The present volume is a 176-unit course in spoken Sesotho, designed to prepare Peace Corps volunteers to communicate using basic sentence patterns in the most commonly encountered cultural contexts. The units, or "microwave cycles" are presented in two phases, "manipulative" and "communicative" oral practices. The Sesotho material appears in phonemic transcription, with English glosses. Extensive cultural as well as grammatical notes to the student make up an integral part of the course. See AL 002 778 (Introduction to Spoken Baoule) for a brief explanation of the "microwave" approach. [Not available in hard copy due to marginal legibility of original document.] (AMM)
An Introduction to Spoken Sesotho

Center For Applied Linguistics
AN INTRODUCTION TO SPOKEN SESOTHO

By

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and

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Center for Applied Linguistics

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54. Hey Phiri! Wait for me.
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56. Please help us wash the dishes.
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58. Here is some milk.
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60. Use this word in a sentence.
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62. How is the milk?
63. What's he wearing?
64. There isn't any soap.
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66. Candy!
67. Why are you studying Sesotho?
68. What are you going to do tomorrow?
69. A Mosotho woman's work
70. I don't know him.
71. A PCV meets a Mosotho in Lesotho
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82. What have you come for?
83. What is this called?
84. I don't have one.
85. Hi ho herdboy!
86. I've come to take care of some affairs.
87. When will you arrive?
89. My father, my mother.
91. She just arrived.
93. What is bread made with?
95. A cattle kraal
97. This house is built with stone.
99. Introductions: Meet my friend
103. It is said you should go home.
105. I have a headache.
107. When we finish eating, we return to class.
109. Carrying water.
111. Do you like mutton more than beef?
113. Hurry then.
115. Who knows you here?
117. Which picture am I describing?
119. What is it used for?
121. What's wrong?
123. Should I shut the door?
125. Do you wish that I shut the door?
127. Be quiet so we can hear.
129. It's Ann who is working at the hospital.
131. "Leloala" is a stone which is used for grinding.
133. We're studying with all our might so that we'll pass.
88. My shirt? I'm washing it.
90. I would like to know where you live.
92. Go get it.
94. I'm taking this apple to the teacher.
96. Where is the john?
98. What are you going to do with it?
100. When will you visit me?
102. When will you pay me?
104. What do you come from doing?
106. When will you vaccinate me?
108. That chair is John's.
110. You'll find me at the store.
112. That chair is yours, isn't it?
114. Are you looking for me?
116. I think you have a cold.
118. I ought to go now.
120. Don't call us ...
122. My work is nursing.
124. When you saddle a horse, what do you do?
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.
151. I see men who are threshing sorghum.
153. Winnowing wheat.
155. Where is your home?
157. I see six young girls.
159. What does the little pot contain?
161. Which school will you teach at?
163. I'm thinking of buying shoes instead of a hat.
165. Will you be at my feast?
167. Do you want to make him stop?
169. I haven't seen a thing yet.
171. I see two houses.
173. We saw many cars.
175. Who reads the Sesotho newspaper for him?
177. I'm teaching eight students.

136. What are you saying?!!
138. Tell him I want him.
140. Greeting: Are you still well?
142. Can you teach Afrikaans?
144. It is asked if you like Lesotho.
146. To care for a horse is to do what?
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.
Cycle 1 Identification: What’s your name?  

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>M-1</th>
<th>M-2</th>
<th>C-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thabo</td>
<td>Kg-Thabo.</td>
<td>Thabo</td>
<td>I am Thabo (a boy).</td>
</tr>
<tr>
<td>Mathe</td>
<td>Kg-Mathe.</td>
<td>Mathe</td>
<td>I am Mathe (a boy or a girl).</td>
</tr>
<tr>
<td>Susan</td>
<td>Kg-Susan.</td>
<td>Susan</td>
<td>I am Susan.</td>
</tr>
<tr>
<td>[ ]</td>
<td>Kg-[ ].</td>
<td>[ ]</td>
<td>I am [ ].</td>
</tr>
</tbody>
</table>

M-2

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

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: Kg-[John]. I am [John].

M-3

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

<table>
<thead>
<tr>
<th>Name</th>
<th>M-3</th>
<th>M-4</th>
<th>C-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thabo</td>
<td>Lebitso la-ka kg-Thabo.</td>
<td>Thabo</td>
<td>My name is Thabo.</td>
</tr>
<tr>
<td>Mathe</td>
<td>Lebitso la-ka kg-Mathe.</td>
<td>Mathe</td>
<td>My name is Mathe.</td>
</tr>
<tr>
<td>Susan</td>
<td>Lebitso la-ka kg-Susan.</td>
<td>Susan</td>
<td>My name is Susan.</td>
</tr>
<tr>
<td>[ ]</td>
<td>Lebitso la-ka kg-[ ].</td>
<td>[ ]</td>
<td>My name is [ ].</td>
</tr>
</tbody>
</table>
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?
lebitsô Lebitsô la-hao u-mang? name What is your name?

C-2
A: Lebitsô la-hao u-mang? What is your name?
B: Lebitsô la-ka kê-[John]. My name is [John].
Or: Kê-[John]. Or: I'm [John].

C-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?
Kê-Thabô.
are normally used by the Basotho among themselves. However, the longer forms (M-3, M-4)
Lebitsô la-ka kê-Thabô.
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 kê-Thabô." is "Name of mine, I (am) Thabo." The literal meaning of "la-hao" is "of yours (sg.)." In rapid speech lebitsô may be shortened to bitsô.

Some names are given only to boys (Thabô), some only to girls, while others (Mathê) are given to both boys and girls.
The letter combination \(\text{th}\) does not have the same value in Sesotho as it has in English:

- Thabô is not at all like thanks
- Lesotho is not at all like although

The letter combination \(\text{ph}\) does not have the same value in Sesotho as it has in English:

- pholo is not at all like phone
- phasa is not at all like phase

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-Thuô, 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 \(\text{o}\) 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 \(/\text{o}/\)

In this cycle note the use of "hat\(/\text{o}/\) in lebitsô, in contrast to the use of "plain" \(/o/\) in the word Basotho.

Listen to your language instructor say the following:

\(\hat{o}\)

<table>
<thead>
<tr>
<th>Chôlo (a name)</th>
<th>Phôlo (a name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>seôbôkô a cry</td>
<td>seôbôko a worm</td>
</tr>
<tr>
<td>bôpô sulk</td>
<td>bôpô create, form</td>
</tr>
<tr>
<td>rôkô praise</td>
<td>rôkô sew</td>
</tr>
<tr>
<td>Tsabô (a name)</td>
<td>Khabô (a name)</td>
</tr>
</tbody>
</table>
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 M̈athê in contrast to the use of "plain" /e/ in kë.

Listen to your language instructor say the following:

<table>
<thead>
<tr>
<th>e</th>
<th>ê</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chêle</td>
<td>Chêle</td>
</tr>
<tr>
<td>Thêbê</td>
<td>Tsepeê</td>
</tr>
<tr>
<td>ëkaë</td>
<td>ëkaë</td>
</tr>
<tr>
<td>phêhaë</td>
<td>phêhaë</td>
</tr>
<tr>
<td>tseêlaë</td>
<td>tseêlaë</td>
</tr>
</tbody>
</table>

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):

Kê- 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., kê-, first person singular subject pronoun). For example, the sentence in M-4 has been marked as follows:
Lebitsa la-hao u-mang?

This really means:

Lebitsa la-hao y-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: /q/ "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⟩ = /q/ low tone
0-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") = /q/, 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.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thabo</td>
<td>Lebitsô la-ka ka-Thabo.</td>
</tr>
<tr>
<td>Mathê</td>
<td>Lebitsô la-ka ka-Mathê.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>u-mang?</td>
<td>Lebitso la-hao u-mang?</td>
</tr>
<tr>
<td>la-hao</td>
<td>Lebitso la-hao u-mang?</td>
</tr>
<tr>
<td>lebitsô</td>
<td>Lebitsô la-hao u-mang?</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>ka-Thabo</td>
<td>Lebitsô la-ka ka-Thabo.</td>
</tr>
<tr>
<td>la-ka</td>
<td>Lebitsô la-ka ka-Thabo.</td>
</tr>
<tr>
<td>lebitsô</td>
<td>Lebitsô la-ka ka-thabo.</td>
</tr>
</tbody>
</table>
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. Mamêla.
Hapê. Mamêla hantlê.
Bua haholo. Èkê/èkê.
Lula fatše. Lula möna.

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/:

ke-
lebitsê
Chele
eka

The Sesotho word ke- 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

<table>
<thead>
<tr>
<th>Low-Low</th>
<th>Low-High</th>
<th>High-Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thåbôš</td>
<td>Måthê</td>
<td>Sothôš</td>
</tr>
<tr>
<td>Tsêkôš</td>
<td>Chêlê</td>
<td>Thåbêš</td>
</tr>
<tr>
<td>Têfôš</td>
<td>Chêle</td>
<td>Tšepëš</td>
</tr>
<tr>
<td>Pålôš</td>
<td>Chôlô</td>
<td>Tšabôš</td>
</tr>
<tr>
<td>Chåjôš</td>
<td>Phålo</td>
<td>Khabôš</td>
</tr>
</tbody>
</table>

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., "Thåbôš, 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.
Cycle 2  Greetings (to one person): Hello.

M-1

<table>
<thead>
<tr>
<th>Lumêla.</th>
<th>Greetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khôtsô.</td>
<td>Peace.</td>
</tr>
</tbody>
</table>

C-1

A: [Lumêla].  [Greetings].
B: [Lumêla].  [Greetings].

M-2

<table>
<thead>
<tr>
<th>ntatê</th>
<th>Lumêla ntatê.</th>
<th>father/sir</th>
<th>Greetings, sir.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmê</td>
<td>Lumêla mmê.</td>
<td>mother/madam</td>
<td>Greetings, madam.</td>
</tr>
<tr>
<td>Thabo</td>
<td>Lumêla Thabo.</td>
<td>Thabo</td>
<td>Greetings, Thabo.</td>
</tr>
<tr>
<td>Susan</td>
<td>Lumêla Susan.</td>
<td>Susan</td>
<td>Greetings, Susan.</td>
</tr>
</tbody>
</table>

M-3

<table>
<thead>
<tr>
<th>ntatê</th>
<th>Khôtsô ntatê.</th>
<th>father/sir</th>
<th>Peace, sir.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmê</td>
<td>Khôtsô mmê.</td>
<td>mother/madam</td>
<td>Peace, madam.</td>
</tr>
</tbody>
</table>

M-4

<table>
<thead>
<tr>
<th>ntatê</th>
<th>Eê, ntatê.</th>
<th>father/sir</th>
<th>Yes, sir.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmê</td>
<td>Eê, mmê.</td>
<td>mother/madam</td>
<td>Yes, madam.</td>
</tr>
</tbody>
</table>

C-2

A: Lumêla [ntatê].  Greetings, [sir].
B: Eê, [ntatê].  Yes, [sir].

C-3

A: [Ntate].  [Sir].
Or: Eê, [ntate].  Or: Yes, [sir].
B: Eê, [mmê].  Yes, [madam].

C-4

A: Khôtsô [mmê].  Peace, [madam].
B: Khôtsô.  Peace.
Or: Eê, [ntatê].  Or: Yes, [sir].
Or: Khôtsô [ntatê].  Or: Peace, [sir].
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 lumela and khotsé will open many "doors" for you as a newcomer to Basotho life. Both lumela and khotsé 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!

Ntate and ma 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 morëna. 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 morëna or being misunderstood, it is preferable initially to use ntate (even in those cases where you suspect morëna would be acceptable); ntate is acceptable in all situations, including those where morëna is customarily or frequently used. European (white) males will often be addressed as "morëna".

While personal names can be used in the greetings (as in M-2), they are used less than in American life. The use of ntate, ma, 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 khotsé:

A: Khotsé [ŋmã].
B: Khotsé. 

2-2
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:  K:štuš ntatë.

The /n/ in ntatë and the first /m/ in mmâ 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, mmâ, with two, and that each of these nasal syllabics has its own tone:

\[ \text{ntatë} \]
\[ \text{mmâ} \]

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

\[ \text{mmâ} \text{ (mother) is written as 'me} \]
\[ \text{nnâ} \text{ (I/me) is written as 'na} \]

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/:

\[ \text{lumâla} \]
\[ [d] [l] \]
\[ \text{lijông} \text{ (dining room)} \]
\[ [d] \]

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":

\[ /o/ \text{ and } /õ/ \]
\[ /e/ \text{ and } /ë/ \]

In addition, the vowel /õ/ 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 /õ/ 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 /õ/ 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 /ë/. 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 /ë/ which requires the use of /ê/ for teaching purposes is also true of the vowel /ô/. It too has a variation, written as /û/ 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 /û/

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

/ê/  
/û/

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: [Ntate].

Or: êê, [ntatê].

B: ëê, [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**

<table>
<thead>
<tr>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpheta</td>
<td>pheta</td>
</tr>
<tr>
<td>mpalama</td>
<td>palama</td>
</tr>
</tbody>
</table>

***********

| ntatë | tata  |
| ntima  | tima  |
| nthusa | thusa |

***********

| mmê  | ma-   |
| mmala| mala  |
| mmali| mali  |

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

**P-2**

<table>
<thead>
<tr>
<th>High-Low</th>
<th>High-High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tsabô</td>
<td>Pitsô</td>
</tr>
<tr>
<td>Phiri</td>
<td>Kori</td>
</tr>
<tr>
<td>Tšita</td>
<td>Sôta</td>
</tr>
<tr>
<td>Thôbê</td>
<td>Tšelô</td>
</tr>
<tr>
<td>Khabô</td>
<td>Tšolô</td>
</tr>
</tbody>
</table>

a) Demonstrate the difference between these two tone patterns.
b) 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.)
c) 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.
Cycle 3 Identification: What is his name?

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 kg-.

<table>
<thead>
<tr>
<th>Name</th>
<th>Tonal Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thabo</td>
<td>Ke-Thabo</td>
<td>It is Thabo.</td>
</tr>
<tr>
<td>Mathe</td>
<td>Ke-Mathe</td>
<td>It is Mathe.</td>
</tr>
<tr>
<td>Mpho</td>
<td>Ke-Mpho</td>
<td>It is Mpho.</td>
</tr>
<tr>
<td>Susan</td>
<td>Ke-Susan</td>
<td>It is Susan.</td>
</tr>
</tbody>
</table>

C-1

A: Ke-[Mph]. (Pointing to self). I am [Mph].
   Ke-[Susan]. (Pointing to Susan but speaking to someone else). She is [Susan].

M-2

ke-mang? Ke-mang? It Who is it?

C-2

A: Ke-mang? Who is he?
B: Ke-[John]. He is [John].

M-3

ke-Thab states la-hae ke-Thabo. He is His name is Thabo.

M-4

ke-mang? Lebits la-hae ke-mang? Who is What is his/her name?
la-hae Lebits la-hae ke-mang? He/she? What is his/her name?
C-3
A: Lebits8 la-hae ke-mang? What is her name?
B: Lebits8 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  lcpae
thae  Mothae
koae
ntat'ae
Use the above exercise, adding names from the class, to give students practice in hearing and producing the tone difference.

a) Have the students listen as you pronounce first one column, then the other, and finally items from each column in comparison.

b) Give the sentences in random order, having the students respond "low" or "high".

c) Have the students repeat the above after you, paying close attention to the tone difference.

d) Test the ability of your students to produce this difference.

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.)

a) Give the above in random order, having the students respond with "my", "your", or "he/she".

b) 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.)
Cycle 4 Leave-taking: Go in peace.

M-1
sala Sala hantlê. stay Stay well.
tsamaea Tsamaea hantlê. walk, go Go well.

C-1
A: Sala hantlê. Stay well.
B: Tsamaea hantlê. Go well.

M-2
tsamaea Tsamaea ka-khôtsô. go Go in peace/peacefully.
sala Sala ka-khôtsô. stay Stay in peace/peacefully.

C-2
A: Sala hantlê [ntatë]. Stay well, [sir].
B: Tsamaea ka-khôtsô. Go in peace.

C-3
B: Sala ka-khôtsô. Stay in peace.

C-4
A: Tsamaea hantlê [mmê].
Or: Tsama'a hantlê.
B: Sala ka-khôtsô.

C-5
A: Sala [hantlê] [mmê].
B: Tsamaea [hantlê] [ntatë].

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 'a can reduce to tsama'a:

Tsama'a ka-khôtsô.
Tsama'a hantî.

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 out loud (voiced). For example, listen to the last syllables in:
   Ke-Thabô.
   Sala hantî.

2. The penultimate (second to last) syllable of a statement is longer than other syllables. You can observe this lengthening on the /n/ in hantî and on the first /ô/ in khôtsô:
   Sala hantî.
   [nn]
   Tsama'a ka-khôtsô.
   [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:

Thabô
[aa]
lebitsô
[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 mimicking 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, mimicking 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.

\[
\text{[ Kēna ka-khôtsô ]} \quad \text{(Enter in peace)}
\]
and bid them farewell.

\[
\text{[ Tsamaea ka-khôtsô ]} \quad \text{(Depart in peace)}
\]

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 /ɔ/ 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 /ɔ/. If the class time is limited, at least check on the pronunciation of each student of the following words:

Thabô
khôtsô
Mphô
lebôtsô
Cycle 5 Identification: What's this?

M-1

eng?   Ḥi DispatchQueue ke-eng?   what   What is this?
hōsō   Ḥi DispatchQueue ke-eng?   this   What is this?

M-2

pêne    Ke-pêne.   pen   It's a pen.
koranta   Ke-koranta.   newspaper   It's a newspaper.
setulō   Ke-setulō.   chair   It's a chair

C-1

A: Ḥi DispatchQueue ke-eng?   What is this?
   Or: Ḥi DispatchQueue ke'-ng?
B: Ke- [buka].   It's a [book].

C-2

Now use this question, Ḥi DispatchQueue 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: Ḥo DispatchQueue ke-eng?

Teacher: Ke- [ ].

M-3

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

lijō   Ke-lijō.   food   It's food.
lebese   Ke-lebese.   milk   It's milk.
nama   Ke-nama.   meat   It's meat.
bohōbē   Ke-bohōbē.   bread   It's bread.
C-3
A: [John] bòtšu ke-eng? John, what is this?
B: Ke-[lifà].

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
ka{j}âno   today
joala   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 hoâ 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 hoâ 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?)
Hôôô 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 hôôô. 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 Hôôô ke-eng?: Ke-eng hôôô?

TO THE TEACHER

If there is time in class, demonstrate the difference between

Hôôô ke'ng? What's this?
and Hôôô ke'ng? What's that?

by asking students the names of objects close to you (Hôôô ke'ng?) and the names of objects at a slight distance from you (Hôôô 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

Nkôtsisê. Kaofêla
Nkôtsisê hapê. Eê, ha-ho-joalô.
Mamêla hapê. Leka ho-bua hantlê.
Cycle 6  Greetings: How are you?

M-1
phela  U-phela joang?  live  How are you?

M-2
hantlé  Kê-phela hantlé.  well  I'm well.
phela  Kê-phela hantlé.  live  I'm well.

C-1
A:  U-phela joang?
B:  Kê-phela hantlé.

C-2
A:  Lumëla [ntatë].
   Or:  Khotsë [ntatë].
B:  Ëë, lumëla [mmë].
A:  U-phela joang?
B:  Kê-phela hantlé.

C-3
A:  U-phela joang?
B:  Kê-phela hantlé.
   Ùëna u-phela joang?
A:  Kê-phela hantlé.

C-4
A:  [Lumëla] [mmë].
B:  Ëë, lumëla [ntatë].
A:  U-phela joang?
B:  Kê-phela hantlé.
   Ùëna u-phela joang?
A:  Kê-phela hantlé.
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:

Kg-Thabô.
U-mang?

and Imperative + Adverb:

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

Ke-phela hantle.
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 sëbetsa (M-3) differs noticeably in quality from the /ɛ/ in Thēbe or tsēbē (ear); in fact it sounds almost like the /e/ in Tēpe or sebe (sin). In cycle 2 /ɛ/ was identified as really a variation of /ɛ/ which occurs in a limited set of words or in a predictable set of circumstances. One of these circumstances can be observed in sëbetsa: The consonant /ts/ is never preceded by /ɛ/; or to put it another way, the vowels in sëbetsa are /ɛ/ 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 /ɛ/ to /u/ and /ɛ/ to /o/.

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〉 (uēna, in C-2)
[y] is written as 〈e〉 (tsamaea in cycle 2)

Hence, in this cycle uēna is pronounced as [wēna]. 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:

Uēna, used in C-2, is not taught in the M-phase. After C-1 has been practiced, uēna 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?  Who is your teacher?
B:  Ke-[Thabô].
Or:  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
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)?
TO THE STUDENT

In earlier cycles you learned the following phrases:

lebitsô la-ka  my name (name of mine)
lebitsô la-hao  your name (name of yours)
lebitsô 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)
lebitsô 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 lebitsô 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 Leribe.
I'm going to Maseru.

M-1

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

Mona ke-Maseru.
Mona ke-Leribe.
Mona ke-Mafeteng.

Maseru  Ke-tsoa Maseru.  Maseru  I'm coming from Maseru.
Leribe  Ke-tsoa Leribe.  Leribe  I'm coming from Leribe.
Mafeteng  Ke-tsoa Mafeteng.  Mafeteng  I'm coming from Mafeteng.
lijong  Ke-tsoa lijong.  lijong  I'm coming from the dining hall.
[Smith Hall]  Ke-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:  Ke-tsoa [lijong].  I'm coming from the [dining hall].

M-3
Maseru  Ke-ea Maseru.  Maseru  I'm going to Maseru.
Leribe  Ke-ea Leribe.  Leribe  I'm going to Leribe.
Mafeteng  Ke-ea Mafeteng.  Mafeteng  I'm going to Mafeteng.
lijong  Ke-ea lijong.  lijong  I'm going to the dining hall.
[Smith Hall]  Ke-ea [Smith Hall].  [Smith Hall]  I'm going to [Smith Hall].
A: U-ea kae?  Where are you going?
B: Ke-ea [Smith Hall].  I'm going to [Smith Hall].

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

C-4
A: Lumelá [mmé].
B: Ke, lumelá.
A: U-phela joang?
B: Ke-phela hantlē. Uēna u-phela joang?
A: Le-nna ke-phela hantlē.  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 Leribe and you are shopping in Maseru when the question is asked, you can answer "Ke-tsoa Leribe." 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 "Ke-tsoa Amērika."

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): M̃ãeru. Compare this with the tone pattern of Leribe: L̃eribê. L̃eribê 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 /ū/ in lij̃ong differs noticeably in quality from the /ô/ in Thabô. In cycle 2 /ô/ 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 lij̃ong comes from lijô, food; the addition of the suffix -ng, which means "place of", brings about the change of /ô/ in lijô to /ū/ in lij̃ong. The presence of -ng, as you will see in later cycles, always changes /ô/ to /ū/ and /ë/ 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.
Cycle 9 Identification: What is a "pentšelê"? 9-1

M-1

Use the actual objects to practice the following:

<table>
<thead>
<tr>
<th>Object</th>
<th>Mphē</th>
<th>English</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>buka</td>
<td>Mphē buka.</td>
<td>book</td>
<td>Give me a book.</td>
</tr>
<tr>
<td>koranta</td>
<td>Mphē koranta.</td>
<td>newspaper</td>
<td>Give me a newspaper.</td>
</tr>
<tr>
<td>pentšelê</td>
<td>Mphē pentšelê.</td>
<td>pencil</td>
<td>Give me a pencil.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Object</th>
<th>Ke-eng?</th>
<th>English</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>buka</td>
<td>&quot;Buka&quot; ke-eng?</td>
<td>book</td>
<td>What is &quot;book&quot;?</td>
</tr>
<tr>
<td>koranta</td>
<td>&quot;Koranta&quot; ke-eng?</td>
<td>newspaper</td>
<td>What is &quot;newspaper&quot;?</td>
</tr>
<tr>
<td>pentšelê</td>
<td>&quot;Pentšelê&quot; ke-eng?</td>
<td>pencil</td>
<td>What is &quot;pencil&quot;?</td>
</tr>
</tbody>
</table>

M-3

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

<table>
<thead>
<tr>
<th>Object</th>
<th>Ke-batl</th>
<th>English</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>buka</td>
<td>&quot;Buka&quot; ke-batl</td>
<td>book</td>
<td>This thing is a book.</td>
</tr>
<tr>
<td>koranta</td>
<td>&quot;Koranta&quot; ke-batl</td>
<td>newspaper</td>
<td>This thing is a newspaper.</td>
</tr>
<tr>
<td>pentšelê</td>
<td>&quot;Pentšelê&quot; ke-batl</td>
<td>pencil</td>
<td>This thing is a pencil.</td>
</tr>
</tbody>
</table>

C-1

A: Mphē [pentšelê]. Give me a pencil.
B: ["Pentšelê"] ke'ng? What's a pencil?
A: (Pointing) ["Pentšelê"] ke-batl öna. This thing is a pencil.
Or: Ke-batl öna. Or: It is this thing.

M-4

Use pictures or the actual objects to practice the following:

<table>
<thead>
<tr>
<th>Object</th>
<th>Mphē</th>
<th>English</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>köfi</td>
<td>Mphē köfi.</td>
<td>coffee</td>
<td>Give me some coffee.</td>
</tr>
<tr>
<td>lebese</td>
<td>Mphē lebese.</td>
<td>milk</td>
<td>Give me some milk.</td>
</tr>
<tr>
<td>teē</td>
<td>Mphē teē.</td>
<td>tea</td>
<td>Give me some tea.</td>
</tr>
</tbody>
</table>

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?
At your next meal you will need to select your drink in Sesotho; so be sure you know at least the word for your favorite beverage.

Teacher: U-batla'ng?
Student: Mphê [kêfi].

Outside of class, listen for an opportunity to use the question "[ ]" ke'ng?

TO THE STUDENT:

Mphê is an imperative form consisting of Object Pronoun + Verb. The object pronoun is m- and the verb is fa, which is no longer recognizable because it has undergone two changes:

1) -f- has become -ph- because of the influence of m-.
2) -a has been replaced by -ê; this always takes place when there is an object pronoun.

These changes will be practiced in later cycles; here you need only to memorize form mphê, give me.

The demonstrative pronoun ëna (M-3) takes other forms when occurring after other nouns, so do not attempt to extend the use of ëna to other sentences.

In M-2 and M-5 you have learned that the question word eng? has a short form -ng? This is used in ordinary conversation, while the longer form eng? is used in special circumstances or in careful speech.

Four different sentence patterns are used in this cycle. Can you identify them?

The sentences in M-4 can be used at the dining hall counter where the beverages are dispensed, but they cannot be used at the table to say "Pass me the [   ]."

TO THE TEACHER:

One of the Basotho teachers should serve the beverages at the next meal in the cafeteria, asking each student "U-batla'ng?" Students who cannot answer properly in Sesotho should be given water!

If there is time, you may add the use of Kea-leboha in C-3.
Cycle 10  Greetings (several persons)

M-1
lumela  Lumelang.
khotsong  Khotsong.
greetings (to one)  Greetings (to more than one)
peace (to one)  Peace (to more than one).

C-1
A: [Lumelang].
B: Ee, [ntate].
Or: Ee, [lumela] [ntate].
Greetings (to more than one).
Yes, [sir].
Yes, [greetings] [sir].

M-2
sala  Salang hantłę.
tsamaea  Tsamaeaang hantlę.
stay  Stay (pl) well.
go, walk  Go (pl) well.

C-2
A: Tsamaea hantlé [ntatę].
B: Salang hantlę.
Go well, [sir].
Stay (pl) well.

M-3
ntatę  Lumelang bʊ=ntatę.
mme  Lumelang bʊ=mme.
father/sir  Sirs.
mother/madam  Mesdames.

C-3
A: Lumelang [bʊ=ntatę].
B: Lumela [mme].
Greetings, [sirs].
Greetings, [madam].

C-4
A: Khotsong [bʊ=mme].
B: Ee, khotsong [ntatę].
Peace, [mesdames].
Yes, peace [sir].

C-5
A: [bʊ=mme].
B: Ee, [ntatę].
[Mesdames].
Yes, [sir].
A: Tsamäeang [ka-khötsö] [bö-mmö]. Go [in peace], [mesdames].
B: Sala [ka-khötsö] [ntatö]. Stay [in peace], [sir].
Cycle 11 Identification: What is (the word) for "beer" in Sesotho?

M-1
"Beer" "Beer" ke ' ng ka-Sesotho? What is "beer" in Sesotho?
"Water" "Water" ke ' ng ka-Sesotho? What is "water" in Sesotho?
"Salt" "Salt" ke ' ng ka-Sesotho? What is "salt" in Sesotho?

M-2
joala Ke-joala beer It's beer.
metsi Ke-metsi. water It's water.
letsoai Ke-letsoai salt It's salt.

C-1
A: "[Beer]" ke ' ng ka-Sesotho? What is "beer" in Sesotho?
B: Ke-[joala]. It's beer.

C-2
B: "[Salt]"
A: Sê-â, ka-Sesotho. Oh. It's salt.
B: Ŭ. Ke-[letsoai].
Cycle 12 Leave-taking: Goodnight, Chet.

M-1
Thabô Fonane, Thabô. Thabo Goodnight, Thabo.
David Fonane, David. David Goodnight, David.

C-1
A: Fonane, [Chet]. Goodnight, Chet.
B: Fonane, [David]. Goodnight, David.

M-2
tsamaea Tsamāea hantlê. go, walk Go well.
sala Sala hantlê. stay Stay well.
rôbala Rôbala hantlê. sleep Sleep well.

C-2
B: Rôbala hantlê. Sleep well.

M-3
rôbala Kê-se ke-il'ô rôbala. sleep I'm going to go sleep.
apara Kê-se ke-il'ô apar. dress I'm going to get dressed.
ithuta Kê-se ke-il'ô ithuta study I'm going to study.

C-3
A: Kê-se ke-il'ô [apara]. I'm going to get dressed.
B: Kê-hantlê. Good.

C-4
A: Kê-se ke-il'ô rôbala. I'm going to go sleep.
B: Kê-hantlê.
A: Fonane
Or: Sala hantlê.
B: Rôbala hantlê.
Or: Tsamāea hantlê.
Cycle 13 Identification: Who? Me?

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>Eêna ke-Tom.</td>
</tr>
<tr>
<td>Susan</td>
<td>Eêna ke-Susan.</td>
</tr>
<tr>
<td></td>
<td>Eêna ke-[   ]</td>
</tr>
</tbody>
</table>

C-1
A: (as a monologue):
Nna ke-Thabô. (Pointing) Me, I'm Thabo.
Eêna ke-Tom. (Pointing) Him, he's Tom.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan</td>
<td>Eêna lebitsô la-hae ke-Susan.</td>
</tr>
<tr>
<td>Tom</td>
<td>Eêna lebitsô la-hae ke-Tom.</td>
</tr>
<tr>
<td></td>
<td>Eêna lebitsô la-hae ke-[   ].</td>
</tr>
</tbody>
</table>

C-2
A: (as a monologue):
Nna lebitsô la-ka ke-[Thabô]. Me, my name is [Thabo].
Uêna lebitsô la-hae u-[John]. You, your name is [John].
Eêna lebitsô la-hae ke-[Susan]. She, her name is [Susan].

M-3
Tlôô koano! Come here!
koano Tlôô koano! here Come here!

C-3
A: Tlôô koano! Come here!
B: Mang? Nna?
TO THE STUDENT:

Nna, uēna, and eēna 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 (kē-, u-, and ke-). It is not possible, for example, to say *Nna-Thabô (I am Thabo) or *Uēna-tsoa Amērika (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 Masēru. He's going to Maseru.
Thabô o-ea Masēru. 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, uêña?

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 〈eôna〉, 〈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:

<table>
<thead>
<tr>
<th>Question</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nna kg-Thabê?</td>
<td>Nna, kg-Thabê.</td>
</tr>
<tr>
<td>Nna kg-Mathê?</td>
<td>Nna, kg-Mathê.</td>
</tr>
<tr>
<td>Nna kg-Mphê?</td>
<td>Nna, kg-Mphê.</td>
</tr>
<tr>
<td>Nna kg-Linê?</td>
<td>Nna, kg-Linê.</td>
</tr>
<tr>
<td>Nna kg-Palesa?</td>
<td>Nna, kg-Palesa.</td>
</tr>
<tr>
<td>Nna kg-Maleshoane?</td>
<td>Nna, kg-Maleshoane.</td>
</tr>
<tr>
<td>Nna kg- ea Morija?</td>
<td>Nna, kg- ea Morija.</td>
</tr>
<tr>
<td>Nna kg-tsaa Butha-Buthê?</td>
<td>Nna, kg-tsaa Butha-Buthê.</td>
</tr>
<tr>
<td>Nna kg-phela Rôma?</td>
<td>Nna, kg-phela Rôma.</td>
</tr>
<tr>
<td>Nna kg-sêbêtsa Mafetêng?</td>
<td>Nna, kg-sêbêtsa Mafetêng.</td>
</tr>
<tr>
<td>Nna kg-phela Mohales Hoek?</td>
<td>Nna, kg-phela Mohales Hoek.</td>
</tr>
<tr>
<td>Nna kg-sêbêtsa Khautêng?</td>
<td>Nna, kg-sêbêtsa Khautêng.</td>
</tr>
</tbody>
</table>

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

Continue the above by adding a third group of sentences:

Pronoun + question

Nna, kg-Thabê?
Nna, kg-Mathê?
Nna, kg-Mphê?

etc.
Cycle 14  Greetings:  How are you (pl)?

M-1.
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?

M-2
phela  Re-phela hantlē.  live  We are fine.
ithuta  Re-ithuta hantlē.  study, learn  We study well.
tantša  Re-tantša hantlē.  dance  We dance well.

C-1
A:  Le-[phela] joang?  How are you?
B:  Re-[phela] hantlē.  We are fine.

C-2
A:  Lumâlang.
B:  Lumâla [ntate].
A:  Le-phela joang?
B:  Re-phela hantlē.
        Ūnâ u-phela joang?  You, how are you?
A:  Ke-phela hantlē.

C-3
A:  Le-tsoa kae?  Where are you (pl) coming from?
B:  Re-tsoa [dormêtering].  We are coming from the dormitory.
A:  Ŭû, ke-hantlē.  That's good.

C-4
A:  Le-ea kae?  Where are you (pl) going?
B:  Re-ea [tlesang].  We are going to class.
A:  Ŭû, ke-hantlē.  That's good.

C-5
A and B:  Do C-2.
A and B:  Do C-3.
A and B:  Do C-4.
Cycle 15  Identification: Is his name Tau?

M-1

<table>
<thead>
<tr>
<th></th>
<th>Naa ke-Tau?</th>
<th>Tau</th>
<th>Is he Tau?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tau</td>
<td></td>
<td></td>
<td>Tau</td>
</tr>
<tr>
<td>Mpho</td>
<td></td>
<td></td>
<td>Mpho</td>
</tr>
<tr>
<td>John</td>
<td></td>
<td></td>
<td>John</td>
</tr>
<tr>
<td>Susan</td>
<td></td>
<td></td>
<td>Susan</td>
</tr>
</tbody>
</table>

C-1

A: Naa ke-[Tau]?
B: ṝe, ke-[Tau]?

Is he [Tau]?
Yes, he's [Tau].

M-2

<table>
<thead>
<tr>
<th></th>
<th>ḝ-se-Tau</th>
<th>Tau</th>
<th>He is not Tau.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tau</td>
<td></td>
<td></td>
<td>He is not Tau.</td>
</tr>
<tr>
<td>Mpho</td>
<td></td>
<td></td>
<td>He/she is not Mpho.</td>
</tr>
<tr>
<td>John</td>
<td></td>
<td></td>
<td>He is not John.</td>
</tr>
<tr>
<td>Susan</td>
<td></td>
<td></td>
<td>She is not Susan.</td>
</tr>
</tbody>
</table>

C-2

A: Naa ke-[Tau]?
B: ḝ-se-[Tau]. ṝe-[Mpho].

Is he [Tau]?
He is not [Tau]. He is [Mpho].

M-3

<table>
<thead>
<tr>
<th></th>
<th>Naa lebitsô la-hae ke-Tau?</th>
<th>Tau</th>
<th>Is his name Tau?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tau</td>
<td></td>
<td></td>
<td>Tau</td>
</tr>
<tr>
<td>Mpho</td>
<td></td>
<td></td>
<td>Mpho</td>
</tr>
<tr>
<td>John</td>
<td></td>
<td></td>
<td>John</td>
</tr>
<tr>
<td>Susan</td>
<td></td>
<td></td>
<td>Susan</td>
</tr>
</tbody>
</table>

C-3

A: Naa lebitsô la-hae ke-[Tau]?
B: ṝe, ke-[Tau].

Is his name [Tau]?
Yes, it is [Tau].

M-4

<table>
<thead>
<tr>
<th></th>
<th>Lebitsô la-hae ḝ-se-Tau.</th>
<th>Tau</th>
<th>His name is not Tau.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tau</td>
<td></td>
<td></td>
<td>His name is not Tau.</td>
</tr>
<tr>
<td>Mpho</td>
<td></td>
<td></td>
<td>His/her name is not Mpho.</td>
</tr>
<tr>
<td>John</td>
<td></td>
<td></td>
<td>His name is not John.</td>
</tr>
<tr>
<td>Susan</td>
<td></td>
<td></td>
<td>Her name is not Susan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A: Naa lebitsø la-hae ke-[Tau]?
B: Lebitsø la-hae ha-se-[Tau].
    Ke- [Mphø].

Is his name [Tau]?
His name is not [Tau].
He is [Mphø].
Cycle 16  Greetings:  Are you up?

M-1

phela  U-phela joang kaĩěno?  live  How are you today?
tsoha  U-tsoha joang kaĩěno?  get up, wake up  How are you today?

M-2

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

C-1

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

C-2

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

C-3

A:  Lum̄ela.
B:  Eë, lum̄ela.
A:  U-tsoha joang?
B:  K̄a-tsoha.
   Uēna u-tsoha joang?
A:  K̄a-tsoha.

C-4

A:  Khots̄ [ntâtë].
B:  Eë, khots̄ [mmë].
A:  U-phela joang?
B:  K̄a-phela.
   Uēna u-phela joang?
A:  K̄a-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).

Hš-se-lebše, ke-mštsi.
Hš-se-kšfš, ke-teš.
Hš-se-tšoekše, ke-letšoai.

It's not milk, it's water.
It's not coffee, it's tea.
It's not sugar, it's salt.

C-1

S: Mphšš [tšoekše]. Give me [sugar].
   (receives salt, protests)
   È-ë, hš-se-[tšoekše], ke-[letšoai]. No, it's not [sugar], it's [salt].

T: Ntšoaršè. Ke-phššè. Excuse me. It is a mistake.

S: (receives the sugar)
   Tanki. Thanks.
Cycle 18 Knock-knock, who's there?

C-1
A: Kō-kō.  
B: Kēna.  
Or: Šē, kēna.  

"Knock-knock".  
Come in.

C-2
A: Kō-kō.  
B: Ke-mang? 
A: Ke-nna.  
Or: Ke-[John].  
B: Kēna.  
A: Lumēla.  
B and A: REST OF GREETINGS EXCHANGED  
A: Lula fatše. 

Sit down.

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.

A: Ke-nna.  
B: Uēna mang? 
A: Ke-[John].  

Who (are) you?

C-4
A: Ke-[Mathē].  
B: [Mathē] ke-mang? 
A: Ke-[Mathē Mohapi].  

[Mathē] who?
Cycle 19 Identification: Are you John?

M-1

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

(Naa) ke-Thabô?
    Ke-Thabô.
Is he Thabo?
He is Thabo.

(Naa) ke-Mathê?
    Ke-Mathê.
Is he/she Mathe?
He/she is Mathe.

(Naa) u-Tau?
    U-Tau.
Are you Tau?
You are Tau.

(Naa) u-John?
    U-John.
Are you John?
You are John.

(Naa) ke-Maseru?
    Ke-Maseru.
Is it Maseru?
It is Maseru.

(Naa) ke-Mafetêng?
    Ke-Mafetêng.
Is it Mafeteng?
It is Mafeteng.

(Naa) ke-tsoekere?
    Ke-tsoekere.
Is it sugar?
It is sugar.

(Naa) ke-kôfi?
    Ke-kôfi.
Is it coffee?
It is coffee.

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

C-2
A: (Naa) u-[John]?
B: Eè, ke-[John].

C-3
A: (Naa) u-[John]?
B: È-È, ha-ke-[John]. Ke-[Bill].
A: Öö.
A: (Naa) ke-[Susan]?
B: Ñ-ê, ha-se-[Susan]. Ke-[Ann].
A: Õö.

**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.

A: Lebitsô la-hao u-[Susan]?
B: Ñêê, ke-[Susan]. Uêna u-mang?
A: Ke-[Ann].

A: (Naa) tichêrê ea-hao ke-[Chêlê]?
B: Ñêê, ke-[Chêlê].
Or: Ñ-ê, ha-se-[Chêlê]. Ke-[Thêbê].
Cycle 20  I want to learn Sesotho.

M-1

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ithuta</td>
<td>U-ithuta'ng</td>
<td>learn, study</td>
</tr>
<tr>
<td>tseba</td>
<td>U-tseba'ng?</td>
<td>know</td>
</tr>
<tr>
<td>bua</td>
<td>U-bua'ng?</td>
<td>speak</td>
</tr>
</tbody>
</table>

What do you study?
What do you know?
What do you speak?

M-2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ithuta</td>
<td>Kq-ithuta Sesotho.</td>
<td>learn</td>
</tr>
<tr>
<td>bua</td>
<td>Kq-bua Sesotho.</td>
<td>speak</td>
</tr>
<tr>
<td>tseba</td>
<td>Kq-tseba Sesotho.</td>
<td>know</td>
</tr>
</tbody>
</table>

I'm learning Sesotho.
I speak Sesotho.
I know Sesotho.

C-1

A: U-[ithuta]'ng?  What are you [studying]?

M-3

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ho-ithuta</td>
<td>Kq-batla ho-ithuta Sesotho.</td>
<td>to learn</td>
</tr>
<tr>
<td>ho-bua</td>
<td>Kq-batla ho-bua Sesotho.</td>
<td>to speak</td>
</tr>
<tr>
<td>ho-tseba</td>
<td>Kq-batla ho-tseba Sesotho.</td>
<td>to know</td>
</tr>
<tr>
<td>ho-bala</td>
<td>Kq-batla ho-bala Sesotho.</td>
<td>to read</td>
</tr>
</tbody>
</table>

I want to learn Sesotho.
I want to speak Sesotho.
I want to know Sesotho.
I want to read Sesotho.

C-2

A: U-batla'ng? What do you want?

M-4

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>khôtsô</td>
<td>Kq-batla khôtsô.</td>
<td>peace</td>
</tr>
<tr>
<td>Têllô</td>
<td>Kq-batla Têllô.</td>
<td>Tello</td>
</tr>
<tr>
<td>tîchêrê</td>
<td>Kq-batla tîchêrê.</td>
<td>a/the teacher</td>
</tr>
<tr>
<td>motsoallê</td>
<td>Kq-batla motsoallê ao-ka.</td>
<td>my friend</td>
</tr>
</tbody>
</table>

I want peace.
I want Tello.
I want a/the teacher.
I want my friend.

C-3

A: U-batla'ng?
B: Kq-batla [Têllô]. I want [Tello].
ho-sēbētsa  Re-batla ho-sēbētsa.  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-tsamaea  Re-batla ho-tsamaea.  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?
B:  Re-batla ho-[bina].

What do you (pl) want?
We want to sing.
Cycle 21  Do you come from America?

M-1

(Naa) u-tsoa Amērika?
U-tsoa Amērika.

(Naa) u-ea Lesotho?
U-ea Lesotho.

(Naa) u-tsoa Masēru?
U-tsoa Masēru.

(Naa) u-ea Morija?
U-ea Morija.

(Naa) kq-tsoa Amērika?
Kq-tsoa Amērika?

(Naa) kq-ea-tlelaseng?
Kq-ea-tlelaseng.

(Naa) le-tsoa Amērika?
Le-tsoa Amērika.

A: (Naa) u-tsoa Amērika?
B: Ee, kq-tsoa [Amērika].
   Uēna u-tsoa kae?
A: Kq-tsoa [Lesotho].

C-1

A: U-[tsoa] kae?
B: Nna?
A: Eē.
B: Nna, kq-tsoa Amērika.

C-2

A: (Naa) u-ea [Masēru]?
B: Eē, kq-ea [Masēru].
   Uēna, u-ea kae?
A: Kq-ea [Leribē].

21-1
A: Lebitsò la-hao u-mang?
B: Kq-[John].
A: U-tsoa kae?
B: Kq-tsoa [Amërika].
Cycle 22 Clarification (in conversation)

M-1

<table>
<thead>
<tr>
<th></th>
<th>U-bina hantlê.</th>
<th>sing</th>
<th>You sing well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tantša</td>
<td>U-tantša hantlê.</td>
<td>dance</td>
<td>You dance well.</td>
</tr>
<tr>
<td>ngôla</td>
<td>U-ngôla hantlê.</td>
<td>write</td>
<td>You write well.</td>
</tr>
</tbody>
</table>

M-2

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

C-1

A: Naa kq-[tantša] hantlê?  Do I [dance] well?

M-3

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

C-2

B: Kq-[tantša] hantlê?  Do I [dance] well?

C-3

A: Kq-[ea] [Masëru].
B: U-[ea] [Masëru]?
A: Eë, kq-[ea] [Masëru].

C-4

A: U-tsoa kae?
B: Kq-tsoa kae?
A: Eë, u-tsoa kae?
B: Kq-tsoa [New York].
### M-1

<table>
<thead>
<tr>
<th>Town</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masëru</td>
<td>Masëru ke-môna.</td>
<td>Maseru</td>
</tr>
<tr>
<td>Mafetëng</td>
<td>Mafetëng ke-môna.</td>
<td>Mafeteng</td>
</tr>
<tr>
<td>Leribe</td>
<td>Leribe ke-môna.</td>
<td>Leribe</td>
</tr>
</tbody>
</table>

### C-1

A: (as a monologue)

[Masëru] ke-môna.


[Leribe] ke-môna.

### M-2

<table>
<thead>
<tr>
<th>Town</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masëru</td>
<td>Masëru ke-kae?</td>
<td>Maseru</td>
</tr>
<tr>
<td>Morija</td>
<td>Morija ke-kae?</td>
<td>Morija</td>
</tr>
<tr>
<td>Roma</td>
<td>Roma ke-kae?</td>
<td>Roma</td>
</tr>
</tbody>
</table>

### C-2

A: [Masëru] ke-kae?

B: Ke-môna.

Where is [Maseru]?

It's here.

### M-3

<table>
<thead>
<tr>
<th>Town</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masëru</td>
<td>Naa ke-[Masëru] mô?</td>
<td>Maseru</td>
</tr>
<tr>
<td>Mafetëng</td>
<td>Naa ke-[Mafetëng] mô?</td>
<td>Mafeteng</td>
</tr>
<tr>
<td>Roma</td>
<td>Naa ke-[Roma] mô?</td>
<td>Roma</td>
</tr>
</tbody>
</table>

### C-3

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


B: Eë, ke-[Masëru].     Yes, it's [Maseru].

Or: Eë, ha-se-[Masëru].  Or: No, it isn't [Maseru].

Ke-[Mafetëng].          It's [Mafeteng].
C-4

A: Ke-[Masêru] môô?
B: Ṣ-ē, hą-see-[Masêru]. Ke-[Mafetông].
A: Ke-[Mafetông]?
B: Èè, ke-[Mafetông].

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: Ë-ë, hoa-bata. Yes, it's cold.
   Or: Ë-ë hoa-chesa. Or: No, it's hot.

M-3
futhumêtse Naa ho-futhumêtse kajêno? be warm Is it warm today?
chesa Naa hoa-chesa kajêno? be hot Is it hot today?

C-2
A: Naa ho-futhumêtse kajêno? Is it warm today?
B: Ë-ë, ho-futhumêtse. Yes, it's warm.
   Or: Ë-ë, hoa-bata. Or: No, it's cold.

C-3
A: Naa hoa-bata kantlê? Is it cold outside?
B: Ê-ê, ho-futhumêtse. No, it's warm.

C-4
A: Naa hoa-chesa kajêno? Is it hot today?
B: Ê-ê, ho-futhumêtse fêêla. No, it's only warm.

M-4
joang Ho-joang kantlê? how How is it outside?
A: Ho-joang kantê?
B: Hoa-bata.
A: Ho-bata haholo?
B: Éë, ho-bata haholo.
   Or: Éë, haholo.

How is it outside?
It's cold.
Is it very cold?
Yes, it's very cold.
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-mônä.  It's here.

**C-3**

A: Naa ke-[Botswana] möö?  Is this [Botswana] here?
B: ë-ë, ke-[Botswana].  Yes, it's [Botswana].

Or: ë-ë, hás-se-[Botswana].

Ke-[Swaziland].  Or: No, it's not [Botswana].  It's [Swaziland].

**M-3**

To the teacher: Teach the following by REPETITION.

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

**C-4**

A: Naa [Botsoana] ke-[naha]?
B: ë-ë, ke-[naha].
C-5
B: È-ê, hâ-se-[tûôpô]. 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-tûôpô ea-[Maseru]. It's the town of [Maseru].

C-6
A: Möô ke-[naha] efe? What [country] is this here?
B: Ke-[naha] ea-[Botswana]. It's the [country] of [Botswana].

C-7
A: Möña ke-[Leribè]. Here is [Leribe].
B: È-ê, hâ-se-[Leribè]. No, it's not [Leribe].
A: Hâ-se-[Leribè]? It's not [Leribe]?
B: Hâ-se-[Leribè]. Ke-[Butha Buthü]. It's not [Leribe]. It's [Butha Buthe].
A: Öô.
**Cycle 26** Greetings: I'm fine, but I don't know about you.

<table>
<thead>
<tr>
<th>M-1</th>
<th></th>
<th>Know</th>
<th>I don't know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsebe</td>
<td>Ha-ke-tsebe.</td>
<td></td>
<td>I'm not speaking.</td>
</tr>
<tr>
<td>bue</td>
<td>Ha-ke-bue.</td>
<td></td>
<td>I'm not dancing.</td>
</tr>
<tr>
<td>tantse</td>
<td>Hq-ke-tantse.</td>
<td></td>
<td>I'm not staying.</td>
</tr>
<tr>
<td>sale</td>
<td>Hq-ke-sale.</td>
<td></td>
<td>I'm not writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>U-phela joang?</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Ke-phela hantše,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ha-ke-tsebe u8na.</td>
<td></td>
</tr>
<tr>
<td>A:</td>
<td>Ke-phela hantše.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Ke-mang e8na?</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Hq-ke-tsebe.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th></th>
<th>Speak</th>
<th>Do you know (how) to speak Sesotho?</th>
</tr>
</thead>
<tbody>
<tr>
<td>bua</td>
<td>(Naa) u-tseba ho-bua Sesotho?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bala</td>
<td>(Naa) u-tseba ho-bala Sesotho?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ngōla</td>
<td>(Naa) u-tseba ho-ngōla Sesotho?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Naa u-tseba ho-[bua] Sesotho?</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Œ-ë, hq-ke-tsebe.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Naa [hoa-bata] kantše?</td>
<td></td>
</tr>
<tr>
<td>B:</td>
<td>Hq-ke-tsebe.</td>
<td></td>
</tr>
</tbody>
</table>
TO THE STUDENT

The negative present is formed by

1) placing the negative prefix before the subject prefix;
   hə-κŋ-...

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

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

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

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


* * * * * * * * * *


* * * * * * * * * *

Kə-tlišə Thəbə. I'm bringing Thabo. Hə-ke-tlišə Thəbə. I'm not bringing Thabo.
Kə-kəpə Thəbə. I'm begging Thabo. Hə-ke-kəpə Thəbə. I'm not begging Thabo.
Kø-balø tømø. I'm reading a folktale.
Hø-ke-balø tømø. I'm not reading a folktale.

Kø-kopø tømø. I'm begging for a folktale.
Hø-ke-kopø tømø. I'm not begging for 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:

Kø-tsebe buka. I know the book.
Hø-ke-tsebe buka. I don't know the book.

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

<table>
<thead>
<tr>
<th>High-High</th>
<th>Low-Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kø-tsebe buka.</td>
<td>I know the book.</td>
</tr>
<tr>
<td>Kø-røka buka.</td>
<td>I'm buying a book.</td>
</tr>
<tr>
<td>Kø-bøna buka.</td>
<td>I see the book.</td>
</tr>
<tr>
<td>Kø-ithuta buka.</td>
<td>I'm studying a book.</td>
</tr>
<tr>
<td>Hø-ke-tsebe buka.</td>
<td>I'm reading a book.</td>
</tr>
<tr>
<td>Hø-ke-røke buka.</td>
<td>I'm begging for a book.</td>
</tr>
<tr>
<td>Hø-ke-bøne buka.</td>
<td>I'm bringing a book.</td>
</tr>
<tr>
<td>Hø-ke-ithute buka.</td>
<td>I want the book.</td>
</tr>
</tbody>
</table>

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.

Hø-ke-tsebe (I don't know) and hø-ke-lumøle (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 hø-ke-tsebe rather than admitting hø-ke-utloísise (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 ṣa-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 ṣa-ke-tsebe as a general answer, the first two sentences in C-8 can also be modified or completely replaced.

In C-9 or [Sesotho] you may substitute Thabê, motsoallê oa-hac, motsoallê oa-Jêremane, 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:  ṣa-ke-tsebe
   T:  ṣa-ke-tsebe (verification)

   1.  tseba  tsebe  ṣa-ke-tsebe
   2.  phêle  phêle  ṣa-ke-phêle
   3.  sale  ṣa-ke-sale
   4.  bâle  ṣa-ke-bâle
   ...
Cycle 27  Who's your friend?

M-1

motsoallê  Motsoallê oa-hao ke-mang?  friend  Who is your friend?
mookamêli  Mookamêli oa-hao ke-mang?  leader, director

M-2

Bill  Motsoallê oa-ka ke-Bill.  My friend is Bill.

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].

C-2

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

M-3

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

C-3

A:  U-motsoallê o-[Linêô]?  Are you a friend of [Dineo]?
B:  Kê, kê-motsoallê o-[Linêô].  Yes, I'm a friend of [Dineo].

C-4

A:  Ke-mang?
B:  Ke-[John].
B:  Ke-motsoallê o-[Bill].
M-4
John  John ke-motsoalle oa-mang?
Thabô  Thabô ke-tichêrê ea-mang?

C-5
A:  [John] ke-motsoalle oa-mang?
B:  Ke-motsoalle oa-[Bill].
A:  [Lînêô] eêna?
B:  [Lînêô] ke-motsoalle oa-[Mathe].

M-5
Bill  Motsoalle oa-John ke-Bill.
Lînêô  Motsoalle oa-John ke-Lînêô.
mang  Motsoalle oa-John ke-mang?  who

C-6
A:  Motsoalle oa-[John] ke-mang?
B:  Motsoalle oa-[John] ke-[Bill].

John is whose friend?
Thabo is whose teacher?

[John] is whose friend?
[Bill] is a friend of [Bill].
(What about) [Dineo]?
[Mathe] is a friend of [Mathe].

Bill is John's friend.
Dineo is John's friend.
Who is John's friend?
<table>
<thead>
<tr>
<th>M-1</th>
<th>lula</th>
<th>U-lula kae?</th>
<th>live</th>
<th>Where do you live?</th>
</tr>
</thead>
<tbody>
<tr>
<td>sëbëtsa</td>
<td>U-sëbëtsa kae?</td>
<td>work</td>
<td>Where do you work?</td>
<td></td>
</tr>
<tr>
<td>rôbala</td>
<td>U-rôbala kae?</td>
<td>sleep</td>
<td>Where do you sleep?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hae</td>
<td>Ke-lula hae.</td>
<td>home</td>
<td>I live at home.</td>
<td></td>
</tr>
<tr>
<td>Moshoeshoe</td>
<td>Ke-lula Moshoeshoe Hall.</td>
<td>Moshoeshoe</td>
<td>I live in Moshoeshoe Hall.</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td></td>
<td>Hall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th>A: U-[lula] kae?</th>
<th>Where do you [live]?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: Ke-[lula] [Moshoeshoe Hall].</td>
<td>I [live] [in Moshoeshoe Hall].</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-3</th>
<th>lula</th>
<th>Hq-ke-lule Masöru.</th>
<th>live</th>
<th>I don't live in Maseru.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sëbëtsa</td>
<td>Hq-ke-sëbêtse Masöru.</td>
<td>work</td>
<td>I don't work in Maseru.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
<th>A: Naa u-[sëbëtsa] [Masöru]?</th>
<th>Do you work in Maseru?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>C-3</th>
<th>A: U-sëbëtsa kae?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>M-4</th>
<th>sekölö</th>
<th>U-kêña sekölö kae?</th>
<th>school</th>
<th>Where do you attend school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>kërëkë</td>
<td>U-kêña kërëkë kae?</td>
<td>church</td>
<td>Where do you attend church?</td>
<td></td>
</tr>
</tbody>
</table>
C-4
A: U-sēbētsa kae?
B: Ha-ke-sēbētse.
       Ke-kēna sekōlō.
A: Ŭ. Ke-hantlē.
       U-kēna sekōlō kae?
B: [Masēru].
Cycle 29  Is Morija a village or a town?

M-1
Morija  Morija ke-motse kapa tõrõpô?  Morija  Is Morija a village or a town?
Masëru  Masëru ke-motse kapa tõrõpô?  Maseru  Is Maseru a village or a town?
Matsiëng  Matsiëng ke-motse kapa tõrõpô?  Matsiëng  Is Matsiëng a village or a town?

M-2
Morija  Morija ke-motse.  Morija  Morija is a village.
Pêka  Pêka ke-motse.  Peka  Peka is a village.
Thaba=Bosiu  Thaba=Bosiu ke-motse.  Thaba=Basiu  Thaba=Bosiu is a village.

C-1
B:  Kr-[motse].  It's a village.

C-2
Use a map of Lesotho.
A:  [Morija] ke-kae?  Where is [Morija]?
B:  Ke-möna.  It's here.

C-3
A:  [Leribê] ke'ng?  What is [Leribê]?
B:  Ke-tõrõpô.  It's a town.

C-4
A:  [Morija] ke'ng?  
B:  Ke-motse.

M-3
Basutoland  Basutoland High School  ke-sekolô.  Basutoland High School is a school.
A: [St. Joseph's] ke'ng?
B: Ke-seköö.
### Cycle 30  Do you know how to ride?

#### M-1

<table>
<thead>
<tr>
<th>Language</th>
<th>Question</th>
<th>Answer</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>palama</td>
<td>Do you know (how) to ride?</td>
<td>Yes, I know (how).</td>
<td>(And) you?</td>
</tr>
<tr>
<td>bala</td>
<td>Do you know (how) to read?</td>
<td>Yes, I know (how).</td>
<td>(And) you?</td>
</tr>
<tr>
<td>ngọla</td>
<td>Do you know (how) to write?</td>
<td>Yes, I know (how).</td>
<td>(And) you?</td>
</tr>
<tr>
<td>tantša</td>
<td>Do you know (how) to dance?</td>
<td>Yes, I know (how).</td>
<td>(And) you?</td>
</tr>
<tr>
<td>khanna</td>
<td>Do you know (how) to drive?</td>
<td>Yes, I know (how).</td>
<td>(And) you?</td>
</tr>
<tr>
<td>phĕha</td>
<td>Do you know (how) to cook?</td>
<td>Yes, I know (how).</td>
<td>(And) you?</td>
</tr>
</tbody>
</table>

#### C-1

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

**B:** électrique, kea-tseba.  
Or: $\mathcal{E}$- kè, h₃-ke-tsebe.

#### C-2

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

**B:** électrique, kea-tseba. Uênaa?

**A:** Le-nna kea-tseba.

**B:** Me also, I know (how).  

#### C-3

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

**B:** électrique, kea-tseba. Uênaa?

**A:** électrique, nna h₃-ke-tsebe.

**B:** H₃-u-batla ho-ithuta?  
Don't you want to learn (how)?

**A:** K₃-batla ho-ithuta.

**B:** Ke-hantlē.

#### C-4

**A:** (Naa) u-batla ho-ithuta ho-[palama]?

**B:** électrique, kea-batla.  
Or: h₃-ke-batla.
A: (Naa) u-tseba ho-[palama]?
B: E-e, ha-ke-tsebe.
A: U-tseba ho-[khanna]?
B: E-e.
A: U-tseba'ng fêêla? Then what do you know?
B: kg-tseba ho-[phêha].

A: Naa u-tseba ho-bua [Sekhooa]? Do you know (how) to speak English?
B: E-e, kea-tseba fêêla e-seng haholo. Yes, I know (how) only not very well.

A: (Naa) u-tseba ho-bua Sekhooa?
B: E-e, ha-ke-tsebe.
A: U-tseba'ng?
B: Kg-tseba ho-bua Sesotho fêêla. I only know (how) to speak Sesotho.
Cycle 31 What day is today? 31-1

M-1

Use a calendar to teach the following.

<table>
<thead>
<tr>
<th>Day</th>
<th>English</th>
<th>Setswana</th>
<th>Setswana Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bēkē</td>
<td>Ke-bēkē</td>
<td>week</td>
<td>It's a week.</td>
</tr>
<tr>
<td>khoēli</td>
<td>Ke-khoēli</td>
<td>month</td>
<td>It's a month.</td>
</tr>
<tr>
<td>Sōntaha</td>
<td>Ke-Sōntaha</td>
<td>Sunday</td>
<td>It's Sunday.</td>
</tr>
<tr>
<td>Mmantaha</td>
<td>Ke-Mmantaha</td>
<td>Monday</td>
<td>It's Monday.</td>
</tr>
<tr>
<td>Sateretaha</td>
<td>Ke-Sateretaha</td>
<td>Saturday</td>
<td>It's Saturday.</td>
</tr>
</tbody>
</table>

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-[Sōntaha]. It's [Sunday].

M-3

Ke-Labobēli. It's Tuesday.
Ke-Laboraro. It's Wednesday.
Ke-Labonē It's Thursday.
Ke-Labohlano It's Friday.

C-3

T: Ke-letsatsi lefe?
S: Ke-[Labobēli].

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.

<table>
<thead>
<tr>
<th>Day</th>
<th>English</th>
<th>Setswana</th>
<th>Setswana Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kajēno</td>
<td>Kajēno ke-[Mmantaha].</td>
<td>today</td>
<td>Today is [Monday].</td>
</tr>
<tr>
<td>hosasa</td>
<td>Hosasa ke-[Labobēli].</td>
<td>tomorrow</td>
<td>Tomorrow is [Tuesday].</td>
</tr>
<tr>
<td></td>
<td>What (day) is today?</td>
<td>What (day) is tomorrow?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>M-5</td>
<td>Kajëno ke-la-bokae?</td>
<td>today.</td>
<td></td>
</tr>
<tr>
<td>Kagno</td>
<td>(lit: Today it is of how-much?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hosasa</td>
<td>Hosasa ke-la-bokae?</td>
<td>tomorrow</td>
<td></td>
</tr>
</tbody>
</table>

T: [Kajëno] ke-la-bokae?
S: [Kajëno] ke-[Mmantaha].
Or: Ke-[Mmantaha].

What (day) is [today]?
Today is [Monday].
M-1
bôna  Këa-bôna.  see  I see.
utloa  Këa-utloa.  hear  I hear.
lumêla  Këa-lumêla.  agree  I agree.
leboha  Këa-leboha.  thank  I thank (you).

C-1
A:  U-[sëbëtsa] kae?
B:  Kë-ke-[sëbëtsa].  Kë-kôna sekôlo.
A:  Këa-bôna.

C-2
A:  Kë-[lula] [Masëru].
B:  U-[lula] [Masëru]?
A:  Ëë.
B:  Ôô, këa-bôna.

C-3
A:  Këa-[ithuta].
B:  U-[ithuta'ng]?
B:  Ôô, këa-bôna.

C-4
B:  Këa-lumêla.  I agree.

C-5
B:  Këa-lumêla

M-2
tsamae  Naa u-lumêla ho-[tsamae]  walk, go  Do you agree to go
le-nna?  with me?
tantsâ  Naa u-lumêla ho-[tantsâ]  dance  Do you agree to dance
le-nna?  with me?
C-6
A: Naa u-lumêla ho-tsamaea le-una?
B: Eê, kêa-lumêla.
A: Kêa-lêboha. I thank (you).

C-7
A: U-phela joang?
B: Kê-phela hantlê.
   Üêna u-phela joang?
A: Kê-phela hantlê.
B: Õö, kêa-lêboha.
Cycle 33  What time is it?  33-1

M-1

Use a clock to demonstrate and practice the following.

Ke-4:00.  It's 4:00 o'clock.
Ke-"half-past" 4:00.  It's 4:30.
Ke-"quarter past" 4:00.  It's 4:15.
Ke-"quarter to" 5:00.  It's 4:45.
Ke-"five past" 4:00.  It's 4:05.
Ke-"ten to" 5:00.  It's 4:50.

C-1

A:  Ke-nakô mang?  What time is it?
   Or:  Nakô ke-mang?
B:  Ke-[4:00].  It's [4:00 o'clock].

M-2

To the instructor:  Introduce counting in Sesotho by the following demonstration:

    Nngoe, peli, tharo, nne, hlano.
    (Counting on the fingers in Sesotho fashion).

mngoe  Nngoe.  One.
peîi  Peli.  Two.
tharo  Tharo.  Three.
nê  Nnê.  Four.
hlano  Hlano.  Five.

C-2

T:  Naa u-tseba ho-bala ka-Sesotho?  Do you know how to count in Sesotho?
S:  E-ê, empa ke-batla ho-ithuta.  No, but I want to learn.
S:  Nngoe, peli, tharo, nne, hlano.
C-3
T: Bala [libuka].
S: Nngōe, peli, tharo.

M-3
Ke-5 rand.
Ke-25 cents.
Ke-1 rand 75.

It's R.5.00.
It's R.25.
It's R.1.75.

C-4
T: Ke-bokae?
S: Ke-[5 rand].

How much is it?
Cycle 34  Let's go!

M-1

<table>
<thead>
<tr>
<th>ea</th>
<th>Ha-rɛ-eɛ.</th>
<th>go</th>
<th>Let's go.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ja</td>
<td>Ha-rɛ-jɛ.</td>
<td>eat</td>
<td>Let's eat.</td>
</tr>
<tr>
<td>bapala</td>
<td>Ha-rɛ-bapala.</td>
<td>play</td>
<td>Let's play.</td>
</tr>
<tr>
<td>bina</td>
<td>Ha-rɛ-binɛ.</td>
<td>sing</td>
<td>Let's sing.</td>
</tr>
</tbody>
</table>

C-1

A: Naa u-batla ho-tsamæa le-nna?  Would like to go with me?
B: Ňĩ, Ha-rɛ-eɛ.  Yes, let's go.

C-2

A: Kɛ-batla ho-ɛa le-uɛna [Masėru].  I would like to go to Maseru with you.

M-2

<table>
<thead>
<tr>
<th>ja</th>
<th>Ha-rɛ-o-jɛ.</th>
<th>eat</th>
<th>Let's go eat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bina</td>
<td>Ha-rɛ-o-bina.</td>
<td>sing</td>
<td>Let's go sing</td>
</tr>
<tr>
<td>rōbala</td>
<td>Ha-rɛ-o-rōbala.</td>
<td>sleep</td>
<td>Let's go sleep.</td>
</tr>
<tr>
<td>bapala bǒlô</td>
<td>Ha-rɛ-o-bapala bǒlô.</td>
<td>play foot-ball</td>
<td>Let's go play foot-ball.</td>
</tr>
<tr>
<td>bua le tichɛrɛ</td>
<td>Ha-rɛ-o-bua le-tichɛrɛ</td>
<td>speak to the teacher</td>
<td>Let's go speak to the teacher.</td>
</tr>
</tbody>
</table>

C-3


M-3

<table>
<thead>
<tr>
<th>jà</th>
<th>Ke-nakô ea-ho-ja.</th>
<th>eat</th>
<th>It's time to eat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>rōbala</td>
<td>Ke-nakô ea-ho-rōbala.</td>
<td>sleep</td>
<td>It's time to sleep.</td>
</tr>
<tr>
<td>sēbëtsa</td>
<td>Ke-nakô ea-ho-sēbëtsa.</td>
<td>work</td>
<td>It's time to work.</td>
</tr>
<tr>
<td>bapala</td>
<td>Ke-nakô ea-ho-bapala.</td>
<td>play</td>
<td>It's time to play.</td>
</tr>
</tbody>
</table>

C-4

A: Ke-nakô ea-ho-[ja].  It's time to [eat].
B: Ho-lokile. Ha-rɛ-eo [ja].  Okay. Let's go [eat].
Cycle 35 What is he doing?

M-1
uēna Uēna u-ētsa'ng? you What are you doing?
eēna Eēna o-ētsa'ng? he/she What is he doing?

M-2
bala buka John o-bala buka. read a/the book John's reading a book.
ngōla lengōlē John o-ngōla lengōlē. write a/the letter John's writing a letter.
ithuta Sesotho John o-ithuta Sesotho. study Sesotho John's studying Sesotho.
apara kobō John o-apara kobō. put on a/the blanket John's putting on a blanket.
hlobola kobō John o-hlobola kobō. taking off a/the blanket John's taking off a blanket.
bula monyakō John o-bula monyakō. open the door John's opening the door.
noa kōfi John o-noa kōfi. drink coffee John's drinking some coffee.

C-1
A: [John] o-ētsa'ng? What is [John] doing?
B: O-[apara kobō]. He's [putting on a blanket].

M-3
ja Kēja-ja. eat I'm eating.
bapala Kē-bapala. play I'm playing.
tantša Kē-tantša. dance I'm dancing.
hlatsoa Kē-hlatsoa. wash I'm washing.
bala Kē-bala. read I'm reading.
fiēla Kē-fiēla sweep I'm sweeping.

C-2
A: U-ētsa'ng? What are you doing?
B: Kē-[hlatsoa]. I'm [washing].
M-4

æna
U-leka ho-ëtsa'ng?
he/she
What's he trying to do?

uæna
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].
O-leka ho-ëtsa'ng?
Look at [Susan].

B: O-leka ho-[bapala bôlô].
What's she trying to do?
She's trying to [play ball].

C-4

A: U-ëtsa'ng?
I'm not doing anything.

B: Hq-ke-ëtse lethô.

TO THE STUDENT:

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

/ŋ-/ you (sg) /ŋ-bala hantlê/ 'You read well.'
/ɔ/ he/she /ɔ-bala hantlê/ 'He/she reads well.'

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

⟨u-⟩ you (sg) ⟨u-bala hantlê⟩
⟨o-⟩ he/she ⟨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-Thabê.
U-tichêrê ca-ka.
U-tantša joang?
U-sebetsa hantlê.
U-bua haholo.
U-tsoa lijông
U-bala hantlê.
U-ngôla haholo.
U-bina joang?
U-tantša kae?
U-batla 'ng?
U-ithuta Sesotho haholo.
U-tseba Sesotho hantlê.
U-tsamaee haholo.
Na u-ea Leribê?
Na u-tsoa Butha-Buthê?
Na u-sebetsa Khautêng?
Na u-phela Mohales Hoek?
Na u-motsoallê oa Tsêpô?
Na u-moithaopi oa Englane?

2. Eêna
0-tsoa kae?
0-ea kae?
Ke-mang?
Ke-Thabê.
Ke-tichêrê ca-ka.
0-tantša joang?
0-sebetsa hantlê.
0-bua haholo.
0-tsoa lijông.
0-bala hantlê.
0-ngôla haholo.
0-bina joang?
0-tantša kae?
0-batla 'ng?
0-ithuta Sesotho haholo.
0-tseba Sesotho hantlê.
0-tsamaee haholo.
Na o-ea Leribê?
Na o-tsoa Butha-Buthê?
Na o-sebetsa Khautêng?
Na o-phela Mohales Hoek?
Na ke-motsoallê oa-Tsêpô?
Na ke-moithaopi oa-Englane?
Cycle 36  I'm hungry.

M-1
lapa  Ke-lapilé.  become hungry  I'm hungry.
thaba  Ke-thabilé.  become happy  I'm happy.
thaba  Ke-soabilé.  become sorry  I'm sorry.
soaba  Ke-halefilé.  become cross, I'm angry.

C-1
A:  Ke-lapilé.
B:  Le-nna ke-lapilé.
A:  Naa lijó li-lobi?
B:  Hà-ke-tsebe. Hà-rg-ë'o bôna.

C-2
A:  Naa u-lapilé?
B:  Ëë, ke-lapilé. Uënaa?
A:  Le-nna ke-lapilé haholo.
B:  Hà-rg-ë' ja.
A:  Naa lijó li-lobi?
B:  Hà-ke-tsebe. Hà-rg-ë'o bôna.
A:  Hà-rg-ëë.

C-3
A:  Naa u-ea Lesotho?
B:  Ëë ke-ea Lesotho.
A:  Ua-rata ho-ea Lesotho?
B:  Ëë ke-rata haholo.
A:  U-thabilé joalé?
B:  Ëë ke-thabilé haholo.

C-4
A:  Naa u-këna sekólë?
B:  Ê-e, këa-kula.
A:  Ua-kula?
B:  Êë.

I'm hungry.  Me too, I'm hungry.
I'm hungry.  Me too, I'm very hungry.
Are you hungry?  Yes, I'm hungry. You?
Are you hungry?  Yes, I'm very hungry. You?
Are you hungry?  Yes, I'm very hungry. You?
Are you hungry?  Yes, I like (it) very much.
Are you happy then?  Yes, I'm very happy.
Are you happy then?  Yes, I'm very happy.
Are you happy then?  Yes, I'm very happy.

I don't know. Let's go see.
I don't know. Let's go see.
I don't know. Let's go see.
I don't know. Let's go see.
I don't know. Let's go see.
I don't know. Let's go see.
Use a picture of one or more of the students in the current program with the following.


Ke-[tichêrê]. O-batla ho-ruta Lesotho.


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: Hōo ke'ng?
S: Ke-setšoantšo sa-moithaopi.

Q-2
T: Môo ke-mang?
S: Ke-[John].

Q-3
T: Naa [John] ke-moithaopi oa-Amerika kapa ke-oa-Englane?
S: Ke-oa-Englane.

Q-4
T: Naa o-kêna sekölö?
S: Ez, o-ithuta Sesotho.

Q-5
T: O-sêbêtsa'ng?
S: Ke-[tichêrê].

Q-6
T: Naa o-tseba ho-[palama]?
S: È-ê hâ-a-tsebe.
Or: È-ê, hâ-a-tsebe, empa o-tseba ho-khanna.
Q-7
T: Motsoalle oa-hae ke-mang?
S: Ke-[Bill].

Q-8
T: Tichêre ea-hae ke-mang?
S: Ke-[Thabô].
Cycle 38  Who is the director looking for?

M-1  
batla  Mookameli o-batla mang?  look for  Who is the director looking for?  
bitsa  Mookameli o-bitsa mang?  call  Who is the director calling?  
roma  Mookameli o-roma mang?  send  Who is the director sending?  

C-1  
A:  Mookameli 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:  Oo, ke-a-leboha.  

C-4  
A:  (at the door, looks in)  
B:  U-batla mang?  
A:  Ha-ke-batle motho.  I don't want anybody.  
B:  Oo, ke-hantlê.
C-5
A: (at the door, looks in)
B: U-batla'ng? What do you want?
A: Kg-batla [tîchêrê ea-ka].
    Or: Hê-ke-batle lethê. I don't want anything.
B: Üö.

C-6
[John]: (calling out) [Thabô]!
A: (to John) U-bitsa nna? Are you calling me?
[John]: E-ê, hê-ke-bitse uêna. No, I'm not calling you.
A: U-bitsa mang?
[John]: Kg-bitsa [Thabô].

C-7
A and B: (GREETINGS EXCHANGE)
A: Kg-ea [Warner Springs].
B: U-tsamaea le-mang?
A: Kg-tsamaea le-motsoallê oa-ka.
B: Motsoallê oa-hao ke-mang?
A: Ke-[Ann].
B: Üö, ke-hantlê.
Cycle 39  I'm going to the post office.

| 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]. |

| M-2 |
| töripöng | O-tsoa töripöng. | town He/she's coming from town. |
| kërëkëng | O-tsoa kërëkëng. | 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 [töripöng]. |

| M-3 |
| Morija | O-sëbëtsa Morija. | Morija He works at Mor:ja. |
| pösöng | O-sëbëtsa pösöng. | post office He works at the post office. |
| lebënkelöng | O-sëbëtsa lebënkelöng. | store He works at the store. |
| öfising | O-sëbëtsa öfising. | office He works at the office. |

| C-3 |
| A: Dinëö 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: ÈÈ, hë-ke-batle.

C-5
A and B: (GREETING EXCHANGE).  
A: U-ea kae?  
B: Kë-ea [pösöng].  
A: U-tsoa kae?  
B: Kë-tsoa [lijöng]. Uëna, u-tsoa kae?  
A: Kë-tsoa [kërëkëng].  
B: U-ea kae?  
A: Kë-ea haë.  
A and B: (LEAVE-TAKING EXCHANGE)
Cycle 40 I don't understand.

M-1

<table>
<thead>
<tr>
<th>Language</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sesotho</td>
<td>Naa u-utloisisa Sesotho?</td>
<td>Sesotho Do you understand Sesotho?</td>
</tr>
<tr>
<td>Sekhooa</td>
<td>Naa u-utloisisa Sekhooa?</td>
<td>English Do you understand English?</td>
</tr>
<tr>
<td>Seburu</td>
<td>Naa u-utloisisa Seburu?</td>
<td>Afrikaans Do you understand Afrikaans?</td>
</tr>
<tr>
<td>Sefora</td>
<td>Naa u-utloisisa Sefora?</td>
<td>French Do you understand French?</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Language</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sesotho</td>
<td>Ha-ke-utloisise Sesotho.</td>
<td>Sesotho I don't understand Sesotho.</td>
</tr>
<tr>
<td>Sekhooa</td>
<td>Ha-ke-utloisise Sekhooa.</td>
<td>English I don't understand English.</td>
</tr>
<tr>
<td>Seburu</td>
<td>Ha-ke-utloisise Seburu.</td>
<td>Afrikaans I don't understand Afrikaans.</td>
</tr>
<tr>
<td>Sefora</td>
<td>Ha-ke-utloisise Sefora.</td>
<td>French I don't understand French.</td>
</tr>
</tbody>
</table>

C-1

A: U-utloisisa [Sesotho]?
B: E-ê, ha-ke-utloisise [Sesotho] hantiê.
Or: E-seng haholo.

C-2

To the instructor: Ask the students some questions using neng? (when) and hobane'ng? (why) to which they can answer, Ha-ke-utloisise (since these have not yet been introduced).

T: [ ...neng?]
S: Ha-ke-utloisise.

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: [ ]
S: Ha-ke-utloisise.
I don't understand.
Ak'u buê but1ê.
Please speak slowly.
To the instructor: Engage the students in conversation, as in C-3 above. When a student does not understand, he should request a repetition.

T: 

S: Ḧa- kè- uṭloisise. I don't understand.
   Ḧa' phetē hapē. Please repeat.

**M-3**

<table>
<thead>
<tr>
<th>Afrikaans</th>
<th>Sesotho</th>
</tr>
</thead>
<tbody>
<tr>
<td>uṭloisise</td>
<td>Ḧa- a- uṭloisise Seburu. understand</td>
</tr>
<tr>
<td>ithute</td>
<td>Ḧa- a- ithute Seburu. study</td>
</tr>
<tr>
<td>tsebe</td>
<td>Ḧa- a- tsebe Seburu. know</td>
</tr>
<tr>
<td>bue</td>
<td>Ḧa- a- bue Seburu. speak</td>
</tr>
</tbody>
</table>

**C-5**

A: Naa [John] o- uṭloisisa [Seburu]?
B: Ḫ-ē, Ḧa- a- uṭloisise [Seburu].

**C-6**

A: [John] o- ithuta [Sesotho]?
B: Ḫē.
A: O- uṭloisisa hantē? 
B: Ḫ-ē, Ḧa- a- uṭloisise.
   Or: Ḫ-ē, Ḧa- a- uṭloisise.
   Or: Ḫē.
Cycle 41 Who is she with?  

**M-1**

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Bill</th>
<th>Susan is with...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill</td>
<td>Susan o-na le-Bill.</td>
<td></td>
<td>Susan is with Bill.</td>
</tr>
<tr>
<td>tichêrê</td>
<td>Susan o-na le-tichêrê.</td>
<td>teacher</td>
<td>Susan is with the teacher.</td>
</tr>
<tr>
<td>mookamêli</td>
<td>Susan o-na le-mookamêli.</td>
<td>director</td>
<td>Susan is with the director.</td>
</tr>
<tr>
<td>mmê</td>
<td>Susan o-na le-mmê.</td>
<td>(my) mother</td>
<td>Susan is with (my) mother.</td>
</tr>
<tr>
<td>motsoalli</td>
<td>Susan o-na le-motsoalli</td>
<td>her friend</td>
<td>Susan is with her friend.</td>
</tr>
<tr>
<td>oa-hae</td>
<td>oa-hae.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C-1**

A: [Susan] o-na le-mang?  
B: O-na le-[Bill].

**C-2**

A: U-na le-mang?  
B: Ke-[moithaopi oa-Amêrika].

**M-2**

<table>
<thead>
<tr>
<th>Action</th>
<th>in English</th>
<th>WHO is John doing it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsamaea</td>
<td>walk, go</td>
<td>Who is John going with?</td>
</tr>
<tr>
<td>palama</td>
<td>ride</td>
<td>Who is John riding with?</td>
</tr>
<tr>
<td>ja</td>
<td>eat</td>
<td>Who is John eating with?</td>
</tr>
<tr>
<td>lula</td>
<td>stay</td>
<td>Who is John staying with?</td>
</tr>
<tr>
<td>na</td>
<td>be</td>
<td>Who is John with?</td>
</tr>
</tbody>
</table>

**C-3**

A: [John] o-[lula] le-mang?  
B: O-lula le-motsoalli oa-hae [Bill].

**C-4**

A: U-ea kae?  
B: Kê-[pööng].  
A: U-ea [pööng] le-mang?  
B: Kê-tsamaea le-[ntatê].  
Or: Le-[ntatê].  
Or: Kê-tsamaea ke-le-mong.  

I'm going alone.
(lit: I'm going it is one.)
M-4
mamêlê  Ak'u mamêlê hantlê.
TLê   Ak'u tlê koano.
êmê   Ak'u êmê hannyane.

listen  Please listen carefully.
come    Please come here.
stand/wait  Please wait for a while.

C-4
A: Ak'u tlê koano.
B: Kêa-tla.

Please come here.
I'm coming.

C-5
A: Kêa-tsamaea.
B: Ak'u êmê hannyane.
   Kê-batla ho-bua le-uêna.
A: Ho-lokîlê.

I'm going.
Please wait a little.
I want to speak with you.
Okay.
Or: Hurry. I'm anxious to go.
C-5

A: U-ea kae?
B: Ke-ea [lebènkèlèng].
A: U-ea le-mang?
B: Ke-ea le-[Tè11è].
Cycle 42  Please lend me a pencil.  

**M-1**

<table>
<thead>
<tr>
<th>Item</th>
<th>Ak' u nkali mè item.</th>
<th>Meaning</th>
<th>Please lend me a item.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>Ak' u nkali mè pen.</td>
<td>pen</td>
<td>Please lend me a pen.</td>
</tr>
<tr>
<td>buka</td>
<td>Ak' u nkali mè buka.</td>
<td>book</td>
<td>Please lend me a book.</td>
</tr>
<tr>
<td>p'entšèlè</td>
<td>Ak' u nkali mè p'entšèlè.</td>
<td>pencil</td>
<td>Please lend me a pencil.</td>
</tr>
<tr>
<td>chèlètè</td>
<td>Ak' u nkali mè chèlètè.</td>
<td>money</td>
<td>Please lend me some money.</td>
</tr>
</tbody>
</table>

**C-1**

A: Ak' u nkalimè [penè].  
B: (giving it) Nka.  
A: Tanki.  
Or: Kèa-lèboha.

**M-2**

<table>
<thead>
<tr>
<th>Item</th>
<th>Ha-ke-na item.</th>
<th>Meaning</th>
<th>Please lend me a item.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>Ha-ke-na pen.</td>
<td>pen</td>
<td>I don't have a pen.</td>
</tr>
<tr>
<td>eōna</td>
<td>Ha-ke-na eōna.</td>
<td>it</td>
<td>I don't have it.</td>
</tr>
<tr>
<td>buka</td>
<td>Ha-ke-na buka.</td>
<td>book</td>
<td>I don't have a book.</td>
</tr>
</tbody>
</table>

**C-2**

A: Ak' u nkalimè [p'entšèlè].  
B: Ha-ke-na eōna.  
A: Əōō.

**M-3**

<table>
<thead>
<tr>
<th>Item</th>
<th>Ak' u nnëhëlëtsë item.</th>
<th>Meaning</th>
<th>Please pass me the item.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bohôbê</td>
<td>Ak' u nnëhëlëtsë bohôbê.</td>
<td>bread</td>
<td>Please pass me the bread.</td>
</tr>
<tr>
<td>lebese</td>
<td>Ak' u nnëhëlëtsë lebese.</td>
<td>milk</td>
<td>Please pass me the milk.</td>
</tr>
<tr>
<td>khaba</td>
<td>Ak' u nnëhëlëtsë khaba.</td>
<td>spoon</td>
<td>Please pass me a spoon.</td>
</tr>
<tr>
<td>tsoekere</td>
<td>Ak' u nnëhëlëtsë tsoekere.</td>
<td>sugar</td>
<td>Please pass me the sugar.</td>
</tr>
</tbody>
</table>

**C-3**

To the student: At your next meal ask for some item to be passed to you (Ak' u nnëhëlëtsë [    ]). If you need something from the waiter or the food counter, use the phrase Ak' u mphê [    ].
Cycle 43  What do you have?

M-1

To the instructor: Bring the following objects to class and teach the students to identify them (cf. cycle 5). Then teach the following sentences.

<table>
<thead>
<tr>
<th>Object</th>
<th>Nama</th>
<th>English</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>Kg-na le-apolê.</td>
<td>apple</td>
<td>I have an apple.</td>
</tr>
<tr>
<td>bottle</td>
<td>Kg-na le-botlôlô</td>
<td>bottle</td>
<td>I have a bottle.</td>
</tr>
<tr>
<td>box</td>
<td>Kg-na le-lebôkôsê.</td>
<td>box</td>
<td>I have a box.</td>
</tr>
<tr>
<td>tobacco</td>
<td>Kg-na le-koae.</td>
<td>tobacco</td>
<td>I have some tobacco.</td>
</tr>
<tr>
<td>fire/match</td>
<td>Kg-na le-mollô.</td>
<td>fire/match</td>
<td>I have a match.</td>
</tr>
<tr>
<td>spoon</td>
<td>Kg-na le-khaba.</td>
<td>spoon</td>
<td>I have a spoon.</td>
</tr>
<tr>
<td>knife</td>
<td>Kg-na le-thîpa.</td>
<td>knife</td>
<td>I have a knife.</td>
</tr>
</tbody>
</table>

C-1

To the instructor: Give each student one of the above objects.

Or: Uêna u-na le'ng?
B: Kg-na le-[apolê].  I have an [apple].

C-2

A: [Bill] o-na le'ng?  What does [Bill] have?
B: O-na le-[botlôlô].  He has a [bottle].

M-3

<table>
<thead>
<tr>
<th>Nama</th>
<th>English</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>[Tšepô] o-na le'ng?</td>
<td>be</td>
</tr>
<tr>
<td>come</td>
<td>[Tšepô] o-tla le'ng?</td>
<td>come</td>
</tr>
<tr>
<td>want</td>
<td>[Tšepô] o-batla'ng?</td>
<td>want</td>
</tr>
<tr>
<td>see</td>
<td>[Tšepô] o-bôna'ng?</td>
<td>see</td>
</tr>
<tr>
<td>Who is Tsepo with?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is Tsepo coming with?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who does Tsepo want?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who does Tsepo see?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C-3
A: [Thabë] oa-tla.
B: O-tla le'ng?
A: O-tlisa [lijë].
B: Öö, ke-hantlë.

[Thabë] 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-[lengëië].

Where is John coming from?
He's coming from the post office.
He's coming with a letter.
Cycle 44  What are you saying?  

M-1  
buka  Tlisa buka.  
köfi  Tlisa köfi.  
pênê  Tlisa pênê.  
setulô  Tlisa setulô.  

book  Bring the book.  
coffee  Bring some coffee.  
pen  Bring the pen.  
chair, seat  Bring a chair.

C-1  
A: Kê-batla köfi. Tlisa [köfi].  
B: (Doesn't hear well) U-re'ng? What did you say? [Lit: What are you saying?]  
A: Kê-re: Kê-batla [köfi]. Tlisa [köfi].

C-2  
A: Tlisa [köfi].  
B: U-batla [köfi]?  
A: Ëê, Kê-batla [köfi].  
B: Òô, ke-hantê. (Brings tea).  
A: Ë-ë, hê-se-[köfi]. Ke-teë.

M-2  
bitsa  Bitsa Phiri.  
bôna  Bôna Phiri.  
tsamaea  Tsamaea le-Phiri.  
bua  Bua le-Phiri.  

call  Call Phiri.  
look  Look at Phiri.  
walk, go  Go with Phiri.  
speak  Speak with Phiri.

C-3  

M-3  
chêlêtê  Kê-fa Mphô chêlêtê.  
köfi  Kê-fa Mphô köfi.  
setulô  Kê-fa Mphô setulô.  
lengôlô la-hae  Kê-fa Mphô lengôlô la-hae.  
money  I'm giving Mpho some money.  
coffee  I'm giving Mpho some coffee.  
chair, seat  I'm giving a chair to Mpho.  
his/her letter  I'm giving Mpho her letter.
C-4
A: U-ëtsa'ng?
B: Ke'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.
lengôla la-hae Faa Mphô lengôla 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 fatô].
[John]: Ha-ke-na [setulô].

C-7
T:  [John], faa [Susan] [pampiri].
     O-batla ho-[ngôla].
[John]: U-re'ng?
T:  Ke-re: [Susan] o-batla [pampiri].
[John]: Ha-ke-na [egô].

C-8
A: Naa [Bill] o-bitsa [John]?
B: E-ô, ha-ë-bitse [John].
A: O-bitsa mang?
B: U-re'ng?
A: Ke-re: Naa o-bitsa mang?
B: O-bitsa [Susan].
## Cycle 45 Where is Susan?

### M-1

<table>
<thead>
<tr>
<th>Figure</th>
<th>Name</th>
<th>Question</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan</td>
<td>Susan</td>
<td>Susan o-kae?</td>
<td>Where is Susan?</td>
</tr>
<tr>
<td>ntaṭē</td>
<td>Ntaṭē</td>
<td>father</td>
<td>Where is (my) father?</td>
</tr>
<tr>
<td>mmē'</td>
<td>Mmē'</td>
<td>mother</td>
<td>Where is (my) mother?</td>
</tr>
<tr>
<td>mookamēli</td>
<td>Mookamēli</td>
<td>director</td>
<td>Where is the director?</td>
</tr>
</tbody>
</table>

### C-1

T: (Noting an absence in the class.)

Where is Susan?

S: O-dormitoring. Oa-kula.

Oh, that's too bad.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Name</th>
<th>Question</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mae</td>
<td>Mae o-kae?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### M-2

<table>
<thead>
<tr>
<th>Figure</th>
<th>Name</th>
<th>Question</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>banka</td>
<td>O-bankeng.</td>
<td>bank</td>
<td>He/she's at the bank.</td>
</tr>
<tr>
<td>mmaraka</td>
<td>O-mmarakeng.</td>
<td>market</td>
<td>He/she's at the market.</td>
</tr>
<tr>
<td>töröpō</td>
<td>O-töröpōng.</td>
<td>town</td>
<td>He/she's in town.</td>
</tr>
<tr>
<td>haē</td>
<td>O-haē</td>
<td>home</td>
<td>He/she's at home.</td>
</tr>
</tbody>
</table>

### C-2

T: [Bill] o-kae? (Noting an absence in the class.)

He's at the bank. He's coming.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Name</th>
<th>Question</th>
<th>Location</th>
</tr>
</thead>
</table>

### M-3

<table>
<thead>
<tr>
<th>Figure</th>
<th>Name</th>
<th>Question</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>baokamēli</td>
<td>Baokamēli ba-kae?</td>
<td>the staff</td>
<td>Where are the staff?</td>
</tr>
<tr>
<td>baithaopi</td>
<td>Baithaopi ba-kae?</td>
<td>volunteers</td>
<td>Where are the volunteers?</td>
</tr>
<tr>
<td>John le-Bill</td>
<td>John le-Bill ba-kae?</td>
<td>John and Bill</td>
<td>Where are John and Bill?</td>
</tr>
<tr>
<td>bahlankana</td>
<td>Bahlankana ba-kae?</td>
<td>boys, young men</td>
<td>Where are the boys?</td>
</tr>
<tr>
<td>baroetsana</td>
<td>Baroetsana ba-kae?</td>
<td>girls, young women</td>
<td>Where are the girls?</td>
</tr>
</tbody>
</table>
Cycle 45  Where is Susan?

M-1

Susan  Susan o-kae?  Susan  Where is Susan?
natatë  Ntatë o-kae?  father  Where is (my) father?
mmê  Mmê o-kae?  mother  Where is (my) mother?
mookamêli  Mookamêli o-kae?  director  Where is the director?

C-1

T: (Noting an absence in the class.)  Where is Susan?
[Susan] o-kae?  She is in the dorm. She's sick.

S: 0-dormitoring.  Oa-kula.  Oh, that's too bad.

T: 0 {_ke-hampe haholo.}

M-2

banka  0-bankëng.  bank  He/she's at the bank.

mmaraka  0-mmarakëng.  market  He/she's at the market.
tôrôpô  0-tôrôpông.  town  He/she's in town.
haë  0-haë  home  He/she's at home.


C-2

T:  [Bill] o-kae? (Noting an absence in the class.)  He's at the bank. He's coming.

S: 0-[bankëng].  Oa-tla.  He's at the bank. He's coming.


M-3

baokamêli  Baokamêli 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-4

lijöng Baokamēli ba-lijöng. dining hall The staff are at the dining hall.

mmaarakēng Baokamēli ba-mmaarakēng. market The staff are at the market.

sekölöng Baokamēli ba-sekölöng. school The staff are at the school.

öffising Baokamēli ba-öffising. office The staff are at the office.

C-3

A: [Baokamēli] ba-kae? Where are the staff. They are at the office.

B: Ba-öffising].

A: Ba-őtsa'ng? They are drinking tea.

A: ÖS, kəa-bōna.

C-4


B: Ba-ea le-[Linē].

A: Ba-qala ho-ithuta Sesotho? Yes, they are beginning.

B: Éf, baa-qala.
Cycle 46  Gossip: My teacher drives badly.

M-1
ngöla         Thabö o-ngöla kapele.   write   Thabö writes fast.
bua           Thabö o-bua kapele.     speak   Thabo speaks rapidly.
sēbētsa       Thabö o-sēbētsa kapele. work   Thabo works fast.
tsamaea       Thabö 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
ngöla         Tichêrê ea-ka o-ngöla 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-[ngöla] joang?
B: O-[ngöla] hampe.
A: O-[ruda] joang?
B: Ha-a-tsebe ho-[rute].  He doesn't know (how) to [teach].
A: Ao!
B: Kannaete.  [O-bua ka-Sekhooa haholo].
   Truly.  [He speaks too much English].

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

B: U-re'ng?  
Or: Hżą-ke-a-utloa.  

What are you saying?  
I don't hear.  
I say, they say Ken's teacher doesn't like to teach.  
It's not the truth. Ken's teacher likes to teach.

M-3

motsoallê  Kţ-rata motsoallê oa-ka oa-Lesotho.  

I like my teacher from Lesotho.  
I like my friend from Lesotho.

C-5

A: U-rata mang?  
B: Kţ-rata [tichërê ea-ka ea-Lesotho].
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?

The beauty of Lesotho


Hapê, re-bôna möna botlê ba-Lesotho. Re-bôna lithaba tsa-Lesotho.
Mme re-bôna sefatê. Ke-sefatê sa-përëkisi.
Mme re-bôna lipalesa sefatêng. Ke-nakô ea-selembô.

Hapê, monna le-mosali ba-feta pela sefatê. Mosali o-kapele, monna o-kamorao.

Q-1
T: U-bôna'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.
Q-5
T: Mosali o-kae?
S: O-kapele. She's in front.
T: Monna o-kae?
   Or: Monna eènaa? The man?
S: O-kamorao. He's in back.
   Or: Èna o-kamorao.

Q-6
T: Ke-batho ba-Lesotho kapa ba-Amèrika? 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. Môna re-bôna Lesotho is a beautiful country.
   botlê ba-Lesotho. Naa ua-lumèla? Here we see the beauty of Lesotho.
S: Èè, kea-lumèla. Do you agree?
Cycle 48 I would like to ride, only I don’t know (how).

M-1

ho-tantsa  Kq-rata ho-tantsa, fêela
        hq-ke-tsebe.  to dance  I would like to dance,
        only I do not know (how).
ho-ruta  Kq-rata ho-ruta, fêela
        hq-ke-tsebe.  to teach  I would like to teach,
        only I do not know (how).
ho-palama  Kq-rata ho-palama, fêela
        hq-ke-tsebe.  to ride  I would like to ride, only
        I do not know (how).
ho-phêha  Kq-rata ho-phêha, fêela
        hq-ke-tsebe.  to cook  I would like to cook,
        only I do not know (how).

C-1

A: Naa u-rata ho-[tantsa]?
B: Eêe, kq-rata ho-tantsa, fêela
        hq-ke-tsebe.  Yes, I would like to dance, only
        I don’t know (how).
        Or: Eêe, kq-rata, fêela
        hq-ke-tsebe.  Yes, I would like (to), only
        I don’t know (how).

M-2

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

C-2

A: O-[ngôla] joang?
B: O-[ngôla] hampe, fêela o-[bala]
        hantle.  He [writes] badly, but he reads well.

M-3

kôfi le-teë  Kq-rata kôfi le-teë.  coffee and tea  I like coffee and tea.
nama le-mahe  Kq-rata nama le mahe.  meat and eggs  I like meat and eggs.
bohôbê le-bôtorô  Kq-rata bohôbê le-bôtorô.
        bread-n-butter  I like bread-n-butter.
lipêrê le-lintja  Kq-rata lipêrê le-lintja.
        horses and dogs  I like horses and dogs.
A: (Naa) u-rata [köfi] kapa [teê]?
Do you like [coffee] or [tea]?
B: Kê-rata [köfi], hê-ke-rate [teê].
I like [coffee], I don't like [tea].

M-4
lîjô Le-rata lîjô life?
Which foods do you (pl) like?
linô Le-rata linô life?
drinks
lîphôôfôlô Le-rata lîphôôfôlô life? animals

C-4
T: Le-rata [linô] life?
S1: Kê-rata [köfi].
S2: Nna kê-rata [köfi],
Le-[teê], le-lebese.
Me, I like [coffee],
[tea], and [milk].
Me, I only like [water].

C-5
T: U-rata lîphôôfôlô life?
Which animals do you like?
S: Kê-rata lintja le-lîpêrê,
I like dogs and horses,
hê-ke-rate likatse.
I don't like cats.
Cycle 49 Where is our director?

M-1

<table>
<thead>
<tr>
<th>oarona</th>
<th>Mookaméli oarona o-kae?</th>
<th>our Where is our director?</th>
</tr>
</thead>
<tbody>
<tr>
<td>oalaona</td>
<td>Mookaméli oalaona o-kae?</td>
<td>your Where is your director?</td>
</tr>
<tr>
<td>oabôna</td>
<td>Mookaméli oabôna o-kae?</td>
<td>their Where is their director?</td>
</tr>
</tbody>
</table>

C-1

A: Mookaméli oarona o-kae? Where is our director?
B: O-[ôfising]. O-bua le-[tichêrê] ea-rona.
A: Öö.

C-2

A: [Mookaméli] oarona o-kae? He's over there.
B: (pointing) O-mane.
A: Kae?
B: Pela sefatê. Near the tree.
A: O-ëcka'ng?
B: O-bua le-tichêrê ea-lama.

C-3

A: [Susan le-Ann] ba-ea [lebênkôlêng] le-mang? They're going with their staff leaders.
B: Ba-ea le-baokaméli ba-bôna.

C-4

A: [David le-Joe] ba-kae? Where are [David and Joe]?
B: Ba-sekolông. They're at school.
   Ba-bapa le-bôlô le-tichêrê ea-bôna.
   They're playing ball with their teacher.

M-2

<table>
<thead>
<tr>
<th>morenêng</th>
<th>O-ea morenêng le-bô-mang?</th>
<th>chief's place Who is he going to the chief's place with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>thabêng</td>
<td>O-ea thabêng le-bô-mang?</td>
<td>mountain Who is he going to the mountain with?</td>
</tr>
</tbody>
</table>
mmarakeng
O-ea mmarakeng le-bö=mang? market
Who is he going to the market with?

öfising
O-ea öfising le-bö=mang? office
Who is he going to the office with?

banköng
O-ea banköng le-bö=mang? bank
Who is he going to the bank with?

C-5
A: O-ea [banköng] le-bö=mang?
B: O-ea le-bö= [John].

M-3
pösöng
Kê-lula pösöng. post office
I live in the area of the post office.

sekölöng
Kê-lula sekölöng. school
I live in the area of the school.

morënöng
Kê-lula morënöng. chief's place
I live in the area of the chief's place.

kérëkëng
Kê-lula kérëkëng. church
I live in the area of the church.

C-6
T: U-lula kae?
A: Kê-lula [pösöng].
T: Uêna u-lula kae?
B: Kê-lula [kérëkëng].
T: Uênaa?
C: Nna kê-lula [sekölöng].

And you?

C-7
A: Thabö o-lula kae?
B: O-lula [pösöng].

C: È-ê, hê-a-lule [pösöng].
B: O-lula kae?
C: O-lula [morënöng].
B: Üö.
Cycle 50  I like him.

M-1

Practice the above sentences as follows:

T: Naa u-bôna tichêrê?

Teacher

Naa u-rata tichêrê ea-hao?
Naa u-bôna tichêrê?
Naa u-mamêla tichêrê?
Naa u-thusa tichêrê?

S: Naa ua-mo-bôna?

Response (student or class)

Naa ua-mo-rata? Do you like him?
Naa ua-mo-bôna? Do you see him?
Naa ua-mo-mamêla? Do you listen to him?
Naa ua-mo-thusa? Do you help him?

C-1

A: Naa u-[rata] tichêrê ea-hao?
B: Êê kêa-mo-[rata].

C-2

A: U-tsoa kae?
B: Kê-tsoa sekëlông.
A: Tichêrê ea-hao ke-mang?
B: Kê-[Thabê].

C-3

A: Tichêrê ea-hao o-tsoa kae?
B: O-tsoa [Leribê].
A: Naa o-tseba ho-ruta hantlê?
B: Êê, oa-tseba, fêêla o-[bua kapele].

C-4

A: Naa u-rata tichêrê ea-hao?
Or: Naa ua-mo-rata?
B: Êê, kê-mo-rata haholo. Yes, I like him.
A: Kê-rata ho-mo-bôna. O-kae?
B: O-[k'hefing]. He's at the cafe.
A: O-na le-mang?
B: O-na le-[Thêkê]. Who is he with?

He's with [Theko].
C-5
Combine C-2, C-3, C-4.

C-6
Repeat C-5.
A: Kqm-tsamaea joalë. Sala hantlë. I'm going now. Good-bye.
Cycle 51  How is he going to town?

M-1
by bus  John is going to town by bus.
by car  John is going to town by car.
on horseback  John is going to town on horseback.
on foot  John is going to town on foot.

M-2
ea  O-ea ka'ng?
tla  O-tla ka'ng?
tsamaea  O-tamaea ka'ng?
sta  O-sta ka'ng?
go  How is he going?
come  How is he coming?
walk, go  How is he travelling?
travel, visit  How is he travelling?

C-1
A: [John] o-ea [töröpeng].
B: O-ea ka'ng?
A: Ka-[koloi].
How is he going?
By [car].

C-2
A: John o-tla hosasa?
B: E-e o-tla kajeno.
A: O-tla ka'ng?
B: O-tla ka-[bese].
Is John coming tomorrow?
No, he's coming today.
How is he coming?

C-3
A: O-tsoa [thabeng] ka'ng?
B: Ka-[pere].
How is he coming from the [mountain]?
He's coming on horseback.

M-3
Amërika  Batho ba-Amërika ba-tamaea ka'ng?
Lesotho  Batho ba-Lesotho ba-tamaea ka'ng?
How do the people of America travel?
How do the people of Lesotho travel?
ka-ťönki   Hə-bə-tsamaæe ka-ťönki.  by donkey  They do not travel by donkey.
ka-sefofane  Hə-bə-tsamaæe ka-sefofane.  by plane  They do not travel by plane.
ka-terene   Hə-bə-tsamaæe ka-terene.  by train  They do not travel by train.
ka-baesekele Hə-bə-tsamaæe ka-baesekele by bicycle  They do not travel by bicycle.

The people of Lesotho travel on ka-maoto, ka-pêrê, ka-bese le-ka-kölöi. by bus and
Hə-bə-tsamaæe ka-sefofane le-ka-terene. by car.
Ba-rata ho-tsamaæa ka-sefofane.

The people of America travel a lot haholo ka-maoto by car, but they don't travel
much on foot.

How are you (p1) going to Lesotho?

How are you (pl) going to Lesotho?
Cycle 52 I think so.

C-1
A: Kē-lapile. I'm hungry.
B: Le-enna. Liĵō li-lokile? Me too. Is the food ready?
A: Kēa-khōloa. I think so.
B: Ḥa-rq-eœ ja. Let's go eat.
A: Eē, Ḥa-rq-eē. Yes, let's go.

M-1
o-lijōng Kē-khōloa hore I think that he's at the dining hall.
o-ōfising Kē-khōloa hore I think that he's at the office.
oa-kula Kē-khōloa hore oa-kula. I think that she is sick.
o-lula le-{Mphē} Kē-khōloa hore o-lula le-{Mphē}. I think that she lives with Mpho.

C-2
A: John o-kae?
B: Kē-khōloa hore o-lijōng. I think that he's at the dining hall.
A: Naa liĵō li-lokile?
B: Kēa-khōloa. Ḥa-ke-tsebe hantlē.

C-3
A: [Mamē{118}] o-lula le-mang?
B: Kē-khōloa hore o-lula le-{Mphē}. I think that she is sick.
A: Ôo.

C-4
T: (Noting an absence in the class.) [Ann] o-kae?
S: Kē-khōloa hore oa-kula. I think that she lives with Mpho.
T: Ke-hampe.
C-5
A: [Ntate] o-batla mang?
B: Ke-kholoa hore o-batla [mookameli]. I think that he wants the [director].
U-batla mang, ntaili? Who are you looking for?
[Ntate]: Ke-batla [mookameli]. O-kae?
B: Ke-kholoa hore o-ofising ea-hae.
[Ntate]: Oi. Kea-lēboha.

M-2
o-bua kapele Ke-hopola hore Thaboph o-bua kapele.
o-bua butle Ke-hopola hore Thaboph o-bua butle.
o-ruta hantle Ke-hopola hore Thaboph o-ruta hantle.

C-6
A: Naa u-rata tichēre ea-hao Thaboph?
B: Nyē, kea-mo-rata. Yes, I like him.
A: O-ruta joang?
B: Ke-hopola hore o-ruta hantle, feēla o-bua butle haholo. I think that he teaches well, only he speaks very softly.

C-7
A: Ke-nako mang?
B: Hq-ke-na oache, feēla kea-kholoa ke-[1.00]. What time is it?
I don't have a watch, but I think it is [1:00 o'clock].
She's not a doctor, she's just a nurse.

M-1

Obtain pictures from magazines and newspapers for introducing the following.

Ke-lepôlesa.
Ke-ngaka.
Ke-moruti.
Ke-molemi.

Ke-nêseô.
Ke-mophêhî. Oa-phêha.
Ke-morêna. Oa-busa.

He's a policeman.
He's a doctor.
He's a priest/minister.
He's an Ag. Demonstration Officer.
She's a nurse.
He's a cook. He cooks.
He's a chief. He governs.
He's a driver. He drives a car.

C-1
A: Naa [Tšēpô] ke-[moruti]?
B: ê-ê, ha-ke-[moruti]. Ke-[tichêrê].

C-2
A: U-[molemi]?
B: ê-ê, ha-ke-[molemi]. Kê[tichêrê].

C-3
A: U-sêbêtsa'ng?
B: Kê-[mokhanni o-a-likôlôi]. I'm a driver of cars/trucks.

C-4
A: Ke-mang êô?
B: Ke-[Mamêllô].
A: O-sêbêtsa'ng?
B: Ke-[nêseô].

Who is that there?
What work does she do?
She's a nurse.
C-5
A: [Phiri] oa-tla kajéno.
B: [Phiri] ke-mang? Naa ke-[lepôlesa]? Who is [Phiri]? Is he the policeman?
A: E'e, ke-[lepôlesa].

C-6
A: [Tichêrê] oa-kula.
B: [Tichêrê] ke-mang? Which teacher? (lit: The teacher is who?
A: Ke-[Thabô].

M-2

tichêrê; Ha-se-tichêrê, teacher; He's not a teacher,
morutuoa ke-morutuoa feêla. student he's only a student.
morêna; Ha-se-morêna, chief; He's not a chief,
motho ke-motho feêla. commoner he's only a commoner.
gaka; Ha-se-ngaka, doctor; She's not a doctor,
nêsê ke-nêsê feêla. nurse she's only a nurse.
moruti; Ha-se-moruti, minister; He's not a minister
moholo ke-moholo feêla. elder he's only an elder.

C-7
A: [Susan] ke-[ngaka]?
B: Ô-ô, ha-se-[ngaka], ke-nêsê feêla.
A: Ôô, ka-bôna.

C-8
A: Nna ke-[tichêrê]. Naa uêna u-[morêna]?
B: Ô-ô, ha-ke-[morêna]. Kê-[motho] feêla. No, I'm not a chief. I'm just an ordinary man.
Cycle 54  Hey Phiri! Wait for me.

C-1
A: [Thabô]!
[Thabô]: Oêêê.
A: Nkêmêlê.  (Answer given when one is called.)
Kê-batla ho-tsamaea le-uêna.
Kê-[lapile haholo].
A: Nkêstriesle%.  Wait for me.
Ke-batla ho-tsamaea le-uêna.  
I'm [very hungry].

C-2
A: [Thabô]!
[Thabô]: Oêêê.
A: Nkêmêlê.  
[Thabô]: Eê,e, hê-ke-ee [lijông], kê-ee [bankêng].
A: Sü. Tsamaea.

C-3
A: [Thabô]!
[Thabô]: Oêêê.
A: U-ea kae.
[Thabô]: Kê-ee lijông.
A: Ak'u êmê hannyane.  Please wait a little.
Rona le-[John] re-batla  
ho-ee le-uêna.  John and I want  
to go with you.

C-4
A: [Thabô]!
[Thabô]: Oêêê.  (Answer given when one is called from  
a considerable distance.)
A: Nkêmêlê.  
(catches up with Thabô, greets  
him) U-kae?
[Thabô]: Kê-têng. Uêna u-kae?  
I'm fine (lit: I'm there.) And how  
are you?
A: Kê-têng.
C-5
A: Lumêla.
B: Éë, lumêla.
A: U-kae?
B: Kê-têng. Uêna u-kae?
A: Kê-têng.

M-1
Thabô!
Thabô-oëë.
Thabô-ëë.

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

C-6
[John]: (Calling out from quite a distance)
Thabô! Thabô-oëë! Thabô-ëë!
Thabô: Oëë.
[John]: Tlôô koano.
Thabô: Kêa-tla.

Come here.
I'm coming.

C-7
[John]: Thabô! Thabô-oëë! Thabô-ëë!
A: (to B)
O-bitsa mang?
B: O-bitsa Thabô.
Thabô! John oa-u-bitsa.
Thabô: (to John)
Butlê. Kêa-tla.

Who is he calling?
He's calling Thabo.
Thabo! John is calling you.
Take it easy (lit: slowly). I'm coming.

C-8
Thabô: (to A) Bitsa Phiri.
Kê-batla ho-bua le-eêna.
A: Phiri! Phiri-oëë! Phiri-ëë!
Phiri: Oëë.
A: (to Phiri) Thabô oa-u-bitsa.
O-re o-batla ho-bua le-uêna.

Thabo is calling you.
He says he wants to speak with you.
Môna re-bôna batho ba-babêli.
Ke-monna le-mosali. Ba-ême hara tšimo,
mme ba-ême pela sefatê.

Ba-apêre likobô. Basotho ba-apara likobô
haholo.
Monna o-roêtse katiba. Banna ba-Basotho
ba-roala likatîba haholo. O-tşoëre
molamu ka-letsôhô. Monna oa-Mosotho
kamehla o-tsamaea a-tşoëre molamu.

Mosali ha-ag-roala katiba, empa o-roêtse
tuku. Basali ba-roala lituku le-
likatîba kamehla.
Ha-ag-tšoara molamu.
Ba-roêtse liôna? Ha-re-tsebe, ha-ag-bône
hantî. Fêela ke-khûloa hore ba-
tsamaea ka-maoto.

Q-1
T: Batho ba-ême kae?
S: Ba-ême hara tšimo.
Or: Pela sefatê.

Q-2
T: Naa ke-banna fêela?
S: È-ê, ke-monna le-mosali.

Q-3
T: Ba-apêre'ng?
S: Ba-apêre likobô.
Q-4
T: Monna o-roetse'ng?
S: O-roetse katiba.
T: Mosali eênaa?
S: Eêna o-roetse tuku.

Q-5
T: Naa ua-ba-tseba?
S: Hâ-ke-ba-tsebe, fêêla ke-Basotho.

Q-6
T: Monna o-tšoëre'ng?
S: O-tšoëre molamu.
T: Mosali eênaa?
S: Eêna ha-a-tšoara lethê.

Q-7
T: Ba-ea kae?

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-lišta.
Cycle 56 Please help us wash the dishes.

M-1

lijana  
Ak'u re-thusê ho-hlatsoa  
lijana.

liphahlô  
Ak'u re-thusê ho-hlatsoa  
liphahlô.

Please help us wash the dishes.

Please help us wash the clothes.

C-1

A:  Mphô!

Mphô:  Oôê!

A:  U-sêbêtsa'ng?

Mphô:  Na-ke-sêbêtsa 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.

ho-palama  
Ak'u re-rutê ho-palama.

ho-phêha  
Ak'u re-rutê ho-phêha.

Please teach us Sesotho.

Please teach us to ride.

Please teach us how to cook.

C-2

[John]:  Ak'u re-rutê Sesotho.

[Thêkô]:  Le-batla ho-tseba Sesotho?

[John]:  Eê.

[Thêkô]:  Kg-tseba Sesotho, fêêla

hâ-ke-tsebe ho-ruta.

[John]:  Ôô, ke-hampe.

M-3

mantsoe ana  
Ak'u nthusê ho-bitsa  
mantsoe ana.

lentsoe lêna  
Ak'u nthusê ho-bitsa  
lentsoe lêna.

these words

Please help me pronounce

these words.

this word

Please help me pronounce

this word.
S: Kg-batla ho-ithuta Sesotho. I want to learn Sesotho.
    Ak'u nthusê ho-bitsa Please help me pronounce
    mantsoe ana. these words.
(giving a written list of Sesotho words)

Mosotho: Ke-hantlé. Mamêla: Good. Listen:
môna here
monna man
bana children
banna men

Môtsisô: Imitate me.
môna
monna
bana
banna

Mollô fire, match Please give me a match.
koe tobacco Please give me some tobacco.

Sesepa soap Please give me some soap.
Metsi water Please give me some water.

Mollô fire, match Please give us some fire.
koe tobacco Please give us some tobacco.

Sesepa soap Please give us some soap.
Metsi water Please give us some water.

C-4
A: Ak'u re-fê metsi. Please give us some water.
B: Le-ëtsa'ng ka-mêtsi? What are you doing with water?
A: Re-batla ho-hlatsoa. We want to wash.
B: Ôô, ho-lokîlê. (gives the water)
A: Ak'u re-fê sesepa hapê.
B: (gives her soap)
A: K qa-lêboha.
M-5

<table>
<thead>
<tr>
<th>Item</th>
<th>Tswana</th>
<th>English</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sesepa</td>
<td>Ak'u re-thuse ka-sesepa.</td>
<td>soap</td>
<td>Please give us some soap.</td>
</tr>
<tr>
<td>êmêre</td>
<td>Ak'u re-thuse ka-êmêre.</td>
<td>bucket</td>
<td>Please give us a bucket.</td>
</tr>
<tr>
<td>lefiêlo</td>
<td>Ak'u re-thu-re ka-lefiêlo.</td>
<td>broom</td>
<td>Please give us a broom.</td>
</tr>
</tbody>
</table>

C-5 Volunteers v. Director

Volunteer: Khôtsê ntatê.

Director: Êë, lumêlang. Le-batla'ng?

Volunteer: Ak'u re-thuse ka-sesepa, êmêre le-lefiêlo.

Director: Le-batla ho-êtsa joang ka-sesepa, êmêre le-lefiêlo?

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

Director: Õô, ke-hantlê haholo.

M-6

<table>
<thead>
<tr>
<th>Item</th>
<th>Tswana</th>
<th>English</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>nthusê</td>
<td>Ak'u nthusê.</td>
<td>help me</td>
<td>Please help me.</td>
</tr>
<tr>
<td>ntšoarêlê</td>
<td>Ak'u ntšoarêlê.</td>
<td>excuse me</td>
<td>Please excuse me.</td>
</tr>
</tbody>
</table>

C-6

T: (getting John's attention)
Ak'u ntšoarêlê.

[Bill] o-ea [Ofising] le-mang?

[John]: Ha-â-ee le-motho. He's not going with anybody.

T: Ak'u tsamaeâ le-eêna. Please go with him.
Cycle 57  How are you-all?

C-1
A (with a friend): Lumlâng.
B (with a friend): Èè, lumâlang.
A: Le-phela joang?
B: Re-phela hantlê. Lona le-phela  We are fine. You (pl), how are you?
    joang?
A: Re-phela hantlê. Le-tsoa kae?
B: Re-tsoa [èfising]. Lona, le-tsoa kae?
A: Re-tsoa [lijông].

C-2
A (with a companion): Lumlâng, bo-mmâ.
Mmê: Èè, lumâlang.
A: Le-phela joang?
Mmê: Re-phela hantlê, ha-re-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  You, how are you?
    le-tsoha joang?
A: Rea-tsoha.

M-1
apara  Lona le-apara'ng  wear  What do you wear here
      Amërika móò?  in America?
roala  Lona le-roala'ng  wear (on the
      Amërika móò?  head or
        limbs)  in America?
C-4
T: Basotho ba-[apara'ng]? What do the Basotho [wear]?
S: Ba-[apara likobô].
T: Lona le-[apara'ng] Amôrika mòô? What do you [wear] here in America?
S: Rona re-[apara lijase]. We [wear overcoats].

M-2
nna Nna, kå-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-tzamaea joang? How do the Basotho walk?
T: Ba-tzamaea kapele. Lona We also walk fast.
le-tzamaea joang Amôrika mòô?
S: Le-rona re-tzamaea kapele.

M-3
ho-bua Re-rata ho-bua le-lona. to speak We would like to speak with you.
ho-tantša Re-rata ho-tantša 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? With whom do you (pl) want to [speak]?
Or: Le-lona.
**Cycle 58** Here is some milk.

<table>
<thead>
<tr>
<th>M-1</th>
<th>Letsoai ke-lēna.</th>
<th>salt</th>
<th>Here is some/the salt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>lebese</td>
<td>Lebese ke-lēna.</td>
<td>milk</td>
<td>Here is some/the milk.</td>
</tr>
<tr>
<td>lengōlō</td>
<td>Lengōlō ke-lēna.</td>
<td>letter</td>
<td>Here is the letter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>Letsoai le-kae?</th>
<th>salt</th>
<th>Where is the salt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>lebese</td>
<td>Lebese le-kae?</td>
<td>milk</td>
<td>Where is the milk?</td>
</tr>
<tr>
<td>lengōlō</td>
<td>Lengōlō le-kae?</td>
<td>letter</td>
<td>Where is the letter?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th>Lebese le-kae?</th>
<th>Where is the milk?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Lebese le-kae?</td>
<td>Where is the milk?</td>
</tr>
<tr>
<td>B:</td>
<td>Ke-lēna.</td>
<td>Here it is.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
<th>Naa u-noa lebese?</th>
<th>Do you drink milk?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>Naa u-noa lebese?</td>
<td>Do you drink milk?</td>
</tr>
<tr>
<td>B:</td>
<td>Mē, ke-noa [lebese].</td>
<td>Le-kae?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-3</th>
<th>Chëlêtē ke-ēna.</th>
<th>money</th>
<th>Here is some/the money.</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsoekere</td>
<td>Tsoekere ke-ēna.</td>
<td>sugar</td>
<td>Here is some/the sugar.</td>
</tr>
<tr>
<td>bōtōrō</td>
<td>Bōtōrō ke-ēna.</td>
<td>butter</td>
<td>Here is some/the butter.</td>
</tr>
<tr>
<td>köfi</td>
<td>Köfi ke-ēna.</td>
<td>coffee</td>
<td>Here is some/the coffee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-4</th>
<th>Chëlêtē e-kae?</th>
<th>money</th>
<th>Where is the money?</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsoekere</td>
<td>Tsoekere e-kae?</td>
<td>sugar</td>
<td>Where is the sugar?</td>
</tr>
<tr>
<td>bōtōrō</td>
<td>Bōtōrō e-kae?</td>
<td>butter</td>
<td>Where is the butter?</td>
</tr>
<tr>
<td>köfi</td>
<td>Köfi e-kae?</td>
<td>coffee</td>
<td>Where is the coffee?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-3</th>
<th>[Tsoekere] e-kae?</th>
<th>Where is the money?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:</td>
<td>[Tsoekere] e-kae?</td>
<td>Where is the money?</td>
</tr>
</tbody>
</table>
C-4
A: Nka [nama], ke-ĕna.  
B: E-kae?  
A: Ke-ĕna.

Take the [meat], here it is.

C-5
A: Le-batla ho-ja'ng kajëno?  
B: Re-batla ho-ja [nama].  
A: Hë-le-rate ho-ja [rëisi]?  
B: Rea-rata. E-kae?  
A: Ke-ĕna.

What do you (pl) want to eat today?  
Don't you like to eat rice?

C-6
A: U-phëhilë'ng kajëno?  
Mophehi: Kë-phëhilë [rëisi].  
A: U-phëhilë [rëisi]?  
Mophehi: Šë.  
A: E-kae?  
Mophehi: Ke-ĕna.

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

C-7
A: U-batla'ng?  
B: Kg-batla [letsoa]. Le-kae?  
B: Tanki.
Review counting on the fingers from 1 - 5 (see Cycle 33).

C-1
T: Naa u-tseba ho-bala ho-fihi la ho-hlano? Do you know how to count up to five?
S: Ee, kea-tseba.
T: Ak'u balê. Please count.
S: (Using the fingers)
   Nngoe, peli, tharo, nnê, hlano.

M-2
Teach counting on the fingers from 6 - 10.

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

C-2
T: Naa u-tseba ho-bala ho-fihi la leshomê? Do you know how to count up to ten?
S: Ee, kea-tseba.
T: Ak'u balê.
S: (Using the fingers)
   Nngoe, peli, tharo, nnê, hlano,
   tšelêla, supa, robêli, robong,
   leshomê.

M-3
Review the following days of the week (from Cycle 31):
Labobêli       Tuesday
Laboraro      Wednesday
Labonê         Thursday
Labohlano   Friday

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

Letšatsi la-bôbêli
Motho oa-bôbêli
Tîchêrê ea-bôbêli

Letšatsi la-boraro
Motho oa-boraro
Tîchêrê ea-boraro

Letšatsi la-bong
Botlôîô ea-bong
K'hôfî ea-bong

Letšatsi la-bolano
Botlôîô ea-bolano
K'hôfî ea-bolano

Tuesday
The second day
The second person
The second teacher

Wednesday
The third day
The third person
The third teacher

Thursday
The fourth day
The fourth bottle
The fourth cafe

Friday
The fifth day
The fifth bottle
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.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response (group, individual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motho oa-bôbêli</td>
<td>2nd</td>
</tr>
<tr>
<td>2. Tîchêrê ea-boraro</td>
<td>3rd</td>
</tr>
<tr>
<td>3. Botlôîô ea-bong</td>
<td>4th</td>
</tr>
<tr>
<td>4. K'hôfî ea-bolano</td>
<td>5th</td>
</tr>
<tr>
<td>5. Motho oa-boraro</td>
<td>3rd</td>
</tr>
<tr>
<td>6. Tîchêrê ea-bôbêli</td>
<td>2nd</td>
</tr>
<tr>
<td>7. Botlôîô ea-bolano</td>
<td>5th</td>
</tr>
<tr>
<td>8. K'hôfî ea-bong</td>
<td>4th</td>
</tr>
<tr>
<td>9. Letšatsi la-bonê</td>
<td>4th</td>
</tr>
<tr>
<td>10. Apolê ea-bôbêli</td>
<td>2nd</td>
</tr>
</tbody>
</table>
11. bēkē ea-boraro
12. besē ea-bohlano
13. sefatē sa-bonē
e-5th
14. sefofane sa-bobēli
15. selemō sa-boraro
e-3rd
16. lebitsē la-bohlano
17. lebōkōsē la-bobēli
18. sekōlō sa-boraro
e-2nd
19. moithaopi oa-bonē
e-4th
20. morēna oa-bohlano
e-5th

M-4

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

motho oa-botšelēla
motho oa-bosupa
motho oa-borobēli
motho oa-borobong
pērē ea-botšelēla
pērē ea-bosupa
pērē ea-borobēli
pērē ea-borobong

the sixth person
the seventh person
the eighth person
the ninth person
the sixth horse
the seventh horse
the eighth horse
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-botšelēla
2. pērē ea-bosupa
3. sefatē sa-borobēli
4. letsatsi la-borobong
5. lebōkōsē la-bosupa
6. sekōlō sa-borobong
7. selemō sa-bosupa
8. motho oa-borobong
9. moithaopi oa-borobēli

6th
7th
8th
9th
7th
9th
7th
9th
8th
10. motse oa-borobong 9th
11. morêna oa-borobêli 8th
12. motse oa-bosupa 7th
13. bosiu ba-borobêli 8th
14. letsatsi la-bosupa 7th
15. bosiu ba-botselêla 6th
16. sefatê sa-botselêla 6th
17. selêmô sa-bosupa 7th
18. pêre ea-botselêla 6th
19. k'hêfi ea-borobêli 8th
20. bêkê ea-botselêla 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)
Le-tsamaea hantlê. You are doing well.
Hâ-ho-joalô? Isn't it so?
S: Ho-joaîô. It's so.
Or: Ő-e, hâ-ho-joalô. 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:

pêli two (when simply counting: one, two, three...)
motho oa-bobêli the second person (ordinal numbers)
batho ba-babêli two people (cardinal numbers)
The counting of objects or people (e.g. botho ba-bobēli, 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:

\[
\text{noun + possessive + noun}
\]

- motho oa-bobēli the second person
- letsatsi la-bobēli 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-:

- bobēli second (lit: secondness)
- boraro third (lit: thirdness)
- bonë fourth (lit: fourthness)

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

- tichērē ea-Thabē Thabo's teacher
- motsoalle oa-Thabē Thabo's friend

In this cycle the possessive has taken several forms:

- oa- motho oa-bobēli
- la- letsatsi la-bobēli
- sa- sefatē sa-bobēli
- ea- tichērē ea-bobēli
- ba- bosiu ba-bobēli

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-bobēli), 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:
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
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 "n", 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:

   mphē gift (n = m before p, ph, m)
   nthē thing (n = n before t, th, n)
   nku sheep (n = [n] before k, kh)

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

   tichērē teacher
   pērē 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:

   Lijē li-lokilē. The food is ready. Cycle 34
   Kōfi e-lokilē. The coffee is ready.
   Lehe le-lokilē. The egg is ready.
O-batla pampiri. Hā-ke-na eōna. She wants paper. I don't have any. Cycle 44
O-batla setulê. Hā-ke-na sōna. She wants a chair. I don't have one.
O-batla lebese. Hā-ke-na lōna. She wants some milk. I don't have any.

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

Ak'u nthusê ho-bitsa lentsoe lōna. 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-lōna. Here is some salt. Cycle 58
Chêlêtê ke-ôna. Here is some money.
Sesepa ke-sēna. 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–________
   morutuooa oa-Thabô
   [ba:NOUN] ba–________
   barutuooa ba-Thabô

2. [mo:NOUN] oa–________
   molamu oa-Thabô
   [me:NOUN] ea–________
   melamu ea-Thabô

3. [le:NOUN] la–________
   leoto la-Thabô
   [ma:NOUN] a–________
   maoto a-Thabô

4. [se:NOUN] se–________
   sejana sa-Thabô
   [li:NOUN] tsa–________
   lijana tsa-Thabô

5. [ni:NOUN] ea–________
   nkû ea-Thabô
   [li:NOUN] tsa–________
   linkû tsa-Thabô

6. [bo:NOUN] ba–________
   bohôbê ba-Thabô
   [ma:NOUN] a–________
   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 lêna. Use this word in a sentence.
polêlông.

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-lokilê Okay.
S: Ak'u [balê] mantsoe ana.
T: (receives a list of words) Mamêla-hê. Now listen.

sefofane
sefatê
selemô
sekôlô
Sekhooa
sesepa
setulô
setêmpê
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 sefatš and setšempe, selemo and setulô by pointing to them as you want them said; this enables you to control the listening situation to your advantage.

M-2

Sêbêlîsa lentsoe lêna polêlông.

"sesepa" Sêbêlîsa lentsoe lêna "sesepa" soap polêlông.

"Sekhooa" Sêbêlîsa lentsoe lêna "Sekhooa" English polêlông.

"setulô" Sêbêlîsa lentsoe lêna "setulô" chair polêlông.

Use this word in a sentence.

Use this word "soap" in a sentence.

Use this word "English" in a sentence.

Use this word "chair" in a sentence.

C-3

S: (pointing to the word "sesepa" on the list)
Sêbêlîsa lentsoe lêna polêlông.

T: Batho ba-hlatsoa ka-sesepa. People wash with soap.

C-4

S: Sêbêlîsa lentsoe lêna "Sekhooa" polêlông.

T: Batho ba-Âmêrika ba-bua Sekhooa. The people of America speak English.

C-5

S: Sêbêlîsa lentsoe lêna "setulô" polêlông.

T: Mphê setulô, kê-batla ho-lula. Give me a chair, I want to sit.

C-6

S: Sêbêlîsa lentsoe lêna "selemô" polêlông.

T: Kê-rata nakô ea-selemô. I like spring time.
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:

<table>
<thead>
<tr>
<th>Basotho Phrase</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha-ke-utloisise</td>
<td>I don't understand.</td>
</tr>
<tr>
<td>Pheta hapê</td>
<td>Repeat (again).</td>
</tr>
<tr>
<td>jësi</td>
<td></td>
</tr>
<tr>
<td>mose</td>
<td></td>
</tr>
<tr>
<td>borikhoë</td>
<td></td>
</tr>
<tr>
<td>leb ônê</td>
<td></td>
</tr>
<tr>
<td>masale</td>
<td></td>
</tr>
<tr>
<td>bêthê</td>
<td></td>
</tr>
<tr>
<td>lamunu</td>
<td></td>
</tr>
</tbody>
</table>

S: Sêbêlîsa lentsoe lëna [ ] polêlông.
T: [ ].
I don't have any money.

<table>
<thead>
<tr>
<th>Cycle 61</th>
<th>I don't have any money.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-1</td>
<td></td>
</tr>
<tr>
<td>chēlētē</td>
<td>H₂-ke-na chēlētē.</td>
</tr>
<tr>
<td>lethō</td>
<td>H₂-ke-na lethō.</td>
</tr>
<tr>
<td>koaе</td>
<td>H₂-ke-na koaе.</td>
</tr>
<tr>
<td>lipōmpōng</td>
<td>H₂-ke-na lipōmpōng.</td>
</tr>
<tr>
<td>chōkū</td>
<td>H₂-ke-na chōkū.</td>
</tr>
<tr>
<td>jēsi</td>
<td>H₂-ke-na jēsi.</td>
</tr>
</tbody>
</table>

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]: Chēē, h₂-ke-na [koae]. No, I don't have [tobacco].

T: [Susan], u-na le'ng?
[Susan]: H₂-ke-na lethō.

T: [John], u-na le'ng?
[John]: Kē-na le-[koae].

T: [Bill], naa u-na le-[koae]?
[Bill]: Chēē, h₂-ke-na [koae].

T: U-na le'ng?
[Bill]: Kē-na le-[lipōmpōng] le-[chēlētē].

T: [John], naa u-na le-[lipōmpōng]?
[John]: Chēē, h₂-ke-na [lipōmpōng]?

T: [Susan], u-na le'ng?
[Susan]: H₂-ke-na lethō.
M-2

<table>
<thead>
<tr>
<th>Object</th>
<th>Khoe Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>Kg-na-le pênê fêêla.</td>
<td>I only have a pen.</td>
</tr>
<tr>
<td>khalase</td>
<td>Kg-na-le khalase fêêla.</td>
<td>I only have a glass.</td>
</tr>
<tr>
<td>pêntsêlê</td>
<td>Kg-na-le pêntsêlê fêêla.</td>
<td>I only have a pencil.</td>
</tr>
<tr>
<td>chêlêtê</td>
<td>Kg-na-le chêlêtê fêêla.</td>
<td>I only have money.</td>
</tr>
</tbody>
</table>

C-4

A: Mphê [pênê].

M-3

<table>
<thead>
<tr>
<th>Object</th>
<th>Khoe Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>koae</td>
<td>Hâ-u-na koae.</td>
<td>tobacco/</td>
</tr>
<tr>
<td>jêsi</td>
<td>Hâ-u-na jêsi.</td>
<td>cigarettes</td>
</tr>
<tr>
<td>lethô</td>
<td>Hâ-u-na lethô.</td>
<td>nothing</td>
</tr>
<tr>
<td>lipömpöng</td>
<td>Hâ-u-na lipömpöng.</td>
<td>candy</td>
</tr>
</tbody>
</table>

C-5

A: Ak'u mphê [koae].
B: Chêe, ha-ke-na [koae].
A: No, I don't have [tobacco].
B: Chêe, ha-ke-na [lipömpöng].
A: Ha-u-na [koae]. Ha-u-na [lipömpöng].
   U-na le'ng fêêla?  Then what do you have?
B: Ha-ke-na lethô kannete.
   Ak'u kopê [John].

Please ask [John].
Cycle 62  How is the milk?  

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,  The milk is high-priced.

C-1
A:  U-noa'ng?
B:  Kē-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?
rōisi  Rōisi e-joang?  rice  How is the rice?
apolē  Apolē e-joang?  apple  How is the apple?

M-4
nama  Nama e-monate.  meat  The meat is nice.
rōisi  Rōisi e-monate.  rice  The rice is nice.
bōtōrō  Bōtōrō e-monate.  butter  The butter is nice.
apolē  Apolē e-monate  apple  The apple is nice.

C-2
A:  U-ja'ng?
B:  Kē-ja [nama].
A:  E-joang?
B:  E-monate.
C-3
A: Naa [nama] e-[tur]?
B: Ee, [nama] e-[tur]?
A: Naa [rēisi] e-[tur]?
B: Chēē, [rēisi] hq-g-[tur]. E-[chipi].

C-4
A: Naa u-ja [rēisi]?
B: Eē, kg-ja [rēisi].
A: E-joang?
B: E-monate.

C-5
A: [Nama] e-kae?
B: Ke-ēna.
A: E-joang?
B: E-monate.

C-6
A: Re-ja [rēisi] kajēno.
B: Re-ja [rēisi] kajēno?
A: Eē.
B: E-joang?
A: E-monate.
B: Kēa-bōna.
### E-1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>lebese</td>
<td>Le-joang?</td>
</tr>
<tr>
<td>tsoekere</td>
<td>E-joang?</td>
</tr>
<tr>
<td>Thabô</td>
<td>O-joang?</td>
</tr>
<tr>
<td>letsoai</td>
<td>Le-joang?</td>
</tr>
<tr>
<td>lehe</td>
<td>Le-joang?</td>
</tr>
<tr>
<td>rēisi</td>
<td>E-joang?</td>
</tr>
<tr>
<td>apole</td>
<td>E-joang?</td>
</tr>
<tr>
<td>Tēpē</td>
<td>O-joang?</td>
</tr>
<tr>
<td>Morêna</td>
<td>O-joang?</td>
</tr>
<tr>
<td>sesepa</td>
<td>Se-joang?</td>
</tr>
</tbody>
</table>

### E-2

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naa rēisi e-turu?</td>
<td>Ẹ-Ẹ, ḥa-ẹ-turu.</td>
</tr>
<tr>
<td>Naa kōfì e-turu?</td>
<td>Ẹ-Ẹ, ḥa-ẹ-turu.</td>
</tr>
</tbody>
</table>

### E-3

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>nama</td>
<td>E-chipi.</td>
</tr>
<tr>
<td>letsoai</td>
<td>Le-chipi.</td>
</tr>
<tr>
<td>lebese</td>
<td>Le-chipi.</td>
</tr>
<tr>
<td>koae</td>
<td>E-chipi.</td>
</tr>
<tr>
<td>oache</td>
<td>E-chipi.</td>
</tr>
<tr>
<td>rēisi</td>
<td>E-chipi.</td>
</tr>
<tr>
<td>lefēlē</td>
<td>Le-chipi.</td>
</tr>
<tr>
<td>lebōkōsē</td>
<td>Le-chipi.</td>
</tr>
<tr>
<td>êmērē</td>
<td>E-chipi.</td>
</tr>
<tr>
<td>sesepa</td>
<td>Se-chipi.</td>
</tr>
</tbody>
</table>
Cycle 63 What's he wearing?

|-----|----------------|----------------|------------------------|------------------------|------------------------|------------------------|

<table>
<thead>
<tr>
<th>M-2</th>
<th></th>
<th></th>
<th>[John] is wearing a jacket.</th>
<th>[John] is wearing an overcoat.</th>
<th>[John] is wearing a jersey.</th>
<th>[John] is wearing a shirt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>jase</td>
<td>[John] o-apēre jase.</td>
<td>overcoat</td>
<td>[John] is wearing a jacket.</td>
<td>[John] is wearing an overcoat.</td>
<td>[John] is wearing a jersey.</td>
<td>[John] is wearing a shirt.</td>
</tr>
<tr>
<td>jēsi</td>
<td>[John] o-apēre jēsi.</td>
<td>sweater</td>
<td>[John] is wearing a jacket.</td>
<td>[John] is wearing an overcoat.</td>
<td>[John] is wearing a jersey.</td>
<td>[John] is wearing a shirt.</td>
</tr>
<tr>
<td>hēmpē</td>
<td>[John] o-apēre hēmpē.</td>
<td>shirt</td>
<td>[John] is wearing a jacket.</td>
<td>[John] is wearing an overcoat.</td>
<td>[John] is wearing a jersey.</td>
<td>[John] is wearing a shirt.</td>
</tr>
</tbody>
</table>

C-1

A: [John] o-apēre'ng?
B: O-apēre [baki].
A: Naa o-apēre [jase] hāpē?
B: Hā-aa-apa [jase].

<table>
<thead>
<tr>
<th>M-3</th>
<th></th>
<th></th>
<th>[Susan] is wearing a sweater.</th>
<th>[Susan] is wearing a blouse.</th>
<th>[Susan] is wearing an overcoat.</th>
<th>[Susan] is wearing a blanket.</th>
<th>[Susan] is wearing a shawl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>jēsi</td>
<td>[Susan] o-apēre jēsi.</td>
<td>sweater</td>
<td>[Susan] is wearing a sweater.</td>
<td>[Susan] is wearing a blouse.</td>
<td>[Susan] is wearing an overcoat.</td>
<td>[Susan] is wearing a blanket.</td>
<td>[Susan] is wearing a shawl.</td>
</tr>
<tr>
<td>bolause</td>
<td>[Susan] o-apēre bolause.</td>
<td>blouse</td>
<td>[Susan] is wearing a sweater.</td>
<td>[Susan] is wearing a blouse.</td>
<td>[Susan] is wearing an overcoat.</td>
<td>[Susan] is wearing a blanket.</td>
<td>[Susan] is wearing a shawl.</td>
</tr>
<tr>
<td>jase</td>
<td>[Susan] o-apēre jase.</td>
<td>overcoat</td>
<td>[Susan] is wearing a sweater.</td>
<td>[Susan] is wearing a blouse.</td>
<td>[Susan] is wearing an overcoat.</td>
<td>[Susan] is wearing a blanket.</td>
<td>[Susan] is wearing a shawl.</td>
</tr>
<tr>
<td>kobō</td>
<td>[Susan] o-apēre kobō.</td>
<td>blanket</td>
<td>[Susan] is wearing a sweater.</td>
<td>[Susan] is wearing a blouse.</td>
<td>[Susan] is wearing an overcoat.</td>
<td>[Susan] is wearing a blanket.</td>
<td>[Susan] is wearing a shawl.</td>
</tr>
<tr>
<td>tjale</td>
<td>[Susan] o-apēre tjale.</td>
<td>shawl</td>
<td>[Susan] is wearing a sweater.</td>
<td>[Susan] is wearing a blouse.</td>
<td>[Susan] is wearing an overcoat.</td>
<td>[Susan] is wearing a blanket.</td>
<td>[Susan] is wearing a shawl.</td>
</tr>
</tbody>
</table>
C-2
A: [Susan] o-apëre'ng?
B: O-apëre [bolause].
A: Naa o-apëre [tjale] hapê? Is she also wearing a [shawl]?
B: Ḗ-ê, ḡa-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. What else is he wearing?
A: O-roëtse'ng hapê? He is also wearing a hat and a watch.
B: Hapê o-roëtse katiba le-oache.

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: Ḗ-ê, ḡa-aa-roala [masale]. He is not wearing [earrings].
Banna ḡa-ba-roale [masale]. Men don't wear [earrings].
M-6
buka
molamu
pentšelē
chōkō
pampiri

O-tšōēre buka.
O-tšōēre molamu.
O-tšōēre pentšelē.
O-tšōēre chōkō.
O-tšōēre pampiri

book
stick
pencil
chalk
paper

He's holding a book.
He's holding a stick.
He's holding a pencil.
He's holding a chalk.
He's holding a paper.

M-7
borikhōē
sōkisi
mose
ānnōrkō

[John] o-tennē borikhōē.
[John] o-tennē sōkisi.
[Susan] o-tennē mose.
[Susan] o-tennē ānnōrkō.

pants
underpants
dress
petticoat

[John] is wearing pants.
[John] is wearing underpants.
[Susan] is wearing a dress.
[Susan] is wearing a petticoat.

C-5
A: U-tšōēre'ng?
B: Kq-tšōēre chōkō.
A: Naa [John] o-tšōēre chōkō?
B: È-ē qa-tsoara [chōkō].

C-6
A: U-tennē'ng?
B: Ke-tennē borikhōē.
A: Naa u-tennē mose?
B: È-ē, hâ-ke⁴-tėnæ mose.

No, I'm not wearing a dress.
Men don't wear dresses.
Cycle 64  There isn't any soap.

M-1

sesepa
setempê
setulô
sekolô

sesepa sa-Bill se-kae?  M-1
setempê sa-Bill se-kae?
setulô sa-Bill se-kae?
sekolô sa-Bill se-kae?

soap
stamp
chair
school

Where is Bill's soap?  Where is Bill's stamp?  Where is Bill's chair?  Where is Bill's school?

M-2

sesepa
setulô
setempê

sesepa hâ-se-e8.  M-2
setulô hâ-se-e8.
setempê hâ-se-e8.

soap
chair
stamp

There's no soap (here).
There's no chair (here).
There's no stamp (here).

C-1

A: [Sesepa] sa-[Bill] se-kae?  64-1
B: hâ-se-e8.
A: Se-kae?
B: hâ-ke-tsebe.

Where is Bill's soap?  It's not here.
Where is it?

M-3

lebônê
lebôkôsê
lehe

lebônê hâ-le-e8.  M-3
lebôkôsê hâ-le-e8.
lehe hâ-le-e8.

lamp
box
egg

The lamp is not here.  The box is not here.  The egg is not here.

C-2

A: [Lebônê] la-[Bill] le-kae?  64-1
B: hâ-le-e8.
A: Le-kae?
C: (finding it) Ke-lêna.
A: Tanki.

Where is [Bill]'s [lamp]?  It's not here.
Where is it?
Here it is.

M-4

pêné
lamunu
baki

pêné hâ-e-e8.  M-4
lamunu hâ-e-e8.
baki hâ-e-e8.

pen
orange, lemon
jacket

The pen isn't here.  The orange isn't here.  The jacket isn't here.
C-3
A: [Pêne] ea-[Bill] e-kae?
B: Ha-e-êe.
A: E-kae?
B: Ha-â-na [pêne].

Where is [Bill]'s [pen]?
It isn't here.
Where is it?
He doesn't have a pen.

M-5

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sesepa</td>
<td>Soap</td>
</tr>
<tr>
<td>Setulô</td>
<td>Chair</td>
</tr>
<tr>
<td>Lebônê</td>
<td>Lamp</td>
</tr>
<tr>
<td>Lebôkôse</td>
<td>Box</td>
</tr>
<tr>
<td>Pêne</td>
<td>Pen</td>
</tr>
<tr>
<td>Baki</td>
<td>Jacket</td>
</tr>
</tbody>
</table>

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

C-4
A: Naa [sesepa se]-têng?
B: Chêê, [sesepa] ha-[se]-eê.
Kê-soabile.
Or: [Se]-têng. Ke-[sêna].

Is there [some soap]?
No, there's no [soap].
I'm sorry.
There is, here it is.

C-5
T: (noting an absence in the class)
[Ed] o-kae?
S: Ha-ê-eê.

Where is [Ed]?
He's not (here).

C-6
Thabô: (calls out) [Mphô]!
A: U-bitsa nna, Thabô?
Thabô: Ha-ke-bitse unêna.
A: U-bitsa mang?
Thabô: Kê-bitse [Mphô]. O-kae móô?
A: Ha-ê-eê móna.
Thabô: Õö.

I'm calling [Mpho]. Where is she?
She's not here.
E-1

Teacher | Response | Translation
---|---|---
lebese | Lebese le-têng. | There is milk.
letsoai | Letsoai le-têng. | There is salt.
tsoekere | Tsoekere e-têng. | There is sugar.
nama | Nama e-têng. | There is meat.

E-2

Teacher | Response | Translation
---|---|---
lebese | Lebese ha-le-eôô. | There is no milk.
letsoai | Letsoai ha-le-eôô. | There is no salt.
tsoekere | Tsoekere ha-e-eôô. | There is no sugar.
nama | Nama ha-e-eôô. | There is no meat.

E-3

Teacher | Response | Translation
---|---|---
setulô | Se-têng. | It's here.
lebese | Le-têng. | It's here.
tsoekere | E-têng. | It's here.
Thabô | O-têng. | He is here.
nna | Ke-têng. | I'm here.
sesepa | Se-têng. | It's here.
setêmpê | Se-têng. | It's here.

E-4

Teacher | Response | Translation
---|---|---
setulô | Setulô ha-se-eôô. | There is no chair.
lebese | Lebese ha-la-eôô. | There is no milk.
tsoekere | Tsoekere ha-e-eôô. | There is no sugar.
Thabô | Thabô ha-a-eôô. | Thabo is not here.
sesepa | Sesepa ha-se-eôô. | There is no soap.
sebaka | Sebaka ha-se-eôô. | There is no place.
### E-5

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>setulô</td>
<td>Ke-sëna.</td>
</tr>
<tr>
<td>setempê</td>
<td>Ke-sëna.</td>
</tr>
<tr>
<td>sesepa</td>
<td>Ke-sëna.</td>
</tr>
<tr>
<td>setôfo</td>
<td>Ke-sëna.</td>
</tr>
</tbody>
</table>

Here it is.

### E-6

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>sesepa</td>
<td>Se-kae?</td>
</tr>
<tr>
<td>setôfo</td>
<td>Se-kae?</td>
</tr>
<tr>
<td>setempê</td>
<td>Se-kae?</td>
</tr>
<tr>
<td>sebaka</td>
<td>Se-kae?</td>
</tr>
</tbody>
</table>

Where is the soap?
Where is the stove?
Where is the stamp?
Where is the place?
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>Cycle 65 When is John going to town?</td>
</tr>
</tbody>
</table>

**M-1**

<table>
<thead>
<tr>
<th>Warner Springs</th>
<th>0-ea &quot;Warner Springs&quot; neng?</th>
<th>Warner Springs When is he/she going to Warner Springs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>mosebetsing</td>
<td>0-ea mosebetsing neng?</td>
<td>work When is he/she going to work?</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>ka-8:00</td>
<td>0-ea &quot;Warner Springs&quot;</td>
</tr>
<tr>
<td></td>
<td>at 8 o'clock</td>
</tr>
<tr>
<td></td>
<td>He's going to Warner Springs at 8 o'clock.</td>
</tr>
<tr>
<td>ka-1:00</td>
<td>0-ea &quot;Warner Springs&quot;</td>
</tr>
<tr>
<td></td>
<td>at 1 o'clock</td>
</tr>
<tr>
<td></td>
<td>He's going to Warner Springs at 1 o'clock.</td>
</tr>
<tr>
<td>ka-Sontaha</td>
<td>0-ea &quot;Warner Springs&quot;</td>
</tr>
<tr>
<td></td>
<td>on Sunday</td>
</tr>
<tr>
<td></td>
<td>He's going to Warner Springs on Sunday.</td>
</tr>
<tr>
<td>ka-Sateretaha</td>
<td>0-ea &quot;Warner Springs&quot;</td>
</tr>
<tr>
<td></td>
<td>on Saturday</td>
</tr>
<tr>
<td></td>
<td>He's going to Warner Springs on Saturday.</td>
</tr>
<tr>
<td>kamehla</td>
<td>0-ea &quot;Warner Springs&quot;</td>
</tr>
<tr>
<td></td>
<td>every day</td>
</tr>
<tr>
<td></td>
<td>He goes to Warner Springs every day.</td>
</tr>
<tr>
<td>hosasa</td>
<td>0-ea &quot;Warner Springs&quot;</td>
</tr>
<tr>
<td></td>
<td>tomorrow</td>
</tr>
<tr>
<td></td>
<td>He's going to Warner Springs tomorrow.</td>
</tr>
</tbody>
</table>

**C-1**

B: 0-ea [ka-8:00].

**M-3**

<table>
<thead>
<tr>
<th>Event</th>
<th>When (on what schedule/at what time) do we eat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-ja neng?</td>
<td>eat</td>
</tr>
<tr>
<td>Re-palama neng?</td>
<td>When do we ride?</td>
</tr>
<tr>
<td>Re-rōbala neng?</td>
<td>When do we go to bed?</td>
</tr>
<tr>
<td>Re-tsoha neng?</td>
<td>When do we get up?</td>
</tr>
<tr>
<td>Re-kēna sekōlō neng?</td>
<td>When do we go to school?</td>
</tr>
<tr>
<td>Re-kēna kērēkē neng?</td>
<td>When do we go to church?</td>
</tr>
</tbody>
</table>
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 joalê. Ha-rê-eëng. Right now. Let's (pl) go.

C-4
A: U-kêna kôtêkê neng? When do you go to church?
B: Ka-Sontaha. On Sundays.

C-5
A: U-kêna sekólô neng? When do you go to school?
B: Ke-kêna ka-Mmantaha, Laboraro, I go to school on Mondays, Wednesdays and Fridays.
le-Lebohiano.

C-6
A: U-ithuta Sesotho neng? When do you study Sesotho?
B: Kamehla. Every day.

M-4
sekólô Sekólô se-kêna neng? When does school begin?
school
kôrêkê Kôrêkê e-kêna neng? church When does church begin?

C-7
A: Sekólô se-kêna neng? When does school begin?
B: Ka-8:00.
M-5
kölöi Kölöi e-tsamaea neng? car, truck, When is the bus leaving? bus
bese Bese e-tsamaea 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: Kê-tsamaea hosasa. I'm going tomorrow.
A: U-tsamaea ka'ng?
B: Ka-bese. How are you going?
A: E-tsamaea neng?
B: Ka-8:00. When does it go?

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: Ha-ke-tsebe, empa ke-khôloa With whom is Tankiso coming? I don't know, but I think that hore ha-a-tle le-motho. he's not coming with anybody.
Cycle 66  Candy!

M-1

chëlêtë  Chëlêtë h₂-e-e₇.  money  There isn't any money.
  sesepa  Sesepa h₂-se-e₇.  soap  There isn't any soap.
  letsoai  Letsoai h₂-le-e₇.  salt  There isn't any salt.
  lipömpöng  Lipömpöng h₂-li-e₇.  candy  There isn't any candy.
  lijô  LiJo h₂-li-e₇.  food  There isn't any food.
  likobô  Likobô h₂-li-e₇.  blankets  There aren't any blankets.

C-1

Children:  Lipömpöng! Mphê lipömpöng!
           Ntate, lipömpöng!
Volunteer:  H₂-li-e₇.
           Or: H₂-ke-na lipömpöng.

C-2

Children:  Chëlêtë! Mphê chëlêtë, ntatê!
           Chëlêtë! Mphê chëlêtë!
Volunteer:  H₂-a-e₇.

M-2

sesepa  Se-tëng.  soap  There is some (soap).
chëlêtë  E-tëng.  money  There is some (money).
lengôô  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:  H₂-li-e₇.
Child:  Li-tëng, kea-tseba.  There is, I know.
       Mphê lipömpöng.
Volunteer:  H₂-li-e₇ kannete.  Give me some candy.
Volunteer:  H₂-li-e₇ kannete.  There isn't any, truly.
Children: Lipömpöng! Mphê lipömpöng!
        Lipömpöng! Lipömpöng!
        Mphê lipömpöng!
Volunteer: Le-batla'ng?
Child: Re-kopa lipömpöng, ntate.
Volunteer: Hå-ke-na lipömpöng.
        Or: Hå-li-e8.
Child: Mphê lipömpöng. Li-tëng,
        këa-tseba.
Volunteer: Hå-li-e8 kannete.

A: Mphê [lipömpöng].
B: Hå-li-e8.
A: Mphê [chêlêtê].
B: Hå-e-e8.
A: Mphê [lebonê].
B: Hå-le-e8.
A: Mphê [sesepa].
B: Hå-se-e8.

S: Mphê [tsoekere].
Mophëhi: Hå-e-e8.
S: E-tëng, këa-tseba.
Mophëhi: E-tëng kae?
S: E-tëng ka-k'habotheng.
Mophëhi: (finds it) Nka, ke-ëna.

There isn't any.
There is, I know.
Where is it? (Lit. It exists where?)
It is there in the cupboard.
Take it, here it is.
# Cycle 67  Why are you studying Sesotho?

## M-1

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you studying Sesotho?</td>
<td>Why are you studying Sesotho?</td>
</tr>
<tr>
<td>Where are you learning Sesotho?</td>
<td>Where are you learning Sesotho?</td>
</tr>
<tr>
<td>When do you study Sesotho?</td>
<td>When do you study Sesotho?</td>
</tr>
</tbody>
</table>

## M-2

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you studying Sesotho?</td>
<td>Why are you studying Sesotho?</td>
</tr>
<tr>
<td>Where are you learning Sesotho?</td>
<td>Where are you learning Sesotho?</td>
</tr>
<tr>
<td>When do you study Sesotho?</td>
<td>When do you study Sesotho?</td>
</tr>
</tbody>
</table>

## C-1

A: U-ithuta Sesotho [hobane'ng]?  
B: Kq-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: G, ke-hantlô.

## C-3

A: U-kôna sekölo kae?  
B: Hê-ke-kône sekölo.  
A: Hobane'ng?  
B: Hobane këa-aëbëtsa.
M-3

pampiri U-rêka pampiri hobane'ng? paper Why are you buying paper?
pêné U-rêka pêné 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 paper I'm buying paper because
kê-batla ho-ngôla I would like to write
lengôlo a letter.
pêné Kê-rêka pêné hobane pen I'm buying a pen because
kê-batla ho-ngôla I would like to write
lengôlo a letter.

C-4

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

C-5

A: Kê-batla ho-rêka [pêné].
B: Hobane'ng?
A: Hobane kê-batla ho-[ngôla].
B: [Pêné] ea-hao e-kae?
A: Hg-ke-na [pêné].

M-5

sesepa Re-rêka sesepa hobane re-
batla ho-hloekisa matlo
a-rona. We are buying soap because
we want to clean our
rooms.
êmêrê Re-rêka ëmêrê hobane re-
batla ho-hloekisa matlo
a-rona. We are buying a bucket
because we want to
clean our rooms.
lefîîlo Re-rêka lefiîlo hobane re-
batla ho-hloekisa matlo
a-rona. 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.
The following exercise will provide additional practice in joining two sentences together with hobane. Practice them as follows:

**Teacher**

   Ke-ea Lesotho.

2. Ke-ea k'hêfing.
   Ke-lapile.

   Ke-batla ho-ngôla lengôlô.

4. Re-rêka sesepa.
   Re-batla ho-hloêkisa matlo.

5. Re-rêka êmêrê.
   Re-batla ho-hloêkisa matlo.

6. Ha-ke-na koae.
   Ha-ke-na chêlêtê.

7. Ha-ke-na kôlôi.
   Ha-ke-na chêlêtê.

   Ha-se-mosali.

   Ha-se-monna.

    Oa-kula.

**Response**


2. Ke-ea k'hêfing hobane ke-lapile.


4. Re-rêka sesepa hobane re-batla ho-hloêkisa matlo.

5. Re-rêka êmêrê hobane re-batla ho-hloêkisa matlo.
To the instructor: Introduce the use of "tla" to indicate future actions by means of the following demonstration:

(Then opens the door saying)
Kę-bula monyakô.
Kę-tla koala monyakô.
(Then closes the door, saying)
Kę-koala monyakô.

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

M-1

monyakô  Kę-tla bula monyakô.  door  I'm going to open the door.

lengôlô  Kę-tla bula lengôlô.  letter  I'm going to open the letter.

mokotlana  Kę-tla bula mokotlana.  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.


C-1

S: (as a monologue, performing the appropriate actions)
Kę-tla bula [monyakô].  Kę-bula [monyakô].
Kę-tla koala [monyakô].  Kę-koala [monyakô].
M-3
phēha  Naa u-tla phēha rēisi cook  Are you going to cook rice tomorrow?
      hosasa?  
palama  Naa u-tla palama hosasa? ride  Are you going to ride tomorrow?

C-2
A: Naa u-tla [phēha rēisi] hosasa?
B: Eē, kē-tla [phēha rēisi] hosasa.

C-3
A: U-tla ētsa joang hosasa?
B: Kē-tla [palama] hosasa.
    Or: Hā-ke-tsebe.

M-4
pērē  Kē-batla ho-palama pērē. horse  I would like to ride a horse.
kōlōi Kē-batla ho-palama kōlōi. car  I would like to travel by car.
baesekele  Kē-batla ho-palama bicycle  I would like to ride a bicycle.
    baesekele.

M-5
palama  Kē-tla palama pērē. ride  I'll ride a horse.
rēka  Kē-tla rēka pērē. buy  I'll buy a horse.
fēpa  Kē-tla fēpa pērē. feed  I'll feed the horse.

C-4
A: Kē-batla ho-palama pērē.
B: U-na le-[pērē]?
A: [Chēē], hā-ke-na [pērē].
B: Joalē u-tla palama pērē ea-mang?
A: Kē-tla rēka [pērē].
B: Uēna hā-u-na chēlētē.
A: Kē-na le-chēlētē.
    Kēa-sēbētsa. Hā-u-tsebe?
B: Ėō. Ke-hantlē
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-pêpilê'ng?
S: O-pêpilê 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-roêtse'ng?
S: O-roêtse tuku.

Q-8
T: Naa o-roêtse liêta?
S: Chêê, ha-aa-roala liêta.

No, she's not wearing shoes.

Q-9
T: O-tšoêre'ng?
S: O-tšoêre tšilê.

What is she grasping?
She's grasping a grinding stone.

Q-10
T: U-bôna'ng möö?
S: [ ]

What do you see here?
Cycle 70  I don't know him.  70-1

<table>
<thead>
<tr>
<th>M-1</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tseba</td>
<td>Naa u-tseba Têllô?</td>
<td>know</td>
<td>Do you know Tello?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thusa</td>
<td>Naa u-thusa Mary?</td>
<td>help</td>
<td>Are you helping Mary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ruta</td>
<td>Naa u-ruta Lisôbô?</td>
<td>teach</td>
<td>Are you teaching Disebo?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tseba</td>
<td>Eê, kêa-mo-tseba.</td>
<td>know</td>
<td>Yes, I know him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thusa</td>
<td>Eê, kêa-mo-thusa.</td>
<td>help</td>
<td>Yes, I'm helping her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ruta</td>
<td>Eê, kêa-mo-ruta.</td>
<td>teach</td>
<td>Yes, I'm teaching her.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Naa u-tseba [Têllô]?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: Eê, kêa-mo-tseba.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or: Eê, hâ-ke-mo-tsebe.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, I don't know him.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Naa!! mo-tseba?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: Mang?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or: Kê-tseba mang?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: Têllô?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: Eê, kêa-mo-tseba.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or: Chêê, hâ-ke-mo-tsebe.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-3</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>setulô</td>
<td>Mo-fê setulô.</td>
<td>chair</td>
<td>Give him a chair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lijô</td>
<td>Mo-fê lijô.</td>
<td>food</td>
<td>Give him some food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jêsî</td>
<td>Mo-fê jêsî.</td>
<td>sweater</td>
<td>Give him a sweater.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| * * * * * * * * * |

|  | pêñe  | Mo-kalimê pêñe. | 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. |
| Seburu  | Mo-rutê Seburu.  | Afrikaans | Teach her Afrikaans. |
| Sefora  | Mo-rutê Sefora.  | French  | Teach her French. |
C-3
T: [John], [Susan] o-batla ho-lula.
    Mo-fê setulô.

C-4
T: [John], [Susan] o-batla ho-ngôla.
    Mo-kalimê pênê.
S: Hê-ke-na pênê.

C-5
T: [Susan], [Bill] o-lapilê.
    Mo-fê lijô.
S: Lijô hê-li-eô. There's no food.

M-4
kopa  U-tla mo-kopa ho-êtsa beg, ask What are you going to
      joang?             ask her to do?
ruta U-tla mo-ruta ho-êtsa teach What are you going to
      joang?             teach her to do?

M-5
sala Kê-tla mo-kopa ho-sala stay I'm going to ask her
      le-rona.            to stay with us.
bapala Kê-tla mo-kopa ho-bapala play I'm going to ask her to
      le-rona.            play with us.
lula Kê-tla mo-kopa ho-lula live I'm going to ask her to
      le-rona.            live with us.

C-6
A: U-tla mo-kopa ho-êtsa joang?
B: Kê-tla mo-kopa ho-sala le-rona.

C-7
    Naa u-tla mo-kalima pêrô ea-hao?
B: Eê, kê-tla mo-kalima pêrô ea-ka.
Review briefly cycles 2, 6, 8, 28, 1, 37, 20, 24, and 4 in preparation for this dialogue.

Volunteer: Khôtsô ntatê.
Mosotho: Èè, ntatê.
Volunteer: U-phela joang?
Mosotho: Kg-phela hantlé. Uôna u-phela joang?
Volunteer: Kg-phela hantlé.
Mosotho: U-tsoa kae?
Volunteer: Kg-tsoa Masêru.
Mosotho: Ôô, joalê u-ea kae?
Volunteer: Kg-ea Rôna.
Mosotho: Ôô, u-sôbêtsa Nasêru?
Volunteer: È-ô, hô-ke-sôbêtsê têng.
Mosotho: U-sôbêtsa kae?
Volunteer: Kg-sôbêtsa Rôna.
Mosotho: Ôô, kga-bôna. Joalê lebitsô la-hao u-mang?
Volunteer: Lebitsô la-ka kê-[John].
    Or: Kg-[John].
    Kg-moithaopi oa-Âmêrika.
Mosotho: Ao! U-moithaopi oa-Âmêrika?
Volunteer: Èè.
Mosotho: Kgô-bôna. Joalê u-ithutilê Sesotho kae?
Volunteer: Kg-ithutilê sôna Amêrika,
    feêla hô-ke se-tsebe hantlé.
Mosotho: Joalê u-tla se-tseba haholo.
Volunteer: Joalê uôna u-mang, ntatê?
Mosotho: Lebitsô la-ka kê-[Tau].
Volunteer: U-hahilê kae?
Mosotho: Kg-hahilê 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-sębêtsa kae?
Mosotho: Ke-sębêtsa hôna têng.
Volunteer: Öö. U-sębêtsa'ng?
Mosotho: Ke-sębêtsa pösöng.
Volunteer: Joalê u-ea kae?
Mosotho: Ke-ea Thaba-Bosiu.
Volunteer: Öö.
Mosotho: Naa ua-rata Lesotho möo?
Volunteer: Ê, kça-rata, fêêla hoa-bata.
Mosotho: Êê. Ua-utloa hore hoa-bata hôna kajêno?
Volunteer: Êê.

M-1
ithuta U-ithutilê Sesotho kae? learn Where did you learn Sesotho?
ruta U-rutilê Sesotho kae? teach Where did you teach Sesotho?
bua U-builê Sesotho kae? speak Where did you speak Sesotho?

M-2
ithuta Ke-ithutilê sôna Amërika. I learned it in America.
ruta Ke-se-rutilê Amërika. I taught it in America.
bua Ke-se-builê Amërika. I spoke it in America.

C-1
A: U-[ithutilê] Sesotho kae?
B: Ke-[ithutilê] sôna Amërika.

M-3
hahilê Ke-hahilê Morija. have built I live in Morija.
lula Ke-lula Morija. stay, live I live in Morija.
phela Ke-phela Morija. live I live in Morija.
sębêtsa Ke-sębêtsa Morija. work I work in Morija.
C-2
A: U-hahile kae?
B: Kgà-hahile [Morija].

M-4
sepetlele   O-ilë sepetlele.  hospital  She’s gone to the hospital.
tòrôpông    O-ilë tòrôpông.  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-e6.  
T: O-ilë kae?
S: O-ilë tòrôpông.
**Cycle 72** I'm going to the store to buy a shirt.

### M-1

<table>
<thead>
<tr>
<th>Place</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>lebenkeleng</td>
<td>U-il'ō rēka'ng lebenkeleng?</td>
<td>at the store</td>
</tr>
<tr>
<td>k'hefing</td>
<td>U-il'ō rēka'ng k'hefing?</td>
<td>at the cafe</td>
</tr>
<tr>
<td>mmarakeng</td>
<td>U-il'ō rēka'ng mmarakeng?</td>
<td>at the market</td>
</tr>
</tbody>
</table>

What are you going to the store to buy? What are you going to the cafe to buy? What are you going to the market to buy?

### M-2

<table>
<thead>
<tr>
<th>Place</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>phofo</td>
<td>Ke-il'ō rēka phofo lebenkeleng.</td>
<td>flour</td>
</tr>
<tr>
<td>koae</td>
<td>Ke-il'ō rēka koae lebenkeleng.</td>
<td>tobacco/cigarettes</td>
</tr>
<tr>
<td>hêmpê</td>
<td>Ke-il'ō rēka hêmpê lebenkeleng.</td>
<td>shirt</td>
</tr>
</tbody>
</table>

I'm going to the store to buy flour. I'm going to the store to buy tobacco/cigarettes. I'm going to the store to buy a shirt.

### C-1

A: U-il'ō rēka'ng [lebenkeleng]?
B: Ke-il'ō rēka [phofo].

### M-3

<table>
<thead>
<tr>
<th>Place</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>pösö</td>
<td>U-il'ō étsa'ng pösöng?</td>
<td>post office</td>
</tr>
<tr>
<td>[Maseru]</td>
<td>U-il'ō étsa'ng [Maseru]?</td>
<td>[Maseru]</td>
</tr>
<tr>
<td>k'hefi</td>
<td>U-il'ō étsa'ng k'hefing?</td>
<td>cafe</td>
</tr>
</tbody>
</table>

What are you going to do at the post office? (You are going to the post office to do what?) What are you going to do at [Maseru]? What are you going to do at the cafe?
M-4
lata
Kë-il'ö lata lengôlò
pösöng.
fetch
I'm going to the post office to fetch a letter.
rêka
Kë-il'ö rêka setêmpê.
buy
I'm going (somewhere) to buy a stamp.
bua
Kë-il'ö bua le-motsoallaô
speak
I'm going (somewhere) to speak with my friend.
a-ka.

C-2
A: U-il'ö ötsa'ng [pösöng]? 
B: Kë-il'ö [lata lengôlò].

C-3
A and B: GREETINGS EXCHANGE.
A: U-ea kae?
B: [Lebënkelên].
A: U-il'ö ötsa'ng?
   Or: U-il'ö ötsa ioang?
B: Kë-il'ö rêka [hêmpê].

C-4
A: Naa u-tseha [John]?
B: Ñë.
A: 0-ea [Lesotho].
B: Ao! 0-ea Lesotho? 0-il'ö ötsa ioang? Really? He's going to Lesotho?
   What is he going (there) to do?
A: 0-il'ö [phela tông].
B: Öö. 0-tsamaea neng?
A: Ka-Mmantaha.

C-5
A: U-il'ö etsa'ng [lebënkelên]?
B: Kë-il'ö rêka [koae].
A: U-tla rêka [hêmpê] neng?
B: Kë-tla rêka [hêmpê] hosasa.
   When will you buy a [shirt]?
   I'll buy a [shirt] tomorrow.
Cycle 73 What kind of work do you want?

M-1

<table>
<thead>
<tr>
<th>mosēbētsi</th>
<th>U-batla mosēbētsi oa-mofuta ofe?</th>
<th>work</th>
<th>What kind of work do you want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>lebēnkēle</td>
<td>U-batla lebēnkēle la-mofuta ofe?</td>
<td>store</td>
<td>What kind of store do you want?</td>
</tr>
<tr>
<td>sesepa</td>
<td>U-batla sesepa sa-mofuta ofe?</td>
<td>soap</td>
<td>What kind of soap do you want?</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>kicheneng</th>
<th>Kē-batla mosēbētsi oa-kicheneng.</th>
<th>kitchen</th>
<th>I want work in the kitchen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>jareteng</td>
<td>Kē-batla mosēbētsi oa-jareteng.</td>
<td>garden</td>
<td>I want work in the garden.</td>
</tr>
<tr>
<td>ofising</td>
<td>Kē-batla mosēbētsi oa-ofising.</td>
<td>office</td>
<td>I want office work.</td>
</tr>
</tbody>
</table>

M-3

"Sunlight" Kē-batla sesepa sa- "Sunlight". Sunlight I want (a bar of) "Sunlight" soap.
"Blue Surf" Kē-batla sesepa sa- "Blue Surf". Blue Surf I want "Blue Surf" (washing) soap.
"Palmolive" Kē-batla sesepa sa- "Palmolive". Palmolive I want (a bar of) "Palmolive" soap.

C-1

A: U-batla mosēbētsi oa-mofuta ofe?
B: Kē-batla mosēbētsi oa-[kicheneng].

C-2

A: U-batla sesepa sa-mofuta ofe?
B: Kē-batla sesepa sa- ["Sunlight"].
Or: Sa-["Sunlight"].
U-tseba ho-phêha?
U-tseba ho-hlatsoa?
U-tseba ho-ngôla hantê?
U-tseba ho-bua Sekhooa?
U-tseba ho-lema jareteng?

Can you cook?
Can you wash?
Can you write well?
Can you speak English?
Can you dig in the garden?

Ke-batla mosêbêtsi.  
U-batla mosêbêtsi oa-mofuta ofe?
A: Ke-batla mosêbêtsi ftêla.
B: U-tseba ho-[phêha]?
A: Chêê, fê-ke-tsebe.  
Or: Fêê, kêa-tseba.
B: U-tseba ho-[hlatsoa]?
A: Chêê, fê-ke-tsebe.  
Or: Fêê, kêa-tseba.
B: Ke-soabile. Hê-ke-na mosêbêtsi. 
I'm sorry. I don't have work.

It's a sheep.

Ke-[phôôfôôlo] ea-mofuta ofe?
Ke-[sesepa] sa-mofuta ofe?
Ke-mosêbêtsi oa-mofuta ofe?

What kind of animal is it?
What brand of soap is it?
What kind of work is it?

Ke-[phôôfôôlo] ea-mofuta ofe?
Ke-[nku]. 
It's a sheep.

Ke-sa-["Sunlight"]. 
Ke-oa-[kicheneng]. 
It's "Sunlight" soap.
It's (work) in the kitchen.
**C-5**

    Sesepa se-kae?

B: Ha-se-e8. Kopa [Susan].  
    O-na le-sesepa.

A: Ke-sa-mofuta ofe?  

B: Ke-kholoa hore ke-sa-"Sunlight".  


B: Hi-se-e8. Kopa [Susan].  
    O-na le-sesepa.

A: Ke-sa-mofuta ofe?  

B: Ke-kholoa hore ke-sa-"Sunlight".  


Where is some soap?  
There isn't any. Ask [Susan].  
She has soap.  
What kind is it?  
I think it is ["Sunlight"].  
Thank you. I'll go ask for it.

**C-6**

A: [Thēkō] o-kae?

B: Oa-sēbētsa.

A: Ao! Oa-sēbētsa?  
    O - sēbētsa kae?

B: [Masēru].

A: Ke-mosēbētsi o-mofuta ofe?  

B: Ke-mosēbētsi on-[jareteng].


What kind of work is it?  
It's [gardening].
Cycle 74  I don't see it.

M-1

<table>
<thead>
<tr>
<th>Item</th>
<th>Phrase</th>
<th>Item</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>letsoai</td>
<td>Ke-il'ō le-rēka.</td>
<td>salt</td>
<td>I'll go buy some.</td>
</tr>
<tr>
<td>sesepa</td>
<td>Ke-il'ō se-rēka.</td>
<td>soap</td>
<td>I'll go buy some.</td>
</tr>
<tr>
<td>lebōnē</td>
<td>Ke-il'ō le-rēka.</td>
<td>candle</td>
<td>I'll go buy one.</td>
</tr>
<tr>
<td>setēmpē</td>
<td>Ke-il'ō se-rēka.</td>
<td>stamp</td>
<td>I'll go buy one.</td>
</tr>
</tbody>
</table>

C-1

A: Naa [letsoai le]-tēng?  Is there [some salt]?
B: Chēē, hq-[le]-ēō, feēla  No there isn't any, but I'll go
tē il'ō [le]-rēka.                buy some.
A: Neng?                  When?
B: Hōna joalē.              Right away.

M-2

<table>
<thead>
<tr>
<th>Item</th>
<th>Phrase</th>
<th>Item</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>letsoai</td>
<td>Kq-tla le-rēka.</td>
<td>salt</td>
<td>I'll buy some.</td>
</tr>
<tr>
<td>sesepa</td>
<td>Kq-tla se-rēka.</td>
<td>soap</td>
<td>I'll buy some.</td>
</tr>
<tr>
<td>lebōnē</td>
<td>Kq-tla le-rēka.</td>
<td>candle</td>
<td>I'll buy one.</td>
</tr>
<tr>
<td>setēmpē</td>
<td>Kq-tla se-rēka.</td>
<td>stamp</td>
<td>I'll buy one.</td>
</tr>
</tbody>
</table>

C-2

A: U-ngōla'ng, [Tebohō]?  Do you have a stamp?
B: Kq-ngōla lengōlō.       There isn't any, but I'll buy one.
A: U-na le-setēmpē?        Where will you buy it?
B: Hq-se-eō, feēla kq-tla se-rēka.  I'll buy it at the post office.
A: U-tla se-rēka kae?      
B: Kq-tla se-rēka pōsōng.  

C-3

A: U-phēha'ng?              When will you buy it?
B: Kq-phēha [rōisi].       
A: U-na le-letsoai?        
B: Hq-le-eō, feēla kq-tla le-rēka.  
A: U-tla le-rēka neng?     
B: Kq-tla le-rēka hōna joalē. I'll buy it right away.
C-4
Mosotho: Naa batho ba-Amērika ba-noa lebese?
Volunteer: Éë, ba-le-noa haholo.
Mosotho: Naa le-uēna ua-le-noa?
Volunteer: É-ē, nna h₃-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-tēng, [Lisēbô]?
B: Chùë [numê], h₃-se-eô.
A: Naa u-tla se-rēka?
B: Éë, k₃-ii'ô se-rēka hōna joalē.
Or: K₃-tla se-rēka hosasa.
Is there any [soap], [Disebo]?
No ma'm, there isn't any.
Will you buy some?

C-6
A: Tlisa [setēmpê], [Lisēbô].
B: H₃-ke-se-bône.
A: [Setēmpê] se-tēng tafolēng.
Or: Se-tēng tafolēng.
B: Ŭō, k₃-se-se-bōna. K₃-sēna.
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 hōô?
B: Ke-sefofane.
A: Se-kae?
B: H₃-ke-se-bône.
Listen! What's that?
It's an airplane.
Where is it?
I don't see it.

C-8
A: Lebitsô la-hao h₃-le-eô pampiring.
Naa u-tla le-ngôla?
B: Éë, k₃-tla le-ngôla.
Your name isn't on the paper.
Will you write it?
Cycle 75  Who are you working with? What are you working with?  

M-1
le-Thabo   Kq-sêbêtsa le-Thabo.
ka-mohoma Kq-sêbêtsa ka-mohoma.  
with Thabo I work with Thabo.
with a hoe I work with a hoe.

C-1
A: U-sêbêtsa le-mang?
B: Le-[Thabo].  
A: U-sêbêtsa ka'ng?
B: Ka-[mohoma].  
Who do you work with?
With Thabo.
What do you work with?
With a hoe.

C-2
A: U-tsamaea le-mang?
B: Le-[Thabo].  
A: Le-tsamaea ka'ng?
B: Re-tsamaea ka-[bese].  
Who are you going with?
How are you going?
We are going by [bus].

C-3
A: U-ja lehapu ka'ng?
   Ka-thipa kapa ka-ferekô?
B: È-ê, ké-le-ja ka-letsôhô.  
How do you eat a watermelon?
With a knife or a fork?
No, I eat it with (my) hand.

M-2
ka-chôkô U-êtsa'ng ka-chôkô?
ka-ênkê U-êtsa'ng ka-ênkê?
ka-ferekô U-êtsa'ng ka-ferekô?
ka-chêlêtê U-êtsa'ng ka-chêlêtê?  
with chalk What do you do with chalk?
with ink What do you do with ink?
with a fork What do you do with a fork?
with money What do you do with money?

M-3
ngôla Kq-ngôla ka-eôna.  
ja Kq-ja ka-eôna.  
rêka Kq-rêka ka-eôna.  
write I write with it.
eat I eat with it.
buy I buy with it.
C-4
A: U-ëtsa'ng ka-[ënkê]?  
B: Kê-ngôla ka-eôna.

C-5
A: U-hlatsoa ka-sesepa sa-mofuta ofe? What kind of soap do you wash with?  
B: Kê-hlatsoa ka-['Blue Surf'].
TO THE STUDENT:

Sesotho nouns (ci cycle 59) are grouped into six classes according to their singular and plural prefixes:

1. [mo-\textsc{noun}] Mosotho [ba-\textsc{noun}] Basotho Mosotho, Basotho
2. [mo-\textsc{noun}] molamu [me-\textsc{noun}] melamu stick, sticks
3. [le-\textsc{noun}] leoto [ma-\textsc{noun}] maoto foot, feet
4. [se-\textsc{noun}] sejana [li-\textsc{noun}] lijana dish, dishes
5. [\textsc{a}-\textsc{noun}] nku [li\textsc{a}-\textsc{noun}] linku sheep, sheep
6. [bo-\textsc{noun}] bosiu [ma-\textsc{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.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosotho</td>
<td>Basotho</td>
</tr>
<tr>
<td>mosali</td>
<td>basali</td>
</tr>
<tr>
<td>monna</td>
<td>banna</td>
</tr>
<tr>
<td>[mo]</td>
<td>[ba]</td>
</tr>
<tr>
<td>sejana</td>
<td>lijana</td>
</tr>
<tr>
<td>sefatē</td>
<td>lifatē</td>
</tr>
<tr>
<td>setulō</td>
<td>lītulō</td>
</tr>
<tr>
<td>[se]</td>
<td>[li]</td>
</tr>
<tr>
<td>nku</td>
<td>linku</td>
</tr>
<tr>
<td>nthō</td>
<td>lînthō</td>
</tr>
<tr>
<td>ntja</td>
<td>lintja</td>
</tr>
<tr>
<td>nnete</td>
<td>linnete</td>
</tr>
<tr>
<td>pērē</td>
<td>lipērē</td>
</tr>
<tr>
<td>khōmo</td>
<td>likhōmo</td>
</tr>
<tr>
<td>buka</td>
<td>libuka</td>
</tr>
<tr>
<td>kobē</td>
<td>likobē</td>
</tr>
<tr>
<td>[\textsc{a}]</td>
<td>[li\textsc{a}]</td>
</tr>
<tr>
<td>molamu</td>
<td>melamu</td>
</tr>
<tr>
<td>monyako</td>
<td>menyako</td>
</tr>
<tr>
<td>mosēbētsi</td>
<td>mesēbētsi</td>
</tr>
<tr>
<td>[mo]</td>
<td>[me]</td>
</tr>
</tbody>
</table>
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.

*Teacher*
- molamu
- mosali
- sejana
- monna
- pêrê
- etc.

*Response*
- melamu
- basali
- lijana
- banna
- lipêrê
- 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-lokîle.
   - Lehe le-kae?

4. [se-NOUN] se-
   - Sejana se-lokîle.
   - Sejana se-kae?

6. [bo-NOUN] bo-
   - Bohôbô bo-lokîle.
   - Bohôbô bo-kae?

The egg is ready.
The dish is ready.
The bread is ready.
Where is the egg?
Where is the dish?
Where is the bread?
Plural

1. [ba·NOUN] ba-_____
   Basotho ba-lokile.
   Basotho ba-kae?
   The Basotho are ready.
   Where are the Basotho?

4. [li·NOUN] li-_____
   Lijana li-lokile.
   Lijana li-kae?
   The dishes are ready.
   Where are the dishes?

5. [li·NOUN] li-_____
   Lintho li-lokile.
   Lintho li-kae?
   The things are ready.
   Where are the things?
   Lipere li-lokile.
   Lipere li-kae?
   The horses are ready.
   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.

Teacher  Response
lehe        Lehe le-lokile.
            Or: Lehe le-kae?
sejana      Sejana se-lokile.
            Or: Sejana se-kae?
[ ]         [ ] lokile.
            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-lokile.
   Mosotho o-kae?

2. [mo·NOUN] o-_____
   Molamu o-lokile.
   Molamu o-kae?
2. [me.NOUN] e-_______
   Melamu e-lokilë.
   Melamu e-kae?
3. [ma.NOUN] a-_______
   Mabônë a-lokilë.
   Mabônë a-kae?
6. [ma.NOUN] a-_______
   Mabôbê a-lokilë. The loaves are ready.
   Mabôbê a-kae? Where are the loaves?

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 | Response
---|---
Mosotho | Mosotho o-lokilë.
   | Or: Mosotho o-kae?
mabônë | Mabônë a-lokilë.
   | Or: Mabônë a-kae?
[ ] | [ ] lokilë.
   | Or: [ ] kae?

Only one of the SC's is completely unlike the prefix of the noun to which it refers:

5. [ną.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 \[\hat{N}\text{-NOUN}\] class and associating the SC "e-" with them. Use nouns from the list at the end of this cycle.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>nthô</td>
<td>Nthô e-lokile.</td>
</tr>
<tr>
<td></td>
<td>Or: Nthô e-kae?</td>
</tr>
<tr>
<td></td>
<td>Or: Nthô e-joang?</td>
</tr>
<tr>
<td></td>
<td>Or: Nthô e-tëng?</td>
</tr>
<tr>
<td>[</td>
<td>[</td>
</tr>
<tr>
<td></td>
<td>Or: [</td>
</tr>
<tr>
<td></td>
<td>Or: [</td>
</tr>
<tr>
<td></td>
<td>Or: [</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>sejana</td>
<td>Sejana se-lopile.</td>
</tr>
<tr>
<td>mabôné</td>
<td>Mabôné a-kae?</td>
</tr>
<tr>
<td>përé</td>
<td>Përé e-tëng?</td>
</tr>
<tr>
<td>[</td>
<td>[</td>
</tr>
</tbody>
</table>
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, morena (class 1), marêna (class 3). These shifts are indicated in parentheses.

<table>
<thead>
<tr>
<th>Class 1</th>
<th>[mo.NOUN]</th>
<th>[ba.NOUN]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosotho</td>
<td>motsoallê 20</td>
<td>(metsoallê cl 2)</td>
</tr>
<tr>
<td></td>
<td>mookamêli 27</td>
<td>baokamêli 49</td>
</tr>
<tr>
<td></td>
<td>moithaopi 37</td>
<td>baithaopi 45</td>
</tr>
<tr>
<td></td>
<td>moroêtsana 47</td>
<td>baroêtsana 45</td>
</tr>
<tr>
<td></td>
<td>mohlankana 47</td>
<td>bahlankana 45</td>
</tr>
<tr>
<td></td>
<td>monna 47</td>
<td>banna</td>
</tr>
<tr>
<td></td>
<td>mosali 47</td>
<td>basali</td>
</tr>
<tr>
<td></td>
<td>morêna 59</td>
<td>(marêna cl 3)</td>
</tr>
<tr>
<td></td>
<td>motho 59</td>
<td>batho 47</td>
</tr>
<tr>
<td>Mosotho</td>
<td>Mosotho 55</td>
<td>Basotho 47</td>
</tr>
<tr>
<td></td>
<td>moruti 53</td>
<td>baruti</td>
</tr>
<tr>
<td></td>
<td>molemi 53</td>
<td>balemî</td>
</tr>
<tr>
<td></td>
<td>mokhannî 53</td>
<td>bakhannî</td>
</tr>
<tr>
<td></td>
<td>morutuoa 53</td>
<td>barutuoa</td>
</tr>
<tr>
<td></td>
<td>moholo 53</td>
<td>bahoôlo</td>
</tr>
<tr>
<td></td>
<td>ngoana 69</td>
<td>bana 56</td>
</tr>
<tr>
<td></td>
<td>mophêhi 58</td>
<td>baphêhi</td>
</tr>
</tbody>
</table>

Class 1a

(Class 1 has a small sub-group of nouns which take no prefix in the singular ("∅") 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=ntatê ba-kae?

<table>
<thead>
<tr>
<th>[∅.NOUN]</th>
<th>[bö.NOUN]</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntatê</td>
<td>bö=ntatê</td>
</tr>
<tr>
<td>mnê 2</td>
<td>bö=mnê 10</td>
</tr>
<tr>
<td>ntatê 2</td>
<td>bö=ntatê 10</td>
</tr>
</tbody>
</table>
### Class 2

<table>
<thead>
<tr>
<th>Noun</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>molamu</td>
<td>55</td>
</tr>
<tr>
<td>motse</td>
<td>29</td>
</tr>
<tr>
<td>monyako</td>
<td>35</td>
</tr>
<tr>
<td>moliš</td>
<td>43</td>
</tr>
<tr>
<td>mmaraka</td>
<td>45</td>
</tr>
<tr>
<td>nolamu</td>
<td>63</td>
</tr>
<tr>
<td>mosèbëtsi</td>
<td>63</td>
</tr>
<tr>
<td>mokotlana</td>
<td>68</td>
</tr>
<tr>
<td>mohoma</td>
<td>75</td>
</tr>
</tbody>
</table>

### Class 3

<table>
<thead>
<tr>
<th>Noun</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>leoto</td>
<td></td>
</tr>
<tr>
<td>lebetsë</td>
<td>1</td>
</tr>
<tr>
<td>lebeše</td>
<td>5</td>
</tr>
<tr>
<td>letsoai</td>
<td>7</td>
</tr>
<tr>
<td>Lesotho</td>
<td>21</td>
</tr>
<tr>
<td>letsatsi</td>
<td>31</td>
</tr>
<tr>
<td>letho</td>
<td>35</td>
</tr>
<tr>
<td>lengõ1õ</td>
<td>35</td>
</tr>
<tr>
<td>lebènkõ1õ</td>
<td>39</td>
</tr>
<tr>
<td>(le)haë</td>
<td>39</td>
</tr>
<tr>
<td>lebõkõsë</td>
<td>43</td>
</tr>
<tr>
<td>lehe</td>
<td></td>
</tr>
<tr>
<td>leoto</td>
<td></td>
</tr>
<tr>
<td>lepölesa</td>
<td>53</td>
</tr>
<tr>
<td>letšõhõ</td>
<td>55</td>
</tr>
<tr>
<td>lesale</td>
<td></td>
</tr>
<tr>
<td>lentsoe</td>
<td>56</td>
</tr>
<tr>
<td>lefiš1õ</td>
<td>56</td>
</tr>
</tbody>
</table>

### Class 4

<table>
<thead>
<tr>
<th>Noun</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>melamu</td>
<td></td>
</tr>
<tr>
<td>metse</td>
<td></td>
</tr>
<tr>
<td>menyako</td>
<td></td>
</tr>
<tr>
<td>me11õ</td>
<td></td>
</tr>
<tr>
<td>(limmaraka cl 5)</td>
<td></td>
</tr>
<tr>
<td>melamu</td>
<td></td>
</tr>
<tr>
<td>mese</td>
<td>63</td>
</tr>
<tr>
<td>mesèbëtsi</td>
<td></td>
</tr>
<tr>
<td>melkotlana</td>
<td></td>
</tr>
<tr>
<td>mehoma</td>
<td></td>
</tr>
</tbody>
</table>

### Class 5

<table>
<thead>
<tr>
<th>Noun</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>maoto</td>
<td></td>
</tr>
<tr>
<td>mabitsë</td>
<td></td>
</tr>
<tr>
<td>metsi</td>
<td>11</td>
</tr>
<tr>
<td>matsatsi</td>
<td></td>
</tr>
<tr>
<td>mangõ1õ</td>
<td></td>
</tr>
<tr>
<td>mabènkõ1õ</td>
<td></td>
</tr>
<tr>
<td>mabõkõsê</td>
<td></td>
</tr>
<tr>
<td>mantsiboea</td>
<td>47</td>
</tr>
<tr>
<td>mahe</td>
<td>48</td>
</tr>
<tr>
<td>maoto</td>
<td>51</td>
</tr>
<tr>
<td>mapölesa</td>
<td></td>
</tr>
<tr>
<td>matsõhõ</td>
<td></td>
</tr>
<tr>
<td>masale</td>
<td></td>
</tr>
<tr>
<td>mantsoe</td>
<td>56</td>
</tr>
<tr>
<td>mafiš1õ</td>
<td></td>
</tr>
</tbody>
</table>
(ntlo cl 5) matlo 56
leshomê 59 mashomê
lehapu 62 mahapu
lebônê 64 mabônê
leloala 69 maloala
mabêlê 69

Class 4 [se·NOUN] [li·NOUN]
sejana lijana
setulô 5 litulô
sejô lijô 5
Sesotho 20 likölo
sekolô 28
Sekhooa 30
setsoantêô 37 litšoantêô
Seburu 40
Sefora 40
selembô 47 lilembô
sefatê 47 lifatê
senô linô 48
sefofane 51 lifofane
seôta liôta 55
sejana lijana 56
sesepa 56 lisepa
setêmpe 60 litêmpe

Class 5 [N·NOUN] [liN·NOUN]
nku linku
khôtsô 4 libuka
buka 5
koranta 5 likoranta
pênê 5 lipênê
nama 5 linama
<p>| tichêrê 7 | litichêrê |
| teê 9 | liteê |
| pêntsêlê 9 | lipêntsêlê |
| kôfi 9 | likôfi |
| nthô 9 | linthô |
| tlelase 14 | litlelase |
| phôsô 17 | liphôsô |
| tsoekere 17 |  |
| tôrôpô 25 | litôrôpô |
| naha 25 | linaha |
| kêrêkê 28 | likêrêkê |
| bêkê 31 | libêkê |
| khoêli 31 | likhoêli |
| nakô 33 | linakô |
| bôlô 34 | libôlô |
| kobô 35 | likobô 55 |
| ôfisi 39 | liôfisi |
| pôsô 39 | lipôsô |
| apolê 43 | lipapolê |
| 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 |
| phôsôlô 48 | liphôsôlô 48 |
| thaba 49 | lithaba 47 |
| kôlôi 51 | likôlôi (makôlôi cl 3) |</p>
<table>
<thead>
<tr>
<th>Bengali Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>bese 51</td>
<td>libese</td>
</tr>
<tr>
<td>baesekele 51</td>
<td>libaesekele</td>
</tr>
<tr>
<td>pērē 51</td>
<td>lipērē 48</td>
</tr>
<tr>
<td>tōnki 51</td>
<td>litōnki</td>
</tr>
<tr>
<td>terene 51</td>
<td>literene</td>
</tr>
<tr>
<td>ngaka 53</td>
<td>lingaka</td>
</tr>
<tr>
<td>nēsē 53</td>
<td>linēsē</td>
</tr>
<tr>
<td>oache 52</td>
<td>lioache</td>
</tr>
<tr>
<td>katiba 55</td>
<td>likatiba 55</td>
</tr>
<tr>
<td>tēšimo 55</td>
<td>(masimo cl 3)</td>
</tr>
<tr>
<td>êmērē 56</td>
<td>liēmērē</td>
</tr>
<tr>
<td>tuku 55</td>
<td>lituku 55</td>
</tr>
<tr>
<td>jase 63</td>
<td>lijase 57</td>
</tr>
<tr>
<td>rēisi 58</td>
<td>liprēisi</td>
</tr>
<tr>
<td>k'ēfī 59</td>
<td>lik'ēfī</td>
</tr>
<tr>
<td>lamunu 60</td>
<td>lilamunu</td>
</tr>
<tr>
<td>bēthē 60</td>
<td>libēthē</td>
</tr>
<tr>
<td>polēlō 60</td>
<td>lipolēlō</td>
</tr>
<tr>
<td>chēlētē 61</td>
<td>lichēlētē</td>
</tr>
<tr>
<td>chōkō 61</td>
<td>lijōkō</td>
</tr>
<tr>
<td>jēsī 61</td>
<td>lijēsī</td>
</tr>
<tr>
<td>khalase 61</td>
<td>likhalase</td>
</tr>
<tr>
<td>pōmpōng</td>
<td>lipōmpōng 61</td>
</tr>
<tr>
<td>kausi</td>
<td>likausi 63</td>
</tr>
<tr>
<td>tālō 69</td>
<td>litālō</td>
</tr>
<tr>
<td>baki 63</td>
<td>libaki</td>
</tr>
<tr>
<td>tjāle 63</td>
<td>litjāle</td>
</tr>
<tr>
<td>hēmpē 63</td>
<td>lihēmpē</td>
</tr>
<tr>
<td>sōkisi 63</td>
<td>lisōkisi</td>
</tr>
<tr>
<td>ūnnōrōkō 63</td>
<td>līūnnōrōkō</td>
</tr>
<tr>
<td>pūōne 69</td>
<td>līpūōne</td>
</tr>
<tr>
<td>thipa 75</td>
<td>līthipa</td>
</tr>
<tr>
<td>k'habothe 66</td>
<td>lik'habothe</td>
</tr>
<tr>
<td>phofo 69</td>
<td>liphofo</td>
</tr>
<tr>
<td>ferekō 75</td>
<td>liferekō</td>
</tr>
<tr>
<td>Class 6 [bo·NOUN]</td>
<td>[ma·NOUN]</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>bosiu</strong></td>
<td><strong>masiu</strong></td>
</tr>
<tr>
<td><strong>bohôbè 5</strong></td>
<td><strong>mahôbè</strong></td>
</tr>
<tr>
<td><strong>joala 11</strong></td>
<td><strong>majoala</strong></td>
</tr>
<tr>
<td><strong>botlè 47</strong></td>
<td><strong>—</strong></td>
</tr>
<tr>
<td><strong>bosiu 59</strong></td>
<td><strong>masiu</strong></td>
</tr>
<tr>
<td><strong>borikhoe 60</strong></td>
<td><strong>marikhoe</strong></td>
</tr>
<tr>
<td><strong>bolause 63</strong></td>
<td><strong>malause</strong></td>
</tr>
</tbody>
</table>
Rumor: I hear that Phiri is doing well.

M-1
khêloa Kê-khêloa hore Phiri o-sêbêtsa hantlê.
think I think that Phiri is doing well.

utloa Kê-utloa hore Phiri o-sêbêtsa hantlê.
hear I hear that Phiri is doing well.

bôna Kê-bôna hore Phiri o-sêbêtsa hantlê.
see I see that Phiri is doing well.

tseba Kê-tseba hore Phiri o-sêbêtsa hantlê.
know I know that Phiri is doing well.

C-1
A: [Phiri] o-sêbêtsa joang [sekôlông]? How is [Phiri] doing at [school]?
B: Kê-[utloa] hore o-sêbêtsa hantlê.

M-2
utloa Kê-utloa joalô. hear That's the way I hear it.

bôna Kê-bôna joalô. see That's the way I see it.
tseba Kê-tseba joalô. know I know it (that).
ôloa Kê-khêloa joalô. think I think so (that).

C-2
B: Kê-[utloa] joalô.

C-3
A: Naa [Phiri] o-kêna sekôlô?
B: Kê-[utloa] joalô.
A: O-sêbêtsa joang sekôlông?
B: Kê-[utloa] hore o-sêbêtsa hantlê.
A: O-ithuta hantlê?
B: Nê, kê-[utloa] hore o-ithuta hantlê.
M-3

utloa
Kë-utloa hore Tankisô
oa-kula.

khôloa
Kë-khôloa hore Tankisô
oa-kula.

tseba
Kë-tseba hore Tankisô
oa-kula.

bôna
Kë-bôna hore Tankisô
oa-kula.

hear
I hear that Tankiso is sick.

think
I think that Tankiso is sick.

know
I know that Tankiso is sick.

see
I see that Tankiso is sick.

C-4

A and B: GREETINGS EXCHANGE

A: U-utloa joang? What have you heard (lately)?
B: Kë-utloa hore [Tankisô] oa-kula.

C-5

A: U-utloa joang?
B: Kë-utloa hore [Tankisô] oa-kula.
B: O-kae?
A: O-[sepetlele]. He's at the hospital.
B: Ke-hampe. Re-soabilë.

M-4

bô-Tëllô Re-utloa hore bô-Tëllô
ba-ea Amérika.

bô-Thabô Re-utloa hore bô-Thabô
ba-ea Amérika.

bô-tichêre Re-utloa hore bô-tichêre
ba-ea Amérika.

Tello and his companions
We hear that Tello and his companions are going to America.

Thabo and his companions
We hear that Thabo and his companions are going to America.

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 bō-[Telē] ba-ea Amērika.

M-5

<table>
<thead>
<tr>
<th>ea</th>
<th>Kē-utloa hore o-ea le-Mphô</th>
<th>go</th>
<th>le-Thēkô.</th>
<th>I understand that he is going with Mpho and Theko.</th>
</tr>
</thead>
<tbody>
<tr>
<td>tla</td>
<td>Kē-utloa hore o-tla le-Mphô</td>
<td>come</td>
<td>le-Thēkô.</td>
<td>I understand that he is coming with Mpho and Theko.</td>
</tr>
<tr>
<td>lula</td>
<td>Kē-utloa hore o-lula le-Mphô</td>
<td>live</td>
<td>le-Thēkô.</td>
<td>I understand that he lives with Mpho and Theko.</td>
</tr>
</tbody>
</table>

C-7
A: [Telē] o-ea le-mang [Amērika]?  
B: Re-utloa hore o-ea [le-Mphô] [le-Thēkô].

C-8
A: Le-utloa joang?
B: Re-utloa hore bō-[Telē] ba-ea [Amērika].

A: O-ea le-mang?
B: Re-utloa hore o-ea [le-Mphô] [le-Thēkô].

A: Ba-il'ō ̅ētsa joang?
B: Re-utloa hore ba-il'ō ruta Sesotho.

M-6

<table>
<thead>
<tr>
<th>khōloa</th>
<th>Kē-khōloa hore oa-tla.</th>
<th>think</th>
<th>I think that he is coming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bōna</td>
<td>Kē-bōna hore oa-tla.</td>
<td>see</td>
<td>I see that he is coming.</td>
</tr>
<tr>
<td>utloa</td>
<td>Kē-utloa hore oa-tla.</td>
<td>understand</td>
<td>I understand that he is coming.</td>
</tr>
</tbody>
</table>

C-9
A: Naa [Linē] oa-tla?
B: Kē-khōloa hore oa-tla.

A: O-tla le-mang?
B: Kē-khōloa 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: Kë-bula monyakô.
S. Present

E-1 Responses: Present, tla.

Teacher

1. Kë-bula monyakô.
2. Kë-tla bula lengô1ô.
4. Kë-koala mokôtô1ana.
5. Kë-bula lengô1ô.
6. Kë-tla bula mokôtô1ana.
8. Naa u-tla palama hosasa?
9. Naa u-tla phêla?
10. U-tla étsa joang?
12. Kë-tla palama kôlô1i.
15. U-tla bôna'ng?
16. U-sila'ng?
17. Kë-tla sila pöûne.
18. Ba-tla apara likobô.
20. Ba-tla kopa lijô.

Response

Present
Tla
Tla
Present
Present
Tla
Tla
Tla
Present
Tla
Tla
Tla
Present
Tla
Tla
Tla
Present
Tla
Tla

E-2 Responses: tla, il'ô.

Teacher

1. Kë-tla bula lengô1ô.
2. Kë-il'ô bula monyakô.
4. Kë-il'ô batla chêlêtê.

Response

Tla
Il'ô
Il'ô
Il'ô
5. O-Il'ö kopa mosêbêtsi.
6. O- tla kopa joala.
7. O-Il'ö rêka joala.
8. O-Il'ö ëtsa'ng pôsöng?
9. U- tla ëtsa joang?
10. Ba-Il'ö batla mookamëli.

E-3 Responses: Present, tla, Il'ö.

Teacher
1. Re-koala moyakô.
2. Re- tla bula moyakô.
3. Re-Il'ö fépa pêre.
4. Re- Il'ö rêka pêre.
5. Re- tla ea Quthing.
7. Le-tla ea kërêkëng neng?
8. Le- ithuta Sesotho neng?
9. Re- Il'ö ithuta sôna hôna joalë.
10. Le- tla lata lengôlô neng?
11. Re-Il'ö lata lengôlô hosasa.
12. Kg-Il'ö bua le-motsoallô oa-ka.
13. Re-bua le-motsoallô oa- rona.
14. Ba-tla neng?
15. Ba- batla 'ng?
17. Ba- Il'ö kopa mosêbêtsi.
18. Ba- Il'ö lata phofo.

E-4 Responses: Stative, tla.

Teacher
1. Mosali o-apëre kobô.
2. Monnë o-tla apara baki.
3. Uëna u-tla roala katiba.
4. Mosali o-roëtse tuku.  
5. Mosali o-pêpilê ngoana.  
8. Ngoana o-tla lapa.  

Stative  
Stative  
Stative  
Stative  
Stative
**Cycle 79** Beef, pork, mutton and goat’s meat

<table>
<thead>
<tr>
<th>M-1</th>
<th>nama</th>
<th>U-batla nama ea-mofuta ofe?</th>
<th>meat</th>
<th>What kind of meat do you want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>koae</td>
<td>U-batla koae ea-mofuta ofe?</td>
<td>tobacco</td>
<td>What kind of tobacco do you want?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th>nku</th>
<th>Ke-batla nama ea-nku.</th>
<th>sheep</th>
<th>I want some mutton.</th>
</tr>
</thead>
<tbody>
<tr>
<td>khōmo</td>
<td>Ke-batla nama ea-khōmo.</td>
<td>cow</td>
<td>I want some beef.</td>
<td></td>
</tr>
<tr>
<td>poli</td>
<td>Ke-batla nama ea-poli.</td>
<td>goat</td>
<td>I want some goat's meat.</td>
<td></td>
</tr>
<tr>
<td>fariki</td>
<td>Ke-batla nama ea-fariki.</td>
<td>pig</td>
<td>I want some pork.</td>
<td></td>
</tr>
</tbody>
</table>

**C-1**

A: U-batla nama ea-mofuta ofe?
B: Ke-batla nama ea-[nku].

<table>
<thead>
<tr>
<th>M-3</th>
<th>nama</th>
<th>Ke-nama ea-mofuta ofe?</th>
<th>meat</th>
<th>What kind of meat is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>koae</td>
<td>Ke-koae ea-mofuta ofe?</td>
<td>tobacco</td>
<td>What kind of tobacco is it?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-4</th>
<th>khōmo</th>
<th>Ke-nama ea-khōmo.</th>
<th>cow</th>
<th>It's beef.</th>
</tr>
</thead>
<tbody>
<tr>
<td>nku</td>
<td>Ke-nama ea-nku.</td>
<td>sheep</td>
<td>It's mutton.</td>
<td></td>
</tr>
</tbody>
</table>

| khōmo | Ke-ea-khōmo. | cow | It's beef. |
| nku | Ke-ea-nku. | sheep | It's mutton. |

**C-2**

A: Ke-nama ea-mofuta ofe?
B: Ke-ea-[khōmo].

<table>
<thead>
<tr>
<th>M-5</th>
<th>nama ea-nku</th>
<th>Tankisô o-il'ô rêka nama ea-nku.</th>
<th>mutton</th>
<th>Tankiso is going to buy some mutton.</th>
</tr>
</thead>
<tbody>
<tr>
<td>nama ea-khōmo</td>
<td>Tankisô o-il'ô rêka nama ea-khōmo.</td>
<td>beef</td>
<td>Tankiso is going to buy some beef.</td>
<td></td>
</tr>
</tbody>
</table>
C-3
A: Tankisô o-il'ô rêka nama.
B: O-il'ô rêka nama ea-mofuta ofe?
   Or: Nama ea-mofuta ofe?
A: O-il'ô rêka nama ea-[nku].
   Or: Ea-[nku].

M-6
sakerêtê  Ke-koaæ ea-sakerêtê.  cigarette  They are cigarettes.
pëipi     Ke-koaæ ea-pëipi.    pipe      It's pipe tobacco.

C-4
A: Ke-koaæ ea-mofuta ofe?
B: Ke-ea-[sakerêtê].

C-5
A: Mphê [koae].
B: [Koae] ea-mofuta ofe?
A: Ea-[sakerêtê].
   Or: Ha-[e]-eë.

M-7
koae ea-
   Tankisô o-il'ô rêka koae  cigarettes  Tankiso is going to buy
   sakerêtê  ea-sakerêtê.        cigarettes.
koae ea-pëipi  Tankisô o-il'ô rêka koae  pipe tobacco  Tankiso is going to buy
   ea-pëipi.
   some pipe tobacco.

C-6
A: Tankisô o-il'ô rêka koae.
B: O-il'ô rêka koae ea-mofuta ofe?
   Or: Koae ea-mofuta ofe?
A: O-il'ô rêka koae ea-[pëipi].
   Or: Ea-[pëipi].

They are cigarettes.
It's pipe tobacco.

They are cigarettes.
It's pipe tobacco.
## Cycle 80  What is he going to see the doctor about?  80-1

### M-1

<table>
<thead>
<tr>
<th>Item</th>
<th>In Various Languages</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>moriana</td>
<td>0-il'õ batla moriana.</td>
<td>medicine He is going (somewhere) to get medicine.</td>
</tr>
<tr>
<td>koea</td>
<td>0-il'õ batla koea.</td>
<td>tobacco/ cigarettes He is going (somewhere) to get tobacco/ cigarettes.</td>
</tr>
<tr>
<td>phofo</td>
<td>0-il'õ batla phofo.</td>
<td>flour He is going (somewhere) to get flour.</td>
</tr>
<tr>
<td>mosõbëtsi</td>
<td>0-il'õ batla mosõbëtsi.</td>
<td>work He is going (somewhere) to look for work.</td>
</tr>
</tbody>
</table>

### M-2

<table>
<thead>
<tr>
<th>Item</th>
<th>In Various Languages</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngaka</td>
<td>0-il'õ batla'ng ngakëng?</td>
<td>doctor What is he going to see the doctor about?</td>
</tr>
<tr>
<td>Roma</td>
<td>0-il'õ batla'ng Roma?</td>
<td>Roma What is he going to look for at Roma?</td>
</tr>
<tr>
<td>lebënkëlëng</td>
<td>0-il'õ batla'ng lebënkëlëng?</td>
<td>store What is he going to look for at the store?</td>
</tr>
</tbody>
</table>

### C-1

A: [John] o-il'õ batla'ng ngakëng?
B: 0-il'õ batla [moriana].

### C-2

T: (noting an absence in the class)
[John] o-kae?
S: 0-ngakëng.
T: 0-il'õ ëtsa'ng?
S: 0-il'õ batla moriana. Oa-kula.

### C-3

A: [Tankisõ] o-kae?
B: 0-[sepetlele] hobanc oa-kula. He's at the hospital because he is sick.
A: Ao! 0-[sepetlele]?
B: Ëë, o-kula haholo.
C-4
A: U-ea kae?
B: Ngakëng.
Or: Kë-ea ngakëng.
A: U-il'ö ötsa'ng?
B: Kë-il'ö [late] moriana.
A: Naa u-tla bua le-[nësë]? 
B: Chëë, kë-tla bua le-[ngaka] fêëla.
Or: Chëë, kë-il'ö [lata] moriana fêëla.

M-3
Quthing
John o-lula Quthing hobane'ng?
moriana
John o-batla moriana hobane'ng?
lijô
John o-batla lijô hobane'ng?

Quthing
Why is John living in Quthing?
moriana
Why is John looking for some medicine?
lijô
Why is John looking for some food?

C-5
A: [John] o-lula [Quthing] hobane'ng?
B: Hobane o-sëbëtsa tëng.

C-6
A: Nna kë-il'ö batla lijô k'hëfing.
B: Hobane'ng?
A: Hobane kë-lapilë.
B: Re-tla ja hæë.
A: Chëë, kë-lapilë haholo.

M-4
lebënkëlëng
Hobane e-chipi lebënkëlëng.
k hëfing
Hobane e-chipi k'hëfing.
mmarakëng
Hobane e-chipi mmarakëng.

store
Because it is cheap at the store.
cafe
Because it is cheap at the cafe.
market
Because it is cheap at the market.
A: U-ea kae?
B: Lebênkêlêng.
A: U-il'ô ôtsa joang?
B: Kg-il'ô rêka [tsoekere].
A: U-il'ô rêka [tsoekere] lebênlêlêng hobane'ng?
B: Hobane e-chípi lebênkêlêng.
A: Ha-u-batle ho-rêka [tsoekere] k'hêfing?
B: Chêê, ha-ke-batle hobane e-turu k'hêfing.

Don't you want to buy [sugar] at the cafe?
No, I don't want to because it is expensive at the cafe.
Cycle 81 Why do you want it? 81-1

**M-1**

<table>
<thead>
<tr>
<th>Object</th>
<th>Why are you buying it?</th>
<th>Why are you looking for it?</th>
<th>Why are you fetching it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>sesepa</td>
<td>U-se-rēka hobane'ng?</td>
<td>Why are you buying it?</td>
<td>Why are you looking for it?</td>
</tr>
<tr>
<td>setulë</td>
<td>U-se-batla hobane'ng?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>setōfo</td>
<td>U-se-lata hobane'ng?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Object</th>
<th>Why are you buying it?</th>
<th>Why are you looking for it?</th>
<th>Why are you fetching it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>sesepa</td>
<td>Kē-se-rēka hobane ke-batla ho-hlatsoa.</td>
<td>I'm buying it because I would like to wash.</td>
<td></td>
</tr>
<tr>
<td>setulë</td>
<td>Kē-se-batla hobane ke-batla ho-lula.</td>
<td>I'm looking for it because I would like to sit down.</td>
<td></td>
</tr>
<tr>
<td>setōfo</td>
<td>Kē-se-lata hobane ke-batla ho-phēha</td>
<td>I'm fetching it because I would like to cook.</td>
<td></td>
</tr>
</tbody>
</table>

**C-1**

A: U-lata [setōfo] hobane'ng?
B: Kē-se-lata hobane kē-batla ho-[phēha].

**C-2**

A: Naa u-il'o rēka [sesepa]?
B: Žē, kē-il'o se-rēka.
A: U-il'o se-rēka hobane'ng?
B: Kē-il'o se-rēka hobane kē-batla ho-[hlatsoa].

**C-3**

A: U-batla'ng?
B: Setulë.
A: U-se-batla hobane'ng?
B: Kē-se-batla hobane kē-batla ho-lula.

**M-3**

e a: Kē-ithuta Sesotho hobane kē-ea Lesotho.

I'm learning Sesotho because I'm going to Lesotho.

tla sēbētsa Kē-ithuta Sesotho hobane kē-tla sēbētsa Lesotho. 

I'm learning Sesotho because I'll work in Lesotho.

la phela Kē-ithuta Sesotho hobane kē-tla phela Lesotho. 

I'm learning Sesotho because I'll live in Lesotho.
C-4
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 ëtsa'ng Lësotho?

M-4
kërekëng      Hë-u-ee kërekëng         church      Why aren't you going to the church?
lebenkelëng   Hë-u-ee lebenkelëng       store      Why aren't you going to the store?
sepetlele     Hë-u-ee sepetlele        hospital    Why aren't you going to the hospital?

C-5
A: Naa u-ea [kërekëng]?
B: Chëë, hë-ke-ee.
A: Hobane'ng?
B: Hobane hë-ke-rate.

C-6
A: [Tefô] o-kula haholo.
B: Naa o-ea sepetlele?
A: È-ë.
B: Hë-a-eë sepetlele hobane'ng?
A: Hobane oa-tsâba. Because he is afraid.

C-7
A: Hë-1e-utoisiše tîcherê ea-lona hobane'ng?
    Why don't you (pl) understand your teacher?
B: Hobane o-bua kapele.
The following exercises will provide additional practice in joining two sentences together with hobane. Practice these as follows:

S: Ke-ii’O batla lijô hobane ke-lapile.
T: (Verification) Ke-ii’O batla lijôhobane ke-lapile.

Teacher | Response
---|---

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: Ke-ii’O batla lijô.
S: Ke-ii’O batla lijô hobane ke-lapile.
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: Kë-il'ö batla lijô.
S: Kë-il'ö batla lijô hobane
    [kë-batla ho-phëha].
Cycle 82  What have you come for?

M-1

ithuta Sesotho  Ke-tli1'ö ithuta Sesotho.  learn  I've come to learn
batla moriana  Ke-tli1'ö batla moriana.  look for  I've come to look for
lata phofo  Ke-tli1'ö lata phofo.  get/fetch  I've come to get some
kopa mosëbëtsi  Ke-tli1'ö kopa mosëbëtsi.  ask for a  I've come to ask for a

M-2

tli1'ö  U-tli1'ö etsa joang?  have come  What have you come for/to
il'ö  U-il'ö etsa joang?  going  do?

C-1

A: U-tli1'ö etsa joang?
B: Ke-tli1'ö [ithuta].

M-3

lata'ng?  U-tli1'ö lata'ng?  get, fetch  What have you come to get?
batla'ng?  U-tli1'ö batla'ng?  look for  What have you come to

C-2

A: U-batla'ng?
B: Ke-tli1'ö [kopa mosëbëtsi].

C-3

A: U-tli1'ö [lata'ng]?
B: Ke-tli1'ö [lata phofo].
M-4

tla O-tla koano. come He/She's coming here.
tlil'o lula O-tlil'o lula koano. come to live He/She's coming to live here.
tlil'o ruta O-tlil'o ruta koano. come to teach He/She's coming to teach here.

C-4
A: Naa u-tseba [Paıdı]? B: Eë, o-kae?
A: O-tla koano.
B: O-tla koano? O-tlil'o ötsa joang?
A: O-tlil'o kopa mosebêtsi.

M-5
bapala bôlô Re-tlil'o bapala bôlô soccer. We've come to play soccer with you.
le-lona.

bua Re-tlil'o bua le-lona. speak We've come to speak with you.

tsamaea Re-tlil'o tsamaea le-lona. go, walk We've come to go with you.

kôna sekolô Re-tlil'o kôna sekolô attend school with you.
le-lona.

C-5

M-6
rêka phofo Ba-tlil'o rêka phofo. buy flour They've come to buy flour.
utloa litaba Ba-tlil'o utloa litaba. hear the news They've come to hear the news.

C-6
A: Ba-tlil'o ötsa joang? B: Ba-tlil'o utloa litaba.
C-7
A: U-tsoa kae?
B. Kę-tsoa [haē].
A: U-tlíl'ó etsa joang?
B: Kę-tlíl'ó kopa [sesepa].
A: Kę-soabile. [Sesepa] h₃-se-e₆.
B: K₃a-utloa.

C-8
A: Kę-tlíl'ó kopa [koae].
B: Chēše, h₃-ke-na [koae].
A: Mphē chēlētē. Nna kę-tla rēka [koae].
B: H₃-ke-na chēlētē.
   U-na le'ng fēlēla?
B: H₃-ke-na lethō kannete.
Cycle 83 What is this called?

**M-1**

Tefô o-bitsa uêna. U-bitsoa ke-Tefô.
Tefô o-botsoa uêna. U-botsoa ke-Tefô.
Tefô o-ruta uêna. U-rutoa ke-Tefô.
Tefô o-ratoa uêna. U-ratoa ke-Tefô.

You are called by Tefô.
You are questioned by Tefô.
You are taught by Tefô.
You are loved by Tefô.

**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 fatše [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**

0-bitsoa ke-Tefô. Ê-ô, hâ-a-bitsoe ke-Tefô.
0-botsoa ke-Tefô. Ê-ô, hâ-a-botsoe ke-Tefô.
0-ratoa ke-Tefô. Ê-ô, hâ-a-ratoe ke-Tefô.
0-rutoa ke-Tefô. Ê-ô, hâ-a-rutoe ke-Tefô.

You are not liked by Tefô.
You are not questioned by Tefô.
You are not loved by Tefô.
You are not taught by Tefô.
C-5
A: Naa [Bill] o-bitsa [John]?
B: È-ê, ha-a-bitsoe ke-[Bill].
A: O-bitsoa ke-mang?
B: O-bitsoa ke-[Ed].

C-6
Use picture number 2 for the following, pointing to the various objects that can be identified in this picture:

<table>
<thead>
<tr>
<th>leloala</th>
<th>millstone</th>
<th>sethèbè</th>
<th>mat</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsilè</td>
<td>grinding stone</td>
<td>sekètèlè</td>
<td>basin</td>
</tr>
<tr>
<td>ngoana</td>
<td>child</td>
<td>lerakè</td>
<td>wall</td>
</tr>
<tr>
<td>kobè</td>
<td>blanket</td>
<td>setupu</td>
<td>stoop</td>
</tr>
<tr>
<td>tuku</td>
<td>headscarf</td>
<td>ntlo</td>
<td>house</td>
</tr>
<tr>
<td>mosali</td>
<td>woman</td>
<td>leifè</td>
<td>hearth</td>
</tr>
<tr>
<td>poone</td>
<td>corn</td>
<td>letèshè</td>
<td>arm</td>
</tr>
</tbody>
</table>

a) T: Höö ho-bitsoa'ang?
   T: Ke-[leloala].
b) S: Höö ho-bitsoa'ang?
   T: Ke-[leloala].
c) T: Höö ho-bitsoa'ang?
   S: Ke-[leloala].
Cycle 84  I don't have one.  84-1

M-1
sethunya  Naa u-na le-sethunya?  gun  Do you have a gun?
setōfo  Naa u-na le-setōfo?  stove  Do you have a stove?
setul8  Naa u-na le-setul8?  chair  Do you have a chair?

M-2
sethunya  Chëe, h₃-ke-na sôna.  gun  No, I don't have one.
setōfo  Chëe, h₃-ke-na sôna.  stove  No, I don't have one.
setul8  Chëe, h₃-ke-na sôna.  chair  No, I don't have one.

C-1
A:  Naa u-na le-[sethunya]?
B:  Chëe, h₃-ke-na sôna.

M-3
sethunya  Ke-na le-sôna.  gun  I have one.
setōfo  Ke-na le-sôna.  stove  I have one.
sesepa  Ke-na le-sôna.  soap  I have some.

C-2
A:  Naa u-na le-[setōfo]?
Do you have a (camp) stove?
B:  Eë, ke-na le-sôna.
A:  Ak'u nkalimë sôna.
Please lend it to me.
B:  Ho-lokilë.

M-4
sethunya  Ke'ng h₃-hë?  Naa ke-sethunya?  gun  What is it?  Is it a gun?
setōfo  Ke'ng h₃-hë?  Naa ke-setōfo?  stove  What is it?  Is it a stove?
sefofane  Ke'ng h₃-hë?  Naa ke-sefofane?  airplane  What is it?  Is it an airplane?
sefatë  Ke'ng h₃-hë?  Naa ke-sefatë?  tree  What is it?  Is it a tree?

M-5
eë  Eë, ke-sôna.  yes  Yes, it is.
chëe  Chëë, h₃-se-sôna.  no  No, it isn't.
C-3
A: Ke'ng höö? Naa ke-[sefofane]?
B: Chêêe, hâse-sôna.
A: Hâ-se-sôna, ke'ng?
B: Ke-[köiöl].

It's a [car].

C-4
A: U-ea kae?
B: Kê-ea [Mokhótlöng].
A: U-il'o palama sefofane?
B: Éêe, kë-il'o palama sôna.

M-6

<table>
<thead>
<tr>
<th>lebese</th>
<th>Hâ-ke-na lôna.</th>
<th>milk</th>
<th>I don't have any.</th>
</tr>
</thead>
<tbody>
<tr>
<td>letsoai</td>
<td>Hâ-ke-na lôna.</td>
<td>salt</td>
<td>I don't have any.</td>
</tr>
<tr>
<td>sethunya</td>
<td>Hâ-ke-na sôna.</td>
<td>gun</td>
<td>I don't have one.</td>
</tr>
<tr>
<td>setöfo</td>
<td>Hâ-ke-na sôna.</td>
<td>stove</td>
<td>I don't have one.</td>
</tr>
<tr>
<td>lehe</td>
<td>Hâ-ke-na lôna.</td>
<td>egg</td>
<td>I don't have one.</td>
</tr>
</tbody>
</table>

C-5
A: Naa u-na le-[lehe]?
B: Hâ-ke-na lôna.
Or: Éêe, kë-na le-lôna.

C-6
A: Naa [Thabo] o-na le-[letsoai]?
B: È-ë, hâ-a-na lôna.
Or: Éêe, o-na le-lôna.

C-7
A: Naa u-na le-lebese?
B: Hâ-ke-na lôna.
A: U-tla-noa'ng kajëño?
B: Kê-tla-noa [köfi] fëëla.
A: Ke-hampe.
Here we see a Mosotho boy. He is riding his donkey. He is wearing his blanket, he is not wearing a hat, he does not have shoes on his feet. He is grasping a stick.

We see a real Mosotho boy. He is a herdboy. He apparently is herding. I think that he is herding his father's cattle. He looks like he is very happy.

The donkey is standing beneath a cliff. Donkeys are very important in Lesotho. The Basotho use donkeys to carry (loads). The boys of Lesotho like to ride donkeys. The donkeys of Lesotho are very strong. They are animals of importance.

Q-1
T: Naa ke-moshanyana oa-Mosotho?
S: Ee.

Q-2
T: Naa o-palame pêre?
S: E-ê, hê-a-palama pêre.
O-palame tönki.

Q-3
T: Naa banna ba-Lesotho ba-rata ho-palama litööni?

Q-4
T: (Naa) moshanyana o-tsoëre molamu kapa mohoma?
S: O-tsoëre molamu.
Q-5
T: (Naa) tönki e-ëme tlasa selömo kapa hara tšimo?
S: E-ëme tlasa selömo.

Q-6
T: O-tšoëre'ng?
S: O-tšoëre molamu.

Q-7
T: O-apëre'ng?
S: O-apëre kobš.

Q-8
T: O-roëtse'ng?
S: Ha-a-roala lethš.

Q-9
T: O-ëtsa'ng?
S: O-bõnahala a-lisitsê.

Q-10
T: Naa o-lisa likhômo tsa-ntat'ae?
S: Eë, kõ-khôloa hore o-lisa likhômo tsa-ntat'ae.

Q-11
T: Basotho ba-sëbëlisia litönki ho-ëtsa'ng?
S: Ba-li-sëbëlisia ho-bôfa.

Q-12
T: O-sëbëlisia molamu ho-ëtsa'ng?
S: O-sëbëlisia molamu ho-khanna likhômo.

Q-13
T: Naa u-tseba ho-palama tönki?
S: [ ].
Q-14
T: Naa u-apara kobô kapa baki?
S: Ke-apara baki.

Q-15
T: Liphôôfôô tsa-bohlôkoa Amêrika ke-life? What are the animals of importance in America?
S: Ke-lintja, likatse, lipêrê, le-likhômo.

Q-16
T: [John], u-shêba'ng?
S: Ke-shêba setšoantsô sa-molisana le-tônki ea-hae.

Q-17
T: Lebitsô la-hae ke-mang?
S: Ha-ke-mo-tsebe.
Cycle 86 I've come to take care of some affairs.

M-1

tlil'ö Kè-tlılı'ö phētha mabaka. have come I've come to take care
il'ö Kè-il'ö phētha mabaka. going to I'm going (somewhere) to
tla Kè-tla phētha mabaka. will I will take care of some
leka Kè-leka ho-phētha mabaka. try I'm trying to take care of
some matters.

C-'1

A: U-tsoa kae?
B: Kè-tsoa [Quthing].
A: U-tlılı'ö ētsa joang?
B: Kè-tlılı'ö phētha mabaka.

C-2

A: U-ea kae?
B: Kè-ea [Butha-Butho].
A: U-il'ö ētsa'ng?
B: Kè-il'ö phētha mabaka.

M-2

sefuba O-tlılı'ö batla moriana a cold He wants medicine for a
oa-sefuba.
mala O-tlılı'ö batla moriana bowels He wants medicine for a
oa-mala.

C-3

A: [John] o-tlılı'ö batla moriana oa-mofuta ofe?
B: Moriana oa-[sefuba].
C-4
A: [John] o-tlil'o batla moriana.
B: Oa-kula?
A: E'e.
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'o etsa joang?
B: Ke-tlil'o lata setofo sa-ka.
A: U-se-lata hobane'ng?
B: Ke-se-lata hobane ke-batla ho-phēha.

M-3
il'o
Le-il'o etsa joang Lesotho? going to What are you going to do in Lesotho?

tla
Le-tla etsa joang Lesotho? will What will you do in Lesotho?

batla ho-ea
Le-batla ho-ea etsa joang Lesotho? want to go What do you want to go do in Lesotho?

rata ho-ea
Le-rata ho-ea etsa joang Lesotho? like to go What would you like to go do in Lesotho?

M-4
sēbētsa
Re-il'o sēbētsa tēng. work We are going there to work.

ruta
Re-il'o ruta tēng. teach We are going there to teach.

lula
Re-il'o lula tēng. live We are going there to live.

C-4
A: Le-il'o etsa joang [Lesotho]?
B: Re-il'o [sēbētsa].
Cycle 87 When will you arrive?

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

B: U-tla tloha neng?
A: Ka-[8:00].
B: U-tla fihla neng?
A: Ka-[12:00].

M-2

tloha U-tla tloha nengmqö? leave (from) When will you leave from here?

fihla U-tla fihla nengmqö? arrive (at) When will you arrive here?

C-2

A: U-tla[tloha] nengmqö?
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 nengmqö? When will it leave from here?
B: Hq-ke-tsebe hatchë. Këa-khëloa 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 [Masëру]? When do they arrive here at home?
B: Li-tloha [Masëру] ka-2:00. Or: Ka-2:00.
A: Li-fihla neng haë möö? When does it leave?
B: Li-fihla haë möna ka-4:00. Or: Ka-4:00.

C-5
A: Naa u-ea töröööng? Where?
B: Lë. From here at home.
B: Ka-bese. Right away. There it is! It's leaving.
A: E-tloha neng? Where?
B: Kae? From here at home.
A: Ba-lumëlisë. Sala hantlê.
B: Fie. Greet them.

C-6
A: U-tla ea neng [lebënkgëlëng]? When will you go to the store?
B: Kg-tla ea motsëare. I'm going during the middle of the day.

C-7
A: U-ea kae? I'm not sure, but I'll hurry.
B: Kg-ea lebënkgëlëng. Kg-ea lebënkgëlëng.
B: Kg-ke-tsebe hantlê, fêâla I'm not sure, but I'll hurry.
Kê-tla phakisa.
A and B: Do C-3.

A: Öö, joalë u-tla khutla neng?
B: Ke-tla khutla [hosasa].
B: Sala hantlë.
Cycle 88 My shirt? I'm washing it.

C-1
A: U-ëtsa'ng ka-[ferêkô]?  
B: Kê-ja ka-eôna.

M-1
köloï  Naa u-na le-köloï?  car  Do you have a car?  
tsoekere  Naa u-na le-tsoekere?  sugar  Do you have some sugar?  
hêmpe  Naa u-na le-hêmpe?  shirt  Do you have a shirt?

M-2
köloï  Hq-ke-na eôna.  car  I don't have one.  
tsoekere  Hq-ke-na eôna.  sugar  I don't have any.  
hêmpe  Hq-ke-na eôna.  shirt  I don't have one.

C-2
A: Naa u-na le-[köloï]?  
B: Chêê, hq-ke-na eôna.  
Or: Èë, kq-na eôna.

M-3
rêka  Naa u-rêka koranta?  buy  Are you buying a newspaper?  
khanna  Naa u-khanna köloï?  drive  Are you driving a car?  
hlatsoa  Naa u-hlatsoa hêmpe?  wash  Are you washing a shirt?

M-4
rêka  Èë, kê-rêka eôna.  buy  Yes, I'm buying it.  
khanna  Èë, kê-khanna eôna.  drive  Yes, I'm driving it.  
hlatsoa  Èë, kê-hlatsoa eôna.  wash  Yes, I'm washing it.

C-3
A: Naa u-hlatsoa [hêmpe] ea-hao?  
B: Èë, kê-hlatsoa eôna.
### C-4

**A:** Naa o-khanna kölöi ea-hao?

**B:** Èë, o-khanna eôna.

---

### M-5

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>Description</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>koranta</td>
<td>Ke'ng?</td>
<td>newspaper</td>
<td>What is it?</td>
</tr>
<tr>
<td>kölöi</td>
<td>Ke'ng?</td>
<td>car</td>
<td>Is it a newspaper?</td>
</tr>
<tr>
<td>hêmpê</td>
<td>Ke'ng?</td>
<td>shirt</td>
<td>Is it a car?</td>
</tr>
</tbody>
</table>

---

### M-6

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>koranta</td>
<td>Èë, ke-eôna.</td>
<td>newspaper</td>
</tr>
<tr>
<td>kölöi</td>
<td>Èë, ke-eôna.</td>
<td>car</td>
</tr>
<tr>
<td>hêmpê</td>
<td>Èë, ke-eôna.</td>
<td>shirt</td>
</tr>
<tr>
<td>sefofane</td>
<td>Èë, ke-eôna.</td>
<td>airplane</td>
</tr>
<tr>
<td>lebese</td>
<td>Èë, ke-lôna.</td>
<td>milk</td>
</tr>
</tbody>
</table>

---

### M-7

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>kölöi</td>
<td>Ha-se-eôna.</td>
<td>car</td>
</tr>
<tr>
<td>hêmpê</td>
<td>Ha-se-eôna.</td>
<td>shirt</td>
</tr>
<tr>
<td>setôfo</td>
<td>Ha-se-sôna.</td>
<td>stove</td>
</tr>
<tr>
<td>lebônê</td>
<td>Ha-se-lôna.</td>
<td>candle, lamp</td>
</tr>
</tbody>
</table>

---

### C-5

**A:** Ke'ng? Naa ke-[hêmpê]?

**B:** Èë, ke-eôna.

Or: Chëë, hã-se-eôna.
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.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Full Form</th>
<th>Reduced Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngoana</td>
<td>ngoan'a-ka</td>
<td>ngoana</td>
<td>my child</td>
</tr>
<tr>
<td>mora</td>
<td>mor'a-ka</td>
<td>mor'a</td>
<td>my son</td>
</tr>
<tr>
<td>thaka</td>
<td>thak'a-ka</td>
<td>thak'a</td>
<td>my companion (female companion of a girl, male companion of a boy)</td>
</tr>
<tr>
<td>ngoana</td>
<td>ngoan'a-hao</td>
<td>ngoan'a</td>
<td>your child</td>
</tr>
<tr>
<td>mora</td>
<td>mor'a-hao</td>
<td>mor'a</td>
<td>your son</td>
</tr>
<tr>
<td>thaka</td>
<td>thak'a-hao</td>
<td>thak'a</td>
<td>your companion</td>
</tr>
<tr>
<td>ngoana</td>
<td>ngoan'a-hae</td>
<td>ngoan'a</td>
<td>his child</td>
</tr>
<tr>
<td>mora</td>
<td>mor'a-hae</td>
<td>mor'a</td>
<td>his son</td>
</tr>
<tr>
<td>thaka</td>
<td>thak'a-hae</td>
<td>thak'a</td>
<td>his companion</td>
</tr>
</tbody>
</table>

C-1
A: U-ea [Masêru] le-mang?
B: Ke-ea le-[ngoan'a-ka].
A few other nouns for close relatives reduce the singular personal possessives even more drastically as follows:

- **ntatē** (not ntatē oā-ka)
- **ntat'ao** (ntatē oā-hao is used frequently, for reasons explained in the notes)
- **ntat'ae** (not ntatē oā-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-bōna** their father

The same kinds of reduction take place when the noun is in the plural:

- **bō=motsoala** my cousins
- **bō=motsoal'ao** your cousins
- **bō=motsoal'ae** his cousins

### Example Sentences

<table>
<thead>
<tr>
<th>A</th>
<th>O-lula le-mang?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>O-lula le-[ntat'ae].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>[Mm'ae] o-kae?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>[Mm'ae] oā-sēbētsa.</td>
</tr>
</tbody>
</table>
C-4
A: [Thaba] o-lula kae?
B: O-lula Moshoeshoe 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-sebetsa.
A: O-sebetsa kae?
A: Šöö.

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: Më.
A: Ke-barai 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].
Cycle 90  I would like to know where you live.  

**M-1**

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>lula</td>
<td>Kq-batla ho-tseba hore naa u-lula kae.</td>
<td>I would like to know where you live.</td>
</tr>
<tr>
<td>ea</td>
<td>Kq-batla ho-tseba hore naa o-ea kae.</td>
<td>I would like to know where he is going.</td>
</tr>
<tr>
<td>tsoa</td>
<td>Kq-batla ho-tseba hore naa le-tsoa kae.</td>
<td>I would like to know where you come from.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Location</th>
<th>Kq-lula ___________________________</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moshoeshoe II</td>
<td>Kq-lula Moshoeshoe II.</td>
<td>Moshoeshoe II I'm living at Moshoeshoe II. (a &quot;location&quot; in Maseru)</td>
</tr>
<tr>
<td>Mazenod</td>
<td>Kq-lula Mazenod.</td>
<td>Mazenod I live in Mazenod.</td>
</tr>
<tr>
<td>Thaba=Bosiu</td>
<td>Kq-lula Thaba=Bosiu.</td>
<td>Thaba=Bosiu I live in Thaba=Bosiu.</td>
</tr>
</tbody>
</table>

**C-1**

A: Kq-batla ho-tseba hore naa u-lula kae.  
B: Kq-lula [Moshoeshoe II].  
A: U-lula le-mang?  
B: Kq-lula le-batsoali ba-ka.  
I live with my parents.

**C-2**

A: Kq-batla ho-tseba hore naa u-lula kae?  
B: Kq-lula Moshoeshoe II.  
A: U-lula le-mang?  
B: U-batla ho-tseba hore naa kq-lula le-mang?  
We would like to know how Tello is doing.

Re-batla ho-tseba hore naa Têllô o-sêbêtsa joang.

We would like to know how Lineo sings.

Re-batla ho-tseba hore naa Linêô o-bina joang.

A: Re-batla ho-tseba hore naa Têllô o-sêbêtsa joang.
B: Kae? Sekölông?
A: Eê, sekölông.
B: Ke-utloa hore o-sêbêtsa hantlê.
A: Ke-hantlê. kea-lêboha.

Tello is not doing well because he is not well.

Lineo doesn't sing well because he doesn't practice.

The volunteer doesn't teach well because he doesn't know Sesotho.

A: 'Ba-batla'ng?
A: [Linêô] o-bina hampe.
B: Ao! hê-a-bine hantlê?
A: Chêê, hê-a-bine hantlê hobane hê-a-ithute ho-bina hantlê.
ruta Kq-batla ho-utloa hore teach
naa o-ruta joang.

tantsa Kq-batla ho-bôna hore naa dance
Tankisô o-tantsa joang.

C-5
A: Kq-batla ho-utloa hore naa moithaopi
   o-ruta joang.
B: Hq-a-rute hantîe hobane hq-a-tsebe
   Sesotho.

C-6
A: Tîchêre o-ruta joang?
B: Kq-utloa hore hq-a-rute hantîe.
A: Ao! Hq-a-rute hantîe hobane'ng?
   Or: Hobane'ng?
B: Hq-a-rute hantîe hobane hq-a-tsebe Sesotho.
   Or: Hobane hq-a-tsebe Sesotho.

C-7
A: Naa u-tseba Thabalô?
B: Eê, kâ-mo-tseba.
A: Naa u-tseba hore o-ea Amôrika?
B: Ao! O-tsamaea neng?
A: O-tsamaea hosasa.
B: O-il'ô ëtsa'ng.
A: O-il'ô sêbêtsa.

E-1
The following exercise will provide additional practice in joining two
sentences to form an indirect question. Practice them as follows:

T: Kq-batla ho-tseba.
   U-lula kae?
S: Kq-batla ho-tseba hore naa u-lula kae.
T: (Verification) Kq-batla ho-tseba hore naa u-lula kae.
1. Kg-batla ho-tseba. U-lula ka'e?
2. Obatla ho-tseba. Të11ô o-ea kaе?
3. Kg-batla ho-tseba. U-sëbëtsa joang?
5. Kg-rata ho-tseba. Le-tsoa kaе?
7. O-rata ho-bôna. U-hlatsoa joang?
8. Kg-batla ho-bôna. U-khanna joang?
12. Kg-rata ho-tseba. Naa o-sëbëtsa hantlê?

Teacher

Response

1. Kg-batla ho-tseba hore naa u-lula kaе?
   U-ea le-mang Lesotho?

   U-ea le-mang Lesotho?

   U-ea kae?

   Le-ea kae?

Kq-botsa hore naa u-ea le-mang Lesotho?

Kq-tseba hore naa u-ea le-mang Lesotho?

90-5
Cycle 91 She just arrived.

M-1

EA  [Susan] o-ïle neng?   go   When did Susan go?
TSAMAEA  [Susan] o-tsamaïle neng?   walk, go   When did Susan go?
TSOA  [Susan] o-tsoïle neng?   go out   When did Susan go outside?
TLOHA  [Susan] o-tlohïle neng?   leave   When did Susan leave?
FIHLA  [Susan] o-fihliïle neng?   arrive   When did Susan arrive?
KHUTLA  [Susan] o-khutliïle neng?   return   When did Susan return?

M-2

EA  0-qêta ho-ea.   She just left.
TSAMAEA  0-qêta ho-tsamaea.   She just left.
TSOA  0-qêta ho-tsoa.   She just went out.
FIHLA  0-qêta ho-fiha.   She just arrived.

C-1

A:  [Susan] o-[tsamaïle] neng?
B:  0-qêta ho-[tsamaea].

C-2

T:  [Susan] o-kae?
S:  0-tsamaïle.
T:  0-ïle kae?
S:  Kêa-khôloa o-ïle lebënkelëng?
T:  0-ïle le-mang?
S:  Kêa-khôloa o-ïle le-[mm'ae].

M-3

EA  Naa [Susan] o-ïle lebënkelëng?   Did [Susan] go to the store?
FIHLA  Naa [Susan] o-fihliïle lebënkelëng?   Did [Susan] arrive at the store?
TLOHA  Naa [Susan] o-tlohïle lebënkelëng?   Did [Susan] depart from the store?
KHUTLA  Naa [Susan] o-khutliïle lebënkelëng?   Did [Susan] return from the store?
TSOA  Naa [Susan] o-tsoïle lebënkelëng?   Did [Susan] go out of the store?
C-3
A: Naa [Susan] o-[khutlile] [lebënkeleng]?
B: Eê, o-[khutlile].

C-4
A: [Susan] o-khutlile [k'hêfing].
B: O-rêkilê'ng? What did she buy?
A: O-rêkilê [koae, lijê, le-parafine]. She bought [tobacco, food, and kerosene].

C-5
T: Naa [Susan] o-khutlile lebënkeleng?
S: Eê, o-khutlile.
T: O-kae? [Susan], u-rêkilê'ng? Where is she? [Susan], what did you buy?
[Susan]: Kê-rêkilê [hêmpê].
T: U-rêkilê'ng hapê? What else did you buy?
[Susan]: [Hê-kea-rêka lethô].

C-6
A: U-sêbêtsa kae?
B: Hê-ke-sêbêtsê. Did you leave (your) job?
A: U-tsoilê mosebêtsing?
B: Eê. Did you leave (your) job?
A: U-tsoilê neung mosebêtsing?
B: Khalê. Long ago.
A: Hobane'ng?
B: Kê-batla ho-ca sekülêng.

M-4
sêbêtsa Naa u-qêtilê ho-sêbêtsa? work Have you finished working?
ja Naa u-qêtilê ho-ja? eat Have you finished eating?
hlatsoa Naa u-qêtilê ho-hlatsoa? wash Have you finished washing?
bapala Naa u-qêtilê ho-bapala? play Have you finished playing?

C-7
A: Naa u-qêtilê ho-sêbêtsa?
B: Eê, kg-qêtilê. or: Eê, ha-kea-qêta.
**M-1**  
<table>
<thead>
<tr>
<th>Mora</th>
<th>Question</th>
<th>Verbal</th>
<th>Action</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rata</td>
<td>Naa u-rata tsoekere?</td>
<td>like</td>
<td>sugar</td>
<td>Do you like sugar?</td>
</tr>
<tr>
<td>tsuba</td>
<td>Naa u-tsuba koae?</td>
<td>smoke</td>
<td>tobacco</td>
<td>Do you smoke tobacco?</td>
</tr>
<tr>
<td>khanna</td>
<td>Naa u-khanna kölői?</td>
<td>drive</td>
<td>car</td>
<td>Do you drive a car?</td>
</tr>
<tr>
<td>hlatsoa</td>
<td>Naa u-hlatsoa hêmpê?</td>
<td>wash</td>
<td>shirt</td>
<td>Are you washing a shirt?</td>
</tr>
</tbody>
</table>

**M-2**  
| Mora       | Xa-ke-e- [ ] | Sugar | I don't like it. |
| tsoekere    | Hɔ-ke-e-rate. | sugar | I don't like it. |
| koae        | Hɔ-ke-e-tsube. | tobacco | I don't smoke (it). |
| kölői       | Hɔ-ke-e-khanna. | car | I don't drive it. |
| hêmpê       | Hɔ-ke-e-hlatsoe. | shirt | I'm not washing it. |

**M-3**  
| Mora       | Xa-ke-e- [ ] | Sugar | Yes, I like it. |
| tsoekere    | Ee, k̩a-e-rata. | sugar | Yes, I like it. |
| koae        | Ee, k̩a-e-tsuba. | tobacco | Yes, I smoke it. |
| kölői       | Ee, k̩a-e-khanna. | car | Yes, I'm driving it. |
| hêmpê       | Ee, k̩a-e-hlatsoa. | shirt | Yes, I'm washing it. |

**C-1**  
A: Naa u-[rata tsoekere]?  
B: Ee k̩a-e-[rata].  
Or: Chêê, hɔ-ke-e-[rate].

**C-2**  
A: Naa u-tsuba koae?  
B: Mang? Naa?  
A: Ee, uêna.  
B: Chêê, hɔ-ke-e-tsube.  
Or: Ee k̩a-e-tsuba.

**C-3**  
A: Naa-u-tseba ho-palama pêrê?  
B: Chêê, hɔ-ke-tsebe ho-e-palama.  
A: U-tseba ho-khanna kölői?  
B: Hɔ-ke-tsebe ho-e-khanna.  
A: U-tseba'ng fêêla?  
B: Hɔ-ke-tsebe lethô.
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>thipa</td>
<td>E-tlisë kapele.</td>
<td>knife</td>
</tr>
<tr>
<td>sesepa</td>
<td>Se-tlisë kapele.</td>
<td>soap</td>
</tr>
<tr>
<td>kobô</td>
<td>E-tlisë kapele.</td>
<td>blanket</td>
</tr>
<tr>
<td>lebôkôsô</td>
<td>Le-tlisë kapele.</td>
<td>box</td>
</tr>
<tr>
<td>hamorê</td>
<td>E-tlisë kapele.</td>
<td>hammer</td>
</tr>
</tbody>
</table>

**C-4**

A: Kê-batla [hamorê]. [E]-tlisë kapele.
B: (Doesn't hear well) U-re'ng?

**M-5**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>k'habotheng</td>
<td>E-k'habotheng.</td>
<td>in the cupboard</td>
</tr>
<tr>
<td>tafolông</td>
<td>E-tafolông.</td>
<td>on the table</td>
</tr>
<tr>
<td>setulông</td>
<td>E-setulông.</td>
<td>on the chair</td>
</tr>
</tbody>
</table>

**C-5**

A: Kê-batla [hamorê]. [E]-tlisë kapele.
B: E-kae?
A: E-[k'habotheng].

**C-6**

A: Ak'u nkalmê [hamorê].
B: Hê-ke-na eôna.
A: ôô.

**C-7**

A: Nka [hamorê], ka-ëna.
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: 0-[dormêtering]?
A: Tsamö'ö mo-bitsa.
   Or: Mo-bitsê.

C-10
A: [Kobê] [e]-kae?
B: [E]-[k'habotheng].
A: Tsamö'ö[e]-lata.
   Or: [E]-latê.

M-7
tsøekere  U-e-rata hobane'ng?  sugar  Why do you like it?
koeae  U-e-tsuba hobane'ng?  tobacco  Why do you smoke (it)?

M-8
tsøekere  Ke-e-rata hobane e-monate.  sugar  I like it because it's sweet.
koeae  Ke-e-tsuba hobane e-monate.  tobacco  I smoke it because it's pleasant.
C-11
A: Kg-rata [tsoekere].
B: U-e-rata hobane'ng?
A: Kg-e-rata hobane e-monate.
Cycle 93 What is bread made with?

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.
joala   Joala bo-êtsoa ka-mabêlê.

Bread is made with flour.
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.
Soup is made with vegetables.

C-2

A:  [Sôphô] e-êtsoa ka'ng?
B:  Ka-[merôhô].

M-5

bohôbê  Bohôbê bo-êtsoa ka-phofo ea-kôrô kapa ea-pööne?  bread  Is bread made with wheat flour or corn flour?
papa    Papa e-êtsoa ka-phofo ea-kôrô kapa ea-pööne?  porridge, (solid)  Is porridge made with wheat flour or corn flour?
môtôrô  Motôrô o-êtsoa ka-phofo ea-kôrô kapa ea-pööne?  sour porridge (liquid)  Is sour porridge made with wheat flour or corn flour?
C-3
A: [Motsho] o-ëtsoa ka-phofo
    ea-körü 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.
selêi Selêi 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: [Bohôbe] bô-ëtsoa joang? How is bread made?
T: [ ]
Cycle 94 I'm taking this apple to the teacher.

M-1

<table>
<thead>
<tr>
<th>Object</th>
<th>Shona</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>Ḃe-apolè ea-mang ŋi?</td>
<td>Whose apple is this?</td>
</tr>
<tr>
<td>picture</td>
<td>Ṃe-setšoantšo sa-mang sëk?</td>
<td>Whose picture is this?</td>
</tr>
<tr>
<td>letter</td>
<td>Ṃe-lengölö la-mang lëe?</td>
<td>Whose letter is this?</td>
</tr>
<tr>
<td>knife</td>
<td>Ṃe-thipa ea-mang ŋi?</td>
<td>Whose knife is this?</td>
</tr>
</tbody>
</table>
C-2
A: Ke-[apolog ea]-mang[ëe]?
B: Ke-[apolog ea]-[tichërê].
Or: Ke-[ea]-[tichërê].

C-3
A: Ke-thipa ea-mang ëë?
B: Ke-ea ka.
A: Ak'u nkalimë côna.
B: U-e-isa kae?
A: Ke-ìl'o ja lehapu.
B: E-nkê. I'm going to eat a watermelon.
A: Ke-łaboha.

M-3
pêné  Pêné ea-Thékô e-kae? pen Where is Theko's pen?
buka  Buka ea-Thékô e-kae? book Where is Theko's book?
khalase  Khalase ea-Thékô e-kae? glass Where is Theko's glass?

C-4
A: [Pêné ea]-Thékô[e]-kae?
B: Ke-ëna. Here it is.

M-4
apologi  Apologi ëna ke-ea-Thékô. apple This apple is Theko's.
buka  Buka ëna 'e-ea-Thékô. book This book is Theko's.
khalase  Khalase ëna ke-ea-Thékô. glass This glass is Theko's.

M-5
buka  Buka eë ke-ea-mang? This book is whose?
sëtsëoantsô  Sëtsëoantsô see ke-ëa-mang? This picture is whose?
leŋôbô  Leŋôbô leë ke-la-ma-ng? This letter is whose?
C-2
A: Ke-[apolè ea]-mang[œʔ]?
B: Ke-[apolè ea]-[tichɛrɛ].
   Or: Ke-[ea]-[tichɛrɛ].

C-3
A: Ke-thipa ea-mang ëë?
B: Ke-ea ka.
A: Ak'u nkalimē eōna.
B: U-e-isa kae?
A: Kē-il'ō ja lohapu. I'm going to eat a watermelon.
B: E-nkē. Take it.
A: Kē-ālēboha.

M-3
pēnē        Pēnē ea-Thēkō e-kae? pen  Where is Theko's pen?
khalase     Khalase ea-Thēkō e-kae? glass Where is Theko's glass?

C-4
A: [Pēnē ea]-Thēkō[œ]-kae?
B: Ke-ēna. Here it is.

M-4
apolē       Apolē ēna ke-ea-Thēkō. apple This apple is Thcko's.
khalase     Khalase ēna ke-ea-Thēkō. glass This glass is Theko's.

M-5
buka        Buka eē ke-ea-mang? This book is whose?
sesōantsō  Sesōantsō seē ke-ea-mang? This picture is whose?
lengōlō     Lengōlō lee ke-la-mang? This letter is whose?
C-5
A: [Buka ḍe] ke-[ea]-mang?
B: [Buka ḍena] ke-[ea]-[Thēkô].

C-6
A: Ke-setšobo sa-mang sēē?
B: Se-kae?
A: Ke-sēna.
B: Ha-ke-tsebe. Kea-khôloa
    ke-sa-Phiri.

C-7
A: Ke-setšobo sa-mang sēē?
B: Ke-sa-[tichērē ea-ka].

Who does this picture belong to?
Who is this picture of?
It's (a picture) of my teacher.
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.

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 the country.  They graze all day.  
In the evening they go home.  
At night they sleep in the kraal.
Q-2
T: Ho-na le'ng holima lithaba?
S: Holima lithaba ho-na le-lenloa.
What is there on the mountains?
On the mountains there is snow.

Q-3
T: Ak'u balê matlo ana.
S: Nngoe, pêli, tharo, nnê, hlaho.
Please count these houses.

Q-4
T: Motho o-ême kae?
S: O-ême kantlê, pela ntlo.
Or: Kantlê, pela ntlo.

T: Ke-mang? Naa ua-mo-tseba?
S: Nê-ke-mo-tsebe, fêêla ke-khôloa hore ke-molisana.

Q-5
T: Molisana o-lisa'ng?
S: Ke-khôloa hore o-lisa likhômo.
What does the boy herd?

T: Li-kae?
S: Li-ka-sakêng.
Where are they?
Or: Li-ka-hara lesaka.

Q-6
T: Naa likhômo ke-liphô ôfôlô tsa-bohelôkoa Lesotho?
S: Nê.

T: Naa Basotho ba-li-rata haholo kapa hq-ba-li-rate haholo?
S: Ba-li-rata haholo.

T: Ba-êtsa'ng ka-tsôna?
S: Ba-lemi ka-tsôna.
What do they do with them?

Sô: Ba-thothe ka-tsôna.
Sô: Ba-jà lebese la-tsôna.
Q-7
T: Naa molisana o-li-isa nahêng?
S: Eê.
T: O-li-isa nahêng hosêng kapa mantsiboea?
S: O-li-isa hosêng.
T: Li-ea haê neng?
S: Li-ea haê mantsiboea.

Q-8
T: Bosiu likhômo li-rôbala kaê?
S: Li-rôbala ka-sakêng.
T: Motšeare li-fula kaê?
S: Li-fula nahêng.
Or: Motšeare li-fula nahêng.
Cycle 96 Where is the john?

M-1

| term  | question | translation | location
|-------|----------|-------------|-----------
| matloana | Matloana a-hokae? | little houses | In what place are the "little houses"?
| lebenkêlê | Lebenkêlê le-hokae? | store | In what place is the store?
| kôrêkê | Kôrêkê e-hokae? | church | In what place is the church?
| mmaraka | Mmaraka o-hokae? | market | In what place is the market?

M-2

| term  | question | translation
|-------|----------|-------------
| bôntsâ | Kq-tla u-bôntsâ. | show | I'll show you.
| isa | Kq-tla u-isâ | take | I'll take you.

C-1

A: [Matloana a]-hokae?
B: Ha-rq-e. Kq-tla u-[bôntsâ]. Let's go. I'll show you.

C-2

A: Kôrêkê e-hokae?
B: U-botla ho-ea kôrêköng?
A: Nê.
B: Ho-lokilê, kq-tla ea le-uêna ka-Sôntaha.

C-3

A: Lebenkêlê le-hokae?
B: U-le-isâ kaê? What do you want the store for (idiom)?
A: Kq-botla ho-rêka [koae].
B: Èma hannyane, kq-tla u-isâ. Wait a little. I will take you.
A: Le-holê?
   Or: Ke-holê?
B: Hq-se-holê haholo. Re-tla fihla kapele. It is not far. We will arrive quickly.
C-4
A: U-ea kaê?
B: Kg-ea mmarakêng.
B: Ho-lokilê, ha-reê-eê. Ha-se-holê.

C-5
A: [Pêntsêlê] e-kaê?
B: E-têng [tafolêng].
A: (Goes to table; does not see it)
   E-hokae?
B: E-ka-tlasa [buka].
A: (Finds it) Òû, ke-êna.

Where is a [pencil]?
It is [on the table].
In what place is it?
It is under the [book].
This house is built with stone.

Use pictures 2 and 4 with the following.

M-1

<table>
<thead>
<tr>
<th>Majoe</th>
<th>Ntlo ēnē e-hahiloē ka-majoē.</th>
<th>Stones</th>
<th>This house is built with stone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setene</td>
<td>Ntlo ēnē e-hahiloē ka-setene.</td>
<td>Brick, Block</td>
<td>This house is built with brick.</td>
</tr>
<tr>
<td>Makotē</td>
<td>Ntlo ēnē e-hahiloē ka-makotē.</td>
<td>Earth</td>
<td>This house is built with earth.</td>
</tr>
</tbody>
</table>

C-1

A: Ntlo ēnē e-hahiloē ka'ng? What is this house made of?
B: Ntlo ēnē e-hahiloē ka-[majoe]. This house is made of [stone].

C-2

T: Ntlo ea-halo e-hahiloē ka'ng? What is this kraal made of?
S: Ntlo ea-ka e-hahiloē ka-[setene].
Or: E-hahiloē ka-[setene].

C-3

T: Lesaka lōē le-hahiloē ka'ng? What is this kraal made of?
S: Le-hahiloē ka-majoē.

M-2

<table>
<thead>
<tr>
<th>Majoe</th>
<th>Majoē a-sēbēlisoa ho-haha.</th>
<th>Stones</th>
<th>Stones are used for building.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setene</td>
<td>Setene se-sēbēlisoa ho-haha.</td>
<td>Brick</td>
<td>Brick is used for building.</td>
</tr>
<tr>
<td>Makotē</td>
<td>Makotē a-sēbēlisoa ho-haha.</td>
<td>Earth</td>
<td>Earth is used for building.</td>
</tr>
</tbody>
</table>

C-4

T: [Setene] se-sēbēlisoa ho-ētsa'ng?
S: Se-sēbēlisoa ho-haha.
Or: Ho-haha.
M-3
leloala Leloala le-sëbëlisoa ho-sila.
tšilo Tšilo e-sëbëlisoa ho-sila.

C-5
T: [Leloala] le-sëbëlisoa ho-ëtsa'ng?
S: Ho-sila.

M-4
sethêsë Sethêsë se-sëbëlisoa ho-tšëla phofo.
sekotlënë Sekotlënë se-sëbëlisoa ho-tšëla phofo.
sejana Sejana se-sëbëlisoa ho-tšëla phofo.

C-6
T: [Sethêsë] se-sëbëlisoa ho-ëtsa'ng?
S: Ho-tšëla phofo.

C-7
Use picture.2 for the following:
T: Möö kobô e-sëbëlisoa ho-ëtsa'ng?
S: E-sëbëlisoa ho-tlama ngoana.

M-5
John John o-tla nyala neng?
Susan Susan o-tla nyaloa neng?
Ann Ann o-tla nyaloa neng?
Bill Bill o-tla nyala neng?

A mill is used for grinding.
A grinding stone is used for grinding.

A mat is used to contain flour.
A basin is used to contain flour.
A dish is used to contain flour.

It is used to tie a baby on the back.

When will John marry?
When will Susan get married?
When will Ann get married?
When will Bill marry?
C-8
A: [John] o-tla nyala neng?
B: Ka-mosé.
A: [Susan] eêna o-tla nyaloa neng?
B: Le-eêna o-tla nyaloa ka-mosé.

C-9
[Ann]: [Bill], u-tla nyala neng?
[Bill]: Ka-mosé. Uêna u-tla nyaloa neng?
[Ann]: Nq-ke-batle ho-nyaloa.
Cycle 98  What are you going to do with it?  

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M-1</strong></td>
<td>U-le-isa kae?</td>
<td>What are you going to do with it?</td>
</tr>
<tr>
<td>lefielo</td>
<td></td>
<td>broom</td>
</tr>
<tr>
<td>setulelo</td>
<td></td>
<td>chair</td>
</tr>
<tr>
<td>penel</td>
<td></td>
<td>pen</td>
</tr>
<tr>
<td>molamu</td>
<td></td>
<td>stick</td>
</tr>
<tr>
<td>mollo</td>
<td></td>
<td>match</td>
</tr>
</tbody>
</table>

**C-1**

A: Mphè [lefielo].
B: U-[le]-isa ka e?
A: Ke-batla ho-[fielo].

**M-2**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lehe</td>
<td>U-le-isa ka e?</td>
<td>egg</td>
</tr>
<tr>
<td>reisi</td>
<td></td>
<td>rice</td>
</tr>
<tr>
<td>teè</td>
<td></td>
<td>tea</td>
</tr>
<tr>
<td>sejana</td>
<td></td>
<td>dish</td>
</tr>
<tr>
<td>mose</td>
<td></td>
<td>dress</td>
</tr>
</tbody>
</table>

**C-2**

A: Mphè [lehe].
B: U-[le]-isa kae?
A: Kg-ill'ò [le]-[phèha].
I'm looking for the director. What do you want with him?

Do you have any money with you? (lit: Money it-is-present with you?)
Does he have any money with him?
Do you have any money with you?
Do they have any money with them?

Do you have a pen with you here?
You have a pen with you here.
C-6
A: Naa pêne e-têng ho-uêna möü?
B: Eê, e-têng.
A: Ak' u nkali më eôna.
B: U-e-isa kae?
A: Kg-batla ho-ngôla lengôlê.
B: Nka. Kg-ôna.

C-7
A: Kg-batla ho-'juba, fêôla
    hê-ke-na koae.
B: Koae e-têng ho-nna mûna.
A: Naa le-mollô o-têng ho-uêna?
B: Eê, o-têng.

C-8
A: Naa buka e-a-ka e-ho-uêna?
B: Buka efe?
A: Ef-So, hê-ê-ho-nya.
B: E-ho-mang?
C-1
Thabê: (Walking with Thêbê meets Phiri) Lumêla Phiri.
Phiri: Eê, lumêla Thabê.
Thabê: U-phela joang?
Phiri: Kêa-phela, uêna u-phela joang?
Thabê: Kêa-phela le-nna. Naa u-tsêba motsoallê oa-ka Thêbê? Me too, I'm fine. Do you know my friend Thebe?
Phiri: Eê, hê-ke-mo-tsêbe.
Thabê: Ke-Thêbê Molefi. He is Thebe Molefi.

C-2
Moêti: (Walking with a volunteer meets Tshelisê Mohapi). Lumêla Mr. Mohapi.
Mohapi: Lumêla Mr. Moêti.
Moêti: U-kae?
Mohapi: Kê-têng, uêna u-kae?
Moêti: Kê-têng. Tseba motsoallê enoa I'm okay. Meet (lit: know) my friend. o-ka.
Mohapi: Eê.
Moêti: Ke-Mr. [Smith]. O-tsob Amêrika; ke-môithaopi.
Mohapi: Kêa-lebôha.
Moêti: Mr. [Smith], enoa ke-Mr. Mohapi. Mr. [Smith], this is Mr. Mohapi. ([Smith] and Mohapi shake hands.)
Mohapi: U-fihlile neng Lesotho möö?
   Mr. [Smith]?
[Smith]: Kê-fihlile khalê, ka-Tšitoë.
Mohapi: Efêla ke-khalê. Ho-joang,
   naa ua-rata Lesotho möö?
[Smith]: Èë, kqê-rata.
Mohapi: Ke-hantlê.
Mohapi: (To Moeti) joalê le-ëa kae?
Moëti: Re-ëa mmarakeng.
Moëti: Ho-lokilê.

When did you arrive here in Lesotho, Mr. [Smith].
I arrived a long time ago, in December.
Really it is long ago. How is it, do you like it here in Lesotho?
Cycle 100  When will you visit me?

M-1
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.

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 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: Eê, 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: Kê-tla u-[thusa] [ka-Sontaha].

C-3
A: U-tla nchakêla neng?
B: Kê-tla tla [ka-Sontaha] I will come [on Sunday].
A: U-tla fihla ka-nakô efe?  What time will you arrive?
B: Kê-tla leka ho-fihla [ka-12:00]. I will try to arrive [at 12:00].
A: Ho-lokilê.
C-4
A: Ak'u nkalimê pêre. What do you want to do with it?
B: U-e-isa kae?
B: Ha-ke-na pêre. Kalima ea-Phiri. I don't have a horse. Borrow Phiri's.
A: Naa o-tla nkalima? Will he lend (it) to me?
B: Eê, o-tla u-kalima. Yes, he will lend (it) to you.

C-5
A: Naa u-tla uthusa ho-hlatsoa lijana? Right now I don't have time.
B: Hôna joaie hâ-ke-na nakô. 
A: Oô, u-tla fumana nakô neng? When will you find time?
B: Kqa-kholoa kq-tla e-fumana motsëare. I think I'll find it during the day.
A: Oô, joale u-tla tseba ho-uthusa motsëare? Oh, then you will be able to help me during the day?
B: Eô, kq-kholoa hore kq-tla tseba ho-u-thusa. Yes, I think I'll be able to help you.
A: Kq-tla 1êboha haholo.

C-6
A & B GREETING EXCHANGE
A: Naa ua-ntseba?
B: Eô, keê-u-tseba, fêêla hq-ke-tsebe lebitsô la-hao. Uêna naa ua-ntseba? Aren't you (him)?
A: Eô, nna keê-u-tseba hantlé. U-[Thabô]. Yes, I know you well. You are [Thabo].
B: Efêla ua-ntseba. Ke-eêna. Uêna, hana lebitsô la-hao u-mang? Indeed you know me. I'm him (Thabo). I the way, what's your name (again)?
A: Nna lebitsô la-ka ke-[Bill].
B: Oô, keê-le-hopola joale. Oh, I remember it now.
Cycle 101 Numbers: Counting people, animals and things.

C-1

T: Naa u-tseba ho-bala ka-Sesotho?
S: Ho-bala buka kapa eng?
T: Ho-bala lipalô.
S: E-seng hantlê.
T: Ak'ù balê ho-fihla ho-leshomê.
S: (Using the fingers)
Nngoe, pêli, tharo, nnê, hlano, tšelêla,
supa, robêli, robong, leshomê.

E-1

Listen to the following phrases and indicate with your fingers (in Sesotho fashion) the number of people involved.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>batho ba-babêli</td>
<td>2</td>
</tr>
<tr>
<td>baithaopi ba-bararoo</td>
<td>3</td>
</tr>
<tr>
<td>buokamêli ba-banê</td>
<td>4</td>
</tr>
<tr>
<td>banna ba-bahlano</td>
<td>5</td>
</tr>
<tr>
<td>basali baa-supilêng</td>
<td>7</td>
</tr>
<tr>
<td>bahlankana baa-robong</td>
<td>9</td>
</tr>
<tr>
<td>Basotho baa-leshomê</td>
<td>10</td>
</tr>
<tr>
<td>barutuoa baa-robêli</td>
<td>8</td>
</tr>
<tr>
<td>batho ba-babêli</td>
<td>2</td>
</tr>
<tr>
<td>barutuoa baa-robêli</td>
<td>8</td>
</tr>
<tr>
<td>batho ba-babêli</td>
<td>2</td>
</tr>
<tr>
<td>barali baa-tšelêtseng</td>
<td>6</td>
</tr>
<tr>
<td>banna ba-bahlano</td>
<td>5</td>
</tr>
<tr>
<td>baokamêli ba-banê</td>
<td>4</td>
</tr>
<tr>
<td>baithaopi ba-bararoo</td>
<td>3</td>
</tr>
<tr>
<td>barali baa-tšelêtseng</td>
<td>6</td>
</tr>
<tr>
<td>basali baa-supilêng</td>
<td>7</td>
</tr>
<tr>
<td>barutuoa baa-robêli</td>
<td>8</td>
</tr>
<tr>
<td>bahlankana baa-robong</td>
<td>9</td>
</tr>
<tr>
<td>Basotho baa-leshomê</td>
<td>10</td>
</tr>
</tbody>
</table>
Listen to the following phrases and indicate with your fingers the number of objects described.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>linku tsê-pêli</td>
<td>2</td>
</tr>
<tr>
<td>libuka tsê-tharo</td>
<td>3</td>
</tr>
<tr>
<td>litichêrê tsê-nnê</td>
<td>4</td>
</tr>
<tr>
<td>litôrôpô tsê-hlano</td>
<td>5</td>
</tr>
<tr>
<td>libêkê tsê-supilêng</td>
<td>7</td>
</tr>
<tr>
<td>likhoêli tsêê-robêli</td>
<td>8</td>
</tr>
<tr>
<td>libôlô tsêê-robong</td>
<td>9</td>
</tr>
<tr>
<td>likatse tsêê-leshomê</td>
<td>10</td>
</tr>
<tr>
<td>likatiba tsêê-tselêtseng</td>
<td>6</td>
</tr>
<tr>
<td>linku tsê-pêli</td>
<td>2</td>
</tr>
<tr>
<td>likhoêli tsêê-robêli</td>
<td>8</td>
</tr>
<tr>
<td>linku tsê-pêli</td>
<td>2</td>
</tr>
<tr>
<td>likhoêli tsêê-robêli</td>
<td>8</td>
</tr>
<tr>
<td>libôlô tsêê-robong</td>
<td>9</td>
</tr>
<tr>
<td>likatse tsêê-leshomê</td>
<td>10</td>
</tr>
<tr>
<td>litichêrê tsê-nnê</td>
<td>4</td>
</tr>
<tr>
<td>litôrôpô tsê-hlano</td>
<td>5</td>
</tr>
<tr>
<td>likatiba tsêê-tselêtseng</td>
<td>6</td>
</tr>
<tr>
<td>libuka tsê-tharo</td>
<td>3</td>
</tr>
</tbody>
</table>

Listen to the following sentences and indicate with your fingers the number of people involved.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ke-bôna baithaopi ba-bararo.</td>
<td>3</td>
</tr>
<tr>
<td>Ke-batla bahlanka ba-bahlano.</td>
<td>5</td>
</tr>
<tr>
<td>Ke-ruta baithaopi ba-supilêng.</td>
<td>7</td>
</tr>
<tr>
<td>Ke-thusa batho baa-robêli.</td>
<td>8</td>
</tr>
<tr>
<td>Ke-tseba basali ba-babêli.</td>
<td>2</td>
</tr>
<tr>
<td>Ke-thusa batho baa-robêli.</td>
<td>8</td>
</tr>
<tr>
<td>Ke-rata bana baa-robong.</td>
<td>9</td>
</tr>
</tbody>
</table>
Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Kg-bôna baithaopi ba-bararo.
S: Three volunteers.

Listen to the following sentences and indicate with your fingers the number of objects involved.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-na le-litichère tseë-nnê.</td>
<td>4</td>
</tr>
<tr>
<td>Re-na le-likatiba tsëè-tšelôtseng.</td>
<td>6</td>
</tr>
<tr>
<td>O-na le-liapolô tsëè-robêli.</td>
<td>8</td>
</tr>
<tr>
<td>O-na le-litja tsëè-pêli.</td>
<td>2</td>
</tr>
<tr>
<td>Ba-na le-likhômo tsëè-robong.</td>
<td>9</td>
</tr>
<tr>
<td>Ba-na le-linku tsëè-leshomê.</td>
<td>10</td>
</tr>
<tr>
<td>Kg-na le-likôlôi tsë-tharo.</td>
<td>3</td>
</tr>
<tr>
<td>Kg-na le-libuka tsëè-hlano.</td>
<td>5</td>
</tr>
<tr>
<td>Ba-na le-lipêrô tsëè-supîlêng.</td>
<td>7</td>
</tr>
<tr>
<td>Ba-na le-linku tsëë-leshomê.</td>
<td>10</td>
</tr>
<tr>
<td>Ba-na le-likhômo tsëè-robong.</td>
<td>9</td>
</tr>
<tr>
<td>O-na le-liapolô tsëè-robêli.</td>
<td>8</td>
</tr>
<tr>
<td>Ba-na le-lipêrô tsëè-supîlêng.</td>
<td>7</td>
</tr>
<tr>
<td>Kg-na le-likôlôi tsë-tharo.</td>
<td>3</td>
</tr>
<tr>
<td>Re-na le-litichère tsëè-nnê.</td>
<td>4</td>
</tr>
<tr>
<td>Kg-na le-libuka tsëè-hlano.</td>
<td>5</td>
</tr>
<tr>
<td>Re-na le-likatiba tsëè-tšelôtseng.</td>
<td>6</td>
</tr>
</tbody>
</table>
Repeat this exercise, responding this time with an English translation of the noun phrase:

T: Re-na le-litchêre tse-ne.
S: Four teachers.

E-5

The numbers from 12 to 17 are as follows:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>leshomê le-ë-metso e-tshoarë</td>
<td>13</td>
</tr>
<tr>
<td>leshomê le-ë-metso e-tshoerë</td>
<td>14</td>
</tr>
<tr>
<td>leshomê le-ë-metso e-tsho.open</td>
<td>15</td>
</tr>
<tr>
<td>leshomê le-ë-metso e-tsholetseng</td>
<td>16</td>
</tr>
<tr>
<td>leshomê le-ë-metso e-tsholetseng</td>
<td>17</td>
</tr>
</tbody>
</table>

Practice identifying the numbers 12 to 17, giving a verbal response in English.
Cycle 102  When will you pay me?  

M-1

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>thusa</td>
<td>help</td>
</tr>
<tr>
<td>chakela</td>
<td>visit</td>
</tr>
<tr>
<td>tšēna</td>
<td>laugh at</td>
</tr>
<tr>
<td>thabisa</td>
<td>amuse</td>
</tr>
<tr>
<td>tseba</td>
<td>know</td>
</tr>
<tr>
<td>kalima</td>
<td>lend</td>
</tr>
<tr>
<td>kopa</td>
<td>ask, beg</td>
</tr>
</tbody>
</table>

* * * * * * *

C-1

A: [Susan], [John] o-u-kopa [Susan], [John] is asking you to help him.

[Susan]: O-nkopa ho-mo-thusa ka'ng? He is asking me to help him with what?

A: Ho-mo-thusa ho-[hlatsa] lijana.  

M-2

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ruta</td>
<td>teach</td>
</tr>
<tr>
<td>rata</td>
<td>love</td>
</tr>
<tr>
<td>raha</td>
<td>kick</td>
</tr>
<tr>
<td>roma</td>
<td>send</td>
</tr>
</tbody>
</table>

C-2

A: [Susan], [Thabē] o-tla u-ruta [ho-palama].

[Susan]: O-tla nthuta ho-palama neng?  He asks me to send him.

A: Hosasa.

C-3

A: Pērē ëna e-tla u-raha. This horse will kick you.

B: E-tla nthaha? Will he kick me?


B: Õô! Ha-ke-batlhe ho-e-palama hèē. Oh, I don't want to ride him then.
C-4
A: Ke-batla ho-u roma hôna joalê. I want to send you right away.
B: U-batla ho- nthoma kae? Where do you want to send me?
A: [Lebênkëlêng].
B: Ŭôô, ho-lokilê.

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: Kg-tla u-isa [ngakêng] ka-kölî. I'll take you to the doctor's place by car.
[Bill] o-tla u-lata.
B: O-tla ntata neng? [Bill] will fetch you.
A: [Motšeare].
Or: Ka-[1:00].
[In the afternoon].
Or: At[1:00].

C-6
A: Ak' u nthuse ho-fiêla ntlo êna. 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-shêbilê.
[Susan]: O-nchébilê?
A: Êêê.
[Susan]: O-nchéba kamehla. Kêa-bôna re-nthata.
Cycle 103  It is said you should go home.  

M-1  

tla  E-re a-tlê lapêng.  come  Say that he should come home.  
sala  E-re a-salê lapêng.  stay  Say that he should stay home.  
ea  E-re a-eê lapêng.  go  Say that he should go home.  

M-2  

Lineêô  Linêô o-ha-Mphô:\  Dineo  Dineo is at Mpho's.  
John  John o-ha-tichêrô.  John  John is at the teacher's place.  

C-1  

[Mmê]: [Lineô] o-kac?  
A:  O-ha-[Mphô].  
[Mmê]: E-re a-[tlê] [lapêng].  

M-3  

tla  Ho-thoe u-tlê lapêng.  come  It is said: you should come home.  
sala  Ho-thoe u-salê lapêng.  stay  It is said: you should stay home.  
ea  Ho-thoe u-eê lapêng.  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 lapêng.  
B:  Ke-mang?  
A:  Ke-mmê.  
B:  Kga-tla.  
A:  Ho-thoe u-phakisê.  

000267  273
C-3
A: Ho-thoe re-balè buka ēna.
B: Buka efe?
A: Ēna ea-Sesotho.
B: Ke-mang?
A: Ke-tichêrê.

C-4
T: (to Bill) [John] o-ea kae?
Bill: O-ea haē.
T: O-il'ô ēlsa'ng?
Bill: O-il'ô lata pênê ea-hae.
T: E-re a-khutlê, ke-tla mo-kalima pênê.

Bill: [John], ho-thoe u-khutlê.
[John] Ke-tla ngôla ka'ng?
Bill: Tichêrê o-re o-tla u-kalima The teacher says: he will loan you a pen.

C-5
A: Ho-thoe re-aparê likobô.
B: Hobane'ng?
A: Hobane Basotho baa li-apara.
B: Empa ha-ho-bate. But it isn't cold.
A: Eš ha-ho-bate fêsêla ho-thoe Yes, it isn't cold, but it is said that re-li-aparê.
we should wear them.
B: Ke-mang?
A: Ke-mookamêli.
B: Nna ha-ke-na kobô.
A: U-tla bolêla mookamêli hore You will tell the director that you ha-û-na ēsôna. don't have one.
C-6
A: Ho-thoe re-a-tsamaea hosasa.
B: Re-ea kae?
A: Re-ea Lesotho.
B: Ke-hantlê. Ho-thoe re-tsamaea ka-nakô efe?
A: Ho-thoe re-tla tloha môna ka-8:00 mantsiboea.

Okay. It is said: we are going at what time?

C-7
A: Ho-thoe re-eô ja.
B: Lijô li-lokile?
A: Eë, ho-thoe li-lokilê, re-phakisê.
B: Ha-rê-ê.

It is said: we should go eat.
It is said: the food is ready, we should hurry.
Cycle 104 What do you come from doing?  104-1

M-1

tla  U-tla ëtsa'ng?  come; will  What will you do?  (future tense)
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 pôsông?
B: Vie.
A: U-tsoa ëtsa'ng?
B: Kê-tsoa pôsa mangôlo.

C-2
A: U-tsoa kae?
B: Kê-tsoa [k'hefing].
A: U-tsoa rêka'ng?
B: Kê-tsoa rêka ['soekere].

C-3
A: U-tsoa kae?
B: Kê-tsoa lebaleng.
A: U-tsoa ëtsa'ng lebaleng?
B: Kê-tsoa bapala.
M-3

fihla  O-qêta ho-fihla hôna joalê.  arrive  He just arrived right now. (lit: He is finishing arriving right now.)

tsamaea  O-qêta ho-tsamaea hôna joalê.  go, walk  He just left right now.

tsoa  O-qêta ho-tsoa hôna joalê.  come from, go out  He just went out right now.

ja  O-qêta ho-ja hôna joalê.  eat  He just ate right now.

C-4
A:  Naa [Thabê] o-khutlilê [leb'éng]?  Has [Thobo] returned [from the store]?
B:  Nê.
A:  O-fíhliiê neng?
B:  O-qêta ho-fihla hôna joalê.  He just arrived right now.

C-5
A:  [Bill] o-kae?
B:  Ha-a-e8.
A:  O-ilê kae?
B:  O-ilê [Warner Springs].
A:  O-ilê neng?
B:  O-qêta ho-tsamaea hôna joalê.

C-6
B:  Eê, li-lokilê.
A:  Ha-re-eô ja.
B:  Nna kq-jelê.  Me, I have eaten.
A:  Ao!  Ü-jelê neng?  Really?! When did you eat?
B:  Kq-qêta ho-ja hôna joalê.
C-7  (A telephone conversation)
A: Naa [tɛlɛ] o-tëng mosëbëtsing?
B: Eë, o-tëng feêla hq-a-e6 ka-ofising hôna joale.
A: O-ilê kae?
B: Hq-ke tsebe. O-qêta ho-tsoa hôna joale. I don't know. He just went out right now.

M-4
ngôla  Ke-leka ho-ngôla. write    I'm trying to write.
ithuta  Ke-leka ho-ithuta. study    I'm trying to study.
phakisa  Ke-leka ho-phakisa. hurry    I'm trying to hurry.

C-8
A: U-ëts'ing?
B: Ke-leka ho-ngôla Sesotho.
A: Ua-tseba ho-se-ngôla?
B: Hq-ke-tsebe, kəa-ithuta.
A: U-ithuta haholo?
B: Eë, ke-leka ho-ithuta haholo.

C-9
A: U-ea kae?
B: Ke-ea pûsông.

M-5
sëbêtsa  Naa u-qëtilê ho-sëbêtsa? work Are/have you finished working?
ja        Naa u-qëtilê ho-ja? eat  Are/have you finished eating?
bua       Naa u-qëtilê ho-bua? talk Are/have you finished talking?
Are you finished working?

No, I am/have not finished.

Are you trying to work fast?

Are you finished working?

No, I am/have not finished.

Are you trying to work fast?
Cycle 105 I have a head ache.

M-1

hlôôhô Kê-tšoĕrœ ke-hlôôhô head I have a head ache. (lit: I'm seized by the head.)
metâ Kê-tšoĕrœ ke-mela. bowls I have a stomach ache.
leoto Kê-tšoĕrœ ke-leoto. foot, leg I have a sore leg.
sefuba Kê-tšoĕrœ ke-sefuba. chest; chest cold I have a cold.
fêbêru Kê-tšoĕrœ ke-fêbêru. fever I have a fever.

C-1

A: Molato ke'ng? Ua-kula? What's wrong? (lit:Fault it is what?) Are you sick?
B: Eë, kê-tšoĕrœ ke-[hlôôhô].

C-2

A: Molato ke'ng? U-tšoĕrœ ke-[sefuba]? What's wrong? (lit:You are being eaten by what?)
B: Eë, haholo.

C-3

A: U-jooa ke'ng? What's wrong? (lit: You are being eaten by what?)
B: Kê-tšoĕrœ ke-[hlôôhô].

C-4

A: Molato ke'ng?
B: Kêa-kula.
A: Hao! U-jooa ke'ng?
B: Kê-tšoĕrœ ke-[hlôôhô].
A: Ke-hampe.

C-5

A: Naa [Bill] o-tla tlelaseng?
B: Hâ-a-tle hobane oa-kula.
A: Hao! [Bill] oa-kula?
B: Eë.
A: O-jooa ke'ng?
B: O-tšoĕrœ ke-[sefuba] haholo.
C-6
A: [John] o-kae?
B: O-ilë ngakëng.
A: Oa-kula?
B: EE.
A: O-jooa ke'ng?
B: Ke-[mala].

C-7
A: [Tankisa] o-kae?
B: O-sepetlele; oa-kula. He's at the hospital; he's sick.
A: Ao! O-kula haholo?
B: EE.
A: O-jooa ke'ng?
B: Ho-thoe ke-fëbëru. It is said he has fever.
Cycle 106 When will you vaccinate me?

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
ômêla nkômêla wait for wait for me

C-1

A: Naa u-tla [nkaraba]?
B: Èë, kë-tla u-[araba].
A: U-tla [nkaraba] neng?
B: Ka-mosô.

C-2

A: 0ô! U-tla nkênta neng?
Ngaka: Hôna joi1ô.

C-3

A: [Susan], [Ann] oa-u-bitsa.
Susan: O-nkisa kae?
A: Ha-kë-tsebe.
Susan: Kë-tla.

C-4

A: Lebênkêîê le-hokae?
B: Kë-tla u-isa, êma hannyane.
A: U-tla nkîsa lebênkêîêng?
B: Èë.
A: Këa-leboha.
C-5
A: Bill o-u-sêba ho-mookamêli.
B: Oa-ncşêba?
A: Eêz.
B: O-re kê-êtsa joang?
A: O-re u-hana ho-sêbêtsa.
B: Ke-hampe, hobane hê-a-nnete.

C-6
A: [Susan], [Mpho] oa-u-siea.
Susan: Oa-ntšiea?
A: Mê, o-ea pôsöng.

C-7
A: Kê-batla ho-sêbêtsa le-[Thabo].
B: O-tla u-sêbêlîsa haholo.
A: O-tla ntšêbêlîsa haholo?
   Ke-hampe, hobane hê-kê-batle ho-sêbêtsa haholo.
Cycle 107  When we finish eating, we return to class.

To the teacher: Read the following to the class, checking on their comprehension of this monologue by asking questions.

C-1
O-lumélisa metsoallè ea-hae.
O-ea lijông le-bôna.
Ha a-qêta ho-ja, o-ea tlelaseng.
Ha a-fihla tlelaseng, o-lumélisa tichêrê.

O-lula fatše. Tichêrê o-mo-ruta Sesotho.

[John] o-ithuta Sesotho haholo.
O-leka ho-bua Sesotho le-tichêrê.
Ha ba-qêla ho-ja, ba-boêla tlelaseng.

Ba-mamêla tichêrê, joalê o-ba-botsa lipotsê.
Joalê sekêlo sea-tsoa.

Every day [John] gets up. He dresses.  
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 résumé of his daily activities.

Kê-lumélisa metsoallê ea-ka.
Re-ea lijông.
Ha re-qêta ho-ja, re-nka libuka tsa-rona.
Re-ea sekêloŋ.
Ha re-fihla tlelaseng, re-lumëlisa tichêrê.
Re-lula fatße. O-re-ruta Sesotho.
Re-tseba ho-bua Sesotho.
Re-se-bua haholo sekëlông.
Motšeare re-ea lijông hapê.
Ha re-qêta ho-ja, re-boêla tlelaseng.
Re-mamêla thutô ea-tichêrê.
Joalê sekëlô sea-tsoa.

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?
S1: Eê, fêêla ha-re-se-tsebe hantlê.
Mosotho: Le-ithuta sôna kae?
S2: Re-ithuta sôna hôna môna. We study it right here.
Mosotho: Le-ithuta sôna neng?
S1: Motšeare tlelaseng. During the day in class.
Mosotho: Le-tsoha neng?
S2: Re-tsoha hoseng ka-6:00.
Mosotho: Ha le-qêta ho-tsoha; le-êtsa joang?
S1: Rea-apara. Re-lumëlisa metsoallê ea-rona.
S2: Hapê re-ea lijông.
Mosotho: Ha le-qêta ho-ja, le-êtsa joang?
S1: Ha re-qêta ho-ja, re-nka libuka. Re-ea tlelaseng.
Mosotho: Ha le-fihla tlelaseng, le-êtsa joang?
S2: Ha re-fihla tlelaseng, re-lumëlisa tichêrê. Re-lula fatße.
S1: Joalê tichêrê o-re-ruta Sesotho.
Mosotho: Motšeare le-ētsa joang?  
S1: Motšeare re-ea lijöng hapê.

Mosotho: Ha-le-tsoa lijöng, le-ētsa joang?
S2: Re-boēla tlelaseng.

S1: Ha-re-fihla tlelaseng, re-rutoa Sesotho hapê. Joalē sekôlo sea-tsoa.  

At noon what do you do?  
When we arrive at class, we are taught Sesotho again.
Cycle 108  That chair is John's.

M-1

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>apolê</td>
<td>Apolê éno ke-ea-Bill.</td>
<td>apple</td>
</tr>
<tr>
<td>buka</td>
<td>Buka éno ke-ea-Bill.</td>
<td>book</td>
</tr>
<tr>
<td>khalase</td>
<td>Khalase éno ke-ea-Bill.</td>
<td>glass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
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<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>apolê</td>
<td>Apolê ëo ke-ea-mang?</td>
<td>apple</td>
</tr>
<tr>
<td>buka</td>
<td>Buka ëo ke-ea-mang?</td>
<td>book</td>
</tr>
<tr>
<td>khalase</td>
<td>Khalase ëo ke-ea-mang?</td>
<td>glass</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>apolê</td>
<td>Apolê éo ke-ea-mang?</td>
<td>apple</td>
</tr>
<tr>
<td>buka</td>
<td>Buka ëo ke-ea-mang?</td>
<td>book</td>
</tr>
<tr>
<td>khalase</td>
<td>Khalase ëo ke-ea-mang?</td>
<td>glass</td>
</tr>
</tbody>
</table>

C-1

A: [Apolê] ëo ke-ea-mang?
B: [Apolê] éno ke-ea-[Bill].
Or: Ke-ea-[Bill].

C-2

A: [Bill] o-ea kae?
B. *0-isa [apolê] éno ho-[tichêrê].
He's taking that [apple] to the [teacher]

C-3

A: Ke-thipa ea-mang ëo?
B: Ke-ea-ka.
A: Ak'u nkalimê éôna.
B: U-e-isa kae?
A: Kê-il'o ja apolê éôna.

M-3

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>liapolê</td>
<td>Liapolê tsëë ke-tsa-mang?</td>
<td>these apples</td>
</tr>
<tr>
<td>libuka tsëë</td>
<td>Libuka tsëë ke-ksa-mang?</td>
<td>these books</td>
</tr>
<tr>
<td>lipêre tsëë</td>
<td>Lipêre tsëë ke-ksa-mang?</td>
<td>these horses</td>
</tr>
</tbody>
</table>

C-4

A: [Libuka] tsëë ke-ksa-mang?
B: Ëna ke-ka-[Bill],
ëno ke-ka-[Ann].
This one is [Bill's],
that one is [Ann's].
M-4
sëë  Setulô sëë ke-sa-mang?  this  Whose chair is this?
sëö  Setulô sëö 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-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?
ëö  Nthô ëö ke'ng?  that  What is that thing?

ëë  Ke'ng nthô ëë?  this  What is this thing?
ëö  Ke'ng nthô ëö?  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?
lebënkële  Naa u-bôna lebënkële lëo?  store  Do you see that store?
lebëse  Naa u-noa lebëse lëo?  milk  Are you drinking that milk?
A: Naa u-utloa lerata lēo?
B: Eē, kēa-le-utloa. Ke-la'ng?

A: Ha-ke-tsebe fəga kə-khəloa hore ke-baithaopi.
B: Ba-ëtsa joang?
A: Baa-bapala.

Yes, I hear it. What is it? (lit: It is of what?)
Use picture number 5 for the following.

Mosali ønoa o-øpëre kobô ò-ntîê.
O-roëtse tuku.
O-roëtse nkhô hlôôhông.
O-pëpîlê ngoana.
Kêa-khôloa o-ea selibëng, kapa o-tsoa selibëng.
O-il'ô kha mëtsi.
Basali ba-kha mëtsi selibëng.
Ba-a-kha ka-nkhô kapa ka-êmêrê.

Ba-roala nkhô kapa êmêrê hlôôhông.
Ba-ea haë.
Ba-sëbëlîsa mëtsi ho-phêha.
Hapê ba-a-sëbëlîsa 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 öo o-[øpëre kobô] ò-ntîê?
S: Ëë, o-[øpëre kobô] ò-ntîê.

Q-2

T: O-roëtse'ng?
S1: O-roëtse tuku.
S2: O-roëtse nkhô hapê.

Q-3

T: O-ea kae?
S1: Kêa-khôloa o-ea selibëng.
S2: Kêa-khôloa o-ea haë.

Q-4

T: O-tsoa kae?
S1: Kêa-khôloa o-tsoa haë.
S2: Kêa-khôloa o-tsoa selibëng.
Q-5
T: Basali ba-ëtsa joang selibëng?
S: Ba-kha mëtsi.

Q-6
T: Ba-ëtsa'ng ka-mëtsi?
S₁: Ba-phêha ka-oona.
S₂: Ba-hlatsoa ka-oona hapê.

Q-7
T: Ba-kha mëtsi ka'ng?
S₁: Ba-a-kha ka-nkhô.
S₂: Ba-a-kha ka-êmënê.

Q-8
T: Naa le-lona le-ea selibëng Amërika möö?
S: È-ê, hâ-re-ee selibëng Amërika möna.
T: Le-kha mëtsi kae?
S: Re-a-kha ka-trlung. We draw it in the house.

Q-9
T: Naa basali ba-Amërika ba-tseba ho-roala nkhô?
S: È-ê, hâ-ba-tsebe ho-roala nkhô.

Q-10
T: Le-ëtsang ka-mëtsi?
Re-hloëkisa matlo a-rona ka-oona.

Q-11
T: [Ann], u-bôna'ng setšoantsông séê?
[Ann]: [(A description of the picture in the student's own words)]
Picture Number Five  (Cycle 109)  W. v. d. Kallen, N. V. F.
Cycle 110 You'll find me at the store.

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 môno, lejoë lêno le-tla u-pitla.
B: Le-tla mpitla?
A: Eë, le-tla u-pitla, tloha.
B: Üö, ho-lokilë, këa-tloha.

C-2
A: Naa u-sëbêtsa hantlê sekölông?
B: Eë, kë-sëbêtsa hantlê.
A: Tíchërê o-tla u-putsa.
B: O-tla mputsa ka'ng?
A: Hë-ke-tsebe, feëla këa-khôloa o-tla u-putsa ka-[chëlêtë].

M-2
fépa  mphépa  feed  feed me
fumana  mphumana  find  find me
fa  mpha  give  give me
feta  mphêta  pass, surpass  surpass me

C-3
A: Mphê [lipömpöng].
B: Ha-ke na [lipömpöng]. Kë-tla u-fa chëlêtë.
B: Ho-lokilë, nka ke-ëna.
C-4
A: [John], u-ea kae?
[John]: Kg-ea [lebenkeleng].
A: Nkêmêlê, kg-batla ho-ea le-uêna.
[John]: Ha-ke u-êmêle. Kg-tatilê, fêêla u-tla mphumana.
A: Kg-tla u-fumana kae?
[John]: U-tla mphumana hôna [lebenkeleng]. Kg-tla u-êmêla teng.
A: Ho-lokiô. Tsamæa-hê Kg-tla u-fumara.

Wait for me, I want to go with you.
I'm not waiting for you. I'm in a hurry, but you'll find me.
Where will I find you.
You'll find me right at the store.
I'll wait for you there.
Okay. Go then. I'll find you.

C-5
A: U-êtsa'ng hôna joalê?
B: Kg-fëpa baêti.
A: Nua u-tla mphëpa neng?
B: Ha-ke-qêta ho-fëpa baêti.

What are you doing right now?
I'm feeding the travellers.
When will you feed me?
When I finish feeding the travellers.

C-6
A: Kg-a-u-feta.
B: U-mpheta ka'ng?
A: Ka-bolêlêlê.

I surpass you.
You surpass me in what?
In height (tallness).
No, it's not true. You don't surpass me.
Cycle 111 Do you like mutton more than beef?

M-1

M-2

C-1

A: Naa u-rata apolê ho-feta [lamunu]?
B: Éé, ke-rata apolê ho-feta [lamunu].

I like an orange better than it.
I like rice better than them.
I like beans better than them.
I like Sesotho better than it.
C-2
A: Naa u-rata [linao] ho-feta [liĕɾëkisi]?  
B: Chē, hā-ke-rata [linao] haholo.  

M-3
Refer to objects in the classroom for the following.

pēnē  
Kē-rata pēnē ēna ho-feta ēno.

setulō  
Kē-rata setulō sēna ho-feta sēno.

setšoantšo  
Kē-rata setšoantšo sēna ho-feta sēno.

jēsi  
Kē-rata jēsi ēna ho-feta ēno.

I like this pen better than that (one).
I like this chair better than that (one).
I like this picture better than that (one).
I like this sweater better than that (one).

C-3
A: Naa u-rata [setulō sē] ho-feta [sō]?  
B: Ėē, kē-rata sēna ho-feta sēno.  
I like this (one) better than that (one).

M-4
bata  
Naa Amērika ho-bata ho-feta Lesotho?  
be cold  
Is America colder than Lesotho?

chesa  
Naa Amērika ho-chesa ho-feta Lesotho?  
be hot  
Is America hotter than Lesotho?

C-5
A: Naa Amērika ho-bata ho-feta Lesotho?  
A: Naa ho-chesa ho-feta Lesotho hlabula?  
B: Ėē, ho-chesa ho-feta Lesotho hlabula.  
Is it hotter (in America) than Lesotho in the summer?  
Yes, it is hotter (in America) than in Lesotho in the summer.
<table>
<thead>
<tr>
<th>Meat</th>
<th>Question</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mutton</td>
<td>Do you like mutton?</td>
<td></td>
</tr>
<tr>
<td>beef</td>
<td>Do you like beef?</td>
<td></td>
</tr>
<tr>
<td>horse meat</td>
<td>Do you like horse meat?</td>
<td></td>
</tr>
<tr>
<td>goat's meat</td>
<td>Do you like goat's meat?</td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td>Do you like chicken?</td>
<td></td>
</tr>
<tr>
<td>pork</td>
<td>Do you like pork?</td>
<td></td>
</tr>
</tbody>
</table>

**C-6**

A: Naa u-rata nama ea-[nku] ho-feta nama ea-[khōmo]?

B: Ke-li-rata kaofēla. I like them both (lit: all).
Cycle 112  That chair is yours, isn't it?  

M-1

**Teacher**

U-[Bill]?

U-ea sekölōng kajēno?

U-lapilē?

Setulō ke-sa-hao?

**Response**

Hā-ke-re u-[Bill]?

Hā-ke-re u-ea sekölōng kajēno?

Hā-ke-re u-lapilē?

Hā-ke-re setulō sēo ke-sa hao?

Aren': you [Bill]? (lit: I don't say you are Bill)

Aren't you going to school today?

Aren't you hungry?

 Isn't that chair yours?

C-1

A: Hā-ke-re [u-Bill]?

B: Eē, [ke-Bill].

C-2

A: Hā-ke-re u-Bill?

B: Eē, hā-ke-hill.

A: U-mang?

B: Ke-John.

A: Ŭō.

C-3

A: Hā-ke-re u-ea sekölōng kajēno?

B: Eē, hā-ke-ee sekölōng.

A: U-ea kae?

B: Ke-ee [töröpon].

A: Ŭō.

C-4

A: Hā-ke-re u-lapilē?

B: Eē, ke-lapilē hahalo.

A: Ha-re-eō ja.

B: Eē, ha-re-eē.
M-2

**Teacher**

Tankiso oa-kula.

Tšelisô o-ea le-nna.

Setulô sêo ke-sa-hao.

**Response**

Tankiso oa-kula hã-ke-re?

Tšeliso o-ea le-nna hã-ke-re?

Setulô sêo ke-sa-hao hã-ke-re?

C-5

A: [Tankisô] o-kae?

B: [Tankisô] oa-kula hã-ke-re?

A: Hã-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]?

B: Kê-batla ho-ea le-[Tšeliso]. I want to go with [Tsediso].

A: [Tšeliso] o-ea le-nna [Southport] hã-ke-re?

B: O-ea le-uêna [Southport]?

A: Ŭês.

B: Ŭô, kê-tla ea le-[Phiri]. Oh. I'll go with [Phiri].

M-3

**Teacher**

Hã-u-ee sekôlông kajêno?

Hã-u-ee mosêbêtsing?

Hã-re-palame kajêno?

**Response**

Hã-ke-re hã-u-ee sekôlông kajêno?

Hã-ke-re hã-u-ee mosêbêtsing kajêno?

Hã-ke-re hã-re-palame kajêno?

You're not going to school today, are you?

You're not going to work today, are you?

We're not going to ride today, are we?
C-7
A: Ḥa-ke-re Ḥa-u-ee sekölön kajëno? You're not going to school today, are you?
B: Êë, Ḥa-ke-ee. No (lit: yes), I'm not going.

C-8
A: Ḥa-ke-re Ḥa-re-palame kajëno? We aren't riding today, are we?
B: Ê-ë, rea-palama. Yes (lit: no), we are riding.
Cycle 113  Hurry then!

M-1

Teacher                      Response
Mphê chêlêtê.                Mphê chêlêtê he.
Nkalimê pêntsêlê.           Nkalimê pêntsêlê he.
Nkêmêlê.                    Nkêmêlê he.
Phakisa.                    Phakisa he.
Sala hantlê.                Sala hantlê he.
Thola.                      Thola he.

Give me some money then.
Lend me a pencil then.
Wait for me then.
Hurry then.
Stay well then.
Be quiet then.

C-1

A: Nkalimê [pêne].
B: ḃâ-κu-na [eõna].        I don't have [one].
A: Nkalimê [pêntsêlê] he.
B: Nka. Ke-[õna].          Lend me a [pencil] then.

C-2

A: Mphê [lipompöng].
B: [Lipompöng] ḃâ-[li]-eõ. Then give me some money.
A: Mphê chêlêtê he.
B: Le-õna ḃâ-ke-na cõna.   I also don't have any.
A: Üõ, kâ-tsamaea. Sala hantlê he.
B: Tsamaea hantlê.

C-3

A: U-tsamaea neng?
B: ḃôna joalê.           Wait for me then.
A: Nkêmêlê he.
B: U-ea kaê?
A: Kê-il'o apara [baki]. I'm going to go put on a [jacket].
B: Phakisa he. Kê-tla u-ômêla. Then hurry. I will wait for you.

C-4

A: ḃâ-u-batle ho-ea le-onna Don't you want to go to [Warner Springs] with me?
[Warner Springs]?
B: Kea-rata.
A: ḃâ-rê-eõ he.            Let's go then.
TO THE STUDENT:

The little word he 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 he does not change the placement of stress:

Mphē chēlētē.
Mphē chēlētē he.

Here are some further situations in which he 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-bōna he. 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 he, kē-utloilē. 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

Butiši he, le-naa kē-bušē. Easy now, let me speak too.

Combine C-4 and C-3.
Cycle 114 Are you looking for me?

M-1

<table>
<thead>
<tr>
<th>Botsa</th>
<th>Mpatla</th>
</tr>
</thead>
<tbody>
<tr>
<td>batla</td>
<td>mpatla</td>
</tr>
<tr>
<td>botsa</td>
<td>mpotsa</td>
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<td>bitsa</td>
<td>mpitsa</td>
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<tr>
<td>bontša</td>
<td>mpontša</td>
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<tr>
<td>boloka</td>
<td>mpoloka</td>
</tr>
<tr>
<td>bolêlla</td>
<td>mpolêlla</td>
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</tbody>
</table>

look for  look for me
ask      ask me
see      see me
call     call me
show     show me
take care of  take care of me
tell     tell me
(someone)

C-1

A: Naa ua-mpitsa?  
B: Eë, kœn-u-bitsa.  
   Or: E-ë, hâ-ke-u-bitse.

C-2

A: U-batla [mookamêli]?  
B: E-ë, hâ-ke-batle eëna. Kê-batla uëna.  
A: Ua-mpatla?  
B: Eë.  
A: U-nkisa kae?  
B: Kê-batla ho-bua le-uëna.  

C-3

A: U-tla tla mpôna neug?  
B: Kê-tla tla hosasa.  
A: Ha-hu-batle ho-tla mpôna kaìêno?  
B: Chêê, kê-na le-mabaka kaìêno.  
A: Òë, ke-hantlê. Kê-tla  
   u-lebêlla hê, hosasa.  

What do you want with me (idiom)?

When will you come to see me?

Don't you want to come see me today?

Oh, okay. I'll expect you tomorrow then.
A: Kq-batla ho-u-botsa.
B: U-batla ho-mpotsa'ng?
A: Kq u-botsa hore naa[kêrêkê] e-kêna neng?
B: E-kêna ka-11:00.

A: Naa u-rêkilê kobô?
B: ŋe.
A: Kq-batla ho-e-bôna.
B: Ho-lokilê. Kq-tla u-bôntša eôna.
A: U-tla mpôntsâ eôna neng?
B: Ha-re-fihla lapêng.

M-2
bitsa Kq-botsa hore naa ba-tla mpitsa? call I'm asking if they will call me?
bolaca Kq-botsa hore naa ba-tla mpolae? kill I'm asking if they will kill me?
bôna Kq-botsa hore naa ba-tla mpôna? see I'm asking if they will see me?

C-6
    Naa u-tla ea le-bôna?
B: Ba-ea neng?
A: Hosasa.
B: Më, kq-batla ho-ea le-bôna,
    leôla kq-batla ho-botsa.
A: U-botsa'ng?
B: Kq-botsa hore naa ba-tla mpitsa
    ha-ba-tsamaea.
A: Më, ba-tla u-bitsa.
Cycle 115  Who knows you here?

M-1

Sesotho  Ke-mang eaa ithutang Sesotho?
Sefora  Ke-mang eaa ithutang Sefora?
Seburu  Ke-mang eaa ithutang Seburu?
Senyesemane  Ke-mang eaa ithutang Senyesemane?

Who is learning Sesotho?  
(lit: It is who that is learning Sesotho?)

Who is learning French?
Who is learning Afrikaans?
Who is learning English?

C-1

A:  Ke-mang eaa ithutang Sesotho?
B:  Ke-[John] eaa ithutang Sesotho.
Or:  Ke-[John].

A:  Ke-mang eaa ithutang [Seburu]?
B:  M-a- ho-motho eaa ithutang [Seburu].

M-2

tsoa  Ke-mang eaa tsoang töröpöng?
fihla  Ke-mang eaa fihlang töröpöng?
lula  Ke-mang eaa lulang töröpöng?
ea  Ke-mang eaa eang töröpöng?
sëbëtsa  Ke-mang eaa sëbëtsang töröpöng?

Who is leaving town?
Who is arriving at town?
Who is living in town?
Who is going to town?
Who is working in town?

C-3

A:  Ke-mang eaa [tsoæng] [töröpöng]?
B:  Ke-[mookamêli].

M-3

Teacher
0-ithuta Sesotho.
0-sëbëtsa öfising.
0-bôna tichêrê.
0-batla chêlêtê.
0-bitsa John.

Response
Ke-mang eaa ithutang Sesotho?
Ke-mang eaa sëbëtsang öfising?
Ke-mang eaa bônang tichêrê?
Ke-mang eaa batlang chêlêtê?
Ke-mang eaa bitsang John?
C-4
A: Naa [Ann] o-bitsa [John]?
B: Ṣe-ĕ, ḥa-še-[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: Sekořong.
A: Ke-mang ean u-rutang sôna?
B: Ke-tichêrê.

C-6
A: Ke-mang eaa u-tsebang môô? Nobody knows me here. (lit: There
B: Ḥa-ho-motho eaa ntsebang môna. 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: Kë-lula le-motho eaa sëbètsang I live with a person who is working
[põsõng]. at the [post office].

C-9
A: Ke-mang eaa eang [tôrôpôông] kajëno?
B: Ḥa-ho-motho eaa eang [tôrôpôông] kajëno.
I think you have a cold.

Teacher

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kea-kh6loa hore u-lapilê.</td>
<td>Kqa-kh6loa u-lapilê</td>
</tr>
<tr>
<td>Kea-kh6loa hore o-ea kërëkëng</td>
<td>Kqa-kh6loa o-ea kërëkëng.</td>
</tr>
</tbody>
</table>

C-1

A: [John] o-ea kae?
B: Kqa-khôloa o-ea [kërëkëng].
A: [Mamëllô] o-lula le-mang?
B: Kqa-khôloa o-lula le-[Linô].
A: [Tëllô] o-sebëtsa kae?
Cycle 117  Which picture am I describing?  

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


Kê-hlalosa setšoantšo sefe?

[ (Hlalosa setšoantšo hakhušoanyane ka-mantsoe a-hao.) ]

Kê-hlalositse setšoantšo sefe?

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?

S: Ke-setšoantšo 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 litsstoantšo tsena ho-latêla litlhalosô tsao-hao.) ].

S: Ke-setšoantšo sa-[pele].

Or: Ke-setšoantšo sa-[molisana].

[ (answer to the question) ]
Cycle 118 I ought to go now.

M-1

ho-ithuta U-tšoanêtse ho-ithuta
Sesotho Sesotho.
ho-sębëtsa U-tšoanêtse ho-sębëtsa
haholo haholo.
ho-phëha köfi U-tšoanêtse ho-phëha köfi.
ho-ngûla U-tšoanêtse ho-ngûla.
ho-ntefa U-tšoanêtse ho-ntefa.

C-1

A: U-tšoanêtse [ho-ithuta Sesotho].
   Nq-ho-joalô?
B: Ho-joalô.

C-2

A: [bësa môle].
B: Naa kë-tšoanêtse [ho-bësa môle]?
A: Eë, u-tšoanêtse [ho-bësa môle].

C-3

A: (Has been visiting with B, now
    wants to leave)
   Nakô e-ile. Kq-tšoanêtse
   ho-tsamaea joalê.
B: Ho-lokilê. Tsamaea hantlê.

C-4

Nësë: Bôtlôlô ea-hao e-kae?
A: Hq-ke-na bôtlôlô.
Nësë: U-tšoanêtse ho-tlisa bôtlôlô
   kamehla ha-u-batla moriana.
   Ua-utloa?

You ought to study Sesotho.
You ought to work hard.
You ought to work hard.
You ought to make a fire.
You ought to prepare coffee.
You ought to write.
You ought to pay me.

Isn't it so?
It is so.

Should I light the fire?

The time has gone. I must go now.

Where is your bottle?
I don't have a bottle.
You ought to bring a bottle everytime
when you want medicine. Do you
hear?

Yes, I hear. I will bring it.
C-5
A: Thabô o-kae?
B: Ha-ga-6ë môna.
A: Ha-ke-re o-tšoanëtse ho-ba téng?
B: Eë, o-tšoanëtse ho-ba téng, empa ha-ga-6ë.
A: Le-mo-lebêlëtse, ha-ke-re?
B: Eë, re-mo-lebêlëtse.

C-6

C-7
A: Hoa-bata kant18. Ha-ho-joalô?
B: Ho-joalô.

C-8
A: U-ithutilê Sesotho?
B: Eë.
A: Kêa-khôloa u-se-tseba hant18. Ha-ho-joalô?
B: Ha-ke-se-tsebe hant18 haholo.

C-9
A: Kêa-khôloa u-lapîlë. Ha-ho-joalô?
B: Ho-joalô. Ke-lapîlê haholo.
A: Liô tsa-hao li-têng ka-setôfong.
B: Kêa-leôboha.

C-10
B: V-utloa joalô.
Cycle 119 What is it used for?

M-1

letsoai Letsoai le-sębëlisoa ho-noka lijô.
salt Salt is used to season food.
tsoekere Tsoekere e-sębëlisoa ho-noka teë.
sugar Sugar is used to sweeten tea.
pepere Pepere e-sębëlisoa ho-noka lijô.
pepper Pepper is used to season food.

C-1

T: [Letsoai le]-sębëlisoa ho-ëtsa'ng? What is [salt] used for?
S: Ho-noka lijô.

C-2

T: [Sescna] ha-s-e-sębëlisoe ho-noka lijô. [Soap] isn't used to season food.
Lijô li-nokoa ka'ng?
S: Lijô li-nokoa ka-[letsoai].

What is food seasoned with?

Food is seasoned with [salt].

N-2

sekõtõlõ Sekõtõlõ se-sębëlisoa ho-tšëla pöone.
basin A basin is used to hold/contain corn.
sejana Sejana so-sębëlisoa ho-tšëla lijô.
dish A dish is used to hold food.
sethebë Sethebë se-sębëlisoa ho-tšëla phofo.
mat A mat is used to hold flour.
khalase Khalase e-sębëlisoa ho-tšëla mëtsi.
glass A glass is used to hold water.

C-3

T: [Sekõtõlõ se]-sębëlisoa ho-ëtsa'ng?
S: Ho-tšëla [pöone].
C-4
T: [Mokótlana] hə-o-sëbëlisoa
   ho-tšëla phofo.
   Phofo e-tšëloa kae?
S: Phofo e-tšëloa [sethebeng].

M-3
majoë  Majoë a-sëbëlisoa
   ho-haha matlo.
sokôte  Makotë a-sëbëlisoa
   ho-haha matlo.
setene Setene se-sëbëlisoa
   ho-haha matlo.
joang  Joang bo-sëbëlisoa
   ho-haha matlo.

C-5
T: [Majoë] a-sëbëlisoa ho-ëtsa‘ng?
S: Ho-haha [matlo].

M-4
ho-ëtsa bohôbê  Phofo e-sëbëlisoa
   ho-ëtsa bohôbê.
ho-kha métsi  Nkhô e-sëbëlisoa
   ho-kha métsi.
ho-sila mabêlê  Leloala le-sëbëlisoa
   ho-sila mabêlê.
ho-hlatsoa  Sesepa se-sëbëlisoa
   ho-hlatsoa liphahlô.
ho-phëha lijô  Setôfo se-sëbëlisoa
   ho-phëha lijô.
ho-bësa  Patsi e-sëbëlisoa
   ho-bësa mollô.
ho-tëmpa  Setêmpê se-sëbëlisoa
   ho-tëmpa lengôlô.
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draw water.
C-6
T: [Patsi e]-sēbēlisoa ho-ētsa'ng?
S: Ho-[bēsə mollô].

C-7
S: Ha-ke-tsebe lentsoe lēna, lekhala. Le-sēbēlisoa ho-ētsa'ng? I don't know this word, "lekhala".
Le-sebelisoa ho-etsa'ng? What is it used for?
T: Lekhala le-sēbēlisoa haholo The aloe is used a great deal by the ke-Basotho, ba-ētsa patsi Basotho, they make firewood with it, ka-lōna, mme hapê ba-ētsa and they also make chairs with it.litulô ka-lōna.
Cycle 120  Don't call us ...

M-1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
<th>Don't write with a pencil.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tlisa köfi.</td>
<td>Se-kaa tlisa köfi.</td>
<td>Don't bring coffee.</td>
</tr>
<tr>
<td>Noa lebese.</td>
<td>Se-kaa noa lebese.</td>
<td>Don't drink milk.</td>
</tr>
<tr>
<td>Nka bohôbê.</td>
<td>Se-kaa nka bohôbê.</td>
<td>Don't take bread.</td>
</tr>
<tr>
<td>Bea nama móna.</td>
<td>Se-kaa bea nama móna.</td>
<td>Don't put the bread here.</td>
</tr>
<tr>
<td>Mamêla tichêrê.</td>
<td>Se-kaa mamêla tichêrê.</td>
<td>Don't listen to the teacher.</td>
</tr>
<tr>
<td>Bua le-Mphô.</td>
<td>Se-kaa bua le-Mphô.</td>
<td>Don't speak with Mphô.</td>
</tr>
<tr>
<td>Fiêla ntlo.</td>
<td>Se-kaa fiêla ntlo.</td>
<td>Don't sweep the house.</td>
</tr>
</tbody>
</table>

C-1

T: U-ngôla ka'ng [John]?
[John]: Ka-pêntsêlé.
T: Se-kaa ngôla ka-pêntsêlé.  
     Ngôla ka-pênê.  
     Don't write with a pencil.  
     Write with a pen.  

C-2

A: U-noa'ng?
B: Kê-noa köfi.
A: U-rata köfi ho-feta teë?
B: Ê-ë, kê-rata teë ho-e-feta.
     Kë-ëna.  
     Do you like coffee better than tea?  
     No, I like tea better.  
     Don't drink coffee then. There is tea.  
     Here it is.  

C-3

A: U-ea kae?
B: Kê-ea-lebênkêlêng.  
A: Se-kaa ntsiea le-nna kê-ea têng.  
B: Phakisa.  
     Don't leave me, I'm also going there.  
     Hurry.  

120-1
C-4
Mookameli: U-batla ho-ea neng [Warner Springs]?
A: Hosasa.
Hosasa re-na le-mosôbêtsi ô-mongata.

M-2
Teacher | Response
---|---
Mo-fê lijô. | Se-kaa mo-fa lijô. Don't give him food.
Re-fê chêlêtê. | Se-kaa re-fa chêlêtê. Don't give us money.
Mphê lipômbông. | Se-kaa mpha lipômbông. Don't give me candy.
Mpitse. | Se-kaa mpitse. Don't call me.
Re-bitsê. | Se-kaa re-bitsa. Don't call us.
Ntefa. | Se-kaa ntefa. Don't pay me.
E-nkê. | Se-kaa e-nka. Don't take it.
E-bêhê setulông. | Se-kaa e-bêha setulông. Don't put it on the chair.

C-5
A: Ke-nka [buka ñona].
B: È-ê, se-kaa [ê]-nka. Kę-batla ho-[e-bala].
A: I'm taking this book.
B: No, don't take it. I want to read it.

C-6
A: [Baki] ea-hao c-kae?
A: Se-kaa e-bea fatše. E-bêhê [setulông].
A: Where is your [jacket]?
B: Here it is. I put it down.
A: Don't put it down. Put it on the [chair].
M-3

fiêla  Fĩêla tjêna.
tantsa  Tantsa tjêna.
bina  Bina tjêna.
sila  Sila tjêna.
etsa  Ètsa tjêna.
lula  Lula tjêna.
tera  Tena tjêna.
êma  Èma tjêna.
ja  Jaa tjêna.
roala nkho  Roala nkho tjêna.
apara kobô  Apara kobô tjêna.
tšoara molamu  Tšoara molamu tjêna.

Don't [sweep] that way, [Bill].

    (Demonstration follows).

B:  Ho-lokilê.

Grasp a stick like this.

Grind like this.

Tanta tjêna.

Sweep like this/this way.

Dance like this.

Sing like this.

Do like this.

Sit like this.

Dress (trousers) like this.

Stand like this.

Eat like this.

Carry a pot (on the head) like this.

Wear a blanket like this.

Sit like this.

Eats like this.
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: Kega-kula.
A: U-jooa ke'ng?
B: Keg-toeo rhoe ke-mala haholo. I have a bad stomach ache.

**C-2**
A: (Hearing Susan scream in the other room) Susan, molato ke'ng?
[Susan]: Keg-itseli ka-thipa. I have cut myself with a knife.
A: U-itseli kae?
[Susan]: Keg-itseli monoana. Where did you cut yourself?

**C-3**
A: (To child who comes crying) Molato ke'ng?
Child: Kega-ele. I have fallen.

**C-4**
A: (To child who comes crying) Molato ke'ng?
Child: [Tsebo] o-nkotli. Tsebo bit me.
A: Thola. O-tla shapuoa. 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-lichili ho-phena. They are late/delayed with the cooking.
A: Hobane'ng?
B: Linôtlôlô li-lahlêhîlê. The keys are lost.

C-6
A: (Finds friend trying to get into his house through a window)
   Molato ke'ng?
B: Senôtlôlô se-lahlêhîlê. The key is lost.
Cycle 122  My work is nursing.

M-1

bongaka  Mosëbëtsi oa-ka ke-bongaka.  "doctoring"  My work is "doctoring".

bonêsê  Mosëbëtsi oa-ka ke-bonêsê.  nursing  My work is nursing.

bopôlesa  Mosëbëtsi oa-ka ke-bopôlesa.  "policing"  My work is "policing".

bolemi  Mosëbëtsi oa-ka ke-bolemi.  ag extension  My work is ag extension.

botichêre  Mosëbëtsi oa-ka ke-

boruti  Mosëbëtsi oa-ka ke-boruti.  ministry  My work is the ministry.

borêna  Mosëbëtsi oa-ka ke-borêna.  chiefship  My work is that of a chief.

C-1

A:  U-sëbëtsa'ang?  What do you do?
B:  Nua?
A:  Eë.
B:  Mosëbëtsi oa-ka ke-[bongaka].

C-2

A:  Naa u-rata [bonêsê]?
A:  U-rata'ng haholo?

C-3

A:  U-sëbëtsa'ang?
B:  Kê-[lepôlesa].

C-4

A:  Naa u-kêna sekôlo sa-[boruti]?
B:  Hâ-ke-kêne sekôlo sa-[boruti], ke-kêna sa-[botichêre].  Are you attending theological school?
A:  I'm not attending theological school, I'm attending the teacher training (school).
C-5
A: U-tsoa lebhēnkēlēng?
B: Eē.
A: U-tsoa rēka'ng?
B: Kē-tsoa rēka [borikhō].

What do you come from buying?
I come from buying [trousers].

C-6
A: Kobē e-ētsoa ka'ng?
B: Ka-bōea.
A: Ka-bōea ba'ng?
B: Ba' nku.

With what is your blanket made?
With wool.
With wool of what?
Sheep's [wool].
Cycle 123 Should I shut the door? 123-1

M-1
monyakê Ke-koalê monyakê? door Should/may I close the door?
lengê Kê-koalê lengê Kê Should/may I seal the letter?
mokôtlana Kê-koalê mokôtlana? purse Should/may I shut the purse?

C-1
A: Hoa-bata. Ke-koalê monyakê? 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? He is at the playground. Should I call him?
Susan: O-lebalûng. Ke-mo-bitsê?
T: Èë, mo-bitsê.

M-3
lijöng Ke-eê lijöng? dining hall May I go to the dining hall?
selibêng Ke-eê selibêng? well, spring May I go to the well?
morënêng Ke-eê morënêng? 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-qêtilê ho-sêbêtsa? Have you finished working?
A: Èë, kê-qêtilê.
B: Ho-lokilê. Tsamaeą.
A: Re-eë [selibëng]?  
B: Le-batla ho-ea hëna joalë?  
A: Eë.  
B: Ho-lokilë. Tsamaeang.

A: Ke-khannë këlëi ëë?  
B: Ê-ë, se-kaa e-khanna.

A: Ke-nkę buka ëë?  
B: U-e-isa kae?  
A: Kq-batla ho-e-bala.  
B: Eë, e-nkę.

A: Ke-bëhë [baki] ëë kae?  
B: E-bëhë setulëng.

A: Kq-lapilë, kq-batla [bohëbë].  
B: Kq-[bo]-phëhë?  
A: Eë, bësa molië.  
B: Kq-bësë ka'ng? Patsi ẖ-e-eë.  
A: Bësa ka-mashala kapa lisu.
Cycle 124 When you saddle horse, what do you do?

M-1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha u-palama pèrè</td>
<td>Ha u-palama pèrè, u-ëtsa joang?</td>
</tr>
<tr>
<td>Ha u-toma pèrè</td>
<td>Ha u-toma pèrè, u-ëtsa joang?</td>
</tr>
<tr>
<td>Ha u-qhanèha pèrè</td>
<td>Ha u-qhanèha pèrè, u-ëtsa joang?</td>
</tr>
</tbody>
</table>

When you ride a horse, what do you do?
When you bridle a horse, what do you do?
When you saddle a horse, what do you do?

M-2

toma | Kè-toma pèrè ka-tomô. | bridle |
qhanèha | Kè-qhanèha pèrè ka-sa-le. | saddle |

I bridle a horse with a bridle.
I saddle a horse with a saddle.

C-1

A: U-[toma] pèrè ka'ng.
B: Kè-e-[toma] ka-[tomô].
Or: Ka-[tomô].

C-2

T: [Bill], u-tseba ho-palama pèrè?
[Bill]: Ès, kà-tseba.
T: Ha u-palama pèrè u-ëtsa joang?
[Bill]: Kà-e-toma.
T: U-e-toma ka'ng?
[Bill]: Kè-e-toma ka-tomô.
Or: Ka-tomô.

M-3

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha u-qèta ho-toma pèrè</td>
<td>Ha u-qèta ho-toma pèrè, u-ëtsa joang?</td>
</tr>
<tr>
<td>Ha u-qèta ho-qhanèha pèrè</td>
<td>Ha u-qèta ho-qhanèha pèrè, u-ëtsa joang?</td>
</tr>
<tr>
<td>Ha u-qèta ho-palama pèrè</td>
<td>Ha u-qèta ho-palama pèrè, u-ëtsa joang?</td>
</tr>
</tbody>
</table>

When you finish bridling a horse, what do you do?
When you finish saddling a horse, what do you do?
When you finish riding a horse, what do you do?
M-4
qhanêha Kêa-e-qhanêha. saddle I'm saddling it (the horse).
hôrêta Kêa-e-hôrêta. cinch I'm cinching it.
qhanolla Kêa-e-qhanolla. unsaddle I'm unsaddling it.

C-3
T: [Bill], ha-u-qêta ho-[toma] pêre u-etsa joang?
[Bill]: Kêa-e-[qhanêha].

C-4
Do C-3.
T: U-qhanêha pêre ka'ng?
[Bill]: Ka-sale.

C-5
T: [Bill], híalosa hore naa ha-u-palama pêre u-etsa joang. [Bill], explaining what you do when you ride a horse.
[Bill]: Kê-e-toma ka-tomô.
Kê-bêha tlelêkî holima pêre. I bridle it with a bridle.
Kê-bêha sale. I put a saddle blanket on the horse.
Kêa-hôrêta. I put (on) the saddle.
Kêa-palama. I cinch (it).
Cycle 125  Do you wish that I shut the door?

M-1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ke-koalê monyakô?</td>
<td>Naa u-batla hore ke-koalê monyakô?</td>
</tr>
<tr>
<td>Ke-mo-bitsê?</td>
<td>Naa u-batla hore ke-mo-bitsê?</td>
</tr>
<tr>
<td>Ke-khannê kölîi êë?</td>
<td>Naa u-batla hore ke-khannê kölîi êë?</td>
</tr>
<tr>
<td>Ke-nkê buka êë?</td>
<td>Naa u-batla hore ke-nkê buka êë?</td>
</tr>
</tbody>
</table>

Do you wish that I shut the door?

Do you wish that I call him?

Do you wish that I drive this car?

Do you wish that I take this book?

C-1

A: Ke-[koalê monyakô]?
B: U-re'ng?
A: Kê-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-ôfising. Ke-mo-bitsê?
A: U-re'ng?
B: Kê-re naa u-batla hore ke-mo-bitsê.

M-2

| thusê              | Kê-batla hore u-thuse [John].                  |
| latê              | Kê-batla hore u-latê [John].                   |
| bitsê             | Kê-batla hore u-bitsê [John].                  |
| lefê              | Kê-batla hore u-lefê [John].                   |
| shapeô            | Kê-batla hore u-shapeô [John].                 |

I want you to help [John].
I want you to fetch [John].
I want you to call [John].
I want you to pay [John].
I want you to beat [John].

C-3

A: Kê-batla hore u-[thusê] [John].
B: U-batla hore ke-[thusê] [John]?
A: êë, hôna joalê.
B: Ho-lokilê, kê-tla mo-[thusa].
C-4
A: U-batla hore ke-ëtse joang?
What do you want me to do?
B: Kë-batla hore u-bitsê [John].

M-3
chakëlê U-batla (hore) ke-u-chakëlê neng?
chakglg
thusê U-batla (hore) ke-u-thusê neng?
thusg
bitsê U-batla (hore) ke-u-bitsê neng?
lefg
When do you want me to call you?

C-5
A: U-batla ke-u-[chakëlê] neng?
I want you to [come] [on Sunday].
B: Kë-batla u-[tîê] [ka-Sontaha].

C-6
A: U-tla nchakîla neng?
When will you visit me?
B: Kë-ke-tsebo. U-batla ke-u-chakëlê neng?
I don't know. When do you want me to visit you?
A: Kë-batla hore u-tîê [ka-Sontaha].
I want you to come [on Sunday].
A: U-tla fihla ka-nakê efe?
B: Kë-tla leka ho-fihla ka-12:00.
Okay, then. I will expect you.

C-7
S1: Naa u-tseba ho-bala ka-Sesotho?
Do you know how to count in Sesotho?
S2: Òë kea-tseba. Òënaa?
Yes, I know. And you?
S1: Nna hë-ke-tsebe.
S2: U-batla hore ke-u-rutê ?
Do you want me to teach you?
S1: Òë, kë-batla hore u-nthutê.
Yes, I want you to teach me.
S2: Ho-lokilê. Tiöö ke-u-rutê.
Okay. Come, I will teach you.
C-8
A: Ak'u nthuse.
B: U-batla hore ke-u-thusë ka'ng?
   Or: Ke-u-thusë ka'ng?
A: U-nkalime chélatedë.

C-9
A: Ke-kopa hore u-mphëpë.
B: Ke-u-fëpë'ng?
A: U-mphëpë lijë.
B: K qa-utloa. Lula fatšë, ke-tla u-fëpa.

C-10
A: Naa u-lumëla hore [ba-palamë
   ka jëno]?
B: K qa-lumëla.
Cycle 126 I'm not going to teach.

H-1
rêka koae Ha-ke-eô rêka koae.
lata moriana Ha-ke-eô lata moriana.
ruta Sesotho Ha-ke-eô ruta Sesotho.
kha mëtsi Ha-ke-eô kha mëtsi.

I'm not going to buy tobacco.
I'm not going to fetch medicine.
I'm not going to teach Sesotho.
I'm not going to draw water.

A: U-il'o [kha mëtsi]?
B: Ê-ê, ha-ke-eô [kha mëtsi].

Are you going [to draw water]?

C-2
A: U-ca lebënköëng?
B: 'Eê.
A: U-il'o rêka koae?
B: Ê-ê, ha-ke-eô rêka koae.
A: U-il'o rêka'ng?
B: ha-ke-eô rêka lethô.

C-3
A: U-il'o lata moriana ngakêng?
B: Ê-ê, ha-ke-eô lata moriana.
A: U-il'o êtsa joang?
B: Kê-batla ho-bua le-ngaka.

C-4
A: Naa u-il'o ruta Lesotho?
B: Ê-ê, ha-ke-eô ruta.
A: U-tla sébëtsa'ng?
B: Kê-tla sébëtsa sepetlele. I will work at the hospital.
A: U-ea kae?
B: Kę'ea selibêng. I'm going to the well/spring.
A: U-il'o kha mëtsi?
B: Ė-ë, hə-ke eô kha mëtsi Kę-il'o bitsa [mmê].

M-2
rëka setêmpe Hą-ke-tlôô rëka setêmpe. I'm not coming to buy a stamp.
khanna kölîi Hą-ke-tlôô khanna kölîi. I'm not coming to drive a car.
ruta Hą-ke-tlôô ruta. I'm not coming to teach.

C-6
A: U-tliîl'o rëka setêmpe pösöng môô? Are you coming here to the post office to buy a stamp?
B: Ė-ë, hə-ke-tlôô rëka setêmpe.
A: U-tliîl'o ētsa joang?
B: Kę-tliîl'o pôsa mangôlô. I'm coming to post some letters.

C-7
A: Ke-üena eaa tliîl'o khanna kölîi ëë? Is it you that is coming to drive this car?
B: Mang? Nna?
A: Ëë.
Cycle 127  Be quiet so we can hear.

M-1

pënë  Mphë  pënë  ke-ngolë.

koranta  Mphë  koranta  ke-balë.

kobô  Mphë  kobô  ke-aparë.

chëlëtê  Mphë  chëlëtê  ke-rëkë

letsoai  Mphë  letsoai  ke-nokë

setempë  Mphë  setempë  ke-tempë

patsi  Mphë  patsi  ke-bësë

emërê  Mphë  emërê  ke-khê

katiba  Mphë  katiba  ke-e-roalë.

nkho  Mphë  nkho  ke-lekë

Give me a pen so that I can write.

Give me a newspaper so that I can read.

Give me a blanket so that I can dress.

Give me money so that I can buy food.

Give me salt so that I can season the meat.

Give me the stamp so that I can stamp the letter.

Give me firewood so that I can light a fire.

Give me a bucket so that I can draw water.

Give me a hat so that I can put it on.

Give me a water pot so that I can try to carry it.

C-1

A: Mphë  [kobô]  ke-[aparë].
B: Nka ke-[ëna].

C-2

A: Naa  u-rëkilë  nama?
B:  Eh-ë,  mphë  chëlëtê  ke-e-rëkë.
A:  E-joang?  E-turu?
B:  Eh-ë,  e-chipi.
C-7
A: Naa lijë li-lokilë?  
B: ëë.  
A: Re-fë hë, re-jë.  

Is the food ready?  
Give us (some) then, so that we can eat.

C-8
[Susan]: Kg-batla ho-palama pèrè ëna.  
[Bill]: ëë, e-palamë.  
[Susan]: E-tṣoarë, ke-palamë.  
[Bill]: Kg-e-tṣoëre, palama.  

Hold it, so that I can mount.  
I'm holding it, mount.
M-2
utloa  Thola re-utloē.  hear  Be quiet so that
ithuta Thola re-ithutē.  learn  Be quiet so that
bina Thola re-binē.  sing  Be quiet so that

C-3
A: Thola re-utloē. Ke-mang eaa-bitsang?  Be quiet so that we can hear. Calling?
B: Ke-[John].
A: O-bitsa mang?
B: O-bitsa [Susan].

M-3
tloha  Tloha monyakô, ke-kênê.  leave, go away  Get out of the
bula  Bula monyakô, ke-kênê.  from  so I can come.

C-4
A: Tloha monyakô, ke-kênê.
B: U-batla'ng?
B: (Gets out of the doorway.)

C-5
A: (To B who is inside a closed door)  Who has shut the door?
ke-mang eaa-koêtseng monyakô?
B: Ke-[Susan].
A: [Susan], bula ke-kênê.  [Susan], open up so that I can

C-6
A: Ke-batla ho-tsamaea.  I'm going with you. Stand,
B: Ke-ea le-uêna. Ñma re-tsamaeê.  so.
A: Ntšoarê, ke-êmê.  Give me a hand, so I can stand.
Give me the bridle, let me also bridle this one.

Give me the saddle, let me also saddle this one.

I don't know. I'll try.

(...) How have I bridled it?

You have bridled it well.

What else do you know?

I know how [to saddle and ride].

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?

Yes, I've seen.
Cycle 128  Bridle it, let me see.

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?
quanolla  U-tseba ho-qhanolla pêrê?  unsaddle  Do you know (how) to unsaddle a horse?

C-1
Mosotho:  U-tseba ho-[qhanêha] pêrê?
PCV:  Hê-kê-tsebe fêêla u-tla
mpöntša.  I don’t know, only you will show me.

M-2
toma  E-tomê, kê-bônê.  bridle  Bridle it, so that I can see.
qhanêha  E-qhanêhê, kê-bônê.  saddle  Saddle it, so that I can see.
hôrôta  E-hôrôtê, kê-bônê.  cinch  Cinch it, so that I can see.
quanolla  E-qhanollê, kê-bônê.  unsaddle  Unsaddle it, so that I can see.

C-2
Mosotho:  Naa u-tseba ho-palama?
PCV:  E-ê hê-ke-tsebe, fêêla kê-batla
ho-ithuta.
U-[toma] pêrê ka’ng?
Mosotho:  Ka-[tomê].
Mosotho:  (Bridling the horse)  Kê-e-[toma] tjêna.  I [bridle] it this way
Cycle 129 It's Ann who is working at the hospital.

Teacher Response

Ke-[Tankisô]. O-tsoa ngakëng Ke-Tankisô eaa tsoang ngakëng.

It is John who is studying Sesotho.
It is Phiri who is studying English.
He is a person who is studying French.
It is Bill who is living in Leribe.
It is the nurse who is going to town.
It is Ann who is working at the hospital.
There is a woman who is grinding corn.
There is a man who is going to a "pitso" (an outdoor meeting).
It is [Dineo] who is wearing a blanket.
It is (my) father who is mounted on a horse.
She's the woman who works with (my) mother.
It is [Tankisô] who is coming from the doctor's (place).

C-1
Naa ke-[Susan] eaa [sëbëtsang sepettelele]?
È-ô, ke-[Ann] eaa [sëbëtsang sepettelele].
Hê-se-[Susan].
C-2
Ke-mang eaa [apüreng kobô]? Ke-[Maméllê]?
ô-ô, ke-[Linô] eaa [apüreng kobô].
[Maméllê o-apère jase].

C-3
V-ea le-mang töröpong?
Kê-ea le-[mosali] eaa sübêtsang le-[mmô].

C-4
Ke-[Tankisô] eaa [tsoang ngakêng]?
ô-ô, kê-nna eaa-[tsoang ngakêng].
Tankisô eôna [o-tsoa] kae?
Kêa-khôloa o-[tsoa lebënkêlêng].

M-2
Use pictures 1, 2, 3 and 5 for the following:

Teacher
Kê-bôna mosali. 0-sila püöne.
Kê-bôna mosali. 0-püpilê ngoana.
Kê-bôna molisana. 0-palame tönki.
Kê-bôna molisana. 0-tsoôre molamu.
Kê-bôna monna. 0-tsoôre molamu.
Kê-bôna mosali. 0-roêtse tuku.
Kê-bôna mosali. 0-roêtse nhô.
Kê-bôna mosali. 0-tlamme ngoana ka-kobô.

Response
Kê-bôna mosali eaa silang püöne.
Kê-bôna mosali eaa püpilêng ngoana.
Kê-bôna molisana eaa palameng tönki.
Kê-bôna molisana eaa tsoôreng molamu.
Kê-bôna monna eaa tsoôreng molamu.
Kê-bôna mosali eaa roêtse tuku.
Kê-bôna mosali eaa roêtse nhô.
Kê-bôna-mosali eaa tlammêng ngoana ka-kobô.

I see a woman who is grinding corn.
I see a woman who is carrying a child.
I see a herdboy who is mounted on a donkey.
I see a herdboy who is holding a stick.
I see a man who is holding a stick.
I see a woman who is wearing a headscarf.
I see a woman who is carrying a waterpot.
I see a woman who has tied the baby with a blanket (on her back).
A: Set oanaeng see bona ng?
B: SeaoanaOng sena ke-b8na [parlament conkl].
A: U-b8na motho eaa etsebe joane moo?
B: Ki-b8na [molisana] eaa [palameng 00033].
I came by airplane.

I boarded it in Maseru.

It headed for Johannesburg.

When we got to Johannesburg, we boarded (a plane of) Pan American.

We headed for Kinshasa, Congo.

When we left Kinshasa, we arrived at Lagos, Nigeria.

When we left there, we stopped in Accra, Ghana.

When we left Accra, we arrived at Monrovia, we arrived at Dakar, and we came and arrived in New York.

When we arrived in New York, we stayed (rested) in a hotel for three days.

We visited many places.

We saw many things.

We saw tall buildings.

We saw many bridges.

Also we saw many cars.

We visited the United Nations, and we saw a nice buildings.

We left New York after three days.

We left there by airplane also.

When we left there, we arrived in Chicago.

When we left Chicago, we arrived in Los Angeles.

When we left Los Angeles, we came and arrived here in San Diego.
Cycle 131 "Leloala" is a stone which is used for grinding.  

M-1

Use pictures 1 and 2 for the following:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
</table>

Teacher: Ke-sefatê. Se-thuntsê.  
Response: It's a tree which is blooming.  
Response: It's a mat which contains flour.  
Response: It's a basin which contains corn.

C-1

A: Setšoantsông sêe u-bôna'ng?  
B: Ke-bôna [sefatê sêe thuntsêng].

C-2

A: U-bôna'ng môô?  
B: Ke-bôna sefatê.  
A: Ke-sefatê sêe joang?  
B: Ke-sefatê sêe thuntsêng.

C-3

A: Ka-pele ho-leloala u-bôna'ng?  
B: Ke-bôna sethebê sêe tšêtseng phofo.  
A: Pela leloala u-bôna'ng?  
A: Ke-bôna sekôtlôô sêe tšêtseng pôône.

C-4

A: Ke-lejoô. Le-bitsoa  
B: Ke-lejoô leêe bitsoang  
A: It's a stone which is called leloala.  
B: It's a stone which is called "a millstone".
Ke-nthô. E-bitsoa tšepê.
Ke-nthô. E-tšêtse pööne.
Ke-nkhô. E-tšêtse modalità.
Ke-phôôfôliô. E-ratoa ke-bashanyana.
Ke-phôôfôliô. E-thapilê hantlé.

Ke-leloala læé sēbēlisoaang ho-sila. It's millstone which is used for grinding.
Ke-nthô læe bitsoang tšepê. It's a thing which is called "a bell" (lit: iron).
Ke-nthô læe tšëtseng pööne. It's a thing which contains corn.
Ke-nkhô læe tšëtseng modalità. It's a waterpot which contains water.
Ke-phôôfôliô læe ratoang ke-bashanyana. It's an animal which is liked by the boys.
Ke-phôôfôliô læe thapilêng hantlé. It's an animal which is very tame.

C-4
A: Setsôoantsôo seē u-bôna'ng?
B: Ke-bôna [lejoč læo bitsoang leloala].

C-5
A: Leloala ke'ng?
B: Ke-lejoč læo sēbēlisoaang ho-sila.

C-6
A: Tônki ke'ng?
B: Ke-phôôfôliô læe [ratoang ke-bashanyana].

C-7
A: Mosali o-roëtseng?
B: O-roëtseng nkhô.
A: O-roëtseng nkhô læe tšëtseng eng?
B: O-roëtseng nkhô læe tšëtseng modalità.
Cycle 132 Wind, unwind.

M-1

Use a coat hanger, a piece of string and a tie to demonstrate the following:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
<th>Example Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>kôba</td>
<td>Kê-kôba terata.</td>
<td>bend I'm bending the wire.</td>
</tr>
<tr>
<td>köbolla</td>
<td>Kê-kôbolla terata.</td>
<td>unbend I'm unbending the wire.</td>
</tr>
<tr>
<td>thata</td>
<td>Kê-thata khoëlê.</td>
<td>wind I'm winding the string.</td>
</tr>
<tr>
<td>thatolla</td>
<td>Kê-thatolla khoëlê.</td>
<td>unwind I'm unwinding the string.</td>
</tr>
<tr>
<td>fasa</td>
<td>Kê-fasa thae.</td>
<td>tie, fasten I'm tying the necktie.</td>
</tr>
<tr>
<td>fasolla</td>
<td>Kê-fasolla thae.</td>
<td>untie, unfasten I'm untying the necktie.</td>
</tr>
</tbody>
</table>

C-1

S: U-ëtsa joang?
T: Kê-[kôba terata].

C-2

S: U-ëtsa joang?
T: Kê-[kôbolla terata].
S: Hê-kêa-utlon.
U-re u-ëtsa joang? You say you are doing what?
T: Kê-re, kê-[kôbolla terata].

C-3

T: (Putting the [wire] on the table). Who wants to [bend the wire]?
Kê-mang eaa batlang ho-[kôba terata]?

S1: Kê-nna eaa batlang ho-e-[kôba]. It is I who wants to bend it.
T: E-nkê u-e-[kôbê].
S1: (Takes the [wire] and [bends] it). Take it and [bend] it.
Kê-[kôba terata].
C-4
T: E-bêhê tafolêng. (Student puts it on the table).
Ke-mang eaa batlang ho-[kôbolla terata]?
S2: Kêenna eaa batlang ho-e-[kôbolla].
T: E-nkê u-e-[kôbollê].
S2: (Unbends it)
T: U-êtsa joang?
S2: Kê-[kôbolla terata].
T: (To the class) O-êtsa joang?
Class: O-[kôbolla terata].

C-5
A: [John] o-fasitsê thae kajêno?
B: EU.
A: Ha-ho-chesa, o-tla e-êtsa joang?
B: O-tla e-fasolla.

M-2
qhanolla  Kêa-e-qhanolla.  unsaddle  I'm unsaddling it.
tomolla  Kêa-e-tomolla.  unbridge  I'm unbridling it.
tlamolla  Kêa-e-tlamolla.  untie, loosen  I'm untying it.
hörötolla  Kêa-e-hörötolla.  uncinch  I'm uncinching it.

C-6
PCV: Ha-u-qêta ho-palama pêre,  u-êtsa joang?
Mosotho: Kêa-e-[qhanolla].

C-7
Mosotho: U-tseba ho-[qhanolla] pêre?
PCV: Œ-ô, ha-ke-tsebe.
Mosotho: Kê-tla u-bönêsa. Talima hê. I will show you. Watch now. I'm Kêa-e-[qhanolla].

I'm unsaddling it.
M-3

<table>
<thead>
<tr>
<th>sale</th>
<th>saddle</th>
<th>I'm removing the saddle from the horse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>tlêléki</td>
<td>saddle</td>
<td>I'm removing the saddle blanket from the horse.</td>
</tr>
</tbody>
</table>

C-8

PCV: Hlalosa hore naa ha-u-qhanolla pêrê u-etsa joang.
Kea-e-tomolla.

C-9

A: Ha-u-tlama hôrôtô u-êtsa joang?
B: Kêa-hôrôta.
A: Ha-u-tlamolla têng u-re u-êtsa joang?
B: Kê-re, kêa hôrôtella.

C-10

A: U-hôrôta sale kapa u-hôrôta pêrê?
B: Kê-hôrôta pêrê, ha-ke hôrûte sale.

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.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>kôba</td>
<td>kôbolla</td>
</tr>
<tr>
<td>thata</td>
<td>thatolla</td>
</tr>
<tr>
<td>Term</td>
<td>Alternate Term</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>fasa</td>
<td>fasolla</td>
</tr>
<tr>
<td>toma</td>
<td>tomolla</td>
</tr>
<tr>
<td>llama</td>
<td>tlamolla</td>
</tr>
<tr>
<td>hörōta</td>
<td>hörōtolla</td>
</tr>
<tr>
<td>bōfa</td>
<td>bōfolla</td>
</tr>
<tr>
<td>mena</td>
<td>menolla</td>
</tr>
<tr>
<td>pana</td>
<td>panolla</td>
</tr>
<tr>
<td>khētha</td>
<td>khētholla</td>
</tr>
<tr>
<td>hlōpha</td>
<td>hlōpholla</td>
</tr>
<tr>
<td>qhauēha</td>
<td>qhanolla</td>
</tr>
<tr>
<td>koahēla</td>
<td>koaholla</td>
</tr>
<tr>
<td>tsēla</td>
<td>tsolla</td>
</tr>
<tr>
<td>khathatsa</td>
<td>khatholia</td>
</tr>
</tbody>
</table>
We're studying with all our might so that we'll pass.

M-1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-ithuta ka-matla.</td>
<td>Re-ithuta ka-matla hore re-pasê.</td>
</tr>
</tbody>
</table>

C-1

A: [U-ithuta Sesotho] hobaneng?
B: Hore [ke-tsebê ho-bua le-Basotho].

C-2

A: U-kêña sekôlô kae?
A: Hao! U-sêbêtsa hobaneng?
B: Ke-sêbêtsa hore ke-fumanê chêlêtê.

C-3

T: U-batla ho-botsa hapê?
S: Èê.
T: U-botsa haholo le-uêna.
S: Èê, ke-botsa hore ke-utloisisê.

C-4

A: [Bill] o-êtsa lerata.
B: Èê, hê-a-êtsa lerata; oà-bua.
A: O-bua haholo hobaneng?
B: Hore tatho ba-mo-utloê.

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.
May I visit you?

No, we are studying with all our might these days.

May I visit you?

No, we are studying with all our might these days.

May I visit you?

No, we are studying with all our might these days.

May I visit you?

No, we are studying with all our might these days.

May I visit you?

No, we are studying with all our might these days.

May I visit you?

No, we are studying with all our might these days.
Cycle 134  What time did you arrive there?  

M-1

Review Cycle 130.

M-2

<table>
<thead>
<tr>
<th>Mosotho</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>palama</td>
<td>U-ilë ua-palama kae?</td>
</tr>
<tr>
<td>leba</td>
<td>U-ilë ua-leba kae?</td>
</tr>
<tr>
<td>kêna</td>
<td>U-ilë ua-kêna kae?</td>
</tr>
<tr>
<td>êma</td>
<td>U-ilë ua-êma kae?</td>
</tr>
</tbody>
</table>

M-3

<table>
<thead>
<tr>
<th>Mosotho</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>leba</td>
<td>Ha u-tloha têng, u-ilë ua-leba kae?</td>
</tr>
<tr>
<td>kêna</td>
<td>Ha u-tloha têng, u-ilë ua-kêna kae?</td>
</tr>
<tr>
<td>êma</td>
<td>Ha u-tloha têng, u-ilë ua-êma kae?</td>
</tr>
</tbody>
</table>

C-1

S: U-ilë ua-palama sefofane kae?
Mosotho: Masêru.
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.
What time did you leave [New York]? We left there at [12:00].

We arrived at [L.A] at [4:00], and we arrived here at [7:00].

Day before yesterday. When did you arrive here? Yesterday.

What’s wrong? A dog bit/has bitten a child.

He bit the child.
C-6
A: U-tsoa kae?
B: Ha-[Yeats].
A: U-rēkilē'ng?
B: Kg-rēkilē hamore ēna.
A: Le-sakha ēē u-e-rēkilē hōna teng?
B: Ė-ē, kē-ilē ka-e-rēka [ha-Fraser].

From [Collier & Yeats Store].
What did you buy?
I bought this hammer.
Did you buy the saw there also?
No, I bought it at [Fraser's Store].
Cycle 135 Who has the ball?

M-1

bọlọ Bọlọ e-ho-mang? ball

ênkê Ėnkê e-ho-mang? ink

chọkọ Chọkọ e-ho-mang? chalk

tomọ Tomọ e-ho-mang? bridle

tleleki Tleleki e-ho-mang? saddle blanket

Who has the ball?

(\textit{lit: The ball is to whom?})

bọlọ Bọlọ e-ho-Bill. Bill has the ball.

ênkê Ėnkê e-ho-Bill. (\textit{lit: The ball is to Bill.})

chọkọ Chọkọ e-ho-Bill. Bill has the ink.

tleleki Tleleki e-ho-Bill. Bill has the chalk.

C-1

A: [Bọlọ] e-ho-mang?
B: E-ho-[Bill].

C-2

A: [Ēnkê] e-ho-mang?
B: E-ho-[John]. John has it.
A: [Chọkọ] e\-ma e-ho-mang? The chalk, who has it?
B: Kọa-khọloa e-ho-[Susan].
Or: Kọa-khọloa hore e-ho-[Susan].

C-3

A: [Tleleki] e-ho-mang?
B: Kọa-khọloa hore e-ho-[John].
A: "Katiba ea-ka e-ho-mang?" Who has my hat?

B: "Hq-ka-tsebe, fëëla këa-khôloa e-ho-tichôre." I don't have it.

I

I

he/she

He/she doesn't have it.

they

They don't have it.

David

David doesn't have it.

A: "Buka ea-ka e-ho-uëna?" Do you have my book?

B: "Ê-e, hq-e-ho-ëna. Êna ke-ea-ka." No, I don't have it. This one is mine.

A: "Ea-ka e-ho-mang?" Who has mine?

B: "Këa-khôloa e-ho-[John]."

A: "Kë-batla ho-bapala, Bôlô e-ho-mang?" Who has Ann's purse?

B: "E-ho-[Bill]."

A: "[Bill], tlisa bôlô; kë-batla ho-bapala." Who has Ann's medicine?

Bill: "Bôlô hq-e-ho-ëna; e-ho-[David]."

Who has Ann's hoe?

Who has Ann's dress?

Who has Ann's dress?

Who has Ann's dress?
A: Sen̂tšišo sa-[öfisi] se-lula ho-mang?

B: Se-lula ho-[mookamøli].

A: Sa-kicheneng sônaa?
B: Sôna se-lula ho-[mophêhi].

Who has the key to the office? (Lit: The key to the office it resides with whom?)
[The director] has it. (Lit. It resides with [the director].)
(What about) the one for the kitchen? The cook has that one.
Who has the key to the office?  
(Lit: The key to the office it resides with whom?)  
[The director] has it. (Lit. It resides with [the director].)  
(What about) the one for the kitchen?  
The cook has that one.
Cycle 136  What are you saying?!!

<table>
<thead>
<tr>
<th>M-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>U-re'ng?</td>
</tr>
<tr>
<td>U-ëtsa'ng?</td>
</tr>
<tr>
<td>Molato ke'ng?</td>
</tr>
<tr>
<td>U-fihlilë neng?</td>
</tr>
<tr>
<td>U-ea le-mang?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: (B bumps him) U-ëtsa'ng-na monna?</td>
</tr>
<tr>
<td>B: Ntšoarēlo ngoaneso.</td>
</tr>
<tr>
<td>A: Ho-lokile.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Ha-ka-fihla Lesotho, ke-tla rēka pērē, When I arrive in Lesotho, I will buy a horse, I will ride him, I will groom him. (Boasting on the part of A) kë-e-fēpē, kë-e-palamē, kë-e-hlakolē.</td>
</tr>
<tr>
<td>B: U-re'ng na?</td>
</tr>
<tr>
<td>A: Kēa-u-bolēlla.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Lumēla.</td>
</tr>
<tr>
<td>B: Ṣē, lumēla.</td>
</tr>
<tr>
<td>A: Hao! U-fihlilë neng-na?</td>
</tr>
<tr>
<td>B: Kē-fihlilë maobane.</td>
</tr>
</tbody>
</table>
C-4
A: Ha-u ee le-[Susan] töröpong?
B: E-ê.
A: Hao! U-ea le-mang-na?
B: Le-[Ann].
A: Uô.

M-2

tsamaea
kapele
Hao! Molato ke'ng-na, ha-u-tsamaea kapele hakaalë?

thabilê
Hao! Molato ke'ng-na, ha-u-thabilê hakaalë?

bina
Hao! Molato ke'ng-na, ha-u-bina hakaalë?

liêhile
Hao! Molato ke'ng-na, ha-u-liêhile hakaalë?

C-4
A: Hao! Molato ke'ng-na, ha-u-tsamaea kapele hakaalë?
Hey, what's up that (lit: when) you are walking so fast?
B: Ha-se-lethô. Ha-ke-batle ho-fihla morao tlelaseng.
It's nothing. I don't want to arrive late to class.
Cycle 137 Tomorrow (please) try to arrive on time.

C-1

A: Ak'u tlê koano, [John].
John: Ha-kea-utloa hore naa u-re'ng.
A: Ke-re, u-tlê koano.

C-2

Na a u-utloilê hantlê hore naa ho-thoeng?
Šê-ê, ha-kea utloa.
Ha mookamli a-bua le-uêña, u-mamêle
hantlê.

C-3

A: U-tla'utsa'ng, [John]?
B: Ke-tla bala buka ñna.
A: Bala haholo ke-utloë.
B: U-re'ng?

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-têmpe [U-têmpe] lengôlô. you stamp (Please) stamp the letter.
u-tlise [U-tlise] 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.
Are you going home right away?

When you get home, (please) take the letter from the table, (please) stamp it, and go mail it.

Tomorrow please try to arrive on time.

What time do you begin work?

(Please) try to speak it every day. You will know it quickly.

(Please) lend me your pen.

(Please) show me your pen.

(Please) give me your pen.

(Please) lend me your pen when you finish writing.

What are you going to do with it?
Cycle 138  Tell him I want him.

M-1

batla  look for
mmatla
botsa  ask
mmotsa
bôna  see
mmôna
bitsa  call
mmitsa
bôntša  show
mmôntša
boloka  take care of
rmoloka
bolêlla  tell
mmolêlla
bolôla  tell
(someone)

C-1
A: [Mookamêli] o-fihlilê. Naa u-[mmône]?
B: ê-ê, hê-ke-[mmôna]. O-fihlilê neng?
A: O-qêta ho-fihla hôna jenêlô.

C-2
A: [Bill] o-kae?
B: Ke-ênoa. U-mo-isê kae? This is him. What do you want with him?
A: Mookamêli o-a-mmîtsa.

C-3
A: [Thabô] o-kae?
B: Hê-a-êô, hê-ke-tsebe hore naa o-ilê kae.

C-4
A: Naa [Ann] o-ea le-rona Lesotho?
B: Hê-ke-tsebe, hê-ke-a-mmotsa.
A: U-tla mmôtsa neng?
B: Kê-tla mmotsa hôna kajêno ha-nka mmôna. I will ask her today when I see her.
PCV: Naa u-ka mpöntša tselā eē eang Rōma?

Mosotho₁: (To another Mosotho) O-batla tselā eē eang Rōma.
Nna hq-ke-tsebe Rōme. Naa u-ka mmontša eōna?

Mosotho₂: Eē, kē-tla mmontša eōna.
Cycle 139 I arrived last week.

M-1

békë  Kq-fihlilë (mōna) bękëng week I arrived (here) last week.
      ūē fetilëng.

khoëli Kq-fihlilë (mōna) khoëling month I arrived (here) last month.
       ūē fetilëng.

selemô Kq-fihlilë (mōna) selemông year, spring I arrived (here) last spring.
       sēē fetilëng.

* * * * * *

Labobëli Kq-fihlilë (mōna) Tuesday I arrived (here) last Tuesday.
      ka-Labobëli ūē fetilëng.

Söntaha Kq-fihlilë (mōna) Sunday I arrived (here) last Sunday.
      ka-Söntaha sēē fetilëng.

C-1

A: U-fihlilë (mōō) neng?
B: [Békëng ūē] fetilëng.

M-2

békë  Re-tla ea Lesotho bękëng I will go to Lesotho next week.
      ūē tlang.

khoëli Re-tla ea Lesotho khoëling I will go to Lesotho next month.
       ūē tlang.

* * * * * *

Labobëli Re-tla ea Lesotho ka-Labobëli I will go to Lesotho next Tuesday.
      ūē tlang.

Söntaha Re-tla ea Lesotho ka-Söntaha I will go to Lesotho next Sunday.
      sēē tlang.

C-2

A: Le-ea Lesotho neng?
B: Re-tla ea [khoëling ūē] tlang.
What do the Basotho do in the spring?
What do the Basotho do in the summer?
What do the Basotho do in the fall?
What do the Basotho do in the winter?

In the spring the Basotho plough.
In the summer the Basotho weed.
In the winter the Basotho harvest.

B: Selema baa-[lema].

In the spring the Basotho plough.
In the summer the Basotho weed.
In the winter the Basotho harvest.

B: Li-thunya selemô.

It rains/ falls in the summer.

B: E-na (le)hlabula.
C-6
A: Basotho ba-ja pööne le-mahapu neng? When do the Basotho eat corn and water-
B: Hoetla. melons?

C-7
A: Seramê se-lala neng? When is there frost? (Lit: Frost lies
B: Mariha. down when?)
Or: Se-lala mariha.

C-8
A: Lesotho likhömo li-ea thabëng neng? In Lesotho when do the cows go to the
B: Li-ea thabëng hlabula. mountains?
A: Li-khutla neng? They go to the mountains in the summer.
B: Li-khutla mariha. They return in the winter.
Cycle 140 Greetings: Are you still well?

M-1

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 [ntatê].
B: Êê, lumêla [mmê].
A: U-sa phela?
B: Kê-sa phela. Ûôna u-phela joang?
A: Chêê, le-nna kê-sa phela.

C-2

T: (Noting an absence in the class)
[John] o-kae?
S: O-sa ja.

C-3

A: Mphô, hâ-rê tsamaêê.
B: Butê hannyâne, kê-sa rêka. Wait a bit, I'm still buying.

C-4

A: hê-rê-eê tlelaseng.
B: Tsamaea, kêa-tla.
A: U-sa-ëtsa joang? What are you still doing?
B: Kê-sa hloëkisa ntlo ea-ka. I'm still cleaning my house.
C-5
A: Naa le-uēna u-ea Lesotho?
B:  Ꝡ-ꠐ, Ꝡ-ke-ee hōna joalē. Kê-tla
ea ka-mosô.
A: U-sa ētsa joang?
B: Kê-sa ithuta Sesotho hantlê pele. I'm still studying Sesotho first.

M-2
tseba  Ꝡ-ke-sa tseba. I don't know any more.
bôna  Ꝡ-ke-sa bôna. I don't see any more.
utloa  Ꝡ-ke-sa utloa. I don't hear any more.
sēbētsa  Ꝡ-ke-sa sēbētsa. I don't work any more.
ea  Ꝡ-ke-sa ea. I don't go any more.

C-6
A: [Ntate=moholo] o-phēla joang?
B: O-phēla hantlê fēēla hżą-a-sa
bôna hantlê. How is (my) [grandfather]?

C-7
A: Kê-utloielê hore u-ea[tōrōpōng].
  U-tsamaea neng?
B: Hżą-ke-sa ea. I'm not going any more.
A: Hao! Molato ke'ng?
B: Hżą-se-lethô, kê-tla ea ka-mosô.
  There's nothing. I'll go sometime.

C-8
A: Hżą-u-ee mosēbētsing kajēno?
B:  Ꝡ-ꠐ, hぐらい-sa sēbētsa.
A: Hao! Molato ke'ng?
C-9
A: John, ha-rê-eê pôsông.
B: Kêa-tla, kê-sa-îl'ô bua le-mookamôli. I'm coming, I still am going to talk with the [director].

C-10
A: Ua-phela, ntatê?
B: Kêa-phela, hê-ke-tsebe uêna.
A: Ao, chêê, kê-têng. Kê-sa babalêtse. Oh, well, I'm around. I'm still spared.
Cycle 141  Flailing the sorghum.

Use picture number 6 for the following:

Mõna ke-tšimong.
Ke-tšimo ea-mabëlê.
Kê-bôna banna seôtlöng.
Baa-pola.
Ba-pola ka-likôtô.
Banna ha-ba-pola mabêlê ka-likôtô, baa-bina.

Kê-bôna hore ke-nakô ea-mariha.
Mariha Basotho baa-kötula.
Ba-kötula mabêlê le-pööne.
Ke-basali baa kôtulang mabêlê.
Banna bôna baa-a-pola.

Banna bana ba-pola mabêlê a-mangata.
Kê-bôna hore le-mmoko o-mongata.
Ha-banna ba-pola, basali ba-tlîsa joala.

Ha-banna ba-qêta ho-polâ, ba-noa joala.
Le-basali ba-noa joala.
Banna baa-bina.
Basali baa-liliêtsa.

Q-1
T: Batho baa ba-hokae?
S: Ba-seôtlöng.
T: Seôtlö se-hokae?
S: Se-tšimong.

(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.

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.

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.
When the men finish flailing, they drink beer.
The women also drink beer.
The men sing.
The women shriek.

These people are where?
They are on the threshing floor.
Where is the threshing floor?
It is in the field.
What (kind) of field is it?
It is field of sorghum

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.

When the men flail sorghum with sticks, what do they do?

What time of the year is it?
Or: What time is it?

They reap.

How much sorghum are these men flailing?
A lot

They reap.
Q-7
T: Ha-banna ba-qêta ho-pola ba-êtsa joang?
S: Ba-noa joala.
T: Naa u-noa joala?
S: È-ê, ha-ke-bo-noe. No, I don't drink it.
T: Ke-mang eaa noang joala möö?
S: Hâ-a-eô! Who drinks beer here?

Q-8
T: Basali bôna ba-êtsa joang? The women, they are doing what?
S: Le-bôna ba-noa joala. They also drink beer.

Q-9
T: Ha-banna ba-bîna basali ba-êtsa joang? The women, they are doing what?
S: Basali ba-a-liliêtsa.
T: Naa basali ba-Amãrika ba-tseba ho-liliêtsa?
S: È-ê, basali ba-Amãrika hâ-ba-tsebe ho-liliêtsa.

Q-10
T: [Susan], naa u-tseba ho-liliêtsa?
Susan: Èê, kã-tseba. I was kidding.
T: Hao! Naa u-tseba ho-liliêtsa naa?!
Susan: Iii-iii-iii!
Or: Kq-ne ke-soasoa.
Hâ-ke-tsebe ho-liliêtsa.
Picture Number Six (Cycle 141) W. v. d. Kallen, N. V. F.
Cycle 142 Can you teach Afrikaans?  

**M-1**

<table>
<thead>
<tr>
<th>Afrikaans Question</th>
<th>Xhosa Question</th>
<th>Xhosa Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naa u-ka fasa thae?</td>
<td>Nka fasa thae.</td>
<td>I can tie a tie.</td>
</tr>
<tr>
<td>Naa u-ka khanna koloi?</td>
<td>Nka khanna koloi.</td>
<td>I can drive a car.</td>
</tr>
<tr>
<td>Naa u-ka qhanêha pêrê?</td>
<td>Nka qhanêha pêrê.</td>
<td>I can saddle a horse.</td>
</tr>
<tr>
<td>Naa u-ka ruta Seburu</td>
<td>Nka ruta Seburu.</td>
<td>I can teach Afrikaans.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>Afrikaans Question</th>
<th>Xhosa Question</th>
<th>Xhosa Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you tie a tie?</td>
<td>Nka fasa thae.</td>
<td>I can tie a tie.</td>
</tr>
<tr>
<td>Can you drive a car?</td>
<td>Nka khanna koloi.</td>
<td>I can drive a car.</td>
</tr>
<tr>
<td>Can you saddle a horse?</td>
<td>Nka qhanêha pêrê.</td>
<td>I can saddle a horse.</td>
</tr>
<tr>
<td>Can you teach Afrikaans?</td>
<td>Nka ruta Seburu.</td>
<td>I can teach Afrikaans.</td>
</tr>
</tbody>
</table>

**C-1**

A: Naa u-ka [fasa thae]?
B: Eê, 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: Eê, kêa-tseba.
A: Naa u-ka khanna koloi ea-mofuta ó? Can you drive this kind of car?
B: Eê, nka e-khanna.

**C-3**

A: Naa u-ka ruta [Seburu]?
B: Eê, nka se-ruta.
A: U-ka ruta thutô life hapê? What other subjects can you teach?
B: Nka ruta [Sesotho, Sekhooa le-Sefora].
ha-Mosala  U-ka fumana liɛnvelɛpɔ
ha-Mosala.

ha-Mafafa  U-ka fumana liɛnvelɛpɔ
ha-Mafafa.

ha-Baas Jan  U-ka fumana liɛnvelɛpɔ
ha-Baas Jan.

Makaota Store  U-ka fumana liɛnvelɛpɔ
Makaota Store.

Mosala's  You can find envelopes at
(store)
Mosala's.

Mafafa's  You can find envelopes at
(store)
Mafafa's.

Baas Jan's  You can find envelopes at
(store)
Baas Jan's.

Makaota's  You can find envelopes at
(α cafe)
Makaota's.

A: Kɛ-batla ho-rɛka [pɛrɛ].
Nka [e]-fumana kae?

B: Hɛ-ke-tsebe, fɛɛla kɛ-khɔloa
hore u-ka [e]-fumana
[hoŋa motseng mɔna].

I don't know, but I think that you
(can find one [right here in the
village].

Repeat C-4 using the substitution
possibilities from M-2.
Cycle 143 I said, hold the horse.

M-1

Review cycle 103

M-2

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tlisa kôfi.</td>
<td>Kę-re, u-tlisê kôfi.</td>
</tr>
<tr>
<td>Qhanêha pêrê.</td>
<td>Kę-re, u-qhanêhê pêrê.</td>
</tr>
<tr>
<td>Tšoara pêrê.</td>
<td>Kę-re, u-tšoarê pêrê.</td>
</tr>
</tbody>
</table>

I say, call Phiri.
I say, bring coffee.
I say, saddle the horse.
I say, hold the horse.

C-1

A: [Tlisa kôfi].
B: U-re'ng?
A: Kę-re, [u-tlisê kôfi].

C-2

A: Bitsa [Phiri].
B: U-re'ng?
A: Kę-re, u-bitsê [Phiri].
    Kę-batla ho-bua le-eêna.
    E-re a-tlê [kicheneng].

Tell him to come to [the kitchen].

B: (to Phiri) Ho-thoe u-tlê It is said that you should come to [kicheneng].
    [the kitchen].

Phiri: Ho-thoe'ng?
B: Ho-thoe u-tlê [kicheneng].
Phiri: Kę-mang? Kę-[mophile].
B: Kë.
B: Ho-thoe u-tlê hôna joalê. Ho-thoe u-phakisê.
Phiri: Ho-lokilê këa-ea hê.
M-3

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eaa öfising.</td>
<td>0-re, u-eë öfising.</td>
</tr>
<tr>
<td>Tlisa köfi.</td>
<td>0-re, u-tlisë köfi.</td>
</tr>
<tr>
<td>Faa tichêrê setulô.</td>
<td>0-re, u-fê tichêrê setulô.</td>
</tr>
<tr>
<td>tłë koano.</td>
<td>0-re, u-tlê koano.</td>
</tr>
<tr>
<td>Phakisa.</td>
<td>0-re, u-phakisë.</td>
</tr>
<tr>
<td>Rêka liënvelôpô.</td>
<td>0-re, u-rêkë liënvelôpô.</td>
</tr>
<tr>
<td>Mo-kalimê buka.</td>
<td>0-re, u-mo-kalimê buka.</td>
</tr>
</tbody>
</table>

He says, go to the office.
He says, bring coffee.
He says, give the teacher a chair.
He says, come here.
He says, hurry up.
He says, buy envelopes.
He says, lend him a book.

C-3
A: [Faa] [tichêrê setulô].
B: (To C) 0-re'ng?
C: (To B) 0-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: Thabê o-re u-tlê koano, o-batla ho-bua le-uëna.
Phiri: Këa-tla, butlê.
A: O-re u-phakisë.
### M-4

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
<th>I said, call Phiri.</th>
<th>I said, bring coffee.</th>
<th>I said, saddle the horse.</th>
<th>I said, hold the horse.</th>
<th>I said, study Sesotho.</th>
<th>I said, buy envelopes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bitsa Phiri.</td>
<td>Kg-itsë, u-bitsë Phiri.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tlisa kófi.</td>
<td>Kg-itsë, u-tilisë kófi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qhanëha pêrë.</td>
<td>Kg-itsë, u-qhanëhë pêrë.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tšoara pêrë.</td>
<td>Kg-itsë, u-tšoarë pêrë.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ithutë Sesotho.</td>
<td>Kg-itsë, u-ithutë Sesotho.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rëka liënvelôpô.</td>
<td>Kg-itsë, u-rëkë liënvelôpô.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C-6

A: U-rëkîlë 'ng-na?!  
B: Kg-rëkîlë [lipampiri].  
A: Kg-itsë u-rëkë [liënvelôpô].  
B: Ntšoarëlë. Ha-kea-utloa.  
A: Khutla u-eö rëka [liënvelôpô].  

Phakisa kapele.

### C-7

T: Kg-itsë, le-ithutë ho-ngôla  
   Sesotho. Ha-ho-joalô?  
S: Ho-joalô.  
T: Hapè, kg-itsë le-ithutë ho-bala  
   Sesotho. Ha-ho-joalô?  
S: Ho-joalô, tichërë.  
T: Joalô, naa le-ithutilô?  
S: Ëë, tichërë.  
T: Kg-hantlë.

---

143-3

000368 374
It is asked if you like Lesotho.

**Teacher**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O-tsamaea ka-sefofane?</strong></td>
<td>Naa o-tsamaea ka-sefofane naa?</td>
</tr>
<tr>
<td><strong>O-ea le-Tau törööpöng?</strong></td>
<td>Naa o-ea le-Tau törööpöng naa?</td>
</tr>
<tr>
<td><strong>U-tseba ho-liliëtsa?</strong></td>
<td>Naa u-tseba ho-liliëtsa naa?</td>
</tr>
<tr>
<td><strong>U-tseba ho-kötula mabêlê?</strong></td>
<td>Naa u-tseba ho-kötula mabêlê naa?</td>
</tr>
<tr>
<td><strong>U-rata ho-phela Lesotho?</strong></td>
<td>Naa u-rata ho-phela Lesotho naa?</td>
</tr>
<tr>
<td></td>
<td>Naa [ ] naa?</td>
</tr>
</tbody>
</table>

**Response**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Naa [ ] naa?</td>
</tr>
</tbody>
</table>

**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-ë, hâ-ke-rate ho-phela Lesotho.  
Kê-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?  

**C-3**

A: U-ea le-Tau [törööpöng]?  
B: Hâ-ke-a-utloa. U-re'ng? 
A: Kë-botsa hore naa u-ea le-[Tau] [törööpöng] naa.  
I'm asking if you are going [to town] with [Tau]. 
B: Më, kë-ea le-eêna.
Teacher  |  Response  |  Translation
---|---|---
U-11'ö bapala?  |  U-11'ö bapala naa?  |  Are you going to play?
U-kêna sekëlô Morija?  |  U-kêna sekëlô Morija naa?  |  Do you attend school at Morija?
U-lula le-Mphô?  |  U-lula le-Mphô naa?  |  Do you live with Mpho?
Ua-ntseba?  |  Ua-ntseba naa?  |  Do you know me?
U-bitsa nna?  |  U-bitsa nna naa?  |  Are you calling me?

C-4
A:  U-lula le-[Mphô] naa?
B:  Eê, kê- lula le-eêna.

C-5
A:  Ua-ntseba naa?
B:  Eê, kêa-u-tseba.
A:  Ke-hantlê.

C-6
A:  U-11'ö bapala naa?
B:  Ê-ê, kajêno hê-ke-eö bapala.
A:  Hobane'ng?
B:  Hê-ke-phele hantlê.

C-7
A:  Naa [Thabê] o-kêna sekëlô [Morija]?
    [Thabê], u-kêna sekëlô [Morija] naa?
A:  Ê-ê, hê-ke-kêne sekëlô [Morija].
    Kê-se-kêna [Rôma].

C-8
A:  U-bitsa nna naa?
B:  Ê-ê, hê-ke-bitse uêna.
Cycle 145 Get up, wash, and eat.

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-ëtsê prepare (imperative)

C-1
Mookamêli: [Bill] tšoara pêrê, [Bill], take the horse, saddle up,
u-palamê, u-eê mount, and go to [the store].
[lebênkêlêng].
Bill: Kê-eê rêka'ng? What should I go buy?
Mookamêli: U-eê rêka [lisakerêtê]. You should go buy [cigarettes].

C-2
A: Bêsa mollô, u-tšêlê métsi pitsêng, Make a fire, pour water into the pot,
u-bêhê pitsa mollông. put the pot on the fire.
B: Na métsi a-bêla kê-ëtsê joang? When the water boils, what should I make?
A: U-ëtsê teê.

C-3
A: Kê-nakô ea-ho-ja.
B: Kê-ëtsê lijê?
A: Êê, bêsa mollô, u-ëtsê lijê, mme u-behê then you are ready (idiom)
lesele tafolêng.

M-2
tsamaea u-t samaeë 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-jelé?
B: È-è, lijô hê-lij-eô.
A: Nka chêlêtê, u-tsamaê, u-eê [k'hêfîng], u-rêkê lijô, u-jê.
B: Kêa-lêboha.

C-5
A: Naa u-ea sekôlông?
A: Tsôha hé, u-hlapê, u-jê, u-tsebê ho-ea sekôlông.

C-6
A: [John], matha u-cê [mmarakêng], u-rêkê nama. Phakisa, se-kaa liêna.
B: Kê-rêkê nama ea-khômo kapa ea-nku?
A: U-rêkê ea-[khômo].

C-7
A: Kê-batla ho-kêna. Kê-kênê?
B: Èê, kêna, u-koalê monyakô, hoa-bata.

C-8
A: Kê-kathetse haholo.
B: Hao! Molato ke'ng? E-seng u-lapîè?
A: Èê, kê-lapîè empa e-seng hakaalô.
B: Nka lebese u-noê. Le-tla u-katholla.
A: (Takes the milk) Kêa-lêboha.

Have you eaten?
Take the money, leave, go to the [cafe], buy food, eat.
Get up then, wash, eat, then you are ready to go to school.
[John], run, go to the [market], buy meat. Hurry, don't delay.
Should I buy beef or mutton?
I'm tired.
Oh! What's wrong? Aren't you hungry?
Yes, I'm hungry, but not very much.
Take some milk, drink. It will refresh you.
A: Kg-bësitse molë. Kg-phëhë nama?
B: Se-kaa e-phëha, e-bësë.
     Kg-lapilë. Kg-batla ho-ja hôna joalë.

I've made a fire. Should I cook some meat?
Don't cook it, roast it. I want to eat right away.
Cycle 146  To care for a horse is to do what?

M-1

fépa  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 mêtsi  Ho-hlôkômêla pêrê
ke-ho-e-fa mêtsi.  give water  To care for a horse is to give it water.
êtsa joang?  Ho-hlôkômêla pêrê
ke-ho-êtsa joang?  do what?  To care for a horse is to do what?

C-1

A:  Ho-hlôkômêla pêrê ke-ho-êtsa joang?
B:  Ke-ho-e-[fêpa].  To [feed] it.

C-2

Mosotho:  Naa ua-tseba hore u-tšoanêtse ho-hlôkômêla pêrê?  Do you know how you ought to care for a horse?
PCV:  Ho-hlôkômêla pêrê ke-ho-êtsa joang?
Mosotho:  Ke-ho-e-hlakola, le-ho-e-fêpa kamehla.  It is to groom him and to feed him everyday.
PCV:  Gô, 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-êtsa joang?
B:  Ke-ho-e-fa [furu].
hlakola U-e-hlakolê: groom You should groom him.
boloka U-e-bolokê setalêng 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.

PCV: Ak'u mpolêllê hantlê hore naa ke-hlôkômêla pêrô, ke-êtsê joang.

mêtsi kamehla. You should give it every day.

PCV: Ke-e-hlakolê ka'ng? You should give it water every day.

Mosotho: Ka-rôsekama. With a horse brush.

PCV: Kê-qêta ho-palama, kê-e-hlakola Do you know now how you ought to care mofufutsô. Kê-e-fêpa kamehla. for a horse?

Mosotho: Ak'u hlalosê.

PCV: Kê-nêpîlê? Am I right?

Mosotho: Eê, u-nêpîlê. Yes, you are right.

U-e-fê mêtsi kamehla.
Hapê u-e-bolokê setalêng.
PCV: Naa ua-bôra hore pêrê e-mêtsi? Do you see that this horse is wet?
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: Ëë, e-fufuletsoe.
They will sit down, drink beer, and sing.

Teacher
Ba-tla lula fatše. Ba-tla noa joala.
Ba-tla noa joala. Ba-tla ñlosa mabêlê.
Ba-tla bina. Ba-tla ñlûûtsa.
Ba-tla tloha têng. Ba-tla leba London.
Ba-tla palama sefofane. Ba-tla tloha.

Response
Ba-tla lula fatše, ba-noê joala.
Ba-tla noa joala, ba-ûlosô mabêlê.
Ba-tla bina, ba-lûûtsê.
Ba-tla tloha têng, ba-lebê London.
Ba-tla palama sefofane, ba-tlohe.

They will sit down and drink beer. They will drink beer, and (then) winnow the sorghum. They will sing and shriek. They will leave from there and head for London. They will board a plane and leave.

C-1
Use picture number 6 for the following.
A: Banna baa ba_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-ûlosô mabêlê, ba-binê, ba-lûûtsê.

C-2
S: Ak’u hlaose hore naa baithaopi ba-tla ea joang Lesotho.

Please explain how the volunteers will go to Lesotho. They will go by plane. They will meet (each other) in New York. They will leave New York by plane and head for London. When they arrive in London, they will rest there all day. 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 Khaut'éng, ba-tla palama sefofane sê eang Lesotho. Ba-tlohe Khaut'éng hoseng ka-"quarter-past-7:00." Ba-fihlé 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 hlalošê hore naa hosasa u-tla etsa joang.
S: Hosasa ke-tla tsoba, ke-hlapê, ke-aparê, ke---.
(continue in the fashion of C-2 in Cycle 107)

Please explain what you are going to do tomorrow.

Tomorrow I'll get up, wash, dress, ....

C-4
PCV: Matloana a-hokae?
PCV: (meets Mosotho₂) Ak'u ntšoarêlê. Matloana a-hokae?
Mosotho₂: Ke-ane.
PCV: A-kae? Ha-ke-a-bône.
Mosotho₃: Ha-re-ëê, ke-u-ise.

Where are "the little houses?"
You (will) go, you pass this house, you turn at the corner of the garden, and (then) ask the people.

They are over there.
Where are they? I don't see them.
Let's go, I should take you.
Cycle 148 When the women get home, they unload the donkeys.

Review Cycle 132. Use a piece of string for C-1 to C-5

Teacher | Response
--- | ---
fasa | fasolla | tie/untie
bôfa | bôfolla | load/unload
thata | thatolla | wind/unwind
tlama | tlamolla | bind/unbind

C-1
T: Naa u-tseba ho-[thata] [khoôlê]?
S: È-gê, hâ-ke-tsabê. Ho-[thata] [khoôlê] ke-ho-ôtsa joang?
T: Ke-ho-ôtsa tjêna (teacher demonstrates).
S: [Khoôlê] ke'ng?
T: [Khoôlê] ke-nthô êna.

C-2
T: Naa u-tseba ho-[e-thatolla]?
S: Na-ke-tsêbe ho-[e-thatolla]. Ke-ho-ôtsa joang?
S: Òô, kea-bôna.

C-3
T: (Winding the string) Ke-ôtsa joang? What am I doing?
S: U-thata khoôlê.
T: (Unwinding the string) Jolê ke-ôtsa joang?
S: U-thatolla khoôlê. You are unwinding string.

C-4
T: Naa u-ka-[thata khoôlê]?
S: Kea-khoôloa nka leka.
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]?
S: Ñê, nêa [e-thatolla]. Mphê ke-[e-thatollê].

M-2
bôfa Basali ba-bôfa litônki.
bôfolla Basali ba-bôfolla litônki.
fasa Basali ba-fasa litônki.
fasolla Basali ba-fasolla litônki.

The women load the donkeys.
The women unload the donkeys.
The women tie the donkeys.
The women untie the donkeys.

C-6
A: Tônki e-sêbûlisoa ho-êtsa'ng
B: Ho-[bôfa] mekûtla.

A donkey is used to do what?
To [carry] bags.

C-7
A: Basali ba-bôfa ka'ng ha ba-il'ô sila?
B: Ba-bôfa ke-litônki.
A: Ha ba-fihla leloalëng ba-êtsa joang?
A: Ha ba-fihla haë, ba-êtsa joang?
B: Baa-bôfolla.

The women load up what when they go to grind?
When they arrive at the mill, they do what?
They unload. They grind. When they finish grinding, they load up again. They return home.

C-8
A: Ha u-bôha mokûtla holima tônki u-êtsa joang?
B: Kea-bôfa.
A: Ha u-ô-thëola têng u-êtsa joang?
B: Ha ke-o-thëola, kea-bôfolla.

When you put a bag on a donkey you do what?
When you bring/take it down from there you are doing what?
When I take it down, I'm unloading.
C-9
A: U-ea kae?
B: Ke-ea sakēng.  I'm going to the corral (lesaka).
A: U-il'ē etsa joang?
B: Ke-il'ē fasa [tōnki].

C-10
A: [Tōnki] ea-hao e-kae?
B: E-ka-sakēng.  It's in the corral.
A: U-tla e-fasolla neng, e-eē nakēng?  When will you untie it so that it may
B: Ke-tla e-fasolla hōna joalē.  go into the countryside?
The people are passing near a tree which has a bell.

The woman is using a stone which is called "tšilô."

I see a kraal which has cattle in it.

The herdboy is mounted on an animal which is called "tônki."

The man is standing near a tree which is blooming.

The people are passing near a tree which has a bell.

The woman is using a stone which is called "tšilô."

I see a kraal which has cattle in it.

The herdboy is mounted on an animal which is called "tônki."

The man is standing near a tree which is blooming.
Ke-batla mohlankana.
O-nkileng mokutlana oa-ka.

Ke-batla moroetsana.
O-nkileng jesi ea-ka.

A: U-batla mang?
B: Ke-batla [motho] eaa

C-3
Who are you looking for?

nkileng [senokotlo] sa-ka.

I'm looking for the youth who has my purse.
I'm looking for the girl who has my sweater.
Cycle 150 Can I help you, sir?

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
thabisa
khotsôfatsa
hlokofatsa

---------[thabisa]-------

---------[khotsôfatsa]-------

---------[hlokofatsa]-------

help
please,
make happy
satisfy
torment

C-1

A: Nka u-thusa ka'ng, [ntatê]?
[ntatê]: Ha-ke-batie lethô.

C-2

A: Nka u-thusa ka'ng, [ntatê]?
[ntatê]: Ke-batla ôfisi ea-mookamôli.
A: TLÔM ka-u-isê. Come, I'll take you.

M-2

bohôbê
sakha
liêta
parafine

---------[bohôbê] kae?
---------[sakha] ----
---------[liêta] ----
---------[parafine]---

bread
a saw
shoes
kerosene

M-3

bohôbê
sakha
lefiêlô
linaoa

---------[bohôbê] kae?
---------[sakha] ---
---------[lefiêlô]---
---------[linaoa] ---

bread
a saw
a broom
beans
Cycle 151 I see men who are threshing sorghum. 

M-1

Sesotho  
Kē-bū=mang baa  
ithutang [Sesotho]?  

Sesotho  
Who (pl) are studying  
[Sesotho]?

Senyesemane  
--------[Senyesemane]?  

English  
--------[ ]?

C-1
A:  Ke-bū=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  
Kē-bū=mang baa [lulang]  
staying  

Lesotho?  

Who (pl) is [staying] in  
Lesotho?

ea  
--------[eang]--------  
go  

sēbetsa  
--------[sēbetsang]---  
work  

boēla  
--------[boēlang]-----  
return

C-2
A:  Ke-bū=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.
PCV: Nka [rêka] [liêta] kae?
Mosotho: [Ha-Cowley]. [At Cowley's store].

PCV: [Ha-Cowley] Ke-hokaee?
U-tjekê hukung ea-[lebênkêle]
la-Malebo.
U-botsê batho. You go past the [market], turn the corner at [Malebo's store], and ask some people.

PCV: Kea-1êboha.

M-4

lijô Ak'u mpôntêsê mûô nka food Please show me where I can find some [food].

liêta --------- [liêta]. shoes

litapolê --------- [litapolê]. potatoes

morêna --------- [morêna]. the chief

Thabo --------- [Thabo] Thabo

mookamûli --------- [mookamûli]. the director

C-4

A: Ak'u mpôntêsê mûô nka fumanang [litapolê].
B: U-ka li-fumana ["Maseru cafe"].
A: ["Maseru cafe"] ke-hokaee?
B: U-tla tsamaea. U-fetê [pûsûng].
U-tšêlê tsela, U-fetê ["American Library"]. You cross the road.
U-fihlê ["Maseru cafe"].
B: ː-ɛ, ḥa-ke-a-qēta.
A: Ůu,u-tla le-koahēla] ḥê ḥa u-qētilê. [Close]it when you have finished.

C-5
A: Ůu-ëtsa joang?
B: Ke-koahēla lebôkõsê lôna.
A: Se-kaa le-koahēla, ke-tli'ë têla 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-têla
  liphahlô.
A: Se-kaa koahēla pitsa âno ke-bône hore Don't cover that pot, so I can see
  naa u-phêhilê'ng.
  what you have cooked.
B: U-tla e-koaholla ha-ke-re, ha u-batla You'll uncover it, won't you, when
  ho-bôna hore naa ke-phêhilê'ng? you want to see what I have cooked.
Teacher Response


Ke-[ ], Ke-[ ] baa

Ba-[ ], [ ]ng [ ].

C-3

A: Ke-bü=mang baa [eang] [tôrôpōng]? B: Ke-[bü=nēsē].
A: Ke-bü=mang baa [ ]ng [ ]. B: Ke-[ ].

M-5

Use pictures 1 and 6 for the following:

Teacher Response

I see people who are passing near a tree.

Ke-bōna banna. Ba sēbētsa Ke-bōna banna baa tšimōng?
I see men who are working in the field.

I see men who are threshing sorghum.

C-4

Picture Number Six  (Cycle 151)  W. v. d. Kallen, N. V. F.
Cycle 152 Close it when you've finished.

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.
bolôkana  Koaholla bolôkana.  tin can  Open the tin can.
bôtlolô  Koaholla bôtlolô.  bottle  Open the bottle.

C-1
A: U-tšötse'ng ka-[bolôkanêng]? Koaholla ke-bôné.
B: Ha-kea-tšêla lethô.
A: Öû, koahêla hê.

C-2
A: U-tšötse'ng ka-[lebôkûsûng]?
B: Ke-tšötse [chôkô, lipêntšêlê, le-libuka].

C-3
Nêseê: Ké-o-tšötse.
Ngaka: Koahêla botlolô hê, u-mphê moriana.
Nêseê: Nka ke-bôna.

M-2
koahêla  U-tla le-[koahêla], shut, close  Close it when you have
ha u-qêtile.  finished. (lit: You
fasa  -------[fasa]-------  fasten  will close it when you
isa pûstng  -------[isa pûstng]--  carry to the
ha u-qêtile.  post office

C-4
A: Ke-batla ho-[koahêla] lebôkôsê lêna.  I want to [close] this box. Have
U-qêtile ho-tšêla lipahlê tsa-hao?  you finished putting your clothes
into it?
Cycle 153  Winnowing wheat.

T-1

Use picture number 7 for the following.

Setšoantšo setša se-re-bëntsa basali ba-Basotho.
Ba-seštlëng. Ba-sëbëtsa haholo.
Ho-bënahala here hoa-poloa.
Ho-poloa hörü.
Basali bana baa-bloosa.
Mosalı e-tša o-ìtšëmëka-tjale thëkëng.
O-bloosa ka-seroto.
Ea pela-hae o-lutse fatše.

Le-eena o-tšëtse kòrë serotong.
Oa-boraro o-ináme.
Le-eena o-tšëtse kòrë serotong.
Ko-tšëla ba-bënahala ba-sëbëtsa haholo.
Oa-pele o-roëtse lifaha molalëng.
Ha-aarala letho hlyëhëng le-maotong.
Oa-bobëli o-roëtse tuku. Hapë o-roëtse masëkana matsëhëng.
Oa-boraro o-roëtse lifaha molalëng le-masëkana maotong.

0-1

T: Hlaolosa setšoantšo setša.
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, hlaosa setšoantsô söna ka-mantsoe a-hae. U-sëbëlisë
fëëla mantsoe ao barutuoa ba-ithutilëng söna.

Q-3

Ask questions about this picture based on your description in T-2 above.
Cycle 154  If you laugh at me, I'll be angry.

M-1

<table>
<thead>
<tr>
<th>thula</th>
<th>Ha u-[nthula], kə-tla halofa. bump</th>
<th>If you [bump] me, I'll be angry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>shapa</td>
<td>-----[nchapa]---------------------</td>
<td>hit</td>
</tr>
<tr>
<td>tšåha</td>
<td>-----[ntšåha]---------------------</td>
<td>laugh at</td>
</tr>
<tr>
<td>raha</td>
<td>-----[nthaha]---------------------</td>
<td>kick</td>
</tr>
</tbody>
</table>

C-1

A: Kə-tla u-[thula], tloha tselêng. I'll [bump] you, get out of the way.
B: Ha u-[nthula], kə-tla halofa. If you [bump me], I'll be angry.

M-2

<table>
<thead>
<tr>
<th>cheletê</th>
<th>Ha u-ka ba le-[cheletê]</th>
<th>money</th>
<th>If you have lots of money, what can you do with it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ñgåta</td>
<td>u-ka ñtsa'ng?</td>
<td>ka-côna?</td>
<td></td>
</tr>
<tr>
<td>körû</td>
<td>-----------[körû]--------</td>
<td>wheat</td>
<td></td>
</tr>
<tr>
<td>phofo</td>
<td>-----------[phofo]--------</td>
<td>flour</td>
<td></td>
</tr>
<tr>
<td>nama</td>
<td>-----------[nama]--------</td>
<td>meat</td>
<td></td>
</tr>
</tbody>
</table>

C-2

A: Ha u-ka ba le-cheletê ñgåta u-ka ñtsa'ng ka-côna?
B: Nka e-boloka bankêng. I can keep it in the bank.

M-3

<table>
<thead>
<tr>
<th>Mafetêng</th>
<th>Ha nka tloha Maseru ka-8:00, nka fihla Mafetêng ka-nakô efe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leribê</td>
<td>Ha nka tloha Maseru ka-8:00, nka fihla Leribê ka-nakô efe?</td>
</tr>
<tr>
<td>[ ]</td>
<td>Ha nka tloha Maseru ka-8:00, nka fihla [ ] ka-nakô efe?</td>
</tr>
<tr>
<td>Warner Springs</td>
<td>Ha nka tloha mòe ka-8:00, nka fihla Warner Springs ka-nakô efe?</td>
</tr>
</tbody>
</table>

If I leave Maseru at 8:00, at what time can I arrive at Mafetêng?

If I leave here at 8:00, at what time can I arrive at Warner Springs?
M-4

Mafet'êng  U-ka fihla ka-12:00.
Leribe  U-ka fihla ka-1:00.

You can arrive at 12:00.

You can arrive at 1:00.

C-3

A: Ha nka tloha mo)&& ka-8:00, nka fihla [ ] ka-
    nakô efe?
B: U-ka fihla ka-[9:00].

C-4

A: Naa u-tla nchakêla ka-Sûntâha? Will you visit me on Sunday?
B: Êê, kea-khôloa ke-tla tla.
A: Nka-thaba haholo ha u-ka tla. I can be very happy if you can come.

C-5

A: U-qûtilû mosûbûtsi oa-hao? Have you finished your work?
B: Ê-ê, ha-koa-qêta.
A: U-lekê ho-sûbûtsa kapele, ha u-batla ho-qêta. You should try to work fast, if you want to finish.
Cycle 155 Where is your home?

M-1

haëno [Haëno] ke-kae? your home Where is your home?
ha-habô [Ha-habô]------ his home
ha-habô bôna [Ha-habô bôna]--- their home
ha-habô lona [Ha-habô lona]--- your (pl) home

M-2

Amërika Haëso ke-[Amërika]. America My home is in America.
Lefotho --------[Lesotho].
Texas ---------[Texas].
Chicago ---------[Chicago].
Quthing ---------[Quthing].

C-1

Mosotho: Haëno ke-kae?
Pcv: Haëso ke-[Amërika]. Uëna haëno ke-kae?
Mosotho: Ke-[Lesotho].

C-2
A: Haëno ke-kae?
B: Haëso ke-[New York].
A: John ëna ha-habô ke-kae?
B: Ha-habô ke-[Texas].

C-3
Pcv: Naa haëno ke-[Masëru]?
Mosotho: Ë-ë, haëso ke-[Quthing].

C-4
A: Ha-habô [Thabô] ke-[Leribê]?
B: Ë-ë, ha-habô ke-[Mafetûng].

C-5
A: [Thabô] o-tsoa kae?
B: 0-tsoa ha-habô.
A: Ùëna u-tsoa kae?
B: Le-ëna ke-tsoa haëso.
C-6
A: [John] o-tla boela ha-habô neng? When will [John] return to his home?
B: Ha-ke-tesbe. Ūena u-tla boela haēno neng?
A: Ka-mosô.

C-7
A: Naa ua-tseba hore kea-tsamaea? Do you know that I am leaving?
B: U-æa kaæ?
A: Ke-æa haēso.
B: Ao! U-tsamaea neng?
A: Ka-[Mmantsha].

C-8
Mosotho₁: Baithaopi baa ha-habô bôna ka-kae?
Mosotho₂: Ke-Amērika.

M-3
Amērika Ha-habô rona ke-[Amērika]. 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-Amērika.

M-4
hēno [Hēno] ke-kae? your father's home
habô [Habô] --------- his father's home
habû lona [Habû lona]----- your (pl) father's home
habû bôna [Habû bôna]----- their father's home
ha-hao [Ha-hao]-------- your place of abode
M-5

pela kereke  
Heso ke-[pela kereke].  near the church My father's home is near the church.

pela sekeli  
--------[pela sekeli].  near the school

pela lebenkeli  
--------[pela lebenkeli].  near the store

morheneng  
--------[morheneng].  in the chief's section

hona motseng moena  
--------[hona motseng moena].  right in this village here.

mane  
--------[mane].  over there

C-10

PCV: Heno ke-kae?
Ngoana: Heso ke-[pela kereke].
Ha-hao ke-kae?
PCV: Ke-[hona motseng moena].

C-11

Mosotho: Ha-hao ke-kae?
PCV: Ha-ka ke-[pela sekeli].

C-12

To the student: You will notice that heno is used in the first three situations but not in the last.

(In America)

PCV: Heno ke-kae?
Mosotho: Ke-Lesotho.
* * * *

(In Lesotho)

PCV: Heno ke-kae?
Mosotho: Ke-"Ty".
* * * *

(In Ty)

PCV: Heno 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) Hêno ke-kae?

Mosotho: Ke-[mane]  It is over yonder.
Cycle 156  Greetings: Do you continue to be well?  

M-1

phela  Ke-ntsê ke-[phela].  I am continuing to [live].
bapala  -------------[bapala].
ngôla  -------------[ngôla].
sêbêtsa  -------------[sêbêtsa].

M-2

phela  U-ntsê u-phela joang?
êtsa  U-ntsê u-êtsa joang?

How are you? (lit: How do you continue to live?)
What are you doing? (lit: What are you continuing to do?)

C-1

A: Lumêla, ntañê.
B: Eêy, lumêla mmê.
A: U-ntsê u-phela joang?  How are you?
B: Ke-ntsê ke-phela. Uôna u-phela joang?  I'm fine. And how are you?
A: Ao! le-nya ke-ntsê ke-phela.

M-3

bapala  O-ntsę a-[bapala].
sêbêtsa  -------------[sêbêtsa].
bua le-mookamêli  -------------[bua le-mookamêli].
batla buka ea-hae  -------------[batla buka ea-hae].

He is playing. (lit: He is continuing to play)

Repeat M-3 using the contracted form nts'a in place of ntsê a-:
O-nts'a bapala.

C-2

T: [Susan] o-kae?
S: O-[lebalêng].
T: O-ntsê a-êtsa joang [lebalêng]?  She is at the [playground].
Or: O-nts'a êtsa joang?
S: O-ntsê a-[bapala].
Or: O-nts'a [bapala].

What is she doing at the [playground]?
She's [playing].
C-3
A: Ba-thaopi ba-ntsö ba-htsa'ng ka-tlelaseng?
B: Ba-ntsö ba-ngöla.

M-4
bua-le-mang? U-ntsö u-bua le-mang? Who are you talking to?
batla'ng? U-ntsö u-batla'ng? What are you looking for?
[ ] U-ntsö u-[ ]?

Repeat M-4 using the contracted form nts'u in place of ntsö u-:
U-nts'u bua le-mang?

C-4
A: U-ntsö u-bua le-mang, [Bill]?
B: Ke-ntsö ke-bua le-[mookamöli].

C-5
A: U-ntsö u-batla'ng?
B: Ke-ntsö ke-batla [buka ea-ka].
E-ho-mang?
A: Ke-čña ho-nna.

C-6
A: U-sëbëtsa kae?
B: Ha-ke-sëbëtse.
Ke-lula hau.
Ke-ntsö ke-batla mostëbëtsi.

C-7
A: Lumëla.
B: Ŭy, lumëla.
A: Hao! u-fihlilë neng-na? Oh! When did you arrive?!!
B: Ke-fihlilë maobane. I arrived yesterday.
A: Joalë u-tla, u-ntsö u-phela? (lit: Now you come, do you continue well?)
B: Ke-ntsö ke-phela. Učña u-phela joang?
A: Ao! le-nna ke-ntsö ke-phela.
Cycle 157  I see six young girls.

M-1
Ke-bôna likhômo.
Li-ême ka-sakêng.  
Ba-fêta pela lifatê.  
Li-thuntsê.
Ke-rata lijô.  
Li-nokoa hantlê.  
Ke-rata lipêrê.  
Li matha hantlê. 
Pâpe litapolê.  
Li-lokilê.  
Palamang lipêrê.  
Li-lokilê.  
Rêka linaoa 
Li-chipi.

Ke-bôna likhômo tsêêh  
[maskeng ka-sakêng.
Ba-fêta pela lifatê tsêêh  
[thuntsêng.
Ke-rata lijô tsêêh  
nokoang hantlê.
Ke-rata lipêrê tsêêh  
mathang hantlê.
Mâpe litapolê tsêêh  
lokîlêng.
Palamang lipêrê  
tsêêh lokîlêng.
Rêka linaoa tsêêh  
chipi.

I see cattle which are standing in the kraal.
They are passing near the trees which are blooming.
I like food which is seasoned well.
I like horses that run well.
Give me potatoes that are okay.
Ride (you pl) the horses which are ready.
Buy the beans which are cheap.

C-1
T: U-bôna'ng setšoanšûng sëê?  What do you see in this picture?

C-2
Ask questions which will require an answer from M-1 using the relative construction.

M-2
chesa  
Mîtsi aa [chesang] a-têng.  
be hot  
There is hot water. (lit: There is water which is hot)
bata  
--------- [batang]---------  
be cold
futhumêtse  
------- [futhumêtseg]---  
be warm

C-3
A: Ke-nyûruo, ke-batla [tsw].  
I'm thirsty, I want [tea].
B: Ke-[e]-ûtsê? Mîtsi aa chesang  
a-têng.  
Should I fix some? There is hot water.
A: Ñë, e-ûtsê.  
Yes, (please) fix some.
C-4
B: U-batla teê wę-chesang?
A: E-ê, ke-batla teê wę batang.
B: wę-batang ha-e-eÔ. Re-na le wę-chesang feêla.

C-5
A: Bohôbe bo-ëtsoa joang? B: Ba-mofuta ofe?
A: Bē-ke-tsebe hantlê. Tsamô'û I don't know very well. Go ask the
botsa mophêhi. cook.

M-3
Teacher
Basali ba-tšelêtse. Ke-bôna basali baa I see six women.
tsêlêtseng.
Banna ba-supilê. Ke-bôna banna baa I see seven men.
supilêng.
Baroêtsana ba-tšelêtse. Ke-bôna baroêtsana I see six young girls.
baa tsêlêtseng.
Bahlankana ba-supilê. Ke-bôna bahlankana I see seven young boys.
baa supilêng.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
Likatiba li-tšelêtse. Ke-bôna likatiba I see six hats.
tsêlêtseng.
supilêng.
tšelêtseng.
supilêng.

C-6
B: Ke-bôna [basali] baa [tšelêtseng].
A: U-bôna [likatse] tsê-kae?
B: Ke bôna [likatse] tsê [tšelêtseng].
Cycle 158  I'm unable to ride today.

M-1

tsamaa kapele  Ke-sitoa ho-[tsamaa kapele]. walk fast

u-thusa  -----------[u-thusa].  help you
palama kajéno  -----------[palama kajéno]. ride today
lula fatše  -----------[lula fatše].  sit down
ja  -----------[ja].

I am unable to walk fast
(Lit: I am prevented from walking fast.)

C-1

A: Molato ke'ng ha u-fihla morno sekõlong?

What is wrong that you arrived late at school?

C-2

PCV: Ke-sitoa ho-[palama kajéno].
M ōokamēl: Hobane'ng?
PCV: (Hobane) pere e-umphumotse maobane.

Because the horse rubbed me sore yesterday.

C-3

A: Naa u-ka nthusa, ra-bôfa mokõtla ôô tônking?
B: Ke-sitoa ho-u-thusa ngoanëso.
    Ke-jooa ke-[letsõhô].
A: Le-êntsê joang?
B: Le-bohloko feêla.

Can you help me load this bag on the donkey?
I'm unable to help you, brother, I have a sore arm.
What happened to it?
(Lit: It has done how?)
It is painful only.
Review Cycle 142 for C-4, C-5, M-2, and C-6

A: Naa u-ka [fasa thae]?
B: Ė-ē, ha-ke-tsebe ho-[fasa thae].

C-5
A: U-tseba ho-khanna?
B: Ėē, kea-tseba.
A: Naa u-ka khanna kôlôi ea-mofuta ṭôô?
B: Ė-ē, ha-ke-tsebe ho-khanna kôlôi ea-mofuta öna.

M-2
ha-Mosala Ė-ē, ha-ho-rêkisoe joala ba-Sekhoa [ha-Mosala].
ha-Mafafa --------------------------[ha-Mafafa].
ha-Baas Jan -------------------------[ha-Baas Jan].
Makaota Store -----------------------[Makaota Store].

No, liquor is not sold at Masala's.

C-6
A: Naa nka fumana [joala ba-Sekhoa] [ha-Mosala]?
B: Ė-ē, ha-ho-rêkisoe [joala ba-Sekhoa] [ha-Mosala].
Cycle 159  What does the little pot contain?

M-1

Teacher | Response
---|---
pitsa | pitsana
noka | nokana
molisa | molisana
mokötlia | mokötlana
motse | motsana
buka | bukanana
sechaba | sechabana
lesaka | lesakana
tselana

C-1
A: Pitsana ea-tsoekere e-kae?
B: Ke-ëna.
A: Nnėhēlētsē eōna.

C-2
A: Pitsana ēē, e-tētēse'ng?
B: E-tētēse bebese.

C-3
A: U-ea kae?
B: Ke-ësa chēlētē bankēng.
A: U-na le-bukanana?
B: Ėē, ke-ña le-eōna.

C-4
A: U-nts'u batla'ng?
C-5

Is the Mohokare a river or a stream?

Mohokare ke-noka, ha-se nokana.
Or: Ke-noka, ha-se nokana.

Teacher: Matlo sekolo sekolo sekilo sekilo lekotoko sekotlolo pholo seroto ntho Mosotho motho

Response: Matloana sekoloana sekoloana tsioloana tsioloana sekotloana sekotloana pholoana pholoana serotoana serotoana nthoana nthoana Mosothoana Mosothoana mothoana

houses//little houses school//little school grinding stone//little grinding stone skin//little skin basin//little basin ox//young ox basket//little basket thing//little thing Mosotho//little Mosotho person//small person

C-6

A: Mosothoana oo eaa tlohang mohue ke-mang?

That little man who is leaving here, who is he?

B: Ha-ke-tsebe hore naa lebitso la-hae ke-mang.

Where is his home?

A: Ha-habhe ke-kae?

B: O-re ha-habhe ke-[Matsieng].

Another suffix, -nyana, is also used sometimes as a diminutive.

Teacher: Leseli ntja mmutla koloi lijo

Response: Leselinyana ntjanyana mmutlanyana koloinyana lijonyana

light//little light dog//little dog hare//little hare car//little car food//a small amount of food
hêmpê  shirt//little shirt
motho  person//little person
lesaka kraal//little kraal
sale  saddle//little saddle
mosali woman//little woman
morutî priest//little priest
h1ôôhô  head//little head

**C-7**

Ke-[ntjanyana] ea-mang ëë?
Ke-â [Susan]. Va-e-rata?
È-è,  hê-ke-rate [lintjanyana].

Whose [little dog] is this?

**C-8**

Ke-batla ho-fêpa ntjanyana éna
ea-ka. Naa lijô li-têng?
Èè, lijônyana li-ntsê li le-têng

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-łona
o batla'ng motseng móö?
Christian: Naa u-ka re-ntatê moruti,
ke-morutinyana?
Non-Christian: Èè, nna hê-ke-mmâtle
hara motse môña.
Re-sitoa ho-noa
joala ba-rona
hantlê.

That little priest of yours, what does
he want in this village?
Can you say that the Father is a little
priest?
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-.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>bohôbê</td>
<td>bohôjana</td>
<td>bread//a small piece of bread</td>
</tr>
<tr>
<td>thêbê</td>
<td>thêjana</td>
<td>shield//little shield</td>
</tr>
<tr>
<td>tsebê</td>
<td>tsejana</td>
<td>ear//little ear</td>
</tr>
<tr>
<td>kobô</td>
<td>kojoana</td>
<td>blanket//little blanket</td>
</tr>
<tr>
<td>sethêbê</td>
<td>sethôjana</td>
<td>mat//little mat</td>
</tr>
<tr>
<td>thaba</td>
<td>thajana</td>
<td>mountain//little mountain</td>
</tr>
<tr>
<td>mosali</td>
<td>mosajana</td>
<td>woman//little woman</td>
</tr>
<tr>
<td>sethôlê</td>
<td>sethôjana</td>
<td>keifer//little keifer</td>
</tr>
<tr>
<td>lerôlê</td>
<td>lerôjana</td>
<td>calf//little calf</td>
</tr>
<tr>
<td>holê</td>
<td>hojana</td>
<td>far//a little distance</td>
</tr>
<tr>
<td>sehôlê</td>
<td>sehôjana</td>
<td>idiot//little idiot</td>
</tr>
<tr>
<td>mohale</td>
<td>mohjana</td>
<td>hero//little hero</td>
</tr>
<tr>
<td>wabôlê</td>
<td>wabôjana</td>
<td>sorghum//a small amount of sorghum</td>
</tr>
<tr>
<td>bohlale</td>
<td>bohlajana</td>
<td>wisdom//a little wisdom</td>
</tr>
</tbody>
</table>

The addition of the diminutive suffix -ana to a stem whose last consonant is -t- results in a change to -tj-.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sefatê</td>
<td>sefatjana</td>
<td>tree//a small tree</td>
</tr>
<tr>
<td>mokêta</td>
<td>mokêtjana</td>
<td>a lean cow//a small lean cow</td>
</tr>
<tr>
<td>mokôti</td>
<td>mokôtjana</td>
<td>hole//small hole</td>
</tr>
<tr>
<td>lemati</td>
<td>lematjana</td>
<td>door//small door</td>
</tr>
</tbody>
</table>
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
- bukanana 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.
Cycle 160  I'll be very sorry if you can't be there.  

M-1

ba têŋg  Nka soaba haholo ha u-kê-kê  be there  I'll be very sorry if you can't be there. (lit: I can be very sorry if you cannot be there.)
oa-[ba têŋg].

sëbêtsa  -----------------[sëbêtsa]. work

lula fatše  -----------------[lula fatše]. sit down

palama kajêno  -----------------[palama kajêno]. ride today

ja  -------------------------[ja]. eat

C-1

A:  Naa u-tla ba-têŋg moketeng oa-ka?  Will you be at my feast?
B:  Ke-rata ho-tla, empa mohômông
    ke-tla sitoa.
A:  Nka-soaba haholo ha u-kê kê
    qa-ia, hohane re-tla sëbêtsa
    hahlo kajêno.

C-2

A:  Naa u-julû?
B:  ê-ê, ha-ke-batle ho-ja.
A:  U-tla lapa haholo ha u-kê kê
    qa-ja, hohane re-tla sëbêtsa
    hahlo kajêno.

C-3

A:  Naa u-tla palama kajêno?
B:  Ke-rata ho-palama empa mohômông
    ke-tla sitoa.
A:  Nka soaba ha u-kê kê qa-palama
    kajêno.

C-4

A:  Naa ua-sëbêtsa?
B:  ê-ê, ha-ke-sëbêtsê. Ke-ntsê
    ke-batla mosêbêtsi.  No, I'm not working. I'm looking for
    work.
A: Nka thaba ha u-ka o-fumana, empa nka soaba ha u-kë ke oa-sëbëtsa.
B: Ke-tla leka ho-o-fumana mme ke-tsëpa hore ke-tла o-fumana.

I'll be happy if you can find it, and I'll be sorry if you can't work.
I will try to find it, and I hope that I will find it.

C-5
Ea-tšoanëtse ho-ea [Warner Springs] neng?
Ba-tšoanëtse ho-ea hõna kajëno empa ba-kë-kë ba-ea ha-mookanëli a-sa rate.

When do they have to go to [Warner Springs]? 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?
B: Ke-khôloa hore ha pula e-kë-kë ea-na re-tla ea.
A: Ha-pula e-na tëng?
B: Chêê, ha-pula e-na, re-ka-sitoa ho-ea.

Are you going to the fields today? I think that if the rain cannot fall, we will go.
And if the rain falls there? Well, if the rain falls, we can be prevented from going.
Cycle 161 Which school will you teach at?  

M-1

buka efe? O-nkile [buka efe]? which book? Which book is he holding?  
metse efe? ------- [metse efe]? which villages?  
lebokose lefe? ------- [lebokose lefe]? which box?  
sekuleng sefe? ------- [sekuleng sefe]? which school?  
bohobe bofe? ------- [bohobe bofe]? which bread?  
libuka life? ------- [libuka life]? which books?  
lieta life? ------- [lieta life]? which shoes?  
motse ofe? ------- [motse ofe]? which village?  
mabokose afe? ------- [mabokose afe]? which boxes?  

C-1  
A: O-nkile mabokose afe?  
B: O-nkile lug tengtseng libuka le-lebe tengtseng lipentsile. He is holding the one which contains the books and the pencils.  

C-2  
A: U-tla ruta sekuleng sefe? Which school will you teach at?  
B: Sa-[St. Joseph's].  

C-3  
A: U-tla lula motseng ofe?  
B: Mookamuli o-re ke-tla lula [ha-Mafufooane].  

C-4  
A: U-positsu lengolo lefe? Which letter have you posted?  
B: Ke-positsu lug eang ho-mookamuli. I posted the one which is going to the director.  

M-2  
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-eêna ëna. This is the one.

C-7
A: Thabô o-tseba ho-bua lipuçê 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 mosêbûtsi oa-mofuta ofe? (Cycle 73, M-1)
Liphôôôôôôôô tôsa-bohîkôoa Amêrika 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?
   Mosotho ofe?
2. [mo-NOUN] ofe?
   molamu ofe?
3. [le-NOUN] lefe?
   letsatsi lefe?
4. [se-NOUN] sefe?
   sejana: sefe?
5. [W-NOUN] efe?
   uku.efe?
6. [bo-NOUN] bofe?
   bosiu bofe?
In M-1: nkilt is the stative form of nka, take.

In C-1: the relative 1EU refers to lebokosê, 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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>motsoalle</td>
<td>motsoalle ofe?</td>
</tr>
<tr>
<td>moithaopi</td>
<td>moithaopi ofe?</td>
</tr>
<tr>
<td>mosali</td>
<td>mosali ofe?</td>
</tr>
<tr>
<td>[</td>
<td>] ofe?</td>
</tr>
</tbody>
</table>

* * *

| 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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>bosiu</td>
<td>bosiu bofe?</td>
</tr>
<tr>
<td>bohôbê</td>
<td>bohôbê bofe?</td>
</tr>
<tr>
<td>[</td>
<td>] bofe?</td>
</tr>
</tbody>
</table>

* * *
molamu
monyakô
[
]
molamu ofe?
monyakô ofe?
[
]
* * *
melamu
menyakô
[
]
melamu efe?
menyakô efe?
[
]
* * *
nku
pêrê
kobô
[
]
nku efe?
pêrê efe?
kobô efe?
[
]
* * *
E-3
Teacher
matsatsi
mangôlô
[
]
matsatsi afe?
mangôlô afe?
[
]
* * *
Response
linku
lipêrê
[
]
linku life?
lipêrê life?
[
]
* * *
masiu
mahôbê
[
]
masiu afe?
mahôbê afe?
[
]
* * *
lijana
litulô
[
]
lijana life?
litulô life?
[
]
Cycle 162  What were you doing at the cafe yesterday?  

M-1

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ea</td>
<td>U-në u-[ea] kae?</td>
<td>go</td>
<td>Where were you [going]?</td>
</tr>
<tr>
<td>ithuta</td>
<td>[ithuta]</td>
<td>study</td>
<td></td>
</tr>
<tr>
<td>palama</td>
<td>[palama]</td>
<td>ride</td>
<td></td>
</tr>
<tr>
<td>tsoa</td>
<td>[tsoa]</td>
<td>coming from</td>
<td></td>
</tr>
<tr>
<td>le</td>
<td>[le]</td>
<td>be</td>
<td>Where [were] you?</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ea</td>
<td>Ke-në ke-[ea] ngakëng.</td>
<td>go</td>
<td>I was [going] to the doctor's.</td>
</tr>
<tr>
<td>tsoa</td>
<td>[tsoa]</td>
<td>coming from</td>
<td></td>
</tr>
<tr>
<td>le</td>
<td>[le]</td>
<td>be</td>
<td>I [was] at the doctor's.</td>
</tr>
<tr>
<td>sëbëtsa</td>
<td>[sëbëtsa]</td>
<td>work</td>
<td></td>
</tr>
</tbody>
</table>

C-1

   U-në u-ea kae? Where were you going?
   Or: U-n'u ea kae?

B: Ke-në ke-ea [ngakëng].

M-3

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>etsa'ng?</td>
<td>U-në u-[etsa'ng]</td>
<td>doing what?</td>
<td>What were you [doing] at the cafe yesterday?</td>
</tr>
<tr>
<td>k'hëfing maobane?</td>
<td>[k'hëfing]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>batla'ng?</td>
<td>[batla'ng]</td>
<td>looking for what?</td>
<td></td>
</tr>
<tr>
<td>rêka'ng?</td>
<td>[rêka'ng]</td>
<td>buying what?</td>
<td></td>
</tr>
<tr>
<td>isa'ng?</td>
<td>[isa'ng]</td>
<td>taking what?</td>
<td></td>
</tr>
</tbody>
</table>

M-4

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>rêka lijô</td>
<td>Ke-në ke-[rêka lijô].</td>
<td>buy food</td>
<td>I was buying food.</td>
</tr>
<tr>
<td>batla Susan</td>
<td>[batla Susan].</td>
<td>look for Susan.</td>
<td></td>
</tr>
<tr>
<td>isa liphahlô</td>
<td>[isa liphahlô].</td>
<td>taking clothes</td>
<td></td>
</tr>
</tbody>
</table>

C-2

A: U-në u-ëtsa'ng [k'hëfing] maobane?
B: Ke-në ke-[rêka lijô].
Susan was going to the cafe.

Susan was present yesterday.

Susan was absent yesterday.

Susan was with the teacher.

He was absent.

No, she said she will be absent.
Cycle 163 I'm thinking of buying shoes instead of a hat. 163-1

M-1

sebaka  Naa[sebaka]se-tëng?  place  Is there a place?
setulô  ------[setulô]------  chair

C-1
S:  Ke-rata ho-kêna tlelaseng ea-hao.  I want to join your class.
   Naa sebaka se-tëng?
T:  Sebaka se-tëng, roêla setulô
    ha-se-eô.  There's place, only there's no
S:  Ke-tla lata setulô sa-ka
T:  Ho-lokilê, phakisa.

M-2

sa-tichêrê  O-rata ho-nka sebaka the teacher's
[sa-tichêrê].  He/she would like to take
sa-morena  ---------[sa-morena].  the chief's
sa-ka  ---------[sa-ka].  my

C-2
A:  O-batla'ng sekôlông?
B:  O-batla ho-bua le-mookamêli.
A:  O-bua'ng le-mookamêli?
B:  O-rata ho-nka sebaka sa-tichêrê
    sekôlông.  He wants to take the place of the
A:  Tichêrê o-ea kae?
B:  O-fumane mosêbêtsi mmusông.  teacher in school.
   He has found work with the government.

M-3

Thaba=Bosiu  [Thaba=Bosiu] ke-sebaka.  Thaba-Bosiu Thaba-Bosiu is a place.
Khautêng  [Khautêng]  --------
Rôma  [Rôma]  ---------
Disneyland  [Disneyland]  --------

C-3
A:  [Disneyland] ke'ng?
B:  Ke-sebaka, [Amêrika].

C-4
A:  U-tsoa kae?
B:  Ke-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: Môô nka rôpang pêrê ea-ka tông.  (A place) where I can tether my horse.

C-7
A: Ho-joang kantlê kajûno?  With respect to what?
B: Bakëng sa'ng?
A: Sa-ho-bata?
B: E-ê, ho-futhumûtse kajûno.

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]
tônki --------[ tôñki].

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].
Cycle 164 I see Bill doesn't ride well.

M-1

sêbêtse -------------[sêbêtse]-----
bapala ---------------[bapala]------
tantša ---------------[tantša]------

M-2

palama Ke-bôna Bill a-sa-[palame] hantlê. I see that [Bill] doesn't ride well.
sêbêtse -------------[sVbftse]-----
bapala ---------------[bapale]------
tantša ---------------[tantše]------

C-1

A: Thabô le-Bill ba-[palama] joang?
B: Ke-bôna Thabô a-[palama] hantlê.
A: Bill eênaa?
B: Eêna ke-bôna a-sa-[palame] hantlê.

M-3

Ke-fumane a-sêbêtsa. Ke-fumane a-sa- sêbêts. Ke-fumane a-sa-
O-fihlílë a-kôlôbilë haholo. O-fihlílë a-sa-kôlôba haholo.
Ke-tseba a-kêna sekôlë. Ke-tseba a-sa-kêne sekôlë. Ke-tseba a-sa-
I found they are not well.
I see he doesn't ride well.
I hear he doesn't sing well.
I found that he is not working.
He arrived not very wet.
I know he is not attending school.
He speaks, he is not happy.
C-2
U-tsoa kae?
Ke-tnsoa 0fising ea-mookamthi.
U-fumane a-sébètsa'ng?
Ke-fumane a-sa-sëbètsa lethô. 
I found him not doing a thing.

C-3
Bill o-fihlîlî ka-nakô efe?
O-fihlîlî bosiu.
O-fihlîlî a-kôlôbile?
E-e, o-fihlîlî a-sa-kôlôba.

What (at which) time did Bill arrive?

C-4
U-tsoa haë?
Ma.
U-fumane ba-phela joang?
Ke-fumane ba-sa-phela hantë.

C-5
Ke-mang eaa binang?
Ke-[Susan].
Naa u-utloa a-bina hamonate?
E-e, ke-utloa a-sa-bine hamonate.
Cycle 165 Will you be at my feast?

M-1

moketeng Naa u-tla ba têng at my feast Will you be at my feast?
oa-ka [moketeng oa-ka]?
pitsûng -------[pitsûng]? at the assembly, meeting
kêrêkêng -------[kêrêkêng]? at church

C-1
Naa u-tla ba-têng [moketeng oa-ka]?
EU, kea-khôloa ke-tla ba-têng.
Nka thaba hahoio ha u-ka ba-têng.
Yes, I think I will be there. I'll (can) be happy if you'll (can) be there.

C-2
Naa u-tla ba-têng [pitsûng]?
Ha-ke-tsebe hantlê. U-batla hore re-eû?
EU.
Ho-lokilê. Ke-tla leka ho-ba-têng. Okay. I will try to be there.

C-3
Naa u-tla ba-têng [kêrêkêng] ka-[Sôntaha]?
EU, ke-tla ba-têng. Ûenaa?
Le-nna ke-rata ho-ba-têng. Me too, I'd like to be there.

M-2

pitsûng Ho-thoe Thabô o-tla ba [pitsûng] hosasa. at the assembly It is said that Thabo will be [at the assembly] tomorrow.
moketeng -------[moketeng]--- at the feast
Pêka -------[Pêka]------ at Pêka

C-4
A: Ke-batla ho-bua le-Thabô. Ak'û botsê I want to speak with Thabo. Please ask where I can find him.
B: Ho-thoe o-tla ba-[pitsëng] 

hosasa, mme u-ka mmôna 
hôna têng.
A: Kea-lêbôha. Ke-tla leka 
ho-kôpana le-eêna 
hôna têng.

They say he will be at the [assembly] 
tomorrow, and you can see him right 
there.

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-sëbêtsa'ng ha a-

qêta lithutô tsa-hae?
B: O-rata ho-ba [ngaka].

What does John want to do (work) when 

he finishes his education?

M-4

moithaopi: E-tla ba [moithaopi].

morêna: ---------[morêna].

moëki: ---------[moëki].

moruti: ---------[moruti].

volunteer  He will be a [volunteer].

chief  nurse

minister

C-6

A: [Susan] o-tla sëbêtsa'ng ha a-fiha Lesotho?
B: E-tla ba- [Moëki].

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-râkisa'ng?  What are you selling?
B: Ke-rëkisa lipë'ëkisi emp̓a batho ha-ba li-rëke.

A: Batho ba-tla ba le-chêlêtê hosasa hobane khoëli e-fëlile; mme ba-tla li-rëka. I'm selling some peaches but the people aren't buying them. The people will have money tomorrow because the month will be finished, and they will buy them.
B: Ke-rōkisa lipērēkisi empa batho ha-ba li-rēke.
I'm selling some peaches but the people aren't buying them.
A: Batho ba-tla ba le-chēlētē hosasa hobane khoēli e-fūlile; mme ba-tla li-rēka.
The people will have money tomorrow because the month will be finished, and they will buy them.
Hey man, you shouldn't talk about my mother!

C-1

(B bumps into A)

A: Hela! U-ëtsa'ng üëna monna?
B: U-re naa kë-ëtsa'ng? Ha-u-bone (hore) naa kë-ëtsa'ng?
A: Motho mo, ua-ikhantša ðë!
B: Holôkômêla mantsoe a-hao 'buti.
    U-tla ñsoa kôtsi hôna joaalë.

A: Kë-ntšoa kôtsi keⁿg?
B: Kë-tla u-shapa hôna joane.
A: Ua-pota. U-ka shapa mm'ao pele.
B: Hêê monna, u-se-ke oa-bua ka-mmê, ua-utloa?
    Or: Hêê monna u-se-kaa bua ka-mmê, ua-utloa?

M-1

bua ka-mmê

U-se-ke oa-[bua ka-mmê]. speak about

ngôla ka-pëntsêle

-----[ngôla ka-pëntsêle]. write with a pencil

bua le-Mphô

-----[bua le-Mphô]. speak with Mpho.

ntšiea

-----[ntšiea]. leave me

ntšêha

-----[ntšêha]. laugh at me

C-2

A: U-ntsë u-ngôla ka'ng?
B: Ka-pëntsêle.
A: Ho-thoe u-se-ke oa-ngôla ka-pëntsêle, u-ngolê ka-pênê.
B: Òô, kë-nê ke-sa-tsebe.

Hey! What are you doing, man?!

You ask what I'm doing. Don't you see what I'm doing?

This man, you are so impudent!

Take care of your words, brother.

You will come out from an accident right away.

Why will I come out from an accident?

I will beat you right now.

You are talking nonsense. You can beat your mother first.

Hey man, don't speak about my mother, do you hear?
C-3
A: Naa u-ea ngakēng hōna kajēno?
B: Ŭē.
A: Kg-ino hore u-se-ke oantsēia, le-na ke-ea teng.

C-4
A: U-tshēha'ng? U-tshēha nna?
B: Ŭ-ē, ha-ke-aehe uena.
A: Kg-ino hore u-tshēha nna. Kg-ino hore u-se-ke oantsēha hobane ha u-ntsēha kg-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-pēntsēlē. Don't write with a pencil.
(166) U-se-ke o-a-bua ka-mmē. 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:

U-se-kaa bua ka-mmē.

There is a still shorter form of the negative imperative, which is used less than either of the two above:

Se-ngōle ka-pēntsēlē. Don't write with a pencil.
(120) Se-kaa ngōla ka-pēntsēlē. Don't write with a pencil.

Memorize the dialog in C-1 (otherwise always be sure to say ntšoarēlē!). 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:

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.
Cycle 167  Do you want to make him stop?

M-1

Teacher | Response
---|---
vêka | rêkisa
Tseba | tsebisa
êma | êmisa
Palama | palamisa
Liêha | liêhisa
Tšêña | tšêmisa
Utloa | utloisa
Kutla | kholisa
Lefsa

M-2

rêkisa përê | U-batla ho-[rêkisa përê]? | sell a horse | Do you want to [sell a horse]?
êmisa përê | [êmisa përê]? | stop a horse
Tsebisa Susan | [tsebisa Susan]? | inform Susan
Liêhisa Susan | [liêhisa Susan]? | delay Susan

C-1

B: U-batla ho-êmisa?
A: Êê.
B: Tsôara tomô, u-e-tiisê, e-tla êma.

C-2

A: Kê-il'ô rêka përê ho-[Phiri].
B: O-rêkisa përê?
A: Êê, kê-utloilë a-re oôa-e rêkisa.

C-3

A: Naa ua-tseba hore nna sekôlo se-kêna neng?
B: Êê, hû-ke-tsebe. Se-kêna neng?
A: Se-kêna ka-8:00. U-tsebisê le-[Susan]. It begins at 8:00. Please inform Susan.
A: Kêa-lêboha. Kê-tla mo-tsebisa. Thanks. I will inform her.
M-3

Teacher
thaba
hloêba
thola
loka
tšaba

Response
thabisa
hloëbisa
tholisana
lokisa
tšabisana

be happy//cause to be happy
be clean//cause to be clean
be quiet//cause to be quiet
to be straight, right; cause to be straight, right; repair
be afraid, fear//cause to be afraid

M-4

lokisang
Ke-mang eaa [lokisang lioache]? repair watches
lioache
lioache]? Who repairs watches?
hloëkisa ntlo
----------- [hloëkisang ntlo]? clean the house
thabisana Ann
----------- [thabisang Ann]? Who is cleaning the house?

make Ann happy

C-4

A: Ke-mang eaa lokisang lioache? Can you fix this watch of mine?
B: Ke-enna. I think I can fix it. Bring it so I can see.

A: Naa u-ka lokisana oache æe ea-ka? I will tell you when it is repaired.
B: Kg a-khôloa nka-e- lokisana. Tîsa ke-bonê.

A: Ke-ëna.
B: Ke-tla u-bolêlla ha e-lokilê.

C-5

A: Naa ua-bôna hore ntlo æe Do you see that this house (room) is not clean?
    hg-ea-hloêka?
B: Ëë.

A: U-tla e-hloëkisa neng? When will you clean it?
B: Ha ke-qêta ho-hlatesôa lijana.
Teacher
nka
lumêla
tsuba
supa
nyala

Response
nkisa
tlumêlisa
tsubisa
supisa
nyalisa
take/help to carry
agree, believe/greet
smoke/give tobacco to
point at/show, demonstrate
marry/give lobola

C-6
A: Kg-batla ho-tsuba fêêla
   hg-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)
Cycle 168 Tankiso was a cook.

M-1

mophēhi  Tankisō e-nē e-le-[mophēhi]. cook Tankiso was a [cook].
mokhanni ---------------[mokhanni]. driver
moithaopi ---------------[moithaopi]. volunteer
morēkisi ---------------[morēkisi]. seller

C-1

A: Tankisō o-nē a-sēbētsa'ng? What work was Tankiso doing?
B: E-nē e-le-[mophēhi]. He was a [cook].

M-2

morēna  Tankisō e-tla ba [morēna]. chief Tankiso will be [chief].
moruti ---------------[moruti]. minister
moōki ---------------[moōki]. nurse
molemi ---------------[molemi]. ag demonstrator

C-2

A: Tankisō o-tla sēbētsa mosēbētsi ofe? Which kind of work will Tankiso do?
B: E-tla ba [moruti]. He will be a [minister].

C-3

A: Naα [Tšeliso] o-ntsē a-sēbētsa Is [Tšeliso] working?
B: Ha-ga-sa-sēbētsa. He isn't working anymore.
A: Ha-ga-sa-sēbētsa ke'ng? Why is he no longer working?
B: O-kēna sekolô. He's attending school.
A: O-nē a-sēbētsing? What work was he doing?
B: E-nē e-le [morēkisi]
A: Joalē o-tla sēbētsa'ng ha a-qēta What will he do when he finishes his
lithutô tsá-hae? education?
B: E-tla ba-[molemi].

M-3

Sōntaha  Maobane e-nē e-le-[Sōntaha]. Sunday Yesterday was [Sunday].
Moqebēlô ---------------[Moqebēlô]. Saturday
Mmantaha ---------------[Mmantaha]. Monday


C-4
A: Maobane e-nê e-le-la-bokae?
B: E-nê e-le [Moqebêlô].

M-4
mokete
Ke-utloa hore Masêru koana
e-nê e-le-[mokete].
feast
I hear that in Masêru
there was a [feast].

rēisisi
-----------------[rēisisi].
horse race

pitsô
-----------------[pitsô].
assembly

lechatô
-----------------[lechatô].
marrriage

C-5
A: U-utloile litaba life kajêno?
B: Ke-üutloa hore Masêru koana
e-nê e-le [mokete].

A: Neng?
B: [Maoba].
C-1
A: Kê-utloilë u-bua. U-n'û-re'ng?
B: Ê-ê, hê-ke-ë=sö bue lethô.

I heard you speak. What did you say?
No, I haven't said anything yet.

C-2
A: Litaba ke-life kajëno?
B: Hê-ke-tsebe. Hê-ke-ë-sö
utloa lethô.

What's the news today?
I don't know. I haven't heard a thing as yet.

C-3
A: Naa u-qëtilë ho-nëola lengôlô?
B: Hê-ke-ë=sö qëte.
A: Hê u-qëta, u-le-koalô, u-le-cëmpê, u-ëo le-pôsa.

When you finish, seal it, stamp it, and go mail it.

C-4
A: Naa o-[fihlile]?
B: Ê-ê, hê-ë-ë=sö [fihle].

No, he hasn't arrived yet.
A: Litaba ke-life kajêno?
A: Ka-utloa hore Maseru koana e-nê e-le mokete ô-moholo
B: Neng?
A: Maoba möna.
B: E-le mokete oa'ng?
A: Oa-ho-amohêla baithaopi baa tsoang Amêrika.
B: Ba-fihlílê neng?
A: Ba-fihlílê hôna maoba.
B: Joalê ke-mang eaa nêng a-ëntsê mokete?
A: Ka-utloa hore ka-Tona-kholo le-matona a-mmusô.

What is the news today?
I hear that over in Maseru there was a big feast.
Just day before yesterday.
What was the feast for?
For receiving the volunteers from America.
Who was giving the feast?
I hear it was the prime minister and the cabinet of the Government.
M-1

Teacher Response

--- -------[tsoa]----- ---------------[tsoe]----- I wasn't [coming from] the doctor.

----------[sēbētsa]----- ----------[sēbētse]----- I wasn't [working at] the doctor's place.

C-1

A: Ke-ilē ka-u-bôna tûrûpûng maobane. I saw you in town yesterday. Were you [coming from] the doctor?

U-n'U [tsoa] ngak'Eng?

B: È-ê, ke-nē ke-sa-[tsoe] ngak'Eng. Where were you [coming from]?

A: U-n'U [tsoa] kae?

B: Ke-nē ke-[tsoa] lebûnkêlîng.

M-2

Teacher Response

k'êfîng.-------------------------------------------

----------[batla Susan]------ ----------[batle 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 [rēka lijô] [k'êfîng] maobane? Were you [buying food] [at the cafe] yesterday?

B: Ke-nē ke-sa-[rēke lijô].

A: U-n'U [rēka'ng]?

B: Ke-nē ke-[rēka sakerê]ê.

M-3

Teacher Response
Tšelisô o-ne a-[tsamaea haholo]. Tšelisô o-ne a-sa-[tsamaea haholo]. Tseliso isn't [walking] very much.

----------[sēbētsa].  ----------[sēbētse]. Tseliso wasn't [working].

000437

443
C-3

B: O-n's-ëtsa joang? O-ne a-ëkisê lilamunu?
A: È-ê, o-nû a-sa ëkisê lilamunu.
    O-nû a-sûbêtsa.
B: È-ê, Tšelisô o-ëkisê lilamunu
    ka-beseng, ha-a-sûbêtsê têng.

I saw [Tseliso] on the bus yesterday.
What was he doing? Was he selling oranges?
No, he wasn't selling oranges.
He was working.
### Cycle 171

I see two houses.

---

**Use pictures 1 & 4 for the following, plus other pictures that have 2-5 people in them.**

<table>
<thead>
<tr>
<th>M-1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ba-babeli</td>
<td>Ke-bona batho [ba-babeli].</td>
<td>two</td>
</tr>
<tr>
<td>ba-bararo</td>
<td>---- [ba-bararo].</td>
<td>three</td>
</tr>
<tr>
<td>ba-banê</td>
<td>---- [ba-banê].</td>
<td>four</td>
</tr>
<tr>
<td>ba-bahlano</td>
<td>---- [ba-bahlano].</td>
<td>five</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>batho ba-bakae?</td>
<td>U-bona [batho ba-bakae]</td>
<td>how many</td>
</tr>
<tr>
<td>matlo a-makae?</td>
<td>---- [matlo a-makae]---</td>
<td>how many</td>
</tr>
<tr>
<td>buka tse-kae?</td>
<td>---- [buka tsê-kae]---</td>
<td>how many</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: U-bona batho ba-bakae setšoantšong setši?</td>
<td>How many people do you see in this picture?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a-mabûli</td>
<td>Ke-bona matlo [a-mabûli].</td>
<td>two</td>
</tr>
<tr>
<td>a-mararo</td>
<td>---- [a-mararo].</td>
<td>three</td>
</tr>
<tr>
<td>a-manê</td>
<td>---- [a-manê].</td>
<td>four</td>
</tr>
<tr>
<td>a-mahlano</td>
<td>---- [a-mahlano].</td>
<td>five</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C-2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Setšoantšong setši u-bona matlo a-makae?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S₁: Ke-bona matlo a-manê.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S₂: Nna ke-bona matlo a-mahlano.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M-3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tsê-pûli</td>
<td>[Bill] o-na le-libuka [tsê-pûli].</td>
<td>two</td>
</tr>
</tbody>
</table>
171-2


tsʰ-tharo
three

C-3
T: [Bill] o-na le-[libuka] tsʰ-kae?
S: O-na le-[libuka] tsʰ-hlano.
T: Uêna u-na le-tsʰ-kae?
S: Nna ke-na le-tsʰ-nnê.
Cycle 172 I've already said it.

M-1

cholô Ke-sê ke-[cholô]. said I've already said (it).
jelê ------- [jelê]. have eaten I've already eaten.
tûtse ------- [tûtse]. have bathed.
apère ------- [apère]. have dressed

C-1

A: Ha-re-eO [ja].
B: Nna ke-sê ke-[jelê]. Me, I've already [eaten].

M-2

nchapê [Nchapê] joalêka ha
u-sê u-bolêtse. beat me [Beat me] as you have
already said/told.
nthahê [nthahê]------
kick me
nkôtlê [nkôtlê]-------
strike me

C-2

B: Ua-potâ. U-ka [shapa] mm'ao pele. You are crazy (raving). You can

A: Hõê monna u-se-kaa-bua ka-mmê, Hey man, don't speak about my mother,
uu-utloa? you hear?
B: Ke-sê ke-cholô. [Nchapê] joalêka I already said (it). [Beat me] like you
    ha u-sê u-bolêtse.
    joalêka ha u-s'u-bolêtse.

M-3

sê Ke-sê ke-tsamaea. I'm already going.
nê Ke-nê ke-tsamaea. I was going.
ntsê Ke-ntsê ke-tsamaea. I'm going.

sê Ke-sê ke-kula. I'm (already) sick.
nê Ke-nê ke-kula. I was sick/I was being
ntsê Ke-ntsê ke-kula. sick.

I'm continuing to be sick.
Kē-sē ke-tšaba.

Kē-nē ke-tšaba.

Kē-ntsē ke-tšaba.

I'm (already) scared.

I was afraid/I was being afraid.

I'm continuing to be afraid.

C-3

A: Naa u-nts'u bapala bōlʒ?

B: È-ē, hə-ke-sa bapala.

A: Ao! molato ke'ng?

B: Kē-sē ke-kula.

Are you still playing ball?

No, I'm no longer playing.

I got sick.
Cycle 173 We saw many cars.

M-1
phomola Le-ilë la-[phomola] rest, stay How many days did you stay at the hotel?
hôtelëng matsatsi a-makae?
sëbetsa ---------[sëbetsa]---

M-2
a-mararo Re-ilë ra-phomola tëng three We stayed there
tëng matsatsi [a-marao]. [three] days.
a-mabêlî ---------------[a-mabêlî]. two
a-manê ---------------[a-manê]. four
a-mahlano ---------------[a-mahlano]. five

C-1
PCV: Ha le-fišla New York, le-ilë la-phomola hôtelëng matsatsi a-makaë?
Mosotho: Re-ilë ra-phomola tëng 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].
likölî
tsë-ngata ---------------[likölî tsë-ngata].
makölî ---------------[makölî a-mangata].
a-mangata
tseekhô ---------------[tseêkho a-mangata].
mabênlële ---------------[mabênlële a-mangata].
a-mangata
PCV: Le-ilê la chakêla líbaka tsê-kae?
Mosotho: Tsê-ngata
PCV: Le-ilê la-bôna'ng?
Mosotho: Re-ilê ra-bôna linthô tsê-ngata.
Ra-bôna marôkhô a-mangata.
Napê ra-bôna makôlôi a-mangata.
PCV: Le-ilê la-thoha New York neng?
Mosotho: Ka-mora matsatsi a-mararo.

PCV: Did you visit many places?
Mosotho: Many.
PCV: What did you see?
Mosotho: We saw many things.
PCV: We saw many bridges.
Mosotho: Also we saw many cars.
PCV: We left after three days.

C-3

Use picture number 6 for the following:

Banna baa ba-pola mabélê a-makse?
Ba-pola mabélê a-mangata.
U-bôna joang hore ke-mabélê a-mangata?
Kô-bôna mnoko ô mongata.

How much sorghum are these men threshing?
How do you see that the sorghum is much?
I see a lot of chaff.
I'm binding myself to work two years in Lesotho.

M-1

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>tlama</td>
<td>itlama</td>
</tr>
<tr>
<td>chesa</td>
<td>ichesa</td>
</tr>
<tr>
<td>tšēpa</td>
<td>itšēpa</td>
</tr>
<tr>
<td>tseba</td>
<td>itseba</td>
</tr>
<tr>
<td>tšaba</td>
<td>itšaba</td>
</tr>
<tr>
<td>pheta</td>
<td>ipheta</td>
</tr>
<tr>
<td>mēma</td>
<td>imēma</td>
</tr>
<tr>
<td>pata</td>
<td>ipata</td>
</tr>
<tr>
<td>kūkūbētsa</td>
<td>ikūkūbētsa</td>
</tr>
<tr>
<td>khantša</td>
<td>ikhantša</td>
</tr>
</tbody>
</table>

C-1

A: Naa u-batla ho-ba moithaopi? Do you want to be a volunteer?
B: Ēy
Or: Ēy, ke-batla ho-ba moithaopi.
A: U-itlama hore u-tla sēbētsa Lesotho Are you promising (binding yourself) to work two years in Lesotho?
B: Ēy, ke-itlama joalū. Yes, I've bound myself thus.
A: Rea-lūboha.

C-2

Use picture 7 with the following:

A: Mosali yo eaa tšasang o-itlammē ka'ng? This woman who is winnowing, what has she tied herself with?
B: Ka-tjaie. With a shawl.
A: O-itlammē ka-tjaie ka'e? Where has she tied herself with a shawl?
B: O-itlammē ka-eōna thēkēng. She has tied herself around the waist with it (shawl).

C-3

A: U-batla mang?
B: Ke-batla mookamēli. Naa o-tla-mpha mosēbētsi? I think he will give you (some). Only humble yourself when you speak with the directors.
B: Kea-ikðkøbbutsa kamehla ha-ke-bua le-baokamëli.
A: Ke-hantlé. Ha-re-esê hè, ke-u-isê õfising.

I always humble myself when I speak with the staff.

C-4

A: Naa [Mamëllô] o-tseba ho-bua le-batho hantlé?
B: U-botsa joalû hobane'ng?
A: Hobane ke-utloile a-bua hampe ho-[Phiri].
B: Ëû, ke-motho eaa ikhantšang hampe. Ha-a-tsebe ho-bua le-batho hantlé. Yes, she is a person who is extremely conceited.

4-2

ruta
ithuta
 teach//teach oneself, learn

tata
ithata
 love//love oneself

raha
ithaha
 kick//kick oneself

rêka
ithêka
 buy//be worth buying

rôka
ithôka
 praise//praise oneself

G-5

Parent: [Bill] o-ithuta joang sekõloŋng?
Teacher: O-ithuta hantlé haholo.
Parent: U-bôna hore o-tla pasa?
Teacher: Èë, o-tla pasa habonôlô. Yes, he will pass easily.
Parent: Re-tla leboha habolo, tichêrê.
M-1

chaka  visit//visit (somebody)
phēha  cook//cook for (somebody)
rēka  buy//buy for (somebody)
êma  stop, wait//wait for (somebody)
bina  sing//sing for (somebody)
batla  want//look for (something for somebody)
thaba  be happy//be happy for (something or somebody)
tla  come//bring (something for somebody)

C-1

A: U-s'u-tsamaea?
B: Ñë, kê-il'ö phēha.
A: Ao! U-phēhēla mang?
B: Kê-phēhēla bana ba-ka.

C-2

A: Le-ea kae?
B: Lebûnkêlhêng.
A: Le-il'ö êtsa joang?
B: Re-il'ö rēkēla bana liphahlô.

M-2

bolēla  tell//tell to (someone)
gōla  write//write to, write for (someone)
bala  read//read for (someone)
koala  close//shut (somebody) out/in
ala  prepare the bed//prepare the bed for
jala  sow//sow (seeds) for
qala  begin, start//begin for, start for

C-3

A: Naa mookamêli oa-lona o-tsêba ho-bala
Sesotho?
B: Ha-a-tsebe.
A: Ke-mang eaa mo-ballang likoranta tsa-Sesothe?
B: Ke-[Bill].

M-3
ëtsêtsa  do, make//do for, make for
hlatsõa  hlatsoëtsa  wash//wash for
tlatsêtsa  fill//fill for
botsõa  botsêtsa  ask//ask for (something) for (somebody)
ulûsõa  tlisêtsa  bring//bring for
senyêtsa  do damang//do damage to (someone's property)
bitsêtsa  call//call (someone) for (somebody)

C-4
A: Naa liapolê li-têng hêno?
B: Ñê, li-ngata. Ua-li-rata?
A: Ñê, kq-li-rata haholo.
B: Kq-tla u-tlisêtsa tsôna ka-Muantaña.
A: Kq-tla leboha haholo.

C-5
A: Le-fihiilê neng möô?
B: Rq-fihiilê maobane.
A: Le-fihiilêtse kae?
B: Re-fihiilêtse hôtêlêng.
A: Le-tlii'o qêta nakô ê-kae?
B: Matsatsi a-mararo.
Lesotho became self-governing in 1966.

**M-1**

<table>
<thead>
<tr>
<th>Busa</th>
<th>Ipusa</th>
<th>Govern//govern oneself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bôna</td>
<td>Ipôna</td>
<td>See//see oneself</td>
</tr>
<tr>
<td>Botsa</td>
<td>Ipotsa</td>
<td>Ask//ask oneself</td>
</tr>
<tr>
<td>Baballa</td>
<td>Ipaballa</td>
<td>Take care of//take care of oneself</td>
</tr>
</tbody>
</table>

**C-1**

A: Naa naha ea-Lesotho e-busoa ke-Englane?
B: È-ê, Lesotho ke-naha êê ipusang.
A: Hao! e-qalilê ho-ipusa neng?

**C-2**

A: Naa ua-utloa hore hoa-bata?
B: Èê, kga-utloa.
B: Hobane'ng?
A: Hobane ha u-sa-ipaballe u-tla tsoaroa ka-sefuba.

**M-2**

<table>
<thead>
<tr>
<th>Hlatsoa</th>
<th>Ithlatsoa</th>
<th>Wash//wash oneself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hlaba</td>
<td>Ithlaba</td>
<td>Prick//prick oneself</td>
</tr>
<tr>
<td>Hlôpha</td>
<td>Ithlôpha</td>
<td>Arrange//adorn oneself</td>
</tr>
<tr>
<td>Shéba</td>
<td>Ichéba</td>
<td>Look at//look at oneself</td>
</tr>
<tr>
<td>Shapa</td>
<td>Ichapa</td>
<td>Beat//beat oneself</td>
</tr>
</tbody>
</table>
A: [John], naa u-s'u itlhatsoitsë?
B: È-è, hq-ke-ësö itlatsoe.
A: U-tla itlhatsoa neng? Sekölo
    sea-kêna hôna joalê.
B: Mphê sesepa ke-itlhatsoê kapele.
A: Nka sesepa ke-sêna.

John, have you washed yourself?
No, I haven't washed myself as yet.
When will you wash? School begins right
now.
Give me soap so that I may wash quickly.
Cycle 177 I'm teaching eight students

M-1

baa robëli Ke-ruta barutuoa [baa robëli]. eight I'm teaching [eight] students.
baa robong ----------------[baa robong]. nine
baa leshomë ----------------[baa leshomë]. ten

C-1
A: U-ruta barutuoa ba-bakae?
B: Baa robëli.
Or: Ke-ruta barutuoa baa robëli.

M-2

aa robëli Ho-na le-mabënkëlë [aa robëli] eight There are eight stores in Maseru.
aa robong ----------------[aa robong]----- nine
aa leshomë ----------------[aa leshomë]----- ten

C-2
A: Ho-na le-mabenkëlë a-makae Masëru?
B: Masëru ho-na le-mabënkëlë aa-robëli.
C: Ê-ê, ho-na le-mabënkëlë aa-leshomë.

C-3
A: Susan o-fumane mangôlô a-makae kajêno?
B: O-fumane (mangôlô) aa-leshomë.

M-3
tsëë-robëli Ke-rëkilë libuka [tsëë-robëli] eight I've bought eight books

C-4
tsëë-robong ----------------[tsëë-robong] nine
tsëë-leshomë ----------------[tsëë-leshomë] ten

A: U-tsoa rêka'ng?
B: Ke-tsoa rêka [libuka].
A: U-rëkilë [libuka] tsë-kae?
B: Ke-rëkilë libuka [tsëë-robong].
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:

<table>
<thead>
<tr>
<th>SESOTHO</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>photo</td>
</tr>
<tr>
<td>ox</td>
<td>polo</td>
</tr>
<tr>
<td>th</td>
<td>thapô</td>
</tr>
<tr>
<td>grass</td>
<td>rope</td>
</tr>
<tr>
<td>top</td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>ichu</td>
</tr>
<tr>
<td>ouch</td>
<td>chew</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>SESOTHO</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>tš</td>
<td>tšomô</td>
</tr>
<tr>
<td>legend</td>
<td></td>
</tr>
<tr>
<td>tlh</td>
<td>tlhase</td>
</tr>
<tr>
<td>spark</td>
<td></td>
</tr>
<tr>
<td>qh</td>
<td>qhana</td>
</tr>
<tr>
<td>saddle (n)</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>SESOTHO</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>th</td>
</tr>
<tr>
<td>tš</td>
<td>ch</td>
</tr>
<tr>
<td>th</td>
<td>tlh</td>
</tr>
<tr>
<td>qh</td>
<td></td>
</tr>
</tbody>
</table>

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:

\[
\begin{array}{ccc}
\text{p} & \text{pôsô} & \text{post, mail} \\
\text{t} & \text{taba} & \text{matter, affair} \\
\text{ts} & \text{tsela} & \text{road} \\
\text{tj} & \text{tjale} & \text{shawl} \\
\text{tl} & \text{tla} & \text{come} \\
\text{k} & \text{kôfi} & \text{coffee} \\
\text{q} & \text{qala} & \text{begin}
\end{array}
\]

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:

\[
\begin{array}{cccccccc}
p & t & ts & tj & tl & k & q \\
\text{ph} & \text{th} & \text{ts} & \text{ch} & \text{tlh} & \text{k'h} & \text{qh}
\end{array}
\]

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, tlabà).
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
      
      \[
      p, p', p \ldots \\
      t, t', t \ldots \\
      k, k', k \ldots \\
      p, t, k \ldots \\
      \]
      
      without a following vowel.
   b) Holding the breath, say [p] followed by [a], the vowel first quite separated from [p'], then increasingly closer until the glottal release is almost simultaneous with the labial release:
      \[
      p??a, p??a, p??a, p'a \\
      \]
      Do the same for /t/ and /k/:
      \[
      t??a, t??a, t??a, t'a \\
      k??a, k??a, k??a, k'a \\
      \]
   c) Repeat the above, attaching the other vowels: ë, ò, ø, o, i, u.
   d) Deform the following English words:

<table>
<thead>
<tr>
<th>Ejective</th>
<th>Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>papa</td>
<td>papa (=/phpha/)</td>
</tr>
<tr>
<td>paper</td>
<td>paper</td>
</tr>
<tr>
<td>Pepe</td>
<td>Pepe</td>
</tr>
<tr>
<td>Tito</td>
<td>Tito</td>
</tr>
<tr>
<td>toto</td>
<td>toto</td>
</tr>
<tr>
<td>Kiko</td>
<td></td>
</tr>
<tr>
<td>Coco</td>
<td></td>
</tr>
</tbody>
</table>


e) Use steps a, b, c above to teach /ts/.
f) Dittò for /tʃ/.
g) Deform the following English words:

<table>
<thead>
<tr>
<th>Ejective</th>
<th>Heavy Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>⟨tʃ⟩ cha-cha</td>
<td>⟨tʃ⟩ cha-cha</td>
</tr>
<tr>
<td>choo-choo</td>
<td>choo-choo</td>
</tr>
</tbody>
</table>

h) Use steps a, b, c above to teach /tɬ/.
Ejective//Aspirated
p//ph

1. p
pala be heroic, unbeatable
poma cut (v)
pula rain (n)
pôsô post, mail
pele rock-rabbit

patsi firewood
pola trash
pere pear
putsa reward (v)
peta chest
pakela witness (v)

poli goat
pele before
peli two
pôhô male (animal)
pôsne maize, mealies
palama mount, ride
polôšô sentence
shapa hit
supa point at
sesepa soap
lepôlesa policeman
lapile be hungry

2. ph
phala a whistle
phôma come out
phula vale, small valley
phôsô 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

phêcha cook
phêcha crawl
phêthô end
phaka devour
pholo ox
phomola rest (v)
phofo flour
phôôfôôlô 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 minimals 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.

<table>
<thead>
<tr>
<th>p//ph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
</tr>
<tr>
<td>papa</td>
</tr>
<tr>
<td>pepa</td>
</tr>
<tr>
<td>popi</td>
</tr>
<tr>
<td>pêpé</td>
</tr>
<tr>
<td>peipi</td>
</tr>
<tr>
<td>papali</td>
</tr>
<tr>
<td>pômpong</td>
</tr>
<tr>
<td>pampiri</td>
</tr>
<tr>
<td>2-2</td>
</tr>
<tr>
<td>phauphau</td>
</tr>
<tr>
<td>phaiphai</td>
</tr>
<tr>
<td>phepheng</td>
</tr>
<tr>
<td>phapha</td>
</tr>
<tr>
<td>2-1</td>
</tr>
<tr>
<td>phapang</td>
</tr>
<tr>
<td>Phupu</td>
</tr>
<tr>
<td>phêpa</td>
</tr>
<tr>
<td>phêpô</td>
</tr>
<tr>
<td>phaposi</td>
</tr>
</tbody>
</table>
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): pala S(student): "1"
        T(teacher): phala 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:

<table>
<thead>
<tr>
<th>Cue</th>
<th>Response</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: pala, pala</td>
<td>S: same</td>
<td>T: pala, pala, same</td>
</tr>
<tr>
<td>T: pala, phala</td>
<td>different T: pala, phala, different</td>
<td></td>
</tr>
<tr>
<td>T: phala, phala</td>
<td>same T: phala, phala, same</td>
<td></td>
</tr>
<tr>
<td>T: phala, pala</td>
<td>different T: phala, pala, different</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>t//th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. t</strong></td>
</tr>
<tr>
<td>taba</td>
</tr>
<tr>
<td>toba</td>
</tr>
<tr>
<td>tala</td>
</tr>
<tr>
<td>rata</td>
</tr>
<tr>
<td>toma</td>
</tr>
<tr>
<td>tekö</td>
</tr>
<tr>
<td>têlla</td>
</tr>
<tr>
<td>tapö</td>
</tr>
<tr>
<td>tapa</td>
</tr>
<tr>
<td>taka</td>
</tr>
<tr>
<td>tafolê</td>
</tr>
<tr>
<td>tona</td>
</tr>
<tr>
<td>têng</td>
</tr>
<tr>
<td>teê</td>
</tr>
<tr>
<td>têma</td>
</tr>
<tr>
<td>tinare</td>
</tr>
<tr>
<td>êta</td>
</tr>
<tr>
<td>feta</td>
</tr>
<tr>
<td>mofuta</td>
</tr>
<tr>
<td>monate</td>
</tr>
<tr>
<td>betere</td>
</tr>
<tr>
<td>leoto</td>
</tr>
<tr>
<td>setêfo</td>
</tr>
<tr>
<td>setulê</td>
</tr>
<tr>
<td>aubuti</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td><strong>2. th</strong></td>
</tr>
<tr>
<td>thaba</td>
</tr>
<tr>
<td>thoba</td>
</tr>
<tr>
<td>thala</td>
</tr>
<tr>
<td>ratha</td>
</tr>
<tr>
<td>thôma</td>
</tr>
<tr>
<td>thêkô</td>
</tr>
<tr>
<td>thêlla</td>
</tr>
<tr>
<td>thapö</td>
</tr>
<tr>
<td>thapa</td>
</tr>
<tr>
<td>thaka</td>
</tr>
<tr>
<td>thabile</td>
</tr>
<tr>
<td>thusa</td>
</tr>
<tr>
<td>matha</td>
</tr>
<tr>
<td>athe</td>
</tr>
<tr>
<td>futhumala</td>
</tr>
<tr>
<td>lethô</td>
</tr>
<tr>
<td>Sesotho</td>
</tr>
<tr>
<td>nthô</td>
</tr>
<tr>
<td>batho</td>
</tr>
<tr>
<td>Basotho</td>
</tr>
</tbody>
</table>
### 1-1

<table>
<thead>
<tr>
<th>t//th</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tatô</td>
<td>hurry (n)</td>
</tr>
<tr>
<td>tata</td>
<td>be in a hurry</td>
</tr>
<tr>
<td>tota</td>
<td>become strong, great</td>
</tr>
<tr>
<td>tutu</td>
<td>deaf</td>
</tr>
</tbody>
</table>

### 2-2

<table>
<thead>
<tr>
<th>thôthô</th>
<th>charm, fetish</th>
</tr>
</thead>
<tbody>
<tr>
<td>thaotha</td>
<td>recruit (v)</td>
</tr>
<tr>
<td>thetha</td>
<td>trim (the thatch of a house)</td>
</tr>
<tr>
<td>thethana</td>
<td>fringe skirt</td>
</tr>
<tr>
<td>thîthi</td>
<td>fringe skirt</td>
</tr>
<tr>
<td>thotha</td>
<td>transfer, carry</td>
</tr>
</tbody>
</table>

### 2-1

<table>
<thead>
<tr>
<th>thôtô</th>
<th>lesson, education</th>
</tr>
</thead>
<tbody>
<tr>
<td>ithuta</td>
<td>learn</td>
</tr>
<tr>
<td>thatô</td>
<td>love (n)</td>
</tr>
<tr>
<td>ithata</td>
<td>be neat (always)</td>
</tr>
<tr>
<td>thota</td>
<td>plateau</td>
</tr>
<tr>
<td>thêta</td>
<td>roll down</td>
</tr>
<tr>
<td>thêtêng</td>
<td>lavatory</td>
</tr>
<tr>
<td>thata</td>
<td>hard, difficult</td>
</tr>
</tbody>
</table>

### 2-1

<table>
<thead>
<tr>
<th>phôthô</th>
<th>end (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>phêtha</td>
<td>finish (v)</td>
</tr>
</tbody>
</table>

### 2-1

<table>
<thead>
<tr>
<th>phêta</th>
<th>repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phatô</td>
<td>August</td>
</tr>
<tr>
<td>thîpa</td>
<td>knife</td>
</tr>
</tbody>
</table>
Ejective//-/  
k//-

l. k

kaba  beat, strike
kōba  bow (v)
kēna  come in
kōna  give sparingly
kōfi  coffee
komā  eat (salt or sugar)
kula  be sick
kuma  break into small pieces
kubu  hippo
kuku  cake
kība  fill (a small hole)
kobō  blanket
kōlōi  wagon, car truck
lekalā  department (of govt.)
sekolō  school
buka  book
noka  river
roka  sew
rōka  praise
loka  become right
leka  try
rōka  buy
banka  bank
nakō  time
chekō  act of digging
chakō  visit (n)
sebaka  place (n)
lesaka  cattle kraal
lerakō  wall
1-1 kaka be proud
   kapa or
   kēta become thin
   kōkō "knock-knock"
   kōpi cup
   kopa beg, request
   kērēkē church
   tōnki donkey
   koranta newspaper
   mokete feast
   katiba hat
   kapele quickly
   tuku head scarf
   kanakō on time

2-1 thēkō praise-poem
   phakisa hurry (v)
   thokō at the side
   phoka dew
   phuka fin
   phakoe hawk
   thēkō price
   thaka comrade
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'habathe, 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):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pa</td>
<td>ta</td>
<td>ka</td>
</tr>
<tr>
<td>pe</td>
<td>te</td>
<td>kE</td>
</tr>
<tr>
<td>pE</td>
<td>te</td>
<td>kE</td>
</tr>
</tbody>
</table>

etc.

b) Sesotho words (mimicry drill, horizontal)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>/t/</td>
<td>/k/</td>
</tr>
<tr>
<td>pa</td>
<td>slap! (id)</td>
<td>ta</td>
</tr>
<tr>
<td>papa</td>
<td>porridge</td>
<td>tata</td>
</tr>
<tr>
<td>EpA</td>
<td>dig</td>
<td>4ta</td>
</tr>
<tr>
<td>lepa</td>
<td>observe (stars)</td>
<td>leta</td>
</tr>
<tr>
<td>pala</td>
<td>be unbeatable</td>
<td>tala</td>
</tr>
<tr>
<td>rapa</td>
<td>turnip</td>
<td>rata</td>
</tr>
<tr>
<td>Term</td>
<td>English Meaning</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>rōpa</td>
<td>tether (v)</td>
<td></td>
</tr>
<tr>
<td>rōta</td>
<td>urinate</td>
<td></td>
</tr>
<tr>
<td>roka</td>
<td>sew</td>
<td></td>
</tr>
<tr>
<td>papa</td>
<td>porridge</td>
<td></td>
</tr>
<tr>
<td>tapa</td>
<td>become tasteless</td>
<td></td>
</tr>
<tr>
<td>kapa</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>palama</td>
<td>ride (v)</td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>kala</td>
<td>matar</td>
<td></td>
</tr>
<tr>
<td>pōna</td>
<td>be wilted</td>
<td></td>
</tr>
<tr>
<td>tōna</td>
<td>open the eyes wide</td>
<td></td>
</tr>
<tr>
<td>kōna</td>
<td>refuse (to give food)</td>
<td></td>
</tr>
<tr>
<td>uk-ropō</td>
<td>act of whipping</td>
<td></td>
</tr>
<tr>
<td>(le) chatō</td>
<td>wedding</td>
<td></td>
</tr>
<tr>
<td>chako</td>
<td>visit (n)</td>
<td></td>
</tr>
<tr>
<td>lerapō</td>
<td>leather strap</td>
<td></td>
</tr>
<tr>
<td>leratō</td>
<td>love (n)</td>
<td></td>
</tr>
<tr>
<td>lerakō</td>
<td>wall</td>
<td></td>
</tr>
<tr>
<td>pōpō</td>
<td>honk (id)</td>
<td></td>
</tr>
<tr>
<td>kōkō</td>
<td>&quot;knock-knock&quot;</td>
<td></td>
</tr>
<tr>
<td>poma</td>
<td>cut (v)</td>
<td></td>
</tr>
<tr>
<td>toma</td>
<td>bridle (v)</td>
<td></td>
</tr>
<tr>
<td>koma</td>
<td>eat (salt or sugar)</td>
<td></td>
</tr>
<tr>
<td>pobo</td>
<td>wop! (id)</td>
<td></td>
</tr>
<tr>
<td>tobo</td>
<td>pow! (id)</td>
<td></td>
</tr>
<tr>
<td>kobō</td>
<td>blanket</td>
<td></td>
</tr>
<tr>
<td>pula</td>
<td>rain (n)</td>
<td></td>
</tr>
<tr>
<td>tula</td>
<td>stamp, crush</td>
<td></td>
</tr>
<tr>
<td>kula</td>
<td>be sick</td>
<td></td>
</tr>
<tr>
<td>tutu</td>
<td>deaf (person)</td>
<td></td>
</tr>
<tr>
<td>kuku</td>
<td>cake</td>
<td></td>
</tr>
<tr>
<td>tuma</td>
<td>become famous</td>
<td></td>
</tr>
<tr>
<td>kuma</td>
<td>break into minute pieces</td>
<td></td>
</tr>
<tr>
<td>pēna</td>
<td>turn up (brim of hat)</td>
<td></td>
</tr>
<tr>
<td>tena</td>
<td>dress (v)</td>
<td></td>
</tr>
<tr>
<td>kēna</td>
<td>come in</td>
<td></td>
</tr>
<tr>
<td>teba</td>
<td>deep</td>
<td></td>
</tr>
<tr>
<td>kēhā</td>
<td>bend in the breeze</td>
<td></td>
</tr>
<tr>
<td>sebata</td>
<td>beast</td>
<td></td>
</tr>
<tr>
<td>sebaka</td>
<td>place (n)</td>
<td></td>
</tr>
<tr>
<td>Ejective//Aspirated</td>
<td>P-16</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>tj//ch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. tj

- tj₁₁ọ́ act of somebody's food being eaten
- tj₁ọ́ eating food
- tj₁họ́ confiscation of property

- ntja dog
- tjeka turn, dance

2. ch

- ch₁₁ọ́ act of somebody's things being burned
- ch₁ọ́ act of trapping
- ch₁họ́ act of trapping

- ncha new
- cheka dig

- tjaka beautiful person
- chaka visit (v)

- tjale shawl
- tja me stare (v)
- motjōli herdboy

- tj₁ọ́ beautiful person
- oache watch
- tichērọ́ teacher
- cha burn (v)

- tj₁ọ́ beautiful person
- chēọ́ no
- e-chēọ́ say it out

- mochini machine
- sechaba tribe, nation
- chēlētọ́ money
- mochesọ́ heat, temperature
tj//ch

1-1
tjêtjê  fecal matter
(mo)tjetje  one long drink
tjêtjêla  stare fiercely
tjêtjô  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
     tjakọ  permanent residence
     tjọtọ  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 (in insect) (id)
     phocho  remove feathers by scalding (id)
     thacha  become straight & level (id)
     thocha  "    "    "    "    "
     thocho  sound of bare feet walking (id)

2-1  chaphọ  whipping (m)
     chepa  dig
     chepọ  digging (n)
     chata  wed
     chita  cheat
     choto  stomp off angrily (id)
chaka  visit (v)
chaake  mealies (corn)
chakê  visiting (n)
cheka  dig
chêka  check (v)
chêkê  cheque
chêiki  kind of lizard
chekê  digging (n)
chiki  cheeky (adj)
chêkô  chalk
chuku  sound of puffs of smoke (train) (id)
### Ejective/Aspirated

<table>
<thead>
<tr>
<th>ts//tš</th>
<th>1. ts</th>
<th>2. tš</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsola</td>
<td>undress</td>
<td>tšola</td>
</tr>
<tr>
<td>tsela</td>
<td>road</td>
<td>tšela</td>
</tr>
<tr>
<td>tsomô</td>
<td>act of hunting</td>
<td>tšomô</td>
</tr>
<tr>
<td>tsono</td>
<td>awaken (v)</td>
<td>tšosa</td>
</tr>
<tr>
<td>letšëtsë</td>
<td>a flea</td>
<td>tšëtsë</td>
</tr>
<tr>
<td>tsoala</td>
<td>give birth to</td>
<td>matšoala</td>
</tr>
<tr>
<td>ntsintsì</td>
<td>fly (n)</td>
<td>ntsintši</td>
</tr>
<tr>
<td>tsêka</td>
<td>dispute (v)</td>
<td>tšêka</td>
</tr>
<tr>
<td>tsepa</td>
<td>land when jumping (id)</td>
<td>tšêpa</td>
</tr>
<tr>
<td>letsolo</td>
<td>lightning</td>
<td>letsolo</td>
</tr>
<tr>
<td>tsebò</td>
<td>knowledge</td>
<td>tšëbò</td>
</tr>
<tr>
<td>tsoena</td>
<td>disappoint</td>
<td>tšoënya</td>
</tr>
<tr>
<td>tseba</td>
<td>know</td>
<td>tšo</td>
</tr>
<tr>
<td>tšëbë</td>
<td>ear</td>
<td>tšaba</td>
</tr>
<tr>
<td>tsōha</td>
<td>wake up</td>
<td>tšimo</td>
</tr>
<tr>
<td>tsoa</td>
<td>come out</td>
<td>tšēha</td>
</tr>
<tr>
<td>tšamæa</td>
<td>go</td>
<td>tšēla</td>
</tr>
<tr>
<td>mêsì</td>
<td>water</td>
<td>tšila</td>
</tr>
<tr>
<td>motse</td>
<td>village</td>
<td>fatšë</td>
</tr>
<tr>
<td>lutse</td>
<td>have sat down</td>
<td>bōntša</td>
</tr>
<tr>
<td>bitša</td>
<td>call (v)</td>
<td>ntsì</td>
</tr>
<tr>
<td>botsa</td>
<td>ask</td>
<td>motšëare</td>
</tr>
<tr>
<td>botšoa</td>
<td>lazy</td>
<td></td>
</tr>
<tr>
<td>âtsa</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>leutsôhô</td>
<td>hand, arm</td>
<td></td>
</tr>
<tr>
<td>lentsoe</td>
<td>voice</td>
<td></td>
</tr>
<tr>
<td>mosëbëtsì</td>
<td>work</td>
<td></td>
</tr>
</tbody>
</table>
1-1  letsêtsê  flea
     letsatsi  sun, day
     tsôtsi  gangster
     betsêtsa  throw
     hêtêtsae  have felt the cold
     bitsitsê  have called
     ětsêtsa  have done for...
     bôtsitsê  have asked
     letsatsa  ridge
     tsitsa  be level

2-2  tšêtsê  a kind of hat
     tšaetsâe  stupid person
     tšêtše  urine

2-1  tšôtsô  animal fat
     tšêtsae  have poured into
     tšêtse  have crossed over
     tšotsê  have dished up
     bôntâitsê  have shown

1-2  tse-âtšêhla  ...which are yellow
     tse-ntšo  ...which are black
     tse-tšôlô  ...which are white
     tse-tšumo  ...which are white-faced
     tsa-âtšêpô  ... of Tšêpô
     tsa-Tšêlisô  ... of Tšelisô
1-1 pitsê meeting
  ratsi firewood
  potsê question
  pitsi horse (archaic)
  pitsa pot
  tatsu taste (n)
  tutse have smitten
  kôtsi danger
  kutse have become sick
  katse cat
  kôtso action
  kutsê stealing (n)
  tsipa pinch (v)
  tsoekere sugar
  tsôta thin (due to lack of fodder)
  tsêka quarrel (over ownership) (v)
  tsêkê flash (of light) (id)
  tsêta admire
  Tsiki Tsiki
  tsoka wave (v)
  tjoêtsê act of telling

2-2 phetsê squash! (id)
  phêtso action of dislocation (id)
  phatsoa black-and-white
  têsphé 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

Tšitoô December

tšëka sift

tšitô offense, obstacle

tšita difficulty
### Ejective//Aspirated

| tl//tlh |
|---|---|
| **1. tl** | **2. tlh** |
| tlolô  | tlholô  | defeat, conquest |
| tlêrê  | tlhêrê  | sound of broken stick or guitar string (id) |
| tlase  | tlhase  | |
| tla1ô  | tlhalô  | divorce |
| tla    | tlha    | cut with an axe |
| tlaka  | tlhaka  | vaccination (by witch doctor) |
| tlagsô | tlhatsô  | vomiting |
| tlakô  | tlhako  | hoof |
| tloka  | tlhoka  | ear wax |
| ntlô  | ntlha    | point (n) |
| tlali  | tlhapi   | fish (n) |
| hantiô  |  | |
| butlê  |  | |
| batla  |  | |
| matla  |  | |
| utloa  |  | |

**tl//tlh**

1-1. tlôtlâ  praise (v)
    tlôtlô  praise (n)
    tlôtlôtlô  defame
    tlâtlâpa  oppress
    tlânlâ  beat, strike

2-2. tlharantlhope  grasshopper
    tlhôtlhêkoâ  husk, bran

2-1. tlhotlâ  filter, strain, wring
    tlhatlôha  cook (in a pot)
tloka become furious
tlaka laugh at
tlakłę anointing
tsė-ntlė nice
kantlė outside

tlhapi fish
tlhaka vaccination (by witch doctor)
tlhatsé vomiting
tlhako hoof
tlhoka earwax
tlhapa insult
tlhapš washing the hands (n)
tlhškš carefulness
tlhoko nipple (of a woman)
tlhškš having a house in good order (n)
tlhakš a light color
TO THE TEACHER:

The sounds /tl/ and /tlh/ 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 /tl/ followed by /the voiceless vowel /ʌ/:
   tlʌ, tlʌ, tlʌ
tlʌ, tlʌ, tlʌ

If your students are successful in this, repeat this exercise with voiced vowels:
   tla, tla, tla
tla, tla, tla
tlɛ, tlɛ, tlɛ
tlɛ, tlɛ, tlɛ
(Etc. with the other vowels)

Use the same approach in teaching the production of /tlh/.

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 /tl/ by:
   a.) Putting 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 (/tlʌ/), then with a voiced vowel (/tla/).
Note that the production of this sound is much easier if the student has learned to pronounce the other ejective consonants (/p, t, k, tj, ts/). The ejective quality is not quite so strong for /tl/ as it is for the other ejective consonants.

When the students have begun to make the /tl/ sound with some degree of facility, shift from the pronunciation of Sesotho syllables to Sesotho words, using the following, as well as the words on P 6-1:

<table>
<thead>
<tr>
<th>tla</th>
<th>tlê</th>
<th>tlô</th>
<th>tle</th>
<th>tlo</th>
<th>tli</th>
<th>tlû</th>
</tr>
</thead>
<tbody>
<tr>
<td>tla</td>
<td>tlêla</td>
<td>tlêpô</td>
<td>tlena</td>
<td>tlosa</td>
<td>tlîsa</td>
<td>tlung</td>
</tr>
<tr>
<td>tlama</td>
<td>tlêra</td>
<td>setlêlô</td>
<td>tlûfe</td>
<td>tlofa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tlali</td>
<td>tlêrê</td>
<td>tlêtlâ</td>
<td>tlêki</td>
<td>tlôhô</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tlala</td>
<td>tlôtlô</td>
<td>tlêpo</td>
<td>tlôka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tla1ô</td>
<td>tlolô</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>matla</td>
<td>matlo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ntlo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lateral // Central

<table>
<thead>
<tr>
<th>Lateral: tl</th>
<th>Central: th</th>
</tr>
</thead>
<tbody>
<tr>
<td>tla</td>
<td>(se)tha</td>
</tr>
<tr>
<td>tlala</td>
<td>thala</td>
</tr>
<tr>
<td>tlersi</td>
<td>there</td>
</tr>
<tr>
<td>tlabi</td>
<td>thaba</td>
</tr>
<tr>
<td>tlakos</td>
<td>(li)thakos</td>
</tr>
<tr>
<td>tlaka</td>
<td>thaka</td>
</tr>
<tr>
<td>matla</td>
<td>matha</td>
</tr>
<tr>
<td>ntlol</td>
<td>ntho</td>
</tr>
<tr>
<td>tlako</td>
<td>thekoko</td>
</tr>
<tr>
<td>tloka</td>
<td>thokoa</td>
</tr>
<tr>
<td>tlota</td>
<td>thetha</td>
</tr>
<tr>
<td>tlisa</td>
<td>thipa</td>
</tr>
<tr>
<td>-tlle</td>
<td>thea</td>
</tr>
</tbody>
</table>

Heap of unthreshed kaffir corn  
Jump (by animals) (v)  
Be very red (id)  
Meet gelatin  
Cry sharply (baby)  
Mountain  
Scorn (n)  
Rains  
Laugh at  
Run (v)  
House  
Strength  
Thing  
Be startled (id)  
Price  
Become furious  
Fawn-colored  
Praise (v)  
Carry the harvest home  
Bring  
Knife  
Nice, good  
Start (v)

**TO THE TEACHER:**

Simply observe that the two sounds contrasted here are not/ejective vs. 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.
<table>
<thead>
<tr>
<th>Lateral: tlh</th>
<th>Central: th</th>
</tr>
</thead>
<tbody>
<tr>
<td>tlha</td>
<td>(so)tha</td>
</tr>
<tr>
<td></td>
<td>heap of unthreshed kafrir corn</td>
</tr>
<tr>
<td>tlhaka</td>
<td>thaka</td>
</tr>
<tr>
<td></td>
<td>pupil of the eye</td>
</tr>
<tr>
<td>tlhabo</td>
<td>Thabo</td>
</tr>
<tr>
<td></td>
<td>Thabò</td>
</tr>
<tr>
<td>tlhapo</td>
<td>thapa</td>
</tr>
<tr>
<td></td>
<td>be tame</td>
</tr>
<tr>
<td>tlhako</td>
<td>(li)thako</td>
</tr>
<tr>
<td></td>
<td>ruins</td>
</tr>
<tr>
<td>tlhapo</td>
<td>thapo</td>
</tr>
<tr>
<td></td>
<td>grass rope</td>
</tr>
<tr>
<td>tlhoko</td>
<td>thoko</td>
</tr>
<tr>
<td></td>
<td>corn (from last year)</td>
</tr>
<tr>
<td>tlhoko</td>
<td>thokoa</td>
</tr>
<tr>
<td></td>
<td>fawn-colored</td>
</tr>
<tr>
<td>nthha</td>
<td>ntho</td>
</tr>
<tr>
<td></td>
<td>thing</td>
</tr>
<tr>
<td>nthora</td>
<td>thora</td>
</tr>
<tr>
<td></td>
<td>burn completely</td>
</tr>
<tr>
<td>thère</td>
<td>thère</td>
</tr>
<tr>
<td></td>
<td>meat gelatin</td>
</tr>
<tr>
<td>thakò</td>
<td>thatò</td>
</tr>
<tr>
<td></td>
<td>love, wish (n)</td>
</tr>
<tr>
<td>thake</td>
<td>thokoa</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>thoro</td>
<td>thari</td>
</tr>
<tr>
<td></td>
<td>supple sheep skin for carrying babies</td>
</tr>
<tr>
<td>thoro</td>
<td>thoto</td>
</tr>
<tr>
<td></td>
<td>luggage</td>
</tr>
<tr>
<td>tholi</td>
<td>thoali</td>
</tr>
<tr>
<td></td>
<td>a loved one</td>
</tr>
<tr>
<td>thoiri</td>
<td>thöibi</td>
</tr>
<tr>
<td></td>
<td>pull along (id)</td>
</tr>
<tr>
<td>tlhase</td>
<td>thoasa</td>
</tr>
<tr>
<td></td>
<td>begin (new month) (v)</td>
</tr>
<tr>
<td>tlhapi</td>
<td>thipa</td>
</tr>
<tr>
<td></td>
<td>knife</td>
</tr>
</tbody>
</table>
### Fricative//Affricate

**Fricative: hl**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mahlô</td>
<td>eyes</td>
</tr>
<tr>
<td>hla</td>
<td>(aux. verb of emphasis)</td>
</tr>
<tr>
<td>hlala</td>
<td>divorce (v)</td>
</tr>
<tr>
<td>hlama</td>
<td>mate (of dogs) (v)</td>
</tr>
<tr>
<td>hlatsa</td>
<td>vomit (v)</td>
</tr>
<tr>
<td>hlana</td>
<td>be red-hot</td>
</tr>
<tr>
<td>hlôhla</td>
<td>promontory</td>
</tr>
<tr>
<td>hlæla</td>
<td>peep (v)</td>
</tr>
</tbody>
</table>

**Affricate: tl**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>matla</td>
<td>houses</td>
</tr>
<tr>
<td>tla</td>
<td>come</td>
</tr>
<tr>
<td>tlala</td>
<td>hunger (n)</td>
</tr>
<tr>
<td>tlama</td>
<td>fasten</td>
</tr>
<tr>
<td>tlatsa</td>
<td>fill (v)</td>
</tr>
<tr>
<td>tlena</td>
<td>grimace (v)</td>
</tr>
<tr>
<td>tlanya</td>
<td>squish! (id)</td>
</tr>
<tr>
<td>tlôtla</td>
<td>praise (n)</td>
</tr>
<tr>
<td>tlæla</td>
<td>go a wrong way</td>
</tr>
</tbody>
</table>

**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/.
<table>
<thead>
<tr>
<th>Fricative///Affricate</th>
<th>hl///tlh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fricative: hl</strong></td>
<td></td>
</tr>
<tr>
<td>hlasela</td>
<td>attack</td>
</tr>
<tr>
<td>hloka</td>
<td>be in want</td>
</tr>
<tr>
<td>hlabeela</td>
<td>slaughter for</td>
</tr>
<tr>
<td>hlase</td>
<td>spark</td>
</tr>
<tr>
<td>hloko</td>
<td>nipple (of a woman's breast)</td>
</tr>
<tr>
<td>hlapi</td>
<td>fish</td>
</tr>
<tr>
<td>hl8k0</td>
<td>carefulness</td>
</tr>
<tr>
<td>hlapa</td>
<td>insult</td>
</tr>
<tr>
<td>hloare</td>
<td>python</td>
</tr>
<tr>
<td>'(se)hlare</td>
<td>medicine</td>
</tr>
<tr>
<td>hlaban0</td>
<td>hurting one another</td>
</tr>
<tr>
<td>hlaku</td>
<td>grain</td>
</tr>
<tr>
<td>(le)hlaku</td>
<td>leaf</td>
</tr>
<tr>
<td>hlaka</td>
<td>mealie (corn) stalk</td>
</tr>
<tr>
<td>hlah0</td>
<td>birth</td>
</tr>
<tr>
<td>HLakubel0</td>
<td>March</td>
</tr>
<tr>
<td>hlaphara</td>
<td>give a little (id)</td>
</tr>
<tr>
<td>hlomph0</td>
<td>respect</td>
</tr>
<tr>
<td>hlobol0</td>
<td>want of clothing</td>
</tr>
<tr>
<td>hlong</td>
<td>shame</td>
</tr>
<tr>
<td><strong>Affricate: tl</strong></td>
<td></td>
</tr>
<tr>
<td>tlhasela</td>
<td>outgrowth on the eye</td>
</tr>
<tr>
<td>tlhoka</td>
<td>chaff</td>
</tr>
<tr>
<td>tlhabela</td>
<td>cracks on feet</td>
</tr>
<tr>
<td>tlhase</td>
<td>spark</td>
</tr>
<tr>
<td>tlhoko</td>
<td>nipple (of a woman's breast)</td>
</tr>
<tr>
<td>tlhapi</td>
<td>fish</td>
</tr>
<tr>
<td>tlhok0</td>
<td>carefulness</td>
</tr>
<tr>
<td>tlhapa</td>
<td>insult</td>
</tr>
<tr>
<td>tlhoare</td>
<td>python</td>
</tr>
<tr>
<td>'(se)tlhare</td>
<td>medicine</td>
</tr>
<tr>
<td>tlhaban0</td>
<td>hurting one another</td>
</tr>
<tr>
<td>tlhaku</td>
<td>grain</td>
</tr>
<tr>
<td>tlhaka</td>
<td>mealie (corn) stalk</td>
</tr>
<tr>
<td>tlhah0</td>
<td>birth</td>
</tr>
<tr>
<td>TLhakubel0</td>
<td>March</td>
</tr>
<tr>
<td>tlhaphara</td>
<td>give a little (id)</td>
</tr>
<tr>
<td>tlhomp0</td>
<td>respect</td>
</tr>
<tr>
<td>tlhobol0</td>
<td>want of clothing</td>
</tr>
<tr>
<td>tlhong</td>
<td>shame</td>
</tr>
</tbody>
</table>

**TO THE STUDENT:**

Many of the words which begin with /hl/ can also be said with /tlh/, as can be seen above.
<table>
<thead>
<tr>
<th>Fricative//Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>kh//k</td>
</tr>
</tbody>
</table>

1. **kh**
   - kha: draw water
   - khaba: spoon
   - khala: greedy
   - khama: strangle
   - khang: argument
   - khapha: splash (id.)
   - khata: trap (v)
   - khalë: long ago
   - khasa: crawl
   - khêtha: choose
   - khiba: dance (on the knees)
   - khôba: crush
   - khopa: stumble
   - khôtsë: peace
   - khêlë: really! (interj)
   - khena: become disgusted
   - khola: pick (fruit)
   - khulu: tortoise
   - khutla: return

2. **k**
   - ka-: with, by
   - kaba: injure (with a stick)
   - kala: weigh
   - kama: comb
   - ka'ng: with what
   - kapa: or
   - kata: compact (ground)
   - kêta: play (a game of jacks)
   - kiba: stop (v)
   - kôba: bend (v)
   - kopa: ask
   - kôla: grab
Front Vowels
- e /ë

1. e
eka it is like
eba faint (v)
ebe sway (id)
efe which
empa but
efêla indeed
eng what
sele other, foreign
mmele body
tšela cross
pheha argue
(bo)phe1ô life
lepa observe (stars, weather)
(le)theba spot (n)
tsebe know (neg. form)
mme and
sebele certainly
betere better
sekete thousand
lebekere mug (n)
terene train

2. ë
êka betray
êpa dig
ê1ô yard
ê1a become clear
êma stand up
êmêla wait for
ênê ink
sê1ô ratel (a kind of animal)
mêlê teat
tê1ôa pour
phêha cook
phê1ô finish
thêbê shield (n)
tsêbê ear
mmê mother
kêrêkê church
rêkêrê rubber
chêlêtê money
lebênkê1ô store
ômêrê bucket

1-1 sele other, foreign
ebe faint (neg. form)
efe which
tsebe know (neg. form)
mokete feast (n)
mnete truth
kapele quickly
<table>
<thead>
<tr>
<th>2-2</th>
<th>sêlê</th>
<th>ratel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>êlê</td>
<td>yard</td>
</tr>
<tr>
<td></td>
<td>ëmëla</td>
<td>wait for</td>
</tr>
<tr>
<td></td>
<td>mmêlê</td>
<td>teat</td>
</tr>
<tr>
<td></td>
<td>ênkê</td>
<td>ink</td>
</tr>
<tr>
<td>2-2</td>
<td>thêbê</td>
<td>shield (n)</td>
</tr>
<tr>
<td></td>
<td>tsêbê</td>
<td>ear</td>
</tr>
<tr>
<td></td>
<td>sêntê</td>
<td>cent</td>
</tr>
<tr>
<td></td>
<td>pênê</td>
<td>pen</td>
</tr>
<tr>
<td></td>
<td>tichêrê</td>
<td>teacher</td>
</tr>
</tbody>
</table>
### Back Vowels

<table>
<thead>
<tr>
<th>Back Vowels</th>
<th>P-35</th>
</tr>
</thead>
<tbody>
<tr>
<td>o //ø</td>
<td></td>
</tr>
</tbody>
</table>

#### 1. o

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bopa</td>
<td>create, form</td>
</tr>
<tr>
<td>roka</td>
<td>sew</td>
</tr>
<tr>
<td>topa</td>
<td>swell</td>
</tr>
<tr>
<td>boka</td>
<td>commit adultery</td>
</tr>
<tr>
<td>hola</td>
<td>grow up</td>
</tr>
<tr>
<td>kopa</td>
<td>ask, beg</td>
</tr>
<tr>
<td>sola</td>
<td>shed the hair</td>
</tr>
<tr>
<td>thola</td>
<td>be quiet</td>
</tr>
<tr>
<td>tona</td>
<td>male</td>
</tr>
<tr>
<td>rola</td>
<td>take off headdress</td>
</tr>
<tr>
<td>Fora</td>
<td>France</td>
</tr>
<tr>
<td>nokā</td>
<td>river</td>
</tr>
<tr>
<td>boea</td>
<td>come</td>
</tr>
<tr>
<td>khotla</td>
<td>at court</td>
</tr>
<tr>
<td>thokā</td>
<td>far</td>
</tr>
<tr>
<td>seboko</td>
<td>worm</td>
</tr>
<tr>
<td>tlhako</td>
<td>hoof</td>
</tr>
</tbody>
</table>

#### 2. ø

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bopa</td>
<td>sulk</td>
</tr>
<tr>
<td>roka</td>
<td>praise (v)</td>
</tr>
<tr>
<td>topa</td>
<td>stuff (v)</td>
</tr>
<tr>
<td>boka</td>
<td>praise (v)</td>
</tr>
<tr>
<td>hola</td>
<td>go off the track</td>
</tr>
<tr>
<td>kopa</td>
<td>manage</td>
</tr>
<tr>
<td>sola</td>
<td>irritate the skin</td>
</tr>
<tr>
<td>thola</td>
<td>find (a lost item)</td>
</tr>
<tr>
<td>tona</td>
<td>open eyes wide</td>
</tr>
<tr>
<td>rola</td>
<td>roll (v)</td>
</tr>
<tr>
<td>Fora</td>
<td>bend the ears</td>
</tr>
<tr>
<td>nokā</td>
<td>heap (n)</td>
</tr>
<tr>
<td>boea</td>
<td>hair</td>
</tr>
<tr>
<td>khotla</td>
<td>crush</td>
</tr>
<tr>
<td>thokā</td>
<td>praise-poem</td>
</tr>
<tr>
<td>seboko</td>
<td>cry (n)</td>
</tr>
<tr>
<td>tlhako</td>
<td>lightness (in color)</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>o //ø</th>
</tr>
</thead>
</table>

1. 1-1

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>motho</td>
<td>person</td>
</tr>
<tr>
<td>Sotho</td>
<td>Sotho</td>
</tr>
<tr>
<td>thoto</td>
<td>package</td>
</tr>
<tr>
<td>khoho</td>
<td>chicken</td>
</tr>
<tr>
<td>Pholo</td>
<td>(a name)</td>
</tr>
<tr>
<td>tlhoko</td>
<td>nipple</td>
</tr>
<tr>
<td>motso</td>
<td>root</td>
</tr>
<tr>
<td>khoło</td>
<td>big</td>
</tr>
<tr>
<td>thoso</td>
<td>appear suddenly (id)</td>
</tr>
<tr>
<td>2-2</td>
<td>khōtsō</td>
</tr>
<tr>
<td></td>
<td>fōtō</td>
</tr>
<tr>
<td></td>
<td>kōtō</td>
</tr>
<tr>
<td></td>
<td>kōtō 1ō</td>
</tr>
<tr>
<td></td>
<td>thōkō</td>
</tr>
<tr>
<td></td>
<td>kōbō</td>
</tr>
<tr>
<td></td>
<td>tōmō</td>
</tr>
<tr>
<td></td>
<td>pōsō</td>
</tr>
<tr>
<td></td>
<td>phōsō</td>
</tr>
<tr>
<td></td>
<td>sebōkō</td>
</tr>
<tr>
<td></td>
<td>letsōhō</td>
</tr>
</tbody>
</table>

| 1-2 | kobō | blanket |
|     | tōmō | folktale |
|     | potsō | question |
|     | thokō | far |
|     | tomō | bridle (n) |
|     | thomō | errand |
### Syllabic Nasals

**/mn/-**

<table>
<thead>
<tr>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>monna</td>
<td>mona</td>
</tr>
<tr>
<td>banna</td>
<td>bana</td>
</tr>
<tr>
<td>senna</td>
<td>sena</td>
</tr>
<tr>
<td>nônê</td>
<td>nônê</td>
</tr>
<tr>
<td>binnê</td>
<td>binê</td>
</tr>
<tr>
<td>tennê</td>
<td>tenê</td>
</tr>
<tr>
<td>ênnê</td>
<td>êna</td>
</tr>
<tr>
<td>pônne</td>
<td>pôna</td>
</tr>
<tr>
<td>pannê</td>
<td>pana</td>
</tr>
<tr>
<td>khanna</td>
<td>khama</td>
</tr>
<tr>
<td><strong>oa-nthôla</strong></td>
<td>he is providing my hospitality</td>
</tr>
<tr>
<td><strong>oa-ntipa</strong></td>
<td>he is deceiving me</td>
</tr>
<tr>
<td><strong>oa-nthusa</strong></td>
<td>he is helping me</td>
</tr>
<tr>
<td><strong>oa-ntalima</strong></td>
<td>he is looking at me</td>
</tr>
<tr>
<td><strong>oa-nthiba</strong></td>
<td>he is stopping me</td>
</tr>
<tr>
<td><strong>sêntê</strong></td>
<td>cent</td>
</tr>
<tr>
<td><strong>bôntša</strong></td>
<td>show (v)</td>
</tr>
<tr>
<td><strong>banka</strong></td>
<td>bank</td>
</tr>
</tbody>
</table>

### Syllabic Nasals

**/m/ + Consonant**

<table>
<thead>
<tr>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>mphafa</td>
<td>phafa</td>
</tr>
<tr>
<td>mpata</td>
<td>pata</td>
</tr>
<tr>
<td>mputsa</td>
<td>putsa</td>
</tr>
<tr>
<td>mpaka</td>
<td>paka</td>
</tr>
<tr>
<td>mpitla</td>
<td>pitla</td>
</tr>
</tbody>
</table>

**Note:** The tables list words and their meanings in the context of Syllabic Nasals /-nn-/ and /m/ + Consonant.
<table>
<thead>
<tr>
<th>Noun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mphôtla</td>
<td>wash my face</td>
</tr>
<tr>
<td>mphatsa</td>
<td>lance me</td>
</tr>
<tr>
<td>mphêkola</td>
<td>cure me</td>
</tr>
<tr>
<td>mphara</td>
<td>mess me up with food</td>
</tr>
<tr>
<td>mpotêtsa</td>
<td>press me against something</td>
</tr>
<tr>
<td>mphallêla</td>
<td>come to my aid</td>
</tr>
<tr>
<td>mphê</td>
<td>give me</td>
</tr>
<tr>
<td>mphi</td>
<td>a large group of people</td>
</tr>
<tr>
<td>Mphê</td>
<td>M-ho</td>
</tr>
<tr>
<td>mpa</td>
<td>stomach</td>
</tr>
<tr>
<td>mpe</td>
<td>bad, ugly</td>
</tr>
</tbody>
</table>

**SYLLABIC NASALS**

/n/ + Consonant

<table>
<thead>
<tr>
<th>Noun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nthusa</td>
<td>help me</td>
</tr>
<tr>
<td>nthiba</td>
<td>stop me</td>
</tr>
<tr>
<td>nthetsa</td>
<td>touch me</td>
</tr>
<tr>
<td>ntutla</td>
<td>pull me</td>
</tr>
<tr>
<td>ntima</td>
<td>be stingy with me</td>
</tr>
<tr>
<td>nthôla</td>
<td>accord me hospitality</td>
</tr>
<tr>
<td>ntalima</td>
<td>look at me</td>
</tr>
<tr>
<td>ntôba</td>
<td>be open with me</td>
</tr>
<tr>
<td>nthabisa</td>
<td>amuse me</td>
</tr>
<tr>
<td>ntatê</td>
<td>my father</td>
</tr>
<tr>
<td>nka</td>
<td>take</td>
</tr>
<tr>
<td>nta</td>
<td>louse</td>
</tr>
<tr>
<td>ntja</td>
<td>dog</td>
</tr>
<tr>
<td>ncha</td>
<td>new</td>
</tr>
<tr>
<td>ntša</td>
<td>take out</td>
</tr>
<tr>
<td>ntêâ</td>
<td>beautiful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>thusa</td>
<td>help</td>
</tr>
<tr>
<td>thiba</td>
<td>stop</td>
</tr>
<tr>
<td>thetsa</td>
<td>touch</td>
</tr>
<tr>
<td>tutla</td>
<td>pull</td>
</tr>
<tr>
<td>tima</td>
<td>stingy</td>
</tr>
<tr>
<td>thôla</td>
<td>accord hospitality</td>
</tr>
<tr>
<td>talima</td>
<td>look</td>
</tr>
<tr>
<td>tôba</td>
<td>be open to</td>
</tr>
<tr>
<td>thabisa</td>
<td>amuse</td>
</tr>
</tbody>
</table>

**Syllabic Nasals**

/n/ + Consonant

<table>
<thead>
<tr>
<th>Noun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nthusa</td>
<td>help me</td>
</tr>
<tr>
<td>nthiba</td>
<td>stop me</td>
</tr>
<tr>
<td>nthetsa</td>
<td>touch me</td>
</tr>
<tr>
<td>ntutla</td>
<td>pull me</td>
</tr>
<tr>
<td>ntima</td>
<td>be stingy with me</td>
</tr>
<tr>
<td>nthôla</td>
<td>accord me hospitality</td>
</tr>
<tr>
<td>ntalima</td>
<td>look at me</td>
</tr>
<tr>
<td>ntôba</td>
<td>be open with me</td>
</tr>
<tr>
<td>nthabisa</td>
<td>amuse me</td>
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<tr>
<td>ntatê</td>
<td>my father</td>
</tr>
<tr>
<td>nka</td>
<td>take</td>
</tr>
<tr>
<td>nta</td>
<td>louse</td>
</tr>
<tr>
<td>ntja</td>
<td>dog</td>
</tr>
<tr>
<td>ncha</td>
<td>new</td>
</tr>
<tr>
<td>ntša</td>
<td>take out</td>
</tr>
<tr>
<td>ntêâ</td>
<td>beautiful</td>
</tr>
</tbody>
</table>
## Syllabic Nasals

**mm-**/**m-**

<table>
<thead>
<tr>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmala</td>
<td>color</td>
</tr>
<tr>
<td>mmela</td>
<td>sprouted grain</td>
</tr>
<tr>
<td>mmali</td>
<td>reader</td>
</tr>
<tr>
<td>mmêma</td>
<td>invite me</td>
</tr>
<tr>
<td>mmula</td>
<td>hit me</td>
</tr>
<tr>
<td>mmanana</td>
<td>open place (outside)</td>
</tr>
<tr>
<td>mmatla</td>
<td>look for him</td>
</tr>
<tr>
<td>mmamêla</td>
<td>listen to me</td>
</tr>
<tr>
<td>mmetsa</td>
<td>throw at him</td>
</tr>
<tr>
<td>Mmatsa</td>
<td>(a name)</td>
</tr>
<tr>
<td>mmele</td>
<td>body</td>
</tr>
<tr>
<td>mmotsa</td>
<td>ask him</td>
</tr>
<tr>
<td>mmôna</td>
<td>see him</td>
</tr>
<tr>
<td>mmeli</td>
<td>two</td>
</tr>
<tr>
<td>mmina</td>
<td>sing about him</td>
</tr>
<tr>
<td>mmoko</td>
<td>chaff</td>
</tr>
<tr>
<td>mmê</td>
<td>mother</td>
</tr>
<tr>
<td>mmêa</td>
<td>put him down</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>mala</td>
<td>bowls</td>
</tr>
<tr>
<td>mela</td>
<td>germinate</td>
</tr>
<tr>
<td>mali</td>
<td>blood</td>
</tr>
<tr>
<td>mêma</td>
<td>invite</td>
</tr>
<tr>
<td>mula</td>
<td>hit</td>
</tr>
<tr>
<td>manana</td>
<td>term of affection for single girls</td>
</tr>
<tr>
<td>matla</td>
<td>strength</td>
</tr>
<tr>
<td>mamêla</td>
<td>listen</td>
</tr>
<tr>
<td>metsa</td>
<td>swallow</td>
</tr>
<tr>
<td>matsa</td>
<td>a kind of bark</td>
</tr>
<tr>
<td>metso</td>
<td>roots</td>
</tr>
<tr>
<td>motse</td>
<td>village</td>
</tr>
<tr>
<td>mcna</td>
<td>here</td>
</tr>
<tr>
<td>mêtsi</td>
<td>water</td>
</tr>
<tr>
<td>mina</td>
<td>blow (the nose)</td>
</tr>
<tr>
<td>motsu</td>
<td>arrow</td>
</tr>
<tr>
<td>1. q</td>
<td>2. qh</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>qa</td>
<td>strike with something</td>
</tr>
<tr>
<td></td>
<td>hard (id)</td>
</tr>
<tr>
<td>qi</td>
<td>sound of footstep (id)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>qoba</td>
<td>one thing</td>
</tr>
<tr>
<td>qबा</td>
<td>dodge</td>
</tr>
<tr>
<td>qotsa</td>
<td>take a big handful</td>
</tr>
<tr>
<td>qala</td>
<td>begin, start</td>
</tr>
<tr>
<td>qoma</td>
<td>dry (adj)</td>
</tr>
<tr>
<td>qubu</td>
<td>hear (n)</td>
</tr>
<tr>
<td>qaka</td>
<td>difficulty</td>
</tr>
<tr>
<td>qomेया</td>
<td>dry at</td>
</tr>
<tr>
<td>qalile</td>
<td>have begun</td>
</tr>
<tr>
<td>qomisa</td>
<td>make dry</td>
</tr>
<tr>
<td>qoaea</td>
<td>avoid</td>
</tr>
<tr>
<td>qलेहा</td>
<td>begin</td>
</tr>
<tr>
<td>qेया</td>
<td>beg</td>
</tr>
<tr>
<td>qेका</td>
<td>persuade gently</td>
</tr>
<tr>
<td>qobīsa</td>
<td>cause dust to rise</td>
</tr>
<tr>
<td>qita</td>
<td>settle at the bottom of</td>
</tr>
<tr>
<td></td>
<td>liquid</td>
</tr>
<tr>
<td>qabana</td>
<td>quarrel</td>
</tr>
<tr>
<td>qoela</td>
<td>dive into the water</td>
</tr>
<tr>
<td>qoaea</td>
<td>avoid</td>
</tr>
<tr>
<td>qapu</td>
<td>falling into the water</td>
</tr>
<tr>
<td>qोसा</td>
<td>(id)</td>
</tr>
<tr>
<td>qamaka</td>
<td>look about</td>
</tr>
<tr>
<td>qabola</td>
<td>cause to laugh</td>
</tr>
<tr>
<td>qabang</td>
<td>quarrel (n)</td>
</tr>
<tr>
<td>qamo</td>
<td>a species of a lizard</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>qोला</td>
<td>a tip of something</td>
</tr>
<tr>
<td>qibi</td>
<td>(a kind of) water animal</td>
</tr>
<tr>
<td>qomu</td>
<td>falling into the water</td>
</tr>
<tr>
<td></td>
<td>(id)</td>
</tr>
<tr>
<td>leqosāa</td>
<td>a messenger</td>
</tr>
<tr>
<td>leqeba</td>
<td>a wound</td>
</tr>
<tr>
<td>leqala</td>
<td>reed</td>
</tr>
<tr>
<td>seqoma</td>
<td>one born after a dead</td>
</tr>
<tr>
<td></td>
<td>child</td>
</tr>
<tr>
<td>lifaqane</td>
<td>wars of devastation</td>
</tr>
<tr>
<td></td>
<td>Meaning</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
</tr>
<tr>
<td>1-1</td>
<td>qaqa</td>
</tr>
<tr>
<td></td>
<td>qôqa</td>
</tr>
<tr>
<td></td>
<td>moqôqô</td>
</tr>
<tr>
<td>2-2</td>
<td>qhaqha</td>
</tr>
<tr>
<td></td>
<td>qhôqha</td>
</tr>
<tr>
<td></td>
<td>qhênqhê</td>
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<tr>
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<td>qhanqha</td>
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<tr>
<td></td>
<td>seqhenqha</td>
</tr>
<tr>
<td>1-1</td>
<td>qapa</td>
</tr>
<tr>
<td></td>
<td>qêta</td>
</tr>
<tr>
<td></td>
<td>qopu</td>
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<td></td>
<td>qaka</td>
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<td>qotsa</td>
</tr>
<tr>
<td></td>
<td>qita</td>
</tr>
<tr>
<td></td>
<td>qata</td>
</tr>
<tr>
<td></td>
<td>qôta</td>
</tr>
<tr>
<td>2-1</td>
<td>leqhâku</td>
</tr>
<tr>
<td></td>
<td>leqhoko</td>
</tr>
<tr>
<td></td>
<td>leqheka</td>
</tr>
<tr>
<td></td>
<td>moqhaka</td>
</tr>
<tr>
<td></td>
<td>seqhaka</td>
</tr>
<tr>
<td></td>
<td>qhetsola</td>
</tr>
<tr>
<td></td>
<td>qhatša</td>
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<tr>
<td>1-2</td>
<td>qapha</td>
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<td></td>
<td>qetha</td>
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<td></td>
<td>qophâa</td>
</tr>
<tr>
<td></td>
<td>qathâa</td>
</tr>
<tr>
<td></td>
<td>qepha</td>
</tr>
<tr>
<td></td>
<td>qantha</td>
</tr>
</tbody>
</table>
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. tjëtjë fecal matter 6. _____ è _____ è.
7. chitja round 7. _____ i _____ a.
8. thithi grass-fringed G-string 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. _____ ò _____ e.
14. thatô 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 _____ ò.
20. thethana grass-fringed G-string for small girls 20. _____ e _____ a _____ a.
Test

Written Test: Discrimination of ts//tś.

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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Pronunciation</th>
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<tbody>
<tr>
<td>1</td>
<td>tsela</td>
<td>road</td>
</tr>
<tr>
<td>2</td>
<td>tšomâ</td>
<td>legend</td>
</tr>
<tr>
<td>3</td>
<td>tšëtšë</td>
<td>a kind of hat</td>
</tr>
<tr>
<td>4</td>
<td>tsôtsi</td>
<td>gangster</td>
</tr>
<tr>
<td>5</td>
<td>tseba</td>
<td>know</td>
</tr>
<tr>
<td>6</td>
<td>tšîmo</td>
<td>field</td>
</tr>
<tr>
<td>7</td>
<td>êtsa</td>
<td>do</td>
</tr>
<tr>
<td>8</td>
<td>tsoa</td>
<td>come out</td>
</tr>
<tr>
<td>9</td>
<td>tsoala</td>
<td>give birth to</td>
</tr>
<tr>
<td>10</td>
<td>matšoala</td>
<td>whiskers</td>
</tr>
<tr>
<td>11</td>
<td>ntši</td>
<td>eyebrow, eyelash</td>
</tr>
<tr>
<td>12</td>
<td>ntšintši</td>
<td>fly</td>
</tr>
<tr>
<td>13</td>
<td>ntsintsí</td>
<td>fly</td>
</tr>
<tr>
<td>14</td>
<td>letsatsi</td>
<td>sun</td>
</tr>
<tr>
<td>15</td>
<td>tšetsë</td>
<td>urine</td>
</tr>
<tr>
<td>16</td>
<td>tšetse</td>
<td>have crossed over</td>
</tr>
<tr>
<td>17</td>
<td>tše-ntšō</td>
<td>... which are black</td>
</tr>
<tr>
<td>18</td>
<td>tsâ-Tšâpô</td>
<td>... of Tsepo</td>
</tr>
<tr>
<td>19</td>
<td>pitsô</td>
<td>meeting</td>
</tr>
<tr>
<td>20</td>
<td>Tšitoô</td>
<td>December</td>
</tr>
</tbody>
</table>
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. tsotsɔ animal fat
2. thocho sound of bare feet walking (id)
3. chitja round
4. tsitsa be level
5. phetse squash! (id)
6. tšepe iron
7. phetse have lived
8. tjeka dance (v)
9. pheche crush (an insect) (id)
10. letsɔhɔ hand, arm
11. lentsoe voice
12. motšeare noon
13. tjëpɔ cow, bull
14. tjëtjɔ bribe
15. chache Anglican
16. tšaetšae stupid person
17. tšetse have poured into
18. tsoekere sugar
19. tjøøtsɔ act of telling
20. tšethe jump (id)
Test

Written Test: Discrimination of tḱ/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 which doctor) 7. ____ a ____ a.
8. tlhapa insult 8. ____ a ____ a.
10. tlêrê be very red (id) 10. ____ ê ____ ê
11. matha run (v) 11. ____ a ____ a.
12. matla strength 12. ____ a ____ a.
13. tlrêrê jingle (id) 13. ____ ê ____ ê.
14. tlhorô summit (mountain) 14. ____ o ____ o.
15. nthô thing 15. n ____ ô.
16. ntìha point (n) 16. n ____ a.
17. ntìo house 17. n ____ o.
18. tlhatlôha cook (in a pot) 18. ____ a ____ ê ____ a.
19. tlhêtlho koa husk, bran 19. ____ ê ____ ê ____ o a.
20. tse-ntlô nice 20. ____ e-n ____ ê.
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. tselâ 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. aterêsê address 19. ___ t ___ r ___ s ___.
20. sepetlele hospital 20. s ___ p ___ tl ___ l ___.

000497
Test

Written Test: Discrimination of o//ø

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. røka praise 3. r____ k____
4. bøpa sulk 4. b____ p____
5. boea come 5. b____ e____
6. bøea hair 6. b____ e____
7. noka river 7. n____ k____
8. ḟora France 8. F____ r____
9. thøkø 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. khøtsø peace 13. kh____ ts____
14. sebøkø cry (n) 14. s____ b____ k____
15. kobø blanket 15. k____ b____
16. tømø folktale 16. ts____ m____
17. potsø question 17. p____ ts____
18. letsøhø arm (n) 18. l____ ts____ h____
19. pøkøthø pocket 19. p____ k____ th____
20. bøtørø butter 20. b____ t____ r____
SESOTHO-ENGLISH
Vocabulary

A

a- (poss, cl 3/6 pl)

a- (SC/OC, cl 3/6 pl)

aa (1st posit, cl 3/6 pl)

aa (rel, cl 3/6 pl)

h'abô (see also ha-habô)

h'abô lona

ache!

Mo'Afrika, MaAfrika (cl 3 pl)

aha (also hahaha), ahile' (stative)

mo' ahi, baahi

akhêla, akhêtse

ak'u

Ak'u nthuse',

alima (also kalima),

alimile/alimme

alosa, alositsê (stative)

a-ma- (AC, cl 3/6 pl)

Le' Amerika, MaAmerika

amohêla, amohêtse

ana (1st posit, cl 3/6 pl)

ngo' ana, bana

ngo' anana, banana

ane (3rd posit, cl 3/6 pl)

ngo' an'ëso, bana b'ëso

ao (2nd posit, cl 3/6 pl)

ao! (also hao!)

apara, apêre (stative)

se' aparô

apolê, liapolê

araba, arabîle

atamêla, atamêtse

aterêsê, liaterêsê

athê
aubuti, bó=aubuti
ausi, bó=ausi

1. my elder brother
2. term of respect for any older man

1. my elder sister
2. term of respect for any older woman

ba (poss, cl 1 pl)
(poss, cl 6 sg)
ba (SC/OC, cl 1 pl)
ba, bilë (see also na le-)
ba le-, bilë le-
O-tla ba-le chēlētē.
baar (1st posit, cl 1 pl)
baar (rel, cl 1 pl)
baar- (AC, cl 1 pl)
baballa, babalētse

baesekele, libaesekele
so baka

le baka
Ka-baka la'ng?
ma baka (cl 3 pl)
baki, libaki
bala, balilē

me bala (cl 2 pl; sg is m'mala)
le bala

balēha, balēhilē
balla, balētse
bana (1st posit, cl 1 pl)
bane (2nd posit, cl 1 pl)
banka, libanka
le banta
bao (2nd posit, cl 1 pl)
bapala, bapalilē

1. of
2. of

1. they, them
2. have
3. He will have money.

these

1. be
2. become

1. take care of
2. preserve

bicycle

1. place, space
2. distance
3. time, chance, opportunity

reason, cause

Why?

affairs, matters
jacket, coat

1. read
2. count

color, shade

1. open place in front of a house
2. football field, tennis court
3. complexion

run away, flee, escape

read to/for

these
those
a bank
belt

those

play
bapalla, bapalĕtse
play for
1. compare
2. put side by side, bring near
bapisa, bapisitsë
cold (of objects, weather, but not people)
Hoa-bata.
It (the weather) is cold.
batlá, batlile
1. want, wish, desire
2. look for, search
-batsi (rel stem)
wide
bo be (cl 6 sg)
evil, wickedness, badness
se be
1. bad
2. ugly
3. wicked, evil, sinful
-be (adj stem)

bëa, bëilë (also bëha)
bëbë (rel stem)
light (not heavy)
bo bëbë
bëkë, libëkë, (vëkë)
week
belaëla, belaëtse
1. put, place, lay down
2. bear (fruit), lay (an egg), produce
-bëli (adj stem)
two
bela, belilë/betse
1. boil
2. ferment
ma bëlë (3rd pl)
sorghum, kaffir corn
se bele
reality
le bënkëlë
store
bësa, bësitsë
1. kindle, make (a fire)
2. roast
bese, libese
bus
le bese
milk
betere (rel stem)
bëthë, libëthë
better
bina, binnë
bed
binëla
sing
bitsa, bitsitsë
sing for
1. call
2. summon
3. pronounce
le bitsô
name
bo- (SC/OC, cl 6 sg)
it
bô= (NP, cl la pl)
Thabô and his companions
bô=Thabô
light (not heavy)
bo bôbë (rel stem)
1. wool
bobëa (cl 6 sg)
2. hair
<table>
<thead>
<tr>
<th>le boea</th>
<th>north</th>
</tr>
</thead>
<tbody>
<tr>
<td>boela, boetse</td>
<td>return to</td>
</tr>
<tr>
<td>bôfa, bôfilê</td>
<td>load, carry (on the back of an animal)</td>
</tr>
<tr>
<td>(stative)</td>
<td></td>
</tr>
<tr>
<td>bôfolla, bôfolotse</td>
<td>unload</td>
</tr>
<tr>
<td>boha, bohilê</td>
<td>1. behold, see</td>
</tr>
<tr>
<td></td>
<td>2. appreciate, admire</td>
</tr>
<tr>
<td>bohale (rel stem)</td>
<td>1. sharp (of instrument)</td>
</tr>
<tr>
<td></td>
<td>2. hot-tempered, irritable (of people)</td>
</tr>
<tr>
<td></td>
<td>3. vicious, fierce (of dogs)</td>
</tr>
<tr>
<td></td>
<td>4. lively (of bulls)</td>
</tr>
<tr>
<td>bohale (cl 6 sg)</td>
<td>cleverness</td>
</tr>
<tr>
<td>bohlaile (rel stem)</td>
<td>wise, clear, intelligent</td>
</tr>
<tr>
<td>bohlaile (cl 6 sg)</td>
<td>wisdom</td>
</tr>
<tr>
<td>bohloko (rel stem)</td>
<td>painful, sore, aching</td>
</tr>
<tr>
<td>bohloko (cl 6 sg)</td>
<td>pain</td>
</tr>
<tr>
<td>bohlokoa (rel stem)</td>
<td>1. important</td>
</tr>
<tr>
<td></td>
<td>2. precious, valuable</td>
</tr>
<tr>
<td>bohlokoa (cl 6 sg)</td>
<td>value, importance</td>
</tr>
<tr>
<td>se boholi</td>
<td>announcer (radio)</td>
</tr>
<tr>
<td>boima (rel stem)</td>
<td>heavy</td>
</tr>
<tr>
<td>boima (cl 6 sg)</td>
<td>heavity</td>
</tr>
<tr>
<td>bokae? (cl 6 sg)</td>
<td>how much (money)? cost?</td>
</tr>
<tr>
<td>Ke-bokae?</td>
<td>How much does it cost?</td>
</tr>
<tr>
<td>Ke-la-bokae?</td>
<td>What is the date?</td>
</tr>
<tr>
<td>le bôkôsê</td>
<td>box</td>
</tr>
<tr>
<td>bôla, bôlilê (stative)</td>
<td>rot</td>
</tr>
<tr>
<td>bolaea, bolailê</td>
<td>kill, murder</td>
</tr>
<tr>
<td>bolêkana, malêkana (cl 3 pl)</td>
<td>can</td>
</tr>
<tr>
<td>bolêla, bolêtse</td>
<td>1. tell, re-count</td>
</tr>
<tr>
<td></td>
<td>2. mean</td>
</tr>
<tr>
<td>bolêlla, bolêlêtse/</td>
<td>tell (something to somebody)</td>
</tr>
<tr>
<td>bolêlêtse Mpolêlêtse.</td>
<td>Tell me.</td>
</tr>
<tr>
<td>bôlê, libôlê</td>
<td>ball</td>
</tr>
<tr>
<td>boloka, bolokilê</td>
<td>1. keep, preserve, save</td>
</tr>
<tr>
<td>(stative)</td>
<td>2. bury someone</td>
</tr>
<tr>
<td>bôna, bône</td>
<td>see</td>
</tr>
<tr>
<td>bôna (indep pron, cl 1 pl)</td>
<td>they, them, themselves</td>
</tr>
<tr>
<td>bôna (1st posit, cl 6 sg)</td>
<td>this</td>
</tr>
<tr>
<td>bônahala, bônahêtse</td>
<td>become visible, be apparent, see, appear</td>
</tr>
</tbody>
</table>
bônana, bônane see one another
le bunê candle, lamp, lantern, (any electric)
light
bonôlô (rel stem) 1. soft
bonôlô (cl 6 sg) 2. easy
ease, easiness; softness
bôntša, bôntšitsê show
Môntšê. Show me.
bôntšisa, bôntšisitsê see very well
bô (1st posit, cl 6 sg) this
bôôq (2nd posit, cl 6 sg) that
bôô (rel, cl 6 sg) who, which
bûmo purpose
ka-bûmo on purpose
bôtîlô, libôtîlô bottle
bôtôrô (cl 5 sg) butter
botsa, botsitsê ask, question, inquire
botsisisa, botsisisitsê ask insistently
botsoa (rel stem) 1. lazy
botsoa (cl 6 sg) 2. blunt
laziness
mo bu (cl 2 sg) soil
bua, builê talk, speak, discuss
buisana, buisane converse, speak to each other
buka, libuka book
bukanana pass book
bula, butse open
Le buru a Boer, an Afrikaner
Se buru Afrikaans
busa, busitsê rule, reign, govern
butlê 1. slowly, gently
Butlê hannyane. 2. wait
Wait a little.

cha, chelê (stative)
-cha (adj stem)
1. burn, be burnt
2. catch on fire
1. new
2. young
3. modern
tribe, nation

chaba

000503
509
chaba, chabilē
bo, chabēla
Chache
chaka, chakilē
chakēla, chakėtse
chēē
chēlētē, lichēlētē
chenche (cl 5 sg)
chesa, chesitsē
Hoa-chesa.
mo chesō, mechesō
mochesō oa-mmēle
mo chini, mechinī
chipi (rel stem)
-chitja (adj stem)
cho, cholō
chōkō
rise (sun)
est
Anglican
visit, pay a visit
visit
no
money
change (money)
1. burn something
2. be hot
It is hot.
heat temperature
temperature (a fever)
machine
cheap
1. round, spherical
2. hornless
say
chalk

e- (SC/OC, cl 2 pl)
(SC/OC, cl 5 sg)
ea- (poss, cl 2 pl)
(poss, cl 5 sg)
ea, ilē
ea-, (rel, cl 1 sg)
eaba
eaka
they, them
it
of
of
go
who, which
and then
it was as if, it seemed that,
it looked like
that one yonder
those yonder
and then
who, which
who, which
yes
these
this
no
he/she, him/her, himself/herself
efe? (cl 5 sg) which? what?
efela indeed, truly
e-hlilē indeed, in fact, truly
eitsē when
eka (also eaka) as if, it looks like, it seems that
ekaba perhaps
ěkētsa, ěkēlitsē add (not arith), increase, extend
ěla, ělilē be clear
ho-ěla taba hlökê to pay attention
ělētsa, ělēlitsē advise:
ěma, ěme (stative) 1. stand up
letsatsi le-ěme 2. stop
ěmara, ěmērē (stative) 3. wait
ě-me- (AC, cl 2 pl) there is a drought
ěmēla, ěmētsē be pregnant
ěmērē, liěmērē wait for
ěmis, ěmisitsē bucket
ě-mo- (AC, cl 1 sg) 1. cause to stand
empa 2. stop
ě-(n)- (AC, cl 5 sg) 1. but
ěna (1st posit, cl 2 pl) 2. yet
(1st posit, cl 5 sg) these
eng? (also -ng?) this
ěnkē, liěnkē what?
ěno ink
ěnoa (1st posit, cl 1 sg) at/in your father's home
hěno this
ěnta, ěnīlē 1. at/in your home
ěnvelo-po̱, liěnvelo-po̱ 2. at/in your parents' home
eō vaccinate, inoculate
haga-ōō envelope
ōō (1st posit, cl 1 sg) (be) present (used after the negative
only)
he is absent
this

000505
that
those
There it is!
go
Let's go eat.
it, itself
they, them
pea, peas
ever since
not
Not me, but you.
at/in my father's home/family's place
1. at/in my home
2. at/in my parents' home
not yet
t travel, visit
shoe
t raveler
1. do
2. make, create
 happen, occur
do, make (for somebody)

give
.bead
1. cross, pass one another on the way
2. differ, become different
3. disagree, quarrel
1. wars of devastation (esp. in the 19th century)
2. times of extreme famine
3. a fight
pig
tie, bind
untie
tree
1. world, the earth
2. continent, country
1. on the ground
2. down
-fe? (enum stem)
  Lijo tsa-mo-futa ofe?
fêberu (cl 5 sg)
fêela
se fêla
  fêla, fêli (stative)
fêpa, fêpê (pass fêpjoa)
ferêkô, liferêkô
fêstêrê, lifêstêrê, (fênstêrê)
fêta, fetêlê
  Kê-o-moholo ho-u-fêta.
bêkê eê-fetêlêng
  ho-fêta mûy
fiêla, fiêtse
le fiêlê
le fifi
fihi, fihilê
fofa, fofoilê
se fofane
foka, fokilê
fokôla, fôkôtse (stative)
fôla, fôlîlê
fonane
Le fora
Se fora
fôsa, fôsitsê
  fôsitsê (stative)
fôtê, lifôtê
mo fu, bafu
le fu
se fuba
  -fubelu (adj stem)

which one? what?
What kind of food?
fever
1. only, merely
2. without reason
strong wind, storm
1. come to an end, become finished
2. perish, die
feed
fork
window
1. go by, pass, pass near
2. exceed, surpass
3. used to make comparison: I am bigger than you.
last week besides, moreover
sweep
broom
darkness
arrive at, reach (a place)
fly
airplane
blow
1. be weak
2. be thin
1. become cool (of things)
2. recover (from an illness)
good-night
Frenchman
French language
1. miss (a target)
2. make a mistake, err
3. be wrong
photograph
dead person, the deceased
death
1. chest
2. bad cold
red
mo fufulôa (cl 2 sg)
fula, futse
fumana

furu
mo futu, mefuta
mefuta=futa
-a mofuta ofe?
futumala, futumetse
(stative)
futubolo, lifutubolo

sweat
perspire
graze
1. find, discover
2. receive (as payment)
3. give birth to (of people)
hay
kind, variety, type, sort
many kinds
What kind? Which?
become warm/hot

football

H

ha- (negative)
I don't know.
when, if
when they go
at the place of, at the house of
at Mosala's (store)
it
It was done. (It is done.)
let
Let's go (the two of us).
(to your dog) Get out! (lit. let it go out)

1. at/in his/her home
2. at/in my parents' home
home
I'm going home.

his, her
if

I

1. in/at your home
2. at/in your parent's home

1. at/in my home
2. at/in my parent's home

building

1. very much, greatly
2. old

1. build, construct
2. dwell

your place
ha-ka
my place
hakaе?
how many times?
hakaakang
so much
hakaalē
so much
hakaalō
so much

bö'hale, mahale

halefa, halefilē
(stative)
bö'hali, mahali

hamonate (adv)
nicely
hamorao (adv)
afterwards
hamorē, līhamorē
hammer
hampe (adv)
badly
hana, hanrē

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

hantlē (adv)
well
hanyenyane (adv)
a little
-hao (poss pron)
your
hao! (also ao!)
expression of surprise
hapē (adv)
again, also in addition
lē 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-sekölō)
mo hatsa, bahatsa
hatšela, hatšetse
(stative)
Ke-hatšetse.
Ho-hatšetse.

haufi (loc)
haufi le-
(haufi le-sekolō)
haufinyane

le he
hē, hēē
Ke-tla tsamaea hēē.
Mphē bohōbo hē.

hēla!
hēma, hēmmē (stative)
get out of breath, puff, pant
hēmpē, lihēmpē
shirt
hēno
at/in your father's home
hēso
at/in my father's home

hl- (Some words may begin with either hl- or tlh-. Look also under tlh- for words not found here.)

hlaba, hlabilē (pass hlajoa)
1. stab, Pierce, sting, prick
2. kill (an animal)
3. slaughter

(le) hlabula
summer

hlaha, hlahile
1. appear, happen
2. be born
3. comes from (one's home town)

hlahisa, hlahisitsē
1. show, cause to appear, produce, bring about
2. suggest

hlakola
erase

bo hlale, mahlale
1. wisdom, intelligence
2. knowledge
3. ability
4. cleverness

hlalefa, hlalefile
get wise

hlalosa, hlalositsē
explain, recount, describe

mo hlankana, bahlankana
mohlankana oa-Linēē

-hlano (adj stem)

bo hlanya (cl 6 sg)
five

hlaola
madness

spouse, husband, wife
feel the cold, be cold
I'm cold.
It (the weather) is cold.
1. nearby
2. soon
near
(near the school)
1. near
2. soon
egg
then, therefore
I'll go then.
Give me bread then.

hello, hey there!

get out of breath, puff, pant

shirt

at/in your father's home

at/in my father's home

1. stab, Pierce, sting, prick
2. kill (an animal)
3. slaughter

summer

1. appear, happen
2. be born
3. comes from (one's home town)

1. show, cause to appear, produce, bring about
2. suggest

erase

1. wisdom, intelligence
2. knowledge
3. ability
4. cleverness

get wise

explain, recount, describe

boy, young man
Dineo's boy friend

five

madness

weed
hlapa
mo
hlape, mehlapa
hlatsoa, hlatsoitsê
-ḥê
Thusa bana-ḥê.
le
hloa
hlobola, hlobotse
hloêka, hloêkilê
hloêkisa
le
hîhônsîâ
bo
hloko, mahloko

Kê-u-utloêla bohloko.
bo
hîkôa (cl 6 sg)
hlokofatsa
hîkômêla, hîkômêtse
mo
hîsîâ, mehîsîâ

hlôshô, lhîlhôshô, (hloho)
hîôpha
hîôpholla
ho- (SC/OC, cl 7)
Ho-lokilê.
O-rata ho-bua.
ho-
Kê-ea ho-morêna.
hobane
hobane'ng?
bo
hôbê, mahôbê
(le)
hoetla
hôhîlé
hô-hô- (AC, cl 7)
hôja, hôjane
hokae?
holê
holê le-
holê-holê

wash
herd, flock
wash
please, if you please
Please help the children.
snow
undress
become clean, pure
make clean
1. luck, good fortune
2. prosperity
1. pain, ache
2. disease
3. grief, sadness
I am sorry for you.
value
torment
1. be careful, beware (of)
2. take care of, look after
wonder, miracle, something
extraordinary
1. head
2. beginning
arrange
undo, disarrange
1. it
2. to
It's all right.
He likes to talk.
to, from, by
I'm going to the chief.
because
why?
bread
autumn
everywhere
if, if only
where?
far, far away
far from
very far
se'hôlê
holîma
holîmo
holîmo ho-ntlo
ka-holîmo ho-ntlo
leholîmo
-holo (adj stem)

mo
holo, baholo
bo
holo (cl 6 sg)

ha
holo
mo
holoane, baholoane

mo
hôma, mehôma
hôna (1st posit, cl 7)
hôna (indep pron, cl 7)
hôna joâle'hôna móna
hôô
O-thâbilê hôô a-sa-tsebeng.

hôô (rel, cl 7)
hôô (1st posit, cl 7)
Ke'ng hôô?
hôô (2nd posit, cl 7)
hôpola, hopotse
hôra, lîhôra
hore
hôröta
hôrôtolla
hosasa
esale hosasa
(Sekõâ se-kêna esale
hosasa.)
hosane hosêng
hosasane
hosêng
hôtêlê
hukung

idiot
on, on top of
up, above, on, on top of
high up on the house
on top of the house
sky, heaven
1. big, large, great
2. important
3. old
elder, parent
1. size, amount
2. length
3. majority
very much
elder brother (of a man)
elder sister (of a woman)
hoe, plough
this
it, itself
right now
right here
(somuch) so that
He's so happy that he doesn't know
(how to act).

which
this
What is this?
there, that
think of, remember
hour
that
cinch
uncinch
tomorrow
in the morning
(School begins in the
morning.)
tomorrow morning
tomorrow
in the morning
hotel
corner
lefô
leihô, mahô
ikhantsâ
-ilê (dv)
il'ô
0-il'ô rêka lijô.
boima (cl 6 sg)
inama
leinô, mëno
isa, isitsô
ho-isa
isao
mo
ithaopî, baithaopî
ithuta, ithutilê (reflex of ruta, teach)
itlhatsoa
itsô (perf of re, say)
itsêña

ja, jelê (pass jeoa)
Ja bokae? (idiom)
(see jeoa for special uses of the passive)
ja, jaililê/jêtse
se
jana
jara, jêre (stative)
jarete, lijarete
jase, lijase
jase ea-pula
jeoa (pass of ja)
U-jeoa ke'ng?
Kô-jeoa ke-hloôhô.
Jerêmane (cl 5 sg)
jësi

fireplace, hearth
eye
be impudent
= past tense
going to
He's going to buy food.
weight, heaviness
stoop, bend over
tooth
take to, cause to go
until
next year
volunteer
learn, study
wash (yourself)
cut yourself with a knife
eat
How much do they cost?
plant, sow
dish
bear, carry (on the shoulders)
garden
coat
raincoat
1. be eaten
2. be sick
What is the matter with you?
What's eating you?
I have a headache.
Germany
sweater
li jô (cl 4 pl)  
se jô (cl 4 sg)  
joala (cl 6 sg)  
joalê (adv)  
hôna-joalê  
joalêka  
joalê (adv)  
joang?  
O-etsa joang?  
joang (cl 6 sg)  
le jô  
li jông  

food
a type of food
beer
now, at the moment
just now, right now
like, as
like that, in that manner
how?
What is he doing?
grass
stone
place of eating; dining hall

K
ka-
-in, by, at
can, be able
my
where?
everywhere, anywhere
where?
how many, how much?
how many volunteers?
How much does it cost?
How many times?
everywhere
today
ride, board, mount

kalama (also palama),
kalame (stative)
kalima (also alima)  
kalimilê/kalimêmê
nkalima
kama, kammêmê
kamehla

kamôô  
kamôô u-bônang ka-têng
ka-môô
ka-morao
ka-morao ho-

ka-morê, likamorê

ka-rôô
kannete 'ka'nete) indeed, truly
ka-nngane ho- beyond
ka-ntle ho- outside, out
kaofela excepting, outside of
kapa the whole (sg), all (pl)
kapele or, or else, either
ka-ple ho- 1. quickly, rapidly
kaofela ho- 2. soon
karabo, likarabo in front of
ka-le the whole (sg), all (pl)
karabe, likarabe answer, reply
katlase 1. inside
katle ho- 2. that way
katiba, likatiba aside, apart
katiba, likatiba on the side of
katlase, likatlase hat
katse, likatse underneath, below
kausi, likausi under
tlase, likatlase cat
kausi, likausi stocking
kausi, likausi it
ke- (subject pronoun, 3rd pers sg)
Ke'ng? Why? What is it?
Ke-teng. All right.
ke-(SC, 1st per sg) He was seen by Thabo.
ke-(prefix to agent of a passive verb)
O-boone ke-Thabo. advice
keletsõ, likkeletsõ put in, introduce
kênya, këntsê enter, come in, go in
-kêna, kene attend school
kêna sekulê arrive at Maseru
kêna Maseru why? what is it?
ke'ng? church
kereke, likereke feast, festival, celebration,
mo ceremony
kete, mekete draw (water)
khale, likhale spoon
kha, khile cupboard
khaha, likhaba tax, hut-tax
k'habothe, lik'habothe please (someone)
khafa, likhafa
khaitsêli, likhaitsêli  

le khala
le khala, likhala
Khalê (adv)
khanna, khannilê
mo khanni, bakhanni
k'hapho, lik'hapho
khathala, khathêtse (stative)
khatatsa, khathalitsê
khatholla, khatholotse
Khautêng (c1 5)
k'hêfi, lik'hêfi
khêle!
khêtha, khêthilê
ma khêthê (c1 3 pl)
khêtholla
n khô
khoêli, likhoêli
kooho, likhooho
koohôlhô ea-mobu
khôloa, khôtsoe
khômo, likhômo
khorâ, khôtse (stative)

le khotla

khôtsô (c1 5 sg)

kô-hôtsô

khôtsô (rel stem)
kôtsôfatsa, khôtsôfalitsê
Le khooa
Se khooa
khutla, khutlilê

brother (of a woman), sister (of a man), my brother
aloe
glass
long ago
drive, lead (vehicle, animals)
driver
cup
become/get/be tired
tire, bother, bore, trouble
refresh
Johannesburg (lit. place of gold)
cafe
= interj. of astonishment
select, choose, pick
order, neatness, tidiness
leave out
water pot
string, twine
1. moon
2. month
hen, chicken
soil-erosion
think, believe
cow, ox
1. be full, have eaten enough (food)
2. become rich, wealthy
1. court
2. place where men sit
3. council
1. peace, security
2. Hello!
in peace, peacefully
contented, satisfied
satisfy
white person, European
English language
come back, return
khutlêla, khutlêtse
khutsa, khutsitsê
-khutsõanyane (adj stem)
kichene, likichene
nê, linkô
koae, likoae
koahêla, koahêtse
koaholla, koahollotse
koala, koûtse
koano (adv)
kôba kôbilê
kôbolla kôbolotse
kobô, likobô
koêna, likoêna

kôfi, likôfi
le kôkô
kô-kô
se kôlô, likôlô
kôlîba, kôlîbilê
kôlôi, likôlôi

kopa, kopîlê (pass kopjoa)
kôpana
kôpi, likôpi
kôpanya, kôpantsê
koranta, likoranta
korêka, korêkilê
kôrô, likôrô

ma kôtê
mo kôti
li kôtô (cl 5 pl)
mo kôtla
mo kôtlana
se kôtôlô
kôtsi, likôtsi
ho-tsoa kôtsi

return to
become/be quiet, silent, stop talking
short, little
kitchen
nose
tobacco
cover
uncover
shut
here
bend
straighten
blanket

koêna, likoêna
1. crocodile
2. = name of the clan from which chiefs are chosen

kôfi, likôfi
coffee
skin
knock - knock
school
get wet
1. wagon, cart
2. car, truck, vehicle

kopa, kopîlê (pass kopjoa)
ask for, request, beg
meet
cup

kôpana
kôpi, likôpi
kôpanya, kôpantsê
koranta, likoranta
korêka, korêkilê
kôrô, likôrô

ma kôtê
mo kôti
li kôtô (cl 5 pl)
mo kôtla
mo kôtlana
se kôtôlô
kôtsi, likôtsi
ho-tsoa kôtsi

1. accident
2. danger, harm
to have an accident
kōtsi (rel stem)  dangerous  
kōtula  reap  
kōtulő (c1 5)  harvest  
ku, linku  sheep  
kula, kutse  be sick, ill, ail  
kuta, kutilė  cut (with scissors), shear  

L  

la- (poss, c1 3 sg)  of  
la- (SP, past tense, 2nd pers pl)  you (pl)  
Labobēli (c1 3)  Tuesday  
Labohlano (c1 3)  Friday  
Labonē (c1 3)  Thursday  
Laboraro (c1 3)  Wednesday  
lahla, lahlilė  lose, throw away, give up  
lahlēha, lahlēhilė (stative)  get lost, go astray, be misled  
lakatsa, lakalitsė  desire, wish  
lala, lētse  1. sleep, spend the night  
                 2. lie fallow (of fields)  
                 There is frost.  
Serame se-lētse. (stative)  spend the night doing (something)  
lala, lētse (dv)  I spent the night singing.  
                 Kē-lētse ke-bina.  
mo  stick  
lamu melamu  orange, lemon  
lane (3rd posit, c1 3 sg)  that yonder  
mo  law, regulation, ruling  
laô, melaô  become hungry  
lapa, lapilė (stative)  I am hungry.  
                 Kē-lapilė  family, home, household  
le  fetch, go for  
lapa  at home  
lapėng  debt, fault, guilt  
lata, latilė  molato  What is the matter?  
mo  taste/try/sample (food/drink)  
lato  blouse  
molato  with, and, also, together with  
bo  you (pl)
le- (SC/OC, cl 3 sg)
le
leba, lebilê
lebala
lebala, lebêtse (stative)
lebêlla
lêboha, lêbohilê
Kga-êboha.
ho-êboha thusô
ho-êboha mothô
lêê (1st posit, cl 3 sg)
lêê (rel, cl 3 sg)
lêfa, lefilê (pass lefshoa)
lêfe? (cl 3 sg)
lêfifi (rel stem)
Ho-lefifi.
leha (conj)
leha ho-le-joalô
seiêi
leka, lekilê
lekana, lekane
lekane (stative)
bo, lôkana, malêkana
lê-1e- (AP, cl 3 sg)
lêlêfala, lêlêfêtse (stative)
-lêlêlê (adj stem)
bo-lêlêlê (cl 6 sg)
lema, lemmê/lemilê (pass
lengoa)
leleme
mo, lemi, balexmi
selemô
ôna (1st posit, cl 3 sg)
ôq (2nd posit, cl 3 sg)
it
to be
go towards, head for
playground
forget
1. expect
2. watch
thank, be thankful/grateful
Thank you.
to thank for help
to thank a person
this
who, which
pay
which?
dark
It is dark.
though, although
however
sledge
try, attempt, tempt
be equal
be sufficient/enough
a tin food container
become long/tall
1. long
2. tall, high
1. length
2. height
1. plough
2. plant, grow
1. tongue
2. language
farmer
1. spring
2. year
this
that
"The Little Light of Lesotho" (a church newspaper published by the Lesotho Evangelical Church—formerly the P.E.M.S.—since 1864)

1. play (a musical instrument)
2. ring (a bell)
3. ring (bell), strike (clock)
4. neigh (horse), mew (cat)
5. fire
6. matches
7. weep, cry
8. complain
9. ring (bell), strike (clock)
10. neigh (horse), mew (cat)
11. fire
12. matches
le łoala
Loëtsé (cl 5 sg)
1šhië
loka, lokilë (stative)
Ho-lokilë.
Hä-hoa-loka.
lokisa
loma, lommë (pass longoa)
ho-loma motho tsêbê

mō loëmo, melōmo
se loëmo, lilōmo
lömo (indep pron, 2nd pers pl)
iôna (indep pron, cl 3 sg)
lôra, lôrilë
lula, lutse (stative)
U-lula kae?
O-lula hae.

lumêla, lumëtse
Lumêla!
lumëlisa, lumëlisitsë

M

m- (For nouns of class 5 which have the prefix m- look under the first letter of the stem.)
m- (OC, 1st pers sg)
Oa-mpitsa.
ma- (NP, cl 3/6 pl)
mabêlë (cl 3 pl)
maene, limmaene ('maene')
máfura (cl 3 pl)
mahareng
makala, makëtse (stative)
makhëthë (cl 3 pl)
mala (cl 3 pl)
ho-jeoa ke-mala

millstone
September
whole
be/become fitting, right, correct, suitable
Okay/all right/fine.
It is not all right.
prepare, repair
1. bite, sting
2. slander, backbite
to warn, to tell a secret (to someone)
mouth, lip
precipice, cliff
you (pl), yourselves (pl)
it, itself
dream, dream of
take a seat, be seated/sitting
Where are you staying (living)?
He is out of work. (lit. He's staying at home.)
1. agree
2. believe
Hello!
greet

me
He's calling me.
kaffir corn, sorghum
mine
fat, oil
in the middle of, among
be/become surprised, amazed, astonished; wonder
tidiness, neatness, cleanliness
bowels
to have a stomach ache
mala, mebala ('mala')
mali (cl 3 pl)
malomè, bò-malomè
malotì (cl 3 pl)
Malotì
mamëla, mamëtse (stative)
mane (3rd posit, loc)
mang? bò=mang?
 mang 'le-mang
 mang kapa mang
 buka ea-mang?
M mantaha (cl 5 sg) ('Mantaha')
mantsiboes (cl 3 pl)
maoba
maobane
maraka, limmaraka ('maraka')
mariha (cl 3 pl)
masepa (cl 3 pl)
mashala (cl 3 pl)
mathê (cl 3 pl)
matha, mathilê
le mati, mamati
matla (rel stem)
 (cl 3 pl)
 ka-matla
me- (NP, cl 2 pl)
më, bò=më ('me')
 mëa, metse
mele (cl 2 sg) ('mele')
mena, mënê
mëno (cl 3 pl)
 leiëno (cl 3 sg)
M mesa ('Mesa')
mesë (cl 2 pl)
 ka-mesë
mëtsi (cl 3 pl)
ho-ntsë mëtsi
mëtsi aa batang,
mëtsi aa futhumëtseng
mëtsi aa chësang
mëtsi (adj)
color, shade
blood
uncle
chain of mountains
the mountainous area of Lesotho
1. listen (to), pay attention (to)
2. examine (with a stethoscope)
there yonder, over there
who? whom?
everyone, everybody
anyone, anybody
whose book?
Monday
afternoon, early evening,
in the afternoon
the day before yesterday
yesterday
market
winter
excrement
coal
saliva
1. run
2. have diarrhea
strong, powerful
strength
strongly, hard
my mother
grow
body
fold
teeth
tooth
April
dawn, early morning
at dawn, in the early morning
water
urinate
cold water
warm water
hot water
wet
metsö (‘metsö)
ho-jeoa ke-mmetsö

mila (‘mila)

Mm'а- (‘M’a-)
Mm’а-Thabô

mae (conj)

mmohô (‘mohô)

mo- (OC, cl 1 sg)
mõea, mõea

Mõëlëtsi oa-Basotho

mohla, mehla
kamehla
mohlõmong
ka-mohlõmong
molemõ (rel stem)
mõllõ

möna (1st posit, loc)

monate (rel stem)
hamonate

mong, bang (enum)
motho ö-mong

mõno (2nd posit, loc)
mõöö (2nd posit, loc)
mõõ (1st posit, loc)
Moqebêlõ (cl 2 sg)
morao
hamorao
kamorao
ka-morao ho-
mosa (rel stem)
Ramosa
mosõ (cl 2 sg)
ka-mosõ
mesõ (cl 2 pl)
motêsare (cl 2 sg)
ha
mpe

throat
to have a sore throat
road
Mother-of
Mother-of-Thabo (a name)
and
together
him, her
1. wind
2. spirit, soul
"The Advisor of the Basotho"
(a church newspaper published by the Roman Catholic Church)
time, epoch
always
perhaps
at one time
kind, good
1. fire
2. match
here
1. good to eat, sweet
2. nice
nicely
1. one
2. another, somebody
a person, another person
there
there
here
Saturday
after, behind, at the back
later on, afterwards
in back, afterwards
after, behind
kind
Father-of-Kindness (a name)
another day, by and by
dawn
1. noon, at noon
2. daytime
badly
### Mphalane

<table>
<thead>
<tr>
<th>Mphalane</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>mphê (imperative of fa)</td>
<td>give me</td>
</tr>
<tr>
<td>m̃musi, babusi ('musi')</td>
<td>governor, ruler</td>
</tr>
<tr>
<td>m̃musò, mebusò ('musò')</td>
<td>government, rule</td>
</tr>
</tbody>
</table>

### N

- **n-** (For nouns of class 5 which have the prefix n- look under the first letter of the stem.)
  - **n-** (OC, 1st pers sg)
    - me
  - na (indep pron)
    - Pula ea-na.
    - Ha-ke-na ho-bua.
    - K$q-na le-buka.
  - naa (as word at the beginning or end of yes/no sentences)
    - Naha, linaha
    - Nakò, linakò
    - Kaka-nakò
    - Nala (cl 5 sg)
    - Nama, linama
    - Nama ea-khômô
    - Namane, manamane (cl 3 pl)
    - Naoa, linaoa
    - Monate, menate
    - Ncha (adj stem)
    - -ne (d v)
      - Ba-ne ba-ja.
    - Nê (adj stem)
      - Buka tsê-nnê ('ne')
      - Nêa, nêilê
nehelētsa, nehelētsē
neng?
 neng kapa neng
nēpa, nēpīlé (stative)
nēsē, linēsē
bonēsē (cl 6 sg)
nēte, linēnette ('nēte)
 kmēnte
 -nnete (adj)
-ng? (from eng?)
ngā ('ngā)
 ka-langā tsōhē
da-langā ea-
da-langā ho-
da-langāne
ngaka, lingaka
-ngata (adj stem)
ngoana, bana
 ngōan'ēso, bana b'ēso
 ngōan'ēno, bana bēno
 ngōan'abō, bana babō
ngoanana, banana
ngoe ('ngoe)
ō-ngoe le-ē-nngoe
 ka-bonngoe
-ngoe (adj stem)
 -ngōla, ngōtie
ngōlla, ngōletse, ngōllētse
 Kē-ngōlla mmē.
le ngōlō
nka, nkilō (stative)
o-nkilō
 o-nkiloē
nka (from -ka)
nkō, linkhō
nkhonō, bō=nhkono
nkō, linkō
nna (indep pron, 1st pers sg)
omma, banna

pass (something to someone)
when?
anytime
1. get right, answer
   right, be correct
2. hit (by throwing or shooting)
nurse
nursing
truth
truly, indeed
true, certain, real
what?
side, direction
on all sides, around
on the side of, towards
on the far side
1. doctor
2. medicine man
many, much, numerous
child, baby
my brother/sister
your brother/sister
his/her brother/sister
girl
one, another
each, every
one by one
other, another, certain, some
write
write to
I'm writing to my mother.
letter, certificate
take, receive, accept, take
away, steal, seize, catch hold
he is engaged
she is engaged
I can
water pot
grandmother
nose
I, me, myself
1. man
2. husband
mnê

= occasional
I occasionally drink tea.

four

Ke-ña ke-ña teé.

drink

Druck

noa, noelê

finger

mo

noana, menoana

river

noka, linoka

stream

nokana

season, salt, sweeten

noka, nokile

soft, easy, tender

bo

nöka (rel stem)

softness, ease, tenderness

bonöka (el 6 sg)

become fat, be fat

nöna, nönnê (stative)

bird

nönyaana, linönyaana

lock

nötlëla, nötlëtse

key

se

ntötlölo

my/our father

ntatë, bô-ntatë

my grandfather

ntatë=moholo

doog

ntja, lintja

point, corner

ntilha, lintilha

take out

ntša, ntšitsë

correct

ntša łiphössö

urinate

ntša metsi

continuity of an action

ntšë (d v)

I continue to work.

bë-ntšë ke-sëbëtsa.

fly

ntsìntsi, lintsìntsi

black

ntso

voice, word

le

doorway, gateway

ntsoe

marry (of a man)

mo

nyakö, menyakö

marry (of a woman), be taken

nyala, nyëtse (stative)
in marriage

nyaloa, nyëtsoe (stative)

1. small, little, tiny

-nyenyane (adj stem)

2. young

hanyenyane (adv)

le

Englishman

nyesemanë

English language and culture

Se

so-and-so, what's-his-name

nyëo, bô-nyëo

thirst

le

byeruö, byerilöe, byeruö (stative)
become thirsty
o- (SC, cl 1 sg)
  (SC/OC, cl 2 sg)
oa- (poss, cl 1/2 sg)
oa, oelë
oache, lioache
oane (3rd posit, cl 2 sg)
ofe?
  Lijo tsa mofuta ofe?
Úfisi, liófisi
Óka, ÚkiLë
mo¿okâmâli, liokâmâli
-ÚhiLë (qualificative)
Úlosa, Úlosûsê
Óma, Úmnë
Ómana, Ómane
Ú-mo- (AC, cl 2 sg)
Óna (1st posit, cl 2 sg)
Ónnôrökô
Në (1st posit, cl 2 sg)
Në (2nd posit, cl 2 sg)
Në (RC, cl 2 sg)
Në!
Sëna (indep pron)
  (cl 2 sg)
  (cl 3 pl) ('ona)
  (cl 6 pl) ('ona)
Sëta, SëtiLë (stative)
Sëla, SëliLë
ôtlana, ôtlane  
seôtlô  
leôto  
ka-maoto

strike one another
threshing floor

1. foot
2. leg
on foot

mpa, limpa  
li  
pakêng tsa-

palama, palame (stative)  
  palâmisa, palâmisitsê  
palesa, lipalesa  
palô, lipalô  
pampiri, lipampiri  
pana, pannê  
panolla, pannonlotse  
papa  
papali, lipapali  
parafine (cl 5 sg)  
pasa, pasitsê  
pata, patilê  
patsi, lipatsi  
pêipi, lipêipi  
pela  
pele  
  motho oa-pele  
  pele ho-

stomach, belly
between
mount, board, ride
cause to ride
flower
arithmetic
paper
hitch
unhitch
solid, porridge
game sport
kerosene
pass
hide
firewood
pipe
near
in front, before, ahead
first man
before
pēli
pen
pēnē
pen
pēntsēlē, lipēntsēlē
pen, pencil
pēpa, pēpilē (stative)
carry (a baby on the back)
pepere
pepper
pērē, lipērē
horse
pērēkisi, lipērēkisi
peach
sēpetlele, lipetlele
hospital
phahama, phahame (stative)
go high, be high
liphahlō (c1 5 pl)
clothes
phakisa, phakisitsē
hurry, hasten, make haste
phēha, phēhilē
cook, bake
phēhēla, phēhetse
cook for
a cook
mo phēhi
1. live, be alive
2. be healthy
phēla, phetse
life, health
bo phelō (c1 6 sg)
1. do something for the second
time, repeat
2. recite, narrate
phētha, phēthilē
finish, accomplish, complete,
fulfill, perfect
phēthēha, phēthēhilē
be done completely,
be perfectly finished
phirimana (c1 5 sg)
evening
ka-phirimana
in the evening
bo:phirimēla (cl 6 pl)
mphô, limphô
phofo (cl 5 sg)
pholo, lipholo
phomola, phomotse (stative)
phôsôfôlô, lipôsôfôlô
phôsô, lipôsô
ka- phôsô
phuthôhô, liputhôhô
pitla, pitlilê
pitsa, lipitsa
pitsana, lipitsana
pitsô, lipitsô
pôkôthô, lipôkôthô
pola, potse
polôlô, lipolôlô
le:pôlesa, mapolôesa
bo:pôlesa
poli, lipoli
pômpông, lipômpông
pôône, lipôône
pôsa, pûsitsê
pôsô, lipôsô
pôta, pûtilê
potsô, lipotsô
pula, lipula
west

gift, present
flour
oxen
rest, go to rest, take a rest
animal, beast, wild animal
mistake, error
by mistake
meeting
crush
pot
little pot
meeting, assembly, gathering
called by a chief
pocket
thresh
saying, speech, sentence
policeman
the work of a policeman

goat

candy

corn, maize, mealies
mail
post office

go around
question, query, demand
rain
puô, lipuô
1. speech
2. language

putsâ, putsitsê
reward
grey

qalâ, qalilê
1. start, begin, commence
2. provoke

qēta, qētilê
finish, end, complete

qhanêha, qhanêhilê
saddle

qhanollâ, qhanolotse
unsaddle
(reversive)

1e qhilêku, maqhêku
old man

qeqê, qeqilê
chat, chatter, converse, discuss

moqeqê, meqeqô
chat, conversation

moîa, bara

raha, rahilê
son

rakhali, bû=rakhali
kick

1e rakô, marakô
my father's sister or her
husband, my paternal aunt

moîali, barali
daughter

se râmê

moîa
1. frost
2. cold weather

rata, ratilê
behind, back, after, afterwards

-raro
three

like, love, be fond of
lerata, marata
ratana
ratēha
leratō, maratō
re- (SC/OC, 1st pers pl)
re, itsō (pass thoe)
ha-ke-re
rēha, rūhiliē
rēisi (c1 5 sg)
rēisisi, lirēisisi
rēka, rēkilē
rēkēla, rēkētse
rēkisa, rēkisitsē
mo rēna, marēna (cl 3 pl)
borenā
moriana, meriana
marīha (cl 3 pl)
borighoē, marikhoē
moriri, meriri
ritēla
moroa
boroa
roala, roētse (static)
roalla, roalētse

noise
love one another
lovable
love, affection
we, us
say, mean
isn't it
name, give a name to
rice
race
buy, purchase
buy for
sell
chief
chieftainship
medicine
winter
pair of trousers
hair (on the head)
brew beer
Bushman
south
1. wear (something on the head, hands, or feet)
2. carry (something on the head)
gather firewood
rōba, rōbile'  
break
rōbala, rōbētse (stative)  
fall asleep, be asleep
rōbēha, rōbēhilē (stative)  
be broken, get broken
robēli  
eight
robong
nine
moroetsana, baroetsana (moroetsana)  
girl, young lady
moroetsana oa-Phiri  
Phiri's girl friend
morōhô, merōhô
vegetable
rōka, rōkilē
praise, recite the praises of
roka, rokilē
sew
borōkhô, marōkhô
bridge
derole, marole

roma, romilē

româla, romōletse,  
we, our, ourselves
romēlla, romēletse
horsebrush
rona (indep pron 1st pl)  

dust
rosekama

ropa, ropilē

rota, rotilē  
(tša mētsi for adults,  
sesa for children)

pass water, urinate
se roto

mōru, meru

rua, ruilē (stative)  
winnowing basket
mōruī

become rich, own, possess
mōruī, barui

rich person
romlēla, rulētse

rich person
le rumō

roof

spear
<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>le ruõ, maruõ</td>
<td>wealth</td>
</tr>
<tr>
<td>ruri</td>
<td>truly, certainly</td>
</tr>
<tr>
<td>ruta, rutilë</td>
<td>teach, instruct, preach</td>
</tr>
<tr>
<td>mo ruti, baruti</td>
<td>1. priest, minister</td>
</tr>
<tr>
<td></td>
<td>2. teacher</td>
</tr>
<tr>
<td>bo ruti (cl 6 sg)</td>
<td>ministry</td>
</tr>
<tr>
<td>mo rutuo, barutuo</td>
<td>scholar, student, pupil</td>
</tr>
</tbody>
</table>
sa (dv)

Ke-sa phela.
Hà-ke-sa tseba.

sa
Ke-fumane a-sa-sëbëtse.

sa, selë

sa (poss, cl 4 sg)

le saka

sakerëtë, lisakerëtë
sakha
sala, sëtse
sale, lisale

le sale

mo sali, basali

sane (3rd posit, cl 4 sg)

ho sasa (adv)

ho sasane (adv)

Sateretaha

-se-

Hà-se-mnete.

se-

se-shëbe
se-kaa shëba

still, yet; anymore
(after a negative)
I'm still living.
I don't know anymore.

= negative (in a dependent clause)
I found that he is not working.

1. clear up (of weather),
stop raining
2. end (of the night)
of

cattle kraal

cigarette

a saw

remain, stay behind

saddle

earring

woman, wife

that yonder

tomorrow

tomorrow

Saturday

negative form of the
impersonal pronoun

It is not true.

negative particle
don't look
don't look
-sê (dv)  already (=exclusive)
se-  (SC/OC, cl 4 sg)  it
mo sê, mese  dress
le sê, masea  baby, infant
sê  (SC, cl 4 sg)  garment, clothes
sebele  true, indeed
sêbêlisa, sêbêlisitsê  use
sêbêtsa, sêbêlitsê  work
mo sêbêtsi, mesêbêtsi  work, job
sê  (1st posit, cl 4 sg)  this
sê  (RP, cl 4 sg)  who, which
-sêhla (adj stem)  yellow
le sêkana  bracelet
le sela  linen, cloth, tablecloth
le sêli  light
sêna (1st posit, cl 4 sg)  this
seng  not
  e-seng
sêntê, lisêntê  1. cent
  2. scent
sê (2nd posit, cl 4 sg)  that
sesepâ  soap
sê-se-  (AC, cl 4 sg)
ma shala (cl 3 pl)  coal
mo shanyana, bashanyana  small boy
shapa, shapile (stative)

shēba, shēbilā (stative)

shēbahala, shēbahātse

E-shēbahala e-le ntlē.

shoa, shoelā (stative)

le shomē

le sība, masiba (when detached),

litsiba (when attached to
the bird)

sīea, siilē

sīē

ho-ba-sīē

sīla, sitse

sīta, sitilē

sītoa, sitiloē

(passive of sita, be too heavy
for)

sē sīu

bo sīu, masiu

s'ū

Ha-ke-e-s ŭ buē.

soaba, soabiliē (stative)

Kē-soabiliē.

soasa, soasoisē

-soōu (adj stem)

soōkisi, lisōkisi

sōna (indep pron, cl 4 sg)

Sōntaha

sōphē, lisōphē

-sētho, Basotho

hit, beat, strike, lash
look at, stare, gaze
look, appear
It looks beautiful.
die, be dead
ten
1. feather, pen
2. musical instrument
1. leave; leave behind
2. outrun
be absent, be lacking
to be absent
grind
1. be too heavy for
2. be difficult, impossible
be unable, fail, be prevented
type of large basket
night
not yet
I have not yet spoken.
become sad, be sorry
I am sorry.
joke, kid
white
underwear
it, itself
Sunday
soup
Sotho person
Lesotho

Se sotho

suna, sunna\[\text{\textsuperscript{e}}\]
  sunana, sunane
supa, supil\[\text{\textsuperscript{e}}\]

Sotho language and culture
kiss
kiss one another
1. point at
2. seven

T

taba, litaba

\textit{tafol\[\text{\textsuperscript{e}}\]}, \textit{litafol\[\text{\textsuperscript{e}}\]}

-\textit{tala} (adj stem)

\textit{setala} litala

talima, talimila\[\text{\textsuperscript{e}}\],
tanki
tantsa, tantsitsila\[\text{\textsuperscript{e}}\]
tapol\[\text{\textsuperscript{e}}\], litalapol\[\text{\textsuperscript{e}}\]
tata, tatala\[\text{\textsuperscript{e}}\] (stative)
tau, litau

tel\[\text{\textsuperscript{e}}\], lite\[\text{\textsuperscript{e}}\]
t\[\text{\textsuperscript{e}}\]ka, t\[\text{\textsuperscript{e}}\]kil\[\text{\textsuperscript{e}}\]
tem\[\text{\textsuperscript{e}}\] (cl 5 sg)
tem\[\text{\textsuperscript{e}}\]opa, templ\[\text{\textsuperscript{e}}\]

\textit{setem\[\text{\textsuperscript{e}}\]}, \textit{litem\[\text{\textsuperscript{e}}\]}
tena, tenn\[\text{\textsuperscript{e}}\] (stative)
setene, litene

tēng

ka-tēng

terata, literata

terene, literene

thaba, thabilē (stative)

Thaba, lithaba

thabisa, thabisitsē

thabō

thae, lithae

thaka, lithaka

thapa, thapilē

tharo

thata (rel stem)

thata, thatilē

thatolla

sthēbē, lithēbē

thēkō, lithēkō

thēoha, thēohilē

thēola, thēotse

thethana, lithethana

thiba, thabilē

thipa, lithipa

lechō

mōtho, batho

bricks

1. present, here
2. there, at that place
   inside (there)

wire

train

be/become happy, glad,
   rejoice

mountain

please, amuse, entertain

joy

tie

(age-grade) companion

be tame

three

hard, difficult

wind

unwind

mat

price, cost

come down from

lower, reduce

fringe-skirt worn by
   young Basotho girls

stop, prevent

knife

something

person, human being
mothoana

nthø, linthø
nthoana

thoe (pass of re)
ho-thoe
Ho-thoe'ng?

thokø (cl 5 sg), mathokø
(cl 3 sg)
ka-thokø

thokø, lithokø

thola, thotse (stative)

thole
lithole

thotha, thothilë

thula, thutse

thunya, thuntsë (stative)

sethunya

thupa, lithupa

thusa, thusitsë

thusana, thusane

thutø, lithutø

tichëre, litichëre

botichëre (cl 6 sg)

tiea, tiilë (stative)
Ke-tiilë.
Hã-ke-a-tiea.

tima, timmë

tinare, litinare

little person (derogatory)

thing, object
small thing

it is said
I beg your pardon?

at the side, beside

praise-poem

be quiet

dust

rubbish, sweepings

carry harvest home from the fields

bump

1. shoot
2. blossom, bloom

gun

stick, rod

help, aid, assist

help one another

lesson, study, education

teacher

teaching profession

become firm

I am positive.

I'm kidding.

extinguish, put out
(a fire, light)

midday meal, lunch, dinner
tja
dog
tjale, litjale
shawl
tjeka
turn
tjěna
like this, this way, thus
tla, tlilë
bëkë êë tlëng
come
tla (verb auxiliary)
next week
= future tense
matla
strength, force
tlama, tlamme
tie
tlamolla, tlamollotse
untie
tlase, tlasa
down, below, under, beneath
tlatsa, tlatstsë
fill
tlatsëtsa, tlatstsëlitsë
fill for
-tlë (adj stem)
good, nice, pretty, beautiful,
well-behaved
botlë
beauty
tlelasc, litlelase
class
tlelëke, litlelëki
saddle cloth
tlil'ö
have come to
tlisë, tlisitsë
bring (cause to come)
ntlo, matlo (cl 3 pl)
house, hut, dwelling
ka-tlung
in the house
ntlo ea-boithusë
lavatory
matloana
lavatory
tlöö
come
tlosa, tlositsë
take away, remove
tlung
in/to the house (see ntlo)
se töfo
stove
mo tōhö, metōhö
sour porridge
tôla, tôtse

toma, tomné

tumô, litomô

tomolla, tomollotse

-tona (adj stem)

tönki, litönki

bô tórô (cl 5 sg)

tûrôpô, litûrôpô

tsa- (poss, cl 4/5 pl)

tšaba, tšabilê (stative)

tsamaea, tsamailê

tsamôô

Tsâmôô ja.

tsane (3rd posit, cl 4/5 pl)

tîtsatsi, matsatsi

motse, metse

motseare (cl 2 sg)

tsê-(N)- (AC, cl 4/5 pl)

tseba, tsebilê

tsebana, tsebane

tsêbê, litsêbê

ôtsêbisa, tsebisitsê

tsebisêsa, tsebisitsêsê

ôtsëe (1st posit, cl 4/5 pl)

ôtsëe- (RC, cl 4/5 pl)

ôtsëha, ôtsêhilê

take a bath

bridle

bridle

unbridle

masculine, male

donkey

butter

town, city

fear, be afraid of

go, walk, travel, go off, depart

go (do)

Go eat.
those yonder

1. sun

2. day

village, town, homestead

1. noon, at noon, midday

2. daytime, during the day

know

know one another

ear

tell/cause to know

know very well

these

who, which

laugh, laugh at
tsela, litsela

tšëla, tšëtse (stative)

tšelëla

tsëna (1st posit, cl 4/5 pl)

tsëq (2nd posit, cl 4/5 pl)

tšëpa, tšëpilë

tšepe, litšepe

môtsi (cl 3 pl)

tšilô

tšimo (cl 5 sg), masimô
(cl 3 pl)

-tšô

tsoa, tsoilë

tsoafa, tsoafilë

le tsoai

tsoala, tsoëtse (stative)

Thabo o-tsoëtse bana
ba-batlë.

mo tsoala

mo tsoali, metsoali

mo tsoallô, metsoallô

tšoanôla, tšoanëtse

se tšoantsô

tšoara, tšôüre (stative)

Kg-tšoëroe kg-hlôôhô

tšoarôla, tšoarëtse

tsoekere, litsoekere

road, path, way
contain, pour into
six
these
those
hope, trust, believe
1. iron, metal
2. bell
water
grinding stone
field, garden
black
come out, come from, go out
be disinclined
salt
1. deliver, give birth to
   (indelicate when applied
to people)
2. have
Thabo has nice children.
cousin
parent
friend, companion
ought to, have to, must
picture
seize, grasp, hold
I have a headache.
pardon
sugar
tsoélôpele (cl 5 sg) civilization, progress
tsoha, tšohile (stative) wake up, get up, arise, be awake
tšoha, tšohile (stative) be frightened
tšôhô hand, arm
tšolla, tšolotse 1. pour, spill
2. purge
tšomô, litšomô folktale, tale
tšôna (indep pron, cl 4/5 pl) they, them, themselves
tsuba, tsobilê smoke
Mo tswana, Batswana a Tswana
tuku, lituku head scarf
se tulô chair, seat, stool
se tupu stoop
tumûlisô, litumûlisô greeting
turu (rel stem) expensive

U

u- (SC/OC, 2nd pers sg) you
uêna (indep pron, 2nd sg) you, yourself
utloa, utloilê

utloahala, utloahëtse 1. be understandable
2. be audible
utloisisa, utloisitsë understand
utsoa, utsoitsë steal, rob
## ENGLISH-SESOTHO

### Vocabulary

<table>
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<th>C</th>
<th>D</th>
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<td>ability</td>
<td>bohlale</td>
<td>amazed</td>
<td>makala</td>
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<tr>
<td>able</td>
<td>-ka (verb auxilary)</td>
<td>American</td>
<td>LeAmērika</td>
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<td>above</td>
<td>holimo</td>
<td>among</td>
<td>hara; mahareng</td>
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<td>absent</td>
<td>òo (after neg)</td>
<td>amount</td>
<td>boholo</td>
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<td>sieÔ</td>
<td>and</td>
<td>mme; le-</td>
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<td>abundance</td>
<td>nala</td>
<td>and then</td>
<td>eaba</td>
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<td>kōtsi</td>
<td>Anglican</td>
<td>Chache</td>
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<td>ache</td>
<td>bohloko</td>
<td>angry</td>
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<td>add</td>
<td>kōpanya</td>
<td>animal</td>
<td>phôôrôôô</td>
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<td>address</td>
<td>aterêsê</td>
<td>announcer</td>
<td>seboholi</td>
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<td>admire</td>
<td>boha</td>
<td>annoyed</td>
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<td>advice</td>
<td>kēlētsē</td>
<td>another</td>
<td>mong; -ngoe</td>
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<td>advise</td>
<td>ēlētsa</td>
<td>answer</td>
<td>araba; karabô</td>
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<td>mang kapa mang</td>
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<td>African</td>
<td>MoAfrika; MaAfrika</td>
<td>anything</td>
<td>lethô</td>
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<td>Afrikaans</td>
<td>Seburu</td>
<td>anytime</td>
<td>neng kapa neng</td>
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<td>Leburu</td>
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<td>kae le-kae</td>
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<td>morao</td>
<td>appear</td>
<td>bonahala; hlaha</td>
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<td>again</td>
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<td>aloe</td>
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<td>-sê</td>
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<tr>
<td>also</td>
<td>le-; hape</td>
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<tr>
<td>always</td>
<td>kamehla</td>
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as if
ask
aside
ask for
ask
assembly
astray
at
attempt
attend
autumn
awake
ax

baby
bad
badly
badness
bag
bake
ball
bank
basket
bathe
be
bead
bean
bear
beat
beauty
because
bed
beef
beer

before
beg
begin
beginning
belong
believe
bell
below
belt
bend
bend over
beside
besides
better
beware (of)
beyond
bicycle
big
bind
bird
bite
black
blanket
blood
bloom
blossom
blouse
blow
blunt
board
body
Boer
boil

eka (also eaka)
botsa
kathokô
kopa
botsisisa
pitsô
lahlêha
ka-; ha
leka
kêna
(le)hoetla
tsoha
selêpê
lesea; ngoana
-ha
hampe
bobe
mokötla
phêha
bôlô
banka
seroto; sesiu
 tôia
na; ba; le
sefaha
naoa
jara; tsoala
ôtlâ; shapa
botlê
hobane
bêthê
nama ea-khômo
joala
pele
kopa
qala
hîôhô
boha
khôloa;
tšëpa
tšepe
katlase; tlasa
lebanta
kôba
inama
ka-thokô
ho-feta mobj
betere
hîôkômêla
ka-nngane ho-
baeskele
-lolo
fasa
nônyana
loma
-tšo
kobô
mali
thunya
thunya
bolause
foka
botsoa
palama
mmele
Leburu
bela
book
born
borrow
brother
bottle
bowels
box
boy
bracelet
bread
break
brew
bricks
bride
price
bridge
bridle
bring
bring near
broom
brother
brother
my elder brother
brother
bucket
build
building
bump
burn
burn something
bury

bus
but
but
butter
butter
buy
buy for
by
by
bracelet
lesêkana
bread bohôbô
break rôba; rôbêna
brew ritêla
bricks setene
bride
price bohali
bridge borôkhô
bridle tomo; toma
bring tîlsa
bring near bapisa
broom le fiêlô
brother khaîtsêlî
brother moholoane
my elder brother aubutî, bô-aubuti
brother ngoan'ëso
bucket êmêrê
build aha
building mohahô
bump thula
burn cha
burn something chesa
bury boloka

bus
but
but
butter
butter
buy
buy for
by

C
cafe k'hëfi
calf namane
call bitsa
can bolêkana
can -ka (verb auxiliary)
candle lebônê
candy põmpõng
cannibal lelimo
car kòiôi
care for alosa
careful hîokômêla
carry jara
carry bôfa
carry roala
.carry ñipêpa
cat katse
catch on fire cha
cause lebaka
cent sêntê
ceremony mokete
certain nnete
certainly ruri
circle setûlô
car chalk chôkô
<p>| chance       | nakô         | come back  | khutla      |
| change      | chenche     | come in     | kēna        |
| chat        | qôqa        | come near   | atamêla     |
| cheap       | chipi        | come out    | tsoa        |
| chest       | sefuba      | companion   | thaka       |
| chicken     | khoho       | companions  | bô= (NP, cl la pl) |
| chief       | morêna      | complain    | lla         |
| chieftainship | bořêna   | complete    | phêtha      |
| child       | ngoana      | concealed   | ikhantša    |
| child       | ngo ana     | construct   | aha         |
| choose      | khêtha      | construct   | haha        |
| church      | kërêkê      | contain     | tšêla       |
| cigarette   | sakerêtê    | contented   | khôtsô      |
| cinch       | hôrâta      | continue    | -ntsê       |
| city        | tôrôpô      | contradict  | hana        |
| civilization | tsoôlîpele | conversation | moqôqô      |
| class       | tlelase     | converse    | buisana     |
| clean       | hloêka      | cook        | phêha       |
| clean       | hloêkîsa    | cook        | mophêhi     |
| clear       | êla         | cool        | fôla        |
| cleverness  | bohale      | corn        | pööne       |
| clods       | makôtê      | corner      | hukung      |
| clothes     | liphahlô    | corner      | ntlha       |
| clothing    | seaparô     | correct     | korêka      |
| clubs       | 1îktôtô     | correct     | ntša        |
| coal        | mashala     | correct     | nêpa        |
| coat        | baki        | cost?       | bokae?      |
| coat        | jase       | council     | lekhotla    |
| coffee      | kôfi        | count       | bala        |
| cold        | bata        | country     | lefatšê     |
| cold        | sefuba     | country     | naha        |
| color       | mmala       | court       | lekhotla    |
| comb        | kama        | cousin      | motsoala    |
| come        | tla         | cover       | koahêla     |
|             |             | cow         | khômo        |
|             |             | create      | ëtsa         |
|             |             | crocodile   | koëna        |</p>
<table>
<thead>
<tr>
<th>English Word</th>
<th>Tswana Word</th>
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<td>cross</td>
<td>halefa</td>
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<tr>
<td>crush</td>
<td>pita</td>
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<td>cry</td>
<td>lla</td>
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<tr>
<td>cry for</td>
<td>lêla</td>
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<td>cup</td>
<td>köpi</td>
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<td>cup</td>
<td>k'hapho</td>
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<td>cupboard</td>
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<td>cut</td>
<td>kuta</td>
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<td>itšêha</td>
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<td>day after tomorrow</td>
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<td>dead person</td>
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<td>qêqa</td>
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how many?
how many times?
how much?
human being
hungry
hurry
husband
I
I, me, myself
if
ill
important
impudent
in
indeed
infant
inform
inhabitant
ink
inoculate
inquire
inside
intelligent
introduce
iron
irritable
it
jacket

hôra
ntlo
joang?
-kae?
ha ka e?
-kae?
mo tho
lapa
phakisa, tata
mon na, mohatsa
kê
nya
ha e ba, ho ja,
ho jene, ha-
kula
boh ö ko a
ikhantša
ka-
e-hilë, efëla,
kannete
le sa a
ts e b isa
moahi
ência
ênta
botsa
ka-hare, katëng
bohlale
kënya,
tš e pe
bohlale
ha- (past of ho-)
baki

job
Johannesburg
Joke
joy
K
kaffir corn
keep
kerosene
key
kick
kid
kill
kind
kindle
kiss
kitchen
knife
know
knowledge
kraal

lamp
land
language
large
late
later on
laugh
lavatory
law
laziness
lazy

mosêbôtsi
Khautêng
soasoa
thabô
mabêlê
boloka
parafine
senôtlôsô
raha
soasoa
bolaea
mosa, molemô,
mofuta
bësa
suna
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thipa
tseba
bohlale
lesaka

lebônô
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botsoa
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precipice  selōmo
pregnant  ōmarā
prepare  lokōsa
present  tēng, eō
preserve  baballā, boloka
prevent  thība
prevented  sitōa
price  thēkō
priest  moruti
produce  bēa
produce  hlahīsa
progress  tsoēlōpele
pronounce  bitsa
prosperity  lehlōhōnlō
puff  hēma
pupil  morutuoa
pure  hloēka
purpose  bōōmo
purse  mokōtlana
put  bēa
put in  kēnya
put on clothes  apara, tena
put out  tima
put side by side  bapīsa

question  botsa, potsō
quickly  kapele
quiet  khutsa

race  rēisīsi
rain  na, pulā
raincoat  jase ea-pulā
raise  ūmīsa
rapidly  kapele
reach (a place)  fī'ēla
read  bala
read to/for  ballā
reality  sebele
reap  kōtula
reason  lebaka
receive  nka
receive  amohēla, fumana
recite, narrate  phēta
recount  hlalosā, bolēla
recover  fōla
red  -fubēlu
refresh  khatholla
refuse  hana
reign  busa
remain  sala
remember  hopōla
remove  tōsā
repeat  phēta
reply  arāba, karabō
request  kopa
rest  phomōla
return  khutlā
return to  khutlēla, boēla
reward  putsa
rice  rēisi
rich  rua, khora
ride  kalamā (also palama)
right (become)  lōka
right (get)  nēpa
right now  hōna-joalē
rise (sun)  chāba
river  nōka
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