

# Contents

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# Introduction

## About Xhosa

The word **Xhosa** comes from the name of a legendary chief. In addition to English and Afrikaans, there are nine official languages in South Africa. These nine belong to the Sub-Saharan *Bantu* or *Sintu*<sup>1</sup> family of languages.

**Xhosa**, Zulu, Ndebele and Swati constitute the Nguni group, Southern Sotho, Pedi (Northern Sotho) and Tswana constitute the Sotho group. Venda and Tsonga (Shangaan) do not belong to either the Nguni or the Sotho group.

**Xhosa**, President Mandela's mother tongue, is the southernmost of the nine African languages and together with Zulu, the most widely spoken language in South Africa, is spoken by approximately 18 per cent of South Africans, the vast majority of whom live in the Eastern and Western Cape Provinces.

'... history has proved that the Xhosa language is one of the tenaciously enduring elements of Xhosa culture for it has maintained a firm foothold on Southern African soil, growing like an evergreen, deep-rooted tree, and has manifested itself as a dynamic, vibrant, virile language adaptable to, and developing in harmony with, the changing environment in that it sprouts new words and expressions to accommodate new concepts and cultural items and, to an even greater extent, absorbs and xhosizes foreign words and terms. This it did originally from the Khoisan languages, thus extending and enriching its vocabulary and speech sound system, and for the past hundred years has been doing [so] from Dutch and Afrikaans and in this century especially from English with which the amaXhosa came into close contact through the schools that were established by the missionaries of various denominations ...'

<sup>1</sup> *Sintu* is used by Pahl in his dictionary as a variant of *Bantu*. In Xhosa *isiNtu* denotes the language or anything characteristic, e.g. dress, custom of the *abaNtu* or the *abakwaNtu*, in the descendants of *Ntu*, their legendary progenitor. Pahl, H.W. (ed.) *The Greater Dictionary of Xhosa*, vol. 3. Alice: University of Fort Hare, 1989.

## INTRODUCTION

It was the Scottish missionary John Bennie of Lovedale who first recorded the **Xhosa** language and produced the first written texts using the Latin alphabet with the letters **c**, **q**, **x** representing the three click sounds. The clicks and sounds such as 'rh' (pronounced like the Afrikaans initial 'g' in 'goed' or the German 'ch' in 'nach') testify to the influence of the **Khoi** and **San** languages spoken by the indigenous herders and hunters of Southern Africa with whom the various **Xhosa** tribes had early and intimate contact.

This influence is also reflected in some geographical names e.g. *Keiskamma* (great water). Another manifestation of this influence is in the coexistence of synonyms taken from the **Khoi** language, for example:

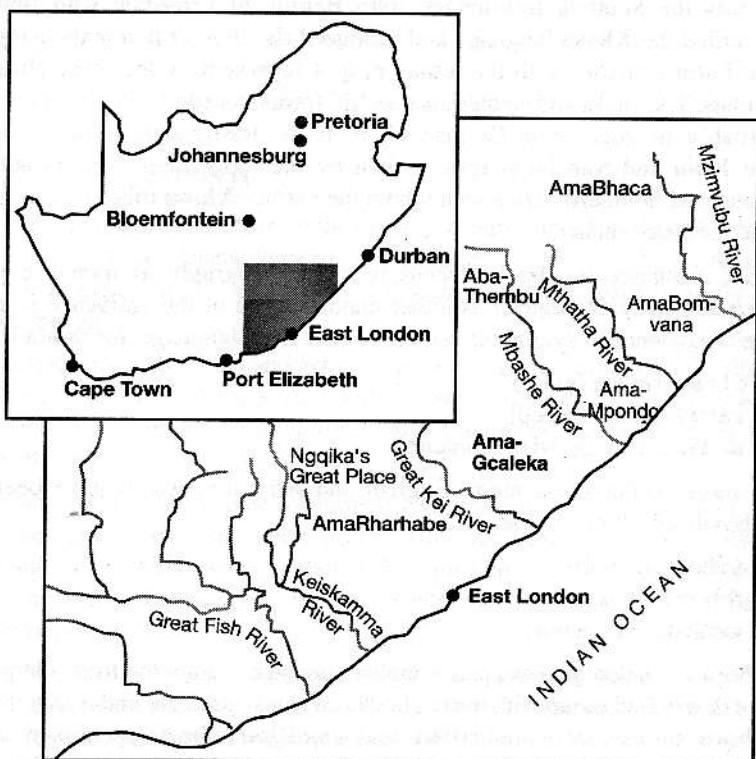
- utyani / ingca* (grass)
- imvu / igusha* (sheep)
- umthakathi / igqwira* (sorcerer)

In more recent years many English and Afrikaans words have been 'xhosalised', for example:

- isikolo* (school)
- ibhokisi* (box)
- umathshini* (machine)

**Xhosa** is a heterogeneous and complex language originating from a large and diversified group with many chiefs and clans. Until the mid-1950s the **Xhosa** spoken by *amaGcaleka* and *amaRharhabe* (also known as *amaNgqika* or *Tshiwu Xhosa*)<sup>2</sup> was regarded as standard literary **Xhosa** – '*isiXhosa esithethwa ngamaNgqika omquba*' – but nowadays the variations of the dialects of the other groups further north, namely *abaMbo* or *Fingo*, *abaThembu*, *amaBomvana*, *amaMpondo* and *amaMpondomise*, are also accepted in the written language. Like all languages, everyday colloquial **Xhosa** differs from that found in 'authoritative' grammars. Similarly, language usage often differs not only from region to region, but also from generation to generation, and you may encounter these differences when conversing with Xhosa speakers.

<sup>2</sup> *AmaGcaleka* and *amaRharhabe* were named after the two brothers, chief **Gcaleka** and chief **Rharhabe**. **Ngqika** was **Rharhabe**'s grandson.



## About this book

*Teach Yourself Xhosa* is intended for all who are interested in learning one of the most widely spoken African languages in South Africa.

It is aimed at both South Africans and visitors to South Africa, and at those who are learning Xhosa from scratch as well as those who would like to brush up their existing skills. As such, it should benefit students at high school and university level, as well as those involved in adult education.

Wherever possible, the communicative aspect of the language has been emphasised which has hopefully resulted in a course which is useful and practical. Cultural background and information forms an integral part of the course.

## INTRODUCTION

The book is divided into 16 units which range from basic functions and language usage in the initial units to more varied and complex usage in the later units. The inclusion of material from Xhosa literature and magazines is aimed at encouraging further reading.

Each unit consists of:

- a list of functions
- a dialogue (*incoko*) setting out the situation and functions
- a vocabulary (*isigama*) box with all new words and expressions
- a 'How to ...' section which summarises and expands upon the functions dealt with in the conversation
- a 'How it works' section which explains the grammatical structures as they occur in the conversations and exercises
- a 'How to apply it' section comprising a number of exercises to help you to evaluate your progress and your ability to apply the new vocabulary and structures you have learnt.

In the initial units, useful idiomatic expressions and phrases which crop up in the conversations are highlighted in a 'Try to memorise' box. You will understand their grammatical structure as you progress through the course.

Cultural information and songs are included throughout the course. Translations of the dialogues of each unit and the key to exercises are found after the last unit followed by a Xhosa–English vocabulary, an English–Xhosa vocabulary, an index and a bibliography.

## The use of contrasting typefaces

One of the most striking features of **Xhosa** is the combination of different parts of speech into a 'single' word. Thus the equivalent of '**I am Jenny**' is '**NdinguJenny**'. We have used contrasting typefaces to identify the components of **Xhosa** words and sentences as illustrated here. In order to establish this usage, these are used in all components of Units 1–3. In Units 4–16 contrasting typefaces have only been used in certain sections where they are useful in explaining grammar. English translations are in the same typefaces as the corresponding **Xhosa**, and therefore almost always self-explanatory.

**Key to the use of typefaces:**

To find examples consult the index.

*Italics:*

- noun prefixes
- object concords, subject concords of vowel verbs
- negative subject concords and final -i
- adjectival, relative, possessive concords and suffix '-yo'
- recent past tense suffixes '-ile' and '-e'
- -ni in instructions
- emphatic pronouns preceded by na-, ku-, nga- and followed by -na
- locative prefixes and suffixes
- palatalised forms of the passive, locative and diminutive
- ideophones and idioms.

**Bold:**

- stems of nouns, verbs, adjectives, relatives
- interrogatives
- possessive adjectives
- final -e of subjunctive
- negative infixes
- elements with shortened emphatic pronoun na-, ku-, etc.

*Italicised bold:*

- copulatives
- two juxtaposed components.

**Underlining:**

- added emphasis.

**INTRODUCTION****Worth knowing before embarking on this course**

Before you start this course, it would be useful to make yourselves aware of some of the striking characteristics of the Xhosa language.

**The lacing of words**

One of the most striking differences between Xhosa and English sentence constructions is that Xhosa 'laces' words together where English has mostly separate words:

NdinguJenny	one word
I am Jenny	three words
Ndiyavuya ukukwazi	two words
I am glad to know you (lit. ... you know)	six words

**All nouns consist of two parts**

Every noun in Xhosa consists of two parts, namely, a prefix and a stem. The prefix indicates whether a noun is singular or plural – unlike in English where, in most cases, the addition of 's' makes a noun plural. The stem carries the meaning and does not change:

umntu	one person
abantu	people

Noun stems can occur with different prefixes thereby altering the meaning:

umntu	one person	umXhosa	a Xhosa person
abantu	people	amaXhosa	Xhosa people
isintu	dress, language, custom of abaNtu	isiXhosa	Xhosa language
uluntu	humankind		
ubuntu	common human decency	ubuXhosa	'Xhosaness'

It is very important to be able to identify this division between prefix and stem as nouns are listed in dictionaries according to their stem.

### The division of nouns into groups or classes

Another characteristic of Xhosa, as with most of the indigenous languages spoken south of the Sahara, is the **division of nouns** into different **groups or noun classes**. The **prefix** of the noun determines the class to which a particular noun belongs.

#### No article

Unlike English, there is no definite (the) or indefinite (a / an) article in **Xhosa**. Context indicates whether the meaning of, for example, '*umntu*' is '*the person*' or '*a person*'.

#### No gender

Like English (but unlike many other languages such as French, German, Italian, etc.) there are no masculine, feminine or neuter nouns in **Xhosa**:

<i>umnumzana</i>	(a / the gentleman)
<i>umfazi</i>	(a / the woman)
<i>umntwana</i>	(a / the child)

#### The equivalent of English pronouns are called subject concords

Subject concords (SC) are always attached, i.e. they never stand alone as is the case with English pronouns:

Ndihlala eKapa I stay in Cape Town

#### Verb endings are the same for all persons, singular and plural

<i>Ndiyavuya</i>	I am glad
<i>Siyavuya</i>	We are glad
<i>Ùyavuya</i>	You (s.) are glad
<i>Niyavuya</i>	You (pl.) are glad
<i>Úyavuya</i>	He/she is glad
<i>Bayavuya</i>	They are glad

Verb endings remain the same not only for all persons, whether singular or plural, but also in all tenses.

**Note:** he **and** she = **ú-**. Note also a **tone difference** distinguishes **ù-** = you (s.) from **ú-** = he / she.

#### Word order

Question words (interrogatives) usually **follow the verb** (or predicate):

Ùphila njani?

How are you?

(lit. You live how?)

Ùhlala phi?

Where do you live?

(lit. You live where?)

Similarly, **descriptive words** such as adjectives, numerals and possessives, are usually placed **after the word they describe**:

*umntu omtsha*

a young person

(lit. a person who is young)

*umntu omnye*

one person

(lit. a person who is one)

*umntwana wam*

my child (lit. child of mine)

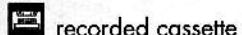
Another interesting difference between English and **Xhosa** word order is that **Xhosa** often starts a sentence with the predicate (verb):

Libile izulu namhlanje.

lit. It is beautiful the

weather today

#### Symbols and abbreviations



recorded cassette

→ cf. / see Unit ...

SC subject concord

OC object concord

AC adjectival concord

RC relative concord

s. singular

pl. plural

adj. adjective

lit. literally

Preceding an element, e.g. '*-na*', means something must be attached before. Following an element, e.g. '*na-*', means something must follow. On either side of an element, e.g. '*-ng-*', means something must precede and follow.

## Pronunciation guide

It goes without saying that a written guide to pronunciation can at best only give an approximation of sounds. Therefore, to 'tune in' to the language try, as much as possible, to listen to mother-tongue speakers (radio and television are excellent resources) and to the cassette that accompanies this book.

### Tone

Xhosa is a **tone language**. Its range of **tones** makes Xhosa the beautiful, musical language that it is. The **three** tonal distinctions are:

high ' tone      falling ^ tone      low tone `

Examples of some tonal patterns are:

high / falling / low	<b>ékhâyà</b>	at home
high / high / low	<b>ábántù</b>	people
high / low / low	<b>ízòlò</b>	yesterday
high / low	<b>mólò</b>	hello
low / high	<b>èwé</b>	yes

This difference in tone can change the meaning of two words or elements that are written identically, e.g.:

<b>únjani?</b> How are <b>you</b> ? (s.)	<b>úlùsú</b> skin	<b>íthàngá</b> thigh
<b>únjani?</b> How is <b>he/she</b> ?	<b>úlùsú</b> intestine	<b>íthàngà</b> pumpkin

Notwithstanding these differences in tone, learners should not allow concern regarding the use of 'the correct tone' to inhibit their efforts to speak, especially as a word may have different tone patterns in different dialects of Xhosa. As is the case with all languages, the context will, in most cases, help the listener to understand the intended meaning.

### Stress

The penultimate syllable of most Xhosa words is **lengthened** (stressed):

<b>namhlanje</b> today	<b>ibhotolo</b> butter
<b>umhlobo</b> friend	<b>kulungile</b> all right

The penultimate syllable in a sentence structure is often lengthened beyond the single word limit:

<b>Ùvela phi?</b>	Where do you come from?
<b>Hayi, akukho nto.</b>	No, there is nothing bad. i.e. I'm fine.

## INTRODUCTION

### A working guide to Xhosa pronunciation

#### Vowels

Letter	Approximate sound	Example
a	English	fast
e (open)	English	egg
e (closed)	English	e(i)ght
i	English	be
o (open)	English	law
o (closed)	English	own
u	English	rule

In Xhosa, two vowels never follow one another within a word. Double vowels only occur in the **plural prefixes**, *oo-* and *ii-*:

*oomama* (mothers)      *iiveki* (weeks)

Double vowels also occur in some **demonstratives**:

*loo nto* (**that** thing)      *abaa bantu* (**those** people over there)

In words adopted from English and Afrikaans, vowels are often separated by a hyphen:

*i-eropleni* (aeroplane)      *i-ofisi* (office)

Xhosa speakers tend not to pronounce the final vowel of a word, especially when the following word starts with a vowel:

<b>Yiz' apha</b>	instead of	<b>Yiza apha</b> (Come here)
<b>Ùlind' ithuba</b>		<b>Ùlinde ithuba!</b> (Wait your chance!)
<b>Enkos' kakhulu</b>		<b>Enkosi kakhulu</b> (Many thanks)

### Consonants

Single consonants similar to English in pronunciation are:

d	f	g
h	j	l
n	s	v
w	y	z

**[Icon]** The Xhosa consonants **b**, **k**, **p**, **t** are very interesting. Followed by '*h*' (aspirated) they are pronounced as they are in English, i.e. that is accompanied by a puff of air:

**Bhala!** (Write!)

**Khapha!** (Go with!)

**Phapha!** (Be alert!)

**Thatha!** (Take!)

However, when they are not followed by '*h*', air is drawn into the mouth. Compare the following:

**Bhala!** (Write!)

**Bala** (Count!)

**Khapha!** (Go with!)

**iKapa** (Cape Town)

**Phapha!** (Be alert!)

**ipapa** (porridge)

**Thatha!** (Take!)

**utata** (father)

In order to ascertain whether you are pronouncing:

**b or bh      k or kh      p or ph      t or th**

you might find it helpful, in the beginning, to hold your hand in front of your mouth when pronouncing these consonants. If you feel a puff of air, you will be pronouncing an aspirated consonant and vice versa.

**m**, when not followed by a vowel or the consonants **b / v**, is pronounced as a syllable:

ú / **m** / ntú (person)      3 syllables

ú / **m** / fu / ndi (student, pupil)      4 syllables

As **ph** represents an aspirated 'p' and is **not** pronounced like the English 'f', similarly, **th** represents an aspirated 't' **not** English 'th' as in 'thing'.

#### Some consonant combinations similar to English

**ng** **ingoma** (song) pronounced like English

'ng' in **sing**

**sh** **ishishini** (factory)

'sh' in **shine**

**tsh** **ikhitshi** (kitchen)

'tch' in **kitchen**

**ntsh** **intshonalanga** (west)

'nch' in **inch**

**ny** **unyana** (son)

'ny' in **canyon**

**ths** **thsu** (pitch-black)

'ts' in **its**

#### **[Icon] Consonant combinations with no English equivalents**

Because there are no English equivalents of the following consonant combinations it might take you a little longer to master them:

**dl** **umdlalo** (game, play)

**hl** **hlala** (sit, stay (as in reside))

(cf. Zulu 'Hluhluwe' or Welsh Llandudno. Don't insert an 's' making it sound like 'shl')

**ntl** **intlanzi** (fish)

**dy** **-dyudyuza** (pour with rain)

(cf. 'Cape' Afrikaans 'tjie')

**ty** **ukutya** (to eat)

('t' is not aspirated)

**ts** **iintsapho** (families)

(< Afrikaans 'goud' = gold; cf. Gauteng (Sotho);

**rh** **iRhawuti** (Johannesburg)

Scottish 'loch')

**kr** **-krelekrele** (sharp < ikrele = sword)

**kr** as well as **rh** and the **clicks** are sounds taken over from the Khoi and San languages.

#### The clicks

The three clicks are represented by the letters:

**c      q      x**

When Xhosa became a written language in the 1800s, these three letters were chosen to represent the three click sounds because the letter **k** could replace each one:

**cat**      could be written **kat**

**queen**      could be written **kween**

**axe**      could be written **aks**

#### **[Icon] C – the 'what a pity' click**

This is a **dental click** produced by pressing the **tip of the tongue** against the **upper front teeth** where these meet the gum and rapidly pulling it away with a 'tut-tutting' sound.

### **Q – the ‘champagne cork popping’ click**

This is a **palatal click** produced by pressing the **front part of the tongue** against the **hard palate behind the front teeth** and rapidly pulling it away with a ‘*popping*’ sound.

### **X – the ‘cantering horse’ click**

This is a **lateral click** produced by placing the **side of the tongue** against the **upper side teeth** and rapidly pulling it away with a ‘*clucking*’ sound.

Clicks may also be aspirated, i.e. followed by ‘*h*’:

<b>ch</b> -chacha (recuperate)	<b>c</b> -caca (be clear)
<b>qh</b> -qhuba (drive)	<b>q</b> -qubha (swim)
<b>xh</b> -xoxha (mash)	<b>x</b> -xoxa (discuss)

Remember that ‘ch’ is not pronounced like the English ‘ch’ therefore ‘chacha’ = ‘recuperate’ is not pronounced like the Latin American dance!

**Non-aspirated clicks** can be preceded by the following consonants and consonant combinations:

<b>gc</b> (voiced)	<b>nc</b> (nasalised)	<b>ngc</b> (nasalised voiced)	<b>nkc*</b>
<b>c</b> umg <u>ca</u> (row)	<b>uncedo</b> (help)	<b>iingcango</b> (doors)	<b>inkcitho</b> (expenditure)
<b>gq</b>	<b>nq</b>	<b>ngq</b>	<b>nkq</b>
<b>q</b> ugqirha (doctor)	<b>inqwelo-moya</b> (aeroplane)	<b>ingqondo</b> (intelligence)	<b>nkqonkqoza</b> (knock)
<b>gx</b>	<b>nx</b>	<b>ngx</b>	<b>nkx</b>
<b>x</b> igxalaba (shoulder)	<b>unxano</b> (thirst)	<b>ingxoxo</b> (discussion)	<b>inkxaso</b> (support)

\*In these nasalised voiceless sounds ‘k’ is not pronounced.

 Practise the q clicks by listening to the first few lines of the ‘*Click Song*’ made famous by Miriam Makeba. Try singing along:

‘Igqirha lendlela nguqongqothwane,  
Ebeqabel’ egqith’ apha uqongqothwane!’

### INTRODUCTION

Here are some phrases or words you’ll come across in this course. Take special note of the implosives **b**, **t**, **k**, the **consonant combinations** with no English equivalents and the **clicks**:

Sobonana!	We'll see each other!
Bekumnandi ukudibana nawe	<i>It was nice to meet you</i>
Hamba kakuhle!	<i>Go well!</i>
Namkelekile eKapa	<i>Welcome to Cape Town</i>
Siza kufika eKapa kamsinyane	<i>We'll arrive in Cape Town shortly</i>
Kulungile	<i>All right</i>
Molo tata!	<i>Hello, father!</i>
Ndisatotoba	<i>I'm well (I'm still tottering along)</i>
Siphi isibhedlele?	<i>Where's the hospital?</i>
Abadlali badlala umdlalo	<i>The players are playing a game</i>
Masihlale ngaphandle	<i>Let's sit outside today</i>
namhlanje	
Mhlawumbi, yonke imihla	<i>Perhaps, every day</i>
Intle le ntlanzi	<i>It's beautiful, this fish</i>
Intle intlakohlaza	<i>It's beautiful, spring</i>
Tyala ezi zityalo ehlotyeni	<i>Plant these plants in summer</i>
Ikomityi enye kuphela	<i>One cup only</i>
Nantsi ikofu!	<i>Here's the coffee!</i>
Ukrelekrele gqitha	<i>He's very sharp</i>
Uhlala eRhawutini	<i>He lives in Johannesburg</i>
Ndingakunedisa?	<i>Can I help you?</i>
Zincede	<i>Help yourself</i>
Uchan' ucwethe!	<i>You're spot on!</i>
Cheba ingca!	<i>Cut the grass!</i>
Ndigqibile!	<i>I've finished!</i>
Ekugqibeleni!	<i>At last!</i>
Qhuba kuQoboqobo	<i>Drive to Keiskammahoek</i>
Masiqabule unxano	<i>Let's quench the thirst</i>
Ndinxaniwe	<i>I'm thirsty</i>
Uxolo!	<i>Sorry! (lit. peace)</i>

# 1 | Ukwazana kwi-eropleni\*

## Getting acquainted on an aeroplane

**In this Unit you will learn how to:**

- exchange greetings
- welcome a group
- ask how someone is and respond to being asked how you are
- introduce yourself and respond to an introduction
- ask where someone lives and respond to being asked where you live
- say goodbye to a group and individuals

### ‘’ Incoko (Dialogue)

Thandi Thamsanqa and Jenny Murray are seated next to each other on a flight from Port Elizabeth. The stewardess greets the passengers.

Umquuzelelikazi	Molweni <b>manene namanenekazi!</b> <b>Namkelekile kuflight 301 oya eKapa!</b>
UThandi	Molo sisi, ünjani namhlanje?
UJenny	Ewe sisi, sikhona!
UThandi	Oo! Üsithetha kakuhle isiXhosa, sisi!
UJenny	NdinguThandi Thamsanqa.
UThandi	NdinguJenny Murray. Ndiyavuya ukukwazi, Thandi. Wena, uphila njani?
UJenny	Hayi, siphilile enkosi. Nam, ndiyavuya ukukwazi, Jenny.
UThandi	Uhlala eKapa, Thandi?
UJenny	Ewe, sihlala ePinelands.

\*Anglicised version of the much more picturesque ‘inqwelo-moya’ (lit. wagon (of the) air).

### UKWAZANA KWI-EROPLENI

UJenny	Oo! Nam ndihlala <b>ePinelands!</b>
UThandi	Ndawoni kanye?
UJenny	Ngase <b>Forest Drive</b> . Wena uhlala <b>ndawoni?</b>
UThandi	Ngase <b>Pinelands</b> High School.

*For the duration of the flight Thandi and Jenny get to know each other and agree to make contact again soon.*

Umquuzelelikazi	<b>Uxolo, manene namanenekazi. Qhoboshani amabhanti.</b> Siza kufika <b>eKapa</b> kamsinya. Enkosi kakhulu ngokukhetha <b>i-Rainbow Airlines</b> . Ndiyathemba sobonana kwakhona kamsinyane! <b>Namkelekile eKapa! Hambani</b> kakuhle! <b>Hamba</b> kakuhle Thandi. <b>Bekumnandi</b> kakhulu ukuthetha nawe. Sobonana sisi, <b>bekumnandi ukudibana</b> nawe!
UJenny	
UThandi	

### Isigama (Vocabulary)

umquuzelelikazi	stewardess	ndi-	I
Molweni	good day / hello (pl.)	-ng-	am
<b>manene</b>	gentlemen (direct address)	uThandi	Thandi
<b>namanenekazi</b>	and ladies	-vuya	glad
<b>namkelekile</b>	(you (pl.) are) <b>welcome</b>	ndiyavuya	I am glad
kuflight	<b>on (board) flight</b>	uku-	to
oya eKapa	<b>which is going</b> <b>to Cape Town</b>	-kw-	<b>you (s.) (object)</b>
molo	hello (to one person)	-azi	know
sisi (< usisi)	sister (direct address)	ukukwazi	to know you
ü-	you (s.) (subject)	wena	as for you (s.)
njani?	how?	-phila	be well, alive
ünjani?	how are you?	hayi	no
namhlanje	today	siphilile	we are well
ewe	yes	enkosi	thank you
si-	we	nam	me too, I also
-khona	(be) present / here	-hlala	stay, live (also sit)
sikhona	we are <b>here</b> i.e. well	ePinelands	in Pinelands
-si-	it (referring to <i>isiXhosa</i> )	ndawoni kanye?	where abouts exactly?
-thetha	<b>speak</b>	ngase-	near / in the vicinity
kakuhle	well	uxolo	excuse me (lit. peace)
<i>isiXhosa</i>	Xhosa	qhoboshani	fasten (pl.)
		amabhanti	(seat) belts

siza kufika	we will arrive	hambari	go (pl.)
kamsinya(ne)	shortly, soon	hamba	go (s.)
ngokukhetha	for choosing	bekumnandi	it was nice
-thembra	hope	kakhulu	very
sobonana	we'll see each other	nawe	with you
kwakhona	again	ukudibana	to meet

### Try to memorise

<b>Namkelekile!</b>	Welcome! (pl.)
<b>Ndiyavuya ukukwazi</b>	I am glad to know you (s.)
<b>Ndawoni?</b>	Where abouts exactly?
<b>Sobonana</b>	We shall see each other
<b>Bekumnandi ukudibana nave</b>	It was nice to meet (with) you (s.)
<b>Bekumnandi ukuthetha nave</b>	It was nice to talk with you (s.)

## How to ...

### Exchange greetings

With one person:

**Molo sisi!**

**Molo nkosikazi!**

With *more than* one person:

**Molweni manene namanenekazi!**

### A guide to help you greet appropriately in Xhosa

1 An older man of your father's generation:

**Molo tata!** (affectionate)

**Molo bawol** (more respectful)

**Molo mnumzana!**

**Molo mhlekazi!** (formal)

Hello father!

Hello my father!

Hello sir! (lit. owner of homestead/s = *umzi* / *imizi*)

Hello sir! (lit. handsome big one)

2 An older man of your grandfather's generation:

**Molo tar'omkhulu!**

Hello grandfather!

3 A woman of your mother's generation:

**Molo mama!**

Hello mother!

4 A woman of your grandmother's generation:

**Molo makhulu!**

Hello grandmother!

5 A married woman of your age or younger:

**Molo nkosikazi!**

Hello madam!  
(cf. Afrikaans *mevrou*, French *madame*)

6 An unmarried lady or a young girl:

**Molo nkosazana!**

Hello miss! (cf. Afrikaans *mejuffrou*, French *mademoiselle*)

(The literal meaning of **inkosazana** is a little chieftainess i.e. princess.)

7 A person of approximately the same age as yourself:

**Molo mfondini!**

Hello my fellow!

(< *umfo* = fellow) + *-ndini* is used as a term of affection between male equals)

**Molo bhuti!**

Hello brother!

**Molo sisil**

Hello sister!

**Molo mhlobo wam!**

Hello my friend!

8 A young man:

**Molo mfana!**

Hello young man!

(A young man after circumcision is referred to as *umfana*.)

9 A young girl (also daughter):

**Molo ntombi!**

Hello young lady!

10 A little girl:

**Molo ntombazana!**

Hello little girl!

**11** A little boy:

<b>Molo nkwenkwe!</b>	Hello little boy!
<b>Molo nkwenkwana!</b>	Hello little boy!
<b>Molo kwedini!</b>	Hello little chap!

(**kwedini** < **inkwenkwe** + **-ndini** expresses affection, intimacy between an older and younger man / boy)

**12** A child:

<b>Molo mntwan'am!</b>	Hello my child!
------------------------	-----------------

→ See cultural background.

### Welcome a group

Namkelekile (lit. You (pl.) are welcome)

Note: Wamkelekile (lit. You (s.) are welcome)

### Ask how someone is

Singular	Plural
Unjani?	Ninjani?
Uphila njani?	Niphila njani?

### Respond to being asked how you are

Singular	Plural
Hayi, ndiphilile.	Hayi, siphilile.
Ndikhona.	Sikhona.

In Xhosa, unlike in English, there is a distinction in form between the **second person singular** and **plural** ‘you’ (cf. Afrikaans *jy*; *julle*, French *tu*; *vous*). It is common practice in Xhosa to use the plural form ‘Ni-’ instead of the singular form ‘U-’ when enquiring after someone’s health, thereby showing an interest in the well-being not only of the person being directly addressed, but also in that of the immediate family. Similarly, the response, more often than not, will be in the plural form ‘Si-’ (= ‘we’) even though only one person is responding.

Xhosa speakers often preface ‘**Hayi**’ (= ‘no’) when responding positively to the question ‘How are you?’:

**Hayi, siphilile.**

(cf. Afrikaans **Nee**, dit gaan goed. **No**, it’s going well.)

A positive response will often also be qualified by a complaint of sorts, e.g. about the weather, work, fatigue, etc.:

**Ndiphilile ngaphandle**  
kobu bushushu.

I’m fine except for  
this heat.

→ See Unit 7 for other ways of asking after someone’s health and responding.

### Introduce yourself

**NdinguJenny Murray**  
**NdinguNkosikazi Thamsanqa**

<b>Note: inkosikazi</b>	= lady, madam
<b>uNkosikazi + surname</b>	= Mrs

### Respond to an introduction

Ndiyavuya ukukwazi.

### Ask where someone lives

<b>Singular</b>	<b>Plural</b>
Uhlala phi?	Nihlala phi?

### Respond to being asked where you live

<b>Singular</b>	<b>Plural</b>
Ndihlala eKapa.	Sihlala eKapa.

### Say goodbye

<b>Singular</b>	<b>Plural</b>
Hamba kakuhle!	Hambani kakuhle!
Sobonana!	

Note: **Sala kakuhle!** (s.) **Salani kakuhle!** (pl.) = ‘Stay well!’ is said by the party who is leaving to the party who is staying.

## Cultural background

'Greetings are the key to almost everything among Xhosa speakers in particular, and among Africans in general. We do not only get surprised but also are somewhat disturbed when someone walks past without saying hello.'

(Chapole, S. *Course Notes in Conversational Xhosa*. (Summer School) Department of Adult Education and Extra-Mural Studies University of Cape Town, 1988.)

The various stages from babyhood to old age are of great importance in Xhosa society. This is mirrored in how people of various age groups address each other. It is important for us, as learners of Xhosa, to be aware of this etiquette when greeting Xhosa speakers.

**Molo/Molweni** is used to greet at any time of day. It is followed by the name or title of the person/s being addressed and is the usual way of initiating a conversation with anyone, irrespective of age. Usually the person who is arriving greets first. However, a younger person should always be the first to address an older person, whatever the circumstances. The greeting includes questions about state of health, current affairs, the weather, etc.



In an article in the *Sunday Independent* (23/11/1997, p.10) entitled *Urban Youth don't know what it means to be African*, journalist **Lungile Madywabe** describes the puzzlement of his 23-year-old nephew when he discovers that his urban way of greeting an older man meets with indignation. 'He is used to meeting and greeting a lot of people in Johannesburg, but no one has told him before that merely saying "Molo, kunjani ndikhona" (*Hi, how are you, I am fine*) is inadequate, at least in

the subtle terms of traditional Xhosa etiquette.' The young man didn't realise that 'greeting in an African culture is more than just uttering the words.' A detailed explanation of who he was and where he came from had been expected.

**Madywabe** goes on to reflect on 'how important a role the rural setting plays in the development of our minds. Those of us who grew up in urban areas when the influence of Western cultures was still minimal, and where elderly people counselled us a lot, are fortunate to have had access to the experiences and insight that have made us understand certain indigenous practices. Although certain things may not have made sense then because we were young, it is somehow strangely ironic how they now fit into place as we travel through adulthood.'

## How it works

### 1 The Xhosa equivalent of English pronouns 'I,' 'we', 'you' (s. & pl.)

Ndi-	I
Si-	We
U-	You (s.)
Ni-	You (pl.)

The Xhosa equivalents of English pronouns **never stand alone**. They are therefore known as **subject concords (SC)**:

Ndiyavuya	I am glad
Siyavuya	We are glad
Uyavuya?	You (s.) are glad?
Niyavuya?	You (pl.) are glad?

### 2 Proper names

You will have noticed **proper names** are **prefixed** by *u-* which is omitted in direct address:

*uJenny uThandi*

**Molo Jenny / Thandi**

Xhosa first names ending in **-a** or **-e** are not necessarily feminine and those ending in **-o** are not necessarily masculine as is the case in many Romance languages:

<i>uThembə</i> (promise)	<i>uSipho</i> (gift)	masculine
<i>uThembeka</i> (reliable)	<i>uNomvuyo</i> (mother of joy)	feminine

### 3 Giving instructions

Giving instructions in Xhosa is easy. When instructing one person simply use the verb stem.\* To give instructions to more than one person simply suffix ‘-ni’:

Singular	Plural
<b>Hamba</b> kakuhle!	<b>Hambani</b> kakuhle!
<b>Sala</b> kakuhle!	<b>Salani</b> kakuhle!
<b>Thetha</b> <i>isiXhosa</i> !	<b>Thethani</b> <i>isiXhosa</i> !
<b>Hlala</b> phantsi!	<b>Hlalani</b> phantsi! (Sit down!)
<b>Qhobosha</b> <i>ibhanti</i> !	<b>Qhoboshani</b> <i>amabhanti</i> !

\*Verb stems prefix ‘uku-’ = ‘to’, and thereby form the **infinitive**. In **Xhosa** the infinitive is also a noun and as such is listed in dictionaries under the stem.

### 4 Making statements

The Xhosa statements that you have come across so far have a similar pattern to their English equivalent:

<i>NdinguJenny.</i>	<i>I am Jenny.</i>
<i>Sihlala ePinelands.</i>	<i>We live in Pinelands.</i>

### 5 Asking questions

As in English, there are two types of question: The first type requires a ‘yes’/‘no’ answer. In Xhosa only **intonation** distinguishes statements and questions:

<i>Uthetha</i> <i>isiXhosa</i> kakuhle.	You speak Xhosa well.
<i>Uthetha</i> <i>isiXhosa</i> kakuhle (na)?	Do you speak Xhosa well?

To make this distinction clearer, **na** is often added.

The second type of question requires **specific answers**. Question words (interrogatives) usually follow the **verb** (or predicate) and **do not occur at the beginning of a question** as is the case in English:

<i>Uphila njani?</i>	How are you? (lit. You are alive how?)
<i>Uhlala phi?</i>	Where do you stay?

→ See Unit 2 and Unit 8 for more about interrogatives.

### 6 Some Xhosa equivalents of English prepositions

In Xhosa, there are several ways in which the equivalent of English prepositions (*in*, *on*, *at*, *to*, *from*, etc.) can be expressed, two of which are illustrated in this unit:

**Ukwazana kwi-eropleni.**

Getting acquainted *on* the aeroplane.

**Uhlala eKapa?**

Do you stay *in* Cape Town?  
Welcome *to* Cape Town!

Note: The context denotes translation of the preposition.

→ See Unit 4 for more examples.

### Cultural background

In Xhosa society a great deal of significance is attached to the name given to a new-born baby. The name often reflects the hopes, aspirations, emotions, special qualities, historical events and even family circumstances at the time of birth, e.g. a boy called **Kwanele** (< *ukwanelo* = to become enough) indicates that the family now considers itself complete!

Natural occurrences at the time of the birth also influence a choice of name: a girl named **Nomakhwezi** (< *amakhwezi* = stars) was probably born on a clear night while a girl named **Nomvula** (< *imvula* = rain) was probably born when it was raining!

**No-** meaning ‘mother of’ is often prefixed to a masculine name to form the feminine equivalent while *-kazi* / *-wa* / *-eka* are feminine suffixes. The suffix *-iwe* indicates either a girl’s or boy’s name.

Boys	Girls	Meaning	Derivation
<b>Sipho</b>	<b>Siphokazi</b>	gift	(< <i>isipho</i> = a gift)
<b>Siphiwe</b>	<b>Nozipho</b>		
<b>Vuyo</b>	<b>Vuyokazi</b>	gladness, joy	(< <i>ukuvuya</i> = to be glad)
<b>Vuyani</b>	<b>Nomvuyo</b>		
<b>Mandla</b>	<b>Nomandla</b>	strength	(< <i>amandla</i> = strength)
<b>Khaya</b>	<b>Nokhaya</b>	home	(< <i>ikhaya</i> = home)
<b>Mpumelelo</b>	<b>Nompumelelo</b>	success	(< <i>ukuphumelela</i> = to succeed)
<b>Mbulelo</b>	<b>Bulelwa</b>	gratitude	(< <i>ukubulela</i> = to thank)

<b>Xola</b>	<b>Xoliswa</b>	<b>pacifier</b>	(< <i>ukuxola</i> = <i>to calm down</i> )
<b>Bongani</b>	<b>Bongiwe</b>	<b>praise, be praised</b>	(< <i>ukubonga</i> = <i>to praise</i> )
<b>Linda</b>	<b>Lindiwe</b>	<b>wait, awaited</b>	(< <i>ukulinda</i> = <i>to wait</i> )
<b>Thando</b>	<b>Thandiwe</b>	<b>love, loved</b>	(< <i>ukuthanda</i> = <i>to love</i> )
<b>Themba</b>	<b>Thembeka</b>	<b>loveable trust, trustworthiness</b>	(< <i>ukuthemba</i> = <i>to hope</i> )



**Song**  
**Molweni Nonkel**

**Molweni nonke, niphila njani?** Hello all of you, how are you?  
**Sisaphil' enkosi.** We are still well thank you.  
**Kunjani kuwe?** How are you?

## How to apply it

### 1 Greetings and introductions

- (a) How would you greet Thandi?
- (b) How would you greet an older lady?
- (c) How would you greet an older gentleman?
- (d) How would you greet a female friend?
- (e) How would you greet a male friend?
- (f) How would you greet a married lady?
- (g) How would you greet a gentleman?
- (h) How would you greet an unmarried lady?
- (i) How would you greet a child?
- (j) How would an air hostess greet passengers?
- (k) How would you introduce yourself?
- (l) How would you respond to an introduction?

### 2 Ask one person

- (a) How are you?
- (b) Do you live in Cape Town?
- (c) Whereabouts exactly?

### 3 Say

- (a) Welcome to Cape Town ladies and gentlemen!
- (b) I am well, thank you.
- (c) I am glad to meet you.
- (d) I live in Cape Town.
- (e) It was nice to talk with you!
- (f) It was nice to meet you!
- (g) We shall see each other soon again!
- (h) Goodbye when leaving a friend.
- (i) Goodbye when leaving a group.
- (j) Goodbye when a friend is leaving.
- (k) Goodbye when a group is leaving.

### 4 What questions would you ask to obtain the following answers?

- (a) Sikhona.
- (b) Ndihlala eKapa.
- (c) NgaseForest Drive.

### 5 Re-write the following putting in the appropriate word breaks

NamndiyavuyaukukwaziJenny.

### 6 Do you recognise the following Xhosa words which are in everyday use?

fundi  
indaba  
ingozi  
ithuba  
zama

### 7 Listen to the following Xhosa words adopted from English and write down their meanings in the order in which you hear them.

- |           |           |           |
|-----------|-----------|-----------|
| (a) _____ | (h) _____ | (o) _____ |
| (b) _____ | (i) _____ | (p) _____ |
| (c) _____ | (j) _____ | (q) _____ |
| (d) _____ | (k) _____ | (r) _____ |
| (e) _____ | (l) _____ | (s) _____ |
| (f) _____ | (m) _____ | (t) _____ |
| (g) _____ | (n) _____ |           |

## 2 | Ukudibana kwakhona kwaMurray

### Meeting again at the Murrays' home

**In this Unit you will learn how to:**

- invite guests into your home
- express pleasure at meeting
- make introductions (using kinship terms)
- ask what someone's name is
- offer refreshments
- ask someone what they want to do
- ask someone what they prefer to do
- suggest doing something
- offer help

## Incoko

Thandi and Themba Thamsanqa visit Jenny and Peter Murray.

- |  |  |
|--|--|
| UJenny   | Molweni! Ngenani!  |
| UThandi  | Ewe, ninjani?  |
| UJenny   | Hayi, sikhona. Kumnandi kakhulu ukunibona!                                       |
| UThandi  | <i>Ngumyeni</i> wam, <i>uThemba</i> lo.  |
| UJenny   | Molo Themba, ndiyavuya kakhulu ukukwazi. Lo <i>ngumyeni</i> wam, <i>uPeter</i> . |
| UThemba  | Ndiyavuya ukunazi.   |
| UPeter   | <i>Nathi</i> siyavuya ukunazi. Namkelekile <i>ekhayeni</i> lethu!                |
| <i>David, Jenny and Peter's son, comes in.</i> |  |
|  | Lo <i>ngunyana</i> wethu.  |
| UThandi  | Molo <i>mntwan'am</i> . <i>Ngubani igama</i> lakho?                              |
| UDavid   | <i>NdinguDavid.</i>  |
| UThemba  | Ùyafunda,* David?  |
| UDavid   | Ewe, ndifunda <i>eGrove</i> .  |
| UThandi  | Ùfunda phi ukuthetha <i>isiXhosa</i> ?   |

## UKUDIBANA KWAKHONA KWAMURRAY

- |  |   |
|--|---|
| UDavid   | Ndisifunda <i>esikolweni</i> , Nkosikazi.                                     |
| Peter asks about Themba and Thandi's children. |   |
| UPeter   | Nina, ninabantwana?   |
| UThemba  | Ewe sinabo, unyana nentombazana.  |
| UPeter   | Bayafunda?*   |
| UThemba  | Ewe, bayafunda. Bafunda <i>eWesterford</i> .                                  |
| UJenny   | Kunjani ngokuphunga? Nikhetha iti okanye ikofu okanye into ebandayo yokusela? |
| OoThamsanqa                                    | Nokuba yintoni. Ewe, nokuba yintoni.  |
| UPeter   | Nifuna <i>ukuhlala</i> ngaphakathi okanye ngaphandle?                         |
| UThandi  | Masihlale <i>ni</i> ngaphandle. Lihle namhlanje! Ndingaku-ncedisa, Jenny?     |
| UJenny   | Enkosi sisi. Peter noThemba, ningancokola!                                    |
| UPeter   | <i>Kulungile!</i>   |

\*Lit. Are you learning? i.e. Are you at school? Are they learning? i.e. Are they at school?

## Isigama

<i>kwa-</i>	<i>at the home of</i>	<i>sinabo</i>	<i>we have them</i>
<i>ngenani!</i>	<i>come in (pl.)</i>	<i>nentombazana</i>	<i>and a daughter</i>
<i>ni-</i>	<i>you (subject) (pl.)</i>	<i>ba-</i>	<i>they</i>
<i>kumnandi</i>	<i>it's nice</i>	<i>kunjani ngoku-</i>	<i>how about</i>
<i>-ni-</i>	<i>you (object) (pl.)</i>	<i>-phunga</i>	<i>drink (hot liquid)</i>
<i>-bona</i>	<i>see</i>	<i>-khetha</i>	<i>prefer</i>
<i>umyeni wam</i>	<i>my husband</i>	<i>iti</i>	<i>tea</i>
<i>lo</i>	<i>this</i>	<i>okanye</i>	<i>or</i>
<i>-n- (&lt; -ni-)</i>	<i>you (object) (pl.)</i>	<i>ikofu</i>	<i>coffee</i>
<i>nathi</i>	<i>and us</i>	<i>into ebandayo</i>	<i>something cold</i>
<i>ekhayeni lethu</i>	<i>to our home</i>	<i>yokusela</i>	<i>(of) to drink</i>
<i>unyana wethu</i>	<i>our son</i>	<i>ooThamsanqa</i>	<i>the Thamsanqas</i>
<i>mntwan'am</i>	<i>my child</i>	<i>nokuba yintoni</i>	<i>whatever</i>
<i>(&lt; umntwana wam)</i>		<i>-funa</i>	<i>want</i>
<i>ngubani igama</i>	<i>what is your name?</i>	<i>ngaphakathi</i>	<i>inside</i>
<i>lakho?</i>		<i>ngaphandle</i>	<i>outside</i>
<i>-funda</i>	<i>learn/study/read</i>	<i>masihlale<i>ni</i></i>	<i>let's sit</i>
<i>phi?</i>	<i>where?</i>	<i>lible</i>	<i>it's beautiful</i>
<i>esikolweni</i> (< <i>isikolo</i> )	<i>at school</i>	<i>-nga-</i>	<i>may/can</i>
<i>ukuthetha</i>	<i>to speak</i>	<i>-ncedisa</i>	<i>help someone with</i>
<i>nina</i>	<i>as for you (pl.)</i>	<i>-neokola</i>	<i>chat</i>
<i>ninabantwana?</i>	<i>do you have children?</i>	<i>kulungile</i>	<i>it's all right / fine</i>
<i>abantwana</i>	<i>children</i>		

**Try to memorise**

<b>Namkelekile ekhayeni lethu!</b>	Welcome to our home!
<b>Kunjani ngokuphunga?</b>	How about something warm to drink?
<b>Nikhetha into yokusela?</b>	Do you prefer something cold to drink?
<b>Nokuba yintoni</b>	Whatever
<b>Masihlaleni ngaphakathi / ngaphandle</b>	Let's sit inside / outside
<b>Lihle namhlanje!</b>	It is beautiful (weather) today!

**How to ...****Invite guests into your home**

Singular	Plural
<b>Ngena!</b>	<b>Ngenani!</b>

**Express pleasure at meeting (again)**

**Kumnandi kakhulu ukukubona** (kwakhona) (to one person)  
**Kumnandi kakhulu ukunibona** (kwakhona) (to more than one person)

**Make introductions**

Jenny noPeter, lo *ngumyeni* wam, *uThemba*  
**Ndinganazisa umyeni** wam, *uThemba*

**Ask what someone's name and surname is**

**Ngubani igama** lakho?  
**Ngubani ifani** yakho? (*ifani* < Afrikaans *van*) (What is your surname?)  
**Note:** When you can't recall the name of someone whom you've met before:  
**Ndiza kuthi ungubani** kanene? (lit. I am going to say who are you, by the way, i.e. just remind me)  
See Cultural background.

**Offer refreshments**

**Kunjani ngokuphunga/ngokusela?**

**Singular**

**Ufuna into yokuphunga?**

**Ufuna into yokusela?**

**Plural**

**Nifuna into yokuphunga?**

**Nifuna into yokusela?**

**Ask what someone wants/prefers to do**

**Ufuna ukuhlala ngaphakathi** okanye ngaphandle?

**Ukhetha ukuhlala ngaphakathi** okanye ngaphandle?

**Suggest doing something**

**Masincokole!**    **Masiphunge ikofu!**    **Masihlale ngaphandle!**

**Note:** These forms already incorporate a plural marker, i.e. '-si-' = 'us'. However, the addition of the plural suffix '-ni' can be heard in everyday speech when addressing a group.

**Masihlaleni phantsi!**    **Masithetheni isiXhosa!**    **Masihambeni!**

**Offer to help with a specific activity**

**Ndingakuncedisa?**

cf. ukunceda = to help someone by doing something for them not together with them.

**Cultural background**

When Xhosa speakers meet for the first time, it is customary to find out each others clan names by saying:

**Ùngumni?** (to a male) **Ùngumamni?** (to a female) or  
**Khawuzibonge! / Khawuzithuthe!** Please praise yourself!

A clan is a conceptual kinship group. Members trace their kinship to a common male ancestor. The name of this male ancestor is the clan name – **isiduko** – and members are usually called by this name. Mentioning the clan name(s) of someone you wish to thank or sing the praises (*izibongo*) of, starting with the main clan name and then continuing with the sub-clan names, is the ultimate way of showing respect used among family and friends, e.g.:

**Tolo, Zulu, Mchenge, Mabhanekazi**

The response to this is *Utsho kum kanye!* or *Ndim kanye lowo!* A man and woman of the same clan name can never marry as they are considered to be related to one another. A woman always keeps her clan name which is prefixed by *Ma-*. Children take their father's clan name.

*Dlamini, Gambu, Jwarha, Jili, Mbanjwa, Mnguni, Mpanga, Tolo and Tshawe* (**royal clan name**) are but a few of the many clan names.

Do you know which famous South African has the clan name *Madiba*?

Find out the clan names of your Xhosa friends and acquaintances.

## How it works

### 1 The Xhosa equivalent of English 3rd person pronouns 'he', 'she', 'they'

You have already learnt how to say 'I', 'we' and 'you' (s. & pl.) in Xhosa. In English, the pronouns for the 3rd person 'he' / 'she' / 'it' tell us whether the noun we are referring to is masculine, feminine or neuter. This gender distinction does not exist in Xhosa. Instead, **subject concords** are used. These subject concords are derived from noun prefixes and are attached to the **verbal form**, e.g.:

<i>Umntwana úyakwazi</i>	Does the child (he / she)
<i>ukuthetha isiXhosa?</i>	speak Xhosa? (lit. He / she knows how to speak Xhosa?)

*Abantwana bafunda isiXhosa.* The children (they) learn Xhosa.

**Note:** The use of both noun and subject concord in Xhosa explains why some Xhosa speakers, when speaking English, will say, for example:

The **children** **they** are learning.

Similarly, the fact that '*ú-*' = 'he' / 'she' explains why some Xhosa speakers are inclined to use 'he' / 'she' interchangeably in English.

'*ú-*' = 'he' / 'she' has a **higher tone** while '*ù-*' = 'you' (s.) is pronounced with a **low tone**.

To ensure that you are not misunderstood, you can use the so-called **emphatic pronoun** '*wena*' = 'as for you' (cf. French '*toi*'), as well as the **subject concord** '*ù-*'.\*

### Wena, úphila njani?

\*See Unit 3 for a complete list of noun classes and their corresponding subject concords.

### 2 The present tense – positive

In the present tense (as well as in all other tenses) verb endings are the name for all persons, masculine and feminine, singular and plural.

In the **present tense** the verb ends in **-a**. The subject concord (SC) is the only indicator of person and number.

<b>Ndiyafunda</b>	I am learning
<b>Siyafunda</b>	We are learning
<b>Ùyafunda</b>	You are learning
<b>Niyafunda</b>	You are learning
<b>Úyafunda</b>	He/She is learning
<b>Bayafunda</b>	They are learning

The infix **-ya-**, inserted between SC and verb, only occurs in the **present tense positive** and simply denotes the **long form** of this tense.

However, if an **object** (noun) or an **adverb** (e.g. '*kakhulu*' = 'a lot/much') follows the verb, **-ya-** is usually **omitted**. This is known as the **short form** of the present tense:

<b>Ndifunda kakhulu.</b>	I read a lot.
<b>Ùfundu eyunivesithi?</b>	Do you study at the university?
<b>Ùfundu esikolweni.</b>	He/she learns at school.
<b>Sifunda namhlanje.</b>	We are studying today.
<b>Nifunda phi ukuthetha isiXhosa?*</b>	Where are you learning to speak Xhosa?
<b>Bafunda ekhaya.</b>	They are studying at home.

**Note:** \* '**-ya-**' is **never** used in a sentence with a question word:

*Abantwana bayafunda.*

*Bafunda phi?* *Bafunda esikolweni.* *Bafunda kakhulu.*

### 3 Infixes '**-nga-**' = 'may', 'can' and '**-sa-**' = 'still'

Unlike the infix '**-ya-**', '**-nga-**' and '**-sa-**' have a specific meaning:

<b>Ndingakunceda?</b>	May I help you?
<b>Ningancokola.</b>	You may chat.

Ndingangena?  
Sisaphil' enkosi.

May I come in?  
We are still well, thanks.

#### 4 The infinitive

Nearly all verbs in the **infinitive**, like the forms in the present tense positive, also end in '-a':

ukuthetha	ukuphunga	ukusela
ukufika	ukudibana	ukuhlala

There are only **three exceptions**:

ukwazi*	to know	Ndiyazi.	I know.
ukuthi	to say	Ùthini?	What do you say?
ukutsho	to say so	Útsho.	He / she says so.

Note: '-thi' and '-tsho' never occur with infix '-ya-'.

\* As it is not possible to have two different vowels following one another in the same word in Xhosa, **sound changes** must take place, i.e. u > w: uku- + -azi > ukwazi.

#### 5 The Xhosa equivalent of English 'am', 'is', 'are'

With nouns beginning with 'u' and 'um'

NdinguJenny.	I am Jenny.
Lo ngunyana wam.	This is my son.
Lo ngumyeni wam.	This is my husband.
Lo ngumntwana wam.	This is my child.

Note: Idiomatic expression: Ngubani igama lakho? What is your name? (lit. It is who name of yours?)

Where 'am', 'is', 'are' is understood

Ùnjanzi?	How (are) you?
Ndikhona.	I (am) well. (lit. I am here)
Sikhona.	We (are) well (lit. We are here)

#### 6 The Xhosa equivalent of English 'me', 'us', 'you' (s. and pl.) called object concords

-ndi-	me	-si-	us
-ku-	you (s.)	-ni-	you (pl.)

The form of the **object concord** is **identical** to that of the **subject concord** except where the subject concord is a vowel only:

ù- (SC) > *ku-* (OC)

In this case -*k*- is inserted to separate two vowels.

Object concords are always placed **directly before the verb**:

Ndiyakuthanda. I love you. (lit. I you love.)

#### Position of subject and object concord

Ndiyabona.	I see.	Uyandibona?	Do you see <u>me</u> ?
Siyabona.	We see.	Uyasibona?	Do you see <u>us</u> ?
Ndiyafundisa.	I teach.	Ndiyakufundisa.	I teach <u>you</u> .
Siyafundisa.	We teach.	Siyantfundisa.	We teach <u>you</u> .

The '-i-' of -ndi-, -si-, -ni- is dropped before a vowel verb:

Ùyandazi?	Do you know <u>me</u> ?
Niyagazi?	Do you know <u>us</u> ?
Ndiyavuya ukunazi.	I am glad to know, i.e. meet <u>you</u> .

Note: In the present tense positive -ya- is usually omitted when some other word follows the verb (predicate), e.g.:

Ndiyafunda. BUT Ndifunda *isiXhosa*.

This is also the case when there is an object concord involved:

Ndiyasifunda.\* BUT Ndisifunda *esikolweni*.

\*-si- = 'it' refers to *isiXhosa*.

#### 7 Interrogatives

You are already familiar with the interrogative -phi? = 'where?':

Uhlala phi?	Where do you live/stay?
Ufunda phi <i>isiXhosa</i> ?	Where do you learn Xhosa?

You have also come across njani? = 'how?':

Uphila njani?	How are you?
Kunjani ngokuphunga?	How about (something hot) to drink?

Another important question word is -bani? = 'who?':

Ngubani?	Who is it?
Ngubani igama lakho?	What is your name? (lit. It is <b>who</b> ...)

## 8 Possessive adjectives – ‘my’, ‘our’, ‘your’ (s. & pl.)

In Xhosa, unlike in English, possessive adjectives e.g. ‘my’; ‘our’; ‘your’; etc., follow the noun:

Lo <i>ngumntwana wam.</i>	This is my child. (lit. This is child of mine)
Lo <i>ngumntwana wakho?</i>	Is this your (s.) child?
Lo <i>ngunyana wethu.</i>	This is our son.
<i>Ngubani igama lakho?</i>	What is your name?
<i>Igama lam nguDavid.</i>	My name is David.

From these examples you can see that Xhosa possessive adjectives consist of two parts. The first part, e.g. ‘wa-’ ‘la-’ = ‘of’, changes according to the noun in question, while the second part, representing ‘mine’, ‘yours’, ‘ours’, does not change.

→ See Unit 14.4, for more possessive adjectives.

## 9 Na = ‘and’, ‘with’ as well as ‘have’, ‘has’

Before a noun ‘na-’ = ‘and’ (as well as ‘with’, ‘also’, ‘even’):

**na- + a- = na-**

Manene *namanenekazi*, namkelekile eKapa!

**na- + i- = ne-**

Sinabo *abantwana*, unyana *mentombazana*.

**na- + u- = no-**

Ndifuna ukudibana **noPeter noThemba**. (i.e. **with** Peter and Themba).

When two dissimilar vowels follow one another in the same word, to avoid an inharmonious sound, yet another sound change occurs.

Between a subject concord and a noun ‘-na-’ = ‘have’, ‘has’:

*Ninabantwana?* (Do you have children?) (lit. You with children?)  
*Ewe, sinabantwana.* (Yes, we have children.) (lit. We with children.)  
 or: *Ewe, sinabo.\** (Yes, we have them.) (lit. Yes, we with them.)

\* -bo shortened form of emphatic pronoun ‘bona’ ‘as for them’.

### Some kinship terms and relationships

■ <b>Parents – Abazali</b>	mother <i>umama</i>	father <i>utata</i>
■ <b>Children – Abantwana</b>	daughter <i>intombi</i>	son <i>unyana</i>
■ <b>Grandparents – Oomawokhulu</b>	grandmother <i>umakhulu</i>	grandfather <i>utat'omkhulu</i>
■ <b>Grandchild(ren) – Umzukulwana (aboi)</b>		
■ <b>Aunts</b>	maternal <i>umakazi</i>	paternal <i>udad'obavo</i>
■ <b>Uncles</b>	maternal <i>umalume</i>	paternal <i>utat'omkhulu</i> (older) <i>utat'omncinci</i> (younger)
■ <b>Cousins – Abazala</b>		
	parents are brother and sister <i>umza / umzala</i>	
	fathers are brothers <i>ukayise</i>	
	mothers are sisters <i>ukanina</i>	
■ <b>Nieces and Nephews – Abafshana</b>		
■ <b>Kinship terms between siblings</b>		
<i>umntakwethu</i>	my / our <b>brother</b>	
<i>udadewethu</i>	my / our <b>sister</b>	
<i>umafungwashe</i>	eldest <b>sister</b> (lit. by whom one takes an oath)	
<i>abantakwethu</i>	my / our <b>siblings</b> (lit. of our <b>home</b> )	
<i>abantakwenu</i>	your (s./pl.) <b>siblings</b> (lit. of your <b>home</b> )	
<i>abantakwabo</i>	his / her / their <b>siblings</b> (lit. of their <b>home</b> )	
<i>oodadewethu</i>	my / our <b>sisters</b>	

**Brothers** refer to one another as:

*umkhuluwa* = **older brother**

*umninawa* = **younger brother**

When talking about a third person’s **brother** or **sister**:

*umnakwabo* (his / her / their **brother**)

*udadewabo* (his / her / their **sister**)

When talking to a 2nd person about a:

<b>sister</b>	<i>udadewenu</i>	your (s./pl.) <b>sister</b>
<b>brother</b>	<i>umnakwenu</i>	your <b>brother</b>

## How to apply it

### 1 Ask the appropriate question for the following answers

- (a) NdinguDavid.
- (b) Hayi, sikhona.
- (c) Ewe, ndifunda eGrove.
- (d) Ndisifunda esikolweni.

### 2 Complete appropriately

**UThandi:** Uphi umyeni \_\_\_\_\_, Jenny?

**UJenny:** Lo ngumyeni \_\_\_\_\_, uPeter.

**UThandi:** Lo ngumntwana \_\_\_\_\_, Jenny?

**UJenny:** Ewe, lo ngunyana \_\_\_\_\_, uDavid.

### 3 Being hospitable

- (a) Invite someone into your home: \_\_\_\_\_
- (b) Express pleasure at meeting: \_\_\_\_\_
- (c) Ask him / her to sit down (phantsi): \_\_\_\_\_
- (d) Offer refreshment: \_\_\_\_\_
- (e) Say goodbye (to someone leaving): \_\_\_\_\_

### 4 Ask a guest what he/she wants

- (a) Do you want coffee?
- (b) Do you want tea?
- (c) Do you want to meet (with) Peter?
- (d) Do you want to speak with Themba?
- (e) Do you want to speak Xhosa?
- (f) Do you want to sit outside?
- (g) Do you want to sit inside?
- (h) Do you want go now (ngoku)?

### 5 Ask guests what they want

- (a) Do you want to drink coffee?
- (b) Do you want to drink tea?
- (c) Do you want to meet (with) Peter?
- (d) Do you want to speak with Themba?
- (e) Do you want to speak Xhosa?

- (f) Do you want to sit outside?

- (g) Do you want to sit inside?

- (h) Do you want go now?

### 6 Ask what your guest prefers

- (a) Do you prefer tea or coffee?
- (b) Do you prefer to sit inside or outside?
- (c) Do you prefer to speak Xhosa or English (isiNgesi)?

### 7 Suggest to your friend

- (a) Let's go in!
- (b) Let's sit down
- (c) Let's speak Xhosa!
- (d) Let's drink coffee!
- (e) Let's drink tea!
- (f) Let's drink something cold!
- (g) Let's sit outside!
- (h) Let's chat!
- (i) Let's stay!
- (j) Let's go!

### 8 Ask where and give the answer

- (a) \_\_\_\_\_hlala phi uThandi noThemba?
- (b) \_\_\_\_\_funda phi ukusithetha isiXhosa, uDavid?
- (c) \_\_\_\_\_funda phi ukusithetha isiXhosa, David?
- (d) \_\_\_\_\_hlala phi ooThamsanqa nooMurray?

### 9 Complete the questions and answer them

- (a) Ngu\_\_\_\_\_ igama lakho?
- (b) Ühlala \_\_\_\_\_?
- (c) Üphila \_\_\_\_\_ namhlanje?

### 10 Listen to the dialogue and say whether the statements are correct or not

- |                                  |     |    |
|----------------------------------|-----|----|
| (a) Thandi visits Jenny.         | yes | no |
| (b) Thandi wants a cool drink.   | yes | no |
| (c) Thandi wants to sit inside . | yes | no |
| (d) Jenny accepts Thandi's help. | yes | no |

# 3 | Ukwazi ukuthetha isiXhosa

## Knowing how to speak Xhosa

**In this Unit you will learn how to:**

- discuss your ability with regard to speaking and understanding Xhosa
- make comparisons
- make polite requests

### Incoko

Peter and Themba continue with their conversation.

- UThemba Wena Peter, üsithetha kakuhle isiXhosa! Ndixelete, wafunda phi ukusithetha kakuhle kangaka?
- UPeter Ndakhulela efama ngaseRhini. Ndaqhuba ke ngokusifunda esikolweni. Ngelishwa ndililele into eninzi. Enye into, ndiyazi ukuba ndisaphazama kakhulu kodwa ndiyazama noko!
- UThemba Ayinamsebenzi loo nto yokuphazama. Into ebalulekileyo kukuba üzame ukusithetha yonke imihla!  
Üyanisile. Kufuneka ündixelete xa ndiphazama.
- UPeter Kulungile, kodwa ke üyalandela.
- UThemba Ewe, ukuba umntu úyacothisisa!
- UPeter Heke, nam ndiza kuzama ukuzekelela.
- Enkosi kuba andithethi kakuhle njengoJenny. Naye wakhulela efama eMpuma-Koloni. Yena wasifunda esikolweni naseyunivesithi. Üsithetha njengomXhosa kangangokuba uyasifundisa ngoku!
- UThemba Intle loo nto! Uyazi bathi abantu baseHolani: 'So veel tale as jij kan, so veel male is jij man' (lit. As many languages as you can, so much more are you a person!).  
Yinyaniso leyo!

### UKWAZI UKUTHETHA ISIXHOSA

#### Isigama

<u>Ndixelete</u>	tell me	xa	whenever
wafunda	you learnt	-landela	follow
kangaka	so	ukuba	if
ndakhulela	I grew up	umntu	a person
<u>efama</u>	on a farm	-cothisisa	speak slowly
ngaseRhini	near Grahamstown	heke	well then
ndaqhuba	I continued	<u>nam</u>	I too
ke	then	ndiza kuzama	I will try
ngelishwa	unfortunately	ukuzekelela	to speak slowly
-libele	forgotten	andithethi	I don't speak
<u>into eninzi</u>	a lot	njengoJenny	as Jenny
enye <u>into</u>	another thing	naye	she also
ukuba	that	eMpuma-Koloni	Eastern Cape
ndisaphazama	I still make mistakes	yena	as for her
kodwa	but	wasifunda	she studied it
ndiyazama	I am trying	naseyunivesithi	and at university
noko*	in a small way	njengomXhosa	like a Xhosa
ayinamsebenzi	it doesn't matter	kangangokuba	so much so
loo <u>nto</u>	that (thing)	-fundisa	teach
yokuphazama	of making mistakes	ngoku	now
<u>into</u>	the thing	intle loo <u>nto</u> !	that's lovely!
<u>ebalulekileyo</u>	which is important	abantu	Dutch (lit. the people of Holland)
kukuba	is that	baseHolani	that's the truth
yonke <u>imihla</u>	every day	yinyaniso leyo	
ünyanisile	you are right		
kufuneka	you must (lit. it's necessary)		

\*There is no exact equivalent in English for 'noko'. It is a kind of pleading for the listener's sympathy and understanding (cf. Afrikaans 'maar').

#### Try to memorise

<b>Ngelishwa ndililele into eninzi</b>	Unfortunately I've forgotten a lot
<b>Ayinamsebenzi loo <u>nto</u></b>	It doesn't matter
<b>Intle ebalulekileyo kukuba üzame</b>	The important thing is that you try
<b>Ünyanisile</b>	You are right
<b>Intle loo <u>nto</u>!</b>	That's lovely!
<b>Yinyaniso leyo</b>	That's the truth

## How to ...

**Discuss your ability with regard to speaking and understanding Xhosa**

Ndiyakwazi ukuthetha <i>isiXhosa</i> .	I know (how) to speak Xhosa.
<i>Andikwazi</i> .	I do not know (how).
<i>Uxolo, andisithethi</i> kakuhle.	I'm sorry, I don't speak it well.
Ndisithetha kancinci nje.	I speak it just a little.
Ndisafunda.	I am still learning.
Ndiyazama noko.	I am trying in a small way.
Ùyaqonda?	Do you understand?
Ùyandiva? (lit. Do you hear me?)	Do you understand me?
Ùyandilandela?	Do you follow me?
Ndiyaqonda.	I understand.
<i>Andiqondi</i> .	I don't understand.
Ndiqonda kancinci nje.	I understand a little.
Andilandeli kakuhle.	I don't follow well.
Uxolo, ùthini?	Pardon, what do you say?
Uxolo, ùtheni?	Pardon, what did you say?
Zekelela! / Nceda ùzekelele!	Speak slowly!/Please speak slowly!
Cothisisa! / Nceda ùcothisise!	Speak slowly!/Please speak slowly!
Phinda kwakhona.	Repeat (again)!
Nceda ùphinde_ kwakhona.	Please repeat (again).
Nceda ùndixelele_ xa ndiphazama.	Please tell me when I make mistakes.
Yintoni le ngesiXhosa?	What is this in Xhosa?
Yintoni '...' ngesiXhosa?	What is '...' in Xhosa?
Ithetha ntoni le nto ngesiXhosa?	What does this (thing) mean in Xhosa?

## Make comparisons

*Andithethi* kakuhle *njengoJenny*.  
Yena *usithetha* *isiXhosa* *njengomXhosa*.

## How it works

### 1 Summary of nouns of Units 1–3

To help you understand how nouns are grouped according to their prefix:

umntu	umntwana	umyeni	umhlobo	umfana
umququzelelikazi	umXhosa	umnumzana	umhlekazi	
umama	utata	unyana	ubawo	usisi
umakhulu	utatomkhulu			ubhuti
uThandi	uJenny	uPeter	uThemba	uDavid
abantu	abantwana		abahlobo	abafana
				umsebenzi
			imi-:	imihla
igama			i(h)-:	ikhaya
amanene	amanenekazi	amaXhosa	amabhanti	
isiXhosa	isiNgesi	isiBhulu	isiZulu	isiPhutukezi
inkoko	inkosikazi	inkosazana	inkwenkwe	intombazana
ikofu	Kapa	i-eropleni	inqwelo-moya	iti
			into	ifama
			iyunivesithi	
ukuwuya	ukuphila	ukufuna	ukukhetha	ukuhamba
ukusala	ukudibana	ukubona	ukuthanda	ukuphunga
ukungena	ukufunda	ukuncokola	ukuncedisa	ukusela
ukuqonda	ukuthemba	ukuxelela	ukuzekelela	ukuzama
ukuthetha	ukwamkela	ukwazi	ukwazisa	ukwazana

Noun groups				
Class	Prefix	Stem	S.C.	Translation
1	um-	<b>ntu</b>	ú-	the person ( <i>he/she</i> )
2	aba-	<b>ntu</b>	ba-	the people ( <i>they</i> )
1a	u-	<b>Themba</b>		Themba ( <i>he</i> )
	u-	<b>Thamsanqa</b>		Thamsanqa ( <i>he</i> )
	u-	<b>mama</b>	ú-	the mother ( <i>she</i> )
	u-	<b>nyana</b>		the son ( <i>he</i> )
	u-	<b>loliwe</b>		the train ( <i>it</i> )
2a	oo-	<b>Sipho</b>		Sipho and co. ( <i>they</i> )
	oo-	<b>Thamsanqa</b>		the Thamsanqas ( <i>they</i> )
	oo-	<b>mama</b>	ba-	the mothers ( <i>they</i> )
	oo-	<b>nyana</b>		the sons ( <i>they</i> )
	oo-	<b>loliwe</b>		the trains ( <i>they</i> )
3	um-	<b>hla</b>	u-	the day / date ( <i>it</i> )
4	imi-	<b>hla</b>	i-	the days ( <i>they</i> )
5	ili-	<b>zwe</b> (one syllable)	li-	the country ( <i>it</i> )
	i-	<b>gama</b> (two syllables)	li-	the name ( <i>it</i> )
6	ama-	<b>zwe</b>	a-	the countries ( <i>they</i> )
	ama-	<b>gama</b>	a-	the names ( <i>they</i> )
7	isi-	<b>kolo</b>	si-	the school ( <i>it</i> )
8	izi-	<b>kolo</b>	zi-	the schools ( <i>they</i> )
9	in-	<b>to</b>		the thing ( <i>it</i> )
	in-	<b>coko</b>	i-	the conversation ( <i>it</i> )
	i-	<b>fama</b>		the farm ( <i>it</i> )
10	izin-	<b>to</b> (one syllable)		the things ( <i>they</i> )
	iin-	<b>coko</b> (two syllables)	zi-	the conversations ( <i>they</i> )
	ii-	<b>fama</b>		the farms ( <i>they</i> )
11	ulu-	<b>thi</b> (one syllable)	lu-	the stick ( <i>it</i> )
	u-	<b>lwimi</b> (two syllables)	lu-	the tongue / language ( <i>it</i> )
12	izin-	<b>ti</b> (no 'h')	zi-	the sticks ( <i>they</i> )
	ii-	<b>lwimi</b>	zi-	the tongues/languages ( <i>they</i> )
14	ubu-	<b>sika</b>	bu-	the winter ( <i>it</i> )
	ubu-	<b>ntu</b> *	bu-	human decency ( <i>it</i> )
15	uku-	<b>hamba</b>		to walk / walking ( <i>it</i> )
	ukw-	<b>azi</b>		to know / knowledge ( <i>it</i> )
	uk-	<b>oja</b>		to roast / roasting ( <i>it</i> )

\* → See Cultural background.

From these tables you will see that all nouns are grouped into classes according to their prefix.

- The noun classes are numbered 1–15.
- Classes 1, 3, 5, 7, 9 and 11 are singular nouns.
- Classes 2, 4, 6, 8 and 10 are the corresponding plural nouns.
- Classes 14 and 15 have no plural.
- Classes 12 and 13 are no longer active in Xhosa.
- No hard and fast rules enable one to classify a particular noun into a specific class or group. However a few principles apply. Nouns of:
- Classes 1 and 2: only refer to people (but not all nouns referring to people are in this class).
- Classes 1a and 2a: include all proper names, kinship terms, (e.g. mother/s, father/s, uncle/s, aunt/s, sister/s, brother/s), some professions (e.g. doctor/s, social worker/s, teacher/s) and personifications (e.g. train/s, radio/s, machine/s).
- Classes 3 and 4: many trees and rivers; some parts of the body, e.g. leg/s, mouth/s, finger/s, as well as some abstract nouns, (e.g. miracle/s, anger, contribution/s, organisation/s, law/s, marriage/s).
- Classes 5 and 6: some parts of the body, (e.g. eye/s, breast/s, knee/s, ankle/s, bone/s), nouns describing personal characteristics, (e.g. brave person/s; eloquent speaker/s; skilful person/s; liar/s) and some adopted from English/Afrikaans, (e.g. police, card, wheel, kitchen)
- Note: Some nouns of Classes 1 and 9 have their plural in Class 6, e.g.: *umXhosa indoda* (man) *inkosikazi inkwenkwe intombazana* *amaXhosa amadoda amakhosikazi amakhwenkwe amantombazana*.
- Classes 7 and 8: all languages, ordinal numbers 2–10, (2nd, 3rd, 4th etc.) many implements, words adopted from English or Afrikaans beginning with ‘sc-’, ‘st-’, ‘sp-’: e.g. *isikolo* < school, *isitovu* < stove, *isipili* < spieël [mirror], as well as many grammatical terms.
- Classes 9 and 10: many animals, nouns adopted from English and Afrikaans, (e.g. bus/es, car/s, money, bicycle/s, window/s, phone/s)
- Class 11: many abstract nouns. Plural: prefix of Class 10 where applicable.
- Class 14: mainly abstract nouns but also others, (e.g. face, beer, honey, winter, night). No plural.
- Class 15: all infinitives which can also function as nouns.

## 2 Emphatic pronouns

Similar to the French ‘*moi*’, ‘*toi*’, ‘*lui*’, ‘*mna*’, ‘*wena*’, ‘*yena*’ is used for emphasis and contrast, and can be used as well as, but never instead of, the subject concord:

<i>Mna</i> , ndiyahamba ngoku.	As for me, I am going now.
<i>Thina</i> , siyahamba ngoku.*	As for us, we are going now.
<i>Wena</i> , uthila njani?	As for you, how are you?
<i>Nina</i> , ninabo abantwana?	As for you, do you have children?
<i>Yena</i> , uPeter wasifunda <i>isiXhosa esikolweni</i> .	As for him, Peter, he learnt Xhosa at school.
<i>Yena</i> , uJenny wakhulela efama.	As for her, Jenny she grew up on a farm.
<i>Bona</i> , abantwana	As for them, the children, they grew up in Cape Town.

You will surely recognise ‘*thina*’ from the refrain of ‘NKOSI SIKELEL’ IAFRIKA’

\*→ see Cultural background.

**Note:** The function of ‘-na’ is simply to avoid a one syllable word to which Xhosa has an aversion! However, when the two elements of the emphatic pronoun are transposed, ‘na-’ carries a meaning:

<i>mna</i> > <i>nam</i>	and me / with me / I too, also
<i>wena</i> > <i>nawe</i>	and you / with you / you too, also
<i>thina</i> > <i>nathi</i>	and us / with us / we also
<i>yena</i> > <i>naye</i>	and him, her / with him, her he, she too, also
<i>Nam</i> , ndiyavuya ukukwazi.	<i>Me too</i> , I am pleased to know you.
<i>Bekumnandi ukuthetha nawe</i> .	It was nice to talk with you.
<i>Nathi</i> , siyavuya ukunazi.	We also, we are pleased to know you.

## 3 Present tense negative

The negative of the present tense is formed by prefixing ‘a-’ before the subject concord and changing the final vowel of the verb ‘-a’ to ‘-i’. If a noun (object) follows the verb, the initial vowel of the prefix of all subsequent nouns is dropped e.g.:

### Andiphungi kofu.

Andifuni kuphunga kofu.

I don’t drink coffee.

I don’t want to drink coffee.

### **Positive**

*Ndiyaphunga.*

*Siyaphunga.*

*Ùyaphunga?*

*Niyaphunga?*

*Úyaphunga.*

*Bayaphunga.*

### **Negative**

*Andiphungi.*

*Asiphungi.*

*Akuphungi?* (kofu)

*Aniphungi?*

*Akaphungi.*

*Abaphungi.*

**Remember:** -ya- only occurs in the present tense positive when no object follows the verb.

As you can see, when the subject concord consists of a vowel only, e.g. ù- / ú-; -k- (or -w- in spoken language) is inserted:  
a- + ù- > *aku-* / *awu-*; a- + ú- > *aka-*.

**Note:** The negative form of: ‘*Ndiyaphila*’ / ‘*Ndiphilile*’ is *Andiphilanga*. See Unit 7.3

## 4 Remote past tense

One of the past tenses used when talking about past events and actions is the remote or narrative past tense. The subject concord indicates the tense. It is characterised by a long ‘-a’ with a falling tone:

*Ndakhulela efama.*

*Sakhulela efama.*

*Wakhulela\** efama.

*Nakhulela efama.*

*Wakhulela\** efama.

*Bakhulela efama.*

\* ù- + a = wa- and ú- + a = wa-.

## 5 Polite requests

The tone used when giving a one-word instruction in Xhosa largely indicates the ‘softness’ or ‘severity’ of such an instruction, e.g.:

**Hlala phantsi!** (s.)

**Hlalani phantsi!** (pl.)

However this can easily be changed into a polite request by saying:

**Ndicela uhlale** phantsi.

(lit. I beg you (s.) sit down.)

**Ndicela nihlale** phantsi.

'Ndicela' can also be said when asking for something:

Ndicela *amanzi*. (lit. I beg for water.)

Ndicela *ikofu*.

Ndicela *into yokusela*.

'Nceda' (lit. help) is the equivalent of the English 'please' and can also introduce a polite request:

Nceda *uhlale* phantsi.

Nceda *nihlale* phantsi.

**Note:** The verb following 'Ndicela' and 'Nceda' ends in **-e**.

→ See also Unit 4.5.

Ndicela *uthethe isiNgesi*.

Please (you) speak English.  
(lit. I beg (that) you  
speak English.)

Nceda *uthethe isiXhosa*.

Please (you) speak Xhosa.

Nceda *uzame ukuthetha isiXhosa*. Please (you) try to speak Xhosa.

Nceda *ucothisise*.

Please (you) speak slowly.

Nceda *ukhumbule*.

Please (you) remember.

Nceda *nithethe isiXhosa*.

Please (you all) speak Xhosa.

## 6 Impersonal *ku-* – the equivalent of English 'it'

Kunjani?

How is it? (lit. It is how?)

Kufuneka ndihambe.

It is necessary (that) I go  
[i.e. I must go]

Kulungile.

It is all right.

Kushushu.

It is hot.

Kuthethwa *isiNgesi apha*.

It is spoken (English here).

## 7 More interrogatives

In Units 1 and 2 you were introduced to the question words 'phi?', 'njani?' and 'bani?'. Two other interrogatives which you will need are 'nini?' = 'when?' and 'ntoni?' = 'what?':

Wazalwa *nini*?

When were you born?

Ufuna *ntoni*?

What do you want?

Uthini?

What do you say?

**Note:** with the verb '-thi' = 'say', the shortened form '-ni?' (< ntoni?) must be used.

## 8 Conjunctions 'because', 'but', 'if', 'that', 'when'

Like English, Xhosa has conjunctions to join clauses:

Ndilandela kakuhle  
**kuba** uyacothisisa.

I follow well because you are  
speaking slowly.

Ndiyazama ukuthetha isiXhosa,  
**kodwa** kunzima.

I am trying to speak Xhosa,  
but it is difficult.

Ndiyaqonda **ukuba** umntu  
uyacothisisa.

I understand if a person  
speaks slowly.

Ndiyazi **ukuba** ndiyaphazama  
kakhulu.

I know that I make a lot  
of mistakes.

Nceda **ndilungise xa**  
ndiphazama.

Please correct me when I  
make a mistake.

**Note:** A verb following 'xa' (= 'when', 'whenever') never infixes '-ya-'.

→ See Unit 12.1.

## Cultural background

### The concept of 'Ubuntu'

'Ubuntu' – common human decency, humanism or as defined by the editor of the S.A. *Medical Journal*, Professor Daniel Ncayiyana, in a recent editorial, '*ubuntu*', the deeper meaning of which cannot be explained in one or two sentences but which can be said to encompass all the attributes of caring for one's fellow human being. The concept of *ubuntu* is also closely related to the proverb: '*Umntu ngumntu ngabantu*' (lit. a person is a person through other people.)

Professor Ncayiyana explains the meaning of this proverb as 'attaining the totality of being a fully adjusted member of society only through the support, counselling, love, assistance, shelter, example, etc., of one's fellow human beings'.

Nkosi sikelel' iAfrika,  
 Maluphakanyisw' uphondo Iwayo,  
 Yiva imithandazo yethu,  
 Nkosi, sikelela, **thina**,  
 Lusapho lwayo,  
 Nkosi, sikelela, **thina**,  
 Lusapho lwayo.  
 Yiza Moya! Sikelela, Nkosi, sikelela,  
 Yiza Moya! Sikelela, Nkosi, sikelela,  
 Yiza Moya Oyingcwele,  
 Nkosi, sikelela, **thina**,  
 Lusapho lwayo.  
 Nkosi, sikelela, **thina**,  
 Lusapho lwayo.

God bless Africa,  
 Let its horn (i.e. spirit) rise,  
 Hear also our prayers,  
 God bless us,  
 Its (Africa's) family,  
 God bless us,  
 Its family.  
 Come, O Spirit, bless God bless,  
 Come, O Spirit, bless God bless,  
 Come, O Holy Spirit,  
 God bless us,  
 Its family.  
 God bless us,  
 Its family.

The first verse of **NKOSI ‘SIKELEL’ I-AFRIKA** was composed in 1897 by **Enoch Sontonga**, a school teacher from Kliptown, to be sung by school children and church choirs. It was completed by **Samuel E. Mqhayi** (→ see Unit 16 for more about **Mqhayi**) and later, it was adopted by the African National Congress as the closing hymn at meetings. Other organisations followed this practice and the song became recognised as the people’s national anthem. As its dissemination was largely oral, there are a number of versions which often vary from place to place and from occasion to occasion. It is often sung in a combination of Xhosa, Zulu and Sotho, and versions of it are also used as the national anthems in Zambia, Zimbabwe and Tanzania.



## How to apply it

### 1 Say (Yithi)

- (a) I want to speak Xhosa.
- (b) May I speak English?
- (c) I like to speak Xhosa.
- (d) I try to speak Xhosa.
- (e) I speak only a little Xhosa.
- (f) I am still learning.
- (g) I still make a lot of mistakes when I speak Xhosa.
- (h) Please correct me.

### 2 What would you say when you don't understand what someone says?

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

### 3 Answer the following questions in the negative

- |                                  |             |
|----------------------------------|-------------|
| (a) Uyakwazi ukuthetha isiNgesi? | Hayi, _____ |
| (b) Uthetha kakuhle isiXhosa?    | Hayi, _____ |
| (c) Uyaqonda?                    | Hayi, _____ |
| (d) Uyaphila? / Uphilile?        | Hayi, _____ |
| (e) Uyakhumbula?                 | Hayi, _____ |
| (f) Ufuna ikofu?                 | Hayi, _____ |
| (g) Ufuna amanzi?                | Hayi, _____ |

### 4 Convert these instructions into polite requests

- (a) Thetha isiXhosa.
- (b) Zekelela.
- (c) Phinda kwakhona.
- (d) Zama kwakhona.
- (e) Ndixelete.

### 5 Try to get the gist of the following dialogue

These are the sorts of questions you will find useful should you want to know someone’s biographical details:

- (a) Wazalwa nini uMongameli **Nelson Mandela**?
- (b) Wazalwa nge18 Julayi ngo-1918.
- (a) Wakhulela phi?
- (b) Wakhulela *eQunu eMpuma-Koloni* (Eastern Cape Province).
- (a) Wafunda phi?
- (b) Waya kwisikolo sama **Wesile** (Wesleyan). Emva koko (after that) waya kufunda eyunivesithi yase **Fort Hare**.
- (a) Emva koko wenza ntoni?
- (b) Wasebenza njenepolisla lasemgodini (as a mines policeman) kodwa waqhuba ngokufundela (study for) ubugqwetha (legal profession).

## 6 Use the map on the following page to answer the questions.

Besides English, *isiNgesi*, and Afrikaans, *isiBhulu*, South Africa has nine official languages: Nguni group: *isiXhosa*, *isiZulu*, *isiSwati*, *isiNdebele*; Sotho group: *isiSuthu*, *isiPedi* (North Sotho), *isiTswana*. Other groups: *isiVenda*, *isiTsonga* (or Shangaan).

All languages prefix *isi-*: *isiJamani*, *isiFrentshi*, *isiPhutukezi*, etc.

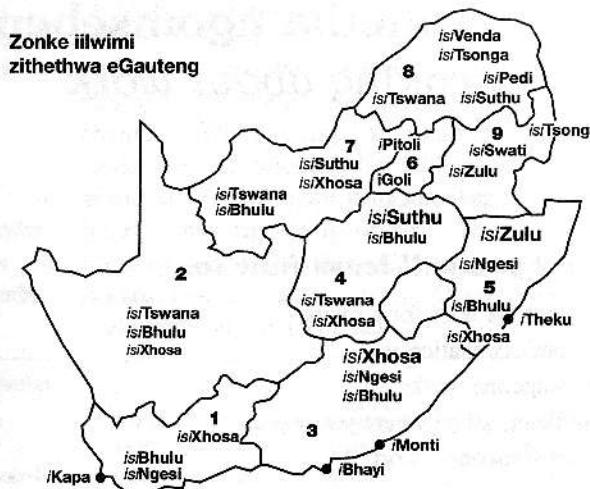
- Kuthethwa eziphi iilwimi kakhulu *eNtshona-Koloni*?
- Kuthethwa eziphi iilwimi kakhulu *eMpuma-Koloni*?
- Kuthethwa eziphi iilwimi kakhulu *eMntla-Koloni*?
- Kuthethwa eziphi iilwimi kakhulu *eFreyistata*?
- Kuthethwa eziphi iilwimi kakhulu *eGauteng*?
- Kuthethwa eziphi iilwimi kakhulu *eMpumalanga*?
- Kuthethwa eziphi iilwimi kakhulu *kwaZulu-Natal*?
- Kuthethwa eziphi iilwimi kakhulu *eMntla-Ntshona*?
- Kuthethwa eziphi iilwimi kakhulu *eMntla*?
- Kuthethwa *isiXhosa* kakhulu ndawoni *eMzantsi Afrika*?
- Kuthethwa *isiZulu* kakhulu ndawoni *eMzantsi Afrika*?
- Kuthethwa *isiTswana* kakhulu ndawoni *eMzantsi Afrika*?
- Kuthethwa *isiSuthu* kakhulu ndawoni *eMzantsi Afrika*?

## 7 Complete according to the example

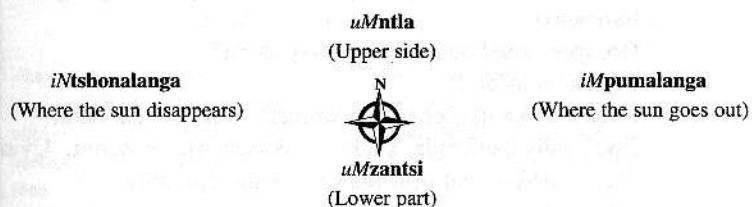
*AmaXhosa* athetha *isiXhosa*.

- AmaZulu* \_\_\_\_\_.
- AmaSwati* \_\_\_\_\_.
- AmaNdebele* \_\_\_\_\_.
- AmaBhulu* \_\_\_\_\_.
- AmaVenda* \_\_\_\_\_.
- AmaNgesi* \_\_\_\_\_.
- AbəTswana* \_\_\_\_\_.
- AbəSuthu* \_\_\_\_\_.

kuthethwa	it is spoken	nase-	and in
<b>ulwimi</b>	language (lit. tongue)	<i>eziphi iilwimi?</i>	which languages?
<b>iilwimi</b>	languages	zonke <i>iilwimi</i>	all languages



- |                           |                 |                          |  |
|---------------------------|-----------------|--------------------------|--|
| 1. <i>iNtshona-Koloni</i> | (Western Cape)  | 6. <i>iGauteng</i>       | (Sotho for 'gold')                         |
| 2. <i>uMntla-Koloni</i>   | (Northern Cape) | 7. <i>uMntla-Ntshona</i> | (North West Province)                      |
| 3. <i>iMpuma-Koloni</i>   | (Eastern Cape)  | 8. <i>uMntla</i>         | (Northern Province)                        |
| 4. <i>iFreyistata</i>     | (Free State)    | 9. <i>iMpumalanga</i>    | (Lit. coming out of the sun i.e. the east) |
| 5. <i>KwaZulu-Natal</i>   |                 |                          |  |



# 4 | Ukuthetha ngomsebenzi

## Speaking about work

**In this Unit you will learn how to:**

- ask what someone does for a living
- say what your occupation is
- ask where someone works
- respond to being asked where you work
- comment on someone's work

### Incoko

Peter and Themba discuss work while waiting for Jenny and Thandi to join them with the coffee, cake and sandwiches.

- UPeter Ndixelele Themba, wenza ntoni ngokomsebenzi?  
 UThemba Ndisebenzela inkampani yeenqwelo-moya njengomphathi-basebenzi.  
 UPeter Oo, ipersonnel manager ngesiNgesi na?  
 UThemba *Uchan' ucwethe!\**  
 UPeter Uyakwazi ke ukusebenza nokuthetha kakuhle nabantu!  
 UThemba Ewe, ndiyakuthanda kakhulu ukusebenza nabantu. Uyazi isaci sesiXhosa sithi: *Umntu ngumntu ngabantu!*  
 UPeter Unyanisile!  
 UThemba Wena, yintoni umsebenzi wakho, Peter?  
 UPeter Mna, ndiyincaphephe yezityalo eKirstenbosch.  
 UThemba Mm, yinto enomdla leyo!  
 UPeter Ewe, ngumsebenzi onomdla. Kananjalo laa ndawo yindawo entle yokusebenza! UThandi naye uyasebenza?  
 UThemba Ewe, naye uthanda ukusebenza nabantu. Ungugqirha. Usebenza kwisibhedele sabantwana iRed Cross. Uya khona kusasa kuphela. Emva kwemini usebenza kwikliniki yePrimary Health Care.

### UKUTHETHA NGOMSEBENZI

- UPeter Naye usebenza kakhulu!  
 UThemba UJenny, ufundisa kwesiphi isikolo?  
 UPeter Akafundisi sikolweni. Ufundisa abantu abadala abafuna ukufunda ukuthetha isiXhosa. Uyazi, baninzi kakhulu abantu abafuna ukufunda ukuthetha isiXhosa ngoku ngakumbi oosomashishini nabasebenzi beenkampani, abanikazi-khaya, oogqirha nabongikazi, njalo njalo.  
 UThemba Heke, bathini kanene ngesiNgesi? 'Better late than never!'  
 UPeter Ithini loo ntetho ngesiXhosa?  
 UThemba Andazi. Lunjalo kaloku ulwimi. Akusoloko kulula ukutolika ngakumbi wakufika kwizaci.

### Isigama

wenza	you do	sabantwana	of children
ntoni?	what?	khona	there
ngokomsebenzi	as far as work goes	kusasa	in the morning
-sebenza	work (verb)	kuphela	only
-sebenzela	work for	emva kwemini	in the afternoon
inkampani	company	kwikliniki ye	at a clinic of
umphathi-basebenzi	personnel manager	kwesiphi isikolo?	at which school?
umsebenzi	worker	akafundisi	she doesn't teach?
abasebenzi	workers, staff	abantu abadala	adults
*uchan' ucwethe!	<i>you're spot on!</i> (lit. you've aimed at (and hit) the shrew)	abafuna	who want
		baninzi	they are many
		ngakumbi	especially
-thanda	like, love	oosomashishini	business people
isaci sesiXhosa	Xhosa idiom	abanikazi-khaya	housewives
sithi	saying	abongikazi	nurses
yintoni?	it is what?	njalo, njalo	etc. etc.
mna	as for me	ngesiNgesi	in English
ingcaphephe		ithini	what is it?
yezityalo	horticulturist	loo ntetho	that saying
umdlala	interest	kanene	indeed
-nomdlala	interesting	ngesiXhosa	in Xhosa
leyo	that	lunjalo kaloku	it's like that
kananjalo	also	ulwimi	language
laa ndawo	that place	akusoloko kulula	it isn't always easy
yindawo entle	it's a lovely	ukutolika wakufika	to translate when
yokusebenza	place to work	kwizaci	it comes to idioms
uggqirha	doctor		
isibhede	hospital		

## How to ...

### Ask what someone does for a living

Wenza ntoni ngokomsebenzi?  
Yintoni umsebenzi wakho?

### Say what your occupation is

Ndingugqirha  
Ndingusomashishini  
Ndingumphathi-basebenzi  
Ndingumongikazi  
Ndingunnikazi-khaya  
Ndiliegqwetha  
Ndiyingcaphephe yezityalo (lit. an expert in plants)  
Ndiyipersonnel manager  
Ndisebenza njengomphathi weshishini  
Ndisebenzela inkampani

### Ask where someone works

Usebenza phi?  
Uphangela phi?

### Respond to being asked where you work

*edolophini*  
*eyunivesithi*  
*esibhedlele*  
Ndisebenza *esikolweni*  
*e-ofisini*  
*eKirstenbosch*  
*kwishihini leenewadi* (publishing house)  
*kwishihini lempahla* (clothing factory)

### Comment on someone's work

*Ngumsebenzi onomdla*  
*Yindawo entle yokusebenza*

## How it works

### 1 More about the Xhosa equivalent of English 'am', 'is', 'are' followed by nouns

You already know that '-ng-' prefixed to nouns beginning with 'um-' and 'u-', (Classes 1, 1a and 3 nouns) expresses 'am', 'is' (→ see Unit 2.5):

Ndingu <u>Jenny</u> .	I <i>am</i> Jenny.
Lo <i>ngunyana</i> wam.	This <i>is</i> my son.
UThandi <i>nguggirha</i> .	Thandi <i>is</i> a doctor.
Ndingumyeni <i>wakhe</i> .	I <i>am</i> her husband.
UDavid <i>ngumfundu</i> .	David <i>is</i> a pupil / student.
UThemba <i>ngumphathi</i> .	Themba <i>is</i> a manager.
<i>Ngumsebenzi</i> onomdla.	It <i>is</i> interesting work.

Similarly, 'ng-' / '-ng-' prefixed to nouns beginning with 'aba-' 'oo-' and 'ama-' (Classes 2, 2a, and 6 nouns → see Unit 3.1):

Abantwana <i>ngabafundi</i> .	The <b>children</b> <i>are</i> pupils.
<i>Ngo</i> Thamsanqa aba.	These <i>are</i> the Thamsanqas.
<i>Ngo</i> Murray aba.	These <i>are</i> the Murrays.
Bangamagqwetha.	They <i>are</i> lawyers.

< *ukugqwetha* = to turn upside down, to be back to front, i.e. everything is the opposite of what it should be.

To express 'am', 'is', 'are' with Class 5 nouns prefix '-l-':

Ndiliegqwetha.	I <i>am</i> a lawyer.
Üligqirha.	He <i>is</i> a traditional healer.
Ülixhwele.	She <i>is</i> a herbalist.

To express 'am', 'is', 'are' with Classes 7 and 8 nouns prefix '-s-' and '-z-' respectively:

Usisithethi sepalamente.	She <i>is</i> the speaker of parliament.
Bazizithethi zepalamente.	They <i>are</i> speakers of parliament.

To express 'am', 'is', 'are' with Class 9 nouns prefix '-y-':

Ndiyingcaphephe yezityalo.	I <i>am</i> a horticulturist.
Ndiyipersonnel manager.	I <i>am</i> a personnel manager.

Note: *ukuba ngumphathi / ligqwetha / yingcaphephe yezityalo* means to become a manager / lawyer / horticulturist.

## 2 Some occupations

Those derived from verbs prefix *um-* and change the final vowel -a to -e:

<u>ukuphatha</u>	to handle	> <i>umphathi</i>	manager
<u>ukufunda</u>	to study	> <i>umfundji</i>	student
<u>ukongamela</u>	to rule over	> <i>umongameli</i>	president
<u>ukupheka</u>	to cook	> <i>umpheki</i>	cook
<u>ukuqhuba</u>	to drive	> <i>umqhubi</i>	driver
<u>ukuthunga</u>	to sew	> <i>umthungi(kazi)</i>	tailor (seamstress)
<u>ukusebenza</u>	to work	> <i>umsébenzi</i>	worker

(cf. *umsébenzi* Class 3 = work)

Note: ukuthetha to speak > *isithethi* speaker

Those adopted from English or Afrikaans prefix 'u-' / 'i-' or 'in-':

<i>utitshala</i> / <i>ootitshala</i> (kazi)	teacher/s
<i>iititshala</i> / <i>iititshala</i> (kazi)	teacher/s
<i>uprofesa</i> / <i>ooprofesa</i>	professor/s
<i>unjingalwazi</i> / <i>oonjingalwazi</i>	
<i>injingalwazi</i> / <i>iinjingalwazi</i> (< <i>-jinga</i> = wave around) (< <i>ulwazi</i> = knowledge)	professor/s
<i>umantyi</i> / <i>oomantyi</i>	professor/s
<i>ijoni</i> / <i>amajoni</i> (< English Johnny)	magistrate/s
<i>ipolisa</i> / <i>amapolisa</i>	soldier/s
<i>itoliki</i> / <i>iitoliki</i> (< Afrikaans vertolk)	policeman/men
<i>intatheli</i> / <i>iintatheli</i> (< -thathele = to take to)	interpreter/s
<i>imbalisi</i> / <i>iimbalisi</i> (< -balisa = relate)	journalist/s
	historian/s

Those incorporating '-no-', a contraction of '*unina wo-*' = 'mother of' or the male equivalent '-so-', a contraction of '*uyise wo-*' = 'father of':

<i>unobhala</i> / <i>oonobhala</i> (lit. mother of writing)	secretary/ries
<i>unogadi</i> / <i>oonogadi</i> (lit. mother of guards)	guard/s
<i>unoncwadi</i> / <i>oononcwadi</i> (lit. mother of books)	librarian/s
<i>unondyebo</i> / <i>oonondyebo</i> (lit. mother of abundance)	treasurer/s
<i>unongendi</i> / <i>oonongendi</i> (lit. mother of not marrying)	nun/s
<i>unontlalo-ntle</i> / <i>oonontlalo-ntle</i> (lit. mother of good living)	social worker/s

<i>unoposi</i> / <i>oonoposi</i> (lit. mother of post)	postman/men
<i>unosilarha</i> / <i>oonosilarha</i> (lit. mother of slaughtering)	butcher/s
<i>unovenkile</i> / <i>oonovenkile</i> (lit. mother of a shop)	shopkeeper/s
<i>usomashishini</i> / <i>oosomashishini</i> (lit. father of factories)	businessman/men
<i>usompempe</i> / <i>oosompempe</i> (lit. father of the whistle)	referee/s

Note: uSomandla (lit. father of power)

## 3 Suffixing '-kazi' to a noun

### Can make it feminine

inkosi	chief	inkosikazi	chief's wife, lady, wife, madam
utitshala	teacher	utitshalakazi	
umongi	nurse	umongikazi	
umnini	owner	umnikazi	

### Can indicate greatness of size

ilizwe	country	ilizwekazi	continent
umthi	tree	umthikazi	big tree
umlambo	river	umlambokazi	large river
intaba	mountain	intabakazi	high mountain

### Can express relationship

umakazi	my mother's sister, i.e. maternal aunt
ubawokazi	my father's brother, i.e. paternal uncle

## 4 Omission of the initial vowel of the noun

### In direct address

If you look again at the explanation of how to greet appropriately in Unit 2, you will see that all nouns following 'Molo / Molweni' have lost their initial vowel:

<i>utata</i> / <i>ubawo</i> / <i>umnumzana</i> / <i>umhlekazi</i>	
> Molo <i>tata</i> , <i>bawo</i> , <i>mnumzana</i> , <i>mhlekazi</i>	
<i>inkosikazi</i> / <i>inkosazana</i> / <i>intombi</i> / <i>intombazana</i> / <i>inkwenkwe</i>	

> Molo nkosikazi / nkosazana / ntombi / ntombazana / nkwenkwe

### **After negative forms**

Andithandi kofu.

UJenny akafundisi bantwana.

### **After demonstratives**

Ayinamsebenzi loo nto.

Intle loo nto.

→ see Unit 9.5 for more about demonstratives.

## **5 When verbs end in ‘-e’ instead of ‘-a’ (subjunctive)**

### **In instructions preceded by an object concord**

Ndixelete.

Tell me.

Sibonise.

Show us.

After the expressions **kufuneka** (ukuba) = it is **necessary** (that) / **must**, **kubalulekile** (ukuba) = it is **important** (that)

**Kufuneka** ukuba uzame      You **must** try to speak  
ukuthetha isiXhosa yonke imihla! Xhosa every day!

**Kubalulekile** ukuba uzame      It is **important** that you **try**  
ukuthetha isiXhosa yonke imihla. to speak Xhosa every day.

### **After ma- ‘let’**

**Masithethe** isiXhosa.  
Masihlale ngaphandle.

Let’s speak Xhosa.  
Let’s sit outside.

### **After -cela ‘ask’, ‘request’, ‘beg’**

**Ndicela** uthethe isiXhosa!      I **request** you to **speak** Xhosa.

→ cf. Unit 3.5.

## **6 Verbal extensions ‘-el-’, ‘-is-’, ‘-an-’**

Another interesting feature of Xhosa is the extension of verbs by means of infixes, adding an implicit preposition or even a change of meaning.

**‘-el-** translates ‘for’, ‘to’

UNomsa ufunda eyunivesithi.  
Ufundela ntoni?

Ndisebenza njengomphathi.  
Ndisebenzela inkampani.

Xela igama lakho!  
Ndixelete.

Nomsa **studies** at the university.  
**What** is she **studying for**?

I **work** as a manager.  
I **work for** a company.

Tell your name!  
**Tell (for) me.**

### **‘-is-’ translates ‘cause to’, ‘make’**

UPeter ufunda isiXhosa.  
UJenny ufundisa isiXhosa.

Peter **learns** Xhosa.  
Jenny **teaches** Xhosa.  
(lit. causes to learn)

Ndiyabona.  
Ndibonise.

I **see**.  
Show **me**. (lit. make me see)

Hamba!  
Hambisa!

Go!  
Continue! (lit. make go)

Ndixelete xa ndiphazama.  
Uxolo ngokukuphazamisa.

Tell **me** when I **make** a mistake.  
Sorry for **disturbing** /  
**interrupting you.**

Note: When ‘-is-’ is doubled = ‘-isis-’ it intensifies the meaning:

Fundisisa	=	Read <u>carefully</u>
Cingisisa	=	Think <u>carefully</u>
Cothisisa	=	Speak <u>very slowly</u>
Qhuqhisisa	=	Beat <u>very well</u> (See Unit 5)
Xubisia	=	Mix <u>very well</u> (See Unit 5)

### **‘-an-’ usually indicates reciprocity ‘each other’**

Siza kubona.  
Siza kubonana > Sobonana

We’ll **see**.  
We’ll **see each other**.

More than one extension can be used in the same verb: ukubon / is / an / a to discuss something (lit. show each other):

Masibonisane ngale nto!      Let’s **discuss** that!

## **7 Various meanings of the preposition ‘nga-’**

**Indicating place** = ‘in the vicinity of’, ‘towards’, ‘near’

**ngaseRhini**  
**ngaseForest Drive**

**near Grahamstown**  
**in the vicinity of Forest Drive**

**In connection with ‘phandle’, ‘phakathi’**

Nifuna ukuhlala **ngaphakathi**  
okanye **ngaphandle**?

Do you want to sit inside  
or outside?

**Indicating time = ‘at’, ‘in’**

**ngeli xesha**  
**ngamanye amaxesha**  
**ngokuhlwa**

**at this time**  
**sometimes (lit. at some times)**  
**in the evening**

**Translating ‘by (means of)’, ‘with’**

**ukuhamba nge-eropleni**  
**ukuhamba ngebhasi / ngemoto**  
**ukuhlawula ngekhadi**

**to go by plane**  
**to go by bus / car**  
**to pay by card**

**Translating ‘about’, ‘concerning’, ‘as’**

**Wenza ntoni ngokomsebenzi?**

What’s your line of work?  
(lit. What do you do as far as  
work is concerned?)

**Kunjani ngokuphunga?**

How about (something hot)  
to drink?

**Forming an adverb**

**ngelishwa (ilishwa = ‘misfortune’)**      **unfortunately**  
**ngethamsanqa (ithamsanqa = ‘luck’)**      **luckily**

**With a language translating ‘in’**

**Yintoni leyo ngesiNgesi?**      What is this **in English**?  
**Uthini ngesiXhosa?**      What do you say **in Xhosa**?

**After ‘enkosi’ = ‘thanks’; ‘uxolo’ = ‘sorry’ translating ‘for’**

**Enkosi ngento yonke.**      Thanks **for everything**.  
**Uxolo ngokunilindisa ixesa elide.**      Sorry **for making you wait so long**.

**nga- + a- = nga-**      **nga- + i- = nge-**      **nga- + u- = ngo-**

(cf. na- + a- / i- / u- etc. → see Unit 2.9).

**8 More about the equivalent of English prepositions  
(known as locatives in Xhosa)**

You already know that to express the English prepositions ‘at’, ‘in’, ‘to’, ‘from’ with place names, you change the **initial vowel** of the prefix to ‘e-’:

**Uhlala phi?**      Ndihlala **eKapa**, **ePinelands**.

Ndihlala **eFama**.

Ndihlala **eMzantsi Afrika**.

**Uvela phi?**      Ndivela **eMonti** / **eGoli** / **ePitoli** / **eBhayi**.  
Ndivela **eMpuma-Koloni** / **eNtshona-Koloni**.

Eight of the nine provinces of South Africa prefix ‘e-’. Which one doesn’t? (→ see map Unit 3).

Another verb which is always followed by the locative form of the noun is ‘ukuya’ = ‘to go to’:

**Uya phi?**      **Where are you going to?**

**Ndiya eyunivesithi.**      I am **going to university**.

**Ndiya esibhledle.**      I am **going to hospital**.

**Ndiya ekhaya.**      I am **going (to) home**.

**Note:** The verb ‘ukuya’ = ‘to go to’ is used when a destination, direction is mentioned. ‘Ukuhamba’ = ‘to go’ in the sense of leave, depart (also walk) is not used when a destination is mentioned:

**Ndiyahamba.**      I am **going**.

**Ndiya edolophini.**      I am **going to town**.

You have also come across ‘ku-’ expressing ‘at’, ‘in’, ‘on’, ‘to’, ‘from’:

Namkelekile **kuflight** 301 oya eKapa.

Usebenza **kwikliniki** yePrimary Health.

Ukwazana **kwi-eropleni**.

**ku- + i- = kwi- (< ku- + ikliniki), (< ku- + i-eropleni).**

**Note:** ‘ku-’ is normally used when the noun is followed by a qualifying phrase.

‘kwa-’ as in ‘kwaZulu’ and ‘kwaLanga’ (the suburb of Cape Town named after the Xhosa chief uLanga) is always prefixed to **proper names** and

translates 'at the place of, at the residence of'.

However, by far the commonest way of expressing prepositions in Xhosa is by changing the **initial vowel** of the noun to 'e-' and the **final vowel** of the noun as follows:

-a > -eni: <i>iKhaya</i>	> <i>eKhayeni*</i>	lethu at/in/from/to our home
-e > -eni: <i>ilizwe</i>	> <i>elizweni</i>	in / from / to the country
-i > -ini: <i>umsebenzi</i>	> <i>emsebenzini</i>	at / to / from work
-o > -weni: <i>isikolo</i>	> <i>esikolweni</i>	at / in / from / to school
-u > -wini: <i>iTheku</i>	> <i>eThekwini</i>	in / to / from Durban

But -u > -ini after:

f: <i>ikofu</i>	> <i>ekofini</i>	in the coffee
ph: <i>idolphu</i>	> <i>edolphini</i>	at / in / from / to town

Note: \**ekhaya* > *eKhayeni* when followed by a possessive.



## How to apply it

### 1 Complete the dialogue

- UDavid Uyafunda, Bongani?  
 UBongani Ewe, ndifunda eWesterford. Wena?  
 UDavid Ndifunda eGrove. Uyabathanda\* (a) titshala bakho?  
 UBongani Abanye (some) (b) lungile kakhulu, abanye hayi.  
 UDavid Udadewenu wenza (c) ?  
 UBongani (d) umfundi eyunivesithi.  
 UDavid Ufundela (e) ?  
 UBongani Ufundela ubugqwetha.  
 Benza ntoni abazali (f) ?  
 UDavid Utata (g) ingcaphephe yezityalo. Usebenza eKirstenbosch. Umama (h) utitshalakazi.  
 UBongani Ufundisa (i) ?  
 UDavid Ufundisa (j) Xhosa (k) n Ngesi.  
 Benza ntoni (l) zali bakho, bona?  
 UBongani Utata (m) umphathi, umama (n) ugqirha. Nam ndifuna ukuba ngugqirha. Wena?  
 UDavid Andazi. Mhlawumbi ndiza kuba yinjineli. (engineer)

\* -ba- = them.

### 2 Derive the appropriate occupations from the verbs

-akha	build
-bhala	write
-coca	clean
-cula	sing
-fota	to take photos
-guqula	translate
-lawula	direct
-lima	farm
-phatha	manage
-qequesha	train
-sasaza	broadcast
-thengisa	sell ('-thenga' = 'buy')
-thwala	carry*
-zoba	paint, draw

\* What is the English translation of this occupation?

### 3 You are introduced to a number of people by name and occupation. Write in English who does what

- |           |           |
|-----------|-----------|
| (a) _____ | (f) _____ |
| (b) _____ | (g) _____ |
| (c) _____ | (h) _____ |
| (d) _____ | (i) _____ |
| (e) _____ | (j) _____ |

### 4 You are already able to introduce your husband, son and friend (Ngumyeni wam lo; ngunyana wam; ngumhlobo wam, uThandi, etc.). Now introduce other members of your family (usapho Iwakho)

- |                    |                  |
|--------------------|------------------|
| your parents       | Ngabazali bam    |
| your children      | abantwana bam    |
| your grandchildren | abazukulwana bam |
| your wife          | Yinkosikazi yam  |

your daughter \_\_\_\_\_ intombi yam, uLindi.

Use the list of greetings in Unit 1 to introduce:

your father

your mother

your grandfather

your grandmother



### 5 You are introduced to someone's relatives. Write down who they are

(a) \_\_\_\_\_

(e) \_\_\_\_\_

(b) \_\_\_\_\_

(f) \_\_\_\_\_

(c) \_\_\_\_\_

(g) \_\_\_\_\_

(d) \_\_\_\_\_

(h) \_\_\_\_\_

### 6 Answer the questions

(a) Uvela phi uPeter?

(b) Uhlala phi ngoku?

(c) Uya phi yonke imihla?

(d) Uvela phi uJenny?

(e) Ufundisa bani?

(f) Usebenza phi uThandi kusasa?

(g) Uya phi emva kwemini?

(h) Usebenzela bani uThemba?

### 7 Say in Xhosa

(a) Where you come from

(b) Where you live now

(c) What your occupation is

(d) Where you work

### 8 Fill in the verbal extension for a meaningful answer

(a) Wena uyasebenza?

Ewe, ndisebenz\_a inkampani yekhomphyutha.

(b) Intombi yakho uyakwazi ukupheka?

Ewe, iphek\_a usapho.

(c) Uyasifunda isiXhosa?

Ewe, uJenny uyandifund\_a.

(d) UNomsa ufunda eyunivesithi?

Ewe, ufund\_a ubugqwetha.

(e) OoThamsanqa bathanda  
ooMurray?

Ewe, bayathand\_a!

### 9 Say to a friend

(a) Let's teach each other!

(b) Let's meet!

(c) Let's help each other!

(d) Let's pull together!

(i.e. Let's build one another!)



### 10 Say that you must

(a) go now Kufuneka ndi\_\_\_\_\_.

(b) go to work Kufuneka ndi\_\_\_\_\_.

(c) work now Kufuneka ndi\_\_\_\_\_.

(d) go to the hospital Kufuneka ndi\_\_\_\_\_.

(e) go home (-goduka) Kufuneka ndi\_\_\_\_\_.

(f) speak Xhosa every day Kufuneka ndi\_\_\_\_\_.

(g) pay by card Kufuneka ndi\_\_\_\_\_.

### 11 Complete appropriately

(a) Ndiya eBhayi ngomso.

Uhamba \_bhasi? Hayi, ndihamba \_eropleni.

(b) Uthanda ukuhamba \_eropleni?

Hayi, ndikhetha ukuhamba \_moto.

(c) Wenza ntoni \_komsebenzi? Ndi \_umphathi.

(d) Usebenza \_shishini lempahla? Hayi, ndisebenza \_ofisi\_\_\_\_\_.

(e) Usebenza na \_kuhlwa? Ewe, \_manyе amaxesha.

(f) Hamba kakuhle. Sala kakuhle. Enkosi \_nto yonke.

### 12 Complete the idioms using the correct form of 'is', 'are'

Ba \_ umthi nexolo.

They are great friends.

(lit. They are tree and resin.)

Ba \_ inyoka nesele.

They are great enemies.

(lit. They are snake and frog.)

U \_ inyoka.

He/she is a treacherous person.

U \_ umkhombe.

He/she is a very angry person.



U\_\_indlovu.

(lit. He/she **is** a rhino.)  
 He/she **is** a very strong person.  
 (lit. He/she **is** an elephant.)

### 13 Listen to the dialogue and answer the questions

umsebenzi omkhulu	huge job	kanjalo	as well
umsebenzi onzima	a hard job	-phumelela	succeed, manage
ndigqibile	I have finished		

- (a) Who are talking to each other?
- (b) What are they talking about?
- (c) Where are they talking?

## 5 | Uyithanda njani ikofu yakho?

How do you like your coffee?

**In this Unit you will learn how to:**

- apologise
- say you are thirsty / hungry
- ask guests how they take their coffee
- offer refreshments
- accept and decline
- express appreciation
- remark on a change in the weather

### Incoko

Jenny and Thandi arrive with refreshments.

- |         |   |
|---------|---|
| UPeter  | Ekugqibeleni. Masiqabuleni unxano!  |
| UJenny  | Uxolo ngokunilindisa ixesha elide. Besincokola! Ndiqini-sekile ukuba ninxaniwe. |
| UPeter  | Ewe, sinxanwe kakhulu! Silambile kananjalo.                                     |
| UThemba | Hayi, kulungile, nathi besincokola!   |
| UJenny  | Thandi, uyithanda njani ikofu yakho? Ufuna ubisi neswekile?                     |
| UThandi | Ubisi <i>qha</i> , enkosi sisi.   |
| UJenny  | Wena, Themba ufuno ikofu enobisi?   |
| UThemba | Ewe, enkosi neetispuni ezimbini zeswekile.                                      |
| UJenny  | Nantsi iswekile. Zincede.   |
| UPeter  | Kunjani ngekeyiki neesengwitshi, Thandi?  |
| UThandi | Enkosi Peter. Ndingafumana isilayi esincinci sekeyiki? Ijongeka intle!          |
| UPeter  | Inene, imnandi kakhulu. Nasi isilayi.   |
| UThandi | Enkosi. Mmm! inencasa le keyiki. Jenny, ndingafumana iresiphi?                  |
| UJenny  | Ngokuqinisekileyo, sisi. Undikhumbuze.  |
|         | Themba, ndingakupha isilayi sekeyiki, nawe?                                     |

- uThemba Enkosi, Jenny. Mna, ndizithanda kakhulu izinto ezimnandi!  
 uJenny Peter, nceda ugqithisele uThemba ikeyiki ngoku ndigalela ikofu yakho.
- UPeter Kulungile. Thandi, kunjani ngenye ikomityi yekofu?  
 UThandi Hayi enkosi. Ikomityi enye yekofu yanele kum!
- UPeter Yho! ilanga lithe *shwaka*. Kuyaphola ngoku. Sifanele ukungena ngaphakathi?
- uJenny Ewe, ngesaquphe kuyabanda. Mna, ndiyagodola. Nina?  
 UThandi Ewe, kancinci.
- uJenny Kulungile, masingeneni! Peter, nceda uvale ucango!
- After coffee Thandi reminds Jenny about the recipe.*
- uThandi Jenny, ungalibali ukundinika iresiphi yekeyiki.  
 uJenny Andilibalanga, sisi. Nantsi.

Ukuba ukhetha i chocolate icing, unganyibilikisa icepē lecocoa powder kwicephe lamanzi abilayo, uququhisise kwi-icing.

### Isigama

ekuggibeleni	at last	imnandi	it's nice
-qabula	quench	nasi (isilayi)	here it is
unxano	thirst	inencasa	it's delicious
-lindisa	cause to wait	iresiphi	recipe
ixesha elide	a long time	ngokuqinisekileyo	certainly
besincokola	we were chatting	-khumbuza	remind
-qinisekile	(be) certain / sure	-pha	give
-nxaniwe	thirsty	isilayi sekeyiki	a slice of cake
-nxanwe kakhulu	very thirsty	izinto ezimnandi	sweet things
-lambile	hungry	-gqithisela	pass to someone
kananjalo	also	-galela	put in, pour
ubisi	milk	anye ikomityi	another cup
iswekile	sugar	yekofu	of coffee
qua	only	ikomityi enye	one cup
enobisi	which has milk	yanele kum	is enough for me
neetispuni ezimbini	and 2 teaspoons	ilanga lithe <i>shwaka</i>	the sun's disappeared
zeswekile	of sugar	kuyaphola	it's getting cool
zincede	help yourself	-fanele	ought
ikeyiki	cake	kuyabanda	it's cold
iisengwitshi	sandwiches	ngesaquphe	suddenly
-fumana	get, obtain	-godola	(be) cold (humans)
isilayi esincinci	a small slice	-vala	close
ijongeka intle	it looks lovely	ucango	door
inene	indeed	-nika	give

## Ikeyiki enye eneencasa EZININZI

### IZITHAKO:

4 amaqanda  
 310ml (1 1/4 yekomityi) yecastor sugar  
 500ml (2 ikomityi) yesSNOWFLAKE  
*Cake Flour*  
 15ml (3 litsipuni) yebaking-powder  
 250ml (ikomityi) yobisi  
 90g yemagarini OKANYE ibhotolo  
 7ml (1 1/2 yetispuni) yevanilla essence

### INDLELA YOKWENZA:

lonfi yenze shushu kwangaphambili ifike kwi-180°C. Qhuqa amaqanda neswekile ndawonye de aqine abe nombala olubhelu. Sefo **ISNOWFLAKE** *Cake Flour* ndawonye nebakings powder, uxube kumxube weqanda. Yenza shushu ibisi nemagarini ndawonye kodwa ungalubilisi. Umxube wobisi nevanilla essence wuzamisele enillameni, galela ngecephe kwiitin zekeyiki ezingqukova neziyi:23cm, bhaka amo-25 ukuya kuma-30 emizuzu.

### I-icing Engundoqo

Qhuqa i-500g (ipakethi) yeicing sugar ne-250g yemagarini okanye ibhotolo ethambileyo de ibe khaphukhaphu. Yisebenzise phakathi koomaleko nakumphezulu wekeyiki.



icephe (ama-)	spoon	uxube kumxube	fold into egg
-ququhisisa	beat well	weqanda	mixture
izithako	ingredients	unga/ubilisi	you shouldn't boil it
amaqanda	eggs	wuzamisele	stir it into the batter
indlela yokwenza	method (lit. way of making / doing)	entlameni ezingqukova	which are round
i-onti	oven	i-icing engundoqo	basic icing
yenze	make it	ethambileyo	which is soft
shushu	hot	khaphukhaphu	light and fluffy
kwangaphambili	pre-heat to	phakathi	yisebenzise use it
ifike kwi-180°C	180°C	koomeko	between layers
quhuqa ndawonye	beat together	nakumphezulu	and on top
de aqine abe	until thick and		
nombala olubhelu	yellow in colour		

**Try to memorise**

**Uxolo ngokunilindisa ixesha elide**  
**Zincede!**  
**Ikomityi enye yekofu yanele kum!**  
**Ilanga lithe shwakal**  
**Ungalibali!**  
**Andilibalanga!**

Sorry for keeping you waiting such a long time  
 Help yourself!  
 One cup of coffee is enough for me!  
 The sun has disappeared!  
 Don't forget!  
 I haven't forgotten!

**How to ...****Apologise**

**Uxolo!** (ngokulindisa ixesha elide)  
**Uxolo!** (ngokunilindisa ixesha elide)

**Say you are thirsty / hungry**

Ndinxaniwe. Ndinxanwe kakhulu.  
 Ndilambile. Ndilambe kakhulu.

**Ask how someone takes their coffee / tea**

**Uyithanda njani ikofu / iti yakho?**  
**Ufuna ubisi neswekile ekofini / etini?**  
**Ufuna ikofu enobisi?**  
**Ufuna ikofu eneswekile?**

**Offer refreshments**

**Kunjani ngekofu / neti?**  
**Kunjani ngenye ikomityi yekofu / yeti?**  
**Kunjani ngokusela into ebandayo?**  
**Kunjani ngewayini? (wine)**  
**Kunjani ngotywala? (beer / alcohol)**  
**Kunjani ngekeyiki?**  
**Kunjani ngeesengwitshi?**  
**Zincede!**  
**Ndingakupha isilayi sekeyiki?**  
**Ndingakupha isengwitshi?**  
 → See Cultural background.

**Accept and decline**

**Ewe, enkosi.**  
**Hayi, enkosi.**  
**Ndingafumana isilayi esincinci qha?**  
**Ikomityi enye yekofu yanele kum enkosi.**

**Express appreciation**

**Kumnandi!**  
**Inencasa gqitha!**  
**Imnandi kakhulu!**  
**Ijongeka intle le keyiki!**

**Remark on a change in the weather**

**Linjani izulu? / Injani imozulu?** (lit. How is the weather?)  
**Ingathi ilanga lithe shwaka.**  
**Ilanga litshomile** (the sun has gone down).  
**Liyaphola ngoku.**  
**Kuyabanda ngesaquphe.**

**Ideophones (Izifanekisozwi)**

An **ideophone** is a part of speech which is a characteristic and distinctive feature of Xhosa. You have already come across two examples in this book: 'qha' and 'shwaka'.

**Ideophones** are often onomatopoeic, i.e. they suggest the action by their sound, e.g. 'dyumpu', similar to the English 'plop', but they mostly describe manner and are used where English uses adverbs, e.g.:

**Hamba ngqo!**

**Go straight along.**

**Ideophones** are often introduced by 'ukuthi' which indicates the tense, mood, person, and class, but can also be used with other verbs, e.g.:

**Siphile qete!**

**We are completely well.**

However, because **ideophones** are interjectional in nature, they are often more effective when standing alone, e.g.:

**Nkqi ivili!**

**The wheel is stuck fast!**

**Ideophones** are also used to emphasise the intensity of some colours:

Le ntyatyambo **igomvu** krwe(e). This flower is **blood red**.

Imithi **iluhlaza** yakal. The trees are **grass green**.

linwele zakhe **zimnyama**

*khaca* (*jhsu*)!

linwele zakhe **zimhlophe** qhwal

→ See **Unit 14.6.**

This flower is **blood red**.

The trees are **grass green**.

Her hair is **pitch black**.

Her hair is **snow white**.

## Cultural background

### Some traditional brews

**Umqombothi:** An alcoholic drink made from **maize porridge** and sprouts which is left until it ferments.

**Amarhewu:** Non-alcoholic maize meal liquid. A small amount is mixed with **flour** and **sugar** (optional). It is then put into the main porridge container until ready.

**Ublayi:** Maize porridge made in a three-legged pot. It is cooked until the bottom of the pot is scalded. This scalded part is then scraped off and mixed with porridge and allowed to ferment.



## How it works

### 1 More object concords

In English, the pronouns ‘him’ and ‘her’ are the same irrespective of whether you are referring to a student, lawyer or engineer, etc. This is not so in Xhosa where ‘him’ and ‘her’ are represented by different forms which change according to the *noun* to which they refer. These are known as **object concords** and are derived from the noun prefixes:

Jenny teaches him/her (the student). Ujenny uyafundisa (umfundisi).

She teaches him/her (the lawyer). Uyalifundisa (igqwetha).

She teaches him/her (the engineer). Uyayifundisa (injineli).

The plural form ‘them’ also has different forms in Xhosa:

She teaches them (workers). Uyabafundisa (abasebenzi).

She teaches them (doctors). Uyabafundisa (oogqirha).

She teaches them (lawyers). Uyawafundisa (amagqwetha).

She teaches them (engineers). Uyazifundisa (iinjineli).

Similarly, there are several Xhosa equivalents for the English pronoun ‘it’ and its plural ‘them’, which also depend on the noun referred to:

I ask for it (work).

I like them (illustrations).

I like it (the name).

I like them (the names).

I like it (the Xhosa language).

How do you like it (coffee)?

How do you like them (sandwiches)?

Don’t you like it (the milk)?

I don’t like it (winter).

I like it (travelling).

Ndiyawucela (umsebenzi).

Ndiyayithanda (imizobo).

Ndiyalithanda (igama).

Ndiyawathanda (amagama).

Ndiyasithanda (isiXhosa).

Uyithanda njani (ikofu)?

Uzithanda njani (isengwitshi)?

Akuluthandi (ubisi)?

Andibuthandi (ubusika).

Ndiyakuthanda (ukuhamba).

From the ‘at a glance’ table you will see that the **object concords** have the same form as the subject concords except where the subject concord is a vowel only. In these cases the subject concord incorporates a consonant to form the **object concord**. Do you remember why? (See Unit 2.6):

<b>Subject concords</b>		<b>Object concords</b>	
		<b>at a glance</b>	
ndi-	I	-ndi-	me
si-	we	-si-	us
ú-	you (s.)	-ku-	you (s.)
ni-	you (pl.)	-ni-	you (pl.)
ú-	he / she	-m-	him / her
ba-	they	-ba-	them
ú-	it	-wu-	it
i-	they	-yi-	them
li-	it / he / she	-li-	it / him / her
a-	it	-wa-	them
si-	it	-si-	them
zi-	them	-zi-	them
í-	it / he / she	-yi-	it / him / her
zi-	them	-zi-	them
lu-	it	-lu-	it
bu-	it	-bu-	it
ku-	it	-ku-	it

## 2 Possessives

In English, possessive relationship can be expressed by ‘‘s’ or ‘of’, e.g. ‘the boy’s name’ or ‘the name *of* the boy’.

In Xhosa, only the ‘of’ construction exists. The two nouns (‘name’ and ‘boy’) are linked by a **possessive concord** which is characterised by the possessive ‘-a’.

This **link** (representing ‘of’) between the two nouns **changes** according to the prefix of the first noun (possessee) and influences the prefix of the second noun (possessor) resulting in a **sound change**:

*umsebenzi wa-* + *inkampani* > *wenkampani*

(employee *of* a company)

*usomashini wa-* + *inkampani* > *wenkampani*

(businessman *of* a company)

*abasebenzi ba-* + *iinkampani* > *beenkampani\** (staff *of* a company)

*oosomashini ba-* + *iinkampani* > *beenkampani\**

(businessmen *of* a company)

*umxube wa-* + *iqanda* > *weqanda* (mixture *of* egg)

*imizobo ya-* + *abantwana* > *yabantwana* (paintings *of* the children)

*ixesha la-* + *iti* > *leti* (time *of* tea i.e. teatime)

*amagama a-* + *abantwana* > *abantwana* (names *of* the children)

*isicelo sa-* + *umsebenzi* > *somsebenzi* (application *of* a job)

*izicelo za-* + *umsebenzi* > *zomsebenzi* (applications *of* jobs)

*ikomityi ya-* + *ikofu* > *yekofu* (cup *of* coffee)

*ittispuni za-* + *iswekile* > *zeswekile* (teaspoons *of* sugar)

*uluhlu twa-* + *izithako* > *lwezithako* (list *of* ingredients)

*ubuntu ba-* + *abantu* > *babantu* (the humanity *of* the people)

*ukubhakwa kwa-* + *iikeyiki* > *kweekeyiki\** (the baking *of* cakes)

*ukwenziva kwa-* + *ubusi* > *kobusit†* (the making *of* honey)

\**ii-* > *-ee-*. †For ease of pronunciation ‘w’ is omitted before ‘o’.

## 3 How to express ‘am’, ‘is’, ‘are’

With interrogative ‘-phi?’ where ‘am’, ‘is’, ‘are’ are understood

Uphi uDavid?

Where (is) David?

Siphi isibhedele?

Where (is) the hospital?

Iphi i-ofisi yakho?

Where (is) your office?

→ cf. Unjani? = lit. You how? (see Unit 2.5).

## With the adverb ‘apha’ = ‘here’

I-ofisi i!apha eKapa.

The office *is* here *in* Cape Town.

With forms such as ‘esikolweni’, ‘e-ofisini’, ‘emsebenzini’, esibhedele, eKapa, etc. (known as the locative form)

Ndisekhaya.

I am *at* home.

Use-ofisini.

He *is* *in* the office.

Basesikolweni.

They *are* *at* school.

Note: The locative -s- also separates the two vowels in:

ngase-: ngaseRhini

near Grahamstown

nase-: naseyunivesithi

and *at* the university

base-: abantu baseHolani

the people *of* (in) Holland

## 4 How to express ‘here is’, ‘here are’

Once again the noun class system in Xhosa necessitates the use of several different forms where only two are used in English:

Nanku uJenny.

Here is Jenny.

Naba abantwana.

Here are the children.

Nanku (or nangu) umnxeba.

Here is the phone.

Nantsi imiqamelo.

Here are the pillows.

Nali icephe.

Here is the spoon.

Nanga amacephe.

Here are the spoons.

Nasi isilayi sekeyiki.

Here is a slice of cake.

Nazi ezinye izilayi.

Here are some more slices.

Nantsi ikofu.

Here is the coffee.

Nazi (or nanzi) itispuni.

Here are the teaspoons.

Nalu ubisi.

Here is the milk.

Nabu\* ubusi.

Here is the honey.

Naku ukutya.

Here is the food.

\* Nabu is seldom used as nouns belonging to Class 14 are nearly all abstract.

## 5 The equivalent of English ‘myself’, ‘yourself’, etc.

At last, here is a case where there is only one form in Xhosa where English has more than one form!

Like the object concord, ‘-zi-’ = ‘myself’, ‘yourself’, ‘ourselves’, etc., is placed immediately before the verb:

Ndiyazidla. (lit. I am eating *myself*) I am **proud** of *myself*.  
 Bayazidla. They are **proud** of *themselves*.  
 Zincede. **Help yourself.**

## 6 Expressions in Xhosa ending in ‘-ile’

These expressions often refer to one’s physical state. They are verbal forms in Xhosa, but correspond to adjectives in English:

Ndiphilile.	I am well.	Namkelekile!	You’re welcome!
Ndilambile.	I am <b>hungry</b> .	Kubalulekile.	It’s <b>important</b> .
Kuhungile.	It is <b>all right</b> .	Uxakekile?	Are you <b>busy</b> ?
Ndiqinisekile.	I’m <b>sure</b> .	Ndingxamile.	I’m in a <b>hurry</b> .
Utshatile?	Are you <b>married</b> ?	Unyanisile.	You’re <b>right</b> .
Ukhululekile?	Are you <b>comfortable</b> ?	Kupholile.	It is <b>cool</b> .

**Note:** Two frequently used expressions which end in ‘-iwe’, not ‘-ile’:

Ndinxaniwe. I am **thirsty**. Ndidiiniwe. I am **tired**.

## 7 ‘Xhosalised’ words

In Units 1–5 you have come across a number of ‘**xhosalised**’ nouns, i.e. those nouns adopted from English and / or Afrikaans:

from English	from Afrikaans
ibhotolo	butter
ifama	farm
inkampani	company
ikeyiki	cake
ikliniki	clinic
ikofu	coffee
imajarini	margarine
i-ofisi	office
i-resiphi	recipe
isengwitshi	sandwich
iti	tea
itispuni	teaspoon
iyunivesithi	university

As you can see, most of these ‘adopted words’ belong to Classes 9 / 10 prefixing *i-/ii-*. However, when the adopted English or Afrikaans word

begins with an ‘s’ followed by a consonant, e.g. ‘school’, ‘slice’, these nouns usually belong to the ‘*isi-*’ class:

isikolo      school      isilayi      slice

Although the majority of nouns adopted from English or Afrikaans belong to Classes 9 and 10, there are a number of nouns besides ‘*ibhanti*’ which belong to Classes 5 and 6 and **not** to Classes 9 and 10:

ikhitsi	amakhitsi (kitchen/s)	ikhadi	amakhadi (card/s)
iphepha	amaphetha (paper/s)	ipolisa	amapolisa (police)
itikitiki	amatikitiki (ticket/s)	ivili	amavili (wheel/s)

Adopted words are often used in everyday speech while the original Xhosa words are preferred in the written language, especially in literature, e.g.:

i-eropleni	inqwelo-moya (lit. wagon (of the) air)
ikhitsi	igumbi lokuphekela (lit. room of / for cooking)
iflawa	umgubo (flour)
ifowuni	umnxeba (phone) (lit. a rope)

**Note:** When English words are used in written or spoken Xhosa they must have a prefix which is usually ‘*i-*’ (Class 9):

ipersonnel manager
iRed Cross Hospital
iPrimary Health Care

## How to apply it

### 1 Ask

- (a) Where is the sugar?
- (b) Where is the milk?
- (c) Where is the cake?
- (d) Where is a spoon?
- (e) Where is the coffee?
- (f) Where is the tea?
- (g) Where is a teaspoon?

### 2 Answer

- (a) Here is the sugar.
- (b) Here is the milk.

- (c) Here is the cake.
- (d) Here is a spoon.
- (e) Here is the coffee.
- (f) Here is the tea.
- (g) Here is a teaspoon.

### 3 Say that you like 'it'

- (a) Ndi \_\_\_ thanda (ikeyiki).
- (b) Ndi \_\_\_ thanda (amaqanda).
- (c) Ndi \_\_\_ thanda (izinto ezimnandi).
- (d) Ndi \_\_\_ thanda (iisengwitshi).
- (e) Ndi \_\_\_ thanda (ikofu) enganaswekile. (without sugar) (lit. not having sugar)

### 4 Give the instructions replacing the word in brackets with the appropriate object concord

- (a) \_\_\_ zalise (iketile – fill the kettle).
- (b) \_\_\_ bilise (amanzi).
- (c) \_\_\_ zise (ubisi).
- (d) \_\_\_ gqithise (iswekile).
- (e) \_\_\_ ncede (yourself).
- (f) \_\_\_ vale (ucango).

### 5 Ask (using -njani)

- (a) How are you today?
- (b) How are the children?
- (c) How is your husband?
- (d) How is your wife?
- (e) How are your parents?
- (f) How is work?
- (g) How is the weather?
- (h) How is the cake?
- (i) How are the sandwiches?

### 6 Look at the recipe Jenny gives Thandi

- (a) Circle the object concords and the noun to which they refer.  
(You should find three)
  
- (b) Circle the possessives.

### 7 Write a list in Xhosa of the things Thandi asks Lindiwe to buy for her

UThandi 'Lindiwe, ndifuna ukubhaka ikeyiki ngomso kusasa kodwa andinaxesha lokuthenga izithako ezifunekayo. Ndicela uye esuphamakete uzithenge. Nalu uluhlu:'

eggs	_____
flour	_____
butter	_____
sugar	_____
milk	_____
margarine	_____
icing sugar	_____

ULindiwe Kulungile. Ndiza kukwenzela loo nto.

### 8 Complete the text by filling in

Use 'amanzi', 'ikofu' and 'ubisi'.

- A Ngena sisi, uphumle umzuzwana. Ujongeka udiniwe! Hlala phantsi. Lixesha leti okanye ukhetha \_\_\_\_\_?
- B Enkosi. Nokuba yintoni.
- A David, layita iketile ubilise \_\_\_\_\_.
- D Kulungile, mama.
- A Nantsi \_\_\_\_\_. Ungathanda \_\_\_\_\_ neswekile?
- B Galela \_\_\_\_\_ qha, enkosi.
- A David, nceda uzise \_\_\_\_\_.
- D Luphi \_\_\_\_\_, mama? Lusefrijini? Andiluboni tu!
- A Oo, ndilibele ukuluthenga \_\_\_\_\_!

-phumla	rest, relax	iketile	kettle
umzuzwana	a little while	-bilisa	boil
-layita	switch on	-zisa	fetch

## 9 Fill in the missing forms

Use:

- (a) ndilambile, (b) kubalulekile, (c) wamkelekile, (d) ndiphilile,
- (e) ndingxamile, (f) utshatile, (g) ndinxanwe and (h) kupholile

Molo, (1) \_\_\_\_\_ ekhayeni lam!

Unjani namhlanje? (2) \_\_\_\_\_ enkosi.

Ufuna into yokusela? Ewe, (3) ndi \_\_\_\_\_ kakhulu!

Ufuna into yokutya kananjalo? Ewe, (4) \_\_\_\_\_.

Ndicele uze apha. Ungandincedisa? Hayi, ndilusizi,

(5) \_\_\_\_\_.

Nceda uzise ijezi yam. Ndiyagodola. (6) \_\_\_\_\_ ngoku.

(7) \_\_\_\_\_ ufwune uThandi.

(8) \_\_\_\_\_ uThemba? Ewe, uThandi yinkosikazi yakhe.

# 6 | Nifudumele ngokwaneleyo?

*Are you warm enough?*

**In this Unit you will learn how to:**

- ask whether someone is warm enough
- discuss the weather
- express likes / dislikes
- refer to the days of the week / months / seasons

## Incoko

The Murrays and the Thamsanqas move inside and discuss the variable weather.

- |         |  |
|---------|--|
| UPeter  | Nifudumele ngokwaneleyo okanye ndilayite isifudumezi?  |
| UThemba | Hayi enkosi, asifuni sifudumezi. Akubandi kangako.   |
| UJenny  | Linjalo izulu laseKapa. Umzuzu ilanga liyakhanya, kolandelayo kuyana!  |
| UThandi | Hayi, maan, musa ukubaxa! Yaye ungakhalazi ngezulu laseKapa! Imvula ibhetele kunembalela! Ibe siyayifuna imvula eMzantsi Afrika. Inqabile. |
| UPeter  | Jenny, ufana nabantu abavela eGauteng! Bona, kaloku, abalithandi izulu lethu! Ebusika bakhala za ngemvula; ehlotyeni ngokuvuthuza komoya!  |
| UThemba | Kodwa masiyivumeni inyani, lihle izulu laseGauteng ebusika. Lomile, alini.   |
| UThandi | Kodwa iindudumo nemibane phaya ehlotyeni!  |
| UJenny  | Hayi, masivumeni yonke indawo inezinto ezilungileyo nezinto ezingalunganga!  |
| UThandi | Unyanisile! Umzekelo, eThekwini kumnandi ebusika kodwa ukufuma apho ehlotyeni, <i>kugqithe emgceni!!</i>                                   |
| UJenny  | Ewe, kunjalo kanye sisi.   |

- UPeter Ndiyathemba ukuba liza kuba lihle\* ngempela-veki ezayo  
kuba kukho ukhuphiswano olukhulu lweqakamba eNewlands.  
Uyakuthanda ukubukela iqakamba, Themba?
- UThemba Kakhulu! Utsho noMakhaya Ntini kwiTV: 'I don't like cricket. I love it!'
- UPeter Heke, ndiza kuya noDavid emdlalweni ngoMgqibelo. Uyafuna ukusikhapha nonyana wakho?
- UThemba Ewe, singavuya kakhulu.
- UPeter Kulungile, ndiza kukufowunela ngoLwesihlanu ukuze sithethe ngexesha nendawo yokudibana.

\*In 'liza kuba lihle' 'li-' = 'it' refers to Class 5 noun '**izulu**' = weather.



### **Isigama**

-fudumele	be warm	masiyumeni inyani	let's admit the truth
ngokwaneleyo	enough	-omile	be dry
-layita	switch on	alini	it doesn't rain
isifudumezi	heater	iindudumo	thunder
kangako	so	imibane	lightning
-njalo	like that	phaya	over there
izulu	weather	yonke indawo	every place
laseKapa	of the Cape	inezinto ezilungileyo	has good things
umzuzu	minute	ezingalunganga	not good (things)
-khanya	shine	umzekelo	for example
kolandelayo	at the next	eThekwini	in Durban
-na	rain (verb)	ukufuma	humidity
musa	don't	apho	there
-baxa	exaggerate	<i>kugqithe emgceni</i>	intolerable
yaye	and		lit. beyond the line
ungakhalazi	don't complain	kunjalo kanye	it's exactly like that
imvula	rain (noun)	liza kuba lihle	it will be fine
-bhetele	better	impela-veki ezayo	coming weekend
kunembalela	than drought	ukhuphiswano olukhulu	big match
imbalela	drought	lweqakamba	of cricket
ibe	moreover	iqakamba	cricket
-nqabile	be scarce	-bukela	watch
-fana na-	be like	-tsho	say so
abavela	who come	emdlalweni	to the game
bona, kaloku	as for them	ngoMgqibelo	on Saturday
ebusika	winter	-khapha	accompany
-khalaza nga-	complain about	-fowunela	phone (for)
ehlotyeni	in summer	ngolwesihlanu	on Friday
-vuthuza komoya	blowing of wind	ukuze	so that

### **How to ...**

#### **Ask whether someone is warm enough/cold**

Ufudumele ngokwaneleyo?

Uyagodola?

Note: '-godola' = 'be cold' refers to humans while '-banda' = 'be cold' refers only to inanimate objects.

#### **Comment on warm/hot/pleasant weather**

**Kushushu!**

**Yimini entle!**

It's hot!

It is a beautiful day!

**Ilanga liyakhanya.**

The sun is shining.

**Ilanga liyaqaqamba** (lit. throbbing).

The sun is shining.

**Ilanga liyatshisa!**

The sun is burning!

**Ilanga libalele.**

It is intensely hot.

There is a drought.

**Likhupha intlanzi emanzini!\***

(It is so hot that) it takes the fish out of the water!

**Ligqatse ubhobhoyi!\***

(It is so hot that) it scorches the African hoopoe bird!

**Kufudumele.**

**Ndifudumele.**

It is warm.

I am warm

→ \*See Unit 10.1 for more about idioms and proverbs.

#### **Comment on cool/cold/less pleasant weather**

**Ihlobo alifuni kufika.**

Summer doesn't want to come.

**Ihlobo alivumi ukude lingene.**

Summer is late. (lit. summer doesn't agree (yet) to come in.)

Summer has come to an end.

**Ihlobo liphelile.**

It is becoming cool.

**Kuyaphola.**

It is cool.

**Kupholile.**

It is cold (outside)!

**Kuyabanda** (phandle)!

It was cold yesterday.

**Bekubanda izolo.**

It is a terrible day!

**Yimini embi!**

It looks as if it is going to be a terrible day!

**Kujongeka ngathi imini**  
iza kuba mbi!

*Izulu limathumb' antaka!\**

The weather is rather unsettled.  
(lit. like the intestines of a bird)  
**Winter doesn't want to go away.**  
I don't like the winter  
months at all!

→ \*See Unit 10.1 for more about idioms and proverbs.

### Comment on rainy weather

*Izulu liyezisa.*

Rain is imminent. (lit. the weather is bringing rain)

*Kuyana.*

It's raining.

*Ndicinga ukuba kuza kunetha!*

I think it is going to rain!

*Ngathi kuza kunetha.*

It looks like it is going to rain.

*Ndithemba ukuba izu kuyeka  
kamsinya ukunetha!*

I hope that it stops raining soon!

*Sifumene imvula eninzi kutshanje.* We've had a lot of rain recently.

Here's the rain!

*Nantsi imvula!*

It's pouring with rain!

*Iyagalela imvula!*

It's pouring with rain!

*Imvula iyadyudyuza!*

It's pouring with rain!

### Comment on windy/misty/overcast/dry weather

*Umoya uyavuthuza.*

It's very windy. (lit. it is blowing)

*Umoya uyabhudla.*

The wind is blowing hard.

*Kukho inkungu.*

It's misty.

*Kusibekele.*

It's overcast.

*Komile.*

It's dry.

*Kufumile.*

It's humid.

*Kuzolile.*

It's calm.

Note: 'inkungu nelanga' (lit. mist and sun) is an idiomatic way of saying 'a multitude of people': 'Bekukho inkungu nelanga' 'There was a huge crowd.'

### Comment on thunder/lightning/hail

*Mamela iindudumo!*

Listen to the thunder!

*Jonga umbane!*

Look at the lightning!

*Jonga isichotho!*

Look at the hail!

### Ask what the temperature is

*Yntoni iqondo lobushushu  
namhlanje?*

What's the temperature today?  
(lit. degree of heat)

## Cultural background

### Seasons of the year

(*Amaxesha Lonyaka*) (lit. times of the year)

summer	<b>ihlobo</b>	(< <i>umihlobo</i> = friend (i.e. the friendly season)
spring	<b>intlakohlaza</b>	(lit. the points of the green grass)
	<b>intwasahlolo</b>	(< <i>-thwasa</i> = become visible, appear (lit. the appearance of summer)
autumn	<b>ukwindla</b>	(< <i>-dia</i> = eat, i.e. the season of eating) (Class 14!)
winter	<b>ubusika</b>	(< <i>-sika</i> = cut, i.e. the cutting season)

### Months of the year

(*Iinyanga Zonyaka*)

January	uJanuwari	eyom <u>Qungu</u>	(month of the <b>Tambuki</b> <b>grass</b> )
February	uFebruwari	eyom <u>Dumba</u>	(month of the <b>swelling</b> <b>grain</b> )
March	uMatshi	eyo <u>Kwindla</u>	(month of the <b>first fruits</b> )
April	uApril	eka <u>Tshaz'iimpuzi</u>	(month of the <b>withering</b> <b>pumpkins</b> )
May	uMeyi	eka <u>Canzibe</u>	(month of the <b>Canopus</b> )*
June	uJuni	eye <u>Silimela</u>	(month of the <b>Pleiades</b> )
July	uJulayi	eye <u>Khala</u>	(month of the <b>cloes</b> )
August	uAgasti	eye <u>Thupha</u>	(month of the <b>buds</b> )
September	uSeptemba	eyom <u>Sintsi</u>	(month of the <b>coast</b> <b>coral tree</b> )
October	uOktobha	eye <u>Dwarha</u>	(month of the <b>ragwort</b> )
November	uNovemba	eye <u>Nkanga</u>	(month of the <b>broad-</b> <b>leaved ragwort</b> )†
December	uDisemba	eyom <u>Nga</u>	(month of the <b>mimosa</b> <b>thorn tree</b> )

\*Bright star seen before dawn in May. †Tall and smaller yellow daisies respectively.

**Note:** As can be seen from the explanation in brackets, the Xhosa months were named after plants or flowers flowering in that particular month. The original names of the months are very often used in literature while the Anglicised versions seem to be used in everyday speech especially by the younger generation.

## Poem and songs



### Imbalela

'Yoo! Yoo!  
Siyalila,  
Iinkomo zethu zifile,  
Iintlanti zikhedamile,  
Amasimi axwebile.  
Imimango ibharile,  
Izityalo zibunile,  
Izilwana ziziimpanza,  
Amacebo aphelile.'



### Invula

Invula, invula,  
*Chapha, chapha, chapha,*  
Imanz' ilokhwe yam,  
imanz' ilokhwe yam,  
*Gqum, gqum, kuyaduduma,*  
*Gqum, gqum, kuyaduduma.*  
Imanz' ilokhwe yam,  
Imanz' ilokhwe yam.



### Umoya

Khanibone nank ' umoya!  
*Wu! Wu! Wu!*  
Ungen' efestileni,  
Ucim' isibane sam,  
Uyaphuma ndiyasala,  
Undishiya emnyameni,  
Zuhamble zuhambe (uze uhambe).  
*Wu! Wu! Wu!*

### Drought

Oh! Oh!  
We are weeping,  
Our cattle are dead,  
The cattle *kraals* are bereft,  
The fields are cracked like dry skin.  
The hillsides are parched,  
The plants are withered.  
The small wild animals are like a  
broken up, dispersed army,  
We don't know what to do.  
(lit. Plans have come to an end.)

(From a poem by G. Soya Mama)

### Rain

Rain, rain,  
*Splash, splash, splash,*  
My dress is wet,  
My dress is wet,  
*Boom, boom*, it is thundering.  
*Boom, boom*, it is thundering.  
My dress is wet.  
My dress is wet.

### Wind

Please see here is the wind!  
*Wu! Wu! Wu!*  
It comes through the window,  
It puts out my light.  
It goes out and I stay,  
It leaves me in the dark.  
It should go, it should go.  
*Wu! Wu! Wu!*

## How it works

### 1 The equivalent of English 'every', 'all', 'the whole' = '-onke'

From the following list you can see that '-onke' is preceded by the consonant associated with the noun to which it refers and can precede or follow a noun depending on emphasis:

wonke <i>umntu</i>	every person, everyone
bonke <i>abantu</i>	all persons, everybody
wonke <i>umsebenzi</i>	all work
yonke <i>imihla</i> (lit. all days)	every day
lonke <i>ilizwe</i>	the whole country
lonke <i>ixesha</i>	all the time
onke <i>amazwe</i>	all countries
onke <i>amaxesha</i>	all times
sonke <i>isikolo</i>	the whole school
zonke <i>izikolo</i>	all schools
yonke <i>into</i>	everything
zonke <i>izinto</i>	all things
lonke <i>uluntu</i>	all mankind
bonke <i>ukwindla</i>	the whole autumn
bonke <i>ubusika</i>	the whole winter
konke <i>ukutya</i>	all the food

Remember: in the case of nouns prefixing 'um-' the associated consonant is 'w-' and in the case of nouns prefixing 'imi-' / 'i-' / 'in-' / 'im-' the associated consonant is 'y-'.

Note: No concord in Class 6 (*ama-*).

'-onke' can also be used with 'si-' = 'we' and 'ni-' = 'you' (pl.):

Yizani apha nonke.

All of you come here.

### 2 Adjectives

There are only a few so-called adjectives in Xhosa, several of which you have already come across, but they are frequently used. They include the numerals 1–6 as well as the following adjectival stems:

-nye	= one	-ne	= four
-bini	= two	-hlanu	= five
-thathu	= three	-thandathu	= six
-hle	= beautiful	-bi	= bad, ugly
-de	= long, tall, far	-futshane	= short
-fuphi	= near	-tsha	= young, fresh
-dala	= old, stale	-ninzi	= many
-ngaphi?	= how many?	-ncinane	= little
-khulu	= big	-ncinci	= small

In Xhosa, adjectives follow nouns and to mark the relationship between noun and adjective, an **adjectival concord** (corresponding to 'that', 'which', 'who') is used e.g.:

umsebenzi <i>omkhulu</i>	a big job	(lit. a job <i>that is big</i> )
<i>isilayi esincinci</i>	a small slice	(lit. a slice <i>that is small</i> )
<i>ikomityi enye</i>	one cup	(lit. a cup <i>that is one</i> )
(cf. <i>enye ikomityi yekofu</i> = <u>another</u> cup of coffee)		

om-	<u>umntwana</u>	<u>omnye</u>	one child
aba-	<u>abantu</u>	<u>abadala</u>	adults (lit. old people)
om-	<u>umsebenzi</u>	<u>omkhulu</u>	big/much work
emi-	<u>imihla</u>	<u>emide</u>	long days
eli-	<u>izulu</u>	<u>elihle</u>	fine weather
ama-	<u>amacephe</u>	<u>amakhulu</u>	big spoons
esi-	<u>isilayi</u>	<u>esincinci</u>	a small slice
izi-	<u>izikolo</u>	<u>ezininzi</u>	many schools
en-	<u>ikeyiki</u>	<u>entle*</u>	a beautiful cake
en-	<u>into</u>	<u>enkulu†</u>	a great thing
ezin- / ezim-	<u>itispuni</u>	<u>ezimbini‡</u>	two teaspoons
olu-	<u>ubisi</u>	<u>olutsha</u>	fresh milk
obu-	<u>ubusika</u>	<u>obubi</u>	a bad winter
oku-	<u>ukutya</u>	<u>okudala</u>	stale food

\* -hle > -tle before an n: *into entle*; *ikeyiki entle*.

† A consonant after n is never aspirated. ‡ n > m before b, p, f, v.

Although there are only a few true adjectives in Xhosa, the Xhosa language is not short of descriptives.

One group includes words referred to in Xhosa grammar books as 'relatives', e.g.:

-mnandi	sweet, nice	-muncu	sour
-lula	easy, light	-nzima	difficult, heavy
-lusizi	sad, sorry	-bomvu	red
-mhlophe	white	-mnyama	black
-ntsundu	brown	-blowu	blue
-luhlaza	green* / blue†	-lubhelu	yellow

\*Okwengca = as grass.

†Okwesibhakabhaka = as the sky.

→ Unit 8.1 for more relative stems.

Other descriptives are derived from verbs and suffix -yo when no other word follows:

-balulekileyo	important	-zayo	coming
-landelayo	following	-vela	coming from
-lungileyo	good	-ya	going to
Kubalulekile.			It's important.
Yinto <u>ebalulekileyo</u> .			It's an important thing. (lit. which is important)

Yet another group uses -na- = 'have' / 'has' / 'with' together with an abstract noun:

-nomdla	(interesting): <i>umsebenzi onomdla</i> (lit. work that has interest)
-namandla	(strong): <i>indoda enamandla</i> (lit. a man who has strength)

The difference between adjectives and other descriptives is in their concord or link to the noun in the following noun classes only:

	Adjectives	Other descriptives
Class 1	<u>umntu</u>	<u>omhle</u>
Class 3	<u>umsebenzi</u>	<u>omhle</u>
Class 4	<u>imihla</u>	<u>emihla</u>
Class 6	<u>amazwe</u>	<u>amahle</u>
Class 9	<u>into</u>	<u>entle</u>
Class 10	<u>izinto</u>	<u>ezintle</u>

Note: A relative concord prefixed to a verb forms a relative clause:

Ufana nabantu abavela  
eGauteng.

You are like people who come  
from Gauteng.

### 3 The present tense in the negative

There is no word in Xhosa corresponding to the English ‘not’.

Instead, the **negative** form of the subject concord is used and the verb ending changes (cf. Unit 3.3). Compare the subject concords of the 3rd person:

#### Positive Negative

ú-	<u>aka-</u>	<i>UThandi akathandi ndudumo namibane.</i>
ba-	<u>aba-</u>	<i>Abantu baseGauteng abalithandi izulu laseKapa.</i>
u-	<u>awu-</u>	<i>Umoya awubandi namhlanje.</i>
i-	<u>ayi-</u>	<i>Imisebenzi ayipheli. (The tasks have not ended.)</i>
li-	<u>ali-</u>	<i>Ilanga alikhanyi namhlanje.</i>
a-	<u>aka-</u>	<i>Amanzi akabandi.</i>
si-	<u>asi-</u>	<i>Isifudumezi asisebenzi kakuhle.</i>
zi-	<u>azi-</u>	<i>Izifudumezi azisebenzi kakuhle.</i>
i-	<u>ayi-</u>	<i>Imvula ayifuni kuma namhlanje.</i>
zi-	<u>azi-</u>	<i>Imvula azifuni kuma namhlanje.</i>
lu-	<u>alu-</u>	<i>Ulwandle (the sea) alubandi namhlanje.</i>
bu-	<u>abu-</u>	<i>Ubusika abubandi.</i>
ku-	<u>aku-</u>	<i>Ukuya akubandi.</i>

### 4 The future tense

In Unit 1 you came across an example of the **future tense**:

Siza kufika eKapa kamsinya. We will arrive in Cape Town soon.

As you can see the future tense is formed in the following way:

SC + ‘-za ku-’ (or ‘-ya ku-’) + verb stem:

Ndiza kuzama.	I'll try.
Ndiza kukufowunela.	I'll phone you.
Ndicinga ukuba liza kuna.	I think it will rain.

Note: the position of the object concord.

The **short (contracted)** form of the **future tense** is often heard in colloquial speech but can also be found in written texts:

Ndobona, sobona, wobona, nobona, etc.	I'll see, you'll see, he'll / she'll see, you'll see, etc.
Remember: Sobonana.	We'll see each other.

The **negative** form: ‘-zi ku-’ (or ‘-yi ku-’):

*Andizi kukwenzalisa.* I will not hurt you.

→ See Unit 8.

### 5 Instruct not to do something

It is very easy to instruct someone **not to do** something. Simply use ‘Musa’ followed by the infinitive when instructing one person and ‘Musani’ when instructing more than one person:

One person	More than one person
Musa ukubaxa.	<i>Musani</i> ukubaxa.
Don't exaggerate.	
Musa ukukhalaza.	<i>Musani</i> ukukhalaza.
Don't complain.	
Musa ukulibala.	<i>Musani</i> ukulibala.
Don't forget.	
Musa ukuzikhathaza.	<i>Musani</i> ukuzikhathaza.
Don't worry (yourself).	

In spoken language the shortened forms are preferred:

Sukubaxa.	Sanukubaxa.
Sukukhalaza.	Sanukukhalaza.
Sukulibala.	Sanukulibala.
Sukuzikhathaza.	Sanukuzikhathaza.

If you want to express yourself more ‘elegantly’ you can say:

Ungakhalazi.	Ningakhalazi.	You shouldn't complain.
Ungalibali.	Ningalibali.	You shouldn't forget.
Ungazikhathazi.	Ningazikhathazi.	You shouldn't worry.

→ See Unit 15.2.

### 6 Different ways of expressing ‘can’

The English translations show that these different ways of expressing ‘can’ are not always interchangeable:

Unokuza? (< Unakho ukuza?)	Can you (are you able to) come?
Ewe, ndingokuza.	Yes, I can (come).
Hayi, andinakuza.	No, I can't (come).

Ungandinceda?	Can you help me?
Ndingangena?	Can (may) I come in?
Uyakwazi ukuthetha isiXhosa?	Can you (do you know how to speak Xhosa?)

## 7 More Xhosa equivalents of the English prepositions 'in', 'at'

**Times of the day (amaxesha osuku) (usuku = 24-hour day)**

emini	in daytime
emini emaqanda	at midday
emalanga / emva kwemini	in the afternoon
ebusuku	at night
ezinzulwini zobusuku	at midnight
ngorhatya (< urhatya)	at dusk
ngokuhlwa (< ukuhlwa)	in the evening

'Nga-' is also used with days of the week – *iintsuku zeveki*:

Monday	<i>uMvulo</i> (< -vula = open)
on Monday	<i>ngoMvulo</i>
Tuesday	<i>uLwesibini*</i>
on Tuesday	<i>ngoLwesibini</i>
Wednesday	<i>uLwesithathu*</i>
on Wednesday	<i>ngoLwesithathu</i>
Thursday	<i>uLwesine*</i>
on Thursday	<i>ngoLwesine</i>
Friday	<i>uLwesihlanu*</i>
on Friday	<i>ngoLwesihlanu</i>
Saturday	<i>uMgqibelo</i> (< -gqibela = finish)
on Saturday	<i>ngoMgqibelo</i>
Sunday	<i>iCawa</i> (cf. <i>icawa</i> = church)
on Sunday	<i>ngeCawa</i>

\*cf. Adjectival stems.

'Nga-' is used also with months of the year – *iinyanga zonyaka*:

in which month?	<i>ngeyiphi inyanga?</i>
in January	<i>ngоЯnyuwari</i>
in February	<i>ngоФebhuwari</i>

in March	<i>ngoMatshi</i>
in April	<i>ngoApreli</i>
in May	<i>ngoMeyi</i>

**Seasons – amaxesha onyaka:**

in summer	<i>ehlotyeni*</i>	(< <i>ihlobo</i> )
in autumn	<i>ekwindla</i>	(< <i>ukwindla</i> (Class 14 <i>ubu-</i> )
in winter	<i>ebusika</i>	(< <i>ubusika</i> )
in spring	<i>entlakohlaza</i>	(< <i>intlakohlaza</i> )

\* 'b' followed directly by 'w' is not easily pronounceable in Xhosa, therefore 'b' > 'ty' before -eni.

## 8 Adverbs

You have already come across some adverbs of time and place:

namhlanje	today	apha	here
ngomso	tomorrow	apho	there
lonke ixesha	always	onke amaxesha	always
phaya	over there	futhi	often

Adverbs can be formed with *ka-*:

kakuhle	well	kakubi	badly
kakhulu	much	kancinci	a little
kangaka	so much	kanjalo	like this
kamnandi	nicely	kamsinya(ne)	soon
kanye	once, exactly	kabini	twice
kaninzi	often		

Note: *Kahle!* = Hold on!

Adverbs can be formed with *ku-*:

kudala	long ago	kuphela	only
<i>kungekudala</i>	shortly (lit. it is not long)		

And adverbs can be formed with *nga-*:

ngethamsanqa	luckily	ngesaquphe	suddenly
ngelishwa	unfortunately	ngakumbi	especially
ngokukhawuleza	quickly	ngaphakathi	inside
ngokwaneleyo	sufficiently	ngaphandle	outside
ngamanye	sometimes		
	amaxesha		

Others include:

kwakhona	again	<i>qha</i>	only
<i>ekugqibeleni</i>	at last	<i>qho</i>	always

## How to apply it

### 1 Find the contrasting word / expression

Choose from: (a) Ilanga libalele, (b) Liyabanda kakhulu, (c) Lomile, (d) Kusibekele, (e) Umoya uyavuthuza and (f) Masihlale elangeni.

- 1 Likhupha intlanzi emanzini.
- 2 Ilanga liyakhanya.
- 3 Iyagalela imvula.
- 4 Kuzolile. / Akukho moyo.
- 5 Lifumile.
- 6 Masihlale emthunzini. (shade)

### 2 Yithi

- |                            |                      |
|----------------------------|----------------------|
| (a) I am cold.             | It is cold.          |
| (b) I am warm.             | It is warm.          |
| (c) It becomes cool.       | It is cool.          |
| (d) It will rain tomorrow. | It won't rain today. |

### 3 Yithi

- |                        |                |
|------------------------|----------------|
| (a) It's a nice day.   | Yimini _____   |
| (b) It's an awful day. | Yimini _____   |
| (c) It's a cool day.   | Yimini _____   |
| (d) It's hot day.      | Yimini _____   |
| (e) It's a cool night. | Bubusuku _____ |

### 4 Complete the dialogue with the appropriate subject concord

- A (a) \_\_\_\_ za kuya eRobben Island ngoLwesihlanu, mna nabantwana. (b) \_\_\_\_ ngathanda ukusikhapha, wena nabantwana? (c) \_\_\_\_ namanye amatikiti amathathu.

- B Mna (d) \_\_\_\_ ngathanda ukunikapha, kodwa (e) \_\_\_\_ xhomekeke kwimozulu. Ukuba umoya (f) \_\_\_\_ vuthuza gqitha, ulwandle (g) \_\_\_\_ za kulwa. (h) \_\_\_\_ oyika ukuba ndingagula ngenxa yokudloкова kwenqanawa!
- A Hayi, (i) \_\_\_\_ zi kuya ukuba (j) \_\_\_\_ vuthuza gqitha.  
 B (k) \_\_\_\_ za kuya ukuba (l) \_\_\_\_ yanetha?  
 A Ewe, mna, (m) \_\_\_\_ oyiki mvula.  
 B (n) \_\_\_\_ za kuya ukuba (o) \_\_\_\_ shushu gqitha?  
 A Ewe, (p) \_\_\_\_ khathazeki bubushushu.

ulwandle	sea	-gula	be sick
-xhomekeke ku-	depend on	ngenxa ya-	because of
-lwa	fight i.e. rough	-dlokova kwenqanawa	rolling of the ship
-oyika	be afraid of	-khathazeka	mind, worry

### 5 Listen to the weather reports and say which refers to the weather in summer and which to the weather in winter

- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_

### 6 Use the appropriate expression in Xhosa for 'can'

- |   |   |
|---|---|
| (a) Can you speak Xhosa?                  | No, I can only speak a little Zulu.     |
| (b) Can you speak English?                | Yes, I am learning it at school.        |
| (c) Can you please help me?               | Of course (kakade), I'll help you.      |
| (d) Can you come on Friday?               | I'm sorry, I can't help you.            |
| (e) Can I phone you tomorrow?             | I'm sorry, I can't come. I am too busy. |
| (f) Can I pour you another cup of coffee? | No thanks, one cup is enough.           |
| (g) Can I come in?                        | Yes, please come in.                    |

### 7 Say what you prefer

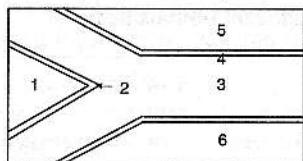
- (a) Someone says: Ndithanda izinto ezimuncu (sour).  
 Say you prefer sweet things.  
 (b) Someone says: Ndithanda ikofu engenabisi\* naswekile.  
 Say you prefer coffee with milk and sugar.  
 (c) Somebody says: Ndithanda ikeyiki.  
 Say you prefer sandwiches.

- (d) Somebody says: Ndithanda ibhotolo.  
Say you prefer margarine.  
(e) Somebody says: Ndithanda iwayini ebomvu.  
Say you prefer white wine.

→ \*See Unit 15.2.

### 8 The South African flag (indwe yoMzantsi Afrika). Colour in appropriately and number the colours

imnyama  
ilubhelu  
iluhlaza  
(okwengca)



ibomvu  
imhlophe  
iluhlaza  
(okwesibhakabhaka)

### 9 Read this excerpt from a poem by Minazana Dana

From which climatic region is the poet writing? How do you know?  
Complete the missing lines of the translation.

#### Ihlobo

'Ewe, kambe ihlobo lifikile  
Ngubo yehlwempu, mhlaziyi-lizwe  
Kaloku nje sinethemba lempilo,  
Kaloku nje sinethemba loxolo  
Kaloku nje sinethemba lokonwaba  
Ngokufika kweemvula zehlobo  
Zithembis' isivuno soxolo  
Kuba kambe ihlobo lifikile.'

Yes, no doubt summer has arrived  
Blanket of the poor, renewer [...]  
Now we have hope for health  
.....  
.....  
They promise a peaceful harvest  
.....

## 7 | UJenny emsebenzini – 'Masithethe isiXhosa'

### Jenny at work – 'Let's speak Xhosa'

**In this Unit you will learn how to:**

- ask how you may help someone
- ask how someone is in different ways
- respond in different ways
- know what to say when at the garage
- thank someone in different ways
- know what to say when giving someone a tip
- congratulate and express good wishes

#### Incoko

One of Jenny's groups has come to the end of its module. Jenny puts her students through their paces to see whether they are proficient enough to proceed to the next level.

UJenny Molweni bafundi! Namhlanje nina niza kuthetha isiXhosa, mna ndiza kuphulaphula! Ngoobani abafuna ukuqala?

UMark noPaul Siza kuqala Jenny.  
UMark Mna, ndiza kuba ngumthengisi-petroli. Yena, uPaul uza kuba ngumqhubi-wemoto.

UJenny Kulungile, bafundi, thethani!

#### Egaraji.

Umthengisi-petroli Moło mhlekazi. Kunjani? Ndingakunceda ngantoni namhlanje?

Umqhubi wemoto Moło, mnumzana. Kunjani?  
Umthengisi-petroli Hayi, akukho nto. Ndihamba nazo! Wena?  
Umqhubi wemoto Nam, ndiphilile enkosi.  
Umthengisi-petroli Ndiyizalise itanki namhlanje?

- Umqhube wemoto Hayi, ndiphe nge-fifty rand *qha* namhlanje.  
 Umthengisi-petroli Kulungile mhlekazi. Anjani amavili?  
 Umqhube-wemoto Ingathi ivili lasekunene ngaphambili lifuna umoya.  
 Khawukhangele onke jikelele.
- Umthengisi-petroli Kulungile, mhlekazi. Umoya ungakanani?  
 Umqhube wemoto Wampompe aye ku-210 jikelele. Ndicela ungalibali  
 ukukhangela namanzi ne-oyile.  
*Utsho endodeni!*
- After a few moments.*
- Heke, zonke izinto zilungile ngaphambili. Ndisule neefestile?  
 Ungaba undincedile!  
 Heke, ndigqibile, mhlekazi.  
 Ndiyabulela. Undincedile. Nantsi imali yepetrolu.  
 Nali ke icuba.
- Umthengisi-petroli Enkosi. Uhambe kakuhle, mhlekazi.  
 Umqhube wemoto Usale kakuhle, mnumzana. Sobonana!  
 UJenny Mark noPaul nenze kakuhle! *Huntshu!*  
 UJenny Heke, Val noSally, masiveni eyenu incoko!  
 OoVal Kulungile.

### Isigama

-phulaphula	listen	<i>utsho endodeni</i>	<i>no sooner said than done</i>
umthengisi-petroli	petrol attendant		(lit. you've said so to a man!)
umqhube wemoto	motorist		
ndihamba nazo	I'm fine		
ndiyizalise itanki?	should I fill the tank?	-sula	wipe
amavili	tyres, wheels	ifestile	window
ivili lasekunene	the right wheel	ungaba	that would be
ngaphambili	in front	undincedile	helpful
umoya	air	nantsi imali	here is money
khawukhangele	please check	yepetrolu	for the petrol
-khangela	check, look at	nali ke icuba	here then is
onke jikelele	all round		(money) for
-ngakanani	how much?		tobacco
-mpompa	pump up	-bulela	to be grateful
aye ku-	up to	<i>huntshu!</i>	<i>well done!</i>
i-oyile	oil	masiveni	let's hear
		eyenu incoko	your conversation

### Incoko

 Val accidentally bumps into a lady with her trolley while waiting in the checkout queue and a conversation ensues.

- UVaL Uxolo Nkosikazi! Ndikwenzakalisile?  
 Inkosikazi Hayi, akukho nto. Oo! uyasithetha isiXhosa?  
 UVaL Ndiyazama noko!  
 Inkosikazi Hayi, akuzami! Uyasithetha! Usazela phi isiXhosa?  
 UVaL Uxolo, andiva kakuhle. Khawuphinde.  
 Inkosikazi Ndithe usifunde phi?  
 UVaL Heke, ndiyaqonda ngoku! Ndisifunda eklasini yesiXhosa.  
 Inkosikazi Ufundiswa ngubani?  
 UVaL NguNkosikazi Murray. Yena wakhulela emaXhoseni.  
 Inkosikazi Nam, ndivela emaXhoseni.  
 UVaL Liph ikhaya lakho?  
 Inkosikazi LiseCacadu.  
 UVaL Oo YoLady Frere ngesiNgesi leyo?  
 Inkosikazi Yho! Unyanisile. Uyasazi isiXhosa inene!  
 UVaL Uhlala phi, Nkosikazi?  
 Inkosikazi EClaremont. Wena uhlala phi?  
 UVaL EKenilworth kodwa ndisebenza apha eClaremont.  
 Inkosikazi Nam ndisebenza apha eClaremont. Ndinerestyu eFir Avenue ebizwa ngegama elithi 'Ningene'.  
 UVaL Inene! Mhlawumbi ndiza kukutyelela apho! Yhoo, ndiphantse ndalibala, igama lam nguVal Todd.  
 Inkosikazi Ndiyavuya ukukwazi Val. Mna ndinguXoliswa Silinga.  
 UVaL Nam ndiyavuya ukukwazi, Xoliswa. Bekummandi kakhulu ukuthetha nawe. Ndiyathemba ukuba siza kubonana kwakhona. Ndiza kuxelela utitshalakazi wam neklasi yam ngerestyu yakho. Mhlawumbi sonke siza kutyelela irestyu yakho kamsinyane!  
 UXoliswa Ingantle loo nto, Val. Uhambe kakuhle.  
 UVaL Uhambe kakuhle nawe, Xoliswa. Sobonana kwakhona apho erestyu!  
 UJenny Nani nenze kakuhle, Val noSally! Ndonwabile! Ndonwabe gqitha ngokuhubela phambili kwenu! Ndiyavuyisana nani! Ngoku mandininqwenelele iholide emnandi!

**Isigama**

ndikwenzakalisile?	did I hurt you?	-tyeleta	visit
usazela phi?	where do you know it from?	ndiphantse	I nearly
iklasi	class	ingantle loo nto!	that would be lovely!
ufundiswa ngubani?	by whom are you taught?	ndonwabile	I'm happy
leyo	that	ndonwabe gjitha	I'm very happy
irestyu	restaurant	ngokuqhubela	with your progress
ebizwa	which is called	phambili kwenu	
ngegama elithi	by the name	-vuyisana na-	rejoice with, i.e.
mhlawumbi	perhaps	mandininqwenelele	congratulations
		iholide	let me wish you
			holiday

**How to ...****Ask how you may help someone**

Ndingakunceda ngantoni?

**Ask how someone is in different ways**

Uphila / Niphila njani?

Uphilile / Niphilile?

Usaphila / Nisaphila?

Unjani / Kunjani? / Ninjani?

**Respond to being asked how you are in different ways**

Ndiyaphila. / Siphila kakuhe enkosi.

Ndiphilile. / Siphilile.

Ndisaphila. / Sisaphila.

Ndikhona. / Sikhona.

**Idiomatic expressions to ask how someone is**

Uvuka njani / Nivuka njani?	(lit. How do you <b>wake up</b> ?)
Uvukile / Nivukile?	(lit. Have you <b>woken up</b> ?)
Usahleli / Nisahleli?	Are you still <b>seated</b> ? (implication being that those who are not well would not be sitting up).

**Some idiomatic expressions in response**

**Ndihleli.**

I am **seated**.

**Sihleli.**

We are **seated**.

**Ndihamba nazo.**

I am **going along with them**.

**Sihamba nazo.**

We are **going along with them**.

(‘-zo’ refers to *iingxaki* = **problems**)

**Ndikhohlela** ndihamba.

I am ‘**coughing along**’.

**Sikhohlela** sihamba.

We are ‘**coughing along**’.

**Ndisatotoba.**

I am still **tottering along**.

**Sisatotoba.**

We are still **tottering along**.

**Ndiqhawela** ndisiya.

I am **limping** going along.

**Siqhwalela** sisiya.

We are **limping** going along.

**Ndonwabile.**

I am **happy**.

**Sonwabile** (ekhaya).

We are **happy** (at home).

**Ndiyacothoza.**

I am **going along slowly**.

**Siyacothoza.**

We are **going along slowly**.

**Akukho nto** (imbi).

(shortened to: **Akho’nto**)

**Kunceda** ntoni ukukhalaza?

What does it **help to complain**?

**Akuncedi** ukukhalaza!

It doesn't **help to complain**!

**Know what to say at the garage**

Ndingafumana /petroli.

Nceda, zalisa itanki.

Nceda yizalise.

Galela nge-fifty rand qha.

Ungakhangela i-oyle, amanzi namavili.

Mpompa amavili ngo-1.8.

Wampompe ngo-1.8.

Ingathi ivili ngaphambili / ngasemva lihlile kakhulu.

**Thank in different ways**

Enkosi kakhulu (ngento yonke).

Undincedile.

Ungaba *undincedile*.  
Ndiyabulela.  
→ See cultural background

### Know what to say when giving someone a tip

Nali <i>icuba</i> .	(lit. Here is tobacco.)
Nazi <i>ilekese</i> .	(lit. Here are sweets.)
Ina <i>tshaya</i> .	(lit. Take for something to smoke.)

### Congratulate and express good wishes

Huntshu! / Halala!	Hurray!
Nantso ke!	That's it!
Ndiyavuyisana nawe!	Congratulations! (lit. I rejoice with you)
Ngxatsho ke!	Well spoken!
Maqobokazana phambili!*	Young ladies, well done!
Siyavuyisana nawe ngokunyuselwa kwakho!	Congratulations on your promotion!
Zonwabisé! / Zonwabiseni!	Enjoy yourself / yourselves!
Ndikunqwenelela impumelelo!	Good luck! (lit. I wish you success)
Ubhale / Nibhale kakuhle!	Good luck for the exams! (lit. Write well)
Mini Emnandi (yokuzalwa) kuwe!	Happy Birthday to you!
IKresmesi emyoli / emnandi!	Happy Christmas!
Nyak' omtsha omnandi! (ozele ngamathamsanqa!)	Happy New Year! (filled with good luck)
Ndlela ntle!	Have a good trip!
Ube / Nibe nemini emnandi!	Have a nice day!
Ube / Nibe nempela-veki emnandi!	Have a nice weekend!
Ube / Nibe neholide emnandi!	Have a nice holiday!
Njalo nakuwe!	And the same to you! (lit. and it is like that to you)

\*An expression of praise for a person or persons who have completed a task efficiently and quickly.

### Cultural background

There are several idiomatic ways of saying **thank you** in Xhosa which you may come across.

*Nangamso* or the full saying *Ungadinwa nangomso* (lit. 'you should not be tired (to do the same) tomorrow') was coined by one of the greatest Xhosa teachers, scholars and writers of our time **A.C. Jordan** whose novel, *Inggumbo Yeminyanya – The Wrath of the Ancestors*, is considered one of the finest in Xhosa.

*Maz' enethole* (lit. a female animal and its young, usually cow and calf) is another, the explanation being as follows: As a mother always does things for her young, especially when still suckling, the recipient of a kind gesture feels the kindness that has been bestowed is equivalent only to that which a mother usually bestows on her young.

*Ukwanda kwaliwa ngumthakathi* (lit. Increase (of prosperity) is opposed by the witch) i.e. there is only one 'person' (the witch) who rejects the kindness, help, etc., shown by one person to another which has led to an increase in happiness and prosperity of the person on whom this kindness has been bestowed.

*Ndibamba ngazibini / ngazo zombini* (lit. I hold with two / both hands) is usually said when one person receives something concrete from another.

### How it works

#### 1 Verb stems beginning with a vowel

You will have observed that most verb stems in Xhosa begin with a consonant. There are, however, a number of verb stems that begin with vowels.

-amkela (welcome)		
Ni- + amkelekile!	> Namkelekile!	(ni- > n-)
-azi (know)		
Ndiyavuya ukuku + azi	> Ndiyavuya ukukwazi	(-ku- > -kw-)
-enza (do, make)		
U + enza ntoni?	> Wenza ntoni?	(u- > w-)

A verb beginning with a vowel influences a preceding vowel in one of two ways, yet another example of a **sound change** occurring.

## 2 Verb stems with a latent 'i'

There are also a few very frequently used one-syllable verbs in Xhosa containing a so-called latent i-. This latent i- influences a preceding 'a' which changes to 'e':

- <i>(i)va</i> (hear, feel)	Ndiya <u>a</u> + <i>(i)va</i>	> Ndiye <u>va</u>	I hear, understand
- <i>(i)za</i> (come)	Nda <u>a</u> + <i>(i)za</i>	> Nde <u>za</u>	I heard
	Ndiya <u>a</u> + <i>(i)za</i>	> Ndiye <u>za</u>	I am coming
	Nda <u>a</u> + <i>(i)za</i>	> Nde <u>za</u>	I came
- <i>(i)ma</i> (stand, stop)	Ndiya <u>a</u> + <i>(i)ma</i>	> Ndiye <u>ma</u>	I am stopping
	Nda <u>a</u> + <i>(i)ma</i>	> Nde <u>ma</u>	I stopped
- <i>(i)mba</i> (dig)	Ndiya <u>a</u> + <i>(i)mba</i>	> Ndiye <u>mba</u>	I am digging
	Nda <u>a</u> + <i>(i)mba</i>	> Nde <u>mba</u>	I dug

Note: When using vowel and one-syllable verbs to give instructions, prefix 'y- / yi-' respectively:

<u>Yenza</u> ikofu, nceda!	Make coffee, please!
<u>Yiz'</u> apha	Come here!
<u>Yima!</u>	Stop!
<u>Yimba!</u>	Dig!
<u>Yomba!</u>	Dig! (often used in spoken Xhosa)
<u>Yitsho</u> uphinde!	You can say that again!

## 3 Tenses denoting past actions and events

The main ways of describing past actions and events are:

- The recent past tense
- The remote past tense
- The continuous recent past tense (see Unit 12.2)
- The continuous remote past tense (see Unit 12.3).

### The recent past tense

Like the present tense, the recent past tense has two forms which correspond to the long and short form of the present tense (cf. Unit 2.2).

The long form is characterised by suffixing '-ile' to the verb when no other word follows, while the short form is characterised by suffixing -e when another word follows the verb:

Ugqibile?	Have you finished?
Uggibe nini?	When did you finish?
Abafundi baphumile.	The students have left.
Baphume ngokukhawuleza.	They left in a hurry.

Note: The following frequently used verbs do not follow this rule. They have only one written form with tone and length distinguishing between long and short forms:

-libala (forget)	> -libele	Ndilible <u>le</u> kwakhona. I have forgotten again.
-lala (sleep)	> -lele	Ule <u>le</u> kakuhle? Did you sleep well?
-fumana (get, find)	> -fumene	Ufumene <u>ne</u> incwadi? Did you get the letter / book?
-dibana (meet)	> -dibene	Udibene <u>ne</u> nini noThandi? When did you meet (with) Thandi?
-phatha (bring)	> -phethe	Uyiphethe <u>te</u> imali? Did you bring the money?

Remember there are a number of expressions incorporating '-ile' (cf. Unit 5). These expressions often referring to one's physical state, are present tense in meaning, even though they have a past tense form and are referred to as stative verbs in Xhosa grammar books:

Sithabhathekile.	We are impressed.
Ndonwabile.	I am happy.

To form the negative of the recent past tense (and stative verbs) prefix the negative SC and suffix '-anga':

Abafundi abaphumanga.	The students have not gone out. (recent past)
Andiphilanga.	I am not well. (stative)

→ See Unit 12.2 for the past tense of stative verbs.

### The remote past

This tense is characterised by the long '-a' of the subject concord (cf. Unit 3.4) and is used extensively in the telling of folktales.

→ See Unit 16.

ndi-	> <u>ndazalwa</u> ngo-1950	si-	> <u>sazalwa</u> ngo-1950	nathi
u-	> <u>wazalwa</u> nini?	ni-	> <u>nazalwa</u> nini?	
u-	> <u>wazalwa</u> ngo-1955	ba-	> <u>bazalwa</u> ngo-1955	nabo

The subject concords for Classes 3–15 are as follows:

u-	> <u>wa-</u>
i-	> <u>ya-</u>
li-	> <u>la-</u>
a-	> <u>a-</u>
si-	> <u>sa-</u>
zi-	> <u>za-</u>
i-	> <u>ya-</u>
zi-	> <u>za-</u>
lu-	> <u>lwa-</u>
ba-	> <u>ba-</u>
ku-	> <u>kwa-</u>

To form the negative of the **remote past tense** use either the ‘-anga’ form of the recent past (e.g. *andihambanga*) or the auxiliary verb **-zange** (e.g. (andi)zange ndihambe.) lit. I never went.

#### 4 Kha- = ‘(would you) please’

Khawulinde umzuzwana.	Would <u>you</u> please wait a moment.
Khanilinde umzuzwana.	Would <u>you</u> (pl.) please wait a moment.
Kha+ u- > khawu-.	

→ cf. Unit 4.5 verb form ending in ‘-e’.

### How to apply it

#### 1 Say sorry when

- (a) you think you may have hurt someone by accident.
- (b) you have to interrupt someone.
- (c) you are late.
- (d) you forgot something.
- (e) you've kept someone waiting.
- (f) you don't speak Xhosa well.

#### 2 Match verb and noun to give the appropriate instruction

Use: (a) iifestile, (b) i-oyile namanzi, (c) ipetroli, (d) itanki and (e) amavili.

- 1 Galela
- 2 Sula
- 3 Mpomba
- 4 Khangela
- 5 Zalisa

#### 3 Give instructions and responses

- |                       |                       |
|-----------------------|-----------------------|
| (a) Come here.        | OK, I'm coming.       |
| (b) Stop!             | OK, I'm stopping.     |
| (c) Make the tea now. | OK, I'll make it now. |

#### 4 Complete the dialogue between a petrol attendant and a customer

Umthengisi-petroli	Molo nkosikazi. Ndingakunceda?
Umqhubi	
Umthengisi-petroli	Ufuna eyiphi ipetroli? Uthatha u-95 okanye u-97?
Umqhubi	
Umthengisi-petroli	Ndiyizalise qhu itanki?
Umqhubi	Hayi, _____
Umthengisi-petroli	Kulungile. Ungandipha izitshixo (keys)?
Umqhubi	
Umthengisi-petroli	Enkosi. Ndingakhangela i-oyile?
Umqhubi	Hayi, _____
Umthengisi-petroli	Kulungile. Umoya ungakanani?
Umqhubi	
Umthengisi-petroli	Amavili ngaphambili ahlide kakhulu.
Umqhubi	Ndiwampompe ngo-210. Ndisule neefestile?
Umthengisi-petroli	Ewe. _____
Umqhubi	
Umthengisi-petroli	Hayi, amanzi alungile. Ndiggibile nkosikazi.
Umqhubi	
Umthengisi-petroli	Enkosi. Hamba kakuhle.

## 5 Complete the dialogue

Xoliswa and Val meet again. Complete their chat by filling in the missing subject concords:

- UVal Ndiyakhumbula, utha uvela eCacadu. (a) \_\_zalelwa khona?  
 UXoliswa Hayi, (b) \_\_zalelwa kuKomani, kodwa abazali bam  
 (c) \_\_fudukela eCacadu ndisemncinci. (d) \_\_khulela khona.  
 UVal Oo, ndiyabona.  
 UXoliswa Wena (e) \_\_zalelwa eKapa?  
 UVal Ewe, (f) \_\_zalelwa eFish Hoek, kodwa (g) \_\_hlala eminye iminyaka eGoli. (h) \_\_tshatile, Xoliswa?  
 UXoliswa Ewe, (i) \_\_sebenza ereztyu, mna nomyeni wam.  
 (j) \_\_tshatile wena?  
 UVal Hayi, andisatshatanga. Sahlukene.  
 UXoliswa Torho! Unabantwana?  
 UVal Ewe, (k) \_\_neentombi ezimbini. Wena  
 (l) \_\_nabantwana?  
 UXoliswa Ewe, (m) \_\_nabantwana abathathu, oonyana ababini  
 nentombi. Intombi (n) \_\_sencinci.  
 UVal (o) \_\_funeka ndihambe ngoku. (p) \_\_leyithi.  
 (q) \_\_mnandi ukuthetha nawe. Hamba kakuhle, wethu.  
 UXoliswa Sobonana.

-fudukela	move to
torho!	shame!
ndisemncinci	while I was still young
andisatshatanga	I am no longer married
sahlukene	we are divorced (lit. we are separated from each other)

## 6 Wish someone

- (a) A nice weekend in Grahamstown.
- (b) A good holiday.
- (c) Good luck (success) at work.
- (d) Good luck for exams.
- (e) Happy Christmas and a happy New Year.
- (f) Listen to the songs on tape. Can you guess the special occasions on which they are sung?

**Min' Emnandi Kuwe**  
 Min' emnandi kuwe,

**Thina Sobabini Sovumelana**  
 Mna nawe,

Min' emnandi kuwe,  
 Min' emnandi kuwe, Thandi,  
 Min' emnandi kuwe.  
 -vumelana = be in harmony

## 7 Match the English sentence with the correct Xhosa sentence

- (a) Please sit down (lit. perch) and make yourself comfortable.
  - (b) Please repeat, I'm listening (lit. hearing).
  - (c) Please come in and sit down.
  - (d) Please talk, I'm listening.
  - (e) Please help me here.
  - (f) Please advise (me).
  - (g) Please check oil and the battery.
  - (h) Please give me your phone number.
  - (i) Please wait a few minutes.
  - (j) Please give me your address.
- 1 Khawulinde nje imizuzu embalwa.
  - 2 Khawundinike idilesi yakho.
  - 3 Khawuphinde ndive.
  - 4 Khawundinike inombolo yefowuni yakho.
  - 5 Khawukhangele i-oyle nebhetri.
  - 6 Khawuthethe ndive.
  - 7 Khawungene uhlale phantsi.
  - 8 Khawundincede apha.
  - 9 Khawundicebise.
  - 10 Khawuchophe apha ukhululeke.

## 8 The poet Soya Mama

How would you translate ‘igama’ in the context in which it is found in the notes on the poet Soya Mama whose poem *Imbalela* appears in Unit 6?

**USoya Mama** uibone ilanga kwilali yaseNew Brighton eBhayi ngomhla we-11 kweyeNkanga ngonyaka we-1919. Uqale ukuyibonakalisa imibongo kwamanye amaphepha-ndaba. Emva koko wapapasha ingqokelela yembongo phantsi kwegama elithi *AmaQunube*.

ilali (< Afrikaans ‘laager’)	settlement	imibongo	poems
-bonakalisa	make appear	ingqokelela	collection
-papasha	publish	amaphepha-ndaba	newspapers
		amaqunube (ama-)	berries

# 8 | UThandi emsebenzini – ‘Ndingugqirha Thamsanqa’

## *Thandi at work – ‘I am Dr Thamsanga’*

**In this Unit you will learn how to:**

- comfort / reassurance by telling someone not to worry
- ask what is wrong with someone
- say what is wrong with you
- ask someone’s age
- characterise pain

## Incoko

A mother brings her small child who complains of a headache to the hospital.

UTHandi Molo Nkosikazi. Molo mntwan ‘am. Khaningene. Ndingugqirha Thamsanqa. Hlalani phantsi. Nasi isitulo. Ngubani igama lakho, Nkosikazi?

UMama NdinguNonceba Majola.

UTHandi Wena, mntwan’am, ngubani igama lakho?

Umntwana NguLindiwe.

UTHandi Hayi, sukulila mntwan’am. Ungazikhathazi! Andizi kukwenzakalisa! Nanku unopopi. Ufuna ukumphatha? Heke, Nkosikazi, ndixelete, nize kusibona ngantoni apha esibhedele?

UMama Hayi, yile ntwazana, gqirha.

UTHandi Itheni?

UMama Iphethwe yintloko, gqirha. Enye into iyakhohlela. Ikhohlela kakhulu.

UTHandi Mingaphi iminyaka yakhe?

UMama Mihlanu, gqirha.

UTHandi Uliphethe ikhadi leNdlela eya eMpilweni?

UMama Ewe, nali.

- UTHandi Kulungile. Heke, sana Iwam, ndibonise, intloko ibuhlungu phi kanye? Ungandikhombisa na aphi ibuhlungu khona intloko?  
 ULindiwe Ibuhlungu apha, gqirha.  
 UThandi Ubuhlungu umqala?  
 ULindiwe Hayi.  
 UThandi Zibuhlungu iindlebe?  
 ULindiwe Ewe.  
 UThandi Uvuza ezindlebeni umntwana wakho, Nkosikazi?  
 UMama Ewe, gqirha.  
 UThandi Uqale nini ukugula umntwana wakho, Nkosikazi?  
 UMama Lusuku lwersithathu olu.  
 UThandi Ndixelete, ukhe wamnika into yokudambisa iintlungu?  
 UMama Ewe, ndimnike iIPanado kodwa azincedi tu.  
 UThandi Wakhe wenzakala entloko ngaphambili, umntwana lo?  
 UMama Hayi, gqirha.  
 UThandi Wakhe wagula kakhulu ngaphambili?  
 UMama Hayi, gqirha.  
 UThandi Ingaba unazo ezinye iingxaki, lo mntwana?  
 UMama Ewe gqirha, akakucacelanga ukutya.  
 UThandi Kulungile, Nkosikazi. Ngoku, ndifuna ukumxilonga. Khawumkhulule umlalise apha ebhedini.

## Isigama

isitulo	chair	mihlanu	they are five
sukulila	don’t cry	uliphethe	did you bring it
ungazikhathazi	don’t worry	ikhadi	card
andizi kukwenzakalisa	I won’t hurt you	Indlela eya	Road to Health
unopopi	doll	eMpilweni	
-phatha	hold	(u)sana Iwam	my baby
nize	you have come	-buhlungu	sore, painful
kusibona	to see us	-khombisa	point
ngantoni?	about what?	apho ... khona	where
yile ntwazana	it is this little one	umqala	throat
itheni?	what is it?	-vuza	discharge
-phethwe yintloko	have a headache	iindlebe	ears
-khohlela	cough	-qala	begin
mingaphi iminyaka	how old is she?	ukhe	did you ever
yakhe	(lit. they are how many her years?)	wamnika	give her
		-dambisa	alleviate

iintlungu azincedi <i>tu!</i>	pain they didn't help <i>at all!</i>	wakhe wagula? ezinye iingxaki -cacela ukutya	was she ever ill? other problems have interest in food
wakhe wenzakala entloko?	did she ever hurt (her) head?	akakucacelanga -xilonga	she has no appetite examine
ngaphambili lo	before this	-khulula -lalisa	undress let someone lie down

## How to ...

### Reassure someone

Musa ukuzikhathaza, (andizi kukwenzakalisa).  
 Sukuzikhathaza, (andizi kukwenzakalisa).  
 Ungazikhathazi, (andizi kukwenzakalisa).

### Ask what's wrong with someone

Unantoni na?  
 Uphethwe yintoni?  
 Ugula yintoni?  
 Ukhala ngantoni ke?

### Say what is wrong with you

Ndiyakhohlela.  
 Andikucacelanga ukutya.  
 Ndiyahbhitya (I'm getting thin).  
 Wonke umzimba wam ubuhlungu  
 Ndinentloko. (lit. I have a head) i.e.  
 Ndinentamo. (lit. I have a neck) i.e.  
 Ndinendlebe. (lit. I have an ear) i.e.  
 Ndinomqala. (lit. I have a throat) i.e.  
 Ndinomqolo. (lit. I have a spine) i.e.  
 Ndineiso. (lit. I have an eye) i.e.  
 Ndinamehlo. (lit. I have eyes) i.e.  
 Ndinezinyo. (lit. I have a tooth) i.e.  
 Ndinesisu. (lit. I have a stomach) i.e.

My whole body is sore.  
 I have a headache.  
 I have a sore neck.  
 I have a sore ear.  
 I have a sore throat.  
 I have a sore back.  
 I have a sore eye.  
 I have sore eyes.  
 I have toothache.  
 I have a sore stomach.

Ndinesifuba.	(lit. I have a <b>chest</b> ) i.e.	I have <b>chest</b> pain.
Ndinengalo.	(lit. I have an <b>arm</b> ) i.e.	I have a <b>sore arm</b> .
Ndinegxalaba.	(lit. I have a <b>shoulder</b> ) i.e.	I have a <b>sore shoulder</b> .
Ndinomnwe.	(lit. I have a <b>finger</b> ) i.e.	I have a <b>sore finger</b> .
Ndinesandla.	(lit. I have a <b>hand</b> ) i.e.	I have a <b>sore hand</b> .
Ndinomlenze.	(lit. I have a <b>leg</b> ) i.e.	I have a <b>sore leg</b> .
Ndinonyawo.	(lit. I have a <b>foot</b> ) i.e.	I have a <b>sore foot</b> .
Ndinozwane.	(lit. I have a <b>toe</b> ) i.e.	I have a <b>sore toe</b> .
Ndinengqiniba.	(lit. I have an <b>elbow</b> ) i.e.	I have a <b>sore elbow</b> .

### Some idiomatic expressions incorporating parts of the body

Unesibindi	He/she is <b>brave</b>	(lit. to be with a <b>liver</b> )
Unenthiyo	He/she is <b>kind</b>	(lit. to be with a <b>heart</b> )
Unolwimi	He/she is a <b>gossiper</b>	(lit. to be with a <b>tongue</b> )
Unesandla	He/she is <b>skilful</b>	(lit. to be with a <b>hand</b> )
Unomlomo	He/she is a <b>big talker</b>	(lit. to be with a <b>mouth</b> )
Uneminwe emide	He/she is a <b>thief</b>	(lit. to be with long <b>fingers</b> )
Unomqolo	He/she is <b>reliable</b>	(lit. to be with a <b>spine</b> )
Ndipheni iindlebe	Listen carefully	(lit. give me your <b>ears</b> )
Ndicela izandla	I need help	(lit. I ask for <b>hands</b> )
Isandla sihlamba esinye	help each other	(lit. one <b>hand</b> washes the other)

### Ask how old someone is

Uneminyaka emingaphi (ubudala = age)?  
 Mingaphi iminyaka yakho?  
 Wazalwa nini?

### Characterise pain

Kuyatshisa.	It is <b>burning</b> .
Kuyaluma.	It is <b>colicky</b> . (lit. it bites)
Kuyaqaqamba.	It is <b>throbbing</b> .
Kuyahlaba.	It is <b>stabbing</b> .

## Song

### Thula thul' thula bhabha

### Hush hush hush baby

(originally a Zulu song)

Thula thu' thula bhabha, thula sana,	Hush, hush, hush baby, Hush baby,
Thul' umam' uzobuya ekuseni,	Hush mother will come back in the morning,
Thula thu' thula bhabha, thula sana,	Hush, hush, hush, Hush baby,
Uzodhl' entaben' emathafeni,	She will cross the mountain and hills,
Kukhw'inkanyezi ekhokhel' ubaba	There is a star that leads the father
Emkhanyisela indlel' eziy' ekhaya.	Lighting his path coming home.
Sobe sikhona xa bonke betshoyo,	It will be there when they all say so,
Bethi buyela ubuyel' uzekhaya.	Saying return, return, and come home.
Thula, thu', thula bhabha	Be quiet, be quiet, be quiet, baby
Ungakhali, thula sana,	Don't cry, be quiet, baby,
Thula, thu' thula, thul' mntwana.	Be quiet, be quiet, be quiet, child
Thula bhabha, thula sana.	Be quiet baby, be quiet baby.

## How it works

### 1 Descriptives used as predicates

#### Relatives

The most commonly used relative stems are those conveying ideas of taste, degrees of warmth, heaviness, etc., and include the colours (cf. Unit 6.2):

#### Some opposites

easy	-lula	difficult	-nzima
light	-lula	heavy	-nzima
expensive	-dulu	cheap	-tshiphu
bitter	-krakra	sweet	-mnandi

blunt/rounded	-ngqukuva	pointed	-tsolo
wide	-banzi	narrow	-mxinwa

#### Miscellaneous

better	-bhetele / -ngcono	dark	-mdaka
deep	-nzulu	hot	-shushu
innocent	-msulwa	lukewarm	-dikidiki
nice	-mnandi	painful	-buhlungu
sad	-lusizi	sharp	-bukhali

It is very easy to use relatives as predicates. Simply prefix the relevant subject concord to the relative stem:

Ndilusizi.

I am sorry. (lit. I sorry)

Ulusizi?

Are you sad?

Ibuahlungu intloko?

Is (your) head sore?

#### Adjectives

When adjectives are used as **predicates**, the adjectival concord **minus its initial vowel** is prefixed to the adjectival stem except in Class 9 nouns where the adjectival concord '*en-*' > '*in-*':

#### AC      AC minus initial vowel

om-	<i>Mhle umntwana.</i>	The child is beautiful.
aba-	<i>Bahle abantwana.</i>	The children are beautiful.
om-	<i>Mkhulu umsebenzi.</i>	The task is huge.
emi-	<i>Mikhulu imisebenzi.</i>	The tasks are huge.
eli-	<i>Libile izulu.</i>	The weather is beautiful.
ama-	<i>Mahle amazinyo.</i>	The teeth are beautiful.
esi-	<i>Sincinci isandla.</i>	The hand is small.
ezi-	<i>Zincinci izandla.</i>	The hands are small.
en-	<i>Inkulu ipilisi.</i>	The pill is big.
ezin-	<i>Zinkulu iipilisi.</i>	The pills are big.
olu-	<i>Lukhulu usana.</i>	The baby is big.
obu-	<i>Bude ubusika.</i>	The winter is long.
oku-	<i>Kutsha ukutya.</i>	The food is fresh.

Note: When adjectives are used predicatively the preferred word order seems to be adjective followed by noun.

With the 1st and 2nd persons singular and plural (I, we, you), the adjectival concords ‘-m-’ and ‘-ba-’ are placed between the subject concord and the adjectival stem:

Ndimdala.	I am old.	Umtsha	You are young.
Sibadala.	We are old.	Nibatsha.	You are young.

→ See Unit 15.5 for negative of adjectives and relatives.

In order to express ‘still’ with descriptives such as relatives and adjectives, ‘-se-’ as opposed to ‘-sa-’ (which is used with verbs) is placed between the subject and adjectival concords:

Usemtsha.	You are <u>still</u> young.
Luseluncinci usana.	The baby is <u>still</u> small.
Basebahle abafazi.	The women are <u>still</u> beautiful.
Ubisi luselutsha.	The milk is <u>still</u> fresh.

‘-Se-’ can also be used with other non-verbs:

Usesesibhedele umntwana.	The child is <u>still</u> in hospital.
Usekhona ugqirha.	The doctor is <u>still</u> here.

In the negative ‘-se-’ means ‘no longer’:

Hayi, ugqirha akasekho.	No, the doctor is <u>no longer</u> there.
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## 2 Equivalent of ‘and’ between verbs

In Unit 2.9, you learnt that nouns are connected by ‘na-’:

abazali nabantwana:	parents <b>and</b> children
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However, when **two verbal forms** follow one another, the second verb ends in ‘-e’ to indicate consequential action (sequential):

Mkhulule umlalise ebhedini.	Undress her <u>and</u> lie her down on the bed.
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Intlungu zifika zimke?	Does the pain come <u>and</u> go?
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Note: *iintlungu* = physical pain(s) always in the plural form.

## 3 Equivalent of the English adverbs ‘already’, ‘always’, ‘ever’, ‘never’, ‘nearly’, ‘usually’

These English adverbs are expressed in Xhosa by so-called auxiliary (helping) verbs:

### ‘-khe’ = ‘ever’

Wakhe wenzakala intloko ngaphambili?	Did she ever hurt her head before?
Wakhe wagula kakhulu ngaphambili?	Was she ever very sick before?
Wakhe wambona ngaphambili?	Have you ever seen <i>him</i> before?

### ‘-sele(-)’, often shortened to ‘-sel / se-’ = ‘already’

Sekwanele!	It’s all over! (lit. It’s already enough)
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### ‘-soloko’ = ‘always’

Intloko isoloko ibuhlungu?	Is your head always sore?
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### ‘-zange’ / ‘-khange’ = ‘never’

Akazange wagula.	She has never been sick. (cf. Unit 7.4)
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Andizange ndatsho.	I never said so.
Zange sabonana.	We’ve never met.

Khange atsho.	He never said so.
Khange ndikubone ixesha elide.	I haven’t seen <i>you</i> for a long time.

### ‘-soze’ = ‘shall’ / ‘will never’

Uxolo, andisoze ndiphinde.	Sorry, I’ll never do it again.
Soze ndisele kwakhona.	I’ll never drink (alcohol) again.

### ‘-phantse’ = ‘nearly’

Yhu, ndiphantse ndawa!	Oops, I nearly fell!
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### ‘-dla ngoku-’ = ‘usually’, ‘frequently’

Udla ngokugula ebusika.	He/she is frequently ill in winter.
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## 4 Different ways of saying ‘why?’

When Thandi asked Mrs Majola why she had come to hospital she said: Nize kusibona ngantoni apha esibhedele? (lit. You have come to see us for what here at the hospital?). Here are three of the several other ways of expressing ‘why?’ in Xhosa:

**'Kutheni'**

Unlike other interrogatives '**kutheni**' introduces a question:

<b>Kutheni ungandixelelanga?</b>	Why didn't you tell me?
<b>Kutheni ufunda isiXhosa?</b>	Why are you learning Xhosa?

**'-elani' / '-eleni' (lit. 'what for?')**

<b>Usifundelani isiXhosa?</b>	Why <u>do</u> you learn Xhosa?
<b>Usifundeleni isiXhosa?</b>	Why <u>did</u> you learn Xhosa?

**'ngo(ku)ba'**

<b>Ufunda isiXhosa ngoBa?</b>	Why are you learning Xhosa?
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**5 Another interrogative: '-phi?' = 'which?'**

You are already familiar with '-phi?' = 'where?' which is prefixed by the subject concord:

<b>Uphi umntwana?</b>	Where (is) the child?
<b>Baphi abantwana?</b>	Where (are) the children?

However, '-phi?' can also mean 'which?':

<b>Wuphi umntwana?</b>	Which child?
<b>Baphi abantwana?</b>	Which children?

In the so-called 'strong' classes, i.e. where the subject concord consists of a consonant and a vowel (ba-, li-, si-, zi-, lu-, bu-, ku-) **only tone distinguishes the two interrogatives:**

'where?' = high tone                    'which?' = low tone

Where the subject concord consists of a vowel only (in the so-called 'weak' classes), 'w-' or 'y-' is prefixed to the subject concord:

<b>Uphi umndlalo?</b>	Where is the bed?
<b>Wuphi umndlalo?</b>	Which bed?
<b>Iphi imndlalo?</b>	Where are the beds?
<b>Yiphi imndlalo?</b>	Which beds?
<b>Aphi amyeza?</b>	Where are the medicines?
<b>Waphi amyeza?</b>	Which medicines?
<b>Iphi incwadi?</b>	Where is the book?
<b>Yiphi incwadi?</b>	Which book?

Besides this **basic form** there is also a longer, more specific form (prefixing o- / a- / e- ), with the meaning '**which particular**'. It seems to be preferred in everyday speech, possibly to distinguish between the meaning 'where?' and 'which?':

<b>Wuphi umntwana?</b>	Which child?
<b>Qwuphi umntwana?</b>	Which particular child?
<b>Baphi abantwana?</b>	Which children?
<b>Abaphi abantwana?</b>	Which children?
<b>Wuphi umndlalo?</b>	Which bed?
<b>Qwuphi umndlalo?</b>	Which bed?
<b>Yiphi imndlalo?</b>	Which beds?
<b>Eyiphi imndlalo?</b>	Which beds?
<b>Liphi ikhadi?</b>	Which card?
<b>Eliphi ikhadi?</b>	Which card?
<b>Waphi amyeza?</b>	Which medicines?
<b>Awaphi amyeza?</b>	Which medicines?
<b>Siphi isibhedele?</b>	Which hospital?
<b>Esiphi isibhedele?</b>	Which hospital?
<b>Ziphi izikolo?</b>	Which schools?
<b>Eziphi izikolo?</b>	Which schools?
<b>Yiphi ipilisi?</b>	Which pill?
<b>Eyiphi ipilisi?</b>	Which pill?
<b>Ziphi iincwadi?</b>	Which books?
<b>Eziphi iincwadi?</b>	Which books?
<b>Luphi usiba?</b>	Which pen?
<b>Oluphi usiba?</b>	Which pen?
<b>Kuphi ukutya?</b>	Which food?
<b>Okuphi ukutya?</b>	Which food?

When **nga-** / **ku-** / **na-** are prefixed to this form it makes the 'string' even longer.

<b>Wazalwa ngowuphi unyaka?</b>
<b>Uya kwesiphi isibhedele?</b>
<b>Ufuna ukuthetha nowuphi ugqirha?</b>

## How to apply it

### 1 Give the plurals

iliso	umlenze
indlebe	unyawo
ingalo	uzwane
isandla	izinyo
umnwe	idolo (knee)

### 2 Questions and responses

You meet a friend whose child has been ill. In order to complete the conversation, translate your questions and responses into Xhosa:

- (a) *How is your child? Is she still in hospital?*  
Hayi, ubhetele kancinci, akasekho sibhedlele.
- (b) *I am sorry that she is only a little better, but I am glad that she is at home again.*  
Ndikhathazeka kakhulu kuba akakucacelanga ukutya. Ubhityile.
- (c) *What did the doctor say?*  
Undinike iyeza, kodwa ngelishwa alisebenzi.
- (d) *Let's hope she will soon be well again.*  
Hayi, sithemba njalo.

### 3 Read the dialogue and answer the questions

UZodwa	Molo, Nomsa.
UNomsa	Molo sisi. Uphila njani?
UZodwa	Hayi, akukho nto. Wena?
UNomsa	Awu, mna, andiphilanga.
UZodwa	Awu, ukhangeleka ugula ngenene. Ugula yintoni?
UNomsa	Ndineflu. Intloko ibuhlungu. Ndinefiva.
UZodwa	Kufuneka ugoduke uphumle ebhedini. Ubuyile kugqirha?
UNomsa	Ewe, undiphe amayeza. Ndiyathemba ukuba aza kusebenza ngokukhawuleza.
UZodwa	Nam, ndithemba njalo. Ngubani oza kukugcina ekhaya?
UNomsa	Usisi uza kundigcina.
UZodwa	Kulungile. Ndiyathemba ukuba uza kuphila kmsinyane kwakhona. Hamba kakuhle.
UNomsa	Enkosi. Kamnandi.

-buya

return

-gcina

look after

Which of the following Xhosa words can replace the ‘xhosalised’ English words:

- |                           |                   |
|---------------------------|-------------------|
| (a) umkhuhlane            | can replace _____ |
| (b) ubushushu             | can replace _____ |
| (c) umandalalo (lit. mat) | can replace _____ |
| (d) udadewethu            | can replace _____ |

### 4 Read the dialogue

UNokhaya	Hi Xoliswa.
UXoliswa	Molo wethu. Ndiyakubona uphilile, Nokhaya. Banjani ekhaya?
UNokhaya	Oo, umama yena akaphilanga <i>tu</i> .
UXoliswa	Kwenzenkeni?
UNokhaya	Uwile ebesihla iziteps. Ugqirha umthumele esibhedlele kwangoko.
UXoliswa	Oo, nkosi yam! Ndilusizi kakhulu.
UNokhaya	Ewe, waphuka umlenze, usesibhedlele ndithetha nje (as I speak).
UXoliswa	Ndiyathemba ukuba uza kuchacha ngokukhawuleza. Khawundibulisele kumama wakho.
UXoliswa	Enkosi. Hamba kakuhle.

-wa	fall	-aphuka	break
ebesihla	going down	-chacha	recover
iziteps	steps	-khawundibulisele	please greet from me
-thumela	send <u>to</u>		

Imagine you are visiting Nokhaya’s mother in hospital. How would you:

- (a) greet her (you are younger)?
- (b) ask her how she is today?
- (c) say you are sorry that she is in hospital and ill?
- (d) ask whether you can help her with something?
- (e) ask whether she is in pain?
- (f) wish her a speedy recovery?
- (g) say goodbye?

### 5 Match the following appropriately

Use these phrases: (a) isifuba sibuhlungu phi kanye?, (b) kuba utya kancinci gqitha, (c) ulale apha ebhedini, (d) xa ukhohlela?, (e) andazi kukwenzakalisa and (f) nasi isitulo.

- |                              |                      |
|------------------------------|----------------------|
| 1 Hlala phantsi              | 4 Khawukhulule       |
| 2 Isifuba sibuhlungu kakhulu | 5 Ndicela undibonise |
| 3 Wena uyabhitya             | 6 Ungazikhathazi     |

### 6 Put the sentences in the right sequence

- Lifuna ukubona ugqirha kuba linessu.
- Emva koko uthi: Nanzi iipilisi. Zitye kathathu ngemimi emva kokutya.
- Ixhegokazi elithile liya ekliniki.
- Isisu sibuhlungu kakhulu.
- Heke gqirha, Ndiza kuzitya iipilisi, kodwa ngubani oza kundinika ukutya?
- Ugqirha uyalixilonga.

kathathu	three times	-thile	certain
emva kokutya	after meals (lit. after eating / food)	ukutya iipilisi	take pills
ixhegokazi	old woman		

### 7 Say

- He is brave.
- She is very kind.
- They are very reliable.
- He is a big talker.
- She is very skilful.

### 8 Give the literal meaning for the idiomatic expressions

- Unesandla esibandayo  
(He/she is stingy.)
- Unesandla esishushu  
(He/she is generous.)
- Unika ngentliziyo entle  
(He/she gives gladly.)

- (d) Unentliziyo emhlophe  
(He/she has a kind heart.) \_\_\_\_\_

- (e) Unamadolo anzima?  
(Are you exhausted?) \_\_\_\_\_

### 9 Translate the following

- Intliziyo yam ibuhlungu.
- Unentliziyo emdaka/emnyama.
- Unentliziyo emsulwa.

### 10 Complete the questions

- Wena, uthetha \_\_\_\_phi ulwimi ekhaya?
- Ufunde \_\_\_\_phi iilwimi esikolweni?
- Ufunde n\_\_\_\_nye ilwimi eyunivesithi okanye kw\_\_\_\_nye ilizwe?
- Ukhetha ukuthetha\_\_\_\_phi ulwimi?
- Ndixebole, wazalwa ng\_\_\_\_phi unyaka?
- Wazalwa ng\_\_\_\_phi inyanga?
- Wazalwa ng\_\_\_\_phi imini?
- Wazalelwka kw\_\_\_\_phi ilizwe?
- Wazalelwka kw\_\_\_\_phi idolophu?
- Ufunde kw\_\_\_\_phi isikolo?
- Waphuma kw\_\_\_\_phi ibanga (standard)?
- Ufunde kw\_\_\_\_phi iyunivesithi?

# 9 UPeter emsebenzini eKirstenbosch

## Peter at work at Kirstenbosch

**In this Unit you will learn how to:**

- introduce someone you work with
- point or single out
- say what a place is famous for
- encourage environmentally friendly practices
- request that appropriate etiquette be observed in public places
- say what the best is

### Incoko

**E**Peter introduces his colleague Phumla Bongela to a group of school children who will tell them about two vital projects that Kirstenbosch is involved in.

UPeter Molweni bafundi. Namkelekile eKirstenbosch! Igama lam nguPeter Murray. Lo nguNkosikazi Phumla Bongela, endisebenza naye. Sobabini siziingcaphephe zezityalo apha eKirstenbosch.

UNkosikazi Bongela uza kunixeleta ngeegadi ezinolondolozomanzi neOutreach Gardening Project. Le nkubo yaqalwa ukuze sincede izikolo ukuseka iigadi ezifanelekileyo.

Kodwa kuqala ndiza kuthi gqaba-gqaba ngeKirstenbosch. UNkosikazi Bongela uza kunika umfundi ngamnye imaphu yaseKirstenbosch. Le gadi idume kulo lonke ihlabathi ngobuhle. Yasekwa ngo-1913. Ithandeka kakhulu ngenxa yenkitha yezityalo zaseMzantsi Afrika.

Jongani nje lo mfanekiso othathwe eChelsea Flower Show yaseLondon aphi eKirstenbosch yazuza izidanga ezininzi khona iminyaka ngeminyaka.

### Isigama

endisebenza naye	with whom I work	idume kulo lonke	it is famous all
sobabini	both of us	ihlabathi	over the world
iigadi	gardens	ubuhle	beauty
ezinolondolozo-manzi	which save water	yasekwa	it was established
le nkubo	this project	-thandeka	be popular
yaqalwa	was started	inkitha yezityalo	collection of plants
ukuseka	to establish	jongani nje	just look at
ezifanelekileyo	suitable	lo mfanekiso	this picture
kuqala	firstly	othathwe	which was taken
gqaba-gqaba	a bit about (lit. here and there)	yazuza	it won
umfundi ngamnye	each pupil	izidanga	medals
imaphu	map	iminyaka	year(s) after
		ngeminyaka	year(s)



**Flower muti:** Traditional healer, Elliott Ndlovu, from the Drakensberg foothills, brought a little magic to London's world-famous Chelsea Flower Show this week. South Africa's Syfrets-Kirstenbosch exhibit depicted a botanical representation of the R6-million conservatory at Kirstenbosch as well as a traditional healer's hut, with Ndlovu in his traditional attire (which impressed the Queen). The stand won a silver gilt medal for its efforts – its 22nd medal in its 22 years at the show.

### **lindlela ezintandathu zokulondoloza amanzi**

1

Tyala izityalo ezingafuni manzi maninzi

(Plant plants which do not require a lot of water)

2

Wulungise umhlaba ngokufaka isivundiso ukuze ukwazi ukuwagcina amanzi

(Prepare the soil by putting in compost so that it is able to retain water)

3

Wugqume umhlaba phakathi kwezityalo ngezinto ezigcina ukufuma emhlaben – umzekelo umgquba

(Cover the soil between plants with material that will keep the moisture in the soil – for example, compost)

4

Zahlule izityalo ngokweemfuno zazo zamanzi

(Group plants according to their watering needs)

5

Yityale ingca kuphela aphi kuyimfuneko khona

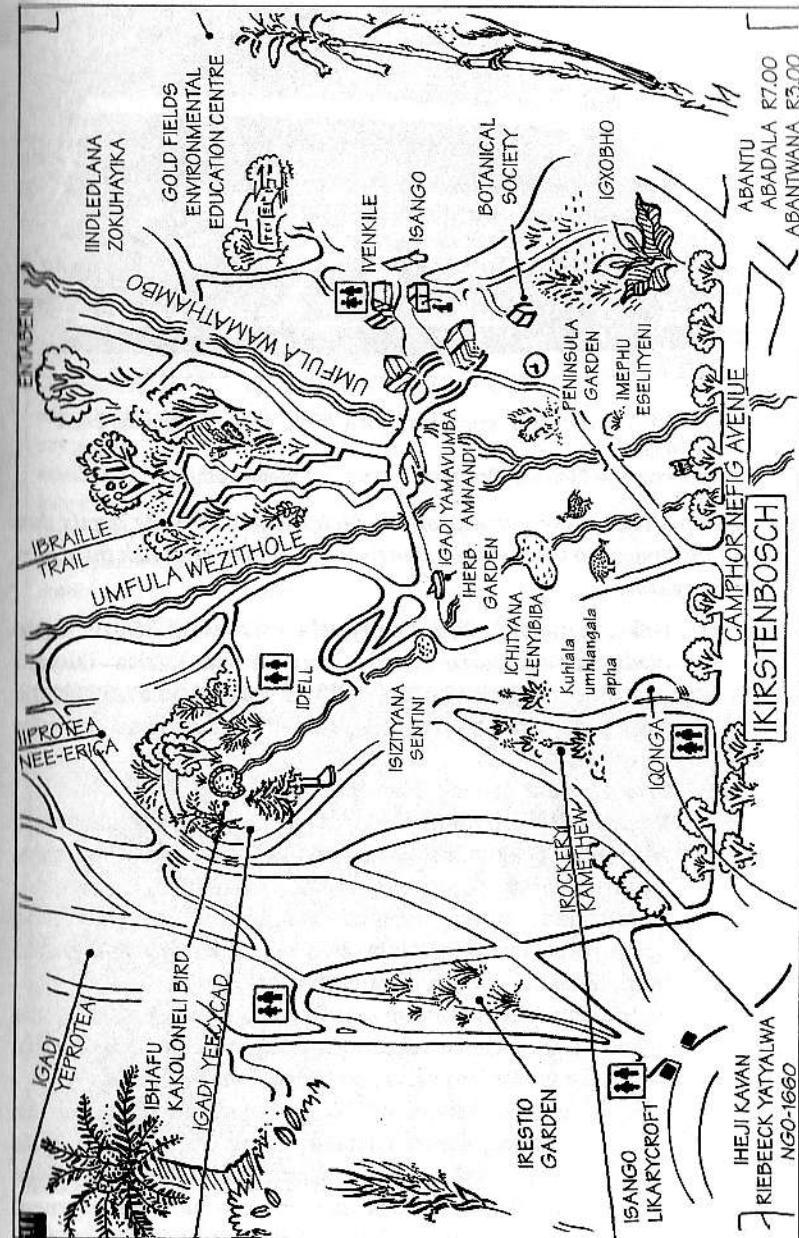
(Plant grass only where needed)

6

Nkenckceshela ngokufanelekileyo kunjalo nje xa kuyimfuneko

(Water appropriately according to need only)

Phumla gives each pupil a map of Kirstenbosch and takes them on the tour of the gardens starting with the waterwise garden. She asks them to read the information boards that explain how to establish an environmentally friendly waterwise garden.





The Kirstenbosch Outreach Bus sponsored by the Anglo-American and De Beers Chairman's Fund.

(Photographs courtesy National Botanical Gardens, Kirstenbosch)

*They go on a tour of the gardens after which Phumla tells the pupils that she will be coming to their school shortly to help them establish their own waterwise garden.*

UPhumla Heke, bafundi, ndiza kunityelela esikolweni ukuze siqale igadi enolondolozo-manzi. Mna, ndiza kuzisa izityalo neizixhobo zegadi, kodwa ndifuna ukuba nina nithabathe inxaxheba kulo msebenzi ngokuzama ukulungisa umhlaba esikolweni.

Abafundi Siyenza njani, loo nto, Nkosikazi?

UPhumla Eyon a ndlela ilungileyo kukuqala ngokwenza umgquba. Ningaqlala ngokuqokelela inkunkuma yekhitshi. Umzekelo, amaxolo emifuno, amaqokobhe amaquad, amaggabi, amathambo kunye nengca esikiwego neentyatyambo ezifileyo neentsiba nothuthu lweenkuni. Kodwa ningazifaki iitoti, iiplastiki okanye amaphepha.

Ndiza kutyelela esikolweni senu kwiveki ezayo. Siza kukhetha indawo efanelekileyo senze umgquba kuyo. De kube ngoko, ningafaka yonke into eniyiqokeleleyo kwezi ngxowa.

Heke, bafundi, ndianibulela ngokumamela ngenyameko engaka. Nibe nepikiniki emnandi ke ngoku, kodwa ndicela niygcinne icocekile igadi. Ningalibali ukuchola onke amaphepha phambi kokuba nihambe niwafake emigqomeni yenkunkuma. Hambani kakuhle. Sobonana kwiveki ezayo.

### Isigama

-zisa	bring	-faka	put in
izixhobo zegadi	garden implements	iitoti	tins
-thabatha inxaxheba	take part	amaphepha	papers
kulo msebenzi	in this work	kuyo	in it
-lungisa	prepare	de kube ngoko	until then
umhlaba	soil	ezi ngxowa	these bags
eyona ndlela	the best way	eniyiqokeleleyo	which you've collected
ilungileyo			listen
umgquba	compost	-mamela	with such
-qokelela	collect	ngenyameko	attention
inkunkuma	waste, garbage	engaka	have a nice
amaxolo emifuno	vegetable peels	nibe nepikiniki	picnic
amaqokobhe amaquad	egg shells	emnandi	keep
amaggabi	leaves	-geina	clean
amathambo	bones	-cocekile	pick up
kunye na-	together with	-chola	before
ingca esikiwego	grass cuttings	phambi kokuba	you leave
iintyat�ambo ezifileyo	dead flowers	nihambe	rubbish
iintsiba	feathers	imigqomo	bins
uthuthu lweenkuni	ash (of wood)	yenkunkuma	



A traditional healer or herbalist – (ixhwele)

**Examples of indigenous plants with medicinal properties used in traditional practice**

<b>isicakathi</b> <i>agapanthus</i>	<b>umhlaba</b> <i>bitter aloe</i>
Used in ante-natal and post-natal medicine	Used as a laxative but also for arthritis, eczema, conjunctivitis, hypertension and stress
<b>umhlonjane</b> <i>African wormwood</i>	<b>imphewula</b> <i>pig's ear</i>
One of the most widely used traditional medicines in South Africa. Used for treating coughs, colds and influenza, fever, loss of appetite, colic, headache, earache, malaria and intestinal worms	Another plant widely used to treat corns, warts, earache and toothache
<b>incwadi</b> <i>bushman poison bulb</i>	<b>impepho</b> <i>everlastings</i>
Used as dressing after circumcision and for treating boils and septic wounds, to treat corns, warts, earache and toothache	Used for wound dressings, coughs, colds, fever, infections, headache and menstrual pain
<b>ubuvuma</b> <i>winter cherry</i>	<b>umhlabavuthwa</b> <i>thornapple</i>
Mainly used for wound healing, abscesses, haemorrhoids and rheumatism	Used prolifically to relieve asthma and reduce pain

**How to ...**

**Introduce someone you work with**

Lo nguNkosikazi \_\_\_\_\_ / Lo nguMnumzana \_\_\_\_\_ endisebenza naye. / Sisebenza kunye.

Ndingakwazisa uNkosikazi \_\_\_\_\_ / Mnumzana \_\_\_\_\_ endisebenza naye.

Mandikwazise uNkosikazi \_\_\_\_\_ / Mnumzana \_\_\_\_\_ endisebenza naye.

Ndingathanda udibane noNkosikazi \_\_\_\_\_ noMnumzana \_\_\_\_\_ endisebenza nabo.

**Point out / single out**

Lo nguNkosikazi Bongela.

Le nkqubo yaqalwa ukuze sincede izikolo.

Le gadi idume kulo lonke ihlabathi.

Lo mfanekiso wathathwa eChelsea Flower Show yaseLondon.

**Say what a place is renowned for**

Le gadi idume ngobuhle.

Le gadi idume ngenxa yenkitha yezityalo enazo.

Le gadi idume ngemiboniso yezityalo.

**Encourage environmentally friendly practices**

Tyala izityalo ezingafuni manzi maninzi.

Wulungise umhlaba ngokufaka isivundiso ukuze ukwazi ukuwagcina amanzi.

Wugqume umhlaba phakathi kwezityalo ngezinto ezigcina ukufuma emhlabeni.

Zahlule izityalo ngokufuna kwazo amanzi.

Yityale ingca kuphela apho kuyimfuneko khona.

Nkcenkceshela ngokufanelekileyo kunjalo nje xa kuyimfuneko.

Wenze umgquba ngokuqokelela inkunkuma ekhitshini.

**Say what the best is**

Eyona ndlela ilungileyo ...

Eyona ndawo ilungileyo ...

Elona xesha lilungileyo ...

**Request that appropriate etiquette is observed in a public place**

Ndicela niggcine igadi icoekile.

Ningalibali ukuchola onke *amaphepha* phambi kokuba *nihadube* niwafake *emigqomeni* yenkunkuma.



**How it works**

**1 Possessives of Class 1a**

In Unit 5.2, you learnt that possessive relationship in Xhosa is expressed by means of a **possessive concord** (equivalent to English 's or of) for Classes 1–15, e.g.:

*umsebenzi wengcaphephe yezityalo*  
(*< umsebenzi wa-* + *ingcaphephe*)

However, with nouns of **Class 1a**, i.e. proper names and kinship terms, relationships, '*ka-*' is used:

*umsebenzi kaPeter* Peter's job

If you look at the map of Kirstenbosch in this Unit you will find the following examples:

*/BHAFU KAKOLONELI BIRD* (Colonel Bird's bath)

*/HEJI KAVAN RIEBEECK* (van Riebeeck's hedge)

'*/bhafu*' and '*/heji*' (possessees) are Class 9 nouns. Like nouns of Classes 1, 3, 4 and 6 (*um-*, *imi-*, *ama*-) they are **weak class nouns**.

However, when the noun possessed belongs to a strong class, its subject concord is prefixed to '*ka-*'. You will also see an example of this construction on the map:

*/SANGO LIKARYCROFT* (Rycroft's entrance/gate)

'*/sango*' is a strong Class 5 noun.

**2 The equivalent of English 'each'**

This is formed by '*nga-*' + *adjectival concord\** + '*-nye*' (one):

<i>umfundu ngamnye</i>	each student
<i>umthi ngamnye</i>	each tree
<i>isityalo ngasinye</i>	each plant
<i>intyatyambo nganye</i>	each flower
<i>uludwe ngalunye</i>	each list
<i>ubusika ngabunye</i>	each winter

→ \*cf. Unit 8.1.

### 3 Emphatic pronouns referring to the 3rd person

You are already familiar with the emphatic pronouns referring to the 1st and 2nd persons, i.e., ‘mna,’ ‘thina,’ ‘wena,’ ‘nina’, (→ Unit 3.2).

The pronouns for the 3rd person (Classes 1-15) usually follow the noun they emphasise:

<i>uPeter</i>	<i>yena</i>	Peter, as for him
<i>abafundi</i>	<i>bona</i>	the pupils, as for them
<i>umsebenzi</i>	<i>wona</i>	the job, as for it
<i>imisebenzi</i>	<i>yona</i>	the jobs, as for them,
<i>igqwetha</i>	<i>lona</i>	the lawyer, as for him / her
<i>amagqwetha</i>	<i>wona</i>	the lawyers, as for them
<i>isithethi</i>	<i>sona</i>	the speaker, as for him / her
<i>izithethi</i>	<i>zona</i>	the speakers, as for them
<i>intatheli</i>	<i>yona</i>	the journalist, as for him / her
<i>iintatheli</i>	<i>zona</i>	the journalists, as for them
<i>undwendwe</i>	<i>lona</i>	the guest, as for him / her
<i>iindwendwe</i>	<i>zona</i>	the guests, as for them
<i>ubusika</i>	<i>bona</i>	winter, as for it,
<i>ukutya</i>	<i>kona</i>	the food, as for it

When the **emphatic pronoun** is used with ‘na’ = ‘have’ / ‘with’, the shortened form (i.e. without ‘-na’) is used:

<i>Unaye umncedisi?</i>	Do you have an assistant?
Ewe, <i>ndinaye.</i>	Yes, I have one.
Hayi, <i>andinaye.</i>	No, I don't have one.
<i>Unabo abancedisi?</i>	Ewe, <i>ndinabo.</i> Hayi, <i>andinabo.</i>
<i>Unawo umhlakulo?</i>	Ewe, <i>ndinawo.</i> Hayi, <i>andinawo.</i>
<i>Unayo imihlkulo?</i>	Ewe, <i>ndinayo.</i> Hayi, <i>andinayo.</i>
<i>Unalo ixesha?</i>	Ewe, <i>ndinalo.</i> Hayi, <i>andinalo.</i>
<i>Unawo amanzi?</i>	Ewe, <i>ndinawo.</i> Hayi, <i>andinawo.</i>
<i>Unaso isityalo?</i>	Ewe, <i>ndinaso.</i> Hayi, <i>andinaso.</i>
<i>Unazo izityalo?</i>	Ewe, <i>ndinazo.</i> Hayi, <i>andinazo.</i>
<i>Unayo igadi?</i>	Ewe, <i>ndinayo.</i> Hayi, <i>andinayo.</i>
<i>Unazo iintyatyambo?</i>	Ewe, <i>ndinazo.</i> Hayi, <i>andinazo.</i>
<i>Unalo uludwe? (list)</i>	Ewe, <i>ndinalo.</i> Hayi, <i>andinalo.</i>
<i>Unako ukutya?</i>	Ewe, <i>ndinako.</i> Hayi, <i>andinako.</i>

The **emphatic pronoun** can also be used with prepositions ‘ku-’ / ‘nga-’

Kulungile *kuwe?* Ewe, kulungile *kun.* Ndixelete *ngawe.*  
Kukuwe! (It is up to you!)

### 4 Superlative pronouns + ‘-lungileyo’ = ‘the best’

Superlative pronouns are formed by prefixing the relative elements ‘o-’, ‘e-’, or ‘a-’ (cf. Unit 6.2) to the emphatic pronoun:

<i>oyena</i>	<i>mntu</i>	<i>ulungileyo</i>	the best person
<i>abona</i>	<i>bantu</i>	<i>balungileyo</i>	the best people
<i>owona</i>	<i>mthi</i>	<i>ulungileyo</i>	the best tree
<i>eyona</i>	<i>mithi</i>	<i>ilungileyo</i>	the best trees
<i>elona</i>	<i>xesha</i>	<i>ilungileyo</i>	the best time
<i>awona</i>	<i>manzi</i>	<i>alungileyo</i>	the best water
<i>esona</i>	<i>sityalo</i>	<i>silungileyo</i>	the best plant
<i>ezona</i>	<i>zityalo</i>	<i>zilungileyo</i>	the best plants
<i>eyona</i>	<i>nto / ndawo</i>	<i>ilungileyo</i>	the best thing / place
<i>ezona</i>	<i>ntyatyambo</i>	<i>zilungileyo</i>	the best flowers
<i>okona</i>	<i>kutya</i>	<i>kulungileyo</i>	the best food

Superlative pronouns can be used with any descriptive to form the equivalent of the English superlative:

<i>eyona ndlela ilula</i>	the easiest way
<i>owona mbuzo unzima</i>	the most difficult question

Note: The omission of the initial vowel of the noun after a superlative (and a demonstrative) results in a change of the concord of descriptives (adjectives and relatives):

<i>Ungumntu olungileyo.</i>	He / she is a good person.
<i>Oyena mntu ulungileyo</i>	The very best person

This principle also applies with **demonstratives**:

<i>Yigadi entle!</i>	<i>It is</i> a beautiful garden!
<i>Le gadi intle iseKapa.</i>	<i>This</i> beautiful garden <i>is</i> in Cape Town.

To express ‘it is / they are’ before a superlative, prefix the copulative (cf. Unit 4.1):

<i>IiCycad zezona zityalo zdala</i>	Cycads are the oldest plants
<i>egadini yeKirstenbosch.</i>	in Kirstenbosch gardens.

## 5 Demonstratives

As is the case in English, when pointing out people or objects, there are three sets of demonstratives in Xhosa corresponding to 'this' / 'these'; 'that' / 'those'; 'that over there' / 'those over there'.

Nouns preceded by a demonstrative lose their initial vowel:

Ngubani <i>lo mntu?</i>	Who is <i>this person</i> ?
Ngubani <i>loo mntu?</i>	Who is <i>that person</i> ?
Ngubani <i>laa mntu?</i>	Who is <i>that person over there</i> ?

As usual, each noun class has its corresponding form. It is interesting to note that the form of the 1st set of demonstratives 'this' / 'these' corresponds to the relative concords in the 'strong' classes (cf. Unit 6.2) with 'l' added in the 'weak' classes.

### 1st set of demonstratives

#### 'Weak' classes

<i>lo</i>	<i>mntu</i>	<i>this person</i>
<i>lo</i>	<i>mthi</i>	<i>this tree</i>
<i>le</i>	<i>mithi</i>	<i>these trees</i>
<i>la</i>	<i>magqabi</i>	<i>these leaves</i>
<i>le</i>	<i>nto</i>	<i>this thing</i>

#### 'Strong' classes

<i>aba</i>	<i>bantu</i>	<i>these people</i>
<i>eli</i>	<i>sango</i>	<i>this gate</i>
<i>esi</i>	<i>sityalo</i>	<i>this plant</i>
<i>ezi</i>	<i>zityalo</i>	<i>these plants</i>
<i>ezi</i>	<i>zinto</i>	<i>these things</i>
<i>olu</i>	<i>londolozo-manzi</i>	<i>this water conservation</i>
<i>obu</i>	<i>butyebi</i>	<i>this resource</i>
<i>oku</i>	<i>kulondoloza amanzi</i>	<i>this saving (of) water</i>

These demonstratives can be used before the noun, e.g.

*Le gadi idumile* (initial vowel of the noun omitted);

after the noun for emphasis, e.g. *Idumile igadi le* (initial vowel of the noun retained);

without a noun, e.g. *Le idumile*.

### 2nd set of demonstratives

#### 'Weak' classes

<i>loo</i>	<i>mntu</i>	<i>that person</i>
	<i>mthi</i>	<i>that tree</i>
	<i>mithi</i>	<i>those trees</i>
	<i>manzi</i>	<i>that water</i>
	<i>nto</i>	<i>that thing</i>

Note: The full forms of the demonstratives of these nouns are *lowo* (Classes 1 and 3); *leyo* (Classes 4 and 9) and *lawo* (Class 6). They are normally used after the noun for emphasis:

*Yinto enomda leyo*

It is an interesting thing *that*

#### 'Strong' classes

<i>abo</i>	<i>bantu</i>	<i>those people</i>
<i>elo</i>	<i>xesha</i>	<i>that time</i>
<i>eso</i>	<i>sityalo</i>	<i>that plant</i>
<i>ezo</i>	<i>zityalo</i>	<i>those plants</i>
<i>ezo</i>	<i>zinto</i>	<i>those things</i>
<i>olo</i>	<i>hlobo</i>	<i>that way</i>
<i>obo</i>	<i>butyebi</i>	<i>that resource</i>
<i>oko</i>	<i>kutya</i>	<i>that food</i>

(cf. Apho = there)

### 3rd set of demonstratives

#### 'Weak' classes

<i>laa</i>	<i>mntu</i>	<i>that person over there</i>
	<i>mthi</i>	<i>that tree over there</i>
	<i>mithi</i>	<i>those trees over there</i>
	<i>maphepha</i>	<i>those papers over there</i>
	<i>ndawo</i>	<i>that place over there</i>

Note: As is the case with the 2nd set of demonstratives in the weak classes, there is a full form: *lowa* (Classes 1 and 3); *leya* (Classes 4 and 9) and *lawa* (Class 6). Like those of the 2nd set they are normally used after the noun for emphasis.

#### 'Strong' classes

<i>abaa</i>	<i>bantu</i>	<i>those people over there</i>
<i>elaa</i>	<i>sango</i>	<i>that gate over there</i>

<i>esaa</i>	<i>sityalo</i>	<i>that plant over there</i>
<i>ezaa</i>	<i>zityalo</i>	<i>those plants over there</i>
<i>ezaa</i>	<i>zinto</i>	<i>those things over there</i>
<i>olaa</i>	<i>ludwe</i>	<i>that list over there</i>
<i>obaa</i>	<i>busi</i>	<i>that honey over there</i>
<i>okwaa</i>	<i>kutya</i>	<i>that food over there</i>

**Note:** The strong classes of the 3rd position also have full forms: *abaya* (Class 2), *eliya* (Class 5), *esiya* (Class 7), *eziya* (Classes 8 and 10), *oluya* (Class 11), *obuya* (Class 14) and *okuya* (Class 15). (Cf. ‘*phaya*’ = over there).

## 6 Another conjunction – ‘ukuze’ ‘in order to’

‘Ukuze’ is a conjunction that must be followed by a verb ending in -e (subjunctive) (cf. Unit 4.5 and Unit 8.2):

Le nkqubo yaqalwa <b>ukuze</b>	This project was started <b>to help</b>
since dis e izikolo ukuseka iigadi.	the schools establish gardens.
Qokelela inkunkuma yekhitshi	Collect kitchen waste
<b>ukuze wenze</b> umgquba.	<b>to make</b> compost.

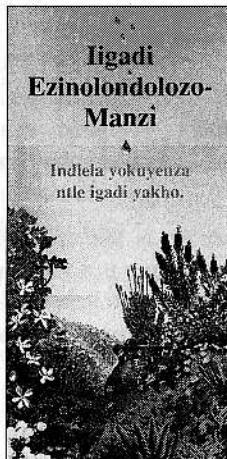
As you can see from the translations, Xhosa uses this construction where English simply uses the infinitive. However, it is interesting to note that now and again one comes across examples where the infinitive is used where one would expect the subjunctive:

‘Kubaluleke kakhulu **ukunkcenkceshela** ngendlela efanelekileyo.’

It is very important **to water** in an appropriate manner.

This sentence is taken from *Iigadi Ezinolondolozo-manzi* ('Waterwise Gardening'), a brochure published by the Department of Water Affairs, Pretoria.

The brochure and others can be obtained, free of charge, from Kirstenbosch, where you will also have many opportunities to test your knowledge of Xhosa by trying to read the plant information boards.



## How to apply it

### 1 Complete the questions by filling in the appropriate link

- (a) Iphi i-ofisi \_\_\_\_\_ Nkosikazi Bongela?
- (b) Lippi isango \_\_\_\_\_ Rycroft?
- (c) Abafundi \_\_\_\_\_ Peter bafika nini?
- (d) Umsebenzi \_\_\_\_\_ Peter unomdla na?
- (e) Inkqubo \_\_\_\_\_ Phumla inempumelelo (success) na?

### 2 Give the literal translation of this idiomatic expression used to express ‘hoping in vain’

*Kukuza kukaNxele'* \_\_\_\_\_

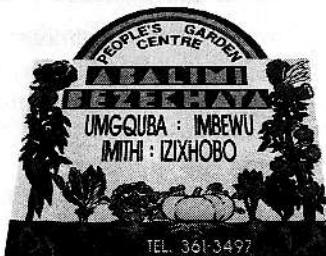
**Nxele**, a Xhosa chief, is considered to be South Africa's first ‘freedom fighter’. His attempt to destroy the new settlement of Grahamstown in 1819 led to his imprisonment on **Robben Island**. In 1820, when trying to escape he drowned but many of his followers did not believe that he was dead and waited in vain for his return.

### 3 Reading and understanding

Here is some information about *Abalimi Bezekhaya*, a community-based greening and food gardening project. Consult the Xhosa–English vocabulary list for help in understanding this extract.

*Abalimi Bezekhaya* yisenta yegadi yabantu. Lo mbutho wasekwa ngo-1982. Injongo yayo (its) kukwazisa, ukunceda nokucebisa abantu ngezinto zonke malunga nokulima – indlela yokulima imifuno, indlela yokutyala imithi nemithana ngokufanelekileyo. Abantu baseCape Flats banokuthenga zonke izinto zegadi ngexabiso eliphantsi kakhulu kulo mbutho.

Umzekelo \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. Ungabona impumelelo yomsebenzi lo ezigadini ezinanzi.



**4 Ask where each garden implement is and answer appropriately**

**IZIXHOBO ZEGADI:**

ingobozi (iin-)	basket	isikere sokuthena	pruning shears
isarha	saw	ithumbu lamanzi	hose
iharika / ireki	rake	ikani yokunkcenkceshela	watering can
ifolokhwe	fork	umhlakulo	spade
igaba	hoe	ikiriva	wheelbarrow
imbiza (iim-)	pot	i-emele	bucket
ipeki	pick	umatshini wokucheba ingca	lawn mower

Uphi umtya?

Where's the string?

Unawo?

Do you have it? Yes, here it is!

- (a) \_\_\_\_phi umhlakulo? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (b) \_\_\_\_phi iimbiza? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (c) \_\_\_\_phi ikiriva? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (d) \_\_\_\_phi ithumbu lamanzi? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (e) \_\_\_\_phi isikere sokuthena? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (f) \_\_\_\_phi i-emele? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (g) \_\_\_\_phi igaba? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (h) \_\_\_\_phi iharika? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (i) \_\_\_\_phi ifolokhwe? Una\_\_\_\_? Ewe, \_\_\_\_\_
- (j) \_\_\_\_phi umatshini wokucheba ingca? Una\_\_\_\_? Ewe, \_\_\_\_\_

**5 Match the instructions**

Use the following phrases: (a) amanzi, (b) inkunkuma yekhitshi, (c) ingca, (d) umhlaba ngezinto ezicgina ukufuma emhlaben, (e) inkunkuma kwimiqqomo yenkunkuma, (f) umhlaba, (g) umthi and (h) amagqabi.

- |           |             |
|-----------|-------------|
| 1 Lungisa | 5 Harika    |
| 2 Tyala   | 6 Londoloza |
| 3 Gquma   | 7 Qokelela  |
| 4 Cheba   | 8 Faka      |

**6 Complete the instructions**

Fill in the missing demonstratives to complete the instructions:

- (a) Beka (these things) \_\_\_\_\_ emgqubeni.
- (b) Landa (fetch) (that wheelbarrow) \_\_\_\_\_.
- (c) Tyala (these trees) \_\_\_\_\_ elangeni.
- (d) Tyala (those trees) \_\_\_\_\_ emthunzini.
- (e) Nkcenkceshela (those seedlings (izithole) over there) \_\_\_\_\_.
- (f) Cheba (that hedge over there) \_\_\_\_\_.

**7 Complete the questions**

Fill in the missing demonstratives to complete questions which you might ask when walking through Kirstenbosch:

- (a) Ibizwa (called) njani \_\_\_\_\_ ntyatyambo?
- (b) Ubizwa njani \_\_\_\_\_ mthi?
- (c) Ubizwa njani \_\_\_\_\_ mthana (shrub)?
- (d) Ibizwa njani \_\_\_\_\_ heji?
- (e) Sibizwa njani \_\_\_\_\_ sityalo?
- (f) Ubizwa njani \_\_\_\_\_ mfula (stream)?
- (g) Ibizwa njani \_\_\_\_\_ ntaka (bird)?
- (h) Ibizwa njani \_\_\_\_\_ ndlela?

**8 Complete the information**

- (a) \_\_\_\_\_ ntyatyambo idumileyo yaseMzantsi Afrika yiProtea.
- (b) \_\_\_\_\_ heji indala yaseKapa yatalwa nguvan Riebeeck ngo-1660.
- (c) IKirstenbosch \_\_\_\_\_ gadi idumileyo yaseMzantsi Afrika.
- (d) \_\_\_\_\_ ndawo ilungileyo le yokwenza ipikiniki.
- (e) Intlakohlaza \_\_\_\_\_ xesha lilungileyo lokutyelela iKirstenbosch.
- (f) Ndiza kunicacisela \_\_\_\_\_ ndlela ilungileyo yokulondoloza amanzi.

## 9 Use the correct verb forms

Phumla goes to a school to show the pupils how to make compost and how to water in a waterwise way. Complete the information she gives them by filling in the correct verb forms. Consult the Xhosa–English vocabulary for verbs you have not yet come across:

Heke, bafundi ndiyabona ukuba (a) beni \_\_\_\_\_ (have been collecting) izinto ezininzi ukuze siqale ukwenza umgquba! Masiwenzeni ke! Kuqala (b) \_\_\_\_\_ (separate) umhlaba ngefolokhwe. (c) \_\_\_\_\_ (Put) uhlaza nokutya okudala nje emgqubeni. Kufuneka ezi zinto (d) zi \_\_\_\_\_ (decay). Ukuba (e) nizi \_\_\_\_\_ (keep) zifumile, uza kubola ngokukhawuleza umgquba. Ukubola kuza (f) ku \_\_\_\_\_ (take) malunga neeveki ezintandathu. Kufuneka (g) niwu \_\_\_\_\_ (water) kakuhle *rhoqo*.

Ngoku ndifuna ukunibonisa indlela efanelekileyo yokutyla imbewu. Nantsi imbewu yemifuno. (h) Masiyi \_\_\_\_\_ (plant). Nanzi iibhokisi ezincinci. (i) Zi \_\_\_\_\_ (fill) ngalo mhlaba. (j) Yi \_\_\_\_\_ (plant) imbewu ezibhokisini ngolu hlobo (in this way). (k) Zi \_\_\_\_\_ (keep) iibhokisi ngaphandle okanye izityalo ziza kuba buthakathaka (weak) (l) zi \_\_\_\_\_ (die). Ngoku ndifuna ukunibonisa indlela yokunkcenkceshela izityalo ngokufanelekileyo.

(m) \_\_\_\_\_ (Remember) bafundi, amanzi (n) \_\_\_\_\_ (scarce) kakhulu eMzantsi Afrika. Kufuneka sonke sisoloko (o) si \_\_\_\_\_ (try) (p) ukuwa \_\_\_\_\_ (save) amanzi ngakumbi ezigadini zethu. Ngoku, (q) \_\_\_\_\_ (water) ezi zithole ngononophelo. Musani (r) uku \_\_\_\_\_ (water) amaggabi, (s) \_\_\_\_\_ (water) umhlaba kuphela. (t) \_\_\_\_\_ (be careful) (u) ningazi \_\_\_\_\_ (damage) izithole. (v) \_\_\_\_\_ (surround) izityalo ngomgquba ukuze (w) \_\_\_\_\_ (keep) ukufuma emhlabeni.

-thatha	nkcenkceshelani	Lumkani	Jikelezani
-moshi	khumbulani	-nkcenkceshela	-tyaleni
-zaliseni	yahlukanisani	-geine	Fakani
-zama	anqabe	-bole	-qokelela
-nkcenkceshele	-fe	-tyaleni	-gcineni
ugcine	nkcenkceshelani	-londoloza	

# 10 | UThemba emsebenzini – udliwano-ndlebe

## Themba at work – an interview

In this Unit you will learn how to:

- put an interviewee at ease
- ask questions as an employer
- talk about your education, training, previous experience
- ask for further information

### Incoko

Themba interviews an applicant for a position in his company.

- |             |   |
|-------------|---|
| UThemba     | Molo, Nkosazana Green. Khawungene uhla phantsi. Ndiyavuya ukukubona. Kunjani?   |
| UNksz Green | Molo Mnumzana Thamsanqa. Enkosi. Hayi ndiphilile ngaphandle <i>kokuba nentaka!</i>  |
| UThemba     | Hayi, nkosazana, sukuxhala! Khululeka! Ubonakala ukwazi ukusithetha kakuhle isiXhosa! Ndixelete, usazela phi?   |
| UNksz Green | Ndaqala ukusithetha ndisemncinci kuba abazali bam babesebenza esibhedlele kufuphi nakuQoboqobo.   |
| UThemba     | Oo, uyasazi ke isiXhosa esithethwa ngamaNgqika omgquba!* Uyakwazi nokusibhala?  |
| UNksz Green | Ewe Mnumzana Thamsanqa, ndasifunda isiXhosa esikolweni kwanaseyunivesithi.  |
| UThemba     | Uyakwazi ukuthetha nezinye iilwimi?   |
| UNksz Green | Ewe, ndiyakwazi ukuthetha isiBhulu nesiFrentshi kancinci kodwa ke sona.   |
| UThemba     | Heke, Nkosazana, khawuthi <i>gqaba-gqaba</i> ngawe.   |
| UNksz Green | Ndazalwa ngo-1969 eKapa. Abazali bam bafudukela kuQoboqobo ndisemncinci ngoko ke amabanga aphantsi, ukususela ku-Sub A ukuya kuStd 5, ndawenza ngakuQoboQobo. |

\*See Introduction.

UThemba	Amabanga aphakamileyo wawenza phi?
UNksz Green	Esinaleni ngaseMonti, iMatriki ndayiphumelela ngo-1986. Emva koko ndafundela iqondo leBA eyunivesithi yaseRhodes, eRhini.
UThemba	Wathatha ziphi izifundo eziyintloko?
UNksz Green	Ndathatha isiNgesi nesiXhosa.
UThemba	Wawufundiswa ngubani isiXhosa?
UNksz	Nguprofesa Majola. Ingaba uymazi?
UThemba	Oo, kakhulu! Sasifunda kunye, ekrelekrele.
UNksz Green	Onjani utitshala! Wandinceda kakhulu. Ndazuza isidanga sam se-BA ngo-1989. Ndaqala ukusebenza njengotitshalakazi. Ngo-1994 ndanyuselwa ndaba lisekela-inquunu. Khawutsho, kutheni ufunu ukutshintsha umsebenzi?
UThemba	Ndinoloyiko kuza kuncitishwa inani leetitshala. Enye into, ndingumntu wabantu. Ndithanda kakhulu ukusebenza neentlobo-ngeentlobo zabantu. Yaye ndicinga ukuba ndinganegalelo kwinkampani yakho.
UNksz Green	Heke, Nkosazana. Wena, unayo imibuzo?
UThemba	Ewe, Mnumzana Thamsanqa. Ucinga ukuba ndinethuba lokuwufumana lo msebenzi?
UNksz Green	Ewe, ndicinga ukuba unethuba elilungileyo kakhulu!
UThemba	Ndingalindela ukwaziswa nini ukuba ndiphumelele?
UNksz Green	Siza kukwazisa ekupheleni kweveki ezayo.
UThemba	Enkosi kakhulu. Ndiyabulela, Mnumzana.
UNksz Green	Kulungile Nkosazana Green. Bekumnandi kakhulu ukudibana nawe. Uhambe kakuhle.
UThemba	Kamnandi, MnumzanaThamsanqa.

**Isigama**

kokuba nentaka	to be nervous (lit. be with a bird)	-fudukela	move home
-xhala	be anxious	amabanga	standards
khululeka	relax i.e. be free	ukususela ku-	from
-bonakala	seem / appear	-phantsi	until
-azela	know from	-phakamileyo	low(er)
kufuphi na-	near	isinala	high(er)
kuQoboqobo	to Keiskammahoek	-phumelela	boarding school
kwanase-	even at	iqondo	succeed
kodwa ke sona	the latter less	izifundo eziyintloko	degree majors

sasifunda	we studied	-tshintsha	change
kunye	together	uloyiko	fear
ekrelekrele	he being very bright	-ncitshiswa	be cut back, reduced
onjani	what	inani	the number
utitshala!	a teacher!	ngeentlobo-ntlobo	different
-zuza	graduate	igalelo	contribution
isidanga	degree (lit. necklace)	ithuba	chance
-nyuselwa	be promoted	ekupheleni kwa-	at the end of
ndaba lisekela-	I became		
inquunu	vice-principal		

**How to ...****Put an interviewee at ease**

*Sukuxhala / Khululeka, Nkosikazi (Nkosazana, Mnumzana)*

**Ask questions as an employee**

**Wafunda phi?**

**Kwesiphi isikolo?**

**Kweyiphi iyunivesithi?**

**Kutheni ufunu ukutshintsha umsebenzi?**

**Wafundiswa ngubani?**

**Waqeqeshwa ngubani?**

**Wathatha eziphi izifundo njengezfundo eziyintloko?**

**Unawo amava?**

**Unayo imibuzo?**

**Talk about your education, training, experience**

**Ndawenza amabanga ophansi e\_\_\_\_\_**

**Ndawenza amabanga aphakamileyo e\_\_\_\_\_**

**Ndaphumelela ngo-19\_\_\_\_ iMatriki**

**Ndafundela iqondo leBA ngo\_\_\_\_\_**

**Ndafundiswa ngu\_\_\_\_\_**

**Ndaqeqeshwa ngu\_\_\_\_\_**

**Ndazuza isidanga sam se-BA**

Ndasebenza njeng \_\_\_\_\_

Ndanyuselwa ndaba \_\_\_\_\_

Ndinamava ekufundiseni / ekuthengiseni / ekusebenzeni  
ngekhompyutha

### Ask for further information

Uyakwazi ukuthetha isiNgesi / isiXhosa / isiBhulu / ezinye ilwimi?

Uyakwazi ukuqhuba?

Unalo iphepha lokuqhuba?

Unayo ireferensi / incwadi ekuncomayo. (lit. a letter praising you)

Wakhe wawenza lo msebenzi ngaphambili?

Wakhe wasebenza njeng \_\_\_\_\_ ngaphambili?

Uyakwazi ukusebenza ngekhompyutha?

## How it works

### 1 The passive

The **passive** voice is a grammatical term that means exactly what it says – something is done to somebody or something without necessarily mentioning who is performing the action. The **passive** form is used more extensively in everyday Xhosa speech than it is in English.

Uyafundisa.	He / she <b>teaches</b> . (active)
Uyafundiswa.	He / she is <b>being taught</b> . (passive)
Uyaqequesha.	He / she is <b>training</b> . (active)
Uyaqeleshwa.	He / she is <b>being trained</b> . (passive)

As you can see, the **passive** is formed simply by inserting '**-w-**' before the **final -a** (cf. verbal extensions **Unit 4.6**):

Uprofesa ufundisa abafundi.	The professor is <b>teaching</b> (active) the students.
Abafundi bafundiswa <u>nguprofesa</u> .	The students are <b>taught</b> (passive) by the professor.
Umquelesi uqeqesha abafundi.	The trainer is <b>training</b> (active) the apprentices.
Abafundi baqeleshwa <u>ngumquelesi</u> .	The apprentices are <b>being</b> (passive) trained by the trainer.

**Note:** (1) When the agent, i.e. ‘the doer of the action’, is mentioned, it is prefixed by the copulative. In these examples ‘**ng-**’ is prefixed to the agents ‘**uprofesa**’ and ‘**umquelesi**’ because they belong to the ‘**u-**’ and ‘**um-**’ noun classes (Classes 1 and 1a).

→ cf. **Unit 4.1** for the copulatives of the other noun classes.

**Note:** (2) As is the case in the active voice, there is **no ‘-ya-** when another word follows the verb (cf. **Unit 2.2**).

### Noteworthy features of the passive

Some verbs which are **always used in the passive** include:

ukukholwa	to believe
ukudinwa	to be tired
ukunxanwa	to be thirsty

Ndidiniwe. Ndidiwe kakhulu.  
Ndinxaniwe. Ndinxane kakhulu.

→ cf. **Unit 7.3** long and short form of the **recent past tense ‘-ile’ / ‘-e’**.

Some expressions incorporating the **passive** are virtually untranslatable into English, e.g.:

Kuyanxanwa	(-nxanwa = be thirsty)
Kuyagodukwa*	(-goduka = go home)

\*However, it is interesting to note that this construction exists in some other languages, e.g. German.

‘-w-’ can also be used in combination with other verbal extensions:

Ndanyuselwa.	I was <b>promoted</b> . (lit. I was made to go up <i>for</i> )
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Kuya kuthethwana ngomvuzo.	Salary is <b>negotiable</b> . (lit. It will be talked about with each other about the salary.)
----------------------------	---

The infinitive form of the **passive** is often used in notices of **restriction**, **restraint** or **forbiddance**:

Akungenwa	No entry	(lit. <i>not to be entered</i> )
Akutshaywa	No smoking	(lit. <i>not to be smoked</i> )
Akumiswa	No stopping	(lit. <i>not to be stopped</i> )
Akupakwa	No parking	(lit. <i>not to be parked</i> )
Akuhlalwa engceni	No sitting on the grass	(lit. <i>not to be seated</i> )
Akutyiwa elayibhri	No eating in the library	(lit. <i>not to be eaten</i> )

The passive form is reflected in some **common nouns**:

<i>isithandwa</i>	beloved (lit. the loved one)
<i>umqeshwa</i>	employee (lit. hired one)
<i>umphathiswa</i>	cabinet minister
<i>udliwano-ndlebe</i>	interview
< <i>ukudlana iindlebe</i>	'to interview' (lit. to eat each other's ears)

**Note:** Consonant verbs of one syllable, e.g. -dla > dliwa; -tya > -tyiwa (be eaten) and vowel verbs of two syllables, e.g. -enziwa = (been done, etc.) have **only one form** irrespective of whether they are followed by an agent or another word.

The passive form is also reflected in many **proper names**:

<i>uBulelwa</i>	(the one who is thanked for)
<i>uVuyelwa</i>	(the one who has been rejoiced for)
<i>uVuyiswa</i>	(the one who has been made to be joyful)
<i>uXoliswa</i>	(the one who has been made to be calm)
<i>uZoliswa</i>	(the one who has calmed)
<i>uBongiwe</i>	(the one praise has been given for)
<i>uLindiwe</i>	(the one who has been waited for)
<i>uLiziwe</i>	(the one who has been given as a gift)
<i>uSiphewe</i>	(the one who has been given as a gift)
<i>uSindiwe</i>	(the one who has transcended)
<i>uThandiwe</i>	(the one who is loved)

Some frequently used **idiomatic expressions** with the passive include:

<i>Uphethwe yintoni?</i>	What's wrong with you? (lit. You are ruled by what?)
<i>Ungenwe yintoni?</i>	What's got into you?
<i>Ukhathazwa yintoni?</i>	What worries you?
<i>Ndiphelelwe lithemba.</i>	I've lost hope. (lit. deprived of)
<i>Ndiphelelwe ngumsebenzi.</i>	I am unemployed.
<i>Ndibonwa yintoni?</i>	How lucky can I be? (lit. By what am I seen?)

Many **idioms** (*izaci*) and **proverbs** (*amaqhalo*) incorporate the passive:

<i>Indlovu ayisindwa ngomboko wayo.</i>	No one ever finds his natural responsibilities too burdensome. (lit. The elephant is not weighed down by its trunk.)
---	---

This idiom could well be said when commiserating with someone who 'has a lot on their shoulders'.

*Inyathi ibuzwa kwabaphambili.* From the horse's mouth. (lit. The buffalo is asked (among the) first.)

*Ukuzalwa wedwa ngumlu wanyama.* One must have family / kinship (lit. To be born alone is to be a strip of meat.)

This last concept is illustrated by Sindiwe Magona in an excerpt from her autobiography *To My Children's Children*:

'The intricate ways in which relationships are drawn among us make it almost impossible for an individual to be destitute in the sense of having connections with no living soul. One could, conceivably, be minus parent, or issue; have neither spouse nor sibling; but to be alone, with no relative, no one to care for or to lean on, is virtually unheard of except in the very rare case of an individual of such unbearable and odious disposition that no one can stand him or her or be moved to pity at the plight of such a one.'

→ See cultural background.

Some euphemistic idiomatic expressions mean 'to be buried':

<i>ukufihlwa</i>	lit. to be hidden
<i>ukugoduswa</i>	lit. to be taken home
<i>ukusisha</i>	lit. to be taken (to the fathers, i.e. ancestors)

When '-w-' occurs with the following consonants and consonant combinations certain **phonetic changes** take place. This is to facilitate pronunciation:

'to bury' = *ukungewa**ha* > *ukungewa**ywa* = to be buried

Some verbs frequently used which in the passive undergo this sound change are:

<i>b</i> > <i>ty</i>	<i>-gqiba</i>	<i>-gqitywa</i>	be finished
	<i>-sebenzisa</i>	<i>-seyenziswa</i>	be used
<i>bh</i> > <i>j</i>	<i>-bhubhela</i>	<i>-bhujelwa</i>	be bereaved (lit. be died for)
<i>m</i> > <i>ny</i>	<i>-fumana</i>	<i>-fuyanwa</i>	be found
	<i>-phuma</i>	<i>-phunywa</i>	lit. be gone out: kuphunywa apha 'exit'

<i>mb</i> > <i>nj</i>	<b>-hamba</b>	<b>-hanjwa</b>	lit. be gone: <i>kuhanjwa</i> ngoku
	<b>-khumbula</b>	<b>-khunjulwa</b>	be remembered
<i>ph</i> > <i>tsh</i>	<b>-khupha</b>	<b>-khutshwa</b>	be taken out

Note: This sound change also occurs in locatives (cf. Unit 4.8 and Unit 6.7):

*ihibo* > *ehlotyeni*

The same sound change occurs with diminutive forms which suffix **-ana**. Look at the map of Kirstenbosch in Unit 9 where you will find diminutives of:

*isiziba* (pool) > *isizityana* (small pool)  
*ichiqa* (pond) > *ichityana* (small pond)

## 2 How to express ‘alone’ / ‘by itself’ / ‘special’ / ‘exclusive’ = ‘-odwa’

From the forms that follow you can see that for the 1st and 2nd persons ‘-edwa’ or ‘-odwa’ may be used:

*Ndindedwa* / *Ndindodwa* ekhaya. I am **alone** at home.  
*Sisedwa* / *Sisodwa* ekhaya. We are **alone** at home.

**Uwedwa** kowenu? Are you **alone** at (your) home?  
**Ninedwa** / *Ninodwa* kowenu? Are you **alone** at (your) home?

In the 3rd person, ‘-odwa’ is preceded by the consonant associated with the noun to which it refers, except for Class 1:

**Uyedwa** kowabo. He / she is **alone** at his / her home.  
**Babodwa** *abantwana* ekhaya. The children are **alone** at home.

‘-odwa’ can also be used as a descriptive (relative) in which case it means ‘special, exclusive’ and is therefore prefixed by the relative concord:

<i>umsebenzi</i>	<b><i>owodwa</i></b>	a <b>special</b> activity
<i>imisebenzi</i>	<b><i>eyodwa</i></b>	<b>special</b> activities
<i>iyenza</i>	<b><i>elilodwa</i></b>	<b>special</b> medicine
<i>amalungelo</i>	<b><i>awodwa</i></b>	<b>exclusive</b> rights
<i>isizathu</i>	<b><i>esisodwa</i></b>	<b>special</b> reason
<i>izizathu</i>	<b><i>ezizodwa</i></b>	<b>special</b> reasons
<i>injongo</i>	<b><i>eyodwa</i></b>	<b>special</b> purpose
<i>udliwano-ndlebe</i>	<b><i>olulodwa</i></b>	<b>exclusive</b> interview
<i>ubuchule</i>	<b><i>obubodwa</i></b>	<b>special</b> skills
<i>ukutya</i>	<b><i>okukodwa</i></b>	<b>special</b> food

**Remember:** In the case of nouns prefixing ‘*um-*’ (Class 3) the associated consonant is ‘*w*’ and in the case of nouns prefixing ‘*imi-*’ / ‘*i-*’ / ‘*in-*’ / ‘*im-*’ the associated consonant is ‘*y*’.

**Note:** No concord in Class 6 (*ama-*): *amaXhosa odwa*, but ‘-*w*-’ is infix between a relative concord and ‘*odwa*’: *amalungelo awodwa*.

## 3 The use of ‘ukuba’ = ‘to be’

### In the infinitive

Sonke sithanda **ukuba nethamsanqa**. We all like **to be** lucky.  
(lit. We all like **to be with** luck.)

### In the future

**Uza kuba nethuba elilungileyo.** You will have a good chance.  
(lit. You will **be with** a good chance.)

### In the remote past

**Ndaba nethamsanqa.** I was lucky.  
(Lit. I **was with** luck.)

### In the subjunctive

**Ndinqwenela ukuba ndibe nethamsanqa.** I wish that I **were** lucky.  
(lit. I wish that I **be with** luck.)  
**Ndinqwenela ukuba abe nethamsanqa.** I wish that he/she **were** lucky.  
(lit. I wish that he/she **be with** luck.)

**Ube nethamsanqa!** Good luck! (lit. You **be with** luck!)

**Note:** In the 3rd person singular, ‘he’ / ‘she’, the subject concord changes from ‘*u-*’ to ‘*a-*’ (see Exercise 6 of this Unit). This also occurs with ‘-*nga-*’ = ‘can’ / ‘may’:

**Angandifowunela ngokuhlwa.** He can phone me this evening.  
(→ see Unit 11)

### In the imperative (instructions)

**Yiba nethamsanqa!** Good luck! (lit. **Be with** luck!)

**Note:** If a descriptive follows ‘ukuba’ = ‘to be’ it is **not** preceded by a concord:

Ndiyathemba ukuba uza kuba **bhethele** kamsinya.

When a locative follows ‘ukuba’, the locative prefixes ‘s-’:

Ndisenokuba **semsebenzini** I could still **be** at work

## Cultural background

Quoting **idioms** and **proverbs** in Xhosa is a quintessential and much favoured way of epitomising a situation to drive home a point. They are often drawn from animal life or related to fables (*iintsumi*) (see **Unit 16**) and their meaning may be varied to suit the occasion but their application to a specific situation is rarely in doubt.

To quote Professor SC Satyo (Igrama Noncwadi LwesiXhosa ibanga le-9 nele-10, p. 215) ‘Akulula ukuba ufumane umXhosa eyiggiba intetho yakhe engakhange asebenzise isaci’. (i.e. It is not easy to find a Xhosa person finishing his / her speech without using an idiom.)

This was vividly illustrated in a speech by Deputy President Mbeki on his budget vote when he said: ‘*Ukuthundez’ ubhityo.*’ (To try to do as much as possible with limited resources.) (lit. to gently coax along the most emaciated ox in order to eke out the last little reserve from it.)

## How to apply it

### 1 Match the public signs

The English equivalents are: (a) No Littering, (b) Silence, (c) No Dogs Allowed and (d) No Swimming Allowed.

- 1 Akuvunyelwa ukungena nezinja apha!
- 2 Akuthethwa
- 3 Akuvunyelwa ukuqubha!
- 4 Akungcoliswa

### 2 What is the literal meaning of the idioms and proverbs

- (a) *Intlama idliwe yinja.* Things have gone wrong.  
Lit.: \_\_\_\_\_
- (b) *Umhlaba ubethwe lilanga.* The soil is very dry.  
Lit.: \_\_\_\_\_

- (c) *Abantwana bangenwe yintaka.* The children are frightened.  
Lit.: \_\_\_\_\_
- (d) *Kuhanjwa ngesiko.* It's done according to custom.  
Lit.: \_\_\_\_\_
- (e) *Le nto yaphelelwa lixesha.* This is old fashioned.  
Lit.: \_\_\_\_\_
- (f) *Ubunzulu besiziba* (deep pool in river)  
*buviwa ngodondolo* (stick)! Look before you leap!  
Lit.: \_\_\_\_\_

### 3 Give the English equivalent of newspaper / magazine columns

Okuxelwa ziinkwenkwezi (What is told by the stars) \_\_\_\_\_  
Abakhunjulwayo (Who are remembered) \_\_\_\_\_

### 4 Reading, understanding and answering questions

Read the conversation between Themba and Mary at work and answer the questions that follow:

- |         |   |
|---------|---|
| UThemba | Molo Mary, uphila njani namhlanje?  |
| UMary   | Ewe Themba. Sikhona. Wena?  |
| UThemba | Hayi, nam ndisaphila ngaphandle komsebenzi. Kanene, uzifile phi? ( <i>Where have you hidden yourself?</i> )<br>Andikubonanga ixesha elide.                        |
| UMary   | Bendinekhefu elimnandi ( <i>I had a nice holiday</i> ) nosapho lwam.  |
| UThemba | Unethamsanqa! Ndixeletele ngekhefu lakho. Masiye ekhefi siphunge.   |
| UMary   | Kulungile. Andikalifumani ixesha lokuphunga. ( <i>I have not yet found the time</i> ) Masiye ke.  |
| UThemba | Unjani umsebenzi wakho? Usawuvuyela? Kanene unyuselwe, ndiyavuyisana nawe! Usebenzile!  |
| UMary   | Enkosi, kodwa kunzima ngamanye amakesha. Linqabile ixesha. Ndisoloko ndixakekile.   |
| UThemba | Ndim lowo ( <i>same here</i> ). Lunjani usapho?   |
| UMary   | Sonke siphilile. Banjani abantwana nenkosikazi yakho?   |
| UThemba | Basaphila nabo. Yho! Jonga ixesha! Mandikhawulezise ( <i>Let me hurry</i> ) okanye ndiza kuphoswa yintlanganiso. ( <i>lit. I will be missed by the meeting.</i> ) |

- UMary Ewe, kufuneka nam ndihambe. Sobabini sishiywe lixesha.
- UThemba Bekumnandi ukuphunga nawe. Sobonana kwakhona.
- UMary Kulungile. Sebenza kakuhle. Undibulisele kuThandi nabantwana.
- UThemba Enkosi. Ube nempela-veki emnandi.
- (a) UThemba noMary bancokola phi?  
 (b) Baphila njani?  
 (c) Baya phi ukuze bancokole kancinci?  
 (d) UThemba uvuyisana noMary. Kutheni?  
 (e) UThemba uza kuya phi?

## 5 Who's who?

Three people describe what their work entails. They are:

- |                               |                       |
|-------------------------------|-----------------------|
| (a) a chef (cook)             | umpheki               |
| (b) a journalist              | intatheli             |
| (c) a receptionist in a hotel | ireceptionist yehotel |

Match the job description with the job:

- 1 Inini into ekufuneka ndiyenze! Mandinichazele ngomsebenzi wam. Ndisebenza eFront-Office. Ndamkela iindwendwe xa zifika ndizibonise indlela eziza kuhlala ngayo ehotele. Ndisebenza noosomashishini beli lizwe nabamanye amazwe ngokunjalo nabakhenkethi. Lo msebenzi unobunzima gqitha ngamanye amaxesha. Abanye abatyeleli bakhala kakhulu, kufuneka ukuba ndizisombulule kwaye zonke izikhalazo. Abanye bafuna ukwazi iindawo ezithandwa ngabakhenkethi, imeko yelizwe njalo, njalo. Kufuneka ukuba ndibanike iingombolo ezichanekileyo. Ndisenokuba semsebenzini xa abanye abantu belele okanye bezonwabiso.

-chazela	explain (to)	imeko (ii-)	situation
undwendwe (iin-)	guest	ingombolo (iin-)	information
-sombulula	solve	-chanekileyo	precise
kwaye	and	*xa ... belele	when ... are
isikhalazo (izi-)	complaints		asleep

\*See Unit 12.1

Ndi \_\_\_\_\_.

- 2 Kuqala ndasebenza kwikhisheni lenkampani enkulu, kodwa ngoku ndisebenza ehotele enkulu. Ndilungisa imenu. Ndi-odola ukutya ndiqeqeshe ndiphathe abasebenzi basekhishini. Ndinomdlala ebantwini nasekulungiseni izidlo. Ndithanda ukusebenza kwindawo enomdlala, kodwa into endingayithandiyo ngamanye amaxesha kukusebenza iiyure ezininzi neeshifti. Ezoo zinto zindenza ndizive ndicinezelekile.

-odola	order	iiyure	hours
isidlo (izi-)	meal	ezoo zinto	those things
into endingayithandiyo	*what I do not like	-cinezelekile	be stressed

\*See Unit 16.1

Ndi \_\_\_\_\_.

- 3 Ndithanda ukudibana nabantu nokuthetha nabo nokubaphulaphula. Ndithanda ukubhala amanqaku ngabantu nangezinto ezenzeka imihla ngemihla. Ndenza uphando ngebali lam ndilibale kwikhompyutha Yam. Ndisebenza yonke imihla iiyure ezininzi kwanangempela-veki.

-phulaphula	listen	inqaku (ama-)	article
uphando	research		

Ndi \_\_\_\_\_.

## 6 Read and understand

With the help of the vocabulary you should be able to understand the following advertisements (*izaziso*):

- (a) **KUFUNWA UNONTLALO-NTLE**

*Umbutho wenu ufunu inkonzo yomntu ozondelelayo onokusebenza nzima ekukhuseleni abantwana.*

*Izinto exifunekayo kanye ngamava ekugecineni abantwana, iphepha lokuqhuba nokukwazi ukuthetha isiXhosa. Ukukwazi ukuthetha nesiNgesi nesiBhulu kakuhle kuyanceda kakhulu.*

*Kuya kuthethwana ngomvuzo ngokwamava awo omsebenzi. Uthumele iCV neerefensi ezintathu zabantu esinokuqhamshelana nabo, nencwadi yokucela umsebenzi ku \_\_\_\_\_. Umhla wokuvala isicelo ngu \_\_\_\_\_.*

# 11 Ndingathetha noMnumzana Thamsanqa?

## May I speak to Mr Thamsanqa?

**In this Unit you will learn how to:**

- communicate on the telephone
- make arrangements to meet, including place and time

### Incoko



Peter phones Themba to make arrangements to meet at the cricket.

- UPeter Hello, ndingathetha noMnumzana Thamsanqa? Ingaba ukhona?
- UNobhala Ndingabuza ukuba ngubani ofuna ukuthetha naye?
- UPeter Ewe, nguPeter Murray lo uthethayo.
- UNobhala Khawubambe njalo, Mnumzana Murray. Ndiza kubona ukuba ukhona na phaya e-ofisini yakhe.
- UPeter Kulungile.
- UNobhala Mnumzana Murray, ndilusizi, uMnumzana Thamsanqa akakho okwangoku. Usaphumile.
- UPeter Uyazi ukuba uza kufika nini na?
- UNobhala Ndilusizi, khange atsho. Ungathanda ukushiya umyalezo?
- UPeter Ewe, uze umxelele ukuba ndifuna ukuqhakamshelana naye malunga neqakamba yangomso. Mhlawumbi angandifowunela ekhaya ngokuhlwa.
- UNobhala Kulungile Mnumzana Murray. Ndiza kumxelela. Ngubani inombolo yefowuni yakho?
- UPeter Ngu 531-3767.
- UNobhala Kulungile, Mnumzana Murray.
- UPeter Ndiyabulela. Bye.
- UNobhala Bye, Mnumzana Murray.

Themba returns Peter's call that evening. David answers the phone.

- UDavid David Murray speaking.

### NDINGATHETHA NOMNUMZANA THAMSANQA?

- UThemba Hello, David. Kunjani, mfondini?
- UDavid Oo, molo Mnumzana Thamsanqa. Ndiphilile, enkosi. Wena?
- UThemba Hayi, sikhona. Ingaba utata ukhona?
- UDavid Ewe. Yima kancinci. Ndiza kumbiza.

*After exchanging pleasantries, Peter and Themba continue their conversation.*

- UThemba Molo Peter. NguThemba kweli cala. Enkosi ngokufowuna. Ngelishwa bendisentlanganisweni imini yonke! Ndiwufumene umyalezo wakho sekuhlwile.
- UPeter Ayinamsebenzi loo nto. Ndiyazi ukuba uxakekile!
- UThemba Siza kudibana ngabani ixesha ngomso?
- UPeter Kunjani ngo-9.30?
- UThemba Kulungile. Phi?
- UPeter Phambi kwesango elikhulu.
- UThemba Kulungile, siza kuba lapho ngo-9.30. Sobonana!
- UPeter Sobonana!

*The next morning Thandi phones Jenny.*

- UJenny Hello!
- UThandi Hello, ndingathetha noNkosikazi Murray?
- UJenny Molo Thandi, ndim!
- UThandi Oo uxolo sithandwa sam, khange ndilichane ilizwi lakho! Unantoni na?
- UJenny Awu, ndinomkhuhlane kancinci phofu!
- UThandi Oo, ndiluzisi. Ndikufowunela kuba mna noThemba siya kwirestyu entsha yezakwaNtu ngokuhlwa ngoMgqibelo. Sifuna ukunimema wena noPeter. Ningenza? Ucinga ukuba uza kuba sele ubhetelo?
- UJenny Oo, ingantle loo nto. Bendifunda ngaloo restyu kwiphephandaba ngempela-veki ephelileyo. Ndatsho *ndavuz' izinkcwe!* Ukuya kwayo kwandikhumbuza ubuntwana bam. Sasizitya zonke ezo zinto zakwaNtu efama!
- UThandi Heke, mandikulande ukuze sidibane noPeter noThemba erestyu emva komdlalo weqakamba.
- UJenny Ungaba undincedile, sithandwa. Sobonana!

**Isigama**

okwangoku	at the moment	sithandwa sam	my dear
-bamba	hold on	-chana	recognise
-shiya	leave		(lit. be accurate)
umyalezo	message	ilizwi	voice
uze	you should	phofu	though
-qhakamshelana na-	get in touch with	zakwaNtu	traditional
malunga na-	about	-mema	invite
ngokuhlwa	in the evening	bendifunda	I was reading
inombolo	number	ndavuz' izinkcwe	<i>it made my mouth water</i>
kweli cala	on this side	-khumbuza	remind
bendisentlanganisweni	I was at a meeting	ubuntwana	childhood
sekuhlwile	already evening	-landa	fetch
isango	gate		



**CULTURE SHOCK** Parliament was recently treated to a scene seldom seen in Cape Town when the Masizakhe Cultural Group of Lady Grey in the Eastern Cape, resplendent in their traditional dress, took a tour of the legislature. But the pastoral illusion was rudely shattered when this lady's cellular phone rang.

(Courtesy Cape Times 8/5/1996. Photo: Benny Gool)

**How to ...****Communicate on the telephone when you are making the call**

Ngu \_\_\_\_\_ othethayo.

Ngu \_\_\_\_\_ kweli cala.

Ndingathetha noMnumzana \_\_\_\_\_, nceda.

Ndicela ukuthetha noMnumzana \_\_\_\_\_.

Oo, **uxolo**, khange ndilichane ilizwi lakho!

Ukhona uMnumzana \_\_\_\_\_?

Ukhona uNkosikazi \_\_\_\_\_?

Umlindele nini?

Unganceda undifake kwi-ofisi kaMnumzana \_\_\_\_\_?

Ndingawushiya umyalezo?

Ndiza kumfowunela kwakhona.

**Communicate on the telephone when you are answering the call**

Ndithetha nabani?

Ndingabuza, **ngubani othethayo**?

Ndingamxelela **ngubani ofuna ukuthetha naye**?

**Khawubambe** njalo.

Yima kancinci, ndiza kumbiza.

Yima kancinci, ndiza kukhangela ukuba ukhona na.

Ndilusizi **akakho** okwangoku.

**Usaphumile**.

**Usentlanganisweni**.

**Uxakekile komnye umnxeba**. Ungathanda ukubamba?

Ndingathetha **umyalezo**?

Ukhona **umyalezo**?

Ungawushiya **umyalezo**?

***Make arrangements to meet***

Siza kudibana ngabani ixesha? Phi?

Kunjani ngo-9?

Ndiza kudibana nawe phambi kwesango elikhulu.

Ndiza kudibana nawe phambi kwerestyu.

Ndiza kukulanda ngo-7.  
Uze uncede ufile ngexesha.  
Ungafiki emva kwexesha!

### **Some idioms related to time**

<b>ixesha lixhatshwe</b> (< -xapha) <b>yinja</b> .	It's late. (lit. time has been lapped up by the dog.)
<b>xa kumpondo zankomo</b>	very early in the morning (lit. when the horns of the cattle are just visible)
<b>xa libantu bahle</b>	in the early evening/twilight (lit. when people are beautiful, i.e. blemishes are less obvious!)
<b>ngolwemivundla</b>	in the early evening / dusk (lit. at the time that rabbits come out of their warrens)

### **Ask whether you may use someone's phone**

Ndingasebenzisa ifowuni yakho, Nkosikazi / Mnumzana?

### **Ask where the nearest public phone is**

Iphi ifowuni kawonke-wonke ekufutshane?

### **Ask to borrow a telephone directory**

Ndifuna inombolo. Ndingaboleka idirectory yakho yefowuni?

## **How it works**

### **1 More expressions incorporating 'ng-' (copulative)**

'It is who who' ... ? = 'Ngubani o- ...'?:

Ngubani othethayo?  
Ngubani ofuna ukuthetha naye?  
NgiPeter Murray othethayo?

'Ngubani' with other expressions, translating 'What is?':

Ngubani <b>ixesha</b> ?	<b>What is</b> the time?
Ngubani <b>igama</b> lakho?	<b>What is</b> your name?
Ngubani <b>ifani</b> yakho?	<b>What is</b> your surname?

### **2 Copulatives with emphatic pronouns**

<b>ndim</b>	It is <i>me</i>	<b>nguye</b> ( <i>umncedisi</i> )	It is <i>him / her</i>
<b>sithi</b>	It is <i>us</i>	<b>ngabo</b> ( <i>abancedisi</i> )	It is <i>them</i>
<b>nguwe</b>	It is <i>you (s.)</i>	<b>nguwo</b> ( <i>umsebenzi</i> )	It is <i>it</i>
<b>nini</b>	It is <i>you (pl.)</i>	<b>yiyo</b> ( <i>ifowuni</i> )	It is <i>it, etc.</i>

### **3 '-khona' = 'there' (be present)**

Like 'apha' / 'apho' = 'here' / 'there' (cf. Unit 5.3, 'khona' can be used as an adverb:

Usebenza **khona**. She works **there**/at that place.  
Siza kuba **khona** ngo-9.30. We'll be **there** at 9.30.

It can also be used with a subject concord:

<b>Ukhona uThemba?</b>	Is Themba <b>there</b> ?
Ewe, <b>ukhona</b> .	Yes, he (is) <b>there</b> .
<b>Ikhona ifowuni?</b>	Is there a <b>phone</b> ?
Ewe, <b>ikhona</b> .	Yes, it (is) <b>there</b> .
<b>Lukhona usiba?</b>	Is there a <b>pen</b> ?
Ewe, <b>lukhona</b> .	Yes, it (is) <b>there</b> .
<b>Ikhona ipensile?</b>	Is there a <b>pencil</b> ?
Ewe, <b>ikhona</b> .	Yes, it (is) <b>there</b> .

'-kho' (without -na) is used in impersonal expressions – 'Kukho...':

Kukho <b>iphepha</b> ? Ewe, <b>kukho iphepha etafileni</b> .	Is <b>there paper</b> ? Yes, <b>there is</b> paper on the table.
Kukho <b>imiialezo</b> ? Ewe, <b>kukho imiialezo</b> .	Are <b>there messages</b> ? Yes, <b>there are</b> messages.

In the negative '-khona' > '-kho':

<b>Ukhona uThemba?</b>	Hayi, <b>akakho</b> .
<b>Ukhona umsebenzi?</b>	Hayi, <b>awukho</b> .
<b>Ikhona ifowuni?</b>	Hayi, <b>ayikho</b> .
<b>Ikhona ipensile?</b>	Hayi, <b>ayikho</b> .
<b>Lukhona usiba?</b>	Hayi, <b>alukho</b> .

#### 4 Prepositions followed by 'kwa-'

The following prepositions are used before nouns expressing **place, time or manner**:

##### **emva kwa-**

behind	after
<b>emva kwesangoemva kwemini</b>	
<b>emva komthi</b>	<b>emva komdlalo</b>

##### **ngaphandle kwa-**

outside	besides
<b>ngaphandle kwerestyu</b>	<b>ngaphandle kokuthetha isiXhosa, uthetha nesiSuthu</b>

##### **phambi kwa-**

in front	before
<b>phambi kwerestyu</b>	<b>phambi kwesidlo</b>

##### **phakathi kwa-**

between	(but note <b>phakathi ebhokisini</b>
<b>phakathi komaleko</b>	= inside the box)

##### **phantsi kwa-**

under	(but note <b>Hlala phantsi!</b>
<b>phantsi kwetafile</b>	= Sit down!)

##### **phezu kwa-**

on top of	(but note <b>Jonga phezulu!</b>
<b>phezu kwekhabhathini</b>	= Look up!)

Note: 'phantsi kwa-' and 'phezu kwa-' are also used in comparatives:

Ixesha linqabe **ngaphezu kwemali**. Time is more scarce than money.  
Ndinemali **engaphantsi kweyakh!** I have less money than you!

Also followed by 'kwa-': '**ecaleni kwa-**' = 'at the side of'.

#### 5 Numerals

You are already familiar with the numerals 1–6 (cf. Unit 6.2):

<b>umntwana</b>	<b>omnye</b>	<b>iincwadi</b>	<b>e<sup>nye</sup></b>
<b>abantwana</b>	<b>ababini</b>	<b>iincwadi</b>	<b>ezimbini*</b>
<b>abantwana</b>	<b>abathathu</b>	<b>iincwadi</b>	<b>ezintathu†</b>
<b>abantwana</b>	<b>abane</b>	<b>iincwadi</b>	<b>ezine</b>
<b>abantwana</b>	<b>abahlanu</b>	<b>iincwadi</b>	<b>ezintlanu</b>
<b>abantwana</b>	<b>abathandathu</b>	<b>iincwadi</b>	<b>ezintandathu</b>

The sound changes caused by 'n' in the **adjectival concord 'ezin'**:-

\*b influences a preceding 'n': **n + b > mb**, † **n + th > nt**, **n + hl > nt**, **n + n > n**.

Numerals 6–10 are nouns (not adjectival stems like 1–6):

<b>isixhenxe:</b>	<b>abantwana</b>	<b>abasixhenxe</b>	7 (lit. which are 7)
<b>isibhozo:</b>	<b>abantwana</b>	<b>abasibhozo</b>	8 (lit. which are 8)
<b>ithoba:</b>	<b>abantwana</b>	<b>abalithoba</b>	9 (lit. which are 9)
<b>ishumi:</b>	<b>abantwana</b>	<b>abalishumi</b>	10 (lit. which are 10)

Numerals from 11 onwards are more complex than their English equivalents, but luckily for learners, even Xhosa speakers often use the English numerals above 10.

You might like to know:

100	= <b>ikhulu (ama-)</b>
1,000	= <b>iwaka (ama-)</b>
1,000,000	= <b>isigidi</b>

Can you work out what '**usozigidi**' (*oo-*) means?

Ordinal numbers 1–10:

<b>-okuqala</b>	<b>umntwana wokuqala</b>	1st
<b>isibini</b>	<b>umntwana wesibini</b>	2nd
<b>isithathu</b>	<b>umntwana wesithathu</b>	3rd
<b>isine</b>	<b>umntwana wesine</b>	4th
<b>isihlanu</b>	<b>umntwana wesihlanu</b>	5th
<b>isithandathu</b>	<b>umntwana wesithandathu</b>	6th
<b>isixhenxe</b>	<b>umntwana wesixhenxe</b>	7th
<b>isibhozo</b>	<b>umntwana wesibhozo</b>	8th
<b>isithoba</b>	<b>umntwana wesithoba</b>	9th
<b>isishumi</b>	<b>umntwana wesishumi</b>	10th

### Numerals in expressions of time

Expressing the time in Xhosa is difficult. Even Xhosa mother tongue speakers often express the time in English. Especially in informal conversation. However, the time is always given in Xhosa on the radio, especially at news time.

**What is the time?**

<b>Ngubani ixesha?</b>	(lit. Who is the time?)
<b>Lithini ixesha?</b>	(lit. It says what the time?)
<b>Ngo-1 / 2 / 3 / 4 / 5</b>	It's 1 / 2 / 3 / 4 / 5 o'clock.
<b>Yintsimbi yokuqala / yesibini / yesithathu / yesine / yesihlanu.</b>	(lit. It's the first / second / third / fourth / fifth bell)
<b>Ngabani ixesha?</b>	At what time?
<b>Ngo-1 / 2 / 3 / 4 / 5.</b>	At 1 / 2 / 3 / 4 / 5 o'clock.
<b>Ngentsimbi yokuqala / yesibini / yesithathu / yesine / yesihlanu.</b>	At the first / second / third / fourth / fifth bell.

When it comes to expressing the time other than on the hour, the English forms are used, even in more formal situations, for example 'Yikota past 6' is much easier and quicker to say than: 'Yimizuzu elishumi elinantlanu emva kwentsimbi yesithandathu' (lit. It is minutes which are ten which have five after the bell of six); similarly 'Ngehof past 2' is much easier and quicker to say than 'Ngecalala emva kwentsimbi yesibini' (lit. At past the side after the bell of two).

### 6 Expressions such as 'irestyu yezakwaNtu'

There are many expressions like this in Xhosa, i.e. incorporating a **double possessive**, for example 'irestyu yezakwaNtu', the full form of which is **irestyu ya + izinto + za + kwaNtu = irestyu yesizonto zakwaNtu** (a restaurant of things of tradition). However this full form is contracted to **irestyu ya + 'i' of izinto + za + kwaNtu = irestyu yezakwaNtu**.

Here are some other examples you may come across:

Umhleli wezemidlalo	sports editor
Umhleli wezopolitiko	political editor
Umcebisi wezomthetho	legal advisor
Umphathiswa wezangaphandle	minister of foreign affairs
Umphathiswa wezemfundo	minister of education
Umphathiswa wezolimo	minister of agriculture
Abalimi bezekhaya	home gardeners

### 7 ‘-ni?’ = ‘what’, shortened form of ‘ntoni?’

When the shortened form of ‘ntoni?’ = ‘-ni?’ is used it must be suffixed to the verb:

Ufuna **ntoni?**

Ufunani?

Wenza **ntoni?**

Wenzani?

**What do you want?**

**What do you want?**

**What are you doing?**

**What are you doing?**

Note: With the verb ‘-thi’ = ‘say’ only the shortened form is used as can be seen in the following idiomatic expressions:

Lithini ixesha?

Kwenzekeni? / Bekutheni?

Utheni na wena?

Ndingathini?

**What is the time?**

**What happened?**

**What's the matter with you?**

**How do I go about this?**

### How to apply it

#### 1 Answer the questions

- (a) UThemba ukhona?
- (b) Uza kuba khona ngo-4?
- (c) Uza kubuya kamsinya?
- (d) UPeter use-ofisini?
- (e) Ukhona umyalezo?
- (f) Ikhona ifowuni kawonke-wonke ekufutshane?

Hayi, \_\_\_\_\_.

Hayi, \_\_\_\_\_.

Hayi, \_\_\_\_\_ namhlanje.

Hayi, \_\_\_\_\_, \_\_\_\_\_ ekhaya.

Hayi, \_\_\_\_\_.

Hayi, \_\_\_\_\_.

#### 2 Complete the dialogue

Hello, (a) \_\_\_\_\_ (can I speak) noMnumzana Thamsanqa?  
 (b) \_\_\_\_\_, (I'm sorry) uxakekile komnye umnxeba.  
 Khawubambe njalo.

After some minutes.

UMnu Thamsanqa (c) \_\_\_\_\_ (is still busy). Ungathanda ukubamba okanye ungathanda (d) \_\_\_\_\_ (leave a message)?

Ewe, (e) \_\_\_\_\_ (tell him that I will try to phone him again in the afternoon).  
 Enkosi. Kamnandi.

### 3 Give the dialogue a title

UDavid Hullo, nguDavid kweli cala. Ndingathetha noVuyo?  
 Ilizwi Eh, uVuyo? Akukho Vuyo apha. Ufuna eyiphi inombolo?  
 UDAdavid Ndifuna i-633-4253.  
 Ilizwi Hayi, ndilusizi, lo ngu-633-4352.  
 UDAdavid Khawuphinde. Yintoni inombolo yefowuni yakho?  
 Ilizwi Ngu-633-4352.  
 UDAdavid Owu, uxolo, yinombolo ewrongo.

### 4 Read, understand and answer the questions

See how well you have understood the dialogue by answering the questions that follow:

Bongile is looking for a job during the holidays.

UMncedisi Molo, kukwaBizo's Takeaway. Ndingakunceda?  
 UBongile Ngaba ndingamfumana uNksk. Bizo?  
 UMncedisi Akakho. Usaphumile okwangoku. Ungashiya umyalezo?  
 UBongile Kulungile. Ndive ukuba ufuna umntu oza kuncedisa kwishishini lakhe. Ndifuna ukwenza isicelo. Ubuya nini?  
 UMncedisi Andiqinisekanga.  
 UBongile Ndingaphinda ndifowune nini?  
 UMncedisi Zama ukufowuna ngentsimbi yesithandathu. Khawushiye igama lakho nenombolo.  
 UBongile Igama lam nguBongile Thamsanqa. Unokunditsalela kule nombolo ithi 770555.  
 UMncedisi Mandiliphinde igama. UnguBongile Thamsanqa. Inombolo ithi 770555.  
 UBongile Kulungile. Enkosi. Usale kakuhle.  
 UMncedisi Kamnandi.

- (a) UBongile ufunu ukuthetha nabani?
- (b) UNksk. Bizo ukhona?
- (c) UBongile ushiya owuphi umyalezo?
- (d) Uza kuzama ukufowuna ngeyiphi intsimbi?

### 5 Read the conversation

UVal Molo Xoliswa.  
 UXoliswa Molo sisi. Nisaphila phofu?  
 UVal Hayi, siphilile sonke. Ndiyakufowunela kuba ndingathanda ukubuza ukuba sinokudibana na kwakhona. Kunjani ngokuya kubukela ifilimu?  
 UXoliswa Eyiphi ifilimu?  
 UVal Singabukela 'uJump the Gun'.  
 UXoliswa Ngeyiphi imini?  
 UVal NgoLwesine?  
 UXoliswa Hayi, andizi kuba kho ngoLwesine. Kunjani ngo-Mgqibelo?  
 UVal Hayi, uMgqibelo akalungi kum. Uza kuphumelela ngeCawa?  
 UXoliswa Kulungile.  
 UVal Ufuna ndikuphuthume ngabani ixesha?  
 UXoliswa Ngentsimbi yesihlanu.  
 UVal Kulungile. Siza kubonana ke ngeCawa. Sala kakuhle.  
 UXoliswa Kamnandi.

Imagine that Xoliwsa tells another friend about her chat with Val:

- (a) I spoke to Val today. \_\_\_\_\_.
- (b) We are going to see a film on Sunday. \_\_\_\_\_.
- (c) Can you come with us? \_\_\_\_\_.
- (d) Val is going to fetch me at 5 o'clock. \_\_\_\_\_.

### 6 Say you have

- (a) three children, two daughters and a son
- (b) four messages
- (c) two telephone numbers
- (d) five tickets
- (e) six letters

### 7 Listen to the dialogue and say whether the statements are correct or not

- |                                       |     |    |
|---------------------------------------|-----|----|
| (a) Thandi is in a hurry.             | yes | no |
| (b) She has to go shopping.           | yes | no |
| (c) She prepares a party for Friday.  | yes | no |
| (d) She only invites Nomsa and Sipho. | yes | no |
| (e) Nomsa has to ask Sipho first.     | yes | no |

## 8 English equivalents of newspaper / magazine section headings

Use the headings: (a) For the Children, (b) Health Matters, (c) Business, (d) Finance, (e) Sport, (f) Entertainment, (g) For Teenagers and (h) Education.

- |               |               |
|---------------|---------------|
| 1 Ezemidlalo  | 5 Ezolonwabo  |
| 2 Ezempilo    | 6 Ezabantwana |
| 3 Ezolutsha   | 7 Ezemfundo   |
| 4 Ezoshishino | 8 Ezemali     |

## 9 Complete the questions

- (a) Ndithetha \_\_\_\_\_?
- (b) \_\_\_\_\_ othethayo?
- (c) Ufuna \_\_\_\_\_?
- (d) Ufuna \_\_\_\_\_ inombolo?
- (e) \_\_\_\_\_ igama lakho?
- (f) \_\_\_\_\_ inombolo yakho yasekhaya?
- (h) \_\_\_\_\_ inombolo yakho yasemsebenzini?
- (i) \_\_\_\_\_ i-adeleni yakho?
- (j) Ndingakwenzela \_\_\_\_\_?
- (k) Ndingakunceda \_\_\_\_\_?
- (l) \_\_\_\_\_ ingxaki?
- (m) Kwenzeke \_\_\_\_\_?

## 10 Which verb fits?

Use these verbs to fit the spaces correctly (a) -bamba, (b) -shiya, (c) -cothisisa, (d) -phinda and (e) -faka.

- 1 Uxolo, andiva kakuhle, unga\_\_\_\_\_ kwakhona?
- 2 Ungathanda uku\_\_\_\_\_ umyalezo?
- 3 Ungandi\_\_\_\_\_ kwi-ofisi kaMnu. Bizo?
- 4 Usaxakekile komnye umnxeba. Ungathanda uku\_\_\_\_\_?
- 5 Uthetha ngokukhawuleza kakhulu. Unga\_\_\_\_\_?

## 12 Kumdlalo weqakamba

*At the cricket match*

**In this Unit you will learn how to:**

- ask about past sporting involvement and respond
- ask about present sporting involvement and respond
- ask what someone does to keep fit
- say what you do to keep fit
- ask whether someone has hobbies
- say what your hobbies are

### Incoko

During the lunch break Peter and Themba walk around the cricket ground where several mini-cricket matches are on the go and, among other things, talk about the way cricket has become so popular throughout the whole country.

- UThemba Kuhle kakhulu ukubona umdla kangaka kwiqakamba kule mihla. Jonga bonke aba **Makhaya Ntini** basakhulayo bedlala iqakamba!
- UPeter Inene. Kule mihla naphina apho ujonga khona, kukho amakhwenkwe adlala iqakamba. Wena Themba, wawuyidlala iqakamba ngeentsuku zakho usesesikolweni?
- UThemba Ewe, ndandithanda kakhulu ukudlala iqakamba. Ndandingumgcini-pali. Ndingumbethi kanjalo. Inene, ndandivula amangeno!
- UPeter Nyhani!
- UThemba Wena, mfondini, wawudlala eyiphi imidlalo?
- UPeter Heke, ndandidlala intenetya nombhoxo ngeentsuku zam. Ngelishwa, yophuka ingalo yam ndisadlala kwi-under 15. Emva koko zange ndiphinde ndidiale mbhoxo kwakhona.
- UThemba Wawudlala ndawoni?



(Courtesy United Cricket Board of South Africa)

- UPeter Ndandisisikramhafu. Nangona ndandingadlali qakamba ndithanda kakhulu ukuyibukela ngakumbi xa sidlala namaqela aphiesheya. Wena, wawuwudlala umbhoxo okanye ibhola ekhatywayo?
- UThemba Ndandidlala umbhoxo.
- UPeter Kweyiphi indawo?
- UThemba Ndandiyindoda yesibhozo.
- UPeter Kunjani ngebhola ekhatywayo? Wawuyidlala?
- UThemba Ewe, ndandiyidlala kodwa ndandikhetha umbhoxo.
- UPeter Uyayibona phofu indlela umdlalo onamandla ngayo okumanya isizwe!
- UThemba Unyanisile. Khumbula ukuxhaswa **kwamaBhokobhoko** sisizwe sonke ngeshesa lomdlalo wamanqam! Ngubani ongalibala ukuculwa kukaTshotsholoza ngelizwi elinye ngumntu wonke!
- UPeter Inene, ndiqinisekile ukuba ukucula kwesihlweli kwawanika umoya ukuze aphumelele **amaBhokobhoko**!
- UThemba Yho! Ingubani ongalibala igugu ebusweni bukaMongameli Mandela enxiba ijezi kaNo. 6 ephethe indebe beyithe *qhiwu phezulu noFrancois Pienaar*.\*
- UPeter Ne**Bafana Bafana** yafumana kwa enjalo inkxaso, yaphumelela kwiAfrican Cup of Nations. Kanene, wenza luthambo luni kule mihla ukuzigcina uphilile?



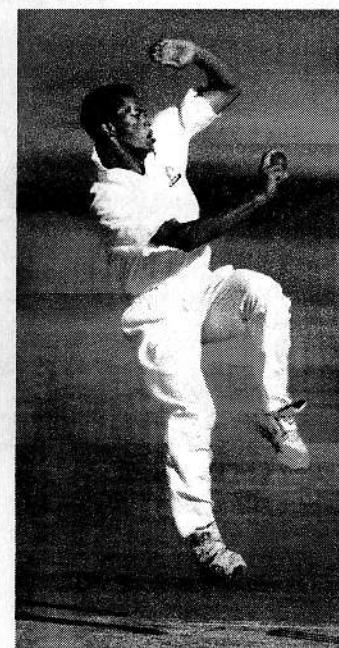
Bafana Bafana winning the World Cup of Nations in 1996  
(Bona, March 1996. Photos by Jacob Morake and Southlight)

- UThemba E-e ndiyazama ukubaleka kathathu ngeveki kwaye ndidlala isikhwashi *rhoqo*. Wena, mfondini?
- UPeter Mna, ndithanda ukukhwela ibhayisekile kwaye ndiyazama nokunyuka intaba ngeeCawa. Kodwa ngamanye amaxesha kunzima ukufumana ithuba lokwenza loo nto kuba umsetyenzana warn wokuzonwabisa kukuchwela.
- UThemba Owam kukufota, *qua* ke. Kodwa ke, liphi ixesha?
- The cricketers come back on to the field after the lunch break.*
- UPeter Jonga, abatlali babuyile; isidlo sasemini siphelile. Umdlalo uza kuqala ngoku. Masibuye kwiZihlalo zethu!

\*Although President Mandela never played rugby, his interest in the game goes back to his youth. He remembers the playing days of the former Transkei homeland leader KD Matanzima with a chuckle: 'When he was tackled, the spectators would call out "help the son of a chief"' (Cape Times 16/3/1998. Article by Roger Friedman and Benny Gool.)

**Isigama**

kuhle	it's lovely	umdlalo wamanqam final (game)
iqakamba	cricket	ukuxhaswa support
basakhulayo	budding (lit. still growing)	isihlweli crowd
bedlala	playing	kwawanika umoya give them the impetus (lit. spirit)
naphina	everywhere	igugu pride
wawudlala ...?	did you play...?	enxiba wearing
iintsuku	days	ijezi jersey
usesesikolweni	you still being	indebe (half split calabash)
ndandithanda	at school	beyithe qhiwu holding up high
umgcini-pali	I loved, liked	kwa also, even
umbethi	wicketkeeper	inkxaso support
amangeno	batsman	luthambo luni? what sort of exercise?
nyhani!	innings	-zigcina -philile keep oneself fit
intenetya	really!	-baleka run
umbhoxo	tennis	isikwashi squash
-ophuka	rugby	rhoqo regularly
zange ndiphinde	be broken	-khwela ride
ndawoni?	I never again	ibhayisekike bicycle
isikramhafu	what position?	-nyuka climb
nangona	scrumhalf	intaba mountain
ndandingadlali	although	-chwela do woodwork
amaqela aphesheya	I didn't play	umsetyenzana hobby (lit. a little job of making oneself happy)
ibhola ekhatywayo	overseas teams	wokuzonwabiswa mine
	soccer (lit. ball which is kicked < -khaba = kick)	owam take photographs
indoda yesibhozo	8th man	qha ke that's it
phofu	in fact	kodwa ke but then
-namandla	has the power	liphi ixesha? where's the time?
ngayo	by it	-buya return (from)
okumanya	of uniting	isidlo sasemini lunch
isiswe	nation	-buyela return to seats
		izihlalo



(Sunday Times 23/11/1997,  
Picture Thomas Turck Courtesy  
Touchline Photo)

In 1997 a young man from Mdingi, a village 15 km from King William's Town made cricketing history by

being the first Xhosa-speaking cricketer to be selected to represent South Africa. In 1990 the skinny 14 year old was first spotted by Border Cricket Development officer Raymond Maloyi.

**Makhaya Ntini** was 'discovered' and has not looked back since.

He represented Border U-15a against a touring England team and was considered the best fast bowler the English team had faced. While at school at Dale College he was chosen for South Africa U19 to tour England where he played at the hallowed MCC! He also toured Australia with the Dale College touring team. He showed that he was not only a very talented fast bowler but that he was no slouch with the bat scoring 102 to add to his bowling performance of 5 wickets for 50!

In 1998 in his debut for South Africa against New Zealand he took 2 wickets for 30 runs.

His interest in cricket was undoubtedly fostered by his late father who played at club cricket level while his uncle Lungile Makhulu still plays in the '*Amacala Egusha*' competition.

## Cultural background

'The uncles greeted each other tumultuously. Apart from blood links they had other ties. They had taught at Lovedale together before I was born. In family albums I had poured over pictures of such things as the staff cricket team in which they had both played. All my life the men in my family were cricket mad; when they 'rooted for South Africa' in Test Matches abroad and for provincial teams at home and followed their fortunes in newspapers and on radio despite the policy of apartheid in sport.' (Noni Jabavu *The Ochre People – Scenes from a South African Life*, John Murray, London, 1963)



### Tshotsholoza

(onomatopoeic – the sound of a steam train)

'Tshotsholoza! Tshotsholoza!

Kwezo ntaba Stimela siphum' eRhodezhiya

Wen' uyabaleka kwezo ntaba

Wen' uyabaleka!

Stimela siphum' eRhodezhiya.'

[This is often sung by workers to give each other encouragement, hence its adoption as the unofficial anthem when *AmaBhokobhoko* needed that little extra something to win the rugby World Cup in 1995.]



'*Tshotsholoza*, a road menders' ditty or work-song, is a popular 'train song' of which there is a whole repertoire based on the theme of railway travel. It imitated the sound of a steam engine pulling out of a station [...], and as it gathers speed and settled into a regular rhythm, the voices combine in four parts accompanied by tremendous thumps of feet stressing the beat: '*STIMela siphum' eRHODE-zHIYA!*' [...] The voices blended together exhorting the engine in the vocative, 'WEN' uya baLEka', inflections that praised the locomotive's magnificent performance on that two-thousand mile journey across tawny *veld*, through *mopani* forest, gradations of plateaux, karoo, mountains, valleys until the coast is reached.'

(Noni Jabavu, *The Ochre People*)

## How to ...

### Ask about someone's past sporting involvement

Wawudlala eyiphi imidlalo ngeentsuku zakho usesesikolweni?

Wawudlala eyiphi imidlalo ngeentsuku zakho useseyunivesithi?

Wawudlala ndawoni?

### Respond to questions about your past sporting involvement

Ndandidlala:

*iqakamba*

*intenetya*

*umbhoxo*

*isikwashi*

*ibhola ekhatywayo*

*ihoki*

*ibhola yomnyazi* (netball)

*ngeentsuku zam ndisesesikolweni / ndiseseyunivesithi.*

Ndandidlala isikramhafu / indoda yesibhozo / iphika (wing).

### Ask about present sporting involvement

Uyadlala?

Udlala ntoni?

Udlala phi?

Udlala kweliphi iqela?

Uqequesha phi?

Uqequesha ngubani?

### Respond to questions about your present sporting involvement

Ndidlala iqakamba / intenetya / umbhoxo / isikwashi / ibhola ekhatywayo / ihoki / ibhola yomnyazi.

Andidlali mdlalo.

Andisadlali mdlalo.

Andinalo ixesha lokudlala imidlalo.

### Ask what someone does to keep fit

Wenza luthambo lunu ukuzigcina uphilile? (see Unit 15.6)

### Say what you do to keep fit

Ndiyabaleka.	I run.
Ndiyaqubha.	I swim.
Ndiyahamba-hamba.	I walk.
Ndinyuka intaba / entabeni.	I do mountain climbing.
Ndikhwela ibhayisekile.	I cycle.
Ndikhwela <i>amahashe</i> .	I do horse riding.
Ndiyadanisa.	I do ballroom dancing.
Ndiyaxhentsa.	I do traditional dancing.

### Ask whether someone has hobbies

Unayo *imisetyenzana* yokuzonwabis?

### Say what your hobbies are

Ndiyachwela.	I do woodwork.
Ndiyafota.	I do photography.
Ndiyakuthanda <i>ukufunda</i> .	I like reading.
Ndicula <i>kwikwayari</i> .	I sing in a choir.
Ndiyathunga.	I sew.
Ndiyanitha.	I knit.
Ndiyazoba.	I paint.
Ndisibenza <i>egadini</i> .	I garden.
Ndiyakuthanda <i>ukuloba</i> .	I like fishing.
Ndenza <i>iztya</i> neembiza ngodongwe.	I do pottery.
Ndiqokelela <i>izitampu</i> .	I collect stamps.
Ndiyaluka.	I do weaving.

### Cultural background

#### Ukuxhentsa

*Umxhentso* is a traditional Xhosa dance consisting of rhythmic movements, stamping feet and various gestures accompanied by the singing and clapping of women and girls.

This dance is performed by women and men at beer drinking, by men at a wedding (*umdundo*) and by a diviner while divining.



**MULTI-CULTURAL COPS** These South African Police Service members spend most of their spare time dancing the traditional way. They're trying to promote cultural diversity within their service.

(Courtesy Cape Times 17/5/1996. Picture Alan Taylor)

#### Izinto zokuhambisa ixesha (pastimes)

ukubukela *umabona-kude* / iTV  
ukuphulaphula *umculo* (music) ngeeteyiphu nangee CD  
ukuphulaphula *unomathotholo*

The word *unomathotholo* = 'radio' comes from the association between the disembodied voices which certain traditional healers who may have spirits manifest in themselves – voices, whistles, etc. (regarded as both rare and singular, and an honour from the ancestors).

#### OONOMATHOTHOLO

'Oonomathotholo bayeza kusasa bayeza.  
Bayeza ekuseni  
Bayeza!'

The witchdoctors are coming early in morning they are coming.  
They are coming early in the morning  
They are coming!

## How it works

### 1 The participial

The **participial** construction, similar to the English verbal ‘-ing’ form (participle), usually denotes **two simultaneous actions**. Its use is more extensive in Xhosa than it is in English. As is the case with the passive construction, you must be familiar with the **participial** should you wish to read Xhosa texts. Many examples can be found in captions under photographs in newspapers and magazines:

*Ekufikeni kwakhe  
evela eLusuthu,  
**uPrince Charles** wamkelwa  
eMzantsi Afrika yiNkulumbuso  
yaseGauteng.* (On his arrival  
(coming) from Lesotho, Prince  
Charles was welcomed by the  
Premier of Gauteng.)

**UPrince Charles**  
*encokola nosekela Mongameli  
nenkosikazi yakhe.* (Prince  
Charles chatting with the  
Deputy President and his wife.)

(BONA, February, 1998, p.44)

*Xa amaghawe edibana ...  
uNaomi Campbell uthethe kudibana  
nobaw' uMadiba kufana  
'nokunyathelaku kukhanya  
kwelanga'* (When the celebrities  
met, Naomi Campbell said that  
to meet with ‘her father’ Madiba  
was like stepping into the  
sunshine.)

(BONA, October, 1997, p.36)

**UHarry noCharles**  
**noSekela Mongameli.**  
*bengena kwibala lemidlalo.*  
(Harry and Charles and the Deputy  
President entering the stadium.)

**Usekela Mongameli,**  
*ebulisa isihwele ekufikeni  
kwakhe kwibala lemidlalo.*  
(The Deputy President greeting  
the crowd on his arrival  
at the stadium.)

**Amadoda** axhentse imini  
*yonke enik' imbeko inkokeli  
yawo.* (The men danced the  
whole day giving respect to their  
leader.)

(BONA, November, 1997, p.21)

From these captions you can see that the subject concords referring to Classes 1/1a; 2/2a and 6 are: ‘-e’; ‘-be’; ‘e’ respectively. The subject concords referring to all the other classes are the same as the **short forms** of the **present tense indicative** (cf. Unit 2.2).

The **participial** can also be translated as follows:

Waqala ukudlala ibhola  
ekhatywayo eseneminyaka  
esibhozo.

Ukhule enomdla kakhulu  
kumdlalo webhola ekhatywayo.

Bancokole bebukela iqakamba.

He started to play soccer  
**from** the age of eight.

He grew up **with** a great  
interest in soccer.

They chatted **while** watching  
cricket.

Sometimes the **participial** is **not translated** in English:

Wazalwa ngo-1970 engumntwana  
wesithathu kusapho lwabantwana  
abahlanu.

Ufotwe ekunye nabanye abadlali  
beqela lakhe.

He was born in 1970, (**being**)  
the third child in a family of  
five children.

He was photographed (**being**)  
together with other players of  
his team.

Note: ‘-si-’ is infix between the subject concord and a **monosyllabic verb stem**, e.g. ‘-ya’ = ‘to go **to**’:

Ndiquhwalela ndisiya.

I am limping **going** along.

‘-s-’ is infix between the SC and a **vowel verb stem**, e.g. ‘-enza’:

Ungalibali ke, esenza iBA nje,  
ubambe mibini imisebenzi.

Don’t forget then she is  
**doing** her BA while holding  
down two jobs.

### Use of the participial form

After the conjunction ‘xa’ = ‘when’ / ‘whenever’ / ‘if’:

Xa esitsho uthetha inyaniso. **Saying** so she tells the truth.

After the interrogative ‘kutheni’ = ‘why?’ (cf. Unit 8.4):

Kutheni engandixevelanga? **Why** did she not tell me?

It is used after certain **auxiliary verbs**, e.g. ‘se- / sel- / sele-’ = ‘already’:

Ukhona?  
Hayi, sel'emkile.

Is he/she there?  
No, he/she has **already** left.

And also after ‘-soloko’ = ‘always’:

<b>Wasoloko</b> enqwenela ukudlala iqakamba njengomkhuluwa wakhe.	He always wanted to play cricket like his older brother.
---	---

The participial form is also used after the adverb of time ‘kudala’ = long ago:

<b>Kudala</b> esemtsha wayedlala <i>amanqindi</i> .	Long ago when he was still young, he used to box. (lit. used to play <b>fists</b> )
--	---

As can be seen from these examples, the **participial** occurs in the present and past tenses, both positive and negative (infix ‘-nga-’).

## 2 The continuous recent past tense

This frequently used past tense usually covers any **continued action** or state during the *recent past* and is formed with ‘-be’ + the **participial**.

‘-be’ = ‘was’ / ‘were’ is the recent past tense of ‘ukuba’ = ‘to be’ (cf. Unit 10.3):

Ndibe ndidlala (very rarely used in everyday speech) = I was I playing shortened to → Bendidlala = I was playing

### Subject concords of the continuous recent past tense

<b>Ubuphi</b> izolo?	Where <b>were</b> you yesterday?
<b>Beniphi</b> izolo?	Where <b>were</b> you yesterday?
<b>Bendidlala</b> umbhoxo.	I <b>was</b> playing rugby.
<b>Besidlala</b> umbhoxo.	We <b>were</b> playing rugby.
<b>Ubunjani</b> umdlala?	How <b>was</b> the game?
<b>Ibinomdlala</b> imidlalo.	The games <b>were</b> interesting.
<b>Ebelapho*</b> uThemba?	<b>Was</b> Themba there?
<b>Bebelapho</b> ooThemba?	<b>Were</b> Themba and co. there?
<b>Belidlala</b> njani iqela lakho?	How did your team play?
<b>Ebedlala</b> kakuhle amaqela omabini.	Both teams played well.
<b>Besidlala</b> njani isiskramhafu?	How did the scrumhalf play?
<b>Bezidlala</b> kakuhle iziskramhafu zozibini!	Both scrumhalves played well!

<b>Beziziintshatsheli!</b>	They <b>were</b> champions!
<b>Belunzima</b> ukhuphiswano olo!	It <b>was</b> a tough competition.
<b>Bebukho</b> ubuhlobo phakathi kwamaqela?	<b>Was</b> there camaraderie among the teams?

<b>Ibinjani</b> inxalenyen yempela veki?	How <b>was</b> the rest of your weekend?
--	--

<b>Bekumnandi</b> kakhulul	It <b>was</b> very nice.
<b>Bekuyimini</b> enempumelelo kwiqela lethu.	It <b>was</b> a successful day for our team.

\*You may find ‘ube’ used instead of ‘ebe’.

From these examples you can see that:

1 In the unshaded examples ‘be’ is simply prefixed to the subject concords. However, in the shaded examples where the **subject concords** consist of a **vowel only**, the subject concords and / or ‘be’ are slightly modified.

2 The **continuous recent past tense** is also used to describe an action or process taking place at a **certain point in time in the near past** where English would simply use the past tense:

<b>Belidlala</b> njani iqela lakho?	How <b>did</b> your team play (at the time)?
-------------------------------------	--

3 The **continuous recent past tense** is used not only with verbs but with **copulatives**, **interrogatives**, **locatives** and **descriptives** as well. These descriptives also include **stative verbs**:

<b>Stative verbs</b> <b>present tense</b>	<b>Stative verbs</b> <b>past tense</b>
<b>Ndixakekile.</b>	<b>Bendixakekile.</b>
I am busy.	I was busy.
<b>Sithabathekile.</b>	<b>Besithabathekile.</b>
We are impressed.	We were impressed.
<b>Ndingxamile.</b>	<b>Bendingxamile.</b>
I am in a hurry.	I was in a hurry.
<b>Bonwabile</b> abaxhasi!	<b>Bebonwabile</b> abaxhasi!
The supporters are happy!	The supporters <b>were</b> happy!

**Note:** As is the case with the **participial**, the **two infixes** ‘-si-’ and ‘-s-’ also occur in the **continuous recent past tense**.

‘-si-’ with **verbs of one syllable**:

**Bebesithini?** What were they saying?

‘-s-’ with **vowel verbs**:

**Ubusenza** ntoni izolo? What were you doing yesterday?

The **negative** of the **continuous past tense** is formed by:

infixing ‘-nga-’ and changing the final vowel to ‘-i’ with **consonant verbs**:

**Bendingasebenzi.** I wasn’t working.

Use ‘-ng-’ and change the final vowel to ‘-i’ with **vowel verbs**:

**Bendingenzi** nto izolo. I wasn’t doing anything yesterday.

Use ‘-nga-’ and suffix ‘-anga’ with a stative verb:

**Bendingaxakekanga.** I wasn’t busy.

Use ‘-nge-’ with non-verbal predicates:

**Ebengekho uThemba?** Wasn’t Themba there?

**Belungenzima ukhuphiswano olo!** Wasn’t that a difficult competition!

### 3 The continuous remote past tense

This past tense usually covers any continued action or state during the **remote past**. It is frequently used in biographies and reports of past events. (cf. **Units 3.4** and **7.4**).

It is formed with: SC of remote past tense + ‘-be’ or ‘-ye’ + the **participial**

‘-be’ = ‘was’ / ‘were’ – the recent past tense of ‘ukuba’ = ‘to be’

‘-ye’ = ‘went’ – the recent past tense of ‘ukuya’ = ‘to go to’

**Ndabe ndidlala.** I used to play (long ago). (lit. I was I playing)

shortened to: **Ndandidlala.**

**Waya edlala.** He was playing (long ago)

shortened to: **Wayedlala.**

**Note:** As is the case with the continuous recent past tense, the full form is very rarely used in everyday speech.

This tense often has the connotation of ‘used to’, which can be expressed explicitly by adding ‘-kade’:

**Ndandikade ndidlala.** = lit. I was long ago I playing.

**Wawudlala** ntoni ngelaa xesha? What were you playing at that time?

**Ndandidlala** iqakamba. I was playing cricket.

**Ndandingumginci-pali.** I was a wicket-keeper.

**Nanidlala** ntoni ngelaa xesha? What were you playing at that time?

**Sasidlala** umbhoxo. We were playing rugby.

**Wavezicgina** ephilile ngokuhamba. He used to keep himself fit by walking.

**Babezicgina** hephilile ngokubaleka. They used to keep themselves fit by running.

**Wawunjani** umdlalo wombhoxo ngelaa xesha? What was the game of rugby like at that time?

**Yayinomdla** imidlalo. They were interesting games.

**Lalidlala** njani iqela lakho? How did your team play?

**Ayelungile** amaqela ngelaa xesha. The teams were good at that time. **Kwakumnandi** ngoko. It was (very) nice then.

As you can see from these examples, ‘-be’ or ‘-ye’ is omitted except for Classes 1/1a, 4, 6 and 9.

**Note:** As is the case with the **participial** and the **continuous recent past tense**, the infixes ‘-si-’ / ‘-s-’ also occur in the **continuous remote past tense** with **verbs of one syllable** and **vowel verbs** respectively, while ‘-nga-’ is infixed in the negative.

### How to apply it

1 Listen to the Xhosalised English words on tape and write down the English equivalents

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(e) \_\_\_\_\_

(f) \_\_\_\_\_

- (g) \_\_\_\_\_  
 (h) \_\_\_\_\_  
 (i) \_\_\_\_\_  
 (j) \_\_\_\_\_

## 2 Okunokwenziwa ngebhola

Unokuyikhaba.	You can kick it.
Unokuyibamba.	You can catch (hold) it.
Unokuyiphosa.	You can throw it.
Unokuyigqithisel.	You can pass it.
Unokuyibetha.	You can hit it.

Now instruct somebody to:

- (a) kick it! \_\_\_\_\_  
 (b) catch (hold) it! \_\_\_\_\_  
 (c) throw it! \_\_\_\_\_  
 (d) pass it! \_\_\_\_\_  
 (e) hit it! \_\_\_\_\_

## 3 Complete the questions with the appropriate interrogative

- (a) Uqala \_\_\_\_ umdlalo weqakamba?  
 (b) Kudlala \_\_\_\_ amaqela namhlanje?  
 (c) Ngu\_\_\_\_ usompempe?  
 (d) Ngu\_\_\_\_ ophume phambili?  
 (e) Umdlalo udlalwa \_\_\_\_?  
 (f) Kuphumelele \_\_\_\_?  
 (g) Kuphumelele \_\_\_\_ iqela?

## 4 Complete the statements

- (a) Ndi\_\_\_\_ dlala iqakamba. I still play cricket.  
 (b) \_\_\_\_ dlal\_\_\_\_ bhola ikhatywayo. I don't play soccer.  
 (c) \_\_\_\_ ndi\_\_\_\_ dhal\_\_\_\_ ntetenetya. I don't play tennis any longer.  
 (d) \_\_\_\_ ndikade \_\_\_\_ dlala intenetya. I used to play tennis.  
 (e) \_\_\_\_ ndiwudlal\_\_\_\_ umbhoxo. I never played rugby.

## 5 Sports preferences

You express your preferences for certain sports. Ask somebody why he/she prefers a certain sport:

- (a) Andithandi mbhoxo. Ndiyacinga ukuba undlongo-ndlongo (*rough*) ungaba nengozi.  
 Why do you like rugby? \_\_\_\_\_
- (b) Andithandi kuqbuba. Ndiyawoyika amanzi.  
 Why do you like it? \_\_\_\_\_
- (c) Ndithanda intenetya kakhulu.  
 Why don't you like it? \_\_\_\_\_
- (d) Ndithanda ukunyuka intaba kakhulu. Indalo (*nature*) intle gqitha!  
 Why don't you like it? \_\_\_\_\_

## 6 Past hobbies

Somebody tells you about past hobbies and you ask questions about them:

- (a) Ndandikade ndithunga kakhulu.  
 What did you use to sew? \_\_\_\_\_
- (b) Ndandikade ndinitha yonke imihla.  
 What did you use to knit? \_\_\_\_\_
- (c) Ndandikade ndicula.  
 What did you use to sing? \_\_\_\_\_
- (d) Ndandikade ndidanisa kakhulu.  
 Which dances? \_\_\_\_\_
- (e) Ndandikade ndiloba kakhulu.  
 Where? \_\_\_\_\_

## 7 Meeting somebody for the first time

You meet someone for the first time. Ask them these questions:

- (a) Do you like sport?  
 (b) Which team do you support?  
 (c) Do you watch sport on TV?  
 (d) Do you have hobbies?  
 (e) Do you like music?

### 8 Complete appropriately.

Fill in the correct subject concord to complete the following particulars about past soccer personalities:

- UJomo Sono \_\_\_\_ mele ibhola yaseMzantsi-Afrika phesheya.
- UGeorge Thebe \_\_\_\_ yintloko yeSANFA.
- UMbanya \_\_\_\_ dlalela iMorokaSwallows.
- UKaizer Motaung \_\_\_\_ ngomnye wabatlali abaphambili beOrlandoPirates.

### 9 Read the dialogue and answer the questions

#### USIPHO NOVUYANI BADIBANA BANCOKOLE

USipho Molo, bhuti. Uzifihle phi? Ubuphi? Khange ndikubone ixesha elide.

UVuyani Mfondini, bendigula inyanga yonke.

USipho Awu! Ndilusizi. Ubhetele ngoku?

UVuyani Ewe, ndiphilile kwakhona kangangokuba ndiqale ukuphangela kwakhona namhlanje. Ukhe wambona uNomsa kutshanje? (*recently*)

USipho Hayi. Ndiva ukuba usesibhedele.

UVuyani Uphethwe yintoni?

USipho Andiqinisekanga. Ingathi waba kwingozi. (*she was in an accident*)

UVuyani Awu! Ingozi enjani?

USipho Uyazi, uNomsa udla ngokubaleka. (*usually runs*) Ebeziqueqeshela *iTwo Oceans*. Ngoku, kuthiwa wawa. Wophuka umlenze.

UVuyani Torhwana! Imbaleki enje ukuqaqamba. (*she's an outstanding athlete*) Ukwesiphi isibhedele?

USipho Andazi.

UVuyani Ndiza kufowunela umyeni wakhe ukufumanisa (*find out about*) ngesibhedele.

- USipho udibana nabani?
- Kutheni engambonanga uVuyani ixesha elide?
- Akasebenzanga ixesha elingakanani uVuyani?
- Abahlobo bathetha ngabani?

- UNomsa udla ngokwenza ntoni?

- Kutheni uNomsa esesibhedele?

- Kutheni uVuyani efuna ukufowunela umyeni kaNomsa?

### 10 Fill in the appropriate missing elements

- UVuyani \_\_\_\_ funa ukufowunela umyeni \_\_\_\_ mhlobo \_\_\_\_ khe.
- UVuyani \_\_\_\_ funa ukufowunela inkosikazi \_\_\_\_ mhlobo \_\_\_\_ khe.
- UVuyani \_\_\_\_ funa ukufowunela abazali \_\_\_\_ mhlobo \_\_\_\_ khe.

### 11 Hobbies and pastimes

Read the following about hobbies and pastimes. Fill in the appropriate words and phrases from the list:

(a) inabo nobuchule bokwenza izinto ngezandla, (b) abatlala imidlalo, (c) Lumphulaphula lubukele, (d) ukuphulaphula, (e) ubomi bangaphandle, (f) abaphila, ngomculo, (g) ukuqokelela, (h) nokubukela, (i) baqokelela and (j) ukufunda.

Bakho abantu abathanda (1) \_\_\_\_\_ izinto, umzekelo izitampu. Baneencwadi ekuthiwa zii-album, apho kukho izitampu ezininzi ezikhoyo ehlabathini. (*from all over the world*). Abantu abambilwa (2) \_\_\_\_\_ izinto zakudala, umzekelo ifanitsha (*furniture*) okanye imizobo (*paintings*).

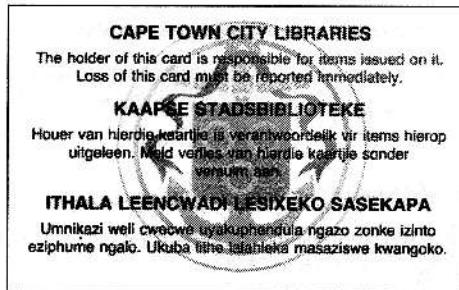
Baninzi abantu abathanda (3) \_\_\_\_\_. Ngempela-veki banyuka iintaba, bayabaleka, bakhwela ibhayisekile, baqubha elwandle okanye emilanjeni okanye bayaloba kuba bathanda ukutya iintlanzi.

Inkoliso (*most*) yabantu (4) \_\_\_\_\_ umzekelo initha iijezi, yaluka imilengalenga yodonga, ithunga ilokhwe, iyachwela, yenza izitya ngodongwe okanye isezenza egadini.

Uninzi (*many*) lwabantu luthanda (5) \_\_\_\_\_ kunomathotholo (6) \_\_\_\_\_ kumabona-kude imini yonke. (7) \_\_\_\_\_ \_\_\_\_\_ iindaba, umculo, imidlalo eqhutywayo, (*serials, lit. plays which are continued*) iiflim, imidlalo enjengombhoxo, iqakamba, isoka njalo, njalo.

Baninzi abantu (8) \_\_\_\_\_, ngakumbi isoka, umbhoxo, neqakamba ezithandwa kakhulu.

Abanye abantu bathanda (9) \_\_\_\_\_ amaphephandaba neencwadi. Bathenga iincwadi okanye baboleka kwithala leencwadi (*from the library*).



Kukho abantu (10) \_\_\_\_\_. Bacula ekwayarini, badlala izikhali so (*musical instruments*) umzekelo ipiyano okanye bayadanisa.

# 13 | Masiye kulaa restyu intsha!

## *Let's go to that new restaurant!*

**In this Unit you will learn how to:**

- ask for a table for the appropriate number in your party
- ask for a particular table
- ask for a menu
- ask what dishes are recommended
- excuse yourself from the table
- comment on your food
- ask for the bill

### Incoko

After the cricket, Peter and Themba, Jenny and Thandi go to a recently opened restaurant specialising in traditional Xhosa fare.

Umphathi-werestyu	Molweni. Namkelekile kwiZiko Lethu. Siyavuya kakhulu ukunibona! Ninjani?
UThemba	Hayi, siphilile ngaphandle kokulamba! Ingaba unayo itafile yabantu abane?
Umphathi-werestyu	Ngokuqinisekileyo! Ndilandeleni.
UThandi	Ingaba singafumana itafile ngasefestileni?
Umphathi-werestyu	Nantsi. Injani le?
UThandi	Ilungile! Siyabulela.

*They sit down.*

Umphathi-werestyu	Nalu uluhlu lokutya.
UThemba	Ucebisa sithathe ntoni na? Yintoni isipeshali sanamhlanje?
Umphathi-werestyu	Heke, kwizidlo zokuqala sinesonka samanzi.

- UJenny Oo! loo nto indikhumbuza ubuntwana bam efama!  
Ndiyasithanda kakhulu *isonka samanzi!*
- Umphathi-werestyu Nyhani, Nkosikazi! Nisuka phi?  
Ndakhulela efama emaXhoseni.
- Umphathi-werestyu Ndawoni?
- UJenny NgaseKomani.
- Umphathi-werestyu Oo, andiwazi loo mhlabu. Mna ndikhulele phesheya  
kweNciba. Heke, mandibalule *nomphokoqo*,  
*umngqusho*, *umfino*, *imutton stew nolusu*.
- UPeter Ndilibile, yintoni *umphokoqo* kanye?
- Umphathi-werestyu Ngumgubo wombona ophekiwego.
- UPeter Oo, ewe, ndiyakhumbula ngoku.
- UJenny Ngowuphi *umfino* wakho?
- Umphathi-werestyu Sisipinatshi netswele. Ndinganizisela into yokusela  
elixia nikhetha into yokutya? Kunjani *ngomqombothi*,  
*amarhewu* okanye *utywala*.
- UThemba Masingcamleni zonke! Sizisele nebhotile yewayini.  
Ungayivula?
- Umphathi Ngokuqinisekileyo!

*The restaurant owner comes back with the open bottle of wine and asks whether they are ready to order.*

- Umphathi-werestyu Nilungele uku-odola? Senikhethile?  
UThemba Hayi, asikakhethi. Sisacinga.
- Umphathi-werestyu Kulungile, ndiza kubuya emva kwexeshana.
- UJenny Kanene, Mnumzana, liphi igumbi lokuhlambela?
- Umphathi-wesrestyu Ndilandele, ndiza kukubonisa.
- UJenny Enkosi. Ndixoleleni kancinci.
- Abanye Kulungile.

*When Jenny comes back they order and after a while their meal arrives.*

- Umphathi-werestyu Naku ukutya!  
UJenny Mm, kunuka mnandi! Kujongeka mnandi kanjalo!
- Umphathi-werestyu Heke, ndiyathemba ukuba niza konwabela ukutya  
kwenu!

*They finish the meal.*

- Umphathi-werestyu Ingaba nitye kamnandi?  
Abahlobo Kakhulu!
- UJenny Ndingathanda ukufumana iresiphi yakho  
*yonngqusho* ukuba asilohlebo?
- Umphathi-werestyu Ndiza kukucelela kumpheki.
- UJenny Ndiyabuyela.
- Umphathi-werestyu Heke, kunjani ngesimuncumuncu?
- Abahlobo Enkosi kakhulu kodwa sonke sanele!
- UThemba Singayifumana i-bill ngoku?
- Umphathi-werestyu *Utsho endoden!*



### Isigama

iziko	hearth	isipinatshi	spinach
itafile	table	itswele	onion
ngokuqinisekileyo	certainly	elixa	while
-landela	follow someone	-ngcamla	taste
uluhlu	menu	-odola	order
-cebisa	advise, recommend	asikakhethi	we haven't chosen yet
isipeshali	speciality	-cinga	think
-suka	come from (lit. to go out from)	igumbi lokuhlambela	bathroom
phesheya	on the other side of / beyond	ndixoleleni	would you
kweNciba	the Kei River, i.e. Transkei	-onwabela	excuse me?
-balula	select, pick out	asilohlebo	enjoy something
umgubo	flour	ihlebo	it isn't a secret
umbona	maize	isimuncumuncu	a secret
-phekiwego	cooked	-anele / -onele	dessert (lit. something sweet)
			enough

## IZIKO ULUHLU LOKUTYA

### Izidlo zokuqala

Inkozo zethanga ezojiwe namandongomane	Roasted pumpkin pips and roasted groundnuts
Isigezenga	Steamed green mealie balls
Isonka samanzi	Soft freshly steamed bread
Umpphokoqo	Crumbly mealie meal porridge with sour milk

### Starters

Main Course	
Idubhayi	Bean & Mealie Stew
Imithwane	Pumpkin Runner Stew
Umngquusho	Samp & beans
Umfino	Spinach & Onion Stew
Ithanga	Boiled Pumpkin
Imifino	Stewed Greens
Ulusu	Tripe
Umkhupha	Porridge of Maize & Beans with Meat

### Isimuncumuncu

Dessert	
Isaladi yeziqhamo ne-ayisikhrim	Fruit salad & ice cream

### Cultural background

'I am very fond of this sour milk, which is known as *amasi* among the Xhosa people and is greatly prized as a healthy and nourishing food. It is very simple to make and merely involves letting the milk stand in the open air and curdle. It then becomes thick and sour rather like yogurt.'

(Nelson Rolihlahla Mandela, *Long walk to Freedom*, p. 266, Randburg MacDonald Purnell, 1994)

### Some traditional dishes (Izidlo zakwaNtu)

The most popular dish, in its numerous forms, is porridge: porridge made of sorghum – *amazimba* – (indigenous to Africa) and maize / mealie – *umbona-* (pl. *imimbona*) which was introduced to Southern Africa via Western and Central Africa from South America by Portuguese navigators. The word 'mealie' is derived from the Portuguese word for sorghum, 'milho' (cf. Renata Coetzee, *Funa*, Heinemann, Johannesburg, p. 66).

#### *isidudu*

thin mealie meal porridge (2,5 parts of water, 1 part of meal)  
or

sweet milk porridge (1 part ground green mealies, 6 parts fresh sweet milk)  
*umqa*

thick mealie meal porridge mixed with pumpkin (2 parts meal, 1 part water)  
*umphokoqo*

crumbly mealie meal porridge (4 parts of meal, 1-2 parts of water)

#### CEREAL AND VEGETABLE MIXES

##### *umqa wethanga / ingubela*

1 medium pumpkin, 250 ml mealie meal  
*umxhaxha*

5 parts pumpkin, 2 parts green mealies  
*umfino / umqubela / isigibane*  
greens and mealie meal

#### LEGUME DISHES

##### *Umngquusho*

samp (crushed maize) and beans

## Umngqusho

### Ingredients

125 g beans, soaked overnight  
125 g samp, soaked overnight  
500 g brisket, cut into cubes  
1 onion, chopped  
2 tomatoes, chopped  
1 green pepper, chopped  
salt, pepper, lemon juice to taste

### Method

Cook the beans and samp for approx. 3 hours. Brown meat and onion, add salt, pepper and water to cover and simmer until almost done. Add onion, tomato and green pepper and simmer till the ingredients are cooked. Mix with the *umngqusho*, add lemon juice to taste, heat through and serve.

(Renata Coetzee, *Funa*, p. 159)

ooo0ooo

‘Ukutya kwethu thina maXhosa ngumbona esithi siwenze umngqusho, isidudu, isonka, amarhewu, utywala ukanti abakwaZulu bathanda irayisi kakhulu. [...] Kwezinye indawo yenziwa ngumgubo wamazimba.’

(K.S. Bongela; *IPhulo*, Maskew Miller Longman, 1977)

ooo0ooo

‘This same veld offered grazing for our livestock and yielded *umfino*, wild spinach, to our mothers, in rich variety [...]’

I do not remember ever being desperately hungry as a child. No. There was always more than enough to eat. New mealies cooked on the cob, dry mealies cooked with beans, mealies roasted, mealies stamped and broken into bits, mealies crushed and ground to powder; pumpkin as vegetable, pumpkin mixed with mealie-meal, other squash, eggs, fruit, sour milk, milk fresh foamy warm, straight from the udder; garden vegetable, wild vegetable, *amazimba*, and a host of other delectable eatables. Such variety; such ready availability.’

(Sindiwe Magona, *To My Children’s Children*,  
David Philip Publishers, 1990)

### How to ...

**Ask for a table for the appropriate number in your party**

Unayo itafile yabantu ababini / abathathu / abane / abahlangu?  
Singafumana itafile yabantu abane?

**Ask for a particular table**

Singafumana itafile ngasefestileni?

**Ask for a menu**

Singafumana uluhlu lokutya / imenu?  
Singafumana uluhlu lokusela?

**Ask what is recommended / special**

Ubalula ntoni?  
Ucebisa ntoni?  
Ucebisa sikhethé ntoni na?  
Yintoni isipeshali sanamhlanje?  
Unesidlo esisodwa namhlanje?

**Excuse yourself from the table**

Ndixolele kancinci.

**Comment on your food**

Kujongeka mnandi.  
Kunuka mnandi.  
Kumnandi.

**Ask for the bill**

Singayifumana i-bill?

## How it works

### 1 Two nouns in possessive relationship in many words to do with food, having meals, etc.

<i>inyama yenkomu</i>	beef (lit. meat of cow)
<i>inyama yegusha</i>	mutton / lamb (lit. meat of sheep)
<i>inyama yenkuku</i>	chicken (lit. meat of chicken)
<i>inyama yehagu</i>	pork (lit. meat of hog)
<i>ukutya kwaselwandle</i>	sea food (lit. food of the sea)
<i>isuphu yenkuku</i>	chicken soup
<i>isuphu yetumato</i>	tomato soup
<i>isonka samasi</i>	cheese (lit. bread of sour milk)
<i>isidlo sakusasa</i>	breakfast (lit. meal of early morning)
<i>isidlo sasemini</i>	lunch (lit. meal of midday)
<i>isidlo sangokuhlwa</i>	dinner, supper (lit. meal of the evening)
<i>igumbi lokutyela</i> ( <i>indlu yokutyela</i> )	dining room (lit. room of eating (for))
<i>itafile yokutyela</i>	dinner table
<i>ilaphu letafile</i>	tablecloth
<i>uluhlu lweziselo</i>	beverages
<i>uluhlu lwewayini</i>	wine list

### 2 More about verbal extensions

The causative infix ‘-z-’ instead of ‘-is-’ (cf. Unit 4.6) is used in the following verbs ending in ‘-la’:

<i>Ndiyakhumbula</i> ngoku.	I remember now.
<i>Indikhumbuza</i> ubuntwana bam.	It reminds <i>me</i> of my childhood. (lit. it makes me remember)
<i>Khathalela</i> impilo yakho.	Care for your health.
<i>Musa ukuzikhathaza.</i>	You must not worry ( <i>yourself</i> ).
<i>Ndiza kuphumla</i> ixeshana.	I’m going to rest for a while.
<i>Ziphumze</i> ixeshana.	Rest ( <i>yourself</i> ) for a while.

### The stative or neuter infix ‘-ek-’

This infix indicates a state or condition without referring to the agent causing that condition similar to the passive voice. The English equivalent would be ‘be (do) -able’ or ‘can be’ (done):

<i>Iyavuleka</i> le festile?	Is this window openable? Can this window be opened?
<i>Ifumaneka</i> lula inyama?	Is meat readily obtainable?
-thanda	love
-thandwa	be loved
-thandeka	be lovable
-funda	read
-fundwa	be read
-fundeka	be legible
-tya	eat
-tyiwa	be eaten
-tyeka	be edible
-funa	need / want
-funwa	be wanted
-funeka	be desirable

There are a number of verbal forms ending in ‘-ekile’ which correspond to English ‘to be’ + adjectives (cf. Unit 5.6):

<i>Ndiqinisekile.</i>	I am certain.
<i>Ndixakekile.</i>	I am busy.
<i>Sikhululekile.</i>	We are free.
<i>Kubalulekile.</i>	It is important.

In some instances, verbs with ‘-ek (ile)’ or ‘-w-’ seem to be interchangeable:

<i>Kushiyeka</i> ukutya okuninzi.
<i>Kushiywe</i> ukutya okuninzi.
(Much food is left over.)

‘-jongeka’ < ‘-jonga’ (< ‘look’) is literally translated as ‘looked at as’:

Kujongeka mnandi.

### 3 Infix ‘-ka-’ with verb in the negative = ‘not yet’

<i>Asikakhethi.</i>	We haven’t chosen yet.
<i>Andikazi.</i>	I don’t know yet.
<i>Asityi ilanga lingekatshoni.</i>	We don’t eat before sunset. (lit. before the sun has not yet gone down)
<i>Andikalifumani ixesha</i> <i>lokuphumla.</i>	I have not yet found time to rest.

'Ukuba *akukayi emaMpondonomiseni mfundi, akukawaboni amaAfrikakazi amahle.*'  
(A.C. Jordan)

If you **have not yet** been to the land of the Mpondonise, reader, you **have not yet** seen beautiful African women.

## How to apply it

### 1 Give the negative

- (a) Ukutya kumnandi.
- (b) Ndinambitha (*enjoy*) ukutya.
- (c) Isonka sinencasa.
- (d) Ndithanda inyama.

### 2 Answer the question 'How are you?' in a typical Xhosa way

Remember, this involves saying something along the lines of '*I am well except for ...*'.

- (a) Ndiphilile ngaphandle \_\_\_\_\_ (being very hungry).
- (b) \_\_\_\_\_ (being very thirsty).
- (c) \_\_\_\_\_ (the work).
- (d) \_\_\_\_\_ (the weather).
- (e) \_\_\_\_\_ (too much studying).

### 3 Give the opposite description

- (a) Imifuno mitsha kakhulu: \_\_\_\_\_
- (b) Li-apile zimuncu (*sour*): \_\_\_\_\_
- (c) Isuphu inetyuwa kakhulu: \_\_\_\_\_
- (d) Ndithanda isonka esimdaka: \_\_\_\_\_
- (e) Ndikhetha ukusela iwayini ebomvu: \_\_\_\_\_
- (f) Itapile zishushu: \_\_\_\_\_

### 4 Ask

- (a) Do you have a table for two? \_\_\_\_\_
- (b) Do you have a table for three? \_\_\_\_\_
- (c) Do you have a table for four? \_\_\_\_\_
- (d) Do you have a table for five? \_\_\_\_\_

### 5 Ask the waiter

- (a) whether you can sit outside \_\_\_\_\_
- (b) to bring the menu \_\_\_\_\_
- (c) whether you can order now \_\_\_\_\_
- (d) whether you can have red wine \_\_\_\_\_
- (e) whether you can have vegetables / fruit \_\_\_\_\_

### 6 Ask the waiter for something

(Start the sentence off by saying 'Ndingafumana':)

- (a) another slice of bread \_\_\_\_\_
- (b) another beer \_\_\_\_\_
- (c) another fork \_\_\_\_\_
- (d) another knife (imela) \_\_\_\_\_
- (e) another spoon \_\_\_\_\_
- (f) another teaspoon \_\_\_\_\_
- (g) another plate (ipleyiti) \_\_\_\_\_
- (h) another cup of tea \_\_\_\_\_

### 7 English equivalents

You know that 'igumbi lokutyela' means 'dining room'. Can you guess the English equivalent of:

- (a) igumbi lokulala \_\_\_\_\_
- (b) igumbi lokuhlala \_\_\_\_\_
- (c) igumbi lokufundela \_\_\_\_\_

### 8 Match these Xhosalised words with the original Xhosa

- |               |   |
|---------------|---|
| 1 ibhlakfesi  | (a) isonka samasi                           |
| 2 ilantshi    | (b) uluhlu lokutya                          |
| 3 idinala     | (c) indlu yangasese (lit. house of privacy) |
| 4 imenu       | (d) igumbi lokuhlambela                     |
| 5 itshizi     | (e) isidlo sakusasa                         |
| 6 ibhafrum    | (f) isidlo sangokuhlwa                      |
| 7 ithoyilethi | (g) isidlo sasemini                         |

### 9 You are asked what you would like

- (a) **for breakfast.** Say that you would like:  
porridge; two slices of brown (lit. dark) bread; a soft-boiled (-thambileyo) egg; butter and jam (ijam).
- 
- (b) **for lunch.** Say that you would like:  
cold meat , salad (isaladi), a slice of white bread and a slice of cheese.
- 
- (c) **for supper.** Say that you would like:  
lamb, potatoes, vegetables, fruit.
- 

### 10 List all the vegetables you will need to make the soup

Izithako zokupheka

500g yesuphu yenyama yenkombo	1 ikomityi yeembotyi zeswekile
1 itswele elikhulu	1 itoti yesuphu yetumato okanye isuphu yemifuno
3 iikomityi zeminqathe	½ ikomityi yerhasi
1 ikomityi yeembotyi ezintsha	intwana yetyuwa yegaliki
1 icephe letyuwa	2 iitispuni zepasili
½ itispuni yepepile	3 iitapile
1 ikomityi yee-ertyisi	

imifuno	vegetables	iimbotyi ezintsha	green beans	irhasi	barley
iminqathe	carrots	iiertyisi	peas		

### 11 Read the dialogue and answer the questions

- Umncedisi Molo, ndingakuneda ngantoni?  
UTHandi Mm, iziqhamo zakho zijongeka zintle.  
Umncedisi Zitsha *krebe*, Nkosikazi, ndiziphuthume ngokwam namhlanje ekuseni. Enye into, zitshipu *bhe*!

- UTHandi Ndiza kwenza isaladi yeziqhamo. Ndifuna ama-apile, amapere, ipayina, ii-orenji, iipesika neebhana. Ezi bhanana ziseluhlaza. Unazo ezivuthiweyo?  
Umncedisi Nazi ezivuthiweyo, Nkosikazi.  
UTHandi Enkosi. Iavatala zijongeka mnandi. Zidla malini?  
Umncedisi Zidla R7.00 Zimnandi zinamanzi kakhulu. Kunjani ngokungcamla?  
UTHandi Enkosi. Ingantle loo nto. Mm, imnandi kakhulu. Ndiphe enkulu leya.  
Umncedisi Kunjani ngamakhiwane neediliya?  
UTHandi Hayi, Mnumzana. Ezi ziqhamo zanele.  
Umncedisi Kulungile.  
(a) Kutheni uThandi efuna ukuthenga iziqhamo?  
(b) Uthenga eziphi iziqhamo?  
(c) Zinjani iibhana?  
(d) Injani ivatala?  
(e) Idla malini ivatala?  
(f) UThandi akathengi ziphi ziqhamo?

iziqhamo	fruit	ipere (ama-)	pear
ivatala (ii-)	watermelon	-tsha <i>krebe</i>	very fresh
i-apile (ama-)	apple	-ngokwam	myself
idiliya (ii-)	grape	-phuthuma	fetch
ikhiwane (ama-)	fig	-tshipu <i>bhe</i>	very cheap
ipayina (ii-)	pineapple	-vuthiweyo	ripe
i-orenji (ii-)	orange	-dla malini?	cost how much?
ipesika (ii-)	peach	-namanzi	juicy

### 12 A friend is helping you prepare a meal. Tell her/him what to do:

- (a) Please wash (-hlamba) the potatoes.  
(b) Don't take the big potatoes, take the small ones.  
(c) Peel (-chuba) two onions and an apple.  
(d) Chop (-nqunqa) the onions and the pumpkin.  
(e) Grate (-tshweza) the carrots.  
(f) Wash the lettuce (iletisi) leaves and the tomatoes.  
(g) Bring some dishes (izitya).

- (h) They are in the cupboard (ikhabhathi) above the sink (isinki).
- (i) Open the tin.
- (j) Open this one as well.
- (k) Please set (-lungisa) the table.

### 13 Writing an invitation

Try to write the appropriate invitation that would have elicited the following answer:

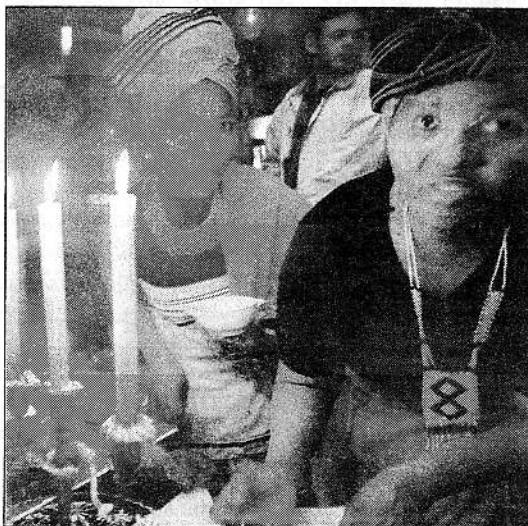
Nomsa othandekayo,

Ndiyabulela kakhulu ngencwadi yakho nangokundimema.  
Kuza kuba mnandi ukutya isidlo sangokuhlwa nawe. Ndiyazi  
ukuba ungumpheki wenene ngakumbi kwizidlo zakwaNtu.

Sobonana ngoMggibelo ke. Undibulisele kubazali bakho.

Bayenza na nabo ekhayeni lakho ngoMggibelo?

Ngolukhulu uthando Nomvuyo.



**NEW AFRICAN CUISINE.** Traditional dishes with a modern twist is what party people get when they hire the catering services of **Ubusuku Be-Afrika!** If you are planning a real African party, they will bring along a praise singer, sangoma, artists and a township band to dinner. *Cape Times, 23/10/98.*

## 14 | Ukuthenga impahla nezinto yinto zakwaNtu zesiNtu

*Buying clothes and various African arts and crafts*

**In this unit you will learn how to:**

- marvel at something
- discuss size
- ask about colour preference
- compliment someone on their appearance
- discuss price
- say something fits well
- offer a discount
- ask what payment is acceptable
- make more comparisons

### Incoko

Peter and Jenny want to buy some Xhosa handicrafts and traditional clothes.

- |           |  |
|-----------|--|
| UJenny    | Tyhini! Khawujonge nje zonke ezi zinto zintle! Iinkukho ezolukiweyo, imilengalenga yodonga, izinto zodongwe, iingobozi nenye impahla. Kuza kuba nzima ukukhetha! |
| UMncedisi | Molweni, ndinganinceda?  |
| UJenny    | Inene, ivenkile yakho intle kakhulu!   |
| UMncedisi | Ndiyazi, ndiza kuchitha imali eninzi namhlanje!  |
| UJenny    | Enkosi kakhulu. Ningathanda ukujonga kuqala?   |
| UMncedisi | Ingantle loo.  |
| UJenny    | Ndibizeni ukuba nifuna uncedo okanye nifuna ukwazi nto.  |
| UMncedisi | Kulungile, Nkosikazi. Mna, ndingathanda ukuqala ngokujonga ilokhwe nemibhingo.   |
| UPeter    | Lo ngumengalenga wodonga phaya koluya donga, mhle, Nkosikazi.  |
| UMncedisi | Owuphi, Mnumzana?  |

- UPeter Lo ubonisa umfazi otshaya inqawa. Wenziwa phi?  
 UMncedisi Wenziwa ngabafazi bale ndawo.  
 UPeter Yimalini, nkosikazi?  
 UMncedisi Ngelishwa le milengalenga yodonga idla imali eninzi kule  
                  mihla kuba kaloku yolukwe ngesandla yaye yeyoboya  
                  beseyibhokwe.
- UPeter Ndiyeva.
- Jenny emerges from the changing room.*
- Umncedisi Mm! Ufanelekile, Nkosikazi! Intle kakhulu loo lokhwe!  
                  Iyakufanelia kunjalo nje!
- UJenny Ewe, kodwa ngathi inobuncinci. Nceda, Nkosikazi,  
                  ndiphathelé enye enkulu kunale.
- UMncedisi Kulungile, ndiza kubona. Eyiphi isayizi?
- UJenny U36.
- UMsebenzi Ungathanda owuphi umbala?
- UJenny Yiza nelubhelu okanye ebomvu.
- The assistant returns with a bigger size.*
- UMncedisi Ngelishwa sinemhlophe nentsundu neluhlaza kuphela  
                  kwisayizi yakho, Nkosikazi.
- UJenny Kulungile ke, ndiza kulinganisa le intsundu.
- UJenny Heke, indilingana *twatse*! Ndiza kuyithenga! Idla malini,  
                  Nkosikazi?
- UMncedisi Ukuba uthenga ilokhwe nombhinqo ndingalihlisa ixabiso.  
                  Ziza kudla R225 zombini.
- UJenny Kulungile. Ndiza kuzithenga zombini kodwa andiqinisekanga  
                  ukuba ndinemali eyaneleyo. Uyalamkela ikhadi?
- UMncedisi Sukuxhala, Nkosikazi. Samkela imali, itsheki nekhadi.
- UJenny Kulungile kuba ndisafuna ukuthenga nezinye izinto  
                  njengezodongwe neengobozi, ngakumbi namaso.
- UMncedisi Utsho ukuthi izihombiso-mzimba ezenzi ngeentsimbi.  
                  Amaso makhulu kuneentsimbi, Nkosikazi!
- UJenny Kakade! Ndilibile!
- UMncedisi Ufuna ntsimbi zini? Ezomqala okanye ezengalo?  
                  Uyazithanda zona ezamaqatha?
- UJenny Yho! Zonke zintle kakhulu! Kwakhona kuza kuba nzima  
                  kum ukukhetha! Jonga yonke le mibala ngemibala!
- UMncedisi Kulungile, Nkosikazi, thatha ixesha lakho!

**Isigama**

tyhini!	gosh!	ufanelekile	you look very smart (lit. it becomes you)
iinkukho	mats	iyakufanelia	it suits you
-olukiweyo	woven	inobuncinci	it's small
imilengalenga	hangings	-phathela	bring (for)
udonga	wall	eyiphi isayizi?	which size?
izinto zodongwe	pottery	(lit. things of clay) owuphi umbala?	which colour?
ilingobozi	baskets	-linganisa	try on
nene impahla	and other goods	-lingana <i>twatse</i>	fit perfectly
-chitha	spend (also, waste)	-hlisa / -ghlisa	reduce
uncedo	help	ixabiso	price
ilokhwe	dresses	zombini	both
imibhinqo	skirts	-amkela	accept
owuphi?	which one?	itsheki	cheque
umfazi	woman	amaso	big beads
-tshaya	smoke	utsho ukuthi	you mean
inqawa	pipe	izihombiso-mzimba	jewellery made from beads
yimalini?	how much is it? (lit. ezenzi ngeentsimbi	-khulu ku-	bigger than
-dla	it is what money?)	cost (lit. eat) iintsimbi	smaller beads
uboya	wool	ntsimbi zini?	what kind of beads
yeyoboya	it is of the wool	ezomqala (of the neck)	necklace
beseyibhokwe	being of goats, i.e. mohair	ezengalo (of the arm)	bracelet
ibhokhwe	goat	ezamaqatha (of the ankles)	anklets

**How to ...****Marvel at something**

Tyhini! Khawujonge nje zonke **ezi zinto zintle!**  
 Jonga yonke le mibala ngemibala!

**Discuss size**

**Eyiphi isayizi?**  
 Ngathi inobuncinci / inobukhulu.  
**Ndiphathelé enye enkulu kunale / enye encinci kunale.**

### **Ask about colour preference**

Owuphi umbala?  
Eliphi ibala?

### **Compliment someone on their appearance**

Ufanelekile!  
Intle kakhulu loo lokhwe! Iyakufanela kunjalo nje!

### **Say something fits well**

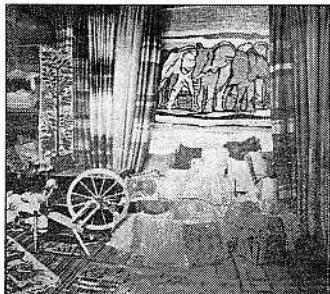
Ilingana twatse leyo!

### **Offer a discount**

Ndingalihlisa ixabiso.

### **Ask what payment is acceptable**

Uyalamkela ikhadi?



### **How it works**

#### **1 Superlative and comparison**

In Unit 9.4, you were introduced to the superlative pronoun:

oyena mntu <i>ulungileyo</i>	the best person
elona xesha <i>ilungileyo</i>	the best time
eyona nto / ndawo <i>ilungileyo</i>	the best thing / place, etc.

Another way of expressing the superlative is by using **kuna-** + emphatic pronoun + **-onke**:

Ukhuthele kunabo bonke.	He / she is the <b>most diligent</b> of them all.
Intle le lokhwe kunazo zonke.	This is the <b>nicest</b> dress of them all.

You can also express it with **ngaphezu kwa-** + **-onke**:

Ndithanda le milengalenga yodonga <b>ngaphezu kwento</b> <b>yonke</b> .	I like these wall hangings <b>best of all</b> (things).
---	---

You can make comparisons by using '**kuna-**' = '**... than**':

Ilokwe ebomvu <i>inkulu</i> <i>kunelokhwe emhlophe</i> . Loo lokhwe <i>inkulu</i> <i>kunale</i> . Ingxowa yakho <i>inkulu</i> <i>kunengxowa yam</i> . Eyakho <i>inkulu</i> <i>kuneyam</i> . Wena unemali <i>eninzi</i> <i>kunam</i> .	The red dress is <b>bigger than</b> the white one. That dress is <b>bigger than</b> this. Your bag is <b>bigger than</b> my bag.  Yours is <b>bigger than</b> mine. You have <b>more money than</b> me (I do).
---	---

UJenny unemali <i>eninzi</i> <i>kuno</i> Peter. Uchitha imali <i>eninzi</i> <i>kunaye</i> .	Jenny has <b>more money than</b> Peter. She spends <b>more money than</b> he does.
--	---

Another way of expressing comparison is by using '**ngaphezu kwa-**' = '**more ... than**':

Ilokwe entsundu <i>idulu</i> <b>ngaphezu kwelokhwe ebomvu</b> . UJenny uchithe imali <i>eninzi</i> <b>ngaphezu ko</b> Peter.	The brown dress is <b>more expensive than</b> the red one. Jenny spends <b>more money than</b> Peter.
---	--

Sahamba <b>ngaphezu kweeveki ezimbini.</b>	We travelled for more than two weeks.
You can also use '-ngcono kuna-' = 'better than':	
Lo mgaqo ungcono kunalowo.	This road is better than that (road).
'njenga-' is used for an equal comparison 'as ... as':	
Ilokwe ebomvu <b>idulu njengemhlophe.</b>	The red dress is as expensive as the white one.
Loo lokhwe <b>idulu njengale.</b>	That dress is as expensive as this (one).
Ixesha lam linexabiso <b>njengexesha lakho.</b>	My time is as precious as your time.
Ixesha lam linexabiso <b>njengelakho.</b>	My time is as precious as yours.
Unemali <b>eninzi njengam.</b>	You have as much money as me (I do).
UJenny unomsebenzi <b>omninzi njengoPeter.</b>	Jenny has as much work as Peter.
Usebenza kakhulu <b>njengaye.</b>	She works as much as he does.
To express 'a few more' you can use '-nye':	
Kufuneka ndithenge <b>ezinye izipho.</b>	I need to buy a few more gifts.
To express 'as soon as' '-kangangoko' is used:	
Yiza kamsinya <b>kangangoko unakho.</b>	Come as soon as you can.

## 2 Various ways of expressing 'much'

kakhulu (adverb)	very / much / very much
Ndiyayithanda kakhulu.	I like it very much.
gqitha	very / too much / so
Inencassa gqitha!	It's too delicious!
kangaka / kangako	so much
Hayi sukuthetha kangaka!	Don't talk so much!
kangangoko	as much as
Thenga kangangoko unakho	Buy as much as you can.

-ngakanani na?	how much?
Ufuna imali <b>engakanani?</b>	How much money do you need?
<b>kangangokuba</b> (conjunction)	<b>so much so that</b>
Usithetha njengomXhosa isiXhosa <b>kangangokuba uyasifundisa.</b>	She speaks it (Xhosa) like a Xhosa so much so that she teaches it.
-ninzi (adjective)	<b>much</b>
Ufuna imali <b>eninzi?</b>	Do you need much money?

## 3 The Xhosa equivalent of English 'both' (of)

The corresponding forms for the 1st and 2nd person plural are:

<b>sobabini</b>	both of us
<b>nobabini</b>	both of you
<b>bobabini</b>	both of them

The corresponding forms for the noun classes (obviously only the plural classes) are:

<b>yombini imilengalenga</b>	both curtains
<b>omabini amacici</b>	both earrings
<b>zozibini izandla</b>	both hands
<b>zombini izinto</b>	both things

Note: An expression often heard when saying thank you: Ndibamba ngazo zozibini. (lit. I hold with both (hands).)

From the last set of examples you will see that these forms consist of class concord + o + adjectival concord + numeral stem -bini:

s- + o- + <b>ba-</b> + -bini: <b>sobabini</b>
b- + o- + <b>ba-</b> + -bini: <b>bobabini</b>

To express, for example, 'the three of us, the four of you, the five of them', etc., numeral stems 3–6 (adjectives) are used in the same way:

<b>sobathathu</b>	the three of us	<b>nobane</b>	the four of you
<b>bobahlalu</b>	the five of them	<b>omqhandathu</b>	the six of them (abantwana)

#### 4 More possessive adjectives

In Unit 2.8, you learnt that the possessive adjectives of the 1st and 2nd persons (s. and pl.), i.e. ‘my’; ‘our’; ‘your’ follow the nouns to which they refer and consist of two parts (possessive concord representing ‘of’ which changes according to the noun possessed and a second element which does not change):

<i>umsebenzi wam</i>	<i>ikhaya lam</i>	<i>imali Yam</i>
<i>umsebenzi wethu</i>	<i>ikhaya lethu</i>	<i>imali yethu</i>
<i>umsebenzi wakho</i>	<i>ikhaya lakho</i>	<i>imali yakho</i>
<i>umsebenzi wenu</i>	<i>ikhaya lenu</i>	<i>imali yenu</i>

The formation of possessive adjectives of the 3rd person (s. and pl.) ‘his’/ ‘her’ ‘its’ / ‘their’ is quite simple when ‘his’/ ‘her’ ‘its’ refer to nouns of Classes 1/1a and ‘their’ refers to nouns of Classes 2/2a:

‘his / her / its’

<i>umsebenzi</i>	<i>wakhe</i>	<i>ikhaya</i>	<i>lakhe</i>	<i>ubuso bakhe</i>
(her work e.g. <i>umongikazi</i> )	(his home e.g. <i>UThemba</i> )	(its face e.g. <i>unopopi</i> )		

‘their’

Kulunge kakhulu ukufunda	It is very good to learn
iilwimi zabanye <i>abantu</i>	the languages of other people
kuba ngaloo ndlela	because in that way
umntu uzuza ulwazi	a person gains knowledge
<u>ngemo-ntlalo yabo*</u>	of <u>their way of life</u>
<u>nezithethe zabo*</u> nokuba	and <u>their customs</u> and what
bangabantu abaluhlobo luni na.	sort of people they are.

\*< emphatic pronoun ‘bona’ minus ‘na’ referring to ‘abantu’.

→ cf. Unit 9.3.

However, when it comes to formulating the possessive adjective referring to nouns of other classes it is a little more challenging because of the many possible combinations of possessive concord and emphatic pronoun.

Do you remember the idiom ‘*Indlovu aysisindwa ngumboko wayo*’. (lit. The elephant is not burdened by its trunk) i.e. No-one ever finds his natural responsibilites too burdensome:

*wa-* is the possessive concord of ‘*umboko*’ (Class 3)  
*-yo* < emphatic pronoun referring to ‘*indlovu*’ (Class 9)

#### 5 Possessive pronouns ‘mine’, ‘yours’, etc.

The possessive pronouns are formed by prefixing *a-*, *e-* or *o-* to the possessive adjectives (cf. Unit 2.8):

Mine	Yours	Ours	(Referring to)
<i>owam</i>	<i>owakho</i>	<i>owethu</i>	( <i>unyana</i> / <i>umbhinqo</i> )
<i>abam</i>	<i>abakho</i>	<i>abethu</i>	( <i>abantwana</i> )
<i>eyam</i>	<i>eyam</i>	<i>eyethu</i>	( <i>imibhinqo</i> )
<i>elam</i>	<i>elakho</i>	<i>elethu</i>	( <i>ikhadi</i> )
<i>awam</i>	<i>awakho</i>	<i>awethu</i>	( <i>amakhadi</i> )
<i>esam</i>	<i>esakho</i>	<i>esethu</i>	( <i>isandla</i> )
<i>ezam</i>	<i>ezakho</i>	<i>ezethu</i>	( <i>izandla</i> )
<i>eyam</i>	<i>eyakho</i>	<i>eyethu</i>	( <i>ilokhwe</i> )
<i>ezam</i>	<i>ezakho</i>	<i>ezethu</i>	( <i>ilokhwe</i> )

In the same way you can form:

<i>owenu</i>	<i>yours</i> (pl.)
<i>owakhe</i>	<i>his / hers</i>
<i>owabo</i>	<i>theirs</i>

#### 6 More about ideophones (izifanekisozwi)

You were first introduced to this distinctive feature of the Xhosa language in Unit 5. Ideophones occur not only in the spoken but also in the written language. They can be used to emphasise intensity of colour and are often onomatopoeic to indicate movement, action, state, sound, etc. They are mainly used with the verb ‘ukuthi’ which has no meaning of its own but simply marks the mood (i.e. indicative, imperative, subjunctive, participial), tense, person, class, number, positive or negative of the predicate, while the ideophone carries the meaning:

<i>ukuthi tu</i>	be silent	<i>Yithi tu!</i>
<i>ukuthi shwaka</i>	disappear	<i>Ilanga lithe shwaka!</i>
<i>ukuthi cwaka</i>	calm down	<i>Umoya wathi cwaka.</i>
<i>ukuthi thu</i>	appear suddenly	<i>Kwathi thu amafu.</i>
<i>ukuthi hlasi</i>	grab	<i>Wajika wamthi hlasi.</i>
<i>ukuthi vu</i>	sit down	<i>Ndixakeke andinaxesha lokuthi vu.</i>
<i>ukuthi ncwaba</i>	lie very still	<i>Lala uthi ncwaba.</i>

**Ideophones** also occur with other verbs in which case the verb retains its original meaning while the **ideophone** functions as an **adverb**:

-bheka <i>ngqo</i>	go straight	Bheka <i>ngqo</i> endleleni.
-buya <i>ngqo</i>	come straight back	Ababuya <i>ngqo</i> .
-thetha <i>ngqo</i>	talk straight out	Thethani <i>ngqo</i> .
-ma <i>nkqo</i>	stand up straight	Yima <i>nkqo</i> !
-funda <i>nkqi</i>	learn quickly	Abantwana bafunda <i>nkqi</i> .
-lala <i>yoyi</i>	fall fast asleep	Walala <i>yoyi</i> .
-phila <i>qete</i>	completely well	Ndiphile <i>qete</i> ngoku.

**Ideophones** also occur with **descriptives** other than colours:

Iziqhamo zitsha krebhe!  
Iziqhamo zitshiphu bhe!

→ cf. Unit 13.

Some **ideophones** function as adverbs:

<i>gqitha</i>	very / too much	<i>Intle gqitha</i> le lokhwe!
<i>mpela</i>	at all	<i>Andiphilanga mpela</i> .
<i>qha</i>	only	Ndifuna ilokhwe <i>enye qha</i> .
<i>qho</i>	continually	Imvula <i>ina qho</i> namhlanje.
<i>tu</i>	at all	<i>Andilalanga tu</i> phezolo (last night).
	absolutely	Kuthe <i>cwaka tu</i> . (It is <i>absolutely</i> silent.)
	completely	I-emele <i>izele ithi tu</i> ngamanzi. (The bucket is <i>completely</i> full of water.)

Another **ideophone** for expressing ‘completely’ is ‘shici’ used mostly in the sense of ‘to forget completely’:

Ithe <i>shici</i> kum.	I had <i>completely</i> forgotten.
Enkosi ngokundikhumbuza sendilibele <i>shici</i> .	Thanks for <b>reminding me</b> , I had <i>completely</i> forgotten.

**Ideophones** can be used in many contexts to express:

temperature	
<i>futhu</i>	very warm / excited
Lithi <i>futhu</i> kwelanga!	It is very <i>warm</i> !
<i>ceke</i>	icy (cold)
La manzi abanda <i>ceke</i> !	This water is <i>icy</i> !

#### state of mind

<i>nqa</i>	astonishment
Ndithe <i>nqa</i> !	I was <i>astonished</i> !
<i>qabu</i>	be relieved
Ndithe <i>qabu</i> !	I was <i>very relieved</i> !

#### sudden appearance / disappearance

<i>gqi</i>	sudden appearance
Uthe <i>gqi</i> !	He appeared <i>unexpectedly</i> !
<i>shwaka</i>	sudden disappearance
Ilanga lithe <i>shwaka</i> .	The sun <i>suddenly disappeared</i> .

<i>thu</i>	sudden appearance
Wathi <i>thu</i> !	He <i>suddenly appeared</i> !

#### positions and directions

<i>zwi</i>	stretched out
Naba <i>zwi</i> !	<b>Lie stretched out!</b>
<i>nkqo</i>	straight up
Yima <i>nkqo</i> !	<b>Stand up straight!</b>

The vividness of **ideophones** is well illustrated when you compare the following two sentences. They describe someone running into a house, grabbing a child, running out to a car, getting into it and leaving:

Wabaleka wangena endlwini	Wabaleka <i>dyulukudu</i> endlwini,
wathatha umntwana waphuma	<i>hlasi</i> umntwana, <i>gqi</i> phandle,
ebaleka wangena emotweni	<i>ngqe</i> , <i>khatha</i> emotweni,
wahamba.	watsala!

Some **ideophones** taken from **Sindiwe Magona’s** autobiography *Kubantwana Babantwana Bam* (Cape Town, David Philip, 1995):

‘UMhla weNkosi yayingumhla onocoselelo; uthe <i>tse yaya</i> ungakhululanga konke. (p.26)	The Day of the Lord was a careful day; <i>correct</i> (straight) and thoroughly ill at ease.
Thina babengazange bayा <i>nkqu</i> kuTsolo.’ (p.28)	We had not <i>even</i> been to Tsolo.
‘Ngomhla weKrisimesi wonk’ umntwana wayenxiba impahla yeKrisimesi, intsha kraca ...’ (p.75)	On Christmas Day every child wore <i>brand</i> new 'Christmas clothes'.

'Wandithela *thsuphe* ubawo ngnobangela wengxaki endandikuyo.' (p. 8)

'*Hebhu hebhu* uThembeka, kungekudala *phekhethe*. [...] Naba bantwana basekhaya *yoyi, yoyi, yoyi, cum.*' (p. 236)

'Lee *tha* kum ithamsanqa elikhulu elilelam.' (p. 237)

Father began *hinting* at what was at the root of my problem.

Thembeka slowly dozed off till finally she was *out* like a candle One by one, *off, off, off* they went until they too were *out*.

My exceeding good fortune began to *dawn* on me.  
(lit. It became clear to me the great fortune which was mine.)

## Cultural background

### Beadwork

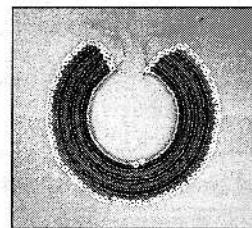
Beadwork is an integral part of traditional Nguni dress. Before the introduction of glass beads (probably first obtained from Portuguese explorers and traders) natural material was used (and still is): ostrich egg shells, seeds, horn, etc. Decorating with beads has a purpose far beyond mere ornamentation and 'dressing up'. It is also the outward sign of relationships between people, their status in society, their age group as well as the ritual status or spiritual power of the wearer. Messages were often transmitted through the use of various colours, colour combinations and motifs, (peculiar to different regions), e.g. the small rectangular 'love letters' (*amaphiko*) made by teenage girls to indicate their love for a young man.

Traditionally, young girls and women made beadwork with a particular wearer in mind, but also for themselves and other women. Highly prized items of beadwork were handed down from mother to daughter or were made by mothers for daughters. Apart from necklaces, bracelets and anklets they also made aprons, collars, headbands and belts.

Necklaces with many strings of beads, *izidanga*, were usually worn by chiefs and senior men on ceremonial occasions. The beaded collar worn by Nelson Mandela in this famous picture and the one worn by US vice-president Al Gore when he was granted the honorary mayorship of Crossroads, Cape Town in June 1997, are called *amatumbu* or *amacangqi*.



**Nelson Mandela**  
(Courtesy: Mayibuye Centre)



**amatumbu**  
(National Gallery)



**Al Gore** (Cape Times  
09/06/98)

Much of the beadwork produced today caters for the tourist trade. This market has led to changes in design, colours and colour combinations. 'The sale of beadwork to strangers has meant that a greater emphasis is placed on its commercial value than on its symbolic meaning.' (South African National Gallery 10/93)



**Beads are also an integral part of the traditional healer's dress.**  
(Cape Argus, 15/01/97)

## How to apply it

### 1 Complete questions appropriately

Complete the following questions which you might ask a shopkeeper by filling in the missing object concords:

- (a) Ndinga \_\_\_\_\_ fumana phi amacici?
- (b) Ndinga \_\_\_\_\_ fumana phi iingobozi?
- (c) Ndinga \_\_\_\_\_ fumana phi imibhingo?
- (d) Uya \_\_\_\_\_ thengisa iminqwazi? (hats)
- (e) Uya \_\_\_\_\_ thengisa izinxibo zakwaNtu?

## 2 A shop assistant needs to know ‘which’

- (a) Ufuna \_\_\_\_\_ umbala?
- (b) Ufuna \_\_\_\_\_ isayizi?
- (c) Ufuna \_\_\_\_\_ izihombiso-mzimba?
- (d) Ufuna \_\_\_\_\_ ingobozi?
- (e) Ufuna \_\_\_\_\_ amacici?

## 3 Read the text and answer the questions

**EZAKWANTU**  
**Nantoni na eyenziwe ngeentsimbi**  
**Siziincutshe zezakwaNtu**

Sithengisa iimpahla, oonopopi, iinqawa, iingxowa, imilengalenga yodonga, iimagi ezhonjiswe ngeentsimbi, amatsheyini eendondo, iintsimbi zomqala, ezengalo, ezamaqatha njalo, njalo.

Kuphela sifowunele: Siza kukwenzela zonke izinto ngakumbi ezeentsimbi okanye ke ngaphandle kweentsimbi!

- (a) What kind of text is it?
- (b) What is the active form of ‘-honjiswa’?
- (c) Fill in the correct form of the possessives:  
ixabiso \_\_\_\_nopopi; ixabiso \_\_\_\_nqawa (pl.);  
ixabiso \_\_\_\_ngxowa
- (d) There are two nouns adopted from English. What are they?

## 4 Read the dialogue and answer the questions

(You might need to consult the Xhosa–English vocabulary.)

- A Molo, Nkosikazi. Uthengise izinxibo zakwaNtu na?
- B Hayi, ndilusizi, ziphelile. Ndizithengise kakhulu. Zifunwa gqitha kule mihla.
- A Uyazi uza kuzifumana nini kwakhona?
- B Ngelishwa andazi. Mhlawumbi kule nyanga izayo.
- A Andizi kuba kho kule nyanga izayo. Ndiza kubuyela apha kulo nyaka uzayo. Andihlali apha.
- B Uvela phi?
- A Ndivela eKapa.
- B Oo ndiyabona. Mhlawumbi kukho enye into oyinqwelenayo? Sinazo izihombiso-mzimba ezhile zakwaNtu. Sikwanazo neentlobo ngeentlobo zeengobozi ezintle.
- A Ndifuna iingobozi, enye enkulu nenyen encinci noko.

- B Yiza ngapha ukhethe.
- A Ndiyathanda kakhulu isihombo sale, kodwa inzima inkulu gqitha. Andinakuyiphatha.
- B Uyithanda njani le?
- A Intle. Ikhaphukhaphu. Ndifuna le. Yimalini?
- B Yi-R250.00.
- A Yhu, idulu kakhulu. Undibiza ixabiso eliqhelekileyo?
- B Kakade. Zonke izinto zidulu kule mihla.
- A Ungandibonisa le isekoneni. Ndiyayithanda. Ilula kunale. Isihombo sayo sihle kanjalo.
- B Le itshipu kunale inzima.
- A Ndiza kuyithenga nale incinan. Ukuba ndithenga ezimbini uza kulihlisa ixabiso kancinci?
- B Ewe, Nkosikazi, ndiza kulihlisa nge 10%.
- A Ndiyabulela. Athini amaxabiso azo?
- B R280.00. Nantoni enye?
- A Hayi, kulungile.
- B Hamba kakuhle Nkosikazi. Sobonana kulo nyaka uzayo.
- A Kulungile.
- (a) Uvela phi umthengi?
- (b) Kutheni zingekho izinxibo zakwaNtu?
- (c) Umthengi uthenga ntoni endaweni yezinxibo?
- (d) Umthengisi ulihlisa ixabiso ngepesenti engakanani?
- (e) Umthengi ufunu ukubuyela nimi evenkileni yezakwaNtu?

## 5 List the clothes usually worn by men and women

Use the following words: (a) ilokhwe, (b) iikawusi, (c) ibhatyi, (d) ibhatyi yemvula, (e) umnqwazi, (f) ihempe, (g) iqhina, (h) izihlangu, (i) ibhulukhwe, (j) ibhlawuзи, (k) isuti and (i) iqhiya.

- 1 Anxiba iimpahla eziphi  
amadoda?
- 
- 
- 
- 
-

2 Kunxitywa ntoni ngabafazi?

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6 Buying a skirt

Fill in the missing relative concords to describe what kind of skirt you want to buy:

- (a) Ndifuna umbhinqo \_\_\_\_ namabala \_\_\_\_ ninzi.
- (b) Ndithanda amabala \_\_\_\_ qaqambileyo.
- (c) Andithandi mibhinqo \_\_\_\_ futshane gqitha.
- (d) Zange ndithenge mbhinqo \_\_\_\_ dulu gqitha, kodwa andithengi mibhinqa \_\_\_\_ tshiphu kanjalo. Ndithanda iimpahla zeempawu \_\_\_\_\_ (-hle; of good quality).

7 What goes with what?

Fill in the relative concords:

- (a) Ndicinga ukuba iblawuzi \_\_\_\_ mhlophe ihamba kakuhle nombhinqo \_\_\_\_ mnyama okanye \_\_\_\_ luhlaza?
- (b) Ucinga ukuba le lokhwe \_\_\_\_ bomvu ihamba kakuhle nebhatyi \_\_\_\_ ntsundu?
- (c) Andicingi ukuba ezi zihlangu \_\_\_\_ lubhelu \_\_\_\_ kho (your) ziyahamba nebulukhwe \_\_\_\_ pinki!

8 Use the comparative or superlative and say

- (a) Ndithanda iintsimbi zomqala nga \_\_\_\_ kwazo \_\_\_\_ onke izihombiso-mzimba.
- (b) Ndicinga ukuba le yeona ngobozi \_\_\_\_ lungileyo.
- (c) Zihle ezi zihlangu kuna \_\_\_\_ onke.
- (d) Le lokhwe \_\_\_\_ ntle \_\_\_\_ luhlaza njengengca idulu kuna \_\_\_\_ luhlaza njengesibhakabhaka.

9 Characterise people by comparing them to certain animals

Use this list: ihlosi (leopard), inyosi (bee), ingonyama (lion), indlovu (elephant), undlebende < indlebe = ear + de = long (donkey).

- (a) Unamandla kuna- \_\_\_\_\_
- (b) Unamendu kuna- \_\_\_\_\_
- (c) Unenkani kuna- \_\_\_\_\_
- (d) Ukhuthele kuna- \_\_\_\_\_
- (e) Unzima kuna- \_\_\_\_\_

10 Change the above comparisons in Exercise 9 using 'njenga-'

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

11 Read the text and answer the questions

ULindiwe Mabuza ngomnye (a) wamabhinqa anempumelelo (b) ebomini. Ungumyili nomthungi weempahla ophambil. Ungumini *weFashion Design Studio*. Igama lakhe laziwa gqitha kwezelashoni kweli (c) naphesheya. Ngo-1995 (d) wamenya ukuba amele uMzantsi-Afrika Kwi'Sun Europa Fashion Show' eParis. Abantu baseFrance bazithanda gqitha iimpahla zakhe. Ungumlawuli nenqununu ye*Lindiwe Academy of Fashion Design*. Ufundisa abathungi abakhasayo (who are still novices Lit. still crawling). ULindiwe uthi (e) uyifumene impumelelo ngenxa yabantwana bakhe ebebesoloko bemkhuthaza. Ukholelwa ukuba 'Xa ufundisa umntwana, ufundisa ilizwe, xa utyebisa ibhinqa, utyebisa ihlabathi.'

- (a) What is another word for **ibhinqa**? You should know its derivation.
- (b) ebomini is a **locative**. What is the basic noun?
- (c) Which word could you insert here?
- (d) What is the **active** of this **passive form**?
- (e) What is the **infinitive**?
- (f) Find the four **copulative forms** and the three **object concords** in the text.

# 15 | linkathazo zohamho

## Travel woes

In this Unit you will learn how to:

- ask for and give directions
- ask about and describe road conditions
- offer someone a lift
- express irritation at oneself
- express gratitude at someone's fortuitous arrival / presence
- say what is wrong with your car
- make arrangements for car repairs

### Incoko

After making their purchases Jenny and Peter resume their journey but get lost and ask a passerby for directions.

UPeter Molo tata, kunjani?

Umhambi Molweni. Hayi, ndisatotoba, mfo wam!

UPeter Ungasincreda, bawo? Silahlekile. Ingaba le yindlela eya engcwabeni likaSandile?

Umhambi Hayi, nihamba ngendlela engeyiyo.

UPeter Siza kuyibamba phi ke ngoku eyiyo?

Umhambi Buyani umva ngalo mgaqo nize ngawo. Nakufika kwisiphambuka sokuqala, nilandele indlela yasekhohlo. Emva koko, hambani *ngqo*. Emva kwekhilomitha niza kubona isalathiso esithi '**Engcwabeni likaSandile**'.

UPeter Injani indlela? Yindlela yetha?

Umhambi Hayi, yindlela yegrabile. Enye into, ilisongololo! Kukho enye indlela apha ngasekunene ekufutshane kunayo. Ngelishwa ayilunganga.

UPeter Enkosi kakhulu, tata, usincedile. Kanene, uya phi, tata? Ingaba singakukhwelisa?

Umhambi Hayi enkosi, ndilinde intombi yam apha.

### linkathazo zohamho

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*They follow the shorter road and have a puncture!*

UPeter Nx! Ivili ngebe lingagqabukanga ukuba bendithathe umgaqo wetha!

UJenny Kusoloko kulula ukuqonda emva kwesithonga!

*Luckily a passing motorist stops to give assistance.*

Umqhubi Molweni, yintoni umonakalo? Ndinganincreda?

UPeter Molo Mnumzana. Ngathi ivili lam ligqabukile. Ungandiboleka ujack? Ngelishwa owam uthethe *shwaka*!

Umqhubi Hayi, ilishwa! Linda umzuzwana, ndiza kumkhupha ujack ebhuthini. Linomoya ivili lolaleliso?

UPeter Ngethamsanqa ndilimpompe izolo!

*The good Samaritan helps Peter change the tyre.*

UJenny Kwekhu, tshotsho ufile, Mnumzana!

UPeter Inene! Kambe ke, Mnumzana, ingaba ikhona igaraji ekufutshane? Ndiyoyika ngathi siza kuphelelwa yipetroli kamsinyane. Andiyiqondi le nto kuba ndiyizalise izolo itanki! Ingaba kukho umngxuma etankini? Uyazi, yenzeka lula loo nto ezindleleni zasemaphandleni! Masikhangele!

UPeter Oo! ilishwa! Unyanisile! Inene, kukho umngxunyana ongange-ertyisi! Siza kuthini?

Umqhubi Hayi, mfondini, sukuhala. Ukuba unayo isepha, ndiza kuwuvingga. Emva koko, ungaqhuba uye egaraji.

UPeter Igaraji ikude kangakanani?

Umqhubi Ikufuphi, ndilandele.

UPeter *Nangamso*, Mnumzana. Inene usincedile!

*When they reach the garage Peter expresses his gratitude again. They exchange names and addresses before taking leave of each other. Peter then arranges for the petrol tank to be repaired.*

Umkhandi Molo, ndingakuneda ngantoni, Mnumzana?

UPeter Molo, Mnumzana. Ngelishwa kukho umngxunyana kwitanki yepetroli yam. Ungayilungisa kwangoku?

Umkhandi Eh, ndinomsebenzi omninzi kodwa ndiza kuzama.

UPeter Oo ndiyabulela. Kuza kuthatha ixesha elingakanani ukwenza loo nto?

Umkhandi Mm, mandibone, malunga neeyure ezimbini.

- UPeter      Ungandixeleta, uza kubiza malini lo msebenzi?  
 Umkhandi    Kunzima ukutsho kanye, Mnumzana. Malunga neR350  
 UPeter      Kulungile, Mnumzana. Masiyishiye ke imoto. Sobonana mva!



### Isigama

-totoba	totter along	-boleka	borrow / also lend
-lahleka	be lost	ujack	jack
ingcwaba	grave	umzuzwana	moment
indlela	the wrong road (lit. the road which is not)	-khupha	take out
engeyiyo	turn back	ibhuthi	boot
-buya umva	road	ivili lolaleliso	spare wheel
umgaqo	when you arrive at	kwekhu,	<i>thank goodness</i>
nakufika	intersection	<i>tshotsho ufike!</i>	<i>you arrived</i>
isiphambuka	sign	-phelelwu	used up completely
isalathiso	tar	umngxuma	hole
itha	gravel	umngxunyana	small hole
igrabile	it's winding like a millipede	amaphandle	countryside, rural areas
ilisongololo	give a lift	siza kuthini?	what are we going to do?
-khwelisa	damn!	-ngange-ertyisi	like a pea
nx!	burst	isepha	soap
-gqabhuwa	to be wise	-vingca	close up
ukuqonda	after an event	kangakanani?	how far?
emva kwesithonga	loud bang / report	-lungisa	repair
isithonga	trouble / damage	-ngakanani?	how long?
umonakalo		mva	later

### How to ...

#### Ask for and give directions

Ingaba le *yindlela eya e* \_\_\_\_\_?

Siza kuyibamba phi ke *indlela eya e* \_\_\_\_\_?

*Uxolo ndingafikelela njani e* \_\_\_\_\_?

Hambani *ngqo*.

Nihamble *kwisiphambuka sokuqala, nilandele indlela yasekunene*.

Buyani umva *ngalo mgaqo*.

Uphantse *ufike!* (You're nearly there!)

#### Ask about and describe road conditions

*Injani indlela?*

*Ilungile.*

*Imbi.*

*Aylunganga.*

*Yindlela yetha.*

*Yindlela yegrabile.*

*Indlela ilisongololo.*

*Yindlela ekufutshane.*

*Yindlela ekude kakhulu.*

#### Offer someone a lift

*Singakukhwelisa?*

#### Express irritation at oneself

Nx! Nxa!

#### Express gratitude at someone's fortuitous arrival/ presence

*Kwekhu, tshotsho ufike!*

*Kwekhu, tshotsho ube kho!*

#### Say what is wrong with your car

Ingathi kukho *umngxuma etanki yepetroli*.

*Imoto yam yaphukile.*

*Imoto yam ixingile* (stuck).

*Imoto yam ayiqhwithi* (won't start).

*Imoto yam ifuna amanzi.*

*Imoto yam iphelelwu yipetroli.*

*Izibane azisebenzi.*

*Ibhetri yemoto yam iflethi.*

#### Make arrangements about car repairs

*Ungayilungisa kwangoku?*

*Kuza kuthatha ixesha elingakanani ukuyilungisa?*

*Ungayitsala imoto yam? (tow)*

*Uza kudla malini lo msebenzi?*

*Uza kuxabisa malini lo msebenzi?*

## How it works

### 1 Conditional constructions

#### Simple conditional clause:

You are already familiar with the simple conditional clause introduced by 'ukuba' = 'if':

Siza konga (sokonga) ixesha  
ukuba sithatha lo mgaqo  
wegrabile.

We'll save time if we take this  
gravel road.

#### Unfulfilled past condition

In order to express '... would (not) have ..., if ...' you use **ngebe** (past tense of **nga-** and **ba-**) + **ukuba** followed by the **participial ending in -e**:

Ivili ngebe lingaggabhukanga    I wouldn't have had a puncture  
ukuba bendithath<sup>e</sup> indlela yetha. if I had taken the tar road.

Ngebe silahlekile ukuba    We would have got lost if  
ubungasibonisanga indlela. you hadn't shown us the way.

These forms can be contracted to:

Ngelingagqabhukanga . . .  
Ngesilahlekile . . .

### 2 Negative forms with '-nga-' and '-nge-'

Summary of where '-nga-' is used to form the negative:

**Infinitive**    Zama ukungaqhube ebusuku. Try not to drive at night.

**Subjunctive**    Ungawuthathi *ymgaqo* wegrabile. You should not take the gravel road.

**Participial**    Wahamba engathathi ndlela yetha. (lit. He left not taking the tar road.)

**Relative**    Nceda ulungise izibane *ezingasebenzilyo*. Please repair the lights that are not working.

→ See Unit 6.3, Unit 6.5 and Unit 7.3 for revision of other negative constructions.

The negative infix '-nge-' is used with relative stems:

ivili elingenamoya    (lit. wheel that has no pressure) = flat tyre  
indlela engeyiyo    (lit. the road that is not it) = wrong road

→ cf. Unit 11.2 – copulative of shortened emphatic pronoun.

### 3 How to express: 'I am not', 'you are not', 'we are not', 'he / she is not', 'they are not' + noun (copulative)

The negative of the copulative construction is formed from the negative SC + copulative '-ng-' + **o** + prefix minus initial vowel:

Anding <sup>o</sup> mquhubi unamava.	I am <u>not</u> an experienced driver.
Asing <sup>o</sup> baqhube banamava.	We are <u>not</u> experienced drivers.
Akung <sup>o</sup> mquhubi mbi.	You are <u>not</u> a bad driver.
Aning <sup>o</sup> baqhube banamava.	You are <u>not</u> experienced drivers.
Akang <sup>o</sup> mquhubi ulungileyo.	He /she is <u>not</u> a good driver.
Abang <sup>o</sup> baqhube balungileyo.	They are <u>not</u> good drivers.

'Asi-' can replace the negative SC in an impersonal statement:

Asing <sup>o</sup> maqo ulungileyo.	It is <u>not</u> a good road.
Asiy <sup>o</sup> migaqo ilungileyo.	They are <u>not</u> good roads.
Asil <sup>o</sup> cebo lihle elo.	It is <u>not</u> a good idea.
Asis <sup>o</sup> sibhedlele sikhulu.	It is <u>not</u> a big hospital.
Asiy <sup>o</sup> ndlela ilungileyo.	It is <u>not</u> a good road.

### 4 How to express 'it is not me' / 'you' / 'us', etc.

'Asi-' is also prefixed to the copulative of **emphatic pronouns** to form the negative (cf. Unit 11.2). Look at these positives and negatives:

Ndim.	It is me.
Asindim.	It is <u>not</u> me.
Sithi.	It is us.
Asisithi.	It is <u>not</u> us.
Nguwe.	It is you (s.).
Asinguwe.	It is <u>not</u> you (s.).

<i>Nini.</i>	<i>It is you.</i> (pl.)
<i>Asinini.</i>	<i>It is not you.</i> (pl.)
<i>Nguye. (umqhubi)</i>	<i>It is him / her.</i>
<i>Asinguye.</i>	<i>It is not him / her.</i>
<i>Ngabo. (abaqhubi)</i>	<i>It is them.</i>
<i>Asingabo.</i>	<i>It is not them.</i>
<i>Ngawo. (umgaqo)</i>	<i>It is it.</i>
<i>Asingawo.</i>	<i>It is not it, etc.</i>
<i>Yyo. (indlela)</i>	<i>It is it, etc.</i>
<i>Asiyiyo.</i>	<i>It is not it, etc.</i>

## 5 Negative forms of descriptives

In **Unit 8.1**, you saw that simply prefixing the subject concord to the relative stem forms the predicate:

*Ndilusizi, imoto yam imdaka.* I am sorry, my car is dirty.

To form the negative, simply prefix the negative subject concord:

<i>Umgaqo awubanzi.</i>	The road is not wide.
<i>Imigaqo ayibanzi.</i>	The roads are not wide.
<i>Indlela ayibanzi.</i>	The road is not wide.
<i>Indlela azibanzi.</i>	The roads are not wide.

Negative forms of adjectival stems (cf. **Unit 8.1**), however, must infix the AC between the negative subject concord and the adjectival stem:

<i>Umgaqo mhle.</i>	The road is good.
<i>Umgaqo awumhle.</i>	The road is not good.
<i>Imigaqo mitsha.</i>	The roads are new.
<i>Imigaqo ayimitsha.</i>	The roads are not new.
<i>Indlela imbi.</i>	The road is bad.
<i>Indlela ayimbi.</i>	The road is not bad.
<i>Indlela zimbi.</i>	The roads are bad.
<i>Indlela azimbi.</i>	The roads are not bad.
<i>Isalathiso sincinci.</i>	The sign is small.
<i>Isalathiso asisincinci.</i>	The sign is not small.

Note: In colloquial speech the **negative** form of descriptives (adjectives and relatives) will often be heard ending in '**-anga**':

<i>Umgao awumhlanga.</i>	The road is not good.
<i>Imigaqo ayimitshanga.</i>	The roads are not new.
<i>Indlela ayimbanga.</i>	The road is not bad.
<i>Indlela azimbanga.</i>	The roads are not bad.
<i>Akushushwanga namhlanje.</i>	It is not hot today.

## 6 Interrogative adjective ‘-ni?’ = ‘of what sort / kind?’

This construction may be used with reference to new-born babies and animals to find out whether they are male or female:

Ufuna <i>mntwana mni?</i>	Inkwenkwe okanye intombazana?
Uthanda <i>mntu mni?</i>	Uthanda <i>bantu bani?</i>
Ukhetha <i>msebenzi mni?</i>	Ukhetha <i>mifuno mini?</i>
Ufuna <i>phepha lini?</i>	Ufuna <i>maso mani?</i>
Ukhetha <i>siqhamo sini?</i>	Ufuna <i>ziqhamo zini?</i>
Ukhetha <i>nja ni?</i>	Uthanda <i>zingobozi* zini?</i>
Wenza <i>luthambo*</i> (exercise) <i>luni?</i>	Wenza <i>luthambo*</i> (exercise) <i>luni?</i>
Ukhetha <i>butywala*</i> (alcohol) <i>buni?</i>	Ukhetha <i>butywala*</i> (alcohol) <i>buni?</i>
Ukhetha <i>kutya kuni?</i>	Ukhetha <i>kutya kuni?</i>

As you can see the **initial vowel** of the prefix of the noun has been omitted and its corresponding adjectival concord is prefixed to '**-ni**'.

\*Note: the reappearance of the consonant associated with nouns of **Class 10 (z)**, **Class 11 (l)** and **Class 14 (b)**.

Note also: This occurs in the locative in **Classes 10** and **11**:

<i>iintaba</i>	> <i>ezintabeni</i>	on / at the mountains
<i>iindlela</i>	> <i>ezindleleni</i>	on the roads
<i>iindawo</i>	> <i>ezindaweni</i>	at places
<i>iinxweme</i>	> <i>ezinxwemeni</i>	at the coasts
<i>iindonga</i>	> <i>ezindongeni</i>	at / on the walls
<i>unxweme</i>	> <i>elunxwemeni</i>	at / on the coast
<i>udonga</i>	> <i>eludongeni</i>	at / on the wall

## 7 Exclamations

There are a number of frequently used exclamations in Xhosa which add ‘spice’ to the language. Here are some examples:

### Annoyance

I-i...! / ish!	Go away! You tire me out!
Nxa!	Damn!
Nx!	Damn!

### Assertion

Nako ke!	There you are!
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### Comfort

Ngxesiii!	Let me kiss it better! (to a child)
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### Compassion

Mawo-o-o!	I'm sorry!
Yeha!	Oh dear!
Torho! / Torhwana	Shame! (cf. Afrikaans ‘tog’)

### Congratulations

Halala!	Hurrah!
Huntshu!	Hurrah!

### Emphatic affirmation

E-e!	Yes!
Hayi ke!	Sure!
Heke!	Well then!
Ngxatsho ke!	Excellent! / To the point!

### Emphatic negation

Hayi bo!	No way!
Hayi khona!	Absolutely not!

### Pain

Shu!	Ouch!
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### Regret

Owu!	Alas!
Ngxe!	Sorry!
Hayi ilishwa!	Oh dear!

### Relief

Qabu!	Kwekhu, tshotsho ufile!
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### Surprise, astonishment

(Oo / Awu) Nkosi yam!	Dear Lord!
Yho! / Yhu!	Gee whizz!
Tyhini!	Gosh!
Tyho! Tyhu!	Good heavens!
Kwouw!	Oh!
Mawo!	My! / Wonderful!
Nyhani!	Really!
Kazi!	I wonder!

### Warning

Heyi ... heyi ... heyi (andifuni loo nto)	(accompanying gesture of shaking one's finger at a person)
--	---

## How to apply it

### 1 Match the road signs with the English equivalent

The equivalents are: (a) Dangerous curve, (b) Dead end, (c) Caution, (d) Road closed, (e) No overtaking, (f) Do not enter, (g) Roadworks ahead, (h) Road flooded, (i) Emergency exit and (j) Drive carefully.

- 1 Indlela iyaphela
- 2 Indlela ivaliwe
- 3 Indlela iyalungiswa phambili
- 4 Igophe eliyingozi
- 5 Qhuba kakuhle
- 6 Eyakuphuma ngesiquphe
- 7 Lumka
- 8 Ungangeni
- 9 Indlela igqunywe ngamanzi
- 10 Ungayigqithi enye imoto

## 2 Ask the condition of the road

- (a) Is the road good? Ingaba \_\_\_\_\_
- (b) Is the road safe? \_\_\_\_\_
- (c) Is it a tar road? \_\_\_\_\_
- (d) Is it a gravel road? \_\_\_\_\_
- (e) Is the road still under construction? \_\_\_\_\_
- (f) Is the road already open to traffic? Ingaba \_\_\_\_\_ kwizithuthu?

## 3 You are lost in a town and ask a passerby for directions

- (a) Excuse me sir. Could you help me? I am lost.  
Ufuna ukuya phi?
- (b) I want to go to a shop called Kwantu Crafts. Do you know it?  
Ewe, ndiyayazi. Ikufutshane kakhulu xa ulapha. Ndiza kukucacisela indlela. Hamba ngqo. Ekoneni yokuqala ujike ngasekunene. Uza kudlula ezinye iivenkile. Ekoneni elandelayo ecaleni lasekhohlo uza kubona ivenkile yezaKwantu.  
Ungathanda ukuba ndikukhaphe?
- (c) No, thank you. I understand where to find the shop. It seems very near indeed. First I go straight, then right and then I must turn left.  
Kulungile. Hamba kakuhle.
- (d) Thank you very much, sir. Goodbye.

## 4 Complete the questions

- (a) \_\_\_\_\_ma phi iiteksi?
- (b) \_\_\_\_\_khona iibhasi \_\_\_\_\_ya eRhini?
- (c) Kukho ibhasi \_\_\_\_\_ya eRhini namhlanje?
- (d) \_\_\_\_\_phi isikhululo \_\_\_\_\_bhasi?
- (e) \_\_\_\_\_ma phi ibhasi \_\_\_\_\_ya esitishini?
- (f) Iiteksi \_\_\_\_\_nqabile na ku\_\_\_\_\_ndawo?

## 5 Ask

- (a) \_\_\_\_\_khona \_\_\_\_\_ (a garage) endleleni?
- (b) \_\_\_\_\_ (a shop) endleleni?
- (c) \_\_\_\_\_ isikhululo samapolisa endleleni?

## 6 Ask for the nearest

- (a) shop Indawoni \_\_\_\_\_ kufutshane?
- (b) hospital Sindawoni \_\_\_\_\_ kufutshane?
- (c) police station Sindawoni \_\_\_\_\_ kufutshane?
- (d) phone Indawoni \_\_\_\_\_ kufutshane?
- (e) doctor Undawoni \_\_\_\_\_ kufutshane?
- (f) petrol station Indawoni \_\_\_\_\_ kufutshane?
- (g) place ('dorp') Indawoni \_\_\_\_\_ kufutshane?

## 7 Ask somebody

- (a) to give you a lift Unga \_\_\_\_\_ ?
- (b) to help you Unga \_\_\_\_\_ ?
- (c) to lend you a jack Unga \_\_\_\_\_ ?
- (d) to show you the way to Grahamstown Unga \_\_\_\_\_ ?

## 8 Tell the mechanic what's wrong with your car

- (a) The lights are not working. Izibane \_\_\_\_\_ sebenzi.
- (b) The hooter is not working. Uphondo \_\_\_\_\_ sebenzi.
- (c) The handbrake is not working. Ibhereki \_\_\_\_\_ sandla \_\_\_\_\_ sebenzi.
- (d) The fan belt is broken. Ifenibelti \_\_\_\_\_ sebenzi.
- (e) The windscreen wiper is not working. Isihlambi \_\_\_\_\_ festile \_\_\_\_\_ ngaphambili \_\_\_\_\_ sebenzi.
- (f) My left rear light is not working. Isibane sam \_\_\_\_\_ ngasemva \_\_\_\_\_ sekohohlo \_\_\_\_\_ sebenzi.

## 9 What can be wrong with your car?

- (a) I have a flat tyre. Ndin \_\_\_\_\_ vili \_\_\_\_\_ ngen \_\_\_\_\_ moyo.
- (b) My right front tyre is flat. \_\_\_\_\_ vili \_\_\_\_\_ m \_\_\_\_\_ ngaphambili \_\_\_\_\_ sekunene \_\_\_\_\_ fletshi.
- (c) My car has broken down. Imoto \_\_\_\_\_ m \_\_\_\_\_ aphukile.
- (d) My car is stuck. Imoto \_\_\_\_\_ m \_\_\_\_\_ xingile.
- (e) My car won't start. Imoto \_\_\_\_\_ m \_\_\_\_\_ qhwithi.
- (f) It needs water. \_\_\_\_\_ funa amanzi.
- (g) It has run out of petrol. \_\_\_\_\_ phelelwwe \_\_\_\_\_ petroli.
- (h) My car battery is flat. Ibhetri \_\_\_\_\_ moto \_\_\_\_\_ m \_\_\_\_\_ file.
- (i) My car must be towed. Kufuneka imoto \_\_\_\_\_ m \_\_\_\_\_ tsalwe.

### 10 What has been stolen?

- (a) Imoto yam \_\_\_\_biwe.
- (b) Ujack \_\_\_\_m \_\_\_\_biwe.
- (c) Ivili \_\_\_\_m lolaleliso \_\_\_\_biwe.
- (d) Isipaji (wallet) \_\_\_\_m \_\_\_\_biwe.
- (e) Ingxowa \_\_\_\_nkosikazi \_\_\_\_m \_\_\_\_biwe.

### 11 Read the dialogue and answer the questions

- A Uxolo, Mnumzana, ungandixeleta ukuba kukude kangakanani ukusuka apha ukuya eCala? Kukude kakhulu?
- B Hayi, akukude. Kukufuphi.
- A Ziikhilometha ezingaphi?
- B Ndicinga ukuba malunga neekhilometha ezilishumi.
- A Ingaba indlela intle?
- B Ayimbi gqitha, kodwa ayintle kanjalo.
- A Asiyondlela yetha?
- B Hayi, asingomgaqo wetha, ngumgaqo wegrabile kodwa ngethamsanqa awumxinwa, ubanzi noko.
- A Kulungile. Phambi kokuya eCala singathanda ukubuka idolophu yakho kancinci. Unokusixeleta apho kukho indawo ekhuselekile yokumisa imoto?
- B Ewe ikhona. Hamba *ngqo*, kwisiphambuka esilandelayo ujike ngasekhhohlo uza kubona ibala lokupaka elikhulu elikhuselekileyo ecaleni lasekunene.
- A Enkosi kakhulu, Mnumzana.
- B Ndlela ntle.
- (a) Umqhubi ufuna ukuya phi?
  - (b) Ziikhilomitha ezingaphi ukuya aphi?
  - (c) Injani indlela?
  - (d) Yindlela ni?
  - (e) Kutheni umqhubi efuna indawo yokumisa imoto yakhe?
  - (f) Ufuna ukupaka imoto yakhe ndawoni?

## 16 Umzila welifa likaXhosa

### Xhosa heritage trail

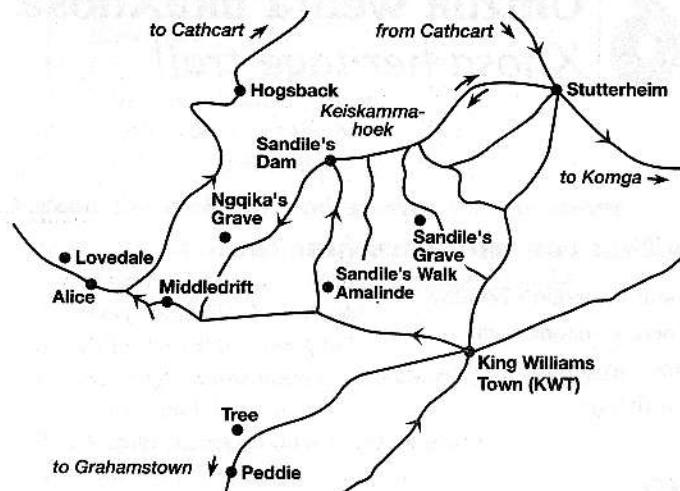
**In this Unit you will learn how to:**

- ask about someone's holiday
- ask where someone went
- describe travel route
- express delight

### Incoko

The Murrays discuss their recent trip with the Thamsanqas.

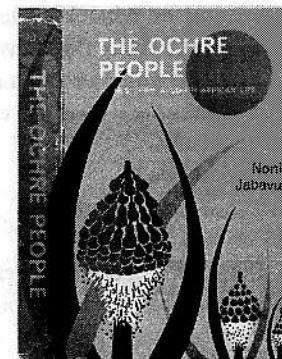
- UThemba Belinjani ikhefu lenu emaXhoseni? Nibe nohambo olumyoli?  
 UPeter Belungummangaliso nangona besineenkathazo zemoto ezimbalwa kodwa ngethamsanqa sancedwa ngabantu abanobubele gqitha!
- UThandi Heke, ngesiqhelo kunjalo ke emaphandleni. Kanene, beniye phi kanye?
- UJenny Siluqale ukhenketho lwethu ePeddie. UKususela kwiintsuku zam zokufunda isiXhosa eyunivesithi, soloko ndafuna ukutyeleta iindawo zembali yamaXhosa eMpuma-Koloni. Kanene, yintoni 'iPeddie' ngesiXhosa? Ndilibele.  
**YiNgqushwa**, wethu!
- UThandi Oo, ewe, kanene. Heke, siye eNgqushwa kuba besifuna ukubuka laa mthi wodumo – umthi womqwashu. Emva koko, sasinga eQonce kwimyuziyam yeKaffrarian aphi kukho khona inkitha yezinto zakwaNtu ezidala umdla kakhulu. Emva kwemini saya kwikhaya likaSteve Biko. Sabona kwanendawo aphi wafihlwa kuyo.
- UPeter Ngemini elandelayo, yekoko ukusinga kuBelekaZana; sihambe ngokugwegweleza sadlula kuQoboqobo saya kutsho kummandla wAmalinde.



- UThemba Oo **Amalinde!** Niyazi, kulapho kwalliwa khona elinye lamadabi amabi kwimbali yamaXhosa.\*
- UJenny Kakade! Lidabi elo elixelwa kumbongo kaJolobe '**UThuthula**', \*omnye wemibongo yethu eyunivesithi.
- UThemba Wonke ummandla lowa ngasezintabeni z**Amathole** uzele ziindawo zembali yamaXhosa. Kukho iindawo ezininzi ezithiywe ngamakhosi ama**Rharhabe**.
- UPeter Unyanisile. Sidlule idama lika**Sandile** kwaye sibone nengcwaba lika**Ngqika** endleleni eya **eDikeni**.
- UPeter EDikeni sibe nomdla kakhulu ukutyelela **iLovedale College** ne**Yunivesithi yaseFort Hare** apho uNelson Mandela wayengumfundu khona kunye nezinye iinkokeli zanamhlanje. Mna, ndisand' ukufunda incwadi *The Ochre People* ebhalwe ngu**Noni Jabavu**. Ngoko ke bendifuna kakhulu ukufumana umzi kayise, uProfesa **Jabavu**, owayehlala **eXesi** xa wayenguprofesa weelwimi zakwaNtu **eFort Hare**. Ingaba nina nakhe nayifunda le ncwadi?
- UThandi Ewe. UNonи **Jabavu** ubhala kakuhle kakhulu, atsho ububone ubuhle balo mmandla. Enye into uzoba umfanekiso omhle

\*See p.254 for historical context

- UJenny ngemo-ntlalo nezithethe zamaXhosa ngaloo maxesha. Niyifundile kanjalo enye incwadi yakhe uDrawn in Colour? Ewe, andithi kanene waqala ngayo?
- UThemba Nawufumana ke umzi ka**Jabavu**? Hayi, ngelishwa asibanga nampumelelo!
- UJenny Nasnga phi emva koko?
- UThemba Sahlala ku**Belekazana** iintsuku ezimbalwa. Yho! Ubuhle baloo mmandla buqaqambile. Uxolo olulapho! Nokuzola! Amahlathi elo zwe neengxhasi *ezixhomis' amehlo*, neentaka ezintlobo-ntlobo nentsholo yazo zizinto ezingummangaliso ukuzibona!
- UPeter *Bekuxhelw' eXhukwane* kuwe, Peter, wena mntu wendalo! Yitsho uphinde! Yiyo loo nto sigqibe sihlala phaya zonke ezo ntsuku.
- UJenny Indawo elandelayo esityelela kuyo ibiyi**Cumakala**. Besifuna ukubona ingcwaba lika**Sandile** kodwa salahleka sancama. Sathi masilande kumkhondo wakhe kodwa saphelelwa lixesha. Ngemini elandelayo, sasinga **eMtata**. Endleleni, sicande amadlelo amahle, iinkomo neegusha zithe *gqa gqa gqa* emathambekeni ukudlula kooma**Qumrha**, nooma**Gcuwa**, nooma**Dytuwa**. Sinjani ukunwenela ukutyelela **iQunu** apho wazalelwa khona u**Nelson Mandela**. Ngelishwa, ikhaya elo lakhe lobuntwana alisekho kodwa sisekho sona isikolo sakhe.



- UThemba Nibe nalo ixesha lokuya elunxwemeni?  
 UPeter Kakade! Sihlale eMzimvubu iintsuku zantathu. Indalo apho!  
 Iinduli ezihla ukuya elunxwemeni, amanqugwala namasimi ombona! Inene *ilizwe liyintombazana* kwelo!



Courtesy T.V. Bulpin

- UThemba Hayi, mfowethu, utsho ndanekhwele!  
 UJenny Endeleni eya eMzimvubu sidlule ivenkile yangaphandle yakudala eLibode. Yandikhumbuza isincoko sika Jolobe 'Ivenkile Yangaphandle'. Kodwa eyona ndawo ebefisuna ukuya kuyo kuse Cala.  
 UThandi Nibizwa yintoni eCala?  
 UJenny Besimenywe ngabahlobo bethu.  
 UThandi Nenza ntoni ke apho?  
 UJenny Sithabathe inxaxheba ebomini bemihla ngemihla. Yaye, ububele esibusumene kubantu balapho buyamangalisa. Ngorhatya singqonge umlilo siphulaphule iintsomi njengemihla yakudala!

### Isigama

uhambo	trip	eXesi	at Middledrift
nangona	although	atsho ububone	so that you see
ummangaliso	a delight	imo-ntlalo	way of life
ububele	kindness	isithethe	custom
ukhenketho	trip	andithi kanene?	aren't I right
ukususela kwa-	since	-qaqambile	in saying?
imbali	history	ukuzola	stunning
udumo	fame	amahlathi elo zwe	tranquillity
umthi womqwashu	milkwood tree	ingxangxasi	indigenous forests
-singa e- / ku-	head for	ezixhomis' amehlo	waterfall
eQonce	to KWT	izintloblo-ntloblo	sight for sore eyes
imyuziyam	museum	intsholo	different kinds
-fihlw	be hidden,	-xhelw' eXhukwane*	singing
	i.e. buried	umntu wendalo	be delighted
apha wafihlw	where he was buried	yitsho uphinde!	nature lover
kuyo	at it	eCumakala	say that again!
yekoko ukusinga	and off we went	salahleka	at Stutterheim
kuBelekazana	to Hogsback	sancama	we got lost
-gwegweleza	make a detour	sathi	we gave up
-dlula	pass	masilande	we wanted
ummandla	region	umkhondo	to follow
idabi	battle	-canda	track
umbongo	poem	amadlelo	cut through
-zele + cop.	filled with	iinkomo	pastures
-thiywa	be named	iigusha	cattle
idama	dam	-thi gqa gqa gqa	sheep
eDikeni	to Alice	amathambeka	dotted
inkokeli	leader	iGcuwa	slopes
ndisand' ukufunda	I've just read	unxweme	Butterworth
umzi kayise	her father's home		coast

\*lit. An animal has been slaughtered at Xhukwane.

Xhukwane in the Middledrift district was known as a residential area where the people lived in dire poverty and where meat was a rarity. When, therefore, anyone slaughtered a beast it was cause for rejoicing for all the inhabitants. This saying was coined by A.C. Jordan in *Ingqumbo Yeminyanya* (*The Wrath of the Ancestors*): 'Kwakuxhelwe eXhukwane kuDingindawo asakubona ngathi zimbi ngakuZwelinzima.' (Dingindawo was delighted to see that the tables were turning on Zwelinzima.)

eMzumvubu	at Port St John	isincoko	essay
induli	hill	-menywa (<me <sup>m</sup> a)	be invited
inqugwala	round hut	-ngqonga	sit around
amasimi	fields	umlilo	fire
ilizwe liyintombazana	<i>the country is beautiful</i> (lit. the country is a young girl)	intsomi	folktale
ndanekhwele	you've made me quite jealous!	njengemihla	like days of old
ivenkile yangaphandle	country store	yakudala	

## How to ...

### Ask about someone's holiday

Belinjani ikhefu lakho / lenu?  
Ibinjani iholide yakho / yenu?  
Benibe nohambo olumyoli?

### Ask where someone went

Ubuye phi kanye?  
Beniye phi kanye?  
Nibe nalo ixesha lokuya elunxwemeni?  
Nenze ntoni ke apho?

### Say how and where you went

Siluqale ukhenketho lwethu -e... / ku-...  
Besifuna ukubukela ...  
Emva koko sasinga e-... / ku-...  
Ngemini elandelayo, yekoko ukusinga e-... / ku-...  
Ngemini elandelayo sasinga e-... / ku-...  
Sihambe ngokugwegweleza sadlula e-... / ku-...  
Sahlala e-... / ku-... iintsuku ezimbalwa.  
Indawo elandelayo esityelele kuyo ibiyi...  
Endleleni sicande amadlelo amahle.

## Express delight

**Belungummangaliso!**  
*Ubuhle baloo mmandla buqaqambile!*  
**Indalo apho!**  
*Bekuxhelw' eXhukwana kum!*  
**Ilizwe yintombazana!**  
*Amahlathi elo zwe neengxangxasi ezixhomis' amehlo!*  
*Intaka ezintloblo-ntloblo nentsholo yazo zizinto ezingummangaliso ukuzibona!*  
*Ububele esibusufumane kabantu balapho buyamangalisa.*

## How it works

### 1 How to express 'who' / 'whom' in relative clauses

Look at this verse from 'Umfo Endimthandayo' a poem by Samuel Edward Krune Mqhayi from the anthology *Indyebo Yesihobe*.

'**UMFO ENDIMTHANDAYO** A FELLOW **WHOM I LIKE (HIM)**  
Ndithand' umf' ohlamba futhi,  
I like a fellow **who** washes often,  
Ndithand' umf' ofunda futhi,  
I like a fellow **who** studies often,  
Ndithand' umf' olima futhi,  
I like a fellow **who** cultivates often,  
Ndithand' umf' oguqa futhi,  
I like a fellow **who** kneels often,  
Nanko k' umf' endimthandayo.' That's the fellow **whom I like**.

Note the difference between 'Ndithand' umf' ohlamba futhi.' (I like the man **who** washes often.) and 'Nanko k' umf' endimthandayo.' (That's the man **whom I like. (him)**)

**umfo o-** ... = lit. a fellow **who** ...

Here the **relative concord o-** connects the noun '**umfo**' to the predicate '-hlamba' of the **relative clause**.

**umf' endimthandayo** = lit. **whom I like him**

Here the **relative concord e-** prefixed to '-ndi-' = '**whom I**' introduces the relative clause which is completed by the object concord '-m-' = '**him**'.

Here are some other examples of **relatives clauses with object concords** which you have met in the preceding units:

Ningafaka yonke into  
eniyiqokeleleyo  
kwezi ngxowa.

You can put everything  
**that** you have **collected (it)**  
into these bags. (Unit 9)

- Into *endingayithandayo*  
kukuseenza iiyure ezininzi.  
Enye into *oyinqwenelayo*?  
Something else *that* you  
want (*it*)? (Unit 14)

As you can see the **relative concord** is ‘e-’ or ‘o-’:

- |                                    |                                |
|------------------------------------|--------------------------------|
| endi- whom I / that I              | esi- whom we / that we         |
| <i>o-</i> whom you / that you (s.) | eni- whom you / that you (pl.) |

‘-yo’ marks a relative clause (cf. Unit 6.2).

If the verb is followed by ‘na-’/ ‘nga-’ or ‘ku-’ the shortened emphatic pronoun is added in which case there is **no object concord**:

- Lo nguPhumla endiseenza naye. (Unit 9)  
Ndizibonise indlela eziza kuhlala ngayo ehotele. (Unit 10)  
Thumela iireferensi ezintathu abantu esinokuqhakamshelana nabo  
ku ... (Unit 10)

## 2 How to express ‘anybody’, ‘anything’, ‘any time’, ‘anywhere’, etc.

### nabani (na) = anybody

- Nabani angakuxelela apho  
igaraji ikhona. Anybody can tell you where the  
garage is.

### nayiphina = anything

- Unokwenza nayiphina into. He/she can do anything.

### naninina = any time

- Ungasityelela naninina. You can visit us any time.

### naphina = anywhere

- Unokupaka imoto yakho naphina  
apha. You can park your car anywhere  
here.

## 3 Summary of the ways of expressing ‘and’

With nouns: ‘na’ - (with vowel coalescence taking place, cf. Unit 2.9).

- |                                    |                         |
|------------------------------------|-------------------------|
| amanqugwala <u>namasimi</u> ombona | huts and maize fields   |
| isikolo <u>neyunivesithi</u>       | school and university   |
| iinduli <u>nonxweme</u>            | the hills and the coast |

**Remember:** -g- is infixes in locatives:

*ezinduleneni nasemathambekeni* on the hills and slopes

With verbs: second verb ends in -e (cf. Unit 8.2).

Connecting clauses: **yaye** or **kwaye**:

Kungenwa simahla **yaye**  
kuhanjwa simahla.

Free entrance and free transport.  
(lit. It is freely entered and  
freely gone.)

## 4 Summary of the use of the emphatic pronoun

		copula	na-	nga-	ku-
		+ <b>As for me</b> etc.	+ <b>Abs. pr.</b> etc.	+ <b>Abs. pr.</b> <b>and/with me</b> etc.	+ <b>Abs. pr.</b> <b>to me</b> etc.
1st	<b>mna</b>	<b>ndim</b>	<b>nam</b>	<b>ngam</b>	<b>kum</b>
	<b>thina</b>	<b>sithi</b>	<b>nathi</b>	<b>ngathi</b>	<b>kuthi</b>
2nd	<b>wena</b>	<b>nguwe</b>	<b>nawe</b>	<b>ngawe</b>	<b>kuwe</b>
	<b>nina</b>	<b>nini</b>	<b>nani</b>	<b>ngani</b>	<b>kuni</b>
<b>Noun Classes</b>					
3rd	1/a <b>yena</b>	<b>nguye</b>	<b>naye</b>	<b>ngaye</b>	<b>kuye</b>
	2/2a <b>bona</b>	<b>ngabo</b>	<b>nabo</b>	<b>ngabo</b>	<b>kubo</b>
P	3 <b>wona</b>	<b>nguwo</b>	<b>nawo</b>	<b>ngawo</b>	<b>kuwo</b>
	4 <b>yona</b>	<b>yiyo</b>	<b>nayo</b>	<b>ngayo</b>	<b>kuyo</b>
e	5 <b>lona</b>	<b>lilo</b>	<b>nalo</b>	<b>ngalo</b>	<b>kulo</b>
	6 <b>wona</b>	<b>ngawo</b>	<b>nawo</b>	<b>ngawo</b>	<b>kuwo</b>
r	7 <b>sona</b>	<b>siso</b>	<b>naso</b>	<b>ngaso</b>	<b>kuso</b>
	8 <b>zona</b>	<b>zizo</b>	<b>nazo</b>	<b>ngazo</b>	<b>kuzo</b>
s	9 <b>yona</b>	<b>yiyo</b>	<b>nayo</b>	<b>ngayo</b>	<b>kuyo</b>
	10 <b>zona</b>	<b>zizo</b>	<b>nazo</b>	<b>ngazo</b>	<b>kuzo</b>
o	11 <b>lona</b>	<b>lulo</b>	<b>nalo</b>	<b>ngalo</b>	<b>kulo</b>
	10 <b>zona</b>	<b>zizo</b>	<b>nazo</b>	<b>ngazo</b>	<b>kuzo</b>
n	14 <b>bona</b>	<b>bubo</b>	<b>nabo</b>	<b>ngabo</b>	<b>kubo</b>
	15 <b>kona</b>	<b>kuko</b>	<b>nako</b>	<b>ngako</b>	<b>kuko</b>

## 5 Place names

Many Xhosa place names derive from geographical features such as rivers, ponds, cliffs, mountains, plants and even animals found in a particular area. **Lusikisiki** takes its pleasant name from the sound of the reeds rustling in a nearby marsh, **Gonubie** (< *iQunube*) from the wild bramble berries which grow along the banks of the river. **Keiskamma**, shining water, **Tsitsikamma** clear water, are derived from the Khoi languages as are many other place names recognisable by their clicks. A number of Xhosa place names, especially the cities, have been adopted from English and Afrikaans:

■ Major cities	Izixekeo ezikhulu	Known derivations
Cape Town	<i>iKapa</i> ( <i>eKapa</i> )	< Xhosalised 'Cape'
East London	<i>iMonti</i> ( <i>eMonti</i> )	< Afrikaans 'mond' i.e. the mouth of the Buffalo River
Durban	<i>iTheku</i> ( <i>eThekwini</i> )	< Xhosa 'itheku' = 'bay'
Johannesburg	<i>iGoli</i> ( <i>eGoli</i> )	< English 'gold'
Port Elizabeth	<i>iRhawuti</i> ( <i>eRhawutini</i> )	< Afrikaans 'goud'
Pietermaritzburg	<i>iBhayi</i> ( <i>eBhayi</i> )	< Xhosalised 'bay'
Pretoria	<i>umGungundlovu</i> ( <i>eMgungundlovu</i> )	= place of the elephant
	<i>iPitoli</i> ( <i>ePitoli</i> )	< Xhosalised 'Pretoria'
■ Some Towns in the Eastern Cape	Ezinye Iidolphu zaseMpuma-Koloni	
Alice	<i>iDike</i> ( <i>eDikeni</i> )	< Xhosa 'idike' = pool
Butterworth	<i>iGcuwa</i> ( <i>eGcuwa</i> )	
Fort Beaufort	<i>iBhofolo</i> ( <i>eBhofolo</i> )	(< English Beaufort)
Grahamstown	<i>iRhini</i> ( <i>eRhini</i> )	
Healdtown	<i>iNxukhwebe</i> ( <i>eNxukhwebe</i> )	
Keiskammahoek	<i>uQoboqobo</i> ( <i>kuQoboqobo</i> )	
King Williams Town	<i>iQonce</i> ( <i>eQonce</i> )	
Lady Frere	<i>iCacadu</i> ( <i>eCacadu</i> )	
Middeldrift	<i>iXesi</i> ( <i>eXesi</i> )	
Peddie	<i>iNgquushwa</i> ( <i>eNgquushwa</i> )	
Port St. Johns	<i>uMzimvubu</i> ( <i>eMzimvubu</i> )	(at the home of the hippos)
Queenstown	<i>uKomani</i> ( <i>kuKomani</i> )	
Somerset East	<i>uNojoli</i> ( <i>kwaNojoli</i> )	(< <i>ijoni</i> = English soldier)
Stutterheim	<i>iCumakala</i> ( <i>eCumakala</i> )	
Uitenhage	<i>iTinarha</i> ( <i>eTinarha</i> )	

## Terminology related to administrative divisions

location, settlement, village	<i>ilali</i> (< Afrikaans 'laager')
village	<i>idolophana</i>
town	<i>idolophu</i> (< Afrikaans 'dorp')
city	<i>isixeko</i>
capital	<i>ikomkhulu</i>
district	<i>isithili</i>
area, constituency	<i>ingingqi</i>
region	<i>ummandla</i>
province	<i>iphondo</i>

## 6 Word adaptations

'Xhosa has manifested itself as a dynamic, vibrant, virile language adaptable to, and developing in harmony with, the changing environment.' → see Introduction p.6

Here are a number of examples of this aspect of the Xhosa language some of which you have come across in this book:

■ confer degrees, <b>cap</b> = <i>ukuthwesa isidanga</i>	– original meaning of 'ukuthwesa' = to <b>crown</b> , put something on the head; original meaning of 'isidanga' = necklace of many strings of beads
	'Wayethweswa isidanga sembeko sobugqirha boncwadi (ID Litt) yiunivesithi yaseFort Hare ngowe-1974 yokumbulela ngokubhala kwakhe isiXhosa.'
■ <b>capital</b> i.e. money = <i>inkunzi</i>	– original meaning of 'inkunzi' = 'a bull'. Cattle ( <i>iinkomo</i> ) have always been the centre and pride of Xhosa life, representing wealth and respect. Apart from supplying milk, meat and leather for clothing, they play a very important part in ancestral sacrifice and in bridal payment ( <i>ilobolo</i> ). In urban life money, ' <b>capital</b> ', has largely replaced cattle as a symbol of wealth.
■ <b>way, road</b>	= <i>umgaqo</i> – original meaning <b>animal track</b>
<b>rules, regulations</b>	= <i>imigaqo</i>
<b>grammar</b>	= <i>imigaqo-ntetho</i>
<b>constitution</b>	= <i>imigaqo-siseko</i>

■ <b>headquarters, depot</b>	= <b>iziko</b> – original meaning <b>hearth</b> in centre of <b>hut</b>
polling <b>booth</b>	= <b>iziko lovoto</b>
civic <b>centre</b>	= <b>iziko loluntu</b>
■ <b>electricity</b>	= <b>umbane</b> – original meaning <b>lightning</b>
■ <b>telephone</b>	= <b>umnxeba</b> – original meaning <b>rope</b>
■ <b>library</b>	= <b>iThala lencwadi</b> – original meaning <b>shelf in a hut</b>
■ <b>book, letter</b>	= <b>incwadi</b> original meaning thin transparent <b>coat of the poisonous bulb buphane disticha'</b> : 'incwadi'
■ <b>page</b>	= <b>ikhasi</b> – original meaning <b>ensheathing leaf of mealie cob</b>
■ <b>source, channel</b>	= <b>ijelo</b> – original meaning <b>tube, reed</b> to spurt water through when smoking
news <b>channels</b>	= <b>amajelo eendaba</b>
reliable <b>sources</b>	= <b>amajelo athembekileyo</b>
■ <b>weather forecaster</b>	= <b>isanuse semozulu</b> – original meaning ' <i>isanuse</i> ' = diviner (< <b>-nuka</b> = to smell).



## How to apply it

In this unit, instead of the usual variety of exercises, you will find a number of Xhosa texts where you can exercise your **reading skill**. Some English texts are also included and these together, with the ones in Xhosa, should whet your appetite to learn more about Xhosa literature, history, culture and tradition.

**JAMES JAMES RANISI JOLOBE** (1902-1976) Ulibone ilanga ngowa-25 Julayi ngonyaka we-1902 eNdwe ngaseCala apha uyise wayengumfundisi khona. Wafumana imfundo yokuqala eNdwe naseMatatiele. Ngo-1916 wathunyelwa eMthwaku. Ukususela ngo-1919 ufundise kwzikolo ngezikolo.

Ngelo xesha wayehlala ngaseMt.Frere apha kuthethwa isiBhaca, isiHlubi nesiSuthu khona. Ngoko ke isiXhosa sakhe sasibuthathaka. Incwadi yakhe yokuqala UZagula yalungiswa kunene nguS.E.K. Mqhayi, Imbongi yeSizwe. Phofu, xa wayengutishala eBhobhotyane naseMankazana, wafunda isiXhosa esithethwa ngamaNgqika omquba. (→ See next page) Ngo-1926 uye eFort Hare eDikeni. Apha waqeqeshwa kwimfundo yobufundisi waza waphumelela neB.A. Ukususela ngelo xesha upapashe iincwadi ezininzi – umzekelo Umyezo, Amavo, Elundini loThukela nezinye. UThuthula yimbalsane kwizibongo zikajolobe ngakumbi ezothando. Ngumbongo-mbaliso osikhumbuza ngoHelen of Troy.

Wahlela iincwadi ezininzi. Kananjalo ukwaguqulele ezinye esiXhoseni. Ngo-1952 wathiwa jize ngeMbasa kaVilakazi\* yiYunivesithi yaseWitwatersrand. Wayethweswa isidanga sembeko sobugqirha boncwadi (iD.Litt.) yiunivesithi yaseFort Hare ngowe-1974 yokumbulela ngokubhala kwakhe isiXhosa.

UGqirha Jolobe usweleke ngomhla we-16 Meyi ngo-1976.

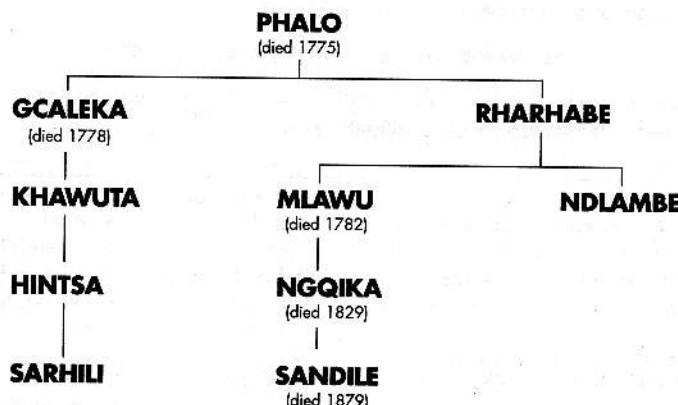
UJolobe akasayi kulityalwa kwimbali yolwimi IwamaXhosa kuba ulutyebisile watyebisa nkqu isithethe sawo.

wathunyelwa	was sent	umbongo-mbaliso	narrative poem
izikolo ngezikolo	different schools	wahlela	he edited
iindawo ngeendawo	different places	wathiwa jize	he was awarded
sasibuthathaka	was weak	iMbasa kaVilakazi*	the Vilakazi Medal
yalungiswa kunene	was extensively corrected	yokumbulela	in acknowledgement
Imbongi yeSizwe	Poet Laureate	usweleke	he died
upapashe	he published	akasayi	he will never be forgotten
yimbalsane	is the outstanding	kulityalwa	he has enriched it
kwizibongo	among the poems	ulutyebisile	(the language)
ezothando	lit. of things of love	watyebisa nkqu	and even Xhosa culture

\*Prof. BW Vilakazi was the first black lecturer to be appointed at the University of Witwatersrand. This award, in his name, is given to scholars who have made significant contributions to African languages.

### HISTORICAL CONTEXT OF THE BATTLE OF AMALINDE

At the beginning of the 18th century there was a great deal of fighting between **Ngqika** (1778–1829), and his uncle **Ndlambe**, son of **Rharhabe** and brother of **Mlawu** (**Ngqika's** father), who died, together with his father **Rharhabe**, in a battle against **abaThembu** in 1782. **Ngqika** was only four years old when his father died. **Ndlambe**, therefore, ruled as regent for **Ngqika**. He handed over power before **Ngqika** reached his 20th birthday but continued to try to exercise power which angered **Ngqika** whose ambition it was to rule all **amaXhosa**. With the help of alliances with other Xhosa chiefs and with the Boers and the British of the Cape Colony, **Ngqika** and **Ndlambe** were engaged in bitter battles. One of the reasons for such bitterness and hostility was **Ngqika's** abduction of the beautiful **Thuthula**, one of **Ndlambe's** wives. This action resulted in widespread rebellion. Eventually peace was restored through an agreement whereby **Ndlambe** recognised **Ngqika** as his senior. However, in the great battle of **Amalinde**, fought in 1818, **Ngqika** was defeated by **Ndlambe** but soon after that he secured a victory over his uncle with the help of the British troops. (c.f. Peires)



**UNontando – Noni Jabavu** was born on August 20, 1919 at Middel drift in the Eastern Cape Province. At the age of 14 she was sent to England in the care of English friends and went to school in York. Her studies at the Royal Academy of Music were interrupted by the Second World War when she joined the first group of women trained as semi-skilled workers and became an oxy-acetylene welder in the aircraft industry. She met her husband Michael Cadbury Crosfield, a film director, while still at school. Their families had first become associated when her grandfather, **John Tengo Jabavu**, politician and journalist who founded and was the first editor of *Imvo Zabantsundu*, led a deputation to the Houses of Parliament to protest against the policies to be implemented in South Africa. It was during this time that he met George Cadbury of the chocolate firm and Joseph Crosfield, Noni's husband's grandfathers.

### Scenes from a South African life

"The hum of conversation was deafening. Every buyer was helped to make his or her choice by the others standing about and who all spoke in the usual terrific tones as if addressing people far off up mountains. From time to time, someone would turn aside, remove his or her pipe that was as long as your arm from the mouth and indulge in a splendid hard jet-like spit on to the floor boards. You had to keep a sharp look-out and leap out of the way.

The Europeans spoke Xhosa, and as locals usually were, seemed relaxed, unhurried, like their customers. I pushed my way through and stood at the counter next to a woman in the act of announcing that she had at last reached 'the moment of being about to buy'. She shouted, 'Come, European, I am ready for you.'

Her shoulders were bare, for she had wound her shawl under her armpits and over the married woman's modesty bib in order to free her hands. She now lifted them to her huge turban. The brass bangles from wrist to forearm gleamed. She felt in the folds of the turban, patting the folds back into place – all the while keeping up a powerful running commentary on the reasons why she had decided on the goods she had picked in preference to other specimens of the same, interrupting it to repeat, 'Come, European.'

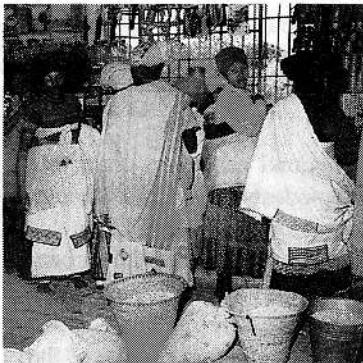
Then she began to untie the knotted rag. She took out of it some pound and ten-shilling notes. They were grubby, and wrapped around coins: half-crowns, florins, shillings, sixpences, even 'tickeys' – the tiny silver threepenny bits.

'Come, man! What is the matter with this European – is he pretending not to want money?' Her every move was watched, men and women sucking their long pipes, eyes glued on her fingers as she fumbled. One man called out after the last tickey had been unwrapped, 'Where are the pennies and halfpennies?'

'Oh, I keep those in my purse', she said. That in turn was inside a twill bag decorated with black piping and suspended from her waist. She counted out the money. One of the Europeans now sauntered up and joined in the watching. She counted the money a second time, and a third time through, then paused. She raised her face to the ceiling and burst out in loud lament, 'Oh God, these Europeans are killing me! Why do you kill me, European, taking all my money?'

I leapt back a step for she 'threw' her voice like an actress, within inches of my ear. You could have heard her from the back row of a theatre, yet the shopkeeper was only across the counter. He was not disturbed but replied quietly, blandly, in Xhosa, his brown eyes scanning the money spread out in front of him, 'Have you not come of your own volition then, to be killed?'

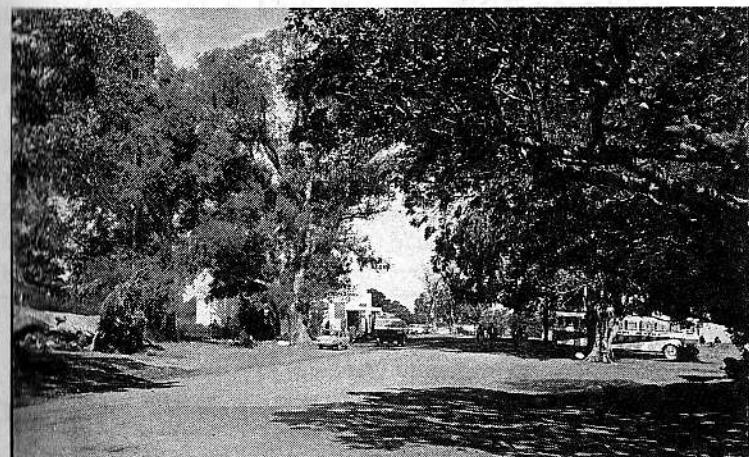
(Noni Jabavu, *The Ochre People*, pages 64-5, John Murray, London, 1963)



Cape Times, 18/3/98

Jean Morris (from Abantu)

### IVENKILE YANGAPHANDLE



Courtesy: T.V. Bulpin

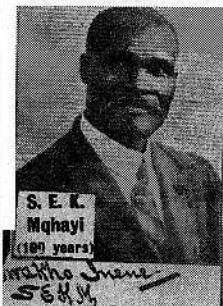
Nokuba ungumhambi akunzima ezilalini zethu ukwazi ukuba ivenkile yiypipi na kuba iba nguwna mzi uzindlu zibalulekileyo umzi kananjalo ojikelezwe yimithi. (p.69) Abantu abaNtsundu abaninzi bayoyiswa kukubiza amagama abantu abaMhlophe kwaye nangaphandle kako bathanda ukumnika igama lentetho yabo umntu oMhlophe osebenza phakathi kwabo – igama elidla ngokulandela izimbo zomninalo lowo. Ngenxa yezi ndawo wofumana ukuba abelungu beevenkile bonke ezilalini phaya banamagama esiNtu. Okuya bezingekandi kakhulu iintsimbi zamehlo phakathi kwabaNtsundu ubesakuthi Mhlophe ofike enxiba zona kwa-oko kube sekuthiwa nguMehlomane ukubizwa kwakhe. Umfo osisigololwane enengxeba isiqingqi sendodana ebenganyali ukuzizuzela igama lokuba nguMafutha. Umfo oyindlelane ububele ubesele eya kubizwa ngokuba nguThandabantu. (p.70-71) Mhlawumbi wena uba kule venkile kuthengwa ngemali ngabo bonke abantu ukanti akunjalo. Le venkile ifana nendawo yentengiso ngezinye iindawo. Abanye ukuze bathenge kufuneka bona ngokwabo bathengise kwakumnini-venkile. Omnye uza namaqanda kwakunye nodaba olubangela ukuba ananise ngawo. (p.71) Lo mzi uyivenkile akwanele ukuba kuthengwe kuthengiswe kuwo kuphela, neposi yesithili esi iphuma kwakuwo apha. Yinto leyo oya kufika iincwadi ziylimfumba kwityeyana ebethelelwelwe eludongeni phaya. (p.72) Ngaphandle kwezi ndawo sezikhankanyiwe, ivenkile yangaphandle, ivala nelinye ikroba

entlalweni yabantu benginqi leyo ikuyo. Ifana nendawo yembutho, indawo yokubonana kwabantu neyokuthululwa kwemiyalezo eya kumacala abengenakufikelela kuwo lula umntu. Evenkileni uyazi ukuba uya kumbona nokuba mnye umntu oya ngakwelo cala. Andithethi ngolutsha lona kuba luse lusazi ukuba apho lungabonana khona kusevenkileni. (p.72-73)

**(J.J.R. Jolobe, Amava, Witwatersrand University Press, Johannesburg, 1973)**

*Translation in key, p. 292*

### SAMUEL EDWARD KRUNE MQHAYI (1875 – 1945)



'In my final year at Healdtown, an event occurred that for me was like a comet streaking across the night sky. Towards the end of the year, we were informed that the great Xhosa poet, **Krune Mqhayi**, was going to visit the school.'

(See pages 38–40 in **Long Walk to Freedom**, McDonald Purnell, 1994, for the full account of this momentous occasion in the life of the young Nelson Mandela.)

Courtesy: Imvo

### IKHULU

### IMMINYAKA

KWILITYE lengewate likaSamuel Edward Krune Mqhayi kubalule kwaitiwa "Aphi kulele imbongi yesizwe nombhali wenowadi, iphakathi lesizwe sakwaXhosa siphila, inkoheli ekwangumKrestu wene, makaphumile ngozolo, umoya wakhe mawuhle usikholcia izuze".

which he would later use as the basis for his chef d'oeuvre *Ityala Lamawele*. He received his education at Lovedale and became a teacher and wrote *Ityala Lamawele* in 1914 while teaching at Macleantown. He was a prolific writer producing many books including poetry, plays and biographies.

After teaching for a year in East London he became assistant editor of *Izwe Labantu* and edited *Imvo Zabantsundu* from 1920–1921, during the last months of Jabavu's life.

In 1927 he wrote 7 additional stanzas of *Nkosi Sikele'l iAfrika* and in 1939 he published his autobiography. Among his well-known publications are *Don Jadu*, *Imihobe nemibongo* and *Inzuzu*.

The editor of *Abantu Batho*, the official organ of the African National Congress named him *iMbongi yeSizwe Jikelele* – the Poet of the Nation. On his retirement he went to Ntab' oZuko near Berlin, where he died in 1945.

### The Telling of Folktales (Ukwensiwa Kweentsomi)

It was, and is still to some extent, a Xhosa custom for grandmothers to tell their grandchildren **iiintsomi** – folktales. Their purpose was to enforce and support some point of family discipline or custom. They upheld conduct that was for the good of society or the welfare of the community.

Folktales always start with: *Kwathi ke kaloku ngantsomi* (Once upon a time) while the grandchildren usually respond by saying *Chosi!* (Hush!).

'Always, however, there was at least one adult, usually grandmama, sitting with us around the fire. To keep us children awake, she would tell *iiintsomi*, the fairy-tale of amaXhosa.

There were tales about ogres and giants, about animals of the forests, great beasts, and about little hopping creatures of the veld. There were tales about animals of the river, huge scale-covered reptiles that could swallow people and animals whole, crushing them to death as they did so. And later on, when hungry, bring them up and chew them as cud.

There were happy tales also; princes and princesses, kings and queens, and chiefs and chieftainesses: stories that we listened to and believed. Stories that were told with such vivid detail and in such modulation of voice that we children saw them in our minds and lived them in our feelings; crying when a little orphaned girl, on her

way to her uncle or her grandparents who would look after her (this would-be guardian angel always lived far, far away) fell into the hands of an ogre disguised as a kindly little old lady, with designs to have her for his dinner. We roared with laughter – the kind of laughter that leaves you feeling weak in your belly, tears streaming down your face; honest no-nonsense and no-decorum laughter – whenever cruel giants and cannibals came to grief, usually by inadvertently falling prey to the very traps intended for their victims.

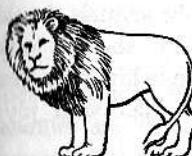
Oh, no doubt, we were blood-thirsty little people ourselves, but we felt self-righteous about it as long as it was the bad, terrible, cruel, ugly ogre, or some such, who thus met his demise.

Some of these stories told us of the origin of man, others were about natural phenomena, and others still were designed to teach us, the unwary audience, some aspect of morality. Looking back now, I see clearly how *iintsumi* are an essential and integral part of the socialisation of the child among amaXhosa.'

(Sindiwe Magona, *To My Children's Children*), David Philip Publishers (Pty) Ltd, Cape Town 1990

### ***Imbangi yokuba imbila iswele umsila***

Kwathi ke kaloku ngantsomi ebutsheni belizwe zonke izilwanyana zazingenamsila. Zonke zazonwabile ngaphandle kokumkani wezilo, *iNgonyama*.



Ithe ke ngenye imini yaggiba ukuba zonke zamkele izipho ukuze zijongeke zintle kakhulu. Yazimema zonke ukuba zize enkundleni. Izilo zaphambana luvuyo ngaphandle *kweembila*.



Endaweni yokuya enkundleni zona zakhetha ukuhlala zigcakamele ilanga. Zazisonqena kakhulu kodwa zazifuna zona izipho. Ngoko ke, zacela *iinkawu* ukuba zize zizamkele izipho ezo. *Linkawu* zavuma zaya enkundleni apho zonke izilo zazihlangene khona.

*INgonyama* yazibulisa yazamkelisa izipho zonke. Ngasinye samkela umsila! Noko ke ukumkani lo wayesel' emdala kakhulu namehlo emadala waza ke ngoko wenza iimpazamo ezininzi. Umzekelo, wanika *indlovu*, isilo esikhulu kakhulu umsilana omncinane kodwa *unomatse*, emncinci enjalo, wamnika umsila omkhulukazi. *Linkawu* ke zanikwa imisila yazo zanikwa neyeembila imisila. Zahamba zonwabile. Zadlula ekhayeni leembila ezo. Zabuza *iimbila* ngetheko.



*Linkawu* zahleka zaveza imisila yazo emitsha ngokuzidla okukhulu zatsho zisithi: 'Zizipho zokumkani ezi.' Zabongoza zathi *iimbila*: 'Sinikeni imisila yethu! Ncedani nisinike imisila yethu!' Kodwa *iinkawu* zahleka zagithekha zalatha isihlomelo ngaphantsi koboya emsileni zathi: 'Khangelani. Nantsi imisila yenu. Anizikhathazanga ngokuya kuyamkela, saza ke thina sayihlomela kweyethu.' Zatsho zathi *shwaka iinkawu*. Zaquumba kakhulu *iimbila* kodwa azaba nakwenza nto. Zisayiswele imisila *iimbila* kude kube nanamhla oko.

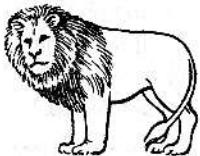
Kodwa ke, azonqeni njengoko zazinjalo ebutsheni belizwe.

Phela phela ngantsomi!

(Note: The proverb closely related to this *intsomi* is '*Imbila yaswela umsila ngokuyalezela*'.)

### **Why the rock rabbit has no tail**

Once upon a time when the world was young (lit. at the newness of the land) all animals did not have tails. All were happy except for the king of the beasts, the *Lion*.



So one day he decided that all the animals should receive presents so that they should look beautiful. He invited all to come to his court. The animals were overjoyed (lit. mad with joy) except for the *rock rabbits*.

Instead of going to the court they preferred to bask in the sun. They were very lazy but they still wanted to receive their presents. Therefore they asked the *monkeys* to go and get their presents. The *monkeys* agreed and went to the court where all the animals were gathered. The *Lion* greeted them and gave out their presents.



Each one received a tail. It happened that this king was already very old and his eyes, too, were old with the result that he made many mistakes. For example, he gave the *elephant*, a very big animal,

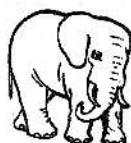
a very small tail but to the *squirrel* which is very small, he gave a huge tail. The *monkeys* were then given their tails and were also given those of the *rock rabbits*. They left happy. They passed by the home of those *rock rabbits*. The *rock rabbits* asked them about the party. The *monkeys* laughed and proudly showed off their tails and said: 'These are the gifts from the King.' The *rock rabbits* pleaded saying: 'Give us our tails. Please give us our tails'. But the *monkeys* laughed and giggled and pointed to a joint under the fur on the tail:



'Look, here are your tails. You couldn't be bothered to go and get them yourselves, so we joined them onto ours!' Having said so the *monkeys* disappeared. The *rock rabbits* were very angry but they could not do anything. So they are tailless till this day, but they are not nearly as lazy as they were when the world was young!

That is the end of the story!

(lit. The dassie has no tail because he sent someone on his behalf, i.e. don't rely on others to do your bidding!)



## **Translations of dialogues**

It goes without saying that word-for-word translations from one language to another are virtually impossible. For literal translations consult the vocabulary boxes in each unit.

### **Unit 1 Getting acquainted on the aeroplane**

Stewardess Good day, ladies and gentlemen. Welcome to flight 301 going to Cape Town.

oooOooo

Thandi Hello, how are you today?

Jenny I am well.

Thandi Oh! You speak Xhosa well! I am Thandi Thamsanqa.

Jenny I am Jenny Murray. I am glad to meet you. How are you? (No), I am well, thanks. I'm also glad to meet you.

Thandi Do you live in Cape Town, Thandi?

Jenny Yes, we live in Pinelands.

Thandi Oh! I also live in Pinelands.

Jenny Where exactly?

Thandi Near Forest Drive. Where do you live exactly?

Jenny Near Pinelands High School.

oooOooo

Stewardess Excuse me, ladies and gentlemen. Fasten your seat belts. We'll shortly be arriving in Cape Town. Thank you for choosing Rainbow Airlines. I hope we'll see each other again soon! Welcome to Cape Town! Goodbye.

oooOooo

Jenny Goodbye, Thandi. It was nice to speak to you. Thandi We'll see each other again!

## Unit 2 Meeting again at the Murrays' home

- Jenny Hello, come in!  
 Thandi How are you?  
 Jenny We are well. It's nice to see you again.  
 Thandi This is my husband, Themba.  
 Jenny Hello, Themba. I'm very glad to meet you. This is my husband Peter.  
 Themba I'm glad to meet you.  
 Peter We are also glad to meet you. Welcome to our home. This is our son.  
 Thandi Hello, my child. What's your name?  
 David I am David.  
 Themba Do you go to school, David?  
 David Yes, I go to Grove.  
 Thandi Where are you learning to speak Xhosa?  
 David I'm learning it at school (*Nkosikazi*).  
 Peter Do you have children?  
 Themba Yes, we have, a son and a daughter.  
 Peter Do they go to school?  
 Themba Yes, they do. They go to Westerford.  
 Jenny What about something to drink? Would you prefer tea or coffee or something cold?  
 Thamsanqas Whatever. Yes, whatever.  
 Peter Would you like to sit inside or outside?  
 Thandi Let's sit outside. It's beautiful. May I help you Jenny?  
 Jenny Thank you Peter and Themba. You can chat (in the meantime).  
 Peter Okay!

## Unit 3 Knowing how to speak Xhosa

- Themba Peter, you speak Xhosa well. Tell me, where did you learn to speak it so well?  
 Peter I grew up on a farm near Grahamstown. Then I continued to learn it at school. Unfortunately, I've forgotten a lot. Also, I know that I make a lot of mistakes, but I'm trying (my best).  
 Themba That doesn't matter, making mistakes. What is important is that you try to speak it every day.  
 Peter You're right. You must tell me though when I make mistakes.

## TRANSLATIONS OF DIALOGUES

- Themba Fine, but you do follow (understand) well.  
 Peter Yes, if one speaks slowly.  
 Themba Well then, I'll also try to speak slowly.  
 Peter Thanks, because I don't speak as well as Jenny. She also grew up on a farm in the Eastern Cape. She learnt it at school and university. She speaks as well as a Xhosa-speaking person – so much so that she teaches it now.  
 Themba That's lovely! You know, the Dutch saying: '*So veel tale as jij kan, so veel male is jij man.*'  
 Peter That's so true!

## Unit 4 Speaking about work

- Peter Tell me, Themba, what's your line of work?  
 Themba I work for an airline as a personnel manager.  
 Peter Oh, (that's) personnel manager in English?  
 Themba You're spot on!  
 Peter You obviously communicate and work well with people.  
 Themba Yes, I like to work with people very much. You know the Xhosa idiom: *A person is a person through other persons.*  
 Peter You are so right!  
 Themba What's your work, Peter?  
 Peter I am a horticulturist at Kirstenbosch.  
 Themba Mm, that's interesting!  
 Peter Yes, it's interesting work. It is such a beautiful place to work at. Does Thandi also work?  
 Themba Yes, she also likes to work with people. She is a doctor. She works at the Red Cross Children's Hospital. She goes there in the mornings only. In the afternoon she works at a Primary Health Care clinic.  
 Peter She also works very hard then.  
 Themba At which school does Jenny teach?  
 Peter She doesn't teach at a school. She teaches adults who want to learn to speak Xhosa. You know, there are many people who want to learn to speak Xhosa now, especially business people and staff of companies, housewives, doctors and nurses, etc., etc.  
 Themba Well, as they say in English: '*Better late than never!*'  
 Peter How do you say that in Xhosa?  
 Themba I don't know. Language is like that. It is not always easy to translate, especially when it comes to idioms.

## Unit 5 How do you like your coffee?

- Peter At last! Let's quench (our) thirst!
- Jenny Sorry for letting you wait (such) a long time. We were chatting! I'm sure that you must be thirsty.
- Peter Yes, we are very thirsty. We are also hungry.
- Themba No, that's okay, we were also chatting.
- Jenny Thandi, how do you like your coffee? Do you want milk and sugar?
- Thandi Milk only, thanks.
- Jenny And you, Themba, do you want coffee with milk?
- Themba Yes, thanks, and two teaspoons of sugar.
- Jenny Here is the sugar. Help yourself.
- Peter How about some cake and sandwiches, Thandi?
- Thandi Thanks, Peter. May I have a small slice of cake? It looks lovely!
- Peter Indeed, it is delicious. Here's a slice!
- Thandi Thanks. Mm! This cake is delicious, Jenny, may I have the recipe?
- Jenny Sure! Just remind me. Themba, can I also give you a slice of cake?
- Themba Thanks Jenny. I love sweet things very much!
- Jenny Peter, please pass Themba the cake (while) I pour your coffee.
- Peter Okay. Thandi, what about another cup of coffee?
- Thandi No, thanks. One cup of coffee is enough for me.
- Peter Gosh, the sun has disappeared. It's getting cool now. Shouldn't we go inside?
- Jenny Yes, it's suddenly got cold. I am cold. Aren't you cold too?
- Thandi A little.
- Jenny Well, let's go inside then! Peter, please close the door.  
oooOooo
- Thandi Jenny, don't forget to give me the recipe for the cake.
- Jenny I haven't forgotten. Here it is. If you prefer chocolate icing you can dissolve a spoon of cocoa powder in a spoon of boiling water and beat well into the icing.

## Unit 6 Are you warm enough?

- Peter Are you warm enough or should I switch on the heater?
- Themba No thanks, we don't need a heater. It's not that cold.

## TRANSLATIONS OF DIALOGUES

- Jenny The Cape weather is like that. One minute the sun is shining, the next (minute) it is raining.
- Thandi No man, don't exaggerate. And don't complain about the Cape weather! The rain is better than drought. We need rain in South Africa. It's scarce.
- Peter Jenny, you sound like the Gautengers! They don't like our weather; they complain about the rain in winter and about the wind in summer!
- Themba But let's be honest, the weather is beautiful in Gauteng in winter. It's dry, it doesn't rain.
- Thandi But the thunderstorms and lightning there in summer!
- Jenny No, let's admit, every place has its advantages and disadvantages.
- Thandi You're right. For instance, in Durban, the winter is pleasant, but the humidity there in summer is intolerable.
- Jenny Yes, it's exactly like that.
- Peter I hope that the weather will be fine this coming weekend because there is a big cricket match at Newlands. Do you like cricket, Themba?
- Themba Very much! Like Makhaya Ntini says on TV: '*I don't like cricket, I love it!*'
- Peter Well, I'm going on Saturday with David. Would you and your son like to come with us?
- Themba Yes, I would like that very much.
- Peter Okay, I'll phone you on Friday so that we can arrange where and when to meet.

## Unit 7 Jenny at work - 'Let's speak Xhosa'

- Jenny Hello, students! Today **you** are going to speak Xhosa, and I am going to listen! Who wants to start?
- Mark and Paul We'll start, Jenny.
- Mark I'll be the petrol attendant, Paul will be the motorist.
- Jenny All right, students, talk!  
*At the garage*
- Attendant Good day, sir. How are you, today? How can I help you?
- Motorist Good day, *Mnumzana*. How are you?
- Attendant No, nothing wrong. I'm okay despite the problems. And you?

Motorist I'm also fine, thanks.  
 Attendant Should I fill the tank today?  
 Motorist No, give me only 50 rands' worth today.  
 Attendant All right sir. How are the tyres?  
 Motorist It seems the left front tyre needs a little air. Please check all round.  
 Attendant All right, sir. How much air?  
 Motorist Pump them to 210 all round. Please don't forget to check the water and oil.  
 Attendant No sooner said than done, sir!  
                   oooOooo  
 Attendant Well, everything is okay in front. Should I also wipe the windows?  
 Motorist That would be helpful!  
 Attendant Well, I've finished, sir.  
 Motorist I am grateful. Thank you. Here's the money for the petrol. Here's also something for tobacco (tip).  
 Attendant Thank you. Goodbye, sir.  
 Motorist Goodbye, *Mnumzana*. We'll see each other again.  
 Jenny Mark and Paul, you've done well. Congratulations!  
 Val and Sally Well, Val and Sally, let's hear your conversation!  
                   All right.

*At the supermarket*

Val Sorry, *Nkosikazi*! Did I hurt you?  
 Lady No, it's nothing. Oh! You speak Xhosa?  
 Val I'm trying.  
 Lady No, you're not just trying, you speak it! Where do you know Xhosa from?  
 Val Sorry, I didn't understand. Please say that again.  
 Lady I said, where did you learn it?  
 Val Oh now I understand! I attend Xhosa classes.  
 Lady Who is teaching you? (By whom are you being taught?)  
 Val A Mrs Murray. She grew up with Xhosa-speaking people, *emaXhoseni*.  
 Lady I too am from *emaXhoseni*.  
 Val Where is your home?  
 Lady In Cacadu.

Val Oh, isn't that Lady Frere in English?  
 Lady Gosh! You're right. Indeed, you do know Xhosa!  
 Val Where do you live, *Nkosikazi*?  
 Lady In Claremont. Where do you live?  
 Val In Kenilworth, but I work here in Claremont.  
 Lady I also work here in Claremont. I have a restaurant in Fir Avenue called '*Ningene*' (*Come in*).  
 Val Really! Perhaps I'll visit you there. Gosh, I nearly forgot, my name is Val Todd.  
 Lady I'm pleased to meet you, Val. I am Xoliswa Silinga.  
 Val I'm also glad to meet you, Xoliswa. It was very nice to talk to you. I hope we'll see each other again. I'm going to tell my teacher and the class about your restaurant. Perhaps we'll all visit you there soon.  
 Xoliswa That would be nice. Goodbye.  
 Val Goodbye Xoliswa. I'm sure we'll see each other again at the restaurant.  
                   oooOooo  
 Jenny You also did very well, Val and Sally. I'm happy. I'm very happy with your progress! Congratulations! Now let me wish you all a pleasant holiday.

### Unit 8 Thandi at work – 'I am Dr Thamsanqa'

Thandi Good morning, *Nkosikazi*. Hello, my child. Please come in. I am Dr Thamsanqa.  
 Mother Sit down. Here's a chair. What's your name, *Nkosikazi*?  
 Child I am Nonceba Majola.  
 Thandi And you, my child, what's your name?  
 Child Lindiwe.  
 Thandi No, don't cry my child. Don't worry. I won't hurt you. Here's a doll. Do you want to hold it? Well then, *Nkosikazi*, tell me, why have you come to see us here at the hospital?  
 Mother It's this little one, doctor.  
 Thandi What is the matter (with her)?  
 Mother She's complaining of a bad headache, doctor. Another thing, she is coughing. She is coughing a lot.  
 Thandi How old is she?  
 Mother Five, doctor.

- Thandi Did you bring her *Road to Health* Card?  
 Mother Yes, here it is.  
 Thandi That's fine. Well then, my child, show me, where exactly is your head sore? Can you point to where your head is sore?  
 ULindiwe It's sore here.  
 UThandi Is your throat sore?  
 ULindiwe No.  
 UThandi Are your ears sore?  
 ULindiwe Yes.  
 UThandi Is there any discharge from her ears, *Nkosikazi*?  
 UMama Yes, there is.  
 Thandi Since when has your child been ill, Mrs Majola?  
 Mother This is the third day.  
 Thandi Tell me, have you given her something to alleviate the pain?  
 Mother Yes, I gave her Panado, but it didn't help at all.  
 Thandi Has she (this child) ever hurt her head before?  
 Mother No, doctor.  
 Thandi Has she ever been sick before?  
 Mother No, doctor.  
 Thandi Has she (this child) any other problems?  
 Mother Yes, doctor, she is not eating well.  
 Thandi All right, Mrs Majola. I would like to examine her now. Please undress her and lie her down here on the bed.

## Unit 9 Peter at work at Kirstenbosch

- Peter Good morning, pupils. Welcome to Kirstenbosch! My name is Peter Murray. This is my colleague Mrs Phumla Bongela. We both are horticulturists here at Kirstenbosch. Mrs Bongela will tell you about the waterwise gardens and the Outreach Gardening Project. This project was started to help schools to establish gardens suitable to your area. But first, I'm going to tell you a little about Kirstenbosch (itself). This garden, famous all over the world for its beauty, was founded in 1913. It is much acclaimed for its collection of South African plants. Look at these pictures taken at the Chelsea Flower Show in London where year after year Kirstenbosch has won many medals.
- oooOooo

- Phumla Well then, pupils, I'm going to visit you at your school so that

- Pupils we can start a waterwise garden. I'll bring plants and garden tools, but I also want you to participate in this exercise by trying to prepare the soil at the school.  
 Phumla How can we do that, *Nkosikazi*?  
 Pupils The best way to start is to make compost. You can start by collecting kitchen waste. For instance, vegetable peels, egg shells, leaves, bones together with grass cuttings, dead flowers, feathers and ash. But don't put in tins, plastic or paper. I'll visit your school next week. We'll choose a suitable spot to make a compost heap. Until then, you can put everything you have collected into these bags. Well then, pupils, I am grateful to you for listening so attentively. Have a nice picnic now but I ask you please to keep the garden clean. Don't forget to pick up all your papers before you leave and put them into the rubbish bins. Goodbye. We'll see each other next week.

## Unit 10 Themba at work – an interview

- Themba Good morning, Miss Green. Please sit down. I'm glad to see you. How are you?  
 Miss Green Good morning, Mr Thamsanqa. Thank you. I'm fine except for feeling a little nervous.  
 Themba No, Miss Green, don't be anxious. Relax! It seems that you speak Xhosa well. Tell me, where do you know it from?  
 Miss Green I started to speak it when I was still small because my parents worked at a hospital near Keiskammahoek.  
 Themba Oh, then you know the pure Xhosa! Can you also write it?  
 Miss Green Yes, Mr Thamsanqa, I learned Xhosa at school and also at university.  
 Themba Do you know any other languages as well?  
 Miss Green Yes, I speak Afrikaans and a little French but the latter less.  
 Themba Well then, Miss Green, please tell me a little about yourself.  
 Miss Green I was born in 1969 in Cape Town. My parents moved to Keiskammahoek when I was still small, therefore I did the lower standards from Sub A to Std 5 at Keiskammahoek.  
 Themba Where did you do your higher standards?  
 Miss Green At boarding school in Port Elizabeth. I passed Matric in 1986. After that I studied for a BA degree at Rhodes University in Grahamstown.

Themba What were your majors?  
 Miss Green English and Xhosa.  
 Themba Who taught you Xhosa?  
 Miss Green Professor Majola. Do you perhaps know him?  
 Themba Oh, very well! We studied together. He is a very bright man.  
 Miss Green What a teacher! He helped me a lot. Well, I graduated in 1989. I started to work as a teacher. In 1994 I was promoted and became vice-principal.  
 Themba Please tell me, why do you want to change jobs now?  
 Miss Green I'm afraid many teachers are going to be retrenched. Besides, I am a 'people person'. I would very much like to work with different people. And I think I can make a contribution to your company.  
 Themba Well then, Miss Green, do you have questions?  
 Miss Green Yes, Mr Thamsanqa. Do you think that I have a chance of being appointed?  
 Themba Yes, I think that you have a very good chance!  
 Miss Green When can I expect to hear whether I have been successful?  
 Themba We'll let you know at the end of next week.  
 Miss Green Thank you very much, Mr Thamsanqa.  
 Themba All right, Miss Green. It was nice to meet you. Goodbye.  
 Miss Green Goodbye, Mr Thamsanqa.

### Unit 11 May I speak to Mr Thamsanqa?

Peter Hello, may I speak to Mr Thamsanqa? Is he perhaps there?  
 Secretary May I ask who would like to speak to him?  
 Peter Yes, this is Peter Murray speaking.  
 Secretary Please hold on, Mr Murray. I'll just look and see whether he is in his office.  
 Peter Okay.  
 oooOooo  
 Secretary Mr Murray, I'm sorry, Mr Thamsanqa is not here at the moment. He went out.  
 Peter Do you know when he'll be back?  
 Secretary I'm sorry, he didn't say. Would you like to leave a message?  
 Peter Yes, please tell him that I wanted to get in touch with him about the cricket tomorrow. Perhaps he can phone me at home this evening.

Secretary All right Mr Murray. I'll tell him. What's your telephone number?  
 Peter It's 531-3767.  
 Secretary All right, Mr Murray.  
 Peter Thank you. Goodbye.  
 Secretary Goodbye, Mr Murray.  
 oooOooo  
 David David Murray speaking.  
 Themba Hello, David. How are you, my boy?  
 David Oh, hello, Mr Thamsanqa. I'm fine thanks. And you?  
 Themba No, I'm fine. Is your father perhaps there, David?  
 David Yes. Wait a moment. I'll call him.  
 oooOooo  
 Themba Hello, Peter. It's Themba here. Thanks for phoning. Unfortunately I was at a meeting the whole day. I got your message when it was already late (evening).  
 Peter It doesn't matter. I know you are busy.  
 Themba What time shall we meet tomorrow?  
 Peter What about 9.30?  
 Themba That's fine. Where?  
 Peter In front of the main gate.  
 Themba Okay, we'll be there at 9.30. We'll see each other then.  
 Peter We'll see each other.  
 oooOooo  
 Jenny Hello!  
 Thandi Hello, may I speak to Mrs Murray?  
 Jenny Hello, Thandi, it's me!  
 Thandi Oh, sorry, my dear, I didn't recognise your voice. What's wrong?  
 Jenny Oh, I've just got a little cold.  
 Thandi Oh, I'm sorry. I'm phoning you because Themba and I are going to that new Xhosa restaurant on Saturday evening. We would like to invite you and Peter to join us. Can you come? Do you think you will be better by then?  
 Jenny Oh, that would be lovely. I read about that restaurant in the paper last weekend. My mouth was watering. The (description of the) food brought back childhood memories. We used to eat all those traditional dishes on the farm!

- Thandi Well then, let me fetch you so that we can meet Peter and Themba after the cricket game.  
 Jenny Thank you, my dear. We'll see each other.

## Unit 12 At the cricket match

- Themba It's lovely to see so much interest in cricket these days. Look at all these budding Makhaya Ntinis playing cricket.  
 Peter Indeed. Wherever you look these days there are boys playing cricket. Did you play cricket when you were at school, Themba?  
 Themba Yes, I liked playing cricket very much. I was a wicket-keeper-batsman. In fact, I opened the innings!  
 Peter Really!  
 Themba And you, mate, which sports did you play?  
 Peter Well, I played tennis and rugby at school. Unfortunately, I broke my arm when I was still playing under 15. After that I never played rugby again.  
 Themba What position did you play?  
 Peter I was a scrumhalf. Though I didn't play cricket I like to watch it very much especially when we play overseas teams. Did you play rugby or soccer?  
 Themba I played rugby.  
 Peter What position?  
 Themba I was 8th man.  
 Peter What about soccer? Did you play it?  
 Themba Yes, I played, it but I preferred rugby.  
 Peter It is very interesting how sport has the power to unite a nation.  
 Themba You're right. Remember the support the whole country gave *AmaBhokobhoko* at the world cup final! Who can forget how everyone sang, *Tshotsholoza*, as if in one voice.  
 Peter Indeed, I'm sure that the way the crowd sang gave *AmaBhokobhoko* the impetus that they needed to win the world cup!  
 Themba Wow! Who could forget the pride on President Mandela's face when he wore the No.6 jersey and held the trophy aloft together with François Pienaar.

- Peter *Bafana Bafana* also got support like that when they won the African Cup of Nations. By the way, what do you do these days to keep yourself fit?  
 Themba E-e, I try to run three times a week, and I play squash regularly. And you?  
 Peter I cycle, and I try to walk up the mountain on Sundays. But sometimes it's difficult to find the time because my hobby is woodwork.  
 Themba Mine is photography. But the problem is just to find the time!  
 Peter Look, the players have come back. Lunch is finished. The game is going to start now. Let's go back to our seats.

## Unit 13 Let's go to that new restaurant

- Restauranteur Good evening. Welcome to *iZiko Lethu*. We are very glad to see you. How are you?  
 Themba No, we are fine except that we are hungry! Do you perhaps have a table for four?  
 Restauranteur Of course! Follow me.  
 Thandi Can we perhaps have a table near the window?  
 Restauranteur Here it is. How is this?  
 Thandi It's fine! Thank you.  
 Restauranteur Here is the menu.  
 Themba What do you recommend? What are the specials today?  
 Restauranteur Well, to start with we have *isonka samanzi*.  
 Jenny Oh! That reminds me of my childhood on the farm. I really loved *isonka samanzi*.  
 Restauranteur Is that so, *Nkosikazi*? Where do you come from?  
 Jenny I grew up on a farm *emaXhoseni*.  
 Restauranteur Where exactly?  
 Jenny Near Queenstown.  
 Restauranteur Oh, I don't know that region. I grew up in Transkei. Well, let me also recommend *umphokoqo*, *umngquusho*, *umfino*, mutton stew and tripe.  
 Peter I have forgotten, what exactly is *umphokoqo*?  
 Restauranteur It's cooked mealie meal.  
 Peter Oh yes, I remember now.  
 Jenny How is your *umfino* (made)?  
 Restauranteur It's with spinach and onion. May I bring you something

Themba to drink while you are deciding. How about *umqombothi, amarhewu* or beer?

Themba Let's taste all! We have brought a bottle of wine. Can you open it?

Restauranteur Of course!

oooOooo

Restauranteur Are you ready to order?

Themba No, we haven't chosen yet.

Restauranteur Fine, I'll come back in a little while.

Jenny By the way, *Mnumzana*, where is the cloakroom?

Restauranteur Follow me, I'll show you.

Jenny Thank you. Excuse me for a little.

The others That's fine.

oooOooo

Restauranteur Here's the meal!

Jenny Mm, it smells delicious! It also looks delicious!

Restauranteur Well then, I hope that you'll enjoy your meal!

oooOooo

Restauranteur Have you eaten well?

The friends Very much so!

Jenny I would like to get your recipe of *umngquusho* if it is not a secret?

Restauranteur I'll ask the cook for it.

Jenny I would be grateful.

Restauranteur What about (some) dessert?

The friends Thanks very much but we've all had enough (to eat).

Themba May we have the bill now?

Restauranteur No sooner said than done!

## Unit 14 Buying clothes and various African arts and crafts

Jenny Gosh! Please just look at all these beautiful things! Woven mats, wall hangings, pottery, baskets and clothing. It's going to be difficult to choose!

Assistant Good day, may I help you?

Jenny Your shop is really very beautiful! I know I'm going to spend a lot of money today!

Assistant Thanks very much. Would you like to look around first?

Jenny That would be nice.

Assistant Call me if you need help or you want to know anything.

Jenny Okay, *Nkosikazi*. I would like to start looking at dresses and skirts.

Peter That wall hanging on that wall over there is beautiful, *Nkosikazi*.

Assistant Which one, sir?

Peter That one with the woman smoking a pipe. Where was it made?

Assistant It was made by the local women.

Peter How much does it cost, *Nkosikazi*?

Assistant Unfortunately these wall hangings cost a lot of money nowadays because they are made by hand and are of mohair.

Peter I understand.

oooOooo

Assistant Oo! You look very smart, *Nkosikazi*! That dress is very beautiful! It really suits you!

Jenny Yes, but it's a bit small. Have you got it in a bigger size?

Assistant I'll look for a bigger size. What size?

Jenny 36.

Assistant What colour would you like?

Jenny Yellow or red.

Assistant Unfortunately we only have white, brown and green in your size.

Jenny That's fine, I'll try on the brown one.

oooOooo

Jenny It fits me perfectly. I'll take it! How much is it?

Assistant If you buy the dress and the skirt I can reduce the price. They'll cost R225 together.

Jenny Fine. I'll buy both but I don't have enough money. Do you accept credit cards?

Assistant Don't worry, *Nkosikazi*. We accept cash, cheques and credit cards.

Jenny That's good, because I still want to buy other things like pottery, basketware, and especially (jewellery) beads. (*amaso*)

Assistant You mean '*iintsimbi*'. '*Amaso*' are bigger than *iintsimbi*.

Jenny Of course! Now I remember!

Assistant What sort of beads do you want? Necklaces, bracelets? Do you like these anklets?

- Jenny Gosh! Everything is very beautiful. Again it's going to be very difficult for me to choose! Look at all the colours!
- Assistant That's OK, *Nkosikazi*, take your time!

### Unit 15 Travel woes

- Peter Good day, *tata*, how are you?
- Passerby Good day. No, I am still tottering along, my chap.
- Peter Can you help us, *bawo*? We are lost. Is this perhaps the road leading to *Sandile's* grave?
- Passerby No, you are on the wrong road.
- Peter Where do we get (on) the right road then?
- Passerby Turn back on the road you are on now. When you come to the first intersection follow the road to the left. After that, go straight. After one kilometre you'll see the sign '*To Sandile's Grave*'.
- Peter What is the road like? Is it a tarred road?
- Passerby No, it's a gravel road. It is also rather winding like a millipede! There is another road to the right which is shorter. Unfortunately it is not good.
- Peter Thank you very much, *tata*. By the way, where are you going? Can we give you a lift?
- Passerby No, thank you, I'm waiting here for my daughter.  
ooooooo
- Peter Damn! The tyre wouldn't have burst if we had taken the tarred road!
- Jenny One is always wise after an event!  
ooooooo
- Motorist Hello, What's the trouble? Can I help you?
- Peter Hello, *Mnumzana*. My tyre seems to have burst. Can you lend me your jack? Unfortunately mine has disappeared.
- Motorist What a shame! Wait a minute, I'll get the jack out of my boot. Has your spare got air?
- Peter Fortunately I pumped it up yesterday.
- Jenny Thank goodness, you arrived, *Mnumzana*!
- Peter Indeed! By the way, is there a garage nearby? I'm afraid we are soon going to run out of petrol. I can't understand it because I filled the tank yesterday!

- Motorist Perhaps there is a hole in the tank? You know, that happens quite easily on country roads. Let's have a look!
- Peter Oh, heavens! You are right. Indeed, there is a little hole the size of a pea. What are we going to do now?
- Motorist No, don't worry. If you have some soap I'll close it up. After that you will be able to drive to the garage.
- Peter How far is the garage?
- Motorist It's nearby, follow me.
- Peter Thank you, *Mnumzana*. You've really helped us.  
ooooooo
- Mechanic Good day, can I help you, sir?
- Peter Good day, *Mnumzana*. Unfortunately, there is a little hole in my petrol tank. Can you repair it immediately?
- Mechanic Eh, I have a lot of work but I'll try.
- Peter Oh I thank you. How long will it take?
- Mechanic Mm, let me see, perhaps two hours.
- Peter Can you tell me how much it will cost?
- Mechanic It's difficult to tell exactly. About R350.
- Peter Fine, *Mnumzana*. Let's leave the car. We'll see each other later.

### Unit 16 Xhosa heritage trail

- Themba How was your holiday *emaXhoseni*? Did you have a pleasant trip?
- Peter It was wonderful, though we had some problems with the car but luckily we were helped by some very kind people.
- Thandi Well, it's usually like that in the rural areas. But where exactly did you go?
- Jenny We started our trip in **Peddie**. Since my university days when I was studying Xhosa, I've always wanted to visit the historical places of the Eastern Cape. By the way, what is **Peddie** in Xhosa? I've forgotten.
- Thandi It's *Ngqushwa*.
- Jenny Oh, yes, of course. Well, we went to **Peddie** because we wanted to see that famous tree, the white milkwood tree. After that we headed for **King William's Town** to visit the **Kaffrarian Museum** where there is a very interesting collection of traditional artifacts. In the afternoon we went to **Steve Biko's** house. We also visited his grave.

- Peter The following day, we went off to **Hogsback** making a detour and passing through **Keiskammahoek** into the *Amalinde* region.
- Themba Oh *Amalinde*! You know, it was in that region that one of the bloodiest battles in Xhosa history was fought.
- Jenny Of course! That's the battle that is described in the poem *UThuthula* by **Jolobe**, which was one of our (prescribed) poems at university.
- Themba The whole region near the *Amathole* Mountains is full of Xhosa history. There are many places which are named after *Rharhabe* chiefs.
- Peter Yes, we passed *Sandile*'s Dam and also saw *Ngqika*'s grave on the way to **Alice**. In **Alice** we were very interested to visit Lovedale College and **Fort Hare University** where **Nelson Mandela** was a student together with many other present-day leaders.
- Jenny I had just finished reading *The Ochre People* written by **Noni Jabavu**. I therefore very much wanted to find the house in **Middledrift** where her father, Professor Jabavu, lived when he was professor of African languages at **Fort Hare**. Have you ever read this book?
- Thandi Yes, **Noni Jabavu** writes very well so much so that one can actually see the beauty of this region. She describes so beautifully the way of life and customs of the Xhosa people of that time. Have you also read her other book *Drawn in Colour*?
- Jenny Yes, am I not right in saying that that was her first book?
- Themba Did you find **Jabavu**'s house after all?
- Jenny No, unfortunately we didn't.
- Thandi Where did you head for after that?
- Peter We stayed at **Hogsback** for a few days. Gosh! The beauty of that region is breathtaking. The peace! And the tranquillity! The indigenous forests and the waterfalls are quite stunning, and the many species of birds and their singing are just too wonderful to experience.
- Themba You must have been in your element, Peter, person of nature that you are!
- Peter You can say that again! Therefore we decided to stay there several days.

- Jenny The next place we visited was **Stutterheim**. We wanted to see *Sandile*'s grave but we got lost and gave up. We wanted to follow *Sandile*'s walk but we had no time.
- Peter The following day we headed for **Umtata**. On the way, we cut through beautiful pastures, with cattle and sheep dotting the slopes, passing through **Komga**, **Butterworth** and **Idyutywa**. We wanted to visit **Qunu** where **Nelson Mandela** was born. Unfortunately, his childhood home is not there any more but his school is still there.
- Themba Did you have time to go to the coast?
- Peter Of course! We stayed at **Port St Johns** for three days. The nature there! The hills descending to the coast, the round huts and the maize fields! Indeed, the country is still so unspoilt (it is like a young maiden!).
- Themba No, you've made me quite jealous!
- Jenny On the way to **Umtata**, at **Libode**, we passed by an old country store. It reminded me of **Jolobe**'s essay *Ivenkile Yangaphandle*. We actually wanted to go to **Cala**.
- Thandi What attracted you to **Cala**?
- Jenny We were invited there by friends.
- Thandi What did you do there?
- Jenny We took part in the daily activities. And the kindness we found there was so heartwarming. In the evenings, we even sat around the fire and listened to folktales like days of old!

## KEY TO EXERCISES

## Key to exercises

### Unit 1

- 1 (a) Molo Thandi. (b) Molo mama.  
 (c) Molo tata. (d) Molo sisi. (e) Molo bhuti. (f) Molo nkosikazi. (g) Molo mnnumzana/ mhlekazi. (h) Molo nkosazana. (i) Molo mntwan' am.  
 (j) Molweni manene namanenekazi.  
 (k) Ndingu... (l) Ndiyavuya ukukwazi.  
 2 (a) Unjani (namhlanje)? (b) Uhlala eKapa? (c) Ndawoni kanye?  
 3 (a) Namkelekile eKapa, manene namanenekazi. (b) Ndiyaphila, enkosi.  
 (c) Ndiyavuya ukukwazi. (d) Ndihlala eKapa. (e) Bekumnandi ukuthetha nawe. (f) Bekumnandi ukudibana nawe. (g) Sobonana kwakhona kamsinya. (h) Sala kakuhle. (i) Salani kakuhle. (j) Hamba kakuhle.  
 (k) Hambani kakuhle. 4 (a) Uphila njani? / Unjani namhlanje? (b) Uhlala phi? (c) Ndawoni kanye? 5 Nam ndiyavuya ukukwazi Jenny.  
 6 knowledgeable person; news/affair; danger; opportunity/chance; try, strive.  
 7 (a) ibhafrum – bathroom (b) ibhedzi – bed (c) ikhabhathi – cupboard  
 (d) idrowa – drawer (e) iwodrophu – wardrobe (f) ishelefu – shelf  
 (g) ibhokisi – box (h) itipoti – teapot  
 (i) ifolokhwe – fork (j) iwtoshi – watch  
 (k) ipensile – pencil (l) irediyo – radio  
 (m) iheji – hedge (n) igaraji – garage  
 (o) ibhayisikile – bicycle (p) imoto –

motor(car) (q) ilori – lorry (r) iteksi – taxi (s) ifomu – form (t) imali – money.

### Unit 2

- 1 (a) Ngubani igama lakho? / Üngubani? (b) Ünjani namhlanje?  
 (c) Uyafunda? (d) Ufunda phi ukusithetha isiXhosa? 2 wakho; wam; wakho; wam. 3 (a) Ngena.  
 (b) Kumnandi kakhulu ukudibana nawe. (c) Hlala phantsi. (d) Kunjani ngokuphunga okanye ngokusela?  
 (e) Hamba kakuhle. 4 (a) Üfuna (ukuphunga) ikofu? (b) Üfuna (ukuphunga) iti? (c) Üfuna ukudibana noPeter? (d) Üfuna ukuthetha noThemba? (e) Ufuna ukuthetha isiXhosa? (f) Ufuna ukuhlala ngaphandle? (g) Ufuna ukuhlala ngaphakathi? (h) Ufuna ukuhamba ngoku? 5 (a) Nifuna (ukuphunga) ikofu? (b) Nifuna (ukuphunga) iti?  
 (c) Nifuna ukudibana noPeter?  
 (d) Nifuna ukuthetha noThemba?  
 (e) Nifuna ukuthetha isiXhosa?  
 (f) Nifuna ukuhlala ngaphandle?  
 (g) Nifuna ukuhlala ngaphakathi?  
 (h) Nifuna ukuhamba ngoku?  
 6 (a) Ukhetha iti okanye ikofu?  
 (b) Ukhetha ukuhlala ngaphakathi okanye ngaphandle? (c) Ukhetha ukuthetha isiXhosa okanye isiNgesi?  
 7 (a) Masingene!

- (b) Masihlale phantsi! (c) Masithetha isiXhosa! (d) Masiphunge ikofu!  
 (e) Masiphunge iti! (f) Masisele into ebando! (g) Masihlale ngaphandle!  
 (h) Masincokole! (i) Masisale!  
 (j) Masiye / Masihambe. 8 (a) Bahlala; eKapa / ePinelands. (b) Üfunda; esikolweni. (c) Üfunda; esikolweni.  
 (d) Bahlala; ePinelands. 9 (a) Ngubani igama lakho? (b) Ühlala phi?  
 (c) Üphila njani namhlanje? Possible answers: (a) Ndingu John Smith.  
 (b) Ndihlala eKapa. (c) Ndiphila kakuhle. 10 UJenny: Molo Thandi, wamkelekile. UThandi: Molo, sisi.  
 UJenny: Ngena. Kunjani namhlanje? UThandi: Ndisaphila. Unjani wena?  
 UJenny: Ndikhona, sisi. Ufuna into yokusela? UThandi: Hayi, Jenny, ndikhetha ikofu. UJenny: Kulungile. Masiphunge. Ufuna ukuhlala ngaphakathi? UThandi: Hayi, sisi.  
 Masihlale ngaphandle. Lihle namhlanje. Ndingakuncedisa? UJenny: Ewe, ungandicedisa, enkosi. (a) yes  
 (b) no (c) no (d) yes.

### Unit 3

- 1 (a) Ndifuna ukuthetha isiXhosa.  
 (b) Ndingathetha isiNgesi? (c) Ndithanda ukuthetha isiXhosa. (d) Ndizama ukuthetha isiXhosa. (e) Ndithetha isiXhosa kancinci nje. (f) Ndisafunda.  
 (g) Ndisaphazama kakhulu xa ndithetha isiXhosa. (h) Nceda ndilungise. 2 (a) Andiqondi. (b) Nceda uphinde kwakhona. (c) Andilandeli.  
 (d) Uxolo, üthini? 3 (a) Hayi, andikwazi. (b) Hayi, andisithethi kakuhle. (c) Hayi, andiqondi. (d) Hayi,  
 andiphilanga. (e) Hayi, andikhumbuli.  
 (f) Hayi, andifuni (kuphunga) kofu.  
 (g) Hayi, andifuni manzi. (water)

- 4 (a) Nceda uthethe isiXhosa / Ndicela uthethe isiXhosa. (b) Nceda uezekelele / Ndicela uezekelele. (c) Nceda uphinde kwakhona / Ndicela uphinde kwakhona. (d) Nceda uzame kwakhona / Ndicela uzame kwakhona. (e) Nceda undixelete / Ndicela undixelete. 5 (a) When was President Nelson Mandela born? (b) He was born on July 18, 1918. (a) Where did he grow up? (b) He grew up in Qunu in the Eastern Cape Province.  
 (a) Where did he go to school? (b) He went to a Wesleyan school. After that he went to the University of Fort Hare.  
 (a) What did he do after that? (b) He worked as a policeman on the mines but he carried on with his law studies.  
 6 (a) Kuthethwa isiNgesi, isiBhulu nesiXhosa. (b) Kuthethwa isiXhosa, isiNgesi nesiBhulu. (c) Kuthethwa isiTswana nesiBhulu. (d) Kuthethwa isiSuthu nesiBhulu. (e) Zonke iilwimi zithethwa eGauteng. (f) Kuthethwa isiSwati, isiTsonga, isiZulu, isiNdebele nesiBhulu. (g) Kuthethwa isiZulu nesiNgesi. (h) Kuthethwa isiTswana, nesiBhulu. (i) Kuthethwa isiVenda, isiPedi nesiBhulu. (j) Kuthethwa isiXhosa eMpuma-Koloni naseNtshona-Koloni. (k) Kuthethwa isiZulu kwaZulu-Natal eMpumalanga naseGoli. (l) Kuthethwa isiTswana eMntla-Ntshona naseMntla-Koloni. (m) Kuthethwa isiSuthu eFreyistata.  
 7 (a) AmaZulu athetha isiZulu.  
 (b) AmaSwati athetha isiSwati.  
 (c) AmaNdebele athetha isiNdebele.  
 (d) AmaBhulu athetha isiBhulu.

- (e) AmaVenda athetha isiVenda.  
 (f) AmaNgesi athetha isiNgesi.  
 (g) AbeTswana bathetha isiTswana.  
 (h) AbeSuthu bathetha isiSuthu.

## Unit 4

- 1 (a) ootishala (b) balungile (c) ntoni?  
 (d) Ungumfundu (e) ntoni? (f) abazali bakho? (g) Uyingcaphephe yeziyalo  
 (h) ungutitshalakazi (i) ntoni?  
 (j) isiXhosa (k) nesiNgesi (l) abazali  
 (m) ungumphathi (n) ungugqirha.  
**2** umakhi, umbhali, umcocci, umculi,  
umfotj, umguquli, umlawulii, umlimi,  
umphathi, umqequeshi, umsasazi,  
umthengisi, umthwali(\*porter),  
umzobi. **3** (a) UThemba  
ungumphathi. (b) USipho ungumakhi.  
 (c) ULinda ungumocci.  
 (d) UNozipho ungumsasazi.  
 (e) USindi ungumbhali. (f) ULumkile  
ungumlimi. (g) UThandeka  
ungumculi. (h) UXoliswa  
ungumguqli. (i) UYizani  
ungumthengisi. (j) UThandi  
unguggirha. **4** Ngabantwana;  
ngabazuklwana; yintombi: ngutata;  
ngumama; ngutat'omkhulu;  
ngumakhulu. **5** (a) Lo ngunyana wam.  
 (b) Ngabazali bam. (c) Yintombi yam.  
 (d) Lo ngutat'omkhulu wam. (e) Lo  
ngumama wam. (f) Yinkosikazi yam.  
 (g) Ngabantwana bam. (h) Lo  
ngumyeni wam. **6** (a) Uvela efama  
ngaseRhini. (b) Uhlala eKapa ngoku.  
 (c) Uya eKirstenbosch yonke imihla.  
 (d) Uvela eMpuma-Koloni.  
 (e) UFundisa abantu abafuna ukufunda  
ukuthetha isiXhosa, oosomashishimi,

- abasebenzi beenkampani njalo, njalo.  
 (f) Usebenza kwisibhedlele  
 sabantwana iRed Cross. (g) Uya  
 kwikliniki yePrimary Health Care.  
 (h) Usebenzela inkampani yeenqwelo-  
 moya. **7** (a) Ndivila e\_\_\_\_; (b) Ndihlala  
 e\_\_\_\_ ngoku; (c) Nding\_\_\_\_ / Ndil\_\_\_\_;  
 Ndiy\_\_\_\_; (d) Ndisebenza e\_\_\_\_ /  
 Ndisebenzela \_\_\_\_ **8** (a) ndisebenzela  
 (b) iphekela (c) uyandifundisa (d)  
 ufundela (e) bayathandana.  
**9** (a) Masifundisane! (b) Masidibane!  
 (c) Masincedisane! (d) Masakhane!  
**10** (a) ndihambe ngoku (b) ndiye  
 emsebenzini (c) ndisebenze ngoku  
 (d) ndiye esibhedlele (e) ndigoduke  
 (f) ndithethe isiXhosa yonke imihla  
 (g) ndihlawule ngekhadi.  
**11** (a) ngebhasi; nge-eropleni (b) nge-  
eropleni; ngemoto (c) ngokomsebenzi;  
ndingumphathi (d) kwishishini;  
e-ofisini (e) nangokuhlwa; ngamanye  
 (f) ngento. **12** Bangumthi; Bayinyoka;  
Uyinyoka; Ungumkhombe;  
Uyindlovu. **13** UJenny: Thandi,  
usebenza kwesiphi isibhedlele?  
 UThandi: Ndisebenza kwisibhedlele  
 sabantwana iRed Cross. UJenny: Oo,  
 wenza umsebenzi omkhulu. Usebenza  
 khona imini yonke? UThandi: Hayi,  
 ndisebenza esibhedlele kusasa  
 kuphela. Emva kwemini ndisebenza  
 kwikliniki yePrimary Health Care.  
 UJenny: Ngumsebenzi onzima  
 kanjalo. UThandi: Nawe usebenza  
 kakhulu, Jenny. UJenny: Masiye  
 ngaphandle ngoku. Nantsi ikofu  
 nekeyiki. Ndiggibile ekhitshini.  
 (a) Jenny and Thandi (b) about their  
 work (c) in the kitchen.

## Unit 5

- 1 (a) Iphi iswekile? (b) Luphi ubisi?  
 (c) Iphi ikeyiki? (d) Liphie icephe?  
 (e) Iphi ikofu? (f) Iphi iti? (g) Iphi  
 itispuni? **2** (a) Nantsi iswekile.  
 (b) Nalu ubisi. (c) Nantsi ikeyiki.  
 (d) Nali icephe. (e) Nantsi ikofu.  
 (f) Nantsi iti. (g) Nantsi itispuni.  
**3** (a) Ndiyayithanda.  
 (b) Ndiyawatthanda. (c) Ndiyazithanda.  
 (d) Ndiyazithanda. (e) Ndiyayithanda.  
**4** (a) Yizalise. (b) Wabilise. (c) Luzise.  
 (d) Yiqqithise. (e) Zincede.  
**5** (a) Unjani namhlanje? (b) Banjani  
 abantwana? (c) Unjani umyeni  
 wakho? (d) Injani inkosikazi yakho?  
 (e) Banjani abazali bakho? (f) Unjani  
 umsebenzi? (g) Linjani izulu?  
 (h) Injani ikeyeki? (i) Zinjani  
 lisengwitshi? **6** (a) (Ionti) yenze  
shushu; (ubisi) unga/bilisi; (umxube)  
wuzamisele (b)  $1\frac{1}{2}$  ikomityi zecastor  
sugar; 2 ikomityi zeflawa; ikomity  
yobisi; 90gm yemajarini;  $1\frac{1}{2}$  itispuni  
zevanilla essence; indlela yokwenza;  
 umxube wobisi; iitin zekeyiki;  
 ipakethe ye-icing sugar; 250 gm  
yemajarini; icephe lecocoa powder;  
 icephe lamanzi. **7** Amaqanda; iflawa;  
 ibhotholo; iswekile; ubisi; imajarini;  
 i-icing sugar. **8** ikofu; amanzu; ikofu;  
 ubisi; ubisi; ubisi; ubisi.  
**9** 1(c) 2(d) 3(g) 4(a) 5(e) 6(h) 7(b) 8(f).

## Unit 6

- 1 1(b) 2(d) 3(a) 4(e) 5(c) 6(f).  
**2** (a) Ndiyagodola; kuyabanda  
 (b) Ndifudumele; kufudumele  
 (c) Kuyaphola; kupholile (d) Kuza  
kuna ngomso; akuzi kuna namhlanje.

- 3 (a) Yimini entle (b) embu  
 (c) ephophileyo (d) eshushu  
 (e) Bubusuku obupholileyo.  
**4** (a) Siza (b) ningathanda  
 (c) Sinamanye (d) ndingathanda  
 (e) kuxhomekeke (f) uvuthuza  
 (g) luza kulwa (h) Ndiyoyika  
 (i) asizi kuya (j) kuvuthuza gqitha  
 (k) Niza kuya (l) kuyanetha?  
 (m) andoyiki (n) Niza kuya  
 (o) kushushu (p) andikhathazeki /  
asikhathazeki.  
**5 Weather forecast:** (a) winter  
 (b) summer  
 Makhe sikhangele ukuba imozulu  
 yangomso iza kuba njani na. Liza  
 kusibekela libanda linentshizane  
**eNtshona-Koloni** kodwa  
 liqhaqazelise amazinyo embindini  
 emva kwemini kude kuwe nekhephu  
 kwimimandla ephakamileyo  
 nasezintabeni. Siya phaya **eMpuma-**  
**Koloni**. Gqaba amafu lipholile  
 linemvulana. Limvula ziza  
 kunwenwela ngasempuma ngomso.  
 Ziya kuphela emva kwemini. (*Let's  
 just have a look at what the weather  
 will be tomorrow. It will be overcast  
 and cold with drizzle in the Western  
 Cape but in the interior it will be so  
 cold as to make your teeth chatter and  
 even snow falling in the high regions  
 and on the mountains. We go over to  
 the Eastern Cape. Scattered clouds,  
 cool with light rain. The rain will  
 spread towards the east tomorrow in  
 the afternoon.*) Izanuse zemo-zulu  
 zilumkise ukuba liza kuzola de ilanga  
*ligqatse ubhobhoyi* eNtshona-Koloni  
 ngomso. Kanti kuza kubhudla umoya  
 ongephi kodwa uza kutsho ngamandla  
 kufutshane nonxweme ngokuhlwa.

EMpuma-Koloni liya kuzola lithę  
gqaba amafu, kanti kungakho  
neendudumo mva. (*The weather  
forecasters warn that it will be fine  
becoming so hot that the sun will  
scorch even the African hoopoe bird in  
the Western Cape tomorrow. Whereas  
there will be a slight wind but it will  
be stronger near the coast towards  
evening. In the Eastern Cape it will be  
fine with a few scattered clouds and  
there could even be thunder later.*)  
**6** (a) Uyakwazi ukuthetha isiXhosa?  
Hayi, ndikwazi ukuthetha isiZulu  
kancinci kuphela / qha. (b) Uyakwazi  
ukuthetha isiNgesi? Ewe, ndisifunda  
esikolweni. (c) Ungandinceda?  
Kakade, ndiza kukunceda. Ndilusizi,  
andinakho ukukunceda /  
andinakukunceda. (d) Unokuza  
ngoLwesihlanu? Ndilusizi,  
andinakuza. Ndixakekile gqitha.  
(e) Ndingakufowunela ngomso?  
Kulungile. (f) Ndingakugalelela enye  
ikomityi yekofu? Hayi, enkosi.  
Ikomityi enye yanelekum.  
(g) Ndingangena? Ewe, ndicela  
ungene. **7** (a) Ndikhetha izinto  
ezimnandi. (b) Ndikhetha ikofu  
enobisi neswekile. (c) Ndikhetha  
iisengwitshi. (d) Ndikhetha imajarini  
(e) Ndikhetha iwayini emhlophe.  
**8** (1) imnyama (2) ilubhelu  
(3) iluhlaza (4) imhlophe (5) ibomvu  
(6) iblawu / iluhlaza.  
**9** 'Now we (have) hope for peace,  
Now we (have) hope for happiness /  
Through the coming of the summer  
rains / Because summer has now  
come.' From a summer rain region,  
i.e. Eastern Cape.

## Unit 7

- 1 (a) Uxolo, ndikwenzakalisile?
- (b) Uxolo ngokukuphazamisa.
- (c) Ndilusizi, ndileyithi. (d) Uxolo, ndilibile. (e) Uxolo ngokukulindisa.
- (f) Uxolo, andisithethi kakuhle isiXhosa. **2** 1(c) 2(a) 3(e) 4(b) 5(d).
- 3** (a) Yiza apha. Kulungile, ndiyema.
- (b) Yima! Kulungile, ndiyema.
- (c) Yenza iti ngoku. Kulungile, ndiza kuyenza ngoku. **4** / Ewe. ndifuna ipetroli. / (u-97) Ndifuna u-97/ Nceda ugalele u-97. / Hayi, ndiphe nge-50 rand qha namhilanje. / Nazi. / Hayi, kodwa unokuhangela amavili. / Faka 210. / Ewe. Musa ukulibala ukukhangela amanzi.
- / Enkosi. Nali icuba. **5** (a) Wazalelwę
- (b) ndazalelwę (c) bafudukela
- (d) Ndakhulela (e) wazalelwę
- (f) ndazalelwę (g) ndahlala (h) Utshatile? (i) sisebenza (j) Utshatile wena? (k) ndineentombi
- (l)  unabantwana? (m) sinabantwana / ndinabantwana (n) isencinci
- (o) Kufuneka (p) Ndileyithi / Kuleyelithi (q) Bekumnandi. **6** (a) Ube nempela veki emnandi eRhini. (b) Ube neholide emnandi. (c) Ndikunqwenela impumelelo emsebenzini wakho.
- (d) Ubhale kakuhle. (e) Ube neKresmesi emyoli nonyak' omntsha omnandi. (f) On birthdays. At weddings. (On the occasion of President Mandela's marriage to Graca Machel, family members sang this song which is traditionally only sung at weddings.)
- 7** 1(i) 2(j) 3(b) 4(h) 5(g) 6(d) 7(c) 8(e) 9(f) 10(a). **8** Title.

## Unit 8

- 1 amehlo; iindlebe; iingalo, izandla; iminwe; imilenze; iinyawo; iinzwane; amazinyo; amadolo. **2** (a) Unjani umntwana wakho? Usesesibhledle?
- (b) Ndilusizi ukuba ubhetele kancinci kuphela/qha kodwa ndonwabile ukuba usekhaya kwakhona. (c) Utheni ugqirha? (d) Masithembe ukuba uza kuphila kamsinyane kwakhona.
- 3** (a) iflu (b) ifiva (c) ibhedi (d) usisi.
- 4** (a) Molo mama. (b) Unjani namhlanje?
- (c) Ndilusizi ukuba usesibhledle ugula. (d) Ndingakunceda ngantoni?
- (e) Uneentlungu? (f) Ndithembä / ndinqwenela ukuba uya kuchacha ngokukhwuleza. (g) Sala kakuhle, mama. **5** 1(f) 2(d) 3(b) 4(c) 5(a) 6(e). 6 (c) (a) (d) (f) (b) (e).
- 7** (a) Unesibindi. (b) Unentliyio kakhulu. (c) Banomqolo kakhulu. (d) Unomlomo. (e) Unesandla.
- 8** He/she has a cold hand. (b) He/she has a hot hand. (c) He/she gives with a beautiful heart. (d) He/she has a white heart. (e) Do you have heavy knees?
- 9** (a) My heart is sore. (b) He/she has a dark/black heart. (c) He/she has a pure heart. **10** (a) oluphi ulwimi
- (b) eziphi iilwimi (c) nezinye iilwimi ... kwelinye ilizwe? (d) oluphi ulwimi?
- (e) ngowuphi unyaka? (f) ngeyiphi inyanga? (g) Ngeyiphi imini?
- (h) kweliphi ilizwe? (i) Kweyiphi idolphu? (j) kwesiphi isikolo?
- (k) kweliphi ibanga? (l) kweyiphi iyunesithi?

## Unit 9

- 1** (a) kaNkosikazi Bongela
- (b) likaRycroft (c) bakaPeter (d) kaPeter
- (e) kaPhumla. **2** It is the coming of Nxele. **3** Umgquba, imbewu, imithi, izixhobo. **4** (a) Uphi – Unaye? nangu. (b) Ziphi – Unazo? nanzi. (c) Iphi – Unayo? Nantsi. (d) Liphi – Unalo? Nali. (e) Siphi – Unaso? Nasi. (f) Iphi – Unayo? Nantsi. (g) Liphi – Unalo? Nali. (h) Iphi – Unayo? Nantsi. (i) Iphi – Unayo? Nantsi. (j) Uphi – Unawo? Nanku. **5** 1(f) 2(g) 3(d) 4(c) 5(h) 6(a) 7(b) 8(e). **6** (a) ezi zinto (b) loo kiriva (c) le mithi (d) loo mithi (e) ezaa zithole (f) laa heji. **7** (a) le (b) lo (c) lo (d) le (e) esi (f) lo (g) le (h) le.
- 8** (a) Eyona (b) Eyona; (c) yeyona (d) Yeyona (e) lelona (f) eyona.
- 9** (a) -okelela (b) yahlukanisani
- (c) Fakani (d) -bole (e) -gcine
- (f) -thatha (g) -nkencceshela
- (h) -tyaleni (i) -zaliseni (j) -tyaleni
- (k) -gcineni (l) -fe (m) Khumbulanı
- (n) nqabe (o) -zama (p) -londoloza
- (q) nkencceshelanı (r) -nkencceshela
- (s) nkencceshelanı (t) Lumkani
- (u) -moshi (v) Jikelezani (w) -gcine.

## Unit 10

- 1** 1(c) 2(b) 3(d) 4(a). **2** (a) The dough is eaten by the dog. (b) The soil is beaten by the sun. (c) The children were entered by a bird. (d) It was gone by the custom. (e) This thing is deprived of time. (f) The depth of a pool is felt by a stick. **3** Horoscope; obituary. **4** (a) Bancokola e-ofisini / emsebenzini. (b) Kakuhle. (c) Baya ekhefi baphunge. (d) Ngoba/Kuba

uMary unyuselwe emsebenzini.  
 (e) Entlanganisweni.

**5** 1 (c) Ndiyireceptionist;  
 2 (a) Ndingumpheki; 3 (b) Ndiyintatheli.

**6** (a) **Social worker** (wanted). *Our company is looking for the service of an energetic hard-working person (who can work hard) in child protection. A driver's licence and knowledge of Xhosa are essential. Experience in child care and speaking English and Afrikaans well is of advantage. Salary is negotiable according to work experience. Send your CV and references of three people who can be contacted and the job application to \_\_\_\_\_. Closing date is \_\_\_\_\_. (b) Receptionist / secretary (wanted). A well-known garage (place that repairs and sells cars) is looking for a receptionist / secretary. The applicant must have the following skills: be computer literate; able to write and send accounts; write and answer all letters; communicate with people; speak Xhosa, English and Afrikaans well. Experience in secretarial work is also required. This includes: answering calls and enquiries; dealing with visitors; writing letters and posting outgoing mail; looking after all stationery; preparing meetings. Fax CV and three contactable references to \_\_\_\_\_.*

**7** (a) good (b) bad (c) interesting  
 (d) brave (e) popular (beloved)  
 (f) energetic (g) knowledgeable  
 (h) kind (i) lonely (j) experienced  
 (k) calm (l) diligent (m) famous  
 (n) busy.

## Unit 11

- 1 (a) akaho (b) akazi kuba kho (na)
- (c) akazi kubuya (d) akakho,  
usekhaya. (e) awukho (f) ayikho.
- 2 (a) ndingathetha (b) Ndilusizi
- (c) usaxakekile (d) ukushiya umyalezo
- (e) Mxelele ukuba ndiza kuzama
- ukumfowunela kwakhona emva
- kwemini. 3 For example, Wrong
- number. (Inombolo ewrongo)
- 4 (a) Ufuna ukuthetha noNksk. Bizo.
- (b) Hayi, akaho. (c) Uvile ukuba
- uNksk. Bizo ufuna umntu oza
- kumcedisa kwishishini lakhe. Ufuna
- ukwenza isicelo. (d) Uza kuzama
- ukufowuna ngentsimbi yesithandathu.
- 5 (a) Ndithethethe noVal namhlanje.
- (b) Siza kuya kubukela ifilim ngeCawa.
- (c) Ungahamba nathi? (d) UVal uza
- kundiphuthuma ngentsimbi yesihlanu.
- 6 (a) Ndinabantwana abathathu,
- iintombi ezimbini nonyana omnye.
- (b) imiyalezo emine (c) iinombolo
- zefowuni ezimbini (d) amatikititi
- amahlau (e) iincwadi ezintandathu.
- 7 UThandi: Molo sisi. UNomsa: Ewe
- ke, sisi. Kunjani? UThandi: Ndikhona,
- sisi, ngaphandle nje komsebenzi.
- Unjani wena? UNomsa: Ndiphilile,
- enkosi. Uxakekile? UThandi: Ewe,
- kufuneka ndiye evenkileni. Sifuna
- ukulungiselela itheko ngoMqibelo.
- Ukuba lihle singenza ibrayi
- ngokuhlw. Singathanda ukuba nize
- wena noSipho? Siza kumema nabanye
- abahlubo. UNomsa: Enkosi
- ngokusimema. Ndingathanda ukuza
- codwa ndiza kuthetha noSipho kuqala.
- Ndiza kukufowunela ngokuhlw
- okanye ngomso. UThandi:
- Ndiyathemba ukuba uSipho unokuza.

## KEY TO EXERCISES

- UNomsa: Nam ndiyathemba.  
 UThandi: Awu, nkosi yam, seyi-5  
 o'clock. Kufuneka ndikhawuleze  
 ndiye evenkileni. Sobonana  
 ngoMqibelo mhlawumbi. UNomsa:  
 Kamnandi. (a) yes (b) yes (c) no  
 (d) no (e) yes. **8** 1(e) 2(b) 3(g) 4(c)  
 5(f) 6(a) 7(h) 8(d).
- 9** (a) nabani? (b) Ngubani (c) bani?  
 (d) eyiphi (e) Ngubani (f) Ithini (h)  
 Ithini (i) Ithini (j) ntoni? (k) ngantoni?  
 (l) Yintoni (m) ntoni? **10** 1(d) 2(b) 3(e)  
 4(a) 5(c).

## Unit 12

- 1 (a) isenta – centre (b) iflenki – flank
- (c) iflyhafu – flyhalf (d) ihoka – hooker
- (e) ilokhu – lock (f) isikramhafu
- scrumhalf (g) irenka / front rank
- (h) isikoro – score (i) isoka – soccer
- (j) amatikititi – tickets. **2** (a) Yikhabe!
- (b) Yibambe! (c) Yiphose! (d) Yiggithise!
- (e) Yibethe! **3** (a) nini (b) awaphi
- (c) ngubani (d) ngubani (e) njani /
- ngubani (f) bani (g) eliphi.
- 4** (a) Ndisadlala (b) Andidlali
- (c) Andisadlali (d) Ndandikade
- ndidlala (e) (Andi)zange ndiwudlale.
- 5** (a) Kutheni wena uwuthanda
- umbhoxo? (b) Kutheni wena
- ukuthanda? (c) Kutheni wena
- ungayithandi? (d) Kutheni wena
- ungakuthandi? **6** (a) Wawukade
- uthunga / Wawuthunga ntoni?
- (b) Wawukade unitha / Wawunitha
- ntoni? (c) Wawukade ucula /
- Wawucula / ntoni? (d) Wawukade
- udanisa yeypifi imidaniso?
- (e) Wawukade uloba phi?
- 7** (a) Uyayithanda imidlalo?
- (b) Uxhasa eliphi iqela?

- (c) Uyayibukela imidlalo kumabona-kude? (d) Unemisetenzana yokuzonwabisa? (e) Uywuthanda umculo? **8** (a) wayemele
- (b) wayeyintloko (c) wayedlalela
- (d) wayengomnye. **9** (a) USipho udibana noVuyani. (b) Ebegula.
- (c) Ebegula inyanga yonke.
- (d) Bathetha ngoNomsa. (e) Udla ngokubaleka. (f) Wawa, wophuka umlenze. (g) Ufuna ukufowunela umyeni wakhe kuba ufuna ukufumana isibhedele. **10** (a) UVuyani ufuna
- ukufowunela umyeni womhlobo
- wakhe. (b) UVuyani ufuna
- ukufowunela inkosikazi yomhlobo
- wakhe. (c) UVuyani ufuna
- ukufowunela abazali bomhlobo
- wakhe. **11** 1(g) 2(i) 3(e) 4(a) 5(d) 6(h)
- 7(c) 8(b) 9(j) 10(f).

## Unit 13

- 1 (a) Ukutya akumnandi.
- (b) Andinambithi kutya. (c) Isonka asinancasa. (d) Andithandi nyama.
- 2** (a) kokulamba (b) kokunxanwa
- (c) komsebenzi (d) kwezulu
- (e) kokufunda gqitha. **3** (a) Imifuno midala kakhulu. (b) Ama-apile amnandi. (c) Isuphu ayinatyuwa (konke). (d) Ndithanda isonka esimhlophe. (e) iwayini ebomvu.
- (f) Itapile azishushu / ziyabanda.
- 4** (a) Unayo itafile yabantu ababini
- (b) abathathu (c) abane (d) abahlau?
- 5** (a) Ndingahlala ngaphandle?
- (b) Nceda / Ndicela uzise uluhlu lokutya / imenyu. (c) Ndingaodola ngoku? (d) Ndingafumana iwayini ebomvu? (e) Ndingafumana imifuno / iziqhamo? **6** Ndingafumana (a) esinye

isilayi sesonka (b) obunye utywala  
 (c) enye ifolokhwe (d) enye imela  
 (e) elinye icephe (f) enye itispuni  
 (g) enye ileyiti (h) enye ikomityi yeti.  
**7** (a) bedroom (b) sitting room /  
 lounge (c) study. **8** 1(e) 2(g) 3(f) 4(b)  
**5**(a) 6(d) 7(c). **9** (a) Ndingathanda  
 isidudu, izilayi ezibini zesonka  
 esimduka, iqanda elithambileyo,  
 ibhotolo nejam. (b) Ndingathanda  
 inyama ebandayo, isaladi, isilayi  
 esinye sesonka esimhlophe nesilayi  
 esinye sesonka samasi (setshizi).  
 (c) Ndingathanda inyama yegusha,  
 iitapile, imifuno neziqhamo.  
**10** itswele elikhulu, iminqathe,  
 iimbotyi ezintsha, iiphizi, iimbotyi  
 zeswekile, igaliki, ipasili, iitapile.  
**11** (a) (Kuba) ufunu ukwenza isaladi  
 yeziqhamo. (b) Ama-apile, amapere,  
 ipayina, ii-orenji, iipesika, iibhavana  
 nevatala. (c) Ezinye ziluhlaza, ezinye  
 zivuthiwe. (d) Ivatala imnandi  
 inamanzi kakhulu. (e) Idla R7.  
 (f) Akathengi makhiwane neediliya.  
**12** (a) Nceda uhlambe iitapile.  
 (b) Musa ukuthatha iitapile ezinkulu,  
 thatha ezi ezincinci. (c) Chuba  
 amatswele amabini ne-apile (elinye).  
 (d) Nqunqa amatswele (kunye)  
 nethanga. (e) Tshweza iminqathe.  
 (f) Hlamba amaggabi eletisi  
 neetumato. (g) Zisa ezinye izitya.  
 (h) Zisekhathathini phezu kwesinki.  
 (i) Vula itoti. (j) Vula nale.  
 (k) Khawulungise itafile. **13** Nomvuyo  
 othandekayo, Ndingathanda  
 ukukumema kwisidlo sangokuhlwa  
 ngoMgqibelo. Asibonananga ixesha  
 elide ngoko ke kungamnandi  
 ukuncokola kwakhona. Ndithembra

ukuba uMgqibelo ngokuhlwa ulungile  
 kuwe. Ngothando Nomsa.

## Unit 14

- 1 (a) Ndingawafumana
- (b) Ndingazifumana
- (c) Ndingayifumana (d) Uyayithengisa
- (e) Uyazithengisa. **2** (a) owuphi
- (b) eyiphi (c) eziphi (d) eyiphi
- (e) awaphi. **3** (a) advertisement
- (b) ukuhombisa (c) likanopopi;  
leenqawa; lengxowa (d) iimagi  
 < mug(s); iitsheyini < chain(s).
- 4** (a) Uvela eKapa (b) Ziphelile
- (c) Uthenga iingobozi ezimbini
- (d) Ulhliisa nge-10% (e) Kulo nyaka  
 uzayo. **5** 1 (b) (c) (d) (e) (f) (g) (h) (i)
- (k); 2 (a) (b) (c) (d) (e) (h) (i) (j) (l).
- 6** (a) onamabala amaninzi
- (b) aqqambileyo (c) mifutshane
- (d) udlu; itshipu; ezintle.
- 7** (a) emhlophe; omnyama; oluhlaza
- (b) ibomvu; entsundu (c) zilubhelu  
 zakho; epinki. **8** (a) ngapehu; zonke
- (b) ilungileyo (c) kunazo zonke
- (d) intle iluhlaza; kunayo iluhlaza.
- 9** (a) kunengonyama (b) kunehlosi
- (c) kunondlebende (d) kunenyosi
- (e) kunendlovu.
- 10** (a) njengonyama (b) njengehlosi
- (c) njengondlebende (d) njengenyosi
- (e) njengendlovu.
- 11** (a) inkosikazi / umfazi; from  
 umbhinqo 'skirt' (b) ubomi (c) lizwe
- (d) wamema (e) ukufumana (f)  
ngomnye; ungumyili; ungummini;
- ungumlawuli; bazithanda; uyifumene  
bemkhuthaza.

## Unit 15

- 1** 1(b) 2(d) 3(g) 4(a) 5(j) 6(i) 7(c) 8(f)  
 9(h) 10(e). **2** (a) indlela ilungile?  
 (b) ayinangozi? (c) yindlela yetha?  
 (d) yindlela yegrabile? (e) indlela  
 isakhiwa (f) indlela sel' ivulive na.
- 3** (a) Uxolo Mnumzana. Ungandinceda  
 na? Ndilahlekile. (b) Ndifuna ukuya  
 kwivenkile inguKwantu Crafts/  
 evenkileni egama linguKwantu Crafts.  
 Uyayazi? (c) Hayi enkosi. Ndiyaqonda  
 aphi ndiyifumana khona ivenki.  
 Ngathi ikufutshane nam. Kuqala ndiza  
 kuhamba ngqo, emva koko ndijike  
 ngasekunene, emva koko kufuneka  
 ndijike ngasekhohlo. (d) Enkosi  
 kakhulu, Mnumzana. Kamnandi /  
 Hamba kakuhle. **4** (a) Zima
- (b) Zikhona iibhasi eziya (c) eya
- (d) Siphi isikhululo seebhasi (e) Ima  
 phi ibhasi eya (f) zinqabile kule.
- 5** (a) Ikhona igaraji (b) Ikhona  
 ivenkile (c) Sikhona. **6** (a) ivenkile e-  
 (b) isibhedlele esi- (c) isikhululo  
 samapolisa esi- (d) ifowuni e-  
 (e) ugqirha o- (f) igaraji e- (g)  
 idolophu e-. **7** (a) Ungandikhwelisa  
 na? (b) Ungandinceda na?  
 (c) Ungandibileka ujack?
- (d) Ungandibonisa indlela eya eRhini?
- 8** (a) azisebenzi (b) alusebenzi  
 (c) Ibrehki yesandla ayisebenzi
- (d) ayisebenzi (e) Isihlambi sefestile  
 yangaphambili asisebenzi (f) Isibane  
 sangasemva sasekhohlo asisebenzi.
- 9** (a) Ndinevili elingenamoya. (b) Ivili  
 lam langaphambili lasekunene lifleti.
- (c) Imoto yam yaphukile. (d) Imoto  
yam jxingile. (e) Imoto yam  
ayiqhwithi. (f) Ifuna amanzi.
- (g) Iphelwelwe yipretoli. (h) Ibhetri
- yemoto yam ifile. (i) imoto yam  
 itsalwe. **10** (a) Imoto yam ibiwe  
 (b) Ujack wam ubiwe (c) Ivili lam  
 lolaleliso ibiwe (d) Isipaji sam sibiwe  
 (e) Ingxowa yenkosikazi yam ibiwe.
- 11** (a) eCala. (b) Malunga  
 neekhilometha ezilishumi. (c) Ayintle  
 kangako. (d) Ngumgaqo wegrabile.  
 (e) Ungathanda ukubuka idolophu.  
 (f) Apho kukho indawo ekhuselekileyo  
 khona.

## Unit 16

**JJR Jolobe** was born on July 25 1902 at Indwe near Cala where his father was a minister. He first went to schools at Indwe and Matatiele. In 1916 he was sent to St Matthews. From 1916 onwards he taught at different schools. At that time he lived near Mt Frere where the Xhosa dialects 'isiBhaca' and 'isiHlubi' and Sotho are spoken. Therefore, his Xhosa was weak. His first book, *UZagula*, was extensively corrected by **SEK Mqhayi**, Poet Laureate. However, when he was a teacher in Bhobhotyane and Mankazane he learned pure Xhosa (lit. which is spoken by the amaNgqika). In 1926 he went to Fort Hare in Alice. There he trained as a minister and received a BA degree. From that time onwards he published many books: *Umyezo* ('Orchard'), *Amavo* ('Stories'), *Elundini lo Thukela* ('On the banks of the Thukela') and others. *UTHuthula* is the most outstanding among **Jolobe's** poems especially his love poems. It is a narrative poem which reminds us of

Helen of Troy. He edited many books. He also translated others into Xhosa. In 1952 he was awarded the Vilakazi medal by the University of the Witwatersrand. In 1973 he received a DLitt in acknowledgement of his Xhosa writing from the University of Fort Hare. Dr Jolobe died on May 16, 1976. He will never be forgotten in the history of the Xhosa language because he enriched it and its culture.

### The Country Store

Even if you are a stranger it is not difficult to recognise a country store in our villages because it is the homestead with the most prominent buildings and which is also surrounded by trees. [...] Many black people are uneasy about calling white people by their names, and moreover, they like to give the white person who works among them a name in their language – a name that usually refers to the peculiarities of its owner.

Therefore, you will find that all the white shopkeepers in the villages have Xhosa names. As spectacles were not very common among blacks a white who arrived wearing them was immediately called '*Four Eyes*'. A short, chubby person would earn himself the name of '*Fatty*'. A chap oozing human kindness would be called '*Lover of the People*'. [...] Perhaps you may assume that at that store trade was conducted with money only, but this is not so. This store resembles a market place in other respects. For some to buy goods it is necessary that they themselves sell

goods to the shopkeeper. One brings eggs together with the sad news behind what necessitates their sale. [...] At this store it is not enough that only buying and selling takes place, it is also where the mail of the area comes. Thus you will find a pile of letters in the little chest nailed to the wall over there. [...] Apart from the points already mentioned, the country store fills another gap in the lives of the people of the area. It is also a gathering place where people meet one another and where messages going to areas not easily accessible are disseminated. At the store, you know that you'll meet at least one person who is going that way. To say nothing of the youth because the young people already enjoy the certainty of knowing that the store is the place to meet. [...]

## Xhosa-English vocabulary

Nouns and verbs are listed in alphabetical order according to the **first letter of the stem**, e.g. *uhambo*, *ukuhamba*, *ukwazi*, *ubomi*, *isonka*.

However, the question of where the division between prefix and stem in many **Class 9 and 10 nouns** 'presents an insoluble problem' (Pahl, H.W. (ed.) p. xxxv), e.g.:

<i>ingozi</i> :	<i>ingozi</i>	or <i>ingozi</i>
<i>incwadi</i> :	<i>incwadi</i>	or <i>incwadi</i>

To avoid possible confusion between these nouns and those that belong to **Class 5**, which also prefix 'i-' (but 'ama-' in the plural), the **Class 9** prefix throughout this book is 'in-' e.g. *ingozi*, *incwadi*.

Nouns where 'g' or 'k' is inserted for reasons of pronunciation, e.g.:

*ingqokelela* (< *ukuqokelela*)  
*inxaso* (< *ukuxhasa*)

are listed according to the **stem of the verb** from which they are derived. The bold numbers indicate the unit in which the word first appears or is explained.

### A

*isaci* (iz-) saying, idiom 4  
*ukwahlu* to separate 9  
**-ahlukene** be divorced 7  
*ukwakha* to build 4  
*umakhi* (ab-) builder 4  
*isakhiwo* (iz-) building 16  
*isalathiso* (iz-) sign 15  
*ukwaluka* to weave 12  
*amandla* strength, power 12  
*umandalalo* (im-) mat, bed 8  
*ukwamkela* to welcome 1; accept 14  
*isandla* (iz-) hand 8  
**-anele** be enough 5  
*apha* here 6

### apho there 6

*apho* ... *khona* where ... 8  
*ukwaphuka* to break 8  
**i-apile** (ama-) apple 13  
**-asekhohlo** left 15  
**-asekunene** right 15  
*ukwazana* to get acquainted 1  
*ukwazela* to know from 7  
*ukwazi* to know 1; knowledge 3  
*ukwazisa* to introduce 2  
*isaziso* advertisement 10

### B

*ukuba* to be, become 10  
*ukuba* to steal 15

*ukubalisa* to relate 4  
*umbala* (*imi-*) colour 5 / *ibala* (*ama-*) 14  
*ibala* open space 15  
*imbalela* drought 6  
**-balele** be intensely hot 6  
*ukubaleka* to run 12  
*imbaleki* (*iim-*) athlete, runner 12  
*imbalisi* (*iim-*) historian 4  
*imbali* history 16  
*ukubalisa* to recommend 13  
**-balulekile** be important 3  
*ukubamba* to hold on 11; catch 15  
*ukubanda* to be cold 5  
*ibanga* (*ama-*) standard (at school) 8  
*umbane* (*imi-*) lightning 6;  
  electricity 16  
*isibane* (*izi-*) light 15  
**-bani?** who? 2  
**-banzi** wide 8  
*ubawo* (*oo-*) (*my*) father 1  
*ubawokazi* (*oo-*) (*my*) paternal  
  uncle 2  
*ukubaxa* to exaggerate 6  
*ukubeka* to put, place, lay 9  
*ububele* kindness 10  
*imbewu* seed(s) 9  
*ibhafrum* (*ii-*) bathroom 1  
*ukubhaka* to bake 5  
*isibhakabhaka* sky 14  
*ukubhala* to write 4  
*umbhalli* (*aba-*) writer 4  
*ibhanti* (*ama-*) (seat) belt 1  
*ibhasi* (*ii-*) bus 4  
*ibhatyi* (*ii-*) jacket, coat 14  
*ibhayisekile* / *ibhayisikile* (*ii-*)  
  bicycle 1  
*ibhedi* (*ii-*) bed 1  
*isibhedele* (*izi-*) hospital 4  
**-bhethele** better 5  
*ibhetri* (*ii-*) battery 7  
*umbhinqo* (*imi-*) skirt 14  
*ibhinqa* (*ama-*) woman 14  
*ukubhitya* to lose weight 8  
**-bhityile** thin 5  
*ibhlawuzi* (*ii-*) blouse 14

**C**  
*icala* (*ama-*) side 11  
*ukucanda* to traverse 16  
*ucango* (*iingcango*) door 5  
*icawa* religious service; church 6  
*ukucebisa* to advise 7  
*ukucela* to ask, beg for 3  
*umceli-msebenzi* (*aba-*) job applicant  
  10  
*isicelo* (*izi-*) application, request 5  
*icephe* (*ama-*) spoon 5  
*ukuchacha* to recover 8  
*ukuchana* to aim, hit 4  
**-chanekileyo** precise 10  
*ukuchazela* to explain to 10  
*ukucheba* to trim 9  
*ichiba* (*ama-*) pond 9  
*ukuchitha* to spend 14  
*ichityana* little pond 9  
*ukuchola* to pick up 9  
*ukuchopha* to sit down, perch 7  
*ukuchuba* to peel 13  
*ubuchule* skill 10  
*ukuchwela* to do woodwork 12  
*amaci* earrings 14  
*ukicinga* to think 4  
*ukucingisisa* to think carefully 4  
*ukucoca* to clean 4  
**-cocekile** clean 9  
*umcocci* (*aba-*) cleaner 4  
*incoko* (*ii-*) conversation; dialogue 1  
*ukucothisisa* to speak very slowly 3  
*isichotho* hail 6  
*icuba* tobacco 7  
*ukucula* to sing 4  
*umculi* (*aba-*) singer 4  
*umculo* music 12  
*incutshe* (*iin-*) specialist 14  
*incwadi* (*iin-*) book, letter 8  
*ucwethe* (*oo-*) shrew 4

**D**  
*idabi* (*ama-*) battle 16  
*udadewabo* his / her /their sister 2  
*udadewethu* my sister 2  
*udadewenu* your sister 2

**udad'obawo** (*oo-*) paternal aunt 2  
**-dala** old, stale 6  
*ukudala* to create 16  
*indalo* nature 12  
*idama* (*ama-*) dam 16  
*ukudambisa* to alleviate 8  
*isidanga* degree, necklace 10  
*ukudanisa* to dance 12  
*umdaniso* (*imi-*) dance 12  
*indawo* (*iin-*) place 4  
*ndawoni* whereabouts? 1  
**-de** long 5; tall  
*indebe* (*iin-*) trophy 12  
*ukudibana* na- to meet (with) 1  
*udidi* quality 14  
**-dikidiki** lukewarm 8  
*idilesi* (*ii-*) address 7  
*iidiliya* grapes 13  
*idinala* dinner 13  
*undla* interest 4  
*ukudla* to eat 10; to cost 14  
**-dla** ngoku- usually 8  
*ukudlala* to play 12  
*ukudlala amaqindi* to box 12  
*umdlalo* (*imi-*) game 6; play 12  
*umdlali* (*aba-*) player 12  
*umdlalo oqhutwayo* serial 12  
*umdlalo wamanqindi* boxing 12  
*indlebe* (*iin-*) ear 8  
*indleko* (*iin-*) expense 10  
*idlelo* (*ama-*) pasture 16  
*idlela* (*iin-*) way, road 14  
*udliwano-ndlebe* interview 10  
*isidlo* (*izi-*) meal 10  
*isidlo sakusasa* breakfast 13  
*isidlo sangokuhlwa* supper 13  
*isidlo sasemini* lunch 12  
*izidlo zakwaNtu* traditional fare 13  
*ukudlokova* to roll (ship) 6  
*indlovu* (*iin-*) elephant 4  
*indlu* (*izin-*) house 13  
*indlu yangasese* toilet 13  
*ukudlula* to pass by 15  
*indoda* (*ama-*) man 3  
*idolo* (*ama-*) knee 8  
*idolophu* (*ii-*) town 15

*iindondo* spectacles / glasses 14  
*udonga* (*iin-*) wall 14  
*udongwe* clay 14  
*idrowa* (*ii-*) drawer 1  
*isidudu* porridge 13  
*iindudumo* thunder 6  
*induli* (*iin-*) hill 16  
*-dulu* expensive 8  
*ukuduma* to become famous 9  
*-dumile* be famous  
*udumo* fame 16  
*uludwe* (*izin-*) list 9; menu 13

**E**  
*ekugqibeleni* at last 5  
*ekupheleki* kwa- at the end of 10  
*i-emele* (*ii-*) bucket 9  
*emva* kwa- after / behind 4  
*emva kwemini* in the afternoon 4  
*amendo* speed 14  
*enkosi* thank you 1  
*ukwenza* to do, make 4  
*ukwenzalisa* to hurt 6  
*ukwenzeka* to happen 5  
*i-eropleni* (*ii-*) aeroplane 1  
*i-ertyisi* (*ii-*) pea 13  
*ewe yes* 1

**F**  
*ukufa* to die 9  
*ukufaka* to put in 9  
*ifama* (*ii-*) farm 3  
*umfana* (*aba-*) young man 1  
*ukufana* na- to be like 6  
*ukufanelo* to suit 14  
*-fanele* ought 5  
*-fanelekileyo* appropriate 9  
*ifani* (*ii-*) surname 2  
*ifanitsha* (*ii-*) furniture 12  
*umfazi* (*aba-*) woman 8  
*ifenibelti* (*ii-*) fanbelt 15  
*ifestile* (*ii-*) window 7  
*ukuzifihla* to hide oneself 10  
*ukufihlwa* to be buried 16  
*ukufika* to arrive 1  
*umfino* wild spinach 13

**G**  
*iflawa* flour 5  
*umfo* (*aba-*) fellow 1  
*ifolokhwe* (*ii-*) fork 1  
*ifomu* (*ii-*) form 1  
*mfondini!* (*my*) fellow!  
*ukufota* to take photographs 4  
*umfoti* (*aba-*) photographer 4  
*ukufowun(el)a* to phone (for) 6  
*ifowuni* / ifoni telephone 5  
*isiFrentshi* French (language) 3  
*ifriji* (*ii-*) fridge 5  
*isifuba* (*izi-*) chest 8  
*ukufudukela* to move to 7  
*ukufudumala* to become warm 6  
*-fudumele* be warm 6  
*isifudumezi* (*izi-*) heater 6  
*umfula* (*imi-*) stream 9  
*ukufuma* humidity 6  
*ukufumana* (-fumene) to get, find 5  
*ukufumaneka* to be obtainable 13  
*ukufumanisa* nga- to find out about 12  
*ukufuna* to want 2  
*ukufunda* to learn 2  
*ukufundela* to study (for) 3  
*umfundu* (*aba-*) student, pupil 4  
*ukufundisa* to teach 3  
*ukufundisisa* to read carefully 4  
*isifundo* lesson 10  
*isifundo esiyintloko* major subject 10  
*kufuneka* it is necessary, must 3  
*-funekayo* necessary 5  
*imfuneko* necessity 9  
*imfuno* vegetables 9  
*-fuphi* near 6  
*futhi* often 6  
*-futshane* short 6

**H**  
*igaraji* (*ii-*) garage 1  
*ingca* grass 9  
*-thi gca gca gca* dotted 16  
*ingcaphephe* yezityalo horticulturist 4  
*ukugcina* to look after 8; keep 9  
*ukuzigcina* -philile to keep oneself fit 12  
*ingobozzi* (*iin-*) basket 9  
*ukugodola* to be cold (humans) 5  
*ukugoduka* to go home 4  
*igophe* (*ama-*) curve / bend 15  
*ingozi* danger, accident 12  
*igqabi* (*ama-*) leaf 9  
*ukugqabhuka* to burst (of a tyre) 15  
*ukugqiba* to decide 13  
*-gqibile* have finished something 4  
*ingqiniba* (*iin-*) elbow 8  
*uggirha* (*oo-*) doctor (medical) 4  
*igqirha* (*ama-*) traditional healer 4  
*gqitha* very, too much 5  
*ukugqithis(el)a* to pass (for) 5  
*umgqomo* (*imi-*) bin 9  
*umgquba* compost 9  
*ukugquma* to cover 9  
*igqwetha* (*ama-*) lawyer 4  
*ubugqwetha* legal profession 3  
*igrabile* gravel 15  
*umgubo* flour 5  
*ingubo* (*iin-*) blanket 6  
*igugu* pride 12  
*ukugula* to be ill 6  
*igumbi* (*ama-*) room 5  
*igumbi lokufundela* study 13  
*igumbi lokuhlala* lounge 13  
*igumbi lokuhlambela* kitchen 13  
*igumbi lokulala* bedroom 13  
*igumbi lokuphekela* kitchen 5  
*igumbi lokutyela* diningroom 13  
*ukuguquula* to translate 4  
*umguquuli* (*aba-*) translator 4  
*igusha* (*ii-*) sheep 13  
*ukugwegweleza* to make a detour 16  
*ingxangxasi* (*ii-*) waterfall 16  
*igxalaba* (*ama-*) shoulder 8  
*igxobha* marsh 9  
*ingxowa* (*iin-*) bag 9

**I**  
*ihagu* (*ii-*) pig, hog 13  
*halala!* hurrah! 7  
*ukuhamba* to go, walk 1  
*ukuhamba na-* to go with 14  
*ukuhamba ngqo* to walk straight along 5  
*ukuhambiswa* to continue 4  
*ihambo* trip 16  
*iharika* (*ii-*) rake 9  
*ihashe* (*ama-*) horse 12  
*hayi no* 1  
*ihiji* (*ii-*) hedge 1  
*heke* well then 3  
*ihempe* (*ii-*) shirt 14  
*umhla* (*imi-*) day 3; date 10  
*umhla wokuzalwa* birthday 7  
*injingalwazi* (*iin-*) professor 4  
*yonke imhla* every day 3  
*ukuhla* to come down 7  
*umhlaba* soil 9  
*ukuhlabo* to stab 8  
*ihlabathi* world 9  
*umhlakulo* (*imi-*) spade 9  
*ukuhlala* to stay, live, sit 1  
*-hleli* be seated 7  
*ukuhlamba* to wash 8  
*isihlambi* sefestile windscreen wiper 15  
*umhlangala* (*imi-*) mongoose 9  
*isihlangu* (*izi-*) shoe 14  
*ihlathi* lelo zwe (*ama-*) indigenous forest 16  
*ukuhlawula* to pay 4  
*-hle* (-ntle) beautiful 2  
*ubuhle* beauty 9  
*ihlebo* (*ama-*) secret 13  
*umhlekazi* (*aba-*) sir 1  
*ukuhlisa* to reduce, bring down 14  
*umhlobo* (*aba-*) friend 1  
*ihlobo* summer 6  
*uhlobo* (*iintlobo*) kind / sort / way 10  
*ubuhlobo* friendship 12  
*ihlosi* (*ama-*) leopard 14  
*uluhlu* list 5  
*uluhlu lokutya* menu 13

**uluhlu lweziselo** beverages 13  
**isihlwele** crowd 12  
**ihoki** hockey 12  
**iholide** holiday 7  
**ukuhombisa** to adorn, decorate 14  
**izihombiso-mzimba** jewellery 14  
**isihombo** (izi-) pattern 14  
**ihotele** (ii-) hotel 10  
**huntshu!** hurray! 5

**J**  
**inja** (izin-) dog 10  
**isiJamani** German (language) 3  
**isiJaponi** Japanese (language) 3  
**ijezi** (ii-) jersey 12  
**jikelele** (all) round 7  
**ukujikeleza** to surround 9  
**injineli** (iin-) engineer 4  
**ukujonga** to look at 6  
**ukujongeka** to look as if 5  
**injongo** (iin-) aim 9  
**ijoni** (ama-) soldier 4

**K**  
**kabini** twice 6  
**kahle!** hold on! (exclamation) 6  
**kakubi** badly 6  
**kakhulu** very 1  
**kakuhle** well 1  
**kamnandi** nicely/goodbye 6  
**inkampani** (iin-) company 4  
**kamsinya(ne)** soon, shortly 1  
**kananjalo** also 4  
**kancinci** a little 3  
**kanene** indeed 4  
**inkani** obstinacy 14  
**kanjalo** also, as well 3  
**kanjalo** like this 6  
**kangaka** so (much) 3  
**kangako** so 6  
**kangangokuba** so much so 3  
**ukanina** (oo-) cousin 2  
**kaninzi** often 6  
**kanye** once, exactly 4  
**ikawusi** (ii-) sock 14  
**ukayise** (oo-) cousin 2

**ke then** 3  
**isikere sokuthena** pruning shears 9  
**iketile** (ii-) kettle 5  
**ikeyiki** (ii-) cake 5  
**ikhabathi** (ii-) cupboard 1  
**ikhadi** (ama-) card 4  
**ukukhala** to cry, complain 8  
**ukukhalaza** (nga-) to complain (about) 6  
**isikhaliyo** (izi-) musical instrument 12  
**ukukhanda** to repair (car) 10  
**ukukhangela** to look, check 7  
**ukukhapha** to accompany 6  
**ukukhanya** to shine 6  
**-khaphukhaphu** light and fluffy 5  
**umkhasayo** (aba-) novice 14  
**ukukhathazeka** to mind, worry 6  
**ukuzikhathaza** to worry (oneself) 8  
**ikhaya** (ama-) home 2  
**ukukhawuleza** to hurry 10  
**ikhefi** café 10  
**ikhefu** holiday 10  
**ukhenketho** trip 16  
**ukukhetha** to choose 1; prefer 2  
**ikhitshi** (ama-) kitchen 5  
**ikhiwane** (ama-) fig 13  
**ukukhohlela** to cough 7  
**ukukholwa** to believe 10  
**umkhombe** (imi-) rhino 4  
**ukukhombisa** to point 8  
**khona** there 4  
**-khona** here, present 1  
**umkhondo** track 16  
**umkuhhlane** cold, flu 8  
**ukukhula** to grow 12  
**ukukhulela** to grow up at 3  
**-khulu** big 6  
**ukukhulula** to undress 8  
**ukukhululeka** to free, be comfortable 7; relax 10  
**isikhululo** (izi-) samapolisa police station 15  
**isikhululo sebhasi** bus stop 15  
**umkhuluwa** (aba-) elder brother 2  
**ukukhumbula** to remember 7  
**ukukhumbuza** to remind 5

**ikwayari** choir 12  
**kwaye** and 10  
**kwedini!** little chap! 1  
**inkwenkwe (amakhwenkwe)** boy 1  
**inkwenkwezi** (iin-) star 10  
**inkwenkwana** little boy 1  
**ukwindla** autumn (Class 14) 6  
**inkuku** (iin-) chicken 13

**L**

**ukulahleka** to be lost 15  
**ukulala (-lele)** to sleep 7  
**ilali** (ii-) settlement 7  
**ukulalisa** to make someone lie down 8  
**-lambile** be hungry 5  
**umlambo** (imi-) river 4  
**umlambokazi** large river 4  
**ukulanda** to fetch 9  
**ukulandela** to follow 3  
**-landelayo** next, following 6  
**ilanga** (ama-) sun 5  
**ilantshi** lunch 13  
**ilaphu** (ii-) cloth 13  
**ukulawula** to direct, rule 4  
**umlawuli** (aba-) director 4  
**isilayi** (izi-) slice 5  
**ilayibhri** (ii-) 10  
**ukulayita** to switch on 5  
**umlungalenga** (imi-) hangings, curtains 14  
**ilekese** sweets 7  
**umlenze** (imi-) leg 8  
**iletisi** lettuce 13  
**-leyithi** late 7  
**ukulibala (-libele)** to forget 3  
**ukulila** to weep / cry 8  
**ukulima** to farm, cultivate 4  
**umlimi** (aba-) farmer 4  
**ukulindela** to wait for 11  
**ukulindisa** to keep someone waiting 5  
**ukulingana** to try on 14  
**ukudoba** to fish 12  
**idoliwe** (oo-) train 3  
**ilokhwe** (ii-) dress 14  
**umlomo** (imi-) mouth 8  
**ukulondoloza** to save 9

*ilori*, also *foli* (*ii-*) lorry 1  
*-lubhelu* yellow 5  
*-luhlaza* green, blue 6  
*-lula* easy 4; light 6  
*ukulumka* to bite 8  
*ukulumka* to be careful 9  
*ukulungisa* to prepare 9; set the table 13; repair 15  
*-lusizi* sorry, sad 6  
*ukulwa* to fight 6  
*ulwandle* (*ii-*) sea 6  
*ulwimi* (*ii-*) tongue, language 3

**M**

*ukuma* to stop, stand 7  
*umabona-kude* TV 12  
*oomabonwakude* TV 12  
*umafungwashe* eldest sister 2  
*imagi* (*ii-*) mug 14  
*umakazi* (*oo-*) (my) maternal aunt 4  
*umakhulu* (*oo-*) grandmother 1  
*umaleko* (*oo-*) layer 5  
*imali* money 1  
*umalume* (*oo-*) maternal uncle 2  
*umama* (*oo-*) mother 1  
*ukumamela* to listen 9  
*malunga na-* concerning 9  
*ummandla* (*imi-*) region 16  
*ummangaliso* (*imi-*) delight, wonder 16  
*umantyi* (*oo-*) magistrate 4  
*imaphu* (*ii-*) map 9  
*umatshini* wokucheba ingca lawn mower 9  
*oomawokhulu* grandparents 2  
*ukumba* to dig 7  
*umbona* (*imi-*) maize 13  
*-mdaka* dirty 8  
*imeko* (*ii-*) situation 10  
*imela* (*ii-*) knife 13  
*ukumela* to represent 12  
*ukumema* to invite (passive -menya) 11  
*imenyu* (*ii-*) menu 13  
*mhlawumbi* perhaps 7  
*-mhlophe* white 6  
*imini* day 4

*emva kwemini* in the afternoon 4  
*ukumka* to go away 6  
*mna* as for me 4  
*-mnandi* nice, pleasant 1; sweet, delicious 5  
*-mnyama* black 6  
*imo-ntlalo* way of life 16  
*molo / molweni* hello 1  
*ukumosha* to damage 9  
*imoto* (*ii-*) (motor)car 1  
*umoya* (*imi-*) wind 6; air 7  
*ukampompa* to pump 7  
*-msulwa* pure, innocent 8  
*-muncu* sour 6  
*isimuncumuncu* dessert 13  
*-mxinwa* narrow 8  
*-myoli* lovely 16

**N**

*ukuna* to rain 6  
*na* and / with; (to) have 2  
... na? to denote a question 1  
*ukunaba* to stretch 14  
*nabani* anybody 16  
*umnakwabo* his/her/their brother 2  
*umnakwethu* my/our brother 2  
*umnakwenu* your brother 2  
*nam* me too / and / with me 1  
*-namandla* strong 6  
*-namanzi* wet 6; juicy 13  
*-namava* experienced 15  
*ukunambitha* to enjoy, relish 13  
*-namendu* speedy 14  
*namhlanje* today 1  
*nangona* although 16  
*inani* (*ii-*) number 10  
*nanini na* any time 16  
*nantsi* (*ikofu*) here it is 4  
*naphina* anywhere 16  
*nase-* and in 3  
*nawe* with / and you 1  
*nayiphina* into anything 16  
*ukunceda* to help someone 5  
*ukuzineda* to help oneself 5  
*ukuncedisa* to help someone with something 2

*umncedisi* (*aba-*) assistant 9  
*uncedo* help 14  
*-ncinane* small, little 6  
*-ncinci* small, little 5  
*ukunciphiswa* reduce (passive -ncitshiswa) 10  
*ukuncokola* to chat 2  
*tsincoko* (*izi-*) essay 16  
*ndawonye* together 5  
*isiNdebele* Ndebele (language) 3  
*-ndlongo-ndlongo* rough 12  
*undwendwe* (*iin-*) guest, visitor 9  
*-nencasa* delicious 5  
*inene* truth 5; indeed 5  
*inene* (*ama-*) gentleman 1  
*inenekazi* (*ama-*) lady 1  
*-nenkani* stubborn 14  
*ukunetha* to rain 6  
*-nga-* may, can 2  
(i)ngaba perhaps 11  
*-ngakanani?* how much? 7  
*ngakumbi* especially 3  
*ngamanye amaxesha* sometimes 4  
*ngaphakathi* inside 2  
*ngaphambili* in front 7; before 8  
*ngaphandle* outside 2  
*ngaphandle kwa-* outside of / besides 11  
*-ngaphi?* how many? 6  
*ngase-* in the vicinity of 1  
(i)ngathi (*it*) seems 5  
*ukungeamla* to taste 13  
*-ngcono* (*kuna-*) better (than) 8  
*ingcwaba* (*ama-*) grave 15  
*ngelishwa* unfortunately 3  
*ukungema* to come in 2  
*ngenene* indeed 5  
*ngenxa ya-* because of 6  
*ngesaquphe* suddenly 5  
*isiNgesi* English (language) 2  
*ngethamsanqa* luckily 4  
*ngoku* now 2  
*ngokufanelekileyo* properly 9  
*ngokuhlwa* in the evening 4  
*ngokukhawuleza* quickly 6

*ngokuquinisekileyo* certainly 5  
*ngokwaneleyo* enough, sufficiently 6  
*ngomso* tomorrow 6  
*ngononophelo* carefully 9  
*ukungqonga* to sit around something 16  
*-ngqukuva* round 5; blunt 8  
*ngubani? / ngoobani?* who is/are? 2  
*-ngxamile* be in a hurry 5  
*umngxuma* (*imi-*) hole 15  
*umngxunyana* little hole 15  
*ukunika* to give 5  
*ukunika umoya* to give spirit, i.e. support 12  
*umnikazi-khaya* (*aba-*) housewife 4  
*nina* as for you (pl.) 2  
*umninawa* (*aba-*) younger brother 2  
*nini?* when? 3  
*umnini(kazi)* (*aba-*) owner 4  
*-ninzi* many 4  
*uninzi* majority, many 12  
*ukunitha* to knit 12  
*njalo* like that 6  
*njalo njalo* and so on, etc. 4  
*njani?* how? 1  
*nje* just 3  
*njenga-* like, as 3  
*unjingalwazi* (*oo-*) professor + name 4  
*ukunkcenkceshela* to water 9  
*umobhala* (*oo-*) secretary 4  
*unogadi* (*oo-*) guard 4  
*noko* in a small way 3; though 14  
*nokuba yintoni* whatever 2  
*unomathotholo* (*oo-*) radio 12  
*inombolo yefoni* telephone number 7  
*-nomdla* interesting 4  
*unoncwadi* (*oo-*) librarian 4  
*umondyebo* (*oo-*) treasurer 4  
*unongendi* (*oo-*) nun 4  
*nonke* you all 1  
*unontlalo-ntle* (*oo-*) social worker 4  
*unopopi* (*oo-*) doll 8  
*unoposi* (*oo-*) postman 4  
*unosilarha* (*oo-*) butcher 4  
*unovenkile* (*oo-*) shopkeeper 4

-the *nqa* be surprised 5  
 -nqabile be scarce 6  
*inqaku* (*ama-*) written article 10  
*uminqathe* (*imi-*) carrot 13  
*inqindi* (*ama-*) fist 12  
*ukunqunqa* to chop 13  
*inqugwala* (*ama-*) round hut 16  
*uminqwazi* (*imi-*) hat 14  
*ukunqwena* to wish 7  
*abantakwethu* my/our siblings 2  
*abantakwenu* your siblings 2  
*abantakwabo* his/her siblings 2  
*uMntla* north 3  
*entla* in the north 3  
*ntoni?* what? 4  
*-ntsundu* brown 6  
*umntu* (*aba-*) person 3  
*abantu* abadala adults 4  
*ubuntu* human decency 3  
*umntwana* (*aba-*) child 1  
*ubuntwana* childhood 11  
*ukunuka* to smell 13  
*umnumzana* gentleman 1  
*Mnumzana!* Sir! 1  
*uMnumzana* (*uMnu.*) ... Mr ... 10  
*umnwe* (*imi-*) finger 8  
*-nxaniwe* be thirsty 5  
*unxano* thirst 5  
*umnxeba* (*imi-*) a phone 5; rope  
*ukunxiba* to dress 12  
*isinxibo* (*izi-*) dress 14  
*unxweme* (*ii-*) coast 16  
*u(m)nyaka* (*imi-*) 6  
*unyana* (*oo-*) son 2  
*-nyanisile* be right 3  
*unyawo* (*iin-*) foot 8  
*-nye* (after noun) one 5  
*-nye* (before noun) another 5  
*abanye* some, others 4  
*nyhani!* really! 12  
*ukunyibilikisa* dissolve 5  
*ukunyuka* to climb 12  
*ukunyuselwa* to be promoted 10  
*amanzi* water 3  
*-nzima* difficult, heavy 6  
*ubunzima* heaviness 14

**O**  
*uku-odola* to order 10  
*-odwa* special 10  
*i-fisi* (*ii-*) office 4  
*okane* or 2  
*-okuqala* first 11  
*okwangoku* at present 11  
*-olukiweyo* woven 14  
*ubomi* life 16  
*-omile* be dry 6  
*umonakala* (*im-*) trouble, damage 15  
*ukongamela* to rule over 4  
*umongameli* (*ab-*) president 3  
*umongi(kazi)* (*ab-*) nurse 4  
*isonka* (*iz-*) bread 13  
*isonka samasi* cheese 13  
*-onke all* 3  
*onke amaxesha* always 6  
*i-onti* (*ii-*) oven 5  
*ukonwaba* become happy, happiness 6  
*ukonwabela* to enjoy something 13  
*ukuzonwabiswa* to enjoy oneself 7  
*ukophuka* to break 12  
*uboja* wool 14  
*ukoiyika* to be afraid of 6  
*uloyiko* fear 10  
*i-oyle* oil 7

**P**  
*impahla* goods; *iimpahla* clothes 14  
*isipaji* (*izi-*) wallet 15  
*ukupaka* to park 10  
*ipakethe* (*ii-*) packet 5  
*ipalamente* parliament 4  
*ukupapasha* to publish 7  
*ipayina* (*ii-*) pineapple 13  
*isiPedi* Northern Sotho 3  
*impela-veki* (*iim-*) weekend 6  
*ipensile* (*ii-*) pencil 1  
*ipere* (*ama-*) pear 13  
*isipeshali* special 13  
*ipetrol* petrol 7  
*ukupha* to give 5

**p**  
*phakathi* *kwa-* between 5; inside 11  
*-phambili* outstanding 12  
*isiphambuka* (*izi-*) intersection 15  
*ukuphangela* to work 4  
*phantse* nearly 15  
*phantsi* down 1  
*phantsi kwa-* under 11  
*ukuphatha* to manage, rule 4; to hold / bring 7  
*ukupathela* to bring for 14  
*umphathi* (*aba-*) manager 4  
*umphathi-basebenzi* personnel manager 4  
*umphathiswa* (*aba-*) Cabinet minister 10  
*phaya* over there 6  
*ukupazama* to make mistakes 3  
*ukupazamisa* to interrupt 4  
*ukupheka* to cook 4  
*umpheki* (*aba-*) cook 4, chef 10  
*ukuphela* to come to an end 6  
*ukuphelwala* to be used up completely 15  
*iphepha* (*ama-*) paper 5  
*iphepha-ndaba* (*ama-*) newspaper 7  
*iphepha lokuqhuba* driver's licence 10  
*-phesheya* overseas 12  
*phesheya kwa-* on the other side of 13  
*phezulu* up 11  
*phezu* *kwa-* on top of, above 5  
*phi?* where? 1  
*ukuphila* be well, be alive 1  
*ukuphila qete* to be completely well 5  
*ukuphindwa* repeat 3  
*isipho* (*izi-*) gift 14  
*phofu* then 12  
*umphokoqo* mealie meal porridge 13  
*ukupholwa* to become cool 5  
*-pholile* be cool 5  
*uphondo* hooter 15  
*ukuphosa* to miss 10  
*ukuphulaphula* to listen 7  
*ukuphuma* to go out 7  
*ukuphumela* manage, succeed 4  
*ukuphumla* to rest, relax 5  
*ukuziphumza* to rest oneself 13

**Q**  
*qabu!* relief! 5  
*umqa* thick maize porridge 13  
*ukuqbabula* to quench (thirst) 5  
*umqala* (*imi-*) throat 8  
*ukuqala* to begin 8  
*iqakamba* cricket 6  
*umqamelwa* (*imi-*) pillow 5  
*inqanawa* (*ii-*) ship 6  
*iqanda* (*ama-*) egg 5  
*ukuqaqambwa* to shine 6; to throb 8  
*-qaqambile* bright 14; stunning 16  
*inqawa* (*iin-*) pipe 14  
*iqela* (*ama-*) team 12  
*ukuqequesha* to train 4  
*umqequeshi* (*aba-*) trainer 4  
*umqeshwa* (*aba-*) employee 10  
*gha* only 5  
*ukuqhagamshelana* na- to contact 10;  
 also *-qhakamshelana* na-  
*iqhalo* (*ama-*) proverb 10  
*isiqhamo* (*izi-*) fruit 13  
*-qhelekile* normal, usual 14  
*iqhina* (*ama-*) tie 14  
*-thi qhiwu* hold up 12  
*iqhiya* (*ii-*) head covering 14  
*gho* always 6  
*ukuqhobosha* to fasten 1  
*ukuqhuba* to continue 3; to drive 4  
*ukuqhulabala* phambili to progress 7  
*umqhube* (*aba-*) driver 4  
*ukuqhuqha* to beat 5  
*ukuqhuqhiswa* to beat very well 4  
*ukuqhwitha* to start (car) 15

*ukuqina* to become stiff 5  
*-qinisekile* be sure 5  
*ukuqokelela* to collect 9  
*ingqokelela* (*iin-*) collection 7  
*iqokobhe* (*ama-*) shell 9  
*umqolo* spine, back 8  
*ukuqonda* to understand 3  
*iqondo* (*ama-*) degree 10  
*iqondo lobushushu* temperature 6  
*ukuqubha* to swim 10  
*iqunube* (*ama-*) berry 7  
*inqununu* (*iin-*) principal 10  
*umququzelikazi* (*aba-*) stewardess 1  
*inqwelo-moya* (*iin-*) aeroplane 1

**R**

*irediyo* (*ii-*) radio 1  
*iresiphi* (*ii-*) recipe 5  
*irestyu* (*ii-*) restaurant 7  
*irhasi* barley 13  
*urhatya* dusk 16  
*rhoqo* regularly 9

**S**

*-sa-* still 2  
*umsakwethu* my / our sister 2  
*ukusala* to stay, remain 1  
*isaladi* (*ii-*) salad 13  
*usana* (*iint-*) baby 8  
*isengwitshi* (*ii-*) sandwich 5  
*isango* (*ama-*) entrance, gate 9  
*usapho* (*iint-*) family 4  
*isarha* (*ii-*) saw 9  
*ukusasaza* to broadcast 4  
*umsasazi* (*aba-*) broadcaster 4  
*ukusebenza* to work 4  
*ukusebenzela* to work for 4  
*umsebenzi* (*aba-*) employee 4  
*abasebenzi* staff 4  
*umsebenzi* (*imi-*) work 4  
*ukusebenzia* to use 5  
*isekela-inqununu* vice-principal 10  
*ukusela* to drink (cold liquid) 2  
*isele* (*ama-*) frog 4  
*isepha* soap 15  
*umsetyenzenza* (*imi-*) wokuzonwabiswa

*hobby* 10  
*ishlefufu* (*ii-*) shelf 1  
*ishishimi* (*ii-*) factory 4  
*ishishini leencwadi* publishing house 4  
*ishishini lempahla* clothing factory 4  
*ukushiya* to leave 11  
*ukushiyeka* to be left over 13  
*-shushu* hot 3  
*ubushushu* heat 6; fever 8  
*shwaka* (-thi) disappear 5  
*amasi* sour milk 13  
*ubusi* honey 5  
*usiba* (*iint-*) feather, pen 8  
*-sibekele* be overcast 6  
*isiko* (*ama-*) custom 10  
*ukusika* to cut 9  
*ubusika* winter 3  
*simahla* free, gratis 16  
*isinala* (*ii-*) boarding school 10  
*ukusinga* to head for 16  
*isinki* sink 13  
*usisi* sister 1  
*iliso* (*amehlo*) eye 8  
*amaso* big beads 14  
*-soloko* always 4  
*uSomandla* the Almighty 4  
*usomashishini* (*oo-*) businessman 4  
*ukusombulula* to solve 10  
*usompempe* (*oo-*) referee 4  
*isongololo* (*ama-*) millipede 15  
*soze* never will 8  
*isisu* stomach, abdomen 8  
*ukusuka* to come from 13  
*usuku* (*iint-*) 24-hour day 6  
*ukusula* to wipe 7  
*isuphu* (*ii-*) soup  
*isuti* (*ii-*) suit 14  
*isiSuthu* Sotho (language) 3  
*isiSwati* Swati (language) 3  
*iswekile* sugar 5

**T**

*intaba* (*iin-*) mountain 4  
*intabakazi* high mountain 4  
*itafile* (*ii-*) table 13  
*intaka* (*iin-*) bird 9

*intamo* (*iin-*) neck 8  
*isitampu* (*izi-*) stamp 12  
*itanki* tank 7  
*itapile* (*ii-*) potato 13  
*ukuthunga* to sew 4  
*umthungi(kazi)* (*aba-*) tailor, seamstress 4  
*umthunzi* shade 9  
*utata* (*oo-*) father 1  
*intatheli* (*iin-*) journalist 9  
*utatomkhulu* (*oo-*) grandfather 1  
*iteksi* (*ii-*) taxi 1  
*intenetya* tennis 12  
*iziteps* steps 8  
*intetho* (*iin-*) saying 4  
*itha tar 15*  
*ukuthabatha inxaxheba* to take part 9  
*-thabathekile* be impressed 7  
*izithako* ingredients 5  
*ithala* (*ama-*) leencwadi library 12  
*ithambeko* (*ama-*) slope 16  
*-thambileyo* soft 5  
*ithambo* (*ama-*) bone 9  
*uthambo* exercise 12  
*umthana* (*imi-*) shrub (small tree) 9  
*ukuthanda* to love, like 4  
*-thandekayo* dear 13  
*uthando* love 13  
*isithandwa* dear, darling 11  
*ithanga* (*ama-*) pumpkin 13  
*ukuthatha* to take 5  
*ukuthathela* to take for 4  
*ukuthemba* to hope 1  
*ukuthenga* to buy 4  
*ukuthengisa* to sell 4  
*umthengisi* (*aba-*) shop assistant 4  
*ukuthetha* to speak 1  
*isithetho* (*izi-*) custom 16  
*isithethi* (*izi-*) speaker 4  
*umthetho* (*imi-*) law 3  
*itheyiphu* (*ii-*) tape 12  
*umthi* (*imi-*) tree 4  
*uluthi* (*izinti*) stick 3  
*ukuthi* to say 2  
*-thile* certain 8  
*ukuthiywa* to be named 16

*izithole* seedlings 9  
*ithoyilethi* toilet 13  
*ithuba* (*ama-*) chance 10  
*ithumbu lamanzi* hose 9  
*ithumbu* beaded collared necklace 14  
*ukuthumela* to send to 8  
*izithuthu* traffic 15  
*uthuthu bweenkuni* ash 9  
*ukuthwala* to carry 4  
*umthwali* (*aba-*) porter 4  
*iti tea 2*  
*itikiti* (*ama-*) ticket 5  
*intini* Cape otter 9  
*itipoti* (*ii-*) teapot 1  
*itispuny* (*ii-*) teaspoon 5  
*intlakohlaza* spring 6  
*utitshala(kazi)* (*oo-*) teacher 4  
*ititshala(kazi)* (*ii-*) teacher 4  
*intlama* (*iin-*) batter, dough 5  
*intlanganiso* (*iin-*) meeting 10  
*intliziyi* heart 8  
*intloko* head 8  
*intlungu* (pl.) pain 8  
*into* (*izinto*) thing 3  
*into* eninzi a lot 3  
*enye* into another thing 3  
*into yokusela* something cold to drink 2  
*ukutolika* to translate 4  
*itoliki* (*ii-*) translator / interpreter 4  
*intombi* (*iin-*) girl, daughter 1  
*intombazana* little girl 1  
*amantombazana* little girls 1  
*torho!* shame! 7  
*torhwana!* shame! 12  
*itoti* (*ii-*) tin 9  
*isitovu* (*izi-*) stove 3  
*ukutsala* to tow 15  
*ukutsalela* to phone someone 11  
*-tsha* young, fresh 6  
*-tsha krebhe* very fresh 13  
*untshana* (*aba-*) niece / nephew 2  
*-tshatile* be married 5  
*intshatsheli* (*iin-*) champion 12  
*ukutshaya* to smoke 7  
*itsheki* (*ii-*) cheque 14  
*itsheyini* (*ii-*) chain 14

-tshiphu cheap 8  
 -tshiphu bhe very cheap 13  
 ukutshintsha to change 10  
 ukutshisa to burn something 6  
 isitshixo (izi-) key 7  
 itshizi cheese 13  
 ukutsho to say so 2  
 ukutshona to go down (sun) 5  
*iNtshonalanga* west 3  
 ukutshweza to grate 13  
 intsimbi (iin-) small beads 14  
 intsimbi yamaqatha anklet 14  
 intsimbi yengalo bracelet 14  
 intsimbi yomqala necklace 14  
 intsimbi clock 11; also bell, iron  
 ngentsimbi ya- at ... o'clock 11  
 -tsolo pointed 8  
 intsomu (iin-) folktale 16  
*isiTsonga* Tsonga language 3  
*isiTswana* Tswana language 3  
 itswele (ama-) onion 13  
 isitulo (izi-) chair 8  
 intwasahlobo early summer 6  
 twatse(ukuthi) fit perfectly 14  
 umtya (imi-) string 9  
 ityala (ama-) stone 9  
 isitya (izi-) dish 12  
 ukutya to eat, food 5  
 ityala (ama-) debt 10  
 ukutyalu to plant 9  
 isityalo (izi-) plant 9  
 intyat�ambo (iin-) flower 9  
 ukutybisa to enrich 14  
 ubutyebi resource 9  
 ukutylela to visit 7  
 tyhini! gosh! 14  
 ityuwa salt 13  
 utywala (Class 14) beer, alcohol 5

## U

ukuba that; if 3  
 ukususela kwa- since 16  
 ukususela ku- ... ukuya ku- from ...  
     until / to 16  
 ukuze (so) that + subjunctive 6

## V

amava experience 10  
 umva / mva back 15  
 ukuva to hear, understand 3  
 ukuvala to close 5  
 ivatala (ii-) watermelon 13  
 ukuvela to come from 4  
 umveleli (aba-) visitor 10  
*isiVenda* Venda language 3  
 ivenkile (ii-) shop, store 16  
 ivenkile yangaphandle country  
     store 16  
 ivili (ama-) wheel, tyre 5  
 ivili lolaleliso spare wheel 15  
 ukuvingga to close up 15  
 ukuvuka to wake up 7  
 imvula (imi-) rain 6  
 ukuvula to open 12  
 ukuvuma agree, admit 6  
 ivumba (ama-) fragrance 9  
 ukuvumela to allow (for) 10  
     (passive -vunyelwa allowed 10)  
 ukuvumelana to be in harmony 7  
 isivundiso fertiliser 9  
 -vuthiweyo ripe 13  
 ukuvuthuza (komoya) to blow 6  
 ukuvuya to be glad 1  
 ukuvuyisana na- to rejoice with 7  
 ukuvuza to leak, discharge 8  
 umvuzzo (imi-) salary 10

## W

ukuwa to fall 8  
 iwayini wine 5  
 wena as for you 1  
 iwodrophu (ii-) wardrobe 1  
 -wonke-wonke public 11  
 iwotshi (ii-) watch 1

## X

xa when(ever) 3  
 elixa (<ixesha) while 13  
 ixabiso price 9  
 ixabiso eliphantsi low price 9  
 -xakekile busy 5

ingxaki (iin-) problem 8  
 inxalenye rest 12  
 inkxaso (iin-) support 12  
 ukuxela to tell 4  
 ukuxelela to tell to 3  
 ixesha (ama-) time 5  
 ixeshana a little while 13  
 ukuxhala to be anxious 10  
 ukuxhasa to support 12  
 umxhasi (aba-) supporter 12  
 ixhego (ama-) old man  
 ixhegokazi (ama-) old woman 8  
 ukuxhentsa to dance (traditional) 12  
 umxhentso (imi-) traditional dance 12  
 izixhobo tools 9  
 -xhomekeke ku- depend on 6  
*isiXhosa* Xhosa (language) 1  
 ixhwele (ama-) herbalist 4  
 ukuxilonga to examine (medically) 8  
 -xingle be stuck 15  
 ukuxolela to forgive 13  
 ixolo (ama-) peel 9  
 uxolo peace; pardon / excuse me 1  
 ukuxuba to mix 5  
 umxube (imi-) mixture 5  
 ukuxubisa to mix very well 4

## Y

ukuya to go to 1  
 umyalezo (imi-) message 11  
 inyama meat 13  
 inyameko attention 9  
 inyanga (ii-) month, moon 8  
 inyani truth 6  
 inyaniso truth 3  
 yaye and 6  
 ukuyeka to stop 6  
 umyenzi (aba-) husband 2  
 iyeza (ama-) medicine 8  
 umyilli (aba-) designer 14  
 uyise (oo-) her / his father 16  
 inyoka (iin-) snake 4  
 iyunesithi (ii-) university 2  
 iyure (ii-) hour 10

## Z

ukuza to come 2  
 -zayo coming, next 6  
 zakwaNtu traditional 13  
 abazali parents 2  
 umza / umzala (aba-) cousin 2  
 ukuzalisa to fill 5  
 ukuzalelwaa to be born in / at 3  
 ukuzalwa to be born 3  
 ukuzama to try 3  
 ukuzamisela to stir 5  
 uMzantsi south 3  
 isizathu (izi-) reason 10  
 ukuzekelela to speak slowly 3  
 umzekelo (imi-) example 6  
 -zele + copulative full of 16  
 -zi- myself, yourself, etc. 5  
 iziko (ama-) hearth 13  
 umzi (imi-) homestead 16  
 isiziba (izi-) deep pool in a river 10  
 umzimba (imi-) body 8  
 izinyo (ama-) tooth 8  
 ukuzisa to fetch, bring 5  
 ukuzoba to paint, draw 4  
 umzobi (aba-) artist 4  
 umzobo (imi-) illustration 5;  
     painting 12  
 ukuzola tranquillity 16  
 -zolile be calm 6  
 izolo yesterday 6  
 -zondelelao energetic 10  
 umzukulwana (aba-) grandchild 2  
 izulu / imozulu weather 5  
*isiZulu* Zulu (language) 3  
 ukuzuza to win 9; obtain 10  
 umzuzu (imi-) minute 6  
 umzuzwana (imi-) moment 5  
 uwzane (iin-) toe 8  
 ilizwe (ama-) country 3  
 ilizwekazi (ama-) continent 4  
 isizwe nation 12  
 ilizwi (ama-) voice 11 (also spoken word)

# English-Xhosa vocabulary

## ENGLISH-XHOSA VOCABULARY

- above **phezulu**  
 accept, to **ukwamkela**  
 accident **ingozi**  
 accompany, to **ukukhapha**  
 acquainted, to get **ukwazana**  
 address **i-adelesi** (*ii-*)  
 adult **umntu omdala**  
 advertise, to **ukwazisa; ukubhengeza**  
 advertisement **isaziso** (*iz-*); **isibhengezo** (*izi-*)  
 advice **icebiso, ingcebiso**  
 advise, to **ukucebisa**  
 aeroplane **inqwelo-moya** (*iin-*);  
     *i-eropleni* (*ii-*)  
 afraid, to be **ukoyika**  
 after **emva kwa-**  
 after that **emva koko**  
 afternoon **emva kwemini**  
 again **kwakhona**  
 age **ubudala**  
 agree, to **ukuvuma**  
 air **umoya**  
 all **-onke**  
 allow, to **ukuvumela**  
 alone **-odwa**  
 also **kanjalo, kananjalo**  
 animal **isilo; isilwanyana** (domestic) (*izi-*)  
 ankle **iqatha** (*ama-*)  
 answer, an **impendulo** (*iim-*)  
 answer, to **ukuphendula**  
 applicant **umceli-msebenzi** (*aba-*)  
 arm **ingalo** (*iin-*)  
 arrive, to **ukufika**  
 ask, to **ukubuza**  
 assist, to **ukuncedisa**  
 assistant **umnecedisi** (*aba-*)  
 at last **ekuggibeleni**  
 autumn **ukwindla**
- baby **usana** (*iint-*)  
 bad **-bi**  
 bag **ingxowa** (*iin-*)  
 basket **ingobozzi** (*iin-*)  
 beach **unxweme** (*ii-*)  
 beautiful **-hle**; beauty **ubuhle**  
 because **kuba**  
 because of **ngenxa ya-**  
 bed **umandlalo** (*im-*); **ibhedi** (*ii-*)  
 bedroom **igumbi lokulala**  
 beer **utywala**  
 before **phambi kwa-**  
 begin, to **ukuqala**  
 behind **emva kwa-**  
 better **-bhetele**  
 better than **ngcono kuna-**  
 between **phakathi kwa-**  
 bin **umgomma** (*imi-*)  
 birthday **umhla wokuzalwa**  
 black **-mnyama**  
 blanket **ingubo** (*iin-*)  
 blue **-luhlaza okwesibhakabhaka;**  
     **-blowu**  
 boat **iphenyane** (*ama-*); **inqanawa** (*iin-*)  
 boil something, to **ukubilisa**  
 book **incwadi** (*iin-*)  
 born, to be(at) **ukuzal(el)wa**  
 borrow, to **ukboleka**  
 boy **inkwenkwe** (*amakhwenkwe*)  
 bread **isonka**  
 break, to **ukwaphuka**  
 breakfast **isidlo sakusasa; iblakfesi**  
 bring, to **ukuzisa**  
 brown **-ntsundu**  
 bucket **i-emele** (*ii-*)  
 build, to **ukwakha**; builder **umakhi** (*ab-*)  
 building **isakhiwo** (*iz-*)  
 bus **ibhasi** (*ii-*)  
 bus stop **isitishi sebhasi** (*izi-*)
- busy, be **-xakekile**  
 but **kodwa**  
 butter **ibhotolo**  
 buy, to **ukuthenga**  
 call, to **ukubiza**  
 calm, be **-zolile**  
 car **imoto** (*ii-*)  
 careful, to be **ukulumka**  
 carefully **ngononophelo**  
 carry, to **ukuphatha**  
 catch, to **ukubamba**  
 celebrate, to **ukubhiyoza**  
 certainly **ngokuqinisekileyo**  
 chair **isitulo** (*izi-*)  
 chance **ithuba** (*ama-*)  
 change, to **ukutshintsha**  
 chat, to **ukuncokola**  
 cheap **-tshiphu**  
 check, look at, to **ukuhangela**  
 child **umntwana** (*aba-*)  
 childhood **ubuntwana**  
 choose, to **ukukhetha**  
 church **icawa** (*ii-*)  
 city **isixeko** (*izi-*)  
 clean, be **-cocekile**  
 close, to **ukuvala**  
 clothes (also goods, luggage) **iimpahla**  
 coast **unxweme** (*ii-*)  
 coat **ibhatyi** (*ii-*)  
 cold, to be **ukubanda**  
 cold, to feel **ukugodola**  
 colour **umbala** (*imi-*); **ibala** (*ama-*)  
 come, to **ukuza**  
 come from, to **ukuvela**  
 come in, to **ukungena**  
 come to an end, to **ukuphela**  
 comfortable, be **-khululekile**  
 competition **ukhuphiswano**  
 complain, to **ukukhalaza**  
 concerning **malunga na-**  
 congratulate, to **ukuvuyisana na-**  
 conserve, to **ukulondoloza**  
 contact to, **ukuqagamshelana na-**  
 continue, to **ukuhambisa**  
 conversation **incoko** (*iin-*)  
 cook, to **ukupheka**  
 cool, be **-pholile**
- count, to **ukubala**  
 country **ilizwe** (*ama-*)  
 cover, to **ukugquma**  
 cow **inkomo** (*iin-*)  
 cultivate, to **ukulima**  
 cup **ikomityi** (*ii-*)  
 custom **isiko** (*ama-*); **isithethe** (*izi-*)  
 customer **umthengi** (*aba-*)  
 cut, to **ukusika**  
 damage **umonakalo**  
 danger **ingozi**  
 date, day **umhla** (*imi-*)  
 daughter **intombi** (*iin-*)  
 decrease, to **ukuhlisa**  
 deep **-nzulu**; depth **ubunzulu**  
 delicious **-mnandi** / **-nencasa**  
 depend on **-xhomekeke** ku-  
 die, to **ukubhubha** (humans)  
     *ukufa* (animals)  
 difficult **-nzima**; difficulty **ubunzima**  
 dig, to **ukumba**  
 diningroom **igumbi lokutyela**  
 discuss, to **ukubonisana**; **ukuxoxa**  
 dish **isitya** (*izi-*)  
 divorced, be **-ahlukene**  
 do, to **ukwenza**  
 doctor **ugqirha** (*oo-*)  
 dog **inja** (*izin-*)  
 door **ucango** (*iing-*)  
 doorway **umnyango**  
 down **phantsi**  
 dress, to (also wear) **ukunxiba**  
 drink, to **ukusela** (cold) **ukuphunga**  
     (hot)  
 drive, to **ukuqhuba**  
 driver's licence **iphepha(-mvume)**  
     *lokuqhuba*  
 drought **imbalela**  
 dry, be **-omile**  
 ear **indlebe** (*iin-*)  
 early **kusasa**  
 easy **-lula**  
 eat, to **ukutya**  
 egg **iqanda** (*ama-*)  
 electricity **umbane**  
 enough, be **-anele**

enter, to *ukungeta*  
especially *ngakumbi*  
evening, in the *ngokuhlwa*  
every -*onke*; everyday *yonke imihla*  
exactly *kanye*  
example *umzekelo* (*imi-*)  
excuse (me)! *uxolo!*  
exhibition *unboniso* (*imi-*)  
expensive -*dulu*  
experience *amava*; experienced  
-*namava*  
expert *incutshe* (*iin-*)  
explain, to *ukuchaza*  
eye *iliso* (*amehlo*)  
fall, to *ukuwa*  
fame *udumo*; famous, be -*dumile*  
family *usapho* (*iint-*)  
famous, b.c. *ukuduma*  
far *kude*  
fast *ngokukhawuleza*  
fat, be -*tyebile*  
father *utata* (*oo-*); my father *ubawo*  
(*oo-*)  
fetch, to *ukulanda*  
few -*mbalwa*  
fight, to *ukulwa*  
fill, to *ukuzalisa*  
find, (get, obtain), to *ukufumana*  
fine -*hle*  
finger *umnwe* (*imi-*)  
finish, to *ukugqiba*; finished -*gqibile*  
fire *umlilo* (*imi-*)  
first -*okuqala*; firstly *kuqala*  
fish *intlanzi* (*iin-*)  
flag *indwe* (*izin-*); *iflegi* (*ii-*)  
flour *ingubo*  
flower *intyatyambo* (*iin-*)  
follow, to *ukulandela*  
food *ukutya*  
foot *unyawo* (*ii-*)  
forest (indigenous) *ihlathi* (*lelo zwe*)  
(*ama-*)  
forget, to *ukulibala*  
forgive, to *ukuxolela*  
fork *ifolokhwa* (*ii-*)  
fresh -*tsha*  
friend *umhlobo* (*aba-*)

fruit *iziqhamo*  
full -*zele*  
garbage *inkunkuma*  
gate *isango* (*ama-*)  
gentleman *inene* (*ama-*)  
get, to *ukufumana*  
gift *isipho* (*izi-*)  
girl *intombi* (*iin-*)  
give, to *ukunika*; *ukupha*  
give a lift, to *ukukhwelisa*  
glad, to be *ukuvuya*  
go, to (with) *ukuhamba* (*na-*)  
go home, to *ukugoduka*  
go out, to *ukuphuma*  
go *to*, to *ukuya*  
good -*lungile*  
goodbye *hamba*(ni) / *sala*(ni) *kakuhle*  
grandchild *umzukulwana* (*aba-*)  
grandfather *utat'omkhulu* (*oo-*)  
grandmother *umakhulu* (*oo-*)  
grateful, to be *ukubulela*  
gratis *simahla*  
great -*khulu*  
green -*luhlaza* *okwengca*  
greet, to (for) *ukubulis*(el)  
grow, to *ukukhula*  
grow up *at*, *ukukhulela*  
guest *undwendwe* (*ii-*)  
hand *isandla* (*iz-*)  
happen, to *ukwenzenka*  
happy, be -*onwabile*  
hat *umnqwazi* (*imi-*)  
head *intloko* (*iin-*); headache -*nentloko*  
hear, to *ukuva*  
heart *intliziyo* (*iin-*)  
heat *ubushushu*  
heavy -*nzima*  
help, to *ukunceda*; help *uncedo*  
help oneself, to *ukuzineda*  
help someone with something, to  
*ukuncedisa*  
here *apha*  
high -*phakamileyo*  
hold, to *ukuphatha*  
hold on, to *ukubamba*  
hole *umngxuma* (*imi-*)

holiday *iholide*; *ikhefu* (a breather)  
home *ikhaya*; at home *ekhaya*  
homestead *umzi* (*imi-*)  
hope *ithemba* (*ama-*)  
horse *ihashe* (*ama-*)  
hospital *isibhedele* (*izi-*)  
hot -*shushu*  
house *indlu* (*izin-*)  
how? *njani?*  
how big, much? -*ngakanani?*  
how many? -*ngaphi?*  
hungry, be -*lambile*  
hurt, be -*enzakalisile*  
hurry, to *ukukhawuleza*  
hurry, be in a -*ngxamile*  
husband *umyeni* (*aba-*)  
if *ukuba*  
ill, to be *ukugula*  
immediately *kwangoko*  
important, it is *kubalulekile*  
in front of *phambi kwa-*  
indeed *inene*  
information *ukwazisa*  
injured, be -*enzakalisile*  
inside *phakathi kwa-*  
instead of *endaweni ya-*  
interest *umdlia*; interesting -*nomdlia*  
intersection *isiphambuka* (*izi-*)  
introduce, to *ukwazisa*  
invite, to *ukumema*  
keep, to *ukugcina*  
keep s.o. waiting, to *ukulindisa*  
key *isitshixo* (*izi-*)  
kindness *ububele*  
kitchen *ikhitshi* (*ama-*); *igumbi*  
*lokuphekela*  
knee *idolo* (*ama-*)  
knife *imela* (*ii-*)  
know, to *ukwazi*, knowledge *ulwazi*  
lady *inkosikazi* (*amakhosikazi*)  
language *ulwimi* (*ii-*)  
large -*khulu*  
last -*okugqibela*  
late -*leyiti*, emva *kwexesha*  
learn, to *ukufunda*  
leave, to *ukuhamba*, *ukumka*  
left -*asekhohlo*  
leg *umlenze* (*imi-*)  
lend, to *ukuboleka*  
lesson *isifundo* (*izi-*)  
letter *incwadi* (*iin-*); *ileta* (*ii-*)  
lie down, to *ukidala* *phantsi*  
light *isibane* (*izi-*)  
lightning *umbane*  
life *ubomi*  
like, to *ukuthanda*  
listen, to *ukumamela*; *ukupulaphula*  
little -*ncinci*; -*ncinane*  
live, to (= reside) *ukuhlala*  
long -*de*  
long ago *kudala*  
look, to *ukujonga*  
look after, to *ukugcina*  
look as if, to *ukujongeka*  
look for, to *ukufuna*  
lost, be -*lahlekile*  
lounge *igumbi lokuhlala*  
love, to *ukuthanda*  
lovely -*myoli*  
luck *ithamsanqa*; luckily  
*ngethamsanqa*  
lunch *isidlo sasemini*  
make, to *ukwenza*  
man *indoda* (*ama-*)  
manage, to *ukuphatha*  
manager *umphathi* (*aba-*)  
many -*ninzi*  
marry, to *ukutshata*, married, be  
-*tshatile*  
meal *isidlo* (*izi-*)  
meat *inyama*  
medicine *iyenza* (*ama-*)  
meet with, to *ukudibana na-*  
meeting *intlanganiso* (*iin-*)  
menu *imenu*; *uluhlu lokutya*  
message *umyalezo* (*imi-*)  
milk *ubisi*  
mistake, to make a *ukuphazama*  
moment *umzuzwana* (*imi-*)  
money *imali*  
month; moon *inyanga* (*iin-*)  
morning, in the *kusasa*  
mother *umama* (*oo-*)

motorcycle *isithuthuthu* (*izi-*)  
 mountain *intaba* (*iin-*)  
 music *umculo*  
 name *igama* (*ama-*)  
 narrow *-mxinwa*  
 nation *isizwe* (*izi-*)  
 nature *indalo*  
 near (to) *-kufuphi na-*  
 necessary, it is *kufuneka* ...  
 need, to *ukufuna*  
 new *-tsha*  
 news *iindaba*  
 newspaper *iphepha-ndaba* (*ama-*)  
 next (coming) *-landelayo* (-*zayo*)  
 nice *-mnandi*  
 night *ubusuku*; at night *ebusuku*  
 nose *impumlo* (*iim-*)  
 now *ngoku*  
 nurse *umongi(kazi)* (*ab-*)  
 often *futhi*, *amaxesha amaninzi*,  
     *kaninzi*  
 old *-dala*  
 once *kanye*  
 only *kuphela*, *qha*  
 open, to *ukuvula*, be open *-vulile*  
 opportunity *ithuba* (*ama-*)  
 or *okanye*  
 organisation *umbutho* (*imi-*)  
 outside *ngaphandle*  
 over there *phaya*  
 overseas *-phesheya*  
 pain *iintlungu*; painful *-buhlungu*  
 paper *iphepha* (*ama-*)  
 parent *umzali* (*aba-*)  
 passenger *umhambi* (*aba-*)  
 patient *umguli* (*aba-*)  
 pay, to *ukuhlawula*  
 peace *uxolo*  
 peel, to *ukuchuba*  
 pen *usiba* (*iintsiba*)  
 perhaps *mhlawumbi*; (*i*)*ngaba*  
 person *unntu* (*aba-*)  
 pick up, to *ukuchola*  
 place *indawo* (*iin-*)  
 place, to *ukubeka*  
 play, to *ukudlala*, a play *umdlalo* (*imi-*)  
 pleasant *-mnandi*

please! **nceda!**  
 point, to *ukukhombisa*  
 policeman *ipolisa* (*ama-*)  
 police station *isikhululo samapolisa*  
     (*izikhululo zamapolisa*)  
 pot *imbiza* (*iim-*)  
 pour, to *ukugalela*  
 prefer, to *ukukhetha*  
 prepare, to *ukulungisa*  
 president *umongameli* (*ab-*)  
 price *ixabiso* (*ama-*) (low *eliphantsi*)  
 problem *ingxaki* (*iin-*)  
 properly *ngokufanelekileyo*  
 protect, to *ukukhusela*  
 power *amandla*  
 public phone *ifowuni kawonke-wonke*  
 put (on), to *ukubeka*  
 put into, to *ukufaka*  
 question *umbuzo* (*imi-*)  
 quickly *ngokukhuleuze*  
 quiet, to be *ukuthula*  
 rain *imvula* (*iim-*)  
 rain, to *ukuna*; *ukunetha*  
 read, to *ukufunda*  
 ready, be (finished) *-gqibile*  
 receive, to *ukufumana*  
 recently *kutshanje*  
 recommend, to *ukucebisa*, *ukubalula*  
 recover, to *ukuchacha*  
 red *-bomvu*  
 region *ummandla* (*imi-*)  
 relax, to *ukukhuleka*  
 remember, to *ukukhumbula*  
 remind, to *ukukhumbuza*  
 repair, to *ukulungisa*; *ukukhanda* (car)  
 repeat, to *ukuphinda*  
 reply, to *ukuphendula*  
 request, to *ukucela*  
 request *isicelo* (*izi-*)  
 resemble, to *ukufana na-*  
 rest, to *ukuphumla*  
 restaurant *irestyu* (*ii-*)  
 return from *ukubuya*  
 return to *ukubuyela*  
 ride, to *ukukhwela* (car, horse)  
 right *-asekunene*  
 right, be *-nyanisile*

river *umlambo* (*imi-*)  
 road *indlela* (*iin-*); *ungaquo* (*imi-*)  
 room *igumbi* (*ama-*)  
 rubbish *inkunkuma*  
 run, to *ukubaleka*  
 sad *-lusizi*  
 safe *-khuselekileyo*  
 salary *umvuzo* (*imi-*)  
 save, to *ukulondoloza*  
 say, to *ukuthi*; say so *ukutsho*  
 school *isikolo* (*izi-*)  
 sea *ulwande*  
 see, to *ukubona*  
 sell, to *ukuthengisa*  
 send to *ukuthumela*  
 separate, to *ukwahlula*  
 settlement *ilali* (*ii-*)  
 shoe *isihlangu* (*izi-*)  
 shop *ivenkile* (*ii-*)  
 short *-futshane*  
 show, to *ukubonisa*  
 side *icala* (*ama-*)  
 sign *isalathiso* (*iz-*)  
 sit (down), to *ukuhlala* (phantsi)  
 skill *ubuchule*  
 skirt *umbhingo* (*imi-*)  
 sky *isibhabhabka*  
 sleep (well), to *ukulala* (kakuhle)  
 slowly *kade*; *ngokucothayo*  
 small *-ncinci*, *-ncinane*  
 smell, to *ukunuka*  
 sock *ikawusi* (*ii-*)  
 soil *umhlaba*  
 sometimes *amanye amaxesha*  
 son *unyana* (*oo-*)  
 soon *kamsinya(ne)*  
 sore *-buhlungu*  
 sorry, be *-lusizi*, sorry! *uxolo!*  
 sort (type) *uhlobo* (*iint-*)  
 speak, to *ukuthetha*  
 speak slowly, to *ukucothisia*;  
     *ukuzekelela*  
 specialist *incutshe* (*iin-*)  
 spoon *icephe* (*ama-*)  
 sport *umdlalo* (*imi-*)  
 staff *abasebenzi*  
 stand, to *ukuma*  
 star *inkwenkwezi* (*iin-*)  
 start, to *ukuqala*  
 station *isitishi* (*izi-*)  
 stay, to (= reside) *ukuhlala*; *ukusala*  
     (= remain)  
 steal, to *ukuba*  
 still *-sa*- (*ndisafunda*); *-se-* (*usemtsha*)  
 stone *ilitya* (*ama-*)  
 stop, to *ukuma*; *ukumisa*; *ukuyeka*  
 story *ibali* (*ama-*); *intsomi* (*iin-*)  
 street *isitalato* (*izi-*)  
 strong *-namandla*  
 student *umfundu* (*aba-*)  
 study (for), to *ukufund(el)a*  
 study *igumbi lokufundela*  
 succeed, to *ukuphumelela*  
 success *impumelelo*  
 suddenly *ngesaquphe*  
 sufficiently *ngokwaneleyo*  
 summer *ihloba*  
 sun *ilanga*  
 supper *isidlo sangokuhlwa*; *idinala*  
 sure, be *-qinisekile*  
 surname *ifani* (*ii-*)  
 sweet *-mnandi*  
 swim, to *ukuqubha*  
 table *itafile* (*ii-*)  
 take, to *ukuthatha*; *ukuthabatha*  
 take out, to *ukukhupha*  
 take part in, to *ukuthabatha inxaxheba*  
 talk, to *ukuthetha*  
 tall *-de*  
 taste, to *ukungcamla*  
 taxi *iteksi* (*ii-*); by taxi *ngeteksi*  
 teach, to *ukufundisa*  
 team *iqela* (*ama-*)  
 telephone, to *ukufowun(el)a*,  
     telephone *ifowuni / ifoni; umnxeba*  
 tell (to), to *-xel(el)a*  
 thank, to *ukubulela*; thanks *enkosi*  
 that (conj) *ukuba*  
 there *apho*, *khona*  
 thing *into* (*izin-*)  
 think, to *ukicinga*  
 thirsty *-nxaniwe*; thirst *unxano*  
 thunder *iindudumo*  
 ticket *itikitiki* (*ama-*)  
 time *ixesha* (*ama-*); on time *ngexesha*  
 tired, be *-diniwe*

tobacco *icuba*  
 today *namhlanje*  
 together (with) *kunye na-*, *ndawonye*  
 toilet *indlu yangasese; ithoylethi*  
 tomorrow *ngomso*  
 too (much) *gqitha*  
 tools *izixhobo*  
 tooth *izinyo (ama-)*  
 town *idolophu (ii-)*  
 traditional -zakwaNtu  
 traditional fare *izidlo zakwaNtu*  
 traditional healer *igqirha (ama-)*  
 train *uloliwe (oo-); itreyini (ii-)*  
 train, to *ukuqequesha*  
 traffic *izithuthu*  
 translate, to *ukuguqula; ukutolika*  
 travel, to *ukuhamba*  
 tree *umthi (imi-)*  
 trip *uhambo; ukhenketho*  
 trouble *umonakala (im-)*  
 trousers *ibhulukhwe (ii-)*  
 try, to *ukuzama*  
 turn towards, to *ukujika nga-*  
 ugly -bi  
 under *phantsi kwa-*  
 understand, to *ukuqonda; ukuva*  
 undress, to *ukukhulula*  
 unfortunately *ngelishwa*  
 up *phezulu*  
 use, to *ukusebenzisa*  
 usually *ngesiqhelo*  
 very *kakhulu*  
 vicinity, in the *ngase-*  
 village *ilali; idolophana (ii-)*  
 visit, to *ukutelela; ukuhambela*  
 visitor *undwendwe (ii-)*  
 voice *ilizwi (ama-)*  
 wait (for), to *ukulinda*  
 wake up, to *ukuvuka*  
 walk, to (straight) *ukuhamba (ngqo)*  
 wall *udonga (iin-)*  
 wallet *isipaji (izi-)*  
 want, to *ukufuna*

warm, be -fudumele  
 wash, to *ukuhlamba*  
 waste, to *ukuchitha*  
 watch, to (e.g. TV) *ukubukela*  
 water *amanzi*  
 way *indlela (iin-)*  
 weak -buthathaka  
 wear, to *ukunxiba*  
 weather *izulu; imozulu*  
 weather forecast *uqikelelo lwemozulu*  
 week *iveki (ii-)*  
 weekend *impela-veki (iim-)*  
 weight *ubunzima*  
 welcome! *wamkelekile/namkelekile!*  
 welcome, to *ukwamkela*  
 well *kakuhle*  
 well, to be *ukuphila*  
 wet -manzi  
 what? *ntoni?*  
 whatever *nokuba yintoni*  
 when *xa*, when? *nini?*  
 where? *phi?* whereabouts? *ndawoni?*  
 white -mhlophe  
 who? -bani?  
 why? *kutheni?*  
 wide -banzi  
 wife *inkosikazi (amakhosikazi)*  
 wind *umoya (imi-)*  
 window *ifestile (ii-)*  
 wipe, to *ukusula*  
 wish, to *ukunqwenela*  
 woman *umfazi (aba); ibhinqa (ama-)*  
 word *igama (ama-)*  
 work *umsebenzi (imi-)*  
 work, to *ukusebenza; ukuphangela*  
 world *ihlabathi*  
 worry, to *ukukhathazeka*  
 worry oneself, to *ukuzikhathaza*  
 write, to *ukubhala*  
 year *unyaka (imi-)*  
 yellow -lubhelu  
 yesterday *izolo*  
 young -tsha

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