

FOREIGN SERVICE INSTITUTE

# SHONA

**BASIC COURSE**



DEPARTMENT OF STATE

# S H O N A

## BASIC COURSE



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Based on materials supplied by  
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Organized and edited by EARL W. STEVICK

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*LLOYD B. SWIFT*

PREFACE

Shona is one of the two principal languages of Rhodesia, and extends also into adjacent areas of Mozambique. It consists of a number of dialects, but a standardized form of the language, based on the Zezuru, Manyika, and Korekore dialects, is generally used in printed materials. These dialects differ from one another in pronunciation (including tones) and in vocabulary, but they are in general agreement with respect to the underlying grammatical system. One feature of this book is the attempt to represent simultaneously in the transcription several different pronunciations, in tone as well as in vowels and consonants.

The present volume is one of a series of short Basic Courses in selected African languages, prepared by the Foreign Service Institute, under an agreement with the Office of Education, Department of Health, Education, and Welfare, under provisions of the National Defense Education Act. It is intended to give the student a start in Shona, providing him with dialogues that relate to some of the situations in which he is likely to use the language, as well as with systematic practice on all major points of grammar. Emphasis is placed on leading the student to assume increasing amounts of responsibility and initiative as he progresses through the book.

The linguist in charge of this project has been Earl W. Stevick. Shona texts, exercises, and tape voicings were furnished by Mr. and Mrs. Matthew Mataranyika. The tape recordings which accompany this course were prepared in the language laboratory of the Foreign Service Institute under the direction of Gabriel Cordova.



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FOREWORD

Certain comments may be useful concerning the content and the form of this course.

Shona Basic Course is intended for general use by adult foreigners who want to learn Shona. Since however there exist several important varieties of the language, with clear standardization only in regard to orthography, it is strictly speaking impossible to write a course in 'Shona'. This book is based on the speech of two individuals, representing Manyika varieties of Shona, but with certain systematic emendations in the direction of the more central dialects. Ample space has been left between the lines so that each user of the book may add further changes in accordance with the usage of his own teacher.

The Shona dialogues and exercises were assembled during an intensive but brief period of collaboration in the summer of 1963. Further organization and editing were in the hands of the American member of the team, who assumes full responsibility for errors of fact, form, and organization.

The writers gratefully acknowledge the help gained from consulting An Analytical Grammar of Shona, by G. Fortune, and Standard Shona Dictionary, edited by M. Hannan.

Washington, D. C.  
June, 1965

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## UNIT 1

BASIC DIALOGUE In this dialogue, a married man (Role A) and a married woman (Role B) exchange perfunctory greetings. The time is morning.

A procedure for use with each new basic dialogue.

1. The student should not look at the dialogue until after he has learned to pronounce it very well. He should not even glance at it briefly. If he looks at it too soon, he will almost certainly hear — or think he hears — the sounds for which the letters stand in English or in some other European language. If he waits until after he has learned to pronounce the Shona, he will have given his ear an opportunity to hear the sounds as they are really pronounced by his tutor.

2. Listening to the dialogue.

The tutor should begin by reading the entire dialogue aloud two or three times. The student should listen carefully, without trying to repeat. The tutor should speak at all times at a normal conversational speed. He should avoid speaking more slowly or more distinctly than he would ever speak with other persons for whom Shona is the mother tongue.

3. Learning to repeat the sentences after the instructor.

The tutor should say the first sentence at normal speed, and let the students imitate him. If their imitation is completely correct, he should than go on to the next sentence.

a. If the sentence seems to be too long, the tutor should pronounce one small part of it, then a slightly longer part, and finally the entire sentence. For example, the sentence /varara zvavo zvakanaka/ might be built up as follows:

varara

varara zvavo

varara zvavo zvakanaka

The sentence /varara senyi vapwere/ might be built up as follows:

senyi  
varara senyi  
varara senyi vapwere

b. If a student still makes a mistake in pronunciation, the tutor should correct him by repeating correctly the word that the student mispronounced. So, for example,

Tutor: Ndarárá` zvángu.

Student: Ndarárá` zhángu. [a mistake]

Tutor: Zvángu.

Student: Zvángu.

Tutor: Ndarárá` zvángu.

Student: Ndarárá` zvángu.

All the sentences in the dialogue should be treated in this way.

#### 4. Learning the meanings of the sentences.

Up to this point, the student has not been told the meanings of the sentences he is practicing. If he is told the meanings too soon, he will have a very strong tendency to use English intonations on the sentences.

Now the tutor should say the first sentence, and have the students repeat it after him. Then he should give the equivalent English sentence, and the students should reply with the Shona sentence. If the students make any mistakes at all, the tutor should say the Shona sentence again and have them repeat it after him.

Each sentence should be treated in this way, until the students can give the Shona sentences promptly and without error.

#### 5. Reading aloud.

Now, for the first time, students should open their

books and read aloud after the tutor. When they can do this easily, they may practice reading aloud independently.

#### 6. Memorizing the dialogue.

Students' books should again be closed. The tutor should assume one of the roles in the dialogue, and have the students take the other role. Then he should take the second role and have the students take the first. Finally, the students should take both roles. This kind of practice should continue until each student is able to take either role in the dialogue without having to look at it.

- |   |                     |                         |                             |
|---|---------------------|-------------------------|-----------------------------|
| A | [ - - - - - ]       | Mangwánaní máẏ.         | Good morning (madam).       |
| B | [ - - - - - - ]     | Mangwánaní babá.        | Good morning (sir).         |
| A | [ - - - - - ]       | Mwarárá heré?           | [How] did you sleep?        |
| B | [ - - - - - ]       | Ndarára zvángu.         | ( <u>I</u> slept) [fine].   |
| B | [ - - - - - - - - ] | Várárá sényí vapwéré?   | How did the children sleep? |
| A | [ - - - - - - - - ] | Várárá zvávó zvakánáka. | They slept well.            |

In the English equivalents for Shona expressions in this course, use is made of [ ], ( ), and ( ' ). Square brackets [ ] enclose English words which have no counterpart in the Shona, but which are needed in order to make a translation into idiomatic English. Parentheses ( ) enclose words which are English counterparts of something in the Shona sentence, but which would not ordinarily be used in the English equivalent. Parentheses with single quotes are used to indicate a literal English version of a sentence.

### 1. A note on syllable accent in Shona.

In the sentences of the basic dialogue, certain syllables will strike the student's ear as being more prominent than others. Some of the differences in prominence will prove to be due to differences in musical pitch. Pitch differences will be discussed in later notes. Some of the relative prominence of syllables, however, is due to physical characteristics other than pitch. Compare the sentences:

Mwarara here?

Ndarara zvangu.

If one ignores the pitches of the syllables, one will still find a kind of prominence which is associated with the syllable /he/ in the first sentence and with /zva/ in the second. As far as pitch is concerned, /he/ is relatively low, while /zva/ is relatively high. What the two syllables have in common, then, is not pitch. It is rather a combination of extra force of articulation and extra duration. This kind of prominence will be called 'accent.' The accent generally falls on the next to last syllable before a pause. In some styles of speech, the physical realization of accent is a quite noticeable prolongation of the vowel of the syllable. The student should notice whether this is true of his own tutor.

### 2. A note on tones and on ways of representing them in writing.

The third and fourth sentences in the dialogue are alike in that each has five syllables, and that the next to last syllable of each is accented. They differ however in their pitch patterns:

[ - - - \_ - ]  
Mwarara here?

[ - - \_ - - ]  
Ndarara zvangu.

Pitch differences of this kind are of great importance in Shona. Sometimes, pitch is the only audible difference between two words of entirely different meanings:

[ _ _ _ ]	nhanga	'pumpkin'
[ _ _ - ]	nhanga	'yard'
[ _ - - ]	kuchera	'to dig'
[ _ - - - ]	kuchera	'to draw [water]'

Even more important, and more complicated, is the part which tone plays in determining the grammatical function of words in sentences:

[ _ _ _ ]	munda	!field!
[ - _ _ ]	munda	!it is a field!
[ - - _ ]	vaenda	!they went!
[ - - _ ]	vaenda	![those] who went!
[ - _ - ]	vaenda	!they having gone, when they have gone!

It will be noted that three or four different pitch levels are indicated, even in the short sentences which have been used in the above examples. Longer sentences would be found to have even more different levels. All of the levels may be summarized in terms of two entities, which will be called 'tones.' The names of the two tones are 'high' and 'low'. The tones are defined primarily in terms of their relative musical pitches, but they also differ from one another in voice quality, and also in loudness.

Any syllable is said to have high tone if it has noticeably higher pitch than an adjacent syllable. The syllables with high tone are marked with an acute accent:

[ - ^ - ^ - ]  
Ndarára zvángu.

A syllable is also said to have high tone if it has the same pitch as an adjacent high tone. An example is the last syllable of:

[ - ^ - ]  
vapwéré

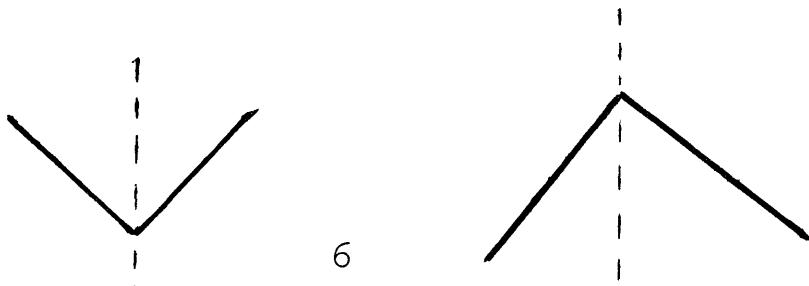
A syllable that does not have high tone is said to have low tone. A low toned syllable may be indicated either by a grave accent mark, or by the absence of any accent mark over the vowel:

vàpwéré or vapwéré

The student will have noted that acute and grave accents are not the only marks which appear over the vowels in the basic dialogue. The reason is that, although all speakers of Shona use high and low tones, they do not all agree in the tone to be assigned to each syllable. Variations in use of the tones constitute one of the most interesting set of differences among the Shona dialects.

In a course of this kind, it would be impossible to represent all of the tonal patterns that may be heard in various parts of Mashonaland. In order to increase the usefulness of the book, however, an attempt has been made to show at least two major systems of tone use. One of these is characteristic of a relatively central area, while the other is more typical of eastern practice.

In interpreting the marks  $\checkmark$  and  $\hat{\phantom{a}}$ , the student should imagine a line running vertically through the center of the symbol:



If the tutor is from the eastern area, he is likely to use the tone indicated by the right-hand half of each of these symbols (respectively high and low). If he is from the more central part of the country, he is likely to pronounce the tones indicated by the left half of each symbol (respectively low and high). Thus, the word /várärä/ would be pronounced /várärä/ farther west, and /várará/ farther east. The word /nêchípô/ 'and a gift' would be /néchípó/ or /nèchípò/.

To put the same matter in another way, students working with eastern tutors will find that there are two different symbols for high tone: ' and ^; and that there are two symbols for low tone: ' (or absence of tone mark) and ^. Students whose tutors come from farther west will also find two symbols for high tone, but these will be ' and ^, while the symbols for low tone will be ' (or absence of tone mark) and ^.

In a few words, tonal variation is known to exist, but for some reason cannot be reliably referred to the rough east-west dichotomy. Such syllables are marked with the symbol \*.

The line dividing the area where the pronunciation /várärä/ is used from the area where /várará/ is used does not coincide exactly with the line that separates /néchípó/ from /nèchípò/. So these double markings (^ and ^) for tone must be used with caution, the student noting in every instance what his own tutor says. It is thought, however, that this system of tone writing will be usable with only small modifications with a very large number of Shona speakers.

### 3. A note on the representation of dialect variation in vowels and consonants.

To a large extent, the vowels and consonants remain constant throughout the Shona area, but there are a few exceptions. Thus, the word that means 'you (pl.) slept' is pronounced /mwarara/ in some places and /marara/ in others. The fact that the sound for which /w/ stands is omitted by some speakers is symbolized by placing a , under the letter: mwarara.

Another variation in the use of consonants may be illustrated by the word /varara/ 'they slept'. In Manyika, this word is pronounced exactly like /warara/ 'he slept'. The

letter /v/ (when not adjacent to another consonant letter) stands for the same sound as /w/ in Manyika. In other dialects, /v/ stands for a sound which is absent from Manyika. The phonetic nature of this sound will be discussed in a later note.

A third kind of dialect variation is illustrated by the word /nomwana/ 'and a child.' In some areas, including Manyika, the pronunciation is /nemwana/. The fact that two different vowels (or consonants) may be used is symbolized by placing a , under the letter: nomwana.

#### 4. A note on velarized consonants.

The student should listen again to the words /mangwanani/, /mwarara/ (if pronounced with the /w/), and /vapwere/. The sounds represented by /ngw/, /mw/, and /pw/ are like the sounds written /ng/, /m/, and /p/ except that there is an extra element which may be called 'velarization.' The precise phonetic value of velarization depends on the consonant which it accompanies.

Thus, in /ngw/ it is pretty much what one might call a 'w sound'. In /pw/, it may sound like a /k/ or a scraping sound (a voiceless velar fricative). In /mw/ it may sound like the last sound in English 'song', or like a w-sound, or it may even include a slight 'smacking' of the lips. In general, velarization consists of some kind of backing and raising of the tongue toward the soft palate (velum), with or without resultant stoppage or friction. The letter w written after another consonant letter is the symbol for velarization.

#### 5. A note on the pronunciation of /v/.

When the letter v is not adjacent to some other consonant letter, it may stand for any of three sounds, depending on dialect.

In a major part of the central area, it stands for a voiced labiodental sound which is not a stop and, if a fricative, has very light friction. It contrasts both with the velar /w/ and with the voiced and voiceless labiodental fricatives written /vh/ and /f/.

Other speakers use a sound much like the one just described except it is bilabial instead of labiodental.

In the Manyika area, this letter stands for the same sound as the letter w.

#### 6. A note on the pronunciation of zv.

Perhaps the most difficult sound in the basic dialogue for Unit 1, from the point of view of the European student, is the one written zv. This sound contrasts with z, with zh (similar to the middle consonant sound of measure), and with zw. The consonant zv is produced by pronouncing simultaneously Shona v (see Note 5 above) and Shona z. That is to say, the lips are brought very near to one another, but without touching one another, during the pronunciation of z.

This same kind of articulation, with simultaneous friction at the tongue tip and at the lips, is found with all Shona consonants whose spelling includes either s or z followed by v.

#### 7. A note on the pronunciation of /h/.

The student should listen carefully to the pronunciation of h in the word /heré/. The English sound at the beginning of the word hair is an unvoiced sound. The Shona sound in /heré/ is like it except that it is voiced and that it always has low pitch. These characteristics may cause it to impress the student as 'heavy'.

The letter h stands for this kind of sound except in the combinations sh, zh, ch, vh.

#### 8. A note on a tonal alternation.

It was stated in Note 2 that the rules governing the tones of syllables are somewhat complex in Shona. One such rule is illustrated by the difference between the tonal patterns of the first words in the phrases /mwarárá heré/ and /ndarára zvángu/. If pronounced by itself, /ndarára/ has the same tones as /mwarárá/, i.e. /ndarárá/. If the sentence /ndarára zvángu/ is pronounced very slowly, with a pause between the words, /ndarára/ may still have this tone pattern. But when a verb form ends with two or more consecutive high tones, and is followed immediately by a word that begins with a high tone, then the last high tone of the verb is replaced

by low tone:

/ndàrará/ plus /zvángù/ is pronounced /ndàrárà zvángù/.

This alternation will be written /ndàrará` zvángù/. (Practice on this point will be found in Unit 2.)

## UNIT 2

BASIC DIALOGUE In this dialogue, a woman (Role A) and a man (Role B) are greeting one another in the morning. These greetings are a bit more formal than those in the dialogue of Unit 1.

Remember that the student should:

Listen first, book closed.  
 Then imitate without knowing the meanings of the new sentences.  
 Then imitate as he learns the meanings.  
 Then open his book and read aloud.  
 Then learn to take both roles.

shéwe

courteous form of address used by women

A [ - - - - - ]  
 A Mangwánaní shéwe. Good morning!

chirombówe

courteous form of address used by men

B [ - - - - - - - ]  
 B Mangwánaní chirombówe. Good morning!

A [ - - - - - ]  
 A Mwarárá heré? [How] did you sleep?

áiwá

courteous expression of diffidence or dissent

zvitámbó

fit, having life

B [ \ - - - - ]  
 B Áiwá zvitámbó. Oh, very well indeed.

mhuri (9,10)

family

B [ \_ ~ - ^ = = - - - - ] Mhùrì yárärä zvakánáka heré? How did the family sleep?

A [ \_ = - - - - - - ] Várärä` zvávó zvakánáka. They slept fine.

1. A note on the use of the macron as a tone mark.

The word /chirombówe/ when pronounced by itself has low tone on the first syllable. In the second sentence in this dialogue, it has high tone.

In general, when a word that ordinarily begins with a series of two or more consecutive low tones is preceded by a word that ends in a high tone, then the first syllable of the second word has high tone:

/màngwánàní/ plus /chiròmbówè/ is /màngwánàní chiròmbówè/

In such instances, the syllable at the beginning of the second word is marked with a macron, as in the second sentence of the dialogue. This 'raising' of certain low tones will soon become habitual with the student, so that the writing of macrons will be discontinued in the later units.

In some forms of Shona, including Ndau, this raising of low after high extends to all the low tones in a series except for the very last:

Ndìrí kùéndà kùmündà.

is pronounced:

Ndìrí kúéndà kùmündà.

or:

Ndìrí kúéndà kùmündà.

or:

Ndìrí kúéndá kùmündà.

2. A note on the pronunciation of /mh/.

The sound written mh as in /mhuri/ is pronounced as a sequence of /m/ followed by the kind of /h/ that was described in Unit 1, Note 7. Like /h/, this sound has low pitch. The sound written /nh/ is pronounced analogously.

3. A note on subject prefixes.

Each of the verbs that have been met so far contains a 'subject prefix':

ndarárá	I slept
mwarárá	you (pl. or honorific) slept
várárá	they slept

The stem of the verb that means 'to sleep' is /rárá/. The first /a/ in each of these verb forms is characteristic of past tense forms. The subject prefixes are represented in these words by /nd/ 'I', /mw/ 'you (pl.)', and /v/ 'they'. The form of these prefixes will be discussed more fully in Unit 5, Note 1.

It should be noted also that the third person subject prefix has a high tone, while the first and second person prefixes have low tone.

The personal subject prefixes for use in this tense are the following:

	Singular	Plural
1	nd-	t-
2	w-	mw-
3	#(lack of any prefix) or w-	v-

The noun /mhuri/ 'family', even though it refers to a group of persons, is not a member of the personal class. Accordingly, there is a different subject prefix /y-/ that goes with it. Note that this prefix, like the other prefixes for third person, has high tone.

#### 4. A note on the use of the forms /zvángù/, /zvávó/, /zváyò/.

Both of the following sentences would be translated into English as 'I slept':

Ndarará.

Ndarará' zvángu.

The usual equivalent that is given for /zvángu/ as it is used here is 'as for me, in my fashion.' The effect of using it in the above example is to make what one says more gentle or more respectful. The same is true for /zváyò/, /zvávó/, and the corresponding forms for other persons, numbers and classes.

In Manyika, the corresponding words used in this way begin with /h/, instead of /zv/.

#### 5. A preliminary note on the principle of concord.

In the second group of materials for systematic practice, the following sentences appear:

Vapwéré várärä' zvávó.      The children slept.

Mhuri yárärä' zváyò.      The family slept.

The differences between the second words, and between the third words in these sentences represent ways in which these words agree with, or are 'in concord with' the first word of the sentence. This kind of agreement plays a very large part in the grammar of Shona.

Exercise 1. Reading aloud without the help of tone marks. First, the student should read each of the words and phrases aloud and the tutor should tell him whether the tones are right. If they are, the student should write them, using ' for high tone and ' for low tone. Other tone marks (, ^, -) should not be written by the student.

mangwanani	aiwa
zvitambo	baba
zvavo	mhuri yarara
varara	varara here?
mwarara	mwarara here shewe?

Materials for systematic practice. Group 1.

A procedure for use with substitution drills.

A large number of the practice materials in this book are organized in such a way that each sentence is partly like the one that immediately precedes it. An example is to be found below in the first group of sentences for systematic practice.

1. The tutor says each sentence. The students repeat it after him until they are able to do so easily and correctly.
2. The class goes through the same sentences again, making sure that everyone understands the meaning of each sentence.
3. The tutor says the first sentence, and then the word from the column of 'cue words', opposite the second sentence. One of the students should reply with the second sentence. The tutor then gives the cue word from the third line, and so on through the entire series. Thus:

Tutor: Mwarárá heré?

Class: Mwarárá heré?

Tutor: Sényi.

Student A: Mwarárá sényi?

Tutor: Zvakánáka.

Student B: Mwarárá zvakánáka heré?

Tutor: Ndarará.

Student C: Ndarará zvakánáka.

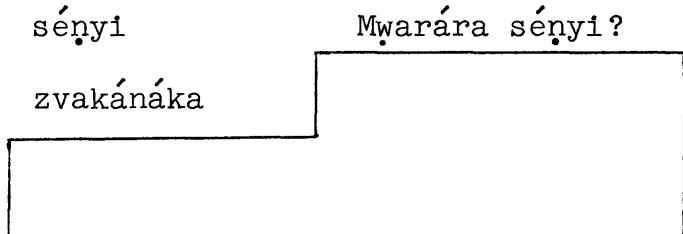
Tutor: Zvángu.

Student D: Ndarará zvángu.

etc.

The drill has been completed when the student can respond in this way, easily and correctly, to all the items from the column of "cues".

For review of the same material without a live tutor, the student may make use of an opaque card with a notch cut out of one corner:

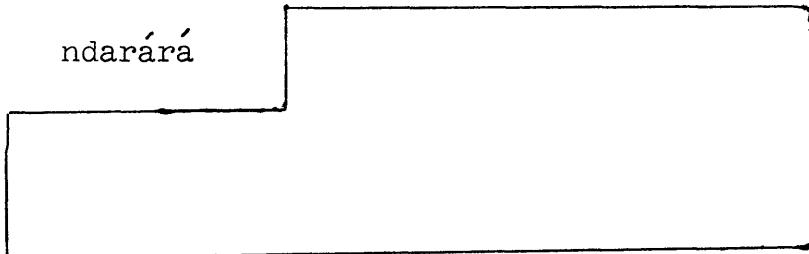


When the card is in this position the student is expected to produce the sentence which is concealed by the top of the card. When he has done so, or attempted to do so, he then pulls the card downward just far enough to expose the sentence that he was to have produced:

sényi                  Mwarára sényi?

zvakánáka            Mwarárá zvakánáka heré?

ndarará



Having done so, he receives immediate confirmation or correction of his own response and is simultaneously presented with the next cue (*ndarará*).

If the card is turned over so that the notch is on the right hand side, the English sentences may be used as a second set of cues.

Materials for systematic practice. Group 1.

The general purpose of these sentences is to provide the student with an occasion to practice new sentences which contain no new words.

In going through this drill, the student must be careful to distinguish between the tonal patterns /rará/ before low tone and /rárà/ before high tone.

	Mwarárá heré?	Did you (pl.) sleep?
sényi	Mwarárá sényi?	How did you (pl.) sleep?
zvakánáka	Mwarárá zvakánáka heré?	Did you (pl.) sleep well?
ndarará	Ndarárá zvakánáka.	I slept well.
zvángu	Ndarárá zvángu.	I slept.
zvakánáka	Ndarárá zvakánáka.	I slept well.
warará	Warárá zvakánáka heré?	Did you (sg.) sleep well?
sényi	Warárá sényi?	How did you (sg.) sleep?
heré	Warárá heré?	Did you (sg.) sleep?
zvakánáka	Warárá zvakánáka heré?	Did you (sg.) sleep well?
tarará	Tarárá zvakánáka.	We slept well.

A procedure for use with transformation drills.

The second group of material for systematic practice consists of three columns. Column 1 consists of cues, Column 2 contains one series of sentences, and Column 3 contains a different series of sentences.

In drill with materials of this kind, Columns 1 and 2 should be used as a substitution drill (see the procedure outlined above for substitution drills). Then Columns 1 and 3 should be used together in the same way, omitting Column 2. Finally, the tutor gives the cue, one student gives sentences from Column 2, and another replies with the sentences from Column 3. In this way, sentences from the substitution drills are combined into a series of little two-line conversations.

Materials for systematic practice. Group 2.

In this series of sentences, the student must pay special attention to the use of /yárárá/ and /zváyo/ in sentences with /mhuri/, but /várárá/ and /zvávó/ in the other sentences.

	'Did the children sleep?'	'The children slept.'
	Vapwéré várárá heré?	Vapwéré várárá' zvávó.
babá	Babá várárá heré?	Babá várárá' zvávó.
mái	Mái várárá heré?	Mái várárá' zvávó.
babá na mái	Babá na mái várárá heré?	Babá na mái várárá' zvávó.
mhuri	Mhuri yárárá heré?	Mhuri yárárá' zváyo.
vapwéré	Vapwéré várárá heré?	Vapwéré várárá' zvávó.

## UNIT 3

BASIC DIALOGUE

- A [ - - - - - ]  
Masíkatí muzváré. Good (mid-)day, (Miss).
- B [ - - - - - ]  
Masíkatí shéwe. Good (mid)day.
- B [ - - - - - - - ]  
Mwaswéra heré shéwe? [How] have you spent the day?
- A [ - - - - - - - ]  
Ndaswéra zvángu kana  
[ - - - - ]  
wásweráwo. Fine, and you? (I have spent the day if you have spent the day also.)
- A [ - - - - - - ]  
Babá váscléra sényi? How has your father spent the day?
- B [ - - - - - - - - - ]  
Váscléra zvávó zvirináne. He is better [thank you].  
(He spent the day better.)

1. The tonal classes of verbs.

Compare the sentences:

Mwarárá heré?

Mwaswéra heré?

Speakers of Shona from the extreme eastern and south-eastern parts of Rhodesia are likely to say /mwaswéra heré/. For such speakers, the two phrases cited above will not illustrate the point being made in this note, but the isolated words /mwarárá/ and /mwaswéra/ will.

The forms /mwarárá/ and /mwaswéra/ are only one out of hundreds of pairs of forms of these same verbs which differ

in tone. About half of the verbs in the language behave tonally in one way, while almost all the rest behave in another way. One group (illustrated by /mwarará/) are called 'high verbs'; the other (illustrated by /mwawéra/) are 'low verbs.'

In citing verbs, it is customary to use the infinitive form, which for high and low verbs alike begins with /kù/.

## 2. A note on the courteous formula 'if you also'.

In the dialogue and in Exercise I are found the sentences:

Ndaswéra zvángu kana mwásweráwo.

Ndaswéra zvángu kana mwárarárawó.

Literally, these sentences would be translated 'I slept (or spent the day) if you slept (or spent the day) also.' This formula is widely used in reply to polite inquiries.

The forms /mwáswerá/ and /mwárará/ used in the second half of this formula are tonally and grammatically different from /mwawéra/ and /mwarará/ which are used in the questions. This difference will be discussed in greater detail in Units 27 ff. In the meantime, these forms, if pronounced as shown above, provide another example of tonal difference between corresponding forms of a high verb (/kurará/) and a low verb (/kuswera/).

Some speakers in the east will pronounce high verbs and low verbs alike in this form:

/mwásweráwo/, but also /mwárarárawó/.

## 3. A note on the honorific use of the plural.

The noun /babá/ is singular both in its form and in its meaning. The verb /vásvera/, however, begins with the third person plural subject prefix /va-/.

Similarly, only one person is being addressed in the third line of the basic dialogue for this unit, yet the second person plural subject prefix /mw/ is used.

In both the second and the third person, the plural may be used as a mark of respect when speaking to or about one person.

Sentences for systematic practice, Group 1.

The following paired questions and answers should be learned thoroughly, since they will be heard very frequently in everyday life. If the tutor uses different sentences in place of the ones shown here, then those sentences should be learned also.

The question and the answer in each pair imply that the person inquired about has not been completely well recently.

The alternative answers to the first two questions reflect the fact that verb forms with /mwa-/ , while literally plural, may be used as a mark of respect when talking to only one person.

The third person forms of the high verb in this exercise are pronounced either /várará/ (easterly) or /váràrà/ (westerly). This dialectal variation is symbolized by writing /várárà/ (Unit 1 Note 2 ).

But even in those geographical areas where the pronunciation /várará/ is used before low tone or at the end of a sentence, the pronunciation before a high tone is /várára/ (Unit 1 Note 8 ). For this reason, /varara/ before a high tone is written /várára/.

In the easterly pronunciation, then, these forms of high verbs turn out to have tones identical with the corresponding forms of low verbs:

vásréra sényi?

várára sényi?

Mwarára sényi?	{ Áiwá tarára zvédú zvirínáne. Áiwá ndarára zvángu zvirínáne.
Mwaswéra sényi?	{ Áiwá taswéra zvédú zvirínáne. Áiwá ndaswéra zvángu zvirínáne.
Babá várára sényi?	Áiwá várára zvávó zvirínáne.
Babá váscléra sényi?	Áiwá váscléra zvávó zvirínáne.
Mupwéré wárára sényi?	Áiwá wárára zváké zvirínáne.
Mupwéré wáscléra sényi?	Áiwá wáscléra zváké zvirínáne.
Warára sényi?	Áiwá ndarára zvángu zvirínáne.
Wascléra sényi?	Áiwá ndaswéra zvángu zvirínáne.
Mwarárá heré?	Áiwá, kana mwárarárawó.
Mwaswéra heré?	Áiwá, kana mwásclerawó.
Babá váscléra heré?	Áiwá váscléra zvávó.
Babá várárá heré?	Áiwá, várára zvávó.

Exercise in the writing of tones.

Fill in the square brackets with short line segments to represent the pitches of the individual syllables. Check accuracy by reference to the sentences in the basic dialogues.

[ ]  
ndaswera zvangu

[ ]  
mangwanani chirombowe

[ ]  
babá váscléra senyi

[ ]  
mhuri yarara zvakana here

[ ]  
váscléra zvávó zvirínáne

[ ]  
aiwa zvitambo

## UNIT 4

BASIC DIALOGUE

mwaná (1,2)

child, offspring

A [ - - - - - ]  
 A Masíkatí mwanángu. Good (mid) day, my child.

B [ - - - - - ]  
 B Masíkatí babá. Good (mid) day, sir.

B [ - - - - - - - ]  
 B Mwaswéra heré shéwe? How are you, (sir)?

A [ \ - - - - ]  
 A Áiwá, zvitámbo. Oh, fine.

mukúnda (1,2)

daughter

B [ - - - - - ]  
 B Wákadini mukúnda? How is your daughter?

~penyú

alive

~áké

his, her

A [ - - - - - ]  
 A Múpenyú zváké. She is all right. (She  
 is a living [thing].)

Read the dialogue aloud, using the right tones:

Masikati mwanangu. Masikati baba. Mwaswera here shewe?

Aiwa zvitambo. Wakadini mukunda? Mupenyu zvake.

Supplementary Vocabulary:

How did your daughter sleep?

Muzváré wárárá' sényi?

muzváré unmarried girl over 12

Vazváré várárá' sényi?

vazváré (plural of above)

Mukúnda wářră` sényi? mukúnda daughter

Vakúnda várără` sényi? vakúnda (plural of above)

Mukóróre wářră` sényi? mukóróre son

Vakóróre várără` sényi? vakóróre (pl.)

Mhandara yářră` sényi? mhandara (honorific term for girl of 14 or more)

Mhandara dzářră` sényi? (plural of noun is identical with singular)

Mujahá wářră` sényi? mujahá boy of 14 or more

Majahá árără` sényi? majahá (plural of above)

### 1. A note on singular and plural nouns.

Compare these three singular-plural pairs:

mukóróre	mujahá	mhandara
----------	--------	----------

vakóróre	majahá	mhandara
----------	--------	----------

In the first of these pairs, the difference between singular and plural is the difference between /mu/ and /va/. (Most of the nouns that have been met thus far work like this.) In the second pair, the singular again has /mu/ but the plural has /ma/. In the third pair, neither the singular nor the plural has /mu/, and singular and plural are identical in form.

The most common forms of the prefixes used with nouns of the various classes are as follows. Corresponding singular and plural classes are bracketed.

{ 1	mu-	mw-	before vowels
2	va-	v-	before vowels in some words
{ 3	mu-	mw-	before vowels
4	mi-	mw-	before vowels
{ 5	(No prefix syllable, but the initial consonant of the stem may be voiced).		
6	ma-		
{ 7	chi-	ch-	before vowels in some words
8	zvi-	zv-	before vowels in some words
{ 9	(No prefix syllable, but most members of this class begin with a nasal consonant. The ini- tial consonant of the stem may show evidence of having changed from something else.)		
10	(Identical with the corresponding singular from Class 9 except that some speakers have /imba/ (9) 'house' /dzimba/ (10) 'houses'.		
11	ru-	rw-	before vowels
{ 12	ka-		
13	tu-	tw-	before vowels
14	hu- or u-	hw-	before vowels
15	ku-	kw-	before vowels
16	pa		
17	ku	kw	before vowels
18	mu	mw	before vowels

(For practice in switching between singular and plural,  
Classes 1 and 2, see Group 1 of the sentences for systematic  
practice.)

2. A note on additional subject prefixes.

Compare the forms:

várärä

dzárärä

árärä

All these forms mean 'they slept'. The first is used after plural nouns that begin with /va/ and in an honorific sense with certain singular nouns (Unit 3, Note 3). The second is used with plurals that are identical in form with the corresponding singulars (e.g. /mhandara/). The third is used with plural nouns that begin with /ma/.

Similarly, the singular forms

wárärä

yárärä

both mean 'he/she slept'. Choice between them depends on the identity of the noun that is the grammatical subject of the verb.

For practice in using the appropriate subject prefixes with various nouns, see Groups 1, 2 of the sentences for systematic practice.

3. A third tonal class of verbs.

It was stated in Unit 3, Note 1 that most of the verbs of Shona behave tonally either like /rárá/ (high verbs) or like /swera/ (low verbs). One of the exceptions is the verb /díni/ 'to do or say what or how'. Two other verbs which share the same tonal peculiarities are /dáro/ 'to do or say like that' and /dái/ 'to do or say like this'. With respect to their meanings and their grammatical function, these three verbs stand in the same relation to other verbs that pronouns occupy with respect to nouns. They may therefore be called PRO-VERBS.

The most conspicuous feature of the tonal behavior of the pro-verbs is that the first syllable of the stem has the

tone that is opposite to that of the preceding syllable, and that the second syllable of the stem in turn has the tone that is opposite to that of the first syllable of the stem:

Vákadíni? (Exercise 3)

but Mwakádini?

Group 1. Sentences for systematic practice. Contrasting singular and plural nouns. Follow instructions for transformation drills, p. 17f.

muzváré	Muzváré	wákadíni?	Vazváré vákadíni?
mukúnda	Mukúnda	wákadíni?	Vakúnda vákadíni?
mukóróre	Mukóróre	wákadíni?	Vakóróre vákadíni?
mupwéré	Mupwéré	wákadíni?	Vapwéré vákadíni?
mujahá	Mujahá	wákadíni?	Majahá ákadíni?
mhandara	Mhandara	yákadíni?	Mhandara dzákadíni?
mhuri	Mhuri	yákadíni?	
babá	Babá	vákadíni?	
mái	Mái	vákadíni?	

Group 2. Sentences for systematic practice. Alternate substitution of subject and verbs. Concord between noun subject and subject prefix. Follow instructions on p. 14f .

wáscléra	Muzváré wáscléra heré?
wárárá	Muzváré wárárá heré?
mukúnda	Mukúnda wárárá heré?
wákadíni	Mukúnda wákadíni?
mukóróre	Mukóróre wákadíni?

wáswéra	Mukóróre wáswéra heré?
mujahá	Mujahá wáswéra heré?
wáräră	Mujahá wáräră heré?
mhandara	Mhandara yáräră heré?
yákadíni	Mhandara yákadíni?
muzváré	Muzváré wákadíni?

Exercise 3. Paired questions and answers.

Mwakádini?	Áiwá, kana mwákadíniwó.
Wakádini?	Áiwá, kana wákadíniwó.
Mukúnda wákadíni?	Áiwá, múpenyú zváké.
Babá vákadíni?	Áiwá, vápenyú zvávó.
Wákadíni?	Áiwá, múpenyú zváké.
Vakóróre vákadíni?	Áiwá, vápenyú zvávó.
Majahá ákadíni?	Áiwá, mápenyú zváo.
Mhandara yákadíni?	Áiwá, ímhenyú zváyo.

Exercise 4. Reading aloud without tone marks.

Read the following sentences aloud with the proper tone on each syllable. Then write the tone marks, using ' for high and ' for low.

Mangwanani mujaha.

Mangwanani mai.

Mwarara here mai?

Ndarara zvangu.

Varara here baba?

Varara zvavo.

Exercise 5.

Read the following words aloud, making certain that the tones are correct. Then mark the tones. Finally, write the English equivalent opposite each word.

mukunda

vakunda

mukorore

mujaha

majaha

vakorore

vazvare

muzvare

mhandara

mwakadini

vakadini

mai

vana

mwana

A procedure for use with practice conversations.

The practice conversations which follow the systematic practice material in Units 4 - 40 are intended to provide

opportunities for guided practice in short connected dialogues. These materials contain no new words or grammatical features.

The first column consists of an English summary of one side of the dialogue. The middle column contains the Shona expressions that are needed for that side of the dialogue. The third column contains the other side of the same conversation.

1. The student covers all of the page in his book except the first column. The tutor leaves all three columns in his book uncovered. The student gives a Shona expression which carries out the first English instruction in Column 1. When he has done so, the tutor replies with the next line from the other side of the conversation. The student hears and understands this, and goes on to reply in accordance with the second English instruction. They proceed in this way to the end of the dialogue.

2. The above procedure should be repeated until the student can take the first side of the dialogue without hesitation and without mistakes.

3. Then the tutor should take the first role, and the student should take the role formerly given to the tutor.

Practice Conversation.

You meet a ten year old girl at noontime and say hello to her.	Masíkatí mukúnda.  Masíkatí baba.  Mwaswéra heré  babá?
You reply to her series of polite inquiries.	Ndaswéra zvángu.  Váscléra heré máí?  Váscléra zvávó.

Wásréwa sényi

mukóróre?

Aiwa, wásréwa

zvirinane.

Free Conversation.

A is a married man.

B is a married woman.

C is a boy of sixteen.

D is a girl of sixteen.

Practice greetings that would be appropriate between:

A and B

A and C

B and C

A and D

B and D

## UNIT 5

BASIC DIALOGUE

masangá (6)

meeting; a greeting  
from one traveller  
to anotherA [ - - - - - ]  
Masangá chīrombówe.  
Hello!B [ - - - - - ]  
Masangá chīrombówe.  
Hello!

munhu (1, 2)

person

ani

who?

ndíani

who is it?

A [ - - - - ]  
Munhu ndíani?  
Who are you? (Who is  
the person?)B [ - - - - ]  
Ndíni John.  
I am John (It is I John.)

-gara

to live, sit, stay

pápí

where?

A [ - - - - - ]  
Munógára pápí?  
(or: Munógárepí?)  
Where do you live?B [ - - - - - ]  
Ndinogára mwáRusápi.  
I live in Rusape.

-ita

to do

apo

there

A [ - - - - - ]  
Muri kūiteṇyí āpo?  
What are you doing there?

*-sánda*

to work

B [ - - - - - - - ] Ndinósánda muPost Office. I work in the Post Office.

Supplementary vocabulary.

The new words given below are proper nouns and other words which have to do with place. In learning the words, it is necessary also to learn the prefixes (*kwa-*, *mwá-*, *mu-*, *pa-*) which go with some of them. These prefixes correspond roughly to certain English prepositions.

Munógăra páyi?	Where do you live?	
(Munógărepí?)		
Ndinógăra pánó.	pánó (16)	here
Ndinógăra kwáNyádiré.	Nyádiré	Nyadiri
Ndinógăra kwáMutáre.	Mutáre	Umtali
Ndinógăra muguta.	guta (5, 6)	city
Ndinógăra muSakúbva.	Sakúbva	area near Umtali
Ndinógăra muHaráre.	Haráre	Salisbury
Ndinógăra mwáRusápi.	Rusápi	Rusape
Ndinógăra pahósipitari.	hósipitari (9, 10)	hospital
Ndinógăra pakámba.	kámba (9, 6)	police camp
Ndinógăra patyo.	patyo (16)	near
Ndinógăra kure.	kure (17)	far
Ndinógăra chinhambo.	chinhambo (7)	a short dis- tance

Supplementary vocabulary. Some useful verbs.

basa (5,6) work

Munó̄ita basanyí? What work do you do?

Low verbs.

Ndinóríma.	kurima	to plow, raise crops
Ndinócháira.	kuchaira	to drive (a vehicle)
Ndinówěza.	kuweza	to work wood, do carpentry
Ndinórímisa.	kurimisa	to work as an agricultural demonstrator
Ndinórăpa.	kurapa	to heal, do medical work
Ndinópětesa.	kupetesá	to tax, work in tax office

High verbs.

Ndinováká.	kuváká	to build
Ndinódzídzísá.	kudzídzísá	to teach
Ndinónyórá muófisi. I do office work.	kunyórá ófisi (9, 10)	to write office
Ndinofámbírá zvikóro. I'm a superintendent of schools.	kufámbírá chikóro (7) zvikóro (8)	to visit school schools

1. The /no/ tense.

The non-initial prefix /no/ is found in the sentences :

Munogára pápí? Where do you live?

Ndinósándá muPost Office. I work in the Post Office

Verb forms which contain this prefix have either general present or future meaning.

The subject prefix syllables used with the /no/ tense are compared with the subject prefix syllables used with the tense of the verbs discussed in Unit 2, Note 3 and in Unit 4, Note 2. Not all of the classes have been exemplified in the sentences of Units 1-5, but this table will be useful for future reference.

1 sg.	I	ndì-	ndà-	
2 sg.	you	ù-	wà-	
3 sg.	he, she	á-	á-	(Class 1)
		ú-	(Eastern) wá-	
1 pl.	we	tì-	tà-	
2 pl.	you	mù-	mà-	(Class 18)
		(Eastern) mwà-		
3 pl.	they	vá-	vá-	(Class 2)
		ú-	wá-	(Class 3)
		í-	yá-	(Class 4)
		rí-	rá-	(Class 5)
		á-	á-	(Class 6)
		chí-	chá-	(Class 7)
		zví-	zvá-	(Class 8)
		í-	yá-	(Class 9)
		dzí-	dzá-	(Class 10)
		rú-	rwá-	(Class 11)
		ká-	ká-	(Class 12)
		tú-	twá-	(Class 13)
		hú-	hwá-	(Class 14)
		kú-	kwá-	(Class 15)
		pá-	pá-	(Class 16)
		kú-	kwá-	(Class 17)
		mú-	má-	(Class 18)
			mwá-	

Comparison of these lists shows that in general the prefix in the right hand list has the tone and the consonant of the first list plus /a/, /u/ and initial /i/ in the first list are matched by /w/ and /y/ respectively in the second list, except that in some dialects /mu-/ is matched by /ma-/ and not by /mwa-/.

The tone of the prefix /no/.

The prefix /no/ has low tone between a high toned subject prefix and the stem of a high verb (including the proverbs, Unit 4, Note 3):

Vánosánda. they work

Otherwise, it has high tone:

Tinósánda. we work

Ndinógora mwáRusápi. I live in Rusape.

Vánógora apo. they live there.

Tones of verb stems in the /no/ tense.

In the /no/ tense, the stems of high verbs have the tones of the infinitive:

vánosánda

ndinósánda

The tones of the stems of low verbs vary according to dialect.

(1) Central/westerly: the tones of the stem syllables are all low:

vánóríma

ndinóríma

ndinórimisa

(2) Farther east: the tone of the first syllable of the stem is high in first and second person forms; the rest are low:

vánóríma

ndinóríma

ndinórímisa

(3) Still farther east and southeast: all stem syllables except the last are high:

vánóríma

ndinóríma

ndinórímisa

The first and second of these sets of dialect alternates are reflected in the tone writing to be employed in this course. The third set of alternates are not overtly indicated, but may be inferred.

The tonal differences between high and low verbs in this tense, and between third person and non-third person forms of the indicative, are of great importance if one's Shona is to be easily intelligible. For this reason, most of the systematic practice sentences in this unit are devoted to these matters.

## 2. Locative prefixes with place names.

Compare these locative forms:

muHaráre                in Salisbury

mwaRusápi                in Rusape

Some place names take locative prefixes in their simple form (/mu/, /ku/, /pa/). Others take locative prefixes in which these simple prefixes are combined with /-á-/. The latter group consists of names of persons or rivers which have come to be used as designations for places.

(For practice in choosing among the locative prefixes used with various place names, see Group 18 of the sentences for systematic practice.)

### 3. 'Where' questions.

'Where' questions may be formed by use of one of the words /páp̄i/ or /kúp̄i/, which stand somewhere after the verb in the sentence.

In some areas, the enclitic /-pí/ is very commonly used in where questions. It is attached to the end of the verb. The vowel that precedes it is /-e-/, which corresponds to the /-a-/ of indicative forms that do not have this enclitic:

Unóḡarepí?

but                    Ndinoḡara pánó.

(For practice in forming 'where' questions, see groups 19 and 20.)

Sentences for systematic practice.

Group 1. Low verbs, first and second person, /-no-/ tense.

kurima	Unór̄ima heré?	Ndinór̄ima.
kupetesá	Unóp̄etesá heré?	Ndinóp̄etesá.
kuchairá	Unóch̄airá heré?	Ndinóch̄airá.
kurapa	Unór̄apa heré?	Ndinór̄apa.
kuweza	Unów̄eza heré?	Ndinów̄eza.
kurimisa	Unór̄imisa heré?	Ndinór̄imisa.

Group 2. High verbs, first and second person, /-no-/ tense.

kunyórá      Unónyórá heré?      Ndinónyórá muófisi.

kudzídzísá    Unódzídzísá heré?    Ndinódzídzísá.

kufámbírá     Unofámbírá zvikóro heré?    Ndinofámbírá zvikóro.

kuváká        Unóváká heré?        Ndinóváká.

Group 3. Low verbs, third person, /-no-/ tense.

mupwéré       Mupwéré ánórima heré?      Ánórima.

vapwéré        Vapwéré vánórima heré?      Vánórima.

mujahá          Mujahá ánórima heré?        Ánórima.

majahá          Majahá ánórima heré?        Ánórima.

mhandara (sg.) Mhandara ínórima heré?      Ínórima.

mhandara (pl.) Mhandara dzínórima heré?    Dzínórima.

Group 4. High verbs, third person, /-no-/ tense.

mujahá          Mujahá ánodzídzísá heré?      Ánodzídzísá.

majahá          Majahá ánodzídzísá heré?      Ánodzídzísá.

mhandara (sg.) Mhandara ínodzídzísá heré?    Ínodzídzísá.

mhandara (pl.) Mhandara dzínodzídzísá heré?   Dzínodzídzísá.

[After completing Group 4, take sentences at random from all four groups.]

Group 5. Low verbs in the /-no-/ tense, first and second person singular subjects.

kugara	Unóḡara mwáRusápi heré?	Ndinoḡara mwáRusápi.
kurapa	Unór̄apa heré?	Ndinór̄apa.
kurimisa	Unór̄imisa here?	Ndinór̄imisa.
kurima	Unór̄ima heré?	Ndinór̄ima.
kupetesa	Unóp̄etesá heré?	Ndinóp̄etesá.
kuchaira	Unóch̄aira here?	Ndinóch̄aira.

Group 6. Plural subjects.

kuchaira	Munóch̄aira heré?	Tinóch̄aira.
kurima	Munór̄ima heré?	Tinór̄ima.
kugara	Munoḡara mwáRusápi heré?	Tinoḡara mwáRusápi.
kurimisa	Munór̄imisa heré?	Tinór̄imisa.
kupetesa	Munóp̄etesá heré?	Tinóp̄etesá.
kurapa	Munór̄apa heré?	Tinór̄apa.

[After completing Group 6, take sentences at random from Groups 5 and 6.]

Group 7. High verbs in the /-no-/ tense, first and second person singular subjects.

kuváká	Unováká heré?	Ndinováká.
kudzídzísá	Unodzídzísá heré?	Ndinodzídzísá.
kufámbírá	Unofámbírá zvikóro heré?	Ndinofámbírá zvikóro.
kunyórá	Unonyórá muófisi heré?	Ndinonyórá muófisi.

## Group 8. Plural subjects.

kufámbírá	Munófámbírá zvikóro heré?	Tinofámbírá zvikóro.
kunyórá	Munónyórá muófisi here?	Tinónyórá muófisi.
kuváká	Munóváká heré?	Tinóváká.
kudzídzísá	Munódzídzísá heré?	Tinódzídzísá.

[After completing Group 8, take sentences at random from Groups 7 and 8.]

## Group 9. Low and high verbs in the /-no-/ tense, first and second person singular subjects.

kuváká	Unóváká heré?	Ndinóváká.
kurima	Unórýma heré?	Ndinórýma.
kudzídzísá	Unódzídzísá heré?	Ndinódzídzísá.
kuchaira	Unócháira heré?	Ndinócháira.
kufámbírá	Unófámbírá zvikóro here?	Ndinófámbírá zvikóro.
kupetesa	Unópětesa heré?	Ndinópětesa.

## Group 10. Plural subjects.

kuváká	Munóváká heré?	Tinóváká.
kurima	Munórýma heré?	Tinórýma.
kunyórá	Munónyórá muófisi heré?	Tinónyórá muófisi.
kurimisa	Munórýmisa heré?	Tinórýmisa.
kudzídzísá	Munódzídzísá heré?	Tinódzídzísá.
kurapa	Munórápa heré?	Tinórápa.

[After completing Group 10, take sentences at random from Groups 9 and 10.]

Group 11. Low verbs in the /-no-/ tense, third person singular subjects.

kurima	Ánóríma heré?	Ánóríma.
kurapa	Ánóríapa heré?	Ánóríapa.
kuchairá	Ánóchairá heré?	Ánóchairá.
kupetesa	Ánópetesa heré?	Ánópetesa.
kurimisa	Ánórimisa heré?	Ánórimisa.
kuweza	Ánóweza heré?	Ánóweza.
kugara	Ánógara mwáRusápi heré?	Ánógara mwáRusápi.

Group 12. Plural subjects.

kugara	Vánögara mwáRusápi heré?	Vánögara mwáRusápi.
kuweza	Vánóweza heré?	Vánóweza.
kurimisa	Vánórimisa heré?	Vánórimisa.
kuchairá	Vánóchairá heré?	Vánóchairá.
kurapa	Vánóríapa heré?	Vánóríapa.
kurima	Vánóríma heré?	Vánóríma.

[After completing Group 12, take sentences at random from Groups 11 and 12.]

Group 13. Singular subjects.

kufámbírá	Ánofámbírá zvikóro heré?	Ánofámbírá zvikóro.
kuváká	Ánováká heré?	Ánováká.
kudzídzísá	Ánodzídzísá heré?	Ánodzídzísá.
kunyórá	Ánonyórá muáfisi heré?	Ánonyórá muáfisi.

Group 14. High verbs in the /-no-/ tense, third person plural subjects.

kudzídzísá	Vánodzídzísá heré?	Vánodzídzísá.
kunyórá	Vánonyórá muófisi heré?	Vánonyórá muófisi.
kuváká	Vánováká heré?	Vánováká.
kufámbírá	Vánofámbírá zvikóro heré?	Vánofámbírá zvikóro.

[After completing Group 14, take sentences at random from Groups 13 and 14.]

Group 15. Low and high verbs in the /-no-/ tense, third person singular subjects.

kuchaira	Ánóchaira heré?	Ánóchaira.
kuváká	Ánováká heré?	Ánováká.
kurapa	Ánórapa heré?	Ánórapa.
kudzídísá	Ánodzídzísá heré?	Ánodzídzísá.
kugara	Ánógara mwáRusápi heré?	Ánógara mwáRusápi.
kufámbírá	Ánofámbírá zvikóro heré?	Ánofámbírá zvikóro.
kurimisa	Ánórimisa heré?	Ánórimisa.

Group 16. Plural subjects.

kurima	Vánóríma heré?	Vánóríma.
kufámbírá	Vánofámbírá zvikóro heré?	Vánofámbírá zvikóro.
kurapa	Vánórapa heré?	Vánórapa.
kunyórá	Vánonyórá heré?	Vánonyórá.

kugara      Vánógara mwáRusápi heré?      Vánögara mwáRusápi.

kuchaira      Vánóchaira heré?      Vánóchaira.

kuváká      Vánováká heré?      Vánováká.

[After completing Group 16, take sentences at random from Groups 15 and 16.]

Group 17. The tense prefix /-no-/ with high and low verbs, in first, second, and third persons.

Vánóríma heré?      Vánóríma.

Unóríma heré?      Ndinóríma.

Unórăpa heré?      Ndinórăpa.

Unováká heré?      Ndinováká.

Ánováká heré?      Ánováká.

Ánóchaira heré?      Ánóchaira.

Vánóchaira heré?      Vánóchaira.

Vánópetesa heré?      Vánópetesa.

Munópětesa heré?      Tinópětesa.

Ánodzídzísá heré?      Ánodzídzísá.

Ánórimisa heré?      Ánórimisa.

Vánórimisa heré?      Vánórimisa.

Vánóríma heré?      Vánóríma.

Group 18. Choosing the right locative prefix for each place expression.

pánó	Vapwéré vánógara pánó heré?	Vánögara pánó.
Rusápi	Vapwéré vánögara mwáRusápi heré?	Vánögara mwáRusápi.
guta	Vapwéré vánögara muguta heré?	Vánögara muguta.
Mutáre	Vapwéré vánögara kwáMutáre heré?	Vánögara kwáMutáre.
Haráre	Vapwéré vánögara muHaráre heré?	Vánögara muHaráre.
kámba	Vapwéré vánögara pakámba heré?	Vánögara pakámba.
hósipitari	Vapwéré vánögara pahósipitari heré?	Vánögara pahósipitari.
kure	Vapwéré vánögara kure heré?	Vánögara kure.
patyo	Vapwéré vánögara patyo heré?	Vánögara patyo.
Sakúbva	Vapwéré vánögara muSakúbva heré?	Vánögara muSakúbva.
Nyádiré	Vapwéré vánögara kwáNyádiré heré?	Vánögara kwáNyádiré.
chinhambo	Vapwéré vánögara chinhambo heré?	Vánögara chinhambo.

Group 19. 'Where' questions with high verbs.

Ánodzídzísá. Ánodzídzísepí? (Ánodzídzísá páyi?)

Vánodzídzísá. Vánodzídzísepí? (Vánodzídzísá páyi?)

Ndinódzídzísá. Munódzídzísepí? (Munódzídzísá páyi?)

Tinódzídzísá. Munódzídzísepí? (Munódzídzísá páyi?)

#### Group 20. 'Where' questions with low verbs.

Ánórimisa. Ánórimisepí? (Ánórimisa pápi?)

Vánórimisa. Vánórimisepí? ( etc. )

Ndinórimisa. Munórimisepí? ( etc. )

Tinórimisa. Munórimisepí? ( etc. )

[After completing Group 20, take sentences at random from Groups 19 and 20.]

Exercise 21. Read the following verb forms aloud, and verify the tones. Then mark the tones as your tutor uses them.

anovaka	anochaira
vanovaka	munochaira
vanorima	munodzidzisa
tinorima	vanodzidzisa
tinonyora	vanogara
anonyora	vanonyora

## Practice Conversations.

Masangá babá.

You reply to a greeting      **Masangá mwanángu.**  
and ask the other person's name.      **Munhu ndíani?**

Ndíni Gómo.

You ask someone where      Munógárepí?  
he lives.

Ndinogára muHaráre.

What does he do there?      MunóYtenyi ápo?

Ndinónyórá muófisi.

Free conversation.

The following are five personal names:

Musáná

Kachára

Shúmba

Mawa

Beta

A asks B about each of the above persons, where he lives  
and what kind of work he does.

## UNIT 6

## BASIC DIALOGUE

- |   |                                       |   |
|---|---------------------------------------|---|
| A | Mangwánaní babá.                      | Good morning.   |
|   | mufundísi (1, 2)                      | teacher, pastor,<br>missionary  |
| B | Mangwánaní mufundísi.                 | Good morning.   |
|   | -úya                                  | to come   |
|   | ríni                                  | when?   |
|   | pánó                                  | here  |
| A | Mwakáゅä` ríni pánó?                   | When did you come here?   |
|   | na                                    | with, and   |
|   | zúvá (5, 6)                           | sun, day  |
|   | ~tatú                                 | three   |
| B | Ndayánä mazúvá mātatú<br>ndáya pánó.  | I've been here for three<br>days. (I now have three<br>days, I being here.) |
|   | -svika                                | to arrive   |
|   | musí (3, 4)                           | day   |
|   | ~na                                   | four  |
|   | -pérá                                 | to come to an end,<br>become exhausted<br>in supply                         |
| A | Ndakásvíka musí weChína<br>chàkápéră. | I arrived last Thursday.<br>(I arrived the Fourth-<br>day that passed.)     |

	kana	if, or, when
	-bvá	to go or come from
B	Munózōitenyí kana mwábva pánó?	What will you do when you have left here?
	-funga	to think
	-enda	to go
A	Ndinófúnga ndinózōenda kundodzídzísá (koodzídzísá).	I think I will go to teach.

Supplementary vocabulary. Periods of time.

Ndinózōgara pánó goré róse (résé). 'I'll stay here all year.'	goré (5) makoré (6) ~óse (~ésé)	year years whole, all
Ndinózōgara pánó mwedzí wósé(wésé). 'I'll stay here a whole month.'	mwedzí (3) mwedzí (4)	month months
Ndinózōgara pánó sóndo rósé. '	sónedo (5) (svónedo) masýónedo(6)	week weeks
Ndinózōgara pánó zúvá rósé. '	zúvá (5) mazúvá (6)	day, sun days
Ndinózōgara pánó patyo pégörê.		nearly a year
	patyo(petyo)	near
Ndinózōgara pánó patyo pésónedo.		nearly a week
Ndinózōgara pánó patyo pômwédzî.		nearly a month

Supplementary vocabulary. Numbers from 1 - 10.

Ndaáne sóndo rímwé ndáya pánó.	~mwé	one
Ndaánä masóndo mayiri ndáya pánó.	~yiri	two
Ndaánä masóndo matatú ndáya pánó.	~tatú	three
Ndaánä masóndo mana ndáya pánó.	~na	
Ndaánä masóndo marongomuna ndáya pánó.	~rongomuna	}
		four
Ndaánä masóndo mashánü ndáya pánó.	~shánü	five
Ndaánä masóndo matánhatú ndáya pánó.	~tánhatú	six
Ndaánä masóndo manomwé ndáya pánó.	~nomwé	seven
Ndaánä masóndo maséré ndáya pánó.	~séré	eight
Ndaánä masóndo mapfumbamwe ndáya pánó.	~pfumbamwe	nine
Ndaánä masóndo g . ndáya pánó.	.kúmí	ten

Takásvíka mwedz . virí yakápéră.	We arrived two months ago.
Takásvíka makoré māna akápéră.	We arrived four years ago.
Takásvíka masóndo matatú akápéră.	We arrived three weeks ago.

Supplementary vocabulary. Days of the week.

Ndakásvíka musí weMúsūmbunuko. I arrived on Monday.

Ndakásvíka musí weChípirí. Tuesday.

Ndakásvíka musí weChítatú. Wednesday.

Ndakásvíka musí weChína. Thursday.

Ndakásvíka musí weChíshánú. Friday.

Ndakásvíka musí weMúgobéra. Saturday.

Ndakásvíka musí wéSóndo (wéSvóndo). Sunday.

1. The /-ka-/ tense.

A new tense is illustrated in the sentences:

Mwakaúyá` ríni pánó? When did you come here?

Ndakásvíka musí we-Chína chàkápérá. I arrived last Thursday.

This tense is characterized by the non-initial prefix /-ka-/.

Subject prefixes with the /-ka-/ tense.

Subject prefixes used with this tense are identical with those used in the tense that is represented by the forms /ndarará/ and /taswéra/ (Unit 4, Note 2), listed in Column 2 of the table in Unit 5, Note 1.

The tone of the prefix /-ka-/.

The same principles that govern the tone of the prefix /-no-/ apply also to /-ka-/.

The tones of verb stems in the /-ka-/ tense.

In the /-ka-/ tense, there is dialect variation in the tones of stems with both high and low verbs.

High verbs.

(1) Central/westerly: the tones of the stem are low in those forms that have low tone on the subject prefix:

	takáúyà	we came
cf.	kuúyá	to come
	vákaúyá	they came

(2) Easterly: the tones of the stem are high:

takáúyá
vákaúyá

Accordingly, forms of the /-ka-/ tense of high verbs are written in this book as:

takáúyá
vákaúyá

Low verbs.

The first two of the three geographical areas that are covered by this course seem to have tonal patterns like those used for the /-no-/ tense in the middle of the three areas discussed in Unit 5, Note 1. That is to say, the tone of the first syllable of the stem is high in first and second person forms, and the rest of the stem syllables are low:

vákáenda	they went
ndakáénda	I went
takácháira	we drove

This is the way these forms will be written in this book.

In the southeast, all of a series of low tones except the last are raised to high:

vákáénda

ndakáénda

takácháíra

This last set of forms is not represented directly in the tonal writing used in this book, but it can easily be inferred.

The /-ka-/ tense has two meanings. With most verb stems, it is used when the action referred to took place on the preceding day or earlier:

Mwakáúyá` ríni? When did you come? ( Where  
the person is assumed to  
have come before today. )

With some verbs, the /-ka-/ form has a stative meaning and may be used regardless of time:

zvákánaka	Fine! (i.e. <sup>†</sup> things (Cl. 8) are in the state of having become good. <sup>†</sup> )
-----------	--

cf.	-naka	to become good
-----	-------	----------------

(For practice in forming the /-ka-/ tense, and in contrasting its tonal patterns with those of the /-no-/ tense, see Groups 1 - 14 of the sentences for systematic practice.)

## 2. The prefix /-ndo-/ (or /-o-/).

A new prefix is found in the form /kundodzídzísá/, which in some easterly areas is /koodzídzísá/. The prefix /-ndo-/ may occur, as in this example, in the infinitive form of the verb. In this respect it differs from the tense prefixes (/ -no-/ , / -ka-/ and others to be met in later lessons). Also, the tense prefixes are mutually exclusive with one another---no two of them may occur together in the same word. The prefix /-ndo-/ may occur with the tense prefixes. There are about seven prefixes which are like /-ndo-/ in these respects. In this book they will be called <sup>†</sup>aspect prefixes<sup>†</sup>.

The basic tone of /-ndo-/ , and of most aspect prefixes, is low.

In some of its uses /-ndo-/ corresponds to English 'to go and do something.' In others, it seems to mean that an action is continued longer than might have been expected.

(For practice with /-ndo-/ see Group 17.)

### 3. The aspect prefix /-zo-/.

A second aspect prefix is illustrated in:

Munóz̄itenyí? What will you do?

Ndinóz̄enda... I will go...

This prefix is frequently used when the action referred to is one that took place, or is expected to take place 'but not immediately.'

### 4. The Shona counterpart of 'ago'.

The Shona way of quantifying the period of time that has elapsed since a certain action is exemplified in the expressions:

mazúvá mātatú akápéră three days ago

musí weChína chakápéră last Thursday

At the end of each of these phrases is a form of the /-ka-/ tense of this verb /-pérá/ 'to come to an end'. (The low tone of the subject prefix indicates that this is not an indicative form.) More literal translations of the above examples are thus 'three days which ended' and 'Fourth-day which passed away'.

### 5. Concords used with numerals.

The concordial prefixes used with numerals are like those used with nouns (Unit 4, Note 1). In Manyika this is not true for 'one', however:

mwaná m̄umwé      (Manyika:/úmwé/)      one child

vaná vāyiri      two children

makoré māyiri      two years

The word for 'ten' is a noun, with the stem /.kúmí/, singular /gúmí/. It does not change its prefix to agree with the word that it modifies:

vaná gúmí      ten children

makoré gúmí      ten years

(For practice with concordial relationships between nouns and numerals, see Groups 15, 16 of the sentences for systematic practice.)

#### 6. Grammatical points which will not be discussed at this time.

a. ndayána \_\_\_\_\_ I now have \_\_\_\_\_

b. mwábva (n.b. high tone on second person subject prefix)  
you having left from

c. ndáya pánó (n.b. high tone on subject prefix)  
I now being here

Sentences for systematic practice.

Group 1. The /-ka-/ tense, first and second person singular subjects, low verbs.

kusvika Wakásvíka musí weChína heré? Ndakásvíka musí weChítatú.

kuenda Wakáénda musí weChína heré? Ndakáénda musí weChítatú.

kurima Wakáríma musí weChína heré? Ndakáríma musí weChítatú.

kuchaira Wakácháira musí weChína heré? Ndakácháira musí weChítatú.

kugara Wakágára apo musí weChína heré? Ndakágára apo musí weChítatú.

## Group 2. Plural subjects.

kusvika	Mwakásvíka musí weChína heré?	Takásvíka musí weChítatú.
kurima	Mwakárima musí weChína heré?	Takárima musí weChítatú.
kuenda	Mwakáénda musí weChína heré?	Takaénda musí weChítatú.
kuchairá	Mwakácháira musí weChína heré?	Takácháira musí weChítatú.
kugara	Mwakágára apo musí weChína heré?	Takágára apo musí weChítatú.

## Group 3. The /-ka-/ tense, third person singular subjects, low verbs.

kusvika	Wákásvíka apo heré?	Wákásvíka apo.
kugara	Wákágára apo heré?	Wákágára apo.
kurima	Wákárima apo heré?	Wákárima apo.
kuenda	Wákáénda apo heré?	Wákáénda apo.

## Group 4. Plural subjects.

kusvika	Vákásvíka apo heré?	Vákásvíka apo.
kuenda	Vákáénda apo heré?	Vákáénda apo.
kugara	Vákágára apo heré?	Vákágára apo.
kurima	Vákárima apo heré?	Vákárima apo.

Group 5. The /-ka-/ tense, first and second person singular subjects, high verbs.

kuúyá	Wakáゅ́�́ musí weChína heré?	Ndakáゅ́�́ musí weChípirí.
kudzídísá	Wakádzídzísá musí weChína heré?	Ndakádzídzísá musí weChípirí.
kuváká	Wakáváká musí weChína heré?	Ndakáváká musí weChípirí.
kusándá	Wakásändá musí weChína heré?	Ndakásändá musí weChípirí.

Group 6. Plural subjects.

kusándá	Mwakásändá musí weChína heré?	Takásändá musí weChípirí.
kuváká	Mwakáváká musí weChína heré?	Takáváká musí weChípirí.
kuúyá	Mwakáゅ́�́ musí weChína heré?	Takáゅ́�́ musí weChípirí.
kudzídzsásá	Mwakádzídzísá musí weChína heré?	Takádzídzísá musí weChípirí.

Group 7. The /-ka-/ tense, third person singular subjects, high verbs.

kuúyá	Wákaúyá āpo heré?	Wákaúyá āpo.
kuváká	Wákaváká āpo heré?	Wákaváká āpo.
kudzídzsásá	Wákadzídzísá āpo heré?	Wákadzídzísá āpo.
kusándá	Wákasándá āpo heré?	Wákasándá āpo.

## Group 8. Plural subjects.

kusánda	Vákasánda āpo heré?	Vákasánda āpo.
kuváká	Vákaváká āpo heré?	Vákaváká āpo.
kuúyá	Vákaúyá āpo heré?	Vákaúyá āpo.
kudzídzísá	Vákadzídzísá āpo heré?	Vákadzídzísá āpo.

## Group 9. The /-ka-/ tense, first and second person subjects, high and low verbs.

kuenda	Mwakáénda heré?	Takáénda.
kuúyá	Mwakáúyá heré?	Takáúyá.
kurima	Mwakáríma heré?	Takáríma.
kuváká	Mwakáváká heré?	Takáváká.
kusvika	Mwakásvíka heré?	Takásvíka.
kusánda	Mwakásandá heré?	Takásandá.
kugara	Mwakágára apo here?	Takágára apo.

## Group 10. The /-ka-/ tense, third person subjects, high and low verbs.

kuváká	Vákaváká heré?	Vákaváká.
kusvika	Vákásvíka heré?	Vákásvíka.
kusánda	Vákasánda heré?	Vakasanda.
kurima	Vákáríma heré?	Vákáríma.
kudzídzísá	Vákadzídzísá heré?	Vákadzídzísá.
kuenda	Vákáénda heré?	Vákáénda.
kuúyá	Vákaúyá heré?	Vákaúyá.

Group 11. /-ka-/ vs. /-no-/ tenses, high verbs, second person subjects.

kuúyá	Mwakáúyá.	Munóúyá.
kuváká	Mwakáváká.	Munóváká.
kudzídzísá	Mwakádzídzísá.	Munódzídzísá.
kusándá	Mwakásándá.	Munósándá.
kufámbírá	Mwakafámbírá zvikóro.	Munofámbírá zvikóro.

Group 12. Third person subjects.

kudzídzísá	Wákadzídzísá.	Ánodzídzísá.
kusándá	Wákasándá.	Ánosándá.
kuváká	Wákaváká.	Ánováká.
kuúyá	Wákauýá.	Ánouýá.
kufámbírá	Wákafámbírá zvikóro.	Ánofámbírá zvikóro.

Group 13. The /-ka-/ tense vs. the /-no-/ tense, low verbs, second person subjects.

kurima	Mwakárima.	Munóríma.
kuenda	Mwakáénda.	Munoénda.
kupetesá	Mwakápétesá.	Munópétesá.
kuchairá	Mwakácháira.	Munócháira.
kurimisa	Mwakárimisa.	Munórímisá.
kuitá	Mwakáítá basanyí?	Munóítá basanyí?

## Group 14. Third person subjects.

kurima	Wákárima.	Ánórima.
kuenda	Wákáenda.	Ánóenda.
kusvika	Wákásrika.	Ánósrika.
kuchairá	Wákáchairá.	Ánóchairá.
kurimisa	Wákárimisa.	Ánórimisa.

Group 15. *'How long?'*

	1	2	3
1	posí	zúvá rímwé	mwedzí úmwé
2	pirí	mazúvá māvirí	mwedzí mīvirí
3	tatú	mazúvá mātatú	mwedzí mītatú
4	china	mazúvá māna	mwedzí mīna
5	shánū	mazúvá mashánū	mwedzí mishánū
6	tánhatú	mazúvá matánhatú	mwedzí mitánhatú
7	chinomwé	mazúvá mānomwé	mwedzí mīnomwé
8	ruséré	mazúvá maséré	mwedzí miséré
9	pfumbamwe	mazúvá māpfumbamwe	mwedzí mīpfumbamwe
10	gúmí	mazúvá gúmí	mwedzí gúmí

Group 16. **Agot** Numerals 3-10.

- |    |  |   |
|----|--|---|
| 3  | Takásvíka mwedzí mitatú yakápéră.      | Takásvíka masónedo matatú akápéră.      |
| 4  | Takásvíka mwedzí mīna yakápéră.        | Takásvíka masónedo mana akápéră.        |
| 6  | Takásvíka mwedzí mitánhatú yakápéră.   | Takásvíka masónedo matánhatú akápéră.   |
| 7  | Takásvíka mwedzí mīnomwé yakápéră.     | Takásvíka masónedo manomwé akápéră.     |
| 8  | Takásvíka mwedzí miséré yakápéră.      | Takásvíka masónedo maséré akápéră.      |
| 9  | Takásvíka mwedzí mīpfumbamwe yakápéră. | Takásvíka masónedo mapfumbamwe akápéră. |
| 10 | Takásvíka mwedzí gúmí yakápéră.        | Takásvíka masónedo gúmí akápéră.        |

## Group 17. The aspect prefixes /-zo-/ and /-ndō-/.

- |           |   |                         |
|-----------|---|-------------------------|
| kudzídísá | Ndinózōenda { koodzídzísá.<br>kundodzidisa. | Ndinózodzídzísá.        |
| kurima    | Ndinózōenda kundorima.                      | Ndinózōrima.            |
| kusándá   | Ndinózōenda kundosándá.                     | Ndinózosándá.           |
| kuchaira  | Ndinózōenda kundochaira.                    | Ndinózōchaira.          |
| kuváká    | Ndinózōenda kundováká.                      | Ndinózováká.            |
| kuita     | Ndinózōenda kundoita basa.                  | Ndinózōita basa.        |
| kufámbirá | Ndinózōenda kundofámbirá zvikóro.           | Ndinózofámbirá zvikóro. |

kudzídzísá	Vánózodzídzísá.
kurimisa	Vánózorimisa.
kusánda	Vánózosánda.
kurima	Vánózorima.
kusvika	Vánózosvika.
kuenda	Vánózoenda.

Exercise 18. Read aloud and verify correctness of tones.  
Then write the tones.

munochaira	vanouya
wakarimisa (3 sg.)	takauya
unopetesá (2 sg.)	tinouya
unodzidzisa (2 sg.)	ndinosanda
wakadzidzisa (2 sg.)	ndakasanda
vakasanda	vanoenda

#### Practice Conversation

You say good morning to Mangwánani vapwéré.  
a group of children.

Mangwánani máí.

You ask them how  
they are.

Mwarárá heré  
vanángu?

Tarará zvakánáka.

You ask about their  
father.

Váräră heré babá?

Aiwá váräră` zvávó.

You ask where  
Mr. Musana lives.

Babá Musáná  
vánögarepi?

Vánögara muSakúbva.

You ask what work  
he does.

Vánóita basanyí?

Vánóchaira.

You greet a girl as  
your daughter.

Mangwánaní Mukúnda.

Mangwánaní shéwe.

You ask her when she  
came here.

Wakáúyá` ríni pánó?

Ndakaúyá musí we-  
chishánú.

Ndaána mazúvá  
matánhatu ndáya  
pánó.

1. Use a large calendar which includes at least the last ten days.

a) Tutor asks student when he came here. Student replies, at the same time pointing to the appropriate day on the calendar.

b) Tutor points to a day on the calendar and asks students when he himself arrived. Students reply, 'You arrived \_\_\_\_\_ ago' or 'You arrived last \_\_\_\_\_'.

c) The same kind of drill may be done with weeks and months.

2. Practice asking when a person arrived and how long he will stay (/-gara/). In replying, each student should use at least once each of the time expressions in the supplementary vocabulary for this unit.

## UNIT 7

BASIC DIALOGUE

	~kúrú	large, important
A	Mhuri yávó íhúrú.	Their family is large.
A	Ínodá imbá húrú.	It needs a large house.
	-ti	to say, do
B	Ndinótí váchásrika.	I suppose they will get here.
	~ngani	how many?
A	Vánq vaná vāngani?	How many children do they have?
	mukómaná (1, 2)	boy
	musíkaná (1, 2)	girl
B	Vakómaná vāvirí nômüsíkaná.	Two boys and a girl.
B	Vánózogara kwégořê.	They will stay for a year.

Supplementary vocabulary. Three adjectives.

Vánodá imbá húrú.	They want a large house.
Vánodá imbá díki.	~díki /~dóko/~dúku small
Vánodá imbá nhéte.	~téte narrow
Vánodá imbá chená.	~chená white

The forms for Classes 5, 9, and 10 must be learnt separately for each adjective. For these adjectives, they are:

Class 5	Classes 9, 10	Stem (used in all other classes)
gúrú	húrú	~kúrú
díki	díki (or ndíki)	~díki
déte	nhéte	~téte
jená	chená	~chená

Supplementary vocabulary. Time expressions with the /-cha-/ tense.

'They will arrive by and by.'

Váchásrika	garé garé	by and by
	manherú	evening
	mangwáná	tomorrow
	syóndo ríno	this week
	paMugobéra	on Saturday
	paChipirí	on Tuesday

### 1. The /-cha-/ tense.

A new tense is illustrated in the sentence:

Váchásrika. They will arrive.

The /-cha-/ tense uses the subject prefixes of the /-no-/ tense, Unit 5, Note 1, but the tonal patterns of the /-ka-/ tense, Unit 6, Note 1. Its most usual meaning seems to be 'future', but with some stems it corresponds to English 'still.'

### 2. The tones of one-syllable verbs.

By far the largest number of Shona verbs have two or more stem syllables. Those with three or more will usually be found to contain one or more derivational extensions in addition to the root. Thus, /-rima/ (two syllables, with root /-rim-/), and /-rimisa/ (three syllables, with root /-rim-/ plus extension /-is-/-).

There are a few verbs that have monosyllabic stems. Most of them are high verbs (e.g. /-dá/ ('want, like')). One common monosyllabic verb (/ -ti /) is a low verb.

In general, the monosyllabic verbs follow the same tonal rules as do the longer verbs. But some dialect areas which have high tone on first and second person forms of high verbs in the /ka/, /cha/, and /no/ tenses have low tones on the stem syllable of monosyllabic high verbs:

ndinósánda

ndakásánda

but, for the same speakers:

ndinóda

ndakáda

### 3. Possessive pronouns.

Certain of the possessive pronouns have been encountered already:

mhuri <u>yávó</u>	their family
múpenyú <u>zváke</u>	<u>he's</u> all right
<u>zvángu</u>	as for me
yárárá` <u>zváyò</u>	it (i.e. /mhuri/ Class 9) slept

The personal possessive pronoun stems are:

	Singular		Plural	
1	-ángù	my	-édu	our
2	-ákó	thy	-ényú	your
3	-áké	his, her	-ávó	their

Note that all of these except the first have high tone on both syllables.

The possessive pronouns for Classes 3 - 18 are:

3	~áwò	7	~áchò
4	~áyò	8	~ázvò
5	~árò	9	~áyò
6	~áwò	10	~ádzò

11	~árwò	15	~ákwò
12	~ákò	16	~ápò
13	~átwò	17	~ákwò
14	~áhwò	18	~ámwò

Note that the tone of the last syllable is low in each of these stems.

The possessive stems for Classes 3 - 18 may be broken down into:

/-á-/ (possessive) + class concord + /-o-/

The same analysis may be applied to the personal possessives, except that not all of them end with /o/, and that the first and second person plural stems begin with /e/. It is possible to get around this latter difficulty by assuming nonexistent stems \*/-idú/ and \*/-inyú/ for these forms, and then stating a rule that /a/ coalesces with /i/ to become /é/.

The concordial prefixes used before these possessive stems are:

1	w-	10	dz-
2	v-	11	rw-
3	w-	12	k-
4	y-	13	tw-
5	r-	14	hw-
6	#- (i.e. no overt prefix)	15	kw-
7	ch-	16	p-
8	zv-	17	kw-
9	y-	18	m̄w-

Note that a possessive pronoun for Classes 3 - 18 contains two concords, which are independent of one another. The one that begins the word is in agreement with the noun that stands for the thing that is possessed; the one that stands between /-á-/ and /-ò-/ is in agreement with the noun that stands for the possessor:

basa ráyò her work (basa (5),

mhandara (9))

vaná váchò its children (vaná (2),  
(i.e. the school) chikóro (7))

## Sentences for systematic practice.

### Group 1. Concord with possessives. Classes 1 and 2.

**mwana** Ánodzídzísá mwana wédu.

vaná Ánodzídzísá vaná védú.

mukúnda Ánodzídzísá mukúnda wédu.

mukóróre Ánodzídzísá mukóróre wédú.

babá Ánodzídzísá babá vángu.

mái Ánodzídzísá` mái vángu.

## Group 2. Concords with possessives.

imbá Ndinódâ imbá yángu.

mwaná Ndinódâ mwaná wángu.

vaná Ndinódâ vaná vângu.

basa Ndinódâ basa rângu.

chikóro Ndinódâ chikóro chángu.

máí	Ndinódâ` máí vángu.
babá	Ndinódâ babá vángu.
mhuri	Ndinódâ mhuri yángu.

Group 3. The /-cha-/ tense. First and second person singular, high and low verbs.

kusvika	Uchásvíka heré?	Ndichásvíka.
kuúyá	Ucháúyă heré?	Ndicháúyă.
kuváká	Uchávákă heré?	Ndichávákă.
kurima	Ucháríma heré?	Ndicháríma.
kusándá	Uchásăndă heré?	Ndichásăndă.
kuita	Ucháíta heré?	Ndicháíta.
kugara	Uchágára heré?	Ndichágára.
kuenda	Ucháénda heré?	Ndicháénda.
kudzídzísá	Uchádzídzísă heré?	Ndichádzídzísă.

Group 4. Plural subjects.

kusvika	Muchásvíka ríni?	Tichásvíka manherú.
kuúyá	Mucháúyă` ríni?	Ticháúyă manherú.
kuenda	Mucháénda ríni?	Ticháénda manherú.

kusándá	Muchásándá` ríni?	Tichásándá manherú.
kurima	Muchárima ríni?	Tichárima manherú.
kuita	Muchaítá ríni?	Tichaítá manherú.

Group 5. The /-cha-/ tense, 3 person, high and low verbs.

kusvika	Vachásvíka musí weMúgobéra.
kusándá	Váchasándá musí weMúgobéra.
kuenda	Vácháenda musí weMúgobéra.
kudzídzísá	Váchadzídzísá musí weMúgobéra.
kurima	Váchárima musí weMúgobéra.
kuúyá	Vácháuyá musí weMúgobéra.
kurimisa	Váchárimisa musí weMúgobéra.

Group 6. The /-cha-/ tense vs. the /-no-/ tense.

	'I come every day.'	'I will come tomorrow.'
kuúyá	Ndinóúyá mazúvá ósé(ésé).	Ndichaúyá mangwáná.
kuita	Ndinóýta mazúvá ósé(ésé).	Ndichaítá mangwáná.
kusándá	Ndinósándá mazúvá ósé(ésé).	Ndichásándá mangwáná.
kurima	Ndinórýma mazúvá ósé(ésé).	Ndichárima mangwáná.
kudzídzísá	Ndinódzídzísá mazúvá ósé(ésé).	Ndichádzídzísá mangwáná.

kuchaira	Ndinócháira mazúvá ósé(ésé).	Ndichácháira mangwana.
kufambira	Ndinofámbírá zvikóro mazúvá ósé(ésé).	Ndicháfámbírá zvikóro mangwáná.

Group 7. Certain time expressions with the /-cha-/ tense.

	Áchadzídzísă kwêgôrê.
mwedzi	Áchadzídzísă kwômwédzî.
kurimisa	Áchárimisa kwômwédzî.
svóndo	Áchárimisa kwésvóndo.
kufámbírá	Áchafámbírá zvikóro kwésvóndo.
goré	Áchafámbírá zvikóro kwêgôrê.
kuita basa	Ácháita basa kwêgôrê.
svóndo	Ácháita basa kwésvóndo.
kusándá	Áchasánda kwésvóndo.
mwedzi	Áchasánda kwômwédzî.
kuweza	Ácháweza kwômwédzî.

Oral reading practice.

Read aloud, supplying the tones on words that are not already marked. When the tones are correct, write them in the text. Finally, retell the paragraph in your own words, and answer the tutor's questions on it.

Baba naMai Shumba vanā vana vatatu.

Vakomana vaviri nômüsíkàná.

Vanoita basa mangwanani nêmásíkàti.

Vachauya kugara pano kwômwédzî mitatu.

Vanoda kudzidzisa kurima nôkûwéza.

Vachadzidzisa mhandara nâmájahá.

Ndinoti vachagara patyo nêchîkôro chedu.

Practice conversation.

You ask how many children Mr. and Mrs. Shumba have, vaná vânganí?

Vâna vaná vâtatú.

and where they live,

Vánógara pápi?

Vánögara muSakúbva.

and what kind of work they do.

Vânosândá bâsanyí?

Vânofâmbírá zvikóro.

You ask whether they will stay for a week.

Vánözogara kwésyónndo heré?

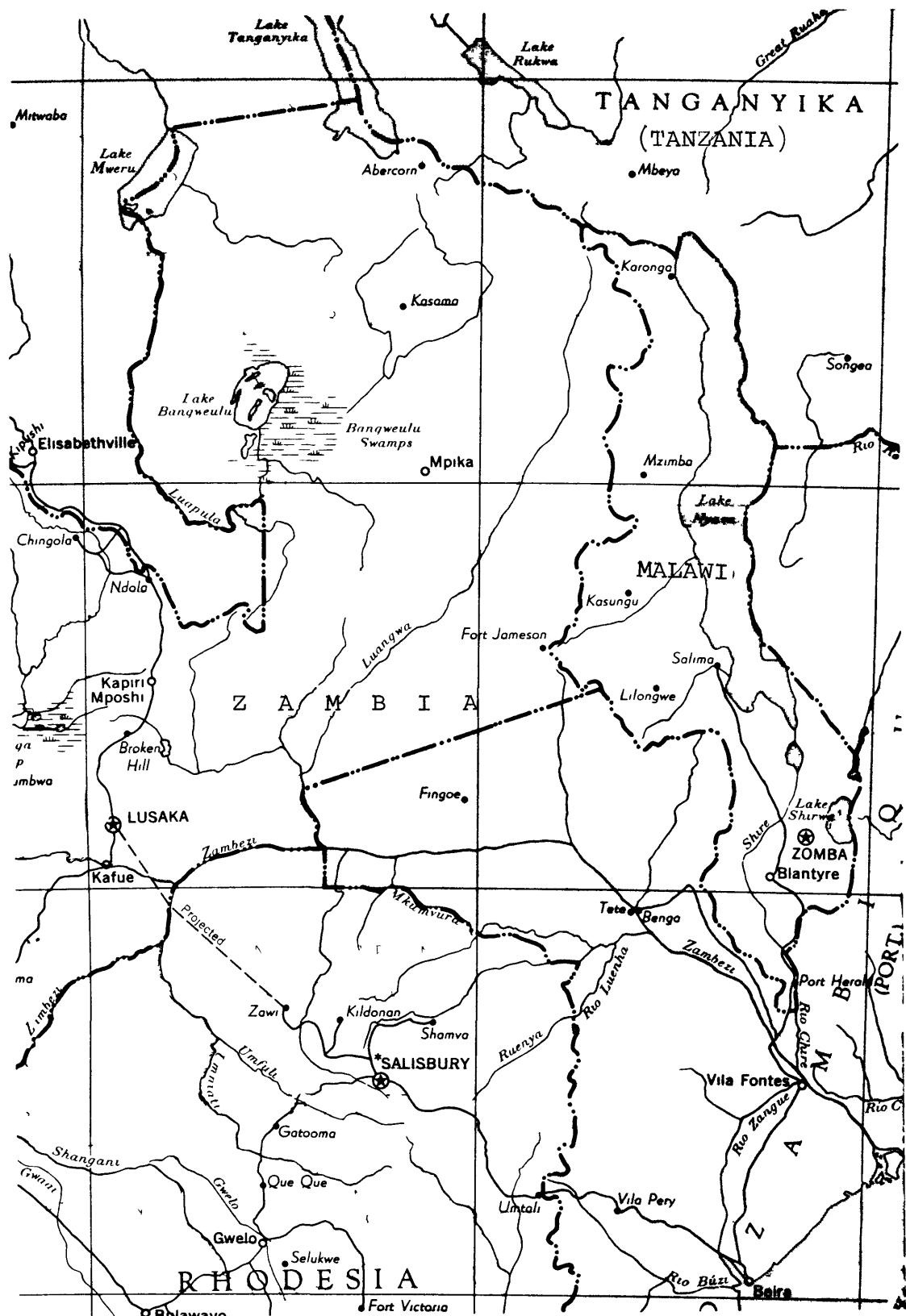
Ndinóti váchâsvika

pánó mangwáná.

Hûnde, vánözogara kwésyónndo.

Free conversation.

Describe your own family, and several other families, telling as much about them and their future plans as you can within the vocabulary and the grammar which you have met so far.



UNIT 8

## BASIC DIALOGUE

- |   |                           |   |
|---|---------------------------|---|
| A | Chínyi cheúngadá?         | What would you like?<br>( <sup>It is what which you would like?</sup> ) |
|   | símbi (9, 10)             | an iron for clothing  |
| B | Iní ndingáda símbi.       | I'd like an iron.   |
|   | chitóro (7, 8)            | store   |
| B | Ndicháénda kuchitóro.     | I will go to the store.   |
| A | Ndingáéndawó newé heré?   | May I go with you?  |
| B | Hóngu, tingáénda.         | Yes, we may go [together].  |
|   | ngúvá (9, 10)             | time  |
| A | Tingáénda ngúvânyí?       | What time can we go?  |
| B | Tingáénda zvédú masíkatí. | We can go in the afternoon.   |

## Supplementary vocabulary. The personal pronouns.

ini	I	isú	we
iwé	you (sg.)	imwí	you (pl. or honorific)
íye	he, she	ívo	they

Supplementary vocabulary. Articles that one might want from a store.

- |                   |         |          |
|-------------------|---------|----------|
| Ndingáda símbi.   | (9, 10) | an iron  |
| Ndingáda chigérð. | (7, 8)  | scissors |
| Ndingáda munyú.   | (3)     | salt     |
| Ndingáda shúka.   | (9)     | sugar    |

Ndingáda zingwa.	(5, 6)	bread
Ndingáda parafíni.	(9)	kerosene
Ndingáda máchisi.	(9, 10)	match
Ndingáda sípo.	(9, 10)	soap
Ndingáda mbéú.	(9, 10)	seed

Supplementary vocabulary. Places where one might go.

'I will go to a beer drink.'

Ndicháénda ku- mahéu.	(6)	sweet beer
Jangano.	(5, 6)	communal labor
basa	(5, 6)	work
mushá	(3, 4)	home
dhibhi	(5, 6)	dip tank
chéchi	(9, 10)	church
Jana	(5, 6)	herding of cattle
mundá	(3, 4)	field
mitámbó	(3, 4)	games
gádheni	(5, 6)	garden
rwizi ndwizi	(11) (10)	river rivers
tsíme	(9, 10)	well
dangá	(5)	cattle kraal (plural is matanga (6)

### 1. The /-nga-/ tense.

Examples of a new prefix are found in:

Ndingád̄a símbi. I'd like an iron.

Ndingáéndawó newé heré? May I go with you?

Tingáénd̄a masíkatí. We can go in the afternoon.

In some important dialects of Shona, the final vowel of an affirmative form that contains /-nga-/ is /e/ and not /a/: /ndingad̄e/ etc.

The /-nga-/ tense uses the same subject prefixes as the /-no-/ and /-cha-/ tenses, and the same tonal patterns as the /-cha-/ and /-ka-/ tenses.

Forms with /-nga-/ have a 'potential' meaning, which is often translated into English by use of one of the modals 'can', 'may', 'might'. It may also be used in stating a desire, in order to give obliqueness to a request. The first of the above examples illustrates this use.

With respect to their meanings, forms with /-nga-/ are then quite unlike what are usually called 'tenses' and much more like what linguists call 'modes' or 'moods'. This book speaks of 'the /-nga-/ tense' rather than 'the /-nga-/ mood' because /-nga-/ occurs in the same slot as /-no-/ , /-cha-/ , and /-ka-/ and is mutually exclusive with them, and because the meanings of these three prefixes do have to do with time.

### A note on strong adjectives.

The student has already met two different types of words which show concordial agreement with nouns. Each category--possessives and subject prefixes--has some kind of prefix corresponding to each of the noun classes. But the precise form of the prefix for any given class may not be identical with the form of the prefix for that same class as it appears with the nouns themselves. Thus, the subject prefix for Class 1 is /a-/, the prefix used with possessives is /w-/, but the noun itself in the same class has /mu-/.

There is one group of words which have class prefixes of exactly the same form as the nouns. These words, which number only about two dozen altogether, are called 'strong adjectives.' Four of the most frequent strong adjectives were met in the supplementary vocabulary for Unit 7. For practice in using them, see Groups 8 and 9 of the systematic practice materials.

Reported speech after /-ti-/.

In English and in other European languages, one may report what has been said in either of two ways:

He said he wanted to go. (Indirect quotation)

He said, 'I want to go.' (Direct quotation)

'Direct' and 'indirect' quotations differ in a number of ways: (1) the punctuation of the written form, and the use of pause and intonation in the spoken form; (2) the change in tense of the verb; (3) the use of a third person subject 'he' for the verb 'want' in the indirect quotation, as contrasted with the preservation of the original subject ('I') in the direct quotation.

In speaking Shona, one does not have this set of choices. Shona quotation is of the direct type.

Ndinódâ kuenda. (Original sentence)

Wákáti ndinódâ kuenda. (Same speech event as reported a day or more later by someone else.)

For practice in the use of reported speech, see Group 10 of the sentences for systematic practice.

1. Correlation of subject pronouns with subject prefixes.

'What time may I go?'

ini      Iní ndingáénda ngúvânyí?

iwé      Iwé ungáénda ngúvânyí?

- íye      Íye ángáenda ngúvânyí?  
 isú      Isú tingáénda ngúvânyí?  
 imwí     Imwí mungáénda ngúvânyí?  
 ívo      Ívo vágáenda ngúvânyí?

2. Examples of the /-nga-/ tense with persons and numbers,  
high and low verbs.

'Can we go with you?'

- kuenda newé                    Tingáénda newé heré?  
 ívo                               Vágáenda newé heré?  
 kurima munda                 Vágárima munda heré?  
 íye                               Ángárima munda heré?  
 kusándá muófisi             Ángasándá muófisi heré?  
 imwí                            Mungásándá muófisi heré?  
 kuenda kuchikóro            Mungáénda kuchikóro heré?  
 iwé                              Ungáénda kuchikóro heré?  
 kuúyá                          Ungáüyá kuchikóro heré?

3. One syllable high verb, first and second vs. third persons.

'What [kind of] soap do you want?'    'I want a small bar.'

- |      |                 |                    |
|------|-----------------|--------------------|
| iwé  | Unóda síponyí?  | Ndinóda sipo díki. |
| imwí | Munóda síponyí? | Tinóda sipo díki.  |
| íye  | Ánodá síponyí?  | Ánodá sipo díki.   |
| ívo  | Vánodá síponyí? | Vánodá sipo díki.  |

## 4. The tones of high verbs with monosyllabic vs. disyllabic stems.

'I want to come.'

ini	Ndinódâ kuúyá.
isú	Tinódâ kuúyá.
íye	Ánodá kuúyá.
ívo	Vánodá kuúyá.
babá	Babá vánodá kuúyá.
mái	Mái vánodá kuúyá.

'I will come tomorrow.'

	Ndichaúyă mangwáná.
	Tichaúyă mangwáná.
	Áchaúyá mangwáná.
	Váchaúyá mangwáná.
	Váchaúyá mangwáná.
	Váchaúyá mangwáná.

## 5. The infinitive vs. the /-no-/ tense.

'We want to build a house.'      'We will build houses.'

isu	Tinódâ kuváká imbá.	Tinováká dzimbá.
babá	Babá vánodá kuváká imbá.	Babá vánováká dzimbá.
majahá	Majahá ánodá kuváká imbá.	Majahá ánováká dzimbá.
vafundísi	Vafundísi vánodá kuváká imbá.	Vafundísi vánováká dzimbá.
íye	Íye ánodá kuváká imbá.	Íye ánováká dzimbá.
ívo	Ívo vánodá kuváká imbá.	Ívo vánováká dzimbá.

## 6. Agreement of numerals with nouns: 'one' and 'two'.

	'I'd like one iron.'	'I'd like two irons.'
símbi	Ndingáda símbi ímwé.	Ndingáda símbi mbiri.
máchisi	Ndingáda máchisi ímwé.	Ndingáda máchisi mbiri.
sípo	Ndingáda sípo ímwé.	Ndingáda sípo mbiri.
chigérō	Ndingáda chigérō chímwé.	Ndingáda zvigérō zviviri.
zingwa	Ndingáda zingwa rímwé.	Ndingáda mazingwa mayiri.

## 7. Agreement of numerals with nouns: 'how many' and 'three'.

'How many irons would you like?' 'I'd like three irons.'

símbi	Mungáda símbi nganí?	Ndingáda símbi nhatú.
máchisi	Mungáda máchisi nganí?	Ndingáda máchisi nhatú.
sípo	Mungáda sípo nganí?	Ndingáda sípo nhatú.
zvigérō	Mungáda zvigérō zvingani?	Ndingáda zvigérō zvitatu.
mazingwa	Mungáda mazingwa mangani?	Ndingáda mazingwa matatu.

## 8. Agreement of a strong adjective with nouns.

'We live in a large town.'

guta	Tinógāra muguta gúrú.
imbá	Tinógāra muimbá húrú.
mushá	Tinógāra mumushá mukúrú.
hóspitari	Tinógāra muhóspitari húrú.
gomo	Tinógāra mugomo gúrú.

9.                   'He works in a large town.'

guta               Ánosándá mūguta gúrú.

hóspitari       Ánosándá muhóspitari húrú.

chítoro          Ánosándá mūchítoro chikúrú.

chikóro         Ánosándá pāchikóro chikúrú.

mundá           Ánosándá mūmundá mukúrú.

gádheni         Ánosándá mugádheni gúrú.

chéchi           Ánosándá pachéchi húrú.

10. Reported speech.

Ácháenda kuófisi.                   He will go to the office.

ini   Ndakáti ácháenda kuófisi.           I said he would go to the office.

ívo   Vákáti ácháenda kuófisi.           They said he would go to the office.

íye   Wákáti ndicháénda kuófisi.           He said he would go to the office.

Ánógara patyo.

ini   Ndakáti ánögara patyo.

ívo   Vákáti ánögara patyo.

íye   Wákáti ndinögára patyo.

Vásvéra zvirináne.

ini Ndakáti vásvéra zvirináne.

íye Wákáti vásvéra zvirináne.

ívo Vákáti tasvéra zvirináne.

Practice conversation.

You ask where the little boys went.      Vakómaná vadíki vákáendepi?

Ríni?

(The day you had in mind was Monday.)      Musumbunuko.

Vákáenda

kudhíbhi.

Reading selections.      Read aloud, and check the accuracy of the tones. Then write the tone marks in. Finally, translate and answer questions about it in Shona.

Vasikana vanoenda kumunda here?

Vachaenda masikati.

Vakomana vanoita basanyi?

Vachaenda kugadheni.

Vangazosvikä kudanga here?

Hunde.

Imba yenyu ihuru here?

Hunde ihuru.

Munogara senyi pano?

Tinogara zvakanaka.

Mungasvika, pano manheru here?

Tingasvika, Chipiri manheru.

Free Conversation.

Use the /-nga-/ tense in asking and giving permission to do various things. Include requests for permission to go to each of the places included in the supplementary vocabulary for this unit.

## UNIT 9

BASIC DIALOGUE

	-rí	am, is, are
	-téngésá	to sell
	hobó (5, 6)	banana
A	Ndirí kuténgésá māhobó.	I am selling bananas.
	marí (9)	money
B	Ánoita marínyi?	How much are they?
	tíki (9, 10)	three penny piece
A	Ndinóýta matatú tíki.	I sell three for a tickey.
	-nyanya	to be excessive
	kani	(a politely emphatic interjection)
B	Ah! muri kúnyanya kani.	Oh, you're too high.
A	Zvákánaka mungáítä mana.	All right, you can have (I do) four.
	dázeni (5, 6)	dozen
B	Ndingáónä madázeni maviri.	I'll take (I may get) two dozen.
A	Aya ári pánó.	Here they are.
	kubvani	then, so
B	Kubvani mari yényú íyi.	Then here's your money.
	mwazvíitá	thank you (you have done it!)

-siya to leave

## Supplementary vocabulary.      Coins.

Ánóita	tíki	(9, 10)	three pence
	sisí/susupénzi	(9, 10)	six pence
	shereni	(9, 6)	shilling
	háfupéni	(5, 6)	halfpenny
	kóbiri	(5, 6)	penny
	mashereni mairí		two shillings
	háfukoróni	(9, 6)	half crown
	chishánú	(7, 8)	five shillings
	mbofána	(9, 10)	ten shilling note
	pǒndo	(9, 10)	pound sterling

### Answers to /muri kūitenyi?:

Ndirí kunyórá. to write

Ndirí kubika, to cook

Ndirí kūverenga. to read, count

Ndirí kutámbá. to play

Ndirí kúgeza to wash

Ndirí kubereka mwaniá. to carry a child on the back

Ndirí kúrera mwaná to care for a child

Ndirí kūdirira mbéí to water seeds

Ndirí kusímá māruva.	to transplant flowers
-símá	to transplant
ruva (5, 6)	flower
Ndirí kutémá mití.	to cut trees
-téma	to cut
mutí (3, 4)	tree, medicine, wood
Ndirí kuvádzá húní.	to split firewood
-vádzá	to split (transitive)
húní (9, 10)	piece of firewood
Ndirí kuténgá pārafíni.	to buy kerosene
-téngá	to buy
parafíni (9)	kerosene

1. The verb stem /-rí/.

The basic dialogue for this unit contains the forms /ndirí/ (first person singular), /muri/ (second person singular), and /ári/ (Class 6, with second high tone lowered before the initial high tone of the following word, cf. Unit 1 Note 8). The stem /-rí/ is unusual in two ways: (1) it ends with the vowel /-i/ instead of /-a/, (2) it does not combine with the tense prefixes. Because it does not have all the kinds of forms that other verbs have, it is called 'defective.' With respect to its meaning, /-rí/ corresponds in many respects to English 'am, is, are'.

(For practice, see Groups 4, 5, and 8)

2. Infinitives after /-rí/.

In one of its very common uses, /-rí/ precedes the infinitive of other verbs:

Ndirí kuténgésá māhobó. I'm selling bananas.

This construction is usually best translated into English with the present progressive ('is ing') tense, as in the above example. But there may be some areas of Rhodesia where the construction /-rí/ plus the infinitive of a given verb is interchangeable with the /-no-/ tense of the same verb.

(For practice, see Group 8.)

### 3. The enclitic /-nyi/.

Compare the sentences:

Anóita marínyi? How much ('what money') are they?

Unóýta basanyí? What work do you do?

Muri kúitenyí? What are you doing?

The final syllable in each of these sentences is pronounced either /-yi/ (westerly) or /-nyi/ (easterly). It is not a separate word, but is pronounced together with whatever precedes it. This means that it is the syllable before /-nyi/ that gets the penultimate accent (Unit 1, Note 1). So for example, in the sentence:

Ndirí kúita basa. I'm working.

the syllable that is accented is /ba/, but in

Urí kúita basanyí? What work are you doing?

the accented syllable is /sa/.

After a low tone, the tone of /-nyi/ is high: /basanyí/. After a single high tone, the tone of /-nyi/ is low: /marínyí/. After two consecutive high tones, some dialects have low tone on /-nyi/, while others have high tone on /-nyi/ but low tone on the syllable that precedes it:

/ngúványí/ or /ngúvànyí/

(For practice, see Groups 3, 6, 7, 8.)

4. Proximal and distal demonstratives.

In the sentences:

Aya ári pánó. These are here.

Mari yényú iyi. This [is] your money.

the forms /aya/ (Cl. 6) and /iyi/ (Cl. 9) are examples of forms which will be called PROXIMAL DEMONSTRATIVES, and which correspond closely to English 'this, these'. Demonstratives may be used in positions where one usually finds nouns, as in the above examples, or they may be used as modifiers of nouns:

aya mahobó                   these bananas

iyi mari                      this money

ichi chikóro                this school

The proximal demonstratives for the concordial classes of Shona are given below in the left hand column. The forms in the right hand column are DISTAL DEMONSTRATIVES, corresponding to English 'that/those over there'.

	PROXIMAL	DISTAL
1	uyu	uyo
2	ava	avo
3	uyu	uyo
4	iyi	iyo
5	iri	iro
6	aya	ayo
7	ichi	icho
8	izvi	izvo
9	iyi	iyo
10	idzi	idzo

11	urwu	urwo
12	aka	ako
13	utwu	utwo
14	uhwu	uhwo
15	uku	uko
16	apa	apo
17	uku	uko
18	umu	umo

Note that the distals are like the proximals except that they have /-o/ as the final vowel.

Note also that the word /apo/, which has already been learned with the meaning 'there!', is simply the distal demonstrative for Class 16. In the same way, /apa/ is often translated with 'here!', /umu/ with 'in here!' and /umo/ with 'in there!'.

(For practice, see Groups 1-3.)

#### 1. Demonstratives with nouns of various classes.

'Do you want/like this banana?' 'I want/like that one.'

hobó	Unódâ iri hobó heré?	Ndinódâ iro.
mahobó	Unódâ aya mahobó heré?	Ndinódâ ayo.
munda	Unódâ uyu munda heré?	Ndinódâ uyo.
minda	Unódâ iyi minda heré?	Ndinódâ iyo.
parafíni	Unódâ iyi parafíni heré?	Ndinódâ iyo.
shúka	Unódâ iyi shúka heré?	Ndinódâ iyo.
munyú	Unódâ uyu munyú heré?	Ndinódâ uyo.

sípo	Unódâ iyi sípo heré?	Ndinódâ iyo.
símbi	Unódâ iyi símbi heré?	Ndinódâ iyo.
chikóro	Unódâ ichi chikóro heré?	Ndinódâ icho.
zvikóro	Unódâ izvi zvikóro heré?	Ndinódâ izvo.
chitóro	Unódâ ichi chitóro heré?	Ndinódâ icho.
zvitóro	Unódâ izvi zvitóro heré?	Ndinódâ izvo.
chéchi	Unódâ iyi chéchi heré?	Ndinódâ iyo.
vapwéré	Unódâ ava vapwéré heré?	Ndinódâ avo.
mupwéré	Unódâ uyu mupwéré heré?	Ndinódâ uyo.
vafúndísi	Unódâ ava vafúndísi heré?	Ndinódâ avo.
mufúndísi	Unódâ uyu mufúndísi heré?	Ndinódâ uyo.

2. Concord between proximal demonstrative and noun. Singular vs. plural.

	'How much is this banana?'	'How much are these bananas?'
hobó	Iri hobó rínóita marínyi?	Aya mahobó ánóita marínyi?
sípo	Iyi sípo ínóita marínyi?	Idzi sípo dzínóita marínyi?
húní	Iyi húní ínóita marínyi?	Idzi húní dzínóita marínyi?
chigérð	Ichi chigérð chínóita marínyi?	Izvi zvigérð zvínóita marínyi?
símbi	Iyi símbi ínóita marínyi?	Idzi símbi dzínóita marínyi?
zingwa	Iri zingwa rínóita marínyi?	Aya mazingwa ánóita marínyi?
imbá	Iyi imbá ínóita marínyi?	Idzi dzimbá dzínóita marínyi?

## 3. Demonstratives with nouns of various classes.

	'How much is this banana?'	'It is one penny.'
hobó	Iri hobó rínóita marínyi?	Rínóita kóbiri.
mahobó mána	Aya mahobó mána ánóita marínyi?	Ánóita makóbiri mana.
símbi	Iyi símbi ínóita marínyi?	Ínóita chishánú.
símbi ina	Idzi símbi ina dzínóita marínyi?	Dzínóita pǒndo.
sípo	Iyi sípo ínóita marínyi?	Ínóita shereni.
sípo ina	Idzi sípo ina dzínóita marínyi?	Dzínóita mashereni mana.
chigérō	Ichi chigérō chínóita marínyi?	Chínóita mashereni mairí.
zvigérō zvina	Izvi zvigérō zvina zvínóita marínyi?	Zvínóita mashereni masére.
húní	Idzi húní dzínóita marínyi?	Dzínóita háfukoróni.

## 4. Personal subject prefixes with /-ri-/.

	'Where are you?'	'I'm here.'
iwé	Urípi?	Ndirí páno.
imwí	Murípi?	Tirí páno.
íye	Áripí?	Ári páno.
ívo	Váripí?	Vári páno.

## 5. Use of location-words after /-ri/.

'Are the children in the house?'

mumbá	Vaná vári mumbá heré?
chéchi	Vaná vári muchéchi heré?
gádheni	Vaná vári mugádheni heré?
hóspitari	Vaná vári muhóspitari heré?
patyo	Vaná vári pát yo heré?
gomo	Vaná vári mágomo heré?
mundá	Vaná vári mágunda heré?
dangá	Vaná vári mágangá heré?
pánó	Vaná vári pánó heré?
kúre	Vaná vári kúre heré?

## 6. Questions with /-nyi/ after a low verb.

'What does Father do on (*in*) the mountain?' 'He cuts trees.'

Babá vánóitenyí mágomo? Máí vánóitenyí kúmushá?

Vánotémá mití. Vánóbika.

Babá vánóitenyí mugádheni? Vanhu vánóitenyí kújangano?

Vánódirira mbéú. Vánováká imbá.

Vanhu vánóitenyí kúmahéu?

Vánóríma.

## 7. Questions with /--nyi/ after a high verb.

	'What did you sell?'	'I sold an iron.'
iwé	Wakátēngésenyí?	Ndakátēngésā` símbi.
imwí	Mwakátēngésenyí?	Takátēngésā` símbi.
íye	Wákatēngésenyí?	Wákatēngésā` símbi.
ívo	Vákatēngésenyí?	Vákatēngésā` símbi.

## 8. Questions with /--nyi/, high and low verbs.

	'What are you selling?'	'I'm selling salt.'
kuténgésá	Urí kuténgésenyí?	Ndirí kuténgésá munyú.
kuita	Urí kúitenyi?	Ndirí kúita basa rangu.
kurima	Urí kúrimenyí?	Ndirí kúrima mbéú.
kugeza	Urí kúgezenyi?	Ndirí kúgeza mwaná.
kutémá	Urí kutémenyi?	Ndirí kutémá mutí.
kudirira	Urí kúdirirenyí?	Ndirí kúdirira mbéú.
kuvádzá	Urí kuvádzenyí?	Ndirí kuvádzá` húní.

Practice conversations.

You ask where the      Vaná várípi?  
children are,

Vári kugádheni.

and what they are      Vári kúitenyi?  
doing.

Vári kúdirira mbéú.

You want to know Gádheni ríripí?  
where the garden  
is,

Ríri chīnhambo.

and when the chil- Vánouýa ríni?  
dren will come  
back.

Váchaúyá masíkatí.

You ask a child what Uri kuténgésenyí pánó?  
he is selling here.

Ndirí kuténgésá̄  
sípo.

You ask how much Iyi sípo chená ínóita  
this white soap  
is, marínyi?

Iyi ínóita shereni.

and ask for some. Ndingáóná̄ chená heré?

Zvákánaka.

Reading exercise. Read aloud, verify and write tones, translate, and answer questions in Shona about the content.

Uri kuitenyi mujaha?

Ndiri kutenga shuka.

Vasikana vari kutengenyi?

Vari kutenga mahobo.

Vana vari kuitenyi pano?

Vari kutenga parafini.

Baba Shumba vari kuitenyi pano?

Vari kutenga simbi.

Free Conversation.

Using real fruits and vegetables if they are available, practice pricing and buying various kinds of food.

## UNIT 10

BASIC DIALOGUE

Masíkatí chirombówe.	Good day!
Masíkatí.	Good day.
-tsvaka	to look for, seek
aní (pl. vanáaní)	who?
Muri kútsvaka aní?	Who are you looking for?
Ndirí kudá Babá Mukáráti.	I need Mr. Mukarati.
Ah! Wáénda kwáMutáre.	Oh! He went to Umtali.
Mwaídenyí kwáwári?	What did you want of him?
-taura	to speak
Ndaídâ kutaura navó.	I wanted to talk with him.

Supplementary vocabulary. Some important place-names in Rhodesia.

kwáMutáre	to/at	Umtali
kuHaráre	to/at	Salisbury
kuMaróndera	to/at	Marandellas
kuGatóma	to/at	Gatooma
kuKwékwe	to/at	Que Que
kuGwerú	to/at	Gwelo
kuBhuruwayo	to/at	Bulawayo
kuChipinga	to/at	Chipinga

Supplementary vocabulary. Three time expressions suitable for use with the hodiernal tense.

Wáénda mangwánaní áno.      this morning

Wáénda chinhambwe.      a short time ago

Wáénda mambákwedzá.      dawn

### 1. The /-i-/ tense.

Examples of a new prefix are found in:

Mwaídenyi?      What did you want?

Ndaída kutaura navó.      I wanted to talk with him.

Forms that contain this prefix may be said to be in the /-i-/ tense. The subject prefixes are the same as those used in the /-ka-/ tense (Unit 5, Note 1, List 2), but the tones are those of the /-no-/ tense (Unit 5, Note 1).

With regard to meanings and English translation equivalents, the uses of /-i-/ fall into two major groups. First, and central, is its use as past habitual ('I used to ...') (cf. Fortune AGS par. 565). The list of sentences which follow this note illustrate that use. A second and rather frequent use is illustrated in the basic dialogue, where reference is not really to past habitual action, but to a present situation which one wishes to refer to obliquely. In this respect, /-i-/ is reminiscent of /-nga-/ (Unit 8, Note 1), and occasionally occurs in the same words as /-nga-/.

Ndaíngadá....      I would like....

(This is the only instance of two of the so-called tense prefixes occurring together.)

Ndaíenda kudhíbhi masónndo ósé.	I used to go to the dip tank every week.
Váírima ngúvá dzósé.	They used to farm all the time
Ndaígára muimbá yédu.	I used to live in our house.
Ndaídzídzísá vapwéré goré rakápéră.	I used to teach children last year.
Ndairápa mwedzí mítatú yakápéră.	I used to do medical work three months ago.
Ndaítáura zvakánáka mazúvá ósé.	I used to speak well every day.
Ndaiénda kujana ngúvá dzósé.	I used to herd cattle all the time.
Ndaicháira makoré akápéră.	I used to drive, years ago.
Ndairéra mwanaá mwedzí wakápéră.	I used to care for a child last month.
Ndaíténgésá māhobó musí weMugobéra.	I used to sell bananas on Saturday.

## 2. The past tense of today. (The "hodiernal tense".)

The very first verb forms which occurred in this series of lessons were in the greeting formulae. They were in a tense which did not occur outside of such formulae until this unit, and for this reason it has not been discussed until now. Examples are:

Mwarárá heré?	Did you sleep (during the past night)?
Váswerá heré?	[How] did they spend the day?
Wáénda kwáMutáre.	He went to Umtali.

The subject prefixes are as for the /-ka-/ tense. The tones of the verb stems themselves are as for the /-ka-/ tense also:

mwaúyá	you came (today)
váýyá	they came (today)

vásvíka	they arrived (today)
ndatáura	I spoke (today)

That is, after high tone, westerly dialects have low tone on the stems of high verbs. Note that with low stems, some dialects have high tone on the first stem syllable only.

Almost without exception, verbs in this tense are used to refer to events that have taken place during the same day or during the preceding night. It may therefore be called the 'past today' tense, or the 'hodiernal' tense (from the Latin word for 'today').

(For practice in forming the hodiernal tense, see Groups 1-8.)

## 1. Past today, low verbs, first and second person.

'Did you do your work?'                          'I did my work.'

Waíta basa rákó heré? Ndaíta basa rángu.

Waénda kumahéu heré? Ndaénda kumahéu.

Watáura navó heré? Ndatáura navó.

Warima munda here? Ndarima munda.

Waréra mwana here? Ndaréra mwana.

Waswéra sényi? Ndaswéra zvirínáne.

## 2. Hodiernal tense, low verbs, third person.

'How [well] did he plow?'    'He plowed well.'

kurima      Wárima sényi?      Wárima zvakánaka.

kutaura      Wátáura sényi?      Wátáura zvakánaka.

kudirira Wádirira sényi? Wádirira zvakánáka.

kugeza      Wágéza sényi?      Wágéza zvakánáka.

## 3. Hodiernal tense, low verbs, first, second, and third persons.

'When did you arrive?'                    'I arrived a short time ago.'

Wasvíka ríni?                              Ndasvíka chinhambwe chapérá.

Wásvíka ríni?                              Wásvíka chinhambwe chapérá.

Watáura ríni?                              Ndataúra chinhambwe chapérá.

Wátáura ríni?                              Wátáura chinhambwe chapérá.

## 4. Hodiernal tense, high verbs, first and second persons.

'Did you cut trees?'                    'I cut trees.'

kutémá                                      Watémá mití heré?                              Ndatémá mití.

kusímá                                      Wasímá māruva heré?                              Ndasímá māruva.

kuténgá                                      Waténgá pārafíni heré?                              Ndaténgá pārafíni.

kuténgésá                                      Waténgésá munyú heré?                              Ndaténgésá munyú.

kuóná                                        Waóná vadzídzísi heré?                              Ndaóná vadzídzísi.

kusíyá                                      Wasíyá mwaná heré?                                      Ndasíyá mwaná.

## 5. Hodiernal tense, high verbs, third person.

'Where did he leave the children?'

(íye)                                      Wásíyepí vaná?

mái                                        Máí vásíyepí vaná?

babá                                       Babá vásíyepí vaná?

mujahá                                      Mujahá wásíyepí vaná?

majahá	Majahá ás̄yepí vaná?
mhandara (sg.)	Mhandara yás̄yepí vaná?
mhandara (pl.)	Mhandara dzás̄yepí vaná?

6. Hodiernal tense, high verbs, third person, subjects in various classes.

ngúvá	Ngúvá yápéră.	The time is up.
sípo	Sípo yápéră.	The soap is all gone.
parafíni	Parafíni yápéră.	The kerosene is all gone.
munyú	Munyú wápéră.	The salt is all gone.
mahobó	Mahobó ápéră.	The bananas are all gone.
húní	Húní dzápéră.	The firewood is all gone.
basa	Basa rápéră.	The work is finished.

7. Hodiernal tense, high verbs, first and second vs. third person.

kuóná chigérō.	Mukóróre wényú wáñepí chigérō? Where did your son get the scissors?
imwí	Mwaónepí chigérō?
kusíyá mwanaá	Mwasíyepí mwanaá?
babá	Babá vás̄yepí mwanaá?
kuténgá munyú	Babá vátēngepí munyú?
iwé	Waténgepí munyú?
muzváré	Muzváré wátēngepí munyú?
imwí	Mwaténgepí munyú?

## 8. High vs. low verbs, hodiernal tense, third person.

'Did the young man arrive home (today)?'

kusvika Mujahá wásvíka heré kūmushá?

kuúyá Mujahá wáyá heré kūmushá?

kuenda Mujahá wáénda heré kūmushá?

kutémá mití Mujahá wátémá mití heré kūmushá?

kuita basa Mujahá wáíta basa heré kūmushá?

kubvá Mujahá wábva heré kūmushá?

Practice conversations.

Ask another person what he is doing here.

Uri kūitenyi pánó?

Ndirí kúgeza.

Iwé urí kūitenyi?

Reply that you are playing, and ask when he is going to go home.

Ndirí kutámbá

zvángu.

Unóénda ríni

kumbá?

Ndicháénda masíkatí.

You ask where the other person's cattle kraal is.

Dangá rényú ríripí?

Ríri chínhambo.

When did Father go      Babá váénda ríni  
 to the kraal?            kudangá?  
  
 Váénda mangwánaní.

What is he doing at      Vári kúitenyí  
 the kraal?                kúdangá?  
  
 Vári kúita basa.

Is he intending to      Vári kudá kúenda  
 go to the dip            kudhíbhi heré?  
  
 Hóngu vácháenda  
 masíkati.

Reading Read aloud, verify and mark tones, and learn to take both roles without reference to the printed text.

Mwakaita basa here Mugobera?

Hóngu, takadirira mugadheni.

Vasikana vakaitenyi?

Vakarera vana.

Vakomana vakaitenyi?

Vakadirirawó.

Masikati mhandara.

Masikati shewe.

Mwaswera here?

Aiwa zvitambo.

Vaswera senyi murimisi? [murimisi (1, 2) 'agricultural demonstrator']

Waenda kwaMutare.

Wanouya rini?

Wán̊zoúyá musi weMusumbunuko.

Free conversation.

Ask and answer questions about what you and others have actually done during the current day or the preceding night.

## UNIT 11

BASIC DIALOGUE

- nzira (9, 10) path, way
- A Nzira ínóenda kúpí? Where does the path go?
- B Ndiyo ínósvika muguta. This is the [one] that goes to (\*arrives in\*) the village.
- gúrírá to cut (for)
- A Hapána ínogúrírá heré? Isn't there a shorter [one]?
- B Iyi ndíyo yákátónaka. This is the right [one].
- A Ínósvika ngepáWatsómba heré? Does it go via Watsomba?
- B Kwázvo, ndíyo iyi. Oh yes, this is it.

Supplementary vocabulary. Adjectives that may describe a road.

Where is the big road?	muvhá (3, 4)	road
Mugwagwa mukúrú úripi?	mugwagwa (3, 4)	
Mugwagwa murefú úripi?	~refú	long, tall
Mugwagwa mupamhí úripi?	~pamhí	wide
Mugwagwa mutètè úripi?	~tètè	narrow
Mugwagwa mupfúpi úripi?	~pfúpi	short
Mugwagwa mutsvá úripi?	~tsvá	new

1. Relative verb forms, affirmative.

verbs: Notice the tones on the subject prefixes in these

Ndiyo nzira <u>inósvíka</u> muguta.	That is the path that goes to town.
Ndiyo <u>inósvíka</u> muguta.	That is the one that gets to town.
Hapáná nzira <u>inogúrirá</u> heré?	Isn't there a path that is shorter?
Hapáná <u>inogúrirá</u> heré?	Isn't there one that is shorter?
Ndiyo <u>yakánáka</u> .	That is the one that is good.

These verbs are formed just like the third person verbs of the /-no-/ and /-ka-/ tenses that have been met previously, except that they have low tone on their subject prefixes. The corresponding verbs with high tone on the subject prefix were INDICATIVE; an indicative form is one which serves as the main verb in a declarative sentence. The verbs in the examples cited above, with low tone on the subject prefix, are RELATIVE. A relative verb never stands as the main verb in a declarative sentence. Instead, it occupies positions in the sentence which may also be occupied by adjectives or by nouns. English translations, as in all of the above examples, often consist of relative clauses.

Tonally, relative forms are identical with first and second person indicative forms. It follows that there is no audible difference between indicative and relative forms in the first and second persons:

Ndinóbéreka mwanaá.	I carry the child.
Ndíní ndinóbéreka mwanaá.	It is I (I) who carry the child.

Relative verbs are also used after /ndíani/ 'who (is it)?'. [For practice in constructing and using relative verbs, see Groups 1-8 and 10, 11 of the sentences for systematic practice.]

## 2. Relative verbs as translations for English adjectives.

The supplementary vocabulary for this unit includes a number of adjectives, which are cited in this book with a ~ before the stem. Such adjectives are very few in Shona, numbering about two dozen, depending on the dialect that is being considered. Most adjectival expressions in Shona are in fact

relative verbs:

nzira yákánáka	a good path ('a path that is good!')
compare: Nzira yákánaka.	The path is good.

### 3. Concords with /ndí-/.

One of the most frequently used of the constructions that employ relative verbs is one that begins with /ndí-/ plus some concordial element:

Ndíyo yakánáka.	That is the one (Class 9) that is good.
-----------------	--

Translations for /ndíyo/ are 'it is that', or 'that is the one.'

The concordial element of one of these third person forms, Classes 2-18, is identical with the last part of the distal demonstrative (Unit 9, Note 4), or of the possessive pronoun (Unit 7, Note 3.), except for Classes 3 and 6.

The first and second person forms are:

ndíni	ndísú (tísú)
ndíwé	ndímwí
ndíye	ndívo

[For practice with the above forms, see Groups 9-11].

#### 1. Indicative vs. relative, high verbs, /-ka-/ tense.

'They transplanted flowers (before today).'

'They are the ones who transplanted flowers.'

kusímá māruva Vákasímá māruva.

Ndívo vákásímá maruva.

kuvádzá húní Vákavádzá húní.

Ndívo vákávádzá húní.

kuténgá munyú      Vákaténgá munyú.

Ndívo vákáténgă munyú.

kuúyá kuchéchi      Vákaúyá kuchéchi.

Ndívo vakaúyă kuchéchi.

## 2. Low verbs.

'They did his work (before today).'  
'Who [all] did his work?'

kuita basa      Vákaita basa ráké.

Ndívanaání vakaítá basa ráké?

kusvika kumushá      Vákásrika kumushá.

Ndívanaání vakaísrika kumushá?

kutaura návo.      Vákátaura návo.

Ndívanaání vakaítáura návo?

kugeza mwaná      Vákágeza mwaná.

Ndívanaání vakaígéza mwaná?

kuenda kurwizi

Vákáenda kurwizi.

Ndívanaání vakaénda kurwizi?

kurera vaná

Vákárera vaná.

Ndívanaání vakaérera vaná?

## 3. Indicative vs. relative, high verbs, /-no-/ tense.

'He works in an office.'  
'Who works in an office?'

kusándá muófisi Ánosándá muófisi.

Ndianí `ànósándá muófisi?

kuténgá munyú Ánoténgá munyú.

Ndianí `ànóténgá munyú?

kuváka dhíbhi Ánováka dhíbhi.

Ndianí `ànóváka dhíbhi?

kuténgésá mūchitóro Ánoténgésá mūchitóro.

Ndianí `ànóténgésá mūchitóro?

kufámbírá mhūri Ánofámbírá mhūri.

Ndianí `ànófámbírá mhūri?

kunyórá zvakánáka Ánonyórá zvakánáka.

Ndianí `ànónyórá zvakánáka?

kuvádzá húní Ánovádzá` húní.

Ndianí `ànóvádzá` húní?

kutémá mutí Ánotémá mutí.

Ndianí `ànótémá mutí?

## 4. Indicative vs. relative, low verbs, /-no-/ tense.

'He lives at the store.'  
'Who lives at the store?'

kugara pachitóro Ánógara pachitóro.

Ndianí `ànögara pachitóro?

kugeza mumbá

Ánógeza mumbá.

Ndíani ànógéza mumbá?

kurima gádheni

Ánórima mugádheni.

Ndíani ànóríma mugádheni?

kuenda kutsíme

Ánóenda kutsíme.

Ndíani ànóenda kutsíme?

kudirira mbéú

Ánódirira mbéú?

Ndíani ànódídirira mbéú?

kuweza zvakánáka

Ánóweza zvakánáka.

Ndíani ànówéza zvakánáka?

kuchaira zvakánáka

Ánóchaira zvákánáka.

Ndíani ànócháira zvákánáka?

## 5. Indicative vs. relative, low verbs, /-ri/ tense.

'She is cooking.' 'Who is the one who is cooking?'

kubika Árí kúbika. Árí kúbika ndíani?

kurima Árí kúrima. Árí kúrima ndíani?

kutaura Árí kútaura. Árí kútaura ndíani?

kuverenga Árí kúverenga. Árí kúverenga ndíani?

kuweza Árí kúweza. Árí kúweza ndíani?

## 6. High verbs.

	!He's coming.!      Ári kuúyá.	!Who is the one who is coming? !      Àri kuúya ndíani?
kuúyá	Ári kuúyá.	Àri kuúya ndíani?
kunyórá	Ári kunyórá.	Àri kunyóra ndíani?
kusándá	Ári kusándá.	Àri kusanda ndíani?
kudzídzísá	Ári kudzídzísá.	Àri kudzídzísá ndíani?
kutámbá	Ári kutámbá.	Àri kutámba ndíani?

7. Indicative verbs vs. relative verbs with /ndívanáaní/.  
High verbs.

	!They are transplanting flowers.!      Vári kusímá māruva.	!Who are transplanting flowers?!(Those who are transplanting flowers, who are they?)      Vári kusímá māruva ndívanáaní?
kusímá māruva	Vári kusímá māruva.	Vári kusímá māruva ndívanáaní?
kutémá mití	Vári kutémá mití.	Vári kutémá mití ndívanáaní?
kuvádzá húní	Vári kuvádzá húní.	Vári kuvádzá húní ndívanáaní?
kuténgésá mázингwa	Vári kuténgésá mázингwa.	Vári kuténgésá mázингwa ndívanáaní?
kuténgá munyú	Vári kuténgá munyú.	Vári kuténgá munyú ndívanáaní?
kuténgá shúka	Vári kuténgá shúka.	Vári kuténgá shúka ndívanáaní?

## 8. Low verbs.

	'They are reading.'	'Who are the ones who are reading?'
kuverenga	Vári kúverenga.	Vári kúverenga ndívanaáani?
kutura	Vári kútaura.	Vári kútaura ndívanaáani?
kurimisa	Vári kúrimisa.	Vári kúrimisa ndívanaáani?
kubereka vaná	Vári kúbereka vaná.	Vári kúbereka vaná ndíva- naani?
kuenda kuchéchi	Vári kúenda kuchéchi.	Vári kúenda kuchéchi ndíva- naani?

## 9. /ndí~/ with concords of various classes.

'Is\* that your school?'

chikóro	Ndícho chikóro chényú heré?
chigérō	Ndícho chigérō chényú heré?
chitóro	Ndícho chitóro chényú heré?
mushá	Ndiwo mushá wényú heré?
munda	Ndiwo munda wényú heré?
munyú	Ndiwo munyú wényú heré?
marí	Ndiyo marí yényú heré?
shúka	Ndiyo shúka yényú heré?
húní	Ndídzo húní dzényú heré?
dzimbá	Ndídzo dzimbá dzényú heré?
dangá	Ndiro dangá rényú heré?
shereni	Ndiyo shereni yényú heré?

basa	Ndiro basa rényú heré?
mashereni	Ndiwo mashereni ényú heré?
maruva	Ndiwo maruva ényú heré?
mwanaá	Ndiye mwanaá wényú heré?
mukúnda	Ndiye mukúnda wényú heré?
vanaá	Ndivo vaná vényú heré?
vapwéré	Ndivo vapwéré vényú heré?

10. /ndí~/ plus personal pronouns, used with relative forms of high verbs.

	'He builds houses.'	'He is the one who builds houses.'
íye	Ánováká dzimbá.	Ndiye ànováká dzimbá.
ívo	Vánováká dzimbá.	Ndivo vánováká dzimbá.
ini	Ndinováká dzimbá.	Ndini ndinováká dzimbá.
isú	Tinováká dzimbá.	Tísú tinováká dzimbá.
iwé	Unováká dzimbá heré?	Ndiwé unováká dzimbá heré?
imwi	Munováká dzimbá heré?	Ndimwi munováká dzimbá heré?

11. Low verbs.

	'She carries the child.'	'She is the one who carries the child.'
íye	Ánobereka mwanaá.	Ndiye anóbereka mwanaá.
ívo	Vánobereka mwanaá.	Ndivo vanóbereka mwanaá.
ini	Ndinóbereka mwanaá.	Ndini ndinóbereka mwanaá.

isú	Tinóbéreka mwaná.	Tísú tinóbéreka mwaná.
iwé	Unóbéreka mwaná heré?	Ndiwé unóbéreka mwaná heré?
imwí	Munóbéreka mwaná heré?	Ndimwí munóbéreka mwaná heré?

Practice conversations.

You ask where his      Imbá yákó íripí?  
house is.

Imbá yángu írí mūguta.

Is it near?      írí pātyo heré?

írí chīnhambo.

Is it large?      íhürü heré?

Húnde íhürü kwázvo.

Is this the [right] Ndiyo nzira yángu  
way for me?  
heré?

Inóenda kúpi?

The one that goes      Inósvika muguta.  
to town.

Ndiyo iyi.

You ask whether      Hapáná inósvika  
there isn't one  
that goes by      ngepáWatsombá  
Watsomba.  
heré?

Iyi ndiyo inósvika.

Oral Reading Practice.

Mhuri yedu inogara muguta.

Inogara muimba chena.

Inoita basa zvakanaka.

*Inoenda kuSvondo.* It goes to [church on] Sunday.

*Inoenda kwaMutari mugobera vose.*

*Inotamba mitambo.* mutámbó (3, 4) game

*Inofambira kuHosipitare.* It has a connection with the hospital.

Inogara zvakanaka.

Free conversation.

Collect a number of objects and ask whether each belongs to various individuals.

## UNIT 12

BASIC DIALOGUE

	chiShóna (7)	Shona style of speaking or acting.
A	Handítáúrí chiShóna zvakánáka.	I don't speak Shona well.
B	Ah! Unótáura zvakánáka kwázvo.	Oh, you speak very well.
	mutauro (3, 4)	language
B	Unódzídzíra kúpí mutauro wédú?	Where do you study our language.
A	KuNyakatsápá. -pédzá	At Nyakatsapa. to finish
B	Unópélda ríni? -zívá	When do you finish? to know
A	Handízíví zvakánáka.	I don't know for sure.

Supplementary vocabulary. Names of some languages.

Anógona kutaura	chiNdevére (7)	Ndebele.
(kugona 'to be able') chingezi (7)		English
	chirungu (7)	(any) European language
chiróoróo (7)		
chiraparápa (7)		Fanagalo, 'Kitchen Kaffir'
chiPutukézi (7)		Portuguese

1. Negative verbs that correspond to the /-no-/ tense.

The basic dialogue for this unit contains two negative verbs:

Handítáúrí chishóna zvakánáka. I don't speak  
Shona well.

Handízíví zvakánáka. I don't know  
for sure.

The various affirmative tenses of Shona form their negatives in quite diverse ways. The negative verbs in the above examples correspond to the affirmative forms /ndinótäura/ and /ndinózivá/.

This set of negative forms begins with the negative prefix /hà-/, followed by the subject prefix with high tone. The first syllable of the stem has its basic tone, low for low verbs and high for high verbs. The next two stem syllables are high for high and low verbs alike. The final vowel of the stem is /-i/ in some dialects, /-e/ in others.

Note however that the stems of the pro-verbs do not adopt the special tonal pattern described above, and that their final vowels do not change.

[For practice in constructing these forms, see Groups 2 - 7 of the sentences for systematic practice.]

## 1. Infinitive after /-pédzá/.

! Have you (sg.) finished speaking? !

kutaura Wapédzá heré kútaura?

ívo Vápédzá heré kútaura?

kunyórá Vápédzá heré kunyórá?

imwí Mwapédzá heré kunyórá?

kubika Mwapédzá heré kúbika?

íye	Wápédzá heré kūbika?
kudirira	Wápédzá heré kūdirira?
iwé	Wapédzá heré kūdirira?
kusánda	Wapédzá heré kusánda?

## 2. Affirmative vs. negative of /-no-/ tense, high verbs.

	'Do you teach every day?'	'I don't teach.'
kudzídzísá	Unódzídzísá mazúvá ósé heré?	Handzídzísí.
kusánda	Unósánda mazúvá ósé heré?	Handísándí.
kuúyá	Unóúyá mazúvá ósé heré?	Handíúyí.
kudzídzírá	Unódzídzírá mazúvá ósé heré?	Handídzídzíří.

## 3. Affirmative vs. negative of /-no-/ tense, monosyllabic high verb.

	'Do you (sg.) want to go with them?'	'I don't want [to].'
iwé	Unódá kuenda navó heré?	Handídí.
imwí	Munódá kuenda navó heré?	Hatídí.
íye	Anodá kūenda navó heré?	Haádí.
ívo	Vánodá kūenda navó heré?	Havádí.

## 4. Negative of /-no-/ tense, low verb.

' I don't speak Ndebele. '

ini	Handítaurí chīNdevére.
íye	Haátaúrí chīNdevére.
isú	Hatítaurí chīNdevére.
ívo	Havátaúrí chīNdevére.
iwé	Haútaúrí chīNdevére heré?
imwí	Hamútaúrí chīNdevére heré?

## 5. Affirmative vs. negative, /-no-/ tense, low verb.

'Can I speak?'      |      'You can't.'

Íní ndinóg̩na heré kútaura?	Haúgoní.
Iwé unóg̩na heré kúchaira?	Handígoní.
Íye ánógona heré kúchaira?	Haágóní.
Isú tinóg̩na heré kúrimisa?	Hamúgoní.
Ívo vánógona heré kúrimisa?	Havágóní.
Iwé unóg̩na heré kútaura chiShóna?	Handígoní.
Imwí munóg̩na heré kunyórá?	Hatígoní.
Isú tinóg̩na heré kutámbá?	Hamúgoní.
Vánógona heré kutémá?	Havágóní.
Munóg̩na heré kusímá māruva?	Hatígoní.

## 6. Affirmative vs. negative of /-no-/ tense, low verbs.

'Do you cultivate the field?'	'I don't (cultivate).'
Unór̄ma munda heré?	Handírimiſ̄.
Unót̄aura chiPutukézi heré?	Handítáúriſ̄.
Unóḡona kuverenga heré?	Handígoniſ̄.
Unór̄misa heré?	Handírimiſ̄iſ̄.

## 7. Negative of /-no-/ tense, high and low verbs.

ini	Handídí kusímá māruva.	I don't want to transplant flowers.
ivo	Havádí kusímá māruva.	They don't want to transplant flowers.
kugona	Havágoniſ̄ kusímá māruva.	They can't transplant flowers.
kuverenga	Havágoniſ̄ kūverenga.	They can't read.
íye	Haágoniſ̄ kūverenga.	He can't read.
kuzívá	Haázívíſ̄ kūverenga.	He doesn't know how to read.
kuchaira	Haázívíſ̄ kūchaira.	He doesn't know how to drive.
isú	Hatízívíſ̄ kūchaira.	We don't know how to drive.
kudá	Hatídíſ̄ kūchaira.	We don't want to drive.

Questions and answers. The tutor should ask these questions of the students, with the students' books closed. The students should then read the questions aloud, supplying correct tones. Finally, they should write their own answers in the book.

Munovaka here?

Vasikana vanorima here?

\_\_\_\_\_ anoenda kuchikoro here?

Tinogara mumba here?

Vakomana vanobika here?

Mai vanobereka mwana here?

Vana vanotamba here?

Basa rinopera Mugobera here?

Vanoenda kudanga renyu here?

Unovadza huni here?

Munorapa here?

Munoenda kudhibhi here?

Munoziva murimisi here?

Unofambira chikoro mazuva qse here?

Munodzidzisa here?

Munoita basa mazuva qse here?

Unotema muti here?

Vana vanodirira mbeu here?

Unogeza mumba here?

Munoweza here?

Practice conversation.

You ask another person  
what language he  
speaks.

Unótšura mutauronyí?

Ndinótšura chirungu  
kuchikóro.

Tinótšura chiShóna  
kumushá.

You ask whether the  
children speak a  
European language  
in school.

Vapwére vánótaura  
chirungu heré  
kúchikóro?

Havátaúri chirungu.  
Vánótaura chiShóna.

Oral Reading Practice.

Ndiani uri kutaura?

Ndini.

Vapedza here kusanda?

Ndatopedza.

Sara, uri kuitenyi?

Ndiri kunyora.

Uri kunyora mutauronyi?

Ndiri kunyora chirungu.

Anotaura chiShona zvakanaka here?

Ah! Anotaura zvakanaka kwazvo.

Wakadzidzirepi mutaur<sup>o</sup> wedu?

KuNyakatsapa.

Anopedza rini?

Ndinofunga mwedzi unouya.

Free conversation.

Practice asking and answering questions about what members of the class regularly do. In answering, some of the replies should be negative.

## UNIT 13

Basic sentences. Expressions useful in a language class.

-nzwá

to hear, feel,  
perceive,  
understand

Mwazvínzwá heré?

Do you understand?  
(*'Have you heard it?'*)

kwéte

no

Kwéte.

No.

Handíná kuzvíñzwá.

I didn't understand (it).

izwi (5, 6)

voice, word

Nyóráí áya mazwi.

Write these words.

mudzídza (1,2)

student

Ava vadzídza vánobvá Amérika.

These students come from  
America.

-dzídza

to learn

Ndinódá kudzídzá kútaura chiShóna.

I want to learn to speak  
Shona.

-pinda

to enter, to  
surpass

Pindá!

Come in!

pasí (16)

underneath, floor,  
ground, the earth

Garái pasí.

Sit down!

masúre (6)

back, behind

Taúráí mūmasúre mwángu.

Repeat (*'speak'*) after me.

-isa	to put
bhúku (5, 6)	book
Isái mabhúku pasí.	Put [your] books down.
Mwatiñyi?	What did you say?
{ Itáizvé. Tauráizvé.	[Please] repeat. ( *Do/speak again. *) }
~shoma	few, little
Mungátáura zvishoma heré?	(Can you) [please] speak slowly/softly?

### 1. Past negative indicative.

The basic sentences for this unit contain a past negative form:

Handíná kuzvíñzwá. I didn't understand it.  
(Cl. 8)

The root of this verb is /-nzwá/, the syllable /-zví-/ is an object prefix of Class 8, used without a specific noun antecedent. (Object prefixes will be discussed further in Unit 15 .)

The formula for past negatives is: /hà-/ + subject prefix with high tone + /ná/, + infinitive. These phrases may be used as negative counterparts both for the /-ka-/ tense (past before today) and the hodiernal tense (past today).

This kind of past negative indicative construction is the one that will be used in this book. There are however two other fairly widespread kinds of past negatives that are used in various parts of Mashonaland. One uses the stem /-zi/ in place of /-na/, thus:

handízí kuzvíñzwá

This negative also may be used as a counterpart of affirmatives in either the /-ka-/ or the hodiernal tense.

A third style of negative uses the negative prefix /-sa-/ , alone as a negative of past today (hodiernal), and followed by /-ka-/ as a negative of the /-ka-/ tense:

handísazvíñzvá

handísákazvíñzvá

It should be noted that in this set of negatives, unlike the negative of the /-no-/ tense, the final vowel of the stem remains /-a/ and does not become /-i/.

[For practice with the first of these three types of past negative formation, see Groups 10, 11 of the sentences for systematic practice.]

## 2. Affirmative imperative verbs.

The basic sentences for this unit contain a number of examples of the plural affirmative imperative form of verbs:

Nyórái...

Write...!

Taurái.

Speak!

Garái pasí

Sit down!

In form, these words consist of the stem of the verb, plus /-i/ (in some dialects /-nyi/). The first syllable of a low verb is low; otherwise, stem tones are high. The tone of /-í/ is high in some dialects, low in others. In the imperative, as in the other forms of the verb, the plural form may be used in speaking to one person, as a mark of respect. The singular form of the imperative is like the plural except that it lacks the suffix (/ -i/ or /nyi/).

[For practice with affirmative imperative verbs see Groups 2-9.]

3. The enclitic /--zve/.

Compare the forms:

Taúráí.	Speak!
Taúráizvé.	Speak again!
Pindá.	Enter!
Pindázve.	Enter again!
Wátáura.	He spoke.
Wátáurazvé.	He spoke again.

The tone of /--zve/ is always opposite to the tone of the preceding syllable. The preceding syllable has the same tone that it would have in the corresponding form without /--zve/, unless that form ends with two or more consecutive high tones. When the form without /--zve/ ends with two or more high tones, the syllable before /--zve/ has low tone:

Taúráí      vs.      Tauráizvé.

[For practice on this point, see Groups 4, 5.]

1. Concord between noun and possessive; singular vs. plural.

bhúku	Waísa bhúku rángu pápí?	Waísa mabhúku ángu pápí?
hobó	Waísa hobó rángu pápí?	Waísa mahobó ángu pápí?
sípo	Waísa sípo yángu pápí?	Waísa sípo dzángu pápí?
shúka	Waísa shúka yángu pápí?	
munyú	Waísa munyú wángu pápí?	
marí	Waísa marí yángu pápí?	

chigérō	Waísa chigérō chángu páyi?	Waísa zvigérō zvángu páyi?
tíki	Waísa tíki yángu páyi?	Waísa matíki ángu páyi?
shereni	Waísa shereni yángu páyi?	Waísa mashereni ángu páyi?
háfukoróni	Waísa háfukoróni yángu páyi?	Waísa maháfukoróni ángu páyi?
mbofána	Waísa mbofána yángu páyi?	Waísa mbofána dzángu páyi?
húní	Waísa húní yángu páyi?	Waísa húní dzángu páyi?

## 2. Hodiernal tense vs. imperative, high verbs.

'Have you finished your work?' 'Finish your work.'

kupédzá	Mwapédzá heré bāsa rényú?	Pédzái* basa rényú.
kutémá	Mwatémá heré mití?	Témái* mití.
kusímá	Mwasímá heré māruva?	Símái* maruva.
kuvádzá	Mwavádzá heré húní?	Vádzái* húní.

[For the meaning of the symbol \*\*, see Unit 1, Note 2.]

## 3. Low verbs.

kudirira	Mwadíríra heré māruva?	Dirírái** maruva.
kuverenga	Mwavérenga heré bhúku?	Veréngái** bhúku.
kurera	Mwaréra heré mwana?	Rerái** mwana.
kurima	Mwaríma heré mūnda?	Rimái** munda.

4. Imperative with and without /--zve/, low verbs.

	'Speak.'	'Speak again.'
kutaura	Taúráí*	Taúráizvé*
kupinda	Pindáí*	Pindáizvé.
kuverenga	Veréngáí*	Veréngáizvé.
kuenda	Endáí*	Endáizvé.

5. High verbs.

	'Come.'	'Come again.'
kuúyá	Úyáí*	Úyáizvé.
kuténgá	Téngáí*.	Téngáizvé.
kuténgésá	Téngésáí*.	Téngésáizvé.
lutámbá	Támbáí*.	Támbáizvé.

## 6. Imperative singular vs. plural.

Téngésá mití yakó.	Téngésái mití yényú.
Pédzá bāsa rákó.	Pédzái* basa rényú.
Rerá mwanaá wákó.	Rerái mwanaá wényú.
Verénga bhúku rákó.	Veréngái bhúku rényú.

7. Imperative singular vs. plural. (Use the number of the possessive as the cue for changing the number of the verb.)

	Téngésái mití yényú.
yákó	Téngésá mití yákó.
kupédzá basa	Pédzá basa rákó.
rényú	Pédzái basa rényú.
kurera mwaná	Rerái mwaná wényú.
wákó	Rerá mwaná wákó.
kuverenga mabhúku	Verénga mabhúku ákó.
ényú	Veréngái mabhúku ényú.

8. Infinitive vs. imperative; subject prefix in agreement with possessive of second sentence.

'He wants to speak.'	'Speak after him.'
íye Árí kudá kútaura.	Taurái mūmasúre mwáké.
ívo Vári kudá kútaura.	Taurái mūmasúre mwávó.
ini Ndirí kudá kútaura.	Taurái mūmasúre mwángu.
isú Tirí kudá kútaura.	Taurái mūmasúre mwédú.

[Note concord /mw-/ of Class 18, in agreement with /mu-/ *in!*.]

9. (Same)

íye Árí kudá kúpinda mumbá.	Pindái mūmasúre mwáké.
ini Ndirí kudá kúpinda mumbá.	Pindái mūmasúre mwángu.
ívo Vári kudá kúpinda mumbá.	Pindái mūmasúre mwávó.
isú Tirí kudá kúpinda mumbá.	Pindái mūmasúre mwédú.

10. /-ka-/ tense, affirmative vs. negative, various classes.

	'Is this book good?'	'It is not good.'
bhúku	Iri bhúku rákánaka heré?	Haríná kūnaka.
imbá	Iyi imbá yákánaka heré?	Haíná kūnaka.
dangá	Iri dangá rákánaka heré?	Haríná kūnaka.
mazwí	Aya mazwí ákánaka heré?	Haáná kūnaka.
mugwagwa	Uyu mugwagwa wákánaka heré?	Haúná kūnaka.
nzira	Iyi nzira yákánaka heré?	Haíná kūnaka.
mundá	Uyu munda wákánaka heré?	Haúná kūnaka.
zingwa	Iri zingwa rákánaka heré?	Haríná kūnaka.
máchisi	Iyi máchisi yákánaka heré?	Haíná kūnaka.
mwanaá	Uyu mwanaá wákánaka heré?	Haáná kūnaka.
vaná	Ava vaná vákánaka heré?	Haváná kūnaka.
gádheni	Iri gádheni rákánaka heré?	Haríná kūnaka.
maruva	Aya maruva ákánaka heré?	Haáná kūnaka.
ófisi	Iyi ófisi yákánaka heré?	Haíná kūnaka.
chitóro	Ichi chitóro chákánaka heré?	Hachíná kūnaka.
zvitóro	Izvi zvitóro zvákánaka heré?	Hazvína kūnaka.
chigérō	Ichi chigérō chákánaka heré?	Hachíná kūnaka.
tsíme	Iyi tsíme yákánaka heré?	Haíná kūnaka.
hobó	Iri hobó rákánaka heré?	Haríná kūnaka.

## 11. Past affirmative vs. negative.

I They went to Umtali.

Vákáenda kwáMutáre.

Vákáita basa.

Vákárima munda.

Vákátaura chirungu.

Vákaúya pánó.

Vákadzídíra chiShóna.

I I didn't go with them.

Handíná kúenda navó.

Handíná kúita basa navó.

Handíná kúrima munda navó.

Handíná kútaura chirungu navó.

Handíná kuúyá navó.

Handíná kudzídzírá navó.

Practice conversations.

You ask who built Ndianí wakáváká iyi imbá?  
this house.

Ndíní.

You comment that it is very nice,  
and ask whether the dip tank is  
nearby.

Yákánaka kwázvo. Dhíbhi  
rírí pátvo heré?

Ehúnde. Ríri

pátvo.

You ask who has come into the schoolbuilding.

Ndianí vapínda muchikóro?

Ndíní chírombówe.

You ask what he wants.

Unódenyi pánó?

Ndinódâ kudzídzá.

You ask what he  
wants to learn.

Unóda^ kudzidzenyi?

Ndinóda^ kudzídzá  
kútaura chi-  
rungu.

Reading practice: two-line conversations.

Ndiani waisa mabhuku angu pasi?

Ndini.

Vapwere vakagara pasi.

Isu takagara navo pasi.

Ndiani wataura mumasure mwake?

Mudzidza wataura mumasure mwake here?

Baba vapindazve mumba.

Vapwere vose vapinda mumasure mwavo.

Free conversation.

Practice giving and receiving directions, using  
affirmative plural imperative forms.

## UNIT 14

BASIC DIALOGUE

símó (5, 6)	vegetable	
Ndirí kuténgésá masímó.	I am selling vegetables.	
Munényi?	What do you have?	
mbatáta (9, 10)	potato	
nzungú (10)	groundnuts	
kábichi (5, 6)	cabbage	
Ndiné mbatáta, nzungú nékábichi.	I have potatoes, groundnuts and cabbage.	
Ndingádä kábichi.	I'd like some cabbage.	
~mwé	one	
Ánoita shereni rímwé.	It's one shilling.	
Mungándípá mātatú heré?	Can you give me three?	
Zvákánaka, ánoita mashereni matatú.	All right, that's three shillings.	
-tambira	to receive	
Mwazvitá, támbírányí.	Thank you. Here you are.	
<u>Supplementary vocabulary.</u> Foodstuffs.		
mbésa (9, 10)	foods	
We bought some guavas.		
Takátengä magwávha.	gwávha (5, 6)	guava
mángo	mángo (9, 10)	mango

Takatenga mapópo.	pópo (5,6)	papaya
Takatenga maráranji.	ráranji (5,6)	orange
Takatenga mandímu.	ndímu (5,6)	lemon
Takatenga zvinánazí.	chinánazí (7,8)	pineapple
Takatenga manhanga.	nhanga (5,6)	pumpkin
Takatenga matíkití.	díkití (5,6)	
Takatenga mbatáta.	mbatáta (9,10)	potato
Takatenga ndodzí.	ndodzí (10)	peas
Takatenga shushururu.	shushururu (10)	beans
Takatenga magwére.	gwére (5,6)	ear of maize
Takatenga {mabarwé. zvibarwé.	chibarwé (7,6 or 8)	
Takatenga tsúnga.	tsúnga (5)	(kind of green vegetable)
Takatenga tsénzá.	tsénzá (9,10)	(an edible root)
Takatenga miríwó.	muriwó (3,4)	food eaten with sadza; vegetable
Takatenga madima.	dima (5,6)	sweet potato
Takatenga nzungú.	nzungú (9,10)	groundnuts
Takatenga madhúmbe.	dhúmbe (5,6)	coco yam
Takatenga nyemba.	nyemba (10)	cow pea

1. The nonconcordial connective /na/.

Notice the underlined syllables in the following sentences:

Munényi?

What do you have?

Ndine mbatáta,  
nzungú nékábichi.

I have potatoes, groundnunts,  
and cabbage.

Vávána makoré mána.

The children are four years old.

It will be useful to consider that the basic stem represented in these forms is /na/. It consists of a linking morpheme /~a/ preceded by the nonconcordial morpheme /n-/. The basic meaning of /na/ is approximately that of English 'and' and 'with'.

The vowel of the linking morpheme may be /a/, /e/, or /o/, depending on dialect and on the class of the following word. In most dialects, the vowel is /o/ before nouns of Classes 1, 3, 11, 13, 14, 15 (i.e. those whose class prefix contains /u/ or /w/); it is /a/ before nouns of Classes 2, 6, 12 (i.e. those whose prefix contains /a/; and otherwise /e/ except with nouns of Class 1a and /mukoma/ 'older sibling of same sex'. But in Manyika, the vowel is /e/ for all classes except 1a. [Class 1a is a special subdivision of Class 1, such that the members of 1a do not have the /mu-/ prefix shared by the rest of Class 1. Class 1a has certain tonal peculiarities also.]

1	nomwana	8	nezvitoro
1a	nababa	9	nesimbi
2	navana	10	nenzungu
3	nomuti	11	norwizi
4	nemiti	12	nakamwana (kamwaná 'small child')
5	nehobo	13	notuvana (tuvaná 'small children')
6	namahobo	14	nohuswa
7	nechitoro	15	nokuenda

[For practice in choosing the appropriate vowel, see Groups 1-3 of the sentences for systematic practice.]

The connective with /n-/ may be used with or without a subject prefix. With a subject prefix, it acts very much like a verb in that it has affirmative and negative, indicative and relative, and some other sets of forms which are characteristic of Shona verbs. When it is used in this way in this book, it will be written as the last syllable of a word:

Tine nzungu.      We have groundnuts.

When the connective with /n-/ is used without a prefix, it is written and pronounced as a part of the word that follows it:

mbatata nenzungu potatoes and groundnuts

The tones, both of the connective itself and of the nouns that follow it, present a fair degree of complexity, both within individual dialects and with respect to interdialectal variation. Two widespread systems for assigning these tones will be described below. This description will apply to the use of /na/ without a subject prefix.

In the more westerly of these two systems the following tone patterns may be expected:

nésípo	and/with soap
nenzíra	and/with a path
néchikóro	and/with a school
nénzungú	and/with groundnuts
nababá	and/with Father

The tonal pattern of /na/ with nouns is predictable in terms of the basic tonal pattern of the noun itself. In the dialects which are exemplified above, nouns that begin with low high (/`.../) keep this tone pattern, and the connective is high except in Class 1a. For other nouns, the tone of the connective is the same as the basic tone of the syllable that follows it: low before low (e.g. /nzira/) and high before high (e.g. /sípo/, /nésípo/).

But nouns (other than Class 1a) that begin with /`.../ raise the tone of the first syllable after the connective: /nenzíra/.

When the first two or more syllables of the noun itself are high, they become low after /ná-/:

néhùni	cf.	húni
nédikítì		díkítí

Further east, in the Manyika area, the tone rules for the connective itself are the same except for nouns that begin with /`.../. The tone of the connective is low before these nouns, just as it is before other nouns that begin with low tone. The syllable that follows the connective is raised to high, again just as it is in other nouns that have basic low tone on the first syllable:

nababá (No raising because of Class 1a)

nechíkóro

But if the underlying noun is a two syllable word with tones /`'/, then the final high tone is in turn lowered:

nenzúngu

On the other hand, two or more consecutive high tones after /ná/ may not be lowered.

néhúní (cf. westerly /néhùni/, above)

[For practice with these tonal patterns, see Groups 5-8.]

1. Connective with subject prefix, with nouns before which it has the vowel /e/; class concords with relative verbs modifying these nouns. (Use the noun as the cue.)

Tiné nzungú dzakánáka.

Tiné mángó dzakánáka.

Tiné nyemba dzakánáka.

Tiné ndodzí dzakánáka.

Tiné mbatáta dzakánáka.

Tiné máchisi dzakánáka.

Tiné mbéú dzakánáka.

Tiné minda yakánáka.

Tiné shúka yakánáka.

Tiné parafíni yakánáka.

Tiné imbá yakánáka.

Tiné bhúku rakánáka.

Tiné díkítí rakánáka.

Tiné tsúnga rakánáka.

Tiné ndímu rakánáka.

Tiné dima rakánáka.

Tiné chinánazí chakánáka.

Tiné chigěrō chakánáka.

Tiné chikóro chakánáka.

Tiné zvinánazí zvakánáka.

Tiné zvigěrō zvakánáka.

Tiné zvikóro zvakánáka.

2. Connective with nouns of classes before which it has the vowel /o/ in some dialects.

Tinó/Tiné mwaná wakánáka.

Tinó/Tiné mudzídza wakánáka.

Tinó/Tiné mudzídzisi wakánáka.

Tinó/Tiné murimisi wakánáka.

Tinó/Tiné munda wakánáka.

Tinó/Tiné munyú wakánáka.

Tinó/Tiné mushá wakánáka.

3. Connective with nouns before which it may have the vowel /a/.

Tiná/Tiné vaná vakánáka.

Tiná/Tiné vadzídza vakánáka.

Tiná/Tiné vapwéré vakánáka.

Tiná/Tiné mabhúku akánáka.

Tiná/Tiné matíkítí akánáka.

Tiná/Tiné mandímu akánáka.

Tiná/Tiné magwére akánáka.

**IMPORTANT:** After completing work on Groups 1, 2, and 3 separately, take nouns from all three groups at random as cues. Respond with sentences in which the connective has the proper vowel and the relative verb has the proper concordial prefix.

4. Connective with various subject prefixes.

' Does Father have my books? '

' Father has your books.'

babá Babá vánä mabhúku ángu heré?

Babá vánä mabhúku ényú.

mujahá Mujahá ána mabhúku ángu heré?

Mujahá ána mabhúku ényú.

majahá Majahá ána mabhúku ángu heré?

Majahá ána mabhúku ényú.

mhandara	Mhandara ínä mabhúku ángu heré?	Mhandara ínä mabhúku ényú.
vapwéré	Vapwéré vánä mabhúku ángu heré?	Vapwéré vánä mabhúku ényú.
vadzídza	Vadzídza vánä mabhúku ángu heré?	Vadzídza vánä mabhúku ényú.
mufundísi	Mufundísi ánä mabhúku ángu heré?	Mufundísi ánä mabhúku ényú.
imwí	Imwí munä mabhúku ángu heré?	Ndinä mabhúku ényú.
iwé	Iwé unä mabhúku ángu heré?	Ndinä mabhúku ákó.

5. Connective with nouns whose first two tones are /`/.

Ndaténgá ndodzí népópo.

Ndaténgá ndodzí négwére.

Ndaténgá ndodzí némango.

Ndaténgá ndodzí nédhúmbe.

Ndaténgá ndodzí négwávha.

Ndaténgá ndodzí nésipo.

Ndaténgá ndodzí néshúka.

6. Connective without subject prefix, before nouns with two consecutive high tones.

'I bought salt and tsenza.'

tsénzá Ndaténgá munyú nétsénză.

díkítí Ndaténgá munyú nedíkítí.

húní Ndaténgá munyú néhúní

## 7. Connective with nouns whose first two tones are /`^/.

dima	Ndaténgá mbatáta nedíma.
nyemba	Ndaténgá mbatáta nenyémба.
nhanga	Ndaténgá mbatáta nenhánga.
manhangá	Ndaténgá mbatáta námánhangá.
shushururu	Ndaténgá mbatáta neshúshururu.
mabarwé	Ndaténgá mbatáta námábarwé.

## 8. Connective with nouns whose first two tones are /`'/.

mandímu	Ndaténgá maráranji nâmăndímu.
magwére	Ndaténgá maráranji nâmăgwére.
mbatáta	Ndaténgá maráranji nembátata.
ndodzí	Ndaténgá maráranji nêndôdzí.
munyú	Ndaténgá maráranji nômynyû.
nzungú	Ndaténgá maráranji nênzúngû.

IMPORTANT: After completing work on Groups 5-8 separately, practice the lines of all four drills together in random order.

Practice conversations.

You ask who has good potatoes.      Ndianí ané mbatáta dzakánaka?

Munódâ mbatáta heré?

You say you do want some, and that ours are all gone.      Hóngu. Dzédú dzápéră.

Mungádzíténgä pánó.

You ask how much  
for five cab-  
bages.

Makábichi mashánü  
ánoita marinyi?

Ánoita mashereni  
mashánü.

You protest at  
the price.

Ah! Muri kúnyanya  
kani.

Ndinókúpá māshereni  
mana.

Oral Reading Practice.

Mwakaona kupi aya mandimu?

Akanaka kwazvo. Matatu anoita marinyi?

Kuchitoro.

Anoita tiki.

Mudzidzisi ari kutsvaka ani?

Ari kutsvaka Baba Mukarati.

Anodenyi kwawari?

Anoda kutaura navo.

Free conversation.

What vegetables or fruits have you recently bought or do you presently need? Name two commodities at a time, in this way using the connective /na/.

**UNIT 15****BASIC DIALOGUE**

- shámwarí (9, 10) friend
- A Shámwarí dzángu dzichásrika. My friend will come.
- B Dzínósvika ríni? When will they get here?
- A Ndinófúngá mangwáná. I think tomorrow.
- gadzirira to prepare for  
[something or  
someone]
- B Wagádzírirenyí? What have you prepared  
(for the occasion)?
- gadzira to prepare
- chinhu (7, 8) thing
- ~zhínjí many
- A Ndagádzira zvinhu zvihínjí. I've prepared many things.
- A Ungázouýawó heré? Would you also like to come?
- B Ndinófúngá ndinóúyá. I think I will come.
- mwá to drink
- tíi (9) tea
- kófi (9) coffee
- A Tinózomwá tíi nékófi. We will drink tea and coffee.

	chínyi	what is it?
	~mwè (n.b. low tone)	some, other
B	Chínyizvé chímwe?	What else?
	-dyá	to eat
	mupungá (3)	rice
	dima (5, 6)	sweet potato
	muchero (3, 4)	fruit
A	Ah! Tichádyá mpungá, madima nemichero mizhinjí.	Oh, we'll have rice, sweet potatoes and a lot of fruit.

Supplementary vocabulary. Miscellaneous words.

	hámá (9, 10)	kin
	Hámá dzángu dzichásrika.	My kinfolk are going to be here.
	Dzichásrika rini?	When are they going to arrive?
	nhási	today
	Dzichásrika nhási.	They'll arrive today.
	mhando (9, 10)	kind, sort
	sadza (5, 6)	food, thick porridge
	Muchávágádzirira mhandomyí yesádza?	What kind of food will you fix for them?
	Tichágádzira mbatáta.	We'll fix potatoes.

Object prefixes.

Notice the non-initial prefixes which have been underlined in these sentences:

Muchávágádzirirenyí? What will you fix  
for them (Cl. 2)?

Ndinókúpá máshereni mana. I'll give you (sg.)  
four shillings.

Mungádzíténgá pánó. You can buy them  
(Cl. 10) here.

cf. Mungáténgá mbatáta pánó.

The underlined syllables are called OBJECT PREFIXES. There is an object prefix for each of the person-number combinations and for each of the classes. Choice of prefix is determined by the noun that might have been used in place of it. In general, the object prefix is in the same class as the noun (e.g. the third of the above examples); but where the object is a person or persons, the object prefix is likely to be in the personal class (1 or 2), even if the noun is one which, like /hámá/ (first of the above examples) is in some other class.

The personal object prefixes are:

	<u>Singular</u>	<u>Plural</u>
1	-ndí-	-tí-
2	-kú-	-mú-
3	-mú-	-vá-

Except for the second and third person singular (i.e. /-kú-/ and /-mú-/, above) the vowels and consonants of the object prefixes are identical with those of the subject prefixes used with the /-no-/ and /-cha-/ tenses (Unit 5, Note 1). Note however, that their tonal characteristics are different, as shown in the following set of examples:

	<u>Monosyllabic high stem</u>	<u>Polysyllabic stem</u>	<u>Low stem</u>
Hodiernal, 3 pers:	váküpá	várýténgésá	várígádzira
Hodiernal, 1 + 2 pers:	ndakúpă	ndachíténgěšă	ndachígádzira
/-no-/	ndinóküpá	ndinóchíténgésá	ndinóchígádzíra
/-cha-/	ndicháküpá	ndicháchíténgésá	ndicháchígádzíra
/-ka-/	ndakáküpá	ndakáchíténgésá	ndakáchígádzíra
Infinitive	ndirí kuchídyá	ndirí kuchíténgěšă	ndirí kuchígádzíra
Neg. of /-no-/	handírídí	handírýténgěší	handírigádzíří

[For practice with forms that contain object prefixes, see Groups 1-8.]

1. Object prefixes in the hodiernal tense, first person, various classes. [The student should supply the missing tone marks in this set of sentences.]

'Did you see my pineapple? ' 'I saw it in  
the house.'

chinánazi	Waóná chinánazi chángu heré?	Ndachíoná mumbá.
zvinánazi	Waóná zvinanazi zvangu heré?	Ndazviona mumbá.
zvinhu	Waóná zvinhu zvangu heré?	Ndazviona mumbá.
chigérō	Waóná chigero changu heré?	Ndachiona mumbá.
mukóróre	Waóná mukorore wangu heré?	Ndamuona mumbá.
vakóróre	Waóná vakorore vangu heré?	Ndavaona mumbá.
mukúnda	Waóná mukunda wangu heré?	Ndamuona mumbá.
vakúnda	Waóná vakúnda vangu heré?	Ndavaona mumbá.
babá	Waóná baba vangu heré?	Ndavaona mumbá.
mái	Waóná mai vangu heré?	Ndavaona mumbá.
shámwari (sg.)	Waóná shamwari yangu heré?	Ndaiona mumbá.
shámwari (pl.)	Waóná shamwari dzangu heré?	Ndadziona mumbá.
hámá (sg.)	Waóná hama yangu heré?	Ndaiona mumbá.
hámá (pl.)	Waóná hama dzangu heré?	Ndadziona mumbá.
marí	Waóná mari yangu heré?	Ndaiona mumbá.
mupungá	Waóná mupunga wangu heré?	Ndauona mumbá.
bhúku	Waóná bhuku rangu heré?	Ndariona mumbá.
mabhúku	Waóná mabhuku angu heré?	Ndaaona mumbá.

2. Object prefixes in the hodiernal tense, relative,  
various classes.

	'Who straightened up (?) the house?'	'I'm the one who did it.'
mumbá (Cl. 18)	Ndianí wagádzíra mumbá?	Ndíní ndamúgádzíra.
zingwa	Ndianí wagádzíra zingwa?	Ndíní ndarigadzira.
zvinánazi	Ndianí wagádzíra zvinanazi?	Ndíní ndazvigadzira.
kófi	Ndianí wagádzíra kofi?	Ndíní ndaigadzira.
tíi	Ndianí wagádzíra tíi?	Ndíní ndaigadzira.
madima	Ndianí wagádzíra madima?	Ndíní ndaagadzira.
shushururu	Ndianí wagádzíra shushururu?	Ndíní ndadzigadzira.
ndodzi	Ndianí wagádzíra ndodzi?	Ndíní ndadzigadzira.
mupungá	Ndianí wagádzíra mupunga?	Ndíní ndaugadzira.
nyemba	Ndianí wagádzíra nyemba?	Ndíní ndadzigadzira.
mahobó	Ndianí wagádzíra mahobo?	Ndíní ndaagadzira.

3. Object prefixes with the hodiernal tense, third person subjects.

	' Mother has a lot of pineapples.'	' Has she prepared them!'
zvinánzi	Mái váne zvinánazi zvizhínji.	Vázvígádzira heré?
babá	Baba váne zvinanazi zvishinji.	Vázvígádzira heré?
mazingwa	Mai váne mazingwa mazhinji.	Vaagadzira heré?
mhandara	Mhandara ine mazingwa mazhinji.	Yaagadzira heré?
shushururu	Mhandara ine shushururu zhinji.	Yadzigadzira heré?
shámwari yédú	Shamwari yedu ine shushururu zhinji.	Yadzigadzira heré?
mupungá	Shamwari yedu ine mupunga muzhinji.	Yaugadzira heré?
mukóróre	Mukorore wedu ane mupunga muzhinji.	Waugadzira heré?
tíi	Mukorore wedu ane tíi zhinji.	Waigadzira heré?
mujahá	Mujaha ane tíi zhinji.	Waigadzira heré?
michero	Mujaha ane michero mizhinji.	Waigadzira heré?

4. Object prefixes in the hodiernal tense, tone patterns for first and second vs. third person.

' I cooked it.'      ' They cooked it.'

sadza	Ndaríbika.	Váríbikà.
kuténgá	Ndaríténgă.	Váríténgá.
mbatáta	Ndadzitenga.	Vadzitenga.
kugadzira	Ndadzigadzira.	Vadzigadzira.
masimo	Ndaagadzira.	Vaagadzira.
kuténgésá	Ndaatengesa.	Vaatengesa.
michero	Ndaitengesa.	Vaitengesa.
kubika	Ndaibika.	Vaibika.

5. Object prefixes with the /-no-/ tense, first and second person subjects.

' Do you know me?'      ' I know you.'

Munónďizívá heré?	Ndinóműzívá.
Unónďizívá heré?	Ndinókűzívá.
Munóműzívá heré?	Ndinóműzívá.
Munóvăzívá heré?	Ndinovăzívá.

6. Third person subjects.

Ánondízívá heré?	Ánokúzíva kwázvo.
Anomuziva heré?	Anomuziva kwázvo.
Anomuziva heré?	Anondiziva kwázvo.
Anokuziva heré?	Anondiziva kwázvo.

7. Object prefixes with the /-no-/ tense, various tone classes, first person subject.

	'Do you like this book?'	'I like it.'
bhúku	Unóda iri bhúku heré?	Ndinórídá.
mabhúku	Unóda aya mabúku heré?	Ndinóǎdá.
hobó	Unóda iri hobó heré?	Ndinórídá.
mahobó	Unóda aya mahobó heré?	Ndinoada.
zingwa	Unóda iri zingwa heré?	Ndinorida.
mazingwa	Unóda aya mazingwa heré?	Ndinoada.
chinánazi	Unóda ichi chinanazi heré?	Ndinochida.
zvinánazi	Unóda izvi zvinanazi heré?	Ndinozvida.
chikóro	Unóda ichi chikoro heré?	Ndinochida.
mari	Unóda iyi mari heré?	Ndinoida.
mupwéré	Unóda uyu mupwere heré?	Ndinomuda.
vapwéré	Unóda ava vapwere heré?	Ndinovada.
parafíni	Unóda iyi parafini heré?	Ndinoida.
shúka	Unóda iyi shuka heré?	Ndinoida.
nzungú	Unóda idzi nzungu heré?	Ndinodzida.
tíi	Unóda iyi tii heré?	Ndinoida.
mupungá	Unóda uyu mupunga heré?	Ndinouda.
kófi	Unóda iyi kofi heré?	Ndinoida.

8. The user of this book should make up further exercises in which object prefixes are used with the other tenses, and with the negative of the /-no-/ tense. Some samples might be:

Waóná Babá Marata heré?	Did you see Mr. Marata [today]?
Handíná kuváčnă.	I didn't see him.
Vaná vanozívá āya mazví heré?	Do the children know these words?
Havaǎzíví.	They don't know them.
Munóvĕrenga iri bhúku here?	Will/Do you read this book?
Handíriveréngi.	I don't/won't read it.
Mukómaná váréra mwanaá heré?	Has the boy taken care of the child?
Haáná kumúréra.	He didn't.
Mái vánogadzira zvinhu zvédú heré?	Does/Will Mother prepare our things?
Havázvigadzíri.	She doesn't/won't.

#### Practice conversations.

You ask a person what he wants to drink.	Munóda kumwényi?	Muné tíi heré?
You say you have tea and coffee.	Tiné tíi nékófi.	Ndingáda kófi.

You ask a person what kind of fruit he has.	Muné mhāndonyí yemichéro?
	Tiné mhāndo nhatú.
	Tiné māhobó,
	zvinánazi
	nêmáráranji.
You say which kind you'd like.	Ndingáda ráranji.
	Ungádenyízve?

### Oral Reading Practice.

Vazhinji vanomwa kofi heré?  
Vanoziva kugadzira kofi yakanaka here?  
Ndinofunga havazivi.  
Tine shamwari zhinji dzinotaura chingezi.  
Vamwe vanogara muRhodesia.  
Hama dzangu dzinogara kuAmerica.  
KuAmerica vazhinji vanomwa kofi.

## Free conversation.

Ask questions concerning what each person has bought, seen, eaten, drunk recently. Replies should contain object prefixes. Also ask about what each person likes, and what he generally eats a lot of, again calling forth replies that contain object prefixes.

## UNIT 16

BASIC DIALOGUE

- A Imbá yángu ídikí.  
mupanda (3, 4) My house is small.
- B Íne mipanda minganí?  
chéte How many rooms does  
it have?
- A Mitatú chéte.  
Only three.
- B Ínokúpá bāsa shoma.  
-dáro It gives you less work.  
to do/say like  
that
- A Unófunga kudáro heré?  
fáfitera (5, 6) Do you think so?
- B Unógěza mafáfitera mashoma.  
You wash few windows.
- A Ndinófunga kudáro.  
mushongá (3, 4) I think so.  
medicine, polish
- B Waisa mushongá heré pasí?  
-vamba Have you polished the  
floor?  
to begin
- A Ndódă kuvamba.  
I'm about to begin.

Supplementary vocabulary. Things that one washes.

He is washing [his] hands.

Árí kúgeza maókó.	ruókó	(11, 6)	}	hand, arm
	muókó	(3, 6)		
Árí kúgeza kusú.	usú	(14)	}	face
Árí kúgeza kunesó.	mesó	(9)		
Árí kúgeza muvíri.	muvíri	(3, 4)		body
Árí kúgeza nhumbí.	nhumbí	(9, 10)		clothes
Árí kúgeza mbatyá.	mbatyá	(9, 10)		clothes
Árí kúgeza midziyó.	mudziyó	(3, 4)		utensil
Árí kúgeza ndíró.	ndíró	(9, 6 or 10)		utensil, dish

1. The independent form of nouns and adjectives.

Notice the underlined words in these examples:

Mukúnda wángu múpenyú. My daughter is fine.  
(‘alive’)

cf. mukúnda mupenyú a living daughter

Mhuri yávó íhúrú. Their family is large.

cf. mhuri yávó húrú their large family

Imbá yángu ídíki. My house is small.

cf. imbá yángu díki my small house

When /mupenyú/ has low tone on its prefix, it may serve as (a part of) a noun phrase, which in turn fits into

a sentence that contains a verb. When it has high tone on its prefix, it may itself be the principal word in a complete sentence, without a verb of any kind. A substantive of this latter kind is said to be in its INDEPENDENT form. Any noun or adjective has an 'independent' form.

The dependent forms of nouns and adjectives of Classes 5, 9, 10 have no prefix syllables: /hobó/ (5), /nzungú/ (10), /shúka/ (9), /gúru/ (5), /húru/ (9, 10). In the independent form, these words have a special 'dummy prefix' /i/ which of course has high tone: /ihobó/, /inzungú/, /ishúka/, /ígúru/, /ihúru/. Note that consecutive high tones after the prefix are lowered in the independent form in non-eastern tonal systems.

[For practice with the independent forms of nouns and (strong) adjectives, see Groups 2-8 of the sentences for systematic practice.]

## 2. The /-ó-/ form of verbs.

The last sentence of the dialogue for this unit contains a new form of the verb:

Ndódă kuvamba. I'm about to begin.

Further examples of the use of this /-o-/ form will be met in later units. Tonally, it is like the hodiernal tense except that the first syllable has high tone regardless of the person of the subject prefix. This form is not completely interchangeable with the /-no-/ tense.

### 1. Adjectives with concords in various classes. Adjectives used without a noun.

'Did you wash many windows?'      'I washed few.'

mafáfitera	Wagéza mafáfitera mazhínjí heré?	Ndagéza mashoma.
(ma)ndíró	Wagéza mandíró mazhínjí heré?	Ndagéza mashoma.
nhumbí	Wagéza nhumbí zhínjí heré?	Ndagéza shoma.

mbatyá	Wagéza mbatyá zhínjí heré?	Ndagéza shoma.
masímó	Wagéza masímó mazhínjí heré?	Ndagéza mashoma.
mbatáta	Wagéza mbatáta zhínjí heré?	Ndagéza shoma.
maráranji	Wagéza maráranji mazhínjí heré?	Ndagéza mashoma.
mipanda	Wagéza mipanda mizhínjí heré?	Ndagéza mishoma.

## 2. Independent form of adjectives with 'dummy prefix'.

	'Is your house small?'	'It is small.'
díki	Imbá yényú índíki heré?	Índíki.
húrú	Imbá yényú íhúrú heré?	Íhúrú.
chená	Imbá yényú íchená heré?	Íchená.

3.	'This path is short.'	'It's very short.'
pfúpi	Iyi nzira ípfúpi.	Ípfúpi kwázvo.
refú	Iyi nzira írefú.	Írefú kwázvo.
pamhí	Iyi nzira ímhamhí.	Ímhamhí kwázvo.
tete	Iyi nzira ínhéte.	Ínhéte kwázvo.
itsvá	Iyi nzira ítsva.	Ítsva kwázvo.

## 4. Independent form of adjectives with concordial prefix.

	'This road is short.'	'It's very short.'
pfúpi	Uyu mugwagwa múpfúpi.	Múpfúpi kwázvo.
refú	Uyu mugwagwa murefú.	Murefú kwázvo.
mhamhí	Uyu mugwagwa múpamhí.	Múpamhí kwázvo.
nhete	Uyu mugwagwa mútěte.	Mútěte kwázvo.
itsvá	Uyu mugwagwa mútsva.	Mútsva kwázvo.
húrú	Uyu mugwagwa mukúrú.	Mukúrú kwázvo.

## 5. Independent vs. dependent forms of /~díki/ in various classes.

	'These ears of corn are small.'	'Where are the small [ones]?''
magwére	Aya magwére madiquí.	Madíki áripí?
mbatáta	Idzi mbatáta índíki.	Índíki dzíripí?
ráranji	Iri ráranji ídíki.	Díki ríripí?
nzungú	Idzi nzungú índíki.	Índíki dzíripí?
ndodzí	Idzi ndodzí índíki.	Índíki dzíripí?
vapwéré	Ava vapwéré vadíki.	Vadíki várípi?
mwaná	Uyu mwanaá mudíki.	Mudíki áripí?
mundá	Uyu munda mudíki.	Mudíki úripí?
chinánazi	Ichi chinánazi chidíki.	Chidíki chíripí?
zvitóro	Izvi zvitóro zvidíki.	Zvidíki zvíripí?
rwizi	Uru rwizi rúdíki.	Rudíki rúripí?

## 6. Independent forms of nouns.

	' Is this vegetable cabbage? '	' It is cabbage.'
kábichi	Iri símó íkábichi heré?	Íkábichi.
tsúnga	Iri símó ítsúnga heré?	Ítsúnga.
ndodzí	Iri símó índodzí heré?	Índodzí.

## 7. Independent forms of nouns.

	' Is this your book? '	
bhúku	Iri íbhúku rényú heré?	
mabhúku	Aya mábhúku ényú heré?	
mwanaá	Uyu mwána wényú heré?	
mudzídza	Uyu múdzídza wényú heré?	
mudzídzísi	Uyu múdzídzísi wényú heré?	

## 8. Independent vs. dependent forms of nouns.

	' Is this medicine? '	' This medicine is good.'
mushongá	Uyu múshongá heré?	Uyu mushongá wákánaka.
mahobó	Aya máhobó heré?	Aya mahobó ákánaka.
mandímu	Aya mántímu heré?	Aya mandímu ákánaka.
chigérö	Ichi chígérö heré?	Ichi chigérö chákánaka.
pópo	Iri ípópo heré?	Iri pópo rákánaka.
ndímu	Iri índímu heré?	Iri ndímu rákánaka.

tsúnga	Iri ítsúnga heré?	Iri tsúnga rákánaka.
nzungú	Idzi ínzungú heré?	Idzi nzungú dzákánaka.
mbatáta	Idzi ímbatáta heré?	Idzi mbatáta dzákánaka.

## 9. Sentences with /-vamba/ plus infinitive.

Mwakávámba ríni kudzídzírá chiShóna?	When did you begin to study Shona?
Mwakávámba ríni kuóná bāsa?	When did you start this job?
Ndichávámba basa paChipirí.	I'll begin work on Tuesday.
Ndakávámba kutaura návo mwedzi wakápěră.	I talked with them for the first time last month.
Vákávamba kusvika pánó musí wêChíshánú.	They arrived here for the first time on Friday.
Wátóvamba kudzídzírá chiShóna.	He has just begun to study Shona.

Practice conversations.

You ask someone whether he is selling his oranges.	Muri kuténgésá heré maráranji ényú?	Handíná êkúténgésá.
You ask where you can get some.	Ndingáňóna kúpí?	Ndinófűnga Máí Maráta ána mazhínjí.

You ask Mrs. Marata Muná maráranji heré  
 whether she has  
 any oranges to      êkúténgésá?  
 sell.

Ehúnde. Ndiná  
 māshoma. Munódâ  
 mangani?

You want two      Madázeni mayiri.  
 dozen.

NdinóÝta mashereni  
 mayiri.

---

You ask someone      Munózivá heré kuti  
 whether he  
 knows that      Babá Maráta wáka-  
 Mr. Marata  
 bought a house.      téngá imbá?

Ríni?

(It happened      Mwedzí wakápéră.  
 last month.)

íri kúÝ?

(It's at High-      KuHighfields.  
 fields.)

íne mípanda mingani?

It has three      Mikúrú mítatú némídíkì  
 large rooms and  
 two small ones.      miyiri.

Mhuri yávó inoidá  
 heré?

You think so.      Ndinófunga kudáro.

Oral Reading Practice.

Ndinoda imba ine mipanda minomwe.

Yake ine mipanda mina chete.

Mupanda mukuru una mafafitera mangani?

Ndinofunga una mayiri.

Tinoda mushonga wokuisa pasi.

Ungautenga kuchitoro.

Unoita marinyi!

Unoita mashereni manomwe.

Free conversation.

Discuss the size and other qualities of specific fruits, vegetables, houses, etc.

## UNIT 17

BASIC DIALOGUE

	nhási	today
A	Muri kúendepí nhási?	Where are you going today?
B	Ndirí kúenda kwáMutáre.	I'm going to Umtali.
	muténda (1, 2)	patient
B	Ndinódâ kumboóná vaténda.	I just want to see the patients.
A	Ah! Pahósipitari.	Oh! In the hospital.
A	Ndianí arípó?	Who is there?
	--ba	(a negative enclitic)
B	Hapánába.	No one [special]. ('there is not')
	-máírá	to visit, e.g. a sick person
B	Chéte kumáírá vaténda.	Just to visit the patients.
A	Zvákánaka.	Fine!
	bandéra (5, 6)	signboard
	-tángá	to do first
	-tsáúká	to turn off
	rudyí	right (hand)
A	Bandéra rókutángá mwótsáúká kúrudyí.	[At] the first sign, turn to the right.

Supplementary vocabulary.

mberí (9)	front, ahead
Endá mberí.	Go straight ahead.
-téndérúka	to turn about
runzeré (11)/munzeré (3)	left (hand)
Téndérúkà { kurunzeré. kumunzeré.	Turn to the left.

1. Locative prefixes (Classes 16, 17, 18).

Notice the prefixes that have been underlined in the following sentences:

1. Ndinósánda muPost Office. I work in the Post Office.
2. Ndinógára muguta. I live in a town.
3. Ndichaénda kuchitóro. I'll go to the store.
4. KuNyakatsápá. At/to Nyakatsapa.
5. Pahósipitari. At the hospital.
6. Vánózogara kwégõrê. They'll stay for a year.
7. Taúráí mumasúre mwángu. Repeat after me.

The basic forms of these prefixes are /pa/ (Class 16), /ku/ (Class 17) and /mu/ (Class 18). Because words which contain them so often have to do with location, these three classes may be called the 'locative' classes.

The differences in use among the three locative classes can be fairly adequately described in terms of meanings: Class 18 (/mu/) usually has to do with location inside something; Class 16 (/pa/) has to do with comparatively definite physical location; Class 17 (/ku/) is used for less definite physical location or for talking generally about the existence of something. Thus:

8. Hapáná nzíra. There is no path [here].  
i.e. 'No thoroughfare.'

9. Hakúná nzíra. There is no path/way.

The student should be warned, however, that the locative prefixes do not pair off neatly with English prepositions, and particularly that the difference between /pa/ and /ku/ is not to be equated with the difference between location at and motion toward a place. In addition, as illustrated in Examples 6 and 7 above, some uses of the 'locatives' do not refer to location at all.

Note that the locative prefixes on a noun may determine the class of prefixes used with other words in the sentence:

masúre (Cl. 6)

mumasúre (Cl. 18 plus Cl. 6)

mumasúre mwángu (possessive has concord of Class 18)

Vanhu vazhínjí vánógara muguta. } Many people live in  
Muguta múnógara vanhu vazhínjí. } the town.

[For practice with locatives, see Groups 1-8, and especially 1-6, of the sentences for systematic practice.]

The locative morphemes also turn up in other places:

kúnó around here

pánó here

múnó in here

pasí (16) earth, floor, down

patyo (16) near

Ndianí arípó? Who is there?

## 2. The aspect prefix /-mbo-/

A new aspect prefix is contained in the sentences:

Ndinódâ kumboóná vaténda.

I just want to see  
the patients.

Mwakámbósrika here kwá-  
Mútámbara?

Have you ever been  
('arrived') to  
Mutambara?

Ndichámbóenda.

I'll go [now but I'll  
probably be back].

The English translation equivalents of /-mbo-/ vary greatly according to context, but all have to do with temporariness, or lack of emphasis or insistence. [For practice, see Groups 9, 10.]

### 1. Noun of Class 16 as subject.

'Are there many patients at the hospital?'

'I think there are few.'

muténda Pahósipitari pána vaténda vazhínjí heré? Ndinófúnga pána vāshoma.

mudzidza Pahósipitari pána vadzídza vazhínjí heré? etc.

munhu Pahósipitari pána vānhu vazhínjí heré?

mushongá Pahósipitari pána mīshongá mizhínjí heré?

mupwéré Pahósipitari pána vapwéré vazhínjí heré?

- mukúrú Pahósipitari páná vakúrú vazhínjí heré?  
 muzungú Pahósipitari páná vāzungú vazhínjí heré?

2. Noun of Class 18 as subject of /~na/. Concord with numerals.

' How many pumpkins are there in  
 the house? ' ('In-house has how  
 many pumpkins?')

díkití	Mumbá múná matíkítí māngani?	Múná māpfumbamwe.
chinánazí	Mumbá múné zvinánazí zvīngani?	Múné zvīpfumbamwe.
mbatáta	Mumbá múné mbatáta ngani?	Múné pfūmbamwe.
dima	Mumbá múná mādima mangani?	Múná māpfumbamwe.
mupwéré	Mumbá múná vapwéré vāngani?	Múná vāpfumbamwe.
ndímu	Mumbá múná mandímu mangani?	Múná māpfumbamwe.
chinhu	Mumbá múné zvīnhu zvingani?	Múné zvīpfumbamwe.
munhu	Mumbá múná vānhu vangani?	Múná vāpfumbamwe.

3. Concords of Class 18.

' In Salisbury there are more people than in Umtali. '

vanhu	MuHaráre múné vanhu vazhínjí kūpinda mwáMutáre.
dzimbá	MuHaráre múné dzimbá zhínjí kūpinda mwáMutáre.
mabandéra	MuHaráre múné mabandéra mazhínjí kūpinda mwáMutáre.
zvitóro	MuHaráre múné zvitóro zvizhínjí kūpinda mwáMutáre.
migwagwa	MuHaráre múné migwagwa mizhínjí kūpinda mwáMutáre.

## 4. Independent form of an adjective. Relative form of /kuna/.

'Here abouts, the roads  
are few.'      'We will arrive [at a place]  
where there are many roads.'

migwagwa	Kúnó migwagwa míshóma.	Tichásvíka kùné mīgwagwa mizhínjí.
dzimbá	Kúnó dzimbá íshóma.	Tichásvíka kùné dzimbá zhínjí.
nzira	Kúnó nzira íshóma.	Tichásvíka kùné nzíra zhínjí.
zvitóro	Kúnó zvitóro zvishóma.	Tichásvíka kùné zvitóro zvihínjí.
vanhu	Kúnó vanhu váshtóma.	Tichásvíka kùné vānhu vazhínjí.
makomo	Kúnó makomo máshóma.	Tichásvíka kùné mākomo mazhínjí.
ndwizí	Kúnó ndwizí íshóma.	Tichásvíka kùné ndwizí zhínjí.
mití	Kúnó mití míshóma.	Tichásvíka kùné mití mizhínjí.

## 5. Noun of Class 17 as subject. Negative with /-na/.

'At our [place] there are no sweet potatoes.'

isú	Kwédú hakúná mādima.
manhangá	Kwédú hakúná mānhanga.
ívo	Kwávó hakúná mānhanga.
tsúnga	Kwávó hakúnà tsúnga.
imwí	Kwényú hakúnà tsúnga heré?
ndodzí	Kwényú hakúná ndodzí heré?
isú	Kwédú hakúná ndodzí.

## 6. Choice between /kù-/ and /kwá-/.

' Have you ever been to Umtali? '

Mutáre	Mwakómbösvika heré kwáMutáre?
Haráre	Mwakámbösvika heré kuHaráre?
Maróndera	Mwakámbösvika heré kuMaróndera?
Chipínga	Mwakámbösvika heré kuChipínga?
hósipitari	Mwakámbösvika heré kuhósipitare?
guta	Mwakámbösvika heré kuguta?
Babá Maráta	Mwakámbösvika heré kwá Babá Maráta?
Rusápi	Mwakámbösvika heré kwáRusápe?
Sakubva	Mwakámbösvika heré kuSakubva?

## 7. Concord with an ordinal numeral. [Tones should be supplied orally by the student, but should not be written in the book.]

' We reached the second town. '

guta	Takásvíka kuguta rechípirí.
mugwagwa	Takásvíka kumugwagwa wechípiri.
chikóro	Takásvíka kuchikoro chechipiri.
bandéra	Takásvíka kubandera rechipiri.
nzira	Takásvíka kunzira yechipiri.
gomo	Takásvíka kugomo rechipiri.
tsíme	Takásvíka kutsime rechipiri.
rwizi	Takásvíka kurwizi rwechipiri.
mushá	Takásvíka kumusha wechipiri.

## 8. Ordinal numerals. Left and right.

'At the first sign post you turn right.'

rudyí	Bandéra rékútángá mwótsắkă kurudyí.
pirí	Bandéra rechípirí mwótsắkă kurudyí.
runzeré	Bandéra rechípirí mwótsắkă kurunzeré.
tatú	Bandéra rechítatú mwótsắkă kurunzeré.
rudyí	Bandéra rechítatú mwótsắkă kurudyí.
ina	Bandéra rechína mwótsắkă kurudyí.
runzeré	Bandéra rechína mwótsắkă kurunzeré.
shánú	Bandéra rêchíshánú mwótsắkă kurunzeré.

Ordinal numerals are formed by adding the prefix -chi- to the stem of the numeral. This form is in turn preceded by a linking prefix.

## 9. A common use of /-mbo-/ . Object prefixes.

'He is looking for his scissors.' 'Have you seen them?'

chigérō	Árí kútsvaka chigérō cháké.	Mwambóchióná heré?
mwanaá	Árí kútsvaka mwana wake.	Mwambomuona heré?
babá	Árí kútsvaka baba wake.	Mwambovaona heré?
bhúku	Árí kútsvaka bhuku rake.	Mwamboriona heré?
mabhúku	Árí kútsvaka mabhuku ake.	Mwamboaona heré?
shámwari	Árí kútsvaka shamwari yake.	Mwamboiona heré?
mudzídzísi	Árí kútsvaka mudzidzisi wake.	Mwambomuona heré?

vadzídza	Árí kútsvaka vadzidza vake.	Mwambovaona heré?
zvinhu	Árí kútsvaka zvinhu zvake.	Mwambozviona heré?
háma'	Árí kútsvaka hama dzake.	Mwambodziona heré?

## 10. The aspect prefix /-mbo-/.

'Have you ever been ('arrived') there? '

kusvika	Mwakámbósvikapo heré?
kuváká	Mwakámbováká imbá heré?
kubika	Mwakámbóbika sadza heré?
kudyá	Mwakámbodyá sādza heré?
kuverenga	Mwakámbóverenga iri bhúku heré?
kumwá	Mwakámbomwá mahéu heré?

Practice conversations.

You ask someone  
whether he has  
ever been to  
Gwelo.

Mwakámbósvika Gwerú heré?

Hóngu. Ndakáénda

naBabá Mutí.

You ask when.

Mwakáénda ríni?

Mwedzí wakápéră.

You ask whether it    KuGwerú kwákánaka heré?  
is nice at Gwelo,

Kwákánaka kwázvo!

and how long they    Mwakágárayo ngúvá  
stayed there.              ndefú heré?

Takágára kwésyónndo.

Oral reading practice. [Be on the look out for relative verb forms.]

Mwakambosvika kwáRusápe here?

Rusape iguta diki rine chikoro chakanaka kwazvo. Mune zvitoro  
zvishoma. Vanhu vazhinji vanosanda muzvitoro. Vamwe  
vanosanda mumaofisi. Mune ofisi huru yekupetesá. Guta rá-  
Rusape riri mumugwagwa unoenda kwaMutare. Múnobvazve mugwagwa  
unoenda Nyánga.

Free conversation.

Begin a series of conversations with questions of the form  
'Have you ever...?'

## UNIT 18

BASIC DIALOGUE [A mother speaks to her children, who are eating. A daughter answers.]

- |   |                                     |   |
|---|-------------------------------------|---|
|   | -fárá                               | to be glad                                      |
|   | zviyó (8)                           | millet  |
|   | sadza (5, 6)                        | food; thick porridge                            |
| A | Muri kufárá heré nesádz<br>rêzvýyô? | Are you enjoying the sadza<br>[made] of millet? |
|   | ~ósé (~ésé)                         | all   |
| B | Tósé tinórída kwázvo.               | We all like it very much.                       |
| B | Mái mwabíka zvakánáka.              | Mother, you have cooked well.                   |
|   | -edza                               | to try  |
| B | Ah! Ndirí kudá kúmboedzawó!         | Oh, I want to try a little too.                 |
| A | Ucházóedza mangwáná.                | You can ( <sup>will</sup> ) try tomorrow.       |
|   | mvúrá (9, 10)                       | rain, water                                     |
|   | táfura (9, 10)                      | table   |
| C | Mwaisa mvúrá patáfura heré?         | Did you put the water on the<br>table?          |
| D | Hatiná kuisa(bá).                   | We didn't (put).                                |
|   | -únzá                               | to bring  |
| C | Mary únza mvúrá.                    | Mary, bring water.                              |
| D | Ndianí ungáyidá?                    | Who would like it?                              |

	-gashira	to receive (from someone's hand)
	-gashidza	to cause to receive (from someone's hand)
C	Ndígashídzewó.	Hand [it] to me.
E	Neniwo ndingáYdá.	And I'd like some too.
	-bvisa	to remove, cause to leave
C	Sara bvisá ndíró patáfura.	Sarah, take the dishes off the table.
E	Ndzvinzwa máí.	Very well, Mother. (I have heard it.)

Supplementary vocabulary. Articles found in the kitchen.

hári	(9, 10)	cooking pot
mugóti	(3, 4)	stick for stirring porridge
mutsváiro	(3, 4)	broom
chirongó	(7, 8)	earthenware pot
masimbé (marasha)	(6)	charcoal
madota	(6)	ashes
mapfihwa	(6)	stones for setting a cooking pot on
chigadzo	(7, 8)	hollow for holding a pot upright
chotó	(7, 8)	fireplace
chikúvá	(7, 8)	ledge/shelf/platform for storing utensils

1. The enclitic /--wo/.

This enclitic has appeared in the following basic sentences:

Ndirí kudá kúmboedzawó. I want to try a little too.

Ndígashídzewó. Hand it to me.

Neníwo ndingáídá. And I also would like some.

...kana wásweráwo. ...if you spent the day also.

...kana wárárawó. ...if you slept also.

Ungázouýawó heré. Could you come too?

The tone of /--wo/ is always opposite to the tone of the preceding syllable. That syllable in turn has the same tone it has in the corresponding form without /--wo/ except when the form without /--wo/ ends with two or more consecutive high tones. The last of the above examples illustrates this point:

Ungázouýá.

Ungázouýawó.

In cases of this kind, the syllable before /--wo/ has low tone, and /--wo/ itself has high tone.

Note that there is no vowel change before /--wo/ as there is before /--nyi/ and /--pi/.

Besides its basic translation 'also, too', /--wo/ sometimes serves as one more way of softening a question or request, thus making it more polite. The second of the above examples is probably an illustration of this point.

[For practice in the use of /--wo/ see Groups 1 and 3 of the sentences for systematic practice.]

2. /na/ with personal pronouns.

The connective /na/ in combination with the personal pronouns produces:

	<u>Singular</u>	<u>Plural</u>
1	není	nesú
2	newé	nemwí
3	náyè or nàyé	návò or nàvó

Notice the difference in vowels as well as in tones between the first/second person forms and the third person forms.

[For practice, see Groups 1 and 2.]

1. /na/ with personal pronouns.

'Father wants to talk with me.'

ini	Babá vánodá kūtaura není.
iwé	Babá vánodá kūtaura newé.
íye	Babá vánodá kūtaura náyé.
isú	Babá vánodá kūtaura nesú.
imwí	Babá vánodá kūtaura nemwí.
ívo	Babá vánodá kūtaura návó.

2. /na/ with personal pronouns. Tones of /--wo/.

'I brought water.'	'And you also, you brought water.'
Ndaúnza mvúrá.	Nemwíwo mwaúnza mvúrá.
Mwaúnza mvúrá.	Neníwo ndaúnza mvúrá.

Wáünza mvúrá.	Naiyewó wáünza mvúrá.
Váünza mvúrá.	Naívowó váünza mvúrá.

3. Tones with /--wo/. [Do the first four lines, then the last four lines, and then mix all eight lines at random.]

You spoke. I spoke too.

Mwatáura. Ndatáurawó.

Mwasvíka. Ndasvíkawó.

Mwaénda kuchikóro. Ndaéndawó kúchikóro.

Mwáita basa. Ndaitawó bása.

Mwasánda. Ndasándawó.

Mwaúyá. Ndaúyawó.

Mwaténgá māhobó. Ndaténgawó māhobó.

Mwapédzá. Ndapédzawó.

4. Choice of locative prefix. Contrasting translations of the same locative prefix.

táfura	Únzá mūpungá patáfura.	Bring the rice to the table.
kuisa	Isá mūpungá patáfura.	Put the rice on the table.
ndíró	Isá mūpungá mundíró.	Put the rice in the dish.
kubvisa	Bvisá mūpungá mundíró.	Remove the rice from (in) the dish.

hári	Bvisá mūpungá muhári.	Remove the rice from (in) the pot.
kuisa	Isá mūpungá muhári.	Put the rice into the pot.
chotó	Isá mūpungá pāchotó.	Put the rice on the fire.

## 5. Various verbs followed by infinitive.

'We began to drink coffee in the morning.'

kuvamba	Takávámba kumwá kófi mangwánaní.
kugadzira	Takávámba kugadzira kófi.
kuedza	Takaéédza kugadzira kófi.
kumáírá	Takaéédza kumáírá vaténda.
kudá	Takádâ kumáírá vaténda.
kuténdérúka	Takádâ kuténdérúka kurudyí.
kuvamba	Takávámba kuténdérúka kurudyí.
kutura	Takávámba kutaura navó.
kufará	Takáfärä kutaura navó.

## 6. Sentences containing /~ósé/

Munóënda mwósé heré?	Tinóënda tósé.	Do you all go? We all go.
Vánóënda vósé heré?	Vánóënda vósé.	Do they all go? They all go.
Vánodyá sadza masíkati ósé.		They eat sadza every afternoon.

Vánótaura ngúvá dzósé. (or: dzósedzósé) They talk all the time.

Tinóenda návo kwósé. We go everywhere with them.

Handínzwi zvósé. I don't understand everything.

Vaná vánótámbá ngúvá dzóse dzóse. Children play all the time.

7. Random changes in the form of the verb.

Tinórídá kwázvo. We like it (Cl. 5) very much.

kwéte Hatímborídí. We don't like it at all.

nezúro Hatiná kúmborídá. We didn't like it.

hóngu Takárídá. We like it.

ndíaní Ndíaní akárídá? Who like it?

ngúvá dzósé Ndíaní anórídá? Who likes it?

8. Random changes in the form of the verb.

Mwaísa mvúrá patáfura heré? Did you put water on the table?

ndíaní Ndíaní wáisa mvúrá patáfura? Who put water on the table (today)?

nezúro Ndíaní wakáísa mvúrá patáfura? Who put water on the table (yes-  
terday?)

ngúvá dzósé Ndíaní anóísa mvúrá patáfura ngúvá Who always puts water on the  
dzósé? table?

ndíni	Ndíní ndinó̄isa mvúrá patáfura n̄gúvá dz̄sé.	I am the one who puts water on the table.
kwéte	Handíisi mvúrá patáfura.	I don't put water on the table.
nezúro	Handíná kūisa mvúrá patáfura.	I didn't put water on the table.

## 9. Random changes in the form of the verb.

	Muri kufárá heré nesádza rēzv̄yô?	Are you enjoying the sadza [made] of millet?
ndianí	Ndianí arí kufárá nesádza rēzv̄yô?	Who is enjoying the sadza [made] of millet?
ndíni	Ndíní ndirí kufárá nesádza rēzv̄yô.	It is I who am enjoying the sadza [made] of millet.
nezúro	Ndakáfärä nesádza rēzv̄yô.	I enjoyed (before today) the sadza [made] of millet.
nhási	Ndafárá nesádza rēzv̄yô.	I enjoyed (today) the sadza [made] of millet.
kwéte	Handíná kufárá nesádza rēzv̄yô.	I didn't enjoy the sadza [made] of millet.

## 10. Random changes in the form of the verb.

	Muri kubika zvakánáka.	You are cooking well.
kwéte	Hamuri kubika zvakánáka.	You are not cooking well.

nezúro	Hamúná kūbika zvakánáka.	You didn't cook well.
hóngu	Mwakábíka zvakánáka.	You cooked (before today) well.
ngúvá dzósé	Munóbíka zvakánáka.	You cook well.
kwéte	Hamúbíki zvakánáka.	You don't cook well.

Practice conversations.

You ask Mother what      Máí mwabikenyí?  
she has cooked.

Ndabíka mupungá.

You ask what she  
has cooked to  
go with it.

Ndabíka tsúnga.

You ask how she Munóbika sényi tsúnga?  
cooks tsunga.

Ungádâ kuedza heré?

You say yes, and ask whether she can please teach you. Hóngu, ndingáda. Ungándžidzídzís beré?

Ndingáfärę́ kukudzi-  
dzísá

You ask about a suitable time. Ndingádzidzíraq rini?

Wózóuyá musí weChína.

Oral Reading Practice.

Kwedu tinodya mupunga mushoma.

Tinodya sadza remagwere kupinda mupunga.

Mwose munorida here?

Hongu. Rakanaka kwazvo.

Mwakamboda sadza rezviyo heré?

Kwete kwedu hakuna zviyo zvizhinji.

Hatiridi.

Chinyi chiri muhari?

Isadza rezviyo. Ungaridawo here?

Ehunde. Ndingeridå kwazvo.

Free conversation.

Go to a real kitchen and talk about the things that you see there.

UNIT 19

## BASIC DIALOGUE

- |   |  |   |
|---|--|---|
| A | Ndakárima nzungú.                              | I have [grown] groundnuts.  |
| A | Ndianí unódzídá?                               | Who wants them?   |
|   | saki (5, 6)                                    | sack  |
| B | Ndaíngadá māsakí māna.                         | I'd like four sacks.  |
| A | Mungáǎónā` zvénýú.                             | You may have them.  |
| A | Ndingázouyā` náwo mangwáná.                    | I'll bring them tomorrow.   |
|   | mhunga (9)                                     | millet  |
| B | Muné mhūnga heré?                              | Do you have any millet?   |
| A | Ndinófǔnga ndingáǒnă`<br>maviri.<br>-bátánídza | I think I can get two.<br><br>to join together<br>(transitive verb) |
| B | Mungázobátánídza zvénýú.                       | You can put [them] together<br>[in one load].                       |
|   | pόndo (9, 10)                                  | pound (money or weight)   |
| A | Así nzungú pόndo ina<br>rimwé.                 | But the nuts [are] four pounds<br>[sterling] per bag.               |
| A | Mhunga pόndo nēmbōfána.                        | The millet [is] thirty<br>shillings.                                |

Supplementary vocabulary.

chipáketi	(7, 8)	Br. 'pocket' (small coarse bag)
upfu	(14)	mealie meal
kóroni	(9)	wheat
nyimo	(10)	Bambara groundnut
pfunde	(5, 6)	sorghum millet
musika	(3, 4)	market

1. The connective /na/ with class pronouns.

In the sentence:

Ndingázouýa náwo mangwáná. I can bring them tomorrow.

the word /náwo/ represents a combination of the connective /na/ plus a 'class pronoun' /iwó/ (Class 5, referring to /masakí/). Except for Class 3 and 6, these pronouns are spelled like the distal demonstratives (Unit 9, Note 4), but have the tone pattern /'/. Combinations of these pronouns with /na/ may have either of two tone patterns: /náwo/ (as shown above) or /nawo/.

The class pronouns are:

3 iwó

4 iyó

5 iró

6 iwó

7 ichó

8 izvó

etc

[For practice with these forms, see Group 3 of the sentences for systematic practice.]

2. A sentence type without a' verb.

Neither of the two sentences:

Nzungú póndo ina rímwé.      The nuts [are] four pounds  
sterling per bag.

Mhunga póndo nembófána.      The millet [is] thirty  
shillings.

contains a verb. Nor does either sentence contain the independent form of a substantive (Unit 16, Note 1).

The word /rímwé/ 'one' in the first of these examples has the concordial prefix of Class 5, in agreement with /sakí/.

3. Concordial prefixes with the linking prefix.

The underlined forms in these phrases:

bandéra rökútángá      the first signboard

sadza rezvíyô      sadza [made] of millet

consist of the concordial prefix for Class 5 plus the same linking prefis that was found with the nonconcordial /n-/ in /na-/ (Unit 14, Note 1). These combinations of concordial plus linking prefix obey the same tonal rules, and the same rules for vowel change, as were described in Unit 14.

[For practice with these prefixes, see Groups 1 and 2.]

1. Concordial prefixes with the linking prefix.

·      'I'd like one sack of millet.'

Ndaíngadá sakí rímwé remhúnga.

pirí      Ndaíngadá masakí māvirí emhúnga.

zviyó      Ndaíngadá masakí māvirí êzvíyô.

posí	Ndaíngadá sakí rímwé rēzv̩yô.
magwére	Ndaíngadá sakí rímwé rām̩gwére.
pirí	Ndaíngadá masakí māvirí ēm̩gwére.
ndodzí	Ndaíngadá masakí māvirí ēnd̩dzî.
tatú	Ndaíngadá masakí mātatú ēnd̩dzî.
mupungá	Ndaíngadá masakí mātatú qmúpungá.
posí	Ndaíngadá sakí rímwé rōmúpungá.
mbatáta	Ndaíngadá sakí rímwé rēmbătáta.
pirí	Ndaíngadá masakí māvirí ēmbătáta.
shushururu	Ndaíngadá masakí māvirí eshúshururu.

## 2. Concordial prefixes with the linking prefix.

'We bought one sack of mealie meal.'

	Taténgá sakí rímwé rōfu.
pirí	Taténgá māsakí māvirí qúfu.
mapfündé	Taténgá māsakí māvirí āmpfündé.
chipáketi	Taténgá zvipáketi zivirí zvāmpfündé.
posí	Taténgá chipáketi chímwe chāmpfündé.
maráranji	Taténgá chipáketi chímwe chāmráranji.
dázeni	Taténgá dázeni rímwé rāmráranji.
pirí	Taténgá madázeni mavirí āmráranji.

## 3. The connective /na/ with pronouns of various classes.

' We'd like four sacks.'      ' I can bring them ('come with them') tomorrow.'

	Taíngadá māsakí māna.	Ndingázouýa náwo mangwáná.
nzungú	Taíngadá nzungú.	Ndingázouýa nádzó mangwáná.
mhunga	Taíngadá mhunga.	Ndingázouýa náyo mangwáná.
zviyó	Taíngadá zviyó.	Ndingázouýa názvo mangwáná.
magwére	Taíngadá magwére.	Ndingázouýa náwo mangwáná.
murívó	Taíngadá murívó.	Ndingázouýa náwo mangwáná.
masímó	Taíngadá masímó.	Ndingázouýa náwo mangwáná.
michero	Taíngadá mīchero.	Ndingázouýa náyo mangwáná.
ndodzí	Taíngadá ndodzí.	Ndingázouýa nádzó mangwáná.

## 4. Concord in three assorted places in the sentence.

' That fireplace is large but it is not good.'

chotó	Icho chotó chíkúrú así hachíná kúnaka.
dangá	Iro dangá ígúrú así haríná kúnaka.
chikúvá	Icho chikúvá chíkúrú así hachíná kúnaka.
pfíhwa	Iro pfíhwa ígúrú así haríná kúnaka.
zvirongó	Izvo zvirongó zvíkúrú así hazvíná kúnaka.
dhíbhi	Iro dhíbhi ígúrú así haríná kúnaka.
zvigadzo	Izvo zvigadzo zvíkúrú así hazvíná kúnaka.
hári	Iyo hári íhúrú así hainá kúnaka.

5. Statements, with simple questions to be asked and answered about them.

Murwizi mune mvura zhinji.

There's a lot of water in the river.

(Waónenyí mürwizi?)

(What did you see in the river?)

Mujahá wáenda kuchitóro.

The young man went to the store.

(Mujahá wáenda kúpí?)

(Where did the young man go?)

Chitóro chédú chirí pát yo.

Our store is nearby.

(Chitóro chirí kure heré?)

(Is the store far off?)

Ndinoěnda kwáMutáre paMugobéra.

I'll go to Umtali on Saturday.

(Ndinoěnda ríni kwáMutáre?)

(When will I go to Umtali?)

Tinógěza nhumbí musí weMugobéra.

We wash clothes on Saturday.

(Tinógěza ríni nhumbí?)

(When do we wash clothes?)

Vadzídza vényú vánonyórá zvakánáka.

Your students write well.

(Vadzídza vényú vánonyórá zvakádiní?) (How do your students write?)

Mwakámbósvika Kwékwe heré?

Have you ever been to Que Que?

KwáNyádiré kúne hósipitari húrú.

There is a large hospital at Nyadiri.

(Hósipitari húrú íripí?)

(Where is the large hospital?)

Vadzídza vánodzídzírá kútaura mutauro. The students will learn to speak the language.

(Vánodzídzenyí?)

(What will they learn?)

Chikóro chédú chíkúrú.

Our school is large.

(Chikóro chídiki heré?)

(Is the school small?)

Ndaénda kugádheni mangwánani.

I went to the garden in the morning.

(Ndaénda ríni kugádheni?)

(When did I go to the garden?)

(Ndaénda kúpí mangwánani?)

(Where did I go in the morning?)

Vaná vánodzídzírá chīngezi.

The children (will) study English.

(Vánodzídzírá mūtauronyí?)

(What language will/do they study?)

Mugwagwa wédú úrí chīnhambwe.

Our road is a short distance away.

(Mugwagwa úrí kure heré?)

(Is our road far away?)

Tadyá mānhanga masíkatí.

We ate pumpkins this afternoon.

(Tadyényi masíkatí?)

(What did we eat in the afternoon?)

### Practice conversations.

You ask what Father Babá várí kúitenyi  
is doing this morn- mangwánani áno?

Váénda kujangano.

You ask whose home  
the work party  
is at today.

Rírí kwáani nhási?

KwáváChemusango.

You ask what time  
they begin,

Vánóvamba ngúvanyí?

Masíkatí áno.

and when they  
finish.

Vánopédza ríni?

Ndinofünga manherú.

[In this conversation, the student must supply most of the tones.]

You ask someone  
whether there  
is a large mar-  
ket at Marandel-  
las.

KuMarondera kung  
musika mukuru  
here?

Mukuru zvishoma.

You ask whether  
he goes there  
very much.

Munonyanya kuendayo  
here?

Hatinyanyi(bà).

You ask what  
they chiefly  
sell there.

Vanonyanya kutengesenyi?

Vanotengesa mirivo  
nemichero.

You ask where  
Mr. Mukarati  
is.

Baba Mukarati  
varipi?

Ah! Waenda kumusika  
nemagwere.

You ask what time  
he went.

Waenda nguvanyi?

You say that you  
(pl.) wanted to  
buy something--

Taida kutenga.

that you wanted to  
buy murivo,

Taida kutenga  
murivo.

Waenda mambakwedza.

Mwaida kutengenyi?

specifically, cab-  
bages.

Taida makábichi.

Mwaida mhandonyi

yemurivo?

#### Oral Reading Practice.

Vanhu vedu vakarima nzungu zhinji nenyimo. Vachada kuenda kumusika kundodzitengesa. Vachaenda námasaki matatu enzungu namasaki mana enyimo. KuHarare kunq musika mukuru kwazvo. Ndinofunga vachaendayo kundotengesa zvinhu zvavo.

Vanhu vedu vakarimenyi?

Vakarima nzungu shoma here?

Vachaenda kupi?

Vanzoitenyi kumusika?

Musika mukuru uri kupi?

Musika wekuHarare mukuru here?

Vachaitenyi kumusika?

Saki renzungu rinoita marinyi?

Free conversation.

Discuss a forthcoming trip to town, with special attention to what you may do and what you may buy while you are there.

## UNIT 20

BASIC DIALOGUE

doví (5)	peanut butter
chingwa (7, 8)	bread
A Isá doví pachingwa.	Put peanut butter on the bread.
-dísá	to like very much
B Ah! Zvínónaka. Ndinózvidísá kwázvo!	It is delicious. I like it very much!
C Iní ndinórídâð pachingwa.	I like it on bread too.
D Neníwo ndichámbóedzawó.	And I'll try a little too.
A Zvákánaka ungámbóedzawó.	All right, you may try [some] too.
mbúya (1a, 2a)	grandmother
E Mbúya vábíka murívó wakánáka.	Grandmother has cooked good murivo.
F Vábíka makábichi heré?	Did she cook cabbage?
E Hóngu.	Yes.
F Vácháisa doví heré?	Will she put [in] peanut butter?
pámwé (/pa/ (Cl.16) plus /'mwé/ )	together ('one place')
muto (3, 4)	gravy, soup
E Vácháisa pámwé nómuto.	She will combine [it] with the soup.

F Ah! Muto wêdôvî kunaka. Ah! Peanut butter soup  
is good.

E Unóda murívónyi Sara? What kind of murivo do  
you like, Sarah?

nyama (9) meat

F Ndinónyánya kudá nyâma. I like meat best.

-tórá to take (from)

E Ungatóra zvákó muhári. You may take [some] [from]  
(in) the pot.

Supplementary vocabulary. Cooking processes.

kubvúrá	}	to broil
kugocha		

kuvidza/kuvirisa to boil

kukángá to fry

kupísá to heat, burn

kusásíká to roast

1. The pro-verb /-dini/.

This verb was first met and discussed briefly in Unit 4. Further examples of its use are found in Group 4. Three points should be noted.

(1) The difference between indicative and relative tonal patterns:

Chákàdínì? What is it like?

...chákádínì? like what?

The tones of these forms alternate between high and low, beginning in the relative with low, and with high in (third person) indicative.

(2) The English translations of this verb vary widely according to context. [See the examples in Group 4.]

(3) With the concord of Class 8 (zvakadini), this verb may be used without an antecedent, being comparable in this respect to /zvakanaka/, /zvizhinji/, etc.

## 2. Another sentence without a finite verb.

In the sentence:

Muto wêdôvî kunaka! Peanut butter soup [is] good.

there is no verb that has a subject prefix. There is only the infinitive form of the verb that means 'to become good.'

Group 1. [The purpose of Groups 1-3 is to help the student fix in his mind the meaning of the various verbs that have to do with cooking processes.] Answer, according to the usual cooking practices of Mashonaland, with an affirmative or a negative verb:  
mvúrá:

kuvidza Tinóvídzza mvúrá.

kugocha Hatígochí mvúrá.

kukángá Hatíkángi mvúrá.

kusásíká Hatísásíki mvúrá.

## Group 2.

mupungá:

kubika Tinóbîka mupungá.

kuvidza Hatívidzí mûpungaá.

kugocha      Hatígochí mupungá.

kusásíká      Hatísásíkí mupungá.

Group 3. [Tone marks omitted from verbs].

mahobó:

kukángá      Tinokanga mahobó.

kugocha      Hatigochi mahobó.

kuvidza      Hatividzi mahobó.

kusasika      Hatisasiki mahobó.

[Continue this kind of practice, using the names of other kinds of food.]

4. Two-line conversations using /-dini/. [Note that some of the forms of /-dini/ are indicative and some are relative.

Munógăra zvakádini?

Tinogăra zvakánáka kwázvo.

Muné gádheni rakádini?

What kind of garden do you have?

Tiné díki.

We have a small [one].

Munoýdá zvakádini?

How do you like it (Cl. 4 or 9) ?

Tinóýdá zvakányánya kwázvo.

We like it very much!

Chitóro chényú chákadíni?

What is your store like?

Chitóro chédú chíkürü.

Our store is large.

Muné imbá yakádini?

What sort of house do you have?

Tiné húrú kwázvo.

We have a very large [one].

Mipanda yákadíni?

What are the rooms like?

Míkürü kwázvo.

They are very large.

Chikóro chényú chákadíni?

How is your school?

Chákánaka.

It's good.

5. Questions and answers. [The student should supply the answers. For further practice, write in the right hand column the English equivalents. Then use the English sentences as cues, giving the Shona sentences as responses.]

Baba vanosanda kwáMrewa.

Baba vánosanda kupi?

Ndiani ànosanda kwáMrewa?

Vanovadza huni.

Vanoweza here?

Vanoita basanyi?

Vakauya nesaki røufu Mugobera.

Vakauya nøufu here?

Vakauya nenyi?

Tinoverenga mabuku manheru.

Tinoverenga masikati here?

Tinoitenyi manheru?

Vakomana vanotema huni.

Ndivanaani vanotema huni?

Vanotemenyi?

Ndakasvika pano musi weChina.

Ndakasvika paChina here?

Ndakasvika rini?

Ndichagara kwésyondo røse.

Ndichagara kwømwedzi here?

Ndichagara kwéngvá yàkadini?

Ndiri kutengesa mapopo. Rimwe rinoita shereni.

Mapópo matanhatu anoita marinyi?

Tsime redu rákanaka kwazvo.

Tine tsime ràkadini?

Tsime redu iguru here?

[The instructor should make up still more statements and questions of this type, being careful to use no words that the students have not already met.]

Practice conversations.

You see a person with a load of groundnuts and ask where he does his selling.

Tinotengesa ku-  
musika Harare.

You ask whether he MwáMutare hamutengesi  
doesn't sell at here?  
Umtali.

Muno havanyanyi  
kutengesa.

You ask the price Zvino nzungú dzinoitenyi  
of groundnuts  
by the sack. pasaki?

Dziri kuita pondo  
ina.

The student should practice the following dialogue until he is able to give the complete sentences by reference to the cue words in the left hand column. He should also mark the tones used by his instructor.

nyama Mai vatenga nyama here?

kuténgá Havana kutenga.

makábichi      Vatenga makabichi.

nenyi Zvino tinodya nenyi? Now what will we eat with  
the sadza? (!Now we will eat [sadza] with what!?)

tsúnga	Tinodya netsunga.	
ndaídà	Ini ndaidà nyama nhasi.	
Chipiri	Tichatenga paChipiri.	
vanángu	Mungadenyizve vanangu?	What else would you like, my children?
michero	Tingada nemichero.	
musika	Ndichandotenga kumusika.	

Oral Reading Practice.

Vanhу vari kutaura mitauro mizhinji.

Vari kudzidza mitauronyi?

Vamwe vari kudzidza Chirungu.

Asi varungu vari kudzidza chiShona.

Tinà vanhu vanosanda mumaofisi.

Guta remuHarare rinodzidzisa mabasa.

Mhuri zhinji dzine dzimba dzakanaka.

Zvitoro zvacho zvine nhumbi zhinji.

Vanhу vòse vanotenga mumisika.

Varimisi vòse vanodzidza patyo neGuta.

Free conversation.

Ask questions like Munókángá nzungú heré? in order to increase your knowledge of the method of preparing /nzungú/, /tsúnga/, /tséngá/, /chingwa/, etc.

## UNIT 21

BASIC DIALOGUE

- A Mangwánaní murimisi! Good morning! (addressing the other person by his occupation)
- B Mangwánaní babá. Good morning.
- ngényi with what?
- bátsírá to help
- A Ndingámübátsíra ngényi? How (‘by what’ can I help you?)
- shúka (9) sugar
- B Ndingáňnawó heré shúka? May I have some sugar?
- ko [an optional interrogative enclitic]
- A Munódâ yêmärīnyíko? How much do you want?
- B Ndaíngadá zvángu yámašhereni I’d like six shillings worth matánhatú.
- A Zvákánaka zvázvo. Fine.
- A Ndingámugádzirira zvángu. I’ll get it ready for you.

Supplementary vocabulary.

Four verbs that are commonly followed by infinitives.

- regera to cease  
Règérá kudyá. Stop eating.

Ndambórěgera basa.	I've (temporarily) stopped work.
-fánírá	to be proper, suitable (in /-ka-/ tense: 'must!')
Ndakáfáníră kuenda.	I must go.
-natsa	to do well
Árí kúnatsa kutaura!	She is speaking very well!
-ramba	(with infinitive) to refuse
Árí kúramba kudyá sādza.	She refuses to eat food.

Supplementary vocabulary. Activities, and articles closely associated with them.

Tinóbíka n(g)émugóti.  démó (5) matémó (6)	We cook with a stick.  axe
Tinótémá mití n(g)éděmč.  -tsváírá	We cut trees with an axe.  to sweep
Tinótsváírá n(g)émütsváíro.  -sona	We sweep with a broom.  to sew
tsono (9,10)	needle
Tinósčna n(g)etsóno.  Tinogěza n(g)ésípo.	We sew with a needle.  We wash with soap.

-chérá	to fetch/draw water
Tinóchérá ngechírongó.	We fetch [water] with a pot.
-cheka	to cut (not with axe)
bángá (5) mapángá (6)	large knife

Tinóchéka zviyó nébăngă.

We cut millet with a knife.

### 1. The applicative stem extension.

Compare the verbs in these sentences:

Ndagádzira shúka.	I got the sugar ready.
Ndakúgádzirira shúka.	I got the sugar ready for you.
Tinódà húní.	We need firewood.
Áchavádzà húní.	He will split firewood.
Áchatívádzírà húní.	He will split firewood for us.
Áchaúnzà húní.	He will bring firewood.
Áchatiúnzírà húní.	He will bring firewood for us.
Áchatémà húní mūgomo.	He will cut firewood on the mountain.
Áchatítémérà húní mūgomo.	He will cut firewood for us on the mountain.
Áchatórà húní mūgomo.	He will get firewood on the mountain.
Áchatítórérà húní mūgomo.	He will get firewood for us on the mountain.

Certain of the verb stems in these sentences contain a suffix -- or 'stem extension' -- which is either /-er-/ or /-ir-/. If the vowel of the preceding syllable is /a, i, u/, the extension is /-ir-/. Otherwise (i.e. if the vowel of the preceding syllable is /e, o/), it has the form /-er-/.

This suffix will be called the 'applicative extension.' It is used in a number of different ways. The most common is illustrated in the above examples, where the applicative extension is associated with the idea of doing something for someone, or with reference to someone. When it is used in this way, the verb usually has two objects, one of which may be an object prefix.

The foregoing does not account for all uses of the applicative extension, however. Notice for example the difference between

kufúndá	{	chiShóna	to learn Shona
kudzídzá			

and

kufúndírá	{	chiShóna	to study Shona
kudzídzírá			

Unit 11 provides an example of a still different use of the applicative extension, with no object of any kind:

Hapáná inógúrirá heré?      Isn't there a shorter one?

The simple verb stem is /-gura/, for which Hannan gives the meanings 'to cut off or across (e.g. path, country, path of sun).'

Some verbs contain a syllable that looks like the applicative extension, and which was probably just that at an earlier stage in the history of Shona. Such a verb is /-fanira/. It is difficult however to relate the meanings of this verb to the present-day meanings of the verb /-fána/. [For practice with verbs that contain the applicative extension, see Group 1 of the materials for systematic practice.]

2. The prefix /nge-/

The word /ngenyi/ contains the prefix /nge-/. In westerly dialects, the prefix has the form /nde-/, and its vowel is governed by the same principles as the vowel of /na-/ (Unit 14, Note 1). The tones of forms that contain this prefix are also like those of the corresponding forms with /na-/.

The translation of /nge-/ is variously 'about' (i.e. concerning), 'by (means of)', or 'with'. [For practice with words that contain this prefix, see Groups 3 and 4.]

## 1. Simple vs. applicative stems of some verbs.

Ánodá nyama. He wants meat.

Ndichágócha nyama. I'll roast meat.

Ndichámúgóchera nyama. I'll roast him some meat.

Ánodá doví. He wants peanut butter.

Ndichágádzira doví. I'll make some peanut butter.

Ndichámúgádzirira doví. I'll make peanut butter for him.

Vánodá pārafíni. They want paraffin.

Tichátěngă parafíni. We'll buy some paraffin.

Ticháváténgérá parafíni. We'll buy some paraffin for them.

Havágóní kusándá. They can't work.

Tichásandá. We'll work.

Tichávásandírá. We'll work for them.

Haúgoní kūenda kuguta. You can't go to town.

Ácháenda kuguta. He'll go to town.

Áchakúéndera kuguta. He'll go to town for you.

Munódâ imbá. You want a house.

Váchaváká imbá. They'll build a house.

Váchamúvákírá imbá. They'll build you a house.

2. Object prefixes. Places from which various things are usually taken.

'Where did you get the firewood?' 'I got it on the mountain.'

húní Watórepí húní? Ndadzítórá mūgomo.

murívó Watórepí murívó? Ndaútórá kugádheni.

magwére Watórepí magwére? Ndaátórá kūmunda.

mbatyá Watórepí mbatyá? Ndabvá nádzó kuchitóro.

sadza Watórepí sādza? Ndarítórá muhári.



chigérō, zingwa, pópo, ufu, mushongá, etc.

[The symbol ↗ means that the horizontal row of words (here /chigérō, zingwa/ etc.) are to be used as cues parallel to the words in the vertical column (here /húní... sadza/), and the corresponding sentences are to be supplied by the student.]

3. The prefix /nde/ with demonstratives. Agreement of demonstratives with nouns.

!We're glad on account of this meat.!

nyama	Tafárá ngeíyi nyama. ↑
murívó	Tafárá ngeúyu murívó. ↑
pópo	Tafárá ngeíri pópo. ↑
mushá	Tafárá ngeúyu mushá. ↑
mazwi	Tafárá ngeaya mazwi. ↑
mvúrá	Tafárá ngeíyi mvúrá. ↑
sadza	Tafárá ngeíri sadza. ↑
tsíme	Tafárá ngeíri tsíme. ↑

4. Nouns and infinitives connected by /~q-/.

!What do you cut trees with?!

!We cut [them] with an axe.!

!I want an axe for cutting trees.!

!We want axes for cutting trees.!

kutémá	Munótémà ngényi mití? ↑
	Tinótémà ngéděmō. ↑
	Ndinódà démó rókutémá mití. ↑
	Tinódâ matémó ókutémá mití.

- kutsváirá                    Munótsváirà ngényi pasí?  
                                 ,  
                                 Tinótsváirà ngêmütsváiro.  
                                 ,  
                                 Ndinódâ mutsváiro wôkûtsváirá pasí.  
                                 ,  
                                 Tinódâ mitsváiro yôkûtsváirá pasí.
- kusona                        Munósõna ngényi mbatyá?  
                                 ,  
                                 Tinósõna ngetsóno.  
                                 ,  
                                 Ndinódâ tsono yokúsона mbatyá.  
                                 ,  
                                 Tinódâ tsono dzokúsона mbatyá.

Treat the following sentences in the same way:

- kuchéra                      Munóchéra ngényi mvúrá?  
                                 ,  
                                 Munogéza ngényi mbatyá?  
                                 ,  
                                 Kuchéka ngényi murívó?

Practice conversations.

- You ask someone              Kwenyu munoisa dovi  
                                   whether among  
                                   his people they  
                                   combine peanut  
                                   butter with  
                                   gravy.
- Munodisa muto  
                                   wàkadini?
- Hatinyanyi kudaro.
- You ask what                   Munodisa muto  
                                   kind of gravy  
                                   they like best.
- Tinonyanya kudya  
                                   muto wenyama  
                                   ne(we) masimo.
-

You ask a person  
where his son  
has gone,

Mukorore wenyu waenda  
kupi?

Waenda kujana  
mangwanani.

and when he will  
be back.

Anouya rini?

Manheru.

You ask a person  
whether he knows  
how to drive,

Unoziva kuchaira  
here?

Handinatsi  
kuziva(ba).

and whether he  
has ever taken  
driving lessons.

Wakambodzidzira here  
kuchaira?

Ndakambodzidzira  
zvangu zvishoma.

You say that you  
have to go up  
on the mountain.

Ndakafanira kuenda  
mugomo.

Kundoitenyi?

You say you are  
going there to  
cut firewood,  
that you (pl.)  
are out of it.

Kundotema huni.  
Huni dzatiperera.

Ndingandokubatsiraiwo.

Oral reading practice.

Ndiani waenda kundotambira mufundisi?

Baba Marata waenda.

Ndakatenga mbatya itsva.

Wakatenga kupi?

Ndakatenga kuMarondera.

Unoda dovi pachingwa here?

Vana vanodisa dovi here?

Kwenyu vanoisa dovi pamwe nemuto here?

Kwenyu vanoisa dovi pamwe nemakabichi here?

Mwakamboedza muto wedovi here?

Mbuya venyu vanobika zvakanaka here?

Nyama imhando yemurivo here?

Muto imhando yemurivo here?

Mugwagwa mupamhi unoenda kupi?

Unoenda kuNyanga.

Munotsauka papi kuenda Bòndà?

Pabandéra rechípirí.

Baba vaenda kuhosipitari.

Vanenyi?

Vano ruvoko.

Uchaenda ngépi kwáMutáre?

NgekuPéniranga.

Ah! Hamúzíví heré mugwagwa mutsva?

Mutsvá múpfúpi kupinda wekáre.

Ndaiziva zvangu, asi ndaida kuona shamwari iri Péniranga.

Mugwagwa mutsva unosvika ngekuPeniranga here?

Mugwagwa mutsvá murefu here kupinda wekare?

Mugwagwa wekare mupamhi here kupinda mutsva?

Baba Moyo vaiziva here kuti kune nzira pfupi?

Shamwari yake iri kupi?

Free conversation.

1. Mention several things that you are glad of.
2. Re-enact the basic dialogue, but with different commodities and buying different amounts, expressed in terms of money.

## UNIT 22

BASIC DIALOGUE

A Munóg̊ára muNéw York heré? Do you live in New York?

dúnhú (5), matúnhú (6) district

B Kwéte, ndinóbvâ murimwe  
dúnhú.

-dyá to eat

A Munódyawó sādza rédu  
heré?

-síyáná to part from one  
another, to  
differ

-bvira [?]

B Kwéte zvákábvira kusíyáná.

No, it is quite different.

A Ndíani unómübátsírá bāsa  
rényú?

~óngá (~ega) alone

B Ah! Tinózvibâtíra tógá.

Oh, we do it for ourselves.

ko [an interrogative  
word]

sesú like us

A Ko, munóríymawó heré  
sesú?

Tell me, do you farm the  
way we do?

- muchéni (3,4) machine
- B Zvákáti· síyané, tinónyanya  
michéni.  
It's a little different,  
we we [use] more machines.
- ~temá black
- A Kúnä vānhu vatemáwo heré?  
Are there also black  
people?
- chaízvo [an intensifier]
- B Vári kúnó chaízvo.  
There are a lot. (They are  
there very much.)

### Supplementary vocabulary.

People: white, black, coloured, etc.

Some ethnic groupings.

muZežúru (1,2)

muKárángá (1,2)

muManyíka (1,2)

muKorekore (1,6)

muNdaú (1,2)

muBochá (1,2)

muGárwé (1,2)

muRozví (1,2)

muChángana (1,6)

Some racial categories:

murungu (1,2) European

bhunú (5,6) Boer

bwacha (5,6) Indian

~chená white

~temá black

Two general terms:

rudzí (11) tribe

pl. ndudzí (10)

muitiro (3,4) custom

Two verbs:

kusiyáná to leave one another, to differ

kufánáná to be like one another

### 1. Reflexive verb forms.

Notice the underlined syllables in the following sentences:

Tinózv̄<sup>i</sup>t̄ira basa.

We do the work for ourselves.

Tinózv̄<sup>i</sup>bât̄irâ basa.

The underlined syllable is a reflexive prefix. It occurs in the same position in the word where the object prefixes are found, and no verb form contains at the same time the reflexive prefix and one of the other object prefixes.

The term 'reflexive' means that the object of the verb is the same as the subject. English examples are 'I hurt myself', 'They outdid themselves.'

In its spelling, the reflexive /-zvi-/ is identical with the object concord for Class 8. (In some dialects, the reflexive is /-dzi-/ , identical in its spelling with the object prefix for Class 10.) The only difference between a verb form with a Class 8 (or 10) object prefix and one with a reflexive prefix is in the tonal pattern. There is a large amount of dialect variation in this respect, so that the student should make his own observations on this point. As he does so, he should be careful to get at least one example of a reflexive form for each cell in the following table:

	High verbs	Low verbs
Monosyllabic (e.g. -dá)		
Disyllabic (e.g. -óná)		
Trisyllabic (e.g. -bátsírá)		
Quadrисyllabic (e.g. -gadzirira)		

[For practice, see Groups 3 and 4.]

2. The nonconcordial prefix /s-/.

The sentences:

Munór̥imawó heré <u>sesú?</u>	Do you also plow as we do?
Ánófunga <u>sômwǎnâ.</u>	He thinks like a child.
Ánófunga <u>saMái.</u>	She thinks like Mother.

contain the nonconcordial prefix /s-/. This prefix always occurs joined to the linking prefix. Tonally, it is exactly like the nonconcordial prefix /n-/. In particular, this means that with nouns of Class 1a, regardless of their tonal patterns, the prefix syllable /sa-/ has low tone. [For practice, see Group 1.]

## 1. The prefix /sa-/.

'He thinks like a child.'

mwaná	Ánófunga sômwǎnâ.
mukúru	Ánófunga sômǔkúrú.
babá	Ánófunga sababá.
mái	Ánófunga samái.
muténda	Ánófunga sômüténda.
murungu	Ánófunga sômúrungu.
mutemá	Ánófunga sômútemá.
munhu	Ánófunga sômúnhu. ('talk sense')

## 2. Questions about similarity and difference.

miitiro	Miitiro yaváZezúru yákasiyáná heré néyaváManyíka?	Are the customs of the Zezuru different from those of the Manyika?
	Yákadá kufánáná.	
sadza	Sadza remáBwacha rákafánáná heré nérévárungu?	Is the food of the Indians like that of the Europeans?
	Haríná kufánáná. Rákasiyána kwázvo.	
mutauro	Mutauro wámčChángana wákafánáná heré nêchíShóna?	Is the language of the Shangaans like Shona?
	Wákafánáná zvishoma.	
chirungu	Chirungu nechíBhunú zvakafánáná heré?	Are English and Afrikaans similar to one another?
	Zvakadá kufánáná.	
guta	Guta rēHáráre rákafánáná heré negúta reBhúrúwayo?	Is Salisbury like Bulawayo?
	Haríná kufánáná.	
matúnhú	Matúnhú ényú ákafánáná heré néedú?	Are your states/districts similar to ours?
	Haáná kufánáná.	

[The students should ask and answer questions of these kinds, using the words makomo, mití, ndwizí, zvikóro, dzimbá, mbatyá, etc. ]

## 3. Reflexive forms with all persons and numbers.

	'I bought (my) soap.'	'I bought myself some soap.'
ini	Ndaténgà sípo yángu.	Ndazvítèngéra sípo.
íye	Wáténgà sípo yáké.	Wázvítèngéra sípo.
isú	Taténgà sípo yédu.	Tazvítèngéra sípo.
ívo	Váténgà sípo yávó.	Vázvítengéra sípo.
iwé	Waténgà sípo yákó heré?	Wazvítengéra sípo heré?
imwí	Mwaténgà sípo yényú heré?	Mwazvítengéra sípo heré?
ini	Ndabíka sadza rangu.	Ndazvibikíra sadza.
íye	Wábíka sadza ráké.	Wázvibikíra sadza.
↑	isú, ívo, imwí, iwé, babá, majahá, vasíkaná, etc.	

## 4. Reflexive verb forms vs. verb forms with other object prefixes.

	'There is no-one who can cook for me.'
	'I must cook for myself.'
kubika	Hapáná angándíbíkira sadza. Ndakáfánřá kuzvibikíra.
kutémá	Hapáná angándítéméra húní. Ndakáfánřá kuzvitéméra.
kurima	Hapáná angándítéméra húní. Ndakáfánřá kuzvirimíra.
kugeza	Hapáná angákúgézéra ndíró. Wakáfánřá kuzvígezéra.

kuóná Hapáná angákúónérá bāsa.

Wakáfăňíră kuzvionéra.

kutaura Hapáná angákutáúrira.

Wakáfăňřá kuzvítaúríra.

5. /~ógá/

**!Will you go by yourselves?**

'We will go by ourselves.'

Munóčenda mwóga heré?

Tinóenda tógá.

Vánóenda vágá heré?

Vánóenda vágá.

Unóčenda wógá heré?

Ndinóenda ndogá.

Ánóenda ógá Heré?

Ánóenda ógá.

Practice conversations. [The students should supply most of the tones in these conversations.]

You ask a person whether he can please teach you Zezuru.

## Mungandidzidzisawo

here chiZezuru?

You say you're  
glad to know  
he's a Ndau,  
and that you  
have some  
friends from  
Chipinga.

Ah! Ndafara kuziva

kuti uri muNdaui

## Ndine shamwari dzangu

dzinobus Chinicus

**Handinatsi kuchiziva.**

Ndiri muNdàú.

Dzinogara papi?

You reply that  
they work  
around here.

Dziri kusanda muno.

You ask a person  
about his tri-  
bal origin.

Urí ruzdinya?

You ask whether  
he comes from  
Umtali,

Unobva kwáMutáre  
here?

Ndíri muManyika.

and when he came  
to Salisbury.

Wakáuya ríni muHaráre?

Kwete(bá), ndinóbva  
Nyángà.

You ask whether  
the Zezuru  
language is  
similar to  
Manyika.

Mutauro wechi'Zezuru  
wakafanana here  
nómutauro wechi-Ndàyána mákoré ndáyà  
múnó.

Manyika?

Wakafanana, {chéte  
asi}

mazwi mashoma

akasiyana.

You ask a person  
how long he  
took to learn  
English.

Mwakatora nguva yakadini  
kudzidza chirungu?

Zvakatora nguva huru.

You ask whether  
he speaks  
English at  
work.

Munotaura chirungu  
here pabasa?

Tinotaura zvedu  
zvishoma.

Oral reading practice. [Tone marks have been largely omitted.]

Muguta reHarare munq̄ ndudzi dzàkasiyana. Múnq̄ vaZezuru  
vànobva kwaSeké, Chiotá, neMréwa. VaKaranga vanobva Fort  
Victoria. VaNdevére vánobva Gwerú kusvika Bhurúwayo. VaNdevere  
havatauri chiShona. Vanotaura chiNdevere. VaManyika vanobva  
Rusápi kusvikira Nyánga. Vamwe vanobva kwáMarángange kusvika  
kwaMutambara.

MuHarare múné ndudzinyi?

Ndivanaani vònobva kwáSeka?

Vakaranga vanobva kupi?

VaNdevere vanobva kupi?

VaNdevere vanotaura chiShona here?

VaManyika vøse vanobva kwáMutáre here?

Free conversation.

Compare the eating habits of Africans and Europeans.

Compare the eating habits of Britain and the United States, or of any other pair of countries.

UNIT 23

## BASIC DIALOGUE

- |    |  |  |
|----|--|--|
| A. | Oh! Tósé takářífárírá doví<br>rakábíkwa naMbúya.             | We all enjoyed the peanut<br>butter that grandmother<br>cooked.  |
|    | -sévéñzá   | to work  |
|    | -sévéñzésa   | to use ( <sup>!cause to<br/>work!</sup> )                        |
|    | -sévéñzéswa  | to be used ( <sup>!caused<br/>to work!</sup> )                   |
| B  | Rínosévéñzéswa sényi?  | How is it used?  |
| A  | Kuti uchídá, ungáísä<br>pachingwa, dzimwe<br>ngúvá mumurívó. | If you like, you can put<br>it on bread, sometimes in<br>murivo. |
| A  | Kana munyama yakáómá<br>rínónaka.                            | It's even good with dried<br>meat.                               |
|    | vhíki (5,6)  | week   |
|    | -gashira   | to recieve   |
|    | tsamba (9,10)  | letter   |
| C  | Vhíki rakápěrě takágáshira<br>tsamba kubvá Bhurúwayo.        | We got a letter from Bulawayo<br>last week.                      |
| D  | Ndíaní wakányörá?  | Who wrote [it]?  |

- hánzvádzi (9,10) sibling of opposite sex
- C Hánzvádzi yángu yákanyórá. My sibling of the opposite sex wrote [it.]
- masoko (6) news
- D Yáítaura masokonyí? What news did he have (*I speak!*)?
- C Iyo yákáti írí kuúyá  
vhíki rinóuyá, musí He said he's coming next week, on Saturday.
- weMúgobéra.
- D Vánoúyá` nényi? How (*I with what!*) is he coming?
- chitíma (7,8) train
- C Nêchítíma. By train.
- C Hánzvádzi yángu yáyá. My brother has arrived.
- mweni (1,2) stranger, guest, foreigner
- su [enclitic, an exclamation of surprise]
- D Oh! Muné mwenisu! Oh, you have a guest then!
- rwendo (11,10) journey
- D Rwendo rwáké rúnóita mazúvá  
mangani? How long does his trip take?
- C Rúnóita mazúvá mairí. It takes two days.

C Bhurúwayo ínzvímbo irí  
Bulawayo is a distant place.  
kure.

Supplementary vocabulary. Some kinship terms.

zítá (5,6) name

[In the list that follows, each kinship term is preceded by /zítá rá-/ in order to show the difference between Class 1 and Class 1a.]

(zítá rá)mukóma	(1,2)	older sibling of same sex
(zítá rô)múníngína (or: munúngrúna)	(1,2)	younger sibling of same sex
(zítá rá)sekúru	(1a)	grandfather
(madzisekúru)	(6)	
(zítá rá)teté	(1a)	father's sister
(madziteté)	(6)	
(zítá rô)mükádzí	(1,2)	woman, wife
(zítá rô)múberekí	(1,2)	parent

Modes of transportation.

mótoka	(9,10)	car
bházi	(5,6)	bus
básikoro/básekoro	(5,6)	bicycle

mudhudhudhu	(3,4)	motorcycle
chikéchikari	(7,8)	oxcart
ngoró	(9,10)	

### 1. Passive verbs.

Compare the sentences:

Tinósévézésa doví.

We use peanut butter.

Doví rínosévézéswa sényi?

How is peanut butter used?

Vaná vádyâ sadza.

The children ate the sadza.

Sadza rádyíwá ndâvánâ.

The sadza was eaten by the children.

Sadza rádyíwá naBabá.

The sadza was eaten by Father.

(or: ...ndíBabá.)

Two sets of facts must be noted concerning the passive construction in Shona. The first set has to do with the suffix, or 'extension' which is added to the stem of the verb. The second set has to do with the non-concordial prefix which is added to the noun that stands for the person or thing by which the action of the verb was accomplished.

The most frequent form of the passive extension is /-w-/. It follows all other extensions, and stands immediately before the final vowel of the verb:

-sevenz-      -es-      -w-      -a

'work'      [causative]      [passive]      [final vowel]

For verbs that have monosyllabic stems (e.g. /-dyá/, /-dá/, the passive extension usually has the form /-iw-/: /-dyíwá/, /-díwá/, /-mwiwá/. Some speakers have /-piwá/ as

the passive of /-pá/ 'give', but others have /-puwá/.

The noun or pronoun that stands for the person or thing by which the action of the verb was accomplished is preceded by a non-concordial prefix, which is either /n-/ or /nd-/ or /ng-/ according to dialect. The non-concordial prefix is, as always, combined with the appropriate form of the linking prefix. [For practice with passive verbs, see Groups 1-4.]

## 2. The '/-chi/ participial' form of verbs.

The basic dialogue contains the expression:

Kuti ûchídá...      If you wish...

This form of the verb /-dá/ 'to want, love, like' contains, in addition to the subject prefix /û-/, the non-initial prefix /-chi-/. A form of this kind, here called the 'chi-participial', never serves as the main verb in a sentence. It does however have a number of other important uses, one of which is illustrated above. The construction which consists of the word /kuti/ (or /kana/) plus this form is usually translated into English with an if-clause. Other uses of the chi-participial will be met in later units.

In chi-participial forms, the subject prefix is always low in tone, whether for first, second, or third person, and the Class 1 prefix is /à-/ even in those dialects for which the Class 1 subject prefix in indicative forms is /u-/:

únodá... (some dialects)	}	'he wants'
ánodá... (standard dialects)		

but:

kuti àchídá (all of the above dialects)    'if he  
   likes'

The tone of /-chi-/ is always high. The first tone of a polysyllabic low verb stem that follows /-chi-/ is also raised. (In some dialects, one or more additional stem syllables may be raised in this way.) So, for example:

High verbs.

kuti uchídá

kuti uchísánda

kuti uchísévéñzá

kuti uchísévéñzesa

Low verbs.

kuti uchítí

kuti uchísóna

kuti uchítáura

kuti uchígádzirira

With object prefixes.

kuti uchírídá

kuti uchíríténgá

kuti uchíríténgésá

kuti uchírísévéñzesa

kuti uchírísóna

kuti uchírígádzira

kuti uchírígádzirira

The verbs /-dáro/, etc.

kuti uchídáró

Additional examples:

Ndicháénda kundotémá`húní.

I'm going to go cut firewood.

Kuti uchíndotémá`húní,  
ndichándokúbátsírá.If you go cut firewood, I'll  
go help you.

Ndicháénda kuHaráre.

I'm going to go to Salisbury.

Kuti uchiénda kuHaráre ndicháénda newé. If you go to Salisbury,  
I'll go with you/  
take you along.

Kuti uchísóna ùnósévéñésa tsono. When/if you sew, you  
use a needle.

[For practice with chi-participial forms, see Groups 5,6.]

1. Active vs. passive verbs.

'I cut up the muriwo.'  
'The muriwo was cut up by you.'

ini Ndakáchékă muriwó.

Muriwó wákachékwá nemví. (or: ...ndímví).

mukúnda Mukúnda wákachéká muriwó.

Muriwó wákachékwá nômukúnda.

mhandara Mhandara yákachéká muriwó.

Muriwó wákachékwá nemhándara.

muníng'ína Muníng'ína wákachéká muriwó.

Muriwó wákachékwá nômúníng'ína.

vasíkaná Vasíkaná vákachéká muriwó.

Muriwó wákachékwá nãväsíkaná.

Class la nouns:

mái Máí vákachéká muriwó.

Muriwó wákachékwá namái. (or:...ndímái)

mbúya	Mbúya vákachéká muriwó.
	Muriwó wákachékwá nambúya.
mukóma	Mukóma vákachéká muriwó.
	Muriwó wákachékwá namukóma.
vakúrú	Vakúrú vákachéká muriwó.
	Muriwó wákachékwá n̩vakúrú.

2. Use of appropriate form of prefix with Class 1 vs. Class 1a nouns.

!The clothes were sewn by Mother.!

kusona mbatyá	Mbatyá dzákásonwa namái. (or: ndímái)
mukóma	Mbatyá dzákásonwa namukóma.
kuchérá` mvúrá	Mvúrá yákachérwá namukóma.
muníng'ína	Mvúrá yákachérwá n̩muning'ína.
kugeza ndíró	Ndiro dzakagezwa n̩muning'ína.
hánzvádzi	Ndiro dzakagezwa nehanzvadzi.
kwenda kurwizi	Kurwizi kwakaendwa nehanzvadzi.
mweni	Kurwizi kwakaendwa n̩mweni.
kuverenga tsamba	Tsamba dzakaverengwa n̩mweni.
mudzídzisi	Tsamba dzakaverengwa n̩mudzidzisi.
kutaura masoko	Masoko akataurwa n̩mudzidzisi.
babá	Masoko akataurwa nababa.
kukángá magwére	Magwere akakangwa nababa.
mukádzí	Magwere akakangwa n̩mukadzi.

kudyá nyama	Nyama yakadyiwa nōmukadzi.
murúmé	Nyama yakadyiwa nōmurume.
kumwá kófi	Kofi yakamwiwa nōmurume.
sekúru	Kofi yakamwiwa nasekuru.

## 3. Active with object prefix vs. passive.

'My older brother gave me some money.'	'I was given money by my older brother.'
Mukómá vándípa mari.	Ndapiwá mari namukómá. (Ndapuwá...)
Mukómá vádyá sadza.	Sadza rádyiwá namukómá.
Mukómá vámwá mahéu.	Mahéu ámwíwá namukómá.
Mukómá ánodá vaning'ina.	Vaning'ina vánodíwá namukómá.

## 4. Active vs. passive, in sentences for which corresponding passive sentences do not exist in English.

'Father went to the dip tank.'	('To the dip tank was gone by Father.')	
dhíbhi	Babá váénda kudhíbhi.	Kudhíbhi kwáéndwa nababá.
jangano	Baba vaenda kujangano.	Kujangano kwaendwa nababa.
rwendo	Babá váfambá rwendo.	Rwendo rwáfambwá nababá.

imbá	Babá vápínda mumbá.	Mumba mwápíndwa nababá.
dangá	Babá váénda padangá.	Padangá páéndwa nababá.

5. The 'chi-participial' form.

'If/when you do sewing, you use a needle.'

kusona	Kuti uchísóna, unósévéñzésa tsono.
kutémá	Kuti uchítémá mití unósévéñzésa démó.
kuchéká	Kuti uchíchéká unósévéñzésa bángá.
kubika	Kuti uchíbíka sadza unósévéñzésa mugóti.

6. The 'chi-participial' form.

'When we study, we go to school.'

kudzídzá	Kuti tichídzídzá tinóënda kuchikóro.
kuchérá	Kuti tichichéra mvúrá tinóënda kutsíme.
kurima	Kuti tichírima tinóënda kumunda.
kutémá	Kuti tichítémá mití tinóënda mugomo.
kuténgésá	Kuti tichíténgésá tinóënda kumusika.
kudá	Kuti tichídá sadza tinóbíka.

Practice conversations.

You ask how much  
the trip to  
Bulawayo costs.

Rwendo rwêBhûrûwayo  
rúnóita mariñyi?

Unóenda sényi?

You say you're  
going by bus.

Ndinóenda nébházi.

Rúnóita póndo.

You ask how long  
it takes to  
get there.

Rínótórá` ngúvá  
yakádini kusvika?

Harítóri ngúvá

yakányanya.

You say that your  
(sibling of the  
opposite sex)  
has written you,  
making it sound  
as though this  
had happened be-  
fore today,

Hánzvádzí yákandínyórérá  
tsamba.

Yákátinyí?

and that he/she  
gave a lot of  
news.

Yákátaura masoko  
mazhínjí.

Wakáfärä herë nemásoko?

Ndakáfäră` kwázvo.

You ask a boy  
his name,

Zítá rákó ndíani?

Ndíní Jongwé.

and where he  
lives,

Unógărepí?

Ndinögără kwáChiotá.

and how many  
people live  
in the same  
house with  
him,

Murí váganí  
mumbá mwényú?

Tirí vashánü.

and who is the  
eldest.

Ndíani mukúrú?

Hánzvádzí yángu

ndíyo húrú.

You ask how  
many boys.

Vákómaná váganí?

Vákómaná tirí vairí.

#### Free conversation.

1. Ask and answer questions about who has done or usually does certain actions. Use passive indicative verbs: 'By whom was the letter written?' etc.

2. Practice the same kind of question, but with active relative verbs: 'Who wrote the letter?' etc.

UNIT 24

## BASIC DIALOGUE

-kúrá to grow (intransitive)

- A Maruva ángu ákúrā` kwázvo. My flowers have grown a lot.

- B Ndianí ari kudirira? Who waters [them]?

-sándísá to cause to work,  
to use

mupombí (3,4) pipe



-díkáná to be wanted

- A Maruva mazhíñzhí ánodíkáná. Many flowers are needed.

- A Vadzimái vánóadísá` Women like them very much.  
kwázyo.

- B Ngényi vachiádá? Why do they like them?

- A Vánodísá kuisa mudzimba. They like to put them in  
[their] houses.

-kúdzá to cause to grow

nhangá (9,10) yard

- A Vamwe vánokúdzá munhangá. Some grow [flowers] in [their] yards.

-nángísíka to look, appear

- A Nhangá dzinonángísíka The yards look nice.  
zvakánáka.

### Supplementary vocabulary.

Small, useful, non-edible plants.

Tinótórá tsanga kurwizi.	tsanga (9,10)	reed
Masengere ánoónéká kumatúnhú eNyángá.	sengere (5,6)	bamboo
Tinótórá ḥuswá mubání.	ḥuswá (14)	grass
	bání (5)	open level land
	mapání (6)	

#### 1. The chi-participial form in 'why' questions.

The basic dialogue for this unit contains an example of another principal use of the chi-participial form which was described in Unit 23, Note 2:

Ngényi vachiádá? Why do they like them  
[ndényi??] (Cl. 6)?

After the word /ngényi/ 'why' the chi-participial form, and not the indicative, is used.

Note however that when /ngényi/ follows a verb, it has no effect on the form of the verb, and is itself usually translated as 'with/by what?', rather than as 'why?':

Tinóchěka murívó ndényi? What do we cut  
murivo with?

[For practice with this use of the chi-participial form, see Groups 4,5.]

2. The neuter extension /-ik-/.

A new verbal extension is illustrated in the sentences:

Maruva mazhíñzhí ánodíkáná.	Many flowers are needed.
Nhangá dzínonángísíka zvakánáka.	The yards look nice.

The verb stem /-nángísíka/ 'to appear, look, seem' is to be compared with the stem /-nángísá/ 'to look at', and /-díkáná/ with /-dá/ 'to want, like, love, need'. Compare also the stems:

/-óná/ 'to see'	/-ónéká/ 'be seen, be visible'
/-ita/ 'to do'	/-itika/ 'to be done'
/-téma/ 'to cut'	/-témeká/ 'to be cuttable'

The extension illustrated by these pairs of stems has two forms: /-ek-/ when the vowel of the preceding syllable is /o/ or /e/, and /-ik-/ after /i, a u/. Its tone is high with high stems, and low with low stems. This extension is labelled 'neuter' by Fortune (AGS § 405 ff.)

The two most common meanings associated with the neuter extension are (1) to be \_\_\_\_\_ able:

-ónéká            to be visible

(2) to get done, with no reference to the person or thing that performed the action:

hazvíítíki      it isn't done (in the sense of  
'people just don't do it!')

Compare a similar phrase, in which specification of the actor or doer makes necessary the passive extension, rather than the neuter.

Zvákáitwa ndíani? By whom was it done?

[For practice with the neuter extension, and with the difference between the uses of passive and neuter extensions, see Groups 1-3.]

1. Examples of other roots plus the neuter extension.

kurima	Muri kurima munda.	You are cultivating the field.
	Zvirí kurimika here?	Is it ('are conditions') right for cultivating?
kunángísá	Nángísá mbatyá yáké itsvá.	Look at her new piece of clothing.
	Ínonángísíka zvakádiní?	How does it look?
kuvadza	Muri kuvádzá` húní.	You are splitting fire-wood.
	Dzínovádzíká heré?	Is it suitable for splitting?
kusímá	Muri kusímá maruva.	You are transplanting flowers.
	Ári kusímíká zvakánáka heré?	Are they suitable for transplanting?

2. The neuter extension.

kumwá	Iyi mvúrá ínomwíká heré?	Is this water suitable for drinking?
	Iyi mvúrá haímwíki nckúti haíná kuvidzwa.	This water isn't drinkable because it hasn't been boiled.

kudyá	Iri sadza rínodyíká heré?	Is this sadza edible?
	Vamwe vánóti harídýíkí nokúti haríná munyú.	Some [people] say it isn't edible because it lacks salt.
kurima	Uyu munda únórimika heré?	Is this field suitable for plowing?
	Haúrimíkí nokúti wákaómá.	It isn't suitable for plowing be- cause it is [too] dry.
kutémá	Iyi mití ínotéméká heré?	Are these trees right for cutting?
	Haítémékí nokúti yákányanya kukúrá.	They aren't suitable for cutting be- cause they've grown too much.
kuvádzá	Iyi húní ínovádzíká heré?	Is this piece of fire- wood suitable for splitting?
	Haívádzíkí nokúti yákányanya kuómá.	It isn't suitable for splitting be- cause it is too dry. ('too hard?')

## 3. Neuter vs. passive.

	'The firewood is cuttable.'	'The firewood was cut by father.'
kutémá` húní	Húní dzíngatéméká.	Húní dzakatemwa naBabá.
kufámbá rwendo	Rwendo rúngafámbíká.	Rwendo rwákafambwa naBabá.

kuverenga bhúku	Bhuku ringaverengeka.	Bhuku rakaverengwa naBaba.
kunyórá tsamba	Tsamba inganyorekä.	Tsamba yakanyorwa naBaba.
kusvika muguta	Muguta mungasvikikä.	Muguta mwakasvikwa naBaba.
kudzidzira chiShóna	ChiShona chingadzidzirikä.	ChiShona chakadzidzirwa naBaba.
kudya aya masímó	Aya masimo anodyikä.	Aya masimo akadyiwa naBaba.

4. The chi-participial form after /ngényi/.

'People build houses.'

'Why do people build houses?'

kuváká dzimbá      Vanhu vánováká dzimbá.

Ngényi vanhu vachíváká dzimbá?

kunyórá mabhúku      Vanhu vánonyórá mabhúku.

Ngényi vanhu vachínyórá mabhúku?

kuita basa      Vanhu vánóita basa.

Ngényi vanhu vachiíta basa?

kukúdzá maruva      Vanhu vánokúdzá maruva.

Ngényi vanhu vachíkúdzá maruva?

kuvidza mvúrá      Vanhu vánóvidza mvúrá.

Ngényi vanhu vachívídza mvura?

kugeza mavókó Vanhu vánógeza mavókó.

Ngényi vanhu vachígéza mavókó?

kutsváirá mumbá Vanhu vánotsváirá mumbá.

Ngényi vanhu vachítsváírá mumbá?

kudzídzírá mitauro Vanhu vánodzídzírá mitauro.

Ngényi vanhu vachídzídzírá mitauro?

#### 5. The chi-participial form after /ngényi/. Questions and answers.

Ngényi vadzimái vachíkúdzá maruva? Why do the women grow flowers?

Nokúti vánodá kuisa mudzimbá dzávó. Because they want to put [them] in their houses.

Ngenyi ùchidàró? Why do you do like that?

Kudini? Like what?

Ngényi vanhu váchírimă munda? Why do people cultivate the field[s].

Nokúti vánodá mbésá. Because they want crops.

Ngényi vanhu vachisévénsésa michéní? Why do people use machines?

Nokúti michéni ínovábátsírá  
mubasa rávó.  
Because machines help  
them in their work.

Ngén̄yi vanhu vachiénda kutsíme? Why do people go to the well?

Nokúti vánodá kuchérá` mvúrá. Because they want to fetch water.

Ngényi vanhu vachídyá sadza rézviyó? Why do people eat sadza  
[made] of millet?

Nokúti rínovánákira. Because it is good  
for them.

Ngényi vanhu vachiénda kurwizi? Why do people go to the  
river?

Nokúti vánodá kugeza kana  
kutórá tsanga. Because they want to  
wash or to get  
('take away') reeds.

## 6. Random substitutions.

Vadzimái vánodísá maruva. Women like flowers very much.

Vadzimái vánodísá mbatyá itsvá. Women like new clothes very much.

Vaná vákapiwá mbatyá itsvá. The children were given new  
clothes.

Vaná vákapiwá mbésa. The children were given food.

Takáfánřá kukúdzá` mbésa. We must grow crops.

Takáfánřá kuténdérúka. We must turn around.

Hatíná kuténdérúka. We didn't turn around.

Hatíná matémó matsvá. We don't have new axes.

Únzái matémó matsvá. Bring the new axes.

Únzái huswá huzhínjí. Bring a lot of grass.

Hatíná kupísá huswá huzhínjí. We didn't burn much grass.

Hatíná kupísá nyama.

We didn't burn the meat.

Tósé tinódísá nyama.

All of us are fond of meat.

Tósé tinómüzívá` kwázvo.

All of us know him/you very  
[well].

Practice conversations.

You ask someone what he is looking for.

Uri kutsvakenyi?

Ndirí kutsvaka saki.

You ask what kind of sack.

Saki rakadini?

Rókuisa magwere.

You ask where it (the maize) is supposed to go.

Ari kuda kuenda kupi?

Kumusika wókuHarare.

You ask how it (the sack) will go.

Rinoenda seyi?

Nemotokari yédu.

You say you are going to the store, and ask someone whether he can take you.

Ndirí kuenda kuchitoro.

Ungada kuenda neni heré?

Handigoni kuenda newe  
nokuti ndine basa  
zhinji.

You suggest that                   Ungazoita basa rako  
   he can do his  
   work tomorrow.  
   mangwana.

Kwete. Ndakafanira

kupedza nhasi.

You offer to                       Kuti uchida ndingakubatsirawo.  
   help him, if  
   he likes.

Ndingafara kwazvo.

You ask what                       Uri kuita basanyi?  
   work he is  
   doing.

Ndiri kugeza mumba.

You agree, and                   Zvakanaka. Ndinga-  
   say you can  
   fetch water.  
   cherawo mvura.

#### Oral reading practice.

Baba, muri kudikánwá. Kupi? Kuchikoro. Naani? Nómudzidzisi  
   mukuru. Anodenyi? Kwasvika spíkita ['inspector!']. Zvakanaka.  
   Ndichambopedza kudyá.

#### Free conversation.

Ask and answer why-questions. The student should use this occasion to get some useful new vocabulary items from the tutor.

## UNIT 25

BASIC DIALOGUE

- A Ndaúyá kundoóná maruva ákó. I've come to see your flowers.  
 -búdá to come/go out from
- B Ah! Áyá kubúdá. Ah! They're coming out now.
- A Kwázvo. Yes, indeed!  
 -bvira [here, used as an auxiliary verb to intensify meaning of the verb whose infinitive follows it]
- A Wakábvíra kuita zvakánáka. You really did very well.  
 mbéú (9,10) seeds
- A Mbéú dzinoténgwá` kúpí? Where are the seeds sold ('bought')?
- B Endá kwáFarmers Corp. Go to the Farmers Corp.  
 -ramba to continue [with chi-participial]  
 kusvikira [verb infinitive used here as English uses prepositions]
- A Ánoramba achíkúră kusvikira Will they go on growing until \_\_\_\_\_ [name  
 [name of month] heré? of month]?

B Ndinófūngā kudáro. I think so.

Supplementary vocabulary. Things that one might come or go to see.

Takaénda kundoóná	mombe.	(9,10)	cattle
Takaénda kundoóná	ng̊ombe.	(9,10)	
Takaénda kundoóná	húkú.	(9,10)	chicken
Takaénda kundoóná	mbúdzí.	(9,10)	goat
Takaénda kundoóná	hwai.	(9,10)	sheep
Takaénda kundoóná	nguruve.	(9,10)	pig
Takaénda kundoóná	mupfúdze.	(3)	manure, fertilizer
Takaénda kundoóná	tsapí.	(9,10)	barn, storehouse
Takaénda kundoóná	mugodhí.	(3,4)	pit, well, mine
Takaénda kundoóná	chimbúdzí.	(7,8)	latrine
Takaénda kundoóná	dénga.	(5,6)	roof, sky

Dzáyá` ngúvânyí?

Dzíyá` 19 o'clock!.

## 1. Uses of the hodiernal tense of the verb /-vá/.

The sentences:

Maruva ákó áyá kubúdá.

Your flowers are  
coming out now.

Mvúrá yáyá kupísá.

The water is hot now  
[and it wasn't the  
last time I felt it].

contain two-word verbal phrases, in which the second word is an infinitive. The first word in each phrase contains a subject prefix plus /-aya/. The words /áyá/, /dzáyá/ etc. are hodiernal tense of the verb /-vá/ 'to be, become'. Phrases of this kind indicate that the action is now going on, but was not going on prior to this time. [For discussion of this form see Fortune AGS § 599, and also § 503.]

The forms of /-vá/ which appear in the above examples are in the indicative. Participial and relative forms also are found, with tonal patterns as for the corresponding forms of any other monosyllabic high verb:

Ndianí wáyá kusvika?

Who's just now  
arriving?

The same forms of /-vá/ occur also without the infinitives of other verbs. Two examples were found in Unit 6:

Ndayánä mazúvá matatú ndáyà páno.

('I now have three days I-being here.')

In accordance with what was said above, concerning the meaning of the forms in /-aya/, it is not surprising that ages and times of day are commonly expressed in this way. So, for example:

Dzáyá '9 o'clock'.

It's nine o'clock  
[which it wasn't a  
moment ago].

Váyána makoré mashánǔ.

They're five  
years old.

[For practice with these verbal phrases, see Groups 3-5.]

## 2. The verb /-ramba/.

The dialogue for this unit contains the sentence:

Ánóramba achíkúrá...

They will go on  
growing...

The verb /-ramba/, when it is followed by the chi-  
participial form of a verb, is commonly translated with  
English 'continue' or 'go on'.

The same verb /-ramba/ followed by an infinitive  
is translated 'refuse':

Ánóramba kukúrá.

They refuse to grow.

[For practice with these two uses of /-ramba/, see Group 2.]

## 1. /-bvira ku-/ (cf. Sentence 4 of basic dialogue.)

'Are they good?'

'They're really good!!'

kunaka Dzákánaka here?

Dzákábvira kunaka.

kuómá Mbatyá dzákaómá heré?

Dzákábvira kuómá.

kupíswá Nyama yákapíswá heré?

Yákábvira kupíswá.

kukúrá Vaná váküră heré?

Vábvíra kukúrá.

kupérá Mvúrá yápéră heré?

Yábvíra kupérá.

2. Verb without /-ramba/ vs. verb in chi-participial form with /-ramba/ vs. verb in infinitive form with /-ramba/.

'I'm studying.'

'I'll continue studying until evening.'

'I didn't refuse to study.'

kudzídzírá Ndirí kudzídzírá.

Ndicháramba ndichídzídzira kusvikira manherú.

Handíná kuramba kudzídzírá.

kusona Ári kusona.

Ácháramba achísóna kusvikira manherú.

Haáná kuramba kusona.

kuita basa Ndiri kuita basa.

Ndicharamba ndichiítá basa kusvikira manheru.

Handina kuramba kuita basa.

kurima Ari kurima.

Acharamba achírimá kusvikira manheru.

Haana kuramba kurima.

kuvádzá` húní Vari kuvadza huni.

Vacharamba vachívádzá` huni kusvikira manheru.

Havana kuramba kuvadza huni.

kuténgésá Vari kutengesa.

Vacharamba vachíténgésá kusvikira manheru.

Havana kuramba kutengesa.

kudirira Ari kudirira.

Ari kuramba achídírýra kusvikira manheru.

Haana kuramba kudirira.

## 3. Indicative forms of the /-áyá/ tense.

Mwaná wáyá kugara pasí.

The child is sitting down now.

Mwana wágára pasí.

The child has sat down.

Mwaná wákágara pasí.

The child sat down. [??]

Mukómaná wáyá kuenda kujana.

Mukómaná wáénda kujana.

[The student should fill in the English equivalents for the sentences in this exercise, and then use them as cues, in the same way as in preceding exercises of this kind.]

Mukómaná wakaenda kujana.

Mbatyá dzáyá kuómá.

Mbatyá dzáčmá.

Mbatyá dzákaómá.

Sadza ráyá kubikwa.

Sadza rábikwa.

Sadza rákábikwa.

Mari yángu yáyá kupérá.

Mari yangu yápéră.

Mari yangu yákapérá.

Upfu hwáyá kupérá.

Upfu hwápéră.

Upfu hwákapérá.

Mvúrá yáyá kupísá.

Mvúrá yápísă.

Mvúrá yákapísá.

Munda wáyá kupérá kurimwa.

Munda wápéră kurimwa.

Mwaná wáyá kurárá.

Mwaná wárără.

Mwaná wákárará.

Vaeni vágá kusvika.

Vaeni vásvíka.

Vaeni vákásvíka.

Murívó wáyá kukúrá.

Murívó wáküră.

Murívó wákakúrá.

Rwendo rwágá patyo.

Rwendo rwasvíka.

#### 4. Relative forms of the /-aya/ tense.

<sup>t</sup>Who are the ones who are now arriving?<sup>t</sup>

<sup>t</sup>It's my sisters/brothers who are arriving.<sup>t</sup>

Ndívanáaní vágá kusvika?

Íhánzvádzí dzángu dzágá kusvika.

Ndianí aya kutaura?

Íhánzvádzí yángu yayá kutaura.

Chínyi chágá kubúdá mumunda?

Índodzí dzaya kubúdá.

Chínyi chayá kubúdá uko?

Ízvěvá rayá kubúdá.

### 5. Random substitutions.

Mbéú dzákábvira kubúdá` kwázvo!

The seeds really came out!

Mbéú dzákáramba dzichíkurá.

The seeds went on growing.

Nzungú dzákáramba dzichíkurá.

The groundnuts went on growing.

Nzungú dzicháramba dzichióná mari.

Groundnuts will continue to bring in money.

Vaná vadíki haváná kupiwá mari.

The small children weren't given any money.

### 6. Miscellaneous sentences.

Vaná vadíki vayané chikóro chakánáka.

Now the small children have a good school.

Tichávávákírá chikóro chakánáka.

We will build them a nice house.

Tichávávákírá imbá itsvá.

We will build them a new house.

Vamwe vákápinda mumbá itsvá.

Some [people] went into the new house.

Vamwe váyá kubúdá mumbá zvínó.

Some [people] are coming out of the house now.

Practice conversations.

Do you live Munogara kuMaróndera here?  
at Marandellas?

Yes, I do. Hongu.

What are you Muri kuitenyi apo?  
doing there?

I'm studying Shona. Ndiri kudzidzira chiShona.

Are you able to speak now? Mwaya kugona kutaura here?

I'm getting so  
I can speak  
a little. Ndaya kutaura  
zvishoma.

Can Mr. Smith  
[speak Shona]  
now? Baba Smith vaya kugona  
here?

Yes, he's begin-  
ning to speak  
[it].

Hunde, vaya  
kutaura.

When will you finish? Munopedza rini?

I don't know  
for sure.

Handizivi  
zvakanaka.

Oral reading practice.

Chinyi chaya kubuda apo?

Imvura yava kubuda mupombi.

Yabva kupi?

Yabva kutsime.

Ndinofunga yaya kupera.

Ndinofunga kudaro. Zvino todini?

Totochera kurwizi.

Pane zvirongo here?

Pane chimwe.

Tichatondotenga zvimwe kuchitoro.

Zvingatinakira.

Free conversation. Begin a conversation with the line:

Ndauya kundoona huku dzenyu.

## UNIT 26

BASIC DIALOGUE

- 1A Ava vaná ndévenyú heré? Are these children yours?
- 2B Hóngu ndévangú. Yes, they are mine.
- 3A Váyá muchikóro heré? Are they in school now?
- 4B Ehúnde váyámwó^ vósé. Yes, they both are.
- nhau (9,10) topic, news
- 5A Mwakáñzwawó nhau Did you hear yesterday's  
dzä(né)zúro heré?  
-shaya to lack  
pepanhau (5,6) newspaper
- 6B Ndakásháya pepanhau. I didn't have ('I lacked')  
ruzóróro (11) a newspaper.  
rest, vacation
- 7A Kwákátaurwa ndôrúzóróro. Something was said about  
the vacation.
- 8C Muné chikóro châvánâ heré? Do you have a school for  
children?
- 9D Hóngu tinácho. Yes, we have (it).  
-fámbísá to cause to go
- 10C Zvôkûfámbísá zvírí nyoré Is transport easy? ('Are  
heré? things of transport easy?')  
nyoré an easy thing
- 11D Zvírí nyoré kwázvo. Very easy.

Supplementary vocabulary. Other general topics for newspaper stories.

Ndakávérenga mhaká nhatú mupepanhaú.

mhaká (9,10) matter, affair; guilt

Takánzwa mabasa mazhínjí mupepanhaú.

'Parliament' yákátaura zvihínjí ndémhákâ yéfündô yédu.

fundó (9,10) education

Kwákátaurwa ndomúsangano wávarimisi.

musangano (3,4) meeting

### 1. Concords plus /~o/ after -na-/.

The dialogue contains the sentences:

Muné chikóro châvánâ heré? Do you have a school  
for children?

Hóngu, tinácho. Yes, we have it.

Where ordinary verbs use concordial prefixes before the verb stem to represent the class of an object, /-na-/ is followed by concord plus /~o/. [For practice with these forms, see Groups 1 and 2.]

### 2. Locative concords plus /~o/ after verbs.

The dialogue contains the question and answer sequence:

Váyá muchikóro heré? Are they all in school  
now?

Ehúnde, vágámwó` vósé. Yes, they're all in it.

Compare also:

Ndicháéndayo Ndicháéndako	mangwáná. I'll go there tomorrow.  Árí kusándápó. He's working there.
------------------------------	---

The locative concords are used with /~o/ even after verbs. They have the form /-po/ (Cl. 16), /-ko/ or /-yo/ (Cl. 17), and /-mwo/ (Cl. 18). Their tone is the same as the tone of the preceding syllable, either high or low. [For practice with these forms, see Groups 5-7.]

### 3. Independent forms of possessives.

In the sentences:

Ava vaná ndévenyú heré? Are these children yours?

Ndévangú. They are mine.

the possessives /vényú/ and /vángu/ are preceded by a prefix. The second consonant in this prefix may be /d/ (westerly) or /g/ (easterly), and the vowel is subject to the same variations that were described in Unit 14. The tones of the possessives after /ndá-/ vary according to dialect, but /`/ seems to be widespread. [For practice with these forms, see Group 4.]

#### 1. Object concords with /~o/ after /-na-/.

'Do you have a school?' 'Yes, we have.'

chikóro Muné chikóro here? Hóngu, tinácho.

básékoro Muné basékoro here? Hóngu, ndinaro.

mudhudhudhu Munó mudhudhudhu here? Hóngu, ndinawo.

mótoka	Muné motoka here?	Hongu, ndinayo.
masimbé	Muná masimbe here?	Hongu, ndinawo.
mutsváiro	Munq mutsvairo here?	Hongu, ndinawo.
chotó	Mune choto here?	Hongu, ndinacho.
mugóti	Munq mugoti here?	Hongu, ndinawo.
hári (sg.)	Mune hari here?	Hongu, ndinayo.
chirongó	Mune chirongo here?	Hongu, ndinacho.
zvôkudyâ	Mune zvôkudya here?	Hongu, ndinazvo.

2. Object concords with /-na~/ and with a verb.

!We don't have it (Cl. 7).! !We don't want it (Cl. 7).!

(chigérð)	Hatinachó.	Hatíchídi.
(básekoro)	Hatinaró.	Hatírídí.
(zvirongo)	Hatinazvo.	Hatizvidi.
(ívo)	Havanazvo.	Havázvídí.
(mari)	Havanayo.	Havaidi.
(íye)	Haanayo.	Haaidi.
(mudhudhudhu)	Haanawo.	Haaudi.
(ini)	Handinawo.	Handiudi.
(migóti)	Handinayo.	Handiidi.
(isú)	Hatinayo.	Hatiidi.
(mandímu)	Hatinawo.	Hatiadi.

## 3. /zvq-/ plus infinitive.

kufámbísá	Takásháya zvôkûfámbísá.	We lacked transport. (!...the wherewithal to cause [us] to travel!)
kudyá	Takásháya zvôkûdyâ.	We lacked food. (!...the [things] for eating. !)
kuita	Takásháya zvôkúita.	We didn't have anything to do.
kubika	Takásháya zvôkúbika.	We didn't have anything to cook.
kumwá	Takásháya zvôkûmwâ.	We didn't have anything to drink.
kuténgésá	Takásháya zvôkûténgésá.	We had nothing to sell.
kutaura	Takásháya zvôkútáura.	We had nothing to say.

## 4. /ndá-/ with possessive stems.

	!Are these groundnuts yours?!	!They're mine.!
nzungú	Idzo nzungú ndédzenyú heré?	Ndédzangú.
dzáké	Idzo nzungú ndédzaké heré?	Ndédzake.
mombe	Idzo mombe ndédazké heré?	Ndédzake.
dzávó	Idzo mombe ndédzavó heré?	Ndédzavo.
mugodhí	Uyo mugodhí ndówavó heré?	Ndówavo.
ákó	Uyo mugodhí ndówakó heré?	Ndówangu.
tsanga	Idzo tsanga ndédzakó heré?	Ndédzangu.
édú	Idzo tsanga ndédzedú heré?	Ndédzenyu.
masengere	Ayo masengere ndáedú heré?	Ndænyu.

ángu	Ayo masengere ndaangu here?	Ndaenyu.
básékoro	Iro basekoro nderangu here?	Nderenyu.
ényú	Iro basekoro nderenyu here?	Nderangu.
húkú (sg.)	Iyo huku ndeyenu here?	Ndeyangu.
ávó	Iyo huku ndeyavo here?	Ndeyavo.
mótoka (pl.)	Idzo motoka ndedzavo here?	Ndedzavo
áké	Idzo motoka ndedzake here?	Ndedzake.
mbúdzí (sg.)	Iyo mbudzi ndeyake here?	Ndeyake.
ángu	Iyo mbudzi ndeyangu here?	Ndeyenu.
mudhudhudhu	Uyo mudhudhudhu ndowangu here?	Ndowenu.

5. Locative concords with /~o/ after a high verb.

'He's working in the office.'    'He's working in there.'

ófisi	Árí kusándá muófisi.	Árí kusándámwo.
Nyádiré	Árí kusándá kwáNyádiré.	Árí kusándákó.
chítóro	Árí kusándá muchítóro.	Árí kusándámwo.
dhíbhi	Árí kusándá kudhíbhi.	Árí kusándákó.
jangano	Árí kusándá pajangano.	Árí kusándápó.

6. Locative concords plus /~o/ after a low verb.

'I live at Watsomba.'    'How long have you lived there?'

Watsomba	Ndinógăra paWatsómbá.	Mwakágáraro ngúvá yakádini?
----------	-----------------------	--------------------------------

guta	Ndakágára muguta.	Mwakágáramwo ngúvá yakádini?
musangano	Ndakáénda kumusangano.	Mwakagarako nguva yakadini?
Haráre	Ndakágára muHaráre.	Mwakagaramwo nguva yakadini?
tsíme	Ndakágára patsíme.	Mwakagarapo nguva yakadini?
mugwagwa	Ndakágára pamugwagwa.	Mwakagarapo nguva yakadini?
Rusápi	Ndakágára kwáRusápi.	Mwakagarako nguva yakadini?

7. Locative concords with /~o/ after high and low verbs.

!They went to the field.! !They went there.!

kumunda	Váénda kumunda.	Váéndako.
mugomo	Váénda mugomo.	Váéndamwo.
kubvá	Vábvá̄ mugomo.	Vábvá̄mwō.
kumunda	Vábvá̄ kumunda.	Vabvá̄kō.
kusvika	Vásvíka kumunda.	Vásvíkako.
pajangano	Vásvíka pajangano.	Vásvíkapo.
kusándá	Vásándá̄ pajangano.	Vásándá̄pō.
muófisi	Vásándá̄ muófisi.	Vásándá̄mwō.
kupinda	Vápínda muófisi.	Vápíndamwo.
mumbá	Vápínda mumbá̄.	Vápíndamwo.
kubúdá	Vábúdá̄ mumbá̄.	Vábúdá̄mwō.

Practice conversations and oral reading practice.

[The students should read these lines aloud to be sure they have the right tones. Then they should practice taking parts in the dialogues until they can do them without the book. The left-hand column may be used for English cues if they are desired.]

Baba Mukarati varipi nhasi?

Waenda nechikochikari  
kudanga.

Vari kuitenyiyo?

Vari kuenda nomupfudze  
kumunda kwavo.

Mukadzi wavo aripi?

Vamboenda kuchitoro.  
Achauya zvino zvino.

---

Takaenda kuHarare.

Nemotoka yamurimisi.

Mwakaona mukoma wangu here?

KuHighfields.

Mwakaenda nenyi?

Vanogara kupi?

Kwete hatina kuvaona.

---

Mufambiri wezvikoro vasvika.

Wauya rini pano?

Mangwanani ano.

Wauya nenyi?

Wauya nemudhudhudhu.

Achagara pano

zvakadini?

Handizivi. Zvimwe

kwezuva rose.

---

Ndiri kuda kuenda Nyanga

paChipiri.

Munoenda nenyi?

Ndinokwira bhazi paWatsomba.

Kune mhaka dzenyi?

Ndinoda kundoona madzisekuru

angu.

Vanogara ngepapi

kuNyanga?

Vanogara patyo nedhibi.

## UNIT 27

BASIC DIALOGUE

- 1A Ndadyárá maruva ángu. I've planted my flowers.
- 2B Ánoita here paná matombó? Will they do [all right]  
where there are rocks?
- nóngá to pick up
- 3A Ndichaédza kunóngá` ósé. I'll try to pick them all  
[out]. [i.e. /matombó/]
- 4A Ndápédza ndóísa mupfúdze. When I've finished, I'll  
put [on] fertilizer.
- 5B Zvínóita heré? Does that work?
- 6A Zvínóbvira kuita kwázvo. It really does.
- 7B Ndicházouýá kundoáóná. I'll come later to see them.

Supplementary vocabulary. A series of actions involved in the preparation of sadza.

Kuti ndichídá kubika sadza,  
ndinótángá kupfutsa mwotó.

-pfutsa to light

mwotó (3,4) fire

Ndinóýsa hárí pachotó.

Ndinósévha upfu.

Kuti hárí yávirá,

-sevha to sift

-vira to boil (in-  
transitive)

ndinókúrúngíra.	-kúrúngíra	to smoothe
Sadza rínokwátá.	-kwátá	to bubble
Ndinóýsa upfu zvishoma zvishoma.		
Ndinórám̩ba ndichíbíka.		
Mapúndú ánopérá.	búndú (5,6)	lump
Ndinókwidíbíra.	-kwidíbíra	to cover
Sadza rínoíbvá zvakánáka.	-íbvá	become ripe, done
Tinóbřra muháři.	-bura	to dish out [from]
Tinódyă sadza.		
Tágúta tinóbvísa ndíró.	-gútá	to have enough food or drinks

Supplementary vocabulary. Preparing vegetables as muriwo.

Ndinopfutsa mwoto.

Ndinoisa hari yemuriwo pachoto.

Ndinochekacheke muriwo.

Ndinougeza.

Hari yávira, ndinoisa muriwo  
muhari.

When the pot has boiled, I  
put the muriwo into the pot.

Ndinobika nguva shoma, ndobura.

Ndinoisa mafuta muhari.

mafuta (6) fat, oil

Anopisa.

Ndinoisazve murivo muhari.

Ndoramba ndichipindura. -pindura to turn over,  
to answer

Ndinoisa mvura shoma nɔmunyu.

Kuti murivo wǎibva ndinobura.

### 1. Tonal participial forms of the verb.

The basic dialogue and the sentences of the supplementary vocabulary section contain the sentences:

Ndāpédza ndóísa mapfudze.

When I've finished I add manure.

Tágúta tinóbvísa ndíró.

When we've had enough, we remove the dishes.

Hári yǎvìra, ndinóísa murívó muhári.

Kuti murívó wǎibva ndinóbúrá.

The symbol /~ above a vowel letter stands for one or more tonal patterns, according to dialect. Its simplest representation is found in some varieties of Manyika. In these dialects, the first syllable of each of these words has high tone regardless of person; the next has low, the next high, and so on, with alternant high and low syllables.

A more widespread system has high tone on the first syllable, as in the above. The second syllable has basic tone on the first syllable of the root: low for low verbs, high for high verbs. These two systems are compared below, along with the corresponding indicative forms:

<u>Indicative</u>	<u>Some Manyika</u>	<u>More widespread</u>
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High verbs:

ndàpédzá	ndápèdzá	ndápédzà
tágútá	tágutá	tágútà
váíbvá	váìbvá	váíbvà

Low verbs:

yávírà	yávìrá	yávìrá
--------	--------	--------

The details of tonal patterns as used with object prefixes, and with other tenses vary greatly by dialect and will not be discussed here. For examples from one dialect, see Groups 2-5. The student should make certain (1) whether his teacher uses the same tonal pattern for both high and low verbs in these forms, and (2) exactly what the tonal patterns are.

These forms are 'tonal participials'. As the name implies, they are partially similar in their use to the so-called 'chi-participial' forms that were discussed in Unit 23, Note 2. One important use of these tonal participials is illustrated in this Unit; in this use, the English translation of the tonal participle of the 'hodiernal' tense commonly begins with 'when (subject) has (verb).!' They may or may not be preceded by /kuti/ or /kana/. [For practice with tonal participials used in this way, see Groups 1-5.]

1. Tonal participial forms of /-ri/, with and without locative concords plus /~o/.

	'I saw him [he being] at home.'	'I saw him there.'
pamushá	Ndamúňnă` ãri pamushá.	Ndamúňnă` ãripó.
ívo	Ndaváňnă` vãri pamushá.	Ndaváňnă` ãripó.
mumbá	Ndaváňnă` vãri mumbá.	Ndaváňnă` vãrimwó.

imwí	Ndakuúňanayí mūri mumbá.	Ndaváňná` mūrimwo.
kudhíbhi	Ndakuúňanayí mūri kudhíbhi.	Ndakuúňanayí mūriyó.
iwé	Ndakúňná` ūri kudhíbhi.	Ndakúňná` ūriyó.
pamunda	Ndakúňná` ūri pamunda.	Ndakúňná` ūripó.
íye	Ndamúňná` ãri pamunda.	Ndamúňná` ãripó.

## 2. Indicative vs. tonal participial, hodiernal tense.

## a. Low verb.

'Did you receive the letter?' 'What will you do when you receive the letter?'

kugashira	Mwagášhira tsamba heré?	Munóňtenyí kana mwágashira tsamba?
Vágášhira	tsamba heré?	Munóňtenyí kana vágashira tsamba?
Tagášhira	tsamba here?	Munóňtenyí kana tágashira tsamba?

## b. High verb.

'Have you sold the ground-nuts?' 'What will you do when you've sold the ground-nuts?'

kuténgésá	Waténgésá nzungú heré?	Unóňtenyí kana wáténgesá nzungú?
Wáténgésá	nzungú heré?	Anóňtenyí kana áténgesá nzungú?

Vát̄enḡes̄á nzungú heré?                    Unó̄itenyí kana v̄at̄engesá  
nzungú?

## c. Low verb.

!Have they arrived?!    !What will we do when they  
(have) arrive(d)?!

kusvika	Vásvíka here?	Tinó̄itenyí kana v̄asvíká?
	Wásvíka here?	Tinó̄itenyí kana āsvíká?
	Tasvíka here?	Tinó̄itenyí kana tāsvíká?
	Mwasvíka here?	Tinó̄itenyí kana mwāsvíká?

## d. High verb.

!Have they finished?!    !What will I do when they  
(have) finish(ed)?!

kupédzá	Vápédzá here?	Ndinó̄itenyí kana v̄apédzá?
	Wápédzá here?	Ndinó̄itenyí kana āpédzá?
	Wapédzá here?	Ndinó̄itenyí kana wāpédzá?
	Mwapédzá here?	Ndinó̄itepyí kana mwāpédzá?

[After practicing the four sections of this drill separately,  
combine them, mixing high verbs and low verbs.]

## 3. Hodiernal participial forms with an object prefix.

!Has Mother cooked sadza?!    !What will we do when she  
has cooked it?!

sadza	Mái vábíka sadza heré?	Tinó̄itenyí kana v̄aríbíká?
magwére	Mái vábíka magwere here?	Tinōitenyí kana v̄aabíka?

nyimo	Mái vábika nyimo here?	Tinoitenyi kana vādzibika?
madima	Mai vábika madima here?	Tinoitenyi kana vāabika?
mupungá	Mai vábika mupunga here?	Tinoitenyi kana vāubika?
zingwa	Mai vábika zingwa here?	Tinoitenyi kana vāribika?
chingwa	Mai vábika chingwa here?	Tinoitenyi kana vāchibika?
zvôkûdyâ	Mai vábika zvôkudya here?	Tinoitenyi kana vāzvibika?
murívó	Mai vábika murivo here?	Tinoitenyi kana vāubika?
nyama	Mai vábika nyama here?	Tinoitenyi kana vāibika?

4. Tonal participial forms, hesternal tense, with and without an object prefix.

'Why did you help the children?'!  
'Why did you help them?'!

kubátsírá vapwéré	Ngényi wākabátsírá vapwéré? Ngényi wākavábátsírá?
kuverenga bhúku	Ngényi wākáverénga iri bhúku? Ngényi wākaríverénga?
kusándísá` bágá	Ngenyi wākasandisa banga? Ngenyi wākarisandisa?
kugadzira kófi	Ngenyi wākagadzira kofi? Ngenyi wākaigadzira?
kumwá mvúrá	Ngenyi wākamwa mvura? Ngenyi wākaimwa?

kuténgésá zviyó

Ngényi wākaténgesá zviyó?

Ngényi wākazvitengesa?

kusévénezésa sípo

Ngényi wākasévénezésa sípo?

Ngényi wākaísévénezésa?

5. A brief narrative which contains tonal participial forms of a number of verbs.

Ndinónóngá matombó mumunda.

I'll pick up stones in the field.

Ndānónga matombó ndinóríma  
munda.

When I've picked up the stones,  
I'll plow the field.

Ndārimá munda ndinódyárá mbéú.

When I've plowed the field, I'll  
sow the seeds.

Mbéú dzābúda ndinódírira.

When the seeds have sprouted,  
I'll water [them].

Mbéú dzādirírwa dzínokúrá.

When the seeds have been watered,  
they grow.

6. Various forms of a single verb.

Ndadyárá maruva.

I've planted some flowers.

zvínó

Ndirí kudyárá maruva.

I'm planting flowers.

kwéte

Handíri kudyárá maruva.

I'm not planting flowers.

iyé

Haári kudyárá maruva.

He isn't planting flowers.

hóngu

Árí kudyárá maruva.

He is planting flowers.

nhási

Ádyárá maruva nhási.

He planted flowers  
[today].

nezúro	Wákadyárá maruva nezúro.	He planted flowers [before today].
ndíaní	Ndíani wakádyáră maruva?	Who planted flowers [before today]?
ívo	Ndívanaání vakádyáră maruva?	Who (pl.) planted flowers [before today]?
ríni	Vákadyárá maruva ríni?	When did they plant the flowers?

## 7. Various forms of a single verb.

	Ndasévhá upfu.	I sifted the flour [today].
ndíaní	Ndíani wasévhá upfu?	Who sifted the flour [today]?
nezúro	Ndíani wakásévhá upfu?	Who sifted the flour [before today]?
mangwáná	Ndíani anósévhá upfu?	Who will sift the flour?
ríni	Ánósevhá upfu ríni?	When will he sift the flour?
kwéte	Haásevhí upfu.	He doesn't sift flour.
nezúro	Haáná kusevha upfu.	He didn't sift flour.
hóngu	Wákásevhá upfu.	He sifted flour [before today].
kudá	Wákadá kusevha upfu.	He wanted to sift flour.
kuramba	Wákáramba kusevha upfu.	He refused to sift flour.
kuregera	Wákáregera kusevha upfu.	He stopped sifting flour.

Oral reading practice, and material for practice conversations.  
[The left-hand column may be used for English cues.]

Ndichambopfutsa mwoto.

What do you  
want it for?

Munouda wenyi?

Ndinoda kubika sadza.

Ndiani ànobika sadza

nhasi?

Ndini ndicharibika.

What will you  
cook in?

Munobikira mupi?

Ndichabikira muhari diki.

Will we get  
enough to  
eat?

Tinoriguta here?

Ndinofunga kudaro.

---

Pfutsa mwoto Sarah.

Munoda wenyi?

Ndayá kuda kubika.

Ndapfutsa mwoto.

Isa mvura muhari.

Ndaisa pachoto.

Sevha upfu mwanangu.

Zvakanaka mai.

Unza upfu.

Hari yavira here?

Hunde, ibva pamwoto.

Raya kukwata.

UNIT 28

## BASIC DIALOGUE

- |    |   |   |
|----|---|---|
| 1A | Ndinódawó nzira yángu.                              | I'd like [to be shown] my way.                            |
| 2B | Muri kuenda kúpiko?                                 | Where are you going?                                      |
| 3A | Ndirí kuenda kwáMurádzikwá.                         | I'm going to Muradzikwa.                                  |
| 4B | Pachikóro chaipo heré?<br><br>-pfúúrá               | Right to the school?<br><br>to pass                       |
| 5A | Húnde así ndinózopfúúrá<br><br>zvángu.<br><br>-mírá | Yes, but I'll go on past.<br><br>to stand, stop           |
| 6B | Unópfúúrá nepó ūsingamírī heré?                     | Will you pass there without stopping?                     |
| 7A | Hóngu.  | Yes.  |
| 8B | Mungátörä` zvénýu uyu mugwagwa.                     | You can take this road.                                   |
| 9B | Munórämba mūiné (mūne)<br><br>wökúrunzeré.          | You bear left. (You continue (you) with the left [hand].) |

Supplementary vocabulary. Actions involved in the planting of maize.

Kuti ndichídá kudyárá chibarwé, chibarwé (7) maize  
ndinóríma munda wángu.

Ndópútsá mavhingwa.	-pútsá	to break
	vhingwa (5, 6)	clod

Ndógádzira midárará.	mudárará mutsará	(3,4)	line
Ndóchéra makombá.	-chera		to dig
	gombá	(5,6)	hole
Ndódónhesa mbéú nhatú mugombá.	-donhesa		to drop
Ndofúsira zvishoma shoma.	-fusira		to cover
Kuti ndápédza kufusira, ndohárá kuenzanisa ivú.	-hárá -enzanisa		to harrow to make even
	ivú	(5,6)	soil
Kuti ndápédza ndómírírá` mvúrá kunaya.	-mírírá -naya		to wait for to rain
Ndózoóná kuti dzáyá kubúdá heré.			

1. Affirmative participial forms that contain the stem /-na/.

In the sentence:

Munórămba mūiné wökúrunzeré.                          You bear left.

The verb /-rama/ is followed by the participial form /mūiné/ or (depending on dialect) /mūne/ (cf. Unit 25, Note 2.) The latter is perfectly regular from the point of view of the forms discussed in Unit 27, Note 1. The former has the alternating high and low tones that are characteristic of tonal participials, but has the extra syllable /-i-/ which is not present in the corresponding indicative /mūné/. [For practice in using forms of this kind, see Groups 7,8].

2. /chai<sup>~</sup>o/.

As in the phrase:

pachikóro chaipo at the school itself

the element /-p-/ in /chaipo/ is in agreement with the locative prefix /pa-/. Forms of this kind, with an appropriate concord between /chai-/ and /-o/, may be constructed for any class, with a meaning something like 'true/truly', or 'real/really'. The concord for Class 8 /chaizvo/, with no antecedent, is used as a general adverbial intensifier; it is also sometimes used alone during a lull in the conversation, much as in English one might say 'ah, yes' or something of the sort. [For practice with these forms, see Groups 1,2.]

## 3. Negative participial forms that correspond to the no-tense.

In Sentence 6:

Unópfúúrá nepó ūsingamíř heré? ('Will you pass there you-not-stopping?')

the word /ūsingamíř/ is the negative counterpart of the affirmative chi-participial /úchímírá/ (or of the tonal participial /únòmírá/). Its formation is somewhat different however, in two principal ways:

(1) Like the negative indicative /háumíř/, the negative participial ends with the vowel /-i/.

(2) The negative participial is like the affirmative tonal participials in that it begins with a high tone regardless of the person of the subject; but the tonal pattern of the remaining syllables is not that of the affirmative tonal participials.

The element /-singa-/ is pronounced /-sika-/ in some dialects. The first tone of this may be high or low, also according to dialect.

As for the tones of the stem syllables in this form, some dialects have basic tone (either high or low, depending on which verb is involved) on the first syllable of the stem, followed by high tone on the next two syllables of all verbs, (except, of course, /-dini/ and the other interrogative proverbs). Other dialects have basic tone on the first syllable of the stem, followed by alternating tones on the next syllables if the stem does not contain more than three syllables:

	<u>Low verb</u>	<u>High verb</u>
either:	úsíŋgafúsíří	usíŋgasévénzí
or:	úšíŋgafúsíří	úšíŋgasévénzí
written in this book:	úšíŋgafúsíří	úšíŋgasévěnzi

[For practice with these forms, see Groups 3-6.]

#### 4. Negative participial forms that contain the stem prefix plus /-na/.

Compare the sentences:

Hàndiná kuenda. I didn't go.

Ngényi úsiná kuenda? Why didn't you go?

The negative participial forms that correspond to indicative affirmative forms (e.g. /hamúná/) and participial affirmative (e.g. /múiné/) that contain a subject prefix plus /-na/ consist of the subject prefix plus the negative prefix /-si-/ plus /-na/. The first syllable has high tone, and the remaining syllables have alternating low and high tones. Thus, with an object concord, the form is:

músínáchò you[being] without it

[For practice with these forms, see Group 9.]

## 5. Negative relative verbs.

Although no negative relative verbs have appeared in the dialogues up to this point, their formation is so similar to the negative participials that they will be introduced here and drilled in this unit [Groups 5,10]. Negative relatives are spelled exactly like the corresponding negative participials. They differ in pronunciation only in that the tones of the first two syllables are low-high. Thus:

Ngényi úsingaendi?	Why don't you go?
Ndiwe ùsingaendi.	It is you who won't/ doesn't go.
Ngényi úsingasévénzi?	Why don't you work?
Ndiwe ùsingasévénzi.	It is you who doesn't/ won't work.

In the forms built on /-na/ as stem, there are two possible tonal patterns. Present evidence does not permit a statement as to the relative locations of the dialects which favor one or the other of these pronunciations:

mundá ùsíná matombó	}	a field that does not have stones
mundá ùsínà matombó		

written in the exercises:

mundá ùsínà matombó

[For practice with these forms, see Group 10.]

## 1. /cháí~o/ with locative concords.

'I'm going right to the school itself.'

pachikoro Ndirí kuenda pachikóro chaipo.

kumunda	Ndirí kuenda kumunda chaíko.
patsíme	Ndirí kuenda patsíme chaípo.
mugomo	Ndirí kuenda mugomo chaimwo.

## 2. /chai~o/ with non-locative concords.

hámá	Ndiyo hámá yángu chaiyo!	He is my true kinsman.
shámwari	Ndiyo shamwari yangu chaiyo.	
mukómá	Ndiye mukoma wangu chaiye.	
nzira	Ndiyo nzira yangu chaiyo.	That is the only way for me.
basa	Ndirø basa rangu chairo.	That is the work I know well.
mutauro	Ndiwo mutauro wangu chaiwo.	
mhando	Ndiyo mhando yangu chaiyo.	That is just like mine.

## 3. Negative indicative vs. negative participial, low verbs.

	'I won't/don't work today.'	'Why don't you work?'
kuita basa	Handíiti basa nhási.	Ngenyi ūsingaití basa?
kubika sadza	Handíbiki sadza nhasi.	Ngenyi ūsingabiki sadza?
kusevha upfu	Handísevhí upfu nhasi.	Ngenyi ūsingasevhí upfu?
kupfutsa mwoto	Handípfutsí mwoto nhasi.	Ngenyi ūsingapfutsí mwoto?
kugadzira tíi	Handígadzíri tíi nhasi.	Ngenyi ūsingagadzíri tíi?

## 4. Negative indicative vs. negative participial, high verbs.

	'They don't work.'	'Why don't they work?'
kusándá	Havásándí.	Ngényi vāsingasándí?
kutsváirá mumbá	Havátsváírí mumbá.	Ngényi vāsingatsváírí mumbá?
kusévéńzá	Havásévéńzi.	Ngényi vāsingasévéńzi?
kuténgésá	Haváténgésí.	Ngényi vāsingaténgésí?
kuténdérúka	Haváténdérúki.	Ngényi vāsingaténdéruki?

## 5. Negative relative vs. negative participial, high and low verbs.

	'It is you who won't/ doesn't go.'	'Why don't you go?'
kuenda	Ndiwe ùsingaendi.	Ngényi ūsingaendi?
ívo	Ndívo vāsingaendi.	Ngényi vāsingaendi?
kuzívá	Ndívo vāsingazíví.	Ngényi vāsingazíví?
íye	Ndiye àsingazíví.	Ngényi àsingazíví?
kutura	Ndiye vāsingataúří.	Ngényi vāsingataúří?
iwé	Ndiwe ùsingataúří.	Ngényi ūsingataúří?
kusévéńzá	Ndiwe ùsingasévéńzi.	Ngényi ūsingasévéńzi?
imwí	Ndímwi mùsingasévéńzi.	Ngényi mùsingasévéńzi?
kuchairá	Ndímwi mùsingachairí.	Ngényi mùsingachairí?

íye	Ndiye àsingachairi.	Ngényi àsingachairi?
kufusira	Ndiye àsingafusiri.	Ngényi àsingafusiri?
kudáro	Ndiye àsingadárò?	Ngényi ásingadárò?

6. Negative indicative vs. negative participial, with object prefixes.

'We don't like it.'	'Why don't you like it?'
Hatírídí.	Ngényi mūsingarídí?
Hatízvýdyí.	Ngényi mūsingazvídyí?
Hatiúchêki.	Ngényi mūsingaúchêkí?
Hatiádyári.	Ngényi mūsingaádyári?
Hatímútsvâírî.	Ngényi mūsingamútsvâírî?
Hativábâtsýrî.	Ngényi mūsingavábâtsýrî?
Hatídzísêvénzésî.	Ngényi mūsingadzísêvénzésî?
Hatíhúsevhí.	Ngényi mūsingahúsevhí?
Hatídzígezí.	Ngényi mūsingadzígezí?
Hatiígadzíri.	Ngényi mūsingaígadzíri?
Hatídzídonhési.	Ngényi mūsingadzídonhési?
Hatízvienzánisi.	Ngényi mūsingadzíenzánisi?

7. Affirmative indicative vs. affirmative participial forms  
with the stem /-na/: change of person form question to answer.

	'I have your money.'	'Why do you have it?'
ini	Ndiné mari yákó.	Ngényi ūjnáyò?
isú	Tiné mari yákó.	Ngényi mūjnáyo?
íye	Áne mari yákó.	Ngényi ãjnáyo?
ívo	Váne mari yákó.	Ngényi vãjnáyo?

8. Affirmative indicative vs. affirmative participial forms  
with the stem /-na/: change of object concord.

mari	Ndiné mari yenýú.	Ngényi mūináyo?
mafútá	Ndiná mafútá ényú.	Ngényi mūináwo?
upfu	Ndinó upfu hwénýú.	Ngényi mūináhwo?
hári	Ndiné hári ýényú.	Ngényi mūináyo?
tsamba	Ndiné tsamba yénýú.	Ngényi mūináyo?
básékoro	Ndiné básékoro rényú.	Ngényi mūináro?

9. Negative indicative vs. negative participial forms with the  
stem /-na/.

	'There are no trees here.'	'Why are there no trees here?'
	Hapáná mití pánó.	Ngényi pásiná mití pánó?
upfu	Hapáná upfu pánó.	Ngényi pásiná upfu pánó?
mumbá	Hamúná upfu mumbá.	Ngényi mūsiná upfu mumbá?

mabhúku	Hamúná mabhúku mumbá.	Ngényi mūsiná mabhúku mumbá?
kuchikóro	Hakúná mabhúku kuchikóro.	Ngényi kūsiná mabhúku kuchikóro?
vapwéré	Hakúná vapwéré kuchikóro.	Ngényi kūsiná vapwéré kuchikóro?
patsíme	Hapáná vapwéré patsíme.	Ngényi pāsiná vapwéré patsíme?
mvúrá	Hakúná` mvúrá kutsíme.	Ngényi kūsiná mvúrá kutsíme?

10. Negative relative forms based on the stem /-na/.

'We want a field without ('which does not have') stones.'

mundá	Tinódă munda ûsínă matombó.
ivú	Tinódă ivú risínă matombó.
nzira	Tinódă nzira isínă matombó.
mugwagwa	Tinódă mugwagwa usínă matombó.
gádheni	Tinódă gádheni risínă matombó.

Oral reading practice and material for practice conversations.

Munodyara senyi chibarwe?

Ndinotanga ndarima

mundá wangu.

Mwoita senyi kana mwāpedza?

Ndōputsa mavingwa.

Ko munodyara senyi?

Ndinogadzira midarara  
kutanga.

Kwaya kuzoita senyi?

Kwaya kuchera makomba.

Munoisa mbeu ngani  
mugomba?

Ndoisa mbiri kana  
nhatu ndofusira.

Mwózodini kana  
mwápedza?

Ndinozohara kuenzanisa  
ivu.

Dzinozobuda senyi?

Mvura inonaya, dzóbúdă.

Dzinoita mašondo mangani  
dzíri muvu?

Ndinofunga šondo rimwe  
dzíri muvu.

Ndianí wapfutsa mwoto?

Ndini ndapfutsa.

Munouda wenyi?

Ndinoda kubika murivo.

Mwaugeza here?

Hongu, ndatogeza. Hari

yangu yavira here?

Hunde yavira.

Ndigashidze murivo wangu.

Wati wāpindurwa here?

I still need  
to turn it.

Kwete ndichada kuupindura.

UNIT 29

## BASIC DIALOGUE

- |    |  |   |
|----|--|---|
|    | <i>rwendo</i> (11,10)                                      | journey   |
| 1A | <i>Ndítáúríreñyí ngerwéndo<br/>rwényú rwókúmushá.</i>      | Tell me about your trip home.                               |
| 2A | <i>Munóita sényi kuti muchídă<br/>kuenda Amérika?</i>      | What do you do when you want<br>to go to America?           |
|    | <i>ndége</i> (9,10)  | airplane  |
| 3B | <i>Unógõna kuenda ngéndége.<br/>ngaravá</i> (9,10)         | You can go by plane.<br>ship                                |
| 4B | <i>Ungándoendázvé kana<br/>ngengáravá.<br/>-kásiká</i>     | Or you can also go by ship.<br>to hurry, go fast            |
| 5B | <i>Así ndége ínokásiká`<br/>kwázvo.</i>                    | But the plane goes very fast.                               |
| 6A | <i>Guta rácho rákakúrá` sényi?</i>                         | How big is the city (of it)?                                |
| 7B | <i>Oh! Ígúta gúrúgurú.<br/>-reba</i>                       | Oh, it's a very big city.<br>to become long, tall           |
| 8A | <i>Zvivákó zváro zvákáreba<br/>sényi?<br/>-túrikídzana</i> | How tall are the buildings?<br>to build upon one<br>another |
|    | <i>kunga</i>   | like, as  |

9B Zvákaturíkídzana kunga They are built up on one  
makomo. another like mountains.

Supplementary vocabulary. Verbs of physical description.

Ichi chivákó chákáreba kwazvó. This building is very tall.

-reba to become tall

Izvi zvôkúdyâ zvákashátá. This food is bad.

-shátá to become bad

Hukú dzávó dzákawanda. Their chickens are  
numerous.

-wanda to become numerous

1. Non-animate possessive pronouns.

The dialogue for this unit contains the sentence:

Guta ráchò rákakúrá` sényi? How big is (its) city?

Zvivákó zvárò zvákáreba sényi? How tall are its  
buildings?

The underlined forms are possessives, and the possessor involved is non-personal. These forms contain not one but two concords. The first concord in each of these words agrees with the thing possessed, just as with the personal possessives /~ángu, ~ákó/  
etc. Thus the /r-/ in /ráchò/ is Class 5 to agree with /guta/, and the /zv-/ of /zvachò/ agrees with /zvivákó/.

The second concord in each of these words indicates the class of the possessor, if the possessor is specified: the /-r-/ in /zvaro/ agrees with /guta/. Where the possessor is not

specified, the concord /-ch-/ of Class 7 may be used, as in the first of the above examples. Note that the tonal pattern is /`~/ except when the second concord is a locative: /dzèmwó/ 'of in it'. [For practice with these forms, see Groups 1a-c.]

2. Independent nouns. [NB This was covered in less detail in 16.1.]

The dialogue contains the sentences:

Guta ráchò rákakúrá` sényi? How big is its city?  
Ígúta gúrú. It is a large city.

Compare also:

mùgwagwa	road
Mùgwagwa wákáreba.	The road is long.
mùgwagwa wàkáréba	a long road ('a road which is long!')
Múgwágwa wàkáréba.	It is a long road. ('It is a road which is long!')

Except for its first and second person forms, an indicative verb (e.g. /wákáreba/) has high tone on its first prefix, and it serves as the nucleus of its sentence. A relative verb (e.g. /wàkáréba/) does not serve as the nucleus of its sentence, and it has low tone on its first prefix.

Nouns do not usually serve as nucleus of a sentence, and the tone of noun prefixes is ordinarily low: /mùgwagwa/. But a noun may also be used as a nucleus of a sentence, or even as a sentence by itself:

Múgwágwa. It is a road.  
Múgwágwa murefú. It is a long road.

When a noun is used in this way, the tone of its prefix is high, as in the above examples. The first of two or more consecutive low tones following the prefix becomes high also.

What has just been said applies quite clearly to nouns in classes that have overt syllabic prefixes. These are all of the classes except 5, 9, and 10. Nouns of these last three classes follow the rule just stated for the other classes, except that the 'dummy prefix' /i-/ carries the high tone: /gùtà/ 'city' but /ígúta/ 'it is a city.'

In westerly dialects, one or more high stem tones that follow the high-toned prefix may be lowered. Thus:

<u>Simple form</u>	<u>Independent form</u>
húkú chicken	íhúkú it is a chicken
shúka sugar	íshúka it is sugar
mukómaná boy	múk᷑maná it is a boy
chivákó building	chívák᷑ it is a building

This seems to be the case in most or all dialects, if the prefix is followed by only one syllable:

mùtí tree	mútì (and not */mútí/)
-----------	------------------------

[For practice with these forms, see Groups 2,3.]

### 3. The reciprocal extension /-an-/.

The extension /-an-/ is added to verb stems to carry the idea of reciprocity:

Vánoóná.	They see.
Vánováóná.	They see them.
Vánozvíóná.	They see themselves.
Vánoónáná.	They see one another.

[For practice with these forms, see Group 4.]

1. Possessives with two concords: /~á~ò/.

a. /~áro/ !Our town has many buildings. !Its buildings are numerous. !

zvivákó Dhoróba rédú ríne zvivákó Zvivákó zváro zvákawanda.  
zvihínjí.

dzimbá Dhoroba redu rine dzimba Dzimba dzaro dzakawanda.  
zhinji.

zvítóro Dhoroba redu rine zvítoro Zvítoro zvaro zvakawanda.  
zvizhinji.

*migwagwa Dhoroba redu rine migwagwa Migwagwa yaro yakawanda.*  
*mizhinii.*

húku	Dhoroba redu rine huku zhinji.	Huku dzaro dzakawanda.
ófisi	Dhoroba redu rine ofisi	Ofisi dzaro dzakawanda

mabásekoro Dhoroba redu rine mabasekoro Mabasikoro aro akawanda.  
mazbinji

mótokari Dhoroba redu rine motokari Motokari dzaro dzakawanda.  
zhinii

b. /'əchō/

dzimbá Chikóro chédú chiné dzimbā Dzimbá dzácho dzákawanda.  
zhinjí.

mipanda	Chikóro chédu chiné mipanda mizhinjí.	Mipanda yacho yakawanda.
vadzídza	Chikóro chédu chiné vadzídza vazhinjí.	Vadzidza vacho vakawanda.
mabhúku	Chikóro chédu chiné mabhúku mazhinji.	Mabhuku acho akawanda.
mari	Chikóro chédu chiné mari zhinji.	Mari yacho yakawanda.
c. /~mwo/		[Tones of rekwedu??]
mhuká	Mugomo rèkwédu múné mhuká zhinjí.	Mhuká dzemwó dzákawanda.
mití	Mugomo rekwedu múné miti mizhinji.	Miti yemwó yakawanda.
matombó	Mugomo rekwedu múné matombo mazhinji.	Matombo emwó akawanda.
michero	Mugomo rekwedu múné michero mizhinji.	Michero yemwó yakawanda.

[After the three sections of this exercise have been mastered separately, the tutor should select sentences at random from Column 2 in any of the three sections, and the student should reply with the appropriate sentence from Column 3.]

## 2. Independent forms of nouns: indicative vs. relative verbs.

	'This town is good.'	'It is a very good town.'
kunaka	Iri guta rákánaka.	Ígúta ràkánáka kwázvo.
nzira	Iyi nzira yákanaka.	Ínzíra yàkanaka kwazvo.
kureba	Iyi nzira yákareba.	Ínzíra yàkareba kwazvo.
mugwagwa	Uyu mugwagwa wákareba.	Múgwágwa wàkareba kwazvo.
kushátá	Uyu mugwagwa wákashata.	Múgwágwa wàkashata kwázvo.
vaná	Ava vaná vákashata.	Vána vàkashata kwázvo.
kukúrá	Ava vana vákakura.	Vána vàkakura kwázvo.
masimo	Awa masimo ákakura.	Másimo àkakura kwazvo.
kufánáná	Awa masimo ákafanana.	Másimo àkafanana kwazvo.
vaná	Ava vana vákafanana.	Vána vàkafanana kwazvo.
michero	Iyi michero yákafanana.	Míchéró yàkafanana kwazvo.
kuwanda	Iyi michero yakawanda.	Míchéró yàkawanda kwazvo.

## 3. Noun after linking prefix vs. independent noun.

## a. Nouns without a class prefix.

	'Tell us about your city.'	'It is a very good city.'
guta	Tútaúrírenyú ngegúta rényú.	Ígúta rakánáka kwazvo.
gádheni	Titaurirenyi ngégádheni renyu.	Ígádheni rakanaka kwazvo.
húkú	Titaurirenyi ngéhuku dzenyu.	Íhükú dzakanaka kwazvo.
mombe	Titaurirenyi ngémombe dzenyu.	Ímómbe dzakanaka kwazvo.
basa	Titaurirenyi ngébasa renyu.	Íbása rakanaka kwazvo.

dangá	Titaurenyi ngedanga renyu.	Ídangá rakanaka kwazvo.
imbá	Titaurenyi ngeimba yenu.	Ímbà yakanaka kwazvo.
tsapi	Titaurenyi ngetsapi yenu.	Ítsapi yakanaka kwazvo.

## b. Nouns with a class prefix.

chikóro	Titaurenyi ngechikoro chenyu.	Chíkóro chakanaka kwazvo.
musika	Titaurenyi ngemusika wenu.	Músíka wakanaka kwazvo.
mundá	Titaurenyi ngemunda wenu.	Mundá wakanaka kwazvo.
mití	Titaurenyi ngemiti yenu.	Mítí yakanaka kwazvo.
zvinánazi	Titaurenyi ngezvinanazi zvenyu.	Zvinánazí zvakanaka kwazvo.

chirongó	Titaurenyi ngechirongo chenyu.	Chírongó chakanaka kwazvo.
rwizi	Titaurenyi ngerwizi rwenyu.	Rwízi rwakanaka kwazvo.

[After the two sections of this exercise have been mastered separately, they should be combined.]

## 4. Various forms of verbs that contain the reciprocal extension /-an-/.

kubátsírá	Vákabátsírána nezúro.	They helped one another yesterday.
mangwáná	Váchabátsírána mangwáná.	They will help one another tomorrow.
kuóná	Vácháónáná mangwáná.	They will see one another tomorrow.
mazúvá ósé	Vánoónáná mazúvá ósé.	They see one another every day.

kutaurira	Vánótaurirana mazúvá ósé.	They talk with one another every day.
nezúro	Vákátaurirana nezúro.	They talked with one another yesterday.
kubikira	Vákábikirana nezúro.	
mangwáná	Váchábikirana mangwána.	
kusiyá	Váchasiyáná mangwáná.	They will part from one another tomorrow.
mangwánaní áno	Vásiyăňā mangwánaní áno.	They parted from one another this morning.

Oral reading practice, and material for practice conversations.

Ndiri kutsvaka nzira

ìnoěnda Nyánga.

Tórá ìnósvíka paWatsómbá.

Handípázíví paWat-

sómbá.

Tóráyí iyi nzira.

Ínósvíka paWatsómbá.

Ndózóendepí ndăsvíka

apo?

Unótórá nzira irí kurudyí.

Hapáná ìnótsáúká

heré?

Dzósé dzínóenda kurunzeré.

Zvínó iní ndinózodíni

apo?

Unórāmba úndorí kurudyí.

Ndiyo ìnósvíka parwendo

rwákó.

Mwazvíítá. Tózoónánazvé.

Fámbá` zvákó zvakánáka

Mwazvíítá.

## UNIT 30

BASIC DIALOGUE

-rásá

to throw away, to  
lose

- 1A Ndakárásá mari yángu páno. I lost my money here.
- 2B Ríniko? When?
- 3A Musí wóMúgobéra. On Saturday.
- 4B Wakámbótsvaka heré? Have you looked for [it] at all.
- 5A Ndakaédza zvandínógoná. I tried my best (*I tried such as I am able*).
- 6B Zvíno zvákáita sényi? So what happened?
- 7A Ndakábvíra kushaya. I failed completely.
- 8B Tingámbóedzazvé heré? Can we try again for a bit?
- 9B Ngatiénde tibvezvé apo tāvāmba. Let's go and [start] again where we began.

-vá

to become, be

pfungwá (9,10)

thought

- 10A Íngavá pfungwá yakánáka. That would be a good idea.

Supplementary vocabulary. Starting a new school.

- Kuti tichídá kuvamba chikóró  
chitsvá, tinogára pasí  
návábereki.
- If/when we want to start a new school, we sit down with the parents.

-pangana	to decide
mafámbíré (6)	ways of running
Tópángana mafámbíré êchíkóro.	Then we decide how the school will be run. (!...the ways-of-running of the school !)
-révá	to speak
Dzimwe ngúvá zvínorévá imbá yôkúfúndírá.	Sometimes, it requires a building for study.
-úngánídza	to collect
Vabereki vóüngăñídza mari.	Then the parents collect the money.
-kanya	to mold
-kanyisa	to cause to mold
chidhína (7,8)	brick
muvákí (1,2)	builder
Vókányisa zvidhína nökútsvaka muvákí.	Then they have the bricks made, and look for a builder.
-dáídzá	to call, invite
sipíkita	school inspector
Chikóro chápéra, vódăídzá sipíkita.	When the school is finished, then they call the school inspector.
Sipíkita nômúfámbírí wêchíkóro vótáura.	Then the inspector and the school superintendent speak.

-nyórésá	to cause to write, to enroll
Vaná vónyörěswă nôkúténgá mabhúku.	Then the children are enrolled, and books are bought.
-túmá	to send (a person)
Vafúndísi/Vadzídzísi vótötümírwă.	Teachers are assigned .
Chikóro chovámbwa.	Then school is begun.

### 1. Subjunctive forms of verbs.

In the sentence:

Ngátiénde tíbvezvé apo tāvàmba.

Let's go and [start] again from where we began.

the word /tibvè/ is a new form of /-bvá/ 'to go from'. This form is called SUBJUNCTIVE. Subjunctives differ from other forms in two ways:

(1) the subject prefix (*/ti-* in this example) may stand immediately before the root (*/-bv-* in this example). There is no prefix syllable associated with the subjunctive.

(2) The final vowel in all dialects is /-è/. Another characteristic of subjunctives is that the subject prefix has high tone regardless of person. The first stem syllable is also high (e.g. /tíéndè/ 'that we may go') unless it is also the last syllable of the word (as in /tibvè/). At least some dialects have a tonal difference in the subjunctive between high and low verbs with three or more stem syllables:

Low:      titáürè                    that we may speak

High: tísévénzè that we may work

Subjunctives may have aspect prefixes (*/-mbo-*, *-zo-* etc.) and/or object prefixes but no tense prefixes (*/-no-*, *-ka-*, *-cha-* etc.). [For practice with subjunctive forms, see Group 5.]

## 2. Hortative forms of verbs.

In the same sentence which was cited in the preceding note, was found the word /ngátiénde/ 'let's go'. This is a HORTATIVE form of /-enda/.

In its form, the hortative consists simply of an initial prefix /ngá-/ plus the subjunctive as described above. Hortative forms that have a first person plural subject (as in the example) are ordinarily translated into English with 'let's \_\_\_\_ !. With other subject prefixes, modern English may use a variety of translations.

Matombó ngáábviswè. { Let the stones be removed.  
Have the stones removed.  
The stones should be removed.

A hortative form, unlike its subjunctive counterpart, is always the principal verb in its clause. It may be followed by one or more subjunctive verbs:

Ngátiéndè kumushá. Let's go home.

Ngátídyè. Let's eat.

Ngátíéndè kumushá tidyè. Let's go home [and] eat.

[For practice with hortative verbs, see Groups 1-5.]

3. Tonal participials used after the linking prefix (or, according to dialect, after a distal demonstrative).

Group 6 contains the sentences:

Takáčná munda wāvākarima.      We saw the field that they ploughed.

Takádyâ sadza rāvākabika.      We ate the food that they cooked. !

In these sentences, /wāvākarima/ modifies /mundá/, and /rāvākabika/ modifies /sadza/. The two verb forms are thus comparable to English relative clauses.

Shona verb forms that correspond to English relative clauses were discussed in Unit 11, Note 1. These were used in sentences like:

(Nzira) iñósvíka...      !(The path) which gets to...!

(Munhu) àñozívá...      !(The person) who knows...!

In constructions of this kind, the subject prefix of the relative verb agrees with or refers to some noun in the preceding part of the sentence: /i-/ agrees with /nzira/, and /à-/ agrees with /munhu/.

In the two sentences cited at the beginning of this note, the subject prefix of the last verb (/va-/ does not agree with anything that precedes it (e.g. /mundá/ or /sadza/)). Furthermore, the tonal pattern of the verb is participial (Unit 27, Note 1) and not relative (Unit 11, Note 1). Most striking of all, the verb /vākarima/ follows a prefix which consists of a concordial element plus the linking prefix, (i.e. /w-/ and /r-/). It is these concordial elements /w-/ and /r-/ which agree with something else in the sentence (respectively /mundá/ and /sadza/)).

In some forms of Manyika, and perhaps elsewhere, the combination of concord plus linking prefix is not used. Instead, the distal demonstrative is used, followed by a tonal participial. So, for example:

apo tāvamba	}	where we began
pātāvamba		
izvo ndīnogona	}	such as I am able
zvāndīnogona		

[For practice with this use of participial forms, see Groups 6-8.]

### 1. Infinitive vs. hortative, high verbs.

'We aren't hurrying.'    'Let's hurry.'

kukásíká	Hatíri kukásíká.	Ngátíkásíke.
(íye)	Haári kukásíká.	Ngáákásíke.
kusándá	Haári kusándá.	Ngáásánde.
(isú)	Hatíri kusándá.	Ngátísánde.
kudyárá` mbéú	Hatíri kudyárá` mbéú.	Ngátídyáre mbéú.
(íye)	Haári kudyárá` mbéú.	Ngáadyáre mbéú.
kusévéñzá	Haári kusévéñzá.	Ngáásévéñze.
(isú)	Hatíri kusévéñzá.	Ngátísévéñze.

### 2. Infinitive vs. hortative, low verbs.

'We aren't working.'    'Let's do some work.'

kuita basa	Hatíri kuita basa.	Ngátííite basa.
(ívo)	Havári kuita basa.	Ngáváíte basa.

kupfutsa mwotó (isú)	Havári kupfutsa mwotó. Hatíri kupfutsa mwotó.	Ngávápútse mwotó. Ngátípfútse mwotó.
kufusira mbéú (ivo)	Hatíri kufusira mbéú. Havári kufusira mbéú.	Ngátífúsire mbéú. Ngáváfúsire mbéú.
kuvidza mvúrá (isú)	Havári kuvidza mvúrá. Hatíri kuvidza mvúrá.	Ngáváídze mvúrá. Ngátívídze mvúrá.

3. Hortative (1 pl.) vs. hodiernal indicative (1 sg.) with /-to-/.

	'Let's put the pot on the fire.'	'I've already put the pot on the fire.'
kuisa	Ngátííse hárí pachotó.	Ndatóísa hárí pachotó.
kupfutsa	Ngátípfútse mwotó.	Ndatópfútse mwotó.
kuchéká	Ngátichéke murívó.	Ndatóchéká murívó.
kuténgá	Ngátíndoténgé munyú.	Ndatóténgá munyú.
kugadzira	Ngátígádzire doví.	Ndatogádzira doví.
kubura	Ngátibúre sadza muhári.	Ndatóbúra sadza muhári.
kuverenga	Ngátívérengé iro bhúku.	Ndatovérengá iro bhúku.
kutura	Ngátítáure nayé.	Ndatótáura nayé.
kudyá	Ngátídye.	Ndatódyá.
kudáro	Ngátídáró. Let's do like that/Let's go.	Ndatódaró.
kuedza	Ngátiéédzezvé.	Ndatoědzazvé.

## 4. Sentences that contain hortative verbs.

Sadza ngárikwáte zvishoma.	Let the sadza bubble a little.
Vapwéré ngáyágáre pasí.	Let the children sit down.
Matombó ngáápére kubvá munzira.	Let's get rid of the stones from (in) the path.
Ivú ngáriénzaniswe.	Let the soil be levelled.
Chirongó ngáchiúnzwe.	Have an earthen pot brought.
Nyama ngáigóchwe.	Let the meat be roasted.
Muriívó ngáúchékwe.	Have the murivo chopped up.
Nzungú ngádzikángwe.	Let the groundnuts be roasted.

## 5. Infinitive vs. subjunctive.

They're in the house sewing. !	Let's go into the house and sew. !
Vári mumbá kusona.	Ngátipíndewó mumbá tísóne.
Vári mumbá kubika.	Ngátipíndewó mumbá tíbíke.
Vári mumbá kutaurirana.	Ngátipíndewó mumbá titáurirane.
Vári mumbá kuchéká murívó.	Ngátipíndewó mumbá tichéke murívó.
Vári mumbá kugadzira tíi.	Ngátipíndewó mumbá tígádzire tíi.
Vári mumbá kumwá tíi.	Ngátipíndewó mumbá tímwe tíi.
Vári mukbá kugezà ndíro.	Ngátipíndewó mumbá tígéze ndíro.
Vári mumbá kuverenga.	Ngátipíndewó mumbá tívérenga.

## 6. Participials in constructions that modify nouns.

## a. Low verbs.

!They ploughed the field.!      !We saw the field that they ploughed.!	
Vákárima munda.	Takaónă munda w̄avākarima.
Vákabika sadza.	Takaona sadza r̄avākabika.
Vákadonhesa mbéú.	Takaona mbéú dz̄avākadonhesa.
Vákaenzanisa ivú.	Takaona ivú r̄avākaenzanisa.
Vákapfutsa mwotó.	Takaona mwotó w̄avākapfutsa.
Vákagadzira chotó.	Takaona chotó ch̄avākagadzira.
Vákachera makombá.	Takaona makombá ̄avākachera.

## b. High verbs.

Vákadyárá chibarwé.	Takaónă chibarwé ch̄avākadyara.
Vákavaka imbá.	Takaona imbá ȳavākavaka.
Vákatenga nguruve.	Takaona nguruve dz̄avākatenga.
Vákavaka tsapi.	Takaona tsapi dz̄avākavaka.
Vákatengesa mombe.	Takaona mombe dz̄avākatengesa.
Vákamaira vanhu.	Takaona vanhu w̄avākamaira.
Vákasevenzesá matémó.	Takaona matémó ̄avākasevenzesá.

[After the two sections have been mastered separately, they should be combined.]

## 7. Hodiernal, indicative vs. participial.

a. Low verbs.

'I received a letter.'    'I lost/threw away the letter that I received.'

Njagáshira tsamba. Ndarásá tsamba yāndāgashira.

Ndasévha upfu. Ndarasa upfu hwāndāsevha.

Ndavérenga bhúku. Ndarasa` bhúku rāndāverenga.

Ndagádzira tii. Ndarasa tii yandāgadzira.

b. High verbs.

Ndapíwá mari. Ndarásá mari yandäkapiwa.

Ndaténgá chigérö. Ndarasa chigérö chandākatenga.

Ndanyórá tsamba. Ndarasa tsamba yàndákanyora.

Ndaúnzá` bángá. Ndarasa` bángá r̄andākaunza.

#### 8. Indicative vs. tonal participial, no-tense.

a. Low verbs.

**What work do you do?** **He wants to do the work that you do.**

Unó̄ita basanyí? Ánodá kuita basa rañnoita.

Unótăura mutauronyí? Anoda kutaura mutauro wăñnotaura.

Unogădzirenyí zvôkumwâ? Anoda kugadzira zvôkumwâ zvaňnogadzira.

## b. High verbs.

Unópiwá marínyi?	Ánodá kupíwá mari yañnopiwa.
Unóténgá zvinhunyí?	Ánodá kuténgá zváñnotenga.
Unófúndírá kúpí?	Ánodá kufúndírá kwañnofundira.

## 9. Various forms of a single verb.

	Vári kutsvaka mari yàkáràswà.	They are looking for the money that was lost.
ndívanáani	Ndívanáani vari kutsvaka mari yàkáràswà?	Who are looking for the lost money?
ndaváóná	Ndaváóná vâri kutsvaka mari yàkaraswa.	I saw them looking for the lost money.
pápí	Vári kutsvakira pápí mari yàkaraswa?	Where are they looking for the lost money?
kwéte	Havári kutsvaka mari yàkaraswa.	They aren't looking for the lost money.
nezúro	Haváná kutsvaka mari yakaraswa.	They didn't look for the lost money.
ndívanáani	Ndívanáani vásíná kutsvaka mari yakaraswa?	Who all didn't look for the lost money?
mangwáná	Ndívanáani vânózotsvaka mari yakaraswa mangwáná?	Who all will look for the lost money tomor- row?

Oral reading practice, and materials for practice conversations.

Have you ever Wakambobva Bhurúwayo  
been to Bu-  
lawayo? here?

Yes, I often Hunde, ndinonyanya  
go there. kuendako.

How do you go? Unoenda senyi?

Sometimes by Dzimwe nguva nebhazi  
bus and some-  
times by train. kana nechitima.

Which do you Chinyi chäungadisa?  
prefer?

The bus, be- Bhazi, nokúti rino-  
cause it is kasika.

-----  
Uri kutsvakenyi?

Ndiri kutsvaka bhuku.

Bhukunyi?

Bhuku rawākandipa  
nezuro.

Wariverenga here?

Ndakarivamba nezuro  
manherú.

Unorida here?

Ndinoridisa` kwazvo.

---

Sara aripikò?

Ndamuona ãri kubatsira`

mai.

Vari kuitenyi?

Vari mumba kubika

sadza.

Vanopedza rini?

Ndinofunga garegare.

---

Mwamboona Baba

Mbutsa here?

Ndinofunga vari

kurima. Ndavaona`

vãri kuenda kumunda.

Handinatsi kuziva munda

wavo. Uripi?

Ngatiendayo tóse.

Iyi ínzira yedu

heré?

Handinatsi kuziva.

Zvino tàyápi?

Taya munzira yókuKamba.

Ngatitenderuke.

Tiende kupi?

Tipinde munzira yedu.

Baba vako havari

kumundasu? !

Vambopinda mumba.

Kundòdini?

Kundòtóra badza idzvá.

Ndinofunga kuenda

kudhoroba nhasi.

Unoenda nààni?

Handinä munhu wåkuenda

naye. Ndinoenda

ndogga.

Uchida tingaenda tøse.

( !At what hour Tingaenda nguvanyi?  
 (what time)  
 can we go?!)

( ! [At] whatever  
 [time] you say. !)

Yøse yøwøtaura.

In Units 31-40, as in Units 21-30, the writing of tone marks is diminished. The student is responsible for supplying the tones as he speaks; if necessary he should also write them into the book.

Another transfer of responsibility which is made in Units 31-40 has to do with the grammar notes. In previous units, these have been in the form of explanations accompanied by examples. In the units which follow they are in the form of questions which the student is expected to answer, using the data presented in the dialogue and exercises.

## UNIT 31

BASIC DIALOGUE

- 1A Babá wàsárá vãripi Where did you last see (*leave*)  
nhási? Father today?  
dare(5) matare(6) council, court  
sábhüku headman
- 2B Váénda kudare He went to the headman's council.  
kwásábhuku.
- 3A Hongu ndanzwá dare Yes, I heard of the council this  
mangwánani. morning.

- dzoka to return  
4B Héo vátová kudzoka. There they come.  
5A Masíkatí shéwe. Good day, sir.  
6C Masíkatí àkánáka. Good day.  
-tonga to judge, decide a legal case  
7A Kwáitóngwenyí kudare? What was the [chief] topic at the council?  
8C Vátáura ngêchíbháró They talked about the cattle tax.  
chemómbe.

Supplementary vocabulary. Topics that might be discussed at a headman's court.

chibháró chavánhu

nyayaá	}	dzômûshâ
mhaká		
nhaú		

kumàngara **'to make a formal complaint'**

Babá váSará vákámángara kudyírwá munda.

**'\_\_\_\_\_ complained that his field had been eaten by cattle.'**

### 1. The prefix /sá-/ in titles.

The word /sábhûku/ consists of /bhûku/ **'book'** with the prefix /sá-/. Note that the high tone of this prefix makes it sound different from /sà-/ **'like, as'**. The prefix /sá-/ is described in Hannan's Shona Dictionary as indicating **'ownership, guardianship, user'**. Thus /sabhûku/ is the custodian of the tax rolls. Other examples given in the dictionary are /saimbá/ **'householder'**, /sazítâ/ **'namesake'**.

### 1. Tonal participles that contain the prefix /-no-/.

**'I see something.'**

**'What do you see?'** (**'What-thing of you-seeing?'**)

Ndinóóná chinhu.

Chínhunyí châñnoona?

Ndaténgá chinhu.

Chínhunyí châwâtenga?

Ndichágádzira chinhu.

Chínhunyí châñchagadzira?

Ndadónhesa chinhu.

Chínhunyí châwâdonhesa?

Ndarásá chinhu.

Chínhunyí châwârasa?

Ndinóda chinhu.

Chínhunyí châñnoda?

Ndaténgésá chinhu.

Chínhunyí châwâtengesa?

2. Contrast in tone between indicative and participial tone patterns.

Vaná vari kuiteṇyi?

What are the children doing?

Mwasiyá vaná vāri  
kuiteṇyi?

What were the children doing  
when you left them?

Vaná vārī kutámbá zvávó.

The children are playing.

Tasiyá vaná vāri kutámbá`  
zvávó.

We left the children playing.

Vaná vārī kufúndírá` zvávó.

The children are studying.

Tasiyá vaná vāri  
kufúndírá` zvávó.

The children were studying  
when we left them.

Vaná vārī kupangana  
kundotámbá` zvávó.

Tasiyá vaná vāri kupangana  
kundotámbá` zvávó.

Vaná vākarará.

Tasiyá vaná vākarara.

3. Negative tonal participial verbs.

Áná marí heré?

Does he have money?

Haáná marí.

He has no money.

Takámüsiyá ãsiná marí.

We left him he-being without  
money.

Ánozívá heré?  
Does he know?  
Haázívi.  
He doesn't know.  
Takámüsíyá ãsingazíví.  
We left him without his knowing.

Mwakáda kumúsíyá heré?  
Did you want to leave him?  
Hatiná kudá kumúsíyá.  
We didn't want to leave him.  
Takámüsíyá t̄singadi.  
We left him unwillingly.

Mwakátaura here?  
Did you speak?  
Hatiná kutaura.  
We didn't speak.  
Takámüsíyá t̄siná  
kutaura.  
We left him without speaking.

Mwakámúóná here?  
Did you see him?  
Hatiná kumúóná.  
We didn't see him.  
Takámüsíyá t̄siná  
kumúóná.  
We left him without seeing him.

Mwakámübátsírá heré?  
Did you help him?  
Hatiná kumübátsírá.  
We didn't help him.  
Takámüsíyá t̄siná  
kumübátsírá.  
We left him without helping him.

4. Tonal participials that follow the linking prefix, in 'relative' function.

Ndaóná munhu:	I saw someone.
Handímüsíví.	I don't know him.
Ndaóná munhu wand̄singazivi.	I saw a person that I don't know.

Ndatámbírá tsamba.	I received a letter.
Handigoní kuiverenga.	I can't read it.
Ndatámbírá tsamba yandísíngagoní kuverenga.	I got a letter that I can't read.
Wàtáura mazwi.	You said something ('some words').
Handiánzwi.	I don't understand it ('them').
Wàtáura mazwi andísínganzwi.	You said something that I don't understand.
Ánótaura mutauro.	He speaks a language.
Handiútaúri.	I don't speak it.
Ánótaura mutauro wandísíngátaúri.	He speaks a language that I don't speak.
Ánóita iro basa.	He does that work.
Handíriiti.	I don't do it.
Ánóita basa randísíngáiti.	He does work that I don't do.
Wákadyá chinhu.	He ate something.
Handichídyí.	I don't eat it.
Wákadyá chinhu chandísíngadyí.	He ate something that I don't eat.
Ánodá bhúku.	He wants a book.
Handínaró.	I don't have it.
Ánodá bhúku randísiná.	He wants a book that I don't have.

Ánoóná mhuká.

He sees some wild animals.

Handídzión̄i.

I don't see it.

Ánoóná mhuká  
dzandísíngaón̄i.

He sees wild animals that  
I don't see.

5. Indicative vs. imperative or subjunctive; subjunctive as  
the second verb, following an imperative or a hortative verb.

Wáénda kugádheni heré?

Did he go to the garden?

Ngááénde kugádheni.

Have him go to the garden.

Wádirira mbéú heré?

Did he water the seeds?

Ngáádírire mbéú.

Have him water the seeds.

Ngááénde kugadheni ádirire  
mbéú.

Have him go to the garden and  
water the seeds.

Árí kuramba achíkúrúngá heré? Is she continuing to stir?

Ngáárámbe achíkúrúngá.

She should keep stirring.

Mapúndú ápérā heré?

Are all the lumps gone?

Mapúndú ngáápére.

All the lumps should disappear.

Ngáárámbe achíkúrúngá  
mapúndú ápére.

Have her keep on stirring so  
the lumps disappear.

Mwatópútsá mavhingwa here?

Have you already broken up the  
clods?

Pútsányí mavhingwa.

Break up the clods.

Ivú rírí nyoré heré?

Is the earth soft?

Ivú ngáriive nyoré.

Let the earth be soft.

Pútsányí mavhingwa ivú  
ríive nyoré.

Break up the clods so that  
the earth will be soft.

Wapfútsa mwotó heré?	Have you lit the fire?
Pfutsá mwotó.	Light the fire.
Tinóda kugocha nyama.	We want to cook some meat.
Ngátigóche nyama.	Let's cook some meat.
Pfutsá mwotó tígóche nyama.	Light the fire so we [can] cook some meat.

Tichákánya zvidhína.	We'll make some bricks.
Ngátikanye zvidhína.	Let's make some bricks.
Tichápísă zvidhína.	We'll burn the bricks.
Ngátipíse zvidhína.	Let's burn the bricks.
Ngátikánye zvidhína tipíse.	Let's make some bricks and burn [them].

Reading and conversation practice.

Muri kuda kuvaka chikoro chitsva here?	Do you want to build a new school?
Hongu, takatogara pasi nékupangana.	Yes, we've already sat down and made plans.
Mwaya nenyi zvino?	What do you have up to now?
Takatonkanyisa nékupisa zvidhina.	We've already had the bricks made and burned.

Muvaki mwaya naye here?	What about a builder? Do you have one?
Hongu vaya pano.	Yes, he ('they') is here now.
Munofunga kuvamba rini?	When do you expect to begin?

Mwedzi ūnouya.

Next month.

---

Munovakira papi?

Where are you going to build?

Apo tākapiwa naSipikita.

The place assigned to us by the Inspector.

Munofunga kупедза rini?

When do you expect to finish?

Tinoda kuti ifundirwe  
gore rīnouya.

We want it to be used for study next year.

Ndanzwá sábhūku achitaura  
ngechibharo.

I heard the headman talking about the tax.

Wati kudini?

What did he say?

Wati vanhu vose ngavaunze  
chibharo uko āri.

He said everyone should bring the tax to him ('to where he is').

Anoenda rini nacho kuNyanga?

When is he taking it to Nyanga?

Handizivi, zvimwe vhiki  
rīnouya.

I don't know. Maybe next week.

Imwi mwati mwāendesa here?

Have you sent yours?

Kwete, handisati ndāchiona.

No, I haven't get it yet.

Changu, tichaenda nacho  
manheru ano.

I'm going to take mine this evening.

---

## UNIT 32

BASIC DIALOGUE

- hókwa (9,10) invitation  
 (-koka) to invite a number of people  
 muchato (3,4) wedding  
 (-chata) to marry
- 1A Kúne hókwa yomúchato. There's an invitation to a wed-  
 ing.
- 2A Vanhu vazhínjí vákakókwa. Many people were invited.  
 -sanganisa to cause to join one another
- 3B Ndíaní ànózovásánganisa? Who will marry ('join') them?  
 musándíri (1,2) minister of the gospel
- 4A Ndímusándíri wékwâMutáre. It's a minister from Umitali.  
 rugashiro (11) reception
- 5B Rugashiro rwôkvtángá Where will the first reception  
 rúri pápi?  
 muimbí (1,2) singer
- 6A Pámundenda. Vaimbí At Mundenda. The singer will  
 vánózobvá kwáMutámbara. come from Mutambara.
- 7A Vánózodáídzá` shámwari They will invite a lot of friends.  
 zhínjí.  
 chipó (7,8) gift  
 (cf. -pá 'to give!')
- 8B Mwayá nêzvîpô heré? Do you have a gift yet?
- 9A Handísatí ndâya nácho. I don't have one yet.  
 -nonoka to delay, be late
- 10B Usanonoka/Usanonoke. Don't delay!

Supplementary vocabulary. Housekeeping chores.

Ndinótsváírá mumbá.	-pukuta <b>'to dust'</b>
Ndinógeza mumbá nökúisa mushongá.	chigaro (7,8) <b>'chair'</b>
Ndinópukuta zvigaro nétáfura némíbhédha.	táfura (5,6) <b>'table'</b>
Ndinógeza mafáfitera.	mubhéda (3,4) <b>'bed'</b>
Ndinómísá midziyó yósé munzvimbo dzáyo.	-mísá <b>'to put in place'</b>
Ndinógadzira imbá yomwéni yôkúrárá.	midziyó (4) <b>'furniture, utensils'</b>
Ndinóisa zvokúgezesá némäfútá mumupanda mwáké.	nzvimbo (9,10) <b>'place'</b>
Ndinázádzá mwenje ngepárafíni.	mwenje (3,4) <b>'lamp, candle'</b>
Ndinówaridza machírá némitsámíro zvakáchéna.	-zárá <b>'to become full'</b>
	-waridza <b>'to spread out'</b>
	jírá (5) machírá (6) <b>'cloth,sheet'</b>
	mutsámíro (3,4) <b>'pillow'</b>
	-chena <b>'to become clean'</b>

## 1. Verbs, with the agentive nouns that are related to them.

**'Who sing?'** (**'Who are they that sing?'**)      **'They are singers.'**

Ndívanáani vànóríma?	Várími.
Ndívanáani vànórímisá?	Várímisi.
Ndívanáani vànófúndísa?	Váfundísi.
Ndívanáani vànóimbá?	Váiimbí.
Ndívanáani vànóbika?	Vábiki.
Ndívanáani vànóténgésá?	Váténgésí.
Ndívanáani vànóchaira?	Vácháiri.

Ndívanaáani vanóvádzá?	Vávádzí.
Ndívanaáani vanóveza?	Vávézi.
Ndívanaáani vanórana?	Várápi.

2. Agentive nouns and the verbs to which they are related.

'What does a clerk ('writer') 'He writes.' do?'

Munyóri ánóitenyí?	Ánonyorá.
Muimbí ánóitenyí?	Ánoimbá.
Mufámbísí wêchíkóro ánóitenyí?	Ánofámbísá chikóro.
Mubiki ánóitenyí?	Ánóbika.
Murezi ánóitenyí?	Ánóreza vaná.
Mupetesi ánóitenyí?	Ánópetesa chibháro.
Mugezi ánóitenyí?	Ánógeza mbatyá.

The student should examine for himself the pairs of sentences in 1 and 2, and make a statement which summarizes the relationship between a verb stem and the noun which stands for the person who performs the action for which the verb stands. Enter the summary statement here:

In the following exercises, note that the final vowel in negative commands may be /-a/ (as in /usaputsa/) or /-e/ (/usaputse/), depending on the dialect.

3. The /-o-/ form of the verb vs. negative commands (singular).

'Shall I go into the house now?'      'Don't go into the house.'

Ndópínda mumbá heré?	Usápínda mumbá.
Ndópútsá mavhingwa heré?	Usápútsá mavhingwa.
Ndógádzira midárará heré?	Uságádzirä midárará.
Ndóchéra makombá heré?	Usáchérä makombá.
Ndódónhesa mbéú heré?	Usádónhesä mbéú.
Ndófúsira mbéú heré?	Usáfúsirä mbéú.
Ndóhárä mbéú heré?	Usáhárä(ba).

4. The /-o-/ form of the verb vs. negative commands (plural).

Tópfútsa mwotó heré?	Musápfútsä mwotó.
Tóisa hári pachotó heré?	Musáisä hári pachotó.
Tósévha upfu heré?	Musásévhä upfu.
Tókúříngřira sadza heré?	Musákúřungírä sadza.
Tókwídibídza hári heré?	Musákwidibidzä hári.
Tóbúra sadza muhári heré?	Musábürä sadza muhári.
Tóbvísa ndíró heré?	Musábvisä ndíró.
Togéza ndíró heré?	Muságézä ndíró.
Tótsvářrä mumbá heré?	Musátsváírä mumbá.

## 5. Negative subjunctives with and without object prefix.

Ndayá kuenda kundodirira I'm just now going to (go and) mbéú. water the seeds.

Vátítáurira kuti tisádíririę They told us not to water the mbéú. seeds.

Vátítáurira kuti They told us not to water them. tisádzidíririę.

Tóbvisa ndíró heré? Shall we remove the dishes now?

Vátítáurira kuti tisábvísę They told us not to remove the ndíró. dishes.

Vátítáurira kuti They told us not to remove them. tisádzibvísę.

Munóda kukanya zvidhína heré? Do you want to make some bricks?

Vátítáurira kuti tisákányę They told us not to make bricks. zvidhína.

Vátítáurira kuti They told us not to make them. tisázvíkányę.

Endányí mūúngánídze mari. Go and collect money.

Vátítáurira kuti They told us that we shouldn't collect money. tisáúngánídzę mari.

Vátítáurira kuti They told us not to collect it. tisálúngánídzę.

The student should enter here a summary statement concerning the tones of negative subjunctive verbs with and without object prefixes. The statement should of course be based on his own tutor's pronunciation of the verbs in Exercise 5, and not on the tone markings that appear in this book.

6. Simple verb stems vs. the same stems with the causative extension.

'The sugar is all gone.'      'Who used it up/finished it?'

Shuka yapera.

Ndiani wàipeda?

Mwana wakarara.

Ndiani wàmuradzika?

Mvura yavira.

Ndiani wàivirisa/waividza?

Mwaná wágára pasí.

Ndiani wàmugadzika?

Ndafárá!

Wafádzwa ngényi?

Tinókúdzá chibarwé.

Chákúră zvakádini?

Chirongó chádónha pachikúvá.

Ndiànì wachídónhesa?

Chikóro chíri kufámbá

Ndianí àrí kuchífámbisa?

Mombe dzámwa.

Ndianí wàdzímwísá?

7. Indicative vs. participial tone patterns in the /-a-/ tense.

'We've cultivated our field.'

'Have you cultivated yours also?'

'I haven't cultivated [it] yet.'

Taríma munda wédú.

Tadaídza shámwari dzédu.

Mwarímwá wényú heré?

Mwadáídzwá yényú heré?

Handísatí ndárimá(ba).

Handísatí ndádáidzá.

Tagéza mbatyá dzédu.

Tatsváírá mumbá mwédu.

Mwagézawó dzényú heré?

Mwatsváírawó mwényú heré?

Handísatí ndádzigezá.

Handísatí ndátsváírá(ba).

Sadza rédú rákwătă.

Rényú rákwătawó heré?

Harísati rákwáta.

Tadyá sadza rédú.

Mwadyáwo rényú heré?

Handísati ndădya(ba).

Tapédzísá basa rédú.

Mwapédzísawó rényú heré?

Hatísati tapédzisá.

Támwa tíi yédu.

Mwamwáwo yénýú heré?

Handísati ndamwa.

Vaeni v d u v sv ka.

V ny u v sv kaw  her ?

Hav sat i v sv k a.

Taf sira mb u dz d u.

Mwaf siraw  dz ny u her ?

Hand sat i nd f s ra.

Bab  v d u v dz ka kudare.

V ny u v dz kaw  her ?

Hav sat i v dz k (ba).

Van  v d u v  enda kuchik ro.

V ny u v  endaw  her ?

Hav sat i v  end (ba).

Mwan  w d u w g t .

W ny u w g t aw  her ?

Ha sat i   g ta.

Maf t   ed u   p r .

  ny u   p r aw  her ?

Ha sat i   p ra.

The participial tone patterns of verbs in the /-a-/ tense are particularly subject to variation among the different dialects of Shona. Using the data in Exercise 7, prepare a summary statement on this matter, and enter it below:

Reading and conversation practice.

- Ndine hókwa yangu musi                    I'm having a gathering on Saturday.  
wemugobera.
- Ndinoda kukóká vanhu                    I want to invite a lot of people.  
vazhinji.
- Vanababa navana mai vémuguta            You ladies and gentlemen from town  
munokokwa.                                    are invited.
- Panozova nezvokudya                    There will be a lot of things to  
zuizhinji.                                    eat.
- Ndinokokazve vanakomana                I'm also inviting boys and girls.  
nëvasikana.
- Iyi hókwa inozovamba                    This gathering will begin in the  
masikati.                                    middle of the day.
- Tinozovamba nemitambo                    We'll begin with games for the  
yávana.                                    children.
- Kuti yápéra tómwá                        When those are over, we'll have  
zvôkúmwâ.                                    some drinks.
- Vabereki votambavwo yavo.              The parents will have some fun,  
    too.
- Kudyá kwose kwoburwa kupa              Then all the food is poured out  
vanhu.    to give to people.
- 
- Mweni ari kuuya; todiniko?
- Unogeza mumba nemafafitera.
- Ndinoisa mushonga here pasi nezvigariro?
- Ndingafare ukaita kuti wadaro.
- Misa midziyo yése munzvimbo dzayo.
- Ndinogadzira mupandañyi wómwéni?
- Unogadzira mupanda mudíkj.
- Mune machira àkachena here?

Hunde, unotora machira, mitsamiro nezvigezeso zvakachena.

Mwenje une parafini here?

Kwete, unoda kuzadzwa.

## UNIT 33

BASIC DIALOGUE

- 1A Ndinógeza sényi mwaná  
mái?  
dhíshi(5?) basin
- 2B Unóisa mvúrá mudhíshi.  
-pfígá to close  
musúwo } (3,4)  
musíwo doorway
- 3B Wópfígă misíwo yósé. Then close all the doors.
- 4B Úngánídza zvósé zvoñodá. Collect everything that you need.  
-dái (demonstrative pro-verb)
- 5A Zvákádai ngényi? Like what?
- 6B Zvákádai ngésípo, mafútá Like soap, oil, and clothing.  
nembătyâ.  
-pukuta to wipe, rub, dust, polish  
jirá (5) cloth  
machírá (6)
- 7B Unamúpükuta ngéjíră  
ràkáchéna. You should wipe him with a clean cloth.

Supplementary vocabulary. A bus trip.

Ndiri kuenda kwaMutambara nhasi.

Mhuri yangu inosara t̄ri pamusha.

Ndinoenda nebhazi.

Ndinokwira bhazi paWatsomba. Ndinobvisa mari shoma.

Ndinosvika mwaMutare.

Ndinotora bhazi rechípirí rinoenda kwáMútámbara.

Zvimwe rinotora nhambwe shanu.

Ndinobvisa mari yokusvika kwaMutambara.

Handisati ndaziva kuti kunoita mutengo wakadini.

Ndinodzikira·pabandera røkutanga.

Ndipo pønogumira rwendo rwangu.

Mukoma wachanditambira nemotokari yawo.

Tinosvika kumba kwavo manheru ano.

-sárá	to stay behind
-kwírá	to climb, go up
nhambwe (9,10)	hour
muténgó (3,4)	price
-dzika	to descend

1. **!Like, for example...!: an important use of the pro-verb /dái/.**

**!At the market there are many vegetables.!**

**!Like what?!**

**!Like cabbages and beans.!**

Kumusika kúna masímó mazhínjí.

Àkádai ngényi?

Àkádai ngémákábichi, neshúshururu.

Mumbá múné midziyó mizhínjí.

Yàkádai ngényi?

Yàkádai ngezvígaro néhăří.

Mudhoróba múná vanhu vendudzi zhínhi.

Vàkádai ngényi?

Vàkádai ngeMándevére, neMachángana.

Kwédu kúne michero mizhinjí.

Yàkádai ngényi?

Yakádai ndâmágwávha, mángo námáhobó.

2. The verb prefix /-nà-/ , expressing obligation.

'We must fill the lamps this evening.'

'We don't fill the lamps every evening.'

'We don't fill them every evening.'

Tinazadza mwenji manheru ano.

Hatizadzi mwenje manheru qse.

Hatiizadzi manheru qse.

Vànawaridza machira akachena nhasi.

Havawaridzi machira akachena mazuva qse.

Havaavaridzi mazuva qse.

Tinageza mafafiterá mangwanani ano.

Hatigezi mafafitera mangwanani qse.

Hatiagezi mangwanani qse.

Tinaverenga iri bhuku nhási.

Hativerengi iri bhuku mazuva qse.

Hatiriverengi mazuva qse.

Mubiki anatenga upfu nhasi.

Haatengi upfu mazuva qse.

Haahutengi mazuva qse.

Summarize the tonal patterns of verbs that contain the prefix /-nà-/. Pay especial attention to the tone of the subject prefixes for first, second, and third persons. Enter the summary statement here:

3. Examples of /-na-/ verbs with object prefixes. Active vs. passive stems.

'The house must be swept.'

'It hasn't been swept yet.'

'We must sweep it.'

Imba yakafanira kutsvairwa.

Haisati yatsvairwa.

Tinaitsvaira.

Mushonga wakafanira kuiswa pasi.

Hausati waiswa pasi.

Unauisa pasi.

Zvigaro zvakafanira kupukutwa.

Hazvisati zvapukutwa.

Unazvipukuta.

Mafáfitera akafanira kugezwa.

Haasati agezwa.

Unaageza.

Midziyo yose yakafanira kumiswa munzvimbo dzáyo.

Haisati yamiswa

Unaimisa

Mwenje yose yakafanira kuzadzwa.

Haisati yazadzwa.

Unaizadza.

Mibhéda yákafánírá kuwaridzwa.

Haisati yawaridzwa.

Unaiwaridza.

Enter below a statement summarizing the tones of verbs that contain /-ná-/ plus an object prefix:

Practice conversations. Conversation with a fellow passenger on a bus.

Muri kudzikirepi baba?

Ndiri kudzikira zvangu Marondera.

Imwi muri kudzikirepiwo?

Ndiri kudzikira Bhuruwayo.

Ah! munę rwendo rwakareba kwazvo!

Imwi mwakwirirepi bhazi?

Ndakwirira zvangu paRusape.

Kwakanaka here uko mūri kuenda?

Aiwa, ndiri kundoona zvangu vapwere.

Ndiko mūnogara su?

Kwete, kune mukorore wangu ari kusewenza.

Zvino munouya rini?

Ndinofunga kupera kwemwedzi.

Kubva ini ndaya kudzika pano.

Zvakana, saran̄yi zvenyu.

---

Muri kusvika kupi?

Ah! ndiri kuenda zvangu Peniranga.

Imwi muri kusvika kupi?

Ndiri kusvika kwaTsambe.

Muri kuenda paMisheni chaipo here?

Hongu, ndipo ndiri kuenda.

Munobva muri papi?

Ini ndinobva zvangu kwaVumbunu; ndini Mai Marata.

Ini ndinobva Tsonzo pachéchipó.

Ndini Mai Gomo.

Muri kuenda kwaTsambe kunenyi?

Ndinę mwana ànodzidzapo, ndiri kuenda nembatya dzake.

Imwi kuPeniranga kúnenyi?

Ndinotengesa masimo zvipiri zvose.

Munotengesa papi?

Ndinotengesa zvangu pamusika.

Panouya vanhu vazhinji here?

Vanouya kwazvo; ndiwo musika mukuru wemuPeniranga.

Munodzoka rini?

Ndichadzoka manheru ano.

Ndaya kudzika pano. Tichaonananazve pakudzoka.

Reading practice. A conversation between two women.

Muri kusvikepi?

Ndiri kusvika Gweru.

Imwi muri kusvikepiwo?

Ndiri kusvika zvangu muHarare.

Ndiani uyo mūri kufambira?

Ndiri kundoona mwana wangu.

Ko imwi muri kundoonaani?

Ndiri kuenda zvangu kuhanzvadzi yangu.

Mwana wenuwaane nguva yàkadini ãriyo?

Waita makore mairi ãriyo.

Zvino mwakwirira papi bhazi?

Ndakwirira kuMacheke.

Ko imwi mwakwirirepi?

Ndakwirira kwaMutare.

Maya kusvikasu pamñnodzikira?

Ngeñyi zvé?

Ndaona mwaya kuunganidza mbatya dzenyu.

Ndiri kuti zvichigara pamwe.

Ah! muchairi wadaidzira.

Zvino mwaya kudzika here vasikana imwi?

Rwendo rwaguma, tozoonanazve.

Kubva saranyi zvakana shewe.

Nemwiwo fambanyi zvakanaaka.

## UNIT 34

(Continuation of Dialogue 33)

	-chi-	(an aspectual prefix)
	-zora	to smear with liquid, anoint
	-pfekedza	to cause to put on (clothing)
	hémbě (9,10)	shirt, dress
8B	Uchímuzora mafútá nékúpfekedza hémbě.	Then rub lotion on him and put his shirt on.
9A	Ndāpedza ndinóita sényiko mái?	What ('how') do I do when I've finished?
10B	Áne nzara.	He's hungry.
11B	Múpe kudyá áráre zvákó. -rádzíká	Feed him so he will go to sleep. to put to bed
12A	Ndinómürádzíká` pápi?	Where shall I put him down.
13B	Múradzíke pàkáčmá.	Put him where it is dry.

Supplementary vocabulary. Articles of clothing.

hémbě (9,10)	shirt, dress
bhurúkwa (5,6)	pair of trousers
kabhudhura (12,6)	short trousers
tsápáto (9,10)	shoe
ngowání (9,10)	hat

Three words having to do with political matters.

huruménde (9,10)	government
mumíríri (1,2)	representative
sangano (5,6)	meeting

1. Imperative without object prefix vs. imperative with object prefix.

!Father wants this money.!

!Give this money to Father.!

!Give it to Father.!

Babá vánodá mari íyi.

Ipá mari íyi kunáBabá.

Ípe kunáBabá.

Murezi ánodá mafúta aya.

Ipá mafúta aya kumurezi.

Ápe kumurezi.

Varúmé vánodá mari íyi.

Ipá mari íyi kuvarúmé.

Ípe kuvarúmé.

Mái vánodá mafútá aya.

Ipá mafútá aya kunáMái.

Ápe kunáMái.

Mái vánodá upfu uhu.

Ipá upfu uhu kunáMái.

Húpe kunáMái.

Aya masímó ákánaka.

Idyá aya masímó àkánáka.

Ádye.

Mubiki ánodá upfu uhu.

Ipá upfu uhu kumubiki.

Húpe kumubiki.

Iri sadza rákánaka.

Idyá iri sadza ràkánáka.

Rídye.

Iyi tíi írí kupísá.

Imwá iyi tíi ìrí kupísá.

Ímwe.

What can be learned from the above data regarding the imperative forms of the verbs /-mwá/, /-dyá/, /-pá/ when they have object prefixes?

2. Negative vs. affirmative commands.

!Am I to put the book on the bed now?!

!Don't put it on the bed.!

!Put it on the table.!

Ndóísa bhúku pamubhéda heré? Ndóísa hárí pachikúvá heré?

Usářísä pamubhéda. Usářísä pachikúvá.

Ríisé patáfura. Íisé patáfura.

Ndóísa bágá pachigaro heré?

Usářísä pachigaro.

Ríisé patáfura.

Ndóísa mwenje pasí heré?

Usářísä pasí.

Úisé patáfura.

Ndóísa munyú muhári heré?

Usářísä muhári.

Úisé patáfura.

Ndóísa murívó muhári heré?	Ndóísa shushururu muhári heré?
Usáúísa muhári.	Usádzíísa muhári.
Úgezé kutángá.	Dzígezé kutángá.

Ndóísa tsúnga muhári heré?	
Usáriíisa muhári.	
Rígezé kutángá.	

3. Subjunctives with subject prefix vs. subjunctives with object prefix.

Wákafánírá kuenda kuchikóro.	He has to go to school.
Ánodá bhúku ráké.	He wants his book.
Múpe bhúku ráké áénde kuchikóro.	Give him his book, [so] that he may go to school.

Takáfánírá kuvádzá húní.	We must split some firewood.
Tinódä matémó.	We need axes.
Típe matémó tívádzé húní.	Give us axes so we [can] split firewood.

Vákafánírá kundochérá mvúrá.	They've got to go draw water.
Vánodá zvirongó.	They need pots.
Vápe zvirongó vándochére mvúrá.	Give them pots [so] that they may go draw water.

Wákafánírá kurárá.	He must sleep.
Ánodá kudyá.	He needs to eat.
Múpe zvokudya áráre.	Give him something to eat so he [can] go to sleep.

Ndakáfáníră kupfekedza mwaná. I must dress the child.

Ndinóda hémbě. I need a shirt.

Ndípe hémbě ndípfékézedze  
mwaná. Give me a shirt so that I can  
dress the child.

Takáfáníră kuzádzá mwenje. We've got to fill the lamp.

Tinóda parafíni. We need kerosene.

Típe parafíni tizádze  
mwenje. Give us kerosene so may fill the  
lamp.

4. Imperatives with and without object prefixes. Relative forms of verbs with subject prefixes from Class 16, used as place expressions.

Rádzíká mwaná. Put the child down to rest.

Apa pákaómá here? Is it dry here? (Is here dried?)

Múradzíké pákáomă. Put him down where it is dry.

Rádzíká vaná. Put the children down to rest.

Apa pákáchena heré? Is it clean here?

Váràdzíké pákáchéna. Put them down in a clean place.

Isá mabhúku pasí. Put the books down.

Apa pákáchena heré? Is it clean here?

Áisé pasí pákáchéna. Put them down where it is clean.

Isá bhúku pasí. Put the book down.

Apa pákaómá heré? Is it dry here?

Ríisé pasí pákáomă. Put it down in a dry place.

5. Simple stem vs. stem with the applicative extension.

'I need a shirt.'

'He/she will make a shirt.'

'He/she will make a shirt for me.'

'He/she will make shirts for all of us.'

Ndinóda hémbě.

Ndinóda bhurúkwa.

Áchásona hémbě.

Áchásona bhurúkwa.

Áchandísónera hémbě.

Áchandísónera bhurúkwa.

Áchatísónera hémbě tósé.

Áchatísónera mabhurúkwa tósé.

Ndinóda kabhudhura.

Áchásona kabhudhura.

Áchandísónera kabhudhura.

Áchatísónera makabhudhura tósé.

Ndinóda ngowáni.

Ndinóda tsápáto.

Áchaténga ngowáni..

Áchaténgá` tsápáto.

Áchandíténgérá ngowáni.

Áchandíténgéra tsápáto.

Áchatíténgérá ngowáni tósé. Áchatíténgéra tsápáto tósé.

### Reading practice.

Muri kuona mhando here ngesadza?

Kwete handinyanyi kuona mhando.

Kune zvishoma kwazvo izvo tísingaoni.

Ini ndinoda kwazvo sadza asi handizivi kubika kwacho.

Mungadä here kudzidza kubika?

Oh! ndingadä kwazvo asi handina ànondidzidzisa.

Ndingamukokà kwazvo kuti muzouye kumusangano wemadzimai.  
Tinopinda masikati zvipiri zvose.  
Dai mungauyà tingamudzidzisà kubika sadza redu, imwi muchiti-  
dzidzisewo kubika renyu.

---

Mwayane nguva yakadini muno muHarare?

Tiné mwedzi mitatu chete.

Mwakabva kupi?

Takabva kuAmerika.

Zvino munointenyi muno?

Murume wangu wakaunzwa ngeHuruménde kuva mumíríri weAmerika.

Munofunga munointa makore mangani?

Hatisati tänatsa kuziva asi zvimwe Hurumende ichatiti  
makore matatu.

Ah! ndinokuda kwazvo. Ino inyika yakanaka kwazvo.

Imwi munointenyi muno?

Murume wangu anochaira mabhazi ànoenda kwaMtoko.

Ane nguva yakadini achichaira?

Oh! agara kwazvo.

Munogara ngekupi?

Isu tinogara kuHighfields.

Tafara kuonana nokuzivana.

Ivanyi nokugara kwakanaka.

UNIT 35

## BASIC DIALOGUE

	-tizá	to run
1B	Unaóná vaná vasátizétíze.	You must see [to it] that the children don't run around.
2A	Ndinováíta sényi?	What ('how') shall I do [with] them?
3B	Dzídzísá kuti vátámbe zvakánáka.  chiro (7,8)  -chengeta  -chengetesa	Teach [them] [so] that they play nicely.  thing (=/chihu/)  to care for, look after  to care for, look after assiduously
	kanwa (5,6)	mouth
4B	Chengétésá kuti vasáise zviro mukanwa.	Be very careful that they don't put things in their mouths.
5B	Bvisá vaná mumadhaka.  -svipa	Take the children out of the mud.  to get dirty
6B	Mbatyá dzinosvipa.	[Their] clothes will get dirty.
7B	Itá vasátámbá muzúvá.	Keep them from playing in the sun.
8A	Zvinóita sényiko máí?	What will happen?
9B	Vánopíswá` ngézvă.	They will be burned by the sun.

10B Kamwaná káti kárára hére? Is the baby asleep yet?

11A Kándorará zvishomashómá. He's not been sleeping very well/  
He's been sleeping for just a short time.

12A Asi kánéta kwázvo. But he's very tired.

Supplementary vocabulary. Some things that children should not do.

Mwana ari kuchemenyi?

Handizivi kwete icho āri kuchemera.

Múoné, árí kuchema zvizhinji.

Wápin dirwa nedombo mumhino.

Úyá nayé ndímúoné pánó.

Ríri kuramba, kubvá toita senyi?

**It's stuck. Now what do we do?**

Ngatiende naye kwachiremba.

Mwana waita senyi zvé?

Wapiswa nezuva āri kutamba kunze.

Ah! Ndakakuudzira kuti usarege achitamba kune zuva.

Anoramba achitiza kubuda kunze.

Zvinonetza kumuchénegeta mumba.

-údzírá	to tell
kunzé	outside
-chémá	to cry
chiremba (1)	doctor
vanáchirembá (2)	
mhino (9,10)	nose

1. Practice with the diminutive classes 12 (/ka/) and 13 (/tu/). The enclitic /--su/.

**•We have a small child.♦**

**!So you have a small child, have you?!**

**How many small children do you have?**

Tinó mwaná mudíki.

Muná kamwaná kadíkisu?!

Munó tuvaná tunganí?

Takátēngă imbá díki.

Mwakátēngă kaimbá (kambá) kadíkisu?!

Mwakátēngă tudzimbá (tuimbá, tumbá) tungani?

Tiné imbwá díki.

Muné kaimbwá (kambwá) kadíkisu?!

Muné tuimbwá (tumbwá) tungani?

Tinórima munda mudíki.

Takátēnga démó díki.

Munórima kamunda kadíkisu?!

Mwakátēngă katémó(kadémó)kadíkisu?!

Munórima tuminda tungani?

Mwakátēngă tumatémó(tutémó)tungani?!

Takáňnză bángá díki.

Mwakáňnza kapángá (kabángá) kadíkisu?!

Mwakáňnza tumapángá (tupángá, tubángá) tungani?

Imbá yédú íno musúwo mudíki.

Imbá yényú ína kamusúwo kadíkisu?!

Imbá yényú íno tumisúwo tungani?

Imbá yédú íne fáfitera díki.

Imbá yényú ína kafífitera kadíkisu?!

Imbá yényú íno tumafáfitera tungani?

Patyo pédú páñq rwizí rudíki.

Páñq karwizí kadíkisu?!

Páñq tundwizí tungani?

Takátěnga hukú díki.

Mwakátěngă kakukú (kahukú) kadíkisu?!

Mwakátěngă tuhukú (tukukú) tungani?

Takázădză mwenje mudiki.

Mwakázădză kamwenje kadíkisu?!

Mwakázadza tumwenje tungani?

What happens to the usual prefix of a noun when one of the diminutive prefixes /-ka-/ (sg.) or /-tu-/ (pl.) is added to it?

The enclitic /--su/ expresses mild surprise, and sometimes also dissatisfaction. What are its tonal characteristics?

2. Use of /chi-/ as an initial prefix with imperative forms.  
 [The student should write the translations in the blanks, and then use them as cues for producing the Shona sentences.]

- |   |       |
|---|-------|
| Ndapédzá kugeza mwana mai.                      | _____ |
| Chímupúkuta áóme.                               | _____ |
| Ndapédzá kumúpúkuta.                            | _____ |
| Chímuzórá mafútá.                               | _____ |
| Ndapédzá kubika sadza.                          | _____ |
| Chíbura tídye.                                  | _____ |
| Ndipewózve bhúku rákó.                          | _____ |
| Chimbomíra ndimbopédza.<br>(ndimboti ndápédzá). | _____ |
| Ndítemeréwo mugóti.                             | _____ |
| Chimbomíra ndítóre démó<br>rangu.               | _____ |
| Ndítáúríre nyaya yánezúro.                      | _____ |
| Chimbogara pasí ndíkútaúríre.                   | _____ |

3. Use of /-natsa/ 'to do well, thoroughly.'

- 'The child is tending the cattle.'  
 'He'd better do a good job of it!!'

- |   |   |
|---|---|
| Mwaná ári kuchengeta mombe.                       | Vasíkaná várí kudirira muríwó.                      |
| Ngáánátse kuchengetesa!<br>(Ngáánátsochengetesa!) | Ngávánátse kudiririsa!<br>(Ngávánátsodiririsa!)     |
| Mái várí kugadzira mumbá.                         | Vakómaná várí kufúndírá,<br>Ngávánátse kufúndírisa! |

Vaímbí várí kuímbá.

Ngávánátse kuímbá!

Varimi várí kufusira chibarwé.

Ngávánátse kufusirisa!

Notice the pairs of synonymous forms, one of which is a contraction of the other:

Ngaanatse kuimba.  
Ngaanatsoimba.

Anonatsa kuchengetesa.  
Anonatsochengetesa.

Write here a statement summarizing the differences in form between the contracted and uncontracted variants.

## 4. Review of concords.

Imbwá dzángu mbiri dzíri`kúpi?

Where are my two dogs?

Imbwá dzángu nhemá dzíri`kúpi?

Where are my black dogs?

Bhurúkwa rángu demá ríri`kúpi?

Where are my black trousers?

Bhurúkwa rángu itsvá ríri`kúpi?

Where are my new trousers?

Bhurúkwa rángu bamhí ríri`kúpi?

?

Bhurúkwa rángu deté ríri`kúpi?

?

Bhurúkwa rángu refú ríri`kúpi?

?

Bhurúkwa rángu pfúpi ríri`kupi?

?

Mugóti wángu mupfúpi úri`kúpi?

?

Mugóti wángu murefú úri`kúpi?

?

Mugóti wángu mutsvá úri`kúpi?

?

Mugóti wángu muchená úri` kúpi?

?

Mugóti wángu muteté úri` kúpi?

?

Mugóti wángu mupamhí úri`kúpi?

?

Zvigaro zvédú zvipamhí zvíri`kúpi?

?

Zvigaro zvédú zvina zvíri`kúpi?

?

Zvigaro zvédú zvitemá zvíri`kúpi?

?

Zvigaro zvédú zvitemá zvíri kupi?

?

Mbúdzí dzedu nhema dziri kupi?

?

Bhúku redu dema riri kupi?

?

Tsápáto dzedu nhema dziri kupi?

?

Chirongó chedu chitema chirí kupi?

?

Chirongó chedu chikuru chirí kupi?

?

Bángá redu guru riri kupi?

?

Tsono yedu huru iri kupi?

?

Makábichi edu makuru ari kuti? \_\_\_\_\_ ?

Murívó wedu mukuru uri kuti? \_\_\_\_\_ ?

Mwenje yedu mikuru iri kuti? \_\_\_\_\_ ?

Mwenje yedu midíkij iri kuti? \_\_\_\_\_ ?

Zvidhína zvedu zvidíkjí zviri kuti? \_\_\_\_\_ ?

Húkú dzedu díkjí dziri kuti? \_\_\_\_\_ ?

Démó redu díkjí riri kuti? \_\_\_\_\_ ?

Démó redu idžva riri kuti? \_\_\_\_\_ ?

Mbatyá dzédu itšva dziri kuti? \_\_\_\_\_ ?

Sakí redu idžva riri kuti? \_\_\_\_\_ ?

Ndíró yedu itšva iri kuti? \_\_\_\_\_ ?

Tsíme redu idžva riri kuti? \_\_\_\_\_ ?

Mudhudhudhu wedu muťsva uri kuti? \_\_\_\_\_ ?

Practice conversations.

\_\_\_\_\_ Ánenyi mukanwa?

\_\_\_\_\_ Handizivi. Ndichaona.

\_\_\_\_\_ Ánä katombó.

Don't let him do it again! \_\_\_\_\_ Usárege achiítazvé(ba).

\_\_\_\_\_ Ndicháédza, así zvinónetsa.

\_\_\_\_\_ Ah! Vana vari kutamba mumataka.

\_\_\_\_\_ Mbatyá dzásvípa here?

\_\_\_\_\_ Hongu. Dzásvípa kwázvo.

\_\_\_\_\_ Vápinzé mumbá nökúágézesá.

\_\_\_\_\_ Ndópfékedza mbatyá dzákáchéna heré?

---

---

---

---

---

Mwana ari kuchemerenyi?

Ayáne nzara.

Haúna kumúpá kudyá heré?

Ndamúpă kudyá así haáná kumbodyá  
nechínhu.

## UNIT 36

BASIC DIALOGUE

-chísá

to iron (clothing)

- 1A Ndinódā musíkaná  
àngándibátsíré kubika  
nêkúchísá.
- 2B Pánę uyo ndákáona  
kuchítóro nezúro.
- 3B Íye wákángę āri kutsvaka  
basa.
- 4A Wakátáura náye heré?
- 5B Kwéte. Handíná kutaura  
náye.
- 6B Ndákángę ndísatí ndáziva  
kuti mwaídā musíkaná.
- 7A Ndingámúóná heré manherú  
áno?
- 8B Ndingámúdáiďzé kuti  
muchídă kumuóná.
- I need a girl to help me cook  
and iron.
- There is the one I saw in the  
store yesterday.
- She was looking for work.
- Did you talk with her?
- No. I didn't talk with her.
- I didn't know (yet) that you  
wanted a girl.
- Can I see her this evening?
- I can call her if you want to  
see her.

Translate the following conversation, between two guests  
who have arrived for an all-day wedding celebration.

Mwasvíka ríni pánó?

Ndasvíka mangwánaní áno.

Ndangá ndichífunga kuti ndanónoka kusvika.

Neniwo ndangá ndichífunga kudáro.

Haúfungí heré kuti zvírí kunonoka?

Hongu, vágá vākafanira kuvamba chinhambwe chápfurá.

Ndianí musándíri ànóvachátisa?

Handízíví zvakánáka, así ndinófunga váGómo vánóchátisa nhási.  
Ko, vaimbí várí kubvá kúpi?

Ndakádā kunzwá kuti várí kubvá kwáMréwa.  
Oh! kwáMréwa, ticháya nökúimbá kwákánáka.  
Vánóimba zvakánáka kwázvo.

Uné chipó chákadini?  
Ndaúya némäbhíkiri.  
Iwé waúyá nényi sêchípô chákó?  
Ndaúyá némächírá êpátáfura.  
Áchafará` kwázvo ngeízvi zvipó.  
Ndinódáírá kudáro.  
Pánq vanhu vákawanda kwázvo.  
Vazhínjí váchí kundosvika./ Váchírí kundosvika.

-pfúúrá	to pass by
chinhambwe chàpfuura	a while ago
chipó (7,8)	gift
bhíkiri (5,6)	cup
-dáírá	to answer, to believe

ndangá ndichífunga...	I thought, I was thinking....
ndakádā kunzwá...	it seems to me I heard...
-úyá na-	to bring ( <sup>1</sup> to come with <sup>1</sup> )
váchírí ku-	they are still _____ ing

Note still another prefix of the form /-chi-/, this one used to indicate that an action is still going on. It may be used with the stem /-ri/, as in /vachiri kundosvika/, or without /-ri/, but still with the infinitive prefix /ku-/ as in /vachi kundosvika/, which means the same thing.

Note also the use of the aspectual prefix /-ndo/, which has been met previously with the meaning 'go and' (Unit 6 Note 2). Here, and in many other cases, /-ndo/ is better translated 'still'. It thus partially overlaps in meaning the use of /-chi-/ that was discussed on the previous page.

An exceedingly important construction is illustrated in:

Wákángé ãri kutsvaka      She was looking for work.  
basa.

cf. Árí kutsvaka basa.      She is looking for work.

and: Wákátsvaka basa.      She looked for work.

Ndakángé ndísati  
ndāziva....

cf. Handísatí ndāziva...      I don't yet know... (I haven't  
yet known...)

and: Ndákazívá...      I knew...

Ndangá ndichífunga  
kudárò.

cf. Ndinófunga kudárò.      I think so.

The special stem /-nga/ (or /-nge/) takes any of the prefixes that are found with ordinary verb stems, except for object prefixes. The tense of the /-nga/ form fixes the general time of the whole verb phrase. The verb that follows /-nga/ is always in one of the participial forms, either the type that is characterized by /-chi-/ (as in the last of the above examples) or the type that is characterized by a special tonal pattern (as in the other examples given at the beginning of this note). The tense of the verb that follows /-nga/ sets the action of the verb with relation to the general time that was established by the tense of the /-nga/ form. Thus, if on Tuesday we said:

Vásvíka.      They have arrived.

then on Wednesday, talking about the same arrival, we would say:

Vákángę vāsvika. They had arrived.

and on Monday we might have said:

Vánózonga vāsvika. They will have arrived.

1. Single verb vs. verb constructions with /-nga/.

!Have they begun to eat?!

!When we arrived, they had already  
begun to eat.!

kuvamba kudyá Vávámba kudyá heré?

Izvo tāsvika, vágą vātóbambá kudyá.

kupédzá kudyá Vápédzá kudyá heré?

Izvo tāsvika, vágą vātopedza kudyá.

kuenda kumuchato Váénda kumuchato heré?

Izvo tāsvika, vágą vātoenda kumuchato.

kuwaridza mibhedha Váwáridza mibhédha heré?

Izvo tāsvika, vágą vātowaridza mibhédha.

kubura sadza Vábúra sadza heré?

Izvo tāsvika, vágą vātobura sadza.

kugara pasí Vágara pasí heré?

Izvo tāsviká, vágą vātogara pasí.

kubúdá mumbá Vábúdá mumbá heré?

Izvo tāsvika, vágą vātobúda mumbá.

kuténgésá` húkú Váténgésá` húkú heré?

Izvo tāsvika, vágą vātoténgésá` húkú.

2. Verb phrases with /-nga/, with the /-nga/ form in the relative mood.

\*I saw the person who had been ploughing.\* Who had been ploughing?\*

Ndakáňnă munhu wákángę āri Ndianí wákángę āri kurima?  
kurima.

Ndadáñzwă munhu wákángę āri Ndianí wákángę āri kutaura?  
kutaura.

Ndanzwá munhu àrí kutaura. Ndianí wàngá āri kutaura?

Ndabátsírá munhu àrí kurima. Ndianí wàngá āri kurima?

Íye ánőzöngę ãneta. Ndianí ànózóngę ãneta?

Íye ánqongę ãkafanira Ndianí anqongę ãkafanira  
kutíbátsírá. kutíbátsírá?

3. Verb phrases in which the /-nga/ form has the prefix /-no-/ [or, depending on dialect, /-ne-/].

\*The children's clothes aren't dirty yet.\* But they will be (\*will have gotten\*) dirty [by] this evening.\*

Mbatyá dzévăňâ hadzísati Asi dzínóngę dzăsvipa manherú.  
dzăsvipa.

Handísatí ndäneta. Asi unóngę wäneta manherú.

Idzi mbatyá hadzíná kuómá. Asi dzínóngę dzäoma manherú.

Hausatí wăpedza heré? Ndinóngę ndăpédza manherú.

Parafíni haisatí yăpera. Asi ínóngę yăpera manherú.

4. The \*persistive\* use of /-chi-/. [The student should complete the English translations, and then use them as cues for giving the Shona sentences.]

Vaná vábădă heré muchikóro? Have the children come out of  
the school?

Kwéte. Váchimwó. Váchiri  
kufúndá.

No, they're still in there.  
They're still studying.

Muchato wáti wãvamba heré?

Kwéte. Váchiri kumírirá  
musándíri.

Manéta wápědzísă basa ráké  
heré?

Kwéte. Áchíri kutsváírá  
mumbá.

Babá vátí vãdzoka heré?

Kwéte. Váchiri kumunda.

5. /-ngä/ forms in indicative, relative, and participial moods.

Wákángę ásingagoní  
kutíbátsírá.

He wasn't able to help us.

Ndianí wákángę ásingágóní  
kutíbátsírá?

Who wasn't able to help us?

Ngényi ākangę ásingagoní  
kutíbátsírá?

Why wasn't he able to help us?

Wákángę ásingazíví kuchaira.

Ndianí wákángę ásingazíví  
kuchaira?

Ngényi ākangę ásingazíví  
kuchaira?

Wánga ásingadí kuenda.

Ndianí wàngá ásingadí kuenda?

Ngényi āngä ásingadí kuenda?

6. [The student should examine the following sentences carefully, describe the grammatical points which they illustrate, and practice the sentences, using cue words or phrases in English or in Shona.]

Árí kutsvaka basa heré?

Haárí kutsvaka basa.

Wákángę ári kutsvaka basa syóndo yàkápéră.

Muri kutsvaka basa heré?

Handírí kutsvaka basa.

Ndakángę ndíri kutsvaka basa syóndo yàkápéră.

Varimi vári kurima heré?

Havári kurima.

Vákángę vāri kurima syóndo yàkápéră.

Muri kukanya zvidhína heré?

Hatírí kukanya zvidhína.

Takángę tíri kukanga zvidhína syóndo yàkápéră.

Reading and conversation practice. [The student should translate the following material, converting it into the same format as that of the practice conversations on pages 29 - 31.]

Manheru Manéta, manheru.

Ndakanzwa kuti waida basa.

Hongu ndaida rökugeza nökuchisa.

Hongu, ndakambobika zvishoma.

Ungadá here kubika?

Ndingabvire kufara kana müine basa.

Munoda kuti ndivambe rini?

Ungauye<sup>z</sup> zvako syondo inóiyáyò Chitatu.

Ndinozonga<sup>z</sup> ndichikupa \_\_\_\_\_.

Ndinozoonazve ngebara rako nokugara kwako.

Ndiri kuda kuchisa nhasi.

Ndinochisira kupi?

Enda zvako mumupanda umo.

---

Uri kuchisa zvakanaka here?

Hongu ndiri kuchisa zvakanaka.

Ndingamboona<sup>z</sup> izvo ūri kuchisa?

Hongu mungamboona<sup>z</sup> zvenyu.

---

Ah! uri kubvira kuchisa zvakanaka

Ndafara kwazvo ngekuchisa kwako.

Hauóni heré kuti símbi írí kunyanya kupísá?

Handifungi kudaro.

## UNIT 37

BASIC DIALOGUE. [The student should develop the following raw materials into a form which he can learn as the basic dialogue for this unit. The conversation is between a foreigner and the father of a bright boy who is just finishing secondary school.]

Ndimwi Baba vaJohn here?

Munofungenyi ngemwana wenyu?

Ndiri kunetseka chaizvo.

Mwana wenyu müzivi chaiye.

Ndezvo chokwadi, asi ndashaya chekuita.

---

Hamungaedzi here kuti apamhidzire?

Mwoyo unoda asi mari handinaba.

Mwakamboedza kumutsvagira nzvimbo here?

Ndaedza kazhinzhi, zvino ndaneta.

---

Mungada here kuedza mhiri kwegungwa?

Dai zvichibvira ndaingazvidä kunyanya.

Mwaida kuti azofunde basanyi?

Ndaidisa basa røhuroya.

-netseka

to be worried, bothered, tired

(cf. -netsa

to worry, bother, tire)

(cf. -neta

to become tired)

chókwadi (7)

truth

-pàmhìdzà

to continue, repeat

mw-òyò (3,4)

heart

-tsvaga

(=/-tsvakà/)

mhìri (9)

side (of a river, street,  
etc.)

gùngwà (5,6)	sea
huroya (14)	the work of being a lawyer
-bvira	to be possible
mhiri kwegúngwa	overseas

Note the position of the infinitive /kunyanya/. This same verb was met in Unit 9, followed by the infinitive of another verb. Here, with what is apparently the same meaning, it is the infinitive of /-nyanya/ that stands last, and an inflected form of another verb that precedes it.

Note also the construction with /dái/:

Dái zvichíbvíra ndàíngazvídá. If it were possible, I'd like it.

compare also:

Dái uchídá kufúndá waífundírá, mabhúku.	{	If you want/wanted to study, you'd study books.
Dái wáíngadá kufúndá wáíngafundírá mabhúku.		

1. Review of concords. [The student should devise his own cues, either in English or in Shona, and practice giving these sentences in response to those cues.]

Vatúngámíri vári mumbá. Ndakuónérá nzvimbo.

Mumbá ípi? Nzvimbo ípi?

Mumbá iyo. Nzvimbo iyo.

Wakáfáníră kupeta chibháró. Iri basa rínondínétsa.

Chibháró chípí? Basa rípí?

Chibháró chemómbe. Basa rékúnyórá.

2. The conditional construction with /dái/. [As in Exercise 1, above, the student should practice these sets of sentences, using cues of his own devising.]

Nditsvakirewo basa.

Handirioniba.

Dai uchiriona ndaizofara.

Ndienderewo kudhibi nhasi.

Handina nguva.

Dai uchida ndaizoenda syondo inouya.

Ndipewo mbeu yenzungu.

Handichina; yakapera.

Dai ndichinayo ndaikupa.

Titengeserewo nyama nhasi.

Yapera mangwanani ano.

Dai ichimwo ndaifara kumutengesera.

Nditengényiwó sípo kuchítoro.

Handíendi kuchítoro nhasi.

Dái ndaíngáénda kuchítoro, ndaíngakúténgérá.

Ndítáúríre zítá ráké.

Handírizívi.

Dái ndáirízíva, ndaíkútáurira.

Ndípewó mari.

Handíná mari.

Dái ndíináyo ndaíkúpá.

## 3. Relationship between verb and abstract noun of Class 14.

'The wives are learning to cook.'

'Oh, so they're studying cookery are they?'

Vadzimái vánofúndá kubika.

Vánofúndá ubikisú?!

Majahá ánofúndá kuchaira.

Vánofúndá uchairisú?!

Vakómaná vánofúndá kuweza.

Vanófundá uwezisú?!

Varimi vánofúndá kurima.

Vánofúndá urimisú?!

Vasíkaná vánofúndá kurera vaná.

Vanofunda ureri kwâvânâsú?!

## 4. The prefix /nge-/ (or, depending on dialect, /nde-/) before a syllable that contains the linking prefix.

Vaimbi vane bhúku.

Hánzvádzi yángu íne húkú.

Bhuku ndéraani?

Huku ndedzaani?

Nđeraváimbí.

Nđédzehánzvádzi yángu.

Babá vane démo.

Mái vane tutsono.

Démó ndéraani?

Tutsono ndétwaani?

Nđérababá.

Nđétwamái.

5. The prefix /ch-/ (Cl. 7) plus linking prefix, plus the infinitive of a verb.

'What shall I do now?'

'I lack something to do.'

Ndóítenyi?

Ndóȳra ngényi?

Ndasháya chokúita.

Ndasháya chökündyóresa nácho

Ndógéza ngényi?

(ndicho).

Ndasháya chökúgezesá nácho Ndianí àchándibátsírá?

(ndicho).

Ndasháya ànondibátsírá.

Ndóénda n(a)ani?

Ndasháya wokúénda náye.

6. The prefix /kà-/ in expressions of frequency.

'How many times a week do you go to the store?'

'We go three times.'

Pavhíki munóenda kanganí kuchitóro?

Tinóenda katatú.

Pavhíki munóenda kanganí kuchéchi?

Tinóenda kayiri.

Pavhíki munóenda kanganí kudhibhi?

Tinóenda kámwe.

Pamwedzí munóenda kanganí kudhoróba?

Tinóenda kagumi.

Materials for additional practice.

Urí kufundá zvakánáka here?

Hunde ndiri kufundá zvakánáka kwázvo.

Mufundisi wáko ndianí?

Mufundisi wangu ndíváDombó.

Oh! Dombó, unó mufundisi wakánáka kwázvo.

Ndinófunga ucháva nôkûfûndá kwàkánáka,  
Munósona kanganí pasyóndo?  
Tinosona kayirí pasyóndo: Musumbunuko nêChishánú.  
Amwe mazúvá munóitenyí?  
Chipiri tinóenda kundogeza, Chitatú kundochísá.  
China tinóenda kumunda wêmürívó.

---

Uri kufará heré kuvá pánó?  
Ndirí kufará kwázvo. Así dzimwe ngúvá ndinófunga vabereki  
vángu.  
Uri mumbá ípí?  
Ndakáiswa mumbá yáKháma.  
Mutúngámíri wényú ndianí?  
Tiné vatúngámíri vairí, mukóma Ríngísái naTambúdzái.

## UNIT 38

DIALOGUE MATERIAL. [The student should use his own initiative in deciding how to study the short dialogues given below. The goal is to incorporate into his own repertoire the words and the grammatical constructions which they contain.]

Ndanyórá tsamba dzokúmushá.	I've written a letter (of to) home.
chitámbi (7,8)	stamp
Zvitámbi ndingázvíóná` pápi?	Where can I get stamps?
Izvo mwāti muri kuenda kudhoróbha.	As you said, you are going to town.
rùtìvi (11,6)	side
Post Office írí murùtìvi mweMain Street.	The post office is on Main Street.
Ndianí àri kuenda kuRailway Station?	Who is going to the Railway Station?
Tom wákámbóti manheru ndiri kuenda.	Tom mentioned last night that he was going.
-bvunza	to ask
mudziyó (3,4)	furniture, household goods, utensils
Ángandíbvúnzirawó heré midziyó yángu?	Can you ask [for] my things for me?
zviyá ~zviyà	by the way
Zviyá nzira yácho írí pápi?	By the way, which (where) is the way to (of) it?

---

Íri panhasí pámuDzvítí.	It is below the Native Com-missioner[ 's].
panhasí (16)	below
Íri panhasí zvishoma péBank.	It's a little below the bank.
Munazobvunza mukangé mwāsvika.	You'll have to ask when you (have) arrive(d).
Ndipo pànotúmirwá tsamba heré?	Is that where letters are sent?
-chimbídzá	to hurry
Hóngu. Chimbídzáí, váyá kupfigá.	Yes. Hurry, they're closing.

---

-terera	to pay tax; to obey, submit
Ndinódः kundotèrera mótokari yangu.	I want to go pay the tax my car.
Zviyá ndipo tīnopinda muMain Street?	Oh, is that where we enter Main Street?
Ah! Mwatáura.	Right! (You have spoken)
Zvakanángísána neCecil Hotel.	It faces the Cecil Hotel.
Kuti ndikasaenda sóndo ríno haíngafámbi.	If I don't go this week, [the car] can't go [on the roads].

---

Ndafúnga kumboenda kuHaráre.	I thought I'd go over to Salisbury.
Kúnenyíko nhási?	What is [going on] today.
Musangano úyazvé wákátáurwa.	That meeting that was spoken about.
-kángánwá	to forget
Hóngu! Ndangá ndákanganwa.	Oh yes! I'd forgotten.

Únóitirwepí zviya?	Where will it be held, by the way.
Únózónga ūri paChristian Centre.	It will be at the Christian Centre.
Kubva tózonzwá mwāuya.	Then we'll hear [about it] when you come [back].
Así handipáziví.	But I don't know the place.
Ndicháénda Péniranga.	I'm going to go to Penhalonga.
Kúnenyíko zviya?	What's going on?
Ndinódâ kumbondóténgésá.	I want to go and do a little selling.
Hóngu, mbatáta dziya heré?	Oh, yes [to sell] those potatoes?
Ndakádzichéra nezúro.	I dug them yesterday.
Ndinódáírá dzino muténgó wàkánáka.	I hope they bring (have) a good price.
Zviyá vánoténgá heré muzvitóro?	By the way, do they sell them in the stores?
Zvishoma, así pamusika.	Not much, but [they do] at the market.

Mái vápísá' hémbé yávó.	Mother burned her dress.
Ípi yácho?	which one?
Yavo nhemá íya.	That black one.
Simbi hairí kusándá zvákánáka.	The iron isn't working right.
Dáídzáí mugadzirisi.	Call the repairman.

---

gògògò	(said in lieu of knocking, to seek admittance to a house or room)
Gógógoyi MáíJongwé.	May I come in, Mrs. Jongwe?
Pindái`zvénýú.	Come in!
kwaiwai/kwaziwai	(a greeting)
Kwáíwáízve shéwe!	Hello!
Ndaúwe!	(Courteous expression used by women)
shúmba (9,10)	lion
Nyamazvé shéwe shúmba!	(Courteous greeting reflecting the fact that the greeter is a woman and that the totemic affiliation of the person greeted is the lion.)
humbá (9,10)	bush pig
Nyama shéwe humbá!	(Same, except that the totemic animal of the person greeted is the pig.)
-rwárá	to be ill
Muchídini kurwárá?	How are you feeling now? (How are you now doing to be ill?)
Áiwá, zvírináne chaízvo.	Oh, it's much better.
Váráră sényi MáíMuti?	How is Mrs. Muti? (How did Mrs. Muti sleep?)
Áiwáwo nhási vámbótí rárenyí.	Oh, last night she slept a little better.
-simbà	to become strong
Así havásatí vásimbá.	But she's not stong yet.
Ndichaúyă kuzováóná.	I'll come to see her.

The dialogues for this unit illustrate several grammatical situations in which the element /zv-/ is used without reference to any antecedent noun in Class 8. These uses of /zv-/ may be loosely described as 'adverbial'.

- (a) panhasí below  
panhasí zvishoma a little below

(b) kusándá zvakana to work well

(c) zviyá ~zviyà by the way  
cf. zvitámbi zviyà those stamps [that we both know about]  
chitámbi chíya that stamp

(d) Píndái` zvénýú. Come in.

The demonstrative stem /<sup>~</sup>ya/ is illustrated several times in the dialogues for this unit.

- |               |   |
|---------------|---|
| musangano úya | that meeting (that we were talking about, or that we both know about) |
| mbatáta dzíya | those potatoes (that we both know about)                              |
| nhemá íya     | that black one (that you've seen)                                     |

Although this is called a 'demonstrative' stem, it has nothing to do with distance or direction, but implies that the identity of the person or thing referred to is common knowledge of both speaker and hearer.

Some further examples of the use of /~ya/ are:

Mukómaná úya w̄omwákaóna wákaúyá.

!That boy that you saw came.!

Bhúku riya r̄ewākaténgá rákarásíka.

'That book that you bought got lost.'

Chitámbi chíya chānézúro ndakáchióná.

'That stamp (of) [that we were looking for] yesterday, I've found it.'

This stem together with the prefix /zvi-/ produces a word which occurs several times in these dialogues. It has the expected tonal pattern /zvíyà/ except when it precedes the main part of the sentence, in which instances it is /zvíyá/.

One of the dialogues for this unit contains a new kind of verb form:

vátì rárènyí	she slept
--------------	-----------

the word /rare/ is called the 'ideophonic' form of the verb whose stem is /-rárá/. In the example cited above, the courteous element /-nyí/ has been added to it.

The ideophonic form of a verb seems always to occur after either the infinitive or some other form of the special verb /-ti/. It is formed with /-e/ as the final vowel. The tonal pattern has basic tone on the first syllable (i.e. high for high verbs, low for low verbs), and (at least in some varieties of Shona) with alternating high and low tones on the remaining syllables:

High verbs:	kùrará	rárè
	kùchísísá	chísisé
Low verbs:	kùswèrà	swèré
	kùpukùtà	pukútè

In Unit 24, the tense with the non-initial prefix /-chi-/ was introduced. This tense is said to be 'dependent' because a verb in this tense cannot be the only verb in a sentence. It was called 'participial' because in many of its uses it is comparable to the tonally-derived participial forms.

There is another dependent tense in Shona, illustrated in:

...mukàngè mwāsvika.      ...when/if you (have) arrive(d).

and the corresponding negative in:

Ndikàsàèndà...      If I don't go.....

The characteristic prefix for this tense is /-ka-/, which of course has the same consonant and the same vowel as the prefix for the hesternal tense (Unit 6, Note 1). The two tenses differ, however, in that:

- (1) the subject prefix syllable does not contain the vowel /-a-/:

ndikaenda      if I go

but:    ndakáénda      I went (before today)

- (2) the tones of /-ka-/, and of the subject prefix are low, regardless of the person of the subject:

vákàenda      if they go

vákáenda      they went (before today)

The tone of an object prefix in this tense is high, and the verb stem itself has its basic tone.

### 1. Use of concordial prefixes with the stem /~yà/.

\*Have you seen that boy (that we were talking about)?\*

mukómaná	Waóná mukómaná úya heré?
vaimbí	Waóná vaimbi váya heré?
mushongá	Waóná mushonga úya heré?
mití	Waóná miti iya heré?
jirá	Waóná jira riya heré?

maṭaka	Waóná maṭaka áya heré?
chitámbi	Waóná chitambi chiya heré?
zvipó	Waóná zvipo zviya heré?
hémbé	Waóná hembe iya heré?
tsápato	Waóná tsapato dziya heré?
rwizi	Waóná rwizi rúya heré?
kabhudhura	Waóná kabhudhura káya heré?
tukukú	Waóná tukuku túya heré?
uswá	Waóná uswa húya heré?
chirembá	Waóná chiremba úya heré?

2. Sentences that contain the ideophonic forms of some verbs.

Vámbóti ráreñyi.	She's a little better [than yesterday].
Vámbóti swerényi zvávó.	They're a little better this afternoon [than in the morning].
Ndambóti garényiwó.	I've done a little more sitting [than before].
Vámbóti rimérime kupinda nezúro.	They've done a little more plowing than yesterday.

Musíkaná haáná kupukuta zvakánáka.  
 Ngááti pukúte zvishoma.  
 Musíkaná haáná kuchísá zvakánáka.  
 Ngááti chísisé zvishoma.  
 Vasíkaná haváná kuchenesa mbatyá.  
 Ngáváti chenésése zvishoma.  
 Vakómaná haváná kuchengeta mombe.  
 Ngáváti chengétése zvishoma.

Vasíkaná haváná kutsváírá zvakánáka.

Ngáváti tsváírisé zvishoma.

Babá haváná kugadzira dangá zvakánáka.

Ngáváti gadzírise zvakánáka.

### 3. The dependent tense with /-kà-/.

'Maybe he will go.'

'If he goes, I can go also.'

'If he doesn't go, I can't go either.'

Zvimwe ácháenda.

Akaenda ndingáéndawó.

Akasaenda handíngáendiwo.

Zvimwe áchafará.

Akafará ndingáfáravó.

Akasafará handingafáriwó.

Zvimwe áchadáídzwa.

Akadáídzwa ndingádaidzwawó.

Akasadáídzwa handingadaídzwíwo.

Zvimwe áchadáro.

Akadáro ndingádarówo.

Akasadáro handingadárowó.

### 4. Further examples of the dependent tense with /-kà-/.

Ukamúóná unamúdáídzá. If you see him, (you must) call him.

Chikóro chikangé chāpera      When school is out, I will come.  
 ndicháúyă.

Mukamútáurira ánonzwa.      If you talk to him, he listens/  
 understands.

Ndikangé ndāgona ndinózšenda.      If I can, I'll go.

Akabvuma ndinómútumá.      If he agrees, I will send him.

Zvikadá, ndicháénda kwáMréwa.      If (it is) possible, I will go  
 to Mrewa.

5. The dependent tense with /-kà-/ vs. the /-cha-/ tense of  
 the same verb.

She'll agree to cook sadza. :

If she refuses, I'll report her to Mother. :

Achábvúma kubika sadza.

Akaramba ndichámútáurira kunámái.

Áchaváká imbá yédu.

Akaváká, tichámüpá mari.

Áchápukuta ndíró.

Akapédzá áchatámbá.

Áchaúngánídza mombe.

Akangé ăpédza áchadziúnzá kudangá.

6. The dependent /-kà-/ tense in verb phrases with /-nga/.

'School isn't over yet.'

'When it is over, I'll come.'

Chikóro hachísatí chāpera.

Chikangé chāpera ndichaúyá.

Babá havásatí vādzoka kudare.

Vakangé vādzoka ndichákútáurira.

Hári haísatí yāzara.

Ikangé yāzara ndicháréga.

Kunzé hakúsatí kwáchena. The rain hasn't cleared up.

Kukangé kwáchena, Baba vácháenda kujana.

Ngúvá haísatí yākwana.

Ikangé yākwana, tichápfigá.

## UNIT 39

[The basic material for this unit consists of an assortment of short texts, some in dialogue form, some in the form of monologues, and some in the form of miscellaneous useful sentences. As in Unit 38, the student should use his own initiative in deciding how to study them. As always, the goal is to make the words and the grammatical constructions his own, so that he can draw on them when he listens to Shona, speaks it, or reads it.]

zienzá (21)	}	rainy season
maenzá (6)		
Zienzá rínónaya		[In] zienza it rains hard.
Maenzá ánónaya		
mvúrá kwázvo.		
Ndwizi dzínozárá` kwázvo.		The rivers are very full.
Makombá ánōvamba.		Gullies get started.
Varimi vánodyárá` mbésa.		The farmers plant crops.
Huswá húnokúrá.		The grass grows.
chipfúyó		livestock
-kòrà		to become fat
Zvipfúyó zvinokora.		Livestock gets fat.
zánhí (5,6)		leaf
Miti yósé inoita mazánhí		All the trees put out new leaves.
matsvá.		
Zvikóro zvósé zvínopfígwá.		All the schools are closed.

---

chirimo	hot season, spring [NB seasons in Mashonaland are not directly comparable to seasons in the northern hemisphere]
Chirimo kúnopísá` kwázvo.	[In] chirimo it is very hot.
Pasi pánóngá pāya kupísá.	The earth is now hot.

-tùmbùkà	to burst out, to flower
Uswá húnótumbuka.	The grass blooms.
hángá (9,10)	guinea fowl
-kàndà	to lay eggs
Hángá nedzímwe shiri dzinókanda.	Guinea fowl and other birds lay eggs.
marindá (6)	protection [of fields from wild animals]
Ndiyo ngúvá yemárindá.	This is the time for protecting [the fields from baboons].
Zúvá rínóngá risíngachapísi.	The sun is no longer hot.
hosha (9,10)	disease
rumhungwe (11)	malaria, blackwater fever
Kúnóita hòshà yorúmhungwe.	There is malaria.
Miti nôhúswâ zvinoómá.	Trees and grass wither.
-dziyá	to have, or cause to have, a temperature above normal
Tinópfěkă zvinódziyă.	We put on warm [clothing].
chirimwá (7,8)	that which has been cultivated
Vanhу vánöténgésá zvirimwá.	People sell what they have grown ([things] cultivated).

---

matsútsó (6)	season when crops are about to ripen
Mumatsútsó tinódyă zvitsvá.	In matsutso we eat fresh [things].
Mbésa dzosé dzinóibva.	All crops ripen.
chando (7)	cold; the cold season
-tónhórá	to be cold
Chando chinotónhórá kwázvo.	[The season of] chando is very cold.

---

chipuká (7,8)	wild animal or reptile
shiri (9,10)	bird
-támá	to change residence
Zvipuká nedzimwe shiri zvinotámá.	Animals and some birds migrate.
-púpúrá	to reap
Mbésa dzínopúpúrwá.	Crops are harvested.
-tímbá	to plough for second time
Varimi vánótímbá minda yávó.	Farmers do their winter plowing.
mapitsé (6)	competition
Zvikóro zvinóita mapitsé.	Schools have competitions.

---

Chirimo kúnopísá` kwázo.	It's very hot in chirimo.
-sambira	to float, swim
Vaná vánosambira.	Children swim.
shizha (5,6)	leaf
Uswá námáshizha zvinóngá zváoma.	Grass and leaves wither.
Zvipfúyó zvinóshaya kudyá.	Livestock lacks food.

---

Yásvíka ngúvá yémüpfúdze.	The time for fertilizing has arrived.
Muri varimisu páno?	So you're farmers here?!
Tiri kundoedzawó zvédú.	We do our best.
Chínyi chinónyanya kudikánwá?	What is most necessary?
Kuti uchídá kurima, óná kuti uné zvöküsándísá heré.	If you want to farm, be sure whether you have tools ("[things] to use").

Ndinódawó pékúrima muriwo.	I'd like a place to raise muriwo.
Mbéú mwaya nadzó heré?	Do you have any seeds?
-tutsira	to add
Ndiné shoma; ndingázótutsirä.	I have a few. I may add [some] later.
badzá(5) mapadzá(6)	hoe
Icho ndísina íbadzá.	What I lack is a hoe.
Ivú répánó rínodísá mupfúdze.	The soil around here really needs fertilizer
zvé	in addition, besides
Zvé, rínodá mvúrá zhínjí.	Also, it needs a lot of water.

---

-kwáná	to suffice, be enough
Tavérenga zvakákwänä.	We've read enough.
Ngátichimbóise mabhúku pasí.	Now let's put our books down for a bit.
Muri kukásíkira mufundísi (mudzidzisi).	You're going [too] fast, teacher.
Ngátivérengezvé pámwé.	Let's read again together.
mubvunzo (3,4)	question
Ndianí àchí nemúbvunzo?	Who still has a question?
Tazónàtsa kumzwá.	We understand quite well now.
Mangwánani shéwe.	Good morning.
Mangwánani chirombówe.	Good morning.
hópé (9,10)	face; sleep, dream
Dzéhōpezvé chirombówe?	How did you sleep? [Used with travelers/visitors who have come to a place]
-pumúzá	to take a rest on a journey
Áiwá, tapumúzá.	Well, it's over with.

Mwarárawó zvakádini muviri  
wényú úya?

Áiwá, zváyá kubvira kuvá.

Did you get a good rest?

Oh, very much better.

usíkú (14)

night

Mwanzwá sényi kutónhórá  
usíkú?

(How) did you feel the cold last  
night?

I! Chádzíka chósé nhási!

Say! It [the frost?] all came  
down today!

Munótámátáma heré?

Do you change residence often?

Ah! Tinótámátáma kásíngapéri.

We move constantly. (We move  
times without end.)

Takátämä kashánü pamakoré  
maséré àkápěră.

We've moved five times in the last  
eight years.

Ah! Zvínhu zvinónetsa izvi!

Oh, that's a nuisance!

Hapáná zvokúita.

There's nothing to do [about it].

Munómbofunga ngéhämä dzényú  
heré kumushá?

Do you ever think about your  
relatives at home?

Hóngu. Tinódzióná kana  
tichínga tāenda kuU.S.A.

Oh yes. And we go to see them  
whenever we are in the U.S.

Vákámboúyá kumúóná heré muri  
kúnó?

Have they ever come to see you  
(while you are) here?

Hazvímbóítíki! Kufámbá  
kúnodá mari.

It's impossible! Travel is  
very expensive.

Mungátiudzé nokúsanduka  
kwéngvă pagoré heré?

Tell me about the change of seasons  
[in America]?

- Tino kusanduka kuna, We have four changes, namely spring,  
 kwákádai nge spring, summer, summer, fall and winter.  
fall, winter.
- 'Summer' yákadái ngezienza Is summer like zienza?  
 heré?
- Hazvína kunyatsoenzana(ba). They're not very similar.
- Mu 'summer' hamúnyanyónayi. In summer it doesn't rain very  
 much.
- Zvé, múnóti píse kunyanya. Besides, it's very hot.

Note that the stem /~mwè/ corresponds both to English 'some' and to English 'other'. It differs tonally from /~mwé/ 'one'. Also, /~mwè/ usually precedes the noun that it goes with, while /~mwé/ usually follows the noun.

Note the use of /zvímwe/ by itself as an 'adverbial' modifier, corresponding to English 'perhaps'. In this respect, cf. Unit 38, Note 1.

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In the sentence /zúvá rínóngá rísíngachapísi/, the prefix /-cha-/ corresponds to English 'still', and does not have future meaning. Compare Unit 7, Note 1.

1. Concords with /~mwè/ 'some other'.

'Is that shirt warm?'

'It isn't very warm.'

'Buy another that is warm.'

Iyo hémbé ínodziyá heré?

Haínatsí kudziyá.

Téngá imwe ìnódziyá.

Idzo tsápáto dzinodziyá heré?

Hadzinatsí kudziyá.

Téngá dzimwe dzinodziyá.

ngowáni	Iyo ngowáni ínodziyá heré? Hainatsí kudziyá. Téngá imwe inódziyá.
bhurúkwa	Iro bhurúkwa rínodziyá heré? Harínatsí kudziyá. Téngá rimwe rìnódziyá.
mbatyá	Idzo mbatyá dzinodziyá heré? Hadzinatsí kudziyá. Téngá dzimwe dzinódziyá.

In Unit 32, Note 1, we met one group of nouns which are derived from verbs. These were the agentive nouns, in Classes 1 and 2, with the final vowel /-i/. Several other types of nouns that are related to verbs occur in the basic materials for this unit:

	chirimwá (7,8)	something cultivated
cf.	kurimwà	to be cultivated
and:	chinórimwa	that which is cultivated
	mubvùnzò (3,4)	question
cf.	kubvùnzà	to ask
	chirimò (7,8)	a season for agriculture
cf.	kurimà	to cultivate, plough
	mapitsè (6)	competition
cf.	kupitsà	to reply, boast of
	marindá (6)	season for protecting
cf.	kurindà	to guard, protect

2. Various crops, with verbs appropriate to them; participial vs. idephonic forms of the verb.

'Have the potatoes been dug?'

'Just a little.'

Mbatáta dzáti dzächerwa heré.

Dzámbóti cherwé zvishoma.

Zviyó zváti zvächekwa heré?

Zvámbóti chékwe zvishoma.

Shushururu dzáti dzäibva here?

Dzándóti íbve zvishoma.

Mbésa dzáti dzäpupurwa heré?

Dzándóti púpurwé rutivi. ('in part')

Jangano ráti rävambwa here?

Rándóti vambwé chinhambwe chápéra.

Chibarwé cháti chäbviswa mumunda heré?

Chámbóti bviswé zvishoma.

3. Linking prefix followed either by the infinitive or by the participial form of a verb.

Tinódyará magwére ngúvânyí? [At] what time do we sow maize?

Muzienzá ndíyo ngúvá  
yôkûdyará.

In zienza (,that) is the time  
of sowing.

Tinópúpúra ngúvânyí?

When do we reap?

Muchando ndíyo ngúvá  
yôkûpúpúrá.

In chando, (,that) is the time  
of reaping.

Tinórima ngúvânyí?

When do we plough?

Mumavambo ezienzá ndíyo  
ngúvá yokúrima.

In the beginning of zienza is  
the time of ploughing.

Tinótimbá ngúvânyí?	When do we plough for the second time?
Tāpedza kupúpúrá ndíyo ngúvá yôkútimbá.	When we have finished harvesting is the time for reploughing.
Tinódirira ngúvânyí?	When do we water?
Tāpedza kudyárá ndíyo nguva yetīnodirira.	When we've finished sowing is when we water.
Tinópfeka dzinódziyá ngúvânyí?	[During] what period do we put on warm [clothes]? ( <sup>1</sup> In cold [weather] is the time of our putting on those [clothes] that are warm. <sup>1</sup> )
Tinochera mupfundze ngúvânyí?	When do we dig [?] manure/fertilizer?
Kuvamba kwechírimo ndíyo ngúvá yetīnochera mupfúdze.	The beginning of <u>chirimo</u> is the time when we dig [?] fertilizer/manure.

#### 4. Two contrasting kinds of verbal phrase.

mumbá	Mumbá múchí kutónhórá heré?	Is it still hot in the house?
	Kwéte. Mváyá kudziyá.	No, it's cool now. ( <sup>1</sup> In is cool now. <sup>1</sup> )
mvúrá	Mvúrá yáyá kupísá heré?	Is the water hot now?
	Kwéte. Íchí kutónhórá.	No, it's still cold.
zvidhína	Zvidhína zvíchi kupísá heré?	Are the bricks still hot?
	Kwéte. Hazvíchi kupísá. Zváyá kupórá.	No, they're not still hot. They're cool now.
hári	Hári yápörá heré?	Is the pot cooled off?
	Kwéte.. íchí kupísá.	No, it's still hot.

ivú	Ivú rátōnhōră heré?	Has the earth/soil cooled off?
	Kwéte. Ríchí kupísá.	No it's still hot.
mapfíhwa	Mapfíhwa áchí kupísá heré?	_____
	Kwéte. Átōnhōră. /Ápōră.	_____
bhíkiri	Bhíkiri rápōră heré?	_____
	Kwéte. Ríchí kupísá.	_____
pachotó	Pachotó pátōnhōră heré?	_____
	Páchí kudzíyá.	_____
kófi	Kófi íchí kudzíyá heré?	_____
	Kwéte. Yáyá kutónhórá.	_____
símbi	Símbi yáyá kutónhórá heré?	_____
	Kwéte. Íchí kupísá.	_____
mbatáta	Mbatáta dzáyá kudzíyá heré?	_____
	Kwéte. Dzíchí kupísá.	_____
nyama	Nyama yáyá kupórá heré?	_____
	Kwéte. Íchí kupísá.	_____
kunzé	Kunzé kúchí kutónhórá heré?	_____
	Kwéte. Kwáyá kudzíyá.	_____

## UNIT 40

[Unit 40 consists of two medium-length dialogues, followed by a large number of two-line conversational fragments. The former contain new vocabulary, but the latter are intended as review of vocabulary that has occurred in earlier units. The student should use the blank right-hand column on each page for writing in English translations, or cues of other kinds, so that he may practice producing the Shona sentences.]

Ndakáténgá` hémbé itsvá.

Wàkáténgá yàkaita sényi?

Ndakáténgá` zvángu chená.

Makórókótó wená wàáne hémbé  
itsvá!

Ndiné urombó nokúti handína  
kuóná iyo ndäida.

Waída yàkadini?

Ndaída ìne mavará machená  
nämátsvukú.

---

Ndaóná mukómaná ãri kumhányísá  
motokari.

Wánga achiéndepí?

Handízíví, zvimwe kuTsonzó.

Wánga ãine mótokari yàkaita  
sényi?

Wánga ãine mótokari tsvukú.

---

makórókótó

(an expression of felicitation  
or congratulation)

tósé	(the usual answer to the above; literally 'all of us')
urombó (14)	sorrow
wená	(a word for 'you (sg.)' not found in the Shona dictionary, but pre- sent in some other Bantu lan- guages to the south and east of Shona)
mavárá (6)	colour
muvárá (3,4)      }	
~tsvukú	red, brown, etc.
-mhányá	to run, go fast
páchípámwé	(an expression used when meeting a person who has already been greeted on the same day)

TWO-LINE FRAGMENTS  
OF CONVERSATIONS

1. Mai wakwidibira sadza.
  2. Rega usabate.
- 

1. Mwasvika rini pano?
  2. Ndasvika mai vāchi  
kukubvura sadza.
- 

1. Ndiri kutengesa nhanga.
  2. Munoitā maripyi?
-

1. Ndatenga chitambi  
kuchitoro.
  2. Ndavanyorera masoko ēse  
àri kuno.
- 

1. Vanhu vane basa nguva  
yemarinda.
  2. Nguva yāmatsutso  
vanoitenyi?
- 

1. Mazanhi ȣmahobo aoma  
nechando.
  2. Baba vasima māmwe mahobo  
nhasi.
- 

1. John wanga ȣri kurwara.
  2. Chiremba ndiye wākamurapa.
- 

1. Ndinoda kugurira miti  
yangu.
  2. Wabvepi nayo?
-

1. Ndisekuru v̄abatanidza  
mbatya.

2. Munoda kuisa mumvura  
inodziyasu?

---

1. Rúdzinyi rùri mumusha  
mwenyu?

2. Múne ndudzi zhinji, asi  
ini ndiri muBocha.

---

1. Wakanonga banga rangu  
here?

2. Ndakarinongera chinhambo  
kubva mumugwagwa.

---

1. Mwana wakanyarara here?

2. Ndamuradzika pamubhedha.

---

1. Mwakatengepi chikochikari  
chenyu?

2. Ndakachitenga Peniranga.

---

1. Kwaziwai chirombowe.

2. Kwaziwai shewe.

1. Baba Gomo vakadonhesa  
mari nezuro.
  2. Vati vāiona here?
- 

1. Baba vabaya hanga.
  2. Waona dziri papi?
- 

1. Dunhu rēkwaMutare  
rinopisa kwazvo.
  2. Ndinodaira kwaMutambara  
kunopisa kupinda.
- 

1. Mhuri yababa Marata ihuru.
  2. Vane imba yàkakura senyi?
- 

1. Mabwacha anobvepi?
  2. Anobva kuIndia.
- 

1. Mwana ari kuchema.
  2. Kubvani waane nzara.
-

1. Ndichachisa mbatya nhasi.
  2. Masimbe unao here?
- 

1. Ndiani wakatora tsanga  
kurwizi?
  2. Dzakatorwa naSekuru.
- 

1. Munoitenyi zienza?
  2. Tinorima minda.
- 

1. Sara wakaenda nani  
kwaNyadire?
  2. Wakaenda zvake qga.
- 

1. Ziso raManeta rinorwadza.
  2. Mutaurire azore mushonga.
- 

1. Vana vachaita mapitse  
sondo rinouya.
  2. Vanonga vapedza ruzororo  
here?
-

1. Ngenyi akatiza kubva  
musango nezuro?
  2. Vakati ndakaona shumba  
yàkarara.
- 

1. Shiri zhinji dzinoendepi  
pachando?
  2. Hauzivi here kuti  
dzinotama?
- 

1. Mukoma vangu havachina  
kusimba.
  2. Vanga vãri kurwarasu?
- 

1. Ndoisa mvura yàkadini  
muhari?
  2. Isa bhikiri rimwe  
chete.
- 

1. Tiri kuenda kudhorobha  
nhasi.
  2. Munochimbidza kuuya  
here?
-

1. Ngoro yenu yaendepi  
nhasi?
  2. Iri kutakura mupfudza.
- 

1. Sadza ranyanya kukora.
  2. Ah! waregera richikora  
zvakadaro ngenyi?
- 

1. Baba Mukarati vakamangara  
mhaka yavo kuhofisi.
  2. Vakamangara rinizve?
- 

1. Tine chimbudzi chakanaka.
  2. Ndiani wakachivaka?
- 

1. Mukomana wakanda dombo  
pamba.
  2. Mafafitera haana  
kuputsika here?
- 

1. Denga reimba yedu  
rinonaya.
  2. Isu redu rakagadzirwa  
nababa.
-

1. Mwakapupura zvakadini  
gore rino?
  2. Magwere gumi remasaki,  
zviyo masaki mana enzungu  
makumi mairi.
- 

1. Masanga mbuya.
  2. Ndauwe.
- 

1. Munda wenyu une  
marindasu!
  2. Kwete hauna marinda.
- 

1. Vanhu vakadzidza huroya  
vanoita basa renyi?
  2. Vanobatsira zvizhinji  
vanonga vaine mhaka  
dzavo.
- 

1. Chiremba unonyanorapa  
nguvanyi?
  2. Unonyanya kuvamba  
panguva dzegumi.
-

1. Mwasvika rini pano?
  2. Ndasvika zvangu  
chinhambwe chàpfuura  
ichi.
- 

1. Vadzidza vòmutauro  
vanobvepi?
  2. Vanobva mhiri kwegungwa.
- 

1. . Munda vamadhumbe uri  
pètyo here?
  2. Kwete, hauri pètyo;  
uri kure.
- 

1. Ndatenga hari ìsina  
chigadzo.
  2. Ukatenga ìne chigadzo,  
yakapinda kunaka.
- 

1. Baba vaenda kujana  
nhasi.
  2. Vanoenda kangani pamwedzi?
-

1. Ndauya kumaira mutenda  
wenyu.
  2. Haari pano. Waenda  
kuhosipitare mambakwedza  
ano.
- 

1. Mwakauya nenyi kubva  
Amerika?
  2. Takauya nendenge.
- 

1. Mabhunu anobvepi?
  2. Anobva mhiri kwenyanza.
-

## UNIT 41

Units 41 - 49 differ from Units 1 - 40 in four ways:

(1) They are not based on dialogues, but on narrative texts.

(2) There are no grammar notes, and no sets of sentences organized for systematic practice.

(3) The only tone markings are  $\sim/$ , which indicates that the verb should have participial tones, and  $/\backslash$ , which means that the verb has relative tones.

(4) The texts display occasional inconsistencies in spelling and in word division.

(5) Their principal purpose is to give the student an opportunity to develop habits of self-sufficiency in adapting, learning and using material from a wide variety of Shona texts; secondary purposes are review of grammar and increase of vocabulary.

These nine units should therefore be used in all or most of the following ways:

(1) Working with his tutor, the student should mark all tones in the A version of the story.

(2) Covering the A version, and referring to it as little as possible, the student should read the text aloud at least twice in the hearing of his tutor, reading from the B version. [The B version should never be marked for tones.]

(3) Read aloud at least twice from the C version, which contains the stems of the words but not the affixes.

- (4) Read aloud at least twice from the D version, which contains the affixes but lacks most of the roots.
- (5) Answer and ask questions about the text.
- (6) Ask the tutor to retell the same material twice in his own words. Ask questions if necessary.
- (7) The student should retell the same material in his own words.

Version A [Mark tones in 'A' only.]	Version B [Do <u>not</u> mark tones in 'B'.]
1. Rimwe zuwa, Tsuro naDiro  vakapangana kundoba.	Rimwe zuwa, Tsuro naDiro  vakapangana kundoba.
2. Vakafunga kundoba mba-  mbaira dzavaZvanyanya.	Vakafunga kundoba mbambaira  dzavaZvanyanya.
3. Tsuro, ngeungwaru hwake,  wakati ngatiende.	Tsuro, ngeungwaru hwake,  wakati ngatiende.
4. Vakaenda kumunda  vaZvanyanya wembambaira.	Vakaenda kumunda vaZvanyanya  wembambaira.
5. Vandoti svikenyi mumunda  mwacho,	Vandoti svikenyi mumunda  mwacho,
6. Tsuro wakati, Sekuru  munozochera ini  ndichirinda.	Tsuro wakati, Sekuru munozochera  ini ndichirinda.

7. Diro nekusaziva rakabvuma      Diro nekusaziva rakabvuma kuchera.  
kuchera.
8. Rändoti cherenyi zvishoma      Rändoti cherenyi zvishoma shoma,  
shoma,
9. Tsuro kakatsvaka bvute      Tsuro kakatsvaka bvute  
rakanaka kakarara.
10. Garegare tsuro akanzwa      Garegare tsuro akanzwa vanhukutaura.  
vanhukutaura.
11. Wakasimuka chinyararire      Wakasimuka chinyararire akasiya  
akasiya diro āripo.
12. Vanhu vakaona rīrikuita      Vanhu vakaona rīrikuita basa  
basa basa kuchera.
13. Vamwe vakadaidzira vachiti,  
vaZvanyanya munda wapera!      Vamwe vakadaidzira vachiti,  
vaZvanyanya munda wapera!
14. Izvo rākanzwa kudaizda  
rakada kutiza.      Izvo rākanzwa kudaizda rakada  
kutiza.
15. Varume vese vakarikomba.      Varume vese vakarikomba.
16. Raona kuti hapachina  
chakanaka.      Raona kuti hapachina chakanaka.
17. Rakakwira mumuti murefu.      Rakakwira mumuti murefu.

18. Varume vakatora mapfumo  
avo vakaribaya.

Varume vakatora mapfumo avo  
vakaribaya.

19. Rakabva rafa ngepamusana  
pemwoyo waro.

Rakabva rafa ngepamusana  
pemworo waro.

Version C

Rimwe zuwa Tsuro naDiro [REDACTED] pangana kundoba. Vakafunga [REDACTED] ba mbambaira [REDACTED] vaZvanyanya. Tsuro, ngeungwaru [REDACTED] ke, [REDACTED] ati [REDACTED] ende. [REDACTED] enda [REDACTED] munda vaZvanyanya [REDACTED] mbambaira. [REDACTED] ti svike [REDACTED] mumunda [REDACTED] cho, Tsuro [REDACTED] ti, Sekuru mu [REDACTED] chera ini ndi [REDACTED] rinda. Diro ne [REDACTED] ziva [REDACTED] bvuma kuchera. [REDACTED] ti chere [REDACTED] zvishoma shoma, Tsuro [REDACTED] tsvaka bvute [REDACTED] naka [REDACTED] rara. Garegare tsuro [REDACTED] nzwa vanhukutaura. [REDACTED] simuka [REDACTED] nyayararire [REDACTED] siya diro [REDACTED] po. Vanhu [REDACTED] ona r̄irikuita basa basa kuchera. [REDACTED] imwe [REDACTED] daidzira [REDACTED] ti, vaZvanyanya munda [REDACTED] pera! I [REDACTED] o [REDACTED] nzwa kudaidza [REDACTED] da [REDACTED] tiza. Varume vese [REDACTED] ka [REDACTED] komba. Raona kuti ha [REDACTED] na [REDACTED] akanaka. [REDACTED] kwira mumuti [REDACTED] refu. Varume [REDACTED] tora mapfumo avo va [REDACTED] baya. Ra [REDACTED] bva [REDACTED] fa [REDACTED] pamusana [REDACTED] mwoyo wao.

Version D

Rimwe zuwa [REDACTED] na [REDACTED] vaka [REDACTED] rana kundo [REDACTED]. Vaka [REDACTED] a kundo [REDACTED] mb [REDACTED] ira dza [REDACTED]. Tsuro, nge [REDACTED] a hwake, waka [REDACTED] ngati [REDACTED]. Vaka [REDACTED] ku [REDACTED] va [REDACTED] we [REDACTED] a. Vändo [REDACTED] enyi mu [REDACTED] mwa [REDACTED], Tsuro waka [REDACTED], S [REDACTED] nu munozoo [REDACTED] a ini ndichi [REDACTED]. Diro nekusa [REDACTED] raka [REDACTED] ku [REDACTED] a. Rändo [REDACTED] enyi zvi [REDACTED] shoma, [REDACTED] o kaka [REDACTED] a [REDACTED] e raka [REDACTED]

kaka. Gar[e] tsuro aka[ ] kutura. Waka[ ] uka  
chi[ ] re aka[ ] diro a[ ] po. Va[ ] vaka[ ] na r[ ] iku[ ] [ ]  
ku[ ]. Va[ ] vaka[ ] ra vachi[ ], vaZvanyanya [ ]  
wa[ ]. Izvo r[ ] ka[ ] ku[ ] a raka[ ] ku[ ]. Va[ ] v[ ]  
vakari[ ]. Ra[ ] kuti hapachi[ ] chaka[ ]. Raka[ ] a mu[ ]  
mu[ ]. Va[ ] vaka[ ] ma[ ] avo vakari[ ]. Raka[ ] ra[ ]  
ngepa[ ] pe[ ] wa[ ].

1. Tsuro naDiro vakapangana here?  
Vakabayana here?  
Ndiani vakapangana kundoba?  
Vakapangana rini?
  
2. Vakafunga kundoba here?  
Vakandoba nzungu here?  
Vakaendepi?  
Vakandoitenyi?
  
3. Tsuro wainga neungwaru here?  
Diro naTsuro vakadzoka here?  
Ndiani wainga neungwaru?  
Vakatinyi?
  
4. Vakaenda kumunda waZvanyanya here?  
Vakakwira mugomo here?  
Vakaenda kupi?  
Kwakange kuinenyi?
  
5. Vakasvika mumunda mwacho here?  
Vakapinda mumba mwacho here?  
Vakadini wandoti svikenyi?  
Mwakange muri mumunda mwaani?
  
6. Tsuro vakataura here kuna sekuru?  
Vakachera vese here?  
Ndiani vakachera?  
Tsuro vakaitenyi?

7. Diro rakabvuma here?  
Raiziwa here?  
Ndiani akabvuma?  
Ndiani akatumwa?
  
8. Rakachera nguwa huru here?  
Vakachera wese here?  
Wakachera nguwa yakadini?  
Waidenyi?
  
9. Tsuro kakatsvaka bvute here?  
Kakange kaina diro here?  
Kakatsvakenyi?  
Kakadini mubvute?
  
10. Tsuro wakanzwa vanhu here?  
Diro rakanzwawo here?  
Ndiani akanzwa vanhu?  
Vanhu vaitenyi?
  
11. Tsuro vakasimuka here?  
Sekuru wakasimukawo here?  
Ndiani vakasimuka chinyarire?  
Vakasiya diro aripi?
  
12. Vanhu vakaona diro here?  
Tsuro vakamuonawo here?  
Diro raiitenyi?  
Ndiani vakaona diro?
  
13. Vanhu vakadaidzira here?  
Vanhu vakaramba vakanyarara here?  
Vaka daidzira vachitinyi?  
Zvanyanya wanga ari ani?
  
14. Diro rakanzwa kudaidzira here?  
Tsuro vakadaidzira here?  
Rakada kuitenyi?  
Raida kuendepi?
  
15. Varume vakarikomba here?  
Vakaricheka here?  
Ndiani wakakombwa?  
Vanhu vaidenyi?

16. Rakaona chakanaka here?  
Zvakarifadza here?  
Rakaonenyi?  
Ndiani akaona kuti hapachina chakanaka?

17. Rakakwira mumuti here?  
Rakagara pasi here?  
Ndiani akakwira mumuti?  
Rakakwira mumuti wakadini?

18. Varume vakaribaya here?  
Vakarisiya here?  
Ndiani vakaribaya?  
Vakatorenyi?

19. Rakabva rafa here?  
Rakaramba ririmumuti here?  
Ngenyi rakafa?  
Rakange riinenyi?

1. Kune matiro here kumusha kwenyu?
2. Mune mhandongani dzetsuro?
3. Tsuro dzenyu dzakangwarawo here?
4. Ndiani vaneminda yekurima?
5. Mbambaira dzenyu dzakaita senyi?
6. Miti yenu yakafanana neyedu here?
7. Kune mapfumowo here?

## NEW WORDS

-ba	to steal	chinyararire	silently (cf. -nyararira, to be, become silent)
mbambaira (9,10)	sweet potato		
ungwaru (14)	cleverness	-komba	to surround
-rinda	to guard, stand guard	pfumo (9,10)	spear
-bvuma	to agree, consent	-baya	to stab
-simuka	to stand up	pamusana	on account of musana (3,4) back (anat.)

## UNIT 42, Part 1

## Version A

[Mark tones in 'A' only.]

1. Tsuro naDiro vakange  
vāine ushamwari.
2. Tsuro wakati sekuru  
ndinoda nyimo nemagwere. nyimo nemagwere.
3. Diro rakati ngatiende  
kumunda kwaZvanyanya.
4. Wakatungamidzana kuenda  
kumunda.
5. Wāakusvika, tsuro wakati, Wāakusvika, tsuro wakati,  
ngatidzoke.
6. Diro rakaramba kudzoka.
7. Rakaramba richienda.
8. Baba Zvanyanya vakange  
vāgere patyo nemunda.
9. Vakaona diro rāgara  
mubvute.
10. Vakadaidzira majaha  
`akange āri pajangano.
11. Vakauya vakaridzinga.
12. Rikabva rākwira mugomo.

## Version B

[Do not mark tones in 'B'.]

1. Tsuro naDiro vakange vāine  
ushamwari.
2. Tsuro wakati sekuru ndinoda
3. Diro rakati ngatiende kumunda  
kwaZvanyanya.
4. Wakatungamidzana kuenda kumunda.
5. Wāakusvika, tsuro wakati, Wāakusvika, tsuro wakati,  
ngatidzoke.
6. Diro rakaramba kudzoka.
7. Rakaramba richienda.
8. Baba Zvanyanya vakange vāgere  
patyo nerunda.
9. Vakaona diro rāgara mubvute.
10. Vakadaidzira majaha `akange āri  
pajangano.
11. Vakauya vakaridzinga.
12. Rikabva rākwira mugomo.

**Version C**

Tsuro Diro vakange väine ushamwari. Tsuro wakati sekuru da nyimo magwere. Diro henti negende munda Zvanyanya. Hela tungamidenda munda. Hala svika, tsuro henti, hidi zoke. Diro haramba dzoka. Haramba hienda. Baba Zvanyanya vakangere patyo munda. Hona diro hagara bvute. Hadaidzira majaha akangari jangano. Hauya hridzinga. Hiloba kwira gomo.

Version D

## Questions

1. Tsuro naDiro vakange vaine ushamwari here?  
Vakange vaine ukama here?  
Ndiani vakange vaine ushamwari?  
Ngenyi tsuro nadiro vakange vaine ushamwari?
  2. Tsuro wakataura chiro here kuna diro?  
Tsuro waida madima nenzungu here?  
Ngenyi tsuro aida nyimo nemagwere?  
Ndiani aida nyimo nemagwere?
  3. Diro wakamupa here?  
Diro vakaenda kumunda kwake here?  
Ngenyi vakaenda kumunda waZvanyanya?  
Vakaenda koodini?

4. Wakaenda here kumunda?  
Vakaenda kumunda vadiro here?  
Vakatora papi nyimo nemagwere?  
Vakaenda kumunda waani?
  
5. Tsuro vakasvika here kumunda vemagwere?  
Wakadzokera panzira here?  
Ngenyi tsuro kakadzokera panzira?  
Ngenyi kakafunga kudzokera?
  
6. Diro rakabvuma here kudzoka?  
Wakaramba achienda here?  
Ngenyi diro rakaramba kudzoka?  
Ndiani wakaramba achienda?
  
7. Rakaramba richienda here?  
Diro rakabvuma kudzoka here?  
Ngenyi rakaramba richienda?  
Chinyi chakaita kuti diro arambe achienda?
  
8. Baba Zvanyanya vakange vari patyo here?  
Wakange vagere kumba kwavo here?  
Vakange vari papi?  
Ndiani vakange ari patyo nemunda?
  
9. Vakaona diro here?  
Vakaona riri mumuti here?  
Rakange ragara papi?  
Diro rakange richidini?
  
10. Vakadaidzira vamwe here?  
Vakadaidza mhandara here?  
Ndiani vakadaidzwa nababa Zvanyanya?  
Majaha akange achiitenyi?
  
11. Vakomana vakauya here kuridzinga?  
Vakaramba vari pajangano here?  
Ndiani vakadzinga diro?  
Vakariita senyi?
  
12. Rakabva rakwira mugomo here?  
Rakarambira mubvute here?  
Ngenyi diro rakakwira mugomo?  
Ndiani vakaridzinga?

1. Imhukanyi dzinodya mbesa muminda?
2. Kwenyu muno rinda minda here?
3. Imhukanyi dzinonyanya kuonekwa pachikoro chemutauro?
4. Kune zvipfuyo zvizhinji here kwenyu?
5. Munyika ino matiro anogara panyi?
6. Vana vanoita senyi kuti vaona matiro?

## NEW WORDS

-tundgamidzana lit., to lead one another

-dzingga to drive off

## Part II

## Version A

[Mark tones in 'A' only.]

1. Tsuro naMagondo wainga  
neushamwari.

2. Wakaenda kundotsvaka  
zvekudya.

3. Magondo wakaona mwana  
ăkarara.

4. Akatiza akàbva āguka  
gumbo.

5. Vakomana vakange vāri  
kutema huni.

## Version B

[Do not mark tones in 'B'.]

Tsuro naMagondo wainga neushamwari.

Wakaenda kundotsvaka zvekudya.

Magondo wakaona mwana ākarara.

Akatiza akàbva āguka gumbo.

Vakomana vakange vāri kutema  
huni.

6. Vakamuona ãri kutsamhina. Vakamuona ãri kutsamhina.
7. Vakatiza nematemo avo. Vakatiza nematemo avo.
8. Vakàmutemata temata akàfa. Vakàmutemata temata akàfa.
9. Mukoma vavo akava tevera. Mukoma vavo akava tevera.
10. Akaona vãtogara zvavo Akaona vãtogara zvavo pasi.  
pasi.
11. Mwanetasu vaningina? Mwanetasu vaningina?
12. Basazve iro tãita mukoma. Basazve iro tãita mukoma.

## Version C

Tsuro █ Magondo █ nge █ shamwari. █ aenda █ tsvaka  
 █ kudya. Magondo █ ona █ ana █ rara. █ tiza █ bva █ guka  
 gumbo. █ komana █ nge █ ri █ tema huni. Va █ ona █ ri  
 kutsamhina. █ tiza █ temata temata avo. Va █ temata temata akàfa.  
 Mukoma █ va tevera. █ ona vãtogara zvavo pasi. █ neta █  
 ningina? Basa █ iro █ ita mukoma.

## Version D

Tsuro naMa █ wai █ neu █ i. Waka █ a kundo █ a  
 █. Ma █ waka █ ana ãka █ a. Aka █ a akà █ ã █ a  
 g █. Val █ vaka █ vãri ku █ a █. Vakamu █ ã █  
 ku █ a. Vaka █ a nematemo avo. Vakàmu █ akà █.  
 Mi █ vavo akà █ a. Aka █ vãto █ zvavo █. Mwa █ asu  
 va █ ? █ zve iro tã █ mu █.

Questions.

1. Tsuro naMagondo vaiva shamwari here?  
Vakange vachigara mumba mumwe here?  
Ndiani vakange vaine ushamwari?  
Ngenyi vakange vaine ushamwari?
  
2. Vakange vaina zvokudya zvao here?  
Vakaenda kwaMutare here kundotenga zvokudya?  
Ndiani vakaenda kundotsvaka zvokudya?  
Vakaendepi kundotsvaka zvokudya?
  
3. Tsuro wakaona mwana here?  
Magondo wakaona mwana mugomo here?  
Ndiani vakaona mwana akarara?  
Magondo wakaona mwana ari papi?
  
4. Magondo wakange achifamba here?  
Vakange akamira hake here?  
Ngenyi magondo akaguka gumbo?  
Magondo wakaita senyi?
  
5. Vakomana vakange vari kurima here?  
Vakange vari pamba here?  
Ndiani vakange vachitema huni?  
Vakomana vakange vachiitenyi?
  
6. Vakomana vakaona magondo here?  
Ngenyi magondo akange achitsamhina?  
Magondo vakange ari kuita senyi izvo vakomana vakamuona?  
Ndiani wakaguka gumbo ari kutiza?
  
7. Vakandamunangisa chete here?  
Vakamudzingirira here?  
Vakomana wakaita senyi?  
Ndiani vakatiza nematemo avo?
  
8. Vakamurega achienda zvake here?  
Vakomana vakamuuraya here?  
Ndiani vakauraya magondo?  
Ngenyi vakomana vakamuuraya?

9. Vakateverwa nemukoma vavo here?  
 Mukoma vavo vakauraya magondo here?  
 Ndiani vakavatevera?  
 Ngenyi mukoma vavo akavatevera?
10. Mukoma vakaona vaningina vachitema huni here?  
 Vakaona vakagara pasi here?  
 Mukoma vakaona vaningina vari kuitenyi?  
 Ngenyi vakange vagara pasi?
11. Wakabvunza chiro here kuvaning'ina vake?  
 Vakavatuma here?  
 Ngenyi mukoma akabvunza vaning'ina?  
 Mukoma vakatinyi?
12. Wakapindura chinhu here?  
 Vakaramba vakanyarara here?  
 Ndiani vakange vaneta?  
 Ngenyi vakange vaneta?
1. Muna magondo here munyika yenu?  
 2. Vanoruma vanhu here?  
 3. Vaningina venyu vangani?  
 4. Matemonyi ayo munosandisa?  
 5. Zvekudya zvenyu zvinobvepi?  
 6. Ndiani anomufundisa mutauro?

## NEW WORDS

Magondo	Hyena	-tsamhina	to limp
-guka	to break	-tevera	to follow
gumbo(5) makumbo(6), leg			

## UNIT 43

## Version A

[Mark tones in 'A' only.]

1. Chuma naChibharo vaigara  
murimwe Guta.

2. Vaienda kuchikoro mazuva  
ose, chete Mugobera.

3. Vaifara kuendako  
nguvadzose.

4. Rimwe zuva vakaona  
manyana pamugwagwa.

5. Vakada kuti vaabate  
akàtiza.

6. Vakaramba vachiatevera  
kwezuva rose.

7. Vakagara kuchikoro  
ngepamusana pemanyana.

8. Vakasvika kudzimba dzavo,

9. Vabereki vavo havana  
kufara.

10. Remangwana vana vakenda  
kuchikoro.

11. Mufundisi haana kufara  
nezhakaita vana.

## Version B

[Do not mark tones in 'B'.]

Chuma naChibharo vaigara murimwe  
Guta.

Vaienda kuchikoro mazuva ose,  
chete Mugobera.

Vaifara kuendako nguvadzose.

Rimwe zuva vakaona manyana  
pamugwagwa.

Vakada kuti vaabate akàtiza.

Vakaramba vachiatevera kwezuva  
rose.

Vakagara kuchikoro ngepamusana  
pemanyana.

Vakasvika kudzimba dzavo,

Vabereki vavo havana kufara.

Remangwana vana vakaenda kuchikoro.

Mufundisi haana kufara nezhakaita  
vana.

## Version C

Chuma [REDACTED] Chibharo [REDACTED] gara [REDACTED] rimwe guta. [REDACTED] enda [REDACTED] chikoro [REDACTED] zuva [REDACTED] se, chete Mugobera. [REDACTED] ifara [REDACTED] enda [REDACTED] nguva [REDACTED] ose. [REDACTED] mwe zuva vaka [REDACTED] nyana [REDACTED] mugwagwa. [REDACTED] da kuti [REDACTED] bat [REDACTED] tiz [REDACTED]. [REDACTED] ramba va [REDACTED] atevera [REDACTED] ezuva [REDACTED] ose. Va [REDACTED] gara kuchikoro [REDACTED] musana [REDACTED] nyana. [REDACTED] svika [REDACTED] dzimba dzavo, [REDACTED] bereki [REDACTED] vo [REDACTED] na [REDACTED] fara. [REDACTED] mangwana [REDACTED] na [REDACTED] enda ku [REDACTED] koro. [REDACTED] fundisi [REDACTED] na [REDACTED] ara [REDACTED] akaita [REDACTED] ana.

## Version D

Chuma na [REDACTED] ro vai [REDACTED] a muri [REDACTED] [REDACTED]. Vai [REDACTED] ku [REDACTED] ma [REDACTED] [REDACTED], [REDACTED] e Mu [REDACTED] a. Vai [REDACTED] a ku [REDACTED] ako [REDACTED] dzose. Ri [REDACTED] vaka [REDACTED] mar [REDACTED] pamu [REDACTED]. Vaka [REDACTED] kuti vaa [REDACTED] e aka [REDACTED] a. Vaka [REDACTED] a vachia [REDACTED] a kwe [REDACTED]. Vaka [REDACTED] ku [REDACTED] ngepar [REDACTED] pe [REDACTED]. Vaka [REDACTED] a ku [REDACTED] a dza [REDACTED], va [REDACTED] vavo ha [REDACTED] a ku [REDACTED] a. Re [REDACTED] va [REDACTED] vaka [REDACTED] a ku [REDACTED]. Mu [REDACTED] haana ku [REDACTED] a ne [REDACTED] a vana.

## Questions.

1. Chuma na Chibharo vaigara mugomo here?  
Vaigara muguta rimwe here?  
Ndivanaani vaigara muguta rimwe?  
Vaigara nepapi?
  
2. Vaienda kuchikoro here?  
Vaienda kugadheni here mazuva ose?  
Ngenyi vaienda kuchikoro mazuva ose?  
Vakagara rini kuchikoro?
  
3. Vaifara here kuenda nguva dzose?  
Vaichema here?  
Ndivanaani vaifara kuenda kuchikoro?  
Vaifarirenzi?

4. Vakaona motokari here pamugwagwa?  
Vakaona manyana here?  
Manyana akange ari papi?  
Ndivanaani vakaona manyana?
  
5. Vakaabata here?  
Manyana akatiza here?  
Ngenyi manyana akatiza?  
Akaita senyi?
  
6. Vakarega achienda here?  
Vakaatevera here?  
Ngenyi vakaramba vachiatevera?  
Manyana akaita senyi?
  
7. Vakaenda here kuchikoro?  
Vakagara here?  
Ndivanaani vakagara kuchikoro?  
Chuma naChibaro vakaitenyi?
  
8. Vakasvika kudzimba dzavo here?  
Vakasvika kuzvitoro here?  
Vakomana vakasvika papi?  
Ndiwanaani vakasvika kudzimba dzavo?
  
9. Vabereki vavo vakafara here?  
Havana kufara here?  
Ngenyi vasina kufara?  
Chinyi chisakavafadza?
  
10. Remangwana vakaenda kuchikoro here?  
Vakaenda kudhorobha here?  
Vakaendepi remangwana?  
Ngenyi vakaenda kuchikoro?
  
11. Mufundisi haana kufara here?  
Vakavatenda here?  
Ngenyi mufundisi asina kufara?  
Ndiani asina kufara?

1. Zvikoro zvikuru zviripi?
2. Vanhu vano dzidzirepi mutauro?
3. Munovamba rini chikoro chamutauro?
4. Mugobera munoenda kuchikoro here?
5. Ngenyi vadzidzisi vasingafari ngevana vanorava kuchikoro?
6. Ndiani usingafari ngevana vanofundira?

## NEW WORDS

manyana -bata to catch, seize

## Part II

## Version A

[Mark tones in **'A'** only.]

## Version B

[Do not mark tones in **'B'**.]

1. Karekare vamwe varume  
vakandovhima.
2. Vakadaidza imbwa dzawo  
kwava kuenda.
3. Umwe naumwe vavoakatora  
demo nepfumorake.
4. Vakapinda munzira vakaenda.
5. Vändoti darikenyi rwizi  
rwaMucheke,

6. imbwa dzakamutsa nhoro. imbwa dzakamutsa nhoro.
7. Nhoro yakatiza ichidzika Nhoro yakatiza ichidzika kurwizi.  
kurwizi.
8. Varume vakatiza nemapfumo Varume vakatiza nemapfumo avo.  
avo.
9. Nhoro yakashaya pekupinda Nhoro yakashaya pekupinda napo.  
napo.
10. Yakatizira mutsanga Yakatizira mutsanga zhinji.  
zhinji.
11. Umwe wavo akabaya nhoro Umwe wavo akabaya nhoro ikafa.  
ikafa.
12. Vose vakafara kudzoka Vose vakafara kudzoka kumusha  
kumusha nenyama. nenyama.

## Version C

Kar [REDACTED] re [REDACTED] nwe [REDACTED] rume vaka [REDACTED] hima. [REDACTED] daidza imbwa [REDACTED] wo  
kwa [REDACTED] kuenda. [REDACTED] mwe [REDACTED] umwe [REDACTED] akatora demo [REDACTED] pfumo [REDACTED]. [REDACTED] apinda  
[REDACTED] nzira [REDACTED] enda. [REDACTED] opti darike [REDACTED] rwizi [REDACTED] aMucheke, [REDACTED] bwa  
[REDACTED] amutsa nhoro. Nhoro [REDACTED] atiza [REDACTED] dzika [REDACTED] rwizi. [REDACTED] rume  
[REDACTED] tiza [REDACTED] mapfumo avo. Nhoro [REDACTED] ashaya [REDACTED] pinda napo. [REDACTED] tizira  
[REDACTED] tsanga zhinji. [REDACTED] mwe wavo [REDACTED] bay a nhoro [REDACTED] fa. [REDACTED] se [REDACTED] fara  
[REDACTED] dzoka [REDACTED] musha [REDACTED] nyama.

## Version D

[REDACTED] va [REDACTED] va [REDACTED] vakando [REDACTED]. Vaka [REDACTED] a [REDACTED] dzawo  
 kwa [REDACTED] ku [REDACTED]. U [REDACTED] nau [REDACTED] vavo [REDACTED] d [REDACTED] o ne [REDACTED] rake. Vaka [REDACTED] a  
 mu [REDACTED] vaka [REDACTED]. Vāndo [REDACTED] nyi rw [REDACTED] rwa [REDACTED] ke, [REDACTED]  
 dzaka [REDACTED] a [REDACTED]. [REDACTED] o yaka [REDACTED] a ichi [REDACTED] a ku [REDACTED]. Va [REDACTED] vaka [REDACTED] a  
 nema [REDACTED] a [REDACTED]. Voro yaka [REDACTED] a peku [REDACTED]. Yaka [REDACTED] ira mu [REDACTED]  
 zhinji. U [REDACTED] wavo aka [REDACTED] a nhoro i [REDACTED]. Vose vaka [REDACTED] a ku [REDACTED]  
 ku [REDACTED] ne [REDACTED].

## Questions.

1. Varume vakandovima here?  
 Vaka ndotamba here?  
 Vakaenda rini?  
 Ndivanaani vakandovima?
2. Vakadaidza imbwa dzavo here?  
 Vaka daidza vakomana here?  
 Varume vakadaidzenyi?  
 Imba dzakateera ani?
3. Vakatora zviro zvavo here?  
 Varume vakatora matemo chete here?  
 Vakatorenyi?  
 Ndiani vakatora matemo nema pfumo?
4. Vakaenda here?  
 Varume vakagara here?  
 Vakapindepi?  
 Ndiani vakapinda munzira?
5. Vakadarika rwizi here?  
 Varume vakadzoka here?  
 Rwiginyi urwo vakadarika?  
 Ndivanaani vakadarika rwizi?

6. Imbwa dzakamutsa nhoro here?  
Dzakamutsa tsuro here?  
Imbwa dzakamutsenyi?  
Ngedzaani imbwa?
  
  7. Nhoro yakatizira kurwizi here?  
Yakakwira mugomo here?  
Yakatizirepi?  
Ndiani wakadzika kurwizi?
  
  8. Varume vakatiza nemapfumo here?  
Vakatora mapanga here?  
Ndiani vakatiza nemapfumo?  
Vaka itenyi nawo?
  
  9. Yakashaya pekupinda napo here?  
Yakapinda nepagomba here?  
Nhoro yakashayenyi?  
Nhoro yakadini?
  
  10. Yakatizira mutsanga zhinji here?  
Yakaramba yakamira here?  
Yakatizira mutsanga dzakadini?  
Yakatizirepi?
  
  11. Varume vakabaya nhoro here?  
Vakabaya shumba here?  
Ndiani vakabaya nhoro?  
Nhoro yakadini?
  
  12. Varume vakafara here?  
Vakaenda nehuni here?  
Vakafarirenyi?  
Vakadzokepi?
- 
1. Makambovima here muri pachikoro?
  2. Kunyika kwenyu kune imbwa dzinovhima here?
  3. Munobaya nenyi mhuka?
  4. Munyika muno maibaya nemapfumo akadini?

5. Ndwizi dzenyu dzakakura senyi?
6. Nyama dzenyu dzinonyanyobvepi?
7. Vanhunyi vanonyanofundisa muzvikoro?
8. Mune nzvimbo dzekufundira mutauro here?

## NEW WORDS

-vhima	to hunt game	-muka	to rise, start up
darikenyi	(ideoph. from /-darika/, to leap over, cross with a jump)	nhoro (9,10)	kudu
-mutsa to cause to rise			

## Part III

## Version A

## Version B

[Mark tones in 'A' only.] [Do not mark tones in 'B'.]

1. Mumwemusi murume vakafamba Mumwe musi murume vakafamba rwendo.  
rwendo.
2. Wakati asvika pakati Wakati asvika pakati pemakomo.  
pemakomo.
3. Zuva rakapisa zvekubvunza Zuva rakapisa zvekubvunza mutupo.  
mutupo.
4. Murume vakatsauka akagara Murume vakatsauka akagara mubvute.  
mubvute.

5. Ari kundoti pasitende, Ari kundoti pasitende,  
 6. bazuremuti rakadonha bazuremuti rakadonha parutivi  
     parutivi pake. pake.
7. Murume vakapatika, Murume vakapatika, akavamba  
     akavamba kutiza. kutiza.
8. Vakabva ãkanganwa demo Vakabva ãkanganwa demo rake.  
     rake.
9. Andoti chinhambo endenyi, Andoti chinhambo endenyi,  
 10. Vakaona mhembwe yãkarara Vakaona mhembwe yãkarara mubako.  
     mubako.
11. Sezvo ãkange ãkanganwa Sezvo ãkange ãkanganwa demo rake ,  
     demo rake ,
12. mhembwe yakamuka ikatiza mhembwe yakamuka ikatiza zvayo.  
     zvayo.

## Version C

mweusi urume afambaendo. ati svika kati  
 komo. Zuva pisa bvunza tupo. urume tsauka  
 gara bvute. Ari kundoti pasitende, bazuremuti rakadonha  
 parutivi pake. Murume vakapatika, akavamba kutiza. Vakabva  
 ãkanganwa demo rake. Andoti chinhambo endenyi, Vakaona mhembwe  
 yãkarara mubako. Sezvo ãkange ãkanganwa demo rake , mhembwe  
 yakamuka ikatiza zvayo.

## Version D

Mumwe [ ] muc [ ] vaka[ ]a rw[ ]do. Waka[ ]a [ ]a pa[ ]  
pema[ ]. [ ] raka[ ]a zveku[ ]a mu[ ]. Mu[ ] vaka[ ]a  
aka[ ]a mu[ ]. Ari kundo[ ] pasi[ ], [ ] muti raka[ ]a  
paru[ ] pake. Murume vaka[ ]a, aka[ ]a ku[ ]a. Vaka[ ]a  
[ ]a [ ]a [ ]o rake. Ando[ ] chi[ ] nyi, [ ]ona ml[ ]we  
yaka[ ]a mu[ ]. Se[ ] äka[ ] ä[ ]a [ ]a [ ]a , [ ]  
yaka[ ]a ika[ ]a [ ].

## Questions.

1. Murume wakafamba rwendo here?

Mumwe musi murume wakagara pamusha here?

Murume wakafamba rīni rwendo?

Ndiani wakafāmba rwendo.

2. Vakasvika pakati pemakomo here?

Vakasvika pakati perwizi here?

Murume vakasvika ne papi?

Ndiani vakasvika nepakati pemakomo?

3. Kwakange kune zuva here?

Mvura yakange ichinaya here?

Zuva rakapisa senyi?

Mvura yakanaya zvakadini?

4. Murume vakagara pasi here?

Vakagara mumba here?

Ndiani vakagara mubvute?

Murume vakadini?

5. Wakambogara pasi here?

Wakandoti rarenyi pasi here?

Wakambogara papi pasi?

Ndiani vakandoti pasi tende?

6. Pane chakadonha parutivi pake here?  
Pakadonha dombo here parutivi pake?  
Bazu remuti rakadonha papi?  
Chinyi chakadonha parutivi pake?
  7. Murume wakaramba aripo here?  
Vakatora bazu remuti here?  
Ngenyi murume akapatika?  
Chinyi chakaita kuti apatike?
  8. Wakaenda nedemo rake here?  
Wakakanganwa demo here?  
Ndiani wakakanganwa demo rake?  
Ngenyi akakanganwa demo?
  9. Wakaenda chinhambo here?  
Wakasvika kumba kwake here?  
Wakasvika papi?  
Wakafamba nhumbo yakaita seyi?
  10. Wakaona chiro here mubako?  
Wakaona nyoka here mumuti?  
Mhembwe yakange yakarara papi?  
Murume wakaonepi nyoka?
  11. Wakange akanganwa nedemo rake here?  
Wakaenda nedemo rake here?  
Ndiani wakakanganwa nedemo rake?
  12. Wakabata mhembwe here?  
Haana kuibata here?  
Ngenyi mhembwe yakatiza?  
Mhembwe yakatiza senyi?
- 
1. Vanhu vanonyanyovhima mhukanyi?
  2. Mhuka dzinoonekwepi?
  3. Munofara zvakadini ngenyika ino?
  4. Munyika mwenyu mune makomo akadini?

5. Munoziva gomo guru here renyika ino?
6. Ngenyi vanhu vachida kubaya mhembwe?

## NEW WORDS

pakati(16) between	bazu or; bazi (5), mapazi (6) branch of tree
zvekubvunza mutupo (here, an expression of extreme in- tensity)	-patika to be startled
pasitende (ideoph., of sit- ting down decorously, settling down)	mhembwe (9,10) duiker bako (5), mapako (6) cave among rocks; refuge

## UNIT 44

## Version A

[Mark tones in 'A' only.]

## Version B

[Do not mark tones in 'B'.]

1. Tsoko yakaona dende  
rinenzungu.
2. Ngemwoyo wayo, yakapinza  
ruoko mudende.
3. Yakazadza ruoko nenzungu.
4. Yakada kuburitsa nzungu,
5. asi ruoko rwakarambira.
6. Yakaedza zve nazve, asi  
nzungu dzakarambira.
7. Muridzi wedende vakauya  
kuzoona.
8. Vakaona tsoko  
t̄rikushereketa kwazvo.
9. Tsoko haina kuda kuenda  
t̄isina nzungu.
10. Zvakatakurana nedendero  
mugomo.
11. Murume ngeshungu,  
wakairowa netsvimbo.
12. Tsoko yakachema.
- Tsoko yakaona dende rinenzungu.
- Ngemwoyo wayo, yakapinza ruoko  
mudende.
- Yakazadza ruoko nenzungu.
- Yakada kuburitsa nzungu,
- asi ruoko rwakarambira.
- Yakaedza zve nazve, asi nzungu  
dzakarambira.
- Muridzi wedende vakauya kuzoona.
- Vakaona tsoko t̄rikushereketa  
kwazvo.
- Tsoko haina kuda kuenda t̄isina  
nzungu.
- Zvakatakurana nedendero mugomo.
- Murume ngeshungu, wakairowa  
netsvimbo.
- Tsoko yakachema.

13. Dende rakatsemuka ikati      Dende rakatsemuka ikati gorokoto.  
gorokoto.
14. Yakada kunonga dzekuenda      Yakada kunonga dzekuenda nadzo.  
nadzo.
15. Murume vakasvika akaibata Murume vakasvika akaibata gumbo.  
gumbo.
16. Tsoko yakaruma                    Tsoko yakaruma chigunwe chake.  
chigunwe chake.
17. Murume wakatiza kuenda        Murume wakatiza kuenda kumba.  
kumba.
18. Tsoko ichitizawo kukwira      Tsoko ichitizawo kukwira mugomo.  
mugomo.
19. Nzungu nedende zvakabva      Nzungu nedende zvakabva zvāsarapo.  
zvāsarapo.
20. Vakarumwa ngekuti vakange Vakarumwa ngekuti vakange āsina  
āsina demo.                            demo.

## Version C

Tsoko [ ] ona dende [ ] nzungu. [ ] emwoyo [ ] ayo, [ ] apinza [ ] oko  
[ ] dende. [ ] kazadza [ ] oko [ ] nzungu. Ya[ ] da kuburitsa nzungu,  
asi ruoko [ ] rambira. [ ] edza [ ] nazve, asi nzungu [ ] rambira.  
Muridzi [ ] edende [ ] uya ku[ ] ona. [ ] ona tsoko [ ] kushereketa  
kwazvo. Tsoko [ ] na [ ] da kuenda [ ] na nzungu. [ ] takurana  
[ ] dendero [ ] gomo. Murume [ ] shungu, [ ] rowa [ ] tsvimbo. Tsoko

[REDACTED] chema. Dende [REDACTED] atsem [REDACTED] ti gorokoto. [REDACTED] da [REDACTED] nonga  
 [REDACTED] enda [REDACTED] dzo. Murume [REDACTED] svika ak [REDACTED] bata gumbo. Tsoko  
 [REDACTED] ruma chigunwe [REDACTED] chake. Murume [REDACTED] tiza [REDACTED] enda [REDACTED] mba. Tsoko  
 [REDACTED] tiza [REDACTED] kukwira [REDACTED] gomo. Nzungu [REDACTED] dende [REDACTED] kabva zvāsara [REDACTED].  
 [REDACTED] rumwa [REDACTED] kuti [REDACTED] ange āsina [REDACTED].

## Version D

T [REDACTED] yaka [REDACTED] rine [REDACTED]. Nge [REDACTED] wayo, yaka [REDACTED] a  
 ru [REDACTED] mu [REDACTED]. Yaka [REDACTED] a [REDACTED] o ne [REDACTED]. Yaka [REDACTED] ku [REDACTED]  
 nzungu, [REDACTED] ruoko rwaka [REDACTED] ra. Yaka [REDACTED] a zve [REDACTED] ve, [REDACTED] n [REDACTED]  
 dzaka [REDACTED] a. Mu [REDACTED] we [REDACTED] vaka [REDACTED] kuz [REDACTED]. Vaka [REDACTED]  
 ūri [REDACTED] kwazvo. T [REDACTED] haina ku [REDACTED] ku [REDACTED] ūsi [REDACTED] nzungu.  
 Zvaka [REDACTED] a ne [REDACTED] ro mu [REDACTED]. Mur [REDACTED] nge [REDACTED], wakai [REDACTED]  
 ne [REDACTED]. Tsoko yaka [REDACTED] a. I [REDACTED] raka [REDACTED] uka ika [REDACTED] g [REDACTED].  
 Yakada ku [REDACTED] a dzeku [REDACTED] nadzo. Murume vaka [REDACTED] a akai [REDACTED]  
 gu [REDACTED]. Tsoko yaka [REDACTED] a chi [REDACTED] e chake. Murume waka [REDACTED] a ku [REDACTED]  
 kumba. [REDACTED] ichi [REDACTED] awo ku [REDACTED] a mu [REDACTED]. [REDACTED] ne [REDACTED] zvaka [REDACTED]  
 zvā [REDACTED] po. Vaka [REDACTED] a [REDACTED] kuti vaka [REDACTED] āsi [REDACTED] d [REDACTED].

## Questions.

1. Tsoko yakaona dende rine nzungu here?  
 Yakaona dende rine nyimo here?  
 Ndiani wakaona dende rine nzungu?  
 Tsoko yakaonenyi?
2. Tsoko yakange ine mwayo here?  
 Yakange yakaguta here?  
 Ngenyi yakapinza ruoko rwayo mudende?  
 Yakaisepi ruoko rwayo?

3. Yakatora chiro here mudende?  
Mudende mwaiva nemvura here?  
Ndiani wakazadza ruoko nenzungu?  
Mudende mwakange munenyi?
  
4. Yakaburitsa nzungu here?  
Ruoko rwakabuda here mudende?  
Ndiani wakada kuburitsa nzungu?  
Ruoko rwakaita senyi?
  
5. Ruoko rwakabuda here mudende?  
Rwakarambira mudende here?  
Ngenyi ruoko rwakarambiramwo?  
Ndiani asina kuburitsa ruoko?
  
6. Izvo yakaedza zvenazve ruoko rwakabuda here?  
Yakasiya rouko mudende here?  
Ngenyi nzungu dzakarambira?  
Ndiani wakazadza ruoko nenzungu?
  
7. Muridzi vedende vakauya kuzoona here?  
Haana kuuya here kuzoona?  
Muridzi vakaita senyi?  
Ndiani vakauya kuzoona?
  
8. Wakaona tsoko here?  
Haana kuiona here?  
Ngenyi tsoko yakange iri kushereketa?  
Yakange iri kudini?
  
9. Tsoko yakada kuenda isina chiro here?  
Yakaenda nedende kumba kwayo here?  
Ndiani usina kuda kuenda asina chiro?  
Chinyi chakaita tsoko?
  
10. Tsoko wakasiya here dende renzungu?  
Zvakatakurana here nedende?  
Wakaita senyi naro?  
Ngenyi zvakatakurana mugomo?
  
11. Murume neshungu, wakairega ichienda hayo here?  
Wakairova here?  
Ndiani wakarowa tsoko neshungu?  
Ngenyi tsoko yakarohwa?

12. Tsoko yakaramba inyerere here?  
Yaka enda mugomo here?  
Tsoko yakaita senyi izvo yakarohwa netsvimbo?  
Ngenyi tsoko yakachema?
  
13. Dende rakatsemuka here?  
Harina here kutsemuka?  
Tsoko yakafara senyi?  
Yakatinyi izvo dende rakatsemuka?
  
14. Yakafunga kunonga dzimwe here?  
Yakasiya dziripo here?  
Ngenyi yaida kunonga dzimwe?  
Ndiani waida kunonga dzekuenda nadzo?
  
15. Murume vakarega ichienda hayo here?  
Vakaibata here?  
Wakaibata papi?  
Ngenyi murume akaibata gumbo?
  
16. Tsoko yakamuregawo here?  
Yakamuruma here?  
Yakaita senyi gunwe remurume?  
Murume wakarumwa papi?
  
17. Murume wakamirapo here?  
Vakatiza kuenda kudhibhi here?  
Ngenyi murume akatiza kuenda kumba?  
Wakaenda kupi?
  
18. Tsoko yakasara iripo here?  
Yakatizawo here kuenda mugomo?  
Yakatiza kuenda kupi?  
Ngenyi yakatiza?
  
19. Yakatiza nenzungu here?  
Nzungu nedende zvakasarapo here?  
Ngenyi yakasiyà zvese?  
Yakasiyepi nzungu nedende?
  
20. Murume vakange ane demo here?  
Wakange asina demo here?  
Ndiani wakarumwa netsoko.  
Ngenyi akarumwa?

1. MuSouthern Rhodesia mune nzungu zhinji here?
2. Ngenyi vanhu vachirima nzungu?
3. Mafuta anonyana kubva panyi munyika ino?
4. Munyika yenu nzungu dzinorimwa zvakadini?
5. Tsoko dzinodya nzungu here?
6. Dzinogarepi?
7. Dzinoruma vanhu here?
8. Ngenyi vanhu vasikadyi tsoko?
9. Ndiani anodya tsoko?
10. Munopfuya tsoko here munyika menyu?

## NEW WORDS

Tsoko (9,10) kind of monkey	tsvimbo (9,10) stick, cudgel
dende (5), matende (6) gourd, calabash	-tsemuka to split, crack gorokoto
muridzi (1,2) owner	-ruma to bite
-shereketa to fret, be full of tricks, be a nuisance	chigunwe (7,8) a toe (but not the big toe)
-takurana to lift up	
-rova to beat	

## UNIT 45

## Version A

[Mark tones in 'A' only.]

## Version B

[Do not mark tones in 'B'.]

1. Rimwe gore mvura yakaramba Rimwe gore mvura yakaramba  
kunaya. kunaya.
2. Mhuka dzasango dzakashaya Mhuka dzasango dzakashaya  
chokumwa. chokumwa.
3. Dzakapangana kuchera Dzakapangana kuchera tsime.  
tsime.
4. Tsuro ngeunyope hwako Tsuro ngeunyope hwako kakasvova.  
kakasvova.
5. Dzimwe dzakaita basa Dzimwe dzakaita basa kwemazuva  
kwemazuva matatu. matatu.
6. Kamba wakati, ndini Kamba wakati, ndini ndegasu mudiki?  
ndegasu mudiki?
7. Wana tsuro hawacheriwo Wana tsuro hawacheriwo su?  
su?
8. Dzakapangana kunyima Dzakapangana kunyima tsuro mvura.  
tsuro mvura.
9. Wakapedza wakawamba kumwa. Wakapedza wakawamba kumwa.
10. Tsuro kakanzwa ngembiri Tsuro kakanzwa ngembiri kuti tsime  
kuti tsime rakapera. rakapera. Kakange kākwana  
Kakange kākwana nenyota. nenyota.

- |     |  |  |
|-----|--|--|
| 11. | Kakafunga zano rekuuya<br>naro patsime.  | Kakafunga zano rekuuya naro patsime.     |
| 12. | Kakauya neuchi hwako<br>mudende.         | Kakauya neuchi hwako mudende.            |
| 13. | Kakaona pakarindwa nadiro.               | Kakaona pakarindwa nadiro.               |
| 14. | Kakati sekuru ndine<br>zvinonaka.        | Kakati sekuru ndine zvinonaka.           |
| 15. | Asi zvinodyiwa<br>nevakasungwa makumbo.  | Asi zvinodyiwa nevakasungwa<br>makumbo.  |
| 16. | Diro ngekupusa kwaro<br>rakati ndisunge. | Diro ngekupusa kwaro rakati<br>ndisunge. |
| 17. | Tsuro kakatora tambo<br>kakarisunga.     | Tsuro kakatora tambo kakarisunga.        |
| 18. | Ndizvo rakapiwa uchi.                    | Ndizvo rakapiwa uchi.                    |
| 19. | Rakadaidzira richiti,<br>tsuro ndisunge! | Rakadaidzira richiti, tsuro<br>ndisunge! |
| 20. | Tsuro kakamwa mvura.                     | Tsuro kakamwa mvura.                     |
| 21. | Kāpedza kakasamba<br>muviri wako.        | Kāpedza kakasamba muviri wako.           |
| 22. | Mumasure kakachera mvura<br>kakaenda.    | Mumasure kakachera mvura kakaenda.       |

- |   |  |
|---|--|
| 23. Zuva rãakunyura<br>mhukadzose dzakaona<br>diro ãsungwa. | Zuva rãakunyura mhukadzose dzakaona<br>diro ãsungwa. |
| 24. Dzakaona mvura<br>yãbvundurwa natsuro.                  | Dzakaona mvura yãbvundurwa natsuro.                  |
| 25. Dzakabvunza diro, asi<br>haana kupindura.               | Dzakabvunza diro, asi haana<br>kupindura.            |
| 26. Mhuka dzose dzakavamba<br>kuziva kupusa kwediro.        | Mhuka dzose dzakavamba kuziva<br>kupusa kwediro.     |
| 27. Ndizvo rakasunungurwa<br>rikatizira mugomo.             | Ndizvo rakasunungurwa rikatizira<br>mugomo.          |

**Version C**

mwe gore mvura ramba naya. Mhuka sango ashaya  
umwa. pang'a l'hera tsime. Tsuro unyope ako  
kasvova. mwe lita basa mazuva tatu. Kamba ti,  
ni ndega diki? Wana tsuro cher? pangana  
nyima tsuro mvura. apedza wamba mwa. Tsuro kanzwa  
mbiri kuti tsime kapera. kange kwana nyota. funga  
zano uya naro tsime. Ka uya uchi ako dende. Kaona  
rindwa diro. kati sekuru ne naka. Asi dyiwa  
sungakumbo. Diro pusa kwaro kati sung. Tsuro  
kakator tambo kaka sung. Ndizvo kapiw uchi. daidza  
ri ti, tsuro ndisung. Tsuro mwa mvura. apedza kamsamb  
muviri wa. masure ka cher mvura aend. Zuva akunyura  
mhukadzose ona diro sungwa. kaona myura ovund a

[REDACTED] tsuro. [REDACTED] bvunza diro, asi [REDACTED] na [REDACTED] pindza. Mhuka [REDACTED] ose [REDACTED] vamba [REDACTED] ziva kupusa [REDACTED] diro. Ndizvo rakasunungwa [REDACTED] katiza [REDACTED] gomo.

## Version D

Ri [REDACTED] n [REDACTED] yaka [REDACTED] a ku [REDACTED] a. [REDACTED] a dz [REDACTED] dzaka [REDACTED] a choku [REDACTED] a. Dzaka [REDACTED] ana ku [REDACTED] a. [REDACTED] nge [REDACTED] hwa [REDACTED] kaka [REDACTED] a. Dzi [REDACTED] dzaka [REDACTED] l [REDACTED] a kwema [REDACTED] ma [REDACTED]. [REDACTED] waka [REDACTED], ndini [REDACTED] su mu [REDACTED]? Wana [REDACTED] hawa [REDACTED] wo su? Dzaka [REDACTED] a ku [REDACTED] tsuro n [REDACTED]. Waka [REDACTED] a waka [REDACTED] a ku [REDACTED]. [REDACTED] kakaa [REDACTED] a nge [REDACTED] kuti [REDACTED] raka [REDACTED] a. Kaka [REDACTED] k [REDACTED] a ne [REDACTED]. Kaka [REDACTED] a [REDACTED] reku [REDACTED] na [REDACTED] pa [REDACTED]. Kaka [REDACTED] a ne [REDACTED] hwa [REDACTED] mu [REDACTED]. Kaka [REDACTED] a paka [REDACTED] wa na [REDACTED]. Kakati [REDACTED] ndine zvino [REDACTED]. [REDACTED] zvino [REDACTED] iwa nevaka [REDACTED] wa ma [REDACTED]. Diro ngeku [REDACTED] kwa [REDACTED] rakati ndi [REDACTED] e. Tsuro kaka [REDACTED] a kakari [REDACTED]. Ndizvo raka [REDACTED] u [REDACTED]. Raka [REDACTED] ira richi [REDACTED], tsuro ndi [REDACTED] e! Tsuro kaka [REDACTED] a. K [REDACTED] a kaka [REDACTED] a mu [REDACTED] wa [REDACTED]. Mu [REDACTED] kaka [REDACTED] a mvura kaka [REDACTED]. [REDACTED] r [REDACTED] aaku [REDACTED] a [REDACTED] dzose dzaka [REDACTED] a diro ã [REDACTED] wa. Dzaka [REDACTED] a mvura yã [REDACTED] wa na [REDACTED]. Dzaka [REDACTED] a diro, asi ha [REDACTED] ku [REDACTED] ra. Mhuka [REDACTED] dzaka [REDACTED] a ku [REDACTED] a ku [REDACTED] a kwe [REDACTED]. Ndizvo raka [REDACTED] a rika [REDACTED] a mu [REDACTED].

## Questions.

1. Rimwe gore mvura yakanaya here?  
Yakaramba` kunaya here?  
Mvura yakaramba kunaya rini?  
Chinyi chakaramba kunaya?

2. Mhuka dzakaona chokumwa here?  
Mvura yakaramba kunaya here?  
Ndiani vakashaya chokumwa?  
Ngenyi mhuka dzakashaya chokumwa?
  
3. Dzakapangana chekuita here?  
Dzakapangana kuenda kurwizi here?  
Dzakafunga senyi?  
Ngenyi dzaka pangana kuchera mvura?
  
4. Tsuro kakacherawo here nevamwe?  
Kakarara mumvute here?  
Ngenyi tsuro kākasvova?  
Ndiani wākasvova?
  
5. Dzimwe mhuka dzakasvowawo here?  
Dzakachera mvura here?  
Ndiani vakaita basa kwemazuva matatu?  
Dzakaitenyi?
  
6. Kamba wakafara ngekusvowa kwatsuro here?  
Kakabvunza mubvunzo here?  
Kamba vakafunga senyi?  
Wakatinyi?
  
7. Kamba wakataura chiro here?  
Wakashatirwa here?  
Kamba wakatinyi?  
Ndiani wakashatirwa?
  
8. Mhuka dzakapangana kupa tsuro mvura here?  
Tsuro wakapiwa mvura here?  
Ngenyi mhuka dzākapangana kunyima tsuro mvura?  
Dzakapanganenyi?
  
9. Tsime rakange rapera here kucherwa?  
Harina kupera here?  
Ndiwanaani wakange waakumwa mvura?  
Mvura yakavamba kumwiwa rini?
  
10. Tsuro kakaziwa here kuti tsime riya rakapera?  
Kakataurirwa here kuti tsime rakapera?  
Kakanzwa senyi?  
Ndiani wakakataurira?

11. Kakagara nenyota yako here?  
Kakadini?  
Ngenyi kakafunga zano rekuuyawo naro patsime?  
Kakaita mazano enyi?
  
12. Rimwe zuva kakauyawo here patsime?  
Kakauya nesadza here?  
Ndiani wakauya neuchi mudende?  
Ngenyi kakauya neuchi?
  
13. Patsime pakange pachirindwa here?  
Paipfigwa here?  
Ndiani wakange ari murindi?  
Diro waibata basanyi?
  
14. Izvo tsuro kakasvika, kakataura chiro here?  
Kakakumbira mvura here?  
Kakataura rini kuti, 'Sekuru ndine zvinonaka'?  
Kakataurirenyi kudaro?
  
15. Kakataurazve chimwe chiro here?  
Tsuro kakatamba nadiro here?  
Tsuro kakati, zvinonaka zvinodyiwa ngevakaita senyi?  
Kaida kuita senyi diro?
  
16. Diro rakabvuma here kusungwa?  
Rakaramba here?  
Rakatinyi kuna tsuro ngekupusa kwaro?  
Ndiani wakabvuma kusungwa?
  
17. Tsuro kakasunga diro here?  
Diro rakazvisunga here?  
Ngenyi tsuro kakasunga diro?  
Diro wakasungwa rini?
  
18. Tsuro kakange kari kutaura idi here?  
Kaitaura zvakanaka here?  
Ndiani wakapa diro uchi?  
Diro wakadyeni?
  
19. Diro rakanakirwa here ngeuchi?  
Rakaramba here kuhudya?  
Ndiani wakadaidzira achiti, 'Tsuro ndisunge'?  
Diro rakatinyi?

20. Tsuro kakandomira zvako here?  
Kakange kasina nyota here?  
Kakamwa rini mvura?  
Diro wakange aripi?
  
21. Tsuro kakasamba nemuviri here?  
Kakasamba dende here?  
Kakasamba papi muviri?  
Ndiani wakasambira mutsime?
  
22. Kakaenda nemvura here kumba?  
Kakasiya dende here patsime?  
Tsuro kakaendepi nemvura?  
Ndiani wakachera mvura?
  
23. Mhuka dzose dzakazoona diro akarinda mvura here?  
Wakange akwira mugomo here?  
Diro wakange aitwa senyi natsuro?  
Ndiani wakange asungwa?
  
24. Mhuka dzakaona mvura yakachena here?  
Yakange yapera here?  
Yakange yaitwa senyi naTsuro.  
Ngenyi mvura yakange yabvunduka?
  
25. Mhuka dzaka bvunza diro here?  
Wakapindura here?  
Ngenyi diro asina kupindura chiro.  
Wakadini?
  
26. Mhuka dzose dzakaziva here kupusa kweDiro?  
Diro wakange akangware here?  
Dzakaonenyi kunaDiro?  
Ndiani wakaziva kupusa kwadiro?
  
27. Dzakamurega akadaro here?  
Mhuka dzakamutema here?  
Rakaendepi izvo rakasunungurwa?  
Ngenyi rakatizira mugomo?

1. Mhuka dzinomwepi mvura?
2. Ndiani vanochera tsime?
3. Tsuro anogona kuchera tsime here?
4. Mvura inonaya nguvanyi yegore?
5. Munyika menu mune matiro here?
6. Mune mhuka dzakawanda zvakadini?
7. Munoziva mazita mangani emhuka?

## NEW WORDS

sango (5,6)	veld (with trees)	zano (5,6)	stratagem, plan
unyope (14)	laziness	uchi (14)	honey
-svova	to sneak off	-sunga	to tie, bind, fasten
kamba (9,10)	tortoise	-pusa	
-nyima	to deny, withhold, be stingy with	tambo (9,10)	rope, thong
mbiri (9)	renown, glory, (rumor?)	-nyura	to sink, drown
nyota (9)	thirst	-bvundurwa	to stir up sediment
		-bvunda	to become bad, to rot

## UNIT 46

## Version A

[Mark tones in 'A' only.]

1. Magondo wakasangana  
natsuro panzira.
2. Tsuro wakati, urikuendepi  
shamwari?
3. Magondo wakati,  
kundotsvaka zvekudya.
4. Tsuro wakati, tingaenda  
tese here?
5. Kutiuchizogona kutiza  
ngatiende.
6. Tsuro kakati, kutiza  
chete, ibasaredu.
7. Vakabatana vakaenda  
rwendo rwavo.
8. Värifikufamba, vakaona  
mhuru dzäkarara.
9. Magondo wakavamba kuwowa  
masiriri.
10. Tsuro kakati, shamwari,  
imhuru dzevaridzi.

## Version B

[Do not mark tones in 'B'.]

- Magondo wakasangana natsuro  
panzira.
- Tsuro wakati, urikuendepi shamwari?
- Magondo wakati, kundotsvaka  
zvekudya.
- Tsuro wakati, tingaenda tese here?
- Kutiuchizogona kutiza ngatiende.
- Tsuro kakati, kutiza chete,  
ibasaredu.
- Vakabatana vakaenda rwendo rwavo.
- Värifikufamba, vakaona mhuru  
dzäkarara.
- Magondo wakavamba kuwowa masiriri.
- Tsuro kakati, shamwari, imhuru  
dzevaridzi.

11. Magondo vakati ndadini. Magondo vakati ndadini.
12. Kakati, waa kuda kubata Kakati, waa kuda kubata  
mhurudzevanhu. mhurudzevanhu.
13. Väri kutaudzana imbwa Väri kutaudzana imbwa dzakasvika.  
dzakasvika.
14. Dzakadzingirira tsuro, Dzakadzingirira tsuro, panzvimbo  
panzvimbo yamagondo. yamagondo.
15. Tsuro kakatiza kachiti, Tsuro kakatiza kachiti, handiniba  
handiniba ndimagondo. ndimagondo.
16. Ndanyangadza here Ndanyangadza here kutaurira  
kutaurira magondo? magondo?
17. Imbwa hadzina kufunga Imbwa hadzina kufunga izvozvo.  
izvozvo.
18. Dzaida nyama yatsuro Dzaida nyama yatsuro chete.  
chete.
19. Tsuro kakati mutsa Tsuro kakati mutsa unouraisa  
unouraisa vakomana. vakomana.
20. Magondo wakasara Magondo wakasara ãkahwanda,  
ãkahwanda, achifunga achifunga kutindapona.  
kutindapona.
21. Varidzi vemburu vakateera Varidzi vemburu vakateera  
imbwadzavo. imbwadzavo.

- |     |   |   |
|-----|---|---|
| 22. | Vakaona magondo ãri<br>muchidzere.                                | Vakaona magondo ãri muchidzere.                               |
| 23. | Vakamukomba, akati hu-<br>mw! nditsuro wanga<br>ãva kubata mhuru. | Vakamukomba, akati hu-mw!<br>nditsuro wanga ãva kubata mhuru. |
| 24. | Varume vakamugarira<br>vakamuuraya.                               | Varume vakamugarira vakamuuraya.                              |
| 25. | Tsuro kakaona kuti<br>kaa kubatwa.                                | Tsuro kakaona kuti kaa kubatwa.                               |
| 26. | Kakapindamuguru<br>kakahwanda.                                    | Kakapindamuguru kakahwanda.                                   |
| 27. | Kakati tichauraiswa<br>magondo wemwoyo.                           | Kakati tichauraiswa navana magondo<br>wemwoyo.                |
| 28. | Tsuro kakati<br>handichazoteerizve<br>mapenzi.                    | Tsuro kakati handichazoteerizve<br>mapenzi.                   |

Version C

Magondo [redacted] asangwa [redacted] tsuro [redacted] nzira. Tsuro [redacted] ti, [redacted] ende [redacted] shamwari? Magondo [redacted] ti, ku [redacted] tsvaka [redacted] kudya. Tsuro [redacted] ti, ti [redacted] end [redacted] these here? Kuti [redacted] gona kutiz [redacted] n [redacted] end [redacted]. Tsuro [redacted] ti, kutiz [redacted] chete, [redacted] basa [redacted]. Va [redacted] ootana va [redacted] enda [redacted] endo [redacted] avo. [redacted] kufamba, va [redacted] ona mhuru [redacted] rara. Magondo [redacted] vamba [redacted] wowa masiriri. Tsuro [redacted] ti, shamwari, [redacted] mhuru [redacted] varidzi.

Magondo vakati [REDACTED] dini. Kakati, [REDACTED] kuda kubata mhuru [REDACTED] vanhu. [REDACTED] kutaudzana imbwa [REDACTED] svik [REDACTED] dzingir [REDACTED] tsuro, [REDACTED] nzvimbo yamagondo. Tsuro kakatiza [REDACTED] ti, [REDACTED] ndini [REDACTED] magondo. [REDACTED] nyanga [REDACTED] a here kutaur [REDACTED] a magondo? Imbwa ha [REDACTED] na [REDACTED] funga [REDACTED] zv [REDACTED] zv [REDACTED]. Dza [REDACTED] da nyama [REDACTED] tsuro chete. Tsuro [REDACTED] ti mutsa [REDACTED] uraisa vakomana. Magondo [REDACTED] sara [REDACTED] hwanda, [REDACTED] funga kuti [REDACTED] pona. [REDACTED] mhuru va [REDACTED] teer [REDACTED] imbwa [REDACTED]. [REDACTED] ona gondo [REDACTED] ri [REDACTED] chidzere. Vaka [REDACTED] komba, [REDACTED] ti hu [REDACTED] wi! [REDACTED] tsuro wanga [REDACTED] mhuru. [REDACTED] rume [REDACTED] kamugar [REDACTED] a va [REDACTED] suraya. Tsuro [REDACTED] kaona kuti kaa kubatwa. [REDACTED] pinda [REDACTED] guru [REDACTED] hwanda. [REDACTED] ti t [REDACTED] ura [REDACTED] a navana magondo [REDACTED] mwoyo. Tsuro [REDACTED] ti ha [REDACTED] teeri [REDACTED] mapenzi.

## Version D

Ma [REDACTED] o waka [REDACTED] ana na [REDACTED] pa [REDACTED]. Tsuro [REDACTED] ti, [REDACTED] endepi s [REDACTED] i? Magondo waka [REDACTED], kundo [REDACTED] a zv [REDACTED]. T [REDACTED] o [REDACTED] ti, tinga [REDACTED] t [REDACTED] here? [REDACTED] uchizo [REDACTED] a ku [REDACTED] a ngati [REDACTED] e. Tsuro kaka [REDACTED], ku [REDACTED] a [REDACTED] te, i [REDACTED] redu. Vaka [REDACTED] ana vaka [REDACTED] a rw [REDACTED]. Väriku [REDACTED] a, vaka [REDACTED] a mh [REDACTED] dzäka [REDACTED] a. M [REDACTED] o waka [REDACTED] a ku [REDACTED] a ma [REDACTED]. Tsuro kakati, [REDACTED] ri, i [REDACTED] dze [REDACTED]. Magondo vakati nda [REDACTED]. Kakati, waa ku [REDACTED] ku [REDACTED] adzevanhu. Väri [REDACTED] ana im [REDACTED] dzaka [REDACTED] a. Dzaka [REDACTED] a tsuro, pa [REDACTED] yama [REDACTED]. Tsuro kaka [REDACTED] a kachi [REDACTED], hand [REDACTED] ba ndi [REDACTED]. Nda [REDACTED] here ku [REDACTED] ira magondo? Imbwa hadzi [REDACTED] ku [REDACTED] izv [REDACTED]. Dzai [REDACTED] ya [REDACTED] ch [REDACTED]. [REDACTED] kakati mu [REDACTED] uno [REDACTED] a va [REDACTED]. Magondo waka [REDACTED] a äka [REDACTED] a, achi [REDACTED] a [REDACTED] nda [REDACTED]. Va [REDACTED] ve [REDACTED] vaka [REDACTED] a [REDACTED] dzavo. Vaka [REDACTED] ma [REDACTED] ä [REDACTED] mu [REDACTED]. Vaka [REDACTED], akati [REDACTED] -mwi! ndi [REDACTED] wa [REDACTED] ä [REDACTED] mhuru. Va [REDACTED] vaka [REDACTED] ira vaka [REDACTED] ya. Tsuro kaka [REDACTED]

kaa ku\_\_\_\_\_. Kaka\_\_\_\_\_. amuguru kaka\_\_\_\_\_. Kakati ticha\_\_\_\_\_. wa  
navana magondo we\_\_\_\_\_. Tsuro kakati handichazo\_\_\_\_\_. zve ma\_\_\_\_\_.

## Questions.

1. Magondo natsuro wakasongana here?  
Wakasongana mugomo here?  
Magondo natsuro wakasonganepi?  
Ndivanaani vakasongana?
  
2. Tsuro wakabvunza magondo here?  
Wakabvunza diro here?  
Ndiani wakabvunza magondo?  
Ngenyi kakabvunza?
  
3. Magondo wakapindura here?  
Wakashatirwa here?  
Magondo wakatinyi?  
Ndiani waienda kundotsvaka zvekudya?
  
4. Tsuro kaidawo here kuenda?  
Kaida kuenda kugadheni here?  
Tsuro wakatinyi kuna magondo?  
Kaida kuendepi namagondo?
  
5. Magondo wakabvuma here?  
Wakamurambidza here?  
Wakatinyi kuna tsuro?  
Ndiani wavo waigona kutiza?
  
6. Tsuro kaigonawo here kutiza?  
Kakapindura chiro here kuna magondo?  
Kakatinyi kuna magondo?  
Tsuro kakapindura senyi?
  
7. Vakafamba vese here parwendo rwavo?  
Tsuro kakange kakaberekwa here?  
Vakafamba zvakadini?  
Ndiani vakafamba vese?

8. Vakaona matiro here munzira?  
Vakaona mhuru here?  
Ndiani vakaona mhuru?  
Dzakange dziripi?
  
9. Vakaramba vachienda here?  
Tsuro vakaruma mhuru here?  
Magondo wakadini?  
Ndiani wakavamba kuwowa masiriri?
  
10. Tsuro kaiwowa masiriri here?  
Magondo vakange aane mwoyo here?  
Wakavamba kudini?  
Tsuro kakatinyi kuna magondo?
  
11. Magondo waida here kuti tsuro azive?  
Waida kubatira tsuro here?  
Wakatinyi kuna tsuro?  
Ndiani wakati ndadini?
  
12. Tsuro waida kubata mhuru here?  
Dzakange dziri mhuru dzamagondo here?  
Tsuro kakatinyi kuna magondo?  
Ndiani wairambidza?
  
13. Varikutaudzana pakasvika vanhu here?  
Pakasvika imbwa here?  
Imbwa dzakasvika rini?  
Chinyi chakasvikapo?
  
14. Dzakadzingirira tsuro here?  
Magondo wakarumwa here?  
Ndiani wakadzingirirwa?  
Ngenyi tsuro akadzingirirwa?
  
15. Tsuro kakamirapo here?  
Kakatiza here?  
Ngenyi kakatiza?  
Kakaendepi?
  
16. Tsuro wakaita zvakanaka here?  
Imbwa dzakamurega here?  
Ngenyi dzakarega magondo?  
Ndiani wakamuona?

17. Imbwa dzakazvifunga here?  
Dzakarega here tsuro?  
Ngenyi dzisina kufunga izvozvo?  
Ndiwanaani wasina kuzvifunga?
  
18. Imbwa dzaida nyama yatsuro here?  
Dzaida nyama yamagondo here?  
Imbwa dzaidenyi?  
Ngenyi dzisina kuda nyama yamagondo?
  
19. Tsuro kakange kaine shamwari here?  
Kaiwa nemutsa here?  
Ndiani waiwa nemutsa?  
Ngenyi magondo akange asina mutsa?
  
20. Magondo wakawkira mugomo here?  
Wakahwanda here?  
Magondo wakafungenyi?  
Ngenyi akahwanda?
  
21. Varidzi vemhuru vakateera magondo here?  
Vakateera imbwa dzavo here?  
Ndiani wakateera imbwa?  
Waidenyi?
  
22. Wakaona uchi here muchidzere?  
Magondo wakange ahwanda muchidzere here?  
Magondo wakange aripi?  
Ngenyi akange ahwanda?
  
23. Wakamurega here?  
Wakamukomba here?  
Ndiani wakakomba magondo?  
Ngenyi wakamukomba?
  
24. Wakapona here?  
Wakabva afa here?  
Vakamuurairenyi?  
Ndiani vakamuuraya?
  
25. Tsuro kakangwara here?  
Kaka pusa here?  
Ndiani kakange kakangwara?  
Kakaona kutinyi?

26. Kakapinda murwizi here?  
 Kakahwanda muguru here?  
 Kakahwandepi?  
 Ndiani wakapinda muguru?
27. Magondo wakange aina mwoyo here?  
 Tsuro waiwa nomwoyo here?  
 Ndiani waiwa nomwoyo?  
 Ngenyi magondo aiwa nomwoyo?
28. Tsuro kakazoteerazve mapenzi here?  
 Kakafara here namagondo?  
 Ndiani asina kuda kuzoteera mapenzi?  
 Ngenyi kasina kuzodazve kufamba nemapenzi?
1. Vanhu vanonyanya kufamba senyi kuenda kunyika dzirikure?
2. Vanhu vanogara muNyakatsapa vanoenda nenyi kwaMutare?
3. Vanhu vanodyepi kuti vari muchitima?
4. Mhuka dzinofamba senyi ndwendo?
5. Kunyika kwenyu kunotonhora senyi?
6. Imhukanyi huru dzesango?
7. Kune dzinogara mumvura here?
8. Imhukanyi dzinogara mumvura?

## NEW WORDS

mhuru (9,10) calf, foal	-pona to escape, recover
-wova masiriri } to water at the mouth	chidzere (7,8) small ant hill hu (ideoph.)
-taudzana to converse (?)	mwi (ideoph.)
mutsa (ideoph. from /-mutsa/?)	benzi (5), mapenzi (6) fool
-hwanda to hide, be hidden	

## UNIT 47, Part 1

Version A [Mark tones in 'A' only.]	Version B [Do <u>not</u> mark tones in 'B'.]
1. Southern Rhodesia ine upfuto hurimuna iyo.	Southern Rhodesia ine upfuto hurimuna iyo.
2. Ine migodhi yemaratya kudai ndi Wankie.	Ine migodhi yemaratya kudai ndi Wankie.
3. Ine nzvimbo iyo simbi īnogadzirwa kudai ngepa Kwekwe.	Ine nzvimbo iyo simbi īnogadzirwa kudai ngepa Kwekwe.
4. Ine nzvimbo dzaakugadzira masabasita.	Ine nzvimbo dzaakugadzira masabasita.
5. Iyo irikufanza kwazvo mumicheni yekugadzira mbatya.	Iyo irikufanza kwazvo mumicheni yekugadzira mbatya.
6. Iri kukura mukugadzira zviro zvakadai ngemafuta, sipo ku- bva munzungu.	Iri kukura mukugadzira zviro zvakadai ngemafuta, sipo ku- bva munzungu.
7. Southern Rhodesia irikukura mukugadzira michina yekusandisa.	Southern Rhodesia irikukura mukugadzira michina yekusandisa.

8. Kune zvirimwa zvizhinji      Kune zvirimwa zvizhinji zvirikurimwa  
  zvirikurimwa kudai nge      kudai nge fodya, magwere, nzungu,  
  fodya, magwere, nzungu,      michero ne nzimbe.  
  michero ne nzimbe.
9. Southern Rhodesia inogona      Southern Rhodesia inogona  
  kukudza zvipfuyo      kukudza zvipfuyo zvakakwana  
  zvakakwana zvenyama.      zvenyama.
10. Ine nzvimbo idzo michero      Ine nzvimbo idzo michero īnokudzwa  
  īnokudzwa kudai ngeMazoe.      kudai ngeMazoe.
11. Irikukura zve mukukudza      Irikukura zve mukukudza nekugadzira  
  nekugadzira tii.
12. Southern Rhodesia      Southern Rhodesia yawanemanyuko  
  yawanemanyuko akasimba      akasimba emagetsi kubva kunedziva  
  emagetsi kubva kunedziva      raKariba.  
  raKariba.
13. Yawa nenzvimbo apomotokari      Yawa nenzvimbo apomotokari  
  dzīrikuvamba kuvakwa.      dzīrikuvamba kuvakwa.
14. Southern Rhodesia      Southern Rhodesia irikufanzisa  
  irikufanzisa migwagwa      migwagwa yakanaka nekuita  
  yakanaka nekuita      kutikufamba kuwe nyore.  
  kutikufamba kuwe nyore.

15. Ine zviro zvizhinji                   Ine zviro zvizhinji zvinobuda  
      zvinobuda nezvinouya.               nezvinouya.
16. Mumakore mashoma                   Mumakore mashoma anotevera  
      anotevera So. Rhodesia               So. Rhodesia ichava imwe yenyika  
      ichava imwe yenyika                  dzirikufambira mberi.  
      dzirikufambira mberi.

## Version C

Southern Rhodesia one opfuto rimuna iyo. One godhi maratya dai Wankie. One nzvimbo i simbi gadzira dai pa Kwekwe. I nzvimbo kugadza masabasita. I irifanza kwazvo cheni gadzira mbatya. I kura gadzira ero dai futa, sipo bva nzungu. Southern Rhodesia kura gadzira china sandza. One rimwa zhinji kurimwa dai fodya, magwere, nzungu, chero nziphe. Southern Rhodesia gona kudza ofuyo kwana nyama. Ine nzvimbo dzo michero kudza dai Mazoe. Kura mukukudza gadzira tii. Southern Rhodesia manyuko simba magetsi bva dziva Kariba. Nzvimbo motokari kuvamba vakwa. Southern Rhodesia fanzisa gwagwa kanaka ita kutifamba nyore. Ine zviro zhinji buda uya. Kore shoma tevera So. Rhodesia i va imwe nyika ri famb mberi.

## Version D

Rhodesia ine u [REDACTED] iyo. Ine m [REDACTED]  
 ye [REDACTED] ku [REDACTED] ndi Wankie. Ine [REDACTED] iyo [REDACTED] īno [REDACTED] wa  
 ku [REDACTED] pa Kwekwe. I [REDACTED] nzvimbo [REDACTED] dzira ma [REDACTED] a. Iyo  
 iriku [REDACTED] a [REDACTED] mu [REDACTED] yeku [REDACTED] tra [REDACTED] ya. Iri ku [REDACTED] a  
 mu [REDACTED] tra zvi [REDACTED] zvaka [REDACTED] nge [REDACTED], sipo ku [REDACTED] mu [REDACTED].  
 Southern Rhodesia iriku [REDACTED] a mukugadzira mi [REDACTED] yeku [REDACTED] isa.  
 Kune zvi [REDACTED] zvi [REDACTED] zvi [REDACTED] ku [REDACTED] nge [REDACTED], mag [REDACTED],  
 [REDACTED], mi [REDACTED] ne [REDACTED]. Southern Rhodesia ino [REDACTED] a ku [REDACTED] a  
 zvi [REDACTED] o zvaka [REDACTED] a zve [REDACTED]. Ine [REDACTED] idzo mi [REDACTED] īno [REDACTED] a  
 ku [REDACTED] n [REDACTED]. Iriku [REDACTED] a muku [REDACTED] a neku [REDACTED] tra tii.  
 Rhodesia yawane [REDACTED] aka [REDACTED] a e [REDACTED] kubva kune [REDACTED]  
 raKariba. Ya [REDACTED] ne [REDACTED] apo [REDACTED] dziriku [REDACTED] a ku [REDACTED] a.  
 Rhodesia iriku [REDACTED] isa mi [REDACTED] yaka [REDACTED] neku [REDACTED] a  
 kuti [REDACTED] ku [REDACTED] nyore. Ine zvi [REDACTED] zvi [REDACTED] zvi [REDACTED] nezvi [REDACTED].  
 Mu [REDACTED] ma [REDACTED] ano [REDACTED] a [REDACTED] Rhodesia icha [REDACTED] i [REDACTED] ye [REDACTED] ka  
 dziriku [REDACTED] a [REDACTED] i.

## Questions.

1. Southern Rhodesia ineupfuto here?  
 Southern Rhodesia ine chando here?  
 Southern Rhodesia inenyi?  
 Ndiani ine upfuto?
2. Ine migodi yemaratya here?  
 Ine minda ye ndodzi here?  
 Ine migodinyi?  
 Iripi migodi yacho?
3. Ine nzvimbo dzinogadzirwa simbi here?  
 Ine nzvimbo dzemari here?  
 Inenzvimbo dzakadini?  
 Imwe iripi?

4. Ine nzvimbo dzekugadzira masabasita here?  
 Ine nzvimbo dze gungwa here?  
 Ine nzvimbonyi?  
 Simbi inogadzirwepi?
5. Irikufanza mukugadzira micheni here?  
 Irikufanza mukufamba here?  
 Irikukurenyi?  
 Ndiani arikukura?
6. Irikukura mukugadzira mafuta here?  
 Irikukura mukuvaka here?  
 Irikufanzisenyi?  
 Inogadzirenyi?
7. Southern Rhodesia irikukura here?  
 Southern Rhodesia irikumira here?  
 Iri kukurenyi?  
 Micheninyi irikugadzirwa?
8. Kune zvirimwa zvizhinji here?  
 Iri kurima mari here?  
 Zvirimwanyi zviri kurimwa?  
 Zvirikurimwe pi?
9. Inogona kupfuya zvipfuyo here?  
 Ine zvipfuyo zvishoma here?  
 Inopfuyenyi?  
 Zvipfuyo zvizhinji zvacho ngezvenyi?
10. Ine nzvimbo dzekukudza michero here?  
 Ine nzvimbo dzekukudza vanhuhere?  
 Inokudzwepi?  
 Chinyi chinokudzwa?
11. Irikukura zve mukugadzira tii here?  
 Iri kukura zve mukusona here?  
 Irikukurenyi?  
 Irikugadzirenyi?
12. Yawa nemanyuko emagetsi akasimba here?  
 Yawa nemanyuko mazhinji here?  
 Yawa nenyiko?  
 Anobvepi aya manyuko?

13. Yawa nepekugadzirira motokari here?  
Yawa nepekugadzirira mwoto here?  
Chinyi chawa kuwamba kuvakwa?  
Inzvimbo yenyi?
14. Southern Rhodesia irikufanzisa migwagwa here?  
Irikuti kufamba kunetse here?  
Irikufanzisenyi?  
Ngenyi irikufanziswa?
15. Ine zvinobuda nezvino uya here?  
Ine zvinogara here?
16. Ichafambira mberi here?  
Ichava imwe yenyika dzemhiri here?  
Ichafambira mberi rini?  
Ndiani ichafambira mberi?
1. Nyika yenuy iineupfuto here?  
2. Upfumi hwayo hwakanyanyirepi?  
3. Ngenyi vekumusoro vasikanyanyi kukudza zvirimwa?  
4. Migwagwa yenyumikuru yakawambwa rini?  
5. Ndege nemotokare zvinogadzirwa senyi?  
6. Nyika yenuy inezvinhu zvinouya here?  
7. Munenzvimbo apo simbi dzinogadzirwa here?  
8. Migodhi yenyi iri muno?

## NEW WORDS

upfuto (14)	fodya (9) tobacco
maratya (6) coal	nzimbe (9) sugar cane
simbi (9) iron, iron object	manyuko (5,6) source
masabasita(6) asbestos	magetsi(6) electricity
-fanza to be widespread (?)	-dziva (5) madziva (6) pool, lake

## UNIT 47, Part II

## Version A

[Mark tones in 'A' only.]

## 1. Southern Rhodesia

yakaganurwa kumusoro  
norwizi rwaZambezi.

## 2. Kunhasi yakaganurwa

norwizi rwaLimpopo.

## 3. Kumabvazuva kunenyika

yeMaputukezi.

## 4. Kumanyurazuva kune-

Bechuanaland.

## 5. Iri mumutsetse wemakumi

mairi panhasi peEquator.

Iri mumutsetse wemakumi mairi

panhasi peEquator.

## 6. Inehuvandu hwavanhu

vanodarika mamirioni  
mana.

Inehuvandu hwavanhu vanodarika

mamirioni mana.

## Version B

[Do not mark tones in 'B'.]

Southern Rhodesia yakaganurwa

kumusoro norwizi rwaZambezi.

Kunhasi yakaganurwa norwizi

rwaLimpopo.

Kumabvazuva kunenyika yeMaputukezi.

Kumanyurazuva kuneBechuanaland.

Iri mumutsetse wemakumi mairi

panhasi peEquator.

Version C

Southern Rhodesia [ ] ganurwa [ ] musoro [ ] rwizi [ ] Zambezi.  
[ ] nhasi [ ] ganurwa [ ] rwizi [ ] Limpopo. [ ] mabvazuva [ ] nyika  
[ ] Maputukezi. [ ] manyurazuva [ ] echuanaland. [ ] ri [ ] utsetse  
[ ] ukumi [ ] iri [ ] nhasi peEquator. [ ] nhuvandu [ ] vanhu [ ] darika

[redacted] mirioni [redacted] na. Guta [redacted] guru [redacted] nzi Harare. Ine [redacted] maguta [redacted] kuru [redacted] dai ndi, Mutare, Kwekwe, Gweru, neBuruwayo. So. Rhodesia [redacted] nzvimbo [redacted] zhinji [redacted] fadza. Ine tsvingwe [redacted] Zimbahwe, [redacted] tubu [redacted] pisa, [redacted] popopo aZambezi neMakomo [redacted] Nyanga. [redacted] e [redacted] iizi huru dzinzinga [redacted] anhatu chete. So. Rhodesia [redacted] mhando zhinji [redacted] nhuka. [redacted] mwe nzvimbo [redacted] aya [redacted] notonhora [redacted] mwe [redacted] pisa.

## Version D

Southern Rhodesia yaka [redacted] rwa kumu [redacted] iizi rwa [redacted].  
Ku [redacted] yaka [redacted] norwizi rwa [redacted]. Ku [redacted] a kune [redacted]  
ye [redacted]. Kuma [redacted] zuva kune [redacted] naland. Iri mum [redacted]  
wema [redacted] ma [redacted] pa [redacted] peEquator. Inehut [redacted] hwa [redacted] vanod [redacted]  
ma [redacted] ma [redacted]. [redacted] rayo [redacted] rino [redacted] Harare. I [redacted] ma [redacted]  
ma [redacted] aka [redacted] ndi, [redacted] tare, Kwe [redacted] eru ne [redacted] wayo. So. Rhodesia  
ine [redacted] zh [redacted] dzino [redacted] a. Ine tsv [redacted] dzaZimbahwe, [redacted]  
chino [redacted] a, ma [redacted] o aZambezi n [redacted] eNyanga. Ine [redacted] huru  
dzino [redacted] nh [redacted] tu ch [redacted]. So. Rhodesia ine [redacted] zhinji dze [redacted].  
Dzi [redacted] nz [redacted] dza [redacted] dzino [redacted] dzimwe dzino [redacted].

## Questions.

1. Southern Rhodesia yakaganurwa kumusoro here?  
Yakaganurwa negungwa here?  
Rwizinyi rwakaganura kumusoro?  
Yakaganuka senyi?
  
2. Kunhasi yakaganurwa here?  
Yakaganurwa nemakomo here?  
Rwizinyi rwakaganura nhasi?  
Rwakaganura senyi?

3. Kumabvazuva kwakaganurwa naMaputukezi here?  
Kune gungwa here kumabva zuva?  
Yakaganurwa nenyi?  
Ndiani vakaiganura?
  
4. Kumanyura zuva kuneBechuanaland here?  
Kune gungwa here?  
Ko, inyikanyi irikumanyura zuva?  
Irikupi?
  
5. Rhodesia iri mumutsetse wemakumi mairi here panhasi paEquator?  
Iri pamusoro peEquator here?  
Iripapiko zvino?  
Iri mumutsetse nyi?
  
6. Inehuvandu hwe vanhu here?  
Ine vanhu vashoma here?  
Ine huvandu hwakadini?  
Hunodarika mamirioni mangani?
  
7. Southern Rhodesia ine guta guru here?  
Ine guta duku here?  
Ndiani zita reguta rayo guru?  
Riripi iri guta?
  
8. Ine mamwe maguta makuru here?  
Ine dzimba duku here?  
Ndiani mazita emamwe maguta?  
Mamwe aripi?
  
9. Mune nzvimbo dzinofadza here?  
Mune nzvimbo dzinochemedza here?  
Ndiani mazita edzimwe nzvimbo dzinofadza?  
Dzimwe dzinofadza dziripi?
  
10. Munoziva mazita adzo here?  
Mazita adzo aripo here?  
Ndiani mazita adzo?  
Ngenyi dzichiziwikana?
  
11. Ine ndwizi huru here?  
Ine gungwa here?  
Indwizinyi huru?  
Dzinoendepi?

12. Mune mhando zhinji here dze mhuka?  
 Dziri munyika yose here?  
 Dzino dyenyi?  
 Dzino nyanyoonekepi?
13. Dzimwe nzvimbo dzayo dzinotonhora here?  
 Dzinotonhora nguwa dzose here?  
 Ngenyi dzichitonhora?  
 Dzinopisa dziripi?
1. Makambofundu nekuganurwa kweRhodesia here?
2. Nyika yenu yakaganurwa neyi?
3. Guta guru renyu rinonzi ani?
4. Ndwizi dzenyu huru dziripi?
5. Ngenyi musina mhando dzese dzemhuka?
6. Mune nzvimbo ngani dzinofadza?
7. Ngenyi musati maona tsvingwe dzeZimbabwe?
8. Ndiani vanogara kunopisa?

## NEW WORDS

-ganura (or: -ganhura) to limit, huwandu (14) amount ('numerousness!')	
divide, bound	
musoro (3,4) head (here, north)	-darika (lit., to jump over), to exceed
kunhasi (here, south)	tsvingwe (9,10)
kumabvazuva east	chitubu (7,8) spring (of water)
nyika (9) land	mapopopo (6) heavy flow
kumanyurazuva west	gungwa (5), magungwa (6) large stretch of water, sea
mutsetse (3,4) line (here, parallel of latitude)	

## UNIT 48, Part I

## Version A

[Mark tones in 'A' only.]

1. Rhodesia yakati

nyangarora mazuva ano.

2. Hurumende irikukarirwa

kuti ienzane muzvinhu

zvose.

3. Tiri kukarira vazhinji

kuti vabatsire.

4. Nhengo dzeCommonwealth

dziri kutarisira utongi

hwakanaka muRhodesia.

5. Tinokoya kuona nhengo

dzakaenzana muutongi

hwadzo.

6. Nyasaland yawa patyo

pekuita zvese izvi.

7. Pasi rose rakanangisira

chimiro cheiyinyika

chemangwana.

## Version B

[Do not mark tones in 'B'.]

Rhodesia yakati nyangarora

mazuva ano.

Hurumende irikukarirwa kuti

ienzane muzvinhu zvose.

Tiri kukarira vazhinji kuti

vabatsire.

Nhengo dzeCommonwealth dziri

kutarisira utongi hwakanaka

muRhodesia.

Tinokoya kuona nhengo dzakaenzana

muutongi hwadzo.

Nyasaland yawa patyo pekuita

zvese izvi.

Pasi rose rakanangisira chimiro

cheiyinyika chemangwana.

- |     |   |   |
|-----|---|---|
| 8.  | Iri kutsvaka nzira yekuti fundo iwenyoro kumunhu vose.    | Iri kutsvaka nzira yekuti fundo iwenyore kumunhu vose.    |
| 9.  | Mapepa nhau arikutaura zvizhinji ngeiyi nyika.            | Mapepa nhau arikutaura zvizhinji ngeiyi nyika.            |
| 10. | Tirikunangisira nhengo zhinji kumirira nyikayadzo.        | Tirikunangisira nhengo zhinji kumirira nyikayadzo.        |
| 11. | Mapepa nhau edu anorondedzera zvirikuitika nhasi.         | Mapepa nhau edu anorondedzera zvirikuitika nhasi.         |
| 12. | Vanhu vazhinji vanekutaura kuzhinji ngemamiriro ehutongi. | Vanhu vazhinji vanekutaura kuzhinji ngemamiriro ehutongi. |
| 13. | Tichafara zvikuru nokusanduka kurikuita nyika dzose.      | Tichafara zvikuru nokusanduka kurikuita nyika dzose.      |
| 14. | Zviri mumaziso ehutongi kutihuve maererano nenyika.       | Zviri mumaziso ehutongi kutihuve maererano nenyika.       |

15. Hutongi huzhinji hwepasi      Hutongi huzhinji hwepasi rose  
rose hurikusanduka                        hurikusanduka kuva hutsva.  
kuva hutsva.

16. Vanhu vanofunda                        Vanhu vanofunda mapepanhau vane  
mapepanhau vane pfungwa                pfungwa dzakafanza.  
dzakafanza.

17. Nyika dzose dzinodakuti          Nyika dzose dzinodakuti vanhuvadzo  
vanhuvadzo vafunde                        vafunde mabasa ose.  
mabasa ose.

#### Version C

Rhodesia [redacted]ti nyangarora [redacted]zuva [redacted]no. Hurumende [redacted]karirwa  
[redacted]enzane mu[redacted]nhu [redacted]ose. [redacted]iri [redacted]kar[redacted]a [redacted]zhinji kuti vabatsir[redacted].  
Nhengo [redacted]eCommonwealth [redacted]iri kutarisir[redacted]utong[redacted]anaka [redacted]Rhodesia.  
[redacted]koya [redacted]ona nhengo [redacted]enz[redacted]a [redacted]utongi [redacted]dzo. Nyasaland [redacted]wa  
patyo [redacted]ita [redacted]se izva. Pasi [redacted]ose [redacted]nangisira [redacted]miro [redacted]iyinyika  
[redacted]mangwana. Iri [redacted]tsvaka nzira [redacted]uti fundo [redacted]nyore [redacted]munhu [redacted]se.  
[redacted]pepa nhau a[redacted]taura [redacted]zhinji [redacted]iyi nyika. [redacted]rikunang[redacted]a  
nhengo [redacted]zhinji kumir[redacted]a nyika [redacted]dzo. Mapepa nhau [redacted]du anorond[redacted]a  
[redacted]kuitikanhasi. [redacted]nhu [redacted]zhinji [redacted]cutaura [redacted]zhinji [redacted]miriro  
[redacted]tongi. [redacted]fara [redacted]kuru [redacted]kusand[redacted]a [redacted]kuita nyika [redacted]se.  
[redacted]ri [redacted]ziso [redacted]tongi kuti [redacted]ve [redacted]ererano [redacted]nyika. [redacted]tongi [redacted]zhinji  
[redacted]pasi [redacted]se [redacted]ri [redacted]sand[redacted]a kuva [redacted]tsva. Vanhu [redacted]funda [redacted]pepanhau  
[redacted]pfungwa [redacted]fanza. Nyika [redacted]se dzinoda [redacted]vanhu [redacted]  
vafund[redacted]mabasa [redacted]se.

## Version D

Rhodesia [ ] ti [ ] ra ma[ ] ano. Hu[ ] iriku[ ] a  
 kuti i[ ] ne mu[ ] zvose. Tiri ku[ ] a va[ ] kuti va[ ] e.  
 Nh[ ] dze[ ] dziri ku[ ] a u[ ] i hwaka[ ] muRhodesia.  
 Tino[ ] a kuona [ ] dzaka[ ] ana mu[ ] hwa[ ]. [ ] ya[ ]  
 pa[ ] pe[ ] zv[ ] izvi. I[ ] rose raka[ ] ira chi[ ] cheiyi[ ]  
 che[ ]. Iri ku[ ] a [ ] yekuti fundo ie[ ] e munhu  
 [ ] se. Ma[ ] ariku[ ] zvi[ ] ngeiyi [ ]. Tiriku[ ]  
 nhengo [ ] ku[ ] ira [ ] yadzo. Ma[ ] edu ano[ ] a  
 zviriku[ ] ka nhasi. Van[ ] va[ ] vane[ ] ku[ ] ngema[ ]  
 ehu[ ]. Ticha[ ] zvil[ ] noku[ ] uka kuri[ ] nyika [ ].  
 Zviri mu[ ] ehu[ ] kuti[ ] ma[ ] o ne[ ]. [ ] ngi  
 hu[ ] hwe[ ] dzose huriku[ ] a kuva hu[ ]. Vanhu vano[ ]  
 ma[ ] nhau vane p[ ] a dzaka[ ]. [ ] dzose dzino[ ] kuti  
 [ ] vadzo va[ ] e ma[ ] ose.

## Questions.

1. Rhodesia yakanyangararika here mazuva ano?  
 Yaka nyarara here mazuva ano?  
 Inyi yaka nyangararika mazuva ano?  
 Ngenyi yakadaro?
2. Hurumende iri kukarirwa kuti ienzane here?  
 Iri kudikana kuenzana zvishoma here?  
 Ngenyi iri kukarirwa kudaro?  
 Ngepi uko inodikanwa kudaro?
3. Tiri kukarira vazhinji here kubatsira?  
 Tiri kukarira vairi here kubatsira?  
 Ndiani ari kuvakarira?  
 Ngenyi varikukarira?

4. Nhengo dzose dziri kutarisira utongi hwakanaka here?  
Nhengo shoma dziri kutarisira utongi hwakanaka here?  
Ndiani arikutarisira uhu hutongi?  
Ngenyi varikuhutarisira?
  
5. Tinokoya kuona nhengo dzakaenzana here?  
Vanhu vanokoya nhengo shoma here?  
Dzinodikanwepi?  
Ngenyi dzichidikanwa?
  
6. Nyasaland yawa patyo here?  
Nyika dzose dzava patyo here?  
Ndiani wawa patyo?  
Ngenyi wawa patyo?
  
7. Pasi rose rakanangisira here chimiro chayo chamangwana?  
Rutiwi rwenyika rwaka rekerera here chimiro chayo?  
Ngenyi pasi rose riri kufunga kudaro?  
Rinofunga kudaro rini?
  
8. Iri kutsvaka nzira yofundo here kumunhu vose?  
Iri kushaya fundo here kumunhu wose?  
Iri kutsvakenyi?  
Ngenyi iri kutsvaka?
  
9. Mapepanhau arikutura zvizhinji here ngenyika?  
Mapepanhau arikutura ngeCanada here?  
Ari kunyanyotaurenyi?  
Zvino taurwepi?
  
10. Nhengo zhinji dzirikunangisirwa kumirira nyika yadzo here?  
Nhengo zhinji dziri kunangisirwa kunze here?  
Dzinomirirenyi?  
Ndiani anomirira?
  
11. Mapepa nhau ano rondonedzerenyi?  
Anorondonedzera nhema here?  
Chinyi chinorondonedzera?  
Anorondonedzerepi?
  
12. Vanokutura kuzhinji here?  
Vanokutura kushoma here?  
Mamiriro enyi?  
Ndiani vanokutura?

13. Vanhu vachafara here?  
Nyika ichadzikira here?  
Tichafara nenyiko?  
Nyika ichaitenyi?
14. Zviri mumaziso here?  
Zviri muguta here?  
Ngezvenyi zvirimumaziso?  
Hunoda kuva maererano nenyi?
15. Hutongi hwepasi rose huri kusanduka here?  
Hutongi huzhinji hwakamira here?  
Chinyi chiri kuitika?  
Ngenyi huri kusanduka?
16. Vanhu vanofunda mapepanhau vanepfungwa dzakafanza here?  
Vane maziso akakura here?  
Ndiani ane pfungwa dzakafanza?  
Ngenyi dzakafanza?
17. Nyika dzose dzinoda kuti vanhu vadzo vafunde here?  
Inodakuti vanhu vayo vafunde basarimwe here?  
Nyika dzase dzinodenyi?  
Ndiani anoda kuti vafunde?
1. Nyika yenu yakanyangararika wohere?  
2. Mune nhengo dzeCommonwealth ngani?  
3. Marudzinyi arikumusha kwenu?  
4. Vanhu venyu vanobatsirawo here?  
5. Vanhu venyu vakanangisirenyi?  
6. Hutongi hwenyu hunobvepi?  
7. Vanhu vanofundiswa senyi?

## NEW WORDS

nyangarara ideoph., of being disorderly	-koya
-karira to forbid forcefully(?)	chimiro (7) conduct (?), bearing
nhengo (9,10) member	-rondedzera
-tarisira to hope for	mamiriro (6) shape (?), representation (?)
utongi(14) government	-nyarara to be quiet

## UNIT 48, Part II

## Version A

[Mark tones in 'A' only.]

1. Mapepa nhau

akapandaniswa muzvikwata zvakasiyana.  
zvakasiyana.

2. Mamwe anodindwa pazuva

rimwe narimwe.

3. Mamwe anonzi 'week end

edition.'

4. Mapepa nhau anodaizira  
nemitengo yezvinhu.5. Ndimozve vanhu vanotaura  
nemitambo yakasiyana.

6. Vanhu vanonzwa nyaya

dzakasiyana kubva muma -  
pepanhau.

## Version B

[Do not mark tones in 'B'.]

Mapepa nhau akapandaniswa

muzvikwata zvakasiyana.

Mamwe anodindwa pazuva rimwe

narimwe.

Mamwe anonzi 'week end edition.'

Mapepa nhau anodaizira nemitengo  
yezvinhu.Ndimozve vanhu vanotaura nemitambo  
yakasiyana.

Vanhu vanonzwa nyaya dzakasiyana

kubva muma pepanhau.

7. Mabasa mazhinji                            Mabasa mazhinji anonzwika  
     anonzwika kubudikidza                    kubudikidza namapepa nhau.  
     namapepa nhau.
8. Mamwe masoko emhiri                    Mamwe masoko emhiri kwogungwa  
     kwogungwa anonzwika                    anonzwika muma pepa nhau.  
     muma pepa nhau.

## Version C

Mapepa nhau [REDACTED] pandaniswa [REDACTED] ikwata [REDACTED] siyana. [REDACTED] mwe  
 [REDACTED] dindwa [REDACTED] zuva rimwe [REDACTED] mwe. [REDACTED] amwe [REDACTED] nzi 'week end [REDACTED] on.'  
 Mapepa nhau [REDACTED] daidza [REDACTED] mitengo [REDACTED] zvinhu. [REDACTED] mozve vanhu  
 [REDACTED] taura [REDACTED] tambo [REDACTED] siy[REDACTED]. Vanhu va[REDACTED] nzwa nyaya [REDACTED] siy[REDACTED]  
 [REDACTED] bva [REDACTED] mma pepa nhau. Mabasa [REDACTED] zhinji [REDACTED] zwika kubudik[REDACTED]  
 [REDACTED] pepa nhau. [REDACTED] mwe [REDACTED] soko [REDACTED] mhiri [REDACTED] gungwa anonzw[REDACTED] a muma-  
 pepa nhau.

## Version D

Mapepa nhau aka[REDACTED] iswa muzvi[REDACTED] zvaka[REDACTED] na. [REDACTED] mwe  
 ano[REDACTED] a pa[REDACTED] ri[REDACTED] nari[REDACTED]. Mamwe ano[REDACTED] ! [REDACTED]  
 Mapepa[REDACTED] ano[REDACTED] a nemi[REDACTED] y[REDACTED] u. Ndi[REDACTED] zve va[REDACTED]  
 vano[REDACTED] nemi[REDACTED] yaka[REDACTED] ana. Va[REDACTED] vano[REDACTED] r[REDACTED] dzaka[REDACTED] a  
 ku[REDACTED] muma pepa nhau. Ma[REDACTED] ma[REDACTED] anon[REDACTED] ta ku[REDACTED] a  
 namapepa nhau. Mamwe ma[REDACTED] kw[REDACTED] a anon[REDACTED] a muma-  
 pepa nhau.

## Questions.

1. Mapepa nhau akapandaniswa here?  
Mabhuku akapandaniswa here?  
Chinyi chakapandaniswa?  
Aka pandaniswa muzvikwata zvingani?
  
2. Anodindwa pazuva rimwe narimwe here?  
Anodindwa pagore here?  
Anodindwa kwenguwanyi?  
Anoitwa senyi?
  
3. Ane mazita here?  
Anonzi mabuku here?  
Aya mapepa nhau anonzinyi?  
Ndiani anoada?
  
4. Anodaizira nomitengo here?  
Vanhu havaadi here?  
Anodaizirenyi?  
Ndiani anodaizira nemitengo?
  
5. Vanhu vanotaura nemitambo here?  
Vanotaura nemakomo here?  
Vanotaura nenyi?  
Vanotaurirepi?
  
6. Vanonzwa nyaya dzakasiyana here?  
Vanonzwa nyaya dzimwedzo here?  
Ndiani anonzwya nyaya?  
Inyayanyi?
  
7. Mabasa anonzwika here?  
Mabhuku anotaura nemabasa here?  
Mabasa anonzwikepi?  
Anonyorwepi?
  
8. Masoko emhiri kwogungwa anonzwika here?  
Masoko emuno anonzwika here?  
Masokonyi anonzwika?  
Anonzwikepi?

1. Mapepanhau enyu anonyorwa mumtauronyi?
2. Imhandonyi dzenyaya dzinotaurwa?
3. Mabasa anodaizirwawo here mumapepa nhau?
4. Aya masoko anonyorwa nenyi?
5. Mune mhando ngani dzemapepanhau?
6. Ndiani anomutaurira masoko emhiri?

## NEW WORDS

-pandanisa	divide, separate	-nzwika	to be known, understood
chikwata (7,8)	small group	-budikidza	to come out of, through
-dinda	to press, print		

## UNIT 49, Part I

## Version A

[Mark tones in 'A' only.]

1. Vadzimai vazhinji kwazvo  
vava nhengo dzemisono.
2. Vanosangana pamwe nguva  
zhinji.
3. Vane dzimudzangara  
vanoteerera mumhepo.
4. Mumisono umu,  
vanodzidziswa zvinhu  
zvizhinji.
5. Mune vatungamiriri  
muchikwata chimwe  
nachimwe.
6. Ava vatungamiri vanotsarwa  
ngekukura kweunhengo.
7. Mumisangano umu  
munodzidziswa ngekugeza,  
kuchisa,kuruka,  
nekusona.
8. Munodzidziswazve  
ngekuchengeta dzimba,  
vana, kubika,nekutamba  
mitambo.

## Version B

[Do not mark tones in 'B'.]

Vadzimai vazhinji kwazvo vava  
nhengo dzemisono.

Vanosangana pamwe nguva zhinji.

Vane dzimudzangara vanoteerera  
mumhepo.

Mumisono umu, vanodzidziswa zvinhu  
zvizhinji.

Mune vatungamiriri muchikwata  
chimwe nachimwe.

Ava vatungamiri vanotsarwa ngekukura  
kweunhengo.

Mumisangano umu munodzidziswa  
ngekugeza, ngekugeza, kuchisa,kuruka,  
nekusona.

Munodzidziswazve ngekuchengeta  
dzimba, vana, kubika,nekutamba  
mitambo.

9. Kunoitwa musangano mukuru Kunoitwa musangano mukuru kamwe  
kamwe pagore. pagore.
10. Kumusangano uyu kunoenda Kumusangano uyu kunoenda mumiriri  
mumiriri umwe kubva umwe kubva mumisangano  
mumisangano yakasiyanasiyana.  
yakasiyanasiyana.
11. Hurumende inobatsirawo Hurumende inobatsirawo ngekunyora  
ngekunyora nekutumira nekutumira zvimwe zvidzidzo.  
zvimwe zvidzidzo.
12. Vadzimai vazhinji vari Vadzimai vazhinji vari kufara kuwa  
kufara kuwa nhengo nhengo dzemisangano.  
dzemisangano.

## Version C

mai zhinji kwazvo va nhengo misono. sangana  
nguva zhinji. Vane dzangara teerera mhepo.  
Mumi umu, vanodzidza zvinhu zhinji. Mune tungam i  
muchim a chimwe mwe. va tungamiri tsara kura  
unhengo. sangano umu nodzidza geza, chisa,  
kuruka, sona. Munodzidzis chengeta mba, na,  
kubika, tamba tambo. itwa sangano kuru mwe gore.  
. sangano uyu noenda mumiriri mwe kubva sangano  
siyanasiyana. Hurumende nobats nyora utumira  
mwe dzidzo. mai zhinji ri kufara nhengo  
misangano.

## Version D

Vadzi[ ] va[ ] kwazvo va[ ] nh[ ]o dzemi[ ]. Vano[ ] a pa[ ] zhinji. Va[ ] dzimu[ ] vano[ ] era mu[ ]o. Mumi[ ], vano[ ] wa zvi[ ] zvi[ ]ji. Mu[ ] va[ ] i muchi[ ] a chi[ ] nachi[ ]. Ava va[ ] vano[ ] a ngeku[ ] a kw[ ]. Mumi[ ] umu muno[ ] a nge[ ], ku[ ] a, ku[ ] a neku[ ]. Muno[ ] zve ngeku[ ] dzi[ ], va[ ], ku[ ] neku[ ] a mi[ ]o. Kuno[ ] a mu[ ] mu[ ] ka[ ] pa[ ]. Kumuyu kuno[ ] a mu[ ] u[ ] ku[ ] mumi[ ] yaka[ ]. Hu[ ] ino[ ] wo ngeku[ ] a neku[ ] zvi[ ] zvi[ ]. Vadzi[ ] va[ ] va[ ] ku[ ] a ku[ ] dzemi[ ] ano.

## Questions.

1. Vadzimai vazhinji here vava mumisano?  
Vadzimai vashoma here mumisono?  
Kune vadzimai vakavanda senyi mumisono?  
Ndiani vave nhengo dzemisono?
  
2. Yanosangana pamwe here?  
Havambosangari pamwe here?  
Ndiani vanosangana pamwe?  
Ngenyi vachisangana pamwe?
  
3. Vanoteererawo mumhepo here?  
Havateereri mumhepo here?  
Vanonzwa senyi zvemumhepo?  
Ndiani vanoteerera mumhepo?
  
4. Vanodzidziswa zvinhu zvizhinji here?  
Vanodzidza zvishoma here?  
Vadzimai vanodzidzira papi zvinhu zvizhinji?  
Ndivanaani vanodzidza zvizhinji?

5. Muzvikwata izvi mune vatungamiriri here?  
Mune vachairi here?  
Vatungamiriri vanovanda senyi muzvikwata umu?  
Ngenyi vasikanyanyi kuvanda?
  
6. Vatungamiriri vanotsarwa vazhinji here?  
Vanotsarwa ngeuwandu hweunhengo here?  
Ava vatungamiri vanotsarwa senyi?  
Ndiani anovatsara?
  
7. Munodzidziswa kuchaira motakari here?  
Munodzidziswa nekuchisa here?  
Zvakavanda senyi zvinodzidziswamo?  
Ngenyi vachidzidziswa zvizhinji?
  
8. Vanodzidziswa here kubika nekuchenesa dzimba?  
Vanodzidziswa nekuruka here?  
Ngenyi vachidzidziswa kuruka nekuchengeta vana?  
Vano dzidzirepi?
  
9. Vanoita here musangano mukuru vegore?  
Vanoita misangano mikuru kashanu pagore here?  
Vanoita kangani musangano wepagore?  
Ngenyi vachitta musangano vegore?
  
10. Vanotumira vamiriri here kumusangano vegore?  
Kunotumirwa vabiki here?  
Ngenyi vachitumira vamiriri kubva mumisono yakasiyana?  
Ndiani vanotumirwa?
  
11. Hurumende inobatsirawo here?  
Haina nechekuita ndizvo here?  
Ndiani anobatsirawo ngekutumira zvimwe zvidzidzo?
  
12. Vadzimai vanozvifarira here kuva nhengo?  
Vanofaira kuva vatungamiriri here?  
Ngenyi vachifarira iyi misangano?  
Ndiani vanozvifarira?

1. Munodzidzirepi kusona?
2. Munosangana pamwe here?
3. Musangano mukuru unoitwa kangani pagore?
4. Masoko mazhinji anobva kupi?
5. Vadzimai vekwenyu vanodzidzirepi kutaura mitauro?

## NEW WORDS

musono (3,4) seam; here, 'sew- -tsara to pull hard (?), to running circle' (?) away (?)

dzimudzangara radio -ruka to knit, weave

## UNIT 49, Part II

## Version A

[Mark tones in 'A' only.]

1. Kune hosha iri  
kutambudza kwazvo  
yechikosoro.

2. Iyi hosha iri hosha  
inobatira.

3. Zvakatora nguva huru kuti  
iyi hosha irapwe.

4. Mazuva ano vanhu vazhinji  
vave kurapwa.

## Version B

[Do not mark tones in 'B'.]

Kune hosha iri kutambudza

kwazo yechikosoro.

Iyi hosha iri hosha inobatira.

Zvakatora nguva huru kuti iyi  
hosha irapwe.

Mazuva ano vanhu vazhinji vave  
kurapwa.

5. Hurumende iri kuita basa      Hurumende iri kuita basa basa  
     basa rekudzivirira iyi      rekudzivirira iyi hosha  
     hosha ngekubaya      ngekubaya majekiseni.  
     majekiseni.
6. Iyo hurumende iri      Iyo hurumende iri kutumira  
     kutumira zvidzidzo      zvidzidzo ngekudzivirira iyi  
     ngekudzivirira iyi      hosha.  
     hosha.
7. Izvi zvidzidzo zvinotaura      Izvi zvidzidzo zvinotaura ngekudya  
     ngekudya kwakanaka.      kwakanaka.
8. Kugara mudzimba dzine      Kugara mudzimba dzine mafafitera  
     mafafitera akakura.      akakura.
9. Zvakafanirazve kuti      Zvakafanirazve kuti vanhu vapfeke  
     vanhu vapfeke nekufuka      nekufuka zvinodziya.  
     zvinodziya.

## Version C

■ne hosha ■ri kutambu■a kwarzvo ■kosoro. ■i hosha ■ri  
      hosha ■bat■a. ■tora nguva huru kuti ■i hosha ■rap■e.  
      ■zuva ■no vanhu ■zhinji vav■ kurap■a. Hurumende ■ri ■ita  
      bas■ ■dzivir■a i■ hosha ■baya ■jekiseni. ■o  
      hurumende ■ri ■tumira ■dzidzo ■dziv■a iyi hosha.  
      Izvi ■dzidzo zvi■taura ■dya ■kanaka. ■gara ■mba ■ne  
      mafafit■ a■kura. ■fan■zve kuti vanhu ■pfek■ ■fuka  
      ■dziya.

## Version D

Ku [ ] iri ku [ ] za kwazvo yechi [ ]. Iyi [ ] iri hosha ino [ ] ira. Zvaka [ ] ng [ ] dzu [ ] iyi hosha irapwe. Ma [ ] a [ ] vanhu va [ ] va [ ] ku [ ] a. [ ] ide iri ku [ ] basa reku [ ] a iyi k [ ] a ngeku [ ] a ma [ ]. Iyo [ ] iri ku [ ] ira zvi [ ] ngeku [ ] iyi hosha. I [ ] i zvidzidzo [ ] notaura nge [ ] kwaka [ ] a. Ku [ ] a mu [ ] dzi [ ] fafitera [ ] kura. Zvaka [ ] zve [ ] vanhu va [ ] neku [ ] a zvino [ ] a.

## Questions.

1. Kune hosha inotambudza here?  
Inofadza here hosha yechikosoro?  
Ihoshanyi iri kutambudza?  
Inotambudza senyi?
  
2. Iri hosha inobatira here?  
Haimbobatiri here?  
Ihoshanyi iri kutambudza vanhu?  
Ngenyi iri kutambudza?
  
3. Hosha iyi inorapika here?  
Haimbo rapiki here?  
Yakatora nguva yakadini kuti irapwe?  
Ngenyi yakatora nguva huru?
  
4. Mazuva ano yave kurapwa here?  
Haisati yarapika here?  
Ndiani vanogona kuirapa?  
Vanhу vanorapiwa senyi?
  
5. Hurumende iri kudzivirira here hosha iyi?  
Iri kupa vanhu hosha here?  
Hurumende iri kudzivirira senyi?  
Ngenyi vanhu vachibaiwa majekiseni?

6. Iri kutumira zvidzidzo zvekudzivirira hosha here?  
Hakuna zvidzidzo zvinotumirwa here?  
Ndiani anotumira zvidzidzo?  
Ngenyi zvichitumirwa?
  7. Zvidzidzo izvi zvinotaura ngekusona here?  
Zvinotaura ngekudya kwakanaka here?  
Zvinotaura ngenyi?  
Ndiani unozvidzidza?
  8. Mhepo yakavanda inobatsira here?  
Dzimba dzaka fanira kuva nemafafitera madiki here?  
Dzimba dzinofanira kuva nemafafitera akadini?  
Ngenyi dzimba dzichifanira kuva nemhepo yakakwana?
  9. Vanhu vanofanira kupfeka zvino dziya here?  
Vakafanira kufuka zvinotonhora here?  
Zvekufuka zvakafanira kudini kuine chando?  
Vanhu vakatonhorwa zvinoitasenyi?
- 
1. Kune hosha dzinobatira here munyika menuy?
  2. Ihoshanyi dzinonyanyobatira?
  3. Kune vazhinji here vanorwadzwa nehosha yechikosoro?
  4. Inokasika kurapwa senyi?
  5. Vanhu vanovanzogara mudzimba dzakadini?
  6. Munyika yenu munezvikoro zvinodzidziswa kurapa here?
  7. Vadzimai vanodzidziswepi kuruka zvinodziya?
  8. Mudzimba dzakaturikidzana mune mhepo yakakwana here?

## NEW WORDS

hosha (9,10) disease	-dzivirira to protect
-tambudza to trouble	jekiseni injection
chikosoro(7) cough; whooping cough; tuberculosis	chidzidzo(7,8) lessons
-batira to hold;	-fuka to cover the body

## UNIT 49, Part III

Version A [Mark tones in 'A' only.]	Version B [Do <u>not</u> mark tones in 'B'.]
1. Ndudzi dzose dzemaShona  dzine mitupo.	Ndudzi dzose dzemaShona dzine  mitupo.
2. Rudzi rumwe narumwe  runopika nezita  remhuka.	Rudzi rumwe narumwe runopika  nezita remhuka.
3. Vamwe vanopikawo neshiri.	Vamwe vanopikawo neshiri.
4. Izvi zvinoreva kuti  muziwane parudzi.	Izvi zvinoreva kuti muziwane  parudzi.
5. Zvinorewazve kuti rudzi  rusaroorane.	Zvinorewazve kuti rudzi  rusaroorane.
6. Rudzi rwaroorana rwagura  mutemo.	Rudzi rwaroorana rwagura mutemo.
7. Vana vanotora mutupo  vababa.	Vana vanotora mutupo vababa.

8. Kuti vanhu vachikwazisana Kuti vanhu vachikwazisana vanotaura  
vanotaura mutupo. mutupo.

## Version C

Ndudzi [REDACTED] maShona [REDACTED] ne [REDACTED] tupo. Rudzi [REDACTED] mwe na [REDACTED] mwe  
runo [REDACTED] a [REDACTED] zita [REDACTED] mhuka. [REDACTED] mwe va [REDACTED] pika [REDACTED] hiri. Izvi  
[REDACTED] reva kuti muzi [REDACTED] ane [REDACTED] rudzi. [REDACTED] nore [REDACTED] azve kuti [REDACTED] dzi  
ru [REDACTED] roor [REDACTED]. Rudzi [REDACTED] roor [REDACTED] a [REDACTED] gura [REDACTED] temo. Vana [REDACTED] tora  
mutup [REDACTED] baba. Kuti vanhu va [REDACTED] kwaz [REDACTED] a vanotaura [REDACTED] tupo.

## Version D

Nd [REDACTED] dzose dzet [REDACTED] dzine mi [REDACTED]. Ru [REDACTED] ru [REDACTED] ru [REDACTED]  
runo [REDACTED] a ne [REDACTED] re [REDACTED]. Vamwe va [REDACTED] wo ne [REDACTED]. I [REDACTED] i  
zvino [REDACTED] a mu [REDACTED] e pa [REDACTED]. Zvino [REDACTED] zve kuti rudzi  
rusa [REDACTED] ane. [REDACTED] rwa [REDACTED] ana rwa [REDACTED] a mu [REDACTED]. Vana vano [REDACTED] a  
mu [REDACTED] [REDACTED]. Kuti vanhu vachi [REDACTED] ana vano [REDACTED] a [REDACTED]

## Questions.

1. Ndudzi dzose dzine mitupo here?  
Kune ndudzi here dzisina mitupo?  
Ndiani vanemitupo?  
Mituponyi iyomunoziva?
2. Rudzi rumwe narumwe runopika nezita remhuka here?  
Runopika negomo here?  
Ndiani vanopika nezita remhuka?  
Vanopika senyi?
3. Vamwe vanopika neshiri here?  
Vanopika neuswa here?  
Ngenyi vachipika neshiri?  
Ndiani vanopika neshiri?

4. Zvinoreva kuzivana here?  
Vana vanozivana here?  
Vanozivana senyi?  
Ndiani vanozivana?
  
  5. Rudzi runoroorana here?  
Mitupo inoroorana here?  
Ngenyi vachiroorana?  
Ndiani vanorambidza?
  
  6. Vanoroorana vagura mutemo here?  
Vanofarirwa here?  
Ndiani vanogura mutemo?  
Ngenyi vachidaro?
  
  7. Vana vanotora mutupo vababa here?  
Vanotora zita ramai here?  
Ndiani vanotora zitarababa?  
Ngenyi vachidaro?
  
  8. Vanhu vanokwazisana nomutupo here?  
Vano kwazisana chete here?  
Ndiani vanokwazisana nomutupo?  
Vanokwazisana senyi?
- 
1. Ndivanaani vane mutupo?
  2. Marudzi enyu ane mitupo here?
  3. Ngenyi vasina mitupo?
  4. Munozivana senyi kuti ihama?
  5. Munhu unoroora hama unoita senyi?
  6. Ndiani anochatisa vanhu?
  7. Vanhu vanochatirepi munyika mwenyu?
  8. Munyika mwenyu vanhu vanokwazisana senyi?

## NEW WORDS

mutupo (3,4) totem	mutemo (3,4)
-pika to vow, engage (?)	-kwazisana to greet on another
-roorana to marry one another	-chatisa to marry, cause to marry (i.e. role of person who officiates at marriage)
-gura	

## GLOSSARY

[Words are alphabetized by the first letter of the root, regardless of presence or absence of prefixes. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.]

## -A-

áiwá 2BD	(an expression of polite diffidence or dissent)
~áké 4BD	his, her (possessive, 3 sg. personal)
~ákó 7SV	your (possessive 2 sg.)
mw-aná (1,2) 4BD, 7BD	child, offspring
ch.ando (7) 39	the cold season, cold
~ángu 1BD	my (possessive 1 sg.)
aní 5BD, 10BD	who?
apo 5BD	there (distal demonstrative, Cl. 16)
~ávó 1BD	their (possessive, Cl. 2)

## -B-

-bá	to steal
babá (la) 1BD pl. vanábabá (2) vadzibabá (2)	father, married man (singular is often used with plural concords as mark of respect)

badzá (see .padzá)	
m.bàmbaira (9,10)	sweet potatoes
bandéra (5,6) 17BD	signboard
chi-barwé (7,8) 14SV, 28	maize
basa (5,6) 5SV, 14BD	work
básékoro (5,6) 23SV (básikoro)	bicycle
-bátá	to seize, catch; do
-bátánídza 19BD	to join (transitive)
m.batáta (9,10) 14BD	potato
-batira	to be infections
-bátsírá 21BD	to help
m.batyá 16SV	clothing
-baya	to kill, give injection
bázu (5,6)	branch
-bereka 9SV	to carry a child on back
mu-bereki (1,2) 23SV	parent
m.berí (9) 17SV	front, ahead
m.bésa (9,10) 14SV	crop
m.béú (9,10) 8SV, 25BD	seed
chi-bháró (7,8) 31BD	tax
bházi 23SV	bus

mu- <i>bhédha</i> (3,4) 32SV	bed
<i>bhíkiri</i> (5,6) 36SV	cup
<i>bhúku</i> (5,6) 13D	book
Bhunú (5,6) 20SV	Boer
<i>bhurúkwa</i> (5,6) 34SV	pair of trousers
Bhurúwayo (9) 10SV	Bulawayo
- <i>bika</i> 9SV, 1.8 BD	to cook
m. <i>bírí</i> (9,10)	renown, glory
mu- <i>Bochá</i> (1,2) 20SV	a person of Bocha
m. <i>bofána</i> (9,10) 9SV, 19SV	ten shilling note
- <i>búdá</i> 25BD	to come, go out [from]
- <i>búdikídza</i>	to come or go through
m. <i>búdzí</i> (9,10) 25SV	goat
<i>búndú</i> (see .púnđu)	
- <i>bura</i> 27SV	to dish out [food from]
m. <i>búya</i> (1a) 20BD pl. vadzimbuya (2) madzimbuya (6)	grandmother
- <i>bvá</i> 6BD	to come or go from
kuma- <i>bvazúvá</i> (17)	east
- <i> bvira</i> 23BD	(an intensifying auxiliary verb)

-bv̄isa	18BD	to remove, to pay [money]
-bv̄uma		to consent, agree to
-bvundurwa		to stir up
-bvunza	38BD	to ask
mu-bvunzo	(3,4) 39	question
-bvúrá	20SV	to broil
bvute	(5,6) 22SV	shade, shadow
pl. ma-bvute		
or: ma-pfute		
mu-Bwacha	(1,6) 20SV	Indian

## -C-

-chaira	5SV	to drive [car]
chaízvo	20BD	very much, indeed
ma-Chángana	20SV	Shaangan
-chata	36SV	to marry
mu-chato	(3,4) 32BD	wedding
chéchi	(9,10) 8SV	church
-chéká	21SV	to cut [with knife]
-chémá	35SV	to cry
~chená	7SV	white
-chena	32SV	to become clean
-chengeta	35D	to take care (of)

mu.chéni (3,4) 20BD	machine
-chérá 21SV	to draw [water]
-chera 28SV	to dig
mu.chero (3,4) 16BD	fruit
chéte 16BD	only
u-chí (14)	honey
-chímwidzá 38BD	to hurry, cause to hurry
chinyarárire	quietly
chínyi 15BD	what?
Chipínga 10SV	(a place)
.chírá (5,6) 32SV sg. jírá	cloth, sheet, etc.
chirembá 35SV	physician
chirombówe 2BD	(honorific form of address used by men)
-chísá 36BD	to iron (clothing)
chókwadí 37BD	truth

## -D-

-dá 7BD	to want, like, love, need
-dáídzá 30SV	to call

-dáírá	36SV	to answer, to believe
dangá	(see .tangá)	
mu-dárará	(3,4) 28SV	line
-dáríká		to cross
-dáro	16BD	to do, say like that
n.dége	(9,10) 29BD	airplane
démó	(see .témó)	
déngá	(see .ténga)	
ma-dhaka	(6) 35BD or: ma-taka	mud
dházeni	(5,6) 9BD	dozen
dhíbhi	(5,6) 8SV	dip tank
chi-dhína	(7,8) 30SV	brick
-dhinda		to print
dhíshi	(5,6) 33BD	basin
mu-dhudhudhu	(3,4) 23SV	motorcycle
dhúmbe	(5,6) 14SV	coco yam
-díkáná	24BD	to be wanted, loved
~díki	14BD also ~dóko, ~dúku	small
díkití	(see .tíkití)	
dima	(5,6) 14SV	sweet potato
n.dímu	(5,6) 14SV	lemon

-díni	4BD	to do, say how
-dirira	9SV, 22BD	to water
n.díró	(9,10) 16SV	dish
-dísá	20BD	to like very much
n.dodzí	(9,10) 14SV	pea
~dóko	(see ~díki)	
dombó	(see .tombó)	
-donhesa	28SV	to drop, lose
ma-dota	(6) 16SV	ashes
doví	(5) 20BD	peanut butter
dúnhú	cf. .túnhú	
-dyá	22BD	to eat
-dyará	27BD	to sow
ru-dyí	(11) 17SV	right[hand]
mu-dyó	15BD = ru-dyí	
dzangaradzímú	(5,6)	fairy
chi-dzere	(7,8)	anthill
ru-dzi	(11,10 or 6) 22SV (ndudzi (10))	tribe, clan, species
-dzídzá	13D	to learn
mu-dzídza	(1,2) 13D	student
-dzídzísá	6BD - -fúndísá	

chi-dzídzó (7,8)	lesson
-dzika 33SV	to descend
-dzíngá	to chase away
dzíva (5,6)	pool, pond, lake
-dzivirira	to prevent
-dzíyá 39	to have or cause to have above normal temperature
mu-dzíyó (3,4) 16SV	furniture, household goods, utensils.
-dzoka 31BD	to return

## -E-

~édú 7SV	our (possessive, 1 pl.)
-edza 18BD	to try, attempt
mw-edzí (3,4) 6SV	moon, month
~égá (see ~góga)	
-enda 6BD	to go
rw-endo (11) 23BD, 29 pl. ndwendo (10)	trip, journey
mw-eni (1) 23BD pl. va-ení (2)	stranger, guest, foreigner
mw-enje (3,4) 32SV	lamp, torch, candle
~ényú 7SV, 9BD	your (possessive 2 pl.)
zi-enzá (21) 39 also ma-enzá (6)	rainy season

-enzanisa 28SV to make equal, even

ma-èrerano (6)

~ésé (see ~ósé)

-F-

fáfitera (5,6) 16BD window

-fámbírá 5SV to visit

ma-fámbíré (6) 30SV ways of running

-fámbísá 26BD to cause to go, run

-fánáná 22SV to resemble one another,  
to be alike

-fánírá 21SV ought, must; be suitable

-fánzá to spread

-fárá 18BD to rejoice, be happy

fódyá (9) tobacco

u-fu (see u-pfu)

-fúká to cover

mu-fúndísi (1,2) 6BD teacher, religious worker

fúndó (9,10) 26SV education

-funga 6BD to think

-fusíra 28SV to cover (with earth)

ma-fútá (6) 27SV fat, oil

## -G-

gádheni (5,6) 8SV	garden
-gadzira 19BD	to prepare
-gadzirira 15BD	to prepare (for)
chi-gadzo (7,8) 18SV	support for pot; saucer
-gánhúrá	to limit
-gara 5BD	to sit, stay, remain, reside
n.garavá (9,10) 29BD	ship
garé garé 7SV	by and by, presently
chi-garo (7,8) 32SV	seat, chair
mu-Gárwe (1,2) 20SV	member of Garwe tribe
-gashidza 16BD	to cause to receive (from someone's hand)
-gashira 23BD	to receive [from someone's hand]
ru-gashiro (11) 32BD pl. ma-ru.gashiro (6)	reception
Gatóma 10SV	Gatooma
chi-gérö (7,8) 8SV	pair of scissors
ma-gétsi (6)	electricity
-geza 9SV, 19BD	to work
mu-gobéra (3) 6SV	Saturday
-gocha 20SV	to roast on open fire

mu-godhí (3,4) 25SV	a mine
gombá (see .kombá)	
gomo (see .komo)	
goré (see .koré) 7BD	
n.goró (9,10) 23SV	oxcart
górókótó (5,6)	congratulations, good fortune
mu-góti (3,4) 16SV	stick for stirring food
n.gowání (9,10) 34SV	hat
-gúká	to break
gúmí (see .kúmí)	
gungwa (5,6) 37BD	sea
pl. ma-gungwa (6)	
or ma-kungwa (6)	
chi-gunwe (7,8)	thumb
-gúrá	to cut
-gurira 11BD	to cut off or across
n.guruve (9,10) 25SV	pig
-gútá 27SV	to be replete (food or drink)
guta (5,6) 5SV, 11BD	town, city, chief's village
n.gúvá (9,10) 8D	time
gwáva (5,6) 14SV	guava
gwére (5,6) 14SV	maize

Gwerú 10SV

Gwelo

-H-

háfupéni (5,6) 9SV	halfpenny
háfukoróni (9,6) 9SV	half crown
m.haká (9,10) 26SV	matter, affair, crime, guilt
hámá (9,10) 15SV	relative, by blood or marriage
n.hambwe (9,10) 33SV	hour
m.handara (9,10) 4SV	girl
m.hando (9,10) 15SV	kind, sort
hángá (9,10) 39	guinea fowl
n.hanga (9,6) 14SV	pumpkin
n.hangá (9,10) 24BD	yard
hánzvádzí (9,10) 23BD	sibling of opposite sex
-hárá 28SV	to harrow
Haráre 10SV	Salisbury
hárí (9,10) 16SV	cooking pot
pa-n.hasí (16) 38BD	below
ku-n.hasí (17)	south
n.haú (9,10) 26BD	topic, news
hémbé (9,10) 34BD	shirt, dress
m.hembwe (9,10)	buck
n.hèngo (9,10)	member

héo	31BD	there he is
m.hépó	(9,10) 39	wind
heré	1BD	(marker of a yes/no question)
ma-héy	(6) 8SV or ma-héo	sweet beer
m.hino	(9,10) 35SV	nose
m.hiri	(9,10) 37BD	side (of river, street, etc.)
.hobó	(5,6) 9BD	banana
hókwa	(9,10) 32BD	invitation
hópé	(9,10) 39	face; sleep, dream
n.horó		kudu
hosha	(9,10) 39	disease
hósipitari	(9,10) 5SV, 8SV, 17BD	hospital
húkú	(9,10) 25SV	fowl
humba	(9,10) 38	bush pig
n.humbí	(9,10) 16SV	clothing
hu-mwi!		(a cry)
e.húnde	15BD	yes
m.hunga	(9) 19BD	millet
húní	(9,10) 9SV	piece of firewood
m.huri	(9,10) 2BD	family
m.hurú	(9,10)	calf

huruménde (9,10) 34SV government

hwài (9,10) 25SV sheep

-hwándá to hide

-I-

-íbvá 27SV to become ripe, done, mature

imbá (9) 7BD house  
pl. imbá (10)  
or dzimbá (10)  
also umbá (9,10)

mu-ímbí (1,2) 32BD singer

imwí 8SV you (pl.)

iní 8BD I

~irí 6SV, 7BD two

-isa 13BD to put

isú 8SV we

-ita 5BD to do

mu-itiro (3,4) 22SV custom

iwé 8SV you (sg.)

ivo 8SV they (personal)

íye 8SV he, she (personal)

rw-izí (11) 8SV river  
pl. ndwizí (10)

**-J-**

mu-jahá (1,6) 4SV	young man
jána (5,6) 8SV	herding cattle
jangano (5,6) 8SV	cooperative labor
jékiseni (5,6)	injection
n.jera (9.10) 17SV	grindable grain
jírá (see .chirá)	

**-K-**

kabhudhura (12,6) 34SV	short trousers
kábichi (5,6) 15BD	cabbage
mu-kádzí (1,2) 23SV	woman, wife
kámbá (1a, 2a)	tortoise
kámba (9,6) 5SV	camp
kana 6BD	if, or
-kanda 39	to lay (eggs), to throw (stones, etc.)
-kángá 20SV	to fry, roast
-kángánwá 38	to forget
kani 9BD	(expression of polite emphasis)
-kanya 30SV	to mold
-kanyisa 30SV	to cause to mold
-kàrira	to hope

-kásíká	29BD	to hurry, go fast
pa-katí	(16)	between
kóbiri	(5,6) 9SV	penny
chi-kóchikari	(7,8) 23SV	oxcart
kófi	(9) 15BD	coffee
-kóká	32BD	to invite
mu-kóma	(1,2) 23SV	older sibling of same sex
mu.kómaná	(1,2) 7BD	boy
-kombá	A	to surround
.kómbá	(5,6) 28SV sg. gombá	hole in ground
.komo	(5,6) 8SV sg. gomo	mountain
-kðra	39	to become fat, thick
.koré	6SV, 7BD	year, cloud
chi.kóro	(7,8) 8SV, 24BD	school
ma-kórókótó	40	(an expression of felicitation or congratulation)
kóroni	(9) 19SV	wheat
mu-kóróre	(1,2) 4SV	son
-kðya		to hope
kubvani	9BD	then, so

-kùbvura	18SV	to stir, shake
-kúdzá	24BD	to grow (trans.) cause to grow, exalt
.kumbo	(5,6) sg. gumbo	leg, foot
.kúmí	6SV sg. gúmí	ten
mu-kúnda	(1,2) 4BD	daughter
kunga	(see -nga)	
-kúrá	24BD	to grow (intransitive)
kure	(17) 5SV	far away
~kúrú	7BD	large, important, great
-kúrúngíra	27SV	to smoothe
kuti	21BD	if, that, to say
chi-kúvá	(7,8) 16SV	platform for holding pots
-kwáná	39	to suffice, become sufficient
-kwátá	27SV	to bubble
chi-kwata	(7,8)	group
-kwázísá		to greet
kwázíwái	38 (kaziwai, kwaiwai)	a greeting to a person one has not seen for some time
kwázvo	11BD	very much, indeed
Kwékwe	10SV	Queque
kwéte	13D, 20BD	no

-kwídíbíra 27SV to cover

-kwírá 33SV to climb, climb onto

-M-

máchisi (9,10) 8SV match

Magóndó Hyena

máň (la.) 1BD mother, married woman  
 pl. vadzimáň (2)  
 madzimáň (6)  
 vanámáň (2)

-máírá 17BD to visit, e.g. a sick person

-mangara 31SV to make a formal complaint

mángo (9,10) 14SV mango

mu-Manyíka (1,2) 20SV a member of the Manyika tribe

marí (9) 9BD money

Maróndera 10SV Marandellas

mu-Maúngwe (1,2) 20SV member of the Maungwe tribe  
 (Makoni)

ma-mbákwedzá 10SV dawn

chi-mbúdzí (7,8) 25SV latrine

-mhányá 40 to run

-mhányísá to cause to run, go fast

ru-mhungwe 39 malaria, blackwater fever

-mírá 28BD to be in a standing position;  
 to stop

-mírírá	28SV	to wait for
mu-míríri	(1,2) 34SV	representative ('one who stands for')
ma-míríró	(6)	situation
chi-míríó	(7)	situation
-mísá	32SV	to stop (transitive); to set up, set in order
mombe	(9,10) 25SV (ng'ombe)	cattle, ox
mótokari	(9,10) 23SV	car
Mutáre	10SV	Umtali
-mutsa		to awaken
cf. -muka		
-mwá	15BD	to drink
mwazvíítá	9BD	thank you (you have done it)
~mwé	14BD	one
~mwè	20BD	some, other

**-N-**

~na	6BD	four
-naka	11BD	to become good
chi-nánazi	(7,8) 14SV, 16BD	pineapple
-nángísíka	24BD	to appear
-natsa	21SV	to do something well
-naya	28SV	to rain

mu-nda (3,4) 8SV	field
ndaúwe 38	(a courteous expression used by women)
-neta 35BD	to become tired
-netseka 37BD	to be worried
-nga 29BD	to be, seem, be like; (used also as an auxiliary verb)
~nganí 7BD	how many?
chi-ngezi (7) 12SV	English (language)
ng'ombe (see mombe)	
chi-ngwa (7,8) 20BD	bread
ma.ngwáná 7SV, 18BD	tomorrow
ma.ngwánaní 1BD	Good morning!
u-ngwarú (14)	cunning
chi-nhambo (7) 5SV	short distance
chi-nhambwe 10SV (-chinhambo)	
nhanga (5,6) 14SV	
nhási 17BD also nási	today
ma.nherú 7SV, 21BD	evening
chi-nhu (7,8) 15BD	thing
mu-nhu (1,2) 5BD, 20BD	person
mu-níng'ína(1,2) 23SV also mu-núng'úna	younger sibling of same sex

~no		this
~nomwé	6SV	seven
-nonga		to pick up
-nonoka	32BD	to be late
ma.nowa		fertilizer, manure
mu-nwe (3,4)		finger
nyama (9)	20BD	meat
nyaná (5,6)		baby bird
nyàngarara		mess
-nyanya	9BD	to do exceedingly
-nyárará	39	to become or be quiet
nyayá (9,10)	31SV	history, story
nyèmbà (10)	14SV	cow pea
-nyi	5BD also -yi	what?
nyika (9,10)		land
-nyímá	H	to be stingy
nyimo (10)	18SV	ground nuts (Bambara groundnut)
u-nyope	(14)	laziness
-nyórá	5SV	to write
nyoré	26BD	easy
-nyórésá	30SV	to cause to write; to enroll

mu-nyú (3) 8SV	salt
ma-nyuko (6)	source
-nyúrá	to set (sun)
kuma-nyúrazúvá (17)	west
ku-nzé (17) 35SV also pa-nzé (16)	outside
ru-nzeré (11) 17SV	left (hand)
-nzwá 13B	to hear, feel, perceive, understand
i-nzwí (5,6) 13D	word, voice
-nzwíká	to be heard
-O-	
ófisi (9,10) 5SV	office
~góga 20BD also ~égá	alone
ru-ókó (11,6) 16SV or mu-ókó (3,6)	hand, arm
-ómá 23BD	to become dry
-óná 9BD	to see
~ósé 18BD also ~ésé	all
ch-otó (7,8) 16SV	fireplace
mw. otó (3,4) 27SV	fire
mw. oyo (3,4) 37BD	heart

**-P-**

-pá	14BD	to give
páchípámwé	40	(an expression used when meeting a person who has already been greeted on the same day)
padzá (5,6)	39	hoe
sg. badzá		
chi-páketi (7,8)	19SV	large bag, 'pocket'
pako (5,6)		cave
sg. bako		
~pamhí	11SV	broad
-pamhidza	37BD	to repeat, continue
pamusáná (16)		on account of
pámwé 20BD (Cl. 16 prefix with ~mwé)		together
mu-panda (3,4)	16BD	room
-pandanisa		to separate
.pángá (5,6)	21SV	knife
sg. bángá		
-pangana	30SV	to decide together
.pání (5,6)	24SV	open, level land
sg. bání		
pánó	6BD	here
papi	5BD	where?

parafíni (9)	8SV	kerosene
-patika		to become excited, startled
patyo (16)	5SV, 6SV	near
-pédzá	12BD	to cause to end, to finish
~penyú	4BD	alive
.pénzí (5,6) sg. bénzí		fool
pepa (5,6)	26BD	(news)paper
-pérá	6BD	to come to an end, become exhausted in supply
-petesa	5SV	to tax
-pfeka	34BD	to put on (clothing)
-pfekedza	34BD	to cause to put on (clothing)
-pfígá	33BD	to close
ma-pfíhwa (5,6)	16SV	hearthstone
u-pfu	19SV also ufu	mealic meal
mu-pfúdzé (3)	25SV	manure, fertilizer
~pfumbamwe	6SV	nine
pfúmó (5,6)		spear
ma-pfúndé (6)	19SV	sorghum
pfungwá (9,10)	30BD	thought, idea
-pfunha	39	to shower

~pfúpi	11SV	short
-pfúúrá	36SV , 28BD	to pass
.pfute	(see bvute)	
u-pfuto	(14)	wealth
-pfutsa	27SV	to light (a fire)
chi-pfúyó	(7,8) 39	livestock
-pika		to promise, engage (?)
-pinda	13D	to enter; to surpass
-pindura	27SV	to turn over; to answer
-písá	20SV	to burn, be hot
ma-pitsé	(6) 39	competition
chi-pó	(7,8) 32BD, 36SV	gift
mu.pombí	(3,4) 22BD	pipe
-póná		to escape, recover
póndo	19BD	pound
pópo	(5,6) 14SV	papaya
.pòpopo	(5,6) sg. bopopo	waterfall
-psvaka		to seek, look for
	(see -tsvaka)	
chi-puká	(7,8) 59	wild animal or reptile
-pukuta	32SV	to dust, wipe
-púmúzá	39	to take a rest on a journey

.púndú (5,6) 27SV sg. búndú	lump
mu-pungá (3) 17SV	rice
-púpúrá 39	to reap
-pusa	to be stupid
-pútsá 28SV	to smash, break up
mu-pwéré (1,2) 1BD	young child

## -R-

-rádzíká 34BD	to put to bed
-ramba 25BD	to refuse (with infinitive); to continue (with <u>chi-</u> participial)
-rapa 5SV	to do medical work, to cure
-rárá 1BD	to sleep, go to sleep
ráranji (5,6) 14SV	orange
-rásá 30BD	to throw away, to lose
ma-ràtya (6)	coal
-rèba 29BD	to be or become long, high or deep
~refú 7SV	long
-rega 21SV	to desist, leave off
-rera 9SV	to rear (child)
-révá 30SV	to speak
-rí 5BD	(defective verb stem 'be')

mu-ridzi (1,2)	owner
-rima 5SV, 17BD	to plough
-rimisa 5SV	to do work of agricultural demonstrator
chi-rimo (7,8) 39	hot season
-rinda	to protect, stand guard
ma-rindá (6) 38	protection of fields (from wild animals)
ríni 6BD	when?
mu-ríwó (3,4) 14SV	green vegetables; anything eaten with sadza
chi-ro (7,8) 35BD	thing
u-rombó (14) 40	sorrow
-ròndedzera	to stress
chi-rongó (7,8) 19SV	earthen pot
-róórá	to marry
-róvá	to beat
hu-róya (14) 37BD	the legal profession
mu-Rozví (1,2) 20SV	member of the Rozvi tribe
-ruka	to knit
-rúmá	to bite
mu-rúmé (1,2) 23SV	man, husband
mu-rungu (1,2) 20SV	European (person)

.ruva (5,6) 9SV, 24BD	flower
-rwárá 38	to be ill
-rwádzá 38	to cause illness, to be inflamed
rwávhi(la) 39 pl. vanárwávhi (2)	chameleon

## -S-

ma-sabásita (6)	asbestos
sábhúku (1a,2) 31BD	headman
sadza (5) 18BD	food, thick porridge
sakí (5,6) 19BD	sack
-sambira 39	to swim
-sándá 5BD	to work
mu.sándíri (1,2) 32BD	minister
-sándísá 24BD	to cause to work, use
sandú 39	(of changing)
-sanduka 39	to change
ma-sangá 5BD	meeting; greeting by one traveller to another
-sangana 32BD	to join, meet one another
sangano (5,6) 26SV	meeting
sángó (5)	veld
-sárá 31BD	to stay behind, be left over

-sásíká	20SV	to dry at fire
sekúru (la)	23SV	grandfather
pl. vanásekúru	(2)	
ma-sengere (6)	24SV	bamboo
~séré	6SV	eight
-sévénzésa	23BD	to use
-sèvha	27SV	to sift
sényi	1BD	how?
also séyi		
mu-shá (3,4)	8SV	village, home
shámwari (9,10)	15BD	friend
~shánú	6SV, 19BD	five
-shátá	29SV	to become bad
-shaya	26BD	to lack, fail to get
-shèreketa		fret, fidget, be mischievous
shereni (5,6)	9SV,13BD	shilling
shéwe	2BD	courteous form of address used by women
shiri (9,10)	39	bird
shizha (5,6)		leaf
~shoma	13BD	few, little
mu-shongá (3,4)	16BD	medicine, polish, etc.
shúka (9)	8SV,21BD	sugar
shúmbá 38		totem associated with lion
cf. shúmba (9,10)		lion

shúngú (9)	anger
shushururu (10) 14SV	beans
mu-sí (3,4) 6BD	day
pa-sí (16) 13BD	downward, earth, floor
mu-sika (3,4) 19SV	market
mu-síkaná (1,2) 7BD	girl
ma-síkatí 3BD	midday
u-síkú (14) 39	night
-símá 9SV	to transplant
-simba 38	to become strong
ma-simbé (6) 18SV	charcoal
.símbi (9,10) 8BD cf. simbí (9,10)	an iron (for ironing) iron
símó (5,6) 14BD	vegetable
-símuká	to stand up
sípo (9) 8SV	soap
ma-sírirí (6)	saliva
,sisipénzi 9SV or susupénzi	sixpence
-síyá 9BD	to leave behind
-síyáná 20BD	to part from one another
ma-soko (5,6) 23BD	news
-sona 21SV	to sew

mu-sono (3,4)	women's club
mu-sóró (3,4)	head, north
u-sú (14) 16SV	face
-súngá	to find
ma-súre (6) 13D	behind
syóndo (5,6) 6SV, 7SV also sóndo	week
--su 23BD	(expression of surprised interrogation)
Mu-sumbunuko 6SV	Monday
mu-súwo (3) 33BD pl. misíwo (4)	door
-svika 6BD	to arrive
-svipa 35BD	to become dirty
-svova	to sneak away
u-swá 24SV	grass
-swera 3BD	to spend the day

## -T-

táfura (9,10) 18BD, 32	table
-takura	to lift and carry
-támá 39	to change residence, to migrate
-támbá 9SV	to play
chi-támbi (7,8) 38BD	stamp (postage)

-támbírá	14BD	to receive
tambo	(9,10)	rope
zvi.	támbó	2BD
-tambudza		to trouble, bother
.tangá	(5,6) 8SV	cattle kraal
	sg. dangá	
-tángá	17BD	to do first
~tánhatú	6SV	six
tare	(5,6) 31BD	council, court
	sg. dare	
-tarisira		to expect
~tatú	6BD	three
-taudzana		to converse
-taura	10BD	to speak
mu-tauro	(3,4) 12D	language
-téma	9SV	to cut (with axe)
~temá	20BD	black
.témo	21SV	axe
	sg. démo	
mu-témo	(3,4)	law
mu-ténda	(1,2) 17BD	a patient
téndé		calabash
	sg. déndé	
tènde		of sitting

-téndérúka	17SV	to turn about
.ténga (5,6)	25SV sg. dénga	roof, sky
-téngá	25BD	to buy
-téngésá	9BD	to sell
mu-téngó (3,4)	33SV	price
-térera	38	to pay tax; to obey, submit
~tete	7SV	narrow, thin
teté (la)	23SV	aunt
-tevera		to follow
-ti	7BD	to say
mu-tí (3,4)	9SV	tree, medicine, polish
tíi (9)	15BD	tea
tíki (9)	9BD	threepence
.tíkítí (5,6)	14SV sg. díkítí	pumpkin
chi-tíma (7,8)	23BD	railroad train
-tímbá	39	to plow for second time
ru-tivi (11,6or10)	38BD	side
-tízá	35BD	to run
mu-to (3,4)	20BD	soup
.tombó	27BD sg. dombó	stone

-tóngá	31BD	to judge, govern
u-tóngí	(11) 24SV	ruling
-tónhórá		to be cold
-tórá	20BD	to take (from), to get
chi.tóro	(7,8) 8SD	store
mu-tsá	(3)	kindness
tsamba	(9,10) 23BD	letter
-tsamhina		to limp
mu-tsámíro	(3,4) 32SV	pillow
tsanga	(9,10) 24SV	reed
tsápáto	(9,10) 34SV	shoe
tsapí	(9,10) 25SV	storage hut for grain
-tsara		to choose
mu-tsará	(3,4) 28SV	line
-tsáúká	17BD	to diverge, branch off
-tsèmuka		to split
tsénzá	14SV also tsézá	an edible root
mu-tsétse	(3,4)	line
tsíme	(5,6) 8SV	well
tsokó	(9,10)	monkey
tsono	(9,10) 21SV	needle

tsúnga (5)	14SV	a green leafy vegetable
ma-tsútsó (6)	39	season when crops are about to ripen
~tsvukú	40	red, brown, etc.
~tsvá	11SV	new
-tsváírá	21SV	to sweep
mu-tsváíro (3,4)	16SV	broom
-tsvaka	10BD	to look for, seek
tsvimbó (9,10)		walking stick
tsvingwe (9,10)		ruins
chi-tubú		fountain, spring
-túmá	30SV	to send (a person)
-tùmbuka	39	to burst out, to flower
-túngámíra		to lead
mu-túngámíri (1,2)	37	leader
.túnhú (5,6)	21SV sg. dúnhú	place, district
mu-túpó (3,4)		totem
-túrikídzana	29BD	to build upon one another
-tùtsira	39	to add
-U-		
-údzírá	35SV	to tell
umbá (see imbá)	7BD	

-úngánídza 30SV to collect (transitive)

-únzá 18BD to bring

-úyá 6BD to come

-V-

-vá 30BD to be, become

-vádzá 9SV to split

-váká 5SV to build

mu-vákí (1,2) 30SV builder

chi-vákó (7,8) 29BD building

-vamba 16BD to begin

u-vandú (11) (see u-wandú)

ma-várá (6) 40 colour

mu-várá (3,4)

-verenga 9SV to read, count

mu-vhá (3,4) 11SV road

vhíki (5,6) 23BD week

-vidza 20SV to cause to boil  
or -virisa

vhingwa (5,6) 28SV clod

-vira 27SV to boil (intransitive)

~virí two

mu-viri (3,4) 16SV body

-vova to drool

i-vhú (5,6) 28SV soil

m.vúrá 18BD water, rain

-W-

-wanda 29SV to become numerous

u-wandú (14) amount

-waridza 32SV to spread out

-weza 5SV to work wood

--wo 3BD also

-Z-

-zádzá 32SV to fill

zánhí (5,6) 39 leaf

zano (5) advice, counsel

mu-Zezúru (1,2) 20SV a Zezuru person

~zhínzhí 22BD many, much

n.zímbe (10) sugar cane

zingwa (5,6) 8SV bread

n.zira (9,10) 11BD path

zísó (5) 14SV eye

pl. mazísó (6)

or mésó (6)

zítá (5,6) 23SV name

-zívá 12BD to know

-zðra 34BD to smear with liquid, anoint

ru.zóróro (11) 26BD	rest, vacation
pl. ma-ruzóróro (6)	
n.zungú (10) 14BD	peanuts
ne-zúro 24BD also zuro	yesterday
.zúvá (5,6) 6BD	sun, dry
zvákánáka 1BD	well (adv.)
mu-zváré (1,2) 3BD	girl, daughter of chief
zvé 39	and besides, in addition
--zve	again
zvekúbvunza mutúpó	extremely (of weather:sun, rain, cold, wind)
n.zvimbo (,10) 23BD	place
zvíya 38	by the way
zviyó (8) 18BD	millet
-zwa (see -nzwa)	
i-zwí (see i-nzwí)	

Typed in final form by: Anne Lush, Lynn Cochran and Evelyn Vass.