

S E R I E S III LESSONS IN DEVELOPING FANAKALO
FOR EUROPEAN PERSONNEL.

- 1. Introductory Lesson - - Sifundo 1.
- 2. Carry-over Lesson - - Sifundo 2.
- 3. Pattern Technical lesson - - Sifundo 3.

NOTES FOR SERIES III

- A. The Introductory Lesson is for first steps oral and literate Fanakalo for all European personnel. If students are foreign immigrants, steps may have to be filled out with a little repetition.

The Carry-over Lesson is designed to give Europeans just sufficient vocabulary to enable them to acquire a working knowledge of the language by means of steps matching points in the breakdown of technical instruction.

The Pattern Technical Lesson is an example of how, on the basis provided by the first two lessons, Fanakalo can be built up at increasing and easy rate while learning to do the job.

- B. The mauve page at the end of the Series gives directions to the expert teacher as to how to introduce these teaching techniques to others. For convenience, these directions are repeated here:

1. Give an introductory talk about the principles involved.
2. Show this Teacher's guide.
3. Go through the Introductory Lesson "pointing up" significances and, if possible, "work up" the first step together.
4. Make the group watch you "dummy-teach" the lesson in three stages. (Use some of the group as dummies.)
5. "Point up" some of the dodges and pitfalls.
6. Dummy-teach the first part of the lesson again and let a trainee-teacher dummy-teach the same part.
7. Discuss points of difficulty, etc., and then dummy-teach the first part again.
8. As 6 and 7 for the second part of the lesson.
9. As 6 and 7 for the third part of the lesson.
10. Divide an actual class of students into two sections. You teach the first part of the lesson to one section of the class and then let a trainee-teacher teach the same part to the other section of the class. Then complete the lesson in like manner.

- C. Note that ~~ddd~~ in the teacher's instructions means repeat question to get answer from several individual students:
 w means write the new word or sentence and let the students copy it;
 --- means repeat such steps as are necessary.
 r means let the students read.

- D. Students should have books made up of right hand halves from page 82 to page 83 of this Series. (Duplicate on quarto, blanking out left-hand side of stencils.

- E. Use pictures if you have special ones available, or draw your own (stick-figures) on large sheets of brown paper (use black paint and a small household brush) or just draw on the black-board. Of course, if actual persons, things, etc. are available, substitute the real for pictures.

- F. Arrange for your students to sit in an arc around tables if possible. You should stand quarter-back to students.

Make arrangements to have available for five minutes at the beginning of the Introductory Lesson a white boss, a police-boy, a boss-boy, a labourer.

Have a demonstrator labourer or a good diagram available.

Have a hard hat available.

Have students' work-books ready to give out.

For the carry-over lesson, arrange for a demonstrator labourer, shovel and broken rock to be available. If possible, arrange for students to go to a lashing-drill site.

For the technical lesson, arrange to have all the tools, etc., available and, if possible, on a practice-site for track work.

- G. Make the students speak - get them over the "passive period" in language learning.

1. INTRODUCTORY LESSON

Hail students, as they arrive, with a smile or salute.

When students have settled in their seats, hand out work-books.

Call in white boss, police-boy, boss-boy, and labourer, and look each over slowly noting special points (by gestures), e.g., stick of police-boy, armband of boss-boy, cap of white boss.

Point to the white boss and draw:



Point to the police-boy and draw:



Point to the boss-boy and draw:



Point to the labourer and draw:



Then draw a clarifying series and gesture to students to identify each.

Demonstrate with a picture.

Send all the demonstrators away and put up your big picture, or draw it (3 men walking with boss-boy, police-boy standing, a man sitting).

Call attention of students to your picture:
 Identify labourer (walking):
 Identify 2nd labourer (walking):
 " 3rd " " "
 " 4th " (sitting)

Buka!
 Lo muntu.
 Lo muntu.
 Lo muntu.
 Lo muntu.

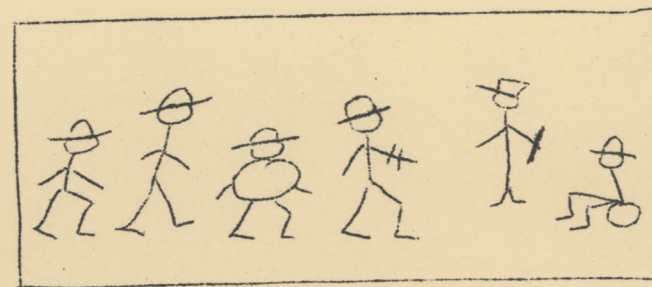
Look to a student and gesture him to say, as you point to a labourer; (say "Kaluma" under your breath):

Lo muntu

Write "lo muntu" and gesture students to write it in their books; (say "Bala" under your breath):

Re-identify these labourers, one by one:

Yena lo muntu.
 Yena lo muntu.
 Yena lo muntu.



w Write Yena lo muntu and saying "Balai",
gesture students to do the same:



As you point appropriately to 1st labourer,
introduce the question softly:
and answer it clearly:

{Ubani lo?
{Yena lo muntu.

Repeat the question and answer, as you
point to 2nd labourer:

{Ubani lo?
{Yena lo muntu.

bbb Question a student softly, and get him
to answer Yena lo muntu:

{Ubani lo?
{.....

w Make students write Ubani lo? and Yena lo
muntu:



Recap:

Yena lo muntu.

Identify the boss-boy:

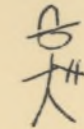
Yena lo bas-boy.
Yena lo bas-boy.
Lo bas-boy.

bbb Question a student
and get him to answer:

{Ubani lo?
{.....

w Make students answer in writing:

Ubani lo?



Recap:

Yena lo muntu.
Yena lo bas-boy.

Identify the police-boy:

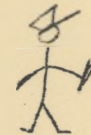
Yena lo poyisa.
Lo poyisa.

bbb Question a student
and get him to answer:

{Ubani lo?
{.....

w Make students answer in writing:

Ubani lo?



Recap and back-step questions and
answers:

Identify lo bas:

Yena lo bas.
Lo bas.

bbb Question a student
and get him to answer:

{Ubani lo?
{.....

w Make students answer in writing:

Ubani lo?



Recap with questions, getting answers
fast and correct:
Relax for half a minute.

Ubani lo?

Re-identify lo muntu, isolating one at a time:

Yena lo muntu.
Yena lo muntu.
Yena lo muntu.

Identify lo bantu, isolating two, then three, with your hands:

Yena lo bantu.
Yena lo bantu.

bbb Question a student and get him to answer:

(Ubani lo?
.....)

w Make students answer in writing:



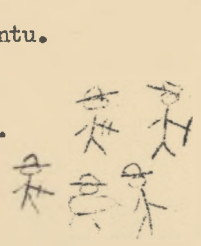
Re-identify lo bantu:

Lo bantu.

Isolate parts of picture as regards to

- a) re-identify lo bas-boy then lo muntu
- b) Identify lo bas-boy na lo muntu:
- c) Identify lo bas-boy na lo poyisa:
- d) Identify lo bas-boy na lo bantu:

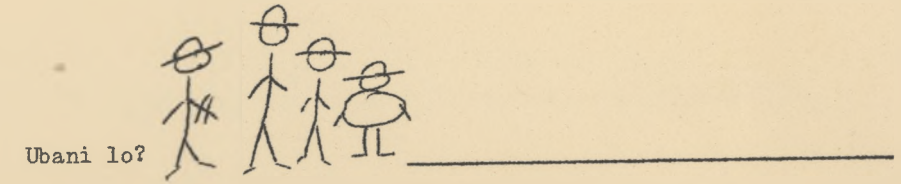
Yena lo bas-boy. Yena lo muntu.
 Yena lo bas-boy na lo muntu.
 Yena lo bas-boy na lo poyisa.
 Yena lo bas-boy na lo bantu.



bbb Question a student and get him to answer Yena lo bas-boy na lo bantu:

(Ubani lo?
.....)

w Get students to answer in writing:

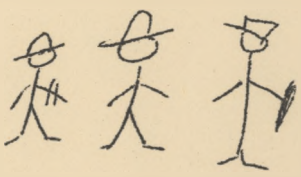


Introduce two ways of long listing:

Yena lo poyisa na lo bas-boy na lo bantu.
 Yena lo poyisa, lo bas-boy, na lo bantu.

r Make a student read:

Yena lo bas-boy na lo muntu na lo poyisa.
 Yena lo bas-boy, lo muntu, lo poyisa.



Relax for two minutes.

Call attention of students to
 boss-boy walking
 labourer "
 labourer "
 labourer "
 and mime walking, as you introduce hamba:

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



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

Ini yena enza?

Yena hamba.



w Let students write the question and answer:

ppp Get a student to answer the question, referring to boss-boy:

{Ini yena enza?
.....

ppp referring to boss-boy (walking):

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

ppp referring to labourers (walking):

{Ini lo bantu yena enza?
.....

ppp referring to boss-boy and labourers (walking):

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

Point out a particular labourer walking:

Lo muntu yena hamba.

Point out the sitting labourer and introduce hlala, miming it:

Lo muntu yena hlala.
Yena hlala.

ppp Get a student to answer
Yena hlala:

{Ini lo muntu yena enza?
.....

w Get students to answer to writing:

Ini lo muntu yena enza?



Revise hamba and hlala and introduce ima (with reference to police-boy):

Lo muntu yena hamba.
Lo muntu yena hlala.
Lo poyisa yena ima.
Yena ima.

w Let students write:

Lo poyisa yena ima.



ppp Let students answer:

{Ini lo poyisa yena enza?
.....

w Let students answer in writing:

Ini lo poyisa yena enza?

Emphasising position, introduce lapa:

Lo muntu yena hlala lapa.
Lo poyisa yena ima lapa.
Lo bas-boy yena hamba lapa.

r Let students read:

Introduce the question upi:

Upi lo poyisa yena ima?
Upi lo bas-boy yena hamba.
Upi lo muntu yena hlala.

Give the answers yourself using lapa:



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

w Make the students write the answer:

Relax for a minute.

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

Ima pezulu!
Hlala panzi!
Ima pezulu!
Hlala panzi!

and gesture up ↑ and down ↓ :

Pezulu! Panzi!

r Let the students read and then
w write:

Order a student to stand and, as he is in the act of standing up, introduce 'manje':

Manje yena ima pezulu.

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

Manje yena hlala panzi.

Make him walk, and say:

Manje yena ima pezulu.
Manje yena hlala panzi.

r Get students to read the question and
w answer in writing:

Manje yena hamba.

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

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

ppp Get students to answer as he comes here:

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

Introduce pandle (briefly), as you order two or three separate students:

Hamba pandle!

Introduce zonke (briefly), as you tell all to go out:

Zonke, hamba pandle!


After a break of about at least twenty minutes, revise briefly, getting students to answer questions:

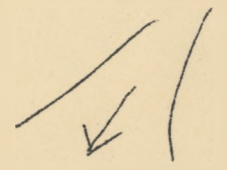
{Ubani lo!
{.....

{Ini yena enza?
{.....

Upi lo poyisa yena ima? _____

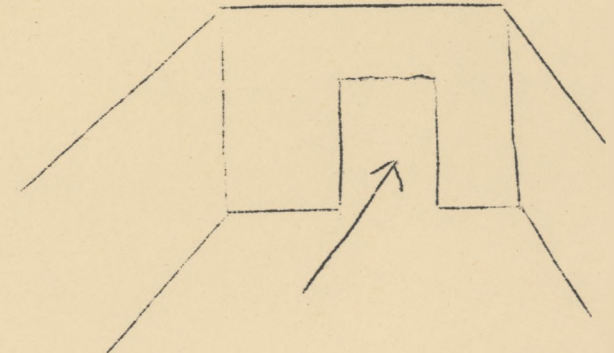
Ima pezulu! ↑ Hlala panzi! ↓ _____

Ini yena enza manje?  _____



Hamba pandle!

Zonke, hamba pandle!



Give the orders:

Ini yena enza manje?
Zonke, hamba lapa!
Zonke, fika lapa!
Zonke, hlala panzi!
Zonke, ima pezulu!

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

Buka lo!
Yena lo muntu.

Identify lo skop:

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

bbb Get students to answer:

(Ini lo?
.....)

w Get students to write the answer:

Follow the same routine for:

bbb lo mzimba:

w

bbb lo sandla:

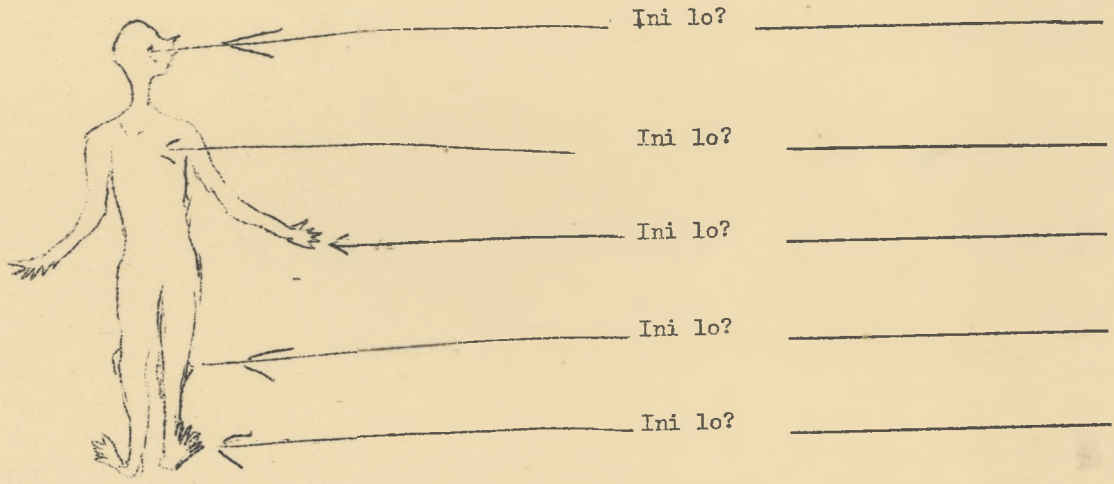
w

bbb lo dolo:

w

bbb lo nyawo:

w



Re-identify lo skop, lo mzimba, lo sandla, lo dolo, lo nyawo, and get students to identify them:

Using two students, introduce 'ka':

Lo skop ka yena.
Lo skop ka yena.

Refer back to your diagram, etc:

Yena lo skop ka lo muntu.

w Get students to answer in writing:

Ini lo?  _____

Stand back to students and demonstrate
lo nene:
and

Lo nene.
Lo nene.

lo kohlo:

Lo kohlo.
Lo kohlo.

Hold up right hand:
" " left "

Yena lo sandla ka lo nene.
Yena lo sandla ka lo kohlo.

bbb Hold up left hand, and ask:

(Ini lo?
.....)

bbb " " right " " "

(Ini lo?
.....)

r Let students read :

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

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

w Let students write:

Komba!

Relax for 3 or 4 minutes:

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

Buka lo skoko!
Yena lo skoko.

bbb Get students to answer:

(Ini lo?
.....)

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

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

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

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

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

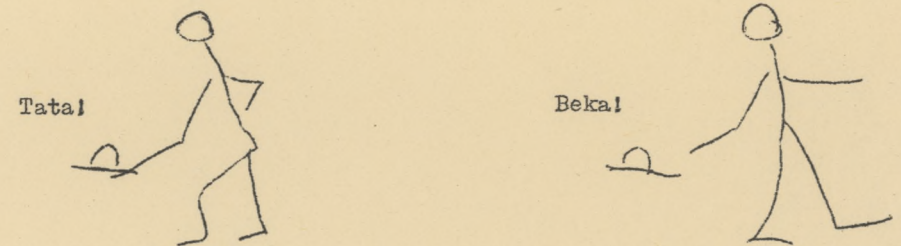
bbb

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

A student lifts hat:
puts it down:
and then holds it,

Manje yena tata lo skoko.
" " beka " "
" " bamba " "
Manje yena bamba yena.
Yena bamba yena.

and you introduce bamba:



bbb Get a student to answer:

{Ini yena enza manje?
.....}

w Get students to answer in writing:

Ini yena enza manje? _____

Call attention to hat:
to man'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.

Yena bamba lo skoko nga lo sandla ka lo nene.

r Get students to read:

bbb Get students to answer:

{Ini yena enza manje?
.....}

w Get students to answer in writing

Ini yena enza manje? _____



R e c a p and then finish off the
lesson with :

Yena lo!
Manje wena azi hamba pandle!

| <u>VOCABULARY DONE</u> | | | |
|------------------------|--------|--------|-------|
| sifundo | na | pandle | tata |
| qala | ini | zonke | beka |
| buka | enza | skop | bamba |
| lo | hamba | mzimba | nga |
| muntu | hlala | sandla | wena |
| kuluma | ima | dolo | azi |
| bala | lapa | nyawo | |
| bas-boy | upi | ka | |
| poyisa | pezulu | nene | |
| bas | manje | kohlo | |
| bantu | fika | skoko | |

Have available a demonstrating labourer,
a shovel, and some broken rock.

Point to two separate shovels:

Lo foshol.

Lo foshol.

Lift one up, then point to it, and
identify lo foshol:

Yena lo foshol.

w Let students write: Yena lo foshol:

bbb Let a student answer:

{Ini lo?
(.....)

Still holding shovel, one way, then
another, identify lo handel:

Lo handel.
Lo handel ka lo foshol.

w Let students write: Yena lo handel:

bbb Let a student answer:

{Ini lo?
(.....)

Still holding shovel identify lo bleyid,
in two positions:

Lo bleyid.
Lo bleyid ka lo foshol.

w Let students write: Yena lo bleyid:

bbb Let a student answer:

{Ini lo?
(.....)

Identify mark on blade:

Lo mak.
Lo mak ka lo foshol.

w Let students write: lo mak:

Re-identify swiftly, as you introduce kona:

Lo foshol yena kona lo handel.
Yena kona lo bleyid.
Yena kona lo mak.
(Yena kona lo mak lapa ku lo
bleyid.)

r Let the students read:

Ini lo foshol yena kona?

Ask and answer yourself in order to revise listing by commas and by na:

(Ini lo foshol yena kona?
(Ini yena kona?
(Lo foshol yena kona lo handel,
lo bleyid, lo mak.

(Lo foshol yena kona lo handel
(na lo bleyid na lo mak.

Ask and answer yourself in introducing lapa ku:

(Ini lo foshol yena kona lapa ku
(lo bleyid?
(Yena kona lo mak lapa ku lo bleyid.

Ini lo foshol yena kona lapa ku lo bleyid?

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

Point out an actual demonstrating labourer:

Buka!
Yena lo muntu.

a shovel:

Yena lo foshol.

some loose rock, and introduce lo stof:

Yena lo stof.

w Let students write: Yena lo stof:

ppp Let a student answer: Yena lo stof:

(Ini lo?
(.....

As demonstrator lashes, introduce layisha:

Manje lo muntu yena layisha.
Lo muntu yena layisha lo stof.
Yena layisha lo stof.

w Let students write: Yena layisha lo stof:

ppp Let a student answer:

(Ini yena enza?
(.....

Identify malayisha:

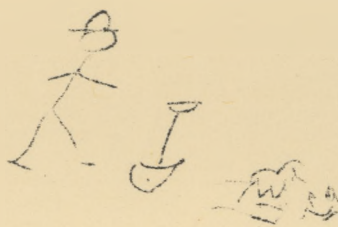
Lo muntu yena lo malayisha.
Lo malayisha.

w Let the students write: Lo malayisha:
ppp Let students answer:

(Ubani lo muntu:
(.....

r Revise and let students read:

Ini lo malayisha yena enza? Lo malayisha yena layisha.



Introduce nga:

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

w Let students write:

Revise, pointing where lasher is about to lash:

Buka lapa!
Lo muntu yena lo malayisha.

Introduce funa:

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



w Let students write Yena funa layisha:

Point out lasher about to start starting with right hand:

Yena funa layisha nga lo sandla ka lo nene.

w Let students 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.

bbb Let a student answer:

{Ini yena funa enza manje?
.....

Let students watch as demonstrator lashes a little:

Buka!
Yena funa layisha nga lo sandla ka lo nene.

Each new step is introduced after back-stepping to previous ones, as lasher matches your words:

Buka Namba wan!
Yena bamba lo foshol nga lo sandla ka lo nene.

Namba wan: _____

w Students write the mteto at the end of each step

Back-step

Namba wan _____



w

Namba tu: Yena beka lo bleyid ka lo foshol lapa ku lo stof.

Namba wan: _____
Namba tu: _____



Back-step

(Emphasise hambisa and dolo as you introduce them:

Namba tri: Yena hambisa lo dolo ka lo nene lapa ku lo sandla ka lo nene.

(Lo dolo. Hambisa lo dolo.)



Namba wan _____
 Namba tu _____
 Namba tri _____

w

Namba fo: Yena beka lo nyawo ka lo kohlo
 pambili mbitshan.

(Emphasise pambili and
mbitshan, as you introduce
 them:)

-do- pambili and muva:

Namba wan _____
 Namba tu _____
 Namba tri _____
 Namba fo _____

w

Namba fayif: Yena benda lo mabili madolo.

(Emphasise benda, mabili and madolo,
 as you introduce them:)

Namba wan _____
 Namba tu _____
 Namba tri _____
 Namba fo _____
 Namba fayif _____

w

Namba sikis: Yena ngenisa lo bleyid lapa panzi
 ku lo stof.

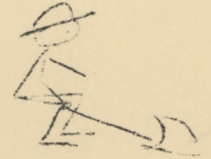
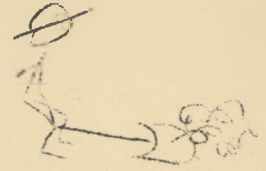
(Emphasise ngenisa, as you
 introduce it:)

Namba wan _____
 Namba tu _____
 Namba tri _____
 Namba fo _____
 Namba fayif _____
 Namba sikis _____

Namba seven: Yena bamba lo foshol lapa muva ku lo
 bleyid nga lo sandla ka lo kohlo.

(Emphasis lapa muva as you
 introduce it:)

Namba wan _____
 Namba tu _____
 Namba tri _____
 Namba fo _____
 Namba fayif _____
 Namba sikis _____
 Namba seven _____



w

Namba eyit : Yena ima pezulu, yena pakamisa
lo stof.

(Emphasise pakamisa, as
you introduce it:)

Namba wan —
Namba tu —
Namba tri —
Namba fo —
Namba fayif —
Namba sikis —
Namba seven —
Namba eyit —



w

Namba nayin: Yena penduka, lo nyawo ka lo kohlo
yena hamba lapa muva mbitshan,
lo nyawo ka lo nene yena hlala
lapa lo ndawo ka yena.

(Emphasise ndawo, as you
introduce it:)

Namba wan —
Namba tu —
Namba tri —
Namba fo —
Namba fayif —
Namba sikis —
Namba seven —
Namba eyit —
Namba nayin —



w

Namba ten: Yena buka lapa muva (wan skati kupela),
yena posa lo stof.

(Emphasise posa, as you
introduce it:)

Buka lo!
Yena lo mteto ka lo foshol.
Enza lo mteto!

Introduce mteto and let students
drill to your orders. Let them
repeat each point:

Namba wan: Yena bamba——
Namba tu: Yena beka——
Namba tri: Yena hambisa——
Namba fo: Yena beka——
Namba fayif: Yena benda——
Namba sikis: Yena ngenisa——



10. Ini lo namba ten mteto? _____

Muhle!

VOCABULARY

| | | | | |
|-----------|----------|----------|----------|--------|
| foshol | funa | fo | seven | kupela |
| handel | wan | benda | eyit | posa |
| bleyid | tu | * madolo | pakamisa | |
| mak | hambisa | fayif | nayin | |
| stof | tri | ngenisa | penduka | |
| layisha | pambili | sikis | ten | |
| malayisha | mbitshan | muva | skati | |
| | | * mabili | | |

LESSON 3 : Pattern Technical Lesson
(Part I)

Have available two pieces of rail and the tools for joining them. And have a demonstrator ready to work half back to students.

Call attention to tools and material:

Buka lo muntul
Yena hamba enza lo job.

Identify lo mpahla and lo job:

Buka lo!
Yena lo mpahla!
Yena lo mpahla ka lo job.

w Let students write Yena lo mpahla:

bbb Let a student answer:

{Ini lo?
.....

Identify lo fo-pawund hamel:

Buka lo!
Yena lo fo-pawund hamel.
Lo fo-pawund hamel.

w Let students write Yena lo fo-pawund hamel:

bbb Let a student answer:

{Ini lo?
.....

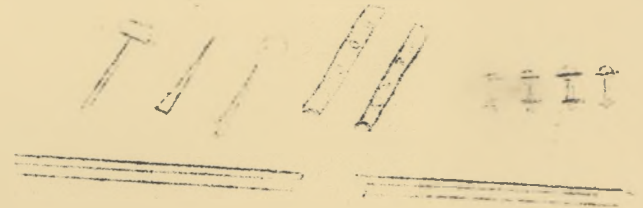
Identify lo spayit:

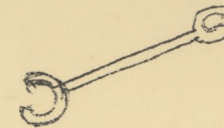
Buka lo!
Yena lo spayit.
Lo spayit.

w Let students write Yena lo spayit:

bbb Let a student answer:

{Ini lo?
.....





Identify lo tu sayiz spanel:

Yena lo tu-sayiz spanel.
Lo tu-sayiz spanel.

w Let students write Yena lo tu-sayiz spanel:

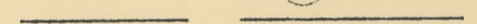
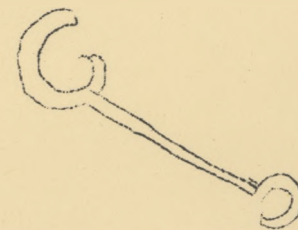
bbb Let a student answer: (Ini lo?
.....)



Buka lo skop.
Buka lo skop.
Yena lo makulu skop.

Yena lo pikanin skop.

Makulu! Pikanin!



w Let students write Makulu, Pikanin:

bbb Let a student answer (re big end) (Ini lo?
.....)

("small ") (Ini lo?
.....)

Identify two separate fish-plates:

Yena lo fish-pleyit. Yena lo fish-pleyit.

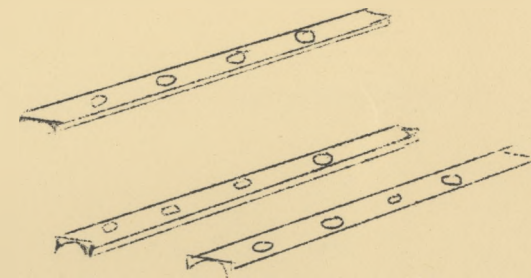
Let students write Lo fish-pleyit:



Re-identify lo fish-pleyit and introduce lo mafish-pleyit:

Yena lo fish-pleyit.
Yena lo mafish-pleyit.

bbb Get a student to answer (for singular and plural): (Ini lo? Ini lo?
..... ..)



Recap:

Relax for two minutes.

Call attention to fish-plate, holding it up:

Buka lo fish-pleyit!

Identify lo sayid:

Buka lo sayid ka yena!
Buka lo sayid!
Buka lo sayid!

and lo wan sayid:

Buka lo wan sayid!

and lo munye sayid:

Buka lo munye sayid!

w Let students write Lo wan sayid, lo munye sayid

Introduce streyit and kona lo msele:

Lo sayid yena streyit.
Lo sayid yena kona lo msele

r Let students read:

Lo sayid yena streyit.
Lo sayid yena kona lo msele.

Lo wan sayid yena streyit.
Lo munye sayid yena kona lo msele.

Call attention to 4 holes on the fish-pleyit:

Buka lo fo mbobo!

w Let students write Lo fish-pleyit yena kona lo fo mbobo:

Identify bolt:

Buka lo!
Yena lo bawut-ka-lo-spor.
Yena lo bawut ka-lo-spor.

r Let a student read:

Lo bawut-ka-lo-spor.

bbb Let a student answer:

{Ini lo?
.....}

Take nut (off bolt) and hold it up:

Identify nut (lo not):

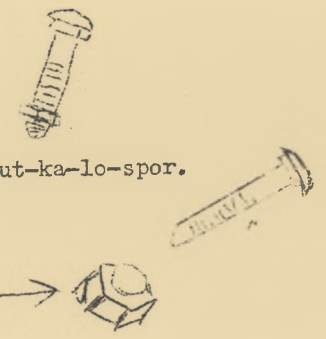
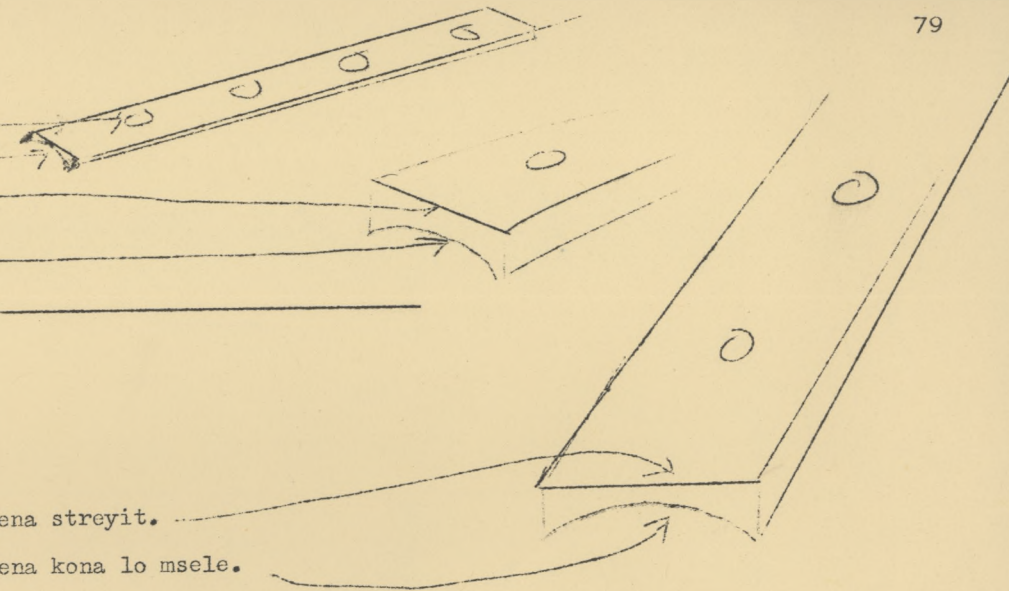
" nut (with reference to its bolt)

Buka lo!
Yena lo not.
Yena lo not ka lo bawut-ka-lo-spor.

w Let students write: Lo not:

bbb Let a student answer:

{Ini lo?
.....}



Identify lo ki (lug) on bolt:

Yena lo ki.
Lo ki.

Yena lo ki ka lo bawut-ka-lo-spor.

w Let the students write Lo ki:

Identify ^{lo}madayiz (threads) on bolt:

Yena lo madayiz.
Lo madayiz.

Yena lo madayiz ka lo bawut-ka-lo-spor.

w Let the students write Lo madayizi:

Recap with questions and get oral answers and let students write answers:

{Ini lo?
.....

Identify each separate lo spor:

Lo spor. Lo spor.

" lo maspor:

Lo maspor.

w Let students write Lo spor, lo maspor:

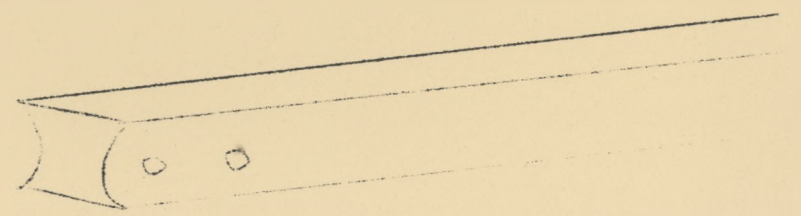
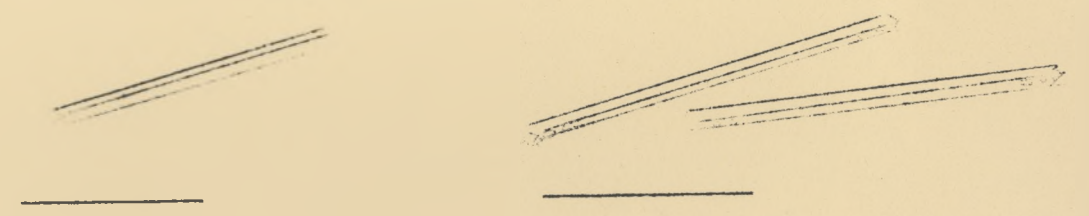
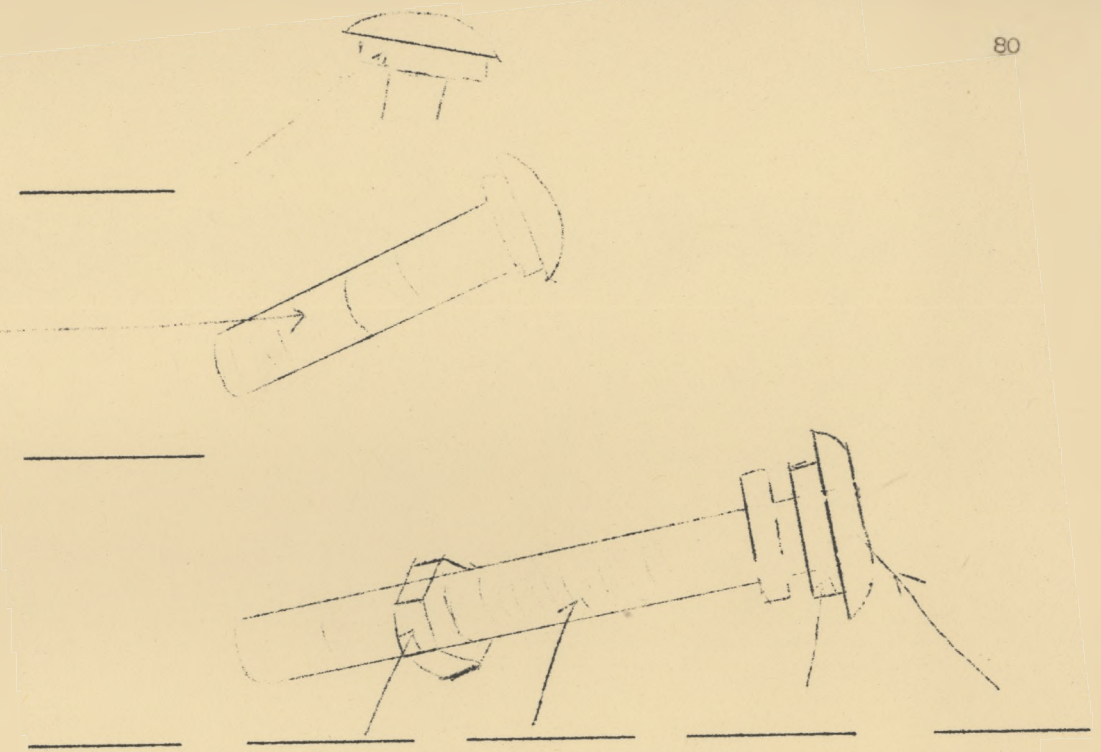
bbb Let a student answer (sing: & plur:)

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

Call attention to curves along rails and to two holes at each end of rail:

Buka lo msele!
Buka lo msele!
Lo spor yena kona lo tu msele.

Buka lo mbobo lapa.
Buka lo mbobo lapa.
Lo spor yena kona lo tu mbobo lapa.



r Let a student read:

ppp Let a student answer:

Relax for a few minutes.

Call attention as demonstrator
makes as if to join rails:

r Let a student read:

Mime the students to watch the
demonstrator and listen to the
rules:

{Ini yena kona lo spor?
(.....)

Lo muntu yena hamba joyina lo maspor.
Yena hamba enza lo joyin.

Yena buka pakati.

Manje buka lo yena enza!
Lalela lo mteto!

Namba wan:

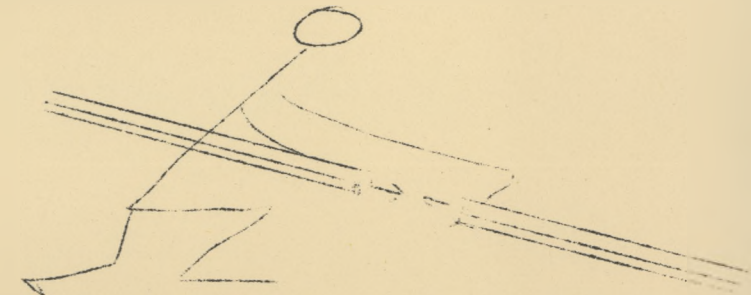
Sula lo ~~maspor~~. lapa pezulu futi futi
lapa lo msele, futi lapa lo munye
msele.

Namba wan: Sula.....

Namba tu: Faka lo fish-pleyit
lapa ku lo spor. Faka lo fish-pleyit
lapa ku lo spor, jongisa lo msele lapa,
futi qondanisa lo tu mbobo ka lo fish-pleyit
na lo tu mbobo ka lo spor, futi faka lo
munye fish-pleyit lapa ku lo munye sayid
ka lo spor.

Namba wan: Sula.....
Namba tu: Faka..jongisa.. qondanisa..
faka lo munye fish-pleyit...

Lo spor yena kona lo tu msele. Yena kona lo tu mbobo.
Lo spor yena kona lo tu msele, futi lo tu mbobo.



Lo muntu yena hamba joyina lo maspor.
Yena hamba enza lo joyin ka lo spor.

Namba wan: Sula lo maspor.

Namba tu: Faka lo fish-pleyit lapa ku lo spor, jongisa lo msele lapa ku lo
spor, futi qondanisa lo tu mbobo ka lo fish-pleyit na lo mbobo
ka lo spor. Futi faka lo munye fish-pleyit lapa ku lo munye
sayid ka lo spor, jongisa lo msele lapa ku lo spor.

Namba tri: Ngenisa lo spayit lapa ku lo mbobo lo yena qala. Ngenisa yena lapa ku lo sayid lo yena pakati. Sebenzisa lo spayit ku qondanisa lo mbobo.

Namba tri: Ngenisa lo spayit lapa ku lo mbobo lo yena qala, sebenzisa yena ku qondanisa lo mbobo.

Namba wan: Sula....
" tu: Faka....
" tri: Ngenisa...Sebenzisa..

Namba fo: Ngenisa lo bawut-ka-lo-spor (ku lo sayid lo yena pakati) lapa ku lo mbobo lo yena duze, futi tshonisa yena tot yena tshaya lo fish-pleyit.

Namba fo: Ngenisa lo bawut-ka-lo-spor lapa ku lo mbobo lo yena duze, futi tshonisa yena tot yena tshaya lo fish-pleyit.

Namba wan: Sula...
" tu: Faka...
" tri: Ngenisa lo spayit..
" fo: Ngenisa lo bawut...

Namba fayif: Fasa lo not lapa ku lo bawut-ka-lo-spor, pendula lo not lapa lo makulu-munwe yena komba.

Namba fayif: Fasa lo not, pendula yena lapa lo makulu-munwe yena komba.

Recap 1 - 5 letting students read the mteto:

Namba sikis: Kipa lo spayit, ngenisa lo bawut-ka-lo-spor lapa ku lo mbobo lo yena qala, fasa yena.

Namba sikis: Kipa lo spayit, ngenisa lo bawut-ka-lo-spor lapa ku lo mbobo lo yena qala, fasa yena.

Namba seven: Enza fana ka lo mteto lo namba tu tot lo mteto lo namba seven lapa lo munye sayid.

Namba seven: Enza fana ka lo mteto lo namba tu tot lo mteto lo namba seven nga lo munye mafish-pleyit na lo munye spor.

Namba eyit: Fasa zonke lo manot nga lo tu-sayiz spanel. (Bamba lo tu-sayiz spanel, buka lo skop yena lingana na lo not, vula lo sandla, tshova lapa ku lo sayid lo makulu-munwe yena komba.)

Namba eyit: Fasa zonke lo manot nga lo tu-sayiz spanel.

Namba nayin: Tshaya zonke lo manot nga lo fo-pawund hamel....

Namba nayin: Tshaya zonke lo manot nga lo fo-pawund hamel....

Namba ten: Qinisa lo manot futi.

Namba ten: Qinisa lo manot futi.

r Recap 1 - 10, letting students
read the mteto.

Funda lo mteto!
Enza fana ka lo mteto!

VOCABULARY

| | | | |
|-----------------|------------------|-----------|--------------|
| job | streyit | lalela | fasa |
| mpahla | kona | sula | pendula |
| pakati | msele | futi | makulu-munwe |
| fo-pawund hamel | bawut-ka-lo-spor | jongisa | manot |
| spayit | not | qondanisa | |
| tu-sayiz spanel | ki | qinisa | |
| makulu | madayiz | qala | |
| pikanin | spor | sebenzisa | |
| fish-pleyit | maspor | duze | |
| mafish-pleyit | joyina | tshonisa | |
| sayid | joyin | tshaya | |

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