

S W A H I L I

BASIC COURSE

SECOND EDITION



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D E P A R T M E N T O F S T A T E

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P R E F A C E

This text is a part of the Foreign Service Institute's program in the preparation of teaching materials for certain of the most important languages of Sub-Saharan Africa. It has been produced under an agreement with the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act. The course is intended for general use by speakers of English of many occupational backgrounds who are living or expect to live in the areas where Swahili is used.

The Swahili sentences in this course were provided by F. J. Kazi and Johannes G. Mlala of Tanganyika, and by Frederick A. Njenga of Kenya. The linguist in charge was Earl W. Stevick, Coordinator of the Special African Language Program. Anicet Nkuabi and Daudi Ballali of Tanganyika, and John Ngumbi of Kenya assisted in the teaching and checked the original version of the manuscript. The original was also sent for verification to United States Foreign Service posts in Swahili-speaking areas, and Unit 1 - 80 were kindly checked by a representative of the East African Swahili Committee.

Suggestions from all the above mentioned sources have been used in the preparation of the present edition. Where there appeared to be clear disagreement among two or more critics of the original draft, the alternative wordings have usually been indicated in the text. The Foreign Service Institute, while gratefully acknowledging the generous help of the many readers of the earlier version, takes full responsibility for the present edition.

The recordings which accompany the text were made in the Foreign Service Institute Language Laboratory, under the supervision of Gabriel Cordova.



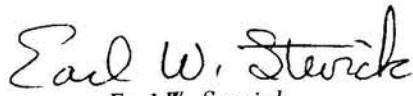
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PREFACE TO THE SECOND EDITION

The second edition incorporates certain changes and local corrections suggested by James L. Brain of Syracuse University and the State University of New York, New Paltz, who was at one time official examiner in Swahili for Tanganyika; by Margaret Bryan of the School of Oriental and African Studies, University of London; and by Frederick K. Kamoga, Instructor in Swahili at Makerere University. The changes have not been numerous enough to require preparation of a new set of tapes to replace those that accompanied the original edition.

The Institute wishes to thank these three experts for their help. Time unfortunately has not permitted some of the more fundamental changes which the authors recognize to be desirable.

The corrections were typed by Donna Kowalski and checked by Daria Pana.


Earl W. Stevick
Earl W. Stevick

Introduction

Swahili Basic Course aims first of all at assisting the student to develop ability in understanding and speaking everyday Swahili of a standard variety. On the basis of well-established speech habits, he can then go on with relatively high efficiency to the further skills of reading and writing.

The course is designed for use in any of three general types of study situation: (1) a full-time language program of thirty or more hours per week, (2) a language program in which one or more part-time students attend class for three to six hours per week, and (3) (much the least desirable) individual study in the absence of any speaker of the language.

In any of these situations, the class should be guided in such a way that it concentrates on one small task at a time. For this reason, the 150 units of the course are comparatively short. Each unit is in turn divided into a brief dialogue (with notes) and a series of short exercises. The dialogues and exercises are further broken up into individual lines. In most of the exercises, there is a further division into two or three columns. The word or phrase at the left is called the 'cue.' The sentence in the next column is the 'desired response' to that cue. In those exercises having a third column in Swahili, the sentence in the second column is intended to serve as a secondary cue, and the corresponding sentence in the third column is the desired response to it.

In teaching with these materials, it is suggested that the instructor emphasize the following activities:

With dialogues:

1. Individual and group repetition of the dialogue line-by-line, immediately after the instructor. Books should be closed at first, so that the students may become accustomed to depending on their ears. The instructor may correct errors by repeating the mispronounced word as it should have been said.

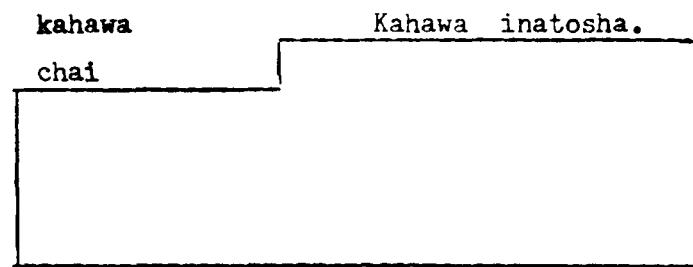
2. When the students are able to repeat the lines of the dialogue correctly, they should open their books. The instructor reads the dialogue and the class repeats, line-by-line, at the same time following with their eyes the printed words.
3. After going through the dialogue two or three times in this way, students should take turns reading aloud.
4. Finally, students should close their books, and practice assuming one of the roles in the dialogue until they are able to do it from memory--without mistakes.

With exercises:

1. Students repeat after the instructor the 'desired response' sentences of the exercise.
2. The instructor gives only the 'cue' for each line. Individual students give the desired responses.

It should be noted that very little English is needed in any of these activities. In fact, the instructor or the student who finds that more than 20% of the words he uses in class are in English, may be sure that he is proceeding with less than maximum efficiency.

For individual study, tape recordings of the dialogues and the exercises are available. It is also suggested that while practicing the exercises, the student make use of a notched card which can be slid down the page as he goes along. As soon as he has given his own response to a particular cue word or phrase, he slides the card down to reveal the answer, thus receiving immediate confirmation or correction of his own reply. At the same time, the next cue word or phrase appears in the notch:



(cf. Unit 17,
Exercise 2B.)

Rate of progress and total achievement, then, should be measured in terms of answers given to the following questions:

Concerning each dialogue:

Level 1. Can the student repeat the dialogue accurately, line-by-line, after the instructor, with book closed?

Level 2. Can the student read the dialogue aloud independently of the instructor, with excellent pronunciation and intonation?

Level 3. Can the student take any role in the dialogue, without hesitation or mistakes, book closed?

Concerning each exercise:

Level 1. Can the student repeat the Swahili sentences of the dialogue accurately, line-by-line, after the instructor?

Level 2. Can the student give the Swahili sentence after hearing the Swahili cue word, or the English translation, with his book closed?

General Hints to the Instructor

1. When you speak to a student, look directly at him, and insist that he speak directly to you when he replies.
2. Don't spend too long with one student; if a student continues to make the same mistake after three or four tries, go on to another student. Later, come back to the student who made the error.
3. The students should learn to understand and speak Swahili at a normal rate of speed. For this reason, do not speak to them more slowly or clearly than the slowest and clearest style in which you might speak with another speaker of Swahili.
4. The students' books should be closed about 80% of the time in class.
5. Don't try to explain how the language works: teach the language, not the grammar.

6. Emphasize:

hearing before understanding,
hearing and understanding before repetition,
repetition before independent production,
speaking before reading and writing.

The Pronunciation of Swahili

The pronunciation of Swahili varies slightly from one geographical area to another. In addition, since most speakers of Swahili have learned it after first learning some other language, there are noticeable discrepancies among the speech of persons with different national or tribal backgrounds. The following notes do not attempt to set forth any of these variations but only to indicate those points which are essential to an intelligible and widely acceptable pronunciation of the language.

The standard treatment of this subject is A. N. Tucker and E. O. Ashton, Swahili Phonetics (Johannesburg: University of the Witwatersrand Press, 1942). It consists of bound reprints of two major articles which appeared originally in African Studies for that year.

Vowels. There are five vowels.

| <u>Letter</u> | <u>Description</u> | <u>Examples</u> |
|---------------|--|---|
| <u>a</u> | When stressed, similar to <u>a</u> in <u>father</u> , or <u>ɔ</u> in (American English) <u>odd</u> . Technically: a low central unrounded vowel. | basi 'only' kitabu 'book' |
| | When unstressed, between <u>a</u> of <u>father</u> and <u>u</u> of <u>up</u> . Technically: a slightly raised low central unrounded vowel. | |
| | Speakers of English must still take care not to 'reduce' the quality of unstressed /a/ as | kusoma 'to need' birika 'water vessel' |

much as they would in English.

| <u>Letter</u> | <u>Description</u> | <u>Examples</u> |
|---------------|--|---|
| e | Similar to <u>e</u> in <u>bet</u> . Technically: a lax lower-mid front vowel. Other varieties of this sound have been reported in certain environments, but those allophones are absent from the speech of the two speakers who served as principal sources for this investigation. | kuleta 'to bring' kujenga 'to build' embe 'mango' |
| i | Roughly similar to the vowel of English <u>eat</u> . Technically: a high front unrounded vowel, unglided, and less tense than its nearest English counterpart. | vita 'war' rafiki 'friend' |
| o | Between the vowels of English <u>boat</u> and <u>bought</u> . Technically: a lax, lower-mid, back rounded vowel, unglided. | mtoto 'child' ng'ombe 'ox' |
| u | Reminiscent of the vowel of English <u>too</u> , but lying somewhere between that vowel and the vowel of <u>took</u> . Technically, a slightly lowered high-back rounded vowel, unglided. | bure 'free' kuruhusu 'to permit' |

Consonants

b, d, j, g These sounds may be pronounced as in English bow, dough, Joe, go respectively.

Technically: Bilabial, alveolar, palatal, and velar voiced stops. When not in combination with a nasal consonant, these sounds are pronounced implosively by most speakers. The sound represented by the letter j has little or no affrication.

p, t, ch, These sounds may be pronounced as
k in English peas, tease, cheese,
keys respectively.

Technically: Bilabial, alveolar, palatal, and velar unvoiced stops. The palatal stop has strong affrication. The degree of aspiration associated with these sounds varies. None of the speakers consulted in the preparation of this course has a contrast of aspirated vs. unaspirated unvoiced stops, however.

m, n These sounds may be pronounced as in English.

Technically: There is no noticeable difference between these sounds and the corresponding nasal sounds of English.

ng' This sound is pronounced like ng in English sing. But in English, this sound never occurs at the beginning of a word, while in Swahili it may occur there.

Technically: A dorso-velar nasal resonant. Before vowels this sound

baba 'father'
dada 'sister'
jambo 'matter'
gogo 'lag'

panga 'large knife'
tisa '9'
chache 'few'
kaka 'elder brother'

mama 'married woman'
nene 'fat'

ng'ombe 'ox'
ngozi 'leather'

is spelled ng', but before other consonants, it is spelled n.

| | | |
|-----------|--|--|
| <u>ny</u> | As in Spanish <u>cañon</u> , Portuguese <u>nenhum</u> , French <u>gagner</u> . Technically: A palatal nasal. Before vowels, this sound is spelled <u>ny</u> , but before other consonants, it is spelled n. | nyumba 'house' ñichi 'land, country' ñje 'outside' |
| th, dh | These sounds are like the initial sounds of English <u>thin</u> and <u>then</u> , respectively. Technically: Unvoiced and voiced ungrooved dental fricatives. | thelathini '3o' kadhalika 'likewise' |
| s, z, | Like the initial sounds of English <u>sue</u> , <u>zoo</u> , respectively. Technically: Alveolar grooved unvoiced fricatives. | saa 'hour' kuzaa 'to produce offspring' |
| sh | Like the sound spelled the same way in English <u>she</u> , with accompanying lip-rounding. Technically: An unvoiced palatal grooved fricative. (Note the lack of a voiced counterpart.) | shamba 'farm' kurusha 'to cause to fly' |
| h | Like the initial sound of English <u>how</u> . | kuhama 'to change residence' |

| | | |
|---------|--|--|
| f, v | Like the initial sounds of English <u>fine</u> , <u>vine</u> , respectively. Technically: Unvoiced and voiced labio-dental fricatives. | kuficha 'to hide' vivu 'idle' |
| r | This sound is pronounced like the sound written with the same letter in the standard British pronunciation of <u>very</u> . It is thus not very different from the sound written <u>tt</u> in the common American pronunciation of <u>witty</u> . Technically: A voiced apico-alveolar flap. | kuruka 'to fly' |
| l, w, y | These sounds may be pronounced as in English. | kulala 'to lie down' sawa 'equal' haya 'these' |
| gh | This is the only Swahili sound that is likely to cause noticeable difficulty for speakers of English. It is made with the back of the tongue against the soft palate, in the same position as for English 'golly.' For English 'g', however, the tongue makes momentary contact with the soft palate, completely cutting off the flow of air. For Swahili <u>gh</u> , on the other hand, the back of the tongue does not make contact all the way across the soft palate. Instead, it comes so close to it that the flow of air from the | ghali 'expensive' gharama 'amount of money' |

lungs is constricted. This gives rise to audible turbulence, or 'friction.'

Technically: A voiced dorso-velar fricative.

Syllabic Nasals.

In some words in which they precede other consonants, the nasal sounds may be pronounced as separate syllables. In these materials, syllabic nasals are indicated by a grave accent. This seems to be true for n, ny and ng' only when they are at the beginning of a word and when only one vowel comes after them in the word. It is also true of these three nasals that the consonants before which they occur are those which are formed at the same position of articulation as the nasal:

| | | |
|------|--------|-------------------------------|
| n̄ | n̄ne | 'four' |
| nȳ | nȳchi | 'land' |
| ng'̄ | ng'̄ne | 'scorpion' (pronounced ng'ge) |

The sound m, on the other hand, may be syllabic in words of any length:

| | |
|---------|-----------------------|
| m̄ḡéni | 'stranger' |
| m̄letéé | 'bring to him' |
| ham̄júi | 'he doesn't know him' |

Syllabic and non-syllabic m contrast with one another in:

| | |
|--------|---------------------------------|
| m̄bóvu | 'bad' (personal class singular) |
| m̄bóvu | 'bad' (N class) |

These are not distinguished from one another in the customary spelling of Swahili.

Stress

In general, the next to last syllable of a Swahili word or phrase receives a stress, which consists of a slight increase in loudness, usually with some increase also in length. In those instances where the stress falls

on some other syllable, its location is indicated in these materials by an acute accent: lázima 'necessary.'

In Swahili, each vowel counts as a syllable, and in addition, pre-consonantal nasals are sometimes syllabic. These facts must be taken into account in calculating which syllable is the next-to-last. Examples:

| | |
|----------------|------------------------|
| simletéi | 'I don't bring to him' |
| kukáa | 'to stay' |
| niliímpa | 'I gave to him' |
| kuómba | 'to request' |
| námna | |
| or: námna | 'kind, sort' |
| hamna | 'you don't have' |

Word Juncture.

In Swahili, there exist, at least for some speakers, two distinct pronunciations for a number of pairs of expressions which are identical with respect to their vowels and consonants. One such pair of expressions is spelled with the letters:

w a f a n y a g h a s i a

One of the pronunciations corresponding to these letters means 'they create a disturbance,' while the other means 'rioters.' The most conspicuous difference between them is that in the first, the syllable fa is more prominent than it is in the second. In neither pronunciation is fa as prominent--as heavily stressed--as the syllable si. We may attribute the differing degrees of stress on fa to the presence or absence of word boundary, writing the two pronunciations respectively:

| | |
|----------------|-----------------------------|
| wafanya ghasia | 'they create a disturbance' |
| wafanyaghasia | 'rioters' |

In so doing, of course, we have introduced into our inventory of the Swahili sound system an entity which might be called word juncture.

Some linguists may prefer to do without the word juncture, introducing instead an intermediate degree of stress, which might be called 'secondary.' Morphological word boundaries (for almost all words) would then fall after the first syllable following a primary or secondary stress. A strictly phonemic

transcription of utterances would then contain no word spaces, and each stress would be marked explicitly.

The lessons in this book do not employ that kind of transcription. Instead, they make use of a pedagogical orthography, which is thought to be most suitable for the use of foreign learners of the language. In it, word space sets apart units (words) which have been established on a non-phonological basis; stress is written only when it does not occur on the next-to-last syllable of a word which has been established on this basis.

A practical writing system, unlike either the phonemic transcription or the pedagogical orthography, can afford to do away with the marking of any and all stresses. It is important not to confound these three types of graphic representation of a language.

Pitch Phenomena.

Swahili, unlike other Bantu languages, is not a tone language. That is to say, there do not exist in the language pairs of words which are identical in their vowels and consonants, but different in musical pitch patterns and in meaning. Swahili does make use of a system of sentence intonation which is comparable to the intonation systems of Indo-European languages, although the details of Swahili sentence intonation are, of course, peculiar to Swahili. This aspect of the language has been discussed in some detail by Mrs. Ashton, and will not be described further here.

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Unit 1

1. Basic Dialogue. Routine greeting sequence.

Mutisya

| | |
|-----------------|------------------------|
| jambo (MA) | matter, affair |
| bwana | master, sir, Mr. |
| Hujambo, bwana. | Hello! (said to a man) |

Sangai

| | |
|-------------|-----------------------------|
| Sijambo. | Hello! (reply to the above) |
| habari (N) | news |
| -a | of |
| asubuhi (N) | morning |

Habari za asubuhi? How are you this morning?

Mutisya

| | |
|--------|----------------|
| ~zuri | good |
| Nzuri. | Fine. ('good') |
| or | |

Habari nzuri. Fine. ('good news')

Notes

A. This is an exchange of greetings between two men between the hours of daybreak and noon. Mr. Mutisya is a member of the Wakamba tribe, of Kenya. Sangai is a member of the Wabondei tribe, of Tanganyika.

B. Note that the first sound of jambo is not quite the same as the usual English pronunciation of the first consonant in Jim.

C. Note that in each word it is the next-to-last syllable that is accented. For that reason, we will not need to mark accented syllables in Swahili except in the very few words which violate the rule.

D. The symbols (MA) and (N) which follow certain words in the build-ups will be explained in Unit 15.

Unit 2

1. Basic Dialogue. Midday greetings.

Sangai

hujambo

you have no affair/trouble?

Hujambo, bwana.

Hello! (said to a man)

Mutisya

sijambo

I have no affair/trouble

Sijambo.

(reply to Hujambo.)

mchana

daytime

Habari za mchana?

How are you today?

Sangai

Nzuri.

Fine.

Notes

A. Greeting at any time of day may begin either with jambo or with hujambo. The replies to each are as shown in Units 1 and 2. Jambo is an abbreviation of hujambo, but is not the best usage.

B. In pronouncing the word mchana, do not produce a vowel sound either before or immediately after the m.

C. The greeting with mchana may be used at any time during the daylight, but particularly in the middle part of the day.

Unit 3

1. Basic Dialogue. Routine evening greetings.

Sangai

Jambo, bwana.

Hello (sir) !

Mirambo

Jambo, bwana.

Hello (sir) !

usiku (U)

night (starts about 7 p.m.)

Habari za jioni?

How are you this evening?

or

Habari za usiku?

Sangai

Habari nzuri.

Fine!

Notes

A. These simple perfunctory greetings (Units 1-7) are those which would be used by people who see each other almost every day.

B. Be sure you have not been pronouncing the last a in bwana and the first a in habari, like the last vowel sound in English sofa or the first in English above. The quality of both vowels in bwana and the first two vowels in habari should be practically identical. Speakers of English are particularly likely to 'reduce' such vowels when they are in unstressed syllables.

C. Mr. Mirambo is a member of the Nyamwezi tribe (Western Tanganyika).

Unit 4

1. Basic Dialogue. Greetings to a lady.

Hamisi

mama

mother

Hujambo, mama.

Hello (ma'am)!

Mrs. Mirambo

Sijambo.

(reply to Hujambo)

Habari za asubuhi?

How are you this morning?

Hamisi

Nzuri.

Fine!

Notes

A. Some people may use bibi 'lady' in place of mama in the above exchange. Many people use mama as the polite form of address to any grown woman. Bibi is used in the expression Bwana na Bibi Smith 'Mr. and Mrs. Smith', and in some other circumstances.

Unit 5

1. Basic Dialogue. Some variants on the greeting routine.

Mirambo

Jambo, bwana.

Hello (sir)!

Sangai

Sijambo.

(another reply to jambo)

Habari za mchana?

How are you today?

('News of daytime?')

Mirambo

~jema

good

Njema.

Fine. ('good')

or

Habari njema.

Fine. ('good news')

Notes

A. The new expressions in this exchange are interchangeable with their counterparts in the preceding units. In some parts of East Africa, the word nzuri is preferred to njema in these contexts.

Unit 6

1. Basic Dialogue. One more common variant in routine greetings.

Sangai

Hujambo, bwana.

Hello!

Mirambo

sana

very much

Sijambo sana.

(Another reply)

gani?

what kind of?

Habari gani?

How are you? ('What kind of news?')

Sangai

Habari njema.

Fine.

Notes

A. The questions in Units 5 and 6 may be combined to give:

Habari gani za nchana? ('What kind of news of daytime?')

The answer of course remains the same.

Unit 7

Test. Listen to the following dialogues. After each, summarize it by specifying the sex of the person spoken to, and the time of day or night.

Hujambo, bwana.

Hujambo, bwana.

Sijambo.

Sijambo bwana.

Habari za mchana?

Habari gani za asubuhi?

Nzuri.

Nzuri, bwana.

Hujambo, mama.

Hujambo, bwana.

Sijambo, bwana.

Sijambo.

Habari za asubuhi?

Habari za usiku?

Njema.

Habari njema.

Unit 8

1. Basic Dialogue. Breakfast in the dining room of the hotel.

Waiter

| | |
|------------------------|---|
| je | well!/tell me! (used here to introduce the yes-no question) |
| -taka | to want |
| unataka | you want |
| chakula (VI) | food |
| (Je,) unataka chakula? | Would you like [some] food? |

Aramian (an American)

| | |
|--------------------|-----------------------------|
| ndiyo | that is it |
| Ndiyo, bwana. | Yes, please. |
| kuna | there is |
| gani? | what kind? |
| Kuna chakula gani? | What kind of food is there? |

Waiter

| | |
|------------|---------------------|
| tunda (MA) | a piece of fruit |
| matunda | fruit |
| na | and |
| uji (U) | thin porridge/gruel |
| yai (MA) | egg |
| mayai | eggs |

Kuna matunda, na uji na mayai. There is fruit, gruel, and eggs.

Aramian

tafadhalu please

-letea to bring for/to

niletee bring me

Tafadhalu, niletee mayai. Please bring me [some] eggs.

Notes

A. Je at the beginning of a yes-no question.

The word je is used at the beginning of a question to focus the hearer's attention. In this way it is somewhat comparable to English Say! Je is not necessary in yes-no questions, but would not be likely to be used by an 'inferior' to a 'superior' as in the dialog for this unit.

B. The subject prefix slot: ni (1 sg.) vs. u (2 sg.).

Compare the forms:

unataka 'you want'

ninataka 'I want'

The syllables u- and ni- are 'subject prefixes' partly corresponding to the English subject pronouns you (sg.) and I.

C. Tafadhalu.

Though we have given please as a rough English equivalent of tafadhalu, the latter is used in Swahili less often than please is used in English.

D. Ni as subject or object prefix.

Compare the forms:

ninataka 'I want'

niletee 'bring me'

In both forms, the syllable ni- is a first person singular prefix standing for I or me. In the form which ends with -e it stands for the object (me).

E. The forms kipo or kiko are used in some parts of East Africa where in this dialogue we have used kuna.

2. Substitutions in single sentences.

A. Je, unataka _____?

| | | |
|---------|----------------------|--------------------|
| chakula | Je, unataka chakula? | Do you want food? |
| mayai | Je, unataka mayai? | Do you want eggs? |
| matunda | Je, unataka matunda? | Do you want fruit? |
| chakula | Je, unataka chakula? | Do you want food? |

B. Tafadhali, niletee _____.

| | | |
|---------|-----------------------------|---------------------------|
| mayai | Tafadhali, niletee mayai. | Please bring me eggs. |
| matunda | Tafadhali, niletee matunda. | Please bring me fruit. |
| mayai | Tafadhali, niletee mayai. | Please bring me eggs. |
| uji | Tafadhali, niletee uji. | Please bring me porridge. |
| chakula | Tafadhali, niletee chakula. | Please bring me food. |

3. Substitution in sets of sentences.

| | | |
|---------|-------------------------|-----------------------------|
| uji | Kuna chakula gani? | What kind of food is there? |
| | Kuna uji. | There is gruel. |
| | Unataka uji? | Do you want gruel? |
| | Ndiyo. Niletee uji. | Yes. Bring me gruel. |
| matunda | Kuna chakula gani? | What kind of food is there? |
| | Kuna matunda. | There is fruit. |
| | Unataka matunda? | Do you want fruit? |
| | Ndiyo. Niletee matunda. | Yes, bring me fruit. |
| mayai | Kuna chakula gani? | What kind of food is there? |
| | Kuna mayai. | There are eggs. |
| | Unataka mayai? | Do you want eggs? |
| | Ndiyo. Niletee mayai. | Yes, bring me eggs. |

Unit 9

1. Basic dialogue. Breakfast at the hotel, revisited.

Waiter

Je, unataka matunda?

Would you like ('do you want')
some fruit?Aramian

Ndiyo, bwana.

Yes, [I would] (sir).

Kuna matunda gani?

What kind of fruit is there?
ndizi (N)

banana/bananas

Kuna ndizi?

Are there [any] bananas?

Waiter

chungwa (MA)

orange

machungwa

oranges

embe (MA)

mango

maembe

mangoes

Kuna ndizi na machungwa na

There are bananas and oranges and

maembe.

mangoes.

Aramian

"moja

one

basi

that is all (an interjection)

Tafadhalii, niletee chungwa moja (basi). Please bring me one orange.

Notes

N. B. In some parts of East Africa, the plural of embe 'mango' is
embe (N).

2. Kuna _____?

A. Kuna machungwa? Are there any oranges?

ndizi Kuna ndizi? Are there any bananas?

maembe matunda uji chakula mayai

B. Kuna _____ na _____.

Kuna ndizi na maembe. There are bananas and mangoes.

uji Kuna maembe na uji. There are mangoes and gruel.

matunda Kuna matunda na mayai. There is fruit and eggs.

ndizi Kuna mayai na ndizi. There are eggs and bananas.

3. Substitutions in sequences of sentences.

Kuna matunda gani?

Kuna maembe na ndizi.

Niletee ndizi (basi).

Substitute various combinations of names of fruits in this conversation.

Unit 10

1. Basic dialogue. Aramian enters the dining room, in company of his friend Beltrano, who speaks no Swahili.

Waiter

karibu

near

Karibu.

Come in.

Aramian

-starehe

to be at rest

asante

thank you

Starehe, starehe, asante.

Don't trouble. Thank you.

Waiter

m̄nataka

you (pl.) want

M̄nataka chakula?

Do you want food?

Aramian

tuletee

bring us

Ndiyo, tafadhali tuletee matunda. Yes, please bring us some fruit.

NotesA. Subject prefix m (2 plu.).

Compare the forms

ninataka

I want

unataka

you (sg.) want

m̄nataka

you (pl.) want

The subject pronoun for second person plural is m. Be careful not to pronounce a vowel between the m and the n in m̄nataka. Be careful also not to pronounce a vowel before the m.

B. Subject and object prefix tu (: plu.).

Compare the forms:

niletee

bring me

tuletee

bring us

The object (and subject) pronoun for first person plural (we, us) is tu-.

2. Matching parts of paired sentences.

A. First vs. second person, singular and plural.

Unataka chakula?

Ndiyo. Niletee matunda.

Mnataka chakula?

Ndiyo. Tuletee matunda.

B. Unataka matunda?

Ndiyo. Niletee ndizi.

Mnataka matunda?

Ndiyo. Tuletee ndizi.

C. Ninataka chakula.

Unataka chakula gani?

Tunataka chakula.

Mnataka chakula gani?

D. Niletee matunda.

Unataka matunda gani?

Tuletee matunda.

Mnataka matunda gani?

3. Free conversation. A goes into the dining room for breakfast. B is his waiter. A is joined by his friend C.

Unit 11

1. Basic dialogue. Aramian brings his children into the dining room between meals.

Aramian

| | |
|------------|-----------|
| watoto | children |
| mtoto (WA) | child |
| angu | my |
| wangu | my |
| wana | they have |
| njaa (N) | hunger |

Watoto wangu wana njaa. My children are hungry.

mna you have

Mna chakula? Have you anything to eat?

('do you have food')

Waiter

| | |
|------------|---------|
| tuna | we have |
| mkate (MI) | bread |

Ndiyo. Tuna matunda na mkate. Yes, we have [some] fruit and [some] bread.

Aramian

waletee bring them
Tafadhalii, waletee mkate. Please bring them some bread.

NotesA. Subject prefixes with -na.

Compare the forms:

| | |
|------|---------------------|
| na | and, with |
| tuna | we have |
| mina | you (pl.) have |
| wana | they (animate) have |
| kuna | there is |

A more literal translation for tuna is we with.B. Subject and object prefix wa (3 plu.).

The prefixes tu- and m- are familiar from Unit 10. The prefix wa- is used for third person plural, animate subjects and objects.

2. Matching parts of paired sentences.

A. Watoto wana chakula gani? What kind of food do the children have?

Wana mⁱⁿkate. They have bread.

Mⁱⁿna chakula gani? Tuna mⁱⁿkate.

Una chakula gani? Nina mⁱⁿkate.

(etc., the above to be repeated in random order as long as needed.)

B. Nina njaa. Nilettee chakula.

Tuna njaa. Tuletee chakula.

Watoto wana njaa. Waletee chakula.

3. Substitution in sequences of sentences.

A. Wana njaa.

Wanataka chakula gani?

Wanataka matunda.

For the first word in this conversation, substitute nina, and continue the

conversation accordingly. Do the same with tuna. Use other words in place of matunda.

Unit 12

1. Basic dialogue. One of the hungry children.

Mutisya

Hamisi given name (male)

ana he/she has

Je, Hamisi ana njaa? Is Hamisi hungry?

Aramian

Ndiyo. Yes, he is.

Mutisya

Anataka m̄kate na uji? Would he like [some] bread and
porridge?

Aramian

tu **only**

basi that is all (an interjection)

Mletee mkaate tu, basi. Just bring him some bread.

Mutisya

vizuri good (things)

Vizuri. Very well.

Notes

A. Subject prefix a (3 sg.).

Compare the forms:

una njaa you are hungry

ana njaa he/she is hungry

The subject prefix for third person singular of animate nouns is a-.

B. Object prefix m (3 sg.).

Compare the forms:

tuletee mkate

bring us some bread

mletee mkate

bring him/her some bread

The object prefix for third person singular of animate nouns is m-.

2. Matching parts of paired sentences.

A. Hamisi _____ ana machungwa.

Hamisi has some oranges.

Watoto _____ wana machungwa.

The children have some oranges.

B. Hamisi _____ anataka mkate.

Hamisi wants some bread.

Watoto _____ wanataka mkate.

The children want some bread.

C. Ana njaa.

Mletee chakula.

Wana njaa.

Waletsee chakula.

Nina njaa.

Niletee chakula.

Tuna njaa.

Tuletee chakula.

3. Free conversation.

Aramian brings his hungry children into the dining room. He orders food from the waiter. The children chime in, but Aramian knows that their eyes are bigger than their stomachs.

Unit 13

1. Basic dialogue. Luncheon or dinner at the New Africa.

Waiter

supu (N) soup

Unataka supu? Are you having the soup?
 ('Do you want soup?')

Aramian

Ndiyo, tafadhali niletee. Yes. Please bring me [it].
 (after the soup)

Waiter

samaki (N or N-animate) fish

Unataka samaki? Will you have the fish?
 ('Do you want fish?')

Aramian

-penda to like

sipendi I do not like

la no

La, sipendi. No, I don't want [it].

nyama (N) meat

sasa now

Tafadhali niletee nyama sasa. Please bring me the meat now.

leo today

Kuna nyama gani leo? What kind of meat is there today?

Waiter

ng'ombe (N-animate) cow, ox

Kuna nyama ya ng'ombe. There is beef.

Aramian

hakuna **there is not**

Hakuna nyama ya nguruwe? Isn't there any pork?

Waiter

Hakuna, bwana. Tuna nyama ya No, we have beef only.

ng'ombe tu, basi.

Notes

A. Negative prefix ha-.

Compare the forms:

kuna there is

Most negative verb forms in Swahili begin with the negative prefix ha-. Whenever this prefix is used, it always stands at the very beginning of the word, before other kinds of prefixes like tu-.

B. Combinations of ha with a-, u- and ni-.

Compare the forms:

Affirmative kuna tuna wana nina

Negative hakuna hatuna hawana hamina

In these, the negative is simply ha-, followed by the corresponding affirmative form. The affirmative forms all begin with consonants.

Negative hana huna

Here, the affirmative forms begin with vowels. The negative forms consist of h- followed by the affirmative forms. The -a of the negative prefix is said to have been elided.

Affirmative nina

Negative sina

Here, where one might expect a negative hani-, the form which actually occurs is si-.

C. The linking word -a.

In the form

nyama ya ng'ombe beef (lit. cow-meat)

the word ya is used to link the main word nyama and its satellite ng'ombe. Note that the main word comes first. Ya is sometimes translated by English of.

D. Negative present forms, including change of final a of affirmative stem to i.

Compare the forms:

ninataka I want

sitaki I don't want

Again, the negative of a form that begins with ni begins with si.

Note also that where the affirmative ends with -a, the negative ends with -i.

2. Substitution in single sentences.

A. Hakuna ----- leo.

supu Hakuna supu leo. There is no soup today.

nyama Hakuna nyama leo. There is no meat today.

mkate samaki maembe

B. Watoto hawana -----.

supu Watoto hawana supu. The children have no soup.

njaa Watoto hawana njaa. The children are not hungry.

ndizi chakula nyama

C. Hamisi hana _____.

matunda Hamisi hana matunda. Hamisi has no fruit.

machungwa Hamisi hana machungwa. Hamisi has no oranges.

mkate njaa ndizi

D. Hamna _____?

nyama Hamna nyama? Don't you have any meat?

mkate Hamna mkate? Don't you have any bread?

samaki maembe chakula

E. Hatuna _____.

ndizi Hatuna ndizi. We have no bananas.

chakula Hatuna chakula. We have no food.

njaa matunda uji

F. Huna _____?

njaa Huna njaa? Aren't you hungry?

mkate Huna mkate? Have you no bread?

machungwa chakula ndizi

G. Sina _____.

ndizi Sina ndizi. I don't have any bananas.

nyama Sina nyama. I don't have any meat.

samaki mkate chakula

H. Sipendi _____.

chakula Sipendi chakula. I don't want any food.

uji Sitaki uji. I don't want any porridge.

matunda nyama samaki

I. Hatupendi _____.

samaki Hatupendi samaki. We don't want any fish.

mkate Hatutaki mkate. We don't want any bread.

maembe ndizi machungwa

J. Negative of -na vs. negative of -taka. (1-2, 2-1)

Hatuna machungwa. Hatutaki machungwa.

Hawana machungwa. Hawataki machungwa.

Hana machungwa. Hataki machungwa.

Sina machungwa. Sitaki machungwa.

Huna machungwa? Hutaki machungwa?

Hamna machungwa? Hamtaki machungwa?

K. Affirmative vs. negative, -taka, no person change.

Tunataka mkate. Hatupendi uji.

Wanataka mkate. Hawapendi uji.

Anataka mkate. Hapendi uji.

Ninataka mkate. Sipendi uji.

L. Affirmative vs. negative, -taka, with person change.

Wanataka samaki? La, hawapendi.

Anataka samaki? La, hapendi.

Unataka samaki? La, sipendi.

Mnataka samaki? La, hatupendi.

3. Substitutions in sequences of sentences. Replace any of the underlined parts.

A.

X. Watoto wana nyama?Y. Hawana nyama.Wana supu.

B.

X. Hamisi anataka mkate?Y. La, hataki mkate.Anataka nyama.

Unit 14

1. Basic dialogue. Afternoon tea.

Waiter

| | |
|------------|--------|
| chai (N) | tea |
| kahawa (N) | coffee |
| au | or |

Mnataka chai, au kahawa? Do you want tea, or coffee?

Aramian

Tafadhali, tuletee chai. Please bring us some tea.

Waiter

| | |
|------------------|-------|
| sukari (N) | sugar |
| maziwa (plu. MA) | milk |

Mnataka sukari na maziwa? Do you want milk and sugar?

Aramian

rafiki (N-personal) friend
 yangu my
 -tumia to use
 anatumia he uses
 Ndiyo. Rafiki yangu anatumia Yes, please. My friend uses milk
 sukari na maziwa. and sugar.

| | |
|--------|-----|
| lakini | but |
| mimi | I |

Lakini mimi, ninatumia maziwa tu, But I use only milk.
 basi.

Notes

A. Independent subject pronoun mimi.

Compare the sentences:

Ninatumia sukari.

I use sugar.

Mimi, ninatumia sukari.

[as for me], I use sugar.

Swahili has a set of subject pronouns which are separate words, and not just prefixes. Mimi is one of them. But these pronouns are used as subjects of verbs for emphasis. They are also used when the verb form is in a tense that does not have subject prefixes. The complete set is as follows:

| sg. | plu. |
|---------|-------|
| 1. mimi | sisi |
| 2. wewe | ninyi |
| 3. yeYe | wao |

B. More concerning negative counterparts of the na-tense.

Compare the forms:

tunatumia

anatumia

ninatumia

hatutumii

hatumii

situmii

The combinations of ha- with the subject prefixes are represented in exactly the same way as in the forms studied in Unit 13.

The affirmative forms in this tense have the tense-sign -na- between the subject prefix and the root. In the negative forms, the root follows directly after the subject prefix:

tu - na - tumi - a

ha - tu - - tumi - i

Again, the affirmative forms end with -a, while the corresponding negative forms end with -i.

2. Substitution in single sentences. Substitute each item, in the order given, in the sentence that precedes.

A. Na - present, 3 sg. subject.

| | | |
|----------|-------------------------------|-------------------------|
| | Hamisi anatumia sukari. | Hamisi uses sugar. |
| anataka | Hamisi anataka sukari. | Hamisi wants sugar. |
| rafiki | Rafiki yangu anataka maziwa. | My friend wants sugar. |
| maziwa | Rafiki yangu anataka maziwa. | My friend wants milk. |
| sukari | Rafiki yangu anataka sukari. | My friend wants sugar. |
| anatumia | Rafiki yangu anatumia sukari. | My friend uses sugar. |
| watoto | Watoto wanatumia sukari. | The children use sugar. |

B. Negative present, 3 sg. subject.

| | | |
|---------|------------------------------|-------------------------------|
| | Hamisi hapendi sukari. | Hamisi doesn't want sugar. |
| hatumii | Hamisi hatumii sukari. | Hamisi doesn't use sugar. |
| maziwa | Hamisi hatumii maziwa. | Hamisi doesn't use milk. |
| rafiki | Rafiki yangu hatumii maziwa. | My friend doesn't use milk. |
| sukari | Rafiki yangu hatumii sukari. | My friend doesn't use sugar. |
| hataki | Rafiki yangu hapendi sukari. | My friend doesn't want sugar. |

3. Matching parts of paired sentences, affirmative vs. negative.

A. No change of person.

| | |
|--------------------------|--------------------|
| 'I use sugar' | 'I don't use milk' |
| Ninatumia sukari. | Situmii maziwa. |
| Tunatumia sukari. | Hatutumii maziwa. |
| Hamisi anatumia sukari. | Hatumii maziwa. |
| Watoto wanatumia sukari. | Hawatumii maziwa. |

B. With change of person.

Unatumia maziwa? **La, situmii.**

Mnatumia maziwa? La, hatutumii.

Hamisi anatumia maziwa? La, hatumii.

Watoto wanatumia maziwa? La, hawatumii.

C. Negative vs. affirmative, with change of person.

'I don't use milk' 'Do you use sugar?'

Situmii maziwa. Unatumia sukari?

Hatutumii maziwa. Mnatumia sukari?

Hamisi batumii maziwa. *Anatumia sukari?*

Watoto hawatumii maziwa. Wanatumia sukari?

4. Free conversation.

Aramian brings his children down for their afternoon tea.

Unit 15

1. Basic dialogue. Bread and butter with the tea.

Waiter

-tosha

to be sufficient

Mkate unatosha, bwana?

Is there enough bread, sir?

('does the bread suffice?')

Aramian

sana

very much

Ndiyo, unatosha sana.

Oh, yes, there's plenty.

('it suffices very much')

siagi (N)

butter

kwa

by, with, at

Lakini siagi haitoshi kwa mkate.

But there's not enough butter for
the bread.

Tafadhalii niletee siagi.

Please bring me [some] butter.

Waiter

vema

good

Vema. or: Haya.

Very good, [sir].

Notes

A. Concord: Various classes of third person subjects.

Compare the phrases:

Hamisi anataka . . .

Hamisi wants . . .

Mkate unatosha

the bread is sufficient

nyama inatosha

the meat is sufficient

The subjects of all three verbs are 'third person singular', but the subject prefixes are all different. The subject words, with the subject pronouns that follow them, are:

| | |
|--------|----|
| Hamisi | a- |
| mkate | u- |
| nyama | i- |

and other combinations like nyama unatosha or Hamisi inataka are forbidden. This obligatory relationship between subject and subject prefix is an example of 'concordial agreement', or 'concord'.

B. Concord: Various classes of third person subjects.

Here is a list of most of the nouns used so far, together with the subject prefixes which agree with them:

| | | |
|-----------|-----|---------------|
| mkate | u- | bread |
| uji | u- | thin porridge |
| <hr/> | | |
| matunda | ya- | fruit |
| maembe | | mangoes |
| mayai | | eggs |
| machungwa | | oranges |
| maziwa | | milk |

Note that all words in this group begin with ma-, and that the first four are plural or collective in meaning, while the last is the name of a liquid.

| | | |
|---------|-----|--------|
| chakula | ki- | food |
| siagi | i- | butter |
| nyama | i- | meat |
| chai | i- | tea |
| kahawa | i- | coffee |

Note that these words have no obvious prefix in common. In meaning, none is a plural.

ndizi zi- bananas

This word is a plural.

2. Substitutions in single sentences. (Concord of noun subject and subject prefix.)

A. natosha sana.

| | | |
|--------|-----------------------|------------------------------|
| mkate | Mkate unatosha sana. | There is plenty of bread. |
| siagi | Siagi inatosha sana. | There is plenty of butter. |
| sukari | Sukari inatosha sana. | There is plenty of sugar. |
| nyama | Nyama inatosha sana. | There is plenty of meat. |
| kahawa | Kahawa inatosha sana. | There is plenty of coffee. |
| samaki | Samaki inatosha sana. | There is plenty of fish. |
| chai | Chai inatosha sana. | There is plenty of tea. |
| supu | Supu inatosha sana. | There is plenty of soup. |
| uji | Uji unatosha sana. | There is plenty of porridge. |

B.

| | | |
|-----------|---------------------------|------------------------------|
| matunda | Matunda yanatosha sana. | There is plenty of fruit. |
| maembe | Maembe yanatosha sana. | There are plenty of mangoes. |
| | or: Embe zinatosha sana. | |
| machungwa | Machungwa yanatosha sana. | There are plenty of oranges. |
| maziwa | Maziwa yanatosha sana. | There is plenty of milk. |
| ndizi | Ndizi zinatosha sana. | There are plenty of bananas. |
| chakula | Chakula kinatosha sana. | There is plenty of food. |

C.

| | | |
|-----------|--|-------------------------------|
| mkate | Mkate hautoshi. | There is not enough bread. |
| maziwa | Maziwa hayatoshi. | There is not enough milk. |
| matunda | Matunda hayatoshi. | There is not enough fruit. |
| machungwa | Machungwa hayatoshi. | There are not enough oranges. |
| maembe | Maembe hayatoshi. or: Embe hazitoshi. | There are not enough mangoes. |

chakula Chakula hakitoshi. There is not enough food.

D.

| | | |
|--------|------------------|-------------------------------|
| siagi | Siagi haitoshi. | There is not enough butter. |
| nyama | Nyama haitoshi. | There is not enough meat. |
| chai | Chai haitoshi. | There is not enough tea. |
| kahawa | Kahawa haitoshi. | There is not enough coffee. |
| uji | Uji hautoshi. | There is not enough gruel. |
| ndizi | Ndizi hazitoshi. | There are not enough bananas. |

3. Free conversation.

Aramian and his family are back again for tea. They have trouble getting enough butter for their bread, and enough milk and sugar for their tea or coffee.

Unit 16

1. Basic dialogue. Preparing to buy food at the door.

Mutisya

-leta

bring

Hamisi analeta matunda?

Is Hamisi bringing fruit?

Aramian

nazi (N)

coconut/coconuts

nanasi (MA)

pineapple

mananasi

pineapples

Ndiyo, anatuletea nazi na
mananasi.

Yes, he is bringing us coconuts and
pineapples.

Mutisya

Ah! Vizuri sana!

Ah! Very good!

Hatuna mananasi leo.

We don't have any pineapples today.

-jua or: -fahamu

know

bei (N)

price

Unaijua bei ya mananasi?

Do you know (it) the price of the
pineapples?

Aramian

la

no

La, sijui.

No, I don't (know it).

Notes

A. 'Applied' or 'prepositional' stem.

Compare the forms:

analeta matunda

he is bringing fruit

anatuletea matunda

he is bringing us fruit

In the second verb, the syllable -tu- is of course the i plu. object prefix. The stems of the verbs in these sentences are respectively -leta and -letea. Both are translated with English bring.

The stem -letea is used to indicate that the action of bringing is performed with reference to someone or something. A possible gloss would be to bring to, for.

The stem -letea is called the 'applied', or 'prepositional' form of the simple stem -leta.

B. The N class singular.

The word bei is in the same concord class as nyama. That is, when it is used as the subject of a verb, then that verb has the subject prefix i-. Likewise, both words are followed by ya:

nyama ya ng'ombe

meat of cow

bei ya mananasi

price of pineapples

The word nazi 'coconut' is also in this class. This class of nouns in Swahili (and in Bantu languages generally) is called 'the N - class'. We indicate membership in this class by the symbol (N).

C. Affirmative vs. negative present forms of a verb with vowel-final root.

The forms

unataka

you want

unajua

you know

are parallel to one another, as are the forms

sitaki

I don't want

sijui

I don't know

D. Concord shown in object prefix, N class.

In the form

unaijua? do you know it?

the syllable -i- is the object prefix used in agreement with a singular noun of the N-class (bei). It is possible to use either the object prefix without the noun object, as in the above example, or the noun object without the object prefix, or - as in the basic dialogue - both object prefix and noun object in the same sentence. The object prefix is used alone without the noun object in the reply sijui.

E. Object prefix for singular of WA class.

In the exercises we find the sentence

Unamjua Hamisi? Do you know Hamisi?

Here, -m- is the 3 sg. animate object prefix, agreeing with the noun object Hamisi.

Unlike the other inanimate object prefixes, the animate object prefixes -m- (sg.) and -wa- (plu.) must normally be used even when there is a noun object.

Most people prefer the verb fahamu to the verb -jua in this context.

F. Concords: N class singular vs. plural.

In the translations of the sentences in 16.2, the N-class words were translated either as singular or as plural, with no change in the form of the Swahili word.

| | |
|------|------------------|
| nazi | coconut/coconuts |
|------|------------------|

| | |
|-------|----------------|
| ndizi | banana/bananas |
|-------|----------------|

| | |
|-----|--------------|
| bei | price/prices |
|-----|--------------|

and, for some speakers:

| | |
|------|---------------|
| embe | mango/mangoes |
|------|---------------|

All nouns of the N-class are identical in singular and plural, but the concordial prefixes that agree with them differ.

| | |
|-----------------|---------------------|
| ndizi inatosha | the banana suffices |
| ndizi zinatosha | the bananas suffice |

The noun habari is a noun of the N-class, used here in the plural. Note the difference in concords with the linking -a:

nyama ya ng'ombe

habari za asubuhi

G. Table of animate subject and object prefixes.

The animate subject and object prefixes, in tabular form, are:

| | singular | | plural | |
|----|----------|--------------|--------|----------------|
| | s.p. | o.p. | s.p. | o.p. |
| 1. | ni- | -ni- | tu- | -tu- |
| 2. | u- | -ku- | m- | -wa-(stem)-eni |
| 3. | a- | - <u>a</u> - | wa- | -wa- |

H. Literal meaning of hapana.

The literal and original meaning of hapana is 'there is not.' It is, however, often used as a reply equivalent to English 'no'. Another equivalent for 'no' is la.

2. Matching parts of paired sentences.

A. Subject in first sentence related to object prefix in second.

'We have no bananas.' 'Hamisi is bringing us bananas.'

Hatuna ndizi. Hamisi anatuletea ndizi.

Sina ndizi. Hamisi ananilettea ndizi.

Watoto hawana ndizi. Hamisi anawaletea ndizi.

Daudi hana ndizi. Hamisi anamletea ndizi.

(Daudi is another proper name.)

Huna ndizi? Hamisi anakuletea ndizi.

B

'We have no coconuts.' 'He is bringing us coconuts.'

| | |
|--------------|------------------|
| Hatuna nazi. | Anatuletea nazi. |
| Hawana nazi. | Anawaletea nazi. |
| Hana nazi. | Anamletea nazi. |
| Huna nazi. | Anakuletea nazi. |
| Sina nazi. | Ananiletea nazi. |

C. Root of verb in first sentence vs. object prefix plus applied stem in second.

'Hamisi is not bringing coconuts.'

| | | |
|--------------------|----------------------|------------------|
| nazi | Hamisi haleti nazi. | Hatuletei nazi. |
| mkate | Hamisi haleti mkate. | Hatuletei mkate. |
| nyama supu matunda | | |

D. Varying subject prefixes before an object prefix.

'Do you know (it) the price of coffee?'

Unaijua bei ya kahawa?

Hamisi anaijua bei ya

kahawa?

Watoto wanaijua bei ya

kahawa?

Mnaijua bei ya kahawa?

Hapana, sijui.

Hapana, hajui.

Hapana, hawaijui.

Hapana, hatujui.

E.

'Do you know Hamisi?'

'No, I don't know him.'

Unamjua Hamisi?

Hapana, simjui.

Mnamjua Hamisi?

Hapana, hatumjui.

Daudi anamjua Hamisi? Hapana, hamjui.

Watoto wanamjua Hamisi? Hapana, hawamjui.

F.

'Do you know my children?' 'Yes, I know them very [well].'

Unawajua watoto wangu? Ndiyo, ninawajua sana.

Mnawajua watoto wangu? Ndiyo, tunawajua sana.

Daudi anawajua watoto wangu? Ndiyo, anawajua sana.

Daudi na Hamisi wanawajua
watoto wangu? Ndiyo, wanawajua sana.

3. Substitution in sequences of sentences. Run through the entire dialogue, using various foodstuffs and modifying the dialogue appropriately.

Unit 17

1. Basic dialogue. How are the oranges?

Mutisya

~ako

your

Rafiki yako analeta matunda gani? What kind of fruit is your friend bringing?

Aramian

~dhani

to think

nadhani

I think

Sijui. Nadhani analeta machungwa. I don't know. I think he's bringing oranges.

Mutisya

~ake

his/her

~zuri

good

ni

is/are

Machungwa yake ni mazuri? Are his oranges good?
(Ni may be omitted here.)

Aramian

kawaida (N)

custom

Kwa kawaida, ni mazuri sana. They are usually very good.

wakati (U)

time

~ingine

some/other

si

is not/are not

~bivu

ripe

Lakini wakati mwingine si mabivu. But sometimes they are not ripe.

Notes

A. The verb form nadhani 'I think' is different in two respects from the verbs we have met previously.

(1) A verb with stem final i in the affirmative.

Its final vowel is -i in both affirmative and negative forms:

| | |
|---------|---------------|
| nadhani | I think |
| sidhani | I don't think |

(2) An example of the a-tense.

Breaking the form down alongside ninataka, we have:

| s.p.e | tense sign | stem |
|-------|------------|--------|
| ni- | -na- | -taka |
| n- | -a- | -dhani |

We will say that ninataka is an example of 'the na-tense of the verb -taka.' In the same way, nadhani is an example of 'the a-tense of the verb -dhani.' Other persons and numbers of the a-tense will be met in later units.

B. Concord exemplified in possessives.

Compare the phrases:

| | |
|---------------|-----------------|
| maembe yake | his/her mangoes |
| or: embe zake | |
| ndizi zake | his bananas |
| ndizi yake | his banana |
| kahawa yake | his coffee |
| chakula chake | his food |
| mkate wake | his bread |
| uji wake | his gruel |

The stem of the possessive pronoun that corresponds to English his/her is yake. Like the verbs, possessives also take concordial prefixes to agree with the nouns that they go with.

Note that mkate and uji, which are followed by identical subject prefixes, also have identical concords with possessives. (They are assigned to different classes, however, for reasons that go beyond the evidence so far presented.)

Note also that the plural of the MA-class (e.g. maembe) and the singular of the N class (e.g. kahawa), which require different subject concords, require identical possessive concords.

C. Concord exemplified with certain adjective stems.

Compare the sentences:

| | |
|--------------------------|-----------------------|
| Maembe yake ni mazuri. | His mangoes are good. |
| Ndizi zake ni nzuri. | His bananas are good. |
| Ndizi yake ni nzuri. | His banana is good. |
| Chakula chake ni kizuri. | His food is good. |
| Mkate wake ni mzuri. | His bread is good. |
| Uji wake ni mzuri. | His gruel is good. |

The stem of the adjective that corresponds to English good in these sentences is zuri. Like the verbs and the possessives, most adjectives must agree with the nouns that they refer to, but the respective forms of the prefixes are different.

D. Table of concords encountered in preceding lessons.

Here is a chart of the noun classes which have been met so far, showing characteristic prefix (if any) of the noun itself, and the prefixes required with adjectives, possessives, and verbs (subject and object prefixes). The numbers are those used for these classes in many scientific discussions of Bantu languages.

| | | <u>noun</u> | <u>adj.</u> | <u>poss.</u> | <u>subject</u> | <u>object</u> |
|----|----------|----------------------|---|--------------|----------------|---------------|
| WA | sg. (1) | m- | m- | w- | a- | -m-/mw- |
| | pl. (2) | wa- | wa- | w- | wa- | -wa- |
| MI | sg. (3) | m- | m-/mw- | w- | u- | -u- |
| | pl. (4)* | mi- | mi-/my- | y- | i- | -i- |
| MA | sg. (5) | (none) | (none) | l- | li- | -li- |
| | pl. (6) | ma- | ma- | y- | ya- | -ya- |
| VI | sg. (7) | ki-/ch- | ki-/ch- | ch- | ki- | -ki- |
| | pl. (8)* | vi-/vy- | vi-/vy- | vy- | vi- | -vi- |
| N | sg. (9) | (none, see Note 18C) | | y- | i- | -i- |
| | pl. (10) | (none, see Note 18C) | | z- | zi- | -zi- |
| U | sg. (14) | u-/w- | $\left\{ \begin{array}{l} m-/mw- \text{(with w-} \\ \text{non-abstract nouns)} \\ u-/w- \text{(with abstract nouns)} \end{array} \right.$ | | u- | -u- |

*Not yet encountered in the lessons.

Some details have been omitted from this chart, but it is complete for the forms that will be met in the early units.

E. Si as negative of ni.

The negative of ni 'it is' is si 'it is not'. Compare this with note 13B.

2. Substitutions in single sentences.

A. Concord: Noun and possessive.

| | | |
|-----------|------------------------|------------------------------|
| machungwa | Sitaki machungwa yake. | I don't want his oranges. |
| matunda | Sitaki matunda yake. | I don't want his fruit. |
| mananasi | Sitaki mananasi yake. | I don't want his pineapples. |
| maembe | Sitaki maembe yake. | I don't want his mangoes. |
| ndizi | Sitaki ndizi zake. | I don't want his bananas. |

nazi Sitaki nazi zake. I don't want his coconuts.

nanasi Sitaki nanasi lake. I don't want his pineapple.

B. Concord: Noun, possessive, and subject prefix.

ndizi Ndizi zangu hazitoshi. I don't have enough bananas.
('my bananas do not suffice')

nazi Nazi zangu hazitoshi. I don't have enough coconuts.

machungwa Machungwa yangu hayatoshi. I don't have enough oranges.

matunda Matunda yangu hayatoshi. I don't have enough fruit.

maembe Maembe yangu hayatoshi. I don't have enough mangoes.

mayai Mayai yangu hayatoshi. I don't have enough eggs.

C. Concord: Noun, possessive, and subject prefix.

kahawa Kahawa yangu haitoshi. I don't have enough coffee.

chai Chai yangu haitoshi. I don't have enough tea.

siagi Siagi yangu haitoshi. I don't have enough butter.

mkate Mkate wangu hautoshi. I don't have enough bread.

chakula Chakula changu hakitoshi. I don't have enough food.

D.

machungwa Machungwa yako yanatosha? Do you have enough oranges?

mayai Mayai yako yanatosha? Do you have enough eggs?

maziwa Maziwa yako yanatosha? Do you have enough milk?

kahawa Kahawa yako inatosha? Do you have enough coffee?

sukari Sukari yako inatosha? Do you have enough sugar?

chai Chai yako inatosha? Is your tea sufficient?

E.

ndizi Ndizi zako zinatosha? Do you have enough bananas?

nazi Nazi zako zinatosha? Do you have enough coconuts?

| | | |
|---------|--------------------------|------------------------------|
| chakula | Chakula chako kinatosha? | Do you have enough food? |
| mkate | Mkate wako unatosha? | Do you have enough bread? |
| uji | Uji wako unatosha? | Do you have enough porridge? |

F. Concord: Noun, possessive, and adjective.

| | | |
|-----------|---------------------------|-----------------------------|
| machungwa | Machungwa yako ni mazuri? | Are your oranges good? |
| maembe | Maembe yako ni mazuri? | Are your mangoes good? |
| mananasi | Mananasi yako ni mazuri? | Are your pineapples good? |
| ndizi | Ndizi zako ni nzuri? | Are your bananas any good? |
| nazi | Nazi zako ni nzuri? | Are your coconuts any good? |

G.

| | | |
|---------|---------------------------|------------------------|
| nyama | Nyama yangu si nzuri. | My meat is not good. |
| chai | Chai yangu si nzuri. | My tea is not good. |
| kahawa | Kahawa yangu si nzuri. | My coffee is not good. |
| chakula | Chakula changu si kizuri. | My food is not good. |
| mkate | Mkate wangu si mzuri. | My bread is not good. |
| uji | Uji wangu si mzuri. | My gruel is not good. |
| chungwa | Chungwa langu si zuri. | My orange is not good. |

H.

| | | |
|-----------|---------------------------|------------------------------|
| machungwa | Machungwa yake si mabivu. | His oranges are not ripe. |
| maembe | Maembe yake si mabivu. | His mangoes are not ripe. |
| mananasi | Mananasi yake si mabivu. | His pineapples are not ripe. |
| ndizi | Ndizi zake si mbivu. | His bananas are not ripe. |
| nanasi | Nanasi lake si bivu. | His pineapple is not ripe. |

3. Substitutions in sequences of sentences.

A. Use other words in place of those that are underlined.

- X. Unataka matunda?
- Y. Ninataka matunda mazuri tu basi.
- Z. Matunda yangu ni mazuri sana.

Unit 18

1. Basic dialogue. What do we need?

Aramian

-hitaji

(to) need

Tunahitaji ndizi?

Do we need any bananas?

Mutisya

kwa

for

sababu (N)

reason

kwa sababu

because

tunazo

we have them

~chache

few

Ndiyo, kwa sababu tunazo chache tu. Yes, we have only a few of them.

Aramian

kiazi (VI)

potato

viazi

potatoes

Tuna viazi?

Do we have potatoes?

Mutisya

~ingi

many

Ndiyo, tunavyo vingi.

Yes, we have a lot of them.

NotesA. Concord exemplified in 'objects' of na.

Compare the following forms:

Tunazo.

We have them. (e.g. bananas)

Tunacho.

We have it. (e.g. food)

Tunao.

We have it. (e.g. bread)

Corresponding to the English object pronouns them and it is a suffix consisting of a concordial element plus -o.

B. Details of concord with certain adjective stems.

Tuna machungwa mengi.

We have many oranges.

Tuna sukari nyingi.

We have much sugar.

Tuna ndizi nyingi.

We have many bananas.

Tuna viazi vingi.

We have many potatoes.

Tuna uji mwingi.

We have much gruel.

Here, the forms of the adjective stem and of the prefixes themselves are less clear than they were in 17C. It will be simplest to regard the basic form of the adjective stem as "ingi. Then, in the MA class, where one might expect

ma + ingi the form that occurs is mengi

In the N class, which has no uniform shape for prefixes, the form is:

nyingi

The other forms are given in the exercises.

C. N-concords with adjective stems beginning in a consonant.

The adjective stem -chache 'few' is usually used with plurals.

Compare the forms:

MA

maembe mazurimaembe machachendizi nzurindizi _chachendizi mbivundizi nyingi

With the N class, the stem -zuri takes a prefix n-, while "chache takes no prefix at all.

Adjectives whose stems begin with ch, f, k, m, n, p, s, t act like -chache in this respect, in that they have no prefix at all for the N class.

Adjectives whose stems begin with d, g, j, z act like -zuri in this respect, in that they have as their N class prefix a syllabic nasal homorganic with the initial consonant of the stem. These nasals are written with the letter n.

Adjectives whose stems begin with v or b act like -bivu in this respect, in that they too have as prefix a syllabic nasal consonant, homorganic with the initial consonant of the stem, and written m.

D. The VI class.

A new noun class, the VI class, is represented by viazi 'potatoes', the singular of which is kiazi. The concords for the VI class plural (cf. Note 17D) are:

| <u>noun</u> | <u>adj.</u> | <u>poss.</u> | <u>subj. pref.</u> | <u>obj. pref.</u> |
|-------------|-------------|--------------|--------------------|-------------------|
| vi-/vy- | vi-/vy- | vy- | vi- | -vi- |

2. Substitution in single sentences.

A. Concord: Noun and adjective.

| | | |
|---------|------------------------|-------------------------|
| viazi | Tuna viazi vichache. | We have a few potatoes. |
| chakula | Tuna chakula kidogo. | We have a little food. |
| ndizi | Tuna ndizi chache. | We have a few bananas. |
| nyama | Tuna nyama kidogo. | We have a little meat. |
| matunda | Tuna matunda machache. | We have a little fruit. |

B.

| | | |
|-----------|--------------------------|----------------------------------|
| viazi | Analeta viazi vingi. | He's bringing a lot of potatoes. |
| ndizi | Analeta ndizi nyingi. | He's bringing a lot of bananas. |
| nyama | Analeta nyama nyingi. | He's bringing a lot of meat. |
| machungwa | Analeta machungwa mengi. | He's bringing a lot of oranges. |

chakula Analeta chakula kingi. He's bringing a lot of food.

C.

| | | |
|----------|---------------------------------|----------------------------------|
| maembe | Tunahitaji maembe mengi sasa. | We need a lot of mangoes now. |
| maziwa | Tunahitaji maziwa mengi sasa. | We need a lot of milk now. |
| mananasi | Tunahitaji mananasi mengi sasa. | We need a lot of pineapples now. |
| kahawa | Tunahitaji kahawa nyngi sasa. | We need a lot of coffee now. |
| sukari | Tunahitaji sukari nyngi sasa. | We need a lot of sugar now. |
| chai | Tunahitaji chai nyngi sasa. | We need a lot of tea now. |

3. Matching parts of paired sentences.

A. Concord: Noun and object suffix.

| | |
|-------------------------|-----------------------|
| 'do you have potatoes?' | 'yes, we have [them]' |
| Mna viazi? | Ndiyo, tunavyo. |
| Mna chakula? | Ndiyo, tunacho. |
| Mna ndizi? | Ndiyo, tunazo. |
| Mna nyama? | Ndiyo, tunayo. |
| Mna machungwa? | Ndiyo, tunayo. |
| Mna m'kate? | Ndiyo, tunao. |

B. Concord: Noun, object suffix and adjective.

| | |
|------------------------|------------------------------|
| 'do you have mangoes?' | 'I have only a few of them.' |
| Una maembe? | Ninayo machache tu. |
| Una nyama? | Ninayo chache tu. |
| Una nazi? | Ninazo chache tu. |
| Una chakula? | Ninacho kichache tu. |
| Una viazi? | Ninavyo vichache tu. |

Unit 19

1. Basic Dialogue. Buying at the door.

Aramian

-uza

(to) sell

nini

what?

Unauza nini?

What are you selling?

Hawker

njugu (N)

nuts

karanga (N)

groundnuts

mahindi

maize (off cob)

muhindi (M) or: hindi (MA)

ear of maize

Nina njugu na mahindi.

I have peanuts and corn.

Aramian

~bovu

bad (i.e. spoiled)

Njugu zako ni mbovu?

Are your ground nuts bad?

Hawker

siyo

(negative of ndiyo)

Siyo, si mbovu.

No, they're not bad.

~zima

good (i.e. not rotten), whole

kabisa

quite

Ni nzima kabisa.

They're quite good.

Aramian

-je

how?

Unauzaje (mu)hindi?

How much is the maize?

("How do you sell the maize?")

Hawker

| | |
|------------------|---|
| ~moja | one |
| senti | cent (E. African) |
| kumi | ten |
| Mmoja senti kumi | Ten cents apiece. ('one, ten cents') |

Notes

A. In the reply

| | |
|-------------------|-------------------|
| Mmoja senti kumi. | Ten cents apiece. |
| | (One-ten cents.) |

the adjective mmoja agrees with muhindi, 'ear of maize.'

B. Use of WA class concords for all nouns denoting living beings.

The words ndizi 'banana' and nazi 'coconut', as N-class singulars, are found in the phrases

| | |
|------------|-------------|
| ndizi moja | one banana |
| nazi moja | one coconut |

The words ng'ombe 'cow, cattle' and nguruwe 'pig', which in some respects may be regarded as belonging to the N-class, behave differently with adjectives:

| | |
|---------------|---------|
| ng'ombe mmoja | one ox |
| nguruwe mmoja | one pig |

In this respect they are like the singular of the WA-class:

| | |
|-------------|-----------|
| mtoto mmoja | one child |
|-------------|-----------|

Indeed, nouns of any class, when they stand for animate beings, require that the adjectives which accompany them have concords of the animate (WA) class.

Thus samaki 'fish', when it stands for a live fish, is

samaki mmoja

but when the fish has been cooked ready to eat, it may be called

samaki moja

(Most speakers, however, use samaki always as a member of the WA class, never as a member of the N class.)

C. Contrast between mb- and $\hat{m}b-$.

In the phrases usually written in standard spelling:

Nazi yangu ni mbovu. My coconut is bad.

| | |
|---|------------------------|
| $\begin{cases} \text{Hindi langu ni bovu.} \\ \text{Muhindi wangu ni mbovu.} \end{cases}$ | My ear of corn is bad. |
|---|------------------------|

the words spelled mbovu are not pronounced alike. Accordingly, we shall write mbovu (N-class) and $\hat{m}bovu$ (WA, MI, U classes). In the latter, the \hat{m} constitutes a separate syllable, while in the former it does not.

2. Matching parts of single sentences.

A. Concord: Noun and adjective.

| | | |
|---------|-----------------------|-------------------------|
| chungwa | Nina chungwa moja tu. | I have only one orange. |
|---------|-----------------------|-------------------------|

| | | |
|------|--------------------|------------------------|
| embe | Nina embe moja tu. | I have only one mango. |
|------|--------------------|------------------------|

| | | | | | | |
|-------|--------|-----|-------|------|-------|--------|
| tunda | nanasi | yai | ndizi | nazi | kiazi | samaki |
|-------|--------|-----|-------|------|-------|--------|

B.

| | | |
|-------|------------------------------|------------------------|
| mtoto | Nina mtoto <u>m</u> moja tu. | I have only one child. |
|-------|------------------------------|------------------------|

| | | |
|---------|--------------------------------|---------------------|
| ng'ombe | Nina ng'ombe <u>m</u> moja tu. | I have only one ox. |
|---------|--------------------------------|---------------------|

| | | | |
|---------|---------|---------------|--------|
| nguruwe | muhindi | <u>m</u> kate | rafiki |
|---------|---------|---------------|--------|

C. Concord: Noun and two adjectives.

| | | |
|---------|-----------------------|------------------------|
| chungwa | Chungwa moja ni bovu. | One orange is spoiled. |
|---------|-----------------------|------------------------|

| | | |
|------|--------------------|-----------------------|
| embe | Embe moja ni bowu. | One mango is spoiled. |
|------|--------------------|-----------------------|

| | | |
|--------|----------------------|---------------------------|
| nanasi | Nanasi moja ni bovu. | One pineapple is spoiled. |
|--------|----------------------|---------------------------|

| | | |
|-------|----------------------|-------------------------|
| yai | Yai moja ni bovu. | One egg is spoiled. |
| ndizi | Ndizi moja ni mbovu. | One banana is spoiled. |
| nazi | Nazi moja ni mbovu. | One coconut is spoiled. |

D.

| | | |
|---------|-------------------------|--------------------------------|
| kiazi | Kiazi kimoja ni kibovu. | One potato is spoiled. |
| samaki | Samaki moja ni mbovu. | One fish is spoiled. |
| muhindi | Muhindi mmoja ni mbovu. | One ear of maize is spoiled. |
| tunda | Tunda moja ni bovu. | One piece of fruit is spoiled. |

E.

| | | |
|--------|-------------------------|-----------------------------|
| embe | Embe moja tu ni zima. | Only one mango is good. |
| nanasi | Nanasi moja tu ni zima. | Only one pineapple is good. |
| yai | Yai moja tu ni zima. | Only one egg is good. |
| ndizi | Ndizi moja tu ni nzima. | Only one banana is good. |
| nazi | Nazi moja tu ni nzima. | Only one coconut is good. |

F.

| | | |
|---------|----------------------------|--------------------------------|
| kiazi | Kiazi kimoja tu ni kizima. | Only one potato is good. |
| samaki | Samaki moja tu ni nzima. | Only one fish is good. (dead) |
| samaki | Samaki mmoja tu ni mzima. | Only one fish is good. (live) |
| muhindi | Muhindi mmoja tu ni mzima. | Only one ear of maize is good. |

G.

| | | |
|-----------|----------------------------|----------------------------|
| machungwa | Machungwa yangu si mabovu. | My oranges are not bad. |
| chungwa | Chungwa langu si bovu. | My orange is not bad. |
| mananasi | Mananasi yangu si mabovu. | My pineapples are not bad. |
| nanasi | Nanasi langu si bovu. | My pineapple is not bad. |
| mayai | Mayai yangu si mabovu. | My eggs are not bad. |

| | | |
|--------|-------------------------|-------------------------|
| yai | Yai langu si bovu. | My egg is not bad. |
| maembe | Maembe yangu si mabovu. | My mangoes are not bad. |
| embe | Embe langu si bovu. | My mango is not bad. |

H.

| | | |
|-------------|-------------------------|----------------------------|
| viazi | Viazi vyako ni vibovu. | Your potatoes are spoiled. |
| kiazi | Kiazi chako ni kibovu. | Your potato is spoiled. |
| ndizi (pl.) | Ndizi zako ni mbovu. | Your bananas are spoiled. |
| ndizi (sg.) | Ndizi yako ni mbovu. | Your banana is spoiled. |
| nazi (pl.) | Nazi zako ni mbovu. | Your coconuts are spoiled. |
| nazi (sg.) | Nazi yako ni mbovu. | Your coconut is spoiled. |
| muhindi | Muhindi wako ni mbovu. | Your maize is spoiled. |
| mihindi | Mihindi yako ni mibovu. | Your maize is spoiled. |

3. Matching parts of paired sentences.

A. Concord in multiple slots.

| | | |
|---------|--------------------------|------------------|
| | 'my potatoes are bad; | his are good' |
| viazi | Viazi vyangu ni vibovu; | vyake ni vizima. |
| kiazi | Kiazi changu ni kibovu; | chake ni kizima. |
| ndizi | Ndizi zangu ni mbovu; | zake ni nzima. |
| ndizi | Ndizi yangu ni mabovu; | yake ni nzima. |
| nazi | Nazi yangu ni mabovu; | yake ni nzima. |
| mihindi | Mihindi yangu ni mibovu; | yake ni mizima. |
| muhindi | Muhindi wangu ni mbovu; | wake ni mzima. |

B.

| | | |
|-----------|---------------------------|------------------|
| | 'your oranges are good; | mine are bad' |
| machungwa | Machungwa yako ni mazima; | yangu ni mabovu. |

| | | |
|---------|------------------------|------------------|
| chungwa | Chungwa lako ni zima; | langu ni bovu. |
| maembe | Maembe yako ni mazima; | yangu ni mabovu. |
| embo | Embe lako ni zima; | langu ni bovu. |
| mayai | Mayai yako ni mazima; | yangu ni mabovu. |
| yai | Yai lako ni zima; | langu ni bovu. |

C. Corresponding singular and plural concords.

| | | |
|--------|--------------------------|-------------------|
| | 'are the potatoes good?' | 'one is bad' |
| viazi | Viazi ni vizima? | Kimoja ni kibovu. |
| ndizi | Ndizi ni nzima? | Moja ni mbovu. |
| samaki | Samaki ni nzima? | Moja ni mbovu. |
| nazi | Nazi ni nzima? | Moja ni mbovu. |

D.

| | | |
|-----------|----------------------|-----------------|
| matunda | Matunda ni mazima? | Moja ni bovu. |
| machungwa | Machungwa ni mazima? | Moja ni bovu. |
| maembe | Maembe ni mazima? | Moja ni bovu. |
| mihindi | Mihindi ni mizima? | Mmoja ni mbovu. |

Unit 20

1. Basic dialogue. Where do you live? (NB This dialogue is now obsolete from a political point of view.)

Aramian

-kaa (to) live (reside)

wapi? where?

Unakaa wapi? Where do you live?

Mchukuzi

Ninakaa Morogoro. I live in Morogoro.

Aramian

mji (MI) town

~kubwa large

~dogo small

Morogoro ni mji mkubwa, au mdogo? Is Morogoro a large town, or a small one?

Mchukuzi

Ni mkubwa. It's large.

Aramian

mkubwa (WA) the chief

nani? who?

huo that

Mkubwa wa mji huo ni nani? Who is the chief of that town?

Mchukuzi

Ni Sultani Kunambi. [He]'s Sultan Kunambi.

Notes

A. Adjective used, without antecedent, in a noun position.

The word m̄kubwa is used in two different ways in the dialogue:

M̄ji ni m̄kubwa.

The city is big.

Here, m̄kubwa represents an adjective in agreement with a singular noun of the MI-class (m̄ji).

m̄kubwa wa m̄ji

the big [man] of the city

Here, the same written and spoken form represents a singular noun of the WA-class or, if one prefers, it may be regarded as an adjective agreeing with an 'understood' antecedent in the singular of the WA-class.

B. Demonstratives in h- - o.

Compare the phrases:

viazi hivyo

those potatoes

m̄ji huo

that city

yai hilo

that egg

In each phrase, the second word is a 'demonstrative' which corresponds partially to English that. All such demonstratives begin with h- and end with -o; what comes in between the h- and the -o depends on concord class. The meaning is approximately 'that one that we were talking about' or 'that one near you', rather than 'that one over there within view.'

| | | |
|----|-----|------------|
| WA | sg. | h - uy - o |
| | pl. | h - a - o |
| MI | sg. | h - u - o |
| | pl. | h - iy - o |
| MA | sg. | h - il - o |
| | pl. | h - ay - o |

| | | |
|----|-----|-------------|
| VI | sg. | h - ich - o |
| | pl. | h - ivy - o |
| N | sg. | h - iy - o |
| | pl. | h - iz - o |
| U | sg. | h - u - o |

Compare these forms with the final syllables of the forms discussed in Note 18A.

2. Matching parts of single sentences.

A. Concord: Noun and demonstrative.

| | | |
|-----------|-------------------------------|---|
| mihindi | Unajua bei ya mihindi hiyo? | Do you know the price of that maize? |
| matunda | Unajua bei ya matunda hayo? | Do you know the price of that fruit? |
| machungwa | Unajua bei ya machungwa hayo? | Do you know the price of those oranges? |
| chakula | Unajua bei ya chakula hicho? | Do you know the price of that food? |

B.

| | | |
|--------|---------------------------|---|
| viasi | Sijui bei ya viazi hivyo. | I don't know the price of those potatoes. |
| ndizi | Sijui bei ya ndizi hizo. | I don't know the price of those bananas. |
| nazi | Sijui bei ya nazi hizo. | I don't know the price of those coconuts. |
| kahawa | Sijui bei ya kahawa hiyo. | I don't know the price of that coffee. |
| chai | Sijui bei ya chai hiyo. | I don't know the price of that tea. |

C. Concord: Noun, demonstrative and adjective.

| | | |
|---------|--------------------------|---------------------|
| mji | Mji huo ni m̄kubwa? | Is that city large? |
| ng'ombe | Ng'ombe huyo ni m̄kubwa? | Is that ox big? |
| nguruwe | Nguruwe huyo ni m̄kubwa? | Is that pig big? |
| mtoto | Mtoto huyo ni m̄kubwa? | Is that child big? |

D.

| | | |
|--------|------------------------------|-----------------------------------|
| viazi | Viazi hivyo si vikubwa sana. | Those potatoes aren't very large. |
| kiazi | Kiazi hicho si kikubwa sana. | That potato isn't very large. |
| maembe | Maembe hayo si makubwa sana. | Those mangoes aren't very large. |
| embe | Embe hilo si kubwa sana. | That mango isn't very large. |
| mayai | Mayai hayo si makubwa sana. | Those eggs aren't very large. |
| yai | Yai hilo si kubwa sana. | That egg isn't very large. |

3. Matching parts of paired sentences.

A. Concord: Noun, demonstrative, and two adjectives.

'are those potatoes large?' 'no, they are small'

| | | |
|-------------|----------------------------|----------------|
| viazi | Viazi hivyo ni vikubwa? | La, ni vidogo. |
| kiazi | Kiazi hicho ni kikubwa? | La, ni kidogo. |
| machungwa | Machungwa hayo ni makubwa? | La, ni madogo. |
| chungwa | Chungwa hilo ni kubwa? | La, ni dogo. |
| ndizi (pl.) | Ndizi hizo ni kubwa? | La, ni ndogo. |
| ndizi (sg.) | Ndizi hiyo ni kubwa? | La, ni ndogo. |

B.

| | | |
|--------|------------------------|----------------|
| watoto | Watoto hao ni wakubwa? | La, ni wadogo. |
| mtoto | Mtoto huyo ni m̄kubwa? | La, ni m̄dogo. |

| | | |
|------------------|-----------------------------------|------------------------|
| ng'ombe (pl.) | Ng'ombe hao ni wakubwa? | La, ni wadogo. |
| ng'ombe (sg.) | Ng'ombe huyo ni m̄kubwa? | La, ni m̄dogo. |
| nguruwe (pl.) | Nguruwe hao ni wakubwa? | La, ni wadogo. |
| nguruwe (sg.) | Nguruwe huyo ni m̄kubwa? | La, ni m̄dogo. |
| C. | | |
| watoto | Watoto wake ni wazuri? | Ndiyo, ni wazuri sana. |
| mtoto | Mtoto wake ni mzuri? | Ndiyo, ni mzuri sana. |
| nguruwe (pl.) | Nguruwe {wake zake} ni wazuri? | Ndiyo, ni wazuri sana. |
| nguruwe (sg.) | Nguruwe wake ni mzuri? | Ndiyo, ni mzuri sana. |
| ng'ombe (pl.) | Ng'ombe {wake zake} ni wazuri? | Ndiyo, ni wazuri sana. |
| ng'ombe (sg.) | Ng'ombe wake ni mzuri? | Ndiyo, ni mzuri sana. |
| D. | | |
| | 'is that mango ripe?' | 'no, it is not ripe' |
| embe | Embe hilo ni bivu? | La, si bivu. |
| maembe | Maembe hayo ni mabivu? | La, si mabivu. |
| ndizi (sg.) | Ndizi hiyo ni mbivu? | La, si mbivu. |
| ndizi (pl.) | Ndizi hizo ni mbivu? | La, si mbivu. |
| chungwa | Chungwa hilo ni bivu? | La, si bivu. |
| machungwa | Machungwa hayo ni mabivu? | La, si mabivu. |

Unit 21

1. Basic Dialogue. Where is Morogoro from here?

Aramian

uko

it is there

Mji wa Morogoro uko wapi?

Where is (town of) Morogoro?

His friend

-elewa

understand

Sielewi, bwana.

I don't understand (sir).

Aramian

upande (U)

direction

Mji wa Morogoro uko upande gani wa

What direction is Morogoro from

Dar es Salaam?

Dar es Salaam?

('city of M. is there which side of
D.?')

His friend

magharibi (N)

west

Ah! Uko magharibi ya Dar es Salaam. Ah! It's west of Dar es Salaam.

Aramian

kusini (N)

south

Je, mji wa Utete uko kusini ya

Is Utete south of Dar es Salaam?

Dar es Salaam?

His friend

Ndio, bwana.

Yes [it is] (sir).

Aramian

kaskazini (N) north

mashariki (N) east

hana (PA) here

Na m^ji wa Bagamoyo, uko kaskazini And Bagamoyo - is it north, or east
au mashariki ya hana? of here?

His friend

Uko kaskazini. North.

Notes

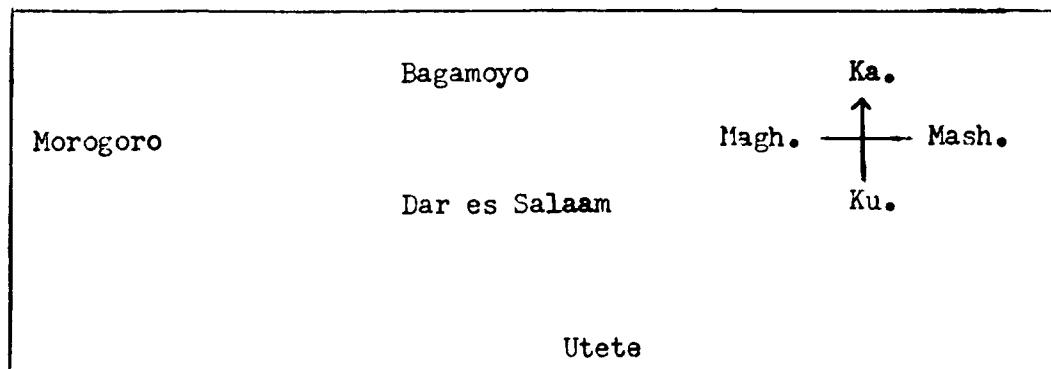
A. Polite yes - no replies in Swahili and English.

Note the lack of exact parallel between the Swahili and the English
in

Ndiyo, bwana. Yes [it is] (sir).

In either language, the shortest possible answer (respectively ndiyo and yes) would be abrupt in this context. It is softened in each language by the addition of something. In Swahili it is the honorific title bwana, while in English it is the clause fragment it is.

2. The meanings of the four direction-words: Questions on the map.



| | |
|------------------------------------|------------------------------------|
| Morogoro iko magharibi ya | Is Morogoro west of Dar es Salaam? |
| Dar es Salaam? | |
| Bagamoyo iko magharibi ya | Is Bagamoyo west of Dar es Salaam? |
| Dar es Salaam? | |
| Utete iko magharibi ya Dar es | Is Utete west of Dar es Salaam? |
| Salaam? | |
| Utete iko mashariki ya Dar es | Is Utete east of Dar es Salaam? |
| Salaam? | |
| Utete iko kusini ya Dar es Salaam? | Is Utete south of Dar es Salaam? |
| Utete iko kaskazini ya Dar es | Is Utete north of Dar es Salaam? |
| Salaam? | |
| Dar es Salaam iko kusini ya | Is Dar es Salaam south of |
| Bagamoyo? | Bagamoyo? |
| Utete iko kaskazini ya Bagamoyo? | Is Utete north of Bagamoyo? |
| Dar es Salaam iko magharibi ya | Is Dar es Salaam west of |
| Morogoro? | Morogoro? |

(N. B. Place names are treated as being in the N class if they are not preceded by some expression such as mji wa.)

3. The four direction words: Completion. (The tutor should pause at the point indicated, allowing the student to finish the sentence for him.)

Dar es Salaam iko kusini ya --- Bagamoyo.

Bagamoyo iko kaskazini ya --- Dar es Salaam.

Morogoro iko magharibi ya --- Dar es Salaam.

Dar es Salaam iko kaskazini ya --- Utete.

Dar es Salaam iko mashariki ya --- Morogoro.

Utete iko kusini ya --- Dar es Salaam.

Unit 22

1. Basic Dialogue. In a village.

Mirambo

kijiji (VI)

village

Kijiji hiki kiko upande gani wa

What direction is this village from

Dar es Salaam?

Dar es Salaam?

Hasani

Kiko kusini.

It's south.

Mirambo

nyumba (N)

house, houses

mawe

stones

jiwe (MA)

stone

Nyumba za kijiji hiki ni za mawe?

Are the houses of this village [made] of stone?

Hasani

La. Nyumba za kijiji hiki si za

No, (the houses of this village)

mawe.

they aren't (of stone).

udongo (U)

soil

Nyingi ni za udongo.

Many are [made] of mud.

Notes

A. Demonstratives in hV. - V.

In the phrase kijiji hiki 'this village' the word hiki is a demonstrative which corresponds very closely to English 'this/these.' It may be called a 'proximal demonstrative.'

The 'proximal demonstratives' agree with the nouns to which they refer.

Thus:

| | |
|--------------|----------------|
| kijiji hiki | this village |
| vijiji hivi | these villages |
| chungwa hili | this orange |

The proximal forms for the noun classes that have been met so far are to be found in the exercises.

B. The locative stems -ko, -po.

Compare the phrases:

| | |
|-------------------|-----------------------|
| Kijiji kiko wapi? | Where is the village? |
| Mji uko wapi? | Where is the town? |

The locative stem -ko, takes concordial prefixes ki-, u-, etc.

If the answer contains the word hapa 'here', then -po must be instead of -ko. For details, see the exercises.

C. Phrases with linking -a used without antecedent.

| | |
|--------------------|--------------------------|
| nyumba za mawe | houses of stone(s) |
| Nyumba ni za mawe. | The houses are of stone. |

Phrases which consist of the linking -a + noun need not follow immediately after the nouns to which they refer, and may even be used alone:

| | |
|----------------------|---|
| Za mawe ziko wapi? | Where are the ones (i.e. the houses) [made] of stone? |
| Za udongo zipo hapa. | [The ones made] of mud are here. |

D. Special form of 3 sg. animate subject prefix with the locative stems.

Note that the 1 sg. animate subject prefix used with -ko and -po is yu- and not a-:

| | |
|------------------|----------------|
| Daudi yupo hapa. | Daudi is here. |
|------------------|----------------|

2. Matching parts of single sentences.

A. Concord: Noun, demonstrative and adjective.

| | | |
|---------|-------------------------|--------------------------|
| kijiji | Kijiji hiki ni kizuri. | This village is nice. |
| vijiji | Vijiji hivi ni vizuri. | These villages are nice. |
| kiazi | Kiazi hiki ni kizuri. | This potato is nice. |
| viazi | Viazi hivi ni vizuri. | These potatoes are nice. |
| chakula | Chakula hiki ni kizuri. | This food is nice. |
| vyakula | Vyakula hivi ni vizuri. | These foods are nice. |

B.

| | | |
|-----------|----------------------------|-----------------------------|
| chungwa | Chungwa hili ni kubwa. | This orange is large. |
| machungwa | Machungwa haya ni makubwa. | These oranges are large. |
| embe | Embe hili ni kubwa. | This mango is large. |
| maembe | Maembe haya ni makubwa. | These mangoes are large. |
| nanasi | Nanasi hili ni kubwa. | This pineapple is large. |
| mananasi | Mananasi haya ni makubwa. | These pineapples are large. |
| yai | Yai hili ni kubwa. | This egg is large. |
| mayai | Mayai haya ni makubwa. | These eggs are large. |

C.

| | | |
|----------------|----------------------|---------------------------|
| nazi (sg.) | Nazi hii ni ndogo. | This coconut is small. |
| nazi (pl.) | Nazi hizi ni ndogo. | These coconuts are small. |
| ndizi (sg.) | Ndizi hii ni ndogo. | This banana is small. |
| ndizi (pl.) | Ndizi hizi ni ndogo. | These bananas are small. |

D.

| | | |
|--------------------|-------------------------|--------------------------------|
| mtoto | Mtoto huyu ni m̄dogo. | This child is small. |
| watoto | Watoto hawa ni wadogo. | These children are small. |
| ng'ombe (mmoja) | Ng'ombe huyu ni m̄dogo. | This ox is small. |
| ng'ombe (wengi) | Ng'ombe hawa ni wadogo. | These oxen are small. |
| nguruwe (mmoja) | Nguruwe huyu ni m̄dogo. | This pig is small. |
| nguruwe (wengi) | Nguruwe hawa ni wadogo. | These pigs are small. |
| samaki (mmoja) | Samaki huyu ni m̄dogo. | This (live) fish is small. |
| samaki (wengi) | Samaki hawa ni wadogo. | These (live) fish are small. |
| samaki (mmoja) | Samaki hii ni ndogo. | This (cooked) fish is small. |
| samaki | Samaki hizi ni ndogo. | These (cooked) fish are small. |

E. Concord: Noun, possessive, location.

| | | |
|--------|-----------------------|----------------------|
| chai | Chai yako ipo hapa. | Your tea is here. |
| kahawa | Kahawa yako ipo hapa. | Your coffee is here. |
| sukari | Sukari ipo hapa. | The sugar is here. |
| siagi | Siagi ipo hapa. | The butter is here. |
| nyama | Nyama ipo hapa. | The meat is here. |
| m̄kate | M̄kate upo hapa. | The bread is here. |

F.

| | | |
|--------|-------------------|------------------------|
| Daudi | Daudi yupo hapa. | Daudi is here. |
| watoto | Watoto wapo hapa. | The children are here. |

| | | |
|------------------|--------------------|--------------------|
| ng'ombe (sg.) | Ng'ombe yupo hapa. | The ox is here. |
| ng'ombe (pl.) | Ng'ombe wapo hapa. | The oxen are here. |
| nguruwe (sg.) | Nguruwe yupo hapa. | The pig is here. |
| nguruwe (pl.) | Nguruwe wapo hapa. | The pigs are here. |

G.

| | | |
|---------|--------------------------|-------------------------|
| chakula | Chakula chako kipo hapa. | Your food is here. |
| vyakula | Vyakula vyako viro hapa. | Your food is here. |
| kiazi | Kiazi chako kipo hapa. | Your potato is here. |
| viazi | Viazi vyako viro hapa. | Your potatoes are here. |

3. Matching parts of paired sentences.

A. Concord: Noun and -ko or -po.

| | | |
|--------|------------------------|----------------------|
| chai | Chai yangu iko wapi? | Where is my tea? |
| | Ipo hapa. | It's here. |
| kahawa | Kahawa yangu iko wapi? | Where is my coffee? |
| | Ipo hapa. | It's here. |
| sukari | Sukari iko wapi? | Where is the sugar? |
| | Ipo hapa. | It's here. |
| siagi | Siagi iko wapi? | Where is the butter? |
| | Ipo hapa. | It's here. |
| nyama | Nyama iko wapi? | Where is the meat? |
| | Ipo hapa. | It's here. |
| mkate | Mkate uko wapi? | Where is the bread? |
| | Upo hapa. | It's here. |

B.

| | | |
|------------------|-------------------------|-------------------------|
| Daudi | Daudi yuko wapi? | Where is Daudi? |
| | Yuko Morogoro. | He's at Morogoro. |
| watoto | Watoto wako wapi? | Where are the children? |
| | Wako Morogoro. | They are at Morogoro. |
| ng'ombe (sg.) | Ng'ombe wako yuko wapi? | Where is your ox? |
| | Yuko Morogoro. | It's at Morogoro. |
| ng'ombe (pl.) | Ng'ombe wako wako wapi? | Where are your oxen? |
| | Wako Morogoro. | They are at Morogoro. |
| nguruwe (sg.) | Nguruwe wako yuko wapi? | Where is your pig? |
| | Yuko Morogoro. | It's at Morogoro. |
| nguruwe (pl.) | Nguruwe wako wako wapi? | Where are your pigs? |
| | Wako Morogoro. | They are at Morogoro. |

C.

| | | |
|---------|---------------------------|------------------------|
| chakula | Chakula changu kiko wapi? | Where is my food? |
| | Kipo hapa. | It's here. |
| vyakula | Vyakula vyangu viko wapi? | Where is my food? |
| | Vipo hapa. | It's here. |
| kiazi | Kiazi changu kiko wapi? | Where is my potato? |
| | Kipo hapa. | It's here. |
| viazi | Viazi vyangu viko wapi? | Where are my potatoes? |
| | Vipo hapa. | They are here. |

Unit 23

1. Basic Dialogue. Where are you going?

Sangai

-enda

go

Unakwenda wapi?

Where are you going?

Hadija

soko (MA)

market

-ni

in, at, on

Ninakwenda sokoni.

I'm going to the market.

Sangai

-fanya

make, do

kufanya

to do

Kufanya nini?

To do what?

Hadija

-nunua

buy

kitu (VI)

thing

Kununua vitu.

To buy some things.

Sangai

Kununua vitu gani?

What kind of things?

Hadija

Kununua vyakula.

Groceries. ('to buy foodstuffs')

NotesA. The locative suffix -ni.

Ninakwenda Morogoro.

I'm going to Morogoro.

Morogoro uko wapi?

Where is Morogoro?

Ninakwenda sokoni.

I'm going to the market.

Soko liko wapi?

Where is the market?

The 'locative suffix' -ni 'at, to, in' is added to many words, but not to the names of cities.

As noted in Unit 21, the form iko is sometimes used in place of uko in sentences of this kind.

B. Ku- as 'sign of the infinitive.'

Ninanunua vitu.

I'm buying things.

Ninataka kununua vitu.

I want to buy things.

The prefix ku- used alone before a verb stem corresponds partially to the English word 'to' used as 'sign of the infinitive.' Forms like kununua, kufanya are called 'infinitives.'

C. Use of kw in inflected forms with the stem -enda.

Ninataka kwenda.

I want to go.

Ninakwenda.

I'm going.

The stem of this verb is -enda. It begins with a vowel. The infinitive prefix is written kw- instead of ku-.

D.

Ninataka kwenda.

I want to go.

Ninakwenda.

I'm going.

Ninataka kununua . . .

I want to buy . . .

Ninanunua . . .

I'm buying . . .

The ku-/kw- of the infinitive form is missing from the personal forms of most verbs, including -nunua. But for -enda, kw- is retained in most forms. This is true for a few other verbs as well.

2. Substitutions in single sentences.

A. Simple noun vs. noun with -ni.

| | | |
|----------|----------------------|---------------------------|
| soko | Ninakwenda sokoni. | I'm going to the market. |
| nyumba | Ninakwenda nyumbani. | I'm going home. |
| mbiji | Ninakwenda mbjini. | I'm going to the town. |
| kijiji | Ninakwenda kijijini. | I'm going to the village. |
| Morogoro | Ninakwenda Morogoro. | I'm going to Morogoro. |
| Bagamoyo | Ninakwenda Bagamoyo. | I'm going to Bagamoyo. |

B. Infinitive after -taka.

| | | |
|-----------|---------------------------------|----------------------------|
| vyakula | Juma anataka kununua vyakula. | Juma wants to buy food. |
| machungwa | Juma anataka kununus machungwa. | Juma wants to buy oranges. |

muhindini nyama sukari mukate

C. Direction words plus ya.

| | | |
|--------------------------|---|--|
| kusini | Juma na Hasani wanakwenda kusini ya Bagamoyo. | Juma and Hasani are going to the south of Bagamoyo. |
| kaskazini | Juma na Hasani wanakwenda kaskazini ya Bagamoyo. | Juma and Hasani are going to the north of Bagamoyo. |
| mashariki magharibi | | |

3.

A. Concord: Noun and -ko.

| | | |
|-------------|------------------------|------------------------|
| soko | Soko liko wapi? | Where is the market? |
| masoko | Masoko yako wapi? | Where are the markets? |
| vitu vyangu | Vitu vyangu viko wapi? | Where are my things? |

kijiji Kijiji kiko wapi? Where is the village?

Mji wa Utete uko
Utete
wapi?

B. -ko: affirmative vs. negative forms.

Juma Juma yuko sokoni? Is Juma at the market?

Hayuko sokoni. He is not at the market.

Yuko nyumbani. He is at home.

watoto Watoto wako sokoni? Are the children at the market?

Hawako sokoni. They are not at the market.

Wako nyumbani. They are at home.

Njoroge Njoroge yuko sokoni? Is Njoroge at the market?

Hayuko sokoni. He is not at the market.

Yuko nyumbani. He is at home.

Juma na
Njoroge Juma na Njoroge wako
sokoni? Are Juma and Njoroge at the
market?

Hawako sokoni. They are not at the market.

Wako nyumbani. They are at home.

Unit 24

1. Basic Dialogue. Where has Juma gone?

Abasi

amekwenda

he is gone

Juma amekwenda wapi?

Where has Juma gone?

Hadija

Amekwenda sokoni.

He's gone to the market.

Abasi

Kufanya nini?

What for?

Hadija

-ona

see

kama

if, whether

-patikana

be available

Kuona kama machungwa yanapatikana.

To see whether there are any oranges

to be had.

Abasi

tayari (sometimes pronounced
[teiyari] or [tiyari])

ready

-isha

finish

Mimi nimekwisha kwenda tayari.

I've already gone [there].

~bichi

unripe

Kuna machache tu mabichi.

There are only a few green ones.

~tano

five

Nimenunu matano.

I bought five.

Notes

A. Adjectives which do not take concordial prefixes.

| | |
|--------------------|-------------------------|
| Nyama ni tayari. | The meat is ready. |
| Nyama ni nzuri. | The meat is good. |
| Chakula ni tayari. | The food is ready. |
| Chakula ni kizuri. | The food is good. |
| Watoto ni tayari. | The children are ready. |

Some adjectives, of which tayari 'ready' is one, do not take prefixes to show agreement with the nouns to which they refer.

B. Adjective stems preceded by subject prefixes.

A more correct way of saying the same thing is as follows:

| | |
|--------------------|-------------------------|
| Nyama i tayari. | The meat is ready. |
| Chakula ki tayari. | The food is ready. |
| Watoto wa tayari. | The children are ready. |

The list of 'subject prefixes' used in this construction is identical with the list used before -ko, -po, in that the Class 1 (singular of WA class) prefix is yu, and not a-.

The adjective tayari, as illustrated in Note A, is one of a list of adjectives which never take concordial prefixes. But after subject prefixes, even those adjectives which do on occasion take concordial prefixes, appear without those prefixes. Compare this example from Ashton (p. 94):

| | |
|---------------------|-------------------------------|
| Mkate huu u tamu. | This loaf is sweet. |
| Mkate huu ni mtamu. | This loaf is (a) sweet (one). |

In the Dialogue, tayari is 'used adverbially.' That is, it does not modify any noun, and does not occupy a slot usually filled by nouns. It is used here as a counterpart of English 'already.' This usage of tayari after the me-tense is not fully accepted as standard.

C. The me-tense.

| | |
|----------------------|----------------------|
| Juma anakwenda wapi? | Where is Juma going? |
| Juma amekwenda wapi? | Where has Juma gone? |

The tense prefix -me- occurs in the same slot as -na-. -me- indicates completion of an action or process. The -me- forms of some verbs are generally

translated into English by using an English 'present perfect' tense.

D. Use of kw in inflected forms with the stem -isha.

Nimekwisha. . . . I have finished. . . .

Nimekwenda. I have gone.

Nimenunua. I have bought.

The verb -isha, like -enda, keeps the kw- after certain tense prefixes including -me- and -na-.

E. Some speakers use ikiwa 'it being' in place of kama where that word appears in the basic dialogue for this unit.

2.

A. Numbers 1-5 with MA class.

moja Nimenunua chungwa moja. I have bought one orange.

mawili Nimenunua machungwa mawili. I have bought two oranges.

matatu manne matano

B. Numbers 1-5 with N-class.

moja Nimenunua ndizi moja. I have bought one banana.

mbili Nimenunua ndizi mbili. I have bought two bananas.

tatu nne tano

C. Numbers 1-5 with MI class.

mmoja Nimenunua m²kate mmoja. I have bought a loaf of bread.

miwili Nimenunua mikate miwili. I have bought two loaves of bread.

mitatu minne mitano

D. -patikana; concord of noun and subject prefix.

ndizi Ndizi zinapatikana sokoni Are bananas available in the market
leo? today?

chai Chai inapatikana sokoni Is tea available in the market today?
leo?

| | | |
|--------|------------------------------------|---|
| mkate | Mkate unapatikana sokoni leo? | Is bread available in the market today? |
| maembe | Maembe yanapatikana sokoni leo? | Are mangoes available in the market today? |
| nyama | Nyama inapatikana sokoni leo? | Is meat available in the market today? |

3.

A. Concord of noun in first sentence with 'object' of na.

| | | |
|-----------|---|---|
| machungwa | Juma amekwenda sokoni kununua machungwa. Hatinayo nyumbani. | Juma has gone to the market to buy oranges. We don't have any at home. |
| mayai | Juma amekwenda sokoni kununua mayai. Hatinayo nyumbani. | Juma has gone to the market to buy eggs. We don't have any at home. |
| sukari | Juma amekwenda sokoni kununua sukari. Hatinayo nyumbani. | Juma has gone to the market to buy sugar. We don't have any at home. |
| nyama | Juma amekwenda sokoni kununua nyama. Hatinayo nyumbani. | Juma has gone to the market to buy meat. We don't have any at home. |
| ndizi | Juma amekwenda sokoni kununua ndizi. Hatinazo nyumbani. | Juma has gone to the market to buy bananas. We don't have any at home. |
| nazi | Juma amekwenda sokoni kununua nazi. Hatinazo nyumbani. | Juma has gone to the market to buy coconuts. We don't have any at home. |

B.

| | | |
|--------|---------------------------|----------------------------|
| mawili | Tunahitaji mananasi? | Do we need pineapples? |
| | La, tunayo mawili tayari. | No, we have two already. |
| matatu | Tunahitaji mananasi? | Do we need pineapples? |
| | La, tunayo matatu tayari. | No, we have three already. |
| mánnne | Tunahitaji mananasi? | Do we need pineapples? |
| | La, tunayo mánnne tayari. | No, we have four already. |
| matano | Tunahitaji mananasi? | Do we need pineapples? |
| | La, tunayo matano tayari. | No, we have five already. |

[N. B. Some speakers prefer tunataka to tunahitaji in this sentence.]

C.

| | | |
|--------|-----------------------|---------------------------|
| mayai | Mnayo mayai? | Do you have eggs? |
| | Ndiyo, tunayo mawili. | Yes, we have two of them. |
| ndizi | Mnazo ndizi? | Do you have bananas? |
| | Ndiyo, tunazo mbili. | Yes, we have two of them. |
| watoto | Mnao watoto? | Do you have children? |
| | Ndiyo, tunao wawili. | Yes, we have two of them. |

D.

| | | |
|--------|-----------------------|-----------------------------|
| mayai | Mnayo mayai? | Do you have eggs? |
| | Ndiyo, tunayo matatu. | Yes, we have three of them. |
| ndizi | Mnazo ndizi? | Do you have bananas? |
| | Ndiyo, tunazo tatu. | Yes, we have three of them. |
| watoto | Mnao watoto? | Do you have children? |
| | Ndiyo, tunao watatu. | Yes, we have three of them. |

E.

| | | |
|-------|-----------------------|----------------------------|
| mayai | Mnayo mayai? | Do you have eggs? |
| | Ndiyo, tunayo mánnne. | Yes, we have four of them. |
| ndizi | Mnazo ndizi? | Do you have bananas? |
| | Ndiyo, tunazo nne. | Yes, we have four of them. |

watoto Mnao watoto?
 Ndiyo, tunao wáinne.

Do you have children?
 Yes, we have four of them.

F.

mayai Mnayo mayai?
 Ndiyo, tunayo matano.

ndizi Mnazo ndizi?
 Ndiyo, turazo tano.

watoto Mnao watoto?
 Ndiyo, tunao watano.

Do you have eggs?
 Yes, we have five of them.

Do you have bananas?
 Yes, we have five of them.

Do you have children?
 Yes, we have five of them.

G.

Hamisi analeta machungwa mabivu?
 Ndiyo, amekwisha leta mabivu.

Analeta mabichi sasa.

Is Hamisi bringing ripe oranges?
 Yes, he has already brought
 ripe ones.

He is bringing unripe
 ones now.

In the above conversation substitute for machungwa: mananasi, maembe,
ndizi.

Conversation Starters

1. A asks B where C has gone, and what he has gone there for.
2. A is selling fruit. B, a prospective customer, asks about the condition of one kind of fruit after another.

Unit 25

1. Basic Dialogue. Gone to pay taxes.

Magese

Unakwenda wapi?

Where are you going?

Abasi

boma (MA)

District Office

Ninakwenda bomani.

I'm going to the District Office.

Magese

kodi (N)

tax

-lipa

pay

kodi ya nyumba

rent/house tax

Kulipa kodi ya nyumba?

To pay [your] house tax?

Abasi

La. Nimekwisha lipa kodi ya

No, I've already paid [my] house tax.

nyumba.

kichwa (VI)

head

ada (N)

fee

shule (N)

school

(skuli (N) is used in many parts of East Africa)

Ninakwenda kulipa kodi ya kichwa,

I'm going there to pay [my] poll tax,

na ada ya shule.

and [my] school fees.

Umelipa kodi ya kichwa?

Have you paid [your] poll tax?

Magese

bado

not yet

Hapana, sijalipa bado.

No, I haven't (paid yet).

NotesA. -mekwisha plus verb stem.

Nimekwisha kwenda. I've already gone.

Nimekwisha lipa. I've already paid.

Almost any verb stem can be placed after -mekwisha. The English translation of such constructions is usually '_____ has already finished _____ing.' (In speech, one may often hear nimeshalipa, etc.)

B. The -ja- negative counterpart of the me-tense.

nimelipa I have paid

sijalipa I haven't paid

hatujalipa we haven't paid

hatulipi we don't pay

hajaenda (or hajakwenda) he hasn't gone

One set of negative forms corresponding to the affirmative -me- forms contains ha plus subject prefix plus the prefix -ja-. Note that the final a of the stem does not change in forms containing -ja-.

2.

A. Umelipa . . . ?

ada ya shule Umelipa ada ya shule? Have you paid the school fees?

kodi ya kichwa Umelipa kodi ya kichwa? Have you paid the poll tax
(head tax)?

kodi ya nyumba shule nyumba kichwa

B. -ja- negative of me-tense.

kichwa Bado hatujalipa kodi ya kichwa. Not yet, we have not paid the poll tax.

shule Bado hatujalipa ada ya shule. Not yet, we have not paid the school fees.

nyumba Bado hatujalipa kodi ya nyumba. Not yet, we have not paid the house rent.

C.

nyumba Juma na Hamisi bado hawajalipa
 kodi ya nyumba.

Juma and Hamisi have not yet
 paid the house rent.

kichwa shule

D.

kichwa Abdallah bado hajalipa kodi
 ya kichwa.

Abdallah has not yet paid the
 poll tax.

shule nyumba

E.

shule Bado hujalipa ada ya shule?

Haven't you paid your school
 fees yet?

kichwa nyumba

F.

kichwa Bado sijalipa kodi ya kichwa.

I haven't paid the poll tax
 yet.

shule nyumba

F.

nyumba Bado hamjalipa kodi ya nyumba?

Haven't you (pl.) paid the
 house rent yet?

kichwa shule

3.

A. Me-tense: affirmative vs. (-ja-) negative.

(wewe) Umelipa kodi ya kichwa?
 Hapana, sijalipa.

Have you paid the poll tax?
 No, I have not paid it.

(ninyi) Mmelipa kodi ya kichwa?
 Hapana, hatujalipa.

Have you (pl.) paid poll tax?
 No, we haven't paid it.

(yeye) Amelipa kodi ya kichwa?
 Hapana, hajalipa.

Has he paid poll tax?
 No, he hasn't paid it.

(wao) Wamelipa kodi ya kichwa?
Hapana, hawajalipa.

Have they paid poll tax?
No, they haven't paid it.

B.

(wewe) Umeuza nyumba?
La, sijauza.

(ninyi) Mmeuza nyumba?
La, hatujauza.

(yeye) Ameuza nyumba?
La, hajauza.

(wao) Wameuza nyumba?
La, hawajaiza.

Have you sold the house?
No, I haven't sold it.

Have you sold the house?
No, we haven't sold it.

Has he sold the house?
No, he hasn't sold it.

Have they sold the house?
No, they haven't sold it.

C.

Juma Juma amekwenda sokoni?
La, hajaenda.

Watoto Watoto wamekwenda sokoni?
La, hawajaenda.

Daudi Daudi amekwenda sokoni?
La, hajaenda.

Daudi na Hamisi Daudi na Hamisi wamekwenda
sokoni?
La, hawajaenda.

Has Juma gone to the market?
No, he hasn't gone yet.

Have the children gone to the
market?
No, they haven't gone yet.

Has Daudi gone to the market?
No, he hasn't gone yet.

Have Daudi and Hamisi gone to
to the market?
No, they haven't gone yet.

Unit 26

1. Basic Dialogue. Where has Hamisi gone?

Ochieng

Hamisi yuko nyumbani?

Is Hamisi at home?

Hadija

La, amekwenda Magomeni.

No, he's gone to Magomeni.

Ochieng

Kufanya nini?

What for? ('To do what?')

Hadija

-tazama

look at

mzazi (WA)

parent

Kuwatazama wazazi wake.

To see his parents.

baba (N. pers.)

father

mgonjwa (WA)

a sick person

Baba yake ni mgonjwa.

His father is ill.

-nunulia

buy for

dawa (N)

medicine

Amekwenda kumunulia dawa.

He's gone to buy him some medicine.

Notes

A. Regular formation of applied stems.

Amenunua dawa. He has bought some medicine.

Ametununulia dawa. He has bought us some medicine.

Ameleta dawa. He has brought some medicine.

Ametuleta dawa. He has brought us some medicine.

In this discussion, the 'root' of the verb corresponding to English 'bring' is -let-, and the affirmative indicative 'stem' is -leta.

The verbs in the second and fourth sentences both contain instances of the 'applied,' or 'prepositional' suffix. If the last vowel of the verb root is -u- (as in nunu-) or i or a, then the 'applied' suffix is the vowel i. If the last vowel of the root is -e- (as in -let-), then the 'applied' suffix has the vowel -e-.

If the last sound of the root is a vowel (as in nunu-) then the vowel of the applied suffix is preceded by -l-. If the last sound of the root is a consonant (as in let-), then the applied suffix consists of a vowel only.

[Note that in the stem -letea, the root is -let-, the applied suffix is -e- and the final vowel is -a.]

To put the same information in a different form, the applied stems of the Bantu verbs in Swahili may be predicted on the basis of the simple stems as follows:

| Simple stem: | | Applied stem: |
|----------------|---------------|-----------------|
| root ending in | | |
| consonant | vowel | |
| <u>-kuta</u> | | <u>-kutia</u> |
| | <u>-nunua</u> | <u>-nunulia</u> |
| <u>-lipa</u> | | <u>-lipia</u> |
| | <u>-tia</u> | <u>-tilia</u> |
| <u>-pata</u> | | <u>-patia</u> |
| | <u>-zaa</u> | <u>-zalia</u> |
| <u>-soma</u> | | <u>-somea</u> |
| | <u>-toa</u> | <u>-tolea</u> |
| <u>-leta</u> | | <u>-letea</u> |
| | <u>-pokea</u> | <u>-pokelea</u> |

2.

A. Words with and without -ni, following yuko.

wapi?

Hamisi yuko wapi?

Where is Hamisi?

| | | |
|----------|-----------------------|--------------------------|
| nyumba | Hamisi yuko nyumbani. | Hamisi is at home. |
| m̄ji | Hamisi yuko m̄jini. | Hamisi is in town. |
| soko | Hamisi yuko sokoni. | Hamisi is at the market. |
| Morogoro | Hamisi yuko Morogoro. | Hamisi is in Morogoro. |
| Utete | Hamisi yuko Utete. | Hamisi is at Utete. |

B.

| | | |
|----------|-------------------------------|-------------------------------------|
| wapi? | Hamisi na Juma wako wapi? | Where are Hamisi and Juma? |
| nyumba | Hamisi na Juma wako nyumbani? | Are Hamisi and Juma at home? |
| kijiji | Hamisi na Juma wako kijijini? | Are Hamisi and Juma at the village? |
| shule | Hamisi na Juma wako shuleni? | Are Hamisi and Juma at school? |
| Utete | Hamisi na Juma wako Utete? | Are Hamisi and Juma at Utete? |
| Morogoro | Hamisi na Juma wako Morogoro? | Are Hamisi and Juma in Morogoro? |

C.

| | | |
|-------------------|--|--|
| wazazi wake | Daudi amekwenda m̄jini kuwatazama wazazi wake. | Daudi has gone to town to see his parents. |
| rafiki zake | Daudi amekwenda m̄jini kuwatazama rafiki zake. | Daudi has gone to town to see his friends. |
| Hamisi na Juma | Daudi amekwenda m̄jini kuwatazama Hamisi na Juma. | Daudi has gone to town to see Hamisi and Juma. |
| watoto wake | Daudi amekwenda m̄jini kuwatazama watoto wake. | Daudi has gone to town to see his children. |

D.

| | | |
|----------------|---|---|
| rafiki yake | Hasani amekwenda kijijini kumtazama rafiki yake. | Hasani has gone to the village to see his friend. |
| baba yake | Daudi | |

E.

baba yangu Nime~~m~~nunulia baba yangu
dawa.

I have bought my father some medicine.

mtoto wangu Daudi

F.

dawa Wazazi wangu wameninunulia
dawa.

My parents have bought me some medicine.

chakula Wazazi wangu wameninunulia
chakula.

My parents have bought me some food.

vitu vingi Wazazi wangu wameninunulia
vitu vingi.

My parents have bought me many things.

3.

A. Simple vs. applied stems.

mihindi Baba amenunua mihindisi?
Ndiyo, ametununulia miwili.

Has father bought some maize?
Yes. He has bought us two of them. (i.e. two ears)

mananasi Baba amenunua mananasi?
Ndiyo, ametununulia mawili.

Has father bought some pine-apples? Yes. He has bought us two of them.

ndizi Baba amenunua ndizi?
Ndiyo, ametununulia mbili.

Has father bought bananas?
Yes. He has bought us two of them.

nazi Baba amenunua nazi?
Ndiyo, ametununulia mbili.

Has father bought coconuts?
Yes. He has bought us two of them.

B. Me-tense: affirmative vs. (-ja-) negative; change of person from question to answer.

| | | |
|----------------|--|---|
| (wewe) | Baba amekununulia nini? Hajaninunulia kitu. | What has father bought you? He has not bought me anything. |
| (sisi) | Baba ametununulia nini? Hajatununulia kitu. | What has father bought us? He has not bought us anything. |
| Watoto wake | Baba amewanunulia watoto wake nini? Hajawanunulia kitu. | What has father bought his children? He has not bought them anything. |

C.

| | |
|---------------------|--|
| Unaninunulia nini? | What are you buying me? |
| Sikununulii kitu. | I am not buying you anything. |
| Umeninunulia nini? | What have you bought me? |
| Sijakununulia kitu. | I have not bought you anything yet. |

D.

| | |
|------------------------|--|
| Wanatununulia nini? | What are they buying us? |
| Hawatununulii kitu. | They are not buying us anything. |
| Wametununulia nini? | What have they bought us? |
| Hawa jatununulia kitu. | They have not bought us anything yet. |

D.

| | |
|--------------------------------|--|
| Hamisi anamnunulia Daudi nini? | What is Hamisi buying Daudi? |
| Hamnunulii kitu. | He is not buying him anything. |
| Hamisi amemnunulia Daudi nini? | What has Hamisi bought Daudi? |
| Haja mnumulilia kitu. | He has not bought him anything yet. |

Conversation Starters

1. A is looking for C. B explains that C has gone to town to get some things for his child, who is ill.

Unit 27

1. Basic Dialogue. Who is that?

Abasi

Nani yule?

Who is that(over there)?

Butler

Huyo ni Bwana Aramian.

That is Mr. Aramian.

Abasi

-toka

come from, go from

Anatoka wapi?

Where does he come from?

Butler

Anatoka Amerika.

From America.

Abasi

-ja

come

Amekuja kufanya nini?

What has he come to do?

Butler (American)

-tumwa

be sent

serikali (N)

government

~etu

our

-eleza

explain

mambo (pl. MA)

matters

ñchi (N)

land, country

Ametumwa na serikali, kueleza

He has been sent by his government,

mambo ya ñchi yetu.

as an information officer. ('he
has been sent by the government, to
explain matters of our country')

Notes

- A. Use of ku in certain inflected forms of verbs with monosyllabic stems.

amekuja he has come

The verb -ja 'come' is like -enda and -isha in that ku is used between the tense prefix -me- and the root. This is, in fact, true of all verbs whose root consists of a consonant only, and whose stems are thus monosyllabic.

- ## 2. -toka with place expressions.

A

| | | |
|-----------|---------------------------------|----------------------------------|
| wapi? | Bwana Hasani anatoka wapi? | Where does Mr. Hasani come from? |
| kusini | Bwana Hasani anatoka kusini. | Mr. Hasani comes from the South. |
| Nairobi | Bwana Hasani anatoka Nairobi. | Mr. Hasani comes from Nairobi. |
| mashariki | Bwana Hasani anatoka mashariki. | Mr. Hasani comes from the East. |

B. Concords with some new nouns.

| | | |
|--------|---------------------------------|---|
| vitu | Ametueleza habari za vitu hivi. | He has explained to us the details of these things. |
| mambo | Ametueleza mambo haya. | He has explained these affairs to us. |
| habari | Ametueleza habari hizi. | He has explained this news to us. |

C. -jua plus infinitive.

| | | |
|--------|---|--|
| vitu | Sijui kukueleza habari za vitu hivi. | I don't know how to explain to you the details of these things. |
| mambo | Sijui kukueleza mambo haya. | I don't know how to explain these affairs to you. |
| habari | Sijui kukueleza habari hizi. | I don't know how to explain this news to you. |

3.

A. Person change from question to answer, me-tense.

| | | |
|----------|------------------------------|--------------------------------------|
| (ye ye) | Amekuja kufanya nini? | What has he come to do? |
| | Ametumwa na serikali yake. | He has been sent by his government. |
| (we we) | Umekuja kufanya nini? | What have you come to do? |
| | Nimetumwa na serikali yangu. | I have been sent by my government. |
| (ni nyi) | Mmekuja kufanya nini? | What have you (pl.) come to do? |
| | Tumetumwa na serikali yetu. | We have been sent by our government. |

B. Person agreement between subject prefix and possessive stem.

| | | |
|-------|--|--|
| yangu | Nimetumwa na serikali kueleza mambo ya nchi yangu. | I have been sent by the government to explain the affairs of my country. |
| yake | Ametumwa na serikali kueleza mambo ya nchi yake. | He has been sent by the government to explain the affairs of his country. |
| yako | Umetumwa na serikali kueleza mambo ya nchi yako. | You have been sent by the government to explain the affairs of your country. |
| yetu | Tumetumwa na serikali kueleza mambo ya nchi yetu. | We have been sent by the government to explain the affairs of our country. |

N. B. The second verb in each of these sentences is in the infinitive form. An alternative and possibly more correct way of saying the same thing would use subjunctive forms instead (See Units 42-45).

Unit 28

1. Basic Dialogue. An introduction.

Abdallah

Huyu ni Bwana Hasani.

This is Hassan.

Aramian

siku (N)

day

Habari za siku nyingi?

What news of many days?

Hasani

Njema. (or: Nzuri.)

Fine.

Aramian

-furahi

be happy

Nimefurahi kukuona.

I'm happy to know ('see') you.

Hasani

pia

also, too

Na mimi pia, nimefurahi kukuona.

And I'm happy to know you too.

Aramian

Nyumbani hawajambo?

Is everyone all right at your house?

('At home they have no trouble?')

Abdallah

Hawajambo.

[Yes], they're fine.

Aramian

Watoto nao hawajambo?

And your children?

('children and they, they have no trouble?')

Abdallah

salama

with peace

Salama.

They're fine.

NotesA. Bwana used with given names.

Huyu ni Bw. Hasani. This is Hassan.

Unlike English, Swahili uses the title Bwana before given names as well as before surnames.

B. Me-forms of certain verbs translated into English with present tense.

Nimefurahi kukuona. I'm glad to see you.

The -me- forms of the verb -furahi 'be happy' are translated into English with the present tense, and not the present perfect. (One may also use the a- tense here: nafurahi.)

C. Na with personal pronoun stems.

The set of forms which includes nao 'and they'/'with them' is:

| | sg. | plu. |
|----|------|-------|
| 1. | nami | nasi |
| 2. | nawe | nanyi |
| 3. | naye | nao |

2. This dialogue is a concatenation of social formulae. Practice it until you can go through it without mistakes in 13 seconds or less.

3. A and B have just sat down to order lunch. C joins them and is introduced by A to B. They then proceed to order lunch.

A and C discuss the whereabouts of an absent friend, D. D has gone to his home town to take care of official business and to visit friends and relatives.

Unit 29

1. Basic Dialogue. Do you know Mr. _____?

Aramian

Wamjua Bwana Hasani?

Do you know Hasani?

Abdallah

Ndiyo, namjua sana.

Yes, I know him very well.

Aramian

humu

in here

Akaa wapi? Akaa mjini humu?

Where does he live? Does he live

(or: Anakaa...)

in this city?

Abdallah

katika

in

jimbo (MA)

province

mkoa (MI)

region

La. Hapana, bwana, akaa katika

No, he doesn't. He lives in Tanga

jimbo la Tanga.

Province.

Aramian

tangu

since

Sijamwona kwa siku nyingi.

I haven't seen him for several days.

(or: tangu siku nyingi)

Abdallah

yeye

he

mkie

wife

mkewe

his wife

"ao

their

jamaa

family, associate

Yeye na mkewe wamekwenda Tanga
kuwatazama jamaa zao.

He and his wife have gone to Tanga
to visit their families.

Notes

A. Difference between concords used with mji and mjini.

Akaa (or:Anakaa. . .) mjini humu.

He lives in this city.

Akaa (or:Anakaa. . .) kataka mji huu.

The words humu 'in here' and huu are both 'proximal demonstratives'.

Huu agrees with the MI-class noun mji. But when the same noun mji appears with the locative suffix -ni, it is for concordial purposes transferred out of the MI-class.

B. Some prepositions.

katika mji huu in this city

kwa siku chache for a few days

The words katika 'in' tangu 'since' and kwa 'by, for, with' are prepositions.

C. 'Animate' and 'personal' subdivisions of the N class of nouns.

ordinary N-class nyumba yake iko wapi?

N-personal rafiki yake yuko wapi?

N-animate ng'ombe wake yuko wapi?

ordinary WA-class mtoto wake yuko wapi?

Ordinary nouns of the N-class singular have no class prefix syllable (although from a historical point of view the nasal consonant with which many of them begin is a relic of a prefix which existed in an earlier stage of the language). They require the prefix y-. . . They require the prefix y- with possessive stems, and the prefix i- with -ko. They stand for inanimate objects.

Ordinary nouns of the WA-class singular have the class prefix m- (mw- before vowels). They require the prefix w- with possessive stems, and the prefix yu- with -ko. They stand for animals or people.

In addition, there are a number of nouns that display some of the characteristics of each of these classes. We shall call them 'N-personal' nouns

(e.g. rafiki 'friend') and 'N-animate' nouns (e.g. ng'ombe 'ox, cow'). As indicated in the diagram, 'N-personal' nouns are like the ordinary N-class nouns in that they themselves contain no prefix syllable and in the possessive concords which they require. They are like the ordinary WA-class nouns in all their other concords.

'N-animate' nouns, which stand for animals, are like WA-nouns in this respect, and also with respect to the possessive concords. They are like the N-class only in the form of the nouns themselves.

The above treatment of 'N-personal' and 'N-animate' nouns covers the principal facts, but further details may be found in Ch. XV of Ashton's Swahili Grammar. As pointed out there, speakers of coastal as well as up-country types of Swahili show a certain amount of latitude in use of concords with these hybrid noun classes.

D. Difference between mji and kijiji.

Mji and kijiji. One of the readers of the original version of this course has pointed out that 'The distinction between mji and kijiji is not so clear cut as between 'town' and 'village'. Kijiji is not much used except in a comparative sense. Kiambaa, for example, would certainly be called mji except when it is being compared directly or indirectly with a much larger collection of dwellings such as Nairobi.'

2.

A. Concords with N-personal vs. WA nouns.

| | | |
|--------|--|--|
| jamaa | Wamekwenda Tanga kuwatazama jamaa zao. | They have gone to Tanga to see their relatives. |
| rafiki | Wamekwenda Tanga kuwatazama rafiki zao. | They have gone to Tanga to see their friends. |
| watoto | Wamekwenda Tanga kuwatazama watoto wao. | They have gone to Tanga to see their children. |

B.

| | | |
|--------|---|--|
| rafiki | Mkewe amekwenda Malindi kumtazama rafiki yake. | His wife has gone to Malindi to see her friend. |
|--------|---|--|

| | | |
|-------|--|--|
| baba | Mkewe amekwenda Malindi kumtazama baba yake. | His wife has gone to Malindi to see her father. |
| jamaa | Mkewe amekwenda Malindi kumtazama jamaa yake. | His wife has gone to Malindi to see her relative. |

C. Concords with names of place categories.

| | | |
|--------|---|---|
| Jimbo | Bwana Fulani akaa katika jimbo la Tanga. | Mr. So-and-so lives in Tanga district. |
| ñchi | Bwana Fulani akaa katika ñchi ya Tanganyika. | Mr. So-and-so lives in Tanganyika. |
| mji | Bwana Fulani akaa katika mji wa Nairobi. | Mr. So-and-so lives in Nairobi. |
| kijiji | Bwana Fulani akaa katika kijiji cha Kiambaa. | Mr. So-and-so lives in Kiambaa township. |

3.

A. Change of persons from question to answer: a - tense.

| | | |
|----------------|--|--|
| (wewe) | Wakaa wapi? Nakaa hapa. | Where do you live? I live here. |
| (ninyi) | Mwakaa wapi? Twakaa hapa. | Where do you (pl.) live? We live here. |
| Rafiki yako | Rafiki yako akaa wapi? Akaa hapa. | Where does your friend live? He lives here. |
| Rafiki zako | Rafiki zako wakaa wapi? Wakaa hapa. | Where do your friends live? They live here. |

B. Affirmative vs. negative, with person change.

| | | |
|------|---|--|
| baba | Baba yako akaa Morogoro? Hapana, hakai Morogoro, aka Utete. | Does your father live in Morogoro? No, he doesn't live in Morogoro. He lives in Utete. |
|------|---|--|

| | | |
|----------------|--|--|
| (wewe) | Wakaa Morogoro? Hapana, sikai Morogoro, nakaa Utete. | Do you live in Morogoro? No, I don't live in Morogoro. I live in Utete. |
| (ninyi) | Mwakaa Morogoro? Hapana, hatukai Morogoro, twakaa Utete. | Do you (pl.) live in Morogoro? No, we don't live in Morogoro. We live in Utete. |
| Rafiki zako | Rafiki zako wakaa Morogoro? Hapana, hawakai Morogoro, wakaa Utete. | Do your friends live in Morogoro? No, they don't live in Morogoro. They live in Utete. |

[N. B. Some speakers prefer anakaa or anaishi to akaa in these sentences.]

C.

| | | |
|---------|---|---|
| (wewe) | Wañjua Bw. Abdallah? Hapana. Siñjui. | Do you know Abdallah? No, I don't know him. |
| baba | Baba yako añjua Bw. Abdallah? Hapana. Hamñjui. | Does your father know Abdallah? No, he doesn't know him. |
| rafiki | Rafiki zako wañjua Bw. Abdallah? Hapana. Hawamñjui. | Do your friends know Abdallah? No, they don't know him. |
| (ninyi) | Mwañjua Bw. Abdallah? Hapana. Hatumñjui. | Do you (pl.) know Abdallah? No, we don't know him. |

[N. B. Some speakers prefer unamñjua or unamñfahamu to wamñjua in these sentences.]

Unit 30

1. Basic Dialogue. Mr. Ochieng.

Hamisi

Ochieng

(a Luo surname)

Wamjua Bwana Ochieng?

Do you know Mr. Ochieng?

Hadija

La, simjui.

No, I don't know him.

mara (N)

time

zamani

formerly

-anza

begin

Sikumwona zamani; leo ndiyo mara ya

I've seen him for the first time today.

kwanza.

('I didn't see him formerly; today
is the first time.')

kazi (N)

work

Afanya kazi wapi?

Where does he work?

Hamisi

Kiambú.

In Kiambú. (a town in a Kikuyu area)

Hadija

lugha (N)

language

-sema

speak, say

Asema lugha ya Kikuyu?

Does he speak Kikuyu?

Hamisi

-endelea

to continue, make progress

Asema kidogo, lakini aendelea
vizuri.He speaks a little, but he is making
good progress.

[N. B. Some speakers prefer anasema to asema in these sentences.]

Notes

A. Special form (mw) of 3 sg. object prefix before a verb stem that begins with a vowel.

| | |
|---------|-------------------|
| simjui | I don't know him. |
| simwoni | I don't see him. |

Before a verb stem beginning with a vowel, the 3 sg. object prefix has the form mw-.

2.

A. Swahili versions of names of languages.

| | | |
|----------|--|--------------------------------------|
| Swahili | Bwana Kamau asema Kiswahili vizuri sana. | Mr. Kamau speaks Swahili very well. |
| English | Bwana Kamau asema Kiingereza vizuri sana. | Mr. Kamau speaks English very well. |
| Nyamwezi | Bwana Kamau asema Kinyamwezi vizuri sana. | Mr. Kamau speaks Nyamwezi very well. |
| Luganda | Bwana Kamau asema Kiganda vizuri sana. | Mr. Kamau speaks Luganda very well. |
| Masai | Bwana Kamau asema Kimasai vizuri sana. | Mr. Kamau speaks Masai very well. |

3.

A. Noun in agreement with two subject prefixes, affirmative verbs.

| | | |
|----------------|--|--|
| Mimi | Mimi nasema Kiswahili kidogo tu, lakini naendelea vizuri. | I speak very little Swahili, but I am progressing well. |
| Rafiki yetu | Rafiki yetu asema Kiswahili kidogo tu, lakini aendelea vizuri. | Our friend speaks very little Swahili, but he is making good progress. |

| | | |
|-------------|--|---|
| Rafiki zetu | Rafiki zetu wasema Kiswahili kidogo tu, lakini waendelea vizuri. | Our friends speak very little Swahili, but they are progressing well. |
| Daudi | Daudi asema Kiswahili kidogo tu, lakini aendelea vizuri. | Daudi speaks very little Swahili, but he is progressing well. |

[N. B. Some speakers prefer the -na- forms of the verb in these sentences.]

B. Same, with negative verbs.

| | | |
|--------------|---|---|
| Mimi | Sisemi Kiswahili; siendelei vizuri. | I don't speak Swahili; I am not progressing well. |
| Rafiki yangu | Hasemi Kiswahili; haendelei vizuri. | He doesn't speak Swahili; he is not progressing well. |
| Rafiki zangu | Hawasemi Kiswahili; hawaendelei vizuri. | They don't speak Swahili; they aren't progressing well. |

C. Nchini as an equivalent for katika nchi.

| | | |
|--------|---|---|
| Kiambú | Kiambú ni mji mkubwa nchini (or: katika nchi) mwa Wakikuyu. | Kiambu is a large town in Kikuyu Country. |
| Tanga | Tanga ni mkoa mkubwa katika nchi ya Tanganyika. | Tanga is a large province in Tanganyika. |

4. Describe a real or imaginary person. Tell where he is from, where he works, etc.

Unit 31

1. Basic Dialogue. What kind of work do you do?

Mutisya

Wafanya kazi gani?

What kind of work do you do?

Sangai

ukarani (U)

the work or status of being
a clerk

Nafanya kazi ya ukarani.

(I do) clerical (work).

Mutisya

Wapi?

Where?

Sangai

idara (N)

department

elimu (N)

education

Katika Idara ya Elimu.

In the Department of Education.

Mutisya

-pata

get

mshahara (MI)

pay

Wapata mshahara wa kutosha?

Do you get adequate pay?

(or: Unapata...)

Sangai

-saidia

help

mahitaji (pl. MA)

needs

Hapana, lakini hunisaidia kwa

No, but it helps toward my everyday

mahitaji yangu.

needs.

Mutisya

-penda like, love

Waipenda kazi yako? Do you like your work?
(or: Unaipenda. . .)

Sangai

Hivyo hivyo. (or: Vivi hivi,
or: Hivi hivi.) So-so.

Notes

A. Noun plus -a plus infinitive.

Note that the word-for-word equivalent would be 'pay off to suffice'.

2

A. Concord: Possessives with N-personal nouns.

rafiki Namsaidia rafiki yangu I help my friend in his work.
(mmoja) katika kazi yake.

rafiki Nawasaidia rafiki zangu I help my friends in their work.
(pl.) (wazi) katika kazi yao.

watoto Nawasaidia watoto wangu I help my children in their
katika kazi yao. work.

B. Concord: Possessives and adjectives with N-personal nouns.

rafiki yako Rafiki yako ni mbaya sana. Your friend is very bad.

Mtoto wako ni mbaya sana. Your child is very bad.

rafiki Rafiki zako ni wabaya sana. Your friends are very bad.
zako

watoto Watoto wako ni wabaya sana. Your children are very bad.
 wako

C. Concord: N-animate nouns.

| | | |
|--------------------|------------------------------|--|
| ng'ombe | Ng'ombe huyu ni mibaya sana. | This cow is very bad. |
| nguruwe | Nguruwe huyu ni mibaya sana. | This pig is very bad. |
| kitu | Kitu hiki ni kibaya sana. | This thing is very bad. |
| chungwa | Chungwa hili ni baya sana. | This orange is very bad. |
| mkate | Mkate huu ni mibaya sana. | This bread is very bad. |
| ng'ombe (wengi) | Ng'ombe hawa ni wabaya sana. | These cows are very bad. |
| samaki (wengi) | Samaki hawa ni wabaya sana. | These fish are very bad. |
| vitu | Vitu hivi ni vibaya sana. | These things are very bad. |
| viazi | Viazi hivi ni vibaya sana. | These potatoes are very bad. |
| maembe | Maembe haya ni mabaya sana. | These mangoes are very bad. |
| mikate | Mikate hii ni mibaya sana. | These loaves of bread are very bad. |

Repeat the above exercise using si in place of ni.

3.

A. Subject in negative statement correlated with object in imperative.

| | | |
|--------|---|--|
| mimi | Sijui kazi hii. Tafadhalii nisaidie. | I don't know this work. Please help me. |
| yeye | Haijui kazi hii. Tafadhalii msaидie. | He doesn't know this work. Please help him. |
| sisi | Hatujui kazi hii. Tafadhalii tusaidie. | We don't know this work. Please help us. |
| watoto | Watoto hawaijui kazi hii. Tafadhalii wasaidie. | The children do not know this work. Please help them. |

B. Concord: Noun, possessive and adjective.

| | | |
|---------|---------------------------|--------------------------------|
| vyakula | Tuna vyakula nya kutosha? | Do we have enough foodstuffs? |
| | La. Tuna vichache tu. | No, we only have a few. |
| viazi | Tuna viazi nya kutosha? | Do we have enough potatoes? |
| | La. Tuna vichache tu. | No, we only have a few. |
| siagi | Tuna siagi ya kutosha? | Do we have enough butter? |
| | La. Tuna kidogo tu. | No, we only have a little. |
| chai | Tuna chai ya kutosha? | Do we have enough tea? |
| | La. Tuna kidogo tu. | No, we only have a little. |
| mikate | Tuna mikate ya kutosha? | Do we have enough loaves? |
| | La. Tuna michache tu. | No, we only have a few. |
| matunda | Tuna matunda ya kutosha? | Do we have enough fruit? |
| | La. Tuna machache tu. | No, we only have a few pieces. |
| mayai | Tuna mayai ya kutosha? | Do we have enough eggs? |
| | La. Tuna machache tu. | No, we only have a few. |

Unit 32

1. Basic Dialogue. You're a farmer aren't you?

Sangai

wewe

you

mⁱkulima (WA)

farmer

Wewe mⁱkulima, sivyo?

You're a farmer, aren't you?

MiramboNdiyo, mⁱimi mⁱkulima.

Yes, I'm a farmer.

Sangai

-panda

raise

-otesha

raise

mⁱmea (MI)

plant

Waotesha mⁱmea gani?

What kind of crops do you raise?

Mirambo

muhogo (MI)

cassava

maharagwe (pl. MA)

beans

kitunguu (VI)

onion

mⁱpunga (MI)

rice (growing in field)

Kwa kawaida, napanda muhogo na

I generally grow cassava, beans,

kuotesha maharagwe, vitunguu na

onions and rice.

mⁱpunga.

mwaka (MI)

year

mvua (N)

rain

Lakini mwaka huu hakuna mvua ya

But this year there isn't enough rain

kutoshka kuotesha mⁱpunga.

for growing rice.

kwa hiyo

therefore

Kwa hiyo ninapanda muhogo, maharagwe
na vitunguu. For that reason, I'm growing cassava,
beans and onions.

Notes

A. Complete sentence consisting of absolute personal pronoun plus noun.

mimi ḡkulima

I'm a farmer

wewe ḡkulima

you are a farmer

Note that this complete sentence in Swahili is literally 'I farmer'.

B. Contrast in meaning between -panda and -otesha.

hatupandi muhogo

we don't grow cassava

hatuoteshi ḡpunga

we don't grow rice

Different verbs are used for 'growing' cassava and 'growing' rice.

-panda is the word commonly used for the planting and raising of all crops.

-otesha (lit. 'cause to sprout') is used particularly of the sprouting of grain in a seed-bed (for transplanting) or on, e.g., a sack, for beer-making. It is also used for the effect of rain or other form of moisture on seed already planted.

2.

A. Concord: Nouns with ~ingi.

| | | |
|-----------|--|--|
| rimea | Wakulima wa ḡchi hii waotesha (or: wanactesha) mimea mingi. | The farmers of this country grow many plants. |
| maharagwe | Wakulima wa ḡchi hii waotesha maharagwe mengi. | The farmers of this country grow a lot of beans. |
| ḡpunga | Wakulima wa ḡchi hii waotesha ḡpunga mwangi. | The farmers of this country grow a lot of rice. |
| vitunguu | Wakulima wa ḡchi hii waotesha vitunguu vingi. | The farmers of this country grow a lot of onions. |

B. Mwaka huu.

| | | |
|-----------|------------------------------------|---|
| muhogo | Mwaka huu, hatupandi muhogo. | This year, we aren't planting cassava. |
| maharagwe | Mwaka huu, hatupandi maharagwe. | This year, we aren't planting beans. |
| mpunga | vitunguu | |

C. Concord: Nouns with "zuri".

| | | |
|----------|---|--|
| muhogo | Mkulima huyu apanda muhogo mzuri sana. (or: . . . anapanda. . .) | This farmer plants very good cassava. |
| mimea | Mkulima huyu apanda mimea mizuri sana. | This farmer plants very good plants. |
| mpunga | Mkulima huyu apanda mpunga mzuri sana. | This farmer plants very good rice. |
| vitunguu | Mkulima huyu apanda vitunguu vizuri sana. | This farmer plants very good onions. |

3.

A. Comparison of a-tense with na-tense.

| | | |
|-----------------|--|---|
| mimi | Kwa kawaida, napanda (or: hupanda) muhogo na maharagwe, lakini mwaka huu ninapanda muhogo tu. | Usually, I plant cassava and beans, but this year I am only planting cassava. |
| mkulima huyo | Kwa kawaida, mkulima huyo apanda muhogo na vitunguu lakini mwaka huu anapanda muhogo tu. | Usually, that farmer (i.e. one already mentioned) plants cassava and onions, but this year he is only planting cassava. |

wakulima
hao Kwa kawaida, wakulima
 hao wapanda muhogo
 na maharagwe lakini
 mwaka huu wanapanda
 muhogo tu.

Usually, those farmers (i.e.
ones already mentioned) plant
cassava and beans, but this
year they are only planting
cassava.

Unit 33

1. Basic Dialogue. What do you do with your crops?

Sangai

mazao (pl. MA)

crops

Wafanya nini na mazao yako?

What do you do with your crops?

(or: Unafanya. . .)

Mirambo

"ingine

some, other

Mengine natumia kwa chakula, na

Some I use as food, and the others

mengine kwa kuuza.

for selling.

Sangai

Wauza mazao yako wapi?

Where do you sell them?

(or: Unaauza. . .)

Mirambo

Sokoni.

At the market.

mke

wife

-peleka

take, send

Mke wangu huyapeleka kuuza.

My wife takes them to sell.

hodari

active, energetic, brave

Yu hodari sana kwa kuuza.

She's very clever in selling.

Notes

A. The adjective "ingine as an equivalent for both 'some' and 'other'.

mengine . . . kwa chakula, na mengine kwa kuuza.

. . . some as food, and other for selling.

The adjective "ingine corresponds equally to English 'some' and 'other(s)'.

2.

A.

| | | |
|-------------------|---|--|
| Mke wangu | Mke wangu yu hodari sana kwa kuuza. | My wife is very active in selling. |
| Baba yangu | Baba yangu yu hodari sana kwa kuuza. | My father is very active in selling. |
| Hamisi | Hamisi yu hodari sana kwa kuuza. | Hamisi is very active in selling. |
| Hamisi na Juma | Hamisi na Juma ni hodari sana kwa kuuza. | Hamisi and Juma are very active in selling. |
| Watoto | Watoto wetu ni hodari sana kwa kuuza. | Our children are active in selling. |

B. Simple noun vs. noun with locative -ni.

| | | |
|----------|---|--|
| mjji | Wauza mazao yao mjini. (or: Wanaauza. . .) | They sell their crops in town. |
| soko | Wauza mazao yao sokoni. | They sell their crops at the market. |
| kijiji | Wauza mazao yao kijijini. | They sell their crops in the village. |
| Morogoro | Wauza mazao yao Morogoro. | They sell their crops in Morogoro. |

C. Concord: Noun, possessive, and adjective.

| | | |
|-------|--|--|
| mazao | Mazao yangu mengine natumia kwa chakula. | I use some of my crops for food. |
| viazi | Viazi vyangu vingine natumia kwa chakula. | I use some of my potatoes for food. |
| ndizi | Ndizi zangu nyiningine natumia kwa chakula. | I use some of my bananas for food. |

mahindi Mahindi yangu mengine natumia I use some of my maize for
kwa chakula. food.

D. Animate plural nouns with "ingine.

| | | |
|----------|---|--|
| watoto | Watoto wengine hawana chakula cha kutosha mwaka huu. | Some of the children haven't enough food this year. |
| ng'ombe | Ng'ombe wengine hawana chakula cha kutosha mwaka huu. | Some of the cows haven't enough food this year. |
| wakulima | Wakulima wengine hawana chakula cha kutosha mwaka huu. | Some of the farmers haven't enough food this year. |

3. Aramian interviews a farmer about his crops and about the part that his wife and children play in growing and marketing them.

Unit 34

1. Basic Dialogue. I'm a cook nowadays.

Hamisi

Unafanya kazi gani?

What kind of work are you doing?

Mutisya

upishi (U)

work or status of a cook

Ninafanya kazi ya upishi.

I'm working as a cook.

Hamisi

kumbe!

(expression of surprise)

mpishi (WA)

a cook

Kumbe u mpishi siku hizi!

So you're a cook these days!

(or: . . . wewe ni mpishi. . .)

Mutisya

Ndiyo bwana. Mimi ni mpishi.

That's right.

Hamisi

Unafanya kazi kwa nani?

Who are you working for?

Mutisya

mzungu (WA)

a European

jina (MA)

name

Kwa mzungu imoja, jina lake Bwana

For a European named Aramian.

Aramian.

Notes

A. Complete sentences consisting of first or second person subject prefix plus noun.

u mpishi

you are a cook

| | |
|--------------|-----------------|
| ni m̄kulima | I am a farmer |
| tu wapishi | we are cooks |
| m̄i wakulima | you are farmers |

In these sentences, the first and second person subject prefixes are used before nouns denoting occupations, and the combination is treated as a complete sentence.

2.

A. Subject prefix plus noun.

| | | |
|----------|---|--|
| mpishi | U m̄pishi? ---- Hapana, bwana. Mimi ni m̄kulima. | Are you a cook? No, I am a farmer. |
| m̄kulima | U m̄kulima? ---- Hapana, bwana. Mimi ni karani. | Are you a farmer? No, I am a clerk. |
| karani | U karani? ---- Hapana, bwana. Mimi ni m̄pishi. | Are you a clerk? No, I am a cook. |

B. Derivation: Abstract vs. animate nouns with the same stem.

| | | |
|----------|---|--|
| mpishi | Yeye ni m̄pishi. ---- Afanya kazi ya upishi. | He is a cook. He does cooking. |
| m̄kulima | Yeye ni m̄kulima. Afanya kazi ya ukulima. | He is a farmer. He does farming. |
| karani | Yeye ni karani. Afanya kazi ya ukarani. | He is a clerk. He does clerical work. |

C.

| | | |
|----------|--|--|
| mpishi | Daudi na Juma ni wapishi. Wafanya kazi ya upishi. | Daudi and Juma are cooks. They do cooking. |
| m̄kulima | Daudi na Juma ni wakulima. Wafanya kazi ya ukulima. | Daudi and Juma are farmers. They do farming. |
| karani | Daudi na Juma ni makarani. Wafanya kazi ya ukarani. | Daudi and Juma are clerks. They do clerical work. |

3.

A.

| | | |
|--------------------|---|--|
| Daudi mpishi | Daudi ni mpishi mzuri sana. Hafanyi kazi ya ukulima. | Daudi is a very good cook. He doesn't do farming. |
| Hamisi mkulima | Hamisi ni mkulima mzuri sana. Hafanyi kazi ya upishi. | Hamisi is a very good farmer. He doesn't do cooking. |
| Abdallah karani | Abdallah ni karani mzuri sana. Hafanyi kazi ya upishi. | Abdallah is a very good clerk. He doesn't do cooking. |

B. Subject prefixes with nouns.

| | | |
|-------|--|--|
| wewe | Wewe u mpishi? Hapana. Mimi si mpishi, mimi ni mkulima. | Are you a cook? No, I am not a cook, I am a farmer. |
| wao | Wao ni wapishi? Hapana. Wao si wapishi, wao ni wakulima. | Are they cooks? No, they are not cooks, they are farmers. |
| yeye | Yeye ni mpishi? Hapana. Yeye si mpishi, yeye ni mkulima. | Is he a cook? No, he is not a cook, he is a farmer. |
| ninyi | Ninyi m wapishi? Hapana. Sisi si wapishi, sisi tu wakulima. | Are you (pl.) cooks? No, we are not cooks, we are farmers. |

Unit 35

1. Basic Dialogue. He's a day laborer.

Hasani

kijana (VI-anim.)

a youth

Yule kijana hufanya kazi gani?
What kind of work does that young
fellow do?

Abdallah

kazi ya kibarua

casual labor

Yeye hufanya kazi ya kibarua.
He is a day laborer.

Hasani

mchukuzi (WA)

porter

Kumbe yu mchukuzi
Oh, he's a porter, then!

muda (N)

period of time

Amefanya kazi hii kwa muda gani?
How long has he done this kind of
work?

Abdallah

Kwa miaka minne.
For four years.

Hasani

Yeye apenda kazi yake?
Does he like his work?

Abdallah

-nung'unika

to complain

juu (N)

on, concerning

Hanung'uniki juu ya kazi yake.
He doesn't complain about it.

NotesA. Hu-tense.

| | |
|------------------------|-----------------------|
| mimi huuza mazao yangu | I sell my crops |
| sisi huuza mazao yetu | we sell our crops |
| yeye huuza mazao yake | he sells his crops |
| wao huuza mazao yao | they sell their crops |

The hu-tense of a verb has no subject prefix to indicate the class of the subject. The subject is therefore made explicit, either as a noun or as a pronoun, unless the identity of the subject is clear from what precedes the sentence.

The hu-tense is used where habitual or recurrent action is implied.

| | |
|--------------------|--------------------------------------|
| yeye huenda sokoni | he (regularly) goes to the market |
| wao huja asubuhi | they (regularly) come in the morning |

In the hu-tense, the verbs -enda and -isha, and verbs with monosyllabic stems like -ja, do not have -ku- or -kw- as they do in the other tenses that have been studied.

B. 'VI-animate' nouns.

| | |
|------------------------|--------------------------------|
| Kijana wao amekwenda. | Their young fellow has gone. |
| Vijana wao wamekwenda. | Their young fellows have gone. |

Compare Note 29.C concerning the 'N-animate' nouns. 'N-animate' nouns acted like ordinary N-class nouns only with respect to the shape of the singular and plural forms of the noun itself. The word kijana, which we may call a 'VI-animate' noun, is like an ordinary VI-class noun with respect to the singular and plural forms of the noun only. Otherwise, it is like a WA-class noun, even in the possessive concords which it requires.

C. The word juu.

Hanung'uniki juu ya kazi yake. He doesn't complain about his work.

The word juu is a noun, the approximate translation of which is 'the top'. This noun, however, has two characteristics which set it apart from other nouns: (1) it is seldom used without being followed by ya plus another noun, or by a possessive (yake, yako, etc.),

(2) it is seldom used as the subject or object of a verb. It may be used ('adverbially') without a possessive or another noun. (3) it does not occur in the plural.

For these reasons, juu is most commonly translated into English by a preposition, such as 'on, over, above, concerning'.

D. Special Note on the 'present tenses' of Swahili.

Swahili possesses three sets of affirmative indicative verb forms which in some sense may be called 'present.' These are typified by tuNAsema, twAsema, and (sisi)HUsema. In the preparation of the original draft of this course, and in comparison of the changes suggested in draft by various authorities, the choice among the three 'present tenses' displayed a greater degree of uncertainty than did any other point of grammar.

Accordingly, alternative tense forms have been indicated in many, though not all of the sentences concerning which Swahili speakers disagree among themselves.

2.

A. Hu-tense.

| | | |
|------------------|-------------------------------------|--|
| wewe | Wewe hufanya kazi gani? | What kind of work do you do? |
| Juma | Juma hufanya kazi gani? | What kind of work does Juma do? |
| yeye | Yeye hufanya kazi gani? | What kind of work does he do? |
| Juma na Daudi | Juma na Daudi hufanya kazi gani? | What kind of work do Juma and Daudi do? |
| wao | Wao hufanya kazi gani? | What kind of work do they do? |

B.

| | | |
|------------------|------------------------------------|------------------------------------|
| wewe | Wewe hupenda kazi yako? | Do you like your work? |
| Juma | Juma hupenda kazi yake? | Does Juma like his work? |
| yeye | Yeye hupenda kazi yake? | Does he like his work? |
| Juma na Daudi | Juma na Daudi hupenda kazi yao? | Do Juma and Daudi like their work? |

| | | |
|---------|---|--|
| wao | Wao hupenda kazi yao? | Do they like their work? |
| C. | Juu ya _____. | |
| kazi | Hanung'uniki juu ya kazi yake. | He doesn't complain about his work. |
| nyumba | Hanung'uniki juu ya nyumba yake. | He doesn't complain about his house. |
| mpishi | Hanung'uniki juu ya mpishi wake. | He doesn't complain about his cook. |
| chakula | Hanung'uniki juu ya chakula chake. | He doesn't complain about his food. |
| mke | Hanung'uniki juu ya mke wake. | He doesn't complain about his wife. |
| watoto | Hanung'uniki juu ya watoto wake. | He doesn't complain about his children. |
| D. | Concord: Noun plus demonstrative. | |
| kazi | Sitaki kunung'unika juu ya kazi hii. | I do not want to complain about this work. |
| chakula | Sitaki kunung'unika juu ya chakula hiki. | I do not want to complain about this food. |
| vyakula | Sitaki kunung'unika juu ya vyakula hivi. | I do not want to complain about these foods. |
| nyumba | Sitaki kunung'unika juu ya nyumba hii. | I do not want to complain about this house. |
| nchi | Sitaki kunung'unika juu ya nchi hii. | I do not want to complain about this country. |
| vitu | Sitaki kunung'unika juu ya vitu hivi. | I do not want to complain about these things. |

3.

A. Me-tense with a characteristic time expression.

| | | |
|---------|--|---|
| kibarua | Amefanya kazi ya kibarua kwa muda gani? | How long has he worked as a laborer? |
| ukarani | Amefanya kazi ya ukarani kwa muda gani? | How long has he worked as a clerk? |
| ukulima | Amefanya kazi ya ukulima kwa muda gani? | How long has he worked as a farmer? |
| upishi | Amefanya kazi ya upishi kwa muda gani? | How long has he worked as a cook? |

B. Cumulative.

| | |
|-------------------------------|------------------------|
| Yeye hufanya kazi ya upishi. | He works as a cook. |
| Kumbe yeye ni mpishi?! | So he is a cook?! |
| Yeye hufanya kazi ya ukulima. | He works as a farmer. |
| Kumbe yeye ni mkulima?! | So he is a farmer?! |
| Yeye hufanya kazi ya ukarani. | He works as a clerk. |
| Kumbe yeye ni karani?! | So he is a clerk?! |
| Yeye hufanya kazi ya kibarua. | He works as a laborer. |
| Kumbe yeye ni mchukuzi?! | So he is a porter?! |

4. A and B discuss the occupations of their friends C, D and E.

Unit 36

1. Basic Dialogue. Where were you yesterday?

Hamisi

-wa

be

jana

yesterday

Jana ulikuwa wapi?

Where were you yesterday?

Hadija

Nilikuwa sokoni.

At the market.

Hamisi

saa (N)

hour

~ngapi?

how many?

Ulikwenda saa ngapi?

What time did you go?

Hadija

-ondoka

to leave

sita

six

Niliondoka nyumbani saa sita mchana. I left home at noon.

Hamisi

Ulinunua nini?

What did you buy?

Hadija

mboga (N)

(any food eaten together
with a main starchy dish)

chumvi (N)

salt

pilipili (N)

pepper

Nilimunua mboga, chumvi na pilipili. Green vegetables, salt and pepper.

NotesA. Li-tense.

| | |
|-----------------|-------------------|
| ulinunua nini? | what did you buy? |
| ulikwenda wapi? | where did you go? |

The li-forms of a Swahili verb are formed in a manner exactly parallel to the na-forms and the me-forms. As with the latter, monosyllabic stems and -enda and -isha are preceded by ku-/kw-.

The meaning of the li-tense is similar to that of the English 'simple past' tense.

B. Locatives with -ni corresponding to 'at' 'to' 'from' depending on the context.

| | |
|-------------------|----------------------|
| nilikwenda sokoni | I went to the market |
| niliondoka sokoni | I left the market |

Note that noun plus locative -ni (e.g. sokoni) is translated either 'to' or 'from' depending on the identity of the verb.

C. Literal translation of saa ngapi?

The literal translation of saa ngapi? 'at what time?' is 'hours how many?'

2.

A. Hours of the day.

| | | |
|-------|---------------------------------------|---|
| ngapi | Hamisi alikwenda sokoni saa ngapi? | What time did Hamisi go to the market? |
| moja | Hamisi alikwenda sokoni saa moja? | Did Hamisi go to the market at 7 o'clock? |
| mbili | Hamisi alikwenda sokoni saa mbili? | Did Hamisi go to the market at 8 o'clock? |
| tatu | Hamisi alikwenda sokoni saa tatu? | Did Hamisi go to the market at 9 o'clock? |

| | | |
|------|--------------------------------------|---|
| nne | Hamisi alikwenda sokoni saa nne? | Did Hamisi go to the market at 10 o'clock? |
| tano | Hamisi alikwenda sokoni saa tano? | Did Hamisi go to the market at 11 o'clock? |
| sita | Hamisi alikwenda sokoni saa sita? | Did Hamisi go to the market at 12 o'clock? |

B. -wa plus locative expression.

| | | |
|-------|-------------------------------------|---|
| wapi | Ulikuwa wapi saa sita mchana? | Where were you at 12 noon? |
| soko | Ulikuwa sokoni saa sita mchana? | Were you at the market at noon? |
| boma | Ulikuwa bomani saa sita mchana? | Were you at the District Office at noon? |
| shule | Ulikuwa shuleni saa sita mchana? | Were you at school at noon? |

C. -ondoka plus locative expression.

| | | |
|--------|---------------------------------------|---|
| ryumba | Mliondoka nyumbani saa ngapi jana? | What time did you leave home yesterday? |
| soko | Mliondoka sokoni saa ngapi jana? | What time did you leave the market yesterday? |
| shule | Mliondoka shuleni saa ngapi jana? | What time did you leave school yesterday? |
| boma | Mliondoka bomani saa ngapi jana? | What time did you leave the District Office yesterday? |

D. Concord: Noun, demonstrative, possessive; 'whose?'

| | | |
|--------|------------------------|-----------------------------|
| chumvi | Chumvi hii ni ya nani? | Whose salt is this? |
| mboga | Mboga hizi ni za nani? | Whose vegetables are these? |

| | | |
|----------|---------------------------|-------------------------|
| pilipili | Pilipili hizi ni za nani? | Whose pepper is this? |
| vitu | Vitu hivi ni vya nani? | Whose things are these? |
| kiazi | Kiazi hiki ni cha nani? | Whose potato is this? |
| ng'ombe | Ng'ombe huyu ni wa nani? | Whose cow is this? |

E. Concord: Noun, possessive, verb, adjective.

| | | |
|---------|---------------------------------------|-------------------------------|
| Mpishi | Mpishi wao alikuwa mzuri sana. | Their cook was very nice. |
| nyumba | Nyumba yao ilikuwa nzuri sana. | Their house was very nice. |
| kijiji | Kijiji chao kilikuwa kizuri sana. | Their village was very nice. |
| vyakula | Vyakula vyao vilikuwa vizuri sana. | Their food was very nice. |
| shule | Shule yao ilikuwa nzuri sana. | Their school was very nice. |
| maembe | Maembe yao yalikuwa mazuri sana. | Their mangoes were very nice. |

F.

| | | |
|---------|--------------------------------------|--|
| | Mpishi wao alikuwa mzuri sana. | Their cook was very nice. |
| wapishi | Wapishi wao walikuwa wazuri sana. | Their cooks were very nice. |
| hodari | Wapishi wao walikuwa hodari sana. | Their cooks were very energetic. |
| watoto | Watoto wao walikuwa hodari sana. | Their children were very energetic. |
| "baya | Watoto wao walikuwa wabaya sana. | Their children were very bad. |
| matunda | Matunda yao yalikuwa mabaya sana. | Their fruit was very bad. |

| | | |
|---|---|--|
| bichi | Matunda yao yalikuwa mabichi sana. | Their fruit was very green. |
| bivu | Matunda yao yalikuwa mabivu sana. | Their fruit was very ripe. |
| 3. | | |
| A. Concord: Object prefix, noun, demonstrative. | | |
| mboga | Ulizinunua mboga hizi wapi? | Where did you buy these vegetables? |
| | Nilizinunua sokoni. | I bought them in the market. |
| chumvi | Uliinunua chumvi hii wapi? | Where did you buy this salt? |
| | Niliinunua sokoni. | I bought it in the market. |
| nyama | Uliinunua nyama hii wapi? | Where did you buy this meat? |
| | Niliinunua sokoni. | I bought it in the market. |
| chakula | Ulikinunua chakula hiki wapi? | Where did you buy this food? |
| | Nilikinunua sokoni. | I bought it in the market. |
| viazi | Ulivenunua viazi hivi wapi? | Where did you buy these potatoes? |
| | Nilivenunua sokoni. | I bought them in the market. |
| B. Times of day. | | |
| moja | Ulikwenda sokoni saa moja usiku? | Did you go to the market at 7 o'clock in the evening? |
| | Hapana. Nilikwenda saa moja asubuhi. | No. I went at 7 o'clock in the morning. |
| tatu | Ulikwenda sokoni saa tatu usiku? | Did you go to the market at 9 o'clock at night? |
| | Hapana. Nilikwenda saa tatu asubuhi. | No. I went at 9 o'clock in the morning. |
| tano | Ulikwenda sokoni saa tano usiku? | Did you go to the market at 11 o'clock at night? |

Hapana. Nilikwenda saa tano
asubuhi.

No. I went at 11 o'clock in
the morning.

saba Ulikwenda sokoni saa saba
usiku?

Did you go to the market at
11 o'clock in the morning?

Hapana. Nilikwenda saa saba
mchana.

No. I went at 1 o'clock in
the afternoon.

Unit 37

1. Basic Dialogue. - What is your tribal background?

Butler

kabila (MA)

tribe

Kabila lako husema lugna gani?

What language does your tribe speak?

Abasi

Kizaramo

(language of the WaZaramo)

Kizaramo!

Kizaramo!

Butler

tena

again

-sikia

hear

Tafadhali, sema tena.
(or:...rudia tena.)

Would you repeat it please?

Sikusikia vizuri.

I didn't hear well.

(A better expression for eliciting a repetition of what has been said is naam?)

Abasi

Nimesema 'Kizaramo.'

I said 'Kizaramo.'

Butler

Watu hawa wanakaa katika hchi gani?

What territory do these people live

in?

Abasi

-ishi (or: -kaa)

dwell

sehemu (N)

section

Waishi katika sehemu ya Dar es

They live in the vicinity of Dar es

Salaam. (or: Wanaishi. . .)

Salaam.

NotesA. Articulation of gh.

The middle consonant in lugha 'language' is not like anything which is used in standard pronunciation of English. The back of the tongue is near the soft palate, almost in the position which it occupies for the g in English gone. But the g in gone requires momentary complete stoppage of the air stream, while in lugha this stoppage doesn't quite get made.

B. Past negative forms with -ku-.

| | |
|---------------------------|---------------------|
| <u>nilisikia vizuri</u> | I heard well |
| <u>sikusikia vizuri</u> | I didn't hear well |
| <u>hatukusikia vizuri</u> | we didn't hear well |

The second and third examples above contain verb forms with past negative meaning. They are constructed as follows:

| <u>ha</u> | + | <u>subj. prefix</u> | + | <u>ku/kw</u> | + | <u>stem</u> |
|-----------|---|---------------------|---|--------------|---|-------------|
| ha- | | -tu- | | -ku- | | -sikia |
| ha- | | -tu- | | -kw- | | -enda |
| ha- | | -tu- | | -ku- | | -ja |

These negative forms are sometimes used as negative counterparts of the affirmative li-tense, and sometimes as counterparts of the me-tense.

2.

A. Vizuri as a modifier of verbs.

| | | |
|----------------------|---------------------------------|-------------------------------------|
| <u>-sikia</u> | <u>Sikusikia vizuri.</u> | I did not hear well. |
| <u>-sema</u> | <u>Sikusema vizuri.</u> | I did not speak well. |
| <u>-ona</u> | <u>Sikuona vizuri.</u> | I did not see well. |
| <u>-elewa</u> | <u>Sikuelewa vizuri.</u> | I did not understand well. |
| <u>-eleza habari</u> | <u>Sikueleza habari vizuri.</u> | I did not explain the matters well. |
| <u>-fanya kazi</u> | <u>Sikufanya kazi vizuri.</u> | I did not work well. |

B. Past negatives with -ku-.

| | | |
|---------------------|-----------------------------------|------------------------------------|
| -ja | Juma hakuja jana. | Juma did not come yesterday. |
| -enda | Juma hakwenda jana. | Juma did not go yesterday. |
| -furahi | Juma hakufurahi jana. | Juma was not happy yesterday. |
| -tumwa | Juma hakutumwa jana. | Juma was not sent yesterday. |
| -ondoka nyumbani | Juma nakuondoka nyumbani jana. | Juma did not leave home yesterday. |
| -taka chakula | Juma hakutaka chakula jana. | Juma did not want food yesterday. |

C.

| | | |
|--------------------|------------------------------------|---------------------------------|
| -enda kazini | Wachukuzi hawakwenda kazini. | The porters did not go to work. |
| -fanya kazi | Wachukuzi hawakufanya kazi. | The porters did not work. |
| -tumwa ryumbani | Wachukuzi hawakutumwa nyumbani. | The porters were not sent home. |
| -furahi | Wachukuzi hawakufurahi. | The porters were not happy. |
| -ja hapa | Wachukuzi hawakuja hapa. | The porters did not come here. |

3.

A. Present affirmative and negative vs. past affirmative and negative.

| | |
|--------------------|------------------------|
| Unahitaji chakula? | Do you need food? |
| La. Sihitaji. | No, I don't need any. |
| Ulihitaji chakula? | Did you need food? |
| La. Sikuhitaji. | No, I didn't need any. |

B.

| | |
|-------------------|------------------------------|
| Unakwenda sokoni? | Are you going to the market? |
| La, siendi. | No, I am not going. |

Ulikwenda sokoni?

La, sikuenda.

Did you go to the market?

No, I did not go.

C.

Una njaa?

La, sina.

Are you hungry?

No, I am not.

Ulikuwa na njaa?

La, sikuwa na njaa.

Were you hungry?

No, I was not.

D.

Kuna nyama?

La, hakuna.

Is there any meat?

No, there is not any.

Kulikuwa na nyama?

La, hakukuwa na nyama.

Was there any meat?

No, there was not any.

E.

Tuna sukari ya kutosha?

Hatuna.

Do we have enough sugar?

We don't.

Tulikuwa na sukari ya kutosha?

La, hatukuwa na ya kutosha.

Did we have enough sugar?

No, we did not.

F.

Analipa kodi ya kichwa?

La, halipi.

Does he pay poll tax?

No, he doesn't.

Alilipa kodi ya kichwa?

La, hakulipa.

Did he pay poll tax?

No, he didn't.

G.

Anauza nyumba yake?

La, hauzi.

Is he selling his house?

No, he isn't.

Aliuza nyumba yake?

La, hakuuza.

Did he sell his house?

No, he didn't.

Unit 38

1. Basic Dialogue. Where have you been?

Magese

Bwana Dodge, unatoka wapi?

Where are you coming from, Mr. Dodge?

Dodge

pwani (N)

beach

Ninatoka pwani.

From the beach.

Magese

-ogelea

to swim

Ulikwenda pwani kuogelea?

Did you go there to swim?

Dodge

-tembea

to go for a walk

-punga hewa

to change air

Hapana. Nilikwenda kutembea na

No. I went to walk and get a change

kupunga hewa.

of air.

Magese

mtu (WA)

person

Kuna watu wengi pwani?

Are there many people at the beach?

Dodge

-jaza

to fill up

-jaa

to get full

huko

there

Ndiyo, bwana, watu wengi wame aza
huko.

Yes, there are; the place is crowded.

('Yes, sir. Many people have filled
that place up.')

Notes

This unit contains no new grammar. The students should experiment to see what variety they can give to conversations that begin with the line, 'Bwana Fulani, unatoka wapi?'

Listen to the conversations given on the tape. Try to write down the few unfamiliar words that they contain.

Unit 39

1. Basic Dialogue. Do you speak Luo?

Sangai

Jel Wajua kusema Kiluo?
(or: . . . Kijaluo?)

Say, do you know how to speak Luo?

Abasi

barábara
Ndiyo. Nasema Kiluo barábara.

thoroughly, very well

Yes, I speak Luo fluently.

Sangai

-jifunza
lini?

to study

when?

Ulijifunza lini kusema Kiluo?

When did you learn to speak Luo?

Abasi

Nilikaa katika mji wa Kisumu kwa
muda wa miaka mitano.

I lived in Kisumu for a period of
five years.

Sangai

Ulikuwa ukifanya nini huko Kisumu?

What were you doing there at Kisumu?

Abasi

mwandishi (WA)
-kuu
chama (VI)
mfanyakazi (WA)

good writer

big, principal

union, association, club

worker

Nilikuwa mwandishi mkuu katika Chama
cha Wafanyakazi.

I was General Secretary in the
Labor Union.

NotesA. The prefix ki- in the names of languages.

Wasema Kiluo? Do you speak Luo?

The name of the Luo language, in that language, is Dholuo, and the people are called Luo. But in Swahili, the prefix ki- is applied to the (Swahili) name for any people in order to indicate the style of life or speech of that people. So the Baganda call their language Luganda, but in Swahili it is called Kiganda; the Mashona call their language Chishona, but in Swahili it is called Kishona.

2.

A. Concord: Noun and demonstrative.

| | | |
|--------|--|---|
| mji | Ulikaa katika mji huo kwa muda gani? | How long did you live in that city? |
| ñchi | Ulikaa katika ñchi hiyo kwa muda gani? | How long did you live in that country? |
| jimbo | Ulikaa katika jimbo hilo kwa muda gani? | How long did you live in that province? |
| kijiji | Ulikaa katika kijiji hicho kwa muda gani? | How long did you live in that village? |
| sehemu | Ulikaa katika sehemu hiyo kwa muda gani? | How long did you live in that section? |

B. Kwa muda wa -----.

| | | |
|---|---|---|
| 1 | Nilikaa huko Dar es Salaam kwa muda wa mwaka mmoja. | I lived there in Dar es Salaam for a period of one year. |
| 2 | Nilikaa huko Dar es Salaam kwa muda wa miaka miwili. | I lived there in Dar es Salaam for a period of two years. |

C. -jifunza.

| | | |
|-----------------|----------------------------------|---------------------------------|
| Luo | Juma anajifunza Kiluo? | Is Juma learning Luo? |
| Swahili | Juma anajifunza Kiswahili? | Is Juma learning Swahili? |
| kazi ya ukarani | Juma anajifunza kazi ya ukarani? | Is Juma learning clerical work? |
| lugha mbili | Juma anajifunza lugha mbili? | Is Juma learning two languages? |

3.

A. Present affirmative and negative.

| | |
|---------------------------------------|---------------------------------------|
| Hamisi anajifunza Kiluo sasa? | Is Hamisi learning Luo now? |
| Hapana, hajifunzi. | No, he isn't. |
| Wewe unajifunza lugha ya Kikuyu sasa? | Are you learning Kikuyu language now? |
| Hapana, sijifunzi. | No, I'm not. |
| Tunajifunza kazi ya ukarani sasa? | Are we learning clerical work now? |
| Hapana, hatujifunzi. | No, we aren't. |
| Ninajifunza Kizaramo sasa? | Am I learning Zaramo now? |
| Hapana, hujifunzi. | No, you aren't. |

B. A-tense, with person change, question to answer.

| | |
|-----------------------------------|-------------------------------------|
| Wasema Kiswahili vizuri? | Do you speak Swahili well? |
| Ndiyo. Nasema barabara. | Yes, I speak it fluently. |
| Twasema Kiswahili vizuri? | Do we speak Swahili well? |
| Ndiyo. Mwasema barabara. | Yes, you speak it fluently. |
| Watuhawa wasema Kiswahili vizuri? | Do these people speak Swahili well? |
| Ndiyo. Wasema barabara. | Yes, they speak it fluently. |
| Mtu huyu asema Kiswahili? | Does this man speak Swahili well? |
| Ndiyo. Asema barabara. | Yes, he speaks it fluently. |

Mwasema Kiswahili vizuri?
Ndiyo. Twasema barabara.

Do you (pl.) speak Swahili well?
Yes, we speak it fluently.

C.

Wajua kusema Kinyamwezi?
Nasema kidogo tu.

Do you know how to speak Nyamwezi?
I speak just a little.

Watu hao wajua kusema
Kinyamwezi?
Wasema kidogo tu.

Do those people know how to speak
Nyamwezi?
They speak just a little.

Mtoto huyo ajua kusema
Kinyamwezi?
Asema kidogo tu.

Does that child know how to speak
Nyamwezi?
He speaks just a little.

Watoto hao wajua kusema
Kinyamwezi?
Wasema kidogo tu.

Do those children know how to speak
Nyamwezi?
They speak just a little.

Unit 40

1. Basic Dialogue. Planning a holiday trip.

Mutisya

kesho

tomorrow

~pysa

new

Kesho ni Sikukuu ya Mwaka Mpya.

Tomorrow is the New Years holiday.

-shinda

spend the day

Wewe utashinda wapi?

Where are you going to spend the day?Njoroge

matembezi (pl. MA)

outing

Mimi, mke wangu na watoto tutakwenda

My wife and children and I are going

Voi kwa matembezi.

to Voi for an outing.

Mutisya

motokaa (N) (or: motakaa)

automobile

gari (MA)

car

moshi (MI)

smoke

Mtakwenda kwa motokaa, au kwa gari

Are you going by car, or by train?

la moshi?

Njoroge

-panda

mount, climb

-kusudia

plan

Tunakusudia kupanda gari la moshi.

We are planning to take the train.

Na wewe je?

And what about you?

Mutisya

mchezo (MI)

game

mashindano (MA)

race

farasi (N-animate.)

horse

Sijui. Pengine nitakaa nyumbani
 tu; au nitakwenda kuona mashindano
 ya farasi.

I don't know. Maybe I'll just stay
 at home. Or maybe I'll go to watch
 the horse races.

NotesA. Ta-tense.

Utashinda wapi?

Where will you spend the day?

Tutakwenda Voi.

We will go to Voi.

The future tense is formed with the tense prefix -ta-. There are, then, five tense prefixes, any one of which may fill the slot immediately after the subject prefix:

| subj. | - tense | - | obj. | stem |
|-------|---------|---|------|---------|
| ni | na | - | -zi- | -ona |
| | me | | etc. | |
| | li | | | (ku/kw) |
| | ta | | | |
| | a | | | |

With the last of these tense prefixes, of course, the subject prefixes have special forms. Also, the ku/kw before -enda, -isha and monosyllabic stems is not used in the a-tense.

2.

A. The ta-tense.

| | | |
|--------|---|---|
| Voi | Mimi na mke wangu tutakwenda Voi kesho. | My wife and I will go to Voi tomorrow. |
| sokoni | Mimi na mke wangu tutakwenda sokoni kesho. | My wife and I will go to the market tomorrow. |
| kusini | Mimi na mke wangu tutakwenda ya mji kusini ya mji kesho. | My wife and I will go to the south of the city tomorrow. |
| pwani | Mimi na mke wangu tutakwenda pwani kesho. | My wife and I will go to the beach tomorrow. |
| kazini | Mimi na mke wangu tutakwenda kazini kesho. | My wife and I will go to work tomorrow. |

B. Ta-tense.

| | | |
|-----------|---|--|
| wewe | Utakwenda wapi kwa matembezi? | Where will you go for a walk? |
| karani | Karani atakwenda wapi kwa matembezi? | Where will the clerk go for a walk? |
| wachukuzi | Wachukuzi watakwenda wapi kwa matembezi? | Where will the porters go for a walk? |
| yeye | Yeye atakwenda wapi kwa matembezi? | Where will he go for a walk? |
| wao | Wao watakwenda wapi kwa matembezi? | Where will they go for a walk? |

C. Ta- vs. li- vs. me-tenses with -shinda.

| | | |
|------|----------------------------|---|
| ↓ | Wewe utashinda wapi kesho? | Where will you spend the day tomorrow? |
| yeye | Yeye atashinda wapi kesho? | Where will he spend the day tomorrow? |

| | | |
|-------|-----------------------------|---|
| jana | Yeye alishinda wapi jana? | Where did he spend the day yesterday? |
| wao | Wao walishinda wapi jana? | Where did they spend the day yesterday? |
| kesho | Wao watashinda wapi kesho? | Where will they spend the day tomorrow? |
| leo | Wao wameshinda wapi leo? | Where did they spend the day today? |
| yeye | Yeye ameshinda wapi leo? | Where did he spend the day today? |
| kesho | Yeye atashinda wapi kesho? | Where will he spend the day tomorrow? |
| mimi | Mimi nitashinda wapi kesho? | Where shall I spend the day tomorrow? |

3. Li-tense vs. ta-tense.

| | | |
|---------|---|--|
| kwenda | Jana nilikwenda Morogoro, --- na kesho nitakwenda tena. | I went to Morogoro yesterday, --- and tomorrow I'll go again. |
| kununua | Jana tulinunua ndizi, --- na kesho tutanunua nytingine. | We bought bananas yesterday, --- and tomorrow we'll buy some more. |
| kuuza | Jana aliuza ng'ombe, --- na kesho atauza wengine. | He sold cows yesterday, --- and tomorrow he'll sell some more. |
| kulipa | Jana nililipa kodi ya nyumba, --- na kesho nitalipa kodi ya kichwa. | I paid house rent yesterday, --- and tomorrow, I'll pay poll tax. |
| kupanda | Jana tulipanda gari la moshi, --- na kesho tutapanda tena. | We took a train yesterday, --- and tomorrow we'll take it again. |
| kuona | Jana tulimwona Bwana Hasani, --- na kesho tutamwona tena. | We saw Hasani yesterday, --- and tomorrow we'll see him again. |

- 4. Begin a number of conversations with the opening line, 'Utafanya nini kesho?'

Review Sentences, Units 1 - 40.

1. Nitakwenda sokoni kununua nyama na machungwa.
I'm going to the market to buy meat and oranges.
2. Kesho asubuhi, tutakuletea dawa ya kichwa.
Tomorrow morning we will bring you a headache remedy.
3. Watu wa kabila la Wakikuyu wanakaa katika jimbo la Kiambu.
People of the Kikuyu tribe live in the province of Kiambu.
4. Mwandishi huyo alikuja kutoka nchi ya Amerika.
That secretary came from America.
5. Tukapunge hewa huko upande wa mashariki ya mji.
Let's take a walk to the east of the city.
6. Maziwa ni chakula kizuri sana kwa watoto.
Milk is a very good food for children.
7. Sitaki kukaa hapa kwa muda wa siku nyingi.
I don't want to stay here for many days.
8. Je, utakaa nyumbani au utakwenda kazini?
Are you going to stay at home, or are you going to go to work?
9. Mananasi na machungwa yalikuwa mazuri.
The pineapples and oranges were good.
10. Tuliyalala.
We ate them (i.e. the pineapples and oranges).
11. Sijambo bwana, nawe hujambo?
I'm fine (sir). And you?
12. Sijambo, lakini mtoto wangu ni mgonjwa.
I'm all right, but my child is ill.
13. Wachukuzi wanamung'unika juu ya mishahara yao.
The porters are complaining about their wages.

14. Mtauza ndizi, machungwa na mananasi matano. You (pl.) will sell bananas, oranges and pineapples.
15. Mji wa Nairobi uko upande gani wa mji wa Mombasa? What direction is Nairobi from Mombasa?
16. Watu wengi hupenda sana kutembelea pwani. Many people are very fond of walking along the sea shore.
17. Mwaka huu baba yangu atarilipia ada ya shule. This year, my father is going to pay my school fees for me.
18. Bibi Mariamu husema Kizaramo barabara. Miriamu speaks Kizaramo fluently.
19. Unataka samaki wangapi? How many fish do you want?
20. Watashinda nyumbani siku ya leo. They will spend today at home.
21. Chakula hiki kina pilipili nyingi sana. This food has a lot of pepper [in it.]
22. Kwa kawaide wakulima hupata mazao mengi. Usually farmers get large crops.
23. Maembe hayo yalikuwa mabivu au mabichi? Were those mangoes ripe or green?
24. Nadhani maziwa ya shilingi moja yatatosha. I think a shilling's worth of milk will be enough.
25. Wachukuzi hawakufanya kazi vizuri. The porters didn't work well.
26. Pilipili haipatikani sokoni mwetu. Pepper is not available in our market.
27. Watu wengi hufanya kazi ya ukarani na ya upishi. Many people work as clerks and cooks.
28. Hapana, sitaki kula maembe. No, I don't want to eat mangoes.
29. Bwana Juma aliondoka leo asubuhi kwenda Voi. Juma left this morning for Voi.
30. Utumie dawa hii mara tatu kwa siku. Please take this medicine three times a day.

31. Asubuhi ya leo tutakula mayai,
matunda na maziwa. This morning we will have eggs, fruit
and milk.
32. Kwa kawaida vibarua hupata
mshahara mdogo tu. Ordinarily, day laborers get only very
low pay.
33. Umelipa kodi ya kichwa? Have you paid your poll tax?
34. Wazazi wetu hawakuondoka
nyumbani jana. Our parents didn't leave home
yesterday.
35. Vitu hivi ni vya nani? Whose things are these?
36. Nataka kumnumulia mtoto wangu
ndizi. I want to buy my child some bananas.
37. Siku hizi ninactesha muhogo. These days, I'm raising cassava.
38. Chakula chake kilikuwa kizuri
sana. His food was very good.
39. Wao si wapishi, wanafanya kazi
ya ukarani. They are not cooks; they are clerks.
40. Watu wengi wa Afrika ya Mashariki
husema lugha ya Kiswahili. Many people of East Africa speak the
Swahili language.

Unit 41

1. Basic Dialogue. Getting ready for church.

Daudi

-vaa

to put on clothes

nguo (N)

cloth, clothes

safi

clean

Baba, kwa nini unavaa nguo safi? Father, why are you putting on clean
 clothes?

Yohana

sababu (N)

reason

kanisa (N)

church

Kwa sababu ninakwenda kanisani. Because I'm going to church.
 twende that we should go

Daudi, unataka twende kanisani? Do you want to go to church with me,
 Daudi?

Daudi

peke (N)

solitude

Hapana, baba. No, father.

Sitaki leo. I don't want to today.

Nitakwenda kesho peke yangu. I'll go by myself tomorrow.

Yohana

mama (N-pers.)

mother

Lakini mama yako anakwenda pia. But your mother is going too.

Daudi

ijapokuwa even if, although

mahali (PA) place

~o ~ote any at all

Ijapokuwa nitakaa nyumbani peke Even if I'm going to stay ('be') at
yangu, home by myself,
sitakwenda mahali popote siku ya I'm not going any place at all today.
leo.

NotesA. peke y-

nitakwenda peke yangu I'll go by myself

The noun peke, like juu (Note 35.C), is seldom used as subject or object of a verb, and it is used only with a possessive following it.

B. Use of ijapokuwa.

The word ijapokuwa is used in this dialogue, with an English translation of 'even so'. It is actually a rather complicated form of the verb -wa 'be', but its internal structure need not concern us here. It is sometimes used to introduce a clause: ijapokuwa mama atakwenda nitakaa nyumbani, 'even if mother is going I shall stay at home.'

C. Negative of ta-tense.

sitakwenda I won't go

hawataondoka they won't leave

The negative counterparts of the affirmative ta- forms discussed in Unit 40 are formed simply by placing the negative prefix ha- before the affirmative.

D. The mahali class.

mahali po pote anywhere at all

This phrase introduces two new features of Swahili grammar. One is the mahali concord class, which contains only this one word. The adjectival concord and the subject prefix which are associated with it are both pa-, and the possessive concord is p-.

E. ~o ~ote.

| | |
|----------------|-----------------|
| mahali po pote | anywhere at all |
| kitu cho chote | anything at all |
| mtu ye yote | anyone at all |

The form ~o ~ote contains a double occurrence of some one concord. Such a form is pronounced as one word, but written as two. Note in the last example that the special form of the concord for singular animate nouns is ye.

2.

A. Concords with ~o ~ote.

| | | |
|--------|--|-----------------------------------|
| ndizi | Sitaki ndizi zo zote. | I do not want any bananas at all. |
| maziwa | Sitaki maziwa yo yote. | I do not want any milk at all. |
| kahawa | Sitaki kahawa yo yote. | I do not want any coffee at all. |
| nyama | Sitaki nyama yo yote. | I do not want any meat at all. |
| samaki | Sitaki samaki zo zote. (or: . . . wo wote.) | I do not want any fish at all. |
| chai | Sitaki chai yo yote. | I do not want any tea at all. |
| uji | Sitaki uji wo wote. | I do not want any gruel at all. |
| mkate | Sitaki mkate wo wote. | I do not want any bread at all. |
| watu | Sitaki watu wo wote. | { I do not want anybody at all. |
| mtu | Sitaki mtu ye yote. | { I do not want anyone at all. |

B.

| | | |
|---------|----------------------------|-------------------------------|
| michezo | Hatukuona michezo yo yote. | We did not see a single game. |
| mkate | Hatukuona mkate yo yote. | We did not see a single loaf. |

| | | |
|---------|-----------------------------|-------------------------------------|
| chungwa | Hatukuona chungwa lo lote. | We did not see any orange at all. |
| soko | Hatukuona soko lo lote. | We did not see any market at all. |
| kijiji | Hatukuona kijiji cho chote. | We did not see any village at all. |
| kitu | Hatukuona kitu cho chote. | We did not see anything at all. |
| viazi | Hatukuona viazi vyo vyote. | We did not see any potatoes at all. |
| watoto | Hatukuona watoto wo wote. | We did not see any children at all. |
| m̄tu | Hatukuona m̄tu ye yote. | We did not see anybody at all. |

C.

| | | |
|--------|---------------------------|--|
| jamaa | Yeye hana jamaa ye yote. | He does not have any relatives at all. |
| nyumba | Yeye hana nyumba yo yote. | He does not have any house. |
| kazi | Yeye hana kazi yo yote. | He does not have any job. |
| rafiki | Yeye hana rafiki ye yote. | He does not have any friend. |
| watoto | Yeye hana watoto wo wote. | He does not have any children. |

3.

A. Future affirmative vs. negative.

| | |
|--|---|
| Nitakwenda sokoni m̄chana. Na wewe je? | I shall go to the market this afternoon. How about you? |
| La, mimi sitakwenda. | No, I will not go. |
| Nitanunua nyumba m̄pya. Na wewe je? | I shall buy a new house. How about you? |
| La, mimi sitanunua. | No, I will not buy one. |
| Juma atalipa ada ya shule. Na Hamisi je? | Juma will pay school fees. How about Hamisi? |
| La, yeye hatalipa. | No, he will not pay them. |

Juma atawasaidia rafiki zake. Na
Hamisi je?

Juma will help his friends. How
about Hamisi?

La, ye ye hatawasaidia.

No, he will not help them.

Rafiki zangu watajifunza Kinyamwezi.
Na wako je?

My friends will learn Nyamwezi.
How about yours?

La, wao hawatajifunza.

No, they will not learn it.

B. Peke y_____.

Utakwenda sokoni na Juma?

Will you go to the market with Juma?
No, I shall go alone.

Juma atakwenda sokoni na Hasani?

Will Juma go to the market with
Hasani?

La. Atakwenda peke yake.

No, he will go alone.

Watoto watacaa nyumbani na mama yao?

Will the children stay at home with
their mother?

La. Watacaa peke yao.

No, they will stay alone.

Wachukuzi watakuja na bwana wao?

Will the porters come with their
master?

La. Watakuja peke yao.

No, they will come alone.

C. ~o ~ote in reply to a question.

chungwa Wataka chungwa hili?
 Hapana, sitaki chungwa
 lo lote.

Do you want this orange? No, I don't
want any orange at all.

embe Wataka embe hili? Hapana,
 sitaki embe lo lote.

Do you want this mango? No, I don't
want any mango at all.

nyama Wataka nyama hii? Hapana,
 sitaki nyama yo yote.

Do you want this meat? No, I don't
want any meat at all.

samaki Wataka samaki hii? Hapana,
 sitaki samaki yo yote.

Do you want this fish? No, I don't
want any fish at all.

- | | | |
|--------|---|---|
| mkate | Wataka mkate huu? Hapana, sitaki mkate wo wote. | Do you want this loaf of bread? No, I don't want any bread at all. |
| uji | Wataka uji huu? Hapana, sitaki uji wo wote. | Do you want this gruel? No, I don't want any gruel at all. |
| maziwa | Wataka maziwa haya? Hapana, sitaki maziwa yo yote. | Do you want this milk? No, I don't want any milk at all. |

Unit 42

i. Basic Dialogue. Trouble in the kitchen!

Hamisi

Kure nini?

What's the matter?

Hadija

-ungua

to burn

Nyama yaungua.

The meat is burning.

Hamisi

-jaribu

to try

-toa

to take away

jiko (plu.: meko)

stove, oven, kitchen, hearth

Jaribu kuitoa jikoni.

Try to take it out of the oven.

Hadija

maskini

a poor man

(she takes it out)

Oh! Maskini!

Oh! Too bad!

Tufanyeje sasa?

What shall we do now?

Hamisi

lázima

necessity

tuile

that we should eat it

-la

to eat

Ni lázima tuile.

We'll have to eat it.

Notes

A. Subjunctive forms.

'unataka waende

do you want them to go?

ni lázima twende
tufanyeje?
it's necessary that we go
what shall we do?
('that we should do how?')

In each of the above sentences, the last word is a 'subjunctive' form. They are formed as follows:

| <u>Subj. pref.</u> | <u>obj. pref.</u> | <u>root</u> | <u>-a-</u> -e |
|--------------------|-------------------|-------------|---------------|
| wa- | | -end- | -e |
| tu- | | -sem- | -e |
| ni- | mw | -on- | -e |
| a- | etc. | -ish- | -i |
| a- | | -jarib- | -u |

If the indicative stem of the verb ends in -a, then the subjunctive stem ends in -e. Otherwise, the final vowel is the same as in the indicative.

A generally workable first approximation to an English translation of waende is 'that they should go'. In any given context, however, this translation seldom sounds like idiomatic English. See the examples at the head of this Note.

B. {lázima} plus subjunctive.

ni lázima tuile we'll have to eat it
 ('it is necessity that we
 should eat it')

The word { lázima } 'necessity' is commonly followed by a subjunctive verb.

2.

A. Lázima with subjunctive.

- | | | |
|---------|---------------------------------------|---|
| kula | Ni lázima tule nyama. | We have to eat meat. |
| kununua | Ni lázima tununue nyama. | We have to buy meat. |
| kuleta | Ni lázima tulete nyama. | We have to bring meat. |
| kutoa | Ni lázima tutoe nyama <u>jikoni</u> . | We have to remove meat from the stove. |

| | | |
|---------|------------------------|--|
| | Ni lázima uutoe sasa. | You have to remove it now. |
| mikate | Toa mikate jikoni. | Remove the loaves of bread from the stove. |
| | Ni lázima uitoe sasa. | You have to remove them now. |
| uji | Toa uji jikoni. | Remove the gruel from the stove. |
| | Ni lázima uutoe sasa. | You have to remove it now. |
| chai | Toa chai jikoni. | Remove the tea from the stove. |
| | Ni lázima uitoe sasa. | You have to remove it now. |
| chakula | Toa chakula jikoni. | Remove the food from the stove. |
| | Ni lázima ukitoe sasa. | You have to remove it now. |
| viazi | Toa viazi jikoni. | Remove the potatoes from the stove. |
| | Ni lázima uvitoe sasa. | You have to remove them now. |

B. Subjunctive, and present negative forms of a verb with final -u.

| | | |
|-----------------|--|---|
| mama | Mama anafanya kazi jikoni. | Mother is working in the kitchen. |
| | Jaribu kum̄saidia. | Try to help her. |
| | Kwa nini hujaribu kum̄saidia? | Why do you not try to help her? |
| mama na Asha | Mama na Asha wanafanya kazi jikoni. | Mother and Asha are working in the kitchen. |
| | Jaribu kuwasaidia. | Try to help them. |
| | Kwa nini hujaribu kuwasaidia? | Why do you not try to help them? |
| mimi | Ninafanya kazi jikoni. | I am working in the kitchen. |
| | Jaribu kunisaidia. | Try to help me. |
| | Kwa nini hujaribu kunissidua? | Why do you not try to help me? |

C. Imperatives and locatives.

| | | |
|--------|----------------|----------------------|
| ↓ | Nenda jikoni. | Go to the kitchen. |
| kukaa | Kaa jikoni. | Stay in the kitchen. |
| nyumba | Kaa nyumbani. | Stay at home. |
| kutoka | Toka nyumbani. | Come from home. |

shule Toka shuleni. Come from school.

kwenda Nenda shuleni. Go to school.

Conversation Starters

1. A asks B whether certain articles are available in the market, and whether they are of good quality. B replies. For some articles, he says that he didn't see any at all in the market.

Unit 43

1. Basic Dialogue. More trouble in the kitchen.

Father

Kuna nini, bibi?

What's the matter, dear?
('What is there, lady?')

Mother

maji (pl. MA)

water

-mwagika

to become spilled

maji yamemwagika.

Some water has got spilled.

Father

Wapi?

Where?

Mother

kiti (VI)

chair

Juu ya kiti.

On the chair.

Father

-mwaga

to spill

Nani ameyamwaga?

Who spilled it?

Mother

Juma.

Juma.

Father

afadhali

it is better

-angalia

to pay attention

-pangusa (or -futa)

to wipe up

Si afadhali ayapanguse basi?

[Then] hadn't he better wipe it up?

Angalia, Juma! Usimwage tena!

Careful Juma! Don't spill [it] again.

Notes

A. Neuter stems.

| | |
|------------------|--|
| maji yamemwagika | { the water is spilled the water has been spilled |
| mimi nimeyamwaga | |
| | I spilled it |

This dialogue contains two related verb stems: -mwagika 'to become spilled' and -mwaga 'to spill'. Both stems contain the root -mwag-. The first contains, between the root and the final vowel, a non-final suffix -ik-. This is the 'neuter' or 'stative' suffix. It indicates that the subject has gotten into some state, without saying anything at all about the means or the agent responsible.

The 'stative' suffix has a number of slightly different forms, largely parallel to those of the 'applied' suffix (Note 26.A).

| | |
|--------|----------|
| -vunja | -vunjika |
| -rarua | -raruka |
| -pita | -pitika |
| -sikia | -sikika |
| -mwaga | -mwagika |
| | |
| -ona | -oneka |
| -leta | -leteka |

B. afadhali plus subjunctive.

| | |
|------------------|--|
| afadhali ayafute | he'd better wipe it up ('it is better that he should wipe it up') |
|------------------|--|

The uninflectable word afadhali is commonly followed by a subjunctive verb.

C. Negative subjunctive with -si-.

| | |
|----------------|-------------------------|
| usimwage tena! | don't spill [it] again! |
| usiende! | don't go! |
| msiyafute | don't wipe it up |

Negative subjunctive forms consist of:

| <u>Subject prefix</u> | <u>-si-</u> | <u>(obj. pref.)</u> | <u>root</u> | <u>-a -e</u> |
|-----------------------|-------------|---------------------|-------------|--------------|
| u | si | | mwag | e |
| m | | ya | fut | e |
| tu | | | | |
| etc. | | | | |

D. The mass noun maji, which in its form and its concords is exactly like a plural noun of the MA class, has no singular counterpart. Compare also the noun mafuta 'oil'.

2.

A. Negative subjunctive.

| | | |
|--------|------------------|---------------------|
| maji | Usimwage maji! | Do not spill water! |
| maziwa | Usimwage maziwa! | Do not pour milk! |
| kahawa | Usimwage kahawa! | Do not pour coffee! |
| chai | Usimwage chai! | Do not pour tea! |

B. Afadhalu plus subjunctive.

| | | |
|----------|----------------------------|--------------------------------|
| kwenda | Afadhalu twende. | We'd better go. |
| kufuta | Afadhalu tufute maji. | We'd better wipe up the water. |
| kusaidia | Afadhalu tumsaidie mtoto. | We'd better help the child. |
| kulipa | Afadhalu tulipe kodi zetu. | We'd better pay our taxes. |

C. A 'neuter' stem; juu ya _____.

| | | |
|----------|-------------------------------------|---|
| ↓ | Maji yamemwagika juu ya kiti. | Some water has been spilled on the chair. |
| vyakula | Vyakula vimemwagika juu ya kiti. | Some food has been spilled on the chair. |
| maziwa | Maziwa yamemwagika juu ya kiti. | Some milk has been spilled on the chair. |
| kitambaa | Maziwa yamemwagika juu ya kitambaa. | Some milk has been spilled on the tablecloth. |
| chai | Chai imemwagika juu ya kitambaa. | Some tea has been spilled on the tablecloth. |
| jiko | Chai imemwagika juu ya jiko. . | Some tea has been spilled on the stove. |
| chumvi | Chumvi imemwagika juu ya jiko. | Some salt has been spilled on the stove. |

3.

A. Neuter vs. simple stems; concord of noun, subject prefix, object prefix.

| | | |
|--------|--------------------------------------|---|
| maji | Maji yamemwagika. Nani ameyamwaga? | Water has gotten spilled. Who has spilled it? |
| maziwa | Maziwa yamemwagika. Nani ameyamwaga? | Milk has gotten spilled. Who has spilled it? |
| kahawa | Kahawa imemwagika. Nani ameimwaga? | Coffee has gotten spilled. Who has spilled it? |
| chai | Chai imemwagika. Nani ameimwaga? | Tea has gotten spilled. Who has spilled it? |
| chumvi | Chumvi imemwagika. Nani ameimwaga? | Salt has gotten spilled. Who has spilled it? |

| | | |
|--|---|---|
| sukari | Sukari imemwagika. Nani ameimwaga? | Sugar has gotten spilled. Who has spilled it? |
| viasi | Viazi vimemwagika. Nani amevimmwaga? | Potatoes have gotten spilled. Who has spilled them? |
| B. <u>Me</u>-tense vs. <u>ta</u>-tense; object prefixes. | | |
| maji | Maji yamemwagika. Nani atayafuta? | Some water has been spilled. Who will wipe it up? |
| maziwa | Maziwa yamemwagika. Nani atayafuta? | Some milk has been spilled. Who will wipe it up? |
| kahawa | Kahawa imemwagika. Nani ataifuta? | Some coffee has been spilled. Who will wipe it up? |
| chai | Chai imemwagika. Nani ataifuta? | Some tea has been spilled. Who will wipe it up? |
| C. <u>Me</u>-tense vs. negative subjunctive; object prefixes. | | |
| maji | Umenwaga maji. Usiyamwage tena! | You have spilled some water. Do not spill it again! |
| maziwa | Umenwaga maziwa. Usiyamwage tena! | You have spilled some milk. Do not spill it again! |
| kahawa | Umenwaga kahawa. Usiimwage tena! | You have spilled some coffee. Do not spill it again! |
| viasi | Umenwaga viazi. Usivimmwage tena! | You have spilled some potatoes. Do not spill them again! |
| maharagwe | Umenwaga maharagwe. Usiyamwage tena! | You have spilled the beans. (lit.) Do not spill them again! |

Unit 44

1. Basic Dialogue. Bicycle trouble.

Sangai

-sukuma

to push along

baiskeli (N)

bicycle

Kwa nini wasukuma baiskeli yako? Why are you pushing your bicycle?

Mutisya

-haribika

to get broken

Jamaa, imeharibika.

It's broken, my friend.

Sangai

-tangeneza

to repair

siyo

it is not it (used here as an equivalent of English 'wouldn't it?')

Afadhali uitengeneze basi, siyo? Wouldn't it be a good thing if you fixed it, then?

Mutisya

-weza

to be able

Siwezi kuitengeneza.

I can't fix it.

fundi (MA animate)

skilled worker of any kind

Naipeleka kwa fundi.

I'm taking it to the repairman.

kwa heri

to happiness, with good fortune

Kwa heri, bwana.

Well, good-bye.

Sangai

Asante.

Thanks.

Notes

A. Some additional pairs of simple and neuter stems.

The stative verb stem -haribika is related to the simple stem -haribu 'to damage, destroy'. The verb -ondoka 'to depart' is related to -ondoa 'to start off, take away', and -toka 'to come from' is related to -toa 'to supply, take out, offer'.

2.

A. -weza plus infinitive.

| | | |
|------------|---|--|
| -sukuma | Watoto wadogo hawawezi kusukuma baiskeli kubwa. | Small children cannot push a big bicycle. |
| -tengeneza | Watoto wadogo hawawezi kutengeneza baiskeli kubwa. | Small children cannot repair a big bicycle. |
| -nunua | Watoto wadogo hawawezi kununua baiskeli kubwa. | Small children cannot buy a big bicycle. |
| -leta | Watoto wadogo hawawezi kuleta baiskeli kubwa. | Small children cannot bring a big bicycle. |

B. Meaning of me-tense with a neuter stem.

| | | |
|----------|-----------------------|---------------------------|
| baiskeli | Baiskeli imeharibika? | Is the bicycle damaged? |
| nguo | Nguo imeharibika? | Is the cloth damaged? |
| kiti | Kiti kimeharibika? | Is the chair damaged? |
| chakula | Chakula kimeharibika? | Is the food damaged? |
| motokaa | Motokaa imeharibika? | Is the motor car damaged? |
| jiko | Jiko limeharibika? | Is the stove damaged? |

C. Concord: object prefix and object.

| | | |
|----------|---|---------------------------|
| baiskeli | Tafadhali, uitengeneze baiskeli yangu. | Please repair my bicycle. |
| nyumba | Tafadhali, uitengeneze nyumba yangu. | Please repair my house. |

| | | |
|---------|--|-----------------------------|
| kiti | Tafadhali, ukitengeneze kiti changu. | Please repair my chair. |
| viti | Tafadhali, uvitengeneze viti vyangu. | Please repair my chairs. |
| vitu | Tafadhali, uvitengeneze vitu vyangu. | Please repair my things. |
| motokaa | Tafadhali, uitengeneze motokaa yangu. | Please repair my motor car. |

3.

A. Concord: Noun, subject prefix with locative stem object prefix.

| | | |
|----------|---|---|
| mayai | Mayai yako wapi? Nimeyapeleka sokoni. | Where are the eggs? I took them to the market. |
| mboga | Mboga ziko wapi? Nimezipeleka sokoni. | Where are the vegetables? I took them to the market. |
| pilipili | Pilipili ziko wapi? Nimezipeleka sokoni. | Where is the pepper? I took it to the market. |
| muhogo | Muhogo uko wapi? Nimeupeleka sokoni. | Where is the cassava? I took it to the market. |

B. Agreement of possessive stem in first sentence, subject prefix in second.

| | | |
|-------|--|--|
| ~etu | Jiko letu limeharibika. Hatuwezi kulitengeneza. | Our stove is damaged. We can't repair it. |
| ~angu | Jiko langu limeharibika. Siwezi kulitengeneza. | My stove is damaged. I can't repair it. |
| ~ake | Jiko lake limeharibika. Hawezi kulitengeneza. | His stove is damaged. He can't repair it. |
| ~ao | Jiko lao limeharibika. Hawawezi kulitengeneza. | Their stove is damaged. They can't repair it. |

C. Neuter vs. simple stems.

| | | |
|----------|------------------------------|---|
| baiskeli | Baiskeli yangu imeharibika. | My bicycle is in bad working condition. |
| | Nani ameiharibu? | Who damaged it? |
| chakula | Chakula changu kimeharibika. | My food is spoiled. |
| | Nani amekiharibu? | Who spoiled it? |
| motokaa | Motokaa yangu imeharibika. | My motor car is in bad working condition. |
| | Nani ameiharibu? | Who damaged it? |
| kiti | Kiti changu kimeharibika. | My chair is damaged. |
| | Nani amekiharibu? | Who damaged it? |

D. Affirmative vs. negative subjunctive.

| | | |
|-------------|--|--|
| kusukuma | Niisukume baiskeli? Hapana. Usiisukume. | Should I push the bicycle? No, don't push it. |
| kutengeneza | Nitengeneze baiskeli? Hapana. Usitengeneze. | Should I fix the bicycle? No, don't fix it. |
| kununua | Niinunue baiskeli? Hapana. Usiinunue. | Should I buy the bicycle? No, don't buy it. |
| kuuza | Niuze baiskeli? Hapana. Usiuze. | Should I sell the bicycle? No, don't sell it. |

Conversation Starters

1. A asks B whether he can accompany him to town. B replies with a list of things that he must do first. A offers to help him.

Unit 45

1. Basic Dialogue. Trouble with a pen.

Abasi

kalamu (N)

pen

Tafadhalii nisaidie kalamu.

Please lend me a pen.

-andika

to write

Yangu haiandiki.

Mine doesn't write.

Sangai

wino (U)

ink

Lakini una wino?

But do you have ink?

Abasi

-vunjika

to become broken

Ndiyo, lakini kalamu imevunjika.

Yes, but my pen is broken.

Sangai

Wapi?

What part?

Abasi

nibu (N)

nib

~enyewe

-self

Nibu yenewe.

The nib itself.

-lazimu

to be necessary

Yanilazimu ninunue nibu mpya kesho.

I must buy a new nib tomorrow.

Notes

A. An additional pair of simple and neuter stems.

The stative verb stem -yunjika 'to get broken' is related to the simple stem -yunja 'to break'.

B. -lazimu plus subjunctive or infinitive.

The verb -lazimu 'to be a necessity [to]' may be followed either by an infinitive or by a subjunctive form:

| | |
|---------------------------|---------------------------|
| yanilazimu kununua mpya { | I've got to buy a new one |
| yanilazimu ninunue mpya } | |

The subjunctive is considered better. In these examples, we have the a- tense of the verb. The subject prefix is that of the singular of the N-class, used here with no antecedent. This subject prefix used in this way is sometimes called 'impersonal.'

2.

A. Concords with "mpya.

| | | |
|----------|-------------------------------|--------------------------------------|
| kalamu | Nilinunua kalamu mpya jana. | I bought a new pen yesterday. |
| kiti | Nilinunua kiti kipyä jana. | I bought a new chair yesterday. |
| viti | Nilinunua viti vipya jana. | I bought some new chairs yesterday. |
| baiskeli | Nilinunua baiskeli mpya jana. | I bought a new bicycle yesterday. |
| nguo | Nilinunua nguo mpya jana. | I bought some new clothes yesterday. |
| jiko | Nilinunua jiko jipyä jana. | I bought a new stove yesterday. |

B. -lazimu plus infinitive.

| | |
|--|-------------------------|
| -tengeneza Yanilazimu kutengeneza kalamu hii. | I must repair this pen. |
|--|-------------------------|

| | | |
|---------|--------------------------------|---|
| -nunua | Yanilazimu kununua kalamu hii. | I must buy this pen. |
| -aza | Yanilazimu kuza kalamu hii. | I must sell this pen. |
| -peleka | Yanilazimu kupeleka kalamu hii | I must take this pen to the repairman. |

C. -lazimu plus subjunctive.

| | | |
|-------|------------------------------|---------------------------------|
| mimi | Yanilazimu nilipe kalamu. | I must pay for the pen. |
| wao | Yawalazimu walipe kalamu. | They must pay for the pen. |
| yeye | Yamlazimu alipe kalamu. | He must pay for the pen. |
| sisi | Yatulazimu tulipe kalamu. | We must pay for the pen. |
| wewe | Yakulazimu ulipe kalamu. | You must pay for the pen. |
| ninyi | Yawalazimuni m̄lipes kalamu. | You (pl.) must pay for the pen. |

D. ~enyewe.

| | | |
|-------|---------------------------|-----------------------|
| mimi | Mimi mwenyewe nilikwenda. | I myself went. |
| wewe | Wewe mwenyewe ulikwenda. | You yourself went. |
| yeye | Yeye mwenyewe alikwenda. | He himself went. |
| sisi | Sisi wenyewe tulikwenda. | We ourselves went. |
| ninyi | Ninyi wenyewe m̄likwenda. | You yourselves went. |
| wao | Wao wenyewe walikwenda. | They themselves went. |

3.

A. Agreement in successive sentences among subject, object, and possessive stem.

| | | |
|------|--|---|
| mimi | Nahitaji kalamu. Tafadhali nisaidie. Yangu haiandiki. | I need a pen. Please lend me one. Mine doesn't write. |
| Juma | Juma ahitaji kalamu. Tafadhali m̄saidie. Yake haiandiki. | Juma needs a pen. Please lend him one. His can't write. |
| sisi | Twahitaji kalamu. Tafadhali tusaidie. Zetu haziandiki. | We need pens. Please lend us some. Ours don't write. |

| | | |
|----------------------|---|--|
| watoto | Watoto wahitaji kalamu. Tafadhali wasaidie. Zao haziandiki. | The children need pens. Please lend them some. Theirs don't write. |
| B. -mekwisha. | | |
| wino | Una wino wa kutosha? Hapana, wino umekwisha. | Do you have enough ink? No, ink is all gone. |
| uji | Una uji wa kutosha? Hapana, uji umekwisha. | Do you have enough gruel? No, gruel is all gone. |
| sukari | Una sukari ya kutosha? Hapana, sukari imekwisha. | Do you have enough sugar? No, sugar is all gone. |
| chai | Una chai ya kutosha? Hapana, chai imekwisha. | Do you have enough tea? No, tea is all gone. |
| maji | Una maji ya kutosha? Hapana, maji yamekwisha. | Do you have enough water? No, water is all gone. |
| maziwa | Una maziwa ya kutosha? Hapana, maziwa yamekwisha. | Do you have enough milk? No, milk is all gone. |

Unit 46

1. Basic Dialogue. I've lost a letter.

Hamisi

barua (N)

letter

meza (N)

table

Umeionna barua juu ya meza?

Did you see the letter on the table?

Hadija

Kutoka wapi?

Where from?

Hamisi

muhuri (MI)

postmark

(or: chapa ya posta,
alama ya posta)

Ilikuwa na muhuri wa Afrika

It had a West African postmark.

Magharibi.

Hadija

Sijaionna. Imepotea?

I haven't seen it. Is it lost?

Hamisi

-kumbuka

to remember

-weka

to put

Siwezi kukumbuka niliiweka wapi.

I can't remember where I put it.

-poteza

to lose

Pengine nimeipoteza.

Maybe I've lost it.

Hauija

-kata

to cut

tamaa (N)

desire

'Usikate tamaa.'

Don't despair.

-tafuta

to look for

Nitakusaidia kuitafuta.

I'll help you look for it.

Notes

A. Causative stems.

| | |
|--------------|--------------------|
| imepotea | is it lost? |
| nimeipoteza | I've lost it |
| nimerudi | I have returned |
| nimeirudisha | I have returned it |

The stem -poteza 'to lose' is a 'causative' stem which is related to the applied stem -potea 'to get lost'. The vowel of the causative suffix follows the same rule as the vowels of the applied and stative suffixes: it is -i- after u, i or a, and -e- after e or o. For this verb and some others, the consonant is -z-. The final vowel of causative infinitives is -a, regardless of the final vowel of the simple stem.

| | | | |
|---------|---|------------|--------------------------|
| -pend- | 'to like' | -pend-ez- | 'to please' |
| -pot- | (Simple root no longer in use in this sense.) | -pot-ez- | 'to lose, throw away' |
| -ja- | 'to become full' (Simple root no longer in use in this sense.) | -ja-z- | 'to fill' |
| -temb- | 'to cause to walk about' | -temb-ez- | 'to cause to walk about' |
| -pelek- | 'to go, send, take' | -pelek-ez- | 'to cause to send, etc.' |
| -um- | 'to bite, hurt' | -um-iz- | 'to cause to hurt' |

For many other verbs, the consonant is -sh-:

| | | | |
|-------|-------------------|-----------|-------------------------|
| -end- | 'to go' | -end-esh- | 'to cause to go' |
| -sem- | 'to speak' | -sem-esh- | 'to cause to speak' |
| -ot- | 'to grow, sprout' | -ot-esh- | 'to raise (vegetables)' |

| | | | |
|----------------|--------------|--------------------|-----------------------|
| -rud- | 'to return' | -rud-ish- | 'to cause to return' |
| -furah- | 'to rejoice' | -furah-ish- | 'to cause to rejoice' |

Many verbs have **-sh-**, without a suffixial vowel, where a related stem has **-k-:**

| | | | |
|-----------------|---------------|------------------|-------------------|
| -wak- | 'to burn' | -wash- | 'to ignite' |
| -anguk- | 'to fall' | -angush- | 'to drop' |
| -kumbuk- | 'to remember' | -kumbush- | 'to remind' |
| but | | -andik- | 'to dictate' |
| | | -wek- | 'to put' |
| | | -wek-esh- | 'to cause to put' |

For more details, see Chapter XXXIV of Ashton's Swahili Grammar. While the above generalizations will be of great help in organizing and remembering the facts, it is safest in the beginning to learn each causative form separately.

2.

A. Concord: Noun and demonstrative; **-ku-** as object prefix.

| | | |
|----------------|-----------------------------|--------------------------------|
| barua | Nani alikuletea barua hii? | Who brought you this letter? |
| barua (pl.) | Nani alikuletea barua hizi? | Who brought you these letters? |
| kalamu | Nani alikuletea kalamu hii? | Who brought you this pen? |
| nguo (sg.) | Nani alikuletea nguo hii? | Who brought you this cloth? |
| nguo (pl.) | Nani alikuletea nguo hizi? | Who brought you these clothes? |
| kitu | Nani alikuletea kitu hiki? | Who brought you this thing? |
| vitu | Nani alikuletea vitu hivi? | Who brought you these things? |

B. **-weka, juu ya -----.**

| | | |
|-------|-----------------------------|------------------------------|
| ↓ | Niliweka kitu juu ya meza. | I put a chair on the table. |
| barua | Niliweka barua juu ya meza. | I put a letter on the table. |

| | | |
|---------|-------------------------------|----------------------------------|
| kalamu | Niliweka kalamu juu ya meza. | I put a pen on the table. |
| nguo | Niliweka nguo juu ya meza. | I put some clothes on the table. |
| kiti | Niliweka nguo juu ya kiti. | I put some clothes on the chair. |
| matunda | Niliweka matunda juu ya kiti. | I put some fruit on the chair. |
| nyama | Niliweka nyama juu ya kiti. | I put some meat on the chair. |
| jiko | Niliweka nyama juu ya jiko. | I put some meat on the stove. |
| maji | Niliweka maji juu ya jiko. | I put some water on the stove. |

C. -weka plus locatives.

| | | |
|--------|---------------------|--------------------------------|
| nguo | Weka nguo mezani. | Put the clothes on the table. |
| kalamu | Weka kalamu mezani. | Put the pen on the table. |
| ndizi | Weka ndizi mezani. | Put the bananas on the table. |
| viazi | Weka viazi mezani. | Put the potatoes on the table. |

3.

A. Agreement of subject and object prefixes; concord of noun and object prefix.

| | | |
|---------|---|--|
| kalamu | Nimepoteza kalamu. Nitakusaidia kuitafuta. | I lost a pen. I'll help you to look for it. |
| mayai | Nimepoteza mayai. Nitakusaidia kuyatafuta. | I lost some eggs. I'll help you to look for them. |
| chungwa | Nimepoteza chungwa. Nitakusaidia kulitafuta. | I lost an orange. I'll help you to look for it. |
| mkate | Nimepoteza mkate. Nitakusaidia kuutafuta. | I lost a loaf of bread. I'll help you to look for it. |

B. Causative stem; concord including object prefix.

| | | |
|--------|--|---------------------------------|
| kalamu | Kalamu yangu imepotea. Nani ameipoteza? | My pen is lost. Who lost it? |
|--------|--|---------------------------------|

| | | |
|-------|---|--|
| berua | Barua yangu imepotea. Nani ameipoteza? | My letter is lost. Who lost it? |
| barua | Barua zangu zimepotea. Nani amezipoteza? | My letters are lost. Who lost them? |
| nguo | Nguo yangu imepotea. Nani ameipoteza? | My cloth is lost. Who lost it? |

C.

| | | |
|--------|---|--|
| kalamu | Kalamu zetu zimepotea. Mmezipoteza lini? | Our pens are lost. When did you lose them? |
| barua | Barua zetu zimepotea. Mmezipoteza lini? | Our letters are lost. When did you lose them? |
| nguo | Nguo zetu zimepotea. Mmezipoteza lini? | Our clothes are lost. When did you lose them? |

D. Agreement of subject prefix and possessive stem.

| | | |
|-------|---|---|
| wewe | Unatoka wapi? Silikumbuki jina lako. | Where are you from? I don't remember your name. |
| yeye | Anatoka wapi? Silikumbuki jina lake. | Where is he from? I don't remember his name. |
| ninyi | Mnatoka wapi? Siyakumbuki majina yenu. | Where are you all from? I don't remember your names. |
| wao | Wanatoka wapi? Siyakumbuki majina yao. | Where are they from? I don't remember their names. |

Conversation Starters

1. A (an employer) gives directions to B (a domestic servant), and answers B's questions about details of his duties.

Unit 47

1. Basic Dialogue. Broken dishes.

(Loud crash off stage.)

Mother

Nini hicho kilichovunjika?

What's that that broke?

(or: Kitu kimevunjika nini?)

Daughter

-angusha

to cause to fall

chombo (VI)

vessel

-pakua

to divide

Mariamu ameangusha vyombo vya

Mary dropped the dishes.

kupakulia chakula.

('... the vessels for dividing
out the food.')Mother

"pi?

which?

Vipi vimevunjika?

Which ones are broken?

Daughter

sahani (N)

plate

kikombe (VI)

cup

kisahani (VI)

saucer

bilauri (N) or: glasi (N)

glass

"ote

all

Sahani mbili, vikombe vitatu,

Two plates, three cups, one saucer,

kisahani kimoja, na bilauri zote!

and all the glasses!

Mother

Bilauri zilikuwa ngapi?

How many glasses were there?

('Glasses they-were how-many?')

Daughter

-fikiri

to think

Mama, nafikiri zilikuwa nne.

Four, I think, Mother.

2.

A. Si as negative copula; the invariable adjective safi.

sahani Sahani hii si safi sana. This plate is not very clean.

sahani (pl.) Sahani hizi si safi sana. These plates are not very clean.

kikombe Kikombe hiki si safi sana. This cup is not very clean.

vikombe Vikombe hivi si safi sana. These cups are not very clean.

bilauri Bilauri hii si safi sana. This glass is not very clean.

bilauri (pl.) Bilauri hizi si safi sana. These glasses are not very clean.

nguo Nguo hii si safi sana. This cloth is not very clean.

B. Concord with "ote.

sahani Sahani zote ni safi sasa. All the plates are clean now.

vikombe Vikombe vyote ni safi sasa. All the cups are clean now.

visahani Visahani vyote ni safi sasa. All the saucers are clean now.

bilauri Bilauri zote ni safi sasa. All the glasses are clean now.

nguo Nguo zote ni safi sasa. All the clothes are clean now.

C. Concord with "pi.

vikombe Vikombe vipi si safi? Which cups are not clean?

kikombe Kikombe kipi si safi? Which cup is not clean?

sahani Sahani zipi si safi? Which plates are not clean?
 (pl.)

sahani Sahani ipi si safi? Which plate is not clean?

nguo Nguo ipi si safi? Which cloth is not clean?

D. Concord with "ote.

bilauri Mariamu amevunja bilauri zote. Mariamu has broken all the glasses.

vyombo Mariamu amevunja vyombo vyote. Mariamu has broken all the dishes.

visahani Mariamu amevunja visahani
 vyote. Mariamu has broken all the saucers.

vikombe Mariamu amevunja vikombe
 vyote. Mariamu has broken all the cups.

sahani Mariamu amevunja sahani zote. Mariamu has broken all the plates.

3.

A. Concords in successive short sentences.

sahani Sahani moja imeanguka. One plate has fallen.
 moja Ipi? Which one?
 Yako. Yours.
 Nani ameliangusha? Who made it fall?

sahani Sahani mbili zimeanguka. Two plates have fallen.
 mbili Zipi? Which ones?
 Zako. Yours.
 Nani ameziangusha? Who made them fall?

kikombe Kikombe kimoja kimeanguka. One cup has fallen.
 kimoja Kipi? Which one?
 Chako. Yours.
 Nani amekiangusha? Who made it fall?

vikombe Vikombe viwili vimeanguka. Two cups have fallen.
 viwili Vipi? Which ones?

Vyako.

Yours.

Nani ameviangusha?

Who made them fall?

B. Neuter vs. simple stems; concord including object prefix.

kalamu Kalamu yangu imevunjika. My pen is broken.

Nani ameivunja? or:

Who broke it?

Nani aliyeivunja?

bilauri Bilauri yangu imevunjika. My glass is broken.

Nani ameivunja?

Who broke it?

kisahani Kisahani changu kimevunjika. My saucer is broken.

Nani amekivunja?

Who broke it?

kikombe Kikombe changu kimevunjika. My cup is broken.

Nani amekivunja?

Who broke it?

C. -kuwa "ngapi"; concord with "ngapi".vikombe Vikombe safi vilikuwa vingapi? How many clean cups were there?
Vilikuwa viñne. There were four.visahani Visahani safi vilikuwa vingapi? How many clean saucers were
there?
Vilikuwa viñne. There were four.sahani Sahani safi zilikuwa ngapi? How many clean plates were
there?
Zilikuwa ñine. There were four.bilauri Bilauri safi zilikuwa ngapi? How many clean glasses were
there?
Zilikuwa ñine. There were four.

D. Concord: Noun and two adjectives.

vikombe Kuna vikombe vipyä vingapi? How many new cups are there?
Kuna vitano. There are five.visahani Kuna visahani vipyä vingapi? How many new saucers are there?
Kuna vitano. There are five.

| | | |
|--------|-------------------------|--------------------------------|
| kalamu | Kuna kalamu mpya ngapi? | How many new pens are there? |
| | Kuna tano. | There are five. |
| nguo | Kuna nguo mpya ngapi? | How many new cloths are there? |
| | Kuna tano. | There are five. |
| nyumba | Kuna nyumba mpya ngapi? | How many new houses are there? |
| | Kuna tano. | There are five. |

Unit 48

1. Basic Dialogue. Lighting the lamp.

Hamisi

giza (MA)

darkness

-ingia

to enter

Giza laingia.

It's getting dark.

taa (N)

a lighting device

mafuta (pl. MA)

(lamp, light bulb, etc.)

-washa

oil, grease

Tafadhalii, nipaati taa ya mafuta,

Please get me the lamp so I [can]

niwashe.

light [it].

Hadija

-chukua

to take, carry

Chukua taa. Nimeileta.

Here it is.

('Take it. I've brought it.')

Hamisi

Inayo mafuta ya kutosha?

Does it have enough oil?

Hadija

-tia

put, pour

chupa (N)

bottle

jioni

evening

Ndiyo, tulitia chupa mbili jana

Yes, we put in two bottles yesterday

jioni.

evening.

Notes

A. Imperative of one verb, followed by subjunctive of a second.

nipatie taa niwashe get me the lamp so that I
 [may] light [it]

After an imperative form of one verb, the subjunctive of a second verb is used to show the purpose of the action of the first.

2.

A. -ingia plus locative.

| | | |
|--------|-------------------|------------------------------|
| nyumba | Ingieni nyumbani. | Go into the house. |
| kanisa | Ingieni kanisani. | Go into the church. |
| shule | Ingieni shuleni. | Go into the school. |
| boma | Ingieni bomani. | Go into the District Office. |

B. Adverbial use of usiku.

| | | |
|--------------|-----------------------------------|--|
| nani | Nani aliyewasha taa jana usiku? | Who lit the lamp last night? |
| Juma | Juma aliwasha taa jana usiku? | Did Juma light the lamp last night? |
| Mama | Mama aliwasha taa jana usiku? | Did Mother light the lamp last night? |
| Baba na Juma | Baba na Juma waliwasha taa usiku? | Did Father and Juma light the lamp last night? |

C. Subject and object prefixes with -na-.

| | | |
|-----------|---|---|
| ↓ | Taa inayo mafuta ya kutosha usiku huu? | Does the lamp have enough oil for tonight? |
| sisi | Sisi tunayo mafuta ya kutosha usiku huu? | Do we have enough oil for tonight? |
| wachukuzi | Wachukuzi wanayo mafuta ya kutosha usiku huu? | Do the porters have enough oil for tonight? |

| | | |
|---------|---|--|
| chakula | Wachukuzi wanacho chakula cha kutosha usiku huu? | Do the porters have enough food for tonight? |
| ninyi | Ninyi mnacho chakula cha kutosha usiku huu? | Do you have enough food for tonight? |
| watoto | Watoto wanacho chakula cha kutosha usiku huu? | Do the children have enough food for tonight? |

D. -tia.

| | | |
|---------|--------------------------------|------------------------------------|
| ↓ | Tutatia mafuta katika taa. | We will put oil into the lamp. |
| chupa | Tutatia mafuta katika chupa. | We will put oil into the bottle. |
| maji | Tutatia maji katika chupa. | We will put water into the bottle. |
| kikombe | Tutatia maji katika kikombe. | We will put water into the cup. |
| bilauri | Tutatia maji katika bilauri. | We will put water into the glass. |
| maziwa | Tutatia maziwa katika bilauri. | We will put milk into the glass. |
| chupa | Tutatia maziwa katika chupa. | We will put milk into the bottle. |

E. Imperative plus subjunctive.

| | | |
|--------|--|--|
| mafuta | Lete mafuta nitie katika chupa hii. | Bring oil for me to put into this bottle. |
| maziwa | Lete maziwa nitie katika chupa hii. | Bring milk for me to put into this bottle. |
| maji | Lete maji nitie katika chupa hii. | Bring water for me to put into this bottle. |
| wino | Lete wino nitie katika chupa hii. | Bring ink for me to put into this bottle. |

3.

A. Imperative plus subjunctive.

| | | |
|--------|----------------------------|---|
| kalamu | Mletes kalamu aitengeneze. | Bring him the pen so that he can fix it. |
|--------|----------------------------|---|

| | | |
|-----------------|------------------------------|---|
| kalamu (pl.) | Mletee kalamu azitengeneze. | Bring him the pens so that he can fix them. |
| baiskeli | Mletee baiskeli aitengeneze. | Bring him the bicycle so that he can fix it. |
| viti | Mletee viti avitengeneze. | Bring him the chairs so that he can fix them. |
| motokaa | Mletee motokaa aitengeneze. | Bring him the car so that he can fix it. |
| taa | Mletee taa aitengeneze. | Bring him the lamp so that he can fix it. |

B. Second person plural object prefix.

| | | |
|---------|---|--|
| vikombe | Juma aliwapatieni vikombe vingapi jana jioni? Hakutupatia vikombe vyo vyote! | How many cups did Juma get you yesterday evening? He didn't bring us any cup at all! |
| viazi | Juma aliwapatieni viazi vingapi jana jioni? Hakutupatia viazi vyo vyote! | How many potatoes did Juma get you yesterday evening? He didn't bring us any at all! |
| mayai | Juma aliwapatieni mayai mangapi jana jioni? Hakutupatia mayai yo yote! | How many eggs did Juma get you yesterday evening? He didn't bring us any egg at all! |
| maembe | Juma aliwapatieni maembe mangapi jana jioni? Hakutupatia maembe yo yote! | How many mangoes did Juma get you yesterday evening? He didn't bring us any mango at all! |
| mikate | Juma aliwapatieni mikate mingapi jana jioni? | How many loaves of bread did Juma bring you yesterday evening? |

| | | |
|---------|---|---|
| | Hakutupatia mikate yo yote! | He didn't bring us any loaf of bread at all! |
| taa | Juma aliwapatieni taa ngapi jana jioni? Hakutupatia taa zo zote! | How many lamps did Juma bring you yesterday evening? He didn't bring us any lamp at all! |
| chupa | Juma aliwapatieni chupa ngapi jana jioni? Hakutupatia chupa zo zote! | How many bottles did Juma bring you yesterday evening? He didn't bring us any bottle at all! |
| ng'ombe | Juma aliwapatieni ng'ombe wangapi jana jioni? Hakutupatia ng'ombe wo wotel! | How many cattle did Juma bring you yesterday evening? He didn't bring us any cattle at all! |

Conversation Starters

1. A (an employer) returns from a trip, and discusses the trip with B (a domestic servant).
2. A then questions B about the state of the house, the dishes, etc. in his absence, and about the adequacy of supplies for the immediate future.

Unit 49

1. Basic Dialogue. Lighting the lamp.

Sonkiberiti (VI)
(or: kibiriti)

box or book of matches

kijiti cha kiberiti (VI)

a single match

Tafadhali, nipatie kiberiti.

Please get me a match.

Mother

Viberiti vyote vimekwisha.

They're all gone.

Son

pesa (N)

coins

Unazo pesa za kumunua vingine?

Do you have money to buy some more?

Mother

senti (N) (or: pesa (N))

small change

sanduku (N)

box

Ndiyo. Chukua senti kutoka

Yes, take some change out of the
box.

sandukuni.

haraka (N)

haste

Na ufanye haraka. Giza laingia.

And hurry, it's getting dark.
('Darkness enters.')Son

Ndiyo, mama.

Yes, Mother.

2.

A. Concord with "pya".kiberiti Tafadhali, nipatie kiberiti Please get me a new match.
 kipyta.

| | | |
|----------|---------------------------------------|---------------------------------|
| viberiti | Tafadhali, nipatie viberiti vipyा. | Please get me some new matches. |
| sanduku | Tafadhali, nipatie sanduku jipyा. | Please get me a new box. |
| nguo | Tafadhali, nipatie nguo mipyा. | Please get me some new clothes. |
| chupa | Tafadhali, nipatie chupa mipyा. | Please get me a new bottle. |
| taa | Tafadhali, nipatie taa mipyा. | Please get me a new lamp. |

B. Meaning of me-tense of -(kw)isha.

| | | |
|----------|----------------------------|--|
| viberiti | Viberiti vimekwisha, mama. | The matches are all used up, mother. |
| vikombe | Vikombe vimekwisha, mama. | The cups are all gone, mother. |
| siagi | Siagi imekwisha, mama. | The butter is all gone, mother. |
| sahani | Sahani zimekwisha, mama. | The plates are all gone, mother. |
| pesa | Pesa zimekwisha, mama. | The money is all gone, mother. |
| mafuta | Mafuta yamekwisha, mama. | The oil is all gone, mother. |
| maji | Maji yamekwisha, mama. | The water is all gone, mother. |
| njugu | Njugu zimekwisha, mama. | The ground nuts are all gone, mother. |

C. "a plus infinitive.

| | | |
|--------|-------------------------------|---------------------------------|
| -nunua | Mnazo pesa za kununua mafuta? | Do you have money to buy oil? |
| -lipa | Mnazo pesa za kulipa kodi? | Do you have money to pay taxes? |
| -tosha | Mnazo pesa za kutosha? | Do you have money enough? |

D. -chukua.

↓ Nani alichukua senti kutoka
sandukuni?

Who took the change from the box?

| | | |
|----------|---|---|
| kalamu | Nani alichukua kalamu kutoka sandukuni? | Who took the pen from the box? |
| meza | Nani alichukua kalamu kutoka mezani? | Who took the pen from the table (drawer)? |
| viberiti | Nani alichukua viberiti kutoka mezani? | Who took the matches from the table (drawer)? |
| nyumba | Nani alichukua viberiti kutoka nyumbani? | Who took the matches from the house? |
| motakaa | Nani alichukua viberiti kutoka motakaani? | Who took the matches from the car? |
| bilauri | Nani alichukua viberiti kutoka bilaurini? | Who took the matches from the glass? |
| mafuta | Nani alichukua mafuta kutoka bilaurini? | Who took the oil from the glass? |
| taa | Nani alichukua mafuta kutoka taani? | Who took the oil from the lamp? |

3.

A. Multiple concords.

| | | |
|--------|--|---|
| pesa | Unazo pesa za kutosha? Sina pesa zo zote. | Do you have enough money? I don't have any money at all. |
| senti | Unazo senti za kutosha? Sina senti zo zote. | Do you have enough change? I don't have any change at all. |
| mafuta | Unayo mafuta ya kutosha? Sina mafuta yo yote. | Do you have enough oil? I don't have any oil at all. |
| maji | Unayo maji ya kutosha? Sina maji yo yote. | Do you have enough water? I don't have any water at all. |
| mikate | Unayo mikate ya kutosha? Sina mikate yo yote. | Do you have enough bread? I don't have any bread at all. |

| | | |
|-------|--|---|
| uji | Unaο uji wa kutosha? Sina uji wo wote. | Do you have enough gruel? I don't have any gruel at all. |
| nyama | Unayo nyama ya kutosha? Sina nyama yo yote. | Do you have enough meat? I don't have any meat at all. |

B. Li-tense vs. past negative with -ku-.

| | | |
|----------|---|---|
| kuchukua | Ulichukua senti ngapi kutoka sandukuni? Sikuchukua nyngi. | How many cents did you take out of the box? I didn't take many. |
| kuweka | Uliweka senti ngapi sandukuni? Sikuweka nyngi. | How many cents did you put into the box? I didn't put many. |
| kuona | Uliona senti ngapi sandukuni? Sikuona nyngi. | How many cents did you see in the box? I didn't see many. |

C.

| | | |
|----------|--|--|
| kuchukua | Mlichukua viberiti vingapi nyumbani? Hatukuchukua vingi. | How many matches did you (pl.) take out of the house? We didn't take many. |
| kuweka | Mliweka viberiti vingapi nyumbani? Hatukuweka vingi. | How many matches did you (pl.) put in the house? We didn't put many. |
| kuona | Mliona viberiti vingapi nyumbani? Hatukuona vingi. | How many matches did you (pl.) see in the house? We didn't see many. |

Unit 50

1. Basic Dialogue. I'm not hungry.

Mother

Unakitaka chakula hiki?

Do you want this food?

Son

Hapana, sikitaki asante.

No, thank you.

Mother

wa nini?

Why [not]?

Son

-maliza

to finish

Kwa sababu sina njaa.

Because I'm not hungry. I've just

Nimemaliza kula sasa hivi.

now finished eating.

Mother

kinywaji (VI)

a drink

Pengine wataka kinywaji.

Maybe you'd like a drink.

Son

Ndiyo. Tafadhali nipatia bilaauri

Yes, a glass of orange juice would

moja ya maji ya machungwa.

be fine.

Mother

-nywa

to drink

Basi chukua. Mimi nitakunywa soda.

Here you are. ('Then, take') I'll

have some soda.

Notes

A. The phrase sasa hivi.

Note the use of hivi, which has the form of the proximal demonstrative,

plural VI class, as modifier of sasa 'now' to produce sasa hivi 'just now.' The phrase hivi sasa is also used in this sense.

2.

A. Concord: Noun and demonstrative.

| | | |
|----------|-------------------------|--------------------------------|
| chakula | Unataka chakula hicho? | Do you want that food? |
| karanga | Unataka karanga hizo? | Do you want those ground nuts? |
| mkate | Unataka mkate huo? | Do you want that bread? |
| kinywaji | Unataka kinywaji hicho? | Do you want that drink? |
| siagi | Unataka siagi hiyo? | Do you want that butter? |
| nyama | Unataka nyama hiyo? | Do you want that meat? |

B. -me-maliza plus infinitive.

| | | |
|----------|---|---|
| -la | Juma amemaliza kula sasa hivi. | Juma has just now finished eating. |
| -leta | Juma amemaliza kuleta kinywaji sasa hivi. | Juma has just now finished bringing a drink. |
| -tuletea | Juma amemaliza kutuletea vinywaji sasa hivi. | Juma has just now finished bringing us drinks. |
| -fanya | Juma amemaliza kufanya kazi sasa hivi. | Juma has just now finished working. |

C. hu-tense; concord with "ingi".

| | | |
|--------|--|---|
| chai | Watu wote wa n̄chi hii hunywa chai nydingi. | Everyone in this country drinks a lot of tea. |
| kahawa | Watu wote wa n̄chi hii hunywa kahawa nydingi. | Everyone in this country drinks a lot of coffee. |
| maziwa | Watu wote wa n̄chi hii hunywa maziwa mengi. | Everyone in this country drinks a lot of milk. |
| soda | Watu wote wa n̄chi hii hunywa soda nydingi. | Everyone in this country drinks a lot of soda. |

maji ya Watu wote wa n̄chi hii hunywa
 machungwa maji ya machungwa mengi. Everyone in this country drinks a lot of orange juice.

D.

| | | |
|---------|---|---|
| nyama | Watu wengi wa n̄chi hii hula nyama nyingi. | Many people in this country eat a lot of meat. |
| karanga | Watu wengi wa n̄chi hii hula karanga nyingi. | Many people in this country eat a lot of ground nuts. |
| muhogo | Watu wengi wa n̄chi hii hula muhogo mwiningi. | Many people in this country eat a lot of cassava. |
| mahindi | Watu wengi wa n̄chi hii hula mahindi mengi. | Many people in this country eat a lot of maize. |

3.

A. Me-tense vs. negative with -ja-.

| | | |
|-----------|---|---|
| wewe | Umemaliza kula sasa? Hapana, sijamaliza bado. | Have you finished eating now? No, I haven't finished yet. |
| ninyi | Mmemaliza kula sasa? Hapana, hatujamaliza bado. | Have you all finished eating now? No, we haven't finished yet. |
| watu wote | Watwote wamemaliza kula sasa? Hapana, hawajamaliza bado. | Has everyone finished eating now? No, they haven't finished yet. |

B. Present affirmative vs. negative, with object prefix.

| | | |
|---------|--|--|
| chakula | Unakitaka chakula hiki? Hapana, sikitaki, asante. | Do you want this food? No, I don't want it, thank you. |
| mikate | Unautaka mikate huu? Hapana, siutaki, asante. | Do you want this bread? No, I don't want it, thank you. |
| mikate | Unaitaka mikate hii? Hapana, siitaki, asante. | Do you want these loaves? No, I don't want them, thank you. |

| | | |
|----------------|---|--|
| embe | Unalitaka embe hili? Hapana, silitaki, asante. | Do you want this mango? No, I don't want it, thank you. |
| maembe | Unayataka maembe haya? Hapana, siyataki, asante. | Do you want these mangoes? No, I don't want them, thank you. |
| ndizi | Unaitaka ndizi hii? Hapana, siitaki, asante. | Do you want this banana? No, I don't want it, thank you. |
| ndizi (pl.) | Unazitaka ndizi hizi? Hapana, sizitaki, asante. | Do you want these bananas? No, I don't want them, thank you. |
| kiazi | Unakitaka kiazi hiki? Hapana, sikitaki, asante. | Do you want this potato? No, I don't want it, thank you. |
| viazi | Unavitaka viazi hivi? Hapana, sivitaki, asante. | Do you want these potatoes? No, I don't want them, thank you. |

C. Negative present of monosyllabic verb stem, with loss of ku-.

| | | |
|---------|--|---|
| Mariamu | Mariamu anakula viazi? La, hali viazi, anakula mkate. | Is Mariamu eating potatoes? No, she isn't eating potatoes. She's eating bread. |
| watoto | Watoto wanakula viazi? La, hawali viazi, wanakula mkate. | Are the children eating potatoes? No, they aren't eating potatoes. They are eating bread. |
| wewe | Unakula viazi? La, sili viazi, ninakula mkate. | Are you eating potatoes? No, I'm not eating potatoes. I'm eating bread. |
| ninyi | Mnakula viazi? La, hatuli viazi, tunakula mkate. | Are you all eating potatoes? No, we aren't eating potatoes. We're eating bread. |

D.

| | | |
|-------|--|--|
| Daudi | Daudi anakunywa kahawa? La, hanywi kahawa, anakunywa chai. | Is Daudi drinking coffee? No, he isn't drinking coffee. He's drinking tea. |
|-------|--|--|

| | | |
|-------|---|--|
| wote | Wote wanakunywa kahawa? La, hawanywi kahawa, wanakunywa chai. | Are they all drinking coffee? No, they aren't drinking coffee. They're drinking tea. |
| wewe | Unakunywa kahawa? La, sinywi kahawa, ninakunywa chai. | Are you drinking coffee? No, I'm not drinking coffee. I'm drinking tea. |
| ninyi | Mnakunywa kahawa? La, hatunywi kahawa, tunakunywa chai. | Are you (pl.) drinking coffee? No, we aren't drinking coffee. We're drinking tea. |

Conversation Starters

1. A inquires of B about what the people of his country customarily eat and how they spend their leisure time. B replies, and asks similar questions about the people of A's country.
2. Within the limits of the vocabulary that has been met up to this point, give an account of a typical day in your own life. Do the same for a day in the life of a domestic servant.

Unit 51

1. Basic Dialogue. What grade are you in?

Magese

-soma

to read, study

darasa (MA)

class

Unasoma darasa gani mtoto?

What class are you in, [child]?

Juma

Niko katika darasa la tano.

I'm in Standard 5.

Magese

samo (MA)

an academic subject, a lesson

Wapenda masomo gani shulenii?

What subjects do you like in school?

Juma

hesabu (N)

arithmetic

dini (N)

religion

Napenda hesabu, Kiingereza, dini

I like arithmetic, English, religion

na historia.

and history.

Magese

-endelea

to continue

-tumaini

to hope

Watumaini kuendelea katika masomo?

Do you hope to continue in your
studies?

Juma

| | |
|---|--|
| Mungu (MI) | God |
| -jalia | to assist (ordinarily in the sense of God's help) |
| mpaka | to, until |
| chuo (VI) | school, college |
| Mungu akinijalia nitaendelea katika masomo mpaka chuo cha juu. | If God helps me, I will go on in my studies to college. |

Mageze

| | |
|------------------------------|--|
| mwishowe | finally |
| Mwishowe utafanya kazi gani? | What kind of work will you do after that? |

Juma

| | |
|--------------------------------|--------------------------|
| siasa (N) (or: utetezi (U)) | politics |
| Nitafanya kazi ya siasa. | I'm going into politics. |

Notes

A. Juu with no possessive following it.

| | |
|--------------|---------------|
| chuo cha juu | higher school |
|--------------|---------------|

Here, juu is used without a possessive or a linking -a following it.
cf. Note 35.C.

B. First and second person subject prefixes used with locative stems.

| | |
|----------------------------|--------------------|
| niko katika darasa la tano | I'm in Standard 5. |
|----------------------------|--------------------|

The first-person and second-person subject pronouns as well as the third-person pronouns may be used before the stem -ko, and before -po and -mo:

| | |
|---------------|-------------------|
| yuko nyumbani | he's at home |
| yupo nyumbani | he's at the house |
| yumo nyumbani | he's in the house |

The difference in meaning between -po and -ko is not sharply defined. Generally speaking, -po implies a more definite idea of the location, while -ko has to do more with the mere existence of something regardless of place. -mo implies location of something within something else.

2.

A. -endelea plus infinitive; mpaka.

| | | |
|--------|-------------------------|---------------------------------|
| -soma | Utaendelea kusoma mpaka | How late are you going to read? |
| | saa ngapi? | |
| -fanya | Utaendelea kufanya kazi | How late are you going to work? |

mpaka saa ngapi?

-tembea -ogeleaB. -jua plus infinitive.

| | | |
|---------|---------------------|---------------------------------|
| -ogelea | Watoto wote wanajua | Do all the children know how to |
| | kuogelea? | swim? |
| -soma | -andika | -sema |

3.

A. Nouns with the same stem but different prefixes.

| | | |
|---------|------------------------------|-----------------------------|
| mpishi | Baba yake ni mpishi. | His father is a cook. |
| | Yeye afanya kazi ya upishi. | He does cooking. |
| mkulima | Baba yake ni mkulima. | His father is a farmer. |
| | Yeye afanya kazi ya ukulima. | He does farming. |
| mtetezi | Baba yake ni mtetezi. | His father is a politician. |
| | Yeye afanya kazi ya utetezi. | He does political work. |

| | | |
|--|--|---|
| mpagazi | Baba yake ni mchukuzi Yeye afanya kazi ya kibarua. | His father is a porter. He does casual labor. |
| mwandishi | Baba yake ni mwandishi. Yeye afanya kazi ya uandishi. | His father is a secretary. He does secretarial work. |
| B. Personal subject prefixes with locative stems. | | |
| wewe | Uko wapi? Nimo nyumbani. | Where are you? I am in the house. |
| ninyi | Mko wapi? Tumo nyumbani. | Where are you (pl.)? We are in the house. |
| yeye | Yuko wapi? Yumo nyumbani. | Where is he? He is in the house. |
| wao | Wako wapi? Wamo nyumbani. | Where are they? They are in the house. |

4. A asks B, a child, about his school work and about his chores at home.

Unit 52

1. Basic Dialogue. If you drink too much. . .

Mirambo

M^wone, yule m^ttu hawezi kutembea
vyema.

Look at him! That man can't walk
properly.

Sangai

pombe (N)

beer

Yeye amekwisha kunywa pombe.

He's been drinking beer.

('he has finished drinking beer')

Mirambo

Wewe unapenda kunywa pombe?

Do you like to drink it?

Sangai

wakati (U) (pl. nyakati)

time

Nyakati nyingine mimi hunywa kidogo

Sometimes I drink just a little.

tu.

Mirambo

-lewa

to become drunk

Pombe ni mbaya kwa sababu inamfanya

Beer is bad because it makes a person

m^ttu alewe.

(that he should become) drunk.

Sangai

Ndiyo. M^ttu akinywa nyingi atalewa.

Yes, anyone who drinks much will get
drunk.

NotesA. The distal demonstratives (-le).

| | | |
|------|-----|---------------------|
| yule | mtu | that man over there |
|------|-----|---------------------|

A third series of demonstratives are formed on the stem -le. The general meaning is 'that/those over there'. These may be called 'distal' demonstratives. The three series of demonstratives may be compared in the following table.

'neutral'

'proximal'

'distal'

| | | | |
|---|---|---|---|
| h | u | y | u |
|---|---|---|---|

| | | | |
|---|---|---|---|
| h | u | y | o |
|---|---|---|---|

| | | | |
|---|---|---|---|
| y | u | l | e |
|---|---|---|---|

| | | | |
|------------------|------------------|-------------|-------------|
| WA | sg. <u>huyo</u> | <u>huyu</u> | <u>yule</u> |
| | pl. <u>hao</u> | <u>hawa</u> | <u>wale</u> |
| MI | sg. <u>huo</u> | <u>huu</u> | <u>ule</u> |
| | pl. <u>hiyo</u> | <u>hii</u> | <u>ile</u> |
| MA | sg. <u>hilo</u> | <u>hili</u> | <u>lige</u> |
| | pl. <u>hayo</u> | <u>haya</u> | <u>yale</u> |
| VI | sg. <u>hicho</u> | <u>hiki</u> | <u>kile</u> |
| | pl. <u>hivyo</u> | <u>hivi</u> | <u>vile</u> |
| N | sg. <u>hiyo</u> | <u>hii</u> | <u>ile</u> |
| | pl. <u>hizo</u> | <u>hizi</u> | <u>zile</u> |
| U | <u>huo</u> | <u>huu</u> | <u>ule</u> |
| PA ('mahali')apo | | hapa | <u>pale</u> |
| KU | huko | huku | <u>kule</u> |
| MU | humu | humu | <u>mle</u> |

B. The ki-tense.

mtu akinywa nyingi atalewa if a person drinks much he will get drunk

Mungu akinijalia . . . if God helps me . . .

These sentences contain verb forms with the prefix -ki-. This prefix stands between the subject and object prefixes, and in this respect resembles the tense prefixes -na-, -li-, etc. A crude but serviceable kind of translation equivalent for the ki- form is 'he drinking', 'he helping', 'I being', etc. Forms with -ki- in this slot do not ordinarily serve as the main verb in a complete sentence.

2.

A. -weza plus infinitive; -le.

-tembea Wale watu hawawezi kutembea Those people cannot walk well.
vyema.

-soma Wale watu hawawezi kusoma Those people cannot read well.
vyema.

-sema -andika

B. Kidogo after mass nouns.

pombe Nyakati nyingine mimi hunywa Sometimes I drink a little beer.
pombe kidogo.

kahawa Nyakati nyingine mimi hunywa Sometimes I drink a little coffee.
kahawa kidogo.

chai Nyakati nyingine mimi hunywa Sometimes I drink a little tea.
chai kidogo.

maji Nyakati nyingine mimi hunywa Sometimes I drink a little water.
maji kidogo.

C. Two examples of the ki-tense.

akienda Mtoto akienda shuleni If a child goes to school, he
hujifunza kusoma. learns how to read.

ukifanya Ukifanya kazi vizuri sana If you work very well you will
 utapata mshahara wa kutosha. get enough pay.

D. Mara.

| | | |
|----------|---------------------------------------|---|
| kuona | Ulimwona mara ngapi? Mara mbili. | How many times did you see him? Twice. |
| kusaidia | Ulimsaidia mara ngapi? Mara mbili. | How many times did you help him? Twice. |
| kusikia | Ulimsikia mara ngapi? Mara mbili. | How many times did you hear him? Twice. |
| kutazama | Ulimtazama mara ngapi? Mara mbili. | How many times did you look at him? Twice. |

E. -fanya plus subjunctive.

| | | |
|----------------------|--|--|
| chai | Chai haimfanyi mtu alewe. | Tea does not make one drunk. |
| kahawa | Kahawa haimfanyi mtu alewe. | Coffee does not make one drunk. |
| maji | Maji hayamfanyi mtu alewe. | Water does not make one drunk. |
| maji ya machungwa | Maji ya machungwa hayamfanyi machungwa mtu alewe. | Orange juice does not make one drunk. |

3.

A. Concords: Noun and adjectives.

| | | |
|---------|--|--|
| pombe | Pombe ni nzuri? Hapana, ni mbaya. | Is the beer good? No, it is bad. |
| vyakula | Vyakula ni vizuri? Hapana, ni vibaya. | Are the foods good? No, they are bad. |
| nyama | Nyama ni nzuri? Hapana, ni mbaya. | Is the meat good? No, it is bad. |
| maembe | Maembe ni mazuri? Hapana, ni mabaya. | Are the mangoes good? No, they are bad. |

| | | |
|------------------|--|--|
| machungwa | Machungwa ni mazuri? Hapana, ni mabaya. | Are the oranges good? No, they are bad. |
| ndizi | Ndizi ni nzuri? Hapana, ni mbaya. | Are the bananas good? No, they are bad. |

Unit 53

1. Basic Dialogue. Juma hurt his leg.

Asha

ndugu (N-pers.)

kinsman of same generation

Baba, ndugu yangu Juma yuko wapi?

Father, where is my ndugu Juma?

Hamisi

Alipelekwa hospitalini na mama.

He was taken to the hospital by [his]

(or:...hospitali...)

mother.

Asha

Kwa mini?

Why?

Hamisi

-umia

be hurt

ñkono (MI)

arm, hand

ñguu (MI)

leg, foot

Kwa sababu aliumia ñkono na ñguu.

Because he hurt [his] arm and [his]

foot.

Asha

Aliumiaje?

How did he get hurt?

Hamisi

kisu (VI)

knife

Alijiumiza mwenyewe kwa kisu.

He hurt himself with a knife.

Asha

ñgonjwa (WA)

a sick person

Yeye ñgonjwa sana?

Is he very ill?

Hamisi

Hapana, lakini alikuwa akiumwa.

No, but he was in pain.

Notes

A. Passive stems.

Ndugu yangu alinium'a.

My brother bit me.

Nilium'a na ndugu yangu.

I was bitten by my brother.

Ndugu yangu aliniumiza.

My brother hurt me.

Niliumizwa na ndugu yangu.

I was hurt by my brother.

Passive stems may be derived from simple stems, or from other derived stems, by use of a suffix whose most common form is -w-. When the passive suffix is used in the same word with another derivational suffix, it follows that suffix.

In sentences containing passive verbs, the word for the agent or means by which the action is performed follows the word na.

B. Passive stems formed on roots which contain vowels.

Wachukuzi walikula nyama.

The porters ate the meat.

Nyama ililiwa na wapagazi.

The meat was eaten by the porters.

Maziwa yamenywewa na watoto.

The milk has been drunk by the children.

Passive stems derived from monosyllabic verbs do not have ku-, and the passive suffix itself is -iw- or -ew-. For details see the exercises.

C. Difference in meaning between -umwa and -umia.Niliumwa (na) kichwa.

I had a headache.

Niliumia kichwa.

I hurt my head.

Note the difference in meaning between the derived verb stems in the above examples. The underlying simple stem -uma means 'to cause pain, injure, bite'.

The word na is used by some speakers after -umwa, but is omitted by others.

D. The reflexive prefix -ji-.

| | |
|------------------------|-----------------------|
| Minajifunza Kiswahili. | I'm studying Swahili. |
| Nilimwumiza Daudi. | I hurt Daudi. |
| Nilijiumiza. | I hurt myself. |
| Walijiumiza. | They hurt themselves. |

The prefix -ji- occupies the same slot as the other object prefixes. It is a 'reflexive' prefix, which indicates that the object of the verb is the same as its subject. It has the invariable shape -ji- regardless of the person, class or number of the subject.

The stem -funza means 'to teach'. -jifunza 'to study, learn' is literally 'to teach oneself'.

2.

A. -umia.

| | | |
|--------|----------------------|----------------------|
| ñguu | Juma aliumia ñguu. | Juma hurt his leg. |
| miguu | Juma aliumia miguu. | Juma hurt his legs. |
| ñkono | Juma aliumia ñkono. | Juma hurt his hand. |
| mikono | Juma aliumia mikono. | Juma hurt his hands. |
| kichwa | Juma aliumia kichwa. | Juma hurt his head. |

B. -umwa.

| | | |
|--------|----------------------|-----------------------|
| kichwa | Juma anaumwa kichwa. | Juma has a headache. |
| ñguu | Juma anaumwa ñguu. | Juma has a sore foot. |
| miguu | Juma anaumwa miguu. | Juma's feet hurt. |
| ñkono | Juma anaumwa ñkono. | Juma has a sore arm. |

C. -jiumiza.

| | | |
|------|-----------------------|-----------------------------|
| kisu | Nilijiumiza kwa kisu. | I hurt myself with a knife. |
| kiti | Nilijiumiza kwa kitu. | I hurt myself with a chair. |

bilauri baiskeli kalamu

D. Kuna plus locative.

| | | |
|----------|----------------------------------|--|
| ↓ | Kuna wagonjwa wengi hospitalini? | Are there many patients in the hospital? |
| m̄tu | Kuna watu wengi hospitalini? | Are there many people in the hospital? |
| m̄ji | Kuna watu wengi m̄jini? | Are there many people in town? |
| m̄gonjwa | Kuna wagonjwa wengi m̄jini? | Are there many sick people in town? |
| m̄toto | Kuna watoto wengi m̄jini? | Are there many children in town? |
| shule | Kuna watoto wengi shulen? | Are there many children in the school? |

E. -wa plus ki-tense.

| | | |
|----------|---|---|
| kufanya | Ulikuwa ukifanya nini saa sita m̄chana? | What were you doing at twelve noon? |
| kula | Ulikuwa ukila chakula saa sita m̄chana? | Were you eating at twelve noon? |
| kusoma | Ulikuwa ukisoma saa sita m̄chana? | Were you reading at twelve noon? |
| kutembea | Ulikuwa ukitembea saa sita m̄chana? | Were you walking at twelve noon? |
| kvandika | Ulikuwa ukiandika barua saa sita m̄chana? | Were you writing a letter at twelve noon? |

F. Concord: Noun, adjective, subject prefix.

| | | |
|------------|-----------------------------------|--|
| nguo m̄pya | Nguo m̄pya zilipelekwa hospitali. | New clothes were {taken} {sent} to the hospital. |
| mayai | Mayai yalipelekwa hospitali. | Eggs were taken to the hospital. |
| maziwa | ndizi | vyakula vyote |

mahindi Mahindi yote yalipelekwa All the maize was taken to the
sokoni. market.

muhogo Muhogo wote ulipelekwa All the cassava was taken to the
sokoni. market.

mayai njugu nguruwe maembe mazima

H. Passive plus na.

baba Kodi ililipwa jana na baba The tax was paid yesterday by my
yangu. father.

mama ndugu

I. -wa plus na-tense.

kichwa Jana nilikuwa ninaumwa kichwa. Yesterday, I had a headache.

nguu Jana nilikuwa ninaumwa nguu. Yesterday, I had a sore foot.

mkono Jana nilikuwa ninaumwa mkono. Yesterday, I had a sore arm.

vitu Vitu hivi vyote vimeletwa All these things have been brought
na ndugu yangu. by my brother.

visu Visu hivi vyote vimeletwa All these knives have been brought
na ndugu yangu. by my brother.

viti machungwa mayai njugu ndizi nyama siagi

mikate

3.

A. Passive of verbs whose roots contain no vowel.

pombe Pombe yote imenyewa. All the beer has been drunk.
Nani ameinywa? Who has drunk it?

chai Chai yote imenyewa. All the tea has been drunk.
Nani ameinywa? Who has drunk it?

kahawa Kahawa yote imenyewa. All the coffee has been drunk.
Nani ameinywa? Who has drunk it?

| | | |
|------|--|--|
| soda | Soda yote imenyewa. Nani ameinywa? | All the soda has been drunk. Who has drunk it? |
| maji | Maji yote yamenywewa. Nani ameyanywa? | All the water has been drunk. Who has drunk it? |

B.

| | | |
|--------|--|--|
| viazi | Viazi vyote vimeliwa. Nani amevila? | All the potatoes have been eaten. Who has eaten them? |
| maembe | Maembe yote yameliwa. Nani ameyala? | All the mangoes have been eaten. Who has eaten them? |
| mikate | Mkate wote umeliwa. Nani ameula? | All the bread has been eaten. Who has eaten it? |
| mikate | Mikate yote imeliwa. Nani ameila? | All the loaves of bread have been eaten. Who has eaten them? |
| nyama | Nyama yote imeliwa. Nani ameila? | All the meat has been eaten. Who has eaten it? |
| samaki | Samaki yote imeliwa. Nani ameila? | All the fish has been eaten. Who has eaten it? |

Conversation Starters

1. A and his friend B, who are parents, discuss the things that they do for their children, related to their needs for food, clothing, education.

Unit 54

1. Basic Dialogue. Where have you been recently?

Sangai

Habari za siku nyingi?

How have you been all this time?

('News of many days?')

Mirambo

Njema.

Fine!

Sangai

Ulikuwa wapi siku hizi zote?

Where have you been all these days?

Mirambo

Nilikuwa huko Mbeya.

I was at Mbeya.

Sangai

Ulikuwa ukifanya nini?

What were you doing?

Mirambo

Nilikuwa nikifanya kazi ya ukarani. I was doing clerical work.

NotesA. Huko with names of places.

Tulikuwa nyumbani. We were at home.

Tulikuwa huko Mbeya. We were at Mbeya.

The locative suffix -ni is used with such words as nyumba 'house' and soko 'market'. With names of cities the word huko 'there' or hapa 'here' may be used. The literal translation of the second sentence is thus 'we were there [at] Mbeya'.

B. Verb phrases in which the first verb is -wa.

| | |
|--------------------------|--------------------------------|
| Nilikuwa nikifanya kazi. | I was working. |
| Atakuwa akifanya kazi. | He will be working. |
| Alilewa. | He got drunk. |
| Alikuwa amelewa. | He was drunk. |
| Amelewa. | He is drunk. |
| Ilikuwa imevunjika. | It was broken [when I saw it]. |

Verb phrases of this kind lend great flexibility to the expression of time and aspect with Swahili verbs. Basically, the action as a whole is located in past or future time by the use of -li- or -ta- as prefix with -wa. The shape of the action, whether continuing or completed at that time, is indicated by the use of -na-, -ki-, or of -me- as prefix for the second verb.

2.

A. Huko with names of cities.

| | | |
|---------|------------------------|------------------------|
| Mbeya | Tulikuwa huko Mbeya. | We were at Mbeya. |
| Utete | Tulikuwa huko Utete. | We were at Utete. |
| soko | Tulikuwa sokoni. | We were at the market. |
| kanisa | Tulikuwa kanisani. | We were at the church. |
| Nairobi | Tulikuwa huko Nairobi. | We were in Nairobi. |

B. -wa plus ki-tense.

| | | |
|-----------|------------------------------------|-------------------------|
| kwenda | Nilikuwa nikienda nyumbani. | I was going home. |
| kula | Nilikuwa nikila chungwa. | I was eating an orange. |
| kujifunza | Nilikuwa nikijifunza Kiswahili. | I was learning Swahili. |
| kuondoka | Nilikuwa nikiondoka shuleni. | I was leaving school. |
| kuogelea | Nilikuwa nikiogelea. | I was swimming. |

kusaidia Nilikuwa nikiwasaidia
wazazi wangu.

I was helping my parents.

3.

A. Lini?

| | | |
|------|--|--|
| wao | Waendelee kusoma ḡpaka saa saba. Walianza lini kusoma? | Let them go on reading till one o'clock. When did they begin reading? |
| yeye | Aendelee kusoma ḡpaka saa saba. Alianza lini kusoma? | Let him/her go on reading till one o'clock. When did he/she begin reading? |
| wao | Waendelee kuogelea ḡpaka saa saba. Walianza lini kuogelea? | Let them go on swimming till one o'clock. When did they begin swimming? |
| yeye | Aendelee kuogelea ḡpaka saa saba. Alianza lini kuogelea? | Let him/her go on swimming till one o'clock. When did he/she begin swimming? |
| wao | Waendelee kutusaidia ḡpaka saa saba. Walianza lini kutusaidia? | Let them go on helping us till one o'clock. When did they begin helping us? |
| yeye | Aendelee kutusaidia ḡpaka saa saba. Alianza lini kutusaidia? | Let him/her go on helping us till one o'clock. When did he/she begin helping us? |

B. -wa plus ki-tense: negative vs. affirmative.

| | | |
|-------|--|---|
| wewe | Ulikuwa ukisoma? Hapana. Sikuwa nikisoma, nilikuwa nikiandika. | Were you (sg.) reading? No, I was not reading, I was writing. |
| ninyi | Mlikuwa ḡkisoma? Hapana. Hatukuwa tukisoma, tulikuwa tukiandika. | Were you (pl.) reading? No, we were not reading, we were writing. |

| | | |
|-----------|--|---|
| karani | Karani alikuwa akisoma? Hapana. Hakuwa akisoma, alikuwa akiandika. | Was the clerk reading? No, he was not reading, he was writing. |
| C. | | |
| wazungu | Wazungu hao walikuwa wakinywa chai? Hawakuwa wakinywa chai. Walikuwa wakinywa pombe. | Were those Europeans drinking tea? They were not drinking tea, they were drinking beer. |
| mzungu | Mzungu huyo alikuwa akinywa chai? Hakuwa akinywa chai. Alikuwa akinywa pombe. | Was that European drinking tea? He was not drinking tea, he was drinking beer. |
| wakulima | Wakulima hao walikuwa wakinywa chai? Hawakuwa wakinywa chai. Walikuwa wakinywa pombe. | Were those farmers drinking tea? They were not drinking tea, they were drinking beer. |
| ninyi | Mlikuwa m̄kinywa chai? Hatukuwa tukinywa chai. Tulikuwa tukinywa pombe. | Were you drinking tea? We were not drinking tea, we were drinking beer. |

Unit 55

1. Basic Dialogue. How's the family?

Hasani

Habari gani za watoto wako?

How are your children?

Hadija

Hawajambo.

They're all right.

Hasani

kweli

true

Kweli, una watoto wangapi sasa?

Really, how many children do you have now?

Hadija

Nina watoto watatu.

I have three.

Hasani

kiume (VI)

the male sort

kike (VI)

the female sort

Watoto hao ni wa kiume au wa kike? Are they boys or girls?

Hadija

mwanamike (pl. wanawake)

woman

mwanamume (pl. wanaume)

man

Mmoja ni mwanamike na wawili ni One is a girl and two are boys.

wanaume.

Hasani

umri (U)

age

Mtoto wako mkuwa ana umri gani?

What is the age of your eldest?
('...your big [one]')

Hadija

Ana miaka kumi na mitatu sasa. Thirteen.

Notes

A. Numerals which take concordial prefixes.

Ana miaka mitano. He is five years old.

Ana miaka sita. He is six years old.

The numerals from 1 - 5, and also 8, take concordial prefixes. None of the other numerals do so.

B. Stating the ages of persons.

Note that the way of stating ages, as in the above examples, is literally 'he has (five) years'.

2.

A. Numbers and ages.

- | | | |
|----|---|--|
| 5 | Mtoto wangu m ^k ubwa ana miaka mitano sasa. | My eldest child is five years old now. |
| 6 | Mtoto wangu m ^k ubwa ana miaka sita sasa. | My eldest child is six years old now. |
| 7 | Mtoto wangu m ^k ubwa ana miaka saba sasa. | My eldest child is seven years old now. |
| 8 | Mtoto wangu m ^k ubwa ana miaka minane sasa. | My eldest child is eight years old now. |
| 9 | Mtoto wangu m ^k ubwa ana miaka tisa sasa. | My eldest child is nine years old now. |
| 10 | Mtoto wangu m ^k ubwa ana miaka kumi sasa. | My eldest child is ten years old now. |
| 11 | Mtoto wangu m ^k ubwa ana miaka kumi na mmoja sasa. | My eldest child is eleven years old now. |

12 Mtoto wangu m^{ik}ubwa ana miaka
kumi na miwili sasa. My eldest child is twelve years old now.

13 14 15 16 17 18 19

30

A. The double plurals; subjunctive.

| | | |
|--------|---|--|
| | Wanaume waende shuleni; wanawake wakae nyumbani. | The men are to go to school, the women are to stay home. |
| soko | Wanaume wakae nyumbani; wanawake waende sokoni. | The men are to stay home, the women are to go to the market. |
| kanisa | Wanaume wakae sokoni; wanawake waende kanisani. | The men are to stay at the market, the women are to go to church. |
| boma | Wanaume wakae kanisani; wanawake waende bomani. | The men are to stay at church, the women are to go to the District Office. |
| shule | Wanaume wakae bomani; wanawake waende shuleni. | The men are to stay at the District Office, the women are to go to school. |

B. Double singular vs. double plural.

| | | |
|-----------------------|--|------------------------------------|
| mwanamke | Kuna mwanamke m ^{im} oja nyumbani. | There is one woman at home. |
| | Kuna wanawake wengi shuleni. | There are many women at school. |
| mwanamume | Kuna mwanamume m ^{im} oja nyumbani. | There is one man at home. |
| | Kuna wanaume wengi shuleni. | There are many men at school. |
| m ^{ik} ulima | Kuna m ^{ik} ulima m ^{im} oja nyumbani. | There is one farmer at home. |
| | Kuna wakulima wengi shuleni. | There are many farmers at school. |
| mtoto | Kuna mtoto m ^{im} oja nyumbani. | There is one child at home. |
| | Kuna watoto wengi shuleni. | There are many children at school. |
| karani | Kuna karani m ^{im} oja nyumbani. | There is one clerk at home. |
| | Kuna makarani wengi shuleni. | There are many clerks at school. |

Conversation Starters

1. A and his friend B, who are parents, exchange information about the ages of their respective children, the grades that the children are in at school, and their favorite subjects.

Unit 56

1. Basic Dialogue. When are you coming to see us?

Mirambo

-amkia to greet, visit

Utakuja lini kutuamkia? When are you coming to visit us?

Magese

nafasi (N) opportunity

Jumatano Wednesday

pamoja na together with

mke (WA) wife

Nikipata nafasi, nitakuja siku ya If I get a chance, I'll come on

Jumatano pamoja na mke wangu na Wednesday along with my wife

watoto. and children.

Mirambo

baada (N) after

livu (N) leave time

Baada ya livu yako, utakwenda wapi? Where are you going when your

leave is over?

Magese

labda perhaps

-rudi to return

hakika (N) certainty

Labda nitarudi tena Mbeya, lakini I may go back to Mbeya again, but

sina hakika. I'm not sure.

Notes

A. The days of the week.

| | |
|----------|-----------|
| Jumamosi | Saturday |
| Jumapili | Sunday |
| Jumatatu | Monday |
| Jumanne | Tuesday |
| Jumatano | Wednesday |
| Alhamisi | Thursday |
| Ijumas | Friday |

Given above are the days of the week in Swahili. When naming them in series it is customary to begin with Jumamosi. The terminations -mosi, -pili, etc. are related to forms meaning respectively 'one' and 'two'. Saturday is thus 'day-one', and Tuesday is 'day-four'.

B. The noun baada.

The noun baade, like juu, does not serve as subject or object of a verb, nor occur in the plural.

2.

A. -amkia.

| | | |
|--------|---|--|
| wazazi | Umekuja hapa kuwaamkia wazazi wako? | Have you come here to visit your parents? |
| refiki | Umekuja hapa kumwaamkia rafiki yako? | Have you come here to visit your friend? |
| jamaa | Umekuja hapa kumwaamkia jamaa yako? | Have you come here to visit your companion? |
| baba | Umekuja hapa kumwaamkia baba yako? | Have you come here to visit your father? |
| ndugu | Umekuja hapa kumwaamkia ndugu yako? | Have you come here to visit your brother? |

B. -pata nafasi.

- kusoma Sikupata nafasi ya kusoma
darasa la saba. I did not have the opportunity of
studying the seventh grade.
- kusema Sikupata nafasi ya kusema
na Mwandishi Mkuu. I did not have the opportunity of
speaking to the General Secretary.
- kuendelea Sikupata nafasi ya
kuendelea na masomo. I did not have the opportunity of
continuing with [my] studies.
- kujifunza Sikupata nafasi ya
kujifunza hesabu. I did not have the opportunity of
learning arithmetic.
- kuona Sikupata nafasi ya kuona
mashindano ya farasi. I did not have the opportunity of
watching the horse races.

C. pamoja na

- mike Nilikwenda Mbeya pamoja
na mike wangu. I went to Mbeya together with my
wife.
- mtoto Nilikwenda Mbeya pamoja
na mtoto wangu mkubwa. I went to Mbeya together with my
eldest child.
- Mwandishi Nilikwenda Mbeya pamoja
Mkuu na Mwandishi Mkuu. I went to Mbeya together with the
General Secretary.
- rafiki Nilikwenda Mbeya pamoja
na rafiki yangu. I went to Mbeya together with my
friend.
- wachukuzi Nilikwenda Mbeya pamoja
na wachukuzi wengine. I went to Mbeya together with some
porters.

D. 'Future progressive.' -ta- plus -ki.-

- mimi Baada ya mwaka huu,
nitakuwa nikiishi Kenya. After this year I shall be living
in Kenya.
- eisi Baada ya mwaka huu,
tutakuwa tukiishi Kenya. After this year we will be living
in Kenya.
- yeye Baada ya mwaka huu, atakuwa
akiishi Kenya. After this year he will be living
in Kenya.

| | | |
|--------|---|---|
| wao | Baada ya mwaka huu, watakuwa wakiishi Kenya. | After this year they will be living in Kenya. |
| wewe? | Baada ya mwaka huu, utakuwa ukiishi Kenya? | After this year will you (sg.) be living in Kenya? |
| niryi? | Baada ya mwaka huu, intakuwa mkiishi Kenya? | After this year will you (pl.) be living in Kenya? |

3.

A. Me-tense, affirmative vs. negative.

| | | |
|----------|---|--|
| kurudi | Daudi amerudi nyumbani? Hapana, hajarudi bado. | Has Daudi gone back home? No, he hasn't gone back yet. |
| kwanza | Daudi ameanza kusoma? Hapana, hajaanza bado. | Has Daudi begun reading? No, he hasn't begun yet. |
| kumaliza | Daudi amemaliza kusoma? Hapana, hajamaliza bado. | Has Daudi finished reading? No, he hasn't finished yet. |
| kula | Daudi amekula maharagwe? Hapana, hajala bado. | Has Daudi eaten beans? No, he hasn't eaten yet. |
| kwisha | Chumvi imekwisha? Hapana, haijaisha bado. | Is the salt all gone? No, it isn't all gone yet. |

B. Ta-tense, affirmative vs. negative.

| | | |
|-------|--|--|
| wewe | Utapata nafasi ya kutuamkia? Hapana. Sitapata nafasi. | Will you have a chance to come to see us? No, I will not have a chance. |
| ninyi | Mtapata nafasi ya kutuamkia? Hapana. Hatutapata nafasi. | Will you (pl.) have a chance to come to see us? No, we will not have a chance. |
| wewe | Utaendelea katika masomo? Hapana. Sitaendelea. | Will you continue with your studies? No, I will not continue. |

| | | |
|-------|---------------------------------------|--|
| ninyi | Mtaendelea katika masomo? | Will you (pl.) continue with your studies? |
| | Hapana, hatutaendelea. | No, we will not continue. |
| wewe | Utalipa vitu hivyo? | Will you pay for those things? |
| | Hapana, sitalipa. (or: Sitavilipa) | No, I will not pay for them. |
| ninyi | Mtalipa vitu hivyo? | Will you (pl.) pay for those things? |
| | Hapana, hatutalipa. | No, we will not pay for them. |

Unit 57

1. Basic Dialogue. Where will you go after your leave?

Mirambo

-rudishwa to be caused to return

Unadhani utarudishwa tena hapa? Do you think you will be sent back
here?

Magese

maana meaning, significance; because

-ahidi to promise

kwamba that ('saying')

-hama to move from one place to
another

Sidhani, maana nimekwisha ahidiwa I don't think so, because I've already
kwamba nitahamishwa. been promised that I'll be moved.

Mirambo

ungependa you would like

Unadhani ungependa kurudi hapa? Do you think you would like to return
here?

Magese

Ndiyo. Ningefurahi sana. Yes, I would be very happy.

Mirambo

-kosa to lack, err

Asante sana. Na tafadhalu usikose Thanks very much. And please don't
kuja siku hiyo ya Jumatano! fail to come on [that] Wednesday
[that we talked about].

Notes

A. Statements in indirect discourse.

Unadhani kwamba utarudishwa?

Unadhani kuwa utarudishwa?

Unadhani utarudishwa?

Do you think you will be returned?

These three sentences are freely interchangeable with one another. That is, a statement in indirect discourse may follow the preceding verb directly, or it may be introduced by kuwa or kwamba.

2.

A. -hama.

| | | |
|-----------|--|------------------------------------|
| Mbeya | Mwaka jana tulihama (kutoka) Mbeya. | We moved from Mbeya last year. |
| kaskazini | Mwaka jana tulihama (kutoka) kaskazini. | We moved from the north last year. |
| kusini | Mwaka jana tulihama (kutoka) kusini. | We moved from the south last year. |
| mashariki | Mwaka jana tulihama (kutoka) mashariki. | We moved from the east last year. |
| magharibi | Mwaka jana tulihama (kutoka) magharibi. | We moved from the west last year. |

B. -hamisha.

| | | |
|---------------|---|---|
| Tanga | Serikali ilituhamisha mpaka Tanga. | The government moved us to Tanga. |
| mji mpya | Serikali ilituhamisha mpaka mji mpya. | The government moved us to a new town. |
| kijiji kidogo | Serikali ilituhamisha mpaka kijiji kidogo. | The government moved us to a small village. |

| | | |
|--|--|---|
| jimbo | Serikali ilituhamisha mpaka | The government moved us to a |
| jingine | jimbo jingine. | different district. |
| C. -kosa plus infinitive. | | |
| kuja | Msikose kuja siku ya Jamatano. | Don't fail to come on Wednesday. |
| kuamkia | Msikose kuwaamkia wazazi wenu. | Don't fail to welcome your parents. |
| kusoma | Msikose kusoma barua hii. | Don't fail to read this letter. |
| kurudisha | Msikose kurudisha visahani vyote. | Don't fail to return all the saucers. |
| kuendelea | Msikose kuendelea katika kazi yenu. | Don't fail to continue with your work. |
| D. -kosa plus noun. | | |
| mvua | Mwaka huu tumekosa mvua. | We have been short of rain this year. |
| matunda | Mwaka huu tumekosa matunda. | We have been short of fruit this year. |
| nazi | Mwaka huu tumekosa nazi. | We have been short of coconuts this year. |
| mboga | Mwaka huu tumekosa mboga. | We have been short of vegetables this year. |
| 3. | | |
| A. Adjective <u>vs.</u> related causative stem. | | |
| chakula | Chakula tayari? Hapana. Nitakitayarisha sasa hivi. | Is the food ready? No, I will prepare it right away. |
| nguo | Nguo tayari? Hapana. Nitaitayarisha sasa hivi. | Is the dress ready? No, I will get it ready right away. |

| | | |
|---------|--------------------------------------|--|
| kahawa | Kahawa tayari? | Is the coffee ready? |
| | Hapana. Nitaitayarisha sasa hivi. | No, I will get it ready right away. |
| uji | Uji tayari? | Is the gruel ready? |
| | Hapana. Nitautayarisha sasa hivi. | No, I will get it ready right away. |
| ng'ombe | Ng'ombe tayari? | Is the cow ready? |
| | Hapana. Nitamtayarisha sasa hivi. | No, I will get it ready right away. |

B.

| | | |
|---------|--------------------------------|----------------------------|
| vyombo | Vyombo vyote ni safi? | Are all the dishes clean? |
| | Hapana. Nitavisafisha sasa. | No, I will clean them now. |
| vikombe | Vikombe vyote ni safi? | Are all the cups clean? |
| | Hapana. Nitavisafisha sasa. | No, I will clean them now. |

sahani bilauri taa

C. Causative vs. causative plus passive.

| | | |
|----------|------------------------------------|--|
| vyombo | Rudisha vyombo nyumbani sasa. | Return the utensils to the house now. |
| | Vimekwisha rudishwa tayari. | They have been returned already. |
| | Nani amevirudisha? | Who returned them? |
| vitunguu | Rudisha vitunguu nyumbani sasa. | Return the onions to the house now. |
| | Vimekwisha rudishwa tayari. | They have been returned already. |
| | Nani amevirudisha? | Who has returned them? |
| njugu | maharagwe muhogo | |

Unit 58

1. Basic Dialogue. Why didn't you come to see us?

Mirambo

mbona?

why?

Mbona hukuja siku ile ya Jumatano? Why didn't you come that Wednesday?

Magese

-sikitika

to be sorry

home (N)

fever

Ahi Nasikitika sana. Mke wangu alipata homa. Oh, I'm very sorry. My wife got a fever.

Mirambo

Homa gani?

What kind of fever?

Magese

Sijui kwa hakika, lakini nadhani ni malaria. I'm not sure, but I think it is malaria.

Mirambo

Ulimpeleka hospitali?

Did you take her to the hospital?

Magese

kidonge (VI)

tablet, pills

-piga

to hit

sindano (N)

needle

-pigwa sindano

to get an injection

Ndiyo. Alipata dawa ya vidonge,

Yes, she got some pills and also was

na pia alipigwa sindano.

given a shot.

Notes

A. Concordial agreement involving numeral phrases.

| | |
|-------------------------|-------------------|
| mananasi kumi na mawili | twelve pineapples |
| watoto kumi na wawili | twelve children |

In numeral phrases which end with the numbers 1 - 5, or 8, the word for 1 - 5 or 8 must agree concordially with the noun to which the whole phrase refers. The first numeral in the phrase (kumi 'ten' in these examples) takes no concordial prefixes.

2.

A. Concord: Nouns with number over ten.

| | | |
|----------|--|-----------------------------------|
| ng'ombe | Bwana Sangai ana ng'ombe kumi na wawili. | Mr. Sangai has twelve cows. |
| watoto | Bwana Sangai ana watoto kumi na wawili. | Mr. Sangai has twelve children. |
| mikate | Bwana Sangai ana mikate kumi na miwili. | Mr. Sangai has twelve loaves. |
| nazi | Bwana Sangai ana nazi kumi na mbili. | Mr. Sangai has twelve coconuts. |
| mananasi | Bwana Sangai ana mananasi kumi na mawili. | Mr. Sangai has twelve pineapples. |

B.

| | | |
|---------|--|--------------------------------|
| vikombe | Mkewe ana vikombe kumi na vinne. | His wife has fourteen cups. |
| sahani | Mkewe ana sahani kumi na nne. | His wife has fourteen plates. |
| nguo | Mkewe ana nguo kumi na nne. | His wife has fourteen dresses. |
| samaki | Mkewe ana samaki kumi na nne. (or:...wanne..) | His wife has fourteen fish. |

sindano Mkewe ana sindano kumi na His wife has fourteen needles.
 nine.

rafiki Mkewe ana rafiki kumi na His wife has fourteen friends.
 warine.

vidonge Mkewe ana vidonge kumi na His wife has fourteen pills.
 vinne.

3. Devise short conversations giving ten different reasons why Mirambo didn't go to see Sangai on Wednesday.

Unit 59

1. Basic Dialogue. Is your wife feeling better?

Mirambo

ulipoondoka

when you left

hali (N)

condition

namna, námna (N)

kind, sort

Ulipoondoka leo, hali yake ilikuwa When you left today, what was her
 namna gani?
 condition like?

Magese

-onekana

to seem, appear, become visible

Leo anaonekana hajambo kidogo. Today she seems to be a little better.
 ('Today she seems she has no trouble
 a little.')

Mirambo

-ambukiza

to infect

ugonjwa (U)

illness

Unadhani ameambukizwa ugonjwa Do you think that she caught the disease
 huo huko Mbeya au hapa?
 there in Mbeya, or here?

Magese

mbu (N-anim.)

mosquitoes

Nadhani ni hapa, kwa sababu hakuna I think it was here, because there
 mbu wengi huko Mbeya.
 aren't many mosquitoes there in
 Mbeya.

NotesA. -po- as an equivalent for 'when.'

| | |
|---------------|------------------|
| uliondoka | you left |
| ulipoondoka | when you left |
| utamwona | you will see him |
| utapomwona | when you see him |
| utakapomwona} | |

The relative prefix -po- is commonly used as an equivalent for the 'when' of an English adverbial clause. It stands between the tense prefix and the object prefix. The form with -takapo- is considered more standard than the form with -tapo-, but both are widely used.

2.

A. Huko with locative.

vitunguu Hakuna vitunguu huko sokoni. There are no onions in the market.
 maharagwe Hakuna maharagwe huko sokoni. There are no beans in the market.

pilipili samaki nazi

B. One use of namma.

| | | |
|---------|---------------------------|-------------------------------|
| ugonjwa | Hali ya ugonjwa wake | What was the condition of his |
| | ilikuwa namna gani? | sickness? |
| homa | Hali ya homa yake ilikuwa | What was the condition of his |
| | namna gani? | fever? |
| îguu | watoto motokaa kazi jamaa | |

3.

A. Concord; -onekana.

| | | |
|-----------|---------------------------|--------------------------------|
| machungwa | Hali ya machungwa haya ni | What is the condition of these |
| | namna gani? | oranges? |
| bichi | Yanaonekana mabichi sana. | They look very unripe. |

| | | |
|----------|---|---|
| ng'ombe | Hali ya ng'ombe hawa ni namna gani? | What is the condition of these cows? |
| ~zuri | Wanaonekana wazuri sana. | They look very good. |
| nguruwe | Hali ya nguruwe hawa ni namna gani? | What is the condition of these pigs? |
| ~baya | Wanaonekana wabaya sana. | They look very bad. |
| njugu | Hali ya njugu hizi ni namna gani? | What is the condition of these nuts? |
| ~bovu | Zinaonekana mbovu sana. | They look very spoiled. |
| mahindi | Hali ya mahindi haya ni namna gani? | What is the condition of this maize. |
| ~bichi | Yanaonekana mabichi sana. | It looks very unripe. |
| chakula | Hali ya chakula hiki ni namna gani? | What is the condition of this food? |
| ~zuri | Kinaonekana kizuri sana. | It looks very delicious. |
| vitunguu | Hali ya vitunguu hivi ni namna gani? | What is the condition of these onions? |
| ~baya | Vinaonekana vibaya sana. | They look very spoiled. |

B. Verb forms with -po-.

| | | |
|----------|--|--|
| kumaliza | Nilimaliza kazi. Nilipomaliza kazi, niliondoka nyumbani. | I finished working. When I finished work, I left the house. |
| kuona | Niliona motakaa. Nilipoona motakaa, niliondoka nyumbani. | I saw a motor car. When I saw the motor car, I left the house. |
| kusikia | Nilisikia gari la moshi. Niliposikia gari la moshi, niliondoka nyumbani. | I heard a train. When I heard the train, I left the house. |

kupata Nilipata taa na mafuta. I got a lamp and oil.
Nilipopata taa na mafuta,
niliondoka nyumbani. When I got the lamp and oil,
I left the house.

Unit 60

1. Basic Dialogue. The children have coughs.

Mutisya

Watoto wako hawajambo?

Are your children all right?

Hamisi

-kohoa

to cough

Hawajambo, lakini wanakohoakohoa.

They're all right, but they have
light coughs.

Mutisya

Umwapeleka hospitali?

Have you taken them to the hospital?

Hamisi

-shughulika

to be busy

Bado sijawapeleka, kwa sababu
ninashughulika na ugonjwa wa
mama yao.

I haven't taken them yet because
I'm kept buy ('I'm busied') with
the illness of their mother.

Mutisya

-faa

to be suitable

Je, huoni ingefaa kuwapeleka
hospitali pamoja na mama yao?

But don't you think it would be a
good idea to take them to the
hospital along with their mother?

Hamisi

Ndiyo, nadhani nitafanya hivyo.

Yes, I think I'll do so.

Mutisya

-salimia

to convey regards to

| | |
|-------------------------------------|--------------------------------------|
| -pa | to give |
| wape | give to them |
| "pole | kind, gentle |
| Usikose kufanya hayo, na unisalimie | Don't (fail) to do it, and convey my |
| na kuwapa (or:..., wape), pole. | regards, and my condolences. |

NotesA. -faa with 'impersonal prefix.'

| | |
|------------------------------|--|
| Itafaa kuwasaidia. | It will be a good idea to help them. |
| Itafaa tuwasaidie. | |
| Ingefaa kuwapeleka nyumbani. | It would be a good idea to take them home. |

The verb -faa with subject prefix i- is followed by an infinitive, or by the subjunctive. The translation is usually 'it is/will be/would be suitable to...' or 'it is a good idea to...'. There is no noun subject 'implied' for the verbs in these sentences; the N-class prefix with -faa is said to be used 'impersonally.'

B. The phrase -pa pole.

| | |
|-----------------------|------------------------------------|
| Wape pole. | Condole with them. |
| Wamekuja kutupa pole. | They have come to condole with us. |

2.

A. -faa plus infinitive.

| | | |
|---------|---------------------------------|---|
| kueleza | Itafaa kueleza mambo haya yote. | It will be a good thing to explain about all these affairs. |
| kuelewa | Itafaa kuelewa mambo haya yote. | It will be a good thing to understand all these affairs. |
| kula | Itafaa kula dawa hii yote. | It will be a good thing to take all this medicine. |

| | | |
|-----------|-------------------------------------|---|
| kusafisha | Itafaa kusafisha vyombo hivi vyote. | It will be a good thing to clean all these utensils. |
| kuuza | Itafaa kuuza mboga hizi zote. | It will be a good thing to sell all these vegetables. |

B. Pamoja na.

| | | |
|--------|---|---|
| baba | Tulikwenda pwani pamoja na baba yetu. | We went to the beach together with our father. |
| ndugu | Tulikwenda pwani pamoja na ndugu yetu. | We went to the beach together with our brother. |
| rafiki | Tulikwenda pwani pamoja na rafiki yetu. | We went to the beach together with our friend. |
| mpishi | Tulikwenda pwani pamoja na mpishi wetu. | We went to the beach together with our cook. |
| wazazi | Tulikwenda pwani pamoja na wazazi wetu. | We went to the beach together with our parents. |

C. -salimia; WA nouns vs. N-personal nouns.

| | | |
|--------|------------------------|------------------------------------|
| wazazi | Tusalimie wazazi wako. | Give our regards to your parents. |
| baba | Tusalimie baba yako. | Give our regards to your father. |
| ndugu | Tusalimie ndugu yako. | Give our regards to your brother. |
| watoto | Tusalimie watoto wako. | Give our regards to your children. |
| rafiki | Tusalimie rafiki yako. | Give our regards to your friend. |

3.

A. Me-tense: affirmative vs. negative.

| | | |
|----------|---|---|
| kupeleka | Umewapeleka watoto hospitalini? Bado sijawapeleka. | Have you taken the children to the hospital? I haven't taken them yet. |
| kufuta | Umepongusa maji? (or: Umefuta maji?) | Have you wiped up the water? |

| | | |
|-------------|---|---|
| | Bado sijapangusa. or: Sijafuta. | I haven't wiped it yet. |
| kutia | Umetia mafuta katika taa? Bado sijayatia. | Have you put oil in the lamp? I haven't put it in yet. |
| kupatia | Umenipatia viberiti? Bado sijakupatia. | Have you gotten me some matches? I haven't gotten you any yet. |
| B. | | |
| kusafisha | Mpishi amesafisha jiko? Bado hajasafisha. | Has the cook cleaned the kitchen? He hasn't cleaned it yet. |
| kuwasha | Mpishi amewasha taa? Bado hajawasha. | Has the cook lit the lamp? He hasn't lit it yet. |
| kununua | Mpishi amenunua mafuta mengine? Bado hajanunua. | Has the cook bought any more oil? He hasn't bought any yet. |
| kupa | Mpishi amewapa watoto mkate? Bado hajawapa. | Has the cook given the children some bread? He hasn't given them any yet. |
| kutayarisha | Mpishi ametayarisha chakula cha mchana? Bado hajatayarisha. | Has the cook prepared food for the day? (or: the midday meal?). He hasn't prepared any yet. |

Conversation Starters

1. A went to see C on Thursday. He tells B what C and the various members of C's household were doing when he got there.
2. A is debating whether to take his child to the hospital. He seeks advice from B.

READING SELECTION I

Dar es Salaam

Dar es Salaam ni mji m^kubwa kuliko yote nchini Tanganyika, pia ni mji m^kuu wa serikali. Kuna watu wa makabila mbalimbali, lakini wote husema Kiswahili. Lugha ya Kiswahili inasemwa na kila mtu hata Wazungu, Wahindi na Waarabu.

Upande wa mashariki ya Dar, kuna bahari. Bahari hii huitwa Bahari ya Hindi. Katika sehemu ya magharibi ya mji kuna majumba maarufu ya shughuli mbalimbali, kama vile, shule, boma, hospitali, na mengineyo. Bwana Gavana ni mtu m^kubwa na maarufu sana mjini. Jumba lake zuri liko karibu na pwani. Pia ofisi za idara za serikali ziko karibu na pwani.

Wakati wa mchana watu huwa wengi katika hoteli. Wengine huenda kula chakula, na wengine hupenda kunywa kinywaji tu kama soda au maji ya machungwa. Katika hoteli vyakula vingi huuzwa. Katikati ya mji kuna maduka makubwa na madogo. Maduka haya yanauzwa vyakula, nguo, vyombo vya nyumbani, na vingine vya aina mbali mbali. Vingine vinauzwa ghali kuliko vingine, pia vingine vinauzwa rahisi.

Soko liko katikati ya mji vile vile. Huko kunapatikana samaki wa baharini, machungwa ya Utete na Morogoro, vitunguu, pilipili na muhogo wa Bagamoyo. Unajua wakulima wa Bagamoyo hupanda sana muhogo, kwa hivyo hupenda kuuza mazao yao katika soko hili maarufu.

| | | | |
|---------------------|--------------|-------------------------|----------------|
| <u>kuliko</u> | 'than' | <u>kama</u> <u>vile</u> | 'for example' |
| <u>mbalimbali</u> | 'various' | <u>gavana</u> (N-pers.) | 'governor' |
| <u>kila</u> | 'each' | <u>kama</u> | 'as' |
| <u>bahari</u> (N) | 'sea, ocean' | <u>katikati</u> (N) | 'in the midst' |
| <u>hata</u> | 'even' | <u>duka</u> (MA) | 'shop' |
| <u>jumba</u> (MA) | 'building' | <u>aina</u> (N) | 'kind' |
| <u>maarufu</u> | 'famous' | <u>ghali</u> | 'expensive' |
| <u>shughuli</u> (N) | 'business' | <u>rahisi</u> | 'cheap, easy' |
| | | <u>vile</u> <u>vile</u> | 'also' |

Questions and Answers over Reading Selection

| <u>Questions</u> | <u>Sample Answers</u> |
|--|---|
| 1. Dar es Salaam ni mji mkuwa? | Ndiyo, ni mkuwa kuliko miji yote nichini. |
| 2. Mji mkuu wa serikali ya Tanganyika ni mji gani? | Ni Dar es Salaam. |
| 3. Katika mji wa Dar es Salaam, kuna kabilal moja tu? | Hapana, kuna makabila mengi mbalimbali. |
| 4. Watu wote wa Dar es Salaam husema lugha gani? | Husema zaidi Kiswahili. |
| 5. Kiswahili kinasemwa na watu wengi wa Dar es Salaam? | Ndiyo. Lugha hii inasemwa na kila mtu. |
| 6. Kuna nini upande wa mashariki wa Dar? | Kuna bahari. |
| 7. Bahari hii huitwaje? | Bahari hii huitwa Bahari ya Hindi. |
| 8. Kuna nini katika sehemu ya magharibi ya mji? | Kuna majumba mbalimbali. |
| 9. Jumba la Bwana Gavana liko wapi? | Liko karibu ya pwani. |
| 10. Mtu gani ni mkuwa mijini? | Bwana Gavana. |
| 11. Kuna majumba gani mengine karibu ya pwani? | Kuna ofisi za idara za serikali. |
| 12. Watu huwa wachache katika hoteli? | Hapana, huwa wengi. |
| 13. Watu wote huenda hoteli kula chakula? | Hapana, wengine huenda kunywa kinywaji tu. |
| 14. Vyakula huuzwa katika hoteli? | Ndiyo, bwana. Vyakula vingi huuzwa katika hoteli. |

15. Kuna maduka makubwa katikati ya mji? Ndiyo. Kuna makubwa na madogo pia.
16. Maduka haya yanauza nini? Mengine yanauza nguo na vyombo vyanyaumbani, na mengine yanauza vyakula.
17. Vingine vinauzwa ghali? Ndiyo, lakini pia vingine ni rahisi.
18. Soko liko karibu na pwani? La, liko katikati ya mji.

Review Sentences, Units 1 - 60.

1. Afadali uondoke sasa usilikose gari la moshi. You'd better leave now so as not to miss the train.
2. Ijapokuwa sikuja jana nilizipata habari. Although I didn't come yesterday, I got the news.
3. Unataka kupumzika sasa? Do you want to rest now?
4. Una nguo za aina ngapi? How many kinds of clothes do you have?
5. Uki ja leo jioni tutakwenda kuwatazama jamaa zetu. If you come this evening, we will go visit our relatives.
6. Unaweza kusoma na kuandika? Can you read and write?
7. Nikipata pesa za kutosha nitamtembelea ndugu yangu. If I get enough money, I will visit my brother.
8. Watapewa chakula na mama yao. They will be given food by their mother.
9. Usijiumize kwa kisu hicho. Don't hurt yourself with that knife.
10. Juma, iwashe taa sasa. Juma, light the lamp now.
11. Nina tamaa ya kunywa pombe kidogo. I feel like drinking a little beer.
12. Ndugu yangu, usikate tamaa, Mungu atakusaidia. Don't give up, brother, God will help you.
13. Sijui kwa hakika, lakini nadhani atakuja leo jioni. I don't know for sure, but I think he will come this evening.
14. Wakipata nafasi, watakuja kesho? If they get a chance, will they come tomorrow?
15. Ningefurahi sana kama ungekuja hapa. I would be very glad if you would come here.
16. Itafaa sana umpe pesa zake. It would be a very good idea for you to give him his money.

17. Itanilazimu kwenda Dodoma
kumwona rafiki yangu.
- I will have to go to Dodoma to see my friend.
18. Mji wa Nairobi uko kati ya Moshi na Kisumu.
- The city of Nairobi is between Moshi and Kisumu.
19. Vikombe vyote vimevunjika.
- All the cups are broken.
20. Vimevunjwa na mtoto.
- They were broken by a child.
21. Ameangusha vikombe chini.
- He has dropped the cups.
22. Je, sahani pia zimevunjika?
- Were the plates broken too?
23. Nipatis vyombo vya kupakulia.
- Get me the dishes.
24. Mtoto hataki maziwa hata kidogo.
- The child doesn't want any milk at all.
25. Baada ya kufika walisoma
vitabu.
- After arriving, they read some books.
26. Nguo zake zilikuwa chafu sana.
- His clothes were very dirty.
27. Tafadhali unisalimie Hasani
ukimwona.
- Please give my regards to Hasani if you see him.
28. Nasikitika kwa sababu ya hayo
yaliiyotokea.
- I am sorry because of what has happened.
29. Akirudisha vitabu mpe barua hii.
- When he returns the books, give him this letter.
30. Nisaidie kwa baiskeli yako,
tafadhalii.
- Please lend me your bicycle.
31. Kwa heri, nitarudi baada ya siku
chache.
- Good bye, I'll be back in a few days.
32. Miguu yangu yauma sana.
- My feet hurt very much.
33. Nitakwenda kumwona bwana daktari.
- I'll go see the doctor.
34. Watoto wangu wawili wanakohoakoho. My two children have light coughs.
35. Wapishi hao walikuwa wakila nyama. Those cooks were eating meat.

36. Pengine zitarudishwa nyumbani
kesho. Maybe they (N plu.) will be returned
to the house tomorrow.
37. Leo asubuhi nitatengeneza
motakaa yangu. This morning I will repair my car.
38. Habari za nyumbani, wote
hawajambo? How's everything at home? Is everyone
all right?
39. Hawajambo, asante. They're fine, thank you.
40. Mume wangu ameambukizwa ugonjwa
wa malaria. My husband has contracted malaria.

Unit 61

1. Basic Dialogue. I don't feel too well.

Ahamed

mwalimu (WA)

teacher

Tafadhalii, mwalimu, naumwa.

Please, teacher, I'm ill.

(or:..., mimi ni ḫgonjwa.)

Magese

Wewe ḫgonjwa? Waumwa nini?

Are you ill? What are you suffering from?

Ahamed

shingo (MA)

neck

jino (MA: plu. meno)

tooth

Kichwa, shingo na meno.

[My] head, neck and teeth.

Magese

mafua (or: kamasi)

cold in the head

Pengine una mafua?

Maybe you have a cold?

Ahamed

pua (N)

nose

sawa

•
like, equal, level

Hapana, kwa sababu ninapumua sawa

No, because I'm breathing all right.

sawa.

Magese

tabibu (MA-pers)

doctor

(or: daktari, ḫganga)

Jitayariske, tutakwenda kwa tabibu.

Get yourself ready; we will go to the doctor.

2.

A. WA nouns vs. N-personal nouns.

| | | |
|--------|-----------------------------------|--|
| watoto | Watoto wetu wengi waumwa meno. | Many of our children have tooth- aches. |
| walimu | Walimu wetu wengi waumwa meno. | Many of our teachers have tooth- aches. |
| ndugu | Ndugu zetu wengi waumwa meno. | Many of our brothers have tooth- aches. |
| rafiki | Rafiki zetu wengi waumwa meno. | Many of our friends have tooth- aches. |

3.

A. -a plus infinitive; personal object prefixes.

| | | |
|--------|--|--|
| watoto | Hakuna mtu wa kuwafunza watoto hesabu. Wafunze hesabu. | There is no one to teach the children arithmetic. Teach them arithmetic. |
| mtoto | Hakuna mtu wa kumfunza mtoto hesabu. Mfunze hesabu. | There is no one to teach the child arithmetic. Teach him arithmetic. |
| mimi | Hakuna mtu wa kunifunza hesabu. Nifunze hesabu. | There is no one to teach me arithmetic. Teach me arithmetic. |

B. Concord: Noun in first sentence, object prefix in second; adjective vs. related causative verb.

| | | |
|-------|--------------------------------------|---|
| nguo | Nguo si tayari. Nitazitayarisha. | The dresses aren't ready. I will get them ready. |
| mimea | Mimea si tayari. Nitaitayarisha. | The plants aren't ready. I will get them ready. |
| mayai | Mayai si tayari. Nitayatayarisha. | The eggs aren't ready. I will get them ready. |

| | | |
|------|-------------------------------------|---|
| uji | Uji si tayari. Nitautayarisha. | The porridge isn't ready. I will get it ready. |
| mimi | Mimi si tayari. Nitajitayarisha. | I am not ready. I will get ready. |

C. Object prefixes, including the reflexive -ji-.

| | | |
|---------|--|---|
| watoto | Watoto ni wagonjwa. Baba hawezি kuwasaidia. | The children are sick. Father can't help them. |
| Hamisi | Hamisi ni ḡgonjwa. Baba hawezি kumsaidia. | Hamisi is sick. Father can't help him. |
| ng'ombe | Ng'ombe ni ḡgonjwa. Baba hawezি kumsaidia. | The cow is sick. Father can't help it. |
| baba | Baba ni ḡgonjwa. Hawezি kujisaidia. | Father is sick. He can't help himself. |

D. Verb phrases with -wa.

| | | |
|-------------|---|--|
| ninyi | Nilikuwa ḡkiumwa shingo? Hapana, hatukuwa tukiumwa shingo. Tulikuwa tukiumwa kichwa. | Did you have stiff necks? No, we didn't have stiff necks. We had headaches. |
| wewe | Ulikuwa ukiumwa shingo? Hapana, sikuwa nikiumwa shingo. Nilikuwa nikiumwa kichwa. | Did you have a stiff neck? No, I didn't have a stiff neck. I had a headache. |
| rafiki yako | rafiki zako | |

Unit 62

1. Basic Dialogue. You've hurt your finger!

Sangai

kidole (VI)

finger

damu (N)

blood

Kidole chako chatoka damu!

There is blood coming from your finger! ('your finger is coming-from blood!')

Je uliumia?

Are you hurt?

Mutisya

-jeruhi

to bruise, wound

mlango (MI)

door

Ndiyo, bwana, nilijeruhiwa na mlango. Yes, I was bruised by a door.

Sangai

-vimba

swell

Hata kimevimba sana.

It is even swollen quite a bit.

Mutisya

usaha (U)

pus

Ndiyo, jana kilitoka usaha kidogo.

Yes, yesterday a little pus came out [of it] ('out of it a little').

Sangai

mshipa (MI)

vein, artery (or any thin, elongated tissue, such as a nerve or tendon)

Natumaini mishipa salama.

I hope the blood vessels are all right.

Mutisya

-pona

to recover from illness or injury

Kitapona tu, asante.

Oh, it will get better, thanks.

Notes

A. Grammatical subject vs. logical subject.

Kidole chake kilitoka damu. }
 Damu ilitoka kidoleni mwake. } Some blood came out of his finger.

These two sentences are synonymous. Note that the verb stem remains the same. The subject prefix agrees with whichever noun precedes it.

2.

A. II-class with numbers 2 - 12.

| | | |
|--------------------------------------|--|--|
| 2 | Jumba hilo lina milango miwili. | That large building has two doors. |
| 3 | Jumba hilo lina milango mitatu. | That large building has three doors. |
| 4 5 6 7 8 9 | 10 | |
| 11 | Jumba hilo lina milango kumi na moja. | That large building has eleven doors. |
| 12 | Jumba hilo lina milango kumi na miwili. | That large building has twelve doors. |

B. VI-class with numbers 1 - 10.

| | | |
|---|-----------------------------|-----------------------------|
| 1 | Nimejeruhiwa kidole kimoja. | I am hurt on one finger. |
| 2 | Nimejeruhiwa vidole viwili. | I am hurt on two fingers. |
| 4 | Nimejeruhiwa vidole vimme. | I am hurt on four fingers. |
| 5 | Nimejeruhiwa vidole vitano. | I am hurt on five fingers. |
| 7 | Nimejeruhiwa vidole saba. | I am hurt on seven fingers. |

9 Nimejeruhiwa vidole tisa. I am hurt on nine fingers.

10 Nimejeruhiwa vidole kumi. I am hurt on ten fingers.

C. Grammatical subject which is different from logical subject.

 Kidole chake kinatoka usaha His finger is discharging a little
kidogo. pus.

damu Kidole chake kinatoka His finger is bleeding a little.
damu kidogo.

mishipa Mishipa yake inatoka His blood vessels are bleeding a
damu kidogo. little.

ñguu Ñguu wake unatoka damu His foot is bleeding a little.
kidogo.

pua Pua yake inatoka damu His nose is bleeding a little.
kidogo.

3.

A. Interchange of grammatical and logical subjects with -toka.

kidole Kidole chake kilitoka damu. His finger bled.
Damu ilitoka kidoleni mwake. His finger bled.

ñguu Ñguu wake ulitoka damu. His foot bled.
Damu ilitoka ñguuni mwake. His foot bled.

pua Pua yake ilitoka damu. His nose bled.
Damu ilitoka puanu mwake. His nose bled.

kichwa Kichwa chake kilitoka damu. His head bled.
Damu ilitoka kichwani mwake. His head bled.

shingo Shingo lake lilitoka damu. His neck bled.
Damu ilitoka shingoni mwake. His neck bled.

4. The members of A's family have been having all kinds of misfortunes recently. He tells B about them. B inquires about details and expresses sympathy.

Unit 63

1. Basic Dialogue. Late to class.

Ahamed**-chelewa**

to be late, delay, be too long

Nasikitika, nimechelewa.

I'm sorry. I'm late.

Magese**neno**

word

Si neno. Tumeanza sasa hivi.

No matter. We've just now begun.

-kaa kitako

to sit down

Tafadhalu nenda ukakae kitako.

Please go sit down.

ukurasa (U) (plu. in N class)

page

Tazameni ukurasa wa kumi na mbili.

Look at page 12.

----- . -----

-ongea

to converse

-funga

to close

kitabu (VI)

book

Sasa fungeni vitabu vyenu tuongee.

Now close your books, and we will

converse.

Notes

A. Plural imperative.

Zitayarishie sasa hivi!Get them ready right now.
(said to one person)**Zitayarisheni sasa hivi!**Get them ready right now.
(said to more than one person)**Njoo nyumbani!**

Come to the house. (one person)

Njoomi nyumbani!

Come to the house. (more than one)

The plural imperative in Swahili ends with -ni. The preceding vowel is -e for those verbs whose singular imperative ends in -a.

B. 'Sitting down.'

In preparing the original edition of this course, we found that Swahili speakers who worked on or criticized the manuscript displayed an unusual lack of unanimity with regard to 'sitting down'. In that edition, we said that '-kaa kitako' is commonly used in Zanzibar and Tanganyika, but kitako is regarded as redundant and somewhat vulgar on the Kenya coast.' Later critics have suggested that 'sit (on a chair)' is -kaa kiti, and that 'sit (on the ground)' is either -kaa kitako or -kaa chini.

C. Other expressions for Si neno.

In place of Si neno, one more frequently hears Si kitu (lit. 'It is nothing.') or haidhuru, from the verb -dhuru 'to cause loss or damage'.

2.

A. -chelewa plus infinitive.

| | | |
|--------|---------------------------------------|---------------------------------------|
| darasa | Kwa nini ulichelewa kuja darasani? | Why were you late to [come] to class? |
| kanisa | Kwa nini ulichelewa kuja kanisani? | Why were you late to come to church? |
| shule | chakula | |

B. Negative imperative.

| | | |
|-------------|------------------------------------|--------------------------------------|
| kurudi | Usichelewe kurudi nyumbani! | Don't delay in returning home. |
| kufanya | Usichelewe kufanya kazi yako. | Don't delay in doing your work. |
| kutayarisha | Usichelewe kutayarisha chakula. | Don't delay in preparing food. |
| kuwashaa | Usichelewe kuwashaa taa. | Don't delay in lighting the lamp. |
| kuletea | Usichelewe kutuletea kahawa. | Don't delay in bringing us coffee. |
| kuamkia | Usichelewe kuwaamkia wazee. | Don't delay in welcoming the elders. |

C. N-class with numbers.

| | | |
|----|--|------------------------------|
| 1 | Kitabu hiki kina ukurasa mmoja tu. | This book has only one page. |
| 2 | Kitabu hiki kina kurasa mbili. | This book has two pages. |
| 3 | Kitabu hiki kina kurasa tatu. | This book has three pages. |
| 11 | Kitabu hiki kina kurasa kumi na moja. | This book has eleven pages. |

- 12 Kitabu hiki kina kurasa kumi na mbili. This book has twelve pages.
- 13 Kitabu hiki kina kurasa kumi na tatu. This book has thirteen pages.
- 21 Kitabu hiki kina kurasa ishirini na moja. This book has twenty-one pages.
- 22 Kitabu hiki kina kurasa ishirini na mbili. This book has twenty-two pages.
- 23 Kitabu hiki kina kurasa ishirini na tatu. This book has twenty-three pages.
- 24.

A. Negative -ja- tense vs. plural imperative.

| | | |
|-------------|--|--|
| katayarisha | Bado hamjawatayarisha watoto? | Haven't you got the children ready yet? |
| | Watayarisheni sasa hivi! | Get them ready right now. |
| kumaliza | Bado hamjamaliza kufanya kazi yenu? | Haven't you finished doing your work yet? |
| | Malizeni sasa hivi! | Finish it right away. |
| kuenda | Bado hamjaendi ryumhani? Nendeni sasa hivi! | Haven't you gone home yet? Go right away. |
| kuja | Bado hamjaja hapa? Njooni sasa hivi! | Haven't you come here yet? Come right away. |
| kupa | Bado hamjawapa watoto vitabu? | Haven't you given the children books yet? |
| | Wapeni sasa hivi! | Give [them to] them right away. |
| kranza | Bado hamjaanza kujifunza? Anzeni sasa hivi! | Haven't you started learning yet? Start right away. |

kujifunza Bado hamjajifunza kusoma? Haven't you learned how to read yet?
 Jifunzeni sasa hivi! Learn right away.

B. Imperatives: singular vs. plural.

| | | |
|-------------|--|--|
| kupata | Pata taa. Pateni taa. | Get the lamp. (you sing.) Get the lamp. (you pl.) |
| kuleta | Lete maji. Leteni maji. | Bring some water. Bring some water. |
| kutengeneza | Tengeneza kahawa. Tengenezeni kahawa. | Make some coffee. Make some coffee. |
| kula | Kula ndizi hizi. Kuleni ndizi hizi. | Eat these bananas. Eat these bananas. |
| kuenda | Nenda shuleni. Nendeni shuleni. | Go to school. Go to school. |
| kunywa | Kunywa chai hii. Kuryweni chai hii. | Drink this tea. Drink this tea. |
| kuora | Ora farasi. Onenj farasi. | Look at the horse. Look at the horse. |

C. Imperatives: affirmative vs. negative.

| | | |
|-----------|--|---|
| kuleta | Lete vitabu vingine; usivilete vyote. | Bring some of the books. Don't bring them all. |
| kuuza | Uza vitabu vingire; usiviuze vyote. | Sell some books. Don't sell them all. |
| kununua | Nunua vitabu vingine; usivinunue vyote. | Buy some books. Don't buy them all. |
| kusafisha | Safisha vitabu vingine; usivisafishe vyote. | Clean some of the books. Don't clean them all. |
| kusoma | Soma vitabu vingine; usivisome vyote. | Read some of the books. Don't read them all. |

Unit 64

1. Basic Dialogue. Classroom Routine.

Magese

ubao (U)

blackboard

Tafadhali, Bwana Aramian, nenda

Mr. Aramian, please go to the black-

ubaoni ukaandike maneno haya.

board and write these words.

Magese

Bwana Butler, tafadhali anza

Mr. Butler, please begin to read.

kusoma.

Basil

That's enough.

maana (MA)

meaning

Unajua maana ya neno 'alasiri'?

Do you know the meaning of the word

'alasiri'?

Magese

-funua

to open

Sasa tufunue vitabu tusome Somo la

Now let's open [our] books and read

Tisa.

Lesson Nine.

kosa (MA)

a mistake

Msifanye makosa m'kisoma.

Don't make mistakes as you read!

('don't make mistakes you-reading')

NotesA. The prefix -ka- with subjunctives.

Funua kitabu n'some Somo la Nane. Open [your] book and read Lesson Eight.

Nenda ubaoni ukaandike maneno haya. Go to the board and write these words.

In a command or request involving two verbs, the second is in the subjunctive. If the first verb involves going somewhere, the prefix -ka- is used after the subject prefix of the second verb.

2.

A. Word order with lini; -anza plus infinitive.

| | | |
|---------|---------------------------------------|-----------------------------------|
| kusoma | Juma alianza lini kusoma? | When did Juma begin reading? |
| kusema | Juma alianza lini kusema? | When did Juma begin speaking? |
| kula | Juma alianza lini kula? | When did Juma begin eating? |
| kufanya | Juma alianza liri kufanya kazi? | When did Juma begin working? |
| kupanda | Juma alianza lini kupanda mahindi? | When did Juma begin raising corn? |

B. Ka-tense with the second of two verbs.

| | | |
|----------|--|--|
| kuandika | Nenda ubaoni ukaandike maneno haya. | Go to the board and write these words. |
| kusoma | Nenda ubaoni ukasome maneno haya. | Go to the board and read these words. |
| kueleza | Nenda ubaoni ukaeleze maana ya maneno haya. | Go to the board and explain the meaning of these words. |
| kusema | Nenda ubaoni ukaseme maneno haya. | Go to the board and speak ('pronounce') these words. |

C.

| | | |
|--------|---|------------------------------------|
| vitabu | Nenda nyumbani ukalete vitabu vyako vyote. | Go home and bring all your books. |
| vitu | Nenda nyumbani ukalete vitu vyako vyote. | Go home and bring all your things. |

| | | |
|-----------|---|---|
| nguo | Nenda nyumbani ukalete nguo zako zote. | Go home and bring all your clothes. |
| senti | Nenda nyumbani ukalete senti zako zote. | Go home and bring all your small change. |
| machungwa | Nenda nyumbani ukalete machungwa yako yote. | Go home and bring all your oranges. |
| masomo | Nenda nyumbani ukalete masomo yako yote. | Go home and bring all your lessons. |
| watoto | Nenda nyumbani ukawalete watoto wako wote. | Go home and bring all your children. |
| wagonjwa | Nenda nyumbani ukawalete wagonjwa wako wote. | Go home and bring all your sick persons. |

D.

| | | |
|----------|---|--|
| kutazama | Nendeni sokoni ^m katazame nazi. | Go to the market and have a look at the coconuts. |
| kununua | Nendeni sokoni ^m kanunue nazi. | Go to the market and buy coconuts. |
| kuleta | Nendeni sokoni ^m kalete nazi. | Go to the market and bring coconuts. |
| kutafuta | Nendeni sokoni ^m katafute nazi. | Go to the market and look for coconuts. |

3.

A. Subjunctive without -ka- vs. subjunctive with -ka- after -enda.

| | | |
|----------|---|--|
| kusaidia | Njoo umsaide mwalimu. Nenda ukamsaidie mwalimu. | Come and help the teacher. Go and help the teacher. |
| kuandika | Njoo ubaoni uandike maneno haya. Nenda ubaoni ukaandike maneno haya. | Come to the board and write these words. Go to the board and write these words. |

| | | |
|----------|--|---|
| kahawa | Njoo jikoni utengeneze kahawa. | Come into the kitchen and make coffee. |
| | Nenda jikoni ukatergeneze kahawa. | Go into the kitchen and make coffee. |
| kuogelea | Njoo pwani uogelee. Nenda pwani ukaogelee. | Come to the beach and swim. Go to the beach and swim. |
| B. | <u>Negative ja-tense vs. subjunctive.</u> | |
| kuondoka | Hawajaondoka shuleneni. Sasa wafunge vitabu, waondoke shuleneni. | They haven't yet left the school. Now let them close the books, and leave the school. |
| kusaidia | Hawajatusaidia. Sasa wafunge vitabu, watusaidie. | They haven't yet helped us. Now let them close the books, and help us. |
| kula | Hawajala chakula. Sasa wafunge vitabu, wale. | They haven't eaten food yet. Now let them close the books, and eat. |
| kuenda | Hawajaenda nyumbani. Sasa wafunge vitabu, waende. | They haven't gone home yet. Now let them close the books, and go. |

Conversation Starters

1. Describe a typical class hour.
2. From this point on, all class sessions should be conducted entirely in Swahili. Add to the content of Units 1 - 64 whatever words and phrases are necessary to make this possible.

Unit 65

1. Basic Dialogue. A letter from a student abroad.

Asha

dada (N-pers)

sister

Dada yako anafanya kazi gani?

What work is your sister doing?

Maina

-shinda

to be first, win

mtihani (MI)

a school examination

Ulaya

Europe

Mwaka jana alishinda mtihani wa

Last year she passed the Higher

juu akaenda Ulaya kusoma.

Examination and went to Europe to
study.Asha

-safiri

to travel

Alisafirije?

How did she travel?

Maina

-ruka

to fly

ndege (N), ndege Ulaya

bird, airplane ('European bird')

Aliruka kwa ndege Ulaya.

She flew by plane.

juzi

day before yesterday

peleka

to send

ya kwamba

that ...

chuo (VI)

school

Juzi alipeleka barua kwa mama akasema Recently she sent a letter to Mother
ya kwamba yuko katika Chuo cha and said that she is in the
London. University of London.

Asha

Asante sana. Kwa heri. Thanks very much. Good bye.

Notes

A. The prefix -ka- with indicatives.

Alituletea barua akasema. . . He sent us a letter and said. . .

The prefix -ka- which was discussed in Unit 64 is used also with indicative verb forms. Ashton states (p. 133) 'The prefix -ka- may occur in the Indicative Mood, also in the Subjunctive. Wherever it occurs, it expresses an action or state which follows another action. Therefore its time implication is consecutive to the time expressed in the preceding verb.'

B. -tuma and -peleka.

Juma alitura barua. Juma sent a letter.

-tuma is often used in this way nowadays but is by some speakers considered incorrect. A more standard word in this context is -peleka. -tuma, strictly speaking, applies only to persons.

2.

A. Kwa plus modes of transportation.

| | | |
|---------------|---|---|
| ndege | Dada yangu alikwenda Dar es Salaam kwa ndege. | My sister went to Dar es Salaam by plane. |
| gari la moshi | Dada yangu alikwerda Dar es Salaam kwa gari la moshi. | My sister went to Dar es Salaam by train. |

B. Indirect statements.

kuwa na Alituletea barua akasema
ya kwamba ana vitabu
vingi.

She sent us a letter saying that she
has many books.

kuhitaji Alituletea barua akasema
ya kwamba anahitaji
vitabu vingi.

She sent us a letter saying that she
needs many books.

kusoma kununua kupoteza

C. A-tense; -tumaini plus infinitive.

mimi Natumaini kushinda mtihani
 wa juu na kwenda Ulaya.

I hope to pass the Higher Examination,
and go to Europe.

sisi Twatumaini kushinda
 mtihani wa juu na kwenda
 Ulaya.

We hope to pass the Higher Examination,
and go to Europe.

Mariamu ndugu yangu ndugu zangu

D. halafu plus ka-tense.

kwenda Mwaka jana nilishinda
 mtihani wa juu, halafu
 nikaenda Ulaya.

Last year I passed the Higher
Examination, then I went to Europe.

kupata Mwaka jana nilishinda
 mtihani wa juu, halafu
 nikapata kazi.

Last year I passed the Higher
Examination, then I got a job.

kurudi Mwaka jana nilishinda
 mtihani wa juu, halafu
 nikarudi nyumbani.

Last year I passed the Higher
Examination, then I returned home.

kuendelea Mwaka jana nilishinda
 mtihani wa juu, halafu
 nikaendelea kusoma.

Last year I passed the Higher
Examination, then I continued
studying.

3.

A. Kuliko

| | | |
|---------|---|---|
| ndege | Unapenda kusafiri kwa ndege au kwa gari la moshi? | Do you like to travel by plane, or by train? |
| | Ninapenda kusafiri kwa ndege kuliko kwa gari la moshi. | I prefer traveling by plane to traveling by train. |
| michezo | Unapenda michezo au masomo? Do you like playing, or studying? Ninapenda masomo kuliko michezo. | I prefer studying to playing. michezo. |
| ndizi | Unapenda ndizi mbichi au mbivu? | Do you like green bananas, or ripe ones? |
| | Ninapenda mbivu kuliko mbichi. | I prefer ripe to green ones. |
| nazi | Unapenda nazi, au mananasi? Do you like coconuts, or pineapples? Ninapenda nazi kuliko mananasi. | I prefer coconuts to pineapples. mananasi. |

B. A-tense: affirmative vs. negative.

| | | |
|---------------------|--|---|
| kusafiri | Wasafiri mara nydingi? Hapana, sisafiri mara nydingi, nasafiri mara chache tu. | Do you travel often? No, I do not travel often, I travel only a little. |
| kuruka kwa ndege | Waruka kwa ndege mara nydingi? Hapana, siruki kwa ndege mara nydingi, naruka mara chache tu. | Do you fly often? No, I do not fly often, I fly only a little. |

- kusoma Wasoma mara nyingi?
 Hapana, sisomi mara
 nyingi, nasoma mara
 chache tu.
- Do you read often?
No, I do not read often, I read
only a little.
- kunu- Wanung'unika mara nyingi?
ng'unika Hapana, sinung'uniki
 mara nyingi, nanung'unika
 mara chache tu.
- Do you grumble often?
No, I do not grumble often, I
grumble only a little.

Unit 66

1. Basic Dialogue. My parents are going to night school.

Maina

Wazazi wako wanajua kusoma na
kuandika?

Do your parents know how to read and
write?

Juma

Ndiyo, wanajua kusoma kidogo tu.

Yes, they know how to read just a
little.

Maina

Na kuandika je?

And what about writing?

Juma

-hudhuria

to attend

Wameanza kuhudhuria masomo ya jioni. They've begun to attend night school.

Maina

Wanafunzwa masomo gani?

What subjects are they being taught?

Juma

-ambia

to tell

Waliniambia wanajifunza hesabu, na
kuandika Kiswahili na Kiingereza.

They told me they are learning
arithmetic, and to write Swahili
and English.

Maina

aina

kind, sort

Hesabu za aina gani?

What kind of arithmetic?

Juma

- | | |
|-----------|--------------|
| -jumlisha | to add |
| -toa | to take away |

Za kujumlisha na kutoa. Addition and subtraction.

2.

A. Aina.

- | | | |
|---------|----------------------------------|--------------------------------------|
| matunda | Mmeleta matunda ya aina gani? | What sort of fruit have you brought? |
| vitabu | Mmeleta vitabu vya aina gani? | What sort of books have you brought? |
| vyakula | nguo | nyama |

B. -hudhuria.

- | | | |
|---------|--|---|
| masomo | Twapenda kuhudhuria masomo ya jioni. | We like to attend the evening classes. |
| shule | Twapenda kuhudhuria shulenii. | We like to attend the school. |
| kanisa | Twapenda kuhudhuria kanisani. | We like to attend the church. |
| michezo | Twapenda kuhudhuria mashindano ya farasi. | We like to attend the horse races. |

3.

A. -ambia plus indirect statement.

- | | | |
|----------|---|--|
| kuanza | Bwana Sangai alianza lini masomo ya jioni? | When did Mr. Sangai start the evening classes? |
| | Aliniambia ya kwamba alianza juzi. | He told me that he began recently. |
| kuhitimu | Bwana Sangai alihitimu lini masomo ya jioni? | When did Mr. Sangai complete the evening classes? |
| | Aliniambia ya kwamba alihitimu juzi. | He told me that he completed them recently. |

kuchelewa Bwana Sangai alichelewa
 lini masomo ya jioni?
 Aliniambia ya kwamba
 alichelewa juzi.

When did Mr. Sangai come late for
 the evening classes?
 He told me that he came late
 recently.

4. Extra vocabulary.

matunda Sokoni kuna matunda
 mbalimbali, kama vile
 machungwa, maembe, na
 kadhalika.

At the market there are various
 fruits such as oranges, mangoes
 and so forth.

nguo Madukani kuna nguo
 mbalimbali, kama vile
 mashati, kanzu, suruali,
 na kadhalika.

At the shops there are various
 kinds of clothing such as shirts,
 kanzus, trousers and so forth.

vinywaji Hotelini kunauzwa vinywaji
 mbalimbali, kama vile chai,
 kahawa, pombe, na
 kadhalika.

At the hotel there are sold various
 beverages such as tea, coffee,
 beer and so forth.

makabila Nchini Tanganyika mna watu
 wa makabila mbalimbali,
 kama vile Wanyamwezi,
 Wabondei, Wazaramo, na
 kadhalika.

In Tanganyika there are people of
 different tribes such as the
 Nyamwezi, Bondei, Zaramo and so
 forth.

mboga Sokoni kuna mboga mbalimbali,
 kama vile mchicha, kábeji,
 na kadhalika.

At the market there are various
 vegetables such as mchicha,
 cabbages and so forth.

Conversation Starters

1. Describe your own high school or college. Where was it located? How did you get to it? What did you study? Use the dictionary to add specialized vocabulary for the names of the various academic disciplines.

2. Tell about a letter which you have sent or received recently.

Unit 67

1. Basic Dialogue. What is it like at night school?

Maina

-endesha

to run, cause to go, drive [a car]

Nani anayeendesha shule hizi za
jioni?

Who [is it] that is running these
night schools?

Juma

msaada (MI)

assistance

-tolewa

to be put forward, be produced,
be taken away

Nafikiri sehemu ya msaada hutolewa
na Serikali.

I think a part of the support is
supplied by the government.

Maina

-kubali

to accept

Ni watu wa umri gani wanakubaliwa?

What age people are accepted? ('It
is people of what age who are
accepted?')

Juma

hoja (N)

necessity; what is urgent

Sidhani umri ni hoja.

I don't think the age is important.

Maina

-julisha

to make known, inform, cause
to know

Basi, nitawajulisha wengi.

O.K., I'm going to tell a lot of
people.

('I'm going to cause many people to know.')

Juma

Hata ada yenyewe ni ndogo sana.

And besides, the fees themselves are very low.

Maina

Kweli? Asante! Kwa heri!

Really? Thanks! Good-bye!

Notes

A. Relative counterparts of the na- and li-tenses.

| | |
|--------------------------|---------------------------|
| Anaendesha shule. | He runs the school. |
| ...anayeendesha shule... | ...who runs the school... |
| Wanakubaliwa. | he who runs the school... |
| ...wanaokubaliwa... | They are accepted. |
| | ...who are accepted... |

The verbs in the two complete sentences above are 'indicative' forms. An 'indicative' form is one that can serve as the only verb in a complete statement.

The verbs in the second and fourth examples are 'relative' counterparts of the indicative forms. In general, there is a relative counterpart for any indicative verb form in Swahili. These are generally translated into English by relative clauses beginning with who or which.

For the na and li tenses, the relative forms are like the indicative forms except for the presence of a relative affix, which occupies a slot between the tense prefix and the object prefix.

The relative affixes are identical in form with the set of suffixes found in Unit 18, Note C.

2.

A. Relatives, li-tense.

| | | |
|------------|--|---|
| kukubaliwa | Mtu aliye <u>kubaliwa</u> jana ataanza kesho. | The person who was accepted yesterday will begin tomorrow. |
| kuja | Mtu aliye <u>kuja</u> jana ataanza kesho. | The person who came yesterday will begin tomorrow. |
| kulipa | Mtu aliye <u>lipa</u> ada jana ataanza kesho. | The person who paid fees yesterday will begin tomorrow. |
| kutumwa | Mtu aliye <u>tumwa</u> jana ataanza kesho. | The person who was sent yesterday will begin tomorrow. |

B. Relatives, li-tense, monosyllabic stem.

| | | |
|------------|---|---|
| kuja | Wapagazi wali <u>okuja</u> asubuhi wamekwenda nyumbani. | The porters who came in the morning have gone home. |
| kuanza | Wapagazi wali <u>oanza</u> asubuhi wamekwenda nyumbani. | The porters who began in the morning have gone home. |
| kukubaliwa | Wapagazi wali <u>okubaliwa</u> asubuhi wamekwenda nyumbani. | The porters who were accepted in the morning have gone home. |
| kutumwa | Wapagazi wali <u>otumwa</u> asubuhi wamekwenda nyumbani. | The porters who were sent in the morning have gone home. |

C. Relatives, li-tense, stative verb stem.

| | | |
|---------|--|-----------------------------------|
| vikombe | Vikombe vilivyovunjika viko mezani. | The broken cups are on the table. |
| kikombe | Kikombe kilichovunjika kiko mezani. | The broken cup is on the table. |

| | | |
|-----------------|---|--|
| visahani | Visahani viliwyovunjika viko mezani. | The broken saucers are on the table. |
| kisahani | Kisahani kilichovunjika kiko mezani. | The broken saucer is on the table. |
| visu | Visu vilivycovunjika viko mezani. | The broken knives are on the table. |
| kisu | Kisu kilichovunjika kiko mezani. | The broken knife is on the table. |
| sahani (sg.) | Sahani iliyovunjika iko mezani. | The broken plate is on the table. |
| sahani zote | Sahani zote zilizovunjika ziko mezani. | All the broken plates are on the table. |
| kalamu (sg.) | Kalamu iliyovunjika iko mezani. | The broken pen is on the table. |
| kalamu zote | Kalamu zote zilizovunjika ziko mezani. | All the broken pens are on the table. |

D. Relatives, na-tense.

| | | |
|---------|---|---|
| upishi | Watu wanaofanya kazi ya upishi waitwa wapishi. | People who do cooking are called cooks. |
| ukulima | Watu wanaofanya kazi ya ukulima waitwa wakulima. | People who do farming are called farmers. |
| ukarani | Watu wanaofanya kazi ya ukarani waitwa makarani. | People who do clerical work are called clerks. |
| kufunza | Watu wanaofanya kazi ya kufunza waitwa waalimu. | People who do teaching are called teachers. |

3.

A. Li-tense: indicative vs. relative.

| | | |
|---------|---|---|
| vikombe | Vikombe vipi vilivunjika? Vilivycovunjika viko jikoni. | Which cups got broken? The broken ones are in the kitchen. |
|---------|---|---|

| | | |
|-----------------|-----------------------------|--------------------------------------|
| kikombe | Kikombe kipi kilivunjika? | Which cup got broken? The broken one |
| | Kilichovunjika kiko jikoni. | is in the kitchen. |
| visu | Visu vipi viliyovunjika? | Which knives got broken? The broken |
| | Viliyovunjika viko jikoni. | ones are in the kitchen. |
| kisu | Kisu kipi kilivunjika? | Which knife got broken? The broken |
| | Kilichovunjika kiko jikoni. | one is in the kitchen. |
| sahani (sg.) | Sahani ipi ilivunjika? | Which plate got broken? The broken |
| | Iliyovunjika iko jikoni. | one is in the kitchen. |
| sahani (pl.) | Sahani zipi zilivunjika? | Which plates got broken? The broken |
| | Zilizovunjika ziko jikoni. | ones are in the kitchen. |

B. Relative, na-tense, in question and answer.

| | | |
|------------------|--|--|
| kuendesha | Nani anayeendesha shule hii? | Who runs this school? |
| | Mtu anayeendesha shule hii anaitwa Bw. Hasani. | The person who runs this school is Mr. Hasani. |
| kufunza | Nani anayefunza hesabu shuleni humu? | Who teaches arithmetic in this school? |
| | Mwalimu anayefunza hesabu shuleni humu anaitwa Bw. Abdallah. | The teacher who teaches arithmetic in this school is called Mr. Abdallah. |
| kutenge- neza | Nani anayeweza kutengeneza kalamu yangu? | Who can repair my pen? |
| | Fundi anayeweza kutengeneza kalamu yako anaitwa Bw. Juma. | The repairman who can repair your pen is called Mr. Juma. |

Unit 68

1. Basic Dialogue. What about the fees?

Maina

mwezi (M)

month

Je, ni kiasi gani kwa mwezi?

How much is it a month, by the way?

Juma

shilingi (N)

shilling

Ni kama shilingi tano tu.

It's only about 5 shillings.

Maina

haki (N)

justice

Haki? (or: Kweli?)

Is that right?

Juma

Ndiyo!

Yes!

Maina

Wanahitaji vitabu vipi?

Which books do they need?

Juma

bure

for nothing

Ukiisha lipa ada, vitabu utavipata

Once you have paid the fee, you get

bure.

the books free.

Maina

hamu (N)

desire, longing

Jamaa. Walio na hamu ya elimu,

Brother! Those who have a desire for

sasa wanayo nafasi.

education, now [they] have the

opportunity.

Juma

Tena!

Right. ('[you can say that] again!')

NotesA. Relative counterparts of forms with the stem -na.

| | |
|-----------------------|------------------------|
| Wana vitabu. | They have books. |
| ...walio na vitabu... | ...who have books... |
| | they who have books... |
| ...aliye na njaa... | ...who is hungry... |
| | he who is hungry... |

The present relative affirmative forms corresponding to past aliyekuwa, waliokuwa are formed on a special stem -li-, to which we may assign the English translation 'be'. The relative affix is placed after this stem, not before it. Note that this stem is identical in sound with the prefix for the li-tense, but for practical purposes the two elements should be regarded as distinct.

2.

A. Relative counterparts of forms with the stem -na.

| | | |
|---------|---|---|
| vitabu | Watoto walio na vitabu waende nyumbani. | The children who have books should go home. |
| kalamu | Watoto walio na kalamu waende nyumbani. | The children who have pens should go home. |
| chakula | Watoto walio na chakula waende nyumbani. | The children who have food should go home. |
| njaa | Watoto walio na njaa waende nyumbani. | The children who are hungry should go home. |

B. Relative counterparts of indicatives in -wa na -, (past tense).

| | | |
|--------|--|---------------------------------------|
| vitabu | Watoto waliokuwa na vitabu walikwenda nyumbani. | The children who had books went home. |
|--------|--|---------------------------------------|

kalamu Watoto waliokuwa na kalamu The children who had pens went home.
walikwenda nyumbani.

chakula Watoto waliokuwa na chakula The children who had food went home.
walikwenda nyumbani.

njaa Watoto waliokuwa na njaa The children who were hungry went
walikwenda nyumbani. home.

C.

dawa Mgonjwa aliye na dawa akae Have the patient who has medicine
hospitali. stay in the hospital.

homa Mgonjwa aliye na homa akae Have the patient who has a fever
hospitali. stay in the hospital.

mafua Mgonjwa aliye na mafua akae Have the patient who has a chest
hospitali. complaint stay in the hospital.

malaria Mgonjwa aliye na malaria Have the patient who has malaria
akae hospitali. stay in the hospital.

D.

dawa Mgonjwa aliyekuwa na dawa The patient who had medicine stayed
alikaa hospitali. in the hospital.

homa Mgonjwa aliyekuwa na homa The patient who had a fever stayed
alikaa hospitali. in the hospital.

mafua Mgonjwa aliyekuwa na mafua The patient who had a chest complaint
alikaa hospitali. stayed in the hospital.

malaria Mgonjwa aliyekuwa na malaria The patient who had malaria stayed
alikaa hospitali. in the hospital.

3.

A. Na-tense, indicative vs. relative.

kichwa Wagonjwa wengine wanaumwa Some patients have headaches.
kichwa.

Wanaoumwa kichwa waje humu. Have those who have headaches come in.

shingo Wagonjwa wengine wanaumwa Some patients have stiff necks.
shingo.

Wanaumwa shingo waje humu. Have those who have stiff necks
come in here.

meno miguu

B. Li-tense: indicative vs. relative.

kichwa Wagonjwa wengine walikuwa Some patients had headaches.
wanaumwa kichwa.

Walikuwa wanaumwa kichwa Those who had headaches got pills.
walipata dawa ya vidonge.

shingo Wagonjwa wengine walikuwa Some patients had stiff necks.
wanaumwa shingo.

Walikuwa wanaumwa shingo Those with stiff necks got pills.
walipata dawa ya vidonge.

meno Wagonjwa wengine walikuwa Some patients had toothaches.
wanaumwa meno.

Walikuwa wanaumwa meno Those who had toothaches got pills.
walipata dawa ya vidonge.

miguu Wagonjwa wengine walikuwa Some patients had sore feet.
wanaumwa miguu.

Walikuwa wanaumwa miguu Those who had sore feet got pills.
walipata dawa ya vidonge.

Conversation Starters

1. Discuss adult education as it is carried on in the part of Africa in which you are most interested.

Unit 69

1. Basic Dialogue. A shortage of professional people.

Mageese

haba

few

Nchi yetu ina walimu haba sana.

Our country has very few teachers.

Hata matabibu wachache pia.

('Even doctors [are] few like-wise.')

tangu

since

-zidi

to increase

mwanafunzi (WA)

student

Lakini tangu juzi juzi

But (since) recently students have

wanafunzi wamezidi.

increased [in number].

Butler

mia

hundred

[Haikuwa] Si mwaka jana mia tatu

Wasn't it last year that 300 went to

walipokwenda Amerika?

America?

Sangai

zaidi (N)

more, excess

Natumaini mwaka ujao wataruka

I hope next year ['the year which

zaidi ya hao.

comes'] more will fly than that.

Sangai

~gumu

hard, difficult

gharama (N)

expense, outlay

Kumbuka ni vigumu sana kupata pesa

Remember it is very hard to get the

za kulipa gharama.

money to pay the expenses.

NotesA. Relative counterparts of the a-tense.

| | |
|-------------------|------------------------|
| mwaka ujao | the year which comes |
| miezi ijayo | months which come |
| mtu aliye na njaa | a person who is hungry |

These relative forms (cf. Unit 68) are all formed with subject prefix, plus stem (-ja or -li), plus relative affix. The first two examples illustrate relative counterparts of the a-tense.

2.

A. Multiples of ten.

- 10 Wanafunzi kumi walikwenda Ulaya Ten students went to Europe last year.
mwaka jana.

- 20 Wanafunzi ishirini walikwenda Twenty students went to Europe last
Ulaya mwaka jana.

| | | | | | | | |
|----|----|----|----|----|----|----|-----|
| 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|----|----|----|----|----|----|----|-----|

B.

- 12 Mwalimu mkuu wa shule amenunua The head teacher has bought twelve
vikombe kumi na viwili.

- 22 Mwalimu mkuu wa shule amenunua The head teacher has bought twenty-
vikombe ishirini na viwili.

| | | | | | | | |
|----|----|----|----|----|----|----|-----|
| 32 | 42 | 52 | 62 | 72 | 82 | 92 | 102 |
|----|----|----|----|----|----|----|-----|

C. Relative counterpart of the a-tense.

- mwaka Ninataka kusoma vitabu vingi I want to read many books next year.
mwaka ujao.

- miaka Ninataka kusoma vitabu vingi I want to read many books in the years
miaka ijayo.

- mwezi Ninataka kusoma vitabu vingi I want to read many books next month.
mwezi ujao.

miezi Ninataka kusoma vitabu vingi
 miezi ijayo.

I want to read many books in the months to come.

siku Ninataka kusoma vitabu vingi
 siku zijazo.

I want to read many books in the days to come.

D.

15 Kila mwanafunzi atapata zaidi ya vitabu kumi na vitano.

Every student will get more than fifteen books.

25 Kila mwanafunzi atapata zaidi ya vitabu ishirini na vitano.

Every student will get more than twenty-five books.

| | | | | | | |
|----|----|----|----|----|----|----|
| 35 | 45 | 55 | 65 | 75 | 85 | 95 |
|----|----|----|----|----|----|----|

105 Kila mwanafunzi atapata zaidi ya vitabu mia (moja) na vitano.

Every student will get more than a hundred and five books.

125 Kila mwanafunzi atapata zaidi ya vitabu mia (moja) na ishirini na vitano.

Every student will get more than a hundred and twenty-five books.

3.

A. Concord, including the last word in a numeral phrase.

chupa Leo tumeuza chupa ishirini na tano za soda.
 Jana tuliiza zaidi (ya hizo).

Today we have sold twenty-five bottles of soda.
Yesterday we sold more than that.

taa Leo tumeuza taa ishirini na tano.
 Jana tuliiza zaidi (ya hizo).

Today we have sold twenty-five lamps.
Yesterday we sold more than that.

mayai Leo tumeuza mayai ishirini na matano.
 Jana tuliiza zaidi (ya hayo).

Today we have sold twenty-five eggs.
Yesterday we sold more than that.

mananasi Leo tumeuza mananasi ishirini na matano.
 Jana tuliiza zaidi (ya hayo).

Today we have sold twenty-five pine-apples.
Yesterday we sold more than that.

| | | |
|--------|--|---|
| mikate | Leo tumeuza mikate ishirini na mitano. | Today we have sold twenty-five loaves of bread. |
| | Jana tuliuza zaidi (ya hiyo). | Yesterday we sold more than that. |
| visu | Leo tumeuza visu ishirini na vitano. | Today we have sold twenty-five knives. |
| | Jana tuliuza zaidi (ya hivyo). | Yesterday we sold more than that. |
| vitabu | Leo tumeuza vitabu ishirini na vitano. | Today we have sold twenty-five books. |
| | Jana tuliuza zaidi (ya hivyo). | Yesterday we sold more than that. |

B. Li-tense: affirmative vs. negative.

| | | |
|------------|---------------------------------|-------------------------------------|
| kuingia | Hasani alilingia nyumbani. | Hasani entered the house. |
| | Daudi hakuingia. | Daudi didn't enter. |
| kukata | Hasani alikata tamaa. | Hasani despaired. |
| tamaa | Daudi hakukata tamaa. | Daudi didn't despair. |
| kuamkia | Hasani alituamkia. | Hasani welcomed us. |
| | Daudi hakutuamkia. | Daudi didn't welcome us. |
| kuendelea | Hasani aliendelea na masomo. | Hasani continued with school. |
| na masomo | Daudi hakuendelea. | Daudi didn't continue. |
| kuhamishwa | Hasani alihamishwa na serikali. | Hasani was moved by the government. |
| | Daudi hakuhamishwa. | Daudi wasn't moved. |

Unit 70

1. Basic Dialogue. A day off.

Sangai

furaha (N)

rejoicing

Leo ni Jumamosi, siku ya furaha! Today is Saturday, a day of rejoicing.

Abasi

mipango (MI)

plan, manner, method

Tena! Una mipango yo yote?

Right! Do you have any plans?

Sangai

sinema (N) (or: senema (N))

cinema

Twende sinema leo jioni.

Let's go to the movies this evening.

Abasi

ngoma (N)

drum

Haya. Halafu tutakwenda ngomani.

O.K., and then we'll go to watch the dances.

Sangai

Ndiyo, mimi napenda ngoma sana.

Yes, I like the dances very much.

Abasi

-cheza

to play

dansi (N)

dance

Mimi pia, ijapokuwa siwezi kucheba

Me too, even though I can't dance

vizuri.

well.

2.

A. Days of the week.

| | | |
|------|--|--|
| Sat. | Tutajaribu kukutembelea Jumamosi ijayo. | We'll try to visit you next Saturday. |
| Sun. | Tutajaribu kukutembelea Jumapili ijayo. | We'll try to visit you next Sunday. |
| | Monday-Jumatatu Tuesday-Jumanne | Wednesday-Jumatano |
| | Thursday-Alhamisi Friday-Ijumaa | |

B.

| | | |
|------|--|---|
| Fri. | Hamisi amekuwa (po) hapa tangu Ijumaa. | Hamisi has been here since Friday. |
| Sat. | Hamisi amekuwa (po) hapa tangu Jumamosi. | Hamisi has been here since Saturday. |
| | Sunday Monday Tuesday Wednesday Thursday | |

3.

A. Ta-tense: affirmative vs. negative, with person change.

| | |
|---|---|
| Utakwenda sinema Jumamosi ijayo? | Are you going to the cinema next Saturday? |
| Hapana, sitakwenda. | No. I won't go. |
| Utaangusha sahani zote! Hapana, sitaziangusha. | You will drop all the plates. No. I won't drop them. |
| Utamwaga mafuta! Hapana, sitayamwaga. | You will spill the oil. No. I won't spill it. |
| Mafuta yamatwagika! Hapana, hayamatwagika. | The oil will be spilled. No. It won't be spilled. |
| Utaharibu kalamu yangu! Hapana, sitaiharibu. | You will spoil my pen. No. I won't spoil it. |

Kalamu itaharibika!

The pen will be spoiled.

Hapana, haitaharibika.

No. It won't be spoiled.

4. A is a student in night school. B is thinking about attending, and asks A about it.

C is the father of three children who are of school age. D has five.

They discuss the problems involved in the elementary education of their children.

Reading Selection II

Vyakula vya Afrika ya Mashariki

Katika Afrika ya Mashariki vyakula vitatu hutumiwa sana zaidi ya vingine na wenyeji. Upande wa Uganda, 'matoke' ndicho chakula kikuu. Ndizi huchemshwa halafu hupondwa kwa mwiko mpaka ziwe kama viazi viliyopondwa.

Ugali, ni unga wa mahindi au wa mtama unaochanganya na maji yanayochemka. Huu hufanana na uji lakini ugali ni mkavu zaidi kuliko uji. Unga hupatikana kutoka katika mahindi yaliyosagwa. Ili chakula chenyewe kiwe kitamu, ugali huliwa na kitoweo cha nyama au mboga na mhuzi. Wajaluo ndio walioanza kupika ugali.

Kama vile wenyeji wa bara wanavyosifu ugali, vivyo ndivyo watu wa pwani wanavyosifu wali. Waarabu wanajulikana sana kwa kula wali. Mchele ukiwa na maganda huitwa mpunga, na bila maganda kabla haujapikwa, mchele, lakini ukisha kuwa tayari kwa kula ni wali.

| | | | |
|------------------------|-----------------------------------|--------------|-----------------------------|
| <u>mwenyeji</u> (WA) | the regular possessor; inhabitant | -changanya | to mix |
| <u>matoke</u> (pl. MA) | name of a type of food | -fanana | to resemble one another |
| <u>ndicho</u> | that is it, (sg. VI class) | "kavu | dry |
| <u>-chemsha</u> | to cause to boil | -saga | to pulverize |
| <u>-ponda</u> | to crush by pounding | ili | in order that |
| <u>mwiko</u> (MI) | a large wooden spoon | "tamtu | sweet, pleasant delicious |
| <u>ugali</u> (U) | stiff porridge | kitoweo (VI) | a relish |
| <u>unga</u> (U) | flour, meal | mhuzi (MI) | gravy, soup, sauce |
| <u>mtama</u> (MI) | millet | ndio | it is they, (plu. WA class) |
| | | -pika | to cook |

| | | | |
|-----------|----------------|--------------|-------------|
| bara (N) | the hinterland | wali (U) | cooked rice |
| -sifu | to praise | maganda (MA) | husks |
| -julikana | to be known | kabla (N) | before |

Questions and Answers over Reading Selection

| <u>Questions</u> | <u>Sample Answers</u> |
|---|---|
| 1. Vyakula vingapi hutumiwa sana katika Afrika ya Mashariki? | Vyakula vitatu. |
| 2. Vyakula hivyo ni vipi? | Vyakula hivyo ni matoke, ugali na wali. |
| 3. Nani wanatumia vyakula hivi zaidi? | Wenyeji hutumia vyakula hivi zaidi. |
| 4. Matoke hupatikana wapi? | Matoke hupatikana katika nchi ya Uganda. |
| 5. Utatumia nini kuponda ndizi? | Nitatumia mwiko. |
| 6. Ni unga gani unaotumiwa kwa kupika ugali? | Unga wa mahindi, au wa mtama. |
| 7. Unga na maji yanayochemka hufanywaje? | Unga na maji yanayochemka huchanganywa. |
| 8. Ugali hufanana na uji? | Ndiyo, lakini ugali ni mkavu zaidi kuliko uji. |
| 9. Unga hupatikana kutoka wapi? | Unga hupatikana kutoka katika mahindi. |

10. Namna gani? Mahindi husagwa.
11. Ugali ni chakula kitamu' Ndiyo, ugali ni chakula kitamu.
12. Ugali huchanganywa na nini? Ugali huchanganywa na kitoweo na
mchuzi.
13. Wenyiji wa pwani wanasisfu nini? Wanasisfu wali.
14. Ni watu gani wanaojulikana sana
kwa kula wali? waarabu.
15. Mchele ukiwa shambani huitwaje' Mchele ukiwa shambani huitwa mpunga.
16. Wali ni mchele wa namna gani? Jali ni mchele uliopikwa.

Unit 71

1. Basic Dialogue. Let's visit the farm.

Mirambo

shamba (MA)

farm

Tafadhali twende tukatembee
shambani.

Please let's go take a walk around
the farm.

Hasani

baada (N)

after

Ndiyo. Tutakwenda baada ya saa moja Fine. We'll go in about an hour.
hivi.

- - - - -

Hasani

-pita

to pass

Saa moja imepita. U tayari? (or:
Uko tayari?)

Mirambo

Ndiyo, ni tayari. (or: niko tayari.) Yes, I'm ready.

Twende basi.

Well, let's go.

Hasani

-tangulia

to lead

njia (N)

path

-fuata

to follow

Tangulia. Nitaku fuata. Unai jua
njia kuliko mimi.

[You] lead [the way]. I'll follow
you. You know the way better than
I do.

Mirambo

Haya, twende basi.

O.K., let's go then.

NotesA. Further example of the meaning of -ka-.

Tutembee shambani.

Let's take a walk on the farm

[beginning right where we are now].

Tukatembee shambani.

Let's [go] take a walk on the farm

[beginning from some point away
from here].

The above examples provide another instance of the meaning of the prefix -ka-.

B. hivi 'about'baada ya saa moja

after an hour

baada ya saa moja hivi

after about an hour

The word hivi, which in its shape is identical with the proximal demonstrative of the plural of the VI class, is in this sentence a modifier of saa moja, with the translation 'about'.

2.

A. 'last' with days of the week.

Sun. Ulikuwa wapi Jumapili Where were you last Sunday?
iliyopita?

Mon. Ulikuwa wapi Jumatatu Where were you last Monday?
iliyopita?

Tuesday Wednesday Thursday Friday Saturday

B. Verb phrase with -wa; 'last year?'

wewe Ulikuwa ukifanya kazi gani What type of work were you doing last
mwaka uliopita? year?

| | | |
|----------------|---|--|
| ninyi | Mlikuwa m ^k fanya kazi gani mwaka uliopita? | What type of work were you (pl.) doing last year? |
| Bw. Sangai | Bw. Sangai aliwa akifanya kazi gani mwaka uliopita? | What type of work was Mr. Sangai doing last year? |
| wanafunzi hawa | Wanafunzi hawa walikuwa wakifanya kazi gani mwaka uliopita? | What type of work were these students doing last year? |

C. njia ya plus infinitive.

| | | |
|-----------|--|---|
| soko | Tafadhali, nionyeshe njia ya kwenda sokoni. | Please, show me the way (to go) to the market. |
| hospitali | Tafadhali, nionyeshe njia ya kwenda hospitalini. | Please, show me the way to the hospital. |
| boma | Tafadhali, nionyeshe njia ya kwenda bomani. | Please, show me the way to the administrative office. |
| kanisa | Tafadhali, nionyeshe njia ya kwenda kanisani. | Please, show me the way to the church. |
| hoteli | Tafadhali, nionyeshe njia ya kwenda hotelini. | Please, show me the way to the hotel. |
| nyumba | Tafadhali, nionyeshe njia ya kwenda nyumbani. | Please, show me the way to the house. |

3.

A. Infinitive vs. past negative.

| | | |
|--------|--|--|
| kuja | Juma na Hasani waliahidi kuja mwezi uliopita, lakini hawakuja. | Juma and Hasani promised to come last month, but they didn't. |
| kwenda | Juma na Hasani waliahidi kwenda masomo ya jioni mwezi uliopita, lakini hawakwenda. | Juma and Hasani promised to go to the evening classes last month, but they didn't. |

| | | |
|-----------|--|--|
| kuletea | Juma na Hasani waliahidi kuniletea barua mwezi uliopita, lakini hawakuniletea. | Juma and Hasani promised to send me a letter last month, but they didn't. |
| kusalimia | Juma na Hasani waliahidi kunisalimia mwaliimu wao mwezi uliopita, lakini hawakunisalimia. | Juma and Hasani promised to convey my best regards to their teacher last month, but they didn't. |

B. Simple vs. applied stem; 'every' vs. 'last' Saturday.

| | | |
|-----------|---|---|
| Sat. | Naandika barua kwa wazazi wangu kila Jumamosi. Niliwaandikia barua Jumamosi iliyopita. | I write to my parents every Saturday. I wrote them last Saturday. |
| Mon. | Naandika barua kwa wazazi wangu kila Jumatatu. Niliwaandikia barua Jumatatu iliyopita. | I write to my parents every Monday. I wrote them last Monday. |
| Wednesday | Thursday | Friday |

Unit 72

1. Basic Dialogue. The farm needs rain and fertilizer.

Mirambo

-nyesha to rain

mavuno (MA) harvest

Mvua ikinyesha nitapata mavuno If it rains, I'll get a large harvest.
mengi.

Hasani

Umepeanda mimea gani shambani mwako? What kind of plants have you planted
on your farm?

Mirambo

Viazi ulaya. Irish potatoes. ('European potatoes')

ningalikuwa if I were

mbolea (N) fertilizer

Kama ningalikuwa na mbolea If I had had fertilizer, I would have
ningalipanda vitunguu. planted onions.

Hasani

-agiza to order

Unaweza kuiagiza kutoka Idara ya You can order it from the Department
of Agriculture.

Mirambo

robo (N) 1/4

Lázima ulipe robo ya gharama kwanza. It's necessary that you pay a quarter
of the amount at the beginning.

Hasani

Kama huna pesa, utapanda nini?

If you don't have money, what will
you plant?Mirambo

Nitapanda njugu karanga.

I will plant groundnuts.

Notes

A. The MU, KU and PA locative concords.

shambani mwako on ('in') your farm

The mw- prefix belongs to the mu- class of locatives (cf. Unit 29, Note A). A general first-approximation translation equivalent for this class is 'in'. For the ku- class of locatives, whose first-approximation equivalent is 'to', the prefix used with possessive stems is kw-, and for the pa- locatives, it is p-.

The corresponding subject prefixes used with verbs are m-/mw-, ku-/kw-, pa-/p-.

2.

A. Lázima plus subjunctive.

kutumia Lázima utumie mbolea kwa
vitunguu. You must use fertilizer for onions.

kuagiza Lázima uagize mbolea kutoka
Idara ya Ukulima. You must order fertilizer from the
Agriculture Department.

kulipa Lázima ulipe robo ya gharama
kwanza. You must pay a quarter of the
expenses at first.

kumaliza Lázima umalize kazi yako
kesho. You must finish your work tomorrow.

B. Relative of the na-tense.

kutumia Wakulima wanaotumia mbolea
watapata vitunguu. The farmers who use fertilizer will
get onions.

| | | |
|---------|--|---|
| kuagiza | Wakulima wanaoagiza mbolea wataipata. | The farmers who order fertilizer will get it. |
| kutaka | Wakulima wanaotaka mbolea watalipa robo ya gharama. | The farmers who want fertilizer will pay a quarter of the expense. |

C. MU locative concord with a possessive stem.

| | | |
|----------|--|---|
| muhogo | Twapanda muhogo mwangi shambani mwetu. | We plant a lot of cassava in our garden. |
| mimea | Twapanda mimea mingi shambani mwetu. | We plant a lot of crops in our garden. |
| mpunga | Twapanda mpunga mwangi shambani mwetu. | We plant a lot of rice in our garden. |
| vitunguu | Twapanda vitunguu vingi shambani mwetu. | We plant a lot of onions in our garden. |

D. KU locative concord with a possessive stem.

| | | |
|--------|---|---|
| muhogo | Walileta muhogo mwangi shambani kwetu. | They brought a lot of cassava to our garden. |
| mimea | Walileta mimea mingi shambani kwetu. | They brought a lot of crops to our garden. |
| mpunga | Walileta mpunga mwangi shambani kwetu. | They brought a lot of rice to our garden. |
| vitu | Walileta vitu vingi shambani kwetu. | They brought a lot of things to our garden. |

E. MU and KU locative concords as subject prefixes.

| | | |
|---------|-----------------------|---------------------------------|
| soko | Sandukuni mna chumvi. | There is salt in the box. |
| visu | Sokoni kuna chumvi. | There is salt at the market. |
| sanduku | Sokoni kuna visu. | There are knives at the market. |
| | Sandukuni mna visu. | There are knives in the box. |

3.

A. MU locative concord with possessive stem and subject prefix.

| | | |
|------|--------------------------|------------------------------------|
| taa | Nyumbani mwako mna taa? | Is there a lamp in your house? |
| | Ndiyo, mna mbili. | Yes, there are two. |
| meza | Nyumbani mwako mna meza? | Is there a table in your house? |
| | Ndiyo, mna mbili. | Yes, there are two. |
| saa | Nyumbani mwako mna saa? | Is there a clock in your house? |
| | Ndiyo, mna mbili. | Yes, there are two. |
| wino | Nyumbani mwako mna wino? | Is there ink in your house? |
| | Ndiyo, mna chupa mbili. | Yes, there are two bottles of ink. |

B. KU locative concord with possessive stem and subject prefix.

| | | |
|----------|----------------------------------|-----------------------------------|
| baiskeli | Nyumbani kwako kuna baiskeli? | Is there a bicycle at your house? |
| | Ndiyo, kuna moja. | Yes, there is one. |
| motokaa | Nyumbani kwako kuna motakaa? | Is there a car at your house? |
| | Ndiyo, kuna moja. | Yes, there is one. |
| mgonjwa | Nyumbani kwako kuna mgonjwa? | Is there a patient at your house? |
| | Ndiyo, kuna amoja. | Yes, there is one. |

Conversation Starters

1. A and B are from different parts of Africa (or the United States).

A asks B about what things are like where he is from (kwako).

Unit 73

1. Basic Dialogue. Should I get a crop loan?

Hasani
1999

-kopa to borrow

mahali (PA) place

Mirambo

moyo (MI) heart

Sina moyo wa kukopa pesa. I've no liking for borrowing money.

desturi (N) a custom, practice

Hii ni desturi mbaya. It's a bad practice.

Hagani

mwisho (MI) end

Hivyo ndivyo nilivyofanya, na (or: That's how I did, and I will pay it
nami) nitazilipa mwisho wa mwaka. [back] the end of the year.

Mirambo

Unajuaje kama utapata mavuno mazuri? How do you know whether you will get good crops?

Hasani

wasiwasi (U) doubt

jibu (MA) answer, reply

Sina wasiwasi. Ukiangalia shambani, I don't have any doubts. If you look utapata majibu. at the farm, you will get the answer.

Notes

A. Relative affixes in agreement with the objects of verbs.

kiti ulicholeta (or:...ulichokileta) the chair that you brought

karanga tutakazopanda the groundnuts that we will plant
(or: tutakazozipanda)

The relative affix (-cho- and -zo- in these examples) may stand for the object of a verb, instead of for its subject. Where it stands for the subject, it must be of the same class as the subject prefix:

(mtu) aliyesikia a person who heard ...

Where it stands for the object, it is in the class of the object:

(kitu) alichomunua (the thing) which he bought...

(motokaa) aliyosikia (the car) which he heard...

The relative affix may then be followed by the object prefix, though many speakers omit the latter.

B. Ndi- plus relative affix.

Ndicho. That is the one (e.g. kitu, kiti, kisu)

Ndiyo. That is the one (e.g. nchi, motokaa, ndizi)

Ndizo. Those are the ones (e.g. ndizi, nyumba)

Ndivyo. Those are the ones (e.g. vitunguu, vitu)

A combination of ndi- plus the relative affix is translated approximately as in these examples.

C. Combination of the constructions described in Notes A and B.

Ndiye niliywona. He is the one I saw.

Ndicho ninachotumia. That is the one (e.g. the thing) that
(or: ...ninachokitumia.) I am using.

The constructions of Notes A and B are combined as shown above.

D. Concords of VI (plu.) class in expression of manner.

Hivyo ndivyo nilivyofanya. That is how I did.

The concords of the plural VI class are used without antecedent to refer to manner. Compare the use of these same concords in the 'adverbial' forms vizuri, vyema.

2.

A. Moyo wa plus infinitive.

kukopa Sina moyo wa kukopa pesa. I have no desire to borrow money.

kuendelea Sina moyo wa kuendelea na masomo. I have no desire to continue with studies.

kujaribu Sina moyo wa kujaribu tena. I have no desire to try again.

kuenda Sina moyo wa kuenda kwa tabibu. I have no desire to go to a doctor.

B. VI plu. concords in expression of manner.

kufanya Hivyo ndivyo nilivyofanya. That's how I did it.

kusema Hivyo ndivyo nilivyosema. That's how I said it.

kufikiri Hivyo ndivyo nilivyofikiri. That's how I thought.

kuja Hivyo ndivyo nilivyokuja. That's how I came.

kuanza Hivyo ndivyo nilivyoanza. That's how I started.

C.

kufanya Nataka kufanya kama ulivyoofanya. I want to do as you did.

kusema Nataka kusema kama ulivyosema. I want to speak as you spoke.

kuanza Nataka kuanza kama ulivyoanza. I want to start as you started.

kwenda Nataka kwenda kama I want to go as you went.
 ulivyokwenda.

D. Conords with mahali.

kuweka Sioni mahali pa kuweka I can't find a place to put clothes.
 nguo.

kuingia Sioni mahali pa kuingilia I can't find a place to get into
 nyumbani.

kukaa Sioni mahali pa kukaa. I can't find a place to sit down.

kununua Sioni mahali pa kununulia I can't find a place to buy
 viberiti.

The first and third sentences in this exercise use simple verb stems, while the second and fourth use applied stems. In the first sentence, mahali pa kuweka nguo would also be correct, but it would have a different meaning. Generally speaking, in contexts of this kind, the applied stem is used when talking about a place especially set aside or especially suited for the purpose indicated.

3.

A. Li-tense: indicative vs. relative.

1. mbolea Uliagiza mbolea nzuri? Did you order some good fertilizer?
 Ndiyo. Mbolea niliyoagiza Yes, the fertilizer that I
 ilikuwa nzuri sana. ordered was very good.

sindano dawa nguo

2. mafuta Uliagiza mafuta mazuri? Did you order some good oil?
 Ndiyo. Mafuta niliyoyaagiza Yes, the oil that I ordered
 yalikuwa mazuri sana. was very good.

mayai

3. kitabu Uliagiza kitabu kizuri? Did you order a good book?
 Ndiyo. Kitabu nilichokiagiza Yes, the book that I ordered
 kilikuwa kizuri sana. was very good.

kinywaji

4. vyakula Uliagiza vyakula vizuri?
 Ndiyo. Vyakula nilivyoviagiza
 vilikuwa vizuri sana.
- Did you order good food?
Yes, the food that I
ordered is very good.

viberiti

5. mikate Uliagiza mikate mizuri?
 Ndiyo. Mikate niliyoagiza
 ilikuwa mizuri sana.
- Did you order some good
loaves?
Yes, the loaves that I
ordered are very good.

mimea

Unit 74

1. Basic Dialogue. Farm implements.

Hasani-lima

to cultivate

kwenu

at your place

Je, kwenu mwatumia vyombo gani kwa

Say, what tools do you use in farm-

kulimia?

ing where you live?

Mirambojembe (MA)

hoe

uma (U, N)

rake

Tunatumia majembe na nyuma.

We use hoes and rakes.

Hasani

Kuna wakulima wanaotumia plau?

Are there farmers who use plows?

Mirambo

Ndiyo, wale walio na mashamba

Yes, those who have large farms.

makubwa.

Hasanimti (MI)

tree

kijiti (VI)

small tree, underbrush

-kata

to cut

Mkisho angusha miti mnakata vijiti

When you have finished felling trees,

na nini?

what do you cut the brush with?

Mirambopanga (MA)

large knife

Wengi hukata vijiti kwa mapanga.

Many cut the brush with pangas.

Hasani

laini

soft, smooth

Na kwa kulainisha udongo?

And for softening the ground?

(or: na kwa kutifua udongo?)

Mirambo

Panga latosha.

A panga is all right.

Notes

A. Locative concord plus possessive stem, with no antecedent.

Kwetu tunatumia majembe. At our place, we use hoes.

The concord kw- plus possessive stem is used where English would have 'at your place', 'where we live', etc.B. The spelling of -ki(i)sha.The forms which in Standard Swahili are spelled akiisha, nikiisha, etc. are commonly pronounced with only one i.

2.

A. Concords with mahali.

| | | |
|----------|---|---|
| ~ema | Tumeona mahali pema leo. | We have found a good place today. |
| ~ngapi | Tumeona mahali pangapi leo? | How many places have we found today? |
| kupanda | Tumeona mahali pazuri pa kupanda muhogo leo. | We have found a good place for planting cassava today. |
| kuogelea | Tumeona mahali pazuri pa kuogelea leo. | We have found a good place for swimming today. |

B.

| | | |
|--------|--------------------------------|-----------------------------|
| kuweka | Wapi mahali pa kuwekea taa? | Where does the lamp belong? |
|--------|--------------------------------|-----------------------------|

| | | |
|---------|----------------------------------|-------------------------------------|
| kupata | Wapi mahali pa kupatia dawa? | Where is the place to get medicine? |
| kununua | Wapi mahali pa kununua pombe? | Where is the place to buy beer? |
| kuvaa | Wari mahali pa kuvaa nguo? | Where is the dressing room? |

C. -kisha plus verb stem.

| | | |
|------------|--|---|
| kuangusha | Ukishsha angusha miti hii, rudi nyumbani. | When you finish felling these trees, return home. |
| kulainisha | Ukishsha lainisha udongo huu, rudi nyumbani. | When you finish breaking up the earth, return home. |
| kufuta | Ukishsha futa maji haya, rudi nyumbani. | When you finish wiping up the water, return home. |
| kusafisha | Ukishsha safisha majembe haya, rudi nyumbani. | When you finish cleaning these hoes, return home. |
| kupigwa | Ukishsha pigwa sindano, rudi nyumbani. | When you finish getting your in- jection, return home. |

3.

A. Na-tense: indicative vs. relative.

| | | |
|---------|---|---|
| kutumia | Wakulima wengi wanatumia plau? | Do many farmers use ploughs? |
| | Hapana, wanaotumia plau ni wachache. | No, those who use ploughs are few. |
| kujuua | Watu wengi wanajua kutengeneza motakaa? | Do many people know how to repair cars? |
| | Hapana, wanaojua kutengeneza motakaa ni wachache. | No, those who know how to repair cars are few. |

| | | |
|------------|--|---|
| kuangusha | Watu wengi wanaangusha miti kwa visu? | Do many people fell trees with knives? |
| | Hapana, wanaoangusha miti kwa visu ni wachache. | No, those who fell trees with knives are few. |
| kuhudhuria | Wanafunzi wengi wanahudhuria vyuo vya juu? | Do many students attend universities? |
| | Hapana, wanachudhuria vyuo vya juu ni wachache. | No, those who attend universities are few. |
| B. | Relative counterpart of <u>a-tense</u> . | |
| majembe | Wako wapi wanaume walio na majembe? | Where are the men with hoes? |
| | Wale walio na majembe wamekwisha kwenda shambani. | Those who have hoes have already gone to the garden. |
| uma | mapanga | |

Unit 75

1. Basic Dialogue. Times for planting and weeding.

Hasani

mbegu (N)

seed

Utapanda mbegu zako lini?

When are you going to plant your seeds?

Mirambo

Mvua ikinyesha nitazipanda mbegu

I'll plant them when it rains.

zangu.

Hasani

-palilia

to weed

Umenunua vyombo vya kupalilia?

Have you bought the tools for weeding?

Mirambo

kitambo

a short period of time,

a piece (of time)

Kitambo! Mapanga sita na majembe

Long ago! Six pangas and five hoes.

matano.

Hasani

Lakini, ni wakati gani mzuri wa

But what time is a good one for

kupalilia?

weeding?

MiramboTuseme, kama mimea ikisha pata inchi
sita hivi.Let's say, when the plants have already
gotten [to] about six inches.Hasani

-mea

to grow

-ota

to shoot out

jani (MA)

leaf

Maana yake ikisha ota majani?

That is to say, when they put out
[their] leaves?

Mirambo

Ndiyo.

Yes.

2.

A. wakati wa plus infinitive.

kupanda Wakati gani mzuri wa
kupanda mbegu?

When is the best time to plant
seeds?

kupalilia Wakati gani mzuri wa
kupalilia shamba?

When is the best time to weed a
garden?

kukata Wakati gani mzuri wa
kukata vijiti

When is the best time to cut brush?

kulainisha Wakati gani mzuri wa
kulainisha udongo?

When is the best time to break up
the soil?

3.

A. Me-tense (affirmative) vs. -ja- negative.

kupalilia Umepalilia mahindi yako?
Bado sijapalilia.

Have you weeded your maize?
Not yet, I haven't.

kupanda Umepanda muhogo wako?
Bado sijapanda.

Have you planted your cassava?
Not yet, I haven't.

kupeleka Umepeleka kalamu yako kwa
fundii?
Bado sijapeleka.

Have you taken your pen to the
repairman?
Not yet, I haven't.

B.

| | | |
|--------------|---|--|
| kuvuna | Wakulima wamevuna m̄tama? Hapana. Bado hawajavuna. | Have the farmers harvested millet? - No, the haven't yet. |
| kupanda | Wakulima wamepanda m̄tama? Hapana. Bado hawajapanda. | Have the farmers planted millet? No, they haven't yet. |
| kutenge-neza | Fundi ametengeneza kalamu yako? Hapana. Bado hajatengeneza. | Has the pen repairer repaired your pen? No, he hasn't yet. |

C. Infinitive vs. affirmative subjunctive vs. negative subjunctive.

| | | |
|-----------|--|--|
| mpunga | Mpunga huo unahitaji kupaliliwa. Tuupalilie kesho. Tusiupalilie leo. | That rice requires weeding. Let's weed it tomorrow. Let's not weed it today. |
| m̄tama | M̄tama huo unahitaji kupaliliwa. Tuupalilie kesho. Tusiupalilie leo. | That millet requires weeding. Let's weed it tomorrow. Let's not weed it today. |
| mahindi | Mahinci haya yanahitaji kupaliliwa. Tuyapalilie kesho. Tusiyapalilie leo. | This maize requires weeding. Let's weed it tomorrow. Let's not weed it today. |
| maharagwe | Maharagwe haya yanahitaji kupaliliwa. Tuyapalilie kesho. Tusiyapalilie leo. | These beans require weeding. Let's weed them tomorrow. Let's not weed them today. |
| njugu | Njugu hizi zinahitaji kupaliliwa. Tuzipalilie kesho. Tusizipalilie leo. | These groundnuts require weeding. Let's weed them tomorrow. Let's not weed them today. |

| | | |
|--------|-------------------------------------|--------------------------------|
| muhogo | Muhogo huo unahitaji kupaliliwa. | This cassava requires weeding. |
| | Tuupalilie kesho. | Let's weed it tomorrow. |
| | Tusiupalilie leo. | Let's not weed it today. |

Conversation Starters

1. Discuss agricultural practices in the part of Africa in which you are most interested.

Unit 76

1. Basic Dialogue. Boy or Girl?

Hadija

Bibiye amepata mtoto wa kiume au wa Did his wife have a boy or a girl?
kike?

Hamisi

Mtoto wa kiume. A boy.

Hadija

Je, hawajambo? Are they all right?

Hamisi

mgongo (MI) back

Hawajambo, lakini mama aumwa mgongo. They're all right, but the mother's
back is hurting her.

Hadija

kujifungua to release oneself

Pengine ni kwa sababu ya Maybe it's because of delivering the
kujifungua. baby.

Hamisi

nafuu (N) advantage

Atapata nafuu tu. She'll recover.

Hadija

Mtoto mwenyewe ana matata? How is the baby himself?

Hamisi

fujo (MA) disturbance

| | |
|------------------------------------|--|
| wala | nor, neither |
| matata (pl. MA) | complications |
| Mzuri sana. Hana fujo wala matata. | Very fine. He has no trouble or complications. |

NotesA. Wala between negatives.

Wala either is both preceded and followed by a negative verb, or it joins two nouns which are in parallel relation to the same negative verb. See the exercises for further examples.

2.

A. Some special forms for possessives with family relationships.

| | | |
|-------|---|-----------------------------|
| mike | Mkeo anapata nafuu? | Is your wife recovering? |
| bibi | Bibi yako anapata nafuu? | Is your wife recovering? |
| mtoto | Mtoto wako anapata nafuu? | Is your child recovering? |
| baba | Baba yako anapata nafuu? | Is your father recovering? |
| mama | Mama yako anapata nafuu? | Is your mother recovering? |
| mume | Mumeo anapata nafuu? (or: Bwana wako...) | Is your husband recovering? |
| ndugu | Nduguyo anapata nafuu? | Is your brother recovering? |
| dada | Dadio anapata nafuu? (or: Dada yako...) | Is your sister recovering? |

B. Wala

| | | |
|----------|-----------------------------|--|
| taa | Sina taa wala mafuta. | I have neither lamp nor oil. |
| chai | Sina chai wala kahawa. | I have neither tea nor coffee. |
| baiskeli | Sina baiskeli wala motakaa. | I have neither bicycle nor automobile. |

C.

| | | |
|---------|---|--|
| kiti | Wanafunzi hawana viti wala meza. | The students have neither chairs nor tables. |
| kitabu | Wanafunzi hawana vitabu wala kalamu. | The students have neither books nor pens. |
| mwalimu | Wanafunzi hawana mwalimu wala shule. | The students have neither teacher nor school. |

D.

| | | |
|------------|--|--|
| kusoma | Wanaume hawa hawajui kusoma wala kuandika. | These men know neither reading nor writing. |
| Kiingereza | Wanaume hawa hawajui Kiingereza wala Kiswahili. | These men know neither English nor Swahili. |

3.

A. Concords, including relative forms of verbs.

| | | |
|----------|--|---|
| kitabu | Nilinunua kitabu juzi. Kitabu nilichonunua juzi ni kibaya. (or: ...nilichokinunua...) | I bought a book the day before yesterday. The book which I bought the day before yesterday is bad. |
| baiskeli | Nilinunua baiskeli juzi. Baiskeli niliyonunua juzi ni mbaya. | I bought a bicycle the day before yesterday. The bicycle which I bought the day before yesterday is bad. |
| visu | Nilinunua visu juzi. Visu nilivyonunua juzi ni vibaya. | I bought knives the day before yesterday. The knives which I bought the day before yesterday are bad. |

| | | |
|--------|------------------------------------|---|
| mafuta | Nilinunua mafuta juzi. | I bought oil the day before yesterday. |
| | Mafuta niliyonunua juzi ni mabaya. | The oil which I bought the day before yesterday is bad. |
| jembe | Nilinunua jembe juzi. | I bought a hoe the day before yesterday. |
| | Jembe nililonunua juzi ni baya. | The hoe which I bought the day before yesterday is bad. |
| nanasi | Nilinunua nanasi juzi. | I bought a pineapple the day before yesterday. |
| | Nanasi nililonunua juzi ni baya. | The pineapple which I bought the day before yesterday is bad. |
| ndizi | Nilinunua ndizi juzi. | I bought bananas the day before yesterday. |
| | Ndizi nilizonunua juzi ni mbaya. | The bananas which I bought the day before yesterday are bad. |
| wino | Nilinunua wino juzi. | I bought some ink the day before yesterday. |
| | Wino nilionunua juzi ni mbaya. | The ink which I bought the day before yesterday is bad. |
| taa | vitunguu maharagwe | |

Unit 77

1. Basic Dialogue. Prenatal care.

Mirambo

mja mzito

a pregnant person

-tunza

to care for

Mama mja mzito hutunzwaje?

How is a pregnant woman cared for?

MohamedHupelikwa hospitalini akiwa karibu
kujifungua.She is taken to the hospital when she
is about to deliver.Mirambo

Mle anafanya nini?

What does she do in there?

Mohamed

-pima

to measure, examine

Bwana daktari humpima na kumpa
dawa.The doctor examines her and gives her
medicine.

-lisha

to feed ('cause to eat')

Pia humpa chakula cha kumlisha
mtoto.She is also given food for nourishing
the child.Mirambo

tunzo (MA)

care

Wanapata matunzo safi?

Do they get good care?

Mohamed

-pumzika

to rest

Sana, hata mapumziko.

Very much so. [They] even [get a lot
of] rest.

NotesA. Sequence of verbs joined by na.

daktari humpima na kumpa dawa the doctor examines her and gives
her medicine

Here, the single subject word daktari is followed by two verbs, the stems of which are -pima and -pa. Where the action of the second verb is not clearly the goal or result of the action of the first, the second is in the infinitive form, following na 'and'.

2.

A. Causative stems based on -la and -nywa.

| | | |
|-----------|----------------------|--|
| ↓ | Usimlishe mtoto! | Don't feed the child! |
| kunywesha | Usimnyweshe mtoto! | Don't give the child anything to drink! |
| watoto | Usiwanyweshe watoto! | Don't give the children anything to drink! |
| kulisha | Usiwalishe watoto! | Don't feed the children! |

B. Subjunctive with -ka- after -enda.

| | | |
|---------|----------------------------|------------------------------|
| kukaa | Kaa kitako upumzike. | Sit down and rest. |
| kwenda | Nenda nyumbani ukapumzike. | Go home and rest. |
| kuingia | Ingia nyumbani upumzike. | Get into the house and rest. |

C. Passive stem based on -pa.

| | | |
|--------|------------------------------------|-------------------------------------|
| kalamu | Wanafunzi walipewa kalamu zao. | The pupils were given their pens. |
| vitabu | Wanafunzi walipewa vitabu vyao. | The pupils were given their books. |
| viti | Wanafunzi walipewa viti vyao. | The pupils were given their chairs. |

| | | |
|------------------|--|---------------------------------------|
| meza | Wanafunzi walipewa meza zao. | The pupils were given their tables. |
| D. | <u>-tunza.</u> | |
| watoto | Kazi yangu ilikuwa kutunza watoto. | My job was to care for children. |
| ng'ombe | Kazi yangu ilikuwa kutunza ng'ombe. | My job was to care for cows. |
| nguruwe | Kazi yangu ilikuwa kutunza nguruwe. | My job was to care for pigs. |
| taa zetu zote | Kazi yangu ilikuwa kutunza taa zetu zote. | My job was to care for all our lamps. |

3.

A. MU and KU locative concords with subject prefixes and demonstratives.

| | | |
|-----------|---|--|
| hospitali | Hospitalini mnafanywa nini? Mle wagonjwa wanatunzwa. | What is done in the hospital? There patients are cared for. |
| shule | Shuleni mnafanywa nini? Mle wanafunzi wanasomeshwa. | What is done in the school? There pupils are taught. |
| soko | Sokoni kunafanywa nini? Kule vyakula vinauzwa. | What is done at the market? There (foodstuffs) are sold. |
| pwani | Pwani kunafanywa nini? Kule watu wanaogelea. | What is done at the beach? There people swim. |

Unit 78

1. Basic Dialogue. Post-natal care. (cont'd from Unit 77)

Mirambo

Wakiisha kuzaa wanakaa hospitalini? When they have finished delivering,
do they stay in the hospital?

Mohamed

Ndiyo, kwa siku chache tu. Yes, for just a few days.

Mirambo

-lia to cry

Mtoto akilia, hupewa chakula? When the baby cries, is it given food?

Mohamed

"changa young

-nyonya to suck

Akiwa mchanga sana, mama If it is very young, the mother nurses
humnyonyesha. it.

Mirambo

hasa exactly, very much

Hasa, ni chakula gani watoto Just what food do babies like?
hupenda?

Mohamed

Kwa kawaida, maziwa. In general, milk.

Mirambo

-beba to carry a child on back or hip

Kwenu mama hubeba watoto? At your place does the mother carry
the children on her back?

Mohamed

| | |
|---|--|
| mbavuni | by the ribs |
| mbeleko (N) | cloth or sling for carrying a child |
| Ndiyo, huwabeba ḡgongoni, au mbavuni katika mbeleko. | Yes, they carry them on [their] back[s] or on [their] hip[s] in a sling. |

2.

A. -lilia.

| | | |
|--|-------------------------|-------------------------------------|
| nini? | Mtoto analilia nini? | What is the child crying for? |
| chakula | Mtoto analilia chakula. | The child is crying for food. |
| maziwa | Mtoto analilia maziwa. | The child is crying for milk. |
| mama | Mtoto anamlilia mama. | The child is crying for the mother. |
| chai baba sukari Hamisi | | |

B. Negative imperative.

| | | |
|-------------|----------------------|-------------------------------|
| kulisa | Usimilize mtoto! | Don't make the child cry. |
| kunyonyesha | Usimnyonyeshe mtoto. | Don't nurse the child. |
| kulisha | Usimlishe mtoto. | Don't feed the child. |
| kupa | Usimpe mtoto kisu! | Don't give the child a knife. |

C. KU locative: concords with various possessive stems.

| | | |
|-------|-------------|---------------------------|
| ninyi | Kwenu wapi? | Where is your (pl.) home? |
| wewe | Kwako wapi? | Where is your (sg.) home? |
| yeye | Kwake wapi? | Where is his/her home? |
| wao | Kwao wapi? | Where is their home? |

D. PA locative concord with various possessive stems.

| | | |
|------|-------------|---------------------|
| sisi | Hapa petu. | This is our home. |
| mimi | Hapa pangu. | This is my home. |
| wao | Hapa pao. | This is their home. |
| yeye | Hapa pake. | This is his home. |

3.

A. -kwisha plus verb stem vs. negative imperative.

| | | |
|-----------------|---|--|
| kulisha | Usimlishe mtoto! Amekwisha lishwa na dada yake. | Don't feed the child! It has already been fed by its sister. |
| kunywesha | Usimnyonyeshe mtoto! Amekwisha nyonyeshwa na mama yake. | Don't nurse the child! It has already been nursed by its mother. |
| kuliza | Usimlize mtoto! Amekwisha lizwa. | Don't make the child cry! It has already been made to cry. |
| kupa chakula | Usimpe mtoto chakula. Amekwisha pewa na mama yake. | Don't give the child food! It has already been given food by its mother. |

Conversation Starters

1. A and B compare notes on the problems of pre- and post-natal care in Africa and in the United States.

Unit 79

1. Basic Dialogue. When are you getting married?

Magese

-os

to marry

Utaco lini, Ochieng?

When are you going to get married

Ochieng?

Ochieng

mchumba

boy/girl friend, fiancé(e)

Wakati mchumba wangu atakaporudi.

At the time when my fiancée returns.

Magese

Kwani yuko wapi?

Oh? Where is she?

Ochieng

Alikwenda kusomesha huko upande
wa Kisumu.

She went to teach in the region of
Kisumu.

Magese

mahari

lobola, dowry

Umelipa mahari au bado?

Have you paid the dowry or not (yet)?

Ochieng

-ngoja

to wait

Bado. Nangoja arudi.

Not yet. I'm waiting for her to
return.

Magese

-kubali

to agree

Wazazi wako na wake wamekubali?

Have your parents and hers given their
consent?

Ochieng-zuia

to prevent

Hawawezi kunizuia nisimwoe.

They can't prevent me from marrying
her.NotesA. Relative future forms with -taka-.

The future tense in its non-relative forms uses -ta- as its tense prefix, but in relative forms uses the disyllabic prefix -taka-.

B. Two verbs that are followed by subjunctive forms.

Note that subjunctive verb forms often follow the verbs -zuia 'to prevent from' and -ngoja 'to wait'. The former is followed by the negative subjunctive.

2.

A. -zuia plus negative subjunctive.

| | | |
|-----------|------------------------------|--|
| kusema | Huwezi kunizuia nisiseme. | You can't prevent me from talking. |
| kwenda | Huwezi kunizuia nisiende. | You can't prevent me from going. |
| kulewa | Huwezi kunizuia nisilewe. | You can't prevent me from being drunk. |
| kurudi | Huwezi kunizuia nisirudi. | You can't prevent me from coming back. |
| kuendelea | Huwezi kunizuia nisiendelee. | You can't prevent me from moving on. |

B.

| | | |
|--------|----------------------------|--------------------------------------|
| kusema | Hamwezi kuwazuia wasiseme. | You can't prevent them from talking. |
| kula | Hamwezi kuwazuia wasile. | You can't prevent them from eating. |

kuelewa ku:jifunza kusikitika

C.

kuona Hatuwezi kuwazuia wasimwone. We can't prevent them from seeing him.

kusaidia Hatuwezi kuwazuia wasimsaidie. We can't prevent them from helping him.

kusikia kupenda kupiga

D. -ngoja plus subjunctive.

kusema Hatutakungoja useme. We'll not wait for you to speak.

kwanza Hatutakungoja uanze. We'll not wait for you to begin.

kwenda kujitayarisha kurudi

E. Verb phrase with -wa.

kusema Ali alikuwa akiningoja niseme. Ali was waiting for me to speak.

kuja Ali alikuwa akiningoja nije. Ali was waiting for me to come.

kufuata kutangulia kumaliza kuingia

3.

A. -ja- negative vs. affirmative subjunctive.

Bado hajasema. He hasn't spoken yet.

Tutamngaja aseme. We'll wait for him to speak.

Bado sijasema. I haven't spoken yet.

Tutakungoja useme. We'll wait for you to speak.

Bado hawajasema. They haven't spoken yet.

Tutawangoja waseme. We'll wait for them to speak.

Bado hajaenda. He hasn't gone yet.

Tutamngaja aende. We'll wait for him to go.

B. Infinitive vs. negative subjunctive.

| | | | | | | |
|---------|------------------------------------|--|-------|--------|------|-------|
| kisu | Nataka kukinunua kisu hiki. | I want to buy this knife. | | | | |
| | Usijaribu kunizuia nisikinunue. | Don't try to prevent me from buying it. | | | | |
| vitabu | Nataka kuvinunua vitabu hivi. | I want to buy these books. | | | | |
| | Usijaribu kunizuia nisivinunue. | Don't try to prevent me from buying them. | | | | |
| mbegu | Nataka kuzinunua mbegu hizi. | I want to buy these seeds. | | | | |
| | Usijaribu kunizuia nisizinunue. | Don't try to prevent me from buying it. | | | | |
| sanduku | ng'ombe | nguruwe | mkate | mikate | imea | mimea |

Unit 80

1. Basic Dialogue. Come along to the wedding!

Ochieng

wiki (N) week

Je, ndugu yangu, wajua kwamba nitaoa Say, brother, do you know I'm going
wiki ijayo? to get married next week?

Magese

Kweli? Hiyo sijasikia bado. Really? I hadn't heard (yet).

harusi (N) (or: arusi) wedding

Harusi itakuwa siku gani? What day will the wedding be?

Ochieng

kutwa to set (of the sun)

Kesho kutwa, bwana. The day after tomorrow.

Magese

-unga to join

(-ungana) to join one another

Nani atakayewaunganisheni? Who is going to marry you?

('...to cause you to join one
another')

Ochieng

kasisi (MA pers.) clergyman, priest

Kasisi Kamau. The Reverend Mr. Kamau.

Magese

-fika to arrive

| | |
|-----------------------------|---------------------------------|
| -shangilia | to make rejoicings for |
| Nitafika kuwashangilieni. | I'll be there to cheer for you. |
| -simama | to stand up |
| Nani ambao watawasimamieni? | Who will stand up with you? |
| | <u>Ochieng</u> |
| mume (pl. waume) | husband |
| Dada yangu na mumewe. | My sister and her husband. |

NotesA. Relative phrases with amba-.

Certain tenses do not take the relative affix at all. Instead they form relative phrases in the following manner:

amba, plus rel. affix, plus indicative verb

vitabu ambavyo hujaviuza the books that you haven't sold yet

Even tenses which may take the relative affix sometimes form relative phrases in this way. See the exercises for further examples.

B. Object affix(es) for second person plural.

The object pronouns for first and third person singular and plural, and for second person singular, are simple in form and are used all over the Swahili speaking area. The second person plural object prefix is different in both ways: it is variously represented in different forms of Swahili (see Ashton, p. 42 for details); it also involves both a prelexical element (identical with the 3 plu. or 2 sg. object prefix) and a suffixed element. For examples of one variant, see the exercises.

2.

A. Second person plural object.

| | | |
|------|-------------------------------|---------------------------------------|
| kupa | Haruna hataki kuwapeni kalamu | Haruna does not want to give zenu. |
|------|-------------------------------|---------------------------------------|

kuletea Haruna hataki kuwaleteeni
 kalamu zenu.

Haruna does not want to bring
 your pens to you.

kuonyesha kupatia kutengenezea kurudishia

B. Relative forms with amba- -o.

kusoma Nitavisoma vitabu ambavyo
 sijaviuza.

I'll read the books which I
 haven't sold.

kuleta Nitavileta vitabu ambavyo
 sijaviuza.

I'll bring the books which I
 haven't sold.

kupa Nitakupa vitabu ambavyo
 sijaviuza.

I'll give you the books which
 I haven't sold.

kuonyesha Nitavionyesha vitabu
 ambavyo sijaviuza.

I'll show the books which I
 haven't sold.

C.

vitabu Nenda ukavichukue vitabu
 ambavyo hujaviuza.

Go and get the books which you
 haven't sold.

vitu Nenda ukavichukue vitu
 ambavyo hujaviuza.

Go and get the things which you
 haven't sold.

wino Nenda ukauchukue wino
 amba o hujauuza.

Go and get the ink which you
 haven't sold.

kalamu Nenda ukaichukue kalamu
 ambayo hujaiuza.

Go and get the pen which you
 haven't sold.

jembe Nenda ukalichukue jembe
 ambalo hujaliuza.

Go and get the hoe which you
 haven't sold.

mazao Nenda ukayachukue mazao
 ambayo hujayauza.

Go and get the crops which you
 haven't sold.

mkate Nenda ukauchukue mkate
 amba o hujauuza.

Go and get the loaf of bread
 which you haven't sold.

mimea Nenda ukaichukue mimea Go and get the plants which you
 ambayo hujaiuza. haven't sold.

3.

A.

| | | | | | |
|----------|---|--|--------|-------|----------|
| vikombe | Nimeleta vikombe. | I have brought cups. | | | |
| | Vikombe ambavyo umeleta ni vingapi? | ('The cups which you have brought, how many are they?') | | | |
| visahani | Nimeleta visahani. | I have brought saucers. | | | |
| | Visahani ambavyo umeleta ni vingapi? | How many saucers have you brought? | | | |
| kalamu | sindano | majembe | mikate | mimea | wapagazi |
| | wanafunzi | | | | |

Conversation Starters

1. What kind of woman (man) would you like to marry? (This topic is one which allows ample opportunity for the use of the relative forms of verbs.)

Reading Selection III

Shule za Tanganyika Zamani.

Nchini Tanganyika mlikuwa shule za namna tatu hasa. Zile ziliwendeshwa na serikali, misheni, na pia wenyiji. Shule hizo zote zilikuwa na madarasa kutoka ya chini kabisa mpaka ya juu. Lakini zile za wenyiji zilifikia madarasa ya katikati tu, kwa sababu baadaye wanafunzi waliingia zile nyingine.

Watoto walianza masomo yao yote katika lugha ya Kiswahili. Hawakujifunza katika lugha za makabila yao. Walipcfika darasa la tano, yaani baada ya kusoma kwa muda wa miaka minne, walianza kujifunza Kiingereza. Lugha mbili zilianza kutumiwa. Baadaye masomo yalikuwa katika Kiswahili na Kiingereza; halafu mafunzo yote yalikuwa katika Kiingereza tu mpaka mwanafunzi alipohitimu na kuendelea na masomo ya juu katika chuo kikuu.

Katika shule za chini, watoto walianza kuhudhuria shule walipokuwa na umri wa miaka sita au saba. Lakini sasa wengi huanza kusoma wakiwa na umri wa miaka mitano hivi. Shule nyingi za chini hazikuwa za serikali kwa kawaida. Zamani kidogo watoto wachache walipata nafasi ya kusoma na kuandika, lakini sasa kwa ajili ya juhud kuu iliyofanywa na wakuu wa Idara ya Elimu watoto wengi wanaelimishwa kila mwaka. Wingi wao unazidi sana mwaka kwa mwaka kwa jinsi ambavyo hata shule za juu zinashindwa kuapokea wote. Skuli hizo ndogo, ambazo wakati mwingine ziliitwa 'shule za vijijini' zilikuwa na madarasa ya kwanza manne tu. Mkuu wa walimu waliofundisha humo aliitwa Mwalimu Mkuu, na ndiye aliyesimamia na kuendesha shule za vijijini.

| | | | |
|---|------------------|------------|-------------------------|
| yaani | that is to say | wingi (U) | majority, number |
| juhud (N) | effort, exertion | funzo (MA) | (course of) instruction |
| -elimisha | to educate | zamani | time past |
| jinsi (N, but often used with concords of VI) | way, manner | -shinda | to overcome |
| | | -pokea | to accept |
| | | -simamia | to oversee, supervise |

Questions and Answers over Reading Selection

| <u>Questions</u> | <u>Sample Answers</u> |
|--|---|
| 1. Nchini Tanganyika mlikuwa na shule za namna ngapi? | Mlikuwa na shule za namna tatu hasa. |
| 2. Shule hizo ni zippi? | Zile zilizoendeshwa na serikali, misheni, na wenyiji. |
| 3. Je, shule hizo zilikuwa na madarasa mpaka ya juu? | Ndiyo, lakini za wenyiji zilikuwa na madarasa mpaka ya katikati tu. |
| 4. Je, wanafunzi katika shule za wenyiji waliingia zile nyingine? | Ndiyo, waliingia. |
| 5. Watoto walianza masomo yao katika lugha za makabila yao? | Hapana, bwana, mafunzo yote yalikuwa katika Kiswahili. |
| 6. Je, Kiingereza? | Kiingereza! Watoto walijifunza walipofika darasa la tano. |
| 7. Lugha gani zilitumiwa katika mafunzo baada ya kujifunza Kiingereza? | Kiingereza. |
| 8. Watoto walianza shule wakiwa wakiwa na umri gani? | Miaka sita au saba, lakini sasa wengi huwa na miaka mitano hivi. |
| 9. Skuli zote za chini zilikuwa za serikali? | La, nyingine zilikuwa za misheni na za wenyiji. |
| 10. Watoto wachache wanapata nafasi ya kusoma na kuandika? | La, zamani kidogo. Lakini sasa wanaelimishwa wengi mwaka kwa mwaka. |

11. Skuli ndogo ndogo ziliitwaje? Wakati mwingine ziliitwa 'shule za vijijini'.
12. Shule za vijijini zilikuwa na madarasa mengi? Hapana, zilikuwa na madarasa ya kwanza mañne tu.
13. Mkuu wa walimu aliiitwa Mwalimu Mkuu? Ndiyo.
14. Mwalimu Mkuu alisimamia shule za vijijini? Ndiyo, pia aliziedesha.

Review Sentences, Units 1 - 80

1. Juma aliwapatiensi pesa ngapi? How much money did Juma get them?
2. Watu wengi wa nchi hii hunywa kahawa nydingi. Many people of this country drink a lot of coffee.
3. Unaweza kuitengeneza baiskeli hii? Can you fix this bicycle?
4. Siwezi, lakini nitaipeleka kwa fundi. I can't, but I'll take it to the repairman.
5. Maduka mengi huuza nguo na mengine huuza vyakula. Many shops sell clothes, and others food.
6. Afrika ya mashariki ni nchi nzuri sana. East Africa is a very beautiful country.
7. Wenyiji wa nchi hiyo huongea lugha mbali mbali. The natives of that country speak various languages.
8. Wanajenga nyumba zao kwa miti na udongo. They build their houses of sticks and mud.
9. Akifika jioni ya leo, tutamrudisha nyumbani kwao. If he arrives this evening, we will have him go back home.
10. Katika mji wa Dar kuna ofisi za Serikali. In the city of Dar es Salaam there are government offices.
11. Mpatieni nguo za kutosha. Get him enough clothes.
12. Nenda ukamwambie ya kwamba mimi siji. Go tell him that I'm not coming.

13. Mwanafunzi akisoma sana
anahitimu mitihani.
A student, if he studies a lot,
passes the examinations.
14. Hawapendi nyama wala maziwa.
They don't like milk or meat.
15. Atakaporudi atahudhuria
kanisani.
When he gets back, he will attend
church.
16. Tukatembee huko pwani.
Let's go walk along the beach.
17. Umepanda nini shambani mwako?
What have you raised on your farm?
18. Nguo ambazo ulinunua juzi
zimefika leo.
The clothes you bought the day
before yesterday have arrived
today.
19. Kitabu ndicho ninachotaka.
A book is what I want.
20. Mwambie kwamba matata
yamekwisha.
Tell him that the trouble is over.
21. Harusi yake itakuwa siku ya
Jumamosi.
His wedding will be on Saturday.
22. Nikipata pesa nitanunua
motakaa.
If I get the money, I'll buy a car.
23. Huo ulikuwa mwisho wa dansi.
That was the end of the dance.
24. Walimu walifika shulenii kitambo.
The teachers got to school early.
25. Usichanganye unga na maji.
Don't mix the meal with water.
26. Nataka msaada wa pesa.
I want financial assistance.
27. Watu wanaofanya kazi ya upishi
wanaitwa wapishi.
People who do culinary work are
called cooks.
28. Ye yote atakayeniuliza mwambie
aningoje.
Whoever asks for me, tell him to
wait for me.

29. Alikaa hapa kwa muda wa saa
moja hivi. He stayed here for about an hour.
30. Kama akija, atatupigia simu. If he comes, he will call us up.
31. Kumbuka kumsalimia Bwana Hasani. Remember to say hello to Hasani.
32. Watakapofika tutasafiri mpaka Mbeya. When they get here, we will make a trip to Mbeya.
33. Pole, utapata nafuu. Take it easy, you'll get better.
34. Walimshangilia mkubwa wao alipofika. They greeted their leader noisily when he arrived.
35. Baba yake amepona, sasa hajambo. His father recovered; he's all right now.
36. Mtoto anapolia anataka kunyonya. When a child cries, it wants to nurse.
37. Ana wasiwasi juu ya mguu wake uliovimba. He's worried about his swollen foot.
38. Yafaa kuzuia magonjwa kwa kutumia dawa. It's a good idea to prevent diseases through the use of medicine.
39. Wapatieni vitu wanavyotaka ili waondoke. Get them the things they want, so that they may go.
40. Kile ndicho kitabu ninachokisoma. That one there is the book I am reading.

Unit 8:

1. Basic Dialogue. Getting into town from the airport.

Abasi

m̄zigo (MI)

load

Mizigo yangu iko tayari sasa.

My luggage ('loads') is ready now.

kwenye

which has/where there is

Tafadhalii, ichukue m̄paka kwenye

Please take it to the taxi stand.

teksi.

piga

to strike, hit

simu

telephone, telegraph

Kwanza, nataka kupiga simu.

First, I want to make a phone call
(or: to send a telegram)

- - - - -

Hamisi

Bwana, unataka teksi?

Do you want a taxi, sir?

Abasi

Ndiyo. Bei gani kutoka hapa m̄paka

Yes. How much from here to downtown?

m̄jini?

Hamisi

Itaonyeshwa na mita. Una mizigo

It is shown by the meter. How many

mingapi?

bags have you?

Abasi

~eusī

black

~ekundu

red

| | |
|---|--|
| Nina miwili mikubwa myeusisi, na mmoja mwekundu. | I have two big black ones, and one red one. |
| "zito | heavy |
| Mwekundu ni mdogo, lakini ni mzito sana. | The red one is small, but it is very heavy. |

NotesA. The stem "enye.

| | |
|-----------------------|----------------------------------|
| mahali penye teksi | a place where there are taxis |
| kahawa yenye sukari | coffee with sugar in it |
| kijana mwenye mchumba | a young fellow who has a fiancée |

The stem "enye is used as in these examples. With the ku concord it is frequently used without an antecedent, as in the basic dialogue for this unit.

2.

A. "enye; concords with "wili 'two'.

| | | |
|--------|----------------------------------|--|
| nyumba | Tulifika kwenye nyumba mbili. | We arrived where there were two houses. |
|--------|----------------------------------|--|

| | | |
|-----|--------------------------------|---|
| mti | Tulifika kwenye mti miwili. | We arrived where there were two trees. |
|-----|--------------------------------|---|

| | | |
|-------|---------------------------------|---|
| shule | Tulifika kwenye shule mbili. | We arrived where there were two schools. |
|-------|---------------------------------|---|

jumba shamba hoteli

B. Concords with "ingine and "eusi.

| | | |
|--------|---------------------------|-----------------------|
| vitabu | Vitabu vingine ni vyeusi. | Some books are black. |
|--------|---------------------------|-----------------------|

| | | |
|------|-------------------------|--|
| kitu | Kitu kingine ni cheusi. | Some thing is black. (or: the other thing...) |
|------|-------------------------|--|

| | | |
|------|--------------------------|------------------------|
| meza | Meza nyingine ni nyeusi. | Some tables are black. |
|------|--------------------------|------------------------|

| | | |
|----------|------------------------------|--------------------------|
| baiskeli | Baiskeli nyingine ni nyeusi. | Some bicycles are black. |
|----------|------------------------------|--------------------------|

| | | |
|------|--------------------------|-------------------------|
| nguo | Nguo nyingine ni nyeusi. | Some clothes are black. |
|------|--------------------------|-------------------------|

wino Wino mwengine ni mweusi. Some ink is black.

C. Concords with "ingine and "ekundu.

kitabu Vitabu vingine ni vyekundu. The other books are red.

tunda Tunda jingine ni jekundu. The other piece of fruit is red.

baiskeli nguo wino

D. Concords with "ingine and "zito.

mzigo Mizigo mingine ni mizito. Some luggage is heavy.

barua Barua nyngine ni nzito. Some letters are heavy.

jembe Majembe mengine ni mazito. Some hoes are heavy.

meza jiko kiti kitabu

3.

A. -po- as an equivalent for 'when.'

kusema Alikuwa akisema. He was speaking.

 Nilifika alipokuwa
 akisema.

kusoma Alikuwa akisoma. He was reading.

 Nilifika alipokuwa
 akisoma.

kufanya Alikuwa akifanya kazi. He was working.

 Nilifika alipokuwa
 akifanya kazi.

kula Alikuwa akila. He was eating.

 Nilifika alipokuwa akila.

I arrived when he was eating.

B.

kurudi Badc hajarudi. He hasn't returned yet.

 Atakaporudi,
 nitakwenda naye.

| | | |
|----------|---|--|
| kumaliza | Bado hajamaliza kazi yake. Atakapomaliza kazi yake nitakwenda naye. | He hasn't finished his work yet. When he finishes his work I'll go with him. |
| kuingia | Bado hajaingia nyumbani. Atakapoingia nyumbani nitakwenda naye. | He hasn't entered the house yet. When he enters the house, I'll go with him. |
| kuondoka | Bado hajaondoka. Atakapoondoka, nitakwenda naye. | He hasn't left yet. When he leaves I'll go with him. |
| giza | Giza halijaingia. Giza litakapoingia, tutawasha taa. | It is not dark yet. When it gets dark, we will light the lamps. |
| teksi | Teksi haijafika. Teksi itakapofika, tutakwenda. | The taxi hasn't arrived. When the taxi arrives, we will go. |
| mvua | Mvua haijanyesha. Mvua itakaponyesha tutapanda mbegu. | It hasn't rained yet. When the rain falls, we will plant seeds. |

Unit 82

1. Basic Dialogue. A trip to Tanga.

Sangai

Ninakusudia kusafiri Tanga kesho. I'm planning to make a trip to Tanga tomorrow.

Magese

| | |
|--|---|
| nauli (N) | fare |
| kiasi (KI sg. only) | amount |
| Nauli ya kutoka hapa mpaka Tanga ni kiasi gani? | How much is the fare from here to Tanga? |

Sangai

Ni shilingi thelathini na mbili. It's 32 shillings.

Magese

Utakapofika Korogwe utashuka? Are you going to get off (to disembark)
when you get to Korogwe?

Sangai

| | |
|-------------------------------|----------------------------------|
| La. Nitakwenda moja kwa moja. | No, I'm going to go straight on. |
| abiria (N-an.) | passenger |
| ~refu | long, tall |
| mwendo (MI) | journey |

Kwa gari ni mwendo wa siku moja tu. By bus it is a trip of only one day.
Si mrefu. It's not long.

Magese

Vema. Ujaliwapo kufika nisalimie jamaa. Good! If you are helped (i.e. by
God) to arrive, give my regards

to (your) family.

- - - - -

2.

A. Some sentences containing nijaliwapo.

| | | |
|----------|---|--|
| kufika | Nijaliwapo kufika Tanga nitakuwa na furaha. | If I am helped to arrive at Tanga, I will be happy. |
| kuhitimu | Nijaliwapo kuhitimu masomo nitakuwa na furaha. | If I am helped to finish my education, I will be happy. |
| kupata | Nijaliwapo kupata mavuno mazuri nitakuwa na furaha. | If I am helped to get a good harvest, I will be happy. |

B. -shuka katika-.

| | | |
|----------|--------------------------|-------------------------|
| gari | Shukeni katika gari! | Get off the train! |
| motakaa | Shukeni katika motakaa! | Get out of the car! |
| baiskeli | Shukeni katika baiskeli! | Get off the bicycle! |
| mti | Shukeni katika mti! | Get down from the tree! |

C. Things that can be "refu".

| | | |
|------------------|--------------------------------|-----------------------------|
| mwendo | Mwendo ule ni mrefu. | That is a long journey. |
| mkate | Mcate ule ni mrefu. | That loaf of bread is long. |
| mtoto | Mtoto yule ni mrefu. | That child is tall. |
| mwanamike | Mwanamike yule ni mrefu. | That lady is tall. |
| jembe | Jembe lile ni refu. | That hoe is long. |
| gari la moshi | Gari la moshi lile ni refu. | That train is long. |
| ndizi | Ndizi zile ni ndefu. | Those bananas are long. |

D. Sentences containing another form of -jalia.

| | | |
|----------|-----------------------------------|--|
| kufika | Ujaliwe kufika Tanga. | May you be helped to reach Tanga. |
| kupata | Ujaliwe kupata mimea mizuri. | May you be helped to get good crops. |
| kuhitimu | Ujaliwe kuhitimu mtihani wako. | May you be helped to pass your examination. |
| kupona | Ujaliwe kupona homa yako. | May you be helped to recover from your fever. |

3. A and B discuss a trip that one of them has taken recently, to see a friend of his get married.

Unit 83

1. Basic Dialogue. How much is the basket?

Hadija

kikapu (VI)

basket

Kikapu hiki kidogo ni bei gani? How much is this little basket?

Mr. Patel

Shilingi mbili na senti hamsini. Two shillings and fifty cents.

Hadija

-punguza

to make less

Nakitaka, lakini nipunguzie kidogo. I want it, but reduce it a little
for me.

Mr. Patel

Ah! Hiyo ndiyo bei yake. Ah! That is its price.

Hadija

Ndiyo, lakini nitakupa shilingi Yes, but I'll give you just one
moja tu. shilling.

Mr. Patel

Shilingi moja ni kidogo sanai One shilling is very low.

Hadija

-dhuru

to harm

Haidhuru. Nitakupa shilingi No matter. I'll give you 1.10.
moja na senti kumi.

(to be continued)

2. This entire series of exercises, involving the comparison of numbers, should be done orally with books closed. The exercises are printed chiefly as a guide to the tutor.

A. Which of the prices is greater - the first or the second?

| | | |
|------------|--------------------------------|------------|
| a. 1s - 3s | shilingi moja - shilingi tatu | tatu |
| 2s - 3s | shilingi mbili - shilingi tatu | tatu |
| 3s - 6s | shilingi tatu - shilingi sita | sita |
| 6s - 3s | shilingi sita - shilingi tatu | sita |
| 4s - 6s | shilingi nne - shilingi sita | sita |
| | | |
| f. 4s - 5s | k. 8s - 10s | p. 8s - 7s |
| 7s - 4s | 7s - 5s | 7s - 9s |
| 7s - 6s | 6s - 4s | 3s - 5s |
| 8s - 9s | 9s - 10s | 5s - 9s |
| 9s - 6s | 10s - 11s | 6s - 4s |

3.

A. Of each set of three numbers, which is greatest?

| | | |
|----------|---------------------|------|
| e. 3-5-7 | tatu - tano - saba | saba |
| 4-2-3 | nne - mbili - tatu | nne |
| 6-7-5 | sita - saba - tano | saba |
| 1-3-2 | moja - tatu - mbili | tatu |
| 8-4-5 | nane - nne - tano | nane |

f. 3-6-5

9-8-7

4-8-3

2-4-6

7-6-5

k. 9-10-11

7-6-8

5-3-4

2-6-9

6-4-7

p. 4-3-5

8-9-7

6-9-7

8-4-6

3-5-1

Unit 84

1. Basic Dialogue. Settling on a price. (continued)

Patel

Ah! Siuzi. Ukitaka toa shilingi Ah, I won't sell, but if you want
moja na senti ishirini na tano... to pay 1.25...

Hadija

ghali expensive

Ndiyo lakini naona ni ghali, bado. Yes, but it seems to me it is still
high.

Patel

mwisho (MI) end

Utatoa kiasi gani, mwisho wako? What amount will you give, your
last price?

Hadija

Nitakupa shilingi moja na senti I'll give you \$1.15.
kumi na tano.

Patel

rahisi cheap

Vema. Kwako tu. Lakini ni rahisi All right. Only for you. But it's
sana. very cheap.

Hadija

-shika to grasp, hold fast

Vema. Shika shilingi mbili na Fine. Take these two shillings and
nirudishie =/85 cts. give me back 85 cts.

2.

A. Practice in imitation, reading, and dictation.

| | | |
|---------|---------|------------------|
| 5 cts. | 45 cts. | 85 cts. |
| 10 cts. | 50 cts. | 90 cts. |
| 15 cts. | 55 cts. | 95 cts. |
| 20 cts. | 60 cts. | 1 ¹ 8 |
| 25 cts. | 65 cts. | 1.10 |
| 30 cts. | 70 cts. | 1.25 |
| 35 cts. | 75 cts. | 1.30 |
| 40 cts. | 80 cts. | 1.50 |

B.

| | | |
|-----------|-----------|-----------|
| shs. 1.25 | shs. 2.80 | shs. 4.00 |
| shs. 1.50 | shs. 3.00 | shs. 4.20 |
| shs. 1.75 | shs. 3.15 | shs. 5.40 |
| shs. 2.00 | shs. 3.35 | shs. 6.60 |
| shs. 2.20 | shs. 3.55 | shs. 7.80 |
| shs. 2.40 | shs. 3.75 | shs. 8.25 |
| shs. 2.60 | shs. 3.95 | shs. 9.50 |

3.

In each part of these exercises, two prices are given, followed by a third. In most instances, the third is between the first and the second. Try to pick out the instances when it is not. In subsequent use of the exercise, listen to the first two prices and try to quote a middle price.

A. Higher, lower, split the difference:

| | | |
|---------|--------|--------|
| shs. 10 | shs. 8 | shs. 9 |
| 9 | 7 | 8 |
| 8 | 6 | 7 |
| 7 | 5 | 6 |
| 6 | 4 | 9 |
| 5 | 3 | 4 |
| 4 | 2 | 3 |

| shs. 3 | shs. 1 | shs. 0.20 |
|--------|--------|-----------|
| 10 | 7 | 8.50 |
| 8 | 5 | 6.50 |
| 6 | 3 | 4.50 |
| 4 | 1 | 2.50 |
| 5 | 2 | 6 |
| 7 | 4 | 5.50 |
| 2 | 1 | 1.50 |
| 1.50 | 0.50 | 1.00 |

B. Lower, higher, split the difference:

| sh. 1.00 | shs. 3 | shs. 2 |
|-----------|-----------|-----------|
| shs. 4.00 | 8 | 6 |
| 6.00 | 10 | 8 |
| 0.10 cts. | 0.30 cts. | 0.20 cts. |
| 0.20 cts. | 0.30 cts. | 0.25 cts. |
| 0.50 cts. | 1.00 | 1.75 |
| 1.00 | 2.00 | 1.50 |

4.

Simulate bargaining involving several exchanges of quoted prices, for:

| (usual selling price) | |
|-----------------------|------------|
| a large basket | shs. 3.00 |
| a pair of trousers | shs. 45.00 |
| 3 yards of cloth | shs. 15.00 |
| a pair of shoes | shs. 45.00 |
| a shirt | shs. 24.00 |
| a loaf of bread | 0.60 cts. |

Unit 85

1. Basic Dialogue. Settling on a price (concluded).

Patel

-vunja

to break

Nasikitika, sina senti za kuvunja. I'm sorry, I can't change (it).

Hadīja

Tutafanya nini sasa?

What shall we do now?

Ikiwa huwezi kuvunja utaniuzia je

Inasmuch as you can't change (it),

kile kikapu kikubwa?

how (much) will you sell me that
big basket (for)?

Patel

Kwako wewe, toa hizo shilingi mbili. For you, pay those two shillings.

Hadīja

haya

Ok.

Haya, bwana. Nitatoa hizo shilingi
mbili. Lakini kesho nikija tena,
lazima unipunguzia zaidi.

O.K. (sir) I'll give the two shillings. But if I come again tomorrow, you've got to reduce (your prices) for me more.

Patel

imunuzi (WA)

customer

billa shaka

undoubtedly

Bila shaka! Umekuwa mnunuzi
wangu mkubwa. Nitakuuzia k
bei nafuu.

No doubt! You've become my great customer. I'll sell to you at a reasonable price.

2.

Try to give the sum of the first two numbers before it is given on the tape.

A.

| | | |
|---------------|------------------|--------------|
| $2 + 1 = 3$ | Mbili na moja ni | tatu |
| $3 + 1 = 4$ | Tatu na moja ni | nne |
| $4 + 1 = 5$ | Nne na moja ni | tano |
| $5 + 1 = 6$ | Tano na moja ni | sita |
| $6 + 1 = 7$ | Sita na moja ni | saba |
| $7 + 1 = 8$ | Saba na moja ni | nane |
| $8 + 1 = 9$ | Nane na moja ni | tisa |
| $9 + 1 = 10$ | Tisa na moja ni | kumi |
| $10 + 1 = 11$ | Kumi na moja ni | kumi na moja |

| | | |
|-------------|--------------|--------------|
| $2 + 2 = 4$ | $6 + 2 = 8$ | $2 + 3 = 5$ |
| $3 + 2 = 5$ | $8 + 2 = 10$ | $4 + 3 = 7$ |
| $5 + 2 = 7$ | $9 + 2 = 11$ | $6 + 3 = 9$ |
| | | $9 + 3 = 12$ |

3.

A.

| | | |
|-----------------|-----------------------|------------|
| $20 + 10 = 30$ | Ishirini na kumi ni | thelathini |
| $30 + 10 = 40$ | Thelathini na kumi ni | arobaini |
| $40 + 10 = 50$ | Arobaini na kumi ni | ham̄sini |
| $50 + 10 = 60$ | Ham̄sini na kumi ni | sitini |
| $60 + 10 = 70$ | Sitini na kumi ni | sabini |
| $70 + 10 = 80$ | Sabini na kumi ni | themanini |
| $80 + 10 = 90$ | Themanini na kumi ni | tisini |
| $90 + 10 = 100$ | Tisini na kumi ni | mia |

B.

$15 + 5 = 20$ Kumi na tano,
 na tano ni ishirini

$25 + 5 = 30$ Ishirini na tano,
 na tano ni thelathini

$35 + 5 = 40$ $45 + 5 = 50$ $55 + 5 = 60$ $65 + 5 = 70$

$75 + 5 = 80$ $85 + 5 = 90$ $95 + 5 = 100$

C.

$15 + 15 = 30$ Kumi na tano na kumi na tano ni thelathini

$25 + 15 = 40$ Ishirini na tano na kumi na tano ni arobaini

$45 + 15 = 60$ $75 + 15 = 90$ $15 + 25 = 40$ $25 + 25 = 50$

$50 + 25 = 75$ $75 + 25 = 100$

D.

$3 + 2 = 5$ Tatu na mbili ni tano

$50 + 10 = 60$ Hamisi na kumi ni sitini

$25 + 5 = 30$ Ishirini na tano,
 na tano ni thelathini

$7 + 2 = 9$ Saba na mbili ni tisa

$75 + 15 = 90$ Sabini na tano na
 kumi na tano ni tisini

$25 + 15 = 40$ Ishirini na tano
 na kumi na tano ni arobaini

$35 + 2 = 37$ Thelathini na tano
 na mbili ni thelathini na saba

$8 + 2 = 10$ $5 + 2 = 7$ $90 + 10 = 100$ $4 + 2 = 6$ $25 + 25 = 50$

$65 + 15 = 80$ $25 + 50 = 75$ $85 + 5 = 90$

Unit 86

1. Basic Dialogue. Buying trousers.

Hamisi

suruali (N)

a pair of trousers

Nataka kununua suruali.

I want to buy a pair of trousers.

Patel

kipande (VI)

a piece

Suruali ndefu au suruali kipande?

Long trousers, or short?

Hamisi

Suruali ndefu.

Long (trousers).

Patel

rangi (N)

color

Wataka suruali ya rangi gani?

What color trousers do you want?

Hamisi

~eupe

white

Nyeupe.

White ones.

Patel

kipimo (VI)

measurement

Na vipimo vyako?

And your measurements?

Hamisi

urefu (U)

length

kiuno (VI)

waist

Kiuno inchi thelathini na mbili,

Waist 32 inches, and length 34.

na urefu thelathini na nne.

Patel

-enea

to fit

Hii inakuenea.

These fit your measurements.

Hamisi

Asante.

Thanks.

- - - - -

2.

Which is greater?

A.

| | | | | |
|---------|---------------------|-------------------|---------|---------|
| 32 - 34 | thelathini na mbili | thelathini na ḥne | | |
| 44 - 42 | arobaini na ḥne | arobaini na mbili | | |
| 32 - 44 | thelathini na mbili | arobaini na ḥne | | |
| 42 - 34 | arobaini na mbili | thelathini na ḥne | | |
| 54 - 42 | ḥamsini na ḥne | arobaini na mbili | | |
| 35 - 33 | 73 - 65 | 65 - 73 | 84 - 92 | 77 - 66 |

B.

| | | | | | |
|---------|------------------|--------------------|---------|---------|---------|
| 21 - 31 | ishirini na moja | thelathini na moja | | | |
| 45 - 53 | arobaini na tano | ḥamsini na tatu | | | |
| 27 - 18 | 81 - 41 | 55 - 65 | 46 - 43 | 87 - 86 | 63 - 65 |
| 26 - 27 | 97 - 96 | | | | |

3.

A.

Try to give the sum before it is given on the tape.

21 + 3 = 24 Ishirini na moja, na tatu ni ishirini na ḥne.

$31 + 3 = 34$ Thelathini na moja, na tatu ni thelathini na nne.

$61 + 3 = 64$ Sitini na moja, na tatu ni sitini na nne.

$91 + 3 = 94$ Tisini na moja, na tatu ni tisini na nne.

$94 + 3 = 97$ $76 + 3 = 79$ $52 + 3 = 55$ $47 + 3 = 50$

$35 + 3 = 38$

B.

$38 + 3 = 41$ Thelathini na nane, na tatu ni arobaini na moja

$18 + 3 = 21$ Kumi na nane, na tatu ni ishirini na moja

$19 + 3 = 22$ $17 + 3 = 20$ $58 + 3 = 61$ $57 + 3 = 60$

$72 + 3 = 75$ $89 + 3 = 92$ $99 + 3 = 102$ $97 + 3 = 100$

Unit 87

1. Basic Dialogue. Settling the price of the trousers.

Hamisi

Bei yake ni pesa (or: shilingi) What is the price (of it)?
ngapi, Bwana?

Patel

Bei yake ni sh. 7/- na senti 75. It's 7.75.

Hamisi

Ch! Hii ni ghali sana! Oh! That is very high!

Patel

maarufu famous
Si ghali sana. Hiyo ni suruali It's not very expensive those are [a]
maarufu. well known [brand of] trousers.

Ni ngumu sana. They're very tough.

kitambaa (VI) cloth, material

kisasa (Sg. VI) modern style

Kitambaa chake ni cha kisasa. The material (of it) is modern.

Hamisi

Hapana! Hii ni suruali rahisi tu. No! These are just cheap trousers!

-raruka to get torn

-upesi quickly

Itararuka upesi. They'll get torn quickly.

Patel

Lete sh. 6/- basi. Just pay six shillings.

Hamisi

Hiyo afadhali. Chukua sh. 6/-.

That's more like it. Here's the six
shillings.

2.

A. Concord with the demonstrative stem "le".

| | | |
|-----------|-----------------------------|-------------------------------|
| masomo | Yale masomo ni rahisi sana. | Those lessons are very easy. |
| somo | Lile somo ni rahisi sana. | That lesson is very easy. |
| kazi | Ile kazi ni rahisi sana. | That work is very easy. |
| nauli | Ile nauli ni rahisi sana. | That fare is very cheap. |
| kitabu | Kile kitabu ni rahisi sana. | That book is very cheap. |
| nguo | Ile nguo ni rahisi sana. | That dress is very cheap. |
| machungwa | | Those oranges are very cheap. |
| bei | Ile bei ni rahisi sana. | That price is very cheap. |
| lugha | Ile lugha ni rahisi sana. | That language is very easy. |

B. Concord with the demonstrative h - o.

| | | |
|--------|-----------------------------|-------------------------------|
| bei | Bei hiyo ni ghali sana. | That price is very expensive. |
| nauli | Nauli hiyo ni ghali sana. | That fare is very expensive. |
| kitabu | Kitabu hicho ni ghali sana. | That book is very expensive. |
| nguo | Nguo hiyo ni ghali sana. | That dress is very expensive. |

C. Concord with "gumu".

| | | |
|----------|--------------------------------|--|
| kitambaa | Kitambaa chake ni kigumu sana. | Her handkerchief is very heavy material. |
| kichwa | Kichwa chake ni kigumu sana. | His head is very hard. |
| kitabu | Kitabu chake ni kigumu sana. | His book is very difficult. |

| | | |
|---------|-----------------------------|-------------------------------|
| kazi | Kazi yake ni ngumu sana. | His work is very hard. |
| mtihani | Mtihani wake ni ngumu sana. | His examination is very hard. |
| moyo | Moyo wake ni ngumu sana. | His heart is very hard. |
| lugha | Lugha yake ni ngumu sana. | His language is very hard. |

D. Concords with "pya".

| | | |
|----------|--|----------------------------------|
| suruali | Suruali yake mpya ilikuwa imeraruka. | His new trousers were torn. |
| nguo | Nguo yake mpya ilikuwa imeraruka. | Her new dress was torn. |
| kitambaa | Kitambaa chake kipyä kilikuwa kimeraruka. | His new handkerchief was torn. |
| vitambaa | Vitambaa vyake vipyä vilikuwa vimeraruka. | His new handkerchiefs were torn. |
| mbeleko | Mbeleko yake mpya ilikuwa imeraruka. | Her new mbeleko was torn. |
| shati | Shati lake jipyä lilikuwa limeraruka. | His new shirt was torn. |

3.

A. -raruka vs. -raruia.

| | | |
|----------|---|--|
| suruali | Suruali yangu imeraruka. Nani ameirarua? | My trousers are torn. Who has torn them? |
| nguo | Nguo yangu imeraruka. Nani ameirarua? | My dress is torn. Who has torn it? |
| kitambaa | Kitambaa changu kimeraruka. Nani amekirarua? | My handkerchief is torn. Who has torn it? |
| shati | Shati langu limeraruka. Nani amelirarua? | My shirt is torn. Who has torn it? |

B. -raruka vs. -raruliwa.

| | | |
|----------|--|---|
| suruali | Surualи yangu imeraruka. Imeraruliwa na nani? | My trousers are torn. By whom? |
| nguo | Nguо yangu imeraruka. Imeraruliwa na nani? | My dress is torn. By whom was it torn? |
| mbeleko | Mbeleko yangu imeraruka. Imeraruliwa na nani? | My 'mbeleko' is torn. By whom? |
| shati | Shati langu limeraruka. Limeraruliwa na nani? | My shirt is torn. By whom? |
| kitambaa | Kitambaa changu kimeraruka. Kimeraruliwa na nani? | My handkerchief is torn. By whom? |

4.

A goes to a shop to buy a pair of trousers. He ends by buying two, but at a reduced price.

C buys a table and four chairs, starting with the table and two chairs.

Unit 88

1. Basic Dialogue. Where is the consulate?

Maina

balozi (MA pers)

consul

Unajua ofisi ya Balozi wa Amerika? Do you know the American Consulate?

Aramian

Ndiyo, iko karibu na Post Office.

Yes, it's near the post office.

Maina

Nitawezaje kufika huko?

How will I be able to get there?

Aramian

njia panda (N)

intersection (N)

Fuata njia hii mpaka penye njia
panda.

Follow this road to where there is
an intersection.

mkono wa kulia

right hand

Halafu fuata barabara ya mkono wa
kulia.

Then follow the road on the right.

mtaa (MI)

street

mkono wa kushoto

left hand

Ufikapo penye njia panda nyiningine,
fuata mtaa wa Suleman, mkono wa
kushoto, na nenda moja kwa moja.

When you get to the next intersection,
follow Suleman Street, on the left,
and go straight ahead.

-ita

to call

Baadaye utaona hoteli inaitwa

Then you will see a hotel called

'Cosy Café.'

'Cosy Cafe.'

(to be continued)

2.

A. Talking about the map.

Using maps, practice pointing out places and giving their names, using the following frames:

| | | |
|---------------|------------|---------------|
| Sehemu hii ya | Afrika | inaitwa _____ |
| | Tanganyika | |
| | Kenya | |
| | Uganda | |

| | | |
|-------|------|-----------------|
| Njia | hii | |
| Jimbo | hili | (i)naitwa _____ |
| Mji | huu | |

| |
|--------------------------------|
| Sehemu hii ya _____ inaitwaje? |
|--------------------------------|

Use this as an occasion to become familiar with the geography of East Africa.

Unit 89

1. Basic Dialogue. Where is the consulate? (concluded)

Aramian

Hapo mbele yako pana hoteli ya

There in front of you is the 'Cosy

'Cosy Café.'

Cafe Hotel.'

Iipite.

Go past it.

Mbele kuna barabara ya Acacia.

Ahead there is Acacia Avenue.

Nenda moja kwa moja tu.

Just go straight ahead.

ñje (N)

outside

Na mara utaona jumba kubwa ñkono
wa kulia, ñje pameandikwa 'Cable
and Wireless.'And immediately after, you will see
a big building on the right, out-
side (of which) is written 'Cable
and Wireless.'

orofa (N)

story

Orofa ya pili ndio ofisi ya Balozi
wa Amerika.The third floor, that is the American
Consulate.

2.

A. Talking about a street map.

Practice giving directions from a number of points in Dar es Salaam to various other points, using a simplified map. Some of the words and phrases that will be most useful are:

utafika kwenye _____

karibu na _____

moja kwa moja _____

ñkono wa kulia/kushoto _____

mbele ya _____

utaona _____

Unit 90

1. Basic Dialogue. Clothes for the laundryman.

Magese

Unabeba nguo, wazipeleka wapi?

You are carrying clothes on your back.

Where are you taking them?

Sangai

~chafu

dirty

dobi (MA pers)

laundryman

Hizi nguo chafu, nazipeleka kwa

These dirty clothes, I'm taking them

dobi.

to the laundryman.

Magese

Dobi yupi?

Which laundryman?

Sangai

ng'ambo (N)

on the other side

Yule aliye na duka kule ng'ambo.

That one who has the shop there on
the other side.

Magese

júmla

sum

Unazo ngapi kwa júmla?

How many do you have altogether?

Sangai

koti (MA)

coat

Zote ni suruali tatu na makoti
mawili.

Altogether there are three pairs of
trousers and two coats.

Magese

Atakutoza pesa ngapi?

How much will he make you pay?

Sangai

thumni (N)

50 ct. piece

Kama shilingi mbili na thumni.

About 2.50.

Notes

A. Abstract nouns of the U class.

| | |
|---------|-------------|
| ~chache | few |
| uchache | paucity |
| safi | clean |
| usafi | cleanliness |

A large number of abstract nouns are members of the u class. Frequently, except for the u prefix, they are identical in form with adjective stems.

2.

A. ng'ambo; concords with -ko.

| | | |
|--------|---------------------------------|--|
| duka | Duka lake liko ng'ambo ya m̄ji. | His shop is on the other side of town. |
| soko | Soko liko ng'ambo ya m̄ji. | The market is on the other side of town. |
| hoteli | Hoteli iko ng'ambo ya m̄ji. | The hotel is on the other side of town. |
| kanisa | Kanisa liko ng'ambo ya m̄ji. | The church is on the other side of town. |
| shule | Shule iko ng'ambo ya m̄ji. | The school is on the other side of town. |

| | | |
|----------|-------------------------------------|--|
| shamba | Shamba lake liko ng'ambo ya m̄ji. | His plantation is on the other side of town. |
| maduka | Maduka yake yako ng'ambo ya m̄ji. | His shops are on the other side of town. |
| mashamba | Mashamba yake yako ng'ambo ya m̄ji. | His plantations are on the other side of town. |

B. Concords with "ngapi; U-class singulars with plurals in the N-class.

| | | |
|---------|----------------------------------|--|
| nguo | Unazo nguo ngapi kwa jumla? | How many clothes do you have altogether? |
| jembe | Unayo majembe mangapi kwa jumla? | How many hoes do you have altogether? |
| kidole | Unavyo vidole vingapi kwa jumla? | How many fingers do you have altogether? |
| mzigo | Unayo mizigo mingapi kwa jumla? | How many loads do you have altogether? |
| ngoma | Unazo ngoma ngapi kwa jumla? | How many drums do you have altogether? |
| uma | Unazo nyuma ngapi kwa jumla? | How many forks do you have altogether? |
| ubao | Unazo mbao ngapi kwa jumla? | How many boards do you have altogether? |
| ukurasa | Unazo kurasa ngapi kwa jumla? | How many pages do you have altogether? |

C. Kiasi gani?

| | | |
|-------|-------------------------------|-----------------------------|
| wino | Una wino kiasi gani? | How much ink do you have? |
| maji | Una maji kiasi gani? | How much water do you have? |
| pombe | chumvi m̄chele wali | |

3. Adjective vs. U-class (abstract) noun.

| | | |
|---------|---|--|
| "zuri | Ule m̄ji ni m̄zuri. Walituambia juu ya uzuri wa m̄ji. | That city is beautiful. They told us about the beauty of the city. |
| "chache | Walimu ni wachache n̄chini mwetu. Walituambia juu ya uchache wa walimu. | Teachers are few in our country. They told us about the scarcity of teachers. |
| "refu | Gari la moshi liliwu refu. Walituambia juu ya urefu wa gari la moshi. | The train is long. They told us about the length of the train. |
| "eupe | Shuka zote zilikuwa nyeupe sana. Walituambia juu ya weupe wa shuka. | All the sheets were very white. They told us about the whiteness of the sheets. |
| "ingi | Wanafunzi wa shule ni wengi sana. Walituambia juu ya wingi wa wanafunzi. | The school pupils were very many. They told us about the [large] number of pupils. |
| safi | Jikoni m̄wa hoteli ni safi sana. Walituambia juu ya usafi wa jikoni. | The inside of the hotel kitchen is very clean. They told us about the cleanliness of the inside of the kitchen. |
| "gumu | Masomo yao ni magumu sana. Walituambia juu ya ugumu wa masomo. | Their lessons are very difficult. They told us about the difficulty of the lessons. |
| hodari | Watoto wake ni hodari sana. Walituambia juu ya uhodari wa watoto. | His children are very clever. They told us about the cleverness of the children. |

Conversation Starters

1. A asks B to go pick up his laundry for him, B asks directions for finding the place.

Reading Selection IV

Namna ya Kulima

Katika wilaya yetu Serikali imeanza kuwasaidia wakulima kwa kuwaonyesha jinsi ya kupata mavuno mengi. Wakulima wengi wanayo mashamba yaliyotawanyika mahali mbali mbali. Hawa ndio wanaoonyeshwa vile wavezavyo kuyaunganisha mashamba yao.

Katika Idara ya Ukulima wako watu walio hodari kwa ukulima ambao wanasi mamia mipango hii. Watu hawa huenda mashambani pamoja na wakulima na kufanya kazi kwa mikono yao. Hii huwasaidia wenyeji kuona na kujizoeza kulima vizuri.

Shamba hugawanywa katika sehemu tatu; ya kwanza, ni kiwanja cha nyumba; ya pili ni boma la ng'ombe, kuku, mbuzi, nguruwe na kadhalika; na ya tatu ni ya kupanda mimea.

Hii sehemu ya tatu, yaani ya mimea, hugawanywa katika visehemu vidogo vingi ambavyo mimea fulani hupandwa na kubadilishwa kila mwaka.

Mimea ikibadilishwa, haichoshi udongo, na hivi mkulima aweza kulima shamba lake kila mwaka. Hii ndiyo faida ya kupanda mimea tofauti kila mara baada ya kuvuna.

Questions

1. Ni wapi Serikali imeanza kuwasaidia wakulima?
2. Serikali imeanza kuwasaidiaje?
3. Wenyeji wakilima vizuri hupata faida gani?
4. Mashamba ya wakulima wengi yako pamoja?
5. Mashamba yatafanywaje?

Answers

- Serikali imeanza kuwasaidia wakulima katika wilaya yetu.
- Kwa kuwaonyesha jinsi ya kulima vizuri.
- Hupata mavuno mengi.
- Hapana, yanetawanyika mahali mbali mbali.
- Mashamba yataunganishwa.

6. Kuna wakulima hodari katika Idara ya Afya?
7. Kazi yao ni nini?
8. Wasimamizi hawa hufanya kazi shambani?
9. Hii ni faida gani?
10. Shamba hugawanywa katika sehemu ngapi?
11. Sehemu ya kwanza ni ya nini?
12. Na ya pili?
13. Na ya tatu ja?
14. Kuna faida katika kubadili mimea?
15. Ukiwa mkulima utabadili mimea yakoi?
- Hapana. Watu hodari kwa kulima wako katika Idara ya Ukulima.
- Kusimamia mipango hii.
- Ndiyo, wanafanya kazi mashambani kwa mikono.
- Wenyiji huona na kuzosa kulima vizuri.
- Tatu.
- Sehemu ya kwanza ni kiwanja cha nyumba.
- Sehemu ya pili ni boma ya ng'ombe, kuku, mbuzi na kadhalika.
- Sehemu ya tatu ni ya kulima.
- Ndiyo. Udongo hauchoki.
- Ndiyo, nikiwa mkulima nitabadili mimea yangu.

| | |
|----------------|--------------------------|
| wilaya (N) | district, province |
| jinsi (N) | way, method |
| -tawanya | to scatter |
| -simamia | to stand by, to oversee |
| -zoea | to become familiar with |
| -gawanya | to divide up, distribute |
| kiwanja (VI) | a plot of ground |
| kuku (N-anim) | chicken |
| mbuzi (N-anim) | goat |
| kadhalika | likewise, similarly |
| kisehemu (VI) | a small section |
| fulani | such-and-such |
| -badili | to change |
| -chosha | to make tired |
| faida (N) | profit, advantage |
| tofauti (N) | difference, discrepancy |

Unit 91

1. Basic Dialogue. Doing the wash.

Maina

-fua

to launder

Nani afuaye nguo zako?

Who washes your clothes?

Juma

Mama hunisaidia.

Mother helps me.

MainaYeye hufua kwa mⁱkono au kwa mashine? Does she wash [them] by hand or by machine?Juma

sabuni (N)

soap

(ya) uvuguvugu (U)

lukewarm

Anatumia mikono, sabuni na maji ya uvuguvugu. She does them by hand ('uses her hands') [with] soap, and lukewarm water.

Maina

-ondoa

to get rid of

Unafikiri mikono huondoa uchafu
kweli?Do you think that [washing by] hand(s)
really gets rid of the dirt?

Juma

Sana!

Definitely!

Maina

wanga (U)

starch

Lakini anatia wanga lini?

But when does she pour in the starch?

Juma

-loweka

to wet something

Kwa kawaida, nguo ikiwa imelowekwa. Ordinarily, when the clothes are wet.

NotesA. Relative counterparts of the a-tense.

Nani afuaye nguo? Who washes the clothes?

Nini kiondoshacho uchafu? What gets the dirt off?

The relative counterparts of the indicative forms of the a-tense are formed as follows:

| <u>Subj. pref.</u> | <u>Stem</u> | <u>Rel. affix</u> | |
|--------------------|-------------|-------------------|------------------------|
| ni | ju | ye | 'I who know' |
| u | ju | ye | 'you (sg.) who know' |
| a | ju | ye | 'he who knows' |
| wa | ju | o | 'they who know' |
| li | ondosha | lo | '(that) which removes' |

etc.

atumiaye... he who uses...

atumialo... which he uses (referring to something
in sg. MA class).

As in other relative forms, the relative affix may refer to and agree with the subject or the object of the verb.

2.

A. Relative counterparts of the a-tense.

| | | |
|-------------|------------------------------|--------------------------|
| kufua | Nani afuaye nguo zako? | Who washes your clothes? |
| kupiga pasi | Nani apigaye pasi nguo zako? | Who irons your clothes? |
| kununua | Nani amunuaye nguo zako? | Who buys your clothes? |

B.

| | | |
|------------|---|---|
| kulima | (Watu) walimao shamba hili wako wapi? | Where are the people who cultivate this farm? |
| kuhudhuria | (Watu) wahudhuria masomo haya wako wapi? | Where are the people who attend these lessons? |
| kutaka | (Watu) watakao kwenda wako wapi? | Where are the people who want to go? |
| kujuia | (Watu) wajuao Kiswahili wako wapi? | Where are the people who know Swahili? |
| kufua | (Watu) wafuao nguo wako wapi? | Where are the people who wash clothes? |

C. -ondoa.

| | | |
|--------|---|---|
| uchafu | Tutaondoaje uchafu katika nguo hizi? | How shall we remove the dirt from these clothes? |
| wino | Tutaondoaje wino katika nguo hizi? | How shall we remove the ink from these clothes? |
| damu | sabuni wanga | |

D. -ondoka.

| | | |
|--------|---------------------------------------|----------------------------------|
| uchafu | Uchafu umeondoka katika nguo sasa. | The dirt is off the clothes now. |
| wino | Wino umeondoka katika nguo sasa. | The ink is off the clothes now. |

damu sabuni wanga

3.

A. Indicative vs. relative (relative subject).

| | | |
|-----------|--|--|
| kufua | Nguo hizi zinafuliwa kila wiki. Nani anazifua? | These clothes are washed every week. Who washes them? |
| kupalilia | Shamba hili linapaliliwa mara kwa mara. Nani analipalilia? | This farm is weeded often. Who weeds it? |
| kuzuia | Unanizuia nisipumzike. Nani anakuzuia? | You prevent me from resting. Who prevents you? |

B. Indicative vs. relative (relative object).

| | | |
|--------|---|---|
| sabuni | Tunatumia sabuni. Sabuni gani m̄nayotumia? | We use soap. What kind of soap do you use? |
| mafuta | Tuna mafuta. Mafuta gani m̄nayotumia? | We use oil. What kind of oil do you use? |
| kalamu | Tuna kalamu. Kalamu gani m̄nayotumia? | We use pens. What kind of pens do you use? |
| jembe | Tuna jembe. Jembe gani m̄nalotumia? | We use a hoe. What kind of hoe do you use? |
| wanga | Tuna wanga. Wanga gani m̄naotumia? | We use starch. What kind of starch do you use? |
| wino | Tuna wino. Wino gani m̄naotumia? | We use ink. What kind of ink do you use? |

Unit 92

1. Basic Dialogue. A good-looking uniform.

Maina

mwenzzi (WA)

companion

(mwenzangu)

(mwenzzi wangu)

-ng'aa

to shine

Mwenzangu, nguo zako zang'aa.

Your clothes are very bright my
friend.Juma

kabla ya

before

pasi (N)

iron (for pressing)

Ndiyo. Zilitiwa wanga kabla ya

Yes, they were starched before being
ironed.

kupigwa pasi.

moto (MI)

fire

Hata pasi yenyewe ilikuwa ya moto

Besides, the iron itself was really
hot.

kweli.

Maina

-kauka

to get dry

Ndiyo, nguo zikisha kauka vizuri

Yes, when clothes have dried to the
right point, they iron very well.

zapigika pasi vizuri.

kifungo (VI)

button

Na hivi wifungo vyang'aa. Vimetiwa
wanga pia?And these buttons shine. Have they
also been starched?

Juma

-sugua

to polish

Hapana, lakini vilisuguliwa na
'Brasso'.No, but they've been polished with
'Brasso'.

2.

A. "a moto".

kahawa Kahawa hii ni ya moto.

This coffee is hot.

chai nyama

uchi Uji huu ni wa moto.

This porridge is hot.

wali

B. -po- in first verb, followed by verb phrase with alikuwa haja-.kumaliza Hasani alipofika, Ali
alikuwa hajamaliza kazi
yake.When Hasani arrived, Ali had
not finished his work.kwanza Hasani alipofika, Ali
alikuwa hajaanza kazi
yake.When Hasani arrived, Ali had
not started his work.kusema Hasani alipofika, Ali
alikuwa hajasema.When Hasani arrived, Ali had
not spoken.kufunga Hasani alipofika, Ali
alikuwa hajafunga
mlango.When Hasani arrived, Ali had
not closed the door.

3.

A. Concord: Subject prefix in the first sentence, with object prefix
in the second.nguo Nguo hisi zimekauka.
(pl.) Usisiloweke.These clothes are dry.
Don't wet them.

| | | |
|---|--|---|
| shati | Shati hili limekauka. Usililoweke. | This shirt is dry. Don't wet it. |
| mashati | Mashati haya yamekauka. Usiyaloweke. | These shirts are dry. Don't wet them. |
| suruali (sg.) | Suruali hii imekauka. Usiiloweke. | This pair of trousers is dry. Don't wet it. |
| suruali (pl.) | Suruali hizi zimekauka. Usiziloweke. | These pairs of trousers are dry. Don't wet them. |
| koti | Koti hili limekauka. Usililoweke. | This coat is dry. Don't wet it. |
| makoti | Makoti haya yamekauka. Usiyaloweke. | These coats are dry. Don't wet them. |
| B. -ja- negative verb vs. affirmative subjunctive verb | | |
| kukauka | Nguo hizi hazijakauka. Yafaa zikaushwe. | These clothes have not gotten dry. They ought to be dried. |
| kupigwa | Nguo hizi hazijapigwa pasi. Yafaa zipigwe pasi. | These clothes have not been ironed. They ought to be ironed. |
| kutiwa wanga | Nguo hizi hazijatiwa wanga. Yafaa zitiwe wanga. | These clothes have not been starched. They ought to be starched. |
| kufuliwa | Nguo hizi hazijafuliwa. Yafaa zifuliwe. | These clothes have not been washed. They ought to be washed. |

Conversation Starters

1. A is a laundryman. B discusses with him the way he wants his shirts done. He doesn't want his drip-dry shirts ironed.
2. B checks through the returned laundry with A and finds some articles missing.

Unit 93

1. Basic Dialogue. Making a bed.

Hadija

-tandika to spread

mgeni (WA) guest

kitanda (VI) bed

Asha, mtandikie mgeni kitanda. Asha make the bed for [our] guest.

Asha

shuka sheet

Uliweka blanketi na shuka wapi? Where did you put the blankets and
sheets?Hadija

ndani ya inside of

Zimo ndani ya sanduku langu. They're inside my cabinet.

Asha

godoro (MA) mattress

Sioni godoro. I can't find the mattress for the bed.

Hadija

-uliza to ask

Mwulize Juma akuonyeshe liliko. Ask Juma to show you where it is.

AshaJuma, tafadhali niletee godoro upesi. Juma, please bring me the mattress
quickly.

foronya (N)

pillowcase

Bado foronya tu. Asante, Juma.

And now just the pillowcase. Thank
you, Juma.Notes

A. A verb with two objects.

Mtandikie ageni kitanda. Make the bed for the guest.

This verb has two objects. The first of them is translated as what we would call an 'indirect object'.

B. -uliza plus subjunctive.

Mwulize akusaidie. Ask him to help you.

The verb -uliza may be followed by subjunctive forms, with the meaning 'to ask someone to do something'.

C. -li- as a verb stem.Atakuonyesha liliko. He will show you where it (the
mattress) is.

In the word liliko, the first li- is the subject prefix, the second li- is the stem usually translated 'be', and ko is a suffix with the concord of the ku- class.

2.

A. Number agreement.

Ageni Mtandikie ageni kitanda. Make the bed for the guest.

mwalimu baba

wageni Watandikie wageni vitanda. Make the beds for the guests.

waalimu

B. -onyesha plus a clause; concord: subject noun and -liko.godoro Juma atakuonyesha godoro
liliko.Juma will show you where the
mattress is.

| | | |
|----------|-----------------------------------|---|
| kitanda | Juma atakuonyesha kitanda kiliko. | Juma will show you where the bed is. |
| shuka | Juma atakuonyesha shuka iliko. | Juma will show you where the bedsheet is. |
| mito | Juma atakuonyesha mito uliko. | Juma will show you where the pillow is. |
| mito | Juma atakuonyesha mito iliko. | Juma will show you where the pillows are. |
| blanketi | Juma atakuonyesha blanketi iliko. | Juma will show you where the blanket is. |

C. Concord: noun subject and locative stem -mo.

| | | |
|---------|--------------------------------|------------------------------|
| ↓ | Vitanda vimo ndani ya nyumba. | The beds are in the house. |
| shuka | Shuka zimo ndani ya nyumba. | The sheets are in the house. |
| sanduku | Shuka zimo ndani ya sanduku. | The sheets are in the box. |
| mito | Mito imo ndani ya sanduku. | The pillows are in the box. |
| mito | Mito umo ndani ya sanduku. | The pillow is in the box. |
| shati | Shati limo ndani ya sanduku. | The shirt is in the box. |
| mashati | Mashati yamo ndani ya sanduku. | The shirts are in the box. |

3.

| | | |
|---|---------------------------------------|-----------------------------------|
| A. Imperative with object prefix <u>vs.</u> subjunctive with object prefix. | | |
| kusaidia | Tafadhali, misaidie. | Please, help me. |
| | Mwombe Juma akusaidie. | Ask Juma to help you. |
| kupiga pasi | Tafadhali, zipige pasi suruali hizi. | Please, iron these trousers. |
| | Mwombe Juma azipige pasi. | Ask Juma to iron them. |
| kupalilia | Nenda ukapalilie mahindi. | Go to weed the maize. |
| | Mwombe Juma aende akapalilie mahindi. | Ask Juma to go to weed the maize. |

| | | |
|--|---|---|
| kutunza | Kaa nyumbani uwatunze watoto. | Stay at home and look after the children. |
| | Mwombe Juma akae nyumbani awatunze. | Ask Juma to stay and look after them. |
| B. A-tense: indicative <u>vs.</u> relative. | | |
| kutaka | Watoto wataka chakula gani? | What kind of food do the children want? |
| | Nitawauliza chakula watakacho. | I will ask them the kind of food they want. |
| kufanya | Watoto wanafanya nini? | What are the children doing? |
| | Nitawauliza kazi wafanyayo. | I will ask them (what) [work] they are doing. |
| kusema | Watoto wanasesma nini? | What are the children saying? |
| | Nitawauliza wasemalo. (cf. <u>jambo</u> (MA) 'matter') | I will ask them what they are saying. |
| kula | Watoto wanakula nini? | What are the children eating? |
| | Nitawauliza vyakula walavyo. | I will ask them (the kinds of food) they are eating. |
| kusoma | Watoto wanasoma vitabu gani? | What books are the children reading? |
| | Nitawauliza vitabu wasomavyo. | I will ask them the type of books they are reading. |
| kupumzika | Kwa nini watoto wanapumzika? | Why are the children resting? |
| | Nitawauliza sababu wapumzikayo. | I will ask them the reason for their resting. |
| kucheza | Kwa nini wanacheza? | Why are they playing? |
| | Nitawauliza sababu gani wanacheza. | I will ask them why they are playing. |

Unit 94

1. Basic Dialogue. The mosquito net.

Maina

Hapa katika jimbo hili pana mbu
wengi sana.

Here in this province there are very
many mosquitoes.

chandalua (VI)

mosquito net

(or: chandarua)

Hivi yatulazimu kuwa na chandalua.

Thus it's necessary for us to have a
mosquito net.

Butler

Mnabadili nguo za kitanda mara
ngapi kwa wiki?

How many times a week do you change
the bed linens?

Maina

Mama huzibadili kila Ijumaa.

Mother changes them every Friday.

Butler

usingizi (U)

sleep

-sumbu

to annoy, tease, trouble

Mkiwa usingizini, hawa mbu
wawasumbueni?

When you are asleep, do the mosquitoes
bother you?

Maina

kelele (N)

noise

Wapiga kelele sana usiku.

They make a lot of noise at night.

Butler

Nasikia kuwa mbu wa hapa waleta
malaria?

I hear that the mosquitoes (of) here
carry malaria.

Maina

Ndiyo, bwana, twasumbuliwa sana nao. Yes, indeed. We are bothered a lot by them.

NotesA. Pa as a subject prefix.

Note the subject prefix pa- agreeing with the word hapa.

B.

The use of the na tense (anabadili) followed in the next sentence by the hu tense raises questions about the adequacy with which the published rules concerning these tenses reflect actual usage.

2.

A. Various objects used with -badili.

| | | |
|---------|-------------------------|-----------------------------------|
| kitanda | Siwezi kubadili nguo za | I can't change the bed linen now. |
| | kitanda sasa. | |

| | | |
|------|----------------------------|--------------------------------|
| nguo | Siwezi kubadili nguo zangu | I can't change my clothes now. |
| | sasa. | |

| | | |
|------------------|---------------------------------------|------------------------------------|
| shilingi tano | Siwezi kuvunja shilingi tano sasa. | I can't change five shillings now. |
|------------------|---------------------------------------|------------------------------------|

| | | |
|------|--|------------------------------------|
| meza | Siwezi kubadili kitambaa cha meza sasa. | I can't change the tablecloth now. |
|------|--|------------------------------------|

B. Various verbs used with mbu as subject.

| | | |
|----------|--------------------|---------------------------|
| kusumbua | Mbu husumbua watu. | Mosquitoes bother people. |
|----------|--------------------|---------------------------|

| | | |
|-------|-----------------|-------------------------|
| kuuma | Mbu huuma watu. | Mosquitoes bite people. |
|-------|-----------------|-------------------------|

| | | |
|---------|-------------------|-------------------------|
| kudhuru | Mbu hudhuru watu. | Mosquitoes harm people. |
|---------|-------------------|-------------------------|

| | | |
|---------|-----------------------------|--|
| kuletea | Mbu huwaletea watu malaria. | Mosquitoes bring malaria to people. |
|---------|-----------------------------|--|

30

A. Various tenses in reported speech.

| | | |
|-----------|---|--|
| kuumia | Nilisikia kuwa uliumia mkono wako. | I heard that your hand was hurt. |
| | Ndiyo. Niliuumia juzi. | Yes. I hurt it the day before yesterday. |
| kujiumiza | Nilisikia kuwa ulijiumiza mkono wako. | I heard that you hurt your hand. |
| | Ndiyo. Nilijiumiza juzi. | Yes. I hurt myself the day before yesterday. |
| kuchelewa | Nilisikia kuwa wewe huchelewa kila siku. | I heard that you are always late. |
| | Ndiyo. Nilichelewa juzi. | Yes. I was late the day before yesterday. |
| kupalilia | Nilisikia kuwa utaupalilia ua. | I heard that you were to weed the yard. |
| | Ndiyo. Niliupalilia juzi. | Yes. I weeded it the day before yesterday. |

B. Kama in indirect questions.

| | | |
|-----------|---|---|
| kusafisha | Mama amesafisha vyombo? Sijui. Nitamwulisa kama amevisafisha. | Has mother washed the utensils? I don't know. I'll ask her if she has washed them. |
| kutandika | Mama ametandika kitanda? Sijui. Nitamwulisa kama amekitandika. | Has mother made the bed? I don't know. I'll ask her if she has made it. |
| kuchemsha | Mama amechemsha maziwa? Sijui. Nitamwulisa kama ameyachemsha. | Has mother boiled the milk? I don't know. I'll ask her if she has boiled it. |

| | | |
|------------------|---|--|
| kuita | Mama amewaita watoto? Sijui. Nitamwuliza kama amewaita. | Has mother called the children? I don't know. I'll ask her if she has called them. |
| kulipa | Mama amelipa mafuta? Sijui. Nitamwuliza kama ameyalipa. | Has mother paid for the oil? I don't know. I'll ask her if she has paid. |
| kutenge- neza | Mama ametengeneza chakula cha jioni? Sijui. Nitamwuliza kama amekitengeneza. | Has mother prepared supper? I don't know. I'll ask her if she has prepared it. |
| kuenda | Mama amekwenda kununua sukari? Sijui. Nitamwuliza kama amekwenda. | Has my mother gone to buy some sugar? I don't know. I'll ask her if she has gone. |

Conversation Starters

1. A (a housewife) discusses with B (a domestic servant) the way in which she wants the bedrooms to be maintained.
2. C and D discuss the furniture that will be needed for C's house in Tabora.

Unit 95

1. Basic Dialogue. A guest is coming for dinner!

Hamisi

| | |
|---|---|
| -tembelea | to visit |
| mashuhuri | famous |
| Leo jioni tutatembelewa na mgeni mashuhuri. | This evening we're going to be visited by a famous guest. |
| Kwa hivyo Adija, tandika meza vizuri. | Therefore, Adija, set the table well. |
| Weka kitambaa na nyuma mbili upande wa kushoto. | Put the serviette and two forks on the left. |
| kijiko (VI) | spoon |
| Kulia kwa sahani, visu viwili na vijiko vitatu. | [To] the right of the plate, two knives and three spoons. |
| -sahau | to forget |
| Usisahau kuleta maji, bilauri, pilipili na chumvi. | Don't forget to bring water, glasses, salt and pepper. |
| Kwa kupakulia, tutahitaji vijiko vikubwa. | For dishing up the food, we will need some big spoons. |
| Nikimaliza hayo yote nitakuwa. | <u>Hadija</u> When I finish all those [things] I'll call you. |

Notes

A. Concord with a noun having the prefix ku.

In kulia kwa sahani, the prefix kw agrees with the ku of the preceding word.

2.

A. Location of one object relative to another.

| | | |
|---------------------------|--|---|
| kijiko-sahani | Kijiko kiko kulia kwa sahani. | The spoon is to the right of the plate. |
| sahani-kijiko | Sahani iko kushoto kwa kijiko. | The plate is to the left of the spoon. |
| kijiko-kisu | Kijiko kiko kulia kwa kisu. | The spoon is to the right of the knife. |
| kisu-kijiko | Kisu kiko kushoto kwa kijiko. | The knife is to the left of the spoon. |
| visu-vijiko | Visu viko kushoto kwa vijiko. | The knives are to the left of the spoons. |
| uma-sahani | Uma iko kushoto kwa sahani. | The fork is to the left of the plate. |
| sahani-uma | Sahani iko kulia kwa uma. | The plate is to the right of the fork. |
| nyuma-sahani | Nyuma ziko kushoto kwa sahani. | The forks are to the left of the plate. |
| kijiko cha supu-sahani | Kijiko cha supu kiko mbele ya sahani. | The soup spoon is in front of the plate. |
| bilauri-visu | Bilauri ya maji iko mbele ya visu. | The glass of water is in front of the knives. |
| kikombe-nyuma | Kikombe kiko kulia kwa nyuma. | The cup is on the right of the forks. |

| | | |
|------------------|--------------------------------------|---|
| kitambaa-sahani | Kitambaa kiko kushoto kwa sahani. | The napkin is on the left of the plate. |
| kikombe-kitambaa | Kikombe kiko mbele ya kitambaa. | The cup is in front of the napkin. |

3.

A. -sahau and -kumbuka.

| | | |
|-------|--|---|
| wewe | Usisahau pilipili. Bila shaka nitakumbuka. | Don't forget the pepper. I will certainly remember. |
| ninyi | Msisahau pilipili. Bila shaka tutakumbuka. | Don't forget the pepper. We will certainly remember. |
| yeye | Asisahau pilipili. Bila shaka atakumbuka. | He must not forget the pepper. He will certainly remember. |
| wao | Wasisahau pilipili. Bila shaka watakumbuka. | They must not forget the pepper. They will certainly remember. |

Unit 96

1. Basic Dialogue. At the table.

Hadija

Karibu mezani, Wambua.

Come to the table, Wambua.

Wambua

Starehe.

You're very kind.

~tamu

sweet, delicious

Kweli leo nina vyakula vitamu sana.

Really, you have some very delicious
dishes today.Hadija

Asante, lakini tumeishiwa siagi.

Thank you, but we've run out of
butter.Wambua

Si kitu.

Don't worry. ('It's nothing.')

-sogeza

to bring near

Tafadhali nisogezee maziwa.

Please pass the milk.

Hadija

Juma, tafadhali ondoa vyombo mezani;

Juma, please clear the dishes from

tumekwisha maliza kula.

the table; we have finished eating.

Juma

Ndiyo, mama.

Yes, mother.

Chai na kahawa viko (or: iko) tayari.

The tea and coffee are ready.

Hadija

bakuli (MA)

bowl

birika (MA)

pot (tea)

Leta vikombe na visahani vyake, Bring the cups and saucers, the sugar
 bakuli la sukari na birika la chai. bowl, and the tea pot.

Juma

Ngoja kidogo.

Wait a bit.

Notes

A. Concord with two or more nouns.

Where two inanimate nouns (e.g. chai and kahawa) are the subject of the same verb, the question arises which subject prefix to use. The question is further complicated when the two nouns happen to belong to different classes (e.g. uma and jembe). Speakers differ in their practice in such situations; a final resolution of the problem must await further study.

B. "ake with an inanimate plural antecedent.vikombe na visahani vyake

Hitherto we have translated "ake" as either 'his' or 'her'. It may also correspond to the English possessive forms its and their(s). Note that "ake" is the stem used whether the inanimate antecedent of the stem (vikombe in this example) is singular or plural. Contrast, with animate nouns, "ake" when the antecedent is singular and "ao" when it is plural:

wkulima na watoto wakewakulima na watoto wao

2.

A. Verb phrase with me-tense in second verb.

siagi Jana tulikuwa tumeishiwa siagi. Yesterday we were short of butter.

| | | |
|--------|-------------------------------------|-----------------------------------|
| chumvi | Jana tulikuwa tumeishiwa chumvi. | Yesterday we were short of salt. |
| sukari | Jana tulikuwa tumeishiwa sukari. | Yesterday we were short of sugar. |
| wino | Jana tulikuwa tumeishiwa wino. | Yesterday we were short of ink. |
| sabuni | Jana tulikuwa tumeishiwa sabuni. | Yesterday we were short of soap. |
| mafuta | Jana tulikuwa tumeishiwa mafuta. | Yesterday we were short of oil. |

B. -ja- negative; -ondoa with locative.

| | | |
|--------|--------------------------------------|---|
| vyombo | Kwa nini hujaondoa vyombo mezani? | Why haven't you removed the utensils from the table? |
| sahani | Kwa nini hujaondoa sahani mezani? | Why haven't you removed the plates from the table? |
| vijiko | vikombe | kitambaa |

3.

A. Concord: Subject prefix with two noun subjects.

| | | |
|---------|---|-----------------------------------|
| chai | Chai iko tayari. | The tea is ready. |
| kahawa | Kahawa iko tayari. | The coffee is ready. |
| | Chai na kahawa viko (or: iko) tayari. | The tea and coffee are ready. |
| bilauri | Bilauri ziko tayari. | The glasses are ready. |
| sahani | Sahani ziko tayari. | The plates are ready. |
| | Bilauri na sahani ziko (or: viko tayari) tayari. | The glasses and plates are ready. |

B.

| | | |
|------------------|---------------------|-------------------------|
| suruali (sg.) | Suruali iko tayari. | The trousers are ready. |
|------------------|---------------------|-------------------------|

| | | |
|----------------------|--|-----------------------------------|
| koti | Koti liko tayari. | The coat is ready. |
| uma | Uma uko (or: iko) tayari. | The fork is ready. |
| suruali (pl.) | Suruali ziko tayari. | The trousers are ready. |
| makoti | Makoti yako tayari. | The coats are ready. |
| suruali na makoti | Suruali na makoti viko (or: yako) tayari. | The trousers and coats are ready. |
| kalamu (pl.) | Kalamu ziko tayari. | The pens are ready. |
| wino | Wino uko tayari. | The ink is ready. |
| kitanda | Kitanda kiko tayari. | The bed is ready. |
| bakuli | Bakuli liko tayari. | The bowl is ready. |
| birika | Birika liko (or: iko) tayari. | The kettle is ready. |
| vyakula | Vyakula viko tayari. | The food is ready. |
| kalamu na wino | Kalamu na wino viko (or: upo) tayari. | The pens and ink are ready. |

Unit 97

1. Basic Dialogue. Washing dishes.

Hadija

Nani atakayesafisha vyombo leo?

Who is going to wash the dishes today?

Juma

Mimi, mama, Asha atanisaidia.

I [will], mother. Asha will help me.

Hadija

Nitawapatiensi maji ya moto.

I'll get you some hot water.

JumaAsha, tafadhalii late sabuni na
vitambaa.

Asha, please bring soap and cloths.

Hadija

ili

so that

-cheashaa

to boil

Nimechedisha maji ili yaondoe mafuta
katika vyombo.I've boiled the water so that it will
remove the grease from (on) the
plates.Juma

Asante, mama.

Thank you, Mother.

Hadija

kabati (N or MA)

cupboard

Asha, weka vyombo vilivyokauka
kabatini.

Asha, put the dry plates in the cupboard.

Juma**-ng'ang'ania**

here: to stick to

Mayai yameng'ang'ania katika sahani. Some egg is stuck to the plate.Hadija**Irudishe majini ili uisafishe**

Put it back into the water so that

visuri.

you [can] get it good and clean.

Notes**A. The subjunctive with ili.**Note the use of the subjunctive after ili 'so that'.**2.****A. Relative and locative suffixes on the same verb.**

vyombo Vyombo viliwyomo kabatini The utensils that are in the
vimekauka. cupboard are dry.

vikombe

sahani Sahani zilizomo kabatini The plates that are in the cup-
zimekauka. board are dry.

bilauri nguo kisu kijiko uma nyuma

B.

vyombo Vyombo viliwyoko mezani The utensils that are on the
vina majimaji. table are wet.

visahani

sahani Sahani zilizoko mezani The plates that are on the table
zina majimaji. are wet.

nguo kisu kijiko uma nyuma

C. Concord: noun object in first clause and subject prefix in second.

| | | |
|---------|-------------------------------------|---------------------------------------|
| vyombo | Weka vyombo mezani ili zikauke. | Put the utensils on the table to dry. |
| nyuma | Weka nyuma mezani ili zikauke. | Put the forks on the table to dry. |
| bilauri | Weka bilauri mezani ili zikauke. | Put the glasses on the table to dry. |
| uma | Weka uma mezani ili ikauke. | Put the fork on the table to dry. |

3.

A. -na-tense affirmative vs. -ja- negative.

| | | |
|--------|--|---|
| maji | Maji yanachemka? Hapana, hayajachemka bado. | Is the water boiling? No. It hasn't boiled yet. |
| chai | Chai inachemka? Hapana, haijachemka bado. | Is the tea boiling? No. It hasn't boiled yet. |
| kahawa | Kahawa inachemka? Hapana, haijachemka bado. | Is the coffee boiling? No. It hasn't boiled yet. |
| maziwa | Maziwa yanachemka? Hapana, hayajachemka bado. | Is the milk boiling? No. It hasn't boiled yet. |

B. Concord in multiple positions.

| | | |
|-------|--|---|
| viasi | Viasi hivi havina moto. Virudishe ndani ya jiko ili vipate moto. | These potatoes are not warm. Put them back on the fire to get warm. |
| nyama | Nyama hii haina moto. Irudishe ndani ya jiko ili ipate moto. | This meat is not warm. Put it back in the kitchen to get warm. |
| mboga | Mboga hizi hazina moto. Zirudishe ndani ya jiko ili zipate moto. | These vegetables are not warm. Put them back on the fire to get warm. |

| | | |
|------|---|---|
| wali | Wali huu hauna moto. | This rice is not warm. |
| | Urudishe ndani ya jiko ili upate moto. | Put it back on the fire to get warm. |

Conversation Starters

1. A (a mother) discusses with B (a domestic servant) B's duties in setting the table and caring for the dishes.
2. C and D discuss the differences between British and American customs relating to the setting of a dinner table.

Unit 98

1. Basic Dialogue. Caring for the lawn.

Hamisi

ua (U) hedge

mwiba (MI) thorn

Nipatie m̄kasi wa kukatia ua wa miiba. Get me the clippers for cutting the thorn hedge.

Juma

nyasi (N pl.) grass

Chukua. **Ukimaliza, uje tukate nyasi** Here you are ('take'). When you
uani. finish, come and we'll cut the
grass in the yard.

Hamisi

Hapana. Wewe kata nyasi peke yako, No. You cut the grass by yourself.
mimi nina kazi nyiningine. I have other work.

Juma.

Kazi gani? What work?

Hamisi

ua (MA) flower

Maua vanahitaji kupaliliwa. The flowers need to be weeded.

Juma

-mea to grow

Kwani magugu yamelea? Why? Have the weeds come up?

Hamisi

Tena!

Of course!

Juma

Usisahau kumwagilia maua maji.

Don't forget to water the flowers.

Hamisi

-onana

to see one another

Haya. Tutaonana baadaye.

O.K. See you later.

Notes

A. The reciprocal suffix.

The 'reciprocal' suffix -an- corresponds roughly to English '...one another'.

2.

A. Concord: subject prefixes with some new nouns.

| | | |
|----------------|----------------------------|--------------------------------------|
| muhindi | Muhindi umemea upesi sana. | The maize has sprouted very soon. |
| mpunga | Mpunga umemea upesi sana. | The rice has sprouted very soon. |
| magugu | Magugu yamemea upesi sana. | The weeds have sprouted very soon. |
| ua (flower) | Ua limemea upesi sana. | The flower has sprouted very soon. |
| maua | Maua yamemea upesi sana. | The flowers have sprouted very soon. |
| nyasi | Nyasi zimemea upesi sana. | The grass has sprouted very soon. |

B. Reciprocal stems.

| | | |
|----------|-------------------------|----------------------------------|
| kuona | Wanaonana kila siku. | They see each other every day. |
| kupiga | Wanapigana kila siku. | They fight each other every day. |
| kusaidia | Wanasaidiana kila siku. | They help each other every day. |
| kuamkia | Wanaamkiana kila siku. | They greet each other every day. |

kungoja Wanangojeana kila siku. They wait for each other every day.

C. A sentence which contains three examples of reciprocal stems.

kufuata,

kupoteza, Hamisi na rafikiye (or:
kuona rafiki yake) walifuatana
sokoni asubuhi, wakapotezana
huko, wakaonana tena
alasiri.

Hamisi and his friend went together
to the market in the morning;
they lost each other over there,
and then saw each other again in
the afternoon.

3.

A. Plural imperative: negative vs. affirmative.

kumwagilia Msisahau kumwagilia maua
maj. Don't forget to water the flowers.

Hapana. Ninyi mwagilieni
maua peke yenu. No. Water the flowers by
yourselves.

kukata Msisahau kukata nyasi.
Hapana. Ninyi kateni
nyasi peke yenu. Don't forget to cut the grass.
No. Cut the grass by
yourselves.

kuchemsha Msisahau kuchemsha maji ya
kusafishia vyombo.
Hapana. Ninyi chemsheni
maji peke yenu. Don't forget to boil water for
washing the dishes.
No. Boil the water by
yourselves.

kutandika Msisahau kutandika kitanda
cha mgeni.
Hapana. Ninyi tandikeni
kitanda peke yenu. Don't forget to make the guest's
bed.
No. Make the bed by yourselves.

B. -ta- tense vs. -ki- tense.

kukata Utakata ua?
Ukikata ua, nitakata
nyasi. Will you cut the hedge?
If you cut the hedge, I'll cut
the grass.

kumwagilia Utamwagilia maua maji? Will you water the flowers?

Ukimwagilia maua, nitakata nyasi. If you water the flowers, I will cut the grass.

kupalilia shamba kusafisha vyombo kufua nguo

Unit 99

1. Basic Dialogue. Trials of a baby-sitter.

Maria

| | |
|--|---|
| -chunga | to care for |
| Watoto wadogo wahitaji kuchungwa (or: kutunzwa) sana. | Young children need to be cared for very well. |
| -acha | to leave |
| Wakiachiliwa peke yao wataumia. | If they are left alone they will get hurt. |
| -ruhusu | to allow |
| -kimbia | to run |
| barabára | road, highway |
| Si vizuri kuwaruhusu wakimbie barabarani. | It's not good to let them run around in the street. |
| -epa | to avoid, escape |
| hatari (N) | danger |
| Hawajui kuespa hatari -- kama magari. | They don't know how to escape from dangers, like cars. |
| -linda | to protect |
| Wanataka kulindwa kila mara. | They require protection every minute. |

Notes

A. The verb -ruhusu with infinitive or subjunctive.

The verb -ruhusu 'to permit' may be followed by infinitive or by subjunctive verb forms.

2

A. Vocabulary practice in a sentence with an example of the use of the -ki- tense.

| | | |
|----------|---|---|
| kuumia | Watoto wakiachiliwa peke yao wataumia. | If children are left alone they'll get hurt. |
| kukimbia | Watoto wakiachiliwa peke yao watakimbia huko na huko. | If children are left alone they'll run around. |

kucheza kupigana

B. -acha plus infinitive.

| | | |
|--------|-----------------------------|--|
| kusema | Wakati gani aliacha kusoma? | At what time did he stop reading? |
| kulima | Wakati gani aliacha kulima? | At what time did he stop cultivating? |

kucheza kulia

C.

| | | |
|-------------|------------------------|---------------------|
| kusoma | Acheni kusoma! | Stop reading! |
| kushangilia | Acheni kushangilia! | Stop rejoicing! |
| kupigana | Acheni kupigana! | Stop fighting! |
| kelele | Acheni kupiga kelele! | Stop making noise! |
| kuchemsha | Acheni kuchemsha maji! | Stop boiling water! |

D. -kimbia na .

| | | |
|--------|---------------------------------------|---|
| pesa | Watoto walikimbia na pesa zangu. | The children ran away with my money. |
| kalamu | Watoto walikimbia na kalamu yangu. | The children ran away with my pen. |

kitabu jembe kijiko

3.

A. -ruhusu plus a subjunctive form; infinitive vs. subjunctive of a single verb.

kucheza Watoto wataka kucheza
barabarani.

The children want to play in the road.

Hatuwaruhusu wacheze
humo.

We don't allow them to play in it.

kukimbia Watoto wataka kukimbia
barabarani.

The children want to run in the road.

Hatuwaruhusu wakimbie
humo.

We don't allow them to run in it.

kukaa kwenda

B. -acha and -endelea plus infinitive; mpaka.

kusema Acha kusema!
Siachi. Nitaendelea
kusema mpaka usiku.

Stop talking!

I won't stop. I will keep on talking until dark.

kusoma Acha kusoma!
Siachi. Nitaendelea
kusoma mpaka usiku.

Stop reading!

I won't stop. I will keep on reading until dark.

kufanya kazi kuogelea kukata nyasi

Unit 100

1. Basic Dialogue. Trials of a baby-sitter. (continued)

Mirambo

kifaranga (VI - pers.)

chick (dim.): small child
(colloq.)

-onja

to taste, try

Vifaranga hupenda kuonja kila kitu. Small children like to taste every-
thing.

Magese

-jali

to give honor to

Hata udongo na uchafu, hawajali. They don't even stop at soil and
dirt.

Mirambo

juu (MA)

sun

-choma

to burn, apply fire to

Tena, watoto wa kizungu wakikaa
juani kwa muda mrefu, huchomwa
na juu vibaya.

Also, European children, if they
stay in the sun for a long period,
get badly burned (by the sun).

Magese

-tii

to obey

Watoto yawalazimu kuwatii wazazi
wao.

It's necessary for children to obey
their parents.

Mirambo

-lea

to rear

-kua

to grow

'Mtoto ufileavyo ndivyo akuavyo.'

'As the twig is bent, the tree's inclined.'

2.

A. tangu

Jan. Hamisi amekua sana tangu
Januari.

Hamisi has grown a lot since
January.

Feb. Hamisi amekua sana tangu
Februari.

Hamisi has grown a lot since
February

| | | | | | | |
|--------|---------|---------|------|-------|--------|----------|
| Machi | Aprili | Mei | Juni | Julai | Agosti | Septemba |
| Oktoba | Novemba | Desemba | | | | |

B. -kusudia plus infinitive.

soko Hatukusudii kukaa sokoni
kwa muda mrefu.

We don't intend to stay in the
market long.

pwani Hatukusudii kukaa pwani
kwa muda mrefu.

We don't intend to stay at the
coast long.

nyumba Hatukusudii kukaa nyumbani
kwa muda mrefu.

We don't intend to stay in the
house long.

kwao Hatukusudii kukaa kwao kwa
muda mrefu.

We don't intend to stay at their
place long.

Morogoro Hatukusudii kukaa Morogoro
kwa muda mrefu.

We don't intend to stay in
Morogoro long.

kusini Hatukusudii kukaa kusini
kwa muda mrefu.

We don't intend to stay in the
south long.

mashariki Hatukusudii kukaa mashariki
kwa muda mrefu.

We don't intend to stay in the
east long.

C. -tii

wazazi Watii wazazi wako!

Obey your parents!

waalimu Watii waalimu wako!

Obey your teachers!

| | | |
|---------|--------------------|--------------------|
| mwalimu | Mtii mwalimu wako! | Obey your teacher! |
| baba | Mtii baba yako! | Obey your father! |
| mama | Mtii mama yako! | Obey your mother! |

3.

A. Concord: the word mahali and the PA locative.

| | | |
|----------|--|---|
| kalamu | Nimepoteza kalamu yangu! Mahali ulipoiacha kalamu, ndipo ilipo. | I have lost my pen! The place where you left the pen, is where it is. |
| pesa | Nimepoteza pesa zangu! Mahali ulipoziacha pesa, ndipo zilipo. | I have lost my money! The place where you left the money, is where it is. |
| kofia | Nimepoteza kofia yangu! Mahali ulipoiacha kofia, ndipo ilipo. | I have lost my hat! The place where you left the hat, is where it is. |
| kitabu | Nimepoteza kitabu changu! Mahali ulipokiacha kitabu, ndipo kilipo. | I have lost my book! The place where you left the book, is where it is. |
| chupa | Nimepoteza chupa yangu! Mahali ulipoiacha chupa ndipo ilipo. | I have lost my bottle! The place where you left the bottle, is where it is. |
| viberiti | Nimepoteza viberiti vyangu! Mahali ulipoviacha viberiti, ndipo vilipo. | I have lost my matches! The place where you left your matches, is where they are. |

Conversation Starters

1. A (a mother) discusses with B (a baby sitter) B's responsibilities in caring for a three year old child during the day and putting the child to bed at night.

2. A (a homeowner) discusses with B (a gardener) B's responsibilities in caring for the lawn.

READING SELECTION V

Motokaa Za Abiria

Motokaa za abiria zina manufaa sana kwa wasafiri. Ingawa abiria wapanda gari la moshi, motokaa ina sifa kabisa.

Ni ajabu kuwa safari ya motokaa si ya raha kama ile ya gari la moshi, lakini wasafiri wengi hupenda kupanda motokaa. Ukipanda motokaa, utafika upesi saidi kuliko kama ukipanda gari la moshi. Sababu yake ni kwamba motokaa yakimbia upesi saidi ya gari la moshi.

Motokaa ni nyingi sana, naso zinasafiri kila upande nchini. Katika miji mikubwa kuna namna mbili za motokaa hisi. Zile zinazosafiri nje ya mji, na nyingine zile zinazungukazunguka humo humo mjini. Safari nyingi huanza asubuhi na adhuhuri, na chache hufanywa alasiri na jioni. Magari haya hupita katika sehemu mbali mbali, mlimani na mabondeni. Juu ya mito kuna madaraja. Madaraja mengine ni membamba na mengine ni mapana. Yale membamba huruhusu gari moja moja kupita, polepole. Katika sehemu zilizo sawa, yaani zisizokuwa za milima, magari hukimbiza sana. Ni vibaya kukimbiza sana gari la abiria kwa sababu ni hatari. Wenyewe magari hupata faida kubwa, lakini wakati mwingine hupata hasara pia. Magari ya bidhaa, kama yale yachukusyo madebe ya mafuta, au magogo, hayachukui abiria. Hii ni amri ya serikali.

Ni wasi kwamba ukisafiri kwa motokaa, safari ndefu huwa fupi.

| | | | |
|----------------------------|------------------------------|------------|-----------------------------------|
| <u>manufaa</u> (pl. MA) | useful things, tools | hasara (N) | loss, damage |
| <u>sifa</u> (N) | praise, reputation | debe (MA) | a four-gallon tin |
| <u>raha</u> (N) | rest, comfort | amri (N) | a command; law authority, rule |
| <u>-zunguka</u> | to go around | wazi | open, evident |
| <u>bonde</u> (MA) | valley, low-lying country | | |
| " <u>embamba</u> | narrow - thin | | |
| " <u>pana</u> | broad, (flat) | | |

Questions and Answers over Reading Selection

| <u>Questions</u> | <u>Sample Answers</u> |
|--|---|
| 1. Motokaa za abiria zina manufaa kwa wasafiri? | Ndiyo, zina manufaa sana kwao. |
| 2. Je, safari ya motokaa ni ya raha kama ile ya gari la moshi? | La, si ya raha. |
| 3. Kwa nini wasafiri hupenda kupanda motokaa? | Kwa sababu motokaa hukimbia upesi zaidi. |
| 4. Ni kweli kwamba ukipanda motokaa utafika upesi? | Ndiyo. |
| 5. Motokaa zinasafiri upande mmoja tu nchini? | La, ni nyangi sana, zinasafiri kila upande. |
| 6. Katika miji mikubwa, kuna namna zippi za motokaa za abiria? | Zile zinazosafiri nje ya mji na zile zinazozungukazunguka humo. |
| 7. Safari huanza lini? | Nyangi huanza asubuhi na adhuhuri, na chache alasiri na jioni. |
| 8. Magari haya hupita sehemu za namna gani? | Millimani na mabondeni. |
| 9. Juu ya mito kuna nini? | Kuna madaraja. |
| 10. Madaraja yote ni membamba? | Hapana, mengine ni mapana. |
| 11. Magari hupitaje juu ya madaraja membamba? | Hupita moja moja, polepole. |
| 12. Katika sehemu gani magari hukimbia sana? | Katika sehemu zilizo sawa, zisizokuwa na milima. |
| 13. Ni vibaya kukimbiza sana gari la abiria? | Oh ndiyo, kwa sababu ni hatari. |
| 14. Wenyewe magari hupata faida tu? | Sio faida tu, pia hasara. |

15. Kwa nini magari ya bidhaa
hayachukui abiria?

Ni amri ya serikali.

Review Sentences, Units 1 - 100

1. Alinipa vitabu viwili. He gave me two books.
2. Kimoja ni cheusi na kingine ni chekundu. One is black and the other is red.
3. Mahali penyewe ni pazuri sana. The place itself is very beautiful.
4. Watoto walifika alipokuwa akila. The children arrived when he was eating.
5. Mama alifika mtoto alipoanza kulia. The mother arrived when the child began to cry.
6. Bado hajamaliza kazi yake. He hasn't finished his work yet.
7. Alivinunua kwa shilingi hamsini na tano. He bought them for 55 shillings.
8. Nijaliwapo kufika Nairobi nitamtembelea Hamedi. If God grants that I reach Nairobi, I'll visit Hamedi.
9. Akinipunguzia bei nitakinunua kile kikapu. If he reduces the price for me, I'll buy that basket there.
10. Suruali yako inayo mifuko mingapi? How many pockets do your trousers have?
11. Mbazi wako huko kwenye nyasi nyingi. The goats are where there is lots of grass.
12. Bila shaka barabara za kwao ni nzuri sana. Certainly their roads are very nice.
13. Unayo mizigo mingapi kwa jumla? How many pieces of luggage have you altogether?
14. Ataengea juu ya elimu ya Waafrika. He will speak on the education of Africans.
15. Mimea hubadilishwa kila mwaka. The crops are rotated every year.

16. Shamba langu limegawanywa
katika sehemu tano.
17. Mtandikie mgeni kitanda.
18. Wakulima na watoto wao walipewa
msaada wa fedha.
19. Yeye na dada yake wanafanana.
20. Nguo avaazo huzimunua kutoka
Ulaya.
21. Mwambie akuonyeshe godoro
lilikio.
22. Unafikiri nguo zimelewekwa?
23. Nani apigaye pasi nguo zake?
24. Watoto wachungao ng'ombe hawa,
wako wapi?
25. Tutaondokaje hapa?
26. Mtapanda gari la moshi.
27. Tutafanya je ili tupate msaada
na pesa?
28. Baba alipofika, mama alikuwa
hajaanza kupika.
29. Maziwa yamechemka hata
yakamwagika.
30. Suruali haijapigwa pasi.
31. Mto umo ndani ya sanduku.
32. Kwanini balozi hajafika?
- My farm is divided into five parts.
- Make the bed for the guest.
- The farmers and their children were
given financial assistance.
- He and his sister resemble one
another.
- The clothes he wears are purchased
in Europe.
- Ask him to show you where the
mattress is.
- Do you think the clothes are wet?
- Who irons his clothes?
- Where are the children who tend
the cattle?
- How will we leave here?
- You will take the train.
- What shall we do in order to get
financial assistance?
- When Father arrived, Mother had not
yet begun cooking.
- The milk boiled over.
- The pair of trousers hasn't been
ironed yet.
- The pillow is in the chest.
- Why hasn't the diplomat arrived?

33. Haya, twendelee basi. O.K., let's go on.
34. Vifungo vyote vya koti lake All the buttons of his coat are lost.
vimepotea.
35. Sina pesa za kuvunja noti ya I don't have change for a 20 shilling
shilingi ishirini. note.
36. Duka liko kushoto kwa jumba la The shop is to the left of the
cinema. theater.
37. Juzi tulikuwa tumeishiwa The day before yesterday, we were
chakula chote. completely out of food.
38. Msipigane kwa sababu ya thumni. Don't fight over a 50 cent piece.
39. Hawakusudii kuja kesho They don't plan to come to see us
kututembelea. tomorrow.
40. Yafaa kuwasuia watoto It's necessary to prevent children
wasichezecheze barabarani. from playing around in the street.

Unit 101

1. Basic Dialogue. Riding a bicycle on the streets.

Hamisi

Unajua kuendesha baiskeli?

Do you know [how] to ride a bicycle?

Abasi

Ndiyo, lakini nilianza majuzi hivi.

Yes, but I began only recently.

Hamisi

-sikiliza

to listen

sheria (N)

law

Sikiliza bwana, ni hatari sana
 kuendesha baiskeli kama hujui
 sheria za barabara.

Listen, Mister, it is very dangerous
 to ride a bicycle if you don't
 the traffic regulations.

Kila wakati endesha upande wa
 kushoto wa barabara.

Always ride on the left side of the
 road.

kengele (N)

bell

Piga kengele kama kuna mtu mbele
 yako.

Ring the bell if there is someone
 ahead of you.

-geuka

to turn

ishara (N)

signal

Ukitaka kugeuka, onyesha ishara.
 Waangalie sana wapitao kwa nguu.

If you want to turn, give a signal.
 Watch the pedestrians carefully.

Notes

A. 'Next' and 'last' with units of time.

The Swahili equivalents for 'next week', 'next month', etc. are in the form:

| noun ---- | <u>rel. a-tense of kuja</u> |
|--------------|-----------------------------|
| mwezi | () ja () o |
| wiki | |
| mwaka | |

2.

A. Relative forms of the a-tense.

| | | |
|----------|--|--|
| mguu | Waangalie sana wapitao kwa mguu. | Watch out for those crossing on foot. |
| baiskeli | Waangalie sana waendeshao baiskeli. | Watch for those riding bicycles. |
| motokaa | Waangalie sana waendeshao motokaa. | Watch for those driving automobiles. |

B. Relative forms of a-tense, in time expressions.

| | | |
|---------|---------------------------------------|--|
| ↓ | Tutaanza kujifunza mwezi ujao. | We'll begin studying next month. |
| mwaka | Tutaanza kujifunza mwaka ujao. | We'll begin studying next year. |
| wiki | Tutaanza kujifunza wiki ijayo. | We'll begin studying next week. |
| kupanda | Tutaanza kupanda mbegu wiki ijayo. | We'll begin sowing seeds next week. |
| kuvuna | Tutaanza kuvuna wiki ijayo. | We'll begin harvesting next week. |
| mwezi | Tutaanza kuvuna mwezi ujao. | We'll begin harvesting next week. |

C. Nouns used as objects of -geuza.

| | | |
|---------|----------------------|------------------------------|
| maneno | Tugeuze maneno haya. | Let's change these words. |
| mpango | Tugeuze mpango huu. | Let's change this program. |
| mipango | Tugeuze mipango hii. | Let's change these programs. |
| majibu | Tugeuze majibu haya. | Let's change these answers. |
| rangi | Tugeuze rangi hii. | Let's change this color. |

D. Nouns used as objects of -badili.

| | | |
|--------|-----------------------|-------------------------------------|
| sheria | Tubadili sheria hizi. | Let's change these laws. |
| shati | Tubadili shati hili. | Let's exchange this shirt. |
| nguo | Tubadili nguo hii. | Let's exchange this piece of cloth. |

E. The derived stem -badilishana.

| | | |
|-------|-----------------------|-------------------------|
| koti | Tubadilishane makoti. | Let's exchange coats. |
| nguo | Tubadilishane nguo. | Let's exchange clothes. |
| kofia | kalamu kitabu | |

3.

A. Relative forms of the a-tense.

| | | |
|---------|---|---|
| vyombo | Vyombo vinahitaji kusafishwa. Nani asafishaye vyombo? | The dishes need washing. Who washes the dishes? |
| vitanda | Vitanda vinahitaji kutandikwa. Nani atandikaye vitanda? | The beds need making. Who makes the beds? |
| maji | Maji yanahitaji kufutwa. Nani afutaye maji? | The water needs wiping up. Who wipes the water up? |
| vijiti | Vijiti vinahitaji kukatwa. Nani akataye vijiti? | The bushes need cutting. Who cuts the bushes? |

Unit 102

1. Basic Dialogue. Conditions of employment.

Sangai

Siku hizi wafanya kazi wapi?

Where are you working these days?

Wambua

fedha (N)

money

Katika Idara ya Fedha.

In the Ministry of Finance.

Twafanya kazi kwa siku tano.

We work five days [a week].

Sangai

Mshahara ni kiasi gani?

How much is the pay?

Wambua

Shilingi mia mbili hamisi.

250 shillings [per month].

Tunafanya kazi kwa muda wa saa saba.

We work a seven-hour day.

Sangai

Mnaanza lini asubuhi?

When do you begin in the morning?

Wambua

adhuhuri

noon

Saa mbili mpaka adhuhuri tupumzikapo. 8:00 until noon, when we rest.

Sangai

Halafu?

Then?

Wambua

alasiri

early afternoon

Halafu, tunaanza tena alasiri mpaka

Then, we begin again in the afternoon

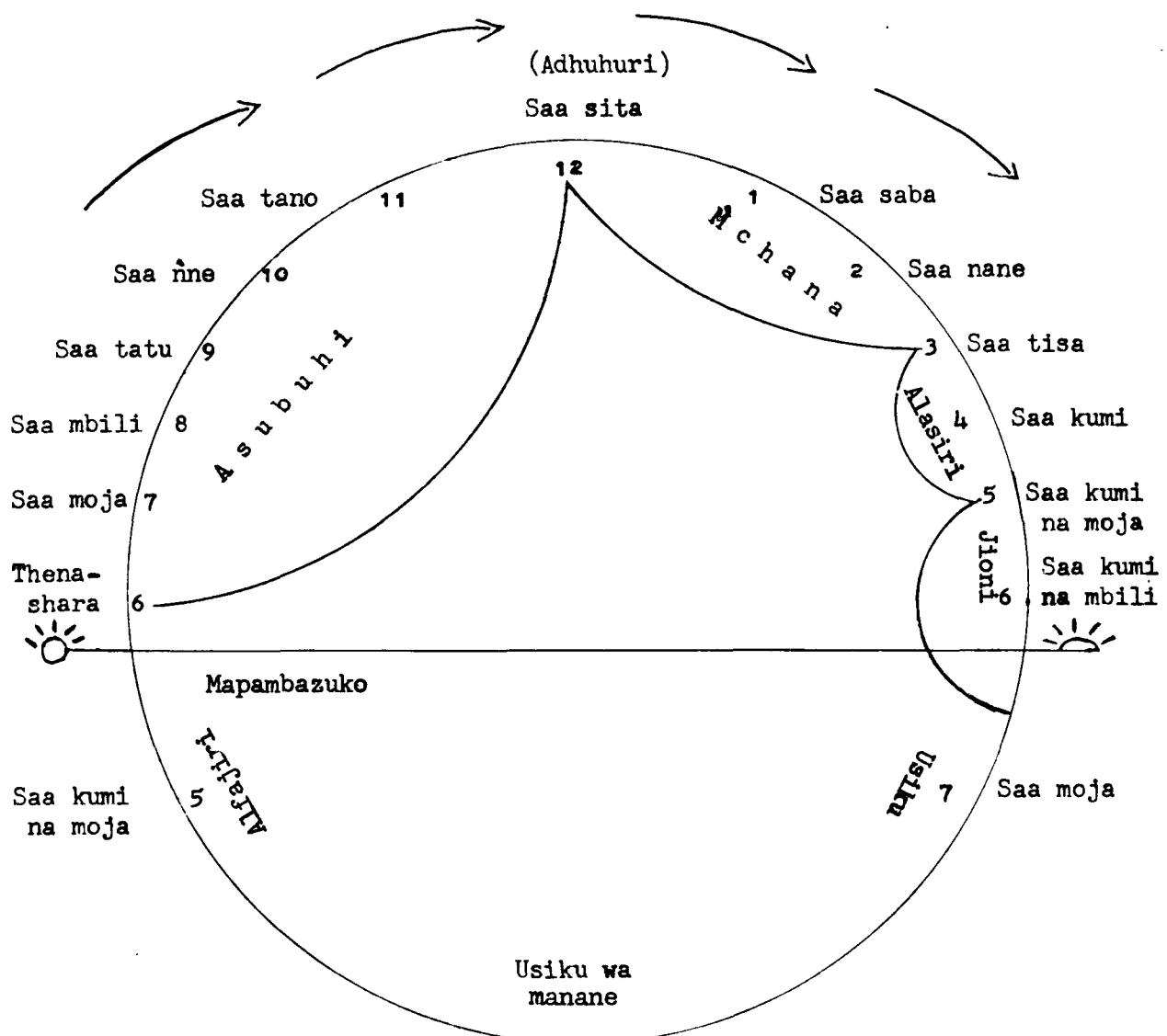
saa kumi.

[and work] until 4.

A. Matching hours with portions of the day.

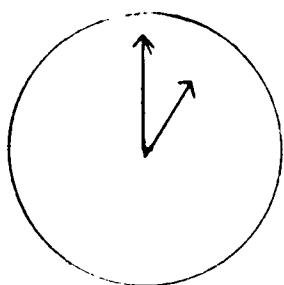
Point to the appropriate hour as each sentence is practiced. Practice in fixed, then random order.

| | | |
|---------------|-------------------------------------|---|
| moja | Alifika saa moja asubuhi. | He arrived at seven o'clock in the morning. |
| mbili | tatu nne tano | |
| sita | Alifika saa sita adhuhuri. | He arrived at noon. |
| saba | Alifika saa saba mchana. | He arrived at one o'clock in the afternoon. |
| nane | tisa kumi | |
| kumi na moja | Alifika saa kumi na moja jioni. | He arrived at five o'clock in the evening. |
| kumi na mbili | Alifika saa kumi na mbili jioni. | He arrived at six o'clock in the evening. |

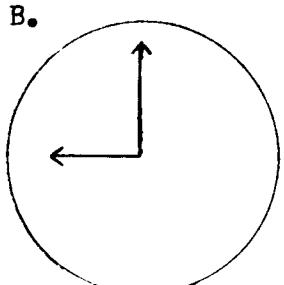


3. A. What are the following in Swahili? (Assume that the sun is up.)

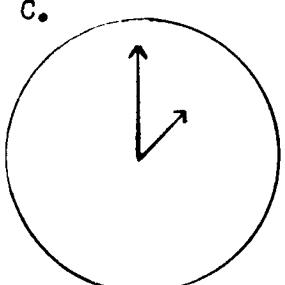
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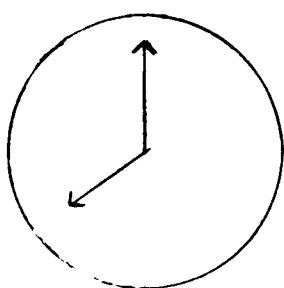
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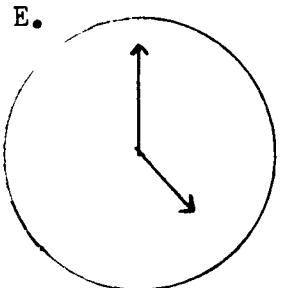
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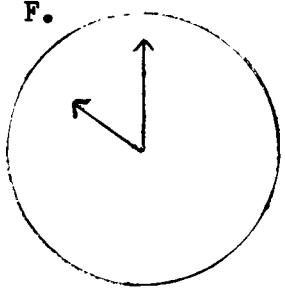
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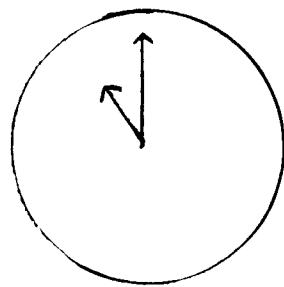
E.



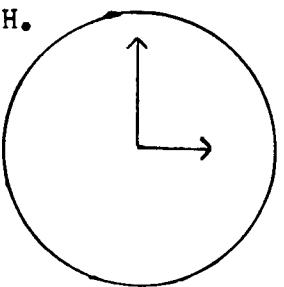
F.



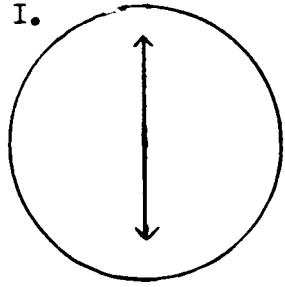
G.



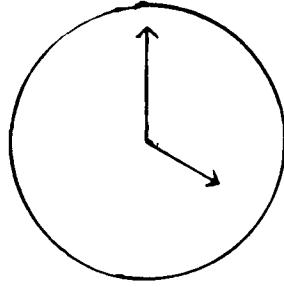
H.



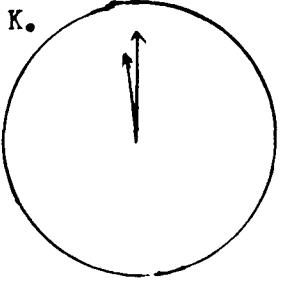
I.



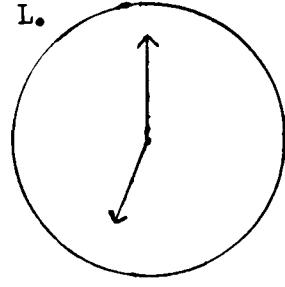
J.



K.



L.



Unit 103

1. Basic Dialogue. (continued)

Sangai

Kazi yenye we ni ngumu?

Is the work itself hard?

Wambua

afisi (N)

office

Hapana, ukiwa umeeelimika, unafanya
 kazi afisini. Lakini wengine
 wanafanya kazi ngumu.

No, if you are educated, you work in
 an office. But some do hard work.

bidhaa (N)

merchandise

kadhalika

etc.

Wanabeba bidhaa kama sabuni, mafuta
 ya taa, na kadhalika.

They carry merchandise like soap,
 kerosene, and so forth.

-paka

to apply

(-pakia)

(to pile up)

Wanazipakia katika motokaa.

They load them into a lorry.

Sangai

jasho (MA)

sweat

Kweli ni kazi ya jasho!

[That] is really sweaty work.

Wambua

mapumziko

place/time of resting

Lakini sote twapewa nguo bure, na
 chakula saa ya mapumziko.

But we all are given free clothing,
 and food during the rest hour.

Sangai

| | |
|--|--|
| bahasha (N) | envelope |
| karatasi (N) | paper |
| -omba | to request |
| Nitakwenda kununua bahasha na karatasi ya barua ya kuombea kazi kwenu. | I'm going to buy an envelope and letter paper for applying for work at your place! |

NotesA. The stem "ote 'all'.

As we have seen, the stem "ote takes a full set of class concords. It also takes prefixes for first person and second person plural:

| | |
|-------|---------|
| sote | we all |
| nyote | you all |

2.

A. Subjunctive with object prefixes.

| | | |
|---------|-------------------------------------|----------------------------------|
| bidhaa | Ziweke bidhaa karibu na mlango. | Put the goods near the door. |
| bahasha | Ziweke bahasha karibu na mlango. | Put the envelopes near the door. |
| jembe | Liweke jembe karibu na mlango. | Put the hoe near the door. |
| majembe | Yaweke majembe karibu na mlango. | Put the hoes near the door. |
| meza | Iweke meza karibu na mlango. | Put the table near the door. |

B. Relatives of me-tense and a-tense.

| | | |
|-----------|--|---|
| kuelimika | Wote walioelimika wafanya kazi afisini. | All those who are educated work in the office. |
|-----------|--|---|

| | | |
|-----------|--|---|
| kujuas | Wote wajuao kuandika na kusoma wafanya kazi afisini. | All those who know how to read and write work in the office. |
| kusema | Wote wasemao Kiingereza wafanya kazi afisini. | All those who speak English work in the office. |
| kujifunza | Wote waliojifunza Ulaya wafanya kazi afisini. | All those who studied in Europe work in the office. |
| kuhitimu | Wote walichitimu wafanya kazi afisini. | All those who qualified work in the office. |

C. Sote 'we all'.

| | | |
|----------------------------|-------------------|---------------------|
| kuchelewa | Tutachelewa sote. | We'll all be late. |
| kufurahi | Tutafurahi sote. | We'll all be happy. |
| kusaidia | kwenda | |
| D. <u>Nyote</u> 'you all'. | | |
| kuenda | Nendeni nyote. | All of you go. |
| kuja | Njooni nyote. | All of you come. |
| kungoja | kuanza | kuandika |

3.

A. Relative with 1 plu. s.p.

| | | |
|--------|---|--|
| kuwa | Sote tulikuwa kanisani. Sote tulickuwako tulipata homa kesho yake. | We all were in the church. All of us who were there got a fever the following day. |
| kuenda | Sote tulikwenda kanisani. Sote tulickwenda huko tulipata homa kesho yake. | We all went to church. All of us who went there got a fever the following day. |
| kula | Sote tulikula chakula kanisani. | We all ate food in the church. |

| | | |
|----------|--|---|
| | Sote tuliookula chakula huko tulipata homa kesho yake. | All of us who ate food there got a fever the following day. |
| kushinda | Sote tulishinda mjini. Sote tulioshinda huko tulipata homa kesho yake. | We all spent the day in town. All of us who spent the day there got a fever the following day. |
| | B. Relative with a plu. s.p. | |
| kuwa | Nyote mlikuwa shulenii. Nyote mliokuwako mlipata homa. | You all were in the school. All of you who were there got a fever. |
| kuenda | Nyote mlikwenda sokoni. Nyote mliokwenda huko mlipata homa. | You all went to market. All of you who went there got a fever. |
| kula | Nyote mlikula mjini. Nyote mliokula huko mlipata homa. | You all ate in town. All of you who ate there got a fever. |
| kushinda | Nyote mlishinda Morogoro. Nyote mlioshinda huko mlipata homa. | You all spent the day in Morogoro. All of you who spent the day there got a fever. |

Conversation Starters

1. A is looking for a good job. His friend B advises him.

Unit 104

1. Basic Dialogue. Rearranging the furniture.

Abasi

chumba (VI)

room

Chumba hiki kimejaa vyombo vingi
visivyo hitajiwa upesi.This room is full of furniture which
which will not be needed soon.

pambo (MA)

furniture, ornament

(better: fanicha, or vifaa vyaa nyumbani)Mutisya

Ni mapambo ya nyumba.

They are pieces of furniture for the
house.Abasi

Tafadhalii viondoe ukipata wakati.

Please remove them when you have time.

Mutisya

Nitaviweka wapi?

Where shall I put them?

Abasi

rafu (N)

shelf

dari (N)

upper floor

Chukua rafu na kabati ndani ya chumba
cha Hamisi, darini.Take the shelf and the cupboard into
Hamisi's room, upstairs.

kinanda (VI)

stringed instrument, gramophone

Kile kinanda, weka upande wa kitanda.

That musical instrument, put [it] by
the bed.

kufuli (N)

padlock

ufunguo (U-N)

key

-funga

to lock

-fungua

to unlock

Kisha, chukua kufuli na funguo hizi [When you] finish, take this padlock
 ufunge ili watoto wasiweze kufungua. and key and lock [the room] so that
 the children aren't able to unlock
 [it].

Notes

A. Negative relative present verbs.

visivyohitajiwa [things] which are not needed

The negative relative forms corresponding to the present tense have -si- in the slot between subject prefix and relative affix.

B. The 'reversive' suffix.

| | |
|----------|-----------|
| kufunga | to lock |
| kufungua | to unlock |

The 'reversive' suffix -u- is found in the word kufungua. Compare also kuva 'to don', kuvua 'to doff'.

2.

A. Object before the verb.

kitanda Kile kinanda, weka upande That (stringed) instrument, put it
 wa kitanda. beside the bed.

meza Kile kinanda, weka upande That (stringed) instrument, put it
 wa meza. beside the table.

mlango kiti jiko

B. pi 'which' followed by relative.

vyombo Vyombo vipi visivyohitajiwa Which dishes are not wanted now?
 sasa?

kikapu Kikapu kipi kisichohitajiwa Which basket is not wanted now?
 sasa?

| | | | | | | |
|----------------|---------------------------------------|--|---------|------|-------|------|
| birika | Birika lipi lisilohitajiwa sasa? | Which kettle is not wanted now? | | | | |
| magodoro | Magodoro yapi yasiyohitajiwa sasa? | Which mattresses are not wanted now? | | | | |
| wino | Wino upi usichitajiwa sasa? | Which ink is not wanted now? | | | | |
| mkasi | Mkasi upi usichitajiwa sasa? | Which pair of scissors is not wanted now? | | | | |
| mito | Mito ipi isiyohitajiwa sasa? | Which pillows are not wanted now? | | | | |
| sabuni | Sabuni ipi isiyohitajiwa sasa? | Which soap is not wanted now? | | | | |
| shuka (pl.) | Shuka zipi zisizohitajiwa sasa? | Which sheets are not wanted now? | | | | |
| vijiko | kitanda | godoro | mapanga | ubao | minea | pasi |
| nguo (pl.) | | | | | | |

C. Negative relative, present tense.

| | | |
|-----------|------------------------------------|---|
| kupiga | Wasiopiga kelele watapewa pesa. | Those who do not make noise will be given money. |
| kukimbia | Wasickimbia watapewa pesa. | Those who do not run will be given money. |
| kupewa | Wasiopewa livu watapewa pesa. | Those who are not given leave will be given money. |
| kusumbua | Wasiotusumbua watapewa pesa. | Those who do not bother us will be given money. |
| kuchelewa | Wasiochelewa watapewa pesa. | Those who are not late will be given money. |
| kucheza | Wasiocheza watapewa pesa. | Those who do not play will be given money. |

kulima Wasiclima njugu watapewa
 fedha na serikali.

Those who do not grow peanuts
will be given money by the
government.

3.

A. The reversive stem -vua.

kofia Vaa kofia hii.
 Usiivue mpaka adhuhuri.

Put on this hat.
Don't take it off till noon.

suruali Vaa suruali hii.
 Usiivue mpaka adhuhuri.

Put on these trousers.
Don't take them off till noon.

nguo Vaa nguo hizi.
 Usizivue mpaka adhuhuri.

Put on these clothes.
Don't take them off till noon.

shati Vaa mashati haya.
 Usiyavue mpaka adhuhuri.

Put on these shirts.
Don't take them off till noon.

B.

kofia Vua kofia ile!
 Ni yangu. Kwa nini uliivaa?

Take off that hat!
It's mine. Why did you put it
on?

suruali Vua suruali ile!
 Ni yangu. Kwa nini uliivaa?

Take off those trousers!
They're mine. Why did you put
them on?

nguo Vua nguo ile.
 Ni yangu. Kwa nini
 uliivaa?

Take off that cloth!
It's mine. Why did you put it
on?

shati Vua shati lile.
 Ni langu. Kwa nini
 ulilivaa?

Take off that shirt!
It's mine. Why did you put it
on?

Unit 105

1. Basic Dialogue. Planning a trip by car.

Butler

Nataka kwenda Bagamoyo kwa motokaa. I want to go to Bagamoyo by car.

Je, njia ni nzuri? Is the road good?

Hamisi

Njia ni nzuri, lakini si sana. The road is good, but not very good.

Butler

Kwa nini? Why?

Hamisi

daraja (MA) bridge

Kwa sababu juzi ilinyesha mvua kubwa, Because the day before yesterday
na daraja moja limevunjika. there was a big rain, and one
bridge was washed out.Butler

Sasa nitafikaje Bagamoyo? Now how shall I get to Bagamoyo?

Hamisi

gogo (MA) log

Utaweza kufika kwa sababu watu You will be able to get there because
wameweka magogo, na motokaa inaweza they've put logs [there], and a car
kupita hapo polepole. can cross there [by going] very
slowly.

2.

A. N-class forms of some adjectives.

"zuri Njia hiyo ilikuwa nzuri. That road was good.

| | | |
|--------|--------------------------|---------------------|
| "refu | Njia hiyo ilikuwa ndefu. | That road was long. |
| "kubwa | Njia hiyo ilikuwa kubwa. | That road was big. |
| "pya | Njia hiyo ilikuwa mpya. | That road was new. |

B. LI-class forms of some adjectives.

| | | |
|--------|-----------------------------|------------------------------|
| "zuri | Bakuli hilo lilikuwa zuri. | That bowl was good. |
| "bovu | Bakuli hilo lilikuwa bovu. | That bowl was unfit for use. |
| "kubwa | Bakuli hilo lilikuwa kubwa. | That bowl was large. |
| "pya | Bakuli hilo lilikuwa jipyा. | That bowl was new. |
| "chafu | Bakuli hilo lilikuwa chafu. | That bowl was dirty. |
| "eusи | Bakuli hilo lilikuwa jeusi. | That bowl was black. |
| "zito | Bakuli hilo lilikuwa zito. | That bowl was heavy. |

C. M-class forms of some adjectives.

| | | |
|--------|-------------------------|---------------------------------|
| "zuri | Mto huo ulikuwa mzuri. | That pillow was good. |
| "kubwa | Mto huo ulikuwa mkubwa. | That pillow was big. |
| "bovu | Mto huo ulikuwa mbovu. | That pillow was in a bad shape. |
| "pya | Mto huo ulikuwa mpya. | That pillow was new. |
| "chafu | Mto huo ulikuwa mchafu. | That pillow was dirty. |
| safi | Mto huo ulikuwa safi. | That pillow was clean. |
| "eupe | Mto huo ulikuwa mweupe. | That pillow was white. |

D. MI-class forms of some adjectives.

| | | |
|--------|----------------------------|----------------------------------|
| "zuri | Mito hiyo ilikuwa mizuri. | Those pillows were good. |
| "bovu | Mito hiyo ilikuwa mibovu. | Those pillows were in bad shape. |
| "pya | Mito hiyo ilikuwa mipya. | Those pillows were new. |
| "chafu | Mito hiyo ilikuwa michafu. | Those pillows were dirty. |
| "eupe | Mito hiyo ilikuwa myeupe. | Those pillows were white. |

E. U-class forms of some adjectives.

| | | |
|--------|---------------------------|------------------------|
| "zuri | Uba o huo ulikuwa mzuri. | That board was good. |
| "zito | Uba o huo ulikuwa mzito. | That board was heavy. |
| "bovu | Uba o huo ulikuwa mbovu. | That board was rotten. |
| "pya | Uba o huo ulikuwa mpya. | That board was new. |
| "eus i | Uba o huo ulikuwa mweusi. | That board was black. |

3.

A. Switching tense.

| | | |
|---------|------------------------------|---|
| ↓ | Watu wameweka magogo. | People have put logs in place. |
| kesho | Watu wataweka magogo kesho. | People will put logs in place tomorrow. |
| sasa | Watu wanaweka magogo sasa. | People are putting logs in place now. |
| jana | Watu waliweka magogo jana. | People put logs in place yesterday. |
| bado | Watu hawajaweka magogo bado. | People haven't put longs in place yet. |
| waambie | Waambie watu waweke magogo. | Tell people to put logs in place. |

B. Switching tenses.

| | | |
|--------|---------------------------------|--------------------------------------|
| ↓ | Atafika Bagamoyo kesho. | He will arrive at Bagamoyo tomorrow. |
| jana | Alifika Bagamoyo jana. | He arrived at Bagamoyo yesterday. |
| tayari | Amekwisha fika Bagamoyo tayari. | He has arrived at Bagamoyo already. |
| bado | Hajafika Bagamoyo bado. | He hasn't arrived at Bagamoyo yet. |

| | | |
|-----------------------------|-------------------------------------|--|
| jana | Hakufika Bagamoyo jana. | He didn't arrive at Bagamoyo yesterday. |
| C. Switching tenses. | | |
| sasa | Anajaza chumba mapambo sasa. | He is filling the room with furniture now. |
| jana | Alijaza chumba mapambo jana. | He filled the room with furniture yesterday. |
| wapi | Aliyejaza chumba mapambo yuko wapi? | Where is the one who filled the room with furniture? |
| sasa | Anayejaza chumba mapambo yuko wapi? | Where is the one who is filling the room with furniture? |

Unit 106

1. Basic Dialogue (continued)

Butler

Je, mbele hakuna hatari nyingine? Say, is there any danger ahead?

Hamisi**ajabu (N)**

a surprise

Sijui, lakini si ajabu daraja la I don't know, but I wouldn't be

Mapinga pia limeharibika.surprised if the Mapinga bridge
is out as well.Butler

Naweza kupata mtu mmoja wa kufuatana Can I get someone to go along with
me? ('one person to travel with

naye?

him')

Hamisi**iwapo**

in case, if

shida (N)

difficulty

Ndiyo. Mimi mwenyewe nitaweza

Yes, I myself will be able to go

kufuatana nawe na kukusaidia

with you and help you if you meet

iwapo utapatwa na shida.

difficulty.

Butler**Vema. Asante sana.**

Good! Thanks a lot!

Hamisi**hali (N)**

condition

Kabla ya kuondoka inafaa uangalie
kama gari limo katika hali
nzuri.

Before leaving it's a good thing for
you to check whether the car is in
good shape.

Butler

Bila shaka, hata petroli nitaangalia
pia.

By all means. I'll also see to the
petrol.

2.

A. Si ajabu...

kuharibu Si ajabu gari lake
limeharibika.

It's no wonder his vehicle is
broken down.

kutengeneza Si ajabu gari lake
limetengenezwa.

It's no wonder his vehicle is
repaired.

kuuza Si ajabu gari lake
limeuzwa.

It's no wonder his vehicle is sold.

hali Si ajabu gari lake limo
katika hali nzuri.

It's no wonder his vehicle is in
good condition.

B. "enyewe.

mimi Mimi mwenyewe nitakwenda
nawe.

I myself will go with you.

yeye Yeye mwenyewe atakwenda
nawe.

He himself will go with you.

sisi Sisi wenyewe tutakwenda
nawe.

We ourselves will go with you.

wao Wao wenyewe watakwenda
nawe.

They themselves will go with you.

C. na with personal pronouns.

sisi Baba mwenyewe atafuatana
nasi.

Father himself will go along with
us.

| | | |
|-------|------------------------------------|--|
| wewe | Baba mwenyewe atafuatana nawe. | Father himself will go along with us. |
| yeye | Baba mwenyewe atafuatana naye. | Father himself will go along with her. |
| ninyi | Baba mwenyewe atafuatana nanyi. | Father himself will go along with you (pl). |
| wao | Baba mwenyewe atafuatana nao. | Father himself will go along with them. |
| mimi | Baba mwenyewe atafuatana nami. | Father himself will go along with me. |

3.

A. Switching tenses.

| | | |
|--------|----------------------------|---|
| ↓ | Mbele naona magari. | I see vehicles ahead. |
| jana | Mbele niliona magari jana. | I saw vehicles ahead yesterday. |
| hapana | Mbele sikuona magari jana. | I didn't see vehicles ahead yesterday. |
| bado | Mbele sijaona magari bado. | I haven't seen any vehicles ahead yet. |

B. Questions included in a larger sentence.

| | | |
|---------|--|--|
| gari | Gari limo katika hali nzuri? Inafaa uangalie kama gari limo katika hali nzuri. | Is the vehicle in good condition? You'd better check whether the vehicle is in good condition. |
| vifungo | Vifungo vimo sandukuni? Inafaa uangalie kama vifungo vimo sandukuni. | Are the buttons in the box? You'd better check if the buttons are in the box. |
| hatari | Kuna hatari nydingine mbele? | Is there other danger ahead? |
| miiba | Kuna miiba mingi njiani? | Are there many thorns on the road? |

Unit 107

1. Basic Dialogue. In a shoe store.

Patel

Karibu, bwana.

Come in, sir!

Je, unataka viatu vya aina gani?

What kind of shoes do you want?

Butler

Ngoja niangalie kwanza.

Wait and let me look first.

Je, mna viatu vya Bata?

Do you have Bata shoes?

Patel

Oh, ndiyo, tunavyo katika rangi

Oh yes, we have them in two colors:

mbili: nyeusi na nyekundu.

black and brown.

Unataka vipi, basi?

Which do you want?

Butler

hebu

'well, then!'

mwundo (M)

shape, form

chini (N)

below, under

Hebu nione mwundo huo chini ya

Well, then, let me see that style

viate vyeekundu; pia mwundo huu

under the brown shoes; also this

hapa.

style here.

Patel

Nitakuonyesha, bwana!

I'll show [them] to you, sir!

2.

A. Chini

kucheza Watoto wanacheza chini.

The children are playing on the ground.

| | | |
|---|---------------------------------------|---|
| kuanguka | Mkasi umeanguka chini. | A pair of scissors has fallen down. |
| kuangusha | Hamisi aliangusha sabuni chini. | Hamisi dropped soap on the ground. |
| kiko | Kikapu kiko chini. | The basket is on the ground. |
| B. Negative relative, present tense. | | |
| shati | Nataka shati lisiloraruka upesi. | I want a shirt that doesn't get torn easily. |
| mashati | Nataka mashati yasiyoraruka upesi. | I want shirts that don't get torn easily. |
| suruali | Nataka suruali isiyoraruka upesi. | I want trousers that don't get torn easily. |
| nguo | Nataka nguo isiyoraruka upesi. | I want a dress that doesn't get torn easily. |
| chandalua | Nataka chandalua kisichoraruka upesi. | I want a mosquito net that doesn't get torn easily. |
| vyandalua | Nataka vyandalua visivyoraruka upesi. | I want mosquito nets that don't get torn easily. |

3.

A. Switching tenses.

| | | |
|-------|-----------------------------------|------------------------------------|
| ↓ | Tunavyo katika rangi tatu. | We have them in three colors. |
| jana | Tulikuwa navyo katika rangi tatu. | We had them in three colors. |
| kesho | Tutakuwa navyo katika rangi tatu. | We will have them in three colors. |
| sasa | Tunavyo katika rangi tatu. | We have them in three colors. |

B. Switching tenses.

| | | |
|--------|-----------------------------|------------------------------|
| ↓ | Wana viatu vya Bata. | They have Bata' shoes. |
| kesho | Watakuwa na viatu vya Bata. | They will have Bata shoes. |
| jana | Walikuwa na viatu vya Bata. | They had Bata shoes. |
| hapana | Hawakuwa na viatu vya Bata. | They didn't have Bata shoes. |

C. Switching tenses.

| | | |
|--------|---------------------------------------|---|
| ↓ | Mariamu anataka viatu vyekundu. | Mariamu wants brown shoes. |
| kesho | Mariamu atataka viatu vyekundu kesho. | Mariamu will want brown shoes tomorrow. |
| hapana | Mariamu hatataka viatu vyekundu. | Mariamu will not want brown shoes. |
| jana | Mariamu hakutaka viatu vyekundu. | Mariamu did not want brown shoes. |

D. Switching tenses.

| | | |
|-------|---|--|
| ↓ | Sanduku hili limejaa viatu. | This box is full of shoes. |
| jana | Sanduku hili lilikuwa limejaa viatu jana. | This box was full of shoes yesterday. |
| kesho | Sanduku hili litakuwa limejaa viatu kesho. | This box will be full of shoes tomorrow. |
| sasa | Sanduku hili limejaa viatu sasa. | This box is full of shoes now. |
| wapi? | Sanduku lililokuwa limejaa viatu liko wapi? | Where is the box that was full of shoes? |

Conversation Starters

1. A and B discuss preparations for a cross-country trip.
2. Improvise several conversations beginning with the question 'Utafanya nini kesho?'

Unit 108

1. Basic Dialogue (continued)

Butler

jozi (N)

pair

soli

sole

~embamba

narrow, delicate, thin

Bei gani jozi hii yenye soli
 nyembamba?

How much [is] this pair with thin
 soles?

Patel

Shilingi thelathini na tisa tu.

Only 39 shillings.

Butler

Na hii jozi nyingine?

And this other pair?

Patel

kuliko

where there is, than

Hii ni shilingi arobaini na sita,
 bwana, kwa sababu jozi hii ni
 nzuri zaidi kuliko hii.

These are 46 shillings, sir, because
 this style is more attractive than
 this [other].

Butler

mno

much

Lakini, bwana, bei yake ni ghali mno. But sir, their price is very high.

Patel

hafifu

poor in quality

bora

best

Ndiyo. Unajua, kitu bora siku zote
ni ghali zaidi kuliko kitu hafifu.

Yes, you know the best (thing) is
always more expensive than the
low-quality stuff.

2.

A. Kinds of soles.

"embamba Nataka viatu vyenye soli
nyembamba.

I want the shoes with thin soles.

"gumu Nataka viatu vyenye soli
ngumu.

I want the shoes with hard soles.

laini Nataka viatu vyenye soli
laini.

I want the shoes with soft soles.

"zito Nataka viatu vyenye soli
nzito.

I want the shoes with heavy soles.

mpira Nataka viatu vyenye soli
ya mpira.

I want the shoes with rubber soles.

ngozi Nataka viatu vyenye soli
ya ngozi.

I want the shoes with leather soles.

B. Comparisons with kuliko.

mzigo Mzigo huu ni mzito kuliko
huu.

This load is heavier than that.

mizigo Mizigo hii ni mizito kuliko
hii.

These loads are heavier than those.

kikapu Kikapu hiki ni kizito.
kuliko hiki.

This basket is heavier than this.

vikapu Vikapu hivi ni vizito
kuliko hivi.

These baskets are heavier than these.

gogo Gogo hili ni zito kuliko
hili.

This log is heavier than this.

| | | |
|--------|---------------------------------------|------------------------------------|
| magogo | Magogo haya ni mazito kuliko haya. | These logs are heavier than these. |
| ndege | Ndege huyu ni mazito kuliko huyu. | This bird is heavier than this. |
| meza | Meza hii ni nzito kuliko hii. | This table is heavier than this. |
| ubao | Ubao huu ni mazito kuliko huu. | This board is heavier than this. |

C. Comparison with zaidi kuliko.

| | | |
|------|---|--------------------------------------|
| mimi | Juma asema Kiswahili vizuri zaidi kuliko mimi. | Juma speaks Swahili better than I. |
| wewe | Juma asema Kiswahili vizuri zaidi kuliko wewe. | Juma speaks Swahili better than you. |

Daudi sisi ninyi wengine

3.

A. Switching tenses.

| | | |
|-------------------|---|--|
| ↓ | Bei ya viatu ni ghali mmo. | The price of shoes is exceedingly high. |
| mwaka ujao | Bei ya viatu itakuwa ghali mmo mwaka ujao. | The price of shoes will be exceedingly high next year. |
| mwaka uliopita | Bei ya viatu ilikuwa ghali mmo mwaka uliopita. | The price of shoes was exceedingly high last year. |
| hapana | Bei ya viatu haikuwa ghali mwaka uliopita. | The price of shoes was not exceedingly high last year. |

B. Switching tenses.

| | | |
|---------------|--|--|
| ↓ | Niko katika darasa la tano. | I am in the fifth grade. |
| mwaka ujao | Mwaka ujao, nitakuwa katika darasa la tano. | Next year, I will be in the fifth grade. |

mwaka Mwaka uliopita, nilikuwa Last year, I was in the fifth grade.
 uliopita katika darasa la tano.

bado Bado sijawa katika darasa I'm not in the fifth grade yet.
 la tano.

C. Switching tenses.

| | | |
|----------|--|---------------------------------|
| ↓ | Alikuwa Mbeya. | He was at Mbeya. |
| ni nani | Ni nani aliyekuwa Mbeya? | Who was at Mbeya? |
| ujao | Ni nani atakayekuwa Mbeya mwaka ujao? | Who will be at Mbeya next year? |
| uliopita | Ni nani aliyekuwa Mbeya mwaka uliopita? | Who was at Mbeya last year? |
| sasa | Ni nani aliye Mbeya sasa? | Who is at Mbeya now? |

Unit 109

1. Basic Dialogue (continued)

Butler

Hivi hapa je?

What about these here?

Patel

sawa

like

Bei ya viatu hivi ni sawa na bei ya The price of these shoes is the same
 jozi hii. as the price of those.

Butler

Hivi si ghali kama vile! Unavyo These are not so expensive as those.
 vyeusi?

Do you have them [in] black?

Patel

Ndiyo.

Yes [we have]!

Butler

Aha, hivyo ndivyo viatu nivitakavyo! Aha! These are the shoes that I want.
 Lakini, nipunguzie bei kidogo bwana. But reduce the price a little for me,
 sir.

Patel

Tuna bei moja tu; hatupunguzi wala We have only one price; we don't
 hatuzidishi.

lower or increase [our prices].

Butler

Haidhuru! Nipatie kwa bei hiyo hiyo. No matter. Give it to me at that
 price.

Patel

Vyema!

Fine!

NotesA. The negative word wala.

hatupunguzi wala hatuzidishi we neither lower nor raise [prices]

The word wala between two negative verbs corresponds to English 'neither ...nor...'

2.

A. ndi() plus noun plus relative of a-tense.

| | | |
|----------|---------------------------------------|---------------------------------------|
| viatu | Hivyo ndivyo viatu nivitakavyo! | Those are the shoes that I want. |
| kitambaa | Hicho ndicho kitambaa nikitakacho! | That is the handkerchief that I want. |
| mfuko | Huo ndio mfuko niutakao! | That is the bag that I want. |
| mifuko | Hiyo ndiyo mifuko niitakayo! | Those are the bags that I want. |
| panga | Hilo ndilo panga nilitakalo! | That's the panga that I want. |
| mapanga | Hayo ndiyo mapanga niyatakayo! | Those are the pangas that I want. |
| sabuni | Hiyo ndiyo sabuni niitakayo! | That's the soap that I want. |
| shuka | Hiyo ndiyo shuka niitakayo! | That's the sheet that I want. |
| wino | Huo ndio wino niutakao! | That's the ink that I want. |

B. ndi () plus noun plus relative of a-tense.

| | | |
|---------|--------------------------------------|-------------------------------------|
| vifungo | Hivi ndivyo vifungo tuvipendavyo. | These are the buttons that we like. |
| kitabu | Hiki ndicho kitabu tukipendacho. | This is the book that we like. |
| mpango | Huu ndio mpango tuupendao. | This is the plan that we like. |

| | | |
|---------|------------------------------------|------------------------------------|
| mahali | Hapa ndipo mahali tupapendapo. | This is the place that we like. |
| godoro | Hili ndilo godoro tulipendalo. | This is the mattress that we like. |
| matunda | Haya ndiyo matunda tuyapendayo. | This is the fruit that we like. |
| urefu | Huu ndio urefu tuupendao. | This is the length that we like. |
| mbegu | Hizi ndizo mbegu tuzipendazo. | These are the seeds that we like. |
| shuka | Hii ndiyo shuka tuipendayo. | This is the sheet that we like. |

3.

A. wala

| | | |
|-----------|--|---|
| kupunguza | Wanapunguza bei? Hawapunguzi wala hawazidishi. | Do they reduce the price? They neither lower nor increase. |
| kuuza | Wanauzu maharagwe? Hawaazi wala hawanunui. | Do they sell beans? They neither sell nor buy. |
| kwenda | Wanakwenda? Hawaendi wala hawaji. | Do they go? They don't go nor come. |
| kulima | Wanalima? Hawalimi wala hawpalilii. | Do they cultivate? They don't cultivate nor weed. |

B. Switching tenses.

| | | | |
|-------------------|---|---|--|
| | ↓ | Wamezidisha nauli ya gari la moshi. | They have increased the train fare. |
| mwezi uliopita | | Walizidisha nauli ya gari la moshi mwezi uliopita. | They increased the train fare last month. |
| ujao | | Watazidisha nauli ya gari la moshi mwezi ujao. | They will increase the train fare next month. |

| | | |
|-------------------------------|---|--|
| hapana | Hawatazidisha nauli ya gari la moshi mwezi ujao. | They will not increase the train fare next month. |
| bado | Bado hawajazidisha nauli ya gari la moshi. | They haven't yet increased the train fare. |
| C. Adjective antonyms. | | |
| ghali | Viatu hivi ni ghali kama vile? | Are these shoes just as expensive as those? |
| | Hapana, vile ni rahisi zaidi kuliko hivi. | No, those are cheaper than these. |
| "gumu | Viatu hivi ni vigumu kama vile? | Are these shoes just as tough as those? |
| | Hapana, vile ni laini zaidi kuliko hivi. | No, those are softer than these. |
| "zuri | Viatu hivi ni vizuri kama vile? | Are these shoes just as beautiful as those? |
| | Hapana, vile ni vibaya zaidi kuliko hivi. | No, those are uglier than these. |
| "chafu | Viatu hivi ni vichafu kama vile? | Are these shoes just as dirty as those? |
| | Hapana, vile ni safi zaidi kuliko hivi. | No, those are cleaner than these. |
| "zito | Viatu hivi ni vizito kama vile? | Are these shoes just as heavy as those? |
| | Hapana, vile ni vyepesi zaidi kuliko hivi. | No, those are lighter than these. |

Conversation Starters

1. Buy a pair of shoes or a hat. Discuss the price, and also the qualities of the merchandise.

Unit 110

1. Basic Dialogue. I live in the country.

Abasi

Bwana Mirambo, siku hizi unaishi
wapi? (Mr.) Mirambo, where are you living
these days?

Mirambo

Ninaishi shamba, bwana. I'm living on a farm (sir).

Abasi

Nyumba yako iko mahali gani huko
shamba? Where is your house there on the
farm?

Mirambo

m̄lima (MI) mountain
m̄paka (MI) boundary
kati between, among
Ikiwa watoka m̄jini, iko chini ya If you leave the city, it is below the
m̄lima kati ya m̄paka wa jimbo letu mountain between the boundary of our
na lenu. province and yours.

Abasi

nyuma (N) after, on far side of
mwitu (MI) forest
m̄to (MI) river
Nyuma ya m̄lima huo kuna mwitu na On the far side of that mountain are
m̄to vile vile? there also a forest and a river?

Mirambo

Hasa! Right!

2.

A. Kati

| | | |
|--------|--|--|
| nyumba | Mpaka uko kati ya nyumba yetu na yao. | The boundary is between our house and theirs. |
| shamba | Mpaka uko kati ya shamba letu na lao. | The boundary is between our shamba and theirs. |
| kijiji | Mpaka uko kati ya kijiji chetu na chao. | The boundary is between our village and theirs. |
| m̄ji | Mpaka uko kati ya m̄ji wetu na wao. | The boundary is between our town and theirs. |

3.

A. Relative forms, past tense, agreeing with object of verb.

| | | |
|----------|--|--|
| pombe | Alikunywa pombe. Pombe aliyoinywa ilikuwa mbaya. | He drank beer. The beer that he drank was bad. |
| maji | Alikunywa maji. Maji aliyooyanywa yalikuwa mabaya. | He drank water. The water that he drank was bad. |
| chai | Alikunywa chai. Chai aliyoonywa ilikuwa mbaya. | He drank tea. The tea that he drank was bad. |
| maziwa | Alikunywa maziwa. Maziwa aliyooyanywa yalikuwa mabaya. | He drank milk. The milk that he drank was bad. |
| kinywaji | Alikunywa kinywaji. Kinywaji alichokinywa kilikuwa kibaya. | He took a beverage. The beverage he took was bad. |
| uji | Alikunywa uji. Uji aliounywa ulikuwa mbaya. | He drank gruel. The gruel that he drank was bad. |

B. Relative past, agreeing with object of verb.

| | | |
|--------|---|---|
| kisu | Alinunua kisu jana. Leo amejiumiza kwa kisu alichokinunua jana. | He bought a knife yesterday. Today, he hurt himself with the knife which he bought yesterday. |
| panga | Alinunua panga jana. Leo amejiumiza kwa panga alilolinunua jana. | He bought a panga yesterday. He hurt himself with the panga which he bought yesterday. |
| jembe | Alinunua jembe jana. Leo amejiumiza kwa jembe alilolinunua jana. | He bought a hoe yesterday. He hurt himself today with the hoe which he bought yesterday. |
| uma | Alinunua uma jana. Leo amejiumiza kwa uma alioununua jana. | He bought a fork yesterday. He hurt himself with the fork which he bought yesterday. |
| kalamu | Alinunua kalamu jana. Leo amejiumiza kwa kalamu aliyoinunua jana. | He bought a pen yesterday. He hurt himself with the pen which he bought yesterday. |

READING SELECTION VI

Chama cha Wafanyi Kazi

Kama tunavyojuwa, wafanyi kazi hunung'unika katika kazi zao. Pengine wanunung'unika kwa ajili ya mshahara au pengine juu ya saa za kazi. Wakipeleka au wakituma mashtaka kwa bwana mkubwa wao, kwa kawaida mjumbe huwa taabuni.

Katika miaka kumi au kumi na mitano iliyopita, wafanyi kazi wa Kenya walijiunga katika vyama mbali mbali. Madereva wote walianzisha chama chao. Wapishi, waalimu, wapagazi, na kadhalika, wote walifanya vyama vyao. Waliwachagua viongozi wao wenyewe, kama vile, mwenzeye kiti, mwandishi mkuu, na mweka hazina.

Walichanga pesa hata wakajenga afisi zao wenyewe--mahali pa kukutania. Wanachama wa vyama hivi mbali mbali walikusanyika wakachagua mkubwa wao, ambaye ndiye aliyekuwa mtu wa kuwaongoza wakati wanapogoma.

Pakiwa na mabishano juu ya mshahara kati ya wafanyi kazi na wakuu wa kazi, yule mkubwa wao humwendea mkuu wa kazi na kuwasemea wafanya kazi wote.

Sasa tunacho chama kikubwa sana cha wafanyi kazi wa kila aina katika nchi ya Kenya.

Maswali

1. Wafanyi kazi hunung'unika juu ya vitu gani?

2. Ukitaka mshahara zaidi utamwambia nani?

3. Wajumbe wako taabuni? Ndiyo, wakubwa wa kazi hawawapendi wajumbe.

4. Tangu lini wafanyi kazi wa Kenya wakajiunga pamoja?

5. Walijiungaje? Walifanya vyama mbali mbali.

Majibu

Juu ya mshahara au juu ya saa za kazi.

Utamwambia mwenzeye kazi.

Ndiyo, wakubwa wa kazi hawawapendi wajumbe.

Tangu miaka kumi hivi iliyopita.

6. Ni watu gani waliofanya vyama? Watu kama, madereva, wapishi,
makarani na kadhalika.
7. Walichanga pesa za nini? Za kujengea afisi na vyombo vya
kuandikia.
8. Wanao wakubwa wao? Ndiyo, waliwachagua viongozi wao.
9. Wafanyi kazi wasipopata maongezo Wanagoma.
ya mshahara wanafanya je?
10. Kwa muda gani? Mpaka viongozi watulize
manung'uniko.
11. Wafanyi kazi wa Amerika hugoma? Ndiyo.
12. Nani mkubwa wa Idara ya Kazi Bwana _____.
katika Amerika?

Vocabulary

| | |
|--------------------|-------------------------|
| (ma)bishano (MA) | dispute, quarrel |
| -chagua | to choose, elect |
| chama (VI) | club, union, party |
| -changa | to collect |
| -goma | to strike (work) |
| -jenga | to build |
| kiongozi (VI pers) | leader |
| -kusanyika | to be gathered together |
| -ongoza | to lead |
| (ma)shtaka (MA) | accusation, complaint |
| taabu (N) | trouble, distress |

Unit 111

1. Basic Dialogue (continued)

Abasi

Napajua mahali hapo!

I know that place!

Mirambo

zamani

time, ancient times

ovyo

at random, carelessly

ardhi (N)

soil

Zamani, pale palikuwa pa ovyo, ingawa In early times, that place was a mess,
 ardhi yake ilikuwa nzuri. even though the soil was good.

Abasi

ajili (N)

cause, reason, sake

akili (N)

ability, intelligence

~erevu

shrewd, clever

Sasa bwana ni pazuri kabisa, kwa

Now, it's quite lovely, because of

ajili ya akili na werevu wa

the intelligence and cleverness of

wenyeji wa pale.

the inhabitants of the place.

Mirambo

Wamefanya nini?

What have they done?

Abasi

~vivu

lazy

wivu

jealousy, envy

Unajua, wao si wavivu, pia hawana
 wivu.

You know, they are not lazy, nor are
 they envious.

fitina (N) discord

heshma (N) respect

Ingawa wana fitina, wanayo heshima. Although they have discords yet they respect one another.

Abasi

Hali ya hewa, je? How is the weather?

Mirambo

baridi (N) coldness

ila except, unless, but

barafu (N) ice

Huko kuna baridi, ila mlimani There it is cold, but there is no
hakuna barafu. frost in the mountains.

Notes

A. Further examples of pa concords.

Pale palikuwa pa ovyo.

Napajua mahali hapo.

Note the example of pa-class concords in these sentences.

B. Concessive verb forms with -nge-.

Ingawa wana fitina, Although they have discord,
wanayo heshima. they have respect [for one another].

Kama ningekuwa na maji ya If I had hot water, I would
moto, ningesafisha vyombo. wash the dishes.

Kama ningejua, ningemwambia. If I knew, I would tell him.

The prefix -nge- occurs between the subject and object prefixes. Its meaning, however, is not related primarily to time, but to the fact that the

condition described by the verb is not realized. Verb forms with this prefix thus correspond to English phrases beginning with although, even though, etc.

Negative counterparts of the above forms may be formed with the prefix -si-:

Kama nisingejua ...

If I didn't know ...

[but I do know].

C. Concessive forms with -ngali-.

Kama ningalikuwa na maji ya
moto, ningalisafisha vyombo.

If I had had hot water, I would
have washed the dishes.

Kama nisingalijua...

If I had not known ... [but I
did know].

Parallel to the affirmative and negative forms with -nge-, there exists a set of forms with -ngali-. The latter set of forms are supposed to refer to contrary-to-fact condition in the past, while the -nge- forms are supposed to be used only for contrary-to-fact condition in the present. It is recommended that the student observe this distinction, which is a part of Standard Swahili, even though Ashton (p. 187) states that 'in actual practice there is considerable laxity in the use of -nge- and -ngali-', and Perrott (p. 53) goes further, saying that 'in actual practice, few natives make this distinction consistently; they are as uncertain about the use of -nge- and -ngali- as many English people are about the use of should and would'.

2.

A. heshima kwa

wazazi Inafaa kuwa na heshima
 kwa wazazi wetu.

It's proper to show respect to
our parents.

yeye Inafaa kuwa na heshima kwake.

It's proper to show respect to him.

serikali Inafaa kuwa na heshima kwa
 serikali yetu.

It's proper to show respect to our
government.

walimu Inafaa kuwa na heshima kwa
 walimu wetu.

It's proper to show respect to our
teachers.

kanisa **Inafaa kuwa na heshima kwa** **It's proper to show respect to**
 wakuu wa kanisa. **the church elders.**

B. fitina na.

| | | |
|----------|---|---|
| mimi | Juma alikuwa na fitina nami. | Juma had a quarrel with me. |
| wewe | Juma alikuwa na fitina naye. | Juma had a quarrel with him. |
| mama | Juma alikuwa na fitina na mama yake. | Juma had a quarrel with his mother. |
| mbchumba | Juma alikuwa na fitina na mbchumba wake. | Juma had a quarrel with his fiancée. |

C. wivu juu ya

| | | |
|----------|---|--|
| mimi | Hasani alikuwa na wivu juu yangu. | Hasani was jealous of me. |
| sisi | Hasani alikuwa na wivu juu yetu. | Hasani was jealous of us. |
| nyumba | Hasani alikuwa na wivu juu ya nyumba yetu. | Hasani was jealous of our house. |
| mbchumba | Hasani alikuwa na wivu juu ya mbchumba wa rafiki yake. | Hasani was jealous of his friend's girl friend. |
| motokaa | Hasani alikuwa na wivu juu ya motokaa ya rafiki yake. | Hasani was jealous of his friend's car. |

D. ila

| | | |
|---------------|--|---|
| -ita | Nimewaita watoto wote ila Daudi. | I have called all the children except Daudi. |
| -saida | Nimewasaidia watoto wote ila Daudi. | I have helped all of them except Daudi. |
| -ona | -piga | |

A. ingawa.

| | | |
|--------|---|---|
| werevu | Haruni ana werevu m̄kubwa. Ingawa Haruni ana werevu m̄kubwa, hawezi kusoma. | Haruni has great shrewdness. Though Haruni has great shrewdness, he can't read. |
| chai | Haruni anywa chai nyingi. Ingawa Haruni anywa chai ningi, hanywi kahawa. | Haruni drinks a lot of tea. Though Haruni drinks lots of tea, he doesn't drink coffee. |
| maembe | Haruni apenda sana maembe. Ingawa Haruni apenda maembe sana, hawezi kuyala. | Haruni likes mangoes very much. Though Haruni likes mangoes very much, he can't eat them. |
| kuenea | Shati hili halinienei. Ingawa shati hili halinienei, nitalinunua. | This shirt does not fit me. Though this shirt doesn't fit me I will buy it. |

B. yu.

| | | |
|-------------|--|---|
| kulima | Juma alima vizuri sana. Yu mwerevu kwa kulima. | Juma cultivates very well. He is clever in cultivating. |
| kuotesha | Juma aotesha vitunguu vizuri sana. Yu hodari kwa kuotesha vitunguu. | Juma grows very good onions. He is clever in growing onions. |
| kupanda | Juma apanda viazi vizuri sana. | Juma plants very good potatoes. |
| kutengeneza | Juma atengeneza baiskeli vizuri sana. | Juma repairs bicycles very well. |

C. The -nge tense.

| | | |
|-----------|---|---|
| kusafisha | Kama ningekuwa na maji ya moto, ningesafisha vyombo. | If I had hot water, I would wash the dishes. |
| kufua | Kama ningekuwa na maji ya moto, ningefua nguo zangu. | If I had hot water, I would wash my clothes. |

kutengeneza Kama ningekuwa na maji ya moto, ningetengeneza kahawa. If I had hot water, I would make coffee.

D. The -ngali tense.

| | | |
|------|---|---|
| mimi | Sikujuwa kuwa utakuja jana. | I didn't know that you would come yesterday. |
| | Kama ningalijua kuwa utakuja, nisingaliondoka nyumbani. | If I had known that you were coming, I would not have left the house. |
| wewe | Hukuja jana. | You didn't come yesterday. |
| | Kama ungalikuja, nisingaliondoka nyumbani. | If you had come, I would not have left the house. |
| mvua | Mvua haikunyesha jana. | The rain didn't fall yesterday. |
| | Kama ingalinyesha, nisingaliondoka nyumbani. | If it had rained, I would not have left the house. |

Conversation Starters

1. A and B discuss a mountainous area that A has visited recently.
2. Talk about the topography and climate of an area where you have lived for some time.

Unit 112

1. Basic Dialogue. You'd better not go hunting without a license.

Abasi

Mnafanya kazi gani huko shamba? What kind of work do you do there on
the farm?

Mirambo

| | |
|------------------------------------|----------------------------------|
| biashara (N) | trade, commerce |
| vilevile | just the same, likewise |
| -winda | to hunt |
| bunduki (N) | gun |
| Tunalima na kufanya biashara. | We hunt and carry on trade. Also |
| Vilevile kuwinda, kwa sababu wengi | hunting, because many of us have |
| tuna bunduki. | guns. |

Abasi

Nadhani ni lázima ukate cheti ukitaka I think it's necessary that you get a
kuwinda, au sivyo? license if you want to hunt. Or
isn't that so?

Mirambo

| | |
|-------------------------------|---|
| -shtaki | to accuse, prosecute |
| baraza (N) | verandah, place of public council |
| Hakika. Ukiwinda pasipo cheti | Certainly, if you hunt without a |
| utashtakiwa barazani. | license you will be prosecuted in court. |

Abasi

Lakini, nani atajua kuwa huna cheti? But, who will know that you don't have
a license?

Mirambo

ajabu (N or MA)

amazement

askari (WA)

policeman

Askari! Ni ajabu kwamba wanajua
nani amekata cheti na nani
hakukata.

A policeman! It's amazing that they
know who has gotten a license and
who hasn't.

2.

A. pasipo.

jembe Ukijaribu kulima pasipo
 jembe, utapatwa na shida.

If you try to cultivate without a
hoe, you'll find it difficult.

uma Ukijaribu kulima pasipo
 uma, utapatwa na shida.

If you try to cultivate without a
rake, you'll find it difficult.

mbolea mbegu njema

B. bila

baiskeli Huwezi kununua baiskeli
 hii bila fedha nydingi.

You can't buy this bicycle without
a lot of money.

motokaa Huwezi kununua motokaa hii
 bila fedha nydingi.

You can't buy this motor car
without a lot of money.

vitabu jiko kitanda

3.

A. Switching tenses.

↓ Mama ali pelekwa hospitali
 jana.

My mother was taken to the hospital
yesterday.

| | | |
|-------------------|---|---|
| kesho | Mama atapelekwa hospitali kesho. | My mother will be taken to the hospital tomorrow. |
| tutafanya nini | Mama akipelekwa hospitali, tutafanya nini? | If my mother is taken to the hospital, what shall we do? |
| lázima | Ni lázima mama apelekwe hospitalini. | My mother must be taken to the hospital. |
| jana | Mama alipelekwa hospitali jana. | My mother was taken to the hospital yesterday. |
| ndiye | Mama ndiye aliyepelekwa hospitali jana. | It was my mother who was taken to the hospital yesterday. |
| kesho | Mama ndiye atakayepelekwa hospitali kesho. | It's my mother who will be taken to the hospital tomorrow. |

B. Switching tenses.

| | | |
|-------------------|--|--|
| ↓ | Yeye ni ḡonjwa sana. | He is very sick. |
| tutafanya nini | Yeye akiwa ḡonjwa sana, tutafanya nini? | If he is very sick, what shall we do? |
| jana | Yeye alikuwa ḡonjwa sana. | He was very sick. |
| sasa | Yeye ni ḡonjwa sana sasa. | He is very sick now. |
| ndiye | Yeye ndiye aliyekuwa ḡonjwa sana. | He is the one who was sick. |

C. Switching tenses.

| | | |
|-------------------|---|--|
| ↓ | Anatumaini kuendelea katika masomo. | He hopes to continue with his studies. |
| mwaka uliopita | Mwaka uliopita, alitumaini kuendelea katika masomo. | Last year, he hoped to continue with his studies. |
| hapana | Mwaka uliopita, hakutumaini kuendelea katika masomo. | Last year, he didn't hope to continue with his studies. |
| ndiye | Yeye ndiye ambaye hakutumaini kuendelea katika masomo. | He is the one who didn't hope to continue with his studies. |

Unit 113

1. Basic Dialogue. (continued)

Mirambo

mjomba (WA)

kinship term used reciprocally
by brother and son of a woman

bahati (N)

luck (good or bad)

Mwaka jana, mjomba wangu alipata

Last year, my mjomba had some bad

bahati mbaya, bwana.

luck.

Abasi

Bahati gani?

What kind?

Mirambo

badala (N)

a substitute

mnyama (WA)

animal

-vua

to fish

bahari (N)

sea, ocean

Badala ya kupata cheti cha kuwindwa
wanyama mwituni, alipewa cha
kuvua samaki baharini.Instead of getting a license for
hunting game in the forest, he was
given one for fishing in the sea.Abasi

Ilikuwaje?

How did that happen?

Mirambo

hati (N)

document

Kwa sababu, hakuwa na hati ya
kumwezesha kukata cheti cha
kuwindwa.Because he didn't have the document
to enable him to get a hunting
license.

Abasi

Kama akija kuishi kwetu atafurahi,
 kwa sababu ni vyepesi kupata
 cheti cha kuwinda huko.

If he comes to live at our place, he
 will be glad, because it is easy to
 get a hunting license there.

2.

A. Ki-tense; lázima with subjunctive.

kuwinda Ukihitaji cheti cha kuwinda,
 lázima upate hati kutoka
 bomani.

If you need a hunting license,
 you must get a written note
 from the District Office.

kuvua Ukihitaji cheti cha kuvua,
 lázima upate hati kutoka
 bomani.

If you need a fishing license,
 you must get a written note
 from the District Office.

njia Ukihitaji cheti cha njia,
 lázima upate hati kutoka
 bomani.

If you need a road license, you
 must get a written note from
 the District Office.

B. badala ya

uma Umeleta uma badala ya kijiko.

You have brought a fork instead
 of a spoon.

bakuli Umeleta bakuli badala ya
 kikapu.

You have brought a bowl instead
 of a basket.

panga Umeleta panga badala ya kisu.

You have brought a big knife
 instead of a knife (ordinary).

shuka Umeleta shuka badala ya
 kitambaa.

You have brought a sheet instead
 of a piece of cloth.

thúmni Umeleta thúmni badala ya
 shilingi.

You have brought a fifty cent
 piece (E. African) instead of
 a shilling.

C. Location with -ni.

| | | |
|--------|-------------------------------|----------------------------------|
| bahari | Niliangusha ufunguo baharini. | I dropped the key into the sea. |
| mwitu | Niliangusha ufunguo mwituni. | I dropped the key in the forest. |
| chini | Niliangusha ufunguo chini. | I dropped the key on the ground. |
| mto | maji ua nyasi | |

3.

A. Switching tenses.

| | | |
|----------|---|--|
| ↓ | Anakuja kuishi kwetu. | He is coming to live at our place. |
| uliopita | Alikuja kuishi kwetu mwezi uliopita. | He came to live at our place last month. |
| ujao | Atakuja kuishi kwetu mwezi ujao. | He is coming to live at our place next month. |
| ndiye | Yeye ndiye atakayekuja kuishi kwetu mwezi ujao. | He is the one who is coming to live at our place next month. |
| uliopita | Yeye ndiye aliyekuja kuishi kwetu mwezi uliopita. | He is the one who came to live at our place last month. |

B. Switching tenses.

| | | |
|--------|---------------------------------|-----------------------------------|
| ↓ | Unapata bahati mbaya siku hizi. | You are unlucky these days. |
| jana | Ulipata bahati mbaya jana. | You were unlucky yesterday. |
| hapana | Hukupata bahati mbaya jana. | You were not unlucky yesterday. |
| kesho | Hutapata bahati mbaya kesho. | You will not be unlucky tomorrow. |
| sasa | Hupati bahati mbaya sasa. | You are not unlucky now. |

Unit 114

1. Basic Dialogue. Time to get up.

Asha

-cha

to dawn

-amka

to wake up

Juma, Juma, kumekucha bwana! Amka! Juma, Juma, it's daybreak, Mister!

Get up!

Juma

mapema

early, soon

Sitaki kuamka mapema hivi. I don't want to get up so soon as all this.

Asha

dirisha (MA)

window

Hebu angalia dirishani, jua lawaka. Please, will you look out the window!
The sun is shining.JumaTafadhali usiniamshe sasa,
nitaamka baadaye. Please don't get me up now; I'll get
up later.Asha

-lala

to sleep, lie down

Wewe Juma u mvivu kweli, wapenda You're really lazy, Juma. You really
kulala sana. like to sleep.Juma

-kasirika

to be angry

Unataka kunikasirisha bure tu.

You just want to make me angry for nothing.

Asha

-uso (U-N)

face

-nawa

to wash face/hands

Utanawa uso kwa maji moto au baridi?

Are you going to wash your face with hot water, or cold?

Juma

Kwa maji ya uvuguvugu.

With lukewarm water.

2.

A. Three verbs with subject prefix ku-.

kupambazuka Kumepambazuka.

Morning has come.

kucha Kumekucha.

It is dawn.

kuchwa Kumekuchwa.

The sun has set.

B. yu, u, m, tu, ni plus adjective.

Juma Juma yu mvivu kweli.

Juma is really lazy.

wewe Wewe u mvivu kweli.

You are really lazy.

mimi Mimi ni mvivu kweli.

I am really lazy.

sisi Sisi tu wavivu kweli.

We are really lazy.

ninyi Ninyi m wavivu kweli.

You are really lazy.

wao Wao ni wavivu kweli.

They are really lazy.

C. -wa na wivu

Juma Juma ana wivu sana.

Juma is very jealous.

wewe Wewe una wivu sana.

You are very jealous.

ninyi Ninyi mna wivu sana.

You are very jealous.

sisi mimi wao

3.

A. Stative vs. causative stems.

| | |
|---|--------------------------------|
| Kwa nini umekasirika? | Why are you angry? |
| Kwa sababu umenikasirisha. | Because you have annoyed me. |
| Kwa nini m ekasirika? | Why are you (pl) angry? |
| Kwa sababu umetukasirisha. | Because you have annoyed us. |
| Kwa nini amekasirika? | Why is he angry? |
| Kwa sababu umem k kasirisha. | Because you have annoyed him. |
| Kwa nini wamekasirika? | Why are they angry? |
| Kwa sababu umewakasirisha. | Because you have annoyed them. |

B. Causative vs. causative-passive stems.

| | | |
|------|--|---|
| mimi | Sitaki kuamshwa mapema kesho. Usiniam s he mapema. Sitakuamsha mapema. | I do not want to be awakened early tomorrow. Don't wake me up early. I'll not wake you up early. |
| yeye | Hataki kuamshwa mapema kesho. Usimwam s he mapema. Sitamwamsha mapema. | He does not want to be awakened early tomorrow. Don't wake him up early. I'll not wake him up early. |
| sisi | Hatutaki kuamshwa mapema kesho. Usituam s he mapema. Sitawaamsheni mapema. | We do not want to be awakened early tomorrow. Don't wake us up early. I'll not wake you (pl) up early. |
| wao | Hawataki kuamshwa mapema kesho. Usiwaam s he mapema. Sitawaamsha mapema. | They do not want to be awakened early tomorrow. Don't wake them up early. I'll not wake them up early. |

Unit 115

1. Basic Dialogue. (continued)

Asha

udevu (U-N)

a hair of the face

-nyoa

to shave

Utanyoa ndevu leo?

Are you going to shave today?

Juma

kioo (VI)

mirror

wembe (U-N)

razor

Ndiyo, nipatie kioo na wembe.

Yes, get me the mirror and a razor.

Asha

-fagia

to sweep

Ukimaliza kunyoa utanisaidia

When you finish shaving, will you

kufagia?

help me sweep?

Juma

Hapana, anza kufagia sasa.

No, begin sweeping now.

Asha

vumbi (N)

dust

Hujali vumbi?

Don't you mind the dust?

JumaKwanza mwaga maji kidogo, kisha
ufagie.First, sprinkle a little water, and
then sweep.Asha

-oga

to bathe

mwili (MI)

body

~zima

whole

-kawia

to take a long time

Ninakwenda kuoga mwili mzima,
sitakawia.

I'm going to take a bath; I won't
be long.

Juma

m̄swaki (MI)

twig used as toothbrush

Na mimi nitapiga m̄swaki.

And I'm going to brush my teeth.

2.

A. -kawia plus infinitive.

kuoga Kwa nini ulikawia kuoga?

Why did it take you long to bathe?

kunyoa Kwa nini ulikawia kunyoa?

Why did it take you long to shave?

kuongea Kwa nini ulikawia kuongea?

Why did it take you long to converse?

kutembea Kwa nini ulikawia kutembea?

Why did it take you long to take a walk?

kulala Kwa nini ulikawia kulala?

Why did it take you long to go to bed?

kupiga Kwa nini ulikawia kupiga m̄swaki?

Why did it take you long to brush your teeth?

B. 'whole/all'

ng'ombe Walikula ng'ombe mzima.

They ate the whole cow.

kuku Walikula kuku mzima.

They ate the whole chicken.

mbuzi Walikula mbuzi mzima.

They ate the whole goat.

nguruwe Walikula nguruwe mzima.

The ate the whole pig.

nanasi Walikula nanasi lote.

They ate the whole pineapple.

kabiji Walikula kabiji yote.

They ate the whole cabbage.

C. ovyo-ovyo

| | | |
|----------|--------------------------------|------------------------------------|
| kunyoa | Alijinyoa ovyo-ovyo. | He shaved himself carelessly. |
| kuoga | Alioga ovyo-ovyo. | He bathed himself carelessly. |
| kupiga | Alipiga meno ḡswaki ovyo-ovyo. | He brushed his teeth carelessly. |
| kuandika | Aliandika ovyo-ovyo. | He wrote carelessly. |
| kulima | Alilima shamba ovyo-ovyo. | He cultivated his farm carelessly. |

3.

A. Plurals.

| | | |
|---------|------------------------------------|--------------------------------|
| kioo | Nilipata kioo kipyा. | I got a new mirror. |
| | Twahitaji vioo viwili zaidi. | We need two more mirrors. |
| wembe | Nilipata wembe ḡpyа. | I got a new razor blade. |
| | Twahitaji nyembe mbili zaidi. | We need two more razor blades. |
| uma | Nilipata uma ḡpyа. | I got a new fork. |
| | Twahitaji nyuma mbili zaidi. | We need two more forks. |
| ufagio | Nilipata ufagio ḡpyа. | I got a new broom. |
| | Twahitaji fagio mbili zaidi. | We need two more brooms. |
| kengele | Nilipata kengele ḡpyа. | I got a new bell. |
| | Twahitaji kengele mbili zaidi. | We need two more bells. |
| kitanda | Nilipata kitanda kipyा. | I got a new bed. |
| | Twahitaji vitanda viwili zaidi. | We need two more beds. |
| cheti | Nilipata cheti kipyा. | I got a new certificate. |
| | Twahitaji vyeti viwili zaidi. | We need two more certificates. |

- | | | |
|---------|------------------------------------|---------------------------------|
| bunduki | Nilipata bunduki mpya. | I got a new rifle. |
| | Twahitaji bunduki mbili zaidi. | We need two more rifles. |
| m̄swaki | Nilipata m̄swaki mpya. | I got a new tooth brush. |
| | Twahitaji miswaki miwili zaidi. | We need two more tooth brushes. |

Unit 116

1. Basic Dialogue. (continued)

Hamisi-ng'oa

to uproot

Chukua kofia yako tung'oke bwana.

Take your hat and let's be off.
(colloquial)Hadija

| | |
|------------------|-----------------|
| niende haja) | (Each is |
| niende msalani) | offensive to |
| nikimbie chooni) | some speakers.) |
| niende uani) | toilet |

Ngoja kidogo niende uani.

Wait a bit while I go to the toilet.

Hamisi

Nimesahau kupiga viatu rangi.

I forgot to shine my shoes.

Hadija

Viache, vyenyewe vyang'aa.

Leave them alone, they're shiny!

Hamisikiko (VI)

pipe

Kiko changu kiko wapi tena?

Now where is my pipe?

Hadija-nuka

to smell bad

Waniuliza? Hata sikipendi.

(Why) do you ask me? I don't even

Chanuka.

like it. It stinks.

Hamisi-nukia

to smell good

-fahamu

to know, bear in mind

Hakinuki, kinanukia, wafahamu?

It doesn't stink. It smells good,

Mimi nakwenda kazini. Kwa heri.

understand? I'm going to work.

Goodbyes.

Hadija

Usiniache, nakuja.

Don't leave me. I'm coming.

2.

A. ka-tense

viatu Alirudi nyumbani akapiga
 viatu rangi.

He went back home and shined his
shoes.

vidonge Alirudi nyumbani akapata
 vidonge vya dawa.

He went back home and got pills.

nyama Alirudi nyumbani akapata
 kipande cha nyama.

He went back home and got a piece
of meat.

chupa Alirudi nyumbani akapata
 chupa ya pombe.

He went back home and got a bottle
of beer.

B. -ahidi kwamba plus future verb.

viatu Aliniahidi kwamba atanipigia
 viatu rangi.

He promised me that he would shine
my shoes.

nguo Aliniahidi kwamba atanipigia
 nguo pasi.

He promised me that he would iron
my clothes.

simu Aliniahidi kwamba atanipigia
 simu.

He promised me that he would call
me on the phone.

sindano Aliniahidi kwamba atanipiga
 sindano.

He promised me that he would give
me an injection.

C. ni-locatives

mto Twende tukasukume motokaa
 kutoka mtoni.

Let's go and push the car from (in)
the river.

matope Twende tukasukume motokaa
kutoka matopeni.

Let's go and push the car from the
mud.

bonde Twende tukasukume motokaa
kutoka bondeni.

Let's go and push the car from the
valley.

barabara Twende tukasukume motokaa
kutoka barabarani.

Let's go and push the car from the
highway.

D. ki-tense followed by ta-tense.

msaada Ukihamia huko, utapata msaada.

If you move there, you will get
help.

nafuu Ukihamia huko, utapata nafuu.

If you move there, you will
recover.

matata kazi shamba

3.

A. -nuka vs. -nukia.

machungwa Machungwa mabovu yananuka.
Mazima yananukia.

Rotten oranges smell bad.
Good one smell good.

maembe Maembe mabovu yananuka.
Mazima yananukia.

Rotten mangoes smell bad.
Good ones smell good.

ndizi Ndizi mbovu zinanuka.
Nzima zinanukia.

Rotten bananas smell bad.
Good ones smell good.

mananasi Mananasi mabovu yananuka.
Mazima yananukia.

Rotten pineapples smell bad.
Good ones smell good.

B. -nukia vs. nuka.

chungwa Chungwa hili zima linanukia.
Bovu linanuka. Silipendi.

This good orange smells good.
The rotten one smells bad. I
don't like it.

embe Embe hili zima linanukia
Bovu linamuka. Silipendi.

This good mango smells good.
The rotten one smells bad. I
don't like it.

| | | |
|--------|-----------------------------|--|
| nanasi | Nanasi hili zima linanukia. | This good pineapple smells good. |
| | Bovu linanuka. Silipendi. | The rotten one smells bad. I don't like it. |
| ndizi | Ndizi hii nzima inanukia. | The good banana smells good. |
| | Mbovu inanuka. Siipendi. | The rotten one smells bad. I don't like it. |

Conversation Starters

1. Talk about the routine activities of getting up and getting ready for work.

Unit 117

1. Basic Dialogue. Where does this highway go?

Hamisi

Barabara hii inakwenda wapi?

Where does this highway go?

Hasani

Inapita Nairobi, Naivasha ḫpaka
Kisumu.

It goes past Nairobi and Naivasha
to Kisumu.

Hamisi

-nyoka

to become straight

Yaonekana imenyoka sana.

It seems very straight.

Hasani

Ndiyo, imenyoka ḫpaka Naivasha.

Yes, it is straight as far as Naivasha.

Hamisi

Na kutoka Naivasha kuendelea mbele

And how [is it] from Naivasha on?

je?

Hasani

-pinda

to bend

Imejipinda huku na huku.

It winds here and there.

Hamisi

Hivi ni lázima kuendesha polepole?

So it's necessary to drive slowly?

Hasani

~pana

broad, flat

Ndiyo, lakini barabara yenyewe ni

Yes, but the road itself is broad and

pana na laini.

smooth.

2.

A. Relative of me-tense.

| | | |
|----------|--|--|
| kunyoka | Nakusudia kufuata njia iliyonyoka. | I intend to follow a road which is straight. |
| kupinda | Nakusudia kufuata njia iliyojipinda. | I intend to follow a road which is winding. |
| "refu | Nakusudia kufuata njia iliyo ndefu. | I intend to follow a road which is long. |
| "pana | Nakusudia kufuata njia iliyo pana. | I intend to follow a road which is broad. |
| "embamba | Nakusudia kufuata njia iliyo nyembamba. | I intend to follow a road which is narrow. |

B. -nung'unika juu...

| | | |
|----------|--|--|
| njia | Mwandishi Mkuu anung'unika juu ya njia afuatayo. | The General Secretary grumbles about the road he follows. |
| matata | Mwandishi Mkuu anung'unika juu ya matata apatayo. | The General Secretary grumbles about the complications he faces. |
| fujo | Mwandishi Mkuu anung'unika juu ya fujo afisini. | The General Secretary grumbles about the disturbances in the office. |
| mshahara | Mwandishi Mkuu anung'unika juu ya mshahara apatao. | The General Secretary grumbles about the pay he gets. |
| motokaa | Mwandishi Mkuu anung'unika juu ya motokaa aendeshayo. | The General Secretary grumbles about the car he drives. |

3.

A. -onekana

| | | |
|-----|---|--|
| pua | Pua yake imeumia? Inaonekana imeumia sana. | Is his nose hurt? It appears to be seriously injured. |
|-----|---|--|

| | | |
|--------------------------|--|---|
| mgongo | Mgongo wake umeumia? Unaonekana umeumia sana. | Is his back hurt? It appears to be seriously injured. |
| shingo | mkono kidole | |
| B. | <u>afadhali</u> plus subjunctive. | |
| kunyoka | Tufuate njia iliyonyoka au iliyopindapinda? Afadhali tufuate iliyonyoka. | Shall we take a straight road, or a crooked one? We'd better take the straight one. |
| pana | Tufuate njia pana, au nyembamba? Afadhali tufuate pana. | Shall we take a wide road, or a narrow one? We'd better take the wide one. |
| mweusi au mwekundu | Tuchukue mzigo mweusi, au mwekundu? Afadhali tuchukue mweusi. | Shall we take a black bag, or a brown one? We'd better take the black one. |
| mabivu au mabichi | Tule machungwa mabivu, au mabichi? Afadhali tule mabivu. | Shall we eat ripe oranges, or the green ones? We'd better eat the ripe ones. |
| yote au nusu | Tupeleke gharama yote, au nusu? Afadhali tupeleke yote. | Shall we send the whole amount, or half? We'd better send the whole [thing]. |

Unit 118

1. Basic Dialogue. Footpaths can be dangerous.

Hamisi

Unajua, hizi njia za miguu ni hatari You know, these footpaths are very
sana. dangerous.

Hasani

Kwa nini? Why?

Hamisi

tope (MA) mud, mire
-teleza cause to come down, be slippery
Mvua ikinyesha, matope huja na Isn't it true that when it rains,
njia huteteza? there's a sea of mud, and the road
is slippery?

Hasani

~kavu dry, barren
Ndiyo, lakini wakati wa jua njia hizi Yes, but during the sunny season they
ni kavu na zenyewe vumbi. are dry and dusty.

Hamisi

(mbao) (pl. of ubao)
Nyingine zina madaraja ya mbao. Some have wooden bridges.
misumari (MI) nail
Madaraja haya yametengenezwa kwa These bridges are made with boards
mbao na misumari. and nails.

Hasani

| | |
|---|--|
| -tumbukia | to break, cut into, to fall into |
| kijito (VI) | dim. of <u>mto</u> 'river' |
| Ndiyo, na yakivunjika utatumbukia katika kijito. | Yes, and if they get broken, you'll fall in the stream. |

Hamisi

| | |
|---|--|
| (-vua) | (to save, get out of difficulty) |
| -vuka | to pass safely over |
| Lakini njia nyingine hazina madaraja ya kuvukia. | Some have no bridges to (enable one to) pass safely over the streams. |

2.

A. "enye

| | | |
|--------|---------------------------------------|--|
| vumbi | Sipendi njia zenyе vumbi nyingi. | I don't like very dusty roads. |
| matope | Sipendi njia zenyе matope mengi. | I don't like very muddy roads. |
| mawe | Sipendi njia zenyе mawe mengi. | I don't like very stony roads. |
| miiba | Sipendi njia zenyе miiba mingi. | I don't like very thorny paths. |
| daraja | Sipendi njia zenyе madaraja mengi. | I don't like roads with many bridges. |

B. -teleza

| | | |
|----------|------------------------------|--|
| njia | Njia hii inateleza sana. | This footpath is very slippery. |
| ubao | Ubao huu unateleza sana. | This piece of board is very slippery. |
| barabara | Barabara hii inateleza sana. | This road is very slippery. |
| mahali | Mahali hapa panateleza sana. | This place is very slippery. |
| jiwe | Jiwe hili linateleza sana. | This stone is very slippery. |

daraja Daraja hili linateleza sana. This bridge is very slippery.

3.

A. Switching tenses.

| | | |
|--------------------|-----------------------------------|--------------------------------|
| ↓ | Mvua inanyesha sasa. | It is raining now. |
| kesho | Mvua itanyesha kesho. | It will rain tomorrow. |
| alasiri | Mvua itanyesha alasiri. | It will rain in the afternoon. |
| usiku huu | Mvua itanyesha usiku huu. | It will rain tonight. |
| jana | Mvua ilinyesha jana. | It rained yesterday. |
| walipofika | Mvua ilinyesha walipofika. | It rained when they arrived. |
| tutafanya nini? | Mvua ikinyesha tutafanya nini? | If it rains, what shall we do? |

B. Switching tenses.

| | | |
|-----------|--------------------------------|--|
| ↓ | Alipigwa sindano na tabibu. | He was given a shot by the doctor. |
| usiku huu | Atapigwa sindano usiku huu. | He will be given a shot tonight. |
| kesho | Atapigwa sindano kesho. | He will be given a shot tomorrow. |
| juzi | Alipigwa sindano juzi. | He was given a shot the day before yesterday. |
| ndiye | Ndiye aliyepigwa sindano juzi. | He is the one who was given a shot the day before yesterday. |
| bado | Bado hajapigwa sindano. | He hasn't yet been given a shot. |

C. -angalia plus ki-tense.

| | | |
|---------|---------------------------------|-----------------------------|
| kunyoa | Nilimwangalia akinyoa. | I watched him shave. |
| kulima | Nilimwangalia akilima. | I watched him plow. |
| luvua | Nilimwangalia akivua. | I watched him fishing. |
| kugeuza | Nilimwangalia akigeuza motokaa. | I watched him turn the car. |

kufagia Nilimwangalia akifagia.

I watched him sweeping.

kutumbukia Nilimwangalia akitumbukia

I watched him fall into the river.

mtoni.

Unit 119

1. Basic Dialogue. (continued)

Hasani

-telemba

to descend

mtsitu (MI)

land covered with bushes,
small treesKule mtsituni kuna njia nyembamba
sana.There in the forest, there are some
very narrow paths.

Zinatelenka chini ya milima.

They lead down the mountains.

Hamisi

shimo (N)

pit, hole

Lakini nyingine zina mashimo mengi,
sivyo?But some have a lot of holes (in them)
don't they?Hasani

siafu (N pers.)

army ants
(kind of red ant)Hasa, hata siafu wapitapita njiani
humo.Yes, indeed, (and) even army ants pass
back and forth over the path.Hamisi

tundu (MA)

nest, hole

Je, unawenza kuyaona matundu ya
siafu?

Can you see the nests of the ants?

HasaniPengine, ikiwa kama unatembea
polepole utayaona.Sometimes, if you walk very slowly
you'll see them.

Hamisi

Wanyama wanapitia njia hizi vile
vile? Do wild animals pass along these paths?

Hasani

Ndiyo, wanapotaka kuwinda. Yes, when they want to hunt.

2.

A. hu-tense.

| | |
|----------------------------|---|
| Siafu hukaa matunduni. | Red ants live in holes. |
| Siafu hula wanyama wadogo. | Red ants eat small animals. |
| Siafu hupitapita njiani. | Red ants pass back and forth on the path. |
| Siafu ni hatari. | Red ants are dangerous. |

B. -pitia.

| | |
|---------------------------------------|-------------------------------|
| wanafunzi Wanafunzi wapitia njia hii. | Students pass along this way. |
| wengi Wengi wapitia njia hii. | Many pass along this way. |
| wanyama ng'ombe siafu | |

C. -po- 'when'

| | |
|---|--|
| kuwinda Twapita njiani humu tunapotaka kuwinda. | We use this path when we want to hunt. |
| kuvua Twapita njiani humu tunapotaka kuvua. | We use this path when we want to fish. |
| kuoga kuogelea kwenda msituni | |

3.

A. ku class.

| | |
|--------------------------|-------------------------------------|
| mbu Kuna mbu kwenu? | Are there mosquitoes at your place? |
| Ndiyo bwana, kuna wengi. | Yes, there are many. |

siafu Kuna siafu kwenu? Are there ants at your place?
 Ndiyo, bwana, kuna wengi. Yes. There are many.

chuo mawe vijito matope milima wanyama vumbi

B. Switching tenses.

↓ Nilimpeleka hospitali pamoja I took him to the hospital together
 na mjomba. with my uncle.

ndiye Yeye ndiye niliyempeleka He is the one I took to the hospital
 hospitali pamoja na mjomba. together with my uncle.

kesho Nitampeleka hospitali pamoja Tomorrow I will take him to the
 na mjomba. hospital together with my uncle.

sasa Sasa ninampeleka hospitali Now I am taking him to the hospital
 pamoja na mjomba. together with my uncle.

C. Switching tenses.

↓ Mtoto huyu alipigwa sindano. This child was given an injection.

hapana Mtoto huyu hakupigwa sindano. This child was not given an injection.
 ndiye Mtoto huyu ndiye aliye pigwa This child was the one given an
 sindano. injection.

kesho Huyu ni mtoto ambaye atapigwa This is the child who will be given
 sindano kesho. an injection tomorrow.

bado Huyu ni mtoto ambaye hajapigwa This is the child who hasn't been
 sindano bado. given an injection yet.

Conversation Starters

1. Discuss medium-distance travel within Africa.

Unit 120

1. Basic Dialogue. Firewood.

Hamisi

-pika

to cook

Utaanza kupika lini?

When are you going to begin cooking?

Hadija

kuni (N)

firewood

Nitaanza hivi upesi, nikipata kuni. I'll begin right soon now, when I
get firewood.

Hamisi

Utapata kuni wapi?

Where will you get it?

Hadija

Nitakwenda msituni kuziokota.

I'm going to the forest to gather it.

Hamisi

Huwezi kukata miti ya kuni?

Can't you cut trees [suitable] for
firewood?Hadija

shoka (MA)

axe

Ninaweza, nikiwa na shoka na panga. I can, if I had an axe and a panga.

Hamisi

Chukua shoka hili na panga.

Take this axe and panga.

Hadija

kamba (N)

rope, cord

Asante. Na kamba ya kufungia kuni
je?

Thanks. And what about a rope for
tying the firewood up?

Hamisi

"fupi short

-azima to borrow, lend

Kamba yetu ni fupi sana. Nitaazima Our rope is very short. I'll borrow
nyingine. another.

2.

A. nusu

| | | |
|----------|--|--|
| kuni | Nipe nusu ya kuni zako, nitazilipa. | Give me half of your firewood; I will pay for it. |
| kamba | Nipe nusu ya kamba yako, nitailipa. | Give me half of your rope; I will pay for it. |
| dawa | Nipe nusu ya dawa yako, nitailipa. | Give me half of your medicine; I will pay for it. |
| misumari | Nipe nusu ya misumari yako, nitailipa. | Give me half of your nails; I will pay for it. |
| kipande | Nipe nusu ya kipande chako, nitakilipa. | Give me half of your piece; I will pay for it. |
| mbegu | Nipe nusu ya mbegu zako, nitazilipa. | Give me half of your seeds; I will pay for them. |

B. -pasuka

shati Shati langu limepasuka. My shirt is torn.

nguo Nguo yangu imepasuka. My dress is torn.

ngoma shuka chandalua

C. robo

mafuta Alinitilia robo ya mafuta He poured me out a quarter of his
yake. oil.

mtama Alinitilia robo ya mtama
wake. He poured me out a quarter of his
millet.

mchele dawa kinywaji chumvi

D. Imperative plus negative subjunctive.

kupotea Lindeni ngoma hizi zisipotee. Take care of these drums so that
they don't get lost.

kuanguka Lindeni ngoma hizi zisianguke. Take care of these drums so that
they don't fall.

kupasuka Lindeni ngoma hizi zisipasuke. Take care of these drums so that
they don't get split.

kuharibu Lindeni ngoma hizi zisiharibike. Take care of these drums so that
they don't get spoiled.

3.

A. -enda plus ka-tense.

shoka Shoka liko barazani. The axe is on the veranda.
Nendeni mkalichukue. Go to get it.

kamba Kamba iko barazani. The rope is on the veranda.
Nendeni mkaichukue. Go and bring it.

kuni Kuni ziko barazani. The firewood is on the veranda.
Nendeni mkazichukue. Go and bring them.

kikapu Kikapu kiko barazani. The basket is on the veranda.
Nendeni mkkakichukue. Go and bring it.

viti Viti viko barazani. The chairs are on the veranda.
Nendeni mkkavichukue. Go and bring them.

B. Switching Tenses.

↓ Anaokota kuni msituni. He is collecting firewood in the
forest.

utamwona Utamwona akiokota kuni
msituni. You will see him collecting fire-
wood in the forest.

| | | |
|-----------|--|--|
| nilimwona | Nilimwona akiokota kuni m̄situni. | I saw him collecting firewood in the forest. |
| ndiye | Ndiye niliyemwona akiokota kuni m̄situni. | He is the one I saw collecting firewood in the forest. |
| C. | | |
| | Alikwenda mwituni akaangusha miti. | He went in the forest to fell trees. |
| kesho | Atakwenda mwituni kuangusha miti. | He will go in the forest to fell trees. |
| hapana | Hatakwenda mwituni kuangusha miti. | He will not go in the forest to fell trees. |
| jana | Hakuenda mwituni kuangusha miti. | He didn't go in the forest to fell trees. |
| bado | Hajaenda mwituni kuangusha miti. | He hasn't gone in the forest to fell trees. |
| nilimzuia | Nilimzuia asiende mwituni kuangusha miti. | I prevented him from going in the forest to fell trees. |

Unit 121

1. Basic Dialogue. Fetching water.

Hamisi

-chota

to take a little water/firewood

kisima (VI)

well, water hole

Mwambie Adija akachote maji

Tell Adija to go draw some water at

kisimani.

the well.

Asha

mtungi (MI)

earthen pitcher/water jar

-toboa

to bore a hole in

Mtungi wetu umetoboka.

Our water jar has a hole in it.

Hamisi

Unalo tundu kubwa?

Does it have a big hole?

Asha

-vija

to leak

Ndiyo, lavuja sana.

Yes, it leaks quite a bit.

ndoo (N)

bucket

Amesema atatumia ndoo.

She said she will use a bucket.

Hamisi

mfereji (MI)

ditch for carrying water

-teka

to draw water

Visuri, pengine anaweza kuteka maji

Good. Maybe she can get some water

pale mferejini,

there at the ditch.

Asha

mstari (MI)

line

Naona kuna watu wengi mferejini
waliofanya mstari.

I see there is a line of people at
the ditch. ('there are many people
there who formed a line.')

2.

A. pa-class concord

maji Pale mferejini hapana maji.

There at the ditch, there is no
water.

mtu Pale mferejini hapana mtu.

There at the ditch, there is nobody.

mstari ndoo mtungi

B. ka-tense

kuchota Mwambie Adija akachote maji.

Tell Adija to go and take up water
(a little at a time).

kuchukua Mwambie Adija akachukue pasi.

Tell Adija to go and take the iron.

kufungua Mwambie Adija akafungue
mlango.

Tell Adija to go and open the door.

kufunga Mwambie Adija akafunge
dirisha.Tell Adija to go and close the
window.C. -ngojeakisima Wapagazi wanakungojea
kisimani.The porters are waiting for you at
the well.baraza Wapagazi wanakungojea
barazani.The porters are waiting for you on
the veranda.

barabara daraja mlima boma

3.

A.

| | | |
|--------|---------------------------|--|
| Mtungi | Mtungi wako umetoboka? | Is your water-jar leaking? (Has your water-jar a hole?) |
| | Ndiyo, unalo tundu kubwa. | Yes, it has a big hole. |
| ndoo | Ndoo yako imetoboka? | Is your bucket leaking? |
| | Ndiyo, inalo tundu kubwa. | Yes, it has a big hole. |

bakuli taa

B. Imperative plus ka-tense.

| | | |
|------|-------------------------------------|---|
| mimi | Nataka maji. | I want some water. |
| | Nendeni mkanitekee maji bombani. | Go and bring me some water from the water tap. |
| sisi | Twataka maji. | We want some water. |
| | Nendeni mkatutekee maji bombani. | Go and bring us some water from the water tap. |

yeye wao

Unit 122

1. Basic Dialogue. Planning a hunting expedition.

Butler

tarehe (N)

date

safari (N)

journey

Mwezi ujao tarehe kumi nitakwenda
safarini.

On the tenth of next month, I'm going
to go on a trip.

Sangai

-elekea

to be directed towards

Utasafiri kuelekea wapi?

Which way are you going?

Butler

Nitasafiri kwenda mwituni
kuwinda wanyama.

I'm going to make a trip to the forest
to hunt game.

Sangai

Unakusudia kuwinda wanyama gani?

What kind of game do you plan to
hunt?

Butler

kifaru (VI-an.)

rhino

nyati (N-an.)

buffalo

simba (N-an.)

lion

tembo (N-an.)

elephant

Kama kifaru, nyati, simba, tembo na
wengineo.

[Things] like rhino, buffalo, lion,
elephant and such like.

Sangai

~kali

sharp, fierce

Hao ni wanyama wakali sana.

Those are very fierce animals.

Butler

"nene

thick, stout

Ndiyo, tena ni wanene sana.

Yes, and moreover, they are very big.

Sangai

ñkuki (MI)

spear

Utawawinda kwa bunduki au kwa ñkuki? Will you hunt with a gun, or with
spears?

Butler

risasi (N)

lead, tin, solder, bullet

Kwa bunduki. Hata risasi
nimenunua.

With a gun. I've even bought bullets.

2.

A. "ingineo

kifaru Niliona kifaru, nyati,
simba, na wengineo.

I saw rhino, buffalo, lion, and
such.

walimu Niliona walimu, wanafunzi,
makarani, na wengineo.

I saw teachers, students, clerks
and such.

minazi Niliona minazi, michungwa,
miembe na mingineyo.

I saw coco palms, orange trees,
mango trees and such.

nguo Niliona nguo, suruali,
kofia na nyaginezo.

I saw cloths, trousers, hats and
such.

sahani Niliona sahani, vikombe,
bilauri na vinginevyo.

I saw plates, cups, glasses and
such.

B. Various translations for "kali

kifaru Kifaru huyo ni ñkali sana.

That rhino is very fierce.

kisu Kisu hicho ni kikali sana.

That knife is very sharp.

| | | |
|---------|-----------------------------|------------------------------|
| pombe | Pombe hiyo ni kali sana. | That beer is very strong. |
| jua | Jua ni kali sana. | That sun is very hot. |
| mwalimu | Mwalimu huyo in mkali sana. | That teacher is very severe. |
| maneno | Maneno hayo ni makali sana. | Those words are very harsh. |

C. "nene"

| | | |
|---------|-----------------------------|--------------------------|
| mtoto | Mtoto huyo ni mnene sana. | That child is very fat. |
| mnyama | Mnyama huyo ni mnene sana. | That animal is very fat. |
| mti | Mti huo ni mnene sana. | That tree is very thick. |
| mkono | Mkono huo ni mnene sana. | That arm is very thick. |
| ng'ombe | Ng'ombe huyo ni mnene sana. | That ox is very fat. |

3.

A. The root b-d-l: badala and -badili.

| | | |
|--------|--|---|
| kalamu | Nipe kalamu yako badala ya yangu. | Give me your pen in place of mine. |
| | Nataka kubadili kalamu yangu na yako. | I want to exchange your pen for mine. |
| kitabu | Nipe kitabu chako badala ya changu. | Give me your book in place of mine. |
| | Nataka kubadili kitabu changu na chako. | I want to exchange your book for mine. |

shati kijiko foronya

B. The root s-f-r: safari and safiri.

| | | |
|------|--|---|
| mimi | Nilisafiri mpaka Amerika. Safari yangu kwenda Amerika. ilichukua muda wa wiki mbili. | I traveled to America. My trip to America took two weeks. |
| sisi | Tulisafiri mpaka Amerika. Safari yetu kwenda Amerika ilichukua muda wa wiki mbili. | We traveled to America. Our trip to America took two weeks. |

yeye wao

C. The root z-d: zaidi and -zidi.

| | | |
|--------|--|--|
| kuku | Nina kuku wengi zaidi kuliko wako. | I have more chickens than you. |
| | Kuku wangu wamezidi kushinda wako. | My chickens have increased more than yours. |
| mpunga | Nina mpunga mwangi zaidi kuliko wako. | I have more rice than you. |
| | Mpunga wangu umezidi kushinda wako. | My rice has increased more than yours. |

pesa watoto matata

Unit 123

1. Basic Dialogue. May I go along?

Sangai

Nikiazima bunduki, utakubali niende If I borrow a gun, will you let me go
nawe? with you?

Butler

Ndiyo, ningependa mwenzi wa kwenda Yes, I'd like a companion to go with.
naye.

Sangai

Kuwinda kwangu si kuzuri lakini My hunting isn't so good, but at least
tutakwenda tu. we'll go along.

Butler

umaskini (U) poverty

Kama si umaskini tungekwenda kwa If it weren't for poverty, we'd go by
motokaa. car.

Sangai

mpumbavu a fool, a dupe

Usinifanye mpumbavu bwana, pesa Don't take me for a fool, mister,
unazo! you've got the money!

Butler

-sadiki to believe

Hunisadiki? Don't ('can't') you believe me?

Sangai

-danganya to cheat, deceive

ndanganyifu

a cheat, deceiver

Hapana, **ndanganye mwagine!**

No, cheat someone else.

Butler

Usisahau, tutaondoka baada ya juma
moja.

Don't forget, we're going to leave in
a week.

Sangai

Kwa heri, bwana.

Good-bye.

2.

A. A common way of using applied stems.

chupa Nataka chupa ya kutilia
 mafuta. I want a bottle to put some oil in.

sanduku Nataka sanduku la kuwekea
 pesa. I want a box to put some money in.

birika Nataka birika la kutengeneza
 chai. I want a kettle to make some tea
 in.

mtungi Nataka mtungi wa kuchotea
 maji. I want a water-jar to put some
 water in.

mshahara Nataka mshahara wa kutosheleza
 mahitaji yangu. I want pay sufficient for my needs.

nafasi Nataka nafasi ya kufanyia kazi
 yangu. I want a chance to do my work.

karatasi Nataka karatasi ya
 kuandikia barua. I want a sheet of paper to write
 a letter [on].

B. Infinitives in a noun slot.

kuwinda Kuwinda kwake si kubaya. His hunting is not bad.

kusoma Kusoma kwake si kubaya. His reading is not bad.

kuandika Kuandika kwake si kubaya. His writing is not bad.

kulima Kulima kwake si kubaya. His cultivating is not bad.

C.

kusema Kusema kwake kumenikasirisha. His talking has annoyed me.

kufika Kufika kwake kumenikasirisha. His arrival has annoyed me.

kulewa kuongea kulia kushangilia kuinggia

3.

A. kama si

magugu Pana magugu mengi hapa. There are a lot of weeds here.

Kama si magugu, maua yako
yangeonekana vizuri.

hatari Njia utakayofuata ni hatari
sana.

Kama si hatari, ningekwenda
pamoja nawe.

nauli Nauli ya kwenda Nairobi ni
kubwa.

Kama si hivyo, ningekwenda
huko.

miiba Njia hii ina miiba mingi.

Kama si miiba, ingekuwa
nzuri.

B. Numbers between 20 and 100. (Add 5 to the number in the first sentence.)

28 Nimesoma kurasa ishirini na
nane.

Mimi nimesoma thelathini na
tatu.

37 Nimesoma kurasa thelathini na
saba.

I have read twenty-eight pages.

I have read thirty-three.

I have read thirty-seven pages.

- Mimi nimesoma arobaini na mbili. I have read forty-two.
- 46 Nimesoma kurasa arobaini na sita. I have read forty-six pages.
- Mimi nimesoma hamsini na moja. I have read fifty-one.
- 59 Nimesoma kurasa hamsini na tisa. I have read fifty-nine pages.
- Mimi nimesoma sitini na nne. I have read sixty-four.
- 66 Nimesoma kurasa sitini na sita. I have read sixty-six pages.
- Mimi nimesoma sabini na moja. I have read seventy-one.
- 77 Nimesoma kurasa sabini na saba. I have read seventy-seven pages.
- Mimi nimesoma themanini na mbili. I have read eighty-two.
- 88 Nimesoma kurasa themanini na nane. I have read eighty-eight pages.
- Mimi nimesoma tisini na tatu. I have read ninety-three.

Unit 124

1. Basic Dialogue. Hunting.

Sangai

Sasa, mnyama akija nifanyeje?

Now, if any game comes, how do I act?

Butler

-ficha

to hide something

-sikiliza

to listen

Sikiliza, lazima kwanza ujifiche
asikuone.Listen, first you have to hide
[yourself] so that it can't see you.Sangai

-kimbia

to run away

Na akikimbia je? Nimpige risasi?

And how about if it runs away?

Shall I shoot it?

Butler

-lenga

to aim

Ukisha jificha, lenga bunduki.

When you've finished hiding yourself,

aim the gun.

-changa

to collect

-changanyika

to be mixed together

-chagua

to choose

ama ... ama

either ... or ...

Wakiwa wamechanganyika mchague
umtakaye, kama nyati ama tembo.If they are all mixed up, choose the
one that you want, whether a buffalo
or a elephant.

Sangai

Halafu?

Then?

Butler

shabaha (N)

target

sawasawa

equally, just the same

Sangai

1

to die

Myana akianguka naana yake amekufa? If the animal falls, does that mean
it is dead?

Butler

Kwa kawaida, lakini usimkimbili.

Generally, but don't run up to him.

2

A. Affirmative subjunctive followed by negative subjunctive.

kuficha **Ilikuwa lázima wajifiche** It was necessary for them to hide
 ili wasipigwe risasi. so that they would not be shot.

kutoroka Ilikuwa lázima watoroke ili It was necessary for them to escape
wasipigwe risasi. so that they would not be shot.

kuangalia Ilikuwa lázima waangalie ili It was necessary for them to look
wasipigwe risasi. out so that they would not be
shot.

| | | |
|----------|--|--|
| kukimbia | Ilikuwa lázima wakimbie ili wasipigwe risasi. | It was necessary for them to run away so that they would not be shot. |
| kugeuka | Ilikuwa lázima wageuke ili wasipigwe risasi. | It was necessary for them to turn around so that they would not be shot. |
| kupinda | Ilikuwa lázima wapinde ili wasipigwe risasi. | It was necessary for them to make a turn so that they would not be shot. |

B. -changa

| | | |
|----------------|--|--|
| Bw. Hassani | Sultani anataka kuchanga fedha kwa Bwana Hassani. | The chief wants to collect money for Mr. Hassani. |
| askari | Sultani anataka kuchanga fedha kwa askari. | The chief wants to collect money for the soldiers. |
| wapagazi | makarani | vyakula |

C. -changanya

| | | |
|-----------|---|---------------------------------|
| mchele | Usichanganye mchele na mtama. | Don't mix rice with millet. |
| maji | Usichanganye maji na petroli. | Don't mix water with petrol. |
| machungwa | Usichanganye machungwa na maembe. | Don't mix oranges with mangoes. |
| vitabu | Usichanganye vitabu vyako na vyangu. | Don't mix your books with mine. |
| maua | Usichanganye maua na magugu. | Don't mix flowers with weeds. |
| risasi | Usichanganye risasi na misumari. | Don't mix bullets with nails. |

vijiko Usichanganye vijiko na Don't mix spoons with forks.
 nyuma.

3.

A. kama ... ama ...

| | | |
|---------|---|---|
| ndizi | Pana ndizi nyingi. | There are many bananas. |
| | Ichague uitakayo, kama hii ama hii. | Choose the one you want, whether this or that. |
| vyumba | Pana vyumba vingi. | There are many rooms. |
| | Kichague ukitakacho, kama hiki ama hiki. | Choose the one you want, whether this or that. |
| bunduki | Pana bunduki nyingi. | There are many guns. |
| | Ichague uitakayo, kama hii ama hii. | Choose the one you want, whether this or that. |
| kamba | kengele kufuli miundo mito funguo nyembe | |
| mashoka | maua | |

Unit 125

1. Basic Dialogue. (continued)

Butler

-chungulia

to examine carefully

Kitu cha kwanza ni kumchungulia
kwanza.The first thing is to take a good
hard look at him.Sangai

-jongea

to move, make motion

-kamata

to seize

Nikiona hajongei naweza kumkamata?
If I see that he isn't stirring, can
I take hold of him?Butler

dakika (N)

a minute

Ndiyo, baada ya dakika chache.
Yes, after a few moments.SangaiKama si wewe, ningemkimbilia
akianguka.If it weren't for you, I'd have run
up to him when he fell.Butler

-choka

to become tired

Unawaona wale wamechoka, watembea
polepole.You see those are tired. They are
walking slowly.Sangai

-fukuza

to pursue

-ua

to kill

twiga (N-pers)

giraffe

Tuwafukuze, sitaki kuwaua twiga.

Let's go after them. I don't want
to kill giraffe.

Butler

mbio (N)

speed, running

Unafikiri unaweza mbio za twiga?

Do you think you can [duplicate] the
speed of a giraffe?

Sangai

Siwezi, lakini napenda kumwona
akikimbia.

I can't, but I like to watch him run.

Butler

sauti (N)

voice

Unasikia sauti za tembo?

Do you hear the trumpeting of the
elephants?

Sangai

-nguruma

to rumble, roar

Ndiyo, wananguruma kwa sauti sana.

Yes, they are roaring with a great
voice.

Review Sentences, Units 1 - 125

1. Ungependa tubadilishane kalamu? Would you like to trade pens [with me]?
2. Bilauri iliyohitajiwa iko hapa juu ya meza. The glass that was needed is here on the table.
3. Magari ya abiria yalifika saa nane leo alasiri. The passenger lorries arrived at 2 p.m. today.
4. Mtoto hataki maziwa wala maji ya machungwa. The child doesn't want milk or orange juice.
5. Ilikuwa lázima wajifiche wasishikwe na askari. It was necessary for them to hide so as not to be seized by the policeman.
6. Pale ng'ambo ya mto pamepatikana simba wengi. Lots of lions have been found over there on the other side of the river.
7. Kabla ya kuondoka tutachukua pesa za kutosha. Before we leave, we'll take enough money.
8. Choma karatasi zote zisizohitajiwa. Burn all the papers that aren't needed.
9. Mwaka ujao tutahamia huko Unguja. We're going to move to Zanzibar next year.
10. Wanafunzi wote waliojifunza huko Ulaya wamerudi makwao. All the students who studied in Europe have returned to their homes.
11. Je, wadhani atarudi hapa tena? Do you think he will return here again?
12. Itamlazimu kurudi hapa mapema sana. He will have to return here very soon.

13. Chakula hicho kilikuwa kimeiva sana. That food was quite thoroughly cooked.
14. Inafaa uangalie mbele unapoendesha motokaa. It's a good idea to look ahead when you drive a car.
15. Juma alisema ya kwamba, anataka nguo isiyotumiwa. Juma said that he wants brand new clothes.
16. Watu wa Ufaransa wanaongea upesi kuliko watu wa Kenya. The people of France speak more rapidly than the people of Kenya.
17. Nyumba aliyonunua ilikuwa haina mapambo mengi. The house that he bought didn't have much furniture.
18. Rafiki yangu amejiuumiza kwa kisu. My friend has hurt himself with a knife.
19. Watu wengi walikusanyika katika uwanja wa mpira. Many people assembled on the football field.
20. Alifunga nyumba kwa ufunguo ili watoto wasiweze kufungua. He locked the house with a key so that the children wouldn't be able to unlock [it].
21. Amekwisha tembelea nchi zote za Afrika ya Mashariki. He has already visited all the countries of East Africa.
22. Anaweza kuongea lugha zote za Afrika ila Kiswahili. He can speak all African languages except Swahili.
23. Ukijaribu kutoroka askari atakupiga risasi. If you try to run away, the policeman will shoot you.
24. Mletee mchele badala ya nyama ya nguruwe. Bring him rice instead of pork.
25. Wao wana pesa nyingi sana. They have a very large amount of money.
26. Usimkimbize mtoto kwa mbio hivyo. Don't make the child run so fast.

27. Wafanyi kazi wa Idara ya Elimu wanunung'unika juu ya mishahara yao. The workers in the Ministry of Education are complaining about their wages.
28. Fuata barabara iliyonyoka mpaka kwenye mto. Follow the straight road to where there is a river.
29. Anakijua Kiswahili barabara. He knows Swahili perfectly.
30. Twendeni sokoni, au m̄jini? Shall we go to market, or to town?
31. Afadhalii twende m̄jini. It will be better if we go to town.
32. Safari yangu ya kwenda Afrika ilichukua muda wa siku tano tu. My trip to Africa took only five days.
33. Wazazi wake ni maskini sana. His parents are very poor.
34. Anataka kalamu ya kukuandikia barua. He wants a pen to write a letter with.
35. Wasingalifanya hivyo, nisingaliwaambia waondoke. If they hadn't done like that, I would not have told them to leave.
36. Ukitaka kazi ni lázima kuitafuta. If you want work, you have to look for it.
37. Kama si wewe, ningempiga yule mtoto.
38. Chagua nguo utakayo, kama hii ama hiyo. Choose whichever cloth you want, whether this or that.
39. Ningejifunza Kiswahili ningejua kukiongea. If I studied Swahili, I would know how to speak it.
40. Hayo ndiyo niliyokuwa nikiongea juu yake. That is what I was saying about him.
41. Wakati wa joto umekwisha fika. The hot season has already arrived.
42. Alituingilia tulipokuwa tukila. He burst in on us while we were eating.

43. Nyumba yake imejaa mapambo ya nyumba. His house is full of furniture.
44. Alipokuwa ametembelea jimbo la Indiana nilifanya kazi peke yangu. While he was visiting Indiana, I worked on my own.
45. Penye moto hapakosi moshi. Where there is fire, there is no lack of smoke.

Directions for use of Units 126 - 150

The last 25 units of this course are based on a series of spontaneous conversations recorded by Swahili speakers in Dar es Salaam. The editing of these texts which was done by speakers of Swahili in Washington, D. C., has been limited to the breaking up of long sentences into short ones, preserving insofar as possible the words which appear in the original. A free translation into English has been provided in lieu of grammatical notes.

It is suggested that the student listen several times to the unedited version before looking at the simplified version and translation which appear in the book. Having done so, the student may practice saying the sentences of the printed text after a tutor, with his book still closed.

Upon opening his book, the student should underline those Swahili words which are new to him, and also write them in the left-hand margin, if they do not already appear there. He should not write the English equivalent under or over the Swahili word in the body of the text.

At the next stage, the student should try to give each Swahili sentence in response to a cue taken either from the list of new words in the margin, or from the English translation. This in turn should lead to temporary memorization of 6 - 8 consecutive lines at a time.

Going beyond memorization, the student should collect, with the help of a tutor, several useful sentences containing each new word. Next, the student should listen again to the original unedited dialogue.

Finally, student and tutor may engage in a conversation which covers the same subject matter, but with no attempt at verbatim reproduction of the original.

Unit 126: Hospitali za mjini.

| | | |
|-----------|--|---|
| | Naam, Bwana Yusufu. | Hello, Yusufu. |
| | Naam bwana. | Hello. |
| tangu | Habari za tangu jana? | How are you today? |
| | Nzuri sana. | Very fine. |
| | Habari za nyumbani? | How are things at home? |
| | Salama tu. | Just fine. |
| -jisikia | Je, wasikiaje mwenzangu? | How do you feel, my friend? |
| -choka | Oh, nimechoka sana. | Oh, I'm very tired. |
| kule | Namma gani kule nyumbani? | How are things there at home? |
| | Hawajambo wote? | Is everyone all right? |
| | Watoto wote hawajambo, | All the children are fine |
| isipokuwa | isipokuwa mwanangu mdogo ana homa. | except that my youngest has a fever. |
| -fikiri | Unafikiri ni homa gani hiyo? | What kind of fever do you think it is? |
| mbu | Bila shaka ni homa ya mbu. | It is undoubtedly malaria. |
| -wahi | Je, umewahi kuonana na daktari? | Have you seen the doctor at all? |
| -peleka | Sasa hivi nampeleka hospitalini. | I'm just now taking him to the hospital. |
| | Mnakwenda hospitali gani? | Which hospital are you going to? |
| | Tunakwenda hospitali ya Mnazimoja. | We're going to Mnazimoja Hospital. |
| unayo | Je, unayo shilingi moja? | And do you have one shilling? |
| | La, sina. | No, I haven't. |
| gharama | Hujui kuwa kuna gharama ya shilingi moja saa hizi? | Don't you know that there is a one-shilling charge at this time of day? |
| saa hizi | | |

| | | |
|------------|----------------------------------|---|
| mfanyakazi | Mimi ni mfanyakazi wa Serikali. | I'm a government employee. |
| huwa | Huwa sitoi gharama ya hospitali. | I don't generally pay the hospital fee. |

Unit 127 (Inaendelea)

| | | |
|------------|--|--|
| -tozwa | Hivi wafanya kazi wa serikali huwa hawatozwi pesa? | That is to say that government employees are not made to pay? |
| | Hawatozwi! | They are not charged. |
| -danganywa | Kumbe mimi nimedanganywa siku nyingi. | Then I've been cheated for a long time. |
| -pata | Hujapata kwenda hospitali hata siku moja? | Haven't you ever been to the hospital even once? |
| mara | Nimepata kwenda mara nyingi. | I've had the occasion many times. |
| kila | Lakini, kila wakati nimekwenda saa tatu. | But I've always gone at 9 o'clock. |
| ndio | Najua saa tatu ndio wakati ambao hawatozi pesa. | I know that 9 is the time when they don't charge. |
| ye yote | Mtu ye yote anayefanya kazi serikalini ni lázima aende hospitali saa moja na nusu asubuhi. | Whoever works in the government is supposed to go to the hospital at 7:30 a.m. |
| -andikiwa | Akiandikiwa karatasi yake hupata dawa bila gharama yo yote. | If his sick sheet is signed, he gets medicine entirely free of charge. |
| -jitahidi | Nitajitahidi siku nyingine. | I'll try some other day. |

| | | |
|-------------------|--|---|
| mtumishi | Lakini, Bwana Yusufu kwa nini hata ukiwa mtumishi wa serikali unatozwa pesa? | But, Yusufu, why is one charged even when one is a government employee? |
| -wahi | Mimi nimewahi kulipa mara mbili au mara tatu hivi. | I've already paid two or three times. |
| -tegemea | Inategemea hali ya mta mwenyewe. | It depends on the [financial] condition of the individual himself. |
| -lalia thamani | Kuna wengine wanataka kulalia vitanda vya thamani. | There are many [who] want to occupy the most expensive beds. |
| kawaida | Wengine hulalia vitanda vya kawaida. | Others occupy ordinary beds. |

Unit 128 (Inaendelea)

| | | |
|--------------|--|---|
| | Vitanda vya kawaida ndivyo vitanda vya namna gani? | What are the ordinary beds like? |
| vile ambavyo | Vitanda vya kawaida ni vile ambavyo wanalala watu wote wasiokuwa na pesa. | The ordinary beds are those which are occupied by anyone who lacks money. |
| kama | Kama watu gani? | For instance? |
| wale | Ni wale wanaotoka mashamba. | They are those who come from rural areas. |
| wageni | Wako wengine wageni wasi- okuwa na pesa. | There are some transients who have no money. |
| wale wale | Lakini, kumbuka, wale wale washamba wanaweza kulalia vitanda ghali. | But remember that some rural people are able to occupy expensive beds. |
| ikiwa | Wanaweza ikiwa wana pesa. | They can if they have money. |

| | | |
|-----------|--|---|
| -dhani | Oh, Mimi nilidhani mtu ye yote anayetoka shamba halipi pesa! | Oh! I had the impression that anyone from the country didn't pay! |
| wenye | Vile vile nakumbuka kule shamba kuna watu wenye pesa nyingi. | No! I also remember that out there in the countryside there are people with lots of money. |
| tuliopo | Wana pesa nyingi kuliko hata sisi tuliopo hapa mjini. | They have more money than even those of us who are here in town. |
| hivyo | Bila shaka ni hivyo! Asante sana Bwana Yusufu. | No doubt about it! Thanks a lot, Yusufu. |
| -potezea | Sitaki kukupotezea wakati. Mtoto wako ni mgonjwa. | I don't want to waste your time. Your child is ill. |
| -faa | Sasa yafaa uchukue karatasi hii umkimbilie Bwana | Now it's best that you take this paper and get to the doctor in a hurry. |
| mganga | Mganga. | |
| -wezekana | Mkimbilie upesi iwezekanavyo. | Run to see him as fast as you can. |
| | Vyema. Nitakavyosikia nitakuja kukuambia. Kwaheri! Asante, kwaheri bwana! | All right. I'll come and tell you what I find out. Good bye! Thanks! Good bye! |

Unit 129: Uuzaji wa vyakula sokoni

| | |
|--------------------------------|------------------------------|
| Karibu Bwana Juma! | Welcome, Juma! |
| Oh, asante sana! | Thanks! |
| Je, unataka nini leo? | And what do you want today? |
| Leo nataka machungwa bwana. | Today I'd like some oranges. |

| | | |
|----------|---|---|
| | Leo machungwa ni ghali sana. | Oranges are very high today. |
| | Chungwa moja ni senti kumi, bwana. | Oranges are -/-10 apiece. |
| wekati | Unajua, siku hizi ni wakati wa mvua. | You know, this is the rainy season. |
| gari | Magari mengi huwa hayafiki hapa upesi. | Not many lorries get here on schedule. |
| uhaba | Kwa hiyo tuna uhaba wa machungwa. | For that reason, we're having a shortage of oranges. |
| mlimaji | Lakini walimaji wa machungwa ni wengi sana sehemu za kwenu. | But there are a lot of orange growers in the vicinity! |
| kwenu | Kwanini yanakuwa ghali hivi? Kwa sababu gharama za uchukuzi ni kubwa mno! | Why are they so expensive? Because the transport charges are excessive. |
| uchukuzi | Lakini, ingawaje gharama za uchukuzi ni kubwa mno, | But even though the cost of transportation is too high, |
| ingawaje | huwezi kuchukua chungwa moja kwa gharama ya senti tano! | you can't sell a single orange for five cents! |
| -chukua | Aaaa, wewe ni rafiki yangu. Wewe ni mnunuzi wangu wa zamani. | Oh well, you're my friend. You've been my customer from way back. |
| zamani | Nitakufanyia chungwa moja senti tano. | I'll make you [a special price of] 5 cents an orange. |
| -fanya | | |

Unit 130 (Inaendelea)

Je, unataka nini zaidi -
Unataka ndizi au viazi
ulaya?

And what else do you want?
Would you like bananas, or
(Irish) potatoes?

| | | |
|-------------|--|--|
| | Oh, napenda sana viazi ulaya kama viro. | Well, I like potatoes very much, if there are some. |
| vipo | Hebu nitazame ----- | Let me have a look ----- |
| hebu | Lakini mbona vingine vidogo na vyembamba sana. | But some are small and very irregular in shape. |
| mbona | Vingine sio vinene kama kawaida. | Some are not nice and round as [they] usual[ly are]. |
| ~embamba | Ah, bwana, sisi tuendapo madukani kununua, tunanunua | Ah, my friend, when we go to the shops to buy, we buy [them] in sacks. |
| ~nene | katika magunia. | We aren't able to select whether this sack [or that] has large potatoes [in it]. |
| gunia | Hatuwezi kuchagua kuwa gunia hili lina viazi vikubwa au vidogo. | But are these potatoes grown nearby, or do they come from quite a distance? |
| -chagua | Lakini viazi hivi vinalimwa sehemu za kwenu, au vinatoka mbali sana? | Ah! Lots of people are fooled [by that]. |
| kwenu | | When they hear 'Europe potatoes', they think they are grown in Europe. |
| -danganyika | Ah, watu wengi wanadanganyika. Wakisikia 'viazi ulaya,' wanadhani vinalimwa Ulaya. | These aren't grown in Europe, my friend. |
| | Hivi havilimwi Ulaya, bwana. | We grow them ourselves right here in Tanganyika. |
| wenyewe | Tunavilima sisi wenyewe hapa hapa Tanganyika. | Some come from right nearby, right around Morogoro. |
| pande | Vingine vyatoka karibu tu hapa pande za Morogoro. Hivi Morogoro pia kunalimwa viazi ulaya? Naam! | You mean that Irish potatoes are grown at Morogoro too? Certainly! |

Unit 131 (Inaendelea)

| | | |
|-----------------|--|--|
| | Je, wataka nazi? | Do you want some coconuts? |
| | Nazi, nataka sana, kwa sababu mke wangu anazipenda sana. | Yes, I do want some coconuts, because my wife likes them very much. |
| | Mimi nilidhani unatumia Kimbo! | But I thought you used Kimbo! |
| Kimbo harufu | Kimbo sitaki, kwa sababu harufu yake hainipendezi sana. | I don't like Kimbo, because I don't particularly care for its smell. |
| | Sasa wasemaje? | Well, what do you say, Friend Juma? |
| -funga | Nifunge, au unataka kununua nyama pia? | Shall I wrap [it] up, or do you want to buy some meat, too? |
| kifaa | Nitamunua nyama na vifaa vidogo vidogo. | I'll buy some meat and a few little items. |
| | Nadhani vinanitosha maana kikapu changu si kikubwa sana. | I think that will be enough, because my basket isn't very big. |
| -kaanga | Je, samaki wa kukaanga, unataka? | And do you want some fried fish? |
| | Siwapendi, napenda samaki wa makopo tu. | I don't like them; I only like canned fish. |
| kopo | Mimi naona labda hutaki kumpa kazi nydingi bibi yako nyumbani. | I see perhaps you don't like to give your wife a lot of work around the house. |
| -pa | Bila shaka, kwa sababu juzi juzi hapa amepata mtoto. | Quite right, because just a few days ago she had a baby. |
| -paa | Kupaa samaki itakuwa kazi kubwa. | Cleaning fish would be a big chore. |

| | | |
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| -bichi | Unajua kuwa samaki wabichi wana vitamin? | Do you know that fresh fish have vitamins? |
| -faa | Pia unajua kuwa ni chakula cha kufaa kwa watoto? | And do you also know that it is good food for children? |
| -tiwa | Niliambiwa na mzungu mmoja kuwa wale samaki wa makopo hutiwa vitamin. | I was told by a European that that canned fish has vitamins added. |
| haja | Sina haja ya kumsumbuwa sana mke wangu. | I have no need to put my wife to a lot of trouble. |

Unit 132 (Inaendelea)

| | | |
|---------|--|--|
| -bichi | Je, maharagwe mabichi, hutaki? | And you don't want any [nice] fresh beans? |
| -chukua | Napenda maharagwe mabichi, nitachukua. | I like fresh beans; I'll take [some]. |
| -chukua | Lakini, siwezi kuchukua mengi. | But I can't take many. |
| ulicho | Nitachukua kila ulicho nacho, kidogo kidogo. | I'll take just a little bit of everything you have. |
| wewe | Nitachukua kwa sababu wewe ni rafiki yangu. | I'll take it because you are my friend. |
| ratli | Haya bwana. Sasa nifunge maharagwe ratli ngapi? | O.K. How many pounds of beans shall I wrap up? |
| taabu | Ratli mbili tu zinatutosha. Wewe huoni kuja huku kila siku ni taabu? | Just two pounds will be enough for us. [But] don't you find that coming here every day is tiresome? |
| | Ungechukua maharagwe ya kutosha kwa siku kumi! | You could take enough beans for ten days! |
| | Hapana, bwana, haya yana- tosha kwa leo. | No, my friend, these are enough for today. |

| | | |
|-------|---|---|
| zaidi | Nini tena zaidi, Bwana Juma? | And what else? |
| haja | Basi! Sina haja ya kitu kingine zaidi; asante sana. | That's all. I don't need any- thing else. Thank you very much. |
| | Haya, lete kikapu chako sawa sawa tufunge. | All right, bring your basket [hold it level] and we'll tie it up. |

Unit 133 (Inaendelea)

| | | |
|----------|---|--|
| hapa | Kikapu changu hiki hapa. Funga vizuri sana. | Here's my basket. Tie it up very carefully. |
| kamba | Weka kamba chini na juu. | Tie it below and above. |
| pikipiki | Nitakapofunga kwenye piki- piki yangu, kikapu hakitaweza kuanguka njiani. | When I tie it to my motorcycle, the basket won't be able to fall off in the street. |
| kumbe | Kumbe una pikipiki, bwana? | Oh, you've got a motorcycle? |
| -tarajia | Mimi nilitarajia kumpa mtoto akuletee nyumbani. Oh, asante, sina haja ya mtoto, pikipiki ninayo. | I was intending to give it to a boy to carry home for you. Oh, thanks a lot, I don't need a boy, I've got a motorcycle. |
| | Haya basi nitamwambia mtoto | I'll tell the boy to take it to |
| kwenye | akuletee kwenye pikipiki yako ufunge. | your motorcycle so that you can tie it on. |
| -onana | Tutaonana kesho, bwana. Asante. | See you tomorrow! Thank you. |
| wee | Wee mtoto, funga vizuri hapo. | You, boy, tie it well there! |
| nyuma | Nyuma kusiwe na matata. | There mustn't be any trouble back there! |

Unit 134: Mabadiliko mjini Dar es Salaam

| | | |
|-------------|--|--|
| | Bwana Yusufu! | Yusufu! |
| | Naam bwana! | Hello! |
| | Loo, ni bahati yangu nzuri. | I'm lucky. |
| -ongoza | Nilidhani sitampata mtu wa kuniongoza. | I thought I wouldn't find anyone to direct me. |
| | Ninakwenda Msimbazi, bwana. | I'm going to Msimbazi. |
| tangu | Siku nyingi zimepita tangu nitoke hapa. | Many days have passed since I left here. |
| | Sikumbuki vyema ni bara- bara gani nitafuata. | I don't remember very well which road to take. |
| -fuata | Unaweza kuniongoza? Ulikuwa wapi siku zote? | Can you direct me? Where have you been all this time? |
| | Bwana, kwa muda wa miaka mitatu iliyopita, nilikuwa Nairobi. | I've been in Nairobi for the past three years. |
| uhamisho | Unajua nilipewa uhamisho kutoka hapa mpaka Nairobi! | You know, I was given a transfer from here to Nairobi! |
| kumbe | Ahaa, kumbe! Unataka kwenda Msimbazi, sivyo? | Oh, is that so! You want to go to Msimbazi, don't you? |
| | Naam bwana. | Yes. |
| -alikwa | Nimealikwa kwenda kule | I was invited to go there to |
| kufunguliwa | kuhudhuria kufunguliwa | attend the opening of a new |
| jengo | kwa jengo jipyा. | building. |
| | Jengo jipyा hilo ni la Community Centre. | The new building is (of) the Community Center. |

| | | |
|----------|--|---|
| nje | Ulikuwa nje kwa muda mrefu, kiasi cha miaka mitatu. | You've been outside the country for a long time--three years. |
| vigumu | Nadhani itakuwa vigumu sana kwenda peke yako. | I think it would be very difficult for you to go by yourself. |
| -elekeza | Nitakuelekeza namna ya kufika huko. | I'll show you the way to get there. |
| -shukuru | Nitashukuru sana, Bwana Yusufu. | I'll be very grateful, Yusufu. |

Unit 135 (Inaendelea)

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|----------|---|---|
| forodha | Hapa ulipo ni forodhani. Forodhani--hana najua. | Here where you [now] are is the customs house. The customs house--I know this place. |
| -itwa | Barabara hii inaitwa Azania Front. Ukitoka hapa Azania Front utakwenda moja kwa moja mpaka Main Avenue. | This road is called Azania Front. When you leave here, you go straight ahead as far as Main Avenue. |
| mwisho | Naam bwana. Halafu utafika mwisho wa Main Avenue. | Yes. Then you get to the end of Main Avenue. |
| pale | Pale mwisho utaona pana majumba mawili. | There at the end you will see where there are two buildings. |
| pahali | Jumba moja lina pahali pameandikwa 'Railway Station.' | One building has a place [where] is written 'Railway Station.' |
| -andikwa | Jumba jingine lina pahali pengine pameandikwa 'Police Station.' | A sign on the other says 'Police Station.' |

| | | |
|-------------|---|---|
| | Naam Bwana. | Yes. |
| -shika | Pale Police Station utashika barabara inayoelekea | There at the Police Station you will take a road which runs west. |
| machweo | machweo ya juu. | Go right ahead to where there is a traffic circle. |
| penye | Utakwenda moja kwa moja mpaka penye 'Keep Left.' | There, there is a small sign with the words 'Keep Left.' |
| kibao | Hapo pana kibao kilichoandikwa 'Keep Left.' | I rememoer that place. |
| hapo | Hapo napakumbouka bwana. Ehee, pale penye 'Keep Left' pamebadilika. | That place at the circle has changed. |
| sura | Sura yake imekuwa mpya. | The place looks different. ('Its appearance has become new.') |
| -chukua | Utachukua barabara hiyo moja kwa moja mpaka Ring Street. | You take that road straight ahead to Ring Street. |
| kuwa | Ulipoondoka, pale King, hapakuwa na 'Keep Left.' | When you left, they didn't have a traffic circle at King. |
| ipo | Ah, hivi siku hizi pale ipo? | Oh, there is one there nowadays? |
| hapo | Ndiyo, ipo! | Yes, there is. |
| mpya | Baada ya hapo, endelea tu mpaka Msimbazi Street. | From there, just continue on to Msimbazi Street. |
| -tengenezwa | Pale Msimbazi Street pana 'Keep Left' mpya. | There at Msimbazi Street there is another 'Keep Left.' |
| kupendeza | Hapo barabara imetengenezwa vizuri sana. | There the road has been surfaced very nicely. |
| | Barabara hiyo ni safi ya kupendeza. | That road is delightfully smooth. |

Unit 136 (Inaendelea)

| | | |
|---------|---|--|
| matokeo | Loo, Bwana Yusufu, matokeo hayo yote yametokea katika miaka hii mitatu? | Say, Yusufu, all this progress has come about in these three years? |
| nyuma | Matokeo makubwa sana yametokea hapa nyuma. | Great progress has taken place lately. |
| orofa | Zipo nyumba za orofa nyingi na kubwa. | There are many and large [multi- story] buildings. |
| uzuri | Nyumba hizo, kidogo kama Amerika, kwa uzuri wake. | Those buildings are a little like America[n buildings] with respect to their beauty. |
| | Kweli? | You don't say? |
| kabisa | Kweli kabisa! | Yes, indeed. |
| pale | Tena nasikia pale Mnazimoja pamejengwa majumba. | And I also hear that buildings have been put up there at Mnazimoja. |
| -kubwa | Majumba hayo ni makubwa ya orofa. Kabisa! | Those buildings have many stories. That's quite true. |
| -zidi | Sasa ukisha toka Msimbazi Street utazidi kwenda moja kwa moja. | Now, after you get past Msimbazi Street, you continue straight ahead. |
| kwenye | Baadaye utafika kwenye barabara inayokwenda Kigogo. | Then you will come to where there is a road that goes to Kigogo. |
| pana | Hapo pia pana 'Keep Left.' Vizuri sana Bwana Yusufu! | There's another circle there. Very good! |
| kushoto | Kwa mkono wa kushoto wa barabara ya Kigogo kuna nyumba kubwa. | On the left side of the Kigogo road, there is a large building. |

| | | |
|-----------|---|---|
| Boma | Nyumba hiyo kubwa iliyo-jengwa ni Boma. | That large [recently built] building is the District Office. |
| -acha | Mbona Boma hilo nililiacha Acacia Avenue! | ('Why, I left that Boma on Acacia Avenue!') |
| -hamishwa | Imekuwa kuwaje likahamishwa? | How did it happen that it got moved? |
| -hama | Oh, limehamishwa huko kwa sababu siku hizi mji umekuwa mkubwa sana! | It was moved there because nowadays the city has become very large. |

Unit 137 (Inaendelea)

| | | |
|-----------------|--|---|
| -fanya | Wanafanya kazi gani katika jumba lile kubwa kule Acacia Avenue? | What kind of work do they use that large building on Acacia for? |
| | Unajua, kazi za serikali ni nyingi sana. | You know, the work of the government is very extensive. |
| -gawanya | Kazi hizo za serikali zime-gawanya kwa ma - D.C. | These duties have been divided among the D.C.'s. |
| | Sasa ukitoka pale Kigogo, nenda moja kwa moja mpaka ukaribie daraja la Kigogo. | Now, when you leave Kigogo, go straight ahead until you get near the Kigogo Bridge. |
| -pita | Halafu pita mkono wa kushoto wa daraja hilo. | Then bear left past the bridge. |
| -andika | Utaona pahali pameandikwa 'Msimbazi.' | You will see a sign saying 'Msimbazi.' |
| -kuta mlinzi | Pale bila shaka utamkuta mlinzi atakayekuelekeza njia. | There, you will no doubt run into a watchman who will show you the way. |

| | | |
|-------------------|---|---|
| ugenii | Mwonyeshe kadi yako ya ugenii na utakaribishwa. | Show him your visitors card and you will be made welcome. |
| -wahi | Asante sana, Bwana Yusufu. | Thanks a lot! |
| jengo | Je wewe umewahi kufika katika jengo hilo, likoje? | And you, have you ever been in that building? What is it like? |
| -penda | Oh, ni zuri la kupendeza zuri sana. | Oh, it's lovely - very beautiful. |
| -onekana mbali | Je, linaweza kuonekana kwa mbali kidogo? | And is it visible from any distance? |
| umbali | Naam! Hata umbali wa maili moja unaweza kuliona. | Yes! You can even see it from a mile off. |
| -lingana | Je, Bwana Yusufu, unalilinga- nishaje na Arnautoglu Community Centre? | How do you compare it with Arnautoglu Community Center? |
| kwa | Kwa kweli siwezi kulilingani- sha sana. | I can't really compare it. |
| siku | Siwezi kulilinganisha kwa sababu Arnautoglu ni la siku nyingi. | I can't compare it because Arnautoglu has been there for some time. |
| mazoea | Watu wamekuwa na mazoea nalo. | People have become accustomed to it. |
| jipyaa | Hilo la Msimbazi ni jipyaa. | The one at Msimbazi is new. |
| matokeo | Hatujuji matokeo yake yatakuwa namna gani. | ('We don't know what will come of it.') |
| | Asante sana Bwana Yusufu. | Thanks! |
| -ona | Nadhanii tutaonana kabla sijaondoka kurudi | ('I'll see you before I go |
| -ondoa | Nairobi. | back to Nairobi.') |

Unit 138 (Inaendelea)

| | | |
|----------|--|---|
| -shukuru | Ningeshukuru sana kama ungefika nyumbani kwangu. | I'd be most grateful if you would drop by the house. |
| -fika | Hivyo tafadhali ufiwe | So please do come. |
| Jambo | Hilo ni jambo zuri sana Bwana Yusufu. | That's very kind [of you], Yusufu! |
| -kawia | Lakini, kama unavyojuwa sisi watu wa mjini hatukawii | But as you know, we city dwellers change our residence frequently. |
| -hama | kuhama. | |
| mtaa | Hivi wakati huu uko mtaa gani? | So what street are you living on right now? |
| mwenyewe | Mimi sasa ninakaa Msimbazi Street. | Right now, I'm living on Msimbazi Street. |
| | Nyumba yangu nimejenga mwenyewe. | I built my own house. |
| orofa | Nyumba hiyo ni nzuri na ina orofa moja. | The house is very nice, and it has an upstairs. |
| tajiri | Lo! Bwana Yusufu umekuwa tajiri sana. | Hey! You've been doing all right for yourself! |
| mara | Mara umekwisha jenga nyumba! | You've already built a house. |
| | Ehe, kwa sababu ya kulima! | Yes, because of farming. |
| -hama | Aaa, kumbe sisi tunaohamishwa kutoka hapa kwenda hapa tunapata hasara tu. | Ah, [yes], so those of us who are transferred hither and thither just lose out! |
| hasara | | |
| -furahi | Nitafurahi sana kuionna nyumba yako. | I'll be very glad to see your house. |

mpango Vyema! Na nitakueleza
mipango mingi. Fine! ('I'll fill you in on
all the details!')

Unit 139: Duka la nguo

| | | |
|--------------------|--|--|
| | Habari Bwana Salumu? | How are you, Mr. Salumu? |
| | Oh, nzuri sana, Bwana Juma. | Oh, very well. |
| | Karibu bwana! | Come in! |
| | Asante sana, bwana! | Thanks very much. |
| -funga | Karibu bwana! Siku hizi nimefungua duka kubwa sana. | Come in! In the last few days I've opened a large store. |
| duka | Ni duka la nguo, vitu vya kula, na vitu vingine mbali mbali. | It's a [combination] dry goods store, grocery, and general emporium. |
| mbali mbali | | |
| kuna | Kuna nguo gani unauza? | What kind of clothes do you sell? |
| aina | Kuna nguo za aina nyingi ambazo ninauza. | There are a lot of kinds that I sell. |
| kanga | Ninauza kanga, shuka za | I sell kargas, bed linens, |
| fulana za ndani | kitanda, mashati fulana za ndani, na fulana ndogo za watoto. | shirts, undershirts and baby clothes. |
| | Pia ninauza nguo nyingine nyingi. | I also sell many other [kinds of] clothes. |
| -toka | Nimepata nguo hizo kutoka Mombasa. | I've gotten these dry goods from Mombasa. |
| -egiza | Nguo hizo nilizia giza. | I ordered those goods. |
| kaptura | Nataka nguo za watoto - kaptura na shati. | I want some children's clothing- shirts and shorts. |
| mimi | Tena ningependa mashati mawili, yangu mimi mwenyewe. | I'd also like two shirts for myself. |

| | | |
|----------|--|--|
| khaki | Vile vile ningependa suruali mbili za kaki ya Amerika, na koti moja. | I'd also like two pair of trousers [made] of American khaki, and a coat. |
| -shona | Je, una fundi anayeweza kushona koti? | Do you have a tailor who can make a coat? |
| mwenyewe | Ah, mimi mwenyewe na mke wangu tunashona. | Oh! My wife sews, and so do I. |
| -fanya | Baada ya kufunga duka, huzifanya kazi hizi sisi wenyewe. | We do this work ourselves after hours. |
| taabu | Huwa tunazifanya bila ya kupata taabu ya kumpa fundi. | We ordinarily do it without the bother of giving [it] to a tailor. |
| kwisha | Lakini kumbuka kuna nyingine ambazo | But bear in mind that we also have other [clothing] which |
| hebu | zilikwisha shonwa kabisa. Hebu jaribu moja katika hizi! | is ready-made. Try one of these. |

Unit 140 (Inaendelea)

| | | |
|--------|--|---|
| -stiri | Bwana, wasema 'nguo iliyoshonwa haistiri mtu.' | [But] they say that a ready-made garment does not cover one properly. |
| -penda | Nisingependelea kuchukua nguo iliyokwisha shonwa. | I wouldn't like to take a ready-made garment. |
| -pima | Ningetaka kupima mimi mwenyewe. | I'd like to be measured in person. |

| | | |
|-----------|--|---|
| mawazo | Oh, kumbe bado una mawazo | Oh so! You still have old-fashioned ideas! |
| kizamani | yale yale ya kizamani! | |
| -vaa | Tazama shati nililovaa mimi. | Look at the shirt that I'm wearing. |
| Japan | Shati hili limetengenezwa Japan. | This shirt was made in Japan. |
| -penda | Shati hili ni zuri na la kupendeza sana. | This shirt is nice and very good-looking. |
| -chukua | Kushona kwake kunachukua wakati mrefu. | Sewing it takes a long time. |
| wewe | Shati, kama unavyohitaji wewe, hulipati mpaka kesho. | A shirt, as <u>you</u> want it, you won't get before tomorrow. |
| -pata | Lakini, ukitaka lililoshonwa tayari, unanunua na kuva pale pale. | But if you want a ready-made shirt, you buy it and put it on right on the spot.. |
| tayari | | True, but before we go any further, what do you think? ['how do you see?'] |
| pale pale | Kweli, lakini kabla hatujaendelea mbele, waonaje Bwana Salumu! | Is this price the same as last month's? |
| -enda | Bei hii ni ile ile kama ya mwezi jana? | Or has it gone up a little? |
| -ona | Au bei hii imepanda kidogo. | I hear that the customs duty |
| ile ile | Nasikia kuwa ushuru wa forodha umepanda siku hizi. | has gone up recently. |
| -panda | Kwa kuwa ushuru umepanda bei ya nguo imekuwa ghali sana. | Because of the fact that the duty has increased, the price of clothes has become very high. |
| ushuru | | What about that? |
| forodha | | Don't pay any attention to that! It's only a rumor. |
| kuwa | Je, vipi? | |
| -angalia | Usiangalie hayo; ni maneno ya watu tu. | |
| maneno | | |

hotuba Watu wengine hawakuweza
 kuelewa ile hotuba ya
 Waziri Mkuu.

Some people misunderstood that speech of the Prime Minister's.

Unit 141 (Inaendelea)

| | | |
|----------------------|---|---|
| maana | Waziri Mkuu alisema 'Bei ya vitu itapanda.' | He said, 'The price of things is going to rise.' |
| maadam -panda -panda | Lakini watu wengine hawa- kuelewa maana ya maneno hayo. | But some people didn't understand the meaning of those words. |
| kila mara | Maadam Bwana Waziri alisema bei itapanda, walianza kupandisha bei. | Because the minister said that prices would rise, they began to raise prices. |
| -sikia | Lakini mimi kila mara nilikuwa nikienda kwenye Baraza la Taifa. | But I was attending the National Assembly regularly. |
| mapato | Nilikuwa nikienda kusikiliza wanasema nini juu ya mapato. | I was going [in order] to listen to what they say about income. |
| -panda | Kwa sababu hiyo sikuweza kupandisha bei yangu. | For that reason I couldn't raise my price[s]. |
| wakati | Wakati huu bei ni ile ile. | At the present time the price is the same. |
| faida | Napata faida ndogo sana. Napata senti ishirini na tano au thelathini kwa kila shati. | I make a very small profit. I make 25 or 30 cents on each shirt. |
| kwanza humu | Kumbi! Nadhani hii ni mara yangu ya kwanza kuingia humu dukani. | Really, I think this is my first time to be in this shop. |

| | | |
|-----------|--|---|
| mwananchi | Hili ni duka la mwananchi ambaye mpaka sasa hajapandisha bei. | This is the shop of a fellow African who up to now hasn't raised prices. |
| -panda | Nafahamu, Bwana Salum, kuna wananchi wachache sana | It seems to me, Salum, that there are very few Africans who have shops. |
| -fahamu | wenye maduka. | |
| wenye | Hivyo basi, wewe ulikuwa kutopandisha mtu wa kwanza kuto-pandisha bei. | And so you were the first person not to raise prices. [-to- is used to form negative infinitives. It stands immediately after ku-.] |
| Waarabu | Waarabu wamekwisha pandisha bei kila mahali. | The Arabs have already raised prices everywhere. |
| mahali | | |
| hebu | Hebu, Bwana Salumu, kuna nguo za wanawake? | Well, then, Bwana Salumu, do you have women's clothes? |

Unit 142 (Inaendelea)

| | |
|--|--|
| Nguo za wanawake ni hizi hapa. | The women's clothes are these here. |
| Nyingine unaweza kuваяа hivi hivi hivi kama kanga. | Some you can wear just like a kanga. |
| Siku hizi bwana tunataka vazi mavazi ya nchi za magharibi. | Nowadays we like Western clothing. |
| kwa Ningependa gauni mbili kwa bibi yangu. | I'd like two dresses for my wife. |
| itakiwavyo Je, fundi wako anaweza kushona vizuri itakiwavyo? | And can your tailor sew as nicely as required? |
| Oh, kabisa! Pia kuna mshono mishono mingi. | Oh, by all means! Besides there are many styles. |

| | | |
|----------|---|--|
| kibwebwe | Kuna mshono wa kibwebwe na mingine mingi ya kila aina. | There is the kibwebwe style, and many others of every kind. |
| mkeo | Mshono gani mkeo anapenda? | What style does your wife like? |
| mchinjo | Naona kama anapenda mchinjo. | I think she likes the mchinjo style. |
| | Waelewa mchinjo ni nini bwana? | Do you understand what mchinjo is? |
| hitaji | Naelewa sana, maana mahitaji ya watu wengi nayapata hapa. | I know very well, because I ('deal with') the needs of many people here. |
| | Aha! Basi nataka mchinjo. Mpime, bwana. | Aha! Then I want mchinjo. Measure her, please. |
| kifua | Nampima kifua thelathini na sita. | I measure [her] bust [at] 36. |
| kiuno | Pia nampima kiuno ishirini na sita. | And [her] waist at 26. |
| bega | Pia nampima mabega kumi na nane. | And [her] shoulders at 18. |
| urefu | Urefu wataka, tuseme, kama arobaini na moja? | The length you want, let's say, about 41? |
| | Tuseme mpaka hapa. Inatosha. | Let's say to here. This is all right. |

Unit 143 (Inaendelea)

| | | |
|--------|---|--|
| -fuata | Je, lini atazifuata nguo hizi? | And when shall she come for these clothes? |
| | Leo ni Jumatatu. Nadhani Jumatano ijayo atazikuta tayari. | This is Monday. I think they will be ready next Wednesday. |
| -kuta | | |

| | | |
|--------|--|--|
| | Asante sana, Salumu. | Thanks very much. |
| wakati | Hivi sasa naona kuwa wakati wetu wa kuondoka umefika. | Well, now, I see it's come time for us to leave. |
| kwenda | Tutakwenda na nguo. | We'll take the clothing with us. |
| -funga | Tufungiefungie zile nguo. | Could you sort of wrap it up? |
| -fuata | Hizo nydingine tutazifuata baadaye. | We'll come after those others later. |
| -sahau | Asante. Lakini umesahau kitu kimoja. | Thank you. But you've forgotten one thing. |
| mbona | Mbona pesa bado hujanipa. | You haven't paid me yet. |
| hizi | Aha, pesa hizi! Kiasi gani, bwana? Ni shilingi thelathini na saba na senti hamsini. | Oh, of course, the money! How much, sir? It's Sh. 37.50. |
| | Haya bwana! Hizi ni shilingi ishirini; hizi sh. kumi; sh. saba; senti hamsini. | O. K.! Here's a 20, a 10, seven shillings and 50 cents. |
| | Oh, asante sana, bwana, asante. | Thank you very much. |
| | Haya, kwaheri bwana! | Well, good bye! |

Unit 144: Watu wazima na maendeleo

| | | |
|--------|--------------------------|---|
| | Naam Bwana Yusufui | Hello, Yusufui |
| | Naam, bwana! | Hello! |
| | Habari za siku nydingi? | How have you been? |
| | Nzuri sana bwana. | Very well [thank you]. |
| | Ulikuwa wapi siku hizi? | Where have you been these [last few] days? |
| safari | Ulikwenda shamba au | Did you go to the farm or were |
| kazi | ulikuwa safarini kazini? | you on a business trip? |

| | | |
|------------|---|--|
| sehemu | Nilikuwa sehemu za Kilosa. | I was around Kilosa. |
| | Habari za Kilosa? | How are things at Kilosa? |
| | Habari za Kilosa nzuri sana. | Fine. |
| jamaa | Hawajambo jamaa wote? | Is everybody fine? |
| | Hawajambo wote. | [Yes], they're fine. |
| -nyima | Wanatunyima nini kule? | What do they have more of there than we have? |
| | Huko wanatunyima mpunga sasa. | They've got more rice than we have. |
| kidogo | Je, namna gani, umeleta | Well, what about it? Have you |
| vipi | mpunga kidogo au vipi? | brought a little rice, or what? |
| | Nimeleta kidogo; kiasi cha | I've brought a little; an amount |
| -tosha | kuwatosha watoto wangu na mimi mwenyewe. | sufficient for my children and myself. |
| | Watoto wako tu? | Your children only? |
| | Naam! | Yes. |
| | He! Sisi rafiki zako je? | Hey! What about us, your friends? |
| -karibisha | Ninyi mtakaribishwa siku moja. | You'll be invited one day. |
| hata | Mimi ningependa hata watoto wako pia waje. | I'd even like for your children to come also. |
| | Wanaweza kuja siku ya Jumapili saa sita. | They can come Sunday noon. |
| -karibisha | Ninaweza nikakukaribisheni | I can invite you (pl.) for food. |
| chakula | chakulani. | |
| | Asante sana, bwana. | Thank you very much. |
| tena | Nini tena ulicholeta? | What else have you brought? |
| jambo | Mimi sikuleta kitu kingine cho chote. | I didn't bring anything else at all. |
| -tazama | Nilikwenda kutazama pahali pa kulima. | I went to look at a field. |

Unit 145 (Inaendelea)

| | | |
|----------|------------------------------|--|
| ukulima | Ukulima wa aina gani? | [For] what kind of farming? |
| | Eee, nataka kulima mahindi, | Oh, I want to raise maize, millet, |
| pamoja | mtama, mpunga pamoja | and rice, along with peas. |
| mbaazi | na mbaazi. | |
| | Je, Bwana Yusufu, unataka | Then I take it you're planning |
| -acha | kutuacha nini? | to leave us? |
| mbona | Mbona una mipango | Gee, you seem to have great plans! |
| | mikubwa mikubwa! | |
| siyo | Siyo kukuacheni. | It's not a matter of leaving you. |
| hivyo | Ninafanya hivyo kwa sababu | I'm doing this because I have a |
| | nina watoto wengi. | large number of children. |
| | Sasa nina watoto watano, | I have five children now. |
| -tegemea | Nikitegemea tu mshahara | If I depend entirely on the salary |
| | ninaopata, hauwezi | that I'm getting, it won't be |
| -tosha | kunitosha. | enough for me. |
| namna | Bwana Yusufu, namna gani | Say, what about the work at |
| | habari ya kazi huko | Kilosa now? |
| | Kilosa sasa? | |
| hiyo | Hiyo Community Centre | Is that Community Center getting |
| | inaendelea vizuri? | along well? |
| -enda | Inaendelea vizuri sana. | Very well. |
| -zima | Watu wazima wanasmoma. | Adults are studying. |
| | Wanatumia kitabu kile cha | They're using that book called |
| | 'Twende Tusome Sote.' | <u>Twende Tusome Sote.</u> |
| kile | Kile kitabu kinachoanzia na | That book that begins with <u>baba</u> , |
| -anza | 'baba mama.' | <u>mama</u> [and so forth]. |
| hicho | Kitabu hicho kinaeleza sana | That book also contains other |
| | mambo mengine vile vile. | subject matter. |
| | Je, Kiswahili na Kiingereza? | And what about Swahili and |
| | | English? |

| | | |
|-----------|--|---|
| -kimbia | Wengi sana wanakimbilia kwenye Kiswahili kuliko kwenye Kiingereza. | A lot of people are flocking into the Swahili [classes], as compared with the English [classes]. |
| namna | Maendeleo ya wanawake namna gani? | What kind of progress are the women making? |
| maendeleo | Nasikia maendeleo ya wanawake yamekuja juu sana. | I hear that the level of achieve- ment of the women has risen sharply. |
| mwanamke | Wanawake wanaendelea vizuri sana. | The women are progressing very nicely. |
| -staajabu | Kisha inastaajabisha kuona ya kuwa wanawake wanafanya kazi sana. | In fact, it is astonishing to see that the women are working hard. |
| mwanamume | Wanawake wanafanya kazi sana kuliko wanaume. | The women do a lot more work than the men. |
| hapa hapa | Basi ni kama hapa hapa Dar es Salaam. | So it's just like here in Dar es Salaam. |
| darasa | Yale madarasa yetu yanaendelea vizuri sana. | Our classes are getting along very well. |
| bidii | Wanawake wanaonyesha bidii kuliko wanaume. | The women display more energy than the men. |
| | Wakati wa mtihani, wanawake wanawatangulia wanaume. | At exam time, the women are ahead of the men. |
| -tangulia | | |

Unit 146 (Inaendelea)

| | | |
|-------|---|--|
| mambo | Je, kuna sababu yo yote? Kwanini mambo yanakuwa hivi, Bwana Yusufu? | Is there any reason [for that]? Why is this so, Yusufu? |
|-------|---|--|

| | | |
|-----------------|--|--|
| sababu | Ndiyo, kuna sababu kubwa mbili: | Yes, there are two important reasons. |
| nafasi | Kwanza, wanawake wana wakati mwangi zaidi kuliko wanaume. | In the first place, the women have more free time than the men. |
| pili -fikiri | Pili, wanawake wanafikiri mambo machache zaidi kuliko wanaume. | In the second place, they have fewer things to worry about than men [have]. |
| huwa | Wanaume wanakwenda kazini. | The men go to work. |
| -rudi | Wanaume huwa wamechoka warudipo kutoka kazini. | The men are generally tired when they come back from work. |
| pengine | Pengine husema, 'Mimi leo siwezi kwenda shulen'i. Nitakwenda kesho.' | Sometimes they say, 'I can't go to school today.' 'I'll go tomorrow.' |
| kumbe | Kumbe wanachelewa! | In that case, they fall behind. |
| namna | Je, namna gani mpango ule kama huu wa hapa Dar es Salaam? | Say, what about that plan like the one (of) here in Dar es Salaam? |
| vita | Mpango ule wa vita vya ku- | That plan for a war against ['of fighting against] illiteracy? |
| ujinga | pigana na ujinga. | Hasn't that plan gotten under way there in Kilosa? |
| huo | Mpango huo bado haujaanza huko Kilosa? | We very much regret that there's only a Community Center there. |
| kule | Tunasikitika sana, bwana, kwa sababu kule kuna Community Centre tu. | Although that building is in existence, that campaign has not yet started. |
| ingawaje | Ingawaje kuna jumba hilo, | And are they thinking about starting in the near future? |
| jumba | vita hivyo havijaanza. | Definitely! I've heard the D. O. of that area discussing it with the local people. |
| -tazama | Je, wanatazamia kuanza | |
| karibu | hivi karibuni? | |
| Bwana Shauri | Bila shaka. Nimeksikia Bwana Shauri Bwana Shauri wa huko | |
| -zungumza | akizungumza na wenyeji. | |

Wamezungumza juu ya
-anza kuanzisha mpango huo.

They have discussed getting that plan under way.

Unit 147 (Inaendelea)

| | | |
|-----------|--|---|
| wo wote | Watataka msaada wo wote kutoka hapa? | Will they want any kind of help from here? |
| -pata | Msaada ni lazima upatikane kutoka hapa. | It is necessary to get aid from here. |
| -weza | Bila msaada haiwezekani. | Without aid it is impossible. |
| namna | Haiwezekani, namna gani? | How do you mean, impossible? |
| uongozi | Jambo lo lote linataka uongozi. | Anything at all requires leader- ship. |
| -weza | Bila uongozi haiwezekani. | Without leadership, it's impossible. |
| -fikiri | Wanafikiri hatuwezi kupata viongozi kule Kilosa? | Do they think we won't be able to get leaders there at Kilosa? |
| kule | Viongozi tunaweza kuwapata. | We'll be able to get leaders, all right. |
| kiongozi | Viongozi wanaweza kuja hapa wafunzwe. | Leaders can come here to be trained. |
| kule kule | Wakisha onyeshwa watarudi kule kule kuwaonyesha | Once they have been shown [how], they'll go right back to show their fellow townsmen. |
| ndugu | ndugu zao. | |
| mpango | Sasa Bwana Yusufu, mpango wako unaonyesha kwenda kulima. | Now, then, Yusufu, your plan indicates [that you are] going to farm. |

| | | |
|-----------|--|---|
| -tazama | Unatazamia kwenda kuwa- | Do you anticipate going to lead |
| jamaa | ongoza jamaa wa Kilosa, au vipi? | the people of Kilosa, or what? |
| -omba | Mpaka niombwe. | If I'm asked. |
| bila | Bila kuombwa nitasaidia kidogo sana. | I will be of very little assistance if I am not asked. |
| | Haya, Bwana Yusufu. | Fine, Yusufu. |
| -tazama | Natazamia baada ya muda mfupi watu watafika huko Kilosa. | I anticipate that people will get to Kilosa within a short time. |
| mawaiidha | Utawapa mawaiidha ya kutosha. | You'll [be able to] give them adequate advice. |
| ule | Bila shaka mpango ule wa | I'm sure that the literacy |
| -piga | vita vyta kupigana na | campaign will move forward. |
| mbele | ujinga utaendelea mbele. | |
| -shukuru | Nitashukuru ikiwa watafika. | If they get there, I'll be grateful. |
| tu | Natumaini watafika tu, Bwana Yusufu. | I think they'll get there all right, Yusufu. |
| | Haya bwana, asante sana, | Well, thanks a lot. |
| | kwaheri. | Good bye. |

Unit 148: Safari ya kwenda bara

| | | |
|--------|--|---|
| | Habari za siku nyingi, bwana? | How have you been? |
| | Habari nzuri Bwana Yusufu. | Fine, Yusufu. |
| -funga | Mbona unafungafunga mizigo, unakwenda wapi? | How come you are packing [your] bags? Where are you going? |
| | Nafungafunga mizigo nataka | I'm packing [my] bags; I want |
| bara | kwenda bara. | to go up country. |

-anza Wamezungumza juu ya They have discussed getting that
 kuanzisha mpango huo. plan under way.

Unit 147 (Inaendelea)

| | | |
|-----------|--|--|
| wo wote | Watataka msaada wo wote kutoka hapa? | Will they want any kind of help from here? |
| -pata | Msaada ni lazima upatikane kutoka hapa. | It is necessary to get aid from here. |
| -weza | Bila msaada haiwezekani. | Without aid it is impossible. |
| namna | Haiwezekani, namna gani? | How do you mean, impossible? |
| uongozi | Jambo lo lote linataka uongozi. | Anything at all requires leader- ship. |
| -weza | Bila uongozi haiwezekani. | Without leadership, it's impossible. |
| -fikiri | Wanafikiri hatuwezi kupata | Do they think we won't be able |
| kule | viongozi kule Kilosa? | to get leaders there at Kilosa? |
| | Viongozi tunaweza kuwapata. | We'll be able to get leaders, all right. |
| kiongozi | Viongozi wanaweza kuja hapa wafunzwe. | Leaders can come here to be trained. |
| | Wakisha onyeshwa watarudi | Once they have been shown [how], |
| kule kule | kule kule kuwaonyesha | they'll go right back to show |
| ndugu | ndugu zao. | their fellow townsmen. |
| mpango | Sasa Bwana Yusufu, mpango wako unaonyesha kwenda kulima. | Now, then, Yusufu, your plan indicates [that you are] going to farm. |

| | | |
|-----------|--|---|
| -tazama | Unatazamia kwenda kuwa- | Do you anticipate going to lead |
| jamaa | ongoza jamaa wa Kilosa, au vipi? | the people of Kilosa, or what? |
| -omba | Mpaka niombwe. | If I'm asked. |
| bila | Bila kuombwa nitasaidia kidogo sana. | I will be of very little assistance if I am not asked. |
| | Haya, Bwana Yusufu. | Fine, Yusufu. |
| -tazama | Natazamia baada ya muda mfupi watu watafika huko Kilosa. | I anticipate that people will get to Kilosa within a short time. |
| mawaiidha | Utarwapa mawaiidha ya kutosha. | You'll [be able to] give them adequate advice. |
| ule | Bila shaka mpango ule wa | I'm sure that the literacy |
| -piga | vita vyakupigana na | campaign will move forward. |
| mbele | ujinga utaendelea mbele. | |
| -shukuru | Nitashukuru ikiwa watafika. | If they get there, I'll be grateful. |
| tu | Natumaini watafika tu, Bwana Yusufu. | I think they'll get there all right, Yusufu. |
| | Haya bwana, asante sana, kwaheri. | Well, thanks a lot. Good bye. |

Unit 148: Safari ya kwenda bara

| | | |
|--------|--|---|
| | Habari za siku nyingi, bwana? | How have you been? |
| | Habari nzuri Bwana Yusufu. | Fine, Yusufu. |
| -funga | Mbona unafungafunga mizigo, unakwenda wapi? | How come you are packing [your] bags? Where are you going? |
| | Nafungafunga mizigo nataka kwenda bara. | I'm packing [my] bags; I want to go up country. |

| | | |
|------------------|--|--|
| Ziwa | Bara! Sehemu gani? Bukoba, huko Jimbo la Ziwa la Magharibi. | The country? Which part? Bukoba, in West Lake Province. |
| fulani ghafla | Nimeambiwa kuwa kumetokea kazi fulani ya ghafla huko. | I've been told that there has come up some kind of unexpected opening there. |
| kutoka | Hivi kutoka hapa mpaka Bukoba ni maili ngapi? | So how many miles is it from here to Bukoba? |
| hakika | Bwana Yusufu, siwezi kusema kwa hakika ni maili ngapi. | I can't say for sure how many miles it is. |
| -pata | Lakini yapata kama maili mia saba na hamsini hivi. | But it's about 750 miles. |
| -chukua | Unachukua muda wa siku ngapi kutoka hapa mpaka huko? | How many days do you take [to get] from here to there? |
| huko | | |
| chombo | Unakwenda kwa chombo gani mpaka huko? | By what means [of transport] are you going there? |
| muda | Nitachukua muda wa siku tatu hivi. Nitatoka hapa kwa gari la moshi mpaka Morogoro, Dodoma, Tabora na Mwanza. | I'll take (a period of) about three days. |
| -ingia meli | Nikifika Mwanza nitaingia melini. | I'll go from here by train to Morogoro, Dodoma, Tabora and Mwanza. |
| mle | Mle nitalala siku moja. | When I get to Mwanza, I'll take a steamboat. |
| -lala | | |
| yake | Asubuhi yake nitafika Bukoba. | I'll be on it over one night. |
| mote | Humo mote utakamosafiri kutoka hapa mpaka Mwanza kwa gari la moshi, utakaa chumba daraja gani? | The next morning I'll get to Bukoba. |
| daraja | | In all that traveling that you will do from here to Mwanza by train, what class of coach will you take? |

| | | |
|------------|---|---|
| -safiri | Utasafiria daraja la pili au la kwanza au la tatu? | Will you travel by second class, or first or third? |
| | Bwana Yusufu, siwezi kuku- | I can't tell you for sure which |
| -hakikisha | hakikishia ni daraja | class I'll travel [by]. |
| -safiri | gani nitakayosafiria. | |
| -jua | Mpaka wakati huu sijajua kwa hakika. | Up to this moment I'm not yet sure. |
| kwamba | Lakini ninalojua ni kwamba nitasafiria daraja la | But what I know is that I'll travel [by] second class. |
| yaani | pili, yaani 'second class.' | |

Unit 149 (Inaendelea)

| | | |
|-----------|---|---|
| kitanda | Aha, sasa katika 'second class' mnapata vitanda? | Aha! Now in second class do you get berths. |
| vimo | Vitanda vimo, Bwana Yusufu. | There are berths in [second class]. |
| chandalua | Hata ukitaka chandalua utapata. | You even get a mosquito net if you want one. |
| je? | Chakula je? | What about food? |
| kwa | Chakula unapata kwa pesa. | You pay for the food. |
| sharti | Ni sharti ulipe, bwana. | You have to pay. |
| -toa | Alá! Nauli nayo uliyotoa je? | Alá! And what about the fare that you paid? |
| | Nauli hiyo unayotoa ni ya ku- | The fare (that you pay) is only |
| -safiri | kusafirisha tu na kukupa | for transportation and berth. |
| -pa | kitanda. | |
| | Je, wanaweza kukuacha ukiwa | Tell me, can they leave you |
| huna | huna pesa za kununulia chakula? | behind if you don't have money to buy food? |
| -ajali | Hiyo, bwana, wao hawajali. | For that, they don't care. |

| | | |
|--------|--|---|
| hali | Sasa ufikapo Bukoba, hali | Now when you get to Bukoba, is |
| sawa | ya huko ni sawa na ya Dar es Salaam? | it similar to Dar es Salaam then? |
| | Aaa, Bwana Yusufu, hapo naweza nikakuhadithia hata kwa siku nzima. | Ah, Yusufu, about that I can tell you a story [that would last] even a whole day. |
| maana | Naweza kufanya hivyo kwa maana huko ndiko kwetu. | I can do that because that is where I am from. |
| ndiko | | What is the climate like there? |
| hewa | Hali ya hewa ikoje huko? | Is it very cold? |
| baridi | Kuna baridi nydingi? | It's not very cold there. |
| sio | Huko baridi siyo nydingi sana. | There there is no heat, and it |
| joto | Kule joto hakuna wala hali- | isn't known, the way it is here |
| -jua | julikani kama hapa Dar es Salaam. | in Dar es Salaam. |
| jani | Kule majani ya miti na | There, the leaves of the trees |
| mgomba | migomba ni ya kijani | and bananas are green all year |
| kijani | kibichi tu kwa mwaka | round. |
| ~bichi | mzima. | |
| rangi | Kwa hiyo kila kitu kule ni cha rangi ya kijani kibichi tu, sivyo? | Thus, everything there is green, isn't it? |
| | Naam! | Yes, it is. |
| sisu | Kwa hiyo ninyi hamna njaa zaidi kama sisu. | And so you don't have more famine than we [have]. |
| kuja | Bwana, kule njaa inakuja | We have famine there only in the |
| bahati | kwa bahati mbaya tu. | case of very bad luck. |
| hasa | Hasa mnatumia chakula | Just what kind of food do you |
| kwenu | gani huko kwenu? | eat there where you live? |
| kule | Kule chakula kikubwa hasa ni ndizi, maharagwe, nyama, na samaki. | There, the really important food[s] are bananas, beans, meat, and fish. |
| kula | Hamli wali kama tuna- vyokula sisi huku? | Don't you eat rice as we do here? |

| | | |
|------|--|--|
| wa | Kule wali tunakula lakini wa njaa tu. | We do eat rice there, but only ('when we can't get anything else.') |
| | Kwa nini? | Why? |
| tele | Kwa kuwa kule ndizi ni tele sana. | Because there bananas are very plentiful. |

Unit 150 (Inaendelea)

| | | |
|-----------|---|---|
| majani | Nimesikia kuwa hamli mboga za majani kwenu. | I've heard that you don't eat green leafy vegetables. |
| mnyama | Mnasema kuwa ni chakula cha wanyama. | You say that it is food for animals. |
| uongo | Je, hii ni kweli? | Is that so? |
| "tupu | Huo ni uongo mtupu Bwana Yusufu. | That's nothing but a lie! |
| -elewa | Kule watu wanaelewa. | The people there are not so dumb. |
| maana | Wanajua maana ya vitamin ni nini. | They know what 'vitamin' means. |
| -pata | Usipokula chakula cha majani huwezi kupata vitamin. | When you don't eat leafy foods, you can't get vitamins. |
| -staajabu | Mimi nilistaajabu sana. Nilistaajabu niliposikia kuwa kweli watu hawali mboga za majani. | I was quite surprised. I was surprised when I heard that people really don't eat leafy vegetables. |
| hiyo | Hiyo si kweli hata kidogo. | That's not true at all. |
| hata | | |
| Mungu | Ombo Mungu uitembelee | Ask God that you may visit that |
| -tembelea | nchi hiyo siku moja. | country some day. |
| -shuhudia | Wewe mwenyewe utashuhudia. | You'll see it for yourself. |

| | | |
|---------|--|---|
| | Bwana Yusufu, sasa naona wakati unakaribia. | I see that the time is approach- ing, Yusufu. |
| budi | Sina budi nikimbilie gari la moshi. Vema. Ningefurahi sana | I must hurry [to catch] the train. Fine. I'd be very happy if you |
| -andika | kama ungeniandikia | would drop me a line as soon |
| mara | barua mara tu ufikapo Mwanza. | as you get to Mwanza. |
| habari | Unieleze habari zote za safari uliyosafiri. Safari ya kutoka hapa Dar es Salaam, Morogoro, Kilosa, Dodoma, Tabora mpaka Mwanza. | Tell me all about the trip you've made. The trip from here in Dar es Salaam, Morogoro, Kilosa, Dodoma, and Tabora, as far as Mwanza. |
| jinsi | Unieleze jinsi utakavyopanda | Tell me how you will take the |
| stima | stima kutoka pale Mwanza | steamer from Mwanza to Bukoba. |
| pale | mpaka Bukoba. | |
| , | Kwaheri bwana. Safiri salama! | Good bye, and safe trip, ['travel in peace']. |
| | Kwaheri bwana, asante! | Good bye, and thanks. |

SWAHILI

Vocabulary

-A-

| | | | | | |
|-----------------------|--------------------------|-----|----------------|--|------|
| abiria | passenger | 82 | -ambia | to tell | 66 |
| -acha | to leave | 99 | -ambukizwa | to become infected | 59 |
| ada | fee | 25 | amekwenda | he is gone | 24 |
| aduhuuri | noon | 102 | -amka | to wake up | 114 |
| afadhali | it is better | 43 | -amkia | to greet, visit. The essential meaning is 'greet'; it can be used for 'pay a friendly call' but for a visit more formal than one of friendly greeting, as for business etc., -zuru is commonly used. | 56 |
| afisi (N) | office | 103 | | | |
| afya (N) | health | 39 | | | |
| -agiza | to order | 72 | | | |
| -ahidi | to promise | 57 | | | |
| aina (N) | kind, sort | 60R | amri (N) | a command; authority, rule | 100R |
| ajabu (N or MA) | amazement | 112 | -andika | to write | 45 |
| -ajabu | to be surprised | 106 | -angalia | to be careful | 73 |
| ajili (N) | cause, reason, sake | 80R | ~angu | my | 11 |
| ~ake | his/her/its | 17 | -angusha | to cause to fall, drop, even accidentally | 47 |
| akili (N) | ability, intelligence | 111 | -anza | begin | 30 |
| ~ako | your | 17 | ~ao | their | 29 |
| alasiri (N) | early afternoon | 102 | ardhi (N) | soil | 111 |
| -alika | invite | 134 | asante | thank you | 10 |
| ama... ama... | either...or... | 124 | askari (WA) | policeman | 112 |
| | | | asubuhi (N) | morning | 1 |

| | | | | | |
|------------------------|--|------------|-------------------------|---|-------------|
| au | or | 14 | baraza (N) | verandah, place of public council, court | 112 |
| -azima | to borrow/lend | 120 | baridi (N) | coldness | 111 |
| | -B- | | barua | letter | 46 |
| baada | after | 71 | basi | nothing more | 12 |
| baada ya | after | 56 | ~baya | bad | 31 |
| baba | father | 26 | -beba | to carry a child on back or hip | 78 |
| badala (N) | a substitute | 113 | bega (MA) | shoulder | 142 |
| -badili | to change, exchange | 90R | bei | price | 16 |
| bado | not yet | 25 | biashara (N) | trade, commerce | 112 |
| bahari (N) | sea, ocean | 60R | bibi | lady | 33 |
| bahasha (N) | envelope | 103 | -bichi | unripe | 24 |
| bahati (N) | luck (good or bad) | 113 | bidhaa (N) | merchandise | 103 |
| baiskeli(N) | bicycle | 44 | bila shaka | undoubtedly | 85 |
| bakuli (MA) | bowl, basin | 96 | bilauri (N) | glass | 47 |
| balozi | consul | 88 | birika (MA) | pot (tea) | 96 |
| bara (N) | the hinterland, 'up-country', country (of); thus Bara Hindi, 'India,' Bara Arabu, 'Arabia.' | 70R | ~bivu | ripe | 17 |
| | | | boma | District Office | 25 |
| | | | bonde (MA) | valley, low-lying country | 100R |
| barabara | thoroughly very well | 39 | bora | best | 108 |
| barabára | road, highway | 99 | ~bovu | bad (i.e. spoiled) | 19 |
| barafu (N) | ice | 111 | bunduki (N) | gun | 112 |

BASIC COURSE

| | | | | | |
|----------------|-----------------|------|--------------|--|-----|
| bure | for nothing | 68 | -chosha | to make tired | 90R |
| bwana | master, sir | 1 | -choma | to burn, apply fire to | 100 |
| | | | chombo | vessel. Used of utensils and ships at sea | 47 |
| | -C- | | | | |
| -cha | to dawn | 114 | -chota | to take a little water/firewood | 121 |
| "chache | few | 18 | chumba (VI) | room | 104 |
| "chafu | dirty | 90 | chumvi (N) | salt | 36 |
| -chagua | to choose | 124 | -chunga | to care for | 99 |
| chai | tea | 14 | -chungu-lia | to examine carefully | 125 |
| chakula | food | 8 | | | |
| chama (VI) | union, party | 110R | chungwa (MA) | orange | 9 |
| chandalua (VI) | mosquito net | 94 | chuo (VI) | Alone usually means 'school,' chuo kikuu 'college or university' | 51 |
| -change | to collect | 124 | chupa (N) | bottle | 48 |
| "change | young | 78 | chweo (MA) | appears in plu. | 135 |
| -change- nya | to mix | 70R | | <u>machweo</u> 'sunset, west' | |
| cheche (N) | a small slice | 120R | | | |
| | | | | -D- | |
| -chelewa | to be late | 63 | dada | sister | 65 |
| -chemsha | to heat | 70R | dakika (N) | a minute | 125 |
| cheti (VI) | certificate | 112 | damu | blood | 62 |
| -cheza | to play | 70 | -danga- nya | to cheat, deceive | 123 |
| chini (N) | below, under | 107 | | | |
| -choka | to become tired | 125 | dansi | dance | 70 |

SWAHILI

| | | | | | |
|-----------------------|---------------------------------|------|---------------------|--|-----|
| daraja (MA) or (N) | bridge | 105 | embe (MA) or (N) | mango | 9 |
| | | | -enda | go | 23 |
| darasa | class | 51 | -endelea | to continue | 30 |
| dari (N) | upper floor | 104 | endeleo | appears in plu. <u>maendeleo</u> 'progress' | 145 |
| dawa (N) | medicine | 26 | | | |
| debe (MA) | a four-gallon tin | 100R | -endesha | to run (cause to go) | 67 |
| desturi (N) | a custom, practice | 73 | -enea | to fit | 86 |
| -dhani | to think | 17 | "enyewe | -self | 45 |
| -dhuru | to harm | 83 | -epa | to avoid, escape | 99 |
| dini (N) | religion | 51 | "erevu | shrewd, clever | 111 |
| dirisha (MA) | window | 114 | "eupe | white | 86 |
| | | | "eusi | black | 81 |
| dobi | laundryman | 90 | | | |
| "dogo | small | 20 | | | |
| duka (MA) | shop | 60R | | | |
| | | | -faa | to be suitable | 60 |
| | | | -fa | to die | 124 |
| ee | a casual way of saying 'yes' | 10 | -fagia | to sweep | 115 |
| | | | -fahamu | to know, bear in mind | 116 |
| "ekundu | red | 81 | faida (N) | profit, advantage | 90R |
| -elekea | to be directed toward | 122 | -fanana | to resemble one another | 70R |
| -elewa | understand | 21 | -fanya | make, do | 23 |
| -eleza | explain | 27 | farasi | horse | 40 |
| -elimisha | to educate | 80R | fedha (N) | money | 102 |
| elimu (N) | education | 31 | -ficha | to hide something | 124 |
| "embamba | narrow | 100R | -fika | to arrive | 80 |

BASIC COURSE

| | | | | | |
|----------------|-------------------------------|-----|---------------------|--------------------------------|------|
| -fikiri | to think | 47 | gani? | what kind? | 8 |
| fitina (N) | jealousy, discord | 111 | gari la moshi | train | 40 |
| forodha (N) | customs house | 135 | gavana | governor | 60R |
| foronya (N) | pillowcase | 93 | -gawanya | to divide up, distribute | 90R |
| -fua | to launder | 91 | -geuka | to turn | 101 |
| -fuata | to follow | 71 | ghali | expensive | 60R |
| fujo (MA) | disturbance | 76 | gharama | expense | 69 |
| -fukuza | to pursue | 125 | giza (sg. of MA) | darkness | 48 |
| fulana (N) | undervest | 138 | godoro (MA) | mattress | 93 |
| fulani | such-and-such | 90R | gogo (MA) | log | 105 |
| fundi | skilled worker of any kind | 44 | -goma | to refuse; to strike (work) | 110R |
| -funga | to lock | 104 | gugu (MA) | weed | 98 |
| -fungua | to unlock | 104 | ~gumu | hard, difficult | 69 |
| -funika | to close | 63 | gunia (MA) | gunny sack | 130 |
| -funua | to open | 64 | | | |
| funzo (MA) | course of instruction | 80R | | -H- | |
| ~fupi | short | 120 | | | |
| furaha (N) | rejoicing | 70 | haba | few | 69 |
| -furahi | be happy | 28 | habari (N) | news | 1 |
| -futa | to wipe up | 43 | hafifu | poor in quality | 108 |
| | | | haja (N) | need | 131 |
| | | | haki (N) | justice | 68 |
| | | | hakika (N) | certainty | 56 |

-G-

| | | | | | |
|-------------|-----------------------------------|------|------------|----------------------------|-----|
| hali (N) | condition | 59 | hoja (N) | necessity | 67 |
| -hama | to move from one place to another | 57 | homa (N) | fever | 58 |
| Hamisi | given name (male) | 12 | hotuba (N) | a speech | 140 |
| hamu (N) | desire, longing | 68 | -hudhuria | to attend | 66 |
| hapa | here | 21 | huko | there | 38 |
| hapana | no | 16 | huo | that | 20 |
| haraka (N) | haste | 49 | huwa | generally | 146 |
| -haribika | to get broken | 44 | | | |
| -haribu | to injure | 44 | | | |
| harufu (N) | scent | 131 | | -I- | |
| harusi (N) | wedding (see arusia) | 80 | | | |
| hasa | exactly, very much | 78 | idara (N) | department | 31 |
| hasara (N) | loss, damage | 100R | ijapokuwa | even so, even if, although | 41 |
| hatari (N) | danger | 99 | ikiwa | if, whether | 24 |
| hati (N) | document | 113 | ila | except, unless, but | 111 |
| haya | O.K. | 85 | ili | in order that | 70R |
| hazina (N) | treasury | 110R | ~ingi | many | 18 |
| hebu | 'well, then!' | 107 | -ingia | to enter | 48 |
| hesabu (N) | arithmetic | 51 | ~agine | some, other | 33 |
| heshima (N) | respect | 111 | -isha | finish | 24 |
| -hitaji | we need | 18 | ishara (N) | signal | 101 |
| -hitimu | to finish training | 65 | -ishi | dwell | 37 |
| hodari | clever | 33 | isipokuwa | except that | 126 |
| | | | -ita | to call | 88 |
| | | | itakiwavyo | as is desired | 142 |

BASIC COURSE

| | | | | | |
|---------------------|---|-----------|------------------------|---|-----------|
| | -J- | | | | |
| | | jina (MA) | name | | 34 |
| | | jino | tooth (pl. meno) | | 61 |
| -ja | come | 27 | | | |
| -jaa | to fill up | 38 | jinsi (N) | way, method (often used with concords of VI class) | 8oR |
| -jali | to give honor to | 100 | | | |
| -jalia | to assist, enable, show favor to, of God's will | 51 | jioni | evening | 48 |
| jamaa (N. pers.) | family | 29 | -jitahidi jiwe (MA) | try hard stone (pl. mawe) | 127 22 |
| jambo (MA) | matter, affair, trouble (pl. mambo) | 1 | -jongea | to move, make a motion | 125 |
| jana | yesterday | 36 | jozi (N) | pair | 108 |
| jani (MA) | leaf | 75 | jua (MA) | sun | 100 |
| -jaribu | to try | 42 | -jua | know | 16 |
| jasho (MA) | sweat | 103 | juhudu (N) | effort, exertion | 8oR |
| je | (used to introduce a yes-no question) | 8 | -julikana | to be known | 7oR |
| | | | Jumamosi | Saturday | 7o |
| | | | Jumatano | Wednesday | 56 |
| -je | how? how about? | 19 | jumba (MA) | Generally used of very large buildings, mansions (Government House or the Sultan's Palace) etc. | |
| jembe (MA) | hoe | 74 | | | |
| -jenga | to build | 11oR | jumla (kwa) | altogether | 9o |
| jengo (MA) | building | 134 | jumla | | |
| -jeruhi | to bruise, wound | 62 | -jumlisha | add | 66 |
| jibu (MA) | answer, reply | 73 | juu (N) | on, concerning, top | 35 |
| -jifunza | to study | 39 | juzi (MA) | day before yesterday | 65 |
| jiko (MA) | stove, oven, kitchen, cooking place (pl. meko) | 42 | | | |
| jimbo (MA) | province | 29 | | | |

SWAHILI

| -K- | | | kasisi | priest | 80 |
|-----------------|--------------------------|-----|------------------|--|-----|
| | | | kaskazini | north | 21 |
| | | | (N) | | |
| -kaa | live (reside), remain | 20 | -kata | to cut | 46 |
| -kaanga | fry | 131 | kati (N) | between, among | 110 |
| kabáti | cupboard | 97 | katika | in | 29 |
| kabila (MA) | tribe | 37 | katikati | in the midst | 60R |
| kabisa | quite | 19 | (N) | | |
| kabla (N) | before | 70R | -kauka | to get dry | 92 |
| | | | ~kavu | dry | 70R |
| kadhalika | likewise, similarly | 90R | kawaida (N) | custom | 17 |
| kahawa (N) | coffee | 14 | -kawia | to take a long time | 115 |
| kalamu (N) | pen | 45 | kazi (N) | work | 30 |
| ~kali | sharp, fierce | 122 | kelele (MA) | noise | 94 |
| kama | as | 60R | kengele (N) | bell | 101 |
| -kamata | to seize | 125 | kesho (N) | tomorrow | 40 |
| kama vile | for example | 60R | kiasi (VI) | amount | 82 |
| kamba (N) | rope, cord | 120 | kiazi (VI) | potato | 18 |
| kanga (N) | woman's garment | 139 | kibarua | day labor, one day laborer (VI anim.) | 35 |
| kanisa (MA) | church | 41 | kibao (VI) | a small board | 135 |
| kanuni (N) | a general rule | 102 | kiberiti | match | 49 |
| kaptura (N) | shorts | 138 | kibwebwe (VI) | style of women's dress | 142 |
| karatasi (N) | paper | 103 | kichwa (VI) | head | 25 |
| karibu (N) | near | 10 | kidole (VI) | finger, toe | 62 |
| -kasirika | to be angry | 114 | kidonge (VI) | tablet | 58 |

| | | | | | |
|-------------------------|------------------------------------|------|------------------|-------------------------------|-----|
| kifaa (VI) | a household necessity | 131 | kisahani (VI) | saucer, small plate | 47 |
| kifaranga (VI anim.) | chick (dim.) | 100 | kisasa | modern-style | 87 |
| kifaru (VI anim.) | rhino (also faru (N anim.)) | 122 | kisehemu (VI) | a small section | 90R |
| kifua (VI) | chest | 142 | kisima (VI) | well, water hole | 121 |
| kifungo (VI) | button | 92 | kisu (VI) | knife | 53 |
| kijana (VI anim.) | young fellow | 35 | kitabu (VI) | book | 63 |
| kijiji (VI) | village | 22 | kitambaa (VI) | cloth, material | 87 |
| kijiko (VI) | spoon | 95 | kitambo (VI) | early | 75 |
| kijiti (VI) | small tree, under- brush | 74 | kitanda (VI) | bed | 93 |
| kijito (VI) | dim. of <u>mto</u> 'river' | 118 | kiti (VI) | chair | 43 |
| kikapu (VI) | basket | 83 | kitoweo (VI) | a relish | 70R |
| kike | femininity (see Unit 55.) | 55 | kitu (VI) | thing | 23 |
| | | | kiturguu (VI) | onion | 32 |
| kiko (VI) | pipe | 116 | kiume | masculinity (See Unit 55.) | 55 |
| kikombe (VI) | cup | 47 | kiuno (VI) | waist | 81 |
| -kimbia | to run away | 99 | kiwanja (VI) | plot of ground | 90R |
| kinanda (VI) | stringed instrument, gramophone | 104 | kizaramo | (language of the WaZaramo) | 37 |
| kinywaji (VI) | a drink | 50 | kodi (N) | tax | 25 |
| kiongozi (VI anim.) | leader | 110R | -kohoa | to cough | 60 |
| kioo (VI) | piece of glass, mirror | 115 | -kopa | to borrow | 73 |
| kipande (VI) | piece | 86 | kopo (MA) | metal vessel | 131 |
| kipimo (VI) | measurement | 86 | kosa (MA) | a mistake | 64 |
| | | | -kosa | to lack, err | 67 |

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|-------------------|--|------|-----------|---------------------------------------|------|
| koti | coat | 90 | "kuu | big, principal | 39 |
| -kua | to grow | 100 | kwa | by, with, at | 15 |
| -kubali | to accept, to agree | 67 | kwa heri | with peace, to, with, in happiness | 44 |
| "kubwa | large | 20 | kwa hivyo | therefore | 32 |
| kufuli (N/MA) | padlock | 104 | kwamba | that, Lit. 'to say;' also 'ya kwamba' | 57 |
| kuku (N anim.) | chicken | 90R | kweli | true | 55 |
| kuliko | than, Lit. 'where there is/are' used particularly in comparisons | 60R | kwenye | where there is | 81 |
| -L- | | | | | |
| kumbe! | (expression of surprise) | 34 | la | no | 13 |
| -kumbuka | to remember | 46 | labda | perhaps | 56 |
| kumi (MA) | ten | 19 | laini | soft, smooth | 74 |
| kuna | there is | 8 | lakini | but | 15 |
| kuni (N) | firewood | 120 | -lala | to sleep, lie down | 114 |
| -kunja | to fold, wrap up, crease | 120R | -laza | to cause to lie | 120R |
| -kusa-nyika | to be gathered together | 110R | lázima | necessary | 42 |
| -kusini (N) | south | 21 | -lazimu | to be necessary | 45 |
| -kusudia | plan | 40 | -lea | to rear | 100 |
| -kuta | to find | 88 | -lenga | to aim | 124 |
| -kutania | to meet one another | 110R | leo | today | 13 |
| | | | -leta | bring | 16 |
| | | | -letea | to bring for/to | 8 |
| | | | -lewa | to become drunk | 52 |

| | | | | | |
|--------------------------|-------------------------------|------|-----------------------------|--|------|
| -lia | to cry, weep, roar | 78 | mahari (N) | Nowadays used for 'bride price' as well as Islamic 'dower, dowry' | 79 |
| -lima | to cultivate | 74 | | | |
| -linda | to protect | 99 | mahindi (MA) | maize (more than one ear) | 19 |
| -lingana | be alike | 137 | | | |
| lini? | when? | 39 | mahitaji (MA) | needs | 31 |
| -lipa | pay | 25 | makaa (pl. MA) | coal, charcoal | 120R |
| livu | leave time | 56 | maji (MA) | water | 43 |
| -loweka | to wet something | 91 | -maliza | to finish | 50 |
| lugha (N) | language | 30 | mama (N pers.) | mother | 41 |
| | | | mambo | matters (pl. of jambo) | 27 |
| -M- | | | manufaa (MA) | useful things, tools | 100R |
| maadam | since | 141 | mapema (MA) | early, soon | 114 |
| maana (MA) | because | 57 | mapumziko (MA) | place/time of resting | 103 |
| maana (N) | meaning (sometimes MA pl.) | 64 | mara (N) | time | 30 |
| maarufu | famous | 60R | mashariki (N) | east | 21 |
| mabishano (MA) | dispute | 110R | mashtaka (pl. MA) | accusations | 110R |
| mafua (MA) | cold in the head | 61 | mashuhuri | famous | 95 |
| mafuta (MA) | kerosene; any oil or fat | 48 | maskini | misfortune, a poor man | 42 |
| magharibi (N) | west | 21 | matata (MA) | complications | 76 |
| mahali (PA) | place | 41 | matembezi (MA) | outing | 40 |
| maharagwe (MA) | beans | 32 | matoke (pl. MA) | type of food | 70R |
| | | | mavuno (MA) | harvest | 72 |

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|-----------------|--|-----|-------------------|--|------|
| mawaidha | advice (also, mavidha) | 147 | mchukuzi (WA) | porter | 35 |
| | | | mchumba (WA) | boy/girl friend fiancé(e) | 79 |
| mazao (MA) | crops | 33 | mchuzi (MI) | gravy, soup, sauce | 70R |
| maziwa (MA) | milk | 14 | | | |
| mbaazi (N) | peas | 145 | mdanga-nyifu (WA) | a deceiver | 123 |
| mbali- mbali | various | 60R | -mea | to grow | 98 |
| mbavuni | by the side | 78 | meza (N) | table | 46 |
| mbegu (N) | seed | 75 | -meza | to shoot out | 75 |
| mbele (N) | ahead | 68 | mfereji (MI) | ditch for carrying water | 121 |
| mbeleko (N) | cloth or sling for carrying a child | 78 | mganga (WA) | doctor | 128 |
| mbio (N) | speed | 125 | mgeni (WA) | guest | 93 |
| mboga (N) | (general word for leafy vegetables) | 36 | mgongo (MI) | back | 76 |
| mbolea | fertilizer | 72 | mgonjwa (WA) | a sick person | 26 |
| mbona? | why? Lit. 'do I observe' and should only be used when this sense fits. | 58 | mguu (MI) | leg, foot | 53 |
| | | | mia | hundred | 69 |
| | | | mimi | I | 14 |
| mbu (N anim.) | mosquitoes | 59 | mji (MI) | town | 20 |
| mbuzi (N anim.) | goat | 90R | mjomba (WA) | kinship term used reciprocally by brother and son of a woman | 113 |
| mchezo (MI) | game | 40 | mjumbe (WA) | messenger, representative | 110R |
| mchinjo (MI) | style of womens dress | 142 | mkasi (MI) | scissors | 98 |

BASIC COURSE

| | | | | | |
|---------------------|--|-----|------------------|--|-----|
| mkate (MI) | bread | 81 | mpaka (MI) | boundary | 110 |
| mke (WA) | wife | 29 | mpango (MI) | plan, arrangement system | 70 |
| mkono (MI) | arm, hand | 53 | mpishi (WA) | a cook | 34 |
| mkono wa kulia | right hand | 89 | mpumbavu (WA) | a fool, dupe | 123 |
| mkono wa kushoto | left hand | 88 | mpunga (MI) | rice | 32 |
| mkubwa (WA) | the chief | 20 | msaada (MI) | assistance | 67 |
| mkuki (MI) | spear | 122 | mshahara (MI) | pay | 31 |
| mkulima (WA) | farmer | 32 | mshipa (MI) | vein, artery, nerve, tendon | 62 |
| mlango (MI) | door | 62 | mshono (MI) | style, cut | 142 |
| mlima (MI) | mountain | 110 | msitu (MI) | land covered with bushes, small trees | 119 |
| mlimaji (WA) | grower | 129 | mstari (MI) | line | 121 |
| mlinzi (WA) | guard | 137 | msumari (MI) | nail | 118 |
| mmea (MI) | plant | 32 | mswaki (MI) | twig used as tooth brush | 115 |
| mno | much | 108 | | | |
| mnunuzi (WA) | customer | 85 | mtaa (MI) | street | 138 |
| mnyama (WA) | wild animal | 113 | mtama (MI) | millet | 70R |
| "moja | one | 19 | mti (MI) | tree | 74 |
| moto (MI) | fire | 92 | mtihani (MI) | a school examination | 65 |
| motokaa (N) | automobile | 40 | mto (MI) | pillow | 93 |
| moyo (MI) | heart | 73 | mto (MI) | river | 110 |
| mpagazi (WA) | (replaced in revised edition by <u>mchukuzi</u>) | 35 | mtoto (WA) | child | 11 |
| mpaka | to, until | 51 | mtu (WA) | person | 38 |

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|-------------------------|---|------|------------------|--------------------------------------|-----|
| mtumishi (WA) | employee | 127 | mwenyeji (WA) | the regular possessor, inhabitant | 70R |
| mtungi (MI) | earthern pitcher, water jar | 121 | mwenzi (WA) | companion | 92 |
| muda (MI) | period of time | 35 | mwezi (MI) | month, moon | 68 |
| muhogo (MI) | cassava | 32 | mwiba (MI) | thorn | 98 |
| muhuri (MI) | postmark Also 'seal.' For 'post- mark' generally <u>alma</u> <u>ya posta</u> , <u>chapa ya</u> <u>posta</u> . | 46 | mwiko (MI) | large wooden spoon | 70R |
| | | | mwili (MI) | body | 115 |
| mume (WA) | husband | 80 | mwisho (MI) | end, last (price) | 73 |
| Mungu | God | 51 | mwishowe | finally | 51 |
| | | | mwitu (MI) | forest | 110 |
| mvua (N) | rain | 32 | mwundo (MI) | shape, form | 107 |
| -mwaga | to spill | 43 | | | |
| -mwagika | to become spilled | 43 | mzazi (WA) | parent | 26 |
| mwaka (MI) | year | 32 | mzungu (WA) | a European | 34 |
| mwaliwu (WA) | teacher | 61 | | | |
| mwana- chama (WA) | member | 110R | | -N- | |
| mwana- funzi (WA) | student | 69 | na | and | 8 |
| mwananamke | woman (pl. wanawake) | 55 | nafasi (N) | opportunity | 56 |
| mwana- mume | man (pl. wanaume) | 55 | nafuu (N) | profit, gain | 76 |
| mwananchi (WA) | citizen | 141 | namna (N) | kind, sort | 59 |
| mwandishi (WA) | secretary | 39 | nanasi (MA) | pineapple | 16 |
| mwendo (MI) | journey | 62 | nani? | who? | 20 |
| | | | nauli (N) | fare | 82 |
| | | | -nawa | to wash face/hands | 114 |

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| | | | | | |
|----------------------|-------------------------------|-----|--------------------|--------------------------|-----|
| nazi (N) | coconut/coconuts | 16 | nini | what? | 19 |
| nchi (N) | land, country | 27 | njaa (N) | hunger | 11 |
| ndani (N) | inside of | 93 | nje (N) | outside of | 89 |
| ndege (N pers.) | bird, airplane | 65 | | | |
| | | | njia (N) | path | 71 |
| ndizi (N) | banana/bananas | 9 | njia panda | junction | 88 |
| ndoo (N) | bucket | 121 | njugu (N) | groundnuts | 19 |
| ndugu (N pers.) | kinsman of same generation | 53 | -nuka | to smell bad | 116 |
| ~nene | thick, stout | 122 | -nukia | to smell good | 116 |
| neno (MA) | word | 63 | -nung'u- nika | to complain | 35 |
| -ng'aa | to shine | 92 | -nunulia | buy for | 26 |
| ng'ambo (N) | on the other side | 90 | -nunua | buy | 23 |
| -ng'a- ng'ania | to stick to | 97 | nyama | meat | 13 |
| ~ngapi? | how many? | 36 | nyasi (N pl.) | grass | 98 |
| -ng'oa | to uproot | 116 | nyati (N anim.) | buffalo | 122 |
| -ngoja | to wait | 79 | | | |
| ngoma (N) | drum | 70 | -nyesha | to rain | 72 |
| | | | -nyima | withhold, deprive | 144 |
| ng'ombe (N anim.) | cow, ox | 13 | -nyoa | to shave | 115 |
| nguo | cloth, clothes | 41 | -nyoka | to become straight | 117 |
| -nguruma | to rumble, roar | 125 | -nyonya | to suck | 78 |
| nguruwe | pig | 13 | nyuma (N) | after, on far side of | 110 |
| ni | is/are | 17 | | | |
| -ni | in, at, on | 23 | nyumba (N) | house | 22 |
| nibu (N) | nib | 45 | -nywa | to drink | 50 |

-O-

-P-

| | | | | | |
|----------|--|------|----------------|--|------|
| "o "ote | any at all | 41 | -pa | to give | 60 |
| -oa | to marry | 79 | -paa | scrape off | 131 |
| Ochieng | (a Luo surname) | 30 | pahali (PA) | dialect variant of <u>mahali</u> | 135 |
| -oga | to bathe | 115 | -paka | to apply | 103 |
| -ogelea | to swim | 38 | -pakulia | to divide | 47 |
| -okota | to pick up | 120 | -palilia | to weed | 75 |
| -omba | to request | 103 | pambo (MA) | (used in original edition to mean 'furniture'; should be replaced by <u>fanicha</u> or <u>vifaa vya nyumbani</u>) | 104 |
| -ona | see | 24 | pamoja | together | 56 |
| -onana | to see one another | 98 | "pana | broad, flat | 100R |
| -ondoa | to get rid of | 91 | -panda | take | 40 |
| -ondoka | to leave | 36 | -panda | raise | 32 |
| -onekana | to seem | 59 | panga (MA) | large knife | 74 |
| -ongea | to converse | 63 | pasi(N) | iron (for pressing) | 92 |
| -ongeza | to increase something, to add to | 120R | -pasua | to split something | 120 |
| -ongoza | to lead, cause to go right | 110R | -pata | get | 31 |
| -onja | to taste, try | 100 | -patikana | be available | 24 |
| orofa(N) | story | 89 | pato(MA) | income (appears in plu. <u>mapato</u>) | 141 |
| "ote | all | 47 | peke | solitude | 47 |
| -otesha | raise | 32 | -peleka | take | 33 |
| ovyo | at random, carelessly | 111 | -penda | like, love | 31 |
| | | | pengine | sometimes | 17 |
| | | | pesa(N) | coins | 49 |

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| | | | | | |
|-----------------|-----------------------------------|------|-------------------------|---------------------------|------|
| ~pi? | which? | 47 | | | |
| pia | also, too | 28 | | | -R- |
| -piga | to hit, strike | 58 | rafiki (N pers.) | friend | 14 |
| -pika | to cook | 70R | rafu (N) | shelf | 104 |
| pikipiki (N) | motorcycle | 133 | raha (N) | rest, comfort | 100R |
| | | | rahisi | cheap | 84 |
| pilipili (N) | pepper | 36 | rangi (N) | color | 86 |
| -pima | to measure | 77 | -raruka | to get torn | 87 |
| -pinda | to bend | 117 | ratli (N) | 1 lb. | 132 |
| -pita | to pass | 71 | ~refu | long, tall | 82 |
| ~pole | kind, gentle | 60 | risasi | bullet | 122 |
| -pokea | to accept | 80R | (N) | | |
| pombe (N) | beer | 52 | robo (N) | 1/4 | 72 |
| -pona | recover from illness or injury | 62 | roho or tamaa (N) | spirit | 46 |
| -ponda | to crush by pounding | 70R | -rudi | to return | 56 |
| -poteza | to lose | 46 | -rudishwa | to be caused to return | 57 |
| povu (MA) | froth, lather, suds | 120R | -ruhusu | to allow | 99 |
| pua (N) | nose | 61 | -ruka | to fly, jump | 65 |
| -pumzika | to rest | 77 | \ | | |
| -punga hewa | to change air | 38 | | -S- | |
| -punguza | to make less | 83 | saa (N) | hour | 36 |
| pwani | beach | 38 | sababu (N) | reason | 41 |
| ~pya | new | 40 | sabuni (N) | soap | 91 |
| | | | -sadiki | to believe | 123 |

| | | | | | |
|----------------------|------------------------------------|-----|--------------------|------------------------------------|-----|
| safari (N) | journey | 122 | -shangi- lia | to make rejoicing for | 80 |
| safi | clean | 41 | sheria (N) | law | 101 |
| -safiri | to travel | 65 | | | |
| -saga | to pulverize | 70R | shida (N) | difficulty | 106 |
| sahani (N) | plate | 47 | -shika | grasp, take | 84 |
| -sahau | to forget | 95 | shilingi (N) | shilling | 68 |
| -saidia | help | 31 | shimo (MA) | pit, hole | 119 |
| salama (N) | with peace | 28 | -shinda | spend the day | 40 |
| -salimia | to convey regards to | 60 | -shinda | to surpass, overcome | 80R |
| samaki (N anim.) | fish | 13 | shingo (N) | neck | 61 |
| sana | very much | 15 | shoka (MA) | axe | 120 |
| sanduku (N or MA) | box | 49 | -shtaki | to accuse, prosecute | 112 |
| sasa | now | 13 | | | |
| sauti (N) | voice | 125 | shughuli (N) | business | 60R |
| sawa | like | 61 | -shughu- lika | be busy | 60 |
| sawa-sawa | equally, just the same | 124 | shuka (N) | sheet | 93 |
| sehemu (N) | section | 37 | -shuka | to disembark | 82 |
| -sema | speak, say | 30 | -shukuru | thank | 134 |
| senti (N) | cent (E. African), small change | 19 | shule (N) | school | 25 |
| serikali (N) | government | 27 | si | is not/are not | 17 |
| shabaha (N) | target | 124 | siafu (N anim.) | 'driver ants' (kind of red ant) | 119 |
| shamba (MA) | farm | 71 | siagi (N) | butter | 15 |

BASIC COURSE

| | | | | | |
|--------------------|-------------------------|----------|----------------------|---------------------|------|
| sifa (N) | praise, reputation | 100R | sufuria (N or MA) | a metal cooking pot | 120R |
| -sifu | to praise | 70R | -sugua | to polish | 92 |
| sijambo | I do not have trouble | 1 | sukari (N) | sugar | 14 |
| -sikia | hear | 37 | -sukuma | to push along | 44 |
| -sikiliza | to listen | 101, 124 | -sumbuia | to annoy | 94 |
| -sikitika | to be sorry | 58 | supu (N) | soup | 13 |
| siku (N) | day | 28 | sura (N) | appearance | 135 |
| -simama | to stand up | 80 | suruali (N) | pair of trousers | 86 |
| -simamia | to stand by, oversee | 80R | | | |
| -T- | | | | | |
| simba (N anim.) | lion | 122 | | | |
| simu (N) | telephone, telegraph | 81 | taa (N) | a light | 48 |
| | | | taabu (N) | trouble, toil | 110R |
| sindano (N) | needle | 58 | tabibu | doctor | 61 |
| sinema (N) | cinema | 70 | (daktari) | | |
| sita | six | 36 | tafadhalii | please, I ask you | 8 |
| siyo | (negative of ndio) | 19 | -tafuta | to look for | 46 |
| -sogeza | to bring near | 96 | tajiri | rich | 138 |
| soko (MA) | market | 23 | -taka | want | 8 |
| soli (N) | sole | 108 | ~tamu | sweet, pleasant | 70R |
| -soma | to read, study | 51 | -tandika | to spread | 93 |
| somo (MA) | an academic subject | 51 | tangu | since | 69 |
| | | | -tangulia | to lead | 71 |
| starehe (N) | welfare, comfort | 10 | ~tano | five | 24 |
| -stiri | to conceal | 140 | -tarajia | to expect | 133 |

| tarehe (N) | date | 122 | tokeo (MA) | results plu. <u>matokeo</u>) | (appears in | 136 |
|-----------------|---------------------------------|-----|--------------------|---------------------------------------|-------------|------|
| -tawanya | to scatter | 90R | -tolewa | to be put out, be taken out, produced | | 67 |
| tayari | ready | 24 | | | | |
| -tazama | look at | 26 | tope (MA) | mud, mire | | 118 |
| -tegemea | depend | 127 | -toroka | to run away | | 124 |
| -teka | to draw water | 121 | -tosha | be sufficient | | 15 |
| -telemka | to descend | 119 | -toza | make to pay | | 127 |
| -teleza | cause to come down; be slippery | 118 | tu | only | | 12 |
| | | | -tuma | to send | | 65 |
| -tembea | to go for a walk | 38 | -tumaini | to hope | | 51 |
| -tembelea | to visit | 95 | -tumbuka | to have a cut or hole made in | | 116 |
| tembo (N anim.) | elephant | 122 | -tumia | to use | | 14 |
| tena | again | 37 | -tumwa | be sent | | 27 |
| -tengen-eza | to repair | 44 | tunda (MA) | a piece of fruit | | 8 |
| thamani (N) | price, value | 127 | -tundika | to hang up, suspend | | 120R |
| | | | tundu (N or MA) | nest, hole | | 119 |
| thumni (N) | 50¢ piece | 90 | -tunza | to care for | | 77 |
| -tia | pour | 48 | tunzo (MA) | care | | 77 |
| -tii | to obey | 100 | | | | |
| -toa | to take away | 42 | -twa | to set (of the sun) | | 80 |
| -toboa | to bore a hole in | 121 | twiga (N anim.) | giraffe | | 125 |
| tofauti (N) | difference, discrepancy | 90R | | | -U- | |
| -toka | come from, go from | 27 | -ua | to kill | | 125 |
| | | | ua (MA) | flower | | 98 |

BASIC COURSE

| | | | | | |
|-----------------|-------------------------------------|-----|--------------|--------------------------|-----|
| ua (U) | hedge, yard | 98 | -ungua | to burn | 42 |
| ubao (U-N) | blackboard, board, plank | 64 | upande (U) | direction | 21 |
| udevu (U-N) | a hair of the face | 115 | upesi (U) | quickly | 87 |
| udongo | mud | 22 | upishi (U) | work or status of a cook | 34 |
| ufunguo (U-N) | key | 104 | urefu (U) | length | 86 |
| ugali (U) | stiff porridge | 70R | usaha (U) | pus | 62 |
| ugonjwa (U) | illness | 59 | ushuru (U) | tax, duty | 140 |
| uji (U) | porridge | 8 | usingizi (U) | sleep | 94 |
| ujinga (U) | ignorance | 146 | uso (U-N) | face | 114 |
| ukarani (U) | the work or status of being a clerk | 31 | utetezi (U) | politics | 51 |
| ukurasa (U - N) | page | 63 | "vuguvugu | lukewarm | 91 |
| Ulaya (U) | Europe | 65 | -uza | sell | 19 |
| -uliza | to ask | 93 | | -V- | |
| uma (U-N) | rake, fork (gardening) | 74 | -vaa | to put on clothes | 41 |
| umaskini (U) | poverty | 123 | vazi (MA) | garment | 142 |
| umbali (U) | distance | 137 | vile-vile | also | 60R |
| -umia | be hurt | 53 | -vimba | swell | 62 |
| umri (U) | age | 55 | vita (VI) | war | 146 |
| unga (U) | flour, meal | 70R | | | |
| -unga | to join | 80 | "vivu | lazy | 111 |

| | | | | | |
|-----------------|--|------|----------------|------------------------|------------|
| -vua | to fish | 113 | wembe (U-N) | razor | 115 |
| -vunjika | to become broken | 45 | wewe | you | 32 |
| -vuja | to leak | 121 | -weza | to be able | 44 |
| -vuka | to pass safely over | 118 | wiki (N) | week | 80 |
| vumbi (N) | dust | 115 | wilaya (N) | district, province | 90R |
| | | | -winda | to hunt (game) | 112 |
| -W- | | | wino (U) | ink | 45 |
| | | | wivu (U) | jealousy, envy | 111 |
| -wa | be | 36 | | | |
| -wahi | be in time, be ready | 126 | | | -Y- |
| wakati (U-N) | time, occasion | 52 | ya kwamba | that... | 65 |
| -wala | neither, nor | 76 | yaani | that is to say | 80R |
| wali (U) | cooked rice | 70R | yai (MA) | egg | 8 |
| | | | | | |
| wanga(U) | starch | 91 | yeye | he | 29 |
| wapi? | where? | 20 | | | |
| -washa | to ignite | 48 | | | -Z- |
| wasiwasi(U) | doubt | 73 | | | |
| wazi | open, evident | 100R | -zaa | bear (fruit, seed) | 77 |
| wazo | thoughts - appears in plu. <u>mawazo</u> | 140 | zaidi | many | 69 |
| | | | zamani | time, ancient times | 80R |
| wee | you | 133 | -zidi | to increase | 69 |
| -weka | to put | 46 | "zima | good (i.e. not rotten) | 19 |

BASIC COURSE

| | | |
|-----------|--|------|
| "zito | heavy | 81 |
| -zoea | to become familiar with | 90R |
| zoea | habit - appears in plu. <u>mazoea</u> | 137 |
| -zuia | to prevent | 79 |
| -zunguka | to go around and around | 100R |
| -zungumza | to converse | 146 |
| "zuri | good | 17 |