtsa] kae?  
 B: Hą-ke-[sëbëtse]. Kę-kêna sekóló.  
 A: Kęa-bôna.

C-2

- A: Kę-[lula] [Masëru].  
 B: U-[lula] [Masëru]?  
 A: Èë.  
 B: Öö, kęa-bôna.

C-3

- A: Kęa-[ithuta].  
 B: U-[ithuta'ng]?  
 A: Kę-[ithuta] Sesotho.  
 B: Öö, kęa-bôna.

C-4

- A: Kę-[sëbëtsa] haholo. I [work] hard.  
 B: Kęa-lumêla. I agree.

C-5

- A: Kę-rata ho-[tantša] haholo. I like to [dance] a lot.  
 B: Kęa-lumêla

M-2

tsamaea	Naa u-lumêla ho-[tsamaea] le-nna?	walk, go	Do you agree to go with me?
tantša	Naa u-lumêla ho-[tantša] le-nna?	dance	Do you agree to dance with me?



C-6

A: Naa u-lumêla ho-tsamaea le-nna?

B: Ēë, kea-lumêla.

A: Kea-léboha.

I thank (you).

C-7

A: U-phela joang?

B: Ke-phela hantlê.

Uêna u-phela joang?

A: Ke-phela hantlê.

B: Öö, kea-léboha.



C-3

T: Bala [libuka].

S: Nngoe, peli, tharo.

M-3

Ke-5 rand.

It's R.5.00.

Ke-25 cents.

It's R.25.

Ke-1 rand 75.

It's R.1.75.

C-4

T: Ke-bokae?

How much is it?

S: Ke-[5 rand].

M-1

ea	Ha-rɛ̃-eê.	go	Let's go.
ja	Ha-rɛ̃-jê.	eat	Let's eat.
bapala	Ha-rɛ̃-bapalê.	play	Let's play.
bina	Ha-rɛ̃-binê.	sing	Let's sing.

C-1

A:	Naa u-batla ho-tsamaea le-nna?	Would like to go with me?
B:	Ëë, ha-rɛ̃-eê.	Yes, let's go.

C-2

A:	Kɛ̃-batla ho-ea le-uêna [Masëru].	I would like to go to Maseru with you.
B:	Ho-lokilë. Ha-rɛ̃-eê.	Okay (lit: It's right). Let's go.

M-2

ja	Ha-rɛ̃-eö-ja.	eat	Let's go eat.
bina	Ha-rɛ̃-eö-bina.	sing	Let's go sing
rôbala	Ha-rɛ̃-eö-rôbala.	sleep	Let's go sleep.
bapala bôlô	Ha-rɛ̃-eö-bapala bôlô.	play foot-ball	Let's go play foot-ball.
bua le tichêrê	Ha-rɛ̃-eö-bua le-tichêrê	talk to the teacher	Let's go talk to the teacher.

C-3

A:	Lijô li-lokilë. Ha-rɛ̃-eö-ja.	The food is ready. Let's go eat.
B:	Ho-lokilë. Ha-rɛ̃-eê.	Okay. Let's go.

M-3

ja	Ke-nakô ea-ho-ja.	eat	It's time to eat.
rôbala	Ke-nakô ea-ho-rôbala.	sleep	It's time to sleep.
sëbëtsa	Ke-nakô ea-ho-sëbëtsa.	work	It's time to work.
bapala	Ke-nakô ea-ho-bapala.	play	It's time to play.

C-4

A:	Ke-nakô ea-ho-[ja].	It's time to [eat].
B:	Ho-lokilë. Ha-rɛ̃-eö [ja].	Okay. Let's go [eat].

M-1

uêna	Uêna u-ëtsa'ng?	you	What are you doing?
eêna	Eêna o-ëtsa'ng?	he/she	What is he doing?

M-2

bala buka	John o-bala buka.	read a/the book	John's reading a book.
ngôla lengôlô	John o-ngôla lengôlô.	write a/the letter	John's writing a letter.
ithuta Sesotho	John o-ithuta Sesotho.	study Sesotho	John's studying Sesotho.
apara kobô	John o-apara kobô.	put on a/the blanket	John's putting on a blanket.
hlobola kobô	John o-hlobola kobô.	taking off a/the blanket	John's taking off a blanket.
bula monyakô	John o-bula monyakô.	open the door	John's opening the door.
noa köfi	John o-noa köfi.	drink coffee	John's drinking some coffee.

C-1

A: [John] o-ëtsa'ng?	What is [John] doing?
B: O-[apara kobô].	He's [putting on a blanket].

M-3

ja	Këa-ja.	eat	I'm eating.
bapala	Këa-bapala.	play	I'm playing.
tantša	Këa-tantša.	dance	I'm dancing.
hlatsoa	Këa-hlatsoa.	wash	I'm washing.
bala	Këa-bala.	read	I'm reading.
fiêla	Këa-fiêla	sweep	I'm sweeping.

C-2

A: U-ëtsa'ng?	What are you doing?
B: Këa-[hlatsoa].	I'm [washing].

M-4

eêna	O-leka ho-ëtsa'ng?	he/she	What's he trying to do?
uêna	U-leka ho-ëtsa'ng?	you	What are you trying to do?

M-5

apara kobô	O-leka ho-apara kobô.	put on a blanket	He's trying to put on blanket.
tantša	O-leka ho-tantša.	dance	He's trying to dance.
bapala bôlô	O-leka ho-bapala bôlô.	play foot- ball	He's trying to play foot-ball.

C-3

A: Bôna [Susan].	Look at [Susan].
O-leka ho-ëtsa'ng?	What's she trying to do?
B: O-leka ho-[bapala bôlô].	She's trying to [play ball].

C-4

A: U-ëtsa'ng?	
B: Ha <sub>3</sub> -ke-ëtse lethô.	I'm not doing anything.

## TO THE STUDENT:

In Sesotho the only difference between the subject prefix of verbs for you (sg) and he/she is tone:

/ɔ-/ <u>you (sg)</u>	/ɔ-bala hantlê/	'You read well.'
/o/ <u>he/she</u>	/o-bala hantlê/	'He/she reads well.'

While the only spoken difference between these two subject prefixes is tone, the Lesotho orthography indicates the difference <sup>by</sup> writing different vowels:

<u-> <u>you (sg)</u>	<u-bala hantlê>
<o-> <u>he/she</u>	<o-bala hantlê>

This means that when <u-> is a subject prefix, it does not have the same vowel quality as <u> occurring elsewhere (e.g., lumêla); it has exactly the same vowel quality as the third person singular prefix <o->. Hence <u-> and <o-> differ not in vowel quality, but only in tone, the second singular being low tone, while the third singular is high tone.

## TO THE TEACHER

C-4 can be extended by using other questions about people whom the students know.

The following sentences differ only in that one set refers to the second person singular while the other refers to the third person singular. For those sentences which have a verb, this difference is only a matter of tone, and special practice is needed to recognize, and then to produce, this difference. When students have learned this difference (by any of several drill applications of this material), test their ability by giving sentences from both sets randomly, letting them respond with "uêna" and "eêna".

## 1 Uêna

U-tsoa kae?  
 U-ea kae?  
 U-mang?  
 U-Thabô.  
 U-tichêrê ea-ka.  
 U-tantšá joang?  
 U-sébetsa hantlê.  
 U-bua haholo.  
 U-tsoa lijông.  
 U-bala hantlê.  
 U-ngôla haholo.  
 U-bina joang?  
 U-tantšá kae?  
 U-batla 'ng?  
 U-ithuta Sesotho haholo.  
 U-tseba Sesotho hantlê.  
 U-tsamaea haholo.  
 Na u-ea Leribê?  
 Na u-tsoa Butha-Buthê?  
 Na u-sébetsa Khauteng?  
 Na u-phela Mohales Hoek?  
 Na u-motsoallê oa Tsêpô?  
 Na u-moithaopi oa Englane?

## 2. Eêna

O-tsoa kae?  
 O-ea kae?  
 Ke-mang?  
 Ke-Thabô.  
 Ke-tichêrê ea-ka.  
 O-tantšá joang?  
 O-sébetsa hantlê.  
 O-bua haholo.  
 O-tsoa lijông.  
 O-bala hantlê.  
 O-ngôla haholo.  
 O-bina joang?  
 O-tantšá kae?  
 O-batla 'ng?  
 O-ithuta Sesotho haholo.  
 O-tseba Sesotho hantlê.  
 O-tsamaea haholo.  
 Na o-ea Leribê?  
 Na o-tsoa Butha-Buthê?  
 Na o-sébetsa Khauteng?  
 Na o-phela Mohales Hoek?  
 Na ke-motsoallê oa-Tsêpô?  
 Na ke-moithaopi oa-Englane?

M-1

lapa	Kẹ-lapilë.	become hungry	I'm hungry.
thaba	Kẹ-thabilë.	become happy	I'm happy.
soaba	Kẹ-soabilë.	become sorry	I'm sorry.
halefa	Kẹ-halefilë.	become cross,	I'm angry.
		angry	

C-1

A: Kẹ-lapilë.	I'm hungry.
B: Le-nna kẹ-lapilë.	Me too, I'm hungry.
A: Naa lijô li-lokilë?	Is the food ready?
B: Hẹ-kẹ-tsebe. Hẹ-rẹ-eö bôna.	I don't know. Let's go see.

C-2

A: Naa u-lapilë?	Are you hungry?
B: Ěë, kẹ-lapilë. Uênaa?	Yes, I'm hungry. You?
A: Le-nna kẹ-lapilë haholo.	Me too, I'm very hungry.
B: Hẹ-rẹ-eö ja.	Let's go eat.
A: Naa lijô li-lokilë?	Is the food ready?
B: Hẹ-kẹ-tsebe. Hẹ-rẹ-eö bôna.	I don't know. Let's go see.
A: Hẹ-rẹ-eê.	Let's go.

C-3

A: Naa u-ea Lesotho?	Do you like going to Lesotho?
B: Ěë kẹ-ea Lesotho.	Yes, I like (it) very much.
A: Ua-rata ho-ea Lesotho?	Are you happy then?
B: Ěë kẹ-rata haholo.	Yes, I'm very happy.

C-4

A: Naa u-kêna sekölö?	Do you attend school?
B: Ê-ê, kẹ-kula.	No, I'm sick.
A: Ua-kula?	You are sick?
B: Ěë.	
A: Kẹ-hampe. Kẹ-soabilë.	That's bad. I'm sorry.



Use a picture of one or more of the students in the current program with the following.

Möna ke-setšoantsô sa-[John].  
[John] ke-moithaopi. O-tsoa [New York].  
O-ithuta Sesotho haholo. O-ea Lesotho.  
Ke-[tichêrê]. O-batla ho-ruta Lesotho.  
O-lula [Smith Hall]. O-tseba ho-khanna,  
empa ha-a-tsebe ho-palama.

Here is a picture of [John].  
[John] is a volunteer. He comes  
from [New York].  
He is studying hard on Sesotho. He's  
going to Lesotho.  
He is a [teacher]. He wants to teach  
in Lesotho.  
He lives in [Smith Hall]. He knows (how)  
to drive, but he doesn't know (how)  
to ride.

Q-1

T: Höo ke'ng?

S: Ke-setšoantsô sa-moithaopi.

Q-2

T: Mōo ke-mang?

S: Ke-[John].

Q-3

T: Naa [John] ke-moithaopi oa-Amërika kapa ke-oa-Englane?

S: Ke-oa-Englane.

Q-4

T: Naa o-këna sekölo?

S: Eë, o-ithuta Sesotho.

Q-5

T: O-sëbëtsa'ng?

S: Ke-[tichêrê].

Q-6

T: Naa o-tseba ho-[palama]?

S: Ê-ê ha-a-tsebe.

Or: Ê-ê, ha-a-tsebe, empa o-tseba ho-khanna.

Q-7

T: Motsoallê oa-hae ke-mang?

S: Ke-[Bill].

Q-8

T: Tichêrê ea-hae ke-mang?

S: Ke-[Thabô].

M-1

batla	Mookamëli o-batla mang?	look for	Who is the director looking for?
bitsa	Mookamëli o-bitsa mang?	call	Who is the director calling?
roma	Mookamëli o-roma mang?	send	Who is the director sending?

C-1

A: Mookamëli o-[batla] mang? Who is the director looking for?  
 B: O-[batla] [Bill]. He is looking for Bill.

M-2

bua	O-bua le-mang?	speak	Who is he speaking with?
tsamaea	O-tsamaea le-mang?	walk	Who is he walking with?
ja	O-ja le-mang?	eat	Who is he eating with?
palama	O-palama le-mang?	ride	Who is he riding with?
bina	O-bina le-mang?	sing	Who is he singing with?

C-2

A: O-bua le-mang? Who is he speaking with?  
 B: O-bua le-[Susan]. He is speaking with Susan.

C-3

A: (at the door, looks in)  
 B: U-batla mang?  
 A: Ke-batla [Susan].  
 B: Öö, kea-lëboha.

C-4

A: (at the door, looks in)  
 B: U-batla mang?  
 A: Ha-ke-batle motho. I don't want anybody.  
 B: Öö, ke-hantlê.

C-5

A: (at the door, looks in)

B: U-batla'ng?

What do you want?

A: Kẹ-batla [tichêrê ea-ka].

Or: Hẹ-kẹ-batle lethô.

I don't want anything.

B: Öö.

C-6

[John]: (calling out) [Thabô]!

A: (to John) U-bitsa nna?

Are you calling me?

[John]: Ê-ê, hẹ-kẹ-bitse uêna.

No, I'm not calling you.

A: U-bitsa mang?

[John]: Kẹ-bitsa [Thabô].

C-7

A and B: (GREETINGS EXCHANGE)

A: Kẹ-ea [Warner Springs].

B: U-tsamaea le-mang?

A: Kẹ-tsamaea le-motsoallê oa-ka.

B: Motsoallê oa-hao kẹ-mang?

A: Kẹ-[Ann].

B: Öö, kẹ-hantlê.

Cycle 39 I'm going to the post office.

39-1

M-1

[Masëru]	Kë-ea [Masëru].	[Maseru]	I'm going to [Maseru].
pösöng	Kë-ea pösöng.	post office	I'm going to the post office.
lijöng	Kë-ea lijöng.	dining hall	I'm going to the dining hall.
Smith Hall	Kë-ea Smith Hall.	Smith Hall	I'm going to Smith Hall.

C-1

A: U-ea kae?

B: Kë-ea [lijöng].

I'm going to the dining hall.

M-2

töröpöng	O-tsoa töröpöng.	town	He/she's coming from town.
kërekëng	O-tsoa kërekëng.	church	He/she's coming from church.
haë	O-tsoa haë.	home	He/she's coming from home.
öfising	O-tsoa öfising.	office	He/she's coming from the office.

C-2

A: O-tsoa kae?

B: O-tsoa [töröpöng].

M-3

Morija	O-sëbëtsa Morija.	Morija	He works at Morija.
pösöng	O-sëbëtsa pösöng.	post office	He works at the post office.
lebënkëlëng	O-sëbëtsa lebënkëlëng.	store	He works at the store.
öfising	O-sëbëtsa öfising.	office	He works at the office.

C-3

A: Dinêô o-sëbëtsa kae?

B: O-sëbëtsa [pösöng].

A: U-lula kae?

B: Kë-lula [Masëru].

C-4

A: Naa u-batla ho-ea [pösöng]?

B: Hë.

Or: Ê-ê, ha-ke-batle.

C-5

A and B: (GREETING EXCHANGE).

A: U-ea kae?

B: Kẹ-ea [pösöng].

A: U-tsoa kae?

B: Kẹ-tsoa [lijöng]. Uêna, u-tsoa kae?

A: Kẹ-tsoa [kêrêkëng].

B: U-ea kae?

A: Kẹ-ea haë.

A and B: (LEAVE-TAKING EXCHANGE)

M-1

Sesotho	Naa u-utloisisa Sesotho?	Sesotho	Do you understand Sesotho?
Sekhooa	Naa u-utloisisa Sekhooa?	English	Do you understand English?
Seburu	Naa u-utloisisa Seburu?	Afrikaans	Do you understand Afrikaans?
Sefora	Naa u-utloisisa Sefora?	French	Do you understand French?

M-2

Sesotho	H <sub>3</sub> -ke-utloisisa Sesotho.	Sesotho	I don't understand Sesotho.
Sekhooa	H <sub>3</sub> -ke-utloisisa Sekhooa.	English	I don't understand English.
Seburu	H <sub>3</sub> -ke-utloisisa Seburu.	Afrikaans	I don't understand Afrikaans
Sefora	H <sub>3</sub> -ke-utloisisa Sefora.	French	I don't understand French.

C-1

A:	U-utloisisa [Sesotho]?	Do you understand [Sesotho]?
B:	Ê-ê, h <sub>3</sub> -ke-utloisisa [Sesotho] hantlê.	No, I don't understand Sesotho well.
	Or: E-seng haholo.	Or: Not very well.

C-2

To the instructor: Ask the students some questions using neng? (when) and hobane'ng? (why) to which they can answer, H<sub>3</sub>-ke-utloisisa (since these have not yet been introduced).

T:	[ ...neng?]
S:	H <sub>3</sub> -ke-utloisisa.

C-3

To the instructor: Engage the students in conversation, using materials from earlier cycles; speak at the rate you would use with another Mosotho. If the student understands you, fine. If not, then he will have occasion to use the following.

T:	[ ]	I don't understand.
S:	H <sub>3</sub> -ke-utloisisa. Ak'u buê butlê.	Please speak slowly.





M-1

Bill	Susan o-na le-Bill.	Bill	Susan is with Bill.
tichêrê	Susan o-na le-tichêrê.	teacher	Susan is with the teacher.
mookamëli	Susan o-na le-mookamëli.	director	Susan is with the director.
mmê	Susan o-na le-mmê.	(my) mother	Susan is with (my) mother.
motsoallê	Susan o-na le-motsoallê.	her friend	Susan is with her friend.
oa-hae	oa-hae.		

C-1

A: [Susan] o-na le-mang?

B: O-na le-[Bill].

C-2

A: U-na le-mang?

B: Kẹ-na le-[moithaopi oa-Amërika].

M-2

tsamaea	John o-tsamaea le-mang?	walk, go	Who is John going with?
palama	John o-palama le-mang?	ride	Who is John riding with?
ja	John o-ja le-mang?	eat	Who is John eating with?
lula	John o-lula le-mang?	stay	Who is John staying with?
na	John o-na le-mang?	be	Who is John with?

C-3

A: [John] o-[lula] le-mang?

B: O-lula le-motsoallê oa-hae [Bill].

C-4

A: U-ea kae?

B: Kẹ-ea [pösöng].

A: U-ea [pösöng] le-mang?

B: Kẹ-tsamaea le-[ntatë].

Or: Le-[ntatë].

Or: Kẹ-tsamaea ke-le-mong.

I'm going alone.

(lit: I'm going  
it is one.)

M-4

mamêlê	Ak'u mamêlê hantlê.	listen	Please listen carefully.
tlê	Ak'u tlê koano.	come	Please come here.
êmê	Ak'u êmê hanyane.	stand/wait	Please wait for a while.

C-4

A:	Ak'u tlê koano.	Please come here.
B:	Kęa-tla.	I'm coming.

C-5

A:	Kęa-tsamaea.	I'm going.
B:	Ak'u êmê hanyane. Kę-batla ho-bua le-uêna.	Please wait a little. I want to speak with you.
A:	Ho-lokilë.	Okay.
	Or: Phakisa. Kę-tatilë.	Or: Hurry. I'm anxious to go.

C-5

A: U-ea kae?

B: Kɛ-ea [lebɛnkɛlɛng].

A: U-ea le-mang?

B: Kɛ-ea le-[Tɛ11ɔ].

M-1

pênê	Ak'u nkalimê pênê.	pen	Please lend me a pen.
buka	Ak'u nkalimê buka.	book	Please lend me a book.
pêntšêlê	Ak'u nkalimê pêntšêlê.	pencil	Please lend me a pencil.
chêlêtê	Ak'u nkalimê chêlêtê.	money	Please lend me some money.

C-1

A: Ak'u nkalimê [pênê]. Please lend me a [pen].

B: (giving it) Nka. Take (it).

A: Tanki.

Or: Kça-lêboha.

M-2

pênê	H <sub>3</sub> -ke-na pênê.	pen	I don't have a pen.
eôna	H <sub>3</sub> -ke-na eôna.	it	I don't have it.
buka	H <sub>3</sub> -ke-na buka.	book	I don't have a book.

C-2

A: Ak'u nkalimê [pêntšêlê].

B: H<sub>3</sub>-ke-na eôna. I don't have one.

A: Öö.

M-3

bohôbê	Ak'u nnêhêlêtsê bohôbê.	bread	Please pass me the bread.
lebese	Ak'u nnêhêlêtsê lebese.	milk	Please pass me the milk.
khaba	Ak'u nnêhêlêtsê khaba.	spoon	Please pass me a spoon.
tsoekere	Ak'u nnêhêlêtsê tsoekere.	sugar	Please pass me the sugar.

C-3

To the student: At your next meal ask for some item to be passed to you (Ak'u nnêhêlêtsê [        ]). If you need something from the waiter or the food counter, use the phrase Ak'u mphê [        ].



C-3

A: [Thabô] oa-tla.

B: O-tla le'ng?

A: O-tlisa [lijô].

B: Öö, ke-hantlê.

[Thabô] is coming.

What is he coming with?

He's bringing food.

Oh, good.

C-4

A: [John] o-tsoa kae?

B: O-tsoa [pösöng].

O-tla le-[lengôlô].

Where is John coming from?

He's coming from the post office.

He's coming with a letter.

M-1

buka	Tlisa buka.	book	Bring the book.
köfi	Tlisa köfi.	coffee	Bring some coffee.
pênê	Tlisa pênê.	pen	Bring the pen.
setulô	Tlisa setulô.	chair, seat	Bring a chair.

C-1

- A: Kẹ-batla köfi. Tlisa [köfi].  
 B: (Doesn't hear well) U-re'ng? What did you say? [Lit: What are you saying?]  
 A: Kẹ-re: Kẹ-batla [köfi]. Tlisa [köfi].

C-2

- A: Tlisa [köfi].  
 B: U-batla [köfi]?  
 A: Ęë, kẹ-batla [köfi].  
 B: Öö, kẹ-hantlê. (Brings tea).  
 A: Ê-ê, hẹ-se-[köfi]. Kẹ-teë.

M-2

bitsa	Bitsa Phiri.	call	Call Phiri.
bôna	Bôna Phiri.	look	Look at Phiri.
tsamaea	Tsamaea le-Phiri.	walk, go	Go with Phiri.
bua	Bua le-Phiri.	speak	Speak with Phiri.

C-3

- A: Bitsa Phiri. Kẹ-batla ho-[bua] le-eêna.  
 B: Phiri, tlöö koano. Motsoallê oa-ka o-batla ho-[bua] le-uêna.

M-3

chêlêtê	Kẹ-fa Mphô chêlêtê.	money	I'm giving Mpho some money.
köfi	Kẹ-fa Mphô köfi.	coffee	I'm giving Mpho some coffee.
setulô	Kẹ-fa Mphô setulô.	chair, seat	I'm giving a chair to Mpho.
lengôlô la-hae	Kẹ-fa Mphô lengôlô la-hae.	his/her letter	I'm giving Mpho her letter.

C-4

A: U-ëtsa'ng?

B: Kẹ-fa Mphô setulô.

M-4

pênê ea-hao	Faa Mphô pênê ea-hao.	your pen	Give your pen to Mpho.
pampiri	Faa Mphô pampiri.	paper	Give a paper to Mpho.
setulô	Faa Mphô setulô.	chair	Give a chair to Mpho.
lengôlô la-hae	Faa Mphô lengôlô la-hae.	his/her letter	Give Mpho her letter.

C-5

T: [John] faa [Mphô] [pênê ea-hao].

[Mphô]: (receiving the pen) Tanki.

C-6

T: [John], faa [Susan] [setulô].

O-batla ho-[lula fatše].

[John]: Hẹ-ke-na [setulô].

C-7

T: [John], faa [Susan] [pampiri].

O-batla ho-[ngôla].

[John]: U-re'ng?

T: Kẹ-re: [Susan] o-batla [pampiri].

[John]: Hẹ-ke-na [eôna].

C-8

A: Naa [Bill] o-bitsa [John]?

B: Ê-ê, hẹ-a-bitse [John].

A: O-bitsa mang?

B: U-re'ng?

A: Kẹ-re: Naa o-bitsa mang?

B: O-bitsa [Susan].



<u>M-1</u>			
Susan	Susan o-kae?	Susan	Where is Susan?
ntatë	Ntatë o-kae?	father	Where is (my) father?
mmê	Mmê o-kae?	mother	Where is (my) mother?
mookamëli	Mookamëli o-kae?	director	Where is the director?

C-1

T: (Noting an absence in the class.)  
 [Susan] o-kae? Where is Susan?  
 S: O-dormitoring. Oa-kula. She is in the dorm. She's sick.  
 T: Öö, ke-hampe haholo. Oh, that's too bad.

M-2

banka	O-bankëng.	bank	He/she's at the bank.
mmaraka	O-mmarakëng.	market	He/she's at the market.
tôrôpô	O-töröpöng.	town	He/she's in town.
haë	O-haë	home	He/she's at home.
[Warner Springs] O-[Warner Springs]		[Warner Springs]	He/she's at [Warner Springs].

C-2

T: [Bill] o-kae? (Noting an absence in the class.)  
 S: O-[bankëng]. Oa-tla. He's at the bank. He's coming.  
 T: Ho-lokilë. Ha-rë-qalëng. Okay. Let's (pl) begin.

M-3

baokamëli	Baokamëli ba-kae?	the staff	Where are the staff?
baithaopi	Baithaopi ba-kae?	volunteers	Where are the volunteers?
John le-Bill	John le-Bill ba-kae?	John and Bill	Where are John and Bill?
bahlankana	Bahlankana ba-kae?	boys, young men	Where are the boys?
baroëtsana	Baroëtsana ba-kae?	girls, young women	Where are the girls?





M-1

ngôla	Thabô o-ngôla kapele.	write	Thabo writes fast.
bua	Thabô o-bua kapele.	speak	Thabo speaks rapidly.
sëbëtsa	Thabô o-sëbëtsa kapele.	work	Thabo works fast.
tsamaea	Thabô o-tsamaea kapele.	walk, go	Thabo walks fast.

C-1

- A: Tichêrê ea-hao o-[bua] joang?                      How does your teacher speak?  
 B: O-[bua] kapele.  
     Or: Kapele.

M-2

ngôla	Tichêrê ea-ka o-ngôla hampe.	write	My teacher writes badly.
khanna	Tichêrê ea-ka o-khanna hampe.	drive	My teacher drives badly.
bina	Tichêrê ea-ka o-bina hampe.	sing	My teacher sings badly.

C-2

- A: Tichêrê ea-hao o-[ngôla] joang?  
 B: O-[ngôla] hampe.  
 A: O-[ruta] joang?  
 B: H<sub>3</sub>-a-tsebe ho-[ruta].                      He doesn't know (how) to [teach].  
 A: Ao!                                              Really?  
 B. Kannete. [O-bua ka-Sekhooa              Truly. [He speaks too much English].  
     haholo].

C-3

- A: Ba-re tichêrê ea-[Ken] o-ruta              They say Ken's teacher teaches well.  
     hantlê.  
 B: Mang?                                              Who?  
 A: Tsêpô. H<sub>3</sub>-a-bue kapele, mme              Tsepo. He doesn't speak fast, and  
     o-bua ka-Sesotho fêêla.                      he only speaks in Sesotho.

C-4

A: Ba-re tichêrê ea-[Ken] hâ-a-rate ho-ruta.

B: U-re'ng?

What are you saying?

Or: Hâ-kea-utloa.

I don't hear.

A: Kê-re, ba-re tichêrê ea-[Ken]  
hâ-a-rate ho-ruta.

I say, they say Ken's teacher doesn't  
like to teach.

B: Hâ-se-nnete. Tichêrê ea-[Ken]  
o-rata ho-ruta.

It's not the truth. Ken's teacher  
likes to teach.

M-3

tichêrê

Kê-rata tichêrê ea-ka  
ea-Lesotho.

teacher

I like my teacher  
from Lesotho.

motsoallê

Kê-rata motsoallê oa-ka  
oa-Lesotho.

friend

I like my friend from  
Lesotho.

C-5

A: U-rata mang?

B: Kê-rata [tichêrê ea-ka ea-Lesotho].

Use picture number 1 for the following.

Möna re-böna monna le mosali oa-haë.

Ke-batho ba-Lesotho. Ke-Basotho.

Ba-ea haë. Ke-mantsiboea.

Hapê, re-böna möna botlê ba-Lesotho.

Re-böna lithaba tsa-Lesotho.

Mme re-böna sefatê.

Ke-sefatê sa-përêkisi.

Mme re-böna lipalesa sefatëng.

Ke-nakô ea-selemô.

Hapê, monna le-mosali ba-feta pela sefatê.

Mosali o-kapele, monna o-kamorao.

Q-1

T: U-böna 'ng möö?

S: (Responds with as much information  
about this picture as he can)

Q-2

T: Batho ba-ea kae?

S: Ba-ea haë.

Q-3

T: Ba-tsoa kae?

S: Ha-re-tsebe.

Q-4

T: Ba-feta kae?

S: Ba-feta pela sefatê.

Here we see a man and his wife.

They are people of Lesotho. They are Basotho.

They are going home. It is afternoon.

Also we see here the beauty of Lesotho.

We see the mountains of Lesotho.

And we see a tree.

It's a peach tree.

And we see flowers in the tree.

It is springtime.

Also the man and his wife are passing  
near the tree.

The woman is in front, the man is in back.

What do you see here?

Where are the people going?

Where are they going?

Q-5

T: Mosali o-kae?

S: O-kapele.

She's in front.

T: Monna o-kae?

Or: Monna eênaa?

The man?

S: O-kamorao.

He's in back.

Or: Eêna o-kamorao.

Q-6

T: Ke-batho ba-Lesotho kapa ba-Amërika?

Are they people of Lesotho or America?

S: Ke-ba-Lesotho.

Q-7

T: Ke-monna kapa mohlankana?

Is he a man or a boy?

S: Ke-monna.

T: Ke-mosali kapa moroëtsana?

Is she a woman or a girl?

S: Ke-mosali.

Q-8

T: Ke-nakô efe?

What (lit: which) season is it?

S: Ke-selemô.

It's spring.

T: Ke-nakô ea-mantsiboea kapa hoseng?

Is it afternoon or morning?

S: Ke-mantsiboea.

Q-9

T: Lesotho ke-naha ë-ntlê. Mōna re-bōna  
botlê ba-Lesotho. Naa ua-lumêla?

Lesotho is a beautiful country.

Here we see the beauty of Lesotho.

Do you agree?

S: Eë, kęa-lumêla.



Picture Number 1 (Cycle 47)

W. v. d. Kallen, N..V. F.



M-1

ho-tantša	Kę-rata ho-tantša, fêêla hą-ke-tsebe.	to dance	I would like to dance, only I do not know (how).
ho-ruta	Kę-rata ho-ruta, fêêla hą-ke-tsebe.	to teach	I would like to teach, only I do not know (how).
ho-palama	Kę-rata ho-palama, fêêla hą-ke-tsebe.	to ride	I would like to ride, only I do not know (how).
ho-phêha	Kę-rata ho-phêha, fêêla hą-ke-tsebe.	to cook	I would like to cook, only I do not know (how).

C-1

A: Naa u-rata ho-[tantša]?

B: Ěě, kę-rata ho-tantša, fêêla  
hą-ke-tsebe.Yes, I would like to dance, only  
I don't know (how).Or: Ěě, kę-rata, fêêla  
hą-ke-tsebe.Yes, I would like (to), only  
I don't know (how).M-2

ngôla; bala	Eêna o-ngôla hampe, fêêla o-bala hantlê.	write; read	She/he writes badly, only she/he reads well.
bina; tantša	Eêna o-bina hampe, fêêla o-tantša hantlê.	sing; dance	She/he sings badly, only she/he dances well.
bua; utloisisa	Eêna o-bua Sesotho hampe, fêêla o-utloisisa hantlê.	speak; understand	She/he speaks Sesotho badly but she/he understands well.

C-2

A: O-[ngôla] joang?

B: O-[ngôla] hampe, fêêla o-[bala]  
hantlê.

He [writes] badly, but he reads well.

M-3

köfi le-teë	Kę-rata köfi le-teë.	coffee and tea	I like coffee and tea.
nama le-mahe	Kę-rata nama le mahe.	meat and eggs	I like meat and eggs.
bohôbê le-bôtôrô	Kę-rata bohôbê le-bôtôrô.	bread-n-butter	I like bread-n-butter.
lipêrê le-lintja	Kę-rata lipêrê le-lintja.	horses and dogs	I like horses and dogs.

C-3

- A: (Naa) u-rata [köfi] kapa [teë]? Do you like [coffee] or [tea]?  
 B: Kẹ-rata [köfi], ha-ke-rate [teë]. I like [coffee], I don't like [tea].

M-4

- |            |                          |         |                                 |
|------------|--------------------------|---------|---------------------------------|
| lijô       | Le-rata lijô life?       | food    | Which foods do you (pl) like?   |
| linô       | Le-rata linô life?       | drinks  | Which drinks do you (pl) like?  |
| liphôôfôlô | Le-rata liphôôfôlô life? | animals | Which animals do you (pl) like? |

C-4

- T: Le-rata [linô] life?  
 S<sub>1</sub>: Kẹ-rata [köfi].  
 S<sub>2</sub>: Nna kẹ-rata [köfi],  
       Le-[teë], le-lebese).  
 S<sub>3</sub>: Nna kẹ-rata [mëtsi] fêêla.  
 Me, I like [coffee],  
       [tea], and [milk].  
 Me, I only like [water].

C-5

- T: U-rata liphôôfôlô life? Which animals do you like?  
 S: Kẹ-rata lintja le-lipêrê,  
       ha-ke-rate likatse. I like dogs and horses,  
       I don't like cats.



m̄marak̄eng	O-ea m̄marak̄eng le-b̄ö=mang?	market	Who is he going to the market with?
öfising	O-ea öfising le-b̄ö=mang?	office	Who is he going to the office with?
bank̄eng	O-ea bank̄eng le-b̄ö=mang?	bank	Who is he going to the bank with?

C-5

A: O-ea [bank̄eng] le-b̄ö=mang?

Who is he going to the [bank] with?

B: O-ea le-b̄ö=[John].

He is going with John (and his companions).

M-3

p̄ösöng	K̄e-lula p̄ösöng.	post office	I live in the area of the post office.
sek̄ölöng	K̄e-lula sek̄ölöng.	school	I live in the area of the school.
mor̄en̄eng	K̄e-lula mor̄en̄eng.	chief's place	I live in the area of the chief's place.
k̄er̄ek̄eng	K̄e-lula k̄er̄ek̄eng.	church	I live in the area of the church.

C-6

T: U-lula kae?

A: K̄e-lula [p̄ösöng].

T: Uêna u-lula kae?

B: K̄e-lula [k̄er̄ek̄eng].

T: Uênaa?

And you?

C: Nna k̄e-lula [sek̄ölöng].

C-7

A: Thabô o-lula kae?

B: O-lula [p̄ösöng].

C: Ê-ê, h̄a-a-lule [p̄ösöng].

B: O-lula kae?

C: O-lula [mor̄en̄eng].

B: Öö.

M-1

Practice the above sentences as follows:

T: Naa u-bôna tichêrê?

S: Naa ua-mo-bôna?

Teacher

Response (student or class)

Naa u-rata tichêrê ea-hao?

Naa ua-mo-rata? Do you like him?

Naa u-bôna tichêrê?

Naa ua-mo-bôna? Do you see him?

Naa u-mamêla tichêrê?

Naa ua-mo-mamêla? Do you listen to him?

Naa u-thusa tichêrê?

Naa ua-mo-thusa? Do you help him?

C-1

A: Naa u-[rata] tichêrê ea-hao?

B: Ěë kea-mo-[rata].

C-2

A: U-tsoa kae?

B: Ke-tsoa sekölöng.

A: Tichêrê ea-hao ke-mang?

B: Ke-[Thabô].

C-3

A: Tichêrê ea-hao o-tsoa kae?

B: O-tsoa [Leribê].

A: Naa o-tseba ho-ruta hantlê?

B: Ěë, oa-tseba, fêêla o-[bua kapele].

C-4

A: Naa u-rata tichêrê ea-hao?

Or: Naa ua-mo-rata?

B: Ěë, ke-mo-rata haholo.

Yes, I like him.

A: Ke-rata ho-mo-bôna. O-kae?

B: O-[k'hëfing].

He's at the cafe.

A: O-na le-mang?

Who is he with?

B: O-na le-[Thêkô].

He's with [Theko].

C-5

Combine C-2, C-3, C-4.

C-6

Repeat C-5.

A: Kça-tsamaea joalë. Sala hantlê. I'm going now. Good-bye.

B: Ho-lokilë. Kç-tsamaea le-uêna. Okay. I'm going with you.

M-1

ka-bese	John o-ea [töröpöng] ka-bese.	by bus	John is going to town by bus.
ka-kölöi	John o-ea [töröpöng] ka-kölöi.	by car	John is going to town by car.
ka-pêrê	John o-ea [töröpöng] ka-pêrê.	on horseback	John is going to town on horseback.
ka-maoto	John o-ea [töröpöng] ka-maoto.	on foot	John is going to town on foot.

M-2

ea	O-ea ka'ng?	go	How is he going?
tla	O-tla ka'ng?	come	How is he coming?
tsamaea	O-tsamaea ka'ng?	walk, go	How is he travelling?
êta	O-êta ka'ng?	travel, visit	How is he travelling?

C-1

A: [John] o-ea [töröpöng].

B: O-ea ka'ng?

How is he going?

A: Ka-[kölöi].

By [car].

C-2

A: John o-tla hosasa?

Is John coming tomorrow?

B: Ê-ê o-tla kajëno.

No, he's coming today.

A: O-tla ka'ng?

How is he coming?

B: O-tla ka-[bese].

C-3

A: O-tsoa [thabëng] ka'ng?

How is he coming from the [mountain]?

B: Ka-[pêrê].

He's coming on horseback.

M-3

Amërika	Batho ba-Amërika ba-tsamaea ka'ng?	How do the people of America travel?
Lesotho	Batho ba-Lesotho ba-tsamaea ka'ng?	How do the people of Lesotho travel?

M-4

ka-tönki	H <sub>3</sub> -ba-tsamaee ka-tönki.	by donkey	They do not travel by donkey.
ka-sefofane	H <sub>3</sub> -ba-tsamaee ka-sefofane.	by plane	They do not travel by plane.
ka-terene	H <sub>3</sub> -ba-tsamaee ka-terene.	by train	They do not travel by train.
ka-baesekele	H <sub>3</sub> -ba-tsamaee ka-baesekele	by bicycle	They do not travel by bicycle.

C-4

T: Batho ba-Lesotho ba-tsamaea ka-maoto, ka-pêrê, ka-bese le-ka-kölöi.	The people of Lesotho travel on foot, on horseback, by bus and by car.
H <sub>3</sub> -ba-tsamaee ka-sefofane le-ka-terene.	They don't travel by plane or by train.
Batho ba-Amërika b <sub>3</sub> -tsamaea haholo ka-kölöi, empa h <sub>3</sub> -ba-tsamaee haholo ka-maoto.	The people of America travel a lot by car, but they don't travel much on foot.
Ba-rata ho-tsamaea ka-sefofane.	They like to travel by plane.
T: Batho ba-Lesotho ba-tsamaea ka'ng?	
S: [	].
T: Ba-Amërika b <sub>3</sub> na ba-tsamaea ka'ng?	
S: [	].
T: Le-ea Lesotho ka'ng?	How are you (pl) going to Lesotho?
S: Ka-sefofane.	

C-5

T: U-rata ho-tsamaea ka'ng?	
S: Ka-[kölöi] le-ka-[sefofane].	
E-seng ka-maoto.	Not on foot.



C-1

A: Kẹ-lapilë.

I'm hungry.

B: Le-nna. Lijô li-lokilë?

Me too. Is the food  
ready?

A: Kẹa-khôloa.

I think so.

B: Hẹ-rẹ-eö ja.

Let's go eat.

A: Eë, hẹ-rẹ-eê.

Yes, let's go.

M-1

o-lijông

Kẹ-khôloa hore

I think that he's at the  
dining hall.

o-lijông.

o-öfising

Kẹ-khôloa hore

I think that he's at the  
office.

o-öfising.

oa-kula

Kẹ-khôloa hore oa-kula.

I think that she is sick.

o-lula le-Mphô

Kẹ-khôloa hore o-lula le-Mphô.

I think that she lives  
with Mpho.

C-2

A: John o-kae?

B: Kẹ-khôloa hore o-lijông.

A: Naa lijô li-lokilë?

B: Kẹa-khôloa. Hẹ-ke-tsebe hantlê.

C-3

A: [Mamêlîlô] o-lula le-mang?

B: Kẹ-khôloa hore o-lula le-[Mphô].

A: Öö.

C-4

T: (Noting an absence in the class.)

[Ann] o-kae?

S: Kẹ-khôloa hore oa-kula.

T: Kẹ-hampe.

C-5

A: [Ntatë] o-batla mang?

B: Kẹ-khōloa hore o-batla [mookamēli]. I think that he wants the [director].  
U-batla mang, ntatë? Who are you looking for?

[Ntatë]: Kẹ-batla [mookamēli]. O-kae?

B: Kẹ-khōloa hore o-ōfising ea-hae.

[Ntatë]: Öö. Kẹa-lēboha.

M-2

o-bua kapele Kẹ-hopola hore Thabô o-bua  
kapele.

I think (i.e. I have the  
opinion) that Thabô  
speaks rapidly.

o-bua butlê Kẹ-hopola hore Thabô o-bua  
butlê.

I think that Thabô  
speaks slowly.

o-ruta hantlê Kẹ-hopola hore Thabô o-ruta  
hantlê.

I think that he teaches  
well.

C-6

A: Naa u-rata tichêrê ea-hao Thabô?

Do you like your teacher Thabo?

B: Ēë, kẹa-mo-rata.

Yes, I like him.

A: O-ruta joang?

B: Kẹ-hopola hore o-ruta hantlê,  
fêêla o-bua butlê haholo.

I think that he teaches well, only he  
speaks very softly.

C-7

A: Kẹ-nakô mang?

What time is it?

B: Hą-kẹ-na oache, fêêla kẹa-khōloa  
kẹ-[1.00].

I don't have a watch, but I think it  
is [1:00 o'clock].

M-1

Obtain pictures from magazines and newspapers for introducing the following.

<u>Ke</u> -lepölesa.	He's a policeman.
<u>Ke</u> -ngaka.	He's a doctor.
<u>Ke</u> -moruti.	He's a priest/minister.
<u>Ke</u> -molemi.	He's an Ag. Demonstration Officer.
<u>Ke</u> -nêšê.	She's a nurse.
<u>Ke</u> -mophêhi. Oa-phêha.	He's a cook. He cooks.
<u>Ke</u> -morêna. Oa-busa.	He's a chief. He governs.
<u>Ke</u> -mokhanni. O-khanna kôloi.	He's a driver. He drives a car.

C-1

- A: Naa [Tšêpô] ke-[moruti]? Is [Tsepo] a priest?  
B: Ê-ê, hã-se-[moruti]. Ke-[tichêrê].

C-2

- A: U-[molemi]?  
B. Ê-ê, hã-ke-[molemi]. Ke[tichêrê].

C-3

- A: U-sêbêtsa'ng? What work do you do?  
B: Ke-[mokhanni oa-likôloi]. I'm a driver of cars/trucks.

C-4

- A: Ke-mang eö? Who is that there?  
B: Ke-[Mamêllô].  
A: O-sêbêtsa'ng? What work does she do?  
B: Ke-[nêšê]. She's a [nurse].

C-5

A: [Phiri] oa-tla kajëno.

B: [Phiri] ke-mang? Naa ke-[lepölesa]? Who is [Phiri]? Is he the policeman?

A: Èë, ke-[lepölesa].

C-6

A: [Tichêrê] oa-kula.

B: [Tichêrê] ke-mang?

Which teacher? (lit: The teacher is who?)

A: Ke-[Thabô].

M-2

tichêrê;	H <sub>3</sub> -se-tichêrê,	teacher;	He's not a teacher,
morutuoa	ke-morutuoa fêêla.	student	he's only a student.
morêna;	H <sub>3</sub> -se-morêna,	chief;	He's not a chief,
motho	ke-motho fêêla.	commoner	he's only a commoner.
ngaka;	H <sub>3</sub> -se-ngaka,	doctor;	She's not a doctor,
nêsê	ke-nêsê fêêla.	nurse	she's only a nurse.
moruti;	H <sub>3</sub> -se-moruti,	minister;	He's not a minister.
moholo	ke-moholo fêêla.	elder	he's only an elder.

C-7

A: [Susan] ke-[ngaka]?

B: Ê-ê, h<sub>3</sub>-se-[ngaka], ke-nêsê fêêla.

A: Öö, kea-bôna.

C-8

A: Nna ke-[tichêrê]. Naa uêna u-[morêna]?

B: Ê-ê, h<sub>3</sub>-ke-[morêna]. Ke-[motho] fêêla. No, I'm not a chief. I'm just an ordinary man.

C-1

A: [Thabô]!

[Thabô]: Oëë.

(Answer given when one is called.)

A: Nkêmêlê.

Wait for me.

Kɛ-batla ho-tsamaea le-uêna.

[Thabô]: Phakisa. Kɛ-tatilë.

Hurry. I'm anxious (to go).

Kɛ-[lapilë haholo].

I'm [very hungry].

C-2

A: [Thabô]!

[Thabô]: Oëë.

A: Nkêmêlê.

Kɛ-batla ho-ea [lijöng] le-uêna.

[Thabô]: Ê-ê, ha-ke-ee [lijöng], kɛ-ea [bankëng].

A: Öö. Tsamaea.

C-3

A: [Thabô]!

[Thabô]: Oëë.

A: U-ea kae.

[Thabô]: Kɛ-ea lijöng.

A: Ak'u êmê hannyanee.

Please wait a little.

Rona le-[John] re-batla

John and I want

ho-ea le-uêna.

to go with you.

C-4

A: [Thabô]!

[Thabô]: Oëë.

(Answer given when one is called from  
a considerable distance.)

A: Nkêmêlê.

(catches up with Thabô, greets  
him) U-kae?

How are you? (lit. Where are you?)

[Thabô]: Kɛ-tëng. Uêna u-kae?

I'm fine (lit: I'm there.) And how  
are you?

A: Kɛ-tëng.

C-5

- A: Lumêla.  
 B: Ēë, lumêla.  
 A: U-kae?  
 B: Kẹ-těng. Uêna u-kae?  
 A: Kẹ-těng.

M-1

Thabô!  
 Thabô-oĕĕ.  
 Thabô-ĕĕ.

(People at a distance  
 are called in this  
 fashion. See below  
 for usage).

C-6

- [John]: (Calling out from quite a distance)  
 Thabô! Thabô-oĕĕ! Thabô-ĕĕ!  
 Thabô: Oĕĕ.  
 [John]: Tlöö koano. Come here.  
 Thabô: Kẹ-tla. I'm coming.

C-7

- [John]: Thabô! Thabô-oĕĕ! Thabô-ĕĕ!  
 A: (to B)  
 O-bitsa mang? Who is he calling?  
 B: O-bitsa Thabô. He's calling Thabo.  
 Thabô! John oa-u-bitsa. Thabo! John is calling you.  
 Thabô: (to John)  
 Butlê. Kẹ-tla. Take it easy (lit: slowly). I'm coming.

C-8

- Thabô: (to A) Bitsa Phiri.  
 Kẹ-batla ho-bua le-eêna.  
 A: Phiri! Phiri-oĕĕ! Phiri-ĕĕ!  
 Phiri: Oĕĕ.  
 A: (to Phiri) Thabô oa-u-bitsa. Thabo is calling you.  
 O-re o-batla ho-bua le-uêna. He says he wants to speak with you.  
 Phiri: Kẹ-tla. Butlê.

Use picture number 1 for the following.

Möna re-bôna batho ba-babëli.

Ke-monna le-mosali. Ba-ëme hara tšimo,  
mme ba-ëme pela sefatê.

Ba-apëre likobô. Basotho ba-apara likobô  
haholo.

Monna o-roëtse katiba. Banna ba-Basotho  
ba-roala likatiba haholo. O-tšöëre  
molamu ka-letsôhô. Monna oa-Mosotho  
kamehla o-tsamaea a-tsoëre molamu.

Mosali ha-aa-roala katiba, empa o-roëtse  
tuku. Basali ba-roala lituku le-  
likatiba kamehla.

Ha-aa-tšöara molamu.

Ba-roëtse liêta? Ha-re-tsebe, ha-re-böne  
hantiê. Fêêla ke-khôloa hore ba-  
tsamaea ka-maoto.

Q-1

T: Batho ba-ëme kae?

S: Ba-ëme hara tšimo.

Or: Pela sefatê.

Q-2

T: Naa ke-banna fêêla?

S: Ê-ê, ke-monna le-mosali.

Q-3

T: Ba-apëre 'ng?

S: Ba-apëre likobô.

Here we see two people.

They are a man and a woman. They are  
standing in a field, and they are  
standing near a tree.

They are wearing blankets. The Basotho  
wear blankets a lot.

The man is wearing a hat. The Basotho  
men wear hats a lot. He is grasping  
a walking-stick in his hand.

A Mosotho man always walks about  
grasping a stick.

The woman is not wearing a hat, but she  
is wearing a head-scarf. The women  
always wear headscarfs and hats.

She is not grasping a walking-stick.

Are they wearing shoes? We don't know,  
we don't see well. Only I think  
they are walking barefooted.

They are standing in the field.

Near the tree.

Q-4

T: Monna o-roëtse'ng?

S: O-roëtse katiba.

T: Mosali eênaa?

S: Eêna o-roëtse tuku.

Q-5

T: Naa ua-ba-tseba?

Do you know them?

S: Hã-ke-ba-tsebe, fêêla ke-Basotho.

I don't know them, but they are Basotho.

Q-6

T: Monna o-tšoëre'ng?

S: O-tšoëre molamu.

T: Mosali eênaa?

S: Eêna hã-aa-tšoara lethô.

Q-7

T: Ba-ea kae?

S: Hã-ke-tsebe. Këa-khôloa ba-ea haë.

Q-8

T: Basotho ba-apara'ng?

S: Ba-apara likobô.

Q-9

T: Banna ba-Basotho ba-roala'ng?

S: Ba-roala likatiba le-liêta.



M-1

lijana	Ak'u re-thusê ho-hlatsoa lijana.	dishes	Please help us wash the dishes.
liphahlô	Ak'u re-thusê ho-hlatsoa liphahlô.	clothes	Please help us wash the clothes.

C-1

A:	Mphô!		
Mphô:	Oëë!		
A:	U-sëbëtsa'ng?		
Mphô:	Ha-ke-sëbëtse lethô. Or: Lethô.	I'm not doing anything. Nothing.	
A:	Ak'u re-thusê ho-hlatsoa [lijana].		

M-2

Sesotho	Ak'u re-rutê Sesotho.	Sesotho	Please teach us Sesotho.
ho-palama	Ak'u re-rutê ho-palama.	to ride	Please teach us how to ride.
ho-phêha	Ak'u re-rutê ho-phêha.	to cook	Please teach us how to cook.

C-2

[John]:	Ak'u re-rutê Sesotho.
[Thêkô]:	Le-batla ho-tseba Sesotho?
[John]:	Ëë.
[Thêkô]:	Ke-tseba Sesotho, fêêla ha-ke-tsebe ho-ruta.
[John]:	Öö, ke-hampe.

M-3

mantsoe ana	Ak'u nthusê ho-bitsa mantsoe ana.	these words	Please help me pronounce these words.
lentsoe lëna	Ak'u nthusê ho-bitsa lentsoe lëna.	this word	Please help me pronounce this word.

C-3

S:	Kę-batla ho-ithuta Sesotho. Ak'u nthusê ho-bitsa mantsoe ana. (giving a written list of Sesotho words)	I want to learn Sesotho. Please help me pronounce these words.
Mosotho:	<u>Ke</u> -hantlê. Mamêla: mōna monna bana banna Nkêtsisê: mōna monna bana banna	Good. Listen: here man children men Imitate me.

M-4

mollô	Ak'u mphê mollô.	fire, match	Please give me a match.
koae	Ak'u mphê koae.	tobacco	Please give me some tobacco.
sesepa	Ak'u mphê sesepa.	soap	Please give me some soap.
mëtsi	Ak'u mphê mëtsi.	water	Please give me some water.
* * * * *			
mollô	Ak'u re-fê mollô.	fire, match	Please give us some fire.
koae	Ak'u re-fê koae.	tobacco	Please give us some tobacco.
sesepa	Ak'u re-fê sesepa.	soap	Please give us some soap.
mëtsi	Ak'u re-fê mëtsi.	water	Please give us some water.

C-4

A:	Ak'u re-fê mëtsi.	Please give us some water.
B:	Le-ëtša'ng ka-mëtsi?	What are you doing with water?
A:	Re-batla ho-hlatsoa.	We want to wash.
B:	Öö, ho-lokilë. (gives the water)	
A:	Ak'u re-fê sesepa hapê.	
B:	(gives her soap)	
A:	Kęa-lëboha.	

M-5

sesepa	Ak'u re-thusê ka-sesepa.	soap	Please give us some soap.
êmêrê	Ak'u re-thusê ka-êmêrê.	bucket	Please give us a bucket.
lefiêlô	Ak'u re-thusê ka-lefiêlô.	broom	Please give us a broom.

C-5 Volunteers v. Director

Volunteer: Khôtsô ntatë.

Director: Èë, lumêlang. Le-batla'ng?

Volunteer: Ak'u re-thusê ka-sesepa, êmêrê  
le-lefiêlô.

Director: Le-batla ho-ëtsa joang ka-sesepa,  
êmêrê le-lefiêlô?

Volunteer: Re-batla ho-hloëkisa matlo a-rona. We want to clean our rooms.

Director: Öö, ke-hantlê haholo.

M-6

nthusê	Ak'u nthusê.	help me	Please help me.
ntšoarêlê	Ak'u ntšoarêlê.	excuse me	Please excuse me.

C-6

T: (getting John's attention)

Ak'u ntšoarêlê.

[Bill] o-ea [öfising] le-mang?

[John]: Hā-a-ee le-motho.

He's not going with anybody.

T: Ak'u tsamaeê le-eêna.

Please go with him.

C-1

A (with a friend): Lumêlang.

B (with a friend): Ēë, lumêlang.

A: Le-phela joang?

B: Re-phela hantlê. Lona le-phela joang? We are fine. You (pl), how are you?

A: Re-phela hantlê. Le-tsoa kae?

B: Re-tsoa [öfising]. Lona, le-tsoa kae?

A: Re-tsoa [lijöng].

C-2

A (with a companion): Lumêlang, bo-mmê.

Mmê: Ēë, lumêlang.

A: Le-phela joang?

Mmê: Re-phela hantlê, ha-rc-tsebe lona. We are fine, we don't know (about) you (pl).

A: Le-rona re-phela hantlê. We also are fine.

C-3

A (with companion): Le-tsoha joang? How are you (pl)? (lit: You are awake how?)

B (with companion): Rea-tsoha. Lona le-tsoha joang? You, how are you?

A: Rea-tsoha.

M-1

apara	Lona le-apara'ng Amërika möö?	wear	What do you wear here in America?
roala	Lona le-roala'ng Amërika möö?	wear (on the head or limbs)	What do you wear here in America?

C-4

T: Basotho ba-[apara'ng]?  
 S: Ba-[apara likobô].  
 T: Lona le-[apara'ng] Amërika mōö?  
 S: Rona re-[apara lijase].

What do the Basotho [wear]?  
 What do you [wear] here in America?  
 We [wear overcoats].

M-2

nna	Nna, kę-tsamaea kapele.	I/me	Me, I'm walking/I walk fast.
rona	Rona, re-tsamaea kapele.	we/us	We, we are walking/we walk fast.
uêna	Uêna, u-tsamaea kapele.	you	You, you are walking/you walk fast.
lona	Lona, le-tsamaea kapele.	you (pl)	You (pl), you are walking/you walk fast.

C-5

S: Basotho ba-tsamaea joang?  
 T: Ba-tsamaea kapele. Lona  
 le-tsamaea joang Amërika mōö?  
 S: Le-rona re-tsamaea kapele.

How do the Basotho walk?  
 We also walk fast.

M-3

ho-bua	Re-rata ho-bua le-lona.	to speak	We would like to speak with you.
ho-tantšā	Re-rata ho-tantšā le-lona.	to dance	We would like to dance with you.
ho-bina	Re-rata ho-bina le-lona.	to sing	We would like to sing with you.
ho-bapala	Re-rata ho-bapala le-lona.	to play	We would like to play with you.

C-6

A: Le-batla [ho-bua] le-mang?  
 B: Re-batla [ho-bua] le-lona.  
 Or: Le-lona.

With whom do you (pl) want to [speak]?  
 With you (pl).

M-1

letsoai	Letsoai ke-lëna.	salt	Here is some/the salt.
lebese	Lebese ke-lëna.	milk	Here is some/the milk.
lengôlô	Lengôlô ke-lëna.	letter	Here is the letter.

M-2

letsoai	Letsoai le-kae?	salt	Where is the salt?
lebese	Lebese le-kae?	milk	Where is the milk?
lengôlô	Lengôlô le-kae?	letter	Where is the letter?

C-1

A: Lebese le-kae?	Where is the milk?
B: Ke-lëna.	Here it is.

C-2

A: Naa u-noa lebese?	Do you drink milk?
B: Eë, ke-noa [lebese]. Le-kae?	
A: Ke-lëna.	

M-3

chêlêtê	Chêlêtê ke-ëna.	money	Here is some/the money.
tsoekere	Tsoekere ke-ëna.	sugar	Here is some/the sugar.
bôtôrô	Bôtôrô ke-ëna.	butter	Here is some/the butter.
köfi	Köfi ke-ëna.	coffee	Here is some/the coffee.

M-4

chêlêtê	Chêlêtê e-kae?	money	Where is the money?
tsoekere	Tsoekere e-kae?	sugar	Where is the sugar?
bôtôrô	Bôtôrô e-kae?	butter	Where is the butter?
köfi	Köfi e-kae?	coffee	Where is the coffee?

C-3

A: [Tsoekere] e-kae?
B: Ke-ëna.

C-4

A: Nka [nama], ke-ëna.

Take the [meat], here it is.

B: E-kae?

A: Ke-ëna.

C-5

A: Le-batla ho-ja'ng kajëno?

What do you (pl) want to eat today?

B: Re-batla ho-ja [nama].

A: Ha-le-rate ho-ja [rëisi]?

Don't you like to eat rice?

B: Rea-rata. E-kae?

A: Ke-ëna.

C-6

A: U-phëhilë'ng kajëno?

What's on the menu today? (Lit:  
You have cooked what today?)

Mophëhi: Ke-phëhilë [rëisi].

A: U-phëhilë [rëisi]?

Mophëhi: Eë.

A: E-kae?

Mophëhi: Ke-ëna.

C-7

A: U-batla'ng?

B: Ke-batla [letsoai]. Le-kae?

A: Nka. Ke-lëna.

B: Tanki.

M-1

Review counting on the fingers from 1 - 5 (see Cycle 33).

C-1

T: Naa u-tseba ho-bala ho-fihla ho-hlano? Do you know how to count up to five?

S: Ēë, kea-tseba.

T: Ak'u balê. Please count.

S: (Using the fingers)

Nngoe, pëli, tharo, nnê, hlano.

M-2

Teach counting on the fingers from 6 - 10.

Tšelêla.	Six.
Supa.	Seven.
Robëli.	Eight.
Robong.	Nine.
Leshomê.	Ten.

C-2

T: Naa u-tseba ho-bala ho-fihla Do you know how to count up to ten?  
 leshomê?

S: Ēë, kea-tseba.

T: Ak'u balê.

S: (Using the fingers)

Nngoe, pëli, tharo, nnê, hlano,  
 tšelêla, supa, robëli, robong,  
 leshomê.

M-3

Review the following days of the week (from Cycle 31):

Labobëli	Tuesday
Laboraro	Wednesday
Labonê	Thursday
Labohlano	Friday

Read aloud the following phrases, while your students observe the English meanings (with their books open).



Labobëli	Tuesday
letsatsi la-bobëli	the second day
motho oa-bobëli	the second person
tichêrê ea-bobëli	the second teacher

Laboraro	Wednesday
letsatsi la-boraro	the third day
motho oa-boraro	the third person
tichêrê ea-boraro	the third teacher

Labonê	Thursday
letsatsi la-bonê	the fourth day
bôt1ô1ô ea-bonê	the fourth bottle
k'hëfi ea-bonê	the fourth cafe

Labohlano	Friday
letsatsi la-bohlano	the fifth day
bôt1ô1ô ea-bohlano	the fifth bottle
k'hëfi ea-bohlano	the fifth cafe

Now give the following phrases, having your students listen (with their books closed) and responding with the selective English response as indicated.

<u>Teacher</u>	<u>Response (group, individual)</u>
1. motho oa-bobëli	2nd
2. tichêrê ea-boraro	3rd
3. bôt1ô1ô ea-bonê	4th
4. k'hëfi ea-bohlano	5th
5. motho oa-boraro	3rd
6. tichêrê ea-bobëli	2nd
7. bôt1ô1ô ea-bohlano	5th
8. k'hëfi ea-bonê	4th
9. letsatsi la-bonê	4th
10. apolê ea-bobëli	2nd

11. bĕkĕ ea-boraro	3rd
12. besa ea-bohlano	5th
13. sefatĕ sa-bonĕ	4th
14. sefofane sa-bobĕli	2nd
15. selemĕ sa-boraro	3rd
16. lebitsĕ la-bohlano	5th
17. lebĕkĕsĕ la-bobĕli	2nd
18. sekĕlĕ sa-boraro	3rd
19. moithaopi oa-bonĕ	4th
20. morĕna oa-bohlano	5th

M-4

Read aloud the following phrases, while your students observe the English meanings (with their books open).

motho oa-botšĕlĕla	the sixth person
motho oa-bosupa	the seventh person
motho oa-borobĕli	the eighth person
motho oa-borobong	the ninth person
pĕrĕ ea-botšĕlĕla	the sixth horse
pĕrĕ ea-bosupa	the seventh horse
pĕrĕ ea-borobĕli	the eighth horse
pĕrĕ ea-borobong	the ninth horse

Now give the following phrases, having your students listen (with their books closed) and responding with the selective English response as indicated.

1. motho oa-botšĕlĕla	6th
2. pĕrĕ ea-bosupa	7th
3. sefatĕ sa-borobĕli	8th
4. letsatsi la-borobong	9th
5. lebĕkĕsĕ la-bosupa	7th
6. sekĕlĕ sa-borobong	9th
7. selemĕ sa-bosupa	7th
8. motho oa-borobong	9th
9. moithaopi oa-borobĕli	8th

10. motse oa-borobong	9th
11. morêna oa-borobëli	8th
12. motse oa-bosupa	7th
13. bosiu ba-borobëli	8th
14. letsatsi la-bosupa	7th
15. bosiu ba-botsšêla	6th
16. sefatê sa-botsšêla	6th
17. selemô sa-bosupa	7th
18. pêrê ea-botsšêla	6th
19. k'hëfi ea-borobëli	8th
20. bëkê ea-botsšêla	6th

M-5

Use items from M-3 and M-4 in random order, having your students respond with the appropriate selective response.

C-3

T: (to the class)

Kajëno ke-bëkê ea-[boraro]  
le-qalilê ho-ithuta Sesotho.

Le-tsamaea hantlê.

Ha-ho-joalô?

S: Ho-joalô.

Or: Ê-ê, ha-ho-joalô.

Today is the [3rd] week since  
you started studying Sesotho.

You are doing well.

Isn't it so?

It's so.

No, it's not so.

## TO THE STUDENT:

The Sesotho counting system is fairly complicated, so you will be exposed to it gradually in this course. You will recall from cycle 33 that the English number system is used for telling time and counting money. This takes care of one of the more immediate needs for counting.

The aim in this cycle is to allow you to become familiar with the number stems from 1 to 9 (but not necessarily to use them). The counting system is complicated for the learner because of the prefix and stem variations that can occur, as the following example will illustrate:

pëli	two (when simply counting: one, two, three...)
motho oa-bobëli	the second person (ordinal numbers)
batho ba-babëli	two people (cardinal numbers)

The counting of objects or people (e.g. botho ba-babëli, two people) will be taught in a later cycle.

When numbers are used as ordinals (second, third, fourth, etc.), the construction for relating them to the noun is one which is familiar to you by now:

noun + possessive + noun

motho oa-bobëli          the second person

letsatsi la-bobëli      the second day

It may seem strange to find that the numbers behave like nouns in this construction (when used as cardinals the numbers behave like adjectives).

Actually this is not unusual, since the number stems in this case have been made into nouns by the addition of the noun prefix bo-:

bobëli                  second (lit: secondness)

boraro                  third (lit: thirdness)

bonê                    fourth (lit: fourthness)

In an earlier cycle (27) you learned that the form of the possessive varies according to the noun that precedes it:

tichêrê ea-Thabô          Thabo's teacher

motsoallê oa-Thabô      Thabo's friend

In this cycle the possessive has taken several forms:

oa-                  motho oa-bobëli

la-                  letsatsi la-bobëli

sa-                  sefatê sa-bobëli

ea-                  tichêrê ea-bobëli

ba-                  bosiu ba-bobëli

All the ordinary Sesotho nouns can be divided into six groups or classes, and each of these is followed by its own form of the possessive. Only five possessive forms are given above, since two of the groups happen to take the same possessive form (\_\_\_\_\_ oa-bobëli), though elsewhere they behave quite independently.

The grouping of Sesotho nouns into six classes is of consequence for more reasons than just the determination of the form of the possessive. For example, nouns are pluralized by changing the form of the noun prefix, and this varies from class to class:

1. [mo·NOUN] Mosotho	[ba·NOUN] Basotho	Mosotho, Basotho
2. [mo·NOUN] molamu	[me·NOUN] melamu	stick, sticks
3. [le·NOUN] leoto	[ma·NOUN] maoto	foot, feet
4. [se·NOUN] sejana	[li·NOUN] lijana	dish, dishes
5. [ŋ·NOUN] nku	[liŋ·NOUN] linku	sheep, sheep
6. [bo·NOUN] bosiu	[ma·NOUN] masiu	night, nights

As you can see from the above, each of the noun classes has a set of prefixes which are added to the stem, one to indicate the singular, and the other to indicate the plural. In some cases the prefix form of one class is the same as that of another (cf. class 1 motho and class 2 motse). We write the prefix for the class 5 singular as "ŋ", which suggests two of the important characteristics of this class

- a. When the rest of the word has only one syllable, the prefix is a nasal, and the sound of it varies according to the consonant which immediately follows it:

mphô	gift	(n = m before p, ph, m)
nthô	thing	(n = n before t, th, n)
nku	sheep	(n = [ŋ] before k, kh)

- b. This nasal prefix ("ŋ") is dropped from almost all noun stems of two or more syllables:

tichêrê	teacher
pêrê	horse
koae	tobacco
baki	jacket

There are, however, a few stems having two or more syllables which retain this nasal prefix:

nketu	frog
-------	------

The following examples (from cycles you've already studied) demonstrate some additional ways in which the noun classes affect other parts of the sentence:

Lijô li-lokilë.	The food is ready.	Cycle 34
Köfi e-lokilë.	The coffee is ready.	
Lehe le-lokilë.	The egg is ready.	

O-batla pampiri. Ha-ke-na eôna. She wants paper. I don't have any. Cycle 44  
 O-batla setulô. Ha-ke-na sôna. She wants a chair. I don't have one.  
 O-batla lebesa. Ha-ke-na lôna. She wants some milk. I don't have any.

Le-rata liphôôfôlô life? Which animals do you like? Cycle 48  
 Le-rata mabênkêlê afe? Which stores do you like?  
 Le-rata metse efe? Which villages do you like?

Ak'u nthusê ho-bitsa lentsoe lëna. Please help me pronounce this word. Cycle 56  
 Ak'u nthusê ho-bitsa mantsoe ana. Please help me pronounce these words.  
 Ak'u nthusê ho-bitsa batho bana. Please help me call these people.

Letsoai ke-lëna. Here is some salt. Cycle 58  
 Chêlêtê ke-ëna. Here is some money.  
 Sesepa ke-sëna. Here is some soap.

Letsoai le-kae? Where is the salt? Cycle 58  
 Chêlêtê e-kae? Where is the money?  
 Sesepa se-kae? Where is the soap?

Each of these constructions will be discussed and practiced more fully in later cycles.

At this point in your studies don't make a special effort to "memorize" these noun classes with their various prefixes; you will have ample opportunity to do this later (see cycle 76). For now it is sufficient that you understand that the variations in forms (such as the possessives) which you are encountering are due to the grouping of nouns into classes, and that there is a limit to these variations (they don't go on without end)!

By now you've had considerable practice in using several forms of the possessive. (For a review of la-, ea-, oa-, sa- and ba-, see cycles 1, 3, 7, 20, 27, 37, 44, 47, 49 and 51.) The full set is given below for your information. You need not memorize them now (unless you feel compelled to do so!); they will be practiced in later cycles.

Possessive Construction  
noun + possessive + noun

- |                       |                      |
|-----------------------|----------------------|
| 1. [mo·NOUN] oa-_____ | [ba·NOUN] ba-_____   |
| morutua oa-Thabô      | barutua ba-Thabô     |
| 2. [mo·NOUN] oa-_____ | [me·NOUN] ea-_____   |
| molamu oa-Thabô       | melamu ea-Thabô      |
| 3. [le·NOUN] la-_____ | [ma·NOUN] a-_____    |
| leoto la-Thabô        | maoto a-Thabô        |
| 4. [se·NOUN] se-_____ | [li·NOUN] tsa-_____  |
| sejana sa-Thabô       | lijana tsa-Thabô     |
| 5. [ŋ·NOUN] ea-_____  | [liŋ·NOUN] tsa-_____ |
| nku ea-Thabô          | linku tsa-Thabô      |
| 6. [bo·NOUN] ba-_____ | [ma·NOUN] a-_____    |
| bohôbê ba-Thabô       | mahôbê a-Thabô       |

To the student: Make use of your odd free moments to study. For example, carry a short list of the words you are currently "learning" and ask any (and every!) Mosotho you meet to help you with them.

Ak'u balê mantsoe ana.

Please read these words.

Ak'u bitsê mantsoe ana.

Please pronounce these words.

Sebelisa lentsoe lëna.

Use this word in a sentence.

polëlöng.

Use this technique in your present study. When you continue studying Sesotho later on your own, you will need a number of devices like this.

M-1

balê

Ak'u balê mantsoe ana.

read

Please read these words.

bitsê

Ak'u bitsê mantsoe ana.

pronounce

Please pronounce these words.

C-1

S: Kê-batla ho-ithuta Sesotho.

T: Ho-lokilë

Okay.

S: Ak'u [balê] mantsoe ana.

T: (receives a list of words)

Mamêla-hê.

Now listen.

sefofane

sefatê

selemô

sekölö

Sekhooa

sesepe

setulô

setêmpê



C-2

To the student: Make a short list of words that you know you need to work on. Use them as suggested above, pointing (with a pencil) to each word on your list as you want your Mosotho friend to pronounce it. Shift the order when you want to compare the sounds of two words which are not next to each other on your list. For example, in the above compare the final vowels in sefatê and setêmpê, selemô and setulô by pointing to them as you want them said; this enables you to control the listening situation to your advantage.

M-2

Sëbëlisa lentsoe lëna polëlöng.

Use this word in a sentence.

\* \* \* \* \*

"sesepa"

Sëbëlisa lentsoe lëna "sesepa" soap  
polëlöng.Use this word "soap" in a  
sentence.

"Sekhooa"

Sëbëlisa lentsoe lëna "Sekhooa" English  
polëlöng.Use this word "English"  
in a sentence.

"setulô"

Sëbëlisa lentsoe lëna "setulô" chair  
polëlöng.Use this word "chair" in  
a sentence.C-3

S: (pointing to the word "sesepa" on the list)

Sëbëlisa lentsoe lëna polëlöng.

T: Batho ba-hlatsoa ka-sesepa.

People wash with soap.

C-4

S: Sëbëlisa lentsoe lëna "Sekhooa" polëlöng.

T: Batho ba-Amërika ba-bua Sekhooa.

The people of America speak English.

C-5

S: Sëbëlisa lentsoe lëna "setulô" polëlöng.

T: Mphê setulô, kę-batla ho-lula.

Give me a chair, I want to sit.

C-6

S: Sëbëlisa lentsoe lëna "selemô" polëlöng.

T: Kę-rata nakô ea-selemô.

I like spring time.

C-7

To the student: Before the beginning of class tomorrow learn the meaning of the following words by asking your Basotho teachers (out of class) to put them into sentences for you. You may also have need of these phrases as you pursue this task:

Ha-ke-utloisise.

I don't understand.

Pheta hapê.

Repeat (again).

jësi

mose

borikhoë

lebônê

masale

bêthê

lamunu

S: Sëbëlisä lentsoe lëna [            ] polëlöng.

T: [            ].

M-1

chêlêtê	Hâ-ke-na chêlêtê.	money	I don't have any money.
lethô	Hâ-ke-na lethô.	something, anything	I don't have anything.
koae	Hâ-ke-na koae.	tobacco/ cigarettes	I don't have any tobacco/ cigarettes.
lipömpöng	Hâ-ke-na lipömpöng.	candy	I don't have any candy.
chôkô	Hâ-ke-na chôkô.	chalk	I don't have any chalk.
jësi	Hâ-ke-na jësi.	sweater	I don't have a sweater.

C-1

In order to practice the C-phrases of this cycle, give the students a variety of objects that they can place on the table in front of them and "possess" during this class period.

T: [Bill], naa u-na le-[koae]? [Bill], do you have [tobacco]?  
 [Bill]: Chêê, hâ-ke-na [koae]. No, I don't have [tobacco].

C-2

T: [Susan], u-na le'ng? [Susan], what do you have?  
 [Susan]: Hâ-ke-na lethô.

C-3

T: [John], u-na le'ng?  
 [John]: Ke-na le-[koae].  
 T: [Bill], naa u-na le-[koae]?  
 [Bill]: Chêê, hâ-ke-na [koae].  
 T: U-na le'ng?  
 [Bill]: Ke-na le-[lipömpöng] le-[chêlêtê].  
 T: [John], naa u-na le-[lipömpöng]?  
 [John]: Chêê, hâ-ke-na [lipömpöng]?  
 T: [Susan], u-na le'ng?  
 [Susan]: Hâ-ke-na lethô.

M-2

pênê	Kɛ-na-le pênê fêêla.	pen	I only have a pen.
khalase	Kɛ-na-le khalase fêêla.	glass	I only have a glass.
pêntšêlê	Kɛ-na-le pêntšêlê fêêla.	pencil	I only have a pencil.
chêlêtê	Kɛ-na-le chêlêtê fêêla.	money	I only have money.

C-4

A: Mphê [pênê].

B: Hɔ-ke-na [pênê]. Kɛ-soabile. Kɛ-na le-[pêntšêlê] fêêla.

M-3

koae	Hɔ- <u>u</u> -na koae.	tobacco/ cigarettes	You don't have any tobacco/cigarettes.
jësi	Hɔ- <u>u</u> -na jësi.	sweater	You don't have a sweater.
lethô	Hɔ- <u>u</u> -na lethô.	nothing	You don't have anything.
lipömpöng	Hɔ- <u>u</u> -na lipömpöng.	candy	You don't have any candy.

C-5

A: Ak'u mphê [koae].

B: Chêê, hɔ-ke-na [koae].

No, I don't have [tobacco].

A: Öö. Ak'u mphê [lipömpöng].

B: Chêê, hɔ-ke-na [lipömpöng].

A: Hɔ-u-na [koae]. Hɔ-u-na [lipömpöng].

U-na le'ng fêêla?

Then what do you have?

B: Hɔ-ke-na lethô kannete.

Ak'u kopê [John].

Please ask [John].

M-1

lebese	Lebese le-joang?	milk	How is the milk?
letsoai	Letsoai le-joang?	salt	How is the salt?
lehapu	Lehapu le-joang?	watermelon	How is the watermelon?

M-2

monate	Lebese le-monate.	nice	The milk is nice.
chipi	Lebese le-chipi.	cheap	The milk is cheap.
turu	Lebese le-turu.	expensive, high-priced	The milk is high-priced.

C-1

- A: U-noa'ng?  
 B: Ke-noa lebese.  
 A: Le-joang?  
 B: Le-[monate].

M-3

tsoekere	Tsoekere e-joang?	sugar	How is the sugar?
nama	Nama e-joang?	meat	How is the meat?
rëisi	Rëisi e-joang?	rice	How is the rice?
apolê	Apolê e-joang?	apple	How is the apple?

M-4

nama	Nama e-monate.	meat	The meat is nice.
rëisi	Rëisi e-monate.	rice	The rice is nice.
bôtôrô	Bôtôrô e-monate.	butter	The butter is nice.
apolê	Apolê e-monate	apple	The apple is nice.

C-2

- A: U-ja'ng?  
 B: Ke-ja [nama].  
 A: E-joang?  
 B: E-monate.

C-3

A: Naa [nama] e-[turu]?

B: Ēë, [nama] e-[turu].

A: Naa [rëisi] e-[turu]?

B: Chêê, [rëisi] hã-e-[turu]. E-[chipi].

C-4

A: Naa u-ja [rëisi]?

B: Ēë, kɛ-ja [rëisi].

A: E-joang?

B: E-monate.

C-5

A: [Nama] e-kae?

B: Ke-ëna.

A: E-joang?

B: E-monate.

C-6

A: Re-ja [rëisi] kajëno.

B: Re-ja [rëisi] kajëno?

A: Ēë.

B: E-joang?

A: E-monate.

B: Kɛa-bôna.

E-1

<u>Teacher</u>	<u>Response</u>	
lebese	Le-joang?	How is it?
tsoekere	E-joang?	How is it?
Thabô	O-joang?	How is he?
letsoai	Le-joang?	How is it?
lehe	Le-joang?	How is it?
rëisi	E-joang?	How is it?
apole	E-joang?	How is it?
Tšêpô	O-joang?	How is he?
Morêna	O-joang?	How is he?
seseпа	Se-joang?	How is it?

E-2

<u>Teacher</u>	<u>Response</u>
Naa nama e-turu?	Ê-ê, ha <sub>3</sub> -e-turu.
Naa rëisi e-turu?	Ê-ê, ha <sub>3</sub> -e-turu.
Naa bôtörö e-turu?	Ê-ê, ha <sub>3</sub> -e-turu.
Naa lebese le-turu?	Ê-ê, ha <sub>3</sub> -le-turu.
Naa letsoai le-turu?	Ê-ê, ha <sub>3</sub> -le-turu.
Naa köfi e-turu?	Ê-ê, ha <sub>3</sub> -e-turu.
Naa lehapu le-turu?	Ê-ê, ha <sub>3</sub> -le-turu.
Naa teë e-turu?	Ê-ê, ha <sub>3</sub> -e-turu.

E-3

<u>Teacher</u>	<u>Response</u>	
nama	E-chipi.	It's cheap.
letsoai	Le-chipi.	It's cheap.
lebese	Le-chipi.	
koae	E-chipi.	
oache	E-chipi.	
rëisi	E-chipi.	
lefiêlô	Le-chipi.	
lebôkôsê	Le-chipi.	
êmêrê	E-chipi.	
seseпа	Se-chipi.	It's cheap.

M-1

apëre	[John] o-apëre'ng?	wear	What's [John] wearing?
roëtse	[John] o-roëtse'ng?	wear	What's [John] wearing?
tšoëre	[John] o-tšoëre'ng?	hold	What's [John] holding?
tennë	[John] o-tennë'ng?	wear	What's [John] wearing?

M-2

baki	[John] o-apëre baki.	jacket	[John] is wearing a jacket.
jase	[John] o-apëre jase.	overcoat	[John] is wearing an overcoat.
jësi	[John] o-apëre jësi.	sweater	[John] is wearing a jersey.
hëmpê	[John] o-apëre hëmpê.	shirt	[John] is wearing a shirt.

C-1

A: [John] o-apëre'ng?

B: O-apëre [baki].

A: Naa o-apëre [jase] hapê?

Is he also wearing [an overcoat]?

B: Hã-aa-apara [jase].

M-3

jësi	[Susan] o-apëre jësi.	sweater	[Susan] is wearing a sweater.
bolause	[Susan] o-apëre bolause.	blouse	[Susan] is wearing a blouse.
jase	[Susan] o-apëre jase.	overcoat	[Susan] is wearing an overcoat.
kobô	[Susan] o-apëre kobô.	blanket	[Susan] is wearing a blanket.
tjale	[Susan] o-apëre tjale.	shawl	[Susan] is wearing a shawl.



C-2

A: [Susan] o-apëre'ng?

B: O-apëre [bolause].

A: Naa o-apëre [tjale] hapê?

Is she also wearing a [shawl]?

B: Ê-ê, ha-aa-apara tjale.

M-4

katiba	[John] o-roëtse katiba.	hat	[John] is wearing a hat.
liêta	[John] o-roëtse liêta.	shoes	[John] is wearing shoes.
likausi	[John] o-roëtse likausi.	stockings	[John] is wearing stockings.
oache	[John] o-roëtse oache.	watch	[John] is wearing a watch.

C-3

A: [John] o-roëtse'ng?

B: O-roëtse likausi le-liêta.

A: O-roëtse'ng hapê?

What else is he wearing?

B: Hapê o-roëtse katiba le-oache.

He is also wearing a hat and a watch.

M-5

tuku	[Susan] o-roëtse tuku.	scarf	[Susan] is wearing a scarf.
liêta	[Susan] o-roëtse liêta.	shoes	[Susan] is wearing shoes.
likausi	[Susan] o-roëtse likausi.	stockings	[Susan] is wearing stockings.
masale	[Susan] o-roëtse masale.	earrings	[Susan] is wearing earrings.

C-4

A: [Susan] o-roëtse'ng?

B: O-roëtse [masale].

A: Naa [John] o-roëtse [masale]?

B: Ê-ê, ha-aa-roala [masale].

He is not wearing [earrings].

Banna ha-ba-roale [masale].

Men don't wear [earrings].

M-6

buka	O-tšoëre buka.	book	He's holding a book.
molamu	O-tšoëre molamu.	stick	He's holding a stick.
pêntsêlê	O-tšoëre pêntsêlê.	pencil	He's holding a pencil.
chôkô	O-tšoëre chôkô.	chalk	He's holding a chalk.
pampiri	O-tšoëre pampiri	paper	He's holding a paper.

C-5

- A: U-tšoëre 'ng?  
 B: Kẹ-tšoëre chôkô.  
 A: Naa [John] o-tšoëre chôkô?  
 B: Ê-ê ha-aa-tšoara [chôkô].

M-7

borikhoë	[John] o-tennë borikhoë.	pants	[John] is wearing pants.
sökisi	[John] o-tennë sökisi.	underpants	[John] is wearing under- pants.

\* \* \* \* \*

mose	[Susan] o-tennë mose.	dress	[Susan] is wearing a dress.
ônnôrôkô	[Susan] o-tennë ônnôrôkô.	petticoat	[Susan] is wearing a petticoat.

C-6

- A: U-tennë 'ng?  
 B: Ke-tennë borikhoë.  
 A: Naa u-tennë mose?  
 B: Ê-ê, ha-kea-tena mose. No, I'm not wearing a dress.  
 Banna ha-ba-tena mese. Men don't wear dresses.

M-1

sesepa	Sesepa sa-Bill se-kae?	soap	Where is Bill's soap?
setêmpê	Setêmpê sa-Bill se-kae?	stamp	Where is Bill's stamp?
setulô	Setulô sa-Bill se-kae?	chair	Where is Bill's chair?
sekölö	Sekölö sa-Bill se-kae?	school	Where is Bill's school?

M-2

sesepa	Sesepa ha <sub>3</sub> -se-eô.	soap	There's no soap (here).
setulô	Setulô ha <sub>3</sub> -se-eô.	chair	There's no chair (here).
setêmpê	Setêmpê ha <sub>3</sub> -se-eô.	stamp	There's no stamp (here).

C-1

A: [Sesepa] sa-[Bill] se-kae?	Where is Bill's soap?
B: Ha <sub>3</sub> -se-eô.	It's not here.
A: Se-kae?	Where is it?
B: Ha <sub>3</sub> -ke-tsebe.	

M-3

lebônê	Lebônê ha <sub>3</sub> -le-eô.	lamp	The lamp is not here.
lebôkôsê	Lebôkôsê ha <sub>3</sub> -le-eô.	box	The box is not here.
lehe	Lehe ha <sub>3</sub> -le-eô.	egg	The egg is not here.

C-2

A: [Lebônê] la-[Bill] le-kae?	Where is [Bill]'s [lamp]?
B: Ha <sub>3</sub> -le-eô.	It's not here.
A: Le-kae?	Where is it?
C: (finding it) Ke-lëna.	Here it is.
A: Tanki.	

M-4

pênê	Pênê ha <sub>3</sub> -e-eô.	pen	The pen isn't here.
lamunu	Lamunu ha <sub>3</sub> -e-eô.	orange, lemon	The orange isn't here.
baki	Baki ha <sub>3</sub> -e-eô.	jacket	The jacket isn't here.

C-3

A: [Pênê] ea-[Bill] e-kae?

Where is [Bill]'s [pen]?

B: H<sub>3</sub>-e-eô.

It isn't here.

A: E-kae?

Where is it?

B: H<sub>3</sub>-a-na [pênê].

He doesn't have a pen.

M-5

sesepa	Sesepa se-tëng.
setulô	Setulô se-tëng.
lebônê	Lebônê le-tëng.
lebôkôsê	Lebôkôsê le-tëng.
pênê	Pênê e-tëng.
baki	Baki e-tëng.

soap	There is some soap (here).
chair	There is a chair (here).
lamp	There is a lamp (here).
box	There is a box (here).
pen	There is a pen (here).
jacket	There is a jacket (here).

C-4

A: Naa [sesepa se]-tëng?

Is there [some soap]?

B: Chêê, [sesepa] h<sub>3</sub>-[se]-eô.

No, there's no [soap].

K<sub>3</sub>-soabile.

I'm sorry.

Or: [Se]-tëng. K<sub>3</sub>-[sëna].

There is, here it is.

C-5

T: (noting an absence in the class)

[Ed] o-kae?

Where is [Ed]?

S: H<sub>3</sub>-a-eô.

He's not (here).

C-6

Thabô: (calls out) [Mphô]!

A: U-bitsa nna, Thabô?

Thabô: H<sub>3</sub>-ke-bitse uêna.

A: U-bitsa mang?

Thabô: K<sub>3</sub>-bitsa [Mphô]. O-kae möö?

I'm calling [Mpho]. Where is she?

A: H<sub>3</sub>-a-eô möna.

She's not here.

Thabô: Öö.

E-1

<u>Teacher</u>	<u>Response</u>	
lebese	Lebese le-těng.	There is milk.
letsoai	Letsoai le-těng.	There is salt.
tsoekere	Tsoekere e-těng.	There is sugar.
nama	Nama e-těng.	There is meat.

E-2

<u>Teacher</u>	<u>Response</u>	
lebese	Lebese ha <sub>3</sub> -le-eô.	There is no milk.
letsoai	Letsoai ha <sub>3</sub> -le-eô.	There is no salt.
tsoekere	Tsoekere ha <sub>3</sub> -e-eô.	There is no sugar.
nama	Nama ha <sub>3</sub> -e-eô.	There is no meat.

E-3

<u>Teacher</u>	<u>Response</u>	
setulô	Se-těng.	It's here.
lebese	Le-těng.	It's here.
tsoekere	E-těng.	It's here.
Thabô	O-těng.	He is here.
nna	Ke-těng.	I'm here.
sesepa	Se-těng.	It's here.
setêmpê	Se-těng.	It's here.

E-4

<u>Teacher</u>	<u>Response</u>	
setulô	Setulô ha <sub>3</sub> -se-eô.	There is no chair.
lebese	Lebese ha <sub>3</sub> -le-eô.	There is no milk.
tsoekere	Tsoekere ha <sub>3</sub> -e-eô.	There is no sugar.
Thabô	Thabô ha <sub>3</sub> -a-eô.	Thabo is not here.
sesepa	Sesepa ha <sub>3</sub> -se-eô.	There is no soap.
sebaka	Sebaka ha <sub>3</sub> -se-eô.	There is no place.

E-5

<u>Teacher</u>	<u>Response</u>	
setulô	Ke-sëna.	Here it is.
setêmpê	Ke-sëna.	Here it is.
sesepe	Ke-sëna.	Here it is.
setôfo	Ke-sëna.	Here it is.

E-6

<u>Teacher</u>	<u>Response</u>	
sesepe	Se-kae?	Where is the soap?
setôfo	Se-kae?	Where is the stove?
setêmpê	Se-kae?	Where is the stamp?
sebaka	Se-kae?	Where is the place?

M-1

Warner Springs	O-ea "Warner Springs" neng?	Warner Springs	When is he/she going to Warner Springs?
mosëbëtsing	O-ea mosëbëtsing neng?	work	When is he/she going to work?

M-2

ka-8:00	O-ea "Warner Springs" ka-8:00.	at 8 o'clock	He's going to Warner Springs at 8 o'clock.
ka-1:00	O-ea "Warner Springs" ka-1:00.	at 1 o'clock	He's going to Warner Springs at 1 o'clock.
ka-Sontaha	O-ea "Warner Springs" ka-Sontaha.	on Sunday	He's going to Warner Springs on Sunday.
ka-Sateretaha	O-ea "Warner Springs" ka-Sateretaha.	on Saturday	He's going to Warner Springs on Saturday.
kamehla	O-ea "Warner Springs" kamehla.	every day	He goes to Warner Springs every day.
hosasa	O-ea "Warner Springs" hosasa.	tomorrow	He's going to Warner Springs tomorrow.

C-1

A: [John] o-ea [Warner Springs] neng?

B: O-ea [ka-8:00].

M-3

ja	Re-ja neng?	eat	When (on what schedule/ at what time) do we eat?
palama	Re-palama neng?	ride	When do we ride?
rôbala	Re-rôbala neng?	sleep	When do we go to bed?
tsoha	Re-tsoha neng?	get up	When do we get up?
kêna seköLö	Re-kêna seköLö neng?	go to school	When do we go to school?
kêna kêrêkê	Re-kêna kêrêkê neng?	go to church	When do we go to church?

C-2

- A: Re-ja neng? When do we eat?  
 B: Re-ja ka-7:00, ka-12:00, le-ka-6:00. We eat at 7:00, 12:00, and 6:00.

C-3

- A: Re-rôbala neng? When do we go to bed?  
 B: Ka-10:00. At 10:00.  
 A: Re-tsoha neng? When do we get up?  
 B: Ka-6:00. At 6:00.  
 A: Re-palama neng? When do we ride?  
 B: Hôna joalë. Ha-re-eëng. Right now. Let's (pl) go.

C-4

- A: U-kêna kêrêkê neng? When do you go to church?  
 B: Ka-Sontaha. On Sundays.

C-5

- A: U-kêna sekölo neng? When do you go to school?  
 B: Ke-kêna ka-Mmantaha, Laboraro, I go to school on Mondays, Wednesdays  
 le-Labohlano. and Fridays.

C-6

- A: U-ithuta Sesotho neng? When do you study Sesotho?  
 B: Kamehla. Every day.

M-4

- |        |                      |        |                         |
|--------|----------------------|--------|-------------------------|
| sekölo | Sekölo se-kêna neng? | school | When does school begin? |
| kêrêkê | Kêrêkê e-kêna neng?  | church | When does church begin? |

C-7

- A: Sekölo se-kêna neng? When does school begin?  
 B: Ka-8:00.



M-5

kölöi	Kölöi e-tsamaea neng?	car, truck, bus	When is the bus leaving?
bese	Bese e-tsamaca neng?	bus	When is the bus leaving?
sefofane	Sefofane se-tsamaea neng?	airplane	When is the plane leaving?
Linêô	Linêô o-tsamaea neng?	Dineo	When is Dineo leaving?

C-8

A: U-tsamaea neng?	
B: Ke-tsamaea hosasa.	I'm going tomorrow.
A: U-tsamaea ka'ng?	How are you going?
B: Ka-bese.	By bus.
A: E-tsamaea neng?	When does it go?
B: Ka-8:00.	

M-6

neng?	Tankisô o-tla neng?	when?	When is Tankiso coming?
ka'ng?	Tankisô o-tla ka'ng?	how?	How is Tankiso coming?
le-mang?	Tankisô o-tla le-mang?	with whom?	With whom is Tankiso coming?

C-9

A: Tankisô o-tla neng?	
B: O-tla hosasa.	
A: O-tla ka'ng?	
B: Ka-pêrê.	
A: O-tla le-mang?	
B: Hâ-ke-tsebe, empa ke-khôloa hore hâ-a-tle le-motho.	I don't know, but I think that he's not coming with anybody.

M-1

chêlêlê	Chêlêlê h̄- <u>e</u> -eô.	money	There isn't any money.
sesepa	Sesepa h̄- <u>se</u> -eô.	soap	There isn't any soap.
letsoai	Letsoai h̄- <u>le</u> -eô.	salt	There isn't any salt.
lipömpöng	Lipömpöng h̄- <u>li</u> -eô.	candy	There isn't any candy.
lijô	Lijô h̄- <u>li</u> -eô.	food	There isn't any food.
likobô	Likobô h̄- <u>li</u> -eô.	blankets	There aren't any blankets.

C-1

Children: Lipömpöng! Mphê lipömpöng!  
Ntatë, lipömpöng!

Volunteer: H̄-li-eô.  
Or: H̄-ke-na lipömpöng.

C-2

Children: Chêlêlê! Mphê chêlêlê, ntatê!  
Chêlêlê! Mphê chêlêlê!

Volunteer: H̄-e-eô.

M-2

sesepa	Se-tëng.	soap	There is some (soap).
chêlêlê	E-tëng.	money	There is some (money).
lengôlô	Le-tëng.	letter	There is one (letter).
lipömpöng	Li-tëng.	candy	There is some (candy).
lijô	Li-tëng.	food	There is some (food).
likobô	Li-tëng.	blankets	There are some (blankets).

C-3

Child: Lipömpöng! Mphê lipömpöng!

Volunteer: H̄-li-eô.

Child: Li-tëng, k̄a-tseba.  
Mphê lipömpöng.

There is, I know.

Give me some candy.

Volunteer: H̄-li-eô kannete.

There isn't any, truly.

C-4

Children: Lipömpöng! Mphê lipömpöng!

Lipömpöng! Lipömpöng!

Mphê lipömpöng!

Volunteer: Le-batla'ng?

What do you want?

Child: Re-kopa lipömpöng, ntatê.

We are asking for candy, sir.

Volunteer: H<sub>3</sub>-ke-na lipömpöng.

Or: H<sub>3</sub>-li-eô.

Child: Mphê lipömpöng. Li-tëng,

k<sub>3</sub>a-tseba.

Volunteer: H<sub>3</sub>-li-eô kannete.

C-5

A: Mphê [lipömpöng].

B: H<sub>3</sub>-li-eô.

A: Mphê [chêlêtê].

B: H<sub>3</sub>-e-eô.

A: Mphê [lebônê].

B: H<sub>3</sub>-le-eô.

A: Mphê [sesepa].

B: H<sub>3</sub>-se-eô.

C-6

S: Mphê [tsoekere].

Mophêhi: H<sub>3</sub>-e-eô.

There isn't any.

S: E-tëng, k<sub>3</sub>a-tseba.

There is, I know.

Mophêhi: E-tëng kae?

Where is it? (Lit. It exists where?)

S: E-tëng ka-k'habotheng.

It is there in the cupboard.

Mophêhi: (finds it) Nka, k<sub>3</sub>e-ëna.

Take it, here it is.

M-1

hobane'ng?	U-ithuta Sesotho hobane'ng?	why	Why are you studying Sesotho?
kae?	U-ithuta Sesotho kae?	where	Where are you learning Sesotho?
neng?	U-ithuta Sesotho neng?	with whom	When do you study Sesotho?

M-2

hobane ke-ea Lesotho	Ke-ithuta Sesotho hobane ke-ea Lesotho.	because I'm going to Lesotho	I'm studying Sesotho because I'm going to Lesotho.
hōna mōna	Ke-ithuta Sesotho hōna mōna.	right here	I'm learning Sesotho right here.
kamehla	Ke-ithuta Sesotho kamehla.	every day	I study Sesotho every day.

C-1

A: U-ithuta Sesotho [hobane'ng]?

B: Ke-ithuta Sesotho [hobane ke-ea Lesotho].

Or: [Hobane ke-ea Lesotho].

C-2

A: [John] o-ithuta Sesotho.

B: Kannete?

A: Kannete.

B: O-ithuta Sesotho hobane'ng?

A: Hobane o-ea Lesotho.

B: Öö, ke-hantlê.

C-3

A: U-kêna sekōlō kae?

Where do you attend school?

B: Hā-ke-kēne sekōlō.

I don't attend school.

A: Hobane'ng?

Why (not)?

B: Hobane kea-sëbëtsa.

Because I'm working.

M-3

pampiri	U-rêka pampiri hobane 'ng?	paper	Why are you buying paper?
pênê	U-rêka pênê hobane 'ng?	pen	Why are you buying a pen?
ênkê	U-rêka ênkê hobane 'ng?	ink	Why are you buying ink?

M-4

pampiri	Kê-rêka pampiri hobane kê-batla ho-ngôla lengôlô.	paper	I'm buying paper because I would like to write a letter.
pênê	Kê-rêka pênê hobane kê-batla ho-ngôla lengôlô.	pen	I'm buying a pen because I would like to write a letter.

C-4

- A: U-rêka [pampiri] hobane 'ng?  
B: Kê-rêka [pampiri] hobane kê-batla  
ho-ngôla lengôlô.

C-5

- A: Kê-batla ho-rêka [pênê].  
B: Hobane 'ng?  
A: Hobane kê-batla ho-[ngôla].  
B: [Pênê] ea-hao e-kae?  
A: Hâ-ke-na [pênê].

M-5

sesepa	Re-rêka sesepa hobane re- batla ho-hloekisa matlo a-rona.	soap	We are buying soap because we want to clean our rooms.
êmêrê	Re-rêka êmêrê hobane re- batla ho-hloekisa matlo a-rona.	bucket	We are buying a bucket because we want to clean our rooms.
lefiêlô	Re-rêka lefiêlô hobane re- batla ho-hloekisa matlo a-rona.	broom	We are buying a broom because we want to clean our rooms.

C-6

- A: Le-rêka sesepa hobane 'ng?  
B: Hobane re-batla ho-hloekisa matlo a-rona.

E-1

The following exercise will provide additional practice in joining two sentences together with hobane. Practice them as follows:

T: Kẹ-ithuta Sesotho.

Kẹ-ea Lesotho.

S: Kẹ-ithuta Sesotho hobane kẹ-ea Lesotho.

T: (Verification) Kẹ-ithuta Sesotho hobane kẹ-ea Lesotho.

Teacher

1. Kẹ-ithuta Sesotho.  
Kẹ-ea Lesotho.
2. Kẹ-ea k'hëfing.  
Kẹ-lapilë.
3. Kẹ-rêka pampiri.  
Kẹ-batla ho-ngôla lengôlô.
4. Re-rêka sesepa.  
Re-batla ho-hloëkisa matlo.
5. Re-rêka êmêrê.  
Re-batla ho-hloëkisa matlo.
6. Hẹ-ke-na koae.  
Hẹ-ke-na chêlêtê.
7. Hẹ-ke-na kôlôi.  
Hẹ-ke-na chêlêtê.
8. John hẹ-a-na mose.  
Hẹ-se-mosali.
9. Susan hẹ-a-na hêmpê.  
Hẹ-se-monna.
10. Bill hẹ-a-eô.  
Oa-kula.

Response

1. Kẹ-ithuta Sesotho hobane kẹ-ea  
Lesotho.
2. Kẹ-ea k'hëfing hobane kẹ-lapilë.
3. Kẹ-rêka pampiri hobane kẹ-batla  
ho-ngôla lengôlô.
4. Re-rêka sesepa hobane re-batla  
ho-hloëkisa matlo.
5. Re-rêka êmêrê hobane re-batla  
ho-hloëkisa matlo.

To the instructor: Introduce the use of "tla" to indicate future actions by means of the following demonstration:

T: Talimang. Kɛ-tla bula monyakô.

(Then opens the door saying)

Kɛ-bula monyakô.

Kɛ-tla koala monyakô.

(Then closes the door, saying)

Kɛ-koala monyakô.

Repeat the same series of actions and statements using a letter (lengôlô) and a purse (mokötlana).

M-1

monyakô	Kɛ-tla bula monyakô.	door	I'm going to open the door.
lengôlô	Kɛ-tla bula lengôlô.	letter	I'm going to open the letter.
mokötlana	Kɛ-tla bula mokötlana.	purse	I'm going to open the purse.

M-2

To the instructor: Give the sentences in the left-hand column, and have the students respond with the sentences in the right-hand column.

Kɛ-bula monyakô.	Kɛ-tla bula monyakô.
Kɛ-bula lengôlô.	Kɛ-tla bula lengôlô.
Kɛ-bula mokötlana.	Kɛ-tla bula mokötlana.
Kɛ-koala monyakô.	Kɛ-tla koala monyakô.
Kɛ-koala lengôlô.	Kɛ-tla koala lengôlô.
Kɛ-koala mokötlana.	Kɛ-tla koala mokötlana.

C-1

S: (as a monologue, performing the appropriate actions)

Kɛ-tla bula [monyakô]. Kɛ-bula [monyakô].

Kɛ-tla koala [monyakô]. Kɛ-koala [monyakô].

M-3

phêha	Naa u-tla phêha rëisi hosasa?	cook	Are you going to cook rice tomorrow?
palama	Naa u-tla palama hosasa?	ride	Are you going to ride tomorrow?

C-2

- A: Naa u-tla [phêha rëisi] hosasa?  
B: Ēë, kẹ-tla [phêha rëisi] hosasa.

C-3

- A: U-tla ëtsa joang hosasa?  
B: Kẹ-tla [palama] hosasa.  
Or: Hą-ke-tsebe.

M-4

pêrê	Kẹ-batla ho-palama pêrê.	horse	I would like to ride a horse.
kölöi	Kẹ-batla ho-palama kölöi.	car	I would like to travel by car.
baesekele	Kẹ-batla ho-palama baesekele.	bicycle	I would like to ride a bicycle.

M-5

palama	Kẹ-tla palama pêrê.	ride	I'll ride a horse.
rêka	Kẹ-tla rêka pêrê.	buy	I'll buy a horse.
fêpa	Kẹ-tla fêpa pêrê.	feed	I'll feed the horse.

C-4

- A: Kẹ-batla ho-palama pêrê.  
B: U-na le-[pêrê]?  
A: [Chêê], hą-ke-na [pêrê].  
B: Joalë u-tla palama pêrê ea-mang? Then whose horse will you ride?  
A: Kẹ-tla rêka [pêrê].  
B: Uêna hą-u-na chêlêtê. You, you don't have any money.  
A: Kẹ-na le-chêlêtê. I have money.  
Kẹ-sëbëtsa. Hą-u-tsebe? I'm working. Don't you know?  
B: Öö. Ke-hantlê



Use picture number 2 for the following.

Möna re-bôna mosali oa-Mosotho.  
O-kantlê. O-sila pööne kapa  
mabêlê, hã-re-böne hantlê.  
O-ëtisa phofo. O-tla phêha lijô.

Mosali o-pëpilê ngoana.  
O-mo-tlamnê ka-kobô. Mme o-roëtse tuku.

Hã-aa-roala liêta.

O-sila leloalêng, kantlê.  
Leloala le-pela ntlo.  
O-tsoëre tšilô.

Q-1

T: U-bôna mang?

S: Hã-ke-mo-tsebe, fêêla kç-bôna  
hore ke-mosali oa-Mosotho.

Q-2

T: O-ëtisa joang?

S: Oa-sila.

Q-3

T: O-sila kae?

S: O-sila leloalêng, pela ntlo, kantlê.

Q-4

T: O-sila eng?

S: Kça-khôloa ke-pööne kapa mabêlê.  
Hã-ke-böne hantlê.

Here we see a Mosotho woman.

She is outside. She is grinding  
corn or sorghum, we can't see well.

She is making flour. She will cook food.

The woman is carrying a child.

She has tied him with a blanket. And  
she is wearing a head-scarf.

She isn't wearing shoes.

She is grinding on a millstone outside.

The millstone is near the house.

She is grasping the grinding stone.

Who do you see?

I don't know her, but I see that she  
is a Mosotho woman.

What is she doing?

She is grinding.

Where is she grinding?

She is grinding outside on a millstone  
near the house.

What is she grinding?

I think it is corn or sorghum.

I don't see (it) well.

Q-5

T: Mosali o-pëpilë'ng?

S: O-pëpilë ngoana.

What is the woman carrying?

She's carrying a child.

Q-6

T: O-mo-tlammë ka'ng?

S: O-mo-tlammë ka-kobô.

Or: Ka-kobô.

With what has she tied him?

She has tied him with a blanket.

With a blanket.

Q-7

T: O-roëtse'ng?

S: O-roëtse tuku.

Q-8

T: Naa o-roëtse liêta?

S: Chêê, ha-aa-roala liêta.

No, she's not wearing shoes.

Q-9

T: O-tšoëre'ng?

S: O-tšoëre tšilô.

What is she grasping?

She's grasping a grinding stone.

Q-10

T: U-böna'ng möö?

S: [

What do you see here?

].



M-1

tseba	Naa u-tseba Têllô?	know	Do you know Tello?
thusa	Naa u-thusa Mary?	help	Are you helping Mary?
ruta	Naa u-ruta Lisêbô?	teach	Are you teaching Disebo?

M-2

tseba	Ēë, kẹa-mo-tseba.	know	Yes, I know him.
thusa	Ēë, kẹa-mo-thusa.	help	Yes, I'm helping her.
ruta	Ēë, kẹa-mo-ruta.	teach	Yes, I'm teaching her.

C-1

A:	Naa u-tseba [Têllô]?		
B:	Ēë, kẹa-mo-tseba.		
	Or: Ê-ê, hẹ-kẹ-mo-tsebe.	No, I don't know him.	

C-2

A:	Naa ua-mo-tseba?	Do you know him?
B:	Mang?	Who
	Or: Kẹ-tseba mang?	Do I know who?
A:	Têllô?	
B:	Ēë, kẹa-mo-tseba.	
	Or: Chêê, hẹ-kẹ-mo-tsebe.	

M-3

setulô	Mo-fê setulô.	chair	Give him a chair.
lijô	Mo-fê lijô.	food	Give him some food.
jësi	Mo-fê jësi.	sweater	Give him a sweater.
* * * * *			
pênê	Mo-kalimê pênê.	pén	Lend him a pen.
kobô	Mo-kalimê kobô.	blanket	Lend him a blanket.
jase	Mo-kalimê jase.	overcoat	Lend him an overcoat.
* * * * *			
Sekhooa	Mo-rutê Sekhooa.	English	Teach her English.
Sëburu	Mo-rutê Sëburu.	Afrikaans	Teach her Afrikaans.
Sefora	Mo-rutê Sefora.	French	Teach her French.

C-3

T: [John], [Susan] o-batla ho-lula.  
Mo-fê setulô.

[John]: Ho-lokilë. Ke-sëna. Okay. Here it is.

C-4

T: [John], [Susan] o-batla ho-ngôla.  
Mo-kalimê pênê.

S: Ha-ke-na pênê.

C-5

T: [Susan], [Bill] o-lapilë.  
Mo-fê lijô.

S: Lijô ha-li-eô. There's no food.

M-4

kopa	U-tla mo-kopa ho-ëtsa joang?	beg, ask	What are you going to ask her to do?
------	---------------------------------	----------	-----------------------------------------

ruta	U-tla mo-ruta ho-ëtsa joang?	teach	What are you going to teach her to do?
------	---------------------------------	-------	-------------------------------------------

M-5

sala	Ke-tla mo-kopa ho-sala le-rona.	stay	I'm going to ask her to stay with us.
------	------------------------------------	------	------------------------------------------

bapala	Ke-tla mo-kopa ho-bapala le-rona.	play	I'm going to ask her to play with us.
--------	--------------------------------------	------	------------------------------------------

lula	Ke-tla mo-kopa ho-lula le-rona.	live	I'm going to ask her to live with us.
------	------------------------------------	------	------------------------------------------

C-6

A: U-tla mo-kopa ho-ëtsa joang?

B: Ke-tla mo-kopa ho-sala le-rona.

C-7

A: [John] o-batla ho-palama.

Naa u-tla mo-kalima pêrê ea-hao?

B: Èë, ke-tla mo-kalima pêrê ea-ka.

Review briefly cycles 2, 6, 8, 28, 1, 37, 20, 24, and 4 in preparation for this dialogue.

Volunteer: Khôtsô ntatë.

Mosotho: Èë, ntatë.

Volunteer: U-phela joang?

Mosotho: Kẹ-phela hantlê. Uêna u-phela joang?

Volunteer: Kẹ-phela hantlê.

Mosotho: U-tsoa kae?

Volunteer: Kẹ-tsoa Masëru.

Mosotho: Öö, joalë u-ea kae?

Volunteer: Kẹ-ea Rôma.

Mosotho: Öö, u-sëbëtsa Masëru?

Volunteer: Ê-ê, hẹ-ke-sëbëtse têng.

Mosotho: U-sëbëtsa kae?

Volunteer: Kẹ-sëbëtsa Rôma.

Mosotho: Öö, kẹa-bôna. Joalë lebitsô la-hao  
u-mang?

Volunteer: Lebitsô la-ka kẹ-[John].

Or: Kẹ-[John].

Kẹ-moithaopi oa-Amërika.

Mosotho: Ao! U-moithaopi oa-Amërika?

Volunteer: Èë.

Mosotho: Kẹa-bôna. Joalë u-ithutilë  
Sesotho kae?

Volunteer: Kẹ-ithutilë sôna Amërika,  
fêêla hẹ-ke se-tsebe hantlê.  
Kẹ-batla ho-ithuta sôna hantlê.

Mosotho: Joalë u-tla se-tseba haholo.

Volunteer: Joalë uêna u-mang, ntatë?

Mosotho: Lebitsô la-ka kẹ-[Tau].

Volunteer: U-hahilë kae?

Mosotho: Kẹ-hahilë Morija.

I see. Where did you study Sesotho?

(lit: Where have you studied Sesotho?)

I studied it in America, only I don't  
know it well.

I want to learn it well.

Then you will know it very much.

Then you, who are you, sir?

Where do you live? (lit: You have  
built where?)

I live in Morija.

Volunteer:	U-sëbëtsa kae?	
Mosotho:	Kë-sëbëtsa hôna têng.	I work right there.
Volunteer:	Öö. U-sëbëtsa 'ng?	Oh. What do you do?
Mosotho:	Kë-sëbëtsa pösöng.	I work at the post office.
Volunteer:	Joalë u-ea kae?	Now where are you going?
Mosotho:	Kë-ea Thaba-Bosiu.	
Volunteer:	Öö.	
Mosotho:	Naa ua-rata Lesotho möö?	Do you like it here in Lesotho?
Volunteer:	Ēë, këa-rata, fêêla hoa-bata.	Yes, I like it, only it is cold.
Mosotho:	Ēë. Ua-utloa hore hoa-bata hôna kajëno?	Yes. Do you feel that it is cold today (this very day)?
Volunteer:	Ēë.	
Mosotho:	Kë-hantlê. Kë-khôloa hore kë-tla u-bôna hapê. Sala hantlê.	Okay. I think that I'll see you again.
Volunteer:	Këa-lëbôha. Tsamaea hantlê.	

M-1

ithuta	U-ithutilë Sesotho kae?	learn	Where did you learn Sesotho?
ruta	U-rutilë Sesotho kae?	teach	Where did you teach Sesotho?
bua	U-builë Sesotho kae?	speak	Where did you speak Sesotho?

M-2

ithuta	Kë-ithutilë sôna Amërika.	I learned it in America.
ruta	Kë-se-rutilë Amërika.	I taught it in America.
bua	Kë-se-builë Amërika.	I spoke it in America.

C-1

- A: U-[ithutilë] Sesotho kae?  
B: Kë-[ithutilë] sôna Amërika.

M-3

hahilë	Kë-hahilë Morija.	have built	I live in Morija.
lula	Kë-lula Morija.	stay, live	I live in Morija.
phela	Kë-phela Morija.	live	I live in Morija.
sëbëtsa	Kë-sëbëtsa Morija.	work	I work in Morija.

C-2

A: U-hahilë kae?

B: Kë-hahilë [Moriya].

M-4

sepetlele	O-ilë sepetlele.	hospital	She's gone to the hospital.
töröpöng	O-ilë töröpöng.	town	She's gone to town.
thabëng	O-ilë thabëng.	mountain	She's gone to the mountain.
öfising	O-ilë öfising.	office	She's gone to the office.

C-3

T: [Susan] o-kae?

S: O-ilë sepetlele.

Oa-kula.

T: O-ilë neng?

When did she go?

S: Maobane.

Yesterday.

C-4

T: [Ed] o-kae?

S: Ha-a-eô.

T: O-ilë kae?

S: O-ilë töröpöng.



M-1

lebënkëlëng	U-il'ö rêka'ng lebënkëlëng?	at the store	What are you going to the store to buy?
k'hëfing	U-il'ö rêka'ng k'hëfing?	at the cafe	What are you going to the cafe to buy?
mmarakëng	U-il'ö rêka'ng mmarakëng?	at the market	What are you going to the market to buy?

M-2

phofo	Kë-il'ö rêka phofo lebënkëlëng.	flour	I'm going to the store to buy flour.
koae	Kë-il'ö rêka koae lebënkëlëng.	tobacco/ cigarettes	I'm going to the store to buy tobacco/ cigarettes.
hëmpê	Kë-il'ö rêka hëmpê lebënkëlëng.	shirt	I'm going to the store to buy a shirt.

C-1

A: U-il'ö rêka'ng [lebënkëlëng]?

B: Kë-il'ö rêka [phofo].

M-3

pôsô	U-il'ö ëtsa'ng pösöng?	post office	What are you going to do at the post office? (You are going to the post office to do what?)
[Masëru]	U-il'ö ëtsa'ng [Masëru]?	[Maseru]	What are you going to do at [Maseru]?
k'hëfi	U-il'ö ëtsa'ng k'hëfing?	cafe	What are you going to do at the cafe?

M-4

lata	Kɛ-il'ö lata lengôlô pösöng.	fetch	I'm going to the post office to fetch a letter.
rêka	Kɛ-il'ö rêka setêmpê.	buy	I'm going (somewhere) to buy a stamp.
bua	Kɛ-il'ö bua le-motsoallê oa-ka.	speak	I'm going (somewhere) to speak with my friend.

C-2

A: U-il'ö ätsa'ng [pösöng]?

B: Kɛ-il'ö [lata lengôlô].

C-3

A and B: GREETINGS EXCHANGE.

A: U-ea kae?

B: [Lebënkëlën;].

A: U-il'ö ätsa'ng?

Or: U-il'ö ätsa joang?

B: Kɛ-il'ö rêka [hêmpê].

C-4

A: Naa u-tseba [John]?

B: Èë.

A: O-ea [Lesotho].

B: Ao! O-ea Lesotho? O-il'ö ätsa joang? Really? He's going to Lesotho?  
What is he going (there) to do?

A: O-il'ö [phela têng].

B: Öö. O-tsamaea neng? Oh. When is he going?

A: Ka-Mmantaha.

C-5

A: U-il'ö ätsa'ng [lebënkëlëng]?

B: Kɛ-il'ö rêka [koae].

A: U-tla rêka [hêmpê] neng? When will you buy a [shirt]?

B: Kɛ-tla rêka [hêmpê] hosasa. I'll buy a [shirt] tomorrow.

M-1

mosëbëtsi	U-batla mosëbëtsi oa-mofuta ofe?	work	What kind of work do you want?
lebênkêlê	U-batla lebênkêlê la-mofuta ofe?	store	What kind of store do you want?
sesepa	U-batla sesepa sa-mofuta ofe?	soap	What kind of soap do you want?

M-2

kicheneng	Kê-batla mosëbëtsi oa-kicheneng.	kitchen	I want work in the kitchen.
jareteng	Kê-batla mosëbëtsi oa-jareteng.	garden	I want work in the garden.
öfising	Kê-batla mosëbëtsi oa-öfising.	office	I want office work.

C-1

A: U-batla mosëbëtsi oa-mofuta ofe?  
 B: Kê-batla mosëbëtsi oa-[kicheneng].

M-3

"Sunlight"	Kê-batla sesepa sa-"Sunlight".	Sunlight	I want (a bar of) "Sunlight" soap.
"Blue Surf"	Kê-batla sesepa sa-"Blue Surf".	Blue Surf	I want "Blue Surf" (washing) soap.
"Palmolive"	Kê-batla sesepa sa-"Palmolive".	Palmolive	I want (a bar of) "Palmolive" soap.

C-2

A: U-batla sesepa sa-mofuta ofe?  
 B: Kê-batla sesepa sa-["Sunlight"].  
 Or: Sa-["Sunlight"].

M-4

ho-phêha	U-tseba ho-phêha?	to cook	Can you cook?
ho-hlatsoa	U-tseba ho-hlatsoa?	to wash	Can you wash?
ho-ngôla	U-tseba ho-ngôla hantlê?	to write	Can you write legibly?
hantlê		well	
ho-bua	U-tseba ho-bua Sekhooa?	to speak	Can you speak English?
Sekhooa		English	
ho-lemā	U-tseba ho-lemā jareteng?	to dig in	Can you dig in the garden?
jareteng		the garden	

C-3

- A: K̑-batla mosëbëtsi.  
 B: U-batla mosëbëtsi oa-mofuta ofe?  
 A: K̑-batla mosëbëtsi fêêla.  
 B: U-tseba ho-[phêha]?  
 A: Chêê, h̑-ke-tsebe.  
 Or: Êê, k̑a-tseba.  
 B: U-tseba ho-[hlatsoa]?  
 A: Chêê, h̑-ke-tsebe.  
 Or: Êê, k̑a-tseba.  
 B: K̑-soabile. H̑-ke-na mosëbëtsi. I'm sorry. I don't have work.

M-5

phôôfôlô	K̑-phôôfôlô ea-mofuta ofe?	animal	What kind of animal is it?
sesepa	K̑-sesepa sa-mofuta ofe?	soap	What brand of soap is it?
mosëbëtsi	K̑-mosëbëtsi oa-mofuta ofe?	work	What kind of work is it?

C-4

- A: K̑-[phôôfôlô] ea-mofuta ofe?  
 B: K̑-[nku]. It's a sheep.

M-6

sesepa	K̑-sa-["Sunlight"].	soap	It's "Sunlight" soap.
mosëbëtsi	K̑-oa-[kicheneng].	a job, work	It's (work) in the kitchen.
	Or: K̑-mosëbëtsi oa-[kicheneng].		

C-5

A: Ke-batla ho-hlatsoa.

Sesepa se-kae?

Where is some soap?

B: Ha-se-eô. Kopa [Susan].

There isn't any. Ask [Susan].

O-na le-sesepa.

She has soap.

A: Ke-sa-mofuta ofe?

What kind is it?

B: Ke-khôloa hore ke-sa-["Sunlight"].

I think it is ["Sunlight"].

A: Ke-a-lebôha. Ke-tla se-kopa.

Thank you. I'll go ask for it.

C-6

A: [Thêkô] o-kae?

B: Oa-sëbëtsa.

A: Ao! Oa-sëbëtsa?

O - sëbëtsa kae?

B: [Masëru].

A: Ke-mosëbëtsi oa-mofuta ofe?

What kind of work is it?

B: Ke-mosëbëtsi oa-[jareteng].

It's [gardening].

A: Öö. Ke-hantlê.

M-1

letsoai	Kɛ-il'ö le-rêka.	salt	I'll go buy some.
sesepa	Kɛ-il'ö se-rêka.	soap	I'll go buy some.
lebônê	Kɛ-il'ö le-rêka.	candle	I'll go buy one.
setêmpê	Kɛ-il'ö se-rêka.	stamp	I'll go buy one.

C-1

A: Naa [letsoai le]-tëng?	Is there [some salt]?
B: Chêê, hɔ-[le]-eô, fêêla kɛ-il'ö [le]-rêka.	No there isn't any, but I'll go buy some.
A: Neng?	When?
B: Hôna joalë.	Right away.

M-2

letsoai	Kɛ-tla le-rêka.	salt	I'll buy some.
sesepa	Kɛ-tla se-rêka.	soap	I'll buy some.
lebônê	Kɛ-tla le-rêka.	candle	I'll buy one.
setêmpê	Kɛ-tla se-rêka.	stamp	I'll buy one.

C-2

A: U-ngôla'ng, [Tebohô]?	
B: Kɛ-ngôla lengôlô.	
A: U-na le-setêmpê?	Do you have a stamp?
B: Hɔ-se-eô, fêêla kɛ-tla se-rêka.	There isn't any, but I'll buy one.
A: U-tla se-rêka kae?	Where will you buy it?
B: Kɛ-tla se-rêka pösöng.	I'll buy it at the post office.

C-3

A: U-phêha'ng?	
B: Kɛ-phêha [rëisi].	
A: U-na le-letsoai?	
B: Hɔ-le-eô, fêêla kɛ-tla le-rêka.	
A: U-tla le-rêka neng?	When will you buy it?
B: Kɛ-tla le-rêka hôna joalë.	I'll buy it right away.

C-4

Mosotho: Naa batho ba-Amërika ba-  
noa lebese?

Volunteer: Ēë, ba-le-noa haholo.

Mosotho: Naa le-uêna ua-le-noa?

Volunteer: Ê-ê, nna ha-ke-le-noe.

Do the people of America drink  
milk?

Yes, they drink it a lot.

Do you also drink milk?

No, I don't drink it.

C-5

A: Naa [sesepa] se-tëng, [Lisêbô]?

B: Chêê [mmê], ha-se-eô.

A: Naa u-tla se-rêka?

B: Ēë, ke-il'ö se-rêka hôna joalë.

Or: Ke-tla se-rêka hosasa.

Is there any [soap], [Disebo]?

No ma'm, there isn't any.

Will you buy some?

C-6

A: Tlisa [setêmpê], [Lisêbô].

B: Ha-ke-se-böne.

A: [Setêmpê] se-tëng tafolëng.

Or: Se-tëng tafolëng.

B: Öö, kea-se-bôna. Ke-sëna.

Bring a [stamp], [Disebo].

I don't see it.

There is a [stamp] on the table.

Oh, I see it. Here it is.

C-7

A: Utloa! Ke'ng höö?

B: Ke-sefofane.

A: Se-kae?

B: Ha-ke-se-böne.

Listen! What's that?

It's an airplane.

Where is it?

I don't see it.

C-8

A: Lebitsô la-hao ha-le-eô pampiring.

Naa u-tla le-ngôla?

B: Ēë, ke-tla le-ngôla.

Your name isn't on the paper.

Will you write it?

M-1

le-Thabô	Kɛ-sëbëtsa le-Thabô.	with Thabo	I work with Thabo.
ka-mohoma	Kɛ-sëbëtsa ka-mohoma.	with a hoe	I work with a hoe.

C-1

A: U-sëbëtsa le-mang?	Who do you work with?
B: Le-[Thabô].	With Thabo.
A: U-sëbëtsa ka'ng?	What do you work with?
B: Ka-[mohoma].	With a hoe.

C-2

A: U-tsamaea le-mang?	Who are you going with?
B: Le-[Thabô].	
A: Le-tsamaea ka'ng?	How are you going?
B: Re-tsamaea ka-[bese].	We are going by [bus].

C-3

A: U-ja lehapu ka'ng?	How do you eat a watermelon?
Ka-thipa kapa ka-ferekô?	With a knife or a fork?
B: Ê-ê, kɛ-le-ja ka-letsôhô.	No, I eat it with (my) hand.

M-2

ka-chôkô	U-ëtsa'ng ka-chôkô?	with chalk	What do you do with chalk?
ka-ênkê	U-ëtsa'ng ka-ênkê?	with ink	What do you do with ink?
ka-ferekô	U-ëtsa'ng ka-ferekô?	with a fork	What do you do with a fork?
ka-chêlêtê	U-ëtsa'ng ka-chêlêtê?	with money	What do you do with money?

M-3

ngôla	Kɛ-ngôla ka-eôna.	write	I write with it.
ja	Kɛ-ja ka-eôna.	eat	I eat with it.
rêka	Kɛ-rêka ka-eôna.	buy	I buy with it.



C-4

A: U-ëtsa'ng ka-[ênkê]?

B: Kẹ-ngôla ka-eôna.

C-5

A: U-hlatsoa ka-sesepa sa-mofuta ofe?      What kind of soap do you wash with?

B: Kẹ-hlatsoa ka-["Blue Surf"].

TO THE STUDENT:

Sesotho nouns (cf cycle 59) are grouped into six classes according to their singular and plural prefixes:

- |                      |                   |                  |
|----------------------|-------------------|------------------|
| 1. [mo·NOUN] Mosotho | [ba·NOUN] Basotho | Mosotho, Basotho |
| 2. [mo·NOUN] molamu  | [me·NOUN] melamu  | stick, sticks    |
| 3. [le·NOUN] leoto   | [ma·NOUN] maoto   | foot, feet       |
| 4. [se·NOUN] sejana  | [li·NOUN] lijana  | dish, dishes     |
| 5. [ʎ·NOUN] nku      | [liʎ·NOUN] linku  | sheep, sheep     |
| 6. [bo·NOUN] bosiu   | [ma·NOUN] masiu   | night, nights    |

E-1

Practice converting singular nouns into their equivalent plural. Use additional nouns from the summary list at the end of this cycle.

<u>Teacher</u>	<u>Response</u>
1. Mosotho	Basotho
mosali	basali
monna	banna
[mo        ]	[ba        ]
4. sejana	lijana
sefatê	lifatê
setulô	litulô
[se        ]	[li        ]
5. nku	linku
nthô	linthô
ntja	lintja
nnete	linnete
pêrê	lipêrê
khömo	likhömo
buka	libuka
kobô	likobô
[ʎ        ]	[liʎ       ]
2. molamu	melamu
monyakô	menyakô
mosëbëtsi	mesëbëtsi
[mo        ]	[me        ]

3. leoto	maoto
letsatsi	matsatsi
lebítsô	mabítsô
[le ]	[ma ]
6. bosiu	masiu
bohôbê	mahôbê

(Most of the members of class six are abstract nouns which usually occur only in the singular.)

### E-2

Do E-1 with the singular nouns given in random order rather than according to class.

<u>Teacher</u>	<u>Response</u>
molamu	melamu
mosali	basali
sejana	lijana
monna	banna
pêrê	lipêrê
etc.	etc.

### E-3

Practice converting plural nouns into their equivalent singulars, first by classes (as in E-1), then in random order (as in E-2).

In the following set of examples observe that the form of the subject pronoun is the same as that of the prefix of the noun to which it refers:

#### Singular

3. [le.NOUN] le-_____	
Lehe le-lokilë.	The egg is ready.
Lehe le-kae?	Where is the egg?
4. [se.NOUN] se-_____	
Sejana se-lokilë.	The dish is ready.
Sejana se-kae?	Where is the dish?
6. [bo.NOUN] bo-_____	
Bohôbê bo-lokilë.	The bread is ready.
Bohôbê bo-kae?	Where is the bread?

Plural

- |                        |                        |
|------------------------|------------------------|
| 1. [ba·NOUN] ba-_____  |                        |
| Basotho ba-lokilë.     | The Basotho are ready. |
| Basotho ba-kae?        | Where are the Basotho? |
| 4. [li·NOUN] li-_____  |                        |
| Lijana li-lokilë.      | The dishes are ready.  |
| Lijana li-kae?         | Where are the dishes?  |
| 5. [liŋ·NOUN] li-_____ |                        |
| Linthô li-lokilë.      | The things are ready.  |
| Linthô li-kae?         | Where are the things?  |
| Lipêrê li-lokilë.      | The horses are ready.  |
| Lipêrê li-kae?         | Where are the horses?  |

This kind of agreement between the subject pronoun and the noun to which it refers is called "concord." We call this set of subject pronouns the "subject concords," or the "SC."

E-4

Practice associating the form of the SC (subject concord) with the noun to which it refers, using additional nouns (for the classes above) from the list at the end of this cycle.

<u>Teacher</u>	<u>Response</u>
lehe	Lehe le-lokilë. Or: Lehe le-kae?
sejana	Sejana se-lokilë. Or: Sejana se-kae?
[       ]	[       ] lokilë. Or: [       ] kae?

In the following set of examples observe that the form of the subject pronoun is the same as that of the noun prefix, except that /m/ is omitted:

Singular

- |                      |
|----------------------|
| 1. [mo·NOUN] o-_____ |
| Mosotho o-lokilë.    |
| Mosotho o-kae?       |
| 2. [mo·NOUN] o-_____ |
| Molamu o-lokilë.     |
| Molamu o-kae?        |

Plural

2. [me.NOUN] e-\_\_\_\_\_
- Melamu e-lokilë.
- Melamu e-kae?
3. [ma.NOUN] a-\_\_\_\_\_
- Mabônê a-lokilë.
- Mabônê a-kae?
6. [ma.NOUN] a-\_\_\_\_\_
- Mahôbê a-lokilë.                   The loaves are ready.
- Mahôbê a-kae?                       Where are the loaves?

E-5

Practice associating the SC (subject concord) with nouns from the classes above, using additional nouns from the list at the end of this cycle.

Teacher

Mosotho

mabônê

[        ]

Response

Mosotho o-lokilë.

Or: Mosotho o-kae?

Mabônê a-lokilë.

Or: Mabônê a-kae?

[        ] lokilë.

Or: [        ] kae?

Only one of the SC's is completely unlike the prefix of the noun to which it refers:

Singular

5. [Ń.NOUN] e-\_\_\_\_\_
- Nthô e-lokilë.                   The thing is ready.
- Nthô e-kae?                       Where is the thing?
- Pêrê e-lokilë.                   The horse is ready.
- Pêrê e-kae?                       Where is the horse?

This class has more useful words than any of the other classes (as you can easily see from the number of words in this class which you've already learned). Hence it will be especially useful to learn this SC well. You have already used this SC in certain situations (cycles 58, 62, 64, 66).

E-6

Practice identifying the nouns in the [N-NOUN] class and associating the SC "e-" with them. Use nouns from the list at the end of this cycle.

<u>Teacher</u>	<u>Response</u>
nthô	Nthô e-lokilë.
	Or: Nthô e-kae?
	Or: Nthô e-joang?
	Or: Nthô e-tëng?
[       ]	[       ] lokilë.
	Or: [       ] kae?
	Or: [       ] joang?
	Or: [       ] tëng?

E-7

Test your ability to associate the correct SC with the nouns to which they refer by responding to items from E-4, E-5, and E-6 at random.

<u>Teacher</u>	<u>Response</u>
sejana	Sejana se-lokilë.
mabônê	Mabônê a-kae?
pêrê	Pêrê e-tëng?
[       ]	[       ]

Noun Classes  
(Cycles 1 - 76)

The following is a summary of the nouns used thus far. The number of the cycle where a noun was first used is indicated. A dash indicates that there is no singular or no plural. Singulars and plurals are not always in the same class; for example, morêna (class 1), marêna (class 3). These shifts are indicated in parentheses.

<u>Class 1</u> [mo.NOUN]	[ba.NOUN]
<u>Mosotho</u>	<u>Basotho</u>
motsoallê 20	(metsoallê c1 2)
mookamëli 27	baokamëli 49
moithaopi 37	baithaopi 45
moroëtsana 47	baroëtsana 45
mohlankana 47	bahlankana 45
monna 47	banna
mosali 47	basali
morêna 59	(marêna c1 3)
motho 59	batho 47
Mosotho 55	Basotho 47
moruti 53	baruti
molemi 53	balemi
mokhanni 53	bakhanni
morutuo 53	barutuo
moholo 53	baholo
ngcana 69	bana 56
mophëhi 58	baphëhi

Class 1a

(Class 1 has a small sub-group of nouns which take no prefix in the singular ("ø") and which have bö= as the plural prefix. But otherwise they behave like the rest of the nouns in Class 1:

Mmê o-kae?  
Bö=ntatë ba-kae?)

[ø.NOUN]	[bö.NOUN]
<u>ntatë</u>	<u>bö=ntatë</u>
mmê 2	bö=mmê 10
ntatë 2	bö=ntatë 10

Class 2 [mo·NOUN]

molamu  
 motse 29  
 monyakô 35  
 mollô 43  
 mmaraka 45  
 molamu 55  
 mose 63  
 mosëbëtsi 63  
 mokötlana 68  
 mohoma 75

Class 3 [le·NOUN]

leoto  
 lebitsô 1  
 lebese 5  
 letsoai 7  
 \_\_\_\_\_  
 Lesotho 21  
 letsatsi 31  
 lethô 35  
 lengôlô 35  
 lebênkêlê 39  
 (le)haë 39  
 lebôkôsê 43  
 \_\_\_\_\_  
 lehe  
 leoto  
 lepölesa 53  
 letsôhô 55  
 lesale  
 lentsoe 56  
 lefiêlô 56

## [me·NOUN]

melamu  
 metse  
 menyakô  
 mellô  
 (limmaraka cl 5)  
 melamu  
 mese 63  
 mesëbëtsi  
 mekötlana  
 mehoma

## [ma·NOUN]

maoto  
 mabitsô  
 \_\_\_\_\_  
 \_\_\_\_\_  
 mëtsi 11  
 \_\_\_\_\_  
 matsatsi  
 \_\_\_\_\_  
 mangôlô  
 mabênkêlê  
 \_\_\_\_\_  
 mabôkôsê  
 mantsiboea 47  
 mahe 48  
 maoto 51  
 mapölesa  
 matsôhô  
 masale  
 mantsoe 56  
 mafiêlô



(ntlo cl 5)  
 leshomê 59  
 lehapu 62  
 lebônê 64  
 leloala 69

---

matlo 56  
 mashomê  
 mahapu  
 mabônê  
 maloala  
 mabêlê 69

Class 4 [se.NOUN]  
sejana  
 setulô 5  
 sejô  
 Sesotho 20  
 sekölö 28  
 Sekhooa 30  
 setšoantsšô 37  
 Seburu 40  
 Sefora 40  
 selemô 47  
 sefatê 47  
 senô  
 sefofane 51  
 seêta  
 sejana  
 sesepe 56  
 setêmpê 60

[li.NOUN]  
lijana  
 litulô  
 lijô 5

---

likölö

---

litšoantsšô

---

lilemô  
 lifatê  
 linô 48  
 lifofane  
 liêta 55  
 lijana 56  
 lisepe  
 litêmpê

Class 5 [ŋ.NOUN]  
nku  
 khótsô 4  
 buka 5  
 koranta 5  
 pêênê 5  
 nama 5

[liŋ.NOUN]  
linku

---

libuka  
 likoranta  
 lipêênê  
 linama

tichêrê 7	litichêrê
teë 9	liteë
pêntsêlê 9	lipêntsêlê
köfi 9	liköfi
nthô 9	linthô
tlelase 14	litlelase
phôsô 17	liphôsô
tsoekere 17	_____
tôrôpô 25	litôrôpô
naha 25	linaha
kêrêkê 28	likêrêkê
bêkê 31	libêkê
khoëli 31	likhoëli
nakô 33	linakô
bôlô 34	libôlô
kobô 35	likobô 55
öfisi 39	liöfisi
pôsô 39	lipôsô
apolê 43	liapolê
bôtlôlô 43	libôtlôlô
khaba 43	likhaba
koae 43	_____
thipa 43	lithipa
pampiri 44	lipampiri
banka 45	libanka
nnete 46	linnete
palesa	lipalesa 47
pêrêkisi 47	lipêrêkisi
bôtôrô 48	_____
katse	likatse 48
ntja	lintja 48
phôôfôlô	liphôôfôlô 48
thaba 49	lithaba 47
kölöi 51	likölöi (makölöi c1 3)

bese	51	libese	
baesekele	51	libaesekele	
pêrê	51	lipêrê	48
tönki	51	litönki	
terene	51	literene	
ngaka	53	lingaka	
nêsê	53	linêsê	
oache	52	lioache	
katiba	55	likatiba	55
tsimo	55	(masimo cl 3)	
êmêrê	56	liêmêrê	
tuku	55	lituku	55
jase	63	lijase	57
<hr/>		liphahlô	56
rëisi	58	<hr/>	
k'hëfi	59	lik'hëfi	
lamunu	60	lilamunu	
bêthê	60	libêthê	
polêlô	60	lipolêlô	
chêlêlê	61	lichêlêlê	
chôkô	61	<hr/>	
jësi	61	lijësi	
khalase	61	likhalase	
pömpöng		lipömpöng	61
kausi		likausi	63
tsilô	69	litšilô	
baki	63	libaki	
tjale	63	litjale	
hêmpê	63	lihêmpê	
sökisi	63	lisökisi	
ônônôrôkô	63	liônônôrôkô	
pöone	69	<hr/>	
thipa	75	lithipa	
k'habothe	66	lik'habothe	
phofo	69	liphofo	
ferekô	75	liferekô	

Class 6 [bo·NOUN]

bosiu  
 bohôbê 5  
 joala 11  
 botlê 47  
 bosiu 59  
 borikhoe 60  
 bolause 63

## [ma·NOUN]

masiu  
 mahôbê  
 majoala  
 \_\_\_\_\_  
 masiu  
 marikhoe  
 malause

Cycle 77 Rumor: I hear that Phiri is doing well.

77-1

M-1

khôloa	Kẹ-khôloa hore Phiri o-sëbëtsa hantlê.	think	I think that Phiri is doing well.
utloa	Kẹ-utloa hore Phiri o-sëbëtsa hantlê.	hear	I hear that Phiri is doing well.
bôna	Kẹ-bôna hore Phiri o-sëbëtsa hantlê.	see	I see that Phiri is doing well.
tseba	Kẹ-tseba hore Phiri o-sëbëtsa hantlê.	know	I know that Phiri is doing well.

C-1

- A: [Phiri] o-sëbëtsa joang                      How is [Phiri] doing at [school]?  
[sekölöng]?
- B: Kẹ-[utloa] hore o-sëbëtsa hantlê.

M-2

utloa	Kẹ-utloa joalö.	hear	That's the way I hear it.
bôna	Kẹ-bôna joalö.	see	That's the way I see it.
tseba	Kẹ-tseba joalö.	know	I know it (that).
khôloa	Kẹ-khôloa joalö.	think	I think so (that).

C-2

- A: Naa [Phiri] o-[kêna sekölö]?
- B: Kẹ-[utloa] joalö.  
Or: Ha-ke-tsebe.

C-3

- A: Naa [Phiri] o-kêna sekölö?
- B: Kẹ-[utloa] joalö.
- A: O-sëbëtsa joang sekölöng?
- B: Kẹ-[utloa] hore o-sëbëtsa hantlê.
- A: O-ithuta hantlê?
- B: Ęë, kẹ-[utloa] hore o-ithuta hantlê.

M-3

utloa	Kę-utloa hore Tankisô oa-kula.	hear	I hear that Tankiso is sick.
khôloa	Kę-khôloa hore Tankisô oa-kula.	think	I think that Tankiso is sick.
tseba	Kę-tseba hore Tankisô oa-kula.	know	I know that Tankiso is sick.
bôna	Kę-bôna hore Tankisô oa-kula.	see	I see that Tankiso is sick.

C-4

A and B: GREETINGS EXCHANGE

A: U-utloa joang?

What have you heard (lately)?

B: Kę-utloa hore [Tankisô] oa-kula.

C-5

A: U-utloa joang?

B: Kę-utloa hore [Tankisô] oa-kula.

A: Ęë, [Tankisô] o-kula haholo.

B: O-kae?

A: O-[sepetlele].

He's at the hospital.

B: Ke-hampe. Re-soabilë.

M-4

bö-Têlîô	Re-utloa hore bö-Têlîô ba-ea Amërika.	Tello and his companions	We hear that Tello and his companions are going to America.
bö-Thabô	Re-utloa hore bö-Thabô ba-ea Amërika.	Thabo and his companions	We hear that Thabo and his companions are going to America.
bö-tichêrê	Re-utloa hore bö-tichêrê ba-ea Amërika.	teacher and his companions	We hear that the teacher and his companions are going to America.

C-6

A: Le-utloa joang?

B: Re-utloa hore bö-[Têllô] ba-ea Amërika.

M-5

ea	Kê-utloa hore o-ea le-Mphô le-Thêkô.	go	I understand that he is going with Mpho and Theko.
tla	Kê-utloa hore o-tla le-Mphô le-Thêkô.	come	I understand that he is coming with Mpho and Theko.
lula	Kê-utloa hore o-lula le-Mphô le-Thêkô.	live	I understand that he lives with Mpho and Theko.

C-7

A: [Têllô] o-ea le-mang [Amërika]?

B: Re-utloa hore o-ea [le-Mphô] [le-Thêkô].

C-8

A: Le-utloa joang?

B: Re-utloa hore bö-Têllô ba-ea [Amërika].

A: O-ea le-mang?

B: Re-utloa hore o-ea [le-Mphô] [le-Thêkô].

A: Ba-il'ö ëtsa joang?

B: Re-utloa hore ba-il'ö ruta Sesotho.

M-6

khôloa	Kê-khôloa hore oa-tla.	think	I think that he is coming.
bôna	Kê-bôna hore oa-tla.	see	I see that he is coming.
utloa	Kê-utloa hore oa-tla.	understand	I understand that he is coming.

C-9

A: Naa [Linêô] oa-tla?

B: Kê-khôloa hore oa-tla.

A: O-tla le-mang?

B: Kê-khôloa hore o-tla [le-Mphô].

The following exercises provide an opportunity for the student to listen and respond selectively to the time and circumstances involved in the verb phrase. The responses may be given by individual students or by the class.

T: Kẹ-bula monyakô.

S. Present

E-1 Responses: Present, tla.

<u>Teacher</u>	<u>Response</u>
1. Kẹ-bula monyakô.	Present
2. Kẹ-tla bula lengôlô.	tla
3. Kẹ-tla koala monyakô.	tla
4. Kẹ-koala mokötlana.	Present
5. Kẹ-bula lengôlô.	Present
6. Kẹ-tla bula mokötlana.	tla
7. Kẹ-koala lengôlô.	Present
8. Naa u-tla palama hosasa?	tla
9. Naa u-tla phêla?	tla
10. U-tla ätsa joang?	tla
11. Kẹ-batla ho-palama pêrê.	Present
12. Kẹ-tla palama kölöi.	tla
13. Kẹ-fêpa pêrê.	Present
14. Kẹ-rata ho-fêpa katse.	Present
15. U-tla bôna'ng?	tla
16. U-sila'ng?	Present
17. Kẹ-tla sila pööne.	tla
18. Ba-tla apara likobô.	tla
19. Ba-batla ho-tsamaea.	Present
20. Ba-tla kopa lijô.	tla

E-2 Responses: tla, il'ö.

<u>Teacher</u>	<u>Response</u>
1. Kẹ-tla bula lengôlô.	tla
2. Kẹ-il'ö bula monyakô.	il'ö
3. Kẹ-il'ö koala monyakô.	il'ö
4. Kẹ-il'ö batla chêlêtê.	il'ö



5. O-il'ö kopa mosëbëtsi.	il'ö
6. O-tla kopa joala.	tla
7. O-il'ö rêka joala.	il'ö
8. O-il'ö ëtsa'ng pösöng?	il'ö
9. U-tla ëtsa joang?	tla
10. Ba-il'ö batla mookamëli.	il'ö

E-3 Responses: Present, tla, il'ö.

<u>Teacher</u>	<u>Response</u>
1. Re-koala monyakô.	Present
2. Re-tla bula monyakô.	tla
3. Re-il'ö fêpa pêrê.	il'ö
4. Re-il'ö rêka pêrê.	il'ö
5. Re-tla ea Quthing.	tla
6. Rea-tla.	Present
7. Le-tla ea kërëkëng neng?	tla
8. Le-ithuta Sesotho neng?	Present
9. Re-il'ö ithuta sôna hôna joalë.	il'ö
10. Le-tla lata lengôlô neng?	tla
11. Re-il'ö lata lengôlô hosasa.	il'ö
12. Kë-il'ö bua le-motsoallê oa-ka.	il'ö
13. Re-bua le-motsoallê oa-rona.	Present
14. Ba-tla neng?	tla
15. Ba-batla'ng?	Present
16. Ba-batla ho-lata lijô.	Present
17. Ba-il'ö kopa mosëbëtsi.	il'ö
18. Ba-il'ö lata phofo.	il'ö
19. Ba-tla phêha bohôbê.	tla
20. Këa-tla.	Present

E-4 Responses: Stative, tla.

<u>Teacher</u>	<u>Response</u>
1. Mosali o-apëre kobô.	Stative
2. Monna o-tla apara baki.	tla
3. Uêna u-tla roala katiba.	tla

4. Mosali o-roëtse tuku.	Stative
5. Mosali o-pëpilë ngoana.	Stative
6. Mphô o-tla pëpa ngoana.	tla
7. Ke-lapilë.	Stative
8. Ngoana o-tla lapa.	tla
9. Ke-tla soaba.	tla
10. Ke-soabilë.	Stative

M-1

nama	U-batla nama ea-mofuta ofe?	meat	What kind of meat do you want?
koae	U-batla koae ea-mofuta ofe?	tobacco	What kind of tobacco do you want?

M-2

nku	Ke-batla nama ea-nku.	sheep	I want some mutton.
khömo	Ke-batla nama ea-khömo.	cow	I want some beef.
poli	Ke-batla nama ea-poli.	goat	I want some goat's meat.
fariki	Ke-batla nama ea-fariki.	pig	I want some pork.

C-1

A: U-batla nama ea-mofuta ofe?

B: Ke-batla nama ea-[nku].

M-3

nama	Ke-nama ea-mofuta ofe?	meat	What kind of meat is it?
koae	Ke-koae ea-mofuta ofe?	tobacco	What kind of tobacco is it?

M-4

khömo	Ke-nama ea-khömo.	cow	It's beef.
nku	Ke-nama ea-nku.	sheep	It's mutton.
* * * * *			
khömo	Ke-ea-khömo.	cow	It's beef.
nku	Ke-ea-nku.	sheep	It's mutton.

C-2

A: Ke-nama ea-mofuta ofe?

B: Ke-ea-[khömo].

M-5

nama ea-nku	Tankisô o-il'ô rêka nama ea-nku.	mutton	Tankiso is going to buy some mutton.
nama ea-khömo	Tankisô o-il'ô rêka nama ea-khömo.	beef	Tankiso is going to buy some beef.

C-3

A: Tankisô o-il'ö rêka nama.

B: O-il'ö rêka nama ea-mofuta ofe?

Or: Nama ea-mofuta ofe?

A: O-il'ö rêka nama ea-[nku].

Or: Ea-[nku].

M-6

sakerêtê	<u>Ke</u> -koea ea-sakerêtê.	cigarette	They are cigarettes.
----------	------------------------------	-----------	----------------------

pëipi	<u>Ke</u> -koea ea-pëipi.	pipe	It's pipe tobacco.
-------	---------------------------	------	--------------------

\* \* \* \* \*

sakerêtê	<u>Ke</u> -ea-sakerêtê.	cigarette	They are cigarettes.
----------	-------------------------	-----------	----------------------

pëipi	<u>Ke</u> -ea-pëipi.	pipe	It's pipe tobacco.
-------	----------------------	------	--------------------

C-4

A: Ke-koea ea-mofuta ofe?

B: Ke-ea-[sakerêtê].

C-5

A: Mphê [koea].

B: [Koea] ea-mofuta ofe?

A: Ea-[sakerêtê].

B: Hâ-ke-na [sakerêtê]. Ke-na le-[koea ea-pëipi] fêêla.

Or: Hâ-[e]-eô.

M-7

koae ea-	Tankisô o-il'ö rêka koae	cigarettes	Tankiso is going to buy
sakerêtê	ea-sakerêtê.		cigarettes.

koae ea-pëipi	Tankisô o-il'ö rêka koae	pipe tobacco	Tankiso is going to buy
	ea-pëipi.		some pipe tobacco.

C-6

A: Tankisô o-il'ö rêka koae.

B: O-il'ö rêka koae ea-mofuta ofe?

Or: Koea ea-mofuta ofe?

A: O-il'ö rêka koae ea-[pëipi].

Or: Ea-[pëipi].

M-1

moriana	O-il'ö batla moriana.	medicine	He is going (somewhere) to get medicine.
koae	O-il'ö batla koae.	tobacco/ cigarettes	He is going (somewhere) to get tobacco/ cigarettes.
phofo	O-il'ö batla phofo.	flour	He is going (somewhere) to get flour.
mosëbëtsi	O-il'ö batla mosëbëtsi.	work	He is going (somewhere) to look for work.

M-2

ngaka	O-il'ö batla'ng ngakëng?	doctor	What is he going to see the doctor about?
Rôma	O-il'ö batla'ng Rôma?	Roma	What is he going to look for at Roma?
lebënkëlëng	O-il'ö batla'ng lebënkëlëng?	store	What is he going to look for at the store?

C-1

A: [John] o-il'ö batla'ng ngakëng?  
B: O-il'ö batla [moriana].

C-2

T: (noting an absence in the class)  
[John] o-kae?  
S: O-ngakëng.  
T: O-il'ö ëtsa'ng?  
S: O-il'ö batla moriana. Oa-kula.

C-3

A: [Tankisô] o-kae?  
B: O-[sepetlele] hobano oa-kula. He's at the hospital because he is sick.  
A: Ao! O-[sepetlele]?  
B: Èë, o-kula haholo.

C-4

A: U-ea kae?

B: Ngakëng.

Or: Kë-ea ngakëng.

A: U-il'ö ëtsa'ng?

B: Kë-il'ö [lata] moriana.

I'm going to get (fetch) some medicine.

A: Naa u-tla bua le-[nêse]?

B: Chêê, kë-tla bua le-[ngaka] fêêla.

Or: Chêê, kë-il'ö [lata] moriana  
fêêla.

M-3

Quthing

John o-lula Quthing  
hobane'ng?

Quthing

Why is John living in  
Quthing?

moriana

John o-batla moriana  
hobane'ng?

medicine

Why is John looking for  
some medicine?

lijô

John o-batla lijô  
hobane'ng?

food

Why is John looking for  
some food?

C-5

A: [John] o-lula [Quthing] hobane'ng?

B: Hobane o-sëbëtsa têng.

C-6

A: Nna kë-il'ö batla lijô k'hëfing.

B: Hobane'ng?

A: Hobane kë-lapilë.

B: Re-tla ja haë.

We will eat at home.

A: Chêê, kë-lapilë haholo.

M-4

lebënkëlëng

Hobane e-chipi  
lebënkëlëng.

store

Because it is cheap at  
the store.

k hëfing

Hobane e-chipi  
k'hëfing.

cafe

Because it is cheap at  
the cafe.

mmarakëng

Hobane e-chipi  
mmarakëng.

market

Because it is cheap at  
the market.

C-7

A: U-ea kae?

B: Lebënkëlëng.

A: U-il'ö ëtsa joang?

B: Kë-il'ö rêka [tsoekere]..

A: U-il'ö rêka [tsoekere] lebënkëlëng  
hobane'ng?

B: Hobane e-chipi lebënkëlëng.

A: Hã-u-batlë ho-rêka [tsoekere] k'hëfing? Don't you want to buy [sugar] at  
the cafe?

B: Chêê, hã-kë-batlë hobane e-turu No, I don't want to because it  
k'hëfing. is expensive at the cafe.

Cycle 81 Why do you want it?

81-1

M-1

sesepa	U-se-rêka hobane'ng?	soap	Why are you buying it?
setulô	U-se-batla hobane'ng?	chair	Why are you looking for it?
setöfo	U-se-lata hobane'ng?	stove	Why are you fetching it?

M-2

sesepa	Kê-se-rêka hobane ke- batla ho-hlatsoa.	soap	I'm buying it because I would like to wash.
setulô	Kê-se-batla hobane ke- batla ho-lula.	chair	I'm looking for it because I would like to sit down.
setöfo	Kê-se-lata hobane ke- batla ho-phêha	stove	I'm fetching it because I would like to cook.

C-1

A: U-lata [setöfo] hobane'ng?

B: Kê-se-lata hobane kê-batla  
ho-[phêha].C-2

A: Naa u-il'o rêka [sesepa]?

B: Èë, kê-il'o se-rêka.

A: U-il'o se-rêka hobane'ng?

B: Kê-il'o se-rêka hobane kê-batla ho-[hlatsoa].

C-3

A: U-batla'ng?

B: Setulô.

A: U-se-batla hobane'ng?

B: Kê-se-batla hobane kê-batla ho-lula.

M-3

ea	Kê-ithuta Sesotho hobane kê-ea Lesotho.	go	I'm learning Sesotho because I'm going to Lesotho.
tla sëbêtsa	Kê-ithuta Sesotho hobane kê-tla sëbêtsa Lesotho.	will work	I'm learning Sesotho because I'll work in Lesotho.
tla phela	Kê-ithuta Sesotho hobane kê-tla phela Lesotho	will live	I'm learning Sesotho because I'll live in Lesotho.



C-4

- A: [Ann] o-ithuta Sesotho.  
 B: Kannete?  
 A: Kannete.  
 B: O-ithuta Sesotho hobane'ng?  
 A: O-ithuta Sesotho hobane o-ea Lesotho.  
     Or: Hobane o-ea Lesotho.  
 B: O-il'o ätsa'ng Lesotho?  
 A: Ke-moithaopi. Moithaopi ba-ea Lesotho.  
 B: Öö. Kea-utloa.

M-4

kërekëng	Hä <u>-u-ee</u> kërekëng hobane'ng?	church	Why aren't you going to the church?
lebënkëlëng	Hä <u>-u-ee</u> lebënkëlëng hobane'ng?	store	Why aren't you going to the store?
sepetlele	Hä <u>-u-ee</u> sepetlele hobane'ng?	hospital	Why aren't you going to the hospital?

C-5

- A: Naa u-ea [kërekëng]?  
 B: Chêê, hä-ke-ee.  
 A: Hobane'ng?  
 B: Hobane hä-ke-rate.

C-6

- A: [Tefô] o-kula haholo.  
 B: Naa o-ea sepetlele?  
 A: Ê-ê.  
 B: Hä-a-eê sepetlele hobane'ng?  
 A: Hobane oa-tšaba.                      Because he is afraid.

C-7

- A: Hä-le-utloisise tichêrê ea-lona  
hobane'ng?                      Why don't you (pl) understand your  
teacher?  
 B: Hobane o-bua kapele.

E-1

The following exercises will provide additional practice in joining two sentences together with hobane. Practice these as follows:

T: Kẹ-il'ö batla lijô. Kẹ-lapilë.

S: Kẹ-il'ö batla lijô hobane kẹ-lapilë.

T: (Verification) Kẹ-il'ö batla lijôhobane kẹ-lapilë.

<u>Teacher</u>	<u>Response</u>
1. Kẹ-il'ö batla lijô. Kẹ-lapilë.	1. Kẹ-il'ö batla lijô hobane kẹ-lapilë.
2. O-il'ö lata moriana. Oa-kula.	2. O-il'ö lata moriana hobane oa-kula.
3. Kẹ-il'ö rêka tsoekere. Kẹ-batla ho-noa teë.	3. Kẹ-il'ö rêka tsoekere hobane kẹ-batla ho-noa teë.
4. Kẹ-il'ö rêka nama. E-chipi kajëno.	4. Kẹ-il'ö rêka nama hobane e-chipi kajëno.
5. Kẹ-lula haë. Hẹ-ke-sëbëtse.	
6. Hẹ-ke-utloe. U-bua kapele.	
7. Kẹ-utloisisa. Tichêrê o-bua hantlê.	
8. Kẹ-botsa. Hẹ-ke-utloisise.	
9. Kẹ-tsamaea le-eëna. Kẹ-motsoallé oa-ka.	
10. Kẹ-ea morënëng. Kẹ-rata ho-bôna morëna.	
11. Kẹ-sala. Hẹ-ke-na chëlêtê.	
12. Hẹ-ke-ngöle. Hẹ-ke-na pentsêlê.	
13. Hẹ-ke-rêke nama. E-turu.	
14. Hẹ-ke-ëtse lethô. Hẹ-ke-na mosëbëtsi.	
15. Kẹ-fa mphô chëlêtê. O-batla ho-rêka bôtôrô.	

E-2

Use the sentences in E-1 above as a completion exercise in which the teacher gives the first sentence and the student responds by adding the second (from memory):

T: Kẹ-il'ö batla lijô.

S: Kẹ-il'ö batla lijô hobane kẹ-lapilë.

E-3

For additional practice the students may complete these sentences with simple sentences of their own choosing (as long as the completed sentence makes good sense):

T: Ke-il'ö batla lijô.

S: Ke-il'ö batla lijô hobane  
[ke-batla ho-phêha].

M-1

ithuta Sesotho	Kę-tlil'ö ithuta Sesotho.	learn Sesotho	I've come to learn Sesotho.
batla moriana	Kę-tlil'ö batla moriana.	look for medicine	I've come to look for medicine.
lata phofo	Kę-tlil'ö lata phofo.	get/fetch flour	I've come to get some flour.
kopa mosëbëtsi	Kę-tlil'ö kopa mosëbëtsi.	ask for a job	I've come to ask for a job.

M-2

tlil'ö	U-tlil'ö ëtsa joang?	have come to	What have you come for/to do?
il'ö	U-il'ö ëtsa joang?	going	What are you going (some- where) to do?

C-1

A: U-tlil'ö ëtsa joang?  
B: Kę-tlil'ö [ithuta].

M-3

lata'ng?	U-tlil'ö lata'ng?	get, fetch what	What have you come to get?
batla'ng?	U-tlil'ö batla'ng?	look for what	What have you come to look for?

C-2

A: U-batla'ng?  
B: Kę-tlil'ö [kopa mosëbëtsi].

C-3

A: U-tlil'ö [lata'ng]?  
B: Kę-tlil'ö [lata phofo].

M-4

tla	O-tla koano.	come	He/She's coming here.
tlil'ö lula	O-tlil'ö lula koano.	come to live	He/She's coming to live here.
tlil'ö ruta	O-tlil'ö ruta koano.	come to teach	He/She's coming to teach here.

C-4

- A: Naa u-tseba [Palô]?  
 B: Eë, o-kae?  
 A: O-tla koano.  
 B: O-tla koano? O-tlil'ö ätsa joang?  
 A: O-tlil'ö kopa mosëbëtsi.

M-5

bapala bôlô	Re-tlil'ö bapala bôlô le-lona.	soccer.	We've come to play soccer with you.
bua	Re-tlil'ö bua le-lona.	speak	We've come to speak with you.
tsamaea	Re-tlil'ö tsamaea le-lona.	go, walk	We've come to go with you.
kêna sekölö	Re-tlil'ö kêna sekölö le-lona.	attend school	We've come to attend school with you.

C-5

- A: Le-tlil'ö ätsa joang?  
 B: Re-tlil'ö [bapala bôlô] le-lona.

M-6

rêka phofo	Ba-tlil'ö rêka phofo.	buy flour	They've come to buy flour.
utloa litaba	Ba-tlil'ö utloa litaba.	hear the news	They've come to hear the news.

C-6

- A: Ba-tlil'ö ätsa joang?  
 B: Ba-tlil'ö utloa litaba.

C-7

- A: U-tsoa kae?  
 B: Kẹ-tsoa [haë].  
 A: U-tlil'ö ëtsa joang?  
 B: Kẹ-tlil'ö kopa [sesepa].  
 A: Kẹ-soabile. [Sesepa] ha-se-eô.  
 B: Kẹa-utloa.

C-8

- A: Kẹ-tlil'ö kopa [koe].  
 B: Chêê, ha-ke-na [koe].  
 A: Mphê chêlêê. Nna kẹ-tla rêka [koe].  
 B: Ha-ke-na chêlêê.  
 A: Ha-u-na [koe]. Ha-u-na chêlêê.  
     U-na le'ng fêêla?  
 B: Ha-ke-na lethô kannete.

M-1

Tefô o-bit <sup>â</sup> sa uêna.	U-bit <sup>â</sup> soa ke-Tefô.	You are called by Tefo.
Tefô o-bot <sup>â</sup> sa uêna.	U-bot <sup>â</sup> soa ke-Tefô.	You are questioned by Tefo.
Tefô o-ruta uêna.	U-rutoa ke-Tefô.	You are taught by Tefo.
Tefô o-rata uêna.	U-ratoa ke-Tefô.	You are loved by Tefo.

C-1

A: U-[rutoa] ke-mang?  
 B: Ke-[rutoa] ke-Tefô.

C-2

T: Bitsa [John].  
 S: [John]. Ua-bitsoa.

C-3

T: Bitsa [John].  
 S: [John]. Ua-bitsoa.  
 [John]: Ke-mang?  
 S: Ke-tichêrê.  
 T: (John arrives) Lula fatšê [John]. Sit down, [John].  
 Ke-batla ho-bua le-uêna.

C-4

T: Tsamo'o bitsa [Susan].  
 S: (Goes for Susan) [Susan], ua-bitsoa.  
 [Susan]: Ke-mang?  
 S: (No reply)  
 [Susan]: Ke-bitsoa ke-mang?  
 S: Ke-tichêrê.

M-2

O-bitsoa ke-Tefô.	Ê-ê, ha-a-bitsoe ke-Tefô.	You are not liked by Tefo.
O-botsoa ke-Tefô.	Ê-ê, ha-a-botsoe ke-Tefô.	You are not questioned by Tefo.
O-ratoa ke-Tefô.	Ê-ê, ha-a-ratoe ke-Tefô.	You are not loved by Tefo.
O-rutoa ke-Tefô.	Ê-ê, ha-a-rutoe ke-Tefô.	You are not taught by Tefo.

C-5

A: Naa [Bill] o-bit<sup>s</sup>a [John]?

B: Ê-ê, ha-a-bit<sup>s</sup>oe ke-[Bill].

A: O-bit<sup>s</sup>oa ke-mang?

B: O-bit<sup>s</sup>oa ke-[Ed].

C-6

Use picture number 2 for the following, pointing to the various objects that can be identified in this picture:

leloala	millstone	sethêbê	mat
tšilô	grinding stone	sekôt1ô1ô	basin
ngoana	child	lerakô	wall
kobô	blanket	setupu	stoop
tuku	headscarf	ntlo	house
mosali	woman	leifô	hearth
pööne	corn	letsôhê	arm

a) T: Hôö ho-bit<sup>s</sup>oa'ang?

T: Ke-[leloala].

b) S: Hôö ho-bit<sup>s</sup>oa'ang?

T: Ke-[leloala].

c) T: Hôö ho-bit<sup>s</sup>oa'ang?

S: Ke-[leloala].



M-1

sethunya	Naa u-na le-sethunya?	gun	Do you have a gun?
setöfo	Naa u-na le-setöfo?	stove	Do you have a stove?
setulô	Naa u-na le-setulô?	chair	Do you have a chair?

M-2

sethunya	Chêê, ha-ke-na sôna.	gun	No, I don't have one.
setöfo	Chêê, ha-ke-na sôna.	stove	No, I don't have one.
setulô	Chêê, ha-ke-na sôna.	chair	No, I don't have one.

C-1

A: Naa u-na le-[sethunya]?

B: Chêê, ha-ke-na sôna.

M-3

sethunya	Ke-na le-sôna.	gun	I have one.
setöfo	Ke-na le-sôna.	stove	I have one.
sesepa	Ke-na le-sôna.	soap	I have some.

C-2

A: Naa u-na le-[setöfo]?

Do you have a (camp) stove?

B: Ēë, ke-na le-sôna.

A: Ak'u nkalimê sôna.

Please lend it to me.

B: Ho-lokilë.

M-4

sethunya	Ke'ng hōö? Naa ke-sethunya?	gun	What is it? Is it a gun?
setöfo	Ke'ng hōö? Naa ke-setöfo?	stove	What is it? Is it a stove?
sefofane	Ke'ng hōö? Naa ke-sefofane?	airplane	What is it? Is it an airplane?
sefatê	Ke'ng hōö? Naa ke-sefatê?	tree	What is it? Is it a tree?

M-5

ëë	Ēë, ke-sôna.	yes	Yes, it is.
chêê	Chêê, ha-se-sôna.	no	No, it isn't.

C-3

A: Ke'ng h<sup>ö</sup>ö? Naa ke-[sefofane]?

B: Chêê, h<sub>3</sub>-se-sôna.

A: H<sub>3</sub>-se-sôna, ke'ng?

B: Ke-[kölöi].

It's a [car].

C-4

A: U-ea kae?

B: K<sub>3</sub>-ea [Mokhötlöng].

A: U-il'ö palama sefofane?

B: Èè, k<sub>3</sub>-il'ö palama sôna.

M-6

lebese	H <sub>3</sub> -ke-na lôna.	milk	I don't have any.
letsoai	H <sub>3</sub> -ke-na lôna.	salt	I don't have any.
sethunya	H <sub>3</sub> -ke-na sôna.	gun	I don't have one.
setöfo	H <sub>3</sub> -ke-na sôna.	stove	I don't have one.
lehe	H <sub>3</sub> -ke-na lôna.	egg	I don't have one.

C-5

A: Naa u-na le-[lehe]?

B: H<sub>3</sub>-ke-na lôna.

Or: Èè, k<sub>3</sub>-na le-lôna.

C-6

A: Naa [Thabô] o-na le-[letsoai]?

B: Ê-ê, h<sub>3</sub>-a-na lôna.

Or: Èè, o-na le-lôna.

C-7

A: Naa u-na le-lebese?

B: H<sub>3</sub>-ke-na lôna.

A: U-tla-noa'ng kajëno?

B: K<sub>3</sub>-tla-noa [köfi] fêêla.

A: Ke-hampe.

Use picture number 3 with the following:

Möna re-bôna moshanyana oa-Mosotho.

O-palame tönki ea-hae. O-apëre kobô  
ea-hae, hã-a-roala katiba, hã-a-na  
liêta maotong. O-tšöëre molamu.

Re-bôna moshanyana oa-Mosotho oa-  
sebele. Ke-molisana. O-bônahala  
a-lisitsë. Ke-khôloa hore o-lisa  
likhomo tsa-ntat'ae. O-shêbahala  
a-thabilë haholo.

Tönki e-ëme tlasa selömo. Litönki  
ke-liphôôfôlô tsa-bohlôkoa Lesotho.  
Basotho ba-sëbëlisa litönki ho-bôfa.  
Bashanyana ba-Lesotho ba-rata ho-palama  
litönki. Litönki tsa-Lesotho li-matla  
haholo. Ke-phôôfôlô tsa-bohlôkoa.

Q-1

T: Naa ke-moshanyana oa-Mosotho?

S: Êë.

Q-2

T: Naa o-palame pêrê?

S: Ê-ê, hã-a-palama pêrê.

O-palame tönki.

Q-3

T: Naa banna ba-Lesotho ba-rata ho-palama litönki?

S: Hã-ke-tsebe. Fêêla ke-tseba hore bashanyana  
ba-Lesotho ba-rata ho-li-palama.

I don't know. Only I know that  
the boys of Lesotho like to ride  
them.

Q-4

T: (Naa) moshanyana o-tšöëre molamu kapa mohoma?

S: O-tšöëre molamu.



Q-14

T: Naa u-apara kobô kapa baki?

S: Kê-apara baki.

Q-15

T: Liphôôfôlô tsa-bohlôkoa Amërika ke-life?

What are the animals of importance in  
America?

S: Kê-lintja, likatse, lipêê, le-likhomo.

Q-16

T: [John], u-shêba'ng?

S: Kê-shêba setsoantsô sa-molisana le-tônki  
ea-hae.

Q-17

T: Lebitsô la-hae ke-mang?

S: Ha-ke-mo-tsebe.



Picture Number 3 (Cycle 85)

W. v. d. Kallen, N. V. F.

M-1

tlil'ö	Kɛ-tlil'ö phêtha mabaka.	have come	I've come to take care of some affairs/matters.
il'ö	Kɛ-il'ö phêtha mabaka.	going to	I'm going (somewhere) to take care of some matters.
tla	Kɛ-tla phêtha mabaka.	will	I will take care of some matters.
leka	Kɛ-leka ho-phêtha mabaka.	try	I'm trying to take care of some matters.

C-1

- A: U-tsoa kae?  
 B: Kɛ-tsoa [Quthing].  
 A: U-tlil'ö ätsa joang?  
 B: Kɛ-tlil'ö phêtha mabaka.

C-2

- A: U-ea kae?  
 B: Kɛ-ea [Butha-Buthe].  
 A: U-il'ö ätsa'ng?  
 B: Kɛ-il'ö phêtha mabaka.

M-2

sefuba	O-tlil'ö batla moriana oa-sefuba.	a cold	He wants medicine for a cold.
mala	O-tlil'ö batla moriana oa-mala.	bowels	He wants medicine for a stomach-ache.

C-3

- A: [John] o-tlil'ö batla moriana oa-mofuta ofe?  
 B: Moriana oa-[sefuba].

C-4

A: [John] o-tlil'ö batla moriana.

B: Oa-kula?

A: Eë.

B: O-batla moriana oa-mofuta ofe?

A: Moriana oa-[sefuba].

C-5

A: Ke-moriana oa-mofuta ofe?

B: Ke-moriana oa-[mala].

Or: Ke-oa-[mala].

C-6

A: U-tlil'ö ätsa joang?

B: Ke-tlil'ö lata setöfo sa-ka.

A: U-se-lata hobane'ng?

B: Ke-se-lata hobane ke-batla ho-phêha.

M-3

il'ö	Le-il'ö ätsa joang Lesotho?	going to	What are you going to do in Lesotho?
tla	Le-tla ätsa joang Lesotho?	will	What will you do in Lesotho?
batla ho-ea	Le-batla ho-ea ätsa joang Lesotho?	want to go	What do you want to go do in Lesotho?
rata ho-ea	Le-rata ho-ea ätsa joang Lesotho?	like to go	What would you like to go do in Lesotho?

M-4

sëbëtsa	Re-il'ö sëbëtsa têng.	work	We are going there to work.
ruta	Re-il'ö ruta têng.	teach	We are going there to teach.
lula	Re-il'ö lula têng.	live	We are going there to live.

C-4

A: Le-il'ö ätsa joang [Lesotho]?

B: Re-il'ö [sëbëtsa].



M-1

tloha	U-tla tloha neng?	leave (from)	When will you leave?
fihla	U-tla fihla neng?	arrive (at)	When will you arrive?

C-1

A: Kę-ea [Warner Springs] hosasa.  
 B: U-tla tloha neng?  
 A: Ka-[8:00].  
 B: U-tla fihla neng?  
 A: Ka-[12:00].

M-2

tloha	U-tla tloha neng mōö?	leave (from)	When will you leave from here?
fihla	U-tla fihla neng mōö?	arrive (at)	When will you arrive here?

C-2

A: U-tla[tloha] neng mōö?  
 B: Ka-[Sateretaha].

C-3

A: U-ea [Masëru] neng?  
 B: Hôna kajëno. Right today.  
 A: U-ea ka'ng?  
 B: Ka-[bese].  
 A: E-tla-tloha neng mōö? When will it leave from here?  
 B: Hą-ke-tsebe hantlê. Kęa-khôloa  
 e-tla-tloha ka-[8:00].  
 A: E-tla fihla neng [Masëru]?  
 B: E-tla fihla [Masëru] ka-[10:00].

C-4

A: Likölöi li-tloha neng [Masëru]?

B: Li-tloha [Masëru] ka-2:00.

Or: Ka-2:00.

A: Li-fihla neng haë möö?

When do they arrive here at home?

B: Li-fihla haë möna ka-4:00.

Or: Ka-4:00.

C-5

A: Naa u-ea töröpöng?

B: Eë.

A: U-tsamaea ka'ng?

B: Ka-bese.

A: E-tloha neng?

When does it leave?

B: Kae?

Where?

A: Haë möö.

From here at home.

B: Hôna joalë. Ke-ëo e-tloha.  
Sala hantlê.

Right away. There it is! It's leaving.  
Goodbye.

A: Ba-lumëlisê.

Greet them.

M-3

ea	U-tla ea neng lebënkëlëng?	go	When will you go to the store?
khutla	U-tla khutla neng lebënkëlëng?	return	When will you arrive at the store?

C-6

A: U-tla ea neng [lebënkëlëng]?

B: Ke-tla ea motseare.

I'm going during the middle of the day.

C-7

A: U-ea kae?

B: Ke-ea lebënkëlëng.

A: U-tla-khutla neng?

B: Ha-ke-tsebe hantlê, fêêla  
ke-tla phakisa.

I'm not sure, but I'll hurry.

C-8

A and B: Do C-3.

A: Öö, joalë u-tla khutla neng?

B: Kẹ-tla khutla [hosasa].

A: Öö, kẹ-hantlê. Tsamaea hantlê.

B: Sala hantlê.

C-1

A: U-ëtsa'ng ka-[ferekô]?

B: Kẹ-ja ka-eôna.

M-1

kölöi	Naa u-na le-kölöi?	car	Do you have a car?
tsoekere	Naa u-na le-tsoekere?	sugar	Do you have some sugar?
hêmpê	Naa u-na le-hêmpê?	shirt	Do you have a shirt?

M-2

kölöi	Hạ-ke-na eôna.	car	I don't have one.
tsoekere	Hạ-ke-na eôna.	sugar	I don't have any.
hêmpê	Hạ-ke-na eôna.	shirt	I don't have one.

C-2

A: Naa u-na le-[kölöi]?

B: Chêê, hạ-ke-na eôna.

Or: Êê, kẹ-na eôna.

M-3

rêka	Naa u-rêka koranta?	buy	Are you buying a newspaper?
khanna	Naa u-khanna Kölöi?	drive	Are you driving a car?
hlatsoa	Naa u-hlatsoa hêmpê?	wash	Are you washing a shirt?

M-4

rêka	Êê, kẹ-rêka eôna.	buy	Yes, I'm buying it.
khanna	Êê, kẹ-khanna eôna.	drive	Yes, I'm driving it.
hlatsoa	Êê, kẹ-hlatsoa eôna.	wash	Yes, I'm washing it.

C-3

A: Naa u-hlatsoa [hêmpê] ea-hao?

B: Êê, kẹ-hlatsoa eôna.

C-4

A: Naa o-khanna kôlôï ea-hao?

B: Ēë, o-khanna eôna.

M-5

koranta	Ke'ng? Naa ke-koranta?	newspaper	What is it? Is it a newspaper?
kôlôï	Ke'ng? Naa ke-kôlôï?	car	What is it? Is it a car?
hêmpê	Ke'ng? Naa ke-hêmpê?	shirt	What is it? Is it a shirt?

M-6

koranta	Ēë, ke-eôna.	newspaper	Yes, it is.
kôlôï	Ēë, ke-eôna.	car	Yes, it is.
hêmpê	Ēë, ke-eôna.	shirt	Yes, it is.
sefofane	Ēë, ke-sôna.	airplane	Yes, it is.
lebese	Ēë, ke-lôna.	milk	Yes, it is.

M-7

kôlôï	Hâ-se-eôna.	car	No, it isn't.
hêmpê	Hâ-se-eôna.	shirt	No, it isn't.
setôfo	Hâ-se-sôna.	stove	No, it isn't.
lebônê	Hâ-se-lôna.	candle, lamp	No, it isn't.

C-5

A: Ke'ng? Naa ke-[hêmpê]?

B: Ēë, ke-eôna.

Or: Chêê, hâ-se-eôna.

M-1

Certain of the nouns for close relatives (and thaka, age-grade companion) reduce the possessive when followed by a singular personal pronoun:

- ngoan'a-ka (not ngoana oa-ka) my child
- ngoan'a-hao (not ngoana oa-hao) your child
- ngoan'a-hae (not ngoana oa-hae) his child

Either the full form or the reduced form may occur when the possessive is followed by a plural personal pronoun:

- ngoan'a-rona or ngoana oa-rona our child
- ngoan'a-lona or ngoana oa-lona your child
- ngoan'a-bôna or ngoana oa-bôna their child

This reduction does not occur when the noun is plural: bana ba-ka, my children, bana ba-rona, our children.

ngoana	ngoan'a-ka	child	my child
mora	mor'a-ka	son	my son
thaka	thak'a-ka	companion	my companion (female companion of a girl, male companion of a boy)

\* \* \* \* \*

ngoana	ngoan'a-hao	your child
mora	mor'a-hao	your son
thaka	thak'a-hao	your companion

\* \* \* \* \*

ngoana	ngoan'a-hae	his child
mora	mor'a-hae	his son
thaka	thak'a-hae	his companion

C-1

A: U-ea [Masëru] le-mang?

B: Kë-ea le-[ngoan'a-ka].

M-2

A few other nouns for close relatives reduce the singular personal possessives even more drastically as follows:

ntatë (not ntatë oa-ka)  
 ntat'ao (ntatë oa-hao is used frequently, for reasons explained in the notes)  
 ntat'ae (not ntatë oa-hae)

The reduction in the plurals is less drastic (in fact it is like that in M-1):

ntat'a-rona                      our father  
 ntat'a-lona                      your father  
 ntat'a-bôna                      their father

The same kinds of reduction take place when the noun is in the plural:

bö=motsoala	my cousins	bö=motsoal'a-rona	our cousins
bö=motsoal'ao	your cousins	bö=motsoal'a-lona	your cousins
bö=motsoal'ae	his cousins	bö=motsoal'a-bôna	their cousins

ntatë	ntat'ae	my father	his father
mmê	mm'ae	my mother	his mother
motsoala	motsoal'ae	my cousin	his cousin

\* \* \* \* \*

ntatë	ntat'ao	your father
mmê	mm'ao	your mother
motsoala	motsoal'ao	your cousin

\* \* \* \* \*

ntatë	ntat'ae	his father
mmê	mm'ae	his mother
motsoala	motsoal'ae	his cousin

C-2

A: O-lula le-mang?

B: O-lula le-[ntat'ae].

C-3

A: [Mm'ae] o-kae?

B: [Mm'ae] oa-sëbëtsa.

C-4

A: [Thabô] o-lula kae?

B: O-lula Mosnoeshoe II.

A: O-lula le-mang?

B: O-lula le-ntat'ae.

Or: Le-ntat'ae.

A: Mm'ae o-kae?

B: Mm'ae oa-sëbëtsa.

A: O-sëbëtsa kae?

B: O-sëbëtsa sepetlele. Ke-nêsé.

A: Öö.

C-5

A: [Mor'a-hao] lebitsô la-hae ke-mang? Your son, what's his name?

B: Ke-[Tankisô].

C-6

A: Naa u-na le-bana?

B: Èë.

A: Ke-bara kapa ke-barali?

Are they sons or daughters?

B: Ke-mora le-morali.

A: [Mor'a-hao] lebitsô la-hae ke-mang?

B: Ke-[Tankisô].



M-1

lula	K <sub>g</sub> -batla ho-tseba hore naa u-lula kae.	live	I would like to know where you live.
ea	K <sub>g</sub> -batla ho-tseba hore naa o-ea kae.	go	I would like to know where he is going.
tsoa	K <sub>g</sub> -batla ho-tseba hore naa le-tsoa kae.	come from	I would like to know where you come from.

M-2

Moshoeshoe II	K <sub>g</sub> -lula Moshoeshoe II.	Moshoeshoe II	I'm living at Moshoeshoe II. (a "location" in Maseru)
Mazenod	K <sub>g</sub> -lula Mazenod.	Mazenod	I live in Mazenod.
Thaba=Bosiu	K <sub>g</sub> -lula Thaba=Bosiu.	Thaba=Bosiu	I live in Thaba=Bosiu.

C-1

- A: K<sub>g</sub>-batla ho-tseba hore naa  
u-lula kae.
- B: K<sub>g</sub>-lula [Moshoeshoe II].
- A: U-lula le-mang?
- B: K<sub>g</sub>-lula le-batsoali ba-ka. I live with my parents.

C-2

- A: K<sub>g</sub>-batla ho-tseba hore naa  
u-lula kae?
- B: K<sub>g</sub>-lula Moshoeshoe II.
- A: U-lula le-mang?
- B: U-batla ho-tseba hore naa  
k<sub>g</sub>-lula le-mang?
- A: Ē̄, k<sub>g</sub>-batla ho-tseba. K<sub>g</sub>-hampe?
- B: Ê̄-ê̄, ha-se-hampe. K<sub>g</sub>-lula  
le-motsoallê̄ oa-ka.

M-3

sëbëtsa	Re-batla ho-tseba hore naa Têllô o-sëbëtsa joang.	work	We would like to know how Tello is doing.
bina	Re-batla ho-tseba hore naa Linêô o-bina joang.	sing	We would like to know how Lineo sings.

C-3

- A: Re-batla ho-tseba hore naa Têllô  
o-sëbëtsa joang.
- B: Kae? Sekölöng?
- A: Ēë, sekölöng.
- B: Kę-utloa hore o-sëbëtsa hantlê.
- A: Kę-hantlê. kea-lëboha.

M-4

sëbëtsa	Têllô hą-a-sëbëtse hantlê hobane hą-a-phele hantlê.	work	Tello is not doing well because he is not well.
bina	Linêô hą-a-bine hantlê hobane hą-a-ithute ho-bina.	sing	Lineo doesn't sing well because she doesn't practice.
ruta	Moithaopi hą-a-rute hantlê hobane hą-a-tsebe Sesotho.	teach	The volunteer doesn't teach well because he doesn't know Sesotho.

C-4

- A: 'Ba-batla'ng?
- B: Ba-batla ho-tseba hore naa [Linêô]  
o-bina joang.
- A: [Linêô] o-bina hampe.
- B: Ao! hą-a-bine hantlê?
- A: Chêê, hą-a-bine hantlê hobane  
hą-a-ithute ho-bina hantlê.

M-5

ruta	K <sub>ɛ</sub> -batla ho-utloa hore naa o-ruta joang.	teach	I would like to hear how he teaches.
tants <sup>ǀ</sup> ša	K <sub>ɛ</sub> -batla ho-b <sup>o</sup> na hore naa T <sup>ǀ</sup> ankis <sup>o</sup> o-tants <sup>ǀ</sup> ša joang.	dance	He would like to see how Tankiso dances.

C-5

A: K<sub>ɛ</sub>-batla ho-utloa hore naa moithaopi  
o-ruta joang.

B: H<sub>ǀ</sub>-a-rute hantl<sup>ǀ</sup>ê hobane h<sub>ǀ</sub>-a-tsebe  
Sesotho.

C-6

A: Tichêrê o-ruta joang?

B: K<sub>ɛ</sub>-utloa hore h<sub>ǀ</sub>-a-rute hantl<sup>ǀ</sup>ê.

A: Ao! H<sub>ǀ</sub>-a-rute hantl<sup>ǀ</sup>ê hobane'ng?

Or: Hobane'ng?

B: H<sub>ǀ</sub>-a-rute hantl<sup>ǀ</sup>ê hobane h<sub>ǀ</sub>-a-tsebe Sesotho.

Or: Hobane h<sub>ǀ</sub>-a-tsebe Sesotho.

C-7

A: Naa u-tseba Thab<sup>o</sup>?

B: Èè, k<sub>ɛ</sub>-mo-tseba.

A: Naa u-tseba hore o-ea Amërika?

B: Ao! O-tsamaea neng?

A: O-tsamaea hosasa.

B: O-il'ö ëtsa'ng.

A: O-il'ö sëbëtsa.

E-1

The following exercise will provide additional practice in joining two sentences to form an indirect question. Practice them as follows:

T: K<sub>ɛ</sub>-batla ho-tseba.

U-lula kae?

S: K<sub>ɛ</sub>-batla ho-tseba hore naa u-lula kae.

T: (Verification) K<sub>ɛ</sub>-batla ho-tseba hore naa u-lula kae.

Teacher

1. Kẹ-batla ho-tseba.  
U-lula kae?
2. O-batla ho-tseba.  
Têllô o-ea kae?
3. Kẹ-batla ho-tseba.  
U-sëbëtsa joang?
4. Kẹ-batla ho-tseba.  
U-tseba ho-phêha?
5. Kẹ-rata ho-tseba.  
Le-tsoa kae?
6. Ba-rata ho-tseba.  
Baithaopi ba-ithuta joang?
7. O-rata ho-bôna.  
U-hlatsoa joang?
8. Kẹ-batla ho-bôna.  
U-khanna joang?
9. Kẹ-batla ho-tseba.  
Re-ja neng?
10. O-rata ho-tseba.  
Naa u-tsuba koae?
11. O-rata ho-tseba.  
Naa u-tsca Englane?
12. Kẹ-rata ho-tseba.  
Naa o-sëbëtsa hantlê?
13. Kẹ-batla ho-tseba.  
Naa ba-apera likobô Amërika?
14. Hẹ-ba-rate ho-bôna.  
Re-bapala joang?
15. Hẹ-ba-rate ho-bôna.  
Naa re-sëbëtsa hantlê.
16. Hẹ-ba-rate ho-bôna.  
Re-ithuta kae?

Response

1. Kẹ-batla ho-tseba hore naa  
u-lula kae?
2. O-batla ho-tseba hore naa Têllô  
o-ea kae.
3. Kẹ-batla ho-tseba hore naa  
u-sëbëtsa joang.

17. Kea-botsa.

U-ea le-mang Lesotho?

18. Kea-tseba.

U-ea le-mang Lesotho?

19. Kea-tseba.

U-ea kae?

20. Kea-botsa.

Le-ea kae?

Ke-botsa hore naa u-ea le-mang Lesotho?

Ke-tseba hore naa u-ea le-mang Lesotho?

M-1

ea	[Susan] o-ilë neng?	go	When did Susan go?
tsamaea	[Susan] o-tsamailë neng?	walk, go	When did Susan go?
tsoa	[Susan] o-tsoilë neng?	go out	When did Susan go outside?
tloha	[Susan] o-tlohilë neng?	leave	When did Susan leave?
fihla	[Susan] o-fihlilë neng?	arrive	When did Susan arrive?
khutla	[Susan] o-khutlilë neng?	return	When did Susan return?

M-2

ea	O-qêta ho-ea.	She just left.
tsamaea	O-qêta ho-tsamaea.	She just left.
tsoa	O-qêta ho-tsoa.	She just went out.
fihla	O-qêta ho-fihla.	She just arrived.

C-1

- A: [Susan] o-[tsamailë] neng?  
 B: O-qêta ho-[tsamaea].

C-2

- T: [Susan] o-kae?  
 S: O-tsamailë.  
 T: O-ilë kae?  
 S: Këa-khôloa o-ilë lebënkëlëng?  
 T: O-ilë le-mang?  
 S: Këa-khôloa o-ilë le-[mm'ae].

M-3

ea	Naa [Susan] o-ilë lebënkëlëng?	Did [Susan] go to the store?
fihla	Naa [Susan] o-fihlilë lebënkëlëng?	Did [Susan] arrive at the store?
tloha	Naa [Susan] o-tlohilë lebënkëlëng?	Did [Susan] depart from the store?
khutla	Naa [Susan] o-khutlilë lebënkëlëng?	Did [Susan] return from the store?
tsoa	Naa [Susan] o-tsoilë lebënkëlëng?	Did [Susan] go out of the store?

C-3

A: Naa [Susan] o-[khutlilë] [lebënkëlëng]?

B: Èë, o-[khutlilë].

C-4

A: [Susan] o-khutlilë [k'hëfing].

B: O-rëkilë'ng?

What did she buy?

A: O-rëkilë [koea, lijô, le-parafine]. She bought [tobacco, food, and kerosene].

C-5

T: Naa [Susan] o-khutlilë lebënkëlëng?

S: Èë, o-khutlilë.

T: O-kae? [Susan], u-rëkilë'ng?

Where is she? [Susan], what did you buy?

[Susan]: Kë-rëkilë [hëmpê].

T: U-rëkilë'ng hapê?

What else did you buy?

[Susan]: [Hä-keä-rêka lethô].

C-6

A: U-sëbëtsa kae?

B: Hä-ke-sëbëtse.

A: U-tsoilë mosëbëtsing?

Did you leave (your) job?

B: Èë.

A: U-tsoilë neng mosëbëtsing?

B: Khalê.

Long ago.

A: Hobane'ng?

B: Kë-batla ho-ea sekölöng.

M-4

sëbëtsa	Naa u-qëtilë ho-sëbëtsa?	work	Have you finished working?
ja	Naa u-qëtilë ho-ja?	eat	Have you finished eating?
hlatsoa	Naa u-qëtilë ho-hlatsoa?	wash	Have you finished washing?
bapala	Naa u-qëtilë ho-bapala?	play	Have you finished playing?

C-7

A: Naa u-qëtilë ho-sëbëtsa?

B: Èë, kë-qëtilë.

Or: Ê-ê, hä-keä-qêta.

M-1

rata	Naa u-rata tsoekere?	like	Do you like sugar?
tsuba	Naa u-tsuba koae?	smoke	Do you smoke tobacco?
khanna	Naa u-khanna kölöi?	drive	Do you drive a car?
hlatsoa	Naa u-hlatsoa hêmpê?	wash	Are you washing a shirt?

M-2

tsoekere	H <sub>3</sub> -ke-e-rate.	sugar	I don't like it.
koae	H <sub>3</sub> -ke-e-tsube.	tobacco	I don't smoke (it).
kölöi	H <sub>3</sub> -ke-e-khanna.	car	I don't drive it.
hêmpê	H <sub>3</sub> -ke-e-hlatsoe.	shirt	I'm not washing it.

M-3

tsoekere	Ēë, k <sub>3</sub> a-e-rata.	sugar	Yes, I like it.
koae	Ēë, k <sub>3</sub> a-e-tsuba.	tobacco	Yes, I smoke it.
kölöi	Ēë, k <sub>3</sub> a-e-khanna.	car	Yes, I'm driving it.
hêmpê	Ēë, k <sub>3</sub> a-e-hlatsoa.	shirt	Yes, I'm washing it.

C-1

- A: Naa u-[rata tsoekere]?  
 B: Ēë k<sub>3</sub>a-e-[rata].  
 Or: Chêê, h<sub>3</sub>-ke-e-[rate].

C-2

- A: Naa u-tsuba koae?  
 B: Mang? Nna?  
 A: Ēë, uêna.  
 B: Chêê, h<sub>3</sub>-ke-e-tsube.  
 Or: Ēë k<sub>3</sub>a-e-tsuba.

C-3

- A: Naa-u-tseba ho-palama pêrê?  
 B: Chêê, h<sub>3</sub>-ke-tsebe ho-e-palama.  
 A: U-tseba ho-khanna kölöi?  
 B: H<sub>3</sub>-ke-tsebe ho-e-khanna.  
 A: U-tseba'ng fêêla?  
 B: H<sub>3</sub>-ke-tsebe lethô.



M-4

thipa	E-tlisê kapele.	knife	Bring it quickly.
seseпа	Se-tlisê kapele.	soap	Bring it quickly.
kobô	E-tlisê kapele.	blanket	Ering it quickly.
lebôkôsê	Le-tlisê kapele.	box	Bring it quickly.
hamorê	E-tlisê kapele.	hammer	Bring it quickly.

C-4

A: Kẹ-batla [hamorê]. [E]-tlisê kapele.

B: (Doesn't hear well) U-re'ng?

A: Kẹ-re: kẹ-batla [hamorê]. E-tlisê kapele.

M-5

k'habotheng	E-k'habotheng.	in the cupboard	It's in the cupboard.
tafolëng	E-tafoleng.	on the table	It's on the table.
setulöng	E-setulöng.	on the chair	It's on the chair.

C-5

A: Kẹ-batla [hamorê]. [E]-tlisê kapele.

B: E-kae?

A: E-[k'habotheng].

C-6

A: Ak'u nkalimê [hamorê]. Please lend me [a hammer].

B: Hą-ke-na eôna.

A: Öö.

C-7

A: Nka [hamorê], ke-ëna. Take the [hammer], here it is.

B: E-kae?

A: Ke-ëna.

C-8

A: Tlisa [thipa].

B: Ke-ëna.

A: E-fê [Bill].

M-6

Phiri	Tsamö'ö mo-bitsa.	Phiri	Go call him.
hamorê	Tsamö'ö e-lata.	hammer	Go fetch it.
setulô	Tsamö'ö se-lata.	chair	Go fetch it.
thipa	Tsamö'ö e-lata.	knife	Go fetch it.
letsoai	Tsamö'ö le-lata.	salt	Go fetch it.
Thabô	Tsamö'ö mo-bitsa.	Thabo	Go call him.

C-9

A: [Phiri] o-kae?

B: O-[dormêtering]?

A: Tsamö'ö mo-bitsa.

Or: Mo-bitsê.

C-10

A: [Kobô] [e]-kae?

B: [E]-[k'habothen].

It's in the cupboard.

A: Tsamö'ö[e]-lata.

Or: [E]-latê.

M-7

tsoekere	U-e-rata hobane'ng?	sugar	Why do you like it?
koae	U-e-tsuba hobane'ng?	tobacco	Why do you smoke (it)?

M-8

tsoekere	Ke-e-rata hobane e-monate.	sugar	I like it because it's sweet.
koae	Ke-e-tsuba hobane e-monate.	tobacco	I smoke it because it's pleasant.

C-11

A: K<sub>ɛ</sub>-rata [tsoekere].

B: U-e-rata hobane'ng?

A: K<sub>ɛ</sub>-e-rata hobane e-monate.

M-1

bohôbê	Bohôbê bo-êtsoa ka'ng?	bread	With what is bread made?
joala	Joala bo-êtsoa ka'ng?	beer	With what is beer made?

M-2

bohôbê	Bohôbê bo-êtsoa ka-phofo.		Bread is made with flour.
joala	Joala bo-êtsoa ka-mabêlê.		Beer is made with sorghum.

C-1

- A: [Bohôbê] bo-êtsoa ka'ng?  
 B: Ka-[phofo].

M-3

bôtôrô	Bôtôrô e-êtsoa ka'ng?	butter	With what is butter made?
papa	Papa e-êtsoa ka'ng?	porridge (solid)	With what is porridge made?
sôphô	Sôphô e-êtsoa ka'ng?	soup	With what is soup made?

M-4

papa	Papa e-êtsoa ka-phofo.		Porridge is made with corn flour.
sôphô	Sôphô e-êtsoa ka-merôhê.		Soup is made with vegetables.

C-2

- A: [Sôphô] e-êtsoa ka'ng?  
 B: Ka-[merôhê].

M-5

bohôbê	Bohôbê bo-êtsoa ka-phofo ea-körö kapa ea-pööne?	bread	Is bread made with wheat flour or corn flour?
papa	Papa e-êtsoa ka-phofo ea-körö kapa ea-pööne?	porridge, (solid)	Is porridge made with wheat flour or corn flour?
motôhê	Motôhê o-êtsoa ka-phofo ea-körö kapa ea-pööne?	sour porridge (liquid)	Is sour porridge made with wheat flour or corn flour?

C-3

A: [Motôhô] o-ëtsoa ka-phofo  
ea-körö kapa ea-pööne?

B: Ea-pööne.

Or: O-ëtsoa ka-phofo ea-pööne.

M-6

setulô	Setulô se-ëtsoa ka-lifatê.	chair	A chair is made with wood.
selëi	Selëi se-ëtsoa ka-lifatê.	sledge	A sledge is made with wood.

C-4

A: [Setulô] se-ëtsoa ka'ng?

B: Ka-lifatê.

C-5

S: [Bohôbê] bö-ëtsoa joang?

How is bread made?

T: [ ]

M-1

apolê	Kę-isa apolê ëna ho-tichêrê.	apple	I'm taking this apple to the teacher.
buka	Kę-isa buka ëna ho-tichêrê.	book	I'm taking this book to the teacher.
khalase	Kę-isa khalase ëna ho-tichêrê.	glass	I'm taking this glass to the teacher.
* * * * *			
setsoantsô	Kę-isa setsoantsô sëna ho-tichêrê.	picture	I'm taking this picture to the teacher.
sejana	Kę-isa sejana sëna ho-tichêrê.	dish	I'm taking this dish to the teacher.
seêta	Kę-isa seêta sëna ho-tichêrê.	shoe	I'm taking this shoe to the teacher.
* * * * *			
lebese	Kę-isa lebese lëna ho-tichêrê.	milk	I'm taking this milk to the teacher.
lengôlô	Kę-isa lengôlô lëna ho-tichêrê.	letter	I'm taking this letter to the teacher.
lefiêlô	Kę-isa lefiêlô lëna ho-tichêrê.	broom	I'm taking this broom to the teacher.

C-1

A: U-ea kae?

B: Kę-isa [apolê ëna] ho-[tichêrê].

M-2

apolê	Kę-apolê ea-mang ëë?	apple	Whose apple is this?
setsoantsô	Kę-setsoantsô sa-mang sëë?	picture	Whose picture is this?
lengôlô	Kę-lengôlô la-mang lëë?	letter	Whose letter is this?
thipa	Kę-thipa ea-mang ëë?	knife	Whose knife is this?

C-2A: Ke-[apolê ea]-mang[ëë]?B: Ke-[apolê ea]-[tichêrê].Or: Ke-[ea]-[tichêrê].C-3A: Ke-thipa ea-mang ëë?B: Ke-ea ka.

A: Ak'u nkalimê côna.

B: U-e-isa kae?

A: Ke-il'ö ja lehapu.

I'm going to eat a watermelon.

B: E-nkê.

Take it.

A: Kea-lëboha.M-3

pênê	Pênê ea-Thêkô e-kae?	pen	Where is Theko's pen?
buka	Buka ea-Thêkô e-kae?	book	Where is Theko's book?
khalase	Khalase ea-Thêkô e-kae?	glass	Where is Theko's glass?

C-4

A: [Pênê ea]-Thêkô[e]-kae?

B: Ke-ëna.

Here it is.

M-4

apolê	Apolê ëna <u>ke</u> -ea-Thêkô.	apple	This apple is Theko's.
buka	Buka ëna <u>ke</u> -ea-Thêkô.	book	This book is Theko's.
khalase	Khalase ëna <u>ke</u> -ea-Thêkô.	glass	This glass is Theko's.

M-5

buka	Buka ëë <u>ke</u> -ea-mang?	This book is whose?
setšoantsô	Setšoantsô seë <u>ke</u> -sa-mang?	This picture is whose?
lengôlô	Lengôlô leë <u>ke</u> -la-mang?	This letter is whose?

C-2

A: Ke-[apolê ea]-mang[ëë]?

B: Ke-[apolê ea]-[tichêrê].

Or: Ke-[ea]-[tichêrê].

C-3

A: Ke-thipa ea-mang ëë?

B: Ke-ea ka.

A: Ak'u nkalimê eôna.

B: U-e-isa kae?

A: Kë-il'ö ja lehapu.

I'm going to eat a watermelon.

B: E-nkê.

Take it.

A: Këa-lëboha.

M-3

pênê	Pênê ea-Thêkô e-kae?	pen	Where is Theko's pen?
buka	Buka ea-Thêkô e-kae?	book	Where is Theko's book?
khalase	Khalase ea-Thêkô e-kae?	glass	Where is Theko's glass?

C-4

A: [Pênê ea]-Thêkô[e]-kae?

B: Ke-ëna.

Here it is.

M-4

apolê	Apolê ëna ke-ea-Thêkô.	apple	This apple is Theko's.
buka	Buka ëna ke-ea-Thêkô.	book	This book is Theko's.
khalase	Khalase ëna ke-ea-Thêkô.	glass	This glass is Theko's.

M-5

buka	Buka eë ke-ea-mang?	This book is whose?
setšoantsô	Setšoantsô seë ke-sa-mang?	This picture is whose?
lengôlô	Lengôlô leë ke-la-mang?	This letter is whose?



C-5

A: [Buka ëë] ke-[ea]-mang?

B: [Buka. ëna] ke-[ea]-[Thêkô].

C-6

A: Ke-setsoantsô sa-mang sêë?

Who does this picture belong to?

B: Se-kae?

A: Ke-sêna.

B: Hâ-ke-tsebe. Kea-khôloa  
ke-sa-Phiri.

C-7

A: Ke-setsoantsô sa-mang sêë?

Who is this picture of?

B: Ke-sa-[tichêrê ea-ka].

It's (a picture) of my teacher.

Use picture number 4 for the following:

Mōna ke-lithaba tsa-Lesotho.

Ho-na le-lehloa holima lithaba.

Tlase lithaba ho-na le-matlo.

Pela matlo ho-na le-lesaka.

Ke-lesaka la-likhōmo.

Likhōmo li-tēng ka-sakēng.

Li-ēme ka-hara lesaka.

Motho o-ēme kantlê pela ntlo.

Ke-khōloa hore ke-molisana oa-tsōna.

Here are the mountains of Lesotho.

There is snow on the mountains.

Below the mountains there are houses.

Near the houses there is a kraal.

It's a cattle kraal.

There are cattle in the kraal.

They are standing in the kraal.

A person is standing outside near the house.

I think that he's their (the cattle's) herdboy.

Likhōmo ke-liphōfōlō tsa-bohlōkoa

Lesotho. Basotho ba-li-rata haholo.

Ba-leme ka-tsōna.

Ba-thotha ka-tsōna.

Ba-ja lebase la-tsōna.

Baa-li-baballa.

Hosēng molisana o-li-isa nahēng.

Li-fula letsatsi lohlē.

Mantsiboea li-ea haē.

Bosiu li-rōbala ka-sakēng.

Cows are important animals in Lesotho.

The Basotho like them very much.

They plough with them.

They "carry home the harvest" with them.

They drink their milk.

They take care of them.

In the morning a herdboy takes them to to the country. They graze all day.

In the evening they go home.

At night they sleep in the kraal.

Q-1

T: U-bōna'ng mōō?

S<sub>1</sub>: Ke-bōna lithaba.

S<sub>2</sub>: Ke-bōna matlo.

S<sub>3</sub>: Ke-bōna motho.

S<sub>4</sub>: Ke-bōna likhōmo.

S<sub>5</sub>: Ke-bōna lesaka.

Q-2  
 T: Ho-na le'ng holima lithaba? What is there on the mountains?  
 S: Holima lithaba ho-na le-lenloa. On the mountains there is snow.

Q-3  
 T: Ak'u balê matlo ana. Please count these houses.  
 S: Nngoe, pëli, tharo, nnê, hlaho.

Q-4  
 T: Motho o-ëme kae?  
 S: O-ëme kantlê, pela ntlo.  
 Or: Kantlê, pela ntlo.  
 T: Ke-mang? Naa ua-mo-tseba?  
 S: Ha-ke-mo-tsebe, fêêla ke-khôloa hore  
 ke-molisana.

Q-5  
 T: Molisana o-lisa'ng? What does the boy herd?  
 S: Ke-khôloa hore o-lisa likhomo.  
 T: Li-kae? Where are they?  
 S: Li-ka-sakëng.  
 Or: Li-ka-hara lesaka.

Q-6  
 T: Naa likhomo ke-liphôôfôlô tsa-bohlôkoa  
 Lesotho?  
 S: Eë.  
 T: Naa Basotho ba-li-rata haholo kapa  
 ha-ba-li-rate haholo?  
 S: Ba-li-rata haholo.  
 T: Ba-ëtisa'ng ka-tsôna? What do they do with them?  
 S<sub>1</sub>: Ba-lema ka-tsôna.  
 S<sub>2</sub>: Ba-thotha ka-tsôna.  
 S<sub>3</sub>: Ba-ja lebese la-tsôna.

Q-7

T: Naa molisana o-li-isa nahëng?

S: Eë.

T: O-li-isa nahëng hosëng kapa mantsiboea?

S: O-li-isa hosëng.

T: Li-ea haë neng?

S: Li-ea haë mantsiboea.

Q-8

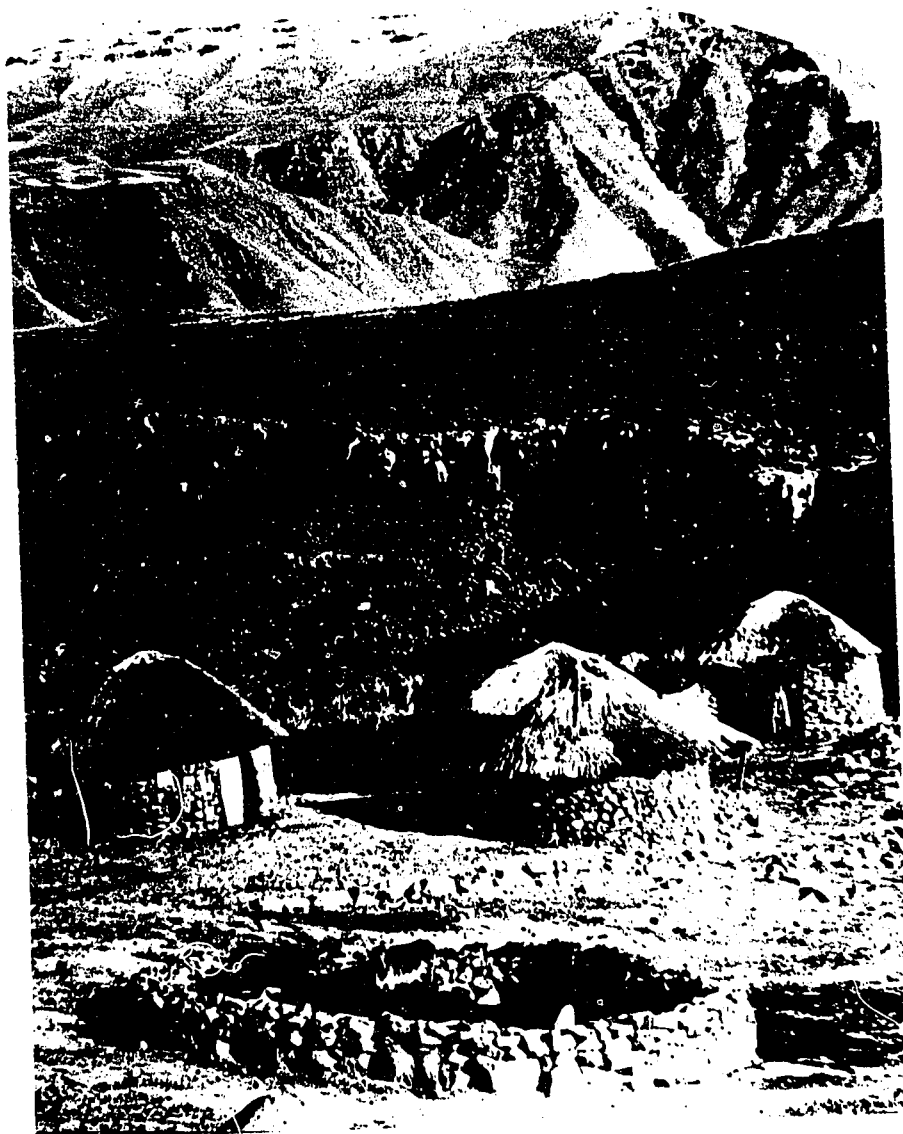
T: Bosiu likhomo li-rôbala kae?

S: Li-rôbala ka-sakëng.

T: Motšeare li-fula kae?

S: Li-fula nahëng.

Or: Motšeare li-fula nahëng.



Picture Number Four (Cycle 95)

W. v. d. Kallen, N. V. F.

M-1

matloana	Matloana a-hokae?	little houses	In what place are the "little houses"?
lebênkêlê	Lebênkêlê le-hokae?	store	In what place is the store?
kêrêkê	Kêrêkê e-hokae?	church	In what place is the church?
mmaraka	Mmaraka o-hokae?	market	In what place is the market?

M-2

böntsä	Kê-tla u-böntsä.	show	I'll show you.
isa	Kê-tla u-isa	take	I'll take you.

C-1

- A: [Matloana a]-hokae?  
 B: Ha-rê-eê. Kê-tla u-[böntsä].      Let's go. I'll show you.

C-2

- A: Kêrêkê e-hokae?  
 B: U-batla ho-ea kërêkêng?  
 A: Èë.  
 B: Ho-lokilë, kê-tla ea le-uêna ka-Söntaha.

C-3

- A: Lebênkêlê le-hokae?  
 B: U-le-isa kae?      What do you want the store for (idiom)?  
 A: Kê-batla ho-rêka [koe].  
 B: Êma hannyanë, kê-tla u-isa.      Wait a little. I will take you.  
 A: Le-holê?      Is it (the store) far?  
     Or: Ke-holê?      Or: Is it (the distance) far?  
 B: Ha-se-holê haholo. Re-tla fihla      It is not far. We will arrive quickly.  
     kapele.

C-4

A: U-ea kae?

B: K<sub>ɛ</sub>-ea mmarakëng.

A: K<sub>ɛ</sub>-hokae mmarakëng? K<sub>ɛ</sub>-batla ho-ea  
le-uêna.

B: Ho-lokilë, ha-r<sub>ɛ</sub>-eê. Ha-se-holê.

C-5

A: [P<sup>h</sup>nts<sup>h</sup>elê] e-kae?

Where is a [pencil]?

B: E-tëng [tafolëng].

It is [on the table].

A: (Goes to table; does not see it)

E-hokae?

In what place is it?

B: E-ka-tlasa [buka].

It is under the [book].

A: (Finds it) Öö, k<sub>ɛ</sub>-ëna.

Use pictures 2 and 4 with the following.

M-1

majoê	Ntlo ëna e-hahiloë ka-majoê.	stones	This house is built with stone.
setene	Ntlo ëna e-hahiloë ka-setene.	brick, block	This house is built with brick.
makôtê	Ntlo ëna e-hahiloë ka-makôtê.	earth	This house is built with earth.

C-1

- A: Ntlo ëë e-hahilöe ka'ng?                      What is this house made of?  
 B: Ntlo ëna e-hahilöe ka-[majoê].                This house is made of [stone].

C-2

- T: Ntlo ea-hao e-hahilöe ka'ng?  
 S: Ntlo ea-ka e-hahilöe ka-[setene].  
 Or: E-hahilöe ka-[setene].

C-3

- T: Lesaka löë le-hahiloë ka'ng?                What is this kraal made of?  
 S: Le-hahiloë ka-majoê.

M-2

majoê	Majoê a-sëbëlisoa ho-haha.	stones	Stones are used for building.
setene	Setene se-sëbëlisoa ho-haha.	brick	Brick is used for building.
makôtê	Makôtê a-sëbëlisoa ho-haha.	earth	Earth is used for building.

C-4

- T: [Setene] se-sëbëlisoa ho-ëtsa'ng?  
 S: Se-sëbëlisoa ho-haha.  
 Or: Ho-haha.



M-3

leloala	Leloala le-sëbëlisoa ho-sila.	mill, mill- stone	A mill is used for grinding.
tšilô	Tšilô e-sëbëlisoa ho-sila.	grinding stone	A grinding stone is used for grinding.

C-5

T: [Leloala] le-sëbëlisoa ho-ëtsa'ng?

S: Ho-sila.

M-4

sethêbê	Sethêbê se-sëbëlisoa ho-tšêla phofo.	mat	A mat is used to contain flour.
sekôtlôlô	Sekôtlôlô se-sëbëlisoa ho-tšêla phofo.	basin	A basin is used to contain flour.
sejana	Sejana se-sëbëlisoa ho-tšêla phofo.	dish	A dish is used to contain flour.

C-6

T: [Sethêbê] se-sëbëlisoa ho-ëtsa'ng?

S: Ho-tšêla phofo.

C-7

Use picture 2 for the following:

T: Mōō kobô e-sëbëlisoa ho-ëtsa'ng?

S: E-sëbëlisoa ho-tlama ngoana.

What is a blanket used for here?

It is used to tie a baby on the back.

M-5

John	John o-tla nyala neng?	John	When will John marry?
Susan	Susan o-tla nyaloa neng?	Susan	When will Susan get married?
Ann	Ann o-tla nyaloa neng?	Ann	When will Ann get married?
Bill	Bill o-tla nyala neng?	Bill	When will Bill marry?

C-8

A: [John] o-tla nyala neng?

B: Ka-mosô.

Sometime (in the future).

A: [Susan] eêna o-tla nyaloa neng?

B: Le-eêna o-tla nyaloa ka-mosô.

C-9

[Ann]: [Bill], u-tla nyala neng?

[Bill]: Ka-mosô. Uêna u-tla nyaloa neng?

[Ann]: Ha-ke-batle ho-nyaloa.

M-1

lefiêlô	U-le-isa kae?	broom	What are you going to do with it?
setulô	U-se-isa kae?	chair	What are you going to do with it?
pêê	U-e-isa kae?	pen	What are you going to do with it?
molamu	U-o-isa kae?	stick	What are you going to do with it?
mollô	U-o-isa kae?	match	What are you going to do with it?

C-1

A: Mphê [lefiêlô].

Give me a [broom].

B: U-[le]-isa kae?

What are you going to do with [it].

A: Kê-batla ho-[fiêla].

I want to [sweep].

M-2

lehe	U-le-isa kae?	egg	What are you going to do with it?
rëisi	U-e-isa kae?	rice	What are you going to do with it?
teë	U-e-isa kae?	tea	What are you going to do with it?
sejana	U-se-isa kae?	dish	What are you going to do with it?
mose	U-o-isa kae?	dress	What are you going to do with it?

C-2

A: Mphê [lehe].

B: U-[le]-isa kae?

A: Kê-il'ô [le]-[phêha].

C-3

- A: Kɛ-batla [mookamëli] I'm looking for the director.  
 B: U-mo-isa kae? What do you want with him?  
 A: Kɛ-batla [ho-mo-fa buka ëna].

C-4

- A: U-batla'ng?  
 B: [Setulô].  
 A: U-se-isa kae?  
 B: Kɛ-batla ho-[lula].

M-3

ho-uêna	Naa chêlêtê e-têng ho-uêna?	with you	Do you have any money with you? (lit: Money it-is- present with-you?)
ho-eêna	Naa chêlêtê e-têng ho-eêna?	with him	Does he have any money with him?
ho-lona	Naa chêlêtê e-têng ho-lona?	you (pl)	Do you have any money with you?
ho-bôna	Naa chêlêtê e-têng ho-bôna?	with them	Do they have any money with them?

C-5

- A: Naa chêlêtê e-têng ho-uêna?  
 B: U-e-isa kae?  
 A: Kɛ-batla ho-rêka lipömpöng.  
 B: Lipömpöng u-li-isa kae?  
 A: Kɛ-il'ö li-fa bana.  
 B: Nka. Kɛ-çna.  
 A: Kɛa-lëboha.

M-4

möö?	Naa pênê e-têng ho-uêna möö?	here?	Do you have a pen with you here?
möna	Pênê e-têng ho-uêna möna.	here	You have a pen with you here.

C-6

A: Naa pênê e-têng ho-uêna möö?

Do you have a pen with you here?

B: Êë, e-têng.

A: Ak'u nkalimê eôna.

B: U-e-isa kae?

A: Kê-batla ho-ngôla lengôlô.

B: Nka. Kê-êna.

C-7

A: Kê-batla ho-tsuba, fêêla

hâ-ke-na koe.

I have tobacco with me here.

B: Koe e-têng ho-nna möna.

Do you have a match?

A: Naa le-mollô o-têng ho-uêna?

Yes, I have (lit: It is present).

B: Êë, o-têng.

C-8

A: Naa buka ea-ka e-ho-uêna?

Do you have my book with you?

B: Buka efe?

Which book?

A: Ea-Sesotho.

The Sesotho one (lit: of Sesotho).

B: Ê-ê, hâ-e-ho-nna.

No, I don't have it with me.

A: E-ho-mang?

Who has it?

B: Hâ-ke-tsebe hore naa e-ho-mang.

I don't know who has it.

C-1

Thabô: (Walking with Thêbê meets Phiri) Lumêla Phiri.

Phiri: Êë, lumêla Thabô.

Thabô: U-phela joang?

Phiri: Kêa-phela, uêna u-phela joang?

Thabô: Kêa-phela le-nna. Naa u-tseba Me too, I'm fine. Do you know my  
motsoallê oa-ka Thêbê? friend Thebe?

Phiri: Ê-ê, ha-ke-mo-tsebe.

Thabô: Ke-Thêbê Molefi. He is Thebe Molefi.

Phiri: Kêa-lêboha. (Phiri and Thêbê  
shake hand). Nna lebitsô  
la-ka ke-Phiri Nkau.

Thêbê: Kêa-lêboha. Kê-thabêla ho-u- Thanks. I'm pleased to know  
tseba. U-ahilê kae joalê? you. Where do you live (lit:  
have built?)

Phiri: Kê-ahile Pêka koana. I live over in Peka.

Thêbê: Öö, ke-hantlê. Nna ke-ahile  
koana Mafetêng.

Phiri: Ke-hantlê. Kêa-lêboha.

C-2

Moëti: (Walking with a volunteer meets  
Tselisô Mohapi). Lumêla  
Mr. Mohapi.

Mohapi: Lumêla Mr. Moëti.

Moëti: U-kae?

Mohapi: Kê-têng, uêna u-kae?

Moëti: Kê-têng. Tseba motsoallê enoa I'm okay. Meet (lit: know) my friend.  
oa-ka.

Mohapi: Êë.

Moëti: Ke-Mr. [Smith]. O-tsoa Amërika; ke-moithaopi.

Mohapi: Kêa-leböha.

Moëti: Mr. [Smith], enoa ke-Mr. Mohapi. Mr. [Smith], this is Mr. Mohapi.  
([Smith] and Mohapi shake hands.)

Mohapi: U-fihlilë neng Lesotho mōō  
Mr. [Smith]?

When did you arrive here in Lesotho,  
Mr. [Smith].

[Smith]: Kę-fihlilë khalê, ka-Tšitoë.

I arrived a long time ago, in December.

Mohapi: Efêla kę-khalê. Ho-joang,  
naa ua-rata Lesotho mōō?

Really it is long ago. How is it, do  
you like it here in Lesotho?

[Smith]: Ēë, kę-rata.

Mohapi: Kę-hantlê.

Mohapi: (To Moeti) joalë le-ea kae?

Moëti: Re-ea mmarakeng.

Mohapi: Kę-hantlê. Kę-tla le-bôna hapê.

Moëti: Ho-lokilë.

M-1

u-thusa	[John] o-tla u-thusa.	help you	[John] will help you.
u-chakêla	[John] o-tla u-chakêla.	visit you	[John] will visit you.
u-tšêha	[John] o-tla u-tšêha.	laugh at you	[John] will laugh at you.
u-thabisa	[John] o-tla u-thabisa.	amuse, enter- tain you	[John] will amuse you.

\* \* \* \* \*

nthusa	[John] o-tla nthusa?	help me	[John] will help me?
nchakêla	[John] o-tla nchakêla?	visit me	[John] will visit me?
ntsêha	[John] o-tla ntsêha?	laugh at me	[John] will laugh at me?
nthabisa	[John] o-tla nthabisa?	amuse me	[John] will amuse me?

C-1

A: [Susan], [John] o-tla u-[thusa].

[Susan]: [John] o-tla [nthusa]?

A: Èè, o-tla u-[thusa].

M-2

nthusa	U-tla nthusa neng?	help me	When will you help me?
nchakêla	U-tla nchakêla neng?	visit me	When will you visit me?

C-2

A: U-tla [nthusa] neng?

B: Kẹ-tla u-[thusa] [ka-Sontaha].

C-3

A: U-tla nchakêla neng?

B: Kẹ-tla tla [ka-Sontaha]

I will come [on Sunday].

A: U-tla fihla ka-nakô efe?

What time will you arrive?

B: Kẹ-tla leka ho-fihla [ka-12:00].

I will try to arrive [at 12:00].

A: Ho-lokilë.



C-4

- A: Ak'u nkalimê pêrê.  
 B: U-e-isa kae? What do you want to do with it?  
 A: Kẹ-batla ho-ithuta ho-palama.  
 B: Hẹ-ke-na pêrê. Kalima ea-Phiri. I don't have a horse. Borrow Phiri's.  
 A: Naa o-tla nkalima? Will he lend (it) to me?  
 B: Ēē, o-tla u-kalima. Yes, he will lend (it) to you.

C-5

- A: Naa u-tla nthusa ho-hlatsoa lijana?  
 B: Hōna joalē hẹ-ke-na nakō. Right now I don't have time.  
 A: Öö, u-tla fumana nakō neng? When will you find time?  
 B: Kẹa-khōloa kẹ-tla e-fumana motšoare. I think I'll find it during the day.  
 A: Öö, joalē u-tla tseba ho-nthusa Oh, then you will be able to help me  
 motšoare? during the day?  
 B: Ēē, kẹ-khōloa hore kẹ-tla tseba Yes, I think I'll be able to help you.  
 ho-u-thusa.  
 A: Kẹ-tla lēboha haholo.

C-6

## A &amp; B GREETING EXCHANGE

- A: Naa ua-ntseba?  
 B: Ēē, kẹ-u-tseba, fêêla hẹ-ke-tsebe  
 lebitsō la-hao. Uēna naa ua-ntseba?  
 A: Ēē, nna kẹ-u-tseba hantlê. U-[Thabō]. Yes, I know you well. You are [Thabo].  
 Hẹ-u-eēna? Aren't you (him)?  
 B: Efêla ua-ntseba. Kẹ-eēna. Uēna, Indeed you know me. I'm him (Thabo).  
 hana lebitsō la-hao u-mang? I the way, what's your name (again)?  
 A: Nna lebitsō la-ka kẹ-[Bill].  
 B: Öö, kẹ-le-hopola joalē. Oh, I remember it now.

C-1

- T: Naa u-tseba ho-bala ka-Sesotho?  
 S: Ho-bala buka kapa eng? To read books or what?  
 T: Ho-bala lipalô. To count numbers.  
 S: E-seng hantlê. Not very well.  
 T: Ak'u balê ho-fihla ho-leshomê. Please count up to ten.  
 S: (Using the fingers)  
 Nngoe, pëli, tharo, nnê, hlano, tšelêla,  
 supa, robëli, robong, leshomê.

E-1

Listen to the following phrases and indicate with your fingers (in Sesotho fashion) the number of people involved.

<u>Teacher</u>	<u>Response</u>
batho ba-babëli	2
baithaopi ba-bararo	3
baokamëli ba-banê	4
banna ba-bahlano	5
basali baa-supilëng	7
bahlankana baa-robong	9
Basotho baa-leshomê	10
barutuo a baa-robëli	8
batho ba-babëli	2
barutuo a baa-robëli	8
batho ba-babëli	2
barali baa-tšelëtseng	6
banna ba-bahlano	5
baokamëli ba-banê	4
baithaopi ba-bararo	3
barali baa-tšelëtseng	6
basali baa-supilëng	7
barutuo a baa-robëli	8
bahlankana baa-robong	9
Basotho baa-leshomê	10

E-2

Listen to the following phrases and indicate with your fingers the number of objects described.

<u>Teacher</u>	<u>Response</u>
linku tsë-pëli	2
libuka tsë-tharo	3
litichêrê tsë-nnê	4
litôrôpô tsë-hlano	5
libëkë tsëë-supilëng	7
likhoëli tsëë-robëli	8
libôlô tsëë-robong	9
likatse tsëë-leshomê	10
likatiba tsëë-tšëlëtseng	6
linku tsë-pëli	2
likhoëli tsëë-robëli	8
linku tsë-pëli	2
likhoëli tsëë-robëli	8
libôlô tsëë-robong	9
likatse tsëë-leshomê	10
litichêrê tsë-nnê	4
litôrôpô tsë-hlano	5
likatiba tsëë-tšëlëtseng	6
libuka tsë-tharo	3

E-3

Listen to the following sentences and indicate with your fingers the number of people involved.

<u>Teacher</u>	<u>Response</u>
Kë-bôna baithaopi ba-bararo.	3
Kë-batla bahlankana ba-bahlano.	5
Kë-ruta baithaopi baa-supilëng.	7
Kë-thusa batho baa-robëli.	8
Kë-tseba basali ba-babëli.	2
Kë-thusa batho baa-robëli.	8
Kë-rata bana baa-robong.	9

Kɛ-bitsa bana baa-leshomê.	10
Kɛ-tseba basali ba-babêii.	2
Kɛ-botsa banna ba-banê.	4
Kɛ-rata baroëtsana baa-tšëlëtseng.	6
Kɛ-ruta baithaopi baa-supilëng.	7
Kɛ-bitsa bana baa-leshomê.	10
Kɛ-rata bana baa-robong.	9
Kɛ-botsa banna ba-banê.	4
Kɛ-batla bahlankana ba-bahlano.	5
Kɛ-rata baroëtsana baa-tšëlëtseng.	6
Kɛ-bôna baithaopi ba-bararo.	3

Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Kɛ-bôna baithaopi ba-bararo.

S: Three volunteers.

#### E-4

Listen to the following sentences and indicate with your fingers the number of objects involved.

<u>Teacher</u>	<u>Response</u>
Re-na le-litichêrê tsë-nnê.	4
Re-na le-likatiba tsëë-tšëlëtseng.	6
O-na le-liapolê tsëë-robêli.	8
O-na le-litja tsë-pêli.	2
Ba-na le-likhomo tsëë-robong.	9
Ba-na le-linku tsëë-leshomê.	10
Kɛ-na le-likölöi tsë-tharo.	3
Kɛ-na le-libuka tsë-hlano.	5
Ba-na le-lipêrê tsëë-supilëng.	7
Ba-na le-linku tsëë-leshomê.	10
Ba-na le-likhomo tsëë-robong.	9
O-na le-liapolê tsëë-robêli.	8
Ba-na le-lipêrê tsëë-supilëng.	7
Kɛ-na le-likölöi tsë-tharo.	3
Re-na le-litichêrê tsë-nnê.	4
Kɛ-na le-libuka tsë-hlano.	5
Re-na le-likatiba tsëë-tšëlëtseng.	6

Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Re-na le-litichêrê tsë-nnê.

S: Four teachers.

E-5

The numbers from 12 to 17 are as follows:

leshomê lëë-metso e-mmêli	12
leshomê lëë-metso e-meraro	13
leshomê lëë-metso e-menê	14
lesnomê lëë-metso e-mehlano	15
leshomê lëë-metso e-tšelëtseng	16
leshomê lëë-metso e-supilëng	17

Practice identifying the numbers 12 to 17, giving a verbal response in English.

<u>Teacher</u>	<u>Response</u>
leshomê lëë-metso e-mehlano	15
leshomê lëë-metso e-meraro	13
[	] [ ]

M-1

thusa	nthusa	help	help me
chakêla	nchakêla	visit	visit me
tšêha	ntšêha	laugh at	laugh at me
thabisa	nthabisa	amuse	amuse me
tseba	ntseba	know	know me

\* \* \* \* \*

kalima	nkalima	lend	lend me
kopa	nkopa	ask, beg	ask me

C-1

- A: [Susan], [John] o-u-kopa [Susan], [John] is asking you to  
 ho-mo-thusa. help him.
- [Susan]: O-nkopa ho-mo-thusa ka'ng? He is asking me to help him with what?
- A: Ho-mo-thusa ho-[hlatsoa lijana].

M-2

ruta	nthuta	teach	teach me
rata	nthata	love	love me
raha	nthaha	kick	kick me
roma	nthoma	send	send me

C-2

- A: [Susan], [Thabô] o-tla u-ruta  
 [ho-palama].
- [Susan]: O-tla nthuta ho-palama neng?
- A: Hosasa.

C-3

- A: Pêrê ëna e-tla u-raha. This horse will kick you.
- B: E-tla nthaha? Will he kick me?
- A: Èë, ea-raha. Yes, he kicks.
- B: Öö! Hã-ke-batle ho-e-palama hêê. Oh, I don't want to ride him then.

C-4

- A: Ke-batla ho-u-roma hōna joalë. I want to send you right away.  
 B: U-batla ho-nthoma kae? Where do you want to send me?  
 A: [Lebënkëlëng].  
 B: Öö, ho-lokilë.

M-3

lata	ntata	fetch	fetch me
lefa	ntefa	pay	pay me
loma	ntoma	bite	bite me
lula	ntula	sit	sit on me
leka	nteka	try	tempt me

C-5

- A: Ke-tla u-isa [ngakëng] ka-köloi. I'll take you to the doctor's place  
 by car.  
 [Bill] o-tla u-lata. [Bill] will fetch you.  
 B: O-tla ntata neng? When will he fetch me?  
 A: [Motšeare]. [In the afternoon].  
 Or: Ka-[1:00]. Or: At[1:00].

C-6

- A: Ak'u nthusê ho-fiêla ntlo ëna. Help me to sweep this house.  
 Ke-tla u-lefa. I'll pay you.  
 B: U-tla ntefa neng? When will you pay me?  
 A: Hosasa.

M-4

shapa	nchapa	beat, whip	beat me
shêba	nchêba	watch	watch me

C-7

- A: [Susan], [John] o-u-shëbilë.  
 [Susan]: O-nchëbilë?  
 A: Èë.  
 [Susan]: O-nchêba kamehla. Kea-bōna  
 oa-nthata.

M-1

tla	E-re a-tlê lapëng.	come	Say that he should come home.
sala	E-re a-salê lapëng.	stay	Say that he should stay home.
ea	E-re a-eê lapëng.	go	Say that he should go home.

M-2

Linêô	Linêô o-ha-Mphô.	Dineo	Dineo is at Mpho's.
John	John o-ha-tichêrê.	John	John is at the teacher's (place).

C-1

[Mmê]: [Lincô] o-kae?

A: O-ha-[Mphô].

[Mmê]: E-re a-[tlê] [lapëng].

M-3

tla	Ho-thoe u-tlê lapëng.	come	It is said: you should come home.
sala	Ho-thoe u-salê lapëng.	stay	It is said: you should stay home.
ea	Ho-thoe u-eê lapëng.	go	It is said: you should go home.

\* \* \* \* \*

phakisa	Ho-thoe u-phakisê.	hurry	It is said: you should hurry.
khutla	Ho-thoe u-khutlê.	return	It is said: you should return.

C-2

A: Ho-thoe u-eê lapëng.

B: Ke-mang?

A: Ke-mmê.

B: Këa-tla.

A: Ho-thoe u-phakisê.





C-6

A: Ho-thoe rea-tsamaea hosasa.

B: Re-ea kae?

A: Re-ca Lesotho.

B: Ke-hantlê. Ho-thoe re-tsamaea  
ka-nakô efe?

Okay. It is said: we are going at  
what time?

A: Ho-thoe re-tla tloha möna  
ka-8:00 mantsiboea.

C-7

A: Ho-thoe re-eö ja.

It is said: we should go eat.

B: Lijô li-lokilë?

A: Eë, ho-thoe li-lokilë,  
re-phakisê.

It is said: the food is ready, we  
should hurry.

B: Ha-rê-eê.

M-1

tla	U-tla ëtsa'ng?	come; will (future tense)	What will you do?
tsoa	U-tsoa ëtsa'ng?	come from	What do you come from doing?
leka	U-leka ho-ëtsa'ng?	try	What are you trying to do?
qêta	U-qêta ho-ëtsa'ng?	finish	What have you just done?

C-1

A:	Naa u-tsoa pösöng?		
B:	Ëë.		
A:	U-tsoa ëtsa'ng?	What do you come from doing?	
B:	Kë-tsoa pôsa mangôlô.	I come from posting letters.	

M-2

rêka	Kë-tsoa rêka.	buy	I come from buying.
bapala	Kë-tsoa bapala.	play	I come from playing.
ja	Kë-tsoa ja.	eat	I come from eating.

C-2

A:	U-tsoa kae?		
B:	Kë-tsoa [k'hëfing].		
A:	U-tsoa rêka'ng?		
B:	Kë-tsoa rêka ['soekere].		

C-3

A:	U-tsoa kae?		
B:	Kë-tsoa lebaleng.	I come from the playground.	
A:	U-tsoa ëtsa'ng lebaleng?	What do you come from doing at the playground?	
B:	Kë-tsoa bapala.		

M-3

fihla	O-qêta ho-fihla hôna joalë.	arrive	He just arrived right now. (lit: He is finishing arriving right now.)
tsamaea	O-qêta ho-tsamaea hôna joalë.	go, walk	He just left right now.
tsoa	O-qêta ho-tsoa hôna joalë.	come from, go out	He just went out right now
ja	O-qêta ho-ja hôna joalë.	eat	He just ate right now.

C-4

- A: Naa [Thabô] o-khutilië [lebënkëläng]? Has [Thabo] returned [from the store]?  
 B: Èë.  
 A: O-fihliië neng?  
 B: O-qêta ho-fihla hôna joalë. He just arrived right now.

C-5

- A: [Bill] o-kae?  
 B: Hã-a-eô.  
 A: O-ilë kae?  
 B: O-ilë [Warner Springs].  
 A: O-ilë neng?  
 B: O-qêta ho-tsamaea hôna joalë.

C-6

- A: Naa lijô li-lokilë? Nna kẹ-lapilë.  
 B: Èë, li-lokilë.  
 A: Hã-re-eö ja.  
 B: Nna kẹ-jelë. Me, I have eaten.  
 A: Ao! U-jelë neng? Really?! When did you eat?  
 B: Kẹ-qêta ho-ja hôna joalë.

C-7 (A telephone conversation)

A: Naa [Têllô] o-têng mosëbëtsing?

B: Èë, o-têng fêêla ha-a-eô ka-öfising  
hôna joalë.

Yes, he is here, only he is not in  
the office just now.

A: O-ilë kae?

B: Ha-ke tsebe. O-qêta ho-tsoa hôna  
joalë.

I don't know. He just went out right  
now.

A: Mo-bolêllê kę-batla ho-bua le-eêna.

Tell him I want to speak with him.

B: Ho-lokilë. Kę-tla mo-bolêlla.

Okay. I will tell him.

M-4

ngôla	Kę-leka ho-ngôla.	write	I'm trying to write.
ithuta	Kę-leka ho-ithuta.	study	I'm trying to study.
phakisa	Kę-leka ho-phakisa.	hurry	I'm trying to hurry.

C-8

A: U-ëttsa'ng?

B: Kę-leka ho-ngôla Sesotho.

A: Ua-tseba ho-se-ngôla?

B: Ha-ke-tsebe, kęa-ithuta.

A: U-ithuta haholo?

B: Èë, kę-leka ho-ithuta haholo.

C-9

A: U-ea kae?

B: Ke-ea pösöng.

A: Naa u-tla phakisa? Kę-batla ho-ea  
le-uena mmarakeng.

B: Ho-lokilë. Kę-tla leka ho-phakisa.

M-5

sëbëtsa	Naa u-qëtilë ho-sëbëtsa?	work	Are/have you finished working?
ja	Naa u-qëtilë ho-ja?	eat	Are/have you finished eating?
bua	Naa u-qëtilë ho-bua?	talk	Are/have you finished talking?

C-10

A: Naa u-qëtilë ho-sëbëtsa?

Are you finished working?

B: Ê-ê, ha-kea-qêta.

No, I am/have not finished.

A: Naa u-sëbëtsa kapele?

Are you trying to work fast?

B: Êë, kë-leka ho-sëbëtsa kapele.

<u>M-1</u>			
hlôôhô	Kẹ-tšoëroe kẹ-hlôôhô	head	I have a head ache. (lit: I'm seized by the head.)
mala	Kẹ-tšoëroe kẹ-mala.	bowls	I have a stomach ache.
leoto	Kẹ-tšoëroe kẹ-leoto.	foot, leg	I have a sore leg.
sefuba	Kẹ-tšoëroe kẹ-sefuba.	chest; chest	I have a cold.
		cold	
fëbëru	Kẹ-tšoëroe kẹ-fëbëru.	fever	I have a fever.

C-1

- A: Molato kẹ'ng? Ua-kula?                      What's wrong? (lit: Fault it is what?)  
Are you sick?
- B: Eë, kẹ-tšoëroe kẹ-[hlôôhô].

C-2

- A: Molato kẹ'ng? U-tšoëroe kẹ-[sefuba]?
- B: Eë, haholo.

C-3

- A: U-jooa kẹ'ng?                                      What's wrong? (lit: You are being eaten  
by what?)
- B: Kẹ-tšoëroe kẹ-[hlôôhô].

C-4

- A: Molato kẹ'ng?
- B: Kẹa-kula.
- A: Hao! U-jooa kẹ'ng?
- B: Kẹ-tšoëroe kẹ-[hlôôhô].
- A: Kẹ-hampe.

C-5

- A: Naa [Bill] o-tla tlelaseng?
- B: Hą-a-tle hobane oa-kula.
- A: Hao! [Bill] oa-kula?
- B: Eë.
- A: O-jooa kẹ'ng?
- B: O-tšoëroe kẹ-[sefuba] haholo.

C-6

A: [John] o-kae?

B: O-ilë ngakëng.

A: Oa-kula?

B: Èë.

A: O-jooa ke'ng?

B: Ke-[mala].

C-7

A: [Tankisô] o-kae?

B: O-sepetlele; oa-kula.

He's at the hospital; he's sick.

A: Ao! O-kula haholo?

B: Èë.

A: O-jooa ke'ng?

B: Ho-thoe ke-fëbëru.

It is said he has fever.

A: Ke-hampe hakaakang.

That's pretty bad.



M-1

utloa	nkutloa	hear	hear me
araba	nkaraba	answer	answer me
ênta	nkênta	vaccinate	vaccinate me
isa	nkisa	take to	take me to
ôtla	nkôtla	strike	strike me
êmêla	nkêmêla	wait for	wait for me

C-1

- A: Naa u-tla [nkaraba]?
- B: Èë, kẹ-tla u-[araba].
- A: U-tla [nkaraba] neng?
- B: Ka-mosô.

C-2

- Ngaka: Ua-kula. Kẹ-tla u-ênta. You are sick. I will inoculate you.
- A: Öö! U-tla nkênta neng?
- Ngaka: Hôna joalë.

C-3

- A: [Susan], [Ann] oa-u-bitsa.
- Susan: O-nkisa kae? What does she want me for (idiom)?
- A: Ha-kẹ-tsebe.
- Susan: Kẹa-tla.

C-4

- A: Lebênkêlê le-hokae?
- B: Kẹ-tla u-isa, êma hanyane. I'll take you there. Wait a minute.
- A: U-tla nkisa lebênkêlêng? Will you take me to the store?
- B: Èë.
- A: Kẹa-leboha.

M-2

supa	ntšupa	point	point at me.
sêba	ntšêba	slander	slander me.
siea	ntšiea	leave,	leave me.
		out run	
sëbëlisa	ntšëbëlisa	use	use me
suna	ntsuna	kiss	kiss me

C-5

A: Bill o-u-sêba ho-mookamêli.	Bill is slandering you to the director.
B: Oa-ntšêba?	Is he slandering me?
A: Èë.	
B: O-re kẹ-ëṭsa joang?	What does he say I'm doing?
A: O-re u-hana ho-sëbëṭsa.	He says you refuse to work.
B: Kẹ-hampe, hobane ha-se-nnete.	

C-6

A: [Susan], [Mphô] oa-u-siea.	[Susan], [Mpho] is leaving you.
Susan: Oa-ntšiea?	Is she leaving me?
A: Èë, o-ca pösöng.	
Susan: [Mphô], nkêmêlê. Kẹ-batla ho-ea le-uêna pösöng.	[Mpho], wait for me. I want to go with you to the post office.

C-7

A: Kẹ-batla ho-sëbëṭsa le-[Thabô].	I want to work with [Thabo].
B: O-tla u-sëbëlisa haholo.	He will make you work very hard.
A: O-tla ntšëbëlisa haholo?	Will he make me work very hard?
Kẹ-hampe, hobane ha-kẹ-batle ho-sëbëṭsa haholo.	

To the teacher: Read the following to the class, checking on their comprehension of this monologue by asking questions.

C-1

Kamehla [John] oa-tsoha. Oa-apara.

O-lumēlisa metsoallê ea-hae.

O-ea lijöng le-bôna.

Ha a-qêta ho-ja, o-ea tlelaseng.

Ha a-fihla tlelaseng, o-lumēlisa tichêrê.

O-lula fatše. Tichêrê o-mo-ruta Sesotho.

[John] o-ithuta Sesotho haholo.

O-leka ho-bua Sesotho le-tichêrê.

[John] le-metsoallê ea-hae ba-ea  
lijöng motšoare.

Ha ba-qêta ho-ja, ba-boêla tlelaseng.

Ba-mamêla tichêrê, joalê o-ba-botsa  
lipotsô.

Joalê sekölö sea-tsoa.

Every day [John] gets up. He dresses.

He greets his friends.

He goes to the dining hall with them.

When he finishes eating, he goes to class.

When he arrives at class, he greets the  
teacher.

He sits down, the teacher teaches him  
Sesotho.

[John] studies Sesotho very much.

He tries to speak Sesotho with the teacher.

[John] and his friends go to the dining  
hall at noon.

When they finish eating, they return to  
class.

They listen to the teacher, then he asks  
them questions.

Then school is out. (lit. Then school  
goes out.)

C-2

Each student should either memorize the following or develop his own resumé of his daily activities.

Kamehla kea-tsoha. Kea-apara.

Ke-lumēlisa metsoallê ea-ka.

Re-ea lijöng.

Ha re-qêta ho-ja, re-nka libuka tsa-rona.

Re-ea sekölöng.

Ha re-fihla tlelaseng, re-lumëlisa tichêrê.

Re-lula fatše. O-re-ruta Sesotho.

Re-tseba ho-bua Sesotho.

Re-se-bua haholo sekölöng.

Motšeare re-ea lijöng hapê.

Ha re-qêta ho-ja, re-boêla tlelaseng.

Re-mamêla thutô ea-tichêrê.

Joalê sekölö sea-tsoa.

C-3

The following is an interview between a Mosotho visitor to the training program and some of the students.

Mosotho: Naa le-tseba ho-bua Sesotho?

S<sub>1</sub>: Ĕë, fêêla ha-re-se-tsebe hantlê.

Mosotho: Le-ithuta sôna kae?

S<sub>2</sub>: Re-ithuta sôna hôna möna.

We study it right here.

Mosotho: Le-ithuta sôna neng?

S<sub>1</sub>: Motšeare tlelaseng.

During the day in class.

Mosotho: Le-tsoha neng?

S<sub>2</sub>: Re-tsoha hoseng ka-6:00.

Mosotho: Ha le-qêta ho-tsoha, le-ëtsa joang?

S<sub>1</sub>: Rea-apara. Re-lumëlisa metsoallê  
ea-rona.

S<sub>2</sub>: Hapê re-ea lijöng.

Mosotho: Ha le-qêta ho-ja, le-ëtsa joang?

S<sub>1</sub>: Ha re-qêta ho-ja, re-nka libuka.  
Re-ea tlelaseng.

Mosotho: Ha le-fihla tlelaseng, le-ëtsa  
joang?

S<sub>2</sub>: Ha re-fihla tlelaseng, re-lumëlisa  
tichêrê. Re-lula fatše.

S<sub>1</sub>: Joalê tichêrê o-re-ruta Sesotho.

Mosotho: Motšeare le-ëtsa joang?

At noon what do you do?

S<sub>1</sub>: Motšeare re-ea lijöng hapê.

Mosotho: Ha<sub>3</sub>-le-tsoa lijöng, le-ëtsa joang?

S<sub>2</sub>: Re-boêla tlelaseng.

S<sub>1</sub>: Ha<sub>3</sub>-re-fihla tlelaseng, re-rutoa  
Sesotho hapê. Joalë sekölo  
sea-tsoa.

When we arrive at class, we are taught  
Sesotho again.

M-1

apolê	Apolê ëno ke-ea-Bill.	apple	That apple is Bill's.
buka	Buka ëno ke-ea-Bill.	book	That book is Bill's.
khalase	Khalase ëno ke-ea-Bill.	glass	That glass is Bill's.

M-2

apolê	Apolê ëo ke-ea-mang?	apple	Whose apple is that?
buka	Buka ëo ke-ea-mang?	book	Whose book is that?
khalase	Khalase ëo ke-ea-mang?	glass	Whose glass is that?

C-1

- A: [Apolê] ëo ke-ea-mang?  
 B: [Apolê] ëno ke-ea-[Bill].  
 Or: Ke-ea-[Bill].

C-2

- A: [Bill] o-ea kae?  
 B: O-isa [apolê] ëno ho-[tichêrê]. He's taking that [apple] to the [teacher]

C-3

- A: Ke-thipa ea-mang ëo? Whose knife is that?  
 B: Ke-ea-ka.  
 A: Ak'u nkalimê eôna.  
 B: U-e-isa kae? What do you want to do with it?  
 A: Ke-il'o ja apolê ëna.

M-3

liapolê tsëë	Liapolê tsëë ke-tsa-mang?	these apples	Whose apples are these?
libuka tsëë	Libuka tsëë ke-tsa-mang?	these books	Whose books are these?
lipêrê tsëë	Lipêrê tsëë ke-tsa-mang?	these horses	Whose horses are these?

C-4

- A: [Libuka] tsëë ke-tsa-mang?  
 B: Ëna ke-ea-[Bill], This one is [Bill's],  
 ëno ke-ea-[Ann]. that one is [Ann's].

M-4

sëë	Setulô sëë ke-sa-mang?	this	Whose chair is this?
sëo	Setulô sëo ke-sa-mang?	that	Whose chair is that?
* * * * *			
sëna	Setulô sëna ke-sa-[John].	this	This chair is [John's].
sëno	Setulô sëno ke-sa-[John].	that	That chair is [John's].

C-5

A: Setulô [sëë] ke-sa-mang?

B: Setulô [sëna] ke-sa-[John].

Or: Ke-sa-[John].

C-6

A: Ha<sub>3</sub>-se-[setulô] sa-hao [sëno].      That chair isn't yours.

B: Ke-sa-mang?

A: Ke-sa-[Ann].

M-5

Use classroom objects to practice the following questions.

ëë	Nthô ëë ke'ng?	this	What is this thing?
ëo	Nthô ëo ke'ng?	that	What is that thing?
* * * * *			
ëë	Ke'ng nthô ëë?	this	What is this thing?
ëo	Ke'ng nthô ëo?	that	What is that thing?

C-7

A: Nthô [ëë] ke'ng?

B: Ke-[buka].

M-6

lerata	Naa u-utloa lerata lëo?	noise	Do you hear that noise?
lebênkêlê	Naa u-bôna lebênkêlê lëo?	store	Do you see that store?
lebese	Naa u-noa lebese lëo?	milk	Are you drinking that milk?

C-8

A: Naa u-utloa lerata lëo?

B: Èè, kẹa-le-utloa. Kẹ-la'ng?

Yes, I hear it. What is it? (lit:  
It is of what?)A: Hẹ-kẹ-tsebe fêêla kẹ-khôloa hore  
kẹ-baithaopi.

B: Ba-êtsa joang?

A: Baa-bapala.



Use picture number 5 for the following.

Mosali ënoa o-apëre kobô ë-ntlê.

O-roëtse tuku.

O-roëtse nkhô hlööhöng.

O-pëpilë ngoana.

Këa-khôloa o-ea selibëng, kapa o-tsoa  
selibëng.

O-il'ö kha mëtsi.

Basali ba-kha mëtsi selibëng.

Ba-a-kha ka-nkhô kapa ka-ëmêrê.

Ba-roala nkhô kapa ëmêrê hlööhöng.

Ba-ea haë.

Ba-sëbëlisa mëtsi ho-phêha.

Hapê ba-a-sëbëlisa ho-hlatsoa.

This woman is wearing a nice blanket.

She is wearing a headscarf.

She is carrying pot on her head.

She is carrying a baby (on her back).

I think she is going to the spring,  
or she is coming from the spring.

She is going to draw water.

The women draw water at the spring.

They draw (water) with a pot or with a  
bucket.

They carry the pot or bucket on their head.

They go home.

They use water to cook.

They use it (water) to wash.

Q-1

T: Mosali ëo o-[apëre kobô] ë-ntlê?

S: Èë, o-[apëre kobô] ë-ntlê.

Is this woman wearing a blanket?

Q-2

T: O-roëtse'ng?

S<sub>1</sub>: O-roëtse tuku.

S<sub>2</sub>: O-roëtse nkhô hapê.

Q-3

T: O-ea kae?

S<sub>1</sub>: Këa-khôloa o-ea selibëng.

S<sub>2</sub>: Këa-khôloa o-ea haë.

Q-4

T: O-tsoa kae?

S<sub>1</sub>: Këa-khôloa o-tsoa haë.

S<sub>2</sub>: Këa-khôloa o-tsoa selibëng.

Q-5

T: Basali ba-ëtsa joang selibëng?

S: Ba-kha mëtsi.

Q-6

T: Ba-ëtsa'ng ka-mëtsi?

S<sub>1</sub>: Ba-phêha ka-oona.

S<sub>2</sub>: Ba-hlatsoa ka-oona hapê.

Q-7

T: Ba-kha mëtsi ka'ng?

S<sub>1</sub>: Ba-a-kha ka-nkhô.

S<sub>2</sub>: Ba-a-kha ka-êmêrê.

Q-8

T: Naa le-lona le-ea selibëng Amërika möö?

S: Ê-ê, ha-re-ee selibëng Amërika möna.

T: Le-kha mëtsi kae?

S: Re-a-kha ka-tlung.

We draw it in the house.

Q-9

T: Naa basali ba-Amërika ba-tseba ho-roala nkhô?

S: Ê-ê, ha-ba-tsebe ho-roala nkhô.

Q-10

T: Le-ëtsang ka-mëtsi?

S: Re-phêha ka-oona. Re-hlatsoa ka-oona.

Re-hloëkisa matlo a-rona ka-oona.

Q-11

T: [Ann], u-bôna'ng setsoantsöng sëë?

[Ann]: [(A description of the picture in the student's own words)]



Picture Number Five (Cycle 109)

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M-1

pata	mpata	hide	hide me
pitla	mpitla	crush, smash	crush me
pôta	mpôta	surround, go around	surround me, go around me
putsa	mputsa	reward	reward me

C-1

A: Tloha möno, lejoê lëno le-tla u-pitla.	Get away from there, that stone will crush you.
B: Le-tla mpitla?	Will it crush me?
A: Ĕĕ, le-tla u-pitla, tloha.	Yes, it will crush you, get away from there.
B: Öö, ho-lokilë, kęa-tloha.	Oh, okay, I'll get away.

C-2

A: Naa u-sëbëtsa hantlê sekölöng?	Are you doing well in school?
B: Ĕĕ, kę-sëbëtsa hantlê.	
A: Tichêrê o-tla u-putsa.	The teacher will reward you.
B: O-tla mputsa ka'ng?	What will he reward me with?
A: Hą-ke-tsebe, fêĕla kęa-khôloa o-tla u-putsa ka-[chêlêĕtê].	

M-2

fêpa	mphêpa	feed	feed me
fumana	mphumana	find	find me
fa	mpfa	give	give me
feta	mpheta	pass, surpass	surpass me

C-3

A: Mphê [lipömpöng].	
B: Hą-ke na [lipömpöng]. Kę-tla u-fa chêlêĕtê.	
A: U-tla mpha eôna neng? Kę-e-batla hônna joalë.	When will you give it (money) to me? I want it right away.
B: Ho-lokilë, nka kę-ëna.	

C-4

- A: [John], u-ea kae?  
 [John]: Kɛ-ea [lebɛnkɛlɛng].  
 A: Nkɛmɛlɛ, kɛ-batla ho-ea le-uɛna. Wait for me, I want to go with you.  
 [John]: Ha-ke u-ɛmɛle. Kɛ-tatilɛ, I'm not waiting for you. I'm in a  
 fɛɛla u-tla mphumana. hurry, but you'll find me.  
 A: Kɛ-tla u-fumana kae? Where will I find you.  
 [John]: U-tla mphumana hɔna You'll find me right at the store.  
 [lebɛnkɛlɛng]. Kɛ-tla I'll wait for you there.  
 u-ɛmɛla tɛng.  
 A: Ho-lokilɛ. Tsamaea-hɛ Okay. Go then. I'll find you.  
 Kɛ-tla u-fumana.

C-5

- A: U-ɛtsa'ng hɔna joalɛ? What are you doing right now?  
 B: Kɛ-fɛpa baɛti. I'm feeding the travellers.  
 A: Nna u-tla mphɛpa neng? When will you feed me?  
 B: Ha-ke-qɛta ho-fɛpa baɛti. When I finish feeding the travellers.

C-6

- A: Kɛa-u-feta. I surpass you.  
 B: U-mpheta ka'ng? You surpass me in what?  
 A: Ka-bolɛlɛlɛ. In height (tallness).  
 B: ɛ-ɛ, ha-se-nnete. Ha-u-mphete. No, it's not true. You don't surpass me.

M-1

apolê, lamunu	Naa u-rata apolê ho-feta lamunu?	apple, orange	Do you like an apple more than an orange?
lipömpöng, chêlêêtê	Naa u-rata lipömpöng ho-feta chêlêêtê?	candy, money	Do you like candy more than money?
rëisi, litapolê	Naa u-rata rëisi ho-feta litapolê?	rice, potatoes	Do you like rice more than potatoes?
papa, motôhó	Naa u-rata papa ho-feta motôhó?	porridge, sour porridge	Do you like porridge more than sour porridge?
ërëkisi, linaoa	Naa u-rata ërëkisi ho-feta linaoa?	peas, beans	Do you like peas more than beans?
"Palmolive", "Sunlight"	Naa u-rata Palmolive ho-feta "Sunlight"?		Do you like "Palmolive" more than "Sunlight"?
Sesotho, Sefora	Naa u-rata Sesotho ho-feta Sefora?	Sesotho, French	Do you like Sesotho more than French?
merôhó, nama	Naa u-rata merôhó ho-feta nama?	vegetables, meat	Do you like vegetables more than meat?

C-1

A: Naa u-rata [apolê] ho-feta [lamunu]?

B: Èë, kẹ-rata [apolê] ho-feta [lamunu].

M-2

apolê	Kẹ-rata lamunu ho-e-feta.	I like an orange better than it.
litapolê	Kẹ-rata rëisi ho-li-feta.	I like rice better than them.
liërëkisi	Kẹ-rata linaoa ho-li-feta.	I like beans better than them.
Sefora	Kẹ-rata Sesotho ho-se-feta.	I like Sesotho better than it.

C-2

A: Naa u-rata [linaoa] ho-feta [liërëkisi]?

B: Chêê, ha-ke-rata [linaoa] haholo.

Ke-rata [liërëkisi] ho-li-feta.

M-3

Refer to objects in the classroom for the following.

pênê	Ke-rata pênê ëna ho-feta ëno.	I like this pen better than that (one).
setulô	Ke-rata setulô sëna ho-feta sëno.	I like this chair better than that (one).
setšoantsô	Ke-rata setšoantsô sëna ho-feta sëno.	I like this picture better than that (one).
jësi	Ke-rata jësi ëna ho-feta ëno.	I like this sweater better than that (one).

C-3

A: Naa u-rata [setulô sëë] ho-feta  
[sëo]?

B: Eë, ke-rata sëna ho-feta ...  
sëno.

I like this (one) better  
than that (one)

M-4

bata	Naa Amërika ho-bata ho-feta Lesotho?	be cold	Is America colder than Lesotho?
chesa	Naa Amërika ho-chesa ho-feta Lesotho?	be hot	Is America hotter than Lesotho?

C-5

A: Naa Amërika ho-bata ho-feta Lesotho?

B: Eë, ho-bata ho-feta Lesotho.

A: Naa ho-chesa ho-feta Lesotho  
hlabula?

Is it hotter (in America) than  
Lesotho in the summer?

B: Eë, ho-chesa ho-feta Lesotho  
hlabula.

Yes, it is hotter (in America) than in  
Lesotho in the summer.

M-5

ea-nku	Naa u-rata nama ea-nku?	mutton	Do you like mutton?
ea-khömo	Naa u-rata nama ea-khömo?	beef	Do you like beef?
ea-pêrê	Naa u-rata nama ea-pêrê?	horse meat	Do you like horse meat?
ea-poli	Naa u-rata nama ea-poli?	goat's meat	Do you like goat's meat?
ea-khoho	Naa u-rata nama ea-khoho?	chicken	Do you like chicken?
ea-fariki	Naa u-rata nama ea-fariki?	pork	Do you like pork?

C-6

A: Naa u-rata nama ea-[nku]  
       ho-feta nama ea-[khömo]?

B: Ke-li-rata kaofêla.

I like them both (lit: all).



M-1

<u>Teacher</u>	<u>Response</u>	
U-[Bill]?	H <sub>ə</sub> -k <sub>ə</sub> -re u-[Bill]?	Aren't you [Bill]? (lit: I don't say you are Bill
U-ea sekölöng kajëno?	H <sub>ə</sub> -k <sub>ə</sub> -re u-ea sekölöng kajëno?	Aren't you going to school today?
U-lapilë?	H <sub>ə</sub> -k <sub>ə</sub> -re u-lapilë?	Aren't you hungry?
Setulô k <sub>ə</sub> -sa-hao?	H <sub>ə</sub> -k <sub>ə</sub> -re setulô s <sub>ə</sub> o k <sub>ə</sub> -sa hao?	Isn't that chair yours?

C-1

- A: H<sub>ə</sub>-k<sub>ə</sub>-re [u-Bill]?
- B: Ēë, [k<sub>ə</sub>-Bill].

C-2

- A: H<sub>ə</sub>-k<sub>ə</sub>-re u-Bill?
- B: Ê-ê, h<sub>ə</sub>-k<sub>ə</sub>-Bill.
- A: U-mang?
- B: K<sub>ə</sub>-John.
- A: Öö.

C-3

- A: H<sub>ə</sub>-k<sub>ə</sub>-re u-ea sekölöng kajëno?
- B: Ê-ê, h<sub>ə</sub>-k<sub>ə</sub>-ee sekölöng.
- A: U-ea kae?
- B: K<sub>ə</sub>-ea [töröpöng].
- A: Öö.

C-4

- A: H<sub>ə</sub>-k<sub>ə</sub>-re u-lapilë?
- B: Ēë, k<sub>ə</sub>-lapilë hahalo.
- A: H<sub>ə</sub>-r<sub>ə</sub>-eô ja.
- B: Ēë, h<sub>ə</sub>-r<sub>ə</sub>-eê.

M-2

<u>Teacher</u>	<u>Response</u>
Tankiso oa-kula.	Tankiso oa-kula ha <sub>3</sub> -ke-re?
Tselisô o-ea le-nna.	Tseliso o-ea le-nna ha <sub>3</sub> -ke-re?
Setulô sêo ke-sa-hao.	Setulô sêo ke-sa-hao ha <sub>3</sub> -ke-re?

C-5

A: [Tankisô] o-kae?	
B: [Tankisô] oa-kula ha <sub>3</sub> -ke-re?	
A: Ha <sub>3</sub> -ke-tsebe hore oa-kula.	I don't know that he's sick.
B: Oa-kula, o-sepetlele.	
A: Ke-hampe.	

C-6

A: U-batla ho-ea le-mang [Warner Springs]?	With whom are you going to [Warner Springs]?
B: Ke <sub>3</sub> -batla ho-ea le-[Tseliso].	I want to go with [Tsediso].
A: [Tselisô] o-ea le-nna [Southport] ha <sub>3</sub> -ke-re?	
B: O-ea le-uêna [Southport]?	Is he going to [Southport] with you?
A: Eë.	
B: Öö, ke <sub>3</sub> -tla ea le-[Phiri].	Oh. I'll go with [Phiri].

M-3

<u>Teacher</u>	<u>Response</u>
Ha <sub>3</sub> -u-ee sekölöng kajëno?	Ha <sub>3</sub> -ke-re ha <sub>3</sub> -u-ee sekölöng kajëno? You're not going to school today, are you?
Ha <sub>3</sub> -u-ee mosëbëtsing?	Ha <sub>3</sub> -ke-re ha <sub>3</sub> -u-ee mosëbëtsing kajëno? You're not going to work today, are you?
Ha <sub>3</sub> -re-palame kajëno?	Ha <sub>3</sub> -ke-re ha <sub>3</sub> -re-palame kajëno? We're not going to ride today, are we?

C-7A: H<sub>3</sub>-ke-re h<sub>3</sub>-u-ee sekölöng kajëno?

You're not going to school today, are you?

B: Êë, h<sub>3</sub>-ke-ee.

No (lit: yes), I'm not going.

C-8A: H<sub>3</sub>-ke-re h<sub>3</sub>-re-palame kajëno?

We aren't riding today, are we?

B: Ê-ê, rea-palama.

Yes (lit: no), we are riding.

M-1

<u>Teacher</u>	<u>Response</u>	
Mphê chêlêtê.	Mphê chêlêtê hê.	Give me some money then.
Nkalimê pentsêlê.	Nkalimê pentsêlê hê.	Lend me a pencil then.
Nkêmêlê.	Nkêmêlê hê.	Wait for me then.
Phakisa.	Phakisa hê.	Hurry then.
Sala hantlê.	Sala hantlê hê.	Stay well then.
Thola.	Thola hê.	Be quiet then.

C-1

A: Nkalimê [pênê].	
B: Hą-ke-na [eôna].	I don't have [one].
A: Nkalimê [pentsêlê] hê.	Lend me a [pencil] then.
B: Nka. Ke-[ëna].	Take [it]. Here [it] is.

C-2

A: Mphê [lipömpöng].	
B: [Lipömpöng] hą-[li]-eô.	
A: Mphê chêlêtê hê.	Then give me some money.
B: Le-eôna hą-ke-na eôna.	I also don't have any.
A: Öö, kea-tsamaea. Sala hantlê hê.	
B: Tsamaea hantlê.	

C-3

A: U-tsamaea neng?	
B: Hôna joalë.	
A: Nkêmêlê hê.	Wait for me then.
B: U-ea kae?	
A: Ke-il'o apara [baki].	I'm going to go put on a [jacket].
B: Phakisa hê. Ke-tla u-êmêla.	Then hurry. I will wait for you.

C-4

A: Hą-u-batle ho-ea le-nna [Warner Springs]?	Don't you want to go to [Warner Springs] with me?
B: Kea-rata.	
A: Hą-rę-eê hê.	Let's go then.

C-5

Combine C-4 and C-3.

## TO THE STUDENT:

The little word *hê* has the meaning of "then, so" as can be seen in M-1. It is not used to join two sentences together, as a conjunction does, but it relates a sentence to previous actions and/or statements; it has the effect of providing a conclusion to the sequence. The addition of *hê* does not change the placement of stress:

Mphê chêLÊtê.

Mphê chêLÊtê hê.

Here are some further situations in which *hê* may be used:

- a) If A is standing where he may get hurt, B may say  
 Lejoe léno le-tla u-pitla.      That rock will crush you.  
 A ignores the warning, an accident results, and B says  
 Ua-bôna hê.      You see (I told you so).
- b) If a child complains to his parent and the parent feels that the complaint has been needlessly prolonged, he might cut it short by saying  
 Thola hê, kẹ-utloilë.      Shut up now, I've heard you.
- c) If during an argument between two people one of them happens to speak for a long time without giving the other a chance to argue his case, the latter may interrupt  
 Butlê hê, le-nna kẹ-buê.      Easy now, let me speak too.

M-1

batla	mpatla	look for	look for me
botsa	mpotsa	ask	ask me
bôna	mpôna	see	see me
bitsa	mpitsa	call	call me
bontša	mpontša	show	show me
boloka	mpoloka	take care of	take care of me
bolêlla	mpolêlla	tell	tell me
		(someone)	

C-1

A: Naa ua-[mpitsa]?

B: Êë, kęa-u-[bitsa].

Or: Ê-ê, hę-ke-u-[bitse].

C-2

A: U-batla [mookamêli]?

B: Ê-ê, hę-ke-batle eêna. Kę-batla uêna.

A: Ua-mpatla?

B: Êë.

A: U-nkisa kae?

What do you want with me (idiom)?

B: Kę-batla ho-bua le-uêna.

C-3

A: U-tla tla mpôna neng?

When will you come to see me?

B: Kę-tla tla hosasa.

A: Hę-u-batle ho-tla mpôna kajëno?

Don't you want to come see me today?

B: Chêê, kę-na le-mabaka kajëno.

No, I have some business today.

A: Öö, ke-hantlê. Kę-tla  
u-lebêlla hê, hosasa.

Oh, okay. I'll expect you  
tomorrow then.

C-4

- A: Kẹ-batla ho-u-botsa. I want to ask you (something).  
 B: U-batla ho-mpotsa'ng?  
 A: Kẹ u-botsa hore naa[kêrêkê] I want to ask you when [church] begins.  
 e-kêna neng?  
 B: E-kêna ka-11:00.

C-5

- A: Naa u-rëkilë kobô?  
 B: Èè.  
 A: Kẹ-batla ho-e-bôna.  
 B: Ho-lokilë. Kẹ-tla u-böntsä eôna.  
 A: U-tla mpöntsä eôna neng?  
 B: Ha-re-fihla lapëng. When we arrive at home.

M-2

bitsa	Kẹ-botsa hore naa ba-tla mpitsa?	call	I'm asking if they will call me?
bolaca	Kẹ-botsa hore naa ba-tla mpolaea?	kill	I'm asking if they will kill me?
bôna	Kẹ-botsa hore naa ba-tla mpôna?	see	I'm asking if they will see me?

C-6

- A: [Bill] le-[John] ba-batla ho-ea  
 le-uêna [töröpöng].  
 Naa u-tla ea le-bôna? Will you go with them?  
 B: Ba-ea neng?  
 A: Hosasa.  
 B: Èè, kẹ-batla ho-ea le-bôna,  
 fêêla kẹ-batla ho-botsa. Yes, I want to go with them, but I  
 want to ask (something).  
 A: U-botsa'ng?  
 B: Kẹ-botsa hore naa ba-tla mpitsa I'm asking if they will call me when  
 ha-ba-tsamaea. they go.  
 A: Èè, ba-tla u-bitsa.

M-1

Sesotho	<u>Ke</u> -mang eaa ithutang Sesotho?	Who is learning Sesotho? (lit: It is who that is learning Sesotho?)
Sefora	<u>Ke</u> -mang eaa ithutang Sefora?	Who is learning French?
Seburu	<u>Ke</u> -mang eaa ithutang Seburu?	Who is learning Afrikaans?
Senyesemane	<u>Ke</u> -mang eaa ithutang Senyesemane?	Who is learning English?

C-1

- A: Ke-mang eaa ithutang Sesotho?  
 B: Ke-[John] eaa ithutang Sesotho.  
 Or: Ke-[John].

C-2

- A: Ke-mang eaa ithutang [Seburu]?  
 B: Ha-ho-motho eaa ithutang [Seburu].

M-2

tsoa	<u>Ke</u> -mang eaa tsoang töröpöng?	Who is leaving town?
fihla	<u>Ke</u> -mang eaa fihlang töröpöng?	Who is arriving at town?
lula	<u>Ke</u> -mang eaa lulang töröpöng?	Who is living in town?
ea	<u>Ke</u> -mang eaa eang töröpöng?	Who is going to town?
sëbëtsa	<u>Ke</u> -mang eaa sëbëtsang töröpöng?	Who is working in town?

C-3

- A: Ke-mang eaa [tsoang] [töröpöng]?  
 B: Ke-[mookamëli].

M-3

<u>Teacher</u>	<u>Response</u>
O-ithuta Sesotho.	<u>Ke</u> -mang eaa ithutang Sesotho?
O-sëbëtsa öfising.	<u>Ke</u> -mang eaa sëbëtsang öfising?
O-bôna tichêrê.	<u>Ke</u> -mang eaa bônang tichêrê?
O-batla chëlêtê.	<u>Ke</u> -mang eaa batlang chëlêtê?
O-bitsa John.	<u>Ke</u> -mang eaa bitsang John?



C-4

- A: Naa [Ann] o-bitsa [John]?  
 B: Ê-ê, ha-se-[Ann].  
 A: Ke-mang eaa bitsang [John]?  
 B: Ke-[Susan].

M-4

- |       |                        |                      |
|-------|------------------------|----------------------|
| ruta  | Ke-mang eaa u-rutang?  | Who is teaching you? |
| tseba | Ke-mang eaa u-tsebang? | Who knows you?       |
| thusa | Ke-mang eaa u-thusang? | Who is helping you?  |

C-5

- A: U-ithuta Sesotho kae?  
 B: Sekölong.  
 A: Ke-mang eaa u-rutang sôna?  
 B: Ke-tichêrê.

C-6

- A: Ke-mang eaa u-tsebang möö?  
 B: Ha-ho-motho eaa ntsebang möna.      Nobody knows me here. (lit: There is no person who knows me here).

C-7

- A: Ke-mang eaa hloëkisang ntlo ea-hao?  
 B: Ke-[morali oa-ka].      It is [my daughter].

C-8

- A: U-lula le-mang?  
 B: Ke-lula le-motho eaa sëbëtsang [pösöng].      I live with a person who is working at the [post office].

C-9

- A: Ke-mang eaa eang [töröpöng] kajëno?  
 B: Ha-ho-motho eaa eang [töröpöng] kajëno.

M-1

Teacher

Response

Kɛ-khōloa hore u-lapilē.  
 Kɛ-khōloa hore o-lula le-Linêô.  
 Kɛ-khōloa hore u-tsoëroe kɛ-sefuba.  
 Kɛ-khōloa hore o-öfising.  
 Kɛ-khōloa hore oa-nthata.  
 Kɛ-khōloa hore o-ea kërëkëng.  
 Kɛ-khōloa hore o-tsoa ngakëng.  
 Kɛ-khōloa hore u-kêna sekölö.  
 Kɛ-khōloa hore ba-tëng lapëng.  
 Kɛ-khōloa hore ba-fihlilë Lesotho.

Kɛa-khōloa u-lapilē  
 Kɛa-khōloa o-lula le-Linêô.  
 Kɛa-khōloa u-tsoëroe kɛ-sefuba.  
 Kɛa-khōloa o-öfising.  
 Kɛa-khōloa oa-nthata.  
 Kɛa-khōloa o-ea kërëkëng.  
 Kɛa-khōloa o-tsoa ngakëng.  
 Kɛa-khōloa u-kêna sekölö.  
 Kɛa-khōloa ba-tëng lapëng.  
 Kɛa-khōloa ba-fihlilë Lesotho.

C-1

A: [John] o-ea kae?  
 B: Kɛa-khōloa o-ea [kërëkëng].  
 A: [Mamêlîô] o-lula le-mang?  
 B: Kɛa-khōloa o-lula le-[Linêô].  
 A: [Têlîô] o-sëbëtsa kae?  
 B: Ha-a-sëbëtse. Kɛa-khōloa  
 o-kêna sekölö.

I think he's going to [the church].  
 I think she lives with [Dineo].  
 He isn't working. I think he's  
 attending school.

To the teacher: Use pictures 1, 2, 3, 4, and 5 for this cycle. Select one of these, describe it in your own words, and then ask the students to indicate which picture has been described.

C-1

<p>T: K<sub>ę</sub>-tla hlalosa setšoants<sub>ô</sub>. Ha ke-qêta,          le-mpolêllê hore naa ke-setšoants<sub>ô</sub>          sa-pele, sa-bobêli, sa-boraro,          sa-bonê, kapa sa-bohlano.          K<sub>ę</sub>-hlalosa setšoants<sub>ô</sub> sefe?          [ (Hlalosa setšoants<sub>ô</sub> hakhutšoanyane          ka-mantsoe a-hao.) ]          K<sub>ę</sub>-hlalositse setšoants<sub>ô</sub> sefe?</p>	<p>I'm going to describe a picture.          When I finish, tell me if it is          the first picture, the second,          the third, the fourth, or the fifth.          Which picture am I describing?            Which picture have I described?</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

S: Ke-setšoants<sub>ô</sub> sa-[pele].

Repeat C-1 for each of the other pictures.

C-2

Ask questions at random about these five pictures, basing the questions on your descriptions. Before answering a question, the student should identify the picture.

T: [ (Botsa lipotso holima litšoants<sub>ô</sub>  
 tsena ho-latêla litlhalos<sub>ô</sub> tsa-hao.) ].

S: Ke-setšoants<sub>ô</sub> sa-[pele].  
 Or: Ke-setšoants<sub>ô</sub> sa-[molisana].  
 [ (answer to the question) ]

M-1

ho-ithuta	U-tš <sup>h</sup> oanētse ho-ithuta	You ought to study Sesotho.
Sesotho	Sesotho.	
ho-sēbētsa	U-tš <sup>h</sup> oanētse ho-sēbētsa	You ought to work hard.
haholo	hahalo.	You ought to work hard.
ho-bēsa mollō	U-tš <sup>h</sup> oanētse ho-bēsa mollō.	You ought to make a fire.
ho-phêha köfi	U-tš <sup>h</sup> oanētse ho-phêha köfi.	You ought to prepare coffee.
ho-ngōla	U-tš <sup>h</sup> oanētse ho-ngōla.	You ought to write.
ho-ntefa	U-tš <sup>h</sup> oanētse ho-ntefa.	You ought to pay me.

C-1

A:	U-tš <sup>h</sup> oanētse [ho-ithuta Sesotho].	You ought to study Sesotho.
	Ha <sub>3</sub> -ho-joalō?	Isn't it so?
B:	Ho-joalō.	It is so.

C-2

A:	[Bēsa mollō].	
B:	Naa ke-tš <sup>h</sup> oanētse [ho-bēsa mollō]?	Should I light the fire?
A:	Ēë, u-tš <sup>h</sup> oanētse [ho-bēsa mollō].	

C-3

A:	(Has been visiting with B, now wants to leave)	
	Nakō e-ilē. Ke-tš <sup>h</sup> oanētse ho-tsamaea joalē.	The time has gone. I must go now.
B:	Ho-lokilē. Tsamaea hantlê.	

C-4

Nēsê:	Bôtlôlô ea-hao e-kae?	Where is your bottle?
A:	Ha <sub>3</sub> -ke-na bôtlôlô.	I don't have a bottle.
Nēsê:	U-tš <sup>h</sup> oanētse ho-tlisa bôtlôlô kamehla ha-u-batla moriana. Ua-utloa?	You ought to bring a bottle everytime when you want medicine. Do you hear?
A:	Ēë, ke <sub>3</sub> -utloa. Ke-tla e-tlisa.	Yes, I hear. I will bring it.

C-5

A: Thabô o-kae?

B: H<sub>3</sub>-a-eô möna.

A: H<sub>3</sub>-ke-re o-tš<sup>h</sup>oanëtse ho-ba têng?

He ought to be here, shouldn't he?

B: Ēë, o-tš<sup>h</sup>oanëtse ho-ba têng,

Yes, he ought to be present, but he

empa h<sub>3</sub>-a-eô.

is not (present).

A: Le-mo-lebëlëtse, h<sub>3</sub>-ke-re?

You're expecting him, right?

B: Ēë, re-mo-lebëlëtse.

Yes, we are expecting him.

C-6

A: Ba-re tichêrê ea-[Ken] h<sub>3</sub>-a-rate  
ho-ruta.

They say [Ken's] teacher doesn't like  
to teach.

B: H<sub>3</sub>-ho-joalö. O-rata ho-ruta  
haholo.

It is not that way. He likes to teach  
very much.

C-7

A: Hoa-bata kantlê. H<sub>3</sub>-ho-joalö?

It is cold outside. Isn't it?

B: Ho-joalö.

It is so.

C-8

A: U-ithütilë Sesotho?

Have you studied Sesotho?

B: Ēë.

A: K<sub>3</sub>-khôloa u-se-tseba hantlê.

H<sub>3</sub>-ho-joalö?

B: H<sub>3</sub>-ke-se-tsebe hantlê haholo.

C-9

A: K<sub>3</sub>-khôloa u-lapilë. H<sub>3</sub>-ho-joalö?

B: Ho-joalö. K<sub>3</sub>-lapilë haholo.

A: Lijô tsa-hao li-têng ka-setöfong.

Your food is here/there (present) on  
the stove.

B: K<sub>3</sub>-lëboha.

C-10

A: Ba-re tichêrê ea-[Ken] h<sub>3</sub>-a-rate  
ho-ruta.

B: Kutloa joalö.

So I hear.

<u>M-1</u>			
letsoai	Letsoai le-sëbëlišoa ho-noka lijô.	salt	Salt is used to season food.
tsoekere	Tsoekere e-sëbëlišoa ho-noka teë.	sugar	Sugar is used to sweeten tea.
pepere	Pepere e-sëbëlišoa ho-noka lijô.	pepper	Pepper is used to season food.

C-1

T: [Letsoai le]-sëbëlišoa ho-ëtsa'ng? What is [salt] used for?

S: Ho-noka lijô.

C-2

T: [Sesopa] ha-se-sëbëlišoe [Soap] isn't used to season food.  
ho-noka lijô.

Lijô li-nokoa ka'ng? What is food seasoned with?

S: Lijô li-nokoa ka-[letsoai]. Food is seasoned with [salt].

M-2

sekôtlôlô	Sekôtlôlô se-sëbëlišoa ho-tšêla pööne.	basin	A basin is used to hold/ contain corn.
sejana	Sejana se-sëbëlišoa ho-tšêla lijô.	dish	A dish is used to hold food.
sethêbê	Sethêbê se-sëbëlišoa ho-tšêla phofo.	mat	A mat is used to hold flour.
khalase	Khalase e-sëbëlišoa ho-tšêla mëtsi.	glass	A glass is used to hold water.

C-3

T: [Sekôtlôlô se]-sëbëlišoa  
ho-ëtsa'ng?

S: Ho-tšêla [pööne].

C-4

T: [Mokötlana] ha<sub>3</sub>-o-sëbëlisoe  
 ho-tšêla phofo.  
 Phofo e-tšêloa kae?  
 S: Phofo e-tšêloa [sethëbëng].

A [purse] isn't used to hold [flour].  
 [Flour] is held by what?  
 [Flour] is held by a [mat].

M-3

majoê	Majoê a-sëbëlisoa ho-haha matlo.	stones	Stones are used to build houses.
makôtê	Makôtê a-sëbëlisoa ho-haha matlo.	earth	Earth is used to build houses.
setene	Setene se-sëbëlisoa ho-haha matlo.	brick, block	Brick is used to build houses.
joang	Joang bo-sëbëlisoa ho-haha matlo.	grass	Grass is used to build houses.

C-5

T: [Majoê] a-sëbëlisoa ho-ët'sa'ng?  
 S: Ho-haha [matlo].

M-4

ho-ët'sa bohôbê	Phofo e-sëbëlisoa ho-ët'sa bohôbê.	to make bread	Flour is used to make bread.
ho-kha mëtsi	Nkhô e-sëbëlisoa ho-kha mëtsi.	to draw water	A water pot is used to draw water.
ho-sila mabêlê	Leloala le-sëbëlisoa ho-sila mabêlê.	to grind sorghum	A millstone is used to grind sorghum.
ho-hlatsoa liphahlô	Sesepa se-sëbëlisoa ho-hlatsoa liphahlô.	to wash clothes	Soap is used to wash clothes.
ho-phêha lijô	Setôfo se-sëbëlisoa ho-phêha lijô.	to cook food	A stove is used to cook food.
ho-bësa mollô	Patsi e-sëbëlisoa ho-bësa mollô.	to make a fire	Firewood is used to make a fire.
ho-têmpa lengôlô	Setêmpê se-sëbëlisoa ho-têmpa lengôlô.	to stamp a letter	A stamp is used to stamp a letter.

C-6

T: [Patsi e]-sëbëli<sup>soa</sup> ho-ëtsa'ng?

S: Ho-[bësa mollô].

C-7

S: Ha<sub>3</sub>-ke-tsebe lentsoe lëna, lekhala.

Le-sëbëli<sup>soa</sup> ho-ëtsa'ng?

T: Lekhala le-sëbëli<sup>soa</sup> haholo

ke-Basotho, ba-ëtsa patsi

ka-lôna, mme hapê ba-ëtsa

litulô ka-lôna.

I don't know this word, "lekhala".

What is it used for?

The aloe is used a great deal by the

Basotho, they make firewood with it,

and they also make chairs with it.



M-1

<u>Teacher</u>	<u>Response</u>	
Ngôla ka-pêntsêlê.	Se-kaa ngôla ka-pêntsêlê.	Don't write with a pencil.
Tlisa köri.	Se-kaa tlisa köfi.	Don't bring coffee.
Noa lebese.	Se-kaa noa lebese.	Don't drink milk.
Nka bohôbê.	Se-kaa nka bohôbê.	Don't take bread.
Bea nama möna.	Se-kaa bea nama möna.	Don't put the bread here.
Mamêla tichêrê.	Se-kaa mamêla tichêrê.	Don't listen to the teacher.
Botsa Susan.	Se-kaa botsa Susan.	Don't ask Susan.
Bitsa Ann.	Se-kaa bitsa Ann.	Don't call Ann.
Bua le-Mphô.	Se-kaa bua le-Mphô.	Don't speak with Mpho.
Fiêla ntlo.	Se-kaa fiêla ntlo.	Don't sweep the house.

C-1

T: U-ngôla ka'ng [John]?

[John]: Ka-pêntsêlê.

T: Se-kaa ngôla ka-pêntsêlê.

Don't write with a pencil.

Ngôla ka-pênê.

Write with a pen.

C-2

A: U-noa'ng?

B: Kê-noa köfi.

A: U-rata köfi ho-feta teë?

Do you like coffee better than tea?

B: Ê-ê, kê-rata teë ho-e-feta.

No, I like tea better.

A: Se-kaa noa köfi hê. Teë e-tëng.

Don't drink coffee then. There is tea.

Kê-ëna.

Here it is.

C-3

A: U-ea kae?

B: Kê-ea-lebënkëlëng.

A: Se-kaa ntsïea le-nna kê-ea tëng.

Don't leave me, I'm also going there.

B: Phakisa.

Hurry.

C-4

- A: Kɛ-kopa ho-ea [Warner Springs]. I'm asking to go to [Warner Springs].
- Mookamëli: U-batla ho-ea neng [Warner Springs]?
- A: Hosasa.
- Mookamëli: Se-kaa ea hosasa. U-tla ea ka-mosô. Don't go tomorrow. You will go later.
- Hosasa re-na le-mosëbëtsi ö-mongata. Tomorrow we have a lot of work.
- A: Ho-lokilë hê. Kɛ-tla ea ka-mosô.

M-2

<u>Teacher</u>	<u>Response</u>	
Mo-fê lijô.	Se-kaa mo-fa lijô.	Don't give him food.
Re-fê chëlêtê.	Se-kaa re-fa chëlêtê.	Don't give us money.
Mphê lipömpöng.	Se-kaa mpha lipömpöng.	Don't give me candy.
Mpitsê.	Se-kaa mpitsa.	Don't call me.
Re-bitsê.	Se-kaa re-bitsa.	Don't call us.
Ntefê.	Se-kaa ntefa.	Don't pay me.
E-nkê.	Se-kaa e-nka.	Don't take it.
E-bêhê setulöng.	Se-kaa e-bêha setulöng.	Don't put it on the chair.

C-5

- A: Kɛ-nka [buka ëna]. I'm taking this book.
- B: Ê-ê, se-kaa [e]-nka. Kɛ-batla ho-[e-bala]. No, don't take it. I want to read it.

C-6

- A: [Baki] ea-hao e-kae? Where is your [jacket]?
- B: Ke-ëna. Kɛ-e-bëilë fatšë. Here it is. I put it down.
- A: Se-kaa e-bea fatšë. E-bêhê [setulöng]. Don't put it down. Put it on the [chair].

M-3

fiêla	Fiêla tjëna.	Sweep like this/this way.
tantša	Tantša tjëna.	Dance like this.
bina	Bina tjëna.	Sing like this.
silä	Silä tjëna.	Grind like this.
ëtša	Ëtša tjëna.	Do like this.
lula	Lula tjëna.	Sit like this.
tena	Tena tjëna.	Dress (trousers) like this.
êma	Êma tjëna.	Stand like this.
ja	Jaa tjëna.	Eat like this.
roala nkhô	Roala nkhô tjëna.	Carry a pot (on the head) like this.
apara kobô	Apara kobô tjëna.	Wear a blanket like this.
tšoara molamu	Tšoara molamu tjëna.	Grasp a stick like this.

C-7

- A: Se-kaa [fiêla] joalö, [Bill]. Don't [sweep] that way, [Bill].  
 [Fiêla] tjëna. (Demonstration [Sweep] like this.  
 follows).
- B: Ho-lokilë.

Molato ke'ng? is a reaction to any unusual behavior (accident, sudden illness, child crying, quarrel, argument, fight, etc.) It is a way of starting the conversation in such an instance. Cf. Cycle 105.

C-1

- A: (Finding B ill-disposed) Molato ke'ng? What's wrong (lit: Fault it is what?)
- B: K̄a-kula.
- A: U-jooa ke'ng?
- B: K̄-t̄sōeroe ke-mala haholo. I have a bad stomach ache.

C-2

- A: (Hearing Susan scream in the other room) Susan, molato ke'ng?
- [Susan]: K̄-it̄s̄ehil̄e ka-thipa. I have cut myself with a knife.
- A: U-it̄s̄ehil̄e kae? Where did you cut yourself?
- [Susan]: K̄-it̄s̄ehil̄e monoana. I've cut my finger.

C-3

- A: (To child who comes crying) Molato ke'ng?
- Child: K̄-oele. I have fallen.
- A: Thola. U-tla f̄ola. Be quiet. You will recover.

C-4

- A: (To child who comes crying) Molato ke'ng?
- Child: [Tseb̄o] o-nk̄ot̄lil̄e. Tsebo hit me.
- A: Thola. O-tla shapua. Be quiet. He will be beaten.

C-5

- A: (Comes to the dining hall late and finds everybody still waiting for it to open) Molato ke'ng?
- B: Ba-līehil̄e ho-ph̄ha. They are late/delayed with the cooking.

A: Hobane'ng?

B: Linôtlôtlô li-lahlëhilë.

The keys are lost.

C-6

A: (Finds friend trying to get into his  
house through a window)

Molato ke'ng?

B: Senôtlôtlô se-lahlëhilë.

The key is lost.



C-5

A: U-tsoa lebënkëlëng?

B: Èë.

A: U-tsoa rêka'ng?

B: Kë-tsoa rêka [borikhoë].

What do you come from buying?

I come from buying [trousers].

C-6

A: Kobô e-ëtsoa ka'ng?

B: Ka-bôea.

A: Ka-bôea ba'ng?

B: Ba·nku.

With what is your blanket made?

With wool.

With wool of what?

Sheep's [wool].

M-1

monyakô	Ke-koalê monyakô?	door	Should/may I close the door?
lengôlô	Ke-koalê lengôlô?	letter	Should/may I seal the letter?
mokôtlana	Ke-koalê mokôtlana?	purse	Should/may I shut the purse?

C-1

A: Hoa-bata. Ke-koalê monyakô? It is cold. Okay if I shut the door?  
 B: Èë, koala.

M-2

bitsê	Ke-mo-bitsê?	Should/may I call him?
thusê	Ke-mo-thusê?	Should/may I help him?
romê	Ke-mo-romê?	Should/may I send him?
latê	Ke-mo-latê?	Should/may I fetch him?

C-2

T: [John] o-kae?  
 Susan: O-lebalëng. Ke-mo-bitsê? He is at the playground. Should I call him?  
 T: Èë, mo-bitsê.

M-3

lijöng	Ke-eê lijöng?	dining hall	May I go to the dining hall?
selibëng	Ke-eê selibëng?	well, spring	May I go to the well?
morënéng	Ke-eê morënéng?	place of-the chief	May I go the (place of the) chief?

C-3

A: Ke-eê [lijöng]? May I go to the [dining hall]?  
 B: U-qëtilë ho-sëbëtsa? Have you finished working?  
 A: Èë, ke-qëtilë.  
 B: Ho-lokilë. Tsamaea.



C-4

- A: Re-eê [selibëng]? May we go to the well?  
 B: Le-batla ho-ea hôna joalë? Do you want to go right away?  
 A: Êë.  
 B: Ho-lokilë. Tsamaeang.

C-5

- A: Ke-khannê kölöi ëë? May I drive this car?  
 B: Ê-ê, se-kaa e-khanna. No, don't drive it.

C-6

- A: Ke-nkê buka ëë? May I take this book?  
 B: U-e-isa kae? What are you going to do with it?  
 A: Kë-batla ho-e-bala.  
 B: Êë, e-nkê. Yes, take it.

C-7

- A: Ke-bêhê [baki] ëë kae? Where should I put this [coat]?  
 B: E-bêhê setulöng.

C-8

- A: Kë-lapilë, kë-batla [bohôbê].  
 B: Kë-[bo]-phêhê? Should I make some?  
 A: Êë, bësa mollô. Yes, make a fire.  
 B: Kë-bësë ka'ng? Patsi hã-e-eô. What should I make it with? There's  
     no firewood.  
 A: Bësa ka-mashala kapa lisu. Make it with coal or with cow dung.

M-1

<u>Teacher</u>	<u>Response</u>	
Ha <u>u</u> -palama pêrê	Ha <u>u</u> -palama pêrê, u-ëtsa joang?	When you ride a horse, what do you do?
Ha <u>u</u> -toma pêrê	Ha <u>u</u> -toma pêrê, u-ëtsa joang?	When you bridle a horse, what do you do?
Ha <u>u</u> -qhanêha pêrê	Ha <u>u</u> -qhanêha pêrê, u-ëtsa joang?	When you saddle a horse, what do you do?

M-2

toma	Kê-toma pêrê ka-tomô.	bridle	I bridle a horse with a bridle.
qhanêha	Kê-qhanêha pêrê ka-sale.	saddle	I saddle a horse with a saddle.

C-1

- A: U-[toma] pêrê ka'ng.  
 B: Kê-e-[toma] ka-[tomô].  
 Or: Ka-[tomô].

C-2

- T: [Bill], u-tseba ho-palama pêrê?  
 [Bill]: Éë, kɛa-tseba.  
 T: Ha u-palama pêrê u-ëtsa joang?  
 [Bill]: Kɛa-e-toma.  
 T: U-e-toma ka'ng?  
 [Bill]: Kê-e-toma ka-tomô.  
 Or: Ka-tomô.

M-3

<u>Teacher</u>	<u>Response</u>	
Ha <u>u</u> -qêta ho-toma pêrê	Ha <u>u</u> -qêta ho-toma pêrê, u-ëtsa joang?	When you finish bridling a horse, what do you do?
Ha <u>u</u> -qêta ho-qhanêha pêrê	Ha <u>u</u> -qêta ho-qhanêha pêrê, u-ëtsa joang?	When you finish saddling a horse, what do you do?
Ha <u>u</u> -qêta ho-palama pêrê	Ha <u>u</u> -qêta ho-palama pêrê, u-ëtsa joang?	When you finish riding a horse, what do you do?

M-4

qhanêha	Kɛ̃a-e-qhanêha.	saddle	I'm saddling it (the horse).
hôrôta	Kɛ̃a-e-hôrôta.	cinch	I'm cinching it.
qhanolla	Kɛ̃a-e-qhanolla.	unsaddle	I'm unsaddling it.

C-3

T: [Bill], ha-u-qêta ho-[toma] pêrê  
u-ëṭsa joang?

[Bill]: Kɛ̃a-e-[qhanêha].

C-4

Do C-3.

T: U-qhanêha pêrê ka'ng?

[Bill]: Ka-sale.

C-5

T: [Bill], hlalosa hore naa ha-u-  
palama pêrê u-ëṭsa joang. [Bill], explaining what you do when  
you ride a horse.

[Bill]: Kɛ̃e-toma ka-tomô.

I bridle it with a bridle.

Kɛ̃a-bêha tlelêki holima pêrê.

I put a saddle blanket on the horse.

Kɛ̃a-bêha sale.

I put (on) the saddle.

Kɛ̃a-hôrôta.

I cinch (it).

Kɛ̃a-palama.

M-1

<u>Teacher</u>	<u>Response</u>	
<u>Ke</u> -koalê monyakô?	Naa u-batla hore <u>ke</u> -koalê monyakô?	Do you wish that I shut the door?
<u>Ke</u> -mo-bitsê?	Naa u-batla hore <u>ke</u> -mo-bitsê?	Do you wish that I call him?
<u>Ke</u> -khannê kölöi ëë?	Naa u-batla hore <u>ke</u> -khannê kölöi ëë?	Do you wish that I drive this car?
<u>Ke</u> -nkê buka ëë?	Naa u-batla hore <u>ke</u> -nkê buka ëë?	Do you wish that I take this book?

C-1

- A: Ke-[koalê monyakô]?
- B: U-re'ng?
- A: Ke-re naa u-batla hore ke-[koalê monyakô]. I said do you want me to [shut the door]?
- B: Êë, [koala].

C-2

- A: [John] o-kae?
- B: O-öfising. Ke-mo-bitsê?
- A: U-re'ng?
- B: Ke-re naa u-batla hore ke-mo-bitsê.
- A: Ê-ê, mo-tlohêlê. Se-kaa mo-bitsa. No, leave him alone. Don't call him.

M-2

thusê	Ke-batla hore <u>u</u> -thusê [John].	I want you to help [John].
latê	Ke-batla hore <u>u</u> -latê [John].	I want you to fetch [John].
bitsê	Ke-batla hore <u>u</u> -bitsê [John].	I want you to call [John].
lefê	Ke-batla hore <u>u</u> -lefê [John].	I want you to pay [John].
shapê	Ke-batla hore <u>u</u> -shapê [John].	I want you to beat [John].

C-3

- A: Ke-batla hore u-[thusê] [John].
- B: U-batla hore ke-[thusê] [John]?
- A: Êë, hôna joalë.
- B: Ho-lokilë, ke-tla mo-[thusa].

C-4

- A: U-batla hore ke-ëtse joang? What do you want me to do?  
 B: Ke<sub>3</sub>-batla hore u-bitsê [John].

M-3

- |         |                                              |                                     |
|---------|----------------------------------------------|-------------------------------------|
| chakêlê | U-batla (hore) <u>ke</u> -u-chakêlê<br>neng? | When do you want me to<br>call you? |
| thusê   | U-batla (hore) <u>ke</u> -u-thusê<br>neng?   | When do you want me to help<br>you? |
| bitsê   | U-batla (hore) <u>ke</u> -u-bitsê<br>neng?   | When do you want me to call<br>you? |
| lefê    | U-batla (hore) <u>ke</u> -u-lefê<br>neng?    | When do you want me to pay<br>you?  |

C-5

- A: U-batla ke-u-[chakêlê] neng?  
 B: Ke<sub>3</sub>-batla u-[tlê] [ka-Sontaha]. I want you to [come] [on Sunday].

C-6

- A: U-tla nchakêla neng? When will you visit me?  
 B: Ha<sub>3</sub>-ke-tsebc. U-batla ke-u-chakêlê  
neng? I don't know. When do you want me  
to visit you?  
 A: Ke<sub>3</sub>-batla hore u-tlê [ka-Sontaha]. I want you to come [on Sunday].  
 B: Öö, ho-lokilê. Ke<sub>3</sub>-tla tla.  
 A: U-tla fihla ka-nakô efe?  
 B: Ke<sub>3</sub>-tla leka ho-fihla ka-12:00.  
 A: Ho-lokile hê. Ke<sub>3</sub>-tla u-lebêlla. Okay, then. I will expect you.

C-7

- S<sub>1</sub>: Naa u-tseba ho-bala ka-Sesotho? Do you know how to count in Sesotho?  
 S<sub>2</sub>: Èë kea-tseba. Uênaa? Yes, I know. And you?  
 S<sub>1</sub>: Nna ha<sub>3</sub>-ke-tsebe.  
 S<sub>2</sub>: U-batla hore ke-u-rutê ? Do you want me to teach you?  
 S<sub>1</sub>: Èë, ke<sub>3</sub>-batla hore u-nthutê. Yes, I want you to teach me.  
 S<sub>2</sub>: Ho-lokilê. Tlöö ke-u-rutê. Okay. Come, I will teach you.

C-8

A: Ak'u nthusê.

B: U-batla hore ke-u-thusê ka'ng?

Or: Ke-u-thusê ka'ng?

A: U-nkalimê chêlêtê.

That you lend me [money].

C-9

A: Ke-kopa hore u-mphêpê.

I want that you feed me.

B: Ke-u-fêpê'ng?

I should feed you what?

A: U-mphepê lijô.

You should feed me food.

B: Ke-utloa. Lula fatše, ke-tla  
u-fêpa.

C-10

A: Naa u-lumêla hore [ba-palamê  
kajëno]?

B: Ke-lumêla.

M-1

rêka koae H<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> rêka koae.

I'm not going to buy tobacco.

lata moriana H<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> lata moriana.

I'm not going to fetch  
medicine.

ruta Sesotho H<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> ruta Sesotho.

I'm not going to teach  
Sesotho.

kha mëtsi H<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> kha mëtsi.

I'm not going to draw water.

C-1

A: U-il'o [kha mëtsi]?

Are you going [to draw water]?

B: Ê-ê, h<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> [kha mëtsi].

C-2

A: U-ca lebënkëlëng?

B: Êë.

A: U-il'ö rêka koae?

B: Ê-ê, h<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> rêka koae.

A: U-il'ö rêka'ng?

B: H<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> rêka lethô.

C-3

A: U-il'ö lata moriana ngakëng?

B: Ê-ê, h<sub>3</sub>-k<sub>e</sub>-e<sub>ö</sub> lata moriana.

A: U-il'ö ëtsa joang?

B: K<sub>3</sub>-batla ho-bua le-ngaka.

C-4

A: Naa u-il'ö ruta Lesotho?

B: Ê-ê, h<sub>3</sub>-k<sub>e</sub> e<sub>ö</sub> ruta.

A: U-tla sëbëtsa'ng?

B: K<sub>3</sub>-tla sëbëtsa sepetlele.

I will work at the hospital.

C-5

A: U-ea kae?

B: Kẹ-ea selibèng.

I'm going to the well/spring.

A: U-il'ò kha mètsi?

B: Ê-ê, hẹ-ke eò kha mètsi

Kẹ-il'ò bitsa [mmê].

M-2

rêka setêmpê Hẹ-ke-tlöö rêka setêmpê.

I'm not coming to buy a stamp.

khanna kölôi Hẹ-ke-tlöö khanna kölôi.

I'm not coming to drive a car.

ruta Hẹ-ke-tlöö ruta.

I'm not coming to teach.

C-6

A: U-tlil'ò rêka setêmpê pösöng möö? Are you coming here to the post office to buy a stamp?

B: Ê-ê, hẹ-ke-tlöö rêka setêmpê.

A: U-tlil'ò ètsa joang?

B: Kẹ-tlil'ò pòsa mangôlô. I'm coming to post some letters.

C-7

A: Kẹ-uêna eaa tlil'ò khanna kölôi èè? Is it you that is coming to drive this car?

B: Mang? Nna?

A: Èè.

B: Ê-ê, hẹ-ke-tlöö khanna kölôi.

Hẹ-ke-tsebe ho-khanna kölôi.



M-1

pênê	Mphê pênê <u>ke</u> -ngolê.	Give me a pen so that I can write.
koranta	Mphê koranta <u>ke</u> -balê.	Give me a newspaper so that I can read.
kobô	Mphê kobô <u>ke</u> -aparê.	Give me a blanket so that I can dress.
chêlêtê	Mphê chêlêtê <u>ke</u> -rêkê lijô.	Give me money so that I can buy food.
letsoai	Mphê letsoai <u>ke</u> -nokê nama.	Give me salt so that I can season the meat.
setêmpê	Mphê setêmpê <u>ke</u> -têmpê lengôlô.	Give me the stamp so that I can stamp the letter.
patsi	Mphê patsi <u>ke</u> -bêsê mollô.	Give me firewood so that I can light a fire.
êmêrê	Mphê êmêrê <u>ke</u> -khê mëtsi.	Give me a bucket so that I can draw water.
katiba	Mphê katiba <u>ke</u> -e-roalê.	Give me a hat so that I can put it on.
nkhô	Mphê nkhô <u>ke</u> -lekê ho-e-roala.	Give me a water pot so that I can try to carry it.

C-1

A: Mphê [kobô] ke-[aparê].

B: Nka ke-[ëna].

C-2

A: Naa u-rëkilë nama?

B: Ê-ê, mphê chêlêtê ke-e-rêkê.

A: E-joang? E-turu?

How much is it? Is it expensive?

B: Ê-ê, e-chipi.

C-7

A: Naa lijô li-lokilë?

Is the food ready?

B: Ěë.

A: Re-fê hê, re-jê.

Give us (some) then, so that we can eat.

C-8

[Susan]: Kę-batla ho-palama pêrê ëna.

[Bill]: Ěë, e-palamê.

[Susan]: E-tsoarê, ke-palamê.

Hold it, so that I can mount.

[Bill]: Kę-e-tsoëre, palama.

I'm holding it, mount.

M-2

utloa	Thola re-utloê.	hear	Be quiet so that
ithuta	Thola re-ithutê.	learn	Be quiet so that
bina	Thola re-binê.	sing	Be quiet so that

C-3

- A: Thola re-utloê. Ke-mang eaa-bitsang? Be quiet so that we can hear. A calling?
- B: Ke-[John].
- A: O-bitsa mang?
- B: O-bitsa [Susan].

M-3

tloha	Tloha monyakô, <u>ke</u> -kênê.	leave, go away	Get out of the from so I can go
bula	Bula monyakô, <u>ke</u> -kênê.	open	Open the door I can come

C-4

- A: Tloha monyakô, ke-kênê.
- B: U-batla'ng?
- A: Ke-tlil'ô nka [buka] ea-ka. I'm coming to get my [book].
- B: (Gets out of the doorway.)

C-5

- A: (To B who is inside a closed door)  
Ke-mang eaa-koëtseng monyakô? Who has shut the door?
- B: Ke-[Susan].
- A: [Susan], bula ke-kênê. [Susan], open up so that I can

C-6

- A: Ke-batla ho-tsamaea.
- B: Ke-ea le-uêna. Êma re-tsamaeê. I'm going with you. Stand, so
- A: Ntsoarê, ke-êmê. Give me a hand, so I can stand.

M-2

tomô	Mphê tomô le-nna kê-tomê ëna.	bridle	Give me the bridle, let me also bridle this one.
sale	Mphê sale le-nna kê-qhanêhê ëna.	saddle	Give me the saddle, let me also saddle this one.

C-3

Moithaopi:	Mphê [tomô] le-nna kê-[tomê] ëna.		
Mosothon:	U-tla e-[toma] hantlê?		
Moithaopi:	Hâ-kê-tsebe. Kêa-leka. (Bridles the horse) Kê-e-[tomê] joang?		I don't know. I'll try. (...) How have I bridled it?
Mosothon:	U-e-[tomê] hantlê.		You have bridled it well.

C-4

Mosothon:	U-tseba ho-[toma] pêrê joalê?		
Volunteer:	Ëë, kêa-tseba.		
Mosothon:	Hapê u-tseba'ng?		What else do you know?
Volunteer:	Kê-tseba ho-qhanêha pêrê le-ho-e-palama.		I know how [to saddle and ride].

C-5

Volunteer:	Hâ-u-qhanêha pêrê, u-ëtisa joang?		
Mosothon:	Shêba. Kêa-qhanêha. Kê-bêha tlelêki holima pêrê. Kê-bêha sale. Joalê kêa-hôrôta. U-bône?		Look. I'll put the saddle on. I put the saddle blanket on the horse. I put the saddle on. Then I cinch it. Did you see?
Volunteer:	Ëë. Kê-bône.		Yes, I've seen.

The setting for this cycle is the corral. If the lesson is taught in the classroom, there should be an opportunity later (planned) to apply what has been learned here. Review cycle 124 in preparation for this cycle.

M-1

toma	U-tseba ho-toma pêrê?	bridle	Do you know (how) to bridle a horse?
qhanêha	U-tseba ho-qhanêha pêrê?	saddle	Do you know (how) to saddle a horse?
hôrôta	U-tseba ho-hôrôta pêrê?	cinch	Do you know (how) to cinch a horse?
qhanolla	U-tseba ho-qhanolla pêrê?	unsaddle	Do you know (how) to unsaddle a horse?

C-1

Mosothon: U-tseba ho-[qhanêha] pêrê?

PCV: H<sub>3</sub>-k<sub>e</sub>-tsebe fêêla u-tla I don't know, only you will show me.  
mpöntš<sub>3</sub>a.

M-2

toma	E-tomê, k <sub>e</sub> -bônê.	bridle	Bridle it, so that I can see.
qhanêha	E-qhanêhê, k <sub>e</sub> -bônê.	saddle	Saddle it, so that I can see.
hôrôta	E-hôrôtê, k <sub>e</sub> -bônê.	cinch	Cinch it, so that I can see.
qhanolla	E-qhanollê, k <sub>e</sub> -bônê.	unsaddle	Unsaddle it, so that I can see.

C-2

Mosothon: Naa u-tseba ho-palama?

PCV: Ê-ê h<sub>3</sub>-k<sub>e</sub>-tsebe, fêêla k<sub>e</sub>-batla  
ho-ithuta.

U-[toma] pêrê ka'ng?

Mosothon: Ka-[tomô].

PCV: U-e-[toma] joang? E-[tomê],  
k<sub>e</sub>-bônê.

Mosothon: (Bridling the horse) K<sub>e</sub>-e-[toma] tjêna.

I [bridle] it this way

M-1

<u>Teacher</u>	<u>Response</u>	
Ke-John. O-ithuta Sesotho.	Ke-John eaa ithutang Sesotho.	It is John who is studying Sesotho.
Ke-Phiri. O-ithuta Senyesemane.	Ke-Phiri eaa ithutang Senyesemane.	It is Phiri who is studying English.
Ke-motho. O-ithuta Sefora.	Ke-motho eaa ithutang Sefora.	He is a person who is studying French.
Ke-Bill. O-lula Leribê.	Ke-Bill eaa lulang Leribê.	It is Bill who is living in Leribe.
Ke-nêê. O-ea töröpöng.	Ke-nêê eaa eang töröpöng.	It is the nurse who is going to town.
Ke-Ann. O-sëbëtsa sepetlele.	Ke-Ann eaa sëbëtsang sepetlele.	It is Ann who is working at the hospital.
Ke-mosali. O-sila pööne.	Ke-mosali eaa silang pööne.	There is a woman who is grinding corn.
Ke-monna. O-ea pitsöng.	Ke-monna eaa eang pitsöng.	There is a man who is going to a "pitso" (an outdoor meeting).
Ke-[Linêê]. O-apëre kobô.	Ke-[Linêê] eaa apëreng kobô.	It is [Dineo] who is wearing a blanket.
Ke-ntatë. O-palame pêrê.	Ke-ntatë eaa palameng pêrê.	It is (my) father who is mounted on a horse.
Ke-mosali. O-sëbëtsa le-mmê.	Ke-mosali eaa sëbëtsang le-mmê.	She's the woman who works with (my) mother.
Ke-[Tankisô]. O-tsoa ngakëng	Ke-Tankisô eaa tsoang ngakëng.	It is [Tankisô] who is coming from the doctor's (place).

C-1

Naa ke-[Susan] eaa [sëbëtsang sepetlele]?

Ê-ê, ke-[Ann] eaa [sëbëtsang sepetlele].

Hq-se-[Susan].

C-2

Ke-mang eaa [apëreng kobô]? Ke-[Mamêlîô]?

Ê-ê, ke-[Linêô] eaa [apëreng kobô].

[Mamêlîô o-apëre jase].

C-3

U-ea le-mang töröpöng?

Ke-ea le-[mosali] eaa sêbëtsang le-[mnê].

C-4

Ke-[Tankisô] eaa [tsoang ngakëng]?

Ê-ê, ke-nna eaa-[tsoang ngakëng].

Tankisô eêna [o-tsoa] kae?

Kea-khôloa o-[tsoa lebënkëlëng].

M-2

Use pictures 1, 2, 3 and 5 for the following:

<u>Teacher</u>	<u>Response</u>	
<u>Ke</u> -bôna mosali. O-sila pööne.	<u>Ke</u> -bôna mosali eaa silang pööne.	I see a woman who is grinding corn.
<u>Ke</u> -bôna mosali. O-pëpilë ngoana.	<u>Ke</u> -bôna mosali eaa pëpilëng ngoana.	I see a woman who is carrying a child.
<u>Ke</u> -bôna molisana. O-palame tönki.	<u>Ke</u> -bôna molisana eaa palameng tönki.	I see a herdboy who is mounted on a donkey.
<u>Ke</u> -bôna molisana. O-tšoëre molamu.	<u>Ke</u> -bôna molisana eaa tšoëreng molamu.	I see a herdboy who is holding a stick.
<u>Ke</u> -bôna monna. O-tšoëre molamu.	<u>Ke</u> -bôna monna eaa tšoëreng molamu.	I see a man who is holding a stick.
<u>Ke</u> -bôna mosali. O-roëtse tuku.	<u>Ke</u> -bôna mosali eaa roëtseng tuku.	I see a woman who is wearing a headscarf.
<u>Ke</u> -bôna mosali. O-roëtse nkhô.	<u>Ke</u> -bôna mosali eaa roëtseng nkhô.	I see a woman who is carrying a waterpot.
<u>Ke</u> -bôna mosali. O-tlammë ngoana ka-kobô.	<u>Ke</u> -bôna-mosali eaa tlammeëng ngoana ka-kobô.	I see a woman who has tied the baby with a blanket (on her back).

C-5

A: Setšoantsöng sēē u-bona'ng?

B: Setšoantsöng sēna kẹ-bôna [mosali] eaa  
[silang pööne].

C-6

A: U-bôna motho eaa etsang joang möö?

B: Kẹ-bôna [molisana] eaa [palameng tönki].



S: Ak'u hla<sup>o</sup>losê hore naa u-tlilê joang  
môna.

Please explain how you came here.

T: Kê-tlilê ka-sefofane.

I came by airplane.

Kê-ilê ka-se-palama Masêru.

I boarded it in Maseru.

Sa-leba Khautêng.

It headed for Johannesburg.

Ha-re-fihla Khautêng ra-palama  
sa-"Pan Amêrican".

When we got to Johannesburg, we

boarded (a plane of) Pan American.

Ra-leba Kinshasa, Congo.

We headed for Kinshasa, Congo.

Ha-re-tloha Kinshasa, ra-kêna  
Lagos, Nigeria.

When we left Kinshasa, we arrived  
at Lagos, Nigeria.

Ha-re-tloha têng, ra-êma Accra, Ghana.

When we left there, we stopped in  
Accra, Ghana.

Ha-re-tloha Accra, ra-kêna Monrovia,  
ra-kêna Dakar, joalê ra-tla-fihla  
New York.

When we left Accra, we arrived at Monrovia,  
we arrived at Dakar, and we came and  
arrived in New York.

Ha-re-fihla New York, re-ilê  
ra-phomola hôtêlêng matsatsi  
a-mararo.

When we arrived in New York, we stayed  
(rested) in a hotel for three days.

Ra-chakêla libaka tsê-ngata.

We visited many places.

Ra-bôna linthô tsê-ngata.

We saw many things.

Ra-bôna mehaho ê-melêlêlê.

We saw tall buildings.

Ra-bôna marôkhô a-mangata.

We saw many bridges.

Hapê ra-bôna le-makôlôï a-mangata.

Also we saw many cars.

Ra-chakêla "United Nations", mme  
ra-bôna mehahô ê-metlê.

We visited the United Nations, and we  
saw a nice buildings.

Re-ilê ra-tloha New York kamora  
matsatsi a-mararo.

We left New York after three days.

Ra-tloha têng ka-sefofane hapê.

We left there by airplane also.

Ha-re-tloha têng, ra-fihla Chicago.

When we left there, we arrived in Chicago.

Ha-re-tloha Chicago, ra-fihla  
Los Angeles.

When we left Chicago, we arrived in  
Los Angeles.

Ha-re-tloha Los Angeles, ra-tla  
fihla môna San Diego.

When we left Los Angeles, we came and  
arrived here in San Diego.

M-1

Use pictures 1 and 2 for the following:

<u>Teacher</u>	<u>Response</u>	
Ke-sefatê. Se-thuntsë,	Ke-sefatê sëë thuntsëng,	It's a tree which is blooming.
Ke-sethêbê. Se-tšëtse phofo.	Ke-sethêbê sëë tšëtseng phofo.	It's a mat which contains flour.
Ke-sekôtlôlô. Se-tšëtse pööne.	Ke-sekôtlôlô sëë tšëtseng pööne.	It's a basin which contains corn.

C-1

- A: Setšoantsöng sëë u-bôna'ng?
- B: Kë-bôna [sefatê sëë thuntsëng].

C-2

- A: U-bôna'ng möö?
- B: Kë-bôna sefatê.
- A: Ke-sefatê sëë joang? It is a tree that (is doing) what?  
(Lit: It is a tree which is how?)
- B: Ke-sefatê sëë thuntsëng.

C-3

- A: Ka-pele ho-leloala u-bôna'ng? What do you see near the millstone?
- B: Kë-bôna sethêbê sëë tšëtseng phofo.
- A: Pela leloala u-bona'ng? What do you see in front of the  
millstone?
- A: Kë-bôna sekôtlôlô sëë tšëtseng pööne.

M-2

Use pictures 1, 2, 3 and 5 for the following:

Ke-lejoê. Le-bitsoa leloala.	Ke-lejoê lëë bitsoang leloala.	It's a stone which is called "a millstone".
---------------------------------	-----------------------------------	------------------------------------------------

Ke-leloala.. Le-sëbëlisoa ho-sila.	Ke-leloala lëë sëbëlisoaang ho-sila.	It's millstone which is used for grinding.
Ke-nthô. E-bitsoa tšepe.	Ke-nthô ëë bitsoang tšepe.	It's a thing which is called "a bell" (lit: iron).
Ke-nthô. E-tšëtse pööne.	Ke-nthô ëë tšëtseng pööne.	It's a thing which contains corn.
Ke-nkhô. E-tšëtse mëtsi.	Ke-nkhô ëë tšëtseng mëtsi.	It's a waterpot which contains water.
Ke-phôôfôlô. E-ratoa ke-bashanyana.	Ke-phôôfôlô ëë ratoang ke-bashanyana.	It's an animal which is liked by the boys.
Ke-phôôfôlô. E-thapilë hantlê.	Ke-phôôfôlô ëë thapilëng hantlê.	It's an animal which is very tame.

C-4

A: Setšoantsöng sëë u-bôna'ng?

B: Kë-bôna [lejoê lëë bitsoang leloala].

C-5

A: Leloala ke'ng?

B: Ke-lejoê lëë sëbëlisoaang ho-sila.

C-6

A: Tönki ke'ng?

B: Ke-phôôfôlô ëë [ratoang ke-bashanyana].

C-7

A: Mosali o-roëtseng?

B: O-roëtse nkhô.

A: O-roëtse nkhô ëë tšëtseng eng?

B: O-roëtse nkhô ëë tšëtseng mëtsi.

M-1

Use a coat hanger, a piece of string and a tie to demonstrate the following:

kôba	Kɛ-kôba terata.	bend	I'm bending the wire.
köbolla	Kɛ-köbolla terata.	unbend	I'm unbending the wire.
thata	Kɛ-thata khoêlê.	wind	I'm winding the string.
thatolla	Kɛ-thatolla khoêlê.	unwind	I'm unwinding the string.
fasa	Kɛ-fasa thae.	tie, fasten	I'm tying the necktie.
fasolla	Kɛ-fasolla thae.	untie, unfasten	I'm untying the necktie.

C-1

S: U-ëtsa joang?

T: Kɛ-[kôba terata].

C-2

S: U-ëtsa joang?

T: Kɛ-[köbolla terata].

S: Hɛ-kɛa-utloa.

U-re u-ëtsa joang?

You say you are doing what?

T: Kɛ-re, kɛ-[köbolla terata].

C-3

T: (Putting the [wire] on the table).

Kɛ-mang eaa batlang ho-[kôba  
terata]?

Who wants to [bend the wire]?

S<sub>1</sub>: Kɛ-nna eaa batlang ho-e-[kôba].

It is I who wants to bend it.

T: E-nkê u-e-[kôbê].

Take it and [bend] it.

S<sub>1</sub>: (Takes the [wire] and [bends] it).

Kɛ-[kôba terata].

C-4

T: E-bêhê tafolèng. (Student puts it  
on the table).

Ke-mang eaa batlang ho-[kòbolla terata]?

S<sub>2</sub>: Kẹ-nna eaa batlang ho-e-[kòbolla].

T: E-nkê u-e-[kòbollê].

S<sub>2</sub>: (Unbends it)

T: U-ètsa joang?

S<sub>2</sub>: Kẹ-[kòbolla terata].

T: (To the class) O-ètsa joang?

Class: O-[kòbolla terata].

C-5

A: [John] o-fasitsë thae kajëno?

Is John wearing a tie today?

B: Èë.

A: Ha-ho-chesa, o-tla e-ètsa joang?

When it is hot, what will he do with it?

B: O-tla e-fasolla.

M-2

qhanolla            Kẹ-a-qhanolla.

unsaddle

I'm unsaddling it.

tomolla            Kẹ-a-tomolla.

unbridle

I'm unbridling it.

tlamolla            Kẹ-a-tlamolla.

untie, loosen

I'm untying it.

hörötolla            Kẹ-a-hörötolla.

uncinch

I'm uncinching it.

C-6

PCV:            Ha-u-qêta ho-palama pèrê,  
                  u-ètsa joang?

Mosotho: Kẹ-a-[qhanolla].

C-7

Mosotho: U-tseba ho-[qhanolla] pèrê?

PCV:            Ê-ê, ha-ke-tsebe.

Mosotho: Kẹ-tla u-böntsa. Talima hê.

I will show you. Watch now. I'm

Kẹ-a-[qhanolla].

unsaddling it.

M-3

sale	Kę-tlosa sale pĕrĕng.	saddle	I'm removing the saddle from the horse.
tlelĕki	Kę-tlosa tlelĕki pĕrĕng.	saddle blanket	I'm removing the saddle blanket from the horse.

C-8

PCV:	Hlalosa hore naa ha-u-qhanolla pĕrĕ u-ĕtsa joang.	Explain what you do when you unsaddle a horse.
Mosotho:	Kę-tlamolla hĕrĕtĕ. Kę-tlosa sale pĕrĕng. Kę-tlosa tlelĕki. Kęa-e-tomolla.	

C-9

A:	Ha-u-tlama hĕrĕtĕ u-ĕtsa joang?	When you tighten a cinch, what do you do?
B:	Kęa-hĕrĕta.	
A:	Ha-u-tlamolla tĕng u-re u-ĕtsa joang?	When you loosen a cinch, what do you do?
B:	Kę-re, kęa hĕrĕtolla.	I say I am uncinching.

C-10

A:	U-hĕrĕta sale kapa u-hĕrĕta pĕrĕ?	Do you cinch the saddle or do you cinch the horse?
B:	Kę-hĕrĕta pĕrĕ, ha-ke hĕrĕte sale.	I cinch the horse, I don't cinch the saddle.

E-1

Use the following exercise to give students an opportunity to become familiar with the form of the reversive suffix. It is not necessary for them to learn the meanings of all these words at this point.

<u>Teacher</u>	<u>Response</u>	
kĕba	kĕbolla	bend//unbend
thata	thatolla	wind//unwind

fasa	fasolla	tie//untie
toma	tomolla	bridle//unbridle
tlama	tlamolla	tie//untie
hôrôta	hôrötolla	cinch//uncinch
bôfa	böfolla	load, carry//unload (on the back of an animal)
mena	menolla	fold//unfold
pana	panolla	hitch up/unhitch
khêtha	khêtholla	select (pick out)//omit (leave out)
hlôpha	hlöpholla	arrange//disarrange
	* * * * *	
qhanêha	qhanolla	saddle//unsaddle
koahêla	koaholla	cover, close//uncover, open
tšêla	tšolla	1. pour in//pour out 2. give an enema//response to an enema
khathatsa	khatholia	tire, weary, annoy//refresh

M-1

<u>Teacher</u>	<u>Response</u>	
Kḡa-ithuta. Kḡ-tseba ho-bua le-Basotho.	Kḡ-ithuta hore ke-tsebḡ ho-bua le-Basotho.	I'm studying so that I'll know how to speak with the Basotho.
Kḡa-sḡbḡtsa. Kḡ-fumana chḡlḡtḡ.	Kḡ-sḡbḡtsa hore ke-fumanḡ chḡlḡtḡ.	I'm working so that I'll find money.
Kḡ-botsa haholo. Kḡa-utloisisa.	Kḡ-botsa haholo hore ke-utloisisḡ.	I'm asking so that I'll understand.
O-bua haholo. Batho ba-mo-utloa.	O-bua haholo hore batho ba-mo-utloḡ.	He's speaking loudly so that the people will understand him.
Re-ithuta ka-matla. Rea-pasa.	Re-ithuta ka-matla hore re-pasḡ.	We are studying with all our might so that we will pass.

C-1

- A: [U-ithuta Sesotho] hobaneng?  
B: Hore [ke-tsebḡ ho-bua le-Basotho].

C-2

- A: U-kḡna sekḡlḡ kae?  
B: Ha-ke-kḡne sekḡlḡ. Kḡa-sḡbḡtsa.  
A: Hao! U-sḡbḡtsa hobaneng?  
B: Kḡ-sḡbḡtsa hore ke-fumanḡ chḡlḡtḡ.

C-3

- T: U-batla ho-botsa hapḡ?  
S: ḂḂ.  
T: U-botsa haholo le-uḡna.  
S: ḂḂ, kḡ-botsa hore ke-utloisisḡ.
- Are you asking (a question) again?  
You ask too much, you!

C-4

- A: [Bill] o-ḡtsa lerata.  
B: Ḃ-Ḃ, ha-a-ḡtse lerata; oa-bua.  
A: O-bua haholo hobaneng?  
B: Hore tatho ba-mo-utloḡ.
- Bill is making noise.  
No, he's not making noise, he is speaking.  
Why is he speaking so loud?  
So that the people will understand him.



C-5

- A: Ke-le-chakêlê? May I visit you?  
 B: Ê-ê, re-ithuta ka-matla matsatsing ana. No, we are studying with all our might these days.  
 A: Ao! Le-ithuta ka-matla hobane'ng?  
 B: Re-ithuta ka-matla hore re-pasê.  
 Or: Hore re-pasê.

M-2

- |                                              |                                                  |                                                                           |
|----------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------|
| O-sëbëtsa haholo. O-qêta<br>mosëbëtsi.       | O-sëbëtsa haholo hore a-qêtê<br>mosëbëtsi.       | He is working hard so that<br>he'll finish the work.                      |
| O-bësa mollô. O-phêha<br>lijô.               | O-bësa mollô hore a-phêhê<br>lijô.               | He's making a fire so that<br>he can cook food.                           |
| O-sëbëtsa ka-matla.<br>O-khahlisa mookamêli. | O-sëbëtsa ka-matla hore<br>a-khahlisê mookamêli. | He is working with all his<br>might so that he'll<br>please the director. |
| O-fasolla pêrê. E-ea<br>nahëng.              | O-fasolla pêrê hore e-eê<br>nahëng.              | He's untying the horse<br>so that it can go into<br>the countryside.      |

C-6

- A: Molato ke'ng ha-John a-sëbëtsa ka-matla hakaalê? What's wrong that (lit: when) John is working with all his might so much?  
 B: O-sëbëtsa ka-matla hore a-khahlisê mookamêli.

M-1

Review Cycle 130.
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M-2

palama	U-ilë ua-palama kae?	ride, mount	Where did you board?
leba	U-ilë ua-leba kae?	head for	Where did you head for?
kêna	U-ilë ua-kêna kae?	enter, arrive	Where did you arrive?
		at	
êma	U-ilë ua-êma kae?	stand, stop	Where did you stop?

M-3

leba	Ha <u>u</u> -tloha têng, u-ilë ua-leba kae?	When you departed, where did you head for?
kêna	Ha <u>u</u> -tloha têng, u-ilë ua-kêna kae?	When you departed, where did you arrive?
êma	Ha <u>u</u> -tloha têng, u-ilë ua-êma kae?	When you departed, where did you stop?

C-1

- S: U-ilë ua-palama sefofane kae?  
 Mosotho: Masëru.  
 S: Sefofane se-ilë sa leba kae?  
 Mosotho: Khautêng.  
 S: Ha u-tloha Khautêng, u-ilë  
ua-[leba] kae?  
 Mosotho: Kinshasa.  
 S: Ha u-tloha Kinshasa, u-ilë  
ua-[kêna] kae?  
 Mosotho: Lagos.  
 S: Ha u-tloha têng, u-ilë ua-êma kae?  
 Mosotho: Accra.

C-2

- S: Le-ilë la-tloha [New York]      What time did you leave [New York]?  
       ka-nakô efe?
- Mosotho: Re-ilë ra-tloha ka-[9:00].  
           Ra-fihla [Chicago] ka-[11:00].  
           Ra-tloha têng ka-[12:00].      We left there at [12:00].  
           Ra-fihla [L.A.] ka-[4:00],      We arrived at [L.A] at [4:00],  
           mme ra-tla fihla möna              and we arrived here at [7:00].  
           ka-[7:00].

C-3

- S: Le-ilë la-[fihla] [Chicago]  
       ka-nakô efe?
- Mosotho: Re-ilë ra-[fihla] têng  
           ka-[11:00].  
           Or: Ka-[11:00].

C-4

- A: U-ilë ua-fihla [New York] neng?  
       B: Maoba.                              Day before yesterday.  
       A: U-fihlilë neng möö?  
           B: Maobane.                        When did you arrive here?  
                                                   Yesterday.

C-5

- A: Molato ke'ng?                              What's wrong?  
       B: Ntja e-lommë ngoana.                A dog bit/has bitten a child.

\* \* \* \* \*

(Sometime later, elsewhere)

- C: Ntja e-ilë ea-ëtsa joang?                What did the dog do?  
       B: E-ilë ea-loma ngoana.                He bit the child.

C-6

A: U-tsoa kae?

B: Ha-[Yeats].

From [Collier & Yeats Store].

A: U-rëkilë'ng?

What did you buy?

B: Kę-rëkilë hamorê ëna.

I bought this hammer.

A: Le-sakha ëë u-e-rëkilë hôna teng?

Did you buy the saw there also?

B: Ê-ê, kę-ilë ka-e-rêka [ha-Fraser].

No, I bought it at [Fraser's Store].

M-1

bôlô	Bôlô e-ho-mang?	ball	Who has the ball? (Lit: The ball is to whom?)
ênkê	Ênkê e-ho-mang?	ink	Who has the ink?
chôkô	Chôkô e-ho-mang?	chalk	Who has the chalk?
tomô	Tomô e-ho-mang?	bridle	Who has the bridle?
tlelëki	Tlelëki e-ho-mang?	saddle blanket	Who has the saddle blanket?

M-2

bôlô	Bôlô e-ho-Bill.		Bill has the ball. (Lit: The ball is to Bill.)
ênkê	Ênkê e-ho-Bill.		Bill has the ink.
chôkô	Chôkô e-ho-Bill.		Bill has the chalk.
tlelëki	Tlelëki e-ho-Bill.		Bill has the saddle blanket.

C-1

A: [Bôlô] e-ho-mang?

B: E-ho-[Bill].

C-2

A: [Ênkê] e-ho-mang?

B: E-ho-[John].

John has it.

A: [Chôkô] e-ho-mang?

The chalk, who has it?

B: Këa-khôloa e-ho-[Susan].

Or: Kë-khôloa hore e-ho-[Susan].

C-3

A: [Tlelëki] e-ho-mang?

B: Hã-ke-tsebe hore naa e-ho-mang.

C: Këa-khôloa e-ho-[John].

C-4

- A: Katiba ea-ka e-ho-mang? Who has my hat?  
 B: Ha-ke-tsebe, fêêla kea-khôloa  
 e-ho-tichêrê.

M-3

- |       |                |        |                         |
|-------|----------------|--------|-------------------------|
| Nna   | Ha-e-ho-nna.   | I      | I don't have it.        |
| Eêna  | Ha-e-ho-eêna.  | he/she | He/she doesn't have it. |
| bôna  | Ha-e-ho-bôna.  | they   | They don't have it.     |
| David | Ha-e-ho-David. | David  | David doesn't have it.  |

C-5

- A: Buka ea-ka e-ho-uêna? Do you have my book?  
 B: Ê-ê, ha-e-ho-nna. Êna ke-ea-ka. No, I don't have it. This one is mine.  
 A: Ea-ka e-ho-mang? Who has mine?  
 B: Kea-khôloa e-ho-[John].

C-6

- A: Ke-batla ho-bapala. Bôlô e-ho-mang?  
 B: E-ho-[Bill].  
 A: [Bill], tliša bôlô; ke-batla ho-bapala.  
 Bill: Bôlô ha-e-ho-nna; e-ho-[David].

M-4

- |           |                             |           |                         |
|-----------|-----------------------------|-----------|-------------------------|
| mokötlana | Mokötlana oa-Ann o-ho-mang? | purse     | Who has Ann's purse?    |
| moriana   | Moriana oa-Ann o-ho-mang?   | medicine  | Who has Ann's medicine? |
| mohoma    | Mohoma oa-Ann o-ho-mang?    | hoe, plow | Who has Ann's hoe?      |
| mose      | Mose oa-Ann o-ho-mang?      | dress     | Who has Ann's dress?    |

C-7

- A: [Ann] o-batla [mokötlana] oa-hae.  
 O-ho-mang?  
 B: O-ho-[Linêô].

C-8

A: Senôtlîôlô sa-[öfisi] se-lula  
hò-mang?

Who has the key to the office?

(Lit: The key to the office it  
resides with whom?)

B: Se-lula ho-[mookamëli].

[The director] has it. (Lit. It  
resides with [the director].)

A: Sa-kicheneng sônaa?

(What about) the one for the kitchen?

B: Sôna se-lula ho-[mophëhi].

The cook has that one.

C-8

A: Senôtlôlô sa-[öfisi] se-lula  
ho-mang?

Who has the key to the office?

(Lit: The key to the office it  
resides with whom?)

B: Se-lula ho-[mookamëli].

[The director] has it. (Lit. It  
resides with [the director].)

A: Sa-kicheneng sônaa?

(What about) the one for the kitchen?

B: Sôna se-lula ho-[mophëhi].

The cook has that one.



M-1

<u>Teacher</u>	<u>Response</u>	
U-re'ng?	U-re'ng-na?	What are you saying?!!
U-ëtsa'ng?	U-ëtsa'ng-na?	What are you doing?!!
Molato ke'ng?	Molato ke'ng-na?	What's wrong?!!
U-fihlilë neng?	U-fihlilë neng-na?	When did you arrive?
U-ea le-mang?	U-ea le-mang-na?	With whom are you going?!!

C-1

- A: (B bumps him) U-ëtsa'ng-na  
monna? What are you doing, man?!!
- B: Ntšoarêlê ngoanëso. Excuse me, brother.
- A: Ho-lokilë.

C-2

- A: Ha-ke-fihla Lesotho, ke-tla rêka pêrê, When I arrive in Lesotho, I will buy  
ke-e-fêpê, ke-e-palamê, a horse, I will feed him, I will  
ke-e-hlakolê. ride him, I will groom him.  
(Boasting on the part of A)
- B: U-re'ng na? What are you saying?!! (A comment  
rather than a question.)
- A: Kea-u-bolêlla. I'm telling it (for you).

C-3

- A: Lumêla.
- B: Êë, lumêla.
- A: Hao! U-fihlilë neng-na?
- B: Ke-fihlilë maobane. I arrived yesterday.

C-4

A: Hə-u ee le-[Susan] töröpöng?

B: Ê-ê.

A: Hao! U-ea le-mang-na?

B: Le-[Ann].

A: Öö.

M-2

tsamaea	Hao! Molato ke'ng-na,	Hey, what's up that (lit:
kapele	ha <u>-u</u> -tsamaea kapele hakaalë?	when) you are walking
		so fast?
thabilë	Hao! Molato ke'ng-na,	Hey, what's up that you are
	ha <u>-u</u> -thabilë hakaalë?	so happy?
bina	Hao! Molato ke'ng-na,	Hey, what's up that you
	ha <u>-u</u> -bina hakaalë?	sing so much?
liëhilë	Hao! Molato ke'ng-na,	Hey, what's up that you
	ha <u>-u</u> -liëhilë hakaalë?	are so late?

C-4

A: Hao! Molato ke'ng-na, ha-u-tsamaea  
kapele hakaalë?

Hey, what's up that you are walking  
so fast?

B: Hə-se-lethô. Hə-ke-batle ho-fihla  
morao tlelaseng.

It's nothing. I don't want to arrive  
late to class.

M-1

<u>Teacher</u>	<u>Response</u>	
Ak'u mamêlê.	U-mamêlê hantlê.	(Please) listen carefully.
Ak'u tlê koano.	U-tlê koano.	(Please) come here.
Ak'u êmê hannyané.	U-êmê hannyané.	(Please) wait a little.
Ak'u arabê kapele.	U-arabê kapele.	(Please) answer quickly.
Ak'u phakisê.	U-phakisê.	(Please) hurry.
Ak'u binê hantlê.	U-binê hantlê.	(Please) sing well.

C-1

A: Ak'u tlê koano, [John].	Please come here, [John].
John: H <sub>ɔ</sub> -ke <sub>ɔ</sub> -utloa hore naa u-re'ng.	I don't hear what you are saying.
A: Ke <sub>ɔ</sub> -re, u-tlê koano.	I say, (please) come here.

C-2

Naa u-utloilê hantlê hore naa ho-thoeng? Ê-ê, h <sub>ɔ</sub> -ke <sub>ɔ</sub> utloa.	Did you hear well what was said?
H <sub>ɔ</sub> mookamɛli a-bua le-uêna, u-mamêlê hantlê.	When the director speaks with you, (please) listen well.

C-3

A: U-tla êtsa'ng, [John]?
B: Ke <sub>ɔ</sub> -tla bala buka êna.
A: Bala haholo ke-utloê.
B: U-re'ng?
A: Ke <sub>ɔ</sub> -re, u-balê haholo, ke <sub>ɔ</sub> -batla ho-utloa.

M-2

u-ngolê	[U-ngolê] lengôlô.	you write	(Please) write a letter.
u-koalê	[U-koalê] lengôlô.	you seal	(Please) seal the letter.
u-nkê	[U-nkê] lengôlô.	you take	(Please) take the letter.
u-têmpê	[U-têmpê] lengôlô.	you stamp	(Please) stamp the letter.
u-tlisê	[U-tlisê] lengôlô.	you bring	(Please) bring the letter.
u-pôsê	[U-pôsê] lengôlô.	you mail	(Please) mail the letter.
u-bulê	[U-bulê] lengôlô.	you open	(Please) open the letter.

C-4

A: U-ea haë hōna joalë?

Are you going home right away?

B: Ēë.

A: Ha u-fihla lapëng, u-nkê lengôlô  
tafolëng, u-le-têmpê, u-eö le-pōsa.

When you get home, (please) take the  
letter from the table, (please)  
stamp it, and go mail it.

M-3

pele ho-9:00

Hosasa u-lekê ho-fihla  
[pele ho-9:00].

about 9:00

Tomorrow please try to  
arrive before 9:00.

ka-nakô

Hosasa u-lekê ho-fihla  
[ka-nakô].

on time

Tomorrow please try to  
arrive on time.

C-5

A: U-qala mosëbëtsi ka-nakô efe?

What time do you begin work?

B: Ke-qala ka-9:00.

A: Hosasa u-lekê ho-fihla pele ho-9:00.

B: Ho-lokilë, ke-tla leka joalü.

C-6

A: U-ithuta ho-bua Sesotho?

B: Ēë, fêêla ha-ke se-tsebe hantlê.

A: U-lekê ho-se-bua kamehla. U-tla se-tseba  
kapele.

(Please) try to speak it every day.  
You will know it quickly.

B: Kea-lëboha, ke-tla leka joalü.

M-4

kalima

[U-nkalimê] pênê ea-hao.

lend

(Please) lend me your pen.

bontša

[U-mpöntsë] pênê ea-hao.

show

(Please) show me your pen.

fa

[U-mphê] pênê ea-hao.

give

(Please) give me your pen.

C-7

A: U-nkalimê [pênê] ea-hao ha u-qêta  
ho-ngôla.

(Please) lend me your pen when you  
finish writing.

B: U-e-isa kae?

What are you going to do with it?

A: Ke-batla ho-ngôla ka-eōna.

M-1

batla	mmatla	look for	look for him
botsa	mmotsa	ask	ask him
bôna	mmôna	see	see him
bitsa	mmitsa	call	call him
böntša	mmöntša	show	show him
boloka	mmoloka	take care of	take care of him
bolêlla	mmolêlla	tell	tell him
		(someone)	

C-1

- A: [Mookamêli] o-fihlilê. Naa  
u-[mmône]?
- B: Ê-ê, ha-ke-a-[mmôna]. O-fihlilê  
neng?
- A: O-qêta ho-fihla hôna joalê.

C-2

- A: [Bill] o-kae?
- B: Ke-ënoa. U-mo-isa kae? This is him. What do you want with him?
- A: Mookamêli oa-mmitsa.

C-3

- A: [Thabô] o-kae?
- B: Ha-a-eô, ha-ke-tsebe hore naa o-ilê kae.
- A: Ha-a-fihla, u-mmolêilê hore ke-a-mmatsa.  
Ke-batla ho-bua le-eêna.

C-4

- A: Naa [Ann] o-ea le-rona Lesotho?
- B: Ha-ke-tsebe, ha-ke-mmotsa.
- A: U-tla mmotsa neng?
- B: Ke-tla mmotsa hôna kajêno ha-nka I will ask her today when I see her.  
mmôna.

C-5

- PCV: Naa u-ka mpöntš<sup>ǀ</sup>a tsela ǀǀ eang Rôma? Can you tell me the road which goes to Roma?
- Mosotho<sub>1</sub>: (To another Mosotho) O-batla tsela ǀǀ eang Rôma.  
Nna ha<sub>3</sub>-ke-tsebe Rôma. Naa u-ka mmontš<sup>ǀ</sup>a eôna?
- Mosotho<sub>2</sub>: ǀǀ, ke<sub>3</sub>-tla mmöntš<sup>ǀ</sup>a eôna.

M-1

bèkè	Kɛ-fihlilè (mōna) békèng ëë fetilèng.	week	I arrived (here) last week.
khoëli	Kɛ-fihlilè (mōna) khoëling ëë fetilèng.	month	I arrived (here) last month.
selemô	Kɛ-fihlilè (mōna) selemōng sëë fetilèng.	year, spring	I arrived (here) last spring.
* * * * *			
Labobëli	Kɛ-fihlilè (mōna) ka-Labobëli lëë fetilèng.	Tuesday	I arrived (here) last Tuesday.
Söntaha	Kɛ-fihlilè (mōna) ka-Söntaha sëë fetilèng.	Sunday	I arrived (here) last Sunday.

C-1

- A: U-fihlilè (möö) neng?  
B: [Békèng ëë] fetilèng.

M-2

bèkè	Re-tla ea Lesotho békèng ëë tlang.	I will go to Lesotho next week.
khoëli	Re-tla ea Lesotho khoëling ëë tlang.	I will go to Lesotho next month.
* * * * *		
Labobëli	Re-tla ea Lesotho ka-Labobëli lëë tlang.	I will go to Lesotho next Tuesday.
Söntaha	Re-tla ea Lesotho ka-Söntaha sëë tlang.	I will go to Lesotho next Sunday.

C-2

- A: Le-ea Lesotho neng?  
B: Re-tla ea [khoëling ëë] tlang.

M-3

selemô	Basotho ba-ëtsa'ng selemô?	spring	What do the Basotho do in the spring?
hlabula	Basotho ba-ëtsa'ng hlabula?	summer	What do the Basotho do in the summer?
hoetla	Basotho ba-ëtsa'ng hoetla?	fall	What do the Basotho do in the fall?
mariha	Basotho ba-ëtsa'ng mariha?	winter	What do the Basotho do in the winter?

M-4

lema	Selemô Basotho baa-lema.	plough	In the spring the Basotho plough.
hlaola	Hlabula Basotho baa-hlaola.	weed, cultivate	In the summer the Basotho weed.
kötula	Mariha Basotho baa-kötula.	harvest (corn, sorghum)	In the winter the Basotho harvest.

C-3

A: Basotho ba-ëtsa'ng [selemô]?

B: Selemô baa-[lema].

C-4

A: Lifatê li-thunya neng Lesotho?

B: Li-thunya selemô.

C-5

A: Lesotho pula e-na neng?

When does it rain in Lesotho? (Lit: In Lesotho the rain rains/falls when?)

B: E-na (le)hlabula.

It rains / falls in the summer.



C-6

- A: Basotho ba-ja pööne le-mahapu neng?      When do the Basotho eat corn and water-melons?  
 B: Hoetla.      In the fall.

C-7

- A: Seramê se-lala neng?      When is there frost? (Lit: Frost lies down when?)  
 B: Mariha.  
     Or: Se-lala mariha.

C-8

- A: Lesotho likhomo li-ea thabëng neng?      In Lesotho when do the cows go to the mountains?  
 B: Li-ea thabëng hlabula.      They go to the mountains in the summer.  
 A: Li-khutla neng?  
 B: Li-khutla mariha.      They return in the winter.

<u>M-1</u>			
phela	U-sa phela?	live	Are you still living?
bôna	U-sa bôna?	see	Do you still see?
rêka	U-sa rêka?	buy	Are you still buying?
ja	U-sa ja?	eat	Are you still eating?

C-1

A: Lumêla [ntatë].

B: Ēë, lumêla [mmê].

A: U-sa phela?

B: Kẹ-sa phela. Uêna u-phela joang?

A: Chêê, le-nna kẹ-sa phela.

C-2

T: (Noting an absence in the class)

[John] o-kae?

S: O-sa ja.

C-3

A: Mphô, hã-rẹ tsamaeê.

B: Butlê hanyane, kẹ-sa rêka.

Wait a bit, I'm still buying.

C-4

A: hã-rẹ-eê tlelaseng.

B: Tsamaea, kẹ-tla.

A: U-sa-ëttsa joang?

What are you still doing?

B: Kẹ-sa hloëkisa ntlo ea-ka.

I'm still cleaning my house.

C-5

A: Naa le-uêna u-ea Lesotho?

B: Ê-ê, ha-ke-ee hôna joalë. Ke-tla  
ea ka-mosô.

A: U-sa ëtsa joang?

B: Ke-sa ithuta Sesotho hantlê pele. I'm still studying Sesotho first.

M-2

tseba	Ha-ke-sa tseba.	I don't know any more.
bôna	Ha-ke-sa bôna.	I don't see any more.
utloa	Ha-ke-sa utloa.	I don't hear any more.
sëbëtsa	Ha-ke-sa sëbëtsa.	I don't work any more.
ea	Ha-ke-sa ea.	I don't go any more.

C-6

A: [Ntate=moholo] o-phêla joang?

How is (my) [grandfather]?

B: O-phêla hantlê fêêla ha-a-sa  
bôna hantlê.

He is well, only he doesn't see well  
any more.

C-7

A: Ke-utloilë hore u-ea[töröpöng].

U-tsamaea neng?

B: Ha-ke-sa ea.

I'm not going any more.

A: Hao! Molato ke'ng?

B: Ha-se-lethô, ke-tla ea ka-mosô.

There's nothing. I'll go sometime.

C-8

A: Ha-u-ee mosëbëtsing kajëno?

B: Ê-ê, ha-ke-sa sëbëtsa.

A: Hao! Molato ke'ng?

B: Ha-ke-phele hantlê. Ke-sa phomola.

C-9

A: John, ha-rę-eê pösöng.

B: Kęa-tla, kę-sa-il'ö bua le-mookamëli. I'm coming, I still am going to talk  
with the [director].

C-10

A: Ua-phela, ntatë?

B: Kęa-phela, ha-ke-tsebe uëna.

A: Ao, chëê, kę-tëng. Kę-sa babalëtse. Oh, well, I'm around. I'm still spared.

Use picture number 6 for the following:

Möna ke-tšimong.

Ke-tšimo ea-mabêlê.

Ke-bôna banna seötlöng.

Baa-pola.

Ba-pola ka-likôtô.

Banna ha-ba-pola mabêlê

ka-likôtô, baa-bina.

(This place) here is in a field.

It is a field of sorghum.

I see men on the threshing floor.

They are flailing (the grain).

They are flailing with threshing sticks.

When the men flail sorghum, with  
threshing sticks, they sing.

Ke-bôna hore ke-nakô ea-mariha.

Mariha Basotho baa-kötula.

Ba-kötula mabêlê le-pööne.

Ke-basali baa kötulang mabêlê.

Banna bôna baa-a-pola.

I see that the time is winter.

In winter the Basotho reap.

They reap sorghum and corn.

It is the women who reap the sorghum.

The men themselves flail it.

Banna bana ba-pola mabêlê a-mangata.

Ke-bôna hore le-mmoko o-mongata.

Ha-banna ba-pola, basali ba-tlisa joala.

These men are flailing a lot of sorghum.

I see that there is also a lot of chaff.

When the men are flailing, the women  
bring them beer.

Ha-banna ba-qêta ho-pola, ba-noa  
joala.

When the men finish flailing, they  
drink beer.

Le-basali ba-noa joala.

The women also drink beer.

Banna baa-bina.

The men sing.

Basali baa-liliëttsa.

The women shriek.

Q-1

T: Batho baa ba-hokae?

These people are where?

S: Ba-seötlöng.

They are on the threshing floor.

T: Seötlô se-hokae?

Where is the threshing floor?

S: Se-tšimong.

It is in the field.

T: Ke-tšimo ea'ng?  
S: Ke-tšimo ea-mabêlê.

What (kind) of field is it?  
It is field of sorghum

Q-2

T: Banna baa ba-ëtsa'ng seötlöng möö?  
S: Ba-pola mabêlê.  
T: Ba-a-pola ka'ng?  
S: Ba-a-pola ka-likôtô.

What are these men doing here on the  
threshing floor?  
They are flailing sorghum.  
What are they flailing it with?  
They are flailing it with threshing sticks.

Q-3

T: Banna ha-ba-pola mabêlê ka-likôtô  
ba-ëtsa joang?  
S: Banna ha-ba-pola mabêlê ka-likôtô,  
baa-bina.

When the men flail sorghum with sticks,  
what do they do?

Q-4

T: Ke-nakô efe ea-selemô?  
S: Ke-mariha.  
Or: Ke-nakô ea-mariha.  
T: Mariha basali ba-ëtsa'ng?  
S<sub>1</sub>: Baa-kötula.  
S<sub>2</sub>: Ba-kötula mabêlê le-pööne.

What time of the year is it?

They reap.

Q-5

T: Banna baa ba-pola mabêlê a-makae?  
S: A-mangata.  
Or: Ba-pola mabêlê a mangata.

How much sorghum are these men flailing?  
A lot

Q-6

T: Ha-banna ba-pola, basali ba-ëtsa joang?  
S: Basali ba-tlisa joala.

Q-7

T: Ha-banna ba-qêta ho-pola ba-ëtsa joang?

S: Ba-noa joala.

T: Naa u-noa joala?

S: Ê-ê, ha-ke-bo-noe.

No, I don't drink it.

T: Ke-mang eaa noang joala möö?

Who drinks beer here?

S: Ha-a-eô!

There's no one!

Q-8

T: Basali bôna ba-ëtsa joang?

The women, they are doing what?

S: Le-bôna ba-noa joala.

They also drink beer.

Q-9

T: Ha-banna ba-bina basali ba-ëtsa joang?

S: Basali baa-liliëtsa.

T: Naa basali ba-Amërika ba-tseba ho-liliëtsa?

S: Ê-ê, basali ba-Amërika ha-ba-tsebe ho-liliëtsa.

Q-10

T: [Susan], naa u-tseba ho-liliëtsa?

Susan: Êë, ke-tseba.

T: Hao! Naa u-tseba ho-liliëtsa naa?!

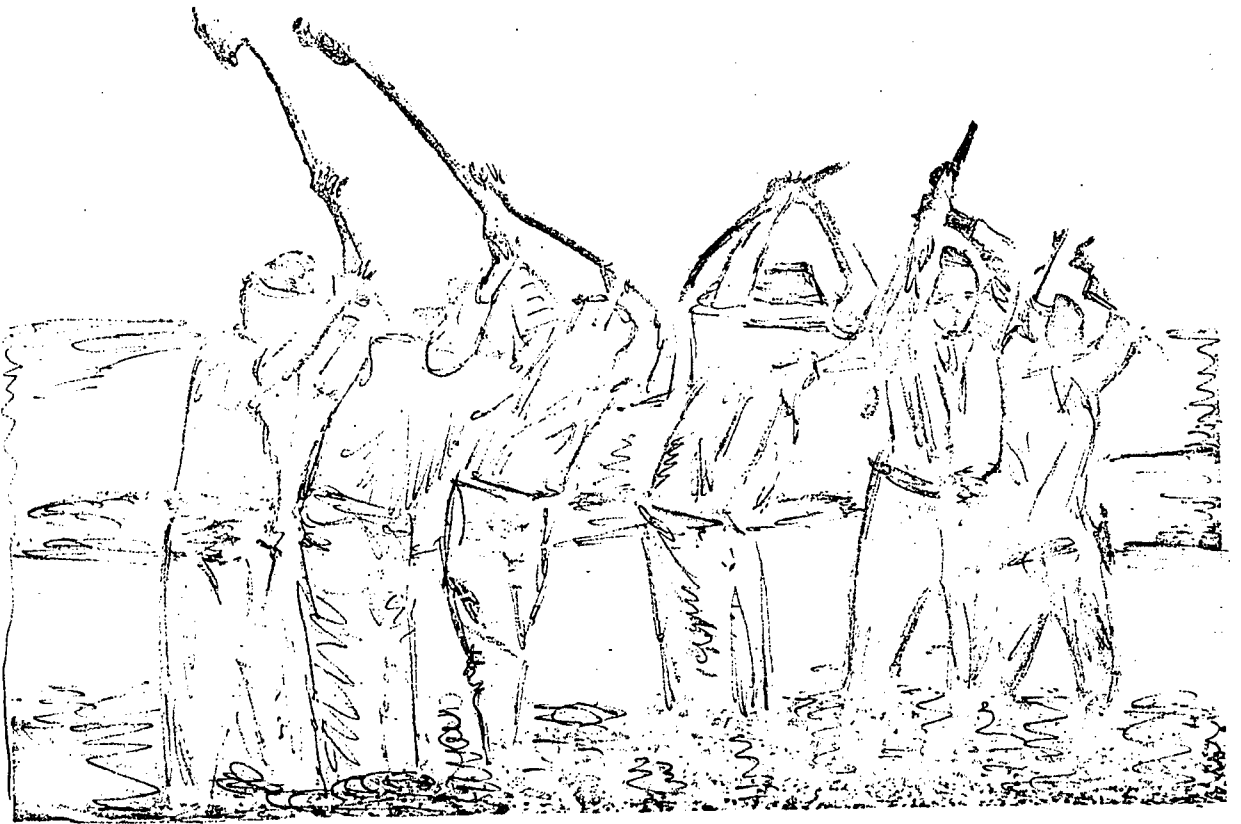
Re-böntsê.

Susan: Iii-iii-iii!

Or: Ke-ne ke-soasoa.

I was kidding.

Ha-ke-tsebe ho-liliëtsa.





M-1

fasa thae	Naa u-ka fasa thae?	tie a tie	Can you tie a tie?
khanna kölöi	Naa u-ka khanna kölöi?	drive a car	Can you drive a car?
qhanêha pêrê	Naa u-ka qhanêha pêrê?	saddle a horse	Can you saddle a horse?
ruta Seburu	Naa u-ka ruta Seburu	teach Afrikaans	Can you teach Afrikaans?

M-2

fasa	Nka fasa thae.	I can tie a tie.
khanna	Nka khanna kölöi.	I can drive a car.
qhanêha	Nka qhanêha pêrê.	I can saddle a horse.
ruta	Nka ruta Seburu.	I can teach Afrikaans.

C-1

- A: Naa u-ka [fasa thae]?  
 B: Ēë, nka [e-fasa]. Yes, I can [tie it].  
 A: Ak'u [e-fase] re-bônê. Please tie it, so I can see.

C-2

- A: U-tseba ho-khanna?  
 B: Ēë, kea-tseba.  
 A: Naa u-ka khanna kölöi ea-mofuta öö? Can you drive this kind of car?  
 B: Ēë, nka e-khanna.

C-3

- A: Naa u-ka ruta [Seburu]?  
 B: Ēë, nka se-ruta.  
 A: U-ka ruta thutô life hapê? What other subjects can you teach?  
 B: Nka ruta [Sesotho, Sekhooa le-Sefora].

M-2

ha-Mosala	U-ka fumana liê <sup>h</sup> nelôpô ha-Mosala.	Mosala's (store)	You can find envelopes at Mosala's.
ha-Mafafa	U-ka fumana liê <sup>h</sup> nelôpô ha-Mafafa.	Mafafa's (store)	You can find envelopes at Mafafa's.
ha-Baas Jan	U-ka fumana liê <sup>h</sup> nelôpô ha-Baas Jan.	Baas Jan's (store)	You can find envelopes at Baas Jan's.
Makaota Store	U-ka fumana liê <sup>h</sup> nelôpô Makaota Store.	Makaota's (a cafe)	You can find envelopes at Makaota's.

C-4

A: Kê<sup>h</sup>-batla ho-rêka [pê<sup>h</sup>ê].  
Nka [e]-fumana kae?

B: Hâ<sup>h</sup>-kê<sup>h</sup>-tsebe, fê<sup>h</sup>êla kê<sup>h</sup>-khôloa  
hore u-ka [e]-fumana  
[hônâ motseng môna].

I don't know, but I think that you  
can find one [right here in the  
village].

C-5

Repeat C-4 using the substitution  
possibilities from M-2.



M-3

<u>Teacher</u>	<u>Response</u>	
Eaa öfising.	O-re, u-eê öfising.	He says, go to the office.
Tlisa köfi.	O-re, u-tlisê köfi.	He says, bring coffee.
Faa tichêrê setulô.	O-re, u-fê tichêrê setulô.	He says, give the teacher a chair.
Tlô koano.	O-re, u-tlê koano.	He says, come here.
Phakisa.	O-re, u-phakisê.	He says, hurry up.
Rêka liênvelôpô.	O-re, u-rêkê liênvelôpô.	He says, buy envelopes.
Mo-kalimê buka.	O-re, u-mo-kalimê buka.	He says, lend him a book.

C-3

- A: [Faa] [tichêrê setulô].  
 B: (To C) O-re'ng?  
 C: (To B) O-re, [u-fê] [tichêrê setulô].

C-4

- John: [Susan], e-re [Bill] a-nkalimê  
           buka ea-hae.  
 Susan: [Bill], John o-re, u-mo kalimê  
           buka ea-hao.  
 Bill: Nka, ke-ëna, u-e-isê.

C-5

- A: Phiri!  
 Phiri: Oee!  
 A: Thabô o-re u-tlê koano, o-batla  
           ho-bua le-uêna.  
 Phiri: Këa-tla, butlê.  
 A: O-re u-phakisê.

M-4

<u>Teacher</u>	<u>Response</u>	
Bitsa Phiri.	Kę-itsë, u-bitsê Phiri.	I said, call Phiri.
Tlisa köfi.	Kę-itsë, u-tlisê köfi.	I said, bring coffee.
Qhanêha pêrê.	Kę-itsë, u-qhanêhê pêrê.	I said, saddle the horse.
Tšoara pêrê.	Kę-itsë, u-tšoarê pêrê.	I said, hold the horse.
Ithutê Sesotho.	Kę-itsë, u-ithutê Sesotho.	I said, study Sesotho.
Rêka liênelôpô.	Kę-itsë, u-rêkê liênelôpô.	I said, buy envelopes.

C-6

- A: U-rëkilë'ng-na?!
- B: Kę-rëkilë [lipampiri]. I bought [paper].
- A: Kę-itsë u-rêkê [liênelôpô].
- B: Ntšoarêlê. Hą-kea-utloa.
- A: Khutla u-eö rêka [liênelôpô].  
Phakisa kapele.

C-7

- T: Kę-itsë, le-ithutê ho-ngôla  
Sesotho. Hą-ho-joalö?
- S: Ho-joalö.
- T: Hapê, kę-itsë le-ithutê ho-bala  
Sesotho. Hą-ho-joalö?
- S: Ho-joalö, tichêrê.
- T: Joalë, naa le-ithutilë?
- S: Èë, tichêrê.
- T: Kę-hantlê.

M-1

<u>Teacher</u>	<u>Response</u>	
O-tsamaea ka-sefofane?	Naa o-tsamaea ka-sefofane naa?	Is he traveling by plane?
O-ea le-Tau töröpöng?	Naa o-ea le-fau töröpöng naa?	Is he going to town with Tau?
U-tseba ho-liliëtsa?	Naa u-tseba ho-liliëtsa naa?	Do you know how to shriek?
U-tseba ho-kötula mabêlê?	Naa u-tseba ho-kötula mabêlê naa?	Do you know how to reap sorghum?
U-rata ho-phela Lesotho?	Naa u-rata ho-phela Lesotho naa?	Do you like to live in Lesotho?
[ ]?	Naa [ ] naa?	

C-1

Morêna: [Thabô], botsa [John] hore naa o-rata  
ho-phela Lesotho [Thabo], ask [John] if he likes Lesotho.

Thabô: Ho-thoe naa u-rata ho-phela Lesotho  
naa. It is asked if you like Lesotho.

John: Ê-ê, hã-ke-rate ho-phela Lesotho.  
Kë-rata ho-phela Amërika.

C-2

A: Thabô o-ea Lesotho neng?  
B: Hosasa.  
A: O-tsamaea ka-sefofane?  
B: U-re'ng?  
A: Kë-re, naa o-tsamaea ka-sefofane naa?  
B: Hã-ke-tsebe. Këa-khôloa o-tsamaea  
ka-sôna.

C-3

A: U-ea le-Tau [töröpöng]?  
B: Hã-ke-utloa. U-re'ng?  
A: Kë-botsa hore naa u-ea le-[Tau]  
[töröpöng] naa. I'm asking if you are going [to town]  
with [Tau].  
B: Êë, kë-ea le-eêna.



M-1

qhanêha	u-qhanêhê	saddle (imperative)
palama	u-palamê	mount (imperative)
ea	u-eê	go (imperative)
tšêla	u-tšêlê	pour in (imperative)
bea/beha	u-bêhê	put (imperative)
ëtsa	u-ëtsë	prepare (imperative)

C-1

Mookamëli: [Bill] tšoara pêrê,  
u-palamê, u-eê  
[lebënkëlëng].

[Bill], take the horse, saddle up,  
mount, and go to [the store].

Bill: Kë-eö rêka 'ng? What should I go buy?

Mookamëli: U-eö rêka [lisakerêtê]. You should go buy [cigarettes].

C-2

A: Bësa mollô, u-tšêlê mëtši pitsëng,  
u-bêhê pitsa mollöng. Make a fire, pour water into the pot,  
put the pot on the fire.

B: Ha mëtši a-bêla kë-ëtsë joang? When the water boils, what should I make?

A: U-ëtsë teë.

C-3

A: Kë-nakô ea-ho-ja.

B: Kë-ëtsë lijô?

A: Eë, bësa mollô, u-ëtsë lijô, mme u-behê  
lesela tafolëng.

M-2

tsamaea	u-tsamaeê	go (imperative)
rêka	u-rêkê	buy (imperative)
ja	u-jê	eat (imperative)
hlapê	u-hlapê	wash (imperative)
tseba	u-tsebê	then you are ready (idiom)



C-4

- A: Naa u-jelë? Have you eaten?  
 B: Ê-ê, lijô ha-li-eô.  
 A: Nka chêlêê, u-tsamaeê, u-eê Take the money, leave, go to the [cafe],  
     [k'hêfing], u-rêkê lijô, u-jê. buy food, eat.  
 B: Kêa-lêboha.

C-5

- A: Naa u-ea sekölöng?  
 B: Êê. Kêa-ea.  
 A: Tsoha hê, u-hlapê, u-jê, u-tsebê Get up then, wash, eat, then you are  
     ho-ea sekölöng. ready to go to school.

C-6

- A: [John], matha u-cê [mmarakëng], [John], run, go to the [market], buy  
     u-rêkê nama. Phakisa, se-kaa meat. Hurry, don't delay.  
     liêha.  
 B: Kê-rêkê nama ea-khomo kapa ea-nku? Should I buy beef or mutton?  
 A: U-rêkê ea-[khomo].

C-7

- A: Kê-batla ho-kêna. Kê-kênê?  
 B: Êê, kêna, u-koalê monyakô, hoa-bata.

C-8

- A: Kê-khathêtse haholo. I'm tired.  
 B: Hao! Molato ke'ng? E-seng Oh! What's wrong? Aren't you hungry?  
     u-lapilê?  
 A: Êê, kê-lapilê empa e-seng hakaalô. Yes, I'm hungry, but not very much.  
 B: Nka lebese u-noê. Le-tla Take some milk, drink. It will  
     u-khatholla. refresh you.  
 A: (Takes the milk) Kêa-lêboha.

C-9.

A: Kẹ-bēsitsē mollô. Kẹ-phêhê  
nama?

I've made a fire. Should I cook some  
meat?

B: Se-kaa e-phêha, e-bēsē.  
Kẹ-lapilē. Kẹ-batla ho-ja  
hōna joalē.

Don't cook it, roast it. I want to  
eat right away.

<u>M-1</u>			
fêpa	Ho-hlôkômêla pêrê ke-ho-e-fêpa.	feed	To care for a horse is to feed it.
hlakola	Ho-hlôkômêla pêrê ke-ho-e-hlakola.	groom	To care for a horse is to groom it.
fa mëtsi	Ho-hlôkômêla pêrê ke-ho-e-fa mëtsi.	give water	To care for a horse is to give it water.
ëtsa joang?	Ho-hlôkômêla pêrê ke-ho-ëtsa joang?	do what?	To care for a horse is to do what?

C-1

A: Ho-hlôkômêla pêrê ke-ho-ëtsa joang?

B: Ke-ho-e-[fêpa].

To [feed] it.

C-2

Mosotho: Naa ua-tseba hore u-tšoanëtse  
ho-hlôkômêla pêrê?

Do you know how you ought to care for a horse?

PCV: Ho-hlôkômêla pêrê ke-ho-ëtsa  
joang?

Mosotho: Ke-ho-e-hlakola, le-ho-e-fêpa  
kamehla.

It is to groom him and to feed him everyday.

PCV: Öö, ke-tla e-hlôkômêla.

M-2

pêrê	Ho-fêpa pêrê ke-ho-e-fa furu.	horse	To feed a horse is to give it fodder.
ngoana	Ho-fêpa ngoana ke-ho-mo-fa lebese.	child	To feed a child is to give it milk.

C-3

A: Ho-fêpa [pêrê] ke-ho-ëtsa joang?

B: Ke-ho-e-fa [furu].

M-3

hlakola	U-e-hlakolê:	groom	You should groom him.
boloka	U-e-bolokê setalëng.	keep, guard	You should keep him in a stable.
fêpa	U-e-fêpê.	feed	You should feed him.
fa	U-e-fê mêtsi	give	You should give him water.

C-4

PCV: Ak'u mpolêllê hantlê hore naa  
 ha ke-hlôkômêla pêrê,  
 ke-ëtsë joang.

Mosotho: Ha u-qêta ho-e-plama, u-e-hlakolê When you finish riding, you should  
 mofufutsô. U-e-bolokê remove (by grooming) the sweat.  
 setalëng. E-robalê têng. You should keep it in a stable.  
 U-e-fêpê fura, pööne le-mabêlê. It sleeps there. You should feed  
 U-e-hlakolê kamehla. U-e-fê it fodder, corn, and sorghum.  
 mêtsi kamehla. You should groom it every day.  
 You should give it water every day.

PCV: Ke-e-hlakolê ka'ng?

Mosotho: Ka-rôsekama. With a horse brush.

C-5

Mosotho: Ua-tseba joalë hore naa u-tšoanëtse Do you know now how you ought to care  
 ho-hlôkômêla pêrê joang? for a horse?

PCV: Kêa-khôloa kẹ-tseba hanyane fêêla. I think I know only a little.

Mosotho: Ak'u hlalosê.

PCV: Ha ke-qêta ho-palama, kẹ-e-hlakola  
 mofufutsô. Kẹ-e-fêpa kamehla.

Kẹ-nëpilê?

Am I right?

Mosotho: Èë, u-nëpilê.

Yes, you are right.

U-e-fê mêtsi kamehla.

Hapê u-e-bolokê setalëng.

C-6

PCV: Naa ua-bôra hore pêrê ëë,  
e-mëtsi?

Do you see that this horse is wet?

Mosotho: Ha-ho-thoe e-mëtsi. Ho-  
thoe e-fufulëtsoe. Ha-  
se-mëtsi nthô ëna. Ke-  
mofufutsô.

It isn't said that it is wet. It is  
said that it sweats. This thing  
is not water. It is sweat.

PCV: Ke-mofufutsô?

It is sweat?

Mosotho: Èë, e-fufulëtsoe.

M-1

<u>Teacher</u>	<u>Response</u>	
Ba-tla lula fatše. Ba-tla noa joala.	Ba-tla lula fatše, ba-noê joala.	They will sit down and drink beer.
Ba-tla noa joala. Ba-tla ôlosa mabêlê.	Ba-tla noa joala, ba-ôlosê mabêlê.	They will drink beer, and (then) winnow the sorghum.
Ba-tla bina. Ba-tla liliëtsa.	Ba-tla bina, ba-liliëtsê.	They will sing and shriek.
Ba-tla tloha têng. Ba-tla leba London.	Ba-tla tloha têng, ba-lebê London.	They will leave from there and head for London.
Ba-tla palama sefofane. Ba-tla tloha.	Ba-tla palama sefofane, ba-tlohê.	They will board a plane and leave.

C-1

Use picture number 6 for the following.

A: Banna baa ha ba-qêta ho-pola, ba-tla ëtsa joang?

B: Ba-tla lula fatsê, ba-noê joala, ba-binê.

A: Basali bôna ba-tla ëtsa joang?

B: Ba-tla noa joala le-bôna, ba-ôlosê mabêlê, ba-binê, ba-liliëtsê.

C-2

S: Ak'u hlalosê hore naa baithaopi ba-tla ea joang Lesotho.	Please explain how the volunteers will go to Lesotho.
T: Ba-tla tsamaea ka sefofane. Ba-tla kôpana New York. Ba-tlohê New York ka-sefofane, ba-lebê London.	They will go by plane. They will meet (each other) in New York. They will leave New York by plane and head for London.
<u>Ha</u> <u>ba</u> -fihla London ba-tla phomola têng letsatsi lôhlê.	When they arrive in London, they will rest there all day.
Ba-tlohê têng mantsiboea, ba-lebê Lagos. <u>Ha</u> <u>ba</u> -tloha Lagos ba-lebê Kinshasa, <u>ha</u> <u>ba</u> -tloha têng ba-kênê Khautêng.	They will leave from there in the evening and head for Lagos. When they leave Lagos, they will head for Kinshasa, and when they leave from there they will arrive at Johannesburg.

Ha ba-fihla Khautëng,  
 ba-tla palama sefofane sëë  
 eang Lesotho. Ba-tlohê  
 Khautëng hoseng ka-"quarter-  
 past-7:00." Ba-fihlê Masëru  
 ka-9:00.

When they arrive at Johannesburg, they  
 will board a plane which is going to  
 Lesotho. They will leave Johannesburg  
 in the morning at 7:15. They will  
 arrive in Masëru at 9:00.

C-3

T: Ak'u hlalosê hore naa hosasa u-tla  
 ëtsa joang.

Please explain what you are going to  
 do tomorrow.

S: Hosasa ke-tla tsoha, ke-hlapê,  
 ke-aparê, ke-....

Tomorrow I'll get up, wash, dress, ....

(continue in the fashion of C-2  
 in Cycle 107)

C-4

PCV: Matloana a-hokae?

Where are "the little houses?"

Mosotho<sub>1</sub>: U-tla tsamaea. U-fetê  
 ntlo ëna. U-tjekê hukung  
 ea-jarete. U-botsê batho.

You (will) go, you pass this house, you  
 turn at the corner of the garden, and  
 (then) ask the people.

PCV: (meets Mosotho<sub>2</sub>) Ak'u  
 ntšoarêlê. Matloana a-  
 hokae?

Mosotho<sub>2</sub>: Ke-ane.

They are over there.

PCV: A-kae? Ha-ke-a-böne.

Where are they? I don't see them.

Mosotho<sub>2</sub>: Ha-re-eê, ke-u-isê.

Let's go, I should take you.

M-1

Review Cycle 132. Use a piece of string for C-1 to C-5

<u>Teacher</u>	<u>Response</u>	
fasa	fasolla	tie//untie
bôfa	bôfolla	load//unload
thata	thatolla	wind//unwind
tlama	tlamolla	bind//unbind

C-1

- T: Naa u-tseba ho-[thata] [khoêlê]? Do you know how to [wind] [string]?
- S: Ê-ê, ha-ke-tsebe. Ho-[thata] No, I don't know. To [wind] [string]  
[khoêlê] ke-ho-ëtisa joang? is to do what?
- T: Ke-ho-ëtisa tjëna (teacher demonstrates). It is to do thus...
- S: [Khoêlê] ke'ng? [String] is what?
- T: [Khoêlê] ke-nthô ëna. [String] is this thing.

C-2

- T: Naa u-tseba ho-[e-thatolla]? Do you know how to [unwind] it?
- S: Ha-ke-tsebe ho-[e-thatolla]. Ke-ho-ëtisa joang?
- T: Tlisa ke-u-bontšê. Ke-ho-ëtisa tjëna.
- S: Öö, kea-bôna.

C-3

- T: (Winding the string) Ke-ëtisa joang? What am I doing?
- S: U-thata khoêlê.
- T: (Unwinding the string) Joalë ke-ëtisa joang?
- S: U-thatolla khoêlê. You are unwinding string.

C-4

- T: Naa u-ka-[thata khoêlê]? Can you [wind string]?
- S: Kea-khôloa nka leka. I think I can try.
- T: Ak'u lekê ho-e-[thata] ke-bônê. Please try to wind it so I can see.



C-5

- T: U-ka [e-thatolla]? Can you [unwind it]?
- S: Èë, nka [e-thatolla]. Mphê  
ke-[e-thatollê].

M-2

bôfa	Basali ba-bôfa litönki.	The women load the donkeys.
böfolla	Basali ba-böfolla litönki.	The women unload the donkeys.
fasa	Basali ba-fasa litönki.	The women tie the donkeys.
fasolla	Basali ba-fasolla litönki.	The women untie the donkeys.

C-6

- A: Tönki e-sëbëlisoa ho-ëttsa'ng A donkey is used to do what?
- B: Ho-[bôfa] mekötla. To [carry] bags.

C-7

- A: Basali ba-bôfa ka'ng ha ba-il'ö  
sila? The women load up what when they go  
to grind?
- B: Ba-bôfa ke-litönki.
- A: Ha ba-fihla leloalëng ba-ëttsa joang? When they arrive at the mill, they  
do what?
- B: Baa-böfolla. Baa-sila. Ha ba-qêta They unload. They grind. When they  
ho-sila ba-bôfa hapê. Ba-boêla finish grinding, they load up  
haë. again. They return home.
- A: Ha ba-fihla haë, ba-ëttsa joang?
- B: Baa-böfolla.

C-8

- A: Ha u-bêha mokötla holima tönki When you put a bag on a donkey you do  
u-ëttsa joang? what?
- B: Kea-bôfa.
- A: Ha u-o-thëola têng u-ëttsa joang? When you bring/take it down from there  
you are doing what?
- B: Ha ke-o-thëola, kea-böfolla. When I take it down, I'm unloading.

C-9

A: U-ea kae?

B: Ke-ea sakëng.

I'm going to the corral (lesaka).

A: U-il'ò ätsa joang?

B: Ke-il'ò fasa [tönki].

C-10

A: [Tönki] ea-hao e-kae?

B: E-ka-sakëng.

It's in the corral.

A: U-tla e-fasolla neng, e-eê nakëng? When will you untie it so that it may  
go into the countryside?

B: Ke-tla e-fasolla hôna joalë.

M-1

Use pictures 1, 2, 3, and 4 for the following.

<u>Teacher</u>	<u>Response</u>	
Batho ba-feta pela sefatê. Se-na le-tšepe.	Batho ba-feta pela sefatê sëë nang le-tšepe.	The people are passing near a tree which has a bell.
Mosali o-sëbëlisa lejoê. Le-bitsoa "tšilô."	Mosali o-sëbëlisa lejoê lëë-bitsoang "tšilô."	The woman is using a stone which is called "tšilô."
Ke-bôna lesaka. Le-na le-likhōmo ka-hare.	Ke-bôna lesaka lëë nang le-likhōmo ka-hare.	I see a kraal which has cattle in it.
Molisana o-palame phôôfôlô. E-bitsoa tönki.	Molisana o-palame phôôfôlô ëë bitsoang tönki.	The herdboys are mounted on an animal which is called "tönki."
Monna o-ëme pela sefatê. Sefatê se-thuntsë.	Monna o-ëme pela sefatê sëë thuntsëng.	The man is standing near a tree which is blooming.

C-1

A: Batho ba-feta pela 'ng?

B: Ba-feta pela sefatê sëë nang le-tšepe.

C-2

A: Mosali o-sëbëlisa 'ng?

B: [ ]

A: U-bôna 'ng mōü?

B: [ ]

A: Molisana o-palame 'ng?

B: [ ]

A: Monna o-ëme kae?

B: [ ]

M-2

<u>Teacher</u>	<u>Response</u>	
Ke-batla motho. O-nkilë senôtlôlô sa-ka.	Ke-batla motho eaa nkilëng senôtlôlô sa-ka.	I'm looking for the person who has my key (lit:for the person who has taken my key).

Ke-batla mohlankana. O-nkilë mokötlana oa-ka.	Ke-batla mohlankana eaa nkilëng mokötlana oa-ka.	I'm looking for the youth who has my purse.
Ke-batla moroëëtsana. O-nkilë jësi ea-ka.	Ke-batla moroëëtsana eaa nkilëng jësi ea-ka.	I'm looking for the girl who has my sweater.

C-3

A: U-batla mang?

Who are you looking for?

B: Ke-batla [motho] eaa  
nkilëng [senôtlôtlô sa-ka].

M-1

Beginning with this cycle a "reduced" format is frequently used for presenting the M-phases. This will make no difference in how the M-phase is used in class; you should continue to use the M-phases as if they had been written out in full. This "reduced" format is simply a way of eliminating repetitious words from the text. The hyphenated lines indicate that you should supply words from the full sentence above. Hence, in M-1 below

-----[thabisa]-----

should be read as

Nka u-thabisa ka'ng?

thusa	Nka u-[thusa] ka'ng?	help	How can I [help] you?
thabisa	-----[thabisa]----	please,	
		make happy	
khôtsôfatsa	-----[khôtsôfatsa]----	satisfy	
hlokofatsa	-----[hlokofatsa]-----	torment	

C-1

A: Nka u-thusa ka'ng, [ntatš]?  
 [Ntatš]: Ha-ke-batle lethô.

C-2

A: Nka u-thusa ka'ng, [ntatš]?  
 [Ntatš]: Ke-batla ôfisi ea-mookamêli.  
 A: Tlôu ke-u-isê. Come, I'll take you.

M-2

bohôbê	Nka rêka [bohôbê] kae?	bread	Where can I buy [bread]?
sakha	----- [sakha] ----	a saw	
liêta	----- [liêta] ----	shoes	
parafine	----- [parafine]---	kerosene	

M-3

bohôbê	Nka fumana [bohôbê] kae?	bread	Where can I find [bread]?
sakha	----- [sakha] ---	a saw	
lefiêlô	----- [lefiêlô]---	a broom	
linaoa	----- [linaoa] ---	beans	

M-1

Sesotho	Ke-bō=mang baa ithutang [Sesotho]?	Sesotho	Who (p1) are studying [Sesotho]?
Senyese mane	-----[Senyese mane]?	English	
[            ]	-----[            ]?		

C-1

A: Ke-bō=mang baa ithutang [Sesotho]?

B: Ke-[Bill] le-[John].

Or: Ke-batho baa batlang ho-ea Lesotho. It's the people who want  
to go to Lesotho.

M-2

lula	Ke-bō=mang baa [lulang] Lesotho?	staying	Who (p1) is [staying] in Lesotho?
ea	-----[eang]-----	go	
sēbētsa	-----[sēbētsang]---	work	
boēla	-----[boēlang]-----	return	

C-2

A: Ke-bō=mang baa  
[eang] [Lesotho]?

B: Ke-[baithaopi].

M-3

Further drills for practicing the class 1 plural relative, baa, can be prepared along the line of M-1 and M-2 above from the materials in cycle 115.

M-4

See M-1, cycle 129, for further ideas on expanding this exercise.

C-3

PCV: Nka [rêka] [liêta] kae?

Mosotho: [Ha-Cowley].

[At Cowley's store].

PCV: [Ha-Cowley] Ke-hokae?

Mosotho: U-tla tsamaea. U-fetê [mmarakeng].

U-tjekê hukung ea-[lebênkêlê

la-Malêbo].

U-botsê batho.

You go past the [market], turn the corner at [Malebo's store], and ask some people.

PCV: Kea-lêboha.

M-4

lijô	Ak'u mpöntšê mšö nka fumanang [lijô].	food	Please show me where I can find some [food].
liêta	-----[liêta].	shoes	
litapolê	-----[litapolê].	potatoes	
morêna	-----[morêna].	the chief	
Thabô	-----[Thabô]	Thabo	
mookamêli	-----[mookamêli].	the director	

C-4

A: Ak'u mpöntšê mšö nka fumanang [litapolê].

B: U-ka li-fumana ["Maseru cafe"].

A: ["Maseru cafe"] ke-hokae?

B: U-tla tsamaea. U-fetê [pšöšng].

U-tšelê tsela, U-fetê ["American Library"]. You cross the road.

U-fihlê ["Maseru cafe"].

B: Ê-ê, ha-ke-a-qêta.

A: Öö, u-tla le-[koahêla] hê ha u-qêtilê. [Close] it when you have finished.

C-5

A: U-êtsa joang?

B: Kê-koahêla lebôkôsê lëna.

A: Se-kaa le-koahêla, kê-tlil'ö tšêla      Don't close it, I'm coming to put  
liphahlô ho-lôna.      some clothes into it.

B: Ho-lokilê, u-tla le-koaholla ha u-tšêla  
liphahlô.

A: Se-kaa koahêla pitsa êno kê-bônê hore      Don't cover that pot, so I can see  
naa u-phêhilê'ng.      what you have cooked.

B: U-tla e-koaholla ha-kê-re, ha u-batla      You'll uncover it, won't you, when  
ho-bôna hore naa kê-phêhilê'ng?      you want to see what I have cooked.



<u>Teacher</u>	<u>Response</u>	
Ke-batho. Ba-ithuta [Sefora].	Ke-batho baa ithutang [Sefora].	They are the people who are studying [French].
Ke-bö = nêsê. Ba-ea [töröpöng].	Ke-bö=nêsê baa eang [töröpöng].	It is the nurses who are going to [town].
Ke-basali. Ba-sila [pööne].	Ke-basali baa silang [pööne].	It is the women who are grinding [corn].
Ke-[                    ].	Ke-[                    ] baa	
Ba-[                    ].	[                    ]ng [                    ].	

C-3

A: Ke-bö=mang baa [eang] [töröpöng]?

B: Ke-[bö=nêsê].

A: Ke-bö=mang baa [                    ]ng [                    ].

B: Ke-[                    ].

M-5

Use pictures 1 and 6 for the following:

<u>Teacher</u>	<u>Response</u>	
Ke-bôna batho. Ba-feta pela sefatê.	Ke-bôna batho baa fetang pela sefatê.	I see people who are passing near a tree.
Ke-bôna banna. Ba sêbêtsa tšimöng.	Ke-bôna banna baa sêbêtsang tšimöng?	I see men who are working in the field.
Ke-bôna banna. Ba-pola mabêlê.	Ke-bôna banna baa-polang mabêlê.	I see men who are threshing sorghum.

C-4

A: U-bôna 'ng möö?

B: Ke-bôna [banna] baa [polang mabêlê].



Picture Number Six (Cycle 151)

W. v. d. Kallen, N. V. F.

M-1

Use a pot, a box, a tin can, and a bottle for the following.

pitsa	Koaholla pitsa.	pot	Uncover the pot.
lebôkôsê	Koaholla lebôkôsê.	box	Open the box.
bolëkana	Koaholla bolëkana.	tin can	Open the tin can.
bôtlôlô	Koaholla bôtlôlô.	bottle	Open the bottle.

C-1

A: U-tšëtse 'ng ka-[bolëkanëng]? Koaholla ke-bônê.

B: Hg-kea-tšêla lethô.

A: Öö, koahêla hê.

C-2

A: U-tšëtse 'ng ka-[lebökösëng]?

B: Kë-tšëtse [chôkô, lipëntšêlê, le-libuka].

C-3

Ngaka: Koaholla bôtlôlô. U-tšêlê moriana K'haphong.

Nêsê: Kë-o-tšëtse.

Ngaka: Koahêla bôtlôlô hê, u-mphê moriana.

Nêsê: Nka ke-öna.

M-2

koahêla	U-tla le-[koahêla], ha u-qëttilê.	shut, close	Close it when you have finished. (lit: You will close it when you have finished.)
fasa	-----[fasa]-----	fasten	
isa pösöng	-----[isa pösöng]--	carry to the post office	

C-4

A: Kë-batla ho-[koahêla] lebôkôsê lëna.

U-qëttilê ho-tšêla liphahlô tsa-hao?

I want to [close] this box. Have  
you finished putting your clothes  
into it?

T-1

Use picture number 7 for the following.

Setšoantšô sêna se-re-bôntsa basali  
ba-Basotho.

Ba-seôtlông. Ba-sêbêtsa haholo.

Ho-bônahala hore hoa-poloa.

Ho-poloa hörö.

Basali bana baa-ôlosa.

Mosali ênoa o-itlammêka-tjale  
thêkêng.

O-ôlosa ka-seroto.

Eaa pela-hae o-lutse fatše.

Le-eêna o-tšêtse kôrö serotong.

Oa-boraro o-iname.

Le-eêna o-tšêtse kôrö serotong.

Kaofêla ba-bônahala ba-sêbêtsa haholo.

Oa-pele o-roëtse lifaha molalêng.

Ha-aa-roala lethô hlôöhöng le-maotong.

Oa-bobêli o-roëtse tuku. Hapê o-roëtse  
masêkana matsöhöng.

Oa-boraro o-roëtse lifaha molalêng le-  
masêkana maotong.

Q-1

T: Hlalosa setšoantšô sêna.

S: [ ]

This picture shows us some Basotho  
women.

They are at the threshing floor. They  
are working hard.

It appears that there is threshing  
going on.

There is threshing of wheat.

These women are winnowing.

This woman has tied herself about the  
waist with shawl.

She is winnowing with a grain basket.  
(The woman) who is near her is sitting  
down.

She also has wheat in a grain basket.

The third one is stooping over.

She also has wheat in a grain basket.

They all appear to be working hard.

The first one is wearing beads around  
the neck.

She isn't wearing anything on her head  
or feet.

The second is wearing a head scarf. Also  
she is wearing bracelets on her arms.

The third is wearing beads around the  
neck and bracelets on the feet.

Q-2

Ask questions about this picture in the same manner that you did with previous pictures.

T-2

Ka-bokhutšoanyane, hlalosa setšoantšô sêna ka-mantsoe a-hao. U-sêbêlisê fêêla mantsoe ao barutuo ba-ithutilêng ôôna.

Q-3

Ask questions about this picture based on your description in T-2 above.



M-1

thula	Ha <u>u</u> [nthula], ke-tla halefa.	bump	If you [bump] me, I'll be angry.
shapa	----[nchapa]-----	hit	
tšêha	----[ntšêha]-----	laugh at	
raha	----[nthaha]-----	kick	

C-1

- A: Ke-tla u-[thula], tloha tselëng. I'll [bump] you, get out of the way.  
 B: Ha u-[nthula], ke-tla halefa. If you [bump me], I'll be angry.

M-2

chêlêtê	Ha <u>u</u> -ka ba le-[chêlêtê] ë-ngata, u-ka êtsa'ng? ka-eôna?	money	If you have lots of money, what can you do with it?
körö	-----[körö]-----	wheat	
phofo	-----[phofo]-----	flour	
nama	-----[nama]-----	meat	

C-2

- A: Ha u-ka ba le-chêlêtê ë-ngata u-ka êtsa'ng ka-eôna?  
 B: Nka e-boloka bankëng. I can keep it in the bank.

M-3

Mafetëng	Ha <u>n</u> ka tloha Masëru ka-8:00, nka fihla Mafetëng ka-nakô efe?		If I leave Maseru at 8:00, at what time can I arrive at Mafeteng?
Leribê	Ha <u>n</u> ka tloha Masëru ka-8:00, nka fihla Leribê ka-nakô efe?		
[       ]	Ha <u>n</u> ka tloha Masëru ka-8:00, nka fihla [       ] ka-nakô efe?		
Warner Springs	Ha <u>n</u> ka tloha mšš ka-8:00, nka fihla Warner Springs ka-nakô efe?		If I leave here at 8:00, at what time can I arrive at Warner Springs?

[            ]      Ha nka tloha moo ka-8:00,  
                          nka fihla [            ] ka-  
                          nakô efe?

M-4

Mafeteng                    U-ka fihla ka-12:00.                    You can arrive at 12:00.

Leribê                        U-ka fihla ka-1:00.                    You can arrive at 1:00.

[            ]                U-ka fihla ka-[            ].

C-3

A: Ha nka tloha moo ka-[8:00] nka fihla [Warner Springs"] ka-nakô efe?

B: U-ka fihla ka-[9:00].

C-4

A: Naa u-tla nchakêla ka-Söntaha?                    Will you visit me on Sunday?

B: Èè, kea-khōloa ke-tla tla.

A: Nka-thaba haholo ha u-ka tla.                    I can be very happy if you can come.

C-5

A: U-qētilē mosēbētsi oa-hao?                    Have you finished your work?

B: Ê-ê, ha-ke-a-qêta.

A: U-lekê ho-sēbētsa kapele,                    You should try to work fast, if you want  
                          ha u-batla ho-qêta.                    to finish.



M-1

haëno	[Haëno] ke-kae?	your home	Where is your home?
ha-habô	[Ha-habô]-----	his home	
ha-habö bôna	[Ha-habö bôna]---	their home	
ha-habö lona	[Ha-habö lona]---	your (p1) home	

M-2

Amërika	Haëso ke-[Amërika].	America	My home is in America.
Lesotho	-----[Lesotho].		
Texas	-----[Texas].		
Chicago	-----[Chicago].		
Quthing	-----[Quthing].		

C-1

Mosotho: Haëno ke-kae?  
 PCV: Haëso ke-[Amërika]. Uêna haëno ke-kae?  
 Mosotho: Ke-[Lesotho].

C-2

A: Haëno ke-kae?  
 B: Haëso ke-[New York].  
 A: John eêna ha-habô ke-kae?  
 B: Ha-habô ke-[Texas].

C-3

PCV: Naa haëno ke-[Masëru]?  
 Mosotho: Ê-ê, haëso ke-[Quthing].

C-4

A: Ha-habö [Thabô] ke-[Leribê]?  
 B: Ê-ê, ha-habô ke-[Mafetëng].

C-5

A: [Thabô] o-tsoa kae?  
 B: O-tsoa ha-habô.  
 A: Uêna u-tsoa kae?  
 B: Le-nna ke-tsoa haëso.

C-6

A: [John] o-tla boêla ha-habô neng? When will [John] return to his home?

B: Ha-ke-tsebe. Uêna u-tla boêla haêno neng?

A: Ka-mosô.

C-7

A: Naa ua-tseba hore kea-tsamaea? Do you know that I am leaving?

B: U-ea kae?

A: Ke-ea haêso.

B: Ao! U-tsamaea neng?

A: Ka-[Mmantaha].

C-8

Mosotho<sub>1</sub>: Baithaopi baa ha-habô bôna ke-kae?

Mosotho<sub>2</sub>: Ke-Amërika.

M-3

Amërika	Ha-habô rona ke-[Amërika].	Our home is in [America].
Lesotho	-----[Lesotho].	
Englane	-----[Englane].	
New York	-----[New York].	
Mohales Hoek	-----[Mohales Hoek]	

C-9

Mosotho: Ha-habô lona ke-kae?

PCV: Ha-habô rona ke-Amërika.

M-4

hëno	[Hëno] ke-kae?	your father's home	Where is your father's home?
habô	[Habô] -----	his father's home	
habô lona	[Habô lona]-----	your (pl) father's home	
habô bôna	[Habô bôna]-----	their father's home	
ha-hao	[Ha-hao]-----	your place of abode	

M-5

pela kêrêkê	Hěso ke-[pela kêrêkê].	near the church	My father's home is near the church.
pela sekölä	-----[pela sekölä].	near the school	
pela lebênkêlê	-----[pela lebênkêlê].	near the store	
morênëng	-----[morênëng].	in the chief's section	
hōna motseng möna	-----[hōna motseng möna].	right in this village here.	
mane	-----[mane].	over there	

C-10

PCV: Hěno ke-kae?  
 Ngoana: Hěso ke-[pela kêrêkê].  
 Ha-hao ke-kae?  
 PCV: Ke-[hōna motseng möna].

C-11

Mosotho: Ha-hao ke-kae?  
 PCV: Ha-ka ke-[pela sekölä].

C-12

To the student: You will notice that haěno is used in the first three situations but not in the last.

(In America)

PCV: Haěno ke-kae?

Mosotho: Ke-Lesotho.

\* \* \* \*

(In Lesotho)

PCV: Haěno ke-kae ?

Mosotho: Ke-["Ty"].

\* \* \* \*

(In Ty)

PCV: Haěno ke-kae?

Mosotho: Ke-[ha-Mokhothu].

It is in Mokhothu's section.

\* \* \* \*

(In Mokhothu's section of Ty)

PCV: Ha-hao ke-kae?

Or: (to a child) Hëno

ke-kae?

Mosotho: Ke-[mane]

It is over yonder.

M-1

phela	Ke-ntsë ke-[phela].	I am continuing to [live].
bapala	-----[bapala].	
ngôla	-----[ngôla].	
sëbëtsa	-----[sëbëtsa]	

M-2

phela	U-ntsë u-phela joang?	How are you? (lit: How do you continue to live?)
ëtsa	U-ntsë u-ëtsa joang?	What are you doing? (lit: What are you continuing to do?)

C-1

A: Lumêla, ntatê.  
 B: Èë, lumêla mmê.  
 A: U-ntsë u-phela joang? How are you?  
 B: Ke-ntsë ke-phela. Uêna u-phela joang? I'm fine. And how are you?  
 A: Ao! le-nna ke-ntsë ke-phela.

M-3

bapala	O-ntsë a-[bapala].	He is playing. (lit: He is continuing to play)
sëbëtsa	-----[sëbëtsa].	
bua le-mookamêli	-----[bua le-mookamêli].	
batla buka ea-hae	-----[batla buka ea-hae].	

Repeat M-3 using the contracted form nts'a in place of ntsë a-:  
 O-nts'a bapala.

C-2

T: [Susan] o-kae?  
 S: O-[lebalëng]. She is at the [playground].  
 T: O-ntsë a-ëtsa joang [lebalëng]? What is she doing at the  
 Or: O-nts'a ëtsa joang? [playground]?  
 S: O-ntsë a-[bapala]. She's [playing].  
 Or: O-nts'a [bapala].

C-3

A: Baithaopi ba-ntsë ba-ët'sa 'ng ka-tlelaseng?

B: Ba-ntsë ba-ngôla.

M-4

bua-le-mang?

U-ntsë u-bua le-mang?

Who are you talking to?

batla'ng?

U-ntsë u-batla'ng?

What are you looking for?

[            ]

U-ntsë u-[            ]?

Repeat M-4 using the contracted form nts'u in place of ntsë u-:

U-nts'u bua le-mang?

C-4

A: U-ntsë u-bua le-mang, [Bill]?

B: Ke-ntsë ke-bua le-[mookamëli].

C-5

A: U-ntsë u-batla'ng?

B: Ke-ntsë ke-batla [buka ea-ka].

E-ho-mang?

A: Ke-ëna ho-nna.

C-6

A: U-sëbëtsa kae?

B: Ha-ke-sëbëtsë.

Ke-lula haë.

Ke-ntsë ke-batla mosëbëtsi.

C-7

A: Lumêla.

B: Èë, lumêla.

A: Hao! u-fihlilë neng-na?

Oh! When did you arrive?!!

B: Ke-fihlilë maobane.

I arrived yesterday.

A: Joalë u-tla, u-ntsë u-phela?

(lit: Now you come, do you continue well?)

B: Ke-ntsë ke-phela. Uêna u-phela joang?

A: Ao! le-nna ke-ntsë ke-phela.



C-4

A: Ke-nyöruoë. Ke-batla tšë.

B: U-batla teë ëë-chesang?

A: Ê-ê, ke-batla teë ëë batang.

B: Êë-batang ha-e-eô. Re-na le ëë-chesang fêêla.

C-5

A: Bohôbê bo-ëtsoa joang?

How is bread made?

B: Ba-mofuta ofe?

Which kind?

A: Böö-phëhiloëng ka-mëtsi.

That which is steamed with water.

B: Ha-ke-tsebe hantlê. Tsamö'ö  
botsa mophëhi.

I don't know very well. Go ask the  
cook.

M-3Teacher

Basali ba-tšelëtse.

Ke-bôna basali baa  
tšelëtseng.

I see six women.

Banna ba-supilë.

Ke-bôna banna baa  
supilëng.

I see seven men.

Baroëtsana ba-tšelëtse.

Ke-bôna baroëtsana  
baa tšelëtseng.

I see six young girls.

Bahlankana ba-supilë.

Ke-bôna bahlankana  
baa supilëng.

I see seven young boys.

\* \* \* \* \*

Likatiba li-tšelëtse.

Ke-bôna likatiba  
tsëë tšelëtseng.

I see six hats.

Libôlô li-supilë.

Ke-bôna libôlô tsëë  
supilëng.

I see seven balls.

Likatse li-tšelëtse.

Ke-bôna likatse tsëë  
tšelëtseng.

I see six cats.

Lintja li-supilë.

Ke-bôna lintja tsëë  
supilëng.

I see seven dogs.

C-6

A: U-bôna [basali] ba ba-kae?

How many [women] do you see?

B: Ke-bôna [basali] baa [tšelëtseng].

A: U-bôna [likatse] tsë-kae?

B: Ke bôna [likatse] tsëë [tšelëtseng].



Cycle 158 I'm unable to ride today.

158-1

M-1

tsamaea kapele Ke-sit<sub>o</sub> ho-[tsamaea kapele]. walk fast

I am unable to walk fast  
(Lit: I am prevented from  
walking fast.)

u-thusa -----[u-thusa]. help you  
palama kaj<sup>ö</sup>no -----[palama kaj<sup>ö</sup>no]. ride today  
lula fatše -----[lula fatše]. sit down  
ja -----[ja].

C-1

A: Molato ke'ng ha u-fihla morao sekölong?

What is wrong that you arrive  
late at school?

B: Kea-kula. Ke-sit<sub>o</sub> ho-tsamaea  
kapele.

C-2

PCV: Ke-sit<sub>o</sub> ho-[palama kaj<sup>ö</sup>no].

M öokam<sup>ö</sup>li: Hobane'ng?

PCV: (Hobane) p<sup>ê</sup>rê e-mphumotse maobane.

[Because] the horse rubbed  
me sore yesterday.

C-3

A: Naa u-ka nthusa, ra-bôfa mokötla öö tönking?

Can you help me load this  
bag on the donkey?

B: Ke-sit<sub>o</sub> ho-u-thusa ngoan<sup>ö</sup>so.  
Ke-jooa ke-[letsôh<sup>ö</sup>].

I'm unable to help you,  
brother, I have a sore  
[arm].

A: Le-ents<sup>ö</sup> joang?

What happened to it?

B: Le-bohloko fê<sup>ö</sup>la.

(Lit: It has done how?)

A: Ke-hampe. Ke-soabil<sup>ö</sup>.

It is painful only.

Review Cycle 142 for C-4, C-5, M-2, and C-6
---------------------------------------------

A: Naa u-ka [fasa thae]?

B: Ê-ê, ha-ke-tsebe ho-[fasa thae].

C-5

A: U-tseba ho-khanna?

B: Êë, kea-tseba.

A: Naa u-ka khanna kôlôî ea-mofuta öö?

B: Ê-ê, ha-ke-tsebe ho-khanna kôlôî ea-mofuta öna.

M-2

ha-Mosala	Ê-ê, ha-ho-rëkisoë joala ba-Sekhooa [ha-Mosala].	No, liquor is not sold at Masala's.
ha-Mafafa	-----[ha-Mafafa].	
ha-Baas Jan	-----[ha-Baas Jan].	
Makaota Store	-----[Makaota Store].	

C-6

A: Naa nka fumana [joala ba-Sekhooa] [ha-Mosala]?

B: Ê-ê, ha-ho-rëkisoë [joala ba-Sekhooa] [ha-Mosala].

M-1

<u>Teacher</u>	<u>Response</u>	
pitsa	pitsana	pot//little pot
noka	nokana	river//stream
molisa	molisana	herdboy//little herdboy
mokötla	mokötlana	bag//purse
motse	motsana	village//little village
buka	bukana	book//passbook
sechaba	sechabana	nation//little nation
lesaka	lesakana	kraal//little kraal
tsela	tselana	road//path

C-1

A: Pitsana ea-tsoekere e-kae?

Where is the sugar pot?

B: Ke-ëna.

A: Nnëhëlëtsë eôna.

(Please) pass it to me.

C-2

A: Pitsana ëë, e-tšëtse'ng?

This little pot, what does it contain?

B: E-tšëtse bebese.

C-3

A: U-ea kae?

B: Ke-isa chëlêtê bankëng.

A: U-na le-bukana?

Do you have your passbook?

B: Ëë, ke-na le-eôna.

C-4

A: U-nts'u batla'ng?

B: Ke-batla bukana ea-ka. Ke-ea bankëng.

C-5

159-2

Naa [Mohokare] ke-noka kapa ke-nakana?

Is the Mohokare a river  
or a stream?

Mohokare ke- noka, ha-se nokana.

Or: Ke-noka, ha-se nokana.

M-2

Teacher

Response

matlo

matloana

houses//little houses

sekölo

seköloana

school//little school

tšilo

tšiloana

grinding stone//little  
grinding stone

lekôto

lekôtoana

skin//little skin

sekôtlôlo

sekôtlôloana

basin//little basin

pholo

phololoana

ox//young ox

seroto

serotoana

basket//little basket

ntho

nthoana

thing//little thing

Mosotho

Mosothoana

Mosotho//little Mosotho

motho

mothoana

person//small person

C-6

A: Mothoana eo eaa tlohang möo ke-mang?

That little man who is  
leaving here, who is he?

B: Ha-ke-tsebe hore naa lebitsô la-hae ke-mang.

A: Ha-habô ke-kae?

Where is his home?

B: O-re ha-habô ke-[Matsieng].

M-3

Another suffix, -nyana, is also used sometimes as a diminutive.

Teacher

Response

lesëli

lesëlinyana

light//little light

ntja

ntjanyana

dog//little dog

mmutla

mmutlanyana

hare//little hare

kölöi

kölöinyana

car//little car

lijô

lijônyana

food//a small amount of food

hêmpê	hêmpênyana	shirt//little shirt
motho	mothonyana	person//little person
lesaka	lesakanyana	kraal//little kraal
sale	salenyana	saddle//little saddle
mosali	mosalinyana	woman//little woman
moruti	morutinyana	priest//little priest
hlôôhô	hlôôhônnyana	head//little head

C-7

Ke-[ntjanyana] ea-mang ëë?  
 Ke-ea [Susan]. Ua-e-rata?  
 Ê-ê, hã-ke-rate [lintjanyana].

Whose [little dog] is this?

C-8

Ke-batla ho-fêpa ntjanyana ëna  
 ea-ka. Naa lijô li-tëng?  
 Ëë, lijônyana li-ntsë li le-tëng  
 ka-pitsëng. U-ka e-fêpa.

I want to feed this little dog of mine.  
 Is there any food?  
 Yes, there is still a little food in the  
 pot. You can feed it.

C-9

Non-Christian: Morutinyana ëo oa-lona  
 o batla'ng motseng möö?

That little priest of yours, what does  
 he want in this village?

Christian: Naa u-ka re-ntatë moruti,  
 ke-morutinyana?

Can you say that the Father is a little  
 priest?

Non-Christian: Ëë, nna hã-ke-mmattle  
 hara motse möna.  
 Re-sittoa ho-noa  
 joala ba-rona  
 hantlê.

Yes, I don't want him in this village.  
 We are unable to drink our beer as  
 we please.

The addition of the diminutive suffix -ana to a stem whose last consonant is -b-or-l- results in a change to -j-.

<u>Teacher</u>	<u>Response</u>	
bohôbê	bohøjana	bread//a small piece of bread
thêbê	thējana	shield//little shield
tsêbê	tsējana	ear//little ear
kobô	kojoana	blanket//little blanket
sethêbê	sethčjana	mat//little mat
thaba	thajana	mountain//little mountain
mosali	mosajana	woman//little woman
sethôlê	sethøjana	keifer//little keifer
lerôlê	lerøjana	calf//little calf
holê	hojana	far//a little distance
sehôlê	sehøjana	idiot//little idiot
mohale	mohjana	hero//little hero
mabêlê	mabējana	sorghum//a small amount of sorghum
bohlale	bohlajana	wisdom//a little wisdom

E-2

The addition of the diminutive suffix -ana to a stem whose last consonant is -t- results in a change to -tj-.

sefatê	sefatjana	tree//a small tree
mokêta	mokêtjana	a lean cow//a small lean cow
mokôti	mokôtjana	hole//small hole
lemati	lematjana	door//small door

E-3

The addition of the diminutive suffix -ana to a stem whose last consonant is -m- results in a change to -ngo-.

tšimo	tšingoana	field//little field
leleme	lelegoana	tongue//little tongue
khōmo	khōngoana	cow//small cow
molamu	molangoana	stick//small stick
lerumô	lerungoana	spear//small spear
molōmo	molōngoana	mouth//small mouth
selōmo	selōngoana	precipice//small precipice
mmômô	mmōngoana	shin//little/thin shin

## TO THE STUDENT:

The suffixes -ana and -nyana can generally be added to nouns, giving them a diminutive meaning which is translated into English as little, small, or young. This sometimes results in a form which is used in a derogatory manner or to show contempt; e.g., mothoana (C-6) and morutinyana (C-9). The diminutive may also be somewhat more specialized in meaning than the original noun; for example:

buka	book	bukana	savings pass book
mokōtla	bag	mokōtlana	purse
matlo	houses	matloana	toilets

The addition of the suffix -ana often causes changes in the stem of the noun to which it is attached; see M-1, M-2, E-1, and E-3.

## TO THE TEACHER

The M-phases and the exercises contain far more new words than you can possibly put into C-phases in a single class period. Cover this material sufficiently so that the student knows the two suffixes (as used in M-1 and M-3) and is aware of the stem changes which may occur because of the addition of -ana. Then in later class periods you should review this cycle and use some of the new words in conversation.





A: Nka thaba ha u-ka o-fumana,  
empa nka soaba ha u-kê kĕ  
oa-sĕbĕtsa.

I'll be happy if you can find it, and  
I'll be sorry if you can't work.

B: Kĕ-tla leka ho-o-fumana nme  
kĕ-tsĕpa hore kĕ-tla  
o-fumana.

I will try to find it, and I hope that  
I will find it.

C-5

Ba-tšoanĕtse ho-ea [Warner Springs]  
neng?

When do they have to go to [Warner  
Springs]?

Ba-tšoanĕtse ho-ea hōna kajĕno empa  
ba-kĕ-kĕ ba-ea ha-mookamĕli a-sa  
rate.

They have to go right away, but they  
cannot go if the director doesn't  
allow it.

C-6

A: Naa le-tla ea masimong hosasa?

Are you going to the fields today?

B: Kĕ-khōloa hore ha pula e-kĕ-kĕ  
ea-na re-tla ea.

I think that if the rain cannot fall,  
we will go.

A: Ha-pula e-na tĕng?

And if the rain falls there?

B: Chĕĕ, ha-pula e-na, re-ka-sitōa  
ho-ea.

Well, if the rain falls, we can be  
prevented from going.

M-1

buka efe?	O-nkilë [buka efe]?	which book?	Which book is he holding?
metse efe?	----- [metse efe]?	which villa-	
		ges?	
lebôkôsê lefe?	-----[lebôkôsê lefe]?	which box?	
sekôlô sefe?	-----[sekôlô sefe]?	which school?	
bohôbê bofe?	-----[bohôbê bofe]?	which bread?	
libuka life?	-----[libuka life]?	which books?	
liêta life?	-----[liêta life]?	which shoes?	
motse ofe?	-----[motse ofe]?	which village?	
mabôkôsê afe?	-----[mabôkôsê afe]?	which boxes?	

C-1

A: O-nkilë mabôkôsê afe?  
 B: O-nkilë lëë tšëtseng libuka He is holding the one which contains  
 le-lëë tšëtseng lipëntšêlê. the books and the pencils.

C-2

A: U-tla ruta sekôlông sefe? Which school will you teach at?  
 B: Sa-[St. Joseph's].

C-3

A: U-tla lula motseng ofe?  
 B: Mookamëli o-re ke-tla  
 lula [ha-Mafëfoane].

C-4

A: U-pösitsë lengôlô lefe? Which letter have you posted?  
 B: Ke-pösitsë lëë eang ho-mookamëli. I posted the one which is going to  
 the director.

M-2

ea-Rôma	Ke-këna kêrêkê [ea-Rôma]	of Roma	I attend the Roman Catholic Church.
ea-Chache	-----[ea-Chache]	Anglican	I attend the Anglican Church.
ea-Fora	-----[ea-Fora]	of the French	I attend the Lesotho Evangelical Church.

C-5

A: U-kêna kêrêkê efe?

B: Ea-[Rôma].

C-6

A: Tsela ëë eang Rôma ke-efe?

Which is the road that goes to Roma?

B: Ke-eôna ëna.

This is the one.

C-7

A: Thabô o-tseba ho-bua lipuô life?

Which languages does Thabo know?

B: O-tseba ho-bua Sesotho, Seburu le  
Sekhooa.

## TO THE STUDENT:

The question word -fe has been used several times previously:

Ke-letsatsi lefe. (Cycle 31, M-2)

Le-rata lijô life? (Cycle 48, M-4)

U-batla mosëbëtsi oa-mofuta ofe? (Cycle 73, M-1)

Liphôôfôlo tsa-bohlôkoa Amërika ke-life?

(Cycle 85, Q-15)

Buka efe? (Cycle 98, C-8)

The complete set of forms is given in the table below. You will notice that the concords occurring with -fe are exactly the same as the subject concords (SC).

CONCORDS WITH -fe

1. [mo.NOUN] ofe?	[ba.NOUN] bafe?
Mosotho ofe?	Basotho bafe?
2. [mo.NOUN] ofe?	[me.NOUN] efe?
molamu ofe?	melamu efe?
3. [le.NOUN] lefe?	[ma.NOUN] afe?
letsatsi lefe?	matsatsi afe?
4. [se.NOUN] sefe?	[li.NOUN] life?
sejana: sefe?	lijana life?
5. [N.NOUN] efe?	[liN.NOUN] life?
nku efe?	linku life?
6. [bo.NOUN] bofe	[ma.NOUN] afe?
bosiu bofe?	masiu afe?

In M-1: nkilê is the stative form of nka, take.

In C-1: the relative lëë refers to lebôkôsê, understood from the question.

In M-2: The Lesotho Evangelical Church is an outgrowth of the work of French Protestant missionaries, hence the designation, ea-Fora. The Anglican Church is known as Chache, a borrowing from the English word "Church." The source of the name for the Roman Catholic Church should be obvious.

TO THE TEACHER:

The following exercises will aid in acquiring an automatic control over the concords used with -fe.

E-1

<u>Teacher</u>		<u>Response</u>
motsoallê		motsoallê ofe?
moithaopi		moithaopi ofe?
mosali		mosali ofe?
[       ]		[       ] ofe?
	*   *   *	
bana		bana bafe?
banna		banna bafe?
banana		banana bafe?
[    ]		[    ] bafe?
	*   *   *	
letsatsi		letsatsi lefe?
lentsoe		lentsoe lefe?
[       ]		[       ] lefe?
	*   *   *	
sejana		sejana sefe?
setulô		setulô sefe?
[       ]		[       ] sefe?

E-2

<u>Teacher</u>		<u>Response</u>
bosiu		bosiu bofe?
bohôbê		bohôbê bofe?
[       ]		[       ] bofe?
	*   *   *	

molamu  
monyakô  
[     ]

molamu ofe?  
monyakô ofe?  
[     ] ofe?

\* \* \*

melamu  
menyakô  
[     ]

melamu efe?  
menyakô efe?  
[     ] efe?

\* \* \*

nku  
pêrê  
kobô  
[     ]

nku efe?  
pêrê efe?  
kobô efe?  
[     ] efe?

E-3

Teacher  
matsatsi  
mangôlô  
[     ]

Response  
matsatsi afe?  
mangôlô afe?  
[     ] afe?

\* \* \*

linku  
lipêrê  
[     ]

linku life?  
lipêrê life?  
[     ] life?

\* \* \*

masiu  
mahôbê  
[     ]

masiu afe?  
mahôbê afe?  
[     ] afe?

\* \* \*

lijana  
litulô  
[     ]

lijana life?  
litulô life?  
[     ] life?

M-1

ea	U-ně u-[ea] kae?	go	Where were you [going]?
ithuta	-----[ithuta]---	study	
palama	-----[palama]---	ride	
tsoa	-----[tsoa]-----	coming from	
le	-----[le]-----	be	Where [were] you?

M-2

ea	Ke-ně ke-[ea] ngakěng.	go	I was [going] to the doctor's.
tsoa	-----[tsoa]-----	coming from	
le	-----[le]-----	be	I [was] at the doctor's.
sěbětsa	-----[sěbětsa]---	work	

C-1

- A: Ke-ilě ka-u-bōna [töröpöng]. I saw you [in town].  
 U-ně u-ea kae? Where were you going?  
 Or: U-n'u ea kae?
- B: Ke-ně ke-ea [ngakěng].

M-3

ětsa'ng?	U-ně u-[ětsa'ng] k'hěfing maobane?	doing what?	What were you [doing] at the cafe yesterday?
batla'ng?	-----[batla'ng]-----	looking for what?	
rēka'ng?	----[rēka'ng]-----	buying what?	
isa'ng?	----[isa'ng]-----	taking what?	

M-4

rēka lijô	Ke-ně ke-[rēka lijô].	buy food	I was buying food.
batla Susan	-----[batla Susan].	look for Susan.	
isa liphahlô	-----[isa liphahlô].	taking clothes	

C-2

- A: U-ně u-ětsa'ng [k'hěfing] maobane?  
 B: Ke-ně ke-[rēka lijô].

M-5

ilë k'hëfing	Susan o-në a-[ilë k'hëfing].	going to	Susan was [going to the
		the cafe	cafe].
palame	-----[palame].	riding	
röbëtse	-----[röbëtse tlelaseng]	sleeping in	
tlelaseng		class	
mamëtse	-----[mamëtse].	listening	

C-3

A: [Susan] o-në a-ilë kae?                      Where was [Susan] going?  
 B: O-në a-ilë [k'hëfing].  
 A: O-rëkilë'ng?  
 B: O-rëkilë [ênkê le-pênê].

M-6

tëng	Susan o-në a-le-[tëng]	present	Susan was present yesterday.
	maobane.		
sieô	-----[sieô]---	absent	Susan was absent yesterday.

C-4

A: U-në u-na le-mang ka-öfising                      Who were you with in the office yesterday.  
 maobane?  
 B: Kë-në kē-na le-[tichêrê].                      I was with the [teacher].  
 A: Mookamëli o-në a-le kae?  
 B: O-në a-le sieô.                      He was absent.

C-5

A: Naa Susan o-në a-le tëng tlelaseng kajëno?  
 B: Èë o-në a-le-tëng.  
 Or: Èë, o-n'a le-tëng.  
 A: Naa o-tla ba-tëng hosasa?  
 B: Ê-ê, o-itsë o-tla ba-sieô.                      No, she said she will be absent.

M-1

sebaka	Naa[sebaka]se-tëng?	place	Is there a place?
setulô	-----[setulô]-----	chair	

C-1

S: K <sub>ë</sub> -rata ho-kêna tlelaseng ea-hao.	I want to join your class.
Naa sebaka se-tëng?	Is there a place?
T: Sebaka se-tëng, fêêla setulô	There's place, only there's no
ha-se-eô.	chair.
S: K <sub>ë</sub> -tla lata setulô sa-ka	I'll go fetch my chair.
T: Ho-lokilë, phakisa.	

M-2

sa-tichêrê	O-rata ho-nka sebaka	the teach-	He /she would like to take
	[sa-tichêrê].	er's	the [teacher's] place.
sa-morêna	-----[sa-morêna].	the chief's	
sa-ka	-----[sa-ka].	my	

C-2

A: O-batla'ng sekölong?	
B: O-batla ho-bua le-mookamëli.	
A: O-bua'ng le-mookamëli?	
B: O-rata ho-nka sebaka sa-tichêrê	He wants to take the place of the
sekölong.	teacher in school.
A: Tichêrê o-ea kae?	
B: O-fumane mosëbëtsi mmusöng.	He has found work with the government.

M-3

Thaba=Bosiu	[Thaba=Bosiu] ke-sebaka.	Thaba-Bosiu	Thaba-Bosiu is a place.
Khautëng	[Khautëng] -----		
Rôma	[Rôma]-----		
Disneyland	[Disneyland]-----		

C-3

A: [Disneyland] ke' ng?
B: Ke-sebaka, [Amërika].

C-4

A: U-tsoa kae?
B: K <sub>ë</sub> -tsoa [Rôma].



A: [Rôma] sebakëng sefe? Which place in Roma?  
 B: Ke-tsoa [Universiting].

C-5

A: Sebaka sa Morija ke-sa-mang? Who is over the Morija ward?  
 B: Ke-sa-morêna [Matete].

C-6

PCV: Ke-kopa sebaka. I'm asking for a place.  
 Morêna: U-kopa sebaka sa'ng? What kind of place are you asking for?  
 PCV: Mōō nka rôpang pêrê (A place) where I can tether my horse.  
 ea-ka têng.  
 Morêna: Ho-lokilê. Bō-Phiri ba-tla  
 u-bōntša hore naa u-e-rôpê  
 kae.

C-7

A: Ho-joang kantlê kajêno?  
 B: Bakëng sa'ng? With respect to what?  
 A: Sa-ho-bata?  
 B: Ê-ê, ho-futhumêtse kajêno.

M-4

liêta;	Ke-hopola ho-rêka	shoes;	I'm thinking of buying
katiba	[liêta] sebakëng	hat	shoes instead of a hat.
	sa-[katiba].		
buka;	-----[buka]		
lipömpöng	-----[lipömpöng].		
pêrê;	-----[pêrê]		
tönki	-----[tönki].		

C-8

A: Naa u-hopola ho-rêka [katiba]? Are you thinking of buying a [hat]?  
 B: Chêê, ke-hopola ho-rêka [liêta]  
 sebakëng sa-[katiba].

M-1

palama	Ke-bôna John a-[palama] hantlê.	I see that John [rides] well.
sëbëttsa	-----[sëbëttsa]-----	
bapala	-----[bapala]-----	
tantša	-----[tantša]-----	

M-2

palama	Ke-bôna Bill a-sa-[palame] hantlê.	I see that [Bill] doesn't ride well.
sëbëttsa	-----[sëbëtse]-----	
bapala	-----[bapale]-----	
tantša	-----[tantše]-----	

C-1

A: Thabô le-Bill ba-[palama] joang?

B: Ke-bôna Thabô a-[palama] hantlê.

A: Bill eënaa?

B: Eëna ke-bôna a-sa-[palame] hantlê.

M-3

<u>Teacher</u>	<u>Response</u>	
Ke-bôna a-palama hantlê.	Ke-bôna a-sa-palame hantlê.	I see he doesn't ride well.
Ke-utloa a-bina hamonate.	Ke-utloa a-sa-bine hamonate.	I hear he doesn't sing well.
Ke-fumane a-sëbëttsa.	Ke-fumane a-sa- sëbëtse.	I found that he is not working.
O-fihlilê a-kôlôbilê haholo.	O-fihlilê a-sa-kôlôba haholo.	He arrived not very wet.
Ke-tseba a-kêna sekôlô.	Ke-tseba a-sa-kêne sekôlô.	I know he is not attending school.
O-bua a-thabilê.	O-bua a-sa-thaba.	He speaks, he is not happy.
Ke-fumane ba-phela hantlê.	Ke-fumane ba-sa-phele hantlê.	I found they are not well.

C-2

U-tsoa kae?

Ke-tsoa ofising ea-mookameli.

U-fumane a-sëbët'sa'ng?

Ke-fumane a-sa-sëbëtse lethô.

I found him not doing a thing.

C-3

Bill o-fihlilê ka-nakô efe?

What (at which) time did Bill arrive?

O-fihlilê bosiu.

O-fihlilê a-kölöbilê?

Ê-ê, o-fihlilê a-sa-kôlôba.

C-4

U-tsoa haê?

Êê.

U-fumane ba-phela joang?

Ke-fumane ba-sa-phele hantlê.

C-5

Ke-mang eaa binang?

Ke-[Susan].

Naa u-utloa a-bina hamonate?

Ê-ê, ke-utloa a-sa-bine hamonate.

M-1

moketeng	Naa u-tla ba têng	at my feast	Will you be at my feast?
oa-ka	[moketeng oa-ka]?		
pitsöng	-----[pitsöng]?	at the assem-	
		bly, meeting	
kërekëng	-----[kërekëng]?	at church	

C-1

Naa u-tla ba-têng [moketeng oa-ka]?	
Ëë, kea-khôloa ke-tla ba-têng.	Yes, I think I will be there.
Nka thaba hahoio ha u-ka ba-têng.	I'll (can) be happy if you'll (can) be there.

C-2

Naa u-tla ba-têng [pitsöng]?	
Ha-ke-tsebe hantlê. U-batla hore re-eê?	
Ëë.	
Ho-lokilê. Ke-tla leka ho-ba-têng.	Okay. I will try to be there.

C-3

Naa u-tla ba-têng [kërekëng] ka-[Söntaha]?	
Ëë, ke-tla ba-têng. Uênaa?	
Le-nna ke-rata ho-ba-têng.	Me too, I'd like to be there.

M-2

pitsöng	Ho-thoe Thabô o-tla	at the	It is said that Thabo will
	ba [pitsöng] hosasa.	assembly	be[at the assembly]
			tomorrow.
moketeng	-----[moketeng]---	at the	
		feast	
Pêka	-----[Pêka]-----	at Pêka	

C-4

A: Ke-batla ho-bua le-Thabô. Ak'u botsê	I want to speak with Thabo. Please
hore naa nka mo-fumana kae?	ask where I can find him.

B: Ho-thoe o-tla ba-[pitsöng]  
 hosasa, mme u-ka mmôna  
 hôna tšeng.

They say he will be at the [assembly]  
 tomorrow, and you can see him right  
 there.

A: Kea-lêboha. Ke-tla leka  
 ho-kôpana le-eêna  
 hôna tšeng.

Thanks. I will try to meet him right  
 there.

M-3

moithaopi            John o-rata ho-ba  
                                  [moithaopi].  
 morêna                -----[morêna].  
 ngaka                    -----[ngaka].

volunteer            John would like to be a  
                                  volunteer.  
 chief  
 doctor

C-5

A: [John] o-rata ho-sëbëtsa'ng ha a-  
 qêta lithutô tsa-hae?

What does John want to do (work) when  
 he finishes his education?

B: O-rata ho-ba [ngaka].

M-4

moithaopi            E-tla ba [moithaopi].  
 morêna                -----[morêna].  
 moöki                    -----[moöki].  
 moruti                    -----[moruti].

volunteer            He will be a [volunteer].  
 chief  
 nurse  
 minister

C-6

A: [Susan] o-tla sëbëtsa'ng ha a-fihla Lesotho?

B: E-tla ba- [Moöki].

M-5

chêlêtê                Batho ba-tla ba  
                                  le-[chêlêtê] hosasa.  
 mokete                -----[mokete]-----.  
 papali                    -----[papali]-----.

money                 The people will have [money]  
                                  tomorrow.  
 feast  
 game

C-7

A: U-rêkisa'ng?

What are you selling?

B: Ke-rëkisa lipërëkisi empa batho  
 ha-ba li-rëke.

I'm selling some peaches but the  
 people aren't buying them.

A: Batho ba-tla ba le-chêlêtê hosasa hobane  
 khoëli e-fëilile; mme ba-tla li-rêka.

The people will have money  
 tomorrow because the month will be  
 finished, and they will buy them.

- B: Ke-rĕkisa lipĕrĕkisi empa batho I'm selling some peaches but the  
 ha-ba li-rĕke. people aren't buying them.
- A: Batho ba-tla ba le-chĕlĕtĕ hosasa hobane The people will have money  
 khoĕli e-fĕlile; mme ba-tla li-rĕka. tomorrow because the month will be  
 finished, and they will buy them.

C-1

(B bumps into A)

- |                                                                                                      |                                                                                     |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| A: Hela! U-ětsa'ng uēna monna?                                                                       | Hey! What are you doing, man?!                                                      |
| B: U-re naa ke-ětsa'ng? Ha-u-bone (hore) naa ke-ětsa'ng?                                             | You ask what I'm doing. Don't you see what I'm doing?                               |
| A: Motho ęo, ua-ikhantša eē!                                                                         | This man, you are so impudent!                                                      |
| B: Hlōkōmēla mantsoe a-hao 'buti.<br>U-tla tsoa kōtsi hōna joalē.                                    | Take care of your words, brother.<br>You will come out from an accident right away. |
| A: Ke-ntšoa kōtsi ke'ng?                                                                             | Why will I come out from an accident?                                               |
| B: Ke-tla u-shapa hōna joanē.                                                                        | I will beat you right now.                                                          |
| A: Ua-pota. U-ka shapa mm'ao pele.                                                                   | You are talking nonsense. You can beat your mother first.                           |
| B: Hēē monna, u-se-ke oa-bua ka-mmē,<br>ua-utloa?<br>Or: Hēē monna u-se-kaa bua ka-mmē,<br>ua-utloa? | Hey man, don't speak about my mother, do you hear?                                  |

M-1

- |                   |                           |                       |                              |
|-------------------|---------------------------|-----------------------|------------------------------|
| bua ka-mmē        | U-se-ke oa-[bua ka-mmē].  | speak about my mother | Don't speak about my mother. |
| ngōla ka-pēntsēlē | -----[ngōla ka-pēntsēlē]. | write with a pencil   |                              |
| bua le-Mphō       | -----[bua le-Mphō].       | speak with Mpho.      |                              |
| ntsīea            | -----[ntsīea].            | leave me              |                              |
| ntsēha            | -----[ntsēha].            | laugh at me           |                              |

C-2

- |                                                           |                                                        |
|-----------------------------------------------------------|--------------------------------------------------------|
| A: U-ntsē u-ngōla ka'ng?                                  | What are you writing with?                             |
| B: Ka-pēntsēlē.                                           |                                                        |
| A: Ho-thoe u-se-ke oa-ngōla ka-pēntsēle, u-ngolē ka-pēnē. | They say, don't write with a pencil, write with a pen. |
| B: Ōō, ke-nē ke-sa-tsebe.                                 | Oh, I didn't know.                                     |



C-3

A: Naa u-ea ngakeng hōna kajēno?

B: Ēē.

A: Kẹ-kopa hore u-se-ke oa-ntsiea,  
le-nna kẹ-ea tēng.

C-4

A: U-tsêha'ng? U-tsêha nna?

What are you laughing at? Are you  
laughing at me?

B: Ê-ê, ha-ke-tsêhe uēna.

A: Kẹ-bōna hore u-tsêha nna. Kẹ-  
u-kopa hore u-se-ke oa-ntsêha  
hobane ha u-ntsêha kẹ-tla  
halefa.

## TO THE STUDENT:

Compare the negative imperative you learned in cycle 120 with the negative subjective construction used in this cycle:

(120) Se-kaa ngōla ka-pêntsêlê. Don't write with a pencil.

(166) U-se-ke oa-bua ka-mmê. You should not talk about my mother.

The latter is sometimes called the "polite" imperative (though in this dialog it is "polite" in form only, not in its intent!). It may be contracted to:

Ū-se-kaa bua ka-mmê.

There is a still shorter form of the negative imperative, which is used less than either of the two above:

Se-ngōle ka-pêntsêlê. Don't write with a pencil.

(120) Se-kaa ngōla ka-pêntsêlê. Don't write with a pencil.

Memorize the dialog in C-1 (otherwise always be sure to say ntšoarêlê!).

One of the worst kinds of insults in Sesotho is to refer to a relative, especially the mother, as is done in this dialog. This dialog is continued in cycle 172.

In C-1: 'buti is a contracted form of aubuti, brother.

## TO THE TEACHER:

The student should have some practice in using the short form of the negative imperative. For this you can use cycle 120, substituting the short form wherever the longer form is used. For example, give M-1 in cycle 120 as follows:

Ngōla ka-pêntsêle.

Se-ngōle ka-pêntsêlê.

Don't write with a pencil.

Tlisa köfi.

Se-tlise köfi.

Don't bring coffee.

etc.

The other M-phases and C-phases in cycle 120 can be used in the same manner.

M-1

<u>Teacher</u>	<u>Response</u>
rêka	rêkisa buy//cause to buy, sell
tseba	tsebisa know//cause to know, tell
êma	ëmisa stand, stop//cause to stand, stop
palama	palamisa ride//cause to ride
liêha	liêhisa delay//cause to delay
tšêha	tšêhisa laugh//cause to laugh
utloa	utloisa hear, taste//cause to taste
kutla	khutlisa return//cause to return
lefa	lefisa pay//cause to pay

M-2

rêkisa pêrê	U-batla ho-[rêkisa pêrê]?	sell a horse	Do you want to [sell a horse]?
ëmisa pêrê	-----[ëmisa pêrê]?	stop a horse	
tsebisa Susan	-----[tsebisa Susan]?	inform Susan	
liêhisa Susan	-----[liêhisa Susan]?	delay Susan	

C-1

A: Pêrê ëna e-hana ho-êma.	This horse refuses to stop.
B: U-batla ho-e-ëmisa?	Do you want to make him stop?
A: Èë.	
B: Tsoara tomô, u-e-tiisê, e-tla êma.	Grasp the reins, hold him firmly, he'll stop.

C-2

A: Ke-il'ö rêka pêrê ho-[Phiri].	I'm going to buy a horse from Phiri].
B: O-rêkisa pêrê?	Is he selling a horse?
A: Èë, ke-utloilê a-re oa-e rêkisa.	Yes, I heard him say that he is selling one.

C-3

A: Naa ua-tseba hore naa sekölö se-kêna neng?	
B: Ê-ê, ha-ke-tsebe. Se-kêna neng?	
A: Se-kêna ka-8:00. U-tsebîsê le-[Susan]. It begins at 8:00. Please inform Susan.	
A: Kea-lêboha. Ke-tla mo-tsebisa.	Thanks. I will inform her.

Teacher

thaba

hloêba

thola

loka

tšaba

Response

thabisa

hloëbisa

tholisa

lokisa

tšabisa

be happy//cause to be happy

be clean//cause to be clean

be quiet//cause to be quiet

be straight, right// cause

to be straight, right;

repair

be afraid, fear//cause to be

afraid

M-4

lokisang

lioache

hloëkisa ntlo

thabisa Ann

Ke-mang eaa [lokisang

lioache]?

----- [hloëkising

ntlo]?

----- [thabisang

Ann]?

repair watches Who repairs watches?

clean the

house

make Ann happy Who is making Ann happy?

Who is cleaning the house?

C-4A: Ke-mang eaa lokisang lioache?B: Ke-nna.

A: Naa u-ka lokisa oache ëë ea-ka?

B: Ke a-khôloa nka-e-lokisa. Tlisa  
ke-bonê.A: Ke-ëna.B: Ke-tla u-bolêlla ha e-lokilê.

Can you fix this watch of mine?

I think I can fix it. Bring it so I can  
see.

I will tell you when it is repaired.

C-5

A: Naa ua-bôna hore ntlo ëë

ha-ea-hloëka?

B: Ëë.

A: U-tla e-hloëkisa neng?

B: Ha ke-qêta ho-hlatsôä lijana.

Do you see that this house (room)

is not clean?

When will you clean it?

M-3

<u>Teacher</u>	<u>Response</u>
nka	nkisa take//help to carry
lumêla	lumêlisa agree, believe//greet
tsuba	tsubisa smoke//give tobacco to
supa	supisa point at//show, demonstrate
nyala	nyalisa marry//give lobola

C-6

A: Kê-batla ho-tsuba fêêla  
hâ-ke-na koae.

B: Koae e-têng ho-[Bill]. O-tla  
u-tsubisa.

[Bill] has some tobacco.

He'll give you some (lit: cause you to smoke).

M-1

mophêhi	Tankisô e-nè e-le-[mophêhi].	cook	Tankiso was a [cook].
mokhanni	-----[mokhanni].	driver	
moithaopi	-----[moithaopi].	volunteer	
morèkisi	-----[morèkisi].	seller	

C-1

A: Tankisô o-nè a-sëbëtsa'ng? What work was Tankiso doing?  
 B: E-nè e-le-[mophêhi]. He was a [cook].

M-2

morêna	Tankisô e-tla ba [morêna].	chief	Tankiso will be [chief].
moruti	-----[moruti].	minister	
moôki	-----[moôki].	nurse	
molemi	-----[molemi].	ag demonstrator	

C-2

A: Tankisô o-tla sëbëtsa mosëbëtsi ofe? Which kind of work will Tankiso do?  
 B: E-tla ba [moruti]. He will be a [minister].

C-3

A: Naa [Tšelisô] o-ntsë a-sëbëtsa Is [Tšeliso] working?  
 B: Ha-a-sa-sëbëtsa. He isn't working anymore.  
 A: Ha-a-sa-sëbëtsa ke'ng? Why is he no longer working?  
 B: O-kêna sekölö. He's attending school.  
 A: O-nè a-sëbëtsing? What work was he doing?  
 B: E-nè e-le [morèkisi]  
 A: Joalë o-tla sëbëtsa'ng ha a-qêta What will he do when he finishes his  
 lithutô tsa-hae? education?  
 B: E-tla ba-[molemi].

M-3

Söntaha	Maobane e-nè e-le-[Söntaha].	Sunday	Yesterday was [Sunday].
Moqebêlô	-----[Moqebêlô].	Saturday	
Mmantaha	-----[Mmantaha].	Monday	

C-4

168-2

A: Maobane e-në e-le-la-bokae?

What day was yesterday?

B: E-në e-le [Moqebêlô].

M-4

mokete

Ke-utloa hore Masëru koana  
e-në e-le-[mokete].

feast

I hear that in Masëru  
there was a [feast].

rëisisi

-----[rëisisi].

horse race

pitsô

-----[pitsô].

assembly

lechatô

-----[lechatô].

marriage

C-5

A: U-utloilë litaba life kajëno?

What news have you heard today?

B: Ke-ütloa hore Masëru koana  
e-në e-le [mokete].

I hear that over in Maseru there was a feast

A: Neng?

B: [Maoba].

M-1

bôna	H <sub>q</sub> -k <sub>e</sub> -ë=sö[böne] lethô.	see	I haven't seen a thing yet.
utloa	-----[utloe] -----	hear	
bua	-----[bue] -----	speak	

C-1

A: K <sub>q</sub> -utloilë u-bua. U-n'u-re'ng?	I heard you speak. What did you say?
B: Ê-ê, h <sub>q</sub> -k <sub>e</sub> -ë=sö bue lethô.	No, I haven't said anything yet.

C-2

A: Litaba k <sub>e</sub> -life kajëno?	What's the news today?
B: H <sub>q</sub> -k <sub>e</sub> -tsebe. H <sub>q</sub> -k <sub>e</sub> -ë=sö utloe lethô.	I don't know. I haven't heard a thing as yet.

M-2

qêta	H <sub>q</sub> -k <sub>e</sub> -ë=sö [qête].	begin	I haven't finished yet.
ja	-----[je].	eat	
palama	-----[palame].	ride	
ngôla	-----[ngôle].	write	

C-3

A: Naa u-qêtilë ho-ngôla lengôlô?	
B: H <sub>q</sub> -k <sub>e</sub> ë=sö qête.	
A: H <sub>a</sub> u-qêta, u-le-koalê, u-le-têmpê, u-eö le-pôsa.	When you finish, seal it, stamp it, and go mail it.

M-3

fihla	Ê-ê, h <sub>q</sub> -a-ë=sö [fihle].	arrive	No, he hasn't arrived yet.
qêta	-----[qête].	finish	
palama	-----[palame].	ride	

C-4

A: Naa o-[fihlilë]?	
B: Ê-ê, h <sub>q</sub> -a-ë=sö [fihle].	



A: Litaba ke-life kajëno?

What is the news today?

B: Ha-ke-tsebe. Ha-ke-ë=sö utloe  
lethô. Uêna u-utloilë life.

A: Ke-utloa hore Masëru koana e-në  
e-le mokete ö-moholo

I hear that over in Maseru there was a  
big feast.

B: Neng?

A: Maoba möna.

Just day before yesterday.

B: E-le mokete oa'ng?

What was the feast for?

A: Oa-ho-amohêla baithaopi baa  
tsoang Amërika.

For receiving the volunteers from  
America.

B: Ba-fihlilë neng?

A: Ba-fihlilë hôna maoba.

B: Joalë ke-mang eaa nëng a-ëntsë  
mokete?

Who was giving the feast?

A: Ke-utloa hore ke-Tona-kholo  
le-matona a-mmusô.

I hear it was the prime minister and  
the cabinet of the Government.

M-1

<u>Teacher</u>	<u>Response</u>	
Ke-ně ke -[ea] ngakěng.	Ke-ně ke-sa-[ee] ngakěng.	I wasn't [going to] the doctor.
-----[tsoa]-----	-----[tsoe]-----	I wasn't [coming from] the doctor.
-----[sěběṭsa]----	-----[sěběṭse]----	I wasn't [working at] the doctor's place.

C-1

A: Ke-ilě ka-u-bôna tŭrŭpŭng maobane.	I saw you in town yesterday. Were you [coming from] the doctor?
U-n'u [tsoa] ngakěng?	
B: Ê-ê, ke-ně ke-sa-[tsoe] ngakěng.	
A: U-n'u [tsoa] kae?	Where were you [coming from]?
B: Ke-ně ke-[tsoa] leběnkělěng.	

M-2

<u>Teacher</u>	<u>Response</u>	
Ke-ně ke-[rêka lijô] k'hěfing.	Ke-ně ke-sa-[rêke lijô] k'hěfing.	I wasn't [buying food] at the cafe.
-----[baṭla Susan]-----	-----[baṭle Susan]---	I wasn't [looking for Susan] at the cafe.
-----[isa liphahlô]-----	-----[ise liphahlô]---	I wasn't [taking clothes/goods] to the cafe.

C-2

A: U-n'u [rêka lijô] [k'hěfing] maobane?	Were you [buying food] [at the cafe] yesterday?
B: Ke-ně ke-sa-[rêke lijô].	
A: U-n'u [rêka 'ng]?	
B: Ke-ně ke-[rêka sakerêṭê].	

M-3

<u>Teacher</u>	<u>Response</u>	
Tšelisô o-ne a-[tsamaea haholo].	Tšelisô o-ne a-sa-[tsamaee haholo].	Tseliso wasn't [walking] very much.
-----[sěběṭsa].	-----[sěběṭse].	Tseliso wasn't [working].

-----[bua].

-----[bua].

Tseliso wasn't [talking].

-----[rĕkisa lĭlamunu].

-----[rĕkise  
lĭlamunu].

Tseliso wasn't [selling  
oranges].

C-3

A: Ke-bōne [Tšelisô] beseng maobane.

I saw [Tseliso] on the bus yesterday.

B: O-n's-ĕtsa joang? O-ne a-rĕkisa  
lĭlamunu?

What was he doing? Was he selling  
oranges?

A: Ê-ê, o-nĕ a-sa rĕkise lĭlamunu.  
O-nĕ a-sĕbĕtsa.

No, he wasn't selling oranges.

He was working.

B: Ê-ê, Tšelisô o-rĕkisa lĭlamunu  
ka-beseng, ha-a-sĕbĕtse tĕng.

Use pictures 1 & 4 for the following, plus other pictures that have 2-5 people in them.

M-1

ba-babĕli	Ke-bôna batho [ba-babĕli].	two	I see two people.
ba-bararo	----- [ba-bararo].	three	
ba-banê	----- [ba-banê].	four	
ba-bahlano	----- [ba-bahlano].	five	

M-2

batho ba-bakae?	U-bôna [batho ba-bakae] setšoantšöng sĕĕ?	how many people?	[How many people] do you see in this picture?
matlo a-makae?	-----[matlo a-makae]---	how many houses?	
buka tse-kae?	-----[buka tsĕ-kae]----	how many books?	

C-1

T: U-bôna batho ba-bakae setšoantšöng sĕĕ? How many people do you see in this picture?

S: Ke-bôna batho ba-babĕli.

Or: Ba-babĕli.

M-2

a-mabĕli	Ke-bôna matlo [a-mabĕli].	two	I see two houses.
a-mararo	----- [a-mararo].	three	
a-manê	----- [a-manê].	four	
a-mahlano	----- [a-mahlano].	five	

C-2

T: Setšoantšöng sĕĕ u-bôna matlo a-makae?

S<sub>1</sub>: Ke-bôna matlo a-manê.

S<sub>2</sub>: Nna ke-bôna matlo a-mahlano.

M-3

tsĕ-pĕli	[Bill] o-na le-libuka [tsĕ-pĕli].	two	Bill has two books.
----------	--------------------------------------	-----	---------------------

tsě-tharo	-----[tsě-tharo].	three
tsě-nnê	-----[tsě-nnê].	four
tsě-hlano	-----[tsě-hlano].	five

C-3

T: [Bill] o-na le-[libuka] tsě-kae?

S: O-na le-[libuka] tsě-hlano.

T: Uêna u-na le-tsě-kae?

S: Nna ke-na le-tsě-nnê.

Cycle 172 I've already said it.

172-1

M-1

cholô	Ke-sě ke-[cholô].	said	I've already said (it).
jelë	----- [jelë].	have eaten	I've already eaten.
tôtse	----- [tôtse].	have bathed.	
apëre	----- [apëre].	have dressed	

C-1

A: Ha-re-eö [ja].  
 B: Nna ke-sě ke-[jelë]. Me, I've already [eaten].

M-2

nchapê	[Nchapê] joalëka ha u-sě u-bolëtse.	beat me	[Beat me] as you have already said/told.
nthahê	[nthahê]-----	kick me	
nkôtlê	[nkôtlê]-----	strike me	

C-2

A: Ke-tla u-[shapa] hôna joalë.  
 B: Ua-pota. U-ka [shapa] mm'ao pele. I will [beat] you right now. You are crazy (raving). You can [beat] your mother first.

A: Hëë monna u-se-kaa-bua ka-mnê,  
 ua-utloa? Hey man, don't speak about my mother, you hear?

B: Ke-sě ke-cholô. [Nchapê] joalëka  
 ha u-sě u-böletse. I already said (it). [Beat me] like you  
 already said/told.

Or: Ke-sě ke-cholô. [Nchapê]  
 joalëka ha u-s'u-bolëtse.

M-3

sě	Ke-sě ke-tsamaea.	I'm already going.
ně	Ke-ně ke-tsamaea.	I was going.
ntsě	Ke-ntsě ke-tsamaea.	I'm going.
	* * * * *	
sě	Ke-sě ke-kula.	I'm (already) sick.
ně	Ke-ně ke-kula.	I was sick/I was being sick.
ntsě	Ke-ntsě ke-kula.	I'm continuing to be sick.

sě	Ke-sě ke-tšaba.	I'm (already) scared.
ně	Ke-ně ke-tšaba.	I was afraid/I was being afraid.
ntsě	Ke-ntsě ke-tšaba.	I'm continuing to be afraid.

C-3

A:	Naa u-nts'u bapala bôlô?	Are you still playing ball?
B:	Ê-ê, ha-ke-sa bapala.	No, I'm no longer playing.
A:	Ao! molato ke'ng?	
B:	Ke-sě ke-kula.	I got sick.

M-1

phomola	Le-ilë la-[phomola] hötëlëng matsatsi a-makae?	rest, stay	How many days did you stay at the hotel?
sëbëtsa	-----[sëbetsa]---		

M-2

a-mararo	Re-ilë ra-phomola têng têng matsatsi [a-marao].	three	We stayed there [three] days.
a-mabëli	-----[a-mabëli].	two	
a-manê	-----[a-manê].	four	
a-mahlano	-----[a-mahlano].	five	

C-1

PCV: Ha le-fihla New York, le-ilë la-phomola hôtëlëng  
matsatsi a-makae?

Mosotho: Re-ilë ra-phomola têng matsatsi a-mararo.

Or:A-mararo.

M-3

linthô	Re-ilë ra-bôna	many things	We saw many things.
tsë-ngata	[linthô tsë-ngata].		
libaka			
tsë-ngata	-----[libaka tsë-ngata].	many places	
likölöi			
tsë-ngata	-----[likölöi tsë-ngata].	many cars	
makölöi	-----[makölöi	great fleets	
a-mangata	a-mangata].	of cars	
marôkhô	-----[marôkhô	many bridges	
a-mangata	a-mangata].		
mabênkêle			
a-mangata	-----[mabênkêle a-mangata].	many stores	



C-2

173-2

PCV: Le-ilë la chakêla libaka tsë-kae?  
Mosotho: Tsë-ngata  
PCV: Le-ilë la-bôna'ng?  
Mosotho: Re-ilë ra-bôna linthô tsë-ngata.  
Ra-bôna marôkhô a-mangata.  
Hapê ra-bôna makölöi a-mangata.  
PCV: Le-ilë la-thoha New York neng?  
Mosotho: Ka-mora matsatsi a-mararo.

Did you visit many places?  
Many.  
What did you see?  
We saw many things.  
We saw many bridges.  
Also we saw many cars.  
We left after three days.

C-3

Use picture number 6 for the following:

Banna baa ba-pola mabêlê a-makae?

How much sorghum are these  
men threshing?

Ba-pola mabêlê a-mangata.

U-bôna joang hore ke-mabêlê a-mangata?

How do you see that the  
sorghum is much?

Ke-bôna mmoko ö mongata.

I see a lot of chaff.

M-1

<u>Teacher</u>	<u>Response</u>	
tlama	itlama	bind//bind oneself
chesa	ichesa	burn//burn oneself
tšêpa	itšêpa	trust//trust oneself; be conceited
tseba	itseba	know//know oneself
tšaba	itšaba	fear//fear oneself
pheta	ipheta	repeat//repeat oneself
mêma	imêma	invite//invite oneself
pata	ipata	hide//hide oneself
ikököbëtsa	ikököbëtsa	humble//humble oneself
khantša	ikhantša	show (with pride)//be conceited

C-1

A: Naa u-batla ho-ba moithaopi? Do you want to be a volunteer?

B: Èè

Or: Èè, ke-batla ho-ba moithaopi.

A: U-itlama hore u-tla sêbëtsa Lesotho (li)lemô tsê-pêli? Are you promising (binding yourself) to work two years in Lesotho?

B: Èè, ke-itlama joalô. Yes, I've bound myself thus.

A: Rea-lêboha.

C-2

Use picture 7 with the following:

A: Mosali êo eaa ôlesang o-itlammê ka'ng? This woman who is winnowing, what has she tied herself with?

B: Ka-tjale. With a shawl.

A: O-itlammê ka-tjale kae? Where has she tied herself with a shawl?

B: O-itlammê ka-eôna thêkêng. She has tied herself around the waist with it (shawl).

C-3

A: U-batla mang?

B: Ke-batla mookamêli. Naa o-tla-mpha mosêbëtsi?

A: Kea-khôloa o-tla u-fa. Fêela u-ikököbëtsê ha u-bua le-baokamêli. I think he will give you (some). Only humble yourself when you speak with the directors.

- B: Kea-ikōkōbētsa kamehla ha-ke-  
 bua le-baokamēli. I always humble myself when I speak  
 with the staff.
- A: Ke-hantlê. Ha-re-eê hê, ke-u-isê  
 ôfising.

C-4

- A: Naa [Mamêllô] o-tseba ho-bua le-batho  
 hantlê?
- B: U-botsa joalô hobane'ng? Why do you ask thus?
- A: Hobane ke-utloilê a-bua hampe Because I heard her speak rudely to  
 ho-[Phiri]. [Phiri].
- B: Ēē, ke-motho eaa ikhantšang hampe. Yes, she is a person who is extremely  
 Ha-a-tsebe ho-bua le-batho hantlê. conceited.

M-2

ruta	ithuta	teach//teach oneself, learn
rata	ithata	love//love oneself
raha	ithaha	kick//kick oneself
rêka	ithêka	buy//be worth buying
rôka	ithôka	praise//praise oneself

C-5

- Parent: [Bill] o-ithuta joang sekōlōng?
- Teacher: O-ithuta hantlê haholo.
- Parent: U-bôna hore o-tla pasa? Do you expect that he will pass?
- Teacher: Ēē, o-tla pasa habonôlô. Yes, he will pass easily.
- Parent: Re-tla leboha habolo, tichêrê.

M-1

chaka	chakêla	visit//visit (somebody)
phêha	phêhêla	cook//cook for (somebody)
rêka	rêkêla	buy//buy for (somebody)
êma	êmêla	stop, wait//wait for (somebody)
bina	binêla	sing//sing for (somebody)
batla	batlêla	want//look for (something for somebody)
thaba	thabêla	be happy//be happy for (something or somebody)
tla	tlêla	come//bring (something for somebody)

C-1

A: U-s'u-tsamaea?	Are you going already?
B: Ēē, ke-il'ō phêha.	Yes, I'm going to cook.
A: Ao! U-phêhêla mang?	Oh! Who are you cooking for?
B: Ke-phêhêla bana ba-ka.	I'm cooking for my children.

C-2

A: Le-ea kae?	Where are you going?
B: Lebênkêlêng.	
A: Le-il'ō ëtsa joang?	
B: Re-il'ō rêkêla bana liphahlô.	I'm going to buy clothes for the children.

M-2

bolêla	bolêlla	tell//tell to (someone)
ngôla	ngôlla	write//write to, write for (someone)
bala	balla	read//read for (someone)
koala	koalla	close//shut (somebody) out/in
ala	alla	prepare the bed//prepare the bed for
jala	jalla	sow//sow (seeds) for
qala	qalla	begin, start//begin for, start for

C-3

A: Naa mookamêli oa-lona o-tseba ho-bala Sesotho?
---------------------------------------------------

B: Ha-a-tsebe.

A: Ke-mang eaa mo-ballang likoranta  
tsa-Sesotho?

Who reads the Sesotho newspaper for him?

B: Ke- [Bill].

M-3

ëtsa	ëtsëtsa	do, make//do for, make for
hlatsoa	hlatsoëtsa	wash//wash for
tlatsa	tlatsëtsa	fill//fill for
botsa	botsëtsa	ask//ask for (something) for (somebody)
tlisa	tlisëtsa	bring//bring for
senya	senyëtsa	do damang//do damage to (someone's property)
bitsa	bitsëtsa	call//call (someone) for (somebody)

C-4

A: Naa liapolê li-tëng hëno?

B: Èë, li-ngata. Ua-li-rata?

A: Èë, kę-li-rata haholo.

B: Kę-tla u-tlisëtsa tsôna ka-Mmantaha.

A: Kę-tla lëboha haholo.

C-5

A: Le-fihlilë neng möö?

B: Re-fihlilë maobane.

A: Le-fihlëtse kae?

Where have you arrived at (for lodging)/  
where are you accommodated?

B: Re-fihlëtse hötëlëng.

We are accommodated at the hotel.

A: Le-tlil'ö qêta nakô ë-kae?

How much time have you come to spend?

B: Matsatsi a-mararo.

M-1

busa	ipusa	govern//govern oneself
bôna	ipôna	see//see oneself
botsa	ipotsa	ask//ask oneself
baballa	ipaballa	take care of//take care of oneself.

C-1

- |                                               |                                                |
|-----------------------------------------------|------------------------------------------------|
| A: Naa naha ea-Lesotho e-busoa<br>ke-Englane? | Is the country of Lesotho ruled by<br>England? |
| B: Ê-ê, Lesotho ke-naha eë ipusang.           | No, the country of Lesotho rules itself.       |
| A: Hao! e-qalilê ho-ipusa neng?               | Oh! When did it begin to rule itself?          |
| B: E-qalilê ho-ipusa ka-1966.                 |                                                |

C-2

- |                                                         |                                                                                         |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------|
| A: Naa ua-utloa hore hoa-bata?                          | Do you feel that it is cold?                                                            |
| B: Eë, kea-utloa.                                       | Yes, I feel it.                                                                         |
| A: U-tsoanêtse ho-ipaballa. U-se-kaa<br>tsamaea kantlê. | You ought to take care of yourself.<br>Don't go outside.                                |
| B: Hobane'ng?                                           |                                                                                         |
| A: Hobane ha u-sa-ipaballe u-tla<br>tsoaroa ke-sefuba.  | Because if you don't take care of<br>yourself, you will catch (be caught by)<br>a cold. |

M-2

hlatsoa	itlhatsoa	wash//wash oneself
hlaba	itlhaba	prick//prick oneself
hlôpha	itlhôpha	arrange//adorn oneself
shêba	ichêba	look at//look at oneself
shapa	ichapa	beat//beat oneself

C-3

A: [John], naa u-s'u itlhatsoitsë?

John, have you washed yourself?

B: Ê-ê, hã-ke-ë=sö itlatsoe.

No, I haven't washed myself as yet.

A: U-tla itlhatsoa neng? Sekölo  
sea-kêna hôna joalë.

When will you wash? School begins right  
now.

B: Mphê sesepa ke-itlhatsoê kapele.

Give me soap so that I may wash quickly.

A: Nka sesepa ke-sëna.

M-1

baa robëli	Ke-ruta barutuo [baa robëli].	eight	I'm teaching [eight] students.
baa robong	-----[baa robong].	nine	
baa leshomê	-----[baa leshomê].	ten	

C-1

A: U-ruta barutuo ba-bakae?

B: Baa robëli.

Or: Ke-ruta barutuo baa robëli.

M-2

aa robëli	Ho-na le-mabênkêlê [aa robëli] Masëru.	eight	There are eight stores in Maseru.
aa robong	-----[aa robong]-----.	nine	
aa leshomê	-----[aa leshomê]-----.	ten	

C-2

A: Ho-na le-mabênkêlê a-makae Masëru?

B: Masëru ho-na le-mabênkêlê aa-robëli.

C: Ê-ê, ho-na le-mabênkêlê aa-leshomê.

C-3

A: Susan o-fumane mangôlô a-makae kajëno?

B: O-fumane (mangôlô) aa-leshomê.

M-3

tsëë-robëli	Ke-rëkilê libuka [tsëë-robëli]	eight	I've bought eight books
tsëë-robong	-----[tsëë-robong]	nine	
tsëë-leshomê	-----[tsëë-leshomê]	ten	

C-4

A: U-tsoa rêka'ng?

B: Ke-tsoa rêka [libuka].

A: U-rëkilê [libuka] tsë-kae?

B: Ke-rëkilê libuka [tsëë-robong].



## APPENDIX I

PRONUNCIATION EXERCISES

## TO THE TEACHER:

Sesotho has many sounds which are unfamiliar to the English speaker. Some, like the clicks (q, qh), are obviously very different from English; but others, like the vowels and many of the consonants, seem (to the English speaker) to be similar to English sounds. But these sounds are not the same, as your Sesotho ear will quickly tell you when your students use English sounds in Sesotho words. These pronunciation exercises are provided to assist you to teach your students an accurate pronunciation of Sesotho.

The following consonants are roughly equivalent to the sounds in the English examples:

	<u>SESOTHO</u>		<u>ENGLISH</u>
ph	<u>ph</u> olo	ox	<u>p</u> olo
th	<u>th</u> apô	grass rope	<u>t</u> op
ch	<u>ch</u> u	ouch	<u>ch</u> ew

In Sesotho these sounds have a slightly longer period of breath between the release of the consonant and the onset of the vowel than do those in English. It will take some practice before your students produce this additional amount of breath in a satisfactory fashion; the exercises on P-5 and P-10 will be helpful in developing this skill.

There are three other sounds in Sesotho which use "breath" from the lungs and so belong to this same series:

tš	tšomô	legend
tlh	tlhase	spark
qh	qhana	saddle (n)

These sounds are completely new to the English speaker.

This series of consonants made with a noticeable puff of air from the lungs will be called the aspirated series of consonants:

ph th tš ch tlh qh

This series is matched by a series which does not use air from the lungs; in fact, during the pronunciation of these sounds the air passage to the

lungs is momentarily cut off. This series will be called the "ejective" series:

p	pôšô	post, mail
t	taba	matter, affair
ts	tsela	road
tj	tjale	shawl
tl	tla	come
k	kôfi	coffee
q	qala	begin

This entire series of sounds is made in a way that is unfamiliar to your English-speaking students. Some of them may learn to produce these sounds by imitating your pronunciation. But for most of them it will be necessary to follow the special teaching procedures which will be given to you by your linguistic director.

In addition to the pronunciation problems presented by these consonant series, there are two other major areas of pronunciation difficulty for the American student: the vowels (except /a/) and tone. These will be discussed in connection with the pronunciation exercises and in the notes to certain of the cycles. The clicks, while of considerable interest because of their novelty, are not a major pronunciation problem.

TO THE LANGUAGE CO-ORDINATOR:

Ejective vs. Aspirated Series:

p	t	ts	tj	tl	k	q
ph	th	tš	ch	tlh	k'h	qh

1. Native speaker reaction to mispronunciations is stronger for these two series of consonants than it is for any of the other consonants, vowels, or tone.
2. The aspiration in Sesotho is somewhat longer than in English. An "English" amount of aspiration is insufficient for the Sesotho ear.
3. The pronunciation exercises are organized according to contrastive pairs (p//ph, t//th, etc.). For the purpose of teaching both skills of recognition and production it may be desirable to devise additional exercises from these materials (e.g., drills within one of the series, but at different points of articulation and in different manners: pala, taba, kaba, qala, tsala, tjale, tlabā).

4. The skills of production and recognition of the ejective series are both essential in the learning of Sesotho. The following order of drill activities is suggested for learning these skills:
- a) Discrimination drills (to develop the recognition skill), as a prerequisite to the production drills, using the contrastive pair exercises (P-5, ff.) .
  - b) Production drills (see below).
  - c) More discrimination drills (even after production is well-controlled, it is still possible to confuse this series with the aspirated series).
5. Some suggestions toward achieving production of the ejective series (in addition to mimicry of the words in the pronunciation exercises):
- a) Holding the breath, say
 

p, p, p ...  
t, t, t ...  
k, k, k ...  
p, t, k ...

 without a following vowel.
  - b) Holding the breath, say [p] followed by [a], the vowel first quite separated from [pʰ], then increasingly closer until the glottal release is almost simultaneous with the labial release:
 

pʰʰʰʰa, pʰʰʰa, pʰʰa, pʰa

 Do the same for /t/ and /k/:
 

tʰʰʰʰa, tʰʰʰa, tʰʰa, tʰa  
kʰʰʰʰa, kʰʰʰa, kʰʰa, kʰa
  - c) Repeat the above, attaching the other vowels: ê, ô, e, o, i, u.
  - d) Deform the following English words:

<u>Ejective</u>	<u>Aspiration</u>
papa	papa (= /phapha/)
paper	paper
Pepe	Pepe
Tito	Tito
toto	toto
Ḳiko	
Coco	

e) Use steps a, b, c above to teach /ts/.

f) Ditto for /tj/.

g) Deform the following English words:

<u>Ejective</u>	<u>Heavy Aspiration</u>
<tj> cha-cha	<ch> cha-cha
choo-choo	choo-choo

h) Use steps a, b, c above to teach /tɬ/.

i) For additional suggestions for the production of this series, see p. 405 ff. of William A. Smalley's Manual of Articulatory Phonetics, rev. ed., New York, 1963.

Ejective//Aspirated

p//ph

1. p

pala be heroic, unbeatable  
 poma cut (v)  
 pula rain (n)  
 pôso post, mail  
 pela rock-rabbit

patsi firewood  
 pola thrash  
 pere pear  
 putsa reward (v)  
 peta chest  
 pakela witness (v)

poli goat  
 pele before  
 peli two  
 pôho male (animal)  
 pône maize, mealies  
 palama mount, ride  
 polêlo sentence  
 shapa hit  
 supa point at  
 sesepa soap  
 lepôlesa policeman  
 lapile be hungry

2. ph

phala a whistle  
 phoma come out  
 phula vale, small valley  
 phôso a mistake  
 phela live (v)

phatsi shine (id)  
 phôla become cool  
 phere become soft (id)\*  
 phutsa grow (w/o bearing fruit)  
 pheta repeat  
 phakela eat greedily

phêha cook  
 phêcha crawl  
 phêtho end  
 phaka devour  
 pholo ox  
 phomola rest (v)  
 phofo flour  
 phôôfôlo animal  
 phakisa hurry (v)  
 phahama go high  
 bophelô life  
 Mphô Mpho

## TO THE TEACHER:

The above are divided into three groups: 1) minimal pairs in which the other consonants constitute "easy" sounds for the English-speaking learner of Sesotho; 2) minimal pairs except for a slight vowel difference,

---

\* (id) = ideophone

and minimal pairs in which the other consonants constitute "hard" sounds;  
 3) words which are not paired minimally, but for which an accurate pronunciation of /p/ and /ph/ is desirable.

p//ph

1-1	papa	porridge
	pepa	carry on one's back
	popi	doll
	pêpê	walk quickly (id)
	peipi	pipe
	papali	game
	pômpông	candy
	pampiri	paper
2-2	phauphau	stupid person
	phaiphai	roam about (id)
	phepheng	scorpion
	phapha	awake suddenly (id)
2-1	phapang	quarrel (n)
	Phupu	July
	phêpa	white clay
	phêpô	feeding
	phaposi	small room

## TO THE TEACHER:

These contrastive pair sets can be used in several different exercise modes:

For recognition / discrimination:

1. Have the students listen to your pronunciation of column 1.
2. Have the students listen to your pronunciation of column 2.
3. Have your students listen to your pronunciation of matched pairs from the two columns.

T(teacher): pala, phala

T(teacher): poma, phoma

etc.

4. Test the students' ability to discriminate between the aspirated and ejective series by giving them words randomly from columns 1 and 2 and having them respond with "1" or "2".

e.g. T(teacher): pula      S(student): "1"

T(teacher): phela      S(student): "2"

etc.

5. An additional discrimination drill can be created by placing the matched pairs into a drill setting of the same-different type:

<u>Cue</u>	<u>Response</u>	<u>Verification</u>
T: pala, pala	S: same	T: pala, pala, same
T: pala, phala	S: different	T: pala, phala, different
T: phala, phala	S: same	T: phala, phala, same
T: phala, pala	S: different	T: phala, pala, different

The "verification" step, in which the teacher repeats the "question" and then gives the correct answer after the student response, is a necessary part of the testing procedure, but it also re-inforces the students' learning. The student response can be individual or as a group.

6. The word groups labeled 1-1, 2-2, 2-1, and 1-2 are to be used as follows:

a) Listening (cf. steps 1 and 2 above).

b) Testing (cf. step 4 above).

e.g. T: papa                      S: "1-1"

T: Phupu                      S: "2-1"

etc.

7. If necessary, additional drill material can be constructed along similar lines out of Sesotho syllables:

1-1 pa, pe  
pe, pi  
pi, po  
etc.

2-2 pha, phe  
phe, phi  
phi, pho  
etc.

1-2 pa, phe  
pe, phi  
pi, pho  
etc.

Syllables such as this can also be used in same-different drills (cf. step 5 above.)

For Production:

8. Have the students imitate you in the following manner:

T: pala (model)                      S: pala (imitation)

T: pala (verification) S: pala (imitation)

This is the most basic form of mimicry practice, and it will be referred to as "double repetition". Students should participate on both an individual and group basis.

- a) Use all the examples from column "1" in this manner.
  - b) Use all the examples from column "2" in this manner.
  - c) Use the examples from column "1" and "2" alternatively in this manner.
9. Have the students imitate your pronunciation of the minimal pairs from columns 1 and 2 in "single repetition":

T: pala                                      S: pala

T: phala                                     S: phala

An alternative way of drilling these is as follows:

T: pala, phala                      S: pala, phala



10. The groups labeled 1-1, 2-2, etc. can be used in the manner of step 8.

TO THE STUDENT:

The words in the pronunciation exercises have been chosen for their special usefulness in acquiring a good pronunciation of Sesotho.

Many of these are not the ones which you need in your early Sesotho conversation. Hence it is suggested that you make no special effort to learn the meanings of the words in these pronunciation exercises. Their usefulness at this point in your language development is for pronunciation, not communication.

Ejective//Aspirated

t//th

1. t		2. th	
taba	matter, affair	thaba	mountain
toba	go straight to	thoba	slip away
tala	green	thala	gambol (by animals)
rata	love (v)	ratha	cut (v)
toma	bridle (v)	thôma	start (v)
tekô	temptation	thêkô	price
têlla	despise	thêlla	glide
tapô	hunger (n)	thapô	grass rope
tapa	dance (v)	thapa	become tame
taka	mark (v)	thaka	companion, friend
tafolê	table	thabile	be happy
tona	huge	thusa	help (v)
têng	at that place	matha	run (v)
teê	tea	athe	while
tima	extinguish	futhumala	become warm
tinare	dinner	lethô	nothing
êta	visit (v)	Sesotho	Sesotho
feta	pass (v)	nthô	thing
mofuta	kind, variety	batho	persons
monate	nice	Basotho	Basotho
betere	better		
leoto	foot		
setôfo	stove		
setulô	chair, stool		
aubuti	(my) elder brother		

t//th

1-1	tatô	hurry (n)
	tata	be in a hurry
	tota	become strong, great
	tutu	deaf
2-2	thathô	charm, fetish
	thaotha	recruit (v)
	thetha	trim (the thatch of a house)
	thethana	fringe skirt
	tkithi	fringe skirt
	thotha	transfer , carry
2-1	thutô	lesson, education
	ithuta	learn
	thatô	love (n)
	ithata	be neat (always)
	thota	plateau
	thêta	roll down
	thêtêng	lavatory
	thata	hard, difficult

p//pht//th

1-1	topa	swell
	tôpa	stuff (v)
	tôrôpô	town
2-2	phêthô	end (n)
	phêtha	finish (v)
2-1	pheta	repeat
	Phatô	August
	thipa	knife

Ejective//-

k//-

## 1. k

kaba	beat, strike
kêba	bow (v)
kêna	come in
kôna	give sparingly
kôfi	coffee
koma	eat (salt or sugar)
kula	be sick
kuma	break into small pieces
kubu	hippo
kuku	cake
kiba	fill (a small hole)
kobô	blanket
kôlôî	wagon, car truck
lekala	department (of govt.)
sekôlô	school
buka	book
noka	river
roka	sew
rôka	praise
loka	become right
leka	try
rêka	buy
banka	bank
nakô	time
chekô	act of digging
chakô	visit (n)
sebaka	place (n)
lesaka	cattle kraal
lerakô	wall

k//  
p//ph  
t//th

1-1 kaka be proud  
kapa or  
kêta become thin  
kôkô "knock-knock"  
kôpi cup  
kopa beg, request  
kêrêkê church  
tônki donkey  
koranta newspaper  
mokete feast  
katiba hat  
kapele quickly  
tuku head scarf  
kanakô on time

2-1 thôkô praise-poem  
phakisa hurry (v)  
thokô at the side  
phoka dew  
phuka fin  
phakoe hawk  
thêkô price  
thaka comrade

## TO THE TEACHER:

Sesotho has an ejective /k/, but it does not have an aspirated /kh/ (except in a very few loan words, which the Lesotho orthography writes with ⟨k'h⟩ : k'habothe, cupboard). Hence the ejective-aspirated contrast which obtains for "p" and "t" does not occur for "k" (though the symbol ⟨kh⟩ is used in the Lesotho orthography for another kind of sound: see P-32 ). The discrimination of this sound, /k/, can be taught by use of the foregoing exercises, while the production of /k/ can be taught:

- 1) By mimicry drills, using the words above.
- 2) By analogy with the sounds /p/ and /t/ (since /k/ is produced in the same manner, but at a different point of articulation), using the following steps:
  - a) Sesotho syllables (mimicry drill, horizontal):

pa	ta	ka
pê	tê	kê
pô	tô	kô

etc.

- b) Sesotho words (mimicry drill, horizontal)

/p/		/t/		/k/	
pa	slap! (id)	ta	sound made by hitting with a stick (id)	ka	sound made by hitting with a stone (id)
papa	porridge	tata	extend, hurry	kaka	be proud
êpa	dig	êta	visit (v)	êka	betray
lepa	observe (stars)	leta	wait for	leka	try
pala	be unbeatable	tala	green	kala	weigh
rapa	turnip	rata	love (v)	raka	precede

rôpa	tether (v)	rota	urinate	roka	sew
papa	porridge	tapa	become tasteless	kapa	or
palama	ride (v)	--	--	kalama	ride (v)
--	--	taba	matter	kaba	beat, strike
pôna	be wilted	tôna	open the eyes wide	kôna	refuse (to give food)
chapô	act of whip- ping	(le)chatô	wedding	chakô	visit (n)
lerapô	leather strap	leratô	love (n)	lerakô	wall
pôpô	honk! (id)			kôkô	"knock-knock"
poma	cut (v)	toma	bridle (v)	koma	eat (salt or sugar)
pobo	wop! (id)	tobo	pow! (id)	kobô	blanket
pula	rain (n)	tula	stamp, crush	kula	be sick
--	--	tutu	deaf (person)	kuku	cake
--	--	tuma	become famous	kuma	break into minute pieces
pêna	turn up (brim of hat)	tena	dress (v)	kêna	come in
--	--	teba	deep	kêba	bend in the breeze
--	--	sebata	beast	sebaka	place (n)

1. tj

tjêlô act of somebody's food  
being eaten  
tjêô eating food  
tjêhô confiscation of property

ntja dog  
tjeka turn, dance

tjaka beautiful person

tjale shawl  
tjama stare (v)  
motjôli herdboy  
tjôtô wild watermelon

2. ch

chêlô act of somebody's things being  
burned  
chêô act of trapping  
chêhô act of trapping

ncha new  
cheka dig

chaka visit (v)

oache watch  
tichêrê teacher  
cha burn (v)  
chêê no  
e-chô say it out

mochini machine  
sechaba tribe, nation  
chêlêtê money  
mochesô heat, temperature



tj//ch

1-1	tjêjtê	fecal matter
	(mo)tjetje	one long drink
	tjôtjêla	stare fiercely
	tjôtjô	bribe (n)
2-2	cheche	a kind of bush
	chêcha	withdraw backward
	chacha	kindling
	chencha	change (v)
	chache	anglican
2-1	chitja	round

tj//ch

p//ph

t//th

k//-

1-1	tjapa	lie down carelessly (id)
	tjapi	sound of milking (id)
	tjaka	a handsome person
	tjakô	permanent residence
	tjôtô	wild melon
	tjêpa	cow, bull
	tjeka	dance (v)
	tatja	manage, compete with
	katja	drink all at once (id)
2-2	chapha	sudden rise of the sun (id)
	chaphi	small quantity of milk
	chepha	be away from home in the mines (a long time)
	chipha	chip (v)
	chopha	provoke persistently
	phacha	clumsy walking (id)
	phêcha	scoot forward (while sitting down)
	pheche	crush (an insect) (id)
	phocho	remove feathers by scalding (id)
	thacha	become straight & level (id)
	thocha	" " " " "
	thocho	sound of bare feet walking (id)
2-1	chapô	whipping (n)
	chepa	dig
	chepô	digging (n)
	chata	wed
	chita	cheat
	choto	stomp off angrily (id)

chaka	visit (v)
chaake	mealies (corn)
chakô	visiting (n)
cheka	dig
chêka	check (v)
chêkê	cheque
chêiki	kind of lizard
chekô	digging (n)
chiki	cheeky (adj)
chôkô	chalk
chuku	sound of puffs of smoke (train) (id)

ts//tš

1. ts		2. tš	
tsola	undress	tšola	take pot off of fire
tsela	road	tšela	cross over
tsomô	act of hunting	tšomô	legend
tsoma	awaken (v)	tšosa	frighten (v)
letsêtsê	a flea	tšêtsê	a kind of hat
tsoala	give birth to	matšoala	whiskers
ntsintsi	fly (n)	ntšintši	fly (n)
tsêka	dispute (v)	tšêka	sift
tsepa	land when jumping (id)	tšêpa	trust (v)
letsolo	lightning	letšolô	hunting party
tsebô	knowledge	tšêbô	act of backbiting
tsoena	disappoint	tšoênya	trouble (v)
tseba	know	tšo	black! (id)
tsêbê	ear	tšaba	be afraid of
tsoha	wake up	tšimo	field
tsoa	come out	tšêha	laugh at
tsamaea	go	tšêla	pour into
mêtsi	water	tšila	dirt
motse	village	fatše	down
lutse	have sat down	bôntša	show
bitsa	call (v)	ntšî	eyebrow
botsa	ask	motšeare	noon
botsoa	lazy		
êtsa	do		
letsôhô	hand, arm		
lentsoe	voice		
mosêbêtsi	work		

ts//tš

1-1	letsêtsê	flea
	letsatsi	sun, day
	tsôtsi	gangster
	betsêtsa	throw
	hatsêtse	have felt the cold
	bitsitsê	have called
	êtsêtsa	have done for...
	botsitsê	have asked
	letsatsa	ridge
	tsitsa	be level
2-2	tšêtsê	a kind of hat
	tšaetšae	stupid person
	tšetše	urine
2-1	tšotsô	animal fat
	tšêtse	have poured into
	tšetse	have crossed over
	tšotse	have dished up
	bontšitsê	have shown
1-2	tsê-tšêhla	...which are yellow
	tsê-ntšo	...which are black
	tsê-tšôeu	...which are white
	tsê-tšumo	...which are white-faced
	tša-Tšêpô	...of Tšêpô
	tša-Tšelisô	...of Tšelisô

ts//tʃ  
 p//ph  
 t//th  
 k//k  
 tj//ch

1-1	pitsô	meeting
	patsi	firewood
	potsô	question
	pitsi	horse (archaic)
	pitsa	pot
	tatsô	taste (n)
	tutse	have smitten
	kôtsi	danger
	kutse	have become sick
	katse	cat
	kêtso	action
	kutsô	stealing (n)
	tsipa	pinch (v)
	tsoekere	sugar
	tsêta	thin (due to lack of fodder)
	tsêka	quarrel (over ownership) (v)
	tsêké	flash (of light) (id)
	tsôta	admire
	Tsiki	Tsiki
	tsoka	wave (v)
	tjoêtsô	act of telling
2-2	phetšë	squash! (id)
	phêtšô	action of dislocation (id)
	phatšoa	black-and-white
	tšêphê	springbuck

	tšipho	a kind of game
	tšethe	jump (id)
	tšuthô	act of going away (n)
2-1	phetse	have lived
	phatsi	shine (id)
	phatsa	splinter (n)
	thetsa	touch
	chêtse	have burned
	tšêpa	hope (v)
	tšêpô	hope (n)
	tšupa	weevil
	tšepe	iron
	Tšitoê	December
	tšêka	sift
	tšitô	offense, obstacle
	tšita	difficulty

tl//tlh

1.tl	2.tlh
tlolô trespass	tlholô defeat, conquest
tlêrê be very red (id)	tlhêrê sound of broken stick or guitar string (id)
tlase down below	tlhase spark (n)
tlalô fullness	tlhalô divorce
tla come	tlha cut with an axe
tlaka laugh at	tlhaka vaccination (by witch doctor)
tlatsô support (n)	tlhatsô vomiting
tlakô scorn (n)	tlhako hoof
tloka become furious	tlhoka ear wax
ntlô house	ntlha point (n)
tlali lightning	tlhapi fish (n)
hantlê good	
butlê slowly	
batla want	
matla strength	
utloa hear	

tl//tlh

1-1. tlôtla	praise (v)
tlôtlô	praise (n)
tlôtlollô	defame
tlatlapa	oppress
tlantla	beat, strike
2-2. tlharantlhope	grasshopper
tlhêtlhêkoa	husk, bran
2-1. tlhotla	filter, strain, wring
tlhatlêha	cook (in a pot)



tl//tlh

etc.

1-1	tlópô	(a kind of) haircut
	tloka	become furious
	tlaka	laugh at
	tlôtsô	anointing
	tlakô	scorn (n)
	tse <sup>â</sup> -ntlê	nice
	kantlê	outside
2-1	tlhapi	fish
	tlhaka	vaccination (by witch doctor)
	tlhatsô	vomiting
	tlhako	hoof
	tlhoka	earwax
	tlhapa	insult
	tlhapô	washing the hands (n)
	tlhókô	carefulness
	tlhoko	nipple (of a woman)
	tlhêkô	having a house in good order (n)
	tlhakô	a light color

## TO THE TEACHER:

The sounds /tɫ/ and /tɫh/ are not found in English, nor is there any sound in English similar to these. The materials above are given for use in developing the student's ability to distinguish between these two sounds. The student should be able to distinguish these sounds fairly easily, but he may have some difficulty in achieving a good pronunciation by merely imitating your speech; the following are some suggestions that will aid in your teaching of this new sound.

- 1). First, have your students mimic your articulation of /tɫ/ followed by <sup>the</sup> voiceless vowel /A/:

tɫA, tɫA, tɫA  
tɫA, tɫA, tɫA

If your students are successful in this, repeat this exercise with voiced vowels:

tɫa, tɫa, tɫa  
tɫa, tɫa, tɫa  
tɫê, tɫê, tɫê  
tɫê, tɫê, tɫê

(Etc. with the other vowels)

Use the same approach in teaching the production of /tɫh/.

- 2). If the previous steps are not sufficient to initiate the production of these sounds, try having your students make a conscious effort at the articulation of /tɫ/ by:
- a.) Put <sup>ting</sup> the tongue in the position for /t/.
  - b.) Lowering the sides of the tongue, while keeping the tongue-tip against the roof of the mouth, and simultaneously making an ejective articulation (as was previously learned for /p, t, k, ts, tj/).
  - c.) Following the articulation first with a voiceless vowel (/tɫA/), then with a voiced vowel (/tɫa/).

Note that the production of this sound is much easier if the student has learned to pronounce <sup>well</sup> the other ejective consonants (/p, t, k, tʃ, ts/). The ejective quality is not quite so strong for /tʃ/ as it is for the other ejective consonants.

When the students have begun to make the /tʃ/ sound with some degree of facility, shift from the pronunciation of <sup>S</sup>esotho syllables to Sesotho words, using the following, as well as the words on P 6-1:

<u>tla</u>	<u>tlê</u>	<u>tlô</u>	<u>tʃe</u>	<u>tʃo</u>	<u>tʃi</u>	<u>tʃu</u>
tlaba	tlêla	tlôpô	tʃena	tʃosa	tʃisa	tʃlung
tlama	tlêra	setlôlô	tʃefe	tlola		
tlali	tlêré	tlôtla	tʃêki	tʃohô		
tlala		tlôtlô	tʃêpo	tʃoka		
tlalô				tʃolô		
matla				matʃo		
				ntʃo		

Lateral//Central

tl//th

<u>Lateral: tl</u>		<u>Central: th</u>	
tla	come	(se)tha	heap of unthreshed kaffir corn
tłala	jump (by people) (v)	thala	jump (by animals) (v)
tlêrê	be very red (id)	thêrê	meat gelatin
tlaba	cry sharply (baby)	thaba	mountain
tlakô	scorn (n)	(li)thakô	ruins
tlaka	laugh at	thaka	pupil of the eye
matla	strength	matha	run (v)
ntlo	house	nthô	thing
tlêko	be startled (id)	thêkô	price
tloka	become furious	thokoa	fawn-colored
tlôtle	praise (v)	thotha	carry the harvest home
tlisa	bring	thipa	knife
-tlê	nice, good	thêa	start (v)

## TO THE TEACHER:

Observe that the two sounds contrasted here are not/ejective vs. simply aspirated. They also differ in manner of articulation. Hence the suggested student responses are "lateral" and "central", rather than "1" and "2". While the student may confuse these sounds when listening to Sesotho, he is not likely to have a problem in producing the sound contrast. This exercise, then, is for the purpose of improving the discrimination ability.

Lateral//Central

tlh//th

Lateral: tlhCentral: th

tlha	cut with an axe	(se)tha	heap of unthreshed kaffir corn
tlhaka	vaccination (by a witch doctor)	thaka	pupil of the eye
tlhabô	act of piercing	Thabô	Thabô
tlhapa	insult (n)	thapa	be tame
tlhako	hoof	(li)thako	ruins
tlhapô	washing the hands (n)	thapô	grass rope
tlhôkô	carefulness	thôkô	praise
tlhabêla	cracks on feet	thabêla	be happy for (v)
tlhoko	nipple (of a woman's breast)	thoko	corn (from last year)
tlhêkô	having a house in good order (n)	thêkô	price
tlhora	perch suddenly, as of a bird on something (id)	thôra	burn completely
tlhêrê	jingle (id)	thêrê	meat gelatin
tlhakô	a light color	thatô	love, wish (n)
tlhoka	chaff	thokoa	fawn-colored
ntlha	point	nthô	thing
tlhare	leaf	thari	supple sheep skin for carrying babies
tlhoro	summit (mountain)	thoto	luggage
tlhoari	strike a match (id)	thoali	a loved one
tlhoiri	play the lesiba (id)	thribi	pull along (id)
tlhase	spark	thoasa	begin (new month) (v)
tlhapi	fish	thipa	knife

Fricative//Affricate

hl//tl

<u>Fricative: hl</u>		<u>Affricate: tl</u>	
mahlô	eyes	matla	houses
hla	(aux. verb of emphasis)	tla	come
hlala	divorce (v)	tlala	hunger (n)
hlama	mate (of dogs) (v)	tlama	fasten
hlatsa	vomit (v)	tlatsa	fill (v)
hlena	be red-hot	tlena	grimace (v)
hlanya	be mad	tlanya	squish! (id)
hlôhla	promontory	tlôtla	praise (n)
hlaela	peep (v)	tlaela	go a wrong way

## TO THE TEACHER:

The fricative /hl/ and the affricate /tl/ may be confused, hence the exercise material above is given for use both in developing discrimination ability and production ability. The response on the part of the student here is "fricative" for /hl/ and "affricate" for /tlh/.

Fricative//Affricate

hl//tlh

Fricative: hlAffricate: tl

hlasêla	attack	tlhasêla	outgrowth on the eye
hlôka	be in want	tlhoka	chaff
hlabêla	slaughter for	tlhabêla	cracks on feet
hlase	spark	tlhase	spark
hloko	nipple (of a woman's breast)	tlhoko	nipple (of a woman's breast)
hlapi	fish	tlhapi	fish
hlôkô	carefulness	tlhokô	carefulness
hlapa	insult	tlhapa	insult
hloare	python	tlhoare	python
(se)hlare	medicine	(se)tlhare	medicine
hlabanô	hurting one another	tlhabanô	hurting one another
hlaku	grain	tlhaku	grain
(le)hlaku	leaf		
hlaka	mealie (corn) stalk	tlhaka	mealie (corn) stalk
hlahô	birth	tlhahô	birth
Hlakubêlê	March	Tlhakubêlê	March
hlaphara	give a little (id)	tlhaphara	give a little (id)
hlômphô	respect	tlhômphô	respect
hlobolô	want of clothing	tlhobolô	want of clothing
hlông	shame	tlhông	shame

## TO THE STUDENT:

Many of the words which begin with /hl/ can also be said with /tlh/, as can be seen above.

Fricative//Stop

kh//k

1. kh		2. k	
kha	draw water	ka-	with, by
khaba	spoon	kaba	injure (with a stick)
khala	greedy	kala	weigh
khama	strangle	kama	comb
khang	argument	ka'ng	with what
khapha	splash (id.)	kapa	or
khata	trap (v)	kata	compact (ground)
khalê	long ago		
khasa	crawl		
khêtha	choose	kêta	play (a game of jacks)
khiba	dance (on the knees)	kiba	stop (v)
khôba	crush	kôba	bend (v)
khopa	stumble	kopa	ask
khôtsé	peace	kôla	grab
khêlê	really! (interj)		
khená	become disgusted		
khola	pick (fruit)		
khulu	tortoise		
khutla	return		



Front Vowels

e//ê

1. e		2. ê	
eka	it is like	êka	betray
eba	faint (v)	êpa	dig
ebe	sway (id)	êlê	yard
efe	which	êla	become clear
empa	but	êma	stand up
efêla	indeed	êmêla	wait for
eng	what	ênkê	ink
sele	other, foreign	sêlê	ratel (a kind of animal)
mmele	body	mmêlê	teat
tšela	cross	tšêla	pour
pheha	argue	phêha	cook
(bo)phe1ô	life	phêlô	finish
lepa	observe (stars, weather)	lêpa	sulk
(le)theba	spot (n)	thêbê	shield (n)
tsebe	know (neg. form)	tsêbê	ear
mme	and	mmê	mother
sebele	certainly	kêrêkê	church
betere	better	rêkêrê	rubber
sekete	thousand	chêlêtê	money
lebekere	mug (n)	lebênkêlê	store
terene	train	êmêrê	bucket

1-1 sele	other, foreign
ebe	faint (neg. form)
efe	which
tsebe	know (neg. form)
mokete	feast (n)
nnete	truth
kapele	quickly

2-2	sêlê	ratel
	êlê	yard
	êmêla	wait for
	mmêlê	teat
	ênkê	ink
2-2	thêbê	shield (n)
	tsêbê	ear
	sêntê	cent
	pênê	pen
	tichêrê	teacher

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Back Vowels

P-35

o//ô

1. o		2. ô	
bopa	create, form	bôpa	sulk
roka	sew	rôka	praise (v)
topa	swell	tôpa	stuff (v)
boka	commit adultery	bôka	praise (v)
hola	grow up	hôla	go off the track
kopa	ask, beg	kôpa	manage
sola	shed the hair	sôla	irritate the skin (poisonous plants)
thola	be quiet	thôla	find (a lost item)
tona	male	tôna	open eyes wide
rola	take off headdress	rôla	roll (v)
Fora	France	fôra	bend the ears
noka	river	nôka	heap (n)
boea	come	bôea	hair
khotla	at court	khôtla	crush
thokô	far	thôkô	praise-poem
seboko	worm	sebôkô	cry (n)
tlhako	hoof	tlhakô	lightness (in color)

o//ô

1-1	motho	person
	Sotho	Sotho
	thoto	package
	khoho	chicken
	Phalo	(a name)
	tlhoko	nipple
	motso	root
	kholo	big
	thoso	appear suddenly (id)

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2-2	khôtsô	peace
	fôtô	photo
	kôtô	club, heavy stick
	kôt1ô	punishment
	thôkô	praise-poem
	kôbô	peck (id)
	tšômô	derision
	pôsô	post office
	phôsô	mistake
	sebôkô	cry (n)
	letsôhô	arm (n)

1-2	kobô	blanket
	tšômô	folktale
	potsô	question
	thokô	far
	tomô	bridle (n)
	thomô	errand

Syllabic Nasals

P-37

/-nn-/

<u>Present</u>		<u>Absent</u>	
monna	man	mona	here
banna	men	bana	children
senna	manly	sena	this (cl 4)
nônnê	fat	nônê	(a kind of antelope)
binnê	have sung	binê	sing (subjunctive)
tennê	have dressed	tenê	dress (subjunctive)
ênnê	wealthy	êna	become wealthy
pônnê	have withered	pôna	wither
pannê	have hitched up	pana	hitch up
khanna	drive	khama	strangle
oa-nthôla	he is providing me hospitality	oa-thôla	he is providing hospitality
oa-ntipa	he is deceiving me	oa-tipa	he is deceiving
oa-nthusa	he is helping me	oa-thusa	he is helping
oa-ntalima	he is looking at me	oa-talima	he is looking
oa-nthiba	he is stopping me	oa-thiba	he is stopping
sêntê	cent		
bôntša	show (v)		
banka	bank		

Syllabic Nasals

/m/ + Consonant

<u>Present</u>		<u>Absent</u>	
mphafa	praise me	phafa	praise
mpata	hide me	pata	hide
mputsa	reward me	putsa	reward
mpaka	give evidence about me	paka	give evidence
mpitla	crush me	pitla	crush

mphôtle	wash my face	phôtle	wash the face
mphatsa	lance me	phatsa	lance
mphêkola	cure me	phêkola	cure
mphara	mess me up with food	phara	mess up with food
mpetêtsa	press me against something	petêtsa	press against something
mphallêla	come to my aid	phallêla	come to the aid of
mphê	give me		
mphî	a large group of people		
Mphô	Mr. ho		
mpa	stomach		
mpe	bad, ugly		

Syllabic Nasals

/n/ + Consonant

	<u>Present</u>		<u>Absent</u>
nthusa	help me	thusa	help
nthiba	stop me	thiba	stop
nthetsa	touch me	thetsa	touch
ntutla	pull me	tutla	pull
ntima	be stingy with me	tima	stingy
nthôla	accord me hospitality	thôla	accord hospitality
ntalima	look at me	talima	look
ntôba	be open with me	tôba	be open to
nthabisa	amuse me	thabisa	amuse
ntatê	my father		
nka	take		
nta	louse		
ntja	dog		
ncha	new		
ntša	take out		
ntlê	beautiful		

Syllabic Nasals

mm-//m-

	<u>Present</u>		<u>Absent</u>	
mmala	color	mala	bowls	
mmela	sprouted grain	mela	germinate	
mmali	reader	mæli	blood	
mmêma	invite me	mêma	invite	
mmula	hit me	mula	hit	
mmanana	open place (outside)	manana	term of affection for single girls	
mmatla	look for him	matla	strength	
mmamêla	listen to me	mamêla	listen	
mmetsa	throw at him	metsa	swallow	
Mmatsa	(a name)	matsa	a kind of bark	
mmele	body	metso	roots	
mmotsa	ask him	motse	village	
mmôna	see him	mcna	here	
mmeli	two	mêtsi	water	
mmina	sing about him	mina	blow (the nose)	
mmoko	chaff	motsu	arrow	
mmê	mother			
mmêa	put him down			

	1. q		2. qh
qa	strike with something hard (id)	qhaa	alone
qi	sound of footstep (id)	qhii	trickling tears (id)
qoba	one thing	qhoba	drive (v)
qôba	dodge	qhôba	trespass on the crops
qotsa	take a big handfull	qhotsa	hatch
qala	begin, start	qhala	scatter, dispense
qoma	dry (adj)	qhoma	jump, break
qubu	heap (n)	qhubu	cooked mealie grains
qaka	difficulty	qhaka	crown (v)
qomêla	dry at	qhômêla	jump on to
qalile	have begun	qhalile	have split
qomisa	make dry	qhomisa	cause to explode
qoaea	avoid	qhoaea	beckon to
qalêha	begin	qhaliha	bail
qêla	beg	qhela	push aside
qêka	persuade gently	qheka	cheat
qobisa	cause dust to rise	qhôbisa	cause animals to trespass on the fields of corn
qita	settle at the bottom of liquid	qhitsa	ooze
qabana	quarrel	qhalana	disperse
qoela	dive into the water	qhoêla	strange (v)
qoaea	avoid	qhoaea	beckon to
qapu	falling into the water (id)	qhafu	to wade in mud
qosa	accuse	qholo	hip bone
qamaka	look about	qêfa	hit with a fist
qabola	cause to laugh	qhana	saddle
qabang	quarrel (n)	qhoboi	root of a reed plant
qamo	a species of a lizard	leqheba	piece of wood pushed through the nose of calf
qôla	a tip of something	seqhôbô	natural fortress
qibi	(a kind of) water animal	leqhôfa	an old deserted house
qomu	falling into the water (id)	qhanêha	saddle (v)
leqosa	a messenger	qhanolla	unsaddle (v)
leqeba	a wound		
leqala	reed		
seqoma	one born after a dead child		
lifaqane	wars of devastation		



1-1 qaqa real  
 qôqa chat  
 moqôqô conversation, chat

2-2 qhaqha destroy  
 qhôqha urge (v)  
 qhênqhê drooling

qhanqha tear (v)  
 seqhenqha a giant

1-1 qapa compose  
 qêta finish  
 qopu falling into water (id)  
 qaka difficulty  
 qotsa take a big handful  
 qita settle at the bottom of liquid  
 qata put on a loin strap  
 qota squat (id)

2-1 leqhêku an old person  
 leqhoko aggression  
 leqheka a plan  
 moqhaka a crown  
 seqhaka a bad smell of dirty perspiration  
 qhetsola break into pieces  
 qhatsa pour

1-2 qapha sip water (like a dog)  
 qetha wipe off sweat  
 qopha follow insistently  
 qatha give a little (id)  
 qepha become scarce  
 qantha eat slowly in small bits

Written Test: Discrimination of t//th, tj//ch.

Administration of the test:

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1.	tjale	shawl	1.	_____	a	_____	e.
2.	tjaka	a handsome person	2.	_____	a	_____	a.
3.	chaka	visit (v)	3.	_____	a	_____	a.
4.	tjeka	dance	4.	_____	e	_____	a.
5.	cheche	a kind of bush	5.	_____	e	_____	e.
6.	tjêjtjê	fecal matter	6.	_____	ê	_____	ê.
7.	chitja	round	7.	_____	i	_____	a.
8.	thithi	grass-fringed G-string for small girls	8.	_____	i	_____	i.
9.	tutu	deaf	9.	_____	u	_____	u.
10.	thata	hard	10.	_____	a	_____	a.
11.	tatja	manage	11.	_____	a	_____	a.
12.	tôchê	torch	12.	_____	ô	_____	e.
13.	tjôtô	wild watermelon	13.	_____	ô	_____	ô.
14.	thattho	charm (n)	14.	_____	a	_____	o.
15.	tota	become strong	15.	_____	o	_____	a.
16.	thota	plateau	16.	_____	o	_____	a.
17.	thocho	sound of bare feet walking (id)	17.	_____	o	_____	o.
18.	katja	drink all at once (id)	18.	_____	a	_____	a.
19.	thatô	love (n)	19.	_____	a	_____	ô.
20.	thethana	grass-fringed G-string for small girls	20.	_____	e	_____	a _____ a.

fold here

Written Test: Discrimination of ts//tš.

Administration of the test:

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. tsela	road	1. _____ e _____ a.
2. tšomô	legend	2. _____ o _____ ô.
3. tšêtsê	a kind of hat	3. _____ ê _____ ê.
4. tsôtsi	gangster	4. _____ o _____ i.
5. tseba	know	5. _____ e _____ a.
6. tšimo	field	6. _____ i _____ o.
7. êtsa	do	7. e _____ a.
8. tsoa	come out	8. _____ oa.
9. tsoala	give birth to	9. _____ oa _____ a.
10. matsoala	whiskers	10. _____ a _____ oa _____ a.
11. ntši	eyebrow, eyelash	11. n _____ i.
12. ntšintši	fly	12. n _____ in _____ i.
13. ntsintsi	fly	13. n _____ in _____ i.
14. letsatsi	sun	14. _____ e _____ a _____ i.
15. tšetše	urine	15. _____ e _____ e.
16. tšetse	have crossed over	16. _____ e _____ e.
17. tsê-ntšo	... which are black	17. _____ e-n _____ o.
18. tsa-Tšêpô	... of Tsepo	18. _____ a- _____ ê _____ ô.
19. pitsô	meeting	19. _____ i _____ ô.
20. Tšitoê	December	20. _____ i _____ oe.

fold here

Written Test: Discrimination of ts//tš, tj//ch.

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. tšotsô	animal fat	1. _____ o _____ ô.
2. thocho	sound of bare feet walking (id)	2. _____ o _____ o.
3. chitja	round	3. _____ i _____ a.
4. tsitsa	be level	4. _____ i _____ a.
5. phetse	squash! (id)	5. _____ e _____ e.
6. tšepe	iron	6. _____ e _____ e.
7. phetse	have lived	7. _____ e _____ e.
8. tjeka	dance (v)	8. _____ e _____ a.
9. pheche	crush (an insect) (id)	9. _____ e _____ e.
10. letsôhô	hand, arm	10. _____ e _____ ô _____ ô.
11. lentsoe	voice	11. _____ en _____ oe.
12. motšearae	noon	12. _____ o _____ ea _____ e.
13. tjépa	cow, bull	13. _____ ê _____ a.
14. tjôtjô	bribe	14. _____ ô _____ ô.
15. chache	Anglican	15. _____ a _____ e.
16. tšaetšae	stupid person	16. _____ ae _____ ae.
17. tšêtse	have poured into	17. _____ ê _____ e.
18. tsoekere	sugar	18. _____ oe _____ e _____ e.
19. tjoêtsô	act of telling	19. _____ oê _____ ô.
20. tšethe	jump (id)	20. _____ e _____ e.

fold here

## Test

Written Test: Discrimination of t1//tlh, th, ts, etc.

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. tlotlô	praise (n)	1. ____ ô ____ ô.
2. tlhotla	filter (v)	2. ____ o ____ a.
3. tlatsô	support (n)	3. ____ a ____ ô.
4. tlhatsô	vomiting	4. ____ a ____ ô.
5. tlôtsô	anointing	5. ____ ô ____ ô.
6. tlaka	laugh at	6. ____ a ____ a.
7. tlhaka	vaccination (by witch doctor)	7. ____ a ____ a.
8. tlhapa	inslut	8. ____ a ____ a.
9. thêê	meat gelatin	9. ____ ê ____ ê.
10. tlêê	be very red (id)	10. ____ ê ____ ê.
11. matha	run (v)	11. ____ a ____ a.
12. matla	strength	12. ____ a ____ a.
13. tlhêê	jingle (id)	13. ____ ê ____ ê.
14. tlhoro	summit (mountain)	14. ____ o ____ o.
15. nthô	thing	15. n ____ ô.
16. ntlha	point (n)	16. n ____ a.
17. ntlo	house	17. n ____ o.
18. tlhatlêha	cook (in a pot)	18. ____ a ____ ê ____ a.
19. tlhêtlhêkoa	husk, bran	19. ____ ê ____ ê ____ oa.
20. tse-ntlê	nice	20. ____ e-n ____ ê.

fold here

Test

Written Test: Discrimination of e//ê

Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. eka	it is like	1. _____ k _____.
2. êma	stand up	2. _____ m _____.
3. empa	but	3. _____ mp _____.
4. eng	what?	4. _____ ng _____.
5. ênkê	ink	5. _____ nk _____.
6. tsela	road	6. ts _____ l _____.
7. phêha	cook	7. ph _____ h _____.
8. êmêla	wait for	8. _____ m _____ l _____.
9. kapele	quickly	9. k _____ p _____ l _____.
10. mme	and	10. mm _____.
11. kêrêkê	church	11. k _____ r _____ k _____.
12. betere	better	12. b _____ t _____ r _____.
13. terene	train	13. t _____ r _____ n _____.
14. chêlêtê	money	14. ch _____ l _____ t _____.
15. lebênkêlê	store	15. l _____ b _____ nk _____ l _____.
16. lebese	milk	16. l _____ b _____ s _____.
17. efêla	indeed	17. _____ f _____ l _____.
18. ke-rêkê	may I buy	18. k _____ -r _____ k _____.
19. aterêse	address	19. _____ t _____ r _____ s _____.
20. sepetlele	hospital	20. s _____ p _____ tl _____ l _____.

fold here

## Test

## Written Test: Discrimination of o//ô

## Administration of the test.

1. Provide each student with a copy of this page, folded so that the Sesotho words are not visible during the taking of the test.
2. Pronounce each word twice. Students are to write the appropriate consonants in the spaces provided.
3. Have students unfold the sheet and check their answers. Pronounce again the words which were not heard correctly.

1. roka	sew	1. r_____ k _____.
2. kopa	ask	2. k_____ p _____.
3. rôka	praise	3. r_____ k _____.
4. bôpa	sulk	4. b_____ p _____.
5. boea	come	5. b_____ e _____.
6. bôea	hair	6. b_____ e _____.
7. noka	river	7. n_____ k _____.
8. Fora	France	8. F_____ r _____.
9. thôkô	praise-poem	9. th_____ k _____.
10. motho	person	10. m_____ th _____.
11. haholo	very	11. h_____ h_____ l _____.
12. mosotho	mosotho	12. m_____ s_____ th _____.
13. khôtsô	peace	13. kh_____ ts _____.
14. sebôkô	cry (n)	14. s_____ b_____ k _____.
15. kobô	blanket	15. k_____ b _____.
16. tšomô	folktale	16. ts_____ m _____.
17. potsô	question	17. p_____ ts _____.
18. letsôhô	arm (n)	18. l_____ ts_____ h _____.
19. pôkôthô	pocket	19. p_____ k_____ th _____.
20. bôtôrô	butter	20. b_____ t_____ r _____.

## SESOTHO-ENGLISH

## Vocabulary

## A

a-	(poss, cl 3/6 pl)	of
a-	(SC/OC, cl 3/6 pl)	they, them
aa	(1st posit, cl 3/6 pl)	these
aa	(rel, cl 3/6 pl)	who, which
<sup>h</sup> abô	(see also ha-habô)	at his/her father's home
<sup>h</sup> abö lona		your (pl) father's home
ache!		an expression of dissatisfaction
<sup>Mo</sup> Afrika, MaAfrika	(cl 3 pl)	African
aha	(also haha), ahilë	1. build, construct
	(stative)	2. dwell
<sup>mo</sup> ahi, baahi		inhabitant
akhêla, akhëtse		toss, throw (with care)
ak'u		please
Ak'u nthusê,		Please help me.
alima	(also kalima),	1. borrow
	alimilë/alimmë	2. lend
alosa, alositsë		herd, look after, care for
	(stative)	
a-ma-	(AC, cl 3/6 pl)	
<sup>Le</sup> Amërika, MaAmërika		American
amohêla, amohëtse		receive
ana	(1st posit, cl 3/6 pl)	these
<sup>ngc</sup> ana, bana		child, baby
<sup>ngo</sup> anana, banana		girl
ane	(3rd posit, cl 3/6 pl)	those yonder
<sup>ngo</sup> an'ëso, bana b'ëso		my brother, my sister
ao	(2nd posit, cl 3/6 pl)	those
ao!	(also hao!)	Oh!
apara, apëre		dress, put on clothes
	(stative)	
<sup>se</sup> aparô		garment, item of clothing (excluding hat, shoes, gloves)
apolê, liapolê		apple
araba, arabilë		answer, reply
atamêla, atamëtse		approach, come near
aterêsê, liaterêsê		address
athe		1. whereas
		2. while



aubuti, bö=aubuti	1. my elder brother 2. term of respect for any older man
ausi, bö=ausi	1. my elder sister 2. term of respect for any older woman
B	
ba (poss, cl 1 pl) (poss, cl 6 sg)	of of
ba (SC/OC, cl 1 pl)	they, them
ba, bilë (see also na le-)	1. be 2. become
ba le-, bilë le- O-tla ba-le chëlêtê.	have He will have money.
baa (1st posit, cl 1 pl)	these
baa (rel, cl 1 pl)	who, which
ba-ba- (AC, cl 1 pl)	
baballa, babalëtse	1. take care of 2. preserve
baesekele, libaesekele	bicycle
<sup>se</sup> baka	1. place, space 2. distance 3. time, chance, opportunity
<sup>le</sup> baka	reason, cause
Ka-baka la'ng?	Why?
<sup>ma</sup> baka (cl 3 pl)	affairs, matters
baki, libaki	jacket, coat
bala, balilë	1. read 2. count
<sup>me</sup> bala (cl 2 pl; sg is mmala)	color, shade
<sup>le</sup> bala	1. open place in front of a house 2. football field, tennis court 3. complexion
balêha, balëhilë	run away, flee, escape
balla, balëtse	read to/for
bana (1st posit, cl 1 pl)	these
bane (2nd posit, cl 1 pl)	those
banka, libanka	a bank
<sup>le</sup> banta	belt
bao (2nd posit, cl 1 pl)	those
bapala, bapalilë	play

bapalla, bapalëtse	play for
bapisa, bapisitsë	1. compare
	2. put side by side, bring near
bata (no perf)	cold (of objects, weather, but not people)
Hoa-bata.	It (the weather) is cold.
batlä, batlilë	1. want, wish, desire
	2. look for, search
-batsi (rel stem)	wide
<sup>bo</sup> be (cl 6 sg)	evil, wickedness, badness
<sup>se</sup> be	sin
-be (adj stem)	1. bad
	2. ugly
	3. wicked, evil, sinful
bêa, bëilë (also bêha)	1. put, place, lay down
	2. bear (fruit), lay (an egg), produce
<sup>bo</sup> bêbê (rel stem)	light (not heavy)
bëkë, libëkë, <vëkë>	week
belaêla, belaëtse	1. suspect, be doubtful
	2. be dissatisfied
-bëli (adj stem)	two
bela, belilë/betse	1. boil
	2. ferment
<sup>ma</sup> bêlê (3rd pl)	sorghum, kaffir corn
<sup>se</sup> bele	reality
<sup>le</sup> bênkêlê	store
bësa, bësitsë	1. kindle, make (a fire)
	2. roast
bese, libese	bus
<sup>le</sup> bese	milk
betere (rel stem)	better
bêthê, libêthê	bed
bina, binnë	sing
binêla	sing for
bitsa, bitsitsë	1. call
	2. summon
	3. pronounce
<sup>le</sup> bitsô	name
bò- (SC/OC, cl 6 sg)	it
bö= (NP, cl 1a pl)	Thabô and his companions
bö=Thabô	light (not heavy)
bobêbê (rel stem)	1. wool
bôea (cl 6 sg)	2. hair

<sup>1e</sup> boea	north
boêla, boëtse	return to
bôfa, böfilë (stative)	load, carry (on the back of an animal)
bôfolla, böfollotse	unload
boha, bohilë	1. behold, see 2. appreciate, admire
bohale (rel stem)	1. sharp (of instrument) 2. hot-tempered, irritable (of people) 3. vicious, fierce (of dogs) 4. lively (of bulls)
bohale (cl 6 sg)	cleverness
bohlale (rel stem)	wise, clear, intelligent
bohlale (cl 6 sg)	wisdom
bohloko (rel stem)	painful, sore, aching
bohloko (cl 6 sg)	pain
bohlôkoa (rel stem)	1. important 2. precious, valuable
bohlôkoa (cl 6 sg)	value, importance
<sup>se</sup> boholi	announcer (radio)
boima (rel stem)	heavy
boima (cl 6 sg)	heaviness
bokae? (cl 6 sg) Ke-bokae? Ke-la-bokae?	how much (money)? cost? How much does it cost? What is the date?
<sup>1e</sup> bôkôsê	box
bôla, bölilë (stative)	rot
bolaea, bolailë	kill, murder
bolëkana, malëkana (cl 3 pl)	can
bolêla, bolëtse	1. tell, re-count 2. mean
bolêlla, bolëllëtse/ bolelëtse Mpolêllê.	tell (something to somebody) Tell me.
bôlô, libôlô	ball
boloka, bolokilë (stative)	1. keep, preserve, save 2. bury someone
bôna, böne	see
bôna (indep pron, cl 1 pl)	they, them, themselves
böna (1st posit, cl 6 sg)	this
bônahala, bônahëtse	become visible, be apparent, see, appear

bônana, bônane	see one another
<sup>le</sup> bônê	candle, lamp, lantern, (any electric) light
bonôlô (rel stem)	1. soft 2. easy
bonôlô (cl 6 sg)	ease, easiness; softness
böntsa, böntsitse Mpöntse.	show Show me.
böntsisa, böntsisitse	see very well
böö (1st posit, cl 6 sg)	this
böö (2nd posit, cl 6 sg)	that
böö (rel, cl 6 sg)	who, which
böömo	purpose
ka-böömo	on purpose
bôtlôlô, libôtlôlô	bottle
bôtôrô (cl 5 sg)	butter
botsa, botsitse	ask, question, inquire
botsisisa, botsisisitse	ask insistently
botsoa (rel stem)	1. lazy 2. blunt
botsoa (cl 6 sg)	laziness
<sup>mo</sup> bu (cl 2 sg)	soil
bua, builë	talk, speak, discuss
buisana, buisane	converse, speak to each other
buka, libuka	book
bukana	pass book
bula, butse	open
<sup>Le</sup> buru	a Boer, an Afrikaner
<sup>Se</sup> buru	Afrikaans
busa, busitse	rule, reign, govern
butlê	1. slowly, gently 2. wait
Butlê hanyane.	Wait a little.

## C

cha, chelë (stative)	1. burn, be burnt 2. catch on fire
-cha (adj stem)	1. new 2. young 3. modern
<sup>se</sup> chaba	tribe, nation



eŋe? (cl 5 sg)	which? what?
efêla	indeed, truly
e-hlilê	indeed, in fact, truly
eitsê	when
eka (also eaka)	as if, it looks like, it seems that
ekaba	perhaps
êkêtsa, êkêlitsê	add (not arith), increase, extend
êla, êlilê	be clear
ho-êla taba hlôkô	to pay attention
êlêtsa, êlêlitsê	advise
êma, ême (stative)	1. stand up
	2. stop
	3. wait
letsatsi le-ême	there is a drought
êmara, êmêrê (stative)	be pregnant
ê-me- (AC, cl 2 pl)	
êmêla, êmêtsê	wait for
êmêrê, liêmêrê	bucket
êmisa, êmisitsê	1. cause to stand
	2. raise
	3. stop
ê-mo- (AC, cl 1 sg)	
empa	1. but
	2. yet
ê-(n)- (AC, cl 5 sg)	
êna (1st posit, cl 2 pl)	these
(1st posit, cl 5 sg)	this
eng? (also -ng?)	what?
ênkê, liênkê	ink
h <sub>h</sub> ênô	at/in your father's home
ênoa (1st posit, cl 1 sg)	this
ha <sub>h</sub> ênô	1. at/in your home
	2. at/in your parents' home
ênta, êntilê	vaccinate, inoculate
ênvelôpô, liênvelôpô	envelope
eô	(be) present (used after the negative only)
h <sub>h</sub> a-a-êo	he is absent
êo (1st posit, cl 1 sg)	this

ëq̇ (2nd posit, cl 1/5 sg) (2nd posit, cl 2 pl) Ke-ëq̇!	that those There it is!
eö (contraction of eê ho-) Ha-rę-eö ja.	go Let's go eat.
eöna (indep pron) (cl 5 sg) (cl 2 pl)	it, itself they, them
ërekisi, liërekisi	pea, peas
esale	ever since
e-seng E-seng nna, uêna.	not Not me, but you.
h.. esq̇ ha.. eso	at/in my father's home/family's place 1. at/in my home 2. at/in my parents' home
ë=sö	not yet
êta, ëtilë	travel, visit
se <sup>^</sup> êta	shoe
mo <sup>o</sup> ëti, baëti	traveler
ëtsa, ëntsë	1. do 2. make, create
ëtsahala, ëtsahëtse	happen, occur
ëtsëtsa, ëtsëlitse	do, make (for somebody)
F	
fa, filë	give
se <sup>e</sup> faha	bead
fapana, fapane (stative)	1. cross, pass one another on the way 2. differ, become different 3. disagree, quarrel
faqane, lifaqane	1. wars of devastation (esp. in the 19th century) 2. times of extreme famine 3. a fight
fariki, lifariki	pig
fasa, fasitsë	tie, bind
fasolla, fasollotse	untie
se <sup>e</sup> fatê	tree
le <sup>e</sup> fatše, mafatše	1. world, the earth 2. continent, country
fatše (loc)	1. on the ground 2. down

-fe? (enum stem)	which one? what?
Li jô tsa-mofuta ofe?	What kind of food?
fëbëru (cl 5 sg)	fever
fêêla	1. only, merely
	2. without reason
<sup>se</sup> fefô	strong wind, storm
fêla, fëlilë (stative)	1. come to an end, become finished
	2. perish, die
fêpa, fëpilë (pass fêpjoa)	feed
ferekô, liferekô	fork
fêstêrê, lifêstêrê, (fênstêrê)	window
feta, fetilë	1. go by, pass, pass near
	2. exceed, surpass
Ke-moholo ho-u-feta.	3. used to make comparison: I am bigger than you.
bëkë ëë-fetilëng	last week
ho-feta möö	besides, moreover
fiêla, fiëtse	sweep
<sup>le</sup> fiêlô	broom
<sup>le</sup> fifi	darkness
fihla, fihlilë	arrive at, reach (a place)
fofa, fofilë	fly
<sup>se</sup> fofane	airplane
foka, fokilë	blow
fôkôla, fökôtse (stative)	1. be weak
	2. be thin
fôla, fölilë	1. become cool (of things)
	2. recover (from an illness)
fonane	good-night
<sup>Le</sup> fora	Frenchman
<sup>Se</sup> fora	French language
fösa, fösitsë	1. miss (a target)
	2. make a mistake, err
fösitsë (stative)	3. be wrong
fôtô, lifôtô	photograph
<sup>mo</sup> fu, bafu	dead person, the deceased
<sup>le</sup> fu	death
<sup>se</sup> fuba	1. chest
	2. bad cold
-fubëlu (adj stem)	red



<sup>mo</sup> fufutsô (cl 2 sg)	sweat
fufulêloa	perspire
fula, futse	graze
fumana	1. find, discover
	2. receive (as payment)
	3. give birth to (of people)
furu	hay
<sup>mo</sup> futa, mefuta	kind, variety, type, sort
mefuta=futa	many kinds
-a mofuta ofe?	What kind? Which?
futhumala, futhumêtse (stative)	become warm/hot
futubôlô, lifutubôlô	football
H	
ha-	=negative
Ha-ke-tsebe.	I don't know.
ha-	when, if
ha ba-tsamaea	when they go
ha-	at the place of, at the house of
ha-Mosala	at Mosala's (store)
ha- (past of ho-)	it
Ha-êtsoa. (cf Ho-êtsoa.)	It was done. (It is done.)
ha- (hortative)	let
Ha-rê-eê.	Let's go (the two of us).
Ha-ê-tsoê.	(to <u>your</u> dog) Get out! (lit. let it go out)
ha- habô	1. at/in his/her home
	2. at/in my parents' home
<sup>le</sup> haë (also haë)	home
Ke-ea haë.	I'm going home.
-hae (poss pron)	his, her
haeba	if
haëno	1. in/at your home
	2. at/in your parent's home
haëso	1. at/in my home
	2. at/in my parent's home
haha (also aha), ahilë	1. build, construct
	2. dwell
ha-hao	your place
<sup>mo</sup> hahô, mehahô	building
haholo	1. very much, greatly
	2. old

ha-ka	my place
hakaē?	how many times?
hakaakang	so much
hakaalē	so much
hakaalō	so much
<sup>bo</sup> hale, mahale	1. sharpness (of an instrument) 2. anger, rage 3. bravery 4. fierceness, viciousness (of dogs) 5. liveliness (of bulls)
halefa, halefilē (stative)	become/get angry, cross, annoyed
<sup>bo</sup> hali, mahali	1. bride price, lobola 2. marriage
hamonate (adv)	nicely
hamorao (adv)	afterwards
hamorê, lihamorê	hammer
hampe (adv)	badly
hana, hanrē	1. refuse, decline 2. contradict, deny 3. not functioning or working as it should The fire won't burn. The car won't go.
Mollo oa-hana Kōlōi ea-hana.	
hane (3rd posit, cl 7)	that (yonder), there (yonder), over there
hang (adv)	once, at once
hangata (adv)	often, many times
hannyane	a little
hantlê (adv)	well
hanyenyane (adv)	a little
-hao (poss pron)	your
hao! (also ao!)	expression of surprise
hapê (adv)	again, also in addition
<sup>le</sup> hapu	watermelon
hare (loc)	in the middle (of), within
ka-hare	inside
ka-hare ho-	inside of
hare ho-	in the middle of
hara ⟨har'a⟩	among, in the middle of
mahareng a-	during
(mahareng a-sekōlō)	(during school)

<sup>mo</sup> hatsa, bahatsa	spouse, husband, wife
hatsēla, hatsētse (stative)	feel the cold, be cold
Ke-hatsētse.	I'm cold.
Ho-hatsētse.	It (the weather) is cold.
haufi (loc)	1. nearby
haufi le-	2. soon
(haufi le-sekölö)	near
haufinyane	(near the school)
	1. near
	2. soon
<sup>le</sup> he	egg
hê, hêê	then, therefore
Ke-tla tsamaea hêê.	I'll go then.
Mphê bohôbê hê.	Give me bread then.
hêla!	hello, hey there!
hêma, hêmme (stative)	get out of breath, puff, pant
hêmpê, lihêmpê	shirt
hêno	at/in your father's home
hêso	at/in my father's home
hl- (Some words may begin with either <u>hl-</u> or <u>tlh-</u> . Look also under <u>tlh-</u> for words not found here.)	
hlaba, hlabilë (pass hlajoa)	1. stab, pierce, sting, prick
	2. kill (an animal)
	3. slaughter
(le) hlabula	summer
hlaha, hlahilë	1. appear, happen
	2. be born
	3. comes from (one's home town)
hlahisa, hlahisitsë	1. show, cause to appear, produce, bring about
	2. suggest
hlakola	erase
<sup>bo</sup> hlale, mahlale	1. wisdom, intelligence
	2. knowledge
	3. ability
	4. cleverness
hlalefa, hlalefilë	get wise
hlalosa, hlalositsë	explain, recount, describe
<sup>mo</sup> hlankana, bahlankana	boy, young man
mohlankana oa-Linêô	Dineo's boy friend
-hlano (adj stem)	five
<sup>bo</sup> hlanya (cl 6 sg)	madness
hlaola	weed

hlapa	wash
<sup>mo</sup> hlape, mehlape	herd, flock
hlatsoa, hlatsoitsë	wash
-hlê	please, if you please
Thusa bana-hlê.	Please help the children.
<sup>le</sup> hloa	snow
hlobola, hlobotse	undress
hloêka, hloëkilë	become clean, pure
hloëkisa	make clean
<sup>le</sup> hlôhônôlô	1. luck, good fortune
	2. prosperity
<sup>bo</sup> hloko, mahloko	1. pain, ache
	2. disease
	3. grief, sadness
Kê-u-utloêla bohloko.	I am sorry for you.
<sup>bo</sup> hlôkoa (cl 6 sg)	value
hlokofatsa	torment
hlôkômêla, hlôkômëtse	1. be careful, beware (of)
	2. take care of, look after
<sup>mo</sup> hlôlô, mehlôlô	wonder, miracle, something extraordinary
hlôôhô, lihloôhô, (hloho)	1. head
	2. beginning
hlôpha	arrange
hlôpholla	undo, disarrange
ho- (SC/OC, cl 7)	1. it
	2. to
Ho-lokilë.	It's all right.
O-rata ho-bua.	He likes to talk.
ho-	to, from, by
Kê-ea ho-morêna.	I'm going to the chief.
hobane	because
hobane 'ng?	why?
<sup>bo</sup> hôbê, mahôbê	bread
(le)hoetla	autumn
höhlë	everywhere
hö-ho- (AC, cl 7)	
höja, höjane	if, if only
hokae?	where?
holê	far, far away
holê le-	far from
holê-holê	very far

se <sup>h</sup> hôle	idiot
holima	on, on top of
holimo	up, above, on, on top of
holimo ho-ntlo	high up on the house
ka-holimo ho-ntlo	on top of the house
le <sup>h</sup> holimo	sky, heaven
-holo (adj stem)	1. big, large, great
	2. important
	3. old
mo <sup>h</sup> holo, baholo	elder, parent
bo <sup>h</sup> holo (cl 6 sg)	1. size, amount
	2. length
	3. majority
ha <sup>h</sup> holo	very much
mo <sup>h</sup> holoane, baholoane	elder brother (of a man)
	elder sister (of a woman)
mo <sup>h</sup> homa, mehoma	hoe, plough
höna (1st posit, cl 7)	this
höna (indep pron, cl 7)	it, itself
höna joalë	right now
höna möna	right here
höö	(so much) so that
O-thabilë höö a-sa-tsebeng.	He's so happy that he doesn't know
	(how to act).
höö (rel, cl 7)	which
höö (1st posit, cl 7)	this
Ke'ng höö?	What is this?
höö (2nd posit, cl 7)	there, that
hopola, hopotse	think of, remember
höra, lihöra	hour
hore	that
hörota	cinch
hörotolla	uncinch
hosasa	tomorrow
esale hosasa	in the morning
(Sekôlô se-këna esale	(School begins in the
hosasa.)	morning.)
hosane hosëng	tomorrow morning
hosasane	tomorrow
hosëng	in the morning
hötëië	hotel
hukung	corner

## I

le <sub>i</sub> ifô	fireplace, hearth
le <sub>i</sub> ihlô, mahlô	eye
ikhantsa	be impudent
-ilë (dv)	= past tense
il'ö	going to
0-il'ö rêka lijô.	He's going to buy food.
bo <sub>i</sub> ima (cl 6 sg)	weight, heaviness
inama	stoop, bend over
le <sub>i</sub> inô, mëno	tooth
isa, isitsë	take to, cause to go
ho-isa	until
isao	next year
mo <sub>i</sub> ithaopi, baithaopi	volunteer
ithuta, ithutilë (reflex of ruta, teach)	learn, study
itlhatsoa	wash (yourself)
itsë (perf of re, say)	
itsêha	cut yourself with a knife

## J

ja, jelë (pass jeoa)	eat
Ja bokae? (idiom)	How much do they cost?
(see jeoa for special uses of the passive)	
jala, jaililë/jëtse	plant, sow
se <sub>i</sub> jana	dish
jara, jëre (stative)	bear, carry (on the shoulders)
jarete, lijarete	garden
jase, lijase	coat
jase ea-pula	raincoat
jeoa (pass of ja)	1. be eaten
	2. be sick
U-jeoa ke'ng?	What is the matter with you?
Kë-jeoa ke-hlôôhô.	What's eating you?
	I have a headache.
Jêrêmane (cl 5 sg)	Germany
jësi	sweater

li jô (cl 4 pl)	food
se jô (cl 4 sg)	a type of food
joala (cl 6 sg)	beer
joalë (adv)	now, at the moment
hõna-joalë	just now, right now
joalëka	like, as
joalö (adv)	like that, in that manner
joang?	how?
O-ëtsa joang?	What is he doing?
joang (cl 6 sg)	grass
le joê	stone
li jöng	place of eating; dining hall

## K

ka-	in, by, at
-ka (verb auxiliary)	can, be able
-ka (poss pron)	my
kae?	where?
kae le-kae	everywhere, anywhere
hokae?	where?
-kae? (adj stem)	how many, how much?
baithaopi ba-bakae?	how many volunteers?
Ke-bokae? (cl 6 sg)	How much does it cost?
Hakae?	How many times?
ka-höhlë	everywhere
kajëno	today
kalama (also palama), kalame (stative)	ride, board, mount
kalima (also alima)	1. borrow
kalimilë/kalimmë	2. lend
nkalima	lend me
kama, kammë	comb
kamehla	1. daily, every day
	2. always
kamöö	as
kamöö u-bõnang ka-tëng	as you see
ka-möö	in here
kamorao	afterwards, later on, in back
ka-morao ho-	after, behind
kamorê, likamorê	room
ka-r jô	day after tomorrow, soon

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kannete (ka'nete)	indeed, truly
ka-nngane ho-	beyond
kantlê	outside, out
ka-ntlê ho-	excepting, outside of
kaofêla	the whole (sg), all (pl)
kapa	or, or else, either
kapele	1. quickly, rapidly
ka-pele ho-	2. soon
karabô, likarabô	in front of
katëng	answer, reply
kathokô	1. inside
ka-thokô ho-	2. that way
katiba, likatiba	aside, apart
katlase	on the side of
ka-tlase ho-	hat
katse, likatse	underneath, below
kausi, likausi	under
ke- (subject pronoun, 3rd pers sg)	cat
Ke'ng?	stocking
Ke-tëng.	it
ke- (SC, 1st per sg)	Why? What is it?
ke- (prefixed to agent of a passive verb)	All right.
O-bônoe ke-Thabô.	I
këlëtsö, likëlëtsö	by
kënya, këntsë	He was seen by Thabô.
-kêna, kêne	advice
kêna seköLö	put in, introduce
kêna Masëru	enter, come in, go in
ke'ng?	attend school
kêrêkê, likêrêkê	arrive at Maseru
<sup>mo</sup> kete, mekete	why? what is it?
kha, khilë	church
khaba, likhaba	feast, festival, celebration, ceremony
k'habothe, lik'habothe	draw (water)
khafa, likhafa	spoon
khahlisa, khahlisitse	cupboard
	tax, hut-tax
	please (someone)



khaitšëli, likhaitšëli	brother (of a woman), sister (of a man), my brother
<sup>le</sup> khala	aloe
khalase, likhalase	glass
khalê (adv)	long ago
khanna, khannilë	drive, lead (vehicle, animals)
<sup>mo</sup> khanni, bakhanni	driver
k'hapho, lik'hapho	cup
khathala, khathëtse (stative)	become/get/be tired
khathatsa, khathalitsë	tire, bother, bore, trouble
khatholla, khatholotse	refresh
Khautëng (cl 5)	Johannesburg (lit. place of gold)
k'hëfi, lik'hëfi	cafe
khëlé!	= interj. of astonishment
khêtha, khëthilë	select, choose, pick
<sup>ma</sup> khêthê (cl 3 pl)	order, neatness, tidiness
khêtholla	leave out
<sup>n</sup> khô	water pot
khoêlê	string, twine
khoëli, likhoëli	1. moon 2. month
khoho, likhoho	hen, chicken
khoholêhê ea-mobu	soil-erosion
khôloa, khôtsoe	think, believe
khômo, likhômo	cow, ox
khora, khotšë (stative)	1. be full, have eaten enough (food) 2. become rich, wealthy
<sup>le</sup> khotla	1. court 2. place where men sit 3. council
khôtsô (cl 5 sg)	1. peace, security 2. Hello!
ka-khôtsô	in peace, peacefully
khôtsô (rel stem)	contented, satisfied
khôtsôfatsa, khôtsôfalitsë	satisfy
<sup>Le</sup> khooa	white person, European
<sup>Se</sup> khooa	English language
khutla, khutlilë	come back, return

khutlêla, khutlêtse	return to
khutsa, khutsitsë	become/be quiet, silent, stop talking
-khutsoanyane (adj stem)	short, little
kichene, likichene	kitchen
<sup>n</sup> kô, linkô	nose
koae, likoae	tobacco
koahêla, koahêtse	cover
koaholla, koahollotse	uncover
koala, koêtse	shut
koano (adv)	here
kôba köbilë	bend
kôbolla kôbollotse	straighten
kobô, likobô	blanket
koëna, likoëna	1. crocodile 2. = name of the clan from which chiefs are chosen
köfi, liköfi	coffee
<sup>le</sup> kôkô	skin
kö-kö	knock - knock
<sup>se</sup> kölö, likölö	school
kôlôba, kölöbilë	get wet
kölöi, likölöi	1. wagon, cart 2. car, truck, vehicle
kopa, kopilë (pass kopjoa)	ask for, request, beg
kôpana	meet
köpi, liköpi	cup
kôpanya, kôpantsë	1. add (arith.) 2. mix
koranta, likoranta	newspaper
korêka, korëkilë	correct
körö, likörö	wheat
<sup>ma</sup> kôtê	clods, lumps or chunks of earth
<sup>mo</sup> köti	hole
<sup>li</sup> kôtô (cl 5 pl)	threshing sticks; clubs
<sup>mo</sup> kötla	bag,
<sup>mo</sup> kötlana	small bag, purse
<sup>se</sup> kôt1ô1ô	dish
kötsi, likötsi	1. accident 2. danger, harm to have an accident
ho-tsoa kötsi	

kötsi (rel stem)	dangerous
kötula	reap
kötu <sup>l</sup> ô (cl 5)	harvest
<sup>n</sup> ku, linku	sheep
kula, kutse	be sick, ill, ail
kuta, kutilë	cut (with scissors), shear

## L

la- (poss, cl 3 sg)	of
la- (SP, past tense, 2nd pers pl)	you (pl)
Labobëli (cl 3)	Tuesday
Labohlano (cl 3)	Friday
Labonê (cl 3)	Thursday
Laboraro (cl 3)	Wednesday
lahla, lahlilë	lose, throw away, give up
lahlêha, lahlëhilë (stative)	get lost, go astray, be misled
lakatsa, lakalitsë	desire, wish
lala, lëtse	1. sleep, spend the night 2. lie fallow (of fields)
Serame se-lëtse. (stative)	There is frost.
lala, lëtse (dv)	spend the night doing (something)
Kë-lëtse ke-bina.	I spent the night singing.
<sup>mo</sup> lamu melamu	stick
lamunu, lilamunu (also lamuni)	orange, lemon
lane (3rd posit, cl 3 sg)	that yonder
<sup>mo</sup> laô, melaô	law, regulation, ruling
lapa, lapilë (stative)	become hungry
Kë-lapilë	I am hungry.
<sup>le</sup> lapa	family, home, household
lapëng	at home
lata, latilë	fetch, go for
<sup>mo</sup> lato	debt, fault, guilt
Molato ke'ng?	What is the matter?
latsoa, latsoitsë	taste/try/sample (food/drink)
<sup>bo</sup> lause, libolause	blouse
le-	with, and, also, together with
le- (SC/OC, 2nd pers pl)	you (pl)

le- (SC/OC, cl 3 sg)	it
le	to be
leba, lebilë	go towards, head for
lebala	playground
lebala, lebëtse (stative)	forget
lebêlla	1. expect 2. watch
lëboha, lëbohilë	thank, be thankful/grateful
Keça-lëboha.	Thank you.
ho-lëboha thusô	to thank for help
ho-lëboha motha	to thank a person
lëë (1st posit, cl 3 sg)	this
lëë (rel, cl 3 sg)	who, which
lefa, lefilë (pass lefshoa)	pay
lefe? (cl 3 sg)	which?
lefifi (rel stem)	dark
Ho-lefifi.	It is dark.
leha (conj)	though, although
leha ho-le-joalö	however
<sup>se</sup> lëi	sledge
leka, lekilë	try, attempt, tempt
lekana, lekane	be equal
lekane (stative)	be sufficient/enough
<sup>bo</sup> lëkana, malëkana	a tin food container
lë-le- (AP, cl 3 sg)	
lêlêfala, lëlëfëtse (stative)	become long/tall
-lëlëlä (adj stem)	1. long 2. tall, high
<sup>bo</sup> lëlëlä (cl 6 sg)	1. length 2. height
lema, lemmë/lemilë (pass lengoa)	1. plough 2. plant, grow
<sup>le</sup> leme	1. tongue 2. language
<sup>mo</sup> lemi, balemi	farmer
<sup>se</sup> lemô	1. spring 2. year
lëna (1st posit, cl 3 sg)	this
lëq (2nd posit, cl 3 sg)	that

<sup>se</sup> lêpê	ax
Lesëlinyana la-Lesotho	"The Little Light of Lesotho" (a church newspaper published by the Lesotho Evangelical Church-- formerly the P.E.M.S.--since 1864)
leshomê (rel stem)	ten
lethô	nothing, anything (after a neg)
Hâ-ke-ëtse lethô.	I'm not doing anything.
letsa, letsitsë	1. play (a musical instrument) 2. ring (a bell)
li- (SC/OC, cl 4/5 pl)	they, them
li- (For plural nouns of classes 4 and 5 which have the prefix <u>li-</u> look under the first letter of the stem.)	
<sup>ma</sup> li (cl 3 pl)	blood
<sup>se</sup> liba	spring, fountain, well
liêha, liêhilë (stative)	be late, delayed
liêhisa	cause to delay
life (cl 4/5 pl)	which?
lijô (cl 4 pl)	food
lijô tsa-mantsiboea	supper
lila, litse	smear, plaster
liliëtsa, liliëlitsë	shriek (by women during fights, feasts and songs as an expression of joy or applause)
<sup>mo</sup> limo, melimo	god
<sup>ba</sup> limo (cl 1 pl)	ancestors
<sup>le</sup> limo	cannibal
<sup>ho</sup> limo (loc)	up, above, on, on top of
holimo ho-ntlo	high up on the house
holim'a ntlo	on top of the house
ka-holimo ho-ntlo	on top of the house
lisa, lisitsë (stative)	herd, look after
(cf alosa)	
<sup>mo</sup> lisa, balisa	herdboy, shepherd
<sup>mo</sup> lisana, balisana	herdboy, shepherd
litšila (rel stem)	dirty, filthy
lla, llilë	1. weep, cry 2. complain 3. ring (bell), strike (clock) 4. neigh (horse), mew (cat)
llêla, llëtse	cry for
<sup>mo</sup> llô, mellô	1. fire 2. matches

le <sub>1</sub> loala	millstone
Loëtsë (cl 5 sg)	September
lôhlë	whole
loka, lokilë (stative)	be/become fitting, right, correct, suitable
Ho-lokilë.	Okay/all right/fine.
Hə-hoa-loka.	It is not all right.
lokisa	prepare, repair
loma, lommé (pass longoa)	1. bite, sting
ho-loma motho tsêbê	2. slander, backbite
	to warn, to tell a secret (to someone)
mo <sub>1</sub> lômo, melômo	mouth, lip
se <sub>1</sub> lômo, lilômo	precipice, cliff
lona (indep pron, 2nd pers pl)	you (pl), yourselves (pl)
lôna (indep pron, cl 3 sg)	it, itself
lôra, lôrilë	dream, dream of
lula, lutse (stative)	take a seat, be seated/sitting
U-lula kae?	Where are you staying (living)?
O-lula hae.	He is out of work. (lit. He's staying at home.)
lumêla, lumêtse	1. agree
Lumêla!	2. believe
lumêlisa, lumêlisitsë	Hello!
	greet

## M

m-	(For nouns of class 5 which have the prefix <u>m-</u> look under the first letter of the stem.)	
m-	(OC, 1st pers sg)	me
	Oa-mpitsa.	He's calling me.
ma-	(NP, cl 3/6 pl)	
mabêlê (cl 3 pl)		kaffir corn, sorghum
<sup>m</sup> maene, limmaene <'maene>		mine
mafura (cl 3 pl)		fat, oil
mahareng		in the middle of, among
makala, makêtse (stative)		be/become surprised, amazed, astonished; wonder
makhêthê (cl 3 pl)		tidiness, neatness, cleanliness
mala (cl 3 pl)		bowels
ho-jeoa <u>ke</u> -mala		to have a stomach ache

<sup>m</sup> mala, mebala <'mala>	color, shade
malí (cl 3 pl)	blood
malomê, bö=malomê	uncle
maloti (cl 3 pl)	chain of mountains
Maloti	the mountainous area of Lesotho
mamêla, mamëtse (stative)	1. listen (to), pay attention (to) 2. examine (with a stethoscope)
mane (3rd posit, loc)	there yonder, over there
mang? bö=mang?	who? whom?
mang le-mang	everyone, everybody
mang kapa mang	anyone, anybody
buka ea-mang?	whose book?
<sup>M</sup> mantaha (cl 5 sg) <'Mantaha>	Monday
mantsiboea (cl 3 pl)	afternoon, early evening, in the afternoon
maoba	the day before yesterday
maobane	yesterday
<sup>m</sup> maraka, limmaraka <'maraka>	market
mariha (cl 3 pl)	winter
masepa (cl 3 pl)	excrement
mashala (cl 3 pl)	coal
mathê (cl 3 pl)	saliva
matha, mathilë	1. run 2. have diarrhea
<sup>le</sup> mati, mamati	door (not the doorway [monyakô])
matla (rel stem)	strong, powerful
(cl 3 pl)	strength
ka-matla	strongly, hard
me- (NP, cl 2 pl)	
<sup>m</sup> mê, bö=munê <'me>	my mother
mela, metse	grow
<sup>m</sup> mele (cl 2 sg) <'mele>	body
mena, mennë	fold
mëno (cl 3 pl)	teeth
leinô (cl 3 sg)	tooth
<sup>M</sup> mësä <'Mesa>	April
mesô (cl 2 pl)	dawn, early morning
ka-mesô	at dawn, in the early morning
mëtši (cl 3 pl)	water
ho-ntša mëtši	urinate
mëtši aa batang	cold water
mëtši aa futhumëtšeng	warm water
mëtši aa chesang	hot water
mëtši (adj)	wet

<sup>m</sup> metsô <'metsô> ho-jeoa ke-mmetsô	throat to have a sore throat
<sup>m</sup> mila <'mila>	road
Mm'a- <'M'a-> Mm'a-Thabô	Mother-of Mother-of-Thabo (a name)
mne (conj)	and
mmôhô <'moho>	together
mo- (OC, cl 1 sg)	him, her
môea, mêea	1. wind 2. spirit, soul
Moëlëtsi oa-Basotho	"The Advisor of the Basotho" (a church newspaper published by the Roman Catholic Church)
mohla, mehla kamehla	time, epoch always
mohlômong ka-mohlômong	perhaps at one time
molemô (rel stem)	kind, good
mollô	1. fire 2. match
möna ( 1st posit, loc)	here
monate (rel stem)	1. good to eat, sweet 2. nice
hamonate	nicely
mong, bang (enum)	1. one 2. another, somebody
motho ë-mong	a person, another person
möno (2nd posit, loc)	there
möö (2nd posit, loc)	there
möü (1st posit, loc)	here
Moqebêlô (cl 2 sg)	Saturday
morao	after, behind, at the back
hamorao	later on, afterwards
kamorao	in back, afterwards
ka-morao ho-	after, behind
mosa (rel stem)	kind
Ramosa	Father-of-Kindness (a name)
mosô (cl 2 sg)	another day, by and by
ka-mosô	dawn
mesô (cl 2 pl)	
motšeare (cl 2 sg)	1. noon, at noon 2. daytime
ha mpe	badly



Mphalane	October
mphê (imperative of fa)	give me
<sup>m</sup> musi, babusi <'musi>	governor, ruler
<sup>m</sup> musô, mebusô <'musô>	government, rule

## N

n-	(For nouns of class 5 which have the prefix <u>n-</u> look under the first letter of the stem.)
n-	(OC, 1st pers sg) me (see also under m-, n-, ny-, ng-)
	Oa-nthusa. He's helping me.
<sup>n</sup> na	(indep pron) I
na, nelë	rain
Pula ea-na.	It is raining.
na	to be
H̄a-ke-na ho-bua.	I will not speak.
na	have
Ke-na le-buka.	I have a book.
-na	= indicates surprise
naa	(qn word at the beginning or end of yes/no sentences)
naha, linaha	1. country 2. land, veld
nakô, linakô	1. time, moment, duration 2. chance
ka-nakô	on time
nala (cl 5 sg)	abundance, plenty
nama, linama	1. meat 2. flesh
nama ea-khōmo	beef
namane, manamane (cl 3 pl)	calf
naoa, linaoa	bean
<sup>mo</sup> nate (rel stem)	1. good to eat, sweet 2. nice
monate, menate	nice taste, sweetness, niceness
ncha (adj stem)	1. new 2. fresh 3. young
-ne (d v)	= past continuous
Ba-ne ba-ja.	They were eating.
<sup>n</sup> -nê (adj stem)	four
buka tsë-nnê <'ne>	four books
nêa, nêilë	give to, hand

nëhëlëtsa, nëhëlëtsë	pass (something to someone)
neng?	when?
neng kapa neng	anytime
nêpa; nëpilë (stative)	1. get right, answer right, be correct 2. hit (by throwing or shooting)
nêsê, linêsê	nurse
<sup>bo</sup> nêsê (cl 6 sg)	nursing
<sup>n</sup> nete, linnete (<'nete> kannete -nnete (adj)	truth truly, indeed true, certain, real
-ng? (from eng?)	what?
<sup>n</sup> ngá (<'ngá> ka-nngá tsöhlë ka-nngá ea- ka-nngá ho- ka-nngáne	side, direction on all sides, around towards, in the direction of on the side of, towards on the far side
ngaka, lingaka	1. doctor 2. medicine man
-ngata (adj stem)	many, much, numerous
ngoana, bana ngoan'ëso, bana b'ëso ngoan'ëno, bana bëno ngoan'abô, bana babô	child, baby my brother/sister your brother/sister his/her brother/sister
ngoanana, banana	girl
<sup>n</sup> ngoe (<'ngoe> ë-nngoe le-ë-nngoe ka-bonngoe	one, another each, every one by one
-ngoe (adj stem)	other, another, certain, some
-ngôla, ngôtse	write
ngôlla, ngöletse, ngöllëtse Kë-ngôlla mmê.	write to I'm writing to my mother.
<sup>le</sup> ngôlô	letter, certificate
nka, nkilë (stative)	take, receive, accept, take away, steal, seize, catch hold
o-nkilë o-nkiloë	he is engaged she is engaged
nka (from -ka)	I can
nkhô, linkhô	water pot
nkhonô, bö=nkhono	grandmother
nkô, linkô	nose
nna (indep pron, 1st pers sg)	I, me, myself
<sup>mo</sup> nna, banna	1. man 2. husband

nnê	four
nnë <'në>(d v) Kę-nnë kę-noê teë.	= occasional I occasionally drink tea.
noa, noelë	drink
<sup>mo</sup> noana, menoana	finger
noka, linoka nokana	river stream
noka, nokilë	season, salt, sweeten
<sup>bo</sup> nôlô (rel stem) bonôlô (cl 6 sg)	soft, easy, tender softness, ease, tenderness
nôna, nönne (stative)	become fat, be fat
nönyana, linönyana	bird
nôtlêla, nôtlêtse	lock
<sup>se</sup> nôtlôlô	key
ntatë, bö=ntatë ntatë=moholo	my/our father my grandfather
ntja, lintja	dog
<sup>n</sup> tlha, lintlha	point, corner
ntsã, ntsitsë ntsã liphôsô ntsã mëtsi	take out correct urinate
ntsë (d v) Kę-ntsë ke-sëbëtsa.	= continuity of an action I continue to work.
ntsintsi, lintsintsi	fly
ntšo	black
<sup>le</sup> ntsoe	voice, word
<sup>mo</sup> nyakô, menyakô	doorway, gateway
nyala, nyëtse (stative)	marry (of a man)
nyaloo, nyëtsoe (stative)	marry (of a woman), be taken in marriage
-nyenyane (adj stem)	1. small, little, tiny 2. young
hanyenyane (adv)	a little
<sup>le</sup> nyesemane	Englishman
<sup>se</sup> nyesemane	English language and culture
<sup>n</sup> nyëo, bö-nnyëo	so-and-so, what's-his-name
<sup>le</sup> nyôra	thirst
nyôroa, nyôrioloë, nyôruoë (stative)	be/become thirsty

o- (SC, cl 1 sg) (SC/OC, cl 2 sg)	he, she it
oa- (poss, cl 1/2 sg)	of
oa, oelë	fall, fall down
oache, lioache	watch
oane (3rd posit, cl 2 sg)	that yonder
ofe?	which?
Lijô tsa mofuta ofe?	Which kind of food?
öfisi, liöfisi	office
ôka, ökilë	nurse
<sup>mo</sup> okamëli, liokamëli	leader, director
-öhlë (qualificative)	1. whole (sg) 2. all (pl)
ölosa, ölositsë	winnow
ôma, ömnë	dry
ômana, ômane	scold, grumble
ö-mo- (AC, cl 2 sg)	
öna (1st posit, cl 2 sg)	this
önnöörökô	petticoat
öö (1st posit, cl 2 sg)	this
öö (2nd posit, cl 2 sg)	that
öö (RC, cl 2 sg)	who, which
öö!	oh!
ööna (indep pron) (cl 2 sg) (cl 3 pl) <'ona> (cl 6 pl) <'ona>	it, itself they, them, themselves they, them, themselves
öta, ötilë (stative)	be thin
ötla, ötlilë	strike, beat

ôtlana, ôtlane	strike one another
seôtlô	threshing floor
le <sub>o</sub> to	1. foot 2. leg on foot
ka-maoto	
P	
<sup>m</sup> pa, limpa	stomach, belly
li <sup>i</sup> pakëng tsa-	between
palama, palame (stative) palamisa, palamisitsë	mount, board, ride cause to ride
palesa, lipalesa	flower
palô, lipalô	arithmetic
pampiri, lipampiri	paper
pana, pannë	hitch
panolla, panollotse	unhitch
papa	solid, porridge
papali, lipapali	game sport
parafine (cl 5 sg)	kerosene
pasa, pasitsë	pass
pata, patilë	hide
patsi, lipatsi	firewood
pëipi, lipëipi	pipe
pela	near
pele	in front, before, ahead
motho oa-pele	first man
pele ho-	before

pëli	two
pênê	pen
pêntsêlê, lipêntsêlê	pencil
pêpa, pêpilë (stative)	carry (a baby on the back)
pepere	pepper
pêrê, lipêrê	horse
pêrëkisi, lipêrëkisi	peach
<sup>se</sup> petlele, lipetlele	hospital
phahama, phahame (stative)	go high, be high
<sup>li</sup> phahlô (cl 5 pl)	clothes
phakisa, phakisitsë	hurry, hasten, make haste
phêha, phêhilë	cook, bake
phêhêla, phêhêtse	cook for
<sup>mo</sup> phëhi	a cook
phela, phetse	1. live, be alive 2. be healthy
<sup>bo</sup> pheîô (cl 6 sg)	life, health
pheta, phetilë	1. do something for the second time, repeat 2. recite, narrate
phêtha, phêthilë	finish, accomplish, complete, fulfill, perfect
phêthêha, phêthêhilë	be done completely, be perfectly finished
phirimana (cl 5 sg) ka-phirimana	evening in the evening

<sup>b</sup> phirimêla (cl 6 pl)	west
<sup>m</sup> phô, limphô	gift, present
phofo (cl 5 sg)	flour
pholo, lipholo	oxen
phomola, phomotse (stative)	rest, go to rest, take a rest
phôôfôlô, liphôôfôlô	animal, beast, wild animal
phôsô, liphôsô ka-phôsô	mistake, error by mistake
phuthêhô, liphuthêhô	meeting
pitla, pitlilë	crush
pitsa, lipitsa	pot
pitsana, lipitsana	little pot
pitsô, lipitsô	meeting, assembly, gathering called by a chief
pôkôthô, lipôkôthô	pocket
pola, potse	thresh
polêlô, lipolêlô	saying, speech, sentence
<sup>le</sup> pölesa, mapölësa	policeman
<sup>b</sup> pölesa	the work of a policeman
poli, lipoli	goat
pömpöng, lipömpöng	candy
pööne, lipööne	corn, maize, mealies
pôsa, pösitsë	mail
pôsô, lipôsô	post office
pôta, pötilë	go around
potsô, lipotsô	question, query, demand
pula, lipula	rain

puô, lipuô	1. speech 2. language
putsa, putsitsë	reward
putsoa	grey
Q	
qala, qalilë	1. start, begin, commence 2. provoke
qêta, qëtilë	finish, end, complete
qhanêha, qhanëhilë	saddle
qhanolla, qhanolotse (reversive)	unsaddle
le <sub>q</sub> hëku, maqhëku	old man
qôqa, qôqilë	chat, chatter, converse, discuss
mo <sub>q</sub> ôqô, meqôqô	chat, conversation
R	
mo <sub>r</sub> a, bara	son
raha, rahilë	kick
rakhali, bö=rakhali	my father's sister or her husband, my paternal aunt
le <sub>r</sub> akô, marakô	wall
mo <sub>r</sub> ali, barali	daughter
se <sub>r</sub> amê	1. frost 2. cold weather
mo <sub>r</sub> ao	behind, back, after, afterwards
-raro	three
rata, ratilë	like, love, be fond of



<sup>le</sup> rata, marata	noise
ratana	love one another
ratêha	lovable
<sup>le</sup> ratô, maratô	love, affection
re- (SC/OC, 1st pers pl)	we, us
re, itsê (pass thoe) ha-ke-re	say, mean isn't it
rêha, rêhilê	name, give a name to
rëisi (cl 5 sg)	rice
rëisisi, lirëisisi	race
rêka, rêkilê	buy, purchase
rêkêla, rêkêtse	buy for
rëkisa, rëkisitsë	sell
<sup>mo</sup> rêna, marêna (cl 3 pl) borêna	chief chieftainship
<sup>mo</sup> riana, meriana	medicine
<sup>ma</sup> riha (cl 3 pl)	winter
<sup>bo</sup> rikhoë, marikhoë	pair of trousers
<sup>mo</sup> riri, meriri	hair (on the head)
ritêla	brew beer
<sup>mo</sup> roa	Bushman
<sup>bo</sup> roa	south
roala, roêtse (stative)	1. wear (something on the head, hands, or feet) 2. carry (something on the head)
roalla, roalêtse	gather firewood

rôba, rōbilē`	break
rôbala, rōbētse (stative)	fall asleep, be asleep
rôbêha, rōbêhilē (stative)	be broken, get broken
robēli	eight
robong	nine
<sup>mo</sup> roëëtsana, baroëëtsana (moroetsana) morëëtsana oa-Phiri	girl, young lady Phiri's girl friend
<sup>mo</sup> rôhō, merôhō	vegetable
rôka, rōkilē	praise, recite the praises of
roka, rokilē	sew
<sup>bo</sup> rôkhō, marôkhō	bridge
<sup>le</sup> role, marole	dust
roma, romilē	send (a person)
romêla, romëlētse, romêlla, romëlletse	send to, send for
rona (indep pron 1st pl)	we, our, ourselves
rôsekama	horsebrush
ropa, ropilē	tether
rota, rotilē (ntsā mētsi for adults, sesa for children)	pass water, urinate
<sup>se</sup> roto	winnowing basket
<sup>mo</sup> ru, meru	forest, wood
rua, ruilē (stative)	become rich, own, possess
<sup>mo</sup> ru	rich person
<sup>mo</sup> ru, baru	rich person
rulêla, rulētse	roof
<sup>le</sup> rumô	spear

<sup>le</sup> ruô, maruô	wealth
ruri	truly, certainly
ruta, rutilë	teach, instruct, preach
<sup>mo</sup> ruti, baruti	1. priest, minister 2. teacher
<sup>bo</sup> ruti (cl 6 sg)	ministry
<sup>mo</sup> rutuoa, barutuoa	scholar, student, pupil

## S

sa (dv)	still, yet; anymore (after a negative) I'm still living. I don't know anymore.
Ke-sa phela. Ha-ke-sa tseba.	
sa	=negative (in a dependent clause) I found that he is not working.
Ke-fumane a-sa-sëbëtse.	
sa, selë	1. clear up (of weather), stop raining 2. end (of the night)
sa (poss, cl 4 sg)	of
le <sub>s</sub> aka	cattle kraal
sakerêtê, lisakerêtê	cigarette
sakha	a saw
sala, sëtse	remain, stay behind
sale, lisale	saddle
le <sub>s</sub> ale	earring
mo <sub>s</sub> ali, basali	woman, wife
sane (3rd posit, cl 4 sg)	that yonder
ho <sub>s</sub> asa (adv)	tomorrow
ho <sub>s</sub> asane (adv)	tomorrow
Sa teretaha	Saturday
-se-	negative form of the impersonal pronoun
Ha-se-nmete.	It is not true.
se-	negative particle
se-shëbe	don't look
se-kaa shêba	don't look

-sě (dv)	already (=exclusive)
se- (SC/OC, cl 4 sg)	it
<sup>mo</sup> se, mese	dress
<sup>le</sup> sea, masea	baby, infant
separo	garment, clothes
sebele	true, indeed
sěbělisa, sěbělisitsě	use
sěbětsa, sěbělitsě	work
<sup>mo</sup> sěbětsi, mesěbětsi	work, job
<u>sěe</u> (1st posit, cl 4 sg)	this
sěě (RP, cl 4 sg)	who, which
-sêhla (adj stem)	yellow
<sup>le</sup> sêkana	bracelet
<sup>le</sup> sela	linen, cloth, tablecloth
<sup>le</sup> sěli	light
sěna (1st posit, cl 4 sg)	this
seng	
e-seng	not
sêntê, lisêntê	1. cent 2. scent
<u>sěo</u> (2nd posit, cl 4 sg)	that
<sup>se</sup> sepa	soap
sě-se- (AC, cl 4 sg)	
<sup>ma</sup> shala (cl 3 pl)	coal
<sup>mo</sup> shanyana, bashanyana	small boy

shapa, shapilë	hit, beat, strike, lash
shêba, shëbilë (stative)	look at, stare, gaze
shêbahala, shêbahëtse	look, appear
E-shêbahala e-le ntlê.	It looks beautiful.
shoa, shoelë (stative)	die, be dead
<sup>le</sup> shomê	ten
<sup>le</sup> siba, masiba (when detached), litsiba (when attached to the bird)	1. feather, pen 2. musical instrument
siea, siilë	1. leave; leave behind 2. outrun
sieô ho-ba-sieô	be absent, be lacking to be absent
сила, sitse	grind
sita, sitilë	1. be too heavy for 2. be difficult, impossible
sitoea, sitiloë (passive of sita, be too heavy for)	be unable, fail, be prevented
<sup>se</sup> siu	type of large basket
<sup>bo</sup> siu, masiu	night
s'ö Hä-ke-e-s ö buë.	not yet I have not yet spoken.
soaba, soabilë (stative) Kë-soabilë.	become sad, be sorry I am sorry.
soasoa, soasoitsë	joke, kid
-soëu (adj stem)	white
sökisi, lisökisi	underwear
sôna (indep pron, cl 4 sg)	it, itself
Söntaha	Sunday
sôphô, lisôphô	soup
otho, Basotho	Sotho person

Le<sub>so</sub>tho

Lesotho

Se<sub>so</sub>tho

Sotho language and culture

suna, sunnë  
sunana, sunanekiss  
kiss one another

supa, supilë

1. point at  
2. seven

## T

taba, litaba

news

tafolê, litafolê

table

-tala (adj stem)

green

se<sub>t</sub>ala litala

stable

talima, talimilë,

look at

tanki

thank you

tantsa, tantsitsë

dance

tapolê, litapolê

potato

tata, tatilë (stative)

act in a hurry,  
be in a hurry

tau, litau

lion

teë, liteë

tea

têka, tëkilë

set (a table)

temô (cl 5 sg)

agriculture, farming

têmpa, tëmpilë

stamp

se<sub>t</sub>êmpê, litêmpê

stamp

tena, tennë (stative)

wear, put on  
(trousers, dress,  
petticoat, etc,)

<sup>se</sup> tene, litene	bricks
těng	1. present, here 2. there, at that place inside (there)
ka-těng	
terata, literata	wire
terene, literene	train
thaba, thabilě (stative)	be/become happy, glad, rejoice
Thaba, lithaba	mountain
thabisa, thabisitsě	please, amuse, entertain
thabô	joy
thae, lithae	tie
thaka, lithaka	(age-grade) companion
thapa, thapilě	be tame
tharo	three
thata (rel stem)	hard, difficult
thata, thatilě	wind
thatolla	unwind
<sup>se</sup> thêbê, lithêbê	mat
thêkô, lithêkô	price, cost
thěoha, thěohilě	come down from
thěola, thěotse	lower, reduce
thethana, lithethana	fringe-skirt worn by young Basotho girls
thiba, thabilě	stop, prevent
thipa, lithipa	knife
<sup>le</sup> thô	something
<sup>mo</sup> tho, batho	person, human being



mothoana	little person (derogatory)
<sup>n</sup> thô, linthô nthoana	thing, object small thing
thoe (pass of re) ho-thoe Ho-thoe'ng?	it is said I beg your pardon?
thokô (cl 5 sg), mathokô (cl 3 sg) ka-thokô	at the side, beside
thôkô, lithôkô	praise-poem
thola, thotse (stative)	be quiet
thole lithole	dust rubbish, sweepings
thotha, thothilë	carry harvest home from the fields
thula, thutse	bump
thunya, thuntsë (stative)	1. shoot 2. blossom, bloom
sethunya	gun
thupa, lithupa	stick, rod
thusa, thusitsë	help, aid, assist
thusana, thusane	help one another
thutô, lithutô	lesson, study, education
tichêrê, litichêrê	teacher
<sup>bo</sup> tichêrê (cl 6 sg)	teaching profession
tiea, tiilë (stative) Ke-tiilë. Hä- <u>kea</u> -tiea.	become firm I am positive. I'm kidding.
tima, timmë	extinguish, put out (a fire, light)
tinare, litinare	midday meal, lunch, dinner

<sup>n</sup> tja	dog
tjale, litjale	shawl
tjeka	turn
tjëna	like this, this way, thus
tla, tli <sup>l</sup> ë bêkë ëë tlang	come next week
tla (verb auxiliary)	= future tense
<sup>ma</sup> tla	strength, force
tlama, tlam <sup>m</sup> ë	tie
tlamolla, tlamollotse	untie
tlase, tlasa	down, below, under, beneath
tlatsa, tlatsitsë	fill
tlatsëtsa, tlatsë <sup>l</sup> itsë	fill for
-tlê (adj stem)	good, nice, pretty, beautiful, well-behaved
<sup>bo</sup> tlê	beauty
tlélase, litlelase	class
tlélëke, litlelëki	saddle cloth
tlil'ö	have come to
tlisa, tlisitsë	bring (cause to come)
<sup>n</sup> tlo, matlo (cl 3 pl) ka-tlung ntlo ea-boithusô	house, hut, dwelling in the house lavatory
<sup>ma</sup> tloana	lavatory
tlöö	come
tlosa, tlositsë	take away, remove
tlung	in/to the house (see ntlo)
<sup>se</sup> töfo	stove
<sup>mo</sup> tôhô, metôhô	sour porridge

tôla, tötse	take a bath
toma, tommë	bridle
tomô, litomô	bridle
tomolla, tomollotse	unbridle
-tona (adj stem)	masculine, male
tönki, litönki	donkey
<sup>bô</sup> tôrô (cl 5 sg)	butter
tôrôpô, litôrôpô	town, city
tša- (poss, cl 4/5 pl)	of
tšaba, tšabilë (stative)	fear, be afraid of
tsamaea, tsamailë	go, walk, travel, go off, depart
tsamöö Tsamöö ja.	go (do) Go eat.
tsane (3rd posit, cl 4/5 pl)	those yonder
<sup>1e</sup> tsatsi, matsatsi	1. sun 2. day
<sup>mo</sup> tse, metse	village, town, homestead
<sup>mo</sup> tšëare (cl 2 sg)	1. noon, at noon, midday 2. daytime, during the day
tsë-(N)- (AC, cl 4/5 pl)	
tseba, tsebilë	know
tsebana, tsebane	know one another
tsëbê, litsëbê	ear
tsebisa, tsebisitsë	tell/cause to know
tsebisisa, tsebisitsë	know very well
tsëë (1st posit, cl 4/5 pl)	these
tsëë- (RC, cl 4/5 pl)	who, which
tšëha, tšëhilë	laugh, laugh at

tsela, litsela	road, path, way
tšêla, tšêtse (stative)	contain, pour into
tšelêla	six
tsëna (1st posit, cl 4/5 pl)	these
tsëo (2nd posit, cl 4/5 pl)	those
tšêpa, tšëpilê	hope, trust, believe
tšepe, litšepe	1. iron, metal 2. bell
mê tsi (cl 3 pl)	water
tšilô	grinding stone
tšimo (cl 5 sg), masimô (cl 3 pl)	field, garden
-tšo	black
tsoa, tsoilê	come out, come from, go out
tsoafa, tsoafilê	be disinclined
le tsoai	salt
tsoala, tsoêtse (stative)	1. deliver, give birth to (indelicate when applied to people) 2. have Thabo has nice children.
Thabô o-tsoêtse bana ba-batlê.	
mo tsoala	cousin
mo tsoali, metsoali	parent
mo tsoallê, metsoallê	friend, companion
tšoanêla, tšoanêtse	ought to, have to, must
se tšoantsô	picture
tšoara, tšoëre (stative) Kê-tšoëroe kê-hlôôhê	seize, grasp, hold I have a headache.
tšoarêla, tšoarêtse	pardon
tsoekere, litsoekere	sugar

tsoêlôpele (cl 5 sg)	civilization, progress
tsoha, tsohilë (stative)	wake up, get up, arise, be awake
tšoha, tšohilë (stative)	be frightened
le tsôhô	hand, arm
tšolla, tšolotse	1. pour, spill 2. purge
tšomô, litšomô	folktale, tale
tsôna (indep pron, cl 4/5 pl)	they, them, themselves
tsuba, tsubilë	smoke
Mo tswana, Batswana	a Tswana
tuku, lituku	head scarf
se tulô	chair, seat, stool
se tupu	stoop
tumëlisô, litumëlisô	greeting
turu (rel stem)	expensive
	U
u- (SC/OC, 2nd pers sg)	you
uêna (indep pron, 2nd sg)	you, yourself
utloa, utloilë	1. hear 2. feel 3. taste, smell 4. understand
utloahala, utloahëtse	1. be understandable 2. be audible
utloisisa, utloisisitsë	understand
utsoa, utsoitsë	steal, rob

## ENGLISH-SESOTHO

## Vocabulary

## A

ability	bohlale	amazed	makala
able	-ka (verb auxiliary)	American	LeAmërika
above	holimo	among	hara; mahareng
absent	êo (after neg); sieô	amount	boholo
abundance	nala	and	mme; le-
accident	kôtsi	and then	eaba
ache	bohloko	Anglican	Chache
add	kôpanya	angry	halefa
address	aterêsê	animal	phôôfôlô
admire	boha	announcer	seboholi
advice	këlëtsô	annoyed	halefa
advise	ëlëtsa	another	mong; -ngoe
affairs	mabaka	answer	araba; karabô
African	MoAfrika; MaAfrika	anyone	mang kapa mang
Afrikaans	Seburu	anything	lethô
Afrikaner	Leburu	anytime	neng kapa neng
after	morao	anywhere	kae le-kae
afternoon	mantsiboea	appear	bonahala; hlaha shêbahala
afterwards	hamorao	apple	apolê
again	hapê	appreciate	boha
agree	lumêla	approach	atanêla
agriculture	temô	arise	tsoha
aid	thusa	arithmetic	palô
airplane	sefofane	arm	letsôhô
all	kaofêla	around	ka-nngâ tsôhlê
aloe	lekhala	arrange	hlôpha
already	-sê	arrive	fihla
also	le-; hape	arrive at	kêna
always	kamehla	as	joaleka; kamôô

as if	eka (also eaka)	before	pele
ask	botsa	beg	kopa
aside	kathokô	begin	qala
ask for	kopa	beginning	hlôôhô
ask	botsisisa	behold	boha
assembly	pitsô	believe	khôloa; tšêpa
astray	lahlêha	bell	tšepe
at	ka-; ha	below	katlase; tlase; tlasa
attempt	leka	belt	lebanta
attend	kêna	bend	kôba
autumn	(le)hoetla	bend over	inama
awake	tsoha	beside	ka-thokô
ax	selêpê	besides	ho-feta mšš
		better	betere
		beware (of)	hlôkômêla
		beyond	ka-nngane ho-
		bicycle	baesekele
		big	-holo
		bind	fasa
		bird	nšnyana
		bite	loma
		black	-tšo
		blanket	kobô
		blood	mali
		bloom	thunya
		blössom	thunya
		blouse	bolause
		blow	foka
		blunt	botsoa
		board	palama
		body	mmele
		Boer	Leburu
		boil	bela

## B

baby	lesea; ngoana
bad	-be
badly	hampe
badness	bobe
bag	mokštla
bake	phêha
ball	bôlô
bank	banka
basket	seroto; sesiu
bathe	tôla
be	na; ba; le
bead	sefaha
bean	naoa
bear	jara; tsoala
beat	ôtla; shapa
beauty	botlê
because	hobane
bed	bêthê
beef	nama ea-khomo
beer	joala





chance	nakô	come back	khutla
change	chenche	come in	kêna
chat	qôqa	come near	atamêla
cheap	chipi	come out	tsoa
chest	sefuba	companion	thaka
chicken	khoho	companions	bö= (NP, cl la pl)
chief	morêna	complain	lla
chieftainship	borêna	complete	phêtha
child	ngoana	conceited	ikhantša
child	ngo ana	construct	aha
choose	khetha	construct	haha
church	kêrêkê	contain	tšêla
cigarette	sakerêtê	contented	khôtso
cinch	hôrôta	continue	-ntšê
city	tôrôpô	contradict	hana
civilization	tsoêlôpele	conversation	moqôqô
class	tlelase	converse	buisana
clean	hloêka	cook	phêha
clean	hloêkisa	cook	mophêhi
clear	êla	cool	fôla
cleverness	bohale	corn	pöone
clods	makôtê	corner	hukung
clothes	liphahlô	corner	ntlha
		correct	korêka
clothing	seaparô	correct	ntša
clubs	liktôtô	correct	nêpa
		cost?	bokae?
coal	mashala	council	lekhotla
coat	baki	count	bala
coat	jase	country	lefatšê
coffee	kôfi	country	naha
cold	bata	court	lekhotla
cold	sefuba	cousin	motsoala
color	mmala	cover	koahêla
		cow	khômo
comb	kama	create	ëtša
come	tla	crocodile	koëna

cross	halefa	dining hall	li jöng
crush	pitla	dinner	tinare
cry	lla	direction	nngá
cry for	llêla	director	ookamëli
cup	köpi	dirty	litšila
cup	k'hapho	diagree	fapana
cupboard	k'habothe	disarrange	hlöpholla
cut	kuta	discover	fumana
cut	itsêha	discuss	bua
	D	discuss	qôqa
daily	kamehla	dish	sejana
dance	tantsa	dish	sekôtlôlô
danger	kötsi	distance	sebaka
dangerous	kötsi	do	ëtsa
dark	lefifi	do	ëtsëtsa
darkness	lefifi	doctor	ngaka
daughter	morali	dog	ntja
dawn	mesô	donkey	tönki
day	letastsi	door	lemati
day after tomorrow	ka-mosô	doorway	monyakô
		doubtful	belaêla
daytime	motšeare	down	fatše
dead person	mofu	down	tlase, tlasa
death	lefu	draw	kha
debt	molato	dream	lôra
decline	hana	dress	mose
delayed	liêha	dress	apara
deliver	tsoala	drink	noa
depart	tsamaea	drive	khanna
describe	hlalosa	driver	mokhanni
desire	lakatsa	dry	ôma
devastation	faqane	during	mahareng a-
die	shoa	dust	lerole
differ	fapana	dwell	aha
difficult	thata	dwell	haha
difficult	sita	dwelling	ntlo

## E

ear	tsêbê	expensive	turu
earring	lesale	explain	hlalosa
earth	lefatše	extend	ëkëtsa
ease	bonôlô	extraordinary	mohlôlô
east	bochabêla	eye	leihlô
easy	bonôlô		
		F	
eat	ja	fail	sitoa
education	thutô	fall	oa
egg	lehe	family	lêlapa
eight	robëli	famine	faqane
either	kapa	far	holê
elder	moholo	farmer	moleni
end	fêla	farming	temô
English	Sekhooa	fat	mafura
English	Senyese mane	fat	nôna
Englishman	Lenyese mane	father	ntatë
enough	lekane	fault	molato
enter	kêna	fear	tsaba
entertain	thabisa	feast	mokete
envelope	ênvelôpô	feather	lesiba
erase	hlakola	feed	fêpa
error	phôsô	feel	utloa
escape	balêha	ferment	bela
European	Lekhooa	fetch	lata
evening	phirimana	fever	fëbëru
every	ë-nngoe le-ë-nngoe	field	tsimo
everyone	mang le-mang	fierce	bohale
everywhere	ka-höhlë	fill	tlatsa
everywhere	kae le-kae	find	fumana
evil	bobe	finger	monoana
evil	-be	finish	phêtha
examine	mamêla	finish	qêta
excrement	masepa	finish	fêla
expect	lebêlla		

fire	mollô		
fireplace	leifô		
firewood	patsi		
firm	tiea		
first	pele		
fitting	loka		
five	-hlano		
flee	balêha		
flesh	nama		
flock	mohlape		
flour	phofô		
flower	palesa		
fly	fofa		
fly	ntsintsi		
fold	mena		
folktale	tšomô		
food	lijô		
foot	leoto		
football	futubôlô		
force	matla		
forest	moru		
forget	lebala		
fork	ferekô		
four	nnê		
French	Sefora		
Frenchman	Lefora		
fresh	nchá		
friend	motsoallê		
frightened	tšoha		
from	ho-		
front	pele		
frost	seramê		
full	khora		
		G	
		game	papali
		garden	jarete
		garment	seaparo
		gateway	monyakô
		gently	butlê
		Germany	Jêrêmane
		gift	mphô
		girl	ngoanana
		girl	moroëëtsana
		give	fa
		give to	nêa
		glass	khalase
		go	ea
		go	eô
		go	tsamaca
		go for	lata
		go out	tsoa
		go towards	leba
		goat	poli
		god	molimo
		good	molemô
		good to eat	monate
		good	-tlê
		good-night	fonane
		govern	busa
		government	mmusô
		grandfather	ntatê=moholo
		grandmother	nkhono
		grasp	tšara
		grass	joang
		grateful	lêboha

graze	fula	headache	ṭšoëroe ke-hlôôhô
greatly	haholo	healthy	phela
green	-tala	hear	utloa
greet	lumêlisa	hearth	leifô
greeting	tumêlisô	heat	mochesô
grey	putsoa	heaven	leholimo
grief	bohloko	heavy	boima
grind	sila	height	bolêlêlê
grinding stone	ṭsilô	hello	khôtsô
ground	faṭse	hello	lumêla
grow	mela	help	thusa
grow	lema	her	-hae, eêna
gun	sethunya	herd	mohlape
		herd	lisa
		herd	alosa
		herdboy	molisa
		herdboy	molisana
		here	koano; mōna, mōö;
			têng
		hey	hêla!
		hide	pata
		him	eêna
		his	-hae
		hit	shapa, nêpa
		hoe	mohoma
		hold	ṭsoara
		hole	mokôti
		home	lehaë, lelapa,
			ha-habô, haëso,
			haëno
		hope	ṭshêpa
		hornless	-chitja
		horse	pêrê
		horsebrush	rôsekama
		hospital	sepetlele
		hot	futhumala, chesa
		hotel	hötêlê

## H

hair	bôea
hair	moriri
hammer	hamorê
hand	nêa
hand	letsôhô
happen	ëtsahala
happen	hlaha
happy	thaba
hard	ka-matla
hard	thata
harvest	kötulô
harvest	thotha
hat	katiba
have	na le-; ba le-
have to	ṭsoanêla
hay	furu
he	eêna
head	hlôôhô
head for	leba
head scarf	tuku
headache	jeoa ke-hlôôhô









opportunity	sebaka	perspire	fufulêloa
or	kapa	petticoat	ônnorôkô
orange	lamunu	photograph	fôtô
order	makhêthê	pick	khêtha
other	-ngoe	picture	setšoantsšô
ought to	tšoanêla	pig	fariki
outrun	siea	pipe	pëipi
out	kantlê	place	bêa, ha-, sebaka
ox	khômo	place (my)	ha-ka
oxen	pholo	place (your)	ha-hac
		plant	jala
		plaster	lila
		play	bapala
		play for	bapalla
		play (a musical instrument)	letsa
		playground	lebala
		please	ak'u, -hlê, khahlisa, thabisa
		plenty	nala
		plough	lema
		plough	mohoma
		pocket	pôkôthô
		point	ntlha
		point at	supa
		policeman	lepölesa
		porridge (solid)	papa
		porridge (sour)	motôhô
		positive	tiea
		possess	rua
		post office	pôsô
		pot	pitsa
		potato	tapolê
		pour	tšolla
		pour into	tšêla
		powerful	matla

## P

pain	bohloko
painful	bohloko
pant	hêma
paper	pampiri
pardon	tšoarêla
parent	moholo, motsoali
pass	feta; pasa
pass one another	fapana
pass (something to someone)	nêhêlêtsa
pass book	bukana
path	tsela
pay	lefa
pay attention	mamêla
peace	khôtsô
peacefully	kakhôtsô
peach	përekisi
peas	ërekisi
pen	pênê
pencil	pêntsêlê
pepper	pepere
perhaps	ekaba, mohlômong
person	motho

praise	rôka	raincoat	jase ea-pula
preach	ruta	raise	ëmisa
precious	bohlokoa	rapidly	kapele
precipice	selömo	reach (a place)	fi'la
pregnant	êmara	read	bala
prepare	lokisa	read to/for	balla
present	têng, eô	reality	sebele
preserve	baballa, boloka	reap	kötula
prevent	thiba	reason	lebaka
prevented	situa	receive	nka
price	thêkô	receive	amohêla, fumana
priest	moruti	recite, narrate	pheta
produce	bêa	recount	hlalosa, bolêla
produce	hlahisa	recover	fôla
progress	tsoêlôpele	red	-fubêlu
pronounce	bitsa	refresh	khatholla
prosperity	lehlôhônôlô	refuse	hana
puff	hêma	reign	busa
pupil	morutua	remain	sala
pure	hloêka	remember	hopola
purpose	böomo	remove	tlosa
purse	mokötlana	repeat	pheta
put	bêa	reply	araba, karabô
put in	kênnya	request	kopa
put on clothes	apara, tena	rest	phomola
put out	tima	return	khutla
put side by side	bapisa	return to	khutlêla, boêla
		reward	putsa
		rice	rëisi
		rich	rua, khora
		ride	kalama (also palama)
		right (become)	loka
		right (get)	nêpa
		right now	höna-joalë
		rise (sun)	chaba
		river	noka

## Q

question	botsa, potsô
quickly	kapele
quiet	khutsa

## R

race	rëisisi
rain	na, pula

road	mmila, tsela	seven	supa
roast	bësa	sew	roka
roof	rulêla	shade	mmala
room	kamorê	sharp	bohale
rot	bôla	shawl	tjale
rubbish	lithole	she	eêna
round	-chitja	sheep	nku
rule	busa	shirt	hêmpê
ruler	mmusi	shoe	seêta
run	matha	shoot	thunya
run away	balêha	short	-khutšoanyane
		show	böntša, hlahisa
		shut	koala
		be sick	jeoa
		sick (become)	kula
		side	nnga, ka-nngane
		silent	khutsa
		sin	sebe
		since	esale
		sing	bina
		sing for	binêla
		sister	ngoan'ëso, ausi, rakhali, moholane
		sit down	lulu
		six	tšelêla
		size	boholo
		skin	lekôkô
		sky	leholimo
		slander	loma
		slaughter	hlaba
		sledge	selëi
		sleep	rôbala, lala
		slowly	butlê
		small	-nyenyane
		smoke	tsuba
		snow	lehloa
		so-and-so	nnyëo

## S

sad (become)	soaba
saddle	qhanêha, sale
saddle cloth	tlelêke
saliva	mathê
salt	noka, letsoai
sample (food/drink)	latsoa
satisfied	khôtsô
satisfy	khôtsôfatsa
saw	sakha
say	cho, re
saying	polêlô
school	sekölö
scold	ômana
season	noka
seat	setulô
security	khôtsô
see	bôna, bônahala, bônana, böntsisa
seize	nka
select	khêtha
sell	rëkisa
send	roma
sentence	polêlô
set (a table)	têka

soap	seseпа	stick	thupa
soft	bonôlô	still	sa
soil	mobu	stocking	kausi
soil-erosion	khoholêhô	stomach	mpa
some	-ngoe	stomache ache (have a)	ho-jeoa ke-mala
somebody	mong	stone	lejoê
something	lethô	stool	setulô
son	mora	stoop	setupu
soon	haufi, haufinyane, kapele, ka-mosô	stoop (over)	inama
sore	bohloko	stop	ema, ëmisa, thiba
sorghum	mabêlê	store	lebênkêlê
be sorry	soaba	stove	setôfo
soup	sôphô	straighten	kôbolla
south	boroa	stream	nokana
sow	jala	strength	matla
speak	bua	strike	ôtla, shapa
speak to each other	buisana	string	khoêlê
spear	lerumô	strong	matla
speech	puô	storm	sefefô
spend the night	lala	student	moru tua
spherical	-chitja	study	ithuta, thutô
spirit	môea	sufficient (be)	lekane
spoon	khaba	sugar	tsoekere
spouse	mohatsa	suggest	hlahisa
spring	seliba; selémô	summer	(le)hlabula
stab	hlaba	summon	bitsa
stable	setala	sun	letsatsi
stamp	têmpa, setêmpê	supper	lijô tsa-mantsiboea
stand	ëmisa	surpass	feta
stand up	êma	suspect	belaêla
start	qala	sweat	mofufutsô
stay behind	sala	sweater	jësi
steal	utsoa	sweep	fiêla
stick	molamu	sweeten	noka
		sweetness	monate

## T

table	tafolê	though	leha
tablecloth	lesela	three	tharo
take	nka	thresh	pola
take away	tlosa	threshing floor	seôtlô
take care of	baballa	throat	mmetsô
take out	ntša	throw (with care)	akhêla
take to	isa	thus	tjêna, joalö
talk	bua	tidiness	makhêthê
tall	-lêlêlê	tie	fasa, thae, tlama
tame (be)	thapa	time	nakô, mohla
taste	utloa, latsoa	times (how many)?	hakae?
tax	khafa	tin	bolêkana
tea	teë	tire	khathala, khathatsa
teach	ruta	to	ho-
teacher	tichêrê	tobacco	koae
tell	bolêla	today	kajêno
tell (something to somebody)	bolêlla	together	mmôhê
temperature (a fever)	mochesô oa-mmele	tomorrow	hosasa, hosasane
temperature	mochesô	tongue	leleme
ten	leshomê	tooth	leinô
tender	bonôlô	torment	hlokofatsa
tether	ropa	toss	akhêla
thank	lêboha	towards	ka-nngá ea-
thank you	tanki	town	tôropô, motse
that	hore	train	terene
then	hê, hêê	travel	êta
there	môno, möö	traveler	moëti
they, them	bôna	tree	sefatê
thin (be)	ôta, fôkôla	tribe	sechaba
thing	nthô	trouble	khathatsa
think	khôloa	trousers	borikhoë
think of	hopola	truck	kôlôï
thirst	lenyôra	true	nnete, sebele
thirsty (become)	nyôroa	truly	kannete, ruri
		trust	tšêpa
		truth	nnete

try	leka	village	motse
turn	tjeka	visible (become)	bônahala
twine	khoêlê	visit	chaka, chakêla, ê:a
two	-bêli, pê!i	voice	lentsoe
type	mofuta	volunteer	moithaopi

## U

ugly	-be
unbridle	tomolla
uncinch	hôrôtolla
uncle	malomê
uncover	koaholla
under	tlase, tlasa
underneath	katlase
understand	utloisisa
underwear	sôkisi
undo	hlôpholla
undress	hlobola
unload	bofolla
unsaddle	qhanolla
untie	tlamolla, fasolla
until	ho-isa
unwind	thatolla
up	holimo
urinate	ntša mêtsi
pass water, urinate	rota, ntša metsi (for adults), sesa (for children)
use	sêbêlisa

## V

vaccinate	ênta
valuable	bohlôkoa
value	bohlôkoa
variety	mofuta
vegetable	morôhê
very much	haholo

## W

wagon	kôlôï
wait	êma, butlê
wait for	êmêla
walk	tsamaea
wake up	tsoha
wall	lerakô
want	batla
warm	futhumala
wars of devastation	faqane
wash	hlatsoa, hlapa
wash (yourself)	itlhatsoa
watch	oache
water	mêtsi
water pot	nkhô
watermelon	lehapu
way	tsela
we	rona
weak	fôkôla
wealth	leruô
wear	tena
weed	hlabla
week	bêkê, libêkê
weep	lla
weight	boima
well	seliba, hantlê
west	bophirimêla
wet (get)	kôlôba
what?	efe?, eng? (also -ng?)

## Y

wheat	körö		
when	ha-		
when?	neng?	year	selemô
where?	kae?, hokae?	year (next)	isao
which? what	efe?, ofe?, sefe?, life?, etc.	yellow	-sêhla
white	-soëu	yes	ëë
who?	mang?	yesterday	maobane
whole	kaofêla	yesterday (day before)	maoba
whom?	mang?	yet	empa, sa
whose?	ea-mang?	yes (not)	ë=sö
why?	ke'ng?, hobane'ng?, ka-baka la'ng?	young	-cha, -nyenyane
wickedness	bobe	your	-hao (poss pron)
wide	-batsi	youth	mohlankana, bahlankana
wife	mohatsa, mosali		
wind	môea, thata		
wind (strong)	sefefô		
window	fêstêrê		
winnow	ölosa		
winter	mariha		
wire	terata		
wisdom	bohlale		
wise	bohlale		
wise (get)	hlalefa		
wish	batla		
with	le-		
woman	mosali		
wool	bôea		
word	lentsoe		
work	mosëbëtsi		
world	lefatšë		
write	-ngöla		
wrong (be)	fösa		