

Dr. Vermenten — This can be adapted if ~~you~~ Union Corp agrees. I do not think they use it at all — they prefer ~~to~~ Item v see attached — I think Item v is a useful supplement only

E5.4.3

FANAKALO FOR EUROPEANS

1960 VERSION

Introductory Lessons as adapted for Union Corporation.

Lessons I(a), I(b), I(c), I(d) fall into four 20-minute sections during two periods lasting 45 minutes each.

Lessons II(a) and II(b) fall into two periods of 45 minutes each.

Before embarking upon the Job Series it is advisable to

let students do FANAKALO KA LO MLUNG }
QALA }

as homework or
carry-over.

- A. Lesson I provides first steps in oral and literate Fanakalo for European personnel. This lesson should be done in four sections of twenty minutes each.

The first two sections should be done on one morning and the third and fourth sections should be done in the afternoon.

- B. Lesson II is designed to bridge between the first steps and the introduction to a series of technical lessons matching points in the breakdown of technical instruction.

This lesson will require two periods of forty-five minutes each.

- C. "Qala" can be done "in class" or given to students to go through as a home-work exercise. It serves to introduce the translation method as used in the Job Series.

- D. Note that in the teacher's instructions

xxx = ask questions of several individuals,
r = let the students read,
w = write the new sentence, etc., and let students copy it in their books,
d = dictate
OP = optional step,
+++ = recapitulate.

- E. Each student uses a book made up of picture sides of this book.

- F. Prepare your own stick-figure pictures, using large sheets of brown paper, a 1-inch household paint brush, and some black paint, or just draw on the blackboard. If you use persons and articles, this is better than pictures.

- G. Except when on practice-sites, seat your students in an arc round a table or tables, and take up a position quarter-back to students.

- H. For lesson I(a) make arrangements to have available three dummies dressed as (i) a (white) miner, (ii) a boss-boy, (iii) a labourer. For lesson I(d) have available protective clothing.

For Lesson II, arrange to have a demonstrator to lash, 2 shovels, a box, some broken rock, and a truck. If possible, arrange for students to go to a lashing-drill site.

For "Qala", students should be encouraged to discuss and explain amongst themselves.

- I. Give the students practice in Fanakalo, and in writing down new points, and in giving orders. As often as possible, let students practise in pairs.

- J. If students are "foreign" and do not speak Afrikaans or English, the explanatory steps and notes should be left out. Difficult points will clarify as students progress. Where there is obvious confusion, a few parallel practical examples will help.

For instance, with ngenisa demonstrate:

Ngenisa lo foshol lapa panzi ku lo stof.
Ngenisa lo nkuku lapa pakati ku lo ketsh ka yena.
Ngenisa lo sandla lapa pakati ku lo sandla.
Ngenisa lo mgqala lapa ku lo hol.
Ngenisa lo skruf lapa pakati ku lo hol.

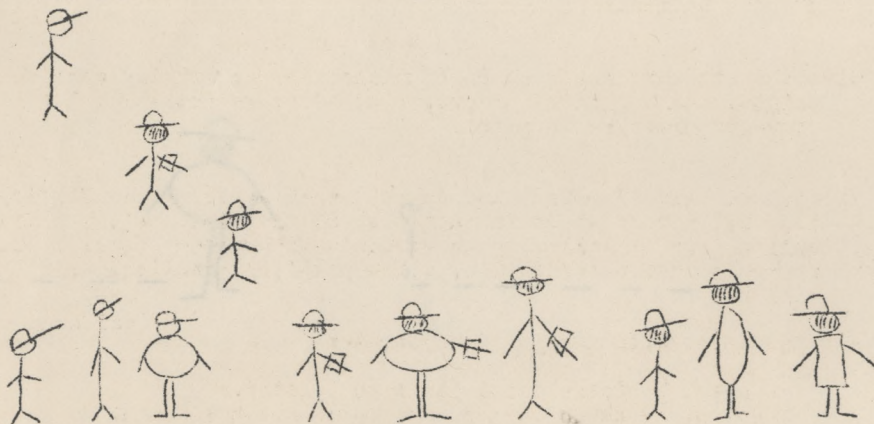
- K. Ideally, the Job Series lesson should not be done by the translation method, but by a direct method, putting across new vocabulary in one job point at a time as that point is being demonstrated and mastered.

As the Job Series follow East Geduld procedures, students should be prepared to find other routines.

Salute the students as they arrive.

When students have settled in their seats (around tables), hand out work-books.

Call attention of students to dummies (which are dressed as a white miner, a boss-boy and a labourer), and look at each very deliberately. Note special points (by gestures), such as armband of boss-boy, cap of white miner.



Point to the white miner and draw:

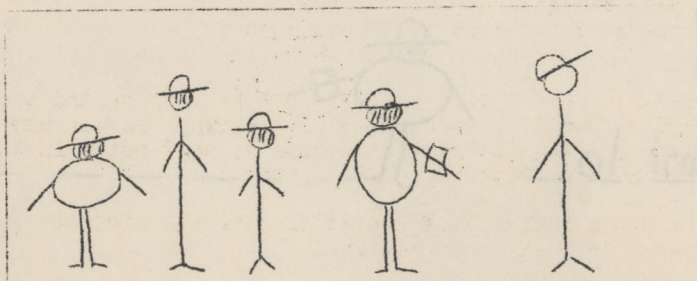
to the boss-boy and draw:

to the labourer and draw:

Then draw a series of each, and gesture to students to identify miner, labourer, boss-boy, to your random pointing.

(Notice that up to this point not a single word has been spoken.)

Put up a big picture, which you have ready, or draw it (3 labourers, and a boss-boy and a white miner.)



Call attention of students to your picture:

Identify 1st labourer:

" 2nd "

" 3rd "

Buka!

Lo ndoda.

Lo ndoda.

Lo ndoda.

Look to a student (saying "Kuluma" under your breath), and gesture to him to say, as you point to a labourer:

xxx

Lo ndoda.

Write "Lo ndoda", saying "Bala" and gesture students to write in their books:

w

Lo ndoda.



Identify the labourers again, one by one: Yena lo ndoda.
 Yena lo ndoda.
 Yena lo ndoda.

Write Yena lo ndoda and saying "Dala!", gesture students to write Yena lo ndoda.

As you point appropriately to 1st labourer, introduce the question softly: (Ubani lo?) and answer it clearly: (Yena lo ndoda)

Repeat the question and answer, as you point to 2nd labourer, and write these two sentences: (Ubani lo?) (Yena lo ndoda.)

Question a student softly: (Ubani lo?) and get him to answer Yena lo ndoda: (.....) xxx

Let students write Ubani lo? and Yena lo ndoda. w w

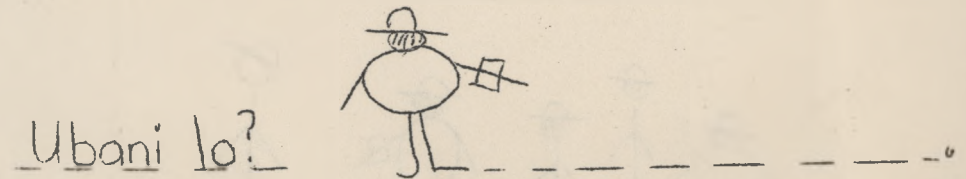
Recapitulate: +++

Identify lo bas-boy, and write lo bas-boy Yena lo bas-boy.
 Yena lo bas-boy.
 Lo bas-boy.

Question a student: (Ubani lo?) xxx and get him to answer: (.....)

Let students answer in writing: w

Recapitulate: Yena lo ndoda. +++
 Yena lo bas-boy.



Ubani lo? 

Identify lo mlung, and write "lo mlung":

Yena lo mlung.
Lo mlung.

xxx

Question a student:

and get him to answer:

{Ubani lo?
{.....

w

Let students answer in writing:

+++

Recapitulate with questions, and get correct answers: (for lo ndoda, lo bas-boy, lo mlung):

Ubani lo?

R e l a x f o r a m i n u t e .

Identify again lo ndoda, isolating one labourer at a time; identify lo madoda, isolating two, then three labourers with your hands, and then write "lo madoda":

Yena lo ndoda
Yena lo ndoda
Yena lo ndoda
Yena lo madoda
Yena lo madoda

xxx Question a student:

and get him to answer:

{Ubani lo?
{.....

w Let students answer in writing:

Isolate parts of picture, or persons, as required to:

a) Identify again lo bas-boy:
then lo ndoda:

Yena lo bas-boy.
Yena lo ndoda.

b) Identify lo bas-boy na lo ndoda:

Yena lo bas-boy na
lo ndoda.

c) Identify lo bas-boy na lo madoda:

Yena lo bas-boy na lo
madoda.

Question students Ubani lo?
and get them to answer, Yena lo bas-boy
na lo madoda

(Ubani lo? xxx)

(.....)

Let students answer in writing:

w

Introduce two ways of listing:

Yena lo mlung na lo
bas-boy na lo madoda.

Yena lo mlung, lo bas-
boy, lo madoda.

Let a student read:

r

At this stage let students pair to practise vocabulary.

If necessary, give these explanations:-

OP

Fanakalo (Fanagalo) means like that and the Mine patter was so-called because orders had frequently to be demonstrated with the boss saying, "..... enza fana ka lo!..."

Lo precedes all nouns in Fanakalo; it also means it, that, this... Point out that Lo is required even with a person's name, e.g., Lo Bester yena.

Yena = he, she, it, that, this, they, him, her, them.

Yena lo mlung is a complete sentence and implies the verb. Literally it means, he the miner, standing for Yena kona lo mlung = He is the miner.

Lo mlung (mlungu, unlungu) is used by Union Corporation as a general and respectful term for miner or boss or white man. Some Mining Groups find the term repugnant because of its original meaning (white scum (of the seas)).

Lo ndoda (indoda) = man or labourer. The plural form is madoda. Some mines use madoda for both singular and plural. All Mines use Madoda! = My Man! or My Men! when addressing or praising.

Lists of nouns are joined by inserting a comma (,) or a na between the different items.

na = and, or with (along with)

Lo bas-boy is the generally accepted form though variations, such as bos-boy or bas-boyi, are still found.

NOTE that several forms and spellings still prevail for most words in Fanakalo, but the forms and spellings given are those which are becoming standard as words become simplified.

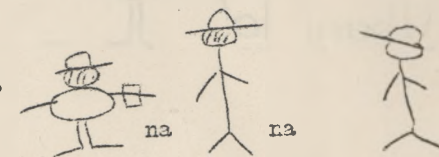
INTRO SERIES/MW/K/1960-IF-6

Ubani lo?



Yena lo bas-boy na lo ndoda na lo mlung.

Yena lo bas-boy, lo ndoda, lo mlung.



Ubani lo?  _____

Identify lo mlung, and write "lo mlung":

Yena lo mlung.
Lo mlung.

xxx

Question a student:

and get him to answer:

{Ubani lo?
{.....

w

Let students answer in writing:

+++

Recapitulate with questions, and get correct answers: (for lo ndoda, lo bas-boy, lo mlung):

Ubani lo?

R e l a x f o r a m i n u t e .

Identify again lo ndoda, isolating one labourer at a time; identify lo madoda, isolating two, then three labourers with your hands, and then write "lo madoda":

Yena lo ndoda
Yena lo ndoda
Yena lo ndoda
Yena lo madoda
Yena lo madoda

Ubani lo?  _____

xxx Question a student:

and get him to answer:

{Ubani lo?
{.....

w Let students answer in writing:

Isolate parts of picture, or persons, as required to:

a) Identify again lo bas-boy:
then lo ndoda:

Yena lo bas-boy.
Yena lo ndoda.

b) Identify lo bas-boy na lo ndoda:

Yena lo bas-boy na
lo ndoda.

c) Identify lo bas-boy na lo madoda:

Yena lo bas-boy na lo
madoda.

Question students Uhani lo?
and get them to answer, Yena lo bas-boy
na lo madoda.

(Uhani lo? xxx)

(.....)

Let students answer in writing:

w

Introduce two ways of listing:

Yena lo mlung na lo
bas-boy na lo madoda.

Yena lo mlung, lo bas-
boy, lo madoda.

Let a student read:

r

At this stage let students pair to practise vocabulary.

If necessary, give these explanations:-

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Fanakalo (Fanagalo) means like that and the Mine patter was so-called because orders had frequently to be demonstrated with the boss saying, "..... enza fana ka lo!..."

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Yena = he, she, it, that, this, they, him, her, them.

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N O T E that several forms and spellings still prevail for most words in Fanakalo, but the forms and spellings given are those which are becoming standard as words become simplified.

INTRO SERIES/MW/K/1960-IF-6

Uhani lo?



Yena lo bas-boy na lo ndoda na lo mlung.

Yena lo bas-boy, lo ndoda, lo mlung.



SIFUNDO I(b)



Ini yena enza?



Ini lo bas-boy na lo ndoda yena enza?



Draw a picture of three labourers and a boss-boy walking, a boss-boy standing, and a labourer sitting.

Call attention of students to

boss-boy walking
labourer "
labourer "
labourer "

Yena hamba.
Yena hamba.
Yena hamba.
Yena hamba.

and, as you introduce hamba, mime walking.

Ask the question very softly:
and answer it yourself, referring to (walking)
boss-boy or (walking) labourer:

Ini yena enza?
Yena hamba.

Then write the question and answer it yourself.

r Let a student read:

w Let students write the question and answer it
in writing:

xxx Let a student answer the question, referring to
a boss-boy (walking):

{Ini yena enza?
.....

xxx to a boss-boy (walking):

{Ini lo bas-boy yena enza?
.....

xxx to labourers (walking):

{Ini lo madoda yena enza?
.....

xxx to boss-boy and labourers (walking);

{Ini lo bas-boy na lo
madoda yena enza?
.....

r & w Let a student read the question, and then let
all write the answer:

Point out a particular labourer walking:
Point out labourer(sitting), and introduce hlala,
miming it:
Write yena hlala.

Lo ndoda yena hamba.

Lo ndoda yena hlala.
Yena hlala.

(Be careful that he is sitting and is not in the
act of sitting down.)

Let a student answer the question (with reference to a sitting labourer), Yéna hlala. {Ini lo ndoda yena enza? xxx
.....

Let students read the question and write the answer:

r & w

Ini lo ndoda yena enza?



Revise, with reference to the picture, hamba and hlala:

Lo ndoda yena hamba.
Lo ndoda yena hlala.

Introduce ima (with reference to standing boss-boy):

Lo bas-boy yena hamba.
Lo bas-boy yena ima.
Lo bas-boy yena ima.
Yena ima.

Write Yena ima:

Let the students answer:

{Ini lo bas-boy yena enza? xxx
.....

Let the students answer in writing:

w

Ini lo bas-boy yena enza?



Make three students stand, walk, sit, at various spots in the room to introduce lapa:

Hamba lapa!
Ima lapa!

Emphasizing lo and the relevant position with lapa:

Lo ndoda yena hlala lapa.
Lo bas-boy yena ima lapa.
Lo bas-boy yena hamba lapa.

Let students read:

r

Lo bas-boy yena hamba lapa, lo bas-boy yena ima lapa, lo ndoda yena hlala lapa.



Introduce the question upi, and give the answers yourself using lapa:

Upi lo bas-boy ima?
Upi lo bas-boy yena hamba?
Upi lo ndoda yena hlala?

Let the students read the question and write the answer:

r & w

Upi lo bas-boy yena ima?



R e l a x f o r a m i n u t e

Make sure that he understands to do the act of sitting down very slowly, then

Order a student to stand:
sit down:
stand:
sit down:

Ima!
Hlala panzi!
Ima!
Hlala panzi!

and gesture up



and down



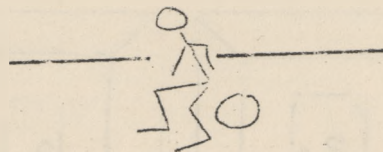
Ima! Panzi!



Yena hlala panzi!

Ima!

Hlala panzi!



r & w Let students read and then write:

Students should now be able to distinguish clearly between Yena hlala and Yena hlala panzi.

Making sure that he acts slowly, get a student to stand up and, as he is in the act of standing up, introduce manje, as you point to him:

Manje yena ima.

Order him to sit and, as he in the act of sitting down, say:
standing:
while sitting down:

Manje yena hlala panzi.
Manje yena ima.
Manje yena hlala panzi.

Make him walk, and say:

Manje yena hamba.

Ini yena enza manje?



r & w Let the students read the question, and answer in writing:

Introduce ima streyit, as demonstrator acts:

Ima! Ima streyit!
Manje yena ima streyit.
Lo ndoda yena ima streyit.
Yena ima streyit.

Write Yena ima streyit.

d Let the students write (to dictation)
Lo ndoda vena ima streyit:

Order a student to "Go there!" and "Come here!" to introduce fika:

Hamba lapa!
Fika lapa!

d Let students write: Yena hamba lapa.
Yena fika lapa.

xxx Get students to answer, as one approaches (comes here):

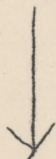
(Ini yena enza manje?
.....)

Introduce pezulu as opposed to panzi, pointing down and up :

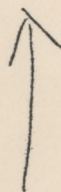
Lapa panzi! Lapa pezulu!
Panzi. Pezulu.
Panzi! Pezulu!

Let students read:

Lapa panzi!



Lapa pezulu!



Go to door and demonstrate, pandle, lapa pandle,
pakati, lapa pakati.

Order two or three students to:

Hamba pandle!
Fika pakati!

Write pandle and pakati, and let students
do so, too:

Introduce zonke (briefly), and as you tell all
to go out, write Zonke, puma!

Zonke, hamba pandle!
Zonke, puma!

Notice that all subjects are supported by a
pronoun before the verb. Thus:

Lo ndoda yena hamba.
Lo mlung yena hamba.
Lo bas-boy yena hlala.
Lo madoda yena hlala.

Hamba = go walk proceed.

Ima (hima, yima) = stand, stand up, stop.

Ima streyit = stand erect.

Some Groups use ima pezulu for stand up, as
opposed to hlala panzi for sit down.

Hlala = sit, rest, remain.

Lapa is always inserted wherever a sense of
location is implied, and can mean there,
as in hamba lapa; or here, as in fika lapa.

Fika = arrive or come. Fika lapa = come here.

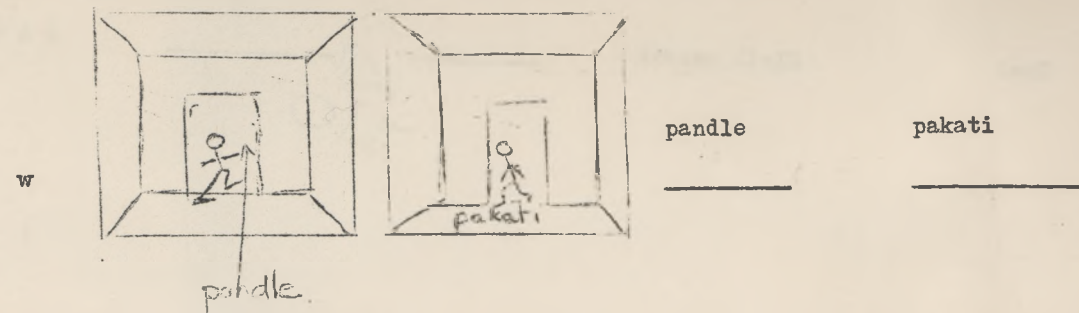
Notice: panzi = down, below, under, etc.
pezulu = up, above, on top.

so lapa panzi can be hell
and lapa pezulu can be heaven.

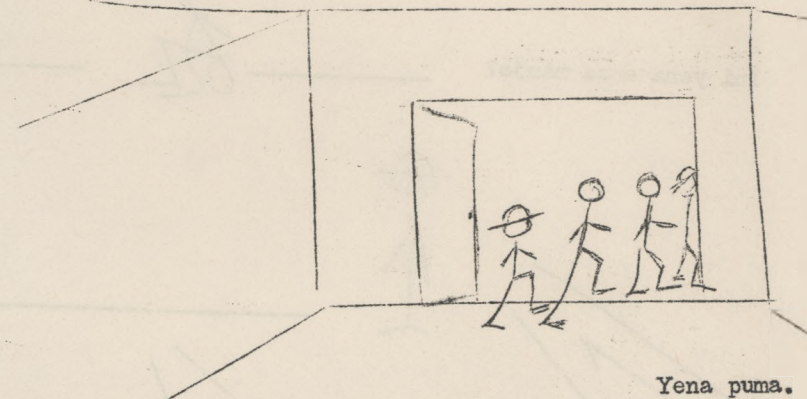
The opposite of pandle (= outside, out) is pakati (= inside, within,
in)
Muhle = good, fine, well, well/done!

Notice that the present and imperatives take the same form:

Present	Imperative
Yena hamba.	Hamba!
Yena hlala.	Hlala!
Yena ima.	Ima!
Yena fika.	Fika!



OP



After a break of about fifteen minutes, call all in saying, "Zonke, fika lapa!" (gesturing to here):

Zonke, fika lapa!

Give the orders:

Zonke, hamba lapa!
Zonke, fika lapa!
Zonke, hlala panzi!
Zonke, ima!
Zonke, ima streyiti!
Zonke, hlala panzi!

Have a suitable diagram, or picture, or a dummy, or a demonstrator, and call attention to it (to him):

Buka lo!
Yena lo ndoda.

Identify lo skop:

Buka! Yena lo skop.
Yena lo skop.
Lo skop.

XXX Get students to answer:

(Ini lo?
(.....

W Get students to write the answer:

Follow the same routine for:

XXX lo nqiniba:
W

XXX lo sandla:
W

XXX lo dolo:
W

XXX lo nyawo:
W

+++ Identify again lo skop, lo nqiniba, lo sandla, lo dolo, lo nyawo, and get students to identify them.

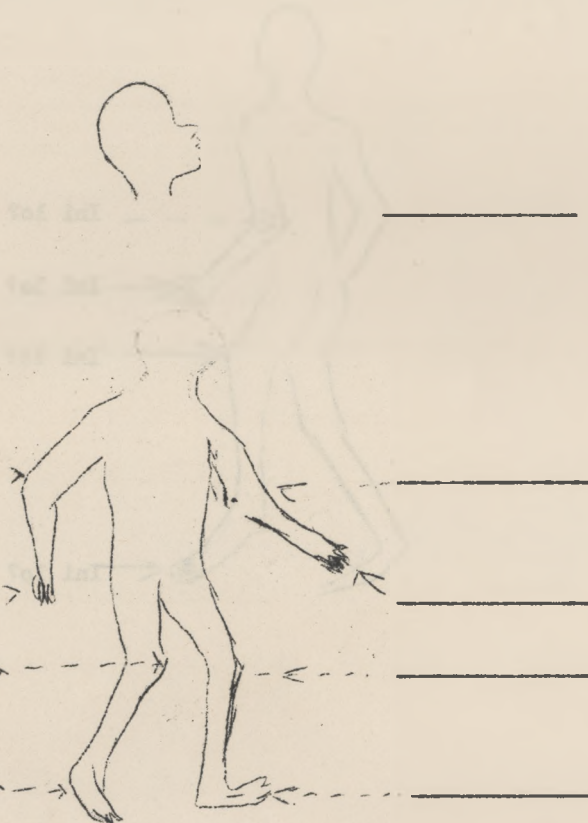
Ini lo? _____

Ini lo? → _____

Ini lo? → _____

Ini lo? → _____

Ini lo? → _____



notice we only do some parts of body (enough to do lashing) but others could be added

Using two students, introduce 'ka' with
skop, mzimba, nqiniba, sandla, dolo,
nyawo:

Refer back to your diagram again:

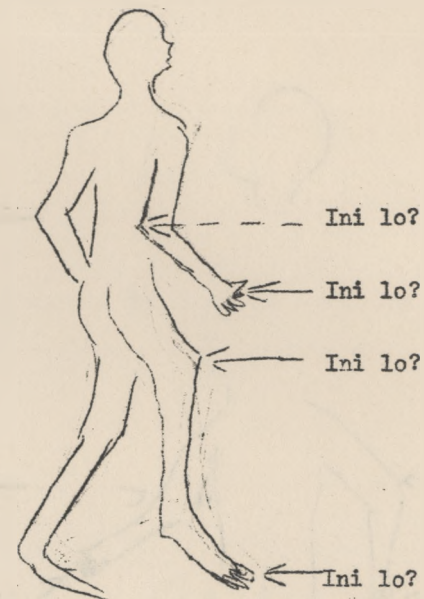
Get students to answer in writing

Lo skop ka yena.

Lo skop ka yena.

Yena lo skop ka lo
ndoda.

w



Stand with your back to students and
demonstrate lo nene:

and

lo kohlo:

Hold up right hand:

Hold up left hand:

Lo nene.

Lo nene.

Lo kohlo.

Lo kohlo.

Yena lo sandla.

Yena lo sandka ka

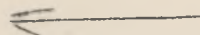
lo nene.

Yena lo sandla ka

lo kohlo.

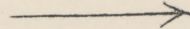
Lo sandla ka lo kohlo.

Lo kohlo.



Lo sandla ka lo nene.

Lo nene.



xxx Hold up left hand, and ask:

{Ini lo?

Hold up right hand, and ask:

{.....
{Ini lo?
{.....

r Let students read:

Let students show right and left,
and right hand and left hand,
as you introduce komba:

Komba lo nene!
Komba lo kohlo!

Komba lo sandla ka lo nene!
Komba lo sandla ka lo kohlo!

Write komba:

w Let students write: Komba!

OP Notice that sandla = hand, hands, glove, gloves.

Nyawo = foot, feet.

Skop, as will be seen later, is used for hand, head-piece, top part, etc.

Ka (ga) is the possessive. It must not be confused with

na, with or and, nor with
nga by means of (agent, tool)

The original of nene and kohlo is quite interesting.

Nene = good, clean, proper
Kohlo = wrong.

Komba = show, demonstrate, show or demonstrate something (without an indirect object).

Kombisa = show someone something

Ini = what (interrogative)
Upi = where (")
Ubani = what, who (") of persons.

Hold up a hard hat and then identify lo skoko:

Baka!
Lo skoko.
Yena lo skoko.

Get students to answer:

{Ini lo?
..... xxx

Write lo skoko:

Let the students write Yena lo skoko:

w

Demonstrate beka and tata briefly, as you put down and take up hat:

Tata!

Beka!

Then introduce beka and tata, as you order a student to:

Tata lo skoko!
Beka lo skoko!
Tata yena!
Beka yena!



Let a student tata and beka slowly, as you ask questions and get students to answer:

{Ini yena enza manje? xxx
.....
{Ini yena enza manje?
.....

Yena tata lo skoko.

Yena beka lo skoko.

Let students read and write:

r & w

At this stage the hat can go round the class as students order and execute Tata lo skoko!
Beka lo skoko!

Then a student lifts hat:
puts it down:
lifts hat:

Manje yena tata lo skoko.
Manje yena beka lo skoko.
Manje yena tata lo skoko.

and then holds it:

Manje yena bamba yena.
Yena bamba yena.

Let the students read and write
Yena bamba lo skoko:

r & w

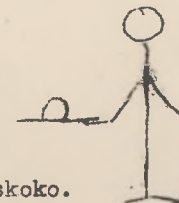
Let a student answer:

{Ini yena enza manje? xxx
.....

Let students read the question and answer in writing:

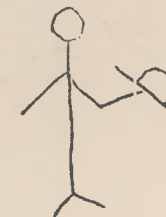
r & w

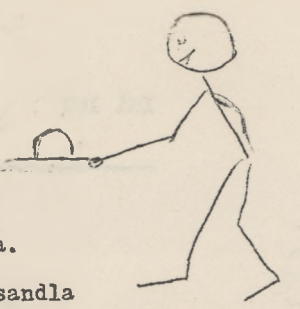
Bamba!



Yena bamba lo skoko.

Ini yena enza manje?





Lo ndoda yena bamba lo skoko ka yena.
 Yena bamba lo skoko ka yena nga lo sandla
 ka lo nene.



Ini yena enza manje?

Wena azi hamba pandle.
 Wena azi puma.
 Muhle!
 Yena lo!

Lo skoko.
 Lo bantshi.
 Lo bant.
 Lo madolo.
 Lo sandla.
 Lo skatul.
 Lo fester-ka-lo-mehlo.

Call attention to hat:
 " " " student's right hand:
 and then introduce nga:

Yena lo skoko.
 Yena lo sandla ka lo nene.
 Yena bamba lo skoko nga lo sandla
 ka lo nene.
 Yena bamba yena nga lo sandla ka
 lo nene.

r Let students read:

xxx Let students answer:

(Ini yena enza manje?

r & w Let students read the question and
 write the answer:

+++ Recapitulate:

Muhle!
 Yena lo!
 Manje wena azi hamba pandle.
 Manje wena azi puma.

r Let students read:

OP Notice skoko (sigoko, sikoko, sgoko)

take up, lift = tata
 put away, put down, place = beka
 hold = bamba

can or will (emphatic)
 or must or has to = azi

That's it! Fine! = Yena lo!

by means of (instrument-
 al) = nga
 and or according to = na
 of (possessive) = ka

Let students have three minutes break

Call students in:

Fika lapa!

Lift up and point out each item, as
 you identify:

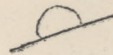
Lo skoko
 Lo bantshi
 Lo bant
 Lo madolo
 Lo sandla
 Lo skatul
 Lo fester-ka-lo-mehlo.

Introduce the items identified one at a time and back step to revise before introducing each fresh item.

Let students answer the questions and write the answers as you list them:

Lo skoko w
 Lo bantshi
 Lo bant
 Lo madolo
 Lo sandla
 Lo skatul
 Lo fester-ka-lo-mehlo.

Ini lo?



Ini lo?



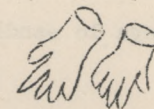
Ini lo?



Ini lo?



Ini lo?



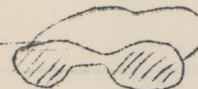
Ini lo?



Draw a line below and identify all items as:

Lo mpahla.
 Yena lo mpahla ka lo mgodi.

Ini lo?



Let students write the sentence: w

Yena lo mpahla ka lo mgodi.

Introduce goka and kipa and drill a student in putting on and taking off:

Mina goka lo bantshi.
 Mina kipa lo bantshi.

Let students write: w

Yena goka lo mpahla ka lo mgodi.

Look at time on watch and mime to give the right time, and say:

Lo skati.
 Manje yena lo skati ka....

Mime as you say and write:

Lo skati mina hamba lapa panzi, mina azi goka lo mpahla ka lo mgodi. r

Let students read and fill in blanks:

Lo skati mina hamba lapa panzi, mina azi goka lo mpahla ka lo mgodi.

Explain: lo mpahla ka lo mgodi = protective clothing
 " " " " job = tools
 lo skati = the time, when

Ini wena azi enza lo skati wena hamba lapa panzi?

Tell them it is now 'time up'.

Lo skati ka tshayile!

Lo skati ka tshayile!

N.B. - later lo mpahla yena vumba ka lo mgodi lo ngosi



SIFUNDO II(a)

LESSON II(a)

Have available a demonstrating labourer, 2 shovels, some broken rock, a box and a truck. If possible, a shovel should be available for each student.

Identify a shovel, being careful to point over the whole of it:

Lo foshol.

Identify another shovel:

Lo foshol.

Lift one up, then point to it, identifying lo foshol:

Yena lo foshol.

Write lo foshol yourself:

w Let students write Yena lo foshol:

xxx Let a student answer:

{Ini lo?
.....}

Hold shovel one way, then another, and identify lo handel:

Lo handel.
Lo handel ka lo foshol.

Write lo handel yourself:

w Let students write Yena lo handel:

xxx Let a student answer:

{Ini lo?
.....}

Hold a shovel in two positions, and identify lo skop ka lo foshol:

Lo skop.
Lo skop ka lo foshol.

Write lo skop yourself:

w Let students write Yena lo skop ka lo foshol.

xxx Let a student answer:

{Ini lo?
.....}

Identify mark on blade:

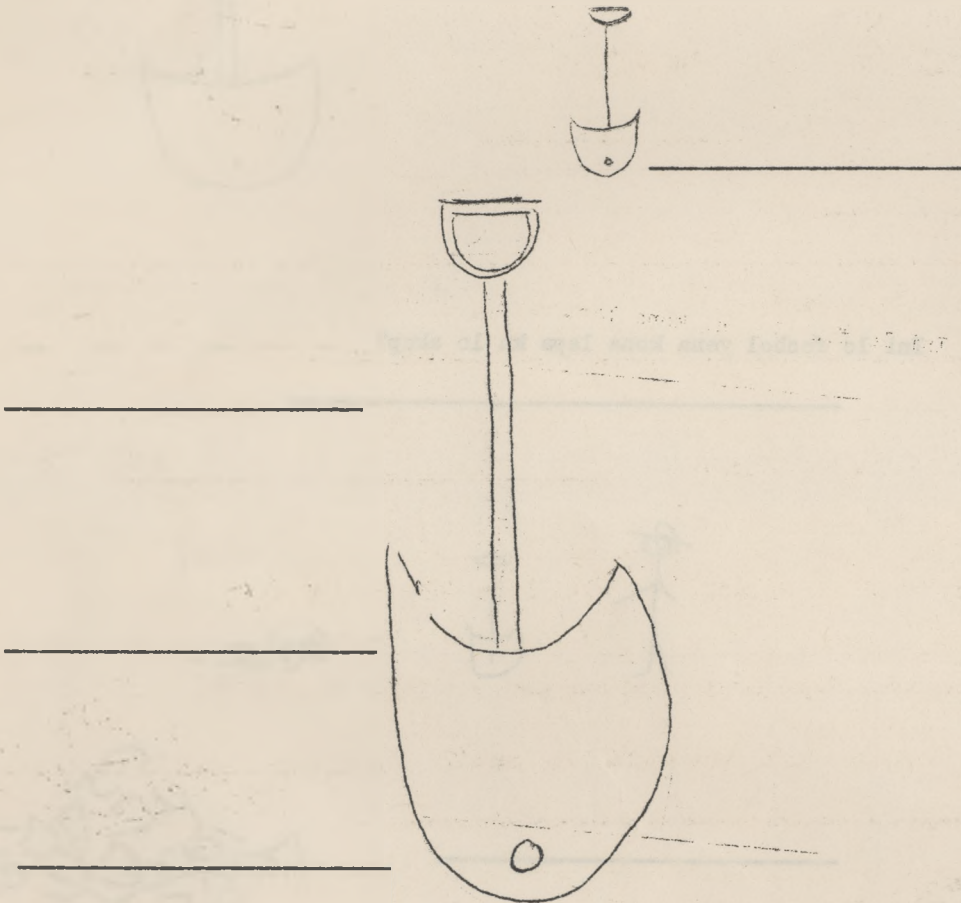
Lo mbobo.
Lo mbobo ka lo foshol.
Yena lo mbobo.

Write lo mbobo yourself:

w Let students write Yena lo mbobo:

xxx Let a student answer:

{Ini lo?
.....}



N.B. Some places say to mark instead of lo mbobo

Identify swiftly shovel, handle, blade, mark, as you introduce kona:

Lo foshol yena kona lo handel.
Lo foshol yena kona lo skop.
Lo foshol yena kona lo mbobo.

Let students read:

r

Ini lo foshol yena kona?
Lo foshol yena kona lo handel.
Yena kona lo skop.
Yena kona lo mbobo.

Ask, and answer yourself, in order to revise two ways of listing:

(Ini lo foshol yena kona?
(Yena yena kona?

Lo foshol yena kona lo handel,
lo skop, lo mbobo.

Yena kona lo handel, lo skop,
lo mbobo.

Lo foshol yena kona lo handel
na lo skop na lo mbobo.

Ask, and answer yourself, as you introduce lapa ku:

(Ini lo foshol yena kona lapa
ku lo skop ka yena?
(Yena kona lo mbobo lapa ku
(lo skop.

Let a student read the question, and let all answer in writing:

R & w

Ini lo foshol yena kona lapa ku lo skop?

At this point, it is a good idea to explain kona = have. Also, make sure that all understand the force of ku and explain that it can often be omitted.

Point out an actual labourer, who is there to demonstrate:

Buka!
Yena lo ndodo.

Point out a shovel:

Buka!
Yena lo foshol.

Point out some loose rock, and introduce lo stof:

Buka!
Yena lo stof.
Lo stof.

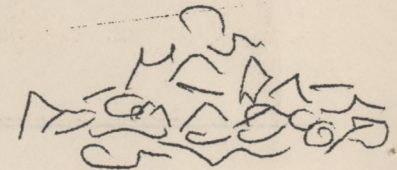
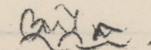
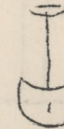
Let students write Yena lo stof:

w

Let a student answer:

{Ini lo?
{.....

xxx





Ubani lo ndoda?

Ini lo malayisha yena enza? Lo malayisha yena layisha.
 Ini yena enza? Yena layisha.
 Ubani lo? Yena lo malayisha.



Yena funa layisha nga lo sandla ka lo nene.



INTRO SERIES/MN/K/1960IF-19

As demonstrator lashes, introduce layisha:

Write yena layisha yourself:

w Let students write Yena layisha lo stof:

xxx Let a student answer:

Identify lo malayisha:

Write lo malayisha yourself:

w Let students write lo malayisha:

xxx Let students answer:

r Revise, and let students read:

Use nga for revision:

Revise, pointing where lasher is about to lash:

Introduce funa:

Write Yena funa layisha yourself:

w Let students write Yena funa layisha:

Point out lasher about to start lashing with right hand:

r & w Let students read and write:

Buka manje!
Lo ndoda yena layisha.
Lo ndoda yena layisha lo stof.
Yena layisha lo stof.

{Ini yena enza?
.....}

Lo ndoda yena lo malayisha.
Yena lo malayisha.
Lo malayisha.

{Ubani lo ndoda?
.....}

Lo malayisha yena layisha nga lo foshol.
Yena layisha nga lo foshol.
Yena layisha lo stof nga lo foshol.

Buka lapa!
Yena lo malayisha.

Lo malayisha yena funa layisha.
Lo malayisha yena funa layisha lo stof.

Yena funa layisha lo stof nga lo sandla ka lo nene.
Yena funa layisha lo stof nga lo sandla ka lo nene.

N.B. without detailed directions!

Question and answer yourself:

(Ini lo malayisha yena funa enza?
{ Yena funa layisha nga lo sandla ka lo nene.

Let a student answer:

{ Ini yena funa enza manje? xxx
{

Point out the verb layisha = to lash.
and the noun malayisha = the one who lashes.

OP

Azi = must, has to, can,
Funa = wants to, desires BUT Azi is often used in same way.

If you experience difficulty when using funa, the meaning can be brought out by miming an urge for a cigarette and using funa.

Students should note that kona = the verb to be or the verb to have. Eg. Yena lo handel ka lo foshol = Yena kona lo handel ka lo foshol and lo foshol yena kona lo handel.

Students should realise that they will hear ku, ka and nga used frequently as if they were the same word.

Remind them that:

ka = of (possessive) Lo sandla ka lo nene.
nga = by means of (instrumental) Yena bamba lo foshol nga lo sandla ka lo nene.
ku = on, at, to, from, through, within, out of, etc. Lo foshol yena kona lo mbobo lapa ku lo handel ka yena.

ku is used repetitively as well as with verbs of motion and giving location, e.g. pakati ku = inside, in.

Students should notice that some Mines use mbobo, some hol.

Stof = loose rock.

Call attention to litshe, mali.

Break off for 5 minutes.

Recapitulate:

Yena lo malayisha. +++
Yena lo foshol.
Yena lo stof.

Still general without too much detail

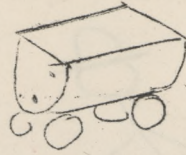


mali, ku, ka

*Yena funa layisha
Yena funa layisha nga lo sandla
ka lo nene.*

Here we could add the correct hold count later

Yena lo ngolovan.



As you point to truck, introduce lo ngolovan:

Yena lo ngolovan.
Lo ngolovan.

Write lo ngolovan yourself:

xxx Let a student answer the question:

(Ini lo?
.....)

r & w Let students read and write:

As you point to ceiling, then to ground (floor), introduce lo taful-pezulu and lo taful-panzi:

Yena lo taful-pezulu.
Yena lo taful-panzi.

Lo taful-pezulu.
Lo taful-panzi.

xxx Let a student answer (for ceiling):
xxx " " " " (for floor):

(Ini lo?
(Ini lo?)

R & w Let students read and then write:

Yena lo taful-pezulu.

Yena lo taful-panzi.

Yena lo ngolovan.

Address demonstrator, and get him to execute your orders thus:

Madoda! Ima streyit!
Vula lo nyawo!
Dibanisa lo nyawo!
Vula lo nyawo!
Dibanisa lo nyawo!

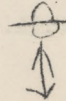
Vula! Dibanisa!

Yena vula lo nyawo.



r & w Let students read and write:

Yena dibanisa lo nyawo.



r & w " " " " "

Standing three-quarter-back to students, gesture clearly forwards (in front):

Pambili.

and backwards (behind):

Muva

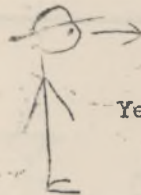
Repeat:

Pambili. Muva.

Drill students thus:

Buka muva!
Buka pambili!

Yena buka pambili.



Manje yena buka muva.



r Let students read:

w Let students write pambili and muva:

N.S. get 1/2 - put to general movement not much detail

Address demonstrator (who has back to students) and order him thus:

Madoda! Ima streyiti!
Dibanisa lo nyawol
Hambisa lo nyawo ka lo nene muva!
Dibanisa lo nyawol
Hambisa lo nyawo ka lo nene muva!

Address the demonstrator:
Get the demonstrator to answer:

Madoda! Ini lo?
Yena lo bokis.

Order him thus:

Gwalisa lo bokis nga lo stof!
Gwalisa yena!
Gwalisa yena sterek!
Gwalisa sterek!

Let students read:

r
r

Yena gwalisa lo bokis nga lo stof.
Yena gwalisa yena sterek nga lo stof.



Address demonstrator and order him thus:

Madoda! Bamba lo foshol!
Ngenisa yena lapa panzi ku lo stof!
Futi!
Ngenisa yena lapa panzi ku lo stof!

Let students read:

r
w

Yena ngenisa lo foshol lapa panzi ku lo stof.



Let students write Yena ngenisa lo foshol:

Continue ordering demonstrator:

Tshova pambili!
Donsa muva!

Let students read and write Yena tshova pambili:

r & w

Yena tshova pambili.



Let students read and write Yena dons muva:

r & w

Yena dons muva.

Continue ordering demonstrator:

Pakamisa lo foshol!
Posa lo stof!

Let students read and write Yena pakamisa lo foshol, yena posa lo stof:

r & w

Yena pakamisa lo foshol,
yena posa lo stof.



Order demonstrator to measure distance of a shovel from truck:

Sayisa(lo)sayiz ka lo foshol ku lo ngolovan!

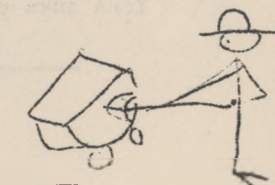
Order demonstrator to measure distance of a foot from truck:

Sayisa(lo)sayiz ka lo nyawo ku lo ngolovan!

Let students read and write:

r & w

Yena sayisa(lo)sayiz ka lo foshol ku lo ngolovan.



Handwritten note: Sayisa lo sayiz ka lo foshol muva ku lo stof.



+++ Revise new vocabulary by matching it with demonstrator's actions:

Bamba lo foshol nga lo sandia ka lo neno!
 Ima streyit, dibanisa lo nyawo!
 Sayisa (lo) sayiz ka lo foshol ku lo ngolovan!
 Ima sayiz ka lo foshol ku lo ngolovan!
 Buka lapa ku lo stof!
 Ngenisa lo skop ka lo foshol lapa panzi ku lo stof!

Tshova pambili! Gwalisa sterek!
 Donsa muva! Pakamisa! Posal!

OP Explain that some Mines use the form ngolovan for both singular and plural. But the plural is correctly mangolovan.

Explain that taful-pezulu is sometimes just taful

Explain that vula = open
 as opposed to vala = shut

and dibanisa = gather together, collect, bring together.

Explain that nyawo is singular and plural.

Call attention of students to:

<u>gwalisa</u>	and	<u>ngenisa</u>	and	<u>pakamisa</u>
=		=		=
cause to fill, make full		cause to go in, introduce		cause to lift, raise

'isa' is the ending which gives the meaning 'cause to'.

Thus hambisa = cause to go, cause to move, cause to walk, send.
 sayisa = make the distance, cause to measure.

Lo sayiz = distance.

Lo saviz ka lo foshol = the distance of a shovel
 measure

Ima sayiz ka lo foshol ku lo ngolovan = stand a shovel's distance
 (measure) away from the truck.

Say to students:

Pumal!
 Yena lo skati ka tshayile.

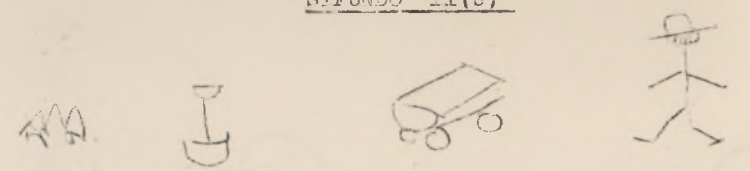
This lesson where correct hold (varies mine to mine) is part in

LESSON II(b)

STUFUNDO II(b)

Call attention to broken rock, shovel, truck, and lasher:

Yena lo stof.
Yena lo foshol.
Yena lo ngolovan.
Yena lo malayisha.



and revise Yena funa layish nga lo sandla ka lo nene.

Gesture I clearly, and give the 4 points of Rule I, as the demonstrator proceeds:

Namba wan:
Bamba lo foshol nga lo sandla ka lo nene.
Ima streyit.
Dibanisa lo nyawo.
Bamba lo handel ka lo foshol lapa muva ku lo skop *lo sandla ka lo kohlo.

*nga



Addressing all students:

Zonke! Bamba lo foshol ka wena!

Drill them twice into the 4 points of Rule I, as above:

Namba wan!
Bamba.....
Ima.....
Dibanisa..
Bamba

Let students read Rule I:

Namba wan: Bamba lo foshol nga lo sandla ka lo nene.
Ima streyit.
Dibanisa lo nyawo.
Bamba lo handel ka lo foshol lapa muva ku lo skop nga lo sandla ka lo kohlo.

Repeat Rule I.

Madoda! Namba wan.....

Gesture II clearly, and give Rule II to match the demonstrator's actions:

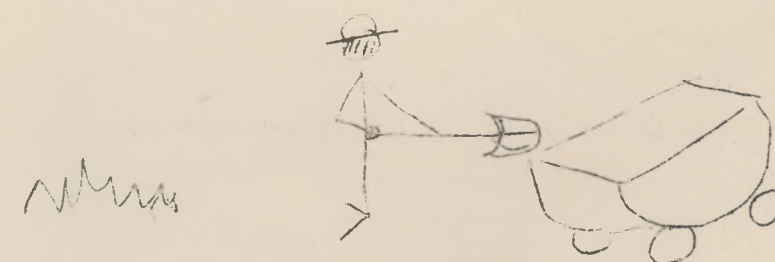
Namba tu!
Sayisa lo sayiz ka lo foshol ku lo ngolovan.

Address all students and drill them from Rule I to Rule II:

Zonke! Namba wan.....
Zonke! Namba tu:
Sayisa lo sayiz ka lo foshol ku lo ngolovan.

Let students read Rule II;

Namba tu: Sayisa lo sayiz ka lo foshol ku lo ngolovan.



Handwritten notes on the left margin: "Repeat Rule I" and "be the stof".



RULES

1. Bamba lo foshol nga lo sandla ka lo nene. Ima streyit. Dibanisa lo nyawo. Bamba lo handel ka lo foshol lapa muva ku lo skop nga lo sandla ka lo kohlo.
2. Sayisa lo sayiz ka lo foshol ku lo ngolovan.
3. Buka lapa ku lo stof. Ima streyit. Dibanisa lo nyawo. Bamba lo foshol nga lo sandla ka lo nene. Hambisa lo nyawo ka lo nene muva.
4. Bamba futi lo foshol lapa muva ku lo skop nga lo sandla ka lo kohlo.
5. Beka lo skop ka lo foshol lapa ku lo taful-panzi. Beka lo sandla ka lo nene lapa ku lo dolo ka lo nene.
6. Beka lo nginiba ka lo kohlo lapa ku lo dolo ka lo kohlo.
7. Tshova pambili. Ngenisa lo foshol lapa panzi ku lo stof. Gcwalisa lo foshol sterek nga lo stof.
8. Donsa lo foshol muva.
9. Pakamisa lo foshol.
10. Buka lapa muva.
11. Posa lo stof.
12. Enza fana ka lo futi-futi, noko ayikona buka muva futi.

all the vans are mine

Gesture III clearly and give Rule III to match the demonstrator's actions:

Namba tri:

Buka lapa ku lo stof.
 Ima streyit.
 Dibanisa lo nyawo.
 Bamba lo foshol nga lo sandla ka lo nene.
 Hambisa lo nyawo ka lo nene muva.

At this stage let students rest for a few minutes.

Then set students to work in pairs till they have mastered the twelve rules. Let one use his book to order and let his mate execute the orders, advancing one rule at a time. Before each advance, both students should back-step from Rule I to the new step.

When all have mastered the twelve rules, they can convert for the left hand.

RULES

1. Bamba lo foshol nga lo sandla ka lo nene. Ima streyit. Dibanisa lo nyawo. Bamba lo handel ka lo foshol lapa muva ku lo skop nga lo sandla ka lo kohlo.
2. Sayisa lo sayiz ka lo foshol ku lo ngolovan.
3. Buka lapa ku lo stof. Ima streyit. Dibanisa lo nyawo. Bamba lo foshol nga lo sandla ka lo nene. Hambisa lo nyawo ka lo nene muva.
4. Bamba futi lo foshol lapa muva ku lo skop nga lo sandla ka lo kohlo.
5. Beka lo skop ka lo foshol lapa ku lo taful-panzi. Beka lo sandla ka lo nene lapa ku lo dolo ka lo nene.
6. Beka lo nginiba ka lo kohlo lapa ku lo dolo ka lo kohlo.
7. Tshova pambili. Ngenisa lo foshol lapa panzi ku lo stof. Gcwalisa lo foshol sterek nga lo stof.
8. Donsa lo foshol muva.
9. Pakamisa lo foshol.
10. Buka lapa muva.
11. Posa lo stof.
12. Enza fana ka lo futi-futi, noko ayikona buka muva futi.

FANAKALO KA LO MLUNG.

QALA

(As adapted from "Qala - Fanakalo"
by M. Whyte
and to use as a carry-over lesson between Fanakalo for Europeans,
1960 Version, and Job Series.)



Yena lo mlung.
That/It/He is a miner.

Ubani lo? }
Ini lo? } Yena lo mlung.

Who is that/it/he?)
What is that/it/he?) That/It/He is a miner.



Yena lo bas-boy.
That/It/He is a boss-boy.

Ubani lo? }
Ini lo? } Yena lo bas-boy.

Who is that/it/he?)
What is that/it/he?) That/It/He is a boss-boy.



Yena lo ndoda.
That/It/He is a worker.

Ubani lo? }
Ini lo? } Yena lo ndoda.

Who is that/it/he?)
What is that/it/he?) That/It/He is a worker

ubani
yena
lo
mlung
bas-bcy
ini → ndoda



Ubani lo? } Yena lo mlung ha lo bas-boy.
 Ini lo? }

What are those/these/they?)
 Who are those/these/they?) They are the miner and the boss-boy.

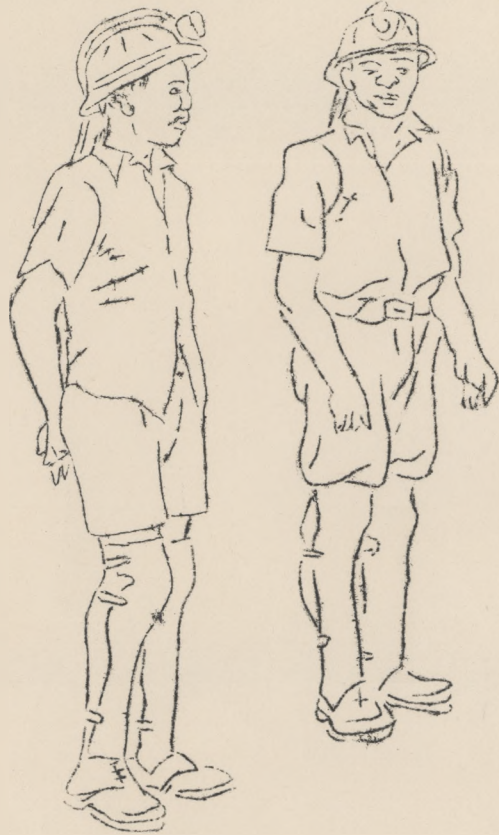


Uala 3.

Ubani lo? } Yena lo bas-boy na lo ndoda.
 Ini lo? }

What are those/these/they?)
 Who are those/these/they?) They are the boss-boy and the worker.

na



Ubani lo? } Yena lo madoda.
 Ini lo? }

Who are those/these/they?) Those/These/They are men.
 What are those/these/they?)



Ubani lo? } Yena lo mlung na' lo bas-boy na lo madoda.
 Ini lo? }

Who are those/these/they?) Those/These/They are the miner the boss-boy and the workers
 What are those/these/they?)

madoda



Ini lo mlung yena enza? Lo mlung yena hlala.
What is the miner doing? The miner is sitting.

Ini yena enza? Yena hlala.
What is he doing? He is sitting.

Yena hlala panzi.
He is sitting down.



Ini lo madoda yena enza? Lo madoda yena ima.
What are the labourers doing? The labourers are standing.

Ini yena enza? Yena ima.
What are they doing? They are standing.

Ini yena enza lapa? Yena ima lapa.
What are they doing there? They are standing there.



Ini lo bas-boy yena enza? Lo bas-boy
What is the boss-boy doing? The boss-boy is walking.

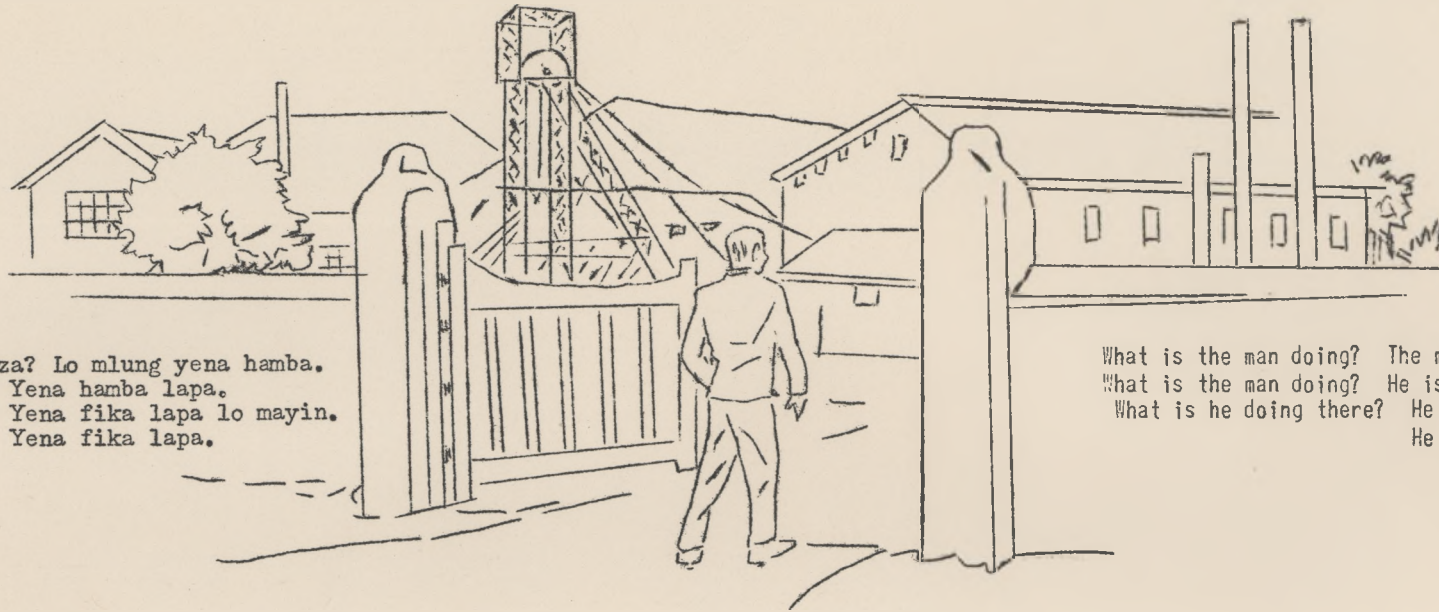
Ini yena enza? Yena hamba.
What is he doing? He is walking.

Ini yena enza lapa? Yena hamba.
What is he doing there? He is walking.

Ini yena enza lapa? Lo mlung yena hlala panzi, lo madoda yena ima, lo bas-boy yena hamba.
What are they doing there? The man is sitting, the men are standing, and the boss-boy is walking.

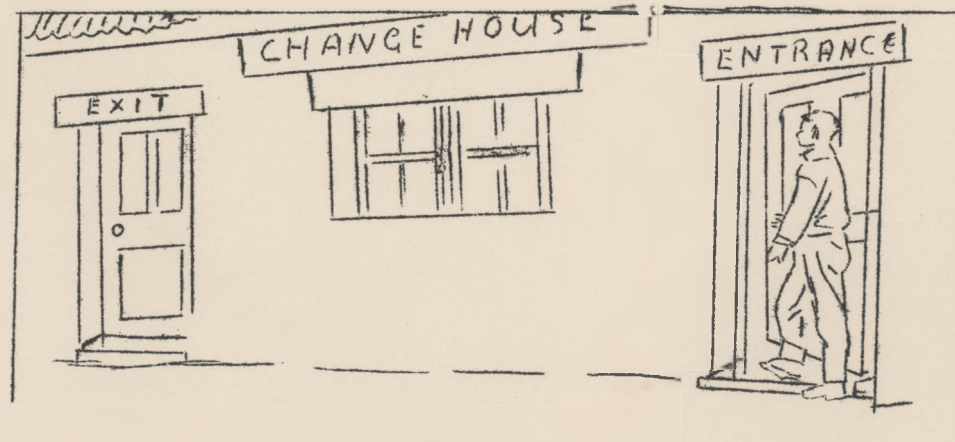
miner

enza
hlala
ima
hamba
panzi
lapa



Ini lo mlung yena enza? Lo mlung yena hamba.
 Ini yena enza lapa? Yena hamba lapa.
 Yena fika lapa lo mayin.
 Yena fika lapa.

What is the man doing? The man is walking.
 What is the man doing? He is walking there.
 What is he doing there? He is arriving at the mine.
 He is arriving there.



Upi lo mlung yena kona? Lo mlung yena kona
 lapa lo mayin.
 Upi yena kona? Yena kona lapa lo mayin.
 Upi yena fika? Yena fika lapa (ku) lo
 tshintsh-hawos.
 Ini yena enza? Yena hamba tshintsha.

Where is the miner? The miner is at the mine.
 Where is he? He is at the mine.
 Where is he arriving? He is arriving at the change-
 house.
 What is he doing? He is going to change.

tshintsha
 fika
 mayin
 upi
 kona
 ku
 tshintsh-hawos

Ini yena enza lapa? Buka! Yena ngena lapa ku lo tshintsh-hawos.
 Buka! Yena ngena lapa ku yena.
 What is he doing there? Look! He is going into the change-room.
 Look! He is going into it.

Ini yena zo enza lapa pakati ku yena? Yena zo goka lo mpahla ka lo mgodi ka yena lapa pakati
 ku lo tshintsh-hawos.
 Yena zo goka lo mpahla ka lo mgodi.

What will he do inside it? He will put on his underground clothes in the change-room.
 He will put on his underground clothes.

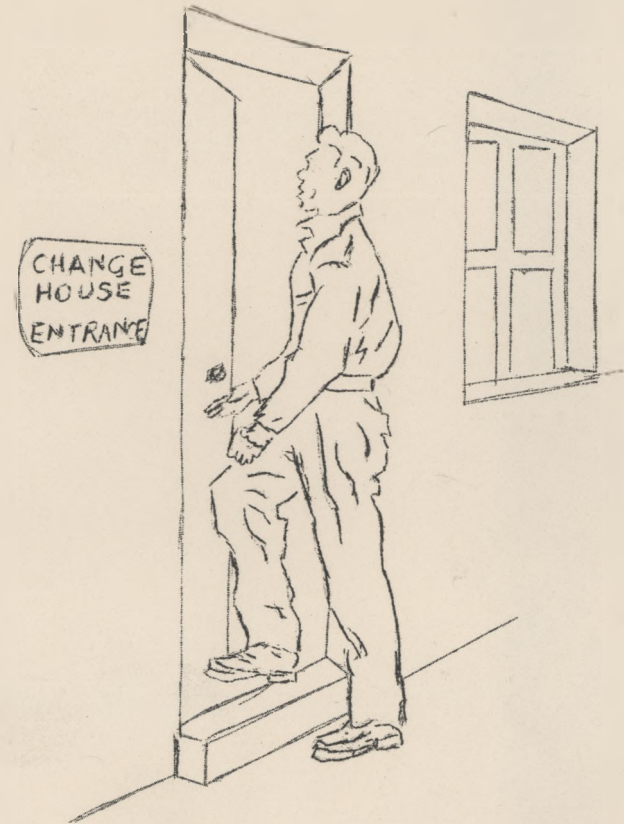
Ini lo mpahla ka lo mgodi? Lo mpahla ka lo mgodi yena (kona) lo skatul, na lo skoko, na lo
 madolo, na lo munye mpahla.

What are the underground clothes? The underground clothes are the boots, the hard hat, leg guards and
 other garments.

Ini lo mpahla-yena zo goka? Yena zo goka lo skatul, na lo skoko, na lo madolo, na
 Ini lo mpahla lo yena yena zo goka? lo munye mpahla.

What clothes will he put on? He will put on boots, hard hat, leg guards and other garments.

What are the clothes which he will put on?



buka
 ngena
 zo
 pakati
 mpahla
 mgodi
 ka
 skatul
 skoko
 madolo
 munye

Manje, ini yena goka? Manje yena goka lo mpahla ka lo mgodi.
What is he putting on meanwhile? He is now putting on his on his underground clothes.

Lo skati yenz hamba sebenza, ini yena azi goka? Lo skati yena hamba sebenza, yena azi goka lo skoko,
lo madolo, lo skatul, na lo munye mpahla ka lo mgodi.

What must he put on when he goes to work? When he goes to work he must put on hard hat, leg guards,
boots and other garments.

Zonke (lo) skati yena hamba sebenza lapa panzi lo mgodi, yena
azi goka lo mpahla ka lo mgodi.
When he goes to work he must always put on underground clothes.

Zonke (lo) skati yena hamba lapa panzi lo mgodi, yena azi goka yena.
He must always put them on when he goes underground.

manje
skati
azi
zonke

Manje, ini yena enza?

Lo skati yena gokile lo mpahla ka lo mgodi, ini yena azi enza?

Ini yena azi enza lapa ofis?

Ini yena azi enza futi?

Upi yena puma lapa ku lo ketsh?

What is he doing now?

When he has put on his underground clothes, what has he to do?

What has he to do at the office?

What has he to do next?

Where and where does he come out of the cage?



Yena puma lapa ku lo tshintsh-hawos.

Lo skati yena gokile, lo mlung yena azi hamba lapa ofis.

Yena azi bala lo tayim-kat, futi yena azi buka lo shif-bas ka yena.
(Yena azi bala lo tayim-kat ka yena lapa ofis.)

Futi yena azi tola lo lamp ka yena. Futi yena azi hamba lapa ku lo ketsh.

Yena azi ngena lapa ku lo ketsh.

Yena puma lapa ku lo ketsh lapa stesh lapa panzi, lo skati lo ketsh yena fikile lapa.

He is coming out of the change-house.

When he has put on his clothes the man has to go to the office.

He has to sign his time-sheet and he has to see his shift-boss.

Then he has to fetch his lamp. Then he goes to the cage.
He has to enter the cage.

He comes out of the cage when it has arrived at the station below.

stesh
ketsh
puma
gokile
ofis
bala
tayim-kat
shif-bas
futi
tola *lamp*
fikile

The use of k rather than g has been adopted e.g. fika, kahle, ka.

Ini, ima, enza, are more frequent than yini, yina, yenza.

Some mines use ndoda (plural madoda) while others prefer muntu (plural bantu)

Mlungu, steshini, ketshi, tend to become mlung, stesh(in), ketsh.

A number of words may be spelt in several ways, e.g., ketsh, kcyitsh, kej - see vocabulary. *words*

Where there are many tropicals r is often changed to l, e.g., rikota = lipota.

ubani (ngobani) = who is it (who are they).

yena = he, she, it, they, him, her, them (also which, who).

Notice that yena is added to any third person noun, e.g., Lo bas-boy yena ima.
not: Lo bas-boy ima.

Notice that the imperative) usually takes the same form,
infinitive) e.g., sebenza.
present)

Notice that the future is formed by using the word zo in front of the verb,
e.g., zo sebenza.

Notice that the past tense is usually formed by substituting ile for a,
e.g., yena sebenza = he works, becomes yena sebenzile = he worked.

The verbs covered, and their uses, are listed below:

Sebenza. Sebenza. Sebenza. Sebenza. Zo sebenza. Sebenzile.

Verb.	Present.	Imperative.	Infinitive.	Future.	Past.
Work	Works is working	Work.	To work.	Will work.	Worked, was working, did work.
enza	enza ima hamba hlala fika kona tshintsha buka ngena goka tola puma sebenza azi bala		enza hamba		
			goka		gokile
			sebenza		

Notice the noun msebenz (work) is frequent.

Go!	hamba!
Work!	sebenza!
Go work!	hamba sebenza!
He must go.	yena azi hamba
He must work.	yena azi sebenza
He must go to work.	yena azi hamba sebenza.
lo skati	when, at the time when
lo skati kuseni	early (in the morning)
hlala panzi	sit, sit down
hamba panzi	go down (below), go underground
manje	meanwhile, now
futi	then, and then, next, as well
ka	of, concerning.

e.g. his work = lo msebenz ka yena

his clothing = lo mpahla ka yena

into, from, out of, at

e.g. inside (of) = pakati ku

there (at) = lapa ku

(walk there = hamba lapa ku

(from

(to

(towards

(at

Ku is frequently omitted.

TRANSLATE:

He is going to the mine.
 He is entering the change-house.
 He is going into the cage.
 He is on the mine.
 He is in the change-house.
 He is in the cage.
 The miner (mlung) is in the cage.
 He is putting on his clothes.
 He has put on his clothes.
 He is going to put on his clothes.
 Sit down!
 Go into the change-house!
 Put on work clothes!
 Go down to work!
 When the boss-boy comes, stand!
 Where must the white man go when he
 arrives at the mine?
 Where must he put on his working clothes?
 Where is the change-house?
 What clothes must the white man put on
 when he goes to work underground?
 What must the white man do when he has
 put on his clothes?

DO YOU KNOW THIS VOCABULARY?

fanakalo	fika	munye
wan	mayin	manjo
yena	upi	skati
lo	kona	sebenza
mlung	tshintsh- hawos	azi
ndoda	tshintsha	lamp
bas-boy	buka	tola
ubani	ngena	zonke
	ku	puma
lapa	pakati	gokile
madoda	mpahla	futi
enza	mgodi	ofis
ima	ka	bala bala
hamba	msebenz	tayin-kat
hlala	skatul	shif-bas
panzi	skoko	ketsh
<i>De Late</i> lapa	madolo	stesh

Notice that some of these words are sometimes used with other spellings and in different forms.

USE ONLY 1960

FANAKALO FOR EUROPEANS

Introductory Lessons as adapted for Union
Corporation

(Adapted from basic material by M. Whyte, and
in terms of details of training procedure as
supplied by East Geduld.)

- A. Lesson I provides first steps in oral and literat Fanakalo for European personnel. This lesson should be done in four sections of twenty minues each.
- The first two sections should be done on one day and the 3rd and 4th sections should be done on the following day.
- B. Lesson II is designed to bridge between the first steps and the introduction to a series of technical lessons matching points in the breakdown of technical instruction.
- C. "Qala" can be done "in class" or given to students to go through as a home-work exercise. It serves to introduce the translation method as used in the Job Series.
- D. Note that in the teacher's instructions
 xxx = ask question of several individuals,
 r = let the students read,
 w = write the new sentence, etc., and let students copy it in their books,
 d = dictate,
 Op = optional step,
 +++ = recapitulate.
- E. Each student uses a book made up of picture sides of this book.
- F. Prepare your own stick-figure pictures, using large sheets of brown paper, a 1-inch household paint brush, and some black paint, or just draw on the blackboard. If you use actual persons and articles, that is better than pictures.
- G. Except when on practice-sites, seat your students in an arc around a table or tables, and take up a position quarter-back to students.

- H. For Lesson I(a) make arrangements to have available, for a few minutes at the beginning of the lesson, three demonstrators - a (white) miner, a boss-boy, a labourer. For lesson I(d) have available protective clothing.

For Lesson II, arrange to have a demonstrator to lash, 2 shovels, a box, some broken rock, and a truck. If possible, arrange for students to go to a lashing-drill site.

"Qala" students should be encouraged to discuss and explain amongst themselves.

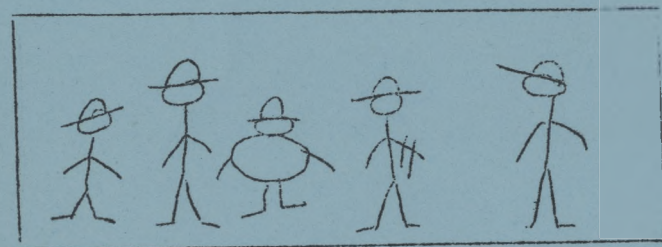
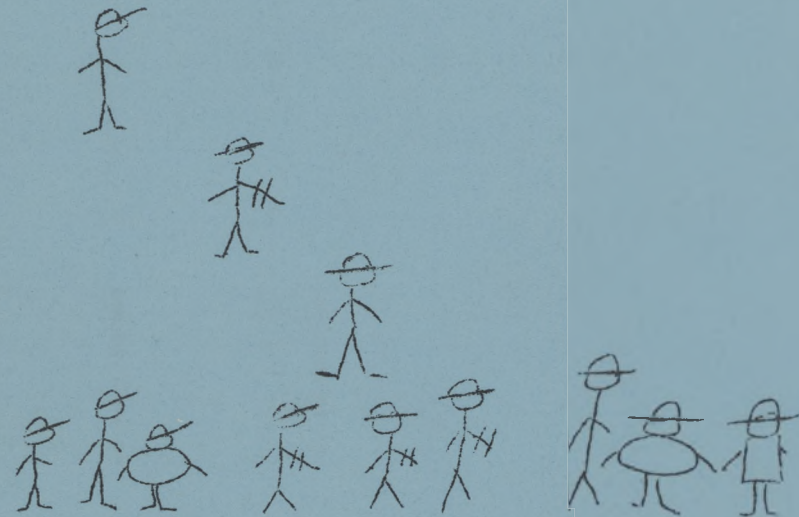
- I. Give the students practice in Fanakalo, and in writing down new points, and in giving orders.
- J. If students are "foreign" and do not speak Afrikaans or English, the explanatory steps and notes should be left out. Difficult points will clarify as students progress. Where there is obvious confusion a few parallel practical examples will help.

For instance, with ngenisa demonstrate:

Ngenisa lo foshol lapa panzi ku lo stof.
 Ngenisa lo nkuku lapa pakati ku lo ketsh ka yena.
 Ngenisa lo sandla lapa pakati ku lo sandla.
 Ngenisa lo mgqala lapa ku lo hol.
 Ngenisa lo skruf lapa pakati ku lo hol.

- K. Ideally the Job Series lesson should not be done by the translation method, but by a direct method, putting across new vocabulary in one job point at a time as that point is being demonstrated and mastered.

SIFUNDO I (2)



LESSON I (2)

Salute students as they arrive.

When students have settled in their seats (around tables), hand out work-books.

Call in a white miner, a boss-boy, and a labourer, and look at each very deliberately. Note special points (by gestures), such as armlet of boss-boy, cap of white miner.

Point to the white miner and draw:

to the boss-boy and draw:

to the labourer and draw:

Then draw a series of each, and gesture to students to identify miner, labourer, boss-boy, to your random pointing.

(Notice that up to this point not a single word has been spoken.)

Send all the demonstrators away and put up a big picture, which you have ready, or draw it (3 labourers, and a boss-boy and a white miner).

Call attention of students to your picture:

Identify 1st labourer:

" 2nd "

" 3rd "

Buka!
Lo ndoda.
Lo ndoda.
Lo ndoda.

Look to a student (saying "Kuluma" under your breath), and gesture him to say, as you point to a labourer: Lo ndoda.

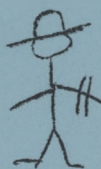
xxx

w

Write "Lo ndoda" and (saying "Bala" under your breath), gesture students to write it in their books:







Ubani lo?

Identify the labourers again, one by one: Yena lo ndoda.
Yena lo ndoda.
Yena lo ndoda.

w Write Yena lo ndoda and, saying "Balal", gesture students to write, Yena lo ndoda:

As you point appropriately to 1st labourer, introduce the question softly: (Ubani lo?
and answer it clearly: (Yena lo ndoda.

Repeat the question and answer, as you point to 2nd labourer: and write these two sentences: (Ubani lo?
(Yena lo ndoda.

xxx Question a student softly: (Ubani lo?
and get him to answer Yena lo ndoda: (.....

w Let students write Ubani lo? and Yena lo ndoda:

w

+++ Recapitulate: Yena lo ndoda.

Identify lo bas-boy, and write lo bas-boy: Yena lo bas-boy.
Yena lo bas-boy.
Lo bas-boy.

xxx Question a student: (Ubani lo?
and get him to answer: (.....

w Let students answer in writing:

+++ Recapitulate: Yena lo ndoda.
Yena lo bas-boy.



Identify lo mlung; and then write "lo mlung": Yena lo mlung.
Lo mlung.

xxx Question a student: and get him to answer: {Ubani lo?
.....}

w Let students answer in writing:

+++ Recapitulate with questions, and get correct answers: (for lo ndoda, lo bas-boy, lo mlung): Ubani lo?

R e l a x f o r a m i n u t e .

Identify again lo ndoda, isolating one labourer at a time; and then write "lo madoda": Yena lo ndoda.
Yena lo ndoda.
Yena lo ndoda.

Identify lo madoda, isolating two, then three labourers, with your hands: Yena lo madoda.
Yena lo madoda.

xxx Question a student: and get him to answer: {Ubani lo?
.....}

w Let students answer in writing:

Identify lo madoda again: Lo madoda.

Isolate parts of picture, or persons, as required to:

a) Identify again lo bas-boy: Yena lo bas-boy.
then lo ndoda: Yena lo ndoda.

b) Identify lo bas-boy na lo ndoda: Yena lo bas-boy na lo ndoda.

c) Identify lo bas-boy na lo madoda. Yena lo bas-boy na lo madoda.



Identify lo mlung; and then write "lo mlung": Yena lo mlung.
Lo mlung.

xxx Question a student: and get him to answer: {Ubani lo?
.....}

w Let students answer in writing:

+++ Recapitulate with questions, and get correct answers: (for lo ndoda, lo bas-boy, lo mlung): Ubani lo?

R e l a x f o r a m i n u t e .

Identify again lo ndoda, isolating one labourer at a time; and then write "lo madoda": Yena lo ndoda.
Yena lo ndoda.
Yena lo ndoda.

Identify lo madoda, isolating two, then three labourers, with your hands: Yena lo madoda.
Yena lo madoda.

xxx Question a student: and get him to answer: {Ubani lo?
.....}

w Let students answer in writing:

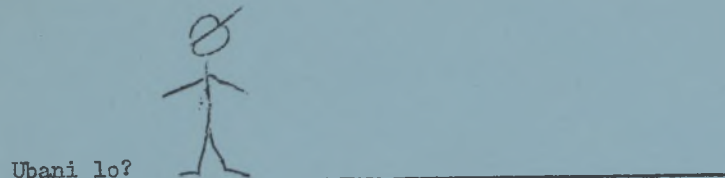
Identify lo madoda again: Lo madoda.

Isolate parts of picture, or persons, as required to:

a) Identify again lo bas-boy: Yena lo bas-boy.
then lo ndoda: Yena lo ndoda.

b) Identify lo bas-boy na lo ndoda: Yena lo bas-boy na lo ndoda.

c) Identify lo bas-boy na lo madoda. Yena lo bas-boy na lo madoda.



Identify lo mlung; and then write "lo mlung": Yena lo mlung.
Lo mlung.

xxx Question a student: and get him to answer: {Ubani lo?
.....}

w Let students answer in writing:

+++ Recapitulate with questions, and get correct answers: (for lo ndoda, lo bas-boy, lo mlung): Ubani lo?

R e l a x f o r a m i n u t e .

Identify again lo ndoda, isolating one labourer at a time; and then write "lo madoda": Yena lo ndoda.
Yena lo ndoda.
Yena lo ndoda.

Identify lo madoda, isolating two, then three labourers, with your hands: Yena lo madoda.
Yena lo madoda.

xxx Question a student: and get him to answer: {Ubani lo?
.....}

w Let students answer in writing:

Identify lo madoda again: Lo madoda.

Isolate parts of picture, or persons, as required to:

a) Identify again lo bas-boy: Yena lo bas-boy.
then lo ndoda: Yena lo ndoda.

b) Identify lo bas-boy na lo ndoda: Yena lo bas-boy na lo ndoda.

c) Identify lo bas-boy na lo madoda. Yena lo bas-boy na lo madoda.

Ubani lo?



Yena lo bas-boy na lo ndoda na lo mlung.

Yena lo bas-boy, lo ndoda, lo mlung.



Question
and get
to madoda.

Answer Yena lo bas-boy na.

Ubani lo?
.....

w Let students answer in writing:

Introduce two ways of listing:

Yena lo mlung na lo
bas-boy na lo madoda.

Yena lo mlung, lo bas-boy,
lo madoda.

r Let a student read:

Op. If necessary, give these explanations :-

Fanakalo (Fanagalo) means like that and the Mine patter was so called because orders had frequently to be demonstrated with the boss saying, "..... enza fana ka lo!...."

Lo precedes all nouns in Fanakalo; it also means it, that, this....

Yena = he, she, it, that, this, they, him, her, them.

Yena lo mlung is a complete sentence and implies the verb. Literally it means, He the miner (He is the (a) miner).

Lo mlung (mlungu, umlungu) is used by Union Corporation as a general and respectful term for miner or boss or white man. Some mining groups find the term repugnant because of its original meaning (white scum (of the sea)).

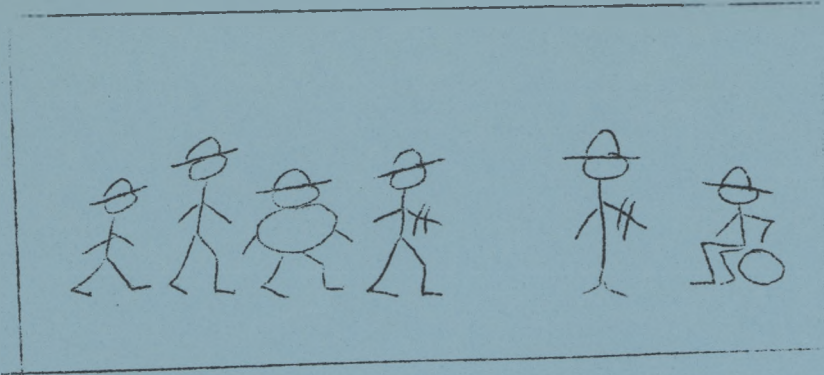
Lo ndoda (indoda) = man or labourer. The plural form is madoda. Some mines use madoda for both singular and plural. All mines use Madoda! = My Man! or My Men! when addressing or praising. (Indoda also found.)

Lists of nouns are joined by inserting a comma (,) or a na between the different items.

Na = and or with (along with).

Lo bas-boy is the generally accepted form though variations such as bos-boy or bas-boyi are still found.

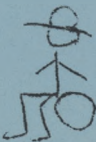
Note that several forms and spellings still prevail for most words in Fanakalo but the forms and spellings given are those which are becoming standard as words become simplified.



Ini yena enza?



Ini lo bas-boy na lo ndoda yena enza?



Ini lo ndoda yena enza?

Draw a picture of three labourers and a boss-boy standing, and a labourer sitting.

Call attention of students to

boss-boy walking

Yena hamba.

labourer "

Yena hamba.

labourer "

Yena hamba.

labourer "

Yena hamba

and, as you introduce hamba, mime walking:

Ask the question very softly:
and answer it yourself, referring to (walking)
boss-boy or (walking) labourer:

Ini yena enza?

Yena hamba.

Then write the question and answer yourself.

r Let a student read:

W Let students write the question and answer it in writing:

xxx Let a student answer the question, referring to a boss-boy (walking):

{Ini yena enza?
.....}

xxx to a boss-boy (walking):

{Ini lo bas-boy yena enza?
.....}

xxx to labourers (walking):

{Ini lo madoda yena enza?
.....}

xxx to boss-boy and labourers (walking):

{Ini lo bas-boy na lo madoda yena enza?
.....}

r & w Let a student read the question, and then let all write the answer:

Point out a particular labourer walking:

Lo ndoda yena hamba.

Point out labourer (sitting), and introduce hlala, miming it:

Lo ndoda yena hlala.
Yena hlala.

Write yena hlala:

xxx Let a student answer the question (with reference to sitting labourer), Yena hlala:

{Ini lo ndoda yena enza?
.....}

r & w Let students read the question and write the answer:

Revise, with reference to the picture,
hamba and hlala:

ndoda yena hamba.
ndoda yena hlala.

Introduce ima (with reference to standing
boss-boy:

Lo bas-boy yena hamba.
Lo bas-boy yena ima.
Lo bas-boy yena ima.
Yena ima.

Write Yena ima:

xxx Let the students answer:

{Ini lo bas-boy yena enza?
.....}

w Let the students answer in writing:

Emphasizing lo and the relevant position,
introduce lapa:

Lo ndoda yena hlala lapa.
Lo bas-boy yena ima lapa.
Lo bas-boy yena hamba lapa.

r Let students read:

Introduce the question upi,
and give the answers yourself using
"lapa":

Upi lo bas-boy ima?
Upi lo bas-boy yena hamba?
Upi lo ndoda yena hlala?

r & w Let the students read the question and
write the answer:

R e l a x f o r a m i n u t e .

Order a student to stand:
sit down:
stand:
sit down:

Ima!
Hlala panzi!
Ima!
Hlala panzi!

and gesture up ↑ and down ↓:

Ima! Panzi!

r & w Let students read and then write:

Ini lo bas-boy yena enza?



Lo bas-boy yena hamba lapa, lo bas-boy yena ima lapa, lo ndoda yena
hlala lapa.



Upi lo bas-boy yena ima?

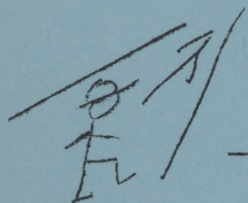


Ima! Hlala panzi!

Ini yena enza manje?









Lapa panzi!



Lapa pezulu!



Order student to stand and, as he is in the act of standing up, introduce "panzi", as you point to him:

Manje yena ima.

Order student to sit and, as he is in the act of sitting down, say:

Manje yena hlala panzi.

Manje yena ima.
Manje yena hlala panzi.

Make him walk, and say:

Manje yena hamba.

r & w Let the students read the question, and answer in writing:

Introduce ima streyit, as demonstrator acts:

Ima!
Ima streyit!
Manje yena ima streyit.
Lo ndoda yena ima streyit.
Yena ima streyit.

Write Yena ima streyit.

d Let the students write Lo ndoda yena ima streyit.

Order a student to "Go there" and "Come here", to introduce fika:

Hamba lapa!
Fika lapa!

d Let students write: Yena hamba lapa.
Yena fika lapa.

xxx Get students to answer, as one comes here: (Ini yena enza manje?)

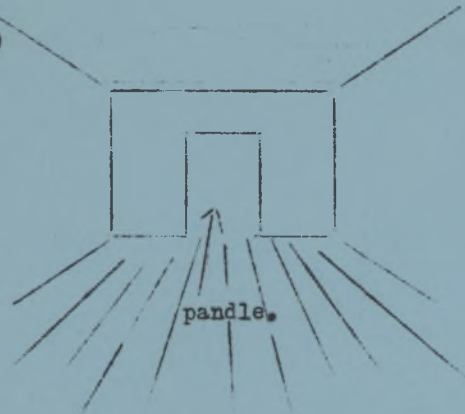
Introduce pezulu as opposed to panzi, pointing down and up:

Lapa panzi!
Panzi.

Lapa pezulu!
Pezulu.

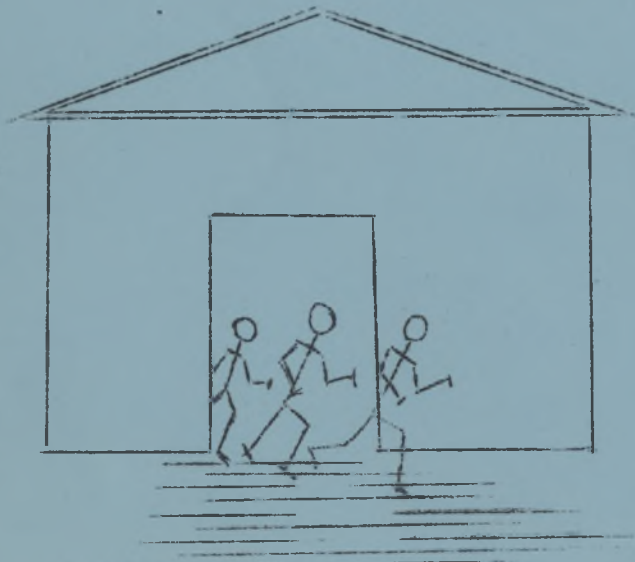
Panzi! Pezulu!

r Let students read:



pandle pakati

Zonke!



Yena puma.

Go to door and demonstrate pandle, lapa pandle, hamba, hamba, pakati, lapa pakati

Order two or three individual students to: Hamba pandle!
 Hamba pakati!

w Write pandle and pakati, and let students do so too.

Introduce zonke (briefly), and as you tell all to go out, and write Zonke, puma Zonke, hamba pandle!
 Zonke, puma.

OP Notice that all subjects are supported by a pronoun before the verb. Thus:
 Lo ndoda yena hamba.
 Lo mlung yena hamba.
 Lo bas-boy yena hlala.
 Lo madoda yena hlala.

Hamba = go, walk, proceed

Ima (hima, yima) = stand, stand up, stop.

Ima streyit = stand erect.

Some Groups use ima pezulu for stand up, as opposed to hlala panzi for sit down.

Hlala = sit, rest, remain

Lapa is always inserted wherever a sense of location is implied, and can mean there, as in hamba lapa, or here, as in fika.lapa.

Fika = arrive or come. Fika lapa = come here.

Notice: panzi = down, below, under, etc.
 pezulu = up, above, on top

so lapa panzi can be hell and lapa pezulu can be heaven.

The opposite of pandle = outside, out, is pakati = inside, within, in.

Muhle = good, fine, well, well done!

Notice that the present and imperatives take the same form:

<u>Present.</u>	<u>Imperative.</u>
Yena hamba.	Hamba!
Yena hlala.	Hlala!
Yena ima.	Ima!
Yena fika.	Fika!

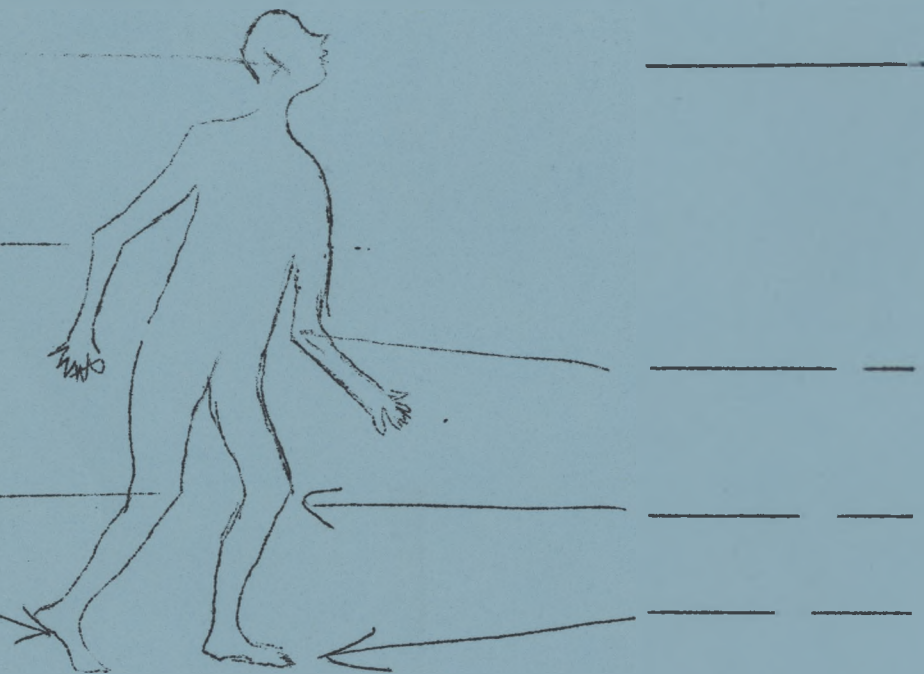
Sifundo Ie

Ini lo?

Ini lo?

Ini lo?

Ini lo?



Lesson Ie

After a break of about 15 minutes, call all in saying, "Zonke, fika lapa!" (gesturing to here.)

Zonke, fika lapa!

Give the orders:

Zonke, hamba lapa!
 Zonke, fika lapa!
 Zonke, hlala panzi!
 Zonke, ima!
 Zonke, ima streyit!
 Zonke, hlala panzi!

Have a suitable diagram, or picture, or a dummy, or a demonstrator, and call attention to it (to him):

Buka lo!
 Yena lo ndoda.

Identify lo skop:

Buka! Yena lo skop.
 Yena lo skop.
 Lo skop.

xxx Get students to answer:

(Ini lo?
 {.....

w Get students to write the answer:

Follow the same routine for:

xxx lo nqiniba:
w

xxx lo sandla:
w

xxx lo dolo:
w

xxx lo nyawo:
w

*** Identify again lo skop, . . . lo nqiniba, lo sandla, lo dolo, lo nyawo, and get students to identify them:

Using two students, introduce 'ka' with
skop, mzimba, nqiniba, sandla, dolo,
nyawo:

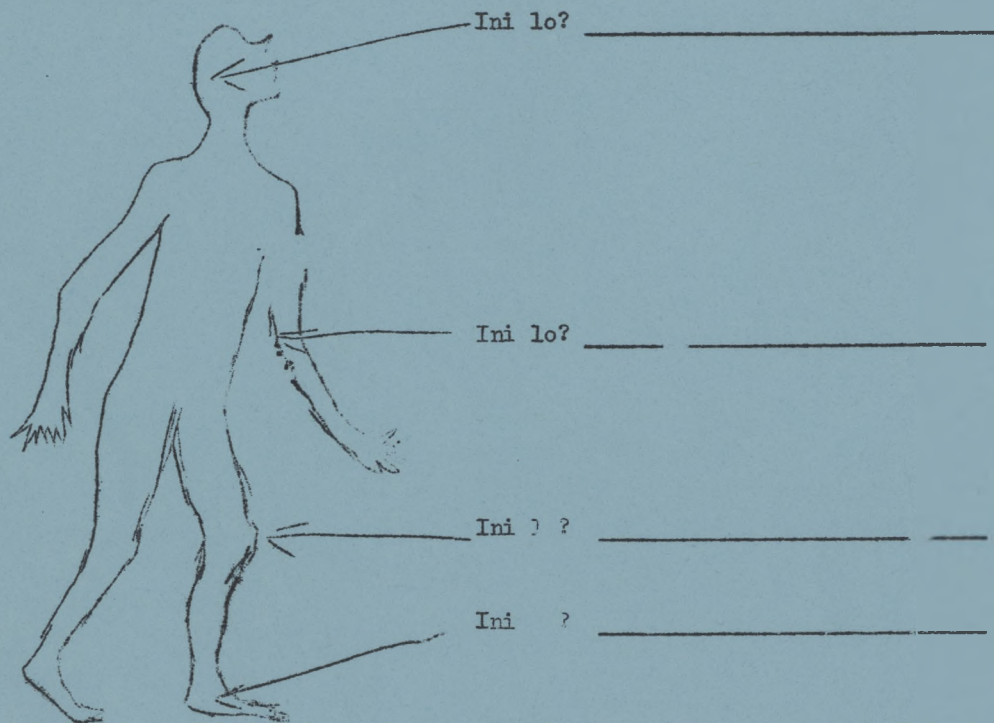
Lo ka yena. 12

Lo skop aa yen.

Refer back to your diagram again:

Yena lo skop ka lo ndoda.

w Get students to answer in writing:



Stand with your back to students and demonstrate
lo nene and lo k

Lo nene.
Lo nene.

Lo kohlo.
Lo kohlo.

Hold up right hand:

Yena lo sandla.
Yena lo sandla ka lo nene.

" " left "

Yena lo sandla ka lo kohlo.



xxx Hold up left hand, and ask: {Ini lo?
.....

xxx Hold up right hand, and ask: {Ini lo?
.....

r Let students read:

Let students show right and left,
and right and left hands, as you
introduce komba:

Komba lo nene!
Komba lo kohlo!

Komba lo sandla ka lo nene!
Komba lo sandla ka lo kohlo!

Write komba:

w Let students write: Komba!

Op. Notice that sandla = hand, hands, glove, gloves.

nyawo = foot, feet.

Skop, as will be seen later, is used for head, head-piece, top part, etc.

Ka (ga) is the possessive. It must not be confused with na, with or and,
nor with nga, by means of (agent, tool)

The origin of nene and kohlo are quite interesting. Nene = good,
clean, proper, correct. Kohlo = wrong.

Komba = show, demonstrate show or demonstrate something, (without an
Komofisa = show someone something. indirect object.)

Ini = what (interrogative)

Upi = where

Uhani = what, who (of persons)



xxx Hold up left hand, and ask: {Ini lo?
.....}

xxx Hold up right hand, and ask: {Ini lo?
.....}

r Let students read:

Let students show right and left,
and right and left hands, as you
introduce komba:

Komba lo nene!
Komba lo kohlo!

Komba lo sandla ka lo nene!
Komba lo sandla ka lo kohlo!

Write komba:

w Let students write: Komba!

Op. Notice that sandla = hand, hands, glove, gloves.

nyawo = foot, feet.

Skop, as will be seen later, is used for head, head-piece, top part, etc.

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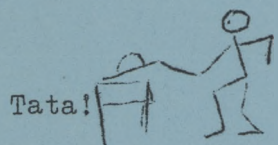
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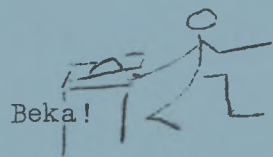
Ini = what (interrogative)

Upi = where

Uvani = what, who (of persons)



Tata!



Beka!



Yena tata lo skoko.



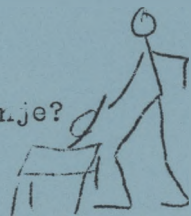
Yena beka lo skoko.

Bamba!

Yena bamba lo skoko



Ini yena enza manje?



Hold up a hard hat, and then identify lo skoko:

Buka!
Lo skoko.
Yena lo skoko.

xxx Get students to answer:
Write lo skoko:

{ Ini lo?
{

w Let the students write Yena lo skoko.

Demonstrate beka and tata briefly, as you put down and take up hat:

Then introduce beka and tata, as you order a student:

Tata lo skoko!
Beka lo skoko!
Tata yena!
Beka yena!

xxx Let a student tata and beka slowly as you ask questions and get students to answer:

{ Ini yena enza manje?
{

r & w Let students read and write:

A student lifts hat:
puts it down:
lifts hat:

Manje yena tata lo skoko.
Manje yena beka lo skoko.
Manje yena tata lo skoko.

and then holds it:
and you introduce bamba:

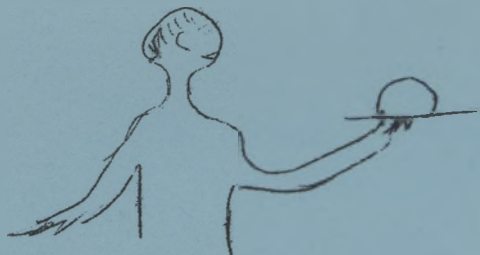
Manje yena bamba yena.
Yena bamba yena.

r & w Let students read and write:

xxx Let a student answer:

{ Ini yena enza manje?
{

r & w Let students read the question and answer in writing:



Lo ndoda yena bamba lo skoko ka yena.

Yena bamba lo skoko ka yena nga lo sandla ka lo nene.



Ini yena enza manje?

Wena azi hamba pandie!
Wena azi puma!
Muhle!

Yena lo!

Lo skoko.

Lo bantsi.

Lo bant.

Lo madolo.

Lo skatul.

Lo sandla.

1959/1960/M./F/15. Lo fester-ka-lo-mehlo.

Call attention to hand.

" " " student's right hand:

and then introduce nga:

r Let students read:

xxx Let students answer:

r & w Let students read the question
and write the answer:

+++ Recapitulate:

r Let students read:

Op. N ice skoko (sigoko, sikoko, sgoko)

N ice take up, lift = tata
put away, put down, place = beka
hold = bamba

nga = by means of, with (instrumental)

Yena lo! = That's it! Fine!

Let students have 3 minutes break.

Call students in:

Lift up and point out each item as
you identify:

Yena lo skoko.

Yena lo sandla ka lo nene.

Yena bamba lo skoko nga lo sandla ka lo nene.

Yena bamba yena nga lo sandla ka lo nene.

(Ini yena enza manje?
.....)

Muhle!

Yena lo!

Manje wena azi hamba pandie!

Manje wena azi puma!

Notice azi = can or will
(emphatic) or
must or has to.

Notice nga = by means of
(instrumental)

na = and, or according to

ka = of (possessive)

Fika lapa!

Lo skoko.

Lo bantshi.

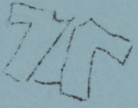
Lo bant.

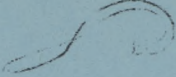
Lo madolo.

Lo skatul.

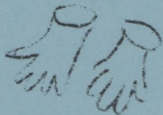
Lo sandla.


Lo fester-ka-lo-mehlo.

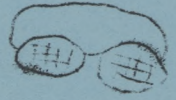
Ini lo? 
.....

Ini lo? 
.....

Ini lo? 
.....

Ini lo? 
.....

Ini lo? 
.....

Ini lo? 
.....

Ini lo? 
.....

Yena lo mpahla ka lo mgodi:
.....
.....

Yena goka lo mpahla ka lo mgodi.



Lo klok. Ini lo skati manje?
Yena lo skati ka wan.
Lo skati mina hamba lapa panzi, mina azi goka
lo mpahla ka lo mgodi.

Ini wena azi enza lo skati wena hamba lapa panzi?
.....
.....

Introduce the items identified on
at a time and back step to review
before introducing each fresh item.

Let students answer the questions and
write the answers as you list them:

- Lo skoko.
- Lo bantshi.
- Lo bant.
- Lo madolo.
- Lo sandla.
- Lo skatul.
- Lo fester-ka-lo-mehlo.

Draw a line below:

and identify all items as:

Lo mpahla.

Yena lo mpahla ka lo mgodi

Let students write the sentence.

Introduce goka with
and drill a student in putting on
items.

Mina goka lo bantshi.

Look at time on watch and mime
and giving the right time say:

Lo skati.
Manje yena lo skati ka ..

as you say and write:

Lo skati mina hamba lapa
panzi, mina azi goka l
mpahla ka lo mgodi.

Explain mpahla ka lo mgodi
" " " job
" skati

- = protective clothing.
- = tools
- = the time, when.

Tell them it is now

Lo skati ka tshayile!

Have available a demonstrating labourer, 2 shovels, some broken rock, a box, and a truck. If possible, a shovel should be available for each student.

Identify a shovel, being careful to point over the whole of it: Lo foshol.

Identify another shovel: Lo foshol.

Lift one up, then point to it, identifying lo foshol!: Yena lo foshol.

Write lo foshol yourself:

w Let students write Yena lo foshol:

xxx Let a student answer: (Ini lo?
.....)

Hold shovel, one way, then another, and identify lo handel: Lo handel.
Lo handel ka lo foshol.

Write lo handel yourself:

w Let students write Yena lo handel:

xxx Let a student answer: (Ini lo?
.....)

Hold shovel in two positions, and identify lo skop ka lo foshol: Lo skop.
Lo skop ka lo foshol.

Write lo skop yourself:

w Let students write Yena lo skop ka lo foshol:

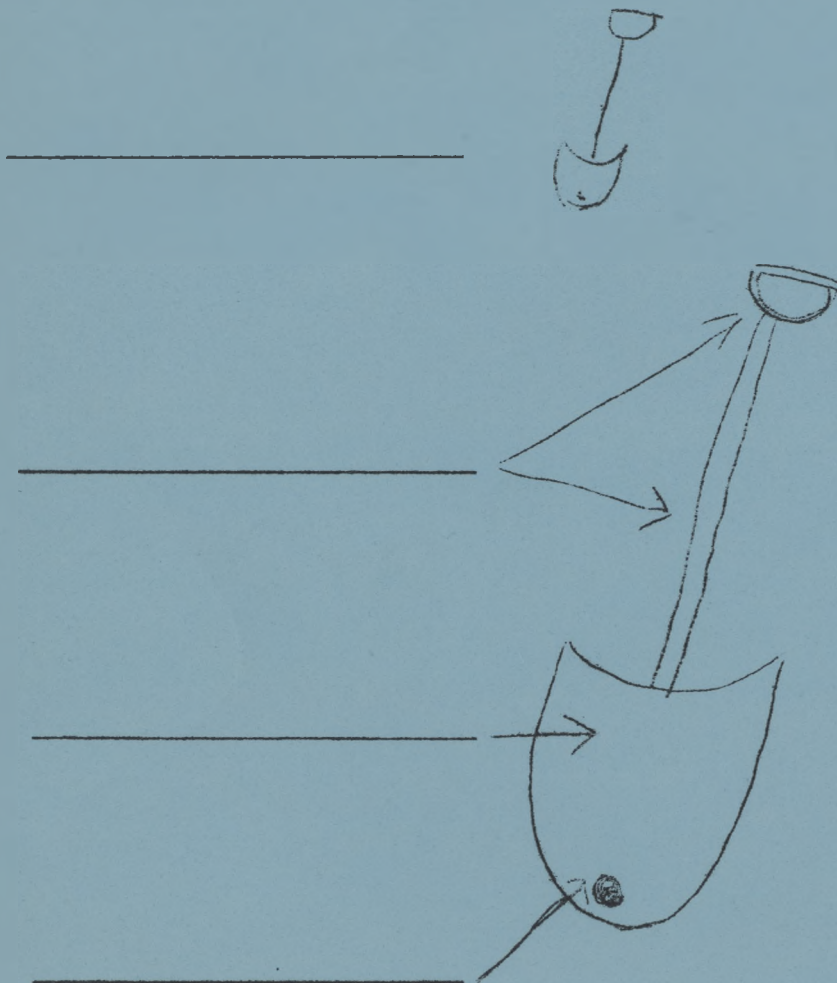
xxx Let a student answer: (Ini lo?
.....)

Identify mark on blade: Lo mbobo.
Lo mbobo ka lo foshol.
Yena lo mbobo.

Write lo mbobo yourself:

w Let students write: Yena lo mbobo:

xxx Let a student answer: (Ini lo?
.....)



Ini lo foshol yena kona?
Lo foshol yena kona lo handel.
Yena kona lo skop.
Yena kona lo mbobo.



Identify swi ly shovel, handle, blade,
mark, as y u introduce kona:

Lo foshol yena kona lo handel.
Lo foshol yena kona lo skop.
Lo foshol yena kona lo mbobo.

r Let students read:

Ask, and answer yourself, in order to
revise two ways of listing:

{Ini lo foshol yena kona?
{Ini yena kona?

{Lo foshol yena kona lo handel,
{ lo skop, lo mbobo.
{Yena kona lo handel, lo skop,
{ lo mbobo.
{Lo foshol yena kona lo handel
{ na lo skop na lo mbobo.

Ask, and answer yourself, as you introduce
lapa ku:

{Ini lo foshol yena kona lapa ku
{ lo skop ka yena?
{Yena kona lo mbobo lapa ku lo
{ skop.

Ini lo foshol yena kona lapa ku lo skop?



r & w Let a student read the question and let
all answer in writing:

Point out an actual labourer, who is
there to demonstrate:

Buka!
Yena lo ndodo.

Point out a shovel:

Buka!
Yena lo foshol.

Point out some loose rock, and introduce
lo stof:

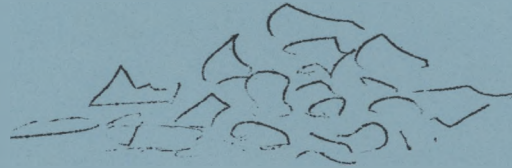
Buka!
Yena lo stof.
Lo stof.

Write lo stof yourself:

w Let students write Yena lo stof:

xxx Let a student answer:

{Ini lo?
{.....



As demonstrator lashes, introduce layisha:

Buka manje!
Lo ndoda yena layisha.
Lo ndoda yena layisha lo stof.
Yena layisha lo stof.

Write yena layisha yourself:

w Let students write Yena layisha lo stof:
xxx Let a student answer:

{Ini yena enza?
.....}

Identify lo malayisha:

Lo ndoda yena lo malayisha.
Yena lo malayisha.
Lo malayisha.

Write lo malayisha yourself:

w Let students write lo malayisha:
xxx Let students answer:

{Ubani lo ndoda?
.....}

r Revise, and let students read:

Ini lo malayisha yena enza? Lo malayisha yena layisha.
Ini yena enza? Yena layisha.
Ubani lo? Yena lo malayisha.

Use nga for revision:

Lo malayisha yena layisha nga
lo foshol.
Yena layisha nga lo foshol.
Yena layisha lo stof nga lo foshol.

Revise, pointing where lasher is about to lash:

Buka lapa!
Yena lo malayisha.

Introduce funa:

Lo malayisha yena funa layisha.
Lo malayisha yena funa layisha
lo stof.

Write Yena funa layisha yourself:

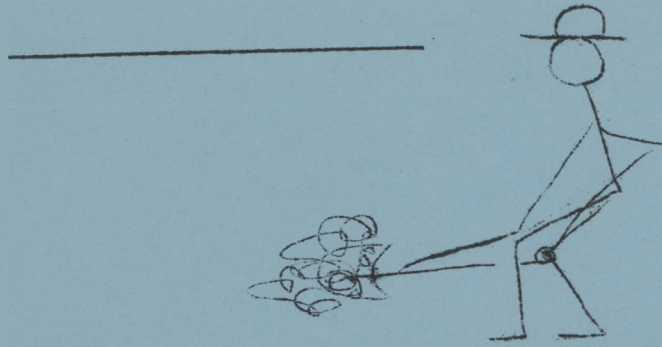
w Let students write Yena funa layisha:

Point out lasher about to start lashing with right hand:

Yena funa layisha lo stof nga lo sandla ka lo nene.
Yena funa layisha lo stof nga lo sandla ka lo nene.

r & w Let students read and write:

Yena funa layisha nga lo sandla ka lo nene. _____



Question and answer yourself: (Ini lo malayisha yena funa enza?
(Yena funa layisha nga lo sandla
(ka lo nene.

xxx Let a student answer: (Ini yena funa enza manje?
(.....

Op. Point out the verb layisha = to lash
and the noun malayisha = the one who lashes.

Funa = wants to, desires,
Azi = must, has to, could be used instead.

If you experience difficulty when using funa, the means can be
brought out by miming an urge for a cigarette and using funa.

Students should note that kona means the verb to have or the
verb to be.

Students should realise that they will hear ku, ka and nga used
frequently as if they were the same word.

Remind them that ka = of (possessive)
nga = by means of (instrumental)
ku = on, at, to, from, through, within,
out of, etc.

Ku is used repetitively as well as with motion and giving
location, e.g. pakati ku = inside, in

Students should notice that some mines use mbobo, some hol.

Stof = loose rock.

Call attention to litshe, mali.

B r e a k o f f f o r 5 m i n u t e s

+++ Recapitulate: Yena lo malayisha.
Yena lo foshol.
Yena lo stof.

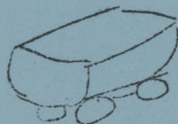
As you point to truck, introduce
lo ngolovan: Yena lo ngolovan.
Lo ngolovan.

Write lo ngolovan yourself:

xxx Let a student answer the question: (Ini lo?
(.....

r & w Let students read and write:

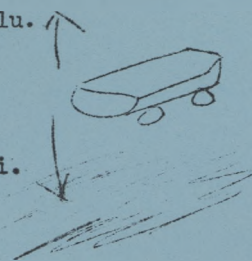
Yena lo ngolovan.



Yena lo taful-pezulu.

Yena lo ngolovan.

Yena lo taful-panzi.



Yena vula lo nyawo.

Yena dibanisa lo nyawo.



Yena buka pambili.

Manje yena buka muva.



As you point to ceiling, then to ground (floor),
introduce lo taful-pezulu and lo taful-panzi:

Yena lo taful-pezulu.
Yena lo taful-panzi.

Lo taful-pezulu.
Lo taful-panzi.

xxx Let a student answer (for ceiling):

{Ini lo?
.....

xxx " " " " " floor)

{Ini lo?
.....

r & w Let students read and then write:

Address demonstrator, and get him to execute
your orders thus:

Madoda!
Ina streyit!
Vula lo nyawo!
Dibanisa lo nyawo!
Vula lo nyawo!
Dibanisa lo nyawo!

Vula!
Dibanisa!

r & w Let students read and write:

r & w " " " " "

Standing three-quarter-back to students,
gesture clearly forwards (in front):

Pambili.

and backwards (behind):

Muva.

Repeat:

{ Pambili.
Muva.

Drill students thus:

Buka muva!
Buka pambili!

r Let students read:

w Let students write pambili:and muva:

Address demonstrator (who has back to students):
Order him thus:

Madoda!
I na streyit!
Dibanisa lo nyawo!
Hambisa lo nyawo ka lo nene muva!
Dibanisa lo nyawo!
Hambisa lo nyawo ka lo nene muva!

Address the demonstrator:

Madoda!
Ini lo?

Get the demonstrator to answer:

Yena lo bokis.

Order him thus:

Gwalisa lo bokis nga lo stof!
Gwalisa yena!
Gwalisa yena sterek!
Gwalisa sterek!

Yena gwalisa lo bokis nga lo stof.
Yena gwalisa yena sterek nga lo stof.



r Let students read:
r " " "

Address demonstrator and order his thus:

Madoda!
Bamba lo foshol!
Ngenisa yena lapa panzi ku lo stof!
Futi!
Ngenisa yena lapa panzi ku lo stof!

Yena ngenisa lo foshol lapa panzi ku lo stof.



r Let students read:
w Let students write Yena ngenisa lo foshol.

Yena tshova pambili.



Yena donsa muva.



Yena pakamisa lo foshol, yena posa lo stof.



Continue ordering demonstrator:
r & w Let students read and write Yena tshova pambili:
r & w Let students read and write Yena donsa muva:

Tshova pambili!
Donsa muva!

Continue ordering demonstrator:
r & w Let students read and write Yena pakamisa lo foshol, yena posa lo stof:

Pakamisa lo foshol!
Posa lo stof!



Yena sayisa (lo) sayiz ka lo foshol ku lo ngolovan.

Order demonstrator to measure distance of a shovel from truck

Order demonstrator to measure distance of a foot from truck:

r & w Let students read and write:

Revise new vocabulary by matching it with demonstrator's actions:

23
Sayisa (lo) sayiz ka lo foshol ku lo ngolovan!
Bamba lo foshol nga lo sandla ka lo nene!
Ima strayit, dibanisa lo nyawo!

Sayisa (lo) sayiz ka lo foshol ku lo ngolovan!
Ima sayiz ka lo foshol ku lo ngolovan!
Buka lapa ku lo stof!

Ngenisa lo skop ka lo foshol lapa panzi ku lo stof!

Tshova pambili!

Gwalisa stereki!

Donsa muva!

Pakamisa!

Posa!

Op. Explain that some Mines use the form ngolovar for both singular and plural. But the plural is correctly mangolovan.

Explain that tafu -pezulu is sometimes just taful.

Explain that vul = open as
opposed to vala = shut and
dibanisa = gather together, collect, bring together.

Explain that nyawo is singular and plural.

Call attention of students to:

gwalisa	and	ngenisa	and	pakamisa
cause to fill, make full		cause to go in, introduce		cause to lift, raise

Op. 'isa' is the ending which gives the meaning 'cause to'.
Thus hambisa = cause to go, cause to move, cause to walk, send.

sayisa = make the distance, cause to measure

Lo sayiz = distance.

Lo sayiz ka lo foshol = the distance of a shovel
measure

Ima sayiz ka lo foshol ku lo ngolovan = stand a shovel's (distance)
away from the truck.

Break for 15 minutes

or until another instruction period

Call attention to broken rock, shovel, truck,
and lasher:

Yena lo stof.
Yena lo foshol.
Yena lo ngolovan.
Yena lo malayisha.

and revise Yena funa layisha nga lo sandla
ka lo nene.

Gesture I clearly and give the 4 points of
Rule I, as the demonstrator proceeds:

Namba wans:

Bamba lo foshol nga lo
sandla ka lo nene.
Ima streyit.
Dibanisa lo nyawo.
Bamba lo handel ka lo foshol
lapa muva ku lo skop nga
lo sandla ka lo kohlo.

Addressing all students:

Zonke! Bamba lo foshol
ka wena!

Drill them twice into the 4 points of Rule I,
as above:

Namba wa if
Bamba.....

Ima

Dibanisa...

Bamba

Namba wans: Bamba lo foshol nga lo sandla ka lo nene.
Ima streyit.
Dibanisa lo nyawo.
Bamba lo handel ka lo foshol lapa muva ku lo skop
nga lo sandla ka lo kohlo.

Let students read Rule I:

Gesture II clearly and give Rule II to
match the demonstrator's actions:

Madoda!
Namba tu:

Sayisa lo sayiz ka lo foshol ku lo
ngolovan.

Address all students and drill them to
Rule II:

Zonke! Namba tu:
Sayisa lo sayiz ka lo foshol ku lo
ngolovan.

Namba tu: Sayisa lo sayiz ka lo foshol ku lo ngolovan.

r Let students read Rule II:

Revise Rules I and II, drilling students: Namba wan:

Bamba.....
Ima.....
Dibanisa...
Bamba.....

Namba tu:
Sayisa.....

Gesture III clearly and give Rule III
to match the demonstrator's actions:

Madoda!
Namba tri:

Buka lapa ku lo stof.
Ima streyit.
Dibanisa lo nyawo.
Bamba lo foshol nga lo sandla ka
lo nene.
Hambisa lo nyawo ka lo nene muva.

Drill all students to the five points
of Rule III:

Namba tri:
Buka.....
Ima.....
Dibanisa.
Bamba....
Hambisa..

Namba tri: Buka lapa ku lo stof.
Ima streyit.
Dibanisa lo nyawo.
Bamba lo foshol nga lo sandla ka lo nene.
Hambisa lo nyawo ka lo nene muva.

r Let students read Rule III:

Revise Rules I, II, and III:

Namba wan:
Bamba.....
Ima.....
Dibanisa..
Famba.....

Namba tu:
Sayisa.....

Namba fo: Bamba futi lo foshol lapa muva ku lo skop
nga lo sandla ka lo kohlo.

Gesture IV clearly and match
demonstrator with:

Drill students to Rule IV:

Let students read Rule IV:

Revise Rules I, II, III, and IV:

Gesture V clearly and match the
demonstration of the two points
of Rule V:

Drill students to Rule V:

Namba tri:
Buka.....
Ima.....
Libanisa...
Bamba.....
Hambisa...

Namba fo:
Bamba futi lo foshol lapa muva ku
lo skop nga lo sandla ka lo kohlo.

Namba fo:
Bamba futi lo foshol lapa muva ku
lo skop nga lo sandla ka lo kohlo.

Namba wan:
Bamba.....
Ima.....
Dibanisa.....
Bamba.....

Namba tu:
Sayisa.....

Namba tri:
Buka.....
Ima.....
Dibanisa.....
Bamba.....
Hambisa.....

Namba fo:
Bamba futi...

Madoda!
Namba fayif:

Beka lo skop ka lo foshol lapa ku lo
taful-panzi.

Beka lo sandla ka lo nene lapa ku lo
dolo ka lo nene.

Zonke!
Namba fayif:
Beka lo skop.....
Beka lo sandla.....

Namba fayif: Beka lo skop ka lo foshol lapa ku lo taful-panzi.
 Beka lo sandla ka lo nene lapa ku lo dolo ka lo nene.

r Let students read Rule V:

Revise Rules I, II, III, IV, and V: Namba wan:
 Bamba.....
 Ina.....
 Dibanisa...
 Bamba.....

Namba tu:
 Sayisa.....

Namba tri:
 Buka.....
 Ina.....
 Dibanisa...
 Bamba.....
 Hambisa....

Namba fo:
 Bamba futi.

Namba fayif:
 Beka lo skop....
 Beka lo sandla..

B r e a k f o r 5 m i n u t e s .

Briefly revise Rules I to V to match demonstration: Namba wan.....
 tu.....
 tri.....
 fo.....
 fayif....

Give Rule VI, as demonstrator proceeds:

Namba sikis:
 Beka lo nqiniba ka lo kohlo lapa ku
 lo dolo ka lo kohlo.

Namba sikis: Beka lo nqiniba ka lo kohlo lapa ku lo dolo ka lo kohlo.

r Let students read Rule VI:

Revise Rule VI with demonstrations: Namba sikis:
 Beka.....

Give Rule VII (three points) as demonstrator proceeds:

Namba seven:
Tshova pambili.

Ngenisa lo foshol lapa panzi ku lo stof.

Gwalisa lo foshol sterek nga lo stof.

Repeat Rule VII emphasising:
Tshova pambili.
Ngenisa.....
Gwalisa.....

Namba seven: Tshova pambili.
Ngenisa lo foshol lapa panzi ku lo stof.
Gwalisa lo foshol sterek nga lo stof.

r Let students read Rule VII:

Revise Rules VI and VII (with demonstration):

Namba sikis: Beka.....
Namba seven: Tshova.....
Ngenisa.....
Gwalisa.....

Namba eyit: Donsa lo foshol muva.

Give Rule VIII (with demonstration):

Namba eyit:
Donsa lo foshol muva.

r Let students read Rule VIII:

Revise Rules VI, VII, and VII, with demonstration:

Namba sikis:
Namba seven:
Namba eyit:

Give Rules IX, X, and XI, as demonstrator proceeds:

Namba nayin:
Pakamisa lo foshol.

Namba ten:
Buka lapa muva.

Namba leven:
Posa lo stof.

Namba nayin: Pakamisa lo foshol.

Namba ten: Buka lapa muva.

Namba leven: Posa lo stof.

r Let students read Rules, IX, X, and XI:

Give Rule XII thus, as demonstrator
continues to lash without looking
backwards:

Namba twelef:

Buka muva wan skati kapela,
ayikona buka muva futi.

Manje, enza fana ka lo futi-futi.

Namba twelef: Enza fana ka lo futi-futi.

Yena lo mteto ka lo dles ka lo foshol:

Lo Namba
ka lo
Mteto

Lo Mteto ka lo Dles

r Let students read:

Let students give orally the twelve rules.

- 1 Bamba lo foshol nga lo sandla ka lo nene. Ima steyit. Dibanisa lo nyawo. Bamba lo handel ka lo foshol lapa muva ku lo skop nga lo sandla ka lo kohlo.
- 2 Sayisa lo sayiz ka lo foshol ku lo ngolovan.
- 3 Buka lapa ku lo stof. Ima streyit. Dibanisa lo nyawo. Bamba lo foshol nga lo sandla ka lo nene. Hambisa lo nyawo ka lo nene muva.
- 4 Bamba futi lo foshol lapa muva ku lo skop nga lo sandla ka lo kohlo.
- 5 Beka lo skop ka lo foshol lapa ku lo taful-panzi. Beka lo sandla ka lo nene lapa ku lo dolo ka lo nene.
- 6 Beka lo nqiniba ka lo kohlo lapa ku lo dolo ka lo kohlo.
- 7 Tshova pambili. Ngenisa lo foshol lapa panzi ku lo stof. Gwalisa lo foshol sterek nga lo stof.
- 8 Donsa lo foshol muva.
- 9 Pakamisa lo foshol.
- 10 Buka lapa muva.
- 11 Posa lo stof.
- 12 Enza fana ka lo futi-futi, noko ayikona buka muva futi.

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