

COLLECTOR

COLLOQUIAL

AMHARIC

David Appleyard

Contents

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spoken in Ethiopia for more than two thousand years and during that time have been much influenced by the other languages of the region with which they have come into contact.

282 The sounds of Amharic

296 The pronunciation of a language cannot really be satisfactorily described for the non-specialist learner in an introduction of this kind, other than to give the briefest of indications. In order to learn how Amharic is pronounced you need to hear it and practice speaking it as much as possible. For the student working on his or her own this can usually be best attained through the use of the accompanying cassettes. Listen to the language as much as possible, and do not be afraid of speaking it out aloud to yourself.

The following descriptions of the sounds of Amharic are only guidelines and should be read in accompaniment with the cassettes.

The vowels

Amharic has seven vowels. In the transcription used in this book these are represented as follows: ä, a, e, i, i, o, u. (To see how these are indicated in the Ethiopian script, see 'Script' below.)

ä is like the sound of the first 'a' in English 'again', or 'er' in 'bigger', or the sound of hesitation often written 'uh'. The sound of ä is very susceptible to the surrounding consonants. If it either follows or is followed by a w it has a slightly rounder sound, something like the sound of 'a' in English 'what'. Similarly, if it either follows or is followed by a y or follows any other of the so-called palatal consonants – š, č, č', ž, j, ñ – it sounds something like the 'e' in English 'yet'. If you have the cassettes listen to hear precisely how ä sounds in these different positions:

däm	blood	täjj	honey wine
nägä	tomorrow	šässä	he ran away
wänd	male, man	täwä	he left
näw	he is	yät	where?

a is quite a different sound, like the English exclamation 'ah!', or the 'a' in 'father':

abbat	father	laba	feather
-------	--------	------	---------

e is like the vowel in English 'gate' or 'way', but without the final 'y' sound. In fact, it often has a slight 'y' sound in front of it. Listen to the sound of the Amharic word **bet**, if you can. Some people pronounce this as if it were *byet*:

bet house **resa** dead body

i is a difficult sound to master at first as it has no exact English equivalent. It is sometimes like the 'y' in English 'pretty', or the second vowel in 'horses', but most of the time it is rather in between this and the sound of ä, described above.

Like ä, it is very susceptible to the consonants around it. When following or followed by a w it sounds more like 'u' in English 'put', or 'oo' in 'good'. Similarly, when following or followed by y, or following a palatal consonant it sounds more like the vowel 'i' in English 'pin'.

Again, if you have the cassettes listen to hear how i sounds in different positions:

süm	name	bird	cold
tijj	child	šifta	bandit
č'is	smoke	wič'č'	outside
wiha	water	yilal	he says

i is like the vowel 'ee' in English 'feet':

bič'č'a yellow **riz** beard

o is rather like the vowel in English 'shore' or 'war', but often has a slight 'w' sound in front of it. Listen to the sound of the Amharic word **bota**, which some people pronounce as if it were *bwota*:

bota place **tolo** quickly

u is like the vowel 'oo' in English 'moon':

ruz rice **hullu** all

The consonants

Amharic has twenty-eight consonants, or rather twenty-seven full consonants plus one 'non-consonant'. In the transcription used in this book the following consonants have much the same sound as in English: b, p, d, j, t, m, n, f, w, s (as in 'sing'), z, y (as in 'yes'), g (as in 'go'), k, h, l (as in 'light'), r and v (this last sound occurs only in words borrowed from English, like *yunivärsiti*).

b is like English 'b' at the beginning of a word, or when following m, n, r or l, or when doubled, but elsewhere it has a softer sound that may sound a little like English 'v':

bal	husband	abba	daddy
arba	forty	zimb	fly
rob	Wednesday	abäba	flower

h is like English 'h' except at the end of a word where some people pronounce it more strongly, like 'ch' in Scots 'loch':

hod	belly	wiha	water
yih	this	alläh	you have

r is always sounded, as a flap or when doubled as a trill as in Scots English:

ruz	rice	zär	seed
bärr	door	karra	knife

A number of special letters are used in the transcription, but the sounds they represent are similar to English:

č	is like 'ch' in English 'church'	čalä	he could	mäče	when?
š	is like 'sh' in English 'shoe'	šum	chief	wišša	dog
ž	is like 's' in English 'leisure'	žirat	tail	gäzi	governor
ñ	is like 'n' in English 'news', or 'gn' in 'cognac'	näñ	I am	ñña	we

There is a set of sounds in Amharic which have no correspondents in English. These are the so-called 'glottalized', 'ejective' or 'explosive' consonants, each of which has a non-glottalized counterpart from amongst the consonants we have already looked at. These glottalized consonants cannot be easily or usefully described within the scope of this book, but suffice it to say they have a sharper, more 'explosive' sound than their non-glottalized pairs. You really need, however, to hear them spoken by a native speaker to be able to reproduce them accurately. It is important to distinguish between glottalized and non-glottalized sounds as there are many pairs of words that are differentiated in this way: 

t - t'	tära	turn, queue	t'ärra	he called
	mätta	he hit	mät't'a	he came
č - č'	näčč	she is	näč'č'	white
k - k'	käbbära	he got rich	k'äbbära	he buried
	näkka	he touched	näk'k'a	he woke up

In the transcription used in this book the glottalized sounds are all written with an apostrophe:

t' a glottalized t	t'iru	good	t'ot'a	monkey
k' a glottalized k	k'än	day	k'wank'wa	language
p' a glottalized p	p'ap'p'as	bishop	ityop'p'iya	Ethiopia
č' a glottalized č	č'aw	salt	bič'č'a	yellow
s' a glottalized s	s'afä	he wrote	gäs'	page

The remaining member of the inventory of consonants in Amharic is not really a consonant at all, but marks a syllable which begins with a vowel without a preceding consonant. We need to regard this as a sort of consonant because it is indicated in the script as such, where it actually has two different symbols. Some speakers may pronounce a full break or 'glottal stop' between two vowels separated in this way, though others slide from one vowel to the other without a noticeable pause.

säat	hour, watch	büür	pen
igziabiber	God	t'aot	idol
aïmïro	intelligence, conscience	lik'ä mälaikt	archangel

Double consonants

Double or long consonants (also called 'geminate' consonants) are clearly pronounced: the **ll** in **allä** 'there is' is distinctly longer than the **l** in **älä** 'he said'. It is vitally important to distinguish single from double consonants in pronunciation as the length of a consonant may often affect the meaning of a word, as in the above example. Compare also the following pairs of words:

wana	swimming	wanna	main, principal
gäna	yet	gänna	Christmas
bätu!	say!	bällu	they ate
abay	liar	abbay	Blue Nile

Script

Amharic is written in a script of its own which is used only in Ethiopia. The same script is also used for writing both Classical Ethiopic (also called Ge'ez), the language of Ancient Ethiopia, still used today in the liturgy of the Ethiopian Orthodox Church, and

Tigrinya, a language closely related to Amharic, spoken in Eritrea and northern Ethiopia. Under the previous regime, there was an initiative to write other Ethiopian languages, too, in the same script. At present, however, there is a move to develop orthographies based on the Roman alphabet for some of the other major Ethiopian languages, such as Oromo.

The Ethiopian script is called in Amharic **fidal**, which is also the word for 'letter'. It may look at first sight a very complex system, but with practice you will soon get used to it. If you want to read anything in Amharic, as well as write the language yourself, you will need to know it. Read through the following pages first but do not try and learn everything about the script before you start the first lesson. All dialogues are transcribed in the first five lessons, as are all new vocabulary and grammatical forms throughout the book. You should practise writing and reading in Amharic right from the start, but it should become fun trying to recognize familiar words written in **fidal**. Amharas and Tigreans are very proud of their script as an expression of the historical and cultural independence of Ethiopian civilization.

The Ethiopian script is not strictly speaking an alphabet, but what is called a syllabary. This means that each letter or symbol usually represents a whole syllable like **da** or **du**, **ki** or **no**. So, if you want to write the Amharic word **bota**, which means 'place', you will need only two letters **bo** + **ta** and not four as in the English transcription: **so o-t-a**. In current use there are 276 such letters. But don't let this put you off. There are regular patterns in the system and you won't have to learn 276 completely different shapes.

There are thirty-three basic shapes. These generally represent the consonants followed by the vowel **ä**; so taking the word **bota** **bo** again, in its basic shape the first letter becomes **o** with the sound **bä**, and the second letter becomes **t** with the sound **tä**. These basic shapes are altered in various ways, for example, by the addition of small lines or circles, or by the shortening or lengthening of a stroke, to indicate a different vowel following the base consonant. To make **bo** the right-hand vertical is shortened: **o**; but to make **ba**, the left-hand vertical is shortened: **t**; and to make **bi** a short line is added to the foot of the right-hand vertical: **n**, and so on. Similarly, to turn **tä** into **ta**, a leftward curve is added to the base of the letter: **f**; but to make **to** a small circle is added at the top: **f**, and so on. As there are seven vowels in Amharic, so there are six modifications of the basic shape making what are called the seven 'orders' of the Ethiopian syllabary which are in the traditional sequence, **bä, bu, bi, ba, be, bi** and **bo**.

Not all Amharic words, however, are made of open syllables like **bota**. There are words with closed syllables, ending in a consonant or sometimes two, like **bet**, **k'än**, **hod**, **arb** and **mändär**. How do we write these? The sixth order, the one which indicates the vowel **ä**, also indicates a consonant without a vowel: so **tl**, for example, is both **bi** and **b**; as in **birr አብር** 'Birr (Ethiopian dollar)' and **arb አርብ** 'Friday'. We shall look in more detail at the sixth order in the first lesson.

You will remember that we have already said that there are twenty-seven consonants in Amharic, but thirty-three consonant baseshapes in the syllabary. This is because some consonants can be represented by more than one letter: so, **s** has two representations, as do **s'** and the non-consonant base, whilst **h** has as many as four possibilities. The reasons for this are historical and whilst some people, for instance, may write **s** in one word with one letter and **s** in another word with a different letter, it cannot be said that there are exact spelling rules as in English, there are merely preferences. When you meet a new word see how it is spelled and you won't go wrong if you keep to that spelling.

The first order

Let's have a look now at the first order, the basic shapes of the letters which indicate a consonant followed by the vowel **ä**. We can divide the first order letters into five groups according to shape.

(a) letters with one vertical or 'leg':

k'ä	tä	čä	pä	gä	nä
Φ	†	‡	T	†	γ
ñä	yä	ha			

(b) letters with two verticals or 'legs':

bä	vä	sä	šä	kä	hä	zä	žä
tl	ll	tl	ll	tl	ll	tl	ll
s'ä	p'ä	dä	jä	lä	a		

(c) letters with three verticals or 'legs':

t'ä	č'ä	ha
-----	-----	----

(d) letters with a rounded bottom:

s'ä	mä	sä	wä	ha	a
θ	ω	w	φ	u	o

(e) letters with a level bottom:

rä	fä
z	d

There are a couple of things you may notice here. First, you can see that both **ä** and **w** are pronounced the same, i.e. **s'ä**, and both **θ** and **o** are pronounced as **s'ä**. Similarly, both **h** and **u** have the sound **a**, the 'non-consonant' plus the vowel **a**, whilst **u**, **du** and **tu** are all three pronounced as **ha**; **tl**, on the other hand, is pronounced **hä**. Second, these last six letters also illustrate another point that you may have noticed. The first-order letters **tl**, **ll**, **tl**, **ll** and **tu** are all read as if they had fourth **a**, not first **ä** order vowels, whilst **tl** is the only way of writing the sound **hä**. If you want to write the sound **ä** alone there is a special letter **ä**, but this occurs in only one word in Amharic: **ärä እ**, which means 'Oh dear!'.

The second order

The formation of the second order, which indicates the base consonant followed by the vowel **u**, is very simple. You simply add a short horizontal line to the middle of the right-hand side of the basic letter shape, except for **ru** and **fu** which add a short vertical line beneath the base line:

k'u	tu	č'u	pu	gu	nu	ňu	yu	hu	
Φ	†	‡	T	†	γ	ѣ	ყ	՚	
bu	vu	su	šu	ku	zu	žu	s'u	p'u	du
tl	ll	tl	ll	tl	ll	tl	tl	ll	
ju	lu	u	hu						
ž	ł	ł	՚						
t'u	č'u	hu							
ar	as	đ							
s'u	mu	su	wu	hu	u				
θ	ω	w	φ	u	o				
ru	fu								

The third order

The third order, which indicates the base consonant followed by the vowel **i** is mostly formed by adding a short horizontal line to the bottom of the right-hand side of the letter. If the basic first order shape is one of those with one, two or three 'legs' then the sign for the third order is added directly. If, however, the basic shape has a rounded bottom then an extra 'leg' is added to the letter to carry the sign of the third order. Notice that **ri** and **fi** are formed differently, as is **vi** which doesn't follow the expected pattern!

The fourth order

The fourth order, which indicates the base consonant followed by the vowel **a**, is formed in a number of ways depending on the shape of the basic first order letter.

Most of the letters with one 'leg' make the fourth order by adding a leftwards curving line to the bottom of the single 'leg'. Notice, though, that *na* and *ña* are different.

k'a	ta	ča	pa	ga	ya	ha
<i>χ'</i>	<i>θ</i>	<i>č</i>	<i>p</i>	<i>g</i>	<i>y</i>	<i>h</i>
na	ňa					
<i>n</i>	<i>ň</i>					

The letters with two and three 'legs' shorten the left-hand 'leg' or 'legs':

ba	va	sa	ša	ka	za	ža	s'a	p'a	da
q	q̄	q̄	q̄	q̄	q̄	q̄	ḡ	ḡ	ḡ
ja	la	a	ha						
ḡ	ʌ	h̄	h̄						
t'a	č'a	ba							
q̄	q̄	h̄							

The letters with rounded bottoms add an extra 'leg', as they do to form the third order, but without adding the short horizontal line, and **ra** and **fa** are different as usual:

s'a	ma	sa	wa	ha	a
q	η	ŋ	ɸ	χ	χ̄
ra	fa				
χ̄	ɸ̄				

The fifth order

The fifth order, which indicates the base consonant followed by the vowel e, is also easily formed. It is marked by a small loop or semicircle attached to the bottom of the base shape in the same way as the short horizontal line is added to form the third order. This means that letters with rounded bottoms will need to add an extra 'leg' to carry the sign. Be careful, though, to note that ē'e and ye, though indicated by a small loop, differ in how the loop is attached!

k'e	te	če	pe	ge	ne	ňe	he		
Φ	Φ	Φ	Φ	Φ	Φ	Φ	Φ		
be	ve	se	še	ke	ze	že	s'e	p'e	de
Φ	Φ	Φ	Φ	Φ	Φ	Φ	Φ	Φ	Φ
je	le	e	he						
Φ	Φ	Φ	Φ						
t'e	he								
Φ	Φ								
s'e	me	se	we	he	e				
Φ	Φ	Φ	Φ	Φ	Φ				

re	fe
ရ	နေ
č'e	ye
ခဲ့	ယေ

The sixth order

The sixth order, indicating both the consonant plus the vowel i and the consonant alone, is very diverse in the way it is formed. Have a look at the forms of the sixth order in the chart at the end of the introduction and see how many different patterns of formation you can identify. Because of the complexity of these patterns, however, we shall leave a fuller analysis until the first lesson.

The seventh order

The seventh order, which indicates the consonant followed by the vowel o, has three different characteristic patterns of formation and a small number of isolated forms. Most of the letters with a single 'leg' add a small circle at the top of the letter, but note that yo, go and po are formed quite differently:

k'o	to	čo	no	ño	ho
ခု	တဲ	ခဲ့	နေ	ညံ	ဟဲ
yo	go	po			
ယ်	ဂဲ	ပဲ			

The letters with two and three 'legs' mostly shorten the right-hand 'leg' or 'legs' to form the seventh order, i.e. making a mirror image of the fourth order. Note, however, that lo is formed by adding a small circle to the right-hand side of the base shape.

bo	vo	so	šo	ko	zo	žo	s'o	p'o	do
ပဲ	ဗဲ	စဲ	ရဲ	ါး	ဗူ	ဇဲ	ရဲ	ပဲ	ဗူ
jo	o	ho	t'o	č'o	ho				
ဂဲ	ဗဲ	ဟဲ	တဲ့	ခဲ့ဗဲ	ဟဲ				
lo									
လဲ									

Of the letters with rounded bottoms four form the seventh order by adding a short leftward curving line to the centre of the bottom of the base shape. Note that ho and mo are formed differently:

s'o	so	wo	o
ရဲ	ဗြ	မှာ	ဗဲ
ho	mo		
ဟဲ	မှာ		

Lastly, ro and fo form their seventh orders by adding a small circle to the top right-hand corner of the letter:

ro	fo
ရဲ	ဗြ

1 Now see how much of the following you can read (there are answers given in the key to the exercises)

ရွှေ သွေ မှုတ် မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ
 ဝါ မှုနဲ
 မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ
 မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ
 မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ မှုနဲ

Further vowel signs

In addition to the seven vowel orders, there are special symbols to represent the combination of certain consonants followed by wa, as for example in the word k'wank'wa 'language' which is usually written as ကိုဘားဘား, i.e. k'wa + n + k'wa. The wa letters are formed by the addition of a horizontal bar added either to the top or the bottom of the consonant base, which is often in a shape similar to the fourth order. The letters that occur are as follows. Note that there are some variants:

k'wa	twa	čwa	gwa	nwa	ňwa	hwa	bwa	swa	šwa	kwa
ကို	တဲ့	ခဲ့	ဂူ	ဉဲ	ဉဲ	ဟဲ	ပဲ	သဲ	ရဲ	ကာ
zwa	žwa	s'wa	dwa	jwa	lwa	t'wa	č'wa	mwa	rwa	fwa
ဇဲ့	ဇဲ့	စဲ့	ဒဲ	ဇဲ့	လဲ	တဲ့	ခဲ့ဗဲ	မှာ	ဇဲ့	ဇဲ့

In addition to these the four letters k', k, g and h also have special symbols for combinations with w and other vowels:

k'wā	k'wi	k'we	k'wi	kwā	kwi	kwe	kwi
ကို့	ဗဲ့	ခဲ့ဗဲ	ဗဲ့	ဗူ	ဗူ	ဗူ	ဗူ
gwā	gwi	gwe	gwī	hwā	hwi	hwe	hwī
ဂူ	ဗူ	ရဲ	ဂူ	ဗူ	ဗူ	ရဲ	ဂူ

All but the *wä* and *wî* forms are not really used in Amharic.

Numerical signs

Amharic also has its own symbols for numbers. You will meet these again in the book when we look at counting in Amharic. Nowadays European numerical signs, the so-called 'Arabic' numerals such as we use in English, are also used, but you will still need to learn the indigenous Ethiopian system as well.

There are separate symbols for each of the units, each of the tens, '100' and '10,000':

1 रु 2 रु 3 रु 4 रु 5 रु 6 रु 7 रु 8 रु 9 रु 10 रु 20 रु 30 रु
 40 रु 50 रु 60 रु 70 रु 80 रु 90 रु 100 रु 10,000 रु

Fidäl & gA

The Amharic syllabary is usually presented as a grid with the vowel orders as the horizontal and the consonants as the vertical axis. There are two traditional sequences, one called **ha-hu ክዕ**, and the other **abugida ክጥረሳ**, following the sounds of the first letters reading along the horizontal axis. Both of these are used in dictionaries published in Ethiopia, though the first one, the **ዕ**, is the most common. It is also the sequence that is used, with some adaptation, in dictionaries published abroad.

<i>Ist order</i>	<i>2nd order</i>	<i>3rd order</i>	<i>4th order</i>	<i>5th order</i>	<i>6th order</i>	<i>7th order</i>
v ha	v hu	Y hi	Y ha	Z he	v hü	v ho
ä lä	ä lu	A li	A la	A le	A lü	A lo
h ha	h hu	h hi	h ha	h he	h hü	h ho
m mä	m mu	m mi	m ma	m me	m mü	m mo
s sää	s su	s si	s sa	s se	s si	s so
r rä	r ru	r ri	r ra	r re	r ri	r ro
a sä	a su	a si	a sa	a se	a sii	a so
ö šä	ö šu	ö ši	ö ša	ö še	ö ši	ö šo
k kää	k k'u	k ki	k ka	k ke	k ki	k ko
b bää	b bu	b bi	b ba	b be	b bi	b bo
t tä	t tu	t ti	t ta	t te	t ti	t to
č čä	č ču	č či	č ča	č če	č či	č čo
h ha	h hu	h hi	h ha	h he	h hü	h ho

<i>1st order</i>	<i>2nd order</i>	<i>3rd order</i>	<i>4th order</i>	<i>5th order</i>	<i>6th order</i>	<i>7th order</i>
ä	nä	nu	ni	na	ne	no
ö	ñä	ñu	ñi	ña	ñe	ño
h	a	h	u	h	e	o
ll	kä	ll	ku	ll	ke	ki
ll	hä	ll	hu	ll	he	hi
w	wä	w	wu	wi	we	wi
ø	a	ø	u	ø	e	o
ll	zä	ll	zu	ll	ze	zo
ll	žä	ll	žu	ll	že	žo
p	yä	p	yu	p	ye	yo
g	dä	g	du	g	de	do
g	jä	g	ju	g	je	jo
t	gä	t	gu	t	ge	go
m	tä	m	t <u>u</u>	m	t'a	t'o
m	čä	m	č'u	m	č'e	č'o
k	pä	k	p'u	k	p'a	p'o
s	sä	s	s'u	s	s'e	s'o
s	sä	s	s'u	s	s'e	s'i
k	fä	k	fu	k	fe	fi
T	pä	T	pu	T	pe	pi

The wa letters

k'wa twa čwa gwa nwa ūwa hwa bwa swa šwa kwa
 垮 太 王 乃 虞/莫 乎/莫 乎 𠩺 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔

zwa žwa s'wa dwa jwa lwa t'wa č'wa mwa rwa fwa
 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔 𠩔

The other w letters or 'labiovelars'

<i>Ist order</i>	<i>3rd order</i>	<i>5th order</i>	<i>6th order</i>
k'wä	k'wi	k'we	k'wë
kwä	kwi	kwe	kwë
gwä	gwi	gwe	gwë
hwä	hwi	hwe	hwë

1 አገልግሎት sälamta

Greetings

By the end of this lesson you should be able to:

- use some personal pronouns (I, you, etc.)
- form the present tense of the verb 'be' (I am, you are, etc.)
- form some simple possessive phrases (my, your, etc.)
- use some simple formal and informal greetings

An informal meeting

Hirut and Kebbede are old friends who meet by chance in the street

HIRUT: ከዚ ይላችልን ተናተ፡ እናይምን ነወ? ይጋዙ ነወ?
 KEBBEDE: ከዚ ይላችልን ከዚ፡ ከዚ ይጋዙ ነወ፡ እናተና
 እናይምን ነወ?
 HIRUT: እናዚ ይጋዙ ነወ እናዚ ይመለጥና፡
 KEBBEDE: ይጋዙ ይጋዙ ነወ?
 HIRUT: ከዚ አስተም ይጋዙ ነወ፡
 KEBBEDE: ከዚ አስተም ይጋዙ ይችው?
 HIRUT: ከዚ ይጋዙ ይችው፡
 KEBBEDE: በል አሁን መሬዳ እስከዚ፡ ይጋዙ ወሮ፡
 HIRUT: ይጋዙ ወሮ ተናተ፡

KÄBBÄDÄ: T'ena yist'illîn Hirut, indämîn näš? dähna näš?

HIRUT: T'ena yist'illîn Käbbädä, awo, dähna näš, antäss, indämîn näš?

KÄBBÄDÄ: Ìnem dähna näš, igzer yümmäsgän.

HIRUT: Haylu dähna näw?

KÄBBÄDÄ: awo, issum dähna näw.

HIRUT: abbatinna innatih dähna načcaw?

KÄBBÄDÄ: awo, dähna načcaw.

HIRUT: bäl ahun mähed alläbbiñ, dähna hun.

KÄBBÄDÄ: dähna huñi, Hirut.

- KEBBEDE: Hello, Hirut. How are you? Are you well?
 HIRUT: Hello, Käbbädä. Yes, I'm well. And you, are you well?
 KEBBEDE: I'm fine, too, thanks.
 HIRUT: Is Haylu well?
 KEBBEDE: Yes, he's fine, too.
 HIRUT: Are your father and mother well?
 KEBBEDE: Yes, they're well.
 HIRUT: Well, I've got to go. Goodbye.
 KEBBEDE: Goodbye, Hirut.

Vocabulary

በኩስ ይላችልን	t'ena yist'illîn	hello! (lit. 'may he [God] give [you] good health for my sake!')
ደኩስ	indämîn	how
አዎ	dähna	well, fine
አዎ	awo	yes
-ነ	-i(ss)	how about . . . (added to the end of the word)
-ም	-i(mm)	also, too (added to the end of the word)
እባክር ይመለጥና	igzer yümmäsgän	thank you (lit. 'may God be praised!')
አዎ	abbat	father
አዎ	innat	mother
-ና	-i(nea)	and . . . (added to the end of the first word: አዎና አዎ abbatinna innat father and mother)
አዎና አዎ	abbatinna innatih	your father and mother
በል አሁን	bäl ahun	well then, well now
መሬዳ እስከዚ	mähed alläbbiñ	I have to go (lit. 'it is on me to go')

Some personal pronouns

እኔ	ine	I
አዎ	antä	you (mascutine and informal)
አዎ	issu	he

The verb 'to be'

The present tense

ንኑ	nän	I am
ኋህ	näh	you are (masculine and informal)
ኋሽ	näš	you are (feminine and informal)
ኋው	näw	he is
ኋቋ	načäw	they are

The imperative

ሁን	hun	be! (masculine and informal)
ሁኔዕ/ሁኔ	hunu/huñi	be! (feminine and informal)

A formal meeting

Mr Mulugeta and Mrs Hiywet meet. They do not know one another very well.

ወይዘሮ ኮይወት:	ሙሉ የሰተልሸ እቶ መሳሪታዊ አንድምን ከኩላ? ይገኘ ነዋጥ?
እቶ መሳሪታዊ:	ይህን ዓይ: ወይዘሮ ኮይወት እኩዎር ይመስጥኝ: እርስዎስ አንድምን ነዋጥ? ይገኘ ነዋጥ?
ወይዘሮ ኮይወት:	አዎ ይገኘ ነዋጥ: የርስዎ ማስተኞች እኩዎር ኋቋ?
እቶ መሳሪታዊ:	የኋ ማስተኞች ይገኘ ነዋጥ: እኩዎር ያመስጥኝ እኩ በለቻቻም ይገኘ ነዋጥ?
ወይዘሮ ኮይወት:	እኩ: ይገኘ ይዋል:
እቶ መሳሪታዊ:	የኋ ይገኘ ይዋል:

WÄYZARO HİYWÄT:	T'ena yiş'tilliñ Ato Mulugeta. İndämün addäru? dähna näwot?
ATO MULUGETA:	dähna nän, Wäyzaro Hiywät. Igzer yimmäsgän. Irswoss, İndämün näwot? dähna näwot?
WÄYZARO HİYWÄT:	awo dähna nän. Yärswö mist İndämün načäw?
ATO MULUGETA:	yäne mist dähna näč. Igzer yimmäsgän. İñña hulättačinüm dähna nän.

WÄYZARO HİYWÄT:	īssí, dähna yiwalu.
ATO MULUGETA:	dähna yiwalu.

MRS HIYWET:

MR MULUGETA:

MRS HIYWET:

MR MULUGETA:

MRS HIYWET:

MR MULUGETA:

Hello, Mr Mulugeta! How are you?

I am well, thank you. And you, Mrs Hiywet, how are you? Are you well?

Yes, I am well. How is your wife?

My wife is well, thank you. We are both well.

Goodbye.

Goodbye.

Vocabulary

እቶ

ወይዘሮ

ato

wäyzaro

Mr

Mrs

አንድምን እኩራ

indämün addäru

good morning (*lit. how did you spend the night?*)

ማስተ

mist

wife

ሁለቻቻም

hulättačinüm

both of us (*lit. our two*)

እኩ

issi

OK, alright

ጋናር ይዋል

dähna yiwalu

goodbye (*lit. spend the day well!*)

More parts of the verb 'to be'

ነዋጥ

ኋቋ

näwot

he/she is, they are (formal or polite)

ኋና

načäw

she is

ንኑ

nän

we are

More personal pronouns

እርስዎ

የርስዎ

irswo

you (formal or polite)

የኋ

yäne

your (formal and polite)

እኩ

īnña

my

we

Grammar

'You', 'he', 'she' and 'they': informal v. formal

From the dialogues you can see that there are various ways of expressing 'you' and 'he' or 'she', and the accompanying verb

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according to whether you are being informal or formal. This is what is known as the register of the language used.

In the informal register, which you use when talking to someone whom you either know well and are close to, or with someone of lower status than yourself such as a child or a servant, you also have to distinguish whether the person(s) you are talking to is (are) a man, **የዕስ** näh 'you are' (masculine and informal), a woman, **የዕስ** näš 'you are' (feminine and informal), or several people, men or women, **ቅዕስ** načeh 'you are' (plural and informal).

Note that **ቅዕስ**, though written as 'načehu' is pronounced as načeh. This goes for the ending -ačehu at the ends of other words too. See if you can find any more in this lesson.

In the formal or polite register, which you use when talking to someone you are not familiar with or who is of higher status than yourself, you do not need to make any further distinction, **የዕስ** näwot 'you are' (formal or polite). In Amharic, you also need to distinguish informal from formal when you are talking about someone, **የወ** näw 'he is' (general or informal), **የዕስ** näč 'she is' (general or informal), **ቅዕስ** naččaw 'they are' (general or informal), but note **ቅዕስ** naččaw which is also 'he is, she is, they are' (formal or polite).

Greetings

In the first two dialogues you have encountered various kinds of greetings: **ሰላም ይልተልኩ!** t'ena yistilliñ 'hello!', and also **አንደምን ከዕስ/ኩጥት** indämín näh/näš/näwot, as well as **አንደምን አዲሩ** indämín addäru.

The first and second set can be used on all occasions. The second kind of expression relates to the time of day when the greeting is expressed: **አንደምን አዲሩ** indämín addäru implies meeting in the daytime after at least one night's absence.

If you meet someone in the evening you would say **አንደምን ጥል** indämín walu, lit. 'How have you spent the day?' The phrase **ጋናው ደሳኔ** yiwalu, which you met in the second dialogue, contains a different part of the same verb.

Both of the expressions **አንደምን አዲሩ** indämín addäru and **አንደምን ጥል** indämín walu are in the formal or polite register; for the equivalent informal versions you would have to substitute the

following: **አድርክ** addärk (masculine), **አድርሽ** addärš (feminine), **አዳራቸሁ** addäračeh (plural), or **ዋል** walk (masculine), **ዋል** walš (feminine), **ዋልቸሁ** walačeh (plural). Note the pronunciation of **አድርቸሁ** and **ዋልቸሁ**, if you have the cassettes.

	<i>Daytime greeting</i>	<i>Evening greeting</i>
አንደምን... ዘመን ...		
masc. familiar	አድርክ ... addärk	ዋል ... walk
fem. familiar	አድርሽ ... addärš	ዋል ... walš
pl. familiar	አዳራቸሁ ... addäračeh	ዋልቸሁ ... walačeh
pol.	አድር ... addäru	ዋል ... walu

We will look at the forms of these verbs in more detail in the third lesson.

Personal pronouns and 'to be'

In the dialogues, then, you have met the following forms of the verb 'to be': **የኝ** nän 'I am', **የዕስ** näh 'you are (masculine and informal)', **የዕስ** näš 'you are (feminine and informal)', **የወ** näw 'he is', **የዕስ** näč 'she is', **የገ** nän 'we are', **የዕስ** näwot 'you are (formal or polite)' and **ቅዕስ** naččaw 'they are'.

In Amharic, verbs are traditionally cited in the 'he...' (third person masculine) form. The full set of forms of **የወ** 'to be', which occurs only in the present tense, is therefore as follows:

የኝ	nän	I am
የዕስ	näh	you are (masc. and informal)
የዕስ	näš	you are (fem. and informal)
የወ	näw	he is
የዕስ or ቅዕስ	näč or nat	she is
የገ	nän	we are
ቅዕስ	naččuh	you are (pl. and inf.)
ቅዕስ	naččaw	they are
የወ or የዕስ	näwo or näwot	you are (for. or pol.)
ቅዕስ	naččaw	he/she is, they are (for. or pol.)

The base is **የ- nä-** to which are added the following endings marking the person of the subject. Remember these endings because you will encounter them later, though used in a different way, for instance, recall the phrases **መ.ኋ ይሸጠልን** t'ena yist'illin 'hello!' (lit. 'may God give you health for me') and **መ.ለ.ኋ አለበን** mähed alläbbän 'I have to go' (lit. 'it is on me to go') from the first dialogue where **-ን -ና** is equivalent to 'me'.

singular	plural
-ን	I
-ኋ	you (masc. and inf.)
-ሽ	you (fem. and inf.)
-ው	he
-äčč or -at	she
<i>formal</i>	
-wo or -wot	you (for. or pol.)
-äččaw	he, she (for. or pol.)

Remember that the ending **-äččaw** is both general plural 'they' and polite 'he, she or they'. Also, don't forget that the ending that is spelled **-äččhu** (as for example on **የኋሁ**) for 'you' (plural) is pronounced as **-äččuh**.

The corresponding personal pronouns, some of which you have already met in the dialogues, are as follows. These are called the 'independent pronouns' because they are whole words, unlike the suffixes just described. Normally, the independent pronouns are only used for emphasis, but you will need to know them, for instance, if someone asks 'Who is it?' and you want to say 'It's me', **ኩኋ ነኝ** ine näñ (lit. 'I am').

singular		
ኩ	ine	I
ኩታ	antä	you (masc. and inf.)
ኩች	anči	you (fem. and inf.)
ኩዎች or እርዎ	issu or irsu	he
ኩዋዎች or እርዋዎ	isswa or irswa	she
(this can also be written using the wa- letter: እወ or እርወ)		

plural		
ኩና	innäña	we
ኩናታ	innantä	you (pl. and inf.)
ኩናዎች or እርናዎች	innässu or innärsu	they
<i>formal</i>		
ኩዎች or እርዎች	isswo or irswo	you (pol. or for.)
ኩችዎች or እርችዎች	issaččaw or irsaččaw	he, she (pol. or for.)

'My', 'your', 'his', etc. and possessive phrases

In the second dialogue you met the forms **የርሳም ማስተያደ** yärswo mist 'your wife' and **የእ ማስተያደ** yäne mist 'my wife'. You may recognize the pronouns **የርሳም** and **የእ** inside the words meaning 'you' and 'my', and from this you can see that possessives may be formed by prefixing **የ- yä-**. This may be added to nouns as well as pronouns.

Consider the phrases **የዳይሉ ማስተያደ** yäHaylu mist 'Haylu's wife', or **የተማሪ መጽሐፍ** yätämari mäs'haf 'a student's book' (**ተማሪ**, student, **መጽሐፍ** – book). Note the order of words; the possessor always precedes the person or thing possessed, just as in the English pattern 'a student's book'.

Spoken Amharic does not normally like two vowels to stand next to one another in the same word. So, when the word to which **የ- yä-** is added begins in a vowel, like **የርሳም irswo** or **የእ ine** or **የንታ antä**, then either of two things happens: one of the vowels is dropped, or a supporting sound or 'glide' is inserted between the vowels.

In order to discover which vowel is dropped we can represent the 'hierarchy' of vowels as follows (the 'weakest' and most susceptible to being dropped are at the bottom):

a, e, i, o, u
ä
í

So, í gives way to all other vowels: **yä- + ine > የእ yäne**; ä gives way to the vowels of the top row only: **yä- + abbat > የባቻ yahbat**.

When two vowels of the top row come into contact usually a supporting sound or 'glide' (w or y) is inserted between them: tämari + -očč > tämariwočč, gwaddäñña + -e > gwaddäñnaye. You'll find these last two words in the dialogue in the next lesson. Note, however, that when two as come together they merge into a single a: gwaddäñña + -aččaw > gwaddäñnaččaw. Look out for some more possessive phrases also in the next lesson.

There is another way of indicating possession in Amharic when the possessor is a pronoun. Again, you will encounter an example in the next lesson, but full discussion of the grammar will be left until a later lesson.

Exercises

1 Look at the following sentences and mark whether they are in the informal (I) or formal and polite (P) mode

- 1 አንድምን ነ՞? ይገኘ ነ՞?
- 2 ተናት ይገኘ ጥቻ
- 3 የሆነ አሳት ይገኘ ይችው?
- 4 ካርስ አንድምን ነምት?
- 5 አሳተት አሁን አንድምን ይችው?
- 6 ይገኘ ይችው?
- 7 ይገኘ ስንድ አሁን

2 Complete the following sentences with the correct form of the verb ነው.

- 1 የሆነ አሳት አንድምን _____?
- 2 ተናት: ይገኘ _____?
- 3 አንድ ስዕም ጥሩ _____?
- 4 ካርስው የሆነ አሳት _____?
- 5 መግለጫ አመዱዋል የርስዱዋል _____?
- 6 አንተሰ፡ ይገኘ _____? አም፡ ይገኘ _____?

3 Fill in the correct personal pronoun(s) in the following sentences

- 1 _____ አንድምን ጥቻ?
- 2 አግብር ዝስጥልን _____ ይገኘ ጥቻ

3 አሳተት አሳት ይገኘ ይችው? አም፡ _____ ይገኘ ይችው?

4 ማዣዱ፡ _____ አንድምን ጥቻ?

5 እኔ ይገኘ ጥቻ፡ _____ አንድምን ይችው?

4 Combine pairs of the following words to make possessive phrases. If there are some words you don't know, look them up in the glossary at the end of the book

እኔ መጽሐፍ ሁኔታ አሳት የሆነ አሳት ተዘዘዣ ቤት የሚ
አጽቻቸው ሁሉም ማለት በላይቸው

Script

The sixth order: form and value

Look through the dialogues in this lesson and see how many sixth-order letters you can find. The word ተምክር ተምክር 'lesson' is itself made up entirely of sixth-order letters, as is ያስተልኩ yist'illiñ in the expressions መና ያስተልኩ t'ena yist'illiñ and አግብር ዝስጥልን igzer yist'illiñ. From these and other words that you can find, you can see that there is no single way of forming the sixth-order from the basic first-order letter. There are in fact as many as twelve different devices involved, which means you will probably find it easier to learn the sixth-order of each letter separately rather than trying to guess it.

(a) central hook at the top:

hi	kī	fi	čī	ī
du	tu	ṛi	ṭī	h

(b) vertical line on top:

ī	sī
đ	đ

(c) horizontal line mid right:

di	ji	si	pī	wī
gī	gī	gī	gī	mī

(d) horizontal line mid left:

bī
a

(e) curve right at top:

ři ſi
ር ፈ

(f) hook left at top:

ni ñi zi ūi
ኅ ን ጂ ወ

(g) slanting line at top:

si ſi
ስ ፈ

(h) curve left midway:

hü
ሃ

(i) curve left at bottom:

mü ſi
ሙ ፈ

(j) central kink:

pi hü ki hü t'i čü
ፑ ሃ ፍ ሃ ተ ብ

(k) circle left:

lü gü¹
ሉ ህ

(l) irregular:

yü
ይ

The sixth-order also needs special attention because, unlike the other orders, it has two values: consonant + vowel i and consonant without a vowel. You can see this from the word ተምክጥ ተምክት where only the first ተ and ስ are pronounced with i. There are rules which tell you whether a sixth-order is to be read with or without a vowel, but they are complicated and it would not be helpful to list them here in detail.

One point that is useful to remember, though, is that at the end of a word the sixth-order is practically always without a vowel. Only if a word which ends in two consonants is closely followed by another which begins in a consonant in a phrase is a short i vowel pronounced at the end of the first word: አንድ ተምር and tämari 'a student' but አንድ አስተምር and astämari 'a teacher'.

Conversely, at the beginning of a word the sixth-order is almost always pronounced with the vowel – so, from words you have met in this lesson ተም ተም 'good', ሚም ሚም 'name', አንድ አንድ 'mother', ሚም ሚም 'lunch', and so on. Look at the transcriptions of words containing sixth-order letters in this and the following lessons to see how this operates.

Exercises

5 Here are some words and names that may be familiar to you which are written in the Ethiopian script. See how far you can identify them

አዲስ አበባ : ኢትዮጵያ : የደቡብ ሲል : ቴርጉሜ : ማረዳ
የመድር : ሐዋና : የሰው : ተፈጥር : ጥስቃ : ይተወካለ :

አዲስአበባ : ቤትአስተምር

6 Practise writing out the dialogues you have met in this lesson

2 አጥቃዣት እና bätümhiirt bet

At school

By the end of this lesson you should be able to:

- ask simple questions
- form the plural of nouns – *house, houses, etc.*
- use the demonstratives – *this, that, these, those*
- say where things are

Asking questions

Melaku meets Hiywet and Almaz who are new arrivals at school; Hiywet asks a lot of questions

- መላክ፡ መና ያስተዳደር፡ ስም መላክ ገዢ፡ የፋይነት?
 አይወች፡ የኑ ስም ሲደውት ገዢ፡ የሂ የፋይነት ስም አለማን
 ገዢ፡ እኔ ተማሪ ገዢ፡ አገተቡ፡ ተማሪ ገዢ?
 መላክ፡ አም፡ እናም ተማሪ ገዢ፡ አገተቱ አዲስ ተማሪዎች
 ገዢ?
 አይወች፡ አም፡ እናስ ተማሪዎች ገዢ፡ ይ ለው ማን ገዢ?
 ተማሪ ገዢ?
 መላክ፡ እና – አገተው እና ከዚ ወቃዣ፡ የና አስተማሪ
 ወቃዣ፡
 አይወች፡ ጥሩ አስተማሪ ወቃዣ?
 መላክ፡ አም፡ በዚም ጥሩ አስተማሪ ወቃዣ
 አይወች፡ አገዋው ምን ያስተማሪል?
 መላክ፡ የተጠለሁ ቀንቃ አስተማሪ ወቃዣ፡ የተጠለሁ ቀንቃ
 በዚም አስተማሪ ገዢ?
 አይወች፡ የቃስ ላይ? ምን ቀን አስተዋው አስተማሪ ወቃዣ?
 መላክ፡ አይደለም እናዚ! ወዕሰር በዚው ወቃዣ፡ የተዋስበት
 ላይ ወከራ ወቃዣ?
 አይወች፡ እውን የዘፍድ ገዢ ገዢ?
 መላክ፡ አይደለም፡ የየጊዜ ላይ ገዢ!

- MÄLAKU: t'ena yist'illiñ. sime Mälaku näw. yännantäss?
 HIYWÄT: yäne sim Hiywät näw, yässwa yägwaddäññaye sim Almaz
 näw, iné tämari näñ. antäss, tämari näh?
 MÄLAKU: awo, inem tämari näñ. innantä addis tämariwočč naččuh?
 HIYWÄT: awo, addis tämariwočč nän. ya sëw man näw? tämari näw?
 MÄLAKU: ä-ä - issäčäw ato Käbbädä naččaw. yäñña astämari naččaw.
 HIYWÄT: t'iru astämari naččaw?
 MÄLAKU: awo, bät'am t'iru astämari naččaw.
 HIYWÄT: issäčäw mën yastämärrallu?
 MÄLAKU: yängiliziñña k'wank'wa astämari naččaw. yängiliziñña
 k'wank'wa bät'am asčäggari näw.
 HIYWÄT: yaččiss set? man nat? isswamm astämari nat?
 MÄLAKU: aydällum inde! Wäyzäro S'ähay naččaw. yätümhiirt betu
 s'ähafi naččaw.
 HIYWÄT: ahun yäkifil gize näw?
 MÄLAKU: aydälläm, yämisa säat näw!

- MELAKU: Hello! My name is Melaku. What are yours?
 HIYWET: My name is Hiywet and my friend's name is Almaz. I'm a
 student. And you, are you a student?
 MELAKU: Yes, I'm a student, too. Are you new students?
 HIYWET: Yes, we're new students. Who is that man? Is he a
 student?
 MELAKU: Ha-ha, he's Mr. Kebbede. He's our teacher.
 HIYWET: Is he a good teacher?
 MELAKU: Yes, he's a very good teacher.
 HIYWET: What subject does he teach?
 MELAKU: He's an English language teacher. English language is
 very difficult!
 HIYWET: And what about that woman? Who is she? Is she a
 teacher, too?
 MELAKU: No, she's Mrs. Tsehay. She's a school secretary.
 HIYWET: Is it class time now?
 MELAKU: No, it's lunch time!

Vocabulary

- ሰም** sime my name (*ሰም* sim name) : another way of saying
የሂ ስም yässwa yägwaddäññaye
የዕሰር wässer friend, companion (*የዕሰር* gwaddäññaye
 my companion)

ተማሪ	tämari	student (ተማሪዎች tämariwočč students)
አስተማሪ	astämari	teacher
ተምህርት አቶ	timhirti	bet school (<i>lit.</i> 'study house'). ተምህርት study, lesson, class; also sometimes pronounced as tämurt, dropping the 'h'. ተምህርት አቶ timhirti betu 'the school'
አዲስ	addis	new
ጥሩ	t'iru	good
አስቃጋሪ	asčäggari	difficult
በት’ام	bät'am	very
ሰው	saw	man
ወን	set	woman
ያስተምረሉ	yastämirlu	he teaches (for.)
አማካላዊ	ingilizänna	English (<i>language</i>). አማካላዊ ingiliz English, አማካላዊ ግልግል አማካላዊ Englishman, አማካላዊ ግልግል አማካላዊ Englishwoman, አማካላዊ እንግሊዝ እንግሊዝ agär England
አማካላዊ	k'wank'wa	language
ከደ	inde	(expression of surprised contradiction) አይደለም
		አይደለም aydällum inde she certainly is not (for.)
ሰዓት	s'ähafi	secretary
ሰዓት	säät	hour, time, noon, watch, clock
ምሳ	misa	lunch
አሁን	ahun	now
ክፍል	kifil	class
ት.ት.	gize	time

Some more pronouns

ያ	ya	that (masc.)
ያች or ያች	yačč or yačči	that (fem.)
ማን	man	who?
ምን	min	what?

Some more parts of the verb 'to be'

አይደለም	aydälläm	he is not, it is not
አይደለም	aydällum	she is not (for.)

Grammar

Word order

From a simple Amharic sentence, such as **አቶ ክበደ የኝ አስተማሪ** ato Käbbädä yänña astämari naččaw 'Mr. Kebede is our teacher', you can see that the order of words in Amharic is different from the English equivalent. The most important feature in the Amharic is that the verb (here **የኝ**) comes last. You will find that this rule is usually strictly applied in Amharic, even when the sentence is very long. Look at the other sentences in the dialogue and see where the verbs come: you will see that almost every sentence ends with a verb.

Forming questions

Questions can be of two types: the first anticipates the answer 'yes' or 'no'. In Amharic this kind of question is usually formed simply by using the question intonation, raising the pitch of your voice at the end of the sentence. This is in contrast to the simple statement intonation where the pitch drops towards the end of the sentence: **ተማሪ ነው?** - **ተማሪ ነው** 'Is he a student?' - 'He is a student'. Note that the order of words is not altered in Amharic. Another way of forming this kind of question is to add **ውይ** wäy after the verb at the end and to use the usual question intonation: **ጥሩ ነው ውይ?** t'iru näw wäy 'Is it good?'. A third method is to add the suffix **-ን-ኒ** (note the final vowel is pronounced) to the end of the verb; this is however more common in written than spoken Amharic.

The second kind of question asks for specific information and uses a question word like 'who', 'what', 'when'. In the dialogue you met two such question words in Amharic: **ማን** 'who' and **ምን** 'what'. From the dialogue you can see that in Amharic these words usually come before the verb: **ያ ስው ማን ነው?** ya saw man näw? 'who is that man?' (*lit.* 'that man is who?'). In combination with the verb **ነው** 'to be' these are often written as a single word: **ማናው** mannäw 'who is it?' and **ምናው** münñäw 'what is it?' (the latter also means 'what's the matter?' and sometimes 'why is it?'). Another way of saying 'what is it?' is **ምንገኘን ነው**, **ምንገኘን ነው** or **ምንድርኘን ነው** mündinnäw or mündirnäw.

Note that when you write these as a single word you do not need to repeat the 'n': **ን** alone reads as -nnä-.

Other question words

Some other useful question words include: ወደ yet or ውስታ yäst 'where?'; ከደተኛ käyet 'from where?'; መደረት wädet 'to where?'; መቋ mäče 'when?'; ለምን lämin or ለለምን silämän 'why?'; እንደምን indämän or እንደዚ indet 'how?'; ስሜ sint 'how much?' or 'how many?'. Look at the following examples:

ተምህር በቱ ይው? timhirti betu yet näw?	where is the school?
መቋ መጠሁ? mäče mäf't'ah?	when did you come?
እንደምን አደርክ? indämän addärk?	how did you pass the night?
ሀል ለምን ከፈመዎም? Käbbädä silämän	why didn't Kebede
almät'cam?	come?
መደረት ተከሱ ወሉ? wädet tihedalläh?	where are you going (to)?
ዋጋው ስሜ ይው?	how much is the price?

Plurals of nouns

Forming the plural of nouns in Amharic is very simple: in the dialogue you met the form **ተማሪዎች** tämariwočč 'students' alongside **ተማሪ** tämari 'student'. From this you can see that the plural here is formed by adding the suffix -wočč to the singular form. Other examples from the vocabulary might include: **አስተማሪዎች** astämariwočč 'teachers'; **ሰአፊዎች** s'ähasiwočč 'secretaries'; **ቍቃዎች** k'wank'wawočč 'languages'; **ጊዜዎች** gwaddäññawočč 'companions'. All of these nouns end in a vowel in the singular. If, however, the noun ends in a consonant, like **ቤት** bet 'house', **አዎ** säw 'man', **ወጪ** set 'woman', **ማሽን** mist 'wife', **አባት** abbat 'father', etc., then the form of the plural suffix is -očč: **ቤቶች** betočč, **አዎች** säwočč, **ወጪች** mistočč, **አባቶች** abbatočč.

You can also add -očč to nouns ending in a vowel by dropping the final vowel of the singular form: **ተማሪ** tämariwočč, **ጊዜ** gwaddäññawočč.

Note, however, that nouns ending in -awi forming the names of nationalities, like **ኤንግሊዝ** ingilizawi 'Englishman' or **ኢትዮጵያ** ityop'p'iyawi 'Ethiopian', form their plurals by changing the ending -awi to -awiyan. So:

የኅንጻዊያን እኩያዊያን ቤቶች
yänña astämariwočč ityop'p'iyawiyän naččaw
new teacher or Ethiopian

አንና ከንግላዝዎችን ነኝ

iñña ingilizawiyän näñ
we are English

More will be said about some irregular plural forms and the use of the plural in later lessons.

Gender agreement: masculine and feminine

As you can see from the personal pronouns, for example, Amharic has two genders in the singular, **አዎ** 'he', **አዎች** 'she' and only one in the plural **አንጻዎች** 'they'. Most nouns follow natural gender: those denoting females are feminine, **ሴ አጥቃ** yačči set 'that woman', and those denoting males as well as inanimate objects are generally masculine, **ሴ አዎ** ya säw 'that man', **ሴ መጽሑፍ** ya mäs'haf 'that book'. Some nouns that denote inanimates, such as **ሰዕሳይ** s'ähay 'sun', **አገር** agär 'country', **ከተማ** kätäma 'town', **መኪና** mäkina 'car' are often formulated as feminines, but not always. So **ሴ መኪና የዚያ** yačči mäkina yäne nat 'this car is mine', **ሴ አገር የዚያ** yačči agär k'onojo näčč 'this country is beautiful'.

Expressing 'this' and 'that'

In the dialogue you met two demonstratives **ሴ** 'that' (masc.) and **ያ** 'that' (fem.). Unlike adjectives, which do not change for gender, demonstratives have separate masculine and feminine as well as plural forms.

ሴ	ya	that (masc.)
ያ or ያች	yačč or yačči	that (fem.)
አንጻዎች	innezziya	those
ቴ	yih	this (masc.)
ያች or ያችች	yičč or yičči	this (fem.)
አንጻዎች	innezzih	these

So, using words that you know already, you can say: **ቤት አጥቃ** yih bet 'this house', **አስተማሪ** yačči astämari 'this (woman) teacher', **አንጻዎች** innäzzih tämariwočč 'these students'; **ቴ ጥሩ አዎ** yih t'iru säw 'this good man'; **ያች ጥሩ አጥቃ** yačči t'iru set 'this good woman'; **አንጻዎች ጥሩዎች** innäzzih t'iruwočč säwočč 'these good people'; **አንጻዎች ቤቶች** yačči innäzzih k'oniwočč setočč 'these beautiful women'.

When a preposition, like **በ**, **በ** 'in, at', or **ከ** **ካ** 'from', or **መ** **መ** 'to, towards' etc., comes before a demonstrative, the demonstratives are changed as follows:

ይ	becomes	ዚ	zzih
ይ / ይ	become	ዚ / ዚ	zzičči/zzič
ያ	becomes	ዚ	zziya
ያ / ያ	become	ዚ / ዚ	zziyačči/zziyač
እንወ and እንወ	remain unchanged.		

Therefore: **በዚ በት** **bäzzih bet** 'in this house'; **ዚ**/**ዚ** **የንወ በት** **käzziyačč k'önjo set** 'from that beautiful woman'; **በ(ከ)ዚ ተዋኑ** **ተዋኑ** **በኋዕት በቶች** **bännäzzih tämbürti betočč** 'in these schools'.

Agreement of plural adjectives

The phrase **እንወ ተዋኑ በም** 'these good people' shows that when an adjective describes a noun in the plural it, too, may appear as a plural with the suffix -(w)očč. So **አማርኛ የንግድ** **asčäggariwočč** 'k'wank'wawočč 'difficult languages', **ቍንቃቄ በቶች** **k'önjočč setočč** 'beautiful women', **በርሃም ተዋኑዎች** **birtuwočč tämariwočč** 'hard-working students'. The adjective, though, does not have to agree; you can also say **በርሃም ተዋኑዎች** **birtu tämariwočč**, and so on. Similarly, you can say either **እንወ ተዋኑዎች በርሃም ዓቃዎች** **innäzzih tämariwočč birtu naččaw** or **እንወ ተዋኑዎች በርሃም ዓቃዎች ዓቃዎች** **innäzzih tämariwočč birtuwočč naččaw** 'these students are hard-working'.

Expression of 'no'

In the first lesson you learned the word **አው** **awo** 'yes'. Unfortunately, the expression of 'no' in Amharic is not quite so simple. To say 'no' in Amharic you, in effect, have to say '... is not', which means that you must form the verb in accordance with its logical subject. This is why Melaku's answer to Hiywet's question about Mrs. Tsehay begins **አይደለም**... **aydällum** lit. 'she is not', but equivalent to the English 'no', and yet later he says **አይደለም** **aydälläm** lit. 'he/it is not', i.e. 'it is not (study time, but) it is lunch time'. The verb **አይደለም** is the negative form of **ነው** **naw**. All verbs in Amharic have a special negative form, but fortunately they are not all as irregular as this. You will meet the full range of forms later in this lesson.

Exercises

1 Rewrite the following sentences using plural forms

Example **ይ** **በት** **ተልቅ ነው** → **እንወ** **በቶች** **ተልቅ ይችው**.

- 1 **ይ** **በት** **የት** **ከተት ይተ**..
- 2 **እኔ** **ተማሪ** **የታ**..
- 3 **እኩ** **እስተማሪ** **የሙ**..
- 4 **እርዳታ** **እስተማሪ** **የታ**..
- 5 **እንደ** **ቍንቃቄ** **ልቻቻዎች** **የሻ**..
- 6 **የት** **እስተማሪ** **እተዋኑያዊ** **የችው**..

2 Answer the following questions about the dialogue in Amharic

- 1 **መሰረት ተማሪ ነው?**
- 2 **የጊዜአኑ ወንድ ቁልፍ ነው መደብ እስተዋሪ?**
- 3 **መዘገር ማስፈጸም እስተማሪ ይተ?**
- 4 **እሁን የምን ስት ነው?**
- 5 **አይደለም የከልማት ጥሩን ይተ?**
- 6 **ከተ ከዚ ያሳይ የችው?**

3 Fill in the correct form of the demonstrative in the blanks

- 1 **እቶ ከዚ በ** _____ **ተዋኑዎች** **በት እስተማሪ ይችው**..
- 2 _____ **በት** **የት** **ማስተት የታ**..
- 3 **የት** **ነው?** **እ** _____ **ነው**..
- 4 _____ **አምኑ** **ተዋኑዎች** **የችው**..
- 5 **ከ** _____ **በርሃም** **ተዋኑዎች** **የሆነ**!

Going to a restaurant

Almaz and Hiywet decide to go for lunch by themselves, but don't know the way

አይደለም: **እኔ** **ራስዎ**: **እኔ** **መማሪ**: **ወደ** **ምንጂ** **በት** **እንደገብ**!

አልማዝ: **ምንጂ** **በት** **እኔ** **አለ?** **ወደ** **ወደ** **እንደገብ**?

አይደለም: **በርሃም** **በተማሪ** **በት** **ምንጂ** **በቅድ** **ለ**..

ՀԱՅԻ: Ամ: Մը ի՞նչ հշաց - Այ հեշ? Ի՞՞րո՞
Ո՞չ է ՔԹԱԾԵ Ո՞՛՛Ն զ՞ի՞ ՆՎ?

ՀԵՅՐԻ: ՔԹԱԾԵ ՔԼԹ: Ո՞՛՛Ն ԱՌ ԱՀԵ!

ՀԱՅԻ: Դէ ՆՎ - Ի՞՞ՊՓՈՒ ՄքԵ ՈՒԱ ՆՎ? ԱՆ
ԻՆՎԻՐԹ:

ՀԵՅՐԻ: ԱԱԾ ԱՅ ՀՇԱ ԱՅ ԱՆ: ԽՆԹԵՓՄԵ! ՄՇԱԳԹ:
Ի՞՞ՊՓ ԱԲԵ ՈՒԱ ՆՎ? ԿՎ ՆՎ? Դէ ԹՊԱ
ԱԵ ՏԵ ԱՆ?

ԱՅ: ԱԱԾ ՔՖ ՀԱԺ ԱԵ հԿԹԱ Դէ ԹՊԱ ԱԵ
ԱՆ: ԿՎ ԽԵԶԱՂԹ: ԱՊԹ ԳԸՌ ՆՎ: ԹՎԸՆԵՑ
ՈՒԺՎՆ ԱԱԾԹ Մը ԴԵ ՔՎՀԵ:

ՀԵՅՐԻ: ԿՎԱԾ ՅՈՒԹԱԴ:

ՀԱՊԻ: Ե՞նք! Թողը ՈՒ ԽԱՅ ՀՈՇ... ԻՇ! ԿՐՄԴԱ
ՈՒ ՓՀՐ ԱԽ ՈՎ ՀԱՅ ԾԻ ՔՃՐ ՈՒ ՄՋ ԱՎ
ԹՈՂ ՈՒ ՀԱՅՔ!

ՀԱՅԻ: Ի՞նք: Ե՞նք! ԽԱՅ ԻՆ ՀԱՅՄՔՄՎ:
ՉՌ ԱՎ ԹՈՂ ՈՒ ԱԽՍ ՀԱՅԱ ԻՆ?

ԽԱՅԱ: ԻՆ ԻՐԸ ԳՃՐ ԹՈՂ ՈՒ ԽՈՀՄ ՈՒ
ՈԼՔԵՎ ՊԱՀՏԱ ՈՒ ՃԻ ԱԽԵ ԻՆ:

ՀԱՊԻ: ԽՈԴ ԽԵՐՄ ՀԱՅՔ: ՄՊԵՑՐ ԽԵԲՈՒԹ ԺԱՄԵՎ:
ՔԻ ՔԻ ՀԱՅՔ!

HIYWÁT:	íne rabäñ. íne t'ämmañ. wädä mügib bet innihid!
ALMAZ:	mügib bet izzih allä? wäyiss wädä kätäma innihid?
HIYWÁT:	bäzzicä kätäma bïzu mügib betoč allu.
ALMAZ:	íssí, wädä kätäma innihid - gize allän? kämisa bähwalass tümhirt bäsinti säat näw?
HIYWÁT:	tümhirt yälläm, siliazzih bïzu gize allän!
ALMAZ:	t'iru näw - kätämawiss wädet bäkkul näw? íne alawk'ím.
HIYWÁT:	izziya lay andi lijj allä. innit'äyyik'äw! wändimm, kätämaw bäyet bäkkul näw? ruk' näw? t'iru mügib bet yet allä?
LDD:	izziya tač posta bet at'ägäb t'iru mügib bet allä. ruk' aydülläm, bät'am k'irbï näw. mäjämmäriya bästäk'äñ, käzziyamm wädä gra yihidu.
HIYWÁT:	ígzer yist'illiñ.
.....	
ALMAZ:	yihäw! mügib betu izzih näw . . . ärä, ümigib betu wist' bïzu säw allä. botä yälläm, wädä lela mügib bet innihid!
	izziyam - bäkä, osallisti izzih allä. innit'äyyik'äw! gašše, lela

ASALLAFT: allä. "Addis Aläm" mägib bet käsinima bet bästäjärba mazzägaja bet fit läfit allä.
ALMAZ: aluniss ūnenüm rabän, t'ämmañümm ūndihum däkkämäñ. tolo tolo innishid!

HİYWET: *I'm hungry. I'm thirsty. Let's go to the restaurant!*
ALMAZ: *Is there a restaurant here? Or, should we go into town?*
HİYWET: *There are lots of restaurants in this town.*
ALMAZ: *OK, let's go into town. Do we have time? When are there classes after lunch?*

HİYWET: *There aren't any classes. So we have lots of time!*

ALMAZ: Good – but which way is the town. I don't know.
HYWETT: There's a boy over there. Let's ask him! — H-

KRUEGER: There's a boy over there. Let's ask him. . . Hey, which way is the town? Is it far? Whereabouts is there a good restaurant?

BOY: *There's a good restaurant down there, near the post office.
It's not far, it's very near. First go right and then to the left.*

HİYWET: *Thanks.*

ALMAZ: *Here's the restaurant . . . Oh, there are a lot of people in the restaurant; there's no room. Let's go to another restaurant.*

HIYWET: *OK. Here's a waiter. Let's ask him. Waiter, is there another restaurant in this area?*

WAITER: Yes. The 'New World' restaurant is behind the cinema, opposite the town hall.

ALMAZ: *I'm hungry and I'm thirsty and tired now, too. Let's hurry up!*

Vocabulary

ምት-ብ	ብ-ት	migib bet	restaurant, canteen
ምት-ብ	ብ-ቱ	migib betu	the restaurant
ፖስታ	ብ-ት	posta bet	post office
ማazzägäja	ብ-ት	mazzägaja bet	town hall
ቢ.ኩ.ማ	ብ-ት	sinima bet	cinema
ወይስ		wäyiss	or (<i>marking an alternative or additional question</i>)
ብ		bizu	much, many
ከ		issi	OK, alright!

ከተማ	kätäma	town, city
ከተማው	kätämaw	the town
ልጅ	ljj	child, boy, girl, son, daughter
ሩክ	ruk'	far, distant
የርብ	k'rb	near, close
መያዥኬያ	mäjämäniya	first
ቅና	k'än	right
ገራ	gira/grä	left
ይሁው	yihaw	here it is!
ለላ	lela	other
እራ		ärä why! oh! (<i>an exclamation of surprise or dismay said when something unexpected happens. Also occurs as ከደ እራ or አደ ይራ. Note the special letter ፈ for the sound ä at the beginning of the word</i>)
አሳላሽ	asallash	waiter
ጋሽ	gašše	(familiar term of address to a man older than oneself; lit. 'my shield')
ወንድም	wändüm	(familiar term of address to a man the same age as or a little younger than oneself; lit. 'brother')
አካባቢ	akkababi	vicinity, nearby area
ዓለም	äläm	world
እንዲሁም	indihum	and likewise, and also
ቶሎ ተሎ	tolo tolo	(very) quickly
እዝነ	izzih	here
እዝያ	izziya	there

Some verb forms

ሩበኝ	rabän	I'm hungry (<i>lit. 'it hungers me'</i>)
ሙማኝ	tämänn	I'm thirsty (<i>lit. 'it thirsts me'</i>)
ዳክኩማኝ	däkkämän	I'm tired (<i>lit. 'it tires me'</i>)
በኩረት	innihid	let's go!
በኩረትዋው	innit'äyyik'aw	let's ask him!
አለውቃም	alawk'im	I don't know
ይሸፍ	yihidu	go (<i>pol.</i>)

Some prepositions

በ	bä-	in, at, by
ከ	kä-	from

ውያ	wädä	towards
ስለ	silä	about, because of
ስለዚ	siläzzih	so, therefore (<i>lit. 'because of this'</i>)
በስተ	bästä	in the direction of. <i>Occurring in the following:</i>
በስተያርባ	bästäjärba	to the rear
በስተኞች	bästak'än	to the right
በስተግራ	bästagra	to the left

Some postpositions

ብተሰሳለሁ	bäkkuł	in respect of, in the direction of
ቦታለሁ	bähwala	after
ታደ	tač	down
ለ	lay	up
ከተሰሳለሁ	at'ägäb	next to
መሰጥ	wist'	inside
ፈተ ሌፈተ	fit läfit	opposite (<i>lit. 'face to face'</i>)

More verbs which express 'to be'

እለ	allä	there is
እሉ	allu	there are
የልለም	yälläm	there isn't
የልለም	yällum	there aren't

Note also

እሉን allän we have

Grammar

Prepositions and postpositions

You can see from the dialogue that in Amharic the equivalents of English prepositions, such as 'in, behind, opposite, from', etc., are of two kinds: like the English prepositions they either come in front of the noun, or conversely they follow it. The latter kind are called 'postpositions'. Often you will find postpositions combined with prepositions, as in the phrase እምት-በ ቦታ መሰጥ imigib betu ('at the side') the mountain. But the basic idea is the same.

though, the prepositional element may be dropped, as in *Zənət a.t.*
bənəq̥ posta bet at-ägäb 'near the post office'.

With place names, like ከአዲስ አበባ or ልማት, you do not need to add any preposition to say 'to . . .' or 'in . . .': ልማት ከተሰለው London inorallähw 'I live in London'; ከአዲስ አበባ Addis Ababa innihid 'Let's go to Addis Ababa'.

Prepositions in Amharic are also of two kinds: a small number consist of one syllable only and these are always written joined on to the front of the word they go with: **ከተምዲር አቶ** kätimdür bet 'from school', **ከዢ እበት** 'at home'; other prepositions contain more than one syllable and these may be written either joined on to or separate from the following word: **ውጭ በኋላ አቶ/ውጭአቶን አቶ** wädä simima bet 'to the cinema'.

The single-syllable prepositions in Amharic are very few in number, but some of them have a very wide range of meanings. Rather than give exhaustive lists of meanings here, it is better if you learn how to use these by observing them as they are used in the dialogues. You can also see that there is some degree of overlap in meaning between some of the prepositions. The following meanings can therefore only be a general indication:

o	bä	in, at (<i>place or time</i>); with, by (<i>instrument</i>)
n	kä	from; to (<i>direction</i>); with, by (<i>instrument</i>); than
ö	lä	to, for (<i>recipient or beneficiary</i>)
y	i	to (<i>direction</i>), at (<i>place</i>)

Here are some more useful two-syllable prepositions:

wäg	wädä	to, towards (<i>direction</i>)
häh	iskä	as far as, up to, until (<i>place or time</i>)
häg	indä	like, as (<i>comparison</i>)
äg	silä	about, because of, according to (<i>subject or cause</i>)
gä	yalä	without

The preposition **an+** **bästā** is used in some useful words denoting direction:

በስተኞች	bästäk'än	to the right
በስተኞራ	bästägra	to the left
በስተኞላ	bästähwala	to the rear
በስተኞባ	bästäjärba	to the back of
በስተኞያ	bästäzzih	this way, in this direction
በስተኞያ	bästäzziya	that way, in that direction

Remember that either the final vowel of the preposition or the first vowel of a following noun which begins with a vowel may be dropped in accordance with the 'hierarchy' of vowels: **ከ** käne 'from me' (**ከ** + **እኔ**), **ው** አብዬ አበባ/ው እድል እስት wädä Addis Abäba / wäd Addis Abäba 'to Addis Ababa'; **ለአልማዝን/ለአልማዝን** lä Almaz / lalmaz 'for Almaz'.

The postpositions combine most frequently with the prepositions **ଥିଲୁ**-, **ଥିବା**- or **ଥିବା**-, and sometimes with **ମୋହି**. Remember that the preposition can sometimes be left out.

በበት መሰጥ	bäbet wist'	inside the house, in the house
በመረጃዎች ላይ	bät'äräp'eza lay	on the table
ከበት መሰጥ	käbet wist'	from inside the house
ከመረጃዎች ላይ	kät'äräp'eza lay	from on the table
ከበት መሰጥ	ibet wist'	inside, into the house
ከተማርጓዽ ጋር	kätämaročč gar	with the students
ከአምባዽ ጋር	Almaz gar	with Almaz

Here, then, are some useful postpositions:

ወ-ስጥ	wist'	inside
ወ-ሸ	wic'č'	outside
አጋ	lay	on top
ታች	tač	beneath
ገር	gar	with (<i>accompaniment</i>); combines with ከ -
ዘንድ	zänd	at the house of
በእለ	bähwala	behind, after
በፊት	bäfit	in front of, before

The verb 'to be' in relation to place

In the first lesson you learned the verb **γιφ** ‘is’, but in the last dialogue you met another verb, **հԱ**, which also translates as ‘is’ or ‘there is’. The verb **հԱ** is used to point out the existence of something, as in **սԱՐ ՓՈՐ ԱԻ ՈՓ ՀԱ** babet wist’ bizu sáw allá ‘there are a lot of people in the house’, i.e. equivalent to the English ‘there is’ and ‘there are’. It is also used in the sense of ‘to be (in a place)’, as in **ՀԱՄԱՆ ՀԱՐ ՀԱՐ** Almaz ibet alläčč ‘Almaz is at home’, **ԴՊԸՔ ՀՈՇՎՈՒ ՈՒ ՀԱ** tämaročeu işinima bet allu ‘the students are at the cinema’.

The verb **רָאַת** can also be used in the sense of 'to be in a place'

when the place is overtly mentioned. So the last two sentences could also be expressed by **հԱՐԴԻ ՀԱՏԻ ԿՒ** Almaz ibet näč and **ԴՊԸՔԻ ՀՈՎԻ ԳԵՄ** tāmaročeu isinima bet načēaw.

The inflected form of the verb **հԱ** is given below. You should make a special note of the endings. You will meet them again in the negative forms of both **հԱ** and **ԿՄ**, and also in the simple past tense of all other verbs.

հԱՒ	allähw (<i>but written as allähu</i>)	I am
հԱՍ	alläh	you are (masc. & inf.)
հԱՇ	alläs	you are (fem. & inf.)
հԱ	allä	he is; there is (masc.)
հԱՇ	alläčč	she is; there is (fem.)
հԱՇ	allän	we are
հԱՇՈ	allaččuh (<i>but written as allaččihu</i>)	you are (pl. & inf.)
հԱ	allu	they are; there are; he/she is (pol.); there is (pol.); you are (pol.)

The base is **հԱ-** = allä-, and the endings are:

	singular	plural
1st person	-hw	I
2nd person	-h	you (masc. & inf.)
	-š	you (fem. & inf.)
3rd person	-ä	he,
	-äčč	she
		<i>formal</i>
	-u	he, she, they, you

There are a number of things to note about this inflexion:

- the endings of the first person singular ('I') and the second person plural ('you' plural and inf.) are pronounced slightly differently from how they are written. However this is true only when the endings come at the very end of the word and there is no further suffix added;
- the endings in the verb **հԱ** are added to the base **allä-** which itself ends in a vowel; so when the endings -ä and -äčč of the third person masculine ('he') and third person feminine ('she') are added,

one of the äs is dropped; also the ending -u of the third person plural ('they', etc.) replaces the final ä of the verb stem;

- unlike the verb **ԿՄ**, there is no special second person ('you') polite form to go with the pronoun **հԵՐՊ**; instead the third person plural is used. You will find that this is true of all verbs except **ԿՄ**.

In the last dialogue you saw that the negative of **հԱ** is **ՔԱՐ** 'there is not', and earlier you met the negative of **ԿՄ**, which is **հԵՐԱՐ** 'he is not'. Both of these inflect with the same endings as **հԱ** preceding the final -Ր. So:

base **ՔԱ** + ending + **Ր** base **հԵՐԱ** + ending + **Ր**

ՔԱՐ-Ր	yällähum	հԵՐԱՐ-Ր	aydällähum
ՔԱՆՐ	yällähim	հԵՐԱՆՐ	aydällähim
ՔԱՇՐ	yälläšim	հԵՐԱՇՐ	aydälläšim
ՔԱՐ	yälläm	հԵՐԱՐ	aydälläm
ՔԱՇՐ	yälläččim	հԵՐԱՇՐ	aydälläččim
ՔԱՆՐ	yällänim	հԵՐԱՆՐ	aydällänim
ՔԱՇՉՈ-Ր	yälläččihum	հԵՐԱՇՉՈ-Ր	aydälläččihum
ՔԱՐ	yällum	հԵՐԱՐ	aydällum

Exercises

4 Turn the following sentences into negatives

Example **հԱՐԴԻ ՀԱՏԻ ՀԱՇ** → **հԱՐԴԻ ՀԱՏԻ ՔԱՐ**:

- ՔԴ ՈՒ ԹԵԱԾ ԼԵԹԻ ՎՐ**
- ՀԱԽԱ ԴՊԸՔԻ ՀԱՐԱԿՄԱ-Ր**
- ՄԵՋՈՒ ՀԻՄՆԵՐԻ ՈՒ ՀԱ**
- ՀՈՐ ՔՇԱՀ ՀՈՒ ՀՄ**
- ՀՈՎԴ ՀԱ ՀԱ**
- ՀՈԶՄ ՈՒ ՀՈՀ**

5 Rewrite the following sentences so that the verb in brackets agrees with the noun or pronoun subject

- 1 አንተው መጋቢች (አይደለም) :-
- 2 በዚያ ሆኖ አነዱ (እሉ) :-
- 3 እናዚ ተፋይ ሌጅ (ንዑስ) :-
- 4 አልማካር አይመጥ ተማሪዎች (አይደለም) :-
- 5 እቶ መሳሪ እንደሆነ (እሉ)?
- 6 ከዚህ በታ በዚህን ስዕም ቤቶች (እሉ) :-
- 7 አየሩ ይህን (ንዑስ)? እወ አዝዘር ይመሰጥን ይህን (ንዑስ) :-
- 8 እናዚ መጋቢዎች ተማሪዎች (አይደለም) :-
- 9 ሌጅ አነዱ (የልም) :-
- 10 እኛ ጥሩ ሌጅ (አይደለም) :-

6 In the left-hand column are some adjectives from the dialogues in this lesson. Pair them up correctly with their opposites in the righthand column

ተፈ	ጥልል
ተልዋ	መጥሪ
ከባሽ	ቅድ
ከበቃዬ	ከርቡ
ቅርብ	ጥንቃ

7 Answer the following questions using the words and phrases relating to place, set out below

አስተ፡ ከዚህ ዘመን ከዚህን በታ በዚህንን፡ አነዱ
ቻ፡ በዚህን ሌጅ፡ እናዚሁርት በታ፡ በዚህን እቶ
ልጠ፡ እስተ ወሰኑ፡

Example ተማሪ ይተ ይቻ? → እናዚሁርት በታ ይቻው፡

- 1 ይረ መጋቢቱ ይተ ነዑስ?
- 2 እናዚ ተፈ ምግባር በታ ይተ እሉ?
- 3 የየሩ በታ ቅርቡ ነዑስ? አይደለም፡ _____
- 4 ጥስቃ በታ በዚህን ነዑስ? አይደለም፡ _____
- 5 በዚህ ከተማ ባዕስ እሉ?
- 6 አልማካር መሳሪ ይተ ይቻው?
- 7 መረዳዎች ይተ ነዑስ?
- 8 አልማካር ከዚህ ይተ ይቻው?

Script

Writing double or 'geminate' consonants

Have a look at the transcribed versions of the dialogues you have met so far and you will see many instances of Amharic words which contain double consonants: *innäzzih*; *innantä*; *mazzägaja*; *aydälläm*; *yüst'illiñ*; *abbat*; *yümmäsgän*, and so on. These double consonants, which are also sometimes called 'geminate', are not, however, represented in the script: *አንተው innäzzih* is written with only one *ተ* and only one *ነ*, *isswa አስተ* with only one *ስ*, *abbat አጥተ* with only one *ት*, and so on. Both *nä* and *nnä* are represented by the single letter *ተ*, both *sī* (and *s*) and *ssī* (and *ss*) by *ስ*, both *ba* and *bba* by *ባ*. In a word where two identical consonants are written next to one another, the first in the sixth order, such as *ተልል* *tillilik'* or *ከርቡ abbarirre* there has to be the vowel *i* to separate them.

Double consonants are very important in Amharic and must always be carefully pronounced. They often make all the difference in meaning:

Both written		
älä he said	allä there is	እሉ
gäna yet	gänna Christmas	ገና
wana swimming	wanna important	ዋና
yigäbal he enters	yiggäbbal it's right	ይ.ግ.ባል
mäffäläg to want	mäffäläg to be wanted	ማ.ፊ.ልግ
bälu say!	bällu they ate	ባሉ
abay liar	abay Blue Nile	አባይ

When learning a new item of vocabulary, or a new grammatical form (where double consonants are usually predictable) you will need to pay special attention.

Exercises

8 Rewrite the following transcribed Amharic words in Ethiopian script, and then check your answers in the key

wäddo säñño hizb azzo assab mälliso k'ät'tilo k'ut'ta
bärr zär gümmaš wanna agäñña isat gazet'a mäatto

gänna gäna duda rädda s'ät't'ita ütüm ayyale ünniš
t'int tif tärräfä gabieča t'äk'lalla lela hüggü tigu

9 Practise writing out the dialogues in this lesson

3 ደንግታና ገንዘነት dīngätäñña giniññunnät

A chance meeting

By the end of this lesson you should be able to:

- express possession using the verb 'to have'
- form the simple past tense (I came, he gave, etc.)
- use the definite article (the)

Asking questions

Almaz and Hiywet meet Mr Mulugeta

አልማዝ፡ ከዚያሁ አሁን ምግባር በቁ ይረዳዋ፡
ስለውተ፡ ካሮ፣ መልካም ነው፡ እነዚህ በቁ እኩ፡
አልማዝ፡ ክሬ! ከቁ መለንታቸ አልፎ፡ አሳይቷው ንግድ ዘደግኝ
አጭ ቃቻው፡ ከገዢምን ጥል እኩ መለንታቸ?
ይህን ዘመን?
እኩ መለንታቸ፡ መሩ ይሰጣልኝ አልማዝ፡ ይህን ዘመን እኩ፤ እግዢ
ይመሰጥኝ፡ ከገዢምን ጥልሽ፤ እኩ በራ ተምህርኝ
የለምም እኩ፤
አልማዝ፡ ይህን ዘመን ይመሰጥኝ፡ እኩ፤ በራ ካላቸው
በኩል በኩል የለምም፤ ሲደወተ ዘደግኝ ወጥ፤
አዲም እኩን ተማሪ ወጥ፤ እኩ ሲደወተ ወደ
አዲም ለላ ምግባር በቁ ዘረግ እኩ ተን በቁ
አላተምም፤ ምሳ መለንታቸ ወለንታቸ፤
እኩ መለንታቸ፡ እቅዱሁ፤ ይሬ፤ እኩም በኩል ተምህርኝ በቁ
ከዚህ ዘመን በቁ ዘረግ፤ እኩ የለምም እኩ፤
እኩን ተማሪ፤ እኩም ወጥ ዘመን ሲደወተ?
እኩ እኩ?
ስለውተ፡ እኩ ይሞ ነው፡ የዚህ በላት ባጥኑት
እኩ እኩ ጽዜሁ፡ እኩቱ በኩም የመጋግጣት
ማረጥኝ ቃቻው፤ እኩ ተን ለዚህ እኩ እኩ

ተወለደ፡ ወጪዎች በተሟላ መጥበት ከልደሳገብም፡
ከዚህ ጥን ክልማት የዚ ተዋወጥና የነተማውን
የር በጣም ለመድኩት፡ ትምህርናይም ለመረጃ
ዘዴ ለመጥር ከልደሳገብም፡

ALMAZ: ንግድih, ahum mägib betu därräsin.

HIYWÄT: awo, mälkam näw. iżzih bota allä.

ALMAZ: ärä! ato Mulugeta allu. issaččaw kabbate gwaddäññočč andu naččaw . . . indämän walu ato Mulugeta? dähna näwot?

ATO MULUGETA: t'ena yist'illiñ Almaz. dähna näñ, igzer yimmäsgän. indämän wal? anči zare tümhürt yälläsim inde?

ALMAZ: dähna näñ, igzer yimmäsgän. ay, zare käsäat bähwala kifil yällänüm. Hiywät gwaddäññaye nat. ißswamm indäne tämari nat. inenna Hiywät wäd andi lela mägib bet hedin, nägar gin bota alagäññänümm. mäsa mäblat fällägin.

ATO MULUGETA: ibakkačuh, nor! . . . inemm kännantä tümhürti bet käbizu amät bafit näbbärkw. inenna y Almaz abbat abrän tämarn. agäriš yet näw Hiywät? Addis Abäba? aydälläm. agäre Jimma näw. yätzare hulätt sammint Addis Abäba gäbbahw. abbate bāJimma yämängist sär-ratäñña naččaw, nägar gin iżzih Addis Abäba tåwällädu. wädäzzib kätäma mämt'at alfälläghum. abun gin k Almaz gar täwawwák inenna yäkätämawn nuro bät'am lämmädkut.. tümhürttenüm sič'ärris iżzih lämänor ifälligallähw.

ALMAZ: Well, we're here now.

HIYWÄT: Yes, that's fine. There's room here.

ALMAZ: Oh, Mr Mulugeta's here. He's one of my father's friends . . . How are you, Mr Mulugeta?

MR MULUGETA: Hello Almaz. I'm well, thank you. How are you? Don't you have school today, eh?

ALMAZ: I'm fine, thanks. No, this afternoon we don't have any classes. Hiywet is my friend. We're both students. Hiywet and I went to another restaurant, but we couldn't find any room. We wanted to eat lunch.

MR MULUGETA: Please, join me! . . . I went to the same school many years ago. Almaz's father and I studied together. Where do you come from, Hiywet, from Addis

HIYWÄT:

No, I come from Jimma. I arrived in Addis Ababa two weeks ago. My father is a government official in Jimma, but he was born here in Addis Ababa. At first I didn't want to come to the city. But now I've got to know Almaz and I've got quite used to city life. When I've finished my studies I want to live here.

Vocabulary

አንቀጽ	ingidih	well then, well now
መልካም	mälkam	excellent, fine
እኔ	andu	one of (used with the preposition ከ; here meaning 'from, out of')
እኔም	inde	what! (a particle indicating surprise; እኔም may be used alone, or may be put at the end of a statement or question, as in እያደለም እኔም)
	aydällum inde!	in the first dialogue in lesson two)
ዛ	zare	today
ከፍል	kifil	class, section, room
የተር ጥን	nägar gin	but, however
ጥን	gin	but, however (usually placed after the first word or phrase in the sentence)
አባክታው	ibakkačuh	please (pl. & inf.)
	አባክሁ	ibakkih (masc. & inf.)
	አባክሽ	ibakkis (fem. & inf.)
	አባክዎ	ibakkwo (for.)
ያው	yaw	the same; demonstrative ያ + -w, so መያዙያው is መያ + ያው .
የተር	agär	country, land
ዓመት	sammint	week
የዘረ ቤት ዓመት	yätzare hulätt sammint	two weeks ago (lit. 'today two weeks')
መንግሥት	mängäst	government, state
መራተኞች	särratäñña	worker
የር	nuro	life, lifestyle

Some verb forms

ደረሰን	därräsin	we arrived
ደረሰዣ	därräskw	I arrived (note that the pro-

<i>- the ending -t- is sounded as -kw as long as no further suffix is added to the word)</i>	
ማዕ	gäbbahw
የጋን	hedin
የጋት	hedkw
ኞር	näbbärkw
ፈለግ	fällagin
መብት ገልጊ	mäblat fällagin
እልጊዢው	alfällaghum
መምበት	mämt'at
እልጊዢው	alfällaghum
እልጥናዢ	alagänänüm
ተማር	tämarn
ከዚህ ተማር	abrän tämarn
ተመሳሪ	täwälladu
ተዋወቃን	täwawwük'in
ለመድኑ	tämmädkw
ለመድኑ	tämmädkut
ስዎርክ	sie'ärris
መቀመጥ	mäk'kämät'
ያለሽም	yälläshim
ያለሽም	yällänüm
ገር	nor
	<i>welcome! (a fixed greeting said to welcome a new arrival)</i>

Notes on the dialogue

- 1 ከዚህ ዘይታ ካብቤት ጽዜና kabbate gwaddäññočč andu 'one of my father's friends', lit. 'the one out of my father's friends'. Whenever another preposition, such as **ከ-** here, is added to the front of a possessive phrase beginning with **የ-** 'of', the **የ-** is dropped: **የዚህ ዘይታ** yabbate gwaddäññočč 'my father's friends' but **ከዚህ ዘይታ** kabbate gwaddäññočč 'out of my father's friends'.
- 2 The greeting **ገር** nor 'welcome!' is said when one or more guests or newcomers arrive to join a group or party. Anyone seated normally rises when saying this. In some areas people say **የሩህ** nuru or **የየሩህ** yinuru (for.) instead. These are all connected with the verb **ገረ** norä 'stay'. The response may be simply **አባጊር** hägzer or **አባጊር ከይንግ** hägzer ayiggäbbam lit. 'by God, it's

not right!'. To say 'welcome!' in more general terms, and somewhat more formally, you can say አንጻንጻ ይተና መዝና inkwan dähna mät'tu, lit. 'how nice you've come safely'. The verb, in this case, **መዝና**, has to have the appropriate form for the status etc., of the person addressed: **መዝና** mät't'ah (*male and inf.*), **መዝና** mät't'aš (*female and inf.*), **መዝናዎ** mät't'aččuh (*plural*), **መዝና** mät't'u (*for*).

- 3 ከዘላማን ዳር ተዋወቃን ካ’Almaz gar täwawwük'in 'I got to know Almaz' lit. 'we knew one another with Almaz'. Although Hiyewet is speaking only about herself, because 'getting to know one another' (**ተዋወቃ**) involves both her and Almaz the verb is put into the first person plural, the 'we' form. Some other verbs which denote an action done by more than one person to one another (i.e. what is traditionally called the 'reciprocal') operate in the same way, as for example **ተገናኙ** tägänañnä 'meet' lit. 'find one another'; **ካንተ ዳር ተገናኙ** kantä gar tägänañnän 'we met with you', i.e. 'I met you'.

Grammar

Expressing 'to have'

In the dialogue you met two different verb forms denoting possession, 'to have': **የለም** 'you don't have' and **የለያም** 'we don't have'. You may recognize that these are expansions of the verb **የለም** 'there isn't', and indeed they literally mean 'there isn't to you' and 'there isn't to us', respectively. In other words, Amharic does not have a separate verb meaning 'to have', but uses the verb of existence **ለ** (and as here its negative **የለም**) combined with a pronoun suffix which indicates the possessor, the person who 'has' something. This also means to say that the thing which is possessed, the thing which someone 'has', becomes in Amharic the subject and the verb **ለ**, etc., has therefore to agree with this. Accordingly, there are different forms of the verb according to whether the object or thing possessed is masculine, feminine or plural.

Consider how you might say 'I have one son' and 'I have two sons' in Amharic. Literally, this would be 'one son he is to me' and 'two sons they are to me': **አነስ ላይ አነስ** andi ljj allän but **ሁሉም አነስ** hulätt ljjiočč alluñ; or 'I have one daughter' – lit. 'one daughter she is to me': **አነስ ላይ አነስ** andi ljj alläččiñ.

You can see from these last examples that the marker of 'to me' (i.e. 'I' as possessor) is the consonant **ȝ** added to the end of the verb. In the examples in the dialogue, however, the marker of the possessor, **ni** 'to you' and **ȝi** 'to us' occurred before the final **ȝm** of **YAY-**; compare **maȝdiȝ** **hʌȝ** mäs'haf allän 'I have a book' and **maȝdiȝ** **YAYȝȝm** mäs'haf yälläniȝm 'I don't have a book'. As you will see, many negative verbs end in **ȝm** and whenever a further pronoun suffix is added, it is placed before this final **ȝm**. For instance, the past tense of **hʌȝ** is **YAY** näbbärä 'there was', and the past of **YAYȝȝm** is **hʌȝYAYȝȝm** alnäbbäräm 'there wasn't'. So, 'I had a son' is **Aȝ** **YAYȝȝm** ljj näbbärän (*lit.* 'a son he was to me'), but 'I didn't have a son' is **Aȝ** **hʌȝYAYȝȝm** ljj alnäbbäränim (*lit.* 'a son he was not to me').

The endings of the persons 'to me', 'to you', 'to him' ... etc., are as follows. You will find that they are almost identical to the endings of the verb **YAY** 'to be'.

Singular

1st per.	to me	-ñ, -in
2nd per. masc.	to you	-h, -ih
2nd per. fem.	to you	-š, -is
3rd per. masc.	to him	-w (on hʌȝ , YAY- , YAYȝȝm , hʌȝYAYȝȝm)
		-jw (on hʌȝȝ , YAYȝȝ , YAYȝȝm , hʌȝYAYȝȝm)
		-t (on hʌȝ , YAY- , YAYȝȝm , hʌȝYAYȝȝm)
3rd per. fem.	to her	-at

Plural

1st per.	to us	-n, -in
2nd per.	to you	-ačuh
3rd per.	to them	-ačaw

Formal

2nd per.	to you	-wo/-wot
3rd per.	to him, her	-ačaw

Note that the endings **-h**, **-š** and **-n** are pronounced as **-ih**, **-is** and **-in**, respectively when added to the feminine forms **hʌȝȝ** and **YAYȝȝ**, **YAYȝȝm** and **hʌȝYAYȝȝm**.

The verb 'to have' forms the following patterns:

		With masc. object	with fem. object	with pl. object
I have	hʌȝ	allän	hʌȝȝ	alläčin
you have	hʌȝu	alläh	hʌȝȝu	alläčih
you have	hʌȝš	allăš	hʌȝȝš	alläčiš
he has	hʌȝw	allaw	hʌȝȝw	alläčiw
she has	hʌȝt	allat	hʌȝȝt	alläčat
we have	hʌȝz	allän	hʌȝȝz	alläčin
you have	hʌȝȝu	allačuh	hʌȝȝȝu	alläčačuh
they have	hʌȝȝw	allačaw	hʌȝȝȝw	alläčačaw
you have	hʌȝȝt	allačo	hʌȝȝȝt	alläčewo

You may notice that four of the above words are ambiguous: **hʌȝu** can mean 'you are' or 'you have'; similarly **hʌȝȝu**, **hʌȝȝȝu** and **hʌȝȝt** 'we are' or 'we have'.

The verb 'to not have' forms the following pattern:

		With masc. object	with fem. object	with pl. object
I don't have	YAYȝȝm	yälläniȝm	YAYȝȝȝm	yälläčinim
you ...	YAYȝȝu	yälläniȝu	YAYȝȝȝu	yälläčihim
you ...	YAYȝȝš	yälläniȝš	YAYȝȝȝš	yälläčišim
he ...	YAYȝȝw	yälläniȝw	YAYȝȝȝw	yälläčiw
she ...	YAYȝȝt	yälläniȝt	YAYȝȝȝt	yälläčatim
we ...	YAYȝȝz	yälläniȝz	YAYȝȝȝz	yälläčin
you ...	YAYȝȝȝu	yälläčihum	YAYȝȝȝȝu	yälläčačihum
they ...	YAYȝȝȝw	yälläčawm	YAYȝȝȝȝw	yälläčačawm
you ...	YAYȝȝȝt	yälläčotim	YAYȝȝȝȝt	yälläčewotim

Similarly, possession in the past is expressed by replacing **ከ**, **ከ****ች**, **ከ****ኅ**, **ከ****በ****ሩ**, **ከ****በ****ሩ****ች**, **ከ****በ****ሩ****ኅ**, **ከ****በ****ሩ****ኅ****ች**, **ከ****በ****ሩ****ኅ****ኋ** respectively, and in the negative by substituting **ለ****ከ****በ****ሩ**-, **ለ****ከ****በ****ሩ****ች**-, **ለ****ከ****በ****ሩ****ኅ**-, **ለ****ከ****በ****ሩ****ኋ**- for **የ****ለ**-, **የ****ች**-, **የ****ኅ**-, **የ****ኋ**-, with the final -**ም** added after the pronoun suffixes.

Exercises

1 Complete the following sentences, supplying the correct form of 'have'

- 1 እኔ መሠጭም _____.
- 2 እና በን ተዋስርም _____.
- 3 እለማሁ ተንሽ ከነት _____.
- 4 ተረሱ ስንት መቆሰዎች _____?
- 5 እያተ በለጥ መከታታች _____?
- 6 መዘዘር በሐይ በለጥ ልማት _____.
- 7 እያደ በብ ጽሁፍ _____? ከዚ በብ ጽሁፍ _____.

2 Turn the above sentences (a) into negatives, and (b) into the past tense

3 How would you say the following in Amharic

- 1 Asäffa and Hirut have four children.
- 2 We don't have a lot of money.
- 3 Mr Mulugeta's wife has a red car.
- 4 I had a lot of classes yesterday.
- 5 Mrs Tschay had a beautiful restaurant.
- 6 The teacher didn't have any books.
- 7 Do you have many brothers? No, I don't have a brother.

4 How would you say in Amharic (a) that you have the following items, and (b) that you don't have them?

ከፋይ መዘመ
የሰኞ መልካም
በለጥ መገዢምና እያወጥ ከነት
የራ መግንባጥ
በብ እተዋጋዬምና ከበተማሪያ

Grammar

The simple past tense

In the dialogue you met a number of verbs in the past tense: **ደረሰሁ**, **ደረሰን**, **ፈለግን**, **የደረግ**, and so on. Like **ከበረ**, which forms the past of **ከ** 'to be', these are all in the simple past, sometimes also called the simple perfect form. As its name suggests, this is the simplest of the main verb tenses in Amharic and as such we shall begin our examination of the verb with this tense. The third person masculine of the simple past, the 'he-form', is also the shape in which verbs are cited in Amharic dictionaries. So, in order to find the meaning of **የደረግ**, for example, you would have to look the word up under its third person masculine form **የደ**, where you will find the meaning 'go'. This is also the practice followed in the glossary at the end of this book. The same form, the third person masculine of the simple past, also provides the clues to identifying the class to which a verb is assigned, which you will need to know in order to form correctly the other tenses and parts of the verb.

Verbs in Amharic are in the first instance classified according to the number of consonant letters in the basic stem of the simple past. So, **ደረሰ**, **ፈለግ**, **አመግ**, **ከበረ** all have three consonant letters and as such are called 'triconsonantal' or 'triliteral'. On the other hand, **የደ**, **የደረግ**, **መደግ**, **በደረግ**, **የደረግ**, etc., have only two consonant letters and are therefore called 'biconsonantal' or 'biliteral'.

The triconsonantal verbs all have the same shape in the simple past: three first-order letters. The biconsonantal verbs, however, have different shapes and this distinction becomes especially important in the formation of other tenses. It will therefore be as well to learn the classification of a verb right from the start. For the moment, here are the six commonest classes of verbs:

Class		Sample	Simple past stem
Trilateral	[3-lit]	ደረሰ , ፈለግ , etc.	ደärrä-, fälläg- etc.
Biliteral	Type 1 [2-lit] Type 2 [2-lit] Type 3 [2-lit] Type 4 [2-lit] Type 5 [2-lit]	መደግ (1st + 4th order) በደረግ (1st + 1st order) የደረግ (4th + 1st order) የደረግ (5th + 1st order) የደረግ (7th + 1st order)	መደግ በደረግ የደረግ የደረግ የደረግ

There are some verbs in the dialogues that you have already met which look as if they are trilateral such as **ከጥና** (**ከአጥናገም**), **ተማረ** (**ተማርጋ**), or which seem to have more than three consonants, such as **ተዋወቃ** (**ተዋወቃገን**) or **ተመለያ** (**ተመለያ**). These, however, are not simple or basic stem-types as in the above classification, but are what are called derived stems. Their simple stems, on the basis by which their classification is made, are in fact biliteral of type 2-lit² ***ጥና**, biliteral of type 2-lit¹ ***ማረ**, or trilateral **ከወቅ** and **መለያ**, respectively. Do not worry about this for the moment! There are some very useful and important verbs, however, which are in fact derived stems of this sort and these will therefore be introduced into the vocabulary before full discussion of their grammatical patterns.

You have already met the endings of the simple past in the verb **ከለ**; it is one of the irregularities of Amharic that this verb looks like a simple past but in fact has a present meaning. The stem of **ከለ**, that is the form to which the endings are added is, you will recall, **allä-**, which ends in a vowel and belongs to the 2-lit¹ type like **ሰሙ** 'give', or **ከየ** 'see' (stems **sät'tä-**, **ayyä-**).

Biliteral stems of the 2-lit¹ type also end in a vowel, such as **መሙ** 'come', or **ሰሙ** 'hear' (stems **mät't'a-**, **sämma-**). The other biliteral and trilateral stems end in a consonant: **ደረሰ** 'arrive' (stem **därräs-**), **ሳራ** 'write' (stem **s'af-**), **ለደ** 'go' (stem **hed-**), **ከነ** 'become' (stem **hon-**). This distinction is important because it affects the choice of some of the personal endings in the simple past. The personal endings of the simple past are set out below.

Singular

1st per.	I ...	-hw, -kw (-kw after a consonant only)
2nd per. masc.	you ...	-h, -k (-k after a consonant only)
2nd per. fem.	you ...	-š
3rd per. masc.	he ...	-ä
3rd per. fem.	she ...	-äčč

Plural

1st per.	we ...	-n, -in
2nd per.	you ...	-äččuh
3rd per.	they ...	-u (replacing the final vowel of the stem)

Formal

2nd per.	you ...	-u	(i.e. the 3rd plural form)
3rd per.	he, she ...	-u	"

Notes

- Remember the effects of the hierarchy of vowels. The ending of the first person plural is pronounced with the sixth-order vowel **ī** only on consonant stems to avoid an awkward resulting cluster of two consonants: so, **የዘጋጀ** näggärn 'we spoke' but **ደረሰጀ** därräsün 'we arrived'.
- Remember that only the verb **የው** has a special second-person formal form; all other verbs use the third person plural for the second and third persons of the formal.

Here are samples of all six different verb classes:

3-lit

ደረሰሁ/ደረሰሁ	därräskw, därräshw	I arrived
ደረሰሁ/ደረሰሁ	därräsk, därräsh	you arrived {masc. and inf.]
ደረሰ	därräss	you arrived [fem. and inf.]
ደረሰ	därrässä	he arrived
ደረሰ	därrässäčč	she arrived
ደረሰን	därräsin	we arrived
ደረሰቻ	därräsaččuh	you arrived [pl.]
ደረሰ	därräsu	they arrived
		you arrived, he/she arrived [for.]

2-lit¹

መሙ	mät't'ahw	I came	ሰሙ	sät't'ähw	I gave
መሙ	mät't'ah	you came	ሰሙ	sät't'äh	you gave
መሙ	mät't'aš	you came	ሰሙ	sät't'äš	you gave
መሙ	mät't'a	he came	ሰሙ	sät't'ä	he gave
መሙ	mät't'ačč	she came	ሰሙ	sät't'äčč	she gave

<i>2. Iri'</i>	<i>2. lit'</i>
<i>māt'vān</i>	<i>sāt'vān</i> we came
<i>māt'vāčuh</i>	<i>sāt'vāčuh</i> you came
<i>māt'u</i>	<i>sāt'vū</i> they came, etc.

<i>2-lit.¹</i>	<i>2-lit.²</i>	<i>2-lit.³</i>	<i>2-lit.⁴</i>
s'afk'w/ s'afkw-	I wrote	Y.Ł:łh/ Y.Ł:łw-	hedkw, hedhw
s'aflw			
s'afk/ s'afk-	you wrote	Y.Ł:łh/ Y.Ł:łv-	hedk, hedh
s'afh			
s'afš/	you wrote	Y.Ł:łñ	hedš
s'afä/	he wrote	Y.Ł.	hedä
s'afäčč/	she wrote	Y.Ł:łčč	hedäčč
s'afn/	we wrote	Y.Ł:łń	hedin
s'afacčuh/	you wrote	Y.Ł:łččv-	hedaččuh
s'afu/	they wrote, etc.	Y.Ł.	hedu
			they went, etc.

<i>2-lit^s</i>		
<i>ʊŋt̪h/ʊŋt̪h-</i>	honkw, honhw	I became
<i>ʊŋt̪h/ʊŋt̪h-</i>	honk, honh	you became
<i>ʊŋt̪</i>	honš	you became
<i>ʊŋ</i>	honä	he became
<i>ʊŋt̪č</i>	honäčč	she became
<i>ʊŋŋ/ʊŋŋ-</i>	honin, honn	we became
<i>ʊŋŋt̪h-</i>	honaččuh	you became
<i>ʊŋ-</i>	honu	they became, etc.

Here are some more useful verbs to add to your vocabulary. From now onwards all new verbs in the vocabulary will be cited in the third person masculine of the simple past. Please be careful to note to which class they belong.

ဘ	näggärä	speak, talk	հ	awwäk'ä	know
መ	wässädä	take, take away	Թ	wät't'a	go up, go out
በ	bälla	eat	Թ	tät't'a	drink
ገ	gäzza	buy	Շ	šet'ä	sell
ጅ	jämärä	begin	ա	čärräsä	finish
ሰ	sämma	hear	Ի	ayyä	see
ክ	käffätä	open	Ո	zägga	close
ማ	särra	make, work	Ք	k'oyyä	wait, stay put
ፊ	s'afä	write	Լ	lakä	send

The negative of the simple past is formed by prefixing **հԱ** – and suffixing **-Ք**, as with **հԱԴՐՀՔ** *alnäbbäräm* ‘he was not’, the negative of **ԴԱՀ** *näbbärä* ‘he was’. If the verb begins in I, like **ԼՈՎԵ** *lämmädä* ‘he got used to’ or **ԼԻ** *lakä* ‘he sent’, the **հԱ** – is prefixed as normal but the resulting double I may be written either in full or as any other double consonant: **ալլամմադäm** ‘he did not get used to’ **հԱԼՈՎԵՔ** or **հԱԼՈՎԵՔ**; **ալլակäm** ‘he did not send’ – **հԱԼԻՔ** or **հԱԼԻՔ**.

Be careful to note how the negative of a verb beginning in **a** is written, such as, for example, **አውቃ** awwäkä 'he knew'; **አልውቃም** alawwäkäm 'he did not know'. An example is set out for you below in the box.

Singular

1st per.	հԱԼԱԴՎ-Ք	alfälläghum	I did not want
2nd per. masc.	հԱԼԱԴՎՔ	alfälläghim	you did not want
2nd per. fem.	հԱԼԱԴՎՔ	alfällägsim	you did not want
3rd per. masc.	հԱԼԱԴՎ	alfällägäm	he did not want
3rd per. fem.	հԱԼԱԴՎՔ	alfällägaccim	she did not want

Plural

1st per.	հԱՀԱԴԴՐԹ	alfällänřm	we did not want
2nd per.	հԱՀԱԾՔՎ-Ց	alfällägaččihum	you did not want
3rd per.	հԱՀԱԴՐԹ	alfällägum	they did not want; he, she, you did not want (for.)

Note that with the addition of the negative ending **ም**, the personal endings of the first person singular and the second person plural are pronounced as they are written: **ከለለ** kaffälkw 'I paid' but **ከለለል** alkäffälkum 'I did not pay'; **ከለለቻ** kaffäläčuh 'you paid' but **ከለለቻም** alkäffäläčihum 'you did not pay'.

Exercises

5 Rewrite the following sentences so that the verb in brackets appears in the correct form (you might need to look some words up in the glossary)

- 1 አይመንም የወጣ (አልፈልም) =
- 2 እናና ተረጋግጧ ወደ ጥስት ቤት (የደራ) =
- 3 አቶ መፈጸም ስያት ጥብብ (አሰው)? በዚ ጥብብ (የሰውም) =
- 4 እያተ የሚ መቋ (በአ)? በዚ ሰጥቶ በኋላ በኋላ (በአ) =
- 5 ካሳው ተማሪው ዘዴ (በአ)ና በኋላ (መባ) =
- 6 እናና በኋላ ስነድ (በዚ) =
- 7 እናና ክፍት (ይረዢ)? በእሁወመራ (ይረዢ) =
- 8 አቶ ከዚ ጥሩ ንብረት የወጪ ቤቱ (በዚ) =

6 How would you say the following in Amharic?

- 1 I didn't want to eat lunch.
- 2 Almaz and Kebede bought a new car.
- 3 Mrs Tsehay went to the post office.
- 4 Did you have some coffee?
- 5 Where did the students go?
- 6 Mr Mohammed didn't pay the bill.
- 7 Almaz, when did you see the film?
- 8 My mother opened the door.

Grammar

The definite article

The forms **ማቻው** **አቶ**, **ከተማው**, and **ሙጋላቻው**, which occur in this and previous lessons all contain the definite article which corresponds to English 'the'. The definite article is not used in

quite the same way as English 'the', for one thing it is used less frequently than we use 'the'. It is always used to refer to something that has already been mentioned and which is therefore known to the speaker and the listener.

The Amharic definite article is suffixed to the end of the noun (or pronoun) and has two basic forms: one for masculine and plural nouns and one for feminine nouns. The masculine article has two shapes, **-u** if the noun ends in a consonant, and **-w** if it ends in a vowel.

<i>If the noun is:</i>	<i>Add:</i>	<i>Examples:</i>		
masc. and pl. and ends in a consonant	-u	አቶ	betu	the house
		ለጅ	liju	the child, the boy
		ቢቶች	betočeu	the houses
		ከተማዎች	kätämawočeu	the cities
and ends in a vowel	-w	ተማሪው	tämariw	the student
		ምሳው	mísaw	the lunch
		ኬው	nurow	the life
fem.	-wa	ከተማዋ	kätämawa	the city
		ለጅዋ	lijjwa	the girl

An alternative form of the feminine article is the suffix **-itu** or **-itwa** (-yitu or -yitwa after a noun ending in a vowel), so you can also say **ለጅitu** or **ለጅitwa** 'the girl' and **ከተማያቱ** or **ከተማያቱ** 'the city'.

The nouns **አዎ** **saw** 'man' and **አቶ** **set** 'woman' do not usually add the definite article suffix directly, but have a special, extended definite suffix in **-iyye-** or **-iyyo-**. So:

masc.	-iyye + -w	አዎቻው	säwiyyew	the man
sem.	-iyyo + wa	አቶቻዋ	setiyyowa	the woman

A small number of other nouns, too, follow this pattern, such as **አጥታ abbat** 'father' and **አጥታ innat** 'mother'; **አጥታዊ abbatiyyew** 'the father' and **አጥታዊ innatiyyowa** 'the mother'.

Whenever an adjective is used to describe a noun with the definite article 'the', for example in a phrase like 'the big house', the article suffix in Amharic is placed on the adjective and not on the noun. In

other words, the article suffix travels backwards on to the adjective. Thus: **አቶ betu** 'the house' but **ተልዴዎች አቶ tillik'u** bet 'the big house'; **እኔቶ lijjitu** 'the girl' but **ተንስዋ እኔቶ tinnišwa lijj** 'the little girl'.

Possessive pronoun suffixes

In lesson one you learned how to express 'my, your, his', etc., by using the possessive preposition **የ** - followed by the independent pronoun, as in **የኗር የምና yäne sim** 'my name', *lit.* 'name of me'. In lesson two, however, you saw that the same could be expressed by one word, adding a suffix to the noun, as **አማር ሰመ sime** 'my name'. This second method is in fact the more usual way of expressing a pronoun possessor in Amharic. Have another look at the dialogue where you will find some other nouns with possessive pronoun suffixes: **አቶ** 'my father'; **አገሪ** 'my home region', **አገሪ** 'your home region', **ሁሉም ተወቻ** 'the two of us' (*lit.* 'our two').

The possessive pronoun suffixes are as follows. Note that some of the suffixes have different forms according to whether the noun to which they are added ends in a consonant or a vowel: 'my' is -e after a consonant, **አቶ bete** 'my house', but -ye after a vowel **የጊዜያ gwaddänñaye** 'my friend'; 'his' is -u after a consonant - **አቶ betu** 'his house', but -w after a vowel **የጊዜው gwaddänñaw** 'his friend'. Also, the three suffixes 'our' -aččin, 'your' -aččuh, and 'their' -aččaw follow the rules of vowel hierarchy when added to a noun ending in a vowel, inserting a 'glide' w if the noun ends in -o or -u, a 'glide' y if it ends in -i or -e, and dropping the a vowel if it ends in -a.

noun ends in:	cons.	vowel	examples
my	-e	-ye	አቶ, ተማሪያ bete, tämariye
your (masc.)	-ih	-h	አቶ, ተማሪዎች betih, tämarih
your (fem.)	-is	-s	አቶ, ተማሪሹ betiš, tämariš
his	-u	-w	አቶ, ተማሪው betu, tämariw
her	-wa	-wa	አቶ, ተማሪዋ betwa, tämariwa
his, her (form.)	-aččaw	-aččaw, -yaččaw, -waččaw	አቶች ተማሪች betacchaw, tämariacchaw, dabbowaččaw
our	-aččin	-aččin, -yaččin, -waččin	አቶች ተማሪችቸው betacchin, tämariacchin, dabbowaččin

noun ends in:	cons.	vowel	examples
your (plural)	-aččuh	-aččuh, -yaččuh, -waččuh	አቶች ተማሪዎች betacchuh, tämariyačchuh, dabbowačchuh
their	-aččaw	-aččaw, -yaččaw, -waččaw	አቶች ተማሪች betacchaw, tämariacchaw, dabbowaččaw
your (for.)	-wo	-wo	አቶች, ተማሪዎች betwo, tämariwo

The possessive suffixes of the third person masculine, 'his . . .' and the third person feminine, 'her . . .', have the same shape as the masculine/plural and feminine definite articles. This means that a word such as **ተማሪው tämariw** is ambiguous, and can mean both 'the student' and 'his student'; similarly **መኪናው mäkinawa** is both 'the car' (cars are usually thought of as feminine) and 'her car', and **እኔቶ lijjočeu** is both 'the children' and 'his children'.

A noun with a possessive suffix added to it is counted as a definite noun, which means that an accompanying adjective has to have the definite article added to it. You will see later that there are other ways in which nouns with possessive suffixes behave like definite nouns. Examples are set out below:

አቶ bete my house	ተልዴዎች አቶ tillik'u bet the big house ተልዴዎች አቶ tilik'u bete my big house
እኔቶ ihitih your sister	ተንስዋ እኔቶ tinnišwa ihit the little sister ተንስዋ እኔቶ tinnišwa ihitih your little sister
ተማሪችን tämariwoččin our students	ተተምች ተማሪች tiguwočču tämariwočč
	ተተምች ተማሪችን tiguwočču tämariwoččen
	our hard-working students

Exercises

7 Convert the pronoun possessives in **P-** in the following sentences into possessive suffixes, and then translate them into English

- 1 የኑ አሳት ስምዎ::
- 2 ይች የንጂ መዘመ ነቶ?
- 3 የሱ ተልተ መንገም ካከል አበባ ይረሰ::
- 4 የርስዎ ተማሪዎች ቤቱ ዓይነዎ? እወ:: የኑ ተማሪዎች በመጥ
ቤቱ ዓይነዎ::
- 5 የኑ አዴት መደት የለም? ወደርሰዎ አንተ በታ የለም::
- 6 የንጂው አደጋ ስለ ገዢዎ አለው::
- 7 የንተ ልማ ማን ንዑስ? የኑ ልማ ዓይነ ንዑስ::
- 8 መለሁ ካርድ መንገም ጋር መደ ልንጂ በታ ሲደ::

8 Here are some adjectives and some nouns with possessive suffixes. Combine the nouns with the adjectives to form meaningful phrases and then translate the whole phrase into English

Example ልማዎ:: → የንተ ልማዎ her little daughter

አዲስ addis 'new', አጋጌ aroge 'old', ባብታም habtam 'rich', የኩ
diha 'poor', ባይ ክሳይ red', ጥቁር ተክ'ur 'black', ባሩ ተሮ 'good',
መጥፍ mätfö 'bad', ተልተ tillik 'big', የንጂ tinnis 'little'.

- | | | | |
|---|----------|----|--------|
| 1 | መዘመዎ:: | 6 | የደንሞ:: |
| 2 | ክቡርዎ:: | 7 | ከተማዎ:: |
| 3 | መንገማዎች:: | 8 | አንድ:: |
| 4 | ልብስዎ:: | 9 | ከራይዎ:: |
| 5 | በታምዎ:: | 10 | አንቃ:: |

Script

The homophonous letters

You will have noticed that in this lesson the word **timbärt** was

different **hs**. In the introduction it was mentioned that there are several sounds that have more than one representation in the script; these may be called 'homophonous letters', letters that have the same sound.

The reason for these homophonous letters is historical, originally they represented different sounds that have merged together in Amharic. In Tigrinya, for example, some of them still have different sounds. Some people may use one letter in preference to another in certain words, reflecting the original 'correct' usage in Ge'ez, for example. For example, the Ge'ez word related to Amharic **sost** 'three' was written with **m** for the first **s** and **n** for the second one, and so the 'correct' spelling should be **ምስት**, but many people also write **ኖስት**. It would not be true to say that there are spelling rules in Amharic in the sense that there are, for example, in English. Rather, some spellings may be preferred to others by some people.

In order to distinguish these letters special names are sometimes given to them as follows:

ሰ	ሰ አሳት	sä isat	ሳ	ሳ ጥስት	s'a s'älöt
መ	መ ጥስም	sä nügus	ቦ	ቦ ተሐይ	s'a s'ähay
ከ	ከ አለፍ	a alef	ሁ	ሁ ውልታ	ha halleta
ወ	ወ ጥንግ	a ayn	ወ	ወ ንዑስ	ha hamär
ኩ	ኩ ማዘመ	a äzä	ኩ	ኩ ንዑስ	ha bizuhan

The fourth **h** letter, **ኩ**, is pronounced **hä** in the first order, which is also the name by which it is called.

Exercise

9 Rewrite the following Amharic words using alternative letters where applicable. (Look up the words that you do not know)

- | | | |
|----------|----------|---------------|
| 1 መ&ትኩ:: | 6 የ&ለም:: | 11 ለ&ን ስ&ብኩ:: |
| 2 የ&ለም:: | 7 በ&ሙ:: | 12 በ&ንድ አ&መ:: |
| 3 የ&ንድ:: | 8 ተ&ብኩ:: | 13 መ&ብኩ በ&ት:: |
| 4 መ&ብኩ:: | 9 ጥ&ብኩ:: | 14 በ&ንድ:: |

Reading passage

የተረዳ እናት የመንግሥት መረጃዎች ነበሩ፡ እናቄም ተንሸ፡
ተለዋ በርሃ በሰራ ስብሪቱ፡ ሆስታቸው በከተማ ወልጥ መራ፡
አሁን እናቁ ስጠም ይገኘ ስምም ነበሩ፡ እናይ ታን እናተደው-
ዘምርው፡ ገዢ እናገድ ተለዋ መጽሐፍ ለለሽ ስጠም፡ ይህም
መጽሐፍ ገዢ ቤት እለው፡ በዚህም መጽሐፍ በዚያች ወንጀም
የሚልኝ እና፡ ለሰነዱም ተረዳ መጽሐፍ ቤትም ወደፊ፡
የመንግሥት መጽሐፍ ስብሪቱ፡

Supplementary vocabulary

ተመለስ	tämälläsä	he returned, came back
ስተው	sät'taw	he gave to him

4 ወደ ገበያ ማ wädä gäbäya mähed

Going shopping

By the end of this lesson you should be able to:

- form sentences with a direct object (I saw the man)
- count up to 1,000
- use expressions of quantity
- understand and use properly the Ethiopian system of personal names

Shopping

Mr Mulugeta's wife goes shopping.

ከለዋ በኋላ መዘገብ እጣለች የቶ መ-ሳንጻ ማለት መደ
መርካቶ ቤድኩ፡ ልዕ ልዕ ካብ ለመግዛት ልላት፡ በመጀመሪያ
መደብ መደብ ገዢ፡ የቶ መከመድ ለዕ መርካቶ ወልጥ
ከመተባበ ለበሽ እነዚ ነው፡

ወ/ከማሪያም፡ እናይምን እናርክ እቶ መከመድ? ቤት እንደሆነን
ነው? ይገኘ ሻዕ?

ከ/መከመድ፡ በላም እናቁ፡ በላም እቶ መ-ሳንጻ ማለት ስዕስ ነበሩ፡

ወ/ከማሪያም፡ ይሸ፡ እናቁውን የየሂቻው መቻ ነው?

ከ/መከመድ፡ በልዋን እቶ መ-ሳንጻ ተቀኑትና መቆም ካትቀኑትና
መቆም ነው የየሂቻው፡ ተፈፋዶ እንዳታ ልርድም?
ቤ ሙን ይፈጸሙ? እኩሉ የመስ በርሃ እና፡ ገዢ
እሁን በይሮ ይፈጸሙ ሻዕ፡

ወ/ከማሪያም፡ ቤት ሲሆ እኩሉ ተግኝም፡ በለሆዎ ባምኑን
እናት ለዕት እኩሉ ከከራር ከደረሰቻል፡ በኋላ
ቤ እኩሉበት፡ ይግምም ሙን ሙን ባይነት ሻዕ
እና?

ከ/መከመድ፡ ለሰነት እናት እና፡ ይገኘው በመም ገዢ ነው፡

ወ/ከማሪያም፡ የወጪ፡ ልኩቱ ነው፡ ወርሃ፡ ነው፡

እ/መ/ክ/መ/ድ: ከደረሰም፡ በዚህን በጠም እርከስ ጽው፡ ሁሉት
ብር በቻ ጽው፡
ወ/እማራቸ፡ እኩ፡ ሁሉት ፖስታ ማለ፡ ከደተ ካለ ይዘሩ እኩ;
ካለ ደንብ ስጠቃ፡ ሁሉም ጥሩ ጽው፡ ተኩፏ
እደርጋልሁ!
እ/መ/ክ/መ/ድ: እንደታ! እነዚ ሁሉም ጽበር ጥሩ ጽው!
ወ/እማራቸ፡ እኩ፡ ባዕቡ ስጠቃ ጽው?
እ/መ/ክ/መ/ድ: በዚሁለው ከምራ ስጠቃት ከሂያ እምሰት ጽው፡
ወ/እማራቸ፡ ሂያ በር ይሰውና!
እ/መ/ክ/መ/ድ: ከሂያ በር ከምራ ስጠቃት ከሂያ እምሰት ...
መልስ ብሔት በር ካላ እምሰት ጽው፡ በጠም
እግዥ ይሰጥልሁ!
ወ/እማራቸ፡ ከዚ ይሰጥልሁ፡

küsäät bähwala wäyzäro Amaräčč yato Mulugeta mist wädä märkato hedäčč. liyyu liyyu nägär lämägzat fällägäčč. bämäjämmäriya wädä mögib mädäbbir gäbbačč. yato Mähammäd suk' märkato wüst' kawtobus t'abiya at'ögäb näw.

W. AMARÄČČ: indämin addärk, ato Mähammäd. zare indämin näh? dähna näh?
A. MÄHAMMÄD: sälam, īmete, balwo, ato Mulugeta īzzih näbbäru.
W. AMARÄČČ: ärä, issacäčawn yayyähaččaw mäče näw?
A. MÄHAMMÄD: balwon ato Mulugetan finantinna ... wäyim
käfinantinna wädiya näw yayyähaččaw ... tadiyass,
indet lirdawo? zare mün yifälligallu? t'īru addis
yämät t'a bunna allä. gäna ahun käJimma yädärräsä
näw.
W. AMARÄČČ: aydälläm, zare bunna alfälligim, balläfaw sammöt
ihite hulättii kilo käHarär adärräsäččillüñ. sukkwarinna
ruz ifälligallähw; dägmom mün mün aynät šay allä?
A. MÄHAMMÄD: sost aynät allä. yihäññaw bät' am t'īru näw.
W. AMARÄČČ: wagaw sinti näw? widdi näw?
A. MÄHAMMÄD: aydälläm, bawnät bät' am irkaš näw; hulättii birr bičea
näw.
W. AMARÄČČ: išši, hulättii paket šay, aratti kilo ruzinna andi kilo
sukkwar sít'äñ. hullum t'īru näw, täfsa
adärgallähw!
A. MÄHAMMÄD: indeta! īzzih hullum nägär t'īru näw!
W. AMARÄČČ: išši, hisabu sinti näw?
A. MÄHAMMÄD: bät' äk' lallaw asra siddist kähaya ammästü näw.

A. MÄHAMMÄD: kähaya birr asra siddist kähaya ammäst . . . mätsu soso
birr käsäba ammästü näw. bät' am īgzer yist'illüñ.
W. AMARÄČČ: abro yist'illüñ.

In the afternoon Mrs Amarech, Mr Mulugeta's wife, went to the market. She wanted to buy various items. First, she went to a grocery store. Mr Mohammed's shop is inside the market close to the bus station.

MRS AMARECH: *Good afternoon, Mr Mohammed. How are you today? Are you well?*

MR MOHAMMED: *Salam, Madam . . . Your husband was here.*

MRS AMARECH: *Oh, when did you see him?*

MR MOHAMMED: *I saw your husband, Mr Mulugeta, yesterday . . . or the day before yesterday. Now, how may I help you? What are you looking for today? I have some good fresh coffee; it's only just arrived from Jimma.*

MRS AMARECH: *No, I don't want coffee today. Last week my sister brought me two kilos from Harar. I want some sugar and some rice; also what brands of tea do you have?*

MR MOHAMMED: *There are three brands. This one's very good.*

MRS AMARECH: *How much is it? Is it dear?*

MR MOHAMMED: *No, it's really very cheap; it's only 2 birr.*

MRS AMARECH: *OK, give me two packets of tea, four kilos of rice and one kilo of sugar. Everything's good, I hope!*

MR MOHAMMED: *Of course! Everything's good here!*

MRS AMARECH: *OK. How much is the bill?*

MR MOHAMMED: *Altogether, that's birr 16.25.*

MRS AMARECH: *Here's 20 birr.*

MR MOHAMMED: *16.25 from 20 . . . the change is 3.75. Thank you very much.*

MRS AMARECH: *You're welcome!*

Vocabulary

ገብያ

ገብያ

market

መክቶ

märkato *the market in Addis Ababa, said to be the largest market area in Sub-Saharan Africa*

በአር መልያ	babur t'abiya	railway station
ዕላም	sälam	peace (<i>used as a greeting amongst Muslims and by young people</i>)
እሙት	immete	Madam (<i>lit. 'my lady' from እሙት, variant እሙት የሚበት</i>)
ተታደ	getaye	Sir (<i>lit. 'my lord' from ተታ</i>)
ልደ	liyyu	different, special
ልደ ስደ	liyyu liyyu	various, several, miscellaneous
ንጥር	nägar	thing, word
ስቅ	suk'	shop, store
መግቢት መግቢት	mädäbbir	store, bazaar
ባል	yämügib mädäbbir	food shop, grocery store
ሁዳንተኞች	bal	husband
ሁዳንተኞች መያዙ	finantinna	yesterday
ሁዳንተኞች መያዙ	kätinatinna wädiya	the day before yesterday
ቡና	bunna	coffee
ሻይ	šay	tea
ስክውር ዘክውር	sükkwär, sukkwar	sugar
ሩዝ	ruz	rice
ዶጂዎ	dägmo	also; (<i>ዶጂዎም lit. 'and also'</i>)
ሁለዎች አገልግሎት	balläfaw samünüt	last week (<i>lit. 'in the week that has passed'</i>)
ዓይነት	aynät	sort, kind, brand (<i>of merchandise</i>)
ምኑን የምኑን የይነት	mün mün aynät	what kinds of... (<i>repeating the word የምኑ indicates that several kinds are expected</i>)
ይ.ነዚው	yihäñaw	this one
ያ.ነዚው	yanñaw	that one
ዋጋ	waga	price, value
መድ	widd	dear, expensive
ከርክሽ	irkash	cheap
ብዕራት	bänwäät	really, truly (<i>lit. 'in truth', from ከዕራት ካወት 'truth'</i>)
ፖክት	paket	packet
ብር	bäčea	only
ብር	birr	birr (<i>Ethiopian unit of currency</i>), silver
ብ-ሳም	hullum	everything, everyone
ብ-ሳም ነጥር	hullum nägar	everything
ኩንጻቸው	indeta	of course!
ክሎ	kilo	kilo

ማጥላለ	täk'alla	total, overall, general
ብመጥላለው	bät'äk'alllaw	altogether, all in all, in sum (<i>lit. 'in the total'</i>)
ይ.ነው-ር	yihäwinna	here it is! (<i>compare ይ.ነው- in lesson 3</i>)
መልስ	mäls	change (<i>i.e. from a bill</i>), answer

Numbers

ሁንድ	and	one
ሁለት	hulätt	two
ሁሳት	sost	three
ሁራት	aratt	four
አምስት	ammist	five
አሮጋ አጋስት	asra siddist	sixteen
ሃያ	haya	twenty
ሰባ	säba	seventy

Verbs

አር ዝም	lirdawo	let me help you, may I help you? (<i>for.</i>)
ረዳ	rädda	help (<i>2-lit'</i>)
የፈልጋዬ	yifälligallu	you want (<i>for.</i>) – <i>from አጥ</i>
ከፈልጋዬ	ifälligallähw	I want
ከፈልጋዬን	adärräsäčeillin	she brought me (<i>lit. 'she made (it) come for me'</i>); <i>from ግዢ</i>
አዎን	sit'än	give me; from አዎ
አዎ ዘዴታዊ	abro yist'ällin	you're welcome! (<i>the response to እጥለሁ እስከር or እጥለሁ ዘዴታዊ</i>); <i>lit. 'may he give (you health) for my sake as well'</i>
ተፈፋ ከጋርጋዬ	täfsa adärgallähw	I hope – <i>lit. 'I do hope'; (ከጋርጋዬ is from ከጋጥ)</i>

Notes on the dialogue

1 The Ethiopian (Amhara and Tigrean) system of personal names is quite different from ours. A wife does not take her husband's name but keeps her own. Also, there are no surnames or family names as we know them; everyone has their own given name, of course, which is followed by their father's given name: so Mulugeta Kebede (**ሙሉጋታ ክበደ**) that is, Mulugeta (the son of) Kebede, or Amarech Haile Selassie (**አማራች ወልደ ማላሽ**) that is, Amarech (the daughter of) Haile Selassie. Mulugeta and Amarech's children will have Mulugeta as their second name: their son is Terefe Mulugeta (**ተረፈ መሉጋታ**), and their daughter is Tschay Mulugeta (**ትሬይ መሉጋታ**). Some names contain two elements, like Haile Selassie (**ወልደ ማላሽ**), or Gebre Mikael (**ገብረ ሙካኤል**), or Welette Semayat (**ወለቴ ሰማያት**). These double-barrelled names mostly have a religious origin; these last three literally mean (in Ge'ez) 'Might of the Trinity', 'Slave of Michael' and 'Daughter of Heaven', and often in ordinary usage are shortened, as for example to Hailie (**ወልደ**) or Gebrie (**ገብር**). Most Christian Amhara names mean something either in Amharic, or in Ge'ez, or are names drawn from the Bible and Christian tradition or, amongst Muslims, from Islamic tradition. Amarech, for example, means 'she is beautiful' in Amharic and Mulugeta means 'complete master'. You may find this difficult at first because there are no capital letters in the Ethiopian script and so nothing to make proper names stand out from the surrounding text.

When Ethiopians write their names in Roman letters, unfortunately they do not follow one single system, and they certainly do not use the type of transcription you find in this and other textbooks and grammars, with all the appropriate accents and diacritics. You have probably noticed that in the English translations of the dialogues so far a simpler system has been used; this will give you some idea of what you will find in practice.

Here are some names of biblical, Christian or Islamic origin. See how many you can identify:

የሰባድ ቃዕስ ጥል አድባር አድባር መልካም
እኔ የጥርስ ስራ አድራሻ ፍጤም የቅድ የሰኞ የሰኞ
ማርቆስ አድራሻ ፍጤም አድራሻ ያልተዋ ይመልኩ

2 **መሬ ነው የያዘው** literally means 'when is it that you saw him?'; **ተያያዘው ነው የያሁዋቸው**, lit. 'it is yesterday that I saw him'.

him'; **ከረሳ የመው ነው**, lit. 'it is what came recently'; **ከንጂ የደረሰ ነው**, lit. 'it is what arrived from Jimma'. Rather than use a simple sentence pattern like **መቻ አየተቀበ** 'when did you see him?', **ተያያዘው አየሁዋቸው** 'I saw him yesterday', or **ከረሳ መው** 'it came recently', Amharic likes to use this type of construction, particularly when emphasizing something within a sentence. It is especially common with question words like **ማን**, **ምንጂ**, **መቻ**, and so on. The construction involves the verb 'to be' and the relative form of the verb, here indicated by prefixed **የ**. We shall deal with this more fully in a later lesson.

Note the use of the pronoun suffix -aččaw on the verbs **የያዘው** and **የያሁዋቸው** to denote the pronoun object 'him' (formal).

3 The Ethiopian unit of currency is the birr (**ብር**) which also used to be referred to as the Ethiopian dollar. One birr is divided into a hundred cents or santim (**፻፻፻፻**). Normally, when you quote a price, for example birr 4.25, you just say **አራት ካሳ አምስት** or **አራት እስያ አምስት aratt kähaya ammīst** or **arattī bīrr kähaya ammīst**, lit. 'four with twenty five' or 'four birr with twenty five'. Until 1991 the birr was linked to the US Dollar at \$2.05, but is now free-floating and at the time of writing there are about nine birr to the pound sterling. Denominations from 1 birr upwards are all banknotes; of the coins the 25-santim piece is popularly referred to as a **ሰጠት**, **sīmuni**.

Grammar

The direct object suffix

In the sentences **አለማን አየሁዋቸው** balwon ayyāhuwaččaw 'I saw your husband' and **አገቶን የያዘው መቻ ነው** issaččawn yayyāhaččaw mäče näw 'when did you see him?', the suffix -**ን** on **አለማን** and **አገቶን** indicates that 'your husband' and 'him' are in each sentence the direct object of the verb 'to see'. The verb 'to see' is a transitive verb, which means to make a complete sentence you must 'see somebody or something', or in other words a transitive verb expects a direct object. In these sentences the direct object is the person or thing that you 'see'. In English the direct object usually comes after the verb, but this is of course not the case with Amharic since the verb is usually the last word in the sentence.

Here are some more sentences with marked direct objects:

ጥኩስ እኔ	gänzäbun	agäññähw	I found the money
እ ሁመት በሮ	dabbown	bällah	You ate the bread
መከዳምን ገብ	mäkinawan	gäzzu	They bought the car
ሂሳቃችን ካላቅ	hisabaččinūn	käffäläčč	She paid our bill
ይህን አልፈለግም	yihin	alfälltäghum	I did not want this
የቶን በተ ተመ	yicčin	set samä	He kissed this woman
አዎን አለውም	issun	alawwák'äm	He did not know that
ክበደን አያን	Käbbädän	ayyän	We saw Kebede

In Amharic the direct object is marked by adding the suffix **-ን**, i.e. **-n** after a vowel and **-in** after a consonant, to the end of the word. If the direct object is 'definite' it must be marked with **-ን**; if it is 'indefinite' the object marker is usually left off and is only added for clarity. With this in mind, contrast **መ>ብኩ ግዴታ ድንብ ገazzahw** 'I bought a book' and **መ>ብኩ ግዴታ ድንብ መ>ሁን ገazzahw** 'I bought the book'.

A 'definite' noun belongs to one of the following five categories:

1 noun & definite article	ጥኩስ እኔ	I found <i>the money</i>
2 noun & possessive pronoun	ሂሳቃችን ካላቅ	she paid <i>our bill</i>
3 demonstrative	ይህን አልፈለግም	I did not want <i>this</i>
demonstrative + noun	የቶን በተ ተመ	he kissed <i>this woman</i>
4 independent pronoun	አዎን አለውም	he did not know <i>it</i>
5 proper name	ክበደን አያን	we saw <i>Kebede</i>

As you can see from the example **የቶን በተ ተመ**, the suffix **-ን** is not always added to the end of the noun phrase. In a complex noun phrase, the object marker (**-ን**) is normally placed on the first constituent only. Study the examples in the box below.

demonstrative & ዓ & noun	የቶን መከዳምን	ግዴታ ድንብ	I bought <i>this car</i>
definite adjective & ዓ & noun	ቀይታ መከዳምን	ግዴታ ድንብ	I bought the <i>red car</i>
possessive noun & ዓ & noun	የካበደን መከዳምን	ግዴታ ድንብ	I bought <i>Kebede's car</i>

Similarly, in a complex noun phrase that contains more than two constituents, normally only the first will have the object marker added. If the noun phrase is extremely long, the object marker may be repeated. Consider the following examples:

የካበደን ቅድመ መከዳምን	ግዴታ ድንብ ድንብ ገazzahw	I bought Kebede's red car
የሃይኑ የካበደን ቅድመ መከዳምን	ግዴታ ድንብ ድንብ ገazzahw	I bought that red car of Kebede's

Exercises

1 **Study the following sentences and if necessary add the object marker -ን in the correct place**

Example **ይህን አልፈለግም** → **ይህን አልፈለግም**

- 1 በአቶ ካለ ማር ገዴች፡
- 2 ክሳቃው መ>ሰሪቃዊ መ>ሪ፡
- 3 እናቱ ይህ ተንተስ በተ ለልቅ በሙ፡
- 4 ለልማት ቅድመ መ>ሰሩ እጥቃች፡
- 5 ወይዘገብ በቴክ እነዚህ ዘዴጊዜም ይ>፡
- 6 እቶ ተረጋ እንዲቻ በተ መ>ሸጥ እየሆ፡
- 7 በአው ባምንት ጥሩ ይ> ለልማት በተ ምን፡

2 **Construct as many sentences with direct objects as you can out of the following nouns, noun phrases and verbs. Be sure to add the object marker where necessary and try to make sure the verbs are in the correct person. (You may need to look some words up in the glossary)**

የአቶ ካለ ማር, እናቱ ጥሩ መ>ሰሩ, ተማሪዎች, ከወጣዎች, በዚው, በዚ ተንተስ የተ መ>ሸጥ ይ>, እኔ, በርሃዋዎች, ላይ, ቅድመ መከዳምን, ተ>ሸጥ, ይ>, ለዚው, ለዚዎች;

ለአቶ ጥሩ, መ>ሸጥ, እኔ, መ>ሰሩ, ከጥና, ወይደ, ይ>, ለዚ.

Numbers

The numbers 1-1,000 in Amharic are as follows. Remember that only the number 1 has a special form for use with feminine nouns: **አንድ**.

In Ethiopia both the European and indigenous numeral signs are used. There is an increasing tendency to use the European signs, but you will still need to know the Ethiopian signs as well. The Ethiopian system is different from the European system in that it has separate signs for the tens and for a hundred, so that a number is generally written as it is spoken:

	<i>sign</i>		<i>sign</i>		
1 հԵՐ	and	8	11 հԵՐ ԿԵՐ , հԵՐԵՐ	asra and, asrand	ԼԷ
2 ՈՒՐ	hulätt	Ց	12 հԵՐ ՈՒՐ	asra hulätt	ԼՑ
3 ՊՈՒ	sost	Է	13 հԵՐ ՊՈՒ	asra sost	ԼԷ
4 ՀԵՐ	aratt	Զ	14 հԵՐ ՀԵՐ	asra aratt, asrارات	ԼԶ
5 հԹՈՒ	ammüst	Ց	15 հԵՐ հԹՈՒ	asra ammüst, asrammüst	ԼՑ
6 ՈՇՈՒ	siddist	Է	16 հԵՐ ՈՇՈՒ	asra siddist	ԼԷ
7 ՈՎԻ	säbatt	Ց	17 հԵՐ ՈՎԻ	asra säbatt	ԼՑ
8 ՈԹՈՒ	simmünt	Ց	18 հԵՐ ՈԹՈՒ	asra simmünt	ԼՑ
9 ԱՄԵՐ	zät'än	Ց	19 հԵՐ ԱՄԵՐ	asra zät'än	ԼՑ
10 ԱՋԵ	asfir	Տ			

		sign			sign
20 হ্য	haya		40 ହେୟ	arba	
21 ହ୍ୟ ହ୍ୟେ	haya and		50 ହ୍ୟୋ, ହ୍ୟୋ	amsa, hamsa	
22 ହ୍ୟ ହୁଲାତ	haya hulätt		60 ହୁଲା, ହୁଲା	silsa, südsa	
23 ହ୍ୟ ହୁଲାତ	haya sost		70 ହୁ	säba	
30 ଶାଶ	sälasa		80 ଶାମ୍ୟାଜ୍ୟ	sämanya	
31 ଶାଶ ହ୍ୟେ	sälasa and		90 ଶାତା	zätäna	
32 ଶାଶ ହୁଲାତ	sälasa hulätt		100 ଶାତ	mäto	

When using a numeral higher than 'one' with a noun you do not normally need to use the plural. So, for example: ከለተ ካለ ላይ hulätti kilo bunna 'two kilos of coffee', አምስተ መቶ ለመ ammästi mäto säw 'five hundred people', ታምሳ ለፍስተ ጥር hamsa siddisti bîrr 'fifty-six birr', አስራ ኮመን ተማሪ asra zät'än tämari 'nineteen students'. The plural is used, however, when you wish to stress the separateness of each member that goes to make up a group: አስራ ኮመን ተማሪዎች asra zät'än tämariwoč 'nineteen (separate) students', that is, each regarded as individuals rather than a collective group. The same principle applies to other quantifying words like ቀበሉ bizu 'many' and ባል hulim 'all'.

Here are a few other useful words denoting quantity and measurements:

ገናሽ	gimmaš	half
ሙር	siso	a third
፻፻	rub	a quarter
ጥቃቶች	t'ik'it	few, a little (<i>in the plural ተቃቶች t'ik'itoč means a few as in ጥቃቶች ህምና a few people</i>)
እንዳንድ	andand	some (<i>i.e. an unspecified number</i>); also used in the plural, for example, ከጋድጋዬ ህምና some people as well as ከጋድጋዬ ህምና several

The word ***o-ʌ*** *hullu* 'all' is exceptional in that it can be placed either in front of or, more usually, after the noun it goes with:

ተማሪዎች ማለ ተተ ዓቃው	tämariwočč hullu tigu naččaw all students are hard-working
ገንዘብና ማለ መጠፊ	gänzäbun hullu wässädä he took all the money

Here are some special expressions that contain the word *if*:

ՈՓ- ՈՒ or Ո-Ւ ՈՓ-	saw hullu / hullu saw	
		everyone, everybody
ԴԿ ՈՓ or Ո-Ւ ԴԿ	nägar hullu / hullu nägar	
		everything
Ո-ԱՀԱ	hulgize	always
ՈՒ ԳԴ	hullu k'än	every day
ՈՓԹ	hullum	everything, everyone
ՈՓԹ ՈՒ	hullum bota	everywhere

ሁለተኛ	hullahullu	everything together, all sorts of things
ሁለተኛ	hullačin	all of us
ሁለተኛ	hullačeh	all of you
ሁለተኛ	hullačaw	all of them

Expressions of quantity

In the dialogue Mrs Amarech asks the shopkeeper, **ወልደ ታክሳስ** እና ከፈት ከሰው ከሰው ከሰው ከሰው ‘give me two packets of tea, four kilos of rice and one kilo of sugar’. From this you can see that in expressions of quantity like ‘two packets of tea’ or ‘four kilos of rice’ you do not use the possessive particle **የ**- or the possessive construction. Instead, the quantity expression is followed directly by the name of the substance that is being measured.

Here are some more examples of useful quantity expressions:

ሁለተኛ አርማቅ የሽ ከምጠልች	hulätti birč'ik'o šay amt'allin
አንድ ቦታ ከምጠልች	andi sini bunna amt'allin
ሆነት መርመሪያ ቦታ መመ	sosti t'ärirus bira t'ät't'a
አምስት መቶ ጥሩም ተብ ጥሩ	ammüstü mäto gram k'ibe gazzac
አንድ ተከራ ቦታ አመንግሥት	andi paket sjara sit'an
አንድ ተከራ ቦታ አመንግሥት	give me a packet of cigarettes

The ordinal numbers

The ordinal numbers, ('first', 'second', 'third', etc.), are formed by adding the suffix **-äñña**, or **-ñña** after a vowel. Consider the following examples:

1st	አንድኛ	andäñña	እና
2nd	ሁለተኛ	hulättäñña	እና
3rd	ሆነተኛ	sostäñña	እና
4th	ከተተኛ	arattäñña	እና

6th	ሰድስተኛ	siddistäñña	እና
7th	ሰባትኛ	säbattäñña	እና
8th	ሰምንታኛ	simmintäñña	እና
9th	ዘተኅና	zät'änäñña	ይ
10th	አስተኛ	assiräñña	ይ
11th	አስተኛ አስተኛ	asra andäñña, etc.	ይ etc.

Note that 'first' may also be translated by **የመጀመሪያ** yämäjämäriya and **ፊተኛ** fitäñña. Also note that 'ninth' is built on the base zät'än- and not zät'än.

Exercises

3 Write out the following phrases in full and then say them aloud

1 23 አር	6 40 አር ካሮ ትተም	11 ፊጥቶ
2 5 አር	7 4 አር 500 ትመት	12 ፊሃ
3 18 አዋሽ	8 33 አዋሽ	13 ፊፋሽ
4 160 ቀን	9 ፊበርካሽ	14 ፊበርካሽ
5 237 ካልማት	10 ፊቻቻቻ	15 ፊቻቻቻ

4 Do the following sums in Amharic following the examples

- (a) $5 + 3 = 8$ **አምስት ቅድመ ላይ ማስተካከል ነው**
 (b) $5 - 2 = 3$ **አምስት ማስተካከል ላይ ቅድመ ነው**

(አዲምር siddämmär 'plus', በቁንስ sik'k'annäs 'minus')

1 21 + 9 =	6 15 + 4 =
2 25 - 5 =	7 17 - 7 =
3 12 + 12 =	8 60 + 16 =
4 120 + 30 =	9 500 + 500 =
5 40 + 50 =	10 88 - 11 =

5 Imagine you are going shopping. Based on what you have learned so far, how would you ask the shopkeeper for the following items?

Example a can of oil → **አካሄው አንድ ቅርቆር ተብ ስሜ**

- | | |
|-----------------------------|---------------------------|
| 1 3 kilos of sugar | 6 ½ kilo of good flour |
| 2 4 packets of tea | 7 5 bottles of Metta beer |
| 3 200 grammes of butter | 8 2 packets of cigarettes |
| 4 6 bottles of 'Ambo Water' | 9 a can of meat |
| 5 10 boxes of matches | 10 a good brand of tea |

Script

Writing the combination consonant + wa

In the introduction you were introduced to the wa letters: ወ, ቍ, ቌ, የ, etc. Some people avoid using these and instead write the 6th order of the consonant followed by the letter wa ብ, or even the 2nd order followed by ብ: so the word ተ'wat 'early morning' may be written ቦት, ተዢት or መጥቶ.

The third method can be explained because the combination of consonant + wa often arises from the addition of a suffix beginning in a to a base ending in u, such as አየሁዋቅው ayyāhuwaččaw (ayyāhu + aččaw) 'I saw him' in the dialogue. In rapid speech this is contracted to ayyāhwāččaw and can therefore also be written as አየቃቅው; or as አየሁዋቅው. Other words, too, where the sequence of consonant + wa does not derive from a contraction may be written in the same way, such as ቦት, መጥቶ, etc., 'morning' or በኩል, ለዢዋል, etc. 'afterwards'; or ዓይነ, ትጥሬ, etc. 'friend', and so on.

The remaining w letters

Of the other letters indicating a combination, a consonant-followed-w and another vowel, only those representing combinations in wä and wi are current in modern Amharic, though you may find the others in words of Ge'ez origin that are used in certain styles of Amharic.

To remind you, the wä letters are ብ, ኮ, ባ and ቭ, gwä, kwä, hwä and k'wä. In pronunciation these are almost identical to the 7th orders go, ko, ho and k'o, and in writing, too, may be substituted by these. So, a word like gobäz 'clever, strong' may be written both as ጽበዝ and as ተብዝ. Here are some more words of the same kind:

ቆያ, ብ-ያ k'oyyä 'he waited'; ብመት, ብመት k'ot'tärä 'he counted'; መከተት, መከተት mäkonnin 'officer' (also a man's name)

Similarly, the wi letters, ወ, ኮ, ባ and ቭ are pronounced much like

the 2nd orders gu, ku, hu and k'u, and may be substituted by these:

ጥር, ብጥር k'ut'ir 'number'; ካራታና, ካራታና kuratānnā 'proud, vain'; ጥሩ, ብጥሩ gud 'extraordinary'

Exercises

6 Here are some words and phrases containing wa, wä or wi letters. Read them out aloud and then rewrite them using alternative spellings. See how many you can translate into English, and don't hesitate to use the glossary for some

- | | | |
|-----------|------------|--------------|
| 1 አለሁ በኩል | 6 የማርጫ ቁንቃ | 11 ተረጋግጧ |
| 2 ተረጋግጧ | 7 ተ-ገጽ | 12 አሳራ |
| 3 ልቃቄ | 8 ብራለ | 13 የተጋደር ካተማ |
| 4 መጥሬ | 9 ልሰላቃው | 14 የሰጠር ዘል |
| 5 ሰባር | 10 ብምሳ | 15 ሂደል |

Reading passage

ዘረ ወይዘር ይጋሞንስ ወደ ገዢ ነገድ፡ ከፍቅም የር ከዘዴ
መቱ የፈ፡ ከዚ ተንስ ላይ ነው፡ አዲር ታሙክ ነው፡
መቻም ወይዘር ይጋሞንስ ገዢ የፈ፡ ወይዘር ይጋሞንስ
ከዚው ሰነ ላይ ሰነ የተማኑት ይለዋ፡ – ይዘሩ
እዋቱ፡ ሲደወ ቅዱ፡ ከዚህም ሰነዱ በርካኑ፡ ጽጾታ፡
ቴማቴም፡ ሰነዱ኏ኔ ይገኙ፡ ሰነዱ኏ኔ የፈ መቻ አብራ
መዕቃ፡ በመሸመራይ ወደ ምግባር መደብር ገዢ፡ አብራም
እዋቱ፡ ይዘሩ፡ ሲደወ ቅዱ ሰነ፡ አተከልተዋ ይረ ጽጾ
እልጋዢም፡ የተከልተዋ ሰቀ ከመደብሩ ከመጠብ ከደረሰም፡
በጣም ሰቀ ሰነ፡ ሰነዱ በአገር ሰመዘድ እልቻልም፡
በከው-ቻል የፈ፡ ወይዘር ይጋሞንስ ሰሰጠው በጣም
ተደረገዋና ሰነዱ በርካኑ ሰነ፡

Supplementary vocabulary

ገራድ	gärad	maid	ስንኩርት	šinkurt	onion
ቢርቱካን	birtukan	orange	ዶንሚ	dinnic	potato
ፖጂታ	papaya	papaya	አተከልተዋ	atkilt	vegetables
ቴማቴም	timatim	tomato	፩	fire	fruit
ተደረገዋ	tadässätä	be pleased	ከራማል	käramella	sweets, candy

የተከለት መሽመ	በየዚያ የተከለት ሙሻርችን ሁኔታ	the green grocer's (<i>lit.</i> 'vegetable selling shop')
በተገናው ገዢ	ባጋብሬያችውን ገብያ	with the shopping she has done
በቅልት	ገዛዕቃቻለት	she bought for him
<i>ይህዎንታዊ Dink'mäš and መግለጫ T'aytu are women's names</i>		

5 የፋይ ተረሱ yärük' t'irri

A long-distance call

By the end of this lesson you should be able to:

- form the present-future tenses ('I go', 'am going', 'shall go', etc.)
- tell the time

A long-distance telephone call

Kebede receives a long-distance telephone call

የዚያ ነው፡ ከበደ ታሪክ አሁን የቃወሚያ ከበደ የዘመ
የንግድ፡ ስልጣን ይፈጸማል፡ ታሪክ ስልጣኑ መልስ ተስማለዋል፡
የኩል፡ በፊት 71 56 22፡ የቃወሚያ መኖሪያ በታ፡ ማን
ኩል የምትዋጥ?
የካኝስ፡ እኔ ነኔ፡ የካኝስ ነኔ፡ ከበደ አለ? ከዚ የጊ
አመራጥ እናለለሁ?
የኩል፡ አዎ፡ አንዳው መሰዕ፡ ... ከበደ፡ የካኝስ ነው፡
የኩል የጊ ለመጥጥ ይፈጸማል፡ የቃወሚያ በፊት በፊ
እንደሆነ ይፈጸማል፡ የቃወሚያ ተረሱ ይፈጸማል፡
ከበደ፡ እንደሆነ ይፈጸማል? አሁን አጠቃላይ ይለው
እናደለም? ... በፊት የካኝስ፡ እንተ ነህ? ከዚ አገር
ተረወለለሁ?
የካኝስ፡ ከስተዋዣ እናወለለሁ፡ የቀረ ሁሉም ቅዱ እነዚ
ይረዳለሁ፡ በቀርቡ ገዢ ገዢ ተመልሽ እንዲለሁ፡ ከዚ
አሁን ለመነገጥ ገዢ ለጊ የለንም፡ እናወለለሁ፡
ለመጠየቅ የጥልሳው፡ እንተዋ ታሪክ ከይደተን
ማረዳያ እናንጂ እናቻን ለመጥበል ተቋልለቸው?
ከበደ፡ እንደሆነ የቃወሚያ ተረወለለቸው?
የካኝስ፡ ማስታቃቄ ከጥጥቱ ለመለት ለቀጥ እንደርጋለሁ፡ በፊት አሁን
እናደለሁ፡ መቻናል አለበት፡ ይህን ሆነ
ከበደ፡ እኔ ነኔ፡ የቃወሚያ መኖሪያ ተረሱ ይፈጸማል፡

የ-ሸጋ: ከዚ ማስታችል! (ከዚ ሰራተኞች
ይ.፲፭፻፯) ታደሰ ማ-ሳጋድ ከዚ ማስታችል
በዚ ጥሩ ተፈጻሚ ሂው እንጂወን ስምም ተደርሱ
መሆኑ ሂው... እኩ! የዚሮ ቅጥሩ
ከለማጥሃዎም፡ በሆነዎም ካስተዳደር የሚመጣ በረሱ
በዚ ሰራተኞች የሙሉ እንደዚ በኋላ ወጪ
አይርተኞች ማረጋገጫ ተቃዋሚ?

የ-ሸጋ፡ በዚ እንኩልን?
የ-ዘጋጅ፡ የቀት መዘጋጀ እጥቶለሁ፡
የ-ሸጋ፡ እውጥናን ሂው!... እኩ እኩያለን!

mīšät näw. Käbbädänna Hirut ibet načäw. Käbbädä gazet'a yanäbbal. silk yiddläwälak; Hirut läsilku mäls tüsät'alläče.

HIRUT: hallo! säba and, hamsa siddist, haya hulätt, yato Mulugeta mänoritya bet, man näh yämmitfinnaggär?

YOHANNES: iné näñ; Yohannës näñ. Käbbädä allä? kässu lämännagär ičilallähw?

HIRUT: awo, allä, ande t'äbbik'... Käbbädä, Yohannës näw, kantä gar lämännagär yifälligal, na, tolo bäl īngidih! yit'äbbik'al, yäruk' t'irri yämäsläññal.

KÄBBÄDÄ: inde? īndet yíthonal? issu Amerika yallaw aydälläm?... hallo Yohannës, antä näh? käyet agär fidäwwilalläh?

YOHANNES: käLondon idäwwilallähw, yázare hulättü k'än īzzih därräskw; bák'irbì gize gín tämällissé ihedallähw, ahun bizu lämännagagär güze fás's'imo yälläññim, ičäkkulallähw, lämäl'äyyäk' yämnißälligäw, antänna Hirut kayroplan maräfiya ineninna innaten lämäk'k'aböl ičilallačeh?

KÄBBÄDÄ: īndeta! bičä mäče tidařsallačeh?

YOHANNES: maksäñño kät'watu bähulättü sät innidärsallän, bäl ahun iżägallähw; mäčäkkwäl alläbbiñ, dähna hun, Yohannës,

KÄBBÄDÄ: išši, ayroplan maräfiya innidärsallän, dähna hun, Yohannës, iškä maksäñño diräs! [Käbbädä silken yizägal.] tadiya, Yohannësinna innatu maksäñño yidärsallu, zare gín k'ídame näw, īngidih käsostí k'än bähwala mähonu näw, ay! yäbärära k'ut'run alt'äyyäk'hum, bihonüm käLondon yämminmät'a bärära bähulättü sät yarfal, ančiss käne gar wädä ayroplan maräfiya ihejalläš?

HIRUT: bämün innihedallän?

KÄBBÄDÄ: yabbaten mäkina iwwasallähw.

HIRUT: iwnätiñin näw?! išši innayallän!

It is evening. Kebede and Hirut are at home. Kebede is reading the

HIRUT: Hello! 71 56 22. Mr Mulugeta's residence. Who's that?

YOHANNES: It's me, it's Yohannes. Is Kebede there? Can I speak to him?

HIRUT: Yes, he's here. Hold on a moment, please... Kebede, it's Yohannes. He wants to speak to you. Come on, hurry up! He's waiting. I think it's a long-distance call. Oh, but how can that be? He's in America, isn't he?... Hello, Yohannes, is it you? Where are you calling from?

YOHANNES: I am calling from London. I arrived here two days ago, but I shall be arriving in Addis Ababa soon. I don't have much time at all to talk now, I'm in a hurry. I want to ask, can you and Hirut pick me and my mother up from the airport?

KEBEDE: Of course! But when are you arriving?

YOHANNES: We're arriving on Tuesday, at eight o'clock in the morning. I'm hanging up now. I've got to hurry.

KEBEDE: Alright, we'll come to the airport. Goodbye, Yohannes, until Tuesday! [Kebede hangs up.] Well, Yohannes and his mother are arriving on Tuesday. Today's Saturday, so that must be in three days' time. Oh, I didn't ask the number of his flight. Anyway, the flight from London lands at eight o'clock. Are you coming with me to the airport?

HIRUT: How will we get there?

KEBEDE: I'll borrow my father's car.

HIRUT: Is that so? Well, we'll see!

Vocabulary

የ-ዸጋ	mīšät	evening
የ-ዘጋጅ	t'wat	early morning
ግዢ	gazet'a	newspaper
ክል	silk	telephone
መሆኑ በ-ት	mänoritya bet	residence (lit. 'dwelling house')
እኩ	ande	once, at once, for a moment
የ-ሸጋ	yäruk' t'irri	long distance call (lit. 'call of far')
እኩም	fás's'imo	not at all (used with a negative verb)
አይርተኞች	ayroplan	aircraft; (also እውጥኞች awroplan)
አይርተኞች ማረጋገጫ	ayroplan maräfiya	airport

ቅ.፩ ዓ.፩
፩.፩
፩.፩/፩.፩

ક'idame
bärära
k'utir

Saturday
flight
number

Verbs

ኝጠል	anäbbäbä	read [3-lit, derived stem in a-]
ያንባል	yanäbbäl	he reads, he is reading
ደመል	däwwälä	ring (<i>a bell</i>), call (<i>on the telephone</i>) [3-lit]
የግወልል	yiddäwwäläl	it is ringing (e.g. the telephone)
ይግወልል	yidäwwiläl	he is calling (e.g. on the telephone)
ማን ነው	man näb	who is speaking? (<i>lit.</i> ‘who are you who are speaking?’)
የምተኞች	yämmitinnaggär	
ለሙኞች	lämmänagär	to speak
ለሙኞች	lämmänagär	he wants to speak
ይ.፩.፩.፩	yifälligal	
ቻል	čala	be able [2-lit ³]
እቶላለሁ	ičilallähw	I am able, I can
ሙበቅ	t'äbbäk'ä	wait for someone or something [3-lit]
ይ.ሙ.ብ.ቻል	yit'äbbik'äl	he's waiting
ተመሳሽ	tämällišše	I shall arrive back (<i>lit.</i> ‘I shall go returning’)
ነት ዘ ስዕ	ihedallähw	seem, resemble [3-lit]
መስላ	mässälä	it seems to me, I think (that it is)
ይ.መ.ስ.ለንሳል	yimäsläññäl	converse, talk (together)
ተኝጠል	tänägaggärä	I don't have time to talk
ለሙኞች	lämännägagär	
ገ.ዘ. የለኞች	gize yällänññim	to be in a hurry [3-lit]
ቻል	čäkkwälä	I'm in a hurry
እቶላለሁ	ičäkkulallähw	I have to hurry
መቻል	mäcäkkwäl alläbbiñ	
ከአበኛ		
ወጥቷ	täyyäk'ä	ask [3-lit]
ለሙወጥ	lämat'äyyäk'	what I want to ask
የምራራልው	yämmitälligaw	welcome, receive [3-lit]
ተተዘለ	täk'äbbälä	derived stem in tä-

ዘጋ	zägga	close, shut, hang up (<i>on the telephone</i>) [2-lit ¹]
ተዋሳ	tawasä	borrow (<i>an object, not money</i>) [2-lit ² derived stem]
እዋለሁ	iwwasallähw	I borrow

Phrases

ሀሎ/ሐሎ	hallo, allo	hello! (<i>when on the telephone</i>)
እኔዚ	indeta	of course! naturally!
በል ካሁን	bäl ahun	well now
በዚህም	bihonim	anyway, however, nonetheless
ማለት ገዢ	malät näw	it means – (<i>lit.</i> ‘it is to say’)
ማወቅ ገዢ	mähonu näw	it must be – (<i>lit.</i> ‘it is its being’)
ሙቀ	t'äbbik'	wait! (<i>masc. & inf. command</i>)
ሙበቅ	t'äbbik'i	(fem.)
ሙበቅ	t'äbbik'u	(pl.)
ይ.ሙ.ብ.ቻል	yit'äbbik'u	(for.)
ና	na	come! (<i>masc. & inf. command</i>)
ቍ በል	tolo bäl	be quick, hurry up!

Notes on the dialogue

- ማን ነው የምተኞች, *lit.* ‘who are you who are speaking?’ You met a couple of constructions of this type in the fourth lesson. Another answer you can use on the telephone in this context is **ማን ላቦል?** **man libäl?** which is literally ‘whom should I say?’ Note that the word **ሀሎ** or **ሐሎ** is only used when answering the telephone and is not the usual expression for ‘hello’ in Amharic.
- ይ.መ.ስ.ለንሳል, *lit.* ‘it seems to me (that it is)’. To express the idea of ‘to think’ in the sense of ‘to have an opinion’, Amharic uses the verb **መስላ** ‘seem’ or ‘seem to be’ with an appropriate pronoun object; we shall look at these in lesson six.
- ከዥ እጣሪ የአው እወደለም?, *lit.* ‘is it not that he is (in) America?’ The verb **የአው** *yallaw* is a relative-verb form, ‘that/which he is’ built on the verb **ከዥ** that you already know. We shall look at relative verbs in a later lesson.
- ከተማ በወአት ህጻኑ, *lit.* ‘at two o'clock in the morning’, is translated as ‘at eight o'clock in the morning’. This is because Ethiopians calculate the time each day from dawn, nominally at

6.00 a.m., and not from midnight. To translate from a Western to an Ethiopian time reckoning, you have to subtract six hours. However, as in speech people use a twelve-hour clock, so this means that 5 o'clock will be 11 o'clock (**አንድ አንድ ስምት**) according to the Ethiopian system. Some educated Ethiopians may also use the Western system, particularly when talking to foreigners, so be sure to confirm which system is being used when you make an appointment: **ነጋዴ አጥቃቃያ ከዚመስር** *indä ityop'p'iya ak'k'ot'atär* 'according to Ethiopian calculation' or **ነጋዴ አውርያ ከዚመስር** *indä awrop'a ak'k'ot'atär* 'according to European calculation'.

Grammar

The present-future, or compound imperfect tense

So far you have met a number of verb forms like **ደረሰዋል**, **እኩልዋል**, **እውታለሁ**, **ተቻላለሁ**, **እንደርሱን** with present- or future-tense meaning. You will notice that Amharic has no specific future tense like the English tenses in 'will ...' or 'shall ...'. The context alone makes it clear whether a present or a future tense is meant. So:

ዘረ ወደ በር ካየፈለሁ	zare wädä biro ihedallähw
	I'm going to the office today
የት ወደ በር ካየፈለሁ	nägä wädä biro ihedallähw

የተኝ ወደ በር ካየፈለሁ	I'll go to the office tomorrow
በየተኝ ወደ በር ካየፈለሁ	bäyyäk'änu wädä biro ihedallähw

በየተኝ ወደ በር ካየፈለሁ	I go to the office every day
-------------------------	-------------------------------------

The present-future tense is usually called the compound imperfect because, though always written as one word, it is made up of two parts: the second part, the ending, you may recognize as derived from the verb **ከለ** 'be'; the first part, **ከለ**: *ihed* in the above examples, is the simple imperfect, some uses of which you will meet in later lessons.

The persons of the compound imperfect are indicated by a combination of prefixes and suffixes. The suffixes are in most persons identical to the corresponding part of the verb **ከለ**, but note the third person masculine,

The personal markers of the compound imperfect

<i>Singular</i>	<i>Prefix</i>	<i>Suffix</i>
1st pers.	i...	-allähw
2nd pers. masc.	tu...	-alläh
2nd pers. fem.	tü...	-iyalläš/-yalläš*
3rd pers. masc.	yi...	-al
3rd pers. fem.	tü...	-alläčč

<i>Plural</i>	<i>Prefix</i>	<i>Suffix</i>
1st pers.	we...	-inni-
2nd pers.	you...	-ti-
3rd pers.	they...	-yi-

<i>Formal</i>	<i>Prefix</i>	<i>Suffix</i>
2nd pers.	you...	yi-
		-allu (i.e. the 3rd pers. pl. form)
3rd pers.	he, she...	yi-
		-allu "

*The ending of the second person feminine -iyalläš is often shortened to -yalläš in speech, as in **ተደረገዋል** or **ተደረገዋል** *tifälligiyalläš* or *tifälligiyalläš* 'you want'. (See also below under 'palatalization').

When forming the compound imperfect tense, there are several points that you have to pay attention to over and above the different personal markers. First, by comparing forms like **እኩልዋል** *ifälligallähw* 'I want', **ደመሳል** *yimät'al* 'he'll come', **እጽተለሁ** *is'ṭallähw* 'I'll write' with the corresponding simple past forms **ደረገው** *fällaghw* 'I wanted', **መማ** *mät't'a* 'he came' and **ደቀሬ** *s'afkw* 'I wrote', you can also see that the stem to which the personal markers of the compound imperfect are added is different to that of the simple past. Each of the different classes of verbs, trilateral and the five biliteral types, that you have met so far has different imperfect tense stem shapes. So, for example:

prefix	stem	suffix	verb	meaning
i-	fällig	-allähw	הַלְּאָהָוּ	I want, shall want, etc.
tü-	fällig	-alläh	תַּלְּאָהָוּ	you want, will want, etc.
ti-	fällig	-iyalläš	תִּלְּאָלָשׁ	you want, will want, etc.
yi-	fällig	-al	בַּלְּאָהָוּ	he wants, will want, etc.
tü-	fällig	-alläčč	תַּלְּאָכָחָוּ	she wants, will want, etc.
inni-	fällig	-allän	הַלְּאָהָוֹן	we want, shall want, etc.
tü-	fällig	-allaččuh	תַּלְּאָכָחָוּה	you want, will want, etc.
yi-	fällig	-allu	בַּלְּאָהָוּן	they want, will want, etc.
				he, she wants,

לְאָהָוּ is a 3-lit verb; you should note, as you go along, other examples of how other verb classes form the compound imperfect tense.

Second, the difference in the stem between two trilateral verbs like **הַלְּאָהָוּ** 'ifälligallähw 'I want' and **הַמְּאָהָוּ** 'iwäsdallähw 'I take' arises because there is a further refinement to the classification of verbs that was given in Lesson 3:

'Type A' and 'Type B' verbs

All trilateral verbs and biliteral verbs of groups 2-lit¹ and 2-lit² are further assigned either to 'Type A'- or 'Type B'-categories; therefore, 3-lit A; 3-lit B; 2-lit¹ A; 2-lit¹ B; 2-lit² A; 2-lit² B. The other classes of biliteral verbs do not have this distinction of Type A and Type B.

This distinction between Type A and Type B is not significant in the formation of the simple past tense, but is important in other tenses including the compound imperfect. Unfortunately, you cannot tell either from the meaning of a verb, or in most cases from its dictionary form (the third person masculine of the simple past), whether a verb is Type A or Type B. It is something that you have to learn whenever you meet a new verb. For example, **מַאֲגַ** 'take' is a 3-lit A verb, but **לְאָהָוּ** 'want' is a 3-lit B verb.

In the imperfect, the difference in shape between Type A and Type B mostly concerns the presence or absence of a double or geminate consonant in the stem. The examples in the box below should make this clearer.

Class	Sample	Compound	Imperfect	Imperfect
	stem	stem	stem	stem
Trilateral	A [3-lit A] מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
	B [3-lit B] מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
Biliteral Class 1 A [2-lit ¹ A] מַאֲגַ	מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
	B [2-lit ¹ B] מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
Class 2 A [2-lit ² A] מַאֲגַ	מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
	B [2-lit ² B] מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
Class 3	[2-lit ³] מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
Class 4	[2-lit ⁴] מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ
Class 5	[2-lit ⁵] מַאֲגַ	מַאֲגַהְ	יְמַאֲגַהְ	יְמַאֲגַהְ

Remember that according to the rules of the 'hierarchy' of vowels, when two as come together they merge into a single a. So, from **מַאֲגַ** 'come' (imperfect stem -mät'a-) we have **הַמְּאָהָוּ** 'mät'ahw 'I come', **תַּמְּאָהָוּ** 'timät'alläh 'you come', **מַאֲגַהְ** 'yimät'al 'he comes', **תַּמְּאָהָוּ** 'timät'alläčč 'she comes', and so on.

Contrary to the rules given in lesson one, however, with the ending of the second person feminine -iyalläš, the initial vowel i of the ending replaces the final a of 2-lit¹ stems; so from **מַאֲגַ** sämma 'hear' (Type A) we have **תַּסְמֵיָהָוּ** / **תַּסְמֵיָהָוּ** tisämyalläš / tisämyalläš 'you hear', or from **מַאֲגַ** särra 'work' (Type A) **תַּסְרֵיָהָוּ** / **תַּסְרֵיָהָוּ** tisäriyalläš / tisäriyalläš 'you work'. Further examples are set out in the box below.

2-lit ¹ A			
הַסְמָהָוּ isämallähw	i + säma + allähw		I hear, shall hear, etc.
תַּסְמֵיָהָוּ tisämyalläh	tü + säma + alläh		you hear, will hear, etc.
תַּסְמֵיָהָוּ tisämyalläš	ti + säma + iyalläš		you hear, will hear, etc.
סָרָהָוּ yisämal	yi + säma + al		he hears, will hear, etc.
תַּסְרֵיָהָוּ tisäriyalläčč	tü + säma + alläčč		she hears, will hear, etc.
הַסְמָהָוֹן innisämallän	inni + säma + allän		we hear, shall hear, etc.
תַּסְמֵיָהָוֹן tisämyalläččuh	tü + säma + allaččuh		you hear, will hear, etc.
סָרָהָוֹן yisämallu	yi + säma + allu		they hear, will hear, etc.

Palatalization

There is another important feature of the ending of the second person feminine -iyalläš. Look at the form ታማር>Alläš 'you'll come' in the dialogue and compare it with ይመጥል yimät'al 'he'll come'. The ending has caused a change in the final consonant of the verb stem, which is here č instead of t, and the ending itself is further shortened to just -alläš. Other consonants are affected in a similar way. This is called palatalization and is a process which occurs in a number of other places in the inflexion of the verb. Here are the consonants that are subject to palatalization and the changes that occur:

palatal- ization	Sample verb	Stem	2nd pers. fem.
t → č	ከረታ	open	3-lit A -käft- ተከፍቻለሽ tükäfchälläš
d → j	ጠረገ	go down	3-lit A -wärd- ተወርቻለሽ tiwärjälläš
t' → č'	መረጋ	choose	3-lit A -märt- ተመርጋለሽ timärč'älläš
s → š	ሙረጋ	finish	3-lit B -čärris- ተሙርጋለሽ tič'ärrishälläš
z → ž	ዘዘ	buy	2-lit A -gäza- ተገዛለሽ tigäzálläš
s' → č'	ተለያ	explain	3-lit A -gäls- ተተለያለሽ tigälč'älläš
n → ū	በሬ	become	2-lit ^s -hou- ተወሬለሽ tihōnälläš
l → y	ከረለ	pay	3-lit A -käfl- ተከፍያለሽ tükäfyälläš

Verbs whose stems already end in one of the 'palatal' consonants (č, j, č', š, ž, ū, y) just add -alläš in the second person feminine like palatalizing stems. So, for example, from ተተናለሽ titänälläš 'you're going to bed', or from ተዋይ / ተዋይያ / k'wäyyä / k'oyyä 'wait' (2-lit^s B), ተቃዋለሽ tik'oyyälläš 'you'll wait', and so on.

Verbs beginning in a-

The rule of the hierarchy of vowels operates on verbs whose stems begin in a-, like አውቅ awwäk'ä 'know', አስበ ዘመኑ assäbä 'think', አየ ግኝ ayyä 'see', etc., so that the vowel i of the personal prefixes is dropped. For example:

Prefix	Stem	Suffix	
-	awk'	-allähw	አውቻለሁ I know, shall know, etc.
t-	awk'	-alläh	ቻውቻለሁ you know, will know, etc.
t-	awk'	-iyalläš	ቻው-ቻለሽ you know, will know, etc.
y-	awk'	-al	ያውቻለሁ he knows, will know, etc.
t-	awk'	-alläč	ቻውቻለች she knows, will know, etc.
inn-	awk'	-allän	አናውቻለሁ we know, shall know, etc.
t-	awk'	-allačuh	ቻው-ቻለች you know, will know, etc.
y-	awk'	-allu	ያውቻለሁ they know, will know, etc.
			he, she knows

Exercises

1 Convert the following simple past tense verbs into the corresponding compound-imperfect forms

- | | | | |
|---------|----------|-----------|---------|
| 1 ተከራከር | 6 መረዳለሽ | 11 ተዋይ | 16 አያሁ- |
| 2 መስጠት | 7 አውቻን | 12 የጊዜ | 17 ስም- |
| 3 መጠቻሁ | 8 ይመጥኑ | 13 ተመ | 18 ይመጥኑ |
| 4 ስም | 9 የኩ | 14 ተዘይ | 19 አለፈች |
| 5 ተሻ | 10 አፋልለሽ | 15 መረጋገጫሁ | 20 አሰብኑ |

2 Rewrite the following sentences so that the tense of the verb is in agreement with the time expression in brackets

Example: ገዢ እንደለሁ (ተቀባዩ) → ተቀባዩ ገዢ እንደለሁ

- ተማሪች መግዳስቻውን ይገኘ (ገለጻው በምንት) ::
- ከዚ አዲስን መከራምን ሲመ (ገን) ::
- የሚሆን መቋ ተመርጋለሁ? መረዳለሁ (ቁሉ) ::
- አዲስ ተከተት ተመርጋለሁ (ተቀባዩ)? ::
- መ-በላት ልጋጥን (አሁን) ::

3 How would you say the following in Amharic?

- Almaz, do you want to eat lunch now?
- When will you finish your studies, Hiywet?
- We'll arrive in Jimma in three hours' time.
- The teacher is starting the class now.
- Who'll pay the bill? Will you pay, Hirut?

4 Here are some sentences with verbs in the compound imperfect tense. Try to work out under which form you would find them in a dictionary. Then try to translate the sentences into English

Example ተማሪዎች ለማስልክ ይታማል → ይታማል - ንግድ ('paint')
the students are painting a picture

- 1 ስለዚ ይጠናል::
- 2 መደብ የሚጠናቸው::
- 3 ካሳ ጥሩትን ይከማል::
- 4 ይህን ተረጋ ነጥረጋላቸው::
- 5 ስለምን ጥሩትንበላቸው::

Days of the week

In the dialogue you met ቁ��ቶ Tuesday and ቁጥሮ Saturday. Here are the remaining names of the days of the week:

ሰኞ	ሰሁድ	Sunday	ሰመሰኑ	amus,	Thursday
ሰኔ	ሰኞኝ	Monday	ሰመሰኑ	hamus	
ቅክስቶ	ማክሰኞ	Tuesday	ከርአ	arb	Friday
ክፃ	rob	Wednesday	ቅጽግ	k'idame	Saturday

An alternative for Wednesday is ፊዴራ, ፊዴራብ. Amongst Christian Ethiopians Sunday is also sometimes called የንበት sänbät, *lit.* 'Sabbath', or የንበት ኦርዲታን sänbätä krästian 'the Sabbath of the Christians'. The phrase ቁጥሮ የንበት k'idame sänbät is the longer name for Saturday, *lit.* 'Saturday Sabbath'.

Telling the time

To ask the time in Amharic you say, አንተ ላይ ነው? sinti säat näw, *lit.* 'how many hours is it?' The word ላይ is then included in the answer, equivalent to the English 'o'clock'. Remember that the Ethiopians start reckoning the time of day from 6.00 a.m. and not from midnight. So:

አንድ ላይ ነው	andī säat näw	it's one o'clock	<i>i.e.</i> 7.00
አራት ላይ ነው	aratti säat näw	it's four o'clock	<i>i.e.</i> 10.00
ዳሳት ላይ ነው	siddisti säat näw	it's six o'clock	<i>i.e.</i> 12.00

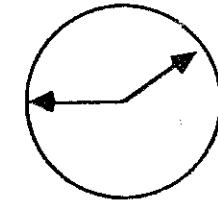
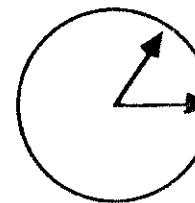
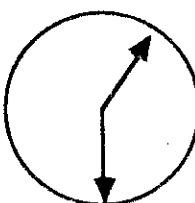
ሰባት ላይ ነው

ሰባት ላይ ነው

säbattü säat näw it's seven o'clock *i.e.* 1.00
zät'än säat näw it's nine o'clock *i.e.* 3.00

In order to express the divisions of the hour the following expressions are used:

ተክለ	täkkul	half past
ካሩብ	kärub	a quarter past (<i>lit.</i> 'with a quarter')
ሩብ ጉዳይ	rub gudday	a quarter to (<i>lit.</i> 'lacking a quarter')



አንድ ላይ ተክለ

ሀለት ላይ ካሩብ

ሁለት ላይ ከፋይ

sosti säat kärub

a quarter past two

a quarter to three

Note that in the expression of 'a quarter to' you can also say የንተ ላይ ተክለ or ከየነት ላይ ተክለ. Similarly with smaller divisions of the hour:

አራት ላይ ካሳምሰት ይቻቻ	aratti säat kammistü däk'ik'a
አራት ላይ ካሳ	five past four
አራት ላይ ካሳ	siddisti säat kähaya
አስቀት ላይ ካሳ ጉዳይ	twenty past six
አስቀት ላይ ካሳ ጉዳይ	käsabattü säat assir gudday
አስቀት ላይ ካሳ ጉዳይ	ten to seven
አስቀት ላይ ካሳ ጉዳይ	läzät'än säat simmintü
አስቀት ላይ ካሳ ጉዳይ	däk'ik'a gudday
አስቀት ላይ ካሳ ጉዳይ	eight minutes to nine
አስቀት ላይ ካሳ ጉዳይ	likk aratti säat käammistü
አስቀት ላይ ካሳ ጉዳይ	däk'ik'a
አስቀት ላይ ካሳ ጉዳይ	exactly five minutes past four
አስቀት ላይ ካሳ ጉዳይ	wädä hulätti säat kähaya
አስቀት ላይ ካሳ ጉዳይ	about twenty past two

Here are some other useful expressions for the time of day:

ጥጥት	t'wat	early morning (from 6.00 a.m. to around 8.00 a.m.)
-----	-------	--

ዘረ ቴዋጥ ረፋፋድ	zare t'wat räffad	this morning (<i>lit.</i> 'today morning') midmorning (<i>from</i> 8.00 a.m. <i>to</i> <i>around noon</i>)
ቀን ኅጻት ለዓተ	k'än nigat lelit	day, daytime dawn, daybreak night, nighttime (<i>from around</i> <i>midnight to dawn</i>)
ምሽት, የምሽት	mišät, mišsit	evening (<i>from</i> 5.00 p.m. <i>to</i> <i>around 11.00 p.m.</i>)
ማታ ዘረ ማታ	mata zare mata	evening this evening (<i>lit.</i> 'today evening')
ሰዓት or ቴቃር እከል ባን እከል ሌላት	säät or k'ätir ikkulä k'än ikkulä lelit	noon, lunchtime midday midnight (<i>also</i> መንፈቅዎች ሌላት mänfäk'ä lelit)
ሁለተኛ ስዓት	käsäat bähwala	afternoon
ይቅዱ	däk'ik'a	minute
ሰዓት	säät	hour
ዓመትናት	sammint	week
መር	wär	month, season
ዓመት	amät	year
ዘረ	zare	today
ተኝነቶና	tünantinna	yesterday
ከተኝነቶና	kätinanfinna	the day before yesterday
ውዲያ	wädiya	
ነገ	nägä	tomorrow
ከነገ ውዳያ	känägä wädiya	the day after tomorrow
ዓመት	amna	last year
ዘንድሮ	zändiro	this year
ማግስት	magist	the next day
አምኖን	sämonun	this week, recently

You will recall from lesson one that Amharic greetings often involve verbs that have a specific time reference, such as **ከደረ** 'spend the night' and **የፋ** 'spend the day'. Here are some more:

ከመሻ	amässä	spend the evening
ከረፍሳ	aräffädä	spend the morning
ስኋከት	sänäbbätä	spend some days, spend a week
ዘረመ	kärrämä	spend the rainy season (<i>July</i> , <i>August, September</i>), spend a long while

ዶህን አመትቶ?	dähna amässäčchuh?	did you have a good evening?
ኩያያምን ሰንበትዬ?	indämün sänäbbätök?	how have you been keeping?

Exercises

5 Try to give the following times as far as you can.
Remember to convert to the Ethiopian system

- | | |
|-------------------|------------------------------|
| 1 10.30 a.m. | 6 6.25 a.m. |
| 2 6.15 p.m. | 7 almost five past five |
| 3 about 3 o'clock | 8 exactly midday |
| 4 2.10 precisely | 9 4.20 |
| 5 5.45 p.m. | 10 sorry, I haven't a watch! |

6 Imagine this is a schedule of things you plan to do tomorrow. Describe your plan for the day in Amharic, giving a time to each activity where appropriate and making use of words relating to time and sequential phrases like **ከተላለሁ**, **ከተላለሁ**, and so on. Feel free to add anything else you think you'd like to do! (the verbs are all given in their dictionary form)

ፋይ በአ	k'urs bälla	eat breakfast
ውዲ ተገኘ ዘዴ	wädä bank hedä	go to the bank
ውደቅና ተምኑር ገዴ	wäräk'äfinna tembir gäzza	buy paper and stamps
ብዕት መመከራት መረ	bäbetä mäs'ahift särra	work in the library
ደብዳቤ ዘዴ	däbdabbe s'afä	write a letter
ውዲ ጥገና በት ዘዴ	wädä mögib bet hedä	go to a restaurant
ምዕ በአ	mässä bälla	eat lunch
ከደረት አደረገ	iräft adärrägä	have a rest
መኋከት ወ-ዓተ ዘዴ	männafäša wist' zorä	walk round the park
ውዲ ገዴ ዘዴ	wädä gäbäya hedä	go to the market
ምኋገምን ገዴ	männamin gäzza	buy some odds and ends
ብዕት ገዴ	ibet gäbba	return home

አተሰረ ደወል	läGäbre däwwälä	ring up Gebrie
እራት በላ	irat bällä	eat supper
ውጭ ባር የዳ	wädä bar hedä	go to a bar
እንደ በልጥ በ& መ	and hulätfi bira t'äf't'a	drink one or two beers

Script

Punctuation

You will have noticed from the various dialogues and passages that you have read so far that written Amharic uses few familiar punctuation marks. The Ethiopian script has its own punctuation marks, to which in recent years have been added some signs of Western origin. Below is a list of punctuation marks in current use:

- | | | | |
|----------|-----------------------|---------------------------------|--|
| ׃ | אַתְּ־תִּרְאֶה | arattî nǟt'ib | <i>the end of a sentence, like a full stop</i> |
| ׁ | וְ | dürrîb säräz | <i>a marked pause, rather like a semicolon</i> |
| ׂ | וְ | nǟt'ala säräz
or וְ | <i>a weak pause, rather like a comma</i> |
| ׆ | וָ | nǟt'ib | <i>a word divider, often omitted as in this book</i> |

Some signs of Western origin that are used nowadays are:

()	የጥና	k'inf	brackets
-	የሸጻ	č'irät	hyphen
/	ያዘት	yizät	slash (<i>also the sign of an abbreviation like መ/ከሚረቃ for መዲኒር አማካይ</i>)
« »	ጥኩምርቁ ጥቅስተኛ በፊት	Tik's	quotation marks (<i>these are often omitted when reporting quoted words so that there is no overt sign of a quotation in written Amharic</i>)
?	ጥቅስተኛ የወሰን	Tiyyak'e mülükkit	question mark
!	ጥቅስተኛ አገልግሎት	k'alä aganno	exclamation mark

Reading passage

Some vocabulary which you might find useful is given below. Note that not all new words are included as you should be able to work out some for yourself

እኔን ማስቀ በራ ጥጥት ከዚሰ እባባ እባባ ይረዳም፡ በእቅዱያም ከዚ
መንገድ መጠና፡ ከደርታዎችን ልብ ከሚሸ ሆኖ በጥት ተከል
ለይ ወለ ከደርታዎች ማረዳዎች ከረዳ፡ በለላዎች መንገድዎች ይር
መ መጠናዎች ከዚሰ ጥጥቱ የጥልሱችዎች የሰማያው በለንግም
እያምኝ፡ በዘመም በኋላ ወደ ትምህሩ ከዚሰ የደንብ፡ ከዚም
በዚ በጥቶ መጠናዎችን ያጠበቃል፡ የደንብዎችን እኔን
ደጋጋሚነ፡ ለፈትኝ ማስቀ አገልዎ አሉ፡ «እንኑን ይጋኙ
መጠናዎች» ከሉ፡ በዘመም ላጥኝነት መከተው መሰተ ከዚሁ
በኋላ አገልጋ ወደ ከተማ የደንብ፡ መጠናዎች በጥቶው ከመሳል
የተማ የፈዋ ከደጋለም፡ ለሰነድም ከጥቃቻ ይችሞች በኋላ ወደ
ወሰት በጥት ከዚሰ በጥ ከደጋለበት፡

Supplementary vocabulary

መንገድ	mängäd	road, way
የኢትዮጵያ ሚኒስቴር	Yäityop'p'ya Ayär	Ethiopian Airlines
ማንጋደል	Mängädäl	
ማንጋደናንሳ	mängädäñña	traveller, passenger
ማግብያ ክፍል	mägbiya kifil	arrivals hall (<i>lit.</i> 'entrance room')
ገምሩክ	gumruk	customs
ማርሃ	märc'	arrival, newcomer
አላ	alä say (<i>this is an irregular verb in Amharic; look it up in the glossary under አላ</i> , Be careful not to confuse it with አላ allä 'to be')	
ቻቸ	ik'a	thing(s), baggage, stuff, object, furniture
ሙሉ	č'anä	load
ከተኝ በኩል	käč anni bähwala	after we've loaded
ማዕል	mähal	centre; ማዕል ክፍተማ city centre

6 ስርሃር ማቀድ širissir mak'k'äd

Planning a trip

By the end of this lesson you should be able to:

- form the negative of the imperfect tense ('I don't come', 'shan't come', etc.)
 - form and use the infinitive ('to come', 'to go', etc.)
 - construct nouns denoting occupations

Planning a trip to the country

Yohannes brings an English friend to see Hirut and Kebede, and they plan a trip

የጥረሰው ተንተና ተከራክር ነው፡ ይህን ስምምነት ለማቅረብ ተስፋል፡ ይህን
ይችሁ በዚህ የተከራከሩ ስምምነት ለአበበ ይመለለችው፡ እወጪም
ይመለለችሁ፡

የፌዴራል የዚህ የጥናት ስራውን በቃላት እንደሆነ አገልግሎት የሚያስፈልግ ነው፡፡

የዚህ የአገልግሎት በፊርማ እንደሆነ

סְבִדָּה־מִסְבַּדָּה־סְבִדָּה־סְבִדָּה־סְבִדָּה

1971 03 07781 701

የአዲስ: ይህ አይቶው ተቋር ነው፡ ከዚሁም ጥሩ፡
የተጠናገው አይደለም መለያ ነው፡ ከሚሱም ተጠና
ይችል፤ ማጠሪ ማንበብ አልማም፡

የታደ: መ.ቁ. ይዕጥልኩ! እንደገም ከርሃ? አጥቃሮ አገል
ይህን መሙዣ!
የተደ: እዝነር ይመስጥኩ:: ይህን ገዢ:: እናንተሰ እንደገም
ይህን

ԻՈԶ:	հՊԵՐ ԱՅՀ ԴՊԸ? ԱԻԹՔ ՀՀՆԴՄ ՔՇՓՀՀ ՀԵՇԱԹ: ԱՊԹ ՀԱԲՀԸ ՔՄ ՀՄ ՃԱ:
ԵՒԸ:	ՀՄՀԴ ՀՄ: ԴԼԱ ՀԵՋԱԹ: ԱԻ ԴՅ ՀԱԽԱԹ: ՀԿ ԴՇ ՀԹԽՆՀԱՄ: ՔԴՀՖՄԴ ԱՐԹՈ ԱԹՄԴԿ ՀՃԱՀԱՄ: ԱԼԽԸ ՀՄ ՄՋ ՀԴԲՔՔ ՔՄԱՄԴ: ԴԹԱ ՀՄ! ԱՊԹ ԴԿ ԴԳԴԱԸ:
ԱՀԵ:	հՄ: ԱԱՀ ՀՈՎԵԴ ՀՄ: ՀԴ ՄԴԻ ՀՀՀԵԿԱԸ: ԱԾԴՐ ՀԵՋՊՄԱԼԸ ՊՎԸ ՀԱ ՓԱԴ ՀԵՋԴ հՊԵՐ ԴԳԴԱԸ:
ՔԹԱՅ:	ԱՄԴ: ՀԴԱ ՀԼՅ: ՀԵՋՊՊԱՄ: ՔԴՔ ԱՊՄՔ ՊԴԿ ՄԻՌՄԴ ԻԴԸ ԱՓ ԶԸ ՄՐԴԿ ՔԱՃԱԸ: ՀԻ ԻԽԵ: ՀՄ - ԱԾԸԸ ՄԿՀ: ՀԴՀԱԼԸ: ԴԵՒ: ԻԿԴ ՀԼԸ? ... ՄԱԿՄ: ԱԱՅ: ՀԵՐ: ԶՊԸ ԱՊԴԸ ԱԱԸ ՀԿ ՀԵՋԱԹ - ԱՐՄԴ ՄՔ ԱԼ ՊԴԸ ՔԱԱ ԲՄԴԱ: ՔՄՎՀՊԴ ՄԱԸ ԱՊՐԱՄ:
ԵՒԸ:	ԶԱՀ ԱՊԳԸ ԹՄ ՀԼԸ ԱՄԴ ԱՄՄԴ ԿՄԸ ԱԱՀ ԱՊՄՄԴ: ԱԳՃՄ ԱՄ ԴԿ ՀՄ?
ԻՈԶ:	հՄ: ԱԱ ՀՄ: ԱԿԸԺՎ ԱՅ ՀԱԵԿԱԸ ... ԵՇՄ! ԿՃԸ ԱԱՊ ԱՊՄԸ ԱԱԸ ՀՄ: ԱԱԸ ԱՄ ԴԿ ԴԵՇՎ ԴՎՄ ՀԼ: ԳՔԸ ԳԻԼ ԿԵՊԳԴ ՔՊԴԱ ԱԱԴՔՔ ԺԱՂԳ ԳՔԸԸ ՀԴՅ ԱԱԸ ԱԵԸ ԱՄԸ ԱԵԸ ԳԼԳԿԸ: ԿՎՄ ԱԱԹՔ ՄՐԱԽՈՒՖ ԱԱԸ ՔՎՃԱ: ՔՎՄԹ ՀՃԸ ԴԱԴ ԱԴ ԱԾԸՔՄ ՀԼ: հՄ: ԱԾԸԸ ԱԳՃՄ ԴԿ ԲՄՎՀԱ: ԵՒԸՄ ԱԱ ՀԴԲՔՔ ԺԱԽԸ ՊԱԱ ԲՄՎՀԱ: ԱԱԸՄ ԱԱԸ ԱՊԵՐ ԲԱՊՄՑԱ: ԲՄՎՀՄ ՄԳ ԱԱ ԱԾԸԸ ԱԱ ՀԿԸ ՊԱՇՀԴ ՀՃԸ: ԺՎՄ ԹՄ ԹՄ ԹՄ ՔԱՃԱԸ: ՀՀ ԹՄԸ ԱԱՀՀԱՄ: ՀԴՀԴՄ ՄԱԿՄԴ ԴՎՃԱՄ: ՀԻ ԴՊԴ ՀՀՀՄԸ: ԱՄԸ ԱՅՃ ԱՊՃԸ ՀՃԱՃԴՄ:

Today is Saturday, and the time is about 2 o'clock in the afternoon. Forty minutes ago Yohannes rang Hirut and Kebede. Now they are waiting for him

HIRUT: Well, who is this friend of Yohannes's? When we brought him and his mother home from the airport two weeks ago he didn't tell us anything about him.

KEBEDE: *I don't know. Yohannes never tells me news.*

{Yohannes and his friend arrive}

- YOHANNES: Hello! Is there anyone at home? It's us, we've arrived.
 HIRUT: Welcome! Come in!
 YOHANNES: This is my friend Peter, he's English. We met on the plane. He speaks a little Amharic, so you must both speak in Amharic.
 HIRUT: Hello, how are you? Welcome to Ethiopia!
 PETER: I'm fine, thanks. How are you?
 KEBEDE: Where did you learn Amharic? Not many foreigners speak our language. They say it is a very difficult language!
 PETER: That's right, it's not easy. I can't speak much yet, but I try. I want to speak your language properly. So I've come to Ethiopia.
 KEBEDE: You're very good, you speak very well.
 HIRUT: Yes, Kebede is right. We'll all help you. Certainly, within a short time I think you'll be speaking Amharic like us!
 YOHANNES: Listen everyone, I have an idea. They say, to know a language you must visit the countryside and speak with the ordinary people. Tomorrow is Sunday - we can go on a trip. Hirut, have you got a map? . . . Good, give me it. Look, Debre Libanos is not far away - the journey looks about a hundred kilometres. I'll borrow my brother's car.
 PETER: What is there at Debre Libanos? I have heard the name before. Is it a famous place?
 KEBEDE: Yes, that's correct. I'll show you it on the map . . . here it is! It's north of Addis Ababa. There's a famous and ancient monastery there. One of the greatest of Ethiopian saints, called St. Tekle Haymanot, founded it many centuries ago. Today many monks and nuns live there, and there's also a large new church.
 HIRUT: Yes, it'll be a good place for a trip. Peter will learn about Ethiopian history and tradition, and he can practise Amharic as well. However, we'll have to make preparations for the trip? So, what things do we need? I'll prepare the food, and you two will borrow the car. We'll set off early tomorrow; we don't want to arrive after nightfall!

Vocabulary

ወደ	wäre	news, story, gossip
እንግዳ	īngida	guest, visitor, stranger
ፈራኑ	färänj	foreigner, white Westerner
ዳምብ	dämb	rule, principle
በዳምብ	bädämb	properly, perfectly, thoroughly
ቶዝ	gobáz	clever, smart, strong, brave; (<i>also means a strong young man</i>)
አርቲ	ač'č'ir	short
አሳብ	assab	thought, idea, plan
ባላጊ	balagar	countryside; <i>also means peasant</i>
ተራ አው	tära säw	ordinary person
ሻሪሻር	širiššir	trip, outing, picnic
ካርታ	karta	map; <i>also means playing card</i>
ክሎ ሚቶ	kilo metir	kilometre
ስົfra	sifra	place
ሰሜን	sämen	north
ስማ ተሩ	simä t'ru	famous
ጥንት	t'intawi	ancient
ጥንት, ጽጂ	t'int (gize)	ancient times, olden times
ዘመ	gädam	monastery, convent
ክiddus	k'iddus	saint; plural ት-ፋ-ገ-ኛ k'iddusan (<i>the form is Ge'ez</i>)
ታላቅ	tallak'	great, important, elder; ታላቅ talallak' <i>can mean the same as ብቃት, and is also used as its plural</i>
ከፍል ኮመን	kiflä zämän	century
ማኖስ	mänokse	monk
ማኖስት	mänoksit	nun
ማኖስት,	mänoksat,	monks, nuns
ማኖስቶች	mänoksatoč	
ቤት	betä kristiyan	church
ከፍል ብቃት		

Particles

ምንም	minüm(m)	nothing (with a negative verb) *
በግምት	bägimmit	at a guess, approximately
ያብል	yabil	approximately, about, as much as

Verbs

መበ	ታበባક’ä	wait for, expect, look after, protect [3-lit B]
ናገር	ናይገራ	speak, talk, tell [3-lit A]
አንጻር	አንነግግገራ	talk together, engage in conversation [derived stem type] ማነግግ mannägagär (infinitive)
ተናገሩ	ተናይገራ	speak, converse [derived stem type] ያናገሩ yinnaggäral (compound imperfect), መግግ männagär (infinitive)
ተኋና	ተኋናናና	meet [derived stem type] ያኋናና yiggänaññal (compound imperfect)
ቋል	ቋል	be able, be able to speak (<i>a language</i>)
ተማሩ	ተማሩ	learn, study [derived stem type] ያማሩ yimmaral (compound imperfect)
ሞክሩ	ሞክሩ	try [3-lit B]
ረዳ	ረዳ	help [2-lit' A]
ጠቢና	ጠቢና	visit: <i>belongs to a class of verb not yet looked at</i> ; although it has three consonants note where the gemination is. ያተቢና yigobäññal (compound imperfect)
አስፈላጊ	አስፈላጊ	be necessary [derived stem type] ያስፈላጊ yasfälligal (compound imperfect)
መሰላ	መሰላ	seem, look like [3-lit A]
አሳያ	አሳያ	show [derived stem type] ያሳያ yasayyal (compound imperfect)
ቀ’ዕች	ቀ’ዕች	found [4-lit] (<i>see lesson seven</i>)
ተሰማመድ	ተሰማመድ	practise, start learning [derived stem type] – compare ለሙያ ‘get used to’ ያሰማመድ yillämammädal (compound imperfect)
ከዘጋጅ	ከዘጋጅ	prepare, organize [derived stem type] ያዘጋጅ yazzägajjal (compound imperfect)
ተናገሩ	ተናገሩ	get up, set off [derived stem type] ያተናገሩ yinnässal (compound imperfect)

ገቡ	ገቡ	come in! (pl. command from የን)
ስሙ	ስሙ	listen! (pl. command from አማ)
ስዴ	ስዴ	give! (fem. command from አም)
የ	የ	see! (pl. command from እም)

Phrases

እንደሚገል	እንደሚገል	as it is said (<i>from እነ</i>)
የማብ	የማብ	who is called (<i>from ተማብ</i> [derived stem from እነ])
የሁወው	የሁወው	be that as it may, however (<i>lit.</i> ‘being what is’)

Notes on the dialogue

1. **ዶመላቸው** däwwälälläčäw ‘he rang them’ is literally ‘he rang to them’, i.e. **ዶመላ** + **-ቸው**. There are also a number of verbs in the dialogue that involve pronoun direct objects, like **ያመዋቸል** yit’äbbik’utal ‘they are waiting for him’. These will be discussed in the next lesson. For the moment, however, here are the verbs with pronoun objects that occur in the dialogue. Look at these closely and see if you can identify what element expresses the object and then compare them with what the verb would be without the object:

<i>With object</i>		<i>Without object</i>
ያመዋቸል	yit’äbbik’utal	they’re waiting for him
ከደረሰቸው	adärräsnäčäw	we brought them
አልነግግም	alnäggäränüm	he didn’t tell us
ከደንጋጌም	aynägräññüm	he doesn’t tell me
ከኋላነሰን	innrädahallän	we’ll help you
ለሙያ	sič’iñ	give me
የ	iyut	look at it
እንደመሰላሽ	indämmimäslän	as it seems to me
ከለሆነው	asayyihallähw	I’ll show you
ቍቃሩት	k’oräk’k’orut	he founded it
ያስፈላጊ	yasfälligäñal	it’ll be necessary for us

2. **ቤተ ልማት** bet längida, lit. 'the house for the guest!' is a greeting you can say to welcome guests to your house.
3. **አማርኛ** የአማርኛን ንግድ 'he can speak Amharic': note that you do not need to use the verb 'speak' in this idiom. Amharic የአማርኛ means 'to be able to speak (a language)', 'to be able to do (something)' or 'to endure (something) as well as just 'to be able' or 'can', etc., as in, for example, **ሙሉ ተቻለሁ** mäched tciälalläh 'you can go'.
4. **አማርኛ መሬታው አለባቸው** bamarinnä mänägagär alläbbacči- 'so you must speak in Amharic': you have already met the **ሁኔታ** 'so you must speak in Amharic'; when it is added to a verb it often has more suffix -**ና** meaning 'and'; when it is added to a verb it often has more of the sense of 'and so', 'and therefore', as it does here.

Grammar

The negative imperfect tense

You will remember that to form the negative of the simple past tense **አል-** is prefixed and **-ም** suffixed to the affirmative form: **ሙያት** tense **አል-** is prefixed and **-ም** suffixed to the affirmative form: **ሙያት** 'tä'tä'acč 'she drank': **አልሙያትም** alt'ät'väccim 'she didn't drink'. The formation of the negative imperfect (present-future) tense is not quite so simple. In the dialogue there are several examples of a negative imperfect: **አለመቻም** alawk'im 'I don't know'; **አንፈላጥም** annifälligim 'we don't want'; **አይገልጻም** aynägränñim 'he doesn't tell me'; **አልተለም** alčilim 'I can't (speak)'. When you compare these with the corresponding affirmatives you can see that the transformation is not as direct. Consider the following:

Negative

አለመቻም	alawk'im	I don't know
አንፈላጥም	annifälligim	we don't want
አይገልጻም	aynägränñim	he doesn't tell
አልተለም	alčilim	I can't

Affirmative

አውቻለው	awk'allähw	I know
አንፈላጊለሁ	annifälligallän	we want
አይገልጻለሁ	aynägral	he tells
አልተለሁ	ičilallähw	I can

Look at these closely and you can see that the stem of the imperfect (in bold) remains intact throughout, but is accompanied by different sets of prefixes and suffixes.

The negative prefix and the personal prefix merge to form a new set of prefixes, and instead of the suffix containing the verb **አል** 'to be' the negative suffix **-ም** is added directly to the stem of the imperfect with the addition of the vowel **ি** in the second person feminine, and **ህ** in the second and third persons plural.

Singular	Prefix	Ending	Sample
1st pers.	al-	-[i]m	alfälltigim አልፈላጥም I don't want
2nd pers. masc.	attí-	-[i]m	attifälligim አተፈላጥም you don't want
2nd pers. fem.	attí-	-im	attifälligim አተፈላጥም you don't want
3rd pers. masc.	ay-	-[i]m	ayfälligim አይፈላጥም he doesn't want
3rd pers. fem.	attí-	-[i]m	attifälligim አተፈላጥም she doesn't want
<i>Plural</i>			
1st pers.	anní-	-[i]m	annifälligim አንፈላጥም we don't want
2nd pers.	attí-	-um	attifälligum አተፈላጥም you don't want
3rd pers.	ay-	-um	ayfälligum አይፈላጥም they don't want; he, she doesn't want; you don't want

Some points to note:

- When the stem ends in a consonant the vowel **ি** is always pronounced before the suffix **-ም**: **አለመቻም** al-hed-im 'I don't go', but **አለመቻም** al-säma-m 'I don't hear'.
- The vowel **ি** of the second person feminine and the vowel **ህ** of the second and third plural replace a stem final vowel: **አይፈላጥም** aysämam 'he doesn't hear', but **አይፈላጥም** aysäum 'they don't hear'.
- The vowel **ি** of the second person feminine causes the palatalization of the previous consonant in exactly the same way as the ending **-iyalläš** of the compound imperfect: **አተመሙም** attimät'am 'you [masculine] don't come', but **አተመሙም/አተመቻም** attimäč'im/attimäč'üm 'you [feminine] don't come'. From the last example you can see that after the palatalized consonant the vowel **ি** may either remain or be reduced to **ë** before the final **-ም**.

Here is the full set of forms of the negative imperfect of three familiar verbs, አማ ‘hear’; መጠ ‘come’ and የረ ‘go’, illustrating all of the above points.

2-lit ^a A (non-palatalizing)	2-lit ^b A (palatalizing)	2-lit ^c (palatalizing)
ከለሙም አልሸማም	ከለመሙም ልልማት’ام	ከለቻይም አልከድም
ከተሙም ቅልሸማም	ከተመሙም ልተማት’ام	ከተቻይም ቅተከድም
ከተሙለም ቅልሸማም	ከተመሙለም ልተማዕል’ም	ከተቻይለም ቅተከዕል’ም
ከይሙም የይሸማም	ከይመሙም ልይማት’ام	ከይቻይም የይከድም
ከተሙም ቅልሸማም	ከተመሙም ልተማት’ام	ከተቻይም ቅተከድም
ከንሰም የንሸማም	ከንመሙም ልንማት’ام	ከንቻይም የንከድም
ከተሙም ቅልሸማም	ከተመሙም ልተማት’ም	ከተቻይም ቅተከድም
ከይሙም የይሸማም	ከይመሙም ልይማት’ም	ከይቻይም የይከድም

As with the compound imperfect, if the stem begins in the vowel a- the i vowel of the personal prefixes is dropped. So here is the full set of forms of the verb አውጥ ‘to know’:

Singular	Plural
አለውጥም	alawk’im
ከታውጥም	attawk’im
ከታውጥም	attawk’im
አያውጥም	ayawk’im
ከታውጥም	attawk’im

Exercises

1 Turn the following sentences into negatives and then translate them into English

- 1 ተተር ገን አሁመራ ያለፈል::
- 2 እንገልለሁን እኩለሁ::
- 3 ወይዘር እየጠበቅ ተበደ ወጥቷ ተዘዘለ::
- 4 እቶ ዘተር ይጠባል ይለፈል::
- 5 እዱን ለመብልት እንዳለሁ::
- 6 ብሔር መረቀቅ ሆኖችውን ይጠርበል::
- 7 ተዘዘለን በል ለማራተም ላምን ተስማለሁ::

2 Rewrite the following sentences (a) in the negative past and (b) in the negative imperfect

Example: ከጠ ይጠባል እኩ → (a) ከጠ ይጠባል እለለሁም
(b) ከጠ ይጠባል እለለሁም

- 1 ከስተማረዋን መጠከና ይለዋ::
- 2 ላጣ በበሳነ ይመለከ::
- 3 በመግለጽ ላይ በዘዋዋጥ መጠገዙዋን እያን::
- 4 ላጋማ በሚስት ላጥ ተከላ ይመረ::
- 5 በየጥሩ ላዘ ባጠር እንደ በጥሩ ወክፈዋጥ ሆኖ መረስ::
- 6 ከሬ ጋር ላምን መጠቃለ::?

3 Answer the following questions in the negative

Example: ወይዘር እለማት ብሔር ተስፋለሁ::? → እይይለም::
ብሔር ተስፋለሁም::

- 1 እንተ በኋ ተመለሁ::?
- 2 የት ከበደ ለክማሪ ይጠመለ::?
- 3 እሁን ምሽ መ-በለት ተጨረጎችሁ::?
- 4 እቶ መቀመድ ጥሩ ለውስ ይጠመል::?
- 5 ወክፈዋጥ ይጠቃለዋኑ ተስማለ::?
- 6 መጠገዙዋን ተከላ ይዘዋ::?

Grammar

The infinitive

You have already met quite a number of infinitives, the form that usually translates into English as ‘to ...’ as in መያዜ mähäed ‘to go’; መብለት mäblat ‘to eat’; መውጥ mawäk ‘to know’, and so on. You will see that the one thing in common is the prefix መ- mä-, or m- if the verb stem begins with the vowel a. The prefix mä- is added to a special infinitive stem which is often different from either the simple past or the imperfect stems. Consider the pattern in the examples in the box below.

Verb class	Sample	Prefix	Stem	Example
3-lit A	ማር	mä-	-ngär	መንግሥት mängär to speak
3-lit B	ማያች	mä-	-t'ayyäk'	መታዙያች mät'äyyäk' to ask
2-lit ¹ A	በአ	mä-	-blat	መብላጥ mäblat to eat
2-lit ¹ B	መበ	mä-	-t'ät't'at	መመት'ትት mät'ät't'at to drink
2-lit ¹ A	በመ	mä-	-st'ät	መስጠጥ mäst'ät to give
2-lit ¹ B	ቍዋ	mä-	-k'wäyyät	መቁዋጥ mäk'wäyyät to wait
2-lit ²	ቍ.	mä-	-s'af	መቁፍ mäs'af to write
2-lit ³	ቍ.	mä-	-hed	መቁድ mähed to go
2-lit ⁴	ቍ.	mä-	-hon	መቁዕስ mähon to be, become

Some points to note

- Types A and B are always clearly distinguished.
- Verbs of classes 2-lit¹ and 2-lit² add a final -t to their infinitive stem. Make a note of this because you will see that the same classes of verbs add an 'extra' t in another tense which we shall meet later.
- Verbs of the classes 2-lit³, 2-lit⁴ and 2-lit⁵ have the same stem in the infinitive as in the simple perfect.
- Verbs whose stems begin in a- regularly form the infinitive with the prefix m-but otherwise follow the same patterns as above:

ማውቅ	mawäk'	to know	from አውቅ [3-lit A]
ማልፍ	maläf	to pass	from አልፍ [3-lit A]
ማሰብ	massäb	to think	from አሰብ [3-lit B]
ማለት	malät	to say	from አለ (this is an irregular verb)
ማየት	mayät	to see	from አየ [2-lit ² A]

- A number of the verbs listed in the introduction to this section belong to different classes from those in the table. Discussion of these, as well as the infinitives of the various derived stem types, will be left until later lessons.

In some places you have met the infinitive used alone, and in other places preceded by the preposition ስ- 'to':

የንፃቻን በይምሮ ለመጥር	I want to speak your language properly
ነገሩ በዚህ የዚ መጥር	it's necessary to speak with ordinary people

There are three basic uses of the infinitive in Amharic

- When the infinitive is used to indicate a purpose the preposition ስ- is required, where for example in English you can use the phrase 'in order to'.
- Where the infinitive is used to extend another verb, as for instance 'want', 'begin', 'be able' or 'be necessary', as in the example above, the use of the preposition ስ- is optional.
- The infinitive can be used as a noun meaning 'the act of ...' or 'the condition of ...', sometimes corresponding to the English verbal noun ending in -ing. In this last instance the preposition ስ- is not used.

The following examples illustrate each of the three uses:

- የያች ስመጥዋጥ መመብት t'iyyak'e lämat'äyyäk' mät't'ahw
I've come (in order) to ask a question
በዘመን ስመጥዋጥ ጥያ ገዢት'a lämäggat hedu they've gone to buy a newspaper
- በዘመን (ለ)መመጥዋጥ ተፈልጋለች gazet'a (lä)mäggat tifälligalläč
she wants to buy a newspaper
በዘመን (ለ)ማጠበብ ጭመርት gazet'a (lä)manbab jämärkw
I began to read the newspaper
- መምራት ጥሩ የዚ መሳሪት t'iru näw working is good; it's good to work
በለ መጥናቸው መጥናው silä mämt'atu t'äyyäk'hw I asked about his coming; I asked whether he had come
መሂቻቻውን አውቶች mähedaččawn awwák'äč she knew of their going; she knew that they had gone

Exercises

- Into which of the above categories (a), (b) or (c) do the infinitives in the following sentences fall?

- ከዚ ስመጥዋጥ ወደ ባቡር መሆኑ ያስፈልጋል
- በዘመን ስማጥናበብ አልተሞም፣ መንገድ መመጥዋጥ አለበት
- በዚ መመጥዋጥ ያመረዳል፣ በዚ መመጥዋጥ ያለበዳል
- በኋላ በት ስመጥር እንደልጋለን፣ እንደተሰ ምን ለመምራት ተፈልጋለሁ?

5 How would you say in Amharic that you want to do the following things?

- 1 buy a newspaper and cigarettes.
- 2 ring your husband/wife at 5 o'clock.
- 3 ask a question.
- 4 speak with Mr Aklilu.
- 5 choose a new jacket.
- 6 listen to the radio (፳፻፻፻).
- 7 sell your car and buy a new one.
- 8 write some letters to your friends.
- 9 visit Almaz and Terefe.

Word building

Compound nouns in የአ-

In the dialogue you met the word **የአገር** *balagär* meaning 'countryside'. In the vocabulary list it was also glossed as 'peasant'. You may recognize the word **አገር** *agär* 'country' in **የአገር**, which is made up of the prefixed element **የአ-** *balä-* followed by **አገር**. The element **የአ-** is connected with the noun **የአ በል** *balä* 'husband', which can also mean 'master'. There are many nouns that can be formed in this way, by prefixing **የአ-** to another noun. Remember that the final vowel -ä will be dropped before another vowel higher in the 'hierarchy' system.

The usual meaning of the resultant compound is to denote a person who is in some way connected with or, in broad terms, is in possession of something. **የአገር** is thus literally 'a person of the country(side)' and its second meaning 'countryside' is a little aberrant.

Here are some more useful compounds with **የአ-**. Note that sometimes the two halves of the compound can be written as separate words.

የአመራት	balämäret	landowner	<i>from መደብ land</i>
የአባት	balabbat	feudal landlord, nobleman	<i>from አባት father</i>
የአበት	baläbet	houseowner, spouse, host	<i>from ስት house</i>
የአ አጭ	balä ijj, baläjj	craftsman,	<i>from አጭ hand</i>

የአዕቅ	baläsuk'	shopkeeper	<i>from አቅ shop</i>
የአሙያ	balämuya	skilled person, expert	<i>from መያ skill</i>
የአዋጅ	baläk'iné	poet	<i>from ፍጅ poem, poetry</i>
የአዎች	baläsilt'an	official	<i>from ፍዎች authority</i>
የአ ደሳ	balä ida	debtor	<i>from ደሳ debt</i>
የአ ጥርር	balä biddür	creditor	<i>from ጥርር loan</i>
የአ ጥረት	balä nibrät	proprietor	<i>from ጥረት property</i>

Here are two other useful **የአ-** compounds where the relationship of meaning between the base noun and the derivative might be a little less obvious:

የአንዳ	balinjära	companion	<i>from ነዳ bread</i>
የአስታ	baläs'ägga	rich man, rich	<i>from ሂታ (divine) grace, beneficence</i>

Occupation nouns and agent nouns

There are various other ways of forming new nouns which denote occupations or human roles and activities. Think how many other such words you have met already and decide to which of the following patterns they belong.

- 1 Suffix **-änña** (or **-tänña**): **እግዚ** 'friend' was the first instance of this pattern that you met. The base **እግ** *gwadd* means 'comrade' and was much used during the government of **እግ ለተም መንግሥት ዴኤሌ ጥርሃም** *Gwadd Likä Mängistu Haylä Maryam*, Comrade Chairman Mengistu Haile Mariam. Some other examples are given below:

መንግሥት	mängädänña	passenger	<i>from መንግሥት road, journey</i>
አጥቃ	igiränña, igränña	pedestrian	<i>from አጥቃ foot, leg</i>
ሰሽተ	bässitännä	patient, invalid	<i>from ሰሽተ illness</i>
ዘበት	zäbänña	guard, watchman	<i>from ዘበት sentry, guard in ቤት ቅዱ stand guard</i>
ፈረሰ	färäsänña	horseman, rider	<i>from ቅዱ horse</i>
ምልክት	miliktänña	messenger	<i>from ቤት ቅዱ</i>

ગીતાન્ન	gazet'āñña	journalist	<i>from ગીતા news-paper</i>
મુયિકાન્ન	muzik'āñña	musician	<i>from મુયિક મુયિક'a music</i>

A similar suffix with the same role is **-tāñña**. You met this in the word **માણિક** 'worker' which comes from the verb **માણ** 'to work'. Another example of this pattern is the word **જીતાન્ન ક'ાન્નતાન્ના** 'jealous person, jealous' from **જીતા** 'to be jealous'. The same endings **-āñña** (sometimes **-īñña**) and **-tāñña** are also used to form a number of adjectives. You have seen how **-āñña** is used to form the ordinal numbers, **હોલ્ડ** 'first'; **દોલ્ડ** 'second'; etc. Here are some ordinary adjectives constructed with these suffixes:

ફિટાન્ના	foremost, front, first	<i>from ફિટા face, front</i>
હવાલાન્ના	rear, latter, last	<i>from હવાલા behind, back</i>
હાયલાન્ના	powerful, mighty	<i>from હાયલા power, might</i>
તેનાન્ના	healthy	<i>from તેના (good) health</i>
હેરાન્ના	dangerous	<i>from હેરા danger</i>
ફાલાન્ના	funny, witty	<i>from ફાલા joke</i>
હેલાન્ના	fortunate	<i>from હેલા (good) fortune</i>
અન્નતાન્ના	true	<i>from અન્નતા truth</i>
તાચાન્ના	lower	<i>from તાચ below</i>
લાયાન્ના	upper	<i>from લાય on top</i>

- 2 The suffix **-i**, usually with the vowel **a** in the preceding syllable: **હાયાંગ** and **તાંગ** were amongst the first examples you met. This is a very productive pattern which can be formed from any verb, typically to denote the person who carries out the activity described by the verb. So, **તાંગ** 'student' is a person who 'studies' or 'learns' – **તાંગ**, and **હાયાંગ** 'teacher' is a person who 'teaches' – **હાયાંગ**. Sometimes, however, this pattern is used to provide a noun or adjective denoting a thing rather than a person. The examples of this type that you have encountered so far are **હાયાંગ** 'necessary' from **હાયાત** 'to be necessary'; **હાયાંગ** 'difficult' from **હાયાત** 'to cause difficulties'; and **હાયાંગ** 'area, surroundings' from the verb **હાયાત** 'walk round, surround'.

Note that the suffix **-i** causes the palatalization of the preceding consonant where appropriate, in exactly the same way as you have

already seen in the imperfect tenses. So, other examples that have occurred already which belong here are **હાયા** 'liar' from **હાય** 'to break a promise'; **હાયા માંગ** 'newcomer' from **માંગ** 'come'; and **તાંગ** 'governor' from **તા** in the sense of 'rule, govern'.

This pattern is sometimes called the agent noun, because it typically denotes the agent or actor, or the person who performs the action of the verb. The patterns for the trilateral and biliteral verb classes are as illustrated in the following box.

Class	Sample	Agent noun		
3-lit A	તાંગ , માયા	speak love	તાંગ , માયા	nägari wädaj
3-lit B	આંગ	add	આંગ	ćāmmari
	લાંગ	beg	લાંગ	lämmañ
2-lit ¹ A	માંગ , નાંગ	lead drive	માંગ , નાંગ	märi näji, näj
2-lit ¹ B	લાં	measure	લાં	läkki
	માં	drink	માં , માંગ	täč'č'i, täč'č'
2-lit ² A	તાં	remain behind	તાં	k'äri
2-lit ² B	નાં	escort	નાં	śänni
2-lit ³	ગાં	kiss	ગાં	sami
2-lit ⁴	લાં	sell	લાંગ	śayač'
2-lit ⁵	ફાં	stand	ફાં	k'wami
				alive, standing*

Some points to note

- All classes except 2-lit¹ A and B, and 2-lit² A and B have an **a** vowel in the syllable before the **-i** suffix.
- The agent noun patterns of verbs of type 2-lit¹ and 2-lit² involve the insertion of a **y** and a **w**, respectively, before the **a** vowel. There is only a small number of verbs in the language that belong to these two classes, and few of them actively form agent nouns. Those that do show a number of variant forms, such as **નાંગ** **હાયાજ**, **નાંગ** **હિયાજ** and even **નાં** **હાજ** 'someone who leaves', 'someone who walks quickly', from **નાં**; or **તાંગ** **શાચ** besides **તાંગ** **શાયાચ** 'salesperson, vendor'.
- Sometimes the agent noun has a specialized meaning. This is the

case with the words marked with an asterisk in the box: አያቶ wädaj is the ordinary word for 'friend', though in recent usage it is often superseded by የኩና, and in Addis Ababa by ኮመድ zämäd which properly means 'relative, family'. አማል also means someone who goes on a pilgrimage, that is who *lit.* 'kisses churches'. Lastly, ቅጂ is most often used as an adjective as in ቅጂ. ከተት k'wami higg 'standing rule, policy'; or ቅጂ. ጽሑፍ k'wami nägär 'something permanent'; or ቅጂ. ሰላም k'wami säläm 'lasting peace'.

Here are some more occupation names which follow the agent noun pattern:

አስተማኒ	astamani	nurse	<i>from አስተመስ</i> to nurse
ሳግሬ አስተካካይ ሪፖርት ስገዕስ ማስተካከል	sägur astäkakay	hairdresser	<i>from ሴግሬ hair and አስተካካይ to arrange, put in order</i>
(አብበ) ሰራ	(libs) säfi	tailor	<i>from አብበ clothes and ሰራ to sew</i>
ዘፋነ	zäfan	singer, dancer	<i>from ዘፋነ to sing, dance</i>
ቆጥጥሏች ክንሰል	fotograf anši	photographer	<i>from ቀጥጥሏች to take a photograph</i>
አስታዳደሪ	astädadari	manager, administrator	<i>from አስታ ዳደሪ to administer</i>
የሱስ አስተዋጅ	sira askäyyaj	manager	<i>from የሱስ to work and አስተዋጅ to direct</i>
ተወጤ	täk'ät'ari	employee*	<i>from ተወጤ to be employed</i>
የሙሉ	k'ät'ari	employer	<i>from የሙሉ employ, hire</i>

*Another word for employee is ተጥጥሏች k'it'räñña with the -äñña suffix.

Not all nouns describing occupations and human activities fit into one of these patterns. Many such nouns are not derived in a regular way, or indeed are themselves basic, non-derived forms. Here are a

few more occupations the names of which are not regularly derived nouns.

ዕክም	hakim	doctor	ተረሰ	närs	nurse
ፖልስ	polis	policeman	ወተዳደር	wättaddär	soldier
ማኬኒክ	mäkanik	mechanic	ገበረ	gäbare	farmer
ማባንዲስ	mäbandis	engineer	ደራሲ	därası	author, writer
ተዋናይ	täwanay	actor	ቴስ	k'es	priest
ዳንና	dañña	judge	ሙያ	t'äbäk'a	lawyer, attorney
ሻፋር	šofer	driver, chauffeur			
አላክ'	aläk'a	boss*			

*This is also the title of the principal priest of a church or the superior of a monastery.

Exercises

6 Match up the following lists of occupations and places of work and then construct a full sentence to describe where each one works. A few of the names for places of work will be new; some you'll be able to guess; some you may have to look up

Example: ተጥጥሏች : ተጥስር ብቻ → ተጥጥሏች ብቻ መሬዳለ

መሬዳለ	የአስተማኒ	ሙያ	የለወጥ	ፖልስ
ሙያ	ሙያ	ሙያ	ሙያ	ሙያ
የተወጤቷል	የተወጤቷል	የሙሉ	የሙሉ	የተወጤቷል
ሙያ	ሙያ	ሙያ	ሙያ	ሙያ
የሙሉ መሬዳለ	የሙሉ መሬዳለ	ሙያ	ሙያ	የሙሉ መሬዳለ

7 Here are some statements about where people work and what they do. Using a full sentence say whether these statements are true or false

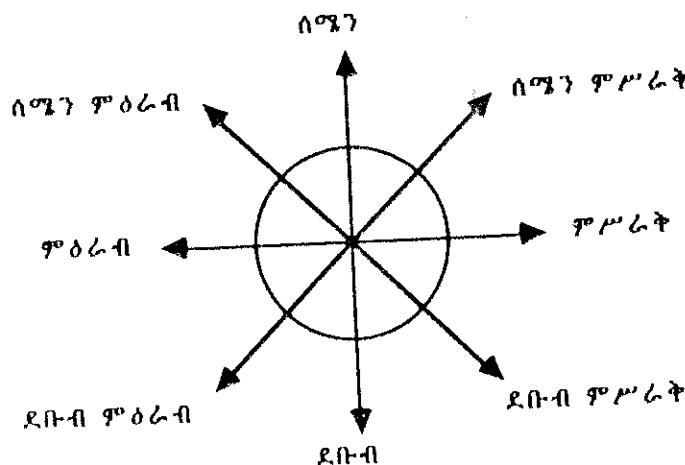
Example: ንዑስ ብቻ መሬዳለ → ንዑስ ከይደለም
ዕክም ብቻ ስራውን መሬዳለ

- 1 የትዕና በተምህር በተ ይመራል::
- 2 እና በመደበር ይመራል::
- 3 ተማሪ በፖስ መፈጸም ይመራል::
- 4 የተዘጋጀ ስምም በበር ይመራል::
- 5 ጥሩ በመግለጫ ላይ ቴዕላላች::
- 6 ጥልስ በየጥር ማሰተካኝ ይመራል::

Reading passage

አዲሱ አከራረብ አሁን መሆኑ በሚገኘ ምምራቅ በኋላ
ተተለዋቸው ይህም አካባቢ የከራረብ ቅጽና ይቀላል:: የከተማኝ
አዋጅ አርሱን በዚህ በኋላ አርሱ: በመከራከል በኋላ::
በዚህ ነዋሪ በፊዕራ ምምራቅና ምምራቅ በሚል
ይታወች:: የከራረብ ላላ ምምራቅና በኋላ አርሱ በሚል
መከናወል ከምተኛው ከዚዎት ፖር ተዋልዋል::
በዚህ ዓይነት አርሱ ቤት መሆኑ የከራረብ ቅጽ በተመ
ከሆነው ቅጽ በመሳወቅ የሚለው በኋላ የከራረብ ምክንያት ለለ
የተተለዋዋል:: በፊዕራ ቤት አርሱ በከተማኝ መተዳደ
የሚች አንድ ንብረቶ::

የአውሮፏ አመልካች



Supplementary vocabulary

አዎች	ahgur	continent
ኋላ	näs'a	free (ኋላ መ näs'a wät't'a gain one's freedom, lit. 'come out free')
ኋላት	näs'annät	freedom
ተዋስኑ	täwassänä	adjoin, share a border
አዋሳኑ	awwasanä	bordering
ወሳኑ	wäsän	border
ቻል	taggälä	struggle, wrestle: ቻልዋል : ቻልል taglowal, taglwal it has struggled struggle, conflict
ቻል	tigil	struggle, conflict
መለያ ቀበት	täk'lay gizat	province
የአቀማዎች	yääk't'ač'a	points of the compass (lit. 'direction indicator')
አመልካች	amälkač	

7 ደብዳቤ መሸፍ däbdabbe mäs'af

Writing a letter

By the end of this lesson you should be able to:

- use pronoun objects ('I saw *him*', 'he gave *me*', etc.)
 - use prepositional pronouns ('I did it for him, I hit him with it, etc.)
 - work with the Ethiopian calendar

Peter writes a letter

[ՊՐՈԴ ՄԴՎ ՓԲԸ 3267]
[ՀԱՅ ՀԱՊ]

[$\text{Adm}_R(\mathcal{E}) - \text{Adm}_R(\mathcal{A})$]

ԱՌԱՋՐԵՐՆ ԱԼ ՔՄԸ ԽԱՅՈՒՇ ՔՆՆ ՀԵՑԹՈՂ ՈՂՈՒՄԻ՞ ԱՆ
ՔԴԿ ԴՐԵ ԱՄՔՄԾԵՐ ԱԼ ԳՊԸՆ ՔԱՅԱ ՔԵՒԾԱՅ-
ԱԼԱԽԹ ԽԵՑԵՐ ԱՎԵՐ ՔՏԸՆԺԱՅ ԲՈՒ ԱՇԽ ԲՈՒ
ՔՄՔՄԾԵՐ ՔԱՅԱՅԵՐ ՔԸԹՄԴՐՄ ՔՇԵ ԱՄՏԳ ՊԻՆԵՐ-
ՔՄԵՐ ՊՇ ԽՄԾԱՅ ԱՎԵ ԽԱՅՈՒՄ ԱՄ ԳՄԴՐՄ ԱՎԵՐ
ՔԱՅԹՄ ԱԼ ԱՆ ՊՇ ԽԾՄՄԿ ԽԵՎԱՍՄ - ՄՄԳՐ ԳՈՅ-
ԱՅԾՅԱՅԻ

ՀԵՂԵՔ ԱՅՋՎՈ ԱՐՄԻ ՔՐԹԱԿԱՆԻԱ - ՀՀՀԲԴ ՀԵՂԵՔ
ՊՐԻՎԵ ՀԱՅ ԱՅՋՎՈ

ተፍጥናው ሂሳብንም ወደ ደብረ ልማዴስ ለሰርዞ ማድረግ በቃዕስ
ታውሃለሁ? መግከላለች የቅዱስ ተከለ ሁይማኖት ጥሩ አልፎን፡
ዘዴዴም በኩል ተሞራጋ ወደ 18ኛ ሁድነት ለዘዴዴም በኩል
እሳዴን የቅዱስ ተከለ ሁይማኖት ተረክ አውራን፡ የሚሆን
ቋንቋ ከመሆኑ ሰራ የአጥቶችምንም ተረክ የምር እያወለበት

[ԱռՋԱԽԹ ՏՐԴՅԱՆ ՀԵ]

[T+G]

Post box number 3267

Addis Ababa

Hidar 13th 1986 (November 22nd 1993)

Dear Haddis,

How have you been since we parted? I am fine. I am writing you a letter in Amharic for the first time. So, there may be some mistakes in it. Anyway, I have tried to write this, my first letter, without any assistance. But Yohannes has read it before I sent it. He says, there aren't any mistakes in it at all. I am not sure, though – anyway I hope so!

It's been ten days now since I arrived in Ethiopia. During my journey I met an Ethiopian boy called Yohannes. He is very knowledgeable and described to me lots of things about Ethiopia. He certainly loves his country very much indeed!

Then after our plane had landed, Hirut and Kebede welcomed us warmly at the airport. They are close friends of Yohannes. They are all very kind. For instance, they are a great help to me in learning Amharic – it isn't easy to teach foreigners Amharic!

Yesterday we all went on an outing to Debre Libanos. Do you know the place? The monks showed us St. Tekle Haymanot's cave and afterwards we went across to the monastery. There they made coffee for us and told us the history of St. Tekle Haymanot. As well as learning the Amharic language I am now also learning Ethiopian history!

(With best wishes,)

[Peter]

Vocabulary

ስተም	sat'in	box
የፖስታ ማጥታ ቅጥር	yäposta sat'in	post box number
	k'ut'ir	
ገብር	hidar	<i>the third month of the Ethiopian year, beginning on November 10th (11th in a leap year)</i>
ሰዕት, የተዋና	siftät, sität	mistake, error
ዲጋፍ	digaf	support, assistance
ያልማንኑም የጋፍ	yalämänum digaf	without any assistance
ከርማኑ	irgit'änna	certain, sure
በራራ	bärära	flight
ገዥ	guzo	journey
አዋጅ	awak'i	knowledgeable, expert (agent noun from አውጥ)
ገልጽ	dässita	happiness, joy; ብድሕት bädässita happily, warmly
ዋሻ	wašša	cave
ግኝነት	männot	wish, desire; መልካም ፈመሳቅ mälkam männot best wishes

Verbs

ሰንበት	sänäbbätä	spend some time [4-lit] (<i>see note 3</i>)
ሰንበ	anäbbäba	read (derived stem. Compound imperfect ያንበ yanäbbal)
ከኋይ	asrädda	describe, persuade (derived stem. Compound imperfect ያከኋይ yasräddal)
ከረ	arräfä	rest, land (<i>of birds, aeroplanes</i>) [3-lit A]
ተቀባዩ	täk'äbbälä	welcome, receive, accept (derived stem. Compound imperfect ያተቀባዩ yik'käbbälal)
በዕለም	täk'kämä	be useful, benefit [3-lit A]
ከስተም	astämarä	teach (derived stem; compare ተማሪ 'learn, study'. Compound imperfect ያስተም ; infinitive ማስተም)
ከራ	afälla	boil something, make (coffee) (derived stem. Compound imperfect ያፈላ)
አውጥ	awärra	tell, relate (derived stem. Compound imperfect ያፈላ)

Phrases

ከብቃቸው	at'bik'k'e	very much, greatly, emphatically
ከብቃቸው	at'bik'o	" (See note 2)
መተምህ	mäçäm	anyway, after all (<i>at the beginning of a sentence</i>)
ተኩረን	aššagrän	across (see note 2)
ይህንን ከኩረ	yihun inji	anyway, nevertheless (<i>lit. 'so be it, but . . .'</i>)
ወጪ	čimmir	as well, in addition
ከተልሬያን	kätäläyayyan	ever since we parted (<i>lit. 'beginning since the time we separated from one another'</i>)
በዚህ ደንብ	gize jämriro	

Notes on the letter

1 Ethiopia has its own calendar which differs from the Gregorian calendar that is used in most of the rest of the world, in three fundamental respects:

- there are 13 months, 12 of 30 days each plus a short month of 5 or 6 days according to whether the year is a leap year or not;
- the year begins in what to most of the rest of the world is September, and not in January;
- the years are calculated from a point 7 years later than the Western Christian (AD) or Common Era used elsewhere.

The Ethiopian calendar is in regular use, in correspondence, in newspapers and magazines and in diaries.

The names of the 13 months are as follows. As well as the exact date equivalents, a rough equivalent is given for each month's name since many Ethiopians will, for example, translate **መስከረም**, the first month, as 'September', and so on.

Ethiopian month names	Dates (non-leap year)	Rough equivalent
መስከረም	mäskäräm	11 September–10 October
ጥቅምት	t'ik'imit	11 October–9 November
ገብር	hidar	10 November–9 December
ታክማ	tahsas	10 December–8 January

Ethiopian month names Dates (non-leap year)

			Rough equivalent
ጥር	t'ir	9 January–7 February	January
የንፃት	yäkkatit	8 February–9 March	February
መጋቢት	mäggabit	10 March–8 April	March
ሚያዝ	miyazya	9 April–8 May	April
ገንቦት	günbot	9 May–7 June	May
ሰኔ	säne	8 June–7 July	June
ሐምሌ	hamle	8 July–6 August	July
ታህሳስ	nähase	7 August–5 September	August
ቅጠሜ	p'agumen	6 September–10 September	—

Because the Ethiopian year starts in September, this means that the Ethiopian year 1986 [ጥሃት ዓ.ም] runs from 11 September 1993 to 10 September 1994, and so if you do not know which month of the year is being talked about a date such as 1986 would be equivalent to 1993–4 in the Gregorian calendar.

The abbreviation ዓ.ም which often follows the number of the year in written Amharic stands for ባመት የወከረት amätä mihräti, lit. 'year of mercy' in Ge'ez.

Here are some important dates from the last century and a half of Ethiopian history. The dates are given according to the Ethiopian calendar; see if you can match them up with the Gregorian dates given below:

February 1974, 10 March 1889, 13 April 1868, 1 March 1896, November 1886, 25 May 1993, 2 April 1930, 6 April 1941, 3 October 1935, May 1991

[ጥሃት መግለጫ እና ቀን] suicide of Emperor Tewodros II (1855–68) at his fortress capital at Mäqdäla following the attack of the British expeditionary force led by General Napier who had come to rescue the 'Abyssinian captives'. Tewodros is still regarded as an heroic figure in Ethiopia today.

[ጥሃት ጥሑር] the foundation of Addis Ababa as the new permanent capital of the kingdom of Shoa and shortly after of Ethiopia as a whole.

[ጥሃት መጋቢት እና ቀን] the accession of Menilek of Shoa as Emperor Menilek II of Ethiopia (1889–1913), following the death of Emperor Yohannes IV fighting the Dervishes at Mätämma.

[ጥሃት ማተሚያ እና ቀን] the Battle of Adwa at which Menilek's army defeated the Italians invading from their colony of Eritrea. This defeat was widely seen as a significant check to European colonial expansion in the area and provided the pretext for the Italian invasion of Ethiopia in 1935.

[ጥሃት መጋቢት እና ቀን] the accession of Ras Tafari as Emperor Haile Sellassie I (1930–74) following fourteen years as regent under Menilek's daughter, the Empress Zawditu.

[ጥሃት መሰራት እና ቀን] the Italians invade Ethiopia crossing the Märab river from Eritrea. Seven months later and after finally routing the Ethiopian forces at the Battle of Mayç'awi, the Italians entered Addis Ababa and seized Ethiopia. Haile Sellassie addressed the League of Nations in Geneva asking in vain for help, and then went into exile in Britain.

[ጥሃት መጋቢት እና ቀን] the liberation of Addis Ababa during the Second World War by the British under Generals Wingate and Sandford.

[ጥሃት የካተማ] the start of the Ethiopian revolution, called at first a 'creeping coup'. By the end of the year this led to the deposition of Haile Sellassie and the establishment of what was called 'Ethiopian Socialism' under the leadership of the Committee (or ፕርቲ därg in Amharic, adopted into English journalese as "the Derg") headed by Colonel Mengistu Haile Mariam.

[ጥሃት ጥሑር] the flight of Mengistu Haile Mariam and the capture of Addis Ababa by the combined forces of the EPRDF (the Ethiopian Popular Revolutionary Democratic Front) under the leadership of Meles Zenawi.

[ጥሃት ጥሑር ጉዳት] the formal recognition of Eritrean independence from Ethiopia.

- 2 አጥቃዋቁ at'bik'k'e and አጥቃዋቁ at'bik'o are both translated by the English adverbial phrase 'very much'. They are however in fact verbs and are in agreement with the subject of the sentence: አጥቃዋቁ is first person singular because it goes with the verb አመልካም iwäddäwalläh 'I like him', and አጥቃዋቁ is third person masculine because it goes with the verb ደመኝታ yiwäddatal 'he likes it (her)'. The verb from which these two forms come is አመልካም at'abbäk'a which means amongst other things 'to do something with all one's might'.

Similarly ተሻገሩ täšagrän is translated as 'across', though it too is a verb form from ተሻገረ täšaggära which means 'to go

across, to cross'. አደርጋው adrigäw in the phrase በግልጽ አደርጋው is a similar form from the verb አደረገ adärrägä 'do'; also, ፌምር jämämrä in the phrase በተሰማን ሂሳብ ፌምር, from the verb ፌመት jämämrä 'begin'.

All four are in a form of the verb that we have not yet discussed: the gerundive. You should note the forms of the gerundive as you work your way through the book. In the lessons that follow you'll see that the gerundive plays an important part in building up Amharic sentences and that it can sometimes be translated by an adverb and sometimes by a proper verb form in English.

In the phrase በግልጽ አደርጋው the gerundive isn't translated at all! Its function is simply to "support" the adverbial በግልጽ, though the whole phrase literally means 'doing [it] with happiness', i.e. 'warmly'!

- 3 Some Amharic verb stems consist not of two or three consonants like those you have met so far, but of four consonants like በኑበት sänabbätä [i.e. s-n-b-t], for which the shorthand label {4-lit} will be used here. Here are a few more of this type that you may find useful to add to your vocabulary:

መረመረ	märämmärä	examine
ሰበሰባ	säbässäbä	gather, collect (something)
ደኅጋት	dänäggätä	be alarmed, scared, shocked
ከለከላል	käläkkälä	forbid, prevent
መጠረቅ	t'ärät'tärä	doubt, suspect
ማጥላል	t'äk'allälä	wrap up, fold (<i>you may remember the phrase በሙጥላው, which comes from the same root</i>)

The compound imperfect of this type of verbs follows the pattern ደረሰኗል yisänäbital, and the infinitive መስኗል mäsänbät. There is no separate distinction in this class between A and B types.

- 4 Note the idiomatic expression ከደረሰ አሁን ተኩለ ትዕስ ካደራሩ räskw assir k'ane näw, literally 'it is my ten days since I arrived' for 'it's been ten days since I arrived'.

Grammar

Pronoun objects

In verbs like ደመዣቻ yit'äbbik'utal 'they're waiting for him'; አደረሱቻ asdärräsnačäw 'we fetched them'; አያንገራቻ aynägränñim 'he doesn't tell me'; አንደ ዓለን innirädähallän 'we'll help you'; ደመቀመቻ yit'äk'muññal 'they're assisting me' the direct object pronouns 'him', 'them', 'me' and 'you' are all incorporated into the verb forming a single word. This is in fact the more usual way of expressing direct objects that are pronouns, rather than using the independent pronoun with the direct object marker -ት, such as you would use if the object were a noun. So:

ዘጋጀ ደመዣቻ Käbbädän they're waiting for Kebede
yit'äbbik'allu

ደመዣቻ yit'äbbik'utal they're waiting for him

The independent pronoun with -ት is normally only used for an emphasized object. The following pairs of sentences illustrates this:

አካታቻ እኔ ከሬርቻ aysäčäw ayyän we saw *them; them* we saw
(but not you)

አየቻቻ ayyänačäw we saw them, (neutral, non-emphatic)

እኔተኞቻ እኔፈሰዻ antän irädallähw I'll help *you; you* I'll help
(but not him)

እኔፈሰዻ irädahallähw I'll help you, (neutral, non-emphatic)

From these examples and others in this and the previous lesson you can see that the object pronoun appears sometimes at the end of the verb form, and sometimes in it:

ደመዣቻ	yit'äbbik'utal	they're waiting for <i>him</i>
አደረሱቻ	asdärräsnačäw	we fetched <i>them</i>
አያንገራቻ	aynägränñim	he doesn't tell <i>me</i>
አንደ ዓለን	innirädähallän	we'll help <i>you</i>
አያንገራቻ	alnäggäränñim	he didn't tell <i>us</i>
የደረሰነዋቻ	yasälligäñal	it'll be necessary for <i>us</i> (= we'll need)
ደመቀመቻ	yit'äk'muññal	they're assisting <i>me</i>
ሰውን	sic'in	give <i>me</i>

From these you can draw the following rules about the position of the object pronoun. It occurs in the following instances:

- 1 on the end of the simple past tense after the personal ending: **ከደረኝቶም**; also on the end of the imperative: **ከሙንያ**;
- 2 before the negative **-ም** both in the past and the imperfect: **ከለጥረገም**, **ከለጥረገም**;
- 3 inside the compound imperfect before the **ከ** ending: **ያስፈልጋል**. There are however some more complex changes involved here as you can see if you compare **ያመዋቁታል** 'they're waiting for him' with **ከበደሩ የመዋቁታል** 'they're waiting for Kebede'.

The affixes of the object pronoun are identical to those added to the verb **ከ** 'to be' to form the verb 'to have'. There the base to which the pronoun affixes are added ends in **-ä**, **-u** or **-äčč**. The verb bases to which the object pronoun can be added can however end in other vowels and consonants which may affect the shape of the pronoun affix.

<i>Verb ends in:</i>	<i>ä, a</i>	<i>i, e</i>	<i>u, o</i>	<i>a consonant -š,-äčč</i>
<i>singular</i>				
1st pers. me	-ñ	-ñ	-ñ	-än
2nd masc. you	-h	-h	-h	-ih
2nd fem. you	-š	-š	-š	-iš
3rd masc. him	-w	-w	-t	-äw
3rd fem. her	-at	-yat	-wat	-at
<i>plural</i>				
1st pers. us	-n	-n	-n	-än
2nd pers. you	-äččuh	-yaččuh	-waččuh	-äččuh
3rd pers. them	-äččaw	-yaččaw	-waččaw	-äččaw
<i>formal</i>				
2nd pers. you	-wo(t)	-wo(t)	-wo(t)	-wo(t)
3rd pers. him, her	-äččaw	-yaččaw	-waččaw	-äččaw

Some points to note

First person singular:

the ending is just **-ñ** throughout, but note the exception: when added to a verb ending in a consonant it is **-än**.

First person plural:

Third person masculine:

Third person feminine:

Second and third persons plural:

Second person formal:

Verbs ending in **-š** or **-äčč**:

the ending is just **-n** throughout, but note the exception: when added to a verb ending in a consonant it is **-än**. the ending has three shapes: **-t** after the vowels **u** and **o**; **-äw** after a consonant; **-w** elsewhere.

the ending is **-at** of which the vowel **a** is never dropped; so be careful not to confuse it with the third person masculine variant **-t**. When added to verbs ending in **i**, **e**, **o** or **u**, the ending **-at** needs a 'glide': **-y-** after **i** and **e**, **-w-** after **o** and **u**. like the third person feminine suffix, **-äččuh** and **-äččaw** need a **-y-** or **-w-** 'glide' when added to verbs ending in **i** and **e**, and **o** and **u**, respectively.

the ending is either **-wo** or **-wot**; only the variant **-wot** is possible when the object pronoun occurs inside a compound tense like the compound imperfect, as in **ከመሰዋቁታው** 't'äbbik'wotallähw 'I shall wait for you'.

when added to the second and third persons feminine ending in **-š** and **-äčč**, respectively (i.e. of the tenses you know so far, only in the simple past), the object pronoun endings for the first person singular and plural, 'me' and 'us', and the third person masculine, 'him', have the forms **-iñ**, **-in** and **-iw**, that is with the sixth-order and not the first-order vowel as is the case after verbs ending in other consonants. This last point should be noted carefully. As an example, contrast **ማተዋወ** 't'äbbäk'näw 'we waited for him' and **ማተዋወ** 't'äbbäk'yaččäm 'she waited for him'.

Here then are some examples of pronoun object suffixes added to verbs ending in different vowels or in a consonant:

[መ.ግ.ጽ (he loved)]

me	መ.ግ.ጽ	wäddädän	መ.ግ.ጽ	wäddädänu
you	መ.ግ.ዴ	wäddädäh	መ.ግ.ዴ	wäddädäuh
you	መ.ግ.ኝ	wäddädäš	መ.ግ.ኝ	wäddädäuš
him	መ.ግ.ወ	wäddädäw	መ.ግ.ት	wäddädäut
her	መ.ግ.ጥ	wäddädat	መ.ግ.ጥ	wäddädäuwat

[መ.ግ.ቃ (she loved)]

me	መ.ግ.ቃ	wäddädäccin		
you	መ.ግ.ቃ	wäddädäccih		
you	መ.ግ.ቃ	wäddädäccis		
him	መ.ግ.ቃ	wäddädäcciw		
her	መ.ግ.ቃ	wäddädäccat		
us	መ.ግ.ን	wäddädän	መ.ግ.ን	wäddädun
you	መ.ግ.ቃዸ	wäddädačeh	መ.ግ.ቃዸ	wäddäduwačeh
them	መ.ግ.ቃወ	wäddädačaw	መ.ግ.ቃወ	wäddäduwačaw
you	መ.ግ.ም	wäddädäwo	መ.ግ.ም	wäddäduwo
him/her	መ.ግ.ቃወ	wäddädačaw	መ.ግ.ቃወ	wäddäduwačaw
us	መ.ግ.ቃ	wäddädäccin		
you	መ.ግ.ቃ	wäddädäccacuh		
them	መ.ግ.ቃ	wäddädäccacaw		
you	መ.ግ.ቃ	wäddädäcciw		
him/her	መ.ግ.ቃ	wäddädäccacaw		

አማ (he heard)

		አማ (we heard)		አማ (hear!) [2nd fem.]
me	አማ	sämmah	-	አማ
you	አማ	sämmah	አማ	sämin
you	አማ	sämmaš	አማ	-
him	አማ	sämmaw	አማ	sämiw
her	አማ	sämmat	አማ	sämiyat
us	አማ	sämmän	-	አማ
you	አማ	sämmačuh	አማ	-
them	አማ	sämmačaw	አማ	-
you	አማ	sämmawo	አማ	-
him/	አማ	sämmawo	አማ	-
her	አማ	sämmačaw	አማ	sämiyačaw

You may have noticed that a few of the verb forms in the above tables are ambiguous: አማ sämmah, for instance, can mean both 'he heard you' (አማ + object pronoun -u) and 'you heard' (አማ with no object pronoun suffix). These ambiguities are not really very frequent, and, in any case, it will always be clear from the context which is meant.

Object pronouns on verbs of 'saying' and 'giving'

When added to verbs like አል alä 'he said', የገደ nägarä 'tell, speak', and በዚ sät'tä 'give', the object pronoun suffixes usually express not the direct object, the thing said or given, but the indirect object, the person to whom something is said or given. So, for example, አለሁ አሉት alkut 'I said to him, I told him', የገደ የገደሩን näggärün 'they spoke to us, told us', በዚ ሳት'ታት 'he gave [it] to her, he gave her (as recipient)', and so on.

Remember, though, that if the indirect object is a noun then you have to use the preposition እ- lä-: አነበደ ስጠበቅ እ-ካከባዳ sät'tähut 'I gave it to Kebede', መረመን እና ገጋድ ወረውን länña näggärün 'they told us the news'.

You will notice from these examples that you can still keep the suffix on the verb, 'in agreement' with the indirect object noun. It's quite usual in Amharic to do this with direct object nouns, too: ለጠቃቄ ተሻዘዣ ቤት መረቅ leboču gänzabun hullu särrák'ut 'the thieves stole all the money', lit. '... stole it, all the money'.

Exercises

1 Substitute a verb plus an object pronoun suffix ('I saw him') for the independent pronoun object or noun object plus verb ('I saw the man') in the following sentences

Example: ይህን ተረክ መቋ አማ? → መቋ አማው?

- 1 ከዘጋጀ ተፋይ ለዚ አማ?
- 2 ተፋይ አስተማረውን ላይ ተምስርች መዋቅ?
- 3 ከኝ መደብ?
- 4 ከቶ መፈረግ ጥስፊያውን እለ?
- 5 ተማሪው ላይ መቆከቀውን አሁን ጥሩ?

- 6 አሸና ተጋር አልወጥም::
- 7 ጥስቦኝ ካየት አጥቃሁ?
- 8 መጋድምኝ በተሞከርች አልደግኝም እንዳ?
- 9 እናን አልሰጠም?

2 Rewrite the following sentences using noun or independent pronoun objects. Select your answers from amongst the nouns and phrases listed below

እኔዎን, መከተለን, መልዕት, ቅጂዬውን, ሌኑ, መዘዘር አልማዝን, ከዚ, ቅጂረመጥን

- 1 አልፈው ቅመት እንዳ ሌላ መረጃው::
- 2 እና መለያት አምስት ዘር ስጠኗ::
- 3 በከራይው ውሳጥ አጥቃቻቸው::
- 4 ቅጂንኩ ማቅ አልሰጣሁም::
- 5 አልፈው ባምኑት ሌሎማ በታ አያዥዋቱ::
- 6 ሰላምን መረጃዎች?
- 7 በተሞከርች ለጋዢ::
- 8 ሰላምን መያዥዎች? አልወጥሁም::

3 Here are some things you might want to do and some dates when you might want to do them. Construct Amharic sentences to express your intentions, translating the dates into the Ethiopian calendar. You may need to do a little arithmetic!

Activities:

sell your car	buy a new house	fly to America
go into hospital	write a book	visit your friends
learn Amharic	lose some weight ¹	paint your house ²

¹ Use ክብደት ቀነስ [3-lit B] kibdät k'ännäsä, *lit.* 'lessen weight'

² Use ቅባ [2-lit B] k'äbba, 'smear, spread (butter); paint (a house)

Dates:

in the month of July at the beginning of April	before the end of May
August 10th	Monday, January 1st
before May 20th	in the month of March by (<i>lit.</i> 'until') November

Grammar

Object pronouns and the compound imperfect tense

When an object pronoun suffix is added to a compound imperfect tense verb it has to come in front of the **አለ** element, that is, the ending of the verb that closely resembles, and indeed is derived from the verb **አለ** 'to be'. This means that the compound tense is split into two halves and the object pronoun is inserted between them. Study the pattern as set out in the box below.

Comp. imperfect:	yiwäddal	ይውዳል	he loves
→	yiwädd	-al	
	verb base	+ አለ	
Add pronoun object:	yiwäddatal	ይውዳል	he loves her
→	yiwädd	-at -al	
	verb base + object pronoun	+ አለ	

This is quite straightforward, but note in the second and third persons plural where the **አለ** element (-allaččuh and -allu, respectively) is reduced to **-al** when an object pronoun is inserted and the 'verb

	Without object	With object	
1st pers. sing.	አውሳለሁ	አውቃለሁ	I love her
	iwadd-allähw	iwädd-at-allähw	
2nd pers. masc.	ተውሳለሁ	ተውቃለሁ	you love her
	tiwädd-alläh	tiwädd-at-alläh	
2nd pers. fem.	ተውቃለሽ	ተውቃቃለሽ	you love her
	tiwäjj-alläš	tiwäjj-at-alläš	
3rd pers. masc.	ይውሳለ	ይውቃቃለ	he loves her
	yiwädd-al	yiwädd-at-al	
3rd pers. fem.	ተውቃለች	ተውቃቃለች	she loves her
	tiwädd-alläč	tiwädd-at-alläč	
1st pers. pl.	አንውሳለን	አንውቃለን	we love her
	inniwaadd-allän	inniwaadd-at-allän	
2nd pers. pl.	ተውቃለችሁ	ተውቃቃለችሁ	you love her
	tiwädd-alläččuh	tiwäddu-wat-al	
3rd pers. pl.	ይውሳለ	ይውቃቃለ	they love her
	yiwädd-allu	yiwäddu-wat-al	

base' has a vowel -u added in compensation. Examine the following box and compare in particular the second and third plural forms with and without an object pronoun.

Exercises

4 Convert the sentences with pronoun objects in exercise one into the compound imperfect tense

<i>Examples</i>	መቻ ስማዥ?	→	መቻ ታስጥዋል?
	በዚም በተ ከጥኩዋው →	በዚም በተ	ከጥኩዋል

5 The following sentences all contain verbs with object pronoun suffixes. Rewrite them substituting a suitable noun, independent pronoun or name for the object pronoun suffix, and then translate your answer into English.

<i>Example:</i>	መቻ ካያቱት? → መንድጂዬ መቻ ካያቱት?
	When did you see my brother?

- 1 የተከሱ ምርመራ በተ ክዴጥል ያለብቃቻል::
- 2 ነገ የረዳዎች መልስ ካልያቻውለሁ::
- 3 በዚህ ተረኞ የማርሃኝ ዘግኝ ያሰተምኑቸል::
- 4 እማማ፡ መደ ገዢ መቻ ታውልኝነለሁ?
- 5 እናይ፡ በዚም በተ ተመጥላቸ፡
- 6 በዚምኑ መጨረሻ በሌላ ልማት እሳዱልሁ::

Grammar

Prepositional pronoun suffixes

In his letter, Peter used the following verbs **እጽፋህለሁ** is'ifillihallähw 'I am writing to you'; **እለለንያ** afällullin 'they made [coffee] for us'; **የሆነዎች** yihonibbatl 'there will be in it'; and **እደገኝበትም** ayiggänbbätum 'there is not found in it'. These verbs all have in

common a pronoun suffix very similar to the object pronoun suffix, but following an additional element with 't' or 'b'. Compare the pairs of words set out below.

እጽፋሁ	is'ifallähw	I am writing
እጽፋህለሁ	is'ifillihallähw	I am writing <i>to you</i>
እለሁ	afällu	they boiled/made [coffee]
እለለንያ	afällullin	they boiled/made ... <i>for us</i>
የሆነዎች	yihonat	there will be
የሆነዎች	yihonibbatl	there will be <i>in it</i>
ይመለ	däwwälä	he rang
ይመለቁው	däwwälällacčaw	he rang <i>to them</i> (= he rang them)
ከምሙ	amt'a	bring!
ከምሙንያ	amt'allin	bring <i>to me!</i> or bring <i>for me!</i>
እደገኝ	adärrägu	they did
እደገኝንያ	adärrägullat	they did [it] <i>for her</i>
የጥመሙ	yik'k'ämmat'allu	they are sitting
የጥመሙንያ	yik'k'ämmat'ubbatal	they are sitting <i>in it</i>

You can see that these suffixes occupy the same place as the object pronoun suffixes:

- on the end of simple past and imperative forms;
- before the **ጥም** of the negative;
- inside the compound imperfect in front of the **እለ** element; note the same changes in the second and third persons plural.

Notice that the prepositional element is always either a geminate **ll** or a geminate **bb**, and that if the verb base to which this is added ends in a consonant (i.e. sixth order) then a sixth-order vowel **i** has to be pronounced between the base and the suffix: **እጽፋህለሁ** is'ifillihallähw.

The two sets of prepositional pronoun suffixes are built on the elements **-ll-** and **-bb-**, which basically correspond in their meanings to the prepositions **አ- lä-** and **ብ- bā-** that you have already met. So, the **-ll-** set can be translated into English with 'to' or 'for'; the **-bb-** set with 'at', 'in', or 'with' in the sense of an instrument 'he hit him with it': **መታዘዝ** mätabbät. In practice, you will find many other

ways in which these suffixes are rendered in English, but for the present you should think of them as having the same meanings as the corresponding prepositions.

You should be careful to note, however, that the use of the Amharic prepositional pronoun suffixes and English pronoun phrases like 'for him', 'to me' and so on do not always correspond one to one. For example, the verb **መተዋወቻ** t'äbbäk'ä is itself translatable by English 'wait for', so 'him' in 'I waited for him' is expressed as a direct object: **መተዋወቻ** t'äbbäk'but.

A verb cannot have both an object pronoun and a prepositional pronoun suffix added to it, only the one or the other. This is why a verb like **መተዋወቻ** mättäbbät in the preceding paragraph can be translated as 'he hit him with it' though it literally means 'he hit with it'; the object pronoun is 'understood'. Similarly, **አየሁበት** amt'allin may render English 'bring it to me' or 'fetch it for me'; or **አደረጋለት** adärrägullat 'they did it for her', and so on.

A special and quite common use of the prepositional pronoun suffixes is to denote whether an event is to someone's favour or otherwise. Contrast, for example, **ነገረበት** näggärälliñ 'he spoke for me' and **ነገረብ** näggäräbbiñ 'he spoke against me'. A special use of the -bb- suffixes is with the verb **ሙ.ታ.ffa** [2lit A] 'disappear, get lost' to form the idiom **ሙ.ብ.ቻ** t'äfläbbiñ 'I've lost it', lit. 'it has disappeared against me', and so on.

The endings that mark the various persons are practically identical to the object pronoun suffixes, but take note of the third person masculine form which ends in -ät (-läät, -bbät).

	[-ll- + pronoun]	[-bb- + pronoun]
me	ነገረበት näggärälliñ	ነገረብ näggäräbbiñ
you	ነገረቡ näggärälliħ	ነገረብ näggäräbbih
you	ነገረቡ näggärälliš	ነገረብ näggäräbbiš
him	ነገረቡ näggärällät	ነገረብ näggäräbbät
her	ነገረቡ näggärällat	ነገረብ näggäräbbat
us	ነገረቡ näggärällin	ነገረብ näggäräbbin
you	ነገረቻ näggärälläčuh	ነገረቻ näggäräbbäčuh
them	ነገረቻ näggärälläčaw	ነገረቻ näggäräbbäčaw
you	ነገረቻ näggärälliwo	ነገረቻ näggäräbbiwo
him/her	ነገረቻ näggärälläčaw	ነገረቻ näggäräbbäčaw

Exercises

6(a) In the Amharic versions of the following English sentences say whether you would use a -bb- or an -ll- prepositional pronoun suffix

- | | |
|-------------------------------|--------------------------------------|
| 1 I lost all my money. | 5 The judge condemned the prisoner. |
| 2 He hit the boy with it. | 6 Peter's sitting on it. |
| 3 My father mended it for me. | 7 I'll tell you about them tomorrow. |
| 4 What bad luck we've had! | 8 Where did you lose it? |

6(b) Using the following new vocabulary, now translate the sentences in exercise six into Amharic

አስራ	asaddäsä	repair, mend [derived stem]
ከifu ಒಡಿಲ	kifu idil	bad luck
ಡಾರ್ಸಾ	därräsä	<i>in the sense of</i> happen
ಫರ್ರಾದಾ	färrädä	judge (<i>used for both condemn and acquit according to which prepositional pronoun suffix is used</i>) [3-lit A]
ಅಷ್ಟಾ	isräñña	prisoner

7 Replace the underlined phrases in the following sentences with the appropriate prepositional pronoun suffix

- በኩሉ ይጠበኑ በኩል ስተዋወቻ**
- ይጠቅወቻን ለንተ አመራም&ለሁ**
- እኔ ከፈጥሮ ሆኖ እኔ በርካሩን ጉባ**
- በዚ ወሰጥ የዚን ያደርጋል? በዚ ወሰጥ ከዚ በለው ይቀመጥ**
- የኔ በዚ ይተ ነው? ተሳሳ በዚው ያደሩል**
- እኔ ከዚን በኩል ስተዋወቻ እናም&ለሁ**

Reading passage

ይህ የች መንገድ ነው፡ አመጣቸው አንድ በኩል ስለች
ይችል፡ አመንፈራቸውን አሁን በች እኔ፡ አመንፈራቸው መሆኑ
ች እኔ፡ ወጪች ላይ፣ አጥቃው ላይ የክርክሩ ነው

አመስጠት ይመሳል፡ ልማትዎች ጥሩ በየሃኝ መሆ በግምገም
ለጊዜቶው የመስተዋዕል፡ የሚጠሩ ከመንፈሩ ፍቃ ካይደለም፡
በሰነዱ አያዲቻቸውም፡ ከጥዋቱ ሁሉም በቻ ተብል
ይምር በጥቃት የመንፈሩ ላይ ሁሉ መሆ ትምህርም በታ
የካሬ ይመሳል፡ ትምህርም በቻ በጥርሃ ንዑስ ለረጅም
ለከተማሪያውን ሲጠም ይመሳል፡ ይህ ለው ዓይወ ይለለ
አስተማሪያውን ተልዥ ለተ እለ፡ ለዚህ በርሃ፡ ሂወዃ፡ ለእር
አመንፈሩን ተልዥ ለተ እለ፡ ለዚህ በርሃ፡ ሂወዃ፡ ለእር
አመንፈሩን ተልዥ ለተ እለ፡ ለዚህ በርሃ፡ ሂወዃ፡ ለእር
አመንፈሩን ተልዥ ለተ እለ፡ ለዚህ በርሃ፡ ሂወዃ፡ ለእር
አመንፈሩን ተልዥ ለተ እለ፡ ለዚህ በርሃ፡ ሂወዃ፡ ለእር
አመንፈሩን ተልዥ ለተ እለ፡ ለዚህ በርሃ፡ ሂወዃ፡ ለእር

Supplementary vocabulary

መንድር	mändär	village
ምንጭ	münč	spring, fountain, source
የካናር ዘዴ	yäigir kwas, yägir kwas	football
እስተኛ	asčäggära	cause (<i>someone</i>) trouble [derived stem]
እስተዋዕል	asgäbba	bring in, introduce [derived stem]

Note that **የካናር ዘዴ** is said instead of **የካናር ዘዴል**!

8 ተራዘም ቦኩተዋናያ turizm bäityop'p'iya

Tourism in Ethiopia

By the end of this lesson you should be able to:

- form simple relative clauses ('the man who came', 'the book that I read')
- use expressions of obligation ('must', 'have to', 'got to', etc.)
- display a basic knowledge of the geography of Ethiopia

Tourism in Ethiopia

Peter, who's just returned from a trip to Harar, is discussing tourism in Ethiopia with Hirut and her father, Mr Mulugeta

የቴር፡ እኩ መ-ረቤት እርዳም እንደገናበዕም ተጠናቸዋ
ሚሱ ለተ-ቦች ሁኔታ ተመለከተ፡ የሰነዱውን ነገር
እንደገኘ ለረጅም እጥነው – እንደ በኋላበት
እኩ፡ በደርሃን እኩ ከሚሱ የመስ ተ-ባለቸ
የሚሱ ዓይነ፡ ለረጅም በሙት መሆ እኩዋና
የመስስ ማለት ነው፡

ከመ-ረቤት፡ እኩ፡ በይመቱ ከው የሚመጠው እኩ ዓይነ
በሙት ሰ የሚቀመሩ ዓይነ፡ ለተ-ቦች
መሆም ለለበበት ነው የሚመጠው፡ በተለይም ባህን
በዚ እኩዋናም የሚጥበቸ የው እኩ በደም
በዚ እኩን ሁኔታ፡

የቴር፡ እኩዋና ነው፡ የጥናውቸው ለረጅም
እበዕቃቸው፡ እንደገኘው እለሁ፡

ከመ-ረቤት፡ እኩ፡ ልዘ ነው፡ መረጃዎች ነገር እንደ ከክዎም፡
እኩ ለለበበት እኩ ተኋሪር የሚ በቻዎ

የዚህያት የቃወቁ ሆነዎች ካለ፡ ከዚያም ላላ
በዚህዥው በዚል ተሰወጥ ማረቅና በስምም ስለቅ
አንቀጽም ለክፍት፡ ለማሬ ማጥመድኝ ለእርሻር
የሚያመቂ ለዘመኝ ሆነዎች ካለ፡
እባባ፡ ለሉ አደጋ መጋገር ከዚህምም፣ በዚ ገዢ
በመ የፋር አራዊትን ፈቃጻኑ የሚል እንዲ
አያይተም፡

አ/መ-አቶ፡ የዚህው ሆኖ፣ ለአየርያም ይወጣ ፈቃጻኑ ለማግኘት
አንቀጽም በዚል በታዋዕ ወጪዎች በአየርያም ገዢ
የዚህያት የዚሁ ተረሰቂች መማሪ ቴቃላለች፡
አውሃት ነው፡ በቂ እንደሚመለፈን ለመዝምዎር
እስተዳደር ይመለሳል፡ ለማስለ ስራር ለረዳም ገዢ
መሸጋ ላይ አውሃውንና ተሰለም፡ እስከዚህን
ይረዳ ሆኖ ለማስ ነው መጠዋጥ የገዢዎን!
እኔ እስዱ አንቀጽም እንዲውርድ እያደለችም፡
ይህን መጥፊል እለሁ፡
ዝዢ ለዚ፡ ይጥናል!

Note

From here on, the translations of the dialogues adopt a less literal, more colloquial English style. Compare the translation with the Amharic and see if you can identify where the idiomatic expressions differ. You may need to study the notes first.

PETER: As you know, Mr Mulugeta, yesterday I returned from a visit to Harar. What surprised me, was I came across several foreigners – they were visitors like me coming from England, or Germany and America. Does this mean very many foreigners come to Ethiopia?

MR MULUGETA: Yes, each year visitors coming from abroad can be numbered in the thousands. They come for work, and visits or conferences, too. Nowadays, the number of foreign nationals who visit Ethiopia has especially gone on increasing.

HIRUT: Ethiopia is a very suitable country for tourism. As well as its natural resources, it's an impressive country because of its history and folk customs.

PETER: You're right. Most of the foreigners I came across told me just that.

MR MULUGETA: Yes, that's correct. In the first place, there are places like Axum, Lalibala and Gondar which are famous because of their history. In addition,

towards the south of the country in the area of the big lakes and the Rift Valley there are many places suitable for hunting, fishing and picnics.

HIRUT: Daddy, it's no use talking about hunting! People take photos of animals these days, they don't hunt them.

MR MULUGETA: All the same, whether it's hunting or photography, because of the beauty of its countryside and the quality of its climate Ethiopia attracts lots of tourists.

PETER: That's true. But it seems to be difficult to get around, I think. For instance, when we were going to Harar on the way our bus broke down. We had to wait two hours before it was repaired.

MR MULUGETA: No but then, Ethiopia is not like Europe; you've got to accept that.

PETER: That's correct; I understand!

Vocabulary

የገብረ	gubärenit	visit, trip (cf. the verb የገብረ gwäbäñña visit in the verb section of this vocabulary)
ተጠና	gwäbäm	visitor
ተጠናዎ	turist	tourist
ተጠናዎም	turizm	tourism
በዛት	bizat	large number, quantity (cf. በዘት many)
በበዛት	bäbäzat	in large numbers
እንግዳ	ingida	visitor, guest, stranger
ዘገ	zäge	citizen, subject
ስብሰባ	sibsäba	meeting, gathering, conference
ተፈጥር	täfät'ro	nature
ሁበት	habt	wealth, riches
የተፈጥር ቁጥር	yätfäfät'ro habt	natural resources
አዝብ	hizb	people, nation
ባሕል	bahil	custom
አብዛኛ	abzañña	majority
አብዛኛቸው	abzaññočäčäw	most of them
የዚህያት	mikinyat	reason, cause
በ...የዚህያት	bä...mikinyat	by reason of, because of

አይኑ	hayk'	lake
ሻልኑ	šäläk'o	valley
ሻልኑ ስልኑ	sint' šäläk'o	the Rift Valley
ሐበባ	abbabba	daddy, papa
ከሬን	adän	hunting
ዓሳ	asa	fish
እራውት	arawit	(wild) animals, beasts
አገር ብት	agär bet	countryside
ዕር	dur	forest
ፈጥጋፍ	fotograf	photograph
ፈጥጋፍ አንሳ	fotograf anässä	take a photo
መብናት	wibbinnät	beauty (<i>cf.</i> መብት wibb beautiful)
ክፍር	ayyär	climate (<i>also means air as in</i> <i>የኢትዮጵያ ከያር መጥሪ</i> <i>Ethiopian Airlines</i>)
ናብረት	nibrät	belongings, possessions
የኢትዮጵያ ከያር	yäayyär nibrät	climatic features, climate

Adverbs, particles

በያመቱ	bäyyamätu	every year (<i>cf.</i> ዓመት year; <i>see note 5</i>)
በተለያይ	bätäläyy	especially, in particular
በዚህ ጊዜ	bahunu gize	at the present time, nowadays (<i>cf.</i> ካሁን now and ጊዜ time)
ከ... ላላ	kä-... lela	other than, aside from
እኞቻዎም	indihum	likewise, similarly
ማለቅም	maläfimm	that is, that's to say (<i>lit.</i> 'and to say')
የዚህው ይህን	yähonaw yihun	nonetheless, all the same (<i>lit.</i> 'be it what it is')
ብቃ	bičäa	only, but (<i>at the beginning of a sentence</i>)

Verbs

ተመለከ	tämälläsä	return, come back, go back [derived stem] (<i>cf.</i> መለከ [3-lit B] return, give back)
ከስተርሙ	asgärrämä	surprise, amaze [derived stem] (<i>cf.</i> ጊዜም [3-lit A] be wonderful, surprising)

ተወጪ	täk'wät'tärä	be counted [derived stem] (compound imperfect የወጪልል yik'k'wät'tärä; <i>cf.</i> ወጪ [3-lit A] count)
ተግኝ	gwäbäñña	visit (<i>see note 2</i>)
ከደግ	addägä	grow, increase [3-lit A]
ከደግ ዘዴል	iyaddägä yihedal	it is increasing, it goes on increasing (<i>lit.</i> 'it goes while it increases')
ከመቶ	amäččä	be suitable, comfortable [derived stem] (<i>another derived stem of this verb has the same meaning:</i> ተመቶ tämäččä be suitable, convenient)
ተደረሰ	tädänäk'ä	be admired, impressive; (<i>also means be impressed, astonished [derived stem]; compound imperfect የደረሰል yiddänäk'äl. Agent noun ተደረሰ tädänak'i impressive</i>)
ታወቂ	tawwäk'ä	be known, be famous [derived stem] (<i>cf.</i> አወቂ know)
ከመመግ	at'ämäädä	trap, catch (fish) [derived stem]
ሽን	honä	be, become [2-lit'] (<i>see note 4</i>)
ማረክ	marräkä	capture, captivate, attract [3-lit C] (<i>see note 3</i>)
ተቋል	täčälä	be possible [derived stem] (compound imperfect የቋልል yičäläl; <i>and so የቋልቋል yičälatal is literally 'it is possible for her'; cf.</i> ቋል be able)
ተባለሽ	täbälaššä	be spoiled, go wrong, break down [derived stem]
መን	Cäggänä	mend, repair, fix [3-lit B]
የወን	gäbbañ	I have understood (<i>lit.</i> 'it has entered me')

Phrases

ከዚ ተመለከኩን	hejje tämälläskw	I went and came back (<i>see note 1</i>)
እንዳንቃው	indančiw	the same as you (<i>lit.</i> 'like yours')
እንደንቃከሮች	indänäggärkuwot	as I told you (<i>lit.</i> 'like what I told you')
ከደግ ዘዴል	iyaddägä hedwal	it has gone on increasing (<i>lit.</i>

ኩርጋማልላሽ	indämmimäslän	in my opinion, as I think (<i>lit.</i> 'like what it seems to me')
ኩወጥ	issumma	for all that, but then (<i>lit.</i> 'but that'; -ጥ -mma is a more emphatic form of -ጥ -mm.)

Notes on the dialogue

- To express 'I went and came back' it is better Amharic to say **አዲስ ተመሳሳይ** *hejje tämälläskw* rather than the literal **አዲስ ተመሳሳይ** *hedkunna tämälläskw*. The form **አዲስ** is another gerundive like those we met in the last lesson. We shall look at gerundives in greater detail in a later lesson.
- The verb **ተብኑን gwäbännä** 'to visit' belongs to a type you have not yet met; you can tell this from the fact that though it has three root consonants, gw-b-ñ, the gemination does not fall on the middle one as in 'genuine' trilateral verbs, such as you met in lesson three, but on the third and final consonant. Can you find another verb of this type in the dialogue? (**ተብለስ** *täbälašsä* 'to break down' is of the same class though it is a derived stem – its three root consonants are b-l-s.) This class of verb may be called 3-lit Y. There are not very many verbs of this type, but here are a few that you may find useful:

ሰልቻቸ säläččä be boring **ገልግል** gäbäyyä go to market, go shopping

ዘጋጀ zägäyyä be late, delayed

and like **ተብኑን**:

ተባኑል täbäsaččä be annoyed, in a bad mood

ተዘጋጅ tazägajjä be prepared, ready (cf. **ከዘጋጅ** *azzägajjä* prepare, make ready)

Their compound imperfect is formed following the patterns (i) **ያሰራቻል** *yisäläččal* and (ii) **ያብላሽል** *yihbälašsal*, and the infinitives follow the patterns (i) **መሰልቻት** *mäsälčät* and (ii) **መብላሻት** *mäbälašat*, adding an extra -t just like the 2-lit¹ and 2-lit² classes. Similarly, **ያያዥል** *yazzägajjal* 'he prepares' and **ማያዥት** *mazzägajät* 'to prepare'.

A related class of verbs, which we can call 3-lit X, end in -a rather than -ä,

ዘንäggä	zänäggä	forget	ፈንዳ fänäddä	burst, split
ዘሩäggä	zäräggä	spread something out, unroll	በራታ bärätta	be strong, try hard

The compound imperfect and infinitive of this class follow the patterns **ያዘንäggä** *yizänäggal* and **መዘንäggä** *mäzängat*.

- Yet another verb type is represented by the word **ማረክ** *marräkä* 'attract' in the dialogue. This also has three consonants, m-r-k, but this time has gemination on the middle one just like 'genuine' trilaterals. It differs from these, however, in that the first consonant is followed by the vowel a, i.e. it is in the fourth order.

Here are a few verbs of this class to add to your vocabulary:

ማረክ	t'affätä	taste sweet, taste good
ጠዘክ	gabbázä	invite someone to a meal, treat, entertain someone
ማለክ	mallädä	be (too) early
ጠረክ	barräkä	bless

In the simple stem the compound imperfect and the infinitive follow the patterns **ያማረክ** *yit'affät'al* and **መማረክ** *mät'afat'*, respectively. This class of verb is called the C type, parallel to the A and B types you have already learned; so, **ማረክ** is a 3-lit C-type verb.

- The verb **ሁን honä** has a wider range of meanings than the simple translation 'become' suggests. Firstly, it 'supplies' many parts of the verb 'to be', such as the infinitive **መሁን** *mähon* 'to be' and the imperative or command form **ሁን** *hun* 'be!'. It is also used in a large number of idiomatic phrases such as, **የሁንው** *yeħun* **የሁን** *yāhonaw yihun* and **የሁን ከሱን** *yeħun īnji*, that you have already met. The compound imperfect tense **ያሁንል** *yihonal* also has the meaning 'it may be, it will be'. Second, **ሁን** also sometimes has the implied sense of 'be right or proper' particularly in the negative imperfect **ከሁንናዚ ayhonim** 'it won't do, it isn't right'.
- The expression **አያመቱ** *bäyyamätu* 'every year' is formed in the same way as **አያዋን** *bäyyäkänü* 'every day' which occurred in lesson five. Both words are made up of the following parts:

preposition **አ-** *bä-* + prefix **አያ-** *iyyä-* + noun (**መዓመት** 'year', **ዋን** 'day') + article **-u**

English 'each' or 'every' and usually requires the article -u or an appropriate possessive pronoun suffix added at the end. Here are some other useful expressions which include ከያ- iyyā-:

ከያንዳንዥ.	iiyandandu	each one
በያይገኘ.	bäyyägizew	on each occasion, regularly
በያያትዋቱ.	bäyyät'watu	each morning
በያያምንቱ.	bäyyäsammiñtu	each week, weekly
በያወሩ.	bäyyäwärū	each month, monthly
በያያንቱ.	bäyyaynätu	of all sorts, of every kind

Look at the following examples to see how ከያ- iyyā- may be used in a sentence. It often has no direct equivalent in English.

እያምናቸውን እንዲሸሉ	iiyäsiraččin innihedallän	we're (each) going to our work
ሁሉም እያተዘዘሩ መጠፊ.	hullum iyyägänzäbu wässäda	everyone (each) took their money
መጠቀቃቸው ተመልዑ	wädäyyäbetaččaw tämälläsu	they (each) went back home
ከያወሙበታቸው ተቋሙዣ	iiyäwämbaraččuh täk'ämät'u	(each) sit down on your chairs!

Grammar

Relative verbs

There are a large number of verb forms in this dialogue which begin in የ- or የም- or የሚ- such as: የወደ, የሚመል and የምታመች. See if you can find the rest – there's one which begins in የ- where የ- is added to a verb with initial a-. Have a look back across other dialogues you've read so far and you should find others, too. For example, from lesson four የዚ ገዢ የየተመለከት ተመለከተ ‘when did you see him?’, ተመለከተ ገዢ የየወጥቸው ‘I saw him yesterday’, ከዚ የመመ ገዢ ‘it came recently’, ክፍል የደረሰ ገዢ ‘it arrived from Jimma’, and from lesson five የግዢ ስህ የምተጠገኗር ‘who is speaking?’

These are all relative verb forms, though in the translation they do not always correspond to English relative clauses which often begin with 'who', 'what', 'which', 'that', and so on. Amharic makes great use of relative verbs and in order to adopt a truly colloquial style you will need to know how to form and use them.

[For more about the formation of relative clauses, the relative past and

the relative imperfect. As their names suggest, they are built on the simple past and the imperfect tenses that you have already learned.]

The relative past is simply formed by prefixing የ- yä- to the simple past tense. So, in the example above, የመመ yämät't'a 'that came' is formed from መመ mät't'a 'it came'; and የየተመለከት yäyyähaččaw 'that you saw him' is from ከየተመለከት ayyähaččaw 'you saw him', and so on. Remember that if the verb begins in a- like ከየተመለከት the ä vowel of the prefix is dropped before the a. The same applies to the negative past, which of course always begins in a because of the negative prefix ካል- al-. What you must watch here, however, is that the suffix -ም -m of the negative tenses is always dropped in the relative verb, and in other subordinate verb forms as well. So, from ካልመመም almät't'am 'it didn't come' the corresponding relative is የአልመመ yalmät't'a 'which didn't come' without the final -ም -m. Here then are the relative forms of the verb መመ 'come':

Relative past

person	affirmative	negative
	'I who came, which I came'	'I who did not come ...', etc.
1st sing.	የመመ	የአልመመ
2nd masc.	የመመ	የአልመመ
2nd fem.	የመመ	የአልመመ
3rd masc.	የመመ	የአልመመ
3rd fem.	የመመ	የአልመመ
1st pl.	የመመ	የአልመመ
2nd pl.	የመመ	የአልመመ
3rd pl.	የመመ	የአልመመ

The relative imperfect is a little more complicated. In the first place, it is not built on the compound imperfect tense but on the simple imperfect. The simple imperfect is the tense that forms the basis of the compound imperfect – the 'verb base' in the grammar in lesson seven – and on which the negative imperfect is built.

Second, the relative prefix added to make the relative imperfect is የም- yämmi- which combines with the person markers in the following way:

የም- yämmi- + ካ- i-	→ የም- yämmi-	[1st pers. sing.]
ተ- ti-	→ የምተ- yämmitti-	[2nd pers. sing./pl.]
		[3rd pers. fem.]
ሸ- yi-	→ የሚ- yämmi-	[3rd pers. masc./pl.]

Points to note

- In the second persons singular and plural, and in the third person feminine, the t of the person marker is usually geminated, but it may also be pronounced as a single consonant: **የየተሰማ** yämmitsäma or **የämmtsäma** 'you who hear . . . , which you hear . . . etc.'
- In the third person masculine the relative prefix **የየ-** yämmü- and the person marker **ያ-** yi- combine to form **የያ-** yämmi-.

The relative prefix **የየ-** yämmü- combines with the negative imperfect in the way that you would expect, but remember that as with the relative past the final -m is dropped: **ከ&መ&ም** ayinät'am 'he doesn't come, isn't coming'; **የ&ይ&ሙ&** yämmaymät'a 'he who doesn't come, which doesn't come . . . etc.'

Relative imperfect

<i>affirmative</i>	<i>negative</i>
'I who come, am coming . . . etc.'	'I who do not come, am not coming . . . etc.'
የየመ&ማ yämmimät'a	የየል&ማ& yämmalmät'a
የየተ&መ&ማ yämmittimät'a	የየተ&መ&ማ yämmattimät'a
የየተ&መ&ማ yämmittimäč'i	የየተ&መ&ማ yämmattimäč'i
የ&መ&ማ yämmimät'a	የ&ይ&ሙ& yämmaymät'a
የየተ&መ&ማ yämmittimät'a	የየተ&መ&ማ yämmattimät'a
የ&ገ&መ&ማ yämminnimät'a	የ&ገ&መ&ማ yämmannimät'a
የ&ተ&መ&ማ yämmittimät'u	የ&ተ&መ&ማ yämmattimät'u
የ&መ&ማ yämmimät'u	የ&ይ&ሙ& yämmaymät'u

Note

In most persons the affirmative and the negative are distinguished only by the presence of the vowel a in the latter following the mm of the relative prefix: **የየን&በ&ማ** yämminnisäma 'which we hear' and **የ&ገ&በ&ማ** yämmannisäma 'which we don't hear'. The exceptions are the first person singular, and the third persons masculine and plural.

Uses of the relative verb: simple relative clauses

The most obvious use of the Amharic relative tenses is in relative clauses, corresponding to English relative clauses which often begin with 'who, what, which' and other 'wh- words', or with 'that', all describing or qualifying a noun: 'the man who came'; 'the book that I bought'; 'the house where I live' and so on.

There are, however, some fundamental differences between Amharic and English relative clauses. The principal differences are set as below:

- Amharic relative clauses precede the noun that they describe:

የመ&ማ ስ&ው&ብ	yämät't'awsäwiyye	the man who came
የመ&ቃ&ም ል&ቅ&ብ	yämättaččiwlíjj	the boy whom she hit
የጥ&ቦ&ት መ&ቆ&ሐ&ኩ	yägäzzahutmäs'haf	the book that I bought
የዕ&ሙ&ጥ&ት ሌ&ታ&ዋ&ሮ	yäsät't'ähuwatsetiyyo	the woman to whom I gave it
የደ&ረ&ሳ&ት ስ&ው&ብ	yadärrägullätsäwiyye	the person for whom they did it
የየ&ጋ&ር&ት ብ&ት	yämminoribbatbet	the house where I live
የመ&ጋ&ጥ&ት ባ&ነ&ገ&ያ	yämärrät'ubbätmikinyat	the reason why they chose him

- In English the relative pronoun tells you what the grammatical relationship is between itself and the noun that is being described by the relative clause. That is, whether it is the subject – 'the man who came'; the direct object – 'the boy whom she hit'; the indirect object or beneficiary – 'the woman to whom I gave it'; or in any other adverbial relationship – 'the house in which/where I live'.

In Amharic, on the other hand, the relative prefixes **የ-** and **የየ-** remain 'fixed' and cannot show this kind of relationship. Instead, an appropriate pronoun 'link' is added to the relative verb in the shape of an object pronoun suffix or a prepositional pronoun suffix:

የመተኞች ላዕስ	yämättačīwlijj	<i>lit.</i> ‘the boy which she hit <i>him</i> ’
የጥበት መጽሑፍ	yägäzzahut mäs'haf	<i>lit.</i> ‘the book which I bought <i>it</i> ’
የሰውጥታ ላተዋዣ	yäsät't'ahu watsetiyyo	<i>lit.</i> ‘the woman which I gave (it) <i>her</i> ’
የደረሰቂያ ላዕስ	yadärrägullätsäwiyye	<i>lit.</i> ‘the man which they did (it) <i>for him</i> ’
የጥጋጋቃት ላተ	yämminoribbät bet	<i>lit.</i> ‘the house which I live <i>in it</i> ’
የመረጃዎች የንነሳት ፍርማ የማርራት'ubbät mikinyat	<i>lit.</i> the reason which they chose (him) <i>by it</i> ’	

If the relationship between the relative clause and the described noun is a possessive one, such as is expressed in English by ‘whose’ – ‘the boy *whose* book they stole’ – then the pronoun ‘link’ in Amharic takes the form of the appropriate possessive pronoun suffix added to the possessed noun inside the relative clause. In other words, the Amharic construction says literally ‘the boy which they stole *its* book’: መጽሑፍ የጥጋጋቃት ላዕስ mäs'hafut yäsär-räk'ut lijj – in this example the -t -t ‘it’ is added to the relative verb because ‘his book’ is the direct object of ‘which they stole’.

When the connection between the noun described and the relative clause is simply that of subject, and the noun is definite, as in the example ‘the man who came’, then as long as no other pronoun suffix is added to the relative verb a definite article suffix is added. The shape of this definite article suffix, however, is rather different from that added to nouns.

The form of the definite article added to relative verbs resembles the third person masculine object pronoun suffix which you met in lesson seven. As with the object suffix, the shape of the article depends on what the verb ends in: -t after the vowel u; -aw after a consonant, but -iaw after the endings -š and -čč; -w elsewhere (i.e. the vowels ä, a and i). You will notice that there is no special feminine form of the article added to relative verbs. Consider the following examples:

የመተኞች ላዕስ	yämät't'aw säw	the man who came
የመተኞች ላተ	yämät't'aččiū set	the woman who came

Remember that if there is already a pronoun suffix added to the verb you do not add the article, as well. So:

የገዢ የሰውጥ ላዕስ	gänzäbun yäsät'tān säw	the man who gave me the money
የተዋዣ የጥጋጋቃት እርዳ	beten yämmitit'ärgillīn gäräd	the maid who sweeps my house for me

A relative verb can also be used on its own without a following noun in the sense of English ‘the person who . . . , he who . . . , I who . . .’, and so on. In this case it is usual to add the definite article suffix to the verb:

ከጊዢ የሚገኘው መጽሑፍ ከደረሰው ጉዳዚ	wädaje aydälläm	he who speaks like this is not my friend
መኪና የሚመርጥ ይጠናል	mäkina yämmissärk'ut	yittassärallu

people who steal cars will be arrested

Relative clauses in Amharic are treated rather like adjectives. This is why the definite article in a phrase like የመተኞች ላዕስ yämät't'aw säwiyye ‘the man who came’ appears on the relative verb and not on the noun, just as in the phrase ተአዊ ላዕስ tillik'u säwiyye ‘the big (*i.e.* important) man’.

For the same reason, if the noun that is being described by a relative clause is a direct object in the overall sentence, then the object marker -t -n is added not to the noun, but to the relative verb. Compare the following pairs of sentences:

ከበደ ተፈጥሩ መኪና ሆኖ	Käbbädä k'äyyiwan mäkina šet'ä	Kebbede sold the red car
ከበደ ተፈጥሩ የተዘጋጀ መኪና ሆኖ	Käbbädä tinantinna yägäzzatin mäkina šet'ä	Kebbede sold the car that he bought yesterday
ከረጋዥ ላተ ነዑስ	arogewn bet gäzzahw	I bought the old house
የተወለድኩበት ላተ ነዑስ	yätäwallädkubbätin bet gäzzahw	I bought the house in which I was born

The relative verb and እርዳ

The majority of the occurrences of relative verbs that you have seen so far have been

relative clauses. If you look back at them you will see that they are mostly combined with the verb **ንዥ** 'is'. Here are some examples from earlier lessons together with their translations:

ማኑ ነዥ የሚጻር	who is speaking?
መቃ ነዥ ያየጥቃው	when did you see him?
ተናገኘኝ ነዥ የየወጥቶው	I saw him yesterday
የተገኘኝን ባይጠኞን ነዥ	we met on the plane
ስልሱ ነዥ መደ አጥቃቶያ	this is why I came to Ethiopia
የመጠበቅ	

All the examples contain a short phrase ending in **ንዥ** which is either preceded or followed by a relative clause which contains the main verbal idea of the sentence. In addition, the word or phrase preceding **ንዥ** is in some sense highlighted or emphasized; it is what the speaker wishes to stress. Consider the following:

ማኑ ነዥ የሚጻር	lit. 'who is it that is speaking?'
መቃ ነዥ ያየጥቃው	lit. 'when is it that you saw him?'
ተናገኘኝ ነዥ የየወጥቶው	lit. 'it is yesterday that I saw him'
የተገኘኝን ባይጠኞን ነዥ	lit. 'it is on the plane that we met'
ስልሱ ነዥ መደ አጥቃቶያ	lit. 'it is because of this that I came to Ethiopia'
የመጠበቅ	

This is why this sentence pattern is especially prevalent with question words, like **ማኑ** 'who?'; **መቃ** 'when?'; **የተ** 'where?', and so on, because question words are naturally stressed or highlighted. To ask 'who is speaking?' it's not incorrect Amharic to say literally **ማኑ የግዛድ?**, but it is more natural to say **ማኑ ነዥ የሚጻር?**

Here are some more examples with other kinds of question words:

የተነበሩት የይሬት ነዥ የምትሸልጣው?	<i>yätiññawn aynärt näw yämmitifälligaw?</i> lit. 'what kind is it that you want?'
ምንጫኛ ነዥ የሚያስፈልጋቸው?	<i>mändin näw yämmyiasfälligän?</i> lit. 'what is it that is necessary to us = that we need?'
ከዚህ ነዥ የይረዳለሁ?	<i>käyet näw yädärräshaw?</i> lit. 'from where is it that you arrived?'
እንደዚህ ነዥ የሚያደግጋው?	<i>indet näw yämmyadärgaw?</i> lit. 'how is it that he does it?'

To see how the relative + **ንዥ** sentence pattern is used to emphasize one part of a statement compare the following pairs of statements:

ከበደ ጥያቄ ይጠራዋል	Käbbädä t'iyak'e yit'äyyik'al Kebbede's asking a question
ጥያቄ የሚጠራው ነዥ ነዥ t'iyak'e yämmit'äyyik'aw	Käbbädä näw it's Kebbede who's asking a question: Kebbede's asking a question (i.e. and not someone else)
ብርሃክ አልተ	birč'ik'k'o säbbärkw I broke a glass
ብርሃክ ነዥ የልጋዕ	birč'ik'k'o näw yäsäbbärkw it was a glass that I broke, I broke a glass (i.e. and not something else)

You will notice that you have a choice as to the sequence of the parts of the sentence:

stressed phrase + **ንዥ** + relative clause
ማኑ ነዥ የሚጻር

relative clause + stressed phrase + **ንዥ**
የተገኘኝ ነዥ የሚጻር

When the highlighted word is a feminine or a plural noun then **ጥቶች** and **ጥቶዎች** are used instead of **ንዥ**. Similarly, if the highlighted word is a first or second person pronoun then the appropriate person of the copula **ንዥ** is used:

ጥያቄ የምትሸልጣው ከዘነበች የተ	t'iyak'e yämmitit'äyyik'aw Zännäbäčč nat it's Zennebech who's asking questions
ጥያቄ የይረዳለሁ እኔ የተ	gänzäbun yagänñähut iné nän it was me who found the money
ጥያቄ የመረጃዎች እኔ የተ	borsayen yäsärräk'haw antä näh it was you who stole my briefcase

Exercises

1 Convert the relative past verbs in the following phrases into the relative imperfect, and then translate the whole phrase into English

- | | |
|-------------|-------------------|
| 1 ፩፻፻፻ ፭፻ | 6 ፩፻፻፻ ፭፻ ፩፻፻፻ ፭፻ |
| 2 ፩፻፻፻ ፭፻ | 7 ፩፻፻፻ ፭፻ |
| 3 ፩፻፻፻ ፭፻ | 8 ፩፻፻፻ ፭፻ ፩፻ |
| 4 ፩፻፻፻ ፭፻ | 9 ፩፻፻፻ ፭፻ ፩፻ |
| 5 ፩፻ ፩፻፻ ፭፻ | 10 ፩፻ ፩፻ |

2 Rewrite the following sentences using the correct relative verb form of the verb in brackets

- 1 ፩፻፻ (፩፻) ፭፻ ፭፻ ፭፻?
- 2 ፩፻፻ ፭፻ (፩፻) ፭፻ ፭፻ ፩፻ ፭፻?
- 3 ፩፻ (፩) ፭፻ ፭፻ ፭፻ ፭፻?
- 4 ፩፻ (፩) ፭፻ ፭፻ ፩፻ ፭፻?
- 5 ፩፻ (፩) ፭፻ ፩፻ ፩፻?
- 6 ፩፻ ፭፻ (፩) ፩፻ ፭፻ ፭፻?
- 7 ፩፻ ፩፻ ፭፻ ፭፻ ፭፻ (፩) ፭፻ ፭፻ ፩፻?

3 Combine the following pairs of short sentences using a relative verb construction

Example: **እ** መመ = ፩፻ ፭፻ → የመመ እ **፩፻ ፭፻**

- 1 በ፻፻ ፭፻ ያኞች ገዢ - እንደቂ ዓይ
- 2 በ፻፻ ዓይ በ፻፻ እኞች ስለ - እኔ ገዢ
- 3 እኞች ስለ በ፻፻ ያኞች - እኔ ገዢ
- 4 ያኞች እኔ ስለ የ፻፻ ያኞች - የ፻፻ እኔ ያኞች
- 5 ስለ የ፻፻ የ፻፻ - የ፻፻ እኔ ገዢ
- 6 የ፻፻ እኔ ስለ - እኔ ገዢ
- 7 መፈ የ፻፻ የ፻፻ - መፈ እኔ ገዢ

4 Rewrite the following simple sentences so as to the underlined word or phrase

Example: **የ** የ፻፻ የ፻፻ መሰማት የ፻፻ የ፻፻ - የ፻፻ የ፻፻ መሰማት የ፻፻

- 1 የ፻፻ የ፻፻ እኞች ስለ
- 2 በ፻፻ መሰማት የ፻፻ የ፻፻
- 3 እኔ ስለ እኞች ስለ
- 4 ተተር ስለ የ፻፻
- 5 ተተር ስለ መሰማት
- 6 እኞች የ፻፻ መሰማት እኔ እኞች
- 7 እኔ መቃ እኞች
- 8 የ፻፻ መቃ ስለ እኞች
- 9 ስለ ተተር ስለ የ፻፻
- 10 እኞች ስለ እኞች

Grammar

'Must', 'have to'

Mr Mulugeta tells Peter, **የ** የ፻፻ መረጃ እኞች yihin märrädat alläbbih 'you must realize this'. Also, do you remember the expression **መለያ እኞች** mähed alläbbih 'I've got to go' from lesson one? Both expressions of obligation are made in the same way, using the infinitive followed by the verb **እላልላ** 'be' with the appropriate person of the prepositional pronoun suffix in **-bb-**. So, **መለያ እኞች** mähed alläbbih is literally 'it is upon me to go'.

The negative is formed of course, by substituting **የአይ** yälläm for **እላልላ** – but remember that the suffix **-ም** -m comes right at the end of the verb after any other suffix:

'I must ...; have to ...'
'I mustn't ...; don't have to ...'

1st pers. sing.	እላልላ	alläbbih	የአይልላ	yälläbbih
2nd pers. masc.	እላልሁ	alläbbih	የአይልሁ	yälläbbih
2nd pers. fem.	እላልሽ	alläbbis	የአይልሽ	yälläbbis
3rd pers. masc.	እላልት	alläbbät	የአይልት	yälläbbät
3rd pers. fem.	እላልት	alläbbat	የአይልት	yälläbbat

- 1st pers. pl. አለሁን alläbbün የልብንም yälläbbinim
 2nd pers. pl. ላለሁቸው alläbbačehū የልብኩም yälläbbačihum
 3rd pers. pl. ላለሁቸው alläbbaččaw የልብኩም yälläbbaččawm
 2nd pers. for. አለሁም alläbbiwō የልብኩም yälläbbiwom
 3rd pers. for. አለሁቸው alläbbaččaw የልብኩም yälläbbaččawm

Expression of obligation in the past is formed by substituting ገዢ näbbärä for አለ allä, and አለሁት-ም alnäbbärä-m for የል-ም yällä-m:

- የኢትዮጵያ መስፈርቶች መሽታ ገዢ**
 Yohannis mäkinawn mäset' näbbärabbät
 Yohannes had to sell his car
እናም ለተዘጋጀ መከላል አለሁበት-ም
 iñnam läkitet mäkfäl alnäbbärabbinim
 we didn't have to pay for the tickets either

Another way of saying 'have to' or 'must' is to use the verb **አስፈላጊ** asfällägä 'be necessary' with the infinitive. The person who 'has to do something' is indicated by the object suffix pronoun. A general obligation is expressed either by using the verb without an object pronoun, or by using the agent noun from **አስፈላጊ** with the verb **የወደ**: **አስፈላጊ**, **የወደ asfällagi näw** 'it is necessary, one must . . .'. Consider the following examples:

- መሆኑ ያስፈላጊ** mähed yasfälligänäl
 I've got to go, I need to go
አዲስ መኪና መግዛት ያስፈላጊ addis mäkina mägzat
 yasfälligäwal
 he will have to buy a new car
አልማዝ ሪፖርት ያስፈላጊ Almaz sira magñät yasfälligatal
 Almaz has to get a job
አንድዎች ማረጋገጫ ያስፈላጊ indäzzih madräg yasfälligal, or
 indäzzih madräg asfällagi näw
 one has to do it like this

Impersonal verbs

You have already met a number of expressions like **የሰላጥና** yasfälligänäl in the sense of 'I need', where the subject 'I' in English is indicated in Amharic by an object suffix pronoun added to a verb in the third person masculine. You can think of

የሰላጥና as being literally 'it is necessary to me'. This kind of verb is called an impersonal verb. Here are some more, some of which you've already met, together with others that you will find useful to add to your vocabulary.

ለብን	rabän	I am hungry	[ለብ 2-lit']
ለምን	tämmañ	I am thirsty	[ለም 2-lit' A]
ደክሙን	däkkämäñ	I am tired	[ደክሙ 3-lit A]
ከመሙን	ammämäñ	I am ill	[ከመሙ 3-lit A]
መሰለን	mässälän	I thought	[መሰለ 3-lit A]
ገባን	gäbbañ	I understand	[ገባ 2-lit' A]
ገረመን	gärrämäñ	I am surprised	[ገረመ 3-lit A]
በቅን	bäk'k'añ	I have enough	[በቅ 2-lit' A]
ለለን	säläccän	I am bored	[ለለ - see note 2 to the dialogue in this lesson] [ለለ derived stem: ለይለን yicçalänñal]
ተቋለን	täcalän	I am able	[ተቋለ derived stem: ለይተቋለን yissämmañal]
ተሰማን	täsämmañ	I feel, sense	[ተሰማ derived stem: ለይተሰማን yirräddañal]
ተረዳን	täräddañ	I realize	[ተረዳ derived stem: ለይተረዳñ yiggäbbañal]
ተዋን	tägäbbañ	I ought	[ተዋñ derived stem: ለይተዋñ yilläñal] [ይለ አለ here is the verb say alä, not be allä; the word የለ which precedes it remains unchanged: የለ የለ däss yilläñal]
ይለ አለ	däss alän	I am happy	[ይለ አለ is like የለ አለ]
ተዘዘዘነ አለ	tizz alän	I recall, remember	

Notice that most of these expressions are translated as English present tenses though in Amharic they are expressed in the simple past tense. If you use the compound imperfect tense instead it gives a future meaning: **ይበቅና** yibäk'aññal 'I'll have enough'; **ለይተቋለ** yicçalatal 'she'll be able'; **ለይተሰማ** yirräbanal 'we'll be hungry'; **ይለ የለ** däss yilläwal 'he'll be pleased'; and so on.

Exercises

5 Match up the following part sentences so as to make a coherent and sensible whole

- | | |
|----------------------------|-----------------|
| 1 መል. ተን ምንም የልለዎች ስው... | 1 ይል. ያለዋል:: |
| 2 ሚስ ገዢ የወራው ስው... | 2 ገዢ ሚስ ያይልጥል:: |
| 3 መቆ ሊር በደንገኝ የሚያገኘው ስው... | 3 አሁን መማው:: |
| 4 ማሃበው የወቅ ስው... | 4 ፈጻን አመመው:: |
| 5 ተናተኞች ከዚህተኛ የንግዴ ሰፈ... | 5 አጥቢው ያከመው:: |
| 6 ከጥዋት ይሞር ላይ ለሰላመን... | 6 በመም ለብዕስ:: |

6 Complete the following sentences using a relative clause of the form 'the person who' or 'the place where'

Example: የእ. የባለል:: → መጽሐፍ የማሽኤዎች ስው.
የእ. የባለል::
The person who writes books is called an author

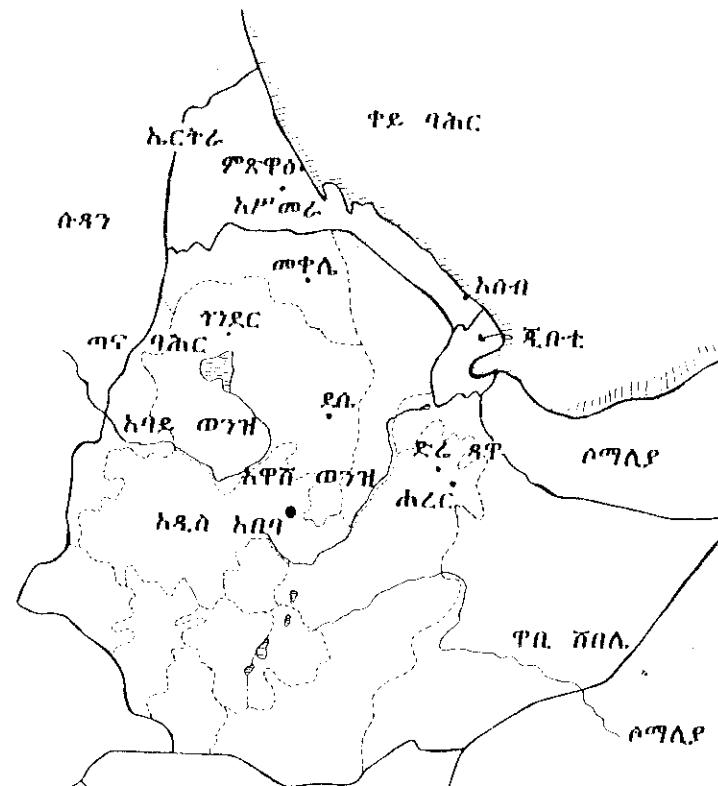
- | | |
|-----------------------|------------------------|
| 1 _____ አስተማሪ ይባለል:: | 7 _____ ተከተ ተረጋዋል:: |
| | የባለል:: |
| 2 _____ መክንከ ይባለል:: | 8 _____ አገልግሎት ይባለል:: |
| 3 _____ ደነግሞ ይባለል:: | 9 _____ የተዘጋጀ ደረጃ |
| | የባለል:: |
| 4 _____ ለተ ይባለል:: | 10 _____ ተምክር ለተ |
| | የባለል:: |
| 5 _____ እዋዊ ይባለል:: | 11 _____ አስር ለተ ይባለል:: |
| 6 _____ ይቶ እንዲ ይባለል:: | 12 _____ አይደተኛ ማረዳዎች |
| | የባለል:: |

7 Complete the following sentences in Amharic using (a) እኔ + -አ-, and (b) እኩለን

- 1 የተ እኔ በዚ ነው I have to go.
- 2 ከዚያ ለሚርሱ ነው you have to phone.
- 3 ተጨማሪ ተከተ we had to buy.
- 4 ማዣዣ ለዚ ለዚል ለተርጉነት had to choose.
- 5 ተከተው ለተከተ ተረጋዋል they have to show.
- 6 እልማዝ እምነት መቆ ሊር had to pay.
- 7 እኩለን ለዚ እኩለን እኩለን መቆልዎች didn't you have to give?

After the fall of the Marxist government of Mengistu Haile Mariam and the coming to power of the EPRDF in May 1991, the internal political map of Ethiopia was completely redrawn. Eritrea gained her independence and the old provinces of Ethiopia, the precise boundaries of which were finally drawn around the end of the last century, but the names of many of which had existed for many more centuries, were swept away. The map of Ethiopia was recast along ethnic lines and the country was divided into fourteen regions or zones. Below are the fourteen zones and the names by which they are also known:

ሀን 1 ተግራይ	Tigray	ሀን 8 ሊያማ	Sidama
ሀን 2 ባድር	Afar	ሀን 9 መሳይታ	Wälayitta
ሀን 3 አማራ	Amara	ሀን 10 አጭ	Omo
ሀን 4 አጭም	Oromo	ሀን 11 ካና	Käffa
ሀን 5 ሁማል	Somale	ሀን 12 የጋብረል	Gambela
ሀን 6 በንሻንጂል	Bänišangul	ሀን 13 ተረጋር	Harär
ሀን 7 ጥሩጂ/የሐያ	Gurage/Hadiyya	ሀን 14 ከዲስ አበባ	Addis Abäba



8 Imagine that you are describing to an Ethiopian friend what you enjoy – or don't enjoy – about the countryside in the area where you live. Write down some of the views that you might develop using the vocabulary below to help you

አጥር በት	agär bet	countryside, rural area
መንደር	mändär	village
መንዝ	wänz	river, stream
በልቅ	šäläk'o	valley, gorge
ገડል	gädäl	cliff, precipice, canyon
ይያቅ	hayk'	lake
ባሕር	bahür	sea, (large) lake
ከርታ	irṣa	farm, field, cultivated land
በደን	bäräha	desert, wilderness
መረት	märet	earth, ground, soil
መቅ	č'ik'a	mud
հիሳ	aśawa	sand
የባሕር ደር	yäbahür dar	sea or lake shore
ገዢት	däset	island
ተራራ	tärara	mountain
ከራብታ	koräbta	hill
መዳ	meda	plain
መሳ	č'akka	forest, wood, bush
ደንጋ	dängiya	rock, stone
ዘፍ	zaf	tree
ከበ	abäba	flower
ለምላም	lämläm	fertile, green (<i>of landscape</i>)

Reading passage

አጥቶ ማኅድኑ አጥር በዕጣን ምምራጥ በዚል ታጥሮች
አጥቶ ማኅድኑ አጥር በዕጣን አርሱኑ፣ በዕጣና
ስላክ፣ በደብብ ነገሮ፣ በደብብ ምምራጥና በጥምራጥ
ወማልያው ይጠፎ የቃው

አጥቶ ማኅድኑ መብ የሆነች አጥር ዘቱ፣ በኋእቱ ወሰት
የተፈጥር በዕጣና በደብብ ያጥቃቻል፤ ለምሳሌ አጥቶ ማኅድኑ
በአጠቃላይ ተራሱ አጥር ዘቱ፤ የአጥቶ ማኅድኑ ተራሱ
ደረሰኛን የባሕል፤ እስም የሚጥሮው በዕጣን በዚል ነው፤
እነዚህ ግለጥም በዕተሰጣዊ በኋእቱ መካል ጥልዋት
የፈቃው ይለያቸው ይለያቸው አል፤ በደብብ ምምራጥና በዚል

አገሪቱ በቃሉ ስምጥ ሰላቅ የተገመዙ ሰሜን በዚል ባቀሻ
አገሪቱ፤ ከኢትዮጵያ ሂደቶች መከከል ሰላ የሆነውና
የቃውቃው፤ ገዢ ስው፤ እስም በዕጣን በዚል ነው፤
የሚጥሮው፤ ከኢትዮጵያ ወጪዎች መከከል ከዚ፤ እዋዚ፤ የዚ
ሰበልና እም የቃውቃ ዓይነው፤

Supplementary vocabulary

ወጥ	habit	wealth, resource
የተፈጥር በዕጣና	yätäfät'ro habtoč	natural resources
አጥናን	awwasañ	neighbouring, bordering
ጥልዋት	t'ilk'ät	depth
የተገመዙ ሰሜን	yätägämmäsäčč sihon	whilst it (she) is divided

9 አዲስ የጤና በተ^ኛ bäherawi mügib bet

By the end of this lesson you should be able to:

- form and use the gerundive ('having eaten'; 'after eating' . . . etc.)
 - form and use the compound gerundive tense ('I have eaten' . . . etc.)
 - use some constructions equivalent to English 'when' . . . , 'because' . . . , 'as' . . . etc.

A visit to an Ethiopian restaurant

ԱԽԵ ԱԿԴ ՏԵՇ ԱԽԵՆՔ ԹՄԴ ԱԴ ՀՅՈՒԺԸ:
ԱԽԵ: ԱՃ ԹԺ ՀԵԶ ԱԿԴ ՀԵԶ: ԴՃ ԱԽԵՆՔ ԹՄԴ ԱԴ
ՀՅՈՒԺ ՀԵԶԱՀՅԱ: ՔՊՐՈՎՋԲՍ ԹՄԴ ԱԴ ՀՊՐ
ՀԵԶ ԹԺ ԹՄԴ ԱԴ ՀՊՐԱ: ՀԵՑ ԴՇ ՔՊՀ ԱԴ
ԱՃ ՄՈԱ ՄԱՐ ՔՊԼՄ «ՀՅ» ԿՄ: «
ՏԵՇ: ԿՈՉ ԳԵՑ ՀԵԶՊ ԱԽԵՆՔ ԹՄԴ ԱԴ ՀՅ
ՀԱՄ-ՔՊ»:
ՔԱՅ ԹԸՆՔ ԳԵՆԵՎ ԱՎԴԻ ԱՎ ԱՎԱ ԹՄԴ ԱԴ
ՀԵԶԱՀՅԱ: ՀԵՇՏԱՆ ՊԵՂԵՐ ԱՄՊՈՋՄ ՄԵԴԻ ԱՅ ՀՎ
ՔՊԼՄՎ:
ԱԽԵ: ՔՅ ՀԵԶ ԱՎ: ԹԺ ՀԵԶԱ ՄՈԱՐՔ ՀԱԱՇ...
ՀՈԱՅ: ԹԺ ՀԵԶ: ԱՌԵԴ ԱՄ ԿՄ?
ԱԽԵ: ԱՄԵԴ ԿՄ: ԱՃ ԹԺ ԹՄԴ ԹՄԴ ՀԵՖԸ?
ՀԵԶԱ: ՀԵՄ ՀԵՄ ԳԵՑ ԳՎԱ ԹՄԴ ԹՄԴ ՀԵԶՄՆ
ԱՌԵՐՄ ՀԵԶԱՀՅԱ:
ՀՈԱՅ: ՄԱՐ ՀԵԶ: ՔՎԸ ՄԵՇ ԳՎԸ ՀԵԶ:

የተሰ: ክኩር ሰነድ-ብ: ምንም ነው የምትመርጥ?

የበደ: የደር መጠና እንዲታ ነው?

እባለድ: በረ: በዚም ለሰላል ነው.

የተሰ: ካሱ: ለማግኘቱን ይር ወጥ: ለሰላል ተንስ ክኩር
ብከራ-ብ: ለሆ ድጋፍ ይር ወጥና ታሪክ እምጣልሁ::

እባለድ: በያዥ ይህን ወይም በንገድ?

ቴተር: እኔ የምልጫው እንደሸ ነው::

የበደ: የምን ለመመጥ ተፈልጋለሁ? ... የምን የሚመጥ ነገር
እለምሁ? መሬ አሉ ነሩ?

እባለድ: እልዋል: መልኑ ማች በራ እንዳሁም ለሰላል መጠጥ
አሉ::

የበደ: እኩ! የጥዘናል: ጥሩ ቀይነት የሚር መሬ የከተማናያ
ብከራ-ቃ መጠጥ ነው:: በከው-ርሳ የሚጥና
ከመሰልለኛም::

ቴተር: የሚር የተመሬ መሬ አሉ:: ጥሩ እነዚሁውን ቤት
ከመደህ ነው መታወቻን የምንጠራው:: የሁን ሆኖ እኔ¹
እምሮ ወሄ ልጠጣ::

የበደ: እንደ? ሌላ መጠጥ ለምን እናመጣም?

ቴተር: መጠጥ እናመጣም::

የበደ: እንዳዋሂው እስቱ ለእንዳታኝን እንደ መርመሰ እምሮ
ውሄ እምጣልሁ:: እኩ ቢሮ ማች በራ ነው የምንጠጥ

አዲት፡ በል! ወደ እናደት ነው? ይረዳል?
ከጋድ፡ እኔ፡ በዚነቱ በጣም ጥሩ ነው፡ የሚገም አይደፍም፡
በቃ የሚልጥት ለተፋ በርሃለው ተንስ ያዘማዎች
ይመሰላል?
ተፋ፡ እኩ፡ ትንስ ይረዳልኝል፡ ጥሩ ይመሰል ... ለመዘገብ
የገዢዎ፡ ከምባው በኋላ በር ይመሰል?
አዲት፡ እናደ እናደ የሚ እናደ በኋላ ነው በኋ
የሚጠበው፡ በኋ በዚተኛ ይረዳል ወደለ ያሉ ወተት?
አሳዛዎን ገዢ ባረሻነ በኋ ያሉ ወለ ወተት በዚኖ ነው
የሚጠበው፡

ԱՅ ՊԵՐՄ ԱԿԱԾԻ ԽՈՅ ԿՋՈ ՔԵՐԺԱ:
ԽՈՅ: ՃԱ: ԽՈՅ ՔՊԴՈ ԿՋՈ ՈՇՆ ԴՎՈ
ՀՈՂՅ: ԿԲ ԽՈՅ ԱԾ ԿՎՄԴ ՈՇԵՐ ԴՎՈ:
ԽՈՅ: ՊՅՈ ԱՊԹ ՊԿ ԴՎՈ:
ՀՈՂՅ: ՄԱԾ ՔԱՄՎՏ:
ԽՈՅ: ՃԱ: ԽՎԿ: ՄԱԾ ԱԾ ԴԵԾ ԱԿՄԴ
ՀՈՂՅ: ԽՎԿԸ ԲՈՒՏԱՅ: ԻՄՈՄԴԱՅ:

KEBEDE: This evening Hirut and I want to show you a good national restaurant. The restaurant we're taking you to is called the 'Kara Mara Restaurant'. But because it looks like a grass house, everyone calls it the 'hut'.

PETER: I've never been to a national restaurant before.

They call a taxi, get in and after a while they arrive at the restaurant. It's on the road leading to the airport.

KEBEDE: Just a minute, I'll ask if they're full . . .

WAITER: There is room. How many is it for?

KEBEDE: For three . . . What do you have this evening? We've brought a guest and want to show him what national food is like.

WAITER: We have everything. Chicken wot, mutton wot, mutton allitcha, fried meat, kitfo with cheese. What would you like?

KEBEDE: What is the chicken wot like?

WAITER: It's very mild today.

KEBEDE: OK, bring some chicket wot, some allitcha and a little kitfo with cheese for our guest, and then for us bring some chicken wot and some chillies.

WAITER: With bread or with injera?

PETER: I would like injera.

KEBEDE: What would you like to drink? . . . What drinks do you have? Is there any tejj today?

WAITER: It's finished. There's tella and Metta beer and likewise soft drinks.

KEBEDE: Oh, that's a pity! The best quality honey tejj is the national drink of Ethiopia. I don't think it's something that exists in Europe.

PETER: We have wine made from honey, but most of the time we make our wine from grapes. Anyway, let me drink Ambo Water.

KEBEDE: Why won't you drink something stronger?

PETER: I don't like strong drinks.

KEBEDE: In that case, please bring a bottle of Ambo Water for our guest. Hirut and I will drink Metta beer . . .

Hirut: Well, how is the wot? Is it too hot?

KEBEDE: No, it's really very good. It's not too hot at all. But perhaps there's too much pepper in it for Peter?

PETER: Yes, it is a little too hot for me, but it tastes very good . . .

By the way, in your country do people drink coffee after food?

Hirut: Of course, both Kebbede and I drink coffee after eating dinner. Do you prefer coffee with or without milk? Usually in our country people drink coffee without milk and with lots of sugar.

When they have finished drinking coffee Kebbede asks for the bill.

KEBEDE: Waiter, how much is the bill for the meal, please?

WAITER: 29 birr and 50 Santim.

KEBEDE: The price is very good.

WAITER: Here's your change.

KEBEDE: OK, here you are, and let me add 2 birr as a tip for you.

WAITER: Thank you. Goodbye.

Vocabulary

ብርሃን	biberawi	national (cf. ብር biber nation)
ጂ	gojo	hut
ሳር	sar	grass
ባሕል	bahil	custom
ያገር ትኩል ሙግብ	yagär bahil migib	indigenous, national cuisine
ዶሮ	doro	chicken
በግ	bäg	sheep
ዋጥ	wät'	spiced stew, meat sauce containing bärbärre (red chilli) pepper
(የ) ዶሮ ውጥ	(yä)doro wät'	chicken stew, chicken wot
(የ) በግ ውጥ	(yä)bäg wät'	mutton stew, mutton wot
ባርበር	bärbärre	dried red chillies, 'pepper'
አሊጊ	alliè'č'a	spiced stew without bärbärre (red chilli) pepper
ጥብስ	tibis	anything roasted or fried, usually fried pieces of meat
ክትፌ	kitfo	chopped or minced raw beef
አይብ	ayb	kind of fresh cheese, like cottage or curd cheese
ላስላሳ	läslassa	soft, smooth, mild (of foods), non- alcoholic (of drinks)
ካ’ሪያ	k'ariya	fresh green chilli pepper
ዳቦ	dahbo	raised bread similar to European bread

እንዳ	injära	flat pancake-like bread (<i>see note 1</i>)
መ	täjj	mead, honey wine
መ	tälla	Ethiopian beer
በ	bira	European (lager) beer
ማ	mar	honey
መ	wäyn	grape
መ	wäyn täjj	(grape) wine
መ	mät'ät'	drink (<i>the word on its own usually refers to alcoholic drinks</i>)
ልክክ (መ)	lälassa (mät'ät')	soft drinks
ብር	hisab	bill, check, account
ገር	gurša	tip (<i>see also note 1</i>)
መ	mäls	(here) change

Adverbs, particles

ከ- ቅም	kä- kädäm	before (<i>in time</i>)
ምን ምን	män män	what? (<i>expecting that the answer will include several items</i>)
ይታም	dägmo	then, also
ይህን	yihun	(here) or (<i>lit. let it be'; 'be it'</i>)
አባኑውን ገዢ	abzañawn gize	most of the time
እናገድያውን	ingidiyawiss	in that case
ለመተ	lämähonu	by the way
ከተ	isti	please (<i>see note 4</i>)
በ	bäl	well, come on, go on . . . (<i>lit. 'say!'; see note 5</i>)
ምንም	münüm	(with a negative verb) nothing, not at all
እኩ	inka	here you are! (<i>see note 5</i>)

Verbs

ጋዢ	gabbäzä	invite to a meal, treat [3-lit C]
ተኞች	täsaffärä	get into, on to (<i>a vehicle</i>) [derived stem]
አማጥ	amät't'a	bring [derived stem]
አምጥ	amt'a	bring! (command form or imperative, masc. sing.)
ተሙ	täsärra	be made (derived stem from መሬ särra make)

ተፋይ	täfajjä	be too spicy, hot (<i>lit. 'destroy'; 'exterminate!</i> [derived stem], compound imperfect ተፋይያ yiffajjal)
ተሻል	täšälä	be better, preferable; (<i>as an impersonal verb</i> ተሻልያ täšalän I preferred; compound imperfect የሻልናያ yissälänñä; I prefer)
አመሰግነት	amäsäggänä	thank, praise [derived stem], compound imperfect የመሰግኗል yamäsäginal

Phrases

እኩዎሁ	linnasayyih	so that we show you
ይሱ አውጥም	hejje alawk'äm	I have never gone (<i>see note 2</i>)
የሚታወቂ	yämmiggännäw	which is located (<i>lit. 'found'</i>); from ተገኘ tägännä be found [derived stem] (<i>see note 3</i>)
እንደሁን	indäbonä	(here) how it is
እንዳለ	indallä	(here) whether there is
አለፈል	alk'wal	it's finished (from አለፈ alläk'ä be finished)
ያሳዝናል	yasazzinal	it's a pity; (<i>አዘኔን አሳዛናል</i> make sad derived stem from አዘኔ azzänä be sad)
ልጠቅ	lit'ät't'a	let me drink
ለጠቅል	yil'ät't'al	it is drunk, (<i>i.e. people drink, one drinks</i>)
ልጠቅኑ	lič'ämmirih	let me add for you

Notes on the dialogue

- Ethiopian cooking is one of the most distinctive and interesting cuisines in Sub-Saharan Africa. Food is almost always served with እንዳ injära, a large round pancake-like bread preferably made of መግ tef flour. The various stews or sauces – such as መጥ wät’ – are served in small bowls which are tipped out on to a pile of two or three injära. Sometimes rolled up strips of injära are also served. The food is eaten by tearing off pieces of injära with the right hand, which are then used to scoop up mouthfuls of meat and sauce. As a special sign of honour your host may do

this for you and feed you directly with often oversized portions! This is called **ገርሻ gurša** – the same word is now used for ‘tip’!

Everyday Ethiopian (Amhara-Tigrean) food consists chiefly of meat dishes, except on fast days – which are called **ዶም s’om** – of which there are around 180 a year obligatory for observant lay Christians, including every Wednesday and Friday, and as many as 250 for monks and the clergy. On these days no animal products are consumed. At other times Ethiopia can be a difficult place for vegetarians, especially away from the big towns!

Ambo Water (**አምሮ መሬ**) is the principal Ethiopian mineral water which comes from the springs at Ambo to the west of Addis Ababa. Metta Beer (**መተ በራ**) is one of the brands of Ethiopian lager-type beer. The indigenous Ethiopian alcoholic drinks are **ሙያ ተጀግ**, a sort of mead or honey wine, which is usually not very sweet; **ሙያ ተጀላ**, a light beer made from barley or sorghum, and **ከራይ ዓራክ’**, a very potent spirit, which also appears in a home-made version as **የካክል ክተክል**!

- 2 The phrase **ለኝ አለው-ጥም** *hejje alawk’im* ‘I never went; I have never gone’ illustrates an idiomatic use of the verb **አውጥ** ‘know’. The construction consists of the gerundive (see the grammar section in this lesson) followed by the negative imperfective tense of **አውጥ**. The corresponding positive phrase – gerundive followed by the compound imperfective of **አውጥ** – expresses ‘ever’:

ሙያውን ስምም አውጥ-ጥም *wärewn sämto ayawk’im*
he never heard the news

ሙያውን ስምም የውጥል? *wärewn sämto yawk’al?*
did he ever hear the news?

- 3 The verb **ተገኘ** *tägänñä* ‘be found’ is often used in the sense of ‘be situated, located’ or just ‘be (in a place)’, as in the sentence in the dialogue **እስከ አደጋጥና ማረጋገጫ ሰም.የሰነድዎች መንግሥት የማትኑዎች** *iskä ayroplan maräfsiya bämmyiaskedäw mängäd näw yämmiggänñäw*, which is literally ‘it’s on the road which leads up to the airport that it is found’. **ተገኘ** *tägänñä* is a derived stem type:

ይገኘል	yiggänñäl	compound imperfective
መገኘት	mäggänñät	infinitive
ተገኘቶ	tägänto	gerundive (see below)

- 4 You have already learned in lesson three that one way to say ‘please’ in Amharic is to use the base **እስከ-** followed by the appropriate second person ending: **እስከው ibakkih**, **እስከቱ ibakkü**,

እስከቻው ibakkačchuh, **እስከው ibakkiwo**. This is the usual and more polite way of saying ‘please’. **እስታ isti** is less formal, more casual and is commonly used to soften the force of a direct command and give it a less abrupt feeling: **እንደሸ አምጣልን injära amt’allin** ‘bring me some injera!'; **እስታ እንደሸ አምጣልን isti injära amt’allin** ‘bring me some injera, please’.

- 5 The little word **ብል bäl** is often used as an informal introduction to a request or a suggestion, or as a way of getting someone to volunteer information. It is literally the command form or imperative of the verb **አል alä** ‘say’, and therefore has three forms according to who is being addressed:

ብል	bäl	masculine singular
ብያ, በያ	bäy, bäyi	feminine singular
ብሉ	bälu	plural

Another similar little word which can introduce a sentence is **እንካ ጥካ**. It is said when offering something to someone and is equivalent to the English ‘here!’ or ‘here you are!’. Like **ብል bäl** it was originally a command form or imperative and so ‘agrees’ with the person who is being addressed:

እንካ	inka	masculine singular
እንካ, እንቻ	inki, inči	feminine singular
እንክ	inku	plural

Yet another useful command or imperative form which can be used to introduce a sentence is **ተው täw** ‘wait’; ‘just a minute’; ‘hang on’:

ተው-	täw	masculine singular
ተያ, ተያ	täy, täyi	feminine singular
ተው.	täwu	plural

Grammar

The gerundive

The gerundive is a form or ‘tense’ of the Amharic verb that has no direct correspondent in English. There are several gerundives in the dialogue in this lesson: **ሙያው ተታረው**; **የሁተው ግሃተው**; **አምጥናን ዘመኑት**. You have already encountered a few others in earlier lessons: **እተው ዘከሩበት**; **እጤው ዘከሩበት**; **የሆነው ዘከሩበት**.

tämällisše; **ՈՐ** hono; **ՀՅԱՀ** ašagrän; **ԷՔՄ** jämmiro; and so on. If you look back and see how these were translated into English you will see that there are quite a number of possibilities:

ԿՅԱ + ԹԹԱՌԻ	hejje tämälläskw	I have (<i>gone and</i>) returned
ՀԱՀՆ	abrän innimät'allän	we'll come together
ԿԴԱՐԱՎԻ		
ԺԱԾ , + ԳԵԼՈ	taksi täsafräw	they get into a taxi and ...
... ՔԵՐՈՒ	... yidärsallu	arrive
ՀՎԱՔ ՔՈԽԻ	at'bik'o yasazzänä	it was a <i>very great pity</i>
ԹԹԱՌԻ , ՔՀՈՒ	tämällisše därräskw	I arrived back

The gerundive is formed by adding a special set of endings (which are similar but not everywhere identical to others that you know) to a special gerundive stem. The gerundive stems of each of the verb classes (excluding derived stems) you have met so far are as follows: each verb class is given with a sample gerundive, in the third person masculine form; the accompanying English translation is only a guideline. You have already seen how it is difficult to give the gerundive a genuine one-to-one English translation.

verb class	gerundive stem	sample
3-lit A	[ԿՅԱ]	nägr-
	[ՀՄՊ]	awk'-
3-lit B	[ՀԱԴ]	fällig-
3-lit C	[ՊՎՀԻ]	mark-
2-lit ¹ A	[ՈՐ]	sämt-
2-lit ¹ B	[ՄԱ]	tät'vít-
2-lit ² A	[ՈՐ]	sät't-
2-lit ² B	[ՔՔ]	k'oyyit-
2-lit ³	[ՑԵ]	s'if-
2-lit ⁴	[ՀԵ]	hed-
2-lit ⁵	[ՈՐ]	hon-
4-lit	[ՄՎՀՄՎՀ]	märmir-
3-lit Y	[ԴՈԴ]	gwäbñit-
3-lit X	[ԽԵԴ]	zängit-
irregular	հԱ 'say'	bil-
		-ՈՐ
		bilo

Points to note

- Verbs which add -t in their infinitives also add -t in the formation of the gerundive stem: 2-lit¹, 2-lit², 3-lit Y and 3-lit X.
- The gerundive stem is modified in the first person singular: e.g. **ԿՅԱ** nägro 'he speaking' but **ԴԱՀ** nägirre 'I speaking'; **ՈՐՎ** sämto 'he hearing' but **ՈՐՎԵ** sämice 'I hearing'; **ՔԸՐ** därsö 'he arriving' but **ՔԸՐԵ** därisše 'I arriving'. To derive the first singular stem from the basic stem two steps are involved:
 - geminate the last consonant: **ԿՅԱ** nägr-o → **ԴԱՀ** nägirr-e
 - if that consonant is one that palatalizes (t, d, t', s, z, n, l) then palatalize it: **ՈՐՎ** sämt-o → **ՈՐՎԵ** sämice-e, **ՔԸՐ** därs-o → **ՔԸՐԵ** därisše; **ՄՎՀ** märt'-o → **ՄՎՀԵ** märič'-e, **ԽԵԴ** käf'-o → **ԽԵԴԵ** käfiyy-e; and so on. (See lesson five to remind yourself of the palatalization process.)
- Remember Amharic doesn't like three consonants in a row, so you have to pronounce the preceding sixth order vowel: **ԴԱՀ** nägirre; **ՈՐՎԵ** sämice; and so on.
- In the case of those verb types that add a t in the formation of their gerundive stems, when the verb base itself ends in t, d, or t' some people pronounce a short sixth order vowel i to separate the two; others don't: **ՄՎՀՎ** mät'ito or mät'to.

The personal endings of the gerundive are as follows:

ending	sample stem	
1st pers. sing. -e	ԴԱՀ	gäbt- [2-lit ¹ A]
2nd pers. masc. -äh	ԴԱԴ	gäbtäh <i>lit. 'I entering'</i>
2nd pers. fem. -äs	ԴԱԴԻ	gäbtäs <i>lit. 'you entering'</i>
3rd pers. masc. -o	ԴԱԴ	gäbto <i>lit. 'he entering'</i>
3rd pers. fem. -a	ԴԱԴ	gäbta <i>lit. 'she entering'</i>
1st pers. pl. -än	ԴԱԴԻ	gäbtän <i>lit. 'we entering'</i>
2nd pers. pl. -äčuh	ԴԱԴԻՖԻ	gäbtäčuh <i>lit. 'you entering'</i>
3rd pers. pl. -äw	ԴԱԴԻՓ	gäbtaw <i>lit. 'they entering, etc.'</i>

Points to note

- Remember that the ending of the first person singular modifies the gerundive stem: **ԽԵԴ** ayto 'he seeing' but **ԽԵԴԵ** ayicce 'I seeing'.

- 2 As in the simple past tense, the ending of the second person plural is pronounced **-ačuh** only when no further suffix is added; otherwise it is pronounced as written **-ačihu-**: **አይታሁ** ayačehub 'you seeing' but **አይታሁን** ayačihun 'you seeing me'.
- 3 Be careful in your pronunciation to distinguish the third person masculine from the third person plural: **ተብቻ** gäbto: **ተወተው** gäbtaw.

Use of the gerundive

In English you can say things like 'he came in and sat down', 'I went to the shop and bought some coffee', where two consecutive actions are joined by 'and'. In Amharic, however, the first action in each of the examples would normally be expressed by a gerundive, because it precedes and is somehow subordinate to the second or 'main' action. In other words, he has to come in *before* he sits down, and I have to go to the shop *before* I buy the coffee. In these examples only the main verb in Amharic will be expressed by the simple past tense:

ተብቻ ተዋወሙ

gäbto täk'ämmat'ä

he came in and sat down

ስለ ነገር ጥዃት

suk'u hejje bunna gäzzahw

I went to the shop and bought coffee

ተደረጋ ተብቻ ተማሪዎች መደብ

Tärräfä gäbto tämariwočeū wät'tu

Terrefä came in and the students left

The gerundive corresponds to other English sentence types besides simple phrases linked by 'and'. For example, **ተብቻ ተዋወሙ** gäbto täk'ämmat'ä would also be equivalent to the English 'coming in, he sat down', or 'after coming in he sat down', or 'when he came in he sat down', and so on.

It is not wrong to say literally **ተብቻ ተዋወሙ** gäbanna täk'ämmat'ä 'he came in *and* sat down' or **ስለ ነገር ጥዃት** suk'u hedkunna bunna gäzzahw 'I went to the shop *and* bought coffee'. But if you do this though, the implication given here by the **-e**-**-nna** is usually more like 'and so . . . , and as a result . . . , and therefore . . . ', or even 'because . . . '. For cases where you can join verbs with **-e**-**-nna** see also the section below on simultaneous actions.

The main verb can however be in any tense, but the action expressed in the gerundive still remains antecedent and subordinate to the main action:

በሸጋ በኩል ተግባራል

የሸጋ መርሰሌ አቶኝላል

ተማሳ መርመሪያ ገዢል

የተደረጋ ልማርሁ

bärrun käfta tigäballäč
she opens the door and goes in
ሸጋ c'ärrišše itänñallähw
I'll finish my work and go to bed
ካ’ämis märt'äš gižillat
choose a dress and buy it for her!
ናገል däwwiyye lingärih
let me call and tell you tomorrow

Sometimes the action expressed in the gerundive is so closely linked with that of the main verb that you cannot really say that it occurs 'before' it. Consider the following sentences:

እኔ ርዕስ ገ

lijju rot'o gäbba

the boy came in running

በት ተመልከት ደረሰኝ

bet tämallisän därräsin

we arrived back home

በኩል በት ከበረን እንዱያ

sinima bet abräñ innihid

let's go to the cinema together

ከንዲሁ ከድርጋው ጥሩት

indäzzih adrigäw gäddälut

they killed him like this

These are literally:

the boy entered (*he*) running [**ርዕስ** rot'o from **ርዕስ** rot'ä]

we arrived (*we*) returning [**ተመልከት** tämallisän from **ተመልከ** tämalläsä]

let's go to the cinema (*we*) being together [**ከበረን** abräñ from **ከበረ** abbära]

they killed him (*he*) doing like this [**ከድርጋው** adrigäw from **ከድር** adärrägä]

Sometimes an Amharic gerundive corresponds to a simple adverb in English, like 'together' for **ከበረን** abräñ or 'back' for **ተመልከት** tämallisän in the sentences above. Below are some further examples of this kind.

እ&ጥ አመ&ሙ fäṣ's'imō at'äffaw he completely destroyed it

እ&ጥ ካለ&ለን at'bik'o käläkkälän he strictly forbade me

እ& በ&ት däss bilot adärrägäw he did it willingly

ከ&ጋ

zimm bilo he sat quietly

ተዋወሙ täk'ämmat'ä

ከ& አ&ለ&ለ&ሙ kätto alfallägäwm he didn't want it at all, he never wanted it

አ.ጋዥ fä:s'sämä [3-lit B] 'complete'; **ከመጥቃ** at'äbbäk'ä [derived stem] 'tighten'; **ይ.ኩ አለው** däss äläw [impersonal irregular] 'be'; **ዘዴ አለ** zimm älä [irregular] 'be silent'; **ዘተት** [3-lit A] happy'; **ዘዴ አለ** zimm älä [irregular] 'be silent'; **ዘተት** [3-lit A] kättätä 'gather'.

The gerundive of the verb **ያዘ** yaza 'hold, take' is sometimes used in a similar adverbial sense often corresponding to English 'with':

መረጃ የዘ መመ

wäräk'ätun yizo mät't'a
he brought the papers
lit. 'he came taking the paper'

እንደገኘ የዘ መመ

ingidoč yizze mät't'ahw
I brought some guests
lit. 'I came taking guests'

የጠናንጂ ይዘው ካመለሁ

borsayen yizaw amällät'u
they ran away with my bag
lit. 'they ran away taking my bag'

እግዥን ይዘሉሁ እንዳለሁ

ik'ahin yizzellih ihedallähw
I'll take your things away for you
lit. 'I'll go taking your things for you'

Simultaneous actions and events

You can join two verbs by -ኩ -nna when the actions are simultaneous or co-temporaneous (i.e. occurring at the same time). Consider the following:

በአጠና መመ bällunna tät't'u they ate and drank

Note: they hadn't finished eating before they began drinking, but the two events are carried on together.

Note also that you cannot join two compound imperfect verbs directly with -ኩ -nna. Instead, the first verb is put into the simple imperfect, the 'verb base' form described in the previous lesson:

የጠናንጂ ይመሙ yibälunna yit'ät't'allu they're eating and drinking

You can, however, join two compound imperfect verbs directly with -ኩ -m(m), the other Amharic suffix meaning 'and'. Remember that -ኩ is added to the second word and not the first.

የጠናንጂ ይመሙኩ yibälallu yit'ät't'allum they're eating and drinking

Exercises

1 **Say whether the following English sentences would be more likely to use (a) a gerundive + a main verb tense, or (b) two main verb tenses joined by -ኩ when translated into Amharic**

- 1 Peter sat down and wrote a letter.
- 2 The children were singing and dancing.
- 3 Why aren't the students reading and writing today?
- 4 I'll ring and book a taxi this afternoon.
- 5 Go and sit in the corner quietly!
- 6 Aisha bought the cloth and made this dress herself.

2 **Substitute the correct form of the gerundive for the verb in brackets in the following sentences**

- 1 ገዢ ካሱት ላማት በ&ት ሚራጥን (መረጃ) የይች፡
- 2 ካሬ ከዚስርዕት (የ) ፍጤት ሰመምር መሆኑ፡
- 3 እን ገዢዎን (ያዘ) መደብ በ&ቱ ካመመለሁ፡
- 4 እንደገኘ (ከደረግ) መጽፍ ይጠኑል፡
- 5 ትምሳርቷን (መረጃ) እጥቶ ይህንል የምዕራ፡
- 6 ተያጥር (አዋ) ከተወቀም እንደሆነ?
- 7 ተከሰ (መራ) በ&ጥ በ&ት እንደሆነ!
- 8 የምሳር (መረጃ በ&) ሚራ ካመለወለሁ፡

3 **Fill in the blanks in the following sentences using one of the gerundive phrases listed below so as to make a sensible sentence in Amharic**

- 1 አይታ ገዢ _____ የሚያስፈልጊቸው ተካላለሁ፡
- 2 አይ መለንታቸው _____ ተቀመጥ፡
- 3 ካሬ መደብ ገዢዎን _____ ካመመለሁ፡
- 4 እስተማሪው _____ ካለተቻወ፡
- 5 እንደተ ላይች፡ ለርዕቅነት _____ መደብ ነው የምጥሃለሁ?
- 6 ተናጋድቸው ወፊዕጥ አዎን ይጠኑል _____ አካይ፡
- 7 ተናጋድ ቀሩ፡ እንደተ በ&ት _____ ተምህር እንበለሁ፡
- 8 የምሳር _____ ካመለወለም እንደሆነ!

[ይዘ, የይች፡ ለማው, በ&ተኑን ወፊ, ከተወቀም, ፍጤት, የምዕራ, ተወለደ]

4 Imagine you are describing to an Ethiopian friend a picnic that you have recently been on. Tell him or her what you did, what you ate and drank, using gerundives where appropriate rather than sequences of verbs joined by -g. Below are some new words and phrases that you might find useful

አልጠው ከዚያ:	balläfaw iħud	last Sunday
ስርሱር ደሳ:	širissir hedä	go on a picnic
ማግብ መራ:	migib särra	prepare food
የሰምድናንት ዕቃ:	yämädhanit ik'a	first aid things
ዝናብ ሪንባ	zinab zännäbä	it rained (lit. 'it rained rain'; ሀንባ [3-lit A])
ሳሕን	sahin	plate
ቢላዋ	billawa	knife
ክቡባယያ	kubbayya	cup
ፖርሙዝ	permuz	Thermos flask
ማንኪያ	mankiya	spoon
ሻንካ	šukka	fork
ሳንድዊ	sändwič	sandwich

The compound gerundive tense

Another important use of the gerundive is to provide the base for the compound gerundive tense. An example of this tense is **አልቻል** alk'wal 'it's finished', which you met in the dialogue in this lesson. Quite often the compound gerundive tense has the same meaning as the simple past tense: **አልተ** alläk'ä 'it's finished'.

	stem	ending	sample
1st pers. sing.	gäbičč-	-eyallähw, -[y]allähw	ገብිච්-ይල්ලාහ් , ገብිච්-යල්ලාහ්
2nd pers. masc.	gäbt-	-ähal	ገብ-ት-ኤል
2nd pers. fem.	"	-äsal	ገብ-ት-ሳል
3rd pers. masc.	"	-owal, -wal	ገብ-ጥ-ዋል , ገብ-ቻል
3rd pers. fem.	"	-alläče	ገብ-ቻለቸ
1st pers. pl.	"	-änal	ገብ-ተኞል
2nd pers. pl.	"	-ačihwal	ገብ-ተኞቸል
3rd pers. pl.	"	-äwal	ገብ-ተዋል

Points to note

- To make the compound gerundive the suffix -al is added to the gerundive in all persons except the first person singular, which has -allähw, and the third person feminine, which has -alläče. Be careful that these 'ለል' endings are **not** quite the same as those of the compound imperfect.
- The first person singular is formed by adding -allähw to the gerundive which ends in the vowel -e. This means that according to the rules of 'vowel hierarchy' something has to happen when the e meets the a: either a 'glide' consonant y is placed between the two vowels, as in **ገብිච්-ለ** gäbiččeyallähw, or more usually in spoken Amharic a contraction takes place and the ending -eyallähw becomes -yallähw, or in certain circumstances simply -allähw. The contraction to -allähw occurs only when the consonant before the ending is a palatal one: š, ž, č, ē', j, ñ; or y. Otherwise, the contraction is simply to -yallähw.
-eyallähw → (a) -yallähw (following a non-palatal consonant)
(b) -allähw (following a palatal consonant: š, ž, č, ē', j, ñ, y)

In practice you will find that there are various ways of writing the first person singular form which reflect the 'history' of these different contractions: **ገብ-ኤለሁ**, **ገብ-ይለሁ** [both pronounced gäbiččeyallähw]; **ገብ-ይለሁ**, **ገብ-ያለሁ**, **ገብ-ቻለሁ** [all pronounced as gäbiččallähw in normal spoken Amharic]. You will not go far wrong, however, if you keep to the basic principle that Amharic is mostly written as it sounds. Below are some examples of contracted forms:

ገብ-ታለሁ	nägirryallähw	I have spoken	from ገብ-ታለሁ näggära
ከለፍ-ታለሁ	aliffyallähw	I have passed	" ከለፍ alläfa
ገምር-ታለሁ	jämmiryallähw	I have begun	" ገምር jämmära
ከለብ-ታለሁ	assibbyallähw	I have thought	" ከለብ assäba
ከለጥ-ታለሁ	azüzzallähw	I have ordered	" ከለጥ azzäza
መል-ታለሁ	wäsijjallähw	I have taken	" መል wässäda
ከፍ-ታለሁ	käfiyyallähw	I have paid	" ከፍ käffälä
ደረገ-ታለሁ	därişsallähw	I have arrived	" ደረገ därräsä
ገልጻ-ታለሁ	gälic'č-allähw	I have explained	" ገልጻ gälläs'ä
ለምኑ-ታለሁ	lämmiññallähw	I have begged	" ለምኑ lämmänä
ፈ-ታለሁ	däwwiyallähw	I have rung	" ፈ däwwälä
ተርጉ-ታለሁ	tärricéallähw	I have told a story	" ተርጉ tärrätä

ሰጥቃለሁ	sämičcallähw	I have heard	"	ሰጥ ስምማ
በጥቃለሁ	tät'čičallähw	I have drunk	"	በጥ ተት’ा
ብጥቃለሁ	biyyallähw	I have said	"	ብጥ አላ

- 3 The third person masculine also has an uncontracted and a contracted form. As the gerundive base here ends in **-o**, this time a 'glide' **w** has to be inserted before the ending **-al** of the compound gerundive. The resultant compound ending **-owal** may be contracted to **-wal**, which can either be written as **-ዋል**, or using one of the "wa" letters.

As with the first person singular, then, there are various ways of writing the third person masculine form, though the usual spoken form is the one in **-wal**. Here are some examples:

የተከሳል , የተዋል , የተዋል , የተፋል	nägrowal, nägrwal	he has spoken
ውሰድል , ውሰድዋል , ውሰድዋል , ውሰድፋል	wäsdowal, wäsdwal	he has taken
ደርሱል , ደርሱዋል , ደርሱዋል , ደርሱፋል	därsowal, därswal	he has arrived
አዝል , አዝዋል , አዝዋል , አዘፋል	azzowal, azzwal	he has ordered
ፊልዕል , ፊልቻል , ፊልቻል , ፊልፋል	fältowal, fältwal	it has boiled
ቢልዕል , ቢልቻል , ቢልቻል , ቢልፋል	bilowal, bilwal	it has been boiled
ከረቡል , ከረቡዋል , ከረቡዋል , ከረቡፋል	he has said	

- 4 As with the simple gerundive, be careful to distinguish the third person masculine from the third person plural: **የተዋል**, **የተፋል** **nägrowal** or **nägrwal** 'he has spoken' and **የተዋል** **nägräwal** 'they have spoken'.
- 5 As with the compound imperfective, object pronoun and prepositional pronoun suffixes are placed between the base and the '**አል**' element. Unlike and simpler than the compound imperfective, the '**አል**' element (-allähw, -alläčč or -al) in the compound gerundive is not changed in any way when a pronoun suffix is inserted. Remember to pay attention to the ending of the gerundive base in selecting the correct form of the object pronoun suffix.

gerundive + object pronoun + -allähw / -alläčč / -al

Here are some examples:

የተገኘል	ነግሮንኩል	he has told <i>me</i>
የተገኘል	ነግሮታል	he has told <i>him</i>
የተገኘል	ነግሮටል	he has told <i>her</i>
የተገኘችል	ነግሮዋችል	he has told <i>them</i>
የተደረሰሉ	ያይቷቸለለሁ	I have seen <i>him</i>
የተደረሰኝሉ	ያይቷቸያችቸለለሁ	I have seen <i>you</i>
የተተዘዘሩል	ሳተ’ተዛዘሩኩል	you have given <i>me</i> (it)
የተተዘዘሩል	ሳተ’ተዛዘሩኩል	you have given <i>him</i> (it)
የተተዘዘሩችል	ሳተ’ተዛዘሩኩችል	she has given <i>us</i> (it)
የተተዘዘሩችል	ሳተ’ተዛዘሩኩችል	she has given <i>them</i> (it)

The meaning of the compound gerundive tense

As the English translations of the examples of this tense suggest, the compound gerundive tense is generally used to indicate the continuing result of a past event, or in other words to suggest the present relevance of a past action in contrast to the simple past tense which simply describes an action in the past. In some ways, this is rather like the difference in English between a simple past 'he went' and a present perfect 'he has gone': **የፈል** **ከደል** as against **የፈል** **ከደዋል**. The comparison is not, however, exact – Amharic does not always use a compound gerundive (**የፈል** **ከደዋል**) where English uses a present perfect (he has gone), and vice versa. In many instances you can use either tense in Amharic without altering the meaning. For example, imagine you have been waiting for someone and when you see them arriving you can say either:

የፈል **ዳርራሳ** he's arrived

or

የፈል **ዳርሱል** "

The second phrase, however, implies '... and here he is at last'. Or again, imagine you are talking in Amharic with an Ethiopian friend and find your Amharic is not as good as it should be! You can make an excuse and say either:

በዚህ **ጋዢ** **ቢዕሱ የጽሑፍለሁ** I've forgotten a lot

or

በዚህ **ጋዢ** **ቢዕሱ የጽሑፍቸለለሁ** "

Here the second phrase stresses the fact that your bad memory has the present result of your not being able to speak so well.

However, if the event you are talking about happened some time ago, and especially if that time is mentioned, you can only use the simple past:

ከተማ አያዝ በፊት ይረዳ kässt sammint bäfit därräsä
he arrived three weeks ago

It is, of course, easier to learn the compound gerundive tense by observing how it is used in the dialogues, rather than by giving complicated rules here.

One point that it is important to note about the compound gerundive tense is that it has no corresponding negative form of its own. Instead, the negative simple past is used as the negative counterpart of both the simple past and the compound gerundive tenses. So, if in the previous scenario you have not in fact forgotten much Amharic, you need only say:

-off **አልጋዣም** bizu alrässahum I haven't forgotten a lot

Exercises

5 Rewrite the following sentences using the compound gerundive tense

- 1 መል ተን ከዚህ ቀና?
- 2 መደ አገልግሎት ሲሆ?
- 3 ተመራዋቁ በዚህ ይረዳ?
- 4 እናቸው ለመተካሱ ይረዳ?
- 5 በዚ ተኩም?
- 6 መሬውን ለማኅበ?
- 7 ክርክ መተና አለሁ!
- 8 እናቸው ጽጌም ይስኑ ይረዳ?

6 Rewrite the following sentences to include the time expression given in brackets. Be careful to change the compound gerundive into the correct tense

Example: **ከዚ አይደተኞል ማረጋገጫ ይኖርል** (ተናገኘ)

→ **ተናገኘው ከዚ አይደተኞል ማረጋገጫ ይኖርል**

- 1 እናቸው ጥሩ መሳተፍልዎች (ከተማው መፈጸም)
- 2 የፊልዋ አምስት ይጠፃቦምኝ ይናወቅ (በረ ከሰዓት በፊልዋ)
- 3 ጥለሽ አገኘው-ልሻል? (ገለጻው አገኘው)
- 4 ከነዚ መከተውን ስወል? (ገንዘብ)
- 5 ልቃዊ ተቻታዋል? (ጥንድ ልቃዊ በፊልዋ)
- 6 ስልጣን ዘርፍ ለተቻቻቻለው (ጥንት መፈጸም)
- 7 ደክመው መሬውን ጽጌውንል? (በረ መቻ)
- 8 በጥቻቻዊ አዲስ ለሰተቻል ሆጥዋል? (ከጥቻቻው ተንት በፊልዋ)

Grammar

Relative clauses with prepositions

In the last lesson you learned how to construct and use relative clauses in Amharic such as **የየምርጫው በተ** yämminoribbat bet 'the house in which/where I live'. Now, though, do you now go on to form phrases such as 'in the house where I live'? You have had an example of this type of phrase in the dialogue in this lesson:

ከዚ አይደተኞል ማረጋገጫ በሚያስከደው መገኘይ
iskä ayroplan maräfiya bämmyiaskedäw mängäd
on the road which leads (leading) to the airport

It was suggested in the last lesson that in Amharic relative clauses work rather like adjectives. You saw, for instance, how a relative verb can occupy the same place as an adjective, and it may have a definite article and an object marker added to it. So, compare the following two phrases:

በረጃሙ መገኘይ	bäräjjimu mängäd	on the long road
በሚያስከደው መገኘይ	bämmyiaskedäw	on the road which
	mängäd	takes (you)

Both phrases can be described schematically as:

Preposition	+ Adjective	+ Article	+ Noun
Relative Clause			
በ-	ደረሰም	-u	መገኘይ
በ-	(የ)ሚያስከደው	-aw	መገኘይ

This is why in the phrase **በሚያስከደው መገኘይ**, the preposition **በ**- bä- 'in, on, by' is added to the front of the relative verb and the

article -**o-** -**w** is added to the end, and not simply to the noun itself as in the simple phrase **ԱԹՎԴԻՑ bämängädu** ‘on the road’.

One important point that you may have noticed, however, is that when the preposition is added to the relative verb, the **P-** -**yä-** element of the relative prefix is lost:

o- + ՅԹՎ.ՅԴՆ.Ք.Թ. ՄԵՐ	→ ԱԹՎ.ՅԴՆ.Ք.Թ. ՄԵՐ
bä- + yämmiyaskedäw mängäd	→ bämmyiaskedäw mängäd

This is similar to the rule that says the possessive prefix **P-** -**yä-** ‘of’ is dropped when a preposition is added to a possessive phrase (see lesson three).

In the case of relative verbs, this means that if the verb is a relative past the relative prefix **P-** -**yä-** is lost entirely, and if the verb is a relative imperfective only the **-P-** -**min-** element remains of the relative prefix **P^m-** -**yämmi-**. Here are some more examples:

Relative past

ՈՒՄՃԵՒՈՒ ՈՒ	bätawällädkubbät bet in the house where I was born
ՀԱՄԻՌ ՈՎ.Ք.	läsat' tähäw säwiyye to the man to whom you gave it
ՈՎԿՒՄ ՄԻ.Ը	bägäzzaččiw mäkina in the car which she bought
ՈՎԿՈ ՈՎ. ԸԸ	kayyänäw sääw gar together with the man whom we saw

Relative imperfective

ՈՒՄՇԵՈՒ ՈՒ	bämmiñoribbät bet in the house where I'm living
ՈՒՄՇՄՈՒՓ. ՊՄ.Ը	bämmiñnit'äbbik'äw mazän on the corner where we're waiting
ՈՒՄԺՐՎ. ՈՎ.Ք.	lämmittayäw säwiyye to the man whom you'll see
ՈԹՎ.Ք.ՓՒ ԿՊԵՐ	kämmiyawk'ut tämariwočč from the students who know it

Further uses of relative verbs

This construction of preposition + relative verb is also used in Amharic to provide the equivalent of a number of subordinate con-

junctions in English, such as ‘when . . .’, ‘after . . .’, ‘because . . .’, ‘until . . .’, and so on. Here are some useful examples:

(a) Conjunctions with relative past or relative imperfective

Consider the following examples:

ՈՒ սիլա-	because
ՀԵԶ- ինդա-	as (of similarity), according to as, as soon as, when (of time, in the past only)

The relative past is used when talking about events that are completed before the ‘main’ event. Consider the following examples.

ՈՒՄՄՈՒ ԱՄՊ Ք.Ա ԽՈՇ	silämät'tah bät'am däss alän I am very happy because you came
ՀԵԶԱԽ- ԻՆՁՐ	indalkuš adärrägs? did you do as I told you?
ՀԵԶԱՄՄՈՒ ՀԵԶԵՐ ԻՆՁՄԹ	indäsämmahut indägäna aymat'um as I heard, they're not coming again
ՄՈՒՏԿԻ ՀԵԶԱԽ-ԻՆՁՐ ԲՈՒ ՄՈՒ	mäskotun indäkäffätkw dimmätwa wäl'tacé the cat went out as I opened the window
ԻՆՁ ՀԵԶԵՐ Ս-ԱՄ ԴՀՄ	kiflu indägäbbaw hullum tänässa everyone stood up when I entered the room
ՀԵԶԵՐ ԻՆՁԻՐ ԹՈՂ ԵՓԸՆՃ	ingidočč indägäbhu misa yik'ärhal lunch will be served as soon as the guests have arrived

The relative imperfective is used when talking about events that are not completed before the ‘main’ event. Consider the following examples.

ՈՎ.Ք ԿԻԾ ՈՒՄ.Ը ՀԵԶԵՐԸ	wič'č' agär silämminoru is'ifillaččawallähw I'm writing to them because they're living elsewhere
------------------------------	--

- እንደሚመለከት ይህ የኩል ነው** *indämmimäslän yih tiru assab näw*
as it seems to me, this is a good idea
እንደምሳቸው ቅርጫቸው *indämmilačuh tadärgallačuh*
you will do as I tell you

(b) *Conjunctions only with relative past*

Consider the following useful examples.

ከ-	ካ-	if, since (of time), as, since (of cause)
ከ- በቻ	ካ- + negative	unless (with the same meaning you can also use ኮ- በጥር ካ- bák'är)
ከ- በቻ	ካ- bähwala	after
ከ- በቻ	ካ- bäfit	before
በ- ገዢ	bä- gize	when
በ- በጥር	bä- k'ut'ir	as often as, every time that, whenever
ከ- ወዲሁ	ካ- wädih	ever since
ከ- ፕሮ	ካ- jämüro	since, ever since

Examples:

- ውዳዢ እመሙ በቻ ተመት ነው** *wädäzzih kämät' t'ahw bizu amät näw*
it's many years since I came here
- ተዘዘሩ እመቱ እስከ የዚሁ ወይታ** *gänzäbu kät'ässabbät ibet k'oyyitwal*
he's been staying at home since he's lost his money
- ይህን እሰጣለሁ (በጥር) እናይገኛም** *yihün kalbällah (bák'är) attidinüm*
you won't get well unless you eat this
- እስተማሪው እመሙ ገዢ በኩል** *astämariw kämät' t'u gize bärrun käffätkullačyaw*
when the teacher came I opened the door for him
- አሁን የዚሁ ገዢ እስከ የዚሁ ዘመን** *Harär hädärräskw gize kässu gar iiggänaññallähw*
I'll meet him when I arrive/have arrived in Harar

- እንደገኝ ከደረሰ በቻ ተመት** *ingidočč kädärräsu bähwala bunna ēät'an*
we drank coffee after the guests arrived
- እልማዝ ከተወለቀች በረት ከቅርብ የጥቅምት ቅጽው** *Almaz kätawällädäč bäfit abbatwa yämotubbat næçäw*
Almaz's father died before she was born
- ከተማ እመሙ ቁጥር በኩል በቻ** *kätäma bämät' ahw k'ut'ir sinima bet ihedallähw*
I go to the cinema whenever I come to town
- ከፈጋለሁ እና ከደረሰ ድምር የቅርቡ** *adäga lay käwaddäk'äčč wädih t'ena yällatum*
she's not had good health ever since she had an accident
- እንግሊዝ እና ከደረሰ ድምር ተደርጋዋል** *İngiliz agar kädärräsin jämüro zinah yizänbal*
it's been raining ever since we arrived in England

Another useful 'conjunction-like' prefix which combines only with the relative past is ክያ- iyy- which means 'while, all the time that'. Do not confuse this ክያ- with the ክያ- that is added to nouns meaning 'each, every'!

- ከፈጋለሁ እና ክያ የጂጋድ** *hulgize iyyäsärra sijara yač'äsal*
he always smokes a cigarette while he's working

There are other constructions in Amharic corresponding to English conjunctions of this type. You will meet some of these in the next lesson.

Exercises

7 Rewrite the following sentences so that the relative verb in brackets appears in the correct form

- 1 እኔ ላ (የሚመጥ) እንደገኝ ቁጥር እኔ?
2 ተለለው ተምኑ ከ (የደረሰው) በጥር ደር ሰመናገድ

- 3 በ(የምትመጥ) ከዚያ ከዚያ እናዚ ለመጠጥ ከዚያለሁ::
- 4 ለወጪዎች በ(የምትልከው) ይጠበብ ወጪ ምንድን ነው
የተፈረደ?
- 5 እስቴ ስል(የምግባርዎ) መጽሐፍ ልማርያ!
- 6 እሱን ስል(ይረሰንበት) በታ ምንም እለው-ቅጥ::

8 Fill in the blanks in the following sentences using the appropriate form of the verb in brackets

- 1 ተተጠኑ ገዢው ስል_____ ከዚያ ወጪ እለው-ቅጥ::
(ዘንብ)
- 2 የምሳሽ እየ_____ መሆኑ እያደገም! (በአ)
- 3 ተምህርኑን ይህን እርጊቱን ካ_____ በዋርድ ይረጋግል:: እና ተቀም::
(ተማሪ)
- 4 ተዋጥ ካ_____ በፊት ሂሳብ እናይቻለሁ:: (ተሟማ)
- 5 ተረጋግጧ እየ_____ ቅጥር በጥ ተማለሁ:: (ዘጋ)
- 6 ንነ ከዚያ እርጊቶች ስል_____ እና እለው-ቅጥ:: (መሙ)
- 7 እሱን እንደ_____ ይህ የጋጥ እናበ ጥሩ እይዳለም:: (መሰላ)
- 8 ይ-ስጠበቅ በ_____ ገዢ ስለምቻዎን እኩለቷለሁ:: (የእ)

Reading passage

እኔ ተከተል በተወስኗ ማቃ ማቃ ተለይነግ ካስው እኩ
ተርጉጭው መጠረሻ ይረሰ ማዋጥ በወጥ ይመሰሳ:: እኔ ተከተል
የጊዜነግ ለማየት ወይም ሂሳብ ለመሰማት ይለዋ
የተቻቻም:: ስለዚህም በራ ማቃ እንደለማቻቻው ለረጅተው
ቍለይነግ በከለቷው ገዢ እኩቻው ተለ በለው ወደ
ማንበብ ክፍቻው ተስተው መጽሐፍ ወይም መጽሐፍ
ማንበብ ይመሩ::

እኔ ተከተል በ-በታም እንደ ተቻቻው:: እንደ ተልቅ ሆቁል
እኩቻው:: እቅታቻው-ም እንደ:: እኩቻው-ም እንደ ሆኖው-
በመቅረቻቻው እኩቻው:: እንደ:: የገር ገዢ ለፋቻው የዲጂ
ጥምክራት ተሞር የከፍተኛ ፍርድ በተካሂ ለመሆን ስለምድብ
ወጥም ይለ ለረጅተዋል:: እኩቻው ለፋቻው-ም እንደሚለት::
«የልጊ ሆኖ ሆኖ ቅርቡ ተረ ሆኖ ሆኖ ሆኖ
እመጠለሁ! እውነት ነው:: እንደም ሆኖ በተገዘብም ተጥምክራት
ይሸሳል::»

Supplementary vocabulary

ተለይነግ, ተርጉጭው and **ሀቁል** you can easily work out for yourself!

ማቃ ማቃ	mata mata	every evening
በተሰብ	betäsäb	household, family
ፍላጊት	fillagot	need, want, desire
ልማድ	limad	habit, custom
ማንበብ ክፍል	manbäbiya kifil	reading room, study
መጽሐፍ	mäs'het	magazine, journal
ቍ	k'ärrä	remain, be left behind [2-lit ² A]
ከኩን	azzänä	be sad [3-lit A]; እኩንው የኩር aznäw
ተረ ሌው-	tära säw	näbbär he was sad
እኩቻው ለፋቻው-	issaččaw rasaččaw	ordinary, common person
		he himself (<i>the noun እኩን ras literally means 'head', but with the possessive pronoun suffixes corresponds to the English emphatic use of 'self': እኩ እኩን īne rase I myself; እኩት እኩን antä rasih you yourself; እኩ እኩን issu rasu he himself; and so on.</i>)
ቦርር	binor	here means if I was

10 ወደ ማስታል መሐድ

wädä hospital mähed

Going to the hospital

By the end of this lesson you should be able to:

- form the simple imperfect tense and use it in complex sentences equivalent to English 'when', 'if', 'so that', etc
- form and use the instrument noun denoting 'the thing with which', or 'the place where you do something'

A visit to the doctor's

Hirut is ill. Kebede is going to take her to hospital. Peter also needs to go to the hospital to get an injection. So he decides to go with them

የዚህ ቅዱስ፡ ከዚ ወደ ማስታል ሌያርዎት ነው፡ ፖር
ቁጥጥ መርሃለ ለመወቅት ወደ ማስታል መሐድ፡ የሰራተኞል፡
ሰላም እኩርጥው ላይ ይወሰናል፡

የዚህ አጥናል፡ ባለው ባጥናት ተኋገኗ ይሆኝ ነበር፡
ఈ ምትቱ ጥሩ አስከውን እለጥቃቻም፡ በዚህንት
አይሰጠም፡ እባክህ ማስታል መሰረት፡

ከዚህ ማስታል ስወሻሽ አልተልም፡ ገልጽ ላይ ነገ፡
ጥርጋ፡ እነዚ ማስታል ሲጋ መርሃለ ለመወቅት እሳል ነበር፡
“ገኘናም እኔ ለመወቅት እኩልለሁ፡”

የዚህ ዘይ ያልም፡ እመሰዳለሁ፡

ጥርጋ፡ እነዚያቻው ለመወቅት እኩልለሁ?

ከዚህ ዘይ አብቱ የኋገ፡ ለምንምን ነው መርሃለ
መወቅት የማተፊልም? ላይ «መርሃለ» በለም በለም ከም
በለም መሰረት ነው!

ማስታል ሌያርው ተኋገኗ ይዘዋል፡ ወደ መመዝሙር ከዚ ነገ፡

ከዚ፡ መር ይለጥል፡ ከዚ ቅዱስ ማስታል መሰረት
እንደያሞጥ እኩልለሁ፡
ከዚም፡ አብቱ ለማቻዎን ማን ሰላል?
ከዚ፡ ገዢ ለማቻዎን
ከዚም፡ እድማቻዎን?
ከዚ፡ ለሰን ለሰን ቅዱስ፡ እባክህ እኩልለም፡ በዚህም እኩልለም፡
እባክህ መመዘኛ ማን ሁሉ ይረዳል?
ከዚም፡ የቴክ እኩልለም እኩልለም፡ የቴክ እኩልለም
እኩልለም፡ ለሰን ለሰን ይረዳል፡

ከዚ፡ ላወን ላወን እለጥማው መጥቶ ለሰን ይዘዋል ከዚ
የያወቂል ተተለዋል፡

ጥር፡ እለጥማው ያለሁን ንዑስ ይቻቻ ለለም እኩልለም ነው፡
ለያንስ እንደ ላወን ላወን ነው እኩል የየግኝቧ!
ከዚ፡ በቋ እኩር ለቋ ለይሆን በለለው እኩር እኩይሁ ነው፡

የዚ፡ መር ይለጥል፡ ወን ይመጣቸል? ተከወ እለው?
ቋ ነው ነው የሚሰማቸት?
ገዢ፡ ይለን በቋዎ የመናል፡ ይገምም ማለ እለበት፡
በዚምና ለዘመ የመናል፡

የዚ፡ ተከተለዋል እነዚያቻለሁ፡ ... እባክህ እዚ ምርመራ
እንዲደርጋልም እኩል ለይ ይሆኝ ይዘዋል፡ ለሰን ማውልት
አይሰጠም፡ ... እኩር ለመጥም ከዚ፡ እኩልለም –
መርሃለት እነዚያቻለሁ፡ ከዚ እኩር ተጥቶ ለሰን
አንድ ይገም ለለም ለለም ይሞጋል፡

ገዢ፡ እንደገኙ ለመመለስ ያስረዳቸል?

የዚ፡ የለም፡ ከልጻን ሆኖ ለመመለስ እኩልለም፡

HIRUT: My head hurts. Last week I caught a cold, but the headache hasn't disappeared so far! I don't feel well. Please take me to hospital.

KEBBEDE: I can't take you to hospital now. I'm on my way to college.

PETER: I have to go to hospital, too. I'd like to get an injection. I can take Hirut if she wants.

KEBBEDE: No, don't worry. I'll take her.

PETER: In that case, can I come too?

KEBBEDE: Of course! But tell me, why do you want an injection? When someone says 'injection' to me I've just got to run away!

When they arrive at the hospital, they take Hirut to the registration

- KEBBEDE: Hello, can you help us please? My sister has fallen ill on me and I'd like the doctor to see her.
- NURSE: Alright. What's her name?
- KEBBEDE: Hirut Mulugeta.
- NURSE: And her age?
- KEBBEDE: Thirty-three years. Please, she isn't well. About how long will we have to wait?
- NURSE: Wait a little in the waiting room until the doctor calls you. It won't take long, perhaps at most it'll be ten minutes.

After an hour the nurse comes and tells Hirut that the doctor will see her now.

- PETER: The nurse told us that it wouldn't take more than ten minutes. We've been waiting at least an hour!
- KEBBEDE: It's like this in other countries, isn't it, not only in our country?
- DOCTOR: Hello. How are you feeling? Do you have a temperature? And are you in pain?
- HIRUT: My head hurts a great deal. I've got a cough as well, so that when I cough my throat hurts me.
- DOCTOR: I'll take your temperature for you . . . Now please lie down for me so that I can give you an examination. There's no need to undress . . . Alright, your sickness is not serious – I'll give you some medicine. Take one pill in the morning when you get up, one pill at night when you go to bed.
- HIRUT: Do I need to come back another time?
- DOCTOR: No, there's no need to come back unless you're no better.

Vocabulary

መርፈ	märfe	needle, injection
መርፈ ወગga	märfe wägga	give an injection (ውጭ wägga lit. 'stab, prick' [2-lit! A])
መርፈ ተወግga	märfe täwägga	be given, receive an injection (ተወግ [derived stem from ውጭ]: infinitive መወገት mäwwägat)
ጥናት	gunfan	cold, flu
ጥናት የያን	gunfan yazän	I caught a cold (lit. 'a cold caught me')
ዶብ ፈምት	ras mitat	headache
ከድማ	idime	age

መመዝገብ ካፍል	mämäzäbiya kifil	registration (room)
ማራፊያ ካፍል	maräfiya kifil	waiting room
ትክክል, ትክክል	tikkusat	fever
ሙት	muk'ät	heat, temperature
ሙት ሌክ	muk'ät läkka	measure, take (someone's) temperature; you can also say: ትክክል ሌክ tikkusat läkka
ሙት/ትክክል	muk'ät / tikkusat	thermometer
መሰረም	mäläkiya	
ምርመራ	mirmära	check up, examination (cf. the verb መረመራ märrämära examine [4-lit!])
(የሰከምና)	[yäsekminna]	mirmära adärrägä – give someone a (medical) check up
ሕክምና	hükminna	medicine (the science), medical treatment
መዳහነት, መዳንት	mädhänit, mädanit	medicine, drug, remedy
ገቦር	gurorro	throat
ካበድ	käbbad	difficult, serious, heavy
ክይን	kinin	pill
ሕይም	hämäm	illness

Particles

እግዚ, ዥግዚ	dägmo, dämmo	also, besides, moreover, too
ያሁል	yahil	about, approximately (see note 3)
በአይል	bähayl	extremely, strongly, vehemently (lit. 'with strength')

Verbs

አመሙ	ammämä	hurt, ache, be sore [3-lit A]; remember the use of አመሙ as an impersonal verb አመሙን ammämän I am ill and ፖስት አመሙን rasen ammämän my head hurts (lit. 'I am ill in the head' (see note 1))
ታመሙ	tammämä	fall ill, become ill [derived stem from አመሙ] gerundive ታም tammo
ወሰን	wässänä	decide, delimit [3-lit A]
ለቀቀ	läk'k'äk'ä	leave, abandon [3-lit A]
ተሰም	täsämma	feel [impersonal verb, derived stem] compound imperfect ይሰምና yissämmaññal I feel

በዕለታዊ አያዝዎች	bät'eninnät	I don't feel well – 'I do not feel in (good) health'
ሰሳ	sässä	run away, flee [2-lit' B] - NB infinitive ሙሽን mäšäš
ፈጻ	fajjä	use up, take (time) [2-lit' A]
አክ	läkka	measure [2-lit' B]
ማል	salä	cough [2-lit ³] – compare the noun ማል sal 'a cough' (see note 4)
እውለዋ	awälläk'ä	undress, take something off – እውለ እውለዋ libs awälläk'ä 'take one's clothes off'. እውለዋ is a derived stem – infinitive ማውለት mawläk'
ዋስ	wat'ä	swallow, take medicine [2-lit']
ተናሱ	tänässa	get up, set out [derived stem] – compound imperfect ይንኑል yinnässäl; እኑሁ sin-nässu 'when you (formal) get up (see grammar section)
ሸ	danä	get well, be saved [2-lit ³]

Phrases

የች የለም	gidd yälläm	never mind, don't worry (<i>lit.</i> 'there's no compulsion')
ስማቃውን ማን ልቦል	simaččawn man libäl	what's her name (<i>lit.</i> 'whom should I say her name is?'). ልብል libäl is from the irregular verb እለ እለ alä say.
በላን	bibäza	at most (<i>lit.</i> 'if it is a lot' – see grammar section – from ብዛ bäzza [2-lit' A])
በያንስ	biyans	at least – <i>lit.</i> 'if it is a little' from ከያስ አንስሳ [3-lit' A]
ብቻ ቅጂዎን	bičča sayhon	not only (<i>lit.</i> 'without it being only' – see grammar section)
ደረግም ዝዕለ	gadämm yibalu	lie down (<i>formal request form</i>) from ደረግም እለ gadämm alä [composite verb] + ለ (lit. 'to')

Notes on the dialogue

1 The expression **ራስና አጥናል** rasen ammonāl 'my head hurts, I have a pain in my head' means literally 'it has hurt me in my head'. The direct object suffix -ን -n is used here in an adverbial or specifying sense. Below are some other idioms that use -ን -n in a similar way.

እቅዱን ተመለዋ ijwan tat'ūbäčē she washed her hands (*lit.* 'she washed herself on her hand')

እበት ተመግኘ libben tammämkw I fell ill in my heart
እገናን ተጥቅ igrun tägwädda he injured his leg
(*lit.* 'he injured himself in his leg')

ልቅዱ ሌቦዱ ijwan libsun she dressed her child in his clothes
ብርቱዋውን ሽይ birč'ik'k'own šay she filled his glass with tea
ብቻ ተመለከት biččayen tämälläskw I returned on my own

2 Remember that doubled or geminate consonants are not written separately in the Ethiopian script, even when they arise where a prefix or suffix is added. So, for example, the word **እለቀንያም** in the dialogue represents alläk'k'äk'änñim, the negative of **እለቀን** læk'k'äk'än, in which the l of the negative prefix **እለ-** al- comes into direct contact with the l of the verb base.

3 Note that the word **ያህል** yahil, which means 'about, approximately', always follows the word or words which indicate the quantity approximated:

የሁሉ የሁል ቅን ተተያያዘ sost yahil k'än tik'wäyyalläčē she'll be staying for about three days

መቶ የሁል ሚር እውለ mäto yahil bîrr awäťt'u they spent about a hundred bîrr

ሳላሳ ሳ የሁል ሠው እለቁል sâlasa ši yahil sâw alk'wal about thirty thousand people have perished

ያህል is also used in the expression **ጋኙን የሁል** yihin yahil 'this much, so much':

ይወገኑን የወጪ ተዘዘሩ አውጥቶ *yihün yahil gänzäb awät'tacé*
she spent this much money
(lit. 'she spent about this money')

And in the phrase **የወገኑን የወጪ መን ውስጥ**, as in the question Kebbede asks:

የወገኑን የወጪ ጥሩ ይረዳል? *män yahil gize yifäjal?*
how long will it take?
(lit. 'about what time will it take?')

- 4 There are two verbs salä – (i) **ማለ** salä ‘cough’, and (ii) **አለ** salä ‘paint’. In order to make it quite clear in speech which one you mean, it is usual to add the corresponding noun associated with each verb as a direct object: **ማለ ስለ** sal salä – lit. ‘he coughed a cough’; but **አለ (አለ)** **ዓለ** sül (sü) salä – lit. ‘he painted a picture’.

Grammar

The simple imperfect tense

So far you have encountered various uses of the simple imperfect tense:

- as the base of the compound imperfect (**ያብሳል** yibääl he eats)
- as the base of the negative imperfect (**አያብሳልም** ayibääläm he doesn’t eat)
- as the base of the relative imperfect (**ያምብሳል** yämmibääl who eats)
- joined by -t to a compound imperfect (**ያብሳል ይመመል** yibäälanna yit'ät'täl he eats and drinks)

Another important use of the simple imperfect is to combine with prefixes that are equivalent to English conjunctions such as ‘when’, ‘if’, ‘so that’, and the like. You will see that this is quite different from English, where ‘if’, ‘when’, and so on, are separate words. Below are some examples of this use of the simple imperfect that you have met so far:

እናይሁን ነገራለያን	<i>lennasayyih</i>	we want to show you
የተመሙት ስሮን	<i>innfälligallän</i>	
የተጠማሙት ስහን	<i>yätägämmäsäcc</i>	whilst it is divided <i>sihon</i>

አያደርሃት ንው *liyadärsat näw* he is going to take her
አያያዝ ይቀርባል *indihed yik'wärt'al* he decides to go
አውሰድኝ ካይቻልም *liwásdís ayicčalim* it isn’t possible for me to take you
አው ይመርሱ ስላን *säw ‘märse’ silän* when someone says ‘injection’ to me
አያያዝ ይቻል *indiyayuwat yičatal* is it possible for him to see her

See if you can find some more similar to these in the dialogue in this lesson.

This use of the simple imperfect and the first three uses in the list above are the commonest ones, which means that more often than not you will not come across a simple imperfect tense in its ‘bare’ form without some additional prefixed or suffixed element. However, to remind you, here is the simple imperfect of **ያረዳ** därsä ‘to arrive’ [3-lit A]:

		person marker	stem
1st pers. sing.	ከረርሳ	idärs	i-
2nd pers. masc.	ተረርሳ	tidärs	ti-
2nd pers. fem.	ተረርሳ	tidärši	ti-...-i
3rd pers. masc.	የረርሳ	yidärs	yi-
3rd pers. fem.	የረርሳ	tidärs	ti-
1st pers. pl.	ከየረርሳ	innidärs	inni-
2nd pers. pl.	ተረርሳ-	tidärsu	ti-...-u
3rd pers. pl.	የረርሳ-	yidärsu	yi-...-u

Points to note

- The second person masculine and third person feminine forms are always identical: **ተረርሳ** tidärs ‘you (አያት) arrive’ or ‘she arrives’.
- If the stem ends in one of the palatalizable consonants (**t**, **d**, **t'**, **s**, **s'**, **z**, **ʃ**, **n**, **l**) then this consonant is palatalized in the second person feminine form: **ተረርሳ**. tidärši ‘you (አያት) arrive’; **ተመክሳ**. tiwäsji ‘you take’; **ተከፍያ**. tikäfyi ‘you pay’; **ተመርሱ**. timäréj ‘you choose’; and so on.
- Remember to add the **-u** suffix in the second and third persons plural.

There are five of these prefixes in Amharic that combine directly with the simple imperfect tense and which are equivalent to English conjunctions:

ብ-	bi-	if	በንመት	binnimät'a	if we come, came ...
ስ-	sī-	when, while	በንመት	sinnimät'a	when we come, came ...
እ-	li-	so that	ልንመት	linnimit'a	so that we come
ኋደ-	indī-	so that	ከንደነመት	indinnimät'a	so that we come
ለከ-	iskī-	until	ከለከነመት	iskinnimät'a	until we come

እ- li- and **ኋደ-** indī- basically have the same meaning and are sometimes interchangeable. Generally speaking, however, **እ-** li- is used when its subject and that of the main verb are the same, whilst **ኋደ-** indī- is preferred when the two subjects are different. To see what this means compare the following pair of sentences:

ገዢ ሰራተኞች፡ ከፈሰላሁ፡	gäbäya lihed ifälligallähw
	I want to go to market (<i>lit.</i> 'I want that I go ...?')
ገዢ ንግድተኞች፡ ከፈሰላሁ፡	gäbäya indittihed ifälligallähw
	I want her to go to market (<i>lit.</i> 'I want that she goes ...?')

These prefixes combine with the simple imperfect in exactly the same way as the relative prefix **የም-** yämni-, which you met in lesson eight. So, if you substitute b- for yämmt- in the table in lesson eight you arrive at the following set of forms from the verb **መተ** mät'a 'come'.

በመተ	bimät'a	if I come ...
በተመተ	bittimät'a, bitmät'a	if you come ...
በተመተ	bittimäc'i, bitmäc'i	if you come ...
በመተ	bimät'a	if he comes ...
በተመተ	bittimät'a, bitmät'a	if she comes ...
በንመተ	binnimät'a	if we come ...
በተመተ	bittimät'u, bitmät'u	if you come ...
በመተ	bimät'u	if they come ...

በአመተ	balmät'a	if I don't come ...
በተመተ	battimät'a	if you don't come ...

ብተመተ	battimäc'i	if you don't come ...
ብተመተ	baymät'a	if he doesn't come ...
ብተመተ	battimät'a	if she doesn't come ...
በንመተ	bannimät'a	if we don't come ...
ብተመተ	battimät'u	if you don't come ...
ብተመተ	baymät'u	if they don't come ...

Please note that negative tenses after prefix conjunctions do not have the final -ም -m: **ብተመተም** aymät'am 'he isn't coming' but **ብተመተ** baymät'a 'if he isn't coming', etc.

Remember that with verbs beginning in a- the rules of vowel hierarchy will apply, just as they do in combination with the relative prefix **የም-**. Here, too, you need to pay special attention to the third person masculine and third person plural forms! To remind you what this involves have a look at the affirmative simple imperfect of **አውጥ** 'know' with a-:

አውጥ	bawk'	if I know	አይውጥ	binnawk'	if we know
አቶውጥ	bittawk'	if you know	አቶውጥ	bittawk'u	if you know
አቶውጥ	bittawk'i	if you know			
አያውጥ	biyawk'	if he knows	አያውጥ	biyawk'u	if they know
አቶውጥ	bittawk'	if she knows			

Similarly:

with ብ-	→ ብመተ	simät'a	when I come, when I came
with እ-	→ እመተ	limät'a	so that I come, in order for me to come, (for me) to come
with ኋደ-	→ ኋደነመተ	indimät'a	so that I come, in order for me to come, (for me) to come
with ለከ-	→ ለከነመተ	iskimät'a	until I come

These prefixes are always attached to the simple imperfect tense. Whether you are talking about present, future or past events, in Amharic the verb remains in the simple imperfect tense. Look at the following examples, notice how the equivalent of the Amharic verb with **ብ-**, **ስ-**, **እ-**, etc., can appear in the English in various tenses.

አዲስ በመተ መሳያው ጽሑፍ Haddis **bimät'a** wädiyaw nigärän
if Haddis comes tell me at once

**የጊዜ በይንብ ስተው ነት
ከከልታለሁ**

የጊዜ ተቻ እሰጣት የዘር

እቃዣ በያመዱ እከፍልጥለሁ

አገል (በላ.) ገዢ የመኅል

ጊዜ ቤት እልማዝ መመሻ

**ከበደ ክተማ ማረጋገጫ ክረማል
ግብ መመሻ**

እስተዳደሙ መልኩ ተንተራ

እስተመዱ እነዚ እቃዣለሁ

አገል እመራለሁ

መረጥ ልማት ክተማ ጽጌን

ጥናት ክንፈጥቶ ክሸን ጽጌ

It is worth recalling here that we now have three different ways of expressing '(in order) to':

አ- + simple imperfect

እቃዣ ልራ የፈልጋል

sirawan bädänb *büttisära* nägä
ikäflatallähw

if she's done her work properly
I'll pay her tomorrow

gänzäbun *bagañ* isät'at näbbär
if I had found the money I would
give it to her

ik'awn *siyamät'*a ikäfläwallähw
I'll pay him when he brings the
things

sisił (gize) gurorro yammäññal
when I cough my throat hurts
(me)

gazet'a *sanäbb* Almaz mät't'ačč
Almaz came when I was reading
the paper

Käbbädä kätäma *sihed* kärämella
yizo mät't'a

when Kebbede went to town he
brought some sweets back

iskidäkmäw mulu k'än särра
he worked the whole day until he
was tired

*iskimät'*u izzih ik'wäyyallähw
I'll wait here until they come

libälä isärallähw
I work in order to eat
wäräk'ät *linnigäza* kätäma hedin
we went to town to buy some
paper

gunfan *indayyizäw* kinin wat'ä
he took pills so as not to catch a
cold

እናደ- + simple imperfect

እናደጥን እናደራዊ ቴልልጋል innatwan indiräda tifälligalläčč
she wants me to help her mother

አ- + infinitive

እናደጥን ለመርዳት እናደልጋል lijoččaččin lämärdat
innifälligallän
we want to help our children

Translating 'before', 'without'

You will need to pay particular attention to the meaning of the combination of **አ-**, **si-** and the negative simple imperfect, as for example **የዕለሳል** saybäla. This does not mean 'when he doesn't eat', but 'before he eats/ate' or 'without (him) eating'. Consider the following:

ከራተኞች በይንብ ተና

**መስጠት ተንተዋ (በፊት)
መግድ እናወልቻለን**

iratun saybäla tänna

he went to bed without eating his
supper

**mäsgid sannigäba (bäfit) č'amma
መግድ እናወልቻለን**

we take our shoes off before going
into a mosque

Some further uses of the simple imperfect

One place where the simple imperfect is used without any additions is in combination with a small number of what are called 'auxiliary' verbs. You have already met one example in the dialogue where Peter says **መርዳት እናደልጋል** märfe lämäwwägat ifällig näbbär 'I would like to get an injection'. The combination of the simple imperfect tense (here **ከራተኞች**) and **የዘር** usually implies a continuous or habitual event in the past, such as is expressed in English by phrases like 'he was going' or 'he used to go' – in Amharic, **የዘር የዘር** yihed näbbär. Below are some examples of this usage:

የጥቅምት ክከተማሪያዊ ልተኝ ይሰጣት የዘር bäyyäsammüntu
astämariyaččin fätäna yisät'än näbbär

our teacher used to give us a test every week

በደረሰ ክርስዣ ይፈሩር የዘር gäbarew iršawn yik'offir näbbär
the farmer was digging his field

The particular example in the dialogue, ከላት የዚ, illustrates another use of this combination, corresponding to English 'would'. In other words, ከላት የዚ is also a more polite way of saying እኩንስወ, rather like English 'I would like' as against 'I want'.

ከላት የዚ	ifällig näbbär	I was wanting, I would like
ተለት የዚ	tifällig näbbär	you were wanting, you would like
የለት የዚ	tifällig näbbär	you were wanting, you would like
ይለት የዚ	yifällig näbbär	he was wanting, he would like
ቻለት የዚ	tifällig näbbär	she was wanting, she would like
እኩንስወ የዚ	innifällig näbbär	we were wanting, we would like
ተኩንስወ የዚ	tifällig näbbär	you were wanting, you would like
ይኩንስወ የዚ	yifällig näbbär	they were wanting, they would like

You can see that the word የዚ näbbär remains unchanged throughout and only the simple imperfect changes according to which person is the subject.

The simple imperfect in the expression of 'began to ...'

Another similar use of the simple imperfect is in combination with ጽመር jämmär, which also remains unchanged, in the meaning 'began to'.

ከልማዝ በኋላ ታፈላ ጽመር	Almaz bunna tafala jämmär
አገሪ ደጋው ጽመር	lippočeu yirot'u jämmär

In order to say 'begin to', however, you are not restricted to this construction; you can also use the infinitive + ጽመር, or A- + simple imperfect + ጽመር. Be careful, though, to remember that in these patterns the verb ጽመር is fully inflected:

ከልማዝ በኋላ ማቻልት ጽመር	Almaz bunna maflat jämmäräč
በታች በኋላ መጥረት ተደምሮች	Almaz bunna mät'rág

The expression of 'may, might ...'

A third combination of the simple imperfect and a fixed auxiliary verb is with ይሁዳ yihonal or ይሁን yihon, expressing doubt about whether something will happen or not - 'probably will' or 'may possibly'. Consider these examples:

የተ አመሰግ ይሁዳ	nägä immälläs yihonal I'll probably come back tomorrow
ዘረመታ አማራቹ ከተመማም ይሁዳ	zare mata Amaračč attiwät'am yihonal Amarech may not go out this evening
ከዢያ ተኋላ መዢያ ከገዢያም ይሁዳ	izziya t'iru muzik'a innisäma yihonal we'll maybe hear some good music there
የተ ይዘንበ ይሁን?	nägä yizänb yihon? Is it likely to rain tomorrow?

The expression 'be about to'

Kebbede tells Hirut በለጻ ስሜ: የኞ kolej lihed näñ 'I'm about to go to college', illustrating yet another construction involving the simple imperfect. This time the pattern is:

A- + simple imperfect + የዚ, etc.
ስሜ: የኞ

The verb የዚ can either remain as a fixed form, or can be in the same person as the A- + simple imperfect, as in the example. When talking about the past, የዚ näbbär is substituted for የዚ:

በተመሳሳይ የዚ	bäk'irbu amerikan	we're shortly to be going
ከተመሳሳይ የዚ	agär linnihed näw	to America
አመሰግ የዚ	lit'äraččuh näbbär	I was about to call you

The same idea of an event that is about to happen, or one that has to be done, can be expressed by using the infinitive and የዚ. In this case you can add the appropriate possessive pronoun suffix to the infinitive to indicate the subject. Look at the following examples:

- አዲስ መኪና መማዘኑት ነው
addis mäkina mögzat näw
you (I, we ...) must buy a new car
- መሳሪያ የሚገኘውን ነው
mäsa mäblataçin näw
we're about to have lunch
- ይህወደ መግለጫ ነው
yihaw mähede näw
look, I'm just about to go

Exercises

1 Substitute the verb in brackets for a 'when' clause with *ከ* to complete the sentences

Example: ከልማት ክተማ (ከፈ) ከድሰ ተቻለዋል፡
→ ከልማት ክተማ ስተከፈ ከድሰ ተቻለዋል፡

- 1 ክሬት ደብዳቤ (ከፈ) ማዘጋጀል፡ ተዘረዘሩል፡
- 2 ተረጋግጧል (ከፈ) በርሃስ ይዘረዝል፡
- 3 ጥሩክ በተገኘ (መረጃ) ከዚምበር በታች የሆነ አጥቃቸው፡
- 4 እና ተማሪዎን ከገር (ከፈ) ተዘረዘሩ ተደርሱ ተሞላች ልረቻ፡
- 5 አገልግሎት ተማሪው ተያቄ (መዋወ) ለጠቅ ይሰጣል፡
- 6 ይጠየቁ መዘላፍ (በግ) ለተዘጋጀ ተረጋግጧል፡
- 7 ከመተካከል (መመ) በለም ተጋድ ላይ ለመመስት ተከራይ፡

2 Use one of the constructions meaning 'in order to' to complete the following sentences. Be sure to vary the construction you use

- 1 አርሃም ከድሰ መከና ይፈልጋል?
- 2 ተያተር ይፈልጋል?
- 3 መዘላፍ ይፈልጋል?
- 4 ወደ ተምህርት በተ ነው ከልፈልግም፡
- 5 ላይ ይፈልጋል ለለምን ነው?
- 6 ላጉሙ ከድሰ ተዘዘሩን መረዋል፡

3 Turn the underlined verbs in the following sentences into the negative form and then translate them into English. (You might need to look some vocabulary up in the glossary)

- 1 ከሬ በዘጋጀ ክተማ እናቱ ጽሑፍ ወደ መገልጻ በቻ አለሁ
አንጻፋለሁ፡
- 2 ይህን ለማደረግ በትኩል ዲሞክራሲያል፡
- 3 ይህን የመሰረ ነገር እንጂይረሰለሁ ተስፋ ከደርጋለሁ፡
- 4 ወዘዣ በያንበ እንተፈልጉ ወልደዋል፡
- 5 ወደ ወጪ ነገር እንደገኝ ተለቀፊልናል፡

4 Rewrite the following statements and questions following the pattern of the examples, and then translate them into English

Example: ከተ ደደዣልልልል → ከተ ደደዣልልል ይሁዳል
he might ring you tomorrow

- 1 ከሬ ክስቶት በሽሳ እና ለማ ተጠሪ ይተካናል፡
- 2 የተማሪው ቅጥር ከየተመመረ ይረዳል፡
- 3 አገልግሎት ወሰኑ በጠም ጥሩ መዘላፍ ልጋገጫለሁ?
4 የጤናን ለለምናው በቻ ወሰኑ ከቋይለሁ፡

Example: ምግባር በልተለዋል → ምግባር ተብል ይመር
she began to eat her lunch

- 1 ጥሩክ እጅምን ተመስቶል፡
- 2 አስተሳወ ተስተዋወ በልጋገጫ ወረዳ፡
- 3 ተጋግቶ በተገኘ ተቀብቶ፡
- 4 ለጠቅ የተዘረዘሩ ከልተመሸጋ በረታ፡

Example: ከድሰ ተማሪ እኩልጋለሁ → ከድሰ ተማሪ እኩል ንብረት ነው
I would like a new dress

- 1 ለምክንድ ደብዳቤ እኩልጋለሁ፡
- 2 እና አስተልመክድ የበተገኘ ተረጋግጧል፡
- 3 ከልማት መከና ተለ ተለ ተንጋግቶ፡
- 4 ተረጋግጧል እና ለጠቅ እንጋገጫለሁ፡

5 Here are a few Amharic proverbs, each of which contains a simple imperfect verb with **ብ**, **ለ**- or **ል**- Identify the verb(s) in each case, give the dictionary form, and then try and translate the proverb into English. (Note: the language of Amharic proverbs is often highly condensed. Also, the normal patterns of word order are frequently disrupted)

- 1 ቤት ማይ አያሁ ጥናነት በቻ።
- 2 ፍጋዕጣ ሰውሬዊ ካስተዋዕ፡ ይህ ሰውሬዊ ካስተዋዕ፡
- 3 ለሰው በተል ተመሳለሁ፡ ለግዢር በተል ተለማለሁ፡
- 4 የደምሩ ማንበብ፡ የደበሰ መጥጥሁ፡
- 5 በምላሽ ሰሙበበብ መግለጫት አይከናወ፡
- 6 መሬታ ለሰላ በት ለተ፡
- 7 ገዢ በለምንው ዘንድ፡ በርሃም በለምንው በርሃም፡

Here is some vocabulary to help you

ወያ	hoy	a vocative particle; ወያ በራይ hoy oh ox!
ሰንያት	sägännät	balcony
መረት	märet	ground, earth
ለም	lämma	prosper, flourish [2-lit] A]
መዝ	täggäbä	be satisfied, full (<i>of food and drink</i>) [3-lit A]
ዘምብ	zimb	fly (insect)
መግለጫት	mäglalit	lid
ዘንዶ	zändö	python
ቦራዶ	bärädo	hail

Grammar

The instrument noun

In the dialogue you met the word **መመዝገብ** in the phrase **መመዝገብ ክፍል** mämäzzäbiya kifil ‘registration room’. This is a regular derivation from the verb **መዝ** mäzzäggäbä [4-lit] ‘register’ and is called the instrument noun, because it designates the means or instrument with which, or sometimes, as here, the place where you do something.

So, for example, **መቁመሪያ** mäjämmäriya is literally ‘the means by which you begin something’, in other words ‘the beginning’. You have already met a few other examples of instrument nouns: **ማረታዊ**

maräfiya in **ክፍል ማረታዊ** ‘airport’, or **ማረታዊ ክፍል** ‘waiting room’ from **ክፍል** arräfä ‘rest’; **መአቢያ** mäläkkiya in **ትክክል መአቢያ** ‘thermometer’ from **አቢ** läkka ‘measure’; **ማዘጋጃ** mazzägäjja in **ማዘጋጃ ተዎች** ‘town hall’ from **ክፍል** azzägajjä ‘arrange’; **መኅፋሻ** mänafäša in **መኅፋሻ የተ** ‘park’ from **ተኋላ** tänaffäsä ‘go for a stroll, take the air’ (**ኋላ** näfas is ‘wind’).

Here are some more examples that you will find useful:

መግቢያ	mägbiya	entrance	from ገብ gäbba
መውጫ	mäwëč'a	exit	come in
መጋሚ	mäč'ärräša	end	from ጋሚ wät'ča
መቁመሪያ	mäjämmäriya	beginning	go out
መከተታዊ	mäkfäčä	(can/bottle)	from ከተታዊ käffätä
መከተታዊ	mäkdäňa	opener	open
መጥረት	mät'rägiya	lid, cover	from ከተታዊ käddänä
መስቀል	mäsk'äya	broom	cover
መልካም	mälač'a	(coat) hanger	from ስቀል kärrägä
መቅጫ	mak'omiya	stop, stopping	begin
መቅጫ	mäsač'iya	place	from ቅጫ sakiä
መቅጫ	mäk'ämäč'a	laughing stock	stop
መቅጫ	mäk'ämäč'a	seat, stool	from ቅጫ sakä
ማስታወሻዊ	mastawäk'iya	information	laugh
ማስታወሻዊ	mästawäk'iya	notice	from ታወሻ täk'ämämat'ä sit
ማስታወሻ (ቤት)	märsiyya (bet)	office	from ታወሻ täk'ämämat'ä notice
ማስታወሻ	mässariya	tool, equipment	from ታወሻ täk'ämämat'ä work
			also from ታወሻ särrä work, but slightly irregular in formation

Sometimes the instrumental noun is joined to another noun with the possessive preposition **የ-**, or is used as an adjective with another noun to form a compound:

የማተበያ መከና	yämat'äbiya mäkina	washing machine
ያመትበያ መቁጥር	yawtobus mäk'omiya	bus stop
የመተገቢያ መማሪያ	yämägänbiya mässariya	building materials
መኖሪያ ቤት	mänoriya bet	dwelling, residence

The instrumental noun is formed on the same stem as the infinitive by means of the prefix **mä-** together with the suffix **-iya / -ya**. If the verb stem ends in one of the palatalizable consonants (**t**, **t'**, **d**, **s**, **s'**, **z**, **n**, **l**) then it is palatalized and the suffix **-ya** is shortened to **-a**. Also, if the verb stem already ends in a palatal consonant (**č**, **č'**, **j**, **š**, **ž**, **ñ**, **y**) the suffix **-ya** is shortened to **-a**.

On stems which do not palatalize, it is optional whether you use **-iya** or simply **-ya**: **መጥረገያ** mät'rägiya, or **መጥረግያ** mät'rägya. For convenience, only **-iya** forms are given in the table.

Example	Prefix stem	Suffix	Infinitive
3-lit A መጥረገያ	mät'rägiya	mä- -träg-	-(-i)ya መጥረገ
3-lit B መሸጠራያ	mäjämmäriya	mä- -jämmär-	-(-i)ya መሸጠር
2-lit ¹ A መሸጥያ	mäsriya	mä- -ṣṭ-	-iya መሸጥ
2-lit ¹ B መልክያ	mäläkkiya	mä- -läkk-	-iya መልክ
2-lit ² A መስጠቅ	mäsc'a	mä- -st'-	-ya መስጠቅ
2-lit ² B መልያ	mäläyya	mä- -läyy-	-(-y)a መልያ
2-lit ³ መሳቀያ	mäsaq'iya	mä- -sak'-	-(-i)ya መሳቀ
2-lit ⁴ መዘካያ	mäheja	mä- -hed-	-ya መዘካ
2-lit ⁵ መኖሪያ	mänoriya	mä- -nor-	-(-i)ya መኖር
4-lit መመዘገብያ	mämägzäbiya	mä- -mägzäb-	-(-i)ya መመዘገብ
3-lit X መተገቢያ	mägänbiya	mä- -gänb-	-iya መተገቢ
3-lit Y ማጋብና	mägwäbnä	mä- -gwäbn-	-(-y)a ማጋብና

Exercises

6 Match up the list of instrument nouns with the common nouns that follow and then form sentences following the pattern of the example to describe what each is used for (you will need to look some words up in the glossary at the end of the book)

Example: **መተበያ : ስው በመተበያ ይጠናል :** ላምጣል እና

መተበያ ገዢ

1 መተመሳሳይ	5 መተናገድ	9 የሰንጠረዥ መቁጥርያ
2 መሸጥያ	6 መጽሑፍያ	10 መከላለያ
3 መስጠቅያ	7 መሰራዳያ	11 መጥረገያ
4 መጥረገያ	8 የሰው መጥረገ	12 መሰረተያ

የሰው እና የሰንጠረዥ መቁጥርያ : ቅልጥ : በት : በርሃዊ : መጠፊ : መጥረገ : እና የሰንጠረዥ መቁጥርያ : መጠፊ : መጥረገ : መጽሑፍ : መሰረተ :

7 Translate the short passage below into English and then answer the following questions about it in Amharic

አብዛኛውን ሲሆን እና የሰው ተናገሩ ስዕለው ለዚህ የንግድ ተርጉም የጥቃቃል : ካሁንም ለለም የመፈልግዎች ተከተሉት ይጠናዋል : እንደነጂዬም ተናገሩ እንደያሆቷው ካሁን ቀርቡው እና የሰንጠረዥ መቁጥርያ : ተናገሩ የየዘዴው ለመፈጸም ተከተሉት ይጠናዋል : እና የሰንጠረዥ መቁጥርያ : ተናገሩ የየዘዴው ለመፈጸም ተከተሉት ይጠናዋል : እና የሰንጠረዥ መቁጥርያ : ተናገሩ የየዘዴው ለመፈጸም ተከተሉት ይጠናዋል : እና የሰንጠረዥ መቁጥርያ : ተናገሩ የየዘዴው ለመፈጸም ተከተሉት ይጠናዋል :

Here is some vocabulary to help you

አነስተኛ	anäst'äṣä	sneeze [derived stem]
አቶ	af	mouth
አፍንቃ	afinč'a	nose
መከላለ	mäharräb	handkerchief
ሻፍና	šäffänä	cover [3-lit B]
በሽታ	bässitä	sickness, disease
ተለለፈ	tälalläfä	be passed on [derived stem]

- 1 **ለው ተናገሩ ስዕለው ጥንት የሚጠናል?**
- 2 **የተናገሩ በሽታ ተለለፈ ነው?**
- 3 **በሽታው እና የሰንጠረዥ መቁጥርያ ለለምና ነው?**
- 4 **የተናገሩ ለያዘው ለመፈጸም ተከተሉት ይጠናዋል?**

Reading passage

ይዚህን	
አብዛኛ	
የሰው አካል የሚያደርግ ተደርጓል ነው?	
በሰው ላይ አካል 60% መሬት 39% አካላዊ ተረጋግጧት 1% ማስፈጸም መው ስሜ 70 ካላ- ገኘው በማመዘኛ ሰው አካል መሬት ይገባ የሚከተሉት ማስፈጸም እንደሚታረ ተደረገል	
45.5 ካላ አብዛኛ	
12.6 ካላ ንርባ	
7 ካላ አብዛኛ	
2.1 ካላ አብዛኛ	
1 ካላ አብዛኛ	
0.7 ካላ ንርባ	
0.214 ካላ ጽቃዣ	
3 ጽቃዣ አብዛኛ	
3 ጽቃዣ ማጥፊያ	
2 ጽቃዣ በሆነው ልለቸ ማደረግ እናገኘው ከፋይ ይመጣዋል እና እንዲቀመጥ ነው በሰው አካል መሬት በማለት ማደረግ ልለቸ ልለቸ ተደርጓል እንደሚቻል ተመክል	
አምስል 5 ካላ ጽቃዣ ማጥፊያ	
65 ዘርዝ ዘርዝ ንርባ	
7 ማስፈጸም	
820 ካላ አብዛኛ እናመት	
20 ዘርዝ ማጥፊያ መው	
50 ዘርዝ ልለቸ	
42 ልለቸ መሬት	

Supplementary vocabulary

ማድርን	maidin	mineral (ማድርን maidinat minerals)
ጊደጃዊ	gudgwad	pit, well, mine
የሰው ላይ	yäsaw lijj	human being
አካል	akal	body
አካላዊ	akalawi	physical (አካላዊ ተረጋግጧት akalawi täfat'ro physical matter)
መዘን	mäzzänä	weigh [3-lit B]
ተከተለ	täkättälä	follow [derived stem] (imperfect የተከተለ yikkättäl)
ተረጋግጧ	tärägaggät'ä	be verified, ascertained (cf. እርጥጥ ከግት' certain)
አቦት	azot	azote (<i>an old word for nitrogen</i>)
ብርት	birät	iron
ለቅ	lik'	expert, scholar, scientist
ከከተመ	askämmat'ä	set down, establish [derived stem] (cf. ተቀመጥ täk'ämmat'ä sit)
ንገር	nägar	thing
ታውቂ	tawwük'ä	be known [derived stem] (ታውቂው tawk'wal it is known, recognized)
ሻማ	šama	candle
(ደረሰ) ንርባ	(däräk') ürsas	pencil (ንርባ alone can mean both pencil and lead; ደረሰ ንርባ lit. 'dry pencil')
ደርዝ	därzän	dozen
ሚልማር	mismar	nail
ቀርጥሩም	k'urüt'räc'	piece, bit, lump
% = በመቶ	hämäto	percent
11.7 = ኦላጊጀም		
አሁን በአት	asra holätt	≈ 12.6
ገጥበ ስድስት	nät'ib siddist	
ንጥብ	nät'ib	point, dot
ዘር	zero	zero (= 0)

11 አዲስዊ በዓል bīherawi bāal

A national holiday

By the end of this lesson you should be able to:

- form and use command forms ('go', 'let's go', etc.)
- use the verb አለ 'say' in various ways
- greet your Ethiopian friends on national holidays

A national holiday

Peter and his girlfriend, Tsehay, meet Kebbede by chance as they are walking along Adwa Avenue in the direction of Piasa

TFC: የዕስ የተሳሪው መጽሑፍ አይቶ ጥና ላይ በጥሩ
በኩል በፊት ባጠጣት ካልደን ይኝነል::

HAB: አንተት አንድምን አላቸው? መከተል ነው የምትኩል?

TFC: እኔ ይገኘ ሆኖ እኢብር ይመሰባኝ አንተበት አንድ
ሆን? በፊቱ አንድም ይች? ተሳሳት? የሚ ለቀጥታ?

HAB: እዱ እኔ ይገኘ ሆኖ በፊጥም እኢብር ይመሰባኝ
ይችል::

TFC: መካል በተጠቀም መሰረት ተስተል ስለሚታየው
በንግድ እስቴ ተገኘ ሆኖም መካል የምትኩል የምትኩል
በኩል ነው አንድ!

HAB: አንድም አንድም? እኔ የመስተል ስኩል እኔ ነው!
በኩል የሚከበርው በመለ አንድምኩል ነው:: ለይመቱ
ሁማናውን ተልልቻ በኩል መካል አንድ ስለሆነ
አሁን አንድ መለ ተን አንድም ነው:: እስቴ እኩል
በኩል ነው አንድም! በኩል የመስተል ተከላም ስለሆነ እኔ¹
ልጋብጥሁ::

HAB: በኩል ነው የሚ መጠቀም ተፈልጋቸው?
TFC: በዚህ አመልካቸው:: እኔ ቀበታዊ በኩል ስጠጣ

የዕስ: እኔ በኩል በመ ይሰላል::

TFC: እስቴ እባለሁ እኔ በኩል አንድም እናደማዘበው መሬታ::

HAB: ተኋሩ ስመራለሁ በፊት ሲሆን ተኋሩ ተኋሩ ተኋሩ ተኋሩ
አንድም መልቀቻለሁ:: የሚያም በኩል ማናድውም
በዚህ አመልካቸው መሻሻለ ለማስወቅ መሬታ በኩል እኩል
አመልካቸው የሚያም ይምር ይንኑን በመተካል በፊት
ይመዋል::

የዕስ: እኔ ልማዕስ! እኔ የሚገርመኝ እኔ በኩል መሬታ
ዝርዝር መሬታ ለማን እንዳለሁን ነው:: አንተት መጋቢት
ጥንቃም በኩል ነው ለላይሁ መዋወጥ በቋ!

HAB: ለማን እንዳለሁ ተያሉ ይከናል?

TFC: እስቴ እባለሁ አተጨማሪው አንድም! እኔ የሚፈልጋቸው
በኩል አንድም እናደማዘበው ማዕቅ ነው:: ለላ ቁጥጥል
እኩልንም::

HAB: ገዢ ሪፖር ሪፖር መፈጸም መፈጸም ይመዋል::

TFC: ይመዋል ምን የምትኩል ነው?

HAB: በመጀመሪያ ላጥቻ እናይ ለቃድ እንዲሁ ይተካላል::
ከዚያም በኩል ለተፈጻሚው ሲሆን እንዲሞላቸው
ይደረጋል:: ይምር ይመዋል ይችል::

TFC: ለቃድ እናይ ለቃድ እናይ ለቃድ እናይ ለቃድ እናይ
ከዚያም በኩል ለተፈጻሚው እንዲሁ ይተካላል::

HAB: ለመጀመሪያ ላጥቻ እናይ ለቃድ እናይ ለቃድ እናይ
የሆነ ነው::

TFC: ለመ ሪፖር ይመዋል ይችል ይችል?

HAB: እዱ እውነት የሚከበርው ነው:: በኩል እኔ የሚመሱ ስኩል
የሆነ ነው?

TFC: እዱ እውነት የሚከበርው ነው:: በኩል እኔ የሚከበርው
የሆነ ነው::

HAB: ለማስተካከለው እኩል እናደማዘበው ነት
ከተተቻ ይምርሱ ተያሉ:: ስለሆነ እንደሆነን ይህ ይ!

TFC: እኩል ስደስተ ነው እኩል! ለማስ ተከታታለሁ!

KEBBEDE: How are you? And where are you going?

PETER: I'm fine, thanks. How are you? And how is Hirut? Is she
better? Has her cough gone?

KEBBEDE: Yes, I'm fine. Hirut, too, is better, thanks.

everywhere in the city centre. Is today a holiday, then? What's the reason for it?

KEBBEDE: How come you don't know? Tomorrow is of course the Feast of Meskel! The holiday's celebrated throughout the whole of Ethiopia. Since it's one of the biggest festivals celebrated every year the people have a day's holiday. Look! Let's go into this café! As it's a holiday let me treat you.

KEBBEDE: Well now, what do you want to drink?

PETER: Thank you very much. Let me have a cold beer.

KEBBEDE: And what will you have, Tsehay?

TSEHAY: I'd prefer a milky coffee.

PETER: So then, please tell me how the festival will be celebrated tomorrow.

KEBBEDE: Before the day arrives a lot of preparations have to be made in advance. By way of example, in every house the women bake injera, make wot, brew tej and brew tella. After that, everyone invites their friends and relatives to a party; and then eagerly waits for them, setting up a marquee on the eve so as to celebrate the holiday with them.

TSEHAY: Oh please! What amazes me is why we women always have to do everything. You men, though, merely sit around without doing anything!

KEBBEDE: Why do you talk like this, Tsehay?

PETER: Please don't argue! What I want to know is how the day of the holiday is celebrated. I don't want any more argument!

KEBBEDE: Well, at daybreak everyone gathers and goes to the Meskel bonfire site.

PETER: What's a Meskel bonfire?

TSEHAY: First people plant a long piece of wood. Then they stack lots of pieces of wood together around it. That is called the Meskel bonfire.

PETER: Why do they plant a long piece of wood in the middle?

KEBBEDE: The long piece of wood in the middle has the symbol of the cross on it. This is a representation of the cross which Queen Helena found.

PETER: Why does everyone go to the bonfire site?

TSEHAY: To light the bonfire of course!

KEBBEDE: Yes, she's right. Isn't there a bonfire festival in your country, then?

PETER: Yes, there is indeed! But it's not celebrated in this manner.

TSEHAY: Well then, how do you celebrate it?

PETER: The celebration that we have has no connection with religion.

KEBBEDE: In any case, you'll see how we celebrate the festival from tomorrow. So bring your camera with you.

PETER: Well yes, but gladly! I'm eager to see it!

Vocabulary

ወዳጅ	wädaj	(girl/boy) friend, lover
ገዢያ	gwädana	road, avenue
አድዋ ገዢያ	Adwa Gwädana	one of the main shopping streets in Addis Ababa leading to the area called ጥያቄ Piyassa , from the Italian <i>piazza</i>

ሰንደቅ ቃልማ	sändäk' alama	flag
መስቀል	mäsk'äl	cross (የመስቀል በኩል yämäsk'äl bäl The Feast of Meskel or The Feast of the Invention of the Cross (see note 1))

ባኤል	bääl	festival
ከረታት	iräft	rest, holiday
ዋዥሙ	wazema	eve (of a holiday)
ሙሉ	mulu	whole, full, entire
ዘመድ	zämäd	relative, relation
ገብጃ	gibža	party, reception, invitation (cf. the verb ጋብዛ gabbäzä invite)
ዶንካውን	dinkwan	tent, marquee
ወንድ	wänd	male, man
ጥቅምቅ	č'ik'ic'č'ik'	argument, quarrel (cf. the verb ጥቅምቅ täč'äk'ač'č'äk'ä below)

ተሳት	goh	daybreak, dawn (in the idiom ተሳት አጥቃ (see ጥቃ in the verbs below). You can also say ጋዢ አጥቃ nigat sik'ädd)
ጋመራ	dämära	(Meskel) bonfire
ክንፈት	inč'ät	(piece of) wood
ዘሪያ	zuriya	surrounding area, environs
በዝርያው	bäzuriyaw	around him/it (lit. 'in his/its surroundings')
ማልክት	milikkät	symbol, sign
ኒግስት	nigist	queen (ኒግስት ካለን Nigist Ileni Queen Helena - see note 1)

ንግሥት	nigus	king (<i>cf.</i> የኢትዮጵያ እናገስ ቅድመ ድንጋጌ ‘king of kings’ – in Ge’ez)
ሃይማኖት	haymanot	faith, religion

Verbs

ተሻላል	täšalä	be better [derived stem]; (<i>as an impersonal verb with an object suffix pronoun</i> , e.g. ተሻለው täšalaw, <i>it can mean</i> feel better, get well; <i>but remember</i> ይሻላል yiššalāññāl means I prefer <i>lit.</i> it will be better for me)
ተስቀል	täsäk'k'älä	hang, be hung [derived stem]; gerundive ተስቀል täsäk'lo
ታየ	tayyä	be seen [derived stem]; (<i>cf.</i> አየ ‘see’, simple imperfect ይታየ yittayy)
ተከበረ	täkäbbärä	be celebrated (<i>festivals</i>) [derived stem]; (simple imperfect ይከበር yikkäbbär)
አካብ	akäbbärä	celebrate (<i>a festival</i>) [derived stem]; (simple imperfect ያካብ yakäbir)
ቀዳም አለ	kädämm alä	be early, precede [<i>ለ</i> verb] (<i>see grammar section</i>)
ቀዳም ማለ	kädämm bilo	earlier, ahead of time, in advance
ጠረ	gaggära	make injera [3-lit C]
ጠል	tälä	besides meaning ‘throw down’, here means make tejj [2-lit ³]
ጠሙዋ	tämämk'ä	brew tella [3-lit A]
ጥቡ	täkkälä	plant, pitch (<i>a tent</i>) [3-lit A]
ዘም አለ	zimm alä	be quiet, keep still [<i>ለ</i> verb] (<i>see grammar section</i>)
ዘም ዘለ	zimm bilo	quietly, merely, just (<i>without purpose</i>)
ተልቅልዋ	täč'äk'ač'äk'ä	argue, quarrel [derived stem]; (simple imperfect ይጠቅልዋ yic'äk'ač'äk')
ቀዳም	käddädä	cut, make a hole (<i>but note the idiom የሚ ማቅረብ goh sik'ädd</i> when day breaks; at day break – <i>lit.</i> ‘when

ተሰሰሰል	täsäbässäbä	gather, assemble [derived stem]: (simple imperfect ይሰሰሰል yissäbässäb – <i>cf.</i> ሰሰሰል säbässäb gather (<i>something or somebody</i>) together [4-lit])
ደረጃ	däräddärä	put in a row, stack [4-lit]

Particles

ቁርማ	baggat'ami	by chance
እኔ	ikko	in fact, actually (<i>see note 2</i>)
መተከለ	mäkakkäl	amongst (<i>postposition</i>): middle (<i>noun</i>)
ማንነዱ-ም	manniññawm	each, every, all
[·a] e.g. ነጥ	näwa	it is indeed, it certainly is (<i>see note 2</i>)
ከ— ደር በማያያዝ	kä — gar bämayyayaz	in connection with
ለማንነዱ-ም	lämanniññawm	in any case

Notes on the dialogue

1 The Feast of the Cross (**የመስቀል በዓል** yämäsk'äl bäl) is one of several Ethiopian national holidays. Some of these are Christian festivals, some are Muslim, and others celebrate important days in the history of Ethiopia. You may find the following details of Ethiopian national holidays of interest.

- (a) **የዘመን መለመና በዓል** yäzämän mäläwwäč'a bäl (also called አመራ ታመት awdä amät, or simply አዲስ ታመት addis amät) New Year (**መስከረም** 1)
- (b) **የመስቀል በዓል** yämäsk'äl bäl the Feast of the Invention of the Cross, celebrating the finding of the True Cross by Queen Helena, mother of the Roman Emperor Constantine (**መስከረም** 17)
- (c) **የጥር በዓል** yägäanna bäl the Feast of Christmas (**ጥክምት** 29): Ethiopian Christmas falls on 7 January
- (d) **የጥምቀት በዓል** yät'üm'k'ät bäl the Feast of Epiphany, celebrating the baptism of Christ in the River Jordan (January 6)

- (e) የኢትዮጵያ በኩል ያልቻል Adwa Victory Day, celebrating Menilek II's victory over the Italians in 1896 (**የኢትዮጵያ 23**)
- (f) ኢትዮጵያ የተራት በኩል ያልቻል yäItyop'p'iya näs'annät bäl Ethiopian Independence Day, also called የኢትዮጵያ ያልቻል bäl Victory Day, celebrating the defeat of the Italian occupying forces in 1941 (**መጋቢት 24**)
- (g) የፌዴራል የታሳቂ ያልቻል Easter (a moveable feast occurring between **ጥቅምት 25** and **ጥቅምት 30**). The name ተሳቂ applies to the whole week

There are three Muslim festivals which are celebrated as national holidays in Ethiopia. The dates of these are calculated according to the Muslim calendar and so do not always occur on the same day of the year in the Ethiopian calendar.

- (a) መሙላድ, or የሙሉመድ ሌሎች yäMähammäd lidät, the birthday of the Prophet Mohammed
- (b) የፋት በኩል yaräfa bäl, also called by its Arabic name ከዳ ከድድ id al adha, the Feast of Immolation
- (c) ከድ ከድ ፍጥር id al fit'ir, the Feast of the Breaking of the Ramadan Fast

There are quite a number of set expressions in Amharic for greeting people on national holidays. These usually follow the pattern:

እንደንጂ ለቦግል በደንብ እኩለዎ* inkwan läbäalu bädähna adärräsäwo*

lit. 'congratulations that He (God) has brought you safely to the feast!'

Here are some other examples and variants:

እንደንጂ በዚመን ወደ በዚመን ክፍትረዎ inkwan kázämän wädä zämän aššägaggäräwo

'Happy New Year!' (*lit. 'congratulations He has brought you across from year to year!'*)

እንደንጂ ለከበደ ቅመት በሰላምና በደንብ እኩለዎ inkwan läaddisu amat bäsälaminna bädässita adärräsäwo

'Happy New Year!' (*lit. 'congratulations He has brought you to the new year in peace and happiness!'*)

እንደንጂ ለአዲስ ቅመት በደንብ እኩለዎ inkwan lälidätu bäl bädähna adärräsäwe

'Happy Christmas!' (*lit. 'congratulations He has brought you safely to the Feast of His Birth!'*)

እንደንጂ ለዘመን ተገምሮች ዝግለዎ inkwan läbirhanä tinsaew yadärräsäwo

'Happy Easter!' (*lit. 'congratulations He has brought you to the Light of His Resurrection!'*)

እንደንጂ ለአዲስ ቅመት ዝግለዎ inkwan lälidät bäl bädähna yadärräsäwo

'Happy birthday!' (*lit. 'congratulations He has brought you safely to the feast of (your) birth!'*)

* Of course, you can change this to **እኩለዎ**, **እኩለዎ** or **እኩለዎ** according to the person you are greeting. More simply, you can also say **መልካም በኩል** mälkam bäl 'happy holiday!'. Below are some further, more formal expressions of good wishes, that you will find useful.

መልካም መንኑትን፡ ዕድገትና ዘላሪናን እውነትለዋሁ፡
mälkam t'eninnatin, idgäfinna bils'iginnan
immäññilliwotallähw

I wish you good health, prosperity and wealth!

እዲ የመተ የዶድዎ፡ የብልጽዎችና የሰላም እንደሆነዎ
addis amät yäidgät, yäbils'iginnanna yäsälam indihonilliw
immäññallähw

I wish that the New Year will be one of prosperity, wealth and peace for you!

- 2 In the dialogue, several discourse particles occur: **ለ** ikko, **ኋላ** inji and **-a** on **የዚ** näwa. It is important to know how to use these correctly if you want to develop a good use of spoken Amharic, as it is these which will give your Amharic a lively and expressive character. You have already met **ኋላ** inji in the phrase **የዚን የዚ ንህን የዚን** yihon inji 'nevertheless', *lit. 'so be it, but . . .'*. You can see from how it is used in the dialogue in this lesson that **ኋላ** is used to mark a contrast or protestation of some kind:

- (a) when Peter confirms that there is a bonfire festival in his country in response to Kebbede's doubtful question: **እኔ ንህን የዚ ንህን የዚ** allä inji 'but (of course) there is!'
- (b) when Peter affirms that he will of course bring his camera, dispelling any doubt that he might forget it: **በደረሰ ንዑስ ንህን የዚ** bädässita näw inji 'but gladly (*I shall bring it!*)'

You can also use **հԵՔ** after an imperative or jussive (command forms of a verb) to stress or emphasize the command, or as a protestation:

- | | | |
|---------------|-----------|--|
| մԱ հԵՔ | bila inji | eat, why don't you!; do eat! |
| ԿԵ հԵՔ | hid inji | do get a move on!; go, for goodness' sake! |

ՀԵՔՔ հԵՔ innihid inji let's go then! (*i.e.* why are we waiting?)

When used inside a sentence, **հԵՔ** usually contrasts two ideas and corresponds to English 'but'; 'on the other hand'; 'on the contrary':

ՔԵՐԾ ՀԵՔ ԲՈՒ ՀԱԽԱՐԹ yirabān inji yihin albālam
I may starve, but I shan't eat this (*lit.* 'let me go hungry, but . . .')
ՄԻՆ ՀԵՔ ՀՄ ՀԵՔ ԴՎ ՄՈՒՐ t'aguru näč'č näw inji gäna
his hair is white, but he's still young

ՀԵՔ ԿՇ ՀԵՔԱԿԸՐԹ nägä inji zare annic'ärriśim
we shan't finish today, but rather tomorrow

The little particle **հԻ** ikko is rather like **հԵՔ**, in that it also indicates a kind of protestation, but rather that something is indeed true, and not so much in contrast to another idea that is expressed or understood. It corresponds to English expressions like 'exactly'; 'quite, indeed'; 'in fact'; 'actually' and so on. Unlike **հԵՔ**, it can also be used on its own as a response.

- | | | |
|------------------------|-----------------------|---|
| ՀԵՔԸ ԱՔԾԵՎ? ՀԻ! | indih ladrigaw? ikko! | should I do it like this? - Of course! |
| ԱԱ ՀԻ ԱՄԾԻ | bäl ikko sit'än! | come on then, give it to me! (<i>to assure someone who's reluctant</i>) |
| ՔԱՐՄԱ ՀԻ! | yigärmal ikko! | it's truly amazing! |
| ՀՐԴ ՀՐՓ ՀՍ ՀԻ! | antä awak'i näh ikko! | you are really intelligent! |

The little suffix particle **-a**, which is always written joined on to the preceding word has a similar function to **հԻ**. It is very commonly found added to **ԴՎ** as in the dialogue: **ԴՎ näwa**, meaning 'of course it is!'

Grammar

The command forms (imperative and jussive)

In the dialogues so far you have met quite a few jussive and imperative forms of the verb. Here are some examples:

- | | | | |
|--|---------------------------|-----------------------|--------------|
| ՀԵՔՔ ինիհիդ let's go | ԱԹԵՓԹ lit'äyyik'äw | let me ask him | |
| մԱԲԻ տ'աբբիկ' wait | ԱՉՊԱԳԸ ligabzacčuh | let me invite you | |
| ԴՎ gibu | come in | ԱԹԱ lit'ät'č'a | let me drink |
| հԹՄԻ amt'a | bring | ՔՎԴ yihun | so be it |
| ՔՎԴ yihunu may you be in the phrase ՔԴԱ ՔՎԴ dähna yihunu goodbye | | | |

The imperative expresses a direct command to the person you are talking to. It therefore can only be in the second person, masculine, feminine or plural, corresponding to the three pronouns **հԵՔ**, **հԵՔԵ**, and **հԵՔԴ**. For a less abrupt request, and to be more polite, the jussive is used in the third person plural, corresponding to the pronoun **հԵՔԸ**, as in the phrase **ՔԴԱ ՔՎԴ** above.

The jussive expresses a request or a wish and is used only in the first and third persons. This can be equivalent to the English use of 'let me . . .'; 'let us . . .'; 'let him . . .'; and so on, or sometimes is equivalent to 'may . . .' or 'should . . .'. For example:

- | | | | |
|-------------------|------------|----------------------|----------------|
| ԱՎՔ լիհիդ | let me go! | ԱՔՎԱ լիճաւվիլ | should I ring? |
| ՀԵՔԱննիբլա | let's eat! | ԱԴԳ լիգբա | may I come in? |

In the negative, the situation is a little different. The negative of the imperative, i.e. a direct prohibition such as 'don't go!', is expressed by what is formally the second person forms of the negative jussive. For example:

- | | | | |
|-----------------|---------|---------------------|---------------|
| ԻԱ bila | eat! | եՐ-Ա attibla | don't eat! |
| ԿԵ hiji | go! | ՀԵՔ attihiji | don't go! |
| ԴԱՄ sümü | listen! | ՀԵՔԸ attismu | don't listen! |

The jussive and the imperative are both formed on the same stem, which in many but not all classes of verb is different from the imperfect stem. The three persons of the imperative are marked by suffixes, whilst the jussive has a set of combined prefixes and suffixes almost identical to those of the simple imperfect tense.

Here are the full sets of forms of the imperative and the jussive, affirmative and negative, from the verb **Y.R. hedä** 'go', built on the stem **-hid-**:

Imperative (affirmative only)

affix example

2nd pers. masc.	Y.R.	hid
2nd pers. fem.	-i	Y.R., Y.R. hiji, hij
2nd pers. plur.	-u	Y.R. hidu

Jussive (affirmative)

affix example (Negative) affix example

1st pers. sing.	li-	Y.R.	libid	al-	h.Y.R.	alhid
2nd pers. masc.				atti-	h.Y.R.	attihid
2nd pers. fem.				atti- - i	h.Y.R.	attihij
3rd pers. masc.	yī-	Y.R.	yihid	ay-	h.Y.R.	ayhid
3rd pers. fem.	ti-	Y.R.	tihid	atti-	h.Y.R.	attihid
1st pers. plur.	inni-	h.Y.R.	innihid	anni-	h.Y.R.	annihid
2nd pers. plur.				atfi- - u	h.Y.R.	attihidu
3rd pers. plur.	yī- - u Y.R.		yihidu	ay - u	h.Y.R.	ayhidu

Points to note

- 1 The ending of the second person feminine in the imperative and the negative jussive, **-i**, causes palatalization in exactly the same way as in the simple imperfect tense. So:

ančā ē'ärriš finish from **mčā** **THČW** mīräč' choose from **mčā** **TH** güzi buy from **TH** **TĀP** giläč' explain from **TĀS** **h&T** kifäč open from **h&T** **h&R** kifäy pay from **h&R** **m-ñR** wisäj take from **mñR** **hññT** imän believe from **hññT**

- 2 The first person singular affix in the affirmative jussive is **li-**, otherwise the personal affixes in the jussive are the same as in the simple imperfect tense. So:

h.Y.R. THC ihed näbbär I was going
but
Y.R. libid let me go

- 3 Unlike in the negative imperfect tense, in the negative jussive there is no **-ñR** **-m** suffix. So:

h.Y.R.ñR attihedim you don't go
but

h.Y.R. attihid don't go!
h.Y.R.ñR annibäläm we don't eat
but

h.Y.R. annibla let's not eat
h.Y.R.ñR ayjämmirrim he won't start
but
h.Y.R. ayjämmir don't let him start

The jussive and imperative stem

Verb class Imperative sample stem

3-lit A	[maR]	-wsäd-	maR	wisäd	take!
	[hwat]	-jwäk'-	hwat	yiwäk'	let him take know!
3-lit B	[mcā]	-č'ärriš-	mcā	č'ärriš	finish!
3-lit C	[pañt]	-gab(i)z-	pañt	gabiz	let him finish invite!
2-lit' A	[ñR]	-sma-	ñR	sima	listen!
2-lit' B	[mn]	-tät't'a-	mn	tät't'a	let him drink
2-lit' A	[ñm]	-s(i)t'-	ñm	yit'at't'a	let him drink give!
2-lit' B	[ñe]	-k'wäyy-	ñe	yist'	let him give wait!
2-lit' C	[ñe]	-s'af-	ñe	s'af	write!
2-lit' D	[ñg]	-hid-	ñg	yis'af	let him write go!
2-lit' E	[ñc]	-nur-	ñc	yihid	let him go stay!
4-lit	[mcā, mn]	-märmir-	mcā	märmir	examine!
3-lit Y	[ññT]	-gwäb(i)ñ-	ññT	yämärmir	let him examine visit!

Verb class	Imperative sample				
	stem				
3-lit X	[<i>Wɔɔ</i>]	-zänga-	[<i>Wɔɔ</i>] [<i>Wɔɔ</i>]	zänga yizänga	forget! let him forget
irregular	አ say	-bäl-	በ የበ	bäl yibäl	say! let him say

Points to note

- In all B-type verbs the imperfect stem and imperative-jussive stem are identical.
- In all A-type verbs the imperative-jussive stem begins with a sixth-order letter, such as **ወ-ወ**, **አ-አ**, **ለ-ለ**. Whether that sixth-order letter is pronounced with the vowel i, or not, basically depends on the shape of the word.
 - when there is no prefix it is always pronounced, i.e. in the imperative:

አ-አ	säma	listen!
ስ-ስ	sič'īn	give me it! (ነ-ነ)
ገ-ገ	nigäräw	tell him!
ው-ው	wisädut	take it!

- where there is a prefix it is usually not pronounced, i.e. in the jussive:

ያ-ያ	yisma	let him hear
አ-አ	attisē'īn	don't give me it! (ነ-ነ)
ል-ል	lingäräw	let me tell him
ከ-ከ	aywsädut	don't let them take it

Remember, however, that Amharic does not normally like more than two consonants in a row, so an example like the last one above (**ከ-ከ**) can also be pronounced as **ayiwsädut** in careful speech. Similarly **ል-ል** 'don't let me tell him' is pronounced **alingäräw**, and not as **alngäräw**, which would be very difficult to say anyway!

- In verbs beginning in a- the initial vowel of the stem is absorbed after a prefix, following the normal rules of vowel hierarchy. This will mean of course that as in the imperfect tense so in the jussive there will be no separate letter:

from **አውቃ** awwák'ā know [3-lit A]:

አውቃው- iwák'aw know it!
but

ያውቃው- yiwák'aw may he know it

from **አከሙ** akkämä treat medically [3-lit B]:

አከሙው- akkimäw treat him!
but

ያከሙው- yakkimäw let him treat him

- The verb **መ-መ** mät't'a 'come' has an irregular imperative. The jussive of **መ-መ**, however, is formed perfectly regularly.

Imperative

mase.	ተ	na	come!
fem.	ገ	näy	
pl.	ኔ	nu	

Jussive

e.g. 3rd pers. masc.	ይግማማ	yimt'a	let him come
2nd pers. masc. neg.	እትግማማ	attimt'a	don't come!

Exercises

- Complete the following sentences using an imperative or jussive form as appropriate. (You may find the verbs listed beneath the exercise useful)

- አ-ነ ተ-ቋ- ስ-
2 አ-ነ ሰ- ሰ- መ-ቋ-ቋ-ቋ- ይ-ቋ-
3 እ- ተ- ተ- ሰ-
4 እ- ሰ- ሰ-
5 ገ- ተ- እ- ተ- ተ-
6 እ- ተ- እ- ተ- ተ-
7 ተ- ተ- ተ-
8 እ- ተ- ተ-

ማጥ, **ዘ-ት**, **የ**, **ያ-ው**, **መ-መ**, **መ-መ**, **መ-መ**, **ሰ-ሰ**, **ሰ-ሰ**, **ከ-ከ**, **ከ-ከ**

- Convert the following commands into the negative

- የ- ሰ- ይ-ቋ-ቋ-

- 2 መስቀል ነር::
- 3 አሳት ማኅንጻ ጥገና::
- 4 አባላ ቤሮን ይከራከል::
- 5 በጥቃ ሰነድ መሠረ::
- 6 የዕቅ መረጃዎን መርሆ::
- 7 የሰን ስልዕ ቅጽር ስልዕ::
- 8 አጋዥች ሲሆን ይተካለ::

3 (a) How would you ask a little boy to do the following things in Amharic

- | | |
|-----------------------------|--|
| 1 wash the car. | 5 go to the shop and buy a bottle of Ambo Water. |
| 2 answer the phone. | 6 wait a bit. |
| 3 finish eating his supper. | 7 wipe the table. |
| 4 close the door. | 8 be quiet. |

3 (b) Now how would you ask a little girl to do the same things?

Reading passage (1)

ሰላ መዘዴ መማሪያዎች

በመዘዴ መማሪያዎች መፋይዎት ተወካለሁ? በአቶችኩያ
ው-ስጥ በዘመኑ ገዢ የሚታወቁው የገዢ መማሪያዎች ያለት
የጊዜ ዘመኑ ማስኩ: ካርር ካርር ተቋሙ ካርር
የተባለው ካለብ መማሪያዎች ተልዕ የሆነው በደረሰ የሆነው
ንዑድ የፈው ነው:: ማስኩ የተባለውም እና የፈረሰ ማረ
ንዑድ የፈው ሆኖ በማስኩ መሞች የሚጠወቁት ነው:: በዘ
ውኩ ካንብሬን በንዑድ ዘመኑ መማሪያዎች እያተጠወቁባቸው
ይዘገቡ:: እና ለአ ጥሩንት የተባለ መማሪያ እና ጥሩንት
ይጠም በተኋገኝ የሚጠወቁት በሆነ ለመጠወቁ ተል
ከዚፈለም:: ለመጠወቁት ካጥና በሆነ ለተጠቀት አሉል
ነው:: የሰነድ ጥሩ ይሞል እያደተም:: ካርር የተባለው ፍት
ነው እንደለፈቻ ካርርም ዘመኑ ነው::

Here is some vocabulary to help you

ተጠቀት täc'awwāta play (a game or a musical instrument), as well
as chat [derived stem]; infinitive መጠቀት

ገመድ	gämäd	mäc'ë'awät: simple imperfect, <i>ጠጠቀት</i>
ገመት	jimmat	yič'ë'awwät
ሰራስ	färäs	string
ጠራ	čira	sinew
ሰራስ መጥቃ	masink'o	horse
	mämäca	hair (<i>from an animal's tail</i>); also means fly
ጥናት አጠቃ	tinsaš	whisk; የሰራስ መጥቃ horsehair
	at'änna	masingo bow (<i>cf. መጥቃ hit, strike</i>)
ትናት		breath
ከጠቃ		study [derived stem]. Infinitive መጥቃ
ማስኩ	yaläßiya	mat'nat
ያው	yaw	otherwise (<i>lit. 'without that'</i>)
ክኖር	käbäro	the same (large) drum

ከራር kirar, መስኩ masink'o, ካርር käbäro and ባስኩ waṣint are the names of the four musical instruments described in this passage.

4 Now answer the following questions in Amharic about the passage you have just read

- 1 መስኩ ስንት ገመድ አለው?
- 2 ባስኩ መጠቀት ተልዕ ነው ወይም አልቻል?
- 3 በኢትዮጵያ የሚጠወቁት ካርር እና ለአ ካርር ካርር ነው?
- 4 አቶችኩያ በግ-ኩያው መማሪያ ለመጠወቁት ይዘገቡ?
- 5 ካርር የተባለውን መማሪያ በሽት ነው የሚጠወቁት ወይም?

Grammar

The verb አሉ alä

Aside from the verb 'be', አሉ is the major irregular verb in Amharic. Whilst the prefixes and suffixes that it takes in the various tenses are the same as those used with regular verbs, it is irregular inasmuch as the stems for each of those tenses are not formed following one of the regular patterns. You have now met all of the tenses of አሉ, but here they are again in table format to remind you. You can see from the table that this irregularity mainly consists in the presence of a **b** in some tenses, which is missing in others.

Be careful not to confuse **አል** alä 'he said' with **አል** allä 'he is', which forms part of the truly irregular verb 'be', which we shall be reviewing in the next lesson.

Tense		Stem	Gloss
simple past	አል	alä	he said
simple imperfect	ያል	yäl	(he says, will say)
compound imperfect	ያለል	yilal	" he says, will say
jussive	ያብል	yibäl	let him say
imperative	ባል	bäl	say
gerundive	በል	bilo	he saying ...
compound gerundive	በለል	bilwal	" he has said
infinitive	ማልት	malät	to say
agent noun	ባይ	bay	someone who says

You have also met in recent lessons some parts of the passive derivative **ተባል** täbalä 'be said, be called', such as the compound imperfect **ያብላል** yibbalal 'it is called'. Although we have not yet described this derived stem (it will be covered in lesson thirteen), you can see that the same b appears as occurs in some parts of the simple stem. The verb **አል** 'say' is especially important in Amharic as it is used in a variety of ways that go far beyond its English equivalent.

First, of course, it is used like English 'say', as for instance in the dialogue when Kebbede asks Tsehay, **እንደዚህ አገልግሎት ተያለስ** lämin indäzzih tiyalläs 'why do you say this? (lit. 'like this'). Similarly, **ምን አልከ :** **ምንም አላልተም** min alk - minumm alalkum 'what did you say? - I didn't say anything'. **አል** does not necessarily imply 'saying' something, it can also mean 'thinking' or 'intending'. Have a look at the following examples:

እሳስ ቅሚስ አገልግሎት የል ገዢ ፈጻች addis k'ämäis igäzallähw bila
gäbaya hedäč

'she went to market intending to buy a new dress' (lit. '... saying, "I'll buy a new dress")'

በረ ትምህር የልም ይስ ቅርቡ zare tümhiert yälläm biyye
k'äričcallähw

I stayed away thinking that there was no class today

In Amharic, it is normal practice to quote directly words that are spoken or thought, rather than put them into what is called 'indirect speech' as we often do in English. If the verb of 'saying' is itself **አል** then you can simply quote the words directly:

የተ በርሃ አልደረም አል

ኋላ ማስታወሻ አል
he said, 'I am not going to the office tomorrow'
አል ማስታወሻ አል
he said he wasn't going to the office tomorrow

Otherwise, it is usual to 'finish off' the quoted words with an appropriate part of **አል**, most frequently the gerundive. In this case the verb of 'saying' is something like **ጥሩ** 'speak'; **ማዋ** 'ask'; **መለስ** 'reply'; **ክበር** 'think'; **ጽሑ** 'write'; **ሙሉ** 'shout'; and so on. Look at the examples below.

የተ በርሃ ጥሩ ለለ መዋዋያ

ኋላ ማስታወሻ አል
täyyäk'äccin
she asked me, 'Are you going to the office tomorrow?'

የጥሩ አል አል
dämozun ic'ämmirillätlähw
biyye assäbkw
I thought, 'I will increase his salary for him'

የጥሩ አል አል
I thought that I would increase his salary for him

Second, the infinitive **ማልት** malät and the imperative **ባል** bäl we have also met with special uses: **ማልት** in the phrase **ምን ማልት ነው** min malät näw 'what does it mean?' (lit. 'it is to say what?'); and **ባል** as the introductory particle equivalent to English 'well'; 'come on'; and so on. Here are some more examples:

(ማልት)

ይህ ምን ማልት ነው?

yih min malät näw?

what does this mean?

ባማሪና ቅጂ ማልት በንግድነት

bamarinna čiggir malät

ምን ማልት ነው?

bängilizinna min malät näw?

what is the English for the Amharic **ቅጂ**? (lit. 'to say **ቅጂ** in Amharic is to say what in English?')

(B)

በአዲነ በአም እተያደግኝኝ? bäyi, Käbbädän säläm
attiyim inde?
well, won't you say hello to
Kebbede, uh?
በል ንዝና! bäl innihid!
come on, let's go!

Third, as in the examples **የዚህ ስለዚህ** zimm bilačehū 'you being quiet' and **የዚህ የዚህ** k'ädämm bilo 'it being earlier', which occur in the dialogue, and as in **እኔ እኔን** däss alän 'I am happy' and **እኔን** tizz alän 'I recall' which you have met before, the verb **እኔ** forms compounds in which it no longer appears to have any meaning of 'saying'. The word immediately in front of the verb **እኔ** remains unchanged, while person, tense, and so on, are indicated in the verb **እኔ**. We can call these compound or composite verbs '**እኔ** verbs'. There are very many of these '**እኔ** verbs' and they are particularly common in spoken Amharic. Below are some more examples which you will find useful to add to your vocabulary.

እምበ እኔ	imbi alä	refuse, say no
እስት እኔ	išši alä	agree, say yes
ይቅር እኔ	yik'ir alä	forgive
እደራ እኔ	adära alä	implore, entreat, entrust
ብቻ እኔ	käff alä	be high, important
ብት እኔ	zik'k' alä	be low
ቀር እኔ	k'uč'č' alä	sit down
ጥበ እኔ	k'äss alä	be careful
ቍለ እኔ	tolo alä	be quick
ሸጥ እኔ	s'ät't' alä	be quiet, still, peaceful

There are others like **የዚህ እኔ** which are derived from existing verb stems. There are set patterns which these derived '**እኔ** verbs' follow, but rather than list these here it will be simpler if you make a note of these new items when you meet them.

Exercises

5 How would you say the following in Amharic? You will find it easier if you try to recover first the original words that were spoken or thought

Example: he told me he was hungry → he told me, saying 'I'm hungry'

በዚህ የዚህ እኔ

- 1 Almaz told me she would come with the gifts tomorrow.
- 2 I replied to her that I didn't know at all.
- 3 He asked me what the time was.
- 4 Let me ask him what time we'll arrive at Langano.
- 5 We thought we'd go to Awasa next week.
- 6 He told me he'd ring this evening at 7 o'clock.

6 Answer the following questions in Amharic

- 1 ተማሪና ሰልከ ማለት በንግድኩን ምን ማለት ነው?
- 2 ይመሩ የተባለው ምንጋድን ነው? በንግድኩን እንደዚ ይባላል?
- 3 በንግድኩን wood ማለት ተማሪኛ ምን ማለት ነው?
- 4 ስምም ምን ይባላል?
- 5 ስዎ ሪፖር ሲል ለመዘላጥ እኩልጋለሁ ማለቱ ነው መፈሰ ለመመዘት እኩልጋለሁ?
- 6 የኢትዮጵያ ጥሩ ካተማ ስምም ምን ይባላል?

Reading passage (2)

የሰራተኞች ማርቆስ

ሀለተ ዘዴጥቅና ንብረቱ ማርቆስ ይሰራ ይባላል፡ በዚህ
ይዋጊ ንብረቱ ተገኝም ሆኖ ተለዋ እውጭ ለማደን ሆኖ ማስ
ከበረው ይቻል፡ ንብረቱ እንደ ተንሬ እኩል ማረጋገጫ ምንጋድ
የጥና ወደ፡ ተክና ለመወረጥ መጠቃቃቁው ለመለስ ሲል
ከከራ ሲሆ ማርቆስ እንደ ማስር እኩ፡ ይሰራ ይገኘ
ማርቆስውን ንብረቶ ሲያደርግ የተዋል ሆኖ እንደው፡
ሀለተም እኩል ለመዘላል እንደ ንብረቱ የሚገኘውን ለሰተው
ሩን ነው፡ የሩ ነው ለሚል ተገኝነው ይመሩ፡ ማርቆስ
ማርቆስውን መቻመራይ ያያዥት እኩ ለሰተኞች መርቆስ የሩ ነው
እኩል ሲሆ ለመወረጥ ማርቆስ እንደ ማስር የዚህ የዚህ
የሮ ለይገኘችው መሆ እኩል ለመወረጥ ማርቆስ እንደ ለመወረጥ
የሮ ለይገኘችው መሆ እኩል ለመወረጥ ማርቆስ እንደ ለመወረጥ
የሮ፡

Here is some vocabulary to help you

ኩድናም	gwadānnamoč	good friends (cf. እኩድ gwdānnā friend)
ኩድናኝ	gwadānninnät	friendship
ተዋዳዳ	täwaddädä	love one another [derived stem]; (cf. ወቃድ wäddädä love); simple imperfect ደዋዳዕ yiwaddädü
ማር	masäro	small pot
መር	wärk'	gold
ተማላ	tämolla	be full [derived stem]
እኩል	íkkul	equal
ተካፍል	täkaffälä	share [derived stem] (cf. ካፍል käffälä 'divide, pay'; infinitive መካፍል mäkkafäl.)
ተኞቻቻ	finik'nik'	struggle, contest
ቦክስ	boks	boxing; (በዚህ ቅዱት bəboks tämatta box one another; ቅዱት 'fight, hit one another' [derived stem]; cf., መት mätta 'hit'. Simple imperfect ደማት yimmatta)
ተሳለ	täsalä	be better (than)
የኑ	näkka	touch [2-lit A]
ተጠ	tägäbba	deserve [impersonal, derived stem]; simple imperfect ደጥ yiggäbba – ስለ ደጥባል läne yiggäbbal 'I deserve...'
ተጨማሪ	täč'ák'ač'ák'ä	argue, quarrel [derived stem]
ዘደ	zäde	plan, scheme
ኖሮ	noro	in የጊዜ ወር bayfat'ir noro 'if he had not invented ...' – cf. እመ fät'värä 'create, invent' [3-lit A]
ድንግታና	dängätänna	sudden, unexpected – cf. ደንግታ dängat 'sudden(ly)'
ተሰብ	täb	quarrel, fight
ተናራት	tämarrätä	thrash one another [derived stem] – cf. ደረና närrätä 'thrash' [3-lit B], simple imperfect ደናረና yinnarrät

12 ጥብቅ ቦክራል አበባ gubiiññit bāAddis Abäba

A tour of Addis Ababa

By the end of this lesson you should be able to:

- conjugate and use derived stem verbs in a- and as-
- form comparative constructions (e.g. 'bigger than this')

A tour of Addis Ababa

Tsehay takes Peter to show him some of the sights of Addis Ababa

በዚህ ተቁር አዲስ አበባ ወሰኑ ይሉ እንደገኘ በታምኑ

ልማዎች ተውልድዋለሁ::

በዚህ ተቁር ሆነ ሆነዎች እንደገኘ በታምኑ ወሰኑ
ለቀይ መተቁሬሁ::

ተቁር አዲስ በመዋወቻዎች በመዋወቻዎች እንደገኘ
የታምኑ እኔው ይሉ እናይለሁ::

በዚህ የተ ነው:: ቆነ ደንግታ ደንግታ እኔሁ::

በዚህ ተቁር ሆነ ሆነዎች እንደገኘ በታምኑ ወሰኑ ይሉ
ለቀይ መተቁሬሁ:: ሆኖም እኔሁ::

በዚህ ተቁር ሆነ ሆነዎች እንደገኘ በታምኑ ወሰኑ ይሉ
ለቀይ መተቁሬሁ:: ሆኖም እኔሁ::

በዚህ ተቁር ሆነ ሆነዎች እንደገኘ በታምኑ ወሰኑ ይሉ
ለቀይ መተቁሬሁ:: ሆኖም እኔሁ::

- የወ:: በኋላ አገልግሎት አይታ እለ ነገር?
መቻም አንድማጥሪር አርማውን ነገር::
- TFC: በፈጥሮ በተ ከሰደቻቸው አንዳቤሁ አይታ መሞከር
በዚህ:: እኩ! ይስኗዎ የተለያ ነው:: ሽቦ ጽሑፍ ላይ በተ
ከሰደቻቸው አመራርቸው ተመሳሳይ ነው:: ስልጣሁ በፈጥሮ
ቁጥጥዋ አነስተኛ ስጋፍ አጥቢሬልሁ:: ምናልቀጥም
የተመቻቸ አንድሆኑ ስፋትልው አካይ:: አንዱዎ ነገሮ
ምስረት በተ ከሰደቻቸ አመራርሬሉ:: ምናልቀጥም
የሚቀጥልው ላጋብት የሙከት ነገሩ ምስረት ላጋብት ነው::
በዘመኑ ይረዳ በፊጥቅ በኋላ አንቀሳሽል::
- TFC: በፈጥሮ አገልግሎት በተ ከሰደቻቸ ይህንን ይመለሳል::
በዚህ ከፍራልኝ ሰነዱ መልክ የተመረ ውቃው:: የንዑስ
በዚህ ምስረት በተ ከሰደቻቸ ያልሰውስ አመራር
አንድሆኑ አይታ አይደለም ነገር?
- በዚህ:: የኩዎ አመራር የተለያ ነው:: በመቻመራሽ ይረዳ በተ
ከሰደቻቸው የምናጥቶው አንዱዎ ተራራ ላይ ላይን
አካባቢውም ማረጋገጫ የተሰራ በመሆኑም ለላይ ስነተም
መሆኑ የሂሳብ በመሆኑ ይጥና የሰራንበት ነው:: አመራር
ቁጥጥዋ ከዚ ሆኖ በፈጥሮ የፋይር የሰበሰ በመሆኑ ወያኑ
በመም የምናል::
- TFC: ይህ ይግሞ መሆኑን ነው? መዘላፍዎ መሆኑ ነው?
በመም ይለ ይለ አይደለም ነገር?
- በዚህ:: ከዚ ለዚ ይህ ይግሞ ሰነዱዎ መዘላፍዎ ለመን
በወሰዶ አይታ ሰነዱ ተረጋግጧ ተሸቦኝ የያዘ በመሆኑ
ከፍተኛ አካባቢዎ የፋይርቸል:: በወሰዶ የተለያየ
የተረጋግጧ ለማጠል የህል የርሱጥርሱ:: ጥንቃቄ
የጠረኞ ይከናወቃ:: ይቻም ይጠና የልቀው የወጪ
አጥቃቸ አንጻርዎ ይግሞ ላላች ተመሳሳይ የሆኑ
ለቻዕ:: ለማጠልዎ:: ለማጠና ለወጪ ጥናት የሚፈፀ
መም የሚያዝኝ ንብረት ይተረጋግጧ::
- TFC: ማሬ ይቻ! በመም የሚገርም ነው:: አሁን ጽሑፍ እና
በመም ለሌደነውን ሆኖን ለማጥና ለሌደነውን ጽሑፍ
እናወ:: ለዚ ተመልክ ጽሑፍ ወልደ አመለከተዋሁ::
- በዚህ:: እናወም የወጪዎ አሁን ሆኖ የወጪዎ ለቻዕ
አጥቃቸ ላይ ነው:: ስልጣሁ አሁን ተ አንቀሳሽ
የጥርቃቸ ጽሑፍ ለሰራ ለሰተዋዎ ምናልቀጥም ጽሑፍ ለተመመ
በሚገባ ጽሑፍ አንጻርሱቸል::
- TFC: አሁን አካባቢ መሻከሩ የያዘ ሰነዱ መቀቻቸ እኩ::
በዚህ መሆኑ ነው ነገር?
- በዚህ:: እኩ! አይደለም:: ለደሰት ሲሆ የትክክል:: ነወ:: በፈጥሮ
መሆኑም የኩዎ ሲሆን ሆኖን ለሆነ ጽሑፍ ወልደ

ሁ:: በወሰዶ ሰነዱ መኋለቸዋጥቸ ከመቻረቸውም ሰነዱ
የመማሪያ በፍላጊና የተማሪያ መቀራብ በተገኘ አነስተኛ
በዚህ ወሰዶ ይገኘል:: እንዲሁም ይግሞ ተማሪያ
የሚሰለበት ምግባር በተገኘ የሚዘጋጀቸው መጠጥ መሰጠ
በቻቸው ላይ ላይ የሰረተው አጥቃቸል. የሚያደርግቸው
መቀውቸ ሆቻቸ እኩ:: ለተጨማሪም ይገኘኝና ስጋፍ
አይደለሁ ጽሑፍ የሰነድ አንቀሳሽ የሚሰጠ አለሁ
ይገኘል::

- TFC: ምግባር በተ ሰተሩ ሁጻዊ:: ስልጣሁ አንቀሳሽ እንዲሁ
በዘመኑ በገንዘብ ተማሪያ የሆኑም የሆኑም::

TSEHAY: Peter, since I've some free time today I've come to take you
and show you some of the sights.

PETER: Thanks very much for coming and thinking of me. I have
already seen several places by myself.

TSEHAY: Where did you go, and what did you see?

PETER: I went to the Merkato and saw the market. Then on my way
back I looked round the City Hall. It was very nice.

TSEHAY: That's very good. Today, though, I'll show you Holy
Trinity Cathedral, the National Museum and other sights in
the Sidist Kilo area, the Sidist Kilo campus for example.

PETER: Wait for me a moment and then we'll go out.

TSEHAY: This is our well-known cathedral. This is the biggest of the
churches in Addis Ababa. Are there any of this kind in
your country, then? I'm sure there must be.

PETER: Are all the churches of this kind, then?

TSEHAY: No, this one's different. The other churches are all alike in
construction. So I'll try to show you those another day.
Maybe if I can manage it, I'll take you to Entotto Kidane
Mihret church next Sunday, because next Sunday is the
annual feast of Kidane Mihret. We celebrate it fully and in
a most lively way.

PETER: The churches in our country do look like this. Many
churches are built in this style. And the style of the church
of Entotto Kidane Mihret which you mentioned to me is of
this kind, too, isn't it?

TSEHAY: The style of that one is different. In the first place, whereas
the church is situated on Entotto mountain, it's a place
where peace prevails because it's far from the city centre,
and also because the location is covered in forest, as well.
It's also very beautiful to look at because the style of

building is circular and the roof's covered in corrugated iron.

PETER: *What's this, then? It must be the museum? It's very nice, isn't it?*

TSEHAY: *Yes, you're right. As this is the National Museum, they take very great care of it since inside it holds very many historical remains. There are various historical items inside, for example, sculptures, ancient vellum manuscripts, very old human bones, and likewise other similar objects that aid historical, social, linguistic and folkloric studies.*

PETER: *Wow! That's amazing. But because I'm very tired now, and because it's too much for me to see everything at once, I'll come back tomorrow by myself and take time and have a look.*

TSEHAY: *I thought that too and only brought you today to see the place. So, come now, let's go so I can introduce you to the curator of the organization, and then when you come tomorrow he can give you a proper tour.*

PETER: *There are lots of young people around here carrying books. It must be a park, then?*

TSEHAY: *No, it's not. It's Sidist Kilo campus. It was previously a royal palace, but has since become the university. Inside, as well as having many gardens, there are classrooms and student residences within the compound. Likewise, there are canteens where the students eat; snack bars where they relax; and several games locations where they can practice sports activities. In addition, there's a clinic which provides medical aid when sudden illness or accidents happen.*

PETER: *When you mention a canteen, I feel hungry. So let's go and eat. In that way it'll be an opportunity to meet some students.*

Vocabulary

ጥር	tirf	spare, free (<i>time</i>)
ክ’ડિસ્ત ઇન્નો.	k’iddist sillase	Holy Trinity
કાટેરાલ	katedral	cathedral
મુઝિયેમ	muziyem	museum
સિડિસ્ત કિલો	Sidist Kilo	<i>the name of the square and surrounding area where the Social Science Faculty of Addis Ababa University is to be found. (See note 2)</i>

አመራር	assärar	manner of construction
ተመሳሳይ	tämäasay	similar, alike (<i>cf. the verb መሰላ</i> mässälä be like)
አરમ	Int’ot’t'o	<i>the name of the mountain to the north of Addis Ababa.</i>
ከડાના મિહ્રાત	Kidänä Mihrät	<i>a common title given to the Virgin Mary, lit. Covenant of Mercy. Here it is the name of one of the churches on Entotto. (See note 3)</i>
እચ્છ	sänbät	<i>another name for አብબ Sunday. (See lesson five)</i>
ከፍ	käffitänña	high, important, topmost, extreme (<i>cf. the verb ካፍ አል käff alä be high</i>)
ደરાજા	däräja	step, stairs, level, grade
નિફિન દેરાજા	bäkäffitänña	at the topmost level
બામાજામનારિયા દેરાજા	bämäjämäriya	in the first place
ડામ્માક	dämmak'	bright, animated, lively
હુનેતા	huneta	situation, attitude, manner, way
માલ્ક	mälk	appearance, style, look
ડાન	dän	forest, woodland
સાંતિ	s'ät't'ita	quiet, calm, peace (<i>cf. the verb સાંત અલ s'ät't' alä be quiet, still</i>)
કિબ	kibb	round, circular
તારા	t'ara	roof
કોર્ક	k'ork'orro	corrugated iron, zinc roofing (<i>also means tin can</i>)
અલ	likk	correct, right
તારિક	tarikawi	historical (<i>cf. તારિક tarik history</i>)
ક'િરા	k'irs	remains, legacy, heritage
નીકિબ્બક્કાબ	inkibikkabe	care, special treatment
માર્રાજા	märräja	proof, evidence, fact, (<i>piece of</i>) information (<i>cf. the verb તારા તારદ્દા realize, understand, be persuaded</i>)
તારા	k'irs'	image, model, sculpture, carving
તારાત્કાર	k'irs'ak'irs'	sculptures
તાંત્રિક	t'intawi	ancient (<i>cf. તાંત્રિક t'int ancient times</i>)
બિરાના	biranna, branna	parchment
યાબ્રાના માસ'હાફ	yäbranna mäs'haf	vellum book, vellum manuscript
ઓદ્મે	idme	age
અટિં	at'int	bone
માહબારસાબ	mahbäräsäb	society
ટુને	tünöt	study

የግኝነት ጥቃት	yämabäräṣäb	social studies, sociology
ፍርማ	t'imat	
ገኘት	dīrijjät	organization, firm, institution
ገኘት	halafī	curator, keeper, someone in charge
ገኘት	gäläs'a	description, briefing (<i>cf. the verb ተገኘ</i>)
		gälläs'ä reveal, describe, explain)
ገኘት ከደረሰ	gäläs'a adärrägä	give a briefing, show someone round
ቤተ መንግሥት	beta mängist	royal palace
መማሪያ ክፍል	mämmariya kifil	classroom, study room (<i>cf. the verb ተማሪ learn, study</i>)
ገዢ	gibbi	compound (<i>i.e. a collection of buildings surrounded by a wall or fence.</i>) (See note 2)
ክናላሽዎች	ink'isik'k'ase	movement, activity
የስፖርት	yäsport	sports activities, sports
ኋገዋልዎች	ink'isik'k'ase	
ከደግ	adäga	accident, danger
ክልን	klinik	clinic (<i>the same as የአካውጥ መስቀል yähükminna t'abiya, lit. 'medical station'</i>)

Verbs

ከፈ	asayyä	show [derived stem in as-]. (<i>See grammar section</i>)
ከመስጥ	amäṣäggänä	thank [derived stem in a-]. (<i>See grammar section</i>)
ዘረ	zorä	go round [2-lit']
ተለያ	täläyyä	be different, distinguished from [derived stem]
ተለያያ	täläyayyä	be different from one another, be various [derived stem]
ተመቻ	tämäčä	be convenient [derived stem]
ተመራ	täsärra	be built, made [derived stem]
ተገኘ	tägäññä	be found, located [derived stem]. Simple imperfect, ለጥና yiggäññ
ተታይ	täšäffänä	be covered [derived stem]
ደሮ	rak'a	be far away [2-lit'] (<i>cf. the adjective ስዋ ruk' far</i>)
ደረግ	säffänä	be dominant, prevail, reign [3-lit B]
አማራ	amarä	be beautiful [derived stem in a-]
ከደረሰ	adärrägä	do, make [derived stem in a-]

ከዘ	aggäzä	help, aid, assist [3-lit B]
ከዘ	käbbädä	be heavy, serious, severe, respected [3-lit A]. (<i>As an impersonal verb ካበድኗል I am overawed; it's too much for me</i>)
ተመለከት	tämäläkkätä	look at [derived stem]. Simple imperfect, ጠመለከት yimmäläkkät
ከመው	amät't'a	bring [derived stem in a-]
ከከተማው	astäwawwákä	introduce someone to somebody [derived stem in astä-]
ተዘጋጀ	täznanna	relax [derived stem]. Simple imperfect, ጠዘጋጀ yizznanna
ከመቻ	amäčä	be suitable, comfortable, opportune [derived stem in a-] (<i>cf. ተመቻ tämäčä in this vocabulary</i>)

Particles, phrases, etc.

ከንፈሁን	indähon	if (<i>following a relative verb</i>)
የተመቻን	yätämäčäñ	if it is convenient for me
ኋገዋልሁን	indähon	
ከደግ	ijjig	<i>means the same as በጣም bät'am very</i>
ወይ ተደ	wäy gud	<i>how amazing! how strange! wow! (an exclamation of astonishment, surprise or dismay)</i>
በጥላ	bämmiggäbba	properly, duly, appropriately (<i>cf. the verb ተተገኘ tägäbba be right, fitting</i>)
በተጨማሪ	bätäe'ämmani	in addition, what's more, moreover (<i>cf. the verb በተጨማሪ čämmära add</i>)

Notes on the dialogue

1 The dialogues in this and the next lesson are framed in an ordinary Amharic conversational style. You will see that this can be quite complicated and can have many turns of phrase that are rather different from what we might say in English.

Although these dialogues may at first seem difficult to you, if you follow the Amharic using the vocabulary and the grammar rather than at first trying an English translation, you will get a better feel for the language. They should also provide you with a model for your own Amharic conversation!

- 2 Only the largest thoroughfares (**የፋይ gwädانا**) and the squares (**አዲስ አበባ addäbabay**) in Addis Ababa have names, and even then people often don't use these official names at all. Instead there are popular terms for areas and districts, some of which date back to the early days of the city (Addis Ababa was founded by Menilek II as a new, fixed capital in 1889). For instance, **አዲስ አበባ Siddist Kilo** and **አራት አበባ Aratt Kilo** are the popular names for the two large squares which are officially called **የአተ. 12 አዲስ** and **መ/ቋዢ 28 አዲስ**, respectively. No one knows for sure why they are commonly called 'Six Kilos' and 'Four Kilos'!

The university campus is split between these two areas which are connected by a wide thoroughfare – the Social Science Faculty and the Institute of Ethiopian Studies are located at Siddist Kilo, whilst the Science Faculty is at Aratt Kilo. The area of the Graduate School, which lies between the two, is jokingly called **አምስት አበባ Ammist Kilo** – 'Five Kilos'! The Siddist Kilo campus is within the old palace grounds, which Haile Selassie gave to the university after 1960 when he built a newer palace downtown. This was called **አያብልዋ ብታ መንግሥት Iyobelyu Betä Mängist** 'The Jubilee Palace', and is still used for official receptions and state occasions. The oldest palace in Addis Ababa is the one built by Menilek II, which is popularly known by the simple name **ገብbi Gibbi** 'The Ghebbi', from the Amharic word for a compound. The Ghebbi covers a wide area and from the outside, like the Siddist Kilo campus, looks like a park surrounded by high railings with various buildings dotted amongst the trees.

- 3 Ethiopian churches are commonly called simply after the saint in whose name they are consecrated, usually without the accompanying title of **ቅዳማ k'iddus** '(male) saint' or **ቅድማ k'iddist** '(female) saint'. The name of the district or village where the church stands may also be prefixed. So, **ክیدስ ሰላም ትዕዛዣ** Int'ot't'o Kidanä Mihrät is how you speak of the Church of Kidane Mihret (The Virgin Mary) on top of Entotto Mountain. Similarly, **አጭልግ ገዮርጂ አራዳ** Arada Giyorgis is the Cathedral of St. George in the district of Arada, one of the largest and oldest churches in Addis Ababa.

Whilst St. George's Cathedral is built in a traditional Ethiopian style, Trinity Cathedral (**የጥናት ሚኒስቴር**) is constructed in an ornate Baroque style imitating a Southern European cathedral.

Grammar

Derived stems

Amongst the vocabulary of the more recent lessons you have encountered quite a number of verbs that have been described simply as 'derived stems'. This means that in forming the various tenses they do not follow the basic patterns that you have learned so far (3-lit, 2-lit¹, 2-lit², 4-lit, and so on). Instead, they are 'derived' from one or another of these patterns by some additional element that is added to the basic root. This additional element may be a prefix, like **a-**, **as-**, or **tä-**, if you look back over the vocabularies you will see that most of the derived stems there begin with one of these. The additional element may also involve some internal change, as in **አስተዋወቂ astäawwákä** 'introduce' from simple **አውቂ awwákä** 'know' in the new vocabulary in this lesson; or **ተገኘነኝ tägänanñä** 'meet' from **አገኘ agänñä** 'find'; or the set **ተናገሩ tänaggärä** 'talk'; **ተናገግሩ tänägaggärä** 'converse, talk together'; and **አናገሩ annägägära** 'engage in conversation', all from the simple stem **ኩሩ nägärä** 'speak', all of which you have encountered in previous lessons.

It has to be said there is a very large number of these derived stems in Amharic. They give the verbal system of the language a high degree of complexity, but at the same time allow for a great deal of subtlety and richness of expression. In the remaining lessons of this book we shall look at only the simplest derived stems, essentially those formed by prefixes. As you go on to expand your knowledge of Amharic, the more you get to speak it and read it, you will soon discover how to form and use the remaining derived stems by practice.

Derived stems in **a-** and **as-**

In this lesson we shall look at derived stems formed by the prefixes **a-** and **as-**. Here is a list of some such derived stems that you have met already. See how many others you can find by going over the vocabularies of past lessons. Remember, though, that not all verbs that begin with the vowel **a** are necessarily derived stems!

አገኘ	agänñä	find
አሳይ	asayä	show
አሰጣጥ	asgärrämä	surprise

አፈልግ	adärräsä	take
አፈልግ	asfällägä	be necessary

አመረ	awärra	tell news	አመጥ	amät't'a	bring
አመቻ	amäččä	suit	አደረገ	adärrägä	do

1 a- stems

Most a-stems are derived from simple stems, like **አደረገ** 'take' from **ደረገ** 'arrive' in the list above. The meaning of the derived stem in these cases is usually 'to make happen', 'to cause to happen', and therefore the a-stem is sometimes called the 'causative'. Typically, the simple stem is an 'intransitive' verb, that is one that cannot logically have a direct object, and the derived a-stem produces a 'transitive' verb, that is one that can and normally does have a direct object. You have to be careful here, however, because in English we sometimes use the same word in both instances where Amharic makes a clear distinction. The pairs of sentences below should make this clearer:

በኩ ፈላ	bunna fälla	the coffee boiled	[intrans.]
በኩዎን አፈልጋቸ	bunnawn afältačč	she boiled the coffee	[trans.]
ቀሰ ይነ	k'usu danä	his wound healed	[intrans.]
ቀሰው ከያት	k'uslun adanä	he healed his wound	[trans.]
ወተት ጽዴ	wätät fässäsä	the milk spilled	[intrans.]
ወተቱት አፈለጋቸ	wätätun afässäsä	he spilled the milk	[trans.]
ኩጥ መስ	isat č'äsä	the fire smoked	[intrans.]
ኩሮ ክሳስ	sijara ač'äsä	he smoked a cigarette	[trans.]

In a few instances English uses a related word to express the transitive or 'causative' notion just as Amharic uses an a-stem derivative of a simple stem. You can see this clearly from the examples below:

ማስረያው መጥዋ	masäriyaw t'äbbäk'ä	the fastening is tight	[intrans.]
ማስረያውን አመጥ	masäriyawn at'äbbäk'ä	he tightened the fastening	[caus.]
ታቶች መፋሽዋል	getočč wäffiräwal	the boss has grown fat	[intrans.]
ሰኑር ደሞኑል	sikkwar yawäffiral	sugar is fattening	[caus.]
የከምኑል	däkmooñnal	I am tired	[intrans.]
የሥራ አድኑኑል	süra adkinnooñnal	work has tired me out	[caus.]

As you can see from these examples this is especially common with what we may call 'adjective verbs', that is verbs like **መጥዋ** [3-lit A] 'be tight'* and **መፈረግ** [3-lit B] 'be fat' which in their English translations are often rendered by 'be' and an adjective.

* This is a different verb from **መጥዋ** [3-lit B] 'wait (for)' which you know already.

At other times, English uses a quite different word to express the transitive or 'causative' idea that is expressed in Amharic by the a-stem derivative. Again, consider the pairs of sentences below:

ልጅ በአ	lijju bälla	the child ate	[intrans.]
ልጅዋን እበላቸ	lijjwan abälläčč	she fed her child	[trans.]
አልማዝ መጥዋ	Almaz mät't'ačč	Almaz came	[intrans.]
ምግብን እመጥዋ	migibun amät't'ačč	she brought the food	[trans.]
ደስ ደረሰኑ	Dässe därräskw	I arrived in Dessie	[intrans.]
ደስ አፈረሰኑ	Dässe adärräsuñ	they took me to Dessie	[trans.]
ምሳ ቅዱ	misa k'ärräbä	lunch arrived/was served	[intrans.]
ምሳ አቅረቦቸ	misa ak'ärräbäčč	she served lunch	[trans.]
ሌቦች ቦርሃ	lebočču bärräru	the thieves fled	[intrans.]
ሌቦችን አባርሃ	leboččun abärräru	they chased the thieves off	[trans.]

Yet again, we sometimes have to use in English a whole phrase where Amharic expresses a 'causative' idea by the a-stem derivative. So:

መጀመሪያ መጀመሪያ	mäče mäššä	when did it become evening?	[intrans.]
አመጥ አመጥ	sit'ät't'a amäššä	he spent the evening drinking	[caus.]
እዝዣ ቅሙ	izzih k'omä	it stood here	[intrans.]
እዝዣ አቅሙቸ	izzih ak'omäw	he set it up here	[caus.]

Lastly, the basic or simple meaning of a verbal idea may be expressed in Amharic by an a-stem derivative, and the corresponding simple stem either has no apparent connection in meaning with the derivative, or in a few instances is not used at all. There are some very important and basic pieces of vocabulary amongst the

latter category, some of which you have already learned. Consider the examples below.

71	gäbba	'enter'	but	h ⁷ ø	agäbba	'marry' as well as 'put in'
m ⁷ øm	mällät ⁷ ä	'peel'	but	h ⁷ øm ⁷ øm	amällät ⁷ ä	'escape'
7.8	rädda	'help'	but	h ⁷ ø.8	arädda	'announce a death'
	h ⁷ ø.7	adärrägä	'do'	but no *h ⁷ ø.7		
	h ⁷ ø.7	agänñä	'find'	but no *h ⁷ ø.7		
	h ⁷ ø.7	abäddärä	'lend'	but no *h ⁷ ø.7		
	h ⁷ ø.7	aläk'k'äsa	'weep, cry'	but no *h ⁷ ø.7		

As with all derived stems, you cannot form a- stems at random. In other words, even though you know a simple stem, like m⁷øm mälläsä 'answer, give back' or h⁷ø.7 k'ärrä 'remain behind', you cannot predict for certain whether it will have an a- stem derivative, even when the meaning would suggest one. In fact, both of the verbs just mentioned form their 'causatives' by means of the a- stem and not the a- stem: h⁷øm⁷øm asmälläsä 'make someone give back, recover something'; and h⁷ø.7 ask'ärrä 'exclude, abolish, keep out'. You will need to use a dictionary to see not only what derived stems mean, but also whether a particular one is in fact used.

The inflexion of a- stem derivatives

Each of the derived stems has its own patterns of inflexion. This means that you will need to learn new stem shapes for each class of verb in each tense. This is not such an enormous task as it may sound, as often the patterns are similar to those you learned for the simple stems.

The personal markers for each of the various tenses and the prefixes and suffixes that form the non-finite parts of the verb (i.e. infinitive, instrument and agent nouns) are the same as you have already learned. In the tables that follow, therefore, only the third person masculine singular form of each tense will be given. You can easily form the other persons from this.

As an example, the various tenses, etc., of the a- stem of trilateral verbs, illustrated by h⁷øm adäkkämä 'tire' [A-type] and h⁷ø.7 abäddärä 'lend' [B-type] are set out below.

	3-lit A		3-lit B	
s. past	h ⁷ øm	adäkkämä	h ⁷ ø.7	abäddärä
s. impf.	h ⁷ øm	yadäk(i)m	h ⁷ ø.7	yabäddir
c. impf.	h ⁷ øm ⁷ ø	yadäkmal	h ⁷ ø.7	yabäddiral
juss.	h ⁷ øm	yadkim	h ⁷ ø.7	yabäddir
imp.	h ⁷ øm	adkim	h ⁷ ø.7	abäddir
ger.	h ⁷ øm	adkümo	h ⁷ ø.7	abäddiro
c. ger.	h ⁷ øm ⁷ ø	adkümwäl	h ⁷ ø.7	abäddirwal
inf.	h ⁷ øm	madkäm	h ⁷ ø.7	mabäddär
inst.	h ⁷ øm ⁷ ø	madkämija	h ⁷ ø.7	mabäddäriya
ag.	h ⁷ øm	adkami	h ⁷ ø.7	abäddari

Points to note

- 1 The vowel a of the 'causative' prefix is present in all tenses.
- 2 In B-type verbs the shape of the stem following the a- prefix is the same as in simple stems, which you have learned already.
- 3 However, in A-type verbs the shape of the stem following the a-prefix differs in several places from that of the corresponding simple stem: in the jussive and imperative; in the gerundive; in the infinitive and instrument noun; in the agent noun.
- 4 All the usual rules (a) of vowel hierarchy between stems and suffixes, and (b) of palatalization apply.

Similarly with other stem types (biliterals, quadrilaterals, etc.):

	2-lit' A		2-lit' B	
s. past	h ⁷ ø	abälla	h ⁷ øm	at'ä't'ü'a
s. impf.	h ⁷ ø	yabälla	h ⁷ øm	yat'ä't'ü'a
c. impl.	h ⁷ ø.ø	yabäläl	h ⁷ øm ⁷ ø	yat'ä't'ü'al
juss.	h ⁷ ø.ø	yabla	h ⁷ øm	yat'ä't'ü'a
imp.	h ⁷ ø.ø	abla	h ⁷ øm	at'ä't'ü'a
ger.	h ⁷ ø.ø	ablito	h ⁷ ø.ø	at'ä't'ü'to
c. ger.	h ⁷ ø.ø	ablítwäl	h ⁷ ø.ø	at'ä't'ü'twal
inf.	h ⁷ ø.ø	mablat	h ⁷ ø.ø	mat'ä't'ü'at
inst.	h ⁷ ø.ø	mabya	h ⁷ ø.ø	mat'äc'ü'a
ag.	h ⁷ ø.ø	abyi	h ⁷ ø.ø	at'äc'ü'i

	2-lit ² A	2-lit ² B		
s. past	հԵՇ	agāñnā	հՓՔ	ak'wäyyä
s. impf.	ՔԵՇ	yagāñ	ՔՓՔ	yak'wäyy
c. impf.	ՔԵՇԱ	yagāñal	ՔՓՔԱ	yak'wäyyal
juss.	ՔԵՇ	yagñ	ՔՓՔ	yak'wäyy
imp.	հԵՇ	agñ	հՓՔ	ak'wäyy
ger.	հԵՇՔ	agiñto	հՓՔՔ	ak'wäyyito
c. ger.	հԵՇՔԱ	agiñtwal	հՓՔՔԱ	ak'wäyyitwal
inf.	ՊԵՐԴ	magnät	ՊՓՐԴ	mak'wäyyät
inst.	ՊԵՐԴ	magña	ՊՓՐ	mak'wäyya
ag.	հԵՇ	agni	հՓՔ	ak'wäyyi

	2-lit ³	2-lit ⁴		
s. past	հՅԴ	adanä	հԱՐԾ	ač'esä
s. impf.	ՔՅԴ	yadan	ՔԱՐԾ	yač'es
c. impf.	ՔՅԴԱ	yadanal	ՔՄԱՐԾ	yač'esal
juss.	ՔՅԴ	yadin	ՔԱՐԾ	yač'is
imp.	հՅԴ	adın	հԱՐԾ	ač'is
ger.	հՅԴ	adino	հԱՐԾ	ač'iso
c. ger.	հՅԴԱ	adinwal	հԱՐԾԱ	ač'iswal
inf.	ՊՅԴ	madan	ՊԱՐԾ	mač'es
inst.	ՊՅԴ	madaña	ՊԱՐԾ	mač'eša
ag.	հՅԴ	adañ	ՀՎԲՇ	aěyaš

	2-lit ⁵	
s. past	հՓԹ	ak'omä
s. impf.	ՔՓԹ	yak'om
c. impf.	ՔՓԹԱ	yak'omal
juss.	ՔՓԹ	yak'um
imp.	հՓԹ	ak'um
ger.	հՓԹ	ak'umo
c. ger.	հՓԹԱ	ak'umwal
inf.	ՊՓԹ	mak'om
inst.	ՊՓԹ	mak'omiya
ag.	հՓԹ	ak'wami

ՀԱԴ 'feed'; ՀԱՄՈ 'give to drink'; ՀԵՇ 'find'; ՀՓՔ 'keep, detain'; ՀՅԴ 'cure'; ՀԱՐԾ/ՀԱՏԾ 'smoke'; ՀՓԹ 'stop, erect'.

	4-lit	
s. past	հՈՎԱԾ	asälät'čänä
s. impf.	ՔՈՎԱԾ	yasälät'č'in
c. impf.	ՔՈՎԱԾԱ	yasälät'č'mal
juss.	ՔՈՎԱԾ	yasält'č'in
imp.	հՈՎԱԾ	asält'č'in
ger.	հՈՎԱԾ	asält'č'no
c. ger.	հՈՎԱԾԱ	asält'č'inwal
inf.	ՊՈՎԱԾ	masält'čän
inst.	ՊՈՎԱԾ	masält'č'aña
ag.	հՈՎԱԾ	asält'č'aň

	3-lit X	3-lit Y
s. past	հՈՎՀ	amänäitta
s. impf.	ՔՈՎՀ	yamänäitta
c. impf.	ՔՈՎՀԱ	yamänäittal
juss.	ՔՈՎՀ	yamänta
imp.	հՈՎՀ	amänta
ger.	հՈՎՀ	amäntito
c. ger.	հՈՎՀԻՑԱ	amäntitwal
inf.	ՊՈՎՀ	mamäntat
inst.	ՊՈՎՀ	mamänča
ag.	հՈՎՀ	amänči

հՈՎԱԾ 'train'; հՈՎՀ 'hesitate'; հՈՎԲ 'detain, postpone'.

2 as- stems

The derived stem in as- has a similar meaning to that in a-. It is also a kind of 'causative', but frequently implies that you cause, make or get someone else to do the action of the base verb.

ՄՇՎԵՆ ՀՈՎԱԾԾԻՒՐ sirawn asč'ärräskut I got him to finish his work

ԱՌՈՒ ՀՈՎԱԾԾԻՐ č'uhätu alastännam the noise didn't let one sleep

ՓՃ ՀՈՎԱԾԾՈՎ k'olo asbällaččiw she made him eat the qolo ~

If the person whom you get to do the action is mentioned, then he/she is expressed as a direct object, and as the object of the action

itself may also be expressed, this means that **as-** stem verbs can have two direct objects. The examples below should make this clear.

հԵՐ ԹԵՐ

betun t'ärrägäč

she cleaned the house

հԵՐ ՀԵՄՑՐ

betun ast'ärrägäč

she had the house cleaned

ԴԵՊԴ Ա-ԻՆ ՀԵՄՑՐ

gärädwan betun ast'ärrägäč

she had her maid clean the house

Intransitive verbs that form a transitive derivation by means of the prefix **a-** can, in turn, build a 'causative' of this by means of the **as-** prefix. In these instances, therefore, a simple stem can have both an **a-** and an **as-** derived stem. So:

ԿԵԲ ԹԵՐ

Käbbädä mät't'a

Kebbede came

ԿԵԲ ԴԵՊՈՒ ՀԵՄԾՈ

Käbbädä gänzäbun amät't'a

Kebbede brought the money

ԿԵԲ ԴԵՊՈՒ ՀԵՄԾՈ

Käbbädä gänzäbun asmät't'a

Kebbede had the money brought

You will note that you cannot normally have more than one derivational prefix on the same verb base: **as-** replaces **a-** in the pair **հԵՄԾՈ** and **հՄԾՈ**. The same thing happens when you want to make a 'causative' of a verb whose basic meaning is expressed by a derived stem, like **հԵՐ ագննա** 'find, obtain, get' and **հԵՐ ադար** 'rägä 'do'. The 'causatives' of these are, respectively:

հԵՐ ացննա produce, provide (*i.e. cause someone to obtain*)
հԵՐ ածար have something done

Verbs whose simple stems begin in **a** cannot of course form 'causatives' by means of the **a-** prefix as this would break the rule about having two vowels together. Instead, verbs of this shape use the **as-** derivative.

հԵՐ addäsä	be new	հԵՐ ասադäsä	renew, repair
հԵՐ arräfä	rest, land	հԵՐ ասար	bring to rest, land [trans.]
հՄՎ awwák'ä	know	հՄՎ ասավ	inform, acquaint
հՄՎ assábä	think	հՄՎ ասասábä	remind, recommend
հՄՎ at'äbä	wash	հՄՎ ասատ'äbä	have something washed
հՎ ayyä	see	հՎ ասայä	show

հԵՐ ա՛տ'a be without **հԵՐ ասա՛տ'a** deprive, cause to be without

հԵՐ աձար spend the **հԵՐ ասաձար** put someone up for the night

In verbs whose simple stems begin in **s**, **z**, **š** or **s'** the **s** of the **as-** prefix merges with this initial consonant to form a double or geminate **ss**, **zz**, **šš** or **s's'**. This means that from the written dictionary form (the third person masculine simple past) you cannot tell whether such a verb is an **a-** or an **as-** stem derivative:

ՏՂ s'afä	write	հԵՐ ա's'afä	have something written
ՄՂ särrä	build, make	հԵՐ ասärrä	have something built, made
ԴԹ samä	kiss	հԵՐ ասամä	offer (<i>e.g. one's hand</i>) to be kissed
ՇԹ šätä	sell	հԵՐ աշšätä	offer for sale
ՀՂ zärräfä	rob	հԵՐ ազärräfä	have someone robbed

Sometimes both **a-** and **as-** stem derivatives occur. Of course, in context there is not likely to be any real confusion:

ՏՂԹ	sälät't'änä	be skilled, efficient, trained
ՀՄՂԹ	asälät't'änä	train
ՀՄՂԹ	assälät't'änä	have someone trained

The inflexion of **as-** stems

There is no distinction between A- and B-type verbs in the **as-** stem.

	3-lit	3-lit in 'a'
s. past	հՈԽԼ	աֆällägä
s. impl.	ՔՈԽԼ	յաֆällig
c. impf.	ՔՈԽԼՃ	յաֆälligal
juss.	ՔՈԽԼ	յաֆällig
imp.	հՈԽԼ	աֆällig
ger.	հՈԽԼ	աֆälligo
c. ger.	հՈԽԼՃ	աֆälligwal
inf.	ՊՈԽԼ	մաֆällag
inst.	ՊՈԽԼՌ	մաֆällagiya
sg.	հՈԽԼ	աֆällagi

Points to note

- 1 The syllable *-as-* is present throughout.
- 2 The pattern of stem shapes following the *as-* prefix is identical to the B-type pattern of simple stems.

	<i>2-lit'</i>	<i>2-lit'</i>
s. past	հԱՊԱ	asbälla
s. impf.	ՔԱՊԱ	yasbälla
c. impf.	ՔԱՊԱՃ	yasbällai
juss.	ՔԱՊԱ	yasbälla
imp.	հԱՊԱ	asbälla
ger.	ՀԱՊԱՔ	asbällito
c. ger.	ՀԱՊԱՔՃ	asbällitwal
inf.	ՊԱՊԱԴ	masbällat
inst.	ՊԱՊԱՑ	masbäyya
ag.	հԱՊԱ	asbäyyi

	<i>2-lit'</i>
s. past	հՈՑԴ
s. impf.	ՔՈՑԴ
c. impf.	ՔՈՑԴՃ
juss.	ՔՈՑԴ
imp.	հՈՑԴ
ger.	հՈՑԳ
c. ger.	հՈՑԳՃ
inf.	ՊՈՑԴ
inst.	ՊՈՑԴՑ
ag.	հՈՑԴ

	<i>2-lit'</i>	<i>2-lit'</i>
s. past	հՈՒՔ	askedä
s. impf.	ՔՈՒՔ	yasked
c. impf.	ՔՈՒՔՃ	yaskedal
juss.	ՔՈՒՔ	yaskid
imp.	հՈՒՔ	askid
ger.	հՈՒՔ	askido
c. ger.	հՈՒՔՃ	askidwal
inf.	ՊՈՒՔ	masked
inst.	ՊՈՒՔՑ	maskejja
ag.	հՈՒՔ	askiyai

4-lit

s. past	հԱՄԵԼՄՀ	asmärämmära
s. impf.	ՔԱՄԵԼՄԸ	yasmärämmir
c. impf.	ՔԱՄԵԼՄՃ	yasmärämmiral
juss.	ՔԱՄԵԼՄԸ	yasmärämür
imp.	հԱՄԵԼՄԸ	asmärämür
ger.	հԱՄԵԼՄԸ	asmärämiro
c. ger.	հԱՄԵԼՄՃ	asmärämürwal
inf.	ՊԱՄԵԼՄԸ	masmärmär
inst.	ՊԱՄԵԼՄՃ	masmärmäriya
ag.	հԱՄԵԼՄԸ	asmärmari

	<i>3-lit X</i>	<i>3-lit Y</i>
s. past	հԱՀԸ	azzärägga
s. impf.	ՔԱՀԸ	yazzärägga
c. impf.	ՔԱՀԸՃ	yazzäräggal
juss.	ՔԱՀԸ	yazzärga
imp.	հԱՀԸ	azzärga
ger.	հԱՀԳ	azzärgito
c. ger.	հԱՀԳՃ	azzärgitwal
inf.	ՊԱՀԸ	mazzärgat
inst.	ՊԱՀԸՃ	mazzärgiya
ag.	հԱՀԸ	azzärgi

հԱՊԱ 'have something eaten, get someone to eat'; հԱՓԸ 'leave out'; հՈՑԴ 'have someone cured'; հԱԼԵԸ 'let go, lead'; հԱՓԹ 'stop something'; հԱՄԵԼՄԸ 'have someone or something examined'; հԱՀԸ 'have something laid out'; հԱՐԱԸ 'let someone visit'.

The 'causative' of 'հԱ verbs'

'հԱ verbs', that is, those composed of a fixed element and հԱ ala 'to say' (which we met in the previous lesson) form their 'causatives' by replacing հԱ with հԱՀԸ adärrägä 'do' (or sometimes հՈՇԴ assänna [2-lit² as- stem]) in the case of a direct transitivization, and with հԱՀԸ asdärrägä 'have someone do' if a third party is involved. The following example should make this clear:

ՊԵՐ ԽԵ ՊՈՐՈ միր կայ բիլվալ production is high

ՊԵՐ ԽԵ ՀԵՇՅԱ միր կայ ադրիվալ he has raised production

የዕድል ከፈ አለፈንል mirt kaff asdärrigwal he has had production raised

'አል verbs' that denote a sensation or emotion usually form their 'causatives' with the verb **አዎች assänñä**, which is chiefly only used in this context. On its own **አዎች** means 'call, name', or as an impersonal verb 'feel like doing'.

ይ.ስ አልኝ	däss alän	I am happy, pleased
ይ.ስ የዎንል	däss yassänñäl	it will be pleasing, nice
አማርኛው በማግኘት ይ.ስ የዎንልን ነው	amarinnäs bät'am däss yämmyiassänñ näw	your Amharic is very nice

Exercises

1 Here are some short statements. Using the word in brackets as a subject, turn them into transitive statements, first in the simple past, and then in the compound imperfect

Example: በኋላ እለሁ (አልማዝ) → አልማዝ በተመረጋገጫ እለሁ
አልማዝ በተመረጋገጫ ተደለበታ

- 1 ተደለ ወረዳ (አሰራርው)
- 2 የወጪ መረጃ (ከሉ)
- 3 መሩትም መለመት (የደርጅቱ ትልኩ)
- 4 መከታዊ በዋጭ መብረት ወጪ (ከኋላ)
- 5 እረሻ መጠና (ከከርክ)
- 6 ከፍድ መለመ (አገኘ)
- 7 ወሰኑ እንሰት (አዘጋጅ)
- 8 የአዲስ በጥ እረሻ (የአዲስ)

2 In the same way as in exercise one rewrite the following sentences so that the person denoted by the word in brackets becomes the initiator of the action. This time use the same tense in your answer as in the original sentence

Example: ገዢያች በጥ መጠና (መቤክር ደንብንያን) →
መቤክር ደንብንያን ገዢያች በጥ እስመረጥዋት

- 1 ተመሬች እተመረጋገጫ እለሁ (ከስተማሪው)
- 2 ከዚ ለኋን ይከተል (ከኋላ)
- 3 አልማዝ የዎት ከፈደ ከደለበታ (አቶ መሳሪያ)
- 4 በዎናው ደንብንያን ይተከላል (አቶ)
- 5 ተረጋ መመዘኛ ይከተል (አልማዝ)
- 6 ለሰት ለኋን ላይ ለሚ መረከብ (የተቶ)
- 7 ከስተማሪው ለፈጥሩ መርምራበታ (አቶች)
- 8 በፊራይ መዘረምና አያሁ? (በፊራይ)

3 How would you say the following in Amharic? Each one will require either an a- or an as- stem derivative.

- 1 Ali showed me the photos he took last week.
- 2 They gave us a lot to eat and drink at the party.
- 3 The director of the factory raised production last year.
- 4 It's very nice to listen to music in the evening.
- 5 Can you put these guests up for the night?

4 Imagine you're showing an Ethiopian visitor round your town. How would you answer the following questions that your visitor asks about the town?

- የከተማውን መዘረም መተሳሽት ይቻላል?
- በመዘረምበ ወሰጥ ምን ምን ሲደንበ ቅርቡ እል?
- ከተማው ለየተኞች ከፍል ኮዃን ነው የተቀረበ?
- በንተ ከተማ ወሰጥ የልጋጋር ማረጋገጫ እል?
- የከተማው ሆኖ ቅጥር ለንተ ነው?
- ጥሩ በጥ በጥ ተወቃቄለሁ/ቻ-ወቃቄለሁ?
- በል አንጻር በጥ ከንጻር!

Grammar

Expressions of comparison

In the dialogue Tsehay told Peter, **አዲስ አበባ ወሰጥ እነት በጥ ከደለበታው መከተል ተልወች ይህ ነው** Addis Ababa wist' kallut betä krästiyanoč mäkakkäl tillik'u yih näw 'this is the biggest of the churches in Addis Ababa'. Literally translated this is, 'from amongst the churches which are in Addis Ababa this is the big one'. Below are some more sentences which illustrate how Amharic expresses comparatives.

አዲስ አበባ ከጋንደር ተልዥ	Addis Ababa käGwändär tillik' näw
አዲስ አበባ ከጋንደር ተልዥ	Addis Ababa is bigger than Gondar
አልማዝ ከመላከት ተልዥ	algaye kägidgiddaw räjjim näw my bed is longer than the wall
ድሬ ደዋ ካመክል የጥቅ ተልዥ	Dire Dawa käMäk'alle yämök'ä näw Dire-Dawa is warmer than Mekelle

From these you can say two things about comparative statements in Amharic: (a) the preposition **ከ-** **ካ-** is used in the sense of English 'than'; (b) that in Amharic adjectives do not alter in the comparative, or for that matter, in the superlative either. Where English would say, for instance, 'big, bigger, biggest' the Amharic **ተልዥ** **tillik'** by itself conveys all of these. In this respect, Amharic is for once simpler than English! By the way, you will also notice that adjective verbs like **ጥቅ** 'be warm' can be used as well as simple adjectives.

To stress the degree of comparison you can place one of the words **ይልቅ** *yilik'* 'more', **የብልት** *yibält'*, or **የቡለም** *yäbällät'* after the noun against which the comparison is made:

ከፍተት ዘዴት እኩዴን	kabbatu yilik' innatun yiwäddal he loves his mother more than his father
ከጽሑር መገኘቱ ዘዴት	käzziya mäs'het yilik' yih mäs'het t'iru näw this magazine is better than that book
የኝ የቦለሙ አንተ	käñña yäbällät'ä anta bägil's finnaggäralläh you speak more plainly than us
የጊዜዎች ዘዴት	kägwaddänñočewa yibält' isswa timmaralläč she studies more than her friends

Amharic also has a few adjective verbs which have an inherently comparative meaning:

በለም bällät'ä	be bigger, greater	[3-lit A]
እንደ annäsä	be less, smaller	[3-lit A]
ተታል täsalä	be better	[2-lit] derived stem in tä-; <i>you have already met this as an impersonal verb meaning to prefer</i>

So the first example above could also be expressed as:

አዲስ አበባ ከጋንደር ይብልትል	Addis Ababa käGwändär yibält'al
አልማዝ ከመላከት በቁጥር ተንሳለኛ	Almaz käS'ähay bäk'umät tansal-läčč Almaz is shorter in stature than Tschay
የጥቅ ይሻላል	yihäññaw yiššalal this one is better

Superlative statements can also employ the preposition **ከ-** and the unaltered adjective. This time, however, the definite article is added to the adjective, as in the sentence from the dialogue. You can also use the word **ሁሉ** *hullu* 'all' to express the range of the comparison. The examples below illustrate various 'superlative' statement types.

ከልማዕናን መፍረም እስት ነው	kälijočačin wäframu issu näw he is the fattest of our children
ከተማሪዎች ሁሉ ታላቅም እስጥ የት	kätämariwočeu hullu tallak'wa isswa nat she is the eldest of all the students

Having said all this, however, you should remember that Amharic does not have comparative and superlative adjectives as such. There are quite a few constructions which can be used as equivalents of English comparatives, only some of which we have mentioned here. Frequently the context alone will indicate whether a comparison is being made.

በፊጥ የንግድ እኔ ገንዘብ	bäfit'näť yänäddahut īne näň I drove fast/I drove the fastest (<i>lit. 'I am the one who drove with speed'</i>)
የትኩም አኞቻ ነው?	yetiññax ac' īru näw? which one is the shorter/the shortest? (<i>lit. 'which is the short one'</i>)

Exercises

- 5 The following passage contains a number of comparative expressions. Translate it into English and then answer in Amharic the questions set out below

የኢትዮጵያ ቤት መንገድ እና ስምምነት መመሪያ
በተለዋ የሚከፈልጉ ነው የሚመራው ተብሎም የሚመራ ተብሎ
በዚህ ንዑስው ወሰን ንዑስቶች ይርቃቸው መካከል ተልቅ
ነው ወገኖች ስለተ ተገኘበት ለማቻ አለሁ ተገኘበት
የሚታወቁው ቤቱንቸ ንዑስቶች በፊደል በታንስ በፊደል
ይሆን ተብሎም ቤቱንቸ ንዑስቶች በፊደል በፊደል
አጥቃለ ማቻ ማቻ ንዑስክር በተ ስትመለለ መግሰኩ
ታኅሳሽ መያዥ ይርጋዥ ተገኘለች ወገኖች የሚታወቁው ገንዘብ
የሚታወቁው ቤቱንቸ ንዑስ ይሞላል

- 1 ተገኘበት ቤቱንቸ ለማቻ ተመክለች?
- 2 ንዑስቶች ለማቻ መካከል ቤቱንቸ ማቻ ነው?
- 3 መንገድ የሚመራበት ባቡር ተገኘበት ነው?
- 4 መንገድ ማቻ ማቻ የሚመራው ይመለሳል?
- 5 መንገድ ንዑስቶች በፊደል ይሞላል?

6 Here's an advertisement from a magazine. Using the vocabulary supplied read the advert and then answer the questions below about the 'Tseley Auto and Real Estate Company'

ኦዲዮ የቴክኒክ የቦታ አገልግሎት ይርቃቸት

የአገልግሎት ይመለከታል!

የደረሰን ይመቀት

እርዱዳታ አገልግሎት የቴክኒክ የቦታ አገልግሎት ይርቃቸት በአገልግሎት
ሀገር ሲሆን ሲሆን የቴክኒክ የቦታ አገልግሎት ይርቃቸት ነው.

እርዱዳታ በአገልግሎት ተስተካክው ወጪ ውጤት ይርቃቸት
የገዢነት ተረጋግጧ ይርቃቸት የቴክኒክ የቦታ አገልግሎት ይርቃቸት
- የቦታ የቴክኒክ የቦታ አገልግሎት የቴክኒክ የቦታ

- ለመቀራጥ ለደረሰን ለቦታ አገልግሎት የቴክኒክ የቦታ
አገልግሎት ለመቀጣት ለመቀጣት ለመቀጣት

የደረሰን ይመቀት



አድራሻ:-

ዶ.፳፻፲፭ መንግሥት ከተዘጋጀ
ሚኒስቴር ወረዳ: በሌላ ወረዳ
ፋይዳ በሚመራው መንግሥት
ለው ነው ይጠየኗ የሚያገኘው
ስልክ 75/63/23
ፋ.ቤት 251-1-626556
ፖ.ቁ.ቁ. 22608

Supplementary vocabulary

አሻሻው	aššašat'	selling, dealing (agent noun from አሻሻ aššašat'ä help to sell, sell off, deal in [derived stem from አሙ , አሙ 'sell']; also means sales clerk, broker)
አሻሻ ይርቃቸት	tāmālakkātā	dealer, broker (company)
ተመለከት	tāmālakkātā	watch, look at, notice, pay attention to [derived stem in tā- 4-lit]; compound imperfect የመለከታል yimmałäkkātal
ዘመናዊ	zämänawi	modern, contemporary (ዘመና zämän time, era, period)
ይዘት	yizät	content, activity
በከራኞችም ሆነ በይዘት		either in kind or in content
አገልግሎት	agbab	procedure, proper conduct
በአገልግሎት	bäagbabu	properly, duly, suitably
ተወቃቹ	tät'äk'kämä	use
ወጪ ውጤት	wit'a wiräd	fuss, bother, 'ups and downs'

አወጥ አመራር	awäṭ'ca awärrädä	ponder, weigh something up in one's mind (<i>lit.</i> 'take it up and down' [derived stems in a-])
አገልግሎት	agäläggälä	serve [derived stem in a-]
አገልግሎት	agälgilöt	service
የሥት	yizota	condition, attitude, control
ሁኔታ	činät	load, cargo, freight
አክራያ	akkärayyä	rent out, lease [derived stem in a-] (<i>cf.</i> the noun ከራይ kiray rent)
አድራሻ	adraša	address
ደብሩኤት	Däbrä-Zäyt	a town south of Addis Ababa, also called ቤሮቱ Bišoftu
ማተሪክ	yägibrinna	Ministry of Agriculture
ማንደር	minister	
ቀርቁስ	Kirk'os	= የቅዳሚ ባርቁስ ስቶ ካርድታን
ወረዳ እል	wärädd älä	go down a little
ወረዳ በሉ	wärädd bilo	a little way down

ጥርቀምና

- 1 የዚህ የሚገለው ድርጅት ምን አይነት ነገር ይገባል?
- 2 እናደ መከተል ከዚህ ድርጅት መግባት ቅል ነው እንደ?
- 3 የጥዋት መከተል ለመዘገበት ይችላል?
- 4 በርሃው ክፍያ አመጣ ነው?
- 5 ደርጅቱ እኩል ነው ወደዚ ካብ ነው የተሟጊዜው?

Reading passage (2)

የሰኞ ባርቁስ

(... ከሚሸ እንደኛ ተምህርኑ የሚጥተል ነው)

ማርቁስ የቅዳሚው ማሳዬ እንዲሁ የሚል ነው:: «እደኋይ
መተስቦብ እስከኋይ:: ወርቁስ ለመውሉድ:: ስንፈ መመሳቱ:: ጥቅም
የለውም:: ወደ ቤቶችን መፈጸን እንካለው:: መውሉሽ ይገም
ዶንድ ሲረመት ያስፈልገኝል:: ካቶም ሂደድ ሲረመት ጥ፡
የምብያም አምጣ:: ይህን ካፎድ ነገር ለመስኗም መብለት
የሰራተኞል» እኩል የዚህ እመንታዊ ባርቁስኑ ከዚው ፖር
የሰተት ሰራይ: ይሞላት ወጪና ይሞናል:: ጥን ክወጣ ክወረድ
በኩል ሰዕላዊ ተስማማ: የዚህ ሂደድ የቅዳሚ
ልላ ሆኖም እንደው:: የዚህ ሂደድ ሲረመተኝው የምብያም
ስምሰስ እኩል ለተደለው ለለጻል! ወርቁም የዚህ ቅድ

ይሆናል:: ስልጣን መብለትን አዘጋጅ:: የሰኞም ለበዚህ
ማርቁስ ማምኑ መልካ እንደሆነ ይሰጥ ስለዚ «እኩል
ዘረመኑና ምንበት ይገቡ እመሰላለሁ:: ምንበት ጥን መርሱ
አመጥርሱና ማርቁስ ምንበት በልቶ ይሞናል:: እኩ መርቁስ
ለብቻ እመሰላለሁ» እኩ ለለጻል::

ማርቁስ የሰኞ ማኝ መሰጥ ተቆሙ መዘዴው:: የሰኞ
ስልጣንው የቅዳሚ መሰለጥ ተቀጥቶ ስለዚ የሰኞ ቅድ
ዘረመኑ:: በልሎው እኩ ምንበት ይገቡ መመራ የሰኞ ማርቁስ
አየራለ ስለዚ:: ማርቁስ ጥን ከተፈጻሚዎች ማቻ እኩ እንዳው-
ቃሁመሰለጥ ይለው:: ማርቁስ መርቁስ ከነማርመው ሲረመቱ
ከተተ:: ስልጋው ጥን የሰኞ የመጥውን ምንበት ለለጻል
ወደበቱ ለዘሩት ተዘጋጀ:: ምንበት የቅዳሚ ለመጥ
እኩል:: በልቶ ለጠርስ ሆኖ ጥን ከርጥ እኩ ጥቱ:: የሚሰርው
መርቁስ ሲረመቱ ወሰጥ ቀረቡ:: እኩ ጥቱ:: የሚሰርው
እላማና::

Here is some additional vocabulary to help you

ተሰብ	tüsässäbä	consider one another [derived stem from ከሰብ]; infinitive መተሰብብ mättäsasáb
ተማ	täť'alla	quarrel [derived stem from ማ 'hate']; infinitive መመጥ mät'čalat
ጥቅም	t'ik'ím	use, benefit
ዘረመት	kärät'it	bag
ተስማማ	täsmamma	agree [derived stem from አማ]
ከፊመ	adäfftäřä	lie in wait for, ambush [አ - stem 3-lit A]
ዓብ	čube	small dagger
መርቁ	märz	poison
ተሰዕቀ	tädäbbök'ä	be concealed, be hidden, hide (oneself) [derived stem]
ተቀባ	täk'wät't'a	get angry [derived stem]
ዘለ	zällälä	jump, leap [3-lit A]
ተከመረ	täkämärä	pounce, jump on top of [derived stem]
ከተ	kännä-	together with, along with
ከተተ	kättätä	put something inside a receptacle [3-lit A]
ወጪ	wigat	sharp pain (<i>cf.</i> ወጪ wägga prick, stab [2-lit A])
ራ	resa	(dead) body, corpse
ዘርጋት እል	ziriggitt'älä	stretch (oneself) out [እል verb from ዘረጋ]
እንዳቻውም	andačäwm	(here with a negative verb) nobody

13 መጽሐችና ሚኩዎ mäs'hetinna gazet'a

Magazines and newspapers

By the end of this lesson you should be able to:

- conjugate and use derived stems in tä-
- form adverbs ('happily', 'eagerly', 'quickly', etc.)
- use all parts of the verb 'to be' correctly

Amharic magazines and newspapers ☐

Abbehe is one of the people Peter has made friends with. In the passage, he comes to Peter's house to pay him a visit

TFC: ከተዋቃቻው ላጥቻ መካከል እንደ አበበ ጽዑል
አሉትም ለመቻቻው መቻቻቻ ይመጣል

TFC: አበበ እንደሆነ አለሁ? ተርጉቶኝ ዘዴሮን ፖሳ
እንደሆነው በረቱ እንደምተመስ ገዢና ስለሆነ እናም
ከላማ በረቱ ይሞር በጥታ ለመሰኔ ቁጥር
አበበ ማንኛ ሽቦ የንገድን? አበበ ሽቦ እንደ? አበበ
ቀረሙ ባምኑት እንደሆነው በረቱ መቆጣት እንደምተመስ
ተካሬረጋ ሽቦ

TFC: እወ አበበ የንገድን? ለመሆኑ ይህ የምክብ
የመቻቻቻ ከምር ምንጋኝ ሽቦ? እነዚ ለመዘመ

AHO: እንዲ ይስ በዚም ተመክለ መቻቻቻ ሽቦ:: «መ-ቻ»
ይቀልል:: ለዘመ ማህበወው ተያዋኑት በስራት የንገድ::

TFC: ከዚ ተንሱ የተፋወው ቅዱርና ለመሆኑ ምርዳዋት
ለከፈወ ይቻላል:: ለማግኘውም ወጪዎች ተመክለው::

AHO: በእንጂለዝ ወጪ እየተረዳ የምክብ መቻቻቻ ወላም
እናይ? ባለሙ ሙሉ እና «እብዕንያ» በሚል ለም
የወጺ እንዲዘላለሁ::

AHO: እወ! ለለጥቻ የተፈጸም መቻቻቻ እንጂለዝን

TFC: የዋና የምክብ አለ:: እንደሆነው ይገልጻ መጥቃለሁ::
ስለዚህ እንዲሁ ለተጨማሪ ተመልከትም::
በመተዳደሪያ ለዚህ ሲል እንደ ጥሩ ለበለዕው ያደረሰ::
የዋና ሲል ይህ እናንተ የዋና ወላም እናል

AHO: እወ:: እውቅኑን ሽቦ:: በዚም ለዘመ ምርዳ:: እና
ደንም እነዚ ሆኖን በፍንተ እንደ የመቻቻውም ሆነ የመቻቻ
ዝንተ ወለ ጥሩ የሚለው መሆኑን እንደማለሁ::

TFC: ለሰም መቻቻቻ ለበለዕው ለዘመ የሚለው የቻቻቻ
የመግባጭ መቻቻቻቻ እኩዎ::
አበበ: በጥልም ሆነ በመግባጭ እየተተመ የምክብ ይቻቻ
ንገድ ገዢ እብዕንያው ከሚሆበው ያልተ ተስተ ጥሩ
ለየ ከማቴው ወልቅ ሲል ለዚህ የሚያውሱ::
የዋናም ምዝበ የምክብ እናል ለበለዕው ለሰጥ በዋና
በዋና የንገድ ተስተውን እንደያደርጉ እኩዎ::

AHO: በጥልም ሆነ በመግባጭ እየተተመ የምክብ ይቻቻ
ንገድ ወለ ለመሆኑ ለጥልም ለመረዳት እኩዎ::
የመቻቻቻ ወልቅ ለለ የምክብ ምርዳው እኩዎ::
አበበ: እወ! እወ የምክብ ሆነ የመረዳት ተስተ ለለጥቻ
የጥቃቻው ለጥቻ ለዘመ ምርዳው እኩዎ:: ለለጥቻ
እናንተ ወልቅ ለጥቻ ለዘመ ምርዳው እኩዎ::

TFC: እኩዎ ተስተ ለለጥቻ ለዘመ ምርዳው
አበበ: እወ! እወ የምክብ ሆነ የመረዳት ተስተ ለለጥቻ
የጥቃቻው ለጥቻ ለዘመ ምርዳው እኩዎ:: ለለጥቻ
እናንተ ወልቅ ለጥቻ ለዘመ ምርዳው እኩዎ::

AHO: እኩዎ! ለዚም ሽቦ! ለዚም ተብዕ ሽቦ! ለዚህ
እናንተ ወልቅ እርዳታ የጥቃቻው ከመስከተም:: ወለ
ጥቃቻው ለስተት ለዚም ሽቦ የተረፈጥኝው::
TFC: እኩዎንቱ ከዚ ከፍንተ ከድጋፍ ለለ ለብዕንያው
የዋና ለጥቻ የጥቃቻው የጥቃቻው ጥርጋው ሽቦ::
እኩዎንቱ ለተከለ ተጥርጋው ተስተዋለሁ::
ንገድ ገዢ የተለቢሽት ተጥርጋው ከሚውው ለስርር
አገብ ለስተቶ ለለ ተጥርጋው ለለ ለማቅ
ጥቃቻው ወለ ተረፈጥኝ ለተ ለጥቻ ለዘመ ::

AHO: እኩዎ እኩዎ ተለቢሽት ለጥቻ ከመስከተም::
የጥቃቻው እኩዎ ለስተቶ ተለቢሽት የጥቃቻው ጥርጋው
ለጥቃቻው እኩዎ:: እኩዎ ለጥቃቻው ሆነ ለጥቻ ከሚውው
ጥቃቻው ወለ ተረፈጥኝ ለተ ለጥቻ ለዘመ ::

TFC: እኩዎ እኩዎ ተለቢሽት ለጥቻ ከመስከተም::
የጥቃቻው እኩዎ ለስተቶ ተለቢሽት የጥቃቻው ጥርጋው
ለጥቃቻው እኩዎ:: እኩዎ ለጥቃቻው ሆነ ለጥቻ ከሚውው
ጥቃቻው ወለ ተረፈጥኝ ለተ ለጥቻ ለዘመ ::

AHO: እኩዎ እኩዎ ተለቢሽት ለጥቻ ከመስከተም::
የጥቃቻው እኩዎ ለስተቶ ተለቢሽት የጥቃቻው ጥርጋው
ለጥቃቻው እኩዎ:: እኩዎ ለጥቃቻው ሆነ ለጥቻ ከሚውው
ጥቃቻው ወለ ተረፈጥኝ ለተ ለጥቻ ለዘመ ::

PETER: *Abbebe, how are you? Since I met a friend of yours yesterday in Piyassa and he told me you were coming today, I've been waiting for you eagerly ever since midday.*
 ABBEBE: *Oh, who was it that told you? Was it Kebbede, eh? I met him last week and we discussed whether I should come to your place today.*

PETER: *Yes, it was him who told me. By the way, what's this pile of magazines you're carrying? Please, give me them and let me have a look.*

ABBEBE: *Here you are! This one's a very popular magazine. It's called Muday. It broadly deals with many social matters. But as it's written in Amharic it may perhaps be too difficult for you. Anyway, take it and have a look.*

PETER: *Aren't there any magazines written and published in English, then? Last time I read one published under the name of Abyssinia.*

ABBEBE: *Oh well, there are various other magazines covering both Amharic and English. I'll bring you them. You can give them back to me when you've finished reading.*

PETER: *Thanks very much. If it's true what I heard, at the present time a lot's being written in the mass media about national affairs. Previously, I heard when I was abroad that there wasn't this kind of freedom of writing.*

ABBEBE: *Yes, you're right. There were very many difficulties. Over here, though, we hear that in your country freedom of both writing and speech is granted without restriction.*

PETER: *Are all magazines published only by individuals or are there government magazines too amongst them?*

ABBEBE: *They're printed and published both privately and by the government. But most of those report on politics rather than focusing on day-to-day social matters. However, as the people have largely got the opportunity to read, it at least makes a great contribution towards them developing their reading skills.*

PETER: *As the level of language that some of the magazines use is a little difficult, it isn't possible to understand them easily. I've come to realize that reading newspapers is easier for me than magazines.*

ABBEBE: *Oh well, now as your ability both to read and to understand has grown, it'll only be for a little while that you have any trouble. You'll soon be able to read and understand all kinds of writing.*

PETER: *I hope so, too. But I need your and your friends' help more than ever. In any case, I've taken one of the articles I read this week and have tried to translate it into English so as to find out how much I have understood it.*

ABBEBE: *What! That's really wonderful! You're very clever! In this case I don't think you'll need our help. You've translated it straight off without any mistakes.*

PETER: *As a matter of fact, what's helped me most aside from you, my friends, is the radio programmes that I listen to every day. And whenever the television's turned on I follow it carefully. But aside from the news and sports programmes I haven't found the other TV programmes very useful.*

ABBEBE: *Though there is a television at our house it's not turned on. This is because my father doesn't want to see the programmes that are transmitted on the TV at all. It's only by going to the neighbours' house that I see both the sport and the news on TV.*

Vocabulary

ጥጥ	guggut	desire, longing
ጥጥጥ	bäggugut	eagerly
ክምር	kimmir	pile, heap
ተዳደ	gudday	affair, business, matter
ሰራት	sifat	width, breadth, extent
ሰራ	säffä	wide, broad
ባለቤት,	bäsilat,	widely, extensively
ባለቤት	bäsäffiw	
መተዳደ	mäggänänä	junction, connection, means of communication [instrument noun from ተተዳደ tägänänä meet]
መተዳደ	mäggänänä	mass media (<i>lit.</i> 'communication of the many')
በዕድገት	bizuhan	
ፊዕሳ	s'ihuf	(piece of) writing, anything written (cf. ፳፻. s'afä write; ፳፻፭. s'ähafi secretary)
ከወል	iddil	luck, fortune, chance
ጥጥ	ëggir	trouble, difficulty, hardship (ጥጥ ውጋግራ be in difficulties (<i>impersonal</i>); ተጥጥ ውጋግራ be hard pressed, bother, trouble oneself, ከወል ውጋግራ

ገደብ	gädäb	barrier, obstacle, drawback; also means dam
ገለሰብ	gilläsäb	individual (<i>person</i>)
ገል	gill	private, solitary
ገልት	glät	day
ገዕላት ተዕላት	yälät täälät	daily
ፖልቲካ	poläтика	politics
ናብ	nibab	reading, literacy (<i>cf.</i> እንበብ anäbbäbä read)
ከተማያስ	astäwas'io	contribution
ጥቃ	källal	easy, light (<i>cf.</i> ቅል källälä be easy <i>amongst the verbs listed in this vocabulary</i>)
በቃለሁ	bäk'ällalu	easily
ከፍታ	irdata	help, assistance (<i>cf.</i> ይረዳ help)
መመሪያ	mät'at'if	article (<i>in a newspaper or magazine</i>)
ጥጥታ	k'ät'itä	straightness, straightforwardness (<i>cf.</i> ቅጥ አለ k'ät'it'älä be straight, upright, steep [<i>'hA verb'</i>])
በቃለሁ	bäk'ät'itä	directly, straightaway
ጥጥር	t'immona	calm, care, quiet
በጥጥር	bät'immona	quietly, carefully, attentively
ዘና	zena	news, report
ዘግጃጀት	zigijjít	preparation, arrangement (<i>also means programme (radio, TV); cf.</i> ከዘጋጀትazzägajjä prepare)
ገራይ	goräbet	neighbour

Verbs

ተዋውቂ	täwawwük'ä	be acquainted, friendly with (<i>several people</i>) [derived stem from ከወቂ]
ተኝጋገሩ	tänäggagärä	talk together (<i>implies more than one person</i>) [derived stem from ጥገ]
ተመስተካታ	tämäläkkätä	look at, notice [4-lit derived stem in tä- (<i>see grammar section for details of tä- stems</i>)]
ተመስጫ	täwäddädä	be liked, loved [3-lit A derived stem in tä-]
ተመሳይ	täwädaj	liked, loved, popular
አንማት	anässa	raise, take up [2-lit ¹ A derived stem in tä-]
ተጽሑፍ	tä'safä	be written [2-lit ² derived stem in tä-]
ተሰጠም	täsat't'a	be given [2-lit ² A derived stem in tä-]
መሆ	wät't'a	be published (<i>in addition to come out, go out, go up</i>) [2-lit ¹ A] (<i>cf.</i> ከወቂ awät't'a [2-lit ¹ A derived stem in tä-] publish)

ከተማ	ak'k'äfä	embrace, envelop, include [3-lit A]
ተተሙ	tattämä	be printed [3-lit B derived stem in tä-]; (<i>cf.</i> ከተሙ attämä print, stamp)
ከተኬ	atäkkwärä	focus on, stare at [3-lit A derived stem in a-]; (<i>cf.</i> ቅተኬ täkkwärä which also means stare at)
ከወራ	awärra	tell, relate, give news [2-lit ¹ A derived stem in a-]
ከሻነት	adabbärä	develop, enrich [3-lit C derived stem in a-]
ከበረክታ	abäräkkätä	provide, present [4-lit derived stem in a-]
ተመቀመጥ	tät'äk'k'ämä	use, make use of, take advantage of [all with the preposition አ- bä-] [3-lit A derived stem in tä-]
ከበድኩ	käbädd älä	be a little hard, rather difficult [<i>'hA verb' derivative of ከበድኩ käbbädä be heavy, hard</i>]
ተረዳ	tärädda	understand, realize, be persuaded [2-lit ¹ A derived stem in tä-]
ተቋለ	täçälä	be possible [2-lit ² derived stem in tä-]; (<i>cf.</i> ቅቋለ çälä be able)
ቅለ	k'ällälä	be easy, light [3-lit A]
ከጋ	addägä	grow, increase [3-lit A]
ተቋጋገሩ	täçaggärä	be hard pressed, have trouble; <i>also means</i> bother, trouble oneself [3-lit B derived stem in tä-]
ተራጋጠመ	täräggwäma	translate [4-lit]
ከሻመ	addammät'ä	listen to something [derived stem]; simple imperfect ቅሻመ yaddammüt'
ተክለት	täkäffätä	be opened, turned on (<i>a radio, TV, etc.</i>) [3-lit A derived stem in tä-]
ተክተት	täkätattälä	follow after, keep up with [derived stem from ቅተት täkättälä 'follow' which is itself a derived stem: 3-lit A tä- stem]; gerundive ቅተትትል täkätatlo
ተላላፊ	tälalläfä	be transmitted, broadcast [derived stem from ከላፊ alläfä 'pass']; simple imperfect ቅተላላፊያ yittälalläf

Particles, phrases, etc.

አንድ-	indä-	that . . . (<i>see note 1</i>)
አንድምን	indähonä	(here) that it is
በምላ ስም	bämmil süm	under the name of (<i>lit.</i> 'in a name which says . . .')
በዚ ተወ	bahunu gize	at the present time (<i>lit.</i> 'at the now time')
ከ—ያለ	kä- - yilik'	rather than, more than
በ—ያለም	bihonim	however (<i>lit.</i> 'even though it is (so)')
የም ገዢውም	min gizewm	at any time, ever
አንድመት ከዚ	indäwnätu	as a matter of fact. (<i>lit.</i> 'if it is like the truth')
አኝነት	inkwan	even (<i>follows the word or phrase it goes with</i>)
ብ—ሙም	bü- - m(m)	although (<i>with the simple imperfect tense</i>)
በነጋግም	binorim	although there is

Notes on the dialogue

1 The conversation between Peter and Abbebe contains a number of uses of the prefix 'conjunction' **አንድ-** **indä-** which correspond to English 'that . . .'. You already know this word in the sense of 'like' added either to nouns or to relative verbs: for example, **አንድማት indämmilut** 'as they say', *lit.* 'like what they say'.

It is also used to correspond to English 'that' in such situations as 'I heard that', 'I see that', 'I know that', and so on. Go through the dialogue and collect the instances of **አንድ-** used in this way. Note that sometimes it is combined with **ሁት honä** to make **አንድሁት indähonä**.

2 In the last couple of years a very large number of new magazines have appeared in Ethiopia, mostly in Amharic, though there are some in English like *Abyssinia* which Peter mentions in the dialogue, as well as some with articles in both English and Amharic. At present there are as many as fifty such publications. This is very different from the situation under the previous regime which controlled the press very tightly.

Many of the new magazines cover social and topical questions.

storing personal items'), which Abbebe mentions. Others have a more political flavour, such as the independent **የኢትዮጵያ ፖሮ፲** 'YäAfrika K'änd' *The Horn of Africa*; or the government magazine **ኋገት 'Nigat'** (*Dawn*). Others are business orientated, or focus on literary and cultural topics, like **አዲስ Alef**.

The Amharic daily newspaper, which has been published for over fifty years, is called **አዲስ አበባ 'Addis Zämän'**, *New Times*. There's also a weekly paper of long standing called **የዘመድር ከተማ የያዘረይቱ ማመልከት 'Yäzareiyitu Ityop'p'iya'** *Today's Ethiopia*.

Ethiopian television broadcasts for only six hours a day and is not received everywhere in the country. The radio is a much more significant force in the broadcast media in Ethiopia.

Grammar

Derived stems in tä-

Like the derived stems in **a-**, those formed by means of the prefix **tä-** are very common and very important in Amharic. You have already encountered a large number of **tä-** stems, even from as early on as the first lesson. There, you learned the expression **አመልካች igzer yimmäsgän**, which literally means 'may God be praised'. The verb **አመልካች** 'may he be praised' is the third person masculine form of the jussive of **ተመልከት tämäsäggänä** 'be praised'; the **tä-** stem derivative corresponding to **አመልካች amäsäggänä** 'praise, thank', itself an **a-** stem 4-lit verb. All of this illustrates a number of important points about **tä-** stem derived verbs, which are listed below.

1 The meaning of the **tä-** stem is often to express a 'passive' notion, that is that something 'is done' rather than someone 'does' something. For instance, compare the following pairs of verbs which occur in the dialogue:

ከታተ	käffätä	open:	ተከታተ	täkäffätä	be opened
መጋ	wäddädä	love:	ተመጋ	täwäddädä	be loved
ሳረ	s'afä	write:	ተሳረ	tä's'afä	be written
ሰሙ	sät'tä	give:	ተሰሙ	täsat'tä	be given

2 Unlike the prefixes **a-** and **as-**, which we looked at in the previous lesson, the prefix **tä-** is not 'visible' as such in all tenses. Instead,

'geminates' of the first consonant of the stem. Compare the following pairs of forms, also from the dialogue:

täkäf	täkäffätä	it was opened, switched on
ayikkäf	ayikkäffätim	it isn't opened, switched on
täsf	täsfafä	it was written
yis's	yis'safal	it is being written

- 3 To form the 'passive' of a verb whose basic, transitive meaning is expressed by an a- stem derivative, the prefix tä- replaces the prefix a- and is *not* added to it. So, for example:

amäsgänä	amäsäggänä	thank; tämäsgänä	be thanked
agänä	agänä	find: tägänä	be found
adärrägä	adärrägä	do: tädärrägä	be done

Of course, if the verb root begins in the vowel a- (in other words if the verb is a basic stem type and not a derived stem) then tä- is added to this producing ta-, as in the following examples:

awwák'	awwák'ä	know → tawwák'	tawwák'ä	be known
ayyä	ayyä	see → tayyä	tayyä	be seen
assábä	assábä	think → tassábä	tassábä	be thought, remembered

As you can see from the examples you have looked at so far, the usual meaning of the tä- stem is to express a passive event, that is, to turn a transitive verb into an intransitive: to say that something 'is done' rather than someone 'does' something. For this reason the tä-stem is often called the 'passive', but as with a- and as- stems there are exceptions to this. Not all tä- stem derivatives are passives. Sometimes the tä- stem expresses the basic idea and the simple, underived stem is not used. Below are some examples of this kind, many of which have occurred in the lessons so far.

täk'ämät'	täk'ämät'ä	sit	[3-lit B derived stem in tä-]
täshäm	täshäkkämä	carry	[3-lit B " tä-]
täphä	täk'äbbälä	receive	[3-lit B " tä-]
tähtä	täkättälä	follow	[3-lit B " tä-]
täglä	taggälä	struggle	[3-lit A " tä-]
täkm	täk'wätt'a	get angry	[2-lit ¹ A " tä-]
tämä	tämänä	wish	[2-lit ² A " tä-]
tämäf	tämäccä	be convenient	[2-lit ² B " tä-]
täslä	täsalä	be better	[2-lit ³ " tä-]
täpz	tämarä	learn	[2-lit ³ " tä-]

täll	tägwazä	travel	[2-lit ³	"	tä-]
tägnä	tägnäzzäbä	realize	[4-lit	"	tä-]

In other instances, the tä- stem does not have an obvious 'passive' connection with the simple stem, but has quite a different meaning. For example:

gäbba	enter	→ tägäbba	be right, proper
rädda	help	→ tärädda	understand, be persuaded
sämma	hear	→ täsmämma	feel (as an impersonal verb), as well as be heard

Below are some examples of tä- stems, some pairing with simple stems, others with a- stems, where the meaning is not strictly speaking 'passive':

amälkäktä	amäläkkätä	notify, point out → tämälkäktä	tämäläkkätä	look at
abäddärä	abäddärä	lend (money)	→ täbäddärä	borrow
awäsä	awäsä	lend (things)	→ täwasä	borrow
mälläsä	mälläsä	give back, reply	→ tämälläsä	return, go back*
att'äbä	att'äbä	wash something	→ tat'täbä	wash oneself

*as well as 'be given back'

Lastly, remember that not all verbs that begin in **t** tä are tä- stem derivatives; the t may be the first consonant of the basic root, as in the words below:

tä	tännä	lie down, sleep	[2-lit ¹ B]
täh	täkkälä	plant	[3-lit A]
täf	tärrätä	tell a story	[3 lit B]
tähö	täkkwäsä	iron (clothes); fire, shoot (a gun)	[3-lit B]
täfom	täraggwämä	translate	[4-lit]

The inflection of tä- stem derivatives

	3-lit A		3-lit B	
s. past	täns	täsbäärä	täslä	täfällägä
s. impf.	täns	yissäbbär	täslä	yiffälläg
c. impf.	täns	yissäbbäral	täslä	yiffällägal
juss.	täns	yissäbär	täslä	yiffäläg
imp.	täns	täsbär	täslä	täfaläg

	3-lit A	3-lit B
ger.	† ə-ač	täsäbro
c. ger.	† ə-ač-ə	täsäbrwal
inf.	⁹ ə-ač	mässäbär
inst.	⁹ ə-ač-e	mässäbäriya
ag.	† ə-ač	täsähari
	† ə-ač	täfälligo
	† ə-ač-ə	täfälligwal
	⁹ ə-ač	mäffäläg
	⁹ ə-ač-e	mäffälägiya
	† ə-ač	täfällagi

†**ə-ač** täsäbbärä 'be broken'; †**ə-ač** täfällägä 'be wanted'.

Points to note

- The tä- prefix *only* appears in tenses and forms that are formed without a prefix; in those parts that are formed with a prefix [simple and compound imperfect, jussive, infinitive and instrument noun] the tä- prefix is 'absorbed' and replaced by the doubling, or 'gemination', of the first consonant of the root. So, in the case of †**ə-ač**, this is s, and in †**ə-ač** it is f. Note that this is different with the tä- stem of verbs whose roots begin with a (see below).
- A and B types have different patterns only in the gerundive (and hence the compound gerundive) and the agent noun. Otherwise they are inflected identically.
- In terms of the written form, those parts where the tä- prefix is 'absorbed' differ from the corresponding simple stem forms only in one letter. In pronunciation, of course, there is the additional difference of 'gemination'. So:

⁹ ə-ač	he breaks	→	⁹ ə-ač-ə	it will be broken
yisäbral			yissäbbäräl	
⁹ ə-ač	to break	→	⁹ ə-ač	to be broken
mäsbär			mässäbär	
⁹ ə-ač	let him add	→	⁹ ə-ač-ə	let it be added
yic'ämmir			yic'ëämär	

The inflexion of the tä- stem of verbs in a

	3-lit A	3-lit B
s. past	† ə-ač	tagglä
s. impf.	⁹ ə-ač	yittaggäl
c. impf.	⁹ ə-ač-ə	yittaggälal
jussive	⁹ ə-ač	yittagäl
	† ə-ač	taddäsä
	⁹ ə-ač	yittaddäs
	⁹ ə-ač-ə	yittaddäsal
	⁹ ə-ač	yittadäs

	3-lit A	3-lit B
imp.	† ə-ač	tagäl
ger.	† ə-ač-	taglo
c. ger.	† ə-ač-ə	taglwal
inf.	⁹ ə-ač-ə	mättagäl
inst.	⁹ ə-ač-ə	mättagäya
ag.	† ə-ač-	tagay
	† ə-ač	tadäs
	⁹ ə-ač	taddiso
	⁹ ə-ač-ə	taddiswal
	⁹ ə-ač-ə	mättadäs
	⁹ ə-ač-ə	mättadäsa
	† ə-ač-	taddaš

†**ə-ač** tagglä 'struggie'; †**ə-ač** taddäsä 'be renewed'

Point to note

- The t of the prefix remains throughout and 'geminated' in the tenses and other parts that are formed by means of a prefix and operates like the initial consonant of the root.

Other stem types

	2-lit' A	2-lit' B
s. past	† ač	täbälla
s. impf.	⁹ ač	yibbälla
c. impf.	⁹ ač-ə	yibbällal
juss.	⁹ ač	yibbälä
imp.	† ač	täbälä
ger.	† ač-ə	täbälto
c. ger.	† ač-ə-ə	täbälwal
inf.	⁹ ač-ə	mäbbälät
inst.	⁹ ač-ə	mäbbäya
ag.	† ač	täbäy
	† ač	tät'ät't'a
	⁹ ač	yit'ät't'a
	⁹ ač-ə	yit'ät't'al
	⁹ ač	yit'ät'ä
	† ač	tät'ät'a
	† ač-ə	tät'ät't'ito
	⁹ ač-ə-ə	tät'ät't'itwal
	⁹ ač-ə	mät'ät'ät'at
	⁹ ač-ə	mät'ät'äc'a
	† ač	tät'äc'ë'i

	2-lit' A	2-lit' B
s. past	† ač	täsät'vä
s. impf.	⁹ ač	yissät't'
c. impf.	⁹ ač-ə	yissät't'al
juss.	⁹ ač	yissät'
imp.	† ač	täsät'
ger.	† ač-ə	täsät'to
c. ger.	† ač-ə-ə	täsät'twal
inf.	⁹ ač-ə	mässät'ät
	† ač	täläyyä
	⁹ ač	yilläyy
	⁹ ač-ə	yilläyyal
	⁹ ač	yilläy
	† ač	täläy
	† ač-ə	täläyyito
	⁹ ač-ə-ə	täläyyitwal
	⁹ ač-ə	mälläyät

	2-lit ² A	2-lit ² B	
inst.	መልጫ	ማሻር	ማላያ
ag.	ተልጫ	ታሳቸ’	ታላያ

ተልጥ ‘be eaten’, ተልጥ ‘be drunk’, ተልጠ ‘be given’, ተልጥ ‘be separated, different’

Point to note

1 The imperfect (simple and compound) of the tä- stems of these classes of verbs is identical in its written form to the imperfect of the corresponding simple stems. In pronunciation only the position of ‘gemination’ differentiates the two stems:

ይልጫ he gives → የይልጫ he is being given
yisät’al yissät’t’al

The same applies to the infinitive of B-type verbs:

መልጥ to separate → መልጥ to be separated, etc.
mäläyyät mälläyät

This is a good illustration of how important consonant doubling or ‘gemination’ is in Amharic!

	2-lit ²	2-lit ²	2-lit ²
s. past	ተማረ	ተማረ	ተማመ
s. impf.	የማረ	የማረ	የማሬም
c. impf.	የማረል	የማረል	የማሬሙል
juss.	የማረ	የማረ	የማሬም
imp.	ተማረ	ተማረ	ተማመ
ger.	ተማሮ	ተማሮ	ተማሞ
c. ger.	ተማሮል	ተማሮል	ተማሞል
inf.	መማረ	መማረ	መማሬም
inst.	መማሪያ	መማሪ	መማሮያ
ag.	ተማረ	ተማሮ	ተማሮ

ተማረ ‘learn’; ተማሮ, ተማሮ * ‘be sold’; ተማመ ‘be appointed’

*Remember that እ. še can and usually does become እ. šā in the verb ተልጫ, ተልጥ.

	4-lit	3-lit X	
s. past	ተሰበባ	ታሰበስበ	ተዘረግጋ
s. impf.	የሰበባ	የሰበስበ	የዘረግጋ
c. impf.	የሰበባል	የሰበስብል	የዘረግጋል
juss.	የሰበባ	የሰበስብ	የዘረግጋ
imp.	ተሰበባ	ታሰበስብ	ተዘረግጋ
ger.	ተሰበባ	ታሰበስቦ	ተዘረግጊ
c. ger.	ተሰበባል	ታሰበስብወል	ተዘረግጊል
inf.	መሰበባ	ማሰበስብ	ማዘረግጋ
inst.	መሰበባያ	ማሰበስብያ	ማዘረግጊያ
ag.	ተሰበባ	ታሰበስቢ	ተዘረግጊ

	3-lit Y	
s. past	ተገዢኝ	ታገዢበኝና
s. impf.	የተገዢኝ	የገዢበኝና
c. impf.	የተገዢኝል	የገዢበኝናል
juss.	የተገዢኝ	የገዢበኝና
imp.	ተገዢኝ	ታገዢበ
ger.	ተገዢኝ	ታገዢበኩ
c. ger.	ተገዢኝል	ታገዢበኩወል
inf.	መተገዢኝ	ማገዢበኩ
inst.	መተገዢኝ	ማገዢበኩና
ag.	ተገዢኝ	ታገዢበኩ

ተሰበባ ‘be assembled, gathered’; ተዘረግ ‘be stretched out’; ተተገዢ ‘be visited’.

The irregular verb አል አል ‘say’ has the ‘passive’ form ተቀል täbalä ‘be said, called’, which inflects as a regular 2-lit 3 derived stem in tä-.

s. past	ተቀል	ትäbalä	ger.	ተቀለ	tabilo, täblo
s. impf.	የቀል	የäbbal	c. ger.	ተቀለል	tabilwal, täblwal
c. impf.	የቀልል	የäbbaläl	inf.	መቀል	mäbbal
juss.	የቀል	የäbbal	inst.	መቀያ	mäbbaya
imp.	ተቀል	ተäbal	ag.	ተቀጋ	täbay

Exercises

1 Rewrite the following sentences as passives. Be sure to keep the same tense as in the original

Example: አጥቃኝ ይችል → አጥቃ ተችል

- | | |
|---------------|----------------|
| 1 የዕስጌውን ወረቀድ | 6 ተዘዘሩት አገልግሎት |
| 2 በኩመን ትሰጠረዥ | 7 ዓይነትን ይጠላል |
| 3 ስሙዕውን ይችምናል | 8 ተለይምኑን ልዘድታ |
| 4 የሚመንግ ካብደብ | 9 መቆሱታሁን መልሽለሁ |
| 5 በኩር ነው | 10 ልጅምን ተወካለዋል |

2 Convert the following passive sentences into active ones using the word in brackets as subject

Example: መግዳቸ ተተኞል (ከአማካል _____) →
ከአማካል መግዳቸ እተተኞል

- 1 ከዚ አመተቻን አገልግሎት ይችሞል (እኔ _____)
- 2 አገልግሎት አበበ 4 ስዓት ይመለቸል (እኔ _____)
- 3 ተምሳርቱ ተያምኅል (አስተማሪው _____)
- 4 በተ ተፈፀደል (እኔ _____)
- 5 የጥበናን መግዳቸ ገን ይመለዋል (እኔ _____)
- 6 መሰነድ ተከናወል አንድ? (ተማሪያዊ _____)
- 7 መከናወል መቻ ይከናወል? (ከሚገኘው _____)

3 Complete the answers to the following questions

- 1 ይህ የቻ ተይዛዋል? የሰም፡ _____
- 2 በቻዎች በጀራድ? የሰም፡ _____
- 3 እቅ በመራ በኢትዮጵያ ተመልዥል? እኔ፤ ገዢ የወጣ፡ _____
- 4 በዚ እና የወ የተመለቀበት? እኔ _____
- 5 በዚው ተያሳለሁ ወይም በመዘገበ? እኔ፤ ምጽልዋት በዚው
- 6 ተማሪያዊ መንከዜው ይማራል? እኔ፤ የባለቤትል፡ መንከዜው _____

4 Read and translate the following weather report taken from a newspaper. Then, following the report as a model and using the vocabulary supplied below, write a report on the weather wherever you are

የሰም አያር ባንክ

በሚተገናት አያር ባንክ መሰጥ በጥቅምት
በደቡብ ምስራቢ ካፍተማ በቻዎች ይመረጥ
የሚሆን ሲሆን ተንተናወ በቻዎች
ለይ ተተናወ ተናወ ተዘዝሩል
በስሜን በማጥና ይጠላ በቻዎች ለይ
ደንም በከላሉ ይመረጥ ሆኖ መጠኑን
ዘዴዎ ይዘግኗል፤ በላይ፤ ቁጥጥ
የቻዎች ለይ ጥን ስራለን በፊዎ
የሆኑን በማልት በብኩራዊ ማተሚያ
ከተለዋለት ያረጋግጣ የአያር ባንክ
ተንበያ በኩል ተናወተው አስቻወቂል፤

Here is some vocabulary to help you

ቀናት	k'änat	= ተቀናት
ከፍተማ	käffitamma	= ተከፍተማ
ደመናማ	dämmänamma	cloudy (cf. የመናዊ dämmänä云)
ነግወድዋል	nägwädgwadamma	thunderly (cf. የተናወድ የnägwädgwad thunder)
ደጋማ	dägama	highland (from የደጋ däga highlands)
ቅ'වል	k'wällamma	lowland (from ተፈፀደው k'wälla lowlands)
ከል	käfil	part, portion
መጠኑን	mät'änänña	normal, moderate
ተንበያ	tinbaya	forecasting

Weather vocabulary

ከፊይ	kaffiyya	drizzle
የም	gum	mist, fog
በራሳ	bärädo	hail, ice
በራሳ ስን	bärädo honä	be icy, freeze
በራሳ ጥል	bärädo t'älä	hail (lit. 'throw hail')
በርቀ	bärräk'a	thunder, lighten [3-lit A]

መ-ቃጥ	mäbräk'	lightning
ይርቅ	dürk'	drought
መቅ	muk'	hot
ሰአይ	s'ähay	sun
መጀን	wäjäb	storm, gale
ኩሳ	näfas	wind
ደረቅ	däräk'	dry
ከርተብ	irtib	wet, damp
ጥርፍ	gwärf	flood
ዘርቅ	bird	cold
ቍዢቅ	k'äzk'azza	cool
በትምግ	s'ähayamma	sunny

The seasons in Ethiopia

ነጋዢ	kirämät, krämt	the rainy season (end of June to early September)
ብ	bäga	the dry season (mid September to end of April)
ስዳይ	s'ädäy	the sowing season (early May to end of June)

The period of April and May may also contain the 'little rains' which are known in Amharic as **ሀልግ hälg**.

The Amharic terms **ብ** and **ቍ** (or **ቁ**) refer to different climatic and ecological zones: **ብ** is the land above about 8,000' (the altitude of Addis Ababa) which has a temperate climate. Land below 6,000' is called **ቁ** and has a hot dry or tropical climate. According to Amhara custom the best zone for traditional agriculture is called **መሬ ብ ወይና ደገል**, which falls between the two other zones at 6,000' to 8,000'.

Grammar

Adverbial expressions

In Amharic there is no one particular way of forming adverbs such as we can do in English by adding '-ly' to an adjective. In the dialogue in this lesson a number of adverbial expressions do occur, however, that are formed by means of the preposition **ለ- bä-**.

በተተ	bäguggut	eagerly	በታል	bägill	privately
በሰሳት	bäsifat	widely	በዋላል	bäk'ällalu	easily
በበለው	bäsäflw	widely	በተርጉ	bäk'ürbu	shortly
በዋጥቻ	bäk'ät'tita	directly	በእ-በዋጥቻ	bääbzaññaw	mostly
በጥምግ	bät'immona	carefully			

You can see that these fall into two groups:

- (a) **ለ- + abstract noun** (**በተተ, በሰሳት, በዋጥቻ, በጥምግ**, etc.)
- (b) **ለ- + adjective + definite article** (**በበለው, በተርጉ, በዋላል**, etc.)

Here are some more that you might find useful to add to your vocabulary

በዝዝ	bätkikkil	equally	በደንኑ	bädingät	suddenly
በከሩ	bäkäntu	in vain	በዓድ	bädässita	happily
በፊጥኑ	bäfit'nät	hurriedly	በዓድ	bähayl	greatly
በደንብ	bädänb	properly	በመ-ለ-አን	bämulu libb	wholeheartedly

Note also: **ከአ- ካልብ** 'sincerely, willingly' with the preposition **ከ-**.

There are other ways in which Amharic can express the equivalent of English adverbs. One of the commonest is to use the gerundive of an appropriate verb. Sometimes gerundives used as adverbs remain 'fixed' in the third person masculine singular form, at other times they agree with the person of the verb they accompany. Below are a few examples that have occurred in the dialogues to date.

የደም ብ አገድ	k'ädämm bilo	previously	ቍ ብ አገድ	tolo bilo	quickly
ቍ ብ አገድ	k'äss bilo	slowly	ቍ ብ አገድ	k'ät'tilo	sub-sequently
ከተማ	at'bik'o	strictly, keenly	መ-ገኘ	č'ärriso	completely
ዘም ብ አገድ	zimm bilo	silently, simply	ከ-ገኘ	abro	together

Often the gerundive of **አደረገ 'do'** is used to 'support' an adverb as in **ለተደረገ አደረገ መርቻል** dähna adriga särtotal 'he's done it well'.

Gerundive 'adverbs' that remain 'fixed'

These include the following:

የጥምግ	dägmo	also, then (lit. 'repeating')
የጥምግ	k'ädmo	firstly, formerly, previously

እ&ጥ	fis's'imō	totally, not at all (<i>with a negative verb</i>)
አውቁ	awk'o	knowingly, wittingly, on purpose

Exercises

5. Fill in the gaps in the following sentences with the appropriate adverb from the list given below

1. _____ የለ ብሔንም ስህተት ለማንጠስ ተቋልኝ::
2. ከረዳ- በርሃውም-? _____ ሰበርና አንድ::?
3. የገኘ አውቁ _____ የዕድገትና::
4. አማካይ ነርቃቤትም በያም ጥሩ _____ አይሁዳም::
5. _____ ከዕድገት አውቁን ግዴር መልያ ላይ አጥቃቄው::
6. መከራዊ ባቃምኩ ገብ አንድ ላይ _____ ይርሱ ለመዘዋወል::
7. በኋላ ተፈልጋለሁ? አም፡ _____ የኋላ አመጣለሁ::
- የጊዜ, አውቁ, በአውቁኩ, በፍጥነት, በጥርሱ, በደረሰ, ከተ

Grammar

The verb 'to be'

In the first lesson we met two parts of the verb 'to be': **ነው** näw and **በን** hun. From this, and from what you have subsequently learned in the ensuing lessons, it is apparent that 'to be' in Amharic is a particularly irregular verb. It will be useful to summarize all these irregularities at this juncture.

present affirmative	ነው	näw	እሉ	allä
present negative	አይደለም	aydälläm	የልም	yälläm

1. **ነው** has its own pattern of inflexion
2. **እሉ**, **አይደለም** and **የልም** inflect like simple past tense verbs
3. of these only **እሉ** can be used in subordinate clauses:

with the relative prefix የ- :	የሉ yallä which there is
with እ- :	እሉ sallä when there is
with ከ- :	ከሉ kallä since there is

with **እኞች**:

with **አም-**:

እንደሉ indallä as there is
አምሉ iyyallä while there is

The negative of **እሉ** in subordinate positions is **እሉ** lellä, which also inflects like a simple past verb: **የሉ** yälellä 'which there is not'; **ከሉ** källellä 'since there is not'; **እንደሉ** indälellä 'as there is not'; **አምሉ** iyyälellä 'whilst there is not'.

past affirmative	ነበረ	näbbärä
past negative	እነበረለም	alnäbbäräm

Note: **ነበረ** has regular inflexion. Other parts are usually drawn from the verb **በን**:

future/subjunctive	ይተቀል	yihonal	it will be, may be
	ከይተቀልም	ayhonom	it cannot be
simple imperfect	ይተኑ	yihon	(በተኑ sihon when it is; በተኑ bihon if it is, etc.)
jussive	ይተኑን	yihun	let it be, may it be
imperative	በኑ	hun	be!
gerundive	በኑ	hono	it being
infinitive	መተኑ	mähon	to be

Below are some more noun derivatives of **በን** that are commonly used. (Some of these you may recognize.)

መተኑ	ማሕና	means of being useful
እና, ቤታች	ሁዋን, ሙዋን	someone who is useful, supporter
እናዎን, እናዎን	akkwahwan, ahwahwan	condition, state of affairs, fashion, style
በኑት	ሁነታ	status, circumstance, manner, condition
በኑን	ሁናናንña	reliable, dependable; also representative, principal, chief

Sometimes the verb **የረዳ norä** is also used to supplement the verb 'to be'.

Reading passage

Ամենավայրից առ Թիֆլիս

የኢትዮጵያ ከምባችና ሰራተኞች ካልብ የተመዘረዎች
በተሸጠቸ ቁጥር ፪.፭፻፯፻ ስነዥ መጠሪያ ሰዋ እንደ ሌላ
በዚህ በመጀመሪያ እናዚ ሌላዎች እናዚ ሌላዎች እናዚ የመጠዢ
በዚህ ደንብ ቅጽም የደረሰው ካንያ ንውስ ሰነድም ይ
ቀማይታ ዘዴ ተተማያያዥ ከፍርድ በመለ ያስኗል
መሆኑን ከወልጎች ማልተው ስጋዥ የወጤ መካልው እናዚ
በፊል ወደ ታቦ ሰነድም ወደ ሆነ ንውስ መመለሁን
ጋልጎል እ

የአማርኛ ከምባር ቅዱዎት ነበር ሆኖም በንግድ ከተማ ከተ
መሬ ስመከራይ ሆኖም ዘር ጽዋም ይቻል ለቻል ሪፖርት
በነጂ በኋላ መመጣን ይቻል ለረዳ እስተካለ በመቀል ይገጥ
መ ይጠረና ሲሆን ተብ ስለምር ያደል የር ባደረገው በጥቶ
ይቻል ለቻል ሪፖርት የዘረሰ ለይ ለተማሪያ የሚታወቁ ተወስኑ
የጠቅ ከደረሰ ይቻል

የኢምባርድ በቻን ተጨማሪ ስሙላ የተረጋገጠው ተማሪዎች
በዚህ ተልዕዋዊ መሬት ገዢ ያደግኝ የልቀመ የጥወቻ
በዚህ በሁሉ አገልግሎት ማስተና ሲ በዚህ ለይመ ሲ ማስተና
ለሰምንት በቻን ማስተና ከፍታ ያለው ነው፡፡ ለተወቻ ጥብ
በደረሰቱ ተከተልቸው መርሆም የተነሱ እና ተወቻ ተርሱቸው
መሠጥ እያወለ ነው፡፡ ተመክላቸው ለይመ ይፈል የደብ
አካሄዴስ በፊርማ ከልማት በቻን ለመተዳደሩ ተስፋ
እና የሰው እውቅና ገዢ የልቀመ

(Abridged from *λεξικόν της Ελληνικής γλώσσας*, Αθήναις, 1908-1912, Τ. 1, σ. 93.)

Supplementary vocabulary

ብርሃን	budin	team
ካሬድ	k'iré'at	kind of basket
የሂሳስት ዘዴ	yák'iré'at kwas	basketball
ገኘው	gáf'ú'amā	join, deal with, engage (<i>an enemy</i>) [3-lit A]
ተጠናው	tágat'ú'amā	confront, meet (<i>armies, teams</i>)

ጥጥል	gít'miya	match, bout, conflict
ተ/ስ.ት	= ተምልርተ ል.ት	
መመረት	mäsärrätä	found, establish [4-lit]
መመሪያ አም	mät't'äriya süm	title, appellation, nomenclature (<i>cf.</i> ተመራ be called)
በገረ	zwazwarä	wander, roam, tour [derived stem from ብገረ go round]
እሽን	aššännäfä	win (<i>a battle or a game</i>), defeat someone [3-lit as- stem]
መቋዴ	t'äk'k'äsa	mention, quote, refer to something [3-lit A}
ሀገር	hagär = አገር	
ከውራ	kwärra	be proud [2-lit ¹ A]
መከራም	mäkuriya	prestigious
ሩታ	rätta	win, beat [2-lit ¹ A]
ወመከማ	Wäwäkimä	name of a basketball team
የሰር ጽሑፍ	yääyär hayl	Air Force
ጥብብ	t'ibäh	skill, technique, wisdom
ቁመት	k'umät	height (<i>cf.</i> ቁመ stand)
ገብ	gib	goal (<i>cf.</i> ጥብ go in)
ቁጻ	k'wä't'ära	count [3-lit A]
ተናማ	tänässa	get up, set off, arise [2-lit ¹ A tä- stem]
ከ— የተናማ	kä- — yätänässä	as a result of (<i>lit.</i> 'which arose from')
መሰራ	sälhäfa	be in line, parade [3-4it B]

14 ከንዳንድ የመጽሐት መማተሪያ andand yämäs'het mät'at'ifoč

Some magazine articles

By the end of this lesson you should:

- be aware of some other derived stem types of verbs
- be aware of some abstract noun patterns

Newspaper and magazine articles

In this lesson you will read a couple of short articles and some adverts taken from recent Amharic magazines or newspapers. At first you may find them difficult, but with the help of the vocabulary, you should try to read and understand them. You will find an English translation in the key to exercises at the end of the book, but only look at this after you have attempted to understand the passages.

Passage 1

**ትምህር
በፖ.፲፭**

የትምህር አውጭ በተጨማሪ ስለም በጥቃት ጥወስና
በተጨማሪ ስለም በጥቃት ጥወስና
ብር 125 አገል ፊቶ (፳.፦፻.፻) አርባዎች ተሰራ
አዲት ቀልል ሆነን አገል በቁጥር የተምህር

መሆኑን በመሰጠት ሪፖርት በረሰም እንደሚከተሉ
የሚያደርግ አይወም አለን
የእመካተማ ተምህር አቅርቦው ካሱንም
ተምህርና የሚቀጥሉበት መግዛጭ አዘጋጅተዋል
የመሆኑን መፈጸም ለንግድ ለማግኘት ስምም
አገልምን ይሰጣልን፡

የ፩፭ ቅጽልያ ኮላጅ
ፖ.፭፭፭፭ 10602 ሙሉ ሚስ 245669
አዲት አገል

Vocabulary

ፈተና	fätäna	test, examination
ከፍያ	kifiyya	payment, share (cf. አፈላ ክፍልā pay, divide)
ፈና	fana	torch (not electric, which is ባጥሪ batri)

Verbs

ከበያ	gäbäyyä	go shopping, purchase [3-lit Y]
ከቋሙ	ak'k'warrät'ä	interrupt [3-lit at- + C-type stem]. (See grammar section); cf. ቅመት k'warrät'ä cut
መራ	märrä	lead, guide [2-lit A]
መግመያ	mämriya	guide (book)
አክ	lakä	send [2-lit ³]

Particles, phrases

ራስዎ	raswo	yourself [ለ-አ + possessive pronoun suffix]
በተ	bänäs'a	for free, gratis

Passage 2

የሚያረዳው ትኩር

የጊዜ ስው የልብ ትርቃ ሆኖም ካስ ስዕት ይደርግል፡
በአመት 40 ማለያን የህል ገብ ደመኅል ማለት ነው፡
በያንሰንድ ትርቃ ወቀት 1/4 ልተር ይም ወይ ለብ ይገባል
ማለት ነው፡ ለብ ለክንድ ታን መፈው 2200 የሉን የህል
ይም ይረመዳል፡ በላላ ከነጻር 56 ማለያን ሂለን የህል
ይም በከማናሽ የሰራውት ብሔሮ መሰጥ ይረመዳል ማለት ነው፡
ማንም እያደተ ዓይነሳለው የልቦን የህል ገብ
የሚያዘውን ስው መረጃ መማርያም ይኖር ይሁን፤ ለብ
እኔና ማምረች መማርያም እንጂወጥበት በንል ለብ ነሉ
የሚመዝን ስቶ ለብ አማካይ ሰነዶች ይረዳ ለማጠበቅ
ልክናት ትርቃ በሚያደርግው የእንጂወጥበት ይረዳ ይቦታዋል፡
እኔና ሰጋፍና ከድግ እስቃና ሰጋፍና እንጂወጥበዋን
በሚያደርግበት ቤት 20 ልተር የሚገመት ይም ይገኘል፡
መ ከንሰል የሚጠው ይም ከንሰል ይርሱ መ ለብ
ልመመለስ 8 ለከንድ ይረመዳል፡ ወይ እገር መቶ
የወረዳው ይም ወይ ከንሰል ለመመለስ የሚያደርግበት ቤት 18
ስተኞች መሆን ተረጋግጧል፡

Vocabulary

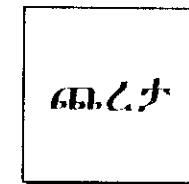
ተርቃ	firrita	beating, pounding (<i>cf.</i> ትክ ካለ firr alä beat (of heart))
የልብ ትርቃ	yälib firrita	heartbeat, pulse
መቶ	wäk't	time
ይም	däm	blood
መፈው	wilo	full day, a day's rest, a day's duration (<i>cf.</i> ትክ walä spend the day)
ከነጻር	annägagär	way of speaking (<i>cf.</i> የነጻ næggärä speak)
አማካና	ammakañ	average
እድሳት	iddisat	repair, restoration (<i>cf.</i> እድዑ addäsä be new)
ስው መራሻ	säw särraš	man made
ሙማ	č'amma	shoe, foot (<i>measurement</i>)
ርዝማኬ	rizmane	length, height (<i>cf.</i> እለም räzzämä be long)
ይቻቸ	fijota	expenditure, destruction (<i>cf.</i> እቻ fäjjä use up, destroy)
አንሰል	angol	brain

ማት	t'at	finger
የእናት ማት	yäigir t'at	toe (lit. 'singer of the foot')

Verbs

ለጊዜ	räč'čä	spray, splash, pump [2-lit ² A]
ከከናውን	akkänawwänä	accomplish, complete, carry something out [4-lit at- + C-type stem]. (<i>See grammar section</i>)
ለመረጥ	amärrätä	produce [3-lit A a-stem]
ማማሪ	mamräčä	means of production [instru- ment noun]
እንጂወጥበለ	ant'älät'tälä	hang up, suspend, hold up, carry something in one's hand [4-lit an- stem]. (<i>See grammar section</i>)
በዚ	bäk'k'a	be enough, sufficient [2-lit ¹ A]
በዚ ይበቃዋል	bäzzih yibäk'awal	he/it will have enough of this
ተተመት	tägämmätä	be estimated, calculated [3-lit A tä- stem]
ተተ	tägäffa	be pushed [2-lit ¹ A tä- stem]
ተረጋግጧ	tärägaggät'ä	be confirmed [3-lit reduplicat- ing stem in tä-]. (<i>See grammar section</i>)

Passage 3



በኩር ከባት የሚያደርግበት የእጥበ ካርድ ገልጽ ከመሰከረም
10/83 ይምር ለእኔና የመተ ለብ ለይ የምንብ ምጥመ
ይጥመኝ ለመጠቅም ለመጠቅም ይገኘል፡
በሚያደርግው ለመቀጥሩ የሚያለን ማንኛውም ትመራች ይህ
ማስታወሻ ለመቀጥሩ የሚያለን ማንኛውም ትመራች ይህ

የኢትዮጵያ በር. የመጀሪያ ሰነድና በር. 10
በመግቢት መረጃዎችን የሚያቀርብበትን ጥሩ በቻዎት
እንደላለቸው አዲስ መሰከረም 7/83 10 ማት ይረዳ በተከታው
አቶ በመጀሪያ ለማረጋገጥ በተከራይው ሆኖ ወልጥ መከተት
ይችሉለሁ መረጃውን መሰከረም 8/83 ላይ ማሸበት ማት
ተከራይና መግም ለማረጋገጥ በሚገኘበት በዋልኝ
ይህ የሚከፈልጉ መሆኑን እንገልጽለን፡
ተከራይና ለማረጋገጥው ሆኖ ለማረጋገጥ የንግድ እዋቅ
እንዲያረጋግጣውን የሚገባበትውን የንግድ ያዋሳ መሆኑን
ይኖርባቸዋል፡
ተከራይና የጨረሻ ማስከበደዋ የወጪ በር. 3,000 በጥረ
ጥክክል ማስያዝ ይኖርባቸዋል፡
የኢትዮጵያ ለማረጋገጥ የተከራይ ሲሄ በጥና ለማረጋገጥ
እኩልኝም፡

የኢትዮጵያ የኢትዮጵያ የወጪ

Vocabulary

መረጃ	čäräta	bid, tender (<i>cf.</i> ተከራይና tä'arrätä <i>in the verb list below</i>)
ሻጥጥ	säk'ät'	goods, merchandise
ሻጥጥ ስጥጥ	säk'ät'a säk'ät'	merchandise, goods of various kinds
ማስታወሻ	mastawäk'iya	notice, announcement (<i>cf.</i> አስታወሻ astawäk'ä inform)
የኢትዮጵያ	astädadär	administration
ሰንድ	sänäd	document, draft, bill, form
ሰን	higg	law
ሰንድ	higgawi	legal
ወኪል	wäkkil	agent, representative
ዲን	din	dean
ናግድ	nügd	trade, commerce
ፍቃድ	fak'ad	permission, permit, license
ገብር	gibür	tax
ገዢታ	güddeta	requirement, obligation, condition (<i>cf.</i> ገዢያ ግዢዳä in the verb list below)
ዋስተኛ	wastinna	guarantee, insurance
ጥሩ	tire	raw
ጥሩ ጥክክል	tire gänzäb	cash (<i>lit.</i> 'raw money' – <i>i.e.</i> not a cheque)
እኩልኝም	affas'as'am	manner of fulfilling (<i>cf.</i> እኩልኝ ፍስ'ස'ämä <i>in the verb list below</i>)

Verbs

ተቀኙ	täsattäfä	participate, take part in something [3-lit tä- + C-type stem]
ተከራይ	tä'arrätä	bid [3-lit tä- + C-type stem]
አስተ	ašsäga	seal [3-lit B]
አማላ	ammwalla	fulfill, meet (<i>requirements</i>), make complete [2-lit ¹ A at- + C-type stem] (<i>cf.</i> ቴላ mollä be full)
አስያ	asyazä	leave something in someone's care, deposit, impound, mortgage, <i>also</i> have someone arrested [2-lit ¹ as- stem] from <i>ያዘ yazä hold</i>
ገዢያ	gäddädä	oblige, force, compel [3-lit A]

Particles, phrases

ዘወቻር	zäwäfir	usually, regularly, as a rule, normally
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Passage 4

የሰው በርሃን ወሂን ለማጥረት

በሚደን ላይ በፊም ሆነ አድራሻችው በመፈጸም መግም በተገኘ
እንደ አጥቃቃይ ባለ አስተኛ ክፍተኛው የአካባቢው በር. ቁጥር
፧፭፮፬ው ከተሰጠው የመወጥ መሆኑ አስተኛ ክውሃ ወልድ
በ፪ታወች የሱ ሂወልቱ ስምምነት በርሃን መሆኑ
በተለይም ለማጥረት አስተኛው የተሰጠው መሆኑ አስተኛ
በለማጥረት የሱ ሂወልቱ ስምምነት በርሃን ለማጥረት ቁጥር
፧፭፯፮ እኩል ሲሄ እንደተዋል፡ ስተቻቸ መሆኑ በፊም
ጥንበባን «አንበሳ» የእንግሊዐውያን የአካባቢው መቆጠት ላይ
እንደወጪው ወሂኑ በጥልል በዚህ በርሃን ለማጥረት የተታ
በመሆኑ ይህ እኩል ጥቃት ለአንበሳን የጠበር ሂጥር ለዚህ ለዚህ
የሚችለው ጥቃም ክፍተኛ ይህንል፡

Vocabulary

በርሃን	birhan	light
አድራሻ	idgät	growth, progress, development (<i>cf.</i> አማላ addäcä grow [3-lit A])

ተጥቃ	täggita	pause, halt (<i>cf.</i> ከጥ ከትägg alä stop suddenly, halt, pause [b verb])
ከወጥ	it'ot	lack, need, shortage (<i>cf.</i> ከወጥ at'ta lack, not have [2-lit ¹ A])
መልጫ	wälläd	<i>something which arises or originates from something else – hence interest (financial); offspring, issue (cf. መልጫ wällädä have a child, bear, beget [3-lit A])</i>
ሙ- መልጫ	wiha wälläd	water-borne (<i>cf.</i> አጥር መልጫ ayyär wälläd air-borne)
በርካታ	bärkatta	numerous, plentiful (<i>cf.</i> ተዘረዘሩት täbärrakkätä be abundant [4-lit tä- + C-type stem])
ሙ-ት	mut	dead, deceased (<i>pl.</i> መ-ቁጥ, መ-ቁጥና mutan, mutanoč (<i>cf.</i> ጥጥ motä die [2-lit ¹]))
ቢሸን	his'an	small child, baby (<i>pl.</i> ከዘጥቶ, ከዘጥቶ, ከዘጥቶ his'anōč, his'anat, his'anatoč)
ስለዳ	sälaba	victim; <i>also means trophy, booty</i>
ባለሙያ	balämuya	expert, skilled person
ገኝነት	gjännt	finding, achievement (<i>cf.</i> ከገኝ agänñä find)
ተኒር	gät'är	countryside, open country, rural area
የዋሪ	näwari	inhabitant, dweller [agent noun of ውደ]

Verbs

ከመራ	at'ärra	purify [2-lit ¹ A a- stem]
ሙ-ጂ	č'ač'čä	be stunted [2-lit ¹]
ተጥወረነ	täk'wäräññä	be tied, related, connected [3-lit X tä- + C-type stem]
ተመዝግበ	tämäzäggäbä	be recorded, registered [4-lit tä- stem]
ቀረ	k'ärräfä	shake off, remove, peel [3-lit A]

Particles, phrases

በተለያይ	bätäläyy	in particular, especially (<i>cf.</i> ተለያይ täläyyä be separate, different)
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Passage 5

ማስታወሻ

መ-ሳሙኤል ታቦም

የጥር የሰው ሙዕቅ ሆወራ ተዘተወ ሰራ ቀይመር
ለዚህ ጥር ከገዢ ተመዝግበ እንደሰበት ማይኑ
የፈለጋዎች ሆኖ ከወጪዎች ይር ማይኑ ሆወር ምን
የሁሉ እንዲያወሱ የቻው ነው!! ጥሩ ከወጪዎች እኩም
የሰመሰተኗል ማይኑ ከሰረቱ ላይ ነው::

በወጪው ጥር ማብት ሰራለት ቅጂው በማክበ ሰራት
በማክበ ሆወራዎች ሆወራዎች ታቦምን ይጠቀዋል
አሰጣም የሚያገምረው ሰራው ለቦት ነው!

ከድረቻን፡ ከማርኛ ጥሩ መሆኑ
ሰላም ትር 65 47 21
ፖስታ ሆ. ቁ. 25029

Vocabulary

የጥር	mirt'	choice, select, superior (<i>cf.</i> መረመ märrät'a choose [3-lit A])
ብር	suf	wool
ሙ-ቁጥ	č'ärk'	cloth
ሰራ	säfi	tailor [agent noun from ተራ- säffa 2-lit ¹ A sew]. Note: do not confuse this with ተራ- säffi wide
ሰራት	sifet	sewing, tailoring
ሙ-ጥንት	sävinnät	body, tailoring
አቅም	ak'wam	build, figure
ጥጽ	mod	structure, shape (<i>cf.</i> ቅመ k'omä stand)
ቅጂ	k'ät'äro	fashion, style (<i>mode</i>)
ቅጂ ክዘዘ	k'ät'äro akäbbära	appointment keep an appointment (<i>ከዘዘ</i> [3-lit A a- stem])

Verbs

ብር	säffa	sew [2-lit ¹ A]
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ተልማማ	täsmamma	agree, correspond, match [2-lit ¹ reduplicating stem in tä-] from ሰማ sämma hear
ተልተከላ	tästakakkälä	be even, regular; be adjusted to something [3-lit reduplicating stem in tästä-] from ከለ akkälä be equal
አማር	asammärä	make beautiful, embellish, improve [3-lit as- stem], the 'causative' of አማር amarä be beautiful, look good [irregular]*
መስክ	mäsäkkärä	testify [4-lit]
ከተመስክለት	kätämäsäkkärällät	since he is renowned (<i>lit.</i> 'since it is testified in his favour')

Particles, phrases

የይሁን	sayhon	not only, to say nothing of (<i>lit.</i> 'without it being')
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*

s. past	አማር	amarä	ger.	አምር	amro
s. impf.	ያምር	yamir	c. ger.	አምኬል	amrwäl
c. impf.	ያምኬል	yamíral	inf.	ማማር	mamar
juss.	ያሙር	yimär	inst.	ማማሪያ	mamariya
imp.	አሙር	imär	ag.	አማር	amari

Grammar

More derived stems

The passages in this lesson contain a variety of derived stem types which have not been discussed in the preceding lessons. As you will now realize, there are a large number of different derived stem patterns in Amharic, more in fact than can be properly covered in an introductory textbook of this kind.

You will need to be able to recognize the different derived stem patterns, because in most dictionaries all derived stems are listed under the root, or basic stem shape.

You should note how the various patterns inflect as you make your way through the book.

The new patterns, then, that you have encountered in this lesson are the following:

1 at- + C-type stems

The examples of this stem you met in this lesson are:

አዋጅ	ak'k'warrätä	interrupt from *ቁጻ k'warrätä cut
አከታወን	akkänawwänä	accomplish from root *ከተወን (not used)
አማ	ammwalla	fulfill from ሙላ molla be full

The at- + C-type stems are often the 'transitive' or 'causative' counterparts of tä- + C-type stems. Consider the pairs of verbs below:

ተናገረ	tänaggära	talk	→	አናገረ	annaggära	engage in conversation
ተሻገረ	täshaggära	cross	→	አሻገረ	aśshaggära	take across
ተኩረ	täk'arräbä	approach	→	አኩረ	ak'k'arräbä	bring something close
ተጠው	täč'awwätä	play, chat	→	አጠው	ač'č'awwätä	entertain
ተሻመ	tädammätä	agree	→	አሻመ	addammätä	listen to something
ተሞላ	täk'at'tälä	be on fire	→	አሞላ	ak'k'at'tälä	set fire to something

Therefore also:

አከታወን	täkänawwänä	be accomplished	→	አከታወን	akkänawwänä	accomplish
አዋጅ	täk'warrätä	be interrupted, cease	→	አዋጅ	ak'k'warrätä	interrupt

You can see that the distinctive features of the shape of this derived stem are:

- 1 prefix a-
- 2 gemination of the first consonant of the root
- 3 vowel a inside the stem

2 astä- and tästä- stems

There are not a great number of these derived stem patterns, but there are a few useful and important ones which

patterns. Below are a few examples, some of which you have already met.

አስተማረ	astämärä	teach
አስተዋક	astawwák'ä	inform
አስተመሙ	astammämä	nurse
አስተዋለ	astäwalä	observe, pay attention
አስተወሳ	astawwäsä	recall, remember

The prefix **astä-** forms transitive verbs, whilst **tästä-** forms the intransitive equivalent. The **tästä-** prefix is found on reduplicating stems (see below). In one of the passages above you met the following example of this type:

ተስተካክለ	tästakakkälä	be even, adjusted to which the corresponding transitive is:
		make even, adjust, arrange. Do you remember the Amharic for 'hairdresser'? ብርሃ አስተካክለ , s'ägur astäkakay, -lit. 'hair arranger'!

3 an- and tän- stems

Again, verbs with these prefixes are not very common. Most verbs with these prefixes describe noises or particular ways of movement. Like **astä-** and **tästä-**, the **an-** prefix is found on transitive verbs, whilst **tän-** forms the corresponding intransitive verb. Below are a few examples by way of illustration.

አንተዋሰ	ank'äsak'k'äsä	move something	[trans.]
ተንተዋሰ	tänk'äsak'k'äsä	be moved, move	[intrans.]
አንተሰበለ	ant'älät'älä	hang something up	[trans.]
ተንተሰበለ	tänt'älät'älä	be hung up	[intrans.]

4 Reduplicating stems

Another common pattern of stem derivation involves the repetition or 'reduplication' of one of the consonants of the basic stem or root followed by the vowel **a**. In addition, the reduplicating pattern is often combined with one or other of the derivative prefixes that you have met so far. One of the commonest patterns is **tä- + reduplicating stem**. Below are some examples that have occurred in the dialogues to date.

ተታውቁ	täwawwák'ä	know one another from አውቁ awwák'ä know
ተሰማማ	täsmamma	agree from ሰማ sämma hear
ተራጋገግ	täragaggät'ä	be confirmed from * ሪጋገግ , cf. እርጥያ ürgit' sure
ተናገገ	tänägaggärä	talk together from ናገገ näggärä speak
ተከተላ	täkätattälä	follow after from * ከተላ , cf. ተከተላ täkättälä follow
ተልያ	täläyayyä	be different from one another from ልያ läyyä be different
ተገኝ	tägänäñña	meet from * ገኝ , cf. እገኝ agänñña find

Corresponding to the first of the above, you have also met:

አስተዋውቁ **astawwák'ä** introduce (*lit. 'cause to know another'*)

Abstract nouns

The passages in this lesson and several of the more recent dialogues have contained quite a number of abstract nouns. Like English, Amharic has a large number of ways of forming abstract nouns from other nouns, as well as from verbs.

Below are some of the commoner abstract noun patterns illustrated by examples, many of which you have encountered in the lessons so far.

1 Suffixes in 't': -ta, -ot, -ota, -et, -eta, -it, -ät, -at

ተርታ	tirrita	beat, pulse from ተር ሐ tirr alä beat
ደስታ	dässitä	happiness from ደስ ሐ däss alä be happy
ከፍታ	käffita	height from ከፍ ሐ käff alä be high
ዝምታ	zimmäta	silence from ዝም ሐ zimm alä be quiet
ሁኔታ	huneta	condition from ሁኔ honä be, become
ከርዳታ	irdata	help from ከርዳ rädda help
የቅርታ	yik'irta	forgiveness from የቅር yik'ir let it be omitted (የት)
የልኬታ	yiluñta	propriety from የልኬ yiluñ they say of me (እስ)
ገደታ	giddeta	obligation from ገደ gäddädä be forced
ማዋጂታ	täk'ämäta	use, usefulness from ማዋጂ täk'ämä be useful
ፈጅታ	fijota	destruction from ፈጅ fäjjä destroy

ሰመት	sit'ota	gift	from ሰም sät'tä give
ቍልት	cilota	skill, ability	from ቍል čälä be able
ዘጋጀት	zigijjät	preparation	from አዘጋጅazzägäjjä prepare
ደንግት	dirijjüt	organization	from ደረጃ däräjjä be organized, developed
ተምህር	tümhiirt	study	from ተምህር tämarä study, learn
ጥጥ	guggut	longing	from ተጥጥ gwaggwa long for
ከድገት	idgät	growth	from ካደግä addägä grow
ልጅ	lidät	birth	from ወልጅ wällädä bear, have children
ቁጥር	k'umät	height, stature	from ቁጥር k'omä stand
ውብት	wibät	beauty	from ቍዕብት tawabä be beautiful
ዘጋጀ	hidät	progress	from ዘጋጀ hedä go
ከድሏት	iddisat	repair	from አድሏት addäsä be new
ምክንያት	miknyat	reason	from አመናንያ amäkañña make an excuse
ሰፍት	sifat	width	from ሰፍ säffa be wide
ብዛት	bizat	quantity	from ብዛት bazzä be many
ፍራት	firat	fear	from ፍራት färrä be afraid
ውጥት	wit'tet	result	from ወጥት wäl'tä emerge
ሰፍት	sifet	sewing	from ሰፍ säffa sew
ምንዑስት	münnot	wish, desire	from ተምኑስት tämänñä desire
ለጥት	it'ot	lack	from ለጥት al'tä be lacking
አገልግሎት	agälägilöt	service	from አገልግሎት agäläggälä serve
ፍላጂት	fillagot	need, want	from ፍላጂ fallägä want

2 -nna

ሕክምና	hükminna	medicine	from ዕክም hakim doctor
ቅንጅና	k'winjinna	prettiness	from ቅንጅ k'onjo pretty
ኋሽና	nüs'thenna	purity	from ጋሽና nüs'uh pure
ጥክክና	tihittinna	humility	from ጥሩ-ት tihut humble
ገብርና	gibürinna	agriculture	from ገብር gäbare farmer

3 -nnät – this is an especially common suffix that can be added to almost any noun or adjective, rather like the English suffixes '-ness'; '-hood'; or '-ship'.

ሰውነት	säwinnät	person, body	from ሰው säw man
ኃዋዳናነት	gwaddännannät	companionship	from ድዋዳና gwaddäñña companion

ልጅነት	lijjinnät	childhood	from ሌጅ lijj child
ልማት	liyyunnät	difference	from ሌማ liyyu different
ከፍት	kifunnät	wickedness	from ክፍ kifu bad, wicked
ገኝነት	getinnät	lordship	from ገኝ geta lord, master
እቦናነት	ibdinnät	madness	from እብና ibd mad
እርጋናነት	andinnät	unity	from እርጋ and one
ከፍትነት	käntunnät	uselessness	from ክፍቱ käntu vain, useless
አስፈላጊነት	asfällaginnät	necessity	from አስፈላጊ asfällagi necessary
ቋልፍነት	halafinnät	responsibility	from ቋልፍ halafi responsible, in charge

The suffix -nnät can also be added to any agent noun or other occupation noun to form a noun describing occupation, or in more general terms, 'the job of a', or 'being a'.

አሳላቸናት	asallafinnät	the job of waiter
ተማሪነት	tämarinnät	being a student
ጾታዊነት	gazet'ännannät	journalism, being a journalist
ሕክምናት	hakiminnät	the job of a doctor, medical profession
አስተማሪነት	astäamarinnät	the job of a teacher, teaching profession
ማስተኞት	mistinnät	being a wife

4 Abstract nouns may also be formed by a variety of prefixes. You will need to be able to identify when a prefix is involved because such words will be listed in most dictionaries under the first letter of the root, and not under the prefix

ተግባር	tägbar	action, task, deed	from a root *ተገቢ (not used)
ተከማ	täkem	command, order	from ተከማ azzäärä order
ሚል	milač'	razor	from መል lač'ä shave
ማግባር	mägbar	behaviour, conduct	from *ማገቢ (not used)

Lastly, here's an Amharic proverb you should remember when things don't seem to be going too well:

ቀል በቀል እንቻለል በእኔ ሪይል
Little by little the egg walks on its own feet

Key to exercises

This key does not provide answers to those exercises which require the learner to reuse material or to open exercises.

Introduction

1

gomma, gamo, mamo, mido, meda, muya, märra, maru, rarra, saro, särра, siso, sara, säwa, wawe, čäwa, gari, gara, garo, furo, färra, gätta, geta, gatä, nägä, nägga, t'ena, wäne, wašša, get'ä, tänña, tära, tutu, wazema, alama, asama, mukära, billawa, gumare, sälasa, hisabu, hudade, abäju, gudayyu

Lesson 1

1

1 (I), 2 (I), 3 (P), 4 (P), 5 (I or P), 6 (I), 7 (I).

2

1 γῳ 2 γῳ 3 γӟ 4 γӖ 5 γӖ 6 γѿ – γӟ

3

1 አርዕጥ 2 አኋ 3 አርዕቅዎ/አንጻር 4 አየቃ 5 አጥጋቶ

5

Addis Abäba, Ityop'iyä, Haylä Sillase, program, Mey Dey, lojik, posta, tiyatir, pasta, ikonomiks, bisiklet

Lesson 2

1

1 አገልግሎት ማረጋገጫ የኩስ ቅጽው:: 2 አኋ ቅጽረዋች ገንዘብ
3 አነጻር አስተማሪያች ቅጽው:: 4 አነጻር አስተማሪያች ቅጽው::
5 አጥጋቶ ቅጽና ልማሽና ቅጽው:: 6 የኩስ ለስተማሪያች
አጥጋቶዎች ቅጽው::

2

1 አም፡ መሰከር ቅጽና ነው:: 2 የአጋጣለሁን ዘጋጅ በመሆኑ አስተዳደር
ትወቃ፡ 3 አይደለም፡ የተምህርና በቁጥር ላይ ለፊርድ ወጥ፡ 4 አም፡ የምኑ
በኩስ ነው:: 5 አም፡ የአልማዝ ይችላል ወጥ፡ 6 አይደለም፡
አስተማሪ ቅጽው::

3

1 በነበሩ/በነበሩ 2 ወቃ/ወቃ 3 አነበሩ/አነበሩ 4 አነበሩ/አነበሩ 5 አነበሩ/አነበሩ

4

1 ወቃ በተ መካር ስዕመት አይደለም? 2 አገልግሎት ቅጽረዋች
አንጻለሁዎችን አይደለም? 3 መንፈሳት አጥጋቶዎች በተ የለም:: 4
አብ የተረዳ አጥጋቶ አይደለም? 5 አሁን ገዢ የለም:: 6 አስተማሪ በተ
የለም::

5

1 አይደለም 2 አኋ 3 የኩስ 4 አይደለም 5 አኋ 6 አኋ 7 ነስ – ሻስ 8
አይደለም 9 የለም 10 አይደለም

6

ጥሩ – መጥሩ
ጥልዕ – ተጥሉ
አይሰ – አርሃ
አስተዳደር – ቅጽና
ቅጽና – ወቃ

7

- 1 አበርሱም ላይ ገዢ:: 2 አነስ ቅጽ ጥሩ ምግባር በተ አለ::
 3 አይደለም:: በከተማ ቁጥር ገዢ:: 4 አይደለም:: በሚዘጋጀ በተ
 ማረተዋኑ ገዢ:: 5 አም:: በይደርጉ ላት ለእኔ ባንብ አሉ::
 6 አያምሁርት በተ የቃዬ:: 7 ለእኔ መሰጥ ገዢ:: 8 አቤት የቃዬ::

8

- መሸ – በቃ – አብሸ – አብ – አብሽ – መልሮ – ቅጥሎ – ቅሙ – በር – ዘር –
 ገማሽ – ገና – አገኘ – አገኘ – መቅ – ገና – ገና –
 ዘሻ – ሂሻ – ሂጥታ – አጥም – አያል – ተንሽ – ጥንት – ትርፍ – ትረሽ –
 የብሽ – መጥላለ – ሌላ – ሌጥ – ተጥ

Lesson 3

1

- 1 አለን 2 አለን 3 አለቻን 4 አለው 5 አለሁ 6 አለዋዎች 7 አለለ –
 አለን

2

- | | |
|-----------------------------|------------------------------|
| (a) 1 ... የለንም:: | (b) ... ንብረት:: |
| 2 ... የለንም:: | ... ንብረንም:: |
| 3 ... የለቻንም:: | ... ንብረቻ:: |
| 4 ... የለውም:: | ... ንብረው:: |
| 5 ... የለሁም:: | ... ንብረሁ:: |
| 6 ... የለዋዎችም:: | ... ንብረዋዎች:: |
| 7 ... የለለም? አይደለም... የለንም:: | ... ንብረለ? አም::
... ንብረን:: |

3

- 1 አቦራር ቀረቡ አይቶ ሲሆን አለዋዎች:: 2 ለእኔ ጥኩሌ የለንም::
 3 የቅ መሰረታዊ ማስታ ቅጽ መከር አለቻዎች/አለሁ:: 4 ትኋገኑ
 ለእኔ ትምክርቹ (ከኤሌክት) ንብረት:: 5 መከር በፊይ ቅጽ ምግባር
 ለእኔ ንብረት/ሕብረቻዎች:: 6 አለተማሪው መጠናና አልጋዥቻዎች/
 ለእኔ ንብረት/ሕብረቻዎች:: 7 ለእኔ መጠናናው አለሁ/አለሽ/አለም? አይ:: ወጪም
 የለንም::

4

- | | | |
|-----------------------|---------|------------|
| አይሰ መከር | (a) አለን | (b) የለንም:: |
| የሰተ ማስታ | (a) አለን | (b) የለንም:: |
| ሁለተ መጠናናውን አገልግሎት አሁን | (a) አለን | (b) የለንም:: |
| ጥሩ መጠናናው | (a) አለን | (b) የለንም:: |
| በዚ አተዋናቸውን አስተጣሪዎች | (a) አለን | (b) የለንም:: |

5

- 1 አልፈለጥም 2 ፊይን 3 አለቻው – የለቻውም 4 በሳሁ – በሳሁ 5 በሳ
 – መሆኑ 6 ጥኩት 7 ይረዳቻው – ይረዳን 8 ምሆኑ

6

- 1 ምግባር ለመሰላት አልፈለጥሁም:: 2 አልማዝ ካላሽ አይሰ መከር
 በ:: 3 መከር በፊይ ወደ ሽቦታ በተ ቁደጥ:: 4 በኋይ መጠናና/
 መጠናናው? 5 ትምክርቹ ወይም ቁጥር? 6 አቶ መከመድ ቁጥሮን
 አልከፈልም:: 7 አልማዝ: ወልጠኑ መቻ አየሽ? 8 አኖች በኋይ
 አለቻዎች::

7

- 1 አቶች አሰተማሪ የቃዬ:: My father is a teacher. 2 ይቻ መከርና
 ነቶ? Is this your car? 3 ትልቅ መንፈስ አካል አለዋ ይረዳ:: His
 big brother arrived in Addis Ababa. 4 ትምክርቻው ቅጽ የቃዬ?
 Are your students hard working? አም:: ትምክርቻው በማም ቅጽ
 የቃዬ:: Yes, my students are very hard working. 5 አቶች መቆት
 ይረዳ? Where did my mother go? መቆከተዋው በተ ይረዳ:: She went
 to her sister's house. 6 ይረዳቻው ለዚ ጽሑፍ አለው:: Their friend
 has a lot of money. 7 ለምህ ማን ገዢ? ለምህ 8 የቃዬ ገዢ:: What
 is your name? My name is Dawit. 9 መሰነድ ከመንጋጌው ጽር ወደ
 ለሆነ በተ ቁደጥ:: Melaku went with his brother to the cinema.

8

(Note: other answers may be possible.)

1 ቅጽ መከርና ለመከርና ለመከርና ለመከርና
 my red car my red car our rich friend

2 አይሰ ምሆኑ አይሰ ምሆኑ አይሰ ምሆኑ
 your new jacket your new jacket his little town

- 3 ተልዕዋ መንገድምን our big brother 8 ይህወ እነዚ my poor country
 4 ቴወስ ለብዕዋ her black dress 9 ተልዕዋ ትናትዎ their big room/class
 5 አርጋው ብቻቻዎ your old house 10 ትንበጥ እኔቱ his little sister

9

(Note: other answers may be possible.)

- 1 ማራተኞ 2 አለም 3 ዝረሪያ 4 መ-ት/ው-ህ 5 መሳንያዎ 6 ፈቃልን/የፈልን 7 ገዢያ 8 የግዢ 9 ገለዎ 10 ገንራ 11 ስን ያለኝ 12 መንፈቅ 13 መሆኑያ 14 ማንያ/የንያ 15 ህንሳ

Translation of reading passage

Terrefe's father was a government worker. His mother was a secretary in a large office. They both worked in town. His mother and father were very kind people. One day his father came in from work and gave his son a large book. He still has this book today. In this book there are many beautiful pictures. Terrefe is therefore very fond of the book. It was his first book.

Lesson 4

1

- 1 በላይ በኋላ ገዢ 2 አስተማሪው መጽሐፍችን መደድ፡
 3 አቀፍ ይህን ገዢ-ዕስ በኋላ ለለቻ በሙ፡ 4 አልማዝ ቁጥር መጽሐፍ
 አጥቻ፡ 5 መዘመር በፊወ አካሄወን ይ-በሻዎምች የኋ፡ 6 እኩ ተረዳት
 አገልግሎት በኋላ መልጥ አያሁ፡ 7 ባለው ባጥኑት ገዢ እኩ
 አውሃም በኋላ ለያን፡

3

- 1 የያ ማስታ አር 2 አምስት በኋላ 3 አምራ ማምንት ማጥሩ 4 መቶ ስልጣ
 ቁጥር 5 መልጥ መቶ መሳወ ማጥሩ በሙማትር 6 አርባ ማር በሙማት
 ቁጥር 7 አራት ሲሆ አምስት መቶ ቁጥር 8 መሳወ ስልጥ ይቻቻ
 9 አውሃ በሙ መቶ ወጪዎ ስልሰት 10 አውሃ ማምንት መቶ ማሸጋ
 በሙና 11 ስልሰት መቶ አምራ ማጥሩ 12 አውሃ በሙና 13 አርባ አምስት
 ቁጥር 14 ወጪዎ ስልሰት 15 ማኋና ማስ መሆኑ ማሸጋ ማስ

4

- 1 የያ አንድ በሙና ለይመር መሳወ ስወ፡ 2 የያ አምስት አምስት
 ማጥሩ የያ ስወ፡ 3 አውሃ ለልጥ አውሃ ለልጥ ለይመር የያ አውሃ
 ስወ፡ 4 መቶ የያ መሳወ ለይመር መቶ አምራ ስወ፡ 5 አርባ አምራ
 ለይመር በሙና ስወ፡ 6 አምራ አምስት አራት ለይመር አምራ በሙና
 ስወ፡ 7 አምራ ስወ ማጥሩ ማጥሩ አምራ ስወ፡ 8 ስልሳ አስራ
 ስልሰት ለይመር ስወ ስልሰት ስወ፡ 9 አምስት መቶ አምስት መቶ
 ለይመር አንድ ስወ፡ 10 ማሸጋ ማምንት አምራ አንድ ማጥሩ
 ስወ ስወ፡

5

- 1 አባዕስ ማስታ በኋላ ስወ ስወ፡ 2 አባዕስ አገልግሎት ማስ
 ማስታ፡ 3 አባዕስ ማስታ መቶ ገዢም ቁጥር ስወ፡ 4 አባዕስ ማስ
 መመዝ አምራ መ-ሁ ስወ፡ 5 አባዕስ አገልግሎት ማስታ
 ስወ፡ 6 አባዕስ ታማሪ በኋላ ገዢ ማስታ ስወ፡ 7 አባዕስ
 አምስት መመዝ ማስታ ማስታ ስወ፡ 8 አባዕስ ማስታ ተከት ማስ
 ማስታ፡ 9 አባዕስ አንድ ዘርፍር ሆኖ ስወ፡ 10 አባዕስ ገዢ
 አይደለም ማስታ፡

6

- | | | | |
|--------------|------------------|--------------|-----------------------|
| 1 አነዕስ ማወጣ | after this | 9 ደልተጥቶዎ | they wanted them |
| 2 ገዢዎት | neighbour | 10 ማጥም-ዕጥ | tap |
| 3 ልማጥቶ | her children | 11 ተረዳት | I cut |
| 4 መቋረጥ | to cut | 12 አ-ዕጥ | dust |
| 5 ሁዝር | sugar | 13 የንግድር ክተማ | the town
of Gondar |
| 6 የሚርሱ ቁጥጥቶዎ | Amharic language | 14 የእንጂ ክዋል | football |
| 7 ቀንጂ | beautiful | 15 ነጋግል | he has gone |
| 8 ጉዳለ | it is missing | | |

Translation of reading passage

Today Mrs Dinqinesh went to the market. Kebbede and Taytu went with her. Kebbede is a little boy. He is ten years old. Taytu is Mrs Dinqinesh's maid. Mrs Dinqinesh wanted to buy many different things from the shop - rice and flour, tea and butter, and in addition, oranges, papayas, tomatoes, onions and potatoes. So today Taytu has come as well. First they went into a grocer's shop. There they bought

flour, rice, tea and butter. But there were no fruit and vegetables. The green grocer's is not near the store, it's very far away. So they could not go on foot, and so they went by bus. Mrs Dinginesh was very pleased with the shopping she had done and so she bought Kebbede some sweets.

Lesson 5

1

- | | | | |
|---------|-----------|-----------|-----------|
| 1 አንድብ | 6 ተጨማሪ | 11 ትተላች | 16 ከያዥ |
| 2 አውሳለሁ | 7 አጭምቻለሁ | 12 አገልግሎሁ | 17 ያለማለ |
| 3 ተመሳቻሁ | 8 አገዳመሰለሁ | 13 ይጠናል | 18 ተደምሮሉ |
| 4 ያለማል | 9 ይጠናል | 14 ትግኑለች | 19 ተልተላች |
| 5 ያተናል | 10 ተከናይለሁ | 15 ተመርጋቻሁ | 20 ተስቦያለሁ |

2

- 1 ፍልዎ: ባጥኃት ተማሪዎች መቆኅቸውን ሲ፡ 2 ይ ከዚ
አፈሰን መከታወን ይጠናል፡ 3 ሆኖዎን መቻ ተጨማሪለሁ? ተስ
አሁንበለሁ፡ 4 ተቀኂነኝ ከዚ ተከተት መረጥኝ፡ 5 አሁን መብት
አንድብለሁ፡

3

- 1 ካልማዝ፡ ከዚን ማስተካከለሁ? 2 ልዕወጥ፡
የምክርናዎን መቻ ተጨማሪለሁ? 3 ከዚዎት ማን በቻ ተፈ
አንድብበለሁ፡ 4 ካስተማው፡ የምክርናን ከዚን ይፈምሮሉ፡
5 አሁን ጥሩ የከፍል? ተኩት፡ ከዚ ተከፋይ?

4

- 1 ዘዴና ('shout') The children are shouting. 2 ዘመ ('run') Where are you running to? 3 ዘመ ('kiss') Kebbede is kissing Hirut. 4 ተረት ('tell') We're telling this story. 5 ዘመ ('hurry') Why are you hurrying?

5

- 1 ከዚ አደቱ ማን ተከል 2 ከዚዎች ከዚ ሁልት ማን ከዚ

ከዚ ሁልት ማን ፍል ተዘጋጀ ከዚ ሁልት ማን ከዚ
አምስት ይቻቻለሁ ወይ ከዚ አገልግሎሁ ማን ከምስት ላክ እኩል ተች
9 ከዚዎች ማን ከዚ 10 ይቻቻች፡ ማን የለምኝ!

Translation of reading passage

My wife and I arrived in Addis Ababa this morning. We came by Ethiopian Airlines. Our plane landed at Bole Airport at precisely half-past six. We went into the arrivals hall together with the other passengers and completed everything concerning our passports and visas. Then we went to the customs hall. Now many people are waiting for the arrivals, and our friends are waiting for us, too. Our son and his wife are there together. They say welcome to us. Then after we've loaded our baggage into the car, we go into town. Their home is not far from the centre of town. So after a few minutes, at about a quarter-past eight we arrive home.

Lesson 6

1

- 1 ተቶር የት ከዚዎራ አይደደም፡ Peter isn't going to Asmara tomorrow. 2 አገባለሁም ካልተልም፡ I can't speak English. 3 ወይነው
አይልንስ ተጠና ወተት ማንቱ አጥጣም፡ Mrs Ayyalnesh is not buying butter and milk for her mother. 4 አቶ ደጥረሰ ይጠናው አይደደም፡ Mr Petros is not writing a letter. 5 አሁን ለመሰላት አገልግሎም፡ We don't want to eat now. 6 ቤት መረተዋች ሆኖችውን አይፈጸም፡ The workers won't finish their work today. 7 ተዘወሱን ሁሉ ለመተዋች
ለምን አጥሰም? Why don't you give all the money to the workers?

2

- 1 (a) አስተማረችን መቆኅና አልፋለም፡ (b) አስተማረችን
መቆኅና አቅራቢም፡ 2 (a) ልዕወጥ ለሰሌዘን አልደመልካም፡ (b) ልዕወጥ
ሰሌዘን አልደመልካም፡ 3 (a) በመገኘው ላይ በዘዋና መገኘዋች
አለምም፡ (b) በመገኘው ላይ በዘዋና መገኘዋች አይደም፡ 4 (a)
በረሱ ማንስተካከለሁ ማንቱ አልፋለም፡ (b) በረሱ ማንስተካከለሁ
አይደም፡ 5 (a) በየዋጥ ልዘ ከዚ አገልግሎሁ ማንቱ ልክፈልምች
የዚ አልፈልጋሙም፡ (b) በየዋጥ ልዘ ከዚ አገልግሎሁ ማንቱ ልክፈልምች
የዚ አይፈጸሙም፡ 6 (a) ቤት ዘመን አልመቀበያሁም? (b) ቤት

Key to exercises

This key does not provide answers to those exercises which require the learner to reuse material or to open exercises.

Introduction

1

gomma, gamo, mamo, mido, meda, muya, märra, maru, rarra, saro, särre, sisu, sara, säwa, wawe, čäwa, gari, gara, garo, furo, färra, gätta, geta, gatä, näggä, nägga, t'ena, wâne, wašsa, get'ä, täñña, tära, tuta, wazema, alama, asama, mukära, billawa, gumare, sälasa, hisabu, hudade, abäju, gudayyu

Lesson 1

1

1 (I), 2 (I), 3 (P), 4 (P), 5 (I or P), 6 (I), 7 (I).

2

1 ነው 2 የኩ 3 ጥቃ 4 ተቁዬ 5 ተቁዬ 6 ገብ - ገብ

3

1 አርስጥ 2 አኅ 3 አርስቶ/አንጻር 4 አዋጅ 5 አጥቃቶ

5

Addis Abäba, Ityop'p'iya, Haylä Sillase, program, Mey Dey, lojik, posta, tiyatir, pasta, ikonomiks, bisiklet

Lesson 2

1

1 አነበሱ በቁጥር የኩ አነበሱ ተቁዬ 2 አኅ ተማሪዎች ገብ
3 አንጻር አስተማሪዎች ተቁዬ 4 አንጻር አስተማሪዎች ተቁዬ
5 አጥቃቶ ቀንቃ ለጥገኘዎች ተቁዬ 6 የኩ አስተማሪዎች
አጥቃቶዎች ተቁዬ

2

1 አም፡ መሰከር ተማሪ ገዢ፡ 2 የእንግልዬ ቀንቃ በመም አስቃድ
የው፡ 3 አይደለም፡ የጥምስር በፋ ልሳራ ዓይ፡ 4 አም፡ የምስ
በጥ፡ ገዢ፡ 5 አም፡ የእልማት ተረኞ ዓይ፡ 6 አይደለም፡
አስተማሪ ተቁዬ

3

1 አነበሱ/አነበሱ 2 የኩ/የኩ 3 አነበሱ/አነበሱ 4 አነበሱ/አነበሱ 5 አነበሱ/አነበሱ

4

1 የኩ በታ መዘርር ስዕመት አይደለም? 2 አነበሱ ተማሪዎች
አጥቃቶዎችን አይደለም፡ 3 መንፈሳ አጥቃቶዎች በታ የሰም፡ 4
ከብ የተረፈ አጥቃቶ አይደለም? 5 አሁን ገብ የሰም፡ 6 አስረጋዊ በታ
የሰም፡

5

1 አይደለም 2 አኅ 3 የኩ 4 አይደለም 5 አኅ 6 አኅ 7 ገብ - ገብ 8
አይደለም 9 የሰም 10 አይደለሁም

6

ጥሩ - መጥሩ
ተልዋ - ተጠና
አፈሰ - አርጻር
አስተማሪ - ተላል
ቅርቡ - ተዋዋ

7

1 አመራር ላይ ነው:: 2 አዴሮ ችል ጥሩ የሚገል በተ እለ::
 3 አይደለም:: በከተማ ፈቅ ነው:: 4 ስዕድሎም:: ከሚከታ በተ
 ህጻናትን ነው:: 5 አም:: ከፍጥና ላት ለእኔ ጥሩ እለ::
 6 አጥምህርት በተ ያቸው:: 7 አሁን ወሰኑ ነው:: 8 አሁን የቻው::

8

መሬ - በቻ - ማዘዣ - አብ - አሳቢ - መልዕ - ቅዱስ - ቁጥ - በር - ክር -
 ገማሽ - ወያ - አጥና - አስተ - ወዘዣ - መቆ - ገዢ - ገዢ -
 የኢትዮጵያ - በጥቃት - አጥም - አያል - ገንዘብ - ገንዘብ - ቁርና - ቁረዳ -
 ገዢ - መቀበላ - ሌላ - ማቅ - ተጠ

Lesson 3

1

1 አልማት 2 አልማት 3 አልማት 4 አልማት 5 አልሙ 6 አልዋጥዎች 7 አልማት
 አልማት

2

- | | |
|---------------------------|---------------|
| (a) 1 ...የልማም:: | (b) ...ንበረዥ:: |
| 2 ...የልማም:: | ...ንበረዥ:: |
| 3 ...የልማም:: | ...ንበረዥ:: |
| 4 ...የልማም? | ...ንበረዥ:: |
| 5 ...የልማም? | ...ንበረዥ:: |
| 6 ...የልዋጥዎች:: | ...ንበረዥች:: |
| 7 ...የልማም? አይደለም...የልማም:: | ...ንበረዥ? አም:: |

3

1 አዴጂ ተፈጥ አሸቃ ለአጥቃዎች:: 2 በተ ጥሩበት የልማም::
 3 የቅ መልዕት ማስታ ቀይ መዘዣ ለአጥቃዎች/አለሁ:: 4 ተግባና
 በተ ተግባናው (ሀይልኩ) የልማም:: 5 መዘዣ በፊይ ምንበ
 በተ የልማም/የልማም:: 6 አልተማሪው መጠናና አልተበረታዊም/
 አልተበረታዊም:: 7 በተ መጠናና አሉሁ/አለሁ/አለም? ከዚ: መጠናና
 የልማም::

4

- አይሰ መከና
 በስተ ሪፖርቶች
 በስተ መንደምናት አጋዥት አሁን
 ጥሩ መንግዢዎች
 በተ አጥቃቃውያን አስተማሪዎች
- (a) አልማት (b) የልማም::
 (a) አልማት (b) የልማም::
 (a) አልማት (b) የልማም::
 (a) አልማት (b) የልማም::
 (a) አልማት (b) የልማም::

5

1 አልፈለጋችም 2 ሂደን 3 አጥቃው - የጥቃውም 4 በአሁ - በአሁ 5 በአ
 - መጠና 6 በጥቃት 7 ይረዳችም - ይረዳን 8 በጠና

6

1 የሚ ለመዘላት አልፈለጋችም:: 2 አልማዝ በጠና አይሰ መከና
 ወለ:: 3 መዘዣ በፊይ ወደ ሪፖርት በተ ማረቻ:: 4 በጥቃው/መጠና/መጠና? 5 ተማሪዎች ወደተ ሁኔታ? 6 አቅ መቀመድ ሁኔታ
 አልከፈለም:: 7 አልማዝ: ልልመን መቻ አየሽ? 8 አኞች በኋላ
 አጥቃው::

7

1 አቅ አልተማሪ የቻው:: My father is a teacher. 2 ወደ መከናዎች
 ነት? Is this your car? 3 ተልዕ ወንጀመ ከአዲስ አበባ ይረዳ:: His
 big brother arrived in Addis Ababa. 4 ተማሪዎች ተተ የቻው?
 Are your students hard working? አም: ተማሪዎች በጣም ተተ
 የቻው:: Yes, my students are very hard working. 5 አቅ መቀመድ
 ይረዳ? Where did my mother go? ወደአካላት በተ ይረዳ:: She went
 to her sister's house. 6 የጤናዎች በተ ጥሩበት አልወ:: Their friend
 has a lot of money. 7 ስምዎ ማን ነው? ስም: የጥቃት ነው:: What
 is your name? My name is Dawit. 8 መአከብ ከዚያደመው የር ወደ
 ስርዓት በተ ማረቻ:: Melaku went with his brother to the cinema.

8

(Note: other answers may be possible.)

- 1 ተፈጥ መከናዎች my red car 6 በስተመ ይረዳችም our rich
 friend
 2 አቅዎ ይከናዎች your new jacket 7 ተግባና አጥቃው his little
 town

- 3 ተልዕ መንግሥት our big brother 8 ይገዢ ካንደ my poor country
 4 ጥቂድ ልብስዋ her black dress 9 ተልዕ ስራተምዕ their big room/class
 5 አርጋው ቤቶዎ your old house 10 ተንሬም እንቃ his little sister

9

(Note: other answers may be possible.)

- 1 በረታዊ 2 ከሰም 3 ዘረገ 4 መሆኑዎ 5 መከንያዎ 6 ማፈለግ/
 ማፈለግ 7 ማቅም 8 የገዢ 9 ገለብ 10 ሚኒል 11 ስን ወሀና 12 መንግሥት
 13 መምሪያ 14 ቤት 15 ምንጻ/ጥንጻ 15 ምንጻ

Translation of reading passage

Terrefe's father was a government worker. His mother was a secretary in a large office. They both worked in town. His mother and father were very kind people. One day his father came in from work and gave his son a large book. He still has this book today. In this book there are many beautiful pictures. Terrefe is therefore very fond of the book. It was his first book.

Lesson 4

1

- 1 ሁሉ ሲሉ ሪች፡ 2 አስተማዎ መግልጽናይ መስደ፡
 3 አሳቃ ይህን ገዢዎ ሁሉ ለልክ በሙ፡ 4 አልማዝ ብቃድ መግልጽ
 አጥቃ፡ 5 መዕር ብዙይ አነበሱን ይጠየወጥ፡ 8፡ 6 እቶ ተረዳ
 አደሰት ቤት ውስጥ አየሁ፡ 7 ባለሙ ባምንት ጥሩ ይልም
 አልሸም ቤት አየሁ፡

3

- 1 የያ ማስተ ሰር 2 አምስት ሰር 3 አምራ ማምንት ማጥታ 4 መቆ ሰላዕ
 ተን 5 ማስተ መቆ ሰላዕ ማጥታ ሰላመንተር 6 እርባ ሰር ካከምት
 ተንተም፡ 7 እረት ሰሮ አምስት መቆ ተመጥ 8 መሰ ሰላዕ ይቀም
 9 አመራ ሰመና መቆ ሰምዕ ሰራዕት 10 አመራ ማምንት መቆ ሰማያ
 ሰመና 11 ሰራዕት መቆ አምራ ማጥታ 12 ሰመና ሰመና 13 እርባ አምስት
 14 እሳደ መቆ ሰጥ እርድ 15 እሳደ ማጥታ መቆ ሰአዊ ይቀም

4

- 1 የያ አንድ ሰመና ሰረመር መሰ ነው፡ 2 የያ አምስት አምስት
 ሰዋሽ የያ ነው፡ 3 አመራ ሰላት አመራ ሰላት ሰረመር የያ እረት
 ነው፡ 4 መቆ የያ መሰ ሰረመር መቆ አምሳ ነው፡ 5 እርባ አምሳ
 ሰረመር ሰመና ነው፡ 6 አምራ አምስት እረት ሰረመር አምራ ሰመና
 ነው፡ 7 አምራ ሰጥ ሰጥ ሰዋሽ አምር ነው፡ 8 ሰልጋ እኩ
 ሰራዕት ሰረመር ሰጥ ሰራዕት ነው፡ 9 አምስት መቆ አምስት መቆ
 ሰረመር አንድ ሰ ነው፡ 10 ሰማያ ሰምንት አምራ አንድ ሰዋሽ
 ሰጥ ነው፡

5

- 1 አቅዱ ማስተ ሰመና ሰመና፡ 2 አቅዱ እረት ጥሩ ጥሩ
 ሰመና፡ 3 አቅዱ ማስተ መቆ ተረዳም ቅዱ ሰመና፡ 4 አቅዱ ሰራዕት
 መመዘዎ አምሮ ወሮ ሰመና፡ 5 አቅዱ እኩ ጥሩ ሰራዕት
 ሰመና፡ 6 አቅዱ ተማሪ ሰመና ጥሩ ሰዕት ሰመና፡ 7 አቅዱ
 አምስት መመዘዎ መቆ ቤት ሰመና፡ 8 አቅዱ ማስተ ጥሩ ሰረዕት
 ሰመና፡ 9 አቅዱ አንድ ቅዱ መቀር ሥር ሰመና፡ 10 አቅዱ ጥሩ
 የይንት ጥሩ ሰመና፡

6

- | | | | |
|--------------|------------------|--------------|-----------------------|
| 1 ሰነዱ ማዕጣ | after this | 9 ፊልጥጥቃዎ | they wanted them |
| 2 ገዢዎ | neighbour | 10 ባጥም-ወጥ | tap |
| 3 ልጋጥጥ | her children | 11 ተረጥና | I cut |
| 4 መቆረጥ | to cut | 12 አዕምራ | dust |
| 5 ሰነዱ | sugar | 13 የጥንጻ ካተማ | the town
of Gondar |
| 6 የማርኛ ቅዱንዋዎ | Amharic language | 14 የእነገር ክጥል | football |
| 7 ብንግ | beautiful | 15 የሬዋል | he has gone |
| 8 ጥራ | it is missing | | |

Translation of reading passage

Today Mrs Dingqesh went to the market. Kebbede and Taytu went with her. Kebbede is a little boy. He is ten years old. Taytu is Mrs Dingqesh's maid. Mrs Dingqesh wanted to buy many different things from the shop - rice and flour, tea and butter, and in addition, oranges, papayas, tomatoes, onions and potatoes. So today Taytu has come as well. First they went into a grocer's shop. There they bought

flour, rice, tea and butter. But there were no fruit and vegetables. The green grocer's is not near the store, it's very far away. So they could not go on foot, and so they went by bus. Mrs Dinqinesh was very pleased with the shopping she had done and so she bought Kebbede some sweets.

Lesson 5

1

1 አንድብ.አለን	6 ትጋርጋለን	11 ተዋናለች	16 ከያለሁ
2 አውራሽለሁ	7 አጥቃቃለን	12 እኩሳለሁ	17 ይለማል
3 ተመግላችሁ	8 አገዥሙለን	13 ይጋጌል	18 ተደምሮለሁ
4 ይለማል	9 ይርሱል	14 ተዘዘለች	19 ተልተለች
5 ይተኞል	10 ተከናይለን	15 ተመርጫለችሁ	20 ተሰባያለሁ

2

1 ቤት.ወጥናት ተማሪዎች መጽሐፍችዎን ገዢ፡ 2 ነገር
እኩሳት መከታተል፡ 3 ሆኖን መቻ ትጋርጋለሁ? ተስ
ክርክሩለሁ፡ 4 ተደረገው እኩሳ ይዘት መረጃዎ፡ 5 ልሁን መብት
እኩልልዩ፡

3

1 አልማዝ፡ ከዚህ የዚ መብት ተፈልጋለሁ? 2 ስዕወጣ፡
የምስክርና መቻ ትጋርጋለሁ? 3 ከዚህ በጥት በኋላ ይጋ
እኩርናለሁ፡ 4 አስተማው ተምስክሩ ከዚህ ይደምሮል፡
5 ፍሰት ማን ይከናይል? በጥቱ እኩድ ትከናይለሁ?

4

1 ደግቡ ('shout') The children are shouting. 2 ደጂ ('run') Where are you running to? 3 ደጂ ('kiss') Kebbede is kissing Hirut. 4 ተደቶ ('tell') We're telling this story. 5 ደጂ ('hurry') Why are you hurrying?

5

1 ከዚህ አገቶ በጥቱ ተከላ 2 ከዚህ አገኗል በጥቱ በጥቱ ከዚህ
3 መግ በዚህ በጥቱ 4 ላይ ከዚህ በጥቱ ከዚህ ደቋዎች 5 ከዚህ በጥቱ

አገኗል በጥቱ በጥቱ 6 እኩድ ይደምሮ ከዚህ በጥቱ ከዚህ
አገኗል ደቋዎች 7 ወደ ከዚህ ከገድ በጥቱ ከዚህ 8 ላይ ከዚህ ተን
9 ከዚህ በጥቱ ከዚህ 10 ደቋዎች 11 በጥቱ ደቋዎች!

Translation of reading passage

My wife and I arrived in Addis Ababa this morning. We came by Ethiopian Airlines. Our plane landed at Bole Airport at precisely half-past six. We went into the arrivals hall together with the other passengers and completed everything concerning our passports and visas. Then we went to the customs hall. Now many people are waiting for the arrivals, and our friends are waiting for us, too. Our son and his wife are there together. They say welcome to us. Then after we've loaded our baggage into the car, we go into town. Their home is not far from the centre of town. So after a few minutes, at about a quarter-past eight we arrive home.

Lesson 6

1

1 ተቀር ነገር አምመራር አይደደም፡ Peter isn't going to Asmara tomorrow. 2 አንጻልዝኝ አልቻልም፡ I can't speak English. 3 መያዝ
አያሳንስ ቅጂና መተ ለጥቱ አጥጣም፡ Mrs Ayyalnesh is not buying butter and milk for her mother. 4 አቶ ዘጥርስ ይጋብና አይደደም፡ Mr Petros is not writing a letter. 5 አሁን ለመስላት እኩረልም፡ We don't want to eat now. 6 ብሔር መራተምና ሆኖችውን አይደደም፡ The workers won't finish their work today. 7 ተዘዘለን ሆኖ ለመራተም
ለምን አጥበመም? Why don't you give all the money to the workers?

2

1 (a) አስተማውና መጽሐፍ አልፈረም፡ (b) አስተማውና
መጽሐፍ አጥፈረም፡ 2 (a) ልማት በሰልክ አልፈመልካም፡ (b) ልማት
በሰልክ አልፈመልም፡ 3 (a) በመግዛጭ ሌይ ለዘመኑ መግዛጭም
አልፈረም፡ (b) በመግዛጭ ሌይ ለዘመኑ መግዛጭም አልፈረም፡ 4 (a)
በረሱ ልማት በጥቱ ተከል አልፈመረም፡ (b) በረሱ ልማት በጥቱ
ተከል አልፈመረም፡ 5 (a) ሆዋዎን ላይ በጥሩ እኩሳ በጥቱ ለፊልምና
የሆኑ አልፈመረም፡ (b) ሆዋዎን ላይ በጥሩ እኩሳ በጥቱ ለፊልምና
የሆኑ አልፈመረም፡ 6 (a) ከኩር ደር ልማት አልመቀበሱም፡ (b) ከኩር
ደር ልማት አጥበመም?

3

1 ከፍ. አልማማም፡ 2 ገተ አይደመልም፡ 3 አዎን አንዳልጥም፡ 4 የፋ
ልብስ አይደለም፡ 5 ይጋጌዋቸን አተሰነም፡ 6 ተከተ አይዘም፡

4

1 ልመጣት (a), መሳይ (b) 2 ልጥንበብ (b), መግዛት (b) 3 መ-ብላጥ (c),
መመጣት (c) 4 ልመሬድ (b), ልመመራት (b)

5

1 የዘመ መግዛት/ሰመጣት እኩልጋለሁ፡ 2 ባልሮ አንድ ላገት ለባለ/
አምስቱ መጽመል/አመጽመል እኩልጋለሁ፡ 3 ጥያቄ መጠየቃ/አመጠየቃ
እኩልጋለሁ፡ 4 በክቶ አካላል ያር መነጋገር/አመነጋገር እኩልጋለሁ፡
5 ከፊ ቁጥር መግረጻ/ጥ/አመግረጻ እኩልጋለሁ፡ 6 ዘዴሮን
መሰማት/አመሰማት እኩልጋለሁ፡ 7 መከተሱን መከተጥ/አመከተጥ
ከፊል መግዛት/ሰመጣት እኩልጋለሁ፡ 8 ለሚደቀቅ አንድን
ይጠካልም፤ መሻሻ/አመሻሻ እኩልጋለሁ፡ 9 አልማዝና ቅሬን
መጠየቃ/አመጠየቃ እኩልጋለሁ፡

6

ሰዕስ በዚህ ትዕለች፡ መከናወ በርሃኝ ይመራል፡ የቃብስ ምሬ
በክተማ መሆኑ፣ ላይ ይመራል፡ መበቃ በኋይም በታ ይመራል፡ ቅዱ
በዚህ ትርጉም ይመራል፡ ቅዱም በዚህም ይመራል፡ ቅዱው
ወሰት ይመራል፡ አስተማሪ በተምህርት በታ ይመራል፡
ከተሰለት ምያው በተዘጋጀ ይመራል፡ ሳለ በገልጻ መበቃ ይመራል፡
ተዋዋይ በተሞርጉ ይመራል፡ ልማን ሰነተም መሆኑ ላይ ይመራል፡
በዚህ የመራል፡

7

1 አውሃት አይደለም፡ የዘመ በተምህርት በታ አይመራም፡
በዚህም መሙራይ በታ ይመራል፡ 2 አውሃት አይደለም፡ 3 የ
በመራበር አይመራም፡ በኋይም በታ ወሰት ይመራል፡ 3 አውሃት
አይደለም፡ ተማሪው በገልጻ መበቃ አይመራም፡ በተምህርት በታ
የመራል፡ 4 አውሃት አይደለም፡ የተሰለት ምያው በዚህ በዚህ አይመራም፡
በመራበር መይም በገልጻ ይመራል፡ 5 አውሃት አይደለም፡ 8 ሰዕስ
በመግዛት፣ ላይ አትመራም፡ በዚህ ትዕለች፡ 6 አውሃት አይደለም፡
8 ሰዕስ ተስተካክለ አይመራም፡ 8 በገልጻ መበቃ ይመራል፡

Translation of reading passage

Ethiopia is located in the northeastern part of the continent of Africa. This region is called the Horn of Africa. The neighbouring countries of Ethiopia are Eritrea to the north, Sudan to the west, Kenya in the south, and Somalia in the southeast and east. In addition, to the east, she has a border with Jibuti which is located between Eritrea and Somalia.

In 1993 Eritrea gained her freedom. The capital city of Eritrea is Asmara. For over thirty years the people of Eritrea fought for their freedom. Before, though, Eritrea was one of the provinces of Ethiopia.

Lesson 7

1

1 በዚህ በታ አጥሃውቃው፡ 2 ቤት ስለ ትምህርቁ መቀቃው፡
3 መደረሰኛ? 4 ከተ መ-ሳይት ይለጥኗ፡ 5 ተማሪው ሆኖ አሁን
ነት? 6 አለመቃናውም፡ 7 ሆኖም አጥሃው? 8 በተምህርቁ
እልጋዢውም አንድ? 9 አልቦመ-ገም?

2

1 ባልሮ ቁጥር አንድ ላይ መከተሱን መረጃ፡ 2 ከተ መ-ሳይት
አጥሃው ሆኖ ላይ መተመሪያ በተጨማሪው መ-ሳይት አጥሃው፡
4 ተናገኘው ማቃ ዘዴሮን አለመማህም፡ 5 ባልሮ ቁጥር መዘዴ
አልማዝና ሆኖም በታ አያሁ፡ 6 እኔን ስለምን መረጥሁ?
7 ተማሪው በተምህርቁ ዘዴዎ፡ 8 እኔን ስለምን መቀቃዎች?
መሰጠን አለመቃናው፡

4

1 በዚህ በታ አጥሃውቃው፡ 2 ቤት ስለ ትምህርቁ
ተመቀዋለሁ፡ 3 ተመክሯለሁ? 4 ከተ መ-ሳይት ይለጥኗቃል፡
5 ተማሪው ሆኖ አሁን ይዘዋል? 6 አለመቃናውም፡ 7 ሆኖም
ተናገኘውሁ? 8 በተምህርቁ አጥሃውም አንድ? 9 አለመ-ገም?

5

(Note: other answers may be possible.)

- 1 የቃዢ. ምራር መሪዎች ካልማዝን ሪፖርት በተ አጠቃላይ ይጠቀዋል፡፡ The taxi driver is waiting for Mrs Almaz next to the post office.
- 2 የገዢ የፊርማዎች መልሰ እናገተኛ አገልግሎት፡፡ I'll show you the examination answers tomorrow.
- 3 ከዘመድ ገዢ ተተሬ የሚጠሩ የጊዜ የሰነድዎች፡፡ Kebbede and Hirut are teaching Peter the Amharic language.
- 4 አምማ፡ እናገን መደረግ ገዢ መቻ ተመልከለስ? Mummy, when are you taking us to the market?
- 5 እናገን አህፈን በዚ ተመልከለስ? My mother loves her sister very much.
- 6 ከስምዎች መጠረሻ በፊት ተገዛውን ስርዓት አልተሰለሁ፡፡ I'll send the money to you before the end of the week.

6 (a)

1 -bb- 3 -ll- 5 -bb- 7 -bb- 2 -bb- 4 -bb- 6 -bb- 8 -bb-

6 (b)

- 1 ገዢዎ. ሆኖ መፈፀም፡፡ 2 ልሽጥ መታወች፡፡ 3 እናገን አገልግሎት፡፡
- 4 የምን በኋ ዕድል ይረዳበኩል! 5 የኋው እናገኘውን ለረዳበኩል፡፡
- 6 ተተሬ ይሞተባቸል፡፡ 7 የገዢ ለገን አንጻርባቸዋለሁ፡፡ 8 ይተመሙ?

7

- 1 -ee- ስተት ይጠናቸል፡፡ 2 ይጠናው አመራርኬለሁ፡፡
- 3 አልማዝ ሁሉ ከፈ ማርካኑ ጥናቸል፡፡ 4 በዚ ወሰጥ የኋ የኋርድል? በኋ ወሰው ይሞተባቸል፡፡ 5 የኋ ለሰር ይተ ነው? አይሰል ይገኙበቸል፡፡ 6 የገዢ ለሳል አገዢው-ልተቸዋል፡፡

Translation of reading passage

This is our village. Nearby there's a wide valley. There are ten houses in our village. In the middle of the village there's a field. The boys like to play football in the field. The girls, however, fetch water every morning for their mothers from the spring. The spring isn't far from the village, so it isn't any trouble to them. Every day from eight o'clock in the morning all the children of the village go to school and study. The school is close by. The children like their teacher very

much; they say he's a kind man. There's a large shop in our village. From the shop we buy coffee, salt and sugar. In addition, we have a police station and a little clinic. At present, however, we don't have electric light. In a few weeks' time, though, we hope that they'll be bringing us [electric] light.

Lesson 8

1

- 1 የምንሰማው፡ መረጋገጫዎች the news that we hear/are hearing/shall hear
- 2 የምንተጨማሪን መያወች the question that you're asking me
- 3 የምንተጽሑፍ፡ ይጠየዣ the letter that she's writing
- 4 የምኑው-ልስተኛ የኋ የኋው ለአጠቃላይ የኋና የኋው፡፡ my friend whom I'm phoning
- 5 የገዢ የሚመረው ለመ-የዘጋጀ ለመ-የዘጋጀ the car that'll be standing on the road
- 6 መገኘው ላይ የሚችልው፡፡ መዘጋጀ the bread that they're buying
- 8 የምንቋምኩት ለማረጋገጫ፡፡ the job that you're starting
- 9 የምንተደረገልኩ ጥሩ፡፡ the call that you're making to me
- 10 የሚጠው ለተ የሚጠው፡፡ the coffee that they're drinking

2

- 1 አልማዝ የሰበሰቻው፡ ለሰበ ቅዱ ነው፡፡ ለተመሙ? (... የምንተሰበሰው)
- 2 መረተቻቸው ተተገናገኘ የቃመኑት መረጋገጫዎች መያወች የሚችው፡፡ ቅዱው ቅዱው የሚችው የሚችው የሚችው
- 4 ከከተማው፡ የሚደረሰው፡ ከደረሰነት መቻ የርጋል? 5 እናገን የቀመጥሁት ለመ-ከተማ መቻ? 6 ከስም ለቅዱ የመረጃዎች መዘጋጀ የሚገኘው፡፡ (... የሚመለሰው) 7 እናገን እናገን ከመገኘው፡፡ ለመ-ገዢ የምንተያወች ለተ ሳለስ መቻ፡፡

3

- 1 በሰራው ጉመት ይጠናቸል፡፡ የጥቅም፡ አጠቃላይ የጥቅም የጥቅም፡፡ 2 የገዢ ለተ ሰጥቶ፡፡ የምኑው፡፡ እኔ የገዢ፡፡ 3 አልተማኑ ለመ-የዘጋጀ የሚችው፡፡ እኔ የገዢ፡፡ 4 ይጠናው፡፡ እኔ የገዢ፡፡ 5 የምንተመሙ፡፡ ለመ-የዘጋጀ የሚችው፡፡ 6 የገዢ፡፡ 7 መል ቅዱ እኔ የገዢ፡፡ 8 የሚችው፡፡ የሚችው፡፡

4

1 የሚርች የዕቅ ነው የምንጠረዥ/የምንጠረዥ የሚርች የዕቅ
 ነው:: 2 ሂሳብ የሚወደው መቆዳኑ ማንበብ ነው:: 3 ሌንት ነው
 ካል ለመከተው የከለለው:: 4 ሂሳብ ነው ተቁር የሚጠረዥ?
 5 ትናገኘው የመስት ማን ተቁዥ? 6 ሂሳብ ነው የቶ መሰረታዊ
 ክሳብ የሚልወደው:: 7 መቁ ንብር በፍጥነት የዘመኝው? 8 ሂሳብ ነው
 ይህን ወረ የአውራድ? 9 ተማሪው ሆኖታዥን የሚጠረዥ በቁ
 ነው:: 10 አልማዝ ዓይ በኋላ ያልተው::

5

1 መሳ ቅን የሚገም የልቦለው ስው በዚም ሪፖርት:: 2 በዚ ሆነ
 የወረዥ ስው አጥቃቸው ይከተው:: 3 መቁ ንብር በፍጥነት የሚጠረዥ
 ስው ያል ይለዋል:: 4 ማንበብ የዕቅ ስው ጥሩ ሆነ ለመሆኑ
 ይቻላዋል:: 5 ትናገኘው ከሁሉታል የገባው ልጅ ሪፖርት አመመው::
 6 በግጥት ይሞር ለቁ ለሰላመ አሁን መማው::

6

(Other answers are possible.)

1 ተማሪዎች የሚያስተምረው ስው አልተማሪ ይቀላል:: 2 መከፈ
 የሚያደርጉት ስው መካከለ ይቀላል:: 3 በሀልተቻል የሚያረዥ
 ስው ተከታታይ ይቀላል:: 4 ስዕ የሚመርቀው ስው ለጋ ይቀላል::
 5 በዚ የሚያውጥው ስው አጥቃቸው ይቀላል:: 6 ይቻላልኩ የሚያማው
 ስው ይቻላል:: 7 ተከተ የሚቻልመው ስው ተከተ ቀረቡ
 ይቀላል:: 8 በግጥት ስት የሚመሩት ስው አገልግሎት ይቀላል:: 9 ተከል
 የሚንጂው ስው የተከል ሆኖ ይቀላል:: 10 ተማሪዎች የሚመሩት
 ስት ተማክር ስት ይቀላል:: 11 አልፏም የሚቻልመት ስት አልፏም
 ስት ይቀላል:: 12 አይርታል የሚያደርጉት ስት አይርታል ማረፊያ
 ይቀላል::

7

1 (a) ... መሳይ አልማት:: (b) ... መሳይ የሰራልጥና:: 2 (a) ...
 መደወል አልሙ:: (b) ... መደወል የሰራልጥና:: 3 (a) ... መግዛት
 ነበረው:: (b) ... መግዛት አልፈልጋቸ:: 4 (a) ... መምሪያ ነበረው::
 (b) ... መምሪያ አልፈልጋቸ:: 5 (a) ... ማሳያት አልቀቻው:: (b) ...
 ማሳያት የሰራልጥና:: 6 (a) ... መከላል ነበረው:: (b) ... መከላል
 አልፈልጋቸ:: 7 (a) ... መሰጠት አልገበረቻቸ:: (b) ... መሰጠት
 አልፈልጋቸ::

Translation of reading passage

Ethiopia is located in the north-eastern part of the African continent. Ethiopia's neighbouring countries are Eritrea to the north, Sudan to the west, Kenya to the south, and Somalia and Jibuti to the southeast and east.

Ethiopia is a very beautiful country. Natural resources of all kinds can be found in the country. For instance, Ethiopia is mostly a mountainous country. Ethiopia's highest mountain is called Ras Dashen. It is to be found in the north. There, that is to say, towards the north and in the centre of the country, there are deep valleys and gorges. The region towards the south and east, however, is a sandy plain that is desert.

Whilst the country is divided by the great Rift Valley, there are many lakes there. The largest and most well-known amongst Ethiopia's lakes, however, is Tana. It is to be found in the north. Amongst Ethiopia's rivers, the Blue Nile (Abbay), the Awash, the Wabi Shebele and the Omo, are well known.

Lesson 9

1

1 gerundive 2 -ና 3 -ና 4 gerundive 5 gerundive 6 gerundive

2

1 መርሱ 2 ገዢ 3 ይገ 4 አይደገሁ 5 መርሱ 6 አይቻቻሁ 7 መርሱ
 8 መርሱ ለልቻ

3

1 አይቻቻሁ የና የሚያስፈልጋቸ ተግባራቸ:: 2 እቶ መልቲቹ አም
 ለሰው ተቀመጥ:: 3 ከነት መፈጸ ተከበሩን ይገኙ አመመለሁ::
 4 አልተማሪው አጥቃቸው:: 5 አይገኙ ልጅ:: ሆኖም ይርሱ
 ይቻላዋል:: መሬት ነው የሚጥሬቸ:: 6 ትናገኘው ልሳሳቻ ከዚያ ይጠቀሱ
 ይሆናል:: 7 ተግባ ወይ:: እንዲቻቻ ስት ገዢ ተምህር አዝላዥ::
 8 የምኑ ለሰውን ለሰድ ለመጥዋ እንዲሆናል::

5

- 1 መ- 2 ብን 3 አሁ 4 ወይታል 5 ወደ 6 ከምጭ 7 ፍቃድ 8 ተምጭ
 9 ገዢ 10 ወርዳል 11 አጥቃት 12 ለመጥናት 13 ወለጥ 14 ወለጥ
 15 ወለጥ 16 ወለጥ 17 ወለጥ 18 ወለጥ 19 ወለጥ 20 ወለጥ

6

- 1 ከተማዎች ወያዜ አኅታዎች ጥሩ ምሳቸል 2 ካራ ከባጥ
 3 ለፈጸም አምስት ወጪዎች ትግናለም 4 በሬ ማከናወነን ወሰንል 5 በሬ ለገት
 6 ለገት ተምጭ ወይታል 7 በሬ ለገት ተምጭ ወይታል 8 በሬ ለገት
 9 በሬ ለገት ተምጭ ወይታል 10 በሬ ለገት ተምጭ ወይታል 11 በሬ ለገት
 12 በሬ ለገት ተምጭ ወይታል 13 በሬ ለገት ተምጭ ወይታል 14 በሬ ለገት
 15 በሬ ለገት ተምጭ ወይታል 16 በሬ ለገት ተምጭ ወይታል 17 በሬ ለገት
 18 በሬ ለገት ተምጭ ወይታል 19 በሬ ለገት ተምጭ ወይታል 20 በሬ ለገት

7

- 1 ... ለማመዱት 2 ... ለደረሰው 3 ... ለማመዱው 4 ... ለምትአከው
 5 ... ለለምግኑው 6 ... ለለደረሰበት

8

- 1 ከፍትና ከፍት ስለዚህ ከዚ ወያዜ ከሰወጣሁም 2 የሚሆን
 አየበለሁ መሆኑ አይቀም! 3 ተምህርኑን ይህን አይርሱ ስተዋዕ
 ሆኖ ወይዘበበት አይቀም! 4 ተዋጥ ስተዋጥ ስለጥ ለያዊ
 ለከፍቻለሁ 5 ተዋጥ ስለጥ ተዋጥ ስለጥ ለተዋጥ 6 ነገ
 ከሰርጥሁ ለለማመዱ ነገ ከሰረድም 7 ነገ ከገምማለሁም ወያዜ
 ለገምማለሁም ወያዜ ወያዜ ወያዜ ከደረሰለሁም 8 ወያዜ
 ለገምማለሁም ወያዜ ወያዜ ከሰሰለቻለሁም

Translation of reading passage

Mr Nigusu's family very much like to gather round the television every evening and watch until the end of the programmes. Mr Nigusu, however, has no desire either to watch the television or listen to the radio. So, this evening when his children turned the television on as usual, he quickly went to his study and started to read a book or a magazine.

Mr Nigusu is a wealthy businessman. He has a large hotel. He is sad that both his father and he have remained businessmen. He is, however, very pleased that his son has had a legal education and is

intending to become a High-Court judge. As he himself says, "I'd like it if I could give up all the wealth I have and become an ordinary person! It's true, an education is better than worldly wealth and money."

Lesson 10

1

- 1 አንተ ይብዳል ስተጋና ለዚ ገዢ ወይታል 2 ተረጋ ወያዜ
 ለሰራው ወያዜ መሙ 3 ተረጋ ለተጋና ስተመርግ ከመምበር
 በሬ ቤት አጥቃት 4 ከዚ ባጠራኩ አገር ለተመርግ
 ተረጋና ከገኘት ለማቅረብ ወለጥ 5 ከነዚ ተምጭ ተምጭ
 ለተመርግ ለተመርግ ለለጥ ለተመርግ ለተመርግ
 6 ከገኘት መሆኑ ስተመርግ ለተመርግ ለተመርግ
 7 ከመተብበ ለመመርግ ለተመርግ ለተመርግ ለተመርግ

2

- 1 ከርስ ከፊት መከናወነ ለመግዛት/አገር ወለጥ ወይታል? 2 ተዋጥ
 ለማየት/አገር ነው ወመተኞች 3 መሆኑ ለመሰማት/አቶወጪ
 ተዋጥ ለይ? 4 ወያዜ ተዋጥ/አቶ ለመሰማት/አገር ከሰላልጥም
 5 ለይ? ለመሰማት/አቶወጪ ወማቻበት ለለምግኑ ነው? 6 ለማው^ለ
 ከገኘት ለመግዛት/አገር ተዘዘሩት መሆኑ

3

- 1 ካራ በዚህ ከገኘት አጥቃት የሂ መቀረብ ለተ ከበር
 ከገኘት/አገር: If it doesn't rain today we'll go to the park with my
 mother and father. 2 ይህን ለማይረዳ በተጨማሪ ለዋጅ የበለጠል
 You'll need permission if you don't want to do this. 3 ይህን ወመሰ
 ነገር ከገኘይርሰለሁ ተስፋ ከርድለሁ: I hope that a thing like this
 doesn't happen to you. 4 ወያዜ ወያዜ አጥቃት መሰጠው: He fell
 asleep without reading/before he read the newspaper. 5 ወያዜ ወያዜ
 ከገኘልሽ ተፈጥሮች: I've been given permission not to
 go abroad.

4

- 1 ከገኘት በኋላ አቶ ለማ ተወካይ ይሞላል: Mr
 Lemma might visit the factory tomorrow afternoon. 2 ወያዜ
 ከገኘት ተፈጥሮች: I've been given permission not to
 go abroad.

1 ተጥር አያተዥሙት ይሆናል፡፡ The student numbers may go on increasing. 2 አብደም ማተዳ ወሰኑ ስምም ጥሩ መዘዥ አንጻዥ ይሆናል፡፡ We might hear some very good music in this hotel. 4 ተግባር ሰለምዎች ሲተ ወሰኑ ከዚህ ይሆናል፡፡ As I've caught a cold I might stay in the house.

1 ገዢያዊ አይዋን ተቃዋሚ ይመር፡፡ The maid started to wash her hands. 2 ከሳሳሰው ማስተኞች ተጨማሪ ይመር፡፡ The waiter started to wipe the plate with a cloth. 3 ተጥገኘው በታን አዋጅ ይመር፡፡ Yesterday I started to paint the house. 4 ልደቀ የተኞች አልማቶች ይዘረታ ይመር፡፡ The children started to make their own beds.

1 ለማድረሻ ይጠናል፡፡ እናገድ ነበር፡፡ I was writing a letter to Yohannis. 2 እቶ ካብረልመክድ የየሁን ካራይ ይከናል ነበር፡፡ Mr Abdulmejid used to pay the (house) rent. 3 አልማዝ መከፍ ተፈጥሮ፡፡ Almaz used to drive the car very fast. 4 ተረፈ በታን እና ሪፖርት እናዥም ነበር፡፡ When Terrefe came in we were listening to the radio.

5

1 ብቻ – ከዚ፡፡ Oh ox, you saw the grass without seeing the cliff. 2 በወቅቱ – ወደዋ፡፡ Whilst a rich man falls from a balcony, a poor man falls on the ground. 3 በትል – ካል፡፡ If you act [lit. say] for another man you'll be lost, if you act for God you'll prosper. 4 በይጣሩ – ተማሪ፡፡ የይሰሳ – በአ፡፡ Reading without learning (is like) being satisfied without eating. 5 በአበበ – ተአበበ፡፡ When the flies gather don't open the lid. 6 አበላ – በአ፡፡ A woman (becomes) a thief so that a man may eat. 7 በአምካው – ስመን፡፡ If I ask (God) for a fish (I get) a python; if I ask for rain (I get) hail.

6

1 ስዕስ በመቀመጥ ይችመል፡፡ ለምሳሌ ወንበር መቀመጥ ነው፡፡ 2 ስዕስ በመረጃዎች ይሉ፡፡ ለምሳሌ መግዛዱ መረጃዎች ነው፡፡ 3 ስዕስ በመመጣ ይመል፡፡ ለምሳሌ ምርመጥ መመጣ ነው፡፡ 4 ስዕስ በማጋቢዎች ይገኙል፡፡ ለምሳሌ መቆሰሩ ማጋቢዎች ነው፡፡ 5 ስዕስ በመተኞች ይተኞል፡፡ ለምሳሌ አልጋ መተኞች ነው፡፡ 6 ስዕስ በመፊልያ ይፈሩል፡፡ ለምሳሌ ካርባ መፊልያ ነው፡፡ 7 ስዕስ በመሰራሽ ይበኅል፡፡ ለምሳሌ መርሱ መሰራሽ ነው፡፡ 8 ስዕስ በወቅቱ ይጠናል፡፡ ለምሳሌ ጥሩበት የወቅቱ መጠናል ነው፡፡ 9 ስዕስ በወቅቱ መቀመጥ ይችናል፡፡ ለምሳሌ የወቅቱ የወቅቱ መቀመጥ ነው፡፡

መቀመጥ ነው፡፡ 10 ስዕስ በመዘረኛ እናም ጥሩ ይዘሩታል፡፡ ለምሳሌ ወልደ መዘረኛ ነው፡፡ 11 ስዕስ በመቀመጥ ይሞላል፡፡ ለምሳሌ በተ መቀመጥ ነው፡፡ 12 ስዕስ በመሰነድ እናም ጥሩ ይጠናል፡፡ ለምሳሌ ምጥር መሰነድ ነው፡፡

7

Often when someone catches a cold they sneeze a lot and their throat hurts. In addition, they may have a temperature. When some people catch a cold they stay off work and go to bed and sleep. Also, someone who's caught a cold must cover their mouth and nose with a handkerchief when they cough and sneeze. Otherwise, their sickness may be passed on to another person.

1 በወቅቱ የጥናው ጥርጉሙት ይመዋል፡፡ 2 እም፡፡ ስምም ተተለዣ ነው፡፡ 3 በፏቻው ወደ ሌላ ስዕስ እንደሸተላለፍ ነው፡፡ 4 በሰላም በሸንጥና እናንና እናንጂዎች በመከራብ መሰራት ይሰላታቸል፡፡

Translation of reading passage

Is the human body a mineral mine?

It has been ascertained that whereas the human body is 60% water, 39% physical matter and 1% mineral salts, there is also to be found in the body of a person weighing 70 kilogrammes the following minerals:

- 45.5 kg oxygen
- 12.6 kg carbon
- 7 kg hydrogen
- 2.1 kg nitrogen (azote)
- 1 kg calcium
- 0.7 kg phosphorus
- 0.214 kg potassium
- 3 g iron
- 3 g magnesium
- 2 g zinc and other minerals (we find).

If it is (the case) as a German expert has established, it has been recognized that it would be possible to make various things out of the minerals that are found in the human body.

For example 5 kilogrammes of candles

65 dozen pencils

7 nails

820,000 matchsticks
20 tea or salt spoons
50 lumps of sugar
42 litres of water

Lesson 11

1

1 አሸኑ በኋን ከፌ/ዕብ/2 አርጋጥ ልዕቃ መግልጫዣዎን ይሞታው
ሆን 3 እኔ ቤት ሰላም ልራመል (አሁ/አበ) = 4 አሸኑ ለጠዋቃን
እንደሚ ስንጻዊ አገልግሎት በዚህ ተግባር/ቁልፍን፣ 6 እኔ
ቅልማያው እናዚም በኋን ወሰኑ ይጠበቅ፣ 7 ተግባር ከፈልግ/ስጠና
የነ እንተከተለሁ፣ 8 አሸኑ ጥበቃዎን በዚ ተግባሩት።

2

1 ቤት ሰላም ልራመልዎን! 2 መሰብቱ እኩዢ፤ 3 አሸኑ በኋን
እንደሚ ስንጻዊ፤ 4 አሸኑ በኋን እናዚም/ስጠና፤ 5 ወጥና በኋን እኩዢ፤
6 ወጥና ምረጃዎን እንተከተለሁ፤ 7 ወጥና ሰላም ተጠሪ እኩዢ፤
8 እንዲሁም እናዚም እንተከተለሁ፤

3 (a)

1 መከናዣዎን እነዚ/እነዚዎን፤ 2 ሰላም/መሰብቱ፤ 3 እኩዢ/ቤት
በሰራተኞች/መሰብቱ፤ 4 በኋን በኋን/ዕቅዎን፤ 5 ለዚ ሂደሽ እናዚ
መሰብቱ እምሮ ወሱ ጥብ፤ 6 አሸኑ መብቶ፤ 7 መረጃዎን ጥረግ/
ጥረግ፤ 8 እምሮ በኋን፤

3 (b)

1 መከናዣዎን እነዚ/እነዚዎን፤ 2 ሰላም/መሰብቱ፤ 3 እኩዢ/ቤት
በሰራተኞች/መሰብቱ፤ 4 በኋን በኋን/ዕቅዎን፤ 5 ለዚ ሂደሽ እናዚ
መሰብቱ እምሮ ወሱ ጥብ፤ 6 አሸኑ መብቶ፤ 7 መረጃዎን ጥረግ/
ጥረግ፤ 8 እምሮ በኋን/ቤት፤

Translation of reading passage (1)

Concerning musical instruments

Do you like to play musical instruments? The indigenous instruments

that you will most often hear in Ethiopia are of three kinds: masinko, krar and drum. The one called a krar is the largest of the three instruments and has six strings made of sinew. The one called a masinko has one horse-hair string and one plays it with a bow. Many people sing whilst they are playing these stringed instruments. There is another instrument called a washint (or flute). As one plays the washint, though, by means of the breath, it is not easy to play. A lot of studying is needed before one should try to play it. Otherwise it does not produce a nice sound. The one called a kebero (or drum), however, is of the same kind as other drums.

4

1 ማስታው ሰጠቃት ገዢ እስዬ፤ 2 የዕቅዎን መሰብቱ እኩዢ/ቤት
ሻው ወልድ፤ 3 እምሮ እናዚ ለዕቅዎን ስው፤ 4 በኋን ወጥና
ስጠናው ሰጠቃቱ ስው የሚዘገቡ፤ 5 በዚ ስው የሚመለከት፤

5

1 ቤት ሌዜ እንተከተለሁ በዚ እኩዢ ስንጻዊ፤ 2 በኋን ወጥና
እስዬ/ቁልፍ፤ 3 ለዚ ሌዜ ስው በዚ መዋቅ፤ 4 ሰላም ለዚ ሂደሽ እኩዢ
መሰብቱ እምሮ ወሱ ጥብ፤ 5 ለዚ ሂደሽ እኩዢ/ቤት፤ 6 ቤት ሌዜ
ስጠናው ሰጠቃቱ ስው እኩዢ ሰላም፤ 7 ለዚ ሂደሽ እኩዢ/ቤት፤

6

1 የሚሸጠው ሰላም ለዚ ሂደሽ እኩዢ/ቤት telephone ማስታው ስው፤
2 ይመራ የተሰለው ክንሰቤት የተሰራ፤ በመሰላም በኋን የሚያዋጥል፤
ሻው፤ በግንዘቤና bonfire ወልድ፤ 3 የሚገልጻው wood ማስታው ስው፤
እንደሸጠው ማስታው ስው፤ 4 ሰላም ... ወልድ ... እኩዢ/ቤት፤ 5 በዚ
በሰራተኞች ሰጠቃቱ ስው የሚፈልጋው፤ 6 የእኩዢ የሚፈልጋው፤ 7 የእኩዢ ወጥና
እኩዢ ሰጠቃቱ ስው፤

Translation of reading passage (2)

Yusef and Markos

There were two friends. They were called Markos and Yusef. They were very fond of one another. They used to go into the forest to hunt both small and large animals. One day they went hunting and failed to find anything [lit. 'stayed without finding anything']. Giving up

hope, when they were on the point of returning home, Markos found a small pot at the foot of a tree. When Yusef opened the pot and had a look he found that it was filled with gold. Instead of sharing it out they both forgot their friendship and started a tussle saying, 'It's mine, it's mine.' Markos said, 'Because it was me who found the pot first the gold's mine,' and then he made ready to box. Yusef was no better than Markos. "It was me who first touched the pot and opened it and had a look, so I deserve it," he said. They argued a lot. If Markos hadn't invented a plan they'd have been on the point of thrashing one another with their fists [lit. 'by boxing'] in a sudden quarrel.

[To be continued.]

Lesson 12

1

1 አገልግሎት ማደረግ አገልግሎት ማደረግ የጥርጉል፡ 2 ካል
ዕቃዎን አውረድ፡ ካል ዕቃዎን ዝመርቻል፡ 3 የደረሰቸቱ ገል
መሬታቸቱ አውልበኩ፡ የደረሰቸቱ ገል መሬታቸቱ ዝመልጥቻል፡
4 መዘሩም በዋይ መዘሩም አቶምነ፡ መዘሩም በዋይ መዘሩም
አቶምነ፡ 5 አስተርቃ ፊረሰ አስተርቃ አስተርቃ ፊረሰ ዝመባል፡
6 ስፋት አመልምነ፡ ስፋት ታጨልማለሁ፡ 7 ሰነዱ ተሰላገኗል፡
አኅንሳት፡ ተሰላገኗል፡ 8 ባልጻቸቱ የልጻውን በታ
አረራዎ፡ ባልጻቸቱ የልጻውን በታ ዝርዝርል፡

2

1 አስተማሪው ተማሪዎን ልተጥሙን አስፈላጊው፡ 2 ካልደን በኋን
አስተማሪው፡ 3 እቶ መሰረታዊ አስማካን የቤት ካልደ
አስተማሪው፡ 4 በኋንውን የጊዜነን አውልከላላል፡ 5 አስማካ
ተረጋግጧውን አስተማሪው፡ 6 ጉዳት ይሰጣል በታ እና የሚ
አስተማሪው፡ 7 እቶ አስተማማጥን ለቃዋን አስመርምራቸል፡
8 በኋንው በኋንውን አስቀኑ?

3

1 እል ቦሌው ባምህን ዝመጥዎን ሪፖርት አስያዝ፡ 2 በግብርው
በግብር አስያዝ ከመስጠት፡ 3 እምነት የፍ-ብርሃው ገል የሚኖሩ ከፍ
እኔታ፡ 4 ማቅ መዘሩም መሰማት በመም ይሰ ዝደርጉል/የልጻው፡
5 እኩልሆነ አንጻርቶ ለማሳርሱ ተቋላሉሁ?

5

Last week my elder brother came to pay us a visit. He works in a large factory. The factory is a shoe factory [lit. 'whilst the factory is a shoe factory'] and the biggest of the organizations in the town. My brother has three small children. Though the smallest, who is called Tirunesh, is younger (in age) than her brothers, she is more able than them [lit. 'she is greater in ability']. She is the cleverest of the three children. For instance, every evening when she returns home from school she reads a book or writes an essay. Her brothers, though, only watch television without doing their homework.

1 አይ፡ ተለይነኝ ለማየት አቶውያም፡ 2 ጥሩንና የምተኞለው
ቁጥር፡ ዓይ፡ 3 አይ፡ የሚመራበት ፊ-ብርሃን ሚከተማው ወሰኑ
ዝማርና ፊ-ብርሃውች ተልወ ገዢ፡ 4 አይ-ይልም፡ የበት ለሚችውን
አይመራም፡ 5 አይዲ በልሁ አይደለም፡

6

Translation of the advert

Tsedey Auto and Real Estate Company
Sees to everything!
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*Tsedey Auto and Real Estate Company is famous and foremost
both in kind and in content;

*When you want to buy, sell or rent domestic, freight or transport
vehicles which are in good condition and will serve you by utilizing
your time properly and without giving any bother;

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1 መհ.ըրթ Ա.Ք. Աքեղե ԴՄ. ՔՊ.Բար: 2 ԱԾՎԻ: ԱպԹ
ԴԱԸ ԴՄ. ՔԱԼ: 3 ՀՊ: տիկ. Ատիշեր: ՔՖԱԱ:
4 ԽԵՐԱՊ: ԱՔԱՀ. ԱԵՒ տուից: ԽԴԱՀՀ ՊՆՀԱԲԸ հարդ
ԴՄ. ՔՊ.ԴԴՄ: 5 ՀՅ.Ջ ՔՄԴ ՅտիմԱ:

Translation of reading passage (2)

Yusef and Markos

(Continued from lesson eleven)

The idea that Markos suggested is this: 'My friend, we must consider one another. If we mean to take the gold away there's no use in fighting. Let's take it home and share it out. A good bag will be needed, though, for something to take it in. Go to the town and buy a bag, and bring some food. We'll need to eat something in order to carry this heavy thing,' he said. Yusef hesitated. If he goes and leaves Markos with the gold he might disappear with it; but after he had weighed it up he agreed to his idea. Yusef went into town. Markos had another idea. When Yusef returned with the bag and the food he would attack him and kill him! And the gold would be his alone. So he got his dagger ready. Yusef, in turn, was thinking in what way he might kill Markos! 'Yes! I'll go back with the bag and the food. But I'll add poison to the food and Markos will eat the food and die. I shall take the gold for myself alone,' he said to himself.

Markos waited for Yusef hiding in the forest. Because Yusef was late, he was angry thinking that he wasn't coming fit. 'he had stayed away']. Yusef came along with a bag in one hand and some food in the other. Yusef was looking for Markos. But Markos leapt out from the place where he was hiding and pounced on him from behind and killed him. Markos put the gold, along with the pot, into the bag. But because he was hungry he got ready to eat the food that Yusef had brought and before going home. He tasted the food and thought fit. 'said' / that it was very tasty. When he had finished eating, his stomach was gripped with a sharp pain. Within a few minutes he stretched out by the side of Yusef's body and died. The gold in the pot remained inside the bag. Neither of them got the gold.

Lesson 13

1

1 Ք.ԱՑԱ. ԳՑԱ: 2 Ա.Հ.Մ. ՔԱՈՂԱ: 3 Ա.ԱՈՂՎ. Ք.ՔՄՀ: 4 ԶԱ.ՄՎ. ԳՆՈՈ: 5 Ա.Ը. ԳԱՀ: 6 ԴՀԱՈ. ԳԴՀՀԱ: 7 ՑՐՎ. ՔԱՒ: 8 ՔԼԱ.ԽՀ: ՔԱԽ: 9 ՄՃԱՒՎ. ԳՄԱՀԱ: 10 Ա.ՔՊ. Ք.ՄՋ. Ք.Ա:

2

1 ԱՈԶ ՀՄ-ԴԻԴ ՀԿՁԳՈՂ (ԱՀ) ՀՄ-ՔԼՄ: 2 ԿԿԴԵՔՆ ՀԱԾ
4 ՈԴԴ ՀՀԱ-ԱՓԱՂԱ: 3 ՀԱՄՊԱՎ. ԴՄԱԸԵԴ ՔՊՀԱ/ՔՊՀՎԱ: 4 ՀՊԵ ԱՓՀ ՀՈՋՇԺԱ/ՀՈՋ-ԱՓՄԺԱ: 5 ՔՊՈՒՄԴ ՄՊԺԻ: 7 Դ ՀՄԸԱՂԱՄ: 6 ԳՊՀՐՔ ՄԱԽԻԴ ԱԿԵՎԱ ՀԿՁ? 7 ՀԱՇԱԿ ՄԻՒՔԵԴ ՄԵ ՅԱՊԱ:

3

1 ՔԱՊ: ԱՃ+ՔԱՊ: 2 ՔԱՊ: ԱՔԴԱՊ: 3 ԱՅ: ԴԵ ԴՄ: ԴԴ
ԵտԱՂԱ: 4 ԱՀ Ա..... ԱԿԸ ԳՎԱԵՒ: 5 ԱԿՎ: ՔԳԸԼՎԴ
ԱՎԱՄ: 6 ԱՅ: ՔՊԱՀԴԱ: ՄԿԱՀՎ. ԱՔՊԿՊ:

4

This week's weather

Whilst during the next five days it will be cloudy in highland areas in the west and southwest, in some places there will be thundery rain. In highland areas situated in the north it will be partly cloudy and there will be light rain. In other lowland areas, however, there will be bright fit. 'strong' sun, the Weather Forecasting Department of the National Meteorological Organization announced yesterday.

5

1 ԱԿԸԸ ՔԱ ՊԵՊ ԱԽԴԻ ԱՊՀԱՈ ԳՎԱԴԱ: 2 ԴՀ.Գ. ԱԾՎՓՓՎԴ ՀՄ-Փ ԱՈՂԸ ՀԿՁ? 3 ՔԴԴ ՀՈԶ ԱՆՎ-ԴԴ ՔԱԸՀԴՎԱ: 4 ՀԿԴ ԷԿԸԸԱՊ ԱՔՊ ՄՀ ԱՒ ՀՔԱԱՊ: 5 ԳՐՊՊ ԱԱՁՀՀ ԱՄ-ՋՀ ԳՈԸ ՄԱԸ ԱՅ ՀԼՄՀԴՎՈ: 6 ՄԻԿ ԳՔՄԻ ԱԱ ՀԿՁ ԱԸ ԱԿԵՐՆԴ ՔԸ ԱՄ-ԱՓԱՎ ՀԿՁ: 7 Ա.Ը ԳՎԱԸՆԴ ՀՊ: ԱԳԸ Ա.Ը ՀԿՄԸԱՄ:

Translation of reading passage

Our national team plays against the Ambassadors this evening

Our national basketball team meets the American Ambassadors team this evening from 7 p.m. onwards. The location will be in the American Community School compound in the vicinity of the Old Airport, the Federation has announced.

Whereas the American Ambassadors Sports Club was founded in 1962 [or 1969/70], and another team is touring in West and Central Africa under the same title, the team that has come here was previously in Kenya. Their coach, Mr Hank Bowen, mentioned that during those 3 weeks they had had 18 matches and had won throughout, and then disclosed that after this they would be going on to Egypt and then returning home [to their country].

Upon coming to our country, the American Ambassadors basketball team met the Mekuriya team and won 107 to 63. Then they beat WWKM 108 to 75. In the meantime they went to Debre Zeit and in the game they played with the Air Force, won 74 to 38. In Nazret they showed their game skills to students.

Whilst the players of the Ambassadors team are all university students, the eldest is 24 and the youngest 18. As to their height, whilst the shortest is 1 metre 80, the tallest is 2 metres 8 centimetres tall. When many of them score a goal because of their height [lit. 'as a result of the tallness of their height'] they place their hand into the basket. The tallest of them, Daryl Boyd, hopes to be placed with the American National Olympic Team, their coach disclosed.

(Abridged from Addis Zemen, Hamle 8th 1967)

Lesson 14

Translation of passage 1

Study

By Post

Acquire advanced knowledge while you work, in your spare time and for a little money.

We prepare you for 12th grade examinations (GCE). We also have a scheme which lets you teach yourself with sufficient study aids at very easy payments.

And if you have interrupted the studies you began we have prepared a way in which you can continue your studies. To obtain our free guidebook send us your name and address.

*The 'Torch' Tutorial College
POB 10602 Telephone 245669
Addis Ababa*

Translation of passage 2

The motor that doesn't rest

The human heartbeat reaches from 60 to 80 a minute. That means, it beats about 40 million times a year, which means, at the time of each beat $\frac{1}{4}$ litre of blood enters the heart. The heart pumps about 2,200 gallons of blood in the duration of one day. In another manner of speaking, that means it pumps about 56 million gallons of blood in an average life time.

Can there possibly be a man-made machine which accomplishes as much work as the heart without needing any repairs?! If we say, let's apply the heart like a working machine, in order to hold up an object weighing two kilos to the height of two feet the expenditure of energy will be equivalent to that used for one heartbeat [lit. 'it will have enough of what it does for one beat']. When an athlete does any very difficult sporting activities approximately 20 litres of blood are pushed round.

Once the blood travelling to the brain has reached the brain it takes 8 seconds to return to the heart. It has been confirmed that blood that has descended to the toes takes 18 seconds to return to the heart.

Translation of passage 3

Tender

At Addis Ababa University, Awasa Agricultural College wishes to purchase by tender various items of foodstuffs for one year as of 10th Meskerem 1983 [20th September 1990].

Any bidder wishing to participate in the tender can do so by purchasing the tender forms for 10 birr from the College Administration Office, normally during working hours from the date of the publication of this notice, or by writing (by post) the price at which they are offering their bid in a sealed envelope before 10 o'clock on 7th Meskerem 1983 [4.00 p.m. 17th September 1990], or may place his

bid in the box that has been prepared for the tender. We declare that the bids will be opened in the College Dean's Office on 8th Meskerem 1983 [18th September 1990] at exactly three o'clock [9.00] in the presence of the bidders or their legal representatives.

Bidders will have to have a legal trade licence for everything that they offer and will have to meet the tax obligations which are due against them.

Bidders will have to deposit 3,000 birr in cash as a guarantee securing the bid.

If the College obtains a better means of fulfilling the job it will not be bound by the tender.

Awasa Agricultural College

Translation of passage 4

Purifying water by sunlight

In countries which are in the process of developing, or in countries whose development is arrested or halted, like Ethiopia, the biggest public health problem is linked with the lack of pure drinking water and with water-borne diseases. Of the numerous deaths that are recorded daily, and in particular [those of] children, the majority are victims of the lack of pure drinking water. Medical experts have found a new method which can remove the problem. According to what was published [lit. 'came out'] in the English medical journal Lancet which we read a few months ago, in so far as it is possible to purify water easily by sunlight, the benefit which this new finding will be able to give to the rural inhabitants of our country will be great.

Translation of passage 5

Advertisement

Muhammad Kasim

You have bought some superior woollen cloth at great expense and are going to have it made up, but haven't chosen a tailor [lit. 'without choosing a tailor']. But it's not what you wanted, to say nothing of as you wished it or intended it, and aside from the fact that it doesn't fit your figure, it's obvious how much you're upset! The problem is with the tailoring, and not just that it isn't adjusted to the shape of your body.

If you want to have it made up in a modern style visit Muhammad Kasim as he is renowned for keeping appointments and improving tailoring. He is the tailor who will improve your clothes!

Our Address: at the Centre of the American Compound

Telephone number 65 47 21

Post Box No. 25029

Amharic–English glossary

Words are entered in the glossary following the order of letters in the Ethiopian script, or አዲስ, with the exception that the homophonous letters **አ** and **ወ**, **ኋ** and **ወ**, **ጋ** and **ገ**, and **ዕ**, **ወ**, **ጉ** and **ገ** are grouped together. Similarly, the letters **ዢ** and **ቃ** are also grouped together as they are interchangeable at the beginning of a word. This follows the practice of the better European-language dictionaries of Amharic.

The order of letters is therefore:

$\partial/\partial\gamma/\gamma/H$ $\propto \sin^2(\alpha/m)$ $\pi + \eta + \pi - \eta$ $\propto \sin\alpha$

Within each letter-section words are then entered 'alphabetically' according to the sequence of consonants, and not regarding the vowels. Where entries occur that have the same consonant pattern, however, then they are listed following the sequence of the seven vowel orders: so *aṛ* before *ṛṭ*; *haṛ* before *ḥaṛ*; *aṇ* before *ṇaṇ*; and so on.

Finally, entries are mostly made under roots, where these occur in this book. So, you will find *run* listed under the root (which is usually a verb) *run*. The exceptions are as follows:

- 1 where the root does not occur in this book, or in the case of verbs where the root or simple stem is not used, you will find the entry under the simplest or most basic form. So, **አጥ** is listed under **አ** and not **ጥ** from the underlying root ***ጥጥ**, and similarly **ተወመዥ** is listed under **ተ** and not **ወ**.
 - 2 derivatives formed by a prefix (usually **ሙ-** but also occasionally **ኩ-**) whose relationship to the underlying root might not be immediately obvious are listed in the first place under the initial letter as well as under the root.

Verbs are given in the third person masculine of the simple past, and are identified by their class.

ՈՒ/Ծ/Դ/Ր/ՈՒ -- Ի	Առօրէ	(at the beginning of a phrase)
ՈՒ	hello (<i>when speaking on the telephone</i>)	օպէրէ (by the way)
ՈՒ	all, every	օպէրէ (following a noun)
ՈՒՐ	everybody, everything	օպէրէ (even, as for)
ՈՎԱԼ	always	օպէրէ (at the beginning of a phrase)
ԶԱ	behind, back,	հօքուրէ (however, still)
	later, afterwards	(following a simple impf. or gerundive)
ՈՎԱ	later, afterwards, then; behind, at the back	բույ օ՛ւ (if nevertheless)
Ո- ՈՎԱ	behind, after (<i>place or time</i>)	բույ հայ (nevertheless condition)
ԺԱՅ	dream [3-lit A]: <i>see also հԱՅ</i>	օչէ (situation, attitude, position)
ՀԱՅ	dream	օչէ (reliable)
ԵՐԵ	two	ժերէ (building)
ԵՐԵՐ	both	ժերէ (doctor)
ԵՐԵԴ	second	ժերէ (medicine, medical treatment)
ԴԱՅ	boss, curator, head, (<i>person</i>)	ժողո (people)
	responsible	ժողով (public, civic)
ԺԹԱ.	Hamle (eleventh month of the year: 8 July–6 August)	շուն (twenty)
ԺԹՄԳ	sickness, disease	շունգ (power, might, force)
ԴՄ-Ը	Thursday (<i>see also հՄ-Ը</i>)	մուշ (by force; strongly, very much)
ԴՄԳ	fifty (<i>also հՄԳ</i>)	մուշ (strong, powerful)
ԴԿՈ	bill, check, account	մուշ (faith, religion)
ՄՆԵԺԱ	hospital	մուշ (lake)
ԴՈՀԴ	union, harmony	մուշ (life)
ԴՈՀԴ ԸՆ	society	մուշ (go [2-lit])
ՄՈՒ	wealth	մուշ (lead (<i>road</i>), make or let s.o. go)
ՄՈՒՐ	rich	մուշ (progress)
ՄՒԷ	hotel	մուշ (means or place of going; sidewalk)
ՄԴ	become, be	մուշ (stomach)
ՄԴ	(<i>between nouns</i>) or, as well as	հիծար (third month of the year)

	10 November- 9 December)	አነስ	wear (<i>clothes</i>), get dressed [3-lit A]
አን	law	ለአንስ	dress s.o. [<i>a-</i> stem]
አንተ	legal, lawful	ለአንስ	clothes, dress
አንች	infant, small child	ለተር. ሌተር	litre
አ- L.		ለን	measure, gauge
አ-	to, for	ለን	[2-lit ¹ B]
-አ.አ	is not (<i>in subordinate clauses</i>)		measurement; exact, correct; precisely, exactly
አ.አ	other, another	ለን	send [2-lit ¹]
አንስ	servant	ለመንስ	change, alter sth. [3-lit B]
አንች	night		
አንግ	prosper, thrive	ለየ	distinguish, separate [2-lit ¹ B]
አንግ	cow	ለየ	different, separate
አንግ	lime (<i>fruit</i>)	ለየ ሌለ	various
አንግም	fertile, green	ለይ	on, upon, on top
አንግ	beg [3-lit B]	ለ- ሌለ	on top of, above, in addition to
አንግ	beggar	ለይን	upper
አንግ	why? (አ- & ብንያ)	ለይን	birth, Christmas
አንግ	get used to sth.	ለይት	birthday
አንግ	habit, custom, convention	ለይ	child (<i>boy, girl,</i> <i>son, daughter</i>)
አንግ	soft, smooth, mild	ለተ ሌይ	girl
አንግ	expert, scholar (pl. አቃዣጋት)	ለጋድ ሌይ	boy
አንግ	pick up, gather, collect [3-lit A]	የልጋድ ሌይ	grandchild
አንግ	abandon, give up	ለጋድ	childhood
አ.ኑ	thief	ለጋድ	girl
አ.ኑ	heart	የንግድ	shave s.o. [2-lit ¹]
አ.ኑ አኑ	pay attention, take note of [<i>ከአ</i> verb]	መ - M	shave oneself [tä- stem]
አ.ኑ አኑታ	encourage, draw s.o.'s attention	-ግ	but, as for
አ.ኑ መልደ	fiction	መግል	and, even, also, too
ዘልፍ	heartily, sincerely, warmly	መግል ከተማ	middle, centre

		wear (<i>clothes</i>), get dressed [3-lit A]	
		dress s.o. [<i>a-</i> stem]	
		clothes, dress	
		litre	
		measure, gauge	
		[2-lit ¹ B]	
		measurement; exact, correct; precisely, exactly	
		send [2-lit ¹]	
		change, alter sth. [3-lit B]	
		distinguish, separate [2-lit ¹ B]	
		different, separate	
		various	
		on, upon, on top	
		on top of, above, in addition to	
		upper	
		birth, Christmas	
		birthday	
		child (<i>boy, girl,</i> <i>son, daughter</i>)	
		girl	
		boy	
		grandchild	
		childhood	
		girl	
		shave s.o. [2-lit ¹]	
		shave oneself	
		[tä- stem]	
		but, as for	
		and, even, also, too	
		middle, centre	
		city centre	
		handkerchief	

የክርታ	mercy	መ	guide, leader
ዓመት የክርታ	Year of Mercy (<i>year of the Christian era according to the Ethiopian calendar</i>)	መር	honey
		መረመራ	examine, investigate [4-lit]
		የመርመራ	investigation, analysis, inquiry
		መር	earth, ground
		መር	product, produc- tion, produce (<i>see also አመራ</i>)
		መር	capture; attract, appeal [3-lit C]
		መር	prisoner, captive
		መር	trademark
		መር	ship, boat
		መር	the Mercato (<i>central market of Addis Ababa</i>)
		መር	poison, pollute [3-lit B]
		መር	poison
		መር	poisonous, toxic, pestilent
		መር	proof, evidence (<i>see also ፊር</i>)
		መር	choose, select [3-lit A]
		መር	select, best, superior
		የመርመራ ደምዕ	vote [<i>lit. 'voice of election'</i>]
		መር	needle, syringe; injection
		መር	dig, work the soil [2-lit ¹]
		መር	farm, field
		መር	lunch
		መር	be like, resemble, ~ seem [3-lit A]
		መር	he thought, supposed
		መር	[impers.]

መግድ	similar, alike	መስጋድ	mosque
ጥንት	example; proverb; saying	ጥንበር	secret, mystery
መዕላች	fashion, portray, sketch [3-lit B]	ጥንበርኬታ	confidentially
ጥንበል	likeness, image, model	መጥ	confidential, secret become evening [2-lit ² A]
መመሳሪያ	ladder	ከመጥ	spend the evening; be late in the evening, be too late for sth. [a- stem]
መብላጥ	Muslim		
መሸጠር	line		
ማሮመራሽ	ruler (<i>for drawing lines</i>)	ጥምጥ	evening
ጥምጥ	nail, spike	ጥም	be hot, warm [2-lit ²]
ጥምጥ	axe	መጥ	hot, warm
ጥምጥ	lentils	መጥጥ	heat, warmth, temperature
ጥምጥ	Egypt	መቆጣጥ	stop, stopping place (see ቅመ)
ጥምጥ	east	መቆጣጥ	seat (see ቅወመ)
መቆጣጥ	tool, instrument, weapon	መቆጣጥ	scissors
መቆጣጥ	hanger, hook (see አጥል)	መቆጥ	jealous, envious (see also ተመዋጥ)
መቆጣጥ	small round <i>basketware table with lid on which injera and sauces are served</i>	ጥምጥንት	jealousy, envy
ጥምጥ	wife	መብል	food (see also በአ)
ጥምጥ	notice, announcement, advert (see also ካወጥ)	መብረት	lightning
መቆጣጥ	mirror	መብረት	lamp, light, electricity
ጥምጥ	one-stringed violin	ተመጥ	hit, beat, strike [2-lit ¹ A]
መቆጣጥ	testify, give evidence [4-lit]	ተመጥ	come to blows, fight [ታ- & C type]
ጥምጥ	witness	ጥምጥ	blow, kick
ጥምጥ	Meskerem (<i>first month of the year: 11 September- 10 October</i>)	መጥም	headache
መቆጣጥ	Russia, Moscow	ጥጥ	mallet, stick; <i>bow</i> <i>for playing the masinko</i>
መቆጣጥ	window	ጥጥ	hundred
		ጥጥ	evening
		ጥጥ	die [2-lit ²]
		ጥጥ	dead

ጥጥ	death	ጥምጥ ጽዴት, ፍምጥ	why? what's the matter?
ጥጥ	moribund, deceased, late (<i>dead</i>)	ጥምጥ እና	why not? why shouldn't I?
ጥጥ	metre	ጥምጥ ክለጥ	what does it matter! I don't care!
ጥጥ	(measurement)		
ጥጥ	motor, engine	ጥምጥ ሳህፈ	how much? how big!
መጥበስ	memento, memorial, souvenir (see also አዎስ)	ጥምጥ ቤት	at what time? when?
መጥ, መቂ	when	ጥምጥ ቤትም	always, all along, at any time
መጥም, መቂም	(at beginning of phrase) after all, at any rate, anyway;	አጥም	why? (<i>lit.</i> 'for what?')
	(with a neg. verb)	ሰለምን	why? (<i>lit.</i> 'because of what?')
	never	እንደምን	how? (<i>lit.</i> 'like what?')
መቃስ	well! after all		
መቃውንም	in any event	ጥምጥ	anything, something; (with a neg. verb)
ለመቃውንም	for ever, always		nothing, none
ነመቃውንም	more than ever		in any case, no matter what
ጥም	suitable, appropriate; convenient	ጥምጥ ሌሎች	something,
	(see also ተመቃው)		anything at all
ማን	who?	ጥምጥን	what?
ማንም	anyone, anybody (also ተመቃው ሌሎች)	ጥምጥ	perhaps, maybe
	(with a neg. verb)		ministry
	no one, nobody	ጥምጥ	minister
ጥምጥ	everyone;	መጥብ	monk [vat. መጥብ]
	someone; any, anybody, any- thing; whoever, whatever	ጥምጥ	spoon
ጥምጥ	each, every; any, anyone	ጥምጥ	change money, cash (<i>a cheque</i>);
		ጥምጥ	scatter, disperse [4-lit]
ጥምጥ	identity.	ጥምጥ	change, exchange (also የጥምጥ ጥምጥ)
	individuality		
ጥም	what?		
ጥም ማይጻገን	what's to be done?	ጥምጥ	village

መንግሥት	what? (see also የምግሥት)	መ-ቤት	test, experiment, attempt
መንግሥት	government, state, kingdom	ማክበ	Tuesday
መንግሥት	road, way; means, manner (way)	መ-ቤት	car, automobile, truck; machine
ከመ-ቤት መንግሥት	main road, highway	የፌዴራል መ-ቤት	private car
የኢትዮ መንግሥት	airlines	መ-ቤት	typewriter
የኢትዮ መንግሥት	footpath, pavement, sidewalk	ማክበ	truck, lorry
መንግሥት	traveller, passenger	መ-ቤት	mechanic
መንግሥት	carefree, happy-go-lucky (see ጥሩ)	መ-ቤት	reason, cause
መንግሥት, መንግሥት	spectacles; field glasses, telescope	መ-ቤት	middle, centre (see also መሬት)
ገዢ መንግሥት	carpet, rug	መ-ቤት	opener, key (see also ካላት)
መንግሥት	park (also መንግሥት በታ)	መ-ቤት	exit (see also ወጪ)
መንግሥት	bedroom (also መንግሥት በታ; see also ተሻሻል)	መ-ቤት	banana
መንግሥት	desire, wish (see also ተመናገድ)	መ-ቤት	music
መንግሥት	west	መ-ቤት	musician
መንግሥት	corner	መ-ቤት	weigh something; estimate, calculate
መንግሥት ፍል	the four cardinal directions	መ-ቤት	[3-lit B]
መንግሥት	advise, exhort [3-lit A]	መ-ቤት	balance, scales; ratio
ተመዘገብ	consult one another [tä- & C type] ~	መ-ቤት ተገልጻ	museum
ተመዘገብ	[tä- & redupl.]	መ-ቤት	keep a record, enrol, catalogue
ጥናር	advice	መ-ቤት	[4-lit]
ጥናር በታ	parliament, Congress	መ-ቤት	roster, ledger
ጥናር	try, try on, try out [3-lit B]	መ-ቤት	dictionary

ብ- ማ-ሳ	on the other side of, across from	ነመስቀል	too much, excessively, unusually
ማ-ሳ	field, plain, level ground	መመንኛ	moderate, normal, reasonable
መመንኛ	medicine	ጥናር	griddle (metal plate on which injera is cooked)
ጥናር	earth, ground; the Earth	መ-ቤት	drink, liquor, strong drink (see መ-)
ጥናር በታ	desert	መ-ቤት	bad, ugly, wicked, evil (see መ-)
መ-ቤት	stall (market); brick or stone bench; category, rank, class	መ-ቤት	magazine, journal book
መ-ቤት	basic, standard, fundamental, principal	መ-ቤት	lavatory
መ-ቤት	store, bazaar	መ-ቤት	key, solution (see እ-)
መ-ቤት	kitchen (also ተሻሻል)	መ-ቤት	
መ-ቤት	curtain	እ- R	
መ-ቤት	the next day	እ- ዓ	forget [2-lit ¹ A]
መ-ቤት	nourish, feed, nurture [3-lit B]	እ- ዓ	head
መ-ቤት	food, meal	እ- ዓ	myself, etc. (እ- ዓ& possessive pronoun: እ- ዓ, etc.)
መ-ቤት	restaurant	እ- ዓ	my own, etc.
መ-ቤት	practice, conduct, behaviour	የእ- ዓ	(የእ- ዓ, የእ- ዓ, etc.)
መ-ቤት	Megabit (the seventh month of the year: 10 March–8 April)	እ- ዓ	dead body, corpse
መ-ቤት	roster, ledger	እ- ዓ	be far [2-lit ¹]
መ-ቤት	dictionary	እ- ዓ	remove, take sth.
መ-ቤት	bookkeeper, accountant	እ- ዓ	far away, set sth. apart [a- stem]
መ-ቤት	registration room/office	እ- ዓ	far, distant
መ-ቤት	door (see also ተሻሻል)	እ- ዓ	naked, bare (also እ- ዓ)
መ-ቤት	skill, craft, profession	እ- ዓ	quarter
መ-ቤት	Miyazya (the eighth month of the year: 9 April–8 May)	እ- ዓ	a quarter past
ብ- መ-ቤት	according to, to the extent that	እ- ዓ ተ- ዓ ዓ	a quarter to
ብ- መ-ቤት	moderately, to a certain extent	እ- ዓ	be hungry [2-lit ¹ impers.]; እ- ዓ ዓ

፳፻፦	be starving, hungry [tä- stem]	፳፭	soft cheese, curds (also አ፻፭)
፳፻፪	famine, hunger	፳፻	run [2-lit ¹]
፳፻	Wednesday	፳፻፭	run around, run all over the place [tä- & redup.]
፳፻	win (<i>an argument,</i> <i>bet or game</i>) [2-lit ¹ A]	፳፻፭	race
፳፻፭	lose (<i>an argument,</i> <i>bet or game</i>) [tä- stem]	፳፻፮	be wet, damp [3-lit A]
፳፻፯	cheap (<i>also</i> አ፻፯)	፳፻፰	dampen, moisten [a- stem]
፳፻፱	beard, whiskers		wet, damp (<i>also</i> አ፻፰)
፳፻፲	be long, tall [3-lit A]	፳፻፲	be late morning [3-lit A]
፳፻፳	lengthen, prolong [a- stem]	፳፻፴	be late for sth. [a- stem]
፳፻፴	prolong, extend [at- & C type]	፳, ፳ - S	
፳፻፵	long, tall	-፳	what about? (<i>also</i> <i>indicates contrast</i> <i>or mild surprise;</i> <i>also -፳</i>)
፳፻፶	length, height		
፳፻	help, assist [2-lit ¹ A]		
፳፻፷	be helped; be persuaded, convinced [tä- stem]; <i>also</i> as an impers. verb (፳፻፸ ወ-)	፳፻፷	plate, dish
		፳፻፸	mistake, error (<i>see</i> <i>also ች</i>)
		፳፻፹	paint [2-lit ¹]
		፳፻፺	painter
		፳፻፻, ፳፻	painting, picture
		፳፻፻	cough [2-lit ¹]
		፳፻	cough, pneumonia
፳፻፻	announce a death, offer one's condolences [a- stem]	፳፻	because of, for the sake of (<i>with</i> <i>relative verb</i>)
			because, since, as
፳፻፻፻	convince, explain, demonstrate [as- stem]	፳፻፻፻	therefore
		፳፻፻፻	why?
፳፻፻፻	help, aid (<i>also</i> አ፻፻፻፡፡)	፳፻፻፻	therefore
፳፻፻፻	proof, evidence	፳፻፻፻	peace (<i>also used as</i> <i>a greeting</i>)
፳፻፻፻	radio (<i>also ው.፻፻፻</i>)		greetings, respects; salute

፳፻፻	thirty	፳፻	do, make, work, build [2-lit ¹ A]
፳፻፻	sixty	፳፻	work, job; deed, action
፳፻፻	method, manner, style	፳፻	worker, employee
፳፻፻	be boring, tiring [3-lit Y]	፳፻፻	tool, instrument, weapon
፳፻፻	he is bored, tired [impers. verb]	፳፻፻	work place (<i>also</i> ፳፻፻ ዓ.፻ <i>office</i>)
፳፻፻	bore, tire [a- stem]	፳፻፻	trousers
፳፻፻	telephone	፳፻	grass
፳፻፻	salad, lettuce	፳፻	vein, artery, nerve; root
፳፻፻	be skilled, trained; be sophisticated [4-lit]	፳፻፻	blood vessel, pulse
፳፻፻	train, coach [a- stem]	፳፻፻	at the foot of, at the bottom of
፳፻፻	civilization, urban life	፳፻፻	steal, rob [3-lit A]
፳፻፻	power, authority	፳፻፻	third (<i>fraction</i>)
፳፻፻	hear, listen to [2-lit ¹ A]	፳፻፻	third
፳፻፻	be heard [tä- stem]	፳፻፻	shop, store
፳፻፻	feel, sense [tä- stem impers.]	፳፻፻	laugh [2-lit ¹]
፳፻፻	agree, consent [tä- & redup.]	፳፻፻	seventy
፳፻፻	feeling, emotion	፳፻፻	pull, draw; attract, appeal [2-lit ¹]
፳፻፻	wax, candle	፳፻፻	break [3-lit A]
፳፻፻	kiss [2-lit ¹]	፳፻፻	assemble, collect, gather (trans.)
፳፻፻	name	፳፻፻	[4-lit]
፳፻፻	famous, renowned	፳፻፻	be assembled;
፳፻፻	north		assemble
፳፻፻	soap		(intrans.)
፳፻፻	week	፳፻፻	[tä- stem]
፳፻፻	eight	፳፻፻	gathering, meeting
፳፻፻	eighth	፳፻፻	seven
፳፻፻	eighty	፳፻፻	seventh
፳፻፻	sky, heaven	፳፻፻	be mistaken; miss
፳፻፻	blue	፳፻፻	[2-lit ¹]
			be wrong,
			mistaken
			[tä- stem]

አጥቃ, አስተዋጥ	mistake, error	የምርጥ	hidden, secret
ወን	woman; female	በየምርጥ	secretly,
ወን ልጋ	girl, daughter		surreptitiously
ዓን	Senie (the tenth month of the year: 8 June–7 July)	ሰድስት	six
ዓን	small china cup	አጭ	sixth
ዓንግማ	cinema, movies		insult, abuse, call s.o. names [3-lit A]
ዓንወቂ	spend a while, several days [4-lit]	አጭ	insult
ዓንወቂ	be dismissed, say goodbye [tā- & C type]	አጭ	send, send away, banish [3-lit A]
አኅጋዬ	dismiss, fire [at- & C type]	የምርጥ/በየምርጥ	emigration, exile
ዓንበት	Sabbath, Sunday	አጭ	refugee
ዓንተ	how much? how many?	የምርጥ	meat, flesh
ዓንተም	cent	በ	butcher
ዓንተ ማር	centimetre		give [2-lit ² A]
ዓንደቅ ጥልቅ	flag	አጭ	gift
ዓንደ	lazy	አጭ	box, chest
ዓንፈ	Monday		cupboard
የምር	painting, picture (see ቀለ)	በ	be wide, broad, extend (intrans.)
ዓንተ	hour, time, o'clock; watch, clock	በበ	[2-lit ¹ A]
አንጻ	sugar (also የንጻ)	በ	widen, expand, extend (trans.); [a- stem]
አው	man, person	በ	wide, broad, large
ፍዕዴ ልጋ	mankind, humanity, human being	አጭ	broadly, extensively
ወል አው	everybody	በ	sew [2-lit ¹ A]
አውንኑ	(human) body	በ	tailor
አው-ሪ	(individual) man, person	አጭ	wool
መሙ	hide, conceal (trans.); [3-lit B]	አጭ	neighbourhood, section of town
ተሙሙ	be hidden; hide (intrans.); [tā- stem]	በ	place, position, site
		በ	sport (also አዘገር)
			አዘገር

የም	shamma (<i>toga-like traditional dress of the Ethiopian Highlands</i>)	ቍልጋ	joker, jester
የምስራ	chickpea	ቍሙ	lock [3-lit B]
የምዝ	shirt, blouse	ቍል	key; button (also ቍልፎ)
የምዝላ	old man, elder		stand, be upright; come to a stop, stand still [2-lit ¹]
የምብ	sweater	ተቍዢሙ	oppose, object to sth. [tā- & C type]
የምን	soup, broth		creet, set up; stop sth. [a- stem]
የም	run away, flee [2-lit ² A]; (irreg. inf. መስጥ)	ከውሙ	struggle against, defy; be established
የም	flight, escape	ተከውሙ	[tā- & redupl.]
የም	hide sth. (trans.); [3-lit B]		establish, found, organize
የምክር	onion	አውሃሙ	[a- & redupl.]
የም የምክር	garlic		sincere, important something
የም	suitcase	አውሃሙ	important, essentials or basics
የም	fork		size, height, length, stature
የም, የም	tea	የም	stopping place, stop, parking place
የም	sell [2-lit ⁴]	የም የር	spice(s)
የም	vendor, clerk (<i>in a store</i>); (also ተያዋ)		taste, take a taste of sth. [3-lit A]
የምዎች	salesclerk, salesman, dealer	ቍሙ	(woman's) dress
የም	driver	መቀባሪ	height (see ቍሙ)
የም – K'			remain (behind), stay (away); be absent, missing; cease to be [2-lit ² A]
ቍል	word	የምም	it failed to happen (አ- & neg. impf. & ቍር)
ቍል	lowlands (<i>usually below 2,000'</i>)	የምዑ	
ቍል	light (weight), easy, low (price)	የምክ	
የምል	easily	የምት	
ቍል	ink, paint; colour mix, blend, combine [4-lit C type]	የም	
ቍል	joke, tease [3-lit B]	የይሁን ቁረ	
ቍል	joke, wit, humour		

አ.ቁር	let alone	ከወጪዎ	interrupt; cut across [at- & C type]
ቁጥር	including, not forgetting	ቍርጥ	fixed, decided, firm
ያጥር	forget it! never mind!	ቍርጥ	<i>in ተክክል ቍረጥ</i> ticket collector
ያጥር አል	forgive, pardon	ቍርጥ	slowly! carefully!
ያጥር ዳን	forgiveness.	ቍል	little by little, slowly,
ቍርጥ	apology; sorry!	ቍል በዋስ	gradually
ቍርጥ	not only, not even	ቍል	speak slowly, do sth. slowly
ሁ- በዋስ	except for, other than, aside from	ቍል እል	[እል verb]
ሁ- በዋስ ቁጥር	besides, except, apart from	ቍል	priest
አውቶ	leave, leave out, keep out, keep back; deprive, prevent [as- stem]	ቍል	rubbish, trash, filth, litter
ቍርሳ	breakfast	ቍል	butter
ቍርሳ	remains: assets	ቍል	locality, district, precinct;
ቍርቃ	found (<i>a town, etc.</i>) [4-lit]		residents' association
ቍርቃ	tin, tin can; corrugated iron	ቍል	bury [3-lit A]
ቍርዥ	approach, come close; be near [3-lit A]	መቍርዥ	grave, tomb
ተቍርዥ	draw near [<i>tä-</i> & C type]	ቍር	jackal
አዋጅ	offer, supply, propose; serve (<i>food</i>) [a- stem]	ቍር	belt
አዋጅ	bring near [<i>at-</i> & C type]	ቍር	noon, midday
የርጋ	near, close		be straight, be straight, straightforward
የርጋ	soon; recently	አዋጅ	[2-lit A]
የርጋ-ዢ	neighbourhood, vicinity	ቍር	succeed, be successful, turn out well [<i>tä-</i> & C type]
ቍር	cut; decide [3-lit A]	ቍ	straighten [a- stem]
ተቍርሙ	be interrupted, discontinued [<i>tä-</i> & C type]	ቍ	straight, upright, honest
		በጥጥ	straightforward, sincere
		የጥጥ	day, daytime
		የጥጥና	every day, daily

የጥወ	decrease, reduce, diminish (trans.) [3-lit B]	የጥረ	hire, employ (<i>a worker</i>); make an appointment [3-lit A]
የጥረ	language	የጥር	appointment
የጥር	horn	የጥር	count; reckon.
የጥር አፍሪካ	the Horn of Africa	የጥር	consider as [3-lit A]
የጥረ	beautiful, pretty	የጥር, ቀጥር	number
የጥ	right (hand)	ሁ- ቀጥር	(with a verb) as often as,
የጥጥ	be cold, cool; cool off [4-lit]		whenever
የጥጥ	cold, cool	አውጻዊ	computing, reckoning, calculation
የጥጥ	cold, coolness, chill	አውጻዊ	(date) according to the European calendar (abbreviated to <i>አ.አ.አ.</i>)
የጥ	red	አውጻዊ አውጻዊ	(date) according to the Ethiopian calendar (abbreviated to <i>አ.አ.አ.</i>)
የጥ	wait, remain, stay (put) [2-lit B]	አውጻዊ	sit down [እል verb]
የጥ	keep s.o. waiting [a- stem]		thin, narrow, lean (sound)
የጥ	skin, hide, leather		straight, direct
የጥም	be in front, be first [3-lit A]		directly, straight
አውጥም	put sth. in front, do sth. first [as- stem]		sit down
የጥም	before, first(ly)	ጥጥ	[እል verb]
የጥም	previously	ጥጥ	thin, narrow, lean
በዚህ ቀጥም	before this, earlier	ጥጥ አል	(sound)
		ጥጥ አል	
ጥጥ	earlier, previously	ጥጥ	
ጥጥ	beforehand, earlier, first of all	ጥጥ	
ጥጥ	Saturday	ሁ- B	in, on, at, with, by, through
ጥጥ, ቀጥጥ	anger (see ቀጥጥ)	ሁ-	culture, tradition, custom
ጥጥ	continue, follow [3-lit B]	ጥጥ	sea, lake
ጥጥ	next, afterwards, then	ጥጥ	eucalyptus
ተቍጥሙ	be attached to one another, be linked	ጥጥ ጥጥ	nation
	[<i>tä-</i> & redupl.]	ጥጥ ጥጥ	nationality
		ጥጥ ጥጥ	national

ብ	eat, consume [2-lit ¹ A]	የብልጥ	more than (ብ- የብልጥ)
ከብ	feed, give to eat [a-stem]	በብልጥ	be rich [4-lit] (see <i>also በብልጥ</i>)
ብል	say! [imperative of ብ]	በብል	shine, glitter, flash [3-lit Y]
ብ-	<i>forms compound nouns denoting the person associated with the second element in the compound. (See lesson six)</i>	በብል	be rich, grow rich [4-lit]
ብለም	skilled person, expert	ከብ	rich (<i>also በብል</i>)
ብለም	owner, proprietor; husband, wife	ከብ	wealth
ብለም	companion	በብ	tap, water pipe, faucet
ብለ	rude, uncouth	ብ	shine, be lit; become light [2-lit ¹ A]
ብለ	countryside; peasant	ከብ	turn on the light, light up [a-stem]
ብለ	rich, rich person	ብ	clear up (weather) [a- & C type]
ብ	husband	ብ	light
ብለ	clever, smart	ብ	lamp, light
ብለ	damaged, spoiled, worthless (<i>see also ተብለም</i>)	ብ	ox, bull
ብለም	owner, proprietor; husband, wife	ብ	gate, door(way)
ብለም	knife	ብ	(European) beer
ብለ	small rainy season (April–May)	ብ	office, bureau
ብለ	rude, uncouth, ill- mannered	ብ	silver, money, Ethiopian Dollar
ብለ	countryside; countryman, peasant	ብ	desert, wilderness, bush
ብለ	be more, excel, be better [3-lit A]	ብ	light (<i>see also በብ</i>)
ብለብ	more than; best; increasingly	ብ	fly [3-lit A]

ከብ	strengthen [a-stem]	ብኩ እኩ	come into view, appear, pop in [እኩ verb]
ከብቻቻ	encourage [at- & redup.]	ብኩ	mule
ብ	strong, powerful, strict	ብኩ	corn, maize
ብቻቻ	strength, severity	ብኩ	except (<i>see ቴራ</i>)
ብቻ	iron, metal	የባዕር መስያ	train, locomotive
ብቻቻ	orange	ብ	railway station
ብቻ	bless [3-lit C]	ብ	house, home; room
ብቻቻ	be abundant, plentiful [4-lit]	ብ ሌንጂ	welcome!
ብቻቻ	increase; offer as a gift [a-stem]	ብ መጽሕፍት	library
ብቻቻ	blessing, gift, plenty	ብ ዓላ	family, household (<i>also በብ ዓላ</i>)
ብቻቻ	numerous, copious,	ብኩ	church
ብቻቻ	plentiful	ብኩ ክርክም	place
ብቻ	cool down, grow cold [3-lit A]	ብኩ ተ	everywhere
ብቻ	hail, ice	ብኩ ተ	flashlight, torch
ብቻ	cold	ብኩ ስብሰብ	only, merely; but
ብቻ ስብሰብ	blanket	ብኩ	he alone, by himself [ብኩ & possessive pronoun & ?]
ብቻቻ	(drinking) glass	ብኩ ዘመ	in private
ብቻ	doorway (<i>see also ብ</i>)	ብኩ	he alone, on his own, by himself [ብ- & ተ& possessive pronoun]
ብቻ	towards, in the direction of	ብኩ	[ብ- & ተ& possessive pronoun]
ብቻ	sickness, illness	ብኩ	alone, solitary,
ብቻቻ	sick person,	ብኩ	lonely
ብቻ	invalid, patient	ብኩ ዝነት	loneliness
ብቻ	be enough, suffice;	ብኩ	coffee
ብቻ	be capable, competent	ብኩ	brown
ብቻ	[2-lit ¹ A]	ብኩ	bank
ብቻ	I've had enough	ብኩ	petrol, gasoline
ብቻ	make capable;	ብኩ ቤት	bath, bathtub
ብቻ	bring to an end [a-stem]	ብኩ	bathroom
ብቻ	sufficient, ample,	ብኩ	holiday, festival (<i>also pronounced ባኩ</i>)
ብቻ	enough	ብኩ	pen

ብኩል	(not used alone) direction; respect	በት	sheep
ብ-ብኩል	with regard to, as for; in the direction of	በጣም	very, very much, a lot
ብዕከል	on his part, as for him [ብኩል & possessive pronoun]	ተ- ተ	yellow
ብወጥ	really, truly (see ለመጥና)	ቻ	Tahsas (fourth month of the year: 10 December– 8 January)
ብት	be (too) much, many; be numerous [2-lit ¹ A]	ቻ ተ	quickly, soon
ብጠ	at the most	ቻ ተ	fast, (very) quickly
ብጠቅ	increase, multiply (trans.); [a- stem]	ቻ ተ	big, great, large, grown up, senior
ብዘ	much, many	ቻ ተ	big, older, elder
ብዘውን ገዢ	most of the time, commonly	ቻ ተ	education, study, lesson (see also ተማሪ)
ብዘው	a lot, greatly, a great deal	ከመለከት	look, look at; consider, notice [4-lit tä- stem]
ብዝ	quantity, amount, large number	የማስታ	show, indicate, observe [a- stem]
ብዝና	bigger part, majority	ተማሪ	indication, sign
ብዝናውን ገዢ	especially, mostly	ከተማሪ	study, learn [2-lit ¹ tä- stem]
ባድ	most of the time	የምስክር	teach [astä- stem]
ባድ ተ	empty, bare, vacant, blank	የምስክር እና	student, pupil
ባድ ተ	black coffee	ከተማሪ	education, study, lesson
ባድ	loan (see also ተፈሪ)	የምስክር	school
ባድን	team, group	ተማሪያ	teacher
ባድና ክሳ	stand up (suddenly); rise [ክሳ verb]	ቻ ተ	tobacco
ባድ	alright! OK!	ከመቻ	postage stamp
ባድ	dry season (late September to early April)	ቻ ተ	tomato

ባድና ክሳ	stand up (suddenly); rise [ክሳ verb]	ቻ ተ	be convenient, suitable [2-lit ² B tä- stem]
ባድ	alright! OK!	ከመቻ	be comfortable, handy,
ባድ	dry season (late September to early April)	ከመቻ	opportune [a- stem]

ከመቻ	arrange, adjust; make sth. ready	ከጋጽ	prepare, make ready [af- & C type]
ተመሬ	desire, wish, long for [2-lit ¹ A tä- stem]	ተስፋ	hope
ጥራቸት	wish, desire	ተስፋ ካለው	hope [lit. 'have hope']
ተረ	turn, order, queue	ተስፋ ክደረን	hope, promise [lit. 'make hope']
ተረ ስው	ordinary, common man	ተሳ	get better, improve; be better, preferable
ተረ ጥር	routine matter	በተ	[2-lit ³ tä- stem]
በተ	in turn, in order	ተረ	get better; prefer [impers.]
ተረ	mountain	ተሳው	be improved, improve (intrans.); [tä- & redupl.]
ተረሽ	pillow, cushion	ተማና	improve, make better [af- & redupl.]
ተረሰት	tourist	ከተማና	carry [3-lit B tä- stem]
ተረት	tell a story [3-lit B]	በተ	load, burden
ተረት	story, fable	ተረት	cross, cross over
ተረከ	history	ከተረት	[3-lit C tä- stem]
ተረከዊ	historical	ከተረት	take across
ተረከሙ	translate, interpret	ከተረክ	[as- stem]
ተረክ	[4-lit]	ከተረክ	beyond, across, on the other side of (ከ- ተማና)
ተረክ	translator, interpreter	ተዋጋ	sit, sit down;
ተረክዎ	translation	በተዋጋ	settle, stay for a while [3-lit B tä- stem]
ተረክ	be left over, be extra, in excess	ከተዋጋ	have s.o. sit down;
ተረክ	[3-lit A]	ከተዋጋ	put down, put away [as- stem]
በተረክ	moreover	ከተዋጋ	seat
ከ- ተተክ	besides, apart from, except for	ተዋጋ	receive, accept, welcome [3-lit B tä- stem]
ከተረክ	make a profit; preserve, save	ተዋጋው	
ከተረክ	[a- stem]	ተዋጋው	
ተረክ	profit, gain, surplus	ከተዋጋው	
ተረክ ገዢ	spare time, leisure	ተዋጋው	
ተረክና	traffic, traffic police	ተዋጋው	
ተረክ	be prepared, ready	መዋጋው	
ተረክ	[3-lit X tä- & C type]	ተዋጋው	

አጥበ	hand over, pass on [a- stem]	አስተና	put to bed, send to sleep [as- stem]
አስተሰ	give back [as- stem]	መንግሥት, መንግሥት	bed, sleeping place
መዋያም	reception (<i>place</i>)	መንግሥት በታ	bedroom
የሰልክ መዋያም	telephone receiver	አስተማለ	order, command (see also አዘገ)
ተቋሙ	be angry [2-lit ¹ A tä- stem]	ተከለ	plant; pitch (<i>a tent</i>), fix in the ground [3-lit A]
ከከቋሙ	make angry [as- stem]	አደባቸው	garden, garden produce, vegetables
ቍሙ, ቈሙ	anger	አጥላት	vegetables
ተዋጠለ	burn, be on fire [3-lit C tä- stem]	ተከለ	and a half (<i>in expressions of time or sums of money</i>)
ከዋጠለ	burn (trans.), set fire to [at- & C type]	አጥላት	rent (<i>take on hire</i>), lease, hire (3-lit Y tä- & C type)
ተኋል	be said, called (see አለ)	አከራይ	rent out, let (at- & C type)
ተኋናል	spoil, go bad, go wrong [3-lit Y tä- & C type]	ተከራይ	rent, lease
ከዕል	spoil, ruin, damage [at- & C type]	ከረዳ	iron, press clothes
ተኋናድ	borrow (<i>money</i>): [3-lit B tä- stem]	ተከራዎ	fire a gun; scorch [3-lit B]
ከዕድ	lend (<i>money</i>): [a- stem]	ተከራዎ, ተከራዎ	hot, fresh (food, news)
ብርሃ	loan, credit	ተከራዎ	temperature, fever
ታኑ	below, lower part	የተከራዎ ሌሎች	thermometer
ከ- ተኑ	below, under	ተከራዎ	shoulder
ከ- በቻ	below, under	ተከራዎ	ticket
ታኑ	lower	ተከራዎ	follow [3-lit B tä- stem]
ታኑኛ	little, small	ተከራዎ	pursue, follow in succession [tä- & redupl.]
ታኑኛ	younger	ተከራዎ	give rise to, result in [as- stem]
ተኋናደም	forecasting	ተከራዎ	straight, equal, accurate, correct
ተኋናደም	yesterday	ተከራዎ	
ተኋናደ	go for a walk, take the air [3-lit C tä- stem]	ተከራዎ	
ተኋናደ	breath	አስተካለ	
ተኋናደ	sleep, go to sleep; go to bed, lie down [2-lit ¹ B]	ተከራዎ	

ተው	leave, leave off, give up, stop [irreg. verb]	ከሰጠኝ	pleasing, pleasant, enjoyable
ተዋል	borrow (<i>an object</i> , <i>not money</i>) [2-lit ¹ tä- stem]	ተዋል	so then! well now! struggle, fight, wrestle [3-lit C]
ከዋል	lend (<i>an object</i> , <i>not money</i>) [a- stem]	ተዋል	struggle, effort, conflict
ተዋል	be beautiful [2-lit ¹ tä- stem]	ተዋል	travel, go on a journey [2-lit ¹ tä- stem]
መ-ብ	beautiful, scenic	ተዋል	journey, trip, voyage
መ-ብ	beauty, splendour	ተዋል	play; chat,
ተዘ አለው	remember, recall [እለ imperson. verb]	ተዋል	converse [3-lit tä- & C type]
ተዘቻ	remembrance memory, memoirs	ከመ-ብ	converse, keep s.o. company, amuse s.o. [at- & C type]
ተዘቻ	relax, be carefree [2-lit ¹ tä- & redupl.]	መዋል	game,
ተዘቻ	be ready, prepared [3-lit Y tä- & C type]	ተዘቻ	conversation
ተዘቻ	make ready, put in order [at- & C type]	ተዘቻ	player, performer entertainer;
ተዘቻ	ready, prepared	ተ- ፊ	referee
ተዘቻ	preparation, arrangement	ተአ	natural state, nature (see <i>ለሙያ</i>)
ማዘቻ	municipality, city	ተ- ፊ	be able, can; be able to speak a language [2-lit ¹]
ማዘቻ	hall	ተአ	be possible
ተዘቻ	theatre, play, drama	ከሰጠኝ	[tä- stem]
ተዘቻ	enjoy o.s.; be glad [3-lit B tä- stem]	ተአ	enable, make possible
ከሰጠኝ	make happy, please, amuse [as- stem]	ተአ	[as- stem]
ገዢ	happiness, joy (see also የጋ አለው)	ተርጉ	ability, skill
ገዢ		ተርጉ	good, generous, magnanimous
ገዢ		ተርጉ	charity, generosity

תַּרְאָ	hurry, be in a hurry, rush [3-lit B]	תֵּסָ	life, livelihood (see also תֶּלֶ)
הַתְּרָאָ	hurry (trans.) [as- stem]	תְּנָאָ	inhabitant, resident
תִּרְאָ	hurry, haste	תִּנְאָ	nurse
בִּרְאָ	in a hurry, hastily		take away, take [2-lit ¹ A]
הַרְאָ	urgent	תְּגַעַפְתִּי	greet, pay one's respects
תִּלְ	be in difficulty, in need [3-lit B]	תִּלְעַמְתִּי	get up, rise; leave, set out, set off [tā- stem]
תִּלְמָ	be in trouble [impers.]		as a result of
תִּלְזָ	be in trouble, be bothered [tā- stem]	לִ-תִּלְזַמְתִּי	raise, lift up; remove, take away [a- stem]
הַתִּלְזָ	cause trouble [as- stem]	כִּתְלַזְמִיתִי	take a photo
תִּלְכָּ	difficulty, problem, need, trouble	מִתְלַזְמִיתִי	departure (<i>place or time</i>)
תִּלְזָמָ	needy, poor, afflicted	תִּלְ	wake up, be awake [2-lit ¹ A]
הַתִּלְזָם	difficult	לִ-תִּלְזַמְתִּי	wake up (trans.) [a- stem]
תִּ- N		תִּלְ	awake, alert
כָּ	come! (irreg. imperative of מַמָּ)	תִּלְזַמְתִּי	was [simple past of הָ and of תִּמְ]
-גָ	and (<i>also as an independent word הָ, especially at the beginning of a sentence</i>)	תִּלְזַמְתִּי	possessions, belongings
תִּהְוָ	Nehasic (the twelfth month of the year: 6 August - 5 September)	תִּלְ	touch; harm [2-lit ¹ A]
תִּלְ	live, exist, dwell, be [2-lit ¹]	תִּלְזַמְתִּי	bite (<i>a person or a thing, but not food</i>), sting [3-lit A]
הַתִּלְ	put, place, put aside [a- stem]	תִּלְגַּגְתִּי	is [irreg. verb]

הַגְּגָ	anger, irritate [at- & C type]	תִּגְגָּה, תִּגְגָּה	wind
תִּגְגָּה	anger, fury	מִגְגָּה	spirit
תִּמְגָּה	tomorrow	מִגְגָּה	park, place for taking the air
תִּגְגָּה	dawn, become day [2-lit ¹ A]	גְּגָה	diesel fuel
תִּגְגָּה	dawn, daybreak	הָ, אָ – [vowel]	
תִּגְגָּה	tell, speak [3-lit A]	הָ	in, on, at, to
תִּגְגָּה	speak, talk, converse [tā- & C type]	הָוָה	eh?
תִּגְגָּה	speak to one another, discuss [tā- & redupl.]	הָוָה	grain, cereal(s)
תִּגְגָּה	address, talk to s.o. [at- & C type]	הָוָה	sister
תִּגְגָּה	word, thing, matter	הָוָה	now
תִּגְגָּה	but	הָוָה	Sunday
תִּגְגָּה	by the way	הָוָה	continent
תִּגְגָּה	speech, lecture	הָוָה	is, there is [irreg. verb]
תִּגְגָּה	trade, do business [3-lit B]	הָוָה	he has [הָ & object pronoun]
תִּגְגָּה	merchant, businessman	הָוָה	say, tell [irreg. verb] (<i>see also lesson eleven</i>)
תִּגְגָּה	business, commerce	הָוָה, הָוָה, הָוָה	be said, called [2-lit ¹ tā- stem]
תִּגְגָּה	thunder	הָוָה	that is to say, namely, it means
תִּגְגָּה	white	הָוָה, הָוָה	without otherwise
תִּגְגָּה	be clean, pure [2-lit ¹ A]	הָוָה	dream [3-lit A]
תִּגְגָּה	clean, pure, tidy	הָוָה, הָוָה	dream
תִּגְגָּה	free, independent	הָוָה	aim, objective, intent: flag
תִּגְגָּה	be free, freed, liberated	הָוָה, הָוָה	flag
תִּגְגָּה	freedom, liberation	הָוָה	world
תִּגְגָּה	blow (wind)	הָוָה	end, finish, be finished [3-lit A]
תִּגְגָּה	[3-lit A]	הָוָה	boss, superior
תִּגְגָּה	take the air (see under תִּגְגָּה)	הָוָה	weep, cry [3-lit A a- stem]
תִּגְגָּה		הָוָה	day
תִּגְגָּה		הָוָה, הָוָה	otherwise
תִּגְגָּה			(see also הָ)

አልጋ	bed, couch (<i>the traditional Ethiopian type of bed</i>)	ከማረው	feel like (doing sth.) [impers.]
አልሙ	a stew made without <i>barbare</i> spice	ከምር	well, good
አልፏ	pass, pass by [3-lit A]	ከመራረ	make beautiful, adorn [3-lit as- stem]
ተአልፏ	be transmitted, passed on [<i>tä-</i> & redup.]	ተመራረ	five
ከአልፏ	let through; serve food [as- stem]	ግምስር	fifth
ከዕተአልፏ	transmit, transfer, communicate [<i>astä-</i> & redup.]	ከምስክ አል	thank, praise [4-lit a- stem]
አልፏ	transient; someone in charge (see also ተአልፏ.)	ዓመት	be praised, thanked [<i>tä-</i> stem]
አሳልፏ	waiter	አማት	[<i>hā</i> verb]
ማለፈያ	good, fine	ቁመን	praise, thanks, gratitude
አስፋ	ten thousand	አምስክ	refuse, say no [<i>hā</i> verb]
አምልካ	God		year
ከመሰወ	escape [3-lit A a- stem]	ከአመን	Madam!
አመመ	hurt, be sore, ache [3-lit A]	ከምንጥ	believe, trust [3-lit A]
ከመመወ	be ill, feel pain [impers.]	ቁማን	be faithful, trustworthy [<i>tä-</i> stem]
ታመሙ	fall ill, feel ill, be sick [<i>tä-</i> stem]	ከምኑ	persuade, convince [as- stem]
ከተመሙ	make ill, cause pain [as- stem]	ከመንጥ	faith, belief, trust
ከከተመሙ	nurse, take care of a sick person [<i>astä-</i> stem]	ከምተል	faithful, loyal, trustworthy
አመምና, አመምና	sickness	ዘረ	last year
አመማ	Mum! Mummy!	ከርጥ	hesitate, [3-lit X a- stem]
አመገ	look beautiful; be pleasant (irreg.)	ከርብ	light bulb

ከርተው	he, she (<i>respectful</i>) (also አካተው)	ከዕላም	Muslim (also መ-እላም)
ከርወ	you (<i>respectful</i>) (also አካወ)	ከዕላምና	Islam
አርባ	forty	ከዕረ	tie, bind, imprison [3-lit A]
ቅርቡ	Friday	ከዕር ብቻ	prison, jail
አራት	four	ከዕሪ	prisoner
አራተኛ	fourth	ከሮር	ten
አራተኛ	supper, evening meal	ከሮሪ	tenth
አርቴ	Eritrea		(forms numbers 11 to 19: አሮር አርያ 11, etc.)
አርጋሽ	green		think, think of, reckon, plan, imagine [3-lit B]
አርጥቶ	wild animal(s)	ከዕዝ	remind, suggest [as- stem]
አርቃ	grow old, wear out [3-lit Y]		thought, idea, plan
አርቃቅ	old age	ከዕዝዎ	souvenir, memorial
አርቃት	old; old man		lie, falsehood
አርቃት	old woman	ከዕሰ	liar
አርን	yogurt (see also ፊደ)	መተዕበያ	fire
አርጥጥ	certain, sure, definite	ከዕት	please!
አርጥጥ	for certain, for sure, certainly	ከዕተ	translator (see ተረም)
አርጥጥ	certain, sure, reliable	ከዕተፍጻሚ	pay attention, observe [2-lit astä- stem]
ከርጥባ	damp, wet (see also ፊደ)	ከዕተዋል	observant, attentive, prudent
አርሱ	rest, settle, land; die [3-lit A]	ከዕተዋል	recall, remind [3-lit astä- stem]
አርሱ	bring to rest, land (trans.) [as- stem]		memorandum, note
ስርጥ	rest, repose, vacation	የኢትወል	inform, announce (see also አዕቀ)
ማረዳያ	place or time for resting	ማረቃወል	opinion, view (see also አየ)
ማረዳያ ብቻ	waiting room	ከዕተወል	administration.
የኢትወል	airport		
ማረዳያ			
ቁጥ	fish		
አይ, አይ,	(see አርወ, አርጋ)	ከዕተወል	

አኅወ	urgent (<i>see also</i> ተከላ)	አዲ,	Blue Nile
አዲቸ	difficult (<i>see also</i> ተረ)	አዲ;	revolution
አዲ		አቶ	mad, crazy
አዲ	name, designate; <i>also forms the causative of አል</i>	አቶዎች	Mister
	<i>verbs [2-lit² as- stem]</i>	አቶዎች	garden (<i>see also</i> ተከላ)
አዲ	until, up to, as far as	አቶ	Ethiopia
አዲ	OK!		Ethiopian
አዲ	sand	አቶዎች	I
አዲ	thing(s), goods, baggage, furniture	አቶዎች	be less, diminish; be too short [3-lit A]
አዲ ብት	storehouse, warehouse	አቶዎች	reduce (trans.) [as- stem]
አዲ	join up, ally with [3-lit B]	አቶዎች	little, unimportant, minimum
አዲ	together with	አቶዎች	bed sheet
ተጠሪ	be joined together, be united [tä- & redupl.]	አቶዎች	animal (<i>usually</i> <i>domestic</i>)
አዲቸ	unite, combine [astä- & redupl.]	ተጠሪ	egg
አዲ	flower	አቶዎች	sleep
አዲ	Dad! Daddy!	አቶ	tear(s)
አዲ	father	አቶ	lion
አዲ	response when one is called; also used when one asks for sth. to be repeated, rather like 'pardon?'	አቶዎች	read, recite [3-lit A a- stem]
አዲዎች	please (masc.) (<i>also</i> አጥዎች, አጥዎች; አጥዎች)	ተጠሪ	be read, recited [tä- stem]
	[አዲ- & 2nd pers. object pronoun]	አቶዎች	you (masc. sg.)
አዲ	liar, fake	አቶ	mother

አዲ	you (fem. sg.)	አቶ	you (fem. sg.)
አዲ	you (plur.)	አቶ	take it! here!
አዲ	even, not only . . .	አቶ	but also
አዲ		አቶ	these
አዲ		አቶ	those
አቶዎች; አጥዎች		አቶ	one
[አዲ- & 2nd pers. object pronoun]		አቶዎች	together
አዲ		አቶዎች	one by one, singly, one at a time
		አቶ	one of them, somebody

አቶ	once	አቶ	once
አቶዎች	one (fem.)	አቶ	one (fem.)
አቶዎች	unity, unison	አቶዎች	unity, unison
አቶዎች	some, several	አቶዎች	some, several
አቶዎች	sometimes	አቶዎች	sometimes
አቶዎች	first (one), one of as, like, according to, as, while, when; just as (<i>on</i> <i>a verb</i>)	አቶዎች	first (one), one of as, like, according to, as, while, when; just as (<i>on</i> <i>a verb</i>)
አቶ	what! (<i>exclamation</i> <i>of surprise</i>)	አቶ	what! (<i>exclamation</i> <i>of surprise</i>)
አቶዎች	such, thus, so, like this	አቶ	such, thus, so, like this
አቶዎች	likewise	አቶ	likewise
አቶዎች, አቶዎች	as for; if (following) – if not literally አቶ	አቶ	as for; if (following) – if not literally አቶ
	& የን		& የን
አቶዎች	how?	አቶ	how?
አቶዎች	somehow, anyhow	አቶ	somehow, anyhow
አቶዎች	tongue	አቶ	tongue
አቶዎች	of course!	አቶ	of course!
አቶዎች	how?	አቶ	how?
አቶዎች	for no reason, for nothing, just, merely	አቶ	for no reason, for nothing, just, merely
አቶዎች	as a matter of fact, for that matter	አቶ	as a matter of fact, for that matter
አቶዎች	again	አቶ	again
አቶ	but, on the contrary, rather; (emphasizes a preceding command)	አቶ	but, on the contrary, rather; (emphasizes a preceding command)
አቶ	I don't know!	አቶ	I don't know!
አቶ	<i>Ethiopian flat bread</i>	አቶ	<i>Ethiopian flat bread</i>
አቶዎች	English (<i>person</i>)	አቶዎች	English (<i>person</i>)
አቶዎች	English (<i>language</i>)	አቶዎች	English (<i>language</i>)
አቶዎች	Englishman	አቶዎች	Englishman
አቶ	neck	አቶ	neck

አዎች	yes	አዎች	sadden, depress [as- stem]
አዎች	tell, report; gossip [2-lit 1 A a-stem]	ከዎች	sadness, sorrow
ሙራ	news, rumour, talk, gossip	ከዎች	order, command [3-lit A]
አዎች	male (<i>of animals</i>); main, chief	ተዎች	obedient, dutiful
አዎች መንገድ	main road, highway	ተዎች, ተአዎች	order, command
አዎች	wild animal	ከዎች	there
አዎች	Europe	የዎች	see, look at [2-lit ² A]
አዎች	know, realize [3-lit A]	የዎች	be seen, be visible; appear, seem [tä- stem]
ተዋወች	be acquainted with one another, be friends [tä- & redupl.]	ከተዋወች	show [as- stem]
አስተማው	inform, announce [astä- stem]		view, opinion <i>(exclamation of surprise, sadness); no!</i>
አስተማው	introduce (people)		<i>(exclamation of contradiction – also in this sense</i>
አጥቃ	[astä- & redupl.]	አጥ-	<i>Whilst (on verbs)</i> each, every (on nouns)
አጥቃ	intelligent, knowledgeable; adult	አጥ	air, climate, weather
አጥቃ	knowledge	የአጥ በ-ቁ	weather conditions
ማስተወሻያ	notice, advertisement, information	የአጥ መልክት	airmail, air letter
አጥቃዎስ	bus	የአጥ መንገድ	airlines
አጥቃዎስ	truth	አጥቃዎስ	aircraft, aeroplane
አጥቃዎስ እና የ	he's right [አጥቃዎስ & possessive pronoun & -ን & እና-]		<i>a kind of soft</i> cheese, curd cheese
በአጥቃዎስ በአጥቃዎስ	truly, really	የአጥ	eye
አጥቃዎስ	genuine, true	የአጥና	kind, sort, type of various kinds, allsorts
አጥቃዎስ	here		typical; important, special
አጥቃዎስ	be sad, grieve [3-lit A]	ከአጥቃዎስ	is not [irreg. verb; neg. of እና-]

ዕዲ	debt	አጋጥ	raise, rear, bring up [as- stem]
ዕድል	luck, fortune	አጋጥና	growth, develop- ment, progress
ዕድል	lucky, fortunate	አጋጥና	accident, danger
ዕድል	age, life, lifetime	አጋጥና	dangerous, unsafe
አጋጥ	listen to [3-lit at- & C type]	ከአጋጥ	hand, arm
አጋጥ	spend the night, stay overnight;	አጋጥ ገብ	greet, pay one's respects
አጋጥ	stay [3-lit A]		wrist watch
አጋጥ	put up for the night [as- stem]	የአጋጥ ማጥ	glove
አጋጥ	administer,	የአጋጥ ማር	handbag
አጋጥ	manage [astä- & redupl.]	አጋጥ	sleeve
አጋጥ	gradually, bit by bit	አጋጥለ	very, much
አጋጥ	hall, auditorium (see also ዘዴ)	አጋጥለት	serve, be in use, support [4-lit a- stem]
አጋጥ	address	አጋጥለ	service, benefit
አጋጥ	do, make, act: put on (shoes, glasses, hat, etc.) [3-lit A a-stem]; forms the causative of አ verbs	አጥ	servant, attendant
አጋጥ	be done, made; happen [tä- stem]	የአጥ ባጥ	country, district, land, region
አጋጥ	often used to carry an adverbial expression; can also mean as, like [gerundive]	አጥ	countryside
አጋጥ	be found; be located; be present [tä- stem]	ተጥ	foot, leg
አጋጥ	action, event, happening, incident	ተጥና	football, soccer (also የአጥ ዘዴ)
አጋጥ	renew, renovate, repair [3-lit B]	አጥና	toe
አጋጥ	new	አጥና	pedestrian
አጋጥ	public place, square	መጥና	find, acquire, get;
አጋጥ	hunting, hunt	መጥና	meet [2-lit 2 A a-stem]
አጋጥ	(intrans.) [3-lit A]		be found; be located; be present [tä- & redupl.]
			introduce people [at- & redupl.]
			produce, result in [as- stem]
			junction;
			rendezvous, meeting place

ከዢር	God (<i>see also ከዘለሁ-አብር</i>)	የንጂ ተቋ	in no time, instantly, at a stroke [i.e. የንጂ ተቋ]
ከዘለሁ-አብር	God		
ከመጣል	chance, coincidence, opportunity	ከይናል	nose
በጋጌ	by chance	ከ- K	
ከብ	lack; miss; not have [2-lit A]	ከ-	from, out of; at, to (with verbs of <i>going</i>); than, rather than if, since (with <i>simple past verb</i>) unless (with neg. <i>simple past verb</i>)
ከፍጥ	deprive [as- stem]		
ከብት	lack, want, need, shortage		
ከብር	be short, too short [3-lit A]		
ከመው	be short of sth. [impers.]	ከአ	kilo(gram)
ከካንድ	shorten, cut short [as- stem]	ከአንድ	kilometre
ከሮር	short	ከአላል	clinic
ከሙ	wash, bathe (trans.) [3-lit A]	ከአላል	prevent, prohibit, forbid [4-lit] forbidden, prohibited
ተሙ	be washed, get washed, wash o.s. [tä- stem]	የአዳሪ የአንድ የምር	college camera heap, pile
መታወሻ	sink, bathtub	ከደ	be proud, haughty; show off [2-lit A]
መታወሻ አቶ	bathroom		
ለ- አጠቃል	near, beside		
የ- አጠቃል	near, beside, next to	ከ-ኋል, ተ-ኋል	proud, vain, haughty
ከሮር	short (<i>see also አመል</i>)	ከጋጥ, ተጋጥ	pride, vanity
ገጻ	in short, briefly, to sum up	ከጋጥል	proud, vain, conceited
ከግ	mouth; opening, edge	ከጋጥል	sweets, candy
ከረር	earth, dirt, soil		rainy season (<i>late</i> <i>September</i>)
ከሱር	shy, bashful, timid	ከረር	ክራር (<i>Ethiopian</i> <i>six-stringed lyre</i> or harp)
ከይታ	shame, disgrace, shyness	ከይታ	Christianity; baptism
ከይች	moment	ከይታ	

ከአቴያ	Christian	ከአጥ	weight, seriousness
በተ ትአቴያ	church	ከተ	fully, completely, absolutely
ከጋ	map; playing card(s)	ከተ	never, not at all (with neg. verb)
ከነክ	argument, quarrel	የተውንግም	on the contrary
ከዘ	rent, rental, lease	ከተማ	town, city
ከጋድ	(see also ተክለዋል)	ከተጋድ	<i>finely chopped raw</i> <i>meat with butter</i> <i>and spices</i>
ከኢ	postcard, (identity) card	ከተ	including, along with, together with
ከኢ	pocket	ከተ	vain, futile, useless
ከአ	ball	ከተቻቻ	in vain, to no avail, uselessly
ከዘ	be well-to-do; be honoured [3-lit A]	ከተን	pill
ተክለዋል	be respected; be celebrated (holiday) [tä- stem]	ከተኋል	arm, forearm
ከዘ	respect; celebrate (holiday) [tä- stem]	ከተኋል	lip
ከኋል	respected; Your Honour; dear (in formal letter style)	ከተኋል	star
ከዘኋል ካዘኋል	ladies and gentlemen	ተክለዋል	be bad, wicked [2-lit A]
ከኋል	drum	ከተኋል	be sad, unhappy, discontent
ከዘኋል	coat, overcoat	ከተኋል	[tä- stem]
ከዘኋል	matches	ከተኋል	defame; worsen [a- stem]
ከኋል	surround, crowd	ከተኋል	displease, offend [as- stem]
ከኋል	round [3-lit A]	ከተ	bad, evil, wicked, mean
ከኋል	surrounding area, environs	ከተኋል	troublemaker
ከጋ	enamel mug	ከተኋል	be high, lofty; be important
ከጋ	be heavy; be respected; be	ከተኋል	[ከኋል verb]
ከዘኋል	serious [3-lit A]	ከተኋል	raise, elevate, lift
ከዘኋል	it's hard for him [impers.]	ከተኋል	height, elevation
ከጋ	difficult, heavy, serious	ከተኋል	high, elevated, maximum

հՀԱ	divide, part; pay, pay out, repay [3-lit A]	Թ-Ա ՄԱՅ:	waterborne
ԻՀԱՆ	share, participate [tä- & C type]	ԱՐԴ:	parent birth, birthday (<i>see also under Ա</i>)
ՀՈՒՆ	distribute, share sth. out [at- & C type]	ԱՅ:	(<i>see also under Ա</i>)
ԻՀԱ	portion, share	ԹՎԱԾ:	chair, seat (<i>also ՄԴԱԾ</i>)
(Ի)ԻՀԱ	in part, partially	ԹԸ:	news, talk (<i>see also ԻՓՃ</i>)
ԻՀԱ	part, room, class(room), division, section	ԹԸ:	month
ԻՀԱ ՈՒԾ	region	ԹԸԹՊ:	seasonal
ԻՀԱ ԱԹՎ	century	ԹԸԹՎ:	gold
ԻՀԵ	payment	ԹԸԹՎ:	golden, gilded
ԻՀԵ	open, turn on (light, radio, TV, etc.) [3-lit A]	ԹԸՑ:	paper, document
ԻՀԵ	open	ԹԸՑ:	throw, hurl, fling
ԻՀԵ	key, opener	ԻՊԸՑ:	[4-lit]
ԻՀԵ	height, elevation (<i>see also ԻՇ ԻԱ</i>)	ԹԸՑ:	go down, come down, get off
Թ - Վ		ԻՊԸՑ:	[3-lit A]
ԹՎ	water	ԹՎԵՑ:	be humiliated
ՎԱ	spend the day [2-lit]	ԻՎԵՑ:	{tä- & C type}
ՀՈՒՎԱ	pay attention (astä- stem) (<i>see also under Ի</i>)	ԹՎԵՑ:	frost
ՎԱԴ	be taken off, removed (clothes) [3-lit A]	ԹՎԵՑ:	delimit, define; decide [3-lit B]
ԻՎԱՎ	take off, remove (clothes) [a- stem]	ԹՎԵՑ:	border, boundary, limit
ՎԱԲ	have children [3-lit A]	ԹՎԿ:	decision
ՎՎԱՋ	be born [tä- stem]	ԹՎՐ:	take, take away
ՎՎԱՋ	offspring, issue	ԹՎՐ:	[3-lit A]
ԱԾ ՎՎԱՋ	interest (money)	ՊԹ:	inside, interior

Թ-ԱԴ:	lie	ԹՔ:	dear, expensive (<i>see also ԹՔՔ</i>)
Թ-ԱԴՎ:	liar	ԹՔԱ:	hither, (to) here
Թ-Ա	dog	Ի- ԹՔԱ:	ever since
Թ-ԱԴ:	time, occasion	ԹՔՓ:	fall, fall down, fall off [3-lit A]
Թ-Ա	beautiful (<i>see also ԻՊԹ</i>)	ԹՔԴ:	where? where to? (<i>see also ԹՔԴ</i>)
Թ-ԱԴ:	beauty	ԹՔԴ:	there, shoo!
Թ-ԱԴ:	milk	ԹՔՔ:	scram!
Թ-ԱԳԸ:	soldier	ԹՔՔ:	hither and
ՊԳ	chief, main, principal	ԹՔՔ ԹՔԱ:	thither
ՊԳ ԹՉԵՑ:	main road, highway	ԹՔՔ ԹՔ-Թ:	suddenly, right
ՊԳ ԻՒՊ:	capital city	ԹՔՔ:	away
ՊԳ	swimming (<i>see ՊԴ</i>)	ԹՔՔ:	love, like
ՊՐԻ	river, stream	ԹՔՔ:	[3-lit A]
ՊՐԵ:	male, man, boy	ԹՔ:	willingly,
ՊՐԵ ԱԽ:	boy, son	ԹՔ:	deliberately
ՊՐԵ ԲՐ:	brother	ԹՔ:	[gerundive]
ՊՐԵ ԱՃ:	crime	ԹՔ:	expensive, dear
ՊՐԵ ԱՃԸ:	criminal	ԹՔ ԹՔ:	(close) friend,
ՊԴ	swim [2-lit? C]	ԹՔ ԹՔ-Դ:	lover
ՊԴ	swimming	ԹՔ ԹՔ-Դ:	friendship
ՊԴՎ:	swimmer	ԹՔ ԹՔ-Դ:	beloved, popular,
ՊԻԼ:	agent,	ԹՔ ԹՔ-Թ:	likeable
ՊԻԼԱՎ:	representative	ԹՔ ԹՔ-Թ:	storm, rainstorm,
ՊԻ	agency	ԹՔ ԹՔ-Թ:	gale
ՊԻ	joke (<i>see also ԻՊԹ</i>)	ԹՔ ԹՔ-Թ:	stab, pierce, prick
ՊԻԾ:	eve of a holiday	ԹՔ ԹՔ-Թ:	[2-lit? A]
ԹՔ	oh dear!	ԹՔ ԹՔ-Թ:	fight [tä- & C type]
ԹՔ	(exclamation of sorrow)	ԹՔ ԹՔ-Թ:	(sharp) pain
ԹՔԹ:	or (<i>also ԹՔԵՐ</i>)	ԹՔ ԹՔ-Թ:	battle, attack
ԹՔԸ	or (in a question)	ԹՔ ԹՔ-Թ:	price, cost, value
ԹՔԸ	(<i>also ԹՔԵՐ</i>)	ԹՔ ԹՔ-Թ:	side, team, family,
ԹՔԸ	grape, raisin	ԹՔ ԹՔ-Թ:	race
ԹՔԸ ԹՔ:	wine	ԹՔ ԹՔ-Թ:	quit, go away
ԹՔԸԸ:	Mrs	ԹՔ ԹՔ-Թ:	[3-lit B]
ԹՔԸԸ:	Miss	ԹՔ ԹՔ-Թ:	avoid, refrain from
ԹՔ	towards, to, into;	ԻՆՎԵՑ:	[tä- stem]
ԹՔ	approximately	ԻՆՎԵՑ:	eliminate, get rid of [as- stem]

መ	go out, come out, leave; go up; be published [2-lit ¹ A]	ዘም አለ	be quiet, keep quiet, be silent [ሐ verb]
ተመ	overcome (<i>difficulties</i>) [ተ - stem]	ዘም ባለ	quietly; just so, simply, for no reason
ከመ	take out, bring out; spend (<i>money</i>); publish [አ - stem]	ዘም ደረ	silence
መ	costs, expense; output	ዘም ደረ	sing [3-lit B]
መ መረጃ	haggling, bargain; fuss, bother	ዘም ደረ	minstrel, singer
መጥ	youth, young person	ዘም ደረ	fly (<i>insect</i>)
መጠጥ	result, outcome	ዘረ	time, period, date, era
መጠቅ	outside, exterior (<i>see also under መጥ</i>)	ዘረ	contemporary, modern
መጠኝ	exit, way out	ተዘረ	relative; family; friend (<i>Addis Ababa slang</i>)
መጥ	stew or sauce made with <i>barbare</i> spice	ተዘረ	today
መጥ ልት	kitchen, cook	ዘረ	zero
ጥጥ	swallow [2-lit ¹]	ዘረ	go round, turn round [2-lit ¹] (<i>see also ዘዴ</i>)
መጥ	youth, young person (<i>see also መጥ</i>)	ዘ-ዘረ	be surrounded [ተ - stem]
መጠጥ	result, outcome (<i>see also መጥ</i>)	ዘዘረ	turn (trans.) [አ - stem]
መ	bird	በዘረ	list, itemize, explain [4-lit]
መጠቅም	fat, thick	በዘረ	list; small change
ዘ-ዘ		ዘረ	one by one, in detail, thoroughly
ዘለ	jump, leap, skip [3-lit A]	ዘረ	spread, spread out, stretch out [3-lit X]
ዘለም	forever (<i>also ዘለማም</i>)	ዘም አለ	be low, inferior; decline [ሐ verb]
ዘለልም , ዘለለም	forever, always	ዘም ደረ	lowering, decline

ዘለ	guard, watchman, custodian	ዘለ	guard, watchman, custodian	አዘለ	delay, detain, postpone
		ዘለ	news, fame		[አ - stem]
		ዘለ	rain [3-lit A]	ዘለ	ready (<i>see also ተዘለ</i>)
		ዘለ	rain		
		ዘለ	near, beside (<i>following a noun</i>)	ዘለ	preparation, arrangement
		ዘለ	so that (<i>following a simple impf. verb</i>)	ዘለ	ninety
		ዘለ		ዘለ	nine
		ዘለ		ዘለ	ninth
		ዘለ		ዘለ	tree
		ዘለ		ዘለ	sing, dance and sing [3-lit A]
		ዘለ		ዘለ	song, dance
		ዘለ		ዘለ	singer, dancer
		ዘለ		የ- Y	
		ዘለ		የ-	
		ዘለ		የ	of (<i>possessive</i>): who, what, which
		ዘለ		የ	(<i>relative prefix with past tense verbs</i>)
		ዘለ		የ	that (- ዘለ after prepositions)
		ዘለ		የ	= የ (that & direct object suffix)
		ዘለ		የ	that one, that there
		ዘለ		የ	the same
		ዘለ		የ	this (- ዘለ after prepositions)
		ዘለ		የ	= የ (this & direct object suffix)
		ዘለ		የ	this one, this here
		ዘለ		የ	here you are!
		ዘለ		የ	namely, and so then
		ዘለ		የ	here it is!
		ዘለ		የ	without
		ዘለ		የ	there is not [irreg.]
		ዘለ		የ	more (<i>see ተየ</i>)

የተ, የተ	where?	የአጠቃላይ	level, even out, flatten, smooth [4-lit]
የተም	anywhere, any place, somewhere, wherever	የአጠቃላይ	smooth, level, flat; well-off
የተናወው- መሸጥ	which one?	የአጠቃላይ	bridge
የተናወው- መሸጥ	where? where to? (= የገ & የተ)	የግም	blood
የተተት	Yekkatit (the sixth month of the year: 8 February– 9 March)	የግም ነጥር	vein, artery, blood vessel
የዘ	hold, seize, catch, take; contain; arrest, capture; possess [2-lit]	ተያመራ	add up (trans.); make a <i>demera</i> bonfire [3-lit B]
የዘ	with, including, along with [gerundive]	የግም	be piled, added together [tä- & C type]
ተያዘ	be taken, caught, occupied [tä- stem]	የግም	Meskel bonfire
ተያዘ	be linked, attached [tä- & redupl.]	የግም ብ	liven up; be crowded; be bright, attractive [3-lit A]
ከያዘ	join together, attach, connect [at- & redupl.]	በግም ብ	bright, lively rule, principle, procedure (<i>also</i> የግም)
ከያዘ	have s.o. caught, arrested [as- stem]	የግም ብ	properly, thoroughly, perfectly
የዘዝ	content (<i>of a</i> <i>book, etc.</i>)	የግም ብ	regular, correct; customer
የዘዝ	content(s); control, dealings, business, occupation	የግም ብ	border, frontier, boundary
ገ – D		የግም ብ	cat
ገን	poor, poor person	ገ-ር	cloud
ገንዘብ	poverty	ገ-ር	cloudy
ገንዘ	well, good, safe, fine, alright	ገ-ምነጥ	salary, wages
		ገ-ምነጥ	salaried worker, wage earner
		ገ-ም	voice, sound
		ገ-ር	forest, wood
		ገ-ር	formerly,
			previously, long ago

በፌርዴ ኮሙን	in olden times	ተፌርቃ	be dried, dried out [tä- stem]
ገርማንያም	all along, already	ከፌርቃ	dry (trans.)
ገረ	give in marriage, marry (trans.) [2-lit]	ገረቃ	[a- stem] dry, stiff; plain, simple
ተገረ	be married off [tä- stem]	ገርቃ	drought
ተገር	marriage, married life	ገርቃዎች	drought, dryness chest, bosom
ተገር ማስ	get married	ገርቃ	end, limit, edge
ገር	edge, shore, (river) bank	ገርቃ	dozen
ገርጋኝ	all along the edge, on all sides	ተገረ	be organized; be well-off [3-lit Y]
ገ-ገር	on the edge of	ተገረ	be ready,
ገር	chicken, hen	ገ-ገር	organized [tä- stem]
ገረዎ	arrive, reach; happen to, befall [3-lit A]	ከገረ	build up, amass [a- stem]
ከገረ	deliver, bring; result in [a- stem]	ከገረ	arrange, put in order; make ready, equip
ገረዎ	spread (news); distribute, provide [at- & C type]	ገርቃ	[at- & C type] ready, equipped; solid, firm
ገር	unexpectedly, suddenly	ገርቃዎች	organization, firm, institute
ገርጋሙ	[gerundive]	ገርቃ	stairs, step(s)
ገ-ገር	he arrived (somewhere) and came back, he's back (<i>from where he went to</i>)	በ-ገ-ገር	on the level of
ገ-ገር	until, as far as [usually with prep. ከ : ከ – ገ-ገር]	የተ-ገ-ገር	standard of living
ገ-ገር		ገ-ገር	committee,
ገ-ገር		ገ-ገር	council; the
ገ-ገር		ገ-ገር	central governing
ገ-ገር		ገ-ገር	committee of the
		ገ-ገር	Marxist regime –
		ገ-ገር	'the Dergue'
		ገ-ገር	be happy, pleased
		ገ-ገር	[ከ verb, impers.] (see also ተገረ)
ገ-ገር	receipt	ገ-ገር	please, gladden
ገ-ገር	hall, auditorium, reception room	ገ-ገር	happiness, joy
ገ-ገር	dry (intrans.), be dry [3-lit A]	ገ-ገር	
		ገ-ገር	

አድቻ	happily, gladly, willingly	ደንቻ	be wonderful; astonish,
ኤልታ	island		surprise [3-lit A]
ፍቻታ	flour, powder		
ዓቦ	raised bread, <i>European-style bread</i>	ተጋናዎች	be impressed, surprised [tä- stem]
ክጥቶች	mix (trans.); confuse [4-lit C type]	ከጥቶች	admire [a- stem]
ተጋናዎች	mix (intrans.) [tä- stem]	ደንቻ	astonish, amaze [as- stem]
ተጋናዎች	be intermingled, confused [tä- & redup.]	አስራርች	something amazing; marvel, wonder
ከጥቶች	mix (trans.) [at- & C type]	ደንቅር	amazing, wonderful
ዶብዳቅ	mixture, compound	ደንቅኬ	deaf, ignorant, stupid
ዶብዳቅዎች	confusion, muddle, chaos	ደንቅኩ	potato
ዲጊ	large church, main church	አድራሻ	tent, marquee
ዶብ	south	በድራሻ	sudden;
ዶብዳቤ	letter		unforeseen,
ሸ	be saved, cured; heal (intrans.) [2-lit]	ደንቅኩ	unexpected
ከና	save, rescue; cure, heal (trans.) [a- stem]	ደንቅኩ	accidentally
መድኑ	immunity, recovery (<i>also መድኑን</i>)	ተደኞችሁ	suddenly,
መድኑን	medicine, drug (<i>also መድኑን</i>)		unexpectedly
መድኑን ብር	pharmacy, drugstore	ከደኞችሁ	sudden, abrupt,
ደንቅ	dance (<i>European style</i>) [3-lit B]	ከደኞችሁ	unexpected
		ደንቅኩ	rock, stone;
			battery
		ደንቅኩ	be startled, alarmed,
			terrified [4-lit]
		ደንቅኩ	be surprised; be scared [tä- & C type]
		ደንቅኩ	surprise, startle [at- & C type]
		ደንቅኩ	scare, frighten [as- stem]
		ደንቅኩ	fright, alarm, shock

የተመ	be tired, weak, feeble; endeavour	ደንም	again, a second time
የተመው	[3-lit A] he is tired, exhausted [impers.]	ገረፏ	be bold; be disrespectful [3-lit A]
ተጋናዎች	be tired, exhausted [tä- stem]	ተጋናዎች	be humiliated, insulted [tä- stem]
ከተመ	be tired, exhausted [tä- stem]	ደኋር	bold, daring, fearless; insolent, rude
የተመ	tire, exhaust, weaken [a- stem]	ደኋር	boldness; impudence
የተም	tired, weary, exhausted; weak, frail	ደኋር – J. ፈ	begin, start (trans. & intrans.)
የተም	weakness, tiredness; toil, effort	ደኋር	[3-lit B]
የተም	doctor	ተደመረ	begin (intrans.), be begun [tä- stem]
የተም	ring, strike (clock); ring s.o. up, call [3-lit B]	ከ-ደኋር	ever since, starting from
የመለት	he rang him [& -II- pronoun suffix]	መደመረያ	beginning, start; first
የመል	bell	ደር	car
የመል	(front) door, doorway; out of doors	ደር	back (<i>of the body</i>)
የመል	doorway	ደር	tail
የመል	highlands (land above 8000')	ደርግ	hyena
የመል	highland	ደርጥል	coffee pot, kettle
የመል	good, kind	ደርት	baboon
የመል	goodness, kindness	ደጥ	umbrella, parasol (<i>also as ጥን ጥል</i>)
የመል	repeat, do again [3-lit A]	ተ- G	jacket
የመል	do over again [redupl.]	ተዢ	brave, courageous
የመል	furthermore, again, besides, moreover, too	ተ- A	dawn, daybreak
የመል	again, plain, clear [2-lit ¹ A]	ተልዢ, ተልዢ	dawn, become day
	visible, evident,		be visible, plain, clear [2-lit ¹ A]

የጥልዎ	clearly, plainly, obviously	የጥረ	jointly, in common
የትል	private, solitary	የጥረ	common, joint, mutual
የጥልአ	alone, in private	የጥረ	left, lefthand
የጥልወ	individually	የጥረ	be wonderful, amazing, extraordinary
የጥልወ	one's own; personal, private	የጥረመ	[3-lit A] he is surprised [impers.]
የጥልወ	individual (<i>person</i>)	የጥረመ	be surprised, astonished [tä- stem]
የጥልወ	knee; strength, power	የጥረመ	surprise, astonish, amaze [as- stem]
የጥልወ	strong, powerful	የጥረመ	amazing, marvellous, wonderful
የጥልወ	reveal, explain [3-lit A] (<i>also</i> <i>የጥም</i>)	የጥረመ	throat
የጥልወ	visible, evident, clear	ከስጥረመ	neighbour, neighbourhood
የጥልወ	openly, clearly	የጥረም	maid, female servant
የጥም	mist, fog	የጥረም	flood, torrent, torrential rain
የጥም	tyre; anything made of rubber	የጥር	shield
የጥልወ	customs, customs office	የጥር, የጥወጥ	term of address to an older man
የጥወጥ	divide into two, cut in half [3-lit B]	የጥር	bravo! well done!
የጥም	half	የጥር, የጥር	enter, go in, come in, arrive (<i>at a</i> <i>place</i>) [2-lit A]
የጥም	halfway, middle	የጥር	he understands [impers.]
ብ- ካብጥል	in mid (something)	የጥር	be proper, appropriate;
የጥም	estimate, guess, assess [3-lit B]	የጥር	ought to [tä- stem]
የጥም	estimate, guess, approximation	የጥር	rightly,
የጥም	roughly, approximately, at a guess	የጥወጥ	
የጥም	cabbage, greens	የጥጥ	
የጥም	rope	የጥጥ	
የጥር, የጥር	with	የጥጥ	
ብ- የጥር	with, together with, in the company of (<i>also</i> በ- የጥር ካ- መጠጥ)	የጥጥ	

ተጠቀ	get married, marry one another;	የጥክ	assembly, conference, council
	transfer [tä- & C type]	የጥክ	invite, offer hospitality [3-lit C]
ተቻቻ	reach an agreement, understand one another [tä- & redup.]	የጥክ	reception, party, invitation
ከጥኑ	bring in, put in; marry (trans.) [a- stem]	የጥክ, የጥክ	young man; smart, clever, brilliant; brave, strong
ከጥኑ	influence, talk s.o. into sth., persuade [a- & redup.]	የጥክ	go shopping, go to market [3-lit Y]
ከጥኑ	admit, let in; insert, introduce [as- stem]	የጥክ	market
ከጥኑ	income, import(s), receipts	የጥክ	market goer, shopper
ከጥኑ	objective, aim, goal	የጥክ	lord, master
የጥክ	marriage	የጥክ	the boss [<i>lit.</i> 'masters']
የጥክ	proper, appropriate, pertinent	የጥክ	Sir!
መጥኑ	entrance	የጥክ	still, yet
ከጥኑ, የጥኑ	propriety, proper behaviour; meaning	የጥክ	not yet, it's too soon
የጥክ	farmer, peasant	የጥክ	just now
የጥክ	farming, agriculture	የጥክ	Christmas
የጥክ	tax	የጥክ	but
የጥክ	kind of table	የጥክ	but, however
የጥክ	marriage (<i>see also</i> under ብ)	የጥክ	side
የጥክ	visit, tour [3-lit Y]	የጥክ	side by side
የጥክ	visitor, tourist	የጥክ	beside, alongside
			Ginbot (the ninth month of the year: 9 May- 7 June)
			money, currency, coin
			log, tree trunk
			cold, cough, influenza
			buy; own, possess; rule, govern

ተቻ	be bought; be ruled, be obedient, obey [tä- stem]	የቻል	kill, murder [3-lit A]
የዘዴ, ተቻ	buyer, purchaser; ruler, governor	ተቻለ	fight, kill one another [tä- & C type]
ጥሩት	territory, domain	ተቻለ	champion, campaigner
ተቻለ, ተቻለ	obedient, subject	ተቻለ	campaign, crusade
ቸዴ	time, occasion	የቻል	cliff, precipice, ravine, canyon
አቻለው	at the moment, for the time being	የቻል	be missing, lacking; be short of, deficient in sth. [3-lit A]
በቻለ	on time; early	ከቻለ	diminish, lessen, decrease (trans.)
በቻለው	occasionally; regularly, constantly	ከቻለ	[a- stem] lack, deficiency; defect, flaw
በ-ቸዴ	when	የቻለ	monastery
የተ-ቸዴ	at that time	የቻለ	road, avenue
ቸዴያዊ	temporary, provisional, interim	የቻለ	friend, companion (see የቻ)
ቻ	journey, trip, voyage (see also ተቻ)	የቻለ, ትቻ	affair, matter, business; less (<i>in time expressions</i> : የዚ ላይ እና እንደ)
ቻለው	newspaper	የቻለ	የቻለ, ‘a quarter to three’
ቻለውን	journalist	የቻለ	force, compel, oblige [3-lit A]
ቻለ	strange, extraordinary, unusual	የቻለ	obligation, necessity
የቻ አይደለም	deceive, cheat, swindle	የቻለ	never mind! it doesn’t matter! don’t worry!
መቻ ጥቻ	how strange! oh my goodness!	የቻለ	necessarily: without fail; hardly
ቸዴ	necessity, obligation (see ተቻ)	የቻለ; የቻለም	obligation, duty
ቻ	harm, injure, hurt [2-lit ¹ A]	የቻለ	wall
ቻለት	harm, injury, damage	የቻለ	small hut, shack
ቻለ	comrade; gang, team, corps	የቻለ	
ቻለን	friend, companion, associate	የቻለ	

ኩስ	desire, be eager for, yearn for [2-lit ¹ C]	ማጥ	Ethiopian beer
የቻቻ	desire, longing	ማ,	throw, throw away, throw down; drop; abandon [2-lit ¹]
የቻቻ	bake bread [3-lit C]	ማ	shadow, shade; umbrella, parasol (see also ፈጋጥላ)
ተመሙ	fit, join together (intrans.); meet up with [3-lit A]	ታ	deep, profound, thorough
ተመሙ	meet, come together [tä- & C type]	ታወቂ	depth
ከመሙ	fit, join together (trans.); connect, combine [at- & C type]	ማጥ	enemy (see መ)
ከመሙው	encounter, experience, run across [impers.]	ማጥ	be thirsty [2-lit ¹ A, impers.]; መጥዎ
ገጥሚያ	conflict, clash; game, bout	ማመዎ	he is thirsty
ከመሙ	coincidence, chance; experience, incident	ማጥ	beard
ገ	surface: page	ማመዎ	taste pleasant, be tasty (trans.)
ገ	push, shove; push aside, push out of the way; oppress, do wrong [2-lit ¹ A]	ጥጥ	[2-lit ¹]
ገ	violence, atrocity, injustice, wrong	ጥጥ	have a liking for sth. [impers.]
ገ	heartless, cruel, unjust	ጥጥ	tasty, savoury
ሙ-ጥ		ጥጥ	Epiphany [lit. baptism]: the feast celebrating the baptism of Christ in the Jordan, held on 11th Tigr
ሙ		ጥጥ	calm, quiet, tranquillity
ሙ		ሙ	call, call out, summon, invite [2-lit ¹ A]
ሙ		ሙ	call, summons
ሙ		ሙ	be pure, clean; clear up (weather)
ሙ		ሙ	[2-lit ¹ A]
ሙ		ሙ	good, fine, pure, clear, perfect

ጥ	raw (<i>food</i>), unripe, uncooked	መጥገ	chief, supreme, paramount
ጥ.	try hard; toil, strive [2-lit ²] ጥመኝ	መጥገ	overall; general in general,
	strive, endeavour [tä- & redup.]	በመጥገዎ	generally, all in all
ጥር	labour, effort	መጥሙ	be beneficial, be of use [3-lit A]
ጥ	roof	መጥሙ	use; benefit from
ጥ	Tir (the fifth month of the year: 9 January– 7 February)	መጥሙ	[tä- stem] benefit, profit, use
መጥሙ	bottle	ጥጥም	Tiqimt (the second month of the year: 11 October– 9 November)
ጥ	tooth	ጥጥም	black
መጥ	sweep, wipe, clean [3-lit A]	ጥጥም	few, some, a little
መጥረስ	broom, sweeper, vacuum cleaner	ጥጥር	for a little while, for a moment
መጥረት	suspect, doubt [4-lit]	ጥጥጥጥ	at least
ጥመጥሙ	distrust, have one's doubts about sth. [tä- & C type]	ጥጥጥጥ	roast, fry, toast [3-lit A]
ከመጥሙ	be in doubt; hesitate, be uncertain [at- & C type]	ጥጥ	roasted or fried meat; toast
መጠጥ	suspicious, sceptical	ክመጥ	be tight, firm, secure [3-lit A]
መጽሑፍ	table	ክጥጥ	fasten, tighten; do sth. with all one's might [a-stem]
መ	smoke (intrans.) [2-lit ⁴] (<i>see also</i> መ)	ክመጥ	very much, greatly [gerundive]
ከመ	smoke (trans.) [a-stem]	ክመጥ	stick, glue (trans.)
መ	smoke	ጥጥ	[at- & C type] tight, strict, harsh, austere, stern, firm
መጥሰ	wrap, wrap up; sum up [4-lit]	መጥጥ	glue, paste
ከመጥሰ	complete a job, conclude; sum up [at- & C type]	መጥጥ	look after; wait for; preserve, protect [3-lit B]

ማጥ	guardian, keeper, attendant	ተማጥዘ	take heart [tä- & C type]
ማጥ	protection, conservation	ከማጥዘ	strengthen, harden, consolidate
ማጥ	lawyer, attorney	ከማጥዘ	[a-stem]
ማብ	be narrow [3-lit A]	ከማጥዘ	encourage [at- & C type]
ማብ	wise or clever	መጥ	strong, tough, solid, hard
ማብ	person, artisan, craftsman	መጥ	morning
ማብ	narrow, tight	ጥጥጥ, የጥ	sun (<i>see ቤቴ</i>)
ማብ	wisdom, craft, skill	መ	ask, request; pay a visit [3-lit B]
ማብ	nature, character, conduct, manners, personality	መጥ	question, request
ማብ	station	መ	be clean, neat
ማብ	breast	መ	[2-lit ¹ A] (see <i>also ወልደና</i>)
ማብ	finger	መ	clean, launder
የአጥር መጥ	toe	መ	[a-stem]
ማብ	health	መ	honey-wine, (<i>tejj</i>)
ማጥ	healthy	መጥ	hair
ማጥ	be careful, take care [4-lit]	መጥ ካስተካከለ	hairdresser
ተማጥቃ	be careful, cautious; watch out, beware	መ	drink [2-lit ¹ B]
	[tä- stem]	መ	give to drink, buy s.o. a drink
ከአማጥቃ	warn, admonish [as- stem]	መጥ	[a-stem]
ማጥቃ	cautious, careful, precise, meticulous	መ	drink; strong drink, liquor
ጥጥቃ	caution, care, carefulness	መጥ	cotton
ጥጥ	study, survey	መ	monkey (<i>vervet</i> <i>monkey</i>)
ጥጥ	ancient times, origin; long ago	መ	regret, be sorry for [3-lit B, impers.]
ጥጥጥ	originally, in the beginning	መ	regret, sorrow, repentance
ጥጥጥ	ancient, archaic	መ	fist, blow with the fist, punch
ጥጥ	be strong, tough, hard [4-lit]	መ	be lost, go missing, disappear; be extinguished; be destroyed
		መ	[2-lit ¹ A]

መ-በ	he lost it [መ- & -bb- pronoun suffix]	መ-በ	added, addition, including, included
መ-ቻ ጥያ	he's run away, he's missing	መ-ቻ ተጠቃሚ	in addition
አመ-	destroy, ruin, spoil; deprive s.o. of sth.; put out, turn off (<i>a light, a motor, a radio, etc.</i>) [a- stem]	አመ-	additional, extra, more
ጥቃት	offence, wrong, fault, disaster	ጥቃት	juice, residue
ጥቃት	guilty person, offender	ጥቃት	fly whisk (<i>made from horsehair</i>)
ከጥሬ	wicked, bad, destructive	ከጥሬ	finish, complete; use up, wear out
መጥር	bad, ugly, wicked, evil	መጥር	[3-lit B]
መ-ቁ	write [2-lit ¹]	መ-ቁ	completely, entirely; not at all (<i>with a neg. verb</i>)
መ-ቁ	<i>a fine grain used for making the best injera; (teff)</i>	መ-ቁ	not at all (<i>with a neg. verb</i>)
ጥቅ	finger nail	ጥቅ	end, finish, conclusion
መ-መ	taste sweet, taste good [3-lit C]	መ-መ	moon
መ-መ	tasty, sweet, delicious	መ-መ	cloth, fabric, material, rag
መ-መ		መ-መ	fabrics, textiles
መ-መ		መ-መ	bid, tender
መ-መ		መ-መ	smoke (intrans.)
መ-መ		መ-መ	[2-lit ¹] (<i>also written and pronounced as መ-መ</i>)
መ-መ		መ-መ , መ-መ	smoke (trans.)
ሙ-ነ	shout, cry out [2-lit ¹]	ሙ-ነ , ሙ-ነ	[a- stem]
ሙ-ነ	shout, cry; noise	ሙ-ነ	smoke
ሙ-ለም	get dark, grow dark [3-lit B]	ሙ-ለም አ-ተ	mud
ሙ-ለም	darkness, shadow	ሙ-ለም አ-ተ	<i>traditional-style house plastered with mud and then whitewashed</i>
ሙ-ለም	shoe	ሙ-ለም	<i>and then whitewashed</i>
ሙ-ለም	add, increase; put sth. into sth. (<i>salt, sugar, etc.</i>) [3-lit B]	ሙ-ለም	muddy
		ሙ-ለም	argue, pester

ሙ-ለም	argue, pester	ሙ-ለም	quarrelsome, argumentative
ሙ-ለም		ሙ-ለም	argument, dispute
ሙ-ለም		ሙ-ለም	grasp, grip, lay hold of sth.
ሙ-ለም		ሙ-ለም	[3-lit B]
ሙ-ለም		ሙ-ለም	shake hands [tä- & C type]
ሙ-ለም		ሙ-ለም	handle
ሙ-ለም		ሙ-ለም	load; put sth. on top of sth. [2-lit ¹]
ሙ-ለም		ሙ-ለም	load, burden, freight
ሙ-ለም		ሙ-ለም	lorry, truck
ሙ-ለም		ሙ-ለም	forest, jungle
ሙ-ለም		ሙ-ለም	salt
ሙ-ለም		ሙ-ለም	game; conversation (<i>see also ተጨማሪ</i>)
ሙ-ለም		ሙ-ለም	fog, haze, mist
ሙ-ለም		ሙ-ለም	bishop
ሙ-ለም		ሙ-ለም	bishop
ሙ-ለም		ሙ-ለም	sun
ሙ-ለም		ሙ-ለም	sunny
ሙ-ለም		ሙ-ለም	secretary, clerk
ሙ-ለም		ሙ-ለም	written document; newspaper article
ሙ-ለም አ-ተ		ሙ-ለም አ-ተ	office
ሙ-ለም አ-ተ		ሙ-ለም አ-ተ	typewriter
ሙ-ለም		ሙ-ለም	book
ሙ-ለም		ሙ-ለም	fast [3-lit ¹] (<i>also መ-መ</i>)
ሙ-ለም		ሙ-ለም	fast, fasting (<i>also መ-መ</i>)
ሙ-ለም		ሙ-ለም	fast, demand, will, wish
ሙ-ለም		ሙ-ለም	necessary
ሙ-ለም		ሙ-ለም	fear, be afraid, be scared [2-lit ¹ A]
ሙ-ለም		ሙ-ለም	frighten, scare [as- stem]
ሙ-ለም		ሙ-ለም	fearful, timid, cowardly
ሙ-ለም		ሙ-ለም	fear
ሙ-ለም		ሙ-ለም	fruit; product, result
ሙ-ለም		ሙ-ለም	(all kinds of) fruit

፳፻፦	sign (<i>a document</i>) [3-lit B]	፳፻	undo, untie; release, free;
፳፻፭	signature		divorce; guess
፳፻፮	be ruined, destroyed [3-lit A]	፳፻፯	[2-lit ¹ A] be undone, untied; break up.
፳፻፲፦	destroy, demolish; cancel [<i>a- stem</i>] ruins, remains		adjourn; be released, freed [tä- stem]
፳፻፯	horse	፳፻፱	key (<i>solution</i>)
፳፻፲፭	horseman, rider	፳፻	face, front,
፳፻፲፯	European, Westerner, (white) foreigner	፳፻ ፳፻	surface face to face, facing, opposite
፳፻፯	judge, pass judgment [3-lit A]	፳፻	before, in front
፳፻፯	judgment, justice	፳- ፳፻	in front of, before
፳፻፯ ፳፻	law court, courthouse, courtroom	፳፻	in the future, later on (<i>also ወጪ</i> ፳፻)
፳፻፯	spill, be spilled; flow, run (liquids) [3-lit A]	፳፻	test, experiment, examine [3-lit B]
፳፻፰፦	spill (trans.), pour, pour out [<i>a- stem</i>]	፳፻፱	test, exam, experiment
፳፻፯	Easter	፳- ፳፻	photograph
፳፻፯	story, floor (<i>of a</i> <i>building</i>); multistoried building; upstairs	፳፻፱	share, portion, turn
፳፻፯	love	፳፻፱	in place of, instead of
፳፻፯	allow, permit, authorize; want, intend [3-lit A]	፳፻	porcelain tea or coffee cup
፳፻፯	permission, consent; licence, permit		goat
፳፻፯፭	willing, obliging; volunteer	፳፻፱	letter, character (<i>of the Ethiopian</i> <i>syllabary</i>)
፳-፻፯፭	factory		burn, sting; destroy, wipe

፳፻፱	out; take, spend (<i>time</i>); use up, eat up [2-lit ¹ A]	፳፻፱	burn, be hot (<i>spicy</i> food) [tä- & C type]	፳፻፱	accomplish [3-lit B]
፳፻፲	disaster, destruction; consumption (<i>of</i> <i>food, resources,</i> <i>etc.</i>)	፳፻፲	disaster, destruction; consumption (<i>of</i> <i>food, resources,</i> <i>etc.</i>)	፳፻፲	completely, absolutely; not at all (<i>with a neg.</i> <i>verb</i>)
፳፻፳	towel	፳፻፳	create, make, invent, devise [3-lit A]	፳፻፳	finished, completed: perfect, complete
፳፻፴	creation, creature	፳፻፴	creation, creature	፳- ፻	certainly, absolutely, completely
፳- ፻	natural state, nature	፳- ፻	natural state, nature	፳- ፻	
፳- ፻	hasten, hurry, go fast [3-lit A]	፳- ፻	hasten, hurry, go fast [3-lit A]	፳- ፻	police, policeman
፳- ፻	quickly, promptly [gerundive]	፳- ፻	quickly, promptly [gerundive]	፳- ፻	politics
፳- ፻	be in a hurry; accelerate [tä- & C type]	፳- ፻	be in a hurry; accelerate [tä- & C type]	፳- ፻	thermos flask
፳- ፻	hurry, speed, haste	፳- ፻	hurry, speed, haste	፳- ፻	programme
፳- ፻	fast, hurriedly, hastily, rapidly	፳- ፻	fast, hurriedly, hastily, rapidly	፳- ፻	mail, post
፳- ፻	finish, conclude, complete; fulfill,	፳- ፻	finish, conclude, complete; fulfill,	፳- ፻	post office
፳- ፻		፳- ፻		፳- ፻	post office box
፳- ፻		፳- ፻		፳- ፻	postman, mailman
፳- ፻		፳- ፻		፳- ፻	passport
፳- ፻		፳- ፻		፳- ፻	pack, box (cigarettes, matches, etc.)
፳- ፻		፳- ፻		፳- ፻	papaya

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