



# Puo Ea Sechaba

A Beginner's Tutorial in  
Sesotho for Peace Corps  
Volunteers

Colin Hoag

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C. H.

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## **Note**

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## Introduction

*Puo Ea Sechaba: A Beginner's Tutorial in Sesotho for Peace Corps Volunteers* is intended as an introductory course in learning Sesotho for Peace Corps Volunteers in Lesotho. It is geared toward adults who are not students of language and have had little or no exposure to Sesotho. It hopes to lay out in a clear and concise manner the fundamental structures of the language as a framework for serious study, and also pertinent situational vocabulary for everyday use as a "survival guide" for the Volunteer's interaction with (and acceptance as a member of) the Basotho community.

Knowledge of Sesotho can benefit the Volunteer in a number of ways. It can be a useful tool in your work, making accessible to you a substantial segment of the population with little or no English skills, and allowing you to contribute in conversations, meetings, *pitso's*, etc. It can increase your level of safety within the community, enabling you to make acquaintance with all parts of it, and also outside of it (e.g. when in transit). It can also help soften the effects of "culture shock," helping you to feel at home in Lesotho.

The tutorial begins with a list of essential vocabulary in order to assist in the initial interactions. Chapter One covers the members of the family, common greetings, and time. Chapter Two covers the use of verbs in various tenses and basic sentence structure. Chapter Three covers the noun classes and several concepts related to them, and Chapter Four covers the potential tense along with other useful verb forms. Following the tutorial is a list of "mock" situations, which the Peace Corps Volunteer will be likely to encounter during their service. These situations can be used as practice dialogues in a class setting, or given as after-class writing assignments.

Each lesson and chapter is followed by a list of vocabulary words and an example dialogue. These dialogues can be useful as illustrations of common conversation in Sesotho and also can be assigned for translation, testing the student's knowledge of the concepts which have been studied. At the end of the tutorial are translations of these dialogues.

Much effort has been made to sequence the lessons in as logical a progression as possible, in an attempt at keeping the information pertinent at every step of the learning process, while keeping in mind the unique timeframe and experience of both the Peace Corps Trainee and the Volunteer. At times, however, in the interest of adhering to a logical grouping together of common concepts, I have found it necessary to deviate slightly from this progression. As such, effort has also been made to facilitate the referencing of individual concepts.

As the course is designed for people who are not students of language, I have tried to steer clear of grammatical jargon, where possible. Where grammatical terms were unavoidable, they have been put in bold-face at their first appearance within each lesson and defined in the Grammatical Terms section in the back of the book. Enjoy!

C. H.  
Thaba-Tseka  
May 2005

## Chapter 0: First Things First

### Lesson 0: Mantsoe A Bohlokoa! Essential Vocabulary!

Before we even begin, I would like to direct your attention to these essential vocabulary words and phrases. These are words that can help you interact respectfully with your language trainer and host family during Community Based Training, while you are still in the process of learning Sesotho.

<i>E/ Ah, ah</i>	Yes/ No
<i>Hle</i>	Please
<i>Ak'u nthuse!</i>	Please, help me!
<i>Kea kula.</i>	I'm sick.
<i>Lumela!</i>	Hello!
<i>Kea leboha!</i>	Thank you!
<i>Ntsoarele!</i>	Excuse me!
<i>Toilet e kae?</i>	Where is the toilet?
<i>Ke khathetse.</i>	I'm tired.
<i>Ke lapile.</i>	I'm hungry.
<i>Ke nyorue.</i>	I'm thirsty.
<i>Ke kopa _____.</i>	I would like _____.
<i>Ha ke tsebe.</i>	I don't know.
<i>Ha ke utloisise.</i>	I don't understand.
<i>Bua butle.</i>	Speak slowly.
<i>Bua hape.</i>	Say that again.
<i>Ke eng ka Sesotho ____?</i>	How do you say ____ in Sesotho?

# Chapter I

## Doing As The Romans Do!

### The Romans Do What?

Hello, and welcome to the beginning of the incredible and stimulating journey of learning your way around Sesotho! Sesotho could very well be one of the most interesting elements of your Peace Corps experience. Knowing even a little Sesotho can be an invaluable tool for you, as you begin your service as a Volunteer. It will help you to be culturally sensitive, to get work done, to get around, to make friends, and, above all, it is your window into this wonderful culture of the Basotho.

In this chapter we'll get our feet on the ground, learning how to show respect to others, to greet people, and to navigate our way through the everyday, "small-talk" conversations that are so common in the villages and towns of Lesotho. *Tsela-tšoeu!*



## Lesson 1: Helang Batho! Members Of The Family

In Basotho culture, titles are very important and are used alone, or in accompaniment to the person's name, as a form of respect. When addressing or discussing people in Sesotho, you will always use them. There are six basic titles.

### A) Titles: R•E•S•P•E•C•T

To be used with young, unmarried people:

*Abuti*                      Brother

*Ausi*                         Sister

#### **Wait A Minute... What?**

So, that means that if you met a young, unmarried girl, whose name was *Palesa*, you would call her *Ausi Palesa*.

To be used with people who are married or approximately over the age of 25:

*Ntate*                        Father

*'Me*                         Mother

To be used with middle-aged people as a form of respect, or with elderly people (*esp.* with grey hair):

*Ntate-moholo*              Grandfather

*Nkhono*                     Grandmother

When making any of these titles plural you will use an assigned **prefix**, as opposed to the **suffix**, -s, used in English. There are different prefixes for different types of words, as you will learn more about in Chapter 3. However, all of these personal titles will use the same prefix: *bo-*. So, two or more "fathers" are *bo-ntate*, two or more "sisters" are *bo-ausi*, and two or more "grandmothers" means you're in for a humungous Thanksgiving dinner.

To express “my father” or “her brother” you will use **possessive pronouns**. Below is a description on how to do so. The blanks can be filled with any title (e.g. *Ntate oa hae* “her father”). In the plural, you will use *ba* in the place of *oa* (e.g. *bo-ausi ba ka, bo-me ba bona*).

_____ <i>oa ka</i>	my _____	_____ <i>oa rona</i>	our _____
_____ <i>oa hao</i>	your _____	_____ <i>oa lona</i>	your (you all) _____
_____ <i>oa hae</i>	his/ her _____	_____ <i>oa bona</i>	their _____

**The Romans Do What?**

We’re now preparing for landing and will please ask all passengers to buckle their safety belts and slip on the “culture shoes” situated below their seat. In Basotho culture- get this- to be called “old” is a good thing. So if you’re not sure if someone is married or 25, etc., don’t sweat- just round up to the nearest title.

**B) Names: How About... James!**

Names in Lesotho are a bit more colorful than they are in America. Unlike Americans, Basotho use the naming of a child as an opportunity to express their emotions or the circumstances under which the child was born. For example, a girl who is born during a storm might be named *Pulane* (Rain). Or, as a means of showing their thanks for being given a child, the parents might choose the name, *Relebohile* (We’re thankful).

Similarly, a child which follows a miscarriage might be given an unpleasant name, as a means of dissuading the powers that be from taking the child. Examples of these names are *Lira* (Enemies), *Reentse’ng* (What did we do?), or, simply, *Ntja* (Dog).

When a Mosotho woman has her first child, she usually takes on the child's name, preceded by the prefix 'Ma-. Therefore, if *Ausi Palesa* marries to become 'Me *Palesa* and names her first child *Thato*, she will then become 'Me 'Mathato.

Men are often referred to by their surname, meaning that *Ntate Lira Tau* might go by, simply, *Ntate Tau*. Furthermore, most children are also given a Christian name, in addition to their name and surname.

### **C) Clans: More Like The Bakoena Than The MacGregor's**

The Basotho are a nation of different clans, united in the early 19th century by the great diplomat, King Moshoeshe I. There are many different clans. However, the principle ones are the *Bafokeng* people of the *Fokeng* clan, represented by the rabbit, the *Bakoena* of the *Koena* or crocodile clan, and the *Bataung* of the *Tau* or lion clan. A single member of one of these clans is referred to as a *Mofokeng*, *Mokoena*, and *Motaung*, respectively.

To this very day Basotho identify with these clans and, at times, when getting to know one another, will ask, *Seboko sa hao ke mang?* (What is your clan?) Different surnames belong to different clans, so, if you are given a Sesotho surname, you should ask for your clan name and bear it proudly as *ngoana oa Moshoeshe!* Here's how to ask and answer this question:

*Seboko sa hao ke mang?*

What is your clan?

Ke \_\_\_\_\_. (*Mofokeng, Mokoena, etc.*)

I'm a \_\_\_\_\_.

## Lesson 1: Tip O' The Tongue Vocabulary List

<i>motho (batho)</i>	person
<i>mosotho (basotho)</i>	citizen of Lesotho
<i>'me (bo-)</i>	mother, madam
<i>ntate (bo-)</i>	father, sir
<i>ausi (bo-)</i>	sister
<i>abuti (bo-)</i>	brother
<i>nkhono (bo-)</i>	grandmother
<i>ntate-moholo (bo-)</i>	grandfather
<i>mosali (basali)</i>	wife
<i>monna (banna)</i>	husband
<i>morali (barali)</i>	daughter
<i>mora (bara)</i>	son
<i>khaitseli (bo-)</i>	sibling of the opposite sex
<i>ngoana (bana)</i>	young child, baby
<i>ngoanana (banana)</i>	young girl
<i>moshanyana (bashanyana)</i>	young boy
<i>morena (marena)</i>	chief
<i>mofumahali (mafumahali)</i>	chief's wife, female chief
<i>mokhotsi (bakhotsi)</i>	friend
<i>kharebe (likharebe)</i>	girlfriend
<i>mohlankana (bahlankana)</i>	boyfriend
<i>molisana (balisana)</i>	herd-boy

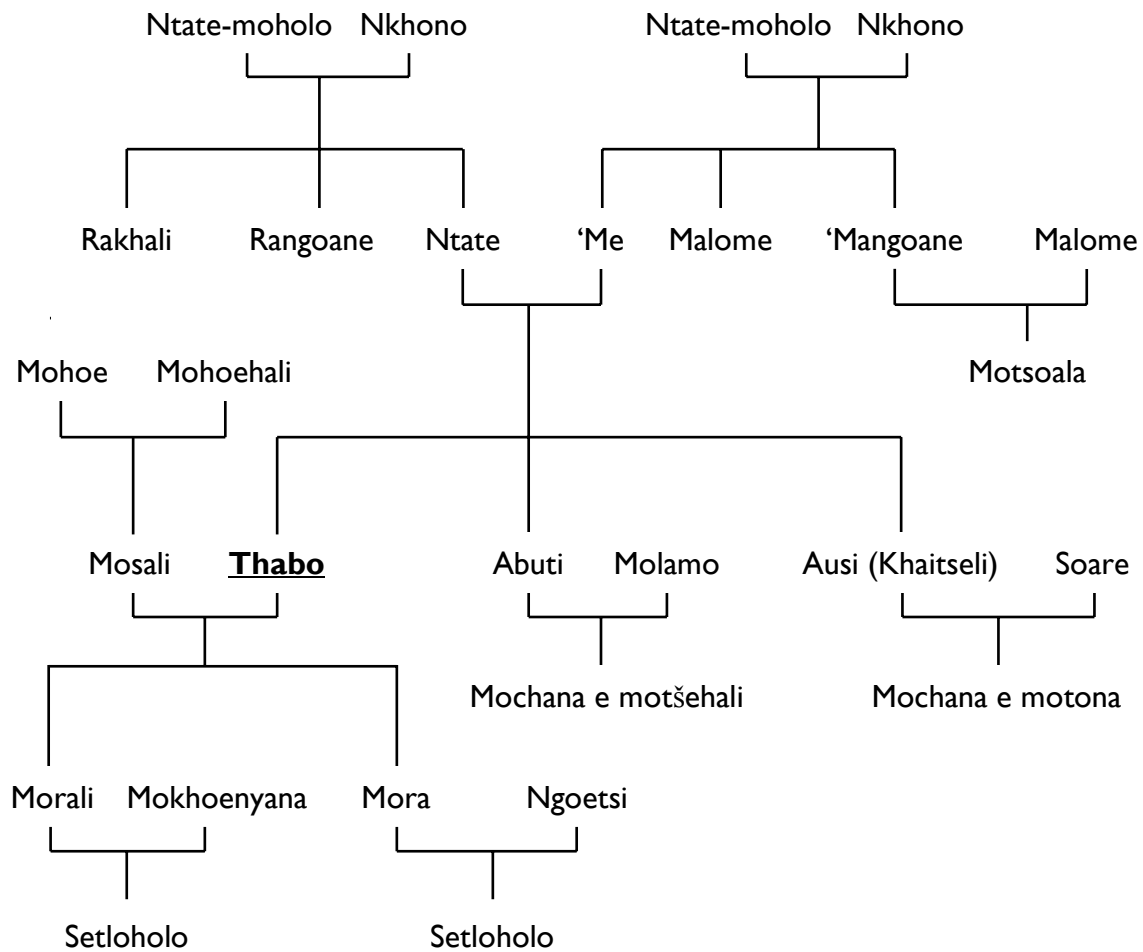
### **Hey, You! Yeah, You!**

What you see in the parentheses, following the vocabulary word, is the word's plural form. Although you will learn more about which words take on which prefixes in Chapter 3, it can't hurt to learn them as you go!

## Lesson 1: Tip O' The Tongue Dialogue

In place of a dialogue for this first lesson, we have here an illustration of the titles of various family members, in Sesotho. Although knowledge of all of these titles may not be necessary at this time, the list can be of referential use to you in the future. The titles of the members are given in relation to Thabo, in the form of a family tree.

### Thabo's Family Tree



## Lesson 2: Lumelang Batho! The Greetings

Generally speaking, the Basotho are a very talkative and social people. More so than in many American communities, the exchange of greetings is an integral part of one community member's relationship with another (or with a perfect stranger, for that matter!). Greetings are therefore essential not only to the student of Sesotho but to any respectful visitor to Lesotho. There are many different greetings but here are some of the more common ones. For a more extensive list of greetings, see pg. 113.

### A) Hello! Howdy Neighbor!

Your greeting will start out with a "Hello!"

*Khotsol!*                      Peace!

*Lumela!*                      Believe!

Bear with me here, but when you're addressing two or more people, an *-ng* is added to the end of the word. So, the plurals are as follows:

*Khotsol!*              Becomes:      *Khotsong!*

*Lumela!*              Becomes:      *Lumelang!*

### B) How Are You? I'm Fine, Thanks!

You'll then follow your "Hello!" with a "How are you?"

*U/ Le phela joang?*              How are you/ you all living?

*U/ Le tsohile joang?*              How did you/ you all wake?

Appropriate responses are:

*Ke/ Re phela* \_\_\_\_\_. I'm/ We're living \_\_\_\_\_.

*Ke/ Re tsohile* \_\_\_\_\_. I/ We woke \_\_\_\_\_.

The blank can be filled with *hantle* "well," *hamonate* "just fine," *hampe* "poorly," etc.

There are two other greetings that are extremely common but slightly less formal than the previous two, so you may not want to use them if you're meeting your chief for the first time or the Prime Minister, for example. Here they are with their responses.

*U/ Le kae?* Where are you/ you all? (How is it?)

*Ke/ Re teng.* I'm/ We're there. (I'm/ We're fine.)

or

*Ho joang?* How is it?

*Ho* \_\_\_\_\_. It's \_\_\_\_\_.

This blank can be filled with *monate* "fine," *hobe* "bad," *lokile* "OK," *sharp* "great," etc.

### **Hey, You! Yeah, You!**

Having a good base of vocabulary is extremely... What's the word? Like when you really need something? Important! Seriously- having a good base of vocabulary is essential, especially in the early stages of language-learning. It gives you confidence in approaching conversations and actually allows you to learn *more* vocabulary. So get out the flash-cards and get to it!

### **C) What's Your Name? Hey, Do I Know You?**

As many Basotho communities are small and close-knit, it is not uncommon to exchange names after greetings. Here's how to do it!

<i>Lebitso la hao u mang?</i>	What is your name?
<i>Lebitso la ka ke _____.</i>	My name is _____.
<i>Lebitso la hae ke mang?</i>	What is his/ her name?
<i>Lebitso la hae ke _____.</i>	His/ Her name is _____.
<i>Fane ea hao ke mang?</i>	What is your surname?
<i>Fane ea ka ke _____.</i>	My surname is _____.

As these plural forms are seen rather infrequently, it is not imperative that you memorize them. They are listed below, however, for the sake of future reference. In answering them, it will be easiest to simply use the individual responses, listed above.

<i>Mabitso a lona le bo-mang?</i>	What are your names?
<i>Mabitso a bona ke bo-mang?</i>	What are their names?

### **D) Goodbye! Until We Meet Again!**

Translated literally, Basotho don't say "goodbye," exactly. Rather, they say "Go well" or "Stay well," depending on who's doing the leaving or the staying.

<i>Sala hantle!</i>	Stay well! (when addressing one person)
<i>Salang hantle!</i>	Stay well! (when addressing two or more people)
<i>Tsamaea hantle!</i>	Go well! (when addressing one person)
<i>Tsamaeang hantle!</i>	Go well! (when addressing two or more people)



## Lesson 2: Tip O' The Tongue Vocabulary List

<i>Khotso(ng)!</i>	Peace! (plural)
<i>Lumela(ng)!</i>	Believe! (plural)
<i>U/ Le phela joang?</i>	How are you/ you all living?
<i>U/ Le tsohile joang!</i>	How did you/ you all wake?
<i>U/ Le kae?</i>	How is it? (with you/ you all)
<i>Ho joang?</i>	How is it?
<i>hantle</i>	well
<i>hampe</i>	poorly
<i>hamonate</i>	just fine
<i>haholo</i>	very, a lot
<i>hanyane</i>	not much, a little
<i>Ho monate.</i>	It's just fine.
<i>Ho lokile.</i>	It's OK.
<i>Ho hobe.</i>	It's bad.
<i>Ke thabile ho u tseba!</i>	It's nice to know you!
<i>Kea leboha.</i>	I'm thankful. (Thank you.)
<i>Sala(ng) hantle!</i>	Stay well! (plural)
<i>Tsamaea(ng) hantle!</i>	Go well! (plural)
<i>Lebitso la hao u mang?</i>	What is your name?
<i>Lebitso la ka ke _____.</i>	My name is _____.
<i>Lebitso la hae ke mang?</i>	What is his/ her name?
<i>Lebitso la hae ke _____.</i>	His/ Her name is _____.

## Lesson 2: Tip O' The Tongue Dialogue

- Beau: *Lumela, ntate!*
- Thabiso: *Lumela, ntate! U phela joang, ntate?*
- B: *Ke phela hamonate, ntate! U tsohile joang?*
- T: *Ke tsohile hantle haholo! Lebitso la hao u mang, ntate?*
- B: *Lebitso la ka ke Ntate Beau. Lebitso la hao u mang, ntate?*
- T: *Lebitso la ka ke Ntate Thabiso.*
- B: *Kea leboha, ntate. Tsamaea hantle!*
- T: *E, ntate. Sala hantle!*
- 
- Moepa: *Khotsong, bo-'me!*
- Billie and Hope: *Khotsa, ntate!*
- M: *Le phela joang?*
- B&H: *Re teng, u kae, ntate?*
- M: *Ke teng! Mabitso a lona le bo-mang?*
- B: *Lebitso la ka ke 'Me Billie. Lebitso la mokhotsi oa ka ke 'Me Hope.*
- M: *O, 'me. Kea leboha. Lebitso la ka ke Ntate Moepa.*
- B: *Kea leboha, ntate. Fane ea hao ke mang, ntate?*
- M: *Fane ea ka ke Molapo.*
- H: *Ntate oa hao ke mang? Ke Ntate Hato?*
- M: *E, 'me. Ke Ntate Hato.*
- B&H: *O, ntate. Tsamaea hantle!*
- M: *Kea leboha! Tsamaeang hantle, bo-'me.*

### Lesson 3: U Ea Kae? Places in Sesotho

As mentioned in Lesson 2, the Basotho are a very social people. When in transit, or simply walking through a village, people will often ask you where you are going, where you are coming from, where you stay, etc. As such, you are going to want to learn how to respond during these “location conversations.” There are several different ways to ask and to answer these questions. They are listed below. Enjoy!

#### A) The Locative Suffix (-ng): Where To?

One way to respond, when the place being referred to is a **noun** (e.g. river, house, computer) and not a **proper noun** (e.g. Thabo, America, Martha’s Vineyard), is to attach the **suffix** *-ng*. It’s pretty straightforward. The only hitch to this rule is that, when the word ends in *-a*, it will be changed to an *-e* before adding *-ng*. Got it? Good. Let’s have a look, shall we?

<i>lebenkele</i> “shop”	Becomes:	<i>lebenkeleng</i>
<i>pompo</i> “pump”	Becomes:	<i>pompong</i>
<i>furu</i> “forage”	Becomes:	<i>furung</i>
<i>reisi</i> “rice”	Becomes:	<i>reising</i>
<i>morena</i> “chief”	Becomes:	<i>moreneng</i>

This may, at first, seem confusing, as no such differentiation is made in English. But if you consider the difference between an object and a location, it might become clearer. The suffix acts somewhat as the **preposition** “at.” Note the examples on the following page.

*Ke rata noka.* I like the river.

*Ke ea nokeng.* I'm going to the river.

or

*O pheha reisi.* He/ She is cooking rice.

*O robetse reising.* He/ She is sleeping at the place of the rice.

## **B) Location With Proper Nouns: Now If You're Talking About Proper Nouns...**

There are a few different ways to tackle these guys:

**1) Place Names:** When answering with the name of a country, province, or village you will insert the name after the **verb**. For example:

*U ea kae?* Where are you going?

*Ke ea Delaware.* I'm going to Delaware.

or

*Ba lula kae?* Where do they stay?

*Ba lula Cleveland.* They stay in Cleveland.

**2) People's Places:** When answering a location-question with someone's home, you will insert the word *ha* and the person's name after the verb. For example:

*Le tsoa kae?* Where are you all coming from?

*Re tsoa ha Ntate Maja.* We are coming from Ntate Maja's place.

or

*U lula kae?* Where do you stay?

*Ke lula ha Nkhono 'Makhang.* I stay at Nkhono 'Makhang's place.

3) **Possessive Pronouns:** Or, you can use that same *ha* with the possessive form:

<i>ha ka</i>	my place	<i>ha rona</i>	our place
<i>ha hao</i>	your place	<i>ha lona</i>	your (you all) place
<i>ha hae</i>	his/ her place	<i>ha bona</i>	their place

### C) Where Are You From? Oh, And One More Thing...

Another common question concerns where you come from, or your country of origin. Although you'll be speaking Sesotho fluently and without an accent, Americans still tend to stick out, somehow, so you'll want to know how to answer this one. Before I give you the question and response, you should learn this piece of vocabulary.

<i>haeso</i>	my place of origin
<i>haeno</i>	your place of origin
<i>hahabo</i>	his/ her place of origin
<i>hahabo rona</i>	our place of origin
<i>hahabo lona</i>	your (you all) place of origin
<i>hahabo bona</i>	their place of origin

Now, let's look at those questions and responses:

<i>Haeno ke kae?</i>	Where are you from?
<i>Haeso ke Milford, Michigan.</i>	I'm from Milford, Michigan.
or	
<i>Hahabo lona ke kae?</i>	Where are you all from?
<i>Hahabo rona ke Amerika.</i>	We are from America.

## D) Getting Around On Taxis: Buckle Up!

Ah, taxis! Riding on a taxi in Lesotho is one of the quintessential cultural experiences of the Peace Corps Volunteer's service. However, in order to enjoy the ride, you might want to know how to interact with the driver! Here's some vocabulary you will need to know!

<i>Ke bokae?</i>	How much does it cost?
<i>Ke kopa chenche ea ka.</i>	I would like my change.
<i>Ke u file _____ Rand.</i>	I gave you _____ Rand.
<i>Ke theoha _____.</i>	I'm getting off at _____.
<i>Re tla fihla ka nako mang?</i>	When will we get there?
<i>Ke kopa ho bea mokotla kamorao.</i>	I'd like to put the bag in the back.
<i>Ak'u bule fenstere.</i>	Please open the window.
<i>Ke kopa ho theoha.</i>	I'd like to get off.
<i>Ke rata 'mino.</i>	I like the music.

### **Heads Up, Hikers!**

During different times of the year (usually during the summer), the Basotho hold traditional schools outside of the village for boys' initiation into manhood, called *mophato* or *lebollo*. As it would be very disrespectful (and maybe dangerous) to come upon one, you should know how to ask about the existence of any. Here's how to do so:  
(After a greeting, of course!)

*Ke tsamaea ka koana. Na mophato o teng?*

I'm walking that way. Is an initiation school there?

### Lesson 3: Tip O' The Tongue Vocabulary List

<i>U/ Le ea kae?</i>	Where are you/ you all going?
<i>U/ Le tsoa kae?</i>	Where are you/ you all coming from?
<i>U/ Le lula kae?</i>	Where do you/ you all stay?
<i>haeso</i>	my place of origin
<i>haeno</i>	your place of origin
<i>hahabo</i>	his/ her place of origin
<i>hahabo rona</i>	our place of origin
<i>hahabo lona</i>	your (you all) place of origin
<i>hahabo bona</i>	their place of origin
<i>'na</i>	me
<i>uena</i>	you
<i>eena</i>	him/ her
<i>rona</i>	us
<i>lona</i>	you all
<i>bona</i>	them
<i>motse (metse)</i>	village
<i>toropo (litoropo)</i>	town, city
<i>moreneng (mareneng)</i>	the chief's place
<i>lapeng (malapeng)</i>	home ( <i>lit.</i> the place of the family)
<i>shopo (lishopo)</i>	shop
<i>kereke (likereke)</i>	church
<i>sekolo (likolo)</i>	school

### Lesson 3: Tip O' The Tongue Dialogue

- Stefano: *Lumela, 'me!*
- 'Matšoana: *Khotso, ntate!*
- S: *U phela joang, 'Me 'Matšoana?*
- M: *Ke phela hantle haholo, ntate! Uena, u phela joang?*
- S: *Ke phela hamonate! U ea kae, 'me?*
- M: *Ke ea shopong.*
- S: *O. 'Me, haeno ke kae? Ke Mapoteng?*
- M: *E, ntate, haeso ke Mapoteng.*
- S: *O. 'Na, haeso ke Hollywood.*
- M: *O. Kea leboha, Ntate Stefano.*
- S: *Kea leboha, 'me.*
- 
- Stebo: *Ho joang, ntate?*
- Roman: *Ho sharp, mokhotsi! Ho joang?*
- S: *Ke teng, mokhotsi!*
- R: *U ea kae?*
- S: *Ke ea kerekeng. Uena, u ea kae, Ntate Roman?*
- R: *Ke ea thabeng koana. Na mophato o teng?*
- S: *E, mokhotsi, mophato o teng. Tsamaea ka nokeng.*
- R: *Kea leboha, ntate.*
- S: *E, ntate, kea leboha. Tsamaea hantle!*
- R: *Tsamaea hantle, mokhotsi!*



## Lesson 4: Nako Ke Mang? Times in Sesotho

Although the “New York Minute” runs a little bit faster than its Lesotho counterpart, knowledge of the time vocabulary can be very helpful. For those of you who wear a watch, be prepared to answer these common questions. For those of you that don’t wear a watch, I guess you’ll need to be prepared to ask them! Here we go!

### A) The Time: ...To Get A Watch!

*Nako ke mang?*                      What time is it?

*Nako ke \_\_\_\_\_.*                      The time is \_\_\_\_\_.

The blank can be filled in one of two ways. Though you may just want to learn “The Easiest Way,” it’s not a bad idea to take note of the other, if only for comprehension’s sake.

1) **The Easiest Way:** Using, simply, the English numerals, such as “twelve,” “half past two,” or “quarter to seven.”

2) **The Little Bit Harder, But Common Way:** Using the Sesotho ordinal number for the hour (e.g. four o’clock is *hora ea bone*, seven o’clock is *hora ea bosupa*).

<i>pele</i>	first	<i>bosupa</i>	seventh
<i>bobeli</i>	second	<i>boroba meno e ‘meli</i>	eighth
<i>boraro</i>	third	<i>boroba mono o le mong</i>	ninth
<i>bone</i>	fourth	<i>leshome</i>	tenth
<i>bohlano</i>	fifth	<i>leshome le motso o mong</i>	eleventh
<i>botšelela</i>	sixth	<i>leshome le metso e ‘meli</i>	twelfth

## B) The Day: Like Sand In The Hour Glass...

*Kajeno ke la bokae?*

What day is it today?

*Kajeno ke Labohlano.*

Today is Friday. Whoo-hooo!

<i>Sontaha</i>	Sunday	<i>Labone</i>	Thursday
<i>Mantaha</i>	Monday	<i>Labohlano</i>	Friday
<i>Labobeli</i>	Tuesday	<i>Moqebelo</i>	Saturday
<i>Laboraro</i>	Wednesday		

## C) The Date: No, Not Like Dinner And A Movie

*Kajeno ke li kae?*

What is the date today?

*Kajeno ke li \_\_\_\_\_.*

Today is the \_\_\_\_\_.

Again, you will fill this blank with a numeral in English. So, *Kajeno ke li fifteen.* means that today is the fifteenth. Similarly:

*Laboraro ke li kae?*

What is the date on Wednesday?

*Laboraro ke li four.*

Wednesday is the fourth.

Answering that the day is the first of the month requires the phrase, *la pele*. So:

*Sontaha ke li kae?*

What is the date on Sunday?

*Sontaha ke la pele.*

Sunday is the first.

## D) The Month: Get A Calendar, For Crying Out Loud!

Here's how to ask which month you're in:

*Ke khoeli ea bokae?*

What month is this?

*Ke khoeli ea \_\_\_\_\_?*

It is \_\_\_\_\_?

The blank can be filled in one of either three ways, listed on the following page.

1) **The Easiest Way:** Using the English name of the month (e.g. *Ke khoeli ea August*, or *Khoeli ena ke July*).

2) **The Little Bit Harder, But Common Way:** Using the Sesotho ordinal number for the month (e.g. May is *khoeli ea bohlangano*, January is *khoeli ea pele*).

3) **The Way Of The Deep-Sesotho:** Use of the Sesotho words for the months will instill awe in those with whom you converse. However, they belong to what is sometimes phrased “Deep-Sesotho” and are not used very often.

<i>Pherekhong</i>	January	<i>Phupu</i>	July
<i>Tlhakola</i>	February	<i>Phato</i>	August
<i>Tlhakubele</i>	March	<i>Loetse</i>	September
<i>‘Mesa</i>	April	<i>Mphalane</i>	October
<i>Motšeanong</i>	May	<i>Pulungoana</i>	November
<i>Phupjane</i>	June	<i>Tšitoe</i>	December

### **E) The Year: Pardon Me, Do You Have The Year?**

If you are asked what year it is, walk calmly in the other direction. However, if you want to ask someone about their age or are asked to tell about yours, here’s how to do so. There are two different ways to go about it.

*U hlahile neng?*

When were you born?

*Ke hlahile \_\_\_\_\_.*

I was born in \_\_\_\_\_. (Use English for the year.)

or

*U na le lilemo tse kae?*

How old are you? (*lit.* You have how many years?)

*Ke na le lilemo tse \_\_\_\_\_.*

I’m \_\_\_\_\_ years old. (Again, English numeral is OK.)

#### Lesson 4: Tip O' The Tongue Vocabulary List

<i>hoseng</i>	morning
<i>motšeare</i>	afternoon
<i>mantsiboea</i>	evening
<i>bosiu (masiu)</i>	night
<i>kajeno or tsatsing le</i>	today
<i>hosane or hosasa</i>	tomorrow
<i>maoba</i>	the day before yesterday
<i>maobane</i>	yesterday
<i>Sontaha</i>	Sunday
<i>Mantaha</i>	Monday
<i>Labobeli</i>	Tuesday
<i>Laboraro</i>	Wednesday
<i>Labone</i>	Thursday
<i>Labohlano</i>	Friday
<i>Moqebelo</i>	Saturday
<i>letsatsi (matsatsi)</i>	day, sun
<i>beke (libeke)</i>	week
<i>khoeli (likhoeli)</i>	month, moon
<i>selemo (lilemo)</i>	year, spring
<i>hlabula</i>	summer
<i>hoetla</i>	autumn
<i>mariha</i>	winter

#### Lesson 4: Tip O' The Tongue Dialogue

- Sammy: *Lumela, 'me!*
- 'Mathabo: *Khotso, ausi!*
- S: *U tsohile joang?*
- M: *Ke tsohile hamonate haholo, ausi! Uena?*
- S: *Hamonate, 'me!*
- Taxi Conductor: *Le ea kae kajeno?*
- M: *'Na, ke ea toropong, ntate.*
- S: *Le 'na, ke ea toropong. Nako ke mang, 'me?*
- M: *Nako ke half past twelve. U tsoa kae?*
- S: *Ke tsoa lapeng. Ke lula Ha Mpeli. Uena, u tsoa kae?*
- M: *'Na, ke tsoa Ha Theko.*
- S: *Hoa chesa, 'me. Ke hlabula. Ak'u bule fenstere.*
- M: *O, ausi.*
- S: *Kea leboha, 'me. Re tla fihla toropong neng?*
- M: *Ka hora ea pele.*
- S: *Tsatsing le ke la bokae? Ke Labone?*
- M: *E, ausi. Ke Labone.*
- TC: *Ke kopa chelete, bo-'me.*
- M: *Ke bokae, ntate?*
- TC: *Ke six Rand.*
- M: *O, ntate. Kea leboha.*
- TC: *Kea leboha, 'me.*

## Chapter I: 22 Vocabulary Words That Will Change Your Life

<i>Mang?</i>	Who?
<i>Eng?</i>	What? ('ng, if preceded by -e, -a. e.g. ke eng = ke'ng?)
<i>Neng?</i>	When?
<i>Kae?</i>	Where?
<i>Joang?</i>	How?
<i>Hobaneng?</i>	Why?
<i>hobane</i>	because
<i>Hoa chesa.</i>	It's hot.
<i>Hoa bata.</i>	It's cold.
<i>Ho futhumetse.</i>	It's warm.
<i>Ho lefifi.</i>	It's dark.
<i>Ke hatsetse.</i>	I'm cold.
<i>Ke thabile.</i>	I'm happy.
<i>Ke qetile.</i>	I'm done. I'm finished.
<i>Ke bokae?</i>	How much is it?
<i>molimo (melimo)</i>	god
<i>moruti (baruti)</i>	minister
<i>ngaka (lingaka)</i>	doctor
<i>molemi (balemi)</i>	farmer
<i>mookameli (baokameli)</i>	boss
<i>moahisane (baahisane)</i>	neighbor
<i>tichere (matichere)</i>	teacher

## Chapter I: Tlo, Ha Re Bue He!

- 'Malineo: *Khotso, ntate!*
- Abe: *Lumela, 'me!*
- M: *Ua phela, ntate?*
- A: *Kea phela, 'me, uena, u tsohile joang?*
- M: *Ke tsohile hamonate, ntate.*
- A: *Kea leboha, 'me.*
- M: *Kea leboha, ntate. Lebitso la hao u mang, ntate?*
- A: *Lebitso la ka ke Ntate Abe, 'me. La hao u mang, 'me?*
- M: *La ka ke 'Me 'Malineo. Haeno ke kae?*
- A: *Haeso ke Hollywood, California. Uena, haeno ke kae?*
- M: *Le 'na, haeso ke Hollywood, California! Re baahisane!*
- A: *Ke thabile haholo ho u tseba, 'me!*
- M: *Le 'na, ke thabile haholo ho u tseba!*
- A: *U ea kae, 'me?*
- M: *Ke ea lapeng. Ho lefifi. Nako ke mang?*
- A: *Nako ke half past six. Le 'na, ke ea lapeng.*
- M: *O. U lula kae?*
- A: *Ke lula moreneng. Uena, u lula kae?*
- M: *Ke lula sekolong. Ke tichere. Tsamaea hantle!*
- A: *Kea leboha, 'me. Tsamaea hantle!*
- M: *Kea leboha, ntate.*

## Chapter 2

### Verbs? We're Moving Now!

#### Can't Live With 'Em, Can't Live Without 'Em

We will now look at an essential piece of grammar called the “verb.” I know, I know what you're thinking. You're going to say, “Verbs are so boring. I want to learn how to curse in Sesotho.” or something along those lines. Well, what if I told you that verbs are *action* words (which is cool, right?), and that you are going to speak Sesotho about as well as a moose without them? Alright, then.

In this chapter, we will look at the present tense, the future tense, and the different past tenses. Afterwards, we will round it out with a little sentence structure review, in order make to sure we that are putting correctly sentences our together. Here we go!



## Lesson 1: Ke Batla Ho Bua! The Present And Future Tenses

In this first lesson, we'll look at two **present tenses**. First, we'll go over the regular present tense and its negative form, followed by the **present progressive tense**. Afterwards, we'll try the **future tense** on for size.

### A) The Infinitive (Neutral) Form: The "I Have No Comment" Form

In their **infinitive** form, almost all **verbs** (with a notable exception in *ho re* "to say") end in *-a* and are preceded by the word, *ho*. Here are some examples of verbs in the infinitive:

<i>ho pheha</i> to cook	<i>ho kena</i> to enter
<i>ho bona</i> to see	<i>ho bala</i> to read

### B) The Present Tense: You'll To Want To Know This One

Moving right along, we'll now begin to **conjugate** verbs, meaning we will soon be able to say "I see" or "he cooks," as opposed to simply "to see" or "to cook." In turn, you will be able to ply these verbs into head-turning witticisms, such as, "I like to eat shoes" (*Ke rata ho ja lieta*) or the timeless quip, "I want to ride the cat" (*Ke batla ho palama katse*).

The conjugation of the present tense is pretty simple. To do so, one removes the word *ho* and replaces it with the appropriate **pronoun** (e.g. *kea* "I," *ua* "you," *oa* "he/ she," etc.).

Let's take a look at the verb *ho bona* "to see:"

<i>Kea bona.</i> I see, am seeing.	<i>Rea bona.</i> We see, are seeing.
<i>Ua bona.</i> You see, are seeing.	<i>Lea bona.</i> You all see, are seeing.
<i>Oa bona.</i> He/ She sees, is seeing.	<i>Baa bona.</i> They see, are seeing.

If a verb stands alone with a pronoun, it will read as above. However, if the sentence carries on, the *-a* drops off of the pronoun, generally speaking. Therefore, “I cook” would translate to *Kea pheha*, while “I cook well” would read *Ke pheha hantle*. Similarly, “He eats” would read *Oa ja*, while “He eats meat” reads *O ja nama*.

But... Come on, it wouldn't be a rule without an exception, right? Exception is made when the verb is followed by a title of the person one is addressing. E.g. *Kea bala, ntate*. “I'm reading, sir,” or *Baa pheha, 'me*. “They are cooking, madam.” Sorry.

### **C) The Negative Present Tense: Why Are You Always So Negative?**

Negating a statement in the present tense is also pretty easy. First, the negative marker *ha* is inserted before the pronoun. Then, the last letter of the verb changes from *-a* to *-e*. So:

*Kea bala.*                      I read, am reading.

Becomes:

*Ha ke bale.*                      I don't read, am not reading.

or

*U ja poone.*                      You eat corn, are eating corn.

Becomes:

*Ha u je poone.*                      You don't eat corn, are not eating corn.

or

*Re rekisa liapole.*                      We sell apples, are selling apples.

Becomes:

*Ha re rekise liapole.*                      We don't sell, are not selling apples.

Furthermore:

*Ha ke phehe.* I don't cook.

*Ha u phehe.* You don't cook.

*Ha a phehe.* He/ She doesn't cook.

*Ha re phehe.* We don't cook.

*Ha le phehe.* You all don't cook.

*Ha ba phehe.* They don't cook.

**Hey, You! Yeah, You!**

You'll note that, in the He/ She form of the negative present tense, the pronoun changes from *o* to *a*. You'll just need to accept that because that's the way it is.

**D) The Present Progressive Tense: The British Are Coming!**

Although the present tense can be used to express actions in the process of happening, you can add greater stress to this (i.e. happening right now) by using the present progressive tense. Just drop the *-a* from the pronoun and place the **auxiliary verb**, *il'o*, in between the pronoun and the verb. Let's have a look!

<i>Kea pheha.</i> "I cook."	Becomes:	<i>Ke il'o pheha.</i> "I am cooking."
<i>Baa bua.</i> "They speak."	Becomes:	<i>Ba il'o bua.</i> "They are speaking."
<i>Rea bapala.</i> "We play."	Becomes:	<i>Re il'o bapala.</i> "We are playing."

**Sorry. Sorry?**

In Sesotho, as in English, one can turn a statement into a question simply by using **inflection**. In Sesotho, however, we have another tool, for emphasis: the word *na*. It can be used at the beginning or the end of a sentence. For example, *O rata poone, na?* or *Na, o rata poone?* This can't be used, however, when a question word, such as *joang* or *neng*, is used, as it already implies that a question is being asked.

### E) The Future Tense: You Will Need This Concept

Luckily for those of us who don't want to have to memorize a bunch of different rules, the future tense is not too tricky. What we'll do here is drop the *-a* off of the pronoun and insert the auxiliary verb, *tla*, between the pronoun and the verb.

<i>Ke tla bua Sesotho!</i>	I will speak Sesotho!
<i>U tla hlatsoa kolo.</i>	You will wash the car.
<i>O tla lahleha linotlolo.</i>	He/ She will lose the keys.
<i>Re tla ea kerekeng.</i>	We will go to church.
<i>Le tla ruta bana.</i>	You all will teach children.
<i>Ba tla lema haufinyane.</i>	They will plant soon.

### F) The Negative Future Tense: That's The Spirit!

Here we have the negative form of the future tense, used to express an action that will not happen. For example, when you want to say "I will not use my pitching wedge," or "They will not reach the gates of Mordor," you will use this tense. It is constructed by using the negative marker, *ha*, dropping the *-a* off of the pronoun, and inserting the auxiliary verb, *t'o*, before the verb. So...

<i>Ke tla bua le uena.</i>	Becomes:	<i>Ha ke t'o bua le uena.</i>
<i>U tla sebetsa hantle.</i>	Becomes:	<i>Ha u t'o sebetsa hantle.</i>
<i>O tla ruta bana.</i>	Becomes:	<i>Ha a t'o ruta bana.</i>
<i>Re tla fumana mosebetsi.</i>	Becomes:	<i>Ha re t'o fumana mosebetsi.</i>
<i>Le tla phela motseng.</i>	Becomes:	<i>Ha le t'o phela motseng.</i>
<i>Ba tla qabana.</i>	Becomes:	<i>Ha ba t'o qabana.</i>

## Lesson 1: Tip O' The Tongue Vocabulary List

<i>ho chake•la</i> (tse)	to visit (Ke <i>chaketse</i> . "I'm visiting.")
<i>ho bon•a</i> (e)	to see
<i>ho rat•a</i> (ile)	to like
<i>ho batl•a</i> (ile)	to want
<i>ho bu•a</i> (ile)	to speak
<i>ho lu•la</i> (tse)	to stay (live somewhere)
<i>ke</i>	it is, they are
<i>eseng</i> or <i>hase</i>	(it is) not
<i>ka</i>	about, by, at
<i>le</i> or <i>'me</i>	with, and
<i>ka ntle ho</i>	without
<i>hape</i>	again
<i>feela</i>	only
<i>empa</i>	but
<i>kapa</i>	or
<i>joale</i>	so, well
<i>mohlomong</i>	maybe
<i>hona joale</i>	now
<i>haufinyane</i>	soon
<i>khale</i>	a long time ago
<i>kamorao</i>	later, after
<i>ka pele ho</i>	before

### **Hey, You! Yeah, You!**

The parentheses that are placed after verbs indicate the ending that the verb will take when we put it into the **past perfect tense** (hold your horses- it's coming up in the next lesson). The bullet indicates which part of the verb gets chopped off when inserting the ending.

## Lesson 1: Tip O' The Tongue Dialogue

Austin: *Khotso, ntate-moholo!*

Ramahapu: *Khotso, ntate!*

A: *U phela joang, ntate-moholo?*

R: *Hantle, ntate. Uena, u phela joang?*

A: *Ke phela hantle, ntate-moholo. Kea leboha.*

R: *Kea leboha, ntate.*

A: *Moreneng ke kae, ntate-moholo?*

R: *Ke tla u bontša, ntate.*

(Ba ea moreneng.)

A: *Ke leboha haholo, ntate-moholo. Lumela, morena.*

Morena: *Lumela, ntate. U tsohile joang, ntate?*

A: *Hantle, ntate. Uena, U tsohile joang?*

M: *Hantle, ntate. Kea leboha.*

A: *Kea leboha, morena. Lebitso la ka ke Ntate Austin. Ke lula Mohale's Hoek  
empa ke kopa thuso.*

M: *Ke u thusa joang, ntate?*

A: *Ke chaketse Ntate Lucas empa o Maseru. Joale ha ke batle ho khutla  
Mohale's Hoek hobane ho lefifi.*

M: *Ho lokile. U tla robala ha ka. Ntate Lucas o tla khutla hosane.*

A: *Ke leboha haholo, morena.*

M: *Kea leboha, ntate.*

## Lesson 2: Lintho Tsa Khale: The Past Tenses

Now that we're experts on the **present tense**, we can move on to the past tenses and their negative forms. We'll look at three tenses, in particular. They are: the **perfect** (I have read, We have washed), the **preterit** (I read, We washed) and the **past progressive** (I was reading, We were washing).

### A) The Perfect Tense: What Have You Done For Me Lately?

The perfect tense is used to express having done something and is the most common of the three tenses. It is less commonly used in English and you will find yourself using it in Sesotho when you might not do so in English, where the preterit is more common.

As previously noted, most all **verbs** end in *-a*. When **conjugating** a verb from the present tense into the perfect tense, that *-a* at the end of the verb (and sometimes more) is removed and replaced by an ending, such as, *-e* or *-ile* or *-etse*, depending on the verb. This means that you're in for a bit of memorization. Alas, such are the whims of fate... In this tense, the *-a* is also dropped from the **pronoun**. Here are a few examples:

*ho bua* "to speak":    *ke buile*            *re buile*

*u buile*            *le buile*

*o buile*            *ba buile*

*ho sala* "to remain":    *ke setse*            *re setse*

*u setse*            *le setse*

*o setse*            *ba setse*

#### **Hey, You! Yeah, You!**

Remember the greeting, *U tsohile joang?* (You better remember it!)

That's a perfect example of the perfect tense: *tsohile* comes from *ho tsoha*, "to wake," which has an *-ile* ending.

Although there is no “Golden Rule” for learning to change a verb from the present to the perfect, you will begin to see patterns in the perfect tense endings of verbs in relation to the structure of the word. Take a look at these verbs and their endings. (The bullet signifies the point at which the ending is inserted.)

<i>bon•a</i> (e)	<i>phe•la</i> (tse)	<i>tlameh•a</i> (ile)	<i>lem•a</i> (me)	<i>sebe•tsa</i> (litse)	<i>rekis•a</i> (itse)
<i>ken•a</i> (e)	<i>foko•la</i> (tse)	<i>pheh•a</i> (ile)	<i>han•a</i> (ne)	<i>kolobe•tsa</i> (litse)	<i>palamis•a</i> (itse)
<i>palam•a</i> (e)	<i>fu•la</i> (tse)	<i>fihl•a</i> (ile)	<i>ren•a</i> (ne)	<i>tšehē•tsa</i> (litse)	<i>sebelis•a</i> (itse)
<i>tseban•a</i> (e)	<i>lu•la</i> (tse)	<i>leboh•a</i> (ile)	<i>pom•a</i> (me)	<i>ntlafa•tsa</i> (litse)	<i>lis•a</i> (itse)

**Wait A Minute... What?**

To make sure we’re clear, “I have spoken with William Taft.” would read, *Ke buile le Ntate William Taft.* “He has seen Fleetwood Mac.” would read, *O bone Fleetwood Mac.*

**B) The Negative Perfect Tense: Haven’t Been There, Haven’t Done That**

In order to negate a statement in the perfect tense (e.g. He has not done his homework) we’re going to use the negative marker *ha*, leave the *-a* on the pronoun and leave the verb alone. So, it will look a little something like this:

- I have not seen. *Ha kea bona.*
- You have not cooked. *Ha ua pheha.*
- He/ She has not eaten. *Ha aa ja.*
- We have not found. *Ha rea fumana.*
- You all have not asked. *Ha lea botsa.*
- They have not spoken. *Ha baa bua.*

**Hey, You! Yeah, You!**

You’ll note that the He/ She form of the negative perfect tense also has a pronoun change from *o* to *a*. Again, I’m sorry, but we can’t always have it our way.



### C) Stative Expressions: No, Not Like Californian or Michigander!

The perfect tense is used to form so-called “**stative expressions**.” These are expressions denoting an action that happened in the past and still has an effect on the present (thus, something in a “state”). A bit wordy, I know, but here are some common examples. Unfortunately, you will simply have to memorize which expressions are stative. To negate them, you will use the negative perfect tense, as illustrated in Part B of this lesson.

<i>Ke lapile.</i>	I am hungry.	(from <i>ho lapa</i> “to hunger”)
<i>U khathetse.</i>	You are tired.	(from <i>ho khathala</i> “to tire”)
<i>O tšoanetse.</i>	He/ She should.	(from <i>ho tšoanela</i> “to ought to”)
<i>Re hatsetse.</i>	We are cold.	(from <i>ho hatsela</i> “to become cold”)
<i>Le futhumetse.</i>	You are warm.	(from <i>ho futhumala</i> “to become warm”)
<i>Ba khotsofetse.</i>	They are satisfied.	(from <i>ho khotsofala</i> “to become satisfied”)

#### **U Tšoeroe Ke'ng? Stative Sickness In Sesotho**

Another useful example of the stative expression is the phrase, *U tšoeroe ke'ng?* (from *ho tšoaroa*, “to be grabbed”), which translates literally to, “You have been grabbed by what?” or, semantically, to, “What seems to be the problem?” This question can be answered with the phrase, *Ke tšoeroe ke \_\_\_\_\_*. The blank can be filled with any body part to express that “My \_\_\_\_\_ is bothering me.” For example:

<i>Ke tšoeroe ke mala.</i>	My stomach is bothering me. (I have a stomachache.)
<i>Ke tšoeroe ke hloho.</i>	My head is bothering me. (I have a headache.)
<i>U tšoeroe ke leoto.</i>	Your foot is bothering you.

### D) The Preterit Tense: Remember That One Time?

This tense expresses something that happened. So, you'll use it when you want to say, for example, "I cooked," as opposed to "I have cooked." It is much less common than the perfect tense, but used, nevertheless. Luckily, with this tense, you need not memorize specific endings for each verb. Rather, there's a formula for using an **auxiliary verb** with the pronoun preceding the verb. This makes it a nice substitute for the perfect tense when you can't quite remember that specific ending!

<i>Ke ile ka noa.</i>	I drank.	<i>Re ile ra bua.</i>	We spoke.
<i>U ile ua bala.</i>	You read.	<i>Le ile la pheta.</i>	You all repeated.
<i>O ile a nahana.</i>	He/ She thought.	<i>Ba ile ba kheta.</i>	They chose.

### E) The Negative Preterit Tense: I Didn't Do It!

This tense is not used very often and you can get away with simply using the negative perfect tense, but if you want to sound like a real professional, throw this one out there and you'll make an impression. Here's the formula:

<i>Ha kea ka ka ngola.</i>	I didn't write.	<i>Ha rea ka ra ngola.</i>	We didn't write.
<i>Ha ua ka ua ngola.</i>	You didn't write.	<i>Ha lea ka la ngola.</i>	You all didn't write.
<i>Ha a ka a ngola.</i>	He/ She didn't write.	<i>Ha ba ka ba ngola.</i>	They didn't write.

### F) The Past Progressive Tense: A.K.A. The Whig Tense

A third, useful verb tense, used to express actions in the past, is the past progressive. This expresses action that was happening. For example, "I was walking" or "they were singing." For this one, there is also a formula for using an auxiliary verb with the pronoun preceding the verb, rather than inserting special endings. On the next page are some examples.

<i>Ke ne ke tsamaea.</i>	I was walking.	<i>Re ne re sebetsa.</i>	We were working.
<i>U ne u bina.</i>	You were singing.	<i>Le ne le qoqa.</i>	You all were chatting.
<i>O ne a kuta.</i>	He/ She was cutting.	<i>Ba ne ba lema.</i>	They were planting.

### **What's That You're Saying?**

As you will quickly learn, Basotho often speak a bit faster than you're expecting (or than your instructor speaks with you). Indeed, at times, some words or phrases will be contracted or become blurred.

You will find two notable examples in the past progressive tense. Instead of pronouncing each syllable of *u-ne-u*, you will hear something more like *u-no*. Similarly, you will hear *o-na* in place of *o-ne-a*. So, the phrase, *U ne u bua*. "You were speaking." becomes *U no bua*. *O ne a fiela*. "He was sweeping." becomes *O na fiela*.

Keep your ears peeled!

### **G) The Negative Past Progressive Tense: Enough With The Past Tenses!**

Finally, to make this useful tense negative, simply follow this formula and call me in the morning: after the modified pronoun, insert the word *sa* and change that ubiquitous *-a* at the end of the verb to an *-e*. Take a look!

<i>Ke ne ke sa tsamaee.</i>	I wasn't walking.	<i>Re ne re sa sebetse.</i>	We weren't working.
<i>U ne u sa bine.</i>	You weren't singing.	<i>Le ne le sa qoqe.</i>	You all weren't chatting.
<i>O ne a sa kute.</i>	He/ She wasn't cutting.	<i>Ba ne ba sa leme.</i>	They weren't planting.

## Lesson 2: Tip O' The Tongue Vocabulary List

<i>ho hlok•a (ile)</i>	to need
<i>ho e•tsa (ntse)</i>	to do, make
<i>ho •ea (ile)</i>	to go
<i>ho bots•a (itse)</i>	to ask
<i>ho tseb•a (ile)</i>	to know
<i>ho utlo•a (ile)</i>	to hear
<i>ho •re (itse)</i>	to say
<i>Ke nahana joalo.</i>	I think so.
<i>Ha ke nahane joalo.</i>	I don't think so.
<i>Ho joalo.</i>	It is so. That's how it is.
<i>Ha ho joalo.</i>	It is not so. That's not how it is.
<i>ka 'nete</i>	seriously, in truth
<i>ka baka la</i>	in order to
<i>sefuba (lifuba)</i>	chest
<i>mala</i>	stomach
<i>hloho (lihloho)</i>	head
<i>nko (linko)</i>	nose
<i>tsebe (litsebe)</i>	ear
<i>leihlo (mahlo)</i>	eye
<i>leino (meno)</i>	tooth
<i>letsoho (matsoho)</i>	hand
<i>leoto (maoto)</i>	foot ( <i>ka maoto</i> "by foot")

## Lesson 2: Tip O' The Tongue Dialogue

- 'Malerato: *Koko!*
- Kate: *U mang?*
- M: *Ke 'Me 'Malerato.*
- K: *Kena, 'me. Lumela, 'Me 'Malerato.*
- M: *Lumela, 'Me Kate! Ke u chaketse.*
- K: *Kea leboha, 'me.*
- M: *U phela joang, 'me?*
- K: *Ke phela hampe, ka 'nete.*
- M: *Ua kula, 'me?*
- K: *E, kea kula, 'me.*
- M: *O. U tšoeroe ke'ng?*
- K: *Ke tšoeroe ke sefuba empa eseng haholo.*
- M: *Ke soabile, ka 'nete, 'me.*
- K: *Ho lokile. Maobane ke ne ke kula haholo. Hona joale ke khathetse, feela.*
- M: *O, 'me. Ke hantle. Ke tla pheha bohobe bakeng sa hao.*
- K: *Kea leboha, 'Me 'Malerato.*
- M: *Kea leboha, 'me.*
- K: *Ua tsamaea? U ea kae?*
- M: *E, 'Me Kate. Ke ea lapeng ka baka la ho pheha.*
- K: *Ho lokile. Tsamaea hamonate, 'me.*
- M: *Robala hantle, 'Me Kate.*
- K: *Kea leboha, 'me.*

### Lesson 3: Lintho Tse Makatsang: Three Irregular Verbs

We'll now turn our attention to three decidedly delinquent **verbs**, *ho re* "to say," *ho na le* "to have," and *ho ba* "to be." These verbs will do anything to be different. They don't seem to want to conform to any of the rules, so we're going to have to make a special lesson, just for them. Sickening isn't it? Here's a guide to the irregular constructions of the **present, past, and/or future tenses** of these three attention-starved verbs in the affirmative and negative.

#### A) Ho Re "To Say": You Don't Say?

This verb is irregular in that, in its **infinitive** form, it ends in -e. Also, as the verb never stands alone as a statement, the **pronouns** used with it never retain their -a. And don't even get me started on its perfect tense. It's not irregular, however, in the future tenses.

Present Tense			
<i>Ke re</i>	I say	<i>Re re</i>	We say
<i>U re</i>	You say	<i>Le re</i>	You all say
<i>O re</i>	He/ She says	<i>Ba re</i>	They say

Negative Present Tense			
<i>Ha ke re</i>	I don't say	<i>Ha re re</i>	We don't say
<i>Ha u re</i>	You don't say	<i>Ha le re</i>	You all don't say
<i>Ha a re</i>	He/She doesn't say	<i>Ha ba re</i>	They don't say

Perfect Tense			
<i>Ke itse</i>	I have said	<i>Re itse</i>	We have said
<i>U itse</i>	You have said	<i>Le itse</i>	You all have said
<i>O itse</i>	He/ She has said	<i>Ba itse</i>	They have said

Negative Perfect Tense			
<i>Ha kea re</i>	I haven't said	<i>Ha rea re</i>	We haven't said
<i>Ha ua re</i>	You haven't said	<i>Ha lea re</i>	You all haven't said
<i>Ha aa re</i>	He/ She hasn't said	<i>Ha baa re</i>	They haven't said

### B) Ho Na Le "To Have": What'll It Be?

This verb is irregular in that it is followed by the **preposition** *le*, and, as such, its pronoun never retains its *-a*. Get ready for the negative perfect form!

Present Tense			
<i>Ke na le</i>	I have	<i>Re na le</i>	We have
<i>U na le</i>	You have	<i>Le na le</i>	You all have
<i>O na le</i>	He/ She has	<i>Ba na le</i>	They have

Negative Present Tense			
<i>Ha ke na</i>	I don't have	<i>Ha re na</i>	We don't have
<i>Ha u na</i>	You don't have	<i>Ha le na</i>	You all don't have
<i>Ha a na</i>	He/ She doesn't have	<i>Ha ba na</i>	They don't have

Perfect Tense			
<i>Ke bile le</i>	I have had	<i>Re bile le</i>	We have had
<i>U bile le</i>	You have had	<i>Le bile le</i>	You all have had
<i>O bile le</i>	He/ She has had	<i>Ba bile le</i>	They have had

Negative Perfect Tense			
<i>Ha kea ka ka ba le</i>	I haven't had	<i>Ha rea ka ra be le</i>	We haven't had
<i>Ha ua ka ua ba le</i>	You haven't had	<i>Ha lea ka la ba le</i>	You all haven't had
<i>Ha a ka a ba le</i>	He/ She hasn't had	<i>Ha baa ka ba e-ba le</i>	They haven't had

Future Tense			
<i>Ke tla ba le</i>	I will have	<i>Re tla ba le</i>	We will have
<i>U tla ba le</i>	You will have	<i>Le tla ba le</i>	You all will have
<i>O tla ba le</i>	He/ She will have	<i>Ba tla ba le</i>	They will have

Negative Future Tense			
<i>Ha ke t'lo ba le</i>	I won't have	<i>Ha re t'lo ba le</i>	We won't have
<i>Ha u t'lo ba le</i>	You won't have	<i>Ha le t'lo ba le</i>	You all won't have
<i>Ha a t'lo ba le</i>	He/ She won't have	<i>Ha ba t'lo ba le</i>	They won't have

### C) *Ho Ba* “To Be”: Or Not *Ho Ba* (Sorry, I Couldn't Resist)

This is perhaps the strangest of these irregular verbs. It is used (and not used) in quite a different manner than we Anglophones are used to, and that's just inconsiderate, if you ask me. You might have already noticed that the verb is not used in contexts, such as, “I am happy” (*Ke thabile*) where another verb encapsulates both the English verb and **adjective**, or, “I am cooking” (*Ke il'o pheha*), where another **auxiliary verb** takes its place.

However, there are still contexts where it is important to the speaker of Sesotho. It is to these contexts that we will now turn our attention, and also to others, where it is not used when we might expect it to be.

As we did with the others, we'll look at how “to be” is expressed in the present, past, and future tenses. Examples are given for usages in different contexts, sometimes within a single tense. You'll notice how infrequently the verb is actually used.



Present Tense			
<i>Ke 'na enoa.</i>	I'm right here.	<i>Re teng.</i>	We're there.
<i>Ke uena eo.</i>	You're right here.	<i>Le ha Seema.</i>	You're at the Seema's.
<i>Ke eena eo.</i>	He/ She is right here.	<i>Ba Maseru.</i>	They're at Maseru.

Negative Present Tense			
<i>Ke le sieo.</i>	I'm absent.	<i>Re le sieo.</i>	We're absent.
<i>Ha u Maseru.</i>	You aren't in Maseru.	<i>Ha le ha Seema.</i>	You aren't at the Seema's.
<i>Ha a eo.</i>	He/ She isn't there.	<i>Ha ba eo.</i>	They aren't there.

Past Progressive Tense			
<i>Ke ne ke le teng.</i>	I was there.	<i>Re ne re le teng.</i>	We were there.
<i>U ne u le Maseru.</i>	You were in Maseru.	<i>Le ne le le ha Seema.</i>	You were at the Seema's.
<i>O ne a le mona.</i>	He/ She was here.	<i>Ba ne ba le mona.</i>	They were here.

Negative Past Progressive Tense			
<i>Ke ne ke se teng.</i>	I wasn't there.	<i>Re ne re le sieo.</i>	We were absent.
<i>U ne u se teng.</i>	You weren't there.	<i>Le ne le le sieo.</i>	You were absent.
<i>O ne a se teng.</i>	He/ She wasn't there.	<i>Ba ne ba le sieo.</i>	They were absent.

Future Tense			
<i>Ke tla ba teng.</i>	I will be there.	<i>Re tla ba teng.</i>	We will be there.
<i>U tla ba Maseru.</i>	You will be in Maseru.	<i>Le tla ba ha Seema.</i>	You will be at the Seema's.
<i>O tla ba mona.</i>	He/ She will be here.	<i>Ba tla ba mona.</i>	They will be here.

Negative Future Tense			
<i>Ha ke no ba teng.</i>	I won't be there.	<i>Re tla ba re le sieo.</i>	We will be absent.
<i>Ha u no ba teng.</i>	You won't be there.	<i>Le tla be le le sieo.</i>	You will be absent.
<i>Ha a no ba teng.</i>	He/ She won't be there.	<i>Ba tla ba be le sieo.</i>	They will be absent.

### Lesson 3: Tip O' The Tongue Vocabulary List

<i>ho j•a (ele)</i>	to eat
<i>ho f•a (ile)</i>	to give
<i>ho qoq•a (ile)</i>	to chat
<i>ho mame•la (tse)</i>	to listen
<i>ho pheh•a (ile)</i>	to cook
<i>ho khutl•a (ile)</i>	to return
<i>ho sheb•a (ile)</i>	to look at
<i>ho ny•ala (etse)</i>	to marry (for men) ( <i>Ke nyetse. "I'm married."</i> )
<i>ho ny•aloo (etsoe)</i>	to be married (for women) ( <i>Ke nyetsoe. "I'm married."</i> )
<i>sejo (lijo)</i>	food
<i>lehe (mahe)</i>	egg
<i>phofo (liphofa)</i>	flour
<i>moroho (meroho)</i>	greens
<i>naoa (linaoa)</i>	bean
<i>poone (lipoone)</i>	maize
<i>tapole (litapole)</i>	potato
<i>sehoete (lihoete)</i>	carrot
<i>hanyanese (lihanyanese)</i>	onion
<i>tamati (litamati)</i>	tomato
<i>bohobe (mahobe)</i>	bread
<i>nama (linama)</i>	meat
<i>metsi</i>	water

### Lesson 3: Tip O' The Tongue Dialogue

- Sean and Kabelo: *Khotso, morena.*
- Tau: *Lumelang, bo-ntate.*
- S&K: *U phela joang, ntate?*
- T: *Hantle. Le phela joang, bo-ntate?*
- S&K: *Re phela hantle, ntate.*
- T: *E, bo-ntate.*
- K: *E, Ntate Tau. Ke na le Ntate Sean mona. O tla phela ka motseng oa hao. O batla ho u lumelisa.*
- T: *Kea utloa, Ntate Kabelo.*
- S: *Kea leboha, Morena Tau. Ke thabile ho u tseba, ntate. Lebitso la ka ke Ntate Sean, kapa Ntate Tšepo Leoma. Ke lebitso la ka la Sesotho. Haeso ke Amerika. Ke tla phela motseng oa hao, ha Leoma. Ke tla sebetsa sekolong. Hona joale, ha ke tsebe Sesotho haholo, empa ke tla ithuta, ka 'nete.*
- T: *Kea leboha, Ntate Tšepo. Le 'na, ke thabile ho u tseba, uena. U tla sebetsa'ng sekolong? Bana ba sekolo ba hloka matloana.*
- S: *O, ntate. Ke tla sheba matloana. Empa, ka 'nete, ke fihlile ka Sontaha, joale ha ke tsebe haholo, hona joale. Ke tla bua le matichere hosane.*
- T: *Kea leboha, ntate. Re thabile hore u teng, motseng oa rona. Ke nahana hore u tla re thusa haholo.*
- S: *Kea leboha, Morena Tau.*
- K: *Kea leboha, morena.*

## Lesson 4: Ke Kopa Grammar! The Structure Of The Sentence

Well, before we get carried away with all our new concepts and **verb tenses**, we should take a minute to make sure that all is in order. You'll have to bear with me through a bit of grammatical jargon here. We'll start with an explanation of the **subject concord**, a grammatical unit found in Sesotho. Then, we'll move on to the structure of simple sentences.

### A) The Subject Concord: What Is It And Why Do I Care?

In English, a sentence must be comprised of at least two parts, the **subject** and the **verb**. This is also true in Sesotho. The subject is the *doer* of the sentence, and it can come in the form of a **noun** or a **pronoun**. The verb is what the doer *does*. So, in the sentence, "She sings," She is the subject and sings is the verb. In, "Colin eats," Colin is the subject and eats is the verb.

There is one difference in Sesotho, however, and this is the use of what is called the subject concord. The subject concord is (incoming jargon!) a sort of mandatory, complimentary pronoun, which is in concordance with the noun (i.e. subject) to which it refers and is used whenever the subject is discussed. It appears in two main forms: the **subject pronoun**, which we'll look at now, and the **adjective pronoun**, which we'll look at in Chapter 3.

We have actually already begun to use these subject concords. They include: *ke, u, o*, etc. Thus far, we've been labeling these words as pronouns. This is because they both closely resemble pronouns and sometimes act as pronouns. Let's look at the difference.

In English, one can say “People eat.” or “They eat.” In these sentences, people is a noun and they is a pronoun, representing people. In Sesotho, because you must use the subject concord, the sentences would be translated as *Batho baa ja.* and *Baa ja.* In the first sentence, *Batho* is a noun and subject and *baa* is only a subject concord. In the second, the word *baa* acts as both a pronoun and the subject concord.

As you will learn in the next chapter, there are seven different **noun classes**. The noun class to which the subject belongs will determine which subject concord is used. Confusing? Sorry. Take a look at these examples. (A complete explanation of noun classes and which concords they use can be found in Chapter 3, Lesson 1.) The subject concord is shown in bold face.

<i>‘Na, <b>ke</b> rata joala.</i>	Myself, I like beer.
<i>Linku <b>li</b> ea lesakeng.</i>	The sheep are going to the corral.
<i>Bo-abuti <b>baa</b> noa.</i>	The boys are drinking.
<i>Motho <b>o</b> botsa tichere.</i>	The person asks the teacher.
<i>Sefate <b>se</b> oetse fatše.</i>	The tree fell down.

## **B) Sesotho Sentence Structure I: Sample Q&A Sentences**

Although you may already have a feel for the structure of the sentence, the following is a set of example sentences in the form of a dialogue. Following each sentence are some brief comments on its **syntax**, or word-order. You will notice that, unlike in English, the question words appear at the end of the sentence, rather than the beginning.

## Sentence Structure Analysis

1. **Baa bua.** (They speak.) Subject/ subject concord/ pronoun (*Baa*) is followed by the verb (*bua*).
2. **Bo-mang?** (Who?) Plural form of question word (*Bo-mang?*).
3. **Batho baa bua.** (People speak.) Subject (*Batho*) followed by subject concord (*baa*), followed by verb (*bua*).
4. **Batho ba bua'ng?** (What do people speak?) Subject (*Batho*), subject concord (*ba*), and verb (*bua*) followed by question word (*eng?*). Note that, when preceding words that end in *-a*, one can drop the first letter of *eng* and attach *-ng* onto the word. Thus, *bua eng* becomes *bua'ng*.
5. **Batho ba bua Sesotho.** (People speak Sesotho.) Subject (*Batho*), subject concord (*ba*), and verb (*bua*), followed by **object** (*Sesotho*).
6. **Batho ba se bua joang?** (How do people speak it?) Subject (*Batho*), subject concord (*ba*), **object pronoun** (*se*), and verb (*bua*), followed by question word (*joang?*). Note that an object can be shortened to an object pronoun, which is determined by its noun class (see Chapter 3, Lesson 1). In this case, *Sesotho* is substituted by its pronoun *se*. These object pronouns always fall between the subject concord and the verb.
7. **Batho ba bua Sesotho hantle.** (People speak it well.) All followed by **adverb** (*hantle*), Adverbs usually follow verb and object.
8. **Ba se bua hantle kae?** (Where do people speak it well?) All followed by question word (*kae?*). Note, again, that question words always come at end of sentence.

9. **Ba se bua hantle sekolong.** (People speak it well at school.) Locative nouns (*sekolong*) are most appropriate, as such, after verb and adverb. However, it can also appear before the adverb or at the beginning of the sentence, if preceded by the word *ka* “at,” as below.

10. **Ka sekolong batho ba se bua hantle hobaneng?** (Why do people speak it well at school?) All followed by question word (*hobaneng?*).

11. **Hobane 'Me 'Malineo o tla ba shapa!** (Because 'Me 'Malineo will beat them!) The **conjunction** *hobane* always comes before the rest, as in English. The subject (*batho*) has now become the object, and shortened into an object pronoun (*ba*).

### **C) Sesotho Sentence Structure II: Object Pronoun Permutation Peculiarities**

To refresh your memory, the object is not the *doer* of the sentence. Rather, it is what is *done unto*. So, in the sentence, “I eat fish.” fish is the object because it is eaten. In the sentence, “She loves de Tocqueville.” de Tocqueville is the object because de Tocqueville is loved. In English, as well as in Sesotho, the object can be shortened into an object pronoun. So, one can simply say, “I eat it.” or “She loves him.”

#### **1) The Object Pronoun**

You’ll notice that, in English, the object pronoun comes after the verb. In Sesotho, however, the object pronoun comes before the verb. As such, in the sentences, *Ke ja tlhapi.* or *Ba bua Sesotho.* the objects can be shortened into their pronouns to form, *Kea e ja.* and *Baa se bua.* When the object is a person, however, there are a few peculiarities, with regard to its pronoun, which we should mention here. First, let’s look at the pronouns that are used for people.

<u>Object Pronouns For People</u>			
<i>'na</i> “me”	= <i>n</i>	<i>rona</i> “us”	= <i>re</i>
<i>uena</i> “you”	= <i>u</i>	<i>lona</i> “you all”	= <i>le</i>
<i>eena</i> “him/ her”	= <i>mo</i>	<i>bona</i> “them”	= <i>ba</i>

A few examples:

*Kea u rata.*                    I love you.  
*Le tla ba shapa.*            You all will beat them.  
*Re mo joetsitse.*            We told him.

## **2) Me, Me, Me!**

Sometimes, the speaker is the object, such as in the sentence, *Ba tla botsa 'na*. “They will ask me.” When you want to shorten the object into its object pronoun, *n*, it is not only placed before the verb, but is tacked on to it, to create *nbotsa*. This creates a problem, with regard to pronunciation, which you can see for yourself, if you try to pronounce an *n*-sound directly before a *b*-sound. Your mouth would rather make an *m*-sound followed by a *p*-sound, so, that’s just what the creator’s of the language did, turning *nbotsa* into *mpotsa*. This means that our sentence will be shortened to *Ba tla mpotsa*. This will be the case for all verbs that begin with *b*. There are similar changes for other verbs, listed below.

VERBS WHICH BEGIN IN...	SUCH AS...	BECOME...
The vowels <i>a-</i> , <i>e-</i> , <i>o-</i> , and <i>u-</i>	<i>araba</i> , <i>emela</i> , <i>otla</i> , and <i>utloa</i>	<i>nkaraba</i> , <i>nkemela</i> , <i>nkotla</i> , and <i>nkutloa</i>

## **Hey, You! Yeah, You!**

With the exception of the two noun classes which describe people and use these special object pronouns, subject pronouns are used to substitute for objects otherwise. For more info, see Chapter 3, Lesson 1 or the Reference Charts for noun classes on pp. 114-5.



VERBS WHICH BEGIN IN...	SUCH AS...	BECOME...
<i>b-</i>	<i>bitsa</i>	<i>mpitsa</i>
<i>f-</i>	<i>fa</i>	<i>mpha</i>
<i>h-</i>	<i>hopola</i>	<i>nkhopola</i>
<i>hl-</i>	<i>hloka</i>	<i>ntlhoka</i>
<i>la-, le-</i>	<i>lata, lefa</i>	<i>ntlata, ntlefa</i>
<i>li-, lu-</i>	<i>lisa, lumela</i>	<i>ntisa, ntumela</i>
<i>m-, n-</i>	<i>mema, ngolla</i>	<i>‘mema, ‘ngolla</i>
<i>p-</i>	<i>patala</i>	<i>mpatala</i>
<i>r-</i>	<i>rata</i>	<i>nthata</i>
<i>s-</i>	<i>sebeletsa</i>	<i>ntšebeletsa</i>
<i>sh-</i>	<i>sheba</i>	<i>ncheba</i>

### **3) The He/ She Pronoun**

When using the “He/ She” pronoun, *eena*, as an object pronoun in a sentence, you will use the word *mo*. This one also creates a few problems for us. Luckily, however, it only creates problems with verbs that begin in *b-*. When placing this pronoun in front of verbs beginning with *b-*, such as *bitsa* or *bona*, the pronoun is absorbed into the verb to create *‘mitsa* (*mmitisa*) and *‘mona* (*mmona*). So, the sentence, *Ke bone eena maobane*, instead of becoming *Ke mo bone maobane*, will become *Ke ‘mone maobane*.

This phenomenon can be recognized also in the words for music, *‘mino*, and color, *‘mala*, which have both been shortened from their original *mobino* and *mobala*. If you try saying *mobino* five times, quickly, you will understand why.

#### Lesson 4: Tip O' The Tongue Vocabulary List

<i>ho tsama•ea (ile)</i>	to walk
<i>ho sebe•tsa (litse)</i>	to work
<i>ho tl•a (ile)</i>	to come
<i>ho ngo•la (tse)</i>	to write
<i>ho no•a (ele)</i>	to drink
<i>ho rek•a (ile)</i>	to buy
<i>ho rekis•a (itse)</i>	to sell
<i>ho rob•ala (etse)</i>	to sleep ( <i>Ke robotse. "I'm sleeping."</i> )
<i>ho bits•a (itse)</i>	to call
<i>ho bin•a (ne)</i>	to sing
<i>ho ken•a (e)</i>	to enter
<i>phoofolo (liphoofofo)</i>	animal
<i>ntja (lintja)</i>	dog
<i>katse (likatse)</i>	cat
<i>nonyana (linonyana)</i>	bird
<i>pere (lipere)</i>	horse
<i>khomo (likhomo)</i>	cow
<i>khoho (likhoho)</i>	chicken
<i>nku (linku)</i>	sheep
<i>fariki (lifariki)</i>	pig
<i>poli (lipoli)</i>	goat
<i>tonki (litonki)</i>	donkey

## Lesson 4: Tip O' The Tongue Dialogue

Hakelebone: *Koko!*

Beau: *U mang?*

H: *Ke Ntate Hakelebone.*

B: *Kena, ntate. Ua phela, Ntate Hakelebone?*

H: *Ke teng, le kae, Ntate Beau?*

B: *Ke teng, ntate!*

H: *E, Ntate. Ka 'nete, ntate, ke na le potso.*

B: *O, ntate.*

H: *Ke batla ho fumana Ntate Tšabalira, hobane ke kopa ho sebelisa kharafu.  
Empa, ha a eo ka lapeng. O kae?*

B: *Ache, ha ke tsebe, Ntate Hakelebone. O itse hore ka Mantaha, ho na le  
phutheo ka sekolong. Empa ha ke tsebe na, ka nako mang?*

H: *Mohlomong o ile teng. Na tsatsing le ke Mantaha?*

B: *E, ke Mantaha, li twenty three.*

H: *O. Na, uena, u na le kharafu?*

B: *Ke bile le kharafu empa ke e file ho Ntate Khotso.*

H: *U mo file kharafu? Hobaneng?*

B: *Hobane e robehile, 'me Ntate Khotso o ne a batla ho e lokisa.*

H: *Ache, ntate. Bothata ke hore ke fumane mosebetsi oa ho haha ntloana.*

B: *O. Ntate Paseka o na le kharafu. U tšoanetse ho 'motsa.*

H: *E, ntate. Ke nahana joalo. Ke lebohile haholo.*

B: *E, ntate. Tsamaea hantle.*

## Chapter 2: 22 Vocabulary Words That Will Change Your Life

<i>ho na le</i>	there is, there are
<i>ha ho na</i>	there is not, there are not
<i>Ha a eo. (Ha ba eo.)</i>	He/ She is not there. (They are not there.)
<i>kamoo ... kateng</i>	as... ( <i>kamoo ke itseng kateng</i> “as I said”)
<i>moo ... teng</i>	where... ( <i>moo a lulang teng</i> “where he stays”)
<i>bakeng sa</i>	for (to be followed by <b>possessive pronoun</b> )
<i>(hona) mona</i>	(right) here
<i>(hona) moo</i>	(right) there
<i>koana</i>	that way, there
<i>mane</i>	way over there
<i>haufinyane</i>	near
<i>hole</i>	far
<i>ka pele ho</i>	in front of
<i>kamorao</i>	behind
<i>kaholimo</i>	above, at the top
<i>katlase</i>	below, at the bottom
<i>katlung</i>	indoors
<i>kantle</i>	outdoors
<i>ka nako e 'ngoe</i>	sometimes
<i>kamehla</i>	always
<i>kaofela</i>	everything, everyone
<i>kahohle</i>	everywhere

## Chapter 2: Tlo, Ha Re Bue He!

*'Malimakatso: Khotso, ausi!*

*Kerri: Lumela, 'me oa ka! Ho joang?*

*M: Ho monate! Ho joang?*

*K: Ho sharp!*

*M: E, ausi. Tsatsing le, re na le phutheho. Na u tla ba teng, uena?*

*K: E, 'me. Ke tla ba teng. Na e qala ka hora ea leshome?*

*M: E, ausi. E tla qala ka bo ten.*

*K: Sharp! Ke tla u bona joale.*

*M: E, u tla mpona. Feela, ausi, ke na le potso.*

*K: Potso ke'ng, 'me?*

*M: Na, ka phutheong, re tšoanetse ho bua ka likopo? Mokhatlo o tla hloka chelete ka baka la ho haha ntlo.*

*K: E, 'me. Ua tseba, ke qeta ho fihla motseng ona. Kamoo ke itseng kateng, ke batla ho ithuta ka mokhatlo pele ho re shebela chelete.*

*M: Ha ho na bothata, ausi. Feela, ke tšepa hore u bone ntlo ea rona?*

*K: E, 'me, ke bone ntlo. Empa ke qala ho bona kaofela. Joale, pele ke batla ho ithuta ka litlhoko, 'me ho mamela maikutlo. Ho etsa ka bofofu ke phoso, ha ho joalo?*

*M: Kea utloa, ausi. Ke phoso ho etsa ntho ka bofofu.*

*K: Ke batla ho qoqa le batho ka baka la ho utloisisa hantle ke'ng, mathata hona joale? Re tla bua ka likopo kamorao. Ho lokile?*

*M: Ho lokile! Ke leboha haholo, ausi!*

## Chapter 3

### Nouns? Now You're Talking!

#### The Noun Class And The Proletariat

Hello again, and congratulations on your progress in learning this beautiful language. We're now coming to a very unique and interesting aspect of Sesotho: the noun class. The seven noun classes are responsible for the alliteration and consonance that give Sesotho its wondrously sonorous sound. With this, Sesotho is capable of producing sentences such as, *Batho ba batla bohobe bo botle ba basebetsi ba lebenkeleng ka baka la bareki ba bangata ba buile hantle ka bona.*

Learning these noun classes is an important step in learning Sesotho. They are essential to describing the properties of a noun, whether describing it as pretty, tall, numerous, or as belonging to you. Although daunting at the first glance, one can quickly get a good hold of the concept through practice and a little memorization.

## Lesson 1: Batho Ba Bangata Baa Bua: The Noun Classes

Welcome to the **noun classes**! In this lesson, we'll get a description of each noun class. Afterwards, we'll apply them to creating the possessive form.

The noun class is a major concept of Sesotho, and the most interesting, if you ask me, which you didn't, but I told you anyway- that's how interesting they are! You will use them wherever **nouns** are described, whether we're describing their action or their properties.

We have actually already begun using noun classes. They determine the plural form of any given noun. They are also the governing body behind our good friends from Chapter 2, Lesson 4, the **subject concords**. Noun classes dictate that, if we're talking about *motho*, we're going to use the subject concord *oa*, and if we're talking about *batho*, we're going to use *baa*. Further along in the sentence, we might have to refer back to this noun class, if we are to do any describing with **adjectives**. I like to think of them as the crime-bosses of Sesotho- you have all these other laws and things going on, but they're the ones pulling the strings behind the scenes. Cool, huh?

"Whoa, whoa, whoa- what's a noun?" A noun is a word that refers to a person, place, thing, or an idea. So, for example, fish, Carl, Fat Tuesday, coleslaw, love, music, Sesotho, Baltimore, Neanderthal, and political-extremism are all nouns. Alright, here we go!

## A) The Noun Classes: Sesotho Vs. The Jacobins

### I. The Titles Class: *ntate/ bo-ntate, ausi/ bo-ausi, Thabo/ bo-Thabo*

Singular Prefix: N/A Plural: *bo-*      Subject Concord: *oa* Plural: *baa*

Substantive Pronouns: *'na, uena, eena* Plural: *rona, lona, bona*

Examples: *Ntate Lira oa sebetsa. Bo-'me ba nahana joalo.*

This noun class is used when referring to titles or names. Note: substantive pronouns are not used for the possessive form, as possessive pronouns already exist (*ka, hao, hae*, etc.).

### 2. The MO/BA Class: *mora/ bara* “son,” *moruti/ baruti* “minister,” *motho/ batho* “person”

Singular Prefix: *mo-* Plural: *ba-*      Subject Concord: *oa* Plural: *baa*

Substantive Pronouns: *'na, uena, eena* Plural: *rona, lona, bona*

Examples: *Motho oa hana. Bareki baa bona.*

This noun class, as you can see, uses the same subject concords as NC1, and refers to people. Also, it uses the possessive pronouns for the possessive form. The difference is only that this class is for nouns, describing people, that begin with *mo-*.

### 3. The MO/ME Class: *mokhoa/ mekhoa* “way,” *mobu/ mebu* “soil,” *mokotla/ mekotla* “bag”

Singular Prefix: *mo-* Plural: *me-*      Subject Concord: *oa* Plural: *ea*

Substantive Pronouns: *'ona*      Plural: *eona*

Examples: *Molaetsa o fihlile. Mello ea khanya.*

This class does not refer to people, but rather to things and ideas. This is a big help when forming the plural, *me-*, which is sometimes confused with the NC2 plural, *ba-*. Just ask yourself, “Is *mokotla* (bag) a person?” Nope: “*mekotla.*”



**4. The LE/MA Class:** *lehel/ mahe* “egg,” *lelapal/ malapa* “family,” *lesale/ masale* “ring”

Singular Prefix: *le-* Plural: *ma-*      Subject Concord: *lea* Plural: *aa*

Substantive Pronouns: *lona*    Plural: *’ona*

Examples: *Leholimo lea luma. Malapa a thabile.*

This class also refers to places, things, and ideas. However, it is sometimes used with people (e.g. *lehlanya* “crazy person”). Furthermore, by inserting the prefix before the name of a foreign country, you can express “citizen of” or “person that comes from” that country. For example, with China, one Chinese person is *Le-chaena* and more than one is *Ma-chaena*. For America, one American is *Le-amerika* and more than one is *Ma-amerika*.

**5. The SE/LI Class:** *sefate/ lifate* “tree,” *setulo/ litulo* “chair,” *sebini/ libini* “singer”

Singular Prefix: *se-* Plural: *li-*      Subject Concord: *sea* Plural: *lia*

Substantive Pronouns: *sona*      Plural: *tsona*

Examples: *Sefate se oetse fatše. Lichaba li kopane.*

This class contains vocabulary for places, things, ideas, and sometimes people in a profession. Note that the plural form of this class does not possess an adjective prefix.

**6. The BO/MA Class:** *boriki/ mariki* “brakes,” *joala/ majoala* “beer,” *bophelo/ maphelo* “life”

Singular Prefix: *bo-* Plural: *ma-*      Subject Concord: *boa* Plural: *aa*

Substantive Pronouns: *bona*      Plural: *’ona*

Examples: *Joala bo ja chelete. Mariki ha a sebetse.*

This class is used mainly for “idea” nouns, such as *boikarabelo* “responsibility,” *bophelo* “life,” *boima* “heaviness,” and the notable irregulars, *joala* (beer) and *joang* (grass).

**7. The Junk Class:** *ntja/ lintja* “dog,” *khomol/ likhomo* “cow,” *buka/ libuka* “book”

Singular Prefix: N/A Plural: *li-*      Subject Concord: *ea* Plural: *lia*

Substantive Pronouns: *eona*    Plural: *tsona*

Examples: *Bese ea tsamaea. Linonyana lia fofa.*

This noun class contains every word that didn't fit into the first six categories. Thus, the name, “Junk.” Most every word that was originally borrowed from another language, such as Dutch or English, will be found in this category. This includes the words, *founo* “phone,” *khalase* “glass,” or *karete* “card.” Note that this class does not possess adjective prefixes.

**(8. The “HO” Class:** Although in-depth knowledge of this class is not essential to the beginner student, one should be aware of it. It is used to express the English word “it,” when “it” is not an object, but rather a condition or an action in the infinitive. E.g. *Ho thata ho jaefa*. “It’s tough to dance,” *Hoa bata*. “It’s cold out,” *Ho hotle TY*. “It’s nice in TY.”)

**B) The Possessive Form: It’s Mine I Say! All Mine!**

The first application of the noun class that we will look at is the possessive form. This is what you use to express ownership of something (my cat, his job, their catalytic converter, etc.), relation to someone (your brother, our attorney, their golfing buddy, etc.), or when expressing the English word, “of,” in the context of one’s place of residence or origin (Thabo of Quthing, Robert of the Dallas-Fort Worth metropolitan area, etc.).

To do so, you will use a **possessive concord**, followed by either the owner’s name, the place name, or a **possessive pronoun**. First, here’s a list of the possessive concords.

POSSESSIVE CONCORDS			
Noun Class	SING.	PL.	FOR EXAMPLE
1. The Titles Class	<i>oa</i>	<i>ba</i>	<i>Bo-abuti ba ka</i> My brothers
2. The MO/BA Class	<i>oa</i>	<i>ba</i>	<i>Mora oa moruti</i> The minister's son
3. The MO/ME Class	<i>oa</i>	<i>ea</i>	<i>Metse ea Berea</i> The villages of Berea
4. The LE/MA Class	<i>la</i>	<i>a</i>	<i>Lesale la hae</i> Her ring
5. The SE/LI Class	<i>sa</i>	<i>tsa</i>	<i>Setulo sa tichere</i> The teacher's chair
6. The BO/MA Class	<i>ba</i>	<i>a</i>	<i>Mahobe a 'me</i> The woman's breads
7. The Junk Class	<i>ea</i>	<i>tsa</i>	<i>Apole ea hao</i> Your apple

The possessive pronouns are not a wholly new concept to us. We should remember them from as far back as Chapter I, Lesson I, when we learned how to express, "my father," or, "her sister," etc. Following, are the possessive pronouns. In the blanks, we will place the noun and also its possessive concord.

For uses of the possessive where the owner is a place or something from another noun

_____ <i>ka</i>	my _____	_____ <i>rona</i>	our _____
_____ <i>hao</i>	your _____	_____ <i>lona</i>	your (you all) _____
_____ <i>hae</i>	his/ her _____	_____ <i>bona</i>	their _____

class, you will use this simple formula: Noun + Possessive Concord + Owner. For example, the sentence, "I like the Double Cheeseburgers of my father's McDonalds." would translate to, *Ke rata liDouble Cheeseburger tsa McDonalds ea ntate oa ka*. You might also want to use the substantive pronouns, if the owner is from another noun class. For example, "Their [the dogs] squash" would translate to *Mokoṑu oa tsona [lintja]*.

## Lesson 1: Tip O' The Tongue Vocabulary List

<i>leholimo (maholimo)</i>	sky
<i>pula (lipula)</i>	rain
<i>ho n•a (ele)</i>	to rain ( <i>Pula ea na. "It is raining."</i> )
<i>lehloa (mahloa)</i>	snow ( <i>Lehloa lea khetheha. "It is snowing."</i> )
<i>leru (maru)</i>	cloud
<i>sealuma (lialuma)</i>	thunder ( <i>Lea luma. "It is thundering."</i> )
<i>letolo (matolo)</i>	lightning
<i>sefako (lifako)</i>	hail
<i>mookoli (meokoli)</i>	rainbow
<i>moea (meea)</i>	wind, air
<i>komello (likomello)</i>	drought
<i>naleli (linaleli)</i>	star
<i>palesa (lipalesa)</i>	flower
<i>joang (majoang)</i>	grass
<i>noka (linoka)</i>	river
<i>sefate (lifate)</i>	tree
<i>setlama (litlama)</i>	plant
<i>thaba (lithaba)</i>	mountain
<i>lejoe (majoe)</i>	rock
<i>naha (linaha)</i>	land
<i>leoatle (maoatle)</i>	sea, ocean
<i>letša (matša)</i>	lake

## Lesson 1: Tip O' The Tongue Dialogue

- Jen: *Lumela, Morena Molapo!*
- Morena Molapo: *Lumela, Ausi Jen! U phela joang?*
- J: *Hantle! Uena, u phela joang?*
- M: *Hantle haholo! U ea pitsong, ausi?*
- J: *Ache, ntate, ke qala ho utloa ka pitso. Ke pitso ea'ng?*
- M: *Ke pitso ea ho bua ka mosebetsi oa temo. Na u tla ba teng?*
- J: *O, ntate. Ke tla ba teng.*
- M: *Batho ba 'muso ba tla tla ho bua. Hape, Ntate Lephosa Phihlela oa Mokhotlong o tla bua ka litherekere tsa hae.*
- J: *Ka 'nete? Ke thabile. Ke ne ke batla ho bua le basebetsi ba 'muso. Ba njoetsitse hore, ha re khetha letsatsi, ba tla etsa thupelo ea ho etsa lipeo. Feela, ha ke e-s'o bue le bona ka baka la lifouno tsa rona li shoelle.*
- M: *E, kea hopola. Ba ne ba bua ka thupelo ea rona ea lipeo.*
- J: *Pitso e qala ka nako mang?*
- M: *Ka hora ea leshome le metso e 'meli.*
- J: *Sharp! Empa, bothata bo teng.*
- M: *Bothata ke'ng?*
- J: *Ho na le phutheo ea likomiti tsa sekolo. Ke tlameha ho ba teng.*
- M: *Phutheho e qala neng?*
- J: *Ke nahana hore ka bo two.*
- M: *Joale ha ho na bothata. U tla ea teng kamorao pitso. Ke tla u bona!*
- J: *Ho lokile, morena!*

## Lesson 2: Ntho E Joang? Adjectives

So, now that we're familiar with the **noun classes**, let's look at why we will need them to describe the properties of a **noun**, through the use of **adjectives**. Adjectives are words that describe properties, such as, color, weight, height, difficulty, taste, etc. Speaking without them is difficult and rather boring, frankly. We will first look at how to use an adjective correctly in a sentence. Afterwards, we will learn about the different types of adjectives and how to create them, with regard to the different noun classes which they will refer to.

### A) The Adjective And The Sentence: ...Walk Into A Bar...

When using adjectives in Sesotho, you must use one of two different **pronouns**, which act as, once again, **subject concords**. These will come in between the noun being described and the adjective. One type is the **subject pronoun**. This is used to make sentences which can stand alone (e.g. *Lehe le lesoeu*. "The egg is white." *Ausi o motle*. "The girl is pretty."). (You will note that, in these sentences, the subject concord actually acts as a verb!) The other type, the **adjective pronoun**, is used to make phrases which must continue on afterwards in order to make a sentence (e.g. *Lehe le lesoeu...* "The white egg..." *Ausi ea motle...* "The pretty girl..."). When describing a noun using either pronoun, you will need to look to the noun's noun class. The chart on pg. 114 can help you to reference the pronouns for each noun class. Here are examples of sentences using both types of pronoun. You will notice that, for some classes, the two pronouns are the same.

Adjectives With A <b>Subject</b> Pronoun	Adjectives With An <b>Adjective</b> Pronoun
<i>Ramotse o motle</i> . The headman is nice.	<i>Ramotse ea motle...</i> The nice headman...
<i>Lifate li nyane</i> . The trees are small.	<i>Lifate tse nyane...</i> The small trees...

Adjectives With A <b>Subject</b> Pronoun	Adjectives With An <b>Adjective</b> Pronoun
<i>Bohobe bo boima.</i> The bread is heavy.	<i>Bohobe bo boima...</i> The heavy bread...
<i>Masaka a macha.</i> The corrals are new.	<i>Masaka a macha...</i> The new corrals...
<i>Likharafu li litšila.</i> The shovels are dirty.	<i>Likharafu tse litšila...</i> The dirty shovels...
<i>Mokotla o motala.</i> The bag is green.	<i>Mokotla o motala...</i> The green bag...

### B) Adjectives Using Stems: Watch Out Gerard Manley Hopkins!

There are different types of adjectives, also. The first type we will look at are created with **adjective stems**, that is, words (e.g. *-sehla*, *-holo*) that take on a **prefix** (e.g. *mo-*, *le-*, *ba-*), which is determined by the noun class of the noun being described. To illustrate this, examples have been taken from each noun class. They're listed here into three categories of color, form, and quantity. For easy reference, aside the adjective stem is the adjective used for nouns, such as those belonging to NC7 and the plural of NC5, which do not possess prefixes.

Color	Stem	Prefix N/A	For Example...
black	<i>-tšo</i>	<i>ntšo</i>	<i>Ntate ea motšo oa ruta.</i> The black man teaches.
white	<i>-soeu</i>	<i>tšoeu</i>	<i>Balemi ba basoeu.</i> The farmers are white.
brown	<i>-sootho</i>	<i>sootho</i>	<i>Mekotla e mesootho.</i> The bags are brown.
red	<i>-fubelu</i>	<i>khubelu</i>	<i>Ke rata lesale le lefubelu.</i> I like the red ring.
yellow	<i>-sehla</i>	<i>tšehla</i>	<i>Lifate tsa ka li tšehla.</i> My trees are yellow.
green	<i>-tala</i>	<i>tala</i>	<i>Borikho bo botala.</i> The pants are green.
blue, grey	<i>-putsoa</i>	<i>putsoa</i>	<i>Pere e putsoa ke ea ka.</i> The grey horse is mine.

Form	Stem	Prefix N/A	For Example...
big, old	-holo	kholo	Likhomo li kholo. The cows are big.
small, young	-nyane	nyane	Ngoana ea monyane... The small baby...
good, pretty	-tle	ntle	Joala bo botle. The beer is good.
bad, ugly	-be	mpe	Letsatsi le lebe... The bad day...
wide, fat	-tenya	tenya	Sehoete se setenya. The carrot is fat.
thin	-sesane	tšesane	Katse e tšesane. The cat is thin.
short	-khutšoane	khutšoane	O mokhutšoane. He/ She is short.
tall	-lelele	telele	Batho ba balelele... The tall people...
new	-cha	ncha	Lintja li ncha. The dogs are new.

Quantity	Stem	Prefix N/A	For Example...
many	-ngata	ngata	Likhomo tse ngata... The many cows...
few	-nyane	nyane	Batho ba banyane. The people are few.
one*	-ng	‘ngoe	Sefate se le seng... The one tree...
two	-beli	pele	Litamati tse pele... The two tomatoes...
three	-raro	tharo	Bo-ntate ba bararo. The men are three.
four	-ne	‘ne	Ke kopa mahe a mane. I’d like four eggs.
five	-hlano	hlano	Marikhoe a mahlano. The pants are five.

\*When describing a quantity as “one” you will insert the word *le* in between the pronoun and the adjective. For example, *Lehe le le leng*, *Ntja e le ‘ngoe*, etc. NCI and 2 are irregular, using *a* as their pronoun. Thus, *Abuti a le mong*, *Moruti a le mong*, etc (see pg. 71).



### C) Adjectives Without Stems: Like A Rolling Stone

Alright! Now we'll look at a second type of adjective- those which do not take prefixes, no matter what noun class you're talking about. There are a substantial number of these adjectives, including "difficult," "easy," "smart," and "stupid." Here are some examples.

Adjective	Adjective	For Example...
difficult, tough	<i>thata</i>	<i>Bophelo bo thata.</i> Life is difficult.
easy, soft	<i>bonolo</i>	<i>Ho ithuta Sesotho ho bonolo.</i> To learn Sesotho is easy.
heavy	<i>boima</i>	<i>Koloi e boima...</i> The heavy car...
light	<i>bobebe</i>	<i>Lehapu le bobebe le letala.</i> The light watermelon is green.
smart	<i>bohlale</i>	<i>Moruti oa rona o bohlale.</i> Our minister is smart.
stupid	<i>sethoto</i>	<i>Abuti oa ka o sethoto.</i> My brother is stupid.
dirty	<i>litšila</i>	<i>Liphahlo li litšila.</i> The clothes are dirty.
ten	<i>leshome</i>	<i>Ke kopa mahe a leshome.</i> I'd like ten eggs.
two hundred and fifty three	<i>makholo a mabeli...</i>	<i>Lifate tse makholo a mabeli le mashome a mahlano le metso e meraro li shoele.</i> Two hundred and fifty three trees died.

There is also a third type of adjective construction, which might contain other describing words that you are hoping to use. These are words, such as, "happy," "cold," or "last," which, in Sesotho, are constructed with verbs. This utilizes what is known as the **direct relative clause**, to be discussed in Lesson 4 of this chapter.

## Lesson 2: Tip O' The Tongue Vocabulary List

<i>ntšo (-tšo)</i>	black
<i>tšoeu (-soeu)</i>	white
<i>khubelu (-fubelu)</i>	red
<i>tšehla (-sehla)</i>	yellow
<i>tala (-tala)</i>	green
<i>putsoa (-putsoa)</i>	blue, grey
<i>kholo (-holo)</i>	big, old
<i>nyane (-nyane)</i>	small, few
<i>ngata (-ngata)</i>	many
<i>ntle (-tle)</i>	pretty, nice, good
<i>mpe (-be)</i>	ugly, bad
<i>tenya (-tenya)</i>	wide, fat
<i>tšesane (-sesane)</i>	thin
<i>khutšoane (-khutšoane)</i>	short
<i>telele (-lelele)</i>	tall, long
<i>ncha (-cha)</i>	new
<i>thata</i>	difficult, tough
<i>bonolo</i>	easy, soft
<i>boima</i>	heavy
<i>bobebe</i>	light
<i>bohlale</i>	smart
<i>sethoto</i>	stupid

## Lesson 2: Tip O' The Tongue Dialogue

- Stefano: *Ntate oa ka!*
- Lerotholi: *U tsohile hantle?*
- S: *Hantle, ntate, uena?*
- L: *Hamonate! Na u bone bakhotsi ba hao?*
- S: *Bakhotsi ba ka? Ka 'nete ntate, ha ke e-s'o ba bone. Ke bo-mang?*
- L: *Ha ke ba tsebe, ntate.*
- S: *Ba joang? Ke batho ba bakae? Ke ma-Amerika?*
- L: *E, Ntate Stefano. Ke nahana hore ke ma-Amerika. Ba bararo: ke batho ba babeli ba basoeu, 'me motho a le mong ea motšo. Abuti ea mosoeu o na le moriri o mosehla o mokhutšoane. Ausi o na le moriri o mosootho o molelele empa o roala katiba ea letsatsi. Hape, ho na le ntate ea motšo. O roala likhalase. O moholo haholo. O na le litelu tse putsoa. Kaofela ba na le lintho tse ngata.*
- S: *O, ntate. Kea ba tseba. Ke bakhotsi ba ka ba Thaba-Tseka. Ke lebetse hore baa nchakela. Kajeno ke la bokae?*
- L: *Ke Laboraro, ntate.*
- S: *E, Ntate Lerotholi. Ke lebetse. U ba bone kae?*
- L: *Ke ba bone ka posong. Ba na ba ea toropong.*
- S: *Haufinyane kapa khale?*
- L: *Ache, eseng khale. Motšoare.*
- S: *O, ntate. Kea leboha. Ke tla ea lapeng. Ba tla mphumana teng.*
- L: *Kea leboha, ntate.*

### Lesson 3: Ntho Efe? Other Important Describing Words

There are several other important describing words, all of which vary, depending on the **noun class**. First will come an explanation for using the question word, “which?” (The **conjunction** word, “which,” will be explained in the following lesson.) Then, we’ll look at how to use the words “this,” “these,” “that,” and “those.” Finally, we’ll learn how to express “just one,” “another,” “others” and “all of them.” Let’s do it!

#### A) Which? Umm... I Think I’ll Have The Baked Potato

The question word “which?” was curiously absent from the list of question words in the vocabulary of Chapter 1. This was because the word changes from noun class to noun class, and from singular to plural. That made Chapter 1 a difficult time to explain the concept, as we had not yet looked at the noun classes. The basic particle of the word is the stem, *-fe*. For the **prefixes** that will be added to this stem, we’ll look to the **subject pronoun** of the noun class (see pp. 114-5). And, although there is already a perfectly fine prefix related to the subject pronoun, that would be too simple. Instead, we’re going to turn the subject pronoun into a prefix and attach it to the stem, *-fe*. I know it’s confusing- just take a look at the examples below. Don’t shoot the messenger, OK?

Noun Class	Sing.	For Example...	Plural	For Example...
1: Titles	<i>ofe?</i>	<i>Abuti ofe?</i> Which boy?	<i>bafe?</i>	<i>Bo-abuti bafe?</i> Which boys?
2: Mo/Ba	<i>ofe?</i>	<i>Mophehi ofe?</i> Which cook?	<i>bafe?</i>	<i>Baphehi bafe?</i> Which cooks?
3: Mo/Me	<i>ofe?</i>	<i>Mosamo ofe?</i> Which pillow?	<i>efe?</i>	<i>Mesamo efe?</i> Which pillows?
4: Le/Ma	<i>lefe?</i>	<i>Lelapa lefe?</i> Which family?	<i>afe?</i>	<i>Malapa afe?</i> Which families?

5: Se/Li	<i>sefe?</i>	<i>Setene sefe? Which brick?</i>	<i>life?</i>	<i>Litene life? Which bricks?</i>
6: Bo/Ma	<i>bofe?</i>	<i>Bohobe bofe? Which bread?</i>	<i>afe?</i>	<i>Mahobe afe? Which breads?</i>
7: Junk	<i>efe?</i>	<i>Pitsa efe? Which pot?</i>	<i>life?</i>	<i>Lipitsa life? Which pots?</i>

## B) This, These, That, Those... And The Other Thing

Here's a pretty essential piece of Sesotho for you! They are called the **demonstrative pronouns**. Indeed, you may already have wanted to use these words. Well, here they are! First, is a table, listing the different words used for each noun class, followed by a set of examples, illustrating how to use them in speech.

Noun Class	This, These	That, Those	That Way Over There, Those Way Over There
1: Sing.	<i>enoa</i>	<i>eo, eno, enono</i>	<i>eane</i>
1: Pl.	<i>bana</i>	<i>bao, bano, banono</i>	<i>bane</i>
2: Mo/Ba	<i>enoa</i>	<i>eo, eno(-no)</i>	<i>eane</i>
	<i>bana</i>	<i>bao, bano(-no)</i>	<i>bane</i>
3: Mo/Me	<i>ona</i>	<i>oo, ono(-no)</i>	<i>oane</i>
	<i>eena</i>	<i>eo, eeno(-no)</i>	<i>eeane</i>
4: Le/Ma	<i>lena</i>	<i>leo, leno(-no)</i>	<i>lane</i>
	<i>ana</i>	<i>ao, ano(-no)</i>	<i>ane</i>
5: Se/Li	<i>sena</i>	<i>seo, seno(-no)</i>	<i>sane</i>
	<i>tsena</i>	<i>tseo, tseno(-no)</i>	<i>tsane</i>
6: Bo/Ma	<i>bona</i>	<i>boo, bono(-no)</i>	<i>bane</i>
	<i>ana</i>	<i>ao, ano(-no)</i>	<i>ane</i>
7: Junk	<i>ena</i>	<i>eo, eno(-no)</i>	<i>eane</i>
	<i>tsena</i>	<i>tseo, tseno(-no)</i>	<i>tsane</i>

Here are some example sentences using the demonstrative pronouns!

<i>Ke tseba batho banono.</i>	I know those people.
<i>Kea mo rata. Ofe? Ausi eo.</i>	I love her. Which? That girl.
<i>Likhomo tsane li kholo.</i>	The cows way over there are big.
<i>Na u bona sekho sena?</i>	Do you see this spider?
<i>Ntja ena e ntlomme.</i>	This dog bit me.
<i>Letsatsi lena le chesa haholo.</i>	This day is very hot.

### C) Just One, Another, Others, All Of Them: How Much Will That Be?

A third, important concept tied to noun classes is the quantifying adjective, such as “just one,” “another,” “others,” and “all of them.” Let’s take a look.

#### I) Just One

In order to express a quantity of “just one,” as described in the previous lesson on pg. 65, you will insert the word *le* in between the **adjective pronoun** and the numeral, “one” (made from a prefix and the **adjective stem** *-ng*, or *’ngoe* for describing nouns which do not possess a prefix). Note that NCI and 2 are irregular, using *a* as their pronoun. Here are some examples:

<i>Abuti a le mong</i>	One boy	<i>Moruti a le mong</i>	One minister
<i>Mosamo o le mong</i>	One pillow	<i>Lehe le le leng</i>	One egg
<i>Sefate se le seng</i>	One tree	<i>Borokho bo le bong</i>	One bridge
<i>Ntja e le ’ngoe</i>	One dog	<i>Khoho e le ’ngoe</i>	One chicken

## 2) Another

Almost the same formula is used here except that we will not use the word, *le*. Also, NCI and 2 are not irregular in this case.

<i>Abuti e mong</i>	Another boy	<i>Moruti e mong</i>	Another minister
<i>Mosamo o mong</i>	Another pillow	<i>Lehe le leng</i>	Another egg
<i>Sefate se seng</i>	Another tree	<i>Borokho bo bong</i>	Another bridge
<i>Ntja e 'ngoe</i>	Another dog	<i>Khoho e 'ngoe</i>	Another chicken

## 3) Others

This is simply a plural form of the previous expression, “another.”

<i>Bo-abuti ba bang</i>	Other boys	<i>Baruti ba bang</i>	Other ministers
<i>Mesamo e meng</i>	Other pillows	<i>Mahe a mang</i>	Other eggs
<i>Lifate tse ling</i>	Other trees	<i>Marokho a mang</i>	Other bridges
<i>Lintja tse ling</i>	Other dogs	<i>Likhoho tse ling</i>	Other chickens

## 4) All Of Them, Every One

There are two ways to express “all of them.” The first method is the more common of the two, however, they have slightly different connotations, as is shown below.

<i>Abuti e mong le e mong</i>	Every boy	<i>Moruti e mong le e mong</i>	Every minister
<i>Mosamo o mong le o mong</i>	Every pillow	<i>Lehe le leng le le leng</i>	Every egg
<i>Sefate se seng le se seng</i>	Every tree	<i>Borokho bo bong le bo bong</i>	Every bridge
<i>Ntja e 'ngoe le e 'ngoe</i>	Every dog	<i>Khoho e 'ngoe le e 'ngoe</i>	Every chicken
<i>N/A, Bo-abuti bohle</i>	All boys	<i>N/A, Baruti bohle</i>	All ministers
<i>Mosamo 'ohle, Mesamo eohle</i>	All pillows	<i>Lehe lohle, Mahe 'ohle</i>	All eggs
<i>Sefate sohle, Lifate tsohle</i>	All trees	<i>Borokho bohle, Marokho 'ohle</i>	All bridges
<i>Ntja eohle, Lintja tsohle</i>	All dogs	<i>Khoho eohle, Likhoho tsohle</i>	All chickens

### Lesson 3: Tip O' The Tongue Vocabulary List

<i>ho hloka•ala (etse)</i>	to die (person), be needed
<i>ho sho•a (ele)</i>	to die (thing, animal)
<i>ho bola•ea (ile)</i>	to kill, murder
<i>ho hlats•a (itse)</i>	to vomit
<i>ho fol•a (ile)</i>	to recover from illness ( <i>Ke folile</i> . "I've recovered.")
<i>kapele</i>	quickly
<i>butle</i>	slowly
<i>hang hang</i>	at once
<i>ho hang</i>	not at all
<i>hang or hanngoe</i>	once
<i>habeli</i>	twice
<i>hararo</i>	three times
<i>hane</i>	four times
<i>hahlano</i>	five times
<i>hangata</i>	often
<i>Ha ke tsotelle!</i>	I don't care!
<i>eng kapa eng</i>	whatever
<i>mang kapa mang</i>	whomever
<i>kae kapa kae</i>	wherever
<i>neng kapa neng</i>	whenever
<i>joang kapa joang</i>	however
<i>ofe kapa ofe, efe kapa efe, etc.</i>	whichever (depends on noun class)



### Lesson 3: Tip O' The Tongue Dialogue

- Roman: *Ntate Lebohang!*
- Lebohang: *Ho joang, Ntate Roman?*
- R: *Ho monate. Ho joang?*
- L: *Ho lokile, ntate. U ea mosebetsing?*
- R: *E, ntate- ka sekolong.*
- L: *Sefe?*
- R: *Ha Seshote Primary.*
- L: *Na? Bana ba ka ba kena sekolo senono.*
- R: *E, ntate. Kea ba tseba bana bao ba hao. Ba bohlale haholo.*
- L: *Morali oa ka oa ithuta ka 'nete.*
- R: *Ofe? Ausi Rethabile kapa Ausi Reitumetse?*
- L: *Bobeli. Empa ke bua ka Ausi Rethabile.*
- R: *Ho joalo, ntate. Bo-ausi banono ba araba lipotso hantle haholo ho feta ba bang.*
- L: *Morali e mong oa ka ke motho ea bohlale. O kena 'Mamohao High School. O bala Form E.*
- R: *O, ntate. Na, ausi eo o batla ho kena junifesithi?*
- L: *E, ntate. Oa batla. Feela, lihlahlobo tsena li thata. Li bohlokoa haholo, joale ke lintho tse boima. Re tla bona.*
- R: *Kea utloa, ntate. Leha ho le joalo, barali ba hao ha ba sethoto ho hang.*
- L: *E, ntate. Ke tšepa hore ho tla loka. Ke lebohile, Ntate Roman.*
- R: *Kea leboha, Ntate Lebohang.*

## Lesson 4: Puo E Kopanyang: The Direct Relative Clause

Well, here we are, toward the end of our second to last, but certainly not second to least chapter. Becoming familiar with the concept of the **noun class** is not an easy task so you should be proud of what you've just accomplished. And trust me, with practice, you will soon be switching from singular to plural without having to even think about it.

Let us now turn our attention to a very important concept, which will probably be of use to you directly (no pun intended), the **direct relative clause**. We'll look at how to use it in the **present tense**, the **perfect tense**, and the **future tense**. Afterwards, we will look at some examples of its application.

### A) The Direct Relative Clause: Hmm... Sounds Interesting

Although they gave it a really boring name, the direct relative clause is an invaluable concept, which you may have already wanted to use. This is used to express "Something which (or who or that) does something..." For example, "Person who speaks Sesotho...", "Car that works...", or "Dog which bites..."

#### 1) The Present Tense

To create such a phrase, you will use the **direct relative pronoun** (see Reference Chart on pp. 115), which varies from one noun class to another, and attach the **suffix**, *-ng*, to the end of the **verb**. (You will note that direct relative pronouns are the same as **adjective pronouns**, except in that the adjective **prefixes** will not be used here.) Let's take a look at the examples on the following page.

Noun Class	Singular Pronoun	Plural Pronoun	For Example...
1: Titles	<i>ea</i>	<i>ba</i>	<i>Ntate ea buang o mobe.</i> The man who is speaking is ugly.
2: Mo/Ba	<i>ea</i>	<i>ba</i>	<i>Baeti ba tsoang teng...</i> Visitors that come from there...
3: Mo/Me	<i>o</i>	<i>e</i>	<i>Ho na le melao e hanelang...</i> There are laws that forbid...
4: Le/Ma	<i>le</i>	<i>a</i>	<i>Lefu le bolaeang batho...</i> The disease which kills people...
5: Se/Li	<i>se</i>	<i>tse</i>	<i>Sera se nkutsoetsang...</i> The enemy that robs me...
6: Bo/Ma	<i>bo</i>	<i>a</i>	<i>Joala bo thabisang bo bobe.</i> Beer that makes happy is bad.
7: Junk	<i>e</i>	<i>tse</i>	<i>Poone e melang moo...</i> The corn that grows there...

## 2) The Negative Present Tense

To make the statement a negative one, we will insert the word, *sa*, in between our pronoun and the verb, and change the *-ang* at the end of the verb to an *-eng*. Have a look!

Noun Class	Sing.	Pl.	For Example...
1: Titles	<i>ea</i>	<i>ba</i>	<i>Bo-ntate ba sa bueng ba babe.</i> The men who aren't speaking are ugly.
2: Mo/Ba	<i>ea</i>	<i>ba</i>	<i>Moeti ea sa tsoeng teng...</i> A visitor that doesn't come from there...
3: Mo/Me	<i>o</i>	<i>e</i>	<i>Ho na le molao o sa haneleng...</i> There is a law that doesn't forbid...
4: Le/Ma	<i>le</i>	<i>a</i>	<i>Mafu a sa bolaeeng batho...</i> Diseases which don't kill people...
5: Se/Li	<i>se</i>	<i>tse</i>	<i>Lira tse sa nkutsoetseng...</i> Enemies that don't rob me...
6: Bo/Ma	<i>bo</i>	<i>a</i>	<i>Majoala a sa thabiseng a mabe.</i> Beers that don't make happy are bad.
7: Junk	<i>e</i>	<i>tse</i>	<i>Lipoone tse sa meleng moo...</i> The corns that don't grow there...

## 3) The Perfect Tense

When forming the direct relative clause in the perfect tense, you will follow the same rules as in the present. The formula is: direct relative pronoun + verb with *-ng* attached to the end of it. Here are a few examples for you.

<i>Batho bano ba buileng ka Sesotho...</i>	Those people that spoke in Sesotho...
<i>Lifate tse oetseng fatše li peli.</i>	The trees that fell down are two.
<i>Ntja e ntlommeng e kotsi.</i>	That dog which bit me is dangerous.

#### **4) The Negative Perfect Tense**

Forming a negative direct relative clause in the perfect tense is also pretty simple. The formula is as follows: direct relative pronoun + *sa* + verb, ending in *-ang*.

<i>Batho bano ba sa buang ka Sesotho...</i>	Those people that didn't speak in Sesotho...
<i>Lifate tse sa oelang fatše li peli.</i>	The trees that didn't fall down are two.
<i>Ntja e sa ntlomang e kotsi.</i>	That dog which didn't bite me is dangerous.

#### **5) The Future Tense**

This one may be the easiest of them all. We will use those same pronouns, followed by the future marker, *tla*, and an unchanged verb (i.e. without the *-ng* ending).

<i>Bana ba tla bapala bolo...</i>	The children that will play ball...
<i>Lelapa le tla kopana le letle.</i>	A family that will get together is nice.
<i>Basebetsi ba tla thusana ba tla atleha.</i>	Workers that will help each other will succeed.

#### **6) The Negative Future Tense**

Here you're going to have to do a little memorizing, so bear with me. This one deviates from the norm a bit but its formula is pretty straightforward. Let's take a look!

The formula is as follows: After the noun, you'll use the direct relative pronoun + *ke keng* + **possessive pronoun** + an unchanged verb. Note that the singular forms of NCI and 2 are irregular (again!), using the pronoun, *a*, in place of their possessive pronoun, *oa*.

<i>Nkhono ea ke keng a tsuba...</i>	The grandmother that will not smoke...
<i>Barali ba ke keng ba bua Sesotho...</i>	The daughters that will not speak Sesotho...
<i>Lesale le ke keng la tla le 'na le letle.</i>	The ring that will not come with me is pretty.
<i>Ke ithutha puo e ke keng ea hana...</i>	I learn a language that will not refuse...

## **B) Some Common Applications: Hold On To Your Seats, Now!**

This concept is used quite often in settings that we're not accustomed to in English. For example, while we Anglophones have "happy" as an **adjective**, the Sotho-phones use a verb (*Ke thabile*. "I'm happy."), which is fine. However, when we want to make one of those phrases that must carry on (in order to form a complete sentence) we must use the direct relative clause. Thus, *Motho ea thabileng...* "The happy person..." Here is a list of notable applications of this concept.

<i>selemo se tlang</i>	next year (year that comes)
<i>khoeli e fetlileng</i>	last month (month that passed)
<i>letsatsi le hlahlamang le tlang</i>	the day after next ( <i>ho hlahlama</i> "to follow")
<i>lilemo tse tšeletšeng</i>	six years
<i>batho ba supileng</i>	seven people
<i>Moea o Halalelang</i>	the Holy Spirit
<i>motho ea makatsang</i>	strange person
<i>motho ea tloaelehileng</i>	normal person

#### Lesson 4: Tip O' The Tongue Vocabulary List

<i>ho bu•la (tse)</i>	to open
<i>ho ko•ala (etse)</i>	to close
<i>ho bontš•a (itse)</i>	to show
<i>ho pat•a (ile)</i>	to hide something
<i>ho lokis•a (itse)</i>	to organize, straighten
<i>ho hlatso•a (itse)</i>	to clean, wash
<i>ho fie•la (tse)</i>	to sweep
<i>ho hlap•a (ile)</i>	to bathe
<i>ho math•a (ile)</i>	to run
<i>ho em•a (e)</i>	to stand, wait
<i>ho paqam•a (e)</i>	to lie down
<i>ho lu•la (tse) fatše</i>	to sit down
<i>ntlo (matlo)</i>	house
<i>kamore (likamore)</i>	room
<i>lemati (mamati)</i>	door
<i>setulo (litulo)</i>	chair
<i>tafole (litafole)</i>	table
<i>bete (libete)</i>	bed
<i>mosamo (mesamo)</i>	pillow
<i>fenstere (lifenstere)</i>	window
<i>buka (libuka)</i>	book
<i>pampiri (lipampiri)</i>	paper

#### Lesson 4: Tip O' The Tongue Dialogue

Billie: *Lumelang, baeti.*

Baeti Ba Tekesi: *Lumela, 'me.*

B: *Le phela joang?*

B: *Hantle, u phela joang?*

B: *Ke teng. Na, ho na le motho ea lulang teng, 'me?*

'Malefu: *Ha ho na motho.*

B: *O kae, ntate ea khannang koloji?*

M: *O teng, shopong.*

B: *O, 'me. Na tekesi e ea Bokong?*

M: *E, ke eona.*

B: *E tla feta Ha Makopela, ha ke re?*

M: *E, ho joalo, 'me. U ea Ha Makopela?*

B: *E, ke ea teng. Ke tla chakela mokhotsi ea lulang teng, ha Letsikhoana.*

M: *O, 'me. U tla khutla neng?*

B: *Ke tla khutla beke e hlahlamang e tlang.*

M: *Ka qalong ea sekolo?*

B: *E, 'me, ke sebetsa likolong.*

M: *Ua ruta?*

B: *Ah, ah- ke sebetsa le matichere ho ntlafatsa mekhoha ea bona ea ho ruta ka HIV/AIDS.*

M: *Kea utloa, 'me. Ke ntho e thusang sechaba haholo.*

B: *Kea leboha, 'me. Ke lumela joalo.*

### Chapter 3: 22 Vocabulary Words That Will Change Your Life

<i>ho tšoan•a (ne)</i>	to be similar
<i>ho fapan•a (e)</i>	to be different ( <i>Ho fapane</i> . “It is different.”)
<i>ho feto•la (tse)</i>	to change
<i>ho s•ala (etse)</i>	to remain
<i>ho hah•a (ile)</i>	to build
<i>ho qhaqhol•la (otse)</i>	to destroy
<i>ho nep•a (ile)</i>	to be correct ( <i>Ke nepile</i> . “I’m correct.”)
<i>ho fos•a (itse)</i>	to be wrong ( <i>Ke fositse</i> . “I’m incorrect.”)
<i>ho nk•a (ile)</i>	to take
<i>ho tšo•ara (ere)</i>	to catch, grab, hold
<i>Ha ke re?</i>	Isn’t that so?
<i>Ke phetho.</i>	That’s all. That’s it.
<i>bonyane</i>	at least, smallness, youngness
<i>boholo</i>	at the most, bigness, oldness
<i>leha ho le joalo</i>	even though
<i>ekaba</i>	perhaps
<i>ebile</i>	moreover
<i>ebe</i>	maybe
<i>ntle le</i>	instead of
<i>pakeng tsa</i>	in between
<i>‘moho</i>	together
<i>kahare ho</i>	inside of



### Chapter 3: Tlo, Ha Re Bue He!

Hope: *Khotsong, batho!*

Tseleng & Mohao: *Lumela, 'Me Hope!*

H: *Le phela joang, bakhotsi?*

T & M: *Re teng, u kae, 'me?*

H: *Ke teng. Na, bohobe bo fihlile?*

T: *Ah, ah. Ha bo e-s'o fihle. Batho banono ba tlisang bohobe baa lieha.*

M: *Mohlomong bo tla fihla ka bo three kapa ka bo four.*

H: *O, Ntate Mohao. Ho lokile.*

T: *Kea u thusa, 'Me Hope.*

H: *Kea leboha, Ausi Tseleng. Ke bokae tamati e le 'ngoe?*

T: *Eighty cents.*

H: *Ke kopa litamati tse tšeletšeng, liapole tse supileng, sehlopa se le seng sa litapole, tsoekere e kholo ea 2.5kg., mahe a leshome le metso e 'meli, 'me liter e le 'ngoe ea parafini.*

T: *U reka lintho tse ngata! Na, baeti ba hao ba tla u chakela?*

H: *E, ho joalo. Ka Moqebelo, bakhotsi ba ka ba lulang Thaba-Tseka baa tla.*

T: *Ba bakae?*

H: *Ba bararo. Ke motho eane ea sebetsang TTI. E mong o sebetsa*

*Katlehong Primary. 'Me e mong o sebetsa Paray High School.*

T: *Ache, u tla thaba, joale. Ke ma-Amerika kaofela?*

H: *E, ausi. Kaofela ke batho ba tsoang Amerika.*

T: *Ho lokile, 'me. Re tla ba lumelisa.*

## Chapter 4

### More Verbs? For The Smooth-Talking Roman!

#### Verb Forms All Around!

It's time to wipe the sweat off of your brow with the old thinking cap and start afresh on a new chapter. Let's shrug off any of that frustration with pronunciation or comprehension (they will improve- just keep speaking and keep listening) and prepare for this, the last chapter of our tutorial.

It is a chapter with something for everyone. For both the self-centered and the fatalistic reader, we have the potential tenses of Lesson 1. For those who enjoy bullying people around, we have the imperative or command tense of Lesson 2. In Lesson 3, we'll take a look at how verbs can be shaped and molded to express a wide range of meaning and round out Lesson 4 with a little bit of, you got it, indirect relative clauses! Then, I suppose, it's *Tsamaea hantle!*

## Lesson 1: Nka Bua Sesotho! The Potential Tense

Here, we have yet another important concept for you. These are the **tenses** which are used to express ability, and the English word, “may.” We will look at the affirmative and the negative forms of the **present** (I am able to), the **past** (I was able to), and the **future tense** (I will be able to). Let’s do it!

### A) The Present Potential Tense: Vs. The Past Kinetic Tense

As you can see, the main unit is the word, *ka*. You’ll note that, in the “I” form, the **pronoun** attaches itself to *ka* to make *nka*. Also, the pronoun loses its *-a* (e.g. *u*, and not *ua*).

<i>Nka bua.</i>	I can speak.	<i>Re ka reka lijo.</i>	We can buy the food.
<i>U ka bona.</i>	You can see.	<i>Le ka sebelisa.</i>	You all can use.
<i>O ka bapala.</i>	He/ She can play.	<i>Ba ka ja.</i>	They may eat.
<i>E ka shoa.</i>	It may die.	<i>Mahe a ka oela.</i>	The eggs may fall.

### B) The Negative Present Potential Tense: The What?

The easiest way to form these expressions is to use the **verb** *ho sit•oa (iloe)* “to be unable.” For example: *Ba sitoa ho bua Sefora.* “They can’t speak French.” or *Re sitoa ho kopana le uena hosasa.* “We can’t meet with you tomorrow.” However, there is another way to do it, which is shown below.

<i>Nke ke be ka bua Sefora.</i>	I can’t speak French.
<i>U ke ke be oa bua Sefora.</i>	You can’t speak French.
<i>A ke ke be a bua Sefora.</i>	He/ She can’t speak French.
<i>Re ke ke be ra bua Sefora.</i>	We can’t speak French.

*Le ke ke be la bua Sefora.* You all can't speak French.

*Ba ke ke be ba bua Sefora.* They can't speak French.

### **C) The Future Potential Tense: I Will Be Able To Speak Sesotho Fluently**

This tense is used to express the ability to do something in the future. It utilizes the **auxiliary verb** for the future, *tla*, and the verb *ho khon•a (ne)*, “to be able,” which will be used in the remainder of these potential tenses.

*Ke tla khona ho bua Sesotho.* I will be able to speak Sesotho.

*U tla khona ho fumana mosebetsi.* You will be able to find work.

*O tla khona ho jaefa.* He/ She will be able to dance.

*Re tla khona ho tla hosane.* We will be able to come tomorrow.

*Le tla khona ho robala ka khotso.* You all will be able to sleep in peace.

*Ba tla khona ho qoqa le Basotho.* They will be able to chat with Basotho.

### **D) The Negative Future Potential Tense: There Aren't Many Fish In The Sea!**

This is the tense used to express future inability. It utilizes the negative marker, *ha*, and the auxiliary verb, *no*.

*Ha ke no khona ho bua Sesotho.* I will not be able to speak Sesotho.

*Ha u no khona ho fumana mosebetsi.* You will not be able to find work.

*Ha a no khona ho jaefa.* He/ She will not be able to dance.

*Ha re no khona ho tla hosane.* We will not be able to come tomorrow.

*Ha le no khona ho robala ka khotso.* You all will not be able to sleep in peace.

*Ha ba no khona ho qoqa le Basotho.* They will not be able to chat with Basotho.

### **E) The Past Potential Tense: A.K.A. The High School Football Tense**

This is the tense used to express the ability to do something in the past. It's pretty straightforward, using any of the past tenses: the **perfect tense**, the preterit tense, or the **past progressive tense** of the verb *ho khona* (ne) "to be able."

<i>Ke khonne ho bua Sesotho.</i>	I have been able to speak Sesotho.
<i>U ne u khona ho kha metsi.</i>	You were able to fetch water.
<i>O ile a khona ho letsetsa 'Me 'Malineo.</i>	He/ She was able to call 'Me 'Malineo.
<i>Re ile ra khona ho sebetsa maobane.</i>	We were able to work yesterday.
<i>Le ne le khona ho bapala bolo.</i>	You all were able to play ball.
<i>Ba khonne ho posa lengolo.</i>	They have been able to post the letter.

### **F) The Negative Past Potential Tense: A.K.A. The *Tabula Rasa* Tense**

This tense, used to express past inability, follows the same principle as the affirmative past potential, utilizing any three of the aforementioned past tenses in their negative form. They are all listed here in the negative perfect tense.

<i>Ha kea khona ho bua Sesotho.</i>	I have not been able to speak Sesotho.
<i>Ha ua khona ho kha metsi.</i>	You have not been able to fetch water.
<i>Ha aa khona ho letsetsa 'Me 'Malineo.</i>	He/ She has not been able to call 'Me 'Malineo.
<i>Ha rea khona ho sebetsa maobane.</i>	We have not been able to work yesterday.
<i>Ha lea khona ho bapala bolo.</i>	You all have not been able to play ball.
<i>Ha baa khona ho posa lengolo.</i>	They have not been able to post the letter.

## Lesson 1: Tip O' The Tongue Vocabulary List

<i>ho atleh•a (ile)</i>	to succeed
<i>ho rer•a (ile)</i>	to decide
<i>ho belae•la (tse)</i>	to complain
<i>ho bole•la (tse)</i>	to mean
<i>ho hlalos•a (itse)</i>	to describe
<i>ho qet•a (ile)</i>	to finish, end
<i>ho qal•a (ile)</i>	to begin
<i>ho lieh•a (ile)</i>	to delay, to be late
<i>ho tlameh•a (ile)</i>	to must (do something)
<i>ho tšoane•la (tse)</i>	to ought to, should ( <i>Ke tšoanetse. "I should."</i> )
<i>boikarabelo (maikarabelo)</i>	responsibility
<i>maikutlo</i>	idea(s)
<i>bohlokoa</i>	important
<i>monyetla (menyetla)</i>	opportunity
<i>morero (merero)</i>	project
<i>moralo (meralo)</i>	plan
<i>taba-tabello (litaba-tabello)</i>	goal
<i>tsoelopele (litsoelopele)</i>	progress, development
<i>taba (litaba)</i>	news, issue
<i>sepheo (lipheo)</i>	aim
<i>tlhoko (litlhoko)</i>	need
<i>thasello (lithasello)</i>	interest

## Lesson 1: Tip O' The Tongue Dialogue

- Abe: *Khotso, Ntate Selebalo!*
- Selebalo: *Khotso, Ntate Abe. U tsohile joang, ntate?*
- A: *Ke tsohile hantle, ntate! U kae?*
- S: *Ke teng. U tsoa kae, Ntate Abe?*
- A: *Ke tsoa Maseru- thupelong ea Peace Corps.*
- S: *Ke thupelo e u rutileng ka'ng?*
- A: *Ka Sesotho.*
- S: *U hlokile thupelo? Ke utloa hore u bua hantle. U fihlile neng, Lesotho moo?*
- A: *Kea leboha. Ke fihlile selemong se fetileng. Ka Phupjane.*
- S: *O, ntate. Ha u tsamaea, u tla khona ho bua Sesotho joalo ka Mosotho. U tla tsamaea neng? Selemong se tlang, ha ke re? U tla thaba?*
- A: *E, ntate., se tlang. E, ntate, ke tla thaba. 'Na, ke hlolohetsoe batho ba haeso. Leha ho le joalo, Lesotho le letle haholo. Batho bana ba Ha Lejone ba batle. Ba nthabisa joalo ka batho ba haeso. Ha ke tsamaea ke tla ba hloloheloa haholo. Ha ke no ba lebala.*
- S: *Lilemo tse peli tsa hao tsa ho ba Lesotho mona li tla u thusa ha u khutla haeno koana. U tla khona ho utloisisa meetlo ea batho ba bang. Ke ntho e ke keng ea u senya, ho hang.*
- A: *Ka 'nete, ho joalo, ntate. Ha ba banyenyane batho ba haeso ba sa tsebeng haholo ka meetlo e meng. Moetlo o le mong! Ba ferekane.*
- S: *U tla tlameha ho ba ruta puo ena e ntle ea rona!*
- A: *E, ntate! Ke tla ba ruta!*

## Lesson 2: Bueng Sesotho! The Imperative (Command) Tenses

Ah, the **imperative tense**! I don't know about you, but I love bossing people around, so I always get a sort of buzz whenever I look at this concept. We'll look at four different aspects of the imperative: the formal command, the informal command, and the persuasive and subjunctive constructions. But enough of this standing around. Do it! Please?

### A) The Formal Command: Please Pass The Pinot Noir

You will want to use the formal imperative form more often than its informal counterpart. It is what you will use with people who are your elders, strangers, or simply when you want to be polite with someone. Its construction differs from the singular to the plural.

#### 1) When Referring To One Person

When directing the command at one person, you will use the **auxiliary verb**, *ak'u*, followed by a **verb**, whose ending will be changed from *-a* to *-e*.

<i>Ak'u bule lemati.</i>	Please open the door.	<i>Ak'u eme.</i>	Please stand.
<i>Ak'u sale lapeng.</i>	Please stay at home.	<i>Ak'u bue.</i>	Please speak.

#### 2) When Referring To Two Or More People

When directing the command at more than one person, you will use the same auxiliary verb, *ak'u*, and change the ending from *-a* to *-eng*.

<i>Ak'u buleng lemati.</i>	Please open the door.	<i>Ak'u emeng.</i>	Please stand.
<i>Ak'u saleng lapeng.</i>	Please stay at home.	<i>Ak'u bueng.</i>	Please speak.



## **B) The Informal Command: Fill ‘Er Up!**

This command is used with people you are familiar with, like your little brother or your golfing buddies. It, also, is a pretty straightforward concept.

### **1) When Referring To One Person**

Here, you’ll simply use the verb with its original ending. Easy enough, huh?

<i>Bula lemati!</i>	Open the door!	<i>Ema!</i>	Stand!
<i>Sala lapeng!</i>	Stay at home!	<i>Bua!</i>	Speak!

### **2) When Referring To Two Or More People**

In the plural, you’ll add *-ng* to the original verb ending.

<i>Bulang lemati!</i>	Open the door!	<i>Emang!</i>	Stand!
<i>Salang lapeng!</i>	Stay at home!	<i>Buang!</i>	Speak!

## **C) The More Formal Negative Command: Please Don’t Touch The Ming Vase**

The negative of the imperative can be constructed in several ways, the two most common of which are given below.

### **1) When Referring To One Person**

In this construction, you will use the auxiliary verb *se*, followed by a verb ending in *-e*.

<i>Se tsube.</i>	Please don’t smoke.	<i>Se shebe.</i>	Please don’t look.
<i>Se tsehe.</i>	Please don’t laugh.	<i>Se bue.</i>	Please don’t speak.

## 2) When Referring To Two Or More People

As before, the plural form will end in *-eng*, rather than *-e*.

<i>Se tsubeng.</i>	Please don't smoke.	<i>Se shebeng.</i>	Please don't look.
<i>Se tšeheng.</i>	Please don't laugh.	<i>Se bueng.</i>	Please don't speak.

## D) The Less Formal Negative Command: Don't Touch Anything

This construction is the more common of the two and, while it is used in an informal manner, it is not an impolite phrase.

### 1) When Referring To One Person

Although this command is constructed as follows: *U se ke ua* + unchanged verb, a contraction is often used to form the following: *U se k'a* (or simply *Se k'a*) + unchanged verb.

<i>U se ke ua tsuba.</i>	Don't smoke.	<i>U se ke ua tšeha.</i>	Don't laugh.
<i>U se k'a sheba.</i>	Don't look.	<i>U se k'a ea.</i>	Don't go.
<i>Se k'a bua.</i>	Don't speak.	<i>Se k'a bala.</i>	Don't read.

## 2) When Referring To Two Or More People

The plural command is similar, in that its construction, *Le se ke la* + unchanged verb, is contracted into *Le se k'a* (or simply *Se k'a*) + unchanged verb.

<i>Le se ke la tsuba.</i>	Don't smoke.	<i>Le se ke la tšeha.</i>	Don't laugh.
<i>Le se k'a sheba.</i>	Don't look.	<i>Le se k'a ea.</i>	Don't go.
<i>Se k'a bua.</i>	Don't speak.	<i>Se k'a bala.</i>	Don't read.

## E) The Persuasive Construction: Come On! Just Two More Lessons To Go!

Now, we'll move on to what, in the English language, translates to the phrase, "let's." We'll call it the "persuasive" construction. It has a singular and a plural form. Umm... Let's go!

### 1) Singular Persuasive

This is formed using the following formula: *ha + re + verb*, ending in *-e*.

<i>Ha re tsube.</i>	Let's smoke.	<i>Ha re shebe.</i>	Let's look.
<i>Ha re ee.</i>	Let's go.	<i>Ha re bue.</i>	Let's speak.

### 2) Plural Persuasive

In the plural, you will use the same formula, however, the verb will end in *-eng*.

<i>Ha re tsubeng.</i>	Let's smoke.	<i>Ha re shebeng.</i>	Let's look.
<i>Ha re eeng.</i>	Let's go.	<i>Ha re bueng.</i>	Let's speak.

### 3) Negative Persuasive

Listed below are, respectively, the singular and plural forms of the expression, "Let's not do something."

<i>Ha re se k'a ra tsuba.</i>	Let's not smoke.	<i>Ha re se k'a ra sheba.</i>	Let's not look.
<i>Ha re se k'a ra ea.</i>	Let's not go.	<i>Ha re se k'a ra bua.</i>	Let's not speak.

<i>Ha re se k'a ra tsubang.</i>	Let's not smoke.	<i>Ha re se k'a ra shebang.</i>	Let's not look.
<i>Ha re se k'a ra eang.</i>	Let's not go.	<i>Ha re se k'a ra buang.</i>	Let's not speak.

## F) The Subjunctive Construction: The Sub- What Construction?

The subjunctive construction is, perhaps, my favorite construction, save Frank Lloyd Wright’s “Falling Water,” which, I’ll admit, outdoes it. Below is a description of the uses of the subjunctive. This is not an exhaustive list. Rather, these are the uses which have been found to be relevant to the beginner student of Sesotho.

It is used mainly in the case of an order or desire for something to happen and often involves the word *hore*. There are some verbs which are typically associated with the construction, including, *ho batla* “to want,” *ho kopa* “to ask for,” *ho re* “to say,” *ho joetsa* “to tell,” and *ho rata* “to like.” When it is used, the ending of second verb changes from *-a* to *-e*. When the second pronoun is in the He/ She form, it changes from *o* to *a*. Here’s a list of sentences that take on the subjunctive form, followed by sentences which do not, though it may seem that they should.

<b>Subjunctive</b>	
<i>Ke batla hore u bue Sesotho le 'na.</i>	I want that you speak Sesotho with me.
<i>Ba kopa hore u ba fe buka ena.</i>	They’d like that you give them this book.
<i>Ba re a tle pitsong.</i>	They say he should come to the assembly.
<i>Re mo joetsitse hore a emise.</i>	We told him that he should stop.
<i>Re rata hore u sebelise kharafu.</i>	We like that you use the shovel.
<b>Indicative (Not Subjunctive)</b>	
<i>Ke batla ho bua Sesotho le uena.</i>	I want to speak Sesotho with you.
<i>Ke nahana hore ba bua joalo.</i>	I think that they speak as such.
<i>O re hore re ja poone.</i>	He says that we are eating corn.

## Lesson 2: Tip O' The Tongue Vocabulary List

<i>ho han•a (ne)</i>	to refuse
<i>ho seb•a (ile)</i>	to gossip
<i>ho qaban•a (e)</i>	to fight
<i>ho kopan•a (e)</i>	to meet together
<i>ho fet•a (ile)</i>	to pass
<i>ho baleh•a (ile)</i>	to flee, run from
<i>ho pot•a (ile)</i>	to go around something
<i>ho si•ea (ile)</i>	to leave behind
<i>ho eme•la (tse)</i>	to wait for ( <i>Ke emetse</i> . "I'm waiting for.")
<i>ho emis•a (itse)</i>	to stop (to cause something to stop)
<i>ho ru•a (ile)</i>	to be rich ( <i>Ke ruile</i> . "I'm rich.")
<i>ho aro•la (tse)</i>	to share
<i>ho bus•a (itse)</i>	to govern
<i>ho fumaneh•a (ile)</i>	to be poor ( <i>Ke fumanehile</i> . "I'm poor.")
<i>ho foko•la (tse)</i>	to be weak ( <i>Ke fokotse</i> . "I'm weak.")
<i>matla</i>	power, strong
<i>mokhatlo (mekhatlo)</i>	cooperative, society
<i>mong'a (beng ba)</i>	owner of ( <i>mong'a khomo</i> "owner of the cow")
<i>phoso (liphoso)</i>	mistake
<i>thero (lithero)</i>	decision
<i>mokhoa (mekhoa)</i>	way, manner
<i>tsela (litsela)</i>	road, path

## Lesson 2: Tip O' The Tongue Dialogue

- Austin: *Mong'a ka! Tlo, ha re bue!*
- Setala: *Ntate! U nts'o phela hantle?*
- A: *Ka 'nete, ke tsohile, Ntate Setala. Uena, u phela joang?*
- S: *Ache, ntate, ha ho na litaba tse mpe, ho hang.*
- A: *E, ntate. Na u fumane lengola la ka?*
- S: *Le tsebisang batho ka phetolo ea letsatsi la phutheo? Ke le fumane.*
- A: *U tla khona ho ea teng, joale?*
- S: *Ka bomalimabe, ha ke no khona.*
- A: *Molato?*
- S: *Ke hore ka tsatsing leo, ke ea Hlotse ho lata ngoana oa ka sekolong. U fetotse letsatsi hobaneng?*
- A: *Ache, u se k'a ea Hlotse. Ke le fetotse ka baka la hore ba ke ke be ba tla ka Labohlano ba bang. Ba itse ba ka tla ka Moqebelo, joale, re le fetotse.*
- S: *Re tla etsa joang, joale? Ke tlameha ho ea Hlotse. Mohlomong nka kopana le uena pele ke tsamaea. Ebe re ka bua ka litaba tseo ha rona re le 'moho. Laboraro le joang?*
- A: *Ho lokile, Ntate Setala. Ak'u tle ha ka ka hora ea bobeli. Re tla khona ho lokisa litaba tsa phutheo ka komiti. Joetsa 'Me 'Mathabo le Ntate Mokobane. 'Na, ke tla joetsa 'Me 'Marelebohile le Ntate Mapanya.*
- S: *Ho lokile. Ha re ee, ntate.*
- A: *Ho lokile, ntate.*

### Lesson 3: Liverb Li Fetola Joang? Verb Permutations And Auxiliary Verbs

The Sesotho **verb** is an interesting thing. It can be plied and prodded into expressing things which, in English, require **prepositions** or other words. For example, while Anglo-phones must say “to speak for” the Sotho-phones simply say, *ho buela*. Also, while we tie our tongues around “to speak to oneself,” they adroitly drop the verb *ho ipua*. In this lesson, we’ll look at these various permutations and how they are used. Afterwards, we’ll explore three handy **auxiliary verbs** used in expressing “still,” “yet,” and “already.” Let’s go!

#### A) To Do For: The Samaritan Permutation

This permutation is usually formed with the **suffix** *-ela*. However, for verbs ending in *-isa*, the suffix, *-etsa*, is used, and verbs ending in *-la* become *-lla*. Here are some examples.

<i>ho hlok•a (ile)</i>	to need	Becomes:	<i>ho hloke•la (tse)</i>	to need for, not have for
<i>ho sheb•a (ile)</i>	to look at	Becomes:	<i>ho shebe•la (tse)</i>	to look for
<i>ho rek•a (ile)</i>	to buy	Becomes:	<i>ho reke•la (tse)</i>	to buy for
<i>ho rekis•a (itse)</i>	to sell	Becomes:	<i>ho rekise•tsa (litse)</i>	to sell for
<i>ho hlokis•a (itse)</i>	to deprive	Becomes:	<i>ho hlokise•tsa (litse)</i>	to cause to need for
<i>ho pat•ala (etse)</i>	to pay	Becomes:	<i>ho patal•la (etse)</i>	to pay for

#### B) To Cause To Do: The Devil-Made-Me-Do-It Permutation

This is usually formed with the suffix *-isa*. However, for verbs ending in *-na*, the suffix *-nya* is used. Furthermore, those “Abacadabra” verbs (see next page) change from *-ala* to *-atsa*.

<i>ho hlok•a (ile)</i>	to need	Becomes:	<i>ho hlokis•a (itse)</i>	to cause to need (deprive)
<i>ho sheb•a (ile)</i>	to look at	Becomes:	<i>ho shebis•a (itse)</i>	to cause to look at

<i>ho rek•a (ile)</i>	to buy	Becomes:	<i>ho rekis•a (itse)</i>	to cause to buy (sell)
<i>ho e•tsa (ntse)</i>	to do, make	Becomes:	<i>ho etsis•a (itse)</i>	to cause to do, make
<i>ho qaban•a (e)</i>	to quarrel	Becomes:	<i>ho qaban•ya (tse)</i>	to cause to quarrel
<i>ho pat•ala (etse)</i>	to pay	Becomes:	<i>ho patalis•a (itse)</i>	to cause to pay

### C) To Be Done Unto: The Determinist Permutation

There are two different forms taken by a single verb for this permutation, one of which uses the ending, *-eha*, the other of which uses the ending, *-oa*. The meaning is the same in most all cases. You will note the irregularities taken by some verbs in the *-oa* form. When the English word “by” is used after these verbs, the preposition *ke* is used in place of *ka*.

<i>ho hlok•a (ile)</i>	to need	Becomes:	<i>ho hlokeh•a (ile) hlok•oa (iloe)</i>	to be needed
<i>ho sheb•a (ile)</i>	to look at	Becomes:	<i>ho shebeh•a (ile) shej•oa (iloe)</i>	to be looked at
<i>ho rekis•a (itse)</i>	to sell	Becomes:	<i>ho rekiseh•a (ile) rekis•oa (itsoe)</i>	to be sold
<i>ho rom•a (ile)</i>	to send	Becomes:	<i>ho romeh•a (ile) rong•oa (iloe)</i>	to be sent
<i>ho tšep•a (ile)</i>	to trust	Becomes:	<i>ho tšep•eh•a (ile) tšeptj•oa</i>	to be trusted

### D) To Become Done: The Abacadabra Permutation

This is formed with the endings *-hala* (or *-fala*, when modifying **adjectives**.)

<i>ho hlok•a (ile)</i>	to need	Becomes:	<i>ho hlokah•ala (etse)</i>	to become needed (die)
<i>ho bon•a (e)</i>	to see	Becomes:	<i>ho bonah•ala (etse)</i>	to become seen, evident
<i>ho e•tsa (ntse)</i>	to do, make	Becomes:	<i>ho etsah•ala (etse)</i>	to become done (happen)
<i>matla</i>	strength	Becomes:	<i>ho matlaf•ala (etse)</i>	to become strong
<i>ntle</i>	good, nice	Becomes:	<i>ho ntlaf•ala (etse)</i>	to become nice



### E) To Do To Oneself: The I'm-My-Own-Man Permutation

This permutation leaves the verb ending as it is, modifying the beginning, instead. The prefix, *i-*, is placed before the verb and, as when modified to take on the **object pronoun** “me,” changes are made in the verb’s beginning to accommodate it (see pp. 49-50).

<i>ho hlok•a (ile)</i>	to need	Becomes:	<i>ho itlhok•a (ile)</i>	to need oneself
<i>ho sheb•a (ile)</i>	to look at	Becomes:	<i>ho icheb•a (ile)</i>	to look at oneself
<i>ho rekis•a (itse)</i>	to sell	Becomes:	<i>ho ithekis•a (itse)</i>	to sell oneself
<i>ho bon•a (e)</i>	to see	Becomes:	<i>ho ipon•a (e)</i>	to see oneself
<i>ho e•tsa (ntse)</i>	to do, make	Becomes:	<i>ho ike•tsa (ntse)</i>	to make oneself

### F) To Do To One Another: The As-They-Do-Unto-You Permutation

The ending *-ana* is used here.

<i>ho hlok•a (ile)</i>	to need	Becomes:	<i>ho hlokan•a (e)</i>	to need one another
<i>ho sheb•a (ile)</i>	to look at	Becomes:	<i>ho sheban•a (e)</i>	to look at one another
<i>ho bon•a (e)</i>	to see	Becomes:	<i>ho bonan•a (e)</i>	to see one another
<i>ho e•tsa (ntse)</i>	to do, make	Becomes:	<i>ho etsan•a (e)</i>	to do to one another

### G) To Undo: The Deconstructionist Permutation

The ending *-olla* is used in expressing “to undo” for a certain action.

<i>ho fas•a (itse)</i>	to tie up	Becomes:	<i>ho fasol•la (otse)</i>	to untie
<i>ho notl•ela (etse)</i>	to lock	Becomes:	<i>ho notlol•la (otse)</i>	to unlock
<i>ho fan•a (ne)</i>	to give to each other	Becomes:	<i>ho fanol•la (otse)</i>	to take back
<i>ho e•tsa (ntse)</i>	to do, make	Becomes:	<i>ho etsol•la (otse)</i>	to undo, unmake

## H) Important Auxiliary Verbs: Just In Case

The auxiliary verb is used to assist another verb in expressing a variation on its meaning. We have already looked at a few of them (e.g. the present progressive marker, *il'o*, or the future marker, *tla*). Below are three useful constructions using auxiliary verbs, used to express “yet,” “still,” and “already.” Here’s how to use them!

### 1) E-s'o “Yet”

This auxiliary verb is used to express “having not yet done something.” Examples, anyone?

<i>Ha ke e-s'o 'mone.</i> I haven't yet seen him.	<i>Ha re e-s'o noe.</i> We haven't yet drank.
<i>Ha u e-s'o botse.</i> You haven't yet asked.	<i>Ha le e-s'o bale.</i> You all haven't yet read.
<i>Ha a e-s'o etse.</i> He/ She hasn't yet done.	<i>Ha ba e-s'o patale.</i> They haven't yet paid.

### 2) Ntse “Still”

Note that the contractions commonly used in the “You” and “He/ She” form are given.

<i>Ke ntse ke le teng.</i> I'm still there.	<i>Re ntse re noa.</i> We're still drinking.
<i>U nts'o ithutha.</i> You're still learning.	<i>Le ntse le bua.</i> You all are still speaking.
<i>O nts'a lokisa.</i> He/ She's still organizing.	<i>Ba ntse ba tla.</i> They are still coming.

### 3) Se “Already”

Again, note the contractions. At times, the first pronoun is omitted.

<i>Ke se ke jele.</i> I've already eaten.	<i>Re se re le haufi.</i> We're already near.
<i>U s'o buile.</i> You've already spoken.	<i>Se le qetile.</i> You've already finished.
<i>O s'a bale.</i> He/ She's already read.	<i>Se ba tsamaea..</i> They're already leaving.

### Lesson 3: Tip O' The Tongue Vocabulary List

<i>ho lem•a (me)</i>	to plant
<i>ho kotu•la (tse)</i>	to harvest
<i>ho nose•tsa (litse)</i>	to water
<i>ho kolob•a (ile)</i>	to become wet ( <i>Ke kolobile. "I'm wet."</i> )
<i>ho psh•a (ele)</i>	to become dry
<i>ho fas•a (itse)</i>	to tie up
<i>ho fasol•la (otse)</i>	to untie
<i>ho lis•a (itse)</i>	to herd (take to graze)
<i>lesaka (masaka)</i>	corral
<i>jarete (lijarete)</i>	garden
<i>peo (lipeo)</i>	seed
<i>mobu (mebu)</i>	soil
<i>letsopa (matsopa)</i>	clay
<i>moiteli (meiteli)</i>	dung fertilizer
<i>serapa (lirapa)</i>	plot, crop
<i>leloala (maloala)</i>	mill
<i>kharafu (likharafu)</i>	spade
<i>kiribaea (likiribaea)</i>	wheelbarrow
<i>mochesoa or mofuthu</i>	heat, warmth
<i>mohatsela or serame</i>	coldness
<i>khohlo (likhohlo)</i>	valley
<i>lengope (mangope)</i>	donga (erosion gully)

### Lesson 3: Tip O' The Tongue Dialogue

- Sefiri: *Khotso, Ntate Lucas! Ho joang?*
- Lucas: *Khotso, Ntate Sefiri! Ho monate feela. Ha ho na khang. Uena, u nts' o phela hantle, ha ke re? U jele Keresemese joang?*
- S: *E, ntate. Ke e jele hamonate. Uena?*
- L: *Ke e jele hamonate ka 'nete. Ke kopane le bakhotsi ba bangata ka "serapeng sa lihloliloeng," ka Bokong. Ke na le potso, ntate. Ke ne ke ipotsa na, a bolela'ng mantsoe ana, "serapa" le "lihloliloeng?" Ha ke e-s' o fumane lipolelo. Na, u ka hlalosa lipolelo ka mantsoe a mang?*
- S: *E, ntate. Ebe, mohlomong, ke tla khona ho u hlaloesa mantsoe na, a re'ng? Ua tseba ke'ng sejalo? Serapa ke setša sa sejalo. Hangata lentsoe le bolela sejalo sa poone. Joale, lentsoe lena "lihloliloeng" le bolela sebaka sa sehloholoeng. Sehloholoeng ke ntho e entsoeng ke Molimo. Le tsoa lentsoeng le leng, "ho hlola," le bolelang ho etsa ka mohla oa pele. Joale "serapa sa lihloliloeng" ke lijalo tsa lintho tse entsoeng ke Molimo.*
- L: *O, ntate. Ke nahana hore lentsoe lena, "ho hlola," le na le polelo e 'ngoe ea, mohlala, "Re hlotse papali ea bolo hobane re ne re bapala hantle ho feta ba bang." Ha ho joalo?*
- S: *E, ntate. Ho joalo. Feela, ke mantsoe a mabeli. Ha li tšoane liqapoliso. "Ho hlola," ha re bua ka "ho etsa," le na le "o" e tlase. Lentsoe leo la lipapali le qapolisisa ka "o" e holimo, e tšoanang le "u" hanyane.*
- L: *Kea utloa, ntate. Joale, na lentsoe lena, "mohlolo," le tsoa "ho hlola?"*
- S: *E, ntate. Ua bona? U tseba Sesotho hantle!*

## Lesson 4: Puo Eo Ke E Buang: The Indirect Relative Clause

Ah, the **indirect relative clause**. The indirect relative clause, like its cousin from Chapter 3, the **direct relative clause**, has been given one of the more boring names to date for a grammatical concept, and there are some boring ones out there! That aside, we should treat it with the respect due such an important concept. In this lesson, the last of the tutorial, we will look at what the indirect relative clause is used for, how to construct it, and some examples of its use.

### A) The Indirect Relative Clause: A.K.A. The Pugachev Clause

“What is the indirect relative clause,” you ask? Well, it’s funny that you ask that because I was just about to tell you! It’s a sneaky little **clause** is what it is! It is a phrase using the direct relative clause, where the **object** of the sentence precedes the **subject**.

You will remember that the direct relative clause expresses, for example, “The friend that helps the girl...” (*Mokhotsi ea thusang ngoanana...*), or, “The people that eat chicken...” (*Batho ba jang khoho...*). Well, the indirect form is what you will use when you want to express, for example, “The girl that the friend helps...” (*Ngoanana eo mokhotsi ea mo thusang...*) or, “The chicken that they eat...” (*Khoho eo ba e jang...*).

Why do they call it “indirect?” We’ll let’s see! In English, the object normally follows the subject and the **verb**, right? For example, “The dog that eats squash is small.” In this sentence, the subject, dog, is followed by the verb, eats, which is followed by the object, squash. In Sesotho, the order is the same: *Ntja e jang mokopu e nyane*.

Another way to write this sentence is by using an indirect relative clause, putting the object in front of both the verb and the subject: “The squash that the dog eats is small.” In Sesotho, again, the order is the same: *Mokopu oo ntja e o jang o monyane*. As such, the object throws us off into thinking that it is the subject. It is a kind of imposter subject- a pretender to the throne, if you will.

### **B) Constructing Indirect Relative Clauses: Trust Me, It Gets Interesting Here**

Constructing these clauses really isn't too bad, especially because you've already learned the direct relative clause. You'll notice that the direct relative clause, *ntja e jang*, is the same when used in the indirect clause. The object, when placed at the beginning, is followed by its **demonstrative pronoun** of the “That, Those” category (see page 70, Section B), which is then followed by the direct relative clause. After that, we'll use a **subject concord** and a verb (or description of the object using a **subject pronoun**, which can represent the verb forms, “is” and “are”) (see pg. 63, Section A) to complete the sentence.

You will notice in the sentence using the direct relative clause, *Ntja e jang mokopu e nyane*, that when we complete the sentence, we refer back to the subject. Thus, *Ntja ... e nyane*. However, in the sentence using the indirect relative clause, *Mokopu oo ntja e o jang o monyane*, we refer back to the object. Thus, *Mokopo ... o monyane*. That sneaky little bugger!

On the following page are examples of the construction of the indirect relative clause. When used in different verb tenses, it is the direct clause which is modified. As such, most all of the same rules apply as for constructing the direct form (see Chapter 3, Lesson 4).

### C) Examples Of The Indirect Relative Clause: Are You Still With Me?

Here is a set of examples which illustrates the construction and the different uses of the indirect relative clause. Examples are given for each **noun class** and the different verb tenses. Note the irregularity in the affirmative **future tense**, which affixes the *-ng* to the **auxiliary verb**, *tla*.

<i>Abuti eo ausi oa ka a sa mo rateng o mobe.</i>	That boy that my sister doesn't like is bad.
<i>Bo-ntate bao re buisanang le bona...</i>	Those men that we are conversing with...
<i>Moruti eo ntja ea ka e sa mo lomang...</i>	The minister that my dog didn't bite...
<i>Balemi bao ke buileng le bona ba bohlae.</i>	The farmers that I spoke with are smart.
<i>Molao oo pampiri e sa hlaloseng ka 'ona...</i>	The law that the paper does not describe...
<i>Mefokolo eo ea hae sera sa hae se boneng...</i>	His weaknesses that his enemy saw...
<i>Lengolo leo u le positseng le fihlile.</i>	The letter that you posted has arrived.
<i>Masaka ao likhomo li robalang ka ho 'ona...</i>	The corrals that the cows sleep in...
<i>Sekolo seo 'muso o se fileng chelete...</i>	The school the government gave money...
<i>Lifate tseo basebetsi ba ke keng ba li lema...</i>	The trees that the workers will not plant...
<i>Borokho boo sechaba se tlang ho bo sebelisa...</i>	The bridge that the community will use...
<i>Majoang ao letsa le sa a jang 'ona a bolila.</i>	The grass that the antelope didn't eat is sour.
<i>Katse eo lintja li tlang ho e ja e kholo.</i>	The cat that the dogs will come to eat is big.
<i>Likoloi tseo ba li khannang li ntle haholo.</i>	The cars that they drive are very nice.

## Lesson 4: Tip O' The Tongue Vocabulary List

<i>ho lekan•a (e)</i>	to be enough ( <i>Ho lekane</i> . "It is enough.")
<i>ho fel•a (ile)</i>	to finish, be gone ( <i>E felile</i> . "It is finished.")
<i>ho tloaeleh•a (ile)</i>	to be normal ( <i>Ho tloaelehile</i> . "It is normal.")
<i>ho maka•tsa (litse)</i>	to surprise, astonish, be strange
<i>ho lek•a (ile)</i>	to try
<i>ho lef•a (ile)</i> or <i>ho pat•ala (etse)</i>	to pay
<i>ho be•a (ile)</i>	to put, place
<i>ho lat•a (ile)</i>	to carry
<i>ho kh•a (ile)</i>	to fetch (esp. water)
<i>motlakase (metlakase)</i>	electrical power
<i>kerese (likerese)</i>	candle
<i>komiki (likomiki)</i>	cup
<i>khaba (likhaba)</i>	spoon
<i>fereko (lifereko)</i>	fork
<i>thipa (lithipa)</i>	knife
<i>poleiti (lipoleiti)</i>	plate
<i>sekotlolo (likotlolo)</i>	bowl
<i>mollo (mello)</i>	fire, match
<i>khase (likhase)</i>	gas
<i>setofo (litofo)</i>	stove
<i>pitsa (lipitsa)</i>	pot
<i>nkho (linkho)</i>	pail, bucket



#### Lesson 4: Tip O' The Tongue Dialogue

- Lebohang: *Khotso, 'me!*
- Kate: *Ausi Lebohang! U phela joang?*
- L: *Ke teng, u kae?*
- K: *Ke teng! U tsoa likhethong, ha ke re?*
- L: *E, 'me. Ke tsoa teng hona joale.*
- K: *Ke ntho e ntle haholo, likhetho tsena. Li matlafatsa sechaba. Ho ne ho le joang? Batho bao u ba khethileng ba tla busa hantle?*
- L: *Ache, ke tšepa hore motho a le mong eo ke mo khethileng a tla re busetsa hantle.*
- K: *U ile ua khethela setulo se le seng feela?*
- L: *E, 'me. Ha ke ba tsebe batho ba bang. Ha ho na newspaper mona Thaba-Tseka. Ha ho na letho. Ka hoo, ha ke batle ho khethela litulo batho bao ke sa ba tsebeng. Ke phoso.*
- K: *U entse hantle, ausi. Ke phoso ho khetha batho bao u sa ba tsebeng. Feela, u tlameha ho iphumanela tsebiso ea batho ba batlang ho busa. Ekaba ho na le mokhoa o mong ntle le linewspaper. Ebe, u ka botsa batho bohle bao u buisanang le bona ho u hlaloesetsa batho ba batlang ho busa na, ba re'ng? Ke mang ea tla hlola setulo se seholo?*
- L: *Ke nahana hore Ntate Selikane o tla hlola. Batho ba lelapa la hae ba bangata haholo.*
- K: *Ho joalo. Metlakhola o e lebisa hahabol!*

## Chapter 4: 22 Vocabulary Words That Will Change Your Life

<i>ho soas•oa (iloe)</i>	to joke
<i>ho qabo•la (tse) or ho tšehis•a (itse)</i>	to make one laugh
<i>ho nyenye•tsa (litse)</i>	to whisper
<i>ho tšeh•a (ile)</i>	to laugh
<i>ho bosose•la (tse)</i>	to smile
<i>ho ll•a (ile)</i>	to cry
<i>ho nyony•a (ile)</i>	to hate
<i>ho amohe•la (tse)</i>	to welcome
<i>ho rape•la (tse)</i>	to pray
<i>moriana (meriana)</i>	medicine
<i>‘mele (‘mele)</i>	body
<i>letlalo (matlalo)</i>	skin
<i>mofuta (mefuta)</i>	type, kind
<i>mafolofolo</i>	energy
<i>‘mino (mebino)</i>	music
<i>‘mala (mebala)</i>	color
<i>malimabe</i>	bad luck ( <i>ka bomalimabe</i> “unfortunately”)
<i>lehlohonolo (mahlohonolo)</i>	blessing, luck
<i>mohlala (mehlala)</i>	example
<i>mohlolo (mehlolo)</i>	miracle
<i>moriti (meriti)</i>	shade
<i>seriti (liriti)</i>	shadow

## Chapter 4: Tlo, Ha Re Bue He!

*Lesotho*

*Lesotho, fatše la bo-ntat'a rona,*

*Har'a mafatše le letle ke lona;*

*Ke moo re hlahetseng,*

*Ke moo re holetseng:*

*Rea le rata.*

*Leha ba bang ba re le lenyenyane,*

*Ho rona le leholo, le lekane;*

*Re na le masimo,*

*Re na le likhomo:*

*Ho re lekane.*

*'Me leha le hloka lintho tse ngata,*

*Le tse rorisoang ke tse ling lichaba,*

*Le na le lithaba,*

*Makhulo, liliba:*

*Lea rateha.*

*Molimo, ak'u boloke Lesotho,*

*U felise lintoa le matšoenyeho!*

*Oho, fatše lena*

*La bo-ntat'a rona*

*Le be le khotso!*

Francois Coillard

## Situation Examples For Practice Dialogue

### Chapter 1

- 1) You run into a Mosotho friend of yours while walking to your home. You exchange greetings and ask each other where one another is going. You excuse yourself and tell the friend why you are returning home.
- 2) You are walking through your village with a friend of yours from America that does not speak any Sesotho, when you are stopped by a stranger who greets you and asks you questions about what your names are, where you both are from originally, and where you stay now.
- 3) You have just arrived in your village. You have put your things away and you decide to visit the chief. Explain to the chief that you are happy to meet him or her, what your name is, where you are from, where you are staying, and where you will be working.
- 4) You are in TY and need to go to a village named Peka, which you've never heard of before, for a meeting. Flag down a taxi, then ask if it is going there and how much it costs.
- 5) You are at work with your counterpart, who speaks no English and you suddenly become sick. Explain what is wrong and that you would like to go to the clinic.
- 6) You are on a taxi headed to your home in Mafeteng when, all of a sudden, you remember that you have a meeting on the 5th of this month at 2PM in Maseru. You don't remember, however, what the date is today. Ask someone next to you for the date and time and ask to be let off of the taxi.

### Chapter 2

- 1) You go to visit a friend of yours, living an hour away from you, but you find that he or she has gone to Maseru for the day. Because it took much longer than you had expected to get there, you will not be able to return home, as it is already getting dark. Find the chief's house and ask if you can stay the night.
- 2) After arriving to your village, you are approached by a person that would like for you to help with their agriculture cooperative. Explain to the person that you don't know much about agriculture, however, you would like to learn more about the group.
- 3) You arrive to your first day of work, a meeting with a youth group in your village, and are given a chance to speak. Give a description of yourself, your family, your education, and your work experience.
- 4) You are walking through your village with your spouse and are greeted by a stranger who wants to know how long you've been married, how many children you have, and where your children are. Explain these things to the stranger.
- 5) A stranger comes to your door early one morning to ask where your counterpart is. Tell the person that you have just woken up and have not yet seen him or her. Ask the person if they have checked your counterpart's house, yet, and tell the person what you think they should do.
- 6) Shortly after beginning work with your counterpart, he or she tells you that the group should apply for a grant. Tell the group that you would like to observe and learn about the group before applying for grants.

### **Chapter 3**

- 1) Using nouns from different noun classes and the possessive form, describe who owns the different things around you, including furniture, clothes, books, etc.
- 2) You are visiting a friend of yours in Thaba-Tseka for the first time but you do not know his Sesotho name, where he lives, nor any other volunteers living in town, for that matter. Stop a person on the street and describe your friend to the person.
- 3) You are all out of food, so you walk to the shop to stock up on fruit, veggies, and other items. All the products are behind the counter, however, so you'll have to describe to the cashier what you would like to buy, along with the size, color and amount of each item.
- 4) Using nouns from different noun classes and the demonstrative pronouns, "this," "that," "these," and "those," describe the properties of different objects in your surroundings. This may include animals, buildings, clothes, etc.
- 5) Describe the members of your immediate family. List both the tangible and intangible qualities of each person. This includes attributes, such as age, appearance, interests, occupation, etc.
- 6) Discuss a happy moment in your life. This may be the first time you went to a Detroit Lions game, when you broke 100 seconds on expert-level Minesweeper, or when you arrived in Lesotho. Describe in as much detail as possible what the scene was like.

### **Chapter 4**

- 1) A friend of yours asks if you can pick up his dry-cleaning from town, as you are just about to go by the dry-cleaners, on your way to work. Tell him that you can do that for him. Upon your return, he asks you where the clothes are. Tell him that you were not able to pick them up because he didn't give you any money.
- 2) Your counterpart tells you that the supplies arrived early for building the greenhouse you've been planning. Tell him that certain members of the group will not be able to start early, while others will. Using the present and future tenses of the potential, notify him which members will be able to start work early and which can not.
- 3) You are giving your dog lessons on discipline. Tell him or her, at first with formal commands, then with familiar commands (as you lose your patience), and finally with persuasive commands, what to do and what not to do.
- 4) Using different permutations of different verbs, discuss the relationship between you and your best friend.
- 5) Use the indirect relative clause as many times as possible while describing the best job you've ever had. Tell when you had the job, what it was that you did there, and what you liked about it.
- 6) You are giving a speech at your sibling's wedding. Explain to the crowd how happy you are to see the couple joined in matrimony and relate an embarrassing story about when your sibling was young. Try to use the indirect relative clause as much as possible.

## Pronunciation And Comprehension Guide

### **A) Notes On Pronunciation And Comprehension: ...Excuse Me?**

Luckily, Sesotho is a largely phonetic language, meaning that words are pronounced as they are written. For the most part, what you see is what you get. Nevertheless, subtleties exist, which you'll have to learn by ear, and not by eye. Also, people don't always enunciate each and every syllable of the sentence, as we language-learners would like them to do. Here are a few tips and useful information for approaching pronunciation and comprehension.

- Slow down and relax, when speaking. Through exercise, your mind and mouth will begin to work together and produce the sounds you want.
- Because native speakers almost always seem to speak faster than you'd like them to speak, it can help to find ways of slowing down the speaker. One way to do this, of course, is to ask the person to speak slowly. If you don't want to do this, however, you can use any bit of info you *did* get from the sentence to ask a clarification question, using this bit of information. For example, if you heard what sounded like a command and you heard the word *uena*, "you," you could ask the person *Ke etsa'ng?* "I do what?" This can get the person to repeat the question in a different way.
- The descriptions of these pronunciations are not exact. Rather, they are approximations of the sounds, using English words. You will hear this when you listen to the Sesotho of native speakers. Mouths simply move in different ways from one language to another. This is why we have accents. If you want to smooth out your accent, you must listen closely to the way native speakers are producing sounds and try to mimic them on your own.
- Whereas, in English, neighboring vowels can combine to form one sound, neighboring vowels in Sesotho retain their individual sound. For example, the combination *au* is pronounced "aoo," as opposed to "aw."
- The accent of a multi-syllable word in Sesotho generally falls on the penultimate (second-to-last) syllable. Exception is made, however, with words ending in *-ng*, in which case the last syllable takes the accent.
- In Sesotho, the prefixes of nouns are often deleted, when followed by words which demonstrate the noun class to which the noun belongs. For example, you might hear *fate sa ka*, in place of *sefate sa ka*, or *saka le leholo*, in place of *lesaka le leholo*.

### **B) The Vowels**

a	-an open <i>ah</i> sound, as at the doctor's office
e	-as in <u>E</u> dward and sometimes closer to <i>i</i> , as in <u>ne</u> ed
i	-as in <u>ne</u> ed
o	-as in <u>l</u> ow and sometimes closer to <i>u</i> , as in <u>to</u> o
u	-as in <u>to</u> o

### **C) The Multi-Vowels**

aa	-a drawn out <i>a</i> sound
ae, ai	-as in <u>tj</u> e
ao, au	-as in <u>co</u> w

ea	-as in <u>y</u> onder
ee	-as in <u>y</u> es
ei	-as in <u>e</u> ight
eo	-as in <u>y</u> ogurt
eu	-as in the Latin <u>d</u> eus
ia	-as in <u>pre</u> occupied
ie	-as in the Latin <u>d</u> iem
oa, ua	-as in <u>w</u> ater
oe	-as in <u>w</u> hey, and sometimes closer to <i>oi</i> , as in <u>w</u> e
oi	-as in <u>t</u> oy
oo	-a drawn out <i>o</i> sound, as in <u>l</u> ow (written 'o when beginning a word)
ou	-the <i>o</i> sound of <u>l</u> ow, followed by the higher sound of <u>t</u> oo

#### D) The Consonants

b	-as in <u>b</u> oat
ch	-as in <u>ch</u> ild
f	-as in <u>f</u> ather
h	-as in <u>h</u> ear, but slighter
hl	-an <i>h</i> and <i>l</i> , sounded simultaneously in the back of the mouth
j	-a soft sound, as in the French <i>Jacques</i>
k	-as in <u>k</u> ick
kh	-as in the Scottish <u>l</u> och
l	-as in <u>l</u> ove
li, lu	-an <i>l</i> preceding an <i>i</i> or a <i>u</i> takes on a <i>d</i> sound, as in <u>d</u> eed or <u>d</u> ude
ll	-a drawn-out <i>l</i> sound
m	-as in <u>m</u> other
mm	-a drawn-out <i>m</i> sound (written 'm when beginning a word)
n	-as in <u>n</u> ever
ng	-as in <u>l</u> ong
nn	-a drawn-out <i>n</i> sound (written 'n when beginning a word)
p	-as in <u>t</u> ape (i.e. without aspiration)
ph	-as in <u>p</u> air (i.e. with aspiration)
psh	-a <i>p</i> sound followed by an <i>sh</i> sound, as in <u>top</u> <u>sh</u> elf
q	-a click sound
qh	-an aspirated click sound
r	-as in <u>r</u> ock
s	-as in <u>s</u> ock
sh	-as in <u>sh</u> elf
t	-as in <u>beat</u> (i.e. without aspiration)
th	-as <u>t</u> ell (i.e. with aspiration)
tj	-as in <u>ch</u> ild
tl	-a <i>t</i> and <i>l</i> sounded simultaneously in the back of the mouth
tlh	-a very aspirated <i>tl</i> sound
ts	-as in <u>cat</u> s (i.e. without aspiration)
tš	-a very aspirated <i>ts</i> sound

## List Of Other Important Greetings

Here is a list of greetings and other small-talk that you will often hear being used. For organizational purposes, they are not listed in the lesson which covers greetings. Although none of these expressions are impolite, it is a good idea to listen to the contexts in which they are used, before employing them, in order to understand their more complete meaning. Only their literal meanings are given here.

### A) Terms Of Endearment

<i>lekhoaa (makhoaa)</i>	white person
<i>mohlomphi (bahlomphi)</i>	one who respects
<i>moholoane (baholoane)</i>	brother
<i>mokhotsi (bakhotsi)</i>	friend
<i>mong'a ka (beng ba ka)</i>	my owner, boss
<i>moratuoaa (baratuoaa)</i>	loved one
<i>morena (marena)</i>	chief
<i>motho e moholo (batho ba baholo)</i>	old person
<i>motho oa molimo (batho ba molimo)</i>	person of god
<i>ngoan'a 'me (bana ba 'me)</i>	child of the mother
<i>ngoan'eso (bana beso)</i>	person of my place of origin
<i>ntatel 'me oa ka (bo-ntatel/ bo-'me ba ka)</i>	my father/ mother

### B) Greetings

<i>Ho joang feela?</i>	How is it, simply?
<i>Ua ikela?</i>	Are you going yourself?
<i>Ua phela?</i>	Are you living?
<i>U hla kae?</i>	Where are you coming from?
<i>U ipatile kae?</i>	Where have you been hiding yourself?
<i>U leba kae?</i>	Where are you going?
<i>U nts'o le teng?</i>	Are you still there?
<i>U nts'o phela hantle?</i>	Are you still living well?
<i>U phetse joang?</i>	How have you lived?

### C) Responses

<i>Ha ho hobe.</i>	It's not bad.
<i>Ha ho na bothata.</i>	There's no problem.
<i>Ha ho na phoso.</i>	There's no mistake.
<i>Ha ho na khang.</i>	There's no quarrel.
<i>Ha ho na taba.</i>	There's no issue.
<i>Ha ho na litaba tse mpe.</i>	There aren't any bad issues.
<i>Ho monate feela.</i>	It's just fine, simply.
<i>Kea ikela.</i>	I'm going myself.
<i>Ke ntse ke le teng.</i>	I'm still here.
<i>... ha ke tsebe uena, u phela joang?</i>	I don't know about you, how you are?
<i>... nka utloa uena, u phela joang?</i>	Can I hear about you, how you are?



### The Noun Classes: Quick Reference Chart I

	<b>SUBJECT PRONOUN WITH PREFIX</b>	<b>ADJECTIVE PRONOUN WITH PREFIX</b>
<b>1.</b>	<p style="text-align: center;"><b>o mo-</b> <i>Abuti o motle.</i> The boy is nice.</p> <p style="text-align: center;"><b>ba ba-</b> <i>Bo-'me baa bina.</i> The women sing.</p>	<p style="text-align: center;"><b>ea mo-</b> <i>Abuti ea motle...</i> The nice boy...</p> <p style="text-align: center;"><b>ba ba-</b> <i>Bo-'me ba basoeu...</i> The white women...</p>
<b>2.</b>	<p style="text-align: center;"><b>o mo-</b> <i>Molemi o rata pula.</i> The farmer likes the rain.</p> <p style="text-align: center;"><b>ba ba-</b> <i>Batho ba botsoa.</i> The people are lazy.</p>	<p style="text-align: center;"><b>ea mo-</b> <i>Molemi ea bohla...</i> The smart farmer...</p> <p style="text-align: center;"><b>ba ba-</b> <i>Batho ba botsoa...</i> The lazy people...</p>
<b>3.</b>	<p style="text-align: center;"><b>o mo-</b> <i>Mose o mofubelu.</i> The dress is red.</p> <p style="text-align: center;"><b>e me-</b> <i>Mekete e mengata.</i> The feasts are many.</p>	<p style="text-align: center;"><b>o mo-</b> <i>Mose o mofubelu...</i> The red dress...</p> <p style="text-align: center;"><b>e me-</b> <i>Mekete e meraro...</i> Three feasts...</p>
<b>4.</b>	<p style="text-align: center;"><b>le le-</b> <i>Lesale le turu.</i> The ring is expensive.</p> <p style="text-align: center;"><b>a ma-</b> <i>Mahe a maholo.</i> The eggs are big.</p>	<p style="text-align: center;"><b>le le-</b> <i>Lesale le turu...</i> The expensive ring...</p> <p style="text-align: center;"><b>a ma-</b> <i>Mahe a mahlano...</i> Five eggs...</p>
<b>5.</b>	<p style="text-align: center;"><b>se se-</b> <i>Sefate se oetse fats'e.</i> The tree fell down.</p> <p style="text-align: center;"><b>li N/A</b> <i>Lichaba li tla kopanya.</i> The nations will unite.</p>	<p style="text-align: center;"><b>se se-</b> <i>Sefate se sebe...</i> The ugly tree...</p> <p style="text-align: center;"><b>tse N/A</b> <i>Lichaba tse ngata...</i> The many nations...</p>
<b>6.</b>	<p style="text-align: center;"><b>bo bo-</b> <i>Bohobe bo bosehla.</i> The bread is yellow.</p> <p style="text-align: center;"><b>a ma-</b> <i>Marikho e malelele.</i> The pants are long.</p>	<p style="text-align: center;"><b>bo bo-</b> <i>Bohobe bo bosehla...</i> Yellow bread...</p> <p style="text-align: center;"><b>a ma-</b> <i>Marikho e malelele...</i> The long pants...</p>
<b>7.</b>	<p style="text-align: center;"><b>e N/A</b> <i>Na ntja ea loma?</i> Does the dog bite?</p> <p style="text-align: center;"><b>li N/A</b> <i>Likhomo li kholo.</i> The cows are big.</p>	<p style="text-align: center;"><b>e N/A</b> <i>Ntja e litšila...</i> The dirty dog...</p> <p style="text-align: center;"><b>tse N/A</b> <i>Likhomo tse ntšo...</i> The black cows...</p>

## The Noun Classes: Quick Reference Chart 2

	<b>POSSESSIVE CONCORD</b>	<b>DIRECT RELATIVE PRONOUN</b>
<b>1.</b>	<p style="text-align: center;"><b>oa</b> <i>Abuti oa ka</i> My brother</p> <p style="text-align: center;"><b>ba</b> <i>Bo-'me ba bona</i> Their mothers</p>	<p style="text-align: center;"><b>ea</b> <i>Abuti ea noang metsi...</i> The boy that drinks water...</p> <p style="text-align: center;"><b>ba</b> <i>Bo-'me ba sebetsang...</i> The women that work...</p>
<b>2.</b>	<p style="text-align: center;"><b>oa</b> <i>Molemi oa Leribe</i> The farmer from Leribe</p> <p style="text-align: center;"><b>ba</b> <i>Batho ba hao</i> Your people</p>	<p style="text-align: center;"><b>ea</b> <i>Molemi ea ratang tee...</i> The farmer that likes tea...</p> <p style="text-align: center;"><b>ba</b> <i>Batho ba eang TY...</i> The people going to TY...</p>
<b>3.</b>	<p style="text-align: center;"><b>oa</b> <i>Mose oa ausi</i> The girl's dress</p> <p style="text-align: center;"><b>ea</b> <i>Mekete ea lenyalo</i> Wedding feasts</p>	<p style="text-align: center;"><b>o</b> <i>Mose o tabohileng...</i> The torn dress...</p> <p style="text-align: center;"><b>e</b> <i>Mekete e fepang batho...</i> Feasts that feed people...</p>
<b>4.</b>	<p style="text-align: center;"><b>la</b> <i>Lesale la ka</i> My ring</p> <p style="text-align: center;"><b>a</b> <i>Mahe a Ntate Stebo</i> Ntate Stebo's eggs</p>	<p style="text-align: center;"><b>le</b> <i>Lesale le lahlehileng...</i> The lost ring...</p> <p style="text-align: center;"><b>a</b> <i>Mahe a senyehileng...</i> The spoilt eggs...</p>
<b>5.</b>	<p style="text-align: center;"><b>sa</b> <i>Sefate sa morena</i> The chief's tree</p> <p style="text-align: center;"><b>tša</b> <i>Lichaba tša Afrika</i> The nations of Africa</p>	<p style="text-align: center;"><b>se</b> <i>Sefate se oetseng fatše...</i> The tree that fell down...</p> <p style="text-align: center;"><b>tše</b> <i>Lichaba tše fapaneng...</i> Nations that are different...</p>
<b>6.</b>	<p style="text-align: center;"><b>ba</b> <i>Bohobe ba lona</i> Your (you all) bread</p> <p style="text-align: center;"><b>a</b> <i>Marikhoë a ka</i> My pants</p>	<p style="text-align: center;"><b>bo</b> <i>Bohobe bo phehiloeng...</i> The cooked bread...</p> <p style="text-align: center;"><b>a</b> <i>Marikhoë a rekisoang...</i> The pants that are sold...</p>
<b>7.</b>	<p style="text-align: center;"><b>ea</b> <i>Ntja ea ntate-moholo</i> The grandfather's dog</p> <p style="text-align: center;"><b>tša</b> <i>Likhomo tša morui</i> The rich person's cows</p>	<p style="text-align: center;"><b>e</b> <i>Ntja e lomang batho...</i> The dog that bites people...</p> <p style="text-align: center;"><b>tše</b> <i>Likhomo tše tsamaileng...</i> The cows that left...</p>

## Grammatical Terms

**Adjective:** a word which is used to describe the properties of a noun. (*Motho o bohlale.* “The person is smart.”)

**Adjective Pronoun:** the pronoun in Sesotho for adjectives, which is in concordance with the noun to which it refers. This pronoun is used only in phrases which carry on after the adjective, in order to form a complete sentence. (*Motho ea motle...* “The nice person...”)

**Adjective Stem:** an adjective which is completed by attaching to it a prefix, determined by the noun class of the noun to which the adjective refers. (-soeu “white” *Batho ba basoeu* “White people”)

**Adverb:** a word which is used to describe the action of the verb. (*O tsamaea butle.* “He walks slowly.”)

**Auxiliary Verb:** a verb which is used in conjunction with another verb in order to create a variation on its meaning. (*Ke ta bua.* “I will speak.”)

**Clause:** a part of a sentence which contains a subject and a description of its action or properties, but is not a complete sentence. (*Motho ea buang...* “The person that speaks...”)

**Conjugate:** to modify a verb from its infinitive or neutral form by applying to it a subject, and put it into a verb tense. (*ho bua* “to speak” vs. *Kea bua.* “I speak.”)

**Conjunction:** a word that joins two separate clauses or thoughts in a sentence. (*kapa* “or,” *ebile* “furthermore,” *empa* “but,” etc.)

**Demonstrative Pronoun:** a pronoun expressing the English words “this,” “that,” “these,” and “those,” which, in Sesotho, is in concordance with the noun class of the noun to which it refers. (*Sefate sena* “This tree,” *Lifate tsenono* “Those trees,” etc.)

**Direct Relative Clause:** a phrase expressing the words, “who,” “which,” or “that,” which describes a noun’s action, and can not form a complete sentence, standing alone. (*Motho ea jang...* “The person that eats...”)

**Direct Relative Pronoun:** the pronoun which is used in direct relative clauses and is determined by the noun class of the noun to which it refers. This is the same as the Adjective Pronoun. (*Motho ea jang...* “The person that eats...”)

**Imperative:** a verb tense expressing commands. (*Buang!* “Speak!”)

**Indirect Relative Clause:** a phrase using the direct relative clause, where the object of the sentence precedes the subject. (*Khoho eo re e jang*... “The chicken that we eat...”)

**Infinitive:** the neutral form (before conjugation) of a verb. (*ho bua* “to speak,” *ho noa* “to drink,” etc.)

**Inflection:** the raising or lowering of the pitch of one’s voice to affect a change in meaning. (*ka ‘nete* “seriously” vs. *Ka ‘nete?* “Seriously?”)

**Noun:** a person, place, thing, or idea. (*Ntate Tau, Maseru, setulo* “chair,” *lerato* “love,” etc.)

**Noun Class:** a grouping of nouns which share properties, such as common prefixes in the singular and plural form, and a set of pronouns. According to this tutorial, there are seven noun classes in Sesotho.

**Object:** a noun which has an action done to it. (*Ke noa lebese.* “I drink milk.”)

**Object Pronoun:** the pronoun which represents the object and, in Sesotho, falls after the subject concord but before the verb. (*Kea le noa [le]bese.* “I drink it [milk].”)

**Past Progressive:** the tense which denotes a continuous action in the past. (*Ke ne ke bua...* “I was speaking...”)

**Perfect:** a past tense denoting a subject that *has done* something. (*Ke bone.* “I have seen.”)

**Personal Pronoun:** the pronoun that substitutes for a person. (*'na, uena, eena, rona,* etc.)

**Possessive Concord:** a complimentary pronoun, used in constructing statements showing ownership, which is in concordance with the noun class of the noun which is being owned. (*abuti oa ka* “my brother,” *sefate sa Quthing* “Quthing’s tree”)

**Possessive Pronoun:** the pronoun which represents an owner in statements showing possession. (*abuti oa ka* “my brother,” *sefate sa bona* “their tree”)

**Potential:** a verb tense expressing ability. (*Ke tla khona ho bua.* “I will be able to speak.”)

**Prefix:** a word particle which attaches to the beginning of a word. (*se-* + *-hla* = *sehla*)

**Preposition:** a word which expresses position, time, or manner. (*le* “with,” *ka* “at,” *ka-holimo* “above,” etc.)

**Present:** a tense denoting an action that happens at the time of speech. (*Kea bua.* “I speak.”)

**Present Progressive:** a tense denoting an action that happens at the time of speech and is ongoing. (*Ke il'o bua.* “I am speaking.”)

**Preterit:** a tense denoting an action that happened in the past and did not carry on afterwards. (*Ke ile ka bua.* “I spoke.”)

**Pronoun:** a word that substitutes for a noun. (*Kea e ja [nama].* “I eat it [meat].”)

**Proper Noun:** a noun which represents the name of a place, person, or organization (usually written with capital letters). (*Maseru, Thabo, Katlehong Primary School,* etc.)

**Stative Expression:** an expression denoting an action that happened in the past and still has an effect on the present (thus, something in a “state”).

**Subject:** one of two essential units to a sentence, along with the verb. In Sesotho, the subject is always either accompanied by or represented by the subject concord in a sentence. It is always a type of noun. (*Baa ja.* “They eat,” *Bophelo bo thata.* “Life is hard,” etc.)

**Subject Concord:** a mandatory, complimentary pronoun, which is in concordance with the noun class of the noun (i.e. subject) to which it refers. (*Batho baa ja.* “People eat.”)

**Subject Pronoun:** the pronoun which represents the subject of the sentence. (*Baa ja [batho].* “They eat [people].”)

**Substantive Pronoun:** a pronoun which represents the English words “it” or them.” In Sesotho, it is often used in expressing the possessive form for noun classes which do not represent people, and therefore do not use the possessive pronouns, such as *ka, hao, hae,* etc. (*sona,* “it” for NC5, *tsona* “them” for NC5,7, *bothata ba bona [bohobe]* “it’s problem [the bread]”)

**Suffix:** a word particle which attaches to the end of a word. (*-olla:* verb permutation, expressing “undo.” E.g. *ho fasa* “to tie,” *ho fasolla* “to untie”)

**Syntax:** the order of the words in a sentence.

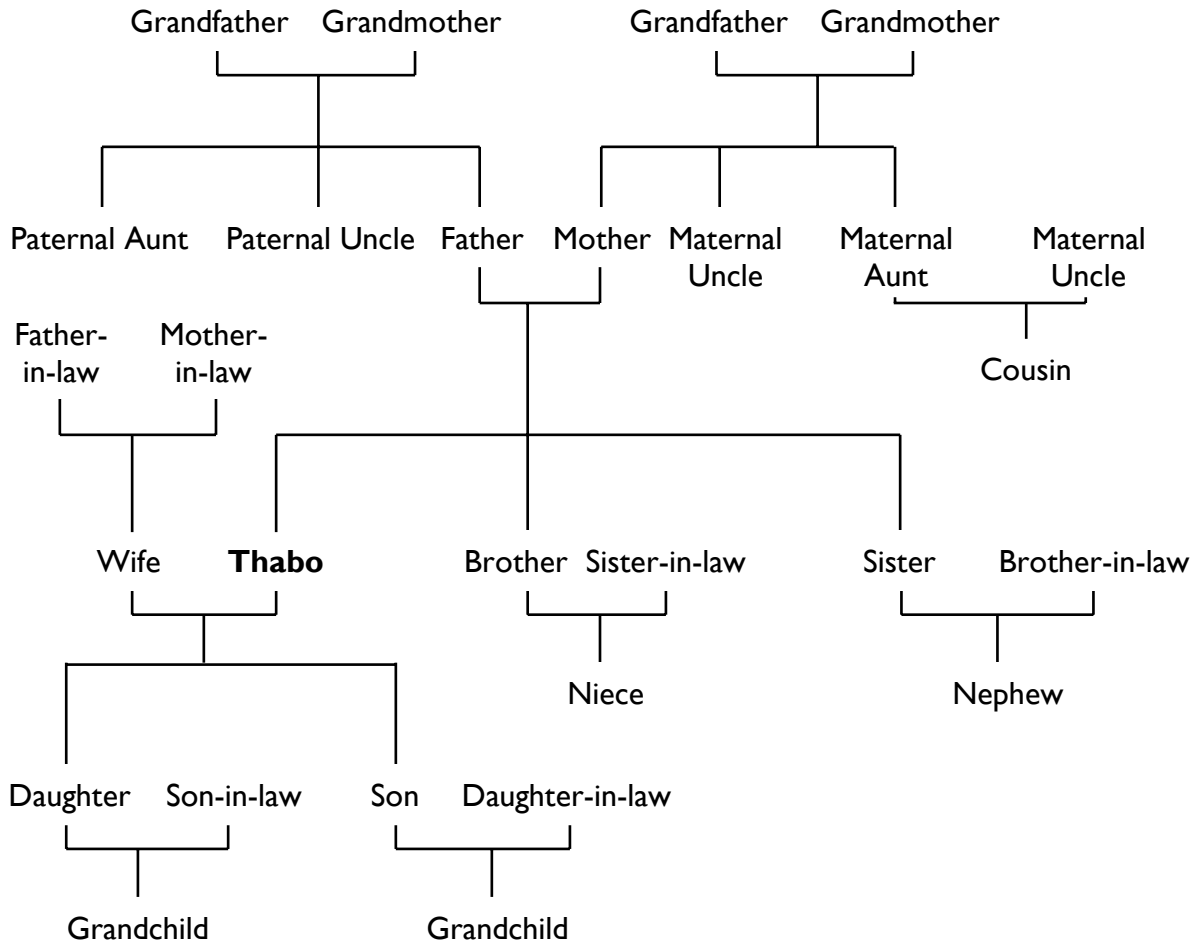
**Tense:** the time at which an action takes place, shown in the modification of the verb through conjugation.

**Verb:** one of the two essential units to a sentence, along with the subject. It is a word which expresses action. (*Baa ja.* “They eat,” *Noha ea loma.* “The snake bites,” etc.)

## Translations For Chapter Dialogues

### I.1

#### Thabo's Family Tree



### I.2

Beau: Hello, ntate!

Thabiso: Hello, ntate! How are you, ntate?

B: I'm just fine, ntate! How are you?

T: I'm very well! What is your name, ntate?

B: My name is Ntate Beau. What is your name, ntate?

T: My name is Ntate Thabiso.

B: Thanks, ntate. Go well!

T: Yes, ntate. Stay well!

Moepa: Hello, bo-'me!

Billie and Hope: Hello, ntate!

M: How are you?  
 B&H: We're doing well, how about you, ntate?  
 M: I'm well! What are your names?  
 B: My name is 'Me Billie. My friend's name is 'Me Hope.  
 M: Oh, 'me. Thank you. My name is Ntate Moepa.  
 B: Thank you, ntate. What's your surname, ntate?  
 M: My surname is Molapo.  
 H: Who is your father? Is it Ntate Hato?  
 M: Yes, 'me. It's Ntate Hato.  
 B&H: Oh, ntate. Go well!  
 M: Thank you! Go well, bo-'me.

### 1.3

Stefano: Hello, 'me!  
 'Matšoana: Hello, ntate!  
 S: How are you, 'Me 'Matšoana?  
 M: I'm very well, ntate! And you, how are you?  
 S: I'm well! Where are you going, 'me?  
 M: I'm going to the shop.  
 S: Oh. 'Me, where are you originally from? Is it Mapoteng?  
 M: Yes, ntate, I'm originally from Mapoteng.  
 S: Oh. Me, I'm originally from Hollywood.  
 M: Oh. Thank you, Ntate Stefano.  
 S: Thank you, 'me.

Stebo: How is it, ntate?  
 Roman: It's good, friend! How is it?  
 S: I'm well, friend!  
 R: Where are you going?  
 S: I'm going to church. And you, where are you going, Ntate Roman?  
 R: I'm going to the mountains, that way. Is there an initiation school there?  
 S: Yes, friend, there is an initiation school there. Walk by the river.  
 R: Thanks, ntate.  
 S: Yes, ntate, thanks. Go well!  
 R: Go well, friend!

### 1.4

Sammy: Hello, 'me!  
 'Mathabo: Hello, ausi!  
 S: How are you?  
 M: I'm very fine, ausi! And you?  
 S: Just fine, 'me!  
 Taxi Conductor: Were are you both going today?  
 M: Me, I'm going to town, ntate.  
 S: I, also, am going to town. What time is it, 'me?

M: It's half past twelve. Where are you coming from?  
 S: I'm coming from home. I stay at Ha Mpelu. And you, where are you coming from?  
 M: Me, I'm coming from Ha Theko.  
 S: It's hot outside, 'me. It's summer. Please open the window.  
 M: Oh, ausi.  
 S: Thank you, 'me. When are we going to arrive in town?  
 M: At one o'clock.  
 S: What day is it today? Is it Thursday?  
 M: Yes, ausi. It's Thursday.  
 TC: I'd like money, bo-'me.  
 M: How much is it, ntate?  
 TC: It's six Rand.  
 M: Oh, ntate. Thank you.  
 TC: Thanks, 'me.

### 1.5

'Malineo: Hello, ntate!  
 Abe: Hello, 'me!  
 M: How are you, ntate?  
 A: I'm well, 'me, and you, how are you?  
 M: I'm just fine, ntate.  
 A: Thank you, 'me.  
 M: Thank you, ntate. What is your name, ntate?  
 A: My name is Ntate Abe, 'me. What is yours, 'me?  
 M: Mine is 'Me 'Malineo. Where are you originally from?  
 A: I'm originally from Hollywood, California. And you, where are you originally from?  
 M: I, also, am originally from Hollywood, California! We're neighbors!  
 A: I'm very happy to know you, 'me!  
 M: I, also, am very happy to know you!  
 A: Where are you going, 'me?  
 M: I'm going home. It's dark outside. What time is it?  
 A: It's half past six. I, also, am going home.  
 M: Oh. Where do you stay?  
 A: I stay at the chief's place. And yourself, where do you stay?  
 M: I stay at the school. I'm a teacher. Go well!  
 A: Thank you, 'me. Go well!  
 M: Thanks, ntate.

### 2.1

Austin: Hello, ntate-moholo!  
 Ramahapu: Hello, ntate!  
 A: How are you, ntate-moholo?  
 R: Well, Ntate. And yourself, how are you?  
 A: I am well, ntate-moholo. Thank you.  
 R: Thank you, ntate.

A: Where is the chief's place?  
R: I will show you, ntate.  
(They go to the chief's place.)  
A: Thank you very much, ntate-moholo. Hello, chief.  
Morena: Hello, ntate. How are you, ntate?  
A: Well, ntate. And yourself, how are you?  
M: Well, ntate. Thank you.  
A: Thank you, chief. My name is Ntate Austin. I stay at Mohale's Hoek but I would like some help.  
M: How can I help you, ntate?  
A: I visited Ntate Lucas but he is in Maseru. So, I don't want to return to Mohale's Hoek because it is dark out.  
M: It's OK. You will stay at my place. Ntate Lucas will return tomorrow.  
A: Thank you very much, chief.  
M: Thank you, ntate.

## 2.2

'Malerato: Knock, knock!  
Kate: Who are you?  
M: It's 'Me 'Malerato.  
K: Come in, 'me. Hello, 'Me 'Malerato.  
M: Hello, 'Me Kate! I'm visiting you.  
K: Thank you, 'me.  
M: How are you, 'me?  
K: I'm doing poorly, seriously.  
M: Are you ill, 'me?  
K: Yes, I'm ill, 'me.  
M: Oh. What is bothering you?  
K: My chest is bothering me but not a lot.  
M: I feel for you, seriously, 'me.  
K: It's OK. Yesterday I was very sick. Right now, I'm just tired.  
M: Oh, 'me. That's good. I'm going to bake some bread for you.  
K: Thank you, 'Me 'Malerato.  
M: Thank you, 'me.  
K: You're leaving? Where are you going?  
M: Yes, 'Me Kate. I'm going home in order to cook.  
K: It's OK. Go well, 'me.  
M: Sleep well, 'Me Kate.  
K: Thank you, 'me.

## 2.3

Sean and Kabelo: Hello, chief.  
Tau: Hello, bo-ntate.  
S&K: How are you, ntate?  
T: Well. How are you, bo-ntate?



S&K: We are well, ntate.  
 T: Yes, bo-ntate.  
 K: Yes, Ntate Tau. I have here Ntate Sean. He is going to live in your village. He wants to greet you.  
 T: I see (*lit.* hear), Ntate Kabelo.  
 S: Thank you, Chief Tau. I'm happy to know you, ntate. My name is Ntate Sean, or Ntate Tšepo Leoma. That is my Sesotho name. I'm originally from America. I'm going to live in your village, at the Leoma household. I'm going to work at the school. Right now, I don't know Sesotho a lot, but I'm going to learn, seriously.  
 T: Thank you, Ntate Tšepo. I am also happy to know you. What are you going to do at the school? The school children need toilets.  
 S: Oh, ntate. I will look at the toilets. But, really, I arrived on Sunday, so I don't know a lot right now. I'm going to speak with the teachers tomorrow.  
 T: Thank you, ntate. We are happy that you're here in our village. I think you will help us a lot.  
 S: Thank you, Chief Tau.  
 K: Thank you, chief.

## 2.4

Hakelebone: Knock, knock!  
 Beau: Who are you?  
 H: It's Ntate Hakelebone.  
 B: Come in, ntate. How are you, Ntate Hakelebone?  
 H: I'm well, how are you, Ntate Beau?  
 B: I'm well, ntate!  
 H: Yes, ntate. Seriously, ntate, I have a question.  
 B: Oh, ntate.  
 H: I want to find Ntate Tšabalira, because I would like to use the shovel. But he's not at home. Where is he?  
 B: Hmm, I don't know, Ntate Hakelebone. He said that, on Monday, there is a meeting at the school. But I don't know at what time.  
 H: Maybe he went there. Is today Monday?  
 B: Yes, it's Monday, the twenty-third.  
 H: Oh. Do you have a shovel?  
 B: I had a shovel but I gave it to Ntate Khotso.  
 H: You gave him the shovel? Why?  
 B: Because it's broken, and Ntate Khotso wanted to fix it.  
 H: Hmm, ntate. The problem is that I found work building a toilet.  
 B: Oh. Ntate Paseka has a shovel. You should ask him.  
 H: Yes, ntate. I think so. Thanks a lot.  
 B: Yes, ntate. Go well.

## 2.5

'Malimakatso: Hello, ausi!  
 Kerri: Hello, my mother! How is it?

M: It's just fine! How is it?  
 K: It's good!  
 M: Yes, ausi. Today, we have a meeting. Will you be there?  
 K: Yes, 'me. I'll be there. Does it begin at ten?  
 M: Yes, ausi. It will begin at ten.  
 K: Great! Then I will see you.  
 M: Yes, you will see me. But, ausi, I have a question.  
 K: What's the question, 'me?  
 M: At the meeting, should we talk about the grants? The cooperative will need money in order to build a building.  
 K: Yes, 'me. You know, I just arrived in this village. As I said, I want to learn about the cooperative before we look for money.  
 M: There is no problem, ausi. But, I trust you have seen our building?  
 K: Yes, 'me, I've seen the building. But, I'm, for the first time, seeing everything. So, first, I want to learn about the needs, and to listen to ideas. To do something blindly is a mistake, isn't that so?  
 M: I see (*lit. hear*), ausi. It's a mistake to do something blindly.  
 K: I want to chat with people in order to understand well what the problems are right now. We'll talk about grants later. Is that OK?  
 M: It's OK! Thank you very much, ausi!

### 3.1

Jen: Hello, Chief Molapo!  
 Morena Molapo: Hello, Ausi Jen! How are you?  
 J: Well! And yourself, how are you?  
 M: Very well! Are you going to the assembly, ausi?  
 J: Hmm, ntate, I'm just now hearing about the assembly. What kind of assembly is it?  
 M: It's an assembly to talk about the agriculture work. Are you going to be there?  
 J: Oh, ntate. I'll be there.  
 M: People from the government will come to speak. Also, Ntate Lephosa Phihlela from Mokhotlong will talk about his tractors.  
 J: Seriously? I'm happy. I wanted to speak with the government workers. They told me that, when we choose a day, they will do a workshop for us on seed production. Only, I haven't spoken with them because our phones are dead.  
 M: Yes, I remember. They were talking about our seed production workshop.  
 J: What time does the assembly begin?  
 M: At twelve o'clock.  
 J: Great! But there's a problem.  
 M: What's the problem?  
 J: There's a meeting of the school committees. I must be there.  
 M: What time does the meeting begin?  
 J: I think at two o'clock.  
 M: Then there's no problem. You'll go there after the assembly. I'll see you!  
 J: OK, chief!

### 3.2

Stefano: My father!

Lerotholi: Are you well?

S: Well, ntate, and you?

L: Just fine! Did you see your friends?

S: My friends? Really ntate, I've not yet seen them. Who is it?

L: I don't know them, ntate.

S: What are they like? How many are they? Are they Americans?

L: Yes, Ntate Stefano. I think they are Americans. They are three: it's two white people and one black person. The white boy has short, yellow hair. The girl has long, brown hair but she is wearing a sun-hat. Also, there is a black man. He wears glasses. He's very old. He has a grey beard. They all have many things.

S: Oh, ntate. I know them. They are my friends from Thaba-Tseka. I forgot that they are visiting me. What day is it today?

L: It's Wednesday, ntate.

S: Yes, Ntate Lerotholi. I forgot. Where did you see them?

L: I saw them at the post office. They were going to town.

S: Recently or a long time ago?

L: Hmm, it wasn't a long time ago. In the afternoon.

S: Oh, ntate. Thank you. I'm going to go home. They'll find me there.

L: Thank you, ntate.

### 3.3

Roman: Ntate Lebohang!

Lebohang: How is it, Ntate Roman?

R: It's fine. How is it?

L: It's OK, ntate. Are you going to work?

R: Yes, ntate- at school.

L: Which?

R: Ha Seshote Primary.

L: Really? My children attend that school.

R: Yes, ntate. I know those children of yours. They're very intelligent.

L: My daughter really studies.

R: Which? Ausi Rethabile or Ausi Reitumetse?

L: Both. But I'm talking about Ausi Rethabile.

R: It's true, ntate. Those girls answer questions very well, more than the others.

L: Another daughter of mine is an intelligent person. She attends 'Mamohao High School. She's in Form E.

R: Oh, ntate. Does that girl want to attend a university?

L: Yes, ntate. She wants to. It's just that these exams are difficult. They're very important, so they are heavy things. We will see.

R: I see, ntate. Even still, your daughters are not stupid, whatsoever.

L: Yes, ntate. I trust that it will be OK. Thanks, Ntate Roman.

R: Thanks, Ntate Lebohang.

### 3.4

Billie: Hello travelers.

Taxi Travelers: Hello, 'me.

B: How are you?

TT: Well, how are you?

B: I'm fine. Is there a person who is sitting there, 'me?

'Malefu: There is nobody.

B: Where is the man that drives the car?

M: He's there, in the shop.

B: Oh, 'me. Does the taxi go to Bokong?

M: Yes, it's this one.

B: It will pass Ha Makopela, right?

M: Yes, that's right, 'me. Are you going to Ha Makopela?

B: Yes, I'm going there. I will visit a friend that stays there, at the Letsikhoana's.

M: Oh, 'me. When are you going to return?

B: I'm going to return the week after next.

M: At the beginning of school?

B: Yes, 'me, I work at schools.

M: Do you teach?

B: No- I work with teachers to improve their ways of teaching about HIV/AIDS.

M: I see, 'me. That's something that helps the community a lot.

B: Thank you, 'me. I believe so.

### 3.5

Hope: Hello, people!

Tseleng & Mohao: Hello, 'Me Hope!

H: How are you, friends?

T & M: We're well, and you, 'me?

H: I'm well. Has the bread arrived?

T: No. It has not yet arrived. Those people that bring the bread delay.

M: Maybe it will arrive at three or four.

H: Oh, Ntate Mohao. It's OK.

T: I'll help you, 'Me Hope.

H: Thank you, Ausi Tseleng. How much does one tomato cost?

T: Eighty cents.

H: I'd like six tomatoes, seven apples, one group of potatoes, the big, 2.5kg. sugar, twelve eggs, and one liter of paraffin.

T: You're buying a lot of things! Are your visitors going to visit you?

H: Yes, that's right. On Saturday, my friends that stay at Thaba-Tseka are coming.

T: How many are they?

H: They are three. It's that person that works at TTI. Another works at Katlehong Primary. And another works at Paray High School.

T: Hmm, you'll be happy, then. Are they all Americans?

H: Yes, ausi. They are all people that come from America.

T: OK, 'me. We're going to greet them.

#### 4.1

Abe: Hello, Ntate Selebalo!

Selebalo: Hello, Ntate Abe. How are you, ntate?

A: I'm doing well, ntate! How's it?

S: I'm well. Where are you coming from, Ntate Abe?

A: I'm coming from Maseru- from a Peace Corps workshop.

S: It's a workshop that taught you about what?

A: About Sesotho.

S: You needed a workshop? I see that you speak well. When did you arrive in Lesotho?

A: Thank you. I arrived last year. In June.

S: Oh, ntate. When you leave, you will be able to speak Sesotho like a Mosotho. When will you leave? Next year, right? Are you going to be happy?

A: Yes, ntate, next year. Yes, ntate, I'll be happy. Myself, I miss people from my home. Even still, Lesotho is very nice. These people of Ha Lejone are nice. They make me happy just like people from my home. When I leave, I'll miss them a lot. I will not forget them.

S: Your two years of being in Lesotho here are going to help you a lot when you return to your home country there. You will be able to understand cultures of other people. It's a thing that will not spoil you, at all.

A: Seriously, it's true, ntate. They are not few, the people of my home country that do not know a lot about other cultures. One culture! They are confused.

S: You will have to teach them this nice language of ours!

A: Yes, ntate! I'll teach them!

#### 4.2

Austin: My boss! Come, let's talk!

Setala: Ntate! Are you still doing well?

A: Seriously, I'm alright, Ntate Setala. And you, how are you?

S: Hmm, ntate, there aren't any bad issues, at all.

A: Yes, ntate. Did you find my letter?

S: The one that notifies people to the change in the day of the meeting. I found it.

A: Will you be able to go there, then?

S: Unfortunately, I won't be able to.

A: What's the problem?

S: It's that on that day, I'll be going to Hlotse to fetch my child at school. Why did you change the date?

A: Hmm, don't go to Hlotse. I changed it for the reason that others will not be able to come on Friday. They said that they can come on Saturday, so we changed it.

S: What are we going to do, then? I must go to Hlotse. Maybe I can meet with you before I leave. Maybe we can talk about those issues when we're together. How's Wednesday?

A: OK, Ntate Setala. Please come to my place at two. We'll be able to organize the issues of the meeting as a committee. Tell 'Me 'Mathabo and Ntate Mokobane. Me, I will tell 'Me 'Marelebohile and Ntate Mapanya.

S: It's OK. Let's go, ntate.

A: OK, ntate.

### 4.3

Sefiri: Hello, Ntate Lucas! How is it?

Lucas: Hello, Ntate Sefiri! It's just fine. There is no quarrel. And you, you're still doing well, right? How did you eat at Christmas?

S: Yes, ntate. I ate just fine. You?

L: I ate just fine, really. I met up with many friends at the the "serapa sa lihloliloeng," at Bokong. I have a question, ntate. I was asking myself, what do they mean, these words, "serapa" and "lihloliloeng?" I have not yet found the meanings. Can you describe the meanings in other words?

S: Yes, ntate. Perhaps, maybe, I will be able to describe for you what the words say. You know what a "crop" is? A "serapa" is the site of a crop. Often, the word refers to a crop of corn. Well, this word, "lihloliloeng," means the place of "sehloliloeng." "Sehloliloeng" is something which was made by God. It comes from another word, "ho hlola," which means to make something for the first time. So, "serapa sa lihloliloeng" is a crop of things which were made by God.

L: Oh, ntate. I think that this word, "ho hlola," has another meaning of, for example, "We hlotse the ball-game because we were playing better than the others." Isn't that so?

S: Yes, ntate. That's right. Only, they are two words. They are not the same, the pronunciations. "Ho hlola," when we are talking about "to make," has a low "o." That word of the games is pronounced with a high "o," which is similar to the "u" a little bit.

L: I see, ntate. So, does this word, "mohlolo," come from "ho hlola?"

S: Yes, ntate. You see? You know Sesotho well!

### 4.4

Lebohang: Hello, 'me!

Kate: Ausi Lebohang! How are you?

L: I'm well, how are you?

K: I'm well! You're from the elections, right?

L: Yes, 'me. I'm from there right now.

K: It's a very good thing, these elections. They empower the nation. How was it? Those people that you selected, are they going to govern well?

L: Hmm, I trust that the one person that I chose will govern for us well.

K: You chose for one chair only?

L: Yes, 'me. I don't know the other people. There is no newspaper here in Thaba-Tseka. There is nothing. As such, I don't want to choose for chairs those people that I don't know. It's a mistake.

K: You did well, ausi. It's a mistake to choose people that you don't know. Only, you must find for yourself information of the people that want to govern. Perhaps, there is another way instead of the newspapers. Maybe you can ask all the people with whom you converse to describe for you what the people that want to govern

are saying. Who is it that will win the big chair?

L: I think that Ntate Selikane will win. The members of his family are very many.

K: That's right. People choose those who come from their place of origin!

#### 4.5

##### Lesotho

Lesotho, land of our forefathers,  
Among other countries it is the beautiful one;  
    It's where we've been born for,  
    It's where we've grown up for:  
    We love it.  
Although some say it is very small,  
To us it is big, it is enough;  
    We have fields,  
    We have cows:  
    It is enough for us.  
And although it needs many things,  
And the praised ones are other nations,  
    It has mountains,  
    Pastures, springs:  
    It is loved.  
God, please watch over Lesotho,  
Put an end to the wars and the afflictions!  
    O, this land  
    Of our forefathers  
    Let there be peace!

## Glossary

### SESOTHO-ENGLISH

<b>A</b>	
<i>abuti (bo-)</i>	brother
<i>ak'u</i>	auxiliary verb used in polite commands
<i>ho amohe•la (tse)</i>	to welcome
<i>ana</i>	these (NC4,6)
<i>ane</i>	those way over there (NC4,6)
<i>ano(-no)</i>	those (NC4,6)
<i>ao</i>	those (NC4,6)
<i>ho ap•ara (ere)</i>	to wear (dress, pants, shirt) ( <i>Ke apere hempe.</i> "I'm wearing a shirt.")
<i>ho apole (liapole)</i>	apple
<i>ho arab•a (ile)</i>	to answer
<i>ho aro•la (tse)</i>	to share
<i>ho atleh•a (ile)</i>	to succeed
<i>ausi (bo-)</i>	sister
<b>B</b>	
<i>ho b•a (ile)</i>	to be
<i>ka baka la</i>	in order to
<i>bakeng sa</i>	for (to be followed by possessive pronoun)
<i>ho bal•a (ile)</i>	to read
<i>ho baleh•a (ile)</i>	to flee
<i>bana</i>	these (NC1,2)
<i>bane</i>	1: those way over there (NC1,2) 2: that way over there (NC6)
<i>bano(-no)</i>	those (NC1,2)
<i>bao</i>	those (NC1,2)
<i>bapal•a (ile)</i>	to play
<i>ho batl•a (ile)</i>	to want
<i>ho be•a (ile)</i>	1: to put 2: to place
<i>beke (libeke)</i>	week
<i>ho belae•la (tse)</i>	to complain
<i>bese (libese)</i>	bus
<i>bete (libete)</i>	bed
<i>ho bin•a (ne)</i>	to sing
<i>ho bits•a (itse)</i>	to call
<i>bobebe</i>	1: light (i.e. not heavy) 2: lightness
<i>bobeli</i>	1: second 2: both
<i>bofofu</i>	blindness
<i>bohlale</i>	1: smart 2: intelligence
<i>bohlano</i>	fifth
<i>bohlasoa</i>	untidy
<i>bohlokoa</i>	important
<i>bohobe (mahobe)</i>	bread
<i>boholo</i>	1: at the most 2: bigness 3: oldness
<i>boikarabelo (maikarabelo)</i>	responsibility
<i>boima</i>	1: heavy 2: heaviness

<i>bokae</i>	how many ( <i>Ke bokae?</i> "How much is it?")
<i>ho bola•ea (ile)</i>	to kill
<i>ho bole•la (tse)</i>	to mean
<i>bolo (libolo)</i>	ball
<i>ho bolok•a (ile)</i>	to watch over
<i>ka bomalimabe</i>	unfortunately
<i>ho bon•a (e)</i>	to see
<i>bona</i>	1: them 2: their 3: this (NC6) 4: it (NC6)
<i>ho bonah•ala (etse)</i>	to become visible
<i>ho bonan•a (e)</i>	to see one another
<i>bone</i>	fourth
<i>bono(-no)</i>	that (NC6)
<i>bonolo</i>	1: easy 2: soft 3: smart
<i>ho bontš•a (itse)</i>	to show
<i>bonyane</i>	1: at least 2: smallness 3: youngness
<i>boo</i>	that (NC6)
<i>bophelo (maphelo)</i>	1: life 2: health
<i>boraro</i>	third
<i>borikhoe (marikhoe)</i>	pants
<i>boriki (mariki)</i>	brake
<i>boroba meno e 'meli</i>	eighth
<i>boroba mono o le mong</i>	ninth
<i>borokho (marokho)</i>	bridge
<i>bosiu (masiu)</i>	night
<i>ho bosose•la (tse)</i>	to smile
<i>bosupa</i>	seventh
<i>bothata (mathata)</i>	problem
<i>ho bots•a (itse)</i>	to ask
<i>botšelela</i>	sixth
<i>ho bu•a (ile)</i>	to speak
<i>ho bu•la (tse)</i>	to open
<i>ho buisan•a (e)</i>	to converse
<i>buka (libuka)</i>	book
<i>ho bus•a (itse)</i>	to govern
<i>ho buse•tsa (litse)</i>	to govern for
<i>butle</i>	slowly
<b>C</b>	
<i>ho chab•a (ile)</i>	to rise (esp. the sun)
<i>ho chake•la (tse)</i>	to visit something ( <i>Ke chaketse.</i> "I'm visiting.")
<i>chelete (lichelete)</i>	money
<i>ho ches•a (itse)</i>	1: to burn 2: to be hot
<b>E</b>	
<i>ho •ea (ile)</i>	to go
<i>eane</i>	that way over there (NC1,2,7)
<i>ebe</i>	maybe
<i>ebile</i>	moreover
<i>eeane</i>	those way over there (NC3)
<i>eena</i>	1: him/ her 2: these (NC3)
<i>eena(-no)</i>	those (NC3)
<i>ekaba</i>	perhaps
<i>ho em•a (e)</i>	1: to stand 2: to wait



<i>ho eme•la</i> (tse)	to wait for ( <i>Ke emetse</i> . "I'm waiting for.")
<i>ho emis•a</i> (itse)	to stop (to cause something to stop)
<i>empa</i> Eng?	but What? ('ng, if preceded by -e, -a. e.g. <i>ke eng = ke'ng?</i> ) ( <i>eng kapa eng</i> "whatever")
<i>eno(-no)</i>	that (NC1,2,7)
<i>enoa</i>	this (NC1,2)
<i>eo</i>	that (NC1,2,3,7)
<i>eona</i>	1: it (NC7) 2: they (NC3)
<i>eseng</i>	(it is, they are) not
<i>e-s'o</i>	yet ( <i>Ha ke e-s'o bue</i> . "I have not yet spoken.")
<i>ho e•tsa</i> (ntse)	1: to do 2: to make
<i>etsah•ala</i> (etse)	1: to become done 2: to become made
<i>ho etsan•a</i> (e)	to do to one another
<i>ho etsis•a</i> (itse)	1: to cause to do 2: to cause to make
<i>ho etsol•la</i> (otse)	1: to undo 2: to unmake
<b>F</b>	
<i>ho f•a</i> (ile)	to give
<i>fane</i> (lifane)	surname
<i>ho fanol•la</i> (otse)	to take back
<i>ho fapan•a</i> (e)	to be different
<i>fariki</i> (lifariki)	pig
<i>ho fas•a</i> (itse)	to tie up
<i>ho fasol•la</i> (otse)	to untie
<i>fatše</i>	1: ground 2: floor
<i>feela</i>	only
<i>ho fel•a</i> (ile)	1: to finish 2: to be gone ( <i>E felile</i> . "It is finished.")
<i>ho felis•a</i> (itse)	to cause to end
<i>fenstere</i> (lifenstere)	window
<i>ho ferekan•a</i> (e)	to be confused
<i>fereko</i> (lifereko)	fork
<i>ho fet•a</i> (ile)	to pass
<i>ho feta ho</i>	more than
<i>ho feto•la</i> (tse)	to change
<i>ho fie•la</i> (tse)	to sweep
<i>ho fihl•a</i> (ile)	to arrive
<i>ho fof•a</i> (ile)	to fly
<i>ho foko•la</i> (tse)	to be weak ( <i>Ke fokotse</i> . "I'm weak.")
<i>ho fol•a</i> (ile)	to recover from illness ( <i>Ke folile</i> . "I've recovered.")
<i>ho fos•a</i> (itse)	to be wrong ( <i>Ke fositse</i> . "I'm incorrect.")
<i>founo</i> (lifouno)	phone
<i>ho fu•la</i> (tse)	to graze
<i>ho fuman•a</i> (e)	to find
<i>ho fumaneh•a</i> (ile)	1: to be poor ( <i>Ke fumanehile</i> . "I'm poor.") 2: to be found
<i>furu</i>	forage
<i>ho futhum•ala</i> (etse)	to be warm ( <i>Ho futhumetse</i> . "It's warm.")

<i>habeli</i>
<i>hae</i>
<i>haeno</i>
<i>haeso</i>
<i>ho hah•a</i> (ile)
<i>hahabo</i>
<i>hahabo bona</i>
<i>hahabo lona</i>
<i>hahabo rona</i>
<i>hahlano</i>
<i>haholo</i>
<i>hamonate</i>
<i>hampe</i>
<i>ho han•a</i> (ne)
<i>hane</i>
<i>ho hane•la</i> (tse)
<i>hang, hanngoe</i>
<i>hangata</i>
<i>hang hang</i>
<i>hantle</i>
<i>hanyane</i>
<i>hanyanese</i> (lihanyanese)
<i>hao</i>
<i>hape</i>
<i>ka har'a</i>
<i>hararo</i>
<i>hase</i>
<i>ho hatse•la</i> (tse)
<i>haufinyane</i>
<i>hlabula</i>
<i>ho hlah•a</i> (ile)
<i>ho hlah•a</i> (tse)
<i>ho hlahlam•a</i> (ile)
<i>hlahlobo</i> (lihlahlobo)
<i>ho hlahlos•a</i> (itse)
<i>ho hlahlose•tsa</i> (litse)
<i>hlano</i> (-hlano)
<i>ho hlap•a</i> (ile)
<i>ho hlats•a</i> (itse)
<i>ho hlatso•a</i> (itse)
<i>hle</i>
<i>hloho</i> (lihloho)
<i>ho hlok•a</i> (ile)
<i>hlokah•ala</i> (etse)
<i>ho hlokan•a</i> (e)
<i>ho hlokeh•a</i> (ile)
<i>ho hloke•la</i> (tse)
<i>ho hlokise•tsa</i> (litse)
<i>ho hlok•oa</i> (iloe)
<i>ho hloh•a</i> (ile)
<i>ho hlo•la</i> (tse)
<i>ho hlolohe•loa</i> (tsoe)
<i>ho hlomph•a</i> (ile)
<i>ho hang</i>
<i>ho hlokis•a</i> (itse)
<i>hobane</i>

<b>H</b>
twice
1: his/ her 2: home
your place of origin
my place of origin
to build
his/ her place of origin
their place of origin
your (you all) place of origin
our place of origin
five times
1: very 2: a lot
just fine
poorly
to refuse
four times
to forbid
once
often
at once
well
1: not much 2: a little
onion
your
again
1: among 2: within
three times
(it is, they are) not
to be cold ( <i>Ke hatsetse</i> . "I'm cold.")
1: near 2: soon
summer
to be born
to be born for
1: to follow 2: to succeed
exam
to describe
to describe for
five
to bathe
to vomit
1: to clean 2: to wash
please
head
to need
to die (person)
to need one another
to be needed
1: to need for 2: to not have for
to cause to need for
to be needed
to create
to win
to miss ( <i>Ke mo hlolohetsoe</i> . "I miss him.")
to respect
not at all
to deprive
because

Hobaneng?	Why?	kapele	quickly
hoetla	autumn	ka pele ho	1: in front of 2: before
hole	far	karabo (likarabo)	answer
holimo	1: above 2: at the top	karere (likarete)	card
ho hole*la (tse)	to grow up for	katiba (likatiba)	hat
hona joale	now	katlase	1: below 2: at the bottom
ka hoo	as such	katlung	indoors
ho hopo*la (tse)	to remember	katse (likatse)	cat
hora (lihora)	hour	ke	1: it is 2: they are 3: by
hosane	tomorrow	ho ken*a (e)	to enter
hosasa	tomorrow	kereke (likereke)	church
hoseng	morning	kerese (likereke)	candle
		Keresemese	Christmas
	<b>I</b>	ho kh*a (ile)	to fetch (esp. water)
ho icheb*a (ile)	to look at oneself	khaba (likhaba)	spoon
ho ike*la (tse)	to go oneself	khaitse (bo-)	sibling of the opposite sex
ho ike*tsa (ntse)	to make oneself	khalase (likhalase)	glass
ho ipat*a (ile)	to hide oneself	khale	a long time ago
ho iphumane*la (tse)	to find for oneself	khang (likhang)	quarrel
ho ipon*a (e)	to see oneself	ho khann*a (e)	to drive
ho ipots*a (itse)	to ask oneself	ho khan*ya (tse)	1: to shine 2: to be bright
ho ithuth*a (ile)	to learn	kharafu (likharafu)	spade
ho ithok*a (ile)	to need oneself	kharebe (likharebe)	girlfriend
		khase (likhase)	gas
	<b>J</b>	ho khath*ala (etse)	to be tired (Ke khathetse. "I'm tired")
ho j*a (ele)	to eat		1: to choose 2: to elect
ho jaef*a (ile)	to dance	ho kheth*a (ile)	to choose for
jarete (lijarete)	garden	ho khethe*la (tse)	1: choice 2: election
joala (majoala)	beer	khetho (likhetho)	1: month 2: moon
joale	1: so 2: well	khoeli (likhoeli)	valley
joalo	1: so 2: as such (ho joalo "it iss so")	khoelo (likhoelo)	chicken
joang (majoang)	grass	khoho (likhoho)	1: big 2: old
Joang?	How? (joang kapa joang "however which way")	kholo (-holo)	cow
ho joets*a (itse)	to tell	khomo (likhomo)	to be able
junifesithi (lijunifesithi)	university	ho khon*a (ne)	peace
		khotso	to become satisfied (Ke khotsofetse. "I've become satisfied.")
	<b>K</b>	ho khotsof*ala (etse)	red
ka	1: about 2: by 3: at 4: mine	khubelu (-fubelu)	to return
ka baka la	in order to	ho khut*la (ile)	short
ka bomalimabe	unfortunately	khutšoane (-khutšoane)	wheelbarrow
Kae?	Where? (kae kapa kae "wherever")	kiribaea (likiribaea)	to close
kahare ho	inside of	ho ko*ala (etse)	that way
kahohle	everywhere	koana	here
kaholimo	1: above 2: at the top	koano	blanket
kajeno	today	kobo (likobo)	to become wet (Ke kolobile. "I'm wet.")
kamehla	always	ho kolob*a (ile)	car
kamoo ... kateng	as... (kamoo ke itseng kateng "as I said")	koloi (likoloi)	drought
kamorao	1: later 2: after 3: behind	komello (likomello)	cup
kamore (likamore)	room	komiki (likomiki)	committee
ka nako e 'ngoe	sometimes	komiti (likomiti)	to meet up
ka 'nete	1: seriously 2: in truth	ho kopan*a (e)	1: to mix together 2: to unite
ka nqane	beyond	ho kopan*ya (tse)	grant
kantle	outdoors	kopo (likopo)	1: dangerous 2: accident
ka ntle ho	without	kotsi (likotsi)	to harvest
kaofela	1: everything 2: everyone	ho kotu*la (tse)	to be ill
kapa	or	ho ku*la (tse)	to cut
		ho kut*a (ile)	

<i>Labobeli</i>	<b>L</b>	<i>leshome (mashome)</i>	ten
<i>Labohlano</i>	Tuesday	<i>letlalo (matlalo)</i>	skin
<i>Labone</i>	Friday	<i>letolo (matolo)</i>	lightning
<i>Laboraro</i>	Thursday	<i>ho lets•a (itse)</i>	to phone
<i>ho lahleh•a (ile)</i>	Wednesday	<i>letsa (matsa)</i>	antelope
<i>lampa (lilampa)</i>	to lose	<i>lets•a (mats•a)</i>	lake
<i>lane</i>	jacket	<i>letsatsi (matsatsi)</i>	1: day 2: sun
<i>lap•a (ile)</i>	that way over there (NC4)	<i>ho letse•tsa (litse)</i>	to phone someone
	to be hungry (Ke <i>lapile</i> . "I'm hungry")	<i>lets•oenyeho (mats•oenyeho)</i>	affliction
<i>lapeng (malapeng)</i>	home (lit. the place of the family)	<i>letsoho (matsoho)</i>	hand
<i>ho lat•a (ile)</i>	to carry	<i>letsopa (matsopa)</i>	clay
<i>le</i>	1: with 2: and	<i>ho lieh•a (ile)</i>	to delay
<i>ho leb•a (ile)</i>	to go in a direction	<i>ho like•la (tse)</i>	to set (esp. the sun)
<i>lebaka (mabaka)</i>	reason (ka <i>lebaka la</i> "in order to")	<i>ho lis•a (itse)</i>	to herd (take to graze)
<i>ho leb•ala (etse)</i>	to forget (Ke <i>lebetse</i> . "I forget.")	<i>litelu</i>	beard
<i>lebenkele (mabenkele)</i>	store	<i>litšila</i>	dirty
<i>lebitso (mabitso)</i>	name	<i>ho ll•a (ile)</i>	to cry
<i>ho leboh•a (ile)</i>	to be thankful	<i>Loetse</i>	September
<i>lebollo (mabollo)</i>	circumcision	<i>ho lok•a (ile)</i>	to be in order ( <i>Ho lokile</i> . "It's OK.")
<i>lebone (mabone)</i>	1: candle 2: light	<i>ho lokis•a (itse)</i>	1: to organize 2: to straighten
<i>ho lef•a (ile)</i>	to pay	<i>lona</i>	1: you all 2: your (you all) 3: it (NC4)
<i>lefats•e (mafats•e)</i>	1: world 2: country	<i>ho lor•a (ile)</i>	to dream
<i>leffi</i>	darkness ( <i>Ho leffi</i> . "It's dark.")	<i>ho lu•la (tse)</i>	to stay (live somewhere)
<i>lefu (mafu)</i>	1: death 2: disease	<i>ho lu•la (tse) fats•e</i>	to sit down
<i>leha ho le joalo</i>	even though	<i>ho lum•a (ile)</i>	to thunder
<i>lehapu (mahapu)</i>	watermelon	<i>ho lume•la (tse)</i>	1: to believe 2: to have faith
<i>lehe (mahe)</i>	egg	<i>ho lumelis•a (itse)</i>	to greet
<i>lehlanya (mahlanya)</i>	crazy person	<i>mafelo</i>	<b>M</b>
<i>lehloa (mahloa)</i>	snow ( <i>Lehloa lea khetheha</i> . "It is snowing.")	<i>mafolofolo</i>	end
<i>lehlohonolo (mahlohonolo)</i>	1: blessing 2: luck	<i>maikutlo</i>	energy
<i>leholimo (maholimo)</i>	sky	<i>ho maka•tsa (litse)</i>	idea(s)
<i>leihlo (mahlo)</i>	eye	<i>makatso (limakatso)</i>	1: to surprise 2: to be strange
<i>leino (meno)</i>	tooth	<i>mala</i>	1: wonder 2: surprise
<i>lejoe (majoe)</i>	rock	<i>•mala (mebala)</i>	stomach
<i>ho lek•a (ile)</i>	to try	<i>malimabe</i>	color
<i>ho lekan•a (e)</i>	to be enough ( <i>Ho lekane</i> . "It is enough.")	<i>malome (bo-)</i>	bad luck (ka <i>bomalimabe</i> "unfortunately")
<i>lekholo (makholo)</i>	hundred	<i>ho mame•la (tse)</i>	maternal uncle
<i>lekhulo (makhulo)</i>	pasture	<i>mane</i>	to listen
<i>lelapa (malapa)</i>	family	<i>Mang?</i>	way over there
<i>leloala (maloala)</i>	mill	<i>•mangoane (bo-)</i>	Who? ( <i>mang kapa mang</i> "whomever")
<i>ho lem•a (me)</i>	to plant	<i>Mantaha</i>	maternal aunt
<i>lemati (mamati)</i>	door	<i>mantsiboea</i>	Monday
<i>lena</i>	this (NC4)	<i>maoba</i>	evening
<i>lengolo (mangolo)</i>	letter	<i>maobane</i>	the day before yesterday
<i>lengope (mangope)</i>	donga (erosion gully)	<i>mariha</i>	yesterday
<i>leno(-no)</i>	that (NC4)	<i>masimo</i>	winter
<i>lentsoe (mantsoe)</i>	1: word 2: voice	<i>ho math•a (ile)</i>	fields
<i>leo</i>	that (NC4)	<i>matla</i>	to run
<i>leoatle (maoatle)</i>	1: sea 2: ocean	<i>ho matlaf•ala (etse)</i>	1: power 2: strong
<i>leoto (maoto)</i>	foot (ka <i>maoto</i> "by foot")	<i>ho matlafa•tsa (litse)</i>	to become strong
<i>leru (maru)</i>	cloud	<i>matsale (bo-)</i>	to strengthen
<i>lesaka (masaka)</i>	corral	<i>•me</i>	1: father-in-law (e <i>motona</i> )
<i>lesale (masale)</i>	ring	<i>•me (bo-)</i>	2: mother-in-law (e <i>motšehali</i> )
<i>leseli (maseli)</i>	light		1: and 2: also
			1: mother 2: madam

<i>ho me•la</i> (tse)	to grow	<i>mora</i> (bara)	son
'mele ('mele)	body	<i>moral</i> (barali)	daughter
'Mesa	April	<i>moralo</i> (meralo)	plan
<i>metsi</i>	water	<i>moratua</i> (baratua)	loved one
'mino (mebino)	music	<i>moreki</i> (bareki)	customer
<i>moahisane</i> (bahisane)	neighbor	<i>morena</i> (marena)	chief
<i>mobu</i> (mebu)	soil	<i>morero</i> (merero)	project
<i>mochana</i> (bachana)	1: nephew (e motona) 2: niece (e motšehali)	<i>moriana</i> (meriana)	medicine
<i>mochesoa</i>	heat	<i>moriri</i> (meriri)	hair
<i>moea</i> (meea)	1: wind 2: air	<i>moriti</i> (meriti)	shade
<i>moeti</i> (baeti)	visitor	<i>moroho</i> (meroho)	greens
<i>moetlo</i> (meetlo)	1: culture 2: manner	<i>morui</i> (barui)	rich person
<i>mofokolo</i> (mefokolo)	weakness	<i>moruti</i> (baruti)	minister
<i>mofumahali</i> (mafumahali)	1: chief's wife 2: female chief	<i>mosali</i> (basali)	wife
<i>mofuta</i> (mefuta)	1: type 2: kind	<i>mosamo</i> (mesamo)	pillow
<i>mofuthu</i>	warmth	<i>mosebetsi</i> (basebetsi)	worker
<i>mohahlauli</i> (bahahlauli)	tourist	<i>mosebetsi</i> (mesebetsi)	work
<i>mohatsela</i>	coldness	<i>moshanyana</i> (bashanyana)	young boy
<i>mohlala</i> (mehlala)	example	<i>mosotho</i> (basotho)	citizen of Lesotho
<i>mohlankana</i> (bahlankana)	boyfriend	<i>motho</i> (batho)	person
<i>mohlolo</i> (mehlolo)	miracle	<i>motlakase</i> (metlakase)	electrical power
<i>mohlomong</i>	maybe	<i>motse</i> (metse)	village
<i>mohlomphi</i> (bahlomphi)	one who respects	<i>Motšeanong</i>	May
'moho	together	<i>motšear</i>	afternoon
<i>mohoe</i> (bahoe)	father-in-law	<i>motsoala</i> (batsoala)	cousin
<i>mohoehali</i> (bahoejali)	mother-in-law	<i>motsoali</i> (batsoali)	parent
<i>moholoane</i> (baholoane)	brother	<i>motsofo</i> (metsotso)	1: moment 2: minute
<i>moiteli</i> (meiteli)	dung fertilizer	<i>mpe</i> (-be)	1: ugly 2: bad
<i>mokhatlo</i> (mekhatlo)	1: cooperative 2: society	<i>Mphalane</i>	October
<i>mokhoa</i> (mekhoa)	1: way 2: manner	'muso (mebuso)	government
<i>mokhoenyana</i> (bakhoenyana)	son-in-law		
<i>mokhotsi</i> (bakhotsi)	friend	<i>ho n•a</i> (ele)	<b>N</b>
<i>mokopu</i> (mekopu)	squash	'na	to rain ( <i>Pula ea na</i> . "It is raining.")
<i>mokorotlo</i> (mekorotlo)	Basotho hat	<i>ho •na le</i> (bile le)	me
<i>mokotla</i> (mekotla)	bag	<i>naha</i> (linaha)	to have ( <i>Ho na le</i> "There is," "There are")
<i>molaetsa</i> (melaetsa)	1: note 2: message	<i>ho nahan•a</i> (e)	land
<i>molamo</i> (bo-)	sister-in-law	<i>nako</i>	to think ( <i>Ke nahana joalo</i> . "I think so.")
<i>molao</i> (melao)	1: rule 2: law	<i>naleli</i> (linaleli)	time ( <i>ka nako e 'ngoe</i> "sometimes")
<i>molato</i> (melato)	1: problem 2: fault	<i>nama</i> (linama)	star
<i>molemi</i> (balemi)	farmer	<i>naoa</i> (linaoa)	meat
<i>molimo</i> (melimo)	god	<i>ncha</i> (-cha)	bean
<i>molisana</i> (balisana)	herd-boy	'ne (-ne)	new
<i>mollo</i> (mello)	1: fire 2: match	<i>Neng?</i>	four
<i>molomo</i> (melomo)	mouth	<i>ho nep•a</i> (ile)	When? ( <i>neng kapa neng</i> "whenever")
<i>mona</i>	here ( <i>hona mona</i> "right here")	'nete (linnete)	to be correct ( <i>Ke nepile</i> . "I'm correct.")
<i>monate</i>	1: nice 2: delicious	<i>ngaka</i> (lingaka)	truth ( <i>ka 'nete</i> "truthfully")
<i>mong'a</i> (beng ba)	owner of ( <i>mong'a khomo</i> "owner of the cow")	<i>ngata</i> (-ngata)	doctor
<i>monna</i> (banna)	husband	<i>ngoana</i> (bana)	many
<i>monyetla</i> (menyetla)	opportunity	<i>ngoan'a 'me</i> (bana ba 'me)	1: young child 2: baby
<i>moo</i>	there ( <i>hona moo</i> "right there")	<i>ngoanana</i> (banana)	child of the mother
<i>moo ... teng</i>	where... ( <i>moo a lulang teng</i> "where he stays")	<i>ngoan'eso</i> (bana beso)	young girl
<i>mookameli</i> (baokameli)	boss	'ngoe (-ng)	person of my place of origin
<i>mookoli</i> (meokoli)	rainbow	<i>ngoetsi</i> (bo-)	one
<i>mophato</i> (mephato)	1: hut used in initiation rites		daughter-in-law
	2: initiation school		
<i>mophehi</i> (baphehi)	cook		
<i>Moqebelo</i>	Saturday		

<i>ho ngo•la</i> (tse)	to write
<i>ho ngol•la</i> (etse)	to write to
<i>ho nk•a</i> (ile)	to take
<i>nkho</i> (linkho)	bucket
<i>nkhono</i> (bo-)	grandmother
<i>nko</i> (linko)	nose
<i>nku</i> (linku)	sheep
<i>ho no•a</i> (ele)	to drink
<i>noha</i> (linoha)	snake
<i>noka</i> (linoka)	river
<i>nonyana</i> (linonyana)	bird
<i>ho nose•tsa</i> (litse)	to water
<i>ho notl•ola</i> (etse)	to lock
<i>ho notlol•la</i> (otse)	to unlock
<i>ka nqane</i>	beyond
<i>ntate</i> (bo-)	1: father 2: sir
<i>ntate-moholo</i> (bo-)	grandfather
<i>ntja</i> (lintja)	dog
<i>ho ntlaf•ala</i> (etse)	to become nice
<i>ho ntlafa•tsa</i> (litse)	to improve
<i>ntle</i> (-tle)	1: pretty 2: nice 3: good
<i>ntle le</i>	instead of
<i>ntlo</i> (matlo)	house
<i>ntloana</i> (matloana)	toilet
<i>ntoa</i> (lintoa)	1: war 2: battle
<i>ntse</i>	still (Ke <i>ntse ke bua</i> . "I'm still speaking.")
<i>ntšo</i> (-tšo)	black
<i>ho ny•ala</i> (etse)	to marry (for men) (Ke <i>nyetse</i> . "I'm married.")
<i>ho ny•aloo</i> (etsoe)	to be married (for women) (Ke <i>nyetsoe</i> . "I'm married.")
<i>nyane</i> (-nyane)	1: small 2: few
<i>ho nyenye•tsa</i> (litse)	to whisper
<i>ho nyoloh•a</i> (ile)	1: to go up 2: to ascend
<i>ho nyony•a</i> (ile)	to hate
<b>O</b>	
<i>oane</i>	that way over there (NC3)
<i>ho oe•la</i> (tse)	to fall
<i>ona</i>	this (NC3)
'ona	1: it (NC3) 2: they (NC4,6)
<i>ono(-no)</i>	that (NC3)
<i>oo</i>	that (NC3)
<i>ho otl•a</i> (ile)	to hit
<b>P</b>	
<i>pakeng tsa</i>	between
<i>ho palam•a</i> (e)	to ride
<i>ho palamis•a</i> (itse)	to give a lift
<i>pale</i> (lipale)	1: history 2: story
<i>palesa</i> (lipalesa)	flower
<i>pampiri</i> (lipampiri)	paper
<i>papali</i> (lipapali)	game
<i>ho paqam•a</i> (e)	to lie down
<i>Paseka</i>	Easter
<i>ho pat•a</i> (ile)	to hide something
<i>ho pat•ala</i> (etse)	to pay
<i>ho patalis•a</i> (itse)	to cause to pay
<i>ho patal•la</i> (etse)	to pay for

<i>pele</i>	first (oa <i>pele</i> , ea <i>pele</i> , etc.)
<i>ka pele ho</i>	1: in front of 2: before
<i>peli</i> (-beli)	two
<i>peo</i> (lipeo)	seed
<i>pere</i> (lipere)	horse
<i>phahlo</i> (liphahlo)	clothes
<i>Phato</i>	August
<i>ho pheh•a</i> (ile)	to cook
<i>Pherekhong</i>	January
<i>ho phet•a</i> (ile)	to repeat
<i>phetho</i>	1: passing by 2: story (Ke <i>pheto</i> . "That's all.")
<i>phetolo</i> (liphetolo)	change
<i>phofo</i> (liphofa)	flour
<i>phoofolo</i> (liphoofofo)	animal
<i>phoso</i> (liphoso)	mistake
<i>Phupjane</i>	June
<i>Phupu</i>	July
<i>phutheo</i> (liphutheo)	meeting
<i>pitsa</i> (lipitsa)	pot
<i>pitso</i> (lipitso)	community assembly
<i>poleiti</i> (lipoleiti)	plate
<i>polelo</i> (lipolelo)	1: sentence 2: meaning
<i>poli</i> (lipoli)	goat
<i>ho pom•a</i> (me)	to cut
<i>pompo</i> (lipompo)	water pump
<i>poone</i> (lipoone)	maize
<i>ho pos•a</i> (itse)	to post
<i>ho pot•a</i> (ile)	to go around something
<i>potso</i> (lipotso)	question
<i>psh•a</i> (ele)	to become dry
<i>pula</i> (lipula)	rain
<i>Pulungoana</i>	November
<i>puo</i> (lipuo)	language
<i>putsoa</i> (-putsoa)	1: blue 2: grey
<b>Q</b>	
<i>ho qaban•a</i> (e)	to fight
<i>ho qaban•ya</i> (tse)	to cause to quarrel
<i>ho qabo•la</i> (tse)	to make one laugh
<i>ho qal•a</i> (ile)	to begin (Ke <i>qala ho bona</i> . "I'm just seeing for the first time.")
<i>qalo</i> (liqalo)	beginning
<i>ho qapolis•a</i> (itse)	to pronounce
<i>ho qapolisis•a</i> (itse)	to be pronounced
<i>qapoliso</i> (liqapoliso)	pronunciation
<i>ho qet•a</i> (ile)	1: to finish 2: to end (Ke <i>qeta ho fhla</i> . "I just now arrived.")
<i>ho qhaqhol•la</i> (otse)	to destroy
<i>ho qoq•a</i> (ile)	to chat
<b>R</b>	
<i>ho rah•a</i> (ile)	to kick
<i>rakhali</i> (bo-)	paternal aunt
<i>ramotse</i> (bo-)	headman
<i>rangoane</i> (bo-)	paternal uncle
<i>ho rape•la</i> (tse)	to pray
<i>ho rat•a</i> (ile)	1: to like 2: to love
<i>ho •re</i> (itse)	to say
<i>reisi</i> (lireisi)	rice

*ho rek•a (ile)* to buy  
*ho rekeh•a (ile)* to be bought  
*ho reke•la (tse)* to buy for  
*ho rekis•a (itse)* to sell  
*ho rekiseh•a (ile)* to be sold  
*ho rekise•tsa (litse)* to sell for  
*ho rekis•oa (itsoe)* to be sold  
*ho rek•oa (iloe)* to be bought  
*ho ren•a (ne)* to govern  
*ho rer•a (ile)* to decide  
*ho ro•ala (etse)* to wear (shoes, hat, glasses) (Ke roetse lieta. "I'm wearing shoes.")  
  
*ho rob•a (ile)* to break  
*ho rob•ala (etse)* to sleep (Ke robetse. "I'm sleeping.")  
  
*ho robeh•a (ile)* to be broken (E robehile. It's broken.)  
  
*robeli* eight  
*robong* nine  
*rona* 1: our 2: us  
*roris•oa (itsoe)* to be praised  
*ho ru•a (ile)* to be rich (Ke ruile. "I'm rich.")  
*ho rut•a (ile)* to teach

*ho s•ala (etse)*  
*sane*  
*se*  
  
*sealuma (lialuma)*  
  
*ho seb•a (ile)*  
*sebaka (libaka)*  
  
*ho sebele•tsa (litse)*  
*ho sebelis•a (itse)*  
*ho sebe•tsa (litse)*  
*seboka (liboka)*  
*seboko (liboko)*  
*sechaba (lichaba)*  
*sefahleho (lifahleho)*  
*sefako (lifako)*  
*sefate (lifate)*  
*Sefora*  
*sefuba (lifuba)*  
*sehloliloeng (lihloliloeng)*  
*sehlopa (lihlopa)*  
*sehoete (lihoete)*  
*sejo (lijo)*  
*sekete (likete)*  
*sekho (likho)*  
*Sekhooa*  
*sekolo (likolo)*  
*sekotlolo (likotlolo)*  
*selemo (lilemo)*  
*seliba (liliba)*  
*sena*  
*seno(-no)*  
*ho sen•ya (tse)*

**S**  
to remain  
that way over there (NC5)  
already (Ke se ke jele. "I've already eaten.")  
thunder (Lea luma. "It is thundering.")  
to gossip  
place (sebakeng sa hao "for you")  
to work for  
to use  
to work  
meeting  
clan  
1: nation 2: community  
face  
hail  
tree  
French language  
chest  
creation  
1: group 2: bunch  
carrot  
food  
thousand  
spider  
English language  
school  
bowl  
1: year 2: spring  
natural spring  
this (NC5)  
that (NC5)  
1: to damage 2: to spoil

*Senyese mane*  
*seo*  
*sepheo (lipheo)*  
*sera (lira)*  
*serame*  
*serapa (lirapa)*  
*seriti (liriti)*  
*setene (litene)*  
*sethoto*  
*setlama (litlama)*  
*setlohola (litlohola)*  
*setofo (litofo)*  
*setša (litša)*  
*setulo (litulo)*  
*ho shap•a (ile)*  
*ho sheb•a (ile)*  
*ho sheban•a (e)*  
*ho shebeh•a (ile)*  
*ho shebe•la (tse)*  
*ho shej•oa (iloe)*  
*ho sho•a (ele)*  
*shopo (lishopo)*  
*ho si•ea (ile)*  
*sieo*  
  
*ho sit•oa (iloe)*  
*ho soab•a (ile)*  
  
*soare (bo-)*  
*ho soas•oa (iloe)*  
*sona*  
*Sontaha*  
*supileng*  
  
*taba (litaba)*  
*taba-tabello (litaba-tabello)*  
*tafole (litafole)*  
*tala (-tala)*  
*tamati (litamati)*  
*tapole (litapole)*  
*tekesi (litekesi)*  
*telele (-lelele)*  
*temo*  
*teng*  
*tenya (-tenya)*  
*ho thab•a (ile)*  
  
*thaba (lithaba)*  
*ho thabis•a (itse)*  
*thabo (lithabo)*  
*tharo (-raro)*  
*thasello (lithasello)*  
*thata*  
*ho theoh•a (ile)*  
  
*therekere (litherekere)*  
*thero (lithero)*  
*thipa (lithipa)*  
*thupelo (lithupelo)*

English language  
that (NC5)  
aim  
enemy  
cold  
plot of maize  
shadow  
brick  
stupid  
plant  
grandchild  
stove  
site  
chair  
to beat  
to look at  
to look at one another  
to be looked at  
to look for  
to be looked at  
to die (thing, animal)  
the shop  
to leave behind  
absence (ho ba sieo "to be absent")  
to be unable  
to feel sorry for (Ke soabile. "I feel sorry.")  
brother-in-law  
to joke  
it (NC5)  
Sunday  
seven  
  
**T**  
1: news 2: issue  
goal  
table  
green  
tomato  
potato  
taxi  
1: tall 2: long  
agriculture  
there  
1: wide 2: fat  
to be happy (Ke thabile. "I'm happy.")  
mountain  
to make happy  
1: happiness 2: joy  
three  
interest  
1: difficult 2: tough  
1: to go down 2: to get down  
off of  
tractor  
decision  
knife  
workshop

<i>ho thus•a</i> (itse)	to help
<i>ho thusan•a</i> (e)	to help one another
<i>thuso</i> (lithuso)	help
<i>tichere</i> (matichere)	teacher
<i>ho tl•a</i> (ile)	to come
<i>ho tlameh•a</i> (ile)	to must (do something)
<i>tlase</i>	1: below 2: at the bottom
<i>Tlhakola</i>	February
<i>Tlhakubele</i>	March
<i>tlhoko</i> (litlhoko)	need
<i>ho tlis•a</i> (itse)	to bring
<i>ho tloaeleh•a</i> (ile)	to be normal ( <i>Ho tloaelehile</i> . "It is normal.")
<i>Tlo(ng)!</i>	Come! (plural)
<i>ho tloh•a</i> (ile)	to leave
<i>tonki</i> (litonki)	donkey
<i>toropo</i> (litoropo)	1: town 2: city
<i>ho tsama•ea</i> (ile)	to walk
<i>tsane</i>	those way over there (NC5,7)
<i>tsatsing le</i>	today
<i>ho tseb•a</i> (ile)	to know
<i>ho tseban•a</i> (e)	to know one another
<i>tsebe</i> (litsebe)	ear
<i>ho tsebis•a</i> (itse)	1: to notify 2: to inform
<i>tsebisō</i> (litsebisō)	1: information 2: notice
<i>ho tšeh•a</i> (ile)	to laugh
<i>ho tšehē•tsa</i> (litse)	to support
<i>ho tšehis•a</i> (itse)	to make one laugh
<i>tšehla</i> (-sehla)	yellow
<i>tsela</i> (litsela)	1: road 2: path
<i>Tsela-tšoeu!</i>	Good luck!
<i>tšeletšeng</i>	six
<i>tsena</i>	these (NC5,7)
<i>tseno(-no)</i>	those (NC5,7)
<i>tseo</i>	those (NC5,7)
<i>ho tšep•a</i> (ile)	to trust
<i>ho tšepah•ala</i> (etse)	to be trustworthy
<i>tšepo</i>	trust
<i>ho tšeptj•oa</i> (iloe)	to be trusted
<i>tšesane</i> (-sesane)	thin
<i>Tšitoe</i>	December
<i>ho tso•a</i> (ile)	to come from
<i>ho tšoan•a</i> (ne)	to be similar
<i>ho tšoane•la</i> (tse)	1: to ought to 2: to should ( <i>Ke tšoanetse</i> . "I should.")
<i>ho tšo•ara</i> (ere)	1: to catch 2: to grab
<i>ho tšo•arōa</i> (eroe)	to be grabbed ( <i>U tšoeroe ke'ng?</i> "What's bothering you?")
<i>tsoelopele</i> (litsoelopele)	1: progress 2: development
<i>tšoeu</i> (-soeu)	white
<i>ho tsoh•a</i> (ile)	to wake
<i>tsona</i>	they (NC5,7)
<i>ho tsub•a</i> (ile)	to smoke
<b>U</b>	
<i>uena</i>	you
<i>ho utlo•a</i> (ile)	to hear
<i>ho utloisis•a</i> (itse)	to understand
<i>ho utso•a</i> (itse)	to steal
<i>ho utsoe•tsa</i> (litse)	to rob someone

## ENGLISH-SESOTHO

	<b>A</b>
to be able	<i>ho khon•a (ne)</i>
about	<i>ka</i>
above	<i>kaholimo</i>
absence	<i>sieo</i>
to be absent	<i>ho ba sieo</i>
accident	<i>kotsi (likotsi)</i>
affliction	<i>letšoenyeho (matšoenyeho)</i>
after	<i>kamorao</i>
afternoon	<i>motšeare</i>
again	<i>hape</i>
agriculture	<i>temo</i>
aim	<i>sepheo (lipheo)</i>
air	<i>moea</i>
already	<i>se (Ke se ke jele. "I've already eaten.")</i>
	<i>1: hape 2: 'me</i>
also	<i>kamehla</i>
always	<i>ka har'a</i>
among	<i>1: le 2: 'me</i>
and	<i>phoofolo (liphoofolo)</i>
animal	<i>karabo (likarabo)</i>
answer	<i>ho arab•a (ile)</i>
to answer	<i>apole (liapole)</i>
apple	<i>'Mesa</i>
April	<i>ho fihl•a (ile)</i>
to arrive	<i>kamoo ... kateng (kamoo ke</i>
as...	<i>itseng kateng "as I said")</i>
	<i>ho nyoloh•a (ile)</i>
to ascend	<i>ho bots•a (itse)</i>
to ask	<i>ho ipots•a (itse)</i>
to ask oneself	<i>ka</i>
at	<i>Phato</i>
August	<i>'mangoane (bo-)</i>
aunt (maternal)	<i>rakhali (bo-)</i>
aunt (paternal)	<i>hoetla</i>
autumn	
	<b>B</b>
baby	<i>ngoana (bana)</i>
bad	<i>mpe (-be)</i>
bad luck	<i>malimabe (ka bomalimabe</i>
	<i>"unfortunately")</i>
bag	<i>mokotla (mekotla)</i>
ball	<i>bolo (libolo)</i>
to bathe	<i>ho hlap•a (ile)</i>
to be	<i>ho b•a (ile)</i>
bean	<i>naoa (linaoa)</i>
beard	<i>litelu</i>
to beat	<i>ho shap•a (ile)</i>
because	<i>1: hobane 2: hoba</i>
bed	<i>bete (libete)</i>
beer	<i>joala (majoala)</i>
before	<i>ka pele ho</i>
to begin	<i>ho qal•a (ile)</i>
beginning	<i>qalo (liqalo)</i>
behind	<i>kamorao</i>

to believe	<i>ho lume•la (tse)</i>
below	<i>katlase</i>
between	<i>pakeng tsa</i>
beyond	<i>ka nqane</i>
big	<i>kholo (-holo)</i>
bird	<i>nonyana (linonyana)</i>
black	<i>ntšo (-tšo)</i>
blanket	<i>kobo (likobo)</i>
blessing	<i>lehlohonolo (mahlohonolo)</i>
blindness	<i>bofofu</i>
blue	<i>putsoa (-putsoa)</i>
body	<i>'mele ('mele)</i>
book	<i>buka (libuka)</i>
to be born	<i>ho hlah•a (ile)</i>
to be born for	<i>ho hlahe•la (tse)</i>
boss	<i>mookameli (baokameli)</i>
both	<i>bobeli</i>
at the bottom	<i>ka tlase</i>
to be bought	<i>1: ho rekeh•a (ile) 2: ho rek•oa</i>
	<i>(iloe)</i>
	<i>sekotlolo (likotlolo)</i>
bowl	<i>moshanyana (bashanyana)</i>
boy	<i>mohlankana (bahlankana)</i>
boyfriend	<i>boriki (mariki)</i>
brake	<i>bohobe (mahobe)</i>
bread	<i>ho rob•a (ile)</i>
to break	<i>ho robeh•a (ile) (E robehile. "It's</i>
to be broken	<i>broken.")</i>
	<i>setene (litene)</i>
brick	<i>borokho (marokho)</i>
bridge	<i>ho tliš•a (itse)</i>
to bring	<i>1: abuti (bo-) 2: moholoane</i>
brother	<i>(baholoane)</i>
	<i>soare (bo-)</i>
brother-in-law	<i>nkho (linkho)</i>
bucket	<i>ho hah•a (ile)</i>
to build	<i>sehlopa (lihlopa)</i>
bunch	<i>ho ches•a (itse)</i>
to burn	<i>bese (libese)</i>
bus	<i>empa</i>
but	<i>ho rek•a (ile)</i>
to buy	<i>ho reke•la (tse)</i>
to buy for	<i>1: ka 2: ke</i>
by	
	<b>C</b>
to call	<i>ho bits•a (itse)</i>
candle	<i>1: kereše (likereše) 2: lebone</i>
	<i>(mabone)</i>
car	<i>koloi (likoloi)</i>
card	<i>karete (likarete)</i>
carrot	<i>sehoete (lihoete)</i>
to carry	<i>ho lat•a (ile)</i>
cat	<i>katše (likatše)</i>
to catch	<i>ho tšo•ara (ere)</i>
chair	<i>setulo (litulo)</i>
change	<i>phetolo (liphetolo)</i>
to change	<i>ho feto•la (tse)</i>
to chat	<i>ho qoq•a (ile)</i>
chest	<i>sefuba (lifuba)</i>
chicken	<i>khoho (likhoho)</i>



chief	<i>morena (marena)</i>
chief's wife (or female chief)	<i>mofumahali (mafumahali)</i>
child	<i>ngoana (bana)</i>
choice	<i>khetho (likhetho)</i>
to choose	<i>ho kheth•a (ile)</i>
to choose for	<i>ho khethe•la (tse)</i>
Christmas	<i>Keresemese</i>
church	<i>kereke (likereke)</i>
circumcision	<i>lebollo (mabollo)</i>
circumcision school	<i>1: lebollo (mabollo) 2: mophato (mephato)</i>
citizen of Lesotho	<i>mosotho (basotho)</i>
city	<i>toropo (litoropo)</i>
clan	<i>seboko (liboko)</i>
clay	<i>letsopa (matsopa)</i>
to clean	<i>ho hlatso•a (itse)</i>
to close	<i>ho ko•ala (etse) (Ho koetsoe. "It is closed.")</i>
clothes	<i>phahlo (liphahlo)</i>
cloud	<i>leru (maru)</i>
to be cold	<i>ho hatse•la (tse) (Ke hatsitse. "I'm cold.")</i>
coldness	<i>1: mohatsela 2: serame</i>
color	<i>'mala (mebala)</i>
to come	<i>ho tl•a (ile)</i>
Come!	<i>Tlo(ng)!</i>
to come from	<i>ho tso•a (ile)</i>
committee	<i>komiti (likomiti)</i>
community	<i>sechaba (lichaba)</i>
community assembly	<i>pitso (lipitso)</i>
to complain	<i>ho belae•la (tse)</i>
to be confused	<i>ho ferekan•a (e) (Ke ferekane. "I'm confused.")</i>
to converse	<i>ho buisan•a (e)</i>
cook	<i>mophehi (baphehi)</i>
to cook	<i>ho pheh•a (ile)</i>
cooperative	<i>mokhatlo (mekhatlo)</i>
corral	<i>lesaka (masaka)</i>
to be correct	<i>ho nep•a (ile) (Ke nepile. "I'm correct.")</i>
country	<i>lefats'e (mafats'e)</i>
cousin	<i>motsoala (batsoala)</i>
cow	<i>khomo (likhomo)</i>
crazy person	<i>lehlanya (mahlanya)</i>
to create	<i>ho hlo•a (ile)</i>
creation	<i>sehloliloeng (lihloliloeng)</i>
crops	<i>sejalo (lijalo)</i>
to cry	<i>ho ll•a (ile)</i>
culture	<i>moetlo (meetlo)</i>
cup	<i>komiki (likomiki)</i>
customer	<i>moreki (bareki)</i>
to cut	<i>ho kut•a (ile)</i>
<b>D</b>	
to damage	<i>ho sen•ya (tse)</i>
to dance	<i>ho jaef•a (ile)</i>
dangerous	<i>kotsi</i>
darkness	<i>lefifi (Ho lefifi. "It's dark.")</i>
daughter	<i>moralali (barali)</i>
daughter-in-law	<i>ngoetsi (bo-)</i>

day	<i>letsatsi (matsatsi)</i>
death	<i>lefu (mafufu)</i>
December	<i>Ts'itoe</i>
to decide	<i>ho rer•a (ile)</i>
decision	<i>thero (lithero)</i>
to delay	<i>ho lieh•a (ile)</i>
delicious	<i>monate</i>
to deprive	<i>ho hlokis•a (itse)</i>
to descend	<i>ho theoh•a (ile)</i>
to describe	<i>ho hlalos•a (itse)</i>
to describe for	<i>ho hlalose•tsa (litse)</i>
to destroy	<i>ho qhaqhol•la (otse)</i>
development	<i>tsoelopele (litsoelopele)</i>
to die (person)	<i>ho hlokah•ala (etse)</i>
to die (thing, animal)	<i>ho sho•a (ele)</i>
to be different	<i>ho fapan•a (e) (E fapanane. "It's different.")</i>
difficult	<i>thata</i>
dirty	<i>litš'ila</i>
disease	<i>lefu (mafufu)</i>
to do	<i>ho e•tsa (ntse)</i>
to cause to do	<i>ho etsis•a (itse)</i>
to become done	<i>ho etsah•ala (etse)</i>
to do to one another	<i>ho etsan•a (e)</i>
doctor	<i>ngaka (lingaka)</i>
dog	<i>ntja (lintja)</i>
donga (erosion gully)	<i>lengope (mangope)</i>
donkey	<i>tonki (lintonki)</i>
door	<i>lemati (mamati)</i>
dream	<i>toro (litoro)</i>
to dream	<i>ho lor•a (ile)</i>
to drink	<i>ho no•a (ele)</i>
to drive	<i>ho khann•a (e)</i>
drought	<i>komello (likomello)</i>
to dry	<i>ho psh•a (ele)</i>
dung fertilizer	<i>moiteli (meiteli)</i>
<b>E</b>	
ear	<i>tsebe (litsebe)</i>
Easter	<i>Paseka</i>
easy	<i>bonolo</i>
to eat	<i>ho j•a (ele)</i>
egg	<i>lehe (mahe)</i>
eight	<i>robeli</i>
eight	<i>boroba meno e 'meli</i>
to elect	<i>ho kheth•a (ile)</i>
election	<i>khetho (likhetho)</i>
electrical power	<i>motlakase (metlakase)</i>
end	<i>mafelo</i>
to end	<i>1: ho qet•a (ile) 2: ho fel•a (ile)</i>
to cause to end	<i>ho felis•a (itse)</i>
enemy	<i>sera (lira)</i>
energy	<i>mafolofolo</i>
English language	<i>1: Senyesemane 2: Sekhooa</i>
to be enough	<i>ho lekan•a (e) (Ho lekane. "It is enough.")</i>
to enter	<i>ho ken•a (e)</i>
even though	<i>leha ho le joalo</i>
evening	<i>mantsiboea</i>
everyone	<i>kaofela</i>

everything	kaofela
everywhere	kahohle
to become evident	ho bonah•ala (etse)
example	mohlala (mehlala)
exam	hlahlobo (lihlahlolo)
eye	leihlo (mahlo)
<b>F</b>	
face	sefahleho (lifahleho)
to fall	ho oe•la (tse)
family	lelapa (malapa)
far	hole
farmer	molemi (balemi)
fat	tenya (-tenya)
father	ntate (bo-)
father-in-law	1: mohoe (bahoe) 2: matsale e motona (bo-)
for	bakeng sa (to be followed by possessive pronoun)
forage	furu
to forbid	ho hane•la (tse)
fault	molato (melato)
February	Tlhakola
to fetch (esp. water)	ho kh•a (ile)
few	nyane (-nyane)
field	masimo
fifth	bohlano
to fight	ho qaban•a (e)
to cause to quarrel	ho qaban•ya (tse)
to find	ho fuman•a (e)
to find for oneself	ho iphumane•la (tse)
to finish	1: ho qet•a (ile) 2: ho fel•a (ile) (E felile. "It is finished.")
fire	mollo (mello)
first	pele (oa pele, ea pele, etc.)
five	hlano (-hlano)
five times	hahlano
to flee	ho baleh•a (ile)
floor	fatše
flour	phofo (liphofa)
flower	palesa (lipalesa)
to fly	ho fof•a (ile)
to follow (succeed)	ho hlahlam•a (ile)
food	sejo (lijo)
foot	leoto (maoto) (ka maoto "by foot")
to forget	ho leb•ala (etse) (Ke lebetse. "I forget.")
fork	fereko (lifereko)
to be found	ho fumaneh•a (ile)
four	'ne (-ne)
four times	hane
fourth	bone
French language	Sefora
Friday	Labohlano
friend	mokhotsi (bakhotsi)
<b>G</b>	
game	papali (lipapali)
garden	jarete (lijarete)

gas	khase (likhase)
girl	ngoanana (banana)
girlfriend	kharebe (likharebe)
to give	ho f•a (ile)
to give a lift	palamis•a (itse)
glass	khalase (likhalase)
to go	ho •ea (ile)
to go around something	ho pot•a (ile)
to go in a direction	ho leb•a (ile)
to go oneself	ho ike•la (tse)
goal	taba-tabello (litaba-tabello)
goat	poli (lipoli)
god	molimo (melimo)
good	ntle (-tle)
to gossip	ho seb•a (ile)
to govern	1: ho bus•a (itse) 2: ho ren•a (ne)
to govern for government	ho buse•tsa (litse)
to grab	'muso (mebuso)
to be grabbed	ho tšo•ara (ere)
grandchild	ho tšo•aroe (eroe) (U tšoeroe ke'ng? "What's bothering you?")
grandfather	setloholo (litloholo)
grandmother	ntate-moholo (bo-)
grant	nkhono (bo-)
grass	kopo (likopo)
to graze	joang (majoang)
green	ho fu•la (tse)
greens	tala (-tala)
to greet	moroho (meroho)
grey	ho lumelis•a (itse)
ground	putsoa (-putsoa)
group	fatše
to grow	sehlopa (lihlopa)
to grow up for	ho me•la (tse)
	ho hole•la (tse)
<b>H</b>	
hail	sefako
hair	moriri (meriri)
hand	letsoho (matsoho)
happiness	thabo (lithabo)
to be happy	ho thab•a (Ke thabile. "I'm happy.")
to make happy	ho thabis•a (itse)
to harvest	ho kotu•la (tse)
hat	katiba (likatiba) (mokorotlo (mekorotlo) "Basotho hat")
to hate	ho nyony•a (ile)
to have	ho •na le (bile le) (Ho na le "There is," "There are")
head	hloho (lihloho)
headman	ramotse (bo-)
to hear	ho utlo•a (ile)
heat	1: mochosa 2: mofuthu
heavy	boima
help	thuso (lithuso)
to help	ho thus•a (itse)
to help one another	ho thusan•a (e)



to marry (for men) *ho ny•ala (etse) (Ke nyetse. "I'm married.")*

match *mollo (mello)*

May *Motšeanong*

maybe *1: ebe 2: mohlomong*

me *'na*

to mean *ho bole•la (tse)*

meaning *polelo (lipolelo)*

meat *nama (linama)*

medicine *moriana (meriana)*

to meet up *ho kopan•a (e)*

meeting *1: phutheo (liphutheo)  
2: seboka (liboka)*

message *molaetsa (melaetsa)*

mill *leloala (maloala)*

mine *ka*

minister *moruti (baruti)*

minute *motsotso (metsotso)*

miracle *mohlolo (mehlolo)*

to miss *ho hlolohe•loa (tsoe) (Ke mo hlolohetsoe. "I miss him.")*

mistake *phoso (liphoso)*

to mix *ho kopan•ya (tse)*

moment *motsotso (metsotso)*

Monday *Mantaha*

money *chelete (lichelete)*

month *khoeli (likhoeli)*

moon *khoeli (likhoeli)*

more than *ho feta ho*

moreover *ebile*

morning *hoseng*

at the most *boholo*

mother *'me (bo-)*

mother-in-law *mohoehali (bahoehali)*

mountain *thaba (lithaba)*

mouth *molomo (melomo)*

much *haholo*

music *'mino (mebino)*

to must (do something) *ho tlameh•a (ile)*

**N**

name *lebitso (mabitso)*

nation *sechaba (lichaba)*

near *haufinyane*

need *tlhoko (litlhoko)*

to need *ho hlok•a (ile)*

to need for *ho hloke•la (tse)*

to cause to need for *ho hlokise•tša (litse)*

to be needed *1: ho hlokeh•a (ile) 2: ho hlok•oa (iloe)*

to need one another *ho hlokan•a (e)*

to need oneself *ho itlhok•a (ile)*

neighbor *moahisane (baahisane)*

nephew *mochana (bachana) e motona*

new *ncha (-cha)*

news *taba (litaba)*

nice *monate*

nice *ntle (-tle)*

to become nice *ho ntlaf•ala (etse)*

niece *mochana (bachana) e motšehali*

night *bosiu (masiu)*

nine *robong*

ninth *boroba mono o le mong*

to be normal *ho tloaeleh•a (ile) (Ho tloaelehile. "It is normal.")*

nose *nko (linko)*

not (it's not, they're not) *1: eseng 2: hase*

not at all *ho hang*

not much *hanyane*

note *molaetsa (melaetsa)*

to notify *ho tsebis•a (itse)*

November *Pulungoana*

now *hona joale*

**O**

ocean *leoatle (maoatle)*

October *Mphalane*

often *hangata*

old *kholo (-holo)*

once *1: hang 2: hanngoe*

one *'ngoe (-ng)*

onion *hanyanese (lihanyanese)*

only *feela*

to open *ho bu•la (tse)*

opportunity *monyetla (menyetla)*

or *kapa*

to organize *ho lokis•a (itse)*

to ought to *ho tšoane•la (tse) (Ke tšoanetse. "I ought to.")*

our *rona*

outdoors *kantle*

owner of *mong'a (beng ba) (mong'a khomo "owner of the cow")*

**P**

pail *nkho (linkho)*

pants *borikhoe (marikhoe)*

paper *pampiri (lipampiri)*

parent *motsoali (batsoali)*

to pass *ho fet•a (ile)*

pasture *lekhulo (makhulo)*

path *tsela (litsela)*

to pay *1: ho lef•a (ile) 2: ho pat•ala (etse)*

to cause to pay *ho patalis•a (itse)*

to pay for *ho patal•la (etse)*

peace *khotso*

perhaps *ekaba*

person *motho (batho)*

person of my place of origin *ngoan'eso (bana beso)*

phone *founo (lifouno)*

to phone *ho lets•a (itse)*

to phone someone *ho letse•tša (litse)*

pig *fariki (lifariki)*

pillow *mosamo (mesamo)*

place *sebaka (libaka)*

plan *moralo (meralo)*

plant *setlama (litlama)*

to plant *ho lem•a (me)*

plate *poleiti (lipoleiti)*

to play	<i>ho bapal•a (ile)</i>
please	<i>hle</i>
please (used in commands)	<i>ak'u</i>
plot of maize	<i>serapa (lirapa)</i>
to be poor	<i>ho fumaneh•a (ile) (Ke fumanehile. "I'm poor.")</i>
poorly	<i>hampe</i>
to post	<i>ho pos•a (itse)</i>
pot	<i>pitsa (lipitsa)</i>
potato	<i>tapole (litapole)</i>
power	<i>matla</i>
to pray	<i>ho rape•la (tse)</i>
pretty	<i>ntle (-tle)</i>
problem	<i>1: bothata (mathata) 2: molato (melato)</i>
progress	<i>tsoelopele (litsoelopele)</i>
project	<i>morero (merero)</i>
to pronounce	<i>ho qapolis•a (itse)</i>
to be pronounced	<i>ho qapolis•a (itse)</i>
pronunciation	<i>qapoliso (liqapoliso)</i>
pump	<i>pompo (lipompo)</i>
to put	<i>ho be•a (ile)</i>
<b>Q</b>	
quarrel	<i>khang (likhang)</i>
question	<i>potso (lipotso)</i>
quickly	<i>kapele</i>
<b>R</b>	
rain	<i>pula (lipula)</i>
to rain	<i>ho n•a (ele) (Pula ea na. "It is raining.")</i>
rainbow	<i>mookoli (meokoli)</i>
to read	<i>ho bal•a (ile)</i>
reason	<i>lebaka (mabaka)</i>
to recover from illness	<i>ho fol•a (ile) (Ke folile. "I've recovered.")</i>
red	<i>khubelu (-fubelu)</i>
to refuse	<i>ho han•a (ne)</i>
to remain	<i>ho s•ala (etse)</i>
to remember	<i>ho hopo•la (tse)</i>
to repeat	<i>ho phet•a (ile)</i>
to respect	<i>ho hlomph•a (ile)</i>
responsibility	<i>boikarabelo (maikarabelo)</i>
to return	<i>ho khutl•a (ile)</i>
rice	<i>reisi (lireisi)</i>
to be rich	<i>ho ru•a (ile) (Ke ruile. "I'm rich.")</i>
to ride	<i>ho palam•a (e)</i>
ring	<i>lesale (masale)</i>
to rise (esp. the sun)	<i>ho chab•a (ile)</i>
river	<i>noka (linoka)</i>
road	<i>tsela (litsela)</i>
to rob someone	<i>ho utsoe•tsa (litse)</i>
rock	<i>lejoe (majoe)</i>
room	<i>kamore (likamore)</i>
rule	<i>molao (melao)</i>
to run	<i>ho math•a (ile)</i>

to be satisfied

Saturday

to say

school

sea

second

secret

to see

to see one another

to see oneself

seed

to sell

to be sold

to sell for

to sell oneself

sentence

September

seriously

to set (esp. the sun)

seven

seventh

shade

shadow

to share

sheep

to shine

shirt

shop

short

to should

to show

sibling of the opposite sex

to be sick

to be similar

to sing

sir

sister

sister-in-law

to sit down

site

six

sixth

skin

sky

to sleep

slowly

small

smart

to smile

to smoke

snake

snow

so (as such)

## S

*ho khotsof•ala (etse) (Ke khotsofetse. "I've become satisfied.")*

*Moqabelo*  
*ho •re (itse)*

*sekolo (likolo)*

*leoatle (maoatle)*

*bobeli*

*lekunutu (makunutu)*

*ho bon•a (e)*

*ho bonan•a (e)*

*ho ipon•a (e)*

*peo (lipeo)*

*ho rekis•a (itse)*

*1: ho rekiseh•a (ile) 2: ho*

*rekis•oa (itse)*

*ho rekise•tsa (litse)*

*ho ithekis•a (itse)*

*polelo (lipolelo)*

*Loetse*

*ka 'nete*

*ho like•la (tse)*

*supileng*

*bosupa*

*moriti (meriti)*

*seriti (liriti)*

*ho aro•la (tse)*

*nku (linku)*

*ho khan•ya (tse)*

*hempe (lihempe)*

*shopo (lishopo)*

*khutšoane (-khutšoane)*

*ho tšoane•la (tse) (Ke*

*tšoanetse. "I should.")*

*ho bontš•a (itse)*

*khaitseli (bo-)*

*ho ku•la (tse)*

*ho tšoan•a (ne)*

*ho bin•a (ne)*

*ntate (bo-)*

*ausi (bo-)*

*molamo (bo-)*

*ho lu•la (tse) fatše*

*setša (litša)*

*tšeletšeng*

*botšelela*

*letlalo (matlalo)*

*leholimo (maholimo)*

*ho rob•ala (etse) (Ke robetse.*

*"I'm sleeping.")*

*butle*

*nyane (-nyane)*

*1: bohlahe 2: bonolo*

*ho bosose•la (tse)*

*ho tsub•a (ile)*

*noha (linoha)*

*lehloa (mahloa) (Lehloa lea*

*khethetha. "It is snowing.")*

*joalo (ho joalo "it is so")*

so (well then) joale  
soft bonolo  
soil mobu (mebu)  
sometimes ka nako e 'ngoe  
son mora (bara)  
son-in-law mokhoenyana (bakhoenyana)  
soon haufinyane  
to feel sorry ho soab•a (ile) (Ke soabile. "I feel sorry.")  
spade kharafu (likharafu)  
to speak ho bu•a (ile)  
spider sekho (likho)  
spoon khaba (likhaba)  
spring (season) selemo  
spring (water) seliba (liliba)  
squash mokopu (mekopu)  
to stand, wait ho em•a (e)  
star naleli (linaleli)  
to stay (live somewhere) ho lu•la (tse)  
to steal ho utso•a (itse)  
still ntse (Ke ntse ke bua. "I'm still speaking.")  
stomach mala  
to stop (something) ho emis•a (itse)  
store lebenkele (mabenkele)  
story pale (lipale)  
stove setofo (litofo)  
to be strange ho maka•tsa (litse)  
to strengthen ho matlafa•tsa (litse)  
to become strong ho matlaf•ala (etse)  
strong matla  
stupid sethoto  
to succeed ho atleh•a (ile)  
summer hlabula  
sun letsatsi  
Sunday Sontaha  
to support ho tšehe•tsa (litse)  
surname fane (lifane)  
surprise makatso (limakatso)  
to surprise ho maka•tsa (litse)  
sweep ho fie•la (tse)

**T**  
table tafole (litafole)  
to take ho nk•a (ile)  
to take back ho fanol•la (otse)  
tall telele (-lelele)  
taxi tekesi (litekesi)  
to teach ho rut•a (ile)  
teacher tichere (matichere)  
to tell ho joets•a (itse)  
ten leshome (mashome)  
to be thankful ho leboh•a (ile)  
that l: hoba 2: hore  
that (NC1,2,7) eno(-no), eo  
that (NC3) ono(-no), oo  
that (NC4) leno(-no), leo  
that (NC5) seno(-no), seo  
that (NC6) bono(-no), boo  
that (over there) (NC1,2,7) eane

that (over there) (NC3) oane  
that (over there) (NC4) lane  
that (over there) (NC5) sane  
that (over there) (NC6) bane  
that way koana  
their bona  
them bona  
there l: teng 2: moo (hona moo "right there")  
these (NC1,2) bana  
these (NC3) eena  
these (NC4,6) ana  
these (NC5,7) tsena  
they (NC3) eona  
they (NC4,6) 'ona  
they (NC5,7) tsona  
they are ke  
thin tšesane (-sesane)  
to think ho nahan•a (e) (Ke nahana joalo. "I think so")  
third boraro  
this hoo (ka hoo "as such")  
this (NC1,2) enoa  
this (NC3) ona  
this (NC4) lena  
this (NC5) sena  
this (NC6) bona  
those (NC1,2) bano(-no), bao  
those (NC3) eeno(-no), eo  
those (NC4,6) ano(-no), ao  
those (NC5,7) tseno(-no), tseo  
those (over there) (NC1,2) bane  
those (over there) (NC3) eeane  
those (over there) (NC4,6) ane  
those (over there) (NC5,7) tsane  
thousand sekete (likete)  
three tharo  
three times hararo  
thunder sealuma (lialuma) (Lea luma. "It is thundering.")  
to thunder ho lum•a (ile)  
Thursday Labone  
to tie up ho fas•a (itse)  
time l: mohla (mehla) 2: nako  
to be tired ho khath•ala (etse) (Ke khathetse. "I'm tired")  
today l: kajeno 2: tsatsing le  
together 'moho  
toilet ntloana (matloana)  
tomato tamati (litamati)  
tomorrow l: hosane 2: hosasa  
tooth leino (meno)  
top holimo  
tough thata  
tourist mohahlauli (bahahlauli)  
town toropo (litoropo)  
tractor therekere (litherekere)  
tree sefate (lifate)  
trust tšepo  
to trust ho tšep•a (ile)

to be trustworthy	<i>ho tšepah•ala</i> (etse)
truth	'nete (linnete) (ka 'nete "truthfully")
to try	<i>ho lek•a</i> (ile)
Tuesday	<i>Labobeli</i>
twice	<i>habeli</i>
two	<i>pele</i> (-beli)
type (kind)	<i>mofuta</i> (mefuta)
<b>U</b>	
ugly	<i>mpe</i> (-be)
uncle (maternal)	<i>malome</i> (bo-)
uncle (paternal)	<i>rangoane</i> (bo-)
to understand	<i>ho utloisis•a</i> (itse)
to undo	<i>ho etsol•la</i> (otse)
to unite	<i>ho kopan•ya</i> (tse)
university	<i>junifesithi</i> (ljunifesithi)
to unlock	<i>ho notlol•la</i> (otse)
untidy	<i>bohlasoa</i>
to untie	<i>ho fasol•la</i> (otse)
us	<i>rona</i>
to use	<i>ho sebelis•a</i> (itse)
<b>V</b>	
valley	<i>khohlo</i> (likhohlo)
very	<i>haholo</i>
village	<i>motse</i> (metse)
to visit something	<i>ho chake•la</i> (tse) (Ke <i>chaketse</i> . "I'm visiting.")
visitor	<i>moeti</i> (baeti)
voice	<i>lentsoe</i> (mantsoe)
to vomit	<i>ho hlats•a</i> (itse)
<b>W</b>	
to wait	<i>ho em•a</i> (e)
to wait for	<i>ho eme•la</i> (tse) (Ke <i>emetse</i> . "I'm waiting for.")
to wake	<i>ho tsoh•a</i> (ile)
to walk	<i>ho tsama•ea</i> (ile)
to want	<i>ho batl•a</i> (ile)
war	<i>ntoa</i> (lintoa)
to be warm	<i>ho futhum•ala</i> (etse) (Ho <i>futhumetse</i> . "It's warm.")
to wash	<i>ho hlatso•a</i> (itse)
to watch over	<i>ho bolok•a</i> (ile)
water	<i>metsi</i>
to water	<i>ho nose•tsa</i> (litse)
watermelon	<i>lehapu</i> (mahapu)
way	<i>mokhoa</i> (mekhoa)
way over there	<i>mane</i>
to be weak	<i>ho foko•la</i> (tse) (Ke <i>fokotse</i> . "I'm weak.")
weakness	<i>mofokolo</i> (mefokolo)
to wear (dress, pants, shirt)	<i>ho ap•ara</i> (ere) (Ke <i>apere hempe</i> . "I'm wearing a shirt.")
to wear (shoes, hat, glasses)	<i>ho ro•ala</i> (etse) (Ke <i>roetse katiba</i> . "I'm wearing a hat.")
Wednesday	<i>Laboraro</i>

What?	<i>Eng?</i> ('ng, if preceded by -e, -a. e.g. <i>ke eng = ke'ng?</i> ) ( <i>eng kapa eng</i> "whatever")
wheelbarrow	<i>kiribaea</i> (likiribaea)
When?	<i>Neng?</i> ( <i>neng kapa neng</i> "whenever")
Where?	<i>Kae?</i> ( <i>kae kapa kae</i> "wherever")
where...	<i>moo ... teng</i> ( <i>moo a lulang teng</i> "where he stays")
whichever	<i>ofe kapa ofe, efe kapa efe</i> , etc. (depends on noun class)
to whisper	<i>ho nyenye•tsa</i> (litse)
white	<i>tšoeu</i> (-soeu)
Who?	<i>Mang?</i> ( <i>mang kapa mang</i> "whomever")
Why?	<i>Hobaneng?</i>
wide	<i>tenya</i> (-tenya)
wife	<i>mosali</i> (basali)
to win	<i>ho hlo•la</i> (tse)
wind	<i>moea</i> (meea)
window	<i>fenstere</i> (lifenstere)
winter	<i>mariha</i>
with	<i>le</i>
within	<i>ka har'a</i>
without	<i>ka ntle ho</i>
word	<i>lentsoe</i> (mantsoe)
work	<i>mosebetsi</i> (mesebetsi)
worker	<i>mosebetsi</i> (basebetsi)
to work	<i>ho sebe•tsa</i> (litse)
to work for	<i>ho sebele•tsa</i> (litse)
workshop	<i>thupelo</i> (lithupelo)
world	<i>lefatše</i> (mafatshe)
to write	<i>ho ngo•la</i> (tse)
to write to	<i>ho ngo•la</i> (etse)
to be wrong	<i>ho fos•a</i> (itse) (Ke <i>fositse</i> . "I'm incorrect.")
<b>Y</b>	
year	<i>selemo</i> (lilemo)
yellow	<i>tšehla</i> (-sehla)
yesterday	<i>maobane</i>
yet	<i>e-s'o</i> ( <i>Ha ke e-s'o bue</i> . "I have not yet spoken.")
you	<i>uena</i>
you all	<i>lona</i>
your	<i>hao</i>
your (you all)	<i>lona</i>