

KISWAHILI

msingi wa kusema
kusoma
na kuandika

SWAHILI

a foundation for
speaking
reading
and writing

**2nd
edition**

*Thomas J. Hinnebusch
Sarah M. Mirza*

Illustrated by
Adelheid U. Stein



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University Press of America,® Inc.
4501 Forbes Boulevard
Suite 200
Lanham, Maryland 20706

1998
P.O. Box 317
Oxford
OX2 9RU, UK

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Printed in the United States of America
British Library Cataloging in Publication Information Available

Library of Congress Cataloging-in-Publication Data

Hinnebusch, Thomas J.
Kiswahili, msingi wa kusema kusoma na kuandika = Swahili, a
foundation for speaking, reading, and writing / Thomas J.
Hinnebusch, Sarah M. Mirza ; (illustrated by) Adelheid U. Stein.—
2nd ed.
p. cm.
In English and Swahili.
Includes bibliographical references and index.
1. Swahili language—Textbooks for foreign speakers—English. I.
Mirza, Sarah M. II. Title.
PL8702.H5 1997 496'.39282421—DC21 97-32469 CIP

ISBN 0-7618-0972-4 (pbk: alk. ppr.)

∞™ The paper used in this publication meets the minimum
requirements of American National Standard for information
Sciences—Permanence of Paper for Printed Library Materials,
ANSI Z39.48—1984

Dibaji

When the first edition of this book was published in 1979, who could have predicted the phenomenal growth in the number of students studying Swahili and in the number of programs where Swahili is part of the everyday curriculum. I began work on that edition, motivated by the wish to provide my students here at UCLA with a learning tool that I was comfortable with. No one could have been more pleased than I when the first edition was received with such wide acceptance. Initially sales of the book numbered only a few hundred copies; now there are over twelve hundred or more students using the book each year. This new edition is a response to that interest. Over the years I have been frequently asked if I planned a new manual. While this is not "new" in the sense often intended, the changes are nonetheless real and it is hoped that learners and teachers alike will find this edition at least a modest improvement over its predecessor.

This book in its newest incarnation preserves the main features of the first edition. While some urged me to redesign the book to more readily fit recent advances in language teaching methodology, this would have entailed the creation of an entirely different book. That must await another time or another teacher who has the will and energy to exploit the new technology in the light of communicatively oriented methodologies. So while I have not done this, and thus will have performed disappointed some, the second edition will continue to fill a niche. Its format and organization are flexible enough to fit within many different methodological approaches. Its goal remains to provide students with a tool that will aid them in acquiring communicative competence in all skill areas. Because its main features—the model conversations, drills, reading selections, and, of course, the grammar notes—can be fundamentally viewed as a *syllabus*, teachers have the freedom to adapt it to their own style of teaching and methodological assumptions. Indeed while my own ideas about how one should practice the art of teaching a language have changed over the years, I still find this manual useful and, indeed, indispensable for my own teaching. I suppose that this, plus its popularity, pushed me to reformat it, to add small improvements and revise where I thought it necessary. Beyond new formatting, the changes are often subtle and unnoticeable. A casual perusal by someone who is familiar with the first edition will not immediately reveal the changes. The revisions will only become fully apparent as one teaches or uses the book. While some lessons have only been superficially altered, others have additional model dialogues, and extra drills—or mini conversational segments, as I would rather call them. The grammar notes in many lessons have been rewritten often with additional illustrative examples. In all around 180 changes were made in the body of the manual. Also the glossary has been extensively revised. In both its English-Swahili and Swahili-English sections, it encompasses all the vocabulary used in the lessons and adds considerably more vocabulary, especially in the English-Swahili section, than found in the first edition. Here an attempt was made to insure that the most frequently used vocabulary at a beginner's level was included to minimize the necessity for students to have to go to another source.

As the Swahili say *Kushukuru hakudhuru* "To be thankful brings no harm." or *Shukuru kwa uliyo nayo* "Be thankful for what you have." Indeed, many people are to be thanked. Certainly I don't want to forget those who worked on the first addition, especially my co-author, Sarah Mirza, and Adelheid Stein. Sarah Mirza also helped with this edition, and Adelheid Stein's marvelous illustrations have been kept—indeed some have told me this is one of the most endearing, alluring, and attractive features of the manual. I should also not forget, as I did in the preface of the first edition, the staff and teachers of the Maryknoll Language School in Musoma, Tanzania who were instrumental in laying the foundations for the present work. I also want to thank Mwalimu Lioba Moshi who helped

in the revision of the glossary by allowing me access to the glossaries from her video materials (see p. xiii, fn. 4). Nor must I forget to mention my own students here and those from other colleges and universities, as well as all my *walimu wenzangu*, especially Deo Ngonyani and Angaluki Muaka, who have used the manual and have helped with advice and encouragement. I am most thankful for their comments, support, and suggestions over the years. My wife Claudia and my children deserve more thanks and expressions of gratitude than I can possibly ever give. To them I am deeply and ever grateful for all their support and sustaining love.

In the first edition I dedicated the manual to the late Bill Welmers, Professor of African Languages and Linguistics at UCLA, who quite early in my career as a language teacher served as my mentor, and to whom I will be forever thankful. In this edition I want to add to that dedication the many students who in thirty years of teaching have made it all worthwhile.

TJH, UCLA
September 1997

Yaliyomo

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Somo la Kwanza (1)

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Mazungumzo: 1. Maamkio baina ya watu wawili, Habari gani?
2. Habari za asubuhi? 3. Habari za mchana?

Zoezi la Kusoma: Kufundisha maamkio, maamkio baina ya watu wawili.

Habari za Sarufi: 1. *Jambo* greetings. 2. *Habari* greetings. 3. *Maamkio*.
4. Titles. 5. Articles. 6. Infinitives. 7. Complex verb forms. 8. Imperatives.

Somo la Pili (2)

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Utangulizi

1. About the Manual

Kiswahili: Msingi wa Kusema, Kusoma, na Kuandika is intended to provide students with a foundation in speaking, reading, and writing the basic grammatical structures of Swahili, and to introduce them to aspects of East African life and culture through readings and pictures. Each lesson is constructed around a dialogue or set of dialogues as the main vehicle for introducing essential grammatical structures and core vocabulary.

The first thirteen lessons deal with basic conversational subject matter, such as greetings, asking and telling names, where someone is from and where they study, and similar topics. Topics of conversation in the early lessons focus on personal information about the student. In later lessons topics are more varied with some conversations about the subject matter of previous reading exercises. The conversations also introduce the essentials of sentence structure, for example in earlier lessons, subject and verb agreement with personal subjects, some positive and negative tenses, object pronouns and object agreement. After lesson thirteen considerable attention is given to the system of noun classification and concord. The last eight lessons introduce relative clauses and various uses of the subjunctive.

The manual is not intended to be a descriptive grammar of Swahili, but rather a guide to presenting the language in a conversational framework. It relies on the students' ability to learn the material in a logically ordered and structured way.¹ Each lesson builds and expands on structures taught in earlier lessons.

The manual's twenty eight lessons provide sufficient material for a one-year two-semester or three-quarter elementary course of approximately thirty weeks duration. The material in each lesson is based on a four to five hour instructional week, assuming that at least 80 percent, or more, of the classroom time is spent on conversational and oral practice and proficiency oriented activities. Where less classroom time is available, the manual can be effectively used if students are required to work extra time in the language laboratory, and if they have access to native speakers in a formal setting.² Allowance for review periods has been made, i.e. a total of two weeks for the entire course which should be made use of as needed.

Each lesson has six sections:

- | | |
|--|--|
| 1. <i>Mazungumzo</i> (Dialogue/Conversation) | 4. <i>Habari za Sarufi</i> (Grammar Notes) |
| 2. <i>Mazoezi</i> (Drills) | 5. <i>Zoezi la Nyumbani</i> (Homework) |
| 3. <i>Zoezi la Kusoma</i> (Reading Exercise) | 6. <i>Msamati</i> (Vocabulary) |

1.1. Mazungumzo. The *Mazungumzo* section consists of one or more dialogues which usually take place between the instructor and one or more of the students. Since the aim of the course is attainment of conversational competence, this material is organized in such a way that from the very beginning students should use Swahili, that is, the dialogues cover a narrow range of topics which can be realistically used in the classroom (e.g. asking and telling people's names, where they live, what they are studying). They are designed to elicit responses without imposing on the students the task of role playing. Teachers are free

¹ The following Swahili grammars are widely available: Ashton, E.O. 1944. *Swahili Grammar*. London: Longmans, Green and Co. Ltd.; Perrot, D.V. 1951. *Teach Yourself Swahili*. London: The University Press, Ltd.; Loogman, A. 1965. *Swahili Grammar and Syntax*. Pittsburgh, Pa.: Duquesne University Press.; Polomé, Edgar C. 1967. *Swahili Language Handbook*. Washington: Center for Applied Linguistics.

² Tapes of the manual are available from Thomas J. Hinnebusch, Department of Linguistics, UCLA, Los Angeles, California 90095-1543.

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to use these sample conversations as models for other conversational vignettes, deemed more suitable to local situations and conditions, but teachers should be careful to control for the amount of new vocabulary and new grammatical structures that go beyond the goal for a particular lesson. Also, dialogues of particular lessons build on the grammatical structures of previous lessons. This should be kept in mind by teachers who use supplementary materials; these should be structured accordingly.

The elements of the dialogues are best introduced by drilling the subparts of each dialogue in the *Mazoezi* which can be viewed as mini-conversations in their own right. By doing so first, the students are usually prepared for carrying on a short conversation with their instructor or fellow students along the lines of the dialogue. As material is added in step-by-step progression, the students will be able to manipulate and use basic grammatical structures in natural ways. To facilitate a smoother flow of classroom conversation, the students are expected to learn both the question and answer parts of the dialogues. Most students find memorization helpful and should be encouraged to use this technique.

1.2. Mazoezi. The *Mazoezi* or exercises section contains at most seven or eight drills per lesson. These drills are samples for instructors to guide their own teaching. Each drill concentrates on new grammatical structures introduced in the dialogues. Most of these drills are question-answer or substitution drills; any of them can be used as repetition drills to develop rhythm and pronunciation skills. Drill sessions are most successful when they function as starting points for mini-conversations in the classroom, or are viewed as natural conversational opportunities rather than as exercises to be learned by rote. They are intended as models, and teachers are encouraged to use them as models in teaching the material of each lesson. They are not an end in themselves, but a means of advancing speaking and comprehension skills. Drilling is most successful when it is tied to a realistic scenario or classroom situation, rather than done mechanically. In the hands of a skillful teacher drills can be models for mini-conversations, or real conversational exchanges. When props and *realia* are used, drills become more realistic and learning is enhanced. To the extent drills can be incorporated into real informational exchanges, learning is enhanced. Teachers are encouraged to be imaginative in teaching the basic structures and vocabulary introduced in each lesson by creating their own exercises to develop oral proficiency skills in Swahili.

1.3. Zoezi 1a Kusoma. The *Zoezi la Kusoma*, the reading exercise, offers the students further opportunity to see new grammatical structures in a written context. They also constitute a vehicle for introducing information about life and culture in East Africa as well as additional vocabulary.

The readings are usually independent of other material in the lessons, although they are generally graded structurally to include only grammatical elements already introduced. Occasionally, especially in the earlier readings, structures are used which have not been overtly taught in the dialogues and drills. These are usually explained in footnotes or listed in the vocabularies. Students are not expected to handle such structures conversationally until they have been introduced formally. Often it is enough if students recognize such structures and have passive knowledge of them. When they are introduced formally, students are then in a good position to learn them actively. For example, the forms *ya*, *za*, *cha*, *vya*, *la*, etc., all usually translated by English 'of', are used in the lessons from the beginning. It is enough that students understand the function of these forms and their meaning until they and the elements of the Noun Class system are formally introduced in Lessons 14 and 16 (also see §2.1 below). Students can use such structures without a formal understanding of the Noun Class system.

The comprehension questions provided with each reading (beginning with Lesson 3) are only a model for any number of questions which can be asked about the reading, as long as they are within the expected oral competence of the students. Such questions are helpful in promoting classroom conversation.

1.4. Habari za Sarufi. The *Habari za Sarufi* section explains the grammatical material taught in a particular lesson. Students are encouraged to preview these notes (along with the dialogues) before dealing with the material orally and before the lesson is actually begun in class. This advice is based on the assumption that language learning results are achieved in greater proportion and in less time when language study involves a maximum of conscious reasoning. Teachers, however, should limit the amount of time spent on imparting information about the language, that is, in overtly teaching grammar. For the most part enough grammatical information is given in this section to minimize the amount of time the instructor needs to spend in class on a discussion of grammar in English. In any event, instructors should resist the temptation to discuss grammar at length in the classroom.

1.5. Zoezi la Nyumbani. The *Zoezi la Nyumbani* provides homework exercises which give students written practice on new grammatical elements of a lesson and helps focus their attention on the structures being emphasized. They are usually English to Swahili translation exercises. Most of these exercises could also serve as in-class written or oral translation exercises.

1.6. Msamati. New words are found in the *Msamati*. They are arranged in two, sometimes three, sections, one with vocabulary from the dialogues and drills, the other with the new vocabulary from the reading selection. Students should be encouraged to learn at least the vocabulary from the first section actively and use such vocabulary in their own conversations and writing. Vocabulary in the second section, although not less important, can be learned as part of the student's passive command of the language—vocabulary that one recognizes but which is not yet part of active competence. As the students' experience grows, they will gradually add these to their store of actively used vocabulary.

Occasionally there is a third section of vocabulary, *Maneno Maalum* or Special Vocabulary. This is a supplementary glossary of words that are useful in conducting the class, but which are not included in the body of the lesson. In addition to these individual lists, there is a master Swahili-English and English-Swahili list for quick reference at the end of the manual. This master list is not intended to take the place of a dictionary, but it does include some basic vocabulary which has not been actively introduced but which might be useful for students in writing essays and doing other written homework.³

1.7. Illustrations. The drawings found in many of the lessons as well as in the appendix of this manual are included not only to illustrate aspects of the dialogues or reading exercises, but to also serve as teaching aids.⁴ They can be used in several ways, e.g., to provide opportunities for classroom drills, or for assigned essays which explain a picture. Most importantly, they can be used to stimulate classroom conversation, such as students asking about or explaining to each other the content of a picture.

1.8. Appendices. The first appendix contains illustrated reading material dealing with aspects of East African life. Each drawing is accompanied by a short paragraph which gives the students some basic understanding of the subject matter in the picture. The short descriptions are structurally graded to parallel the main material, starting with Lesson 6. The purpose of this section is mainly to provide further reading practice, homework, trans-

³ Several dictionaries are available, but some are not readily obtainable. Students with internet access can download English/Swahili and Swahili/English dictionaries from the Web site of the African Studies Program at Yale University (The Internet Living Swahili Dictionary at <http://www.yale.edu/swahili>).

⁴ Some drawings in the text do not illustrate dialogues or readings, but are included for their appropriateness in illustrating something about East Africa, its culture, or people. Other visual aids, such as Lioba Moshi's video series, *Kiswahili: Lugha na Utamaduni* (Office of Instructional Development and Instructional Resources Center, University of Georgia, 1996), can be similarly used by the skillful and motivated teacher.

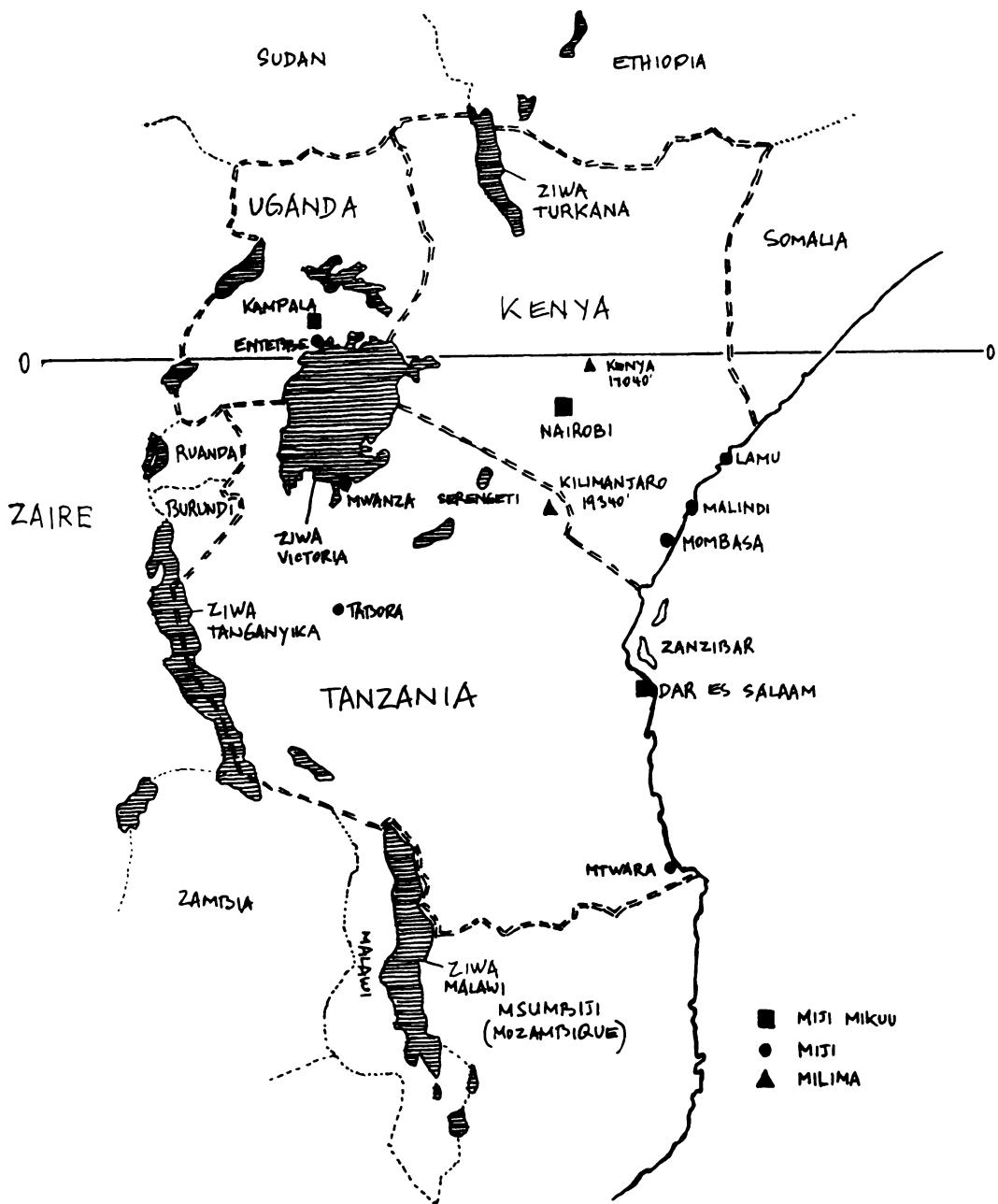
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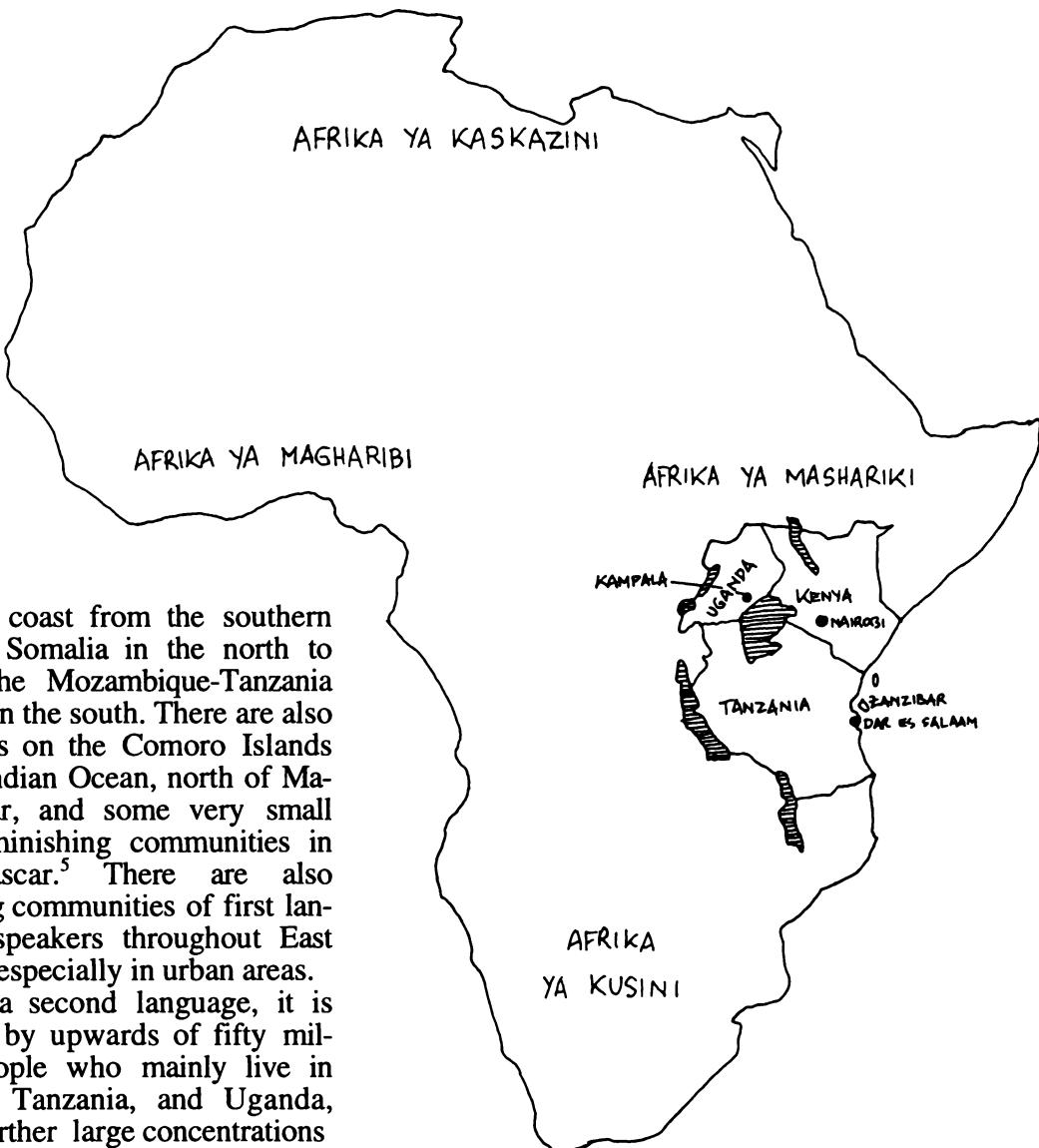
lation assignments, and conversational topics. Any new vocabulary introduced here can be found in the master vocabulary list.

Further appendices include a list of aphorisms and riddles, grammatical charts summarizing tense/aspect markers and the forms of pronominal concords, and translations of the dialogues.

2. About Swahili

Swahili, or *Kiswahili*, as it is referred to by speakers of the language, is spoken throughout Eastern Africa. As a first language, however, it is spoken only on the offshore islands of Zanzibar, Pemba, Mafia, and Lamu, and, for the most part, only along the East





African coast from the southern part of Somalia in the north to about the Mozambique-Tanzania border in the south. There are also speakers on the Comoro Islands in the Indian Ocean, north of Madagascar, and some very small and diminishing communities in Madagascar.⁵ There are also growing communities of first language speakers throughout East Africa, especially in urban areas.

As a second language, it is spoken by upwards of fifty million people who mainly live in Kenya, Tanzania, and Uganda, with further large concentrations of speakers in Shaba and Kivu Provinces of eastern Zaire. There are also smaller numbers of speakers in many of the countries bordering on Tanzania, Kenya, and Uganda, e.g. Burundi, Ruanda, Zambia, Malawi, and Mozambique. Most of these people speak Bantu, Nilotc, or Cushitic languages as their first languages and their knowledge of Swahili varies greatly.

⁵ The presence of Swahili speakers in the Comoro Islands and Madagascar has frequently been mentioned in the sources. However, in the Comoros, Swahili has never been widely spoken although in times past it did serve as an important link with East African coastal Swahili communities and was a language of the ruling classes for part of the islands' history. Most speakers of Swahili on the islands today are refugees from Zanzibar who fled there after the revolution in Zanzibar in January 1964. The people of the Comoros speak a Bantu language which is very closely related to Swahili but differences are great enough that Swahili speakers do not understand the Comorian language and vice versa. In Madagascar there are very small numbers of speakers confined to some coastal villages in the northeast; these are descendants of 19th century and earlier traders who settled in Madagascar. There are also a substantial number of Comorians in the same area of Madagascar who are often mistaken for Swahili speakers. The overwhelming percentage of the people of Madagascar speak Malagasy, a Malayo-Polynesian language which is unrelated to African languages.

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Swahili is a Bantu language. This is a large group of languages spoken from Cameroon in northwestern Africa through Central Africa into Eastern and Southern Africa. Other examples of Bantu languages are Zulu in South Africa, Kikuyu in Kenya, Kongo in Zaire, and Duala in Cameroon. Although they are not mutually intelligible, they all derive from one common ancestral language, sharing much basic vocabulary, word building processes, and sentence structure. The word for 'person', for example, is very similar from one Bantu language to another: *mtu* (Swahili), *umuntu* (Zulu), *mündū* (Kikuyu), *muntu* (Kongo), and *moto* (Duala). Presumably the ancestor language had **muntu*, from which the present day languages derive their particular form of the word. The plural of this word (*abantu* in Zulu, for example) provides the model for the word "Bantu", the name linguists chose to call this large family of languages.

Because Swahili is spoken over such a wide, ethnically, and linguistically diverse area, one can observe many local variations. For example, the Swahili spoken by first language speakers of non-Bantu languages is often markedly different from the variety of Swahili spoken by speakers of Bantu languages. Even along the East African coast, where Swahili is spoken as a first language, different dialects can be distinguished. For instance *Kiamu*, the Swahili dialect of Lamu, an island on the northern coast of Kenya, is different from *Kimvita*, which is spoken in Mombasa, or *Kiunguja*, the dialect of a large part of Zanzibar Island, including Zanzibar Town. There are also various forms of *pidgin* Swahili spoken mainly, but not exclusively, by European and Asian settlers. Swahili pidgins are grammatically reduced and simplified variants which are often poorly regarded by native speakers and speakers of Standard Swahili alike.

The Swahili taught in this manual is referred to as "Standard Swahili," or *Kiswahili Sanifu*. Although somewhat elusive of definition, this is usually understood as the Swahili that is taught in East African schools and used in the mass media. It is based on *Kiunguja*, the Zanzibari dialect of Swahili.

2.1. The Swahili Noun. Swahili, like other Bantu languages, has certain features which distinguish it from the European languages that most students will be familiar with. The first of these is the noun class system. Nouns are arranged in sets which usually have distinct singular and plural forms expressed by different prefixes attached to common stems; some examples:

m-tu 'person'	wa-tu 'people'
m-ti 'tree'	mi-ti 'trees'
ki-ko 'pipe'	vi-ko 'pipes'

Swahili has five sets of nouns which follow this pattern of singular/plural pairs and six sets which either have no distinct plural form or whose plural forms are from other classes. In the examples here, singular nouns have either *m-* or *ki-* prefixes, and plurals have *wa-*, *mi-*, or *vi-*. In addition to these formal differences, each class is generally associated with certain semantic characteristics. The M-/WA- class (with *m-* singular and *wa-* plural prefix) contains most names of humans, the M-/MI- class includes most names of plants; and the KI-/VI- class has the names of artifacts and other articles useful to human beings. There are, however, many exceptions to these generalizations. Two terms, for instance, that are found in the M-/WA- class which do not name humans, are the term for 'insect' (*m-dudu/wa-dudu*) and the word for 'animal' (*m-nyama/wa-nyama*). Nor are all nouns naming humans to be found in this class, thus, *ki-ongozi/vi-ongozi* 'leader/s'.

Noun classes in Bantu languages could be compared to genders in Indo-European languages, except in Bantu languages there are many more genders than the familiar feminine, masculine, and neuter genders of, for example, German. Like Indo-European languages, words in Swahili which modify nouns have to agree, for example:

wa-tu	wa-zuri	ha-wa	'these good people'
ki-su	ki-zuri	hi-ki	'this good knife'

Agreement here is accomplished by "copying" the prefix, or a variant thereof, from the noun onto the modifier.⁶ The same process occurs in the case of noun subjects and their verbs:

wa-toto wa-nasoma. 'The children are studying.'
Ki-su ki-meanguka. 'The knife has fallen.'

Other characteristics of the noun class system and agreement will be studied in detail throughout the lessons.

2.2. The Swahili Verb. Another interesting feature of Bantu languages is the role the verb plays in the sentence. Many grammatical functions are signaled on the verb by affixes. In Swahili this includes subject, object, and relative pronouns, and tense/aspect categories:

Hawa ni walimu **wa-na-o-wa-fundisha** wanafunzi.
these are teachers **they-TENSE-who-them-teach** students
'These are the teachers who are teaching the students.'

The first *wa-* on the verb is the subject prefix agreeing with *walimu*; *-na-* indicates that the verbal process takes place in present time; *-o-* is a relative pronoun referring to the subject *walimu* and translated by English 'that, who'. The final *-wa-* in the sequence is an object prefix referring to *wanafunzi*. All of these are prefixed to the verb stem *-fundisha* which in turn consists of a root plus several suffixes:

-fund-ish-a

The root *-fund-* conveys the notion 'learn'; *-ish-*, often called the Causative extension, means 'cause to', and the final *-a* marks indicative mood. The root plus its suffixes in this example means 'cause to learn', thus 'teach'. Not all verbs are this complex but such suffixes play important roles in verb construction and in sentences. For instance, indirect objects are marked by a special suffix on the verb; compare the following and note the difference made by the suffix in bold in the second sentence:

Ni-na-m-**let-a** mtoto. 'I am **bringing** the child
I-TNS-him-**bring** child.' (TNS = Tense or Aspect marker)

Ni-na-m-**let-e-a** mtoto chungwa. 'I am **bringing** an orange **to** the child.'
I-TNS-him-**bring-to** child orange

The difference between passive and active voice is another distinction marked by an affix on the verb; passive voice in Swahili is marked by a suffix:

Ni-na-**pika** chakula. 'I am **cooking** food.'
I-TNS-cook food.

Chakula ki-na-**pik-w-a** na mimi. 'The food is **being cooked** by me.'
food it-TNS-cook-be by me.

These and other features of the verb will be studied in detail in the following lessons.

2.3. Swahili and Borrowing. It is a common misconception that Swahili is some sort of mixed language, a combination of some African "dialect" and Arabic. This incorrect view has arisen because Swahili has borrowed a great deal of vocabulary from Arabic, and from other languages as well. It has been estimated that the borrowing from Arabic, Persian, Hindi, and other Indian Ocean languages, is 20 per cent in spoken Swahili, 30 per cent in written Swahili, and 50 per cent in classical poetry.⁷ Because of the unique location

⁶ This observation is an oversimplification of the process, but it does help to illustrate the principle.

⁷ Swahili has a literature of poetry dating back several centuries. For example, see Knappert, Jan. 1972. *An Anthology of Swahili Love Poetry*, University of California Press, Berkeley and Los Angeles, California;

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of the Swahili community on the East African coast it became a focal point of contact with traders from Arabia and India. In the course of centuries Swahili has borrowed freely from such contact languages.⁸ From Arabic the Swahili people assimilated words dealing with religion, trade, commerce, sailing, and urban living; a few examples follow:

mtakatifu	'holy person'	rasilmali	'capital, assets'
nabii	'prophet'	tarehe	'date'
kitabu	'book'	hesabu	'accounts, mathematics'
kalamu	'pen, pencil'	forodha	'custom house'
fariji	'comfort'	mshahara	'salary'
dau	'type of sailing vessel'	dirisha	'window'

European languages also added to the lexical stock. The Portuguese, who dominated coastal trade and garrisoned major Swahili towns between 1500 and 1700, added most of the vocabulary used in card playing, and other vocabulary representative of their culture. An interesting contribution from Portuguese is the word *gereza* used for 'jail' (which co-occurs with *jela*, a recent borrowing from English). Etymologically, *gereza* is cognate with Portuguese *igreja* 'church'; the shift in meaning from 'church' to 'jail' came about because the Portuguese had both chapels and jails in their garrisons, e.g. Fort Jesus in Mombasa. The semantic confusion is understandable! Other words reflect the types of artifacts the Portuguese introduced into East Africa:

foronya	'pillowcase'	bomba	'pump'
bendera	'flag'	mpira	'ball'
mvinyo	'wine'	tabakelo	'snuffbox'

From the middle of the nineteenth century, when the British explored and eventually colonized East Africa, Swahili has taken a lot of words from English. Many of them are for notions, clothing, institutions, technology, and artifacts which characterize Western culture since the Industrial Revolution:

motokaa	'car'	roketi	'rocket'
baisikeli	'bicycle'	eroplani	'airplane'
mashini	'machine'	jela	'jail'
petroli	'gasoline'	gavana	'governor'
soksi	'socks'	kampuni	'company'
tai	'tie'	dereva	'driver'
demokrasia	'democracy'	faini	'fine'
benki	'bank'	penesileni	'penicillin'
bosi	'boss'	meya	'mayor'
daktari	'doctor'	fulana	'undershirt' (from flannel)

Despite such extensive borrowing—a situation which is parallel to the massive borrowing English has done from Scandinavian languages, French, and Latin, and even from Swahili: what English speaker doesn't know *safari* and possibly even *bwana* and *simba*—Swahili remains a Bantu language in its basic structure and core vocabulary.

Such borrowing attests to the cultural flexibility of Swahili in adapting to new situations and circumstances. It is a factor which has contributed to Swahili being not only the national and official language in several East African countries, but also a language with an

Knappert, Jan. 1979. *Four Centuries of Swahili Verse*. London: Heinemann; and Harries, Lyndon. 1962. *Swahili Poetry*. Oxford: At the Clarendon Press.

⁸ See Whiteley, W. 1969. *Swahili. The Rise of a National Language*. London: Methuen & Co.; and Hinnebusch, T. 1979. 'Swahili' in Tim Shopen (ed.) *Languages and Their Status*. Cambridge, Mass.: Winthrop Publishers.

international reputation taught in the major universities of the world. It is a modern language functioning at all levels of society and culture in East Africa from bargaining in markets to debates in national assemblies, from popular songs to the composition of poetry.

3. Pronunciation

The following nontechnical guide is intended to alert the student to the general characteristics of the pronunciation of Swahili. Because of a diverse dialect situation, and because there are many second language speakers of Swahili whose first language influences their pronunciation, variations in pronunciation will be heard from area to area and community to community. An acceptable pronunciation can be attained through careful attention to the speech of native speakers. Pronunciation can also be mastered by listening and practicing the exercises on the tapes that accompany these lessons (see Footnote 2 for further information).

3.1. Vowels. There are five vowel phonemes (distinctive sounds) in Swahili represented by the graphs *a*, *e*, *i*, *o*, and *u* in contrast to the twelve or so in English. These have approximately Spanish or Italian values. There are important differences between English and Swahili vowels. For one, vowels in Swahili are "short" and are not drawled, nor diphthongized, as are the comparable English ones. For instance, Swahili *e* is similar to the vowel in English *say* without the lengthening or gliding which characterizes English vowels; it is also similar to the vowel in *set*, but not quite as low. With these differences between English and Swahili vowels in mind, note the following comparisons:

Swahili	English	Examples	
<i>a</i>	ah!	baba	'father'
<i>e</i>	say	wewe	'you'
<i>i</i>	be	kiti	'chair'
<i>o</i>	ho!	moto	'fire'
<i>u</i>	too	tu	'only, just'

A special caution should be mentioned. Americans pronounce unaccented vowels differently than the comparable accented ones; also, unaccented vowels in English tend to sound similar and lose their distinctiveness. In Swahili each vowel should be given its full value whether accented or not. This is also true of vowels in juxtaposition; the vowels in *au* 'or' and *bei* 'price' are all pronounced.

3.2. Consonants. Consonants in Swahili more or less have English values, but as in the case of vowels, there are considerable differences and some consonants present special challenges; note the following:

1. p, t, and k. These are similar to English voiceless stops, but they can be aspirated, as in English, or unaspirated.⁹ Generally, initial *p*, *t*, and *k* of Class 9/10 nominals (see Lesson 14) are aspirated in contrast to initial *p*, *t*, and *k* of Class 5 nominals. For illustrative purposes only, the aspirated sounds are represent here with raised h's; the standard spelling system does not mark the distinction:

p ^h aa 9/10	'gazelle'	paa 5/6	'roof'
k ^h aa 9/10	'crab'	kaa 5/6	'piece of charcoal'
t ^h ai 9/10	'tie'	taifa 5/6	'nation'

⁹ Aspirated sounds are produced with a slight puff of air following the articulation of the voiceless stop whereas unaspirated sounds are not. English speakers can observe the difference by comparing their pronunciation of *p*, *t*, and *k* in the words *pot* versus *spot*, *tart* versus *start*, *key* versus *ski*. The first consonant of the first word in each set is aspirated, the consonant following *s* is not.

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2. b, d, and g. As English voiced stops, but they are *imploded*, that is, in their pronunciation, the air is sucked into the mouth as they are released. The *g* is always "hard" as in English *goat*, not ever "soft" as the *g* in *gin*. Examples:

baba	'father'	gumu	'hard'
dada	'sister'		

3. f, v, s, and z. As in English. The sound *s* is never pronounced as *z*:

Fatuma	'a girl's name'	vizuri	'well'
fupi	'short'	sasa	'now'
kavu	'dry'		

4. m and n. As in English. In some cases where these sounds occur before other consonants, *m* and *n* are pronounced as full syllables, but without inserting a vowel sound either before or after the pronunciation of *m* or *n*. The examples in the first column are *syllabic*, but not the ones in the second—the distinction is not marked:

mtu	'person'	mboga	'vegetable'
nta	'wax'	ndege	'bird, airplane'
nchi	'country'	ngoma	'dance'

5. ny. As the *n* in the Spanish noun *manana* 'tomorrow', or as the segment *ni* in the English word *onion*:

nyanya	'grandmother, tomato'	ninyi	'you (plural)'
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6. ng'. As the final *ng* sound in the English word *sing* (but not as in *finger*), e.g.,

ng'ombe	'cow, cattle'	nyang'anya	'take by force, rob'
ng'oa	'pull out'		

This sound is difficult for English speakers because of its limited distribution. In English words it only occurs at the end of words, as in *song*. The same sound in Swahili, but spelled with *n*, is also heard before *g*, e.g. *ngoma* 'drum, dance'. Linguists represent this sound with the symbol [ŋ], a velar nasal; thus *ng'ombe* has [ŋ] and *ngoma* has [ŋg].

7. ch. As the first sound in English *cheek*, not as in *chemist*:

chakula	'food'	chache	'few'
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8. j. As in English *job*, but without the audible friction associated with the English consonant. Some speakers of English hear this sound when pronounced by a native speaker, especially from the Kenya coast, as *y*, however, a fairly accurate pronunciation can be achieved by pronouncing it as the sequence *dy*:

hujambo (huduyambo)	'hello'	jana (dyana)	'yesterday'
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9. w, y, h. As in English. Some Swahili writers, however, spell Standard Swahili *h* with *kh*, mostly in words borrowed from Arabic, e.g. *muhtasari* ~ *mukhtasari* 'summary', *heri* ~ *kheri* 'happiness, blessedness, good fortune, etc.', *habari* ~ *khabari* 'news'. This symbolizes a sound similar to the *ch* in Scottish *loch*.

watu	'people'	huyu	'this one (person)'
yeye	'she or he'	hawa	'these ones (people)'

10. r. Swahili *r* is quite different from the English one; it is similar to the Spanish *tapped r* as in *pero* 'but':

habari	'new'	heri	'happiness, blessedness, good fortune, etc.'
roho	'spirit, soul'		

11. l. As in English when in initial position, e.g. as in 'leak'; second language speakers of Swahili often do not distinguish *l* and *r* in pronunciation.

lala	'sleep'	leo	'today'
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12. th. As the initial sound in English 'thin' and 'think', and the final sound in 'both'. (Some East Africans pronounce this as *s*.) Examples:

thelathini	'thirty'	theluji	'snow'
themanini	'eighty'		

13. dh. As the initial sound in English 'thy', 'though', and 'then'. (Some speakers of Swahili pronounce this as *z*.) Examples:

dhambi	'sin'	dhani	'think'
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14. gh. This sound is produced by pronouncing *g* as a fricative. It is similar to the Scottish *ch* in *loch*, but voiced. (Some speakers, pronounce this as a "hard" *g*.):

ghala	'storehouse'	ghali	'expensive'
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15. sh. As the final sound in English 'push'. This sound as well as *kh*, *th*, *dh*, and *gh* are found in words that have been borrowed for the most part into Swahili from Arabic. Examples of *sh* are:

ishirini	'twenty'	mshahara	'salary'
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16. mw. This is a combination of *m* followed immediately by *w*. It is produced by rounding the lips before pronouncing *m* and then gliding into *w*:

mwalimu	'teacher'	mwanafunzi	'student'
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17. bw. A combination of *b* and *w*. It is similar to *mw*; the lips are rounded before articulating *b* and then glided into *w*:

bwana	'sir, Mr.'	mbwa	'dog'
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18. Stress. In Swahili, stress generally falls on the penultimate syllable. There are some exceptions to this rule, but only in words of foreign origin that have not been assimilated completely into the language. Some examples:

habári	'news'	gáni	'what kind?'
msíngi	'foundation'		

but

lázima or *lažíma* 'necessary'

1

Somo la Kwanza

MAZUNGUMZO

1. Mazungumzo ya kwanza — Maamkio baina ya Watu Wawili: Habari gani?

- Mwalimu: Hujambo, bwana (*au* Hujambo, ndugu).
Mwanafunzi: Sijambo, mwalimu.
Mwalimu: Habari gani?
Mwanafunzi: Nzuri.

2. Mazungumzo ya pili — Habari za asubuhi?

- Mwalimu: Hujambo, bibi (*au* Hujambo, ndugu).
Mwanafunzi: Sijambo, mwalimu.
Mwalimu: Habari za asubuhi?
Mwanafunzi: Nzuri sana.

3. Mazungumzo ya tatu — Habari za mchana?

- Mwanafunzi wa kwanza: Hujambo, bwana/bibi/ndugu.
Mwanafunzi wa pili: Sijambo, bwana/bibi/ndugu.
Mwanafunzi wa kwanza: Habari za mchana?
Mwanafunzi wa pili: Nzuri sana, na wewe je?
Mwanafunzi wa kwanza: Salama tu.

MAZOEZI

1. Zoezi la kwanza

- Mwalimu: Wanafunzi:
Sema, *hujambo*. Hujambo.
Sema, *hujambo, bwana*. Hujambo, bwana.
Sema, *sijambo*. Sijambo.
Sema, *sijambo, bibi*. Sijambo, bibi.
Sema, *hujambo, ndugu*. Hujambo, ndugu.
Sema, *salama tu*. Salama tu.

2. Zoezi la pili

- Mwalimu: Wewe sema, *hujambo*, na wewe itika, *sijambo*.
Mwanafunzi wa kwanza: Hujambo.
Mwanafunzi wa pili: Sijambo.

Somo la Kwanza

3. Zoezi la tatu

Mwalimu: Wewe sema, *habari gani*, na wewe itika, *nzuri*.

Mwanafunzi wa kwanza: Habari gani?

Mwanafunzi wa pili: Nzuri.

4. Zoezi la nne

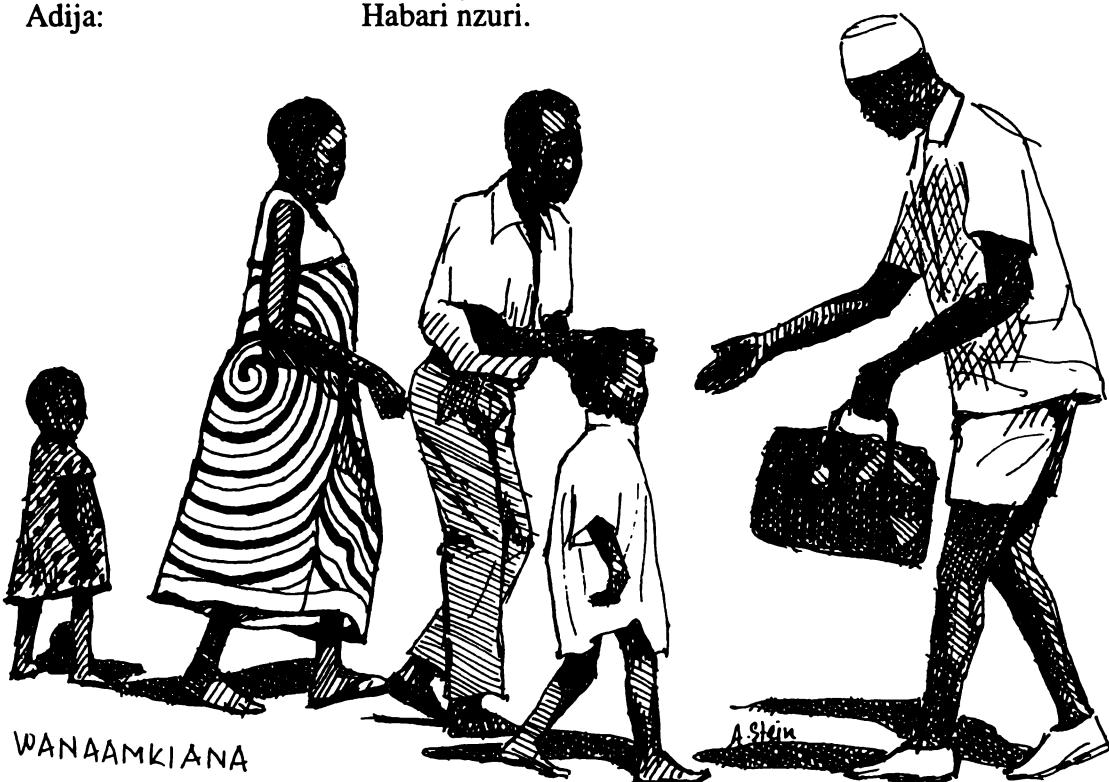
Mwalimu: Juma, mwamkie, Adija.

Juma: Hujambo, Adija.

Adija: Sijambo, Juma.

Juma: Habari gani?

Adija: Habari nzuri.



ZOEZI LA KUSOMA

Kufundisha Maamkio: Maamkio baina ya watu wawili

Mwalimu anafundisha maamkio. Yeye anasema, "Bwana, sema *hujambo*." Mwanafunzi anaitika, "Hujambo." Sasa mwalimu anasema, "Wewe, bibi, sema *sijambo*." Na yeye anaitika, "Sijambo." Mwalimu anasema, "Basi, sasa, wewe sema *hujambo* na wewe itika *sijambo*." Wanafunzi wanasesma, "Hujambo" na "sijambo." Mmoja anasema "hujambo" na mwingine anasema "sijambo." Mwalimu anasema, "Haya, basi, vizuri sana."

HABARI ZA SARUFI

1. Jambo Greetings

- Normally a form of *jambo* is the opening greeting when two Swahili speakers greet one another; there is, however, variation from speaker to speaker and from one area to another in how this greeting is used. In some areas of East Africa, often in those places frequented by tourists, it is common to be greeted with just *jambo* itself. But the full form *hujambo* and its response *sijambo* are preferred by most native and standard speakers of Swahili.
- *Jambo* (plural *mambo*) is a noun meaning 'affair, matter, thing, etc.' *Hujambo* is a complex grammatical form meaning 'you have nothing the matter with you, do you?' and *sijambo* means 'I have nothing the matter with me', thus 'I'm fine.'

2. Habari Greetings

- *Habari* literally means 'news', thus *habari gani* means 'what sort of news?', i.e., 'how are things?' This can be modified to ask more directly about different things, e.g., *habari za asubuhi* (lit. 'news of [the] morning'), thus 'how are things this morning?' *Habari za mchana* is literally 'news of the afternoon', thus 'how are things this afternoon?' Another use of *habari za* meaning 'about' is seen in the heading of this section: *habari za sarufi* 'news of grammar' or 'about grammar'.
- Responses to *habari* greetings vary, but *nzuri* is appropriate. Other forms of this greeting and responses can be found in following lessons.

3. Maamkio

- Greetings are very important social interchanges for people living on the East African coast, and by people in the rural areas throughout East Africa. After the initial greetings (as in the sample conversations beginning this lesson) a person often continues on and asks about the family, farm, business, and other personal matters. Generally, younger people are expected to greet older people first. In cities and larger towns, where the pace of life is much quicker, and impersonal, greetings tend to be perfunctory and less formal, as they are in most Western societies.

4. Titles

- Titles are generally used in greeting others. Men are addressed with the title *bwana* 'mr., sir' and women with *bibi* (or by *bi*) 'mrs., ms., miss'. Unlike English, proper names do not have to be used with *bwana*, *bibi*, and other titles., but may be, if the speaker desires. It is also not unusual to hear a title used with a person's "first" name, thus *Bibi Katarina*. Other titles such as *mwalimu* 'teacher', *mzee* 'older person', *mama* 'mother', *baba* 'father' are also common, with or without proper names, as respectful ways of addressing the appropriate people. *Baba*, for example, can be used as a respectful way of addressing a married male, and *mama*, a married woman. In Tanzania, *ndugu*, literally ' sibling, relative', is used by many speakers instead of *bwana* to show political solidarity.

5. Articles

- Swahili does not have forms comparable to the definite and indefinite articles in English. Thus, *mwalimu* can be interpreted as either 'teacher, the teacher, a teacher'. In future lessons we will see there are ways of specifying nouns as definite.

Somo la Kwanza

6. Infinitives

- An infinitive in Swahili is formed by prefixing *ku-* to a verb stem:

ku-fundisha	'to teach/teaching'	ku-itika	'to respond/responding'
ku-soma	'to read/reading'	ku-sema	'to say/saying'
- The translation equivalent of the Swahili infinitive is the bare verb with 'to' or, as follows, by a gerund (verbal noun) with '-ing':

zoezi la kusoma	'a reading exercise' (literally 'an exercise of/for reading')
kufundisha maamkio	'teaching greetings'
- Except for this lesson, verbs will be listed in the vocabularies in their stem form:

-soma	'read/study'	-fundisha	'teach'	-itika	'respond'
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7. Complex Verb Forms

- In the next several lessons complex verb forms are introduced in the reading selections, thus in this lesson we find:

anafundisha	's/he is teaching' (s/he = she or he)
anasema	's/he is saying/speaking'
wanasema	'they are saying'
- The stems in these forms are *-fundisha* and *-sema* respectively. The prefixes *-a* and *-wa* are pronouns which indicate the subject of the verb. The prefix *-na-* is a marker which indicates 'present time'. These forms will be studied in greater detail in Lesson 6 (*Somo la Sita*).

8. Imperatives /commands

- Imperatives are used to give commands and directions. Simple commands, or imperatives, addressed to one person, are formed by using just the verb stem:

Juma, sema, sijambo!	'Juma, say, <i>sijambo!</i> '
Sema tena, tafadhali.	'Repeat, please' or 'Say (it) again, please!'
- There are other more complex ways of giving commands in Swahili. An example used in this lesson is *mwamkie* 'greet her/him'. This form is derived from the verb stem *-amkia* 'greet' (cf. *maamkio* 'greetings'). This type of complex command will be studied in greater detail in Lesson 25 (*Somo la Ishirini na Tano*). For now it is enough to recognize such commands and respond to them when used by your teacher.

ZOEZI LA NYUMBANI

Tafsiri kwa Kiswahili

- 1a. Hello, John; how are things this morning?
- 2a. How are things this morning, Susan?
- 3a. How are things?
- 1b. Good morning, teacher.
- 2b. Very well/very fine.
- 3b. Just fine.

Jaza mistari au Jibu kwa Kiswahili

1. Hujambo, bwana. _____ jambo, mwalimu.
2. Habari za asubuhi? _____
3. _____ jambo, bibi. Habari za asubuhi? _____
4. Habari _____, mwanafunzi? Nzuri _____, mwalimu.
5. Hujambo, mwalimu. Si _____, mwanafunzi.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>Adija</i>	woman's name
<i>asubuhi</i>	morning
<i>au</i>	or
<i>baba</i>	father
<i>bibi</i>	ms., mrs., miss
<i>bwana</i>	mr., sir
<i>gani?</i>	what kind? what sort?
<i>habari</i>	news (<i>habari gani?</i> 'what's the news/how are things')
<i>hujambo</i>	how are you? (see grammar note 1)
<i>Juma</i>	man's name
<i>-itika</i>	respond, affirm
<i>je</i>	used in asking a question; can be glossed as "what about?"
<i>mama</i>	mother
<i>mchana</i>	daytime, afternoon
<i>mwalimu</i>	teacher
<i>walimu</i>	plural
<i>mwanafunzi</i>	student
<i>wanafunzi</i>	plural
<i>mzee</i>	elder, old person (male or female)
<i>wazee</i>	plural
<i>ndugu</i>	sibling (sister or brother), relative
<i>nzuri</i>	good (adjective; used in response to <i>habari</i> greetings)
<i>salama</i>	safety, security, peace (used in greetings)
<i>-sema</i>	speak, say
<i>sijambo</i>	I'm fine (see grammar note 1)
<i>tu</i>	only, just, merely
<i>wewe</i>	you

2. Maneno ya Zoezi la Kusoma

<i>basi</i>	well, then, well then, etc.
<i>-fundisha</i>	teach
<i>kufundisha</i>	infinitive: to teach, (act of) teaching
<i>anafundisha</i>	s/he is teaching
<i>haya</i>	alright, o.k.
<i>-itika</i>	respond, affirm
<i>kuitika</i>	infinitive: to respond, (act of) responding
<i>anaitika</i>	s/he is responding
<i>mmoja</i>	one person (cf. -moja 'one' in Lesson 2)
<i>mwininge</i>	another person, other person
<i>na</i>	and (also 'by, with, etc.')
<i>sana</i>	very, very much, a lot
<i>sasa</i>	now
<i>-sema</i>	speak, say
<i>kusema</i>	infinitive: to speak, say
<i>anasema</i>	s/he is saying, speaking
<i>wanasema</i>	they are speaking, saying

Somo la Kwanza

<i>-soma</i>	read, study
<i>kusoma</i>	infinitive: to study, read
<i>vizuri</i>	very well, fine (adverb)
<i>yeye</i>	she, he

3. Maneno Maalum

<i>Kiswahili</i>	the Swahili language
<i>msingi wa kusema,</i>	a foundation for speaking,
<i>kusoma, na kuandika</i>	reading, and writing
<i>somo la kwanza</i>	first lesson
<i>somo la pili</i>	second lesson
<i>somo la tatu</i>	third lesson (see grammar note 4 in Lesson 2)
<i>maamkio</i>	greetings
<i>baina ya watu wawili</i>	between two people
<i>mazungumzo</i>	conversation, dialogue
<i>mazungumzo ya kwanza</i>	first conversation
<i>mazungumzo ya pili</i>	second conversation
<i>mazungumzo ya tatu</i>	third conversation
<i>mazoezi</i>	drills, exercises
<i>zoezi</i>	drill, exercise
<i>zoezi la kwanza</i>	first exercise
<i>zoezi la pili</i>	second exercise
<i>zoezi la tatu</i>	third exercise
<i>zoezi la nne</i>	fourth exercise
<i>zoezi la tano</i>	fifth exercise
<i>zoezi la kusoma</i>	reading exercise
<i>habari za sarufi</i>	grammar notes (lit. news about grammar)
<i>zoezi la nyumbani</i>	homework exercise
<i>tafsiri kwa Kiswahili</i>	translate into Swahili
<i>jaza mistari</i>	fill the blanks/lines
<i>jibu maswali</i>	answer the questions
<i>kwa Kiswahili</i>	by, in, into Swahili
<i>msamiati</i>	vocabulary
<i>maneno ya mazungumzo</i>	words in the conversation
<i>na mazoezi</i>	and the exercises
<i>maneno ya zoezi</i>	words in the
<i>la kusoma</i>	reading exercise
<i>maneno maalum</i>	special vocabulary

NB: The vocabulary in sections entitled *Maneno Maalum* provides glosses for the titles and headings used in the manual and other vocabulary that your teacher may use in conducting the class.

2

Somo la Pili

MAZUNGUMZO

Mazungumzo — Maamkio baina ya watu wengi

Mwalimu:	Hamjambo, wanafunzi
Wanafunzi:	Hatujambo, mwalimu.
Mwalimu:	Habari zenu?
Wanafunzi:	Habari nzuri sana.
Mwalimu:	Habari za masomo?
Wanafunzi:	Nzuri tu.
Mwalimu:	Asanteni.

MAZOEZI

1. Zoezi la kwanza

Mwalimu:	Wanafunzi:
Semeni, <i>hamjambo</i> .	Hamjambo.
Semeni, <i>hatujambo</i> .	Hatujambo.
Semeni, <i>habari gani</i> ?	Habari gani?
Semeni, <i>habari za masomo</i> ?	Habari za masomo?
Semeni, <i>habari zako</i> ?	Habari zako?
Semeni, <i>habari zenu</i> ?	Habari zenu?
Semeni, <i>nzuri tu</i> .	Nzuri tu.
Semeni, <i>asanteni</i> .	Asanteni.

2. Zoezi la pili

Mwalimu:	Wanafunzi:
Ninyi semeni, <i>hamjambo</i> .	Hamjambo.
Ninyi itikeni, hatujambo.	Hatujambo.

3. Zoezi la tatu

Mwalimu:	Wanafunzi:
Hamjambo, wanafunzi?	Hatujambo, mwalimu.
Hujambo, bwana/bibi?	Sijambo, mwalimu.
Wewe hujambo, bibi/bwana?	Sijambo, mwalimu.
Ninyi hamjambo, wanafunzi?	Hatujambo, mwalimu.

4. Zoezi la nne

Wewe sema, <i>habari gani</i> ?	Wewe itika, <i>nzuri</i> .
Wewe sema, <i>habari za asubuhi</i> ?	Wewe itika, <i>nzuri sana</i> .
Wewe sema, <i>habari za masomo</i> ?	Wewe itika, <i>salama</i> .

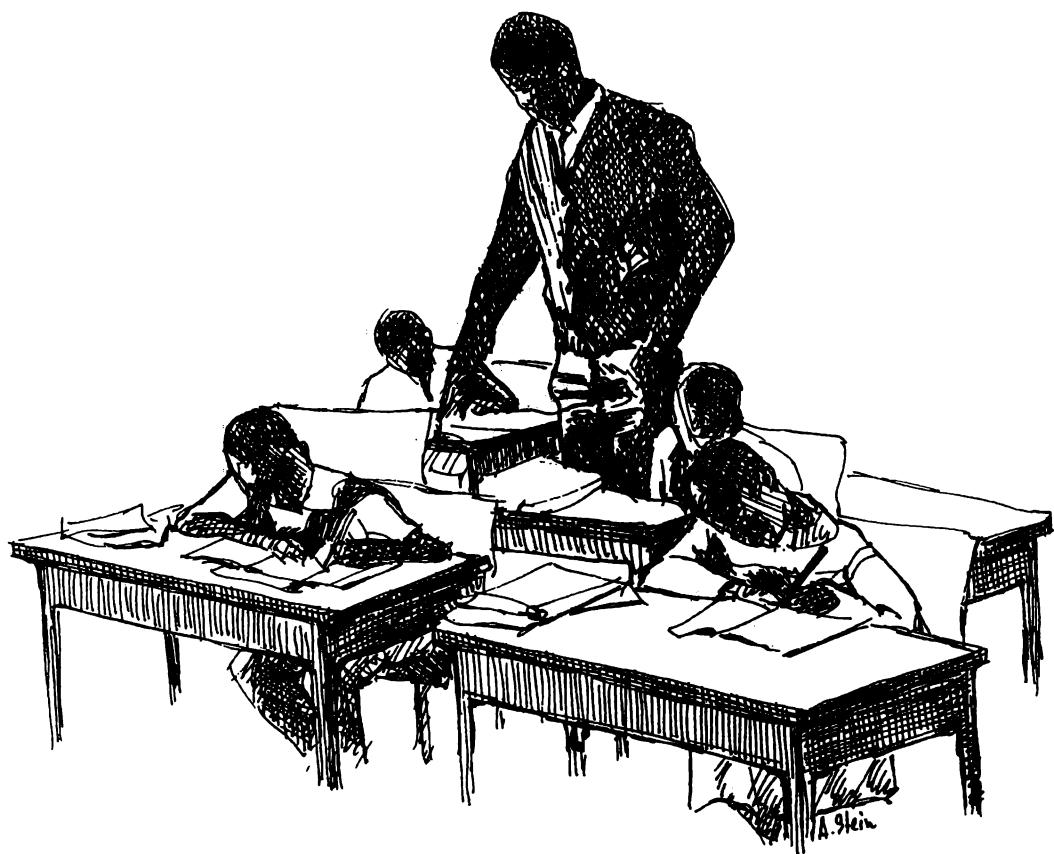
Somo la Pili

Ninyi semenii, *habari gani*?
Ninyi semenii, *habari za asubuhi*?
Ninyi semenii, *habari za masomo*?

Ninyi itikenii, *nzuri*.
Ninyi itikenii, *nzuri sana*.
Ninyi itikenii, *salama*.

5. Zoezi la tano

- | | |
|------------------|--------------------------------|
| Mwalimu: | Juma, waamkie Adija na Saluma. |
| Juma: | Hamjambo, Adija na Saluma. |
| Adija na Saluma: | Hatujambo, Juma. |
| Mwalimu: | Juma, waamkie wanafunzi. |
| Juma: | Hamjambo, wanafunzi. |
| Wanafunzi: | Hatujambo, Juma. |
| Mwalimu: | Juma, mwamkie Adija. |
| Juma: | Hujambo, Adija. |
| Adija: | Sijambo, Juma. |



MWÁLIMU NA WANAFUNZI

ZOEZI LA KUSOMA

Maamkio ya Asubuhi na Mchana

Ni asubuhi. Mwalimu na wanafunzi wanaamkiana. Mwalimu anasema, "Ninyi hamjambo?" Wanafunzi wanaitika, "Hatujambo, mwalimu. Mwalimu anauliza sasa, "Habari ganiza asubuhi?" Mwanafunzi mmoja anajaribu, "Nzuri sana," lakini mwingine anasema, "Nzuri tu." Na mwanafunzi wa tatu anaitika, "Salama, asante sana, mwalimu." Mwalimu anaitika, "Haya, wanafunzi, asenteni."

Ni mchana. Mwalimu na bibi mmoja wanaamkiana. Mwalimu anasema, "Hujambo, bibi." Bibi anaitika, "Sijambo sana, mwalimu, habari gani za mchana?" Mwalimu anajibu, "Mimi sijambo." Bibi anauliza, "Habari za wanafunzi wa Kiswahili?" "Habari nzuri sana," mwalimu anajibu.

HABARI ZA SARUFI

1. More on Jambo Greetings

- You say *hujambo* in greeting one person, but *hamjambo* in greeting more than one person. The answers to these are *sijambo* and *hatujambo* respectively.
- Second person forms of *jambo* greetings are conventionalized greetings comparable to the English initial greeting 'hello'. Other forms, which are listed with question marks, have question intonation because they are asking about someone's health or condition.
- Contrast the following. Both are second person forms. The first is a conventional greeting; the second with *wewe* 'you' is asking a question about one's condition.

Hujambo.	'Hello.'
Wewe hujambo?	'Are you well/how are you?'

2. More on Habari Greetings

- By using the pattern *habari za* _____ 'news of _____', one can ask about most anything:

Habari za mwalimu?	'How's the teacher?'
Habari za kufundisha?	'How's (the) teaching?'

- There are other variations involving the *habari* pattern:

Habari za asubuhi?	'How are things this morning?'
Habari gani?	'How are things?'
'Habari gani za asubuhi?	'How are things this morning?'
Habari zako?	'How are you; lit. (what's) your news? (singular)'
Habari zenu?	'How are you; lit. (what's) your news? (plural)'

Somo la Pili

- Responses to *habari* questions vary, but *nzuri*, *nzuri tu*, *salama*, *salama sana*, *nzuri sana* and others are all appropriate.
 - It is normally inappropriate or impolite in Swahili to answer greetings other than in a positive manner. Even if you are not feeling well the response is generally positive and only later do you explain your condition; for an example see Lesson 3 (*Somo la Tatu, Mazungumzo ya Tatu*).

3. More on Imperatives

- In Lesson 1 (*Somo la Kwanza*) we learned that a command given to one person is formed simply by using the verb stem:

Sema! 'Say! Speak!' Jibu! 'Answer!'
Itika! 'Respond!' Uliza! 'Ask!'

- In this lesson we see that if a command is given to more than one person, a plural form with a -(e)ni suffix is used:

Semeni! 'Say! Speak!' **Jibuni!** 'Answer!'
Itikeni! 'Respond!' **Ulizeni!** 'Ask!'

When the suffix *-ni* is added to a verb stem which ends in *-a* (as most Swahili verbs do) the final *-a* of the verb changes to *-e*. The verb *-jibu* 'answer' ends in *-u* and therefore does not undergo this change. It may help you remember plural commands if you know that the suffix *-ni* is derived from the first syllable of *ninyi* 'you (plural)'.

- Swahili also follows this pattern in thanking one and more than one person:

Asante! 'Thank you (singular)' Asanteni! 'Thank you (plural)'

- In Lesson 1 (*Somo la Kwanza*) a specialized command form, *mwamkie* 'greet him/her', is used when requesting someone to greet one person; *waamkie* 'greet them' is used to request someone to greet more than one person:

Juma, mwamkie Adija!
Juma, waamkie Adija na Saluma.

'Juma, greet Adija!
'Juma, greet Adija and Saluma!

4. The Associative Marker -a

- The forms *ya*, *wa*, *la*, *za*, *vya*, *cha* and others, all of which can be glossed by English 'of', differ in form depending on the *class of the noun* which they modify. These are part of the *noun class system* in Swahili wherein adjectives, demonstratives, possessives, and others agree with the nouns they modify. This system will be formally introduced in Lesson 14 (*Somo la Kumi na Nne*). The root *-a* will be studied in greater detail in Lesson 16 (*Somo la Kumi na Sita*). For now, it is enough to remember what the various forms mean and to learn them along with the nouns they modify in various contexts in the dialogues and readings.

5. Cardinal and Ordinal Numbers

- Swahili distinguishes cardinal numbers, as used in counting, and ordinal numbers, as used in designating the order of things; contrast page numbering and lesson headings in this manual:

Cardinals

moja	'one'
mbili	'two'
tatu	'three'
nne	'four'
tano	'five'
sita	'six'
saba	'seven'
nane	'eight'
tisa	'nine'
kumi	'ten'

Ordinals

somo la kwanza	'first lesson'
somo la pili	'second lesson'
somo la tatu	'third lesson'
somo la nne	'fourth lesson'
somo la tano	'fifth lesson'
somo la sita	'sixth lesson'
somo la saba	'seventh lesson'
somo la nane	'eighth lesson'
somo la tisa	'ninth lesson'
somo la kumi	'tenth lesson'

- In most cases ordinals and cardinals are based on the same numbers, but there are two exceptions. The numerals in the first two ordinals are different from those in the cardinals. *Kwanza* is a form of *kuanza* 'to begin' and *pili* is an altered form of *mbili* 'two'.
- Ordinals are formed by using a form of the associative marker *-a* 'of' plus *kwanza*, *pili*, *tatu*, etc.:

mwanafunzi wa kwanza	'first student'
zoezi la kwanza	'first exercise'
ukurasa wa kwanza	'first page'

- A special word *mosi* meaning 'one' and a special form of the numeral 'two' is used in naming dates:

tarehe mosi Oktoba	'October 1st'
tarehe pili Oktoba	'October 2nd'

ZOEZI LA NYUMBANI

Tafsiri kwa Kiswahili

1. Hello, students, how are you?
2. We are just fine.
3. How are things?
4. Just fine.
5. How are your studies?

Jaza au jibu maswali kwa Kiswahili:

1. Habari gani? _____ jambo.
2. Ninyi _____ jambo? _____ jambo.
3. Wewe _____ jambo? _____ jambo.
4. Habari _____ asubuhi. _____ sana.
5. _____ hamjambo? _____ jambo.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

asante	thanks, thank you (sg.)
asanteni	thanks, thank you (pl.)
habari zenu?	how are you; lit. (what is) your news (pl.)?
hamjambo	Hello, how are you (pl.); see Grammar Note 1
hatujambo	we are fine; see Grammar Note 1
ninyi	you (pl.)
Saluma	woman's name
somo	lesson, reading
masomo	plural

Somo la Pili

<i>tu</i>	only, just, merely, quite
<i>wengi</i>	many (refers only to people)

2. Maneno ya Zoezi la Kusoma

<i>-amkiana</i>	greet one another (cf. <i>maamkio</i> 'greetings')
<i>lakini</i>	but
<i>-jibu</i>	answer (a question)
<i>mimi</i>	I
<i>ni</i>	is/are; it is/they are (<i>ni asubuhi</i> 'it's morning')
<i>-uliza</i>	ask (a question)

3. Maneno Maalum

<i>Funga kitabu chako.</i>	Close your book. (sg.)
<i>Fungeni vitabu vyenu.</i>	Close your books. (pl.)
<i>Fungua kitabu chako.</i>	Open your book. (sg.)
<i>Fungueni vitabu vyenu.</i>	Open your books. (pl.)
<i>Ni tarehe gani?</i>	What's the date?
<i>Ni tarehe mosi, pili, tatu...</i>	It's the first, second, third...
<i>Sema tena, tafadhali.</i>	Please repeat. (literally 'say (it) again, please.')
<i>Sema kwa sauti.</i>	Speak louder/loudly.
<i>Sijui</i>	I don't know.
<i>Sikiliza.</i>	Listen. (sg.)
<i>Sikilizeni.</i>	Listen. (pl.)

The sentences and words here, and others which can be added as students progress through the lessons, can be used by teachers and students in conducting the class as much as possible in Swahili.

3

Somo la Tatu

MAZUNGUMZO

Maamkio baina ya Watu Wawili juu ya Wengine

1. Mazungumzo ya kwanza — Yeye hajambo?

- | | |
|-------------|--------------------------------|
| Mwalimu: | Hujambo, bwana/bibi/ndugu. |
| Mwanafunzi: | Sijambo, mwalimu. |
| Mwalimu: | Habari za mchana/asubuhi? |
| Mwanafunzi: | Nzuri/nzuri sana/salama. |
| Mwalimu: | Bwana Juma hajambo? |
| Mwanafunzi: | Ndiyo, mwalimu, ye ye hajambo. |

2. Mazungumzo ya pili — Wao hawajambo?

- | | |
|-------------|-----------------------------|
| Mwalimu: | Hujambo, Mariamu. |
| Mwanafunzi: | Sijambo, mwalimu. |
| Mwalimu: | Habari za masomo? |
| Mwanafunzi: | Nzuri sana. |
| Mwalimu: | Je, mama na baba hawajambo? |
| Mwanafunzi: | Ndiyo, hawajambo sana. |

3. Mazungumzo ya tatu — Yeye ni mgonjwa.

- | | |
|-------------|---|
| Mwanafunzi: | Mwalimu, habari zako, habari za jioni? |
| Mwalimu: | Habari nzuri sana. |
| Mwanafunzi: | Je, Katarina hajambo? |
| Mwalimu: | Yeye hajambo, lakini ni mgonjwa kidogo. |

MAZOEZI

1. Zoezi la kwanza

- | | |
|---------------------------|---------------------|
| Mwalimu: | Mwanafunzi: |
| Sema, je, wewe hujambo? | Je, wewe hujambo? |
| Sema, je, ninyi hamjambo? | Je, ninyi hamjambo? |
| Sema, je, ye ye hajambo? | Je, ye ye hajambo? |
| Sema, je, wao hawajambo? | Je, wao hawajambo? |

Somo la Tatu

2. Zoezi la pili

wewe	Hujambo.	<i>or</i>	Wewe hujambo?
ninyi	Hamjambo.		Ninyi hamjambo?
yeye	Hajambo?		Yeye hajambo?
wao	Hawajambo?		Wao hawajambo?
mama na baba	Hawajambo?		Mama na baba hawajambo?
wanafunzi	Hawajambo?		Wanafunzi hawajambo?

3. Zoezi la tatu

Mwalimu:

Hujambo.
 Hamjambo.
 Hajambo?
 Hawajambo?
 Wewe hujambo?
 Ninyi hamjambo?
 Yeye hajambo?
 Wao hawajambo?
 Mama na baba hawajambo?
 Wanafunzi hawajambo?

Mwanafunzi:

Sijambo.
 Hatujambo.
 Hajambo.
 Hawajambo.
 Sijambo.
 Hatujambo.
 Hajambo.
 Hawajambo.
 Hawajambo.
 Hawajambo.

4. Zoezi la nne

Mwalimu:

Habari gani?
 Habari za asubuhi?
 Habari za mchana?

Mwanafunzi:

Nzuri/nzuri sana/...
 Nzuri/nzuri sana/...
 Nzuri/nzuri sana/...

5. Zoezi la tano

Baba Ali	Baba Ali hajambo?	Hajambo, lakini yeye ni mgonjwa kidogo.
Mama Fatuma	Mama Fatuma hajambo?	Hajambo, lakini yeye ni mgonjwa kidogo.
Mama na baba	Mama na baba hawajambo?	Hawajambo, lakini wao ni wagonjwa kidogo.
wazee	Wazee hawajambo?	Hawajambo, lakini wao ni wagonjwa kidogo.

ZOEZI LA KUSOMA

Maamkio juu ya Wengine

Ni jioni. Baba Fatuma na Mama Ali wanaamkiana. Baba Fatuma anauliza, "Hujambo, Mama Ali, habari za jioni?" Mama Ali anajibu, "Salama, mzee, habari zako; habari za nyumbani?" Baba Fatuma anaitika, "Mimi sijambo, na wote nyumbani hawajambo sana; na ninyi, je, hamjambo?" Mama Ali anaitika, "Ndiyo, mimi sijambo, lakini Baba

Ali ni mgonjwa kidogo tu. Na mtoto wako, je, ye ye hajambo?" Baba Fatuma anasema, "Ndiyo, ye ye hajambo sana; na, watoto wako, je, hawajambo?" Baba Fatuma anaitika, "Ndiyo, hawajambo sana."

Maswali

- | | |
|---------------------|---|
| 1. Swali la kwanza: | Je, Baba Ali hajambo? |
| 2. Swali la pili: | Je, Baba Juma na wote nyumbani hawajambo? |
| 3. Swali la tatu: | Je, Mama Ali hajambo? |
| 4. Swali la nne: | Je, mtoto hajambo? |
| 5. Swali la tano: | Je, watoto hawajambo? |

HABARI ZA SARUFI

1. More on Jambo Greetings

- In asking about how someone else is, use *hajambo*? 's/he is well, isn't s/he?', and if you are asking about the welfare of more than one person, use *hawajambo*? 'they are well, aren't they?' *Hajambo* and *hawajambo*, respectively, are the proper responses.

2. The Possessives Zako and Wako

- The possessive forms *zako* and *wako*, both meaning 'your' or 'yours', differ in form because the words they modify belong to different noun classes. *Habari zako* literally means 'your news'. More will be said about possessives in Lesson 14.

3. The Question Indicator, je

- The form *je*, used at the beginning of questions, signals that a question is being asked (usually "yes-no" questions as in *Zoezi la Kwanza*). It is also used after pronouns, such as *wewe*, *ninyi*, *ye ye*, *wao*, and others, and can be translated as 'what about':

Je, Ndugu Ali ni mgonjwa? Is Ndugu Ali sick?
Na ninyi **je**, hamjambo? 'And what about you, are you well?'

4. Yes-No Questions

- While yes-no questions do not differ in word order from their corresponding statements, they do have a different intonation. Listen to your teacher's pronunciation:

Baba Ali hajambo? (Question - rising intonation) 'Is Baba A. well?'
Baba Ali hajambo. (Statement - falling intonation) 'Baba A. is well.'

- There are at least two intonation patterns for questions in Swahili, one used in reading questions or in emphatic contexts, another in non-emphatic or normal contexts.

5. Baba Fatuma and Mama Ali

- *Baba Fatuma* and *Mama Ali* actually mean 'Father of Fatuma' and 'Mother of Ali', respectively. *Fatuma* and *Ali* are the names of their eldest children. These are respectful ways of addressing both men and women who have children.

Somo la Tatu

6. Nouns and Adjectives in Swahili

- As you have probably already observed, nouns and adjectives in Swahili, for the most part, have singular and plural forms that are usually distinguished by a difference in the form of a prefix on the noun. Thus 'child' is *mtoto* and 'children' are *watoto*; 'lesson' is *somo* and 'lessons' is *masomo*; 'sick' or 'sick person' is *mgonjwa* and 'sick (pl.)' or 'sick persons' is *wagonjwa*. These singular and plural forms fall into distinct patterns, or noun classes, which will be the subject of future lessons. For an overview, refer to Lesson 14 (*Somo la Kumi na Nne*). When you learn a new noun, it is a good idea to learn both the singular and plural forms together. Also, if you look up a noun in a dictionary you'll usually have to look for it in its singular form.

ZOEZI LA NYUMBANI

Tafsiri

- Is the teacher fine?/The teacher is fine, isn't he?
- Are the students well?/The students are well, aren't they?
- How are things this evening?
- How's the homework?
- Everyone at home is fine, but father is a bit ill.

Jaza na Tafsiri

- | | |
|--------------------------|------------------------------------|
| 1. Mimi _____ jambo. | 7. Ninyi _____ jambo. |
| 2. Yeye _____ jambo. | 8. Wewe _____ jambo. |
| 3. Wao _____ jambo. | 9. Juma na Mariamu _____ jambo. |
| 4. Wazee _____ jambo. | 10. Mzee na wanafunzi _____ jambo. |
| 5. Watoto _____ jambo. | 11. _____ _____ jioni? _____. |
| 6. Mama ni _____ gonjwa. | 12. Mama na baba ni _____ gonjwa. |

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>baba</i>	father
<i>hajambo</i>	is s/he well? (see Grammar Note 1)
<i>hawajambo</i>	are they well? (see Grammar Note 1)
<i>je</i>	question particle (see Grammar Note 3)
<i>juu ya</i>	about, concerning, on
<i>lakini</i>	but
<i>mama</i>	mother
<i>mgonjwa</i>	sick (adjective), sick person
<i>wagonjwa</i>	plural
<i>jioni</i>	evening (about 4 p.m. to 7 p.m.)
<i>kidogo</i>	a little bit, somewhat, a little (adverb)
<i>mimi</i>	I, me
<i>wewe</i>	you
<i>yeye</i>	she, he; her, him
<i>sisi</i>	we, us
<i>ninyi</i>	you (pl.)
<i>wao</i>	they, them

2. Maneno ya Zoezi la Kusoma

<i>habari zako</i>	how are you (lit. 'your news')
<i>jioni</i>	evening
<i>mtoto</i>	child
<i>watoto</i>	plural
<i>mzee</i>	old person, elder (also respectful terms of address)
<i>wazee</i>	plural
<i>ndiyo</i>	yes (lit. 'it is so')
<i>ndio</i>	alternate spelling of <i>ndiyo</i>
<i>nyumba</i>	home, house (sg. and pl.)
<i>nyumbani</i>	at home (also 'in, at, on, etc. the house')
<i>swali</i>	question
<i>maswali</i>	plural
<i>wako</i>	your, yours (see Grammar Note 3)
<i>wengine</i>	others, some (refers only to people)
<i>zako</i>	your, yours (see Grammar Note 3)



MAMA MZEE

Somo la Tatu



FATUMA NA MARIAMU

4

Somo la Nne

MAZUNGUMZO

Kubisha hodi, na kuagana

1. Mazungumzo ya kwanza — Kwa heri!

- | | |
|-------------|---------------------------|
| Mwanafunzi: | Hodi, hodi! |
| Mwalimu: | Karibu, bwana/bibi/ndugu! |
| Mwanafunzi: | Shikamoo, mwalimu. |
| Mwalimu: | Marahaba, mwanafunzi. |
| Mwanafunzi: | Habari zako, mwalimu? |
| Mwalimu: | Salama sana. |

Baada ya kuzungumza kidogo juu ya ndugu nyumbani:

- | | |
|-------------|----------------------|
| Mwanafunzi: | Kwa heri, mwalimu! |
| Mwalimu: | Kwa heri ya kuonana! |

2. Mazungumzo ya pili — Kwa herini!

- | | |
|------------|-----------------------|
| Wanafunzi: | Hodi! |
| Mwalimu: | Karibuni!...Hamjambo! |
| Wanafunzi: | Hatujambo. |

Baada ya kuzungumza sana:

- | | |
|------------|------------------------|
| Wanafunzi: | Kwa heri, mwalimu. |
| Mwalimu: | Kwa herini, wanafunzi. |

3. Mazungumzo ya tatu — Mtu ni nani?

- | | |
|-----------------------|-----------------------------------|
| Mwanafunzi wa kwanza: | Je, nani ni mwalimu wa Kiswahili? |
| Mwanafunzi wa pili: | Mwalimu Deo ni mwalimu. |
| Mwanafunzi wa kwanza: | Je, dada, yeche ni mkali? |
| Mwanafunzi wa pili: | Hapana (La), yeche si mkali. |
| Mwanafunzi wa kwanza: | Je, yeche ni mzee? |
| Mwanafunzi wa pili: | Hapana, si mzee, yeche ni kijana. |

Somo la Nne

MAZOEZI

1. Zoezi la kwanza

Mwalimu:	Wanafunzi:
Sema, <i>hodi!</i>	Hodi!
Sema, <i>karibu!</i>	Karibu!
Sema, <i>kwa heri!</i>	Kwa heri!
Sema, <i>kwa herini!</i>	Kwa herini!
Sema, <i>karibuni.</i>	Karibuni!
Sema, <i>shikamoo!</i>	Shikamoo!

2. Zoezi la pili

bwana	Karibu, bwana.
dada	Karibu, dada.
ndugu	Karibu, ndugu.
mzee	Karibu, mzee.

3. Zoezi la tatu

walimu	Karibuni, walimu
wazee	Karibuni, wazee.
wanafunzi	Karibuni, wanafunzi.
Juma na Mariamu	Karibuni, Juma na Mariamu.

4. Zoezi la nne

mzee	Kwa heri (ya kuonana), mzee.
wazee	Kwa herini (ya kuonana), wazee.
mwalimu	Kwa heri (ya kuonana), mwalimu.
walimu	Kwa herini (ya kuonana), walimu.

5. Zoezi la tano

mkali	Je, mwalimu ni mkali.	Hapana, yeze si mkali.
mzuri	Je, mwalimu ni mzuri.	Hapana, yeze si mzuri.
kijana	Je, mwalimu ni kijana.	Hapana, yeze si kijana.
mzee	Je, mwalimu ni mzee.	Hapana, yeze si mzee.

6. Zoezi la sita

mzee	Nani ni mzee?	Hamisi ni mzee.
kijana	Nani ni kijana?	Hamisi ni kijana.
mwalimu	Nani ni mwalimu?	Hamisi ni mwalimu.
mkali	Nani ni mkali?	Hamisi ni mkali.

ZOEZI LA KUSOMA

Kubisha Hodi na Kusema Kwa Heri

Juma ni mwalimu wa Kiswahili. Mariamu ni mwanafunzi wa Kiswahili. Sasa Maria-mu anabisha hodi, anasema, "Hodi, hodi!" Mwalimu anajibu, "Karibu, dada." Mariamu

na mwalimu wanaamkiana. Mariamu ni mtoto, na Juma ni mzee; basi, Mariamu anasema, "Shikamoo, mwalimu." Mwalimu anaitika, "Marahaba." Baada ya kuamkiana, wana-zungumza kidogo juu ya masomo ya Kiswahili: zoezi la nyumbani, na mazungumzo ya kwanza, na msamiati, na maamkio ya somo la pili. Basi, baada ya kuzungumza kwa muda kidogo, wanaagana sasa na wanasema kwa heri. Mariamu anasema, "Kwa heri, mwalimu." Mariamu anaitika, "Kwa heri, dada."

Maswali

1. Je, Juma ni mwanafunzi, au mwalimu?
2. Je, Mariamu ni mwanafunzi, au mwalimu?
3. Juma ni mwalimu wa Kiswahili?
4. Mariamu ni mtoto na anasema "Shikamoo"?
5. Juma ni mzee?

HABARI ZA SARUFI

1. Hodii!

- The word *hodi* has no exact equivalent in English. It is used to announce one's arrival when approaching another's home, or upon knocking on the door. People will simply stand outside the house calling *hodi*, and will not enter until they have been invited in. The response to *hodi* is *karibu* 'come in/near, welcome'.

2. Plural Forms of Kwa Heri and Karibu

- Use the suffix *-ni* to form the plural of *kwa heri* and *karibu*. Plural forms are used in addressing more than one person (see Lesson 2, note 3):

<i>Singular</i>	<i>Plural</i>	
Kwa heri!	Kwa herini!	'Goodbye'!
Karibu!	Karibuni!	'Welcome'!
Asante!	Asanteni!	'Thank you'!

3. Shikamoo

- *Shikamoo* is a respectful greeting used by younger people to older people. The older person responds by saying *marahaba*. One etymology that has been suggested for *shikamoo* is that it means '(I) take your feet' where *moo* comes from *miguu* 'feet'.

4. Baada ya

- The form *baada ya* 'after' is only used with the infinitive form of the verb; it cannot be used with a verb form that has subject or tense prefixes; the translation can vary depending on context, that is, on what the subject of the main clause is, thus:

baada ya (wao) kuaagana	'after saying goodbye, after (they) said goodbye'
baada ya (yeeye) kuzungumza	'after talking, after (he) talked'

Somo la Nne

5. Ni and Si

- Swahili uses the verbs *ni* and *si* to express English 'is, are' and 'is not, are not' respectively:

Jabari **ni** mwalimu mkali; yeye **si** kijana, ni mzee.

'Jabari is a strict teacher; he **is not** young, he's old.'

6. Reciprocal Verbs

- Swahili has ways of modifying the meanings of verbs by changing their endings. One such common verbal pattern is the "reciprocal verb form" which entails performing an action that affects both speaker and hearer. For now it is enough to recognize the pattern; the few examples we have seen so far are:

-onana	'see each other'	(< -ona 'see')
-amkiana	'greet each other'	(< -amkia 'greet')
-agana	'say goodbye to each other'	(< -aga 'take leave')

ZOEZI LA NYUMBANI

Tafsiri

1. Goodbye, Ali.
2. Goodbye, students.
3. Come in, Fatuma.
4. Come in, Fatuma and Mariamu.
5. Sarah is young, she is not old.

Jaza

1. _____! Marahaba!
2. Kwa _____, Fatuma.
3. Kwa _____, watoto.
4. Karibuni, _____ toto.
5. Kwa heri, _____ toto.
6. Kwa heri _____ kuonana.
7. Shikamoo, _____ zee! _____, mtoto.
8. Karibu, _____ toto.
9. Karibu _____, watoto.
10. Hapana, yeye _____ mzee; ni kijana.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>-agana</i>	say goodbye to each other, take leave of one another
<i>baada ya</i>	after (see Grammar Note 4)
<i>baina ya</i>	between, among
<i>-bisha hodi</i>	call <i>hodi</i> to seek entrance (see Grammar Note 1)
<i>dada</i>	elder sister, but also 'sister' in general
<i>hapana</i>	no (also see <i>la</i>)
<i>heri</i>	happiness, blessedness, good fortune, etc.
<i>hodi</i>	see Grammar Note 1

<i>-kali</i>	strict, hard, tough, sharp, etc. (see <i>mkali</i>)
<i>karibu</i>	come in, welcome (lit. 'near'; see Grammar Note 1)
<i>kijana</i>	youth, young person
<i>vijana</i>	plural
<i>kwa</i>	with, by, to, for, etc. (The many meanings and uses of <i>kwa</i> should be learned in context.)
<i>kwa heri ya kuonana</i>	goodbye until we see each other again
<i>la</i>	no (see <i>hapana</i> ; <i>la</i> is borrowed from Arabic)
<i>marahaba</i>	response to <i>shikamoo</i> (see Grammar Note 3)
<i>mkali</i>	strict, hard, tough person
<i>wakali</i>	plural
<i>mzuri</i>	good (person) (cf. <i>nzuri</i> 'good' as used in greetings)
<i>wazuri</i>	plural
<i>nani?</i>	who?
<i>nyumbani</i>	at home, at the house
<i>-onana</i>	see one another
<i>shikamoo</i>	greeting for elders and superiors (see Grammar Note 3)
<i>si</i>	is not, are not (this is the negative of <i>ni</i> 'is, are')
<i>-zungumza</i>	converse, chat (cf. <i>mazungumzo</i> 'conversation, dialogue')

2. Maneno ya Zoezi la Kusoma

<i>amkio</i>	greeting (cf. <i>-amkiana</i> 'greet one another')
<i>maamkio</i>	plural
<i>au</i>	or
<i>kwa muda</i>	for a period of time
<i>msamiati</i>	vocabulary
<i>misamiati</i>	plural
<i>muda</i>	period of time
<i>zoezi</i>	exercise
<i>mazoezi</i>	plural

Somo la Nne



ADIZA

5

Somo la Tano

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kuuliza majina.

Mwalimu:	Hujambo, mzee.
Mzee:	Sijambo, bwana/mwalimu.
Mwalimu:	Habari za asubuhi?
Mzee:	Salama tu, na wewe je?
Mwalimu:	Mimi mzima, asante.
Mzee:	Jina lako (ni) nani, mwalimu?
Mwalimu:	Jina langu (ni) Juma Ali.
Mzee:	Asante, mwalimu.

2. Mazungumzo ya pili — Kuzungumza juu ya mwalimu

Mtoto:	Shikamoo, mzee!
Mzee:	Marahaba, mtoto; je, yeye ni nani?
Mtoto:	Yeye ni mwalimu.
Mzee:	Jina lake (ni) nani?
Mtoto:	Jina lake (ni) Abdul Ali.
Mzee:	Jina la mwalimu ni Abdul Ali?
Mtoto:	Ndiyo mzee, ni Bwana Abdul Ali.

MAZOEZI

1. Zoezi la kwanza

Mwalimu:	Wanafunzi:
Semeni, <i>jina langu</i> .	Jina langu.
Semeni, <i>jina lako</i> .	Jina lako.
Semeni, <i>jina lake</i> .	Jina lake.
Semeni, <i>jina la mzee</i> .	Jina la mzee.
Semeni, <i>yeye ni nani?</i>	Yeye ni nani?
Semeni, <i>jina lako ni nani?</i>	Jina lako ni nani?
Semeni, <i>jina lake ni nani?</i>	Jina lake ni nani?

Somo la Tano

2. Zoezi la pili

Mwalimu:	Wewe uliza, <i>jina lako (ni) nani?</i> Wewe jibu, <i>jina langu (ni) _____.</i>
	Wewe uliza, <i>jina lake (ni) nani?</i> Wewe jibu, <i>jina lake (ni) _____.</i>

3. Zoezi la tatu

lako	Jina lako ni nani?	Jina langu ni _____.
langu	Jina langu ni nani?	Jina lako ni Mwalimu _____.
lake	Jina lake ni nani?	Jina lake ni _____.
la mzee	Jina la mzee ni nani?	Jina la mzee ni _____.

4. Zoezi la nne

ye ye	Yeye ni nani?	Yeye ni _____ (mzee, mtoto, etc.).
wewe	Wewe ni nani?	Mimi ni _____.
mimi	Mimi ni nani?	Wewe ni _____.
wao	Wao ni nani?	Wao ni _____.

5. Zoezi la tano

asubuhi	Habari za asubuhi? Salama tu, na wewe je? Mimi mzima.
jioni	Habari za jioni? Salama tu, na wewe je? Mimi mzima.
mchana	Habari za mchana? Salama tu, na wewe je? Mimi mzima.

ZOEZI LA KUSOMA

Jina la Mwalimu

Mzee Juma na mtoto mmoja wa shule wanaamkiana na kuzungumza juu ya mgeni. Mtoto anasema, "Shikamoo, mzee, u hali gani?" Mzee anaitika, "Mimi mzima, asante; wote nyumbani hawajambo?" "Ndiyo, wote hawajambo," anajibu mtoto, "kuna mgeni nyumbani sasa." Basi, mzee anauliza sasa, "Je, mgeni ni nani? Yeye ni mtu wa Mombasa?" Mtoto anajibu, "Hapana, yeye ni mwalimu wa Chuo cha Elimu ya Watu Wa-zima cha Dar es Salaam; anafundisha huko." Mzee anauliza sasa, "Je, jina lake ni nani?" "Jina lake ni Abdul Ali," mtoto anajibu. Basi, baada ya kuzungumza kidogo juu ya mwali, wanaagana na kusema kwa heri.

Maswali

1. Je, mgeni ni mtu wa Mombasa?
2. Mgeni ni nani?
3. Jina lake ni nani?
4. Jina la mzee ni nani?
5. Jina la mwalimu ni nani?



HABARI ZA SARUFI

1. Mzee na Mwalimu

- The terms *mzee* and *mwalimu* are frequently used as polite titles of address: *Mzee* Jomo Kenyatta, first president of Kenya, and *Mwalimu* Julius Nyerere, first president of Tanzania.

Somo la Tano

2. Jina lako (ni) nani?

- In asking for someone's name in Swahili, you are literally asking 'Name yours is *who*? Not, as in English, '*What* is your name?'
- Note the position of the possessive (*langu*, *lako*, *lake*, etc.). It follows the noun it modifies (compare *habari zako* 'how are you', lit. 'news yours'. This is a general rule in Swahili: modifiers follow the nouns they modify.
- Note that *ni* 'is, are' is optional in asking for one's name.

Jina lako nani? or Jina lako ni nani?

ZOEZI LA NYUMBANI

Tafsiri

1. The guest's name is Juma Hasani.
2. What's his name?
3. Is the teacher's name Ali Juma?
4. Who is she?
5. She is a student, her name is Fatuma.

Jaza

1. Jina _____ mwalimu _____ Adija.
2. Jina _____ ko ni nani?
3. Yeye ni mwalimu. Jina _____ Saluma.
4. Yeye ni mwalimu _____ Kiswahili _____ Chuo cha Elimu _____ Mombasa.
5. Baada _____ kuzungumza kidogo, wanaagana.
6. Yeye _____ mtu _____ Mombasa.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>jina</i>	name
<i>majina</i>	plural
<i>lako</i>	your, yours (this form with <i>l-</i> is only used with nouns such as <i>jina</i> , but not with <i>mtoto</i> or <i>chuo</i> ; cf. <i>habari zako</i>)
<i>lake</i>	his, her, hers (only used with nouns such as <i>jina</i>)
<i>langu</i>	my, mine (only used with nouns such as <i>jina</i>)
<i>mzima</i>	healthy, good condition, fine, well; adult, full grown
<i>wazima</i>	plural

2. Maneno ya Zoezi la Kusoma

<i>cha</i>	of (see Lesson 2, Note 4)
<i>chuo</i>	school (traditionally a Koranic school), college
<i>vyuo</i>	plural
<i>elimu</i>	education (sg. and pl.)
<i>gani?</i>	what sort, what kind of
<i>hali</i>	condition, situation
<i>huko</i>	there (at a place mentioned previously)

<i>mgeni</i>	guest, stranger
<i>wageni</i>	plural
<i>mtu</i>	person
<i>water</i>	plural ('persons, people')
<i>mtu mzima</i>	adult
<i>water wazima</i>	plural
<i>shule or skuli</i>	school (<i>shule</i> from German; <i>skuli</i> from English tends to be used and heard in Kenya)
<i>u hali gani?</i>	a greeting: 'how are you, what's your condition'? (<i>u</i> 'you' is a special use of the second person singular subject prefix). The response is often <i>mzima</i> 'fine, well'.

3. Maneno Maalum

<i>mtoto</i>	child
<i>watoto</i>	plural
<i>kijana</i>	youth, young person
<i>vijana</i>	plural
<i>msichana</i>	girl
<i>wasichana</i>	plural
<i>mvulana</i>	boy
<i>wavulana</i>	plural
<i>mwanamke</i>	woman
<i>(mwana + mke)</i>	
<i>wanawake</i>	plural
<i>(wana + wake)</i>	
<i>mwanamume</i>	man
<i>(mwana + mume)</i>	
<i>wanaume</i>	plural
<i>(wana + ume)</i>	



Somo la Tano



CHUO KIKUU CHA NAIROBI

6

Somo la Sita

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kutoka wapi?

- Mwalimu: Wewe unatoka wapi?.
Mwanafunzi: Ninatoka jimbo la New York.
Mwalimu: Unakaa wapi sasa?
Mwanafunzi: Ninakaa katika bweni; na wewe, je, unakaa wapi?
Mwalimu: Ninakaa West Los Angeles.
Mwanafunzi: Njia gani? *au* Mtaa gani?
Mwalimu: Njia ya Wilshire. *au* Mtaa wa Wilshire.

2. Mazungumzo ya pili — Kusoma wapi?

- Juma: Unasoma wapi sasa?
Adija: Sasa ninasoma (katika) UCLA (Chuo Kikuu cha California, Los Angeles)
Juma: Unasoma masomo gani/unasoma nini?
Adija: Ninasoma Kiswahili na isimu ya lugha.
Juma: Na Bill, je, anasoma Kiswahili sasa?
Adija: Ndiyo, anasoma Kiswahili pia.
Juma: Nani anafundisha Kiswahili?
Adija: Mwalimu Tomasi na Mwalimu Sarah.
Juma: Kwa nini unasoma Kiswahili?
Adija: Ninataka kusafiri Tanzania kufanya utafiti.

MAZOEZI

1. Zoezi la kwanza

- | | | | |
|------|---------------------------|-------|---------------------------|
| mimi | (Mimi) ninatoka Tanzania. | sisi | (Sisi) tunatoka Tanzania. |
| wewe | (Wewe) unatoka Tanzania. | ninyi | (Ninyi) mnatoka Tanzania. |
| yeye | (Yeye) anatoka Tanzania. | wao | (Wao) wanatoka Tanzania. |

2. Zoezi la pili

- | | | |
|---------|-----------------------|-------------------------|
| wewe | (Wewe) unatoka wapi? | Ninatoka jimbo la Ohio. |
| yeye | (Yeye) anatoka wapi? | Anatoka jimbo la _____. |
| mwalimu | Mwalimu anatoka wapi? | Anatoka jimbo la _____. |

Somo la Sita

ninyi	(Ninyi) mnatoka wapi?	Tunatoka jimbo la _____.
wao	(Wao) wanatoka wapi?	Wanatoka jimbo la _____.
walimu	Walimu wanatoka wapi?	Walimu wanatoka wapi? _____.

3. Zoezi la tatu

-toka	Unatoka wapi?	Ninatoka _____.
-kaa	Unakaa wapi?	Ninakaa _____.
-soma	Unasoma wapi?	Ninasoma _____.
-fundisha	Unafundisha wapi?	Ninafundisha _____.

4. Zoezi la nne

yeye (Swahili)	Anasoma lugha gani? Anasoma Kiswahili.
wewe (French)	Unasoma lugha gani? Ninasoma Kifaransa.
wao (Arabic)	Wanasoma lugha gani? Wao wanasma Kiarabu.
Idi (Chinese)	Idi anasoma lugha gani? Anasoma Kichina.
ninyi (English)	Mnasoma lugha gani? Tunasoma Kiingereza.
Idi na Juma (German)	Idi na Juma wanasma lugha gani? Wanasoma Kijerumani.

5. Zoezi la tano

masomo gani?	Unasoma masomo gani?
nini?	Unasoma nini?
wapi?	Unasoma wapi?
kwa nini?	Kwa nini unasoma?

6. Zoezi la sita

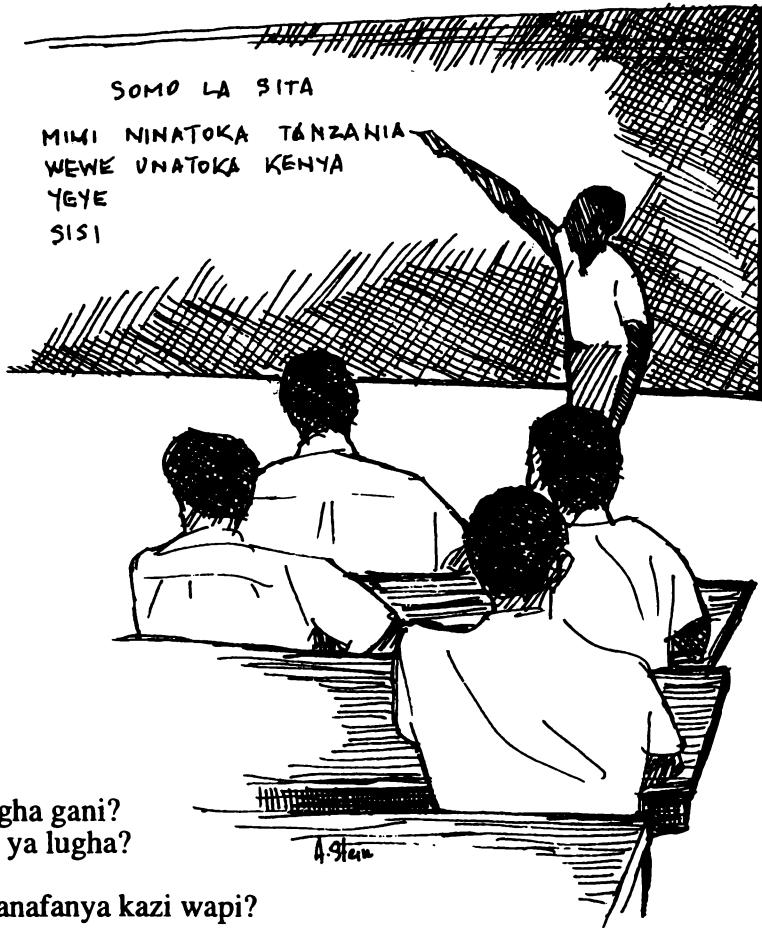
-fundisha	Nani anafundisha Kiswahili?
-toka jimbo la ...	Nani anatoka jimbo la ...?
-kaa njia ya ...	Nani anakaa njia la ...?

ZOEZI LA KUSOMA

Kutoka Wapi na Kukaa Wapi?

Bi. Sarah ni mwalimu wa Kiswahili. Yeye anatoka Mombasa, lakini sasa anakaa katika mji wa Los Angeles, njia ya Hilts. Anafundisha Kiswahili hapa Amerika na pia anasoma isimu ya lugha katika chuo kikuu. Baada ya kupata digri (shahada) yake anataka kurudi Kenya na kufundisha isimu ya lugha huko Kenya katika Chuo Kikuu cha Nairobi. Mwalimu Tom ni mwalimu wa isimu ya lugha; anafundisha Kiswahili pia. Yeye anatoka

mji wa Pittsburgh, jimbo la Pennsylvania. Mke wake anatoka jimbo la Michigan; sasa yeye na mume wake na watoto wao wanakaa Los Angeles. Yeye anafanya kazi katika maabara ya hospitali ya UCLA.



Maswali

1. Nani anatoka Mombasa?
2. Bi. Sarah anafundisha lugha gani?
3. Kwa nini anasoma isimu ya lugha?
4. Anasoma nini?
5. Mke wa Mwalimu Tom anafanya kazi wapi?

HABARI ZA SARUFI

1. The Swahili Verb and Present Tense

- The Swahili verb typically consists of a *subject pronominal prefix*, a *tense marker*, and a *verb stem*. There are other elements of verbal formation which will be studied in future lessons. Study the following:

ni-na-toka	'I come from/I am coming from'
ni-	This is the <i>subject prefix</i> identifying the subject of the verb as first person singular 'I'.
-na-	This is the <i>tense/aspect marker</i> indicating <i>Present Time</i> (note the translation of the sample).
-toka	This is the <i>verb stem</i> with the English gloss 'come from'.

Somo la Sita

- In the typical case, the verb in Swahili is marked by a prefix which identifies the subject; there is a different prefix for the various persons:

ni-	'I'	first person singular
u-	'you'	second person singular
a-	'she, he'	third person singular
tu-	'we'	first person plural
m-	'you'	second person plural
wa-	'they'	third person plural

- Swahili does not make masculine and feminine gender distinctions, thus *a-* is 'she' or 'he' depending on context. But the language *does* distinguish between 'you sg.' and 'you pl.' which English does not.
 - When subjects of verbs are identified by the use of a noun (e.g., *mwalimu*, *mzee*, etc.) or by the independent pronouns (*mimi*, *wewe*, *yeye*, *sisi*, *ninyi*, and *wao*), the verb must still be subject marked. This is known as *agreement* or *concord*.

Mzee a-na-toka Nairobi 'The elder comes from Nairobi'

'The elder comes from Nairobi'

Elder **he-PRESENT-come+from** Nairobi

Wanafunzi wa-na-toka Los Angeles. 'The students come from L.A.'

students they-PRESENT-come+from L.A.

Mimi ni-na-toka Jimbo ja California. 'I come from the State of California.'

I I-PRESENT-come+from state of California

- The typical Swahili verb is marked with a prefix which indicates the time of the verbal process or some aspect of the action, i.e., whether going on, complete, incomplete, and so on. In this lesson, the marker *-na-* is introduced. It is approximately equivalent to the present tense in English. Thus, for example, *ninafundisha*, depending on context, can be equivalent to English 'I am teaching' (*Present Progressive*) or 'I teach' (*Simple Present*).

2. The Function of the Independent Pronouns

- Contrast the two sentences below:

Ninatoka Kenya **'I come from Kenya.'**

- In Swahili, the independent pronouns *mimi*, *wewe*, *yeye*, *sisi*, *ninyi*, and *wao* are used in various discourse contexts for several purposes. One such function is to mark *emphasis*, as in the above example. Another use is *focusing* attention on the subject as distinct from other subjects. In other contexts, they are used to *identify* subjects where no other subject marking is possible:

Yeye ni nani? 'Who is she?

Yeye ni mwalimu. 'She is a teacher.'

3. Names of Languages

- Names of languages are all marked with the prefix *ki-*:

Kiswahili	'Swahili'	Kifaransa	'French'
Kiingereza	'English'	Kireno	'Portuguese'
Kirusi	'Russian'	Kiarabu	'Arabic'
Kichina	'Chinese'	Kijerumani	'German'
Kizulu	'Zulu'	Kiyoruba	'Yoruba'

4. Names of Places and Prepositions

- In Swahili, prepositions that are generally used to express location (e.g., in, at, on, and to) are not used with proper names; contrast the following:

Ninafundisha katika chuo kikuu.	'I teach in/at the university.'
Ninafundisha Chuo Kikuu cha Ohio.	'I teach at the University of Ohio.'
Yeye anakaa Nairobi.	'She lives in Nairobi.'

5. Question Words

- Questions in Swahili can be indicated by the particle *je* (see Lesson 3, Grammar Note 3), by intonation (see Lesson 3, Grammar Note 4), and by using question words, such as *wapi*, *gani*, *nini*, *nani*, *kwa nini* and others. Their position in the sentence is usually determined by the sentence constituent being questioned; carefully compare the following question-and-answer pairs and note the position of the question word in the question and the position of the questioned constituent in the answer:

Anatoka wapi? 'Where does he come from?'	Anatoka Dar es Salaam. 'He comes from Dar es Salaam.'
Unasoma masomo gani? 'What kind of studies are you studying?'	Ninasoma Kiswahili na bayolojia. 'I'm studying Swahili and biology.'
Wanafundisha nini? 'What are they teaching?'	Wanafundisha Kiswahili. 'They are teaching Swahili.'
Jina la mwalimu ni nani? 'What is the teacher's name?'	Jina lake ni Angaluki. 'His name is Angaluki.'
Nani anafundisha Kiswahili sasa? 'Who's teaching Swahili now?'	Mwalimu Angaluki anafundisha. 'Mwalimu Angaluki is teaching.'

- However, note that *kwa nini?* usually comes first in the sentence:

Kwa nini unasoma Kiswahili? Why are you studying Swahili?	Ninataka kwenda Afrika. 'I want to go to Africa.'
---	--

ZOEZI LA NYUMBANI

Tafsiri

- Do you live in Dar es Salaam?
- What are you studying?
- What language are you studying?
- We (emphatic) want to study Swahili.
- Who teaches Swahili at UCLA?

Somo la Sita

Jaza na Tafsiri

1. Sisi _____ natoka Mombasa.
2. Ninyi _____ nakaa wapi?
3. Wao _____ nasoma Kiswahili.
4. Wazee _____ naamkiana.
5. Mimi _____ nataka kusoma Kiswahili.
6. Yeye _____ nafundisha.
7. Wazee wa _____ fundisha.
8. Ninyi mnatoka Los Angeles? Ndiyo, _____
9. Sisi tunatoka Los Angeles? Ndiyo, _____
10. Mimi na yeye _____ nafundisha Kiswahili.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>bweni</i>	dormitory
<i>mabweni</i>	plural
<i>chuo kikuu</i>	university
<i>vyuo vikuu</i>	plural
<i>-fundisha</i>	teach
<i>gani?</i>	what sort, what kind?
<i>isimu ya lugha</i>	linguistics
<i>-kaa</i>	live, reside; stay, remain; sit
<i>kwa nini?</i>	why?
<i>lugha</i>	language (sg. and pl.)
<i>maabara</i>	laboratory (sg. and pl.)
<i>mtaa</i>	street, section/quarter of town, neighborhood
<i>mitaa</i>	plural
<i>nani?</i>	who?
<i>nini?</i>	what?
<i>njia</i>	road, street, path (sg. and pl.)
<i>-safiri</i>	travel (cf. safari 'trip, journey')
<i>-soma</i>	study, read
<i>somo</i>	lesson, study
<i>masomo</i>	plural
<i>-taka</i>	want, desire
<i>-toka</i>	come from
<i>utafiti</i>	research

2. Maneno ya Zoezi la Kusoma

<i>digri</i>	degree (from English; sg. and pl.)
<i>-fanya</i>	do, make
<i>-fanya kazi</i>	work, do work
<i>hapa</i>	here
<i>hosiptali</i>	hospital
<i>katika</i>	in, on
<i>mji</i>	town, city (in some contexts 'homestead')
<i>miji</i>	plural

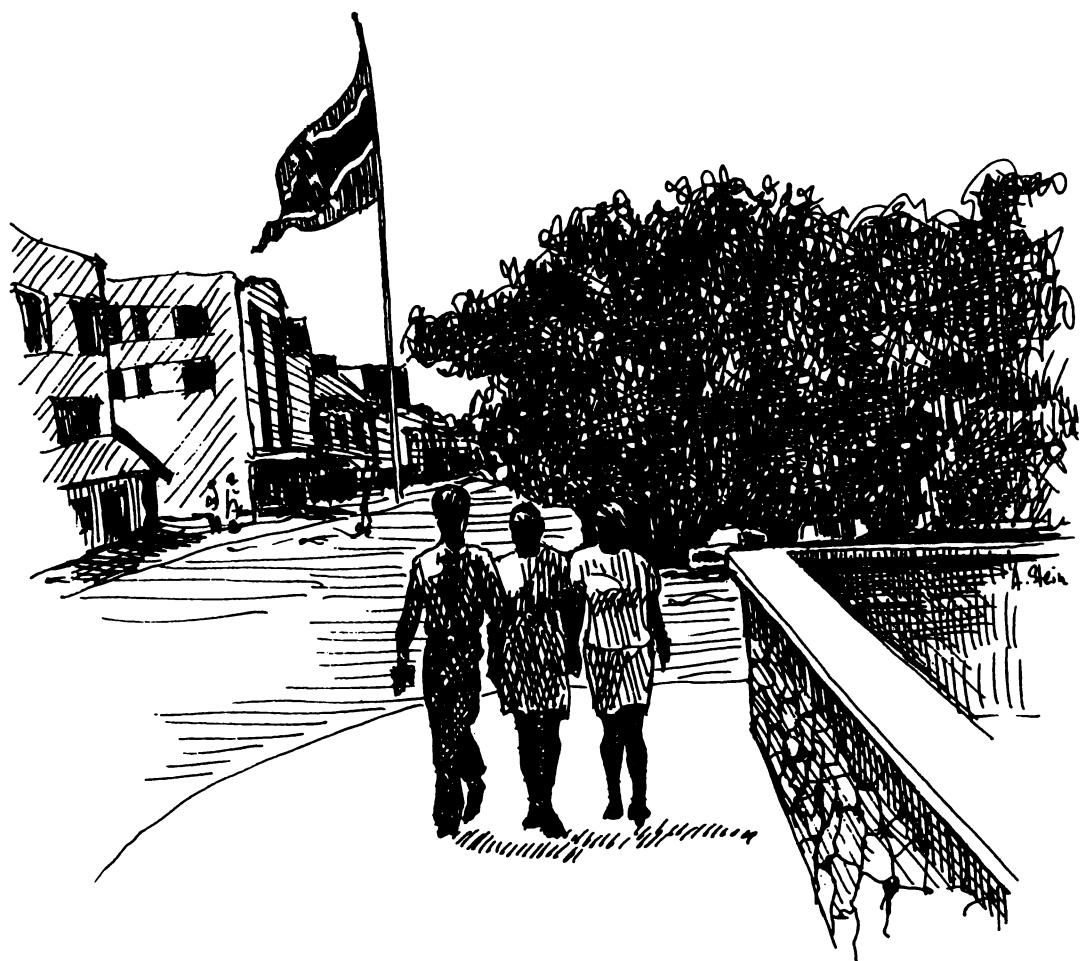
<i>mke</i>	wife (see <i>mwanamke</i> 'woman')
<i>wake</i>	plural (see <i>wanawake</i> 'women')
<i>mume</i>	husband (see <i>mwanamume</i> 'man')
<i>waume</i>	plural (see <i>wanaume</i> 'men')
<i>-pata</i>	get, obtain
<i>pia</i>	also
<i>-rudi</i>	return
<i>shahada</i>	degree (from Arabic; sg. and pl.)
<i>wao</i>	they

3. Maneno Maalum (Academic Subjects)

African studies	masomo ya Kiafrika	linguistics literature	isimu (ya lugha) fasihii
archeology	akiolojia, elimukale	management	uongozi, mane- jimenti
architecture	usanifu majengo	mathematics	hesabu
biology	bayolojia	medicine	uganga, udaktari
botany	botania	meteorology	meterolojia
business	biashara	music	muziki
chemistry	kemia	nutrition	lishe
communication studies	elimu ya mawa- siliano	pediatrics	matibabu ya watoto
computer science	elimu ya ko- mpyuta	philosophy	falsafa
developmental studies	masomo ya maendeleo	physics	fizikia
economics	uchumi	plant science	sayansi ya mimba
education	elimu	political science	elimu ya siasa
engineering	uhandisi	psychology	saikolojia
environmental science	elimu ya hali ya mazingira	religion	dini
finance	elimu ya usima- mizi wa fedha	science	sayansi
fine arts	sanaa	social science	sayansi ya jamii
geography	jiografia	surgery	upasuaji
geology	jiolojia	theater arts	sanaa za maonyesho
history	historia		mipango (ya) miji
law	sheria	women's studies	masomo ya wanawake
library science	elimu ya mak- taba		

Note that some of these words for academic subjects are expressed by using *elimu* or *masomo*. Others not listed with either *elimu* or *masomo* could optionally be expressed using these words: *elimu ya biashara*, *elimu ya dini*, *masomo ya dini*, *elimu ya uhandisi*, etc.

Somo la Sita



MOMBASA

7

Somo la Saba

MAZUNGUMZO

1. Mazungumzo ya kwanza — Mzaliwa wa wapi?

- Mwalimu: Habari zenu, wanafunzi?
Mwanafunzi: Habari nzuri, mwalimu.
Mwalimu: Ninyi nyote hamjambo?
Mwanafunzi: Ndiyo, sisi sote hatujambo.
Mwalimu: Je, Mwalimu Sarah ni Mwamerika (*au* Mmarekani)?
Mwanafunzi: Hapana, yeze si Mwamerika, ni Mkenya.
Mwalimu: Yeze ni mzaliwa wa wapi?
Mwanafunzi: Yeze ni mzaliwa wa Mombasa, Kenya.

2. Mazungumzo ya pili — Kukaa hapa.

- Mwalimu: Vema, nataka kujua wewe unatoka wapi,
bwana/bibi/ndugu _____.
Mwanafunzi: Mimi, mwalimu, natoka Los Angeles.
Mwalimu: Wewe ni mzaliwa wa Los Angeles?
Mwanafunzi: La, mimi si mzaliwa wa LA, lakini mimi na jamaa yangu
tunakaa hapa sasa.

MAZOEZI

1. Zoezi la kwanza

- Mwalimu a. Je, Sarah ni Mtanzania?
b. Je, Julius Nyerere ni Mkenya?
c. Je, Jomo Kenyatta ni Mtanzania?
d. Je, Milton Obote ni Mkenya?

- Mwanafunzi: a. Hapana (La), yeze si Mtanzania; ni Mkenya.
b. Hapana (La), yeze si Mkenya; ni Mtanzania.
c. Hapana (La), yeze si Mtanzania; ni Mkenya.
d. Hapana (La), yeze si Mkenya; ni Mganda.

2. Zoezi la pili

- Mwalimu: Mwanafunzi:
Julius Nyerere ni nani? Yeye ni rais wa kwanza wa Tanzania.
Jomo Kenyatta ni nani? Yeye ni rais wa kwanza wa Kenya.
Milton Obote ni nani? Yeye ni rais wa kwanza wa Uganda.

Somo la Saba

Daniel Arap Moi ni nani?
Benjamin Mkapa ni nani?
Yoweri Museveni ni nani?
Yeye ni rais wa pili wa Kenya.
Yeye ni rais wa tatu wa Tanzania.
Yeye ni rais wa nne wa Uganda.

3. Zoezi la tatu

wewe	Wewe ni mzaliwa wa wapi?	Mimi ni mzaliwa wa _____.
ninyi	Ninyi ni wazaliwa wa wapi?	Sisi ni wazaliwa wa _____.
yeye	Yeye ni mzaliwa wa wapi?	Yeye ni mzaliwa wa _____.
wao	Wao ni wazaliwa wa wapi?	Wao ni wazaliwa wa _____.
mimi	Mimi ni mzaliwa wa wapi?	Wewe ni mzaliwa wa _____.
sisi	Sisi ni wazaliwa wa wapi?	Ninyi ni wazaliwa wa _____.

4. Zoezi la nne

Rais Lincoln	Je, Rais Lincoln ni mzaliwa wa Tanzania? La, (yeye) si mzaliwa wa Tanzania, ni mzaliwa wa Marekani.
Mwl. Nyerere	Je, Mwalimu Nyerere ni mzaliwa wa Marekani? La, (yeye) si mzaliwa wa Marekani, ni mzaliwa wa Tanzania.
Mzee Kenyatta	Je, Mzee Kenyatta ni mzaliwa wa Tanzania? La, (yeye) si mzaliwa wa Tanzania, ni mzaliwa wa Kenya.
Rais Obote	Je, Rais Obote ni mzaliwa wa Kenya? La, (yeye) si mzaliwa wa Kenya, ni mzaliwa wa Tanzania.

5. Zoezi la tano

Mkenya	Nani ni Mkenya? Rais Kenyatta ni Mkenya.
Mtanzania	Nani ni Mtanzania? Mwl. Nyerere ni Mtanzania.
Mganda	Nani ni Mganda? Rais Obote ni Mganda.
Mmarekani	Nani ni Mmarekani? Rais Lincoln ni Mmarekani.



MWALIMU JULIUS NYERERE

6. Zoezi la sita

mimi	Nataka kujua wewe unatoka wapi.
sisi	Tunataka kujua wewe unatoka wapi.
mwalimu	Mwalimu anataka kujua wewe unatoka wapi.
walimu	Walimu wanataka kujua wewe unatoka wapi.

ZOEZI LA KUSOMA

Viongozi wa Afrika ya Mashariki

Wanafunzi wa darasa la Kiswahili wanataka kujua viongozi wa nchi za Afrika ya Mashariki ni nani. Sasa mwalimu anaeleza kwamba rais wa kwanza wa Tanzania ni Mwalimu Julius Nyerere, lakini sasa rais ni Mheshimiwa Benjamin Mkapa. Rais wa kwanza wa Kenya ni Mzee Jomo Kenyatta, lakini siku za leo rais ni Mtukufu Daniel Arap Moi. Rais wa Uganda ni Rais Yoweri Museveni. Rais wa kwanza wa Uganda ni Milton Obote. Wote ni viongozi wa nchi za Afrika ya Mashariki. Sasa mwalimu anauliza nani ni kiongozi wa Kenya? Wanafunzi mmoja anajibu kwamba Mwalimu Nyerere ni rais wa Kenya, lakini wanafunzi wengine wanasema kwamba yeye si rais wa Kenya; yeye ni kiongozi wa nchi ya Tanzania—yaani yeye ni Baba Taifa. Mwingine anasema kwamba Mtukufu Daniel Arap Moi ni kiongozi wa Kenya. Nani ni kiongozi wa Uganda? Wanafunzi hawajui. Basi, mwalimu anasema kwamba Rais Museveni ni kiongozi wa Uganda sasa. Milton Obote ni kiongozi wa zamani. Na sasa mwalimu anauliza, "Je, ninyi nyote mnajua nani ni rais



MZEE JOMO KENYATTA

Somo la Saba

wa kwanza wa Amerika (Marekani)? Mmoja anajibu, "Ndiyo, sisi sote tunajua, yeye ni George Washington."

Maswali

1. Je, nani ni rais wa Tanzania?
2. Je, Obote ni kiongozi wa Kenya?
3. Jina la rais wa kwanza wa Kenya ni nani?
4. Viongozi wa Afrika ya Mashariki ni nani?
5. Wanafunzi wote wanajua rais wa kwanza wa Amerika ni nani?

HABARI ZA SARUFI

1. Habari Zenu

- *Habari zenu* is the plural of *habari zako*:

Habari zako?	'How are you (sg.)?'	(Lit. 'your news')
Habari zenu?	'How are you (pl.)?'	" " "

- In some parts of East Africa, speakers prefer to use *habari yako* and *habari yenu* instead of these forms. The greetings with *zako* and *zenu* are common in Tanzania while those with *yako* and *yenu* tend to be used and heard in Kenya.

2. More on *ni* and *si*

- Use *ni* and *si* 'am, is, are' and 'am not, is not, are not' for descriptive and attributive predication in present time contexts. These forms do not take subject prefixes:

Yeye ni mwalimu wa Kiswahili.	'He is a Swahili teacher.'
Bwana Juma si mzee.	'Mr. Juma is not old.'

- *Ni* is not used to translate 'am, is, are' as in the following English sentences in the left column; use the *-na-* tense. Contrast the following:

I am studying.	Ninasoma.	I am old.	Mimi ni mzee
He is studying.	Anasoma.	You are young.	Wewe ni kijana.
They are studying.	Wanasoma.	They are sick.	Wao ni wagonjwa.

3. Nationalities

- As we saw earlier, names of languages are indicated with the prefix *ki-*. National identities are marked by either *m-* or *mw-* in the singular and *wa-* in the plural; *mw-* is used with roots that begin with a vowel, e.g., *-ingereza* and *-arabu*:

Kiswahili	'Swahili language'	Kimarekani	'American language'
Mswahili	'Swahili person'	Mmarekani	'American'
Waswahili	'Swahili people'	Wamarekani	'Americans'
Kiingereza	'English language'	Kiarabu	'Arabic language'
Mwingereza	'English person'	Mwarabu	'Arab'
Waingereza	'English person'	Waarabu	'Arabs'

4. Elided first, person singular verb forms

- First, person singular forms are often elided in conversational speech:

ninatoka	>	natoka	'I come from'
ninafundisha	>	nafundisha	'I teach/am teaching'

- These elided forms are identical to those of another Swahili present tense form, the so-called -A- tense, in which the subject prefixes and tense elide. These are listed below, but will not be actively taught or drilled in these lessons. They will be referred to from time to time in the grammar notes:

nasoma	'I study/am studying'	(ni- + -A- + soma)
wasoma	'you study/are studying'	(u- + -A- + soma)
asoma	's/he studies/is studying'	(a- + -A- + soma)
twasoma	'we study/are studying'	(tu- + -A- + soma)
mwasoma	'you (pl.) study/are studying'	(m- + -A- + soma)
wasoma	'they study/are studying'	(wa- + -A- + soma)

ZOEZI LA NYUMBANI

Tafsiri

- We want to know who the Swahili teacher is.
- He is a native of Dar es Salaam; he comes from Dar, but now lives in Peoria.
- She is not a student; she is a teacher.
- You're a native of what state? (Use *gani?* for the question word here.)
- Do all of you study Swahili in the evening?

Jaza na Tafsiri

- Ninyi nyote ni _____ zaliwa wa Mombasa?
- Ndiyo, _____ ni _____ zaliwa wa Mombasa.
- Ninyi _____ jambo?
- Mimi ni _____ kenya.
- Wao ni _____ swahili; wanasema _____ swahili.
- Ninataka _____ jua wewe ni _____ zaliwa wa wapi?
- Nyerere, Kenyatta, na Obote ni _____ ongozi _____ Afrika _____ Mashariki.
- Mwalimu anasema _____ Mzee Kenyatta ni rais wa kwanza wa Kenya.
- Wewe unatoka _____?
- Sisi _____ ote; ninyi _____ ote; wanafunzi _____ ote

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>-enu</i>	your, yours (pl.; see <i>-angu</i> , <i>-ako</i> , <i>-ake</i> , <i>-ao</i>)
<i>jamaa</i>	family (sg. and pl.)
<i>-jua</i>	know
<i>Marekani</i>	America (or <i>Amerika</i>)
<i>Mkenya</i>	Kenyan
<i>Wakenya</i>	plural

Somo la Saba

<i>Mmarekani</i>	American (preferred in Tanzania)
<i>Wamarekani</i>	plural
<i>Mtanzania</i>	Tanzanian
<i>Watanzania</i>	plural
<i>Mwamerika</i>	American
<i>Wamerika</i>	plural
<i>mzaliwa</i>	native, native born (cf. <i>-zaliwa</i> 'be born')
<i>wazaliwa</i>	plural
<i>nyote</i>	all of you (cf. <i>wote</i> 'all (people)'; <i>sote</i> 'all of us')
<i>rais</i>	president
<i>marais</i>	plural
<i>sote</i>	all of us (cf. <i>wote</i> and <i>nyote</i>)
<i>vema</i>	very well, very good, fine, etc. (cf. <i>vizuri</i>)
<i>yangu</i>	my, mine (used with words like <i>jamaa</i> , <i>mama</i> , and <i>baba</i>)
<i>zenu</i>	your, yours (pl. used with nouns like <i>habari</i> ; cf. <i>-enu</i>)

2. Maneno ya Zoezi la Kusoma

<i>Baba Taifa</i>	Father of the Nation
<i>darasa</i>	class room, class
<i>madarasa</i>	plural
<i>-eleza</i>	explain
<i>hawajui</i>	they don't know (see Lesson 8, grammar note 1)
<i>hizi</i>	these (demonstrative modifying words such as <i>siku</i>)
<i>kiongozi</i>	leader
<i>viongozi</i>	plural
<i>kwamba</i>	that (conjunction)
<i>mashariki</i>	east
<i>mheshimiwa</i>	respected person, honored person (in this dialogue used as a title to show respect, thus 'His Honor')
<i>waheshimiwa</i>	plural
<i>mtukufu</i>	exalted person (title, thus in context 'His Excellency')
<i>watukufu</i>	plural
<i>nchi</i>	country, land (sg. and pl.)
<i>taifa</i>	nation
<i>mataifa</i>	plural
<i>siku</i>	day (sg. and pl.)
<i>siku za leo</i>	these days
<i>yaani</i>	that is (= i.e.)
<i>zamani</i>	old, long ago, past

8

Somo la Nane

MAZUNGUMZO

1. Mazungumzo ya kwanza — Sisomi Kifaransa

Mwalimu:	Ndugu Juma!
Mwanafunzi:	Naam, mwalimu.
Mwalimu:	Ni kweli unasoma Kifaransa pia?
Mwanafunzi:	La, mwalimu, sisomi Kifaransa, ninasoma Kiswahili tu.
Mwalimu:	Na Mariamu je, anasoma Kifaransa?
Mwanafunzi:	La, hasomi Kifaransa.
Mwalimu:	Anasoma nini?
Mwanafunzi:	Anasoma Kiswahili tu.

2. Mazungumzo ya pili — Sitoki Los Angeles

Mwalimu:	Bibi Mariamu!
Mwanafunzi:	Labeka, mzee.
Mwalimu:	Unatoka Los Angeles?
Mwanafunzi:	Hapana, mwalimu, sitoki Los Angeles, ninatoka San Diego.
Mwalimu:	Na ninyi je, mnatoka mji wa San Diego pia?
Wanafunzi:	Hapana, hatutoki San Diego, tunatoka Sacramento.
Mwalimu:	Na wao je, wanatoka Sacramento?
Mwanafunzi:	La, hawatoki Sacramento.
Mwalimu:	Kama hawatoki Sacramento, wanatoka wapi?
Mwanafunzi:	Wanatoka Los Angeles.

MAZOEZI

1. Zoezi la kwanza

Mwalimu:

Semeni:	Ndiyo, ninasoma. Ndiyo, unasoma. Ndiyo, anasoma. Ndiyo, tunasoma. Ndiyo, mnasoma. Ndiyo, wanasoma.	Hapana, sisomi. Hapana, husomi. Hapana, hasomi. Hapana, hatusomi. Hapana, hamsomi. Hapana, hawasomi.
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Somo la Nane

2. Zoezi la pili

wewe	Wewe unasoma Kifaransa?	Hapana/La, sisomi Kifaransa
yeye	Yeye anasoma Kifaransa?	Hapana/La, hasomi Kifaransa
ninyi	Ninyi mnasoma Kifaransa?	Hapana/La, hatusomi Kifaransa
wao	Wao wanasma Kifaransa?	Hapana/La, hawasomi Kifaransa

3. Zoezi la tatu

wewe	Kama wewe hutoki San Diego, unatoka wapi?
ninyi	Kama ninyi hamtoki San Diego, mnatoka wapi?
yeye	Kama yeye hatoki San Diego, anatoka wapi?
wao	Kama wao hawatoki San Diego, wanatoka wapi?

4. Zoezi la nne

mzee	Mzee anakaa L.A.?	Hapana, hakai L.A.
wazee	Wazee wanakaa L.A.?	Hapana, hawakai L.A.
mimi	Mimi ninakaa L.A.?	Hapana, hukai L.A.
sisi	Sisi tunakaa L.A.?	Hapana, hamkai L.A.
wewe	Wewe unakaa L.A.?	Hapana, sikai L.A.
ninyi	Ninyi mnakaa L.A.?	Hapana, hatukai L.A.
yeye	Yeye anakaa L.A.?	Hapana, hakai L.A.
wao	Wao wanakaa L.A.?	Hapana, hawakai L.A.

5. Zoezi la tano

Kiswahili	Anasoma nini?	Anasoma Kiswahili.
Kijerumani	Anasoma nini?	Anasoma Kijerumani.
elimu	Wanasoma nini?	Wanasoma elimu.
historia	Wanasoma nini?	Wanasoma historia.
jiografia	Unasoma nini?	Ninasoma jiografia.
hesabu	Unasoma nini?	Ninasoma hesabu.

6. Zoezi la sita

wewe	Unafahamu Kiswahili sana?	La, sifahamu sana.
yeye	Anafahamu Kiswahili sana?	La, hafahamu sana.
ninyi	Mnafahamu Kiswahili sana?	La, hatufahamu sana.
wao	Wanafahamu Kiswahili sana?	La, hawafahamu sana.

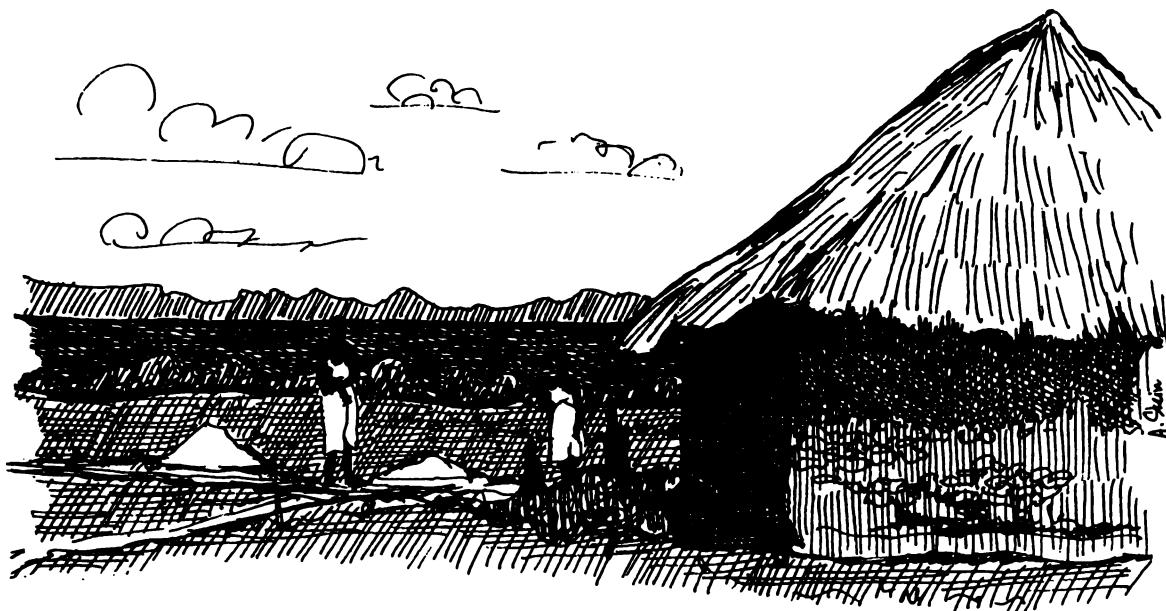
ZOEZI LA KUSOMA

Lugha za Afrika ya Mashariki

Kule Afrika ya Mashariki (yaani katika nchi za Kenya, Tanzania, na Uganda) watu wengi wanajua na wanafahamu Kiswahili. Ni kweli kusema kwamba wengi wao ni Waswahili na lugha yao ya kwanza (yaani lugha ya mama na baba) ni Kiswahili. Lakini kama mtu ni Msukuma (yaani mtu wa kabile la Wasukuma wa nchi ya Tanzania) au Mkamba (yaani mtu wa kabile la Wakamba wa nchi ya Kenya) lugha yake ya kwanza si

Kiswahili. Hasemi na hafahamu Kiswahili kama lugha yake ya kwanza. Lugha yake ya kwanza ni Kisukuma au Kikamba. Karibu watu wote wa pwani ya Kenya na Tanzania, na wote wa kisiwa cha Unguja (yaani Zanzibar) na visiwa vingine wanasema Kiswahili. Wengi katika miji ya nchi za Afrika ya Mashariki wanasema na kufahamu Kiswahili pia. Lakini wengi wa bara ya nchi za Afrika ya Mashariki, hasa katika sehemu za mashambani katika Kenya na Uganda, hawafahamu Kiswahili sana; wanasema Kiswahili kido go tu.

Katika shule za Tanzania watoto wote wanasema masomo yao kwa Kiswahili, na kama hawajui Kiswahili wakati wa kuanza kusoma, wanajifunza Kiswahili upesi sana. Katika shule za Kenya wanafunzi wengi wanasema masomo yao kwa lugha zao za kwanza au kwa Kiingereza. Kwa hivyo, hawajui Kiswahili vizuri kama wanafunzi wa shule za Tanzania. Je, kama watu wa Kenya na Uganda hawajifunzi Kiswahili katika shule, wanajifunza Kiswahili wapi? Kama wanakaa katika miji, wanajifunza Kiswahili



BARA YA TANZANIA

Somo la Nane

kama wanataka kusema na watu wa makabila mbalimbali. Wanajifunza Kiswahili katika miji au katika mashamba ya Afrika ya Mashariki, kwa sababu wafanyakazi wanatumia Kiswahili kazini. Wengi wanafahamu Kiingereza pia kama lugha ya pili au ya tatu, lakini lugha ya wananchi wa Afrika ya Mashariki kwa kweli ni Kiswahili.

Maswali

1. Nani wanasema Kiswahili kama lugha yao ya kwanza?
2. Je, Wasukuma wanafahamu Kiswahili kama lugha yao ya kwanza?
3. Je, Msukuma anasema Kiswahili kama lugha yake ya kwanza?
4. Watu wengi wa Tanzania wanajifunza Kiswahili wapi?
5. Je, watu wa Kenya wanajifunza Kiswahili katika shule?
6. Je, Kiingereza ni lugha ya kwanza ya watu wa Tanzania?



HABARI ZA SARUFI

1. The Present Negative

- The present negative tense is used to negate verb forms in the *-na-* tense (e.g., *ninasoma*) and in the *-A-* tense (see Lesson 7, Grammar Note 4). It is formed by a) replacing the positive subject prefixes with the negative ones, namely *si-*, *hu-*, *ha-*, *hatu-*, *ham-*, and *hawa-*, b) by deleting the *-na-* tense, and c) by changing a final *-a* of the verb stem to *-i*:

ninasoma	'I am reading'	sisomi	'I am not reading'
nasoma	'I read'	"	'I don't read'
anasoma	'she is reading'	hasomi	'she is not reading'
asoma	'she reads'	"	'she doesn't read'

- If the final vowel of the verb stem is other than *-a*, there is no change:

ninafahamu	'I understand'	sifahamu	'I don't understand'
tunarudi	'we are returning'	haturudi	'we are not returning'

2. Naam and Labeka

- Naam* and *labeka* (and its abbreviations, *labe*, *abe*, *bee*, and *be*) are words borrowed from Arabic. While they can be translated as 'yes' in these lessons, they are generally not used in answer to yes-no questions. Instead, their use acknowledges that one has heard the speaker call. An appropriate translation might be 'yes, I hear you, what is it; yes, may I be of help?' *Labeka* is usually used by women, and *naam* by men.

3. Kwa Kiswahili

- To express '*in* Swahili' such as in the expressions 'speak *in* Swahili' or 'how do you say it *in* Swahili?' use the preposition *kwa* ('by, for, at, etc.') rather than *katika* which in other contexts is used for English 'in' or 'into':

Sema kwa Kiswahili!	'Speak in Swahili!'
Uliza kwa Kiingereza!	'Answer in English!'
Tafsiri kwa Kiarabu!	'Translate into Arabic'

4. Use of the infinitive in narration

- In the present reading selection there are sentences such as:

Watu wengi wanajua na wanafahamu Kiswahili. (With a tensed verb)
 'Many people know and understand Swahili.'

Watu wengi wanajua na *kufahamu* Kiswahili. (With an infinitive)
 'Many people know and understand Swahili.'
- The use of the infinitive in the second example is a stylistic variant of the first. In Swahili, in cases where two verbs are linked together by *na* 'and', and both verbs have the same subject and tense, speakers frequently replace the second verb by the infinitive. This is similar to a device in English which allows speakers to delete parts of a second verb phrase that repeat parts of the first sentence: "I will study and write my Swahili essay tomorrow." instead of "I will study and I will write my Swahili essay tomorrow."

Somo la Nane

5. Kama to indicate supposition

- Use *kama* 'if' followed by a verb form to express a simple conditional clause:

Kama anafundisha vizuri, nitajifunza. 'If she teaches well, I'll learn'
Kama hafahamu, nitajua. 'If he doesn't understand, I'll know.'

6. Wakati wa 'when'

- Use *wakati wa* followed by an infinitive to express 'when' (see the *Zoezi la Ku-soma* for an example in context):

Wakati wa kusoma sana, ninajifunza. 'When I study hard, I learn.'

Wakati wa walimu kufundisha, wanafunzi wanajifunza.
'When teachers teach, students learn.'

- Even when a subject is used, as in the second example, the infinitive is used as the verb. Other ways of expressing 'when' clauses will be studied later; see Lesson 25.

ZOEZI LA NYUMBANI

Tafsiri

1. Does he understand Swahili? No, he doesn't.
2. We are not studying French; we are studying Swahili.
3. They are not learning Swahili very well.
4. Aren't you (pl.) beginning to study Swahili?
5. I don't come from Madison; I come from East Lansing.

Jaza na Tafsiri

1. Unatoka Kenya? La, _____ Kenya.
2. Unafahamu Kiswahili? La, _____.
3. Wanafahamu Kifaransa? La, _____.
4. Tunajifunza sasa? La, _____.
5. Mnajifunza Kiswahili? La, _____.
6. Anajua Kiswahili sana? La, _____.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>-fahamu</i>	understand, know
<i>kama</i>	if, as, like, such as, about, around (approximately)
<i>Kifaransa</i>	French
<i>kwa kweli</i>	truly, in truth
<i>kweli</i>	true
<i>labeka (labe, abe, etc.)</i>	yes (see Grammar Note 2 above)
<i>naam</i>	yes (see Grammar Note 2 above)

2. Maneno ya Zoezi la Kusoma

<i>bara</i>	mainland, up-country, inland; continent (sg. and pl.)
<i>hasa</i>	especially
<i>-jifunza</i>	learn
<i>kabila</i>	tribe, ethnic group
<i>makabila</i>	plural
<i>karibu</i>	nearly (cf. <i>karibu</i> 'come in/near, welcome')
<i>kazi</i>	work (sg. and pl.)
<i>kazini</i>	at work
<i>kisiwa</i>	island
<i>visiwa</i>	plural
<i>kule</i>	there (at a distance); cf. <i>huko</i> 'there' (at a place referred to)
<i>kwa</i>	by, with, for, to, in respect to, etc.
<i>kwa hivyo</i>	therefore
<i>kwa sababu</i>	because
<i>mashambani</i>	in the rural areas (see <i>shamba</i> 'farm, field')
<i>mbalimbali</i>	various, assorted, different ones, etc.
<i>mfanyakazi</i>	worker
<i>wafanyakazi</i>	plural
<i>mwananchi</i>	citizen (note: <i>mwana</i> 'child, offspring'; <i>nchi</i> 'country')
<i>wananchi</i>	plural
<i>pwani</i>	coast, shore (sg. and pl.)
<i>sehemu</i>	section, part (sg. and pl.)
<i>-sema na</i>	speak with
<i>shamba</i>	farm, field
<i>mashamba</i>	plural
<i>-tumia</i>	use
<i>Unguja</i>	traditional name of the Island of Zanzibar
<i>upesi</i>	quick, quickly
<i>vingine</i>	other things, some things (only used with <i>vi-</i> words); see <i>wengine</i> Lesson 3
<i>vizuri</i>	very well, well (adverb; see <i>vema</i> 'very well, well')
<i>wakati</i>	time (in the general sense; cf. <i>saa</i> 'time, hour')
<i>wakati wa</i>	when (used with an infinitive; see Grammar Note 5)



9

Somo la Tisa

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kuja na kwenda kwa motokaa

Mwalimu:	Ndugu/bwana/bibi <u>jina la mtu</u> !
Mwanafunzi:	Labeka/Naam, mwalimu.
Mwalimu:	Unakuja hapa UCLA kwa motokaa?
Mwanafunzi:	Hapana, mwalimu.
Mwalimu:	Una motokaa, sivyo?
Mwanafunzi:	Hapana, sina motokaa.
Mwalimu:	Unakuja kwa basi?
Mwanafunzi:	Hapana, siji kwa basi, ninakuja kwa baisikeli.
Mwalimu:	Haya, basi, na wewe Adija, unakuja hapa kwa njia gani?

MAZOEZI

1. Zoezi la kwanza

wewe	Una motokaa?	La, sina (motokaa).
yeye	Ana motokaa?	La, hana (motokaa).
ninyi	Mna motokaa?	La, hatuna (motokaa).
wao	Wana motokaa?	La, hawana (motokaa).

2. Zoezi la pili

wewe	Una motokaa au baisikeli?	Nina baisikeli tu.
ninyi	Mna baisikeli au motokaa?	Tuna baisikeli tu.

3. Zoezi la tatu

motokaa	Ninakuja shulen i kwa motokaa.
baisikeli	Ninakuja shulen i kwa baisikeli.
basi	Ninakuja shulen i kwa basi.
miguu	Ninakuja shulen i kwa miguu.
pikipiki	Ninakuja shulen i kwa pikipiki.
ndege	Ninakuja shulen i kwa ndege.
eropleni	Ninakuja kwa eropleni.

4. Zoezi la nne

shule	Una(kw)enda shulen i kwa miguu?
mji	Una(kw)enda mjini kwa miguu?
kazi	Una(kw)enda kazini kwa miguu?

Somo la Tisa

nyumba	Una(kw)enda nyumbani kwa miguu?
shamba	Una(kw)enda shambani kwa miguu?
Nairobi	Una(kw)enda Nairobi kwa miguu?
Mombasa	Una(kw)enda Mombasa kwa miguu?

5. Zoezi la tano

wewe	Unakuja hapa kwa basi?	Hapana, siji kwa basi.
ninyi	Mnakuja hapa kwa basi?	Hapana, hatuji kwa basi.
yeye	Anakuja hapa kwa basi?	Hapana, haji kwa basi.
wao	Wanakuja hapa kwa basi?	Hapana, hawaji kwa basi.

6. Zoezi la sita

wewe	Kama huji kwa basi, unakuja kwa gari gani?
ninyi	Kama hamji kwa basi, mnakuja kwa gari gani?
Juma	Kama Juma haji kwa basi, anakuja kwa gari gani?
Ali na Adija	Kama Ali na Adija hawaji kwa basi, wanakuja kwa gari gani?

7. Zoezi la saba

wewe	Una(kw)enda sasa?	La, siendi.
ninyi	Mna(kw)enda sasa?	La, hatuendi.
yeye	Ana(kw)enda sasa?	La, haendi.
wao	Wana(kw)enda sasa?	La, hawaendi.



MJINI DAR ES SALAAM

ZOEZI LA KUSOMA

Kusafiri

Wengi wa wananchi wa nchi za Afrika ya Mashariki wanakaa mashambani, na kama wanataka kwenda mjini au sokoni kununua mahitaji yao, wanaweza kwenda kwa miguu, kwa baisikeli, au kwa basi. Kama mtu ana motokaa anaweza kwenda mjini kwa motokaa, lakini watu wachache wana motokaa. Kwa sababu motokaa ni ghali sana watu hawawezi kununua motokaa. Kwa sababu motokaa ni ghali sana, watu hawawezi kununua motokaa. Taabu moja nyine ya kusafiri kwa motokaa ni hali ya njia. Barabara chache ni za lami. Katika miji, barabara nyinyi ni za lami, lakini mashambani nyinyi ni za udongo.

Wananchi wengi ni wakulima au wafanyakazi katika miji kama Nairobi na Mombasa na ingawa wana pesa za kutosha za kununua mahitaji yao, hawana pesa za kutosha kununua motokaa. Kwa hivyo, wengi wao hawana motokaa, lakini wanaweza kununua baisikeli. Kwa hivyo, wengi wao wana baisikeli. Baisikeli si ghali, na karibu wananchi wote, wakulima na wafanyakazi, wana baisikeli. Kama mtu anakaa karibu na soko anaweza kwenda na kurudi nyumbani kwa miguu au kwa baisikeli. Kama anakaa mbali na soko na hawezo kwenda kwa miguu, anaweza kwenda na kurudi kwa basi. Na kama mtu anakaa Mombasa na anataka kusafiri mbali sana na mji, kama kwenda Nairobi, kuna gari la moshi baina ya Mombasa na Nairobi.

Maswali

1. Kama mtu anataka kwenda sokoni, anaweza kwenda kwa njia gani?
2. Je, watu wengi wa Afrika wana motokaa?
3. Kwa sababu gani hawana motokaa?
4. Baisikeli ni ghali?
5. Wakulima wanaweza kununua motokaa?

HABARI ZA SARUFI

1. -Na 'have/has'

- The particle *-na* 'with,' preceded by the positive or negative subject markers, is used to express 'have/has' (or 'have not/has not'):

ni-na	'I have	si-na	'I don't have'
I-with		I not-with	

Somo la Tisa

- In the negative, the final *-a* does not change. Contrast:

Unasoma? La, sisomi.
Una baisikeli? La, sīna baisikeli.

2. The Locative *-ni*

- Use *-ni* suffixed to nouns to express English prepositional phrases with 'in, on, at', and 'to':

soko	'market'	sokoni	'to, at, in the market'
nyumba	'house'	nyumbani	'to, at, in the house, at home'
kazi	'work'	kazini	'to work, at work'
mji	'town'	mjini	'to town, in town'
meza	'table'	mezani	'on the table'

- Note that *-ni* cannot be suffixed to proper names indicating places and people (for an example, see *Zoezi la nne* above).

3. Monosyllabic Verbs

- Certain verbs in Swahili are formed by single, or monosyllabic, roots in contrast with most verb roots which are polysyllabic:

<i>Monosyllabic Roots</i>	<i>Polysyllabic Roots</i>
-ja	'come'
-la	'eat'
-nywa	'drink'
-fa	'die'
-taka	'want'
-jifunza	'learn'
-soma	'study, read'
-nunua	'by'

- With certain tense/aspect markers, e.g., the *-na-* tense, monosyllabic verbs use the infinitive as the stem of the verb; with other tense markers, the *ku-* of the infinitive does not occur, as in the Present Negative and *-A-* tense:

ni-na-ku-ja	n-a-ja	si-ji
'I am coming'	'I'm on my way'	'I'm not coming'
wa-na-ku-la	w-a-la	hawa-li
'they are eating'	'they eat'	'they aren't eating'

- Although *-enda* 'go' is not a monosyllabic root, it often behaves as one; you thus may hear, as in *Zoezi la Nne* or *Zoezi la Saba* above, *ninakwenda* (with the infinitive as stem) or *ninaenda* (with *-enda* as stem). The present negative follows the pattern for monosyllabics, thus *siendi*, never **sikwendi*.

4. More on *kwa*

- The preposition *kwa* has a wide range of uses and English glosses. A frequent use is to indicate instrumentality and it is often glossed by English 'by' though other translations are possible; compare the following:

Mzee anakuja kwa teksi.	'The elder is arriving by taxi'.
Kwa njia gani wanajifunza?	'By what means are they learning?'
Kwa sababu gani anasoma sasa?	'For what reason (why) is he studying now?'
Sema kwa Kiswahili!	'Speak in Swahili!'
Haji kwa sababu hataki.	'He's not coming because he doesn't want to.'

ZOEZI LA NYUMBANI

Tafsiri

1. I don't have (any) money.
2. Do you come to class in the morning or evening?
3. I am not studying now.
4. They are not coming because they don't have a car.
5. He's coming by bicycle, but they are coming by car.
6. You have a car, don't you?
7. I don't have enough money to buy a car.
8. Are you able to come to school by car.
9. I'm unable to come to school on foot, because I live quite far from the university.
10. She's returning home now.

Jibu kwa kukataa

- | | | | |
|-----------------|-------|------------------|-------|
| 1. wanakuja: | _____ | 6. tunasoma: | _____ |
| 2. ana motokaa: | _____ | 7. wana ndege: | _____ |
| 3. anakuja: | _____ | 8. ninakwenda: | _____ |
| 4. wanasoma: | _____ | 9. unakunywa: | _____ |
| 5. tunakwenda: | _____ | 10. wanajifunza: | _____ |

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>baisikeli</i>	bicycle (sg. and pl.)
<i>basi</i>	bus
<i>mabasi</i>	plural
<i>eropleni</i>	airplane (sg. and pl., see <i>ndege</i> 'bird, airplane')
<i>-ja</i>	come (see Grammar Note 3)
<i>kuja</i>	to come (see Grammar Note 3)
<i>kwa miguu</i>	on foot, by foot
<i>lori</i>	truck
<i>malori</i>	plural
<i>meli</i>	ocean-going vessel of a modern type (sg. and pl.)
<i>mguu</i>	foot
<i>miguu</i>	plural
<i>motokaa</i>	car (sg. and pl.)
<i>njia</i>	road, path; way of doing something, means (sg. and pl.)
<i>ndege</i>	bird, airplane (sg. and pl.; see <i>eropleni</i>)
<i>pikipiki</i>	motorcycle, motor scooter (sg. and pl.)
<i>teksi</i>	taxi (sg. and pl.)

2. Maneno ya Zoezi la Kusoma

<i>-a kutosha</i>	enough (see <i>-toshia</i> 'be sufficient')
<i>-a lami</i>	paved (see <i>lamia</i> 'tar, asphalt')
<i>baina ya</i>	among, between
<i>barabara</i>	road, highway, main thoroughfare (sg. and pl.)

Somo la Tisa

<i>-chache</i>	few
<i>wachache</i>	few people
<i>gari</i>	vehicle
<i>magari</i>	plural
<i>gari la moshi</i>	train
<i>magari ya moshi</i>	plural
<i>ghali</i>	expensive
<i>hali</i>	condition, situation (sg. and pl.)
<i>ingawa</i>	although
<i>karibu na</i>	near, close to
<i>kwa sababu</i>	because
<i>kwa sababu gani?</i>	why, for what reason?
<i>lami</i>	tar, asphalt
<i>mahitaji</i>	needs, requirements (see <i>-hitaji</i> 'need')
<i>mbali na</i>	far, far from
<i>mkulima</i>	farmer
<i>wakulima</i>	plural
<i>-nunua</i>	buy
<i>nyingi</i>	many, much (only used with words like <i>nyumba</i>)
<i>nyingine</i>	other, another (only used with words like <i>nyumba</i>) see <i>wengine</i> Lesson 3, <i>vengine</i> Lessson 8
<i>pesa</i>	money
<i>sababu</i>	reason (sg. and pl.)
<i>soko</i>	market
<i>masoko</i>	plural
<i>sivyo?</i>	is that not so?
<i>taabu</i>	trouble, difficulty (sg. and pl.)
<i>udongo</i>	dirt, soil

2. Maneno Maalum

<i>jibu kwa kukataa</i>	answer in the negative
<i>-kataa</i>	say no, deny, negate

10

Somo la Kumi

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kufanya kazi.

- | | |
|-------------|---|
| Mwalimu: | Na wewe Fatuma! |
| Mwanafunzi | Naam, mwalimu. |
| Mwalimu: | Baada ya kusoma leo, utafanya kazi saa ngapi? |
| Mwanafunzi | Nitakwenda kazini saa sita mchana. |
| Mwalimu: | Unafanya kazi wapi? |
| Mwanafunzi: | Ninafanya kazi mjini Los Angeles. |
| Mwalimu: | Utakwenda mjini kwa basi? |
| Mwanafunzi: | Hapana, mwalimu, sitaenda kwa basi; nina motokaa. |

2. Mazungumzo ya pili — Tarehe gani?

- | | |
|----------|--|
| Mwalimu: | Na wewe Adija, utafanya kazi leo? |
| Adija: | Sifanyi kazi sasa, lakini nitaanza mwezi wa Machi. |
| Mwalimu: | Tarehe gani? |
| Adija: | Tarehe kumi. |

MAZOEZI

1. Zoezi la kwanza

- | | |
|-------|--------------------------------------|
| wewe | Baada ya kusoma leo, utafanya nini? |
| ninyi | Baada ya kusoma leo, mtafanya nini? |
| yeye | Baada ya kusoma leo, atafanya nini? |
| wao | Baada ya kusoma leo, watafanya nini? |

2. Zoezi la pili

- | | | |
|-------|---------------------------|---------------------------|
| wewe | Utafanya kazi leo? | La, sitafanya kazi leo. |
| ninyi | Mtafanya kazi leo? | La, hatutafanya kazi leo. |
| mzee | Mzee atafanya kazi leo? | La, hatafanya kazi leo. |
| wazee | Wazee watafanya kazi leo? | La, hawatafanya kazi leo. |

3. Zoezi la tatu

- | | | |
|---------|---------------|---------------------------|
| 7 am | Ni saa ngapi? | Ni saa moja asubuhi. (1) |
| 8 am | Ni saa ngapi? | Ni saa mbili asubuhi. (2) |
| 9 am | Ni saa ngapi? | Ni saa tatu asubuhi. (3) |
| 10 am | Ni saa ngapi? | Ni saa nne asubuhi. (4) |
| 11 am | Ni saa ngapi? | Ni saa tano asubuhi. (5) |
| 12 noon | Ni saa ngapi? | Ni saa sita mchana. (6) |

Somo la Kumi

1 pm	Ni saa ngapi?	Ni saa saba mchana. (7)
2 pm	Ni saa ngapi?	Ni saa nane mchana. (8)
3 pm	Ni saa ngapi?	Ni saa tisa mchana. (9)
4 pm	Ni saa ngapi?	Ni saa kumi mchana/alasiri. (10)
5 pm	Ni saa ngapi?	Ni saa kumi na moja mchana/alasiri. (11)
6 pm	Ni saa ngapi?	Ni saa kumi na mbili mchana/alasiri. (12)

4. Zoezi la nne

7 pm	Ni saa ngapi?	Ni saa moja jioni/usiku.
8 pm	Ni saa ngapi?	Ni saa mbili usiku.
9 pm	Ni saa ngapi?	Ni saa tatu usiku.
10 pm	Ni saa ngapi?	Ni saa nne usiku.
4 am	Ni saa ngapi?	Ni saa kumi usiku/alfajiri.
5 am	Ni saa ngapi?	Ni saa kumi na moja alfajiri.
6 am	Ni saa ngapi?	Ni saa kumi na mbili alfajiri.

5. Zoezi la tano

-amka	Utaamka saa ngapi kesho?	Nitaamka saa _____.
kula	Utakula chamshakinywa saa ngapi kesho?	Nitakula saa _____.
kuja	Utakuja shulenii saa ngapi kesho?	Nitakuja saa _____.
-rudi	Utarudi nyumbani saa ngapi kesho?	Nitarudi saa _____.
-enda	Utaenda kazini saa ngapi kesho?	Nitaenda saa _____.
-soma	Utasoma saa ngapi kesho?	Nitasoma saa _____.



6. Zoezi la sita

-soma	Mnasoma nini sasa?	Tunasoma Kiswahili sasa.
Kifaransa	Mnasoma Kifaransa sasa?	Hapana, hatusomi Kifaransa sasa.
kesho	Mtasoma nini kesho?	Tutasoma Kiswahili kesho.
Kifaransa	Mtasoma Kifaransa kesho?	Hapana, hatutasoma Kifaransa kesho.

7. Zoezi la saba

Utaanza kazi tarehe gani?

January 1	Nitaanza kazi tarehe mosi mwezi wa Januari.
February 2	Nitaanza kazi tarehe pili mwezi wa Februari.
March 3	Nitaanza kazi tarehe tatu mwezi wa Machi.
April 4	Nitaanza kazi tarehe nne mwezi wa Aprili.

ZOEZI LA KUSOMA**Kwenda Dar es Salaam**

Juma ni mwanafunzi. Yeye anakaa pwani karibu na kijiji cha Mtwara, katika nchi ya Tanzania. Baba yake ni mvuvi na mara kwa mara Juma anakwenda pamoja na baba yake wakati wa kwenda kuvua samaki. Lakini kesho atasafiri kwenda Dar es Salaam kwa sababu ataanza kusoma katika Chuo Kikuu cha Dar es Salaam. Ataenda Dar kwa basi kwa sababu hawana motokaa; na yeye hawezি kwenda kwa baisikeli kwa sababu wanakaa mbali na Dar es Salaam. Kwa hivyo ataamka mapema, kama saa kumi na moja alfajiri. Hawakai karibu sana na mji wa Mtwara na kwenda huko kwa miguu ni safari ya muda wa saa moja. Hataki kuchelewa kufika kwenye kituo cha basi kwa sababu kuna basi moja tu ya kwenda Dar kila siku. Kama ataamka mapema hatachelewa. Ataondoka nyumbani saa kumi na mbili alfajiri na kufika Mtwara saa moja asubuhi. Ataondoka Mtwara saa mbili asubuhi na kama ana bahati atafika Dar saa tatu usiku. Ni safari ya muda wa masaa kumi na tatu. Ingawa dereva wa basi ataenda upesi watasimama mara kwa mara kwenye vituo vingine katika vijiji vingine njiani. Pia watasimama saa sita au saa saba mchana kununua chakula cha mchana. Kabla ya kufika Dar watasimama tena kununua chai na chakula cha jioni. Kwa kweli kama Juma ana bahati hatachelewa kufika kwenye chuo kikuu.

Somo la Kumi

Maswali

1. Juma ataenda wapi kesho?
2. Atakwenda kwa motokaa? Kwa sababu gani?
3. Ataondoka nyumbani saa ngapi?
4. Atafika Mtwara saa ngapi?
5. Atafika Dar es Salaam saa ngapi?



HABARI ZA SARUFI

1. The Future Tense -ta-

- Use the marker **-ta-** to express the future tense in Swahili:

Ni-ta-nunua ndizi kesho.	'I will buy bananas tomorrow.'
Tu-ta-enda mjini alasiri.	'We will go to town in the afternoon.'

- To form the negative future, use the negative subject prefixes with **-ta-**:

Si-ta-nunua maembe kesho.	'I will not buy mangoes tomorrow.'
Hatu-ta-enda shulenai alfajiri.	'We will not go to school in the morning.'

- The *ku-* of the infinitive of monosyllabic verbs is retained with both the negative and positive future forms:

Ni-ta-kula.	'I will eat'
Si-ta-kula.	'I will not eat'
Ni-ta-kuja.	'I will come.'
Si-ta-kuja.	'I will not come.'

2. Telling Time

- The same numbers as used in counting (see *Zoezi la tatu*) are used in telling time.
- The system of telling time in Swahili is different from what you are accustomed to. In English we begin counting the hours after twelve midnight and then again after twelve noon. In Swahili, however, we begin counting the hours of the day after the sun rises. Thus, what is 7:00 a.m. in our system, is *saa moja asubuhi*, literally 'hour one morning' in Swahili. After the sun sets, counting begins again: *saa moja jioni/usiku* 'hour one evening/night', is 7:00 p.m. in our system.



- An easy way of keeping this clear without mixing up the two systems is to change your watch to read the correct hour according to the Swahili system. Or you can leave your watch set according to the English system of telling time, as some people in East Africa do, and read off the Swahili equivalent by looking at the number opposite the number indicated by the hour-hand, i.e., add or subtract six hours. The clock face to the left is set at 7 o'clock according to the English system; the dotted line indicates the Swahili equivalent, i.e., *saa moja*.

- The abbreviations *a.m.* and *p.m.* do not have equivalents in Swahili; instead, words such as *asubuhi* 'morning', *jioni* 'evening', and *usiku* 'night' are used:

<i>saa mbili asubuhi</i>	'8:00 a.m.'
<i>saa mbili usiku</i>	'8:00 p.m.'

- At certain times, there is some overlap of terms used to further demarcate periods of the day or night, e.g., '7:00 p.m.' can be either *saa moja jioni* or *saa moja usiku*. Further information on telling time will be found in coming lessons.

- Contrast the noun *saa* 'hour' (sg. and pl.) with *masaa* 'hours' (collective pl.):

<i>saa kumi</i>	'four o'clock'
<i>masaa kumi</i>	'ten hours'
<i>saa za asubuhi</i>	'morning hours'

3. Dates and Names of the Months

- Dates are indicated with the word *tarehe* (or *tarehe ya*) followed by the number for the date:

<i>Leo ni tarehe (ya) tatu.</i> 'Today is the third.'	<i>Atakuja tarehe (ya) ishirini na tatu mwezi wa Juni.</i> 'He will arrive June 23rd.'
--	---

- Dates for the 'first' and 'second' are as follows:

<i>tarehe mosi</i> or <i>tarehe (ya) kwanza</i>	'the first'
<i>tarehe (ya) pili</i>	'the second'

- *Mosi* is an archaic form of the numeral 'one'; it is now used only in a few fixed expressions, such as

<i>jumamosi</i>	'Saturday' (the first day of the week)
<i>mwezi mosi</i>	'the first of the month'
<i>Mei mosi</i>	'May Day'

Somo la Kumi

- Months are named by using English borrowings or by using *mwezi wa* 'month of' followed by an ordinal number; see Lesson 12 for information on how to name years:

Januari	<i>mwezi wa kwanza</i>	Julai	<i>mwezi wa saba</i>
Februari	<i>mwezi wa pili</i>	Agosti	<i>mwezi wa nane</i>
Machi	<i>mwezi wa tatu</i>	Septemba	<i>mwezi wa tisa</i>
Aprili	<i>mwezi wa nne</i>	Oktoba	<i>mwezi wa kumi</i>
Mei	<i>mwezi wa tano</i>	Novemba	<i>mwezi wa kumi na moja</i>
Juni	<i>mwezi wa sita</i>	Desemba	<i>mwezi wa kumi na mbili</i>

Zoezi la Nyumbani

Tafsiri

1. What time do you study Swahili in the morning?
2. What time is your Swahili class?
3. After getting up in the morning, what do you do?
4. What time will you go to work tomorrow?
5. I will go to work tomorrow at 10:00 a.m.
6. We will talk (converse) a little tomorrow at 12:00 noon.
7. He is eating breakfast now; they are not eating now.
8. I will eat at 3:00 p.m.; I will not eat at 4:00 p.m.
9. After eating, I will study Swahili.
10. I won't study linguistics.
11. Do you have a car or a bicycle? I only have a bike; I don't have a car.
12. They will come on the tenth. On what date will they return?
13. I will begin working on the first of July.
14. He will travel to Dar es Salaam March 31st.
15. He will leave home the first of March.

Badilisha saa kwa Kiingereza

1. saa moja jioni:
2. saa saba usiku:
3. saa saba mchana:
4. saa moja asubuhi:
5. saa moja usiku:
6. saa kumi na moja alfajiri:
7. saa kumi na moja jioni:
8. saa mbili asubuhi:
9. saa tatu asubuhi:
10. saa tatu usiku:

Msamiati

1. Maneno ya Mazungumzo na Mazoezi

<i>alasiri</i>	afternoon, around 3 - 4 p.m.
<i>alfajiri</i>	very early morning, around dawn
<i>-amka</i>	get up, wake up
<i>kesho</i>	tomorrow
<i>leo</i>	today
<i>-ngapi?</i>	how many, how much
<i>saa ngapi?</i>	what time is it?
<i>saa</i>	hour, watch (sg. and pl.); <i>masaa</i> a number of hours

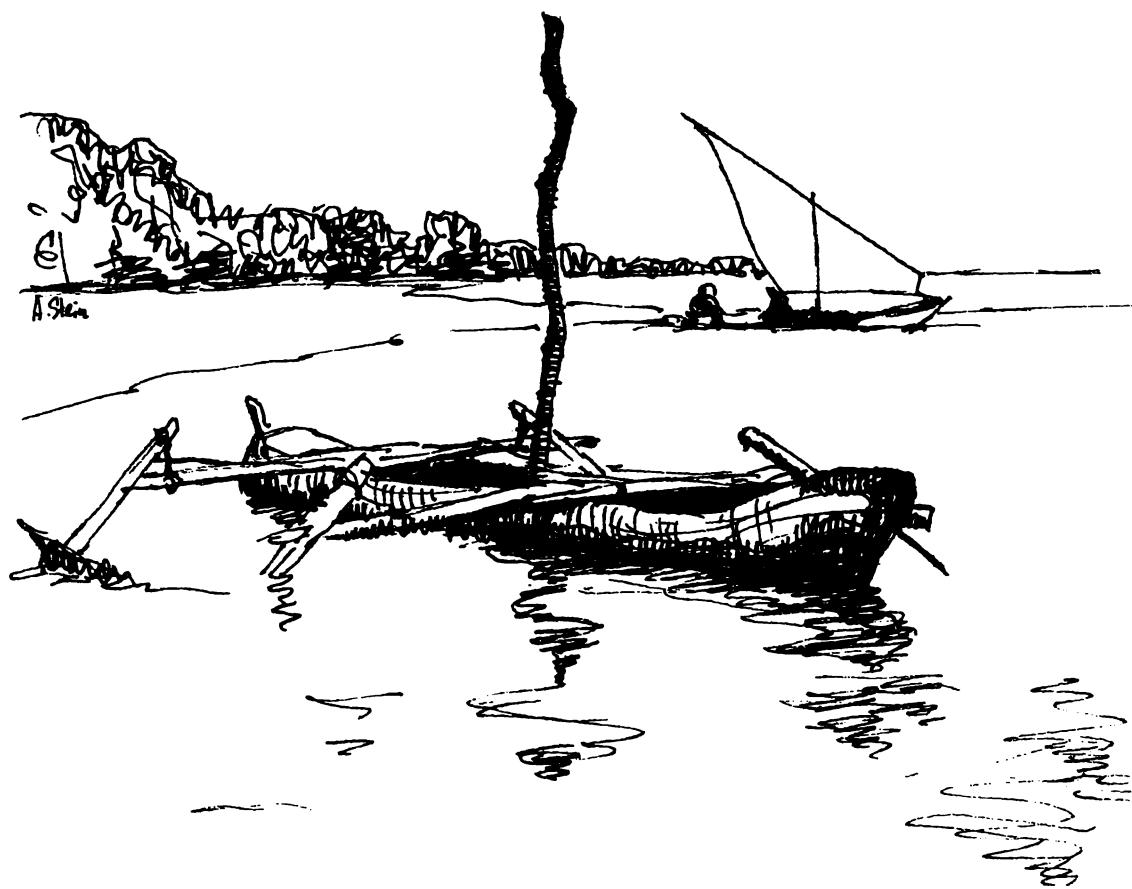
2. Maneno ya Zoezi la Kusoma

<i>bahati</i>	luck (usually sg.)
<i>chai</i>	tea (borrowed from Chinese; usually sg.)
<i>chakula</i>	food (see <i>kula</i> 'to eat'; <i>cha</i> + <i>kula</i> '(something) of to eat')
<i>vyakula</i>	plural
<i>chamshakinywa</i>	breakfast (cf. <i>-amsha</i> 'wake up', <i>kinywa</i> 'mouth')
<i>-chelewa</i>	be late
<i>dereva</i>	driver (from English)
<i>madereva</i>	plural
<i>-fika</i>	arrive
<i>kabla ya</i>	before (followed by infinitive)
<i>kama</i>	about, around (also 'if, as, such as, like')
<i>kijiji</i>	village (see <i>mji/miji</i> 'town, city')
<i>vijiji</i>	plural
<i>kila</i>	each, every (unlike other modifiers in Swahili this precedes the noun it modifies)
<i>kituo</i>	station, stopping place, resting place, bus stop, etc.
<i>vituo</i>	plural
<i>kwenye</i>	at, to
<i>mapemba</i>	early
<i>mara</i>	noun or adverb: a time in the sense of an occasion, a single time/occurrence; an instant of time; at once, immediately
<i>mara kwa mara</i>	often
<i>mosi</i>	one, first (see Grammar Note 3)
<i>muda</i>	period, interval of time (cf. <i>wakati</i> 'time in general'; <i>mara</i> 'an instant of time')
<i>muda wa</i>	during, for the time/interval of
<i>mvuvi</i>	fisherman (see <i>-vua</i> 'fish' [verb])
<i>wavuvi</i>	plural
<i>mwezi</i>	month
<i>miezi</i>	plural
<i>njiani</i>	along the way (see <i>njia</i> 'path, way, road')
<i>safari</i>	trip, journey (sg. and pl. noun)
<i>-safari</i>	travel, take a trip
<i>siku</i>	day (sg. and pl.)
<i>-simama</i>	stop (verb) {also 'stand'}
<i>tarehe</i>	date
<i>tena</i>	again, moreover
<i>-vua</i>	fish (verb) {cf. noun <i>mvuvi/wavuvi</i> 'fisherman'}

3. Maneno Maalum

<i>-badilisha</i>	change (verb)
<i>badilisha saa kwa Kiingereza</i>	change the time into English (note use of <i>kwa</i> in this expression rather than <i>katika</i>)

Somo la Kumi



11

Somo la Kumi na Moja

MAZUNGUMZO

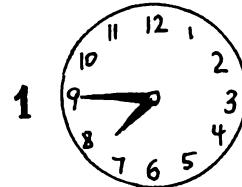
Mazungumzo — Kulipa ada za shule

Mwalimu: Aisha!
Mwanafunzi: Labeka, mwalimu?
Mwalimu: Wewe ni mwanafunzi hapa Chuo Kikuu, sivyo?
Mwanafunzi: Ndiyo, mwalimu, ninasoma hapa.
Mwalimu: Wazazi wako wanakulipia ada za shule?
Mwanafunzi: Hapana, mwalimu, ninafanya kazi.
Mwalimu: Utafanya kazi leo?
Mwanafunzi: Hapana, nitakwenda kazini kesho asubuhi, saa nne na nusu,
baada ya kusoma Kiswahili.
Mwalimu: Utafika huko saa ngapi?
Mwanafunzi: Saa tano na robo.

MAZOEZI

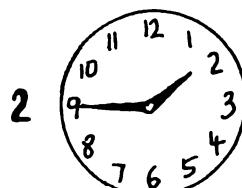
1. Zoezi la kwanza

7:00 a.m.	Ni saa ngapi?	Ni saa moja asubuhi.
7:15 a.m.	Ni saa ngapi?	Ni saa moja na robo asubuhi.
7:30 a.m.	Ni saa ngapi?	Ni saa moja na nusu asubuhi. (Ni saa moja u nusu asubuhi.)
8:00 a.m.	Ni saa ngapi?	Ni saa mbili asubuhi.



2. Zoezi la pili

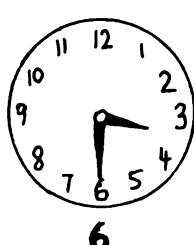
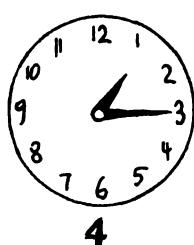
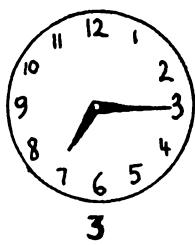
Mwalimu:	Sasa ni saa ngapi?
12:00 noon	Ni saa sita mchana.
12:15 p.m.	Ni saa sita na robo mchana.
12:30 p.m.	Ni saa sita na nusu (<i>or</i> u nusu) mchana.
12:45 p.m.	Ni saa saba kasarobo mchana.
1:00 p.m.	Ni saa saba mchana.



3. Zoezi la tatu

Mwalimu:	Sasa ni saa ngapi?
9:05 a.m.	Ni saa tatu na dakika tano asubuhi.
9:15 a.m.	Ni saa tatu na robo asubuhi.
9:45 a.m.	Ni saa nne kasarobo asubuhi.
9:50 a.m.	Ni saa nne kasoro dakika kumi asubuhi.
9:55 a.m.	Ni saa nne kasoro dakika tano asubuhi.

Somo la Kumi na Moja



4. Zoezi la nne

mimi	Wazazi wananilipia ada za shule?
wewe	Wazazi wanakulipia ada za shule?
yeye	Wazazi wanamlipia ada za shule?
sisi	Wazazi wanatulipia ada za shule?
ninyi	Wazazi wanawalipia ada za shule?
wao	Wazazi wanawalipia ada za shule?

5. Zoezi la tano

-lipia ada	Nani atakulipia ada za shule?
-fundisha	Nani atakufundisha Kiswahili?
-jibu swalı	Nani atakujibu swalı?
-uliza swalı	Nani atakuuliza swalı?

6. Zoezi la sita

Hamisi	Unamfahamu Hamisi?	La, simfahamu (Hamisi).
wanafunzi wote	Unawafahamu wanafunzi wote?	La, siwafahamu (wanafunzi wote).
mimi	Yeye ananifahamu?	La, hakufahamu (wewe).
sisi	Yeye anatufahamu?	La, hawafahamu (ninyi).
yeye	Wanamfahamu?	La, hawamfahamu (yeye).
wao	Wanawafahamu?	La, hawawafahamu (wao).

7. Zoezi la saba

wewe	Nani anakufundisha Kiswahili? Mwalimu Juma ananifundisha.
ninyi	Nani anawafundishi Kiswahili? Mwalimu Juma anatufundisha.
yeye	Nani anamfundisha Kiswahili? Mwalimu Juma anamfundisha.
Ali na Fatuma	Nani anawafundisha Ali na Fatuma Kiswahili? Mwalimu Juma anawafundisha.
yeye	Nani anamfundisha Kiswahili? Mwalimu Juma anamfundisha.
wao	Nani anawafundisha Kiswahili? Mwalimu Juma anawafundisha.

8. Zoezi la nane

wao ~ -nunulia ninyi	Mwalimu atawanunulia chakula? Mwalimu atawanunulieni chakula?
wao ~ -fundisha ninyi	Mwalimu atawafundisha Kiswahili? Mwalimu atawafundisheni Kiswahili?
wao ~ -saidia ninyi	Mwalimu atawasaidia wanafunzi? Mwalimu atawasaidieni wanafunzi?



ZOEZI LA KUSOMA

Ada za Shule

Juma ni mwanafunzi wa Chuo Kikuu cha Dar es Salaam lakini yeye halipi ada za shule. Baba yake ni mvuvi; yeye anakaa karibu na mji wa Mtwara, sehemu za pwani, kusini ya nchi ya Tanzania. Kazi yake ni kuvua samaki. Anavua samaki na kulima kidogo tu; yeye hana pesa nyingi. Ana pesa za kutosha za kuwanunulia watoto wake na mke wake mahitaji yao, kama chakula, nguo, na kadhalika. Wazazi wengi wa wanafunzi ni kama baba Juma; ni wakulima, wavuvi, au wafanyakazi. Hawana pesa nyingi. Hawawezi kuwasaidia watoto wao kwa kuwalipia ada zote za shule. Lakini huko Tanzania na

Somo la Kumi na Moja

Kenya, kwa bahati nzuri watu maskini hawalipi ada za shule kama wanasoma katika shule za serikali. Serikali inawasaidia.¹ Katika vyuo vikuu wanafunzi wanasoma bure. Ni kwa sababu hii Juma halipi ada za shule.

¹The prefix *i-* is a subject marker agreeing with the noun subject *serikali*. See *Somo la Kumi na Nne* for more information on this kind of agreement.

Maswali

1. Juma anasoma wapi?
2. Baba yake anamsaidia kwa mahitaji yake?
3. Anamlipia ada za shule?
4. Wanafunzi wanasoma bure wapi?
5. Juma analipa ada za shule?

HABARI ZA SARUFI

1. More on Time

- To express a quarter or half-past the hour, add *na robo* 'and a quarter' and *na nusu* or *u nusu* 'and a half' to the hour:

saa moja na robo	7:15 (lit. 1 o'clock and/plus a quarter)
saa moja na nusu	7:30 (lit. 1 o'clock and/plus a half)
saa mbili u nusu	8:30 (lit. 2 o'clock and/plus a half)
- To express other intervals of time, use *dakika* 'minute/s':

saa moja na dakika moja	7:01 (lit. 1 o'clock and/plus one minute)
saa moja na dakika tano	7:05 (lit. 1 o'clock and/plus five minutes)
- To express a quarter or 15 minutes before the hour, *subtract* a quarter, *robo*, or the appropriate number of minutes from the next hour by using *kasarobo* for a quarter, and *kasoro* for minutes:

saa mbili kasarobo	7:45 (lit. 2 o'clock less a quarter)
saa mbili kasoro dakika tano	7:55 (lit 2 o'clock less five minutes)
- Some speakers use *kasa* 'less' instead of *kasoro* 'less' to express a quarter before the hour. Also, a variant of *kasarobo* is *kasorobo*.

2. Expressing Objects in Swahili

- Just as Swahili marks subjects on verbs by using prefixes, it marks objects by using prefixes. Subject and object prefixes are compared below; note that in some cases they are identical and in others different:

ni-	'I'	-ni-	'me'
u-	'you'	-ku-	'you'
a-	's/he, (it)'	-m-, -mw-	'her/him'
tu-	'we'	-tu-	'us'
m-	'you (pl.)'	-wa-	'you (pl.)'
wa-	'they'	-wa-	'them'

- When an object prefix is used, it follows the tense marker and comes immediately before the verb stem:

Ni-na-**m**-jua. 'I know him/her.'
I-TNS-him/her-know
 Subject - Tense - Object - Verb Stem.

- The rules for how to use object pronouns in Swahili are complex; however, there are two contexts in which the object prefix may be used: i) to substitute for a noun object that is not explicitly stated, and ii) many Swahili speakers will also use an object prefix even in cases where a human object is explicitly mentioned (for more information on the object prefix in these lessons see Lesson 15, Grammar Note 4 and Lesson 17, Grammar Note 2):

i. A-na-tu-fundisha. 'She is teaching us.'
 ii. Ni-na-**m**-fahamu Hamisi. 'I know Hamisi (literally: I know **him** Hamisi.'

- The object pronouns for 'you' (2nd person plural) and 'them' (3rd person plural) are both *-wa-*. They may be distinguished by adding *-ni* to the second person plural form and changing a final *-a* suffix to *-e*:

A-na-**wa**-fundisheni. 'He is teaching you (plural).'
 A-na-**wa**-fundisha. 'He is teaching them.'

- Some speakers mark 'you plural' objects by using the singular *-ku-* plus the plural verb ending. (We do not drill this alternate in this lesson.):

A-na-**ku**-fundisheni. 'He is teaching you (plural).'

- Many grammar books state that when the object noun refers to a human being or animal the object pronoun is obligatorily used; however, in present-day usage this is often not the case.

3. Prepositional (Applied) Verbs

- Compare the meanings of the following verb forms:

-lipa	pay	-lipia	pay for, to
-nunua	buy	-nunulia	buy for

- The forms on the right in the above examples are referred to as "prepositional" (or "applied") verb stems because their translation usually requires an English preposition. In the context of this lesson, these verbs are used to express that some action is done to or for the benefit of the named personal object. Compare the following:

Baba atalipa ada. Baba atamlipia ada.
 'Father will pay the fees.' 'Father will pay the fees **for her**.'

- When two noun objects follow a verb, the animate noun object (in this case 'child') normally precedes the inanimate object (the 'school fees'):

Baba atamlipia **mtoto** ada. 'Father will pay the fees **for (his)** child.'

- The prepositional verb form is formed by adding the suffix *-(l)ia* or *-(l)ea* to the verb root. If the verb root ends in a consonant, *-ia* or *-ea* is the suffix; if it ends in a vowel, *-lia* or *-lea* is used. Also, the choice of *-(l)ia* or *-(l)ea* depends on the root vowel. If the root vowel is *i*, *a*, or *u*, the suffix is *-(l)ia*; if it is *e* or *o*, the suffix is *-(l)ea*:

Somo la Kumi na Moja

-pika	'cook'	-pikia	cook for
-rudi	'return'	-rudia	'return to/for'
-fanya	'do, make'	-fanyia	'do for, make for'
-soma	'read'	-somea	'read to/for'
-enda	'go'	-endea	'go to/for/toward'
-kimbia	'run, run away'	-kimbilia	'run to/toward'
-nunua	'buy'	-nunulia	'buy for'
-ondoa	'clear off'	-ondolea	'clear off for (someone)'

- For further information about the morphology and syntax of these verb forms, check the standard grammars (two suggestions are E. O. Ashton's *Swahili Grammar* (Longmans, 1944), and P. M. Wilson's *Simplified Swahili* (Kenya Literature Bureau 1970) under the heading 'Prepositional Verb Form'.

ZOEZI LA NYUMBANI

Tafsiri

1. He is the Swahili teacher, right?
2. I will go to work tomorrow morning.
3. What time will you get there?
4. I don't know them; do they say they know me?
5. He is buying me some tea after class at 10:15.
6. I will buy the children some food.
7. Do they know you (pl.)?
8. Does your father pay your school fees for you (pl.)?
9. He is teaching us Swahili.
10. He will not help us.

Badilisha kwa Kiswahili

1. 11:00 _____
2. 11:05 _____
3. 3:15 _____
4. 5:30 _____
5. 5:45 _____
6. 5:46 _____
7. 5:49 _____
8. 5:50 _____
9. 5:55 _____
10. 5:59 _____

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>ada</i>	fee/s
<i>dakika</i>	minute/s
<i>kasa</i>	less
<i>kasarobo</i>	less a quarter, quarter past (see Note 1. above)
<i>kasoro</i>	less (in telling time; see Note 1 above)

<i>kesho asubuhi</i>	tomorrow morning
<i>-lipa</i>	pay
<i>-lipia</i>	pay to/for
<i>mzazi</i>	parent
<i>wazazi</i>	plural
<i>nusu</i>	half
<i>robo</i>	quarter
<i>sivyo?</i>	isn't it so? isn't that right? is that not so? (expects a yes-answer)

2. Maneno ya Zoezi la Kusoma

<i>bure</i>	for free, for nothing (also 'useless')
<i>-enda</i>	go
<i>-endea</i>	go to/for/toward
<i>-fanya</i>	do, make
<i>-fanyia</i>	do to/for, make for
<i>kadhalika</i>	and so on, etc., likewise
<i>-kimbia</i>	run, run away
<i>-kimbilia</i>	run to/toward
<i>kusini</i>	south
<i>kwa bahati nzuri</i>	fortunately, by good luck (cf. <i>bahati</i> 'luck, fortune')
<i>-lima</i>	cultivate, farm (see <i>mkulima</i> 'farmer')
<i>maskini</i>	poor, poor person/s
<i>msaada</i>	help, aid, assistance plural
<i>misaada</i>	plural
<i>nguo</i>	clothing (sg. and pl.)
<i>-nunua</i>	buy
<i>-nunulia</i>	buy for/on behalf of (cf. <i>-nunua</i> 'buy')
<i>-ondoa</i>	clear off/away
<i>-ondolea</i>	clear off for (someone)
<i>pesa</i>	money (usually plural)
<i>-pika</i>	cook
<i>-pikia</i>	cook for
<i>-rudi</i>	return
<i>-rudia</i>	return to/for
<i>-saidia</i>	help (verb, prepositional in form)
<i>samaki</i>	fish (sg. and pl.)
<i>serikali</i>	government (sg. and pl.)
<i>-soma</i>	study, read
<i>-somea</i>	study for, read for/to
<i>zote</i>	all (<i>zote</i> can be used only with nouns such as <i>ada</i> , <i>nguo</i> , etc.; for information on <i>-ote</i> see Lesson 23, Notes 2 and 4.); see <i>wote</i> , <i>nyote</i> , <i>sote</i> introduced in previous lessons.

3. Maneno Maalum

<i>badilisha kwa Kiswahili</i>	change into Swahili (note use of <i>kwa</i> in this expression rather than <i>katika</i>)
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Somo la Kumi na Moja



12

Somo la Kumi na Mbili

MAZUNGUMZO

Mazungumzo — Ada za shule ni pesa ngapi?

Mwalimu:	Hasani!
Mwanafunzi:	Naam, mwalimu?
Mwalimu:	Wewe ni mwanafunzi hapa UCLA, sivyo?
Mwanafunzi:	Ndiyo, mwalimu. Ninasoma hapa.
Mwalimu:	Ada za shule ni pesa ngapi?
Mwanafunzi:	Ni kama dola mia mbili na thelathini hivi kwa kipindi.
Mwalimu:	Ni dola mia saba?
Mwanafunzi:	Ndiyo, ni dola mia saba hivi kwa mwaka.
Mwalimu:	Wazazi wanakusaidia kwa kulipa ada zako za shule?
Mwanafunzi:	Hapana, hawanisaidii, ninajitegemea, ninafanya kazi.

MAZOEZI

1. Zoezi la kwanza

-saidia	Anajisaidia?	Ndiyo, anajisaidia.
-tegemea	Anajitegemea?	Ndiyo, anajitegemea.
-fundisha	Anajifundisha?	Ndiyo, anajifundisha.
-fahamu	Anajifahamu?	Ndiyo, anajifahamu.
-jifunza	Anajifunza?	Ndiyo, anajifunza.
-pikia	Anajipikia?	Ndiyo, anajipikia.
-somea	Anajisomea?	Ndiyo, anajisomea.
-nunulia	Anajinunulia?	Ndiyo, anajinunulia.

2. Zoezi la pili

yeye	Yeye anakusaidia?	Hapana, hanisaidii.
mama	Mama anakusaidia?	Hapana, hanisaidii.
wazazi	Wazazi wanakusaidia?	Hapana, hawanisaidii.
mama na baba	Mama na baba wanakusaidia	Hapana, hawanisaidii.

3. Zoezi la tatu

wewe	Unajitegemea?	Hapana, sijitegemei.
ninyi	Mnajitegemea?	Hapana, hatujitegemei.
yeye	Anajitegemea?	Hapana, hajitegemei.
wao	Wanajitegemea?	Hapana, hawajitegemei.

Somo la Kumi na Mbili

4. Zoezi la nne

	Ada za shule ni pesa ngapi?
10	Ni dola kumi hivi.
20	Ni dola ishirini hivi.
30	Ni dola thelathini hivi.
40	Ni dola arobaini hivi.
50	Ni dola hamsini hivi.
60	Ni dola sitini hivi.
70	Ni dola sabini hivi.
80	Ni dola themanini hivi.
90	Ni dola tisini hivi.

5. Zoezi la tano

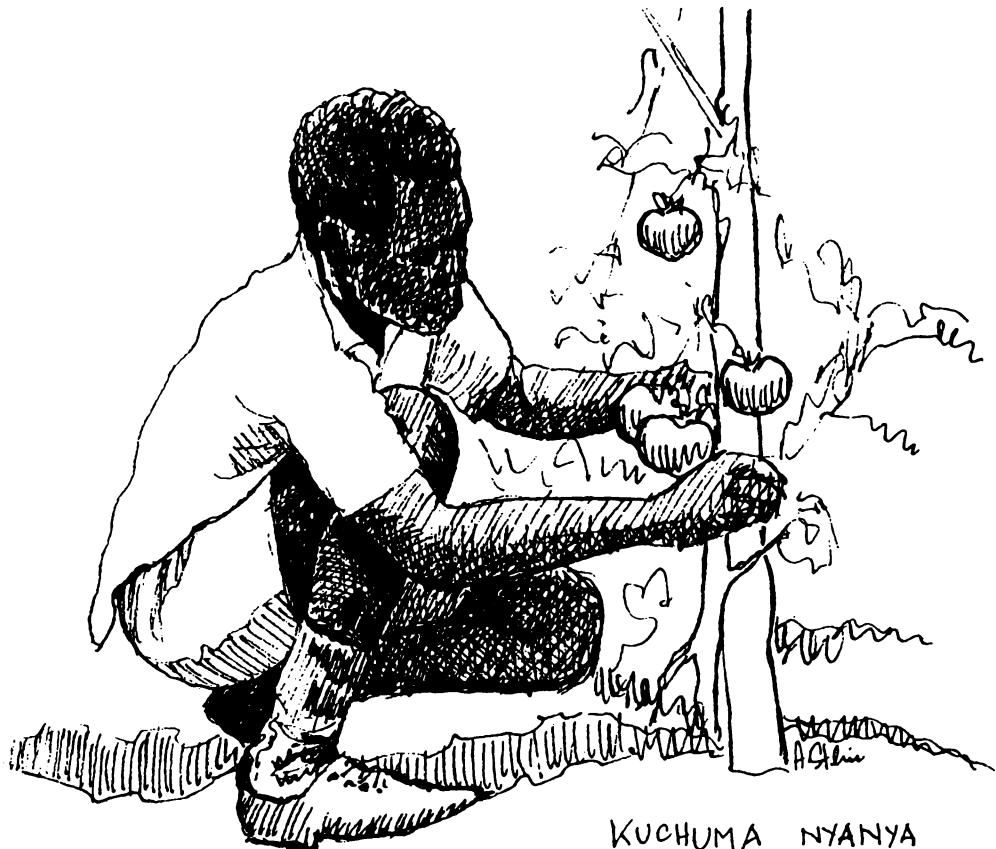
100	mia moja	1000	elfu moja
200	mia mbili	2000	elfu mbili
300	mia tatu	3000	elfu tatu
400	mia nne	4000	elfu nne
500	mia tano	5000	elfu tano

6. Zoezi la sita

110	mia moja na kumi
120	mia moja na ishirini
130	mia moja na thelathini
140	mia moja na arobaini
150	mia moja na hamsini
155	mia moja na hamsini na tano
156	mia moja na hamsini na sita
157	mia moja na hamsini na saba
158	mia moja na hamsini na nane
159	mia moja na hamsini na tisa

7. Zoezi la saba

	Ni mwaka gani?
1960	Ni mwaka elfu moja mia tisa na sitini. (au: Ni mwaka sitini.)
1965	Ni mwaka elfu moja mia tisa na sitini na tano. (au: Ni mwaka sitini na tano.)
1970	Ni mwaka elfu moja mia tisa na sabini. (au: Ni mwaka sabini.)
1978	Ni mwaka elfu moja mia tisa na sabini na nane. (au: Ni mwaka sabini na nane)
2001	Ni mwaka elfu mbili na moja. (au: Ni mwaka mosi.)
2010	Ni mwaka elfu mbili na kumi. (au: Ni mwaka kumi.)
2020	Ni mwaka elfu mbili na ishirini. (au: Ni mwaka ishirini.)



ZOEZI LA KUSOMA

Kujitegemea katika Shule za Nchi ya Tanzania

Ijapokuwa wanafunzi wa nchi ya Tanzania hawalipi ada za shule na hawajitegemei kwa kulipa ada za shule, wanajitegemea kwa kusaidia shule zao. Kwa mfano, wanasaidia kwa kusafisha shule na kufanya kazi nyingine. Wanafunzi wengi wana bustani au mashamba. Katika mashamba yao wanapanda mimea mingi kama nyanya, vitunguu, na mboga mbalimbali. Mara kwa mara wana miti ya matunda kama michungwa (yaani miti ya machungwa), na migomba (yaani miti ya ndizi). Kwa kawaida wanakula matunda ya miti yao na mboga zao, lakini kama hawawezi kutumia yote watauzza mazao yao sokoni. Kama wana bahati, wanaweza kupata shilingi thelathini au arobaini kwa kuuza mazao.

Somo la Kumi na Mbili

Baada ya kuuza mazao watatumia pesa za kujinunulia mahitaji yao kama sukari, na maziwa, na majani ya chai, na mkate. Wanapenda sana kunywa chai. Basi, kwa kusafisha shule na madarasa ya shule, na kupanda mboga na miti, kama michungwa na migomba, wanaweza kujitegemea. Tena wanajifunza sana kujitegemea.

Maswali

1. Wanafunzi wanawasaidia nani wakati wa kusafisha?
2. Wanapanda miti gani?
3. Wanakula mazao yote?
4. Wanapenda sana kufanya nini?
5. Kama wanapata pesa, wanajinunulia nini?

HABARI ZA SARUFI

I. The Reflexive -ji-

Use the reflexive pronoun prefix *-ji-* to express 'oneself' (myself, yourself, himself, etc.). Note that *-ji-* occurs in the object position of the verbal complex:

Nina- <i>ji-tegemea.</i>	'I rely on myself.'
Wana- <i>ji-saidia.</i>	'They are helping themselves.'
Ana- <i>ji-funza.</i>	'She is learning.' (lit. 'She teaches herself.')

2. Numerals

Tens are expressed with words derived from Arabic (except *kumi* 'ten', which is Bantu in origin); *hundreds* are expressed by using *mia* modified by the numerals for 'one' to 'nine'; *thousands* are expressed in the same manner by using *elfu*. For examples, see *Zoezi la Nne* to *Zoezi la Sita* above.

3. Expressing names of years

To express the name of the year use the word *mwaka* 'year' followed by the numeral; there is a shortened form that uses only the number for the decade:

Ni mwaka elfu moja mia tisa tisini na tano.	'It's 1995.'
Atapata digri yake mwaka tisini na saba.	'She'll get her degree in '97.'

ZOEZI LA NYUMBANI

Tafsiri

1. School fees are about \$3,500 a year.
2. He doesn't depend on himself; they help him.
3. It's now 1996 (use both the short and long forms).
4. He will travel to Dar on the 10th of January 1997.
5. She is teaching herself Swahili. (use *-fundisha*)
6. He is self reliant.
7. They are learning Swahili well.
8. I am cooking for myself.

Andika nambari hizi kwa Kiswahili

- | | | | |
|-------|-------|----------|-------|
| 1. 11 | _____ | 6. 161 | _____ |
| 2. 23 | _____ | 7. 172 | _____ |
| 3. 45 | _____ | 8. 183 | _____ |
| 4. 57 | _____ | 9. 194 | _____ |
| 5. 39 | _____ | 10. 1250 | _____ |

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>dola</i>	dollar
<i>elfu</i>	thousand (sg. and pl.)
<i>maelfu</i>	collective plural
<i>hivi</i>	about, approximately
<i>-jifunza</i>	learn (lit. teach oneself)
<i>kipindi</i>	period, portion of time
<i>vipindi</i>	plural
<i>kujitegemea</i>	self-reliance
<i>mia</i>	hundred (sg. and pl.)
<i>mamia</i>	collective plural
<i>mwaka</i>	year
<i>miaka</i>	plural
<i>-tegemea</i>	rely on, depend on

2. Maneno ya Zoezi la Kusoma

<i>bustani</i>	garden (sg. and pl.)
<i>chai</i>	tea (usually sg.)
<i>-chuma</i>	harvest, pick (fruit, vegetables, etc.)
<i>chungwa</i>	orange
<i>machungwa</i>	plural
<i>ijapokuwa</i>	even though (see <i>ingawa</i>)
<i>jani</i>	leaf
<i>majani</i>	plural
<i>kawaida</i>	usual thing, custom (see <i>kwa kawaida</i>)
<i>kitunguu</i>	onion
<i>vitunguu</i>	plural
<i>kwa kawaida</i>	usually, customarily
<i>kwa mfano</i>	for example, as an example
<i>maziwa</i>	milk
<i>mboga</i>	vegetable (sg. and pl.)
<i>mchungwa</i>	orange tree (see <i>chungwa</i>)
<i>michungwa</i>	plural

Somo la Kumi na Mbili

<i>mfano</i>	example
<i>mifano</i>	plural
<i>mgomba</i>	banana plant
<i>migomba</i>	plural
<i>mkate</i>	bread
<i>mikate</i>	loaves of bread
<i>mingi</i>	many, much, a lot of (for <i>mi-</i> words only)
<i>mmea</i>	plant
<i>mimea</i>	plural
<i>mti</i>	tree
<i>miti</i>	plural
<i>ndizi</i>	banana (sg. and pl.)
<i>nyanya</i>	tomato (sg. and pl.)
<i>-(ku)nywa</i>	(to) drink
<i>-panda</i>	plant (verb)
<i>-penda</i>	like, love
<i>-safisha</i>	clean (verb)
<i>sukari</i>	sugar (usually sg.)
<i>-tumia</i>	use (verb)
<i>tunda</i>	fruit
<i>matunda</i>	plural
<i>-uza</i>	sell
<i>zao</i>	produce, product
<i>mazao</i>	plural

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Somo la Kumi na Tatu

MAZUNGUMZO

Mazungumzo — Kuwa na Nafasi

- Mwalimu: Je, ulikuwa na nafasi ya kusoma kabla ya kuja darasani leo asubuhi?
- Mwanafunzi: La, sikusoma, sikuwa na nafasi.
- Mwalimu: Kwa sababu gani hukuwa na nafasi?
- Mwanafunzi: Nilikuwa mgonjwa usiku; kwa hivyo nilichelewa kuamka leo asubuhi.
- Mwalimu: Utakuwa na nafasi ya kusoma leo?
- Mwanafunzi: Ndiyo, nitasoma leo usiku saa tatu hivi.
- Mwalimu: Vema, kutakuwa na mtihani kesho.

MAZOEZI

1. Zoezi la kwanza

wewe	Ulichelewa kuamka leo asubuhi?	La, sikuchelewa.
yeye	Alichelewa kuamka leo asubuhi?	La, hakuchelewa.
ninyi	Mlichelewa kuamka leo asubuhi?	La, hatukuchelewa.
wao	Walichelewa kuamka leo asubuhi?	La, hawakuchelewa.

2. Zoezi la pili

-chelewa	Ulichelewa jana?	La, sikuchelewa.
-soma	Ulisoma jana?	La, sikusoma.
-fanya kazi	Ulfanya kazi jana?	La, sikufanya kazi.
-fundisha	Ulfundisha jana?	La, sikufundisha.
-(ku)ja	Ulikuja jana?	La, sikuja.
-(ku)la	Ulikula jana?	La, sikula.
-enda mjini	Uli(kw)enda mjini jana?	La, sikuenda/sikwenda.

3. Zoezi la tatu

kila siku	Je, una nafasi ya kusoma kila siku? La, sina nafasi kila siku.
kesho	Je, utakuwa na nafasi ya kusoma kesho? La, sitakuwa na nafasi kesho.
jana	Je, ulikuwa na nafasi kusoma jana? La, sikuwa na nafasi jana.

Somo la Kumi na Tatu

4. Zoezi la nne

sasa	Wewe ni mgonjwa sasa?	La, mimi si mgonjwa sasa.
usiku	Ulikuwa mgonjwa usiku?	La, sikuwa mgonjwa usiku.
kesho	Utakuwa mgonjwa kesho?	La, sitakuwa mgonjwa kesho.

5. Zoezi la tano

sasa	Kuna mtihani sasa? Hapana, hakuna mtihani sasa.
jana	Kulikuwa na mtihani jana? Hapana, hakukuwa na mtihani jana.
kesho	Kutakuwa na mtihani kesho? Hapana, hakutakuwa na mtihani kesho.

ZOEZI LA KUSOMA

Kwenda Sokoni Katika Miji na Mashambani

Leo asubuhi mama Juma alikuwa sokoni; hakuwa na unga wa kutosha ili kuwapikia watoto ugali. Pia alitaka kuwanunulia nguo za shule. Jambo hili ni la kawaida kwa watu katika miji ya Afrika ya Mashariki. Watu wengi wanakwenda sokoni na madukani kununua mahitaji yao, kama vyakula, na nguo, na vitu vingine mbalimbali. Kwa kawaida wanakwenda saa za asubuhi. Wanakwenda kila siku kwa sababu wengi hawana mahali pa kuwekea vyakula kama nyama, na samaki, na maziwa. Vyakula hivi vinaoza¹ upesi, kwa hivyo watu wanakwenda kila siku kununua vyakula kama wanataka kuwa na kitu cha kula. Watu wa mijini wanawategemea wauzaji wa masokoni na wa madukani kwa kupata vyakula vyao. Wao si wakulima au wavuvi. Hawalimi na hawavui samaki. Basi, kuna masoko mbalimbali katika miji, masoko ya mboga, ya nyama, ya samaki, ya nguo, na ya vitu kadhaa. Wenyeji wa miji wanategemea masoko haya kwa mahitaji yao.

Katika sehemu za mashambani kuna masoko pia, lakini watu hawaendi kila siku. Kila wiki kuna siku moja tu ya kwenda sokoni. Watu ni wakulima; wengine ni wachungaji; na kama watu wanakaa karibu na maji, ni wavuvi pia. Wanajitegemea kwa kupata chakula: wanapanda na kulima na kuvua chakula chao. Lakini hawawezi kulima chakula chao chote; kwa hivyo katika siku ya soko wataenda kununua vitu kama chai, na sukari,



na vitu vingine. Kama wana mazao mengi, kama ndizi, machungwa, na matunda mengine, na mboga kadhaa, watauza mengine na kutumia pesa kwa kujinunulia mahitaji yao. Kwa mfano, mtu atauza ndizi kwa kupata pesa ili kununua vitunguu au unga wa mahindi, au nguo.

Watu hawaendi sokoni ili kuuza na kununua tu; mara kwa mara wanakwenda kuwona watu wengine na kuzungumza na rafiki zao. Hata mijini watu wanapenda kwenda sokoni kwa sababu huko wana nafasi ya kuwaona na kuzungumza na rafiki zao.

Lakini leo asubuhi Mama Juma hakuzungumza na rafiki zake kwa sababu hakuwa na nafasi.

¹'Vinaoza 'they are rotting'; vi- is a subject prefix agreeing with *vyakula*; see Somo la Kumi na Nne, Grammar Note 3.

Somo la Kumi na Tatu

Maswali

1. Katika masoko watu wana nafasi ya kufanya nini?
2. Watu wa mijini wanaenda sokoni kila siku? Kwa sababu gani?
3. Na watu wa mashambani, je?
4. Wakulima wanaweza kulima chakula cha kutosha kwa mahitaji yao?
5. Watu wa mashambani wanunu vitu gani katika soko?

HABARI ZA SARUFI

1. The Past Tense -li

- Use the *-li-* tense marker to indicate past action:

ni-li-amka	'I got up.'
ni-li-chelewa	'I was late.'
ni-li-soma	'I studied/read.'

2. The *-ku-* Tense

- Use the *-ku-* tense marker together with the negative subject prefixes to negate the *-li-* tense:

si-ku-amka	'I didn't get up'
si-ku-chelewa	'I wasn't late'
si-ku-soma	'I didn't read/study'

3. Monosyllabic Stems with *-li-* and *-ku-*

- With the *-li-* tense, the *-ku-* of the infinitive of monosyllabic stems is used; however, it is *not* used with the *-ku-* tense; compare:

a-li-kuja	'he came'	ha-ku-ja	'he did not come'
a-li-kula	'he ate'	ha-ku-la	'he did not eat'
a-li-(kw)enda	'he came'	ha-kw-enda	'he did not go'

- The *-ku-* tense is historically the infinitive marker; one could say, then, that the 'Past Negative' tense is formed by adding negative subject prefixes to the infinitival form of the verb.

4. The Past and Future Forms of 'To Be'

- *Ni* and *si* are used in Swahili to express English 'am (not)/is (not)/are (not)':

Mimi ni mgonjwa.	'I am sick (a sick person).'
Sisi ni wagonjwa.	'We are sick (sick people).'
Yeye si mwuzaji.	'She is not a seller.'
Wao si wauzaji.	'They are not sellers.'

- For past and future tenses of *ni* and *si*, the verb *kuwa* 'to be' is used with appropriate tense/aspect prefixes:

Nilikuwa mgonjwa.	'I was sick.'
Sikuwa mgonjwa.	'I was not sick.'
Nitakuwa mgonjwa.	'I will be sick.'
Sitakuwa mgonjwa.	'I will not be sick.'

- *Kuwa* is a monosyllabic verb and follows the same pattern as *kuja*, *kula*, etc.

5. The Past and Future Forms of 'To Have'

- The particle *-na* with appropriate subject prefixes is used to express 'have/has':

Nina nafasi.	'I have time/opportunity.'
Tuna nafasi.	'We have time/opportunity.'
- To express past and future of 'have', the verb *kuwa na* 'to be with' (thus 'to have') is used:

Nilikuwa na nafasi.	'I had a chance.'
Sikuwa na nafasi.	'I didn't have a chance.'
Nitakuwa na nafasi.	'I will have time.'
Sitakuwa na nafasi.	'I will not have time.'

6. The Past and Future Forms of 'There Is/There Are'

- Kuna* is used to express 'there is/there are'. *Ku-* is a subject prefix which refers to place; compare this with *ku-* in *kule* 'there':

Kuna ndizi kule mezani.	'There are bananas there on the table.'
--------------------------------	---
- Past and future forms, positive and negative, of *kuna* are formed with *kuwa na*:

Kulikuwa na mtihani jana.	'There was an exam yesterday.'
Hakukuwa na mtihani jana.	'There wasn't an exam yesterday.'
Kutakuwa na mtihani kesho.	'There will be an exam tomorrow.'
Hakutakuwa na mtihani kesho.	'There won't be an exam tomorrow.'

ZOEZI LA NYUMBANI

Tafsiri

- I was very hungry yesterday.
- If he is not hungry now, he will be hungry this evening.
- I did not have an opportunity to study.
- I will have a chance to study tonight.
- I did not study yesterday; I went to work.

Badilisha kwa Kiswahili

- I have _____
- I had _____
- I will have _____
- I will not have _____
- I did not have _____
- I don't have _____
- I am working _____
- I worked _____
- I will work _____
- I will not work _____
- I did not work _____
- I am not working _____
- There will be _____
- There was not _____
- There are _____
- There are not _____

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>jana</i>	yesterday
<i>leo asubuhi</i>	this morning
<i>mtihani</i>	exam
<i>mitihani</i>	plural
<i>nafasi</i>	chance, opportunity, time (sg. and pl.)
<i>(ku)wa</i>	(to) be
<i>(ku)wa na</i>	(to) have

2. Maneno ya Zoezi la Kusoma

<i>duka</i>	store, shop
<i>maduka</i>	plural
<i>hata</i>	up to, even
<i>hili</i>	this (for nouns such as <i>duka</i> , i.e., singular nouns with MA-plurals)
<i>hindii</i>	grain of corn (maize)
<i>mahindii</i>	corn (grain)
<i>hivi</i>	these (for plural nouns with VI- prefixes)
<i>ili</i>	in order that
<i>kadhaa</i>	various (from Arabic; cf. <i>mbalimbali</i>)
<i>kuna</i>	there is/are
<i>mahali</i>	place (from Arabic)
<i>maji</i>	water
<i>mchungaji</i>	herder
<i>wachungaji</i>	plural
<i>mwenzeji</i>	inhabitant
<i>wenzeji</i>	plural
<i>mwuzaji</i>	seller (cf. <i>uza</i> 'sell')
<i>wauzaji</i>	plural
<i>nyama</i>	meat (usually sg.)
<i>-oza</i>	rot, spoil
<i>rafiki</i>	friend
<i>rafiki</i>	plural
<i>marafiki</i>	collective plural
<i>upesi</i>	quickly
<i>vinaoza</i>	they are rotting (they = nouns with Vi- plurals)
<i>-wekea</i>	keep in, put in (See <i>-weka</i> 'keep, put')

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MAZUNGUMZO

1. Mazungumzo ya kwanza — Juma yuko wapi?

- Mwalimu: Kathy, umechelewa!
Mwanafunzi: Ndiyo, mwalimu, nimechelewa kwa sababu basi ilichelewa.
Mwalimu: Na Juma je, yuko wapi.
Mwanafunzi: Sijui, pengine yuko nje.

2. Mazungumzo ya pili — Kitabu kiko wapi?

- Mwalimu: Brian, una kitabu chako?
Mwanafunzi: Hapana, mwalimu.
Mwalimu: Kiko wapi?
Mwanafunzi: Sijui, mwalimu, hakipo hapa.
Mwalimu: Kiko nyumbani?
Mwanafunzi: Sijui, pengine kimepotea.

3. Mazungumzo ya tatu — Saa iko wapi?

- Mwalimu: Je, Kathy, ni saa ngapi sasa?
Mwanafunzi: Sijui, mwalimu, sina saa leo.
Mwalimu: Iko wapi?
Mwanafunzi: Imo mfukoni; imevunjika.

MAZOEZI

1. Zoezi la kwanza

- Hamisi Hamisi yuko wapi? Yupo hapa?
Sijui, hayupo hapa.
Juma na Ali Juma na Ali wako wapi? Wapo hapa?
Sijui, hawapo hapa.
mwalimu Mwalimu yuko wapi? Yupo hapa?
Sijui, hayupo hapa.
walimu Walimu wako wapi? Wapo hapa?
Sijui, hawapo hapa.

Somo la Kumi na Nne

2. Zoezi la pili

kiti	Kiti kiko wapi?	Pengine kiko nje.
viti	Viti viko wapi?	Pengine viko nje.
kitabu	Kitabu kiko wapi?	Pengine kiko nje.
vitabu	Vitabu viko wapi?	Pengine viko nje.
kalamu	Kalamu iko wapi?	Pengine iko nje.
meza	Meza iko wapi?	Pengine iko nje.
kalamu (pl.)	Kalamu ziko wapi?	Pengine ziko nje.
meza (pl.)	Meza ziko wapi?	Pengine ziko nje.
pesa (usually pl.)	Pesa ziko wapi?	Pengine ziko nje.

3. Zoezi la tatu

kitabu	Kitabu kiko nyumbani?	La, hakiko kule.
vitabu	Vitabu viko nyumbani?	La, haviko kule.
mfuko	Mfuko uko nyumbani?	La, hauko kule.
mkate	Mkate uko nyumbani?	La, hauko kule.
mmea	Mmea uko nyumbani?	La, hauko kule.
mifuko	Mifuko iko nyumbani?	La, haiko kule.
mimea	Mimea iko nyumbani?	La, haiko kule.

4. Zoezi la nne

pesa	Pesa zimo mfukoni?	Ndiyo, zimo mfukoni.
kalamu	Kalamu imo mfukoni?	Ndiyo, imo mfukoni.
kitabu	Kitabu kimo mfukoni?	Ndiyo, kimo mfukoni.
daftari	Daftari limo mfukoni?	Ndiyo, limo mfukoni.
madaftari	Madaftari yamo mfukoni?	Ndiyo, yamo mfukoni.
tunda	Tunda limo mfukoni?	Ndiyo, limo mfukoni.
matunda	Matunda yamo mfukoni?	Ndiyo, yamo mfukoni.
shati	Shati limo mfukoni?	Ndiyo, limo mfukoni.
mashati	Mashati yamo mfukoni?	Ndiyo, yamo mfukoni.
wino	Wino umo mfukoni?	Ndiyo, umo mfukoni.

5. Zoezi la tano

baisikeli	Baisikeli iko wapi?	Sijui, pengine imepotea.
motokaa	Motokaa iko wapi?	Sijui, pengine imepotea.
gari	Gari liko wapi?	Sijui, pengine limepotea.
magari	Magari yako wapi?	Sijui, pengine yamepotea.
baisikeli (pl.)	Baisikeli ziko wapi?	Sijui, pengine zimepotea.
motokaa (pl.)	Motokaa ziko wapi?	Sijui, pengine zimepotea.

6. Zoezi la sita

kalamu	Kalamu iko wapi?	Iko nyumbani; imevunjika.
baisikeli (pl.)	Baisikeli ziko wapi?	Ziko nyumbani; zimevunjika.
gari	Gari liko wapi?	Liko nyumbani; limevunjika.
saa	Saa iko wapi?	Iko nyumbani; imevunjika.
kiti	Kiti kiko wapi?	Kiko nyumbani; kimevunjika.
magari	Magari yako wapi?	Yako nyumbani; yamevunjika.
viti	Viti viko wapi?	Viko nyumbani; vimevunjika.
baisikeli (sg.)	Baisikeli iko wapi?	Iko nyumbani; imevunjika.



KWENDA MADUKANI

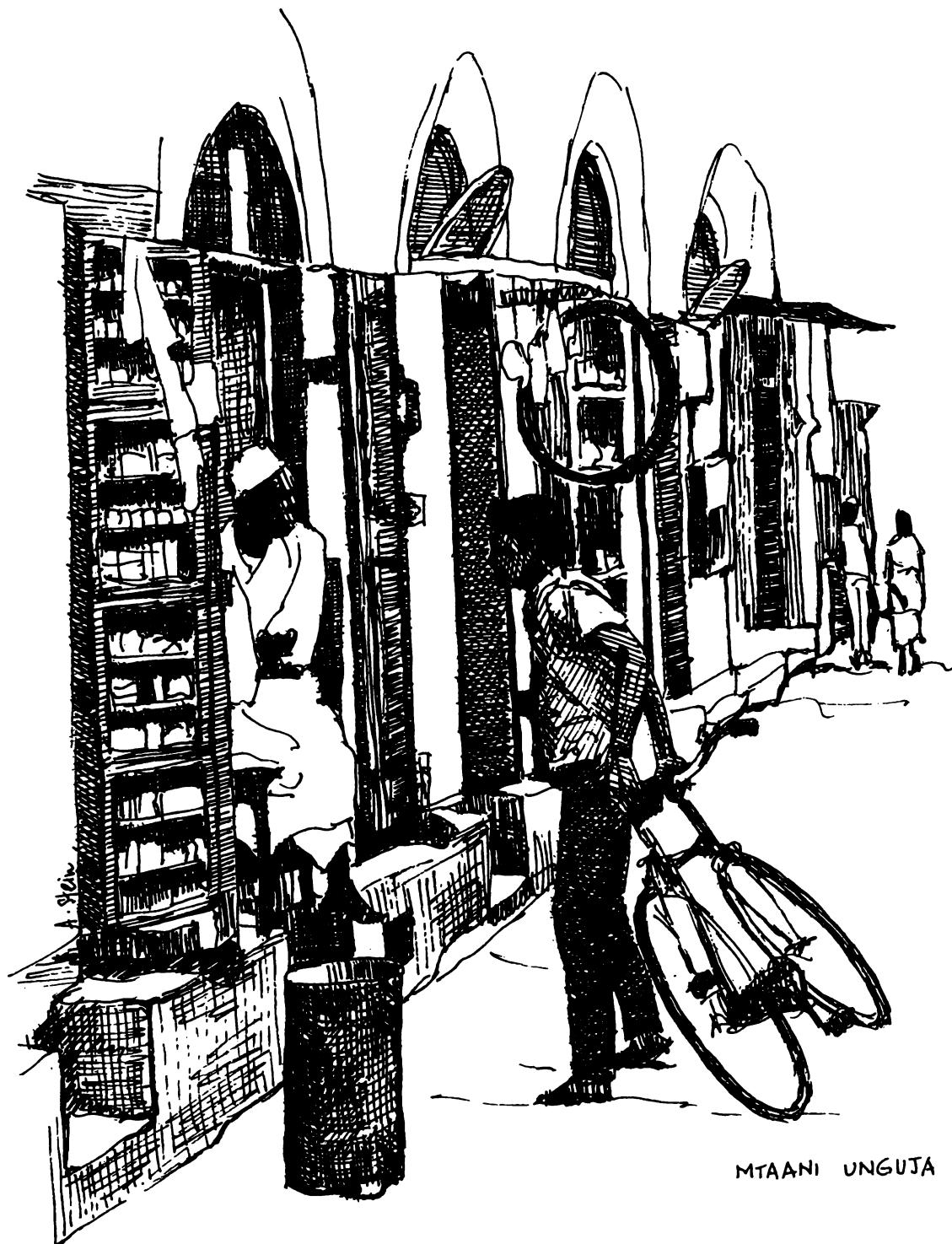
ZOEZI LA KUSOMA

Masoko na Maduka

Katika mji wa Nairobi kuna mahali pengi pa kuuza vitu, kama masoko na maduka. Kuna soko moja kubwa karibu na Chuo Kikuu, na katika mitaa yote ya mji kuna masoko mengine. Vyakula vya aina mbalimbali vinapatikana katika masoko, kwa mfano: mboga, na nyama, na matunda. Hali kadhalika kuna maduka ya kuuza vitu kama vitabu; na mavazi kama mashati, soksi, na suruali; maduka ya mahitaji ya shule kama wino, karatasi, kalamu, madaftari, na mifuko; na maduka ya vyombo vya nyumba—viti, meza na vitu

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kadha wa kadha. Pia kuna wauzaji wengine wa kuuza vitu vidogo mbalimbali na wao hawana maduka au mahali pa kuuza vitu katika masoko. Wana magari ya kuuza vitu barabarani. Wanaauza magazeti, au matunda kama ndizi na maembe, au chai. Baba Hamisi



MTAANI UNGUJA

ni mmoja wao. Yeye ana gari la kuuza chai. Anawauzia wafanyakazi wa kiwanda cha kutengeneza viatu; kwa hivyo gari lake liko karibu na kiwanda. Wafanyakazi wanapenda kununua chai wakati wa kwenda na kuondoka kazini.

Maswali

1. Soko kubwa liko wapi?
2. Kuna masoko katika mitaa yote ya mji wa Nairobi?
3. Je, mboga zinapatikana wapi?
4. Gari la Baba Hamisi liko karibu na Chuo Kikuu?
5. Wafanyakazi wanapenda kununua chai wakati gani?

HABARI ZA SARUFI

1. The Swahili Noun Class System

- Throughout the preceding lessons we have seen numerous examples of forms which share a common meaning but which vary in shape, e.g. *wa*, *ya*, *la*, *cha*, *vya*, *za*, and *pa*, all meaning 'of', or *mwagine*, *wengine*, *vingine*, and *mengine* 'other, some'. These are part of the Swahili system of noun classification and agreement.
- All nouns in Swahili are classified into sets according to their singular and plural shapes, and according to the agreement prefixes they govern, such as *w-*, *y-*, *l-* etc. on *-a* 'of'. These sets are known as noun classes. Each class is numbered, or referred to by name—numbers according to a system used by linguists, and names according to the shapes of the prefixes or by commonly known noun. Thus, for example, the first set can be referred to as Class 1/2, the M-/WA- Class, or the Mtu/Watu Class.
- Historically, noun classes in Bantu languages were characterized by specific semantic properties. For instance, there were noun classes which contained only the names of human beings, another for animals, a different one for elongated objects, and so forth. This system is still reflected in Swahili, but semantic shifts and borrowings from other languages have caused changes. For instance, Class 9/10, which originally contained only names of animals and kinship terms, today includes a semantically divergent range of nouns because of borrowing from Arabic, English, Portuguese, Indian languages, and others.
- In the table below, each class is presented with examples and a statement of its general semantic properties.

a. M-/WA- Class (Mtu/Watu) — Human beings

Class 1	Class 2
<i>m-tu</i>	'person'
<i>m-toto</i>	'child'
<i>mw-alimu</i>	'teacher'

b. M-/MI- Class (Mti/Miti) — Trees, plants, etc.

Class 3	Class 4
<i>m-ti</i>	'tree'
<i>m-chungwa</i>	'orange tree'
<i>m-gomba</i>	'banana plant'

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The M-/MI- class also includes objects which are closely associated with living things, or which may be viewed as living:

m-oto	'fire'	mi-oto	'fires'
m-oyo	'heart'	mi-oyo	'hearts'
m-guu	'foot'	mi-guu	'feet'

c. JI-/MA- Class (Tunda/Matunda) — Fruits, parts of plants, etc.

Class 5		Class 6	
tunda	'piece of fruit'	ma-tunda	'fruit'
tawi	'branch'	ma-tawi	'branches'
ua	'flower'	ma-ua	'flowers'

This class includes nouns which indicate quantities, or constituents of groups or sets, as well as mass nouns which have no singulars (e.g. liquids) and collectives:

ji-we	'stone'	ma-we	'stones'
ji-cho	'eye'	ma-cho	'eyes'
ma-ji	'water'	ma-futa	'oil'

Nouns in this class normally have Ø prefix in the singular, and *ma-* in the plural; the singular prefix *ji-* occurs only with nouns that have monosyllabic roots, such as *ji-we* and *ji-cho* 'eye'.

d. KI-/VI- CLASS (Kitu/Vitu) — Artifacts, useful objects, etc.

Class 7		Class 8	
ki-tu	'thing'	vi-tu	'things'
ki-ti	'chair'	vi-ti	'chairs'
ch-akula	'food'	vy-akula	'foods'
ch-uo	'school'	vy-uo	'schools'

Note that singular nouns have *ki-* before stems that begin with a consonant, or *ch-* before vowel-initial stems; plurals have *vi-*, or *vy-* before vowel-intial stems.

e. N-/N- Class (Ndizi/Ndizi) — Animals, kinship terms, borrowed words

Class 9		Class 10	
baisikeli	'bicycle'	baisikeli	'bicycles'
meza	'table'	meza	'tables'
ny-ama	'meat'	ny-ama	'meats'

Singular and plural nouns are identical in this class. Some have a nasal prefix (*m-*, *n-*, *ny-*, *ng'-*), e.g., *ndizi* 'banana/s', *nguruwe* 'pig/s', *ng'ombe* 'cow/s', but many nouns have no prefix. Words whose stems begin with a vowel have a *ny-* prefix. The class includes the names of many animals and kinship terms. Most words which have been borrowed into Swahili from other languages, e.g., *meza* 'table' from Portuguese and *kalamu* 'pen' from Arabic, have fallen into this class.

f. U-/N- Class (Upanga/Panga) — Long, thin objects

Class 11		Class 10	
u-kuta	'wall'	kuta	'walls'
u-ma	'fork'	ny-uma	'forks'
w-akati	'time'	ny-akati	'times'

The prefix *u-* occurs before consonant-initial stems and *w-* before vowel-initial stems. The plurals in this class have N-Class (Class 10) shapes.

g. U- Class (Uzuri) — Abstract qualities

Class 14/(6)

u-huru	'freedom'	u-tu	'humanity'
w-ema	'goodness'	w-ingi	'abundance'
u-gomvi	'contentiousness'	ma-gomvi	'quarrels'
u-levi	'drunkenness'	ma-levi	'drunken habits, acts'

Most nouns in this class characteristically have no plurals, but there is a subset, whose roots mostly derive from verbs and which have *ma-* plurals. Note also that Class 11 and Class 14 nouns have identical prefixes: *u-* before consonant-initial stems, and *w-* before vowel-initial stems.

Note: Classes 12 and 13, which are found in other Bantu languages, have been lost in Swahili. Where they are found, they indicate diminutives.

h. KU- Class (Kutaka) — Infinitives, verbal nouns

Class 15

ku-nunua	'to buy, act of buying'
ku-aza	'to sell, act of buying'
kw-endá	'to go, act of going'

i. PA-/KU-/MU- Class — Locatives

Class 16 *hapa* 'right here' (definite location)

Class 17 *huku* 'around here' (general location)

Class 18 *humu* 'inside here' (internal location)

Classes 16, 17, and 18 contain no nouns as such. However, any noun with the locative suffix *-ni* (*meza* 'table', *meza-ni* 'on, at, in, etc. the table') is a locative noun and a member of this class. The affixes *pa-*, *ku-*, and *m(u)-* indicate different aspects of place: definite, general, and internal location as illustrated by the "proximate" demonstratives above.

2. Agreement

The noun class system is not only important for the way nouns are pluralized or categorized into sets, but also for determining agreement and concord. Each singular and plural noun class governs a set of agreement prefixes which occur on adjectives, demonstratives, possessives, verbs, and other forms. For instance, in previous lessons we have seen the following examples of agreement :

ma-somo y-a Kiswahili 'Swahili lessons'

m-singi w-a kusema 'a foundation for speaking'

mi-ti y-a matunda 'fruit trees'

mw-anafunzi m-moja 'one student'

wa-tu wa-wili 'two people'

ch-uo ki-kuu 'university'

ch-akula ch-a asubuhi 'breakfast' (food of morning)

Øjina l-angu 'my name' (Ø = no prefix on the noun)

vy-akula vi-naoza 'the foods are rotting'

j-ambo hi-li 'this matter/affair'

ma-somo y-a Kiswahili 'Swahili lessons'

Øserikali i-nasaidia 'the government is helping'

Somo la Kumi na Nne

3. Subject Agreement

- We have seen that in Swahili verbs agree with their subjects:

Mimi ninajitegemea.	Sisi tunajitegemea.
Wewe unajitegemea.	Ninyi mnajitegemea.
Yeye anajitegemea.	Wao wanajitegemea.
Mzee anajitegemea.	Wazee wanajitegemea.

Up till this lesson we have only seen bits and pieces of the noun class system. Now we are learning how other sentence constituents govern class agreement or concord, and in subsequent lessons we will see that this system pervades the whole grammar of the language.

- All subject nouns—animate or inanimate, and regardless of class membership—agree with the verb of the sentence. Each noun class has its own set of prefixes or concords; in the following chart, subject prefixes, both positive and negative, are given. Note in some cases the noun and verbal prefixes are similar—these are the easiest to learn—while in others they are different:

Class	Noun	Subject Prefixes	
		Positive	Negative
1	m-tu	a- / yu-	ha- / hayu-
2	wa-tu	wa-	hawa-
3	m-ti	u-	hau-
4	mi-ti	i-	hai-
5	Ø-tunda	li-	hali-
6	ma-tunda	ya-	haya-
7	ki-tu	ki-	haki-
8	vi-tu	vi-	havi-
9	n-dizi	i-	hai-
10	n-dizi	zi-	hazi-
11	u-limi	u-	hau-
14	u-huru	u-	hau-
15	ku-taka	ku-	haku-
16	meza-ni	pa-	hapa-
17	meza-ni	ku-	haku-
18	meza-ni	m(u)-	ham(u)-

Examples:

Kitabu ki-li-potea.	'The book got lost.'
Matunda ya-na-patikana.	'The fruit is available.'
Ndizi i-li-anguka.	'The banana fell.'
Ndizi zi-li-anguka.	'The bananas fell.'

- There are two forms given as subject prefixes for Class 1: *a-* is used on verbs; *yu-* has a restricted usage and is found with the forms *-po*, *-ko*, and *-mo* (See below for an explanation of these forms, and *Zoezi la Kwanza* above).

Where the noun prefix and the verbal prefix are identical, for example, Class 2 has both *wa-* as a noun prefix and *wa-* as the verbal prefix) students will find little difficulty in learning to match subject and verbal prefixes. The others will require some additional effort and practice. However, by associating the sounds of the appropriate series, for example, *mi-* with *i-* and *ma-* with *ya-*, they can be learned quickly.

4. Statements about Place: -po, -ko, and -mo

- To express the notion that something is in/at/on etc. a certain location, Swahili uses locative forms from Classes 16, 17, and 18. Each of these forms refers to slightly different aspects of a location. Compare the following statements:

a.	Juma yu-po hapa. Kitabu ki-po hapa.	Juma is right here.' 'The book is right here.'	(Specific location)
b.	Juma yu-ko nyumbani. Kitabu ki-ko mezani.	Juma is at home.' 'The book is on the table.'	(General location)
c.	Juma yu-mo nyumbani. Kitabu ki-mo mfukoni.	Juma is in the house. 'The book is in the bag.'	(Internal location)

- English translations with prepositions are not always able to reflect differences between *-ko* and *-po*. The particle *-mo* usually conveys information about an internal location and is thus easy to learn. If one is not especially concerned about the specific location of an object, one uses *-ko*. The form *-ko* is also used in asking questions, because the location is unknown. When the speaker of Swahili uses *-po*, he usually has in mind a specific or definite location. Compare these forms with *hapa*, *huku*, and *humu*, which are given in Grammar Note 1i. of this lesson.

5. The -me- Tense Marker (Present Perfect Tense)

- The *-me-* tense is used in positive verbs to focus on the present result of actions, or on states that objects can exist in; it is not a past tense. Compare the following and note how verbs with *-me-* contrast with those with other tenses in meaning:

a.	A-na-potea. A-li-potea. A-ta-potea. A-me-potea.	'He is becoming lost.' 'He got lost.' 'He will get lost.' 'He is lost.'	(Present/Process) (Past Action) (Future Action) (Present Perfect)
b.	A-na-chelewa. A-li-chelewa. A-me-chelewa.	'She is becoming late.' 'She became/was late.' 'She is late.'	
c.	Vi-na-panda. Vi-li-panda. Vi-ta-panda. Vi-me-panda.	'They (Cl. 8) are going up.' 'They went up.' 'They will go up.' 'They have gone up/they are up.'	
d.	Yeye ni mgonjwa. A-na-kuwa mgonjwa. A-li-kuwa mgonjwa. A-ta-kuwa mgonjwa. A-me-kuwa mgonjwa.	'He is sick.' 'He is becoming sick.' 'He was sick.' 'He will be sick.' 'He has become and (as a result) is sick.'	

- The English translation of verbs with *-me-* will depend on the meaning of the verb. With verbs that indicate states the translation in English will often use the verb 'be' plus a participle while verbs that indicate actions will often use 'have + participle'; see Lesson 15, Note 1 for more information. Contrast the two sets below:

a.	Motokaa imevunjika. Mwalimu amechelewa. Kitabu kimepotea.	The car is broken down. The teacher is late. The book is lost.
----	---	--

Somo la Kumi na Nne

- b. Wanafunzi wamesoma. The students have studied.
Wote wameondoka. All have left.
Ndizi zimeanguka. The bananas have fallen.

- Monosyllabic verbs with the *-me-* tense/aspect marker retain the *ku-* of the infinitive:

- | | |
|------------------|---------------------------|
| Amekuwa mwalimu. | She has become a teacher. |
| Amekuja. | She has come. |
| Amekula. | She has eaten. |

ZOEZI LA NYUMBANI

Tafsiri

- He is not here; he is at home, and Sarah is in the house.
- The bike is lost, and the car is not working (use *-vunjika*).
- He is not here now; he was here last week.
- I was sick last week; Toni is sick now.
- The books are on the table. The money is in the car.

Jaza na Tafsiri

- Kitanda ____ mevunjika. _____
- Vyakula ____ mepotea. _____
- Wanafunzi ____ mechelewa. _____
- Soksi ____ mepotea. _____
- Magazeti ____ ko wapi? _____
- Gazeti ____ po hapa. _____
- Kiwanda ____ ko wapi? _____
- Wino ____ mepotea. _____
- Meza ____ mevunjika. _____
- Mavazi ____ ko mezani. _____

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>daftari/ma-</i>	notebook (JI-/MA-)
<i>kalamu</i>	pencil, pen (N-)
<i>kitabu/vi-</i>	book (KI-/VI-)
<i>kiti/vi-</i>	chair (KI-/VI-)
<i>meza</i>	table (N-)
<i>mfuko/mi-</i>	bag (M-/MI-)
<i>nje</i>	outside
<i>pengine</i>	perhaps
<i>-potea</i>	be lost
<i>shati/ma-</i>	shirt (JI-/MA-)
<i>-vunjika</i>	be broken
<i>wino</i>	ink (U-)

2. Maneno ya Zoezi la Kusoma

<i>aina</i>	kind (N-)
<i>barabara</i>	road (N-)
<i>chombo/vy-</i>	furniture, tool, etc. (KI-/VI-)
<i>-dogo</i>	little
<i>embe/ma-</i>	mango (JI-/MA-)
<i>gazeti/ma-</i>	newspaper (JI-/MA-)
<i>hali kadhalika</i>	likewise (<i>hali</i> 'condition')
<i>kadha wa kadha</i>	so forth, so on, etc.
<i>karatasi</i>	paper (N-)
<i>kiatu/vi-</i>	shoe (KI-/VI-)
<i>kitu/vi-</i>	thing (KI-/VI-)
<i>kiwanda/vi-</i>	factory (KI-/VI-)
<i>-kubwa</i>	big, large
<i>mengine</i>	other, some (MA-)
<i>meza</i>	table (N-)
<i>mtaa/mi-</i>	neighborhood, section of town; street (M-/MI-)
<i>-ondoka</i>	leave (a place)
<i>-panda</i>	go up, climb, ascend
<i>-patikana</i>	be available, be obtainable
<i>-potea</i>	be lost
<i>pengi</i>	many places (PA-)
<i>soksi</i>	socks (N-, from English)
<i>suruali</i>	trousers, pants (N-)
<i>-tengeneza</i>	fix, make, repair
<i>-tengenezwa</i>	be fixed, be made, be repaired
<i>vazi/ma-</i>	clothing (usually plural; JI-/MA-)

Somo la Kumi na Nne



KUPUMZIKA NA KUZUNGUMZA NYUMBANI

15

Somo la Kumi na Tano

MAZUNGUMZO

1. Mazungumzo ya kwanza — Juma hajafika shulenii

- | | |
|-------------|--|
| Mwalimu: | Juma yuko wapi? |
| Mwanafunzi: | Sijui, hayupo sasa. |
| Mwalimu: | Umemwona leo asubuhi? |
| Mwanafunzi: | La, sijamwona bado, hajafika shulenii. |
| Mwalimu: | Alikuwa hapa wiki iliyopita? |
| Mwanafunzi: | Hakuwapo ijumaa, na hakuja alhamisi pia. |
| Mwalimu: | Yeye ni mgonjwa? |
| Mwanafunzi: | Bila shaka! |

2. Mazungumzo ya pili — Mwalimu hajarudi bado

- | | |
|--------|--|
| Juma: | Mwalimu yuko afisini? |
| Aisha: | La, hayupo; ameenda darasani; hajarudi bado. |
| Juma: | Atarudi saa ngapi? |
| Aisha: | Pengine atakuwapo hapa saa sita mchana. |

3. Mazungumzo ya tatu — Kitabu cha mwanafunzi kilikuwa wapi?

- | | |
|-------------|-------------------------|
| Mwalimu: | Una kitabu chako leo? |
| Mwanafunzi: | Ndiyo, bwana. |
| Mwalimu: | Kilikuwa(ko) wapi jana? |
| Mwanafunzi: | Kilikuwa(ko) nyumbani. |

MAZOEZI

1. Zoezi la kwanza

- | | | |
|-----------|--------------|----------------------|
| -fika | Ameftika? | La, hajafika (bado). |
| -soma | Amesoma? | La, hajasoma (bado). |
| -(ku)ja | Amekuja? | La, hajaja (bado). |
| -(ku)enda | Ame(kw)enda? | La, hajaenda (bado). |

2. Zoezi la pili

- | | | |
|------------|--------------------------|---------------------|
| Hasani | Umemwona Hasani leo? | La, sijamwona bado. |
| wanafunzi | Umewaona wanafunzi leo? | La, sijawaona bado. |
| wazee | Umewaona wazee leo? | La, sijawaona bado. |
| mwanafunzi | Umemwona mwanafunzi leo? | La, sijamwona bado. |

Somo la Kumi na Tano

3. Zoezi la tatu

jana	Juma alikuwa(ko) wapi jana? Alikuwa(po) hapa hapa.
jumamosi	Juma alikuwa(ko) wapi jumamosi? Alikuwa(po) hapa hapa.
jumapili	Juma alikuwa(ko) wapi jumapili? Alikuwa(po) hapa hapa.
jumatatu	Juma alikuwa(ko) wapi jumatatu? Alikuwa(po) hapa hapa.

4. Zoezi la nne

jumanne	Walikuwa(po) hapa jumanne? La, hawakuwa(po) hapa.
alhamisi	Walikuwa(po) hapa alhamisi? La, hawakuwa(po) hapa.
ijumaa	Walikuwa(po) hapa ijumaa? La, hawakuwa(po) hapa.
wiki iliyopita	Walikuwa(po) hapa wiki iliyopita? La, hawakuwa(po) hapa.

5. Zoezi la tano

kesho	Utakuwa(po) hapa kesho?	La, sitakuwapo.
jumamosi	Utakuwa(po) hapa jumamosi?	La, sitakuwapo.
jumapili	Utakuwa(po) hapa jumapili?	La, sitakuwapo.
jumatatu	Utakuwa(po) hapa jumatatu?	La, sitakuwapo.

6. Zoezi la sita

kitabu	Kitabu kilikuwa(ko) nyumbani?	La, hakikuwako.
vitabu	Vitabu vilikuwa(ko) nyumbani?	La, havikuwako.
daftari	Daftari lilikuwa(ko) nyumbani?	La, halikuwako.
madaftari	Madaftari yalikuwa(ko) nyumbani?	La, hayakuwako.
mfuko	Mfuko ulikuwa(ko) nyumbani?	La, haukuwako.
mifuko	Mifuko ilikuwa(ko) nyumbani?	La, haikuwako.
baisikeli	Baisikeli ilikuwa(ko) nyumbani?	La, haikuwako.
pesa	Pesa zilikuwa(ko) nyumbani?	La, hazikuwako.

ZOEZI LA KUSOMA

Kuuza Chai

Baba Hamisi ni mwuzaji wa chai. Anauza chai ya maziwa, na chai kavu pia. Chai ya maziwa inatengenezwa na maziwa mengi. Mchanganyiko wa maji, majani ya chai, maziwa, na sukari unachemshwa pamoja. Vitu hivi vyote vinachemshwa pamoja, lakini chai



kavu haina maziwa na kwa kawaida majani na maji tu yanachemshwa pamoja. Jiko la kuchemsha chai na vikombe na vijiko vimo garini. Yeye anauza chai ya maziwa kwa bei rahisi sana. Kila kikombe kina bei yake. Kikombe cha chai ya maziwa ni senti thelathini; chai kavu ni senti ishirini kila kikombe.

Leo asubuhi Baba Hamisi amechelewa kwenda kuuza chai kwa sababu hakuwa na majani ya chai ya kutosha na vitu vingine vya kutengeneza chai. Kwa hivyo leo asubuhi alikwenda madukani ili kununua mahitaji yake. Alinunua chai na maziwa na sukari. Bei za vitu hivi vyote zimepanda. Vitu vyote vimekuwa¹ ghali sana. Mwanzo hakutaka kulipa kwa sababu bei ni ghali. Mwishowe alilipa. Na kuanzia kesho atauza chai yake ya maziwa kila kikombe shilingi kumi na tano na senti hamsini na chai kavu kwa shilingi kumi tu. Was wahili wanasema kwamba "kipandacho hushuka"² pengine bei hizi ghali zitashuka lakini Baba Hamisi na sisi tunajua kwamba bei hizi zote hazitashuka. Ndiyo³ hali ya dunia!

¹'Vimekuwa' 'they have become'; cf. *vilikuwa* 'they were'.

²'Kipandacho hushuka' 'what goes up comes down' (Proverb).

³'Ndiyo' '(this) is indeed'.

Maswali

- | | |
|---|--|
| 1. Baba Hamisi ana gari lake wapi?
3. Baba ameuza chai leo asubuhi?
5. Vitu gani vimo katika gari lake? | 2. Vitu gani vimepanda?
4. Alikuwako kiwandani?
5. Was wahili wanasema nini? |
|---|--|

HABARI ZA SARUFI

1. More about the -me- Tense

- Compare the following:

A-me-chelewa.	'He is late.'
Ki-me-potea.	'It is lost.'
A-me-rudi.	'He has returned.'
A-me-enda.	'He has gone/is gone.'
A-me-soma.	'He has read/studied.'

- In the previous lesson we saw cases of the -me- tense/aspect marker used with verbs that conveyed information about states (-potea 'be lost', -chelewa 'be late', and -vunjika 'be broken'); in this lesson we find examples of -me- with action verbs (-soma 'read', -enda 'go', and fika 'arrive). With these verbs the -me- tense has an English translation of 'has/have' plus a past participle, e.g. 'has read, has arrived', and so on. Verbs which are marked with -me- focus on *present states* or on the *results* of past events. Thus, when someone says *a-me-enda* 's/he has/is gone', they are not talking about the going as a past event but as one which is complete at the time of the statement; to say *a-me-enda* is to say that someone *is gone*, i.e. not here, and as far as anyone knows, has not yet returned.

2. The -ja- 'Not Yet' Tense

- The -ja- tense is used in Swahili to state that some event has not yet taken place, or some result has not yet been achieved; it is used with negative subject prefixes, and the word *bado* 'yet' or 'still' is often used with it:

Si-ja-soma somo la kumi (bado).	'I haven't studied lesson ten yet.'
Hawa-ja-fika (bado).	'They haven't arrived yet.'

- Monosyllabic verbs with -ja- generally do not retain the *ku-* of the infinitive:

Sijala.	'I haven't eaten yet.'
Hajaja.	'He hasn't come yet.'

3. Past and Future Tense Forms with -po, -ko, and -mo

- Subject prefixes followed by -po, -ko, and -mo are used in making statements about place:

Nipo hapa.	'I am here.'
Mko kazini?	'Are you at work?'
Wamo humu.	'They are in here.'

- To express past and future statements about place, the verb *kuwa* 'to be' is used with appropriate tense markers followed by *optional* -po, -ko, and -mo:

Nilikuwa(po) hapa.	'I was here.'
Mtakuwa(ko) kazini?	'Will you be (there) at work?'
Watakuwa(mo) humu.	'They will be in here.'

- The locative markers -po, -ko, and -mo are not optional when it is necessary to state some aspect of place which is not otherwise specified:

Kitabu kilikuwa(ko) nyumbani?	'Was the book (there) at home?'
Ndiyo, kilikuwako.	'Yes, it was there .'

Kitabu kilikuwamo nyumbani.	'The book was in the house.'
Kitabu kilikuwako nyumbani.	'The book was at the house.'
Kitabu kilikuwapo nyumbani.	'The book was here at the house.'

- Note the difference in meaning expressed by the use of *-po*, *-ko* and *-mo* in the above examples.
- When the locative markers *-po*, *-ko*, and *-mo* are used in past and future forms, some speakers prefer the following pronunciation where the vowel *a* of *kuwa* is changed to *e*:

Nilikuwako or Nilikuweko.	'I was there.'
Watakuwako or Watakuwepo.	'They will be here.'

4. The Object Pronoun -mw-

- The object pronoun for 'him/her' is *-m-* before verb roots beginning with a consonant (as studied and practiced in Lesson 11), but is *-mw-* before vowel-initial roots:

Nina- m -penda.	'I love him/her.'
Nina- m -pikia.	'I'm cooking for him/her.'
Nina- mw -ona.	'I see him/her.'
Nina- mw -ambia.	'I'm telling him/her.'

ZOEZI LA NYUMBANI

Tafsiri

1. Have you seen Hamisi this morning?
2. No, he hasn't arrived yet. He will get here at noon.
3. Was he here on Friday? No, he didn't come.
4. He will be right here at one this afternoon.
5. Have they arrived yet? No, they are late.
6. Have they returned yet? No, they didn't come today; they will return tomorrow.
7. She is here now. She was here yesterday. She'll be here tomorrow.
8. I haven't studied the Swahili book.
9. What time did he return? He hasn't arrived yet.
10. I will tell her that I was here.

MSAMIATI

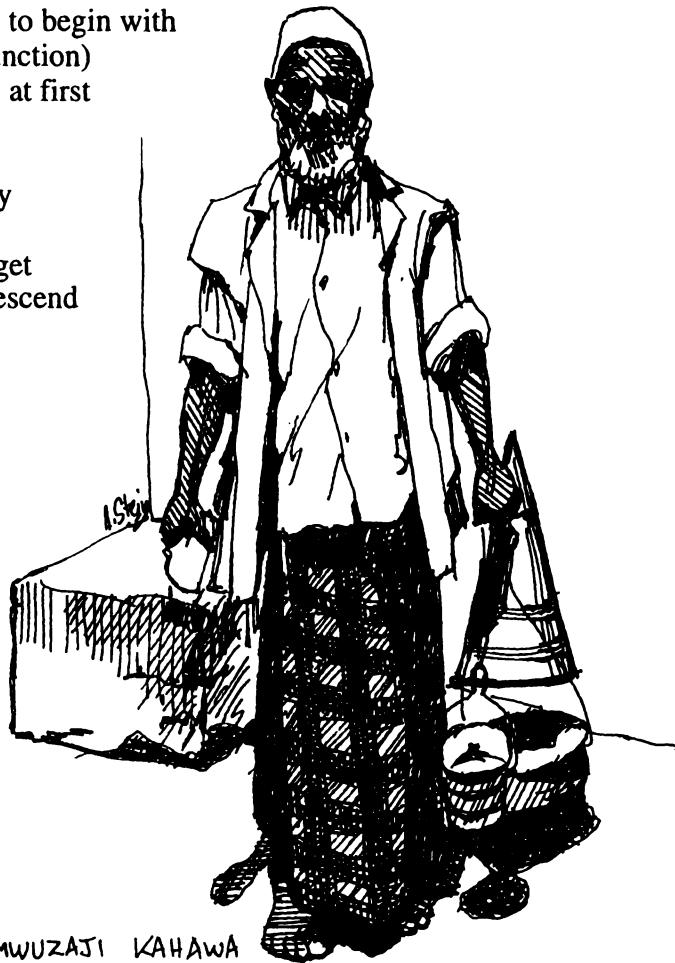
1. Maneno ya Mazungumzo na Mazoezi

<i>-ambia</i>	say to, tell	<i>jumamosi</i>	Saturday
<i>afisi</i>	office (also <i>ofisi</i>)	<i>jumapili</i>	Sunday
<i>bado</i>	yet, still	<i>jumatatu</i>	Monday
<i>bila</i>	without	<i>jumanne</i>	Tuesday
<i>bila shaka</i>	without doubt, undoubtedly	<i>jumatano</i>	Wednesday
<i>humu</i>	in this place, in here, here inside	<i>alhamisi</i>	Thursday
		<i>ijumaa</i>	Friday
<i>-ona</i>	see		
<i>pengine</i>	perhaps		
<i>shaka</i>	doubt, uncertainty		
<i>wiki</i>	week (from English)		

Somo la Kumi na Tano

2. Maneno ya Zoezi la Kusoma

<i>-anzia</i>	begin with
<i>bei</i>	price
<i>chai kavu</i>	plain tea (lit. dry tea)
<i>-chemsha</i>	boil
<i>-chemshwa</i>	be boiled
<i>dunia</i>	world
<i>-enda madukani</i>	go shopping
<i>gari/ma-</i>	vehicle, cart
<i>ghali</i>	expensive
<i>hali</i>	condition, situation
<i>hivi</i>	these (VI-)
<i>hizi</i>	these (N- pl.)
<i>jani/ma-</i>	leaf
<i>jiko/meko</i>	stove, kitchen
<i>-kavu</i>	dry
<i>kijiko/vi-</i>	spoon
<i>kikombe/vi-</i>	cup
<i>kuanzia</i>	beginning; to begin with
<i>kwamba</i>	that (conjunction)
<i>mwanzo/mi-</i>	beginning; at first
<i>mwisho/mi-</i>	end
<i>mwishowe</i>	finally
<i>rahisi</i>	cheap, easy
<i>senti</i>	cent
<i>-shuka</i>	go down, get down, descend
<i>vyote</i>	all (VI-)



MWUZAJI KAHAWA

16

Somo la Kumi na Sita

MAZUNGUMZO

1. Mazungumzo ya kwanza — Saa yako iko wapi?

- Mwalimu: Adija, saa yako iko wapi?
Mwanafunzi: Iko mkononi mwangu.
Mwalimu: Na yako, je, Hasani?
Mwanafunzi: Yangu iko nyumbani.

2. Mazungumzo ya pili — Motokaa ya nani?

- Mwalimu: Ulikuja hapa kwa motokaa, Juma?
Mwanafunzi: Ndiyo, mwalimu.
Mwalimu: Ni motokaa yako?
Mwanafunzi: Hapana, si yangu.
Mwalimu: Ni ya nani?
Mwanafunzi: Ni ya wazazi wangu.
Mwalimu: Ni motokaa nzuri?
Mwanafunzi: Hapana, ni mbovu.

3. Mazungumzo ya tatu — Shati zuri lilitengenezwa wapi?

- Juma: Ali, shati lako ni zuri; lina rangi nzuri.
Ali:: Asante, Juma.
Juma: Lilitengenezwa wapi?
Ali: Lilitengenezwa Kenya na rafiki yangu.
Juma: Nguo ya shati ilitengenezwa huko pia?
Ali: Ndiyo, ilitengenezwa na Chama cha Umoja wa Wanawake.

MAZOEZI

1. Zoezi la kwanza

- | | | |
|---------|-------------------|--------------------|
| saa | Una saa yako? | Ndiyo, nina yangu. |
| motokaa | Una motokaa yako? | Ndiyo, nina yangu |
| pesa | Una pesa zako? | Ndiyo, nina zangu. |
| mfuko | Una mfuko wako? | Ndiyo, sina yangu. |

Somo la Kumi na Sita

2. Zoezi la pili

kitabu	Yeye ana kitabu cha nani?	Ana chake.
vitabu	Yeye ana vitabu vyा nani?	Ana vyake.
kalamu	Yeye ana kalamu ya nani?	Ana yake.
daftari	Yeye ana daftari la nani?	Ana lake.
madaftari	Yeye ana madaftari ya nani?	Ana yake.

3. Zoezi la tatu

saa	Ni saa yako?	La, si yangu, ni yake.
kiti	Ni kiti chako?	La, si changu, ni chake.
meza	Ni meza yako?	La, si yangu, ni yake.
wino	Ni wino wako?	La, si wangu, ni wake.
gari	Ni gari lako?	La, si langu, ni lake.
magari	Ni magari yako?	La, si yangu, ni yake.

4. Zoezi la nne

saa	Adija, saa yako iko wapi? Na yako, je, Hasani?	Iko nyumbani. Yangu iko nyumbani pia.
watoto	Adija, watoto wako wako wapi? Na wako, je, Hasani?	Wako nyumbani. Wangu wako nyumbani pia.
pesa	Adija, pesa zako ziko wapi? Na zako, je, Hasani?	Ziko nyumbani. Zangu ziko nyumbani pia.

5. Zoezi la tano

baisikeli	Baisikeli yake ni nzuri?	La, ni mbovu sana.
motokaa	Motokaa yake ni nzuri?	La, ni mbovu sana.
kitabu	Kitabu chake ni kizuri?	La, ni kibovu sana.
mwalimu	Mwalimu wake ni mzuri?	La, ni mbovu sana.
watoto	Watoto wake ni wazuri?	La, ni wabovu sana.
rafiki	Rafiki yake ni mzuri?	La, ni mbovu sana.
rafiki (pl.)	Rafiki zake ni wazuri?	La, ni wabovu sana.
gari	Gari lake ni zuri?	La, ni bovu sana.
mashati	Mashati yake ni mazuri?	La, ni mabovu sana.

6. Zoezi la sita

mfuko	Kuna mfuko wa nani mezani?	Ni wangu/ni mfuko wangu.
mifuko	Kuna mifuko ya nani mezani?	Ni yangu/ni mifuko yangu.
vitabu	Kuna vitabu vyा nani mezani?	Ni vyangu/ni vitabu vyangu.
kalamu	Kuna kalamu ya nani mezani?	Ni yangu/ni kalamu yangu.

6. Zoezi la sita

shati	Shati lako lilitengenezwa na nani?
mashati	Mashati yako yalitengenezwa na nani?
nguo	Nguo zako zilitengenezwa na nani?
suruali	Suruali yako ilitengenezwa na nani?
viatu	Viatu vyako vilitengenezwa na nani?
kiatu	Kiatu chako kilitengenezwa na nani?

ZOEZI LA KUSOMA

Vyakula vya Afrika ya Mashariki

Katika Afrika ya Mashariki kuna wakulima, wavuvi na wachungaji ng'ombe. Kwa hivyo watu wa sehemu mbalimbali wanakula chakula tofauti. Kwa mfano, watu wa pwani wanakula samaki. Samaki zinapatikana kwa urahisi: kuna wavuvi huko pwani. Watu wa pwani wanapenda kupika chakula chao kwa nazi, kwa sababu kuna minazi mingi. Chakula kikuu chao ni wali wa nazi, yaani wali unapikwa katika tui la nazi. Tui ni kama maziwa ya nazi: linatengenezwa kwa kukuna nazi. Baadaye nazi hii inatiwa maji¹ na kukamuliwa ili kupata tui lake. Kwa vinywaji watu wanakunywa chai, au kahawa, au maji.

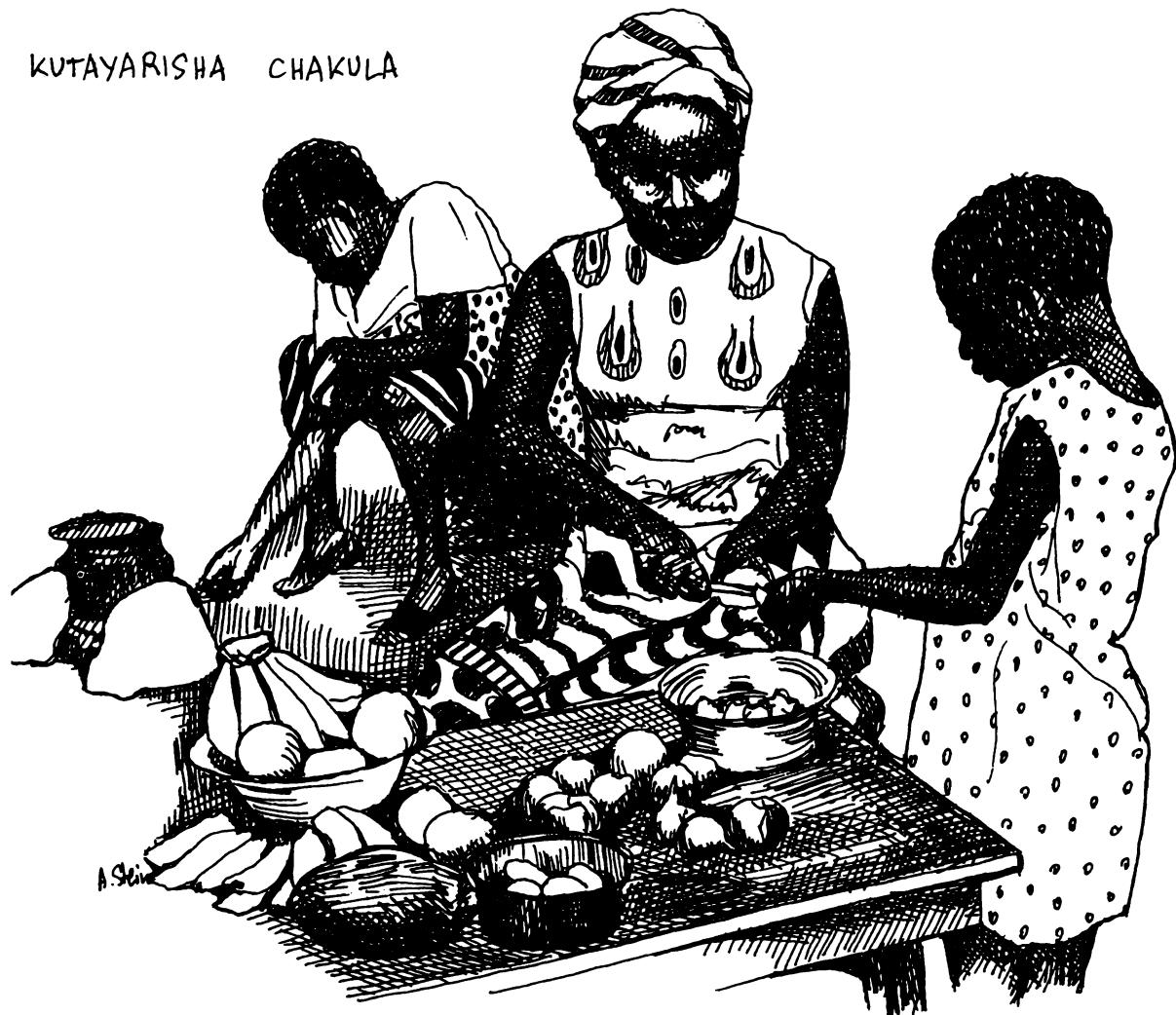
Waafrika wengi ni wakulima na wanajitegemea kwa kupata chakula chao kutoka mashamba yao. Wengi wana mashamba yao madogo na wanalima mboga mbalimbali kama maharagwe, mahindi na viazi. Kule pande za Nairobi watu wanatumia mboga hizi kwa kupika *irio*, chakula muhimu sana cha Wakikuyu. *Irion* ni mchanganyiko wa maharagwe, mahindi na viazi. Katika sehemu nyingi za Kenya na Tanzania watu wanapenda kula ugali kama chakula chao kikuu. Ugali unatengenezwa kwa unga wa mahindi, au mtama, au muhogo. Baada ya maji kuchemshwa, unga unatiwa maji ili kutengeneza ugali.

Katika sehemu kavu za nchi za Afrika ya Mashariki watu ni wachungaji wanyama. Wanawategemea wanyama wao kwa chakula. Kwa mfano Wamasai wanakunywa mchanganyiko wa maziwa na damu. Wao ni wachungaji ng'ombe na wana ng'ombe wengi, lakini hawali nyama nyingi. Katika sehemu nyingine kama nchini Uganda wakulima wanapanda migomba mingi na kwa hivyo chakula chao kikuu ni *matoke*. Matoke ni aina moja ya ndizi.

Matunda mengi yanapatikana katika Afrika ya Mashariki. Kuna miembe, mipapayu, minanasi, na miti mingine mingi. Maembe mazuri yanapatikana sehemu za pwani na mananasi yanamea vizuri pande za juu karibu na Nairobi.

¹*Nazi hii inatiwa maji* lit. 'this coconut has water put into (it)'

KUTAYARISHA CHAKULA



Maswali

1. *Irio ni chakula cha nani?*
2. *Nazi zinatumwiwa na nani?*
3. *Mchanganyiko wa maziwa na damu unatumwiwa na watu wa pwani?*
4. *Unakula nini kama chakula chako muhimu?*
5. *Je, embe ni tunda gani?*

HABARI ZA SARUFI

1. Possessive Concords

- Concords which occur with possessives (-a, -angu, -ako, -ake, -etu, -enu, -ao) are altered forms of the subject prefix series; their shapes for the various classes are listed, along with the adjectival prefixes, in the table following Note 3.
- The possessives follow the nouns they modify, and they are used as possessive adjectives or pronouns:

Una saa yako ?	'Do you have your watch?' (poss. adjective)
Ndiyo, lakini yeye hana yake .	'Yes, but he doesn't have his .' (possessive pronoun)

2. Adjectives

- Adjectives in Swahili agree with the noun they modify.
- Adjectives follow the nouns they modify.
- Note that the modified noun can be deleted as in *Zoezi la Tano*.
- As a general rule, noun prefixes and adjectival prefixes follow the same pattern; they have a basic shape before stems beginning with consonants, and a somewhat modified form before stems beginning with vowels. Note the following examples:

wa -toto	wa -zuri	'nice children'	ki -tabu	ki -zuri	'good book'
wa -toto	w -eusi	'black children'	ki -tabu	ch -eusi	'black book'
w -alimu	wa -zuri	'good teachers'	ch -akula	ki -zuri	'good food'
w -alimu	w -eusi	'black teachers'	ch -akula	ch -eusi	'black food'

- Of special and exceptional interest:
 - Class 11 nouns and Class 14 nouns *do not* govern *u-* prefix on the adjective; they behave like Class 3 nouns:

m -ti	m -zuri	'a good tree'	Class 3
u -pande	m -zuri	'a good side'	Class 11
u -ji	m -zuri	'good porridge'	Class 14
 - Class 9/10 adjectives have several possible shapes: some take N- prefix (*m*-, *n*-, *ny*-, etc.); others have no prefix. We will take special note of this in later lessons. For now it is enough to learn that *-zuri* has the shape *n-zuri* with Class 9/10 nouns, and *-bovu* the shape *mbovu*.
 - Mbovu* Class 9/10 and *mbovu* Class 1/3 have different pronunciations. *Mbovu* Class 1/3 has an initial syllabic nasal comparable to the syllabic nasals of such nouns as *mti* or *mtu*. However, the *m*- in *mbovu* Class 9/10 is not syllabic. Listen to your instructor's pronunciation for the difference.
 - Some adjectives, mainly borrowed words, do not require an agreement concord and are invariable, e.g. *safi* 'clean', *tayari* 'ready', *tofauti* 'different':

water	'different people'
mtu safi	'a clean person'
chakula tayari	'ready food'

Somo la Kumi na Sita

3. Adjectival and Possessive Concords

- Note that there are two sets of prefixes represented here. Adjectives and nouns share one set; the possessive concords and those with *-a 'of'* are modifications of the subject prefix set:

Class	Noun	Adjective	Subject	-A 'of'	Possessive
1	m-tu	m-zuri	a-/yu-	wa	w-angu
2	wa-tu	wa-zuri	wa-	wa	w-angu
3	m-ti	m-zuri	u-	wa	w-angu
4	mi-ti	mi-zuri	i-	ya	y-angu
5	Ø-tunda	Ø-zuri	li-	la	l-angu
6	ma-tunda	ma-zuri	ya-	ya	y-angu
7	ki-tu	ki-zuri	ki-	cha	ch-angu
8	vi-tu	vi-zuri	vi-	vya	vy-angu
9	n-dizi	n-zuri	i-	ya	y-angu
10	n-dizi	n-zuri	zi-	za	z-angu
11	u-limi	m-zuri	u-	wa	w-angu
14	u-huru	m-zuri	u-	wa	w-angu
15	ku-taka	ku-zuri	ku-	kwa	kw-angu
16	meza-ni	pa-zuri	pa-	pa	p-angu
17	meza-ni	ku-zuri	ku-	kwa	kw-angu
18	meza-ni	m-zuri	m(u)-	mwa	mw-angu

4. Animate Nouns and Agreement

- All Swahili animate nouns, words that denote humans and animals, govern Class 1/2 (M-/WA-) concords; compare the following:

Mwalimu ni **mzuri**. Anafundisha vizuri. (*mwalimu* Class 1)
 'The teacher is good. She teaches well.'

Yeye ana rafiki **mzuri**. Anampenda sana. (*rafiki* Class 9 animate)
 'She has a good friend. She loves him much.'

Viongozi wote **wanakuja**. (*viongozi* Class 8 animate)
 'All the leaders are coming.'

- There is an important exception to this rule. Generally speaking, possessives (-angu, -ako, etc.) do not have Class 1/2 concords when they modify Class 9/10 animate nouns. Animate nouns of other classes, e.g. Class 7, pattern like Class 1 nouns; compare the following:

mtoto wangu	'my child'	Class 1
mama yangu	'my mother'	Class 9 animate
baba yangu	'my father'	Class 9 animate
rafiki yangu	'my friend'	Class 9 animate
mama zangu	'my mothers'	Class 10 animate
baba zangu	'my fathers'	Class 10 animate
(ma)rafiki zangu	'my friends'	Class 10 (or 6) animate
kiongozi wangu	'my leader'	Class 7 animate
viongozi wangu	'my leaders'	Class 8 animate
ndizi yangu	'my banana'	Class 9 inanimate
ndizi zangu	'my bananas'	Class 10 inanimate

Note that *rafiki* can have a Class 10 or Class 6 plural; both govern *zangu*.

- All animate nouns, however, govern Class 1/2 concords on -a 'of':

mama wa Juma	'Juma's mother'
(ma)rafiki wa Juma	'Juma's friend(s)'
kiongozi wa Juma	'Juma's leader'

5. Passive Sentences

- Passive verb forms are constructed by adding -wa or -liwa and -lewa in cases where the verb root ends in a vowel. The choice of -liwa and -lewa depends on the vowel of the verb root; see Lesson 11, Note 3, pp. 71-72 for more information.

-tengeneza	'make, fix'	-tengenezwa	'be made, be fixed'
-chemsha	'boil'	-chemshwa	'be boiled'
-nunua	'buy'	-nunuliwa	'be bought'
-ondoa	'clear away'	-ondolewa	'be cleared away'

- Passive sentences in Swahili normally parallel English passive sentences in translation. In Swahili passive sentences the object of the active sentence (e.g., *shati* 'shirt' in the example below) becomes the subject of the passive sentence; and the subject (the agent: *mama* 'mother') is shifted to a position following the verb and is preceded by the preposition *na* 'by':

Active: Mama yangu alitengeneza shati langu.
'My mother made my shirt.'

Passive: Shati langu lilitengenezwa na mama yangu.
'My shirt was made by my mother.'

- Agents in passive sentences are not always overtly marked but are implied:

Shati langu lilitengenezwa huko.	'My shirt was made there.'
Maji yalichemshwa kwa chai.	'Water was boiled for tea.'
Kitabu kilinunuliwa jana.	'The book was bought yesterday.'
Takataka ziliondolewa.	'The trash was cleared away.'

ZOEZI LA NYUMBANI

Tafsiri

1. He has gone home; he has your books.
2. Does he have his car today?
3. His watch is a nice one; mine was nice, but it is now broken.
4. Where was your bike made?
5. My books were here yesterday; they are not here now.
6. Undoubtedly, they (books) are lost.
7. Mine aren't here either.
8. He has (just) seen him in his room.
9. He is at his school.
10. It is his place.

Jaza na Tafsiri

1. Saluma, wewe _____ po hapa? Ndiyo, _____ mo humu.
2. Sina kitabu _____ angu. Je, wewe una _____ ako?
3. Kuna baisikeli _____ a nani karibu na meza?

Somo la Kumi na Sita

4. Mashati ____ ake yote ____ litengenezwa China.
5. Watoto ____ ako ____ ko wapi?
6. Juma ____ ko wapi? Sijui, pengine alienda na rafiki ____ ake.
7. Rafiki ____ a Adija ana____penda (yeye) sana.
8. Nilimwona mama ____ ake sokoni.
9. Marafiki ____ angu wote wameenda Dar es Salaam.
10. Baisikeli ____ angu ilitengenez ____ hapa hapa Marekani.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>-a nani?</i>	whose?
<i>-ake</i>	his, her, hers
<i>-ako</i>	your, yours
<i>-angu</i>	my, mine
<i>-ao</i>	their, theirs
<i>-bovu</i>	rotten, bad
<i>chama/vy-</i>	society, organization, party
<i>-enu</i>	your, yours pl.
<i>-etu</i>	our, ours
<i>mkono/mi-</i>	arm, hand
<i>mkononi mwangu</i>	on my arm/wrist (Class 18)
<i>-ondoa</i>	clear away
<i>rangi</i>	color (N-)
<i>umoja</i>	unity (cf. <i>moja</i> 'one')
<i>kiatu/vi-</i>	shoe
<i>-zuri</i>	good, nice, beautiful

2. Maneno ya Zoezi la Kusoma

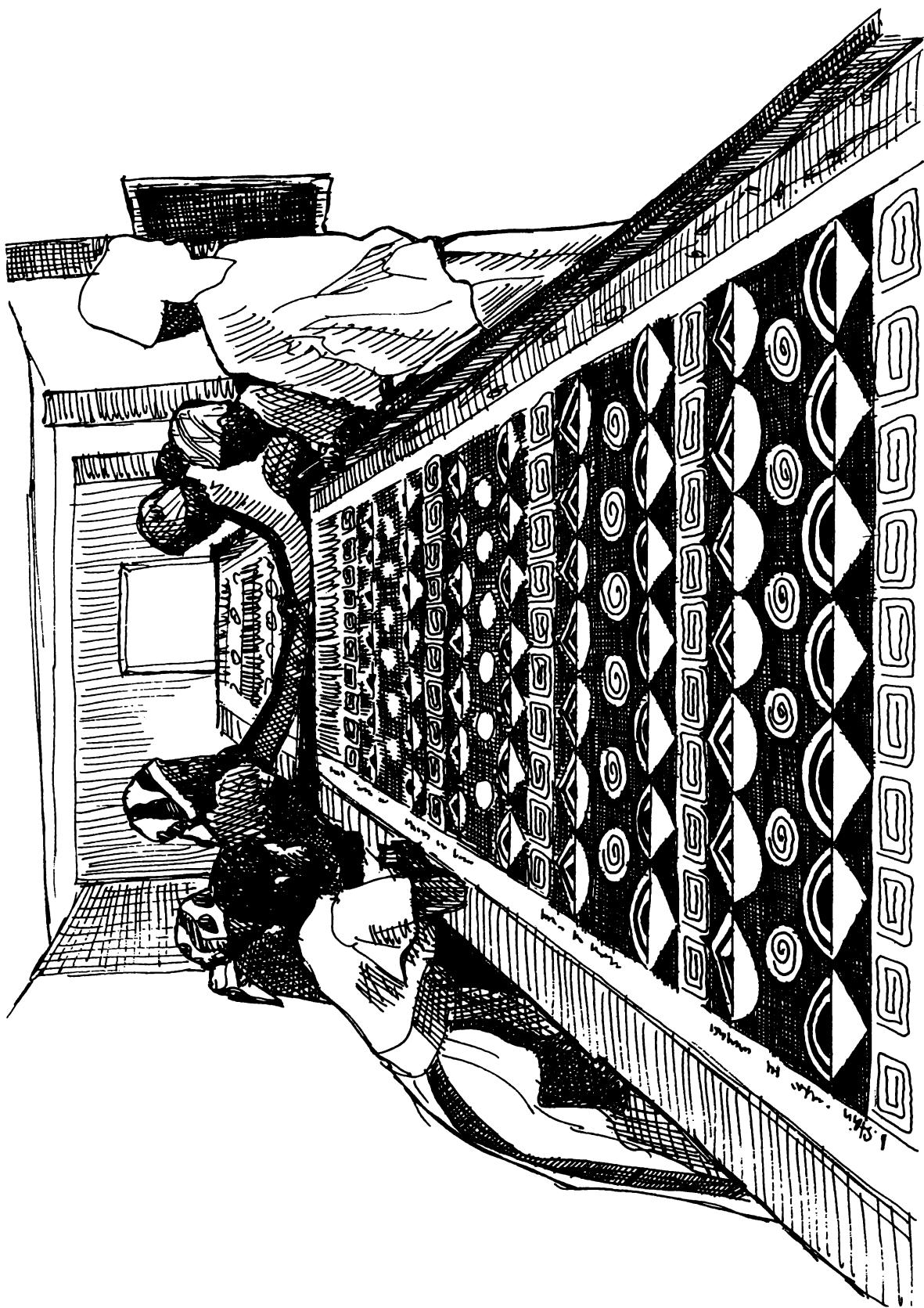
<i>-a juu</i>	high, upper
<i>baadaye</i>	afterwards (cf. <i>baada ya</i> 'after')
<i>chumba/vy-</i>	room
<i>damu</i>	blood (N-, usually sg.)
<i>embe/ma-</i>	mango
<i>haragwe/ma-</i>	bean
<i>irio</i>	a type of food (from Kikuyu)
<i>kahawa</i>	coffee (N-, usually sg.)
<i>-kamuliwa</i>	be squeezed (cf. <i>-kamua</i> 'squeeze' as in milking)
<i>kiazi/vi-</i>	potato
<i>kinywaji/vi-</i>	drink, beverage
<i>-kuna</i>	scratch (- <i>kuna nazi</i> 'grate coconuts')
<i>kwa urahisi</i>	easily (cf. <i>urahisi</i>)
<i>toke/ma-</i>	type of banana (from Luganda)
<i>-mea</i>	grow (plants)
<i>mnanasi/mi-</i>	pineapple plant
<i>mnazi/mi-</i>	coconut palm
<i>mpapayu/mi-</i>	papaya tree
<i>mtama/mi-</i>	millet

<i>muhimu</i>	important (invariable adjective)
<i>muhogo/mi-</i>	cassava
<i>mwembe/mi-</i>	mango tree (cf. <i>embe/ma-</i> 'mango')
<i>nanaasi/ma-</i>	pineapple
<i>nazi</i>	coconut (N-)
<i>ng'ombe</i>	cow, cattle (N-)
<i>mnyama/wa-</i>	animal (cf. <i>nyama</i> 'meat')
<i>-pika</i>	cook
<i>safi</i>	clean, pure (invariable adjective)
<i>tayari</i>	ready (invariable adjective)
<i>-tia</i>	put in
<i>-tiwa</i>	be put in
<i>tofauti</i>	different (invariable adjective)
<i>tui/ma-</i>	coconut juice (liquid squeezed from grated coconut)
<i>ugali</i>	type of food (stiff porridge-like cooked cereal or meal)
<i>upande/pande</i>	side, section, area (U-/N-)
<i>urahisi</i>	ease, easiness, easy (U-)
<i>wali</i>	cooked rice (U-)
<i>wali wa nazi</i>	rice cooked with coconut <i>tui</i>



KUTENGENEZA TUI

Somo la Kumi na Sita



17

Somo la Kumi na Saba

MAZUNGUMZO

Mazungumzo — Nilikuwa mgonjwa usiku.

Mwalimu:	Bwana Mikeli!
Mwanafunzi:	Naam, mwalimu?
Mwalimu:	Mbona hujanipa zoezi lako?
Mwanafunzi:	Ala! Nimeshakupa mazoezi yote, sivyo?
Mwalimu:	Hapana, sina zoezi la kumi na sita.
Mwanafunzi:	Aaah, mwalimu, sijalifanya zoezi bado. Nilikuwa mgonjwa usiku; sikuwa na nafasi ya kuliandika.
Mwalimu:	Utalifanya lini?
Mwanafunzi:	Nitalileta kesho.
Mwalimu:	Haya, nitalitaka kesho.

MAZOEZI

1. Zoezi la kwanza

mimi	Umenipa zoezi lako?	La, sijakupa bado.
yeye	Umempa zoezi lako?	La, sijampa bado.
mwalimu	Umempa mwalimu zoezi lako?	La, sijampa bado.
sisi	Umetupa zoezi lako?	La, sijawapeni bado.
wao	Umewapa zoezi lako?	La, sijawapa bado.
walimu	Umewapa walimu zoezi lako?	La, sijawapa bado.

2. Zoezi la pili

zoezi	Utalileta zoezi kesho?	Ndiyo, nitalileta.
mazoezi	Utayaleta mazoezi kesho?	Ndiyo, nitayaleta.
kitabu	Utakileta kitabu kesho?	Ndiyo, nitakileta.
vitabu	Utavileta vitabu kesho?	Ndiyo, nitavileta.
mfuko	Utauleta mfuko kesho?	Ndiyo, nitauleta.
mifuko	Utaileta mifuko kesho?	Ndiyo, nitaileta.
baisikeli	Utaileta baisikeli kesho?	Ndiyo, nitaileta.
pesa	Utazileta pesa kesho?	Ndiyo, nitazileta.
rafiki	Utamleta rafiki kesho?	Ndiyo, nitamleta.
(ma)rafiki (pl.)	Utawaleta (ma)rafiki kesho?	Ndiyo, nitawaleta.

Somo la Kumi na Saba

3. Zoezi la tatu

-fanya	Ameshafanya zoezi la sita?	Eeeh, ameshalifanya.
-soma	Ameshasoma zoezi la sita?	Eeeh, ameshalifanya.
-andika	Ameshaandika zoezi la sita?	Eeeh, ameshalifanya.
-leta	Ameshaleta zoezi la sita?	Eeeh, ameshalifanya.

4. Zoezi la nne

kitabu	Umekiona kitabu changu?	La, sijakiona.
vitabu	Umeviona vitabu vyangu?	La, sijaviona.
gari	Umeliona gari langu?	La, sijalionna.
magari	Umeyaona magari yangu?	La, sijayaona.
gazeti	Umeliona gazeti langu?	La, sijalionna.
magazeti	Umeyaona magazeti yangu?	La, sijayaona.
soksi	Umeziona soksi zangu?	La, sijazona.
wino	Umeuona wino wangu?	La, sijuona.
mtoto	Umemwona mtoto wangu?	La, sijamwona.
rafiki	Umemwona rafiki yangu?	La, sijamwona.

5. Zoezi la tano

mwalimu	Mwalimu ni mgonjwa bado? Hapana, alikuwa mgonjwa jana.
wewe	Wewe ni mgonjwa bado? Hapana, nilikuwa mgonjwa jana.
walimu	Walimu ni wagonjwa bado? Hapana, walikuwa wagonjwa jana.
ninyi	Ninyi ni wagonjwa bado? Hapana, tulikuwa wagongjwa jana.

ZOEZI LA KUSOMA

Sikukuu za Uhuru Afrika ya Mashariki

Hivi karibuni Kenya ilisherehekea sikukuu ya uhuru wake. Ilikuwa tarehe 12, mwezi wa 12 (Desemba). Watu wote wa Kenya wanasherehekea sikukuu hii kwa sababu ni moja ya sikukuu za taifa. Kuna sikukuu nyingine kama siku ya Madaraka na siku ya Kenyatta. Katika sikukuu hizi watu wanacheza ngoma za kienyeji, na wanasiasa wa sehemu mbali- mbali za nchi wanatoa hotuba.

Nchi zote za Afrika ya Mashariki zinasherehekea siku za uhuru wao. Hapo mwanzoni tumekwisha kuona kwamba Kenya iliupata uhuru wake tarehe 12, mwezi wa 12; ilikuwa mwaka 1963. Wakati huu Tanganyika¹ na Uganda zimeshapata uhuru wao. Tanganyika iliupata tarehe 9, Desemba, mwaka wa 1961. Hapo haijawa² Tanzania. Mnamo mwaka

1964 kisiwa cha Unguja³ (yaani Zanzibar) na nchi ya Tanganyika ziliungana kuwa Jamhuri ya Muungano wa Tanzania. Hapo Unguja imeshapata uhuru wake kutoka tarehe 9, Desemba, 1963.

Kabla hazijapata⁴ uhuru, nchi zote zilikuwa koloni za Mwingereza. Historia ya Afrika ya Mashariki ni historia ndefu ya ukoloni kutoka watu mbalimbali kama Waarabu, Warenzo, Wajerumani, na Waingereza. Waingereza walikuwa wa mwisho. Mjerumani alitawala Tanganyika kabla ya Vita vya Kwanza vya Dunia, halafu Mwingereza aliuchukua utawala.

¹Tanganyika ilikuwa jina la zamani la nchi ya Tanzania.

²Haijawa 'it was not yet'.

³Unguja ni jina la kienyeji la kisiwa cha Zanzibar. Zanzibar ni jina la Kiarabu.

⁴Kabla hazijapata ni sawa kama kusema kabla ya kupata.

Maswali

1. Sikukuu ya uhuru wa Kenya ni tarehe gani?
2. Je, nchi zote (za Afrika ya Mashariki) zinasherehekea siku za uhuru wao? (Use an object prefix in your answer).
3. Nchi gani ziliungana kuwa Tanzania?
4. Je, nchi zote za Afrika ya Mashariki zimeshapata uhuru?
5. Sikukuu ya uhuru hapa Amerika ni tarehe gani?



HABARI ZA SARUFI

1. The -mesha- Tense

- Use the *-mesha-* tense to express 'already have'; contrast the meanings of *-me-* and *-mesha-* in the following:

A-me-enda.	'She is gone.'
A-mesha-enda.	'She has already gone.'

Somo la Kumi na Saba

- The *-mesh-* form is actually a contracted form of the *-me-* tense and the verb *kwisha* 'to finish' :

A-me-kwisha kwenda. 'He has already gone.'
 She-TNS-to+finish to+go (lit. she has finished going)

- Other contracted forms exist; the uncontracted form is felt by some to be the most formal of the possible variants:

Nimekwisha kupika >	nimeisha kupika
>	nimeisha pika
>	nimeshapika
>	nishapika (Mombasa and Kenya coast)

- With monosyllabic verbs, the *ku-* of the infinitive is retained with this tense:
 Tumeshakula 'We have already eaten.'

2. More on Object Prefixes

- Object marking (Exercise 2) agrees with the person and/or class of the noun; note that in most cases subject and object prefixes are identical (exceptions are in bold):

Class	Noun	Subject	Object
	mimi	ni-	-ni-
	wewe	u-	-ku-
	yeye	a-/yu-	-m-/mw-
	sisi	tu-	-tu-
	ninyi	m-	-wa-
	wao	wa-	-wa-
1	m-tu	a-/yu-	-m-/mw-
2	wa-tu	wa-	-wa-
3	m-ti	u-	-u-
4	mi-ti	i-	-i-
5	Ø-tunda	li-	-li-
6	ma-tunda	ya-	-ya-
7	ki-tu	ki-	-ki-
8	vi-tu	vi-	-vi-
9	n-dizi	i-	-i-
10	n-dizi	zi-	-zi-
11	u-limi	u-	-u-
14	u-huru	u-	-u-
15	ku-taka	ku-	-ku-
16	meza-ni	pa-	-pa-
17	meza-ni	ku-	-ku-
18	meza-ni	m(u)-	-m(u)-

- With animate objects, the verb is usually marked with an object marker:
 Umemضا **mwalimu** zoezi la sita? 'Have you given the teacher exercise 6?'
- Note that in cases where English expresses both an animate and inanimate pronominal object, as in *I haven't given it to him yet* only the animate object is marked on the Swahili verb; *it* is not expressed:
 Sijampa. 'I haven't given (it) to him yet.'

- Object marking in Swahili has several functions; one parallels the use of pro-nominal objects in English:

Ulileta kitabu changu? 'Did you bring my book?'
 Ndiyo, nilikileta. 'Yes, I brought it.'

- When both the noun object and object pronoun in the verb are used, the object pronoun calls special attention to, or marks the object as a definite noun. In such cases the noun is identified by speaker and hearer to be a specific, known object:

Ninakitaka kitabu. 'I want **the** book.'

- When the object is modified by a modifier, e.g., a possessive, and is thus a specific noun, object marking functions to emphasize the noun:

Ninakitaka kitabu **chako**. 'I want **your** book.'

- If the verb is unmarked with an object pronoun, the noun can be interpreted as either definite or indefinite, as determined by context:

Ninataka kitabu. 'I want **a/the** book.'

3. The Adverb **bado**

In a positive context *bado* has a positive meaning. In a negative context, as with the -ja- 'not yet' tense, either stated or implied, it has a negative meaning:

Mwalimu ni mgonjwa **bado**? 'Is the teacher **still** sick?'

Je, hajaenda dukani? **Bado!** 'Hasn't she gone to the store?' '**No, not yet!**'

ZOEZI LA NYUMBANI

Tafsiri

- I see that you have already bought your book.
- No, I haven't bought it yet. It's not mine.
- I want **the** money now (i.e. the particular money that both speaker and hearer have knowledge of).
- Where is my book?
- It is in **your** bag.
- What about his, where is it?
- Where were the children?
- I saw him in the class.
- Will you give the teacher his book?
- Yes, I'll give it to him.

Jaza na Tafsiri

- Nina _____ pika ugali sasa.
- Amesha _____ leta viatu _____ angu.
- Ali _____ tengeneza mchanganyiko wa mchele na tui.
- Nina _____ jua sehemu nyingi za Afrika ya Mashariki.
- Juma haja _____ fanya mazoezi matatu.
- Si watu wote wa dunia hawaja _____ pata uhuru wao.
- Waingereza wali _____ tawala nchi za Afrika ya Mashariki.
- Waarabu wali _____ tawala kisiwa cha Unguja.
- Nime _____ ona Juma sasa hivi.
- Nina _____ penda Adija.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>ala!</i>	oh! (expression of surprise; stress is on the last syllable)
<i>-andika</i>	write
<i>bado</i>	yet, still; not yet (see Grammar Note 3)
<i>-leta</i>	bring
<i>lini?</i>	when?
<i>mbona?</i>	why? (in a reproachful sense, whereas <i>kwa nini</i> is neutral in meaning)
<i>nafasi</i>	chance, opportunity, time (sg. and pl.)
<i>-pa</i>	give (always used with an object prefix, usually indicating a human being)
<i>-taka</i>	want
<i>yote</i>	all (Classes 4, 6, and 9)

2. Maneno ya Zoezi la Kusoma

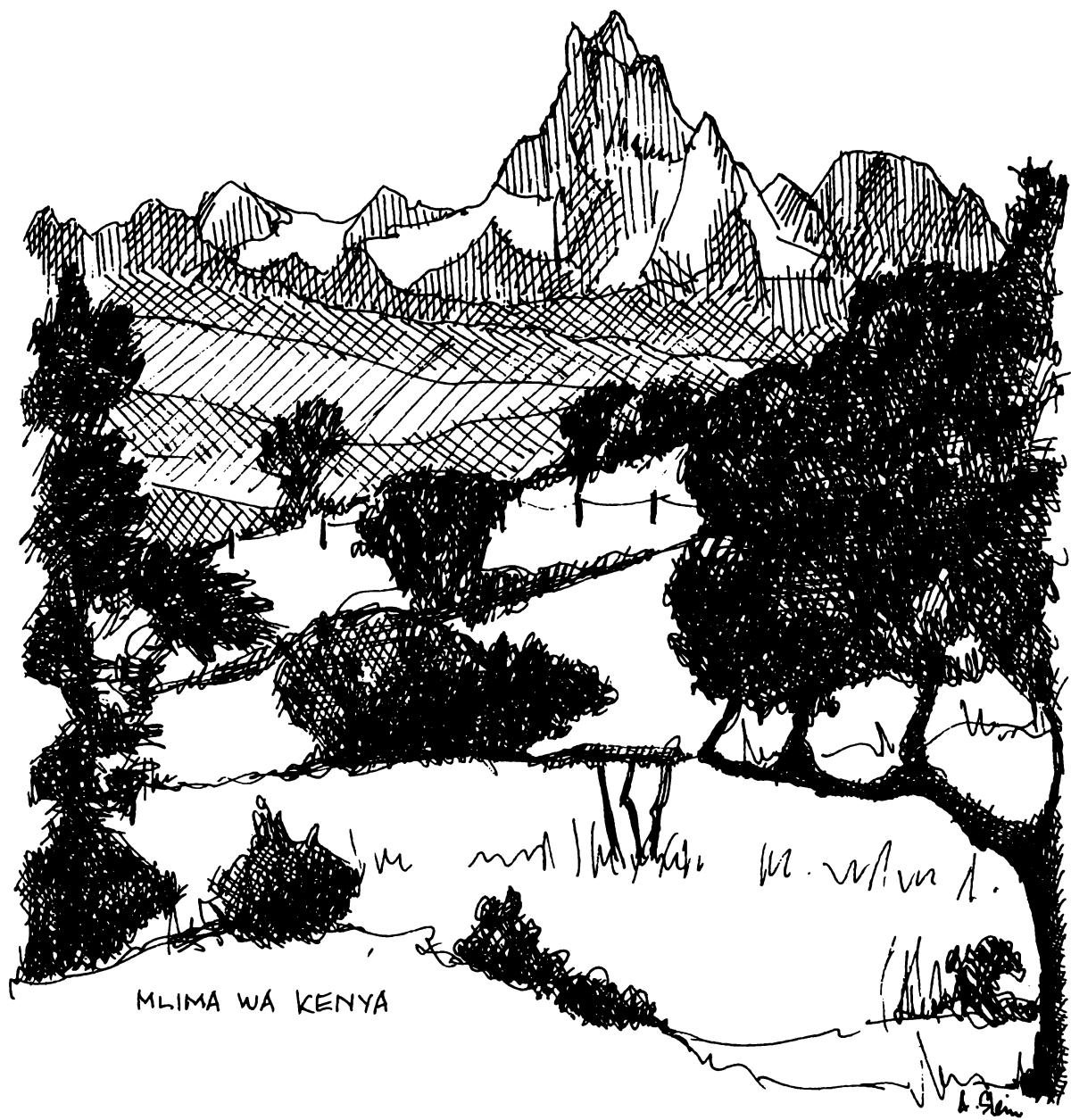
<i>-a kienyeji</i>	traditional, local, native (cf. <i>mwenyeji</i> 'native born')
<i>-a mwisho</i>	last (see <i>mwisho</i> 'end')
<i>-a zamani</i>	old, former, ancient
<i>-cheza</i>	play, dance, etc.
<i>-cheza ngoma</i>	dance and sing (see <i>ngoma</i> below)
<i>-chukua</i>	take, carry, etc.
<i>haijawa</i>	it was not yet
<i>halafu</i>	later, and then, afterwards
<i>hapo</i>	then, there, then at that time
<i>hapo mwanzoni</i>	there in the beginning; in this context 'there above'
<i>hivi karibuni</i>	recently
<i>hotuba</i>	speech (N-)
<i>jamhuri</i>	republic (N-)
<i>koloni</i>	colonies (N-; see <i>ukoloni</i> below)
<i>korongo</i>	crane, stork (MA-)
<i>-kuta</i>	find
<i>madaraka</i>	responsibilities, duties, obligations (usually MA-)
<i>Mjerumani/wa-</i>	German person
<i>mnamo</i>	by (time reference only), in, on (usually with a date or the name of a month)
<i>Mreno/wa-</i>	Portuguese person
<i>muungano/mi-</i>	unity, alliance (<i>jamhuri ya muungano</i> 'united republic')
<i>Mwarabu/wa-</i>	Arab person
<i>mwanasiasa/wa-</i>	politician
<i>mwezi/mi-</i>	month (also moon)
<i>Mwingereza/wa-</i>	English person
<i>ndefu</i>	long (N- adjective; stem is <i>-refu</i>)
<i>ngoma</i>	dance, drum, also often dancing, and singing (N-)
<i>-pata</i>	get, obtain
<i>-sherehekeea</i>	celebrate
<i>siasa</i>	politics

<i>sikukuu</i>	holiday (N-; <i>siku</i> 'day' + <i>-kuu</i> 'major, chief, important')
<i>taifa/ma-</i> <i>Tanganyika</i> <i>Tanzania</i>	nation the former name for Tanzania The Republic of Tanzania; the name is a blend of the former name, <i>Tanganyika</i> , and <i>Zanzibar</i>
<i>tarehe</i>	date (N-)
<i>-tawala</i>	rule (verb), see <i>utawala</i>
<i>-toa hotuba</i>	give speech
<i>ukoloni</i>	colonialism (U-/N-)
<i>-ungana</i>	join together, unite
<i>Unguja</i>	the traditional name of the Island of Zanzibar
<i>utawala</i>	rule (U-Class noun, cf. <i>-tawala</i>)
<i>vita</i>	war (VI-Class only, no singular)
<i>Vita vya Kwanza</i>	
<i>vya Dunia</i>	First World War, WWI
<i>zamani</i>	long ago, the past



MAKORONGO

Somo la Kumi na Saba



MLIMA WA KENYA

18

Somo la Kumi na Nane

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kwenda wapi mwisho wa kipindi?

- Mwalimu: Utakwenda wapi mwisho wa kipindi (*au muhula*)?
Mwanafunzi: Nitasafiri kwenda New York.
Mwalimu: Siupendi mji wa New York.
Mwanafunzi: Kwa sababu gani?
Mwalimu: Majumba yake ni marefu na huwezi kuona mbingu.
Mwanafunzi: Lakini New York ina utamaduni mwingi.
Mwalimu: Hapa Los Angeles vile vile kuna utamaduni mwingi; tena hakuna nyumba ndefu nyingi.
Mwanafunzi: Lakini mbona hali ya hewa ni chafu?

2. Mazungumzo ya pili — Miji mikubwa

- Mwanafunzi: Je, mwalimu, kuna miji mikubwa Afrika ya Mashariki?
Mwalimu: Ndiyo, kuna mikubwa mingi.
Mwanafunzi: Kuna mingapi?
Mwalimu: Kule Kenya kuna miwili mitatu, kama mji mkuu wa Nairobi, na mji wa Mombasa.
Mwanafunzi: Na kule Tanzania, je?
Mwalimu: Tanzania vile vile ina miji mikubwa, kama Dar es Salaam.

MAZOEZI

1. Zoezi la kwanza

- | | | |
|--------|-----------------------------------|----------------------------|
| -dogo | Kuna majumba madogo Los Angeles? | Ndiyo, kuna madogo mengi. |
| -kubwa | Kuna majumba makubwa Los Angeles? | Ndiyo, kuna makubwa mengi. |
| -refu | Kuna majumba marefu Los Angeles? | Ndiyo, kuna marefu mengi. |
| -zuri | Kuna majumba mazuri Los Angeles? | Ndiyo, kuna mazuri mengi. |



Somo la Kumi na Nane

2. Zoezi la pili

-zuri	Hali ya hewa ya Nairobi ni nzuri?	Ndiyo, ni nzuri sana.
-baya	Hali ya hewa ya Nairobi ni mbaya?	Hapana, si mbaya sana.
-chafu	Hali ya hewa ya Nairobi ni chafu?	Hapana, si chafu sana.

3. Zoezi la tatu

-dogo	Kuna nyumba gani kule?	Kuna ndogo tu.
-baya	Kuna nyumba gani kule?	Kuna mbaya tu.
-zuri	Kuna nyumba gani kule?	Kuna nzuri tu.
-refu	Kuna nyumba gani kule?	Kuna ndefu tu.

4. Zoezi la nne

-kubwa	Kuna nyumba kubwa pale?	Hakuna kubwa, kuna ndogo tu.
-chache	Kuna nyumba chache pale?	Hakuna chache, kuna nyingi tu.
-fupi	Kuna nyumba fupi pale?	Hakuna fupi, kuna ndefu tu.
-kubwa	Kuna nyumba kubwa pale?	Hakuna kubwa, kuna ndogo tu.

5. Zoezi la tano

wanafunzi	<i>Mwalimu:</i> Kuna wanafunzi wangapi humu? Kuna wengi? <i>Mwanafunzi:</i> Hakuna wengi; kuna wachache tu.
viti	Kuna viti vingapi humu? Kuna vingi? Hakuna vingi; kuna vichache tu.
meza	Kuna meza ngapi humu? Kuna nyingi? Hakuna nyingi; kuna chache tu.
mifuko	Kuna mifuko mingapi humu? Kuna mingi? Hakuna mingi; kuna michache tu.
madaftari	Kuna madaftari mangapi humu? Kuna mengi? Hakuna mengi; kuna machache tu.

6. Zoezi la sita

Mwalimu:	Kuna _____ \ngapi hapa chumbani?
viti (2 au 3)	Kuna (viti) viwili vitatu tu.
meza (3 au 4)	Kuna (meza) tatu nne tu.
mifuko (4 au 5)	Kuna (mifuko) minne mitano tu.
madaftari (5 au 6)	Kuna (madaftari) matano sita tu.

ZOEZI LA KUSOMA

Kiswahili

Kiswahili kinasemwa na watu wengi. Pengine zaidi ya watu milioni hamsini husema¹ Kiswahili, lakini si wote wanakisema Kiswahili kama lugha yao ya kwanza. Ijapokuwa wasemaji wengi wanakaa katika nchi tatu za Afrika ya Mashariki, na katika kisiwa cha

Unguja na visiwa vingine, wengine wanaishi katika Somalia, Msumbiji, Mashariki ya Zaire na sehemu za Malawi, kandoni mwa² Ziwa Malawi na baadhi ya sehemu chache za Zambia ya Kaskazini. Lugha ya Kiswahili inahesabiwa kuwa ni lugha ya saba katika lugha kuu ulimwenguni. Umuhimu na umaarufu wake katika ulimwengu wetu wa leo una-weza kutambuliwa kwa uwingi wa vipindi nya Kiswahili katika idhaa za radio mbali-imbali za ulimwengu. Vipindi hivi vinasikika kutoka Amerika, Uingereza, Ujeruman, Urusi, Uchina, Bara India, nchi za Arabuni na sehemu nyingi za bara la Afrika. Neno la Kiswahili linatokana na Kiarabu. Linatoka katika neno *Saahel*; maana yake ni 'pwani'. Wingi wa *Saahel* ni *Sawaahel* lakini kwa matamshi ya Kiswahili watu wanalitamka *Swahili* au *Sawahili*. Na *ki* imekaa kuonyesha maana ya *lugha ya*.

¹'husema' 'usually speak, customarily speak' See Lesson 19, Grammar Note 2 for further information on this form.

²'kandoni mwa' 'on the shores of'. Note that -a 'of' in modifying a locative noun as in this example, *kandoni*, takes a locative agreement prefix, in this case *mwa* instead of *pa* or *kwa* to indicate 'on, in contact over an area'.

Maswali

1. Kiswahili kinasemwa na watu wangapi?
2. Je, Kiswahili kinasemwa katika nchi chache au nyingi?
3. Je, Kiswahili kinahesabiwa kuwa nini?
4. Je, Kiswahili kimesikika hapa Amerika? Wapi?
5. Kiswahili ni lugha ya Kibantu au ya Kiarabu?

HABARI ZA SARUFI

1. More on Adjectives

- There are several rules governing the shape of the adjectival concord when adjectives modify N-Class (Cl. 9/10) nouns:

- a. Adjectival roots which begin with voiceless consonants (*p*, *t*, *k*, *f*, and *ch*) have no prefix when modifying N-Class nouns:

ndizi tatu	'three bananas'
ndizi kubwa	'big bananas'
ndizi fupi	'short bananas'

- b. Adjectival roots which begin with voiced consonants (*b*, *d*, *g*, and *z*) have a nasal prefix (*m* before *b*, and *n* before the rest):

ndizi mbovu	'rotten/bad bananas'	ndizi ngumu	'hard bananas'
ndizi ndogo	'small bananas'	ndizi nzuri	'good bananas'

Somo la Kumi na Nane

c. The adjective *-refu* 'long, tall' with an N-Class noun has the form *ndefu*; compare the following:

watu warefu	'tall people'
miti mirefu	'tall trees'
meza ndefu	'long tables'

- Adjectives with vowel-initial stems, for example *-ingi* 'many, much', *-eusi* 'black' and *-eupe* 'white', also require special attention. Study the following models and note the differences when the adjective begins with an initial *i* and when it begins with *e*:

1	m-tu	mwingi	mwingine	mweusi
2	wa-tu	wengi	wengine	weusi
3	m-ti	mwingi	mwingine	mweusi
4	mi-ti	mingi	mingine	myeusi
5	Ø-tunda	jingi	jagine	jeusi
6	ma-tunda	mengi	mengine	meusi
7	ki-tu	kingi	kingine	cheusi
8	vi-tu	vingi	vingine	veyeusi
9	n-dizi	nyingi	nyingine	nyeusi
10	n-dizi	nyingi	nyingine	nyeusi
11	u-limi	mwingi	mwingine	mweusi
14	u-huru	mwingi	mwingine	mweusi
15	ku-taka	kwingi	kwingine	kweusi
16	meza-ni	pengi	pengine	peusi
17	meza-ni	kwingi	kwingine	kweusi
18	meza-ni	mwingi	mwingine	mweusi

- Some of the forms in the *-ingi* column can be used appropriately only with mass nouns; for example, *kitabu kingi* would not be normal, whereas *chakula kingi* 'a lot of/much food' is acceptable. There is also variation: *lingine* can be heard instead of *jagine* in Class 5. In Classes 9/10 *ingine* (sg.) and *zingine* (pl.) can sometimes be heard for *nyingine* (9/10). For a global view of adjectival forms see pp. 236 - 237.
- Numerals are adjectives and follow the same rules outlined above in the first part of this note; however, only the numbers 1 through 5, and 8, take agreement prefixes:

mtu mmoja	watu saba
watu wawili	watu wanane
watu watatu	watu tisa
watu wanne	watu kumi
watu watano	watu kumi na mmoja (<i>or moja</i>)
watu sita	watu kumi na wawili (<i>or mbili</i>)

- The numeral for 'two' has the form *mbili* with N-Class nouns; otherwise the stem is *-wili*. For a full paradigm see p. 236. Also note that for numerals greater than 'ten' speakers have the option of applying the agreement rule to the numerals 1 to 5, and 8, thus '12 people' is *watu kumi na wawili* or *watu kumi na mbili*.

2. Names of Countries

Many names of countries are formed by using the prefix *u-* but others have no special prefix. A few names are traditional and in some cases have tenuous connections with the modern names. Because of these inconsistencies names of countries have to be learned individually; some examples follow:

Uingereza 'England'	Kenya	Msumbiji 'Mozambique'
Ufaransa 'France'	Tanzania	Ureno 'Portugal'
Ujerumani 'Germany'	Marekani <i>or</i> Amerika	Ulaya 'Europe'
Urusi 'Russia'	Italia	Bara Hindi 'India'

3. Saying 'two or three'

- To express 'two or three', 'three or four', etc. Swahili speakers often omit *au* 'or' and simply juxtapose the two numbers:

Niliongea na watu wawili watatu kule. 'I spoke with two or three people there.'

ZOEZI LA NYUMBANI

Tafsiri

1. Are there other buildings here?
2. There's no other person in here.
3. His other building is quite large.
4. Fourteen people have arrived.
5. It was short, not long (it = meza).

Jaza na Tafsiri

- | | |
|----------------------------|------------------------------|
| 1. meza _____ | 9. nyumba _____ ngapi |
| 2. watu kumi na _____ moja | 10. kule mezani _____ ingine |
| 3. kitabu _____ dogo | 11. watoto _____ eupe |
| 4. uhuru _____ ingine | 12. hali _____ ingine |
| 5. watu _____ wili | 13. ndizi _____ baya |
| 6. jumba _____ moja | 14. tunda _____ bovu |
| 7. utamaduni _____ ingi | 15. chakula _____ ingine |
| 8. miti _____ ngapi | |

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>hali</i>	condition
<i>hewa</i>	air, atmosphere
<i>jumba/ma-</i>	building (cf. <i>nyumba</i> 'house', <i>chumba/vy-</i> 'room')
<i>kipindi/vi-</i>	period of time, term, e.g., in a school year; see <i>muhula</i>
<i>mbingu</i>	sky, heavens (N-)
<i>mji mkuu/mi-</i>	capital city (cf. <i>chuo kikuu</i> 'university')
<i>muhula/mi-</i>	period of time as in the school year (see <i>kipindi</i>)
<i>utamaduni</i>	culture
<i>vile</i> <i>vile</i>	also (see <i>pia</i> 'also')
<i>-baya</i>	bad
<i>-bovu</i>	rotten, bad
<i>-chache</i>	few
<i>-chafu</i>	dirty
<i>-dogo</i>	small, little
<i>-ekundu</i>	red, bright in color

Somo la Kumi na Nane

<i>-eupe</i>	white, light in color
<i>-eusi</i>	black, dark in color
<i>-fupi</i>	short
<i>-gumu</i>	hard
<i>-ingi</i>	much, many (see <i>wingi</i> below)
<i>-agine</i>	other, another, some
<i>-kubwa</i>	large, big
<i>-kuu</i>	major, chief, important
<i>-ngapi?</i>	how many?
<i>-refu</i>	long, tall
<i>safi</i>	clean (invariable adjective; no agreement prefixes)
<i>-zuri</i>	good, beautiful

2. Maneno ya Zoezi la Kusoma

<i>Arabuni</i>	Arabia
<i>baadhi ya</i>	some of
<i>bara</i>	continent, up-country
<i>Bara Hindi</i>	India
<i>-hesabu</i>	count
<i>-hesabiwa</i>	be counted, be estimated
<i>idhaa</i>	broadcast (N-)
<i>-ishi</i>	live
<i>kando</i>	side, edge, margin, bank, shore
<i>Kibantu</i>	Bantu language family
<i>maana</i>	meaning; cause, reason
<i>matamshi</i>	pronunciation
<i>milioni</i>	million
<i>msemaji/wa-</i>	speaker
<i>Msumbiji</i>	Mozambique
<i>neno/ma-</i>	word, something
<i>-onyesha</i>	show (cf. <i>-ona</i> 'see')
<i>redio</i>	radio (N-)
<i>-sikika</i>	be heard (cf. <i>-sikia</i> 'hear')
<i>-tambua</i>	recognize
<i>-tambuliwa</i>	be recognized
<i>-tamka</i>	pronounce
<i>-tokana</i>	come from, derive from
<i>Ufaransa</i>	France
<i>Uingereza</i>	England
<i>Ulaya</i>	Europe
<i>ulimwengu</i>	world (see <i>dunia</i> 'world' < Arabic)
<i>umaarufu</i>	fame, renown (cf. <i>maarufu</i> 'famous')
<i>umuhimu</i>	importance (cf. <i>muhimu</i> 'important')
<i>Ureno</i>	Portugal
<i>Urusi</i>	Russia
<i>wingi</i>	abundance; plural (cf. <i>-ingi</i> 'much, many')
<i>zaidi ya</i>	more than
<i>ziwa/ma-</i>	lake

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Somo la Kumi na Tisa

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kuazima kitabu

- | | |
|----------------|--|
| Mtu wa kwanza: | Ninataka kuazima kitabu; kipi ni chako?
<i>(Anaonyesha kidole vitabu viwili.)</i> |
| Mtu wa pili: | Hiki ni changu. <i>(Anaonyesha kidole kitabu chake.)</i> |
| Mtu wa kwanza: | Na hiki je? <i>(Anaonyesha kidole kitabu kingine.)</i> |
| Mtu wa pili: | Hiki ni cha maktaba. |
| Mtu wa kwanza: | Sikitaki cha maktaba; ninataka kuazima chako. |

2. Mazungumzo ya pili — Hufanya nini?

- | | |
|----------------|--|
| Mtu wa kwanza: | Wewe huja shulen i kwa motokaa, sivyo? |
| Mtu wa pili: | Ndiyo, (mimi) huja kwa motokaa. |
| Mtu wa kwanza: | Hii ni motokaa yako? |
| Mtu wa pili: | Hapana, ni ya wazazi wangu. |
| Mtu wa kwanza: | Hufanya nini baada ya shule? |
| Mtu wa pili: | Kwa kawaida huenda nyumbani. |
| Mtu wa kwanza: | Huenda kulala? |
| Mtu wa pili: | Hapana, hupika chakula mwanzo; halafu husoma masomo yangu. |
| Mtu wa kwanza: | Wewe hufanya hivi kila siku? |
| Mtu wa pili: | Ndiyo. |

MAZOEZI

1. Zoezi la kwanza

- | | | |
|--------|--------------------------|----------------------|
| mtoto | Je, mtoto huyu ni wako? | Eeeh, huyu ni wangu. |
| watoto | Je, watoto hawa ni wako? | Eeeh, hawa ni wangu. |
| mfuko | Je, mfuko huu ni wako? | Eeeh, huu ni wangu. |
| mifuko | Je, mifuko hii ni yako? | Eeeh, hii ni yangu. |

2. Zoezi la pili

- | | | |
|-----------|----------------------------|----------------|
| daftari | Daftari hili ni la nani? | Hili ni lake. |
| madaftari | Madaftari haya ni ya nani? | Haya ni yake. |
| kiti | Kiti hiki ni cha nani? | Hiki ni chake. |
| viti | Viti hivi ni vya nani? | Hivi ni vyake. |

Somo la Kumi na Tisa

3. Zoezi la tatu

kalamu	Kalamu hii ni yenu?	La, si yetu.
kalamu (wingi)	Kalamu hizi ni zenu?	La, si zetu.
ukuta	Ukuta huu ni wenu?	La, si wetu.
ubao	Uba o huu ni wenu?	La, si wetu.

4. Zoezi la nne

mtoto	Una mtoto wao?	La, sina wao.
daftari	Una daftari lao?	La, sina lao.
kitabu	Una kitabu chao?	La, sina chao.
madaftari	Una madaftari yao?	La, sina yao.
vitabu	Una vitabu vyao?	La, sina vyao.

5. Zoezi la tano

mtoto	Yupi ni wake?	Huyu ni wake.
mfuko	Upi ni wake?	Huu ni wake.
vitabu	Vipi ni vyake?	Hivi ni vyake.
mashati	Yapi ni yake?	Haya ni yake.

6. Zoezi la sita

karatasi	Juma, mwulize Adija kama karatasi hizi ni zake. Je, Adija, karatasi hizi ni zako?
kalamu	Juma, mwulize Adija kama kalamu hii ni yake. Je, Adija, kalamu hii ni yako?

7. Zoezi la saba

mimi	Mimi huja shulen i kila siku.
wewe?	Wewe huja shulen i kila siku?
yeye	Yeye huja shulen i kila siku.
mwalimu	Mwalimu huja shulen i kila siku.
sisi	Sisi huja shulen i kila siku.
ninyi	Ninyi huja shulen i kila siku?
wao	Wao huja shulen i kila siku.

8. Zoezi la nane

kuja shulen i	Wewe huja shulen i saa ngapi?
kwenda nyumbani	Wewe huenda nyumbani saa ngapi?
kusoma Kiswahili	Wewe husoma Kiswahili saa ngapi?
kula chakula cha jioni	Wewe hula chakula cha jioni saa ngapi?

ZOEZI LA KUSOMA

Utoaji wa Hadithi katika Afrika ya Mashariki

Watoto katika dunia nzima hupenda kusikiliza hadithi. Katika nchi za Afrika ya Mashariki watoto hupenda pia kutolewa hadithi. Kila kabila lina hadithi zake. Hadithi



hizi huwafundisha watoto historia na desturi za kabilia. Tena hadithi nyingi ni za kuwafundisha adabu njema, na kuwafundisha maana ya maisha: kuna uzuri pamoja na ubaya, akili na ujinga, hata mapenzi na chuki. Utoaji wa hadithi ulikuwa njia ya zamani ya kuwafundisha watoto mambo haya ya maisha; ulikuwa sehemu kubwa ya elimu ya watoto wa zamani. Utoaji wa hadithi ulikuwa kama shule za zamani.

Kwa kawaida watoto hutolewa hadithi na nyanya au babu zao. Wakati wa usiku baada ya kula chakula cha jioni na kabla ya kwenda kulala usingizi nyanya au babu hutolea hadithi. Hadithi kwa kawaida huanza na maneno haya: "Hapo kale palikuwa na..." au "hapo zamani paliondokea..." na kadhalika. Kwa Kiingereza ni kama kusema "once upon a time there was..." au "once upon a time it happened that..." Wakati wa kutolewa hadithi watoto hukaa kimya mpaka mwisho wa hadithi.

Somo la Kumi na Tisa

Maswali

1. Nani hupenda kusikiliza hadithi?
2. Utoaji wa hadithi ulikuwa njia ya kufanya nini zamani.
3. Watoto hutolewa hadithi na nani?
4. Hadithi huwafundisha watoto nini?
5. Hadithi ni za historia ya kabilia tu?

HABARI ZA SARUFI

1. The Proximate Demonstrative **huyu, hawa** 'this, these'

- The proximate demonstrative points out objects *close to the speaker*. It is formed by suffixing the appropriate subject prefix to the root, *hV-*. The (V)owel is a copy of the vowel of the suffix. The English equivalent usually is 'this' (sg.) or 'these' (pl.):

Class	Noun	Verbal	Demonstrative	-pi 'which'
1	m-tu	a-/yu-	huyu	yupi
2	wa-tu	wa-	hawa	wepi
3	m-ti	u-	huu	upi
4	mi-ti	i-	hii	ipi
5	Ø-tunda	li-	hili	lipi
6	ma-tunda	ya-	haya	yapi
7	ki-tu	ki-	hiki	kipi
8	vi-tu	vi-	hivi	vipi
9	n-dizi	i-	hii	ipi
10	n-dizi	zi-	hizi	zipi
11	u-limi	u-	huu	upi
14	u-huru	u-	huu	upi
15	ku-taka	ku-	huku	kupi
16	meza-ni	pa-	hapa	wapi
17	meza-ni	ku-	huku	kupi
18	meza-ni	m(u)-	humu	—

- The normal position of the demonstrative is following the noun it modifies:

Mtoto **huyu** ni mgonjwa. 'This child is sick.'
Karatasi **hizi** ni zake. 'These papers are his.'

- Note also that *huyu*, etc. can be used pronominally:

Hiki ni cha nani? 'Whose is **this**?'
Huyu ni wake. 'This (*one*) is his.'

In both examples the demonstrative refers to a known entity. In the first, *hiki* refers to a Class 7 noun, and in the second, *huyu*, refers to a Class 1 noun.

2. The Habitual Hu- Tense/Aspect Marker

- The *hu-* tense is used to indicate habitual or customary action. Unlike other Swahili tenses, it is used without any prefix for the subject. Usually the subject is

indicated by an independent pronoun or other nominal subject. Note the various translations in the examples; they often involve using an English adverb such as *regularly, habitually, usually, always, customarily*, but not necessarily:

Mimi husoma saa mbili asubuhi.	'I regularly study at 8:00 a.m.'
Wewe huja hapa saa ngapi?	'At what time do you usually get here?'
Yeye hunifundisha Kiswahili.	'He customarily teaches me Swahili.'
Sisi hupenda kukaa hapa Julai.	'We always like to stay here during July.'
Ninyi huenda sinema ijumaa?	'Do you usually go to the movies on Friday?'
Chai huuzwa karibu na kiwanda.	'Tea is sold near the factory.'

- In monosyllabic verbs the *ku-* of the infinitive is not used with the *hu-* tense:

Yeye huwa mgonjwa.	'She's always sick.'
Wewe hula ndimu?	'Do you eat lemons?'
Sisi huja msikitini ijumaa.	'We go to the mosque on Friday.'

3. The Form -pi 'which'

- The *pi-* form is used to ask 'which' of several alternatives:

Unataka kitabu **kipi**, chake au changu? 'Which book do you want, his or mine?'
Yupi anakuja, mama au baba? 'Which one is coming, mother or father?'

- It utilizes the same set of prefixes used to form the proximate demonstrative; see the table under Note 1 above. Note, however, that *wepi* is the form for Class 2 and *wapi* for Class 16.

- It is distinct from *gani* 'which, what kind, etc.' *Gani* asks for more information about the noun it modifies; *-pi* simply asks for a choice among alternatives:

Mtu **gani** anakuja? '**What kind** of person is coming?
Mtu **yupi** anakuja? '**Which** person (of several possible) is coming?'

ZOEZI LA NYUMBANI

Tafsiri

- Whose book do you have?
- These books belong to Juma.
- Is this money ours?
- What do you usually do in the evening after arriving home?
- I usually study and then I often go to sleep.

Jaza

- Kitabu h _____ ake _____ mepotea.
- Vitabu h _____ ake _____ mepotea.
- Pesa h _____ ake _____ mepotea.
- Kalamu h _____ ake _____ mepotea.
- Ubao h _____ ake _____ mepotea.
- Mbao h _____ ake _____ mepotea.
- Mtoto h _____ ake _____ mepotea.
- Watoto h _____ ake _____ mepotea.
- Mashati h _____ ake _____ mepotea.
- Shati h _____ ake _____ mepotea.
- Mfuko h _____ ake _____ mepotea.
- Miti h _____ ake _____ mepotea.

Somo la Kumi na Tisa

Jaza na Tafsiri

1. Mimi _____ soma kila siku (usually study).
2. Hasani _____ som _____ sasa (is not studying).
3. Wanafunzi wa _____ chelewa (are late).
4. _____ soma somo hili bado (I have not yet).
5. Wa _____ soma masomo haya (have already studied).
6. Wa _____ watolea watoto hadithi (told).
7. Ha _____ lala vizuri (did not).
8. Sisi _____ sema Kiswahili (speak).
9. Kitabu changu _____ potea (is usually lost).
10. Ugali u _____ pikwa na mama (has been).

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

-azima	borrow
eeeh	affirmative exclamation 'yes'
halafu	afterwards, after, later
kidole/vi-	finger
-lala	sleep
maktaba	library (N-)
mwulize	ask her/him (see Lesson 25, Note 2)
-onyesha	show
-onyesha kidole	point the finger
-pi?	which? (of alternatives)
-pika	cook
ubao/mbao	board, plank
ukuta/kuta	wall
-angu	my/mine
-ako	your/yours
-ake	his/her(s)/it(s)
-etu	our/ours
-enu	your/yours (plural)
-ao	their/theirs

2. Maneno ya Zoezi la Kusoma

adabu	good manners, behavior (N-)
akili	intelligence (N-)
babu	grandfather
chuki	hate (N- noun)
desturi	custom (N-)
elimu	education (N-)
-ema	good, usually in a moral sense (see <i>njema</i>)
-enyewe	oneself
hadithi	story (N-)
hapo	then, there
hapo kale	then long ago
hapo zamani	then long ago

<i>kale</i>	the past, old times, former ages, antiquity
<i>kimya</i>	silence, silent, silently
<i>kwenye</i>	on, at, in (<i>ku-nye</i> < <i>ku-</i> locative, <i>-nye</i> 'having')
<i>-lala</i>	sleep, lie down
<i>-lala usingizi</i>	sleep a sleep
<i>maisha</i>	life (MA-)
<i>mapenzi</i>	love (MA-)
<i>mnyama/wa-</i>	animal
<i>mpaka</i>	up to, until
<i>namna</i>	kind, sort, type; way, manner, etc.
<i>njema</i>	good (N; cf. <i>-ema</i> above)
<i>nyanya</i>	grandmother; tomato
<i>paliondokea</i>	(once upon a time) there was
<i>papo hapo</i>	then and there, right then, right there
<i>-toa</i>	give, offer, present
<i>-toa hadithi</i>	tell a story
<i>-tolea hadithi</i>	tell a story to
<i>-toleana hadithi</i>	tell each other a story
<i>-tolewa hadithi</i>	be told a story
<i>ubaya</i>	badness, evil
<i>ujinga</i>	stupidity
<i>usingizi</i>	sleep (U-)
<i>utoaji wa hadithi</i>	story telling
<i>uzuri</i>	goodness, beauty
<i>-zima</i>	whole, entire

Somo la Kumi na Tisa



NYANYA NA MJUKUU WAKE

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Somo la Ishirini

MAZUNGUMZO

1. Mazungumzo ya kwanza — Ugonjwa wa mwanafunzi fulani

- Mwalimu: Je, Hamisi, ulikuwa wapi jana?
Mwanafunzi: Nilikuwa mgonjwa; sikuweza kuja shulen.
Mwalimu: Pole sana! Ulikuwa na nini?
Mwanafunzi: Nilikuwa na homa.
Mwalimu: Ulikwenda kumwona daktari?
Mwanafunzi: Ndiyo, alinipima, akanipiga sindano, halafu nikarudi nyumbani kulala.
Mwalimu: Ni lazima uende kumwona tena?
Mwanafunzi: Alinipa dawa. Si lazima niende tena.

2. Mazungumzo ya pili — Kufanya nini jumamosi na jumapili?

- Mtu wa kwanza: Ulifanya nini siku za jumamosi na jumapili?
Mtu wa pili: Nilifanya mambo mengi.
Mtu wa kwanza: Ulisoma Kiswahili?
Mtu wa pili: Ndiyo, nilisoma kidogo jumamosi asubuhi na baada ya kusoma nikaenda kucheza mpira.

MAZOEZI

1. Zoezi la kwanza

- | | | |
|-------|-------------------|-------------------|
| wewe | Ulikuwa na nini? | Nilikuwa na homa. |
| ninyi | Mlikuwa na nini? | Tulikuwa na homa. |
| yeye | Alikuwa na nini? | Alikuwa na homa. |
| wao | Walikuwa na nini? | Walikuwa na homa. |

2. Zoezi la pili

- | | | |
|---------------|-----------------------|------------------------|
| wapi? | Alikuwa wapi jana? | Alikuwa hospitali. |
| kuwa mgonjwa? | Alikuwa mgonjwa? | Ndio, alikuwa mgonjwa. |
| kuwa na nini? | Alikuwa na nini? | Alikuwa na homa. |
| homa gani? | Alikuwa na homa gani? | Alikuwa na malaria. |

Somo la Ishirini



3. Zoezi la tatu

kusoma kidogo	Nilienda nyumbani halafu nikasoma kidogo.
kula chakula	Nilisoma kidogo halafu nikala chakula.
kusoma tena	Nilikula chakula halafu nikasoma tena.
kulala	Nilisoma tena halafu nikalala.

4. Zoezi la nne

-enda	Nilienda nyumbani nikasoma Kiswahili.
-rudi	Nilirudi nyumbani nikasoma Kiswahili.
-fika	Nilifika nyumbani nikasoma Kiswahili.
-ja	Nilikuja nyumbani nikasoma Kiswahili.

5. Zoezi la tano

mimi	(Ni) lazima nisome sasa.
wewe	(Ni) lazima usome sasa.
Juma	(Ni) lazima Juma asome sasa.
sisi	(Ni) lazima tusome sasa.
ninyi	(Ni) lazima msome sasa.
wanafunzi	(Ni) lazima wanafunzi wasome sasa.

6. Zoezi la sita

kusoma	Ni lazima usome kila siku? Hapana, si lazima nisome kila siku.
kwenda	Ni lazima uende kila siku? Hapana, si lazima niende kila siku.
kucheza mpira	Ni lazima ucheze mpira kila siku? Hapana, si lazima nicheze mpira kila siku.
kurudi	Ni lazima urudi kila siku? Hapana, si lazima nirudi kila siku.
kula	Ni lazima ule kila siku? Hapana, si lazima nile kila siku.

7. Zoezi la saba

wewe	Daktari alikupa nini?	Alinipiga sindano, akanipa dawa.
ninyi	Daktari aliwapa nini?	Alitupiga sindano, akatupa dawa.
yeye	Daktari alimpa nini?	Alimpiga sindano, akampa dawa.
wao	Daktari aliwapa nini?	Aliwapiga sindano, akawapa dawa.
mtoto	Daktari alimpa mtoto nini?	Alimpiga sindano, akampa dawa.
watoto	Daktari aliwapa watoto nini?	Aliwapiga sindano, akawapa dawa.

8. Zoezi la nane

-rudi nyumbani	Ulfanya nini baada ya kurudi nyumbani?
-pumzika	Baada ya kurudi nyumbani, nikapumzika.
-pumzika	Ulfanya nini baada ya kupumzika?
-soma Kiswahili	Baada ya kupumzika, nkasoma Kiswahili.
-soma Kiswahili	Ulfanya nini baada ya kusoma Kiswahili?
-cheza ngoma	Baada ya kusoma Kiswahili, nikacheza ngoma

ZOEZI LA KUSOMA

Hadithi ya Nyanya

Kwa kawaida nyanya yetu hututolea hadithi. Jana jioni baada ya kula chakula sisi watoto tulikuwa na hamu kubwa ya kusikiliza hadithi. Nyanya akakubali kutoa hadithi kama tutakaa kimya na kusikiliza kama watoto wazuri. Tukakubali, basi nyanya akatoa hadithi hii ya sungura na kobe:

"Hapo zamani za kale paliondokea sungura na kobe. Sungura alikuwa mjanja sana na alikuwa na mbio kuliko kobe. Basi, siku moja kobe alimwuliza sungura kama anataka kushindana kwa mbio. Sungura akacheka kusikia hivyo. Akasema, 'Nitashinda bila shaka.' Basi wakaenda mahali pa kuanza mashindano. Sungura akamwambia kobe, 'Wewe tangulia, mimi nitapumzika kidogo kwanza.' Kobe akaanza mashindano na alienda kwa mwendo wake wa taratibu. Sungura akalala usingizi. Baada ya muda mrefu sana akaamka kwa ghafula, akaona lo, saa zimekwisha kupita (zimeshapita); kwa hivyo akaanza kuki-mbia mbio sana. Lakini hapo kobe alikuwa karibu na mwisho wa mashindano na akamwilia kabla ya sungura. Kobe akamwambia sungura. 'Polepole ndio mwendo.' Basi hadithi ikaishia hapo."

Maswali

1. Nyanya yetu hututolea hadithi wakati gani/lini?
2. Hadithi ilikuwa juu ya nini?
3. Nani alimaliza mashindano kwanza?
4. Kwa sababu gani sungura hakumaliza kwanza?
5. Kobe akamwambia sungura nini?

HABARI ZA SARUFI

1. The -ka- Tense/Aspect Marker

- The *-ka-* tense has no English counterpart. One of its functions is to indicate a sequence of events usually in the past, that is, that an action occurred after another. Some grammars refer to this as the Consecutive tense:

Nilienda mjini kununua matunda, (na) **nikanunua** machungwa matatu na ndizi tatu, halafu **nikarudi** nyumbani saa nane mchana

'I went to town to buy some fruit, **and** I bought three oranges and three bananas, **and then** I returned home at 2:00 p.m.'

- Monosyllabic verbs marked by *-ka-* do not retain the *ku-* of the infinitive; compare:

Nilikula machungwa matano, nikawa mgonjwa (not *nikakuwa).
 'I ate five oranges, **and then** I became sick.'

Nilienda nyumbani nikala chakula (not *nikakula).
 'I went home **and then** ate my food.'

- In an earlier lesson (see Lesson 8, Grammar Note 4) we saw that a series of two verbs can be conjoined by using *na + the infinitive*. Note how this structure contrasts in meaning with verbs conjoined by the *-ka-* tense/aspect marker:

Tulicheza ngoma **na kuimba**. 'We danced **and sang**.'
 (No sequence; the actions occur more or less simultaneously)

Tulicheza ngoma **na tukaimba**. 'We danced **and then we sang**'.
 (The singing follows the dancing)

- Prepositions, such as *na* and *halafu* are optional:

Alikuja akaenda.	'He came and then went.'
Alikuja na akaenda.	'He came and then went.'
Alikuja halafu akaenda.	'He came and then went.'

2. The Subjunctive

- The subjunctive in Swahili is formed by modifying the final *-a* of the verb stem to *-e* (note that verbs ending in *-i*, *-e*, and *-u* do not change):

Niende.	'I ought to go/I am to go, etc.'
Nirudi.	'I ought to return/I am to return, etc.'

- The subjunctive following (*ni*) *lazima* or *si lazima* (neg.) is used to express obligation; *ni* 'it is' is optional:

(Ni) lazima uende.	'You must/ought to/should go.'
Lazima ukae.	'You must/ought to/should stay.'
Si lazima useme.	'It is not necessary for you to speak.'

- The subjunctive of monosyllabic verbs is formed without the *ku-* of the infinitive:

(Ni) lazima aje (not *akuje).	'He must come.'
(Ni) lazima tule (not *tukule).	'We must eat.'
Si lazima unywe (not *akunywe).	'You must not drink.'

3. Pole to Express Sympathy

- The word *pole* (plural *poleni*) is used to express sympathy or empathy for someone who is ill, or is used in cases of bereavement and sorrow. The person to whom *pole* is said conventionally responds by saying *nimeshapa* 'I am well, I am alright'.
- While *pole* can be glossed as 'sorry' in English, it is not used by native speakers to say one is sorry in the sense of asking pardon, seeking forgiveness, or making an excuse, for which *samahani* 'pardon me, excuse me, forgive me' is appropriate.

ZOEZI LA NYUMBANI

Tafsiri

1. I must study if I want to pass (use *-shinda*) the final exam.
2. He has to go to see the doctor again.
3. I played ball and then I went home to study.
4. What was wrong with him? (cf. *Zoezi la kwanza*)
5. I don't have to study tonight.
6. Does he have a fever? No, he had a fever yesterday.
7. Where was he? He was at the hospital.
8. I studied Swahili, then I rested, and finally went to sleep.
9. It is necessary for you to study this evening.
10. I don't have to read tonight.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>-cheza</i>	play
<i>daktari/ma-</i>	doctor (see <i>mganga/wa-</i> traditonal healer)
<i>dawa</i>	medicine
<i>fulani</i>	so-and-so, certain; used when the name of a person is unknown
<i>homa</i>	fever, malaria (N-)
<i>jambo/mambo</i>	matter, thing, affair
<i>lazima</i>	necessity, obligation
<i>mpira/mi-</i>	ball
<i>-piga</i>	hit
<i>-piga sindano</i>	give injection (lit. hit needle)
<i>-pima</i>	measure, examine
<i>pole</i>	slowly, gently, softly, quietly (often reduplicated <i>polepole</i>); also used as an expression of empathy or sympathy. See the grammar notes in this lesson.
<i>sindano</i>	needle
<i>ugonjwa/ma-</i>	sickness (cf. <i>mgonjwa/wa-</i> 'sick person')

2. Maneno ya Zoezi la Kusoma

<i>-cheka</i>	laugh
<i>ghafula</i>	suddenly (also <i>kwa ghafula</i>)
<i>hadithi</i>	story (N-)
<i>hamu</i>	desire (N-)
<i>hivyo</i>	those things referred to, such things
<i>-ishia</i>	finish up (cf. <i>kwisha</i> 'to finish')
<i>kobe</i>	tortoise (N- animate)
<i>-kubali</i>	agree, accept
<i>kuliko</i>	more than
<i>lo!</i>	exclamation
<i>-maliza</i>	finish
<i>mashindano</i>	competition (cf. <i>-shindana</i> 'compete')

<i>mbio</i>	speed; race
<i>mjanja/wa-</i>	clever person
<i>mwendo/mi-</i>	way, manner of going, pace
<i>-ona lo</i>	be surprised, be astonished (lit. see, feel astonishment)
<i>-pita</i>	pass
<i>polepole</i>	slowly slowly (see <i>pole</i> above)
<i>-pumzika</i>	rest
<i>samahani</i>	pardon me, excuse me, forgive me
<i>-shinda</i>	overcome, conquer, win, surpass, pass (an exam), etc.
<i>-shindana</i>	compete with one another, compete
<i>-sikia</i>	hear
<i>-sikiliza</i>	listen
<i>sungura</i>	hare
<i>-tangulia</i>	go first
<i>taratibu</i>	order, orderliness, care, carefulness
<i>usingizi</i>	sleep (noun; often used after the verb <i>-lala</i> 'sleep')

3. Maneno Maalum (Juu ya Magonjwa)

admit to the hospital	-laza hospitali (<-lala sleep, lie down)
AIDS	ukimwi (U-, < Ukosefu wa Kinga Mwiilini)
arthritis, rheumatism	baridi yabisi, yabisi kavu
asthma	pumu (N-)
be admitted to the hospital	-lazwa hospitali
be in pain	-umwa (<i>Unaumwa nini?</i> What is causing you pain?)
be well, be cured	-poa
bilharzia	kichocho
body	mwili/mi- (see ukimwi 'AIDS')
cancer	kansa
chicken pox	tetekuwanga, tetewanga
cholera	kipindupindu/vi-
cold, chest cold	mafua (cf. kifua 'chest') (MA-)
cough	kikohozzi/vi- (noun), -kohoa (verb)
critically ill	mahututi
deficiency	ukosefu (see ukimwi 'AIDS')
defense, protection	kinga (N-; see ukimwi 'AIDS')
diabetes	ugonjwa wa (ki)sukari
diarrhea	ugonjwa wa kuhara, tumbo la kuhara
diphtheria	dondakoo
disease	magonjwa, maradhi
dizziness	kizunguzungu
epilepsy	kifafa
fall ill	-ugua
feel pain	-sikia maumivu
fever	homa (N-)
gas, flatulence	riahi (N-), gesi tumboni
germ	kijidudu/vi-
goitre, glandular swelling	tezi/ma-
gonorrhea	kisonono
have a sprain	-teguka
have diarrhea	-hara, -harisha
have dysentery	-hara damu
heart attack	shtuko la moyo

Somo la Ishirini

heart disease	ugonjwa wa moyo
hepatitis	homa ya manjano
herbal medicine	miti shamba (MI-; see mti/mi- tree)
hernia	mshipa/mi-, also vein, nerve, etc. and diseases thereof
infection	ambukizo/ma-
infectious disease	ugonjwa wa kuambukiza
leprosy	ukoma
malaria	homa ya malaria (N-)
malnutrition	utapiamlo
measles	surua (or shurua) (N-), ukambi
medical care, treatment	matibabu (MA-)
mental illness	ugonjwa wa akili
mental illness, insanity	kichaa
mucous	kamasi/ma-
mumps	matubwitubwi (MA-)
pain	maumivu (MA-)
pimple, scabies, exzema	upele/pele
plague, bubonic plague	tauni (N-)
pneumonia	numonia
poison	sumu
rheumatism, arthritis	baridi yabisi
scarlet fever	homa ya vipele vyekundu
sleeping sickness	malale (MA-)
smallpox	ndui (N-)
swelling	uvimbe
syphilis	kaswende, sekeneko
tetanus, lockjaw	pepopunda (N-)
traditonal doctor	mganga/wa-
tropical ulcer	donda ndugu
tuberculosis	kifua kikuu
typhoid	homa ya matumbo
tumor	uvimbe, kivimbe
ulcer, large sore	donda/ma-
venereal disease	ugonjwa wa zinaa
virus	virusi
vomit	-tapika (verb), tapishi/ma- (noun)
whooping cough	kifaduru
yellow fever	ugonjwa wa manjano

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Somo la Ishirini na Moja

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kwenda kumwona daktari tena.

- Mwalimu: Ni lazima uende kumwona daktari tena?
Mwanafunzi: Eeh, ndiyo, aliniambia nirudi kesho.
Mwalimu: Anataka utumie dawa gani?
Mwanafunzi: Ni lazima nipumzike na kunywa maji mengi tu; hakunipa dawa.
Mwalimu: Ni daktari mzuri?
Mwanafunzi: Eeh, ni mwenye sifa na ujuzi mwingu. Huwatunza watu vizuri sana.

2. Mazungumzo ya pili — Utoaji wa hadithi huko Afrika

- Mwalimu: Nani hutoa hadithi katika Afrika?
Mwanafunzi: Mara nyingi sana ni nyanya au babu.
Mwalimu: Ni lazima watoto wafanye nini kama wanataka kutolewa hadithi?
Mwanafunzi: Ni lazima wakae kimya.
Mwalimu: Ndiyo, na katika hadithi ya sungura na kobe, sungura alitaka kobe afanye nini?
Mwanafunzi: Ashindane naye.
Mwalimu: Kobe ni mnyama gani?
Mwanafunzi: Ni mnyama mwenye utaratibu.

MAZOEZI

1. Zoezi la kwanza

- | | | |
|--------------|------------------|---------------------------|
| -rudi | Alikuambia nini? | Aliniambia nirudi. |
| -enda | Alikuambia nini? | Aliniambia niende. |
| -toa hadithi | Alikuambia nini? | Aliniambia nitoe hadithi. |
| -pumzika | Alikuambia nini? | Aliniambia nipumzike. |
| -la | Alikuambia nini? | Aliniambia nile. |

2. Zoezi la pili

- | | | |
|--------------|------------------|--------------------------|
| -cheka | Alimwambia nini? | Alimwambia acheke. |
| -maliza kazi | Alimwambia nini? | Alimwambia amalize kazi. |
| -tangulia | Alimwambia nini? | Alimwambia atangulie. |
| -ja | Alimwambia nini? | Alimwambia aje. |

Somo la Ishirini na Moja

3. Zoezi la tatu

mimi	Alishindana nami.
wewe	Alishindana nawe.
yeye	Alishindana naye.
sisi	Alishindana nasi.
ninyi	Alishindana nanyi.
wao	Alishindana nao.

4. Zoezi la nne

mtu	Yeye ni mtu gani?	Yeye ni mtu mwenye ujuzi.
watu	Wao ni watu gani?	Wao ni watu wenyе ujuzi.
wakulima	Wao ni wakulima gani?	Wao ni wakulima wenyе ujuzi.
mkulima	Yeye ni mkulima gani?	Yeye ni mkulima mwenye ujuzi.

5. Zoezi la tano

chuo	UCLA ni chuo gani?	Ni chuo chenye sifa.
vyuo	UCLA na USC ni vyuo gani?	Ni vyuo vyenye sifa.
shule	UCLA ni shule gani?	Ni shule yenye sifa.
shule (wingi)	UCLA na USC ni shule gani?	Ni shule zenyе sifa.
gari	Ford ni gari gani?	Ni gari lenye sifa.
magari	Ford na Chevi ni magari gani?	Ni magari yenye sifa.

6. Zoezi la sita

mgomba	Mgomba ni mmea gani?	Ni mmea wenyе ndizi.
migomba	Migomba ni mimea gani?	Ni mimea yenye ndizi.
mnanasi	Mnanasi ni mmea gani?	Ni mmea wenyе mananasi.
minanasi	Minanasi ni mimea gani?	Ni mimea yenye mananasi.

7. Zoezi la saba

-soma	Mwalimu ana(tu)taka tusome.
-toa hadithi	Mwalimu ana(tu)taka tutoe hadithi.
-sikiliza vizuri	Mwalimu ana(tu)taka tusikilize vizuri.
-zungumza kwa Kiswahili	Mwalimu ana(tu)taka tuzungumze kwa Kiswahili.
-jibu kwa Kiswahili	Mwalimu ana(tu)taka tujibu kwa Kiswahili.

8. Zoezi la nane

-soma	Mwalimu anataka kusoma.
-toa hadithi	Mwalimu anataka kutoa hadithi.
-fundisha	Mwalimu anataka kufundisha.
-enda	Mwalimu anataka kwenda.

ZOEZI LA KUSOMA

Nyanya Anatoa Hadithi Nyingine: Marafiki Watatu na Simba

Hapo kale palikuwa na watu marafiki watatu. Marafiki hawa walisoma sana na wali-kuwa na maarifa sana ya namna mbalimbali, lakini hawakuwa na hekima. Watu hawa

watatu walikuwa na rafiki yao mmoja. Rafiki huyu hakusoma sana lakini alikuwa na hekima nyingi.

Wakati mmoja, mmoja wao aliwaambia wenzake¹ wasafiri ili waonyeshe uhodari wao. Wote wakakubali lakini wawili walikataa kumchukua rafiki yao wa nne kwa sababu hakuwa na maarifa. Rafiki wa tatu akasema afadhali wamchukue. Basi wale² wawili wakakubali.

Wakaenda mpaka porini. Hapo wakaona ngozi na mifupa ya simba mfu. Mmoja mio-ngoni mwa wale marafiki wenye maarifa akasema sasa wataonyesha uhodari wao kwa kumtia uhai yule simba. Akasema yeye ataweka mifupa yake pamoja. Wa pili akasema



Somo la Ishirini na Moja

atamtia nyama, damu na ngozi nzuri, na wa tatu atamrudishia uzima wake. Mtu wa nne mwenye hekima na bila maarifa akasema kwamba simba atakuja kuwaua. Lakini hawakumsikiliza. Basi ye ye akapanda juu ya mti.

Wale watatu wakamtia simba uhai. Yule simba akawa³ hai na tena mkali sana. Aka-warukia na kuwaua wale watatu mara moja. Ukawa ndio mwisho⁴ wa maarifa yao. Yule mwenzao alikaa kimya mpaka simba akaenda zake. Akashuka mtini na kurudi kwao.⁵

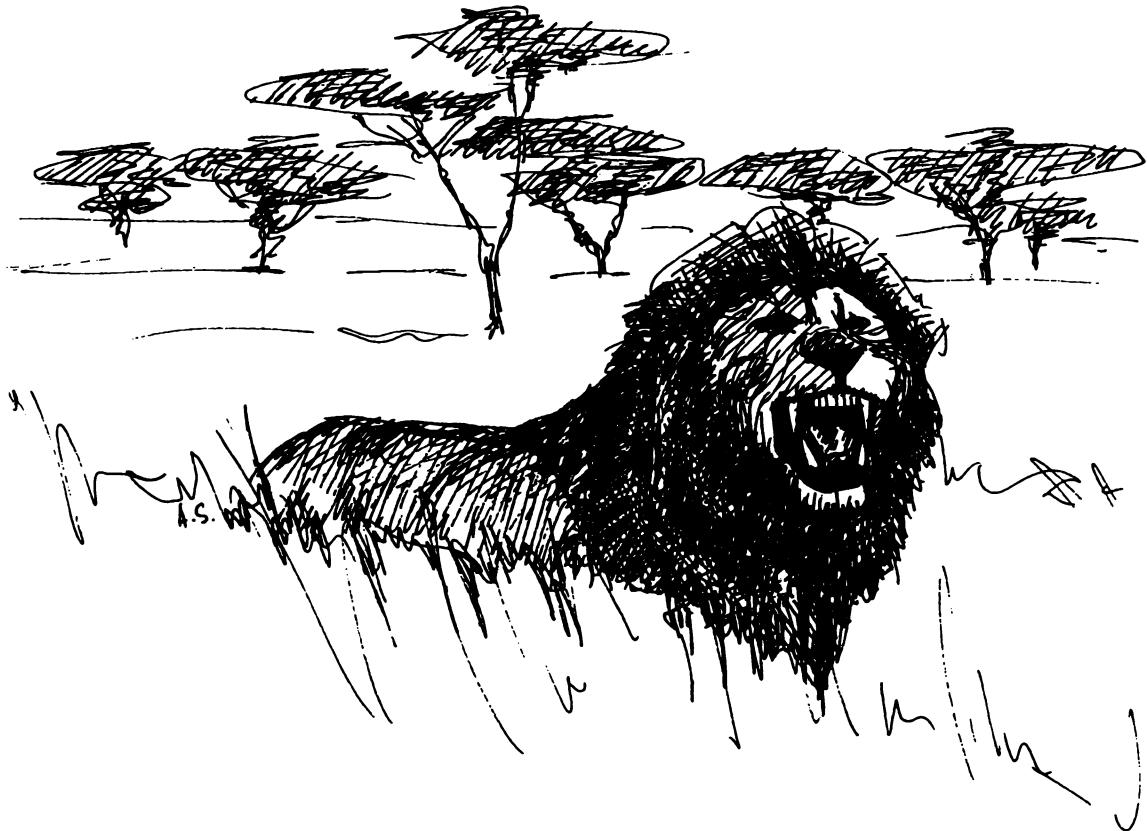
¹*mwenzake/wenzake* 'his companion/s' (from *mwenzi* + *wake*); also *mwenzao/wenzao* 'their companion/s' (from *mwenzi* + *wao*). *Mwenzi/wenzi* 'companion/s' is normally used with a contracted possessive; another examples are *mwenzangu* 'my companion', and *mwenzetu* 'our companion'.

²*wale* 'those'. Demonstratives based on the root *-le* indicate objects at a distance (see Lesson 22, note 1). When preceding the noun they have the function of a definite article, thus *wale wawili* can be translated as 'the two'.

³*akawa* 'he then became'.

⁴*Ukawa ndio mwisho* 'and that was indeed the end' (agreement is with *mwisho*).

⁵*kwao* lit. 'at/to their place; at/to home' (from *ku-* locative prefix + *-ao* 'their'). Note the special use of this form; individuals normally do not own the homes they live in; property is conceived as property held in common, thus the Swahili equivalent of 'I am going home' or 'he is going home' is expressed with the plural possessive pronoun: *ninaenda kwetu* — lit. 'I am going to our place, or *anaenda kwao* — lit. 'he is going to their place').



Maswali

1. Wale marafiki watatu walikuwa na nini?
2. Rafiki yao alikuwa mwenye nini?
3. Waliona nini porini?
4. Walitaka kufanya nini na yule simba mfu?
5. Nani aliweka mifupa yake pamoja?

HABARI ZA SARUFI

1. More on the Subjunctive

- After verbs of 'telling', 'ordering' and 'wanting', the subjunctive is used in contexts where the subjects of the main verb (of telling, wanting, etc.) and the subordinate verb are different:

Alituambia tuondoke. 'He told us to leave (he told us that we must leave / should leave / ought to leave).'

Nina(wa)taka wasome. 'I want them to study (I want that they study, etc.).'

- After *afadhali* 'it would be better' the subjunctive is used:

(Ni) **afadhali** niende. 'I better go.'

(Ni) **afadhali** wazee waende. 'The old people better go.'

- After *ili* 'in order that' the subjunctive is often used:

Anafundisha hivi **ili** tujue Kiswahili vizuri.

'He is teaching these things **so that** we know Swahili well.'

- When the subject of the first verb is distinct from the subject of the second verb, the subjunctive is used. Contrast the following:

Ninataka **kusoma**. 'I want to study.'

Nina(m)taka **asome**. 'I want him to study.'

2. Nami, nawe, etc.

- After *na* 'with, by, etc.' the pronouns *mimi*, *wewe*, *yeye*, etc. have the following optional contracted forms:

nami < na mimi	'by/with me'	nasi < na sisi	'by/with us'
naye < na yeye	'by/with him/her'	nao < na wao	'by/with them'
nawe < na wewe	'by/with you'	nanyi < na ninyi	'by/with you (pl.)'

3. -Enye 'having, possessing'

- The form *-enye* is a very productive way of forming adjectives or other modifiers in Swahili:

Mzee mwenye mvi alifika. 'A **white-haired** mzee arrived.'
(lit. an old person having white-hair)

Yeye ni mtu mwenye ujuzi. 'She is a **knowledgeable** person.'
(lit. a person having knowledge)

UCLA ni shule yenye sifa. 'UCLA is a school **with a good reputation**.'
(lit. a school having a reputation)

Somo la Ishirini na Moja

- -*Enye* agrees with the noun it modifies; the prefixes used are variations of the *verbal* prefixes. The prefix shapes are identical to those used with possessives. There is one exception; the Class 1 form is *mwenye*:

Class	Noun	Possessive	-enye	
1	mtu	wangu	mwenye	(<mu-enye)
2	watu	wangu	wenye	(< wa + enye)
3	mti	wangu	wenye	(< u + enye)
4	miti	yangu	yenye	(< i + enye)
5	yai	langu	lenye	(< li + enye)
6	mayai	yangu	yenye	(< i + enye)
7	kitu	change	chenye	(< ki + enye)
8	vitu	vyangu	vyenye	(< vi + enye)
9	ndizi	yangu	yenye	(< i + enye)
10	ndizi	zangu	zenye	(< zi + enye)
11	ulimi	wangu	wenye	(< u + enye)
14	uhuru	wangu	wenye	(< u + enye)
15	kutaka	kwangu	kwenye	(< ku + enye)
16	mezani	pangu	penye	(< pa + enye)
17	mezani	kwangu	kwenye	(< ku + enye)
18	mezani	mwangu	mwenye	(< wa + enye)

ZOEZI LA NYUMBANI

Tafsiri

1. I must study now.
2. He told us we should study.
3. He wants you to study.
4. He wants to study.
5. Is she a good teacher? Yes, she has a lot of experience and knowledge. (Use -*enye* in constructing the Swahili equivalent.)
6. He talked with me in Swahili. (Use -*zungumza*.)
7. Yale is a school with a good reputation.
8. A banana plant is one which has/bears bananas.
9. He is a person with a great deal of courage.
10. What do you want me to do?

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

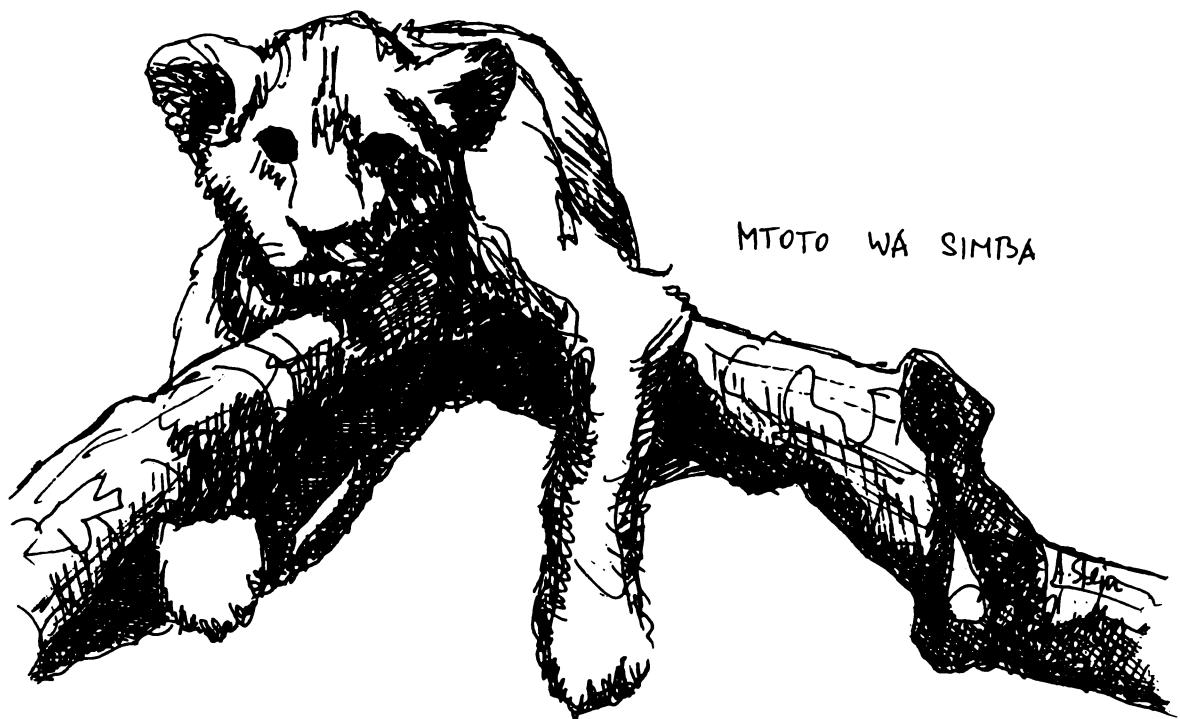
<i>dawa</i>	medicine (N-Class)
<i>-enye</i>	having, possessing, with, etc. (cf. Note 3)
<i>sifa</i>	(good) reputation (i.e. praise, commendation) (N-)
<i>mnanasi/mi-</i>	pineapple plant (thus <i>nanasi</i> pineapple)
<i>ujuzi</i>	knowledge, experience (U-; cf. - <i>jua</i> 'know')
<i>utaratibu</i>	care, order, orderliness, carefulness, etc.

2. Maneno ya Zoezi la Kusoma

<i>afadhali</i>	better, preferable (cf. (<i>ni</i>) <i>afadhali</i> 'it would be better')
<i>-chukua</i>	take, carry

<i>damu</i>	blood
<i>-enda zake</i>	go one's way
<i>hai</i>	alive (cf. <i>uhai</i>)
<i>hekima</i>	common sense (N-)
<i>hodari</i>	brave, clever; skillful, etc. (cf. <i>uhodari</i> 'bravery; skill')
<i>-kali</i>	sharp, bitter, fierce, pungent (the English equivalent will depend somewhat on the noun modified by <i>-kali</i> , e.g. <i>kisu kikali</i> 'sharp knife', <i>mbwa mkali</i> 'fierce dog', <i>jua kali</i> 'scorching, hot sun', etc.)
<i>-kataa</i>	refuse, say no
<i>kwao</i>	their home, their place
<i>maarifa</i>	information, knowledge, facts (MA- only)
<i>mara moja</i>	at once
<i>mfu/wa-</i>	dead person (here used as an adjective modifying <i>simba</i>)
<i>mfupa/mi-</i>	bone
<i>mionganoni mwa</i>	among (< <i>mi-</i> + <i>ongo</i> + <i>ni</i> plus <i>mwa</i> ; locative agreement)
<i>mwenzi/w-</i>	companion
<i>mwenzao</i>	their companion (<i>mwenzi</i> + <i>wao</i>)
<i>wenzake</i>	his companions (<i>mwenzi</i> + <i>wake</i>)
<i>ngozi</i>	skin (N-)
<i>pori/ma-</i>	wilderness, bush, uninhabited place
<i>rafiki/ma-</i>	friend (<i>marafiki</i> 'a group of friends'; see <i>rafiki</i> N- 'friends')
<i>-rudi</i>	return (e.g. return to a place, return home; intransitive)
<i>-rudisha</i>	return (cause to return; transitive)
<i>-rudishia</i>	return to/for (e.g. return something to someone)
<i>-ruka</i>	fly, jump
<i>-rukia</i>	fly at, jump at
<i>-shuka</i>	come down, climb down, get down (cf. <i>kipandacho hushuka</i> 'what goes up comes down')
<i>simba</i>	lion (N-)
<i>-tia</i>	put, place, set into (e.g. <i>-tia uhai</i> 'give life to' cf. <i>-weka</i>)
<i>-tunza</i>	care for
<i>-ua</i>	kill
<i>uhai</i>	principle of life, state of being alive
<i>uhodari</i>	courage, skill
<i>uzima</i>	wholeness (cf. <i>-zima</i> 'whole, integral, entire, well, healthy')
<i>wale</i>	those; the (Cl. 2; see Lesson 22, Note 1)
<i>-weka</i>	put down (cf. <i>-tia</i> 'put in/into')
<i>yule</i>	that; the (Cl. 2; see Lesson 22, Note 1)

Somo la Ishirini na Moja



MTOTO WA SIMBA

22

Somo la Ishirini na Mbili

MAZUNGUMZO

1. Mazungumzo ya kwanza — Mwalimu anataka kujua majina ya vitu.

- Mwalimu: Ninataka mniambie majina ya Kiswahili ya vitu mbalimbali.
- Mwanafunzi: Vitu gani, mwalimu?
- Mwalimu: Vitu mbalimbali humu darasani. Kwa mfano, ni nini mbele yako, Adija?
- Mwanafunzi: Hiki ni kitabu, mwalimu.
- Mwalimu: Vema, Adija, na kitu kile je? (*Mwalimu anaonyeshea kidole mlango wa darasa; wote wako mbali kidogo na mlango.*)
- Mwanafunzi: Ule ni mlango.
- Mwalimu: Ndio, umejibu sawasawa.

2. Mazungumzo ya pili — Marafiki watatu na simba.

- Mwalimu: Wale watu wa hadithi ya simba ni nani?
- Mwanafunzi: Ni marafiki watatu na yule pale ni rafiki yao.
- Mwalimu: Wanaenda wapi?
- Mwanafunzi: Wanaenda kule mbali ili waonyeshe uhodari wao.
- Mwalimu: Kuna nani nyuma ya wazee wenye kanzu?
- Mwanafunzi: Ni yule mwenye hekima. (*Katika mazungumzo haya wanafunzi na mwalimu wanatazama picha ya wale marafiki watatu katika Somo la Ishirini na Moja, n.k.*)

MAZOEZI

1. Zoezi la kwanza

Juma	Yule ni nani?	Yule ni Juma.
wanafunzi	Wale ni nani?	Wale ni wanafunzi.
mlango	Ule ni nini?	Ule ni mlango.
mifuko	Ile ni nini?	Ile ni mifuko.
daftari	Lile ni nini?	Lile ni daftari.
madirisha	Yale ni nini?	Yale ni madirisha.
ubao	Ule ni nini?	Ule ni ubao.
mbao	Zile ni nini?	Zile ni mbao.
kiti	Kile ni nini?	Kile ni kiti.
viti	Vile ni nini?	Vile ni viti.
motokaa	Ile ni nini?	Ile ni motokaa.

Somo la Ishirini na Mbili

2. Zoezi la pili

vitabu	Unataka vitabu vipi?	Ninataka vitabu vile.
kitabu	Unataka kitabu kipi?	Ninataka kitabu kile.
kalamu	Unataka kalamu ipi?	Ninataka kalamu ile.
kalamu (wingi)	Unataka kalamu zipi?	Ninataka kalamu zile.

3. Zoezi la tatu

mfuko	Ule mfuko mbele ya Juma ni wa nani?	Ule mfuko ni wangu.
mifuko	Ile mifuko mbele ya Juma ni ya nani?	Ile mifuko ni yangu.
kitabu	Kile kitabu mbele ya Juma ni cha nani?	Kile kitabu ni changu.
vitabu	Vile vitabu mbele ya Juma ni vya nani?	Vile vitabu ni vyangu.

4. Zoezi la nne

ubao	Kitu kile nyuma yako ni nini?	Ule ni ubao.
madirisha	Vitu vile nyuma yako ni nini?	Yale ni madirisha.
dirisha	Kitu kile nyuma yako ni nini?	Lile ni dirisha.
mlango	Kitu kile nyuma yako ni nini?	Ile ni mlango.

5. Zoezi la tano

-onyesha uhodari	Wanaenda kule ili waonyeshe uhodari wao.
-pumzika kidogo	Wanaenda kule ili wapumzike kidogo.
-ona daktari	Wanaenda kule ili wamwone daktari.
-tolewa hadithi	Wanaenda kule ili watolewe hadithi.

6. Zoezi la sita

wewe	Kuna nini mbele yako?	Kuna meza mbele yangu.
yeye	Kuna nini mbele yake?	Kuna meza mbele yake.
ninyi	Kuna nini mbele yenu?	Kuna meza mbele yetu.
wao	Kuna nini mbele yao?	Kuna meza mbele yao.
Juma	Kuna nini mbele ya Juma?	Kuna meza mbele ya Juma.

7. Zoezi la saba

wewe	Ni nini nyuma yako mbali kule?	Ule ni mlango nyuma yangu.
yeye	Ni nini nyuma yake mbali kule?	Ule ni mlango nyuma yake.
ninyi	Ni nini nyuma yenu mbali kule?	Ule ni mlango nyuma yetu.
wao	Ni nini nyuma yao mbali kule?	Ule ni mlango nyuma yao.
Juma	Ni nini nyuma ya Juma?	Ule ni mlango nyuma ya Juma.

ZOEZI LA KUSOMA

Desturi za Arusi

Desturi za arusi ni nyingi duniani. Kwa mfano, Afrika ya Mashariki pekee ina desturi za aina nyingi za arusi. Kila kabilia lina desturi zake. Kwa hivyo utawaona Waswahili wakisherehekea¹ arusi tofauti kuliko Wakikuyu au Wamasai.

Kwa kiasili mvulana akitaka² kumposa msichana huwaambia wazee wake, na wao humpaleka mjumbe. Yule mjumbe hupelekwa ili apate kutoa posa za mvulana kwa wazazi wa msichana. Mvulana akikubaliwa huambiwa atoe mahari fulani kama ng'ombe au shilingi elfu mbili n.k. Baada ya hapo mipango ya arusi huanza.

Lakini kwa sababu ya dini kuu kama Kiislamu, Kihindi, Kikristo, Kiyahudi, na kadhalika, wale watu wa kabilia mbalimbali hufunga ndoa za arusi zao kufuata sheria za dini hizi. Basi watu wa yale makabila tofauti huoana kanisani na huoza na padri au kasisi, na huoza msikitini na kadhi au shekhe kama ni Waislamu.



Ijapokuwa watu wa makabila yote wanaweza kuoana kanisani na msikitini na kadhalika, wengi hufanya sherehe za kienyeji baada au kabla ya kuoana kwa kidini. Siku hizi watu wengi wa mjini hufanya karamu moja badala ya kufanya arusi ndefu, yaani kuwa na sherehe ya siku nyingi. Mtu kuwa na arusi kubwa siku hizi lazima awe na pesa nyingi.

¹The *-ki-* tense/aspect marker usually expresses an English present participle after verbs of perception, e.g. *niliwaona wakisoma* 'I saw them *studying*.' (See Lesson 28, Note 1.)

²The *-ki-* is also used to express simple conditions, e.g. *Wanafunzi wakisoma sana, watashinda mtihani*. 'If the students study hard, they'll pass the exam.' (See Lesson 28, Note 1.)

Maswali

1. Arusi za Waswahili ni kama arusi za Wamasai au Wakikuyu?
2. Mahari ni nini?
3. Waswahili hulipa mahari gani?
4. Kama Wakristo wakitaka kufunga ndoa lazima wafanye nini?
5. Mtu kuwa na arusi kubwa siku hizi lazima awe na nini?



HABARI ZA SARUFI

1. The -le Demonstrative

- The *-le* demonstrative is used to indicate objects which are at a distance from both speaker and hearer; contrast the two examples (see table below for all the forms):

kitabu **hiki** 'this book' (close to speaker)

kitabu **kile** 'that book' (far from both speaker and hearer)

- The normal position for this demonstrative is following the noun it modifies, but when it precedes the noun it has the function of a definite article:

kitabu **kile** 'that book' but **kile** kitabu 'the book'

Class	Noun	-le
1	mtu	yule
2	watu	wale
3	mti	ule
4	miti	ile
5	tunda	lile
6	matunda	yale
7	kitu	kile
8	vitu	vile
9	ndizi	ile
10	ndizi	zile
11	ulimi	ule
14	uhuru	ule
15	kutaka	kule
16	mezani	pale
17	mezani	kule
18	mezani	mle
		(that definite location)
		(that general location)
		(that place inside)

2. Mbele y- and Nyuma y-

- To express 'in front of someone' and 'behind someone' use *mbele y-* and *nyuma y-* with appropriate possessive forms:

<i>mbele yangu</i>	'in front of me'	<i>nyuma yangu</i>	'behind me'
<i>mbele yako</i>	'in front of you'	<i>nyuma yako</i>	'behind you'
<i>mbele yake</i>	'in front of him/her'	<i>nyuma yake</i>	'behind him/her'
<i>mbele yetu</i>	'in front of us'	<i>nyuma yetu</i>	'behind us'
<i>mbele yenu</i>	'in front of you'	<i>nyuma yenu</i>	'behind you'
<i>mbele yao</i>	'in front of them'	<i>nyuma yao</i>	'behind them'

- A similar structure is used to express 'above someone' and 'beneath/below someone' using *juu* 'above, high, up, etc.' and *chini* 'down, below, under, etc.':

<i>juu yangu</i>	'above me'	<i>chini yangu</i>	'beneath me'
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ZOEZI LA NYUMBANI

Tafsiri

- I want you to tell him the name of that teacher.
- What are those things in that classroom?
- This is a book, but that right over there is a pen.
- That companion of yours, what is his name?
- Instead of going to the movie, I'll read the/that lesson.
- He has to pay a large dowry.
- He sent a representative so that he could make plans about the wedding.
- He paid the dowry and then they married.
- Where is my book? It is right in front of you.
- Christians are usually married in church.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>juu</i>	above, high, up, etc. (see Note 2 above)
<i>chini</i>	down, below, under, etc.
<i>-kaa</i>	sit, live, stay, remain, etc.
<i>kanzu</i>	long, usually white, gown worn by men
<i>kidole/vi-</i>	finger
<i>mbele ya</i>	in front of, beyond, etc.
<i>mlango/mi-</i>	door
<i>nyuma ya</i>	behind, in back of, etc.
<i>-onyesha</i>	show (see <i>-ona</i> 'see')
<i>-onyeshea kidole</i>	point; see <i>-onyeshea</i> 'show with, to, etc.'
<i>picha</i>	picture (N-)
<i>sawasawa</i>	correctly, o.k., alright, etc.

2. Maneno ya Zoezi la Kusoma

<i>-alika</i>	invite
<i>-ambiwa</i>	be told (see <i>-ambia</i>)
<i>arusi</i>	wedding (including ceremony and celebrations; N-)

Somo la Ishirini na Mbili

<i>asili</i>	origin (N-; see <i>kwa kiasili</i> 'traditionally')
<i>badala ya</i>	instead of
<i>dini</i>	religion (N-; see <i>kidini</i>)
<i>-fuata</i>	follow (see <i>kufuata</i> 'according to')
<i>-funga</i>	tie, close, shut, etc.
<i>-funga ndoa</i>	tie the marriage, marry
<i>kadhalika</i>	likewise, similary, and so on (see <i>n.k.</i> below)
<i>kadhi/ma-</i>	Moslem judge
<i>kanisa/ma-</i>	church
<i>karamu</i>	feast (N-)
<i>kasisi/ma-</i>	pastor (usually Protestant)
<i>kiasili</i>	traditional, original way, see <i>kwa kiasili</i> 'traditionally'
<i>kidini</i>	religious way; see <i>kwa kidini</i> 'religiously'
<i>kienyeji</i>	native way, local way, local custom
<i>kihindu</i>	Indian way, custom, habit, religion, language
<i>kiislamu</i>	Moslem way, custom, habit, religion, language
<i>kikristo</i>	Christian way, custom, habit, religion
<i>kiyahudi</i>	Jewish way, custom, habit, religion
<i>-kubaliwa</i>	be accepted, be allowed (cf. <i>-kubali</i> 'agree')
<i>kufuata</i>	according to
<i>kuliko</i>	more than (see <i>tofauti kuliko</i> below)
<i>mahari</i>	dowry (N-)
<i>Mkristo/Wa-</i>	Christian
<i>mpango/mi-</i>	plan
<i>mjumbe/wa-</i>	representative
<i>msichana/wa-</i>	girl (young unmarried female)
<i>msikitii/mi-</i>	mosque
<i>mvulana/wa-</i>	boy (young unmarried male)
<i>Mwislamu/Wa-</i>	Moslem
<i>n.k.</i>	et cetera, likewise, so forth and so on (< <i>na kadhalika</i>)
<i>ndoa</i>	marriage (see <i>-oa</i> 'marry')
<i>-oa</i>	marry (said of a man)
<i>-olewa</i>	be married (said of a woman)
<i>-oana</i>	marry each other
<i>-ozwa</i>	be married by (someone, e.g. a judge, minister)
<i>padri/ma-</i>	priest
<i>-peleka</i>	send, see <i>-pelekwa</i> 'be sent'
<i>pekee</i>	alone, solitary
<i>posa/ma-</i>	proposal
<i>-posa</i>	engage, become engaged
<i>shekhe/ma-</i>	Moslem elder, ruler, sheikh, teacher
<i>sherehe</i>	celebration (N-)
<i>-sherehekeea</i>	celebrate
<i>sheria</i>	law (N-)
<i>-tazama</i>	look at (cf. <i>-ona</i> 'see')
<i>tofauti na</i>	different from, see <i>tofauti kuliko</i> 'more different than'

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Somo la Ishirini na Tatu

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kusahau vitabu.

- | | |
|-------------|--|
| Mwalimu: | Fungueni vitabu vyenu. |
| Mwanafunzi: | Mwalimu, nilikisahau kitabu changu;
sinacho changu leo. |
| Mwalimu | Basi, soma pamoja na Aisha. |
| Mwanafunzi: | Hakukileta chake pia. |
| Mwalimu: | Afadali msisahau kuvileta kesho. |

2. Mazungumzo ya pili — Desturi za arusi hapa Amerika.

- | | |
|------------------|---|
| Mwalimu: | Kule Afrika kuna desturi nyingi za arusi, na hapa je? |
| Mwanafunzi wa 1: | Hapa, pia, watu huoana kanisani na kadhalika. |
| Mwalimu: | Wote huoana kanisani? |
| Mwanafunzi wa 2: | La, wengine huoana kortini, na wengine hawaoi. |
| Mwanafunzi wa 3: | Hawana arusi yo yote; wanakaa pamoja tu. |

MAZOEZI

1. Zoezi la kwanza

- | | |
|---------|------------------------|
| -fungua | Fungueni vitabu vyenu. |
| -funga | Fungeni vitabu vyenu. |
| -soma | Someni vitabu vyenu. |
| -leta | Leteni vitabu vyenu. |

2. Zoezi la pili

- | | |
|---------------------|--------------------------------|
| -sahau vitabu | Afadali usisahau vitabu vyako. |
| -(ku)ja kesho | Afadali usije kesho. |
| -zungumza naye sasa | Afadali usizungumze naye sasa. |
| -enda sasa | Afadali usiende sasa. |

3. Zoezi la tatu

- | | |
|----------|-------------------------------|
| watu | Niliwaona watu wote pale. |
| misikiti | Niliiona misikiti yote pale. |
| chakula | Nilikiona chakula chote pale. |
| vitabu | Niliviona vitabu vyote pale. |
| sherehe | Nilizioni sherehe zote pale. |
| makanisa | Niliyaona makanisa yote pale. |

Somo la Ishirini na Tatu

chai	Niliiona chai yote pale.
ugali	Niliuona ugali wote pale.
mapadri	Niliwaona mapadri wote pale.

4. Zoezi la nne

mwalimu	Kuna mwalimu kule?	La, hakuna (mwalimu) ye yote.
makasisi	Kuna makasisi kule?	La, hakuna (makasisi) wo wote.
mpango	Kuna mpango kule?	La, hakuna (mpango) wo wote.
mipango	Kuna mipango kule?	La, hakuna (mipango) yo yote.
dini	Kuna dini kule?	La, hakuna (dini) yo yote.
makanisa	Kuna makanisa kule?	La, hakuna (makanisa) yo yote.
kanisa	Kuna kanisa kule?	La, hakuna (kanisa) lo lote
chakula	Kuna chakula kule?	La, hakuna (chakula) cho chote
vyakula	Kuna vyakula kule?	La, hakuna (vyakula) vyo vyote.
nyama	Kuna nyama kule?	La, hakuna (nyama) yo yote.
ndizi	Kuna ndizi kule?	La, hakuna (ndizi) zo zote.
uhuru	Kuna uhuru kule?	La, hakuna (uhuru) wo wote.
mahali	Kuna mahali kule?	La, hakuna (mahali) po pote.

5. Zoezi la tano

kitabu	Una kitabu changu?	Ndiyo, ninacho.
vitabu	Una vitabu vyangu?	Ndiyo, ninavyo.
kalamu	Una kalamu yangu?	Ndiyo, ninayo.
kalamu (wingi)	Una kalamu zangu?	Ndiyo, ninazo.

6. Zoezi la sita

watoto	Yeye ana watoto wangapi?	Anao watatu.
mifuko	Yeye ana mifuko mingapi?	Anayo mitatu.
madaftari	Yeye ana madaftari mangapi?	Anayo matatu.
vitabu	Yeye ana vitabu vingapi?	Anavyo vitatu.
kalamu (pl.)	Yeye ana kalamu ngapi?	Anazo tatu.

ZOEZI LA KUSOMA

Karamu ya Arusi

Desturi za watu kule pwani ni kufanya karamu kubwa za arusi na kuwaalika watu wengi. Wenye arusi hutoka na kuwaalika jamaa wote. Ni lazima kila jamaa aalikwe. Mara nyingine mitaa yote hualikwa. Inawezekana¹ jumla ya watu mia tano kuhudhuria karamuni. Ukubwa wa karamu na urefu wa arusi unategemea uwezo wa wazee wa biarusi.

Mara nyingine sherehe za arusi huendelea kwa muda wa majuma mawili. Kila siku huwa na madhumuni yake. Kwa mfano, siku moja ni ya kutayarisha chakula cha karamu ya arusi na huitwa "siku ya kudondo mchele." Nyingine ni ya kutengeneza mito ya



biarusi (yaani ile ya kutumiwa nyumbani kwa bibi na bwana arusi baada ya arusi) na siku hiyo huitwa "kutia mito usufi." Na nyingine pia ni ya kumsafisha biarusi na kumtia manukato mazuri; na hiyo huitwa "kutia biarusi chooni." Sherehe nyingi hufanywa na wanawake tu, na wanawake huwa mbali na wanaume.

Wakati wa karamu watu huandaliwa wali wa biriani. Watu hukaa majamvini katika vikundi na kuzingira sinia za wali. Wanakula huku wakistareheshwa² na wapigaji ngoma.

Somo la Ishirini na Tatu

Wale hupiga ngoma na kuimba nyimbo za arusi. Kabla na baada ya kula, wanawake huinuka na kucheza ngoma kama chakacha na lelemama.

¹*inawezekana* 'it is possible'; *i-*, the subject prefix, is a Class 9 prefix used impersonally.

²*huku wakistareheshwa* 'while being entertained'

Maswali

1. Wakati wa arusi watu wa pwani wana desturi gani?
2. Nani huwaalika watu?
3. Watu wangapi huhudhuria karamuni?
4. Wakati wa karamu, watu hula chakula gani?
5. Wapigaji ngoma hufanya nini?

HABARI ZA SARUFI

1. The Negative Subjunctive

- The negative subjunctive is formed by prefixing *-si-* to the verb stem following the subject prefix; note the following examples with *afadhali* and the variation in translation of the examples:

Afadhalni nisiende.	'I better not go/it is better that I not go/if I don't go.'
Afadhalni usiende.	'You better not go/it would be better that you not go.'
Afadhalni tusiende.	'We better not go/it might be better that we not go.'

2. -Ote 'whole, all'

- With singular nouns, *-ote* is used to express English 'whole'. With plural and mass nouns, *-ote* is used to express English 'all'. This form governs the same prefixes as the possessive forms (see table below; note the exceptional nature of Class 1).

mahali pote	'the whole place'	watu wote	'all the people'
mtu wote	'the whole person'	vitabu vyote	'all the books'
kitabu chote	'the whole book'	maziwa yote	'all the milk'

3. The -o- of Reference

- The *-o-* form in Swahili functions in a number of ways; its general meaning is one of reference. With the exception of Class 1, which is *-ye-* in form, the *-o* takes the same prefixes as the possessives. We see some functions of *-o* here, and others in coming lessons. See the table in Note 4 below for the shapes of *-o* for all classes.

- In combination with *-ote* it is used to express 'any, any at all, any whatsoever':

Mtu ye yote anaweza kuja.	'Any one (at all) is able to come.'
Hana mwalimu ye yote.	'He doesn't have any teacher.'
Hakuna vitabu vyote vyote.	'There aren't any books at all.'
Sina (<i>lo lote</i>) la kusema.	'I don't have anything to say. (<i>lo lote</i> refers to <i>neno</i> 'word' which is not expressed)

- When suffixed to *-na* 'have/with', it functions as a referential object pronoun; study the following examples:

Una kitabu? Sinacho. 'Do you have a/the book? I don't have *one/it*.'

Una watoto wangapi? How many children do you have?

Ninao wawili. 'I have two of **them**.'

Nilikuwa nazo. 'I had three of **them** (i.e. some N-Class noun).'

- When used along with a noun object, it marks the noun as definite or specific; compare the following and note the parallel between *-o* and object prefixes in usage:

Ninaona kitabu. 'I see a/the book.'

Nina kitabu. 'I have a/the book.'

Ninakiona kitabu. 'I see **the** book.'

Ninacho kitabu. 'I have **the** book.'

4. The *-o-* and *-ote* Shapes

Class	Noun	<i>-o</i>	<i>-ote</i>	<i>-o -ote</i>
1	mtu	-ye-	wote	ye yote
2	watu	-o-	wote	wo wote
3	mti	-o-	wote	wo wote
4	miti	-yo-	yote	yo yote
5	tunda	-lo-	lote	lo lote
6	matunda	-yo-	yote	yo yote
7	kitu	-cho-	chote	cho chote
8	vitu	-vyo-	vyote	vyo vyote
9	ndizi	-yo-	yote	yo yote
10	ndizi	-zo-	zote	zo zote
11	ulimi	-o-	wote	wo wote
14	uhuru	-o-	wote	wo wote
15	kutaka	-ko-	kote	ko kote
16	mezani	-po-	pote	po pote
17	mezani	-ko-	kote	ko kote
18	mezani	-mo-	mwote	mo mwote

Note the difference between the *-o*, the *-o -ote* and the *-o* of reference forms in Classes 1, 2, 3, 11, and 14.

ZOEZI LA NYUMBANI

Tafsiri

- All the students were here yesterday.
- There aren't any students here today.
- He will have them tomorrow (*them* refers to books).
- They should not close their books now.
- Is Juma here? No, there is no one here at all.
- It is possible that he will eat the whole banana.
- They are preparing all the bananas.
- He has *the* trays of cooked rice.
- He had it yesterday (*it* refers to money).
- Do you have any children? Yes, I have three of them.

MSAMIATI

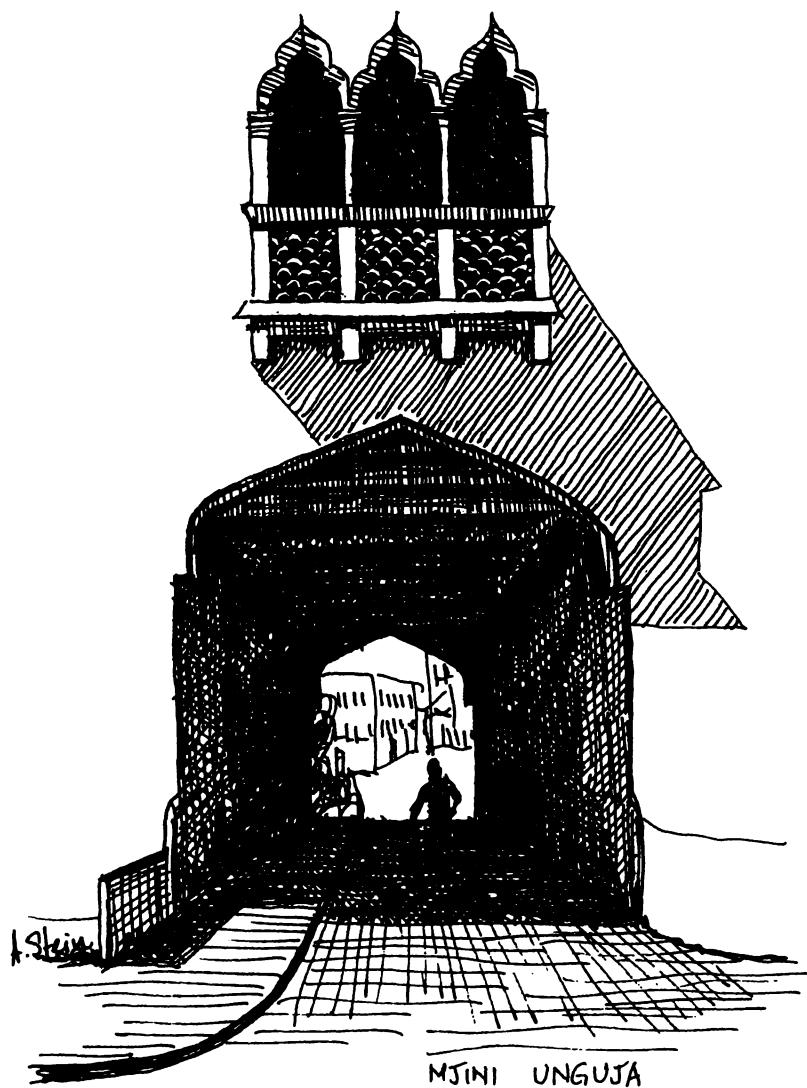
1. Maneno ya Mazungumzo na Mazoezi

<i>afadhalī</i>	better; it would be better, etc. (see grammar notes)
<i>-funga</i>	close, shut, fasten, tie
<i>-fungua</i>	open, unfasten, untie
<i>korti/ma-</i>	court
<i>-leta</i>	bring
<i>-sahau</i>	forget

2. Maneno ya Zoezi la Kusoma

<i>-andaliwa</i>	be served (as of food)
<i>bibi arusi</i>	bride
<i>biarusi</i>	bride (abbreviated form)
<i>biriani</i>	a type of cooked dish of rice and other ingredients, often meat
<i>bwana arusi</i>	bridegroom
<i>chakacha</i>	kind of dance
<i>choo/vyoo</i>	bathroom, latrine, lavatory
<i>-dondoa</i>	pick up bit by bit, grain by grain
<i>-endelea</i>	continue, go on
<i>hiyo</i>	that referred to (N-; see Somo la 24)
<i>-hudhuria</i>	attend, be in attendance
<i>huku</i>	while; around here (see Zoezi la Kusoma, footnote 2)
<i>-imba</i>	sing (see <i>wimbo/nyimbo</i> 'song')
<i>-inuka</i>	stand up, get up, rise up
<i>-ita</i>	call
<i>-itwa</i>	be called
<i>jamaa</i>	family (N-); family member
<i>jamvi/ma-</i>	mat
<i>juma/ma-</i>	week (see <i>wiki</i>)
<i>jumla</i>	sum, total, a lot, total number, total amount (see <i>kwa jumla</i>)
<i>kikundi/vi-</i>	small group
<i>kundi/ma-</i>	group
<i>kuzingira</i>	to surround, surrounding
<i>kwa jumla</i>	altogether
<i>lelemama</i>	kind of dance
<i>madhumuni</i>	purpose (N-)
<i>manukato</i>	perfume (N-)
<i>mbali</i>	far
<i>mchele/mi-</i>	uncooked rice, rice grain (usually singular)
<i>mpigaji/wa-</i>	drummer (see <i>-piga</i> 'hit')
<i>mtaa/mi-</i>	neighborhood, section of town; street
<i>mto/mi-</i>	pillow; river
<i>-safisha</i>	clean (see <i>safi</i> 'clean')
<i>sinia</i>	tray (N-)
<i>-starehesha</i>	entertain
<i>-stareheshwa</i>	be entertained

<i>-tayarisha</i>	prepare, get something ready
<i>-tumiwa</i>	be used (see <i>-tumia</i> 'use')
<i>ukubwa</i>	size, bigness (see <i>-kubwa</i> 'big')
<i>urefu</i>	length, tallness, length (see <i>-refu</i> 'tall, long')
<i>usufi</i>	kapok (a natural cotton-like material of the kapok tree)
<i>uwezo</i>	ability (see <i>-weza</i> 'be able')
<i>wali</i>	cooked rice (U-; see <i>mchele</i> 'rice grain'; <i>mpunga/mi-</i> 'rice plant, growing rice')
<i>-wezekana</i>	be possible (see <i>-weza</i> 'able')
<i>wimbo/nyimbo</i>	song (U- /N-; see <i>-imba</i> 'sing')
<i>-zingira</i>	surround, go round



MJINI UNGUJA

Somo la Ishirini na Tatu



24

Somo la Ishirini na Nne

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kualikwa karamuni.

- Mwalimu: Wiki hii ijumaa tutakuwa na karamu; ninyi nyote mnaalikwa.
Mwanafunzi: Itakuwako wapi?
Mwalimu: Itakuwa kwetu saa za jioni.
Mwanafunzi: Tuje saa ngapi?
Mwalimu: Saa kumi na mbili mpaka saa tano; afadhali mje mapema;
msichelewe!

2. Mazungumzo ya pili — Desturi fulani za arusi hapa.

- Mwalimu: Kule pwani ya Afrika ya Mashariki vitu vingi hufanywa ili
kutayarisha ndoa.
Mwanafunzi: Vitu kama hivyo hufanywa hapa pia.
Mwalimu: Kule arusi inawezekana kuendelea kwa muda wa majuma
mawili.
Mwanafunzi: Hapa ni siku moja tu, lakini kuna siku ya kumpa biarusi zawadi
nyingi.
Mwalimu: Siku hiyo huitwa nini?
Mwanafunzi: Hiyo huitwa "shower" kwa Kiingereza.

MAZOEZI

1. Zoezi la kwanza

- | | | |
|---------|---------------------|--------------------|
| -ondoka | Tuondoke saa ngapi? | Tuondoke saa moja. |
| -enda | Twende saa ngapi? | Twende saa mbili. |
| -ja | Tuje saa ngapi? | Tuje saa tatu. |
| -anza | Tuanze saa ngapi? | Tuanze saa nne. |

2. Zoezi la pili

- | | |
|---------|-------------------------------|
| -enda | Nenda sasa; usiende kesho! |
| -ja | Njoo sasa; usije kesho! |
| -soma | Soma sasa; usisome kesho! |
| -andika | Andika sasa; usiandike kesho! |

3. Zoezi la tatu

- | | |
|------------------|-------------------|
| -chelewa (wewe) | Usichelewe kesho! |
| -chelewa (ninyi) | Msichelewe kesho! |

Somo la Ishirini na Nne

-fanya kazi (ninyi) Msifanye kazi kesho.
 -fanya kazi (wewe) Usifanye kazi kesho!

4. Zoezi la nne

-alika	Watu wanaalikwa na nani? Wanaalikwa na wenyе arusi.
-fanya	Sherehe nyingi za arusi zinafanywa na nani? Zinafanywa na wanawake.
-tengeneza	Mito inatengenezwa na nani? Inatengenezwa na wanawake.
-dondoa	Mchele unadondolewa na nani? Unadondolewa na wanawake.

5. Zoezi la tano

Juma	Huyu ni nani?	Huyo ni Juma.
wenye arusi	Hawa ni nani?	Hao ni wenyе arusi.
mchele	Huu ni nini?	Huo ni mchele.
michele	Hii ni nini?	Hiyo ni michele.
kikundi	Hiki ni nini?	Hicho ni kikundi.
vikundi	Hivi ni nini?	Hivyo ni vikundi.
jamvi	Hili ni nini?	Hilo ni jamvi.
majamvi	Haya ni nini?	Hayo ni majamvi.
choo	Hiki ni nini?	Hicho ni choo.
vyoo	Hivi ni nini?	Hivyo ni vyoo.
sherehe	Hii ni nini?	Hiyo ni sherehe.
sherehe	Hizi ni nini?	Hizo ni sherehe.
wali	Huu ni nini?	Huo ni wali.
wimbo	Huu ni nini?	Huo ni wimbo.
nyimbo	Hizi ni nini?	Hizo ni nyimbo.

ZOEZI LA KUSOMA

Hadithi, Mashairi, na Vitendawili

Zamani hadithi zilikuwa njia moja kuu ya kufundisha watu mila na desturi za makabila yao. Hata leo ni njia kuu muhimu ijapokuwa kuna shule ya kisasa. Kuna hadithi za kila aina, za kusikitisha, za kuchekesha, n.k. Hadithi hazikusimuliwa kwa watoto tu, bali kwa watu wazima pia.

Hadithi nyingine huimbwa pia. Hizo huitwa tenzi. Tenzi ni kama mashairi marefu. Kwa kawaida, zamani mashairi yaliandikwa kuimbwa. Mashairi yalikuwa na madhumuni mengi. Kwa mfano ukitaka' kumwambia mtu jambo lo lote na hutaki kumwambia jambo hilo kwa maneno tu, utamwambia kwa shairi. Basi, kama ni jambo la mapenzi, utamwi-

mbia shairi la mapenzi, na kama ni la kutukana utamwimbia shairi la kutukana.

Watu hutungiana mashairi katika sherehe zo zote. Kama ni arusi, kuna mashairi na nyimbo za arusi, na watu huwaimbia bwana na biarusi na wazee wao. Siku hizi mashairi huandikwa magazetini pia na watu huandika juu ya siasa, uchumi, elimu, na kadhalika.

Watu hawatumii hadithi na mashairi tu; kuna vitendawili, na methali pia. Vitendawili ni kama mchezo. Mtu hutoa fumbo na mwagine hufumbua kama hivi: mtoaji kitendawili huanza kwa kusema, "Kitendawili." Wasikilizaji hujibu, "Tega." Hapo mtoaji hutoa kitendawili, kwa mfano, "Kamba yangu ndefu lakini haiwezi kufunga kuni." Na wasikilizaji hujaribu kufumbua mpaka wapate jibu kama hapa jibu ni "Njia." Wanaendelea kupeana vitendawili hivyo mpaka wachoke.

Methali ni kama msemo, kwa mfano katika hadithi ya sungura na kobe, kobe angeweza² kumwambia sungura "Haraka haraka haina baraka" badala ya kumwambia "Pole pole ndio mwendo."

Basi, hiyo ni mifano michache kutoka utamaduni wa Kiswahili.

¹*ukitaka* 'if you/one wants'; the *-ki-* tense has several functions, but here it marks a simple condition.

²*angeweza* 'he could have'; *-nge-* is used to indicate a supposition, usually a contrary to fact condition.

Maswali

1. Watu hufundishwa nini kwa hadithi?
2. Tenzi ni nini?
3. Kuna mashairi gani?
4. Mashairi mengi ya magazetini ni juu ya nini?
5. Toa mfano wa kitendawili.

HABARI ZA SARUFI

1. More on Commands

- Positive singular commands are formed by using the verb stem:

Soma Kiswahili!	'Study Swahili!'
Fanya kazi!	"Work!"
- Plural commands are formed by suffixing *-ni* and changing the final *-a* of the verb stem to *-e*:

Someni Kiswahili!	'Study (you. pl.) Swahili!'
Fanyeni kazi!	'Work (you pl.)!'

Somo la Ishirini na Nne

- There are three irregular imperatives: *njoo* (<-ja'come'), *nenda* (<-enda 'go'), and *lete* (<-leta 'bring'):

Singular	Plural
nenda 'go!'	nendeni 'go (you pl.)!'
<i>njoo</i> 'come!'	<i>njooni</i> 'come (you pl.)!'
lete 'bring!'	leteni 'bring (you pl.)!'

- Negative commands are usually formed by using the negative subjunctive:

Usisome sasa!	'Don't study now!'
Msisome sasa!	'Don't study now (pl.)!'
Usije kesho!	'Don't come tomorrow!'
Msije kesho!	'Don't come tomorrow (pl.)!'

2. Further Uses of the Subjunctive

- Use the subjunctive to ask permission, express obligations, and to make requests:
Nitafsiri sentensi hii? 'May I translate this sentence?'
Tuje saa ngapi? 'What time are we to come?'
Niende karamuni? 'May I go to the feast?'
Tuondoke sasa? 'Should we leave now/Are we to leave now?'
- In the reading exercise for this lesson, the subjunctive is used after *mpaka* 'until, up to, as far as' to express *result* clauses in English that are introduced by the conjunction 'until':
Hujaribu mpaka wapate jibu. They try until they get the answer.
Atafundisha mpaka wafahamu. She'll teach until they understand.'

3. The -O of Reference Used as a Demonstrative

- There is a third demonstrative in Swahili in contrast to only two in English. The two that have been introduced earlier are very similar in function to their corresponding demonstratives in English (see Lessons 19 and 22). The demonstrative introduced in this lesson, often called the "aforementioned" demonstrative, is used:
 - To refer to *nouns already mentioned* in the context:
Desturi kama hizo hazipatikani hapa.
'Customs like **those** (previously mentioned) are not found here.'
 - To point out something closer to the hearer than the speaker:
Unataka kitabu kipi? *Ninataka hicho.*
'Which book do you want?' 'I want **that one** (close to you).'
- Contrast the meanings of the three demonstratives:

kitabu hiki 'this book' (close to speaker)	kitabu hicho 'that book' (close to hearer)	kitabu kile 'that book' (at a distance from both)
---	---	--
- The various forms of this demonstrative for the different classes are listed on the following page; they are based on the form of the demonstrative in the first column but the final vowel is replaced by the *-o* of reference forms:

Class	Noun	'this'	'that'₁	'that'₂
1	mtu	huyu	huyo	yule
2	watu	hawa	hao	wale
3	mti	huu	huo	ule
4	miti	hiι	hiyo	ile
5	tunda	hili	hilo	lile
6	matunda	haya	hayo	yale
7	kitu	hiki	hicho	kile
8	vitu	hivi	hivyo	vile
9	ndizi	hiι	hiyo	ile
10	ndizi	hizi	hizo	zile
11	ulimi	huu	huo	ule
14	uhuru	huu	huo	ule
15	kutaka	huku	huko	kule
16	mezani	hapa	hapo	pale
17	mezani	huku	huko	kule
18	mezani	humu	humo	mle

- Compare the meanings of the demonstratives used to refer to various aspects of *place*; note that some have both *temporal* and *spatial* meanings:

hana	'here' (specific location close to speaker)
huku	'around here' (general location towards speaker); 'while' (time)
humu	'in here' (close to speaker)
hapo	'there' (specific place referred to); 'then' (time referred to)
huko	'there' (general place referred to)
humo	'in there' (place referred to)
pale	'there' (specific location at a distance)
kule	'there' (general location at a distance)
mle	'in there' (internal location at a distance)

ZOEZI LA NYUMBANI

Tafsiri

1. What time am I to come?
2. Any time at all.
3. That book (one referred to) is mine.
4. Don't be late.
5. Come at noon, don't come at 1:00.
6. I don't have any money at all, can you help me?
7. The story was told by grandmother.
8. The class is being taught by Sarah.
9. That book (you're talking about) was read by the whole class.
10. He was saddened by all of that (i.e., what you were talking about).

MSAMIATI

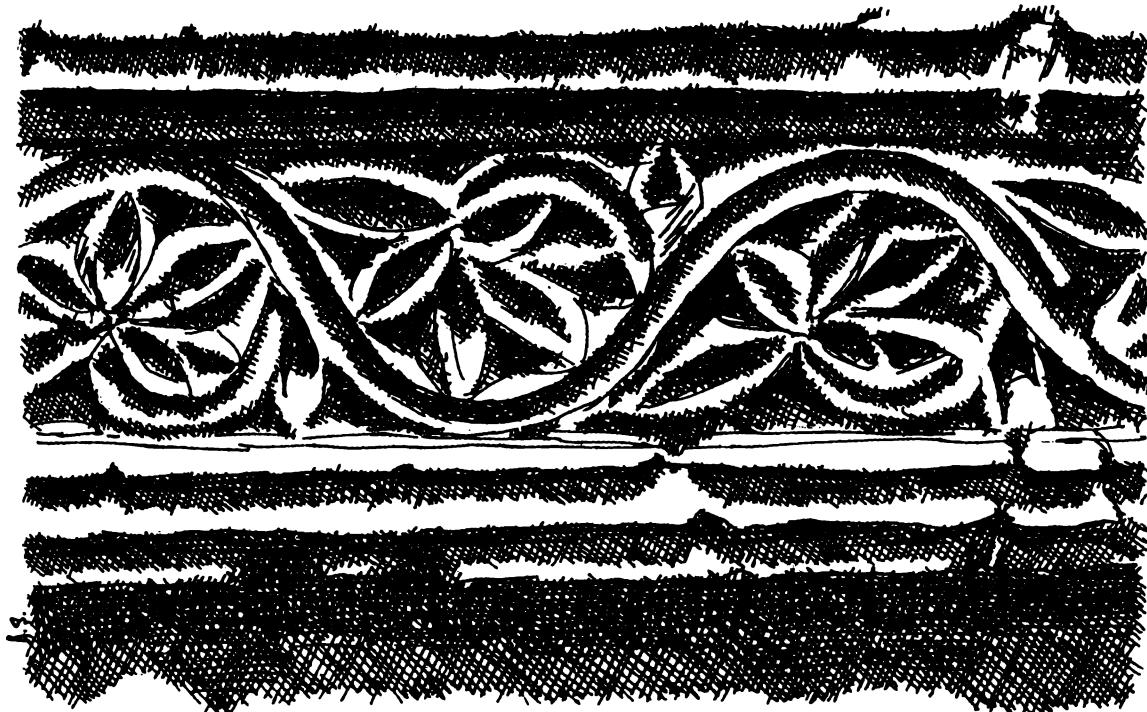
1. Maneno ya Mazungumzo na Mazoezi

<i>-endelea</i>	continue, go on and on (see <i>-enda</i> 'go')
<i>kupa</i>	to give
<i>kwetu</i>	at our place, at our home
<i>mapema</i>	early
<i>-wezekana</i>	be possible (see <i>-weza</i> 'be able')
<i>zawadi</i>	present, gift (N-)

2. Maneno ya Zoezi la Kusoma

<i>-a kisasa</i>	modern, up-to-date
<i>badala ya</i>	instead of
<i>bali</i>	but, but rather, but to the contrary
<i>baraka</i>	blessing (N-)
<i>-chekesha</i>	cause to laugh, amuse (see <i>-cheka</i> 'laugh')
<i>-choka</i>	be tired
<i>fumbo/ma-</i>	puzzle, riddle, mystery, anything puzzling
<i>-fumbua</i>	figure out a mystery, puzzle, etc.
<i>-funga</i>	tie, shut, fasten, etc.
<i>gazeti/ma-</i>	newspaper
<i>haraka</i>	haste (N-)
<i>-imba</i>	sing
<i>-imbia</i>	sing to
<i>-imbwa</i>	be sung
<i>jambo/mambo</i>	matter, affair, thing (abstract), business, etc.
<i>kama hivi</i>	such as the following, as following
<i>kamba</i>	rope (N-)
<i>kisasa</i>	the modern way (adv.); see <i>-a kisasa</i> above
<i>kitendawili/vi-</i>	riddle
<i>kuni</i>	firewood (N-, plural; see <i>ukuni</i> 'stick of firewood')
<i>lete</i>	bring! (irregular imperative; < <i>-leta</i> 'bring'))
<i>mapenzi</i>	love (MA-)
<i>methali</i>	proverb (N-)
<i>mchezo/mi-</i>	game
<i>mila</i>	custom, tradition (N-)
<i>msemo/mi-</i>	saying (see <i>-sema</i> 'say')
<i>msikilizaji/wa-</i>	listener (see <i>-sikiliza</i> 'listen')
<i>mtoaji/wa-</i>	one who offers, gives, etc. (see <i>-toa</i> 'give')
<i>mtu mzima/wa-</i>	adult
<i>nenda</i>	go! (irregular imperative; < <i>-enda</i> 'go')
<i>njoo</i>	come! (irregular imperative; < <i>-ja</i> 'come')
<i>-ondoka</i>	leave

<i>-peana</i>	give to one another (see <i>-pa</i> 'give', <i>kupa</i> 'to give')
<i>sentensi</i>	sentence (N-)
<i>shairi/ma-</i>	poem
<i>sherehe</i>	celebration (N-)
<i>siasa</i>	politics
<i>-sikitisha</i>	cause sorrow, sadden someone
<i>-simulia</i>	narrate, tell
<i>-simuliwa</i>	be narrated, be told
<i>-tega</i>	set a trap (in the context of the story: set a riddle)
<i>-tukana</i>	insult
<i>-tunga</i>	compose
<i>-tungiana</i>	compose for one another
<i>ukuni/kuni</i>	stick of firewood/firewood
<i>utenzi/tenzi</i>	type of lengthy poem, an epic poem (U-/N-)



Somo la Ishirini na Nne

25

Somo la Ishirini na Tano

MAZUNGUMZO

1. Mazungumzo ya kwanza — Mwanafunzi haelewi sarufi.

- Mwalimu: Mwalimu, tafadhali nieleze sarufi ya sentensi hii.
Mwanafunzi: Huielewi?
Mwalimu: Ndiyo.
Mwanafunzi: Ulikuwa wapi nilipoieleza?
Mwalimu: Nisamehe; sikuwapo ulipoifundisha.

2. Mazungumzo ya pili — Utoaji wa kitendawili.

- Mwalimu: Wakati anapotaka kutoa kitendawili, mtu husema nini?
Mwanafunzi: Husema "Kitendawili!"
Mwalimu: Na wasikilizaji husema nini?
Mwanafunzi: Wao husema "Tega!"
Mwalimu: Niambie maana ya "kitendawili" kwa Kiingereza.
Mwanafunzi: Maanake ni "riddle" kwa Kiingereza.

MAZOEZI

1. Zoezi la kwanza

- enda Walikuwa wapi (wakati) nilipoenda
-(ku)ja Walikuwa wapi (wakati) nilipokuja?
-fundisha Walikuwa wapi (wakati) nilipofundisha?
-cheka Walikuwa wapi (wakati) nilipocheka?

2. Zoezi la pili

- mimi Tafadhali, nieleze sentensi hii.
yeye Tafadhali, mweleze (mueleze) sentensi hii.
sisi Tafadhali, tueleze sentensi hii.
wao Tafadhali, waeleze sentensi hii.

3. Zoezi la tatu

- mimi Tafadhali, niambieni mlikuwa wapi.
yeye Tafadhali, mwambieni mlikuwa wapi.
sisi Tafadhali, tuambieni mlikuwa wapi.
wao Tafadhali, waambieni mlikuwa wapi.

Somo la Ishirini na Tano

4. Zoezi la nne

sasa au wakati wo wote	Unaposoma, (wewe) husoma wapi? Ninaposoma, (mimi) husoma hapa.
jana	Uliposoma, ulisoma wapi? Niliposoma, nilisoma hapa.
kesho	Utakaposoma, utasoma wapi? Nitakaposoma, nitasoma hapa.

5. Zoezi la tano

yeye	Nilipomwona nikamwambia.
wao	Nilipowaona nikawaambia.
sisi	Alipotuona akatuambia.
mimi	Aliponiona ataniambia.

6. Zoezi la sita

ndiyo (neg. future)	Hutaenda chuoni leo?	Ndiyo, sitaenda.
ndiyo (neg. present)	Huelewi Kifaransa?	Ndiyo, sielewi.
ndiyo (pos. future)	Utaenda chuoni leo?	Ndiyo, nitaenda.
ndiyo (pos. perfect)	Umeelewa Kifaransa?	Ndiyo, nimeelewa.
hapana (neg. future)	Hutaenda chuoni leo?	Hapana, nitaenda.
hapana (neg. present)	Huelewi Kifaransa?	Hapana, ninaelewa.
hapana (pos. future)	Utaenda chuoni leo?	Hapana, sitaenda.
hapana (pos. perfect)	Umeelewa Kifaransa?	Hapana, sielewi.

ZOEZI LA KUSOMA

Mashairi

Leo tusome mifano ya mashairi. Tutazame kwanza mfano wa shairi la mapenzi. Shairi hili liliandikwa na mshairi mtukufu, Bwana K. Amri Abedi. Bwana Abedi alikuwa Mswahili kutoka Unguja; aliandika mashairi mengi kuhusu mapenzi na dini. Mfano mmoja, jina lake ni *Ukitaka Moyo Wangu*, ni hili:

Ukitaka Moyo Wangu

Ukitaka moyo wangu, ni tayari kukupao

Nawe wako uwe kwangu, usiwe kwa mungineo

Hapa t'akufanya wangu, niwe wako wa pekeo

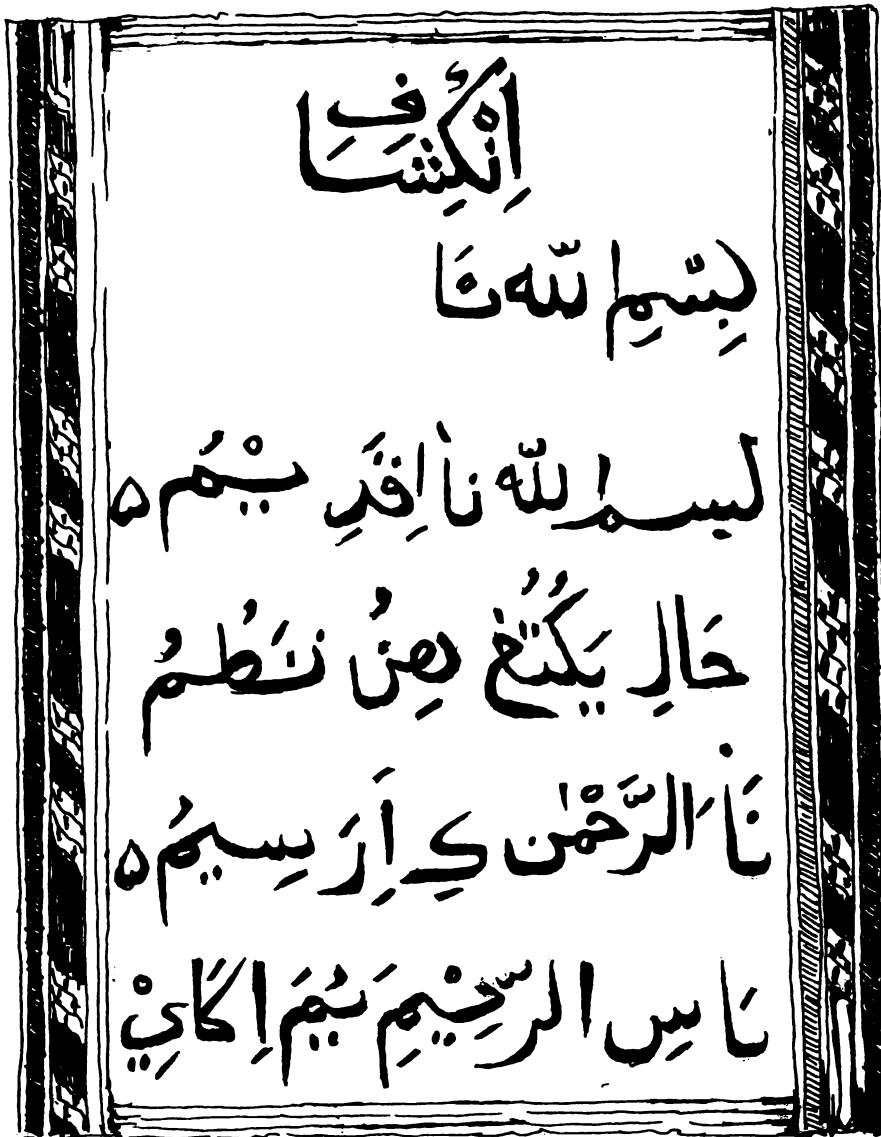
Mpumbavu apendao, pendo upande mmoja.

Shairi jingine la mapenzi ni hivi: (halina jina na hatujui mwandishi wake):

Mahaba ni sumu, ni sumu katili

Mahaba ni tamu, kwa watu wawili.

Mashairi hayo mawili ni mafupi sana. Lakini mashairi mengi ni marefu sana yenye mistari kama kumi na miwili hivi au zaidi. Mashairi mengi ni vigumu kusoma kwa ajili



SHAIRI LA AL INKISHAFI

ya maneno mengi magumu ya zamani na ya Kiarabu. Katika mifano hiyo miwili kuna maneno machache sana ya Kiarabu (*katili* ni mfano mmoja) lakini sarufi ya shairi la kwanza ni ngumu kidogo. Kulingana na Kiswahili sanifu ni tofauti kidogo (tazama Msamati mwisho wa somo hili kwa maelezo ya sarufi ngumu na maneno magumu).

Somo la Ishirini na Tano

Kwa kawaida mashairi hutungwa kufuata kanuni na sheria za mashairi. Shairi lisilofuata' sheria na kanuni hizo huitwa *guni*. Mashairi hayo mawili yanafuata sheria. Tunaona katika la kwanza kwamba kila mstari una mizani sawa, yaani kila mstari una silabi kumi na sita, la pili lina silabi kumi na mbili kila mstari. Mizani ya mashairi hupimwa kwa silabi. Shairi la kwanza lina silabi kumi na sita; la pili lina kumi na mbili:

U - ki - ta - ka	mo - yo	wa - ngu	ni	ta - ya - ri	ku - ku - pa - o
1 2 3 4	5 6	7 8	9	10 11 12	13 14 15 16
Ma - ha - ba	ni	su - mu	ni	su - mu	ka - ti - li
1 2 3 4	5 6	7 8	9	10 11	12

Pia mashairi hayo yanafuata sheria za vina; kwa mfano katika shairi la pili, vina vya kati (vya silabi ya sita) na vya mwisho ni hivi: -a -b / -a -b.

Vina vya shairi la kwanza ni sawa na vina hivyo, ila mstari wa mwisho, na huo una kina tofauti, yaani: -a -b / -a -b / -a -b / -b -c.

Wakati washairi wanapoandika mashairi, wengi hufuata kanuni hizo; ijapokuwa hivyo wengi wengine huandika guni. Zamani mashairi yaliandikwa kwa maandiko ya Kiarabu. Siku hizi washairi hutumia herufi za Kizungu (yaani za Kirumi).

¹'lisilofuata' li-si-lo-fuata 'it-negative-which-follow' "which does not follow".

Maswali

1. Mashairi ya somo hili ni ya namna gani?
2. Katika shairi la kwanza mshairi ni tayari kumpa nani moyo wake?
3. Nani aliandika shairi la pili?
4. Mshairi anapotunga mashairi hufuata nini?
5. Kila mstari wa mashairi huwa na silabi ngapi?

HABARI ZA SARUFI

1. The Relative -po- to Express 'when'

- Use *-po-* affixed to the verb stem following the tense marker and before any object marker to express 'when'; such clauses may be introduced with *wakati* 'time, time when, when':

(Wakati) alipokuja sikuwapo. 'When he came I wasn't here.'

NB. The *-po* 'here' on *sikuwapo* is a pronoun referring to place (see Lesson 23, Note 3); the *-po-* used to express English 'when' is a separate function of *-po-*.

- The adverbial *-po-*, used to express English 'when' clauses, can only be used with the *-na-*, *-li-*, and *-ta-* tenses. However, when *-po*-co-occurs with the future tense, an extra syllable *-ka-* is used as well; compare:

Nitakuja.	'I will come.'
Nitakapokuja...	'When I will come...'

2. Imperatives with Objects

When commands are marked with an object, the subjunctive verb stem is used:

Pika chakula!	'Cook some food!'
Kipike	'Cook it!'
Pikeni chakula!	'Cook (pl.) some food!'
Kipikeni!	'Cook (pl.) it!'
Uliza swal!	'Ask the question!'
Mwulize Juma swal!	'Ask Juma the question!'

3. Answering Negative Questions with Ndiyo

In answering questions that are asked in a negative form, the answer *ndiyo*, which is generally glossed 'yes' but which more accurately can be glossed as 'it is so', affirms the negation of the question, or affirms the affirmation of a positive question. The negation *hapana* 'no, there is not' (see *hakuna*) functions like *no* in English. Compare the following, especially the first and third examples:

Je, huelewi swal langu?	Ndiyo, sielewi.
'Don't you understand my question?'	'Yes (that's so), I don't understand it.'
Umeelewa swal?	Ndiyo, nimeelewa.
'Do you understand the question?'	'Yes (that's so), I understand it.'
Je, husomi Kiarabu?	Hapana, sisomi.
'Don't you study Arabic?'	No, I don't study.
Amesoma Kiarabu?	Hapana, hajasoma.
'Has she studied Arabic?'	No, she hasn't yet.'

ZOEZI LA NYUMBANI

Tafsiri

- Should I translate this sentence?
- Before I translate it, please explain it to me.
- Tell them (plural command) that when I come tomorrow, I will help them.
- When I study, I usually study in the library.
- Explain to him the meaning of that sentence (referred to).
- When I arrived at 8:45 a.m. he wasn't here.
- Should we study lesson 20 for the exam? Yes, study it well.
- Please, all of you study tonight.
- When he arrives tomorrow, tell me.
- Please forgive us, we weren't here when Juma arrived.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>-elewa</i>	understand (see <i>-elea</i> 'be clear', <i>-eleza</i> 'explain')
<i>maanake</i>	it's meaning (see <i>maana</i> 'meaning, cause, reason')
<i>mueleze</i>	explain to him/her (variant of <i>mweleze</i>)
<i>-samehe</i>	forgive
<i>sarufi</i>	grammar

2. Maneno ya Zoezi la Kusoma

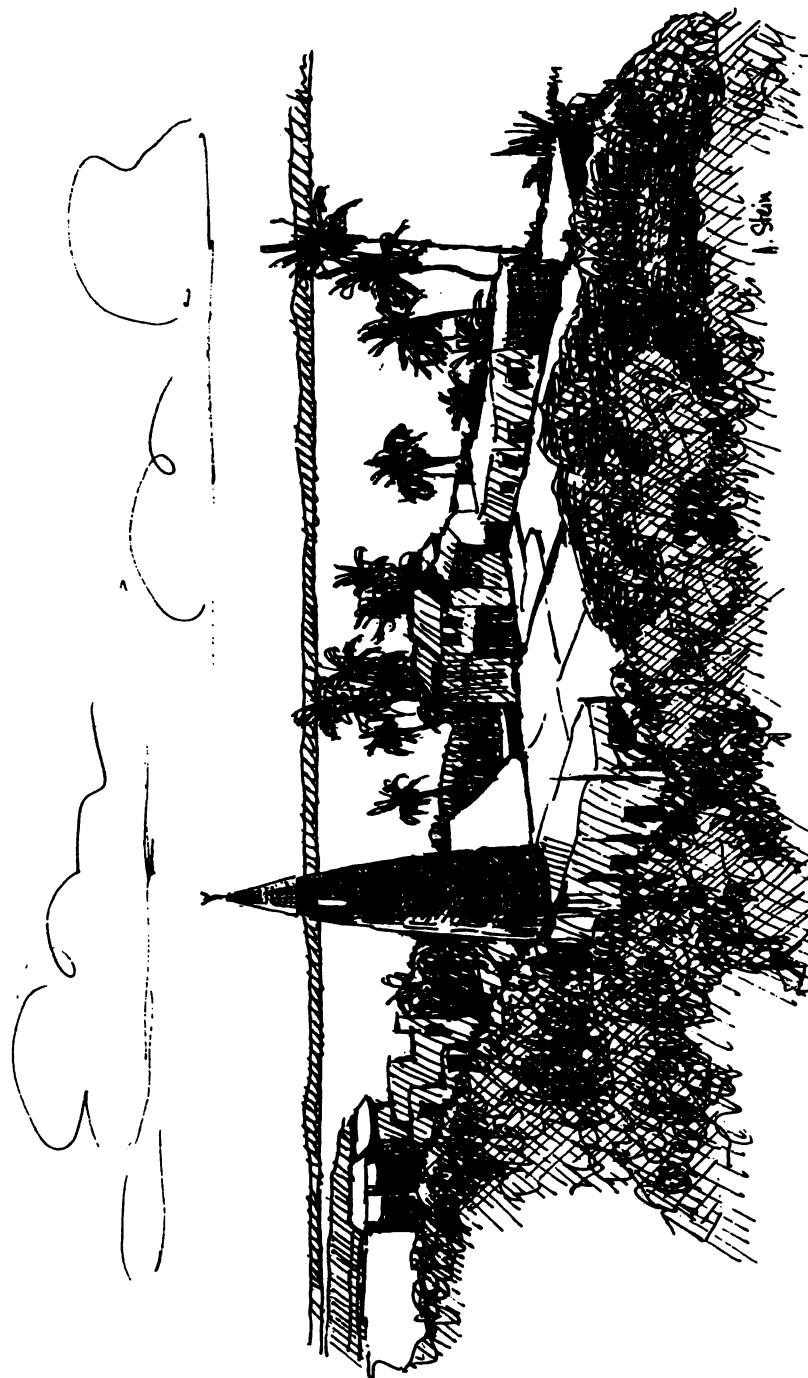
<i>Al Inkishafi</i>	a famous, classical, religious <i>utenzi</i> (see illustration p. 177)
<i>ajili</i>	sake, account (see <i>kwa ajili</i>)
<i>-a kati</i>	in the middle
<i>-a kirumi</i>	in the Roman/Latin style (see <i>kirumi</i>)
<i>-a kizungu</i>	in the European style (see <i>kizungu</i>)
<i>elezo/ma-</i>	explantion (usually in the plural)
<i>-fuata</i>	follow (see <i>kufuata</i> 'following, according to')
<i>guni</i>	free verse
<i>herufi</i>	letter, letter of alphabet
<i>ila</i>	except
<i>jina/ma-</i>	name, heading, title
<i>kanuni</i>	rule, canon, general rule
<i>kati</i>	middle, center, among, between (N-)
<i>katili</i>	cruel (invariable adj.; see <i>mkatili/wa-</i> cruel person)
<i>kina/vina</i>	rhyme, rhyming
<i>kirumi</i>	Latin, in the Latin/Roman style
<i>kizungu</i>	a European language, in the European style
<i>kuhusu</i>	concerning (-husu 'concern, etc.')
<i>kulingana na</i>	in comparison with/to
<i>kwa ajili ya</i>	on account of
<i>maandiko</i>	writing (see <i>-andika</i> 'write')
<i>mahaba</i>	love, friendship
<i>mizani</i>	measure in a line of poetry; scale for weighing (N-)
<i>moyo/mi-</i>	heart
<i>mpumbavu/wa-</i>	fool
<i>mshairi/wa-</i>	poet
<i>mstari/mi-</i>	line
<i>mtukufu/wa-</i>	exalted person, honorable person
<i>mwandishi/w-</i>	writer, author
<i>pendo/ma-</i>	act of loving, liking, affection/manner of loving, etc.
<i>-pimwa</i>	be measured (cf. <i>-pima</i> 'measure')
<i>sanifu</i>	'standard' as in the expression <i>Kiswahili Sanifu</i> 'Standard Swahili'
<i>sawa</i>	equal, same
<i>sawa na</i>	equal to
<i>sheria</i>	law (N-)
<i>silabi</i>	syllable (N-)
<i>sumu</i>	poison (N-)

<i>tamu</i>	sweet (invariable adjective)
<i>vigumu</i>	difficult (an adverb; in the context here it modifies <i>kusoma</i> , thus it is difficult to read; contrast with <i>magumu</i> , an adjective, in the same sentence.)

3. Maneno magumu na kadhalika katika shairi la kwanza:

<i>ukitaka</i>	if you want
<i>kukupao</i>	to give you (the final <i>-o</i> here and those suffixed to <i>mungineo</i> and <i>pekeo</i> are for rhyming and scansion purposes only; it has no grammatical meaning here.)
<i>nawe</i>	and you, as for you (<i>na wewe</i>)
<i>wako</i>	= <i>moyo wako</i>
<i>uve kwangu</i>	may it be mine (may it be for me)
<i>usiwe</i>	don't you be (negative subjunctive of verb <i>-wa</i> 'be')
<i>mungineo</i>	= <i>mwингine</i>
<i>t'akufanya</i>	= <i>nitakufanya</i> 'I will make you' (the subject prefix has been dropped to fit the 16-syllable measure; the initial /t/ is strongly aspirated in pronunciation, thus the apostrophe.)
<i>niwe</i>	so that I am, so that I become (subjunctive of <i>-wa</i> 'be')
<i>pekeo</i>	= <i>peke</i> 'condition of being alone'
<i>apendao</i>	= <i>apendaye</i> 'one who loves' (Standard Swahili: a-penda-ye 'he-loves-who')
<i>mpumbavu apendao</i>	<i>ni mpumbavu apendaye</i> 'it is a fool who loves'
<i>pendo upande mmoja</i>	<i>wakati pendo ni upande mmoja</i> 'when love is one-sided/unrequited'

Somo ia Ishirini na Tano



MJI WA SHELA NJE YA LAMU

26

Somo la Ishirini na Sita

MAZUNGUMZO

1. Mazungumzo ya kwanza — Kueleza maana ya maneno.

- Mwalimu: Juma, tueleze maana ya neno hili kwa Kiswahili: *kiongozi*.
Mwanafunzi: Kiongozi ni mtu anayetawala nchi; kwa mfano Rais Nyerere alikuwa kiongozi wa kwanza wa Tanzania; aliongoza nchi ya Tanzania.
Mwalimu Na Adija, neno hili, yaani *kitabu*, lina maana gani?
Mwanafunzi: Kitabu ni kitu unachokisoma; si kama barua lakini ni chenye jalada gumu na karatasi nyingi.

2. Mazungumzo ya kwanza — Ni nani aliyeandika mashairi?

- Mwalimu: Ni nani aliyeandika shairi la kwanza katika somo la ishirini na tano?
Mwanafunzi: Aliyeandika ni Amri Abedi.
Mwalimu: Mashairi yote aliyoaandika ni ya mapenzi?
Mwanafunzi: La, kuna mengine aliyoaandika juu ya dini.
Mwalimu: Wewe hupenda mashairi gani?
Mwanafunzi: Napenda yaliyoandikwa kuhusu mapenzi.
Mwalimu: Lile shairi lililoandikwa na Bwana Abedi ni la mapenzi au la dini?
Mwanafunzi: Ni la mapenzi.

MAZOEZI

1. Zoezi la kwanza

- | | | |
|-------|----------------------------|----------------------------|
| sasa | Ni nani anayesoma sasa? | Ni Juma anayesoma sasa. |
| jana | Ni nani aliyesoma jana? | Ni Juma aliyesoma jana. |
| juzi | Ni nani aliyesoma juzi? | Ni Juma aliyesoma juzi. |
| kesho | Ni nani atakayesoma kesho? | Ni Juma atakayesoma kesho. |

2. Zoezi la pili

- | | |
|-------|------------------------------|
| yule | Yule anayekaa kule ni nani? |
| wale | Wale wanaokaa kule ni nani? |
| mzee | Mzee anayekaa kule ni nani? |
| wazee | Wazee wanaokaa kule ni nani? |

Somo la Ishirini na Sita

3. Zoezi la tatu

kitabu	Kitabu nilicho(ki)taka kiko chini ya meza.
vitabu	Vitabu nilivyo(vi)taka viko chini ya meza.
mfuko	Mfuko nilio(u)taka uko chini ya meza.
mifuko	Mifuko niliyo(i)taka iko chini ya meza.
shairi	Shairi nililo(li)taka liko chini ya meza.
mashairi	Mashairi niliyo(ya)taka yako chini ya meza.

4. Zoezi la nne

kitabu	Alichukua kitabu kipi?	Kile nitakachotaka kesho.
kalamu	Alichukua kalamu ipi?	Ille nitakayotaka kesho.
kalamu (wingi)	Alichukua kalamu zipi?	Zile nitakazotaka kesho.
shairi	Alichukua shairi lipi?	Lile nitakalotaka kesho.

5. Zoezi la tano

mimi	Mimi hupenda mashairi yaliyoandikwa na Amri Abedi.
wewe?	Wewe hupenda mashairi yaliyoandikwa na Amri Abedi?
yeye	Yeye hupenda mashairi yaliyoandikwa na Amri Abedi.
sisi	Sisi hupenda mashairi yaliyoandikwa na Amri Abedi.
ninyi?	Ninyi hupenda mashairi yaliyoandikwa na Amri Abedi?
wao	Wao hupenda mashairi yaliyoandikwa na Amri Abedi.

6. Zoezi la sita

kitabu	Wewe hupenda kile kitabu kilichoandikwa naye?
vitabu	Wewe hupenda vile vitabu vilivyoandikwa naye?
mashairi	Wewe hupenda yale mashairi yaliyoandikwa naye?
shairi	Wewe hupenda lile shairi lililoandikwa naye?
mistari	Wewe hupenda ile mistari iliyoandikwa naye?
mstari	Wewe hupenda ule mstari ulioandikwa naye?

ZOEZI LA KUSOMA

Miji ya Afrika ya Mashariki

Katika Afrika ya Mashariki miji ya kwanza ilikuwa pwani. Miji hii ilianza kwa sababu ya biashara; pia kwa sababu wafanya biashara walipofunga majahazi bandarini, na kushuka na kufanya biashara na mambo mingine. Baadaye miji mingine ya bara ilianza kukua. Miji hii ilikua pia kwa sababu ya biashara baina ya miji ya pwani na bara.

Wakati wa ukoloni miji mingi ilianza katika sehemu mbalimbali za nchi. Miji hii ilikua na kuendelea kukua kama miji mingi mingine duniani. Miji hiyo ina shida na taabu kama miji mikubwa mingine. Kwa mfano, watu wengi wanahamia mijini kutoka mshambani ili watafute kazi. Kazi zinazopatikana mijini haziwezi kuwatoshha watu wote



wanaozihitaji. Kwa hivyo kuna watu wengi mijini wanaozungukazunguka bila ya kazi.

Miji mikubwa ina jinai na uhalifu kama ya Ulaya na Amerika.

Miji mikubwa ya nchi, kama Nairobi, ndiyo yenyewe makao makuu ya serikali. Kwa hivyo bunge la Kenya liko Nairobi. Miji mikubwa ya Afrika ya Mashariki ina majumba marefu na maduka na maofisi makubwa. Masoko ni tofauti, na vitu vinavyouzwa katika masoko hayo, si kama vile vya masoko ya mashambani. Kwa mfano, kuna vitu kutoka nchi mbalimbali za dunia vinavyouzwa katika masoko ya miji. Kwa hivyo tunaona kwamba maisha katika miji mikubwa ya Afrika yanafanana na maisha katika miji mikubwa mingine duniani.

Somo la Ishirini na Sita

Maswali

1. Miji ya kwanza ya Afrika ya Mashariki ilianza wapi?
2. Kwa sababu gani?
3. Watu wa mashambani wanahamia mijini ili kufanya nini?
4. Taabu moja ya miji yote duniani kote ni nini?
5. Toa mfano mmoja wa vitu vinavyouzwa katika masoko ya miji.

HABARI ZA SARUFI

1. Relative Pronouns and Relative Clauses

- In the previous lessons we have already seen several uses of the relative pronoun *-o-* in Swahili: the *h... -o* demonstrative, object markers with *-na* (e.g. *Una watoto? Ndiyo, ninao watatu*), and with *-o -ote*. In the preceding lesson we saw the relative pronoun *-po-* used to express adverbial 'when' clauses. In this lesson we find *-o-* used to construct relative clauses which in English are introduced by *who*, *which*, *what* and *that*. The *-o* relative form agrees with the noun it refers to; within the verb it follows the tense marker and precedes the object pronoun if present:

Juma ni mwalimu anayetufundisha.	'Juma is the teacher who is teaching us.'
Ni nani aliyeandika shairi la kwanza?	'Who is it who wrote the first poem?'
Aliyeandika ni Amri Abedi.	'The one who wrote it is Amri Abedi.'
Lile shairi lililoandikwa naye ni zuri.	'The poem which was written by him is good.'

- The form of the future with the relative pronoun follows the pattern of *-po-* (see Lesson 25) where the future tense *-taka-* is used, instead of *-ta-* in verbs with the *-o-* relative:

Alichukua kitabu **nitakachotaka** kesho.
'He took the book which I **will** want tomorrow.'

- For the shape of the relative pronoun with the various classes see Lesson 23, Note 4, p. 163; they are also listed in the appendix, see p. 231.

ZOEZI LA NYUMBANI

Tafsiri

1. I know that person who is coming.
2. The poem which he wrote is a good one.
3. I want the book which he will bring at 11:00.
4. The guy who came yesterday is sick today.
5. A book is something you read.
6. The city he moved to is not Los Angeles.
7. The business he does here is selling books.
8. A teacher is a person who teaches.
9. There are a lot of students at UCLA who study hard.
10. On the other hand (see Msamiati) there are a lot of students here who study very hard.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>barua</i>	letter (N-)
<i>-chukua</i>	take, carry, convey, etc.
<i>jalada/ma-</i>	cover of a book
<i>juzi/ma-</i>	day before yesterday
<i>-ongoza</i>	lead (see <i>kiongozi/vi-</i> 'leader')
<i>-tawala</i>	rule

2. Maneno ya Zoezi la Kusoma

<i>-a kisasa</i>	modern
<i>bandari</i>	harbor, port (N-)
<i>biashara</i>	business, commerce (N-)
<i>bunge/ma-</i>	parliament, legislative body
<i>-fanana</i>	resemble, be alike, be like each other
<i>-funga</i>	tie up, fasten, dock in port
<i>-hamia</i>	move to
<i>-hitaji</i>	need, require (cf. <i>mahitaji</i> 'requirements')
<i>jahazi/ma-</i>	dhow (Arab type sailing vessel)
<i>jinai</i>	crime (N-)
<i>jumba/ma-</i>	building (amplicative of <i>nyumba</i> 'house')
<i>kao/ma-</i>	headquarters (usually MA-)
<i>kisasa</i>	cf. <i>-a kisasa</i>
<i>-kua</i>	grow up, grow, increase in size
<i>maisha</i>	life (MA-)
<i>mfanya biashara/wa-</i>	merchant, trader, business person
<i>ofisi/ma-</i>	office
<i>-patikana</i>	be available, be obtainable
<i>shida</i>	trouble, hardship, distress, difficulty (N-)
<i>-shuka</i>	get down (from a conveyance), disembark
<i>taabu</i>	trouble, distress, etc. (N-)
<i>-tafuta</i>	look for
<i>tofauti</i>	different
<i>-tosha</i>	suffice, be sufficient
<i>uhalifu</i>	lawlessness
<i>Ulaya</i>	Europe
<i>-zunguka</i>	go around, go about, surround, etc.
<i>-zungukazunguka</i>	go around and around, wander about

3 Maneno Maalum

kwa upande mwingine on the other hand

Somo la Ishirini na Sita



MSIKITI

27

Somo la Ishirini na Saba

MAZUNGUMZO

1. Mazungumzo ya kwanza — Wao ambao hawajafanya mtihani.

- Mwalimu: Jana nilikuwa mgonjwa; sikuandika mtihani.
Mwanafunzi: Pole, bwana; afadhali uufanye leo usiku.
Mwalimu Asante, mwalimu, nimeshapoa.
Mwanafunzi: Je, kuna wengine ambao hawajafanya mtihani?
Mwalimu: Eeh, kuna mmoja mwengine ambaye hajaufanya.

2. Mazungumzo ya pili — Kuuliza maana ya maneno

- Mwalimu: Je, mwalimu, *mtu mzima* maana yake nini?
Mwanafunzi: Ni mtu ambaye ni mkubwa, si mtoto tena; ameshakua.
Mwalimu: Na maanake nini *maskini*?
Mwanafunzi: Maskini ni mtu ambaye hana pesa au mali yo yote.

3. Mazungumzo ya tatu — Kuanza kwa miji

- Mwalimu: Miji ya kwanza ya Afrika ya Mashariki ilianza wapi?
Mwanafunzi: Ile ambayo iko pwani ilianza kwanza.
Mwalimu: Toa mfano mmoja wa mji ambao ulianza wakati wa ukoloni.
Mwanafunzi: Mfano mmoja, ambao uko bara, ni Nairobi.

MAZOEZI

1. Zoezi la kwanza

- i (present neg.) Je, kuna wengine ambao hawafanyi mtihani?
Eeh, kuna mmoja mwengine ambaye haufanyi.
-ku- (past neg.) Je, kuna wengine ambao hawakufanya mtihani?
Eeh, kuna mmoja mwengine ambaye hakuufanya.
-me- (perfect) Je, kuna wengine ambao wamefanya mtihani?
Eeh, kuna mmoja mwengine ambaye ameufanya.
-ta- (future) Je, kuna wengine ambao hawatafanya mtihani?
Eeh, kuna mmoja mwengine ambaye hataufanya .

Somo la Ishirini na Saba

2. Zoezi la pili

mfanyakazi	Mfanyakazi ni mtu gani? Mfanyakazi ni mtu ambaye hufanya kazi.
wafanyakazi	Wafanyakazi ni watu gani? Wafanyakazi ni watu ambaao hufanya kazi.
mwalimu	Mwalimu ni mtu gani? Mwalimu ni mtu ambaye hufundisha.
walimu	Walimu ni watu gani? Walimu ni watu ambaao hufundisha.
mpishi	Mpishi ni mtu gani? Mpishi ni mtu ambaye hupika.
wapishi	Wapishi ni watu gani? Wapishi ni watu ambaao hupika.

3. Zoezi la tatu

mfuko	Nataka mfuko ambaao uko nyumbani.
mifuko	Nataka mifuko ambayo iko nyumbani.
shairi	Nataka shairi ambalo liko nyumbani.
mashairi	Nataka mashairi ambayo yako nyumbani.
barua	Nataka barua ambayo iko nyumbani.
barua (wingi)	Nataka barua ambazo ziko nyumbani.

4. Zoezi la nne

maskini	Maana ya maskini ni nini? Ni mtu ambaye hana pesa au mali.
tajiri	Maana ya tajiri ni nini? Ni mtu ambaye ana pesa na mali.
kobe	Maana ya kobe ni nini? Ni mnyama ambaye huenda polepole.
sungura	Maana ya sungura ni nini? Ni mnyama ambaye huenda mbio sana.

5. Zoezi la tano

kalamu	Hii ni kalamu ambayo nilinunua mwaka jana.
gari	Hili ni gari ambalo nilinunua mwaka jana.
nyumba (wingi)	Hizi ni nyumba ambazo nilinunua mwaka jana.
mfuko	Huu ni mfuko ambaao nilinunua mwaka jana.

ZOEZI LA KUSOMA

Miji ya Nairobi na Mombasa

Kama tulivyosoma¹ katika makala yaliyopita, Nairobi ni mji mkuu wa Kenya. Lakini Mombasa ni mji wa zamani zaidi kuliko Nairobi. Jambo hili litafahamika vizuri zaidi tukitazama² historia ya miji hii miwili.



KUVAA TSUI TSUI

Mombasa ni mji mmoja kati ya miji ya kwanza ambayo ilikua pwani. Mombasa
yenye we ina sehemu mbili. Moja ni mji wa kale, yaani sehemu ambayo iko upande wa
bandari ya zamani. Mji wa kale una majumba mengi ya mawe yaliyojengwa zamani na
Waswahili na watu waliokuja kutoka sehemu mbalimbali za Asia kama Arabuni, Bara
Hindi na kadhalika. Wengi wao walileta mila, na desturi, na utamaduni wao; kwa hivyo
majumba mengi ya mji wa kale wa Mombasa yanafanana na majumba ya Arabuni na
Bara Hindi. Watu wengi ambao wamekaa katika mji wa kale ni Waswahili. Mji wa kale
una mitaa mbalimbali na kila mtaa una jina lake kwa mfano Makadara, Kibokoni, Kuze
na kadhalika. Mji mpya pia una mitaa yake kama Makupa, Chuda, n.k. Lakini mji mpya

Somo la Ishirini na Saba

una majumba ya kisasa na maduka kama supa mакeti. Sehemu hiyo ya mji ilianza kukua karne hii haswa wakati walipofika Wazungu.

Nairobi ni mji mkubwa. Pia ni mji mkuu wa Kenya ijapokuwa ulikua katika karne hii. Ulianiza wakati Waingereza walipojenga reli ya Uganda, ambayo inaenda kutoka Mombasa mpaka Kampala, Uganda. Kabla ya kujengwa, Nairobi ilikuwa pori tu. Nairobi ilianza kwa sababu wafanyakazi wa reli walihitaji mahali pa kupumzika na mahali hapo walipojenga, yaani Nairobi, ni karibu katikati ya Mombasa na Kampala.

Nairobi ilianza kukua sana baada ya Vita vya Pili vya Dunia. Kwa sababu hiyo ni mji wa kisasa, ambao unafanana na miji mikuu ya Ulaya. Karibu maofisi yote ambayo ni ya serikali yako Nairobi. Utawaona wafanyakazi wanaume na maofisi hayo wamevaa³ nguo za kisasa kama suti, n.k. na wanawake ambao hufanya kazi hapo wamevalia kisasa pia. Si kawaida kuwaona wamevaa mabuibui kama wanawake wa Mombasa.

¹*kama tulivyosoma* 'as we read/have read' (-vyo- is a relative of manner; see Somo la 28.)

²*tukitazama* 'if we look at' (See Lesson 28 for information on the *ki-* tense.)

³Note the use of *-me-* in this sentence to focus attention on "present result"; other speakers and writers of Swahili might use the *-ki-* tense in such cases (see Lesson 28).

Maswali

1. Taja tofauti moja baina ya miji ya Nairobi na Mombasa.
2. Nairobi ilianza lini?
3. Mji wa kale ni sehemu ya Mombasa ambayo iko wapi?
4. Nairobi ilianza kwa sababu gani?
5. Utaona wanaume na wanawake wa Nairobi wamevalia vipi?

HABARI ZA SARUFI

1. The **amba-** Relative

- The *amba-* relative is used in cases where the so-called "infixed" relative (e.g. ninayotaka, niliyotaka, nitakayotaka) cannot be used, that is, with verbs marked with tenses other than *-na-*, *-li-* and *-ta(ka)-*:

Watu **ambao** husoma kila siku watashinda mtihani.
'People **who** study every day will pass the exam.'

Kuna watu **ambao** hawajaanza kusoma.
'There are people **who** haven't begun to study?'

Nataka barua **ambazo** ziko nyumbani.
I want the letters **which** are at home.

- The *amba-* relative can also be used with the *na-*, *-li-* and *-ta(ka)-* tenses; thus, for example, 'people who will read' can be rendered:

Watu ambao watasoma... or **Watu wataaosoma...**
 'People who will read...'.

Kitabu ambacho ninataka... or **Kitabu ninachotaka...**
 'The book that I want...'.

Mazao ambayo aliuza... or **Mazao aliyouza...**
 'The crops which he sold...'.

- Note in the examples using the *amba-* relative that the relative pronoun, *-o* is suffixed to *amba-* and agrees in person, number and class with its antecedent:

Kitabu ambacho kiko kule ni changu.
 'The book which is over there is mine.'

Ile ambayo iko pwani ilianza kwanza.
 'Those which are on the coast started first.'

2. Agreement with proper names

- Proper nouns, for example, the names of cities, govern N-Class (9/10) concords. Contrast the following examples from the *Zoezi la Kusoma*:

Nairobi ilikuwa pori tu. 'Nairobi was just a wilderness.'
Mombasa yenyewe ina sehemu mbili. 'Mombasa itself has two sections.'

but

Mji mkuu ulikuwa karne hii. 'The capital city grew this century.'

3. Infinitives as Nouns

- Infinitives, that is, verb stems with the prefix *ku-* are verbal nouns, and, as such, govern agreements as other nouns:

Kuanza kwa miji. 'The beginning of towns.'
Kukimbia ni kuzuri kwa afya. 'Running is good for the health.'

ZOEZI LA NYUMBANI

Tafsiri

- There are some/others who will not come.
- Who is it who hasn't come yet?
- When I got up this morning, I ate breakfast and then I got dressed.
- An automobile is a vehicle which has four wheels. (magurudumu 'wheels')
- A bicycle is a vehicle which has only two wheels.
- A teacher is someone who usually teaches.
- The people who are over there are his students.
- The person who has on the African shirt is her friend.
- What is it that you want?
- What do you want? I want the book that is on the table.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>amba-</i>	who, which, what, that (see <i>Habari za Sarufi</i>)
<i>bara</i>	upcountry, inland areas; continent (as in <i>Bara Hindi</i> ; N- and JI/Ma-)
<i>mali</i>	wealth, property, possessions (N-)
<i>maskini</i>	poor person (N-class animate)
<i>mpishi/wa-</i>	cook
<i>nimeshapoa</i>	It's alright, I'm feeling o.k. now; I'm already feeling better (a response to <i>pole</i>)
<i>pole</i>	expression of condolence when someone is sick, etc.
<i>tajiri/ma-</i>	rich person

2. Maneno ya Zoezi la Kusoma

<i>afya</i>	health (N-)
<i>Arabuni</i>	Arabia
<i>bandari</i>	harbor (N- or JI/MA-)
<i>Bara Hindi</i>	India
<i>buibui</i>	black cloth worn by Moslem women (N- or JI/MA-)
<i>-fahamika</i>	be understood (see <i>-fahamu</i> 'understand')
<i>-fanana</i>	be similar, resemble
<i>gurudumu/ma-</i>	wheel
<i>haswa</i>	especially (see <i>hasa</i> 'especially')
<i>-jenga</i>	build (- <i>jengwa</i> 'be built')
<i>jiwe/ma-</i>	stone
<i>karne</i>	century (N-)
<i>katikati</i>	middle, center, among, between (see <i>kati</i>)
<i>makala</i>	written article, treatise (N- or MA-)
<i>Mzungu/wa-</i>	European, white person
<i>n.k.</i>	na kadhalika
<i>-pya</i>	new
<i>reli</i>	railroad (N-)
<i>supa maketi</i>	super market (N-)
<i>suti</i>	suit (N-Class)
<i>-taja</i>	mention, say the name, name (verb)
<i>-valia</i>	wear, put on, have on (clothing)
<i>vipi?</i>	how, in what way,in what manner? (see <i>namna gani?</i>)
<i>zaidi</i>	more

28

Somo la Ishirini na Nane

MAZUNGUMZO

1. Mazungumzo ya kwanza — Mtihani

- Mwalimu: Mwisho wa wiki ijayo tutakuwa na mtihani.
- Mwanafunzi: Tutakuwa na marudio?
- Mwalimu Tukiwa na nafasi, kutakuwa na marudio.
- Mwanafunzi: Kama tukitaka kuongea nawe, tuje ofisini kwako?
- Mwalimu: Ndiyo, lakini nipigie simu ofisini kwanza; nambari yangu ni 825-0634 (nane-mbili-tano—sifuri-sita-tatu-nne).
- Mwanafunzi: Je, mtihani utakuwa rahisi?
- Mwalimu: Ndiyo, lakini kwa wale wasiosoma ni mtihani mgumu.

2. Mazungumzo ya pili — Nairobi na Mombasa

- Mwalimu: Kama tulivyosoma katika makala ya somo la ishirini na saba, Nairobi ni mji gani wa Kenya?
- Mwanafunzi: Kama tulivyosoma ni mji mkuu wa Kenya.
- Mwalimu: Eleza namna Mombasa ilivyoanza.
- Mwanafunzi: Ilianza kwa ajili ya biashara; ni mahali penye bandari nzuri.

MAZOEZI

1. Zoezi la kwanza

- | | | |
|---------------|--------------------------|------------------------------------|
| Juma/-ja | Juma yuko hapa? | Hapana, (kama) akija nitakuambia. |
| Juma na Adija | Juma na Adija wako hapa? | Hapana, (kama) wakija nitakuambia. |
| -ona | Juma na Adija wako hapa? | Hapana, nikiwaona nitakuambia. |
| Juma | Juma yuko hapa? | Hapana, nikimwona nitakuambia. |

2. Zoezi la pili

- | | | |
|----------------|-----------|--------------------------------------|
| -ja | Uliwaona? | Ndiyo, niliwaona wakija ofisini. |
| -enda | Uliwaona? | Ndiyo, niliwaona wakienda ofisini. |
| -ondoka | Uliwaona? | Ndiyo, niliwaona wakiondoka ofisini. |
| -ongea na Juma | Uliwaona? | Ndiyo, niliwaona wakiongea na Juma. |

3. Zoezi la tatu

- | | |
|------|--|
| mimi | Nikiwa na nafasi, kutakuwa na marudio. |
| wewe | Ukiwa na nafasi, kutakuwa na marudio. |
| yeye | Akiwa na nafasi, kutakuwa na marudio |
| sisi | Tukiwa na nafasi, kutakuwa na marudio. |

Somo la Ishirini na Nane

ninyi Mkiwa na nafasi, kutakuwa na marudio.
wao Wakiwa na nafasi, kutakuwa na marudio.

4. Zoezi la nne

wewe Unasoma?
yeye La, kama nilivyosema, sina nafasi siku hizi.
wao Anasoma?
ninyi La, kama alivyosema, hana nafasi siku hizi.
 Wanasona?
 La, kama walivyosema, hawana nafasi siku hizi.
ninyi Mnasona?
 La, kama tulivyosema, hatuna nafasi siku hizi.

5. Zoezi la tano

-soma Soma namna alivyosema.
-andika Andika namna alivyosema.
njoo Njoo namna alivyosema.
nenda Nenda namna alivyosema.

6. Zoezi la sita

-fanya Fanya kama anavyofanya.
-soma Soma kama anavyosoma.
-sema Kiswahili Sema Kiswahili kama anavyosema.

7. Zoezi la saba

-sema Usiseme Kiswahili kama anavyosema.
-andika Usiandike Kiswahili kama anavyoandika.
-soma Usisome Kiswahili kama anavyosoma.

5. Zoezi la nane

yeye Asiyesoma, hatashinda mtihani.
wao Wasiosoma, hawatashinda mtihani.
wewe Usiyesoma, hutashinda mtihani.
ninyi Msiosoma, hamtashinda mtihani.

ZOEZI LA KUSOMA

Utalii

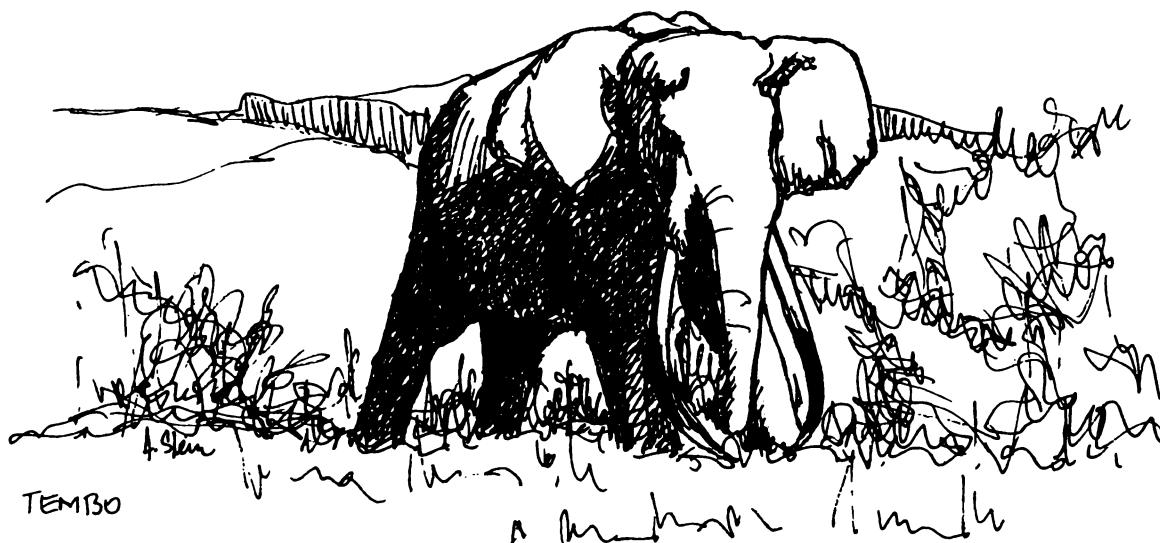
Nchi za Afrika ya Mashariki zimebarikiwa na kila aina za sanaa za maumbile. Tukienye sehemu ya pwani tunaweza kuona ufuko mzuri na safi sana. Tukienda bara tunaweza kuona milima na maumbile ya kupendeza machoni. Kwa hivyo, kama mnavyojua bila shaka, nchi za Kenya na Tanzania zinatembelewa na wageni wengi kutoka nchi mbalimbali haswa nchi za Ulaya na Amerika.

Somo la Ishirini na Nane

Wageni hawa, yaani watalii, ni muhimu kwa uchumi kwa nchi hizo kwa sababu wanaleta fedha za nje za kigeni. Basi, wageni hupokewa kwa ukarimu mwingi wakifika Kenya na Tanzania. Kuna mahoteli na misafara ya kila aina kote nchini ili wageni wasipate taabu yo yote.

Kama tunavyojuua, Kenya na Tanzania zina wanyama wa mwitu wa aina nyingi kama simba, chui, tembo,

na punda milia na wengine wengi. Ni wanyama hao wanaovutia wageni wengi. Ni ajabu kwa wageni kuona wanyama wakitembea huru katika maskani yao kama huko Serengeti¹ ambako wanyama ni wengi mno, hasa maelfu ya nyumbu, punda milia, na swala. Ni ajabu kuona nyumbu hao wote amba ni wengi kuliko wanyama wote wengine kule.



Wageni pia hupenda kutembelea watu wa sehemu mbalimbali za nchi hizi mbili na kuona wanavyoishi na mila na desturi zao. Wengine pia hupenda kuona na kujaribu ku-

Somo la Ishirini na Nane

panda Mlima wa Kenya na Mlima wa Kilimanjaro. Kilimanjaro ni mlima mrefu zaidi kuhiko yote bara ya Afrika. Wengine hupenda kutembelea miji ya pwani, haswa miji ya zamani kama Malindi na Lamu, ambayo ni miji ya pwani ya Kenya. Kwa hakika, ukitembelea Kenya au Tanzania utajua kwa nini wageni wanazipenda mno nchi hizo.

¹Serengeti ni bustani kubwa ya kitaifa ambayo iko Tanzania. Ni mahali kama pori penye wanyama wengi sana kama nyumbu, swala, punda milia, twiga, chui, duma, na simba.



KILIMANJARO

Maswali

1. Ukisafiri kwenda Serengeti utaona wanyama gani?
2. Wageni ni muhimu kwa kitu gani cha Afrika ya Mashariki?
3. Taja sababu mbili za watalii kusafiri Afrika ya Mashariki?
4. Eleza kwa nini watalii hupenda kutembelea pwani.
5. Wageni hypokewa kwa sababu ya pesa tu?

HABARI ZA SARUFI

1. The -ki- Tense/Aspect Marker

- The verbal marker *-ki-* basically indicates action *going on* at a time specified in the context, usually the main verb; generally it can be translated by a present participle in English (a verb ending in *-ing*, e.g. *running*), but other translations using 'while', 'when', 'as' and 'upon + verb-ing' are possible:

Niliwaona wa-ki-kimbia.

(I saw them they-while-running)

'I saw them running/as they were running/when they were running.'

Wageni hypokewa vizuri wa-ki-fika kule.

(guests are received well they-while-arriving there)

'Guests are well received upon arriving/when they arrive/as they arrive there.'

- The same marker is used to express simple conditions; these are frequently, but not necessarily, introduced by *kama*. When used in this way, the verb with *-ki-* comes first; in translation 'if' or 'whenever' can be used (these *-ki-* clauses are distinct from 'when' clauses using *-po-*; see Lesson 25, Note 1):

(Kama) wa-**ki**-fika niambie.
 (if they-while-arriving tell me)
 'If/whenever they arrive tell me.'

- With monosyllabic verbs the *ku-* of the infinitive is not used; e.g. *a-ki-ja* 's/he coming, ifs/he comes' (not **a-ki-kuja*)

2. The **-vyo-** of Manner

- The relative marker *-vyo-* is used to express manner, how, the way, the extent of some occurrence; it is frequently introduced by adverbs such as *kama* 'like, as, if, etc.', *namna* 'how, sort, kind, type, etc.':

Fanya (kama) ninavyosema; usifanye (kama) ninavyotenda.
 'Do as I say; not as I behave.'

Andika namna alivyosema.
 'Write how/the way she said.'

3. Relatives with negative **-si-**

- The negative particle *-si-* and the relative pronoun *-o-* are used to express negative relative clauses. These are tenseless and can refer to present, past, or future time depending on context:

Kwa wale wa-**si-o-soma** ni mtihani mgumu.
 For those **who do not** study/did not study/will not study, the exam is difficult.'

- To refer to specific time in negative relative clauses, use the *amba-* relative with the appropriate negative tense:

Kwa wale **ambao hawatasoma** ni mtihani mgumu.
 'For those **who will not** study, it's a difficult exam.'

Kwa wale **ambao hawasomi** ni mtihani mgumu.
 'For those **who don't** study, it's a difficult exam.'

ZOEZI LA NYUMBANI

Tafsiri

- Don't run the way you are running now.
- I saw them running.
- If you run fast, you will see him.
- I will behave as I was told.
- If you study hard you will pass the exam.
- Tell them how he did it.
- Tell him how you did it.
- If they all come, you must tell me.
- He saw me coming.
- Those who don't come to class, will not do well.

MSAMIATI

1. Maneno ya Mazungumzo na Mazoezi

<i>marudio</i>	review; see <i>rudi</i> 'return', - <i>rudia</i> 'return to, go back over/to'
<i>nambari</i>	number (N-)
- <i>pigia simu</i>	telephone someone, make a call to; - <i>piga simu</i> , make a call
<i>sifuri</i>	zero, cipher, nought
<i>wiki ijayo</i>	next week (<i>i-ja-yo</i> 'it which comes')

2. Maneno ya Zoezi la Kusoma

<i>ajabu</i>	wonder, something amazing, incredible
- <i>a kitaifa</i>	national (see <i>taifa/ma-</i> 'nation')
- <i>a kupendeza</i>	pleasing
- <i>a mwitu</i>	wild (see <i>mwitu</i> 'forest')
- <i>bariki</i>	bless
- <i>barikiwa</i>	be blessed
<i>bustani</i>	garden, park (N-)
<i>chui</i>	leopard (N- animate)
<i>duma</i>	cheetah (N- animate)
<i>fedha</i>	money, silver (N-)
<i>hakika</i>	certainty, reality, fact, etc. (see <i>kwa hakika</i> below)
<i>hoteli/ma-</i>	hotel, restaurant
<i>huru</i>	free (invariable adjective)
<i>jicho/macho</i>	eye
(- <i>a</i>) <i>kigeni</i>	foreign (see <i>mgeni/wa-</i> 'guest, stranger, foreigner')
<i>kwa hakika</i>	certainly, indeed, for sure
<i>maskani</i>	abode, dwelling place, home (N-)
<i>maumbile</i>	nature, natural condition, natural state (MA-)
<i>mlima/mi-</i>	mountain (see <i>kilima/vi-</i> 'hill'; <i>Kilima-njaro</i>)
<i>mno</i>	very much, especially so, etc.
<i>msafara/mi-</i>	trip, safari, expedition
<i>mtalii/wa-</i>	tourist
<i>mwitu/mi-</i>	forest (<i>msitu/mi-</i> 'forest' also commonly used)
<i>nje</i>	outside
<i>nyumbu</i>	gnu, wildebeest (N- animate)
- <i>pendeza</i>	be pleasing, please
- <i>pokea</i>	receive, see - <i>pokewa</i> 'be received'
<i>punda milia</i>	zebra (<i>punda</i> 'donkey', <i>milia</i> 'stripes'; N- animate)
<i>sanaa</i>	works of art, beautiful things
<i>swala</i>	antelope, gazelle (N- animate)
<i>taabu</i>	trouble (N-)
- <i>tembea</i>	walk, see - <i>tembelea</i> 'visit'
<i>tembo</i>	elephant (N- animate)
- <i>tenda</i>	behave, act, do
<i>twiga</i>	giraffe (N- animate)
<i>ufuko</i>	beach, sandy area of shore (U-)
<i>ukarimu</i>	hospitality (U-)
<i>utalii</i>	tourism (U-)
- <i>vutia</i>	attract

Masomo Zaidi

The following readings are graded structurally to follow the main lessons; for example, the first reading *Kucheza Bao* is designed to be used after students have mastered the grammatical structures of Lessons One through Six. The readings are listed below and labeled accordingly. The new vocabulary used in these readings can be found in the *Msamati* at the end of the manual.

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1. Kucheza Bao

Hawa ni nani? Ni vijana na wazee. Wanacheza bao. Bao ni mchezo wa Bara la Afrika na watu wengi wanapenda kucheza bao. Katika picha hii tunaona kwamba mzee mmoja na kijana mmoja wanashindana.





2. Kucheza Mpira

Hawa ni nani? Hawa ni vijana wa Vyuo Vikuu vya Nairobi na Dar es Salaam. Wanafanya nini? Wanacheza mchezo wa mpira. Wanashindana sasa. Mchezaji mmoja anapiga teke mpira. Wengine wanakimbia.

3. Duka la Nguo

Huyu ni nani? Huyu ni mwenye duka. Jina lake ni Bwana Saidi bin Abdalla. Anakaa wapi? Anakaa Malindi lakini yeye si mzaliwa wa Malindi; ni mzaliwa wa Lamu. Yeye anauza nguo katika duka lake; ni mwuzaji wa nguo. Anafanya kazi sasa? Hapana, ni jioni na sasa anapumzika tu.





4. Kuimba Kanisani

Huyu ni nani? Huyu ni kijana; yeye ni mwimbaji katika kanisa la Kikatoliki. Jina lake ni nani? Jina lake ni Deogratias Magunda; anakaa Kampala. Yeye ni Mwislamu? Hapana, si Mwislamu; ni Mkristo. Sasa anaimba katika kanisa; ni mwimbaji wa kanisa. Yeye ni Mkristo gani? Ni Mkatoliki.

5. Kusali Tasbihi

Huyu ni Mzee Hasani Mbeye. Yeye ni Mswahili wa Mombasa. Sasa anapumzika nyumbani na kusali. Anavuta tasbihi. Yeye ni Mkatoliki? Hapana, yeye si Mkristo. Mzee Hasani ni Mwislamu. Waislamu wanatumia tasbihi pia, lakini si kama tasbihi ya Wakatoliki.





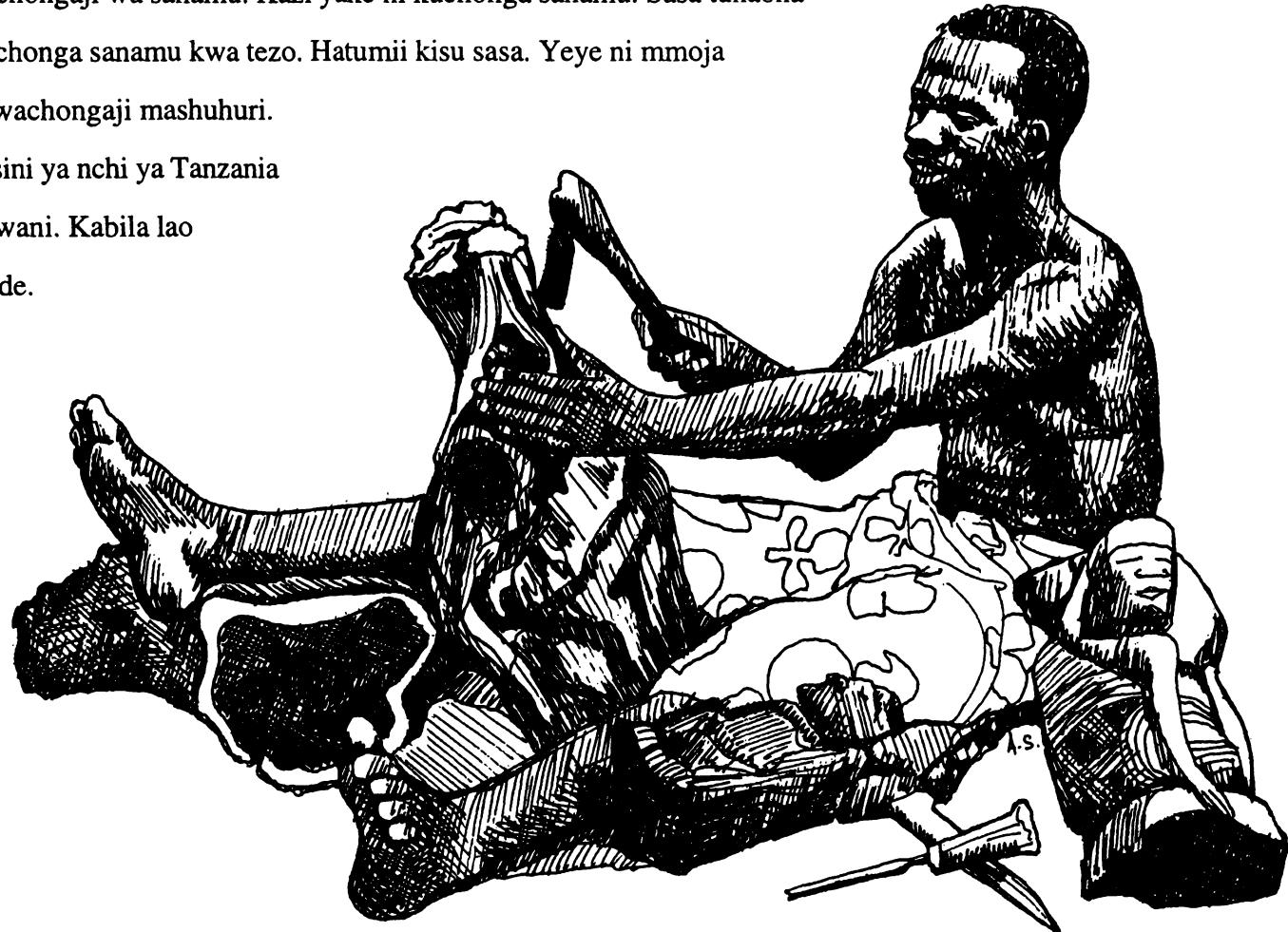
6. Kupiga Gurudumu

Mohamedi ni mvulana. Yeye ni mwanafunzi wa darasa la tatu. Anasoma sasa? Hapana, hasomi sasa. Anacheza mpira? Hapana, hachezi mpira. Anapiga gurudumu kwa fimbo. Anakimbia sana na kupiga gurudumu.

7. Kuchonga Sanamu

Malaba ni mchongaji wa sanamu. Kazi yake ni kuchonga sanamu. Sasa tunaona kwamba anachonga sanamu kwa tezo. Hatumii kisu sasa. Yeye ni mmoja wa kundi la wachongaji mashuhuri.

Wanakaa kusini ya nchi ya Tanzania
sehemu ya pwani. Kabilia lao
ni Wamakonde.





8. Kurudi Kutoka Sokoni

Zabibu ni msichana wa Lamu, Kenya. Yeye pia ni mwanafunzi lakini hasomi darasa la tatu kama Mohamedi. Anasoma katika darasa la pili. Anakwenda sokoni sasa? Hapana, haendi huko; sasa anarudi kutoka sokoni; anarudi nyumbani. Ana nini kikapuni? Ana vitabu katika kikapu? La, hana vitabu, ana chakula.

9. Msukaji Mifuko na Vikapu

Kazi ya mwanamume huyu ni kusuka vikapu na mifuko. Yeye si mkulima; halimi. Anauza vitu vyake sokoni kila siku, kwa hivyo ana pesa za kutosha za kununua vyakula na mahitaji yake na ya jamaa yake. Lakini hana za kutosha za kununua motokaa.



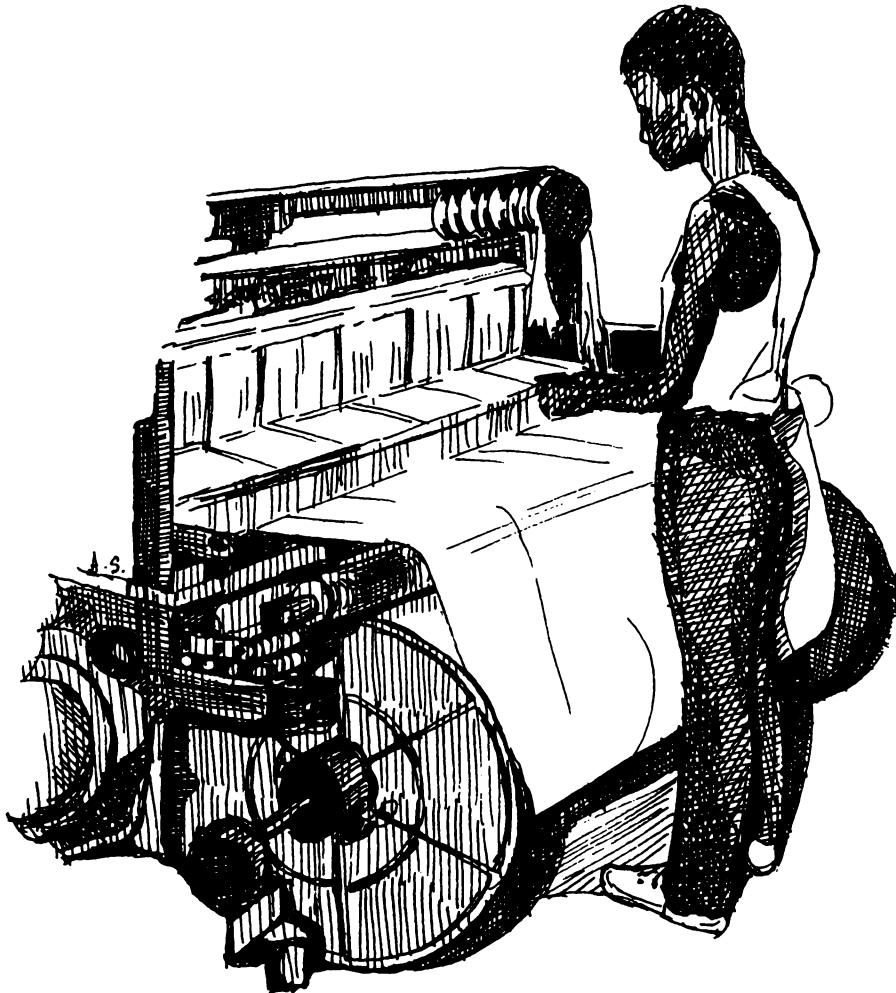


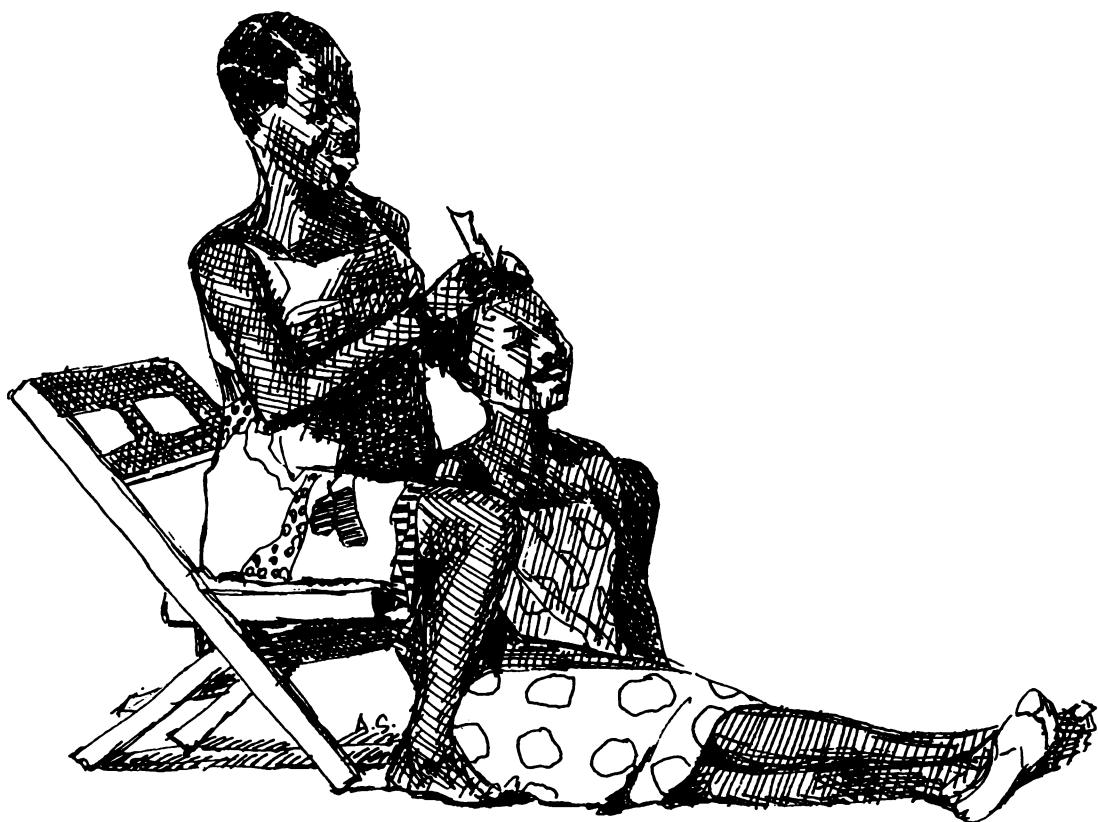
10. Kinyozi

Kesho kijana huyu ataanza kusoma shulenii. Kwa hivyo ananyolewa na kinyozi sasa. Baada ya kunyoa nywele za mvulana huyu kinyozi atarudi nyumbani; atafunga duka lake na kurudi nyumbani. Ni saa sita mchana na yeze ana njaa sana. Baada ya kula na kupumzika kidogo atarudi kazini saa nane mchana. Hatafunga duka tena mpaka saa kumi na mbili jioni.

11. Kutengeneza Nguo

Mfanyakazi huyu ni opareta wa mtambo wa kutengeneza nguo katika kiwanda huko Mji wa Dar es Salaam. Yeye anaanza kufanya kazi asubuhi na mapema, saa moja. Sasa ni saa tisa alasiri na ataondoka kazini hivi karibuni. Hatarudi nyumbani mara moja; ataenda kwanza kuzungumza na rafiki zake.





12. Kusuka Nywele

Huko Afrika ya Mashariki ni desturi kwa wanawake kusukwa nywele. Hapa tunaona kwamba mwanamke mmoja anamsaidia rafiki yake. Sasa anamsuka nywele za rafiki yake. Wana furaha kwa sababu muda wa kusuka nywele ni wakati wa kuzungumza na kupumzika baada ya masaa ya kufanya kazi kulima.

13. Kushonewa Gauni

Mwanamke huyu alinunua yadi sita za nguo dukani. Mwenyeduka alimwuzia nguo kwa shilingi arobaini tu. Alinunua nguo tu; hakununua gauni zenyewe. Mshonaji wa mwenyeduka alimshonea gauni moja na sasa anamshonea nyingine. Atakuwa na mbili na atakuwa na furaha.



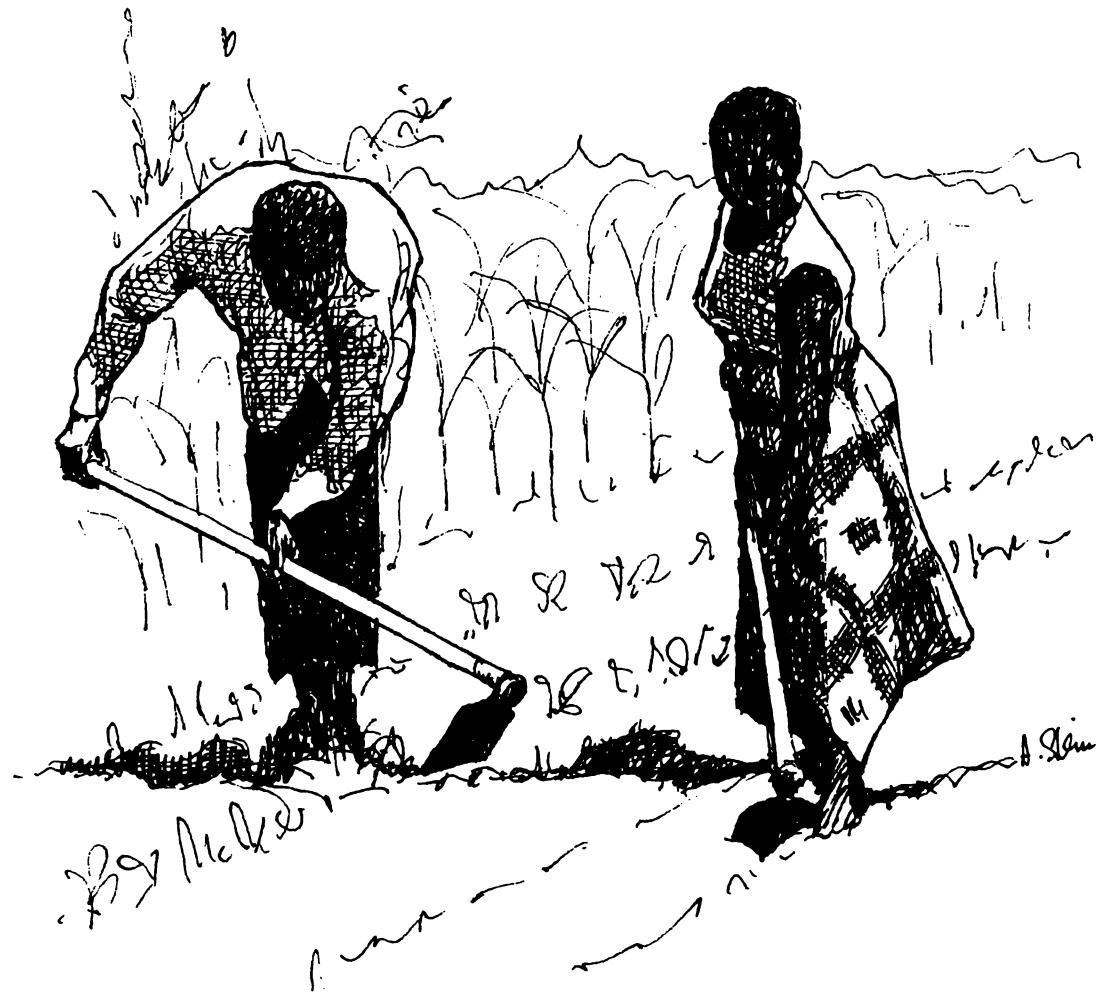


14. Kuchunga Wanyama

Huyu kijana jina lake anaitwa Kipuri. Yeye ni Mmasai wa Tanzania. Wamasai ni kabila la wachungaji. Maisha yao ndiyo kuwachunga wanyama wao. Ng'ombe, kondoo, na mbuzi ni msingi wa maisha yao. Sasa tunaona kwamba huyu Kipuri yeye yuko malishoni anawachunga mbuzi na kondoo wa jamaa yake. Ng'ombe hawako malishoni. Ndugu zake wengine wamewapeleka kwenda kwenye maji. Ng'ombe wanahitaji maji kuliko mbuzi na kondoo.

15. Kupalilia Shamba la Pamba

Mzee huyu na mke wake wako katika shamba lao la pamba. Jana asubuhi walikuwako pia kwa sababu kuna magugu mengi shambani. Yeye hana plau lakini zamani alikuwa na moja nzuri. Sasa imevunjika. Kwa hivyo wanapalilia kwa majembe. Kwa sababu ya mvua nyingi magugu yanamea sana. Kwa hivyo pamba haimei vizuri. Kama wanaweza kutoa magugu yote watakuwa na mavuno mazuri ya pamba. Sasa wamechoka sana lakini hawajamaliza kupalilia shamba lote.



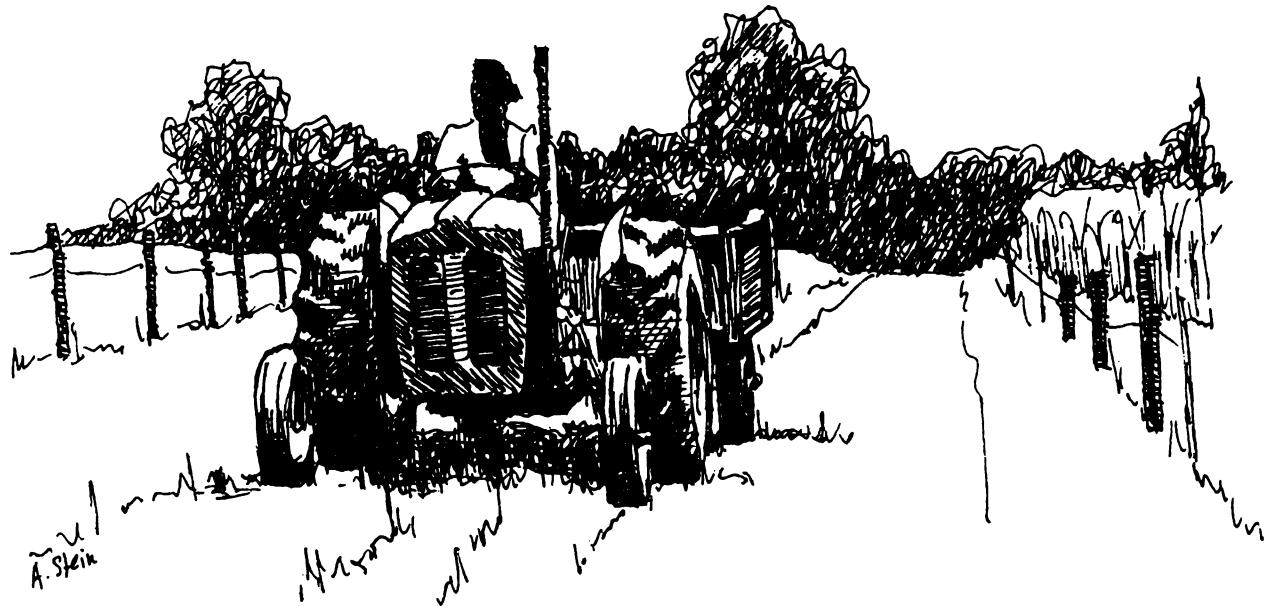


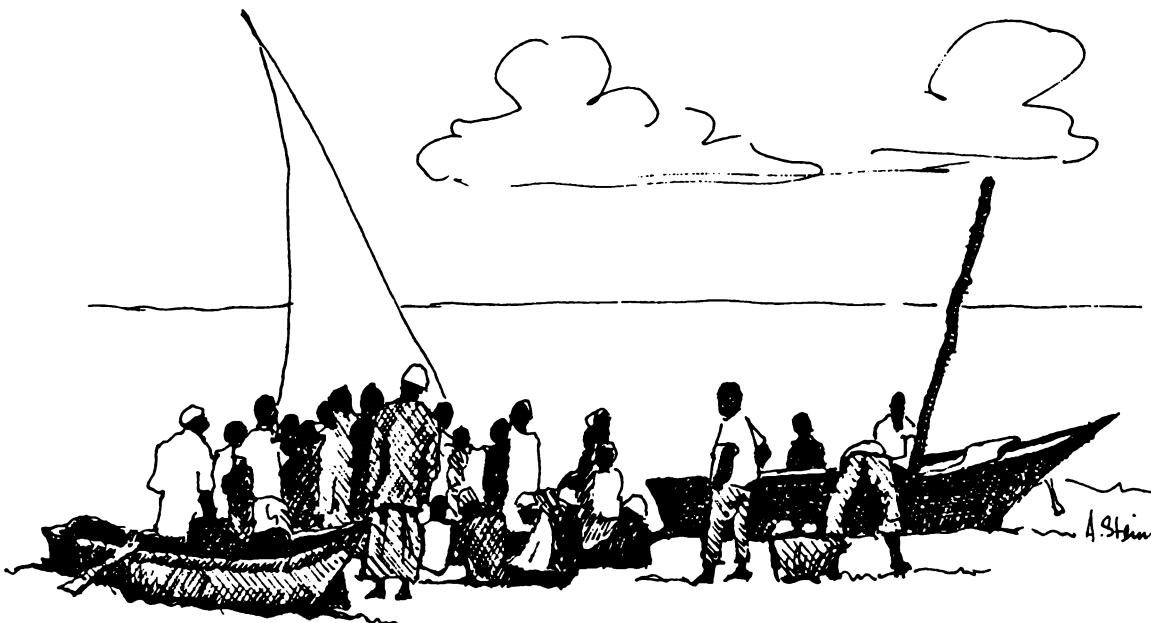
16. Kulima kwa Plau

Wananchi wengi wa Afrika wanalima bado kwa kutumia majembe na hawajaanza bado kutumia plau. Hawajaanza kwa sababu mashamba yao ni madogo; hawana mashamba makubwa kwa sababu yamegawanywa katika vipande vidogo vingi. Kwa hivyo ni vigumu sana kutumia plau. Lakini wananchi hawa wana shamba kubwa sana; kwa hivyo wanalima sasa kwa plau. Plau yenyewe inavutwa na ng'ombe.

17. Kulima kwa Trekta

Ijapokuwa wakulima wengi hawana pesa za kutosha za kununua trekta, hawana taabu kama wao ni wanachama wa chama cha ushirika cha ukulima. Chama kinaweza kununua trekta na kinaweza kuwasaidia wanachama wake. Dereva wa trekta wa chama atawalimia mashamba yao. Baada ya kuvuna na kuyauza mavuno wanachama hukilipa chama kwa trekta na kwa mshahara wa dereva.





18. Kuvua Samaki

Watu wa pwani ya Bahari Hindi, na pia watu wa maziwa ya bara ya Afrika ya Mashariki wengi wao ni wavuvi. Wanawauzia watu wa miji na vijiji samaki nyingi. Hapa pichani tunaona baada ya kuvua samaki tangu asubuhi na mapema, wavuvi wamesharudi. Watu wengine wamekuja kuona wametega samaki namna gani, kama samaki ni ndogo, au kubwa, nyingi au chache. Watu wengi hawa ni wanunuzi, lakini wachache tu wamekuja kutazama tu. Ijapokuwa ngalawa na mashua zao ni ndogo, wametega samaki kubwa nyingi.

19. Wanawake Hufanya Kazi Sana

Kupika chakula na kazi nyingi za ukulima huwa ni kazi za wanawake. Pichani humu wanawake hawa wanafanya kazi hizi: kutwanga mahindi na kusafisha pamba. Mwana-mke mmoja anatwanga mahindi kwa kinu na mchi. Kinu hiki kilichongwa kwa gogo la mti, na mchi huu ni mti mdogo tu. Baada ya kuyatwanga mahindi atapika ugali kwa unga. Yeye hutumia unga wa mahindi; wengine hupenda unga wa muhogo. Msichana huyu anamsaidia mamake; wote wanafisha pamba. Pamba hii hupelekwa kwenye kiwanda cha kutengeneza nguo.



20. Kujistarehesha

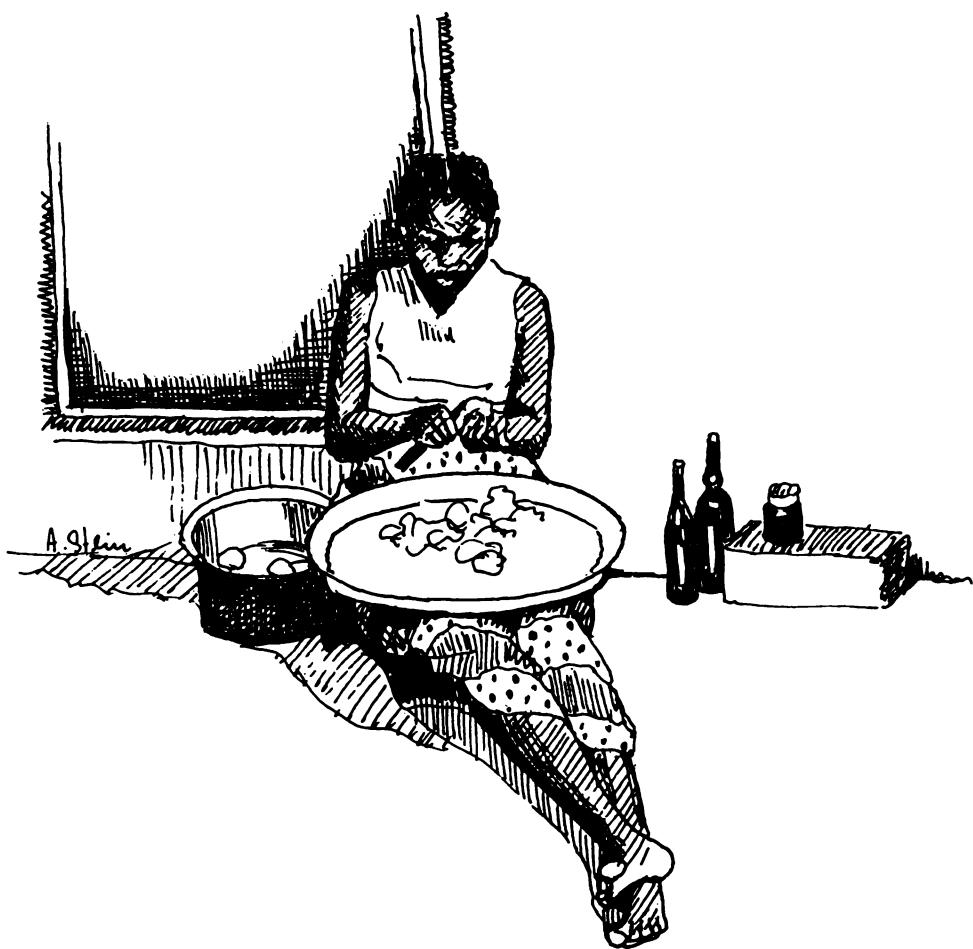
Maisha huko Afrika si kazi tu. Watu wanajua kujistarehesha. Baada ya kufanya kazi wana-ume wengi huenda kwa marafiki zao ili wazungumze nao na kucheza bao. Siku ya jumamosi na jumapili wengine huenda



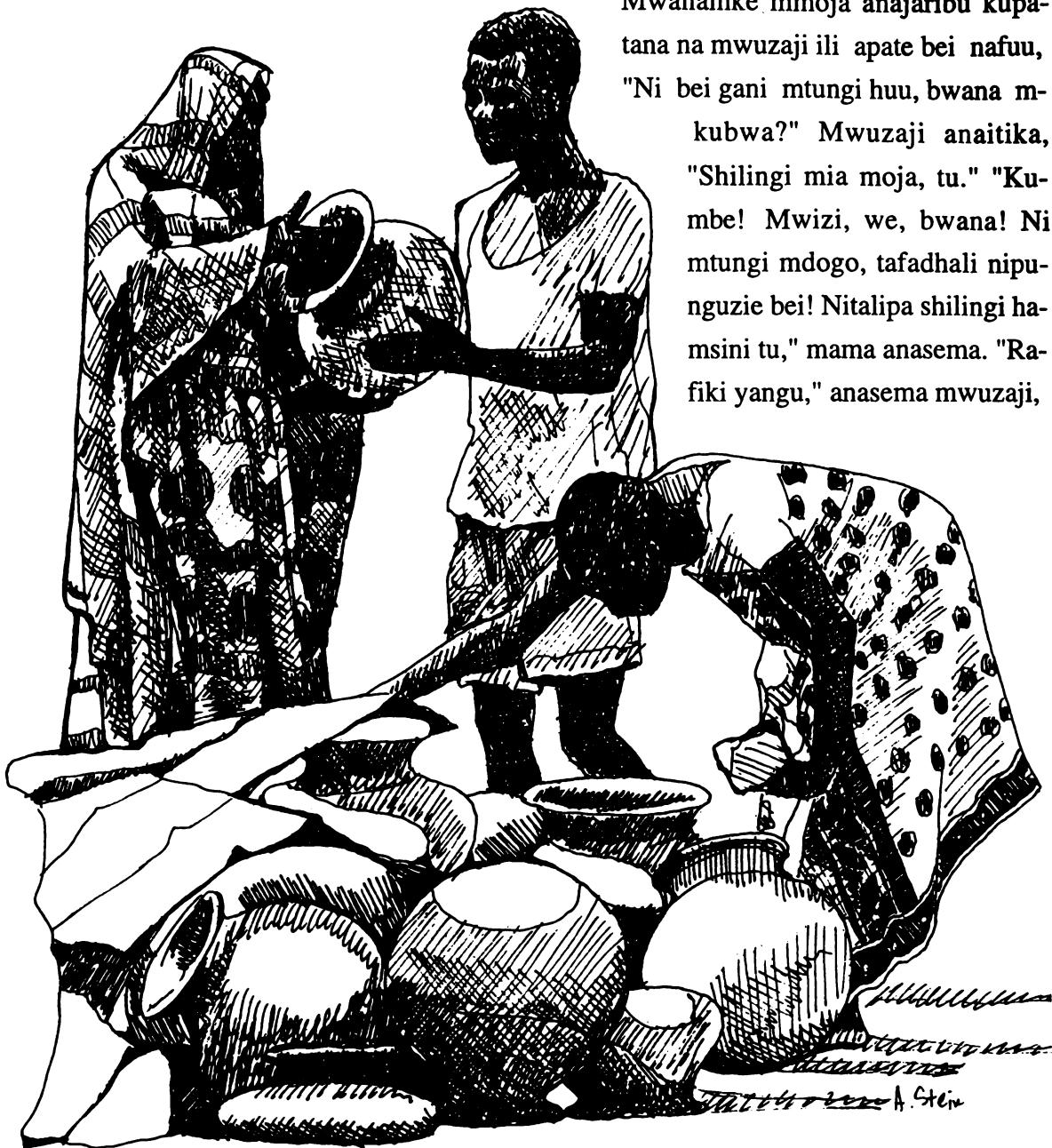
kuona mashindano ya mpira. Hupenda sana mashindano hayo na hutaka sana timu yao ishinde. Kama haishindi hawana furaha. Wenyeji wa miji wenye pesa huenda kuona sinema. Si lazima walipe pesa nyingi, kwa hivyo wengi huenda. Na wakati wa sikukuu kuna ngoma na kila kabila lina kundi lao kama Warundi hawa wa Burundi.

21. Kutayarisha Chakula

Mama yuko nje ya nyumba yake amekaa chini anatayarisha chakula. Anamenya viazi. Ni lazima apike chakula upesi kwa sababu leo usiku watoto wake wote wanataka kwenda mjini kuona sinema fulani (bila shaka moja ya Kiitaliani ya "cowboy"). Kwa hivyo anafanya haraka wasichelewe. Lakini mpaka sasa ameshavimena viazi vichache tu; hajavimenya vyote: anavyo viwili vitatu tu katika sufuria. Afadhalii afanye haraka.



22. Kupatana Bei



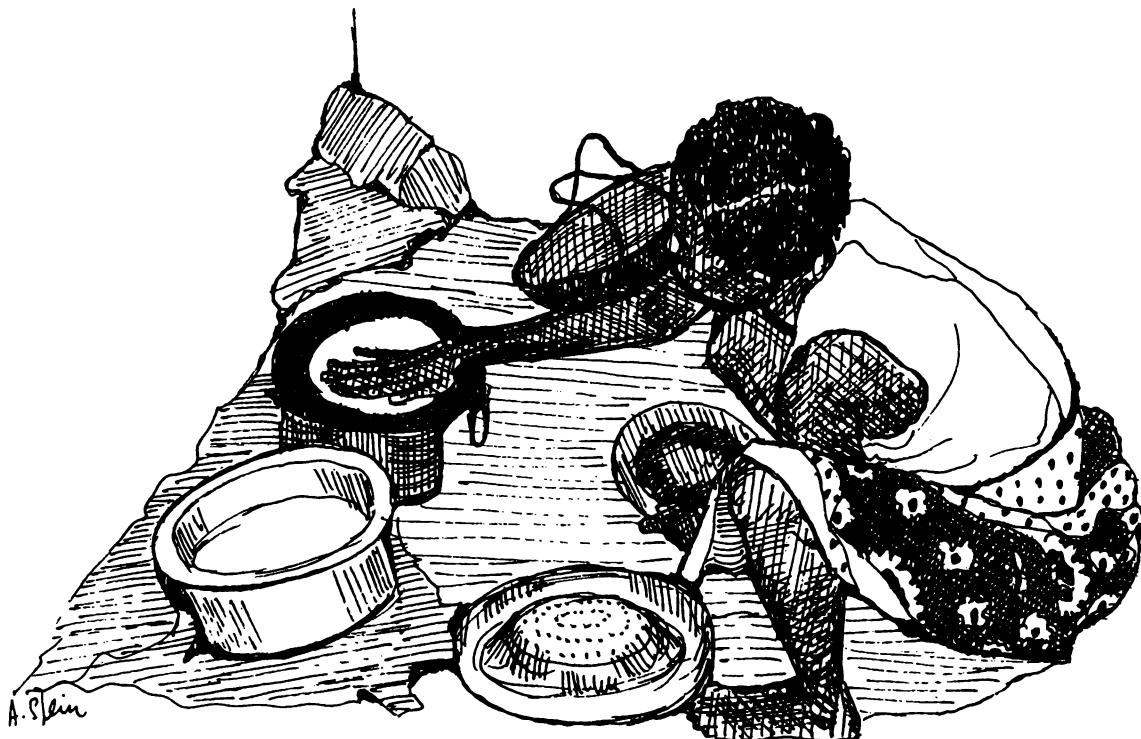
Mwanamke mmoja anajaribu kupata na mwuzaji ili apate bei nafuu, "Ni bei gani mtungi huu, bwana m-kubwa?" Mwuzaji anaitika, "Shilingi mia moja, tu." "Kumbe! Mwizi, we, bwana! Ni mtungi mdogo, tafadhalii nипunguzie bei! Nitalipa shilingi hamisi tu," mama anasema. "Rafiki yangu," anasema mwuzaji,

"ni mtungi mzuri sana, niliutengeneza mimi mwenyewe, toa shilingi themanini, ni bei yangu ya mwisho." Sasa mama anarudia na kusema, "Ati, bwana, shilingi themanini, mimi si tajiri, nипunguzie bei kidogo tena; natoa shilingi sitini na tano, hizo ni zangu za mwisho, sinazo nytingine." "Haya, basi, kama hunazo zaidi, nipe hizo, lakini nasema hivi, sipati faida yo yote," mwuzaji anasema. Amechoka na hataki agombane naye."

23. Kupika Mikate

Mama yuko jikoni sasa anapika mkate wa kusukuma (yaani "chapati") ili jamaa zake wawe na chakula kizuri. Anapopika mikate hiyo yeye hutumia jiko linaloitwa sigiri. Sigiri ni jiko la makaa. Kwa sababu jiko liko chini inambidi mama akae chini kibaoni. Hapa amezingirwa na vyombo vyake vyote ambavyo atavitumia. Ana sinia atakayoitilia mikate na beseni atakalotumia kufunikia mikate ili isiingiwe na uchafu na isipoe kwa haraka. Mama ni mpishi ambaye ana ujuzi mwingi na mikate yake huwa mitamu sana.

Notes: *wawe na* 'so that they have' < *kuwa* 'to be'; *inambidi* ' it is necessary for her/him' -*bidi* is used impersonally with the person who is under obligation expressed as an object prefix.





24. Kazi za Wanawake

Kazi za wanawake ni nyingi. Wengi husema wanawake hufanya kazi kuliko wanaume lakini hawalipwi mishahara ambayo ni ya haki. Mwanamke huyu husuka vikapu amba-vyo huviuza nyumbani kwake. Amekaa juu ya kitanda kilichosukwa pia, na anajitayarisha kusuka kikapu atakachouza kesho jioni baada ya kufanya kazi zote za nyumbani. Kama angelipwa kwa saa mwanamke huyu angekuwa tajiri mno sasa. Lakini ni mwana-mke kwa hivyo kazi anazozifanya nyumbani kwa bahati mbaya hazihesabiwi kama kazi.

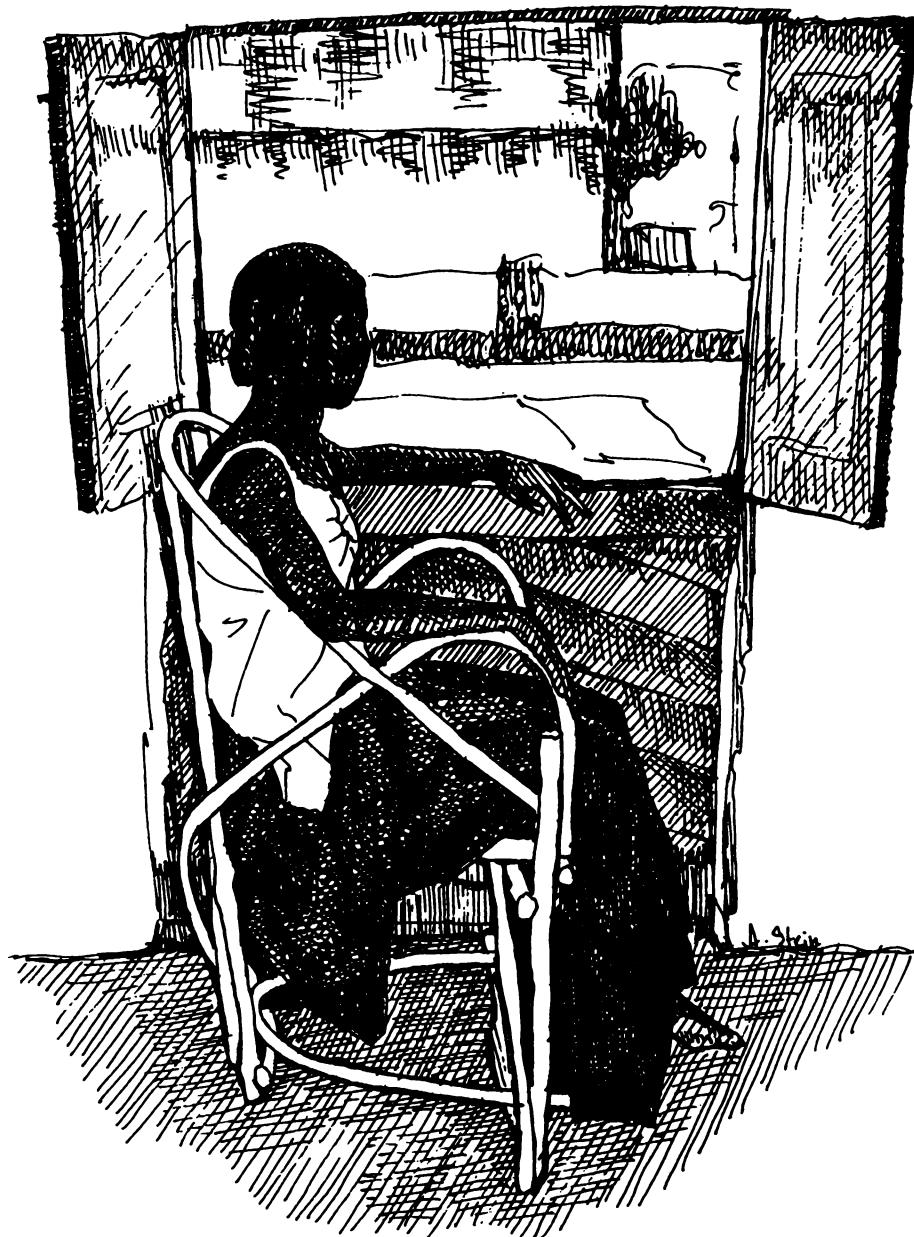
Note: angelipwa ... angekuwa tajiri 'if she were paid ... she would be rich'

25. Kulea Wasichana

Wasichana kule Afrika hufundishwa kazi zinazofanywa na wanawake na mambo ambayo ni ya kike kutoka udogoni mwao. Kama Waswahili wanavyosema: "Mtoto umleavyo ndivyo akuavyo." Kwa hivyo hufundishwa kuteka maji ambayo ameyatia mtungini anaoubeba kichwani. Kubeba mtungi kichwani kuna faida kwa sababu mtu anaweza kufanya kazi nyingine kwa mikono kama msichana huyu anavyobeba mtungi na kuni anazozikota.

Notes: *umleavyo* = *unavyomlea*; *akuavyo* = *anavyokua*





26. Mapenzi

Mawazo ya msichana huyu yako mbali sana. Tunafikiri hivyo kwa alivyokaa kimya akiangalia nje. Pengine anamngojea mpenzi wake na anaangalia nje ili amwone kama akija. Hii ni desturi ya wapenzi wengi wakiwa katika mapenzi. Mapenzi ni kitu ambacho, kinapokupata, kinaweza kukufurahisha au kukusikitisha. Ukifuata msemo huu: "Usiache mbachao kwa msala upitao" utaona kwamba mapenzi ni jambo la kujitahadhari kwani ni rahisi kumwacha mpenzi wa zamani kwa mwingine.

Notes: *upitao* = *unaopita*; *wakiwa* 'they-being, when they are' < *kuwa* 'to be'

Vitendawili

1. Nyumba yangu haina mlango.
2. Nina watoto wangu ambao daima wanafukuzana lakini hawakamatani.
3. Ninapompiga mwanangu hucheza.
4. Nina saa ambayo haijapata kusimama tangu kutiwa ufunguo.
5. Nzi hatui juu ya damu ya simba.
6. Mzazi ana miguu bali mzaliwa hanayo.
7. Nimewafungia wanangu milango wakati wanapopigana.
8. Mti umeangukia huko mbali, bali matawi yake yamefika hadi hapa.
9. Po pote ninapoenda ananifuata.
10. Daima yupo njiani anakwenda, bali bado hajafika mwisho wa safari yake.

?

Majibu Bainya hayo yanayofuata, chagua jibu sawa:

- | | |
|--------------------------|-----------------|
| 1. Kuku na yai | chicken and egg |
| 2. Jua | sun |
| 3. Kivuli | shadow |
| 4. Yai | egg |
| 5. Moyo | heart |
| 6. Habari ya kifo | news of a death |
| 7. Moto | fire |
| 8. Magurudumu ya motokaa | wheels of a car |
| 9. Ngoma | drum |
| 10. Bisi | popcorn |

Methali

Akili ni mali.
Akili ni nywele, kila mtu ana zake.
Bendera hufuata upepo.
Damu nzito kuliko maji.
Dawa ya moto ni moto.
Debe tupu haliachi kuvuma.
Haba na haba hujaza kibaba.
Hapana siri ya watu wawili.
Haraka haraka haina baraka.
Hasara humfika mwenye mabezo.
Heri kufa macho kuliko kufa moyo.
Kuishi kwingi ni kuona mengi.
Kulea mimba si kazi, kazi kulea mwana.
Kwenda mbio si kufika.
Mtoto wa nyoka ni nyoka.
Mvunja nchi ni mwana nchi.
Njia ya mwongo fupi.
Paka akiondoka, panya hutawala.
Penye mafundi, hapakosi wanafunzi.
Penye nia ipo njia.
Penye wazee haliharibiki neno.
Penye wengi pana Mungu.
Radhi ni bora kuliko mali.
Samaki mmoja akioza, huoza wote.
Subira huvuta heri.
Sumu ya neno ni neno.
Ukitaja nyoka, shika fimbo mkononi.
Ulimi hauna mfupa.
Ulimi unauma kuliko meno.
Usaiache mbachao kwa msala upitao.
Vita havina macho.
Wawili si mmoja.
Wema hauozi.

Appendix

Pronominal Concords

Class	Noun	Pos.	Sbj.	Neg.	Sbj.	Object	'Have'	'Which'	Possessives ²	'Having' ³
1	mtu	a-	/yu-	ha-/hayu-	-m-/mw-	ana	yupi	w-angu	mwenye	
2	watu	wa-		hawa-	-wa-	wana	wepi ⁴	w-angu	wenye	
3	mti	u-		hau-	-u-	una	upi	w-angu	wenye	
4	miti	i-		hai-	-i-	ina	ipi	y-angu	wenye	
5	Øtunda	li-		hali-	-li-	lina	lipi	l-angu	lenye	
6	matunda	ya-		haya-	-ya-	yana	yapi	y-angu	yenye	
7	kitu	ki-		haki-	-ki-	kina	kipi	ch-angu	chenye	
8	vitu	vi-		havi-	-vi-	vina	vipi	vy-angu	vyenye	
9	ndizi	i-		hai-	-i-	ina	ipi	y-angu	yenye	
10	ndizi	zi-		hazi-	-zi-	zina	zipi	z-angu	zenye	
11	ulimi	u-		hau-	-u-	una	upi	w-angu	wenye	
14	uhuru	u-		hau-	-u-	una	upi	w-angu	wenye	
15	kutaka	ku-		haku-	-ku-	kuna	kupi	kw-angu	kwenye	
16	mezani	pa-		hapa-	-pa-	pana	wapi	p-angu	penye	
17	mezani	ku-		haku-	-ku-	kuna	kupi	kw-angu	kwenye	
18	mezani	m(u)-		ham(u)-	-m(u)-	m(u)na	—	mw-angu	mwenye	

Notes:

1. The prefix *yu-* (see Class 1 in the Positive Subject column) is normally only used as a subject prefix in Standard Swahili with the locatives *-po*, *-ko*, and *-mo*, for example *yuko* 's/he is here'.
2. The prefixes used for the possessive *-angu* 'my/mine' in the Possessives column are also used with *-ako* 'your/yours', *-ake* 'hers/his', *-etu* 'our/ours', *-enu* 'your/yours (pl.)', and *-ao* 'their/theirs' and *-a* 'of'.
3. The prefixes for *-enye* 'having' are also used for *-enyewe* 'oneself'.
4. The Class 2 form for *-pi* 'which' is *wepi* to avoid confusion with *wapi* 'where'.

Class	Noun	'This'	'That' ¹	'That ₂ '	Relative	Amba-	'Any at all' ²	Emp. 'Be' ³
1	mtu	huyu	yule	huyo	-ye-	ambaye	ye yote	ndiye
2	watu	hawa	wale	hao	-o-	ambao	wo wote	ndio
3	mti	huu	ule	huo	-o-	ambao	wo wote	ndio
4	miti	hii	ile	hiyo	-yo-	ambayo	yo yote	ndiyo
5	Øtunda	hili	lile	hilo	-lo-	ambalo	lo lote	ndilo
6	matunda	haya	yale	hayo	-yo-	ambayo	yo yote	ndiyo
7	kitu	hiki	kile	hicho	-cho-	ambacho	cho chote	ndicho
8	vitu	hivi	vile	hivyo	-vyo-	ambavyo	vyo vyote	ndivyo
9	ndizi	hii	ile	hiyo	-yo-	ambayo	yo yote	ndiyo
10	ndizi	hizi	zile	hizo	-zo-	ambazo	zo zote	ndizo
11	ulimi	huu	ule	huo	-o-	ambao	wo wote	ndio
14	uhuru	huu	ule	huo	-o-	ambao	wo wote	ndio
15	kutaka	huku	kule	huko	-ko-	ambako	ko kote	ndiko
16	mezani	hapa	pale	hapo	-po-	ambapo	po pote	ndipo
17	mezani	huku	kule	huko	-ko-	ambako	ko kote	ndiko
18	mezani	humu	mle	humo	-mo-	ambamo	mo mote	ndimo

Notes:

1. There are two demonstratives in Swahili that are glossed as 'that'. The first, *-le*, is used to indicate objects at a distance from both speaker and listener, whereas the second, namely *h-...-o*, is used to indicate objects mentioned previously in the context, or things that are closer to the listener than speaker.
2. The forms in the eighth column are also used for *-ote* 'all, whole' where appropriate.
3. The *ndi-* is used as the emphatic form of the verb BE. Contrast *yeye ni mwalimu* 's/he is a teacher' with *yeye ndiye mwalimu* 'she is indeed/certainly the teacher'. Also see the examples under the heading "Emphatic Relative" on page 234 following.

Adjectival Concords

		-zuri¹	-baya²	-wili³	-kubwa⁴	-pya	-eusi⁵	-ingine⁶
1	mtu	mzuri	mbaya	—	mkubwa	mpya	mweusi	mwengine
2	watu	wazuri	wabaya	wawili	wakubwa	wapy	weusi	wengine
3	mti	mzuri	mbaya	—	mkubwa	mpya	mweusi	mwengine
4	miti	mizuri	mibaya	miwili	mikubwa	mipy	myeusi	mingine
5	tunda	zuri	baya	—	kubwa	jipy	jeusi	jingine ⁷
6	matunda	mazuri	mabaya	mawili	makubwa	mapya	meusi	mengine
7	kitu	kizuri	kibaya	—	kikubwa	kipy	cheusi	kingine
8	vitu	vizuri	vibaya	viwili	vikubwa	vipy	veyeusi	vingine
9	ndizi	nzuri	mbaya	—	kubwa	mpya	nyeusi	nyingine
10	ndizi	nzuri	mbaya	mbili	kubwa	mpya	nyeusi	nyingine
11	ulimi	mzuri	mbaya	—	mkubwa	mpya	mweusi	mwengine
14	uhuru	mzuri	mbaya	—	mkubwa	mpya	mweusi	mwengine
15	kutaka	kuzuri	kubaya	—	kukubwa	kupy	kweusi	kwengine
16	mezani	pazuri	pabaya	pawili	pakubwa	pypy	peusi	pengine
17	mezani	kuzuri	kubaya	—	kukubwa	kupwa	kweusi	kwengine
18	mezani	mzuri	m(u)baya	—	m(u)kubwa	m(u)pya	mweusi	mwengine

Notes:

1. Other adjectives which pattern like **-zuri** 'good' are **-gumu** 'hard, difficult', **-dogo** 'small', **-zima** 'whole, entire', **-zito** 'heavy' and **-ngapi** 'how many' (also **ngapi** in Classes 9/10). They all begin with **voiced** consonants. An exception is **-refu** 'long, tall' which has the form **ndefu** in Classes 9 and 10 where **r** of the stem becomes **d**: *watu warefu* 'tall people' but *meza ndefu* 'long table'.
2. Other adjectives which pattern like **-baya** 'bad' are **-bovu** 'rotten, bad', **-bivu** 'ripe', **-bichi** 'raw'.
3. The numeral for 'two' varies in the shape of the root or stem, thus **-bili** in Class 10, but **-wili** in the other classes. Other numbers, specifically 1 to 5 and 8 govern concord and behave like other adjectives.
4. Other adjectives which pattern like **-kubwa** 'big' begin with **voiceless** consonants: **-chache** 'few', **-fupi** 'short', **-kavu** 'dry', **-pana** 'wide', **-tatu** 'three', **-tamu** 'sweet', and **-tano** 'five'. An exception is **-pya** 'new' in Classes 9/10 which have the form **mpya**, and **jipy** in Class 5, but is otherwise regular: *mtu mpya*, *watu wapy*, *kitu kipy*, *vitu vipy*, etc.
5. The adjectives **-eupe** 'white', **-ekundu** 'red', and **-epesi** 'light, thin' follow the pattern for **-eusi** 'black'.
6. The adjective **-ingi** 'many, much' follows the pattern for **-ingine** 'other, another, some'.
7. The Class 5 form of **-ingine** is usually **jingine**, but **lingine** is also heard. There is other variation heard depending on the dialect, e.g. **mungine** is heard in Mombasa instead of **mwigine**.

If you compare the adjectives in the above table horizontally you will note the regularity in the form of the prefix. There is variation, but it follows a pattern, thus adjectives that begin with consonants pattern differently than those beginning with vowels (in the last two columns on the right). Most "exceptions" in adjectival concord are in Classes 9/10. They are not difficult to learn if general patterns are kept in mind, for example, adjectives that begin with "voiced" sounds, represented by **-baya** are in one set and those that begin with "voiceless" sounds, represented by **-kubwa** are in another. The few individual exceptions, **ndefu**, **mpya** in Classes 9/10, and **jipy**, **jingine** in Class 5 can be easily memorized.

There are several ways in Swahili of expressing adjectival concepts in addition to the above. Many English adjectives are expressed by using **-a** followed by a noun, usually marked with **ki-** but not always. The form **-enye** with appropriate agreement prefixes followed by a noun, including infinitives, can also be used, as can relative constructions. Examples of each type follow:

-a juu high, upper	-a haki just, fair	-a binafsi private
-a Kiislamu Islamic	-a kike female	-a kitaifa national
-enye kupendeza pleasing	-enye kunukia scented	-enye sifa njema reputable
-enye akili intelligent	-enye joto hot	-enye baridi cold
mlango uliovunjika broken door		mito isiyopitika impassable rivers
chakula kisicholika inedible food		motokaa iliyoharibika ruined car

Appendix

Tense/Aspect Markers

Positive:	-na-	ninasoma	'I am studying'
	hu-	mimi husoma	'I usually study'
	-me-	nimesoma	'I have studied'
	-mesh-a-	nimeshasoma	'I have already studied'
	-li-	nilisoma	'I studied'
	-ka-	nikasoma	'(and then) I studied'
	-ta-	nitasoma	'I will study'
	-ki-	nikisoma	'I-studying, if I study'
Negative	-i	sisomi	'I don't study, I am not studying'
	-ku-	sikusoma	'I didn't study, I have not studied'
	-ja-	sijasoma	'I haven't studied yet'
	-ta-	sitasoma	'I will not study'

Subjunctive

Positive	-e	nisome	'may I study, I ought to study, etc.'
	-si-...-e	nisisome	'I must not study, I am not to study, etc.'

Supplementary List¹

-a-	nasoma	'I study' ²
-nge- or -ngali-	ningesoma/ningalisoma	'if I would/were to study' ³
-singe- or -singali-	nisingesoma/nisingalisoma	'if I would not/were not to study' ⁴
-sipo-	nisi posoma	'if I don't study' ⁵

Examples of Compound Tenses⁶

-li-...-ki-	nilikuwa nikisoma	'I was studying'
-ta-...-ki-	nitakuwa nikisoma	'I will be studying'
-li-...-me-	nilikuwa nimesoma	'I had studied'
-ta-...-me-	nitakuwa nimesoma	'I will have studied'
hu-...-ki-	huwa nikisoma	'I am usually studying'
hu-...-me-	huwa nimesoma	'I usually have studied'
-ku-...-ki-	sikuwa nikisoma	'I wasn't studying'
-li-...-i	nilikuwa sisomi	'I wasn't studying, I never studied'

Notes:

1. This is a list of tense/aspect markers which are not actively introduced in these lessons.
2. The *-a-* tense/aspect is a kind of present tense; the subject prefixes in combination with this form undergo change. Note: *n-a-soma* 'I study', *w-a-soma* 'you study', *a-soma* 's/he studies', *tw-a-soma* 'we study', *mw-a-soma* 'you (pl.) study', *w-a-soma* 'they study', *ch-a-anguka* 'it (Class 7) falls', *z-a-anguka* 'they (Class 10) fall', etc.
3. Various grammars give conflicting descriptions of these forms; see such grammars for details, e.g. Sharifa Zawawi 1971, *Kiswahili kwa Kitendo*. New York: Harper & Row (new edition, The Red Sea Press). The *-nge-* and *-ngali-* forms are used to convey supposition, or contrary to fact conditions.
4. It is also possible to negate *-nge-* and *-ngali-* by using only the negative subject prefixes, e.g. *singesoma* 'if I were not to study', *hatungesoma* 'if we were not to study'.
5. The *-sipo-* marker can be viewed as the negative of the *-ki-* tense/aspect marker.
6. This is just a short list of possible compound tenses. See E.O. Ashton 1944, *Swahili Grammar*. London: Longmans, Green and Co. or other grammars for details.

Monosyllabic Verbs

There is a small set of verbs in Swahili which consist of a single syllable while the great majority of verbs are formed by two or more syllables. Such single syllable verbs, commonly known as *monosyllabic verbs*, behave differently when combined with certain tense/aspect markers and other verbal constructions. The set of monosyllabic verbs includes:

ku-cha Mungu	to fear God	ku-nya	to defecate, urinate, etc.
ku-cha	to dawn, rise (sun)	ku-nywa	to drink
ku-chwa	to set (sun)	ku-wa	to be
ku-fa	to die	ku-wa na	to have (be with)
ku-ja	to come	kw-enda	to go
ku-la	to eat	kw-ishā	to come to an end

Two bisyllabic verb stems, *-enda* 'go' and *-isha* 'be finished' are listed because they often behave like monosyllabic verbs.

When monosyllabic verb stems are used with certain tense/aspect markers the *ku-* of the infinitive is also used. This is not the case with bisyllabic or polysyllabic verb stems.

The tense/aspect markers that require the *ku-* of the infinitive are the *-na-* Present, *-li-* Past, *-ta-* Future, *-me-* Present Perfect, *-nge-* Suppositional Condition (pos. and neg.) and *-ngali-* Suppositional Condition (pos. and neg.). The infinitival marker is also used with positive and negative relative verb forms, and with *-sipo-* which is used to negate the conditional function of the *-ki-* tense, thus:

wanakuja	they are coming	wanaokuja	they who are coming
walikuja	they came	waliokuja	they who came
watakuja	they will come	watakuojuja	they who will come
hawatakuja	they will not come	wasiokuja	they who don't come
wamekuja	they have come	wasipokuja	if they do not come
wangekuja	(if) they would come		
wangalikuja	(if) they would have come		
wasingekuja	(if) they would not come		
wasingalikuja	(if) they would not have come		

The marker *ku-* is not used in this way with the other tense/aspect markers, e.g. *-A-*, *-ki-*, *-ka-*, *-ku-* and *hu-*. Nor is it used in the present negative nor with the positive or negative subjunctive forms, thus:

waja	they come
wakija	if they come, they-coming
wakaja	(and) they came
hawakuja	they did not come (-ku- is the past negative marker here)
huja	they usually come
hawaji	they are not coming
waje	they should/ought to/must come
wasije	they should not/ought not/must not come

but: hawajaja or hawajakuja 'they have not yet come'

When object pronouns are used with monosyllabic verb roots, *-ku-* is never used regardless of the tense:

wameyala (matunda)	they have eaten them (the fruit)
ninazila (ndizi)	I am eating them (bananas)

The verb *ku-pa* 'to give', formally a monosyllabic verb, is always used with an object prefix and thus is never seen with the *ku-* of the infinitive: *ananipa* 'she is giving me', *watakupa* 'they will give you', *tunaipa serikali kodi* 'we are giving the government taxes'.

Appendix

Relative Verb Forms¹

1. The 'Infixed' Relative

wanasoma	wanaosoma	'they who study'
walisoma	waliosoma	'they who studied'
watasoma	watakosoma	'they who will study'

2. The Suffixed Relative

wasoma	wasomao*	'they who study'
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3. The -amba Relative

wao husoma	ambao husoma	'they who usually study'
wamesoma	ambao wamesoma	'they who have studied'
hawasomi	ambao hawasomi	'they who do not study'
hawajasoma	ambao hawajasoma	'they who have not yet studied'

4. The General Negative Relative

wasiosoma	'those who don't study, didn't study, will not study'
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5. Relative Counterparts of the Verb 'BE'

mimi ni mwalimu	mimi niliye (ni) mwalimu*	'I who am a teacher'
yule si mwalimu	yule asiye (ni) mwalimu*	'the/that one who is not the teacher'
alikuwa mwalimu	aliyekuwa mwalimu	's/he who was a teacher'
watakuwa walimu	watakuwa mwalimu	'they who will be teachers'

6. Relative Counterparts of the Verb 'HAVE'

nina pesa	niliye na pesa*	'I who have money'
yule hana pesa	yule asiye na pesa*	'the/that one who hasn't any money'
alikuwa na pesa	aliyekuwa na pesa	's/he who had money'
watakuwa na pesa	watakuwa na pesa	'they who will have money'

7. The Relative of Manner

(kama) wanavyosoma	'as/how they study'
(kama) walivyosoma	'as/how they studied'
(kama) watakavyosoma	'as/they will study'

8. The ndi- Emphatic Relative*

ye ye anasoma	ye ye ndiye anayesoma	'she is the one who is studying'
wanasoma kitabu hiki	hiki ndicho kitabu wanacho(ki)soma	'this is indeed the book they are studying'

¹Forms not included in the lesson material of this manual are marked by an asterisk.

Tafsiri ya Mazungumzo

Somo la Kwanza (1)

1. Greetings between two people

T: Hello, *bwana* (or Hello, *ndugu*).

S: Hello, teacher.

T: How are things?

S: Fine (good, etc.)

2. How are things (this) morning?

T: Hello, *bibi*.

S: Hello, teacher.

T: How are things this morning?

S: Very well (very good).

3. How are things (this) afternoon?

S1: Hello, *bwana/bibi/ndugu*.

S2: Hello, *bwana/bibi/ndugu*.

S1: How are things this afternoon?

S2: Very well, and how about you?

S1: Just fine!

Somo la Pili (2)

Greetings among many people

T: Hello, students, are you well?

S: Hello, teacher, we are well?

T: How are you (plural)?

S: Very well; lit. (the) news (is) very good.

T: How are the studies?

S: Just fine.

T: Thank you (plural)?

Somo la Tatu (3)

Greetings about others

1. Is s/he well?

T: Hello, *bwana/bibi/ndugu*, are you well?

S: Hello, teacher, I'm well.

T: How are things this afternoon/morning?

S: Good/very good/fine.

T: Is Bwana Juma well?

S: Yes, teacher, he is well.

2. Are they well?

T: Hello, Mariamu.

S: Hello, teacher.

T: How are (your) studies? S: Very well.

T: Are mother and father well?

S: Yes, they are very well.

3. S/he is sick.

S: Teacher, how are you, how are things this evening.

T: Very well.

S: Is Catherine well?

T: She is well, but is a little sick.

Somo la Nne (4)

1. Goodbye!

S: *Hodi, hodi!*

T: Come in, *bwana/bibi*.

S: *Shikamoo*, teacher.

T: *Marahaba*, student.

S: How are you, teacher?

T: Very fine.

After conversing a little about a brother at home:

S: Goodbye, teacher.

T: Goodbye until (we) see each other.

2. Goodbye (plural)!

S: *Hodi!*

T: Come in (pl.); hello, how are you!

S: We are well.

After talking together a lot:

S: Goodbye, teacher.

T: Goodbye, students.

3. Who is (this) person?

S1: Who is the Swahili teacher?

S2: Mwalimu Deo is the teacher.

S1: *Dada*, is he strict?

S2: No, he's not strict.

S1: Is he an old person?

S2: No, he's not old, he's a young person.

Somo la Tano (5)

1. Asking names.

T: Hello, *mzee*.

M: Hello, *bwana*/teacher.

T: How are things this morning?

M: Just fine, and how about you?

T: I'm fine/healthy, thanks.

M: What is your name, teacher?

T: My name is Juma Ali.

M: Thank you, teacher.

Tafsiri ya Mazungumzo

2. Conversing about the teacher

C: *Shikamoo*, mzee.

M: *Marahaba*, child. Who is he?

C: He is a teacher.

M: What is his name?

C: His name is Abdul Ali.

M: The name of the teacher is Abdul Ali?

C: Yes, *mzee*, it's Bwana Abdul Ali.

Somo la Sita (6)

1. Where (are you) from?

T: Where do you come from?

S: I come from N.Y. State.

T: Where do you live now?

S: I live in the dormitory; what about you, where do you live?

T: I live in W.L.A.

S: What street?

T: Wilshire Boulevard.

2. Where (do you) study?

J: Where are you studying now?

A: I am now studying at UCLA.

J: What sort of classes are you taking/What are you studying?

A: I am studying Swahili and linguistics.

J: What about Bill, is he studying Swahili now?

A: Yes, he's also studying Swahili.

J: Who is teaching Swahili?

A: Mwalimu T. and Mwalimu S.

J: Why are you studying Swahili?

A: I want to travel to Tanzania to do research.

Somo la Saba (7)

1. Native born from where?

T: How are you, students?

S: Fine, teacher.

T: Are all of you fine?

S: Yes, all of us are.

T: Say, is Mwalimu S. an American?

S: No, she is not an American, she is a Kenyan.

T: Where is she native of?

S: She is a native of Mombasa, Kenya.

2. Living here.

T: Very well, I want to know where you come from, *bwana/bibi/ndugu* _____.

S: As for me, teacher, I come from L.A.

T: Are you a native of L.A.?

S: No, I'm not a native of L.A., but my family and I, we live here now.

Somo la Nane (8)

1. I don't study French.

T: Bwana Juma!

S: Yes, teacher?

T: Is it true you are also studying French?

S: No, teacher, I am not studying French; I'm only/just studying Swahili.

T: And what about Mariamu, is she studying French?

S: No, she is not studying French.

T: What is she studying?

S: She is just/only studying Swahili.

2. I am not from L.A.

T: Bibi Mariamu!

S: Yes, *mzee*?

T: Do you come from Los Angeles?

S: No, *mwalimu*, I'm not from L.A., I come from San Diego.

T: And what about you (pl.), do you come from San Diego, also?

S: No, we don't come from San Diego, we come from Sacramento.

T: And what about them, do they come from Sacramento?

S: No, they don't come from Sacramento.

T: If they don't come from Sacramento, where do they come from?

S: They come from L.A.

Somo la Tisa (9)

1. Coming and going by car

T: *Ndugu/bwana/bibi*!

S: Yes, teacher?

T: Do you come here to UCLA by car?

S: No, teacher.

T: You have a car, don't you?

S: No, I don't have a car.

T: Do you come to school by bus?

S: No, I don't come by bus, I come by bike.

T: O.K. then, what about you Adija, how/by what means do you come here?

Somo la Kumi (10)

1. Working.

- T: And you, Fatuma!/And what about you Fatuma!
 S: Yes, *mwalimu*?
 T: After studying today, what time will you work?
 S: I'll go to work at noon.
 T: Where do you work?
 S: I work in downtown L.A.
 T: Will you go to town by bus?
 S: No, *mwalimu*, I won't go by bus, I have a car.

2. What's the date?

- T: And you A., will you work today?
 S: I'm not working now, but I will begin in March.
 T: What date?
 S: The tenth.

Somo la Kumi na moja (11)

Paying school fees

- T: Aisha!
 S: Yes, *mwalimu*.
 T: You're a student here at the university, is that not so/isn't that right?
 S: Yes, *mwalimu*, I'm studying here.
 T: Are your parents paying your school fees for you?
 S: No, I am working.
 T: Will you be working today?
 S: No, I'll go to work tomorrow morning at 10:30, after studying Swahili.
 T: What time will you get there?
 S: At 11:15.

Somo la Kumi na mbili (12)

How much are school fees?

- T: Hasani!
 S: Yes, *mwalimu*?
 T: You are a student here at UCLA, is that not so?
 S: That's correct, *mwalimu*, I'm studying here.
 T: How much are the school fees?
 S: They are about \$230 a quarter.
 T: That's \$700.
 S: It's about \$700 a year.
 T: Are your parents helping you by paying your fees?
 S: No, they are not helping me, I depend on myself; I'm working.

Somo la Kumi na tatu (13)

Having an opportunity

- T: Say, did you have a chance to study before coming to class this morning?
 S: No, I didn't study; I didn't have time.
 T: Why didn't you have time?
 S: I was sick last night; therefore/so I was late getting up this morning.
 T: Will you have time to study today?
 S: Yes, I'll study tonight around 9:00.
 T: Very good, there will be an exam tomorrow.

Somo la Kumi na nne (14)

1. Where's Juma?

- T: Kathy, you're late.
 S: Yes, *mwalimu*, I'm late because the bus was late.
 T: And what about Juma, where is he?
 S: I don't know; perhaps he is outside.

2. Where's the book?

- T: Brian, do you have your book?
 S: No, *mwalimu*.
 T: Where is it?
 S: I don't know, *mwalimu*; it's not here.
 T: Is it at home?
 S: I don't know; perhaps it is lost.

3. Where's the watch?

- T: Say, Kathy, what time is it?
 S: I don't know, *mwalimu*; I don't have my watch today.
 T: Where is it?
 S: It's in my bag; it's broken.

Somo la Kumi na tano (15)

1. Juma hasn't arrived at school yet?

- T: Where is Juma?
 S: I don't know; he's not here.
 T: Have you seen him this morning?
 S: No, I haven't seen him yet; he hasn't arrived at school yet.
 T: Was he here last week?
 S: He wasn't here last Friday, and he didn't come on Thursday either.
 T: Is he sick?
 S: Undoubtedly/no doubt.

Tafsiri ya Mazungumzo

2. The teacher hasn't returned yet

J: Is *mwalimu* in the office?

A: No, he's not here; he's gone to class, he hasn't returned yet.

J: What time will he return?

A: Perhaps he'll be here at noon.

3. Where was the student's book?

T: Do you have your book today?

S: Yes, *bwana*.

T: Where was it yesterday?

S: It was at home.

Somo la Kumi na sita (16)

1. Where is your watch?

T: Adija, where is your watch?

S: It's on my wrist.

T: And what about yours, Hasani?

S: Mine is at home.

2. Whose car?

T: Did you come here by car, Juma?

S: Yes, *mwalimu*.

T: Is it your car?

S: No, it's not mine.

T: Whose is it?

S: It belongs to my parents.

T: Is it a good car?

S: No, it's not in good shape.

3. Where was the nice shirt made?

J: Ali, your shirt is nice; it has a nice color.

A: Thank you, Juma.

J: Where was it made?

A: It was made in Kenya by my friend.

J: Was the cloth for the shirt made there too?

A: Yes, it was made by the *Umoja wa Wanawake* organization.

Somo la Kumi na saba (17)

I was sick yesterday.

T: Bwana Michael!

S: Yes, *mwalimu*?

T: How come you haven't given me your exercise?

S: Ala! I've already given you all the exercises, haven't I/isn't that so?

T: No, I don't have exercise 16.

S: Aah, *mwalimu*, I haven't done the exercise yet. I was sick last night; I didn't have a chance to write it.

T: When will you do it?

S: I'll bring it tomorrow.

T: O.K., I'll want it tomorrow.

Somo la Kumi na nane (18)

1. Going where at the end of the quarter/semester?

T: Where will you go at the end of the term?

S: I'll travel to N.Y.

T: I don't like N.Y.

S: Why/ for what reason?

T: Its buildings are tall and you can't see the sky.

S: But N.Y. has a lot of culture.

T: Here in L.A. there is a lot of culture too; and besides (furthermore) there aren't many tall buildings (lit. houses).

S: But then how come the air is so dirty?

2. Large cities

S: Say, *mwalimu*, are there large cities in East Africa?

T: Yes, there are many large ones.

S: How many are there?

T: There in Kenya there are two or three, such as the capital city Nairobi and Mombasa town.

S: What about Tanzania?

T: Tanzania also has large cities, such as Dar es Salaam.

Somo la Kumi na Tisa (19)

1. Borrowing a book

P1: I want to borrow your book, which one is yours?

(P1 is pointing her finger at two books.)

P2: This is mine. (P2 is pointing at his book.)

P1: And what about this one? (P2 is pointing at the another book.)

P2: This is the library's.

P2: I don't want the library's, I want to borrow yours.

2. What do you do?

P1: You usually come to school by car, yes?

P2: That's right, I usually come by car.

P1: Is this car yours?

P2: No, it belongs to my parents.

P1: What do you usually do after school?

P2: I normally go home.

P1: Do you go home to sleep?

P2: No, I generally cook some food first; later/then I study my lessons.

P1: Do you do these things every day?

P2: Yes.

Somo la Ishirini (20)

1. A certain student's illness

- T: Say, Juma, where were you yesterday?
 S: I was sick; I wasn't able to come to school.
 T: My sympathies. What did you have?
 S: I had a fever.
 T: Did you go see a doctor?
 S: Yes, he examined me, gave me an injection, and then I returned home to sleep.
 T: Is it necessary to go see him again?
 S: He gave me some medicine. It's not necessary that I go see him again.

2. Doing what on Saturday and Sunday

- T: What did you do Saturday and Sunday?
 S: I did a lot of things.
 T: Did you study Swahili?
 S: Yes, I studied a little Saturday morning, and after studying I went to play ball.

Somo la Ishirini na moja (21)

1. Going to see the doctor again

- T: Is it necessary for you to see the doctor again?
 S: Eeh, yes, he told me I am to (should) return tomorrow.
 T: What kind of medicine does he want you to use?
 S: I just have to rest and drink lots of water; he didn't give me any medicine.
 T: Is he a good doctor?
 S: Yes, he has a good reputation and a great deal of knowledge/experience. He cares for people very well.

2. Story telling in Africa.

- T: Who tells stories in Africa?
 S: A great many times it's grandmother or grandfather.
 T: What must the children do if they want to be told stories?
 S: They must remain quiet.
 T: Yes, that's right, and in the story of the hare and the tortoise, the hare wanted the tortoise to do what?
 S: That he compete with him.
 T: What kind of animal is the tortoise?
 S: He's a methodical careful animal.

Somo la Ishirini na mbili (22)

- S: What time should we come?
 T: From 6:00 to 11:00; it's better if you come early; don't be late.

1. Teacher wants to know the names of things

- T: I want you to tell me the Swahili names of various objects.
 S: What sort of things, *mwalimu*?
 T: Various things here in the classroom. For example, what is that in front of you, Adija?
 S: This is a book, *mwalimu*.
 T: Very good, Adija, and what about that? (*The teacher points to the classroom door; they all are some distance from the door.*)
 S: That is a door.
 T: Yes, you have answered correctly.

2. Three friends and the lion

- T: Who are the three people in the lion story?
 S: They are three friends and that person there is their friend.
 T: Where are they going?
 S: They are going there some distance in order to show their skill/bravery. (*In this conversation students and teacher are looking at a picture of the 3 friends in Lesson 21, etc.*)

Somo la Ishirini na tatu (23)

1. Forgetting books

- T: Open (pl.) your books!
 S: *Mwalimu*, I forgot my book; I don't have mine today.
 T: Well, read along with Aisha.
 S: She didn't bring hers either.
 T: It would be a good idea that you not forget them tomorrow.

2. Wedding customs here in America

- T: There in Africa there are many wedding customs, what about here?
 S: Here also, people marry each other in church, and so on.
 T: Does everyone marry in church?
 S: No, some marry in court, and some have no wedding at all.

Somo la Ishirini na nne (24)

1. Being invited to a feast

- T: This Friday we will have a feast (party); all of you are invited.
 S: Where will it be?
 T: It will be at my (*lit. our*) place in the evening.

Tafsiri ya Mazungumzo

2. Certain wedding customs here

- T: There on the E.A. coast many things are done in order to prepare a wedding.
S: Such things are done here too.
T: There it's possible for a wedding to go on for two weeks.
S: Here it's just one day, but there is a day for giving the bride a lot of presents.
T: What is that day called?
S: It's (*lit.* that is) called a "shower" in English.

Somo la Ishirini na tano (25)

1. A student doesn't understand grammar

- S: *Mwalimu*, please explain to me the grammar of this sentence.
T: You don't understand it?
S: Yes, that's right.
T: Where were you when I explained it?
S: Forgive me; I wasn't here when you taught it.

2. Telling/presenting a riddle

- T: When someone wants to tell a riddle, what do they say?
S: They say (One says) "*kitendawili*".
T: And what do the listeners say?
S: They say "*tega*".
T: Tell me the meaning of *kitendawili* in English.
S: Its meaning is "riddle" in English.

Somo la Ishirini na sita (26)

1. Explaining the meaning of words

- T: Juma explain to us the meaning of the following word in Swahili: *kiongozi*.
S: A *kiongozi* is someone who rules a country; for example, Pres. Nyerere was the first leader of Tanzania, he lead Tanzania.
T: And Adija, this word, that is *kitabu*, what meaning does it have?
S: A *kitabu* is something which you read; it's not a letter, but it is something with a hard cover and many pages.

2. Who is it who wrote the poetry

- T: Who is it who wrote the first poem in lesson 25?
S: The one who wrote it is Amri Abedi.
T: Are all the poems which he wrote about love?
S: No, there are others which he wrote about religion.
T: What sort of poems do you like?
S: I like those which are about love.

- T: The poem which was written by Mr. Abedi, is it a love poem or one on religion?
S: It's on love/a love poem.

Somo la Ishirini na saba (27)

1. Those who haven't yet done the exam

- S: Yesterday I was sick; I didn't do the exam.
T: I'm sorry (to hear that); you better do it tonight.
S: Thank you, *mwalimu*, I'm feeling better.
T: Are there others who haven't done the exam?
S: Yes, there's one other (someone else) who hasn't done it yet.

2. Asking the meaning of words

- S: *Mwalimu, mtu mzima*, what does it mean?
T: It's a person who is big; he's no longer a child; he has already grown (up).
S: And what's the meaning of *maskini*?
T: A *maskini* is a person who has no money or any other possessions at all.

3. The beginning of towns

- T: Where did the first towns of E.A. begin?
S: Those which are on the coast started first.
T: Give an example of a town which began during the colonial period.
S: One example, which is upcountry, is Nairobi.

Somo la Ishirini na nane (28)

1. An examination

- T: At the end of next week we will have an exam.
S: Will we have a review?
T: If we have time there will be a review.
S: If we want to talk with you, may we come to your office?
T: Yes, but call me at the office first, my number is 825-0634.
S: Will the exam be easy.
T: Yes, but for those who don't study it's a hard exam.

2. Nairobi and Mombasa

- T: As we read in the article in Lesson 27, Nairobi is what sort of city in Kenya?
S: As we read, it's the capital of Kenya.
T: Explain how Mombasa began.
S: It began because of trade; it's a place with a good harbor.

Msamiati

In the following Swahili-English and English-Swahili glossaries Swahili nouns are given in their singular form followed by their plural prefix, e.g., *mtu/wa-* 'person'. In order to find a particular noun, users will have to know its singular form. For further information on noun class prefix shapes see Lesson 14. For nouns whose plural form is identical to the singular—nouns belonging to the N- Class—usually only the singular form is given. In some few cases full plural forms are listed if the shape of the plural form might not be transparent for the beginning student. Class membership on nouns can be inferred from the plural shapes and thus is not specifically marked unless affiliation is unclear, as is the case, for example, with some nouns which begin with the syllable *ma* which are N- Class nouns. When noun class membership is marked, capital letters are used, e.g. M-, MA-, N-, etc. Animate nouns, such as *mama* 'mother', *baba* 'father', *rafiki/ma-* 'friend', and *kinyozi/vi-* 'barber', which govern M-/WA- class agreements are not marked as such. Verbs and adjectives, and similar words which vary in form by the addition of prefixes, are listed as roots or stems, e.g. *-soma* 'read, study', *-kubwa* 'big, large'. Generally speaking, derived verb forms, such as *prepositional* and *passive* verb forms (see Lessons 11 and 16 respectively), are not listed unless their meaning diverges significantly from the meaning of the basic verb stem; thus, *-nunua* 'buy' is listed but not *-nunulia* 'buy for'. Numerals are not listed (except the higher numbers), but can be found in the pagination of the manual at the bottom of each page. Some words are given with references to places in the manual where more detail and further information on usage can be found. In the Swahili-English section all the words used in the manual plus some more commonly used words are included. The English-Swahili section includes all of these plus other more commonly used items which are intended to help students who might need these in doing written assignments.

This glossary is not intended to replace a dictionary. It neither includes all possible meanings or senses for entries nor does it have the detail that a complete dictionary would have. Dated but still useful dictionaries are Frederick Johnston's *A Standard Swahili-English Dictionary* and *A Standard English-Swahili Dictionary*, published by Oxford University Press, 1939. An up-to-date English-Swahili dictionary is available from the Institute of Kiswahili Research, University of Dar es Salaam. There is also a dictionary available online through the African Studies Program at Yale University (The Internet Living Swahili Dictionary at <http://www.yale.edu/swahili>).

Some abbreviations used in this list are *adj.* (adjective), *adv.* (adverb), *App.* (Appendix), *dem.* (demonstrative), *imp.* (imperative), *inf.* (infinitive), *intrans.* (intransitive), *Loc.* (Locative), *n.* (noun), *pl.* (plural), *pro.* pronoun, *rel.* relative, *sb.* (somebody), *sg.* (singular), *sth.* (something), *trans.* (transitive), *us.* (usually), and *v.* (verb).

Kiswahili - Kiingereza

A

- a** of, declined as *wa*, *ya*, *za*, *cha*, *vya*, *la*, *pa*, etc.
- a baridi** cold *adj.*
- a binafsi** private *adj.*
- a haki** just, fair *adj.*
- a juu** high, upper *adj.*
- a kale** ancient, antique *adj.*
- a kati** middle, in the middle *adj.*
- a Kiafrika** African *adj.*
- a kiasili** traditional *adj.*, see *asili* origin
- a kienyeji** traditional, local, native *adj.*, see *mwenyeji* native born
- a kigeni** foreign *adj.*, see *mgeni/wa-* guest, stranger, foreigner
- a Kiiislamu** Islamic *adj.*
- a Kiitaliano** Italian *adj.*

- a kijadi** traditional *adj.*
- a Kikatoliki** Catholic *adj.*
- a kike** female *adj.*, see *mke* wife
- a Kimarekani** American *adj.*
- a Kirumi** Roman, Latin *adj.*
- a kisasa** modern, up-to-date *adj.*
- a kitaifa** national *adj.*, see *taifa/ma-* nation
- a kiume** male *adj.*, see *mume/waume* husband
- a Kizungu** European *adj.*, see *mzungu/wa-* European
- a kudumu** permanent *adj.*, see *-dumu* last
- a kulia** right *adj.*, see *kula* to eat
- a kupendeza** pleasing *adj.*
- a kushoto** left
- a kutosha** enough *adj.*, see *-toshabe* sufficient
- a kwanza** first *adj.*, see *-anza* begin

Kiswahili - Kiingereza

- a lami** paved *adj.*, e.g. roads; see *lami tar*, asphalt
- a moto** hot, warm *adj.*
- a mwisho** last *adj.*, see *mwisho end*
- a mwitu** wild *adj.*, see *mwitu forest*
- a nani?** whose?
- a pekee** unique, solitary *adj.*
- a pili** second *adj.*, see -*wili* two
- a zamani** old, former, ancient *adj.*
- abe** see *labeka*
- abiria/ma-** passenger
- abudu** worship
- acha** leave be, let, allow; leave off, quit, stop, -**achana** separate, divorce
- ada** fee (N-)
- adabu** good manners, behavior
- adhabu** punishment, -**adhibu** punish
- adhimisha** celebrate, commemorate a anniversary, birthday, etc.
- adui/(ma-)** enemy (MA- or N-)
- afadhali** better, preferable, see (*ni*) *afadhali* it would be better
- afisa/(ma-)** officer, official (MA- or N-)
- afisi** office, also *ofisi*
- Afrika** Africa
- afya** health
- aga** say goodbye, take leave, -**agana** say goodbye to one other
- agiza** order, place an order, *agizo/ma-* instruction, order
- ahadi** promise *n.*, -**ahidi** promise *v.*
- aina** kind, type
- ajabu** wonder, something amazing, incredible
- ajali** accident
- ajili** sake, account, purpose, see *kwa ajili*
- ajiri** hire, employ
- ake** his, her, hers; see -*angu*, -*ako*, -*etu*, -*enu*, -*ao*
- akili** intelligence, brains
- akina** folk, *akina mama*, women folk, also *kina*
- ako** your, yours; see -*angu*, -*ake*, -*etu*, -*enu*, -*ao*
- ala!** oh! *exclamation*
- alama** sign, symbol
- alasiri** afternoon, around 3 - 4 p.m.
- alfajiri** dawn, very early in the morning, around dawn
- Alhamdulilahi** praise be to God
- alhamisi** Thursday
- alika** invite
- ama** or
- amani** peace, solitude
- amba-** who, which, what, that, see Lesson 27
- ambia** say to, tell
- ambukiza** infect (with disease)
- Amerika** America, also *Marekani*
- amini** believe, trust
- amka** wake up, get up, -**amsha** wake sb up
- amkia** greet, see *maamkio* greetings; also -*salimia*, -*amkiana* greet one another, *amkio/ma-* greeting
- amua** decide, arbitrate, make up one's mind
- andaa** prepare, lay out, serve (esp. food)
- andaliwa** be served (as of food)
- andika** write
- angalia** look at, watch out for, be careful, pay attention, take care
- angu** my, mine, see -*ako*, -*ake*, -*etu*, -*enu*, -*ao*
- anguka** fall, -**angusha** drop, cause to fall
- anika** set out to dry or air
- anwani** address
- anza** begin, -**anzia** start from, begin with, -**anzisha** initiate, cause to start/begin
- ao** their, theirs, see -*angu*, -*ako*, -*ake*, -*enu*
- Arabuni** Arabia
- ardhi** land
- arifu** inform
- arobaini** forty
- arusi** wedding, wedding ceremony and celebrations; also *ndoaa*, *harusi*
- asante** thanks, thank you (sg.), also *ahsante*, *akhsante*, **asanteni** thanks, thank you (pl.)
- asi** rebel
- asili** origin, source, ancestry, see *kwa kiasili* traditionally
- asilimia** percentage, <*asili* source + *mia* hundred
- askari/ma-** policeman, soldier, guard
- asubuhi** morning; *asubuhi na mapema* early in the morning
- athiri** affect
- ati** expression of surprise or doubt
- au** or; also *ama*
- azima** borrow, lend
- azimia** intend, resolve

B

- baada ya** after. See Note 4, Lesson 4
- baadaye** afterwards, later
- baadhi ya** some of
- baba** father, respectful title for a married male
- baba mdogo** father's brother, paternal uncle; see *mjomba* maternal uncle
- Baba Taifa** Father of the Nation
- baba wa kambo** stepfather
- babu/ma-** grandfather; ancestors (in the pl.)
- badala ya** instead of
- badili** change, -**badilika** be changed, undergo change, -**badiliiko/ma-** change *n.*, -**badilisha** change sth, make a change

bado yet, still
bafu bathroom
bahari sea, ocean
bahasha envelope
bahati luck
baina ya between, among
-bainisha distinguish
baisikeli bicycle
bakuli/(ma-) bowl (MA- or N-)
bali but, but rather, but on the contrary, see *lakini*
balozi/ma- consul, ambassador
-bana squeeze
bandari/(ma-) harbor, port (N- or MA-)
bao type of board game with 32 or 64 holes and
 seeds or pebbles as counters
bao/ma- large board, plank
bara/(ma-) mainland, up-country, inland;
 continent (N- or MA-)
Bara Hindi India
barabara road, highway, main thoroughfare
barafu ice
baraka blessing
baridi cold
baridi yabisi rheumatism
-bariki bless, **-barikiwa** be blessed
barua letter
basi well, then, well then
basi/ma- bus
-baya bad
bayolojia biology, also *baiolojia*
be see *labe*
-beba carry (in the arms or on the head)
begu/ma- shoulder
bei price, *bei ya jumla* wholesale price, *bei ya rejareja* retail price
bendera flag
benki bank
beseni/(ma-) basin (N- or MA-)
betri battery
bezo/ma- scorn, scornful word or action
biashara business, commerce, trade
bibi arusi/ma- bride, also *biarusi*
bibi/ma- ms., mrs., miss, lady
biblia Bible
-bichi raw, unripe, green
bidhaa merchandise, goods, commodities (N- pl.)
-bidi oblige, be an obligation for, e.g. *inambidi aende* it is necessary for him/her to go
bila without
bila shaka without doubt, undoubtedly
bilauri drinking glass
bin son of
binadamu human being, also *mwanadamu*
binamu paternal cousin

bingwa/ma- capable person, expert, champion
binti/ma- daughter
biriani cooked dish of rice and other ingredients,
 often meat
birika/ma- teapot, kettle
-bisha hodi call *hodi* to seek entrance. See Note
 1, Lesson 4
-bivu ripe
biya beer
bisi popcorn
bomba pump
-bomoka collapse, fall down
bonde/ma- valley
bora best, better
bora kuliko better than
-bovu rotten, bad
buuibui/(ma-) black cloth worn by Moslem
 women as a veil (N- or MA-)
buluu blue
bunduki gun
bunge/ma- parliament, legislature, congress
-buni guess
bure free, for free, for nothing; useless
-burudisha refresh, cool
bustani garden, park
bwalo dinning hall
bwana arusi/ma- bridegroom
bwana/ma- mr., sir; husband, gentleman (as an
 address)
bweni/ma- dormitory

C

-cha dawn, come up (the sun); fear God
-chache few
-chafu dirty
-chagua select, choose, pick out
chai tea (N- sg.)
chakacha kind of dance (N-)
chaki chalk (N-)
chakula/vy- food, **chakula cha asubuhi**
 breakfast, also *chamshakinywa*; **chakula cha jioni** dinner, supper, **chakula cha mchana**
 lunch, see *kula* to eat
chama/vy- society, organization, party,
 association, **chama cha siasa** political party,
 chama cha ushirika cooperative
chamshakinywa/vy- breakfast, see *-amsha* wake
 up, *kinywa* mouth
-chana comb v.
chandarua/vy- mosquito net
-changamfu cheerful, full of life, lively *adj.*
-changanya mix, mingle, blend
-chanja vaccinate, make incision, cut into; split

Kiswahili - Kiingereza

- chapa** print
chapati type of fried, flat bread (N-)
chatu python (N- animate)
-**cheka** laugh, -**chekesha** cause to laugh, amuse
-**chelewa** be late
-**chemka** boil, be boiling, -**chemsha** boil sth
cheo/vy- status, rank
cheti/vy- chit, note, certificate, ticket
-**cheza** play, dance *cheza ngoma* dance and sing, see *ngoma*
-**chimba** dig, excavate
chini down, on the ground, **chini ya** below, under
-**chinja** slaughter
-**choka** be(come) tired
-**choma** burn; roast meat, cook on open fire; stab, see -*ungua* be burnt
chombo/vy- vessel, container, dish, utensil, tool, furniture
-**chonga** carve
choo/vyoo toilet, bathroom, latrine, lavatory, see *msala/mi-*, *bafu*, -*enda haja* go to the bathroom (polite), **choo kidogo** urine, also *mkojo/mi-*, **choo kikubwa** excrement, stool, also *mavi*, *kinyesi*
-**chora** draw, scribble
chui leopard
chuki hate *n.*, -**chukia** hate *v.*
-**chukua** take, carry, convey
-**chuma** pick (e.g. fruit, vegetables)
chuma/vy- iron, metal
chumba/vy- room, **chumba cha kulalia** bedroom, also *chumba cha kulala*, **chumba cha kulia** dining room, also *chumba cha kula*
chumvi salt (N-)
-**chunga** herd cattle, take care of cattle
-**chungu** bitter *adj.*
chungu/vy- pots
chungwa/ma- orange
chuuo/vy- school (traditionally a Koranic school), college
chuuo kikuu/vy- university, pl. *vyuo vikuu*
chupa bottle (N-)
-**chwa** set, come down (the sun)

D

- dada** elder sister, but also sister in general
daftari/ma- notebook
daima always
dakika minute/s
daktari/ma- doctor
damu blood (N-, us. sg.)
darasa/ma- class room, class (also N-)
dau/ma- sailboat

- dawa** medicine (N- and MA-)
debe/ma- tin container (large square 4 gallon size)
demokrasi democracy
deni debt
dereva/ma- driver
deski desk
desturi custom
dhahabu gold
dhaifu weak *inv. adj.*
dhambi sin
-**dhani** think, suppose
-**dharau** despise, scorn
-**dhuru** harm
digri degree
dini religion
dirisha/ma- window
-**dogo** little, small *adj.*
dola dollar
donda/ma- ulcer, large sore; *donda ndugu* tropical ulcer
-**dondoa** pick up bit by bit, grain by grain
duara circle
duka/ma- store, shop
duma cheetah
-**dumu** last, endure, be permanent, -**dumisha** perpetuate, preserve, cause to last long
dunia world, earth

E

- eeh!** yes *affirmative exclamation*
ekundu red, bright in color *adj.*
-**elekeea** go in a certain direction, be headed to, face a certain direction, -**elekeza** direct, guide, show the way
-**elewa** understand, -**eleza** explain, make clear, *elezo/ma-* explanation (us. in the pl.)
elfu/ma- thousand
elimu education, knowledge, -**elimika** be educated, -**elimisha** educate sb
elimu ya jamii sociology
elimu ya maktaba library science
elimu ya mimea botany
elimu ya nafsi psychology, also *saikolojia*
elimu ya siasa political science
-**ema** good, us. in a moral sense, see *njema*
-**embamba** thin, narrow
embe/ma- mango
-**enda** go, -**enda haja** go to the bathroom (polite form), -**enda madukani** go shopping, -**enda zake** go one's way, -**endea** go to/for/toward
-**endelea** continue, go on and on, make progress

-endesha drive, operate (us. followed by *gari*,
motokaa, *baisikeli*, etc.)
eneo/ma- area, range, sphere of influence
-enu your, yours, pl.; see *-angu*, *-ako*, *-ake*, *-etu*,
-ao
-enye having, possessing, with. See Note 3,
Lesson 21
-enyewe self, oneself. See App., p. 230
-epesi quick, fast; light
-epuka avoid, also *-epa*
eropleni airplane, see *ndege* bird, airplane
-etu our, ours, see *-angu*, *-ako*, *-ake*, *-enu*, *-ao*
-eupe white, light in color
-eusii black, dark in color

F

-fa die, also *kufa*. See App., p. 233, **-fa macho**
become blind (lit. die the eyes), **-fa moyo** lose
heart, despair
-faa be of use (to), suitable, appropriate
-fagia sweep, see *ufagio/fagio* broom
-fahamu understand, know, **-fahamika** be
understood
fahari pride (in a positive sense)
fahirisi index, table of contents
faida profit, gain
faini fine
falsafa philosophy
familia family
-banana resemble, be alike, be like each other, be
similar
-fanya do, make; **-fanyia** do to/for, make for,
-fanya haraka hurry, hurry up, **-fanya kazi**
work, do work
-fariji comfort
-fariki pass away, die (polite), see *-fa* die
fasihi literature
-fasiri translate, also *tafsiri* n. and v.
-faulu succeed
fedha money, silver
-ficha hide, conceal
-fika arrive
-fikiri think, *fikira* thought (N-), also *fikara*
fimbo staff, cane, walking stick
fisi hyena
fizikia physics
fomu form, document
foronya pillowcase
-fua nguo wash clothing, do laundry
-fuata follow, see *kufuata* according to
-fuga breed, keep, rear, tame, domesticate
(animals)
-fukuzana chase away, **-fukuzana** chase each other

fulana undershirt (from flannel)
fulani so-and-so, certain; used when the name of
a person is unknown
-fumbua figure out a mystery, puzzle,
fumbo/ma- puzzle, riddle, mystery
fundi/ma- skilled worker, craftsman
-fundisha teach, educate, instruct
-funga tie, close, shut, fasten, **-funga ndoa** marry,
tie the knot, **-fungua** open, unfasten, untie
fungu/ma- pile, portion, heap
-fungua see *-funga*
-funika cover, **-funikia** cover with, for
-fupi short adj.
-furahi be happy, **furaha** happiness, joy,
-furahisha make sb happy

G

-ganda freeze, stick together or to a surface
gani? what kind? what sort?
gari/ma- vehicle, *gari la moshi* train
gauni dress, gown
gavana/ma- governor
-gawa divide, **-gawanya** distribute, share with
gazeti/ma- newspaper
gereza/ma- jail, also *jela*
-geuka be changed, be altered, **-geuza** transform,
change sth, turn over
ghafula suddenly, also *kwa ghafula*, *ghafla*
ghali expensive
gharama expense
ghorofa story, storey (of a building), also *oroifa*
gilasi drinking glass, also *bilauri*
giza darkness
gogo/ma- log
-goma strike, refuse to work
-gombana quarrel with, argue with
-gonga hit, knock
-gongana collide
goti/ma- knee
gugu/ma- weed
-gumu hard, tough
-gundua discover, uncover, find out, see
ugunduzi research
guni free verse
gunia/ma- bag, sack
gurudumu/ma- wheel
-gusa touch

H

h-... this dem. (*huyu*, *hawa*, *huu*, *hii*, etc.). See
Note 3, Lesson 24 for complete list
h-...o that dem.; (*huyo*, *hao*, *huo*, *hiyo*, etc.). See
Note 3, Lesson 24 for complete list; see *-le* that

Kiswahili - KIingereza

- haba** little (in quantity), few
habari news, *habari gani?* what's the news/how are things
habari za sarufi grammar notes
hadharani publicly, in public
hadhi status
hadi to, up to, until
hadithi story, narration, *-hadithia* tell, narrate
hafifu weak, light, flimsy, low quality *inv. adj.*
hai alive *inv. adj.*; see *uhai*
haja need; also *kuwa na haja* to have to go to the bathroom, *-enda haja* go to the bathroom
haki justice, right
hakika certainty, reality, fact, see *kwa hakika*, *-hakikisha* make sth certain
halafu later, and then, afterwards
halali legal, lawful (*inv. adj.*) also *-a halali*
hali condition, situation, state, *u hali gani?* How are you? *hali kadhalika* likewise, *hali ya hewa* weather
-hama move from; *-hamia* move to, *-hamisha* transfer, move sb/sth
hamaki anger, also *hasira*; see *-kasirika* be angry
hamsini fifty
hamu desire, craving
hana here (specific location close to speaker)
hapana no, also *la*
hapo then, there (specific time/place referred to), *hapo kale* then long ago, once upon a time, *hapo mwanzoni* there/then in the beginning, *hapo zamani* then long ago, once upon a time
-hara have diarrhea, *-hara damu* have dysentery
haragwe/ma- bean
haraka haste; quickly, fast *adv.*
-haribu spoil, damage, ruin, *-haribika* be ruined, damaged, harmed
hasa especially, also *haswa*
hasara loss, damage
hasira anger, also *hamaki*, see *-kasirika*
haswa especially, also *hasa*
hata up to, even
hatari danger
hati document, certificate
hatua step, procedure
haya alright, o.k.
hazina treasure
hebu well, then, an expression to draw attention
hekalu temple
hekima common sense, wisdom
hereni earring
heri happiness, blessings, good fortune
herufi letter, letter of alphabet
-hesabu count, *-hesabiwa* be counted, be estimated, *hesabu* mathematics, accounts
-heshimu respect, honor *v.*, *heshima* respect, honor, dignity
hewa air, atmosphere
-hifadhi preserve, guard, protect
hila trick
hindu/ma- corn (maize) grain, see *muhindi/mi-corn plant*
-hisu feel, also *-ona* see, feel, *-sikia* hear, feel
historia history
-hitaji need, require, see *mahitaji* requirements
hivi about, approximately *adv.*; these (VI-) *dem.*
hivi karibuni recently, shortly
hivyo thus, so, in that way *adv.*; those (VI-) *dem.*
hodari brave; clever, intelligent; skillful, see *uhodari* bravery; skill
hodi hello. See Note 1, Lesson 4 for usage; see *-bisha hodi*
homa fever, *homa ya malaria* malaria
hospitali hospital
hoteli/ma- hotel, restaurant
hotuba speech
-hudhuria attend, be in attendance
huko there (at a indefinite place mentioned previously), there (where you are)
huku while *adv.*; around here (where I am) *dem.*
humo in there (place referred to)
humu in this place, in here, here inside
huru free *inv. adj.*, see *uhuru* freedom
-hurumia have pity on, *huruma* kindness, sympathy, pity
-husu concern, be of concern to, regard, *-husiana* be related to, be in relation to
huzumi sadness, sorrow

I

- iba** steal
ibada worship
idara department
idhaa broadcast (radio)
ijapokuwa even though, see *ingawa*
ijumaa Friday
ila except, also *isipokuwa*
ili in order that, so that
imani creed, belief, ideology, conviction
imara strong, firm, durable, stable *n.* and *adj.*, *-imarisha* strengthen sb/sth, make strong
-imba sing, see *wimbo/nyimbo* song
ingawa although, even though, also *ingawaje*
-ingi much, many
-ingia go in, enter, *-ingiza* cause to enter
-ingine other, another, some
injinia/mia- engineer, also m(u)handisi
insha written composition, essay

-**inua** raise up, lift up
 -**inuka** stand up, get up, rise up
irio a type of food (from Kikuyu)
 -**isha** finish, come to an end, see *mwisho* end,
 -**ishia** finish up/with, see -*maliza* finish sth
 -**ishi** live, also -*kaa*
ishirini twenty
isimu ya lugha linguistics, also *isimu*
isipokuwa except, also *ila*
 -**ita** call
 -**itika** respond, affirm

J

-**ja** come. See Note 3, Lesson 9
 -**jaa** be filled, -*jaza* fill sth
jabali/ina- rock, boulder, see *jiwe* stone
 -**jadiliana** debate, discuss
jahazi/ina- dhow (Arab type sailing vessel)
jaji/ma- judge
jalada/ma- cover of a book
 -**jali** care, have concern, be concerned
jamaa family; family member, relative
jambo/mambo matter, thing (abstract), affair,
 business
jamhuri republic
jamii society
jamvi/ma- mat
jana yesterday
jangwa/ma- desert
jani/ma- leaf; plural: grass, vegetation, leaves
 -**jaribu** try, make an effort
jasho/ma- sweat, perspiration, -*toka jasho* sweat,
 perspire
 -**jaza** see -*jaa*
je question particle; indicates a question follows;
 has various translations. See Note 3, Lesson 3
jela jail, also *gerezia*
jemadari/ma- general, commanding officer
jembe/ma- hoe
 -**jenga** build, -*jengwa* be built, *jengo/ma-*
 building, also *jumba/ma-*
jeshi/ma- army
 -**ji-** oneself, himself, etc., reflexive pro. See p. 78
 -**jibu** answer a question, *jibu/ma-* answer, reply
jicho/macho eye
 -**jifunza** learn
jiko/majiko or meko kitchen, stove, hearth;
 hearth stones (*meko*)
jimbo/ma- state, province
jina/majina name, heading, title
jinai crime
jino/meno tooth
jiografia geography

jiolojia geology
jioni evening, about 4 p.m. to 6 p.m.
jirani/ma- neighbor
 -**jistarehesha** entertain oneself
 -**jitahadhari** be careful, be on guard
 -**jitahidi** make an effort, try hard
 -**jitegenea** rely on oneself, be self reliant, be self
 sustaining
jivu/ina- ash
jiwe/mawe stone
joto/ina- heat
 -**jua** know, -*julikana* be known, -*julisha* inform,
 make known
jua/ma- sun (pl. rare)
juhudhi effort, endeavor
juma/ma- week, also *wiki*
juainosii Saturday
jumanne Tuesday
juinapili Sunday
jumatano Wednesday
jumatatu Monday
juumba/ma- building, see *nyumba* house,
 chumba/vy- room
jumbe/ma- headman, chief
jumla sum, total, a lot, total number, total
 amount, see *kwa jumla* altogether
juu above, high, up, *juu ya* about, concerning
juzi/ina- day before yesterday

K

-**kaa** live; stay; sit; -*kaa kitako* sit down
kaa crab
kaa/ina- charcoal (us. pl.)
 -**kaanga** fry
kabati cupboard
kabiji cabbage, also *kabichi*
kabila/ma- tribe, ethnic group
kabisa fully, completely, totally adv.
kabla ya before (followed by infinitive)
kaburi/ma- grave
kadha wa kadha so forth, so on
kadhaa various, several, from Arabic; see
 mbalimbali
kadhalika and so on, et cetera, likewise
kadhi/ma- Moslem judge, religious leader
kadi card
 -**kagua** inspect
kahawa coffee (N-, us. sg.)
kaka elder brother, also brother in general; also
 title of respect for family friend
kalamu pencil, pen
kale the past, olden times, former ages, antiquity

Kiswahili - Kiingereza

- kali** strict, hard, tough, sharp, bitter, fierce, pungent, etc. (sense depends on the noun, e.g. *kisu kikali* sharp knife, *mbwa mkali* fierce dog, *jua kali* scorching, hot sun, *homa kali* high fever)
- kama** if, as, like, such as, about, around
- kama hivi** such as the following, as following
- kamata** catch, -**kamatana** catch each other
- kamati** committee
- kamba** rope
- kamili** complete, perfect *inv. adj.*
- kampuni** company
- kamua** milk, squeeze out liquid, -**kamuliwa** be squeezed, be milked
- kamusi** dictionary
- kamwe** not at all; not in the least, also *hata kidogo*
- Kanada** Canada
- kando** side, edge, **kandoni** aside, on the side
- kanga** cloth used as a wrapper by women
- kanisa/ma-** church
- kanuni** rule, canon, general rule, principle
- kanzu** long, usually white, gown worn by men
- kao/ma-** headquarters, residence
- karamu** feast, party
- karani/ma-** clerk, secretary
- karatasi** paper
- karibu** come in, welcome; nearly *adv.* **karibu na** near, close to; also *karibu ya*, -**karibia** approach, draw near, -**karibisha** welcome sb, see *hivi karibuni* recently, shortly
- karne** century
- karoti** carrot
- kasa** less, also *kasoro*, **kasarobo** less a quarter, quarter past. See Note 1, Lesson 11
- kasirika** be angry, see *hasira* anger
- kasisi/ma-** pastor, usually Protestant
- kaskazi** northeast monsoon; summer, also *kiangazi*, **kaskazini** north
- kasoro** less (in telling time). See Note 1, Lesson 11, also *kasa*
- kaswende** syphilis, see *sekeneko*
- kata** cut, slice, -**kata shauri** decide, -**kata tamaa** despair
- kataa** say no, refuse, deny, negate, -**kataza** forbid, refuse sb
- katiki** middle, center, among, between, also *katikati*
- katika** in, on
- katili** cruel *inv. adj.*; *mkatili/wa-* cruel person
- kauka** dry up, be dry, -**kausha** dry up, -**kavu** dry
- kawaida** usual thing, custom, normal, see *kwa kawaida* usually, normally, customarily
- kawia** delay, loiter, see -*chelewa* be late
- kazi** work *n.* see -*fanya kazi* work *v.*, *kazini* at work
- kelele** noise, shouting
- kemia** chemistry
- kengele** bell
- kesho** tomorrow, **kesho asubuhi** tomorrow morning, **kesho kutwa** day after tomorrow
- Kiafrika** African, African way
- kiangazi** hot season, summer
- Kiarabu** Arabic, Arabic way
- kiasi** amount, some amount, estimated amount; approximately, moderately *adv.*
- kiasili** traditional way, original way, see *kwa kiasili* traditionally
- kiatu/vi-** shoe
- kiazi/vi-** potato, also *kiazi ulaya*, **kiazi kitamu** sweet potato
- kibaba/vi-** measure (used in measuring)
- kibali/vi-** permits
- kibanda/vi-** hut, shack, stall
- Kibantu** Bantu language family, Bantu way
- kibao/vi-** small piece of wood, thus shelf, stool, bench, etc., see *bao* plank
- kibiriti/vi-** matches, also *kiberiti*
- kiboko/vi-** hippo; whip
- kibuyu/vi-** gourd
- kichaa/vi-** insanity, mental illness (us. sg.)
- kichaka/vi-** bush
- kichwa/vi-** head
- kidini** in a religious way *adv.*
- kidogo** a little bit, somewhat, a little *adv.*
- kidole/vi-** finger
- kidonda/vi-** sore
- kidonge/vi-** pill, small lump
- kiyenjeji** native language, way, custom
- kifaa/vi-** useful thing, implement, ingredient
- kifafa** epilepsy
- Kifaransa** French language, way, custom, habit
- kifo/vi-** death, see -*fa* die
- kifua/vi-** chest, **kifua kikuu** tuberculosis
- kifungo/vi-** button, see -*funga* close, tie, fasten
- kifuniko/vi-** cover, lid, see -*funika* cover
- Kihindi** Indian language, way, custom
- Kiingereza** English language, way, custom
- Kiislamu** Moslem language, way, custom
- Kiitaliano** Italian language, way, custom
- kijana/vi-** youth, young person
- kijiji/vi-** village, see *mji/miji* town, city
- kijiko/vi-** spoon, see *mwiko* ladle, *jiko* kitchen
- kikapu/vi-** basket
- Kikatoliki** Catholic way, manner, mode
- kike** female way, manner, mode, see *mke* wife
- kikohozi/vi-** cough *n.*, -*kohoa* cough *v*
- kikombe/vi-** cup
- Kikristo** Christian way, custom, habit, religion
- kikundi/vi-** small group

- kila** each, every (precedes the noun it modifies)
- kilima/vi-** hill, see *mlima* mountain
- kilimo/vi-** agriculture, farming, also *ukulima*, see *-lima* farm
- kilomita** kilometer
- kimbia** run, run away, run from, **-kimbilia** run to/toward
- kimya** silence, silent, silently
- kina/vina** rhyme (us. pl.)
- kinga** defense, protection; see *ukimwi* AIDS
- kinu/vi-** mortar
- kinyozi/vi-** barber, see *-nyoa* shave
- kinyume** opposite, backwards
- kinywa/vi-** mouth, mouth opening, the inner mouth; see *mdomo* mouth, lip
- kinywaji/vi-** drink, beverage, see *-nywa* drink
- kiongozi/vi-** leader, see *-ongoza* lead
- kioo/vi-** mirror
- kipande/vi-** piece
- kipimo/vi-** measurement, see *-pima* measure
- kipindi/vi-** period, portion of time, term, school term, see *muhula*
- kipindupindu/vi-** cholera
- kipupwe** cool season, "winter" (June-August)
- Kirumi** Latin language; Roman language, way, custom, habit, religion
- kisahani/vi-** saucer
- kisasa** modern way *adv.* see *-a kisasa adj., sasa now*
- kisha** then, after that, afterwards, later, see *halafu*
- kishindo/vi-** noise
- kisima/vi-** a well
- kisiwa/vi-** island
- kisonono** gonorrhea (us. sg.)
- kisu/vi-** knife
- Kiswahili** Swahili language, way, custom, habit
- kitabu/vi-** book
- kitambaa/vi-** cloth, material
- kitana/vi-** hair comb
- kitanda/vi-** bed
- kitendawili/vi-** riddle
- kitendo/vi-** action, activity, see *-tenda do*
- kiti/vi-** chair
- kitu/vi-** thing
- kitunguu/vi-** onion
- kituo/vi-** station, stopping place, bus stop, see *-tua* land, settle, alight
- kiu** thirst
- kiumble/vi-** created thing, see *-umba* create
- kiume** male, see *-a kiume adj., mume* husband
- kiuno/vi-** waist
- kivuli/vi-** shadow
- kiwanda/vi-** factory
- kiwango/vi-** level (of education, salary), standard (of living)
- kiwanja/vi-** field, plot, playing field, **kiwanja cha mpira** football field, **kiwanja cha ndege** airport, see *uwanja* field
- Kiyahudi** Jewish way, custom, habit, religion, see *M(u)yahudi/wa-* Jew
- Kizungu** European language, in the European style, see *Mzungu* white person
- kizunguzungu** dizziness (pl. not common)
- kobe** tortoise
- kodi** tax, rental fee, rent, **-kodi** rent, hire sth, **-kodisha** rent out
- kofia** hat, cap
- kohoa** cough *v.*, see *kikohozi n.*
- koloni** colony, see *ukoloni* colonialism
- koma** come to an end
- komaa** mature, be mature, be fully grown
- konda** be(come) thin
- konde** field, cultivated field
- kondoo** sheep
- koo** throat
- kopa** borrow money, get a loan, **-kopesha** lend money
- korongo/ma-** crane, stork
- korti/ma-** court
- kosa** make a mistake, miss, sin, err, lack
- kosa/ma-** mistake, error
- koti/ma-** coat, jacket
- kua** grow up, grow, increase in size, esp. humans and animals; see *-kuu*
- kuanzia** to begin with; beginning
- kubali** agree, accept, concede, **-kubaliwa** be accepted
- kubwa** big, large *adj.*
- kucha** to dawn, to rise (sun); *kumekucha* it has dawned, *kuchwa* to set, to go down (sun), *kumekuchwa* the sun has set. See App., p. 233
- kucha** to fear God. See App., p. 233
- kufa** to die. See App., p. 233
- kufuata** according to
- kuhusu** concerning, *-husu* concern
- kuja** to come. See App., p. 233
- kujitegemea** self-reliance, see *-jitegemea*
- kuku** chicken
- kula** to eat. See App., p. 233
- kule** there (distant general loc.); see *huko* there (at a place referred to), see *-le* that, *h...-o* that
- kuliko** more than
- kulingana na** in comparison with/to, compared to
- kumbe!** exclamation to show surprise
- kumbuka** remember, **kumbukumbu** memorial, remembrance, **-kumbusha** remind sb
- kumi** ten

Kiswahili - KIingereza

- kuna** scratch, grate, *-kuna nazi* grate coconuts
kuna there is, there are
kundi/ma- group
kuni firewood (N-, pl; see *ukuni* stick of firewood)
kunywa to drink. See App., p. 233
kupa to give (always used with object prefix)
kura vote *n.*, *-piga kura v.*
Kurani Koran
-kusanya collect, gather
kusi cool season, southwest monsoon
kusini south
-kuta find
-kutana meet, see *mikutano/mi-* meeting
kutwa all day
-kuu major, chief, important, see *-kua* grow up,
-ku(u)kuu worn out, old *adj.*
kuwa to be, become, exist, **kuwa na** to have.
 See App., p. 233
kuzingira to surround, surrounding
kwa with, by, to, for, in respect to; the many
 meanings of *kwa* should be learned in context.
kwa ajali accidentally, by accident
kwa ajili ya on account of, for the sake of
kwa bahati nzuri fortunately, by good luck
kwa ghafula suddenly
kwa hakika certainly, indeed, for sure
kwa haraka in a hurry, quickly
kwa hasira angrily
kwa heri (ya kuonana) goodbye (until we see
 each other again)
kwa hivyo therefore, so, in that way
kwa jumla altogether, in all, in general;
 wholesale, also *kwa ujumla*
kwa kawaida usually, customarily
kwa kiasili traditionally
kwa kidini religiously, according to religion
kwa kifupi briefly, in short
kwa Kiswahili by, in, into Swahili
kwa kuwa because, also *kwa sababu gani*
kwa kweli truly, in truth
kwa maana because
kwa makini attentively, calmly
kwa mfano for example, as an example
kwa miguu on foot, by foot
kwa mkono by hand
kwa moyo by heart
kwa muda for a period of time
kwa mujibu wa according to
kwa namna gani in what way, how
kwa nguvu forcefully, by force
kwa nini? why?
kwa sababu because
kwa sababu gani? why, for what reason?
kwa sauti loudly, aloud
- kwa siri** secretly
kwa ufupi in short, in brief, briefly
kwa upande mwingine on the other hand
kwa upande wangu for my part, as for me, also
kwa upande wako/wake, etc. for your/his part
kwa upesi quickly
kwa urahisi easily
kwa vile since
kwa wingi abundantly, in the plural
kwake her/his home, her/his place, see *kwangu*,
kwake, kwetu, etc.
kwako your (sg.) home, your (sg.) place
kwamba that *conj.*, see *-amba* who, which, that
rel. pro. See pp. 192-193
kwangu my home, my place, at my home/place
kwani for, because
kwanza first, also *-a kwanza*, see *-anza* begin
kwao their home, their place; at/to/etc. their
 home; although plural this has singular reference
 as well, that is, it can mean at his/her home/place
kweli true
kwenda to go. See App., p 233
kwenu your (pl.) home/place; at/to/etc. your
 home; also has sg. reference thus, at your (sg.)
 home/place
kwenye at, to, on, where there is (*ku-enye* where
ku- is a loc. prefix and *-enye* having; see *penye*)
kwetu our home/place, at/to/etc. our home/place;
 also has sg. reference thus, at my home/place
kwisha to finish, reach an end. See App., p 233

L

- la** no, see *hapana*
-la eat, also *kula*. See App., p. 233
labe see *labeka*
labeka yes. See Note 2, Lesson 8
ladha taste
laini soft *inv. adj.*
lakini but
-lala sleep, lie down, **-lala usingizi** sleep a sleep,
-laza put to bed, admit to (hospital)
-lalamika complain, *lalamiko/ma-* complaint *us pl.*
lami tar, asphalt
-laumu blame
-laza see *-lala* sleep
lazima necessity, obligation, **-lazimu** be
 obligated, *inanilazimu* I must, lit. it is an
 obligation for me
-le that (*distal dem.*); *yule, wale, ule, ile*, etc. see
 Note 3, Lesson 22
-lea rear, raise, nurture, bring up (esp. children)
lelemama kind of dance

lengo/ma- aim, objective, target, see *-lenga* take aim
leo today, **leo asubuhi** this morning
-leta bring, **lete** bring! *imp.*
-lima cultivate, farm, see *mkulima* farmer
-linda protect, defend, guard
-lingana be similar to, be compared with, match,
 -**linganisha** compare, equate
lini? when?
-lipa pay, **lipo/ma-** payment
lo! exclamation to show surprise
lori/ma- truck
luga language

M

maabara laboratory (N-)
maalumu special, specific, notable *inv. adj.*
maamkio greetings, see *-amkia* greet
maana meaning; cause, reason (N-), **maana yake nini?** what does it mean?, **maanake** it's meaning
maandamano demonstration, parade, see *-andamana* go in procession, go together
maandiko writing, also *maandishi*; see *-andika* write
maarifa information, knowledge, see *-arifu* inform, **maarufu** important, famous, reputable, well known, unique *inv. adj.*
mababu ancestors, see *babu* grandfather
mada topic, subject (N-)
madaraka responsibilities, duties, obligations (us. MA-)
madhumuni purpose, intention (MA-)
maelfu thousands
maendeleo development, progress, see *-endelea* go on, make progress
mafankio success, accomplishment, achievement (MA-), see *-fanikia* succeed
mafua cold, sickness involving the chest, see *kifua* chest
mafuta oil (MA-)
magharibi west, the time the sun sets (N-)
mahaba love, friendship (MA-)
mahakama court (N-)
mahali place (requires loc. agreements, us. PA-)
mahari dowry, bride wealth (N-)
mahindi corn grain, see *muhindi/mi-* corn plant
mahitaji needs, requirements, see *-hitaji* need, require
mahututi critically ill, in critical condition, close to death *inv. adj.*
maili mile (N-)
maisha life, see *-ishi* live

majadiliano discussion(s), debate(s), see *-jadiliana* discuss, debate
maji water (MA-), **maji (ya) baridi** cold water, **maji (ya) moto** hot water, **maji matamu** fresh water, **maji ya matunda** juice
majira season (N-)
majivuno conceit, pride, see *-jivuna* be conceited, brag, show off, see *fahari* pride (positive sense)
makala written article, treatise (N-, rarely MA-)
maktaba library (N-)
malaika angel
malale sleeping sickness, see *-lala* sleep
mali wealth, property, possessions (N-)
malisho pasture; see *-lisha* feed, *-la* eat
-maliza finish sth; see *kwisha* to be finished
mama mother; as a title: madam, mrs. miss, **mamake** his/her mother, **mama wa kambo** stepmother
mamba crocodile
mamlaka rule, authority, dominion (N-)
manufaa benefit, advantage, useful things (MA-)
manukato perfume (MA-) **maoni** opinions, views, see *-ona* see
maovu evil, wickedness (MA-)
mapatano agreement, see *-patana* agree
mapema early *adv.*
mapenzi love, see *-penda* love, like
mapinduzi revolution, radical changes, see *-pindua* overturn, turn over
mapumziko rest, see *-pumzika* rest
mara time, an occasion of time, a single time; immediately (N-), **mara kwa mara** often, time after time, **mara moja** at once, immediately
maradhi disease, illness (MA-)
marahaba response to *shikamoo*. See Note 3, Lesson 4
Marekani America (N-), also *Amerika*
marudio review; see *-rudi* return, *-rudia* return to, go over
masaa hours, number of hours, *masaa fulani* certain hours
mashambani rural areas (LOC agreements; see *shamba* farm, field)
mashariki east (N-)
mashindano competition, see *-shindana* compete
mashini machine (N-)
mashua boat (built of boards rather than hollowed out as in canoes; N-)
mashuhuri famous *inv. adj.*
masikilizano understanding, agreement, see *-sikiliza* listen
maskini poor *adj.*; poor person/s *n.*
masomo ya Kiafrika African studies
matamshi pronunciation, see *-tamka* pronounce

Kiswahili - Kiingereza

- matayarisho** preparations (us. pl.), see *tayari*
ready, *-tayarisha* get ready, prepare
- matembezi** walk, stroll, see *-tembea* walk
- matibabu** medical care, medical treatment
- matokeo** results, outcome, see *-tokea* happen
- matubwitubwi** mumps (MA-)
- maumbile** nature, natural condition, natural state, see *-umba* create
- maumivu** pain (MA-), see *-uma* bite, sting, hurt
- mavi** excrement, dung
- mawaidha** advice, counsel (MA-)
- mazingira** environment, surroundings (MA-)
- maziwa** milk (MA-)
- mazungumzo** conversation, dialogue, see *-zungumza* converse
- mbacha/mi-** old, worn mat
- mbali** far, **mbali na** far, far from, also *mbali ya*, **mbalimbali** various, assorted, different ones
- mbegu** seed
- mbele ya** in front of, beyond
- mbili** two (N- class *adj.* or as in counting; see *pili* second, *-wili* two)
- mbingu** sky, heavens
- mbio** speed, race; fast
- mboga** vegetable, garden produce, **mboga/mi-** pumpkin plant
- mbona?** why? (in a reproachful sense)
- mbu** mosquito
- mbunge/wa-** legislative representative
- mbuni** ostrich
- mbuzi** goat
- mbwa** dog
- mchana/ini-** daytime, afternoon (us. no pl.)
- mchanga/mi-** sand
- mchanganyiko/mi-** mixture
- mchele/mi-** rice grain, uncooked rice (us. sg.)
- mchezaji/wa-** player, dancer, **mchezoo/mi-** game, see *-cheza* play
- mchi/mi-** pestle
- mchongaji/wa-** carver, see *-chonga* carve
- mchungaji/wa-** herder, see *-chunga* herd
- mchungwa/mi-** orange tree, see *chungwa/ma-*
- mchuizi/mi-** gravy, sauce
- mdomo/mi-** mouth, lip, see *kinywa* mouth opening
- mdudu/wa-** insect
- mea** grow (as plants)
- meli** boat, ocean-going vessel of modern type
- menya** peel (e.g. fruit, vegetables)
- methali** proverb, saying, aphorism
- meza** table
- meza** swallow
- mfalme/wa-** king
- mfano/mi-** example
- mfanyabiashara/wa-** business person, merchant, trader, also *mfanyibashara*
- mfanyakazi/wa-** worker, see *-fanya kazi* work
- mfu/wa-** dead person, see *-fa* die
- mfugo/mi-** livestock, domestic animal, see *fuga* rear animals
- mfuko/mi-** bag
- mfupa/mi-** bone
- Mganda/wa-** Ugandan
- mganga/wa-** doctor, traditional doctor
- mgeni/wa-** guest, stranger
- mgomba/mi-** banana plant, see *ndizi* banana
- mgomo/mi-** strike, labor strike, see *-goma* go on strike
- mgongo/mi-** back
- mgonjwa/wa-** sick person
- mguu/mi-** foot, leg
- mhadhara/mi-** lecture
- mheshimiwa/wa-** respected, honored person (respectful title, thus 'His Honor', 'The Honorable...'), see *-heshimu* respect, honor v.
- Mhindii/wa-** Indian
- Mhispania/wa-** Spaniard
- mia/ma-** hundred (N- and MA-)
- mila** custom, tradition
- miliki** rule, exercise authority over
- milioni** million
- mimba** fetus, pregnancy
- mimi** I, me
- mimina** pour
- mionganii mwa** among
- mipango ya miji** urban planning
- Misri** Egypt
- miti shamba** herbal medicine; see *dawa*
- miwani** eye glasses (MI- pl. only)
- miriani** measure in a line of poetry; scale for weighing (N-)
- mjamzito/wa-** pregnant woman
- mjanja/wa-** clever, cunning, tricky person
- Mjerumani/wa-** German person
- mji/mi-** town, city; in some contexts 'homestead',
mji mkuu/mi- capital city, see *chuo kikuu*
university
- mjomba/wa-** uncle on mother's side, maternal uncle; see *baba mdogo* paternal uncle, father's brother
- mjukuu/wa-** grandchild
- mjumbe/wa-** representative
- mkahawa/mi-** restaurant, cafe, teashop
- mkali/wa-** strict, hard, tough person, see *-kali*
- mkalimani/wa-** interpreter
- Mkanada/wa-** Canadian
- mkataba/mi-** agreement, contract

mkate/mi- bread, loaf of bread, *mkate wa kusukuma* bread, fried bread like a tortilla or chapati
Mkatoliki/wa- Catholic
mke/wake wife, see *mwanamke/wanawake woman*
mkebe/mi- can, tincan
mkeka/mi- mat
Mkenya/wa- Kenyan
mkaoa/mi- region, large political division
mkoba/mi- bag, pocketbook
mkojo/mi- urine, see *-kojoa* urinate
mkono/mi- arm, hand
Mkristo/wa- Christian, also *Mkristu*
mkulima/wa- farmer, see *-lima* cultivate
mkurugenzi/wa- director
mkutano/mi- meeting, see *-kutana* meet
mkuu/wa- head, principal, major person
mkwe/wa- in-law, *baba mkwe* father-in-law, *mama mkwe* mother-in-law
mlango/mi- door
mle there, in there (distant internal loc.); see *pale* and *kule*
mlima/mi- mountain, see *kilima/vi-*
Mmakonde/wa- a person of the Makonde ethnic group or tribe
Mmarekani/wa- American, used in Tanzania
Mmasai/wa- a person of the Masai ethnic group or tribe
mmea/mi- plant, see *-mea* grow (plants)
mmoja one person, see *-moja* one
mnamo by, during (time reference only), in, on (us. with a date or the name of a month)
mnanasi/mi- pineapple plant
mnazi/mi- coconut palm
mno very much, especially so *adv.*
mnunuzi/wa- buyer, customer, see *-nunua* buy
mnyama/wa- animal, see *nyama* meat
moja one, *moja kwa moja* straight ahead, straight on, directly, see *mara moja* immediately, *umoja* unity, *pamoja* together
moshi/mi- smoke (us only sg.)
mosi one, first, see *moja*; Note 3, Lesson 10
moto/mioto fire (us. only sg.)
motokaa car
moyo/mi- heart, soul (*mioyo* or *nyoyo* pl.)
mpaka/mi- up to, until; boundary (M-/MI-)
mpango/mi- plan
mpapayu/mi- papaya tree
mpenzi/wa- lover, loved one, girlfriend, boyfriend
mpigaji/wa- **ngoma** drummer, see *-piga* hit
mpiganaji/wa- fighter, see *-pigana* fight
mpira/mi- ball

mpishi/wa- cook, see *-pika* cook
mpumbavu/wa- fool
mpunga/mi- rice (unhusked); field or paddy rice
mpwa/wa- nephew, niece
mradi/mi- project
Mreno/wa- Portuguese person
Mrundi/wa- person of the Rundi ethnic group of Burundi
Mrusi/wa- Russian
msaada/mi- help, aid, assistance, see *-saidia* help
msafiri/wa- traveller, see *-safiri* travel
msaidizi/wa- assistant, helper, see *-saidia* help v.
msala/mi- prayer mat, see *-sali* pray; also bathroom, lavatory
msalaba/mi- cross
msamiati/mi- vocabulary
msemaji/wa- speaker, see *-sema* speak, say
msemo/mi- saying, aphorism, see *-sema* say
mshahara/mi- salary
mshairi/wa- poet
mshindi/wa- winner, see *-shinda* win, overcome
mshipa/mi- hernia; also vein, nerve, etc. and diseases thereof
mshiriki/wa- participant, see *-shiriki* share
mshonaji/wa- tailor, sewer, see *-shona* sew
msichana/wa- girl, young unmarried female
msikilizaji/wa- listener, see *-sikiliza* listen
msikiti/mi- mosque
msimamizi/wa- supervisor, see *-simimia* supervise
msimu/mi- season
msingi/mi- foundation
msitu/mi- forest, also *mwitu/miitu*
mstari/mi- line
msukaji/wa- weaver, see *-suka* weave
Msumbiji Mozambique
msuwaki/mi- toothbrush
Mswahili/wa- Swahili speaker, person
mtaa/mi- neighborhood, quarter of town; street
mtaalamu/wa- scholar, specialist
mtafiti/wa- researcher
mtakatifu/wa- holy person, saint
Mtaliano Italian, also *Mwitalia/wa-*
mtalii/wa- tourist
mtama/mi- millet
mtambo/mi- machine, mechanical device, *mtambo wa barafu/mi-* refrigerator, also *friji*
Mtanzania/wa- Tanzanian
mti/mi- tree
mtihani/mi- exam
mto/mi- pillow; river
intoaji/wa- giver, *mtoaji hadithi* storyteller, see *-toa* give

Kiswahili - Kiingereza

- mtoto/wa-** child, **mtoto mchanga** baby, **mtoto mwanamke** girl, **mtoto mwanamume** boy, **mtoto wa kike/wa-** girl child, **mtoto wa kiume/wa-** boy child
- mtu/wa-** person, **mtu mzima/wa-** adult, healthy person; also just *mzima/wa-*
- mtukufu/wa-** exalted person, honorable person; respectful title, thus 'His Excellency'
- mtumbwi/mi-** canoe, dugout canoe
- mtume/mi-** prophet, see *-tuma* send, employ
- mtumishi/wa-** servant, see *-tuma* send, employ
- mtumwa/wa-** slave, see *-tuma* send, employ
- mtungi/mi-** clay water pot, see *sufuria*
- muda** period, interval of time (M-); no plural; see *wakati* time in general; *mara* an instant of time, *muda wa* during, for the time of
- muhimu** important *inv. adj.*
- muhindii/mi-** corn plant, see *hindii/ma-* corn
- muhogo/mi-** cassava
- muhtasari/mi-** summary, précis, also *mukhtasari*
- muhula/mi-** school term, see *kipindi/vi-*
- mume/waume** husband, see *mwanamume* man
- Mungu** God, plural is *miungu*
- muuguzaiji/wa-** nurse, also *muuguzi*, see *-uguza* care for, treat, nurse a sick person
- muungano/mi-** union, alliance, see *Jamhuri ya Muungano wa Tanzania* United Republic of Tanzania
- muwa/mi-** sugar cane
- muziki** music (M-/MI- or N-)
- mvinyo/mi-** wine
- mvua** rain (N-), see *inanyesha mvua* it's raining
- mvulana/wa-** boy, young unmarried male
- mvunja/wa-** breaker, one who breaks, see *-vunja* break
- mvuvi/wa-** fisherman, see *-vua* fish v.
- Mwafrika/w-** African
- mwaga** pour
- mwaka/mi-** year, **mwaka ujao** next year, also *mwaka kesho*, **mwaka uliopita** last year, also *mwaka jana*, **mwakani** next year
- mwalimu/w-** teacher, **mwalimu mkuu** principal
- Mwamerika/w-** American, also *Mmarekani*
- mwana/w-** offspring, child, **mwanganu** my child, **mwananachama** member, **mwanaadamu** human being; also *binadamu*, **mwanafunzi** student, **mwananamke** woman *wanawake* pl., **mwana-mume** man, also *mwanamme* sg., *wanaume* pl., **mwanamuziki** musician, **mwananchi** citizen, **mwanasheria** lawyer, **mwanasiasa/w-** politician
- mwandishi/w-** writer, author, see *-andika* write
- mwangaza/mi-** light
- mwanzo/mi-** beginning; at first, see *-anza* begin
- Mwarabu/w-** Arab person
- mwembe/mi-** mango tree, see *embe/ma-* mango
- mwendo/mi-** way, manner of going, pace; behavior, way of doing things, see *-enda go*
- mwenyeduuka/w-** shop owner, shop keeper
- mwenyeji/w-** inhabitant, local person, native of
- mwenyekiti/w-** chairperson
- mwenyewe/w-** one self, see *-enyewe*
- mwenzi/w-** companion, **mwenzao** their companion, *mwenzi + wao*
- mwezi/mi-** month, moon
- mwiko/mi-** ladle, see *kijiko* spoon
- mwili/mi-** body
- mwimbaji/w-** singer
- Mwingereza/wa-** English person
- mwingine/wengine** another person, other person
- mwisho/mi-** end, **mwishowe** finally
- Mwislamu/wa-** Moslem, also *Muislamu*
- mwitu/mi-** forest, also *msitu/mi-*
- mwizi/wezi** thief, also *mwivi/wevi*
- mwoga/wa-** coward, see *-ogopa* be afraid
- mwongo/waongo** liar, see *-sema wongo* lie
- mwuguzi/wa-** nurse, also *muuguzi*, *mwuguzaji*
- mwuzaji/w-** seller, see *-uza* sell
- Myahudi/wa-** Jew, also *Muyahudi*
- mzaliwa/wa-** native, native born, one born, offspring, see *-zaliwa* be born
- nzazi /wa-** parent; see *mzee*
- mzee/wa-** elder, old person (male or female), parent (also respectful term of address)
- mzigo/mi-** load, luggage
- nzima/wa-** healthy person; adult
- Mzungu/wa-** European, white person, person of European extraction
- nzuri/wa-** good, beautiful person

N

- na** and, by, with, **na kadhalika** (n. k.) et cetera, likewise, so forth and so on, **nami** and I, as for me (*na mimi*), **nawe** and you, as for you (*na wewe*), **naye** and she/he, as for her/him (*na yeze*), **nasi** and we, as for us (*na sisi*), **nanyi** and you (pl.), as for you (pl.) (*na ninyi*), **nao** and they, as for them (*na wao*)
- namna** kind, sort, type; way, manner
- naam** yes. See Note 2, Lesson 8
- nabii** prophet, also *mtume* prophet
- nadharia** theory
- nafaka** cereal
- nafasi** chance, opportunity, time, space, room
- nafuu** good price, cheap price (as in *bei nafuu*); improvement in health
- nakala** copy
- nambari** number, also *namba*

namna gani? what way? how? what the heck!
nanasi/ma- pineapple
nani? who?
-nawa wash hands and face
nazi coconut
nchi country, land
ndani inside
ndefu long (N- *adj.*; stem is *-refu*)
ndege bird airplane, also *eroipleni*
ndio alternate spelling of *ndiyio*
ndivyo thus, so, thus, so, it is so, it is thus
ndiyo yes (lit. it is so)
ndizi banana
ndoа marriage, see *-oa* marry
ndoo bucket
ndovu elephant; also *tembo*
ndugu sibling (sister or brother), relative, relation, cousin; comrade
ndugu wa kike sister
ndugu wa kiume brother
ndui smallpox
nenda go! *imp.*, see *-enda* go
-nene fat (of people), thick, **-nenepa** become fat
neno/ma- word, something, **-nena** speak
ngalawa dugout canoe
ngano wheat
ngao shield
-ngapi? how many, how much
ngazi stairs, ladder, steps
-ng'oa pull out, extract
-ngoja wait, **-ngojea** wait for
ngoma dance, drum, dancing, and singing,
ng'ombe cow, cattle
ngozi skin, leather
nguo clothing
nguruwe pig
nguvu energy, strength
ni is/are
ni tarehe gani? what's the date? **ni tarehe mosi**, **pili, tatu** It's the first, second, third
nia intention
niaba behalf of, *kwa niaba ya* on behalf of, instead of
nimeshapa It's alright, I'm feeling o.k. now; I'm already feeling better. See Note 3, Lesson 20
nini? what?
ninyi you (pl.)
niwe so that I am, so that I become, subjunctive of *-wa* be
njaa hunger
nje outside
njema good (N- *adj.*; see *-ema* good)

njia road, path, street; way of doing something, means, **njia** (*ya*) panda crossroads, **njiani** along the way
njoo come! *sg. imp.*, **njooni** pl., see *-ja* come
noti note (currency)
nta wax, beeswax
numonia pneumonia
-nunua buy
nusu half
nyama meat (N-, us *sg.*)
-nyang'anya take by force, rob
nyanya grandmother; tomato
-nyesha rain, *mvua inanyesha* it's raining
-nyoa shave, cut hair, **-nyolewa** be shaved, have a hair cut
nyoka snake
-nyonya suckle, feed at the breast, **-nyonyesha** feed a child at the breast
-nyosha stretch out, straighten
-nyosha mkono put up, raise (one's) hand
nyote all of you; see *wote, sote, -ote*
nyuma behind, **nyuma ya** behind, in back of
nyumba home, house, **nyumbani** at home, also in, at, on the house
nyumbu gnu, wildebeest
-nywa drink, also *kunywa* see App., p. 233
nywele hair, *unywele* strand of hair
nzi fly
nzuri good, fine *adj.*; used in response to *habari* greetings

O

-oa marry (said of a man), **-olewa** be married (said of a woman), **-oana** marry each other, **-ozwa** be married by sb, e.g. a judge, minister
ofisi/ma- office (also N-)
-oga take a bath, bathe, also **-koga**
-ogelea swim
-ogopa be afraid, see *-woga* fear
-okoa save, rescue
-okota pick up, pick up bit by bit, piece by piece
-olewa see *-oa* marry
-omba beg, ask a favor, request; see *-uliza* ask a question; **ombi/ma-** request, petition, application
-ona see, **-ona baridi** feel cold, also **-sikia baridi**, **-ona lo** be surprised, be astonished, lit. see, feel astonishment, **-ona usingizi** feel sleepy, **-onana** see one another, **-onekana** be seen, appear, be visible, **-onyesha** show (make see)
-ondoa clear off/away, remove
-ondoka leave
-onekana appear, seem, see *-ona* see
-ongea converse, chat

Ciswahili - Kiingereza

- ongeza** increase, add
ongoza lead, see *kiongozi/vi-* leader
onya warn, *onyo/ma-* warning
onyesha show, see *-ona* see
onyesha kidole point the finger, *-onyeshea*
 kidole point the finger at
pareta/ma- operator (MA-animate)
rodha list
osha clean using water, wash
ota dream, see *ndoto* dream *n.*
ote all, see *sote*, *nyote*, *wote*. See App., p. 230
oza rot, spoil
ozwa be married by sb, e.g. a judge, minister
- P**
- pa** give (used with an object prefix, us. indicating a human), see *-peana* give each other
jaa gazelle
jaa/ma- roof
jadri/ma- priest
jafu/ma- lung
jaka cat
paka paint, apply (e.g. paint, mascara, oil)
pakia load, *-pakua* unload; dish out food
jale there (specific location at a distance)
palilia weed, remove weeds
paliondokea there was once; once upon a time (used to begin stories, see *-ondoka* leave)
pamba cotton
-pamba decorate, adorn, **pambo/ma-** decoration
pamoja together
-pana wide
-panda plant *v.*
-panda go up, climb, ascend, mount up, get on
-panga arrange, plan, see *mpango/mi-* plan *n.*
panga/ma- machete; see *upanga/panga* sword
-pangusa wipe, wipe up
panya rat, mouse
papa shark
papai pawpaw fruit, papaya fruit
papo hapo then and there, right then, right there
-pasua split, split apart, cut open, operate on the body, *-pasuliwa* be operated on, have surgery, *-pasuka* be split
-pata get, obtain, get a chance, *-patana* agree/get along with one another, *-patana bei* agree on a price, bargain for a price, *-patanisha* reconcile, *-patikana* be available, be obtainable
pazia/ma- curtain
-peana give to one another, see *-pa* give
peke condition of being alone, self; see *pekee*, **peke yake** by himself/herself, **peke yako** by yourself (sg.), **peke yangu** by myself, **peke yao** by themselves, **peke yenu** by yourselves (pl.), **peke yetu** by ourselves
pekee alone, solitary
-peleka send, take
pembe corner, tusk, horn, ivory
-penda like, love, **-pendelea** prefer, be in favor of, **-pendeza** be pleasing, please, **-pendana** love one another, **pendo/ma-** act of loving, liking, affection, manner of loving; see *mapenzi* love
penesileni penicillin
engi many places (PA-)
engine perhaps (PA-)
peni penny
penseli pencil
penye at, where there is/are, see *kwenye*
pepopunda tetanus, lockjaw
peremende candy
pesa money (us. N- pl.)
pete ring (finger)
petroli gasoline
-pi? which? (of alternatives); see *gani?* which?
pia also
picha picture
-piga hit, strike, beat, **-piga chapa** print, **-piga gurudumu** roll a hoop, lit. hit the wheel, **-piga kelele** shout, **-piga makofi** clap hands, **-piga mguu** take off on foot, **-piga msuwaki** brush teeth, **-piga pasi** iron, **-piga picha** take a photo, **-piga simu** telephone, make a call, **-pigia simu** telephone someone, make a call to, **-piga sindano** give injection, **-piga taipu** type, **-piga teke** kick, **-pigana** fight
-pika cook, see *mpishi* cook
pikipiki motorcycle, motor scooter
pili second, usually *-a pili* adj.
pilipili chili pepper
-pima measure, examine
-pita pass, pass through/by
plau plow
-po- when (see pp. 178-179), **-po** be in a specific place (see pp. 95, 102-103), **po pote** wherever, whenever
-poa be well, improve in health, be cured; get cool, cool off
-pokea receive
pole slowly, gently, softly, quietly (often reduplicated *polepole*); also used as an expression of empathy, sympathy, or condolence when someone is sick, is bereaved, etc.; use *samahani* to say your are sorry, or to beg pardon); **polepole** slowly
pombe beer, liquor
-pona be(come) cured, recover, **-ponyesha** cure sb, make sb. recover

-**pongeza** congratulate
pori/ma- wilderness, bush, uninhabited place
-posa engage, become engaged, **posa/ma-**
 proposal of marriage
posta post office
-potea be lost, get lost, **-poteza** lose something
profesa/ma- professor
pua nose
pumu/ma- asthma
pumzi breath
-pumzika rest
punda donkey, **punda milia** zebra, *milia* stripes
-pungua be(come) less, reduced; **-punguza** make
 smaller, etc., **-punguzia** reduce for
-punja cheat, in price or food, short-change
pwani coast, shore (N-), see **-pwa** ebb the tide
-pya new

R

radhi blessing, contentment; pardon, apology
rafiki/(ma-) friend (N- or MA-; with *ma-* a group
 of friends is indicated.)
rafu shelf
rahisi cheap, easy *inv. adj.*
raia/ma- citizen
rais/ma- president
ramani map
rangi color
rasilmali capital, assets
rasmi official *inv. adj.*
ratiba schedule, timetable, work plan
ratili pound (weight)
radio radio
refu long, tall
rekodi record
reli railroad
ripoti report
-rithi inherit, see *urithi* inheritance
robo quarter, see *kasarobo* quarter past
roho spirit, soul
roketi rocket
-rudi return, come back, **-rudia** return to/for;
 make a rejoinder, **-rudisha** return sth
-ruhusu give permission to, allow, **-ruhusiwa** be
 permitted, **ruhusa** permission
-ruka fly, jump

S

saa hour, time; watch, clock; also *masaa* a
 number of hours, **saa ngapi?** what time is it?
sababu reason, cause, **-sababisha** cause sth to
 happen, **-sababisha ugonjwa** cause illness
sabini seventy

sabuni soap
-sadiki believe
safari trip, journey, **-safiri** travel, take a trip,
-safirisha transport
safi clean *inv. adj.*, **-safisha** clean *v.*,
sahani plate
-sahau forget
-sahihisha correct
-saidia help, assist, **-saidiana** help each other
saikolojia psychology
sala prayer, **-sali** pray, **-sali tasbihi** pray/say the
 rosary
salama safety, security, peace (used in greetings),
 peaceful, safe, also *salaam(u)*
samahani sorry! excuse me! also *niwie radhi*
samaki fish
-samehe forgive
sana very, very much, a lot
sanaa art work, handicraft
sanamu statue, carving, image
sanduku/ma- box, suitcase, trunk
sanifu standard, as in *Kiswahili Sanifu Standard*
 Swahili
sarafu coins, small change
sarufi grammar
sasa now, **sasa hivi** just now
sauti voice, tune; noise, see *kwa sauti* loudly
sawa equal, same, **sawa na** equal to, same as,
 sawasawa correctly, o.k., alright
sayansi science, **sayansi ya jamii** social science,
sayansi ya mimea plant science
sebule living room, also *chumba cha kuzungumzia*
sehemu section, part, piece
-sema speak, say, **-sema kwa sauti** speak loudly,
-sema na speak with
semina seminar
sentensi sentence
senti cent
serikali government
shaba copper
shabaha goal, aim
shahada degree, certificate, also *digri*
shairi/ma- poem, verse
shaka doubt, uncertainty
shamba/ma- farm, field
-shambulia attack
-shangaa be surprised, **-shangilia** rejoice
shati/ma- shirt
shauri/ma- problem, predicament; topic/matter
 for discussion (also N-); *shauri gani* what's the
 problem? *shauri lako* it's your problem,
-shauriana consult with, consult together
shekhe/ma- Moslem elder, ruler, sheikh, teacher

Kiswahili - Kiingereza

- shemeji** brother-in-law, sister-in-law, relation by marriage, see *mkwe/wa-* in-law
- sherehe** celebration, -**sherehekeea** celebrate
- sheria** law, rule
- shiba** be full from eating
- shida** trouble, hardship, distress, difficulty
- shika** grab, take hold of, seize
- shikamoo** greeting for elders. See Lesson 4
- shilingi** shilling
- shimo/ma-** hole
- shinda** overcome, conquer, win, surpass, pass an exam, -**shindana** compete with one another, **shindano/ma-** competition, -**shindwa** fail, be beaten, be overcome
- shingo** neck
- shiriki** participate, take part, **shirika/ma-** cooperative, organization, company, -**shirikiana** cooperate with
- shona** sew
- shughuli** business, activity, engagement
- shughulika** be busy, be active
- shuhudia** witness to
- shuka** go down, get down, come down, climb down, disembark
- shuka** sheet-like cloth, bed sheet
- shukuru** be thankful, be grateful
- shule** school, **shule ya msingi/chini** elementary school, **shule ya sekondari** secondary school, also *skuli*
- shurua** measles, also *surua*
- si** is not, are not (negative of *ni*)
- siagi** butter
- siasa** politics
- sidiria** brassiere
- sifa** reputation, praise, -**sifu** praise v.
- sifuri** zero, cipher, naught
- sigara** cigarettes, also *sigareti*
- sigiri** stove or grill which uses charcoal
- sikia** hear, -**sikika** be heard, **sikio/ma-** ear, -**sikiliza** listen, pay attention
- sikitika** be sorry, be sad, -**sikitisha** sadden sb, cause sorrow
- siku** day, **sikukuu** holiday; *siku* day + -*kuu* major, chief, important
- silabi** syllable
- silaha** weapon
- silibasi** syllabus
- simama** stop (see -*acha*); stand, stand up, -**simamia** supervise (stand over)
- simba** lion
- simenti** cement, also *saruji*
- simu** telephone, telegraph
- simulia** narrate, tell
- sindano** needle
- sinema** cinema, movie, also *senema*
- sinia** tray
- siri** secret
- sisi** we, us
- sisitiza** emphasize
- sita** hesitate
- sitini** sixty
- sivyo?** isn't it so? isn't that right? is that not so? (expects a yes-answer)
- siyo** it is not, neg. of *ndiyo*
- skuli** school, also *shule*
- sogea** move closer or further away
- soko/ma-** market
- sokota** twist
- soksi** socks
- soma** read, study, **somo/ma-** lesson, reading
- sote** all of us, see *wote*, *nyote*, -*ote*
- staajabu** be surprised, be amazed
- starehesha** entertain, make comfortable
- stempu** stamp
- stesheni** station
- subiri** be patient, **subira** patience
- sufuria** pot, pan, see *mtungi/mi-* earthen ware
- suka** weave, plait
- sukari** sugar (N-, us. sg.)
- sukuma** push
- sumbuia** bother, disturb
- sumu** poison
- sungura** hare
- supa maket** super market
- supu** soup
- sura** face, appearance, form, feature
- surua** measles, also *shurua*
- suruali** trousers, pants, **suruali fupi** shorts
- suti** suit (clothes)
- suweta** sweater
- swala** antelope, gazelle
- swala/ma-** issue, point for discussion, question
- swali/ma-** question

T

- taa** lamp, light
- taabu** trouble, difficulty, distress
- tabia** conduct, behavior, character
- tafadhalii** please
- tafsiri** translate (also *fasiri*); translation
- tafuta** look for
- tahadhari** be careful, be on guard
- tai** tie
- taifa/ma-** nation
- taja** mention, say the name, name sb's name
- tajiri/ma-** rich person
- taka** want, desire

takataka trash
talaka divorce *n.* -achana, -toa talaka
-tambua recognize, -tambuliwa be recognized,
-tambulisha introduce (guests), make known
-tamka pronounce
tamu sweet (us. inv. adj.)
-tanda be overcast; extend over, cover over
-tandika kitanda/meza make the bed, set the table
-tangaza announce, tangazo/*ma-* announcement
tangu from, since
-tangulia go first, precede
-tania tease, joke with, see *utani* joking, teasing
-tapika vomit
-tarajia hope for, expect
taratibu order, orderliness, care, carefulness
tarehe date
tasbihi rosary
-tatiza complicate, confuse, entangle, tatizo/*ma-* entanglement, difficulty, hardship
-tatua solve, untangle
taulo towel, also *taula*
tauni plague, bubonic plague
-tawala rule, govern
tawi/*ma-* branch
tayari ready *inv. adj.*, -tayarisha prepare, get sth ready
-tazama look at
-tega set a trap, trap, set a riddle
-tegemea rely on, depend on
-teguka have a sprain
-teka capture, -teka maji draw water
teke kick *n.*
-teketeza destroy by fire
teknolojia technology
teksi taxi
-tembea walk, -tembelea visit
tembo elephant
tena again, moreover
-tenda behave, act, do
-tenga separate, set aside
-tengeneza fix, make, repair, put in order
-teremka descend, go down
tetekuwanga chicken pox, also *tetewanga*
-tetemeka tremble
-teua appoint, select
tezi/*ma-* tumor, goiter, glandular swelling
tezo adze, a type of axe used in carving and woodwork
thamani value
thelathini thirty
theluji snow
themanini eighty

-tia put into, place in, set into, see -weka, -tilia
-tilia put in for, -tilia mkazo emphasize, -tiliwa be put in, also -tiwa, -tia uhai give life to, instill life
-tibu treat medically, -tibiwa be treated medically
-tii obey
-tikisa shake
tikiti ticket; watermelon
timu team
tisimi ninety
-tiwa be put in, also -tiliwa
-toa give, offer, present; take away, subtract, -toa hadithi tell a story, -toa hotuba give a speech, see -hutubu give a speech, -tolea hadithi tell a story to, -toleana hadithi tell each other a story, -tolewa hadithi be told a story
tofauti different *inv. adj.*, tofauti kuliko more different than, tofauti na different from, -tofautisha distinguish, make a distinction
-toka come from, -tokana come/derive from, -tokea happen, take place
toke/*ma-* type of banana (from Luganda)
tope/*ma-* mud
-toroka escape
-tosha be enough, -tosheka be satisfied, -tosheleza satisfy, -a kutosha *adj.* sufficient
-toza charge (a fee, a price)
trekta tractor
treni train, also *gari la moshi*
-tua land, settle, alight, come to a rest
tu only, just, merely, quite
tui/*ma-* coconut juice
-tukana insult
-tuma send (a person), send on business, send on an errand, see *mtume* prophet, *mtumwa* slave
-tumaini hope
tumbaku tobacco
tumbo/*ma-* stomach, tumbo la kuhara dysentery, matumbo intestines
-tumia use, see -tuma send
tunda/*ma-* fruit
-tundu naughty, mischievous *adj.*
-tunga compose, -tungiana compose for one another
-tunza care for, take care of
-tupa throw
-tupu empty, bare
-twanga pound grain (in a mortar)
twiga giraffe

U

u hali gani? a greeting: how are you, what's your condition?
-ua kill, -uawa be killed

Kiswahili - Kiingereza

- ua/ma-** flower
ua/nyua fence
Uajemi Persia
uaminifu honesty, trustworthiness
uamuzi decision, see *-amua* decide
uanachama membership, see *mwanachama*
ubaguzi discrimination, segregation
ubalozi embassy, see *balozi/ma-* ambassador
ubao/mbao board, plank, blackboard
ubaya/ma- badness, evil, see *-baya* bad *adj.*
uchafu dirt, see *-chafu* dirty
uchaguzi election, see *-chagua* choose
uchanga infancy
uchi naked *adj.*; nakedness *n.*
Uchina China
uchumi economics
uchunguzi research, investigation, inquiry
udogo littleness, smallness; young age
udongo soil, dirt
udugu brotherhood, kinship
ufagio/fagio broom, see *-fagia* sweep
Ufaransa France
ufugaji herding, see *-fuga* rear, keep animals
ufuko beach, shore, sandy area of shore
ufumbuzi discovery
ufundi technology, skill, expertise, know-how, ability to create or make, see *-fundisha* teach
ufunguo/funguo key, see *-fungua* open
ufupi shortness, see *-fupi* short *adj.*
ugali type of food, stiff porridge-like cooked flour of corn, millet
uganga traditional medicine, medical practice
ugomvi/ma- quarrel, see *-gombana* quarrel *v.*
ugonjwa/ma- sickness, illness, **ugonjwa wa kuambukiza** infectious disease, **ugonjwa wa kuhara** diarrhea, **ugonjwa wa mifupa** arthritis
-ugua fall ill, see *-uguza* treat, nurse illness
Uhabeshi Ethiopia
uhai life, principle of life, state of being alive
uhandisi engineering
uharibifu destruction
uhodari courage, skill, smartness
Uholanzi Holland
uhuru freedom, independence
uhusiano relationship, see *-husiana* be related to
uigizaji acting, see *-igiza* act, also *cheza* act, play
Uingereza England
ujamaa familyhood, relationship, socialism
ujana youthfulness
ujanja cunning
Ujapani Japan
ujenzi architecture, construction, see *-jenga* build
Ujerumani Germany
uji porridge
- ujinga** stupidity
ujira income
ujumla total, sum, see *jumla*
ujuzi knowledge, experience, expertise, see *-jua* know
ukabila racism, tribalism, see *kabila/ma-* tribe
ukaguzi inspection, see *-kagua* inspect
ukanda/kanda belt, strap
ukarabati repairs, remodeling, maintenance
ukarimu hospitality
ukimwi AIDS, the virus that causes AIDS, acronym for *Ukosefu wa Kinga Mwilini*
ukingo/kingo edge
ukoloni colonialism, see *koloni* colony
ukoma leprosy
ukoo/koo family, extended family, clan, lineage, descent, see *jina la ukoo* family name
ukosefu lack, deficiency, see *-kosa* make mistake
ukubwa size, bigness, see *-kubwa* big
ukulima agriculture, farming, see *-lima* cultivate
ukumbi/kumbi hall, vestibule
ukumbusho reminder, memorial, souvenir, remembrance, see *-kumbuka* remember
ukungu haze, fog, mist; mildew
ukuni/kuni stick of firewood/firewood
ukurasa/kurasa page
ukuta/kuta wall
ukweli truthfulness
Ulaya Europe
ulimi/ndimi tongue
ulimwengu world, universe, also *dunia*
uliza ask a question
-uma bite, sting, hurt, **-umwa** be hurt, be bitten, **-umia** get hurt, get injured, be in pain, **-umiza** cause injury, hurt sb
uma/nyuma fork
umaarufu fame, renown
umbali distance
umbo/ma- shape, form, see *-umba* create
umeme electricity, also *stimu*
umoja unity, **Umoja wa Mataifa** United Nations, see *moja* one
umri age, *una umri gani?* How old are you?
umuhimu importance, see *muhimu* *adj.*
-unda build, found (a company, organization)
unga flour
-ungana join together with, unite with, **-unganisha** join/ link sth/sb together
-ungua be burnt, be scorched, see *-choma* burn, roast in fire; stab
Unguja traditional name of the Island of Zanzibar
unyayo/nyayo footprint
unywele/nywele strand of hair *sg.*, hair *pl.*
uongozi leadership; guidance, see *-ongoza* lead

uovu/má- evil
upana width, *-pana* wide
upande/pande side, section, area
upanga/panga sword
upele/pele pimple, scabies, eczema
upeo wa macho horizon
upepo/pepo wind; *pepo* spirits
upesi quickness, quickly
upishi/má- cooking, see *-pika* cook
upole slowness
upungufu shortage, scarcity, see *-pungua* be less
upuuzi nonsense
upya newness, anew, *-fanya upya* renew
urafiki friendship
urahisi ease, easiness, easy
uraia citizenship, see *raia/má-* citizen
urefu length, tallness, see *-refu* tall, long
urembo beauty, adornment, ornamentation
Ureno Portugal
urithi inheritance, see *-rithi* inherit
Urusi Russia
usafi cleanliness. see *safi* clean *adj.*
usalama security
usawa equality, level
ushauri advice
ushindi victory, see *-shinda* win, overcome
ushirika cooperation, **ushirikiano** cooperation, association, see *-shiriki* share
ushonaji sewing, tailoring, see *-shona* sew
usiku night time
usingizi sleep *n.*, often used with *-lala*, thus *-lala usingizi* sleep
uso/nyuso face
ustaarabu civilization
ustadi skill, mastery, expertise
usufi kapok, a natural cotton-like material of the kapok tree
Uswisi Switzerland
utaalamu expertise, scholarship, specialization
utafiti research, see *-tafuta* look for, search
utajiri wealth, see *tajiri/má-* rich person
utalii tourism, see *mtalii/wa-* tourist
utamaduni culture
utangulizi introduction, see *-tangulia* go ahead
utani teasing, joking, intimate relationship, see *-tania* tease
utaratibu care, order, orderliness, carefulness, plan of action
utawala rule, administration, see *-tawala* rule *v.*
utenzi/tenzi type of lengthy poem, an epic poem
utoaji wa hadithi story telling
utoto childhood, see *mtoto/wa-* child
utu humanity, human nature, see *mtu/wa-* person
uuguzaji nursing, see *-uguza* treat, nurse *sb*

uvimbe swelling, see *-vimba* be swollen
uwanja wa ndege airport
uwanja/nyanja open space, courtyard, playground, field
uwezo ability, capability, see *-weza* be able
-aza sell
uzazi childbearing, see *-zaa* give birth
uzee old age, see *mzee/wa-* elder
uzima wholeness, see *-zima*
uzoefu experience, see *-zoea* be accustomed
uzuri goodness, beauty, see *-zuri* good, beautiful

V

-vaa dress, wear
-valia wear, put on, have on (clothing)
vazi/má- clothing (us. pl.)
vema very well, very good, fine *adv.*, see *vizuri*
vigumu difficult, hard *adv.*
vilevile also, see *pia*
-vimba swell, get swollen
vipi? how, in what way, in what manner? what's up?
vita war VI- sometimes N-; no sg.
-vivu lazy
vizuri very well, fine *adv.*; see *vema*
-vua fish *v.*; take off clothes, undress; see *mvuvi/wa-* fisherman
-vuma hum, buzz (any low continuous sound)
-vumilia endure, put up with, tolerate
-vuna harvest, gather harvest, **vuno/má-** harvest
-vunja break, *-vunjika* be broken
-vuruga stir, stir up
-vuta draw, pull, attract, **-vuta sigara** smoke,
-vuta tasbihi say, pray, tell the rosary, **-vutia** attract, *-vutwa* be pulled

W

-wa be; see *kuwa* to be; **-wa na** have; also *kuwa na* to have. See App., p. 233
wajibu duty, responsibility (N-)
-waka be lit, be on (e.g. light), be burning,
-washa light a light, lamp, fire
wakati wa when, time of; used with infinitive; see Note 5, Lesson 8
wakati/nyakati time, in a general sense; see *saa* time, hour, watch, *muda* period of time, *mara* instant of time
wali cooked rice (U-), see *mchele* rice grain, *mpunga/mi-* rice plant, growing rice
wali wa nazi rice cooked with coconut *tui*
wao they, them
wapi where?
-washa see *-waka*

Kiswahili - Kiingereza

-wasiliana communicate with each other
wasiwasi worry, anxiety
wavu/nyavu net
waya wire
wazi open, clear, obvious *inv. adj.*
-waza think, ponder, **wazo/ma-** thought, idea
-weka put, put down, place, keep, **-wekea** keep in, see **-tia** put in/into
wema goodness; see **-ema** good, moral good
wembamba narrowness, thinness, see **-embamba** thin
werevu cleverness, shrewdness, see **-erevu** thin
wewe you
-weza be able, capable, **-wezekana** be possible
wiki week, **wiki ijayo** next week, *i-ja-yo* it which comes, also *wiki kesho*, **wiki iliyopita** last week (*i-li-yo-pita* 'it which is past'), also *wiki jana*
-wili two, see **mbili**, **pili**, **-a pili**
wimbo/nyimbo song, see **-imba** sing
-winda hunt
wingi abundance; plural; see **-ingi** much, many
wingu/ma- clouds
wino ink (U-)

Y

yaani that is, i.e.
yadi yard (measurement)
yai/ma- egg
yaliyomo contents, *ya-li-yo-mo* what is in
yeye she, he; her, him

Z

-zaa give birth, produce, **-zaliwa** be born
zaidi (ya) more (than)
zama time long ago, epoch
zamani of old, long ago, the past
zamu turn, as in *taking turns*
zao/ma- produce (farm), product
zawadi present, gift
-zee old *adj.*, **-zeeka** be(come) old
ziada extra, addition
ziara visit, official visit
-ziba stop up
-zidi be more, exceed, **-zidisha** increase, multiply sth
-zika bury
-zima whole, entire, healthy; adult, full grown
-zima extinguish, put out (fire, light), turn out a light
-zingatia think carefully, give thought to, consider
-zingira surround, go round, see **-zunguka**
-zito heavy
ziwa/ma- lake; breast
-zoea be accustomed, **-zoeza** make accustomed, exercise, **zoezi/ma-** drill, exercise, **zoezi la kusoma** reading exercise, **zoezi la nyumbani** homework exercise
-zuia prevent, stop
zulia/ma- carpet, rug
-zunguka go around, go about, surround
-zungumza converse, chat, see **mazungumzo** conversation
-zuri good, nice, beautiful
-zuru visit, also **-tembelea**

Kiingereza - Kiswahili

A

able, be — **-weza**, *ability* uwezo, *be possible*
-wezekana
about, approximately hivi
about, around, if, as, like kama
about, concerning, on juu ya
above, high, up juu
abundance; plural wingi, *abundantly* kwa wingi
accept, agree, concede **-kubali**, *be accepted*
-kubaliwa
accident ajali, *accidentally*, kwa ajali
accomplishment mafanikio (MA-)
according to kufuata, kwa mujibu wa
accustomed, be — **-zoea**
achievement mafanikio (MA-)
act **-tenda**

acting uigizaji
action, activity kitendo/vi-
address anwani
adjective sifa, neno la sifa
administration utawala
admit to (hospital) **-laza** (hospitali)
adult, full grown person (mtu) mzima/wa-
adverb kielezi/vi-
advice ushauri, mawaidha
adze tezo
affair jambo/mambo
affect **-athiri**
affection, manner of loving pendo/ma-
affirm **-itika**
afraid, be — **-ogopa**, mwoga/wa- *coward*

Africa Afrika, *African* Mwafrika/w-, *African* -a
Kiafrika adj.

African studies masomo ya Kiafrika

after baada ya + infinitive. See Note 4, Lesson 4

afternoon mchana/mi-, *late* — alasiri

afterwards, later, and then baadaye, halafu,
 kisha

again tena

age umri, see *Una umri gani?* How old are you?

agree on a price, bargain -patana bei

agree, accept, concede -kubali

agree, get along with one another -patana,
 -sikilizana, *understanding* masikilizano

agreement mapatano MA-

agreement, contract mkataba/mi-

agriculture, farming kilimo/vi-, ukulima

AIDS ukimwi, Ukosefu wa Kinga Mwijili

aim, objective, target lengo/ma-

air, atmosphere hewa

airplane eropleni, ndege

airport uwanja wa ndege, kiwanja cha ndege

alive hai

all -ote, wote, yote, sote, etc. See App., p. 230

all day kutwa

all of us sote, *all of you* nyote, *all of them* wote

allow, give permission -ruhusu, *be allowed*
 -ruhusiwa

allow, let -acha

alone, self peke, peke y-, *alone, solitary* pekee

along the way njiani

aloud, loudly kwa sauti

alright, be — -poa, *I'm feeling better*
 nimeshapoa, response to *Pole!* See Lesson 20

alright, o.k. haya, sawasawa

also pia, vilevile

although, even though ingawa

altogether, in all kwa jumla, kwa ujumla

always daima

amazing, incredible, wonder ajabu

ambassador, consul balozi/ma-, *embassy* ubalozi

America Marekani, Amerika, *American*
 Mwamerika/w-, Mmarekani/wa-, -a Kimarekani
 adj.

among baina ya, mionganoni mwa

amount, some amount kiasi, *what amount?* kiasi
 gani?

amuse -chekesha, *laugh* -cheka

ancestors mababu, see *grandfather* babu

ancient, antique -a kale adj.

and, by, with na, *and I, as for me* nami, na mimi,
and she/he, as for her/him naye, na yeye, *and*
they, as for them nao, na wao, *and we, as for us*
 nasi, na sisi, *and you (pl.)*, *as for you (pl.)* nanyi,
 na ninyi, *and you, as for you* nawe, na wewe

and so on, et cetera, likewise na kadhalika

angel malaika

anger hasira, hamaki, *be angry* -kasirika, *angrily*
 kwa hasira

animal mnyama, *domestic animal* mfugo/mi

ankle, wrist kiwiko cha mguu/mkono

announce -tangaza, *announcements* tangazo/ma-

another, some -ingine, mwengine, wengine, etc.
 See App., p. 231

answer a question -jibu, *answer* n. jibu/ma-

antelope, gazelle swala

anus mkundu, tupu la nyuma

anxiety, worry wasiwasi

apology radhi, niwie radhi *forgive me*

appear, be visible -onekana, see -ona

appearance, form sura

application ombi/ma-

apply (e.g. paint, mascara, oil) -paka

appoint, select -teua

approach, draw near -karibia

appropriate, be — -faa

approximately hivi adv.

approximately, moderately kiasi

April Aprili, mwezi wa nne

Arab person Mwarabu/w-, *Arabia* Arabuni,
 Arabic language Kiarabu, Arabic adj. -a Kiarabu

architecture, construction ujenzi, see -jenga
 build

area, range, sphere of influence eneo/ma-

area, section, side upande/pande

argue with -gombana, *argument* ugomvi/ma-

arm, hand mkono/mi-, armpit kwapa/ma-

army jeshi/ma-

around (approximately), about, as, if kama

around here, here where I am huku dem.

arrange, plan -panga

arrive -fika

art work, handicraft sanaa

arthritis baridi yabisi, yabisi kavu

article (e.g. newspaper) makala (N-)

as, such as, if kama

ash jivu/ma-

aside kandoni adv.

ask a favor -omba

ask a question -uliza

asphalt, tar lami

ass, butt tako/ma- us. pl.

assistance, aid, help msaada/mi-, *assistant*,
 helper, aide msaidizi/wa-

association, party, organization chama/vy-

asthma; lung pumu/ma-

astonished, be — -ona lo, -shangaa, -staajabu,
 astonish sb -staajabisha, -shangaza

Kiingereza - Kiswahili

at, to, on, where there is kwenye (general loc.), penye (specific loc.), mwenye (interior loc.)
at first mwanzo/mi-
at once, immediately mara moja
attack -shambulia
attend, be in attendance -hudhuria
attentively kwa makini
attract -vutia
August Agosti, mwezi wa nane
aunt mama mdogo (maternal), shangazi (paternal)
author mwandishi/w-
authority mamlaka (N-)
authority, have — over -miliki
available, be — -patikana
avoid -epuka, -epa

B

baby, infant mtoto mchanga, *infancy* uchanga, *immature, very young* -changa
back (of body) mgongo/mi-
back of, behind nyuma ya
bad -baya, *badness* ubaya/ma-, *bad, rotten* -bovu, *evil* uovu
bag mfuko/mi-
bag, pocketbook mkoba/mi-, *sack* gunia/ma-
ball mpira/mi-
banana ndizi, *banana plant* mgomba/mi-, *banana-staple, cooked bananas* toke/ma-
bank benki
Bantu language family, Bantu way Kibantu
barber kinyozi/vi-
bare, naked, empty -tupu
bargain for a price -patana bei
basin beseni/ma-
basket kikapu/vi-
bathe, take a bath -oga, -koga
bathroom msala/mi-, bafu
battery betri
be, become, exist -wa, kuwa. See App., p. 233
beach, shore ufuko
bean haragwe/ma-
beard ndevu, *grow a —* -ota/-fuga ndevu
beaten, be — -shindwa, *win* -shinda
beautiful, good, nice -zuri, *goodness, beauty* uzuri, *beauty* uzuri, urembo
because kwa sababu, kwa maana, kwa kuwa
bed kitanda/vi-
bed sheet shuka
bedroom chumba cha kulalia, chumba cha kulala
beer biya, pombe
before kabla ya + infinitive
beg -omba

begin -anza, *begin with* -anzia, *beginning with* kuanzia
beginning, start mwanzo/mi-, *at first, in the beginning* mwanzoni
behave -tenda, *behavior, character, conduct* tabia, mwendo/mi-, *manners* adabu
behind nyuma (ya)
believe -sadiki, *believe, trust* -amini, *belief, creed*, *ideology* imani
bell kengele
belt ukanda/kanda, mshipi
beneath chini ya
benefit manufaa
best, better bora, *better than* bora kuliko
better afadhali, *ni afadhali* it would be better
between baina ya, kati (ya), katikati
Bible biblia
bicycle baisikeli
big -kubwa *adj., bigness* ukubwa
bilharzia kichocho
biology bayolojia, baiolojia
bird ndege
bite -uma, *be bitten* -umwa
bitter -chungu *adj.*, -kali *adj.*
black -eusi
blackboard ubao/mbao
blame -laumu
bless -bariki, *blessing* baraka
blessings, good fortune, happiness heri
blind, be(come) — -fa macho, -pofuka, *blind person* kipofu/vi-
blood damu
blue buluu
board ubao/mbao, *small piece of wood* kibao/vi-, *large —* bao/ma-, *— game* bao
boat, built of boards mashua N-, *canoe (dugout)* mtumbwi/mi-, *dhow (Arab type sailing vessel)* jahazi/ma-, dau/ma-, *ocean-going modern type* meli, *outrigger canoe* ngalawa, *vessel* chombo/vi-
body mwili/mi-
boil sth -chemsha, *boil, be boiling* -chemka
bone mfupa/mi-
book kitabu/vi-
born, be — -zaliwa, *give birth* -zaa
borrow -azima (also means *lend*)
botany elimu ya mimea
bother -sumbuu
bottle chupa
boundary mpaka/mi-
bowl bakuli/(ma-) (MA- or N-)
box sanduku/ma-
boy mtoto mwanamume, mtoto wa kiume/wa-
boy, young unmarried male mvulana/wa-

boyfriend, girlfriend, mpenzi/wa-
brains, intelligence akili, *brain* ubongo
branch tawi/ma-
brassiere sidiria
brave; clever, intelligent; skillful hodari,
bravery; skill uhodari
bread mkate/mi-, *fried bread like a tortilla or chapati* mkate wa kusukuma
break -vunja, *be broken* -vunjika, *breaker, one who breaks* mvunja/wa-
breakfast chakula cha asubuhi, chamshakinywa
breast; lake ziwa/ma-
breath pumzi
breed, keep, rear, tame (animals) -fuga,
domestication, breeding ufugaji
bride bibi arusi/ma-, biarusi
bridegroom bwana arusi/ma-
briefly, in brief, in short kwa ufupi
bring -leta, *bring!* lete imp.
bring up (esp. children) -lea
broadcast (radio) idhaa
broom ufragio/fagio, *sweep*-fagia
brother kaka, ndugu, ndugu wa kiume
brother-in-law, sister-in-law, relation by marriage shemeji
brush teeth -piga msuwaki
bucket ndoo
buffalo nyati
build -jenga, *building* jengo/ma-, jumba/ma-
build, found, set up -unda
burn; roast meat, cook on open fire -choma
burning, be — -waka
bury -zika
bus basi/ma-
bus stop kituo/vi-, see -tua land, come to a rest
bush kichaka/vi-
business, affair, matter jambo/mambo
business, commerce, trade biashara, — *person, merchant, trader* mfanya/mfanyi biashara/wa-
busy, be — -shughulika, *things to do, business shughuli*
but lakini, **but rather, but on the contrary** bali
butt, ass tako/ma- us. pl.
butter siagi
button kifungo/vi-, **button, fasten** -funga
buy -nunua, *buyer, customer* mnunuzi/wa-
buzz, hum -vuma
by hand kwa mkono
by heart kwa moyo
by himself, by herself, alone peke yake
by myself, alone peke yangu
by ourselves, alone peke yetu
by themselves, alone peke yao
by yourself, alone (sg.) peke yako

by yourselves, alone (pl.) peke yenu
by, in, into Swahili kwa Kiswahili
by, with, and na
by, with, to, for, in respect to kwa

C

cabbage kabiji, kabichi
cafe, teashop mkahawa/mi-
call -ita, *call hodi to seek entrance* -bisha hodi
can, tincan mkebe/mi-
Canada Kanada, *Canadian* Mkanada/wa-
cancer kansa
candy peremende, pipi
cane, walking stick fimbo
canoe, dugout canoe mtumbwi/mi-
capable person, expert bingwa/ma-
capital city mji mkuu/mi-
capital, assets rasilmali
capture -teka
car motokaa
card kadi
care, have concern -jali, *I don't care* sijali
care for, look after -tunza
care, carefulness taratibu, *care, orderliness, carefulness, plan of action* utaratibu
careful, be — -tahadhari, jitahadhari, -angalia
carpet zulia/ma-
carrot karoti
carry (in the arms or on the head) -beba
carry, convey, take -chukua
carve -chonga, *carver* mchongaji/wa-
carving, image, statue sanamu
cassava muhogo/mi-
cat paka
catch -kamata
Catholic Mkatoliki/wa-, -a Kikatoliki adj.
cattle, cow ng'ombe
cause sababu, maana; *cause sth* -sababisha
celebrate -shereheke, *celebration* sherehe
cement simenti, saruji
cent senti
center kati (ya), katikati, -a kati adj.
century karne
cereal nafaka
certain one/person/thing fulani
certainly kwa hakika, *certainty* hakika
certificate, ticket, chit cheti/vy-
chair kitu/vi-
chairperson mwenyekiti/w-
chalk chaki
chance, opportunity, time, space, room nafasi

Kiingereza - Kiswahili

change v. -badili, <i>be changed</i> -geuka, -badilika, <i>change sth</i> -geuza, -badilisha, <i>change n.</i> -badiliko/ma-	clouds wingu/ma-
character, conduct, behavior tabia	coast pwani, <i>see</i> -pwa <i>ebb the tide</i>
charcoal kaa/ma- us. pl.	coat, jacket koti/ma-
charge (a fee, a price) -toza	coconut palm mnazi/mi-, <i>coconut</i> nazi, <i>coconut juice</i> tui/ma-
chase away -fukuza, <i>chase each other</i> -fukuzana	coffee kahawa <i>us. sg.</i>
cheap, easy rahisi <i>inv. adj.</i>	coins, small change sarafu
cheat, short-change, swindle -punja	cold baridi <i>n.</i> , <i>cold</i> -a baridi <i>adj.</i>
cheerful, full of life, lively -changamfu <i>adj.</i>	cold water maji (ya) baridi
cheek shavu/ma-	cold, sickness in the chest mafua (MA-)
cheetah duma	collapse (e.g. wall, building) -bomoka
chemistry kemia	collect, gather -kusanya
chest kifua/vi-	college chuo/vy-, chuo kikuu
chicken kuku	collide -gongana
chicken pox tetekuwanga, <i>also</i> tetewanga	colonialism ukoloni, <i>colony</i> koloni
chief jumbe/ma-, chifu/ma-	color rangi
chief, major -kuu, <i>grow up</i> -kua	comb kitana/vi- <i>n.</i> , -chana <i>v.</i>
child mtoto/wa-, mwana/w-, <i>childhood</i> utoto	come -ja, kuja <i>see App. p. 233, come! imp.</i> njoo <i>sg. njooni pl.</i>
childbearing uzazi, <i>see</i> -zaa <i>give birth</i>	come back, return -rudi
chili pepper pilipili	come down, get down, disembark -shuka
chin kidevu/vi-	come from -toka, <i>derive from</i> -tokana
China Uchina	come in! welcome! karibu <i>imp.</i>
chit, certificate, ticket cheti/vy-	come to an end -koma
cholera kipindupindu/vi-	come up, rise (the sun), dawn -cha, kucha, <i>it has dawned</i> kumekucha. <i>See App., p. 233</i>
choose -chagua	comfort v. -fariji
Christian Mkristo/wa-, Mkristu, <i>Christian</i> -a Kikristo <i>adj.</i>	commemorate (e.g. anniversary) -adhimisha
church kanisa/ma-	commerce, trade, business biashara
cigarettes sigara, sigareti	committee kamati
cinema, movie sinema, senema, filamu	commodities bidhaa (N- pl.)
circle duara	common sense, wisdom hekima
citizen raia/ma-, mwananchi/w-, <i>citizenship</i> uraia	communicate with each other -wasiliana
city, town mji/mi-	companion mwenzi/w-, <i>their</i> — mwenzao, <i>his/her</i> — mwenzake, etc.
civilization ustaarabu	company kampuni, shirika/ma-
clan, extended family ukoo/koo	compared with, be — -lingana, <i>compare, equate</i>
clap hands -piga makofi	<i>sth</i> -linganisha, <i>compared to, in comparison with/to</i> kulingana na
class room, class darasa/ma- (also N-)	compete with one another -shindana, <i>competition</i> shindano/ma-
clean -safisha <i>v.</i> , safi <i>inv. adj.</i> , <i>cleanliness</i> usafi	complain -lalamika, <i>complaint</i> lalamiko/ma- <i>us. pl.</i>
clean using water, wash -osha, <i>bathe</i> -oga	complete, perfect kamili <i>inv. adj.</i>
clear off/away, remove -ondoa, <i>leave</i> -ondoka	completely, totally, fully kabisa <i>adv.</i>
clear, open, obvious wazi <i>inv. adj.</i>	complicate, confuse, entangle -tatiza
clerk, secretary karani/ma-	compose -tunga, <i>compose for one another</i>
clever, cunning, tricky person mjanja/wa-, mwerevu/w-, <i>cleverness</i> werevu, ujanja	-tungiana
clever, intelligent hodari, <i>intelligence</i> uhodari	conceit, pride majivuno (MA-)
climb down, disembark -shuka	concern, be of concern to, regard -husu, <i>concerning</i> kuhusu
climb, ride -panda	concern, have —, care -jali, <i>I don't care</i> sijali
close to karibu na, karibu ya	concerning, on juu ya
close, shut, fasten, tie -funga, <i>open</i> -fungua	
cloth used as a wrapper by women kanga, <i>piece of cloth/material</i> kitambaa/vi-, <i>black cloth, worn by Moslem women for purdah</i> buibui	
clothing nguo, vazi/ma- us. pl.	

condition, situation, state hali, *How are you?* U hali gani?
condolence, expression of — pole
conduct, behavior, character tabia
confuse, entangle, complicate -tatiza
congratulate -pongeza, *congratulations* pongezi, hongera, heko
congress bunge/ma-
consider, think carefully -zingatia
consult with -shauriana, *advise* -shauri
container, dish, utensil chombo/vy-
contents yaliyomo, lit. *what is in*
continent bara/ma-
continue, go on and on, make progress -endelea
contract, agreement mkataba/mi-
converse, chat -ongea, -zungumza, *conversation* mazungumzo
convey, carry, take -chukua
cook -pika v. mpishi/wa- n., *cooking* upishi/ma-
cook on open fire, roast meat, burn -choma
cool off, get cool -poa
cool sb/sth -burudisha
cool season, "winter" (June-August) kipupwe, —, southwest monsoon kusi
cooperate with -shirikiana, *cooperation* ushirika, association ushirikiano, *cooperative* chama cha ushirika, *organization, company* shirika/ma-
copper shaba
copy nakala n., *make a copy* -nakilisha v.
corn plant muhindi/mi-, — *grain* hindi/ma-
corner, ivory, tusk, horn pembe
corporation, company shirika/ma-
correct sth -sahihisha
correctly, o.k., alright. sawasawa
cost, expense gharama
cotton pamba
cough -kohoa v., kikohozi/vi- n.
count -hesabu, *be counted* -hesabiwa
country, land nchi
courage, skill, smartness uhoodari
court (of law) korti/ma-, mahakama (N-)
courtyard uwanja/nyanja
cousin (paternal) binamu
cover -funika, *cover with, for*, -funikia, *cover, lid* kifuniko/vi-
cover (of a book) jalada/ma-
cover over, extend over -tanda
cow, cattle ng'ombe
coward, one who is afraid mwoga/wa-, *be afraid* -ogopa
crab kaa
craftsman fundi/ma-
crane, stork korongo
craving, desire hamu

create -umba, *created thing* kiumbe/vi-
creed, belief, ideology imani, *believe* -amini
crime jinai
critically ill mahututi *inv. adj.*
crocodile mamba
cross msalaba/mi-
crossroads njia (ya) panda
cruel katili *inv. adj.*, *cruel person* mkatili/wa-
cry -lia, *cry tears* -lia machozi, *cry, shout* n. mlion/mi-
cultivate, farm -lima, *farmer* mkulima/wa-
culture utamaduni
cunning ujanja, werevu, *cunning person* mjanja/wa-, mwerevu/w-
cup kikombe/vi-
cupboard kabati
cured, be(come) — -pona, -poa
curtain pazia/ma-
custom desturi, *tradition* mila
customer mnunuzi/wa-, *buy* -nunua
cut hair, shave -nyoa, *have a hair cut* -nyolewa (nywele)
cut into; split, make incision -chanja
cut open -pasua
cut, slice -kata

D

damage -haribu, *be damaged* -haribika
dance -cheza ngoma/dansi; ngoma, dansi n.
danger hatari
dark in color -eusii
darkness giza
date, calendar date tarehe, *what's the date?* ni tarehe gani?
daughter binti/ma-, mwana wa kike
dawn, rise (sun) -cha, kucha. See App., p. 233
dawn, early morning alfajiri
day siku
day after tomorrow kesho kutwa
day before yesterday juzi/ma-
daytime, afternoon mchana/mi-
dead person mfu/wa-, *die* -fa, -fariki, *death* kifo/vi-
debate, discuss -jadiliana, *debate(s)* majadiliano
debt deni
December Desemba, mwezi wa kumi na mbili
decide -kata shauri, -amua, *decision* uamuzi
decorate -pamba, *decoration* pambo/ma-
defense, protection kinga
deficiency, lack, ukosefu
degree digri, shahada
delay, loiter -kawia
democracy demokrasi

Kiingereza - Kiswahili

demonstration, parade maandamano (MA-)
deny -kataa
department idara
depend on -tegemea
descend, go down -teremka
desert jangwa/ma-
desire, want -taka, *desire, craving* hamu
desk deski
despair -kata tamaa, -fa moyo
despise, scorn -dharau
destroy by fire -teketeza
destruction uharibifu
development, progress maendeleo
dhow (Arab type sailing vessel) jahazi/ma-
diabetes ugonjwa wa (ki)sukari
diarrhea, have — -hara, *diarrhea n.* ugonjwa wa
 kuhara, tumbo la kuhara
dictionary kamusi
die -fa, kufa, -fariki (polite). See App., p. 233
different tofauti *inv. adj.*, *different from* tofauti na
difficult, hard vigumu *adv.*
difficulty, distress taabu, shida
difficulty, hardship, entanglement tatizo/ma-
dig, excavate -chimba
dignity heshima
dining room chumba cha kulia, chumba cha kula
dinner, supper chakula cha jioni
dinning hall bwalo
diphtheria dondakoo
direct, guide, show the way -elekeza
director mkurugenzi/wa-
dirt uchafu, *dirty* -chafu *adj.*
dirt, soil udongo
discover, uncover, find out -gundua
discovery ufumbuzi
discrimination, segregation ubaguzi
discussion(s), debate majadiliano
disease, illness maradhi, magonjwa
disembark, get down -shuka
dish out (food) -pakua
dish, utensil, tool, furniture chombo/vy-
distance umbali
distinguish -bainisha, tofautisha
disturb -sumbuu
divide -gawa, -gawanya
divorce -achana *v.*, talaka *n.*
dizziness kizunguzungu
do (a deed) -tenda
do, make -fanya, *do for/to* -fanyia
doctor daktari/ma-, *traditional* — mganga/wa-
document, certificate hati
dog mbwa
dollar dola

domesticate, tame, keep, rear (animals) -fuga,
 domestication, breeding ufugaji
donkey punda
door mlango/mi-
dormitory bweni/ma-
doubt, uncertainty shaka
down, below, under chini
dowry, bride wealth mahari (N-)
draw water -teka maji
draw, pull, attract -vuta, *smoke* -vuta sigara
draw, scribble -chora
dream -ota
dress, gown gauni
dress, wear -vaa
drill, exercise zoezi/ma-
drink -nywa, kunywa. See App., p. 233,
 beverage, a drink kinywaji/vi-
drinking glass bilauri, gilasi
drive -endesha (followed by *motokaa, gari*, etc.)
driver dereva/ma-
drop, cause to fall -angusha, *fall* -anguka
drum ngoma, *drummer* mpigaji ngoma
dry -kavu *adj.*, *dry up sth* -kausha, *be dry* -kauka
dugout canoe mtumbwi/mi-, ngalawa
durable imara *n.* and *adj.*
during, for the time muda wa
during, in, on mnamo, *during July* mnamo Julai,
 on Jan. 20 mnamo tarehe 20, Januari
duty, responsibility madaraka (MA-), wajibu (U-)
dysentery, have — -hara damu *v.*, tumbo la
 kuhara *n.*

E

each, every kila (precedes the noun it modifies)
ear sikio/ma-, *see* -sikia *hear*
early mapema *adv.*, *early in the morning* asubuhi
 na mapema
earring hereni
ease, easiness, easy urahisi, *easily* kwa urahisi
east mashariki (N-)
eat -la, kula. See App., p. 233
economics uchumi
edge ukingo/kingo, *edge, margin* kando
education, knowledge elimu, *educate sb*
 -elimisha, *be educated* -elimika
effort, endeavor juhudu
egg yai/ma-
Egypt Misri
eighty themanini
elbow, heel kisingino/vi- (*cha* mkono/mguu)
elder, old person, parent mzee/wa-
election uchaguzi
electricity umeme

elementary school shule ya msingi, shule ya chini
elephant ndovu, tembo
embassy ubalozi, *ambassador* balozi/
emphasize -sisisita, tilia mkazo
empty, bare, naked -tupu
end mwisho/mi-
endure, be permanent, last -dumu, *permanent* -a
kudumu adj., make last -dumisha
endure, put up with, tolerate -vumilia
enemy adui/(ma-) (MA- or N-)
energy, strength nguvu
engage, become engaged -posa
engineer injinia/ma-, m(u)handisi/wa-
engineering uhandisi
England Uingereza, *English language*
Kiingereza, *English person* Mwingereza/wa-
enough -a kutosha, *be enough* -tosha
ensure -hakikisha
entangle -tatiza, *entanglement* tatizo/ma-
enter, go in -ingia, *insert, cause to enter* -ingiza
entertain, make comfortable -starehesha,
entertain oneself -jistarehesha
entire, whole -zima
envelope bahasha
environment, surroundings mazingira (MA-)
epilepsy kifafa
equal, same sawa, *equal to/same as* sawa na,
equality, level usawa
escape -toroka
especially hasa, haswa
essay insha
estimated, be — -hesabiwa
et cetera, likewise na kadhalika, n. k.
Ethiopia Uhabeshi, *Ethiopian* Muhabeshi
Europe Ulaya
European, white person Mzungu/wa-, *European*
way, language kizungu, *European* -a kizungu
adj.
even though ijapokuwa, ingawa
even, up to hata, mpaka
evening, about 5 p.m. to 7 p.m. jioni
every, each kila (precedes the noun it modifies)
evil, wickedness uovu/ma-, ubaya/ma-
exam mtihani/mi-
examine (as a doctor) -pima
example mfano/mi-, *for example* kwa mfano
exceed, be more, increase -zidi, *increase sth,*
multiply -zidisha
except ila, isipokuwa
excrement mavi, kinyesi, choo kikubwa
excuse me! samahani, kunradhi, niwie radhi
exercise -zoeza, -fanya mazoezi
expense, cost gharama

expensive ghali
experience uzoefu, ujuzi
expertise ujuzi, ustadi, uhodari, utaalamu
explain -eleza, *explanation* elezo/ma-
expression of surprise kumbe! lo!
expression of surprise or doubt ati
extend over, cover over -tanda
extinguish (fire, light) -zima
extra, addition ziada
extract, pull out -ng'oa
eye jicho/macho, *eyebrow* ushi/nyushi, **eyelash**
kope/ma-
eye glasses miwani MI- *pl. only*

F

face uso/nyuso
face a certain direction -eleke, *direct, point in a certain direction* -elekeza
factory kiwanda/vi-
fail, be beaten, be overcome -shindwa
fall -anguka; *cause to* —, *drop* -angusha
fall ill -ugua, -pata ugonjwa
fame, renown umaarufu
family familia, jamaa, ukoo/koo
familyhood, relationship, socialism ujamaa
famous mashuhuri *inv. adj.*
far mbali, *far from* mbali na, mbali ya
farm, cultivate -lima, *farmer* mkulima/wa-,
farming kilimo/vi-, ukulima
farm, field shamba/ma-
fast -epesi *adj.*, mbio *n.*, kwa mbio *adv.*, kwa
upesi adv., upesi n.
fasten, tie, close, shut -funga, *unfasten* -fungua
fat (of people) -nene, *become fat* -nenepa
father baba, *father-in-law* baba mkwe
Father of the Nation Baba Taifa
favor, be in — of -pendelea
favor, request — ombi/ma-
fear God -cha Mungu, kucha Mungu. See App.,
p. 233
feast, party karamu
February Februari, mwezi wa pili
fee ada
feed at the breast, suckle, nurse -nyonya, *feed a child at the breast* -nyonyesha, *feed (child, animal)* -lisha
feel -hisu, -ona, -sikia
feel cold -ona baridi, -sikia baridi
feel sleepy -ona usingizi
female -a kike *adj.*
fence ua/nyua
fetus, pregnancy mimba (N-)
fever, malaria homa

Kiingereza - Kiswahili

few -chache
field uwanja/nyanja, *cultivated field* konde
field, plot, playing field kiwanja/vi-, uwanja
fierce -kali *adj.*
fifty hamsini
fight -pigana, *fight for* -pigania, *fighter* mpiganaji/wa-
figure out a mystery, puzzle -fumbua
filled, be — -jaa, *fill sth* -jaza
finally mwishowe
find -kuta
find out, discover -gundua
fine *n.* faini
finger, toe kidole/vi- (*cha* mkono/mguu)
finish sth -maliza *trans.*
finish, come to an end, reach the end -isha,
 kwisha See App., p. 233, *finish up* -ishia
fire moto/mioto (us. only seen in the sg.)
firewood kuni, *stick of firewood* ukuni
firm imara *n. & adj.*
first -a kwanza, mosi. See Note 3, Lesson 10
fish samaki, *fish v.* -vua, *fisherman* mvuvi/wa-;
 -loa, *fishhook* ndoana
fix, make, repair, put in order -tengeneza
flag bendera
flimsy, low quality, weak hafifu *inv. adj.*
flour unga
flower ua/ma-
fly nzi, *fly, jump v.* -ruka
fog, mist; mildew ukungu
folk akina, kina, *woman folk* akina mama
follow -fuata
food chakula/vy-
fool mpumbavu/wa-
foot, leg mguu/mi-
football field kiwanja cha mpira
footprint, footprint unyayo/nyayo
for, to, in respect to, by, with, kwa
for the sake of kwa ajili ya
for, because kwani
forbid -kataza, *refuse* -kataa
forcefully, by force kwa nguvu
foreign -a kigeni *adj.*, *foreigner* mgeni/wa-
forest msitu/mi-, mwitu/mi-
forget -sahau
forgive -samehe
forehead paji, paji la uso
fork uma/nyuma
form, document fomu
form, shape umbo/ma-, sura
fortunately, luckily kwa bahati nzuri
forty arobaini
foundation msingi/mi-

France Ufaransa, *French* Kifaransa, *French person* Mfaransa/wa-,
free verse guni
free, for free, for nothing; useless bure
freedom uhuru, *free* huru *inv. adj.*
freeze, stick together or to a surface -ganda
Friday ijumaa
friend rafiki/(ma-) (MA- or N-), *friendship* urafiki
from, since tangu
front mbele, in front of, beyond, mbele ya
fruit tunda/ma-
fry -kaanga
full from eating, be — -shiba
furniture, vessel, container, dish chombo/vy-

G

gain, profit faida
game mchezo/mi-
garden, park bustani
gas, flatulence riahi, gesi tumboni
gasoline petroli
gather, collect -kusanya
gazelle paa
general, commanding officer jemadari/ma-gently pole, polepole, kwa upole
geography jiografia
geology jiolojia
germ kijidudu/vi-
German Kijerumani, *German person* Mjerumani/wa-, *Germany* Ujerumani
get along with one another -patana, -sikilizana, understanding masikilizano
get something ready -tayarisha
get up -inuka
get, obtain -pata
gift zawadi
giraffe twiga
girl, young unmarried female msichana/wa-, girl child mtoto wa kike/wa-, mtoto mwanamke
girlfriend, boyfriend mpenzi/wa-
give -pa, -toa, *give to one another* -peana, *giver* mtoaji/wa-
give birth, produce -zaa, *be born* -zaliwa
give injection -piga sindano
give life to, instill life -tia uhai
give permission to -ruhusu
gnu, wildebeest nyumbu
go -(kw)enda, See App., p. 233; *go!* nenda! *imp.*; *go one's way* -enda zake; *go on and on, make progress* -endelea; *go shopping* -enda madukani; *go to the bathroom* -enda haja (polite); *have to*

go to the bathroom kuwa na haja; *go to/for/toward* -endea
go around, go about, surround -zunguka
go down, climb down -shuka, -teremka
go first -tangulia, *introduction* utangulizi
go in a certain direction -elekea
go in, enter -ingia, *insert, cause to enter* -ingiza
go round, surround -zingira
goal, aim shabaha
goat mbuzi
God Mungu/miungu
gold dhahabu
gonorrhea kisonono
good fortune, blessings, happiness heri
good, moral — -ema, njema *N-adj., goodness wema*
good, beautiful -zuri, *goodness, beauty* uzuri
goodbye kwa heri *sg.* kwa herini *pl.*
goods (for sale) bidhaa (*N- pl.*)
gourd kibuyu/vi-
government serikali
governor gavana/ma-
gown kanzu (for men), gauni (for women)
grab, take hold of -shika
grammar sarufi, *grammar notes* habari za sarufi
grandchild mjukuu/wa-
grandfather babu/ma-
grandmother; tomato nyanya
grass, vegetation, leaves jani/ma-
grate, e.g. coconuts -kuna
grateful, be — -shukuru
grave kaburi/ma-
gravy, sauce mchuzi/mi-
green kijani kibichi, rangi ya majani
green, unripe -bichi
greet -amkia, -salimu, -salimia, *greeting amkio/ma-, greet one another* -amkiana
greeting for elders shikamoo. See Note 3, Less. 4
group kundi/ma-
group, small — kikundi/vi-
grow (as plants) -mea
grow up -kua, *see -kuu big, major, chief*
guard -linda v., askari/ma- *n.*
guard, protect, preserve -hifadhi v. and *n.*, national park *hifadhi ya taifa*
guess -buni
guest, stranger mgeni/wa-
guide, show the way, direct -elekeza
gun bunduki

H

hair nywele, *strand of hair* unywele
hair cut, have a — -nyolewa

half nusu
hall, vestibule ukumbi/kumbi
hand, arm mkono/mi-
handicraft, art work sanaa
happen, cause sth to — -sababisha
happen, take place -tokea
happy, be — -furahi, *happiness* furaha, heri
harbor, port bandari/(ma-) (*N- or MA-*)
hard, difficult vigumu *adv., -gumu adj.*
hard, strict -kali *adj.*
hardship, difficulty, entanglement tatizo/ma-
hare, rabbit sungura
harm -haribu, -dhuru, *be harmed* -haribika
harvest, reap, gather harvest -vuna, *harvest* -vuno/ma-
haste; quickly, fast haraka, *hasten* -harakisha
hat, cap kofia
hate -chukia v., chuki *n.*
have -wa na, kuwa na. See App., p. 233
having, possessing, with -enye, wenye, yenye, chenyne, zenyne, etc. See App. p. 230
haze, fog, mist; mildew ukungu
he ye ye
head kichwa/vi-
head, principal mkuu/wa-, *see -kuu, -kua*
headed towards, be — -elekea
heading (e.g. of paper, book) jina/majina
headman, chief jumbe/ma-
headquarters, residence kao/ma- (*us. pl.*)
health afya, uzima
health, improvement in — nafuu
healthy -zima, *healthy person* mtu mzima/wa-
hear -sikia, *be heard* -sikika
heart, soul moyo, miyo or nyoyo *pl., heart disease* ugonjwa wa moyo, *heart attack* shtuko la moyo
heat joto/ma-
heavens mbingu
heavy -zito
Hebrew Kiyahudi
heel, elbow kisingino/vi- (*cha mguu/mkono*)
help, assist -saidia, *help each other* -saidiana, help *n.* msaada, helper msaadizi/wa-
hepatitis homa ya manjano
her, hers, his -ake
herd cattle, take care of cattle -chunga, *herder* mchungaji/wa-
here hapa (specific location close to speaker), huku (general direction towards speaker), humu (inside close to speaker)
hernia; vein, nerve mshipa/mi-
hesitate -sita
hide, conceal -ficha
high, up, above, juu, *high, upper* -a juu *adj.*

Kiingereza - Kiswahili

highway barabara	illness, disease maradhi, ugonjwa
hill kilima/vi-	image, carving, statue sanamu
hip nyonga	immediately, at once mara, mara moja
hippo; whip kiboko/vi-	important -kuu, muhimu <i>inv. adj., importance</i>
hire, employ -ajiri	umuhimu
his, her, hers -ake, See App., p. 230	important, famous maarufu <i>inv. adj.</i>
history historia	improve in health -pona, -poa
hit, strike, beat -piga, <i>fight</i> -pigana	in, on katika, mnamo
hoe jembe/ma-	in a hurry, quickly kwa haraka
hole shimo/ma-	in all, in general, altogether kwa (u)jumla
holiday sikukuu	in front of, beyond mbele ya
Holland Uhlanzi	in order that, so that ili
holy person, saint mtakatifu/wa-	in respect to, with, by, to, for kwa
home, at home, in, at, on the house nyumbani, <i>at our home</i> kwetu, <i>at her home</i> kwake, etc.	in short, in brief, briefly kwa ufupi
honesty, trustworthiness uaminifu	in there (place referred to) humo
honor -heshimu <i>v.</i> , heshima <i>n.</i>	in this place, in here, here inside humu
honorable/exaulted person mtukufu/wa-	in what way, how (kwa) namna gani?
hope -tumaini	in-law mkwe/wa-, <i>mother-in-law</i> mama mkwe, <i>father-in-law</i> baba mkwe, <i>sister/brother-in-law</i> shemeji
hope for, expect -tarajia	income ujira
horizon upeo wa macho	increase in size -kua, <i>big, major, chief</i> -kuu
horn, ivory, tusk pembe	increase, add to -ongeza
hospital hospitali	increase, exceed, be more than -zidi <i>intrans., increase, multiply sth</i> -zidisha
hospitality ukarimu	incredible, amazing, wonder ajabu <i>n. and adj.</i>
hot season, summer kiangazi	indeed, for sure, certainly kwa hakika
hot, warm -a moto, <i>hot water</i> maji (<i>ya</i>) moto	independence, freedom uhuru
hotel, restaurant hoteli/ma-	index, table of contents fahirisi
hour, time; watch, clock saa, <i>a number of hours</i> masaa	India Bara Hindi, Indian Mhindi/wa-, Indian language Kihindi
house, home nyumba	infect (with disease) -ambukiza, <i>infectious disease</i> ugonjwa wa kuambukiza, <i>infection</i> ambukizo/ma-
how many, how much -ngapi?	inform -arifu, <i>information</i> maarifa (MA-), <i>inform sb, make known</i> -julisha, -pasha habari
how, in what way (kwa) namna gani?	inhabitant, local person mwenyeji/w-
how, in what way/manner, what's up vipi?	inherit -rithi, <i>inheritance</i> urithi
hum, buzz -vuma	initiate, cause to start/begin -anzisha
human being binadamu, mwanadamu/w-	injure sb, hurt sb -umiza, <i>be/get injured</i> -umia
humanity, human nature utu, <i>person</i> mtu/wa-	ink wino (U-)
hundred mia/ma- (N- and MA-)	inland bara
hunger njaa	insanity, mental illness kichaa/vi- (us. sg.)
hunt -winda	insect mdudu/wa-
hurry, hurry up -fanya haraka	insert, cause to enter -ingiza, <i>see</i> -ingia go in
hurt -uma, <i>be hurt</i> -umia, <i>hurt sb, cause injury</i> , -umiza	inside ndani
husband mume/waume, <i>see</i> mwanamume <i>man</i>	inspect -kagua, <i>inspection</i> ukaguzi
hut, shack, stall kibanda/vi-	instead of badala ya
hyena fisi	instill life -tia uhai

I

I, me mimi	instructions agizo/ma-
ice barafu	insult -tukana
idea, thought wazo/ma-, <i>see</i> -waza <i>think</i>	intelligence, brains akili
if, as, like, such as, about kama	intelligent hodari <i>adj., see</i> uhodari <i>bravery, skill</i>
ill -gonjwa <i>adj., critically ill</i> mahututi, <i>fall ill</i> -ugua, <i>feel ill</i> -sikia ugonjwa	

intend, resolve -azimia
intention nia, madhumuni (N-)
interpreter mkalimani/wa-
interval of time, portion of time muda (M-),
 kipindi/vi-
intestines matumbo, *stomach* tumbo/ma-
introduce (guests, strangers) -tambulisha
introduction (e.g. for a book) utangulizi
invite -alika
iron, metal chuma/vy-
iron, press cloths -piga pasi
is/are ni, *is/are not* si
Islamic -a Kiislamu *adj.*
island kisiwa/vi-
issue, point for discussion swala/ma-
Italy Utaliano, *Italian* -a Kitaliano *adj.*, *Italian*
 Mitaliano, — *language* Kitaliano
ivory, tusk, horn pembe

J

jail gereza/ma-, jela
January Januari, mwezi mosi, mwezi wa kwanza
Japan Ujapani, *Japanese person* Mjapani/wa-,
 Japanese Kijapani
Jew Myahudi/wa-, Muyahudi/wa-, *Hebrew*
 Kiyahudi
jina la ukoo family name
join together with -ungana na, *join sth or sb together, link together sth* -unganisha
joint (of body) kiungo/vi-
joke with -tania, *joking, teasing* utani
journey, trip safari
joy, happiness furaha, *be happy* -furahi
judge jaji/ma-, hakimu/ma-
juice maji ya matunda
July Julai, mwezi wa saba
jump, fly -ruka
June Juni, mwezi wa sita
just tu *adv.*
just, fair -a haki *adj.*, *justice, right* haki

K

keep, put, place -weka
keep (animals) -fuga, *domestication* ufugaji
Kenyan Mkenya/wa-
kettle, teapot birika/ma-
key ufunguo/funguo
kick -piga teke, *kick* teke *n.*
kill -ua, *be killed* -uawa
kilometer kilomita
kind, type, sort aina, namna
kindness, sympathy, pity huruma
king mfalme/wa-

kitchen, stove jiko/majiko, or meko *hearth stones*
kneel -piga goti, *knee* goti/ma-
knife kisu/vi-
knock, hit, strike hard -gonga
know -jua, *be known*, -julikana, *knowledge* ujuzi
know, understand -fahamu
know-how, expertise, skill ufundi
knowledge, information maarifa (MA-)
 Koran Kurani

L

laboratory maabara (N-)
lack -kosa, *lack, deficiency* ukosefu
ladder, stairs ngazi
ladle mwiko/mi-, *spoon* kijiko/vi-
lake; breast ziwa/ma-
lamp, light taa
land ardhi, *land, country* nchi
language lugha
large -kubwa *adj.*
last -a mwisho *adj.*
last week wiki iliyopita, wiki jana
last year mwaka uliopita, mwaka jana
last, endure, be permanent -dumu, *make last*
 -dumisha, *permanent job* kazi ya kudumu
late, be — -chelewa, *make late* -chelewesha
later, afterwards baadaye, kisha, halafu
laugh -cheka, *amuse* -chesha
law, rule sheria
lawlessness uhalifu
lawyer mwanasheria/w-, mwakilishi/w-
lazy -vivu
lead -ongoza, *leader* kiongozi/vi-, *leadership*
 uongozi
leaf jani/ma-
learn -jifunza
leather ngozi
leave -ondoka
leave be, let, allow; leave off, quit, stop -acha
lecture mhadhara/mi-, *lecturer* mhadhiri/wa-
left -a kushoto
leg, foot mguu/mi-
legal, lawful halali *inv. adj.*, -a halali
legislature bunge/ma-
lend, borrow -azima
lend money -kopesha
length, tallness urefu, *tall, long* -refu *adj.*, ndefu
N-Class adj.
leopard chui
leprosy ukoma
less kasa
less (in telling time) kasoro. See Lesson 11
less a quarter, quarter past kasarobo. See Note
 1, Lesson 11

Klingereza - Kiswahili

less, be(come) — -pungua, *reduce* -punguza
lesson, reading, study somo/ma-
let, allow -acha
letter barua
letter, letter of alphabet herufi
level (of education, salary) kiwango/vi-
liar mwongo/waongo, *lie* -sema uongo
library maktaba (N-), *library science* elimu ya maktaba
lie down -lala
life maisha (MA-), *live* -ishi
life, state of being alive uhai
lift up -inua
light mwangaza/mi-
light (e.g. a light, lamp, fire) -washa, *be lit* -waka
light (in weight) -epesi *adj.*, *lightness* upesi
light in color, white -eupe
light, lamp taa
like, love -penda
likewise hali kadhalika, *likewise, et cetera* na kadhalika, n. k.
line mstari/mi-
linguistics isimu ya lugha
link together sth -unganisha
lion simba
lip, mouth mdomo/mi-
list orodha
listen, pay attention -sikiliza, *listener*
 msikilizaji/wa-
lit, be — -waka, *light sth* -washa
literature fasihi
little (in quantity), few haba
little amount, somewhat, a little bit kidogo *adv.*
little, small -dogo *adj.*, *smallness* udogo
live -ishi, *life* maisha
live, reside; stay, remain; sit -kaa
livestock, domestic animal mfugo/mi-
living room sebule, chumba cha kuzungumzia
load mzigo/mi-
load, load on -pakia v.
local person, native of, inhabitant mwenyeji/w-, *local, traditional* -a kienyeji *adj.*
log gogo/ma-
long ago zamani
long, tall -refu, ndefu N- *adj.*, *tallness* urefu
look at, watch -tazama, -tizama, -angalia
look for, search -tafuta
lose something -poteza, *be lost* -potea
loss, damage hasara
lost, be — -potea, *lose sth* -poteza
loudly, aloud kwa sauti
love, friendship mahaba (MA-)
love -penda v., mapenzi MA-, *lover* mpenzi/wa-, *act of loving* pendo/ma-

low quality, weak, flimsy, hafifu *inv. adj.*
luck bahati, *luckily, fortunately* kwa bahati nzuri
luggage, load mzigo/mi-
lunch chakula cha mchana
lung pafu/ma-

M

machete panga/ma-
machine mashini N-, mtambo/mi-
mainland bara/(ma-) N- or MA-
major -kuu, *grow up, increase in size* -kua
make (sth) certain -hakisha, *see* hakika *certain*
make a call to, telephone sb -pigia simu, *make a call* -piga simu
make a mistake -kosa
make an effort -jitahidi
make one happy -furahisha, *see* -furahi *be happy*
make progress, continue -endelea, *see* -enda *go*
make the bed -tandika kitanda
make, repair, fix, put in order -tengeneza
malaria homa ya malaria
male -a kiume *adj.*
malnutrition utapiamlo
man mwanamume/wanaume, mwanamme/w-
mango embe/ma-, *mango tree* mwembe/mi-
manner of going, way of doing mwendo/mi-
manners, behavior adabu
many places pengi PA-
many -ingi, wengi, mingi, etc. *See App. p. 231*
map ramani
March Machi, mwezi wa tatu
market soko/ma-
marry -oa (said of a man), -olewa (said of a woman), *be married by* -ozwa, *marry each other* -oana; *marry-funga* ndoa, *marriage* ndoa
Masai person Mmasai/wa-
mat jamvi/ma-, mkeka/mi-, *old worn* — mbacha/mi-
matches kibiriti/vi-, kiberiti/vi-
mathematics hesabu
matter, thing (abstract), affair jambo/mambo
mature, be mature, be fully grown -komaa
May Mei, mwezi wa tano
me, I mimi
meaning; cause, reason maana (N-), *it's meaning is ...* maanake ni ...
means, way of doing something njia
measles surua, shurua, ukambi
measure kibaba/vi-
measure -pima, *measurement* kipimo/vi-
measure in a line of poetry mizani (N-)
meat nyama, *animal* mnyama/wa-
mechanical device, machine mtambo/mi-

medical care, medical treatment matibabu
medical practice uganga
medicine dawa, *herbal* — miti shamba
meet -kutana, *meeting* mkutano/mi-
member mwanachama/w-, *membership*
 uanachama
memorial, remembrance kumbukumbu
mental illness, insanity kichaa/vi- (us. sg.),
 ugonjwa wa akili
mention -taja
merchandise bidhaa (N- pl.)
metal, iron chuma/vy-
middle kati (ya), katikati, -a kati *adj.*
mile maili (N-)
milk maziwa (MA-), **milk v.** -kamua
millet mtama/mi-
million milioni
minute dakika
mirror kioo/vi-
mischievous -tundu *adj.*
missing, be —, miss -kosa
mistake kosa/ma-
mix -changanya, *mixture* mchanganyiko/mi-
moderately, approximately kiasi
modern -a kisasa *adj.*, *modern way* kisasa *adv.*
Monday jumatatu
money pesa (us. N- pl.), **money, silver** fedha
month, moon mwezi/mi-
more, be — -zidi, **more** zaidi
more than kuliko, zaidi ya
moreover tena
morning asubuhi, *early morning, around dawn*
 alfajiri, *this morning* leo asubuhi
mortar (for grinding) kinu/vi-
Moslem Mwislamu/wa-, Muislamu/wa-
Moslem elder, ruler, teacher shekhe/ma-
Moslem judge, religious leader kadhi/ma-
Moslem language, way, custom Kiislamu
mosque msikiti/mi-
mosquito mbu, *mosquito net* chandarua/vy-
mother, madam, mrs. miss mama, *his/her*
mother mamake, *mother-in-law* mama mkwe
motorcycle pikipiki
mountain mlima/mi-
mouse, rat panya
moustache masharubu
mouth (also lip) mdomo/mi-, *mouth opening, the inner mouth* kinywa/vi-
move closer or further away -sogea
move from -hama, **move to** -hamia, **move sb/sth, transfer** -hamisha
movie sinema, senema, filamu
mr., sir; husband bwana/ma-
ms., mrs., miss, lady bibi/ma-, mama

much -ingi, wengi, mingi, etc. See App., p. 231
mucous kamasi/ma-
mud tope/ma-
mumps matubwitubwi (MA-)
music muziki (M- or N-), *musician*
 mwanamuziki/w-
must lazima. See Lesson 20
my, mine -angu, wangu, yangu, zangu, etc. See App., p. 230
mystery fumbo/ma-

N

naked, nakedness uchi *adj.* and *n.*
naked, bare, empty -tupu
name jina/majina, *name v.* -taja
narrate -simulia
narrow, thin -embamba, *narrowness* wembamba
nation taifa/ma-, *national*-a kitaifa *adj.*
native language, way, custom kienyeji
native of, inhabitant mwenyeji/w-, *local, native*
-a kienyeji adj.
native, native born mzaliwa/wa-, *give birth* -zaa,
be born -zaliwa
nature maumbile (MA-)
naughty -tundu *adj.*
navel kitovu/vi-
near karibu na, karibu ya, *nearly* karibu *adv.*
necessity lazima, *it's necessary for me to go* ni
 lazima niende
neck shingo
need -hitaji, *needs* mahitaji (MA-), *need* haja *n.*
needle sindano
neighbor jirani/ma-
neighborhood mtaa/mi-
nephew, niece mpwa/wa-
nerve, vein mshipa/mi-
net wavu/nyavu
new -pya, *newness* upya
news habari, *inform* -pasha habari
newspaper gazeti/ma-
next week wiki ijayo, wiki kesho
next year mwakani, mwaka ujao, mwaka kesho
niece, nephew mpwa/wa-
night, night time usiku
ninety tisini
no hapana, la, *it is not so* sivyo, *it is not* siyo
noise kishindo/vi-
noise, shouting kelele
noise; voice sauti
nonsense upuuzi
north kaskazini
nose pua

Kiingereza - Kiswahili

not siyo *it is not*, sivyo *it is not so*, sivyo? *isn't it so?* *isn't that right?* *is that not so?* (expects a yes-answer)
not at all, not in the least kamwe, hata, hata kidogo
not yet bado (means 'yet, still' in positive context)
notable maalumu *inv. adj.*
note (currency) noti
notebook daftari/ma-
noun jina/ma-
November Novemba, mwezi wa kumi na moja now sasa
number nambari, namba
nurse muuguzi/wa-, mwuguzi/wa-, *nursing* uuguzaji
nurse a child, suckle a child -nyonyesha, — *as a baby* -nyonya

O

o.k., alright, correctly sawasawa
obey -tii, *obedience* utii
objective, target, aim lengo/ma-
obligated, be — -lazimu, *we are obligated to go* inatulazimu kwenda, *obligation* lazima, *I must go* ni lazima niende
obligations madaraka (MA-)
oblige -bidi, *it is necessary for him/her to go* inambidi aende
obtain, get -pata, *be obtainable* -patikana
obvious wazi *inv. adj.*
ocean bahari
October Oktoba, mwezi wa kumi
of -a, wa, ya, za, cha, pa, etc. See App., p. 230
offer, present, give; take away, subtract -toa
office ofisi/ma- (also N-), afisi
officer, official afisa/ma-
official rasmi *inv. adj.*, -a rasmi *adj.*
offspring, child mwana/w-
often mara kwa mara, mara nydingi
oh! ala!
oil mafuta (MA- pl.)
old -zee *adj.*, -ku(u)kuu *adi.*, *old age* uzee, *old person, elder* mzee/wa-
old, former, ancient *adj.* -a zamani
olden times, former ages, past kale
on juu ya, katika, mnamo (temporal)
on (e.g. a light), be — -waka
on account of kwa ajili ya
on behalf of kwa niaba ya
on foot, by foot kwa miguu
on the other hand kwa upande mwingine
on top of juu ya

once upon a time hapo kale, hapo zamani, paliondokea
one moja, mosi. See Note 3, Lesson 10
one person, certain person mmoja
oneself mwenyewe/w-
onion kitunguu/vi-
only, just tu
open wazi *inv. adj.*
open space uwanja/nyanja
open, unfasten, untie -fungua
operate on the body -pasua, *be operated on* -pasuliwa
operator opareta/ma-
opinions, views maoni (MA-)
opportunity, chance, time, space, room nafasi
opposite kinyume
or au, ama
orange chungwa/ma-, mchungwa/mi- (— tree)
order *v.* -agiza
order, orderliness taratibu
organization, company shirika/ma-
organization, party chama/vy-
origin asili
ostrich mbuni (N-)
other -ingine, mwingine, wengine, lingine, mengine, etc. See App., p. 231
ought (to) lazima. See Lesson 20
our, ours -etu, wetu, yetu, chetu, vyetu, etc. See App., p. 230
outcome matokeo (MA-)
outside nje
overcast, be — -tanda, *it's overcast* kumetanda
overcome -shinda, *be overcome* -shindwa

P

pace, way of going mwendo/mi-, *go* -enda
page ukurasa/kurasa
pain maumivu (MA-), uchungu; *be in pain* -umia, -umwa
paint -paka
pan sufuria
pants, trousers suruali
papaya tree mpapayu/mi-, — *fruit* papai/ma-
paper karatasi
parade, demonstration maandamano (MA-)
pardon, radhi, pardon me niwie radhi
parent, elder, old person mzee/wa-, *parent* mzazi /wa-
park, garden bustani
parliament bunge/ma-
part schemu
participate -shiriki, *participant* mshiriki/wa-
party, association chama/vy-

- party, feast** karamu
pass an exam -shinda, *fail an exam* -shindwa
pass away, die (polite) -fariki, *see* -fa *die*
pass, pass through/by -pita
passenger abiria/ma-
past zamani
past, olden times, former ages kale
pastor kasisi/ma- (us. Protestant)
pasture malisho (MA-)
path njia
patience subira, *be patient* -subiri
paved -a lami *adj.*
pay -lipa, *payment* lipo/ma-
pay attention, listen -sikiliza
peace amani, salama
peel (e.g. fruit, vegetables) -menya
pen, pencil kalamu, penseli
penicillin penesileni
penis mboo (*obscene*), *see* sex organs
penny peni
percentage asilimia
perfect, complete kamili *inv. adj.*
perfume manukato (N-)
perhaps pengine
period, interval of time muda (M-), kipindi/vi-
permanent, be —, last -dumu, permanent -a
kudumu adj., perpetuate, make last -dumisha
permit, allow -ruhusu, *permission* ruhusa, *be permitted* -ruhusiwa
permit kibali/vi-
Persia Uajemi, *Persian* Mwajemi/w-
person mtu/wa-, *humanity, human nature* utu
pestle mchi/mi-
philosophy falsafa
photograph sth -piga picha
physics fizikia
pick (e.g. fruit, vegetables) -chuma
pick up bit by bit -okota, -dondoa
picture, photo picha, *take a picture* -piga picha
piece kipande/vi-, schemu
pig nguruwe
pile fungu/ma-
pill, small lump kidonge/vi-
pillow mto/mi-, *pillowcase* foronya
pimple, scabies, exzema upele/pele
pineapple nanasi/ma- (fruit), mnanasi/mi- (plant)
pity on, have — -hurumia, *pity* huruma
place mahali (PA-)
place in, set into -tia
place, put down, set down -weka
plague, bubonic plague tauni
plan, arrange -panga v., mpango/mi- n.
plank bao/ma-
- plant** n. mmea/mi-, *plant science* sayansi ya mimea, *plant* v. -panda
plate sahani, *saucer* kisahani/vi-
play -cheza, *player, dancer* mchezaji/wa-
playground uwanja/nyanja
please tafadhalii
please sb, pleasing, be — -pendeza, *pleasing* -a kupendeza *adj.*
plot, playing field, field kiwanja/vi-, uwanja
plow plau
plural wingi, *in the plural* kwa uwingi
pneumonia numonia
pocketbook mkoba/mi-
poem, type of epic — utenzi/tenzi
poem, verse shairi/ma-, *poet* mshairi/wa-
point the finger -onyesha kidole, *point the finger at* -onyeshea kidole
poison sumu
policeman, soldier, guard askari/ma-, askari polisi
political party chama cha siasa
politics siasa, *politician* mwanasiasa/w-, *political science* elimu ya siasa
poor, poor person/s maskini sg. and *pl. n. & adj.*
popcorn bisi
porridge uji
portion fungu/ma-
Portugal Ureno, *Portuguese person* Mreno/wa-, *Portuguese* Kireno
possessing, having, with -enye, wenye, yenyé, chenyé, zenye, etc. See App. p. 230
possessions, property, wealth mali (N-)
possible, be — -wezekana, *be able* -weza
post office posta
pot sufuria
pot, clay water — mtungi/mi-
pot, made of clay chungu/vy-
potato kiazi/vi-, kiazi ulaya
pound (weight) ratili
pound grain (in a mortar) -twanga
pour -mimina, -mwaga
praise -sifu v. sifa n.
praise be to God Alhamdulilahi
pray -sali v., sala (N-), *pray rosary* -sali tasbihi, -vuta tasbihi, *prayer mat* msala/mi-
precede, go first -tangulia, *introduction* utangulizi
prefer -pendelea, *like, love* -penda
preferable, better afadhalii, *it would be better* ni afadhalii
pregnant woman mjamzito/wa-, *pregnancy, fetus* mimba (N-)
prepare -tayarisha, *preparations* matayarisho
prepare (esp. food) -andaa

Klingereza - Kiswahili

present, gift zawadi
present, offer, give; take away, subtract -toa
preserve, guard, protect -hifadhi
president rais/ma-
prevent -zuia
price bei, *wholesale price* bei ya jumla, *retail price* bei ya rejareja, *good price* bei nafuu
pride (positive) fahari
priest padri/ma-
principal, head person mkuu/wa-, *head teacher* mwalimu mkuu, see *-kuu* major, *-kua* grow up
principle, rule, canon kanuni
print -chapa, -piga chapa
private -a binafsi *adj.*
problem shauri/ma-, *what's the problem?* shauri gani? *it's your problem* shauri lako
procedure, step hatua
produce (farm), product zao/ma-
professor profesa/ma-
profit faida
progress, development maendeleo
project mradi/mi-
promise v. -ahidi *v.*, ahadi *n.*
pronounce -tamka, *pronunciation* matamshi
property, possessions, wealth mali (N-)
prophet mtume/mi-, nabii
proposal (of marriage) posa/ma-, *make a proposal* -posa
protect -linda, -hifadhi
protection, defense kinga
proverb, saying, aphorism methali
province, state jimbo/ma-
psychology elimu ya nafsi, saikolojia
publicly, in public hadharani
pull -vuta, *be pulled* -vutwa
pull out/up, extract -ng'oa
pump bomba *n.*, -piga bomba *v.*
pumpkin plant mboga/mi-, *pumpkin* boga/ma-
punish -adhibu, *punishment* adhabu
purpose ajili, *for the purpose of* kwa ajili ya
purpose, intention madhumuni (MA- pl.)
push -sukuma
put into -tia, *put in for* -tilia, *be put in* -tiwa, -tilia
put out (e.g. fire, light) -zima
put to bed -laza
put, put down, place, set -weka
puzzle fumbo/ma-
python chatu

Q

quarrel with -gombana, *quarrel, argument* ugomvi/ma-

quarter robo
quarter past kasarobo. See Note 1, Lesson 11
question swal/ma-
question for discussion, issue swala/ma-
quick -epesi *adj.*, *quickness* upesi *n.*, *quickly* kwa upesi, upesi, haraka, kwa haraka
quiet, be — -nyamaza; kimya! *imp.*
quietly pole, polepole, kwa upole
quit, stop, leave off, -acha

R

race; fast mbio
racism, tribalism ukabila
radio radio
railroad reli
rain mvua *n.*; -nyesha mvua *v.*, *it's raining* inanyesha mvua
raise (e.g. a child) -lea
raise (one's) hand -nyosha mkono
raise up, lift up -inua
rank, status cheo/vy-
rat, mouse panya
raw -bichi
read, study -soma, *reading, study, lesson* somo/ma-, *reading exercise* zoezi la kusoma
ready tayari *inv. adj.*, *prepare sth* -tayarisha
rear -lea
rear (animals) -fuga, *animal husbandry* ufugaji
reason sababu, maana
rebel -asi, *rebellion* maasi (MA-)
receive -pokea
recently hivi karibuni
recognize -tambua, *be recognized* -tambuliwa
reconcile -patanisha
record rekodi *v.* and *n.*
recover (from illness) -pona
red, bright in color -ekundu *adj.*
reduced, be(come) — -pungua, *reduce, make smaller, lessen* -punguza, *reduce for* -punguzia
refresh sb -burudisha, *cold* baridi
refrigerator mtambo wa barafu/mi-, friji
refuse -kataa, *refuse sb* -kataza
region (political) mkoa/mi-
rejoice -shangilia
related to, be — -husiana, *relationship* uhusiano
relative, relation ndugu
religion dini, *religiously* kwa kidini, *religious* -a kidini *adj.*
rely on (oneself) -(ji)tegemea
remember -kumbuka, *remind sb* -kumbusha, *reminder* ukumbusho, kumbukumbu
remove, clear away/off -ondoa, *leave* -ondoka

rent, hire something -kodi, *rent out* -kodisha;
rent, rental fee, tax kodi
repair, put in order, fix, make -tengeneza
repairs ukarabati
report ripoti, taarifa
representative mjambe/wa-
representative in government mbunge/wa-
republic jamhuri
reputation sifa
request -omba v., ombi/ma- n.
require -hitaji, *requirements* mahitaji (MA-)
rescue -okoaa
research, do — -chunguza, -tafiti v., *research*
utafiti, uchunguzi n., *researcher* mtatifi/wa-,
mchunguzi/wa-
resemble -fanana
respect -heshimu v., heshima n., *respected person*
mheshimiwa/wa-
respond -itika, -rudia, *see* -rudi *return*
responsibility, duty madaraka (MA-), wajibu (U-)
rest -pumzika v., mapumziko n.
restaurant mkahawa/mi-, hoteli/ma-
results matokeo (MA-)
return -rudi, *return sth* -rudisha, *return to/for*
-rudia
review marudio
revolution mapinduzi (MA-)
rheumatism baridi yabisi
rhyme kina/vina (us. pl.)
rice (cooked) wali; *rice cooked with coconut juice*
wali wa tui; *unhusked rice, field/paddy rice*
mpunga/mi-; *uncooked rice* mchele/mi- (us. sg.)
rich -tajiri *inv. adj.*, *rich person* tajiri/ma-
riddle fumbo/ma-, kitendawili/vi-
ride (e.g. horse, bike) -panda
right adj. -a kulia, *right hand* mkono wa kulia
right then, right there papo hapo
right, justice haki
ripe -bivu
rise up -inuka
river mto/mi-
road njia, *main road* barabara
roast meat, cook on open fire, burn -choma
rob, take sth by force -nyang'anya
rock, boulder jabali/ma-, *see* jiwe stone
rocket roketi
roll a hoop -piga gurudumu (lit. hit the wheel)
Roman/Latin -a kirumi *adj.*
roof paa/ma-
room chumba/vy-
room, space, opportunity, chance, time nafasi
rope kamba
rosary tasbihi, *say/tell rosary* -vuta tasbihi
rot, spoil -oza

rotten, bad -bovu
rug zulia/ma-
ruin -haribu, *be ruined, damaged* -haribika
rule kanuni
rule, govern -tawala v., utawala n. -miliki v.
rule, law sheria
run, run away -kimbia, *run toward* -kimbilia
rural areas mashambani
Russia Urusi, *Russian* Mrusi/wa-, *Russian*
language Kirusi

S

sadness huzuni n., -a huzuni *adj. sadden sb,*
cause sorrow -huzunisha, -sikitisha
safety salama
sailboat dau/ma-, jahazi/ma-
sake ajili, *for the sake of* kwa ajili ya
salary mshahara/mi-
salt chumvi
same, equal sawa, *equal to/same as* sawa na
sand mchang'a/mi-
satisfied (full from eating), be — -shiba
satisfied, be — -tosheka, *satisfy* -tosheleza
Saturday jumamosi
sauce, gravy mchuzi/mi-
saucer kisahani/vi-, *see* sahani *plate*
save -okoaa
say, speak -sema, *saying* msemo/mi-
say goodbye -aga, — *to each other* -agana
say no -kataa
say, mention a name -taja
say to, tell -ambia
saying, aphorism methali, msemo/mi-
scale for weighing mizani
scarlet fever homa ya vipele vyekundu
schedule ratiba
schlorship utaalamu, *scholar* mtaalamu/wa-
school shule, skuli, *tradional* —, *college* chuo/vy-
school term muhula/mi-, kipindi/vi-
science sayansi
scorn, scornful word or action bezo/ma-
scratch, grate -kuna, *grate coconuts* -kuna nazi
sea bahari
season msimu/mi-, majira (N-)
second -a pili, pili
secondary school shule ya sekondari
secret siri, *secretely*, kwa siri
secretary, clerk karani/ma-
section, part sehemu
section, side, area upande/pande
security usalama
see -ona, *see one another* -onana, *be seen, be*
visible -onekana

Kiingereza - Kiswahili

seed mbegu	shoulder bega/ma-
segregation, discrimination ubaguzi	shout -piga kelele
seize, grab -shika	show -onyesha
select -chagua	shut, close, fasten, tie -funga
self-reliance kujitegemea, <i>be self reliant</i>	sibling (sister or brother) ndugu
-jitegemea	sick -gonjwa <i>adj.</i> , <i>sickness</i> ugonjwa/ ma-
self, alone peke y-, peke yangu, etc. <i>by myself</i>	side, section, area upande/pande
self, oneself (emphatic) -enyewe, wenyewe,	sign (signature) -tia sahihi
chenyewe, etc. See App., p. 230	sign, symbol alama
sell -uza, <i>seller</i> mwuzaji/w-	silence, silently kimya, also <i>imp.</i> 'be quiet!'
seminar semina	silver fedha
send sb on errand -tuma	similar, be — -fanana
send, take -peleka	sin -kosa <i>v.</i> , kosa/ma- <i>n.</i> , dhambi <i>n.</i>
sentence sentensi	since (time) tangu, <i>since, because</i> kwa vile
separate, divorce, leave each other -achana	sing -imba, <i>singer</i> mwimbaji/w-
separate, set aside -tenga	sister dada, ndugu, ndugu wa kike
September Septemba, mwezi wa tisa	sister-in-law, brother-in-law, relation by
servant mtumishi/wa-, <i>see</i> -tuma send	marriage shemeji
serve (food) -andaa, <i>be served (food)</i> -andaliwa	sit, sit down -kaa, -kaa kitako
set a trap, set a riddle -tega	situation, state hali, <i>How are you?</i> U hali gani?
set out to dry or air -anika	sixty sitini
set the table -tandika meza	size ukubwa, <i>see</i> -kubwa large
set (the sun) -chwa, kuchwa. See App., p. 233,	skill uhodari, ufundi, <i>skilled worker</i> fundi/ma-,
<i>kumekuchwa the sun has gone down</i>	<i>skillfull</i> hodari
set, set down, put down -weka	skin ngozi
seventy sabini	sky mbingu
sew -shona, <i>sewer</i> mshonaji/wa-, <i>sewing</i> ushonaji	slaughter -chinja
sex uke na ume, jinsia, <i>intercourse</i> ugoni/ngono	slave mtumwa/wa-, <i>see</i> -tuma send
sex organ tupu la mbele, sehemu ya siri (<i>male or</i>	sleep usingizi <i>n.</i> , -lala usingizi <i>v.</i>
<i>female</i>), <i>see penis and vagina</i>	sleeping sickness malale (MA-)
shack, stall, hut kibanda/vi-	slowly (pole)pole, kwa upole, <i>slowness</i> upole
shadow kivuli/vi-	small -dogo
shake -tikisa	smallpox ndui
shape umbo/ma-	smartness, skill; courage uhodari
share with, distribute -gawanya, -gawa	smoke moshi/mi- <i>n.</i> -vuta sigara <i>v.</i>
shark papa	snake nyoka
sharp -kali <i>adj.</i>	snow theluji
shave, cut hair -nyoa, <i>be shaved</i> -nyolewa	so-and-so fulani
she yeye	so forth, so on kadha wa kadha
sheep kondoo	so that, in order that ili
sheet shuka	so, therefore, in that way kwa hivyo
shelf rafu	so, thus, it is so, it is thus ndivyo
shield ngao	soap sabuni
shilling shilingi	society jamii, <i>social science</i> sayansi ya jamii, <i>sociology</i> elimu ya jamii
shirt shati/ma-	society, organization chama/vy-
shoe kiatu/vi-	socks soksi
shop duka/ma-, <i>shop owner</i> mwenyeduka/w-	soft laini <i>inv. adj.</i>
shore, beach ufuko, <i>see</i> pwani coast	softly, slowly, gently (pole)pole, kwa upole
short -fupi <i>adj.</i>	soil, dirt udongo
shortage, scarcity upungufu	soldier, guard askari/ma-, askari jeshi
shortly hivi karibuni	solitary, unique -a pekee <i>adj.</i>
shortness ufupi	solve, untangle -tatua
shorts suruali fupi	
should lazima. See Lesson 20	

some -ingine	stir, stir up -vuruga
some of baadhi ya	stomach; intestines (pl.) tumbo/ma-
son mwana wa kiume, <i>son of bin, see binadamu</i>	stone jiwe/mawe
<i>human being</i>	stop -simama, -acha
song wimbo/nyimbo, <i>see -imba sing</i>	stop up -ziba
sore kidonda/vi-	stop, prevent, hinder -zuia
sorrow huzuni	stop, quit, leave off (doing sth) -acha
sorry! samahani, kunradhi, niwie radhi!	stopping place, resting place kituo/vi-
sorry, be -sikitika, <i>cause sb to be sad</i> -sikitisha	store duka/ma-, <i>store owner mweriyeduka/w-</i>
soul, spirit roho, moyo/mi-	story, narration hadithi, <i>story telling utoaji wa</i>
soup supu	hadithi, <i>tell a story</i> -toa hadithi, -hadithia
source asili	story (of a building) ghorofa, gorofa, orofa
south kusini	stove, kitchen jiko/majiko, <i>hearth stones meko,</i>
space, room, opportunity, chance, time nafasi	<i>charcoal stove, grill sigiri</i>
Spanish Mhispania/wa, — language Kihispania,	straight ahead, straight on moja kwa moja
<i>Spain Uhispania, also Kispanish</i>	straighten, stretch out -nyosha
speak, say -sema, <i>speak with</i> -sema na, <i>speak</i>	stranger, guest mgeni/wa-
<i>loudly</i> -sema kwa sauti, <i>speaker</i> msemaji/wa-	strap ukanda/kanda
special, specific maalumu <i>inv. adj.</i>	street njia, mtaa/mi-, barabara
specialist mtaalamu/wa-	strength, energy nguvu
speech, give — -toa hotuba, -hutubu; hotuba <i>n.</i>	strengthen sb/sth, make strong -imarisha
speed, race; fast mbio	stretch out, straighten -nyosha
split, split open/apart -pasua	strict -kali <i>adj.</i> , strict person mkali/wa-
spoil, rot -oza, <i>spoil, damage, ruin</i> -haribu	strike -goma, <i>strike, labor strike</i> mgomo/mi-
spoon kijiko/vi-, <i>ladle</i> mwiko/mi-	strong imara <i>n.</i> and <i>adj.</i>
sprain, have a — -teguka	student mwanafunzi/w-
sprit, soul roho	study -soma, <i>study, lesson, reading</i> somo/mi-
squeeze -bana	stupidity ujinga
squeeze out liquid -kamua, <i>be squeezed</i>	subtract, take away; offer, present, give -toa
-iakuliwa	succeed -faulu, -fanikia, <i>success</i> mafanikio
stab, pierce (e.g. with spear, knife) -choma	(MA-), fanaka
stable imara <i>n.</i> and <i>adj.</i>	such as the following, as following kama hivi
stairs, ladder ngazi	suckle, feed at the breast, <i>nurse</i> -nyonya
stall, shack, hut kibanda/vi-	suddenly kwa ghafula, ghafula
stamp stempu <i>n.</i>	sufficient, be — -tosh, <i>sufficient</i> -a kutosha
stand, stand up -simama	sugar sukari (N- sg.) <i>sugar cane</i> muwa/mi-
standard sanifu, <i>Standard Swahili</i> Kiswahili	suit (of clothes) suti
Sanifu	suitable, be — -faa
standard (of living) kiwango/vi-	suitcase sanduku/ma-, mzigo/mi-
start, begin -anza, <i>start from, begin with</i> -anzia,	sum, total jumla
<i>start sth, begin sth</i> -anzisha	summary, précis muhtasari/mi-, mukhtasari/mi-
state, province jimbo/ma-	summer, hot season kaskazi, kiangazi
state, situation hali, <i>How are you? U hali gani?</i>	sun juu/ma- <i>pl. rare</i>
station stesheni, kituo/vi-	sun set v, -chwa, kuchwa. See App., p. 233
statue, carving, image sanamu	Sunday jumapili
status, rank cheo/vy-, <i>status, prestige</i> hadhi	supermarket supa maket
stay, remain; sit; live, reside -kaa	supervise -simamia, <i>supervisor</i> msimamizi/wa-
steal -iba	suppose, think -dhani
step, procedure hatua	sure, for —, indeed, certainly kwa hakika
stepmother mama wa kambo, <i>stepfather</i> baba wa	surgery, have — -pasuliwa
kambo	surpass, beat, win -shinda
stick together or to a surface, freeze -ganda	surprise sb -shangaza, -staajabisha, <i>be surprised</i>
still, yet; not yet bado	-shangaa, -staajabu, -ona lo
sting -uma	surround, go around -zunguka, -zingira

Klingereza - Kiswahili

Swahili Kiswahili, *Swahili person* Mswahili/wa-,
Swahili country Uswahilini
swallow -meza
sweat jasho/ma-, *sweat, perspire* -toka jasho
sweater suweta
sweep -fagia, *broom* ufagio/fagio
sweet tamu *us. inv. adj.*
sweet potato kiazi kitamu/vi-
swell, get swollen -vimba, *swelling* uvimbe
swim -ogelea, *see -oga take a bath*
sword upanga/panga
syllable silabi
syllabus silibasi, muhtasari wa masomo
symbol alama
sympathy, condolence, expression of — pole
sympathy, pity huruma, *have pity on* -hurumia
syphilis kaswende, sekeneko

T

table meza
tailor, sewer mshonaji/wa-, *sew* -shona
take a bath, bathe -oga, -koga
take a photo -piga picha
take a trip -safiri, *trip* safari, traveller
 msafiri/wa-
take away, subtract; offer, present, give -toa
take care of -tunza
take hold of, seize -shika
take part -shiriki
take place, happen -tokea
take sth by force, rob -nyang'anya
take, carry, convey -chukua
tallness, length urefu, -refu *adj.*, ndefu *N-adj.*
Tanzanian Mtanzania/wa-, *Tanzania* Tanzania

tape (recording, video) ukanda/kanda
tar, asphalt lami
target, objective, aim lengo/ma-
taste ladha
tax, rental fee, rent kodi
taxi teksi
tea chai (*N-*) *us. sg.*
teach, instruct -fundisha
teacher mwalimu/w-
team timu
teapot, kettle birika/ma-
tease, joke with -tania, *teasing* utani
teat, breast titi/ma-, *see ziwa/ma- breast*
technology teknolojia, ufundi
telephone someone -piga simu, *make a call*
 -piga simu
telephone, telegraph simu
tell -ambia

tell a story -toa hadithi, -hadithia, — *to-tolea*
 hadithi, — *to each other* -toleana hadithi
temple hekalu
ten kumi
term muhula/mi-, kipindi/vi-
tetanus, lockjaw pepopunda
thankful, be — -shukuru, *thanks, thank you*
 asante sg. asanteni *pl.*
that kwamba *conj.*
that (close to hearer, aforementioned) h-...-o
 dem., huyo, hao, huo, hiyo, etc. See Note 3,
 Lesson 24
that (distal) -le dem., yule, wale, ule, ile, etc. See
 Note 3, Lesson 24
that is, i.e., id est yaami
that, which, what, who amba- *rel. pro.*, ambaye,
 ambao, ambacho, ambavyo, etc. See Lesson 27
their, theirs -ao
them, they wao
then halafu
then (time referred to) hapo; *then and there; right*
 then, right there papo hapo; *then long ago, once*
 upon a time hapo kale, hapo zamani; *then/there*
 in the beginning hapo mwanzoni
then, afterwards, later kisha, halafu, baadaye
theory nadharia
there (distant loc) kule (*general*), pale (*specific*),
 mle (*interior*)
there (loc. referred to/Previously mentioned)
 huko (*general*), hapo (*specific*), humo (*interior*)
there is, there are kuna
there was once; once upon a time paliondokea
therefore, so, in that way kwa hivyo
they, them wao
thief mwizi/wezi, mwivi/wevi
thigh paja/ma-
thin, be(come) — -konda *v.*
thin, narrow -embamba *n.*
thing kitu/vi-
thing (abstract), affair jambo/mambo
think -fikiri, *think, suppose* -dhani
think carefully, give thought to -zingatia
thinness wembamba
thirst kiu
thirty thelathini
this h-... *dem.* huyu, hawa, huu, hii, etc. See Note
 3, Lesson 24
this morning leo asubuhi
thought fikira, fikara, wazo/ma-
thousand elfu/ma-
throat koo
throw -tupa
thumb gumba
Thursday alhamisi

thus, so, in that way hivyo *adv.*
 thus, so, it is so, it is thus ndivyo
 ticket, chit, certificate, cheti/vy-
 ticket; watermelon tikiti
 tie tai *n.*
 tie, close, shut, fasten -funga
 time wakati/nyakati (*in a general sense*), nafasi
 (*opportunity*), mara N- (*single, instant, occasion*
 of —), mara kwa mara (*time after time, often,*
from time to time), mara nyingi (*often*), muda M-
 (*period/interval of time*), saa (*hour, watch*),
 zama, zamani (*time past, long ago*), kwa muda
 (*for a time, for a period of time*)
 tin container debe/ma- (*large 4 gal. size*)
 tincan mkebe/mi-
 tired, be(come) — -choka
 to, for, in respect to, by, with kwa
 to, up to, until hadi
 tobacco tumbaku
 today leo
 toe, finger kidole/vi- (*cha mguu/mkono*)
 together pamoja
 toilet choo/vyoo
 tolerate, endure, put up with -vumilia
 tomorrow kesho, — *morning* kesho asubuhi
 tongue ulimi/ndimi
 tool, furniture, vessel, container chombo/vy-
 tooth jino/meno
 toothbrush msuwaki/mi-
 topic, subject mada (N-)
 tortoise kobe
 total, sum, total amount ujumla, jumla
 totally, fully, completely kabisa *adv.*
 touch -gusa
 tough, hard -gumu, difficult vigumu *adv.*
 tourism utalii, tourist mtalii/wa-
 towel taulo, taula
 town quarter, neighborhood mtaa/mi-
 town, city mji/mi-
 tractor trekta
 trade, commerce, business biashara
 traditional -a kijadi, -a kiasili, -a kienyeji *adj.*,
 traditionally kwa kiasili *adv.*
 traditional medicine, medical practice uganga
 train treni, gari la moshi
 transfer, move sb/sth -hamisha
 transform, change sth, turn over -geuza
 translate -tafsiri, -fasiri *v.* and *n.*
 transport -safirisha
 trap -tega
 trash takataka
 travel, -safiri, trip safari, traveller msafiri/wa-
 tray sinia
 treasure hazina

treat medically -tibu, be —ed -tibiwa
 tree mti/mi-
 tremble -tetemeka
 tribe kabilia/ma-, tribalism ukabila
 trick hila
 tricky, cunning, clever person mjanja/wa-
 trip, journey safari, travel -safiri
 trouble, difficulty, distress taabu, shida
 truck lori/ma-
 true kweli, truly, in truth kwa kweli, truthfulness
 ukweli
 trust -amini
 try -jaribu, try hard, make an effort -jitahidi
 tuberculosis kifua kikuu
 Tuesday jumanne
 tumor, goitre, glandular swelling tezi/ma-
 turn out a light -zima
 turn over -geuza
 turn (*as in taking turns*) zamu
 twenty ishirini
 twist -sokota
 two -wili, mbili, pili
 type -piga taipu *v.*
 typhoid homa ya mtumbo

U

Ugandan Mganda/wa-
 ulcer donda/ma-, tropical ulcer donda ndugu
 uncertainty, doubt shaka
 uncle mjomba/wa- (*maternal*), baba mdogo
 (*paternal*)
 under chini ya
 undershirt fulana, underpants chupi (N-)
 understand -elewa, understand, know -fahamu,
 be understood -fahamika
 understanding, agreement masikilizano
 underwear nguo za ndani, chupi (N-)
 undoubtedly, without doubt bila shaka
 undress, take off clothes -vua, dress -vaa
 union muungano/mi-, see Jamhuri ya Muungano
 wa Tanzania United Republic of Tanzania
 unique, solitary -a pekee *adj.*
 unite -uganisha, unite with -ungana
 United Nations Umoja wa Mataifa
 unity umoja
 university chuo kikuu/vyuo vikuu
 unload; dish out (food) -pakua, load -pakia
 unripe, uncooked -bichi
 untangle, solve -tatua
 untie, unfasten, open -fungua, close, tie -funga
 until, up to mpaka, hadi
 up-country bara
 up to, until mpaka, hadi

Kiingereza - Kiswahili

up, above, high, juu; *upper, high* -a juu *adj.; on top of* juu ya
urban planning mipango ya miji
urine choo kidogo, mkojo/mi-
us, we sisi
use, be of — to -faa, *useful thing* kifaa/vi-, manufaa *pl.*
use, make use of -tumia
useless bure
usual thing kawaida, *us.* kwa kawaida
utensil, tool, furniture, vessel chombo/vy-

V

vaccinate, make incision, cut into; split -chanja
vagina kuma (*obscene*), uke, see *sex organ*
valley bonde/ma-
value thamani
various, assorted, different ones mbalimbali
various, several kadhaa
vegetable, garden produce mboga
vegetation, grass, leaves jani/ma-
vehicle gari/ma-
vein, nerve mshipa/mi-
venereal disease ugonjwa wa zinaa
verb kitenzi/vi-
very well, very good, fine vema, vizuri *adv.*
very, very much, a lot sana, mno *adv.*
vessel, container, dish, utensil, tool chombo/vy-
victory ushindi
views maoni (MA-)
village kijiji/vi-
virus virusi
visible, be — -onekana, cf -ona *see*
visit -tembelea, -zuru
visit, official visit ziara
vocabulary msamiati/mi-
voice; noise sauti
vomit -tapika *v.*, matapishi *n.*
vote -piga kura *v.* kura *n.*

W

waist kiuno/vi-
wait -ngoja, *wait for* -ngojea, *wait patiently* -subiri
wake up, get up -amka, *wake sb up* -amsha
walk, take a stroll -tembea, matembezi *n.*
walking stick, staff, cane fimbo
wall ukuta/kuta
want, desire -taka
war vita (VI-, sometimes N-, no sg.)
warm, hot -a moto *adj.*
warn -onya, *warning* onyo/ma-
wash clothing, do laundry -fua nguo

wash hands and face -nawa
wash, clean with water -osha, -kosha
watch out for, be careful, take care -angalia
watch, clock saa
water maji (MA-), *hot water* maji (ya) moto, *cold water* maji baridi, *fresh water* maji matamu
watermelon; ticket tikiti
wax, beeswax nta
way, manner namna
way, manner of going mwendo/mi-
way, way of doing something njia
we, us sisi
weak dhaifu *inv. adj.*
weak, flimsy, low quality hafifu *inv. adj.*
wealth, property, possessions utajiri, mali (N-)
weapon silaha
wear, put on, have on (clothing) -valia
weather hali ya hewa
weave, plait -suka, *weaver* msukaji/wa- *n.*
wedding arusi, harus, ndoa
Wednesday jumatano
weed, remove weeds -palilia *v.*, gugu/ma- *n.*
week wiki, juma/ma-
welcome! karibu, *welcome sb* -karibisha
well then, an expression to draw attention hebu
well, be —, feel better -poa
well, healthy -zima, *health, well-being* uzima
well, then, well then basi
well, water well kisima/vi-
west, the time the sun sets magharibi
what does it mean? maana yake nini?
what kind? what sort? gani?
what time is it? saa ngapi?
what way? how? what the heck! namna gani?
What's the date? ni tarehe gani?
what, that, which, who amba- *rel. pro.* See
 Lesson 27
what? nini?
wheat ngano
wheel gurudumu/ma-
when, time of wakati wa + infinitive. See Note 5,
 Lesson 8
when? lini? *whenever* po pote
where? wapi? *wherever* po pote, ko kote
which, what, that, who amba- *rel. pro.* See
 Lesson 27
which? gani; -pi (of alternatives)
while huku *adv.*
whip; hippo kiboko/vi-
white, light in color -eupe
who, which, what, that amba- *rel. pro.* See
 Lesson 27
who? nani?
whole, entire -zima *adj., wholeness* uzima

whooping cough kifaduru
whose? -a nani?
why, for what reason? kwa sababu gani?
why? kwa nini?
why? (in a reproachful sense) mbona?
wickedness, evil uovu/maovu, -ovu *adj.*
wide -pana *adj.*, width upana
wife mke/wake
wild -a mwitu *adj.*
wilderness, bush, uninhabited place pori/ma-win -shinda, *be beaten* -shindwa
wind upepo/pepo
window dirisha/ma-
wine mvinyo/mi-
winner mshindi/wa-
winter kipupwe (June - August)
wipe, wipe up -pangusa
wire waya (N-)
wisdom, common sense hekima
with, by, and na
with, by, to, for, in respect to kwa
with, having possessing -enye, wenye, yenye,
 chenye, zenye, etc. See App. p. 233
without bila, *without doubt* bila shaka
witness to -shuhudia
woman mwanamke/wanawake
wonder, something amazing, incredible ajabu
word, something neno/ma-

work kazi *n.*, -fanya kazi *v.*, *worker*
 mfanyakazi/wa-
world, universe, earth ulimwengu, dunia
worn out, old -(kuu)kuu
worry, anxiety wasiwasi
worship -abudu *v.*, ibada *n.*
wrist, ankle kiwiko cha mkono/mguu
write -andika, *writing* maandiko, maandishi,
writer, author mwandishi/w-
written composition, essay insha

Y

yard (measurement) yadi
year mwaka/mi-
yellow manjano, yelu
yes eeh!, ndiyo (lit. *it is so*), labeka *fem.*, naam
masc. See Note 2, Lesson 8
yesterday jana
yet, still bado, also *not yet* in neg. context
you wewe *sg.* ninyi *pl.*
your, yours -ako *sg.* -enu *pl.*
young person kijana/vi-, *youthfulness* ujana

Z

Zanzibar Island Unguja
zebra punda milia
zero sifuri

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